

RESOLUTION ON THE NATIONAL HIGHER EDUCATION PROGRAMME 2011-2020

Ministry of Education, Science and Sport
of the Republic of Slovenia

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of the Republic of Slovenia

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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 for their personal development, professional careers and active citizenship, as well as the spiritual, social, artistic, cultural and economic development of the community. Higher education and related scientific research are therefore situated at the core of the Republic of Slovenia's developmental ambitions. Higher education is a priority for the Republic of Slovenia, particularly in the current challenging period of the global economic crisis.

Current state¹

Since the establishment of the Slovenian state, we have witnessed great change in the area of higher education. Both in the Slovenian and the international higher education areas, the number of students has 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 has increased (in terms of mobility, the number of Slovenian students that participated in the ERASMUS programme was 170 in 1999, and 1,132 in 2008. The number of incoming foreign students on the ERASMUS programme increased from 9 to 991 between 1999 and 2008; the share of foreign students in Slovenia for the duration of their entire study programme increased from 0.4% to 0.9% from 1999 to 2007. However, the overall percentage of foreign students in Slovenia is significantly lower than in some other EU countries). New circumstances have also presented themselves, such as globalisation, remarkable technological advances, transnational governance arrangements, demands for better quality higher education, the growing cost of education and a series of other political, social, ecological and, last but not least, economic changes.

During this period, Slovenia has actively and creatively participated in the Bologna process; as a member of the European Union it has committed itself to the goals of the Lisbon Strategy.

The number of students in Slovenia has been steadily increasing in recent decades, with the exception of the last three years, due to a declining birth rate. The participation of the "typical age cohort" in higher education is high (in 2008, for example, the higher education participation rate of nineteen-year-olds was 50.3%, which, compared to other European countries, is above average. However, a high proportion of students do not complete their studies (OECD data show that 35% of enrolled students do not complete their studies), and the length of time it takes to complete study is longer compared to other European countries. In Slovenia, the number of tertiary educated people has increased (11.7% of the adult population aged between 25 to 64 held a higher vocational

¹ 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/

or higher education degree in 1991, while in 2008, it was 22.6%); however, the Slovenian tertiary education attainment rate is not sufficient to meet the ambitious projections related to the needs of our society (according to CEDEFOP data, by 2020, the need for tertiary educated workers will amount to 31.1% of the active working population). Neither is the current tertiary education attainment rate comparable with top performing countries of the European Union (in 2007, for example, approximately 26% of France's active working population were highly educated, 30% in the Netherlands; 31% in Belgium and Denmark). Moreover, demographic trends for Slovenia indicate a significant decrease in population by 2060. In 2020, the number of nineteen year-olds - i.e. the generation that typically enrolls in higher education institutions - will have decreased by 20% compared to 2010. We also have a low 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 higher education teachers has increased, which has improved the teacher-student ratio (the ratio between students and university teachers was 20:1 in 2009/10; 12:1 if you take into consideration all higher education staff and researchers), but we are still below the OECD average (approximately 15 students to every university teacher). Slovenia has a low percentage of students and higher education teachers from other countries (0.9% students and 2.7% employees and, of this, the majority of foreign nationals in 2008 were foreign language teachers); similarly the proportion of mobile Slovenian students and teachers is also low (approximately 1%). The number of joint study programmes with higher education institutions abroad is negligible.

The number of higher education institutions and study programmes has substantially increased in recent years (in 2002/2003, 12 independent higher education institutions and 2 universities offered study programmes; 30 independent higher education institutions and five universities were registered in the Register of Higher Education Institutions as of 30 June 2010). Numerous subsidiary units of higher education institutions were established as well. The new independent higher education institutions particularly offer study programmes in the field of social sciences.² These new institutions or subsidiary units are being established in the same locations, and their development is not strategically and systemically integrated with a comprehensive concept of higher education in Slovenia.

In comparison with the more developed countries of the European Union or the OECD, we lag behind considerably in terms of expenditure on higher education and on scientific research. (According to OECD data, expenditure on tertiary education per student amounted to approximately 8,000 USD in Slovenia in 2006, taking into account full-time equivalence, and calculated based on purchasing power parity for GDP. The OECD average was slightly above 12,000 USD, and in Austria, the Netherlands and Denmark, it amounted to approximately 15,000 USD). Similarly, fundamentally lower expenditure on tertiary education is noted vis-à-vis primary or secondary education (20% of all funds earmarked for education are allocated to tertiary education, whereas 50% are allocated

² 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/KNJI_ZNICA/Mreza_VSZ_2010.pdf)

to primary education; OECD figures show that in 2007, Slovenia allocated 7,981 USD per pupil for primary education, 6,072 USD for secondary education and 8,559 USD for tertiary education). Of the total public funding 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, with regard to the high student dropout rate and large social transfers, is concerning – a fact which is also confirmed by European analysts – particularly because of the impact on the labour market.

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

Drafting the Strategy for 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. Leading up to the creation of the first draft of the National Higher Education Programme 2011-2020 (on 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 contributed their thoughts via a website and discussions in various fora.³ A number of bodies discussed the development of higher education and science at their meetings: The Council for Higher Education of the Republic of Slovenia, the Council of the Government of the Republic of Slovenia for Student Issues, the Council for Science and Technology of the Republic of Slovenia, the Slovenian Academy of Sciences and Arts, and the 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 drafting 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 *Europe 2020* document. Measures for the further development of the higher education area, together with the new strategy for research and innovation and the Resolution on the National Programme for Culture, are examined in a long-term perspective, as five-year programmes are too short for achieving strategic goals. This was evidenced by previous experience with past national programmes, in the

³ A list of all events and contributions is provided in Appendix 8.5

areas of both higher education and research. Accordingly, the draft programme was designed to cover the period up to 2020, offering a view of the medium-term future. By doing so, the long-term impact of the current measures is taken into consideration.

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

The National Higher Education Programme is feasible. All of the listed goals have been assigned measures, benchmarks and responsible actors. Achieving the goals of the National Higher Education Programme is only possible with the engaged participation of all actors in higher education, science and the research environment, as well as in the broader Slovenian social environment, including the critical public. The independent monitoring of the results and outcomes 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 the supporting mechanisms of internationalisation, diversification, study structures and funding of higher education. Quality will enable internationally comparable and recognised higher education, supporting the 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 a variety of types and missions of higher education institutions and study programmes, in order to achieve the basic goals of higher education.

In the text, specific content dimensions (pillars and foundations, as defined in the "Platform for the National Higher Education Programme 2011-2020"⁴) define goals and concrete measures for their achievement. The Programme provides a clear understanding of the required actions, the schedule and the responsibilities for achieving the goals. The National Higher Education Programme is a comprehensive national strategy and thus includes the necessary activities of all higher education stakeholders and other actors. The joint achievement of the set goals requires a wider social and intergenerational commitment and the responsibility of all actors, which is encapsulated in individual dimensions and measures.

2.1 Higher Education System

By 2020, a high-quality, diverse and responsive higher education area 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 for

⁴ http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/IZHODI%C5%A0%C4%8CA_ZA_NACIONALNI_PROGRAM_-_v30.6.pdf

the realisation of higher education's fundamental roles 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 across a greater number of highly educated people will contribute to the development of our society - socially, culturally and economically. The added value to the Republic of Slovenia is evidenced by highly educated, motivated, recognised and innovative experts with high ethical standards. Therefore, the entire higher education system, which will be of the utmost quality and efficiency, and will be focussed on the centre of the process - the individual.

Higher education institutions in Slovenia include universities, faculties, art academies and professional colleges. Faculties, art academies and professional colleges may also be established 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 activities, while professional colleges carry out educational and professional activities. This type of arrangement was intended to ensure a kind of binary higher education system, which facilitates the development of science, university-level education and professional education, which offers graduates professional competences via practical work connected to the economy. Accordingly, there was an expectation that higher education institutions would gradually and naturally diversify in the direction of a binary system, whereby certain institutions would have been more academic and research-oriented, and others professionally oriented. On the contrary, higher education institutions today, partly with the same staff, carry out both types of study programmes - i.e. academic 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 stress that such an interweaving of profiles does not deliver the expected results. The noticeable trend is that higher education institutions, including the increased number of new independent higher education institutions, have generally transformed from professional colleges into faculties in a very short time since their establishment, offering all types of study programmes at all levels, including doctoral studies outside of universities. The latter phenomenon is an exception in the European Higher Education Area and beyond, since only universities provide an appropriate environment and a critical mass for delivering high-quality doctoral studies based on scientific and research work. In addition to higher education institutions, research institutes also operate in the Slovenian research area. Institutional cooperation between higher education institutions and research institutes, both in the area of research and in the area of educational activities, is often very limited, which hinders synergies and makes the full realisation of Slovenia's potential impossible.

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

The "theoretical-research" and "professional" orientations of academic programmes must be separated, in such a way that will prevent the overlap between university and

professional programmes and between the individual content of study programmes noticed today, in order to improve the quality development of all aspects of institutions and students. Therefore, conditions for implementing 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 a variety of both types of programmes, in terms of content, implementation and organisation. This will encourage the formation and implementation of quality, professionally oriented higher education programmes or institutions, which are based on the determined needs for such a programme/institution and on the active co-operation between the economic and public sectors in the planning and implementation of such study programmes. The basic assessment as to whether a university or professional programme fulfils the requisite criteria will be made at the programme level, with SQAA (the Slovenian Quality Assurance Agency for Higher Education) playing an essential role. The demand for post-graduate education is increasing and so is the need for complex social and technological knowledge: the study structure will therefore be designed in such a way that professional higher education pathways will be possible following the first study cycle (such as specialisation in the second study cycle or as part of this cycle, depending on the performance and competences of graduates of such programmes).

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

The university, structured along various scientific disciplines and artistic areas, enables the creation and transfer of new scientific and artistic knowledge. To attain this basic mission, it must demonstrate internationally comparable scientific results, top artistic achievements and provide excellent teaching. The educational process must be based on the most contemporary knowledge and the significantly greater inclusion of teachers and students in scientific research. This will only be possible with a better ratio between the number of students and teachers in higher education and modern teaching and research facilities. 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 high-level research; and consequently, as a general rule, only this type of institution will provide the conditions for the provision of 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, innovative and suitable 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 to work in the international environment. Universities will offer academic study programmes in all three study cycles, while ensuring suitable conditions for the provision of professional study programmes. 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. Currently, the

available financial and human resources enable the operation and fulfilment of the above conditions of a maximum of three public universities in the Republic of Slovenia.

