

## Implementation of the Bologna Declaration Principles in the Republic of Slovenia

### Summary

The main challenges of the declaration passed in Bologna in June 1999 by European education ministers – to create a Europe of knowledge and to strengthen its intellectual, cultural, social, scientific and technological range – are also being met in Slovenia.

#### *Adoption of a system of easily readable and comparable degrees, based on two main cycles*

In Slovenia, we are familiar with the traditional two-level system, yet it is different from the “much-discussed” Bologna models, especially in terms of duration. However, we have not yet decided about the new study structure. For a small country with two million inhabitants, only two universities (along with a newly founded, though not yet formally established third university), and six smaller and free-standing higher education institutions, this seems understandable. Any rapid change with the introduction of new types of study programme would, prior to thorough assessment of the employability of graduates, create new problems in the labour market rather than solve current ones. On the other hand, one could surmise that it will be easier to take and enforce decisions along with a thorough analysis of the development of study structures within a wider European environment.

#### *Higher education as a public good*

In Slovenia, a large portion of higher education – both undergraduate and postgraduate – is paid for out of public funds. The Higher Education Act and the National higher education programme until 2005 stipulate that no fees can be charged for full-time undergraduate study.

#### *Adoption of the credit system*

In 1998, the credit system was introduced in Slovenia in universities and independent higher education institutions for postgraduate studies. It was then gradually extended to undergraduate studies. In this respect, all higher education institutions model themselves on the ECTS, though the decisions of individual institutions tend to differ from one another. In April 2003, the Higher Education Council of the Republic of Slovenia decided to prepare a National Credit System due to certain inconsistencies which have subsequently arisen.

#### *Promotion of mobility of students and higher education teachers*

In Slovenia, a great deal of importance is placed on the international cooperation of higher education institutions and the mobility of higher education students and teachers. In the 90s, Slovenia participated in the Tempus projects. Since May 1999, it has been participating fully in the Socrates programmes – especially Erasmus, but also Comenius, Leonardo da Vinci and Youth. There is also much research cooperation in such programmes as Cost, Copernicus, the 5<sup>th</sup> Framework Programme etc. Slovenia is also a member of the Central European Network CEEPUS.

### *Quality assurance in higher education*

In Slovenia, the Higher Education Council has been operating as the accreditation body since 1994. Its main tasks include the assessment of higher education institutions and study programmes, identifying and ensuring the basic standards for commencing work as well as reassessing them at least every seven years. Since December 2002, the Council has operated under stricter guidelines. The new guidelines for assessing institutions and their programmes also take account of inclusion into the common European Higher Education Area. The National Commission for Quality Assurance was established in 1996. Since June 2000, it has consisted of representatives of all higher education institutions as well student representatives. Based on its findings, the Commission regularly produces and publishes an annual report. The Commission is a member of the CEE Network (Network of Central and Eastern European Quality Assurance agencies in Higher Education).

### *Diploma Supplement*

In Slovenia, the supplement is a mandatory component of the diploma certificate. Its introduction was prescribed in 1999 by the new Higher Education Act. In spring 2000, its contents were decreed by the minister responsible for higher education. Some free-standing higher education institutions and the University of Maribor are already issuing it. Preparations at the University of Ljubljana are nearing completion and the appendix will begin to be issued in October 2003.

### *Lifelong learning*

In recent higher education documents (such as the Higher Education Master Plan ), lifelong learning is described as an area which should receive more attention in the future. In certain fields, such as the teacher education and in-service training, the practice is now firmly established, although this has not been the case in other areas. We currently do not have a specific document dealing with this issue, although we do participate in several international projects. The Adult Education Master Plan is currently being prepared.

## **Introduction**

The last time the Slovenian higher education system was comprehensively restructured was in the mid-90s, after the introduction of the Higher Education Act at the end of 1993. The basic principles set out in the law were: autonomy of university and other higher education institutions, transparency and responsibility, deregulation in conjunction with the principles of autonomy, the right to choose courses under equal conditions, the interaction of research and educational activities, and the possibility of establishing public and private higher education institutions. With such statutory support, the following goals should rapidly be achieved:

- The establishment of a modern higher education system, comparable and compatible with its European counterparts, under which it will be possible to assert international standards and a two-way flow of students, higher education teachers and knowledge

- The possibility of developing a dynamic system which will encourage higher quality
- Broadening access to full- and part-time higher education
- Increasing the number of students and graduates
- The restructuring of postgraduate studies
- Systematic links between research and educational activities
- The closest cooperation possible between higher education and the economy, as well as local communities and the public.

For the first time in Slovenia, a “so-called” accreditation body – the Higher Education Council of the Republic of Slovenia – was founded. It began to operate in the spring of 1994. Applying its criteria on accreditation of study programmes and higher education institutions, basic study, research and professional standards were established. The structure of education was changed after decades. The previous two-year study programmes were abandoned, while two types of higher education programme were introduced: university and vocational higher education programmes. As for postgraduate study programmes – specialisation, magisterij and doktorat znanosti – for the first time doctorates could be awarded after a uniform four-year programme, while a master’s degree is no longer required as a prerequisite for a doctorate. In 1998, the existing higher education structure was amended by the Professional and Academic Titles Act. The following year, lists of all professional and academic titles were published, including the adjustments to titles awarded under previous regulations. Following the passing of the Vocational and Professional Education Act in 1996 and the introduction of two-year vocational schools, the framework of tertiary education was finally completed.

Slovenia has also been active internationally. In 1997, it hosted the closing TEMPUS conference – a programme in which Slovenia successfully participated. Slovenia was also involved in the creation of the Lisbon Convention, which was collectively signed in April 1997 and ratified in the summer of 1999. In 1999, Slovenia joined the EU Socrates – Erasmus programme and was a founding member (1994) of a similar Central European programme – Ceepus.

As the above goals were gradually achieved, several problems were analysed and discussed by the Higher Education Council of the Republic of Slovenia, individual universities, newly established higher education institutions, the ministry and the government. These problems were in part linked to the transition and in part to further European integration, but there were also specific problems characteristic for individual universities. Throughout the creation of the Higher Education Master Plan of the Republic of Slovenia from 1996 (the creation and adoption of which was laid down by the Higher Education Act of 1993) - many problems were sufficiently analysed to allow the renewal of strategic decisions as well as decisions regarding the instruments to be used to achieve these goals. The view regarding the role and special status of the universities and their autonomy prevailed. Discussions regarding new funding systems for higher education were particularly important. All this influenced decisions regarding changes in higher education regulations.