Sufficient mechanisms will be established to stimulate universities, facilitating better organisational possibilities for enhanced co-operation and integration of their members (i.e. faculties), which will accordingly enrich the offer of interdisciplinary and multidisciplinary study programmes. Universities and other higher education institutions will use information-communication technology in all fields of their operation and provide adequate modern library and information support to students and staff. The rationalisation and the increased operational efficiency of higher education institutions will be encouraged, alongside suitably designed university developmental centres, and joint administrative, technical and other support services.

Other higher education institutions will, in line with their missions, offer state-of-the-art, high-quality knowledge and competences. Polytechnics will carry out professional study programmes. Educational process will be based primarily on providing professional competences for graduates whilst obtaining the required learning outcomes, which will stem firstly from the national qualifications framework and, secondly, from durable cooperation with potential users of their knowledge, particularly the economy, and the needs of the regions in which they operate. The teaching methodology for professional programmes will be geared 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 the appropriate conditions for carrying out university study programmes, including a suitable scientific and research environment and the inclusion of students in research work. If faculties also want to carry out professional study programmes, they will need to ensure the appropriate organisational, operational and content separation for the delivery of such programmes so as to provide practical knowledge and skills and active engagement with the economic and public sectors.

In the coming decade, higher education institutions will improve and increase their cooperation with one another with regards to their operations, and link up with research institutes, industry and the public sector. Co-operation needs to be improved to obtain critical mass both in higher education institutions and in research institutes. Special attention should be paid to human resource cooperation between individual institutions of knowledge. Thus, higher education institutions and research institutes will be encouraged to rotate personnel and include all suitable experts (trained in research and teaching) in their study and research processes. Bearing in mind the autonomy of institutions of knowledge, the meaningful integration of higher education institutions and research institutes needs to be permanently supported with the aid of financial resources.

Both external and internal institutional accountability measures will be strengthened. Higher education institutions independently manage their assets, autonomously prepare study programmes, set academic standards, select staff and students and create their own organisation, management and financial decision-making. In the future, higher education institutions will have a greater influence on the selection of students, particularly in the second and third study cycles. They will have to demonstrate greater responsiveness to social expectations in fulfilling their role and achieving results. To

ensure the proper functioning of higher education institutions and the protection of their autonomy, the most appropriate operational framework for higher education institutions will have to be found. Attention will thus be directed towards providing higher education institutions with the appropriate status and legal form, or, within the framework of relevant legislation, the conditions for the responsive, autonomous and quality operation 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 higher education institutions themselves. Remuneration, or the wage system, and work duties also need to be regulated like 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, over and above to the basic salary, will no longer be possible. Within the context of this human resources system, appropriate remuneration (basic salary) for the type and scope of work and qualifications of an individual needs to be enabled. Human resources in higher education, including “*habilitacija*”⁵, will be modernised through a dialogue with the academic community (higher education institutions, research institutes and employees). While doing so, the guiding principles will be the protection of the quality of institutions and the facilitation of excellence, which requires the best staff and, particularly, their diversity and flexible experience. The “in-breeding” of human resources leads to a closed perspective and a lower quality, which means inferior opportunities for the creation of new knowledge. This is why a system needs to be designed which will enable the transfer of personnel between higher education institutions. Employees at higher education institutions may, complementary to employees in public research institutes, opt 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 by 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, etc.), which will ensure comparable quality standards and the possibility for both types of institutions to operate.

Conditions for the development of all educational, research, artistic and professional fields, and the development of all disciplines, will be ensured in the Slovenian higher education area. Higher education institutions will develop fields of study, disciplines and new knowledge, whilst at the system level the integrity of the developmental framework for Slovenian higher education will be ensured with a variety of tools (for example, the fundamental and development streams of funding for higher education).

Higher vocational education must also clearly fit into the tertiary education system. The relationship between higher vocational education and higher education must be well-defined in all fields: the status of institutions, the preparation of study programmes, the

⁵ Note by translator: *Habilitacija* is a special election process which enables candidates to obtain one of the titles of higher education teaching.

accreditation of institutions and programmes, funding and the transfer of students and graduates between individual institutions. Relevant ministries responsible for higher education and higher vocational education will prepare a proposed solution for the clear position of such education.

2.1.1 Goals

- Redefine the types of higher education institutions and the conditions for their establishment and operation.
- Enable autonomous decision-making regarding internal organisational structure within the new regulatory framework for 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.
- Ensure appropriate conditions for the separate provision 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 the 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.

Targets:

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

From 2019 onwards, only those study programmes that have been renewed in accordance with the new structure of study in terms of the binary system will be re-accredited by SQAA (re-accreditation of programmes):

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

By 2013, the status of employees at higher education institutions will be updated.

2.1.2 Measures

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

- With the amendment to the Higher Education Act in 2011; the measure will apply from the academic year 2012/13 onwards or from the entry into force of the Act, and will apply to the modification of existing institutions, during accreditation in the period from 2012 to 2020.
- Responsibility: Government of the Republic of Slovenia (Higher Education⁶), 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 comprehensive offering, 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. Transition between the 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 offer professional studies, they will provide them separately from university studies with respect to implementation, organisation and content, and in co-operation with the local environment and economic and public sectors. With regard to the provision of higher education activity for EU regulated professions, the 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 resources, 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 in terms 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 system denotes the existence of university and professional study programmes in the first study cycle. The second and third

⁶ 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.

study cycle will be uniform. Specialisation will be enabled after the first study cycle, which, according to the national qualifications framework, will be at the level of the second study cycle or part thereof, depending on the learning outcomes and competences of a graduate of this kind of programme. Specialisation may also be a part of flexible learning paths and the 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:
 - o With regard to the provision of professional study programmes, an educational process will have to be provided that will be based primarily on providing professional competences for graduates whilst obtaining the required learning outcomes, which will stem firstly from the national qualifications framework and, secondly, from durable cooperation with potential users of their knowledge, particularly the economy, and the needs of the regions in which they operate. The teaching methodology for professional programmes will be geared 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. At least 50% of teaching staff 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.
 - o With regard to the provision of university study programmes, an educational process will have to be ensured which will be based on obtaining generic and subject specific competences. Teaching staff in these study programmes will have to have evidence-based scientific and research, or in the case of art studies artistic, also pedagogic competences.

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

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

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 be eligible: university or professional programmes. If they wish to carry out both types of study programmes (university and professional), they will have to ensure the separation of the preparation, implementation and management of both types of study programmes.

- 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 a suitable environment for the implementation of professional study programs and the (re)organization of higher education institutions.

Measure 3: The establishment of a system of internal organisation of universities and higher education institutions, which will enable better cooperation between departments and/or different institutions

- Commencement of organisational changes in 2011; the system will be established no later than 2014.
- Responsibility: Higher education institutions, SQAA
- Explanatory note: Those universities which are organised in such a way that their members (i.e. faculties) or organisational units exist with little mutual co-operation do not reach their full potential and critical mass available to them. Consequently, it is necessary to enable greater co-operation in the preparation and delivery 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 the recognition of competences that the students have acquired from different members of the same institution, and also of those which the students have acquired at other higher education institutions. Modularisation facilitates the mobility of students and staff within and between institutions. Lastly, co-operation and the development of shared services and the joint, co-ordinated use of equipment and premises within higher education institutions (understood as a university rather than a faculty) allows financial optimisation and greater efficiency.
- Funding of the measure: with the new development stream of funding.

Measure 4: Improve co-operation between higher education institutions and public research institutes:

- a. **Reciprocal mobility of personnel between higher education institutions and public research institutes**
 - b. **Gradual integration and aggregation of universities and smaller public research institutes that obtain funds for research almost exclusively from public resources.**
 - c. **Harmonisation of the wage system, the conditions for advancement and the work of personnel at 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 the improved operations of both higher education institutions and research institutes, greater co-operation and connection between both types of institutions is necessary. Knowledge must be transferred in both directions, the 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 highly-educated researchers to prevent them from entering the higher education system, and vice versa – to enable participation in research work at public research institutes by those from the higher education system. Research institutes that 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 the wage system) refers to the equalisation of conditions of work, rights and remuneration for employees at higher education institutions and public research institutes.

- Funding of the measure: via the new developmental stream of funding and a change to the funding of research activities.

Measure 5: Enhanced cooperation between higher education institutions and the economic and public sectors.

a. Co-operation between higher education institutions and the economic and public sectors

b. The creation of consultative forms of dialogue within higher education institutions to involve employers in the preparation of study programmes

c. Inclusion of staff from non-academic environments, particularly from the economic sector, in the delivery of professional study programmes.

- From 2011.
- Responsibility: Higher education institutions, SQAA
- Explanatory note: Higher education institutions (universities, 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 to the economic and public sectors. Research and innovative projects at higher education institutions will be encouraged to be carried out in cooperation with the economic and public sectors; the mobility of personnel will also be supported. Co-operation will take place in the preparation and delivery 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 consider the needs of society for certain study programmes and occupational profiles, and determine whether the acquired competences of graduates are suitable for the employability and the development of the individual in terms of active citizenship and personal growth. Higher education institutions must actively cooperate with employers in designing study programmes and take into consideration labour market needs. Alumni may also take on an important advisory role in the formulation and modification of study programmes, as they can raise the quality of study programmes with their retrospective view and the experiences obtained from and since study.

In carrying out the study process, higher education institutions will change conditions and create opportunities for professional co-operation with staff from non-academic environments, where appropriate and necessary, and where it contributes to a higher quality of study programme; and whilst taking into account the fulfilment of certain occupational standards and pedagogic competence. Education and training, particularly in professional study programmes, will be enriched by the experience of working at participating companies.

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

Measure 6: Human Resource Arrangements:

a. Improvement of the "habilitacija" system

b. The allocation of employees' work

c. Career paths of higher education staff in various institutions

- With the amendment to the Higher Education Act in 2011 and other relevant legislation, the measure will be implemented 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 academic staff because it is too closed a system. Higher education institutions will therefore eliminate the excessive number of "habilitacija" fields, which, due to great fragmentation, make it impossible to exploit the full potential of the university. The number of "habilitacija" fields will as a rule correspond to the fields of the third level of the ISCED classification (85 fields) and will be organised at the university level or at an adequate level in other higher education institutions.

Additionally, the conditions and criteria for "habilitacija" need to be sensibly designed so that in addition to scientific and research performance and pedagogic qualification, the applicability of the knowledge will also be taken into consideration. Particularly, it should be separate from personnel involved in the educational process in university and professional study programmes.

- o For point (b): The State will no longer legally regulate the scope of work of employees, the relationship between pedagogic and research work, minimum obligations of employees, etc. (Article 63 of the Higher Education Act and other regulations). Institutions will be free to decide on the allocation of work among employees, whereby institutions may be flexible determine themselves the share of teaching, research, mobility 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.
 - o To (c): The "in-breeding" of human resources leads to a closed perspective and a lower quality of higher education, including research. This is why a system needs to be designed which will enable the transfer of personnel needs to be established, 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 stream of funding.

Measure 7: The formulation of options for employees at higher education institutions to opt out of the salary system for civil servants.

- With the amendment to the Higher Education Act in 2011 and other relevant legislation, the measure should be implemented 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, as subject to agreement among all participating parties, employees will have the possibility to opt out of the wage system for public employees. Under such a system, basic entitlements and responsibilities will be less rigidly regulated. It is expected and desired that the management of higher education institutions along with their employees should jointly propose how the wage system, entitlements and the responsibilities of employees are to be arranged, with one possibility being a collective agreement between universities as employers and trade unions representing employees. The current arrangement of entitlements and responsibilities may serve as a starting point for the new system. The management of institutions and their employees will propose modifications to the legal employment arrangement prior to the amendment of the legislation. The new wage system will be uniform across higher education pedagogic and research career paths.

Measure 8: Modification to the educational requirements for employment in the public sector.

- With the amendment of legislation under the auspices of the MJU; at the latest by 2013.
- Responsibility: Government (Public Administration, Higher Education).
- Explanatory note: Given the new structure and significance of the first study cycle being considered undergraduate education and the second and third as post-graduate education, and bearing in mind the actual conditions and requirements of work posts, the employment criteria will be amended so that those persons wishing to enter employment in the public sector will need to have completed the first study cycle. The ministries responsible for higher education and public administration will examine the possibilities as to how to enable the employment of graduates with an undergraduate degree into work posts of the first career class, taking into account the complexity of work posts and the actual competences and experience of candidates.

2.2 Study structure and higher education qualifications

In the Slovenian higher education system, a binary system for programmes in the first study cycle is currently being defined, despite a non-binary institutional setting, which is, at least from an international perspective, rare or even an exception. All higher education stakeholders agree that in practice such an arrangement is not constructive, causing a hindrance by intermixing different types of programmes or individual contents. The purpose of such an arrangement, which should allow for a range of study directions and a variety of graduate competences, is not achieved. Similarly, the expectation that higher education institutions would gradually, naturally diversify towards a binary system, whereby there would be a more theoretical, i.e. scientific and research orientation, and a professional orientation, has not been realised. Another characteristic of the Slovenian higher education system, which was unintentionally triggered by the Bologna reform, is

considerable dissatisfaction with the three-cycle study structure. The first study cycle is not always implemented 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 significant increase in the number of enrolments in a single academic year occurs without the suitable selection of students based on the requisite knowledge and competences, and disregarding the available capacity of higher education institutions to properly deliver doctoral studies.

Alongside the accessibility and the greater diversification of the tertiary education system, the individual study cycles, and the qualifications which they provide, must be clearly and distinctly organised. The first study cycle will thus offer comprehensive higher education and will enable graduates to transition to the labour market. The second study cycle will offer a deeper level of knowledge and competences. Both first and second study cycle programmes will be varied. The binary system will facilitate the orientation of programmes towards theory/research or, alternatively, a practical professional field. Horizontal diversity will provide a distinction between individual study programmes of the same level in the Slovenian higher education area, including within one of the binary options (for example, different types of programmes within disciplines, carried out by various higher education institutions). The third study cycle will be scientific and research oriented, including the arts, and will provide competences for independent scientific or art research work and academic pursuits. It will require a contribution to the international treasury of knowledge and original research work, while universities will include doctoral students in active research programmes and projects. The enrolment criteria for doctoral studies will encourage and facilitate the quality delivery of this type of study, ensuring academic research facilities, including tutors, and the active involvement of students in the international research environment. Alongside universities, doctoral study may also be carried out by consortia of public research institutes, provided they meet the high criteria of scientific excellence, achieve sufficient critical mass, are inter-disciplinary in character and provide adequate research equipment and excellent staff. The criteria for this will be determined by SQAA and cyclically verified through the evaluation of doctoral study implementation.

The transition between different types of study programmes will be arranged in a flexible manner, with a systemic focus on the individual. Entrance requirements for enrolment in higher education study programmes will be adapted. As a rule, the current enrolment procedure for the first study cycle will be retained but with modifications so that for individual programmes, institutions will be able to define an additional set of subjects and possible additional examinations that candidates will need to pass to be successful, in addition to the *matura* exam. Alongside appropriate modifications to the vocational *matura* and reforms regarding the calculation of points or pass rates with regard to scores on individual types of *matura* exam, access to the first study cycle may also be modified in such a manner that it appropriately takes into account either one or the other type of *matura* exam. Access to professional and university study can thus be enabled, allowing candidates from the general and/or vocational *matura* exam to apply for different types of programmes, if the system for calculating and comparing points shall be adjusted to account for different grades or achievements in various *matura* exams. In determining the number of available places in individual higher education programmes, higher education institutions will systematically take into account broader social interests and long-term forecasts regarding the development of Slovenia, as well as employment

opportunities for graduates. For study programmes that educate students for EU regulated professions, the education of teachers and professions important for human life and health, the competence of the Government of the Republic of Slovenia needs to be retained to determine the number of available places and to ensure that the conditions are provided for the appropriate delivery of these study programmes both for public and private institutions; however, higher education institutions will be free to determine the selection mechanisms and conditions for admission to such courses. In this regard, it is necessary to establish a system for carefully checking the quality of such courses and to enable the influence of regulatory bodies and competent authorities.

Selection procedures, the determination of admission criteria and the required competences for the enrolment to post-graduate studies, i.e. the second and third study cycles, will be left to the discretion of higher education institutions, bearing in mind that enrolment to a higher study cycle requires the completion of the previous study cycle. Thus, higher education institutions will themselves decide on the admission of candidates to the second and third study cycles. With full responsibility and in accordance with the national qualifications framework, higher education institutions will decide on the required entrance competences, evaluate whether candidates fulfil them, and decide on the selection of candidates, taking into account informal and non-formal learning. For enrolment in second cycle study programmes that educate students for EU regulated professions, the education of teachers and professions important for human life and health, the same regulation applies as is described above for undergraduate study programmes.

The varying durations of study programmes in the first and second study cycles cause problems regarding the vertical mobility of students between different study programmes, particularly due to the rigid organisation and implementation of study programmes, and little real selection and modularisation of content. Higher education institutions will determine the necessary duration of the first and the second study cycle, while taking into consideration disciplinary specificities; with the SQAA, they will provide: (i) the co-ordination of learning outcomes and the duration of study for all programmes that are offered in the Slovenian higher education area in a specific field; (ii) the transition of students between study programmes and disciplines, taking into consideration the competences of an individual; (iii) flexible study programmes, the length and content of which are adapted to students and the competences that they have previously acquired, and which are accredited variably according to their duration; (iv) the inclusion of students in forms of study that are offered in such a manner that the study programme can be completed without additional costs attached to the transition to the second study cycle (for example, a "transitional" or "additional" year of study). A uniform Master's study and exceptions to the duration of study programmes will be implemented only in the field of EU regulated professions. A uniform Master's study will also be allowed in fields for which a special law requires 5-years of study in the chosen field or a completed second cycle degree. However, these programmes will be organized in a way that will enable students to end their studies after 3 years and still gain the first cycle qualification. The third study cycle will last from 3 to 4 years, depending on the academic and quality appraisal of universities in the design of doctoral study programmes. Universities and research institutes will enhance post-doctoral activity.

Greater attention will be paid to the teaching profession in the broadest sense. Study programmes that educate teaching professionals must be of high quality; the additional selection of students and the possibility of limiting the number of admissions will be made possible. The selection of students will be undertaken by higher education institutions themselves, as they are the most appropriate decision-makers regarding the suitability of candidates and whether or not they demonstrate the necessary competences to complete their studies. With regards to teacher training programmes, higher education institutions will take into consideration disciplinary specificities - for example, the training of teachers in science, arts and humanities - in the organisation and funding of such programmes. Teachers are central to the quality and effectiveness of primary and secondary schools, which is why we wish to enhance, throughout their studies, those competences that are an essential requirement for this profession. These types of study programmes must ensure the comprehensive development of the competences and knowledge that teachers need to perform their work, so that their activities will support the sustainability and the sustainable development of society. The selectivity of candidates does not mean that access to these programmes will be more difficult but it enables a greater harmonisation between the type of study and the individual. As a consequence, such study will be of higher quality, to the satisfaction of both students and higher education teachers.

A national framework for higher education qualifications will be formulated, which will be part of the national qualifications framework. It will provide transparent information about all qualifications in Slovenia and about the acquired competences.

The forms and delivery models of study programmes will be arranged in a fairer manner. In light of lifelong learning, we wish to provide all citizens with equal rights regardless of the stage of life in which they decide to study. Part-time study, as it is understood in Slovenia today, will no longer be possible, which means that these programmes will not be delivered to the same extent per year, with the payment of tuition fees, at public higher education institutions. The modified part-time study option will simply be an adapted form of a regular study programme, which will be offered annually on a smaller scale compared to the full-time workload, i.e. 30-45 ECTS per year. Similarly, the annual cost of such study will be proportionally lower.

2.2.1 Goals

- Prepare the national qualifications framework and implement the self-certification of the higher education qualifications framework.
- Redefine how study programmes are implemented: one academic year towards a qualification will correspond to 60 ECTS. Regarding the adapted form of study, it will be possible to obtain between 30 to 45 ECTS per year.