Thus the signing of the declaration on the European Higher Education Area in Bologna in 1999 did not mark the beginning of discussions on the direction of higher

education development in Slovenia, although it did significantly help with the decisions made after the signing.

## **A) Amendments and supplements to the Higher Education Act**

The initial proposals for amendments to the Higher Education Act - an initiative for which was given by several hundred higher education teachers – included provisions regarding the new organisation of universities and higher education institutions. The proposals relating to the renewed representation of student representatives in academic bodies and the equal representation of younger, higher education teachers were particularly important. The government of the Republic of Slovenia supported these changes and proposed that additional provisions should be added to the law, concerning other issues which were ready for discussion: (A) adjustment to the decrees of the Constitutional Court of the Republic of Slovenia (including the demand for a clearer definition of university autonomy and a warning against the groundless “so-called” autonomy of the faculties), (B) the renewal of provisions regarding higher education funding (integrated funding, greater autonomy and responsibility of universities), (C) taking the vocational *matura* into account for enrolment in university study programmes (broadening the access to higher education), (D) harmonisation with the legislation and recommendations of the European Union. The amendment entered into force on 1 January 2000.

### **1. Changes to the internal organisation of higher education institutions**

The amendment changed the existing internal organisation of higher education institutions. The new organisational structure was designed to make autonomous academic decision-making more transparent. It was intended to enable all higher education teachers and staff to participate in the search for optimal professional solutions and in decision-making within higher education institutions. It would do so via individual representatives, but also other staff and students.

The debate on how to consider the principles of democratic openness - that is solutions introduced by the amendment - took some time in higher education circles. The opinion of the aforementioned group of higher education teachers was based on their own experience and was supported by the similar views of foreign expert groups which visited our universities and higher education institutions in the late 90s. In its report, the CRE proposed a different form for the senate to allow the participation of students and other staff. It should act as a “dynamic” body representing an adequate cross-section of views, thereby ensuring that proposals are sufficiently discussed. A similar position was expressed in the report by the Commission of the Council of Europe. Another document which had a significant impact on discussions was the “Memorandum for the University of Ljubljana” (December 1997). This document stressed the need for individual faculties to include in decision-making “all strata of educational and research staff, other colleagues and students” and of the need for “equal representation in the decision-making bodies for all disciplines”.

Thus the 2000 amendments established the **academic assembly** in all university faculties and independent higher education institutions. It consists *of all higher education teachers, scientists and higher education staff. Student representatives are*

*also included, representing at least one-fifth of the entire academic assembly. Its main responsibilities are electing the senate and nominating candidates for Dean. The law also amended the provisions regarding the composition of **senates** of universities, their faculties and free-standing higher education institutions: they are now composed of higher education teachers with different titles and not only full professors, as stipulated in 1993. *The senates of universities and their members should have equal representation for all scientific, artistic disciplines and professional fields.* The previous organisation of the university senate, consisting of only full professors, had been revoked by the Constitutional Court in 1998 (Ur. L. RS 35/1998). The following explanation was given: *“Higher education teachers – not only full professors – are responsible for educational, artistic and scientific work at the university. They follow and contribute to the development of science, art and vocations, and are responsible for transferring this knowledge (third paragraph of Article 52, Higher Education Act). The competences of the university senate are such that its decisions can significantly affect the right of higher education teachers to the freedom of science and art (Article 59 of the Constitution): the planning of work associated with scientific research and educational work, the formation and evaluation of research and study programmes, the adoption of criteria for promotions and the like. In accordance with article 14 of the Constitution, an equal opportunity to participate in the highest specialist university body should be available to all those responsible for educational, artistic and scientific research work, and not just full professors”.* To this was added an article under which representatives of the student university council are also members of both university senates: *in the senate, students represent at least one-seventh of the members.* The amendment also change the way in which the Rector was elected. The Rector is elected by all higher education teachers and scientists, who are full-time employees of the university. A representative from the student council of each university faculty also has the right to vote. Any higher education teacher may be appointed Dean of a faculty or a free - standing higher education institution.*

## **2. University Autonomy**

In 1998, at the same time as revoking the provision regarding the composition of the senate, the Constitutional Court of the Republic of Slovenia also ruled that the law is “unconstitutional regarding the autonomy of faculties”. These were remnants from the previous system, under which faculties operated as independent legal entities, with the university acting only as a loose association. An amendment was adopted defining the university as an autonomous, scientific, artistic, and teaching higher education institution with a special status. The article governing the autonomy of higher education institutions (Article 6) was amended to apply only to universities (and not to faculties) and to free-standing higher education institutions established by the Republic of Slovenia.

## **3. Changes to the system of financing**

Taking into account the principle of university autonomy and the principle of partnership on the basis of the signed agreement between the Government of the Republic of Slovenia, the universities, and the trade unions - the Ministry of Education and the Ministry of Science and Technology, in cooperation with university representatives, higher education trade unions and the Higher Education Council - prepared a special study on the new system of financing. This work resulted in new

provisions passed by the National Assembly in 2000. Under the new articles, the higher education funding system is moving away from the concept of paying according to standards and norms dating from before the Higher Education Act. These are based on a different system of higher education, though in their relationship to programme and organisational innovation in higher education – particularly to autonomous functions – they were inflexible. The bulk of funding for higher education, which universities will receive as a lump sum, will be for educational activities. These funds will be allocated by taking account of the field of study (according to Isced classification, Unesco, November 1997), the number of students enrolled in a study year and the number of graduates in the previous calendar year. In addition, the law also defines the other portion of funds, which will be used for a) extracurricular student activity; b) investment and maintenance; and c) the financing of development objectives, particularly increasing the quality of study, improving the age structure of higher education teachers, scientists and staff and other aims important to the development of higher education and international cooperation. In 2003, the Ministry of Education, Science and Sport is preparing the final operational basis for the final transition towards the new system of financing.

We should also mention the provision concerning the transmission of property to university ownership. Under the Higher Education Act, the Republic of Slovenia transferred management of such assets to universities which it had established itself. Under the amendment, assets were transferred to university ownership. Only the right of disposal (disposal or burdening) still requires the founder's consent.

#### **4. Taking account of the vocational *matura* in university study programme enrolment**

The 1993 Higher Education Act restricted enrolment in university study programmes to those who passed their *matura*. Under the new regulations, these candidates will be joined by candidates who have passed a vocational *matura* (first covered by the Vocational and Professional Education Act) under the mandatory programme for vocational secondary education for a particular profession and have passed one of the *matura* subject. The compulsory four-year study programme and the *matura* subject must be stipulated by the individual study programme. The provision came into force for the generation completing its four-year secondary vocational programme in the 2001/2002 academic year – that is for enrolment in the 2002/2003 academic year.

#### **5. Harmonisation with the legislation of the European Union**

While amending the Higher Education Act, the question of the extent to which the provisions enable equal treatment of all EU citizens, in turn enabling and accelerating the participation of Slovenian higher education institutions in European Union programmes (especially Erasmus), was re-examined. A provision was introduced under which all EU citizens will – as soon as Slovenia becomes a full member of the EU - have the same rights and conditions as Slovenian citizens to education in higher education institutions of the Republic of Slovenia. As is the case with Slovenian citizens, it will not be possible to charge tuition fees for publicly certified undergraduate study programmes provided as a public service.

Since the Lisbon Convention was ratified by the National Assembly of the Republic of Slovenia in the summer of 1999, it was possible to incorporate some of its provisions into the new Act. Thus the new Act introduced the diploma supplement as a component of the diploma. The contents of the form were determined in spring 2000 by the minister responsible for higher education at the proposal of the Higher Education Council of the Republic of Slovenia.

## **6. Amendment to quality assurance provisions**

The debate on amendments to the Higher Education Act continually touched on the issue of the quality and effectiveness of higher education. Slovenia established an official assessment body - the Higher Education Quality Assessment Commission – in 1996. One amendment required that students should also offer opinions on the Commission's subsequent conclusions. In addition, it was found that the provision concerning the assessment of the fulfilment of conditions for the commencement of work of higher education institutions is inadequate. It has been shown that higher education institutions often expand their activities, raising the issue of quality assurance. Once more, it was decided that, in the accreditation procedure, “the fulfilment of operational conditions should be assessed every seven years”.

## **B) The Higher Education Master Plan of The Republic of Slovenia until 2005**

The proposed Higher Education Master Plan was first discussed by the National Assembly of the Republic of Slovenia (21 October 1999) four months after the signing of the Bologna Declaration. After three readings, it was finally adopted by the National Assembly in February 2002. During its preparation, amendments and supplements to the Higher Education Act were considered (Act amending and supplementing the Higher Education Act – Ur.L. RS 99/99), as were the recommendations of the Bologna Declaration. Let us mention some of them:

Again, the principles for efficient and rational use of public funds were analysed, while the principles for financing higher education institutions were specified. Particular emphasis was placed on the importance of assessing, controlling and assuring quality in higher education as the main tasks required by the Master Plan from universities and higher education institutions. The principles for implementing study programmes were also specified. Following on from the new system of higher education funding, the criteria were specified for the establishment of new higher education institutions. This created the conditions under which responsibility for the efficient and rational use of funds was allocated to the university. Particular attention was paid to the duration of undergraduate and postgraduate study programmes, drop-out rates and options for completing studies quicker. It was found that there is a clear trend around the world towards curtailing undergraduate studies and encouraging enrolment in postgraduate programmes. Two examples were cited. Initially the study by the Organisation for Higher Education Structures in Europe (1998/99), Eurydice 1999 and subsequently the Declaration of European education ministers - “The European Higher Education Area”, Bologna 1999. The duration of the undergraduate study in Slovenia is internationally comparable with the upper range, which is why further extensions are not sensible – in fact, the opposite is the case. Standards relating to the duration of the undergraduate study had not yet changed substantially,

although principles and criteria have been added to the wording which would help to intensify the duration of studies and accelerate their completion.

In accordance with the position of the National Assembly - which elaborates on the need for the rapid introduction of the credit system and the accelerated inclusion of Slovenian higher education in international exchanges - it was already possible to report on the completion of intermediate stages. On 1 May 1999, following the review of the legislation by representatives of the European Commission (from May to June 1998), Slovenia became a member of the European Higher Education action ERASMUS (as part of the SOCRATES programme). In June 1999, both universities and two free-standing higher education institutions accepted the basic principles of the credit system for postgraduate studies. They did so by taking over the parameters of the ECTS. The additional gradual introduction of the credit system for undergraduate studies and the publication of the diploma supplement were judged to be decisive and crucial for the encouragement of international exchanges, especially in the European area.

To the goals and instruments of the Bologna declaration and the Prague Communiqué - the adoption of easily recognisable and comparable diplomas, the adoption of a system with two main levels, the introduction of the credit system and the diploma supplement, the promotion of mobility, the promotion of European cooperation in quality assurance, the promotion of the European dimension in higher education, higher education as a public good and lifelong learning – one could also add the regulation of student status, particularly regarding their role in managing higher education institutions. Students were again recognised as competent, active and constructive partners in introducing and forming the European Higher Education Area. The last version of the Higher Education Master Plan in Slovenia was thus amended to take account of the latest recommendations linked to the development of higher education. In certain points, the implementation of the Bologna Declaration is clearly stated.

## **1. Strategic aims (Chapter 1)**

- Increase the proportion of the employed population with a higher, undergraduate or postgraduate education to 25% by 2005.
- Increase the proportion of the population, especially the younger generations, in tertiary education such that in this decade, the Republic of Slovenia should have around 35 students per 1000 inhabitants. In addition, 50% of each subsequent generation should enrol in some one form of tertiary education.
- Increase the number of places in the tertiary education system as a whole and gradually eliminate restrictions on enrolment for the majority of study programmes; gradual co-financing of part-time studies, while at the same time ensuring that it will not be possible to charge tuition fees for full-time undergraduate study programmes.
- At least double the number of students and graduates. Securing co-financing for reorganised postgraduate programmes linking disciplines, higher education and research institutions as well as other institutions, which are of top quality and which allow for cooperation in international projects, including through the redesign of existing undergraduate and postgraduate study programmes.