Targets:

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

2.2.2 Measures

Measure 9: The formation of the National Qualifications Framework

- In 2011 – a new regulation (or law) on the National Qualifications Framework.
- Responsibility: 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 the acquired competences for each. Higher education institutions will use it when creating study programmes; SQAA when deciding on the suitability of study programmes and the achievement of academic standards; individuals in career decisions, the selection of study, and employment; and it will offer employers and the general public information on individual qualifications and the obtained competences thereof.

Measure 10: The arrangement of the study structure

- 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 existing programmes upon re-accreditation by 2016.
- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions, SQAA.
- Explanatory note: Due to the greater integration and transparency of the system, the duration of study programmes will have to be reformed so as to ensure the flexible transition of graduates between the 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 study cycle will in exceptional circumstances be 1 year, but generally 1 to 2 years; and the third study cycle from 3 to 4 years. Exceptions to the duration of the first and the second study cycles will only be allowed for study programmes

that educate students for EU regulated professions or for professions for which the special law requires 5-years of study or completion of the second study cycle; therefore it will only be possible to carry out the uniform Master's degree study programme in the field of EU regulated professions or professions regulated by the special law, by which the latter will enable the student to end their studies with a qualification or first degree study cycle diploma. 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) the co-ordination of learning outcomes and the duration of study for all programmes that are offered in the Slovenian higher education area in a specific field; (ii) the transition of students between study programmes and disciplines, taking into consideration the competences of an individual; (iii) flexible study programmes, the length and content of which are adapted to students and the competences that they have previously acquired, and which are accredited variably according to their duration; (iv) the inclusion of students in forms of study that are offered in such a manner that the study programme can be completed without additional costs attached to the transition to the second study cycle (for example, a "transitional" or "additional" year of study). Higher education institutions must ensure these conditions for existing study programmes during the first re-accreditation and for all study programmes by 2016 at the latest, including the uniform duration and structure of all programmes from the same field in the Slovenian higher education area. Otherwise the study structure shall be arranged uniformly following the model 180 + 120 ECTS for the first and the second study cycles. SQAA will actively participate in the formation of a 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 delivery of study: undergraduate degree programmes comprise 60 ECTS per year with a full-time work load or 30 to 45 ECTS per year with a part-time/reduced work load.

- With the amendment of the Higher Education Act in 2011; the measure will be established 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 study delivery ("part-time" study) will, as a rule, mean adjusting the delivery and reducing the extent of studies, as it is intended for individuals who do not choose full-time studies for various reasons. The new definition of the decreased scope means that the individual and the higher education institution agree on the workload (subjects or module), in which the individual will enrol during a certain year. Institutions will adapt the ways working and teaching to the specific issues and needs of their enrolled students. Each year of a study programme will comprise 60 ECTS – regular, full-time study will amount to 60 ECTS per year, and the adapted form of study delivery ("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 entry conditions and enrolment places:

- a. Adaptation of current conditions for the first study cycle;**
- b. For the second and third study cycles, the determination of entry conditions is left to the discretion of higher education institutions upon candidates' conclusion of the preceding study cycle;**
- c. The decision to limit enrolments is transferred to universities, which take into consideration the funding of higher education, except in the field of EU regulated professions and the education of teachers. In all cases, SQAA verifies the capacity to deliver academic 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 in existing study programmes by 2016.
- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions, SQAA
- Explanatory note: Universities will autonomously and responsibly, and in conjunction with the social and economic environment, determine the number of enrolment places in accordance with their capacity, and for programmes for which labour market and broader societal demand has been assessed. On the one hand, SQAA will verify the capacity to deliver such activities and, on the other, the employability of graduates and other evidence regarding the need for the existence of the study programme. For enrolment in the first study cycle, higher education institutions will also be able to determine additional enrolment criteria over and above the general enrolment requirements. Alongside appropriate modifications to the vocational *matura* and reforms regarding the calculation of points or pass rates with regard to scores on individual types of *matura* exam, access to the first study cycle may also be modified in such a manner that it appropriately takes into account either one or the other type of *matura* exam. Access to professional and university study can thus be enabled, allowing candidates from the general and/or vocational *matura* exam to apply for different types of programmes, if the system for calculating and comparing points shall be adjusted to account for different grades or achievements in various *matura* exams. For enrolment in the second and third study cycles, higher education institutions will be able to independently determine the entry criteria and the selection procedure, whereby the requisite competences for successful study in a certain study programme will be verified. As a general enrolment condition, candidates will have to have acquired their qualification in the preceding study cycle. In this regard, higher education institutions will be able to decide on enrolment based on the demonstrated competences of candidates and will be able to enrol fewer students than available posts if candidates do not fulfil the requisite or specified conditions. Increased selectivity will not pose new obstacles for the accessibility of study, rather it will facilitate the enrolment of the most appropriate candidates into programmes. A greater harmonisation between the competences of individuals and the requirements of the study programme will enhance quality, to the satisfaction of both students and higher education teachers. With regard to the determination of enrolment places for study programmes that educate the EU regulated professions, teachers and professions important to human life and health, 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 applies to all aspects of the operations of higher education institutions, regardless of the sources of funding.

An internationally comparable share of GDP will be allocated to higher education and scientific research activity, which means that the total amount of funds for higher education needs to be increased, while the roles and objectives of higher education institutions will be clearly defined.

The financing of higher education institutions must assure the quality of higher education, enable excellence and support diversity of institutional missions. Public funding allocation mechanisms must be designed in such a way so as to ensure that higher education institutions can make decisions autonomously regarding the use and the integrated management of funds. Consequently, higher education institutions must be responsible to students, employees and to diverse social environments – to all parts of society and to society as a whole.

An important mechanism for ensuring the financial autonomy of higher education institutions is the integrated financing of their study activities; i.e. »lump sum« funding. The funding model must recognise differences between 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 certainty of funding. The variability of basic funding will be limited ($\pm 3\%$) and will be dependent on quantifiable criteria of success, 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 related to definable goals and criteria.

Funds will be allocated to higher education institutions by taking into account their role in society and the attainment of agreed goals. An instrument to promote the demonstration of such responsibility will be performance agreements between higher education institutions and the responsible ministry, which will specify goals to be achieved, according to which higher education institutions will receive funds. The agreement will define measurable goals and the strategic framework of an individual higher education institution; among other things, the framework will include the implementation plan for study activities, identifying study areas and programmes to be carried out by the institution, the number of students and enrolment places, the 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. Public funds will be used to fund or co-fund only those programmes at private higher education institutions that cannot be found at public institutions, and for which there is a demonstrable need and quality provision, or those institutions or study programmes that are of significantly higher quality than in comparable public institutions or programmes.

A framework will be formulated that seeks to facilitate the diversification of funding sources for higher education. Conditions will be established for the development of donations as an increasingly important private source of funding for higher education. Similarly, the framework will support the role of technology and knowledge transfer centres and regulate the establishment of "spin off" companies out of higher education institutions. 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 research work at public universities from private sources, i.e. the economy, public funding will be increased. In this regard, the national mechanisms for funding research, technological and academic activities at higher education institutions must be harmonised, which will facilitate the autonomous and integrated management of funds and the rationalisation of operations. Similarly, the system for funding research and development activities in Slovenia must be harmonised and equivalent conditions for making decisions on the use of funds for higher education and research institutions must be facilitated.

Part of the research funding budget will be transferred, "lump sum", to fund scientific research work at universities. This will ensure the stability of funding for one of the key missions of universities and their autonomy in this area will also be strengthened.

2.3.1 Goals

- Increase total funds available to higher education and scientific research work.
- Create a system of funding with a basic and a developmental pillar, the multi-year allocation mechanisms for which will reward successful higher education institutions.
- Ensure the stability of funding for scientific research activities of universities through the introduction of the integrated funding of research (i.e. research "lump-sum").

Targets:

By 2015, at least 1.3% of GDP from publically budgeted funds and 0.3% of GDP from other sources will be allocated to tertiary education; and by 2020, a total of 2.5% of GDP, of this amount 2.0% of GDP from the public budget.

By 2020, the funds per student allocated to higher education institutions will be above the OECD average.

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

2.3.2 Measures

Measure 13: The establishment of a funding system for higher education institutions that promotes development and takes into account quality and cooperation with the environment.

- 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 operationalisation of the higher education funding 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 higher education funding system from 2011. The new system of financing will include two pillars: the basic and development pillars. The basic pillar will ensure the stability of funding for public and concession-holding higher education institutions, and the developmental pillar will provide additional funding in accordance with the fulfilment of institutions' missions and the attainment of pre-set goals aligned 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: the basic funding pillar provided 259.4 million euros in 2011 from the public budget, and 279 million euros in 2012. The value for 2012 also includes 20.2 million euros of funds, which need to be provided by 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 for monitoring the effectiveness of public spending on higher education by monitoring the results and impacts at the national level and at the level of higher education institutions

- The preparation of a uniform methodology to monitor results and impacts 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. Integrated and substantive indicators will thus be developed,

on which higher education institutions will report in their 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 to the Higher Education Act's "Records" chapter in 2011 and amendment to 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 containing records on students and graduates, providers of higher education activities, and a register of higher education institutions will be implemented. Similarly, a public portal on higher education will be designed, with information about study options 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: 700,000 euros in 2011, 244,000 in 2012, 144, 000 in 2013 and 104,000 euros per year from 2014 onwards.

Measure 16: The provision of a framework for the development of donations as an increasingly important private source of funding for 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 which includes art will be stimulated, including tax reliefs. The long-term development of donations is urgently needed, which increase the connection between higher education and research activity and society; and, consequently, will improve the 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 a catalysts of development and the nurturing of a creative, knowledge-based society. Given that donations are an important segment of funding for higher education 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, including through tax incentives, whereby such a system of donations is considered an ongoing process, which has a much broader horizon than the current financial crisis.