- Ensure the conditions for successful, integrated, autonomous and socially responsible universities and individual higher education institutions. At the same time, also ensure their continuous development and allow for the creation of a decentralised higher education infrastructure.
- Increase the success and effectiveness of undergraduate and postgraduate studies through appropriate investment in personnel, equipment and structure of higher education institutions, as well as through operational modernisation (integration of research and educational work, improvement of teaching and educational capabilities, content innovation, introduction of the credit system, distance education etc.) and systematic self-assessment of the quality of academic work in higher education institutions, with full student participation.
- Encouraging cooperation among universities and higher education institutions as well as cooperation between the economy and its environment; fostering diverse sources of funding for higher education activities – including independent (non-budget) funds.
- Improve the success and effectiveness of studies by investing in different forms of university sports.
- Improve and modernise the scholarship system and student standards of living, especially the capacity of student residences.
- Encourage international cooperation among higher education institutions, particularly in specialised projects of the European Union (such as SOCRATES – ERASMUS) and regional programmes (such as CEEPUS), as well as encouraging the formation of a European Higher Education Area in accordance with the declaration of the European education ministers (Bologna, June 1999) entitled the “European Higher Education Area”.

## **2. Quality assurance and improvement in higher education (multiple chapters, such as points 2.3.2, 2.3.4, 3.3, 3.5.1.2, 3.5.1.3, 4.1.1)**

The quality of higher education studies is the prime aim of the Higher Education Master Plan. Thus, for instance, the national importance of study areas is defined by the following criteria: a) the quality of scientific, artistic, and professional work, which is domestically and internationally comparable, b) the strategic role in the economic, social and cultural development of the Republic of Slovenia and maintaining the national identity, c) employment requirements or the legal arrangements for professions which require higher education, d) improvement of the educational structure of the population.

To this end, the “*integrity of research and educational work in higher education* should be at the forefront of institutional development. This is why we have to encourage the rapid linking of teaching and research, as well as improve *the teaching abilities of teachers*”. The quality of tertiary education should be promoted through *different programmes* which allow the individual to attain a higher or vocational education in accordance with individual interests, abilities and professional expectations. Alongside the systematic information and counselling and a suitable scholarship policy, the unsatisfactory enrolment in certain academic fields also indicates the need for programme changes and promotional activity – which is the

responsibility of higher education institutions. Higher education institutions should pay as much attention as possible to *enrolment, study success, increasing transferability and decreasing the student drop-out rate, greater efficiency and punctual completion of studies and finally monitoring and fostering the quality of studies by establishing a system of assessing and grading of the quality of higher education*. Higher education institutions should systematically monitor the quality of their educational work and involve students as well as employers in evaluation procedures. As stipulated by the law, they must ensure a rapid evaluation procedure in the *commission for the quality of higher education*. The concern for quality and academic success is particularly important in order to minimise the loss of even the smallest sections of the population who otherwise have the ability to reach the final stage of education. When postgraduate programmes were assessed, they were found to be “too differentiated”; this led to the proposal “to encourage the processes of integration in this field, as it is considered the only way to ensure better quality and effectiveness of work”. The inclusion of public research institutions in postgraduate studies, and closer cooperation with universities and free-standing higher education institutions, is a priority, requiring a systemic solution in the form of nationwide graduate networks. Studies should be planned and organised so as to increase the share of young MSc’s and PhD’s, so that the postgraduate education received will allow for swift entry into research work – especially in the commercial sector. Higher education should, as soon as possible, decide to make master’s degrees an increasingly specialised element in obtaining doctorates, as well as on the role of the rapidly developing postgraduate education in specialisation. It is particularly true of postgraduate work that it can only function successfully and to a high level of quality through substantial international cooperation and the academic specialisation of work.

The importance of qualitative higher education studies can also be seen in the provisions concerning the principles of funding higher education studies, such as a) “the principle of efficiency: that the available funds would be used in an efficient way. In order to allow higher education to be accessible to the greatest number of candidates, shorter study programmes (that is three-year vocational and four-year university) have priority, as do those linked to implementation (for example, the credit system) and higher education institutions which, in addition to the assured quality, also offer a more rational implementation of the programme. The study programme involves both organised components (lectures, practical sessions, etc.) and individual work (seminar papers dissertations, preparation for practical sessions, exams, etc.) and b) “*the principle of intensity and quality*: presuming that due to restrictions on human and financial resources Slovenia cannot develop study programmes that are both of high quality and financially viable in all specialised fields, higher education institutions are encouraged to develop quality study programmes in areas where foreign students can also be involved. In specialised fields of study, we endeavour to educate our students abroad, providing them with the option of obtaining scholarships or financial assistance. This is particularly relevant for postgraduate studies. Study programmes provided only occasionally due to a lack of students, the quality of which is difficult to monitor and maintain, and which exceed the average cost of courses provided abroad, are not financed.

**3. International cooperation, the mobility of higher education teachers and students, the credit system, the diploma supplement (chapters 2 and 4, points 2.3.3 and 4.7)**

Due to globalisation, *international cooperation* and the international division of labour in higher education has become unavoidable. Globalisation also positively affects the general quality and innovativeness of smaller higher education systems, which are already guaranteed in larger systems due to the distribution of domestic institutions. This is why in the next phase conditions must be ensured in which the two universities can prove their ability to compete in the international arena, which depends heavily on the accomplishments of the so-called academic critical mass of domestic higher education institutions. When comparing the Slovenian system with foreign systems, particular emphasis must be placed on quality in the fields of research and teaching in higher education. This can be improved considerably by the *exchange of students and professors, joint design and implementation of study programmes and the incorporation of quality control into such systems*. These endeavours can be assisted by *enabling visits by guest lecturers*. In the next phase, basic emphasis must therefore be placed on the participation of Slovenian universities and free-standing higher education institutions in programmes of the European Union (the transition from Tempus towards Socrates-Erasmus, and other programmes), expanding regional cooperation in higher education (Ceepus) and encouraging indirect inter-institutional cooperation. This is why special resources for international exchanges of students and higher education teachers, including provision of accommodation, have particular strategic importance in this phase. Another important part of international cooperation is participation in multilateral activities for the *mutual recognition of diplomas*. The Republic of Slovenia will promote all international activities leading towards the accomplishment of these goals. The universities' international cooperation or the acceptance of foreign students is led by the international cooperation department of both universities in cooperation with the international department of the Ministry of Education, Science and Sport and the EU Programmes Service.

With the *development of study programmes* higher education establishments must endeavour to eradicate fragmentation and encourage a higher level of cooperation, and to develop programmes with new subjects and contents corresponding to study and employment interests. An important element in achieving these goals is the *introduction of the credit system* as modelled on the ECTS, which was developed by EU countries and was introduced into our universities in June 1999. Using the ECTS as a template also ties in with our cooperation in the EU programmes (Socrates-Erasmus), which accepted Slovenia on 1 May 1999. The introduction of such a system simplifies links among universities, provides greater choice of subject for students and easier transfers between faculties of the same university or higher educational establishment in the Republic of Slovenia, promotes choice and is also important in the international framework. The task of higher educational establishments is to prepare more coordinated core elements of study programmes (compatibility of basic theoretical subjects) and to encourage the exchange of students and professors according to the specialisation of individual university centres, at home and abroad. For equality in inclusion in the student exchanges under EU programmes, they will have to choose more often to provide study programmes fully or partly in a foreign language. The *relationship between general and specialised studies* at university level must once again be defined in more detail, varied mechanisms must be used to encourage and *strengthen the share of optional subjects* in higher education and the interfaculty *studium generale* must once again be reinstated.

#### **4. Lifelong Learning**

In the Higher Education Master Plan, the government first encouraged higher education establishments to consider lifelong education in higher education. It was already mentioned in the general aims: "...it must be insured that *lifelong education is also established at the tertiary level of education...*", and in the principles of financing as the *principle of lifelong education*: "...since all the knowledge needed cannot be obtained fully during the period up to graduation, the undergraduate programme is enhanced with extra study programmes and general and specialised postgraduate work. In terms of duration and the method of provision, non-extensive undergraduate programmes ensure more stable funding and the option of more rapid expansion of full-time postgraduate study." The *development of distance learning and providing adults with the opportunity to obtain higher education* must also be accelerated, especially with "...shorter programmes for additional education after graduation, which enable *the rapid transfer of new scientific and specialist discoveries and provide an efficient method for modernising the specialist knowledge of those already employed.*"

#### **5. Higher education as a public good, the responsibility of universities and free-standing higher education institution with the use of public funds (Chapter 2, point 2.2.4.3, Chapters 5 and 6)**

In the Slovenian Higher Education Master Plan, the government undertakes to increase the funding of higher education in accordance with the standards of the OECD. However, it also expressed the expectation that public funds would be used as rationally as possible. The government has accepted the commitment for "the number of places for full-time study funded from the budget ... to, on the whole, increase – especially for higher education vocational or specialised study. However, in some fields restrictions will be unavoidable, at least until there is a greater balance between the demand to study and the opportunities available for study and employment", "gradually co-financing part-time study" and "the financing of student residences". Apart from those already mentioned, Slovenia has also set funding standards, including *efficiency and intensity standards*, where shorter programmes should take precedence over longer ones, *international comparability*, the *study credit system*, cooperation with higher education and governmental institutions both at home and abroad, planned observation and assessment of work and the *employability* of graduates.

#### **C) The standard for assessing higher education institutions and study programmes**

In December 2002 the Republic of Slovenia's Higher Education Council adopted new higher standards for assessing higher educational institutions and study programmes. By adopting these standards, the Council made an important contribution to the decision that Slovenian higher education should join the Bologna process.

Some of the most important standards are those connected with **international comparability** (article 5). Higher education institutions must all compare their study

programmes with at least three foreign programmes from three different countries in terms of form and content, the duration of study, types and methods of study (the credit system, the use of modern information technology, independent study, tutoring, etc.). The study programme must also be shown to be able to be included internationally, that is in “the joint European Higher Education Area”. Any differences between domestic and foreign programmes should be clarified. A special provision is intended for regulated professions: higher education institutions should clearly show that their programmes are in accordance with the relevant EU directive.

One innovation in the criteria is the restriction of the work of higher education teachers to the extent allowed by law. Individuals already employed must obtain their employer’s consent before accepting additional employment. In this way, the aforementioned so-called multiple employment is restricted - though the main aim of the provision is of course, to ensure the quality of higher education.

An additional criterion was added by the Higher Education Council to the existing quality criteria. Due to a provision from the amendment to the Higher Education Act, under which the additional qualification conditions should be assessed at least every seven years, the Council will also take into account:

1. Annual reports of higher education institutions for the period under consideration, containing primarily: quantitative and qualitative data on enrolment, the course and the completion of study (for individual programmes), data on the continuous evaluation of the study programme, student opinions concerning the course, employers’ opinions concerning the graduates, data on the scientific, artistic and professional work of higher education teachers, scientists and staff, data on international cooperation, annual self-assessment of the quality of work of higher education institutions.
2. Report or opinion of the Higher Education Quality Assessment Commission for the relevant period.
3. Possible additional conclusions based on the criteria for monitoring and assessing the quality and the efficiency of educational, scientific, artistic and professional work.
4. Possible external domestic and international evaluations relating to study, research and other work in the higher education institution concerned.
5. Possible reports or statements from the ministry responsible for the supervision of the lawfulness of work and the fulfilment of criteria for performing activities related to higher education.

When this provision enters into force, it will establish the interconnection of the criteria under which the higher education institution or study programme will be assessed by the Higher Education Quality Assessment Commission.

## **D) Discussions concerning the Bologna process in Slovenia and the inclusion of higher education institutions into the European Higher Education Area**

### **1. The Higher Education Council of the Republic of Slovenia and the process of accreditation.**

From 2001 to 2003, the Higher Education Council of the Republic of Slovenia assessed numerous new study programmes (21 postgraduate and 13 undergraduate), as well as revised programmes (25 in total). Following the changes to enrolment criteria and the introduction of the credit system, the Council also assessed the majority of publicly certified study programmes. In addition, it also dealt with applications to establish or reorganise new or existing higher education institutions. The most strenuous work was done during the establishment of the Primorska University and the conversion of three higher vocational schools, already members of the university, into faculties. Moreover, the Council also had to deal with certain issues concerning the application of grading criteria – especially concerning the key elements, which allow for the distinction between a higher vocational school and a university. Another issue was concerned with fundamental standards which should be guaranteed to ensure good quality work of the university compared to standards which suffice for the establishment of a single-discipline higher education institution. While assessing the criteria for additional staff qualifications, the Council dealt with fundamental standards which ensure the quality of higher education. Questions arose concerning the upper limits on the teaching and research workload of an individual higher education teacher, and also how to simultaneously promote the mobility of higher education teachers, the regulation of visiting teachers and the prevention of multiple employment. When the new medical faculty was established at the University of Maribor, questions arose relating to the mobility of students, focusing on the compatibility of different programmes for the same profession, the modification of other study programmes and the criteria for credit assessment of study programmes. In 2002, the positions adopted were partly incorporated into the new criteria for assessing higher education institutions and study programmes. In May and September 2003, the Council will hold meetings devoted to issues of staff qualifications and the introduction of the credit system.