2.4 Differentiation and diversification

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

A knowledge society and the attainment of the fundamental goals of higher education require diverse educational offerings from a variety of higher education institutions, but without a fragmentation of study and research programmes, which is reflected in an excessive number of programmes. Therefore, together with higher education institutions and higher vocational colleges, the system of tertiary education will be organised so that, in the future, Slovenian institutions will complement each other, define and develop their priorities and, in this manner, be an integral part of the national and international higher education environment. Study programmes will become different in content and orientation. The compliance of study programmes with the National Qualifications Framework will ensure the attainment of the necessary higher education standards; furthermore, higher education institutions will themselves, in co-operation with society, prepare such programmes that will meet the needs 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 offering and the 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 greater harmonisation between the orientation of study programmes and the candidates enrolling in these programmes. As a consequence, candidates will find it easier to decide on which study option is most appropriate for them personally. To this end, higher education institutions will choose suitable and diverse methods of teaching, working and other activities, which will support their new mission and orientation, and implement a system of career counselling.

SQAA will play an important role in the future diversification of higher education institutions, as, in its processes of accreditation, it will check whether 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 that will be required in the future, 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 necessarily provide a qualification. Individuals, employers and other social groups must be better informed on the importance of various flexible educational pathways, the acquisition of qualifications at a horizontal level and not only oriented towards a higher (vertical) level of education, but rather towards the optimal combination of competences and qualifications and thus their skills.

To support diversification, the system of entry into individual study cycles must be adapted to enable fair access and, at the same time, to offer more autonomy to higher education institutions to select the most suitable and the most motivated candidates for study. For such a system to work, 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 the organisation, programming and implementation of profiling by higher education institutions; higher education institutions will formulate their various missions.

Targets:

Diversified institutional strategies will be formulated by 2013.

2.4.2 Measures

Measure 17: The formulation of missions of higher education institutions and the profiling of institutions

- By 2013.

Responsibility: Higher education institutions, SQAA.

- Explanatory note: Higher education institutions will define their missions and strategies, which will differ from one another. 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 efforts on strengthening these areas. They will focus on those potential students and groups of students to whom they can offer the highest quality of education. Similarly, they will adapt their working and teaching methods to these groups. SQAA will play an important role in the future diversification of higher education institutions, as, in its processes of accreditation, it will check whether institutions are operating in accordance with their chosen profile or mission.
- Funding of the measure: with the new development stream of funding.

2.5 Quality and accountability

Slovenian higher education must be of high quality and must enable excellent scientific and research development. Whilst acknowledging the range of objectives and dimensions 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 systems of quality assurance, at the institutional, national and international levels, and some other elements of quality, such as: personnel, equipment, teacher competence, and the state of the art of study programmes. Although only selected elements of quality are defined more precisely in the chapter regarding quality and accountability, the comprehensive meaning of quality in higher education must be fully ensured. "Quality", which is not equal to "quality assurance", must take place at the academic and professional level, and is demonstrated by the evaluation of scientific and pedagogic work, the success of employees, students and graduates in the domestic and international arena and the attractiveness of the higher education area. Quality, as such, must be at the heart of higher education and the operation of each and every higher education institution.

Described below are selected or individual elements related to quality and accountability.

Ethics in higher education

Higher education has a great influence on social development and ethical relations, and it includes a significant part of the population during a critical phase in the formation of their personality. Universities are therefore regarded as seats of ethics and should take care that the ethical aspect is also taken into consideration in the teaching and research process. There is a greater need for ethics in higher education due to the increasing role of knowledge in society, which also poses demands in the form of changed technical and economic conditions in which higher education operates. A person with a high level of education is expected to be capable of ethical judgement and an active commitment to a humane society. In this context, study programmes need to be improved and codes of ethics at 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 over the coming years. Criteria for the quality operation of higher education institutions and the implementation of study programmes will be clearly determined, varying according to 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 co-operation between these agencies 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 arena.

Internal system of quality assurance

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

delivery of study programmes and the provision of the envisaged competences of graduates. They will be encouraged to design and implement study programmes that are 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 a greater selection and inter-disciplinarity, and a more refined set of desired graduate competences.

Teaching excellence

Special attention will be paid to teaching. In this regard, higher education institutions will offer pedagogical support to their higher education teaching staff and better didactic training for the development of a comprehensive pedagogic skill-set, so as to support the sustainability and the sustainable development of society. Higher education institutions will be encouraged to establish special development centres for this purpose, which, in addition to the superior training and the continuous improvement of the knowledge and skills of teaching staff, 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 that are enabled by contemporary information communication systems and related new methods of teamwork. In recent years, on average, the ratio between the numbers of students and teachers in higher education has significantly improved in the Slovenian higher education area; however, we are still somewhat behind the more developed countries. Therefore, the human resource capacities of institutions will be bolstered and the growth of the teaching base will also be fostered, in cooperation with research institutes and by including doctoral candidates and post-doctoral academics in the teaching process. Together with higher education institutions, particular attention will be paid to the extremes; higher education institutions face a rather varied range, with higher education teachers in some programmes working with a very small number of students, while others with extremely large numbers - even several hundred students. Methods to improve the working conditions for higher education teachers vis-à-vis 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 in which this ratio is currently below average.

Equipment

To raise the quality of higher education and scientific and art research, the facilities and equipment of higher education institutions will be improved. Investment in new teaching and research equipment will need to be increased, including libraries and sports facilities; at the same time, better utilisation of the existing facilities will also be enabled. Investment in the maintenance and the upgrade of information and communication technology is also particularly necessary, which will be utilised across all operational areas of higher education institutions. Areas of special strategic importance, which also allow increased access to tertiary education, are the development of distance learning programmes, the increased use of information and communication technology in teaching, and the ongoing training of all user groups 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) in full alignment 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 switch to institutional accreditation.
- Encourage higher education institutions to develop support activities for didactic training and support for teaching staff.
- Increase the human resource capacities of higher education institutions and limit excessive numbers of students per higher education teacher.
- Better integrate distance learning into the Slovenian higher education system.
- Improve the capacities of higher education institutions in terms of facilities and equipment.

Targets:

The percentage of students who enrol in higher education institutions and do not graduate will be reduced by three quarters 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 codes of ethics, which will be reflected in all operational areas of higher education institutions. Codes of ethics will also be reflected in the educational process and thus influence the ethical consciousness and behaviour of students and graduates.

Measure 19: All higher education institutions and colleges will fully comply with the Part 1 of the European Standards and Guidelines on Quality in Higher Education, and their internal system of quality assurance will be strengthened, with the public and transparent publication of information on quality.

- From 2012.
- Responsibility: Higher education institutions, SQAA.
- Explanatory note: The internal quality assurance system will be verified by SQAA during the re-accreditation process. In the intermediate period, support and advice will be offered to higher education institutions and higher vocational colleges for the development of their internal quality assurance systems. With a 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 Part 1 of the European Standards and Guidelines for Quality in Higher Education will be fulfilled.

Measure 20: SQAA will develop and continuously update 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 in full alignment with the European Standards and Guidelines for Quality in Higher Education.
- Funding of the measure: From 2015, when the (co)funding of SQAA from the European Structural Fund expires, approximately 6 million euros will be allocated from the budget, and an adequate increase of funds will be provided based on the scope and complexity of the Agency's operations.

Measure 21: SQAA is externally evaluated, and applies for inclusion in EQAR and membership in ENQA

- Preparation for external evaluation: in 2011 and 2012.
- External evaluation: in 2012 (or 2013).
- Candidacy for inclusion in EQAR and membership in ENQA: in 2012 or 2013.
- Responsibility: SQAA, Government of the Republic of Slovenia (Higher Education).
- Explanatory note: If the external evaluation establishes that SQAA does not fulfil the European Standards and Guidelines for Quality in Higher Education or does not meet the criteria for membership in ENQA, all necessary measures will be adopted immediately (if there are problems with legislation, the Higher Education Act will be amended; if there are operational issues, the SQAA's operations will be immediately modified).

Measure 22: 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 an overburdening of the system, including higher education institutions and SQAA, and a duplication in the monitoring of specific operational elements of higher education institutions. To deliver study programmes in a quality manner, it is necessary to ensure the adequate operation of higher education institutions at all levels through a system of continuous internal quality checks (self-evaluation) and the modernisation of study programmes. External quality assurance will thus focus on the institution, on all areas of activities, including the implementation of study programmes, which will be carried out the form of institutional re-accreditations. The duration of the re-accreditation process will be significantly reduced from the current seven years. The evaluation of a sample of programmes will be included in the institutional re-accreditation, but it will be kept within the

parameters of newly introduced study programmes (the first accreditation) and the verification of programmes by the field of study.

This measure may only be taken in the following cases:

- the re-accreditation of all existing study programmes and higher education institutions completed by 2016;
- that it is established that the implementation of study programmes and the operations 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 the modification of study programmes and the formulation of joint study programmes:

a. enable higher education institutions the autonomy to modify study programmes

b. facilitate the accreditation of joint study programmes.

- With the amendment of the Higher Education Act in 2011; amendments to the 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 programme to institutional accreditation is described above; it will be introduced gradually by 2017. Higher education institutions will be increasingly autonomous regarding the modification of study programmes from 2012 onwards. In the process of re-accreditation, SQAA will examine whether higher education institutions carry out accredited study programmes in a quality manner and that their ability to modify programmes into an unrecognisable form is not abused. Joint study programmes are a key to internationalisation – i.e. mobility, the active participation of Slovenian institutions with foreign institutions, the acquisition of competences in the international arena, etc. The procedure regarding their accreditation must be as relaxed as possible, but it must assure their quality. It is expected that this measure will also result in the rationalisation of study programme preparation and financial savings.

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

a. Support activities are developed by Higher education institutions

b. The institutional teaching support and its connection to the internal quality assurance system is inspected by SQAA.

- From 2012.
- Responsibility: Higher education institutions, SQAA.
- Explanatory note: Higher education institutions will provide support to their teaching staff, which will contribute to enhanced quality. Among other things, these mechanisms may be: developmental centres for pedagogical competences, offering staff additional education or training, innovative methods for 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, pedagogical training will be required at a system level. Staff entering teaching

roles after 2013 will be systematically integrated into the teaching support programme, which will be offered by higher education institutions. Teaching support will include the acquisition of a comprehensive set of competences necessary for teaching, including the understanding and action to support sustainability and the sustainable development of society.

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

Measure 25: Increased human resource capacity at higher education institutions

- From 2011.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science), higher education institutions.
- Explanatory note: Higher education institutions will strengthen their human resource base and employ new staff. Funds, which will be allocated to increase the human resource base, will be adapted according to the findings of an evaluation of human resource performance and to the ratio between students and higher education teachers, including adequate attention to the extremes that occur in individual disciplines.

Similarly doctoral candidates and post-doctoral researchers will participate in the teaching process, which will contribute to their development of teaching competences and, at the same time, positively influence the human resource capacity of their institutions. Teaching staff will monitor their work and offer professional support, although they will not be allowed to transfer their obligations to doctoral candidates or post-doctoral researchers. PhD students will thus not be overloaded with teaching, which could 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: Improving the facilities and equipment 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 to improve institutions' equipment and achieve a critical mass in this area. A transparent and publicly accessible virtual centre and mechanism will be established, which will facilitate access to spare capacity within the research and higher education infrastructure. It will provide a fast and clear overview of capacity and information, enabling applications so that all higher education participants can gain access to this equipment. The measure applies to higher education and scientific research activities, with access to the new infrastructure centres offered according to 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 teaching infrastructure and the condition of premises

- 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 teaching equipment and premises will be ensured. An analysis of the need for new teaching equipment, the wear and tear of existing equipment and the state of the facilities at public higher education institutions will be prepared. Following the analysis, a Development Plan for Teaching infrastructure will be prepared, which will identify priority areas for the purchase of pedagogical equipment and serve as the basis for financial procurement. The plan will also define the criteria for determining teaching equipment (teaching aids, computer equipment and similar infrastructure). The procurement and the procurement process for teaching equipment will be harmonised with and complementary to the Development Plan of Research Infrastructure 2011 – 2020. The indicative amount of funds for teaching equipment and premises within the framework of this measure amounts to 80 million euros.

Measure 27: Institutional adjustments to all areas of higher education institutions' operations for the utilisation of new technologies and ICT equipment

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

2.6 Internationalisation

The internationalisation of Slovenian higher education is key to its development, as a component of its quality. Internationalisation brings increased knowledge, the acquisition and improvement of interpersonal, communication and cultural competences, new study choices for the future labour market, etc. In view of unfavourable demographic trends, openness towards the international arena will also encourage co-operation with other countries and regions in those areas in which we will not be able to reach a critical mass by ourselves. At present the attractiveness 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 largely be included in international cooperation through participation in university networks, international projects and the delivery of joint study programmes. Similarly, they will increase cooperation with international institutions via the implementation of research activities. The percentage of funds intended for research from international funds will be doubled by 2020. Teaching can be conducted in foreign languages, whilst ensuring the development of the Slovenian language and terminology.

An international outlook will facilitate both connections with our closest neighbouring regions and with the best institutions from around 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 to attract international students, researchers and other staff will be formulated as well as measures that will facilitate international mobility for at least one fifth of our student population 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, the introduction of the international dimension in their teaching, continuous, quality language training for staff and students, the establishment of formal, long-term, strategic partnerships with international institutions, encouraging teachers to visit international universities, the development of joint study programmes, and the inclusion of studying abroad as a regular, integral part of most study programmes. In order to attract a greater number of international experts to teach and conduct research at Slovenian higher education institutions, the remuneration system will be updated, 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 attractiveness of the Slovenian higher education system.

The recognition of education acquired abroad will be flexible and open. For the purpose of continuing education, 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 co-operation and competition with the best international institutions:
 - o Its quality will be in line with European standards of quality and internationally comparable, and its achievements will be competitive at an international level;
 - o In its openness to the international arena, it will be a part of the European Higher Education Area and connected to neighbouring regions as well as the most developed countries worldwide;

- Teaching and research in higher education will take place in co-operation with international institutions, higher education teachers and researchers and in the presence of international students;
 - The number of joint study programmes established with international higher education institutions will significantly increase;
 - Students, higher education teachers, other staff and researchers from Slovenia will also learn, train, teach and conduct research at institutions abroad;
 - The recognition of education acquired abroad will be flexible and open.
- Slovenia will become an attractive destination for international students and professionals for study and for teaching, research and professional work:
 - By the end of the decade, all Slovenian higher education institutions will prepare a set of study programmes to be offered to international students in foreign languages, prioritising post-graduate study programmes;
 - Slovenian universities will offer study programmes for mixed groups of students from different countries;
 - 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, they will provide Slovenian higher education institutions with an international character;
 - Slovenia will become an example of good practice in the area of regional mobility (the Western Balkans).
- The establishment of a special scholarship fund for the promotion of inbound mobility of students, teachers and researchers from priority regions and countries, which will be defined in the National Strategy for the Internationalisation of Slovenian Higher Education.

Targets:

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

By 2020, the share of international students who complete their entire study period at Slovenian higher education institutions will be at least 10%.

By 2020, at least one fifth of doctoral students will study in joint programmes with international universities.

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

By the end of the decade, the extent of projects in co-operation with top international institutions and the share of funds obtained from international projects will increase.

2.6.2 Measures

Measure 28: Formulation of a 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 stakeholders 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 internationalisation, priority geographical regions and areas of co-operation, and the basic measures and mechanisms for achieving the set goals. It will also provide a platform for the financing of international agreements, cooperation programs and international mobility, which are provided from budgetary resources. 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, which will be part of the wider mission and development plan of the institution, and 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 identify their role in their internationalisation strategies and precisely define their plans in this area.
- The institutional plan will be the basis for funding from the new development stream of funding, which higher education institutions will be able to obtain for the activities of their internationalisation plans.

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

- By 2013, the citizens of Western Balkan countries will be subject to equal study conditions in terms of tuition fees, as those applicable to domestic students and students from EU Member Countries, on a reciprocal basis.
- 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 towards the region of the Western Balkans, including in the area of higher education. To attract students from this region and to formulate good regional practices, it is important to provide attractive study conditions for students of the aforementioned region, in addition to improving the quality of Slovenian higher education. For this purpose, special scholarship schemes or targeted funding from existing sources will be introduced, which will particularly attract doctoral and post-doctoral candidates.

Measure 31: The removal of administrative obstacles and the 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 such funds lacks coordination. 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 concert to support a uniform policy for 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 international students coming to Slovenia

- From 2013.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Social Affairs), CMEPIUS, Slovenian Human Resources and Scholarship Fund.
- Explanatory note: For facilitating and encouraging greater student mobility, funds need to be targeted to support studies abroad and the study of foreign students in Slovenia, and additional funds need to be reasonably ensured.
- Funding of the measure: Additional funds shall be provided in accordance with the budgetary resources available, including by means of concessions stemming from the Short-term Work Act or corresponding regulations.

Measure 33: Slovenian higher education teachers and staff will regularly go on long-term exchanges or undertake additional training abroad

- With the amendment of the Higher Education Act in 2011.
- Responsibility: Higher education institutions, Government of the Republic of Slovenia (Higher Education).
- Explanatory note: In addition to attracting foreign experts to work in Slovenia, Slovenian staff need to be encouraged to work and do further training abroad. Only long-term exchanges (of at least one year) ensure a complete and comprehensive experience. Every Slovenian higher education teacher will have to spend a period abroad and engage in training and development on an ongoing basis by means of international exchanges or visiting abroad. A sabbatical year will therefore become mandatory. It is necessary to adapt those institutional practices, opportunities and schemes that are currently not fully exploited, and new ones will also need to be formulated.
- Funding of the measure: with the new development stream of funding.

Measure 34: The establishment of specific measures to attract foreign experts

a. Improve the remuneration system of higher education employees, allowing higher remuneration for the best foreign (and domestic) experts than what is available today

b. Facilitate other support mechanisms for foreign experts (accommodation, assistance in obtaining work permits, help with child care, etc.)

c. Remove 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 research, the best international experts must 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 will be established at higher education institutions, and international experts will be offered support upon their selection to higher education institutions. Similarly, obstacles will be removed and the procedures for international experts and students to obtain residence permits will be simplified.
- Funding of the measure: from the updated direction of the European Structural Funds, all other possible programmes from the European Union, and the new development stream of funding.

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

a. ICPE as an example of targeted support for co-operation with important countries (India as one of the rapidly developing BRIC countries – Brazil, Russia, India, China); and

b. Euro-Mediterranean University, which, as one of the priorities of the Union for the Mediterranean, creates opportunities for networking between Slovenian universities and 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: In support of the targeted and planned orientation towards internationalisation, we recognise the role of individual international organisations in contributing to the development of the higher education system as a whole. Consequently, there will be stronger support for existing organisations of strategic importance, which can improve the co-operation of Slovenian higher education institutions with high-potential regions.

Measure 36: Facilitating teaching in foreign languages

- With the amendment to 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: To enhance quality, internationalisation and international attractiveness, higher education institutions will be able to conduct study programmes in foreign languages. This will be particularly focussed on the second

and third study cycles. Higher education teachers that teach 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, also influence the students' and staff's acquisition of linguistic, intercultural and other generic competences. In this context, the development of the Slovenian language and terminology in higher education and science will also be ensured, including access to study content in Slovenian. In instances where teaching is conducted in foreign languages, access to study content in Slovenian means: individual consultations or exercises in Slovenian, study literature or summaries of lectures in Slovenian, etc. Similarly, higher education institutions will offer foreign language support to their students and staff, and Slovenian language support for international students and staff.

- Funding of the measure: with the basic and the new development streams of funding.

Measure 37: Increase the scope of research activities that are conducted as part of 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 area of research. For this purpose, the research organisations will endeavour to reach the goal of doubling funds from European projects, i.e. doubling their research activities that are conducted in the transnational environment.

Measure 38: The flexible and open recognition of education acquired abroad for employment purposes

- With the new Act on Recognition and Assessment of Education in 2011.
- Responsibility: Government of the Republic of Slovenia (Higher Education).
- Explanatory note: The current procedures for the recognition of education acquired abroad for employment purposes are administratively burdensome and time consuming. The new arrangement will transfer the responsibility for the recognition of international qualifications for employment purposes to employers. In the case of the regulated professions, responsible ministries or chambers will participate. The national information centre (ENIC-NARIC) will provide information about foreign education in the form of evaluation and public information. 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 broad access to tertiary education and training for everybody who has an interest and is capable of studying, and to provide the conditions for the successful completion of studies. Despite a big increase in the number of students and the relatively high participation rate 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 a system level.

The data indicate 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. Accordingly, it is our wish to harmonise the system of social transfers for students. 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 their students.

Greater attention will be dedicated to the adequate representation or inclusion of certain 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. The formulation of incentives for the inclusion of these groups will be an ongoing activity of higher education institutions.