## **2. Quality assurance**

Discussions regarding the quality of higher education in Slovenia are taking place on several levels.

As part of a research and development project entitled the “Competitiveness of Slovenia 2001 – 2006” funded by several ministries, a project entitled “Quality Assurance in Slovenian Higher Education” was also approved. The project is being led by a single faculty from each of the two universities - the University of Ljubljana and the University of Maribor. The main goals of the project are: a) to create a model for the system of institutional quality assurance, b) to create guidelines for the assessment and self-assessment of higher education institutions and educational and research activities while taking account of the strategic goals of the Higher Education Master Plan as well as the Bologna Declaration, c) to analyse the effects of international mobility in the framework of EU programmes (especially Socrates/Erasmus, Ceepus etc.)

The Higher Education Quality Assessment Commission, consisting of representatives of all higher education institutions in Slovenia, began its new mandate in June 2000. Unlike its predecessor, the Commission also includes student representatives. The current Commission is part of the CEE Network (Network for Central and Eastern European Quality Assurance Agencies in Higher Education). In 2002, the

Commission dedicated considerable time to the induction and instruction of its members. It participated in several conferences, workshops, and seminars on quality assurance, for example: the “Working on the European Dimension of Quality” conference held in Amsterdam (March 2002), the “Self-evaluation in Educational Institutions” seminar at the Institute for Personality Psychology in Ljubljana (March 2002), the meeting of the CEE Network held in Vienna (October 2002) and finally the session of the ENQA in Copenhagen (May 2002). The Commission also organised two international workshops in Maribor (November 2002 and May 2003).

The realisation of the Bologna Declaration also encouraged discussions and activities among higher education institutions.

The University of Ljubljana and the University of Maribor organised several debates regarding the Bologna process within different university bodies. The University of Ljubljana established a formal working group to monitor the Bologna process and conducted a survey among its faculties regarding realisation of the process. Over a two-year period, several workshops were organised on different aspects of the Bologna process. Thus, for example, the University of Maribor organised two workshops dealing with the transformation of the study programmes to be consistent with the Bologna Declaration as well as the introduction of the two-level study system. In addition, the universities also cooperate in organising national workshops, which are organised by the Ministry for Education, Science and Sport and Higher Education Quality Assessment Commission. This year, in conjunction with the universities, the Ministry will organise three workshops, the first of which will be in June 2003 on the theme “Models of Study and the Implementation of the Bologna Process”. Meanwhile, representatives of higher education institutions and the Ministry participated in several international official and non-official seminars and conferences organised within the framework of the Bologna process. Students were also active, the AEGEE – Maribor, for example, organised an international conference “The Way into the European University Area” with participants from fourteen countries.

### **3. International Mobility**

One of the priorities of the Higher Education Master Plan of the Republic of Slovenia is inclusion in international systems of cooperation in higher education, particularly to ensure the conditions for mobility of students and higher education teachers. In this context, much importance is placed on the introduction of the credit system and the diploma supplement, the removal of legislative barriers and the simplification of procedures for the mobility of Slovenian and foreign students, higher education teachers and researchers in the amendments to the existing legislation, the preparation of new legislation in the area of recognising qualifications and diplomas as well as the employment of foreigners.

International mobility in higher education in Slovenia is implemented within the framework of bilateral, regional and multilateral initiatives. Student exchanges under bilateral agreements and other direct forms of cooperation with foreign governments are aimed primarily at the shorter additional periods of postgraduate study. Within this particular context, Slovenia annually offers foreign students scholarships for around 120 months for additional studies in Slovenian higher education institutions. At the same time, Slovenian students take advantage of twice as many scholarships

offered by other countries. As for regional initiatives, the Ceepus programme is extremely important for Slovenia, while for multilateral initiatives, the Socrates/Erasmus programme is particularly important.

#### *Participation in the Ceepus programme*

The basic principles of this programme are the same as those of the Socrates/Erasmus Programme. The programme is a supplement to European Union programmes, since it enables exchanges among countries which are not members of the EU. The Ceepus programme has become the model for more effective multilateral cooperation within the region. We believe that the programme has functioned very successfully in Slovenia, since Slovenia, as a founding signatory to the Agreement, has been one of the most active partners in the region.

- higher education institutions of both universities have been participating intensively in the programme from the very beginning; we also expect that free-standing higher education institutions will cooperate;
- over 60 higher education institution or departments have so far been involved, and our higher education system has cooperated with over 350 foreign institutions;
- Slovenia was included in 31 university networks in the academic year 2002/2003;
- More than 2100 students and professors have been exchanged over the last eight years.

Number of exchanges:

	TO SLOVENIA										FROM SLOVENIA							
	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03*	Total	94/95	95/96	96/97	97/98	98/99	99/00	00/01	
<b>A</b>	7	16	15	19	21	25	11	7	8	<b>129</b>	9	21	15	19	25	24	18	
<b>BG</b>	0	0	0	3	0	4	8	6	7	<b>28</b>	0	0	3	7	0	2	4	
<b>CZ</b>	0	0	0	26	26	26	49	37	33	<b>197</b>	0	0	7	21	22	27	36	
<b>H</b>	5	7	7	14	20	26	33	34	28	<b>174</b>	10	13	10	18	15	32	26	
<b>HR</b>	0	19	19	15	17	19	23	26	18	<b>156</b>	0	6	17	19	17	14	12	
<b>PL</b>	0	21	21	28	16	19	20	25	37	<b>187</b>	0	17	31	20	19	22	18	
<b>RO</b>	0	0	0	0	9	10	14	22	16	<b>71</b>	0	0	0	0	1	6	7	
<b>SK</b>	8	15	15	28	25	20	28	29	15	<b>183</b>	4	20	17	24	17	15	25	
	<b>20</b>	<b>78</b>	<b>77</b>	<b>133</b>	<b>134</b>	<b>149</b>	<b>186</b>	<b>186</b>	<b>162</b>	<b>1125</b>	<b>23</b>	<b>77</b>	<b>100</b>	<b>128</b>	<b>116</b>	<b>142</b>	<b>146</b>	

The CEEPUS II Agreement contains some new elements. It was influenced by our experience and the development of particular educational systems and processes within the wider European area (Bologna process). More important elements include the obligatory usage of ECTS or a similar system for the transfer of study credit points, the development of common study programmes, which would lead to issuing dual or joint diplomas, intensive courses, excursions and summer schools, which must be an essential part of the study (credit points evaluated). Visiting professors should



have at least 6 lecturing hours per week, and the shortest study period for students should be at least three months.

Number of study months for particular country (total of 3988 scholarships were granted):

COUNTRY	GRANTED IN 2002/03	DEMANDS FOR 2003/04*
Austria	700	1612
Bulgaria	398	574
Croatia	220	695
Czech Republic	500	1537
Hungary	540	1875
Poland	385	1708
Romania	625	1372
Slovakia	320	1499
Slovenia	250	792

#### *Participation in the Erasmus programme*

Since 1999, the possibility for Slovenia to participate in EU programmes, particularly the Erasmus programme, has increased the mobility of students and higher education staff.

Student mobility from Slovenia:

Destination country	1999/2000	2000/2001	2001/2002	2002/2003*	2003/2004**
Belgium	5	13	22	30	40
Denmark	6	10	14	15	19
Germany	48	50	89	95	100
Greece	1	4	6	10	19
Spain	6	7	28	40	52
France	15	24	40	39	67
Ireland	1	2	3	4	5
Italy	3	22	46	55	79
Netherlands	14	15	15	30	34
Austria	31	46	42	45	88
Portugal	1	2	15	25	27
Finland	9	11	12	15	26
Sweden	12	15	18	25	22
UK	18	9	14	30	37
<b>TOTAL</b>	<b>170</b>	<b>230</b>	<b>364</b>	<b>458</b>	<b>615</b>

\*the figures for 2002/2003 are not final, since not all exchanges have been completed.

\*\*projection for 2003/04.

The number of foreign students studying in Slovenia is lower, although an increasing number of foreign students complete part of their studies in Slovenian faculties.

Student mobility to Slovenia:

Country of origin	1999/2000	2000/2001	2001/2002	2002/2003
Belgium	0	4	5	7
Denmark	9	0	7	0
Germany	0	6	15	10
Greece	0	0	1	1
Spain	2	5	10	18
France	0	9	15	14
Ireland	0	2	8	4
Italy	2	13	17	17
Netherlands	1	0	3	8
Austria	3	8	5	11
Portugal	0	9	13	13
Finland	3	3	4	10
Sweden	0	3	8	2
UK	0	1	1	12
<b>TOTAL</b>	<b>20</b>	<b>63</b>	<b>112</b>	<b>127</b>

Apart from students, professors are also mobile, with visiting lectureships funded by the Erasmus programme.

Mobility of professors from Slovenia:

Destination country	2000/2001	2001/2002
Belgium	4	2
Denmark	4	0
Germany	7	10
Greece	1	0
Spain	6	5
France	6	10
Ireland	0	0
Italy	4	11
Netherlands	1	0
Austria	15	13
Portugal	1	10
Finland	3	3
Sweden	5	3
UK	3	3
<b>TOTAL</b>	<b>60</b>	<b>70</b>

As the figures show, cooperation is continually increasing. There is great interest in the programme. The only barrier is the relatively low financial support available.

Student and academic mobility is supplemented by the mobility of researchers. Most researcher exchanges are bilateral. Each year, up to 2000 Slovenian researchers take advantage of the opportunities for exchange through bilateral and international agreements on scientific and technological cooperation between the Republic of Slovenia and other countries, international agreements on cooperation in the area of science, education and culture, and international agreements on economic, industrial, technological and scientific cooperation. There are additional possibilities under multilateral programmes such as COST; we estimate that over 600 Slovenian researchers are engaged in joint projects.

## Statistical data

Population aged 15 years or over by educational attainment and sex, Slovenia, Census 1991 and 2002						
	1991 <sup>1)</sup>			2002		
Educational attainment	total	men	women	total	men	women
<b>TOTAL</b>	<b>1514722</b>	<b>718867</b>	<b>795855</b>	<b>1663869</b>	<b>804286</b>	<b>859583</b>
No education	9848	3611	6237	11337	4092	7245
Incomplete basic	253640	111209	142421	104219	42400	61819
Basic	451222	169473	281749	433910	169509	264401
Upper secondary	652292	358887	293405	899341	487288	412053
Short-term tertiary	69509	30303	39206	84044	36083	47961
Higher	65240	39146	26094	131018	64914	66104
Unknown	12971	6238	6733	-	-	-
	Proportions (%)					
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
No education	0,7	0,5	0,8	0,7	0,5	0,8
Incomplete basic	16,7	15,5	17,9	6,3	5,3	7,2
Basic	29,8	23,6	35,4	26,1	21,1	30,8
Upper secondary	43,1	49,9	36,9	54,1	60,6	47,9
Short-term tertiary	4,6	4,2	4,9	5,1	4,5	5,6
Higher	4,3	5,4	3,3	7,9	8,1	7,7
Unknown	0,9	0,9	0,8	-	-	-
1) Data recalculated according to the 2002 Census methodology.						
Source: Statistical Office of the Republic of Slovenia, Census of Population, Households and Housing, 2002						

Population aged 15 years or over by educational attainment, age and sex, Slovenia, Census 2002										
Age groups (years)	Total	Educational attainment								
		no education	incomplete basic	basic	upper secondary			short-term tertiary	higher	
					total	lower and middle vocational	technical, professional and general		under-graduate	post-graduate
<b>TOTAL</b>										
<b>TOTAL</b>	<b>1663869</b>	<b>11337</b>	<b>104219</b>	<b>433910</b>	<b>899341</b>	<b>452292</b>	<b>447049</b>	<b>84044</b>	<b>114630</b>	<b>16388</b>
15-19	130029	530	1328	104645	23508	11628	11880	13	5	-
20-24	147687	554	1207	14400	127666	39863	87803	964	2880	16
25-29	144977	478	1465	15450	98565	43463	55102	6676	21233	1110
30-34	140612	518	1472	22005	87353	43052	44301	8799	18166	2299
35-39	153518	549	1886	23536	99462	50667	48795	11107	14490	2488

40-44	152142	673	4224	28394	91558	49537	42021	11573	13422	2298
45-49	158611	892	7639	36189	89553	51403	38150	10394	12001	1943
50-54	138542	875	8450	32718	74776	41168	33608	9936	9886	1901
55-59	105161	737	8673	24615	55675	31788	23887	7740	6411	1310
60-64	103609	908	12977	29053	48152	28990	19162	5835	5616	1068
65 +	288981	4623	54898	102905	103073	60733	42340	11007	10520	1955

Population aged 15 years or over by activity status, educational attainment and sex, Slovenia, Census 2002							
Educational attainment	Total	Labour force					
		total	persons in employment				
			total	persons in paid employment	self-employed persons		
					total	individual private entrepreneurs and own-account workers	farmers
		<b>TOTAL</b>					
<b>TOTAL</b>	<b>1663869</b>	<b>949078</b>	<b>818304</b>	<b>738055</b>	<b>80249</b>	<b>56111</b>	<b>24138</b>
No education	11337	2225	1132	967	165	63	102
Incomplete basic	104219	24867	15869	12915	2954	468	2486
1-3 grades of basic school	11181	1525	653	466	187	52	135
4-7 grades of basic school	83863	20261	12997	10468	2529	330	2199
incomplete basic school and vocational training programs	9175	3081	2219	1981	238	86	152
Basic	433910	155984	120506	106385	14121	3262	10859
Upper secondary	899341	596795	518982	466208	52774	42567	10207
lower vocational	70544	39437	31523	27934	3589	1851	1738
middle vocational	381748	275374	237198	209210	27988	22207	5781
technical and professional	337665	233329	208675	190580	18095	15725	2370
general	109384	48655	41586	38484	3102	2784	318
Short-term tertiary	84044	60909	57824	54502	3322	3007	315
Higher undergraduate and postgraduate	131018	108298	103991	97078	6913	6744	169

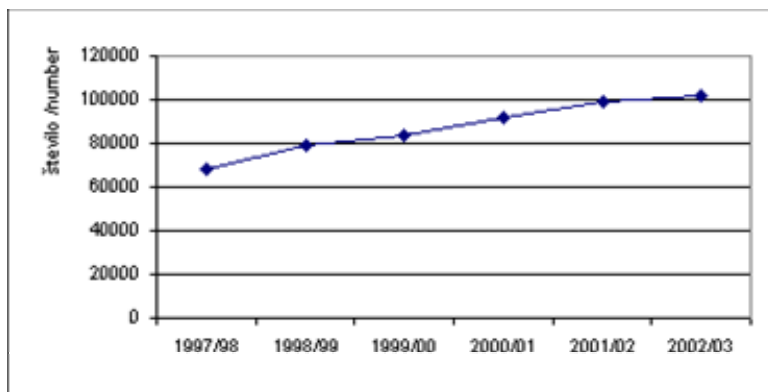
Tabela 4

Študenti v Sloveniji, 1998/99 - 2002/03		
Students in Slovenia, 1998/99 - 2002/03		
		Visokošolski študij

	Skupaj	Višješolski strokovni študij	Higher education study	
		Post-secondary vocational study	dodiplomski undergraduate	podiplomski magistrski in specialistični postgraduate master's and specialist's degree study
1997/98	68126	864	64678	2584
1998/99	79126	1478	74642	3006
1999/00	83816	83816	77609	3760
2000/01	91494	4760	82812	3922
2001/02	99214	6170	88100	4944
2002/03	101458	<b>8796</b>	87056	<b>5606</b>

**Slika 1: Študenti v Sloveniji, 1997/98 - 2002/03**

Chart1. Students in Slovenia, 1997/98 - 2002/03



**Slika 2: študenti po vrsti študija, Slovenija, 2002/03**

Chart2: Students by type of study, Slovenia, 2002/03

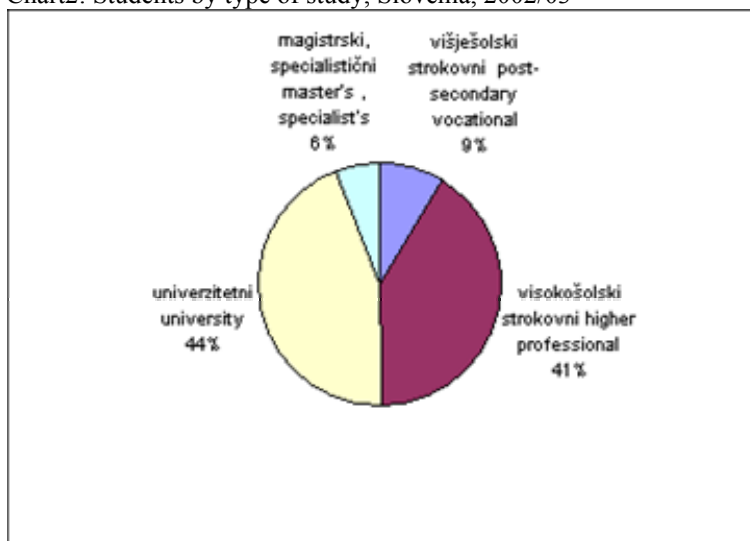


Tabela 5

Študenti po izobraževalnih področjih mednarodne standardne klasifikacije izobraževanja (ISCED 97) in vrsti študija, Slovenija, 2002/2003									
Students by fields of education by International Standard Classification of Education (ISCED 97) and type of study, Slovenia, 2002/03									
Izobraževalna področja	Skupaj Total	Vrsta študija/Type of study							Fields of education
		višješolski strokovni	Visokošolski Higher						
		post-secondary vocational	dodiplomski undergraduate		podiplomski postgraduate				
	skupaj total	skupaj total	strokovni professional	univerzitetni university	skupaj total	specialistični specialist's	magistrski master's		
<b>SKUPAJ</b>	101458	8796	87056	41421	45635	5606	668	4938	<b>TOTAL</b>
<b>Izobraževanje</b>	<b>10393</b>	-	<b>9954</b>	<b>1406</b>	<b>8548</b>	<b>439</b>	<b>27</b>	<b>412</b>	<b>Education</b>
Izobraževanje učiteljev	10393	-	9954	1406	8548	439	27	412	Teacher training
<b>Umetnost in humanistika</b>	<b>6681</b>	-	<b>6053</b>	<b>3</b>	<b>6050</b>	<b>628</b>	<b>47</b>	<b>581</b>	<b>Humanities and Arts</b>
Umetnost	1158	-	1036	3	1033	122	9	113	Arts
Humanistika	5523	-	5017	-	5017	506	38	468	Humanities
<b>Družbene vede, posl. vede, pravo</b>	<b>44837</b>	<b>4261</b>	<b>37625</b>	<b>20533</b>	<b>17092</b>	<b>2951</b>	<b>561</b>	<b>2390</b>	<b>Social sciences, Business</b>
Družbene vede	8732	-	7972	1	7971	760	12	748	Social sciences
Novinarstvo in informatika	626	-	596	-	596	30	-	30	Journalism and information
Poslovne in upravne vede