Higher education institutions will develop and provide support centres for students and staff, such as career centres or career/academic/psychological counselling services, as well as modern higher education libraries, which will provide access to materials, including contemporary ICT equipment, sports facilities and high-level sports activities. Higher education institutions will be encouraged to introduce sports activities as an obligatory or optional subject in study programmes.

Appropriate conditions will be fostered for a richer offering of lifelong learning activities at the tertiary education level, which will be facilitated by updating the procedures for the accreditation of such study programmes, encouraging flexible learning pathways 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 pathways and to recognise previously acquired knowledge and competences, which must, in all cases, meet the set academic standards. Non-formal and informal learning will thus be both an individual right and the discretion of higher education institutions.

An active role of the individual student is important for his/her personal development and his/her integration in society. An individual can establish or realise his/her goals by taking part in extra-curricular programmes and activities, which are primarily 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. Active participation in such programmes systematically nurtures and reinforces values in the student, which complement the academic spirit and enable an individual to become an intellectual in the social pyramid. Knowledge and experience that is gained in this manner are important for the further work of the individual. The goal is to shape an individual who will contribute to the development of the academic, cultural and socially critical environment, which will inevitably influence the social and economic situation of the whole society.

We would like to make study tuition-free, but fairly and in light of lifelong learning. The State will cover an individual's study expenses for the first study cycle at any time in his/her life, but only for 4 or 5 years of full-time study, or for 240 or 300 ECTS, depending on the length of the study programme. This means 1 year longer than the nominal length of the study programme. The duration will be appropriately adjusted for

programmes that educate for the EU regulated professions. In the case of "part-time" study, the annual cost of study will be proportionally lower, and the State will finance 240 or 300 ECTS for the first study cycle (this therefore represents more than 4 or 5 nominal years for "part-time" study). An individual may exercise the right to study towards 240 or 300 ECTS in the first study cycle any time in his/her life. He/she may also move in and out of the system. When he/she repeats or changes studies several times so that the total length of study will be more than 4 or 5 years, the costs associated with study beyond 240 or 300 ECTS will be covered by the student. This restriction will not apply in exceptional personal circumstances (for example, for students with special needs, student parents, etc.), which will be dealt with on a case-by-case basis according to the following: the conditions for the completion of studies, the duration of such studies and the eligible period to receive social transfers, which may be longer than four or five years in these cases. Tuition fees for longer study programmes will be determined in a holistic manner, so as not to discriminate against the field of study. The right to tuition-free education at first study cycle will be available to all individuals who have not already completed education at this level or those who have not yet been funded for this level of study by the State. For four or five years, or for an appropriate period for students of EU regulated professions and students with special needs, students will be eligible for all other social benefits, i.e. scholarships, subsidised meals, transportation, accommodation, etc. in compliance with legislation in the field of social transfers.

The State shall cover the study costs of an individual in the second study cycle for 60 or 120 ECTS, depending on the length of the selected study programme, or 1 or 2 years full-time at any stage of his/her life. However, if individuals do not successfully complete their studies, they will have to return the funds to the State. The period within which the individual will have to complete his/her studies before having to return 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 such cases will be determined in a holistic manner in order not to discriminate against any field of study. An individual in the second study cycle will benefit from social benefits of someone with a student status for 1 or 2 years in compliance with legislation in the field of social transfers. This restriction will be adapted in the case of exceptional personal circumstances, as described above. The State will therefore cover the study costs of an individual for 360 ECTS for the first and second study cycles in total, except for longer programmes that educate EU regulated professions.

In the third study cycle, the entire system of funding doctoral studies will be renewed, so that the existing schemes will be more unified and complementary to each other: the Young Researchers Scheme, Young Researchers in the Economy and the new Innovative Scheme for co-funding doctoral study. The Young Researchers Scheme, or the system for funding 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 for a certain number of candidates at any time in their lives. Should students not successfully complete their studies, the funds will be returned to the State by the individual. The quantum of tuition fee to be returned should a student not successfully complete his/her studies will be determined in a holistic manner in order not to discriminate against the field of study. In any case, the number of posts for doctoral studies will be limited according to the capacities of universities, including the number of tutors. In determining the number of candidates whom the State

will fund and in selecting the study areas, the integrated development of all disciplines will be protected, and considerably more funds will be allocated to areas that will be designated as national priorities. The selection of candidates will be carried out by universities or the providers of doctoral studies.

The State will cover the study costs in accordance with the described study system at public higher education institutions and possibly also at institutions holding a concession. In this regard, the criteria for the selection of concession-holding institutions will be clearly defined, particularly for the selection and maintenance of a concession. The State will therefore finance the study of students in private higher education institutions (grant a concession to private higher education institutes) only for those programmes that are not provided in public institutions, are demonstrably delivered to a high quality, and for which there is a need in the Slovenian environment.

2.7.1 Goals

- Access to higher education – increase participation in tertiary education.
- Enable tuition-free studies, fairly and in light of lifelong learning, in the first study cycle and upon the successful completion of studies in the second and the third study cycles.
- Establish a uniform and transparent system of social transfers for students, with a limit to the number of years that a student can benefit from them.
- Identify and promote the greater inclusion of underrepresented groups of the population and establish equal opportunities.

Targets:

The proportion of the population between 30 and 34 years of age with a tertiary education qualification 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 the first and second study cycles at any time in life under certain conditions

- With the amendment to 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 a student's perspective, the financing of education at any stage of life, irrespective of age, will take place as follows:
 - o The State will finance studies to up to a maximum of 240 or 300 ECTS for students enrolled in the first study cycle at any time in their life, who have not already completed education at this level or who have not yet been funded for this level of study by the State. An exception will be study for the regulated professions, which lasts longer – in such cases, the State will finance the entire duration of the study programme, including a relevant additional period (1 year or 60 ECTS). The limitation will also be reasonably adjusted for students with special needs, who will be dealt with individually (on a case-by-case basis), and for whom the conditions for the completion of their studies and any potentially longer period to be funded will be determined on the basis of individual expert assessment.
 - o The State will finance studies up to 60 or 120 ECTS for study programmes in the second study cycle, which can be accessed by students at any time in life, given an individual has not yet obtained this level of education and has not yet been funded for this level of study by the State . If an individual does not complete the study programme within the five-year period after he/she was last enrolled, he/she will return the tuition fee. The repayment of the tuition fee will be arranged so that an individual will only start making repayments when he/she earns a certain regular income and will be able to repay these funds. An exception will be for study of the regulated professions, which lasts longer– in such cases, the entire duration of the study programme will be financed by the State, including a relevant additional period (1 year or 60 ECTS). The limitation will also be reasonably adjusted for students with special needs, who will be dealt with individually (on a case-by-case basis), and for whom the conditions for the completion of their studies and any potentially longer period to be funded will be determined on the basis of individual expert assessment.
 - o The State will therefore cover the study costs of an individual for 360 ECTS for the first and second study cycles in total, except for longer programmes that educate EU regulated professions.

Measure 40: Comprehensive regulation of a system of doctoral studies, which will be based on fostering excellence and rewarding results

- Regulations governing the 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 study cycle, the funding system for doctoral studies will be reorganised in an integrated manner. All doctoral study funding schemes will be harmonised (the Young Researchers Scheme and the Innovative Scheme of funding doctoral study). To assure the quality of doctoral studies, the State will finance the study costs and living expenses of a suitable number of doctoral candidates. However, should students not successfully complete their studies, the funds will be returned to the State by the individual. Universities will ensure the appropriate delivery of doctoral studies based on scientific and research work and

a contribution to the treasure of knowledge. The criterion for determining the number of doctoral study places will be whether the university has adequate capacity, including the number of tutors.

Measure 41: The establishment of a system for returning funds should students fail to complete their studies in the second and the third study cycles

- With the amendment of the Higher Education Act in 2011. Adoption of the 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: Should students fail to complete their studies in the second or third study cycles, the costs of the studies will be returned to the State by the individual according to the system described above. The duration of the period that constitutes the conclusion of studies will generally be five years following the study year in which the individual last enrolled for ECTS 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 will be determined in a holistic manner in order not to discriminate against any field of study.

Measure 42: The establishment of a uniform and transparent system of social transfers for students, with a limit to the 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 granted uniformly, including student accommodation facilities. 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 students will be based on the following model, except for study for the regulated professions and for students with special needs:
 - o For the first study cycle, the period for receiving social transfers will be 4 or 5 years, depending on the duration of the study programme;
 - o For the second study cycle, the period for receiving social transfers will be 1 or 2 years, depending on the duration of the study programme;
 - o For the third study cycle, a uniform funding scheme will be introduced, covering both the study and living expenses for a certain number of candidates. In the event that 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, depending on the duration of the doctoral programme.

Social transfers will be awarded to individuals in compliance with legislation in the field of social transfers, which currently provides financial support to young people. For individuals in the later parts of their lives, 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, etc.

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 market (normal) interest rate.

Measure 44: The integration of underrepresented 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 groups that are underrepresented in higher education. Following the analysis of the structure of the student body and the identification of underrepresented groups of the population, incentives that support 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 underrepresented groups of the population and assisting them in the completion of their studies. Funds will be available for these activities within the framework of the new developmental stream 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 stream of financing.

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

- Beginning of systemic monitoring from 2013.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Social Affairs), higher education institutions.
- Explanatory note: The student body, its composition and the barrier to access and the completion of study will be monitored at a system level. The system of social transfers and potential additional study incentives will be continuously adapted, based on analyses. Higher education institutions will design institutional practices to follow their students.
- Higher education institutions will develop and provide support centres for students and staff, such as career centres or career/academic/psychological counselling services, as well as quality libraries that meet international standards, and provide sports facilities with appropriate staffing.
- Funding of the measure: with the new development stream 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 that are organised by universities and other higher education institutions, or by other organisations that recognised by higher education institutions as relevant for obtaining these various types of competences. This will enable a transparent overview of an individual's activities, which have been supported by the institution. The supplement should include an individual's achievements in international competitions of knowledge, research, artistic performance, sports and other relevant competitions and other outstanding achievements. Higher education institutions will not create new activities to serve 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 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 staff at an individual university must be permanently employed for more than half of their workload at this institution
 - c. With regard to professional study programmes, higher education institutions must demonstrate active co-operation with industry and at least 50% of the teaching staff in professional study programmes must have at least 3 years' work experience in a "non-academic" environment, i.e. in the economic or public sectors.

4. National priorities

The comprehensive development of all academic, scientific, artistic and professional fields in the Slovenian higher education area will be ensured.

Priority areas or areas of national significance will be identified in connection with RISS, based on initiatives by individual stakeholders. They will be substantiated by the comparative analyses of competences in specific fields. Priority areas will not be determined by top-down political processes, even if supported by expert opinions and studies of technological forecasts or the opinions of the economic sector and researchers. Instead, the development of smart specialisations will be an ongoing and open process, involving all key stakeholders. In practice, the concept of specialisation will be realised through the large-scale public funding of selected areas.

5. Monitoring the implementation of the National Higher Education Programme

In order to successfully achieve the goals of the National Higher Education Programme, it is necessary to ensure the continuous monitoring of the realisation and implementation of the set of measures in relation to the future events and context.

Because of the inseparable connection between higher education and research, the programme documents in the areas of higher education, research and innovative will be subject to common monitoring. An independent group of experts will jointly monitor the achievement of set goals, impacts and the implementation of these measures. The group will submit its report to the competent advisory bodies of the Government in the fields of higher education, science and technology. Following the joint examination, the bodies will report to the Government of the Republic of Slovenia on the implementation of programmes and submit proposals for amendments or the adaptation of measures for more efficient implementation. The Government of the Republic of Slovenia will submit the report to the National Assembly for 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 the measures and the attainment of the targets. This will form the basis for an improved National Higher Education Programme 2015-2020, if appropriate.

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

The National Higher Education Programme 2011-2020 addresses the entire system of tertiary education, which, in addition to higher education institutions, also includes higher vocational colleges. In terms of the financial component of the National Higher Education Programme 2011-2020, the basic goal is to have 1.3% of GDP of the public budget allocated to tertiary education and 2.0% of GDP by 2020. The text below, therefore, presents the total funding for tertiary education, including funding for higher education, higher vocational education, transfers to households for tertiary education, study assistance and the Ministerial operating costs for this particular area of work. The most important measures of the National Higher Education Programme are highlighted and their values presented in more detail.

The estimated funding for higher education includes: the basic and the development pillars deriving from Measure 13 of the National Higher Education Programme 2011-2020, the remaining aforementioned expenditure and a detailed overview of additional forecasted funds over and above the basic and development pillars 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 the target values that are to be achieved by the National Higher Education Programme. That is, firstly, to achieve 1% of GDP of public funding for higher education by 2015 - according to existing evaluations regarding GDP,

7 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.

this would amount to 471,177,483 euros (in current prices) – and, secondly, 2% of GDP of public funding for the total budgetary expenditure for tertiary education by 2020 – according to existing evaluations regarding GDP, this would amount to 942,354,967 euros (in current prices) in 2015.

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

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

Notes:

- Higher education includes the Higher Education Programme, reduced operating costs of the Ministry for Higher Education, Science and Technology (MVZT) for higher education (HE) and increased for the fostering of the Slovenian language.

- Social transfers for tertiary education include subsidised meals for students, subsidised transport for students, 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

7. Implementing goals, bodies responsible, indicators - summary

Higher Education System

	MEASURE	BODY RESPONSIBLE	INDICATOR
1. Measure:	The redefinition of the 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 the 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:	The establishment of a system of internal organisation of universities and higher education institutions, which will enable better cooperation between departments and/or different institutions	Higher education institutions, SQAA.	Beginning of organisational modification in 2011; system will be established by 2014 at the latest.
4. Measure:	Improve co-operation between higher education institutions and public research institutes	Higher education institutions and public research institutes, Government of the Republic of Slovenia, SQAA	Mobility or exchange of staff and number of joint projects – arranged by 2016.
5. Measure:	Enhanced cooperation between higher education institutions and the 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 human resources	Government of the Republic of Slovenia, higher education institutions, research institutes, trade unions from the field of higher education	Law 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:	The formulation of options for employees at higher education institutions to opt out of the salary system for civil servants.	Government of the Republic of Slovenia, higher education institutions, research institutes, trade unions from the field of higher education	Law amending the Higher Education Act in 2011 and other relevant legislation; the measure will be enforceable from 2012
8. Measure:	Modification to the educational requirements for employment in the public sector.	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:	The formulation of the National Qualifications Framework	Government of the Republic of Slovenia.	New legislative framework in 2011 – new Decree (or Act) on National Qualifications Framework.
10. Measure:	The arrangement of the study structure	Government of the Republic of Slovenia, higher education institutions, SQAA.	Law amending the Higher Education Act in 2011; the measure will be enforceable for new study programmes at their first accreditation, and for existing programmes at their re-accreditation by 2016.
11. Measure:	The organisation of the delivery of study: undergraduate degree programmes comprise 60 ECTS per year with a full-time work load or 30 to 45 ECTS per year with a part-time/reduced work load	Government of the Republic of Slovenia, higher education institutions, SQAA.	Law amending the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest.
12. Measure:	Modification to the entrance conditions and enrolment places	Government of the Republic of Slovenia, higher education institutions, SQAA.	Law amending the Higher Education Act in 2011; the measure will be enforceable in the academic year 2013/14 at the latest.

Funding

	MEASURE	BODY RESPONSIBLE	INDICATOR
13. Measure:	The establishment of a funding system for higher education institutions that promotes development and takes into account quality and cooperation with the environment.	Government of the Republic of Slovenia, higher education institutions	Decree on funding public higher education and other institutions from 2011 and law amending the Higher Education Act and the Research Activity Act in 2011.
14. Measure	The establishment of a system for monitoring the effectiveness of public spending on higher education by monitoring the results and impacts at the national level and at the level of higher education institutions	Government of the Republic of Slovenia, higher education institutions	Uniform methodology for monitoring results and impacts in 2011 by means of annual work plans of higher education institutions
15. Measure	The establishment of an information system for higher education in the Republic of Slovenia (eVŠ Information System)	Government of the Republic of Slovenia	Law amending the Higher Education Act in the "Records" chapter 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	The provision of a framework for the development of donations	Government of the Republic of Slovenia, Tax Administration Office of the Republic of Slovenia	Established framework by 2015.

Differentiation and diversification

	MEASURE	BODY RESPONSIBLE	INDICATOR
17. Measure	The formulation of missions of higher education institutions and the 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	The formulation of Codes of Ethics in higher education institutions	Higher education institutions.	Approved, adopted and established codes of ethics in higher education institutions by 2012.
19. Measure	All higher education institutions and colleges will fully comply with the Part 1 of the European Standards and Guidelines on Quality in Higher Education, and their internal system of quality assurance will be strengthened, with the public and transparent publication of information on quality.	Higher education institutions, SQAA.	Higher education institutions will publish easily accessible information regarding their quality from 2012 onwards and fulfil Part 1 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	SQAA is externally evaluated, and applies for inclusion in EQAR and membership in ENQA	SQAA, MVZT	Preparation for external evaluation in 2011 and 2012. External evaluation in 2012 (or 2013). Candidacy for inclusion in EQAR and membership in ENQA in 2012 or 2013.
22. Measure	Transition from programme to institutional accreditation	All higher education stakeholders.	Law amending the Higher Education Act in 2011; the measure will be enforceable from 2017.
23. Measure	Facilitation of procedures for the modification of study programmes and the formulation of joint study programmes	Government of the Republic of Slovenia, SQAA	Law 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 to teaching personnel.	Higher education institutions, SQAA.	The number of teaching staff engaged in education and other support activities
25. Measure	Increase the human resource 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 the facilities 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.
27. Measure	Institutional adjustments to all areas of higher education institutions' operations for the utilisation of new technologies and ICT equipment	Higher education institutions.	From 2012.

Internationalisation

	MEASURE	BODY RESPONSIBLE	INDICATOR
28. Measure	The formulation of a 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 institutional international strategies with institutional priorities, which will be part of the wider mission and development plan of the institution, and taking into consideration the National Strategy for the Internationalisation of Slovenian Higher Education	Higher education institutions, SQAA.	Institutional strategies for internationalisation compliant with the national strategy by 2014.
30. Measure	The establishment of co-operation with the Western Balkans region 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 the 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 special targeted support for the mobility of Slovenian students going abroad and the best international 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	Slovenian higher education teachers and staff will regularly go on long-term exchanges or undertake additional training abroad	Higher education institutions.	The increase of exchanges of Slovenian higher education staff from 2011.
34. Measure	The establishment of special measures for attracting international 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 foreign nationals in 2020.
35. Measure	The Republic of Slovenia will support the activities of two international organisations in the field of higher education, which can significantly contribute to the 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 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.	Law amending the Higher Education Act in 2011; the measure will be enforceable from 2012.

	MEASURE	BODY RESPONSIBLE	INDICATOR
37. Measure	Increase the scope of research activities that are conducted as part of transnational projects or activities	Higher education institutions.	Funds for international operations. 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 employment purposes	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 the first and second study cycles at any time in life under certain conditions	Government of the Republic of Slovenia.	Law 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 regulation of a system of doctoral studies, which will be based on fostering 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 a system for returning funds should students fail to complete their studies in the second and the third study cycles	Government of the Republic of Slovenia, Tax Administration Office of the Republic of Slovenia	Law 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	The establishment of a uniform and transparent system of social transfers for students, with a limit to the number of years.	Government of the Republic of Slovenia.	Law amending the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest.
43. Measure	The 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	The integration of underrepresented groups of the population in tertiary education	Government of the Republic of Slovenia.	Beginning of analysis in 2012, implementation of incentives from 2015.
45. Measure	Monitoring of the student body and the barriers to access to tertiary education, and support services for students and staff	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

CEDEFOP

the European Centre for the Development of Vocational Training
(<http://www.cedefop.europa.eu/EN/>)

CMEPIUS

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

DURS

Tax Administration of the Republic of Slovenia

ECTS

European Credit Transfer and Accumulation System

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 Quality Assurance Register for Higher Education (<http://www.eqar.eu/>)

FRASCATI

Standard Practice for Surveys of Research and Development

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

ISCED

International Standard Classification of Education

Non-formal learning

Non-formal 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

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.

8.4 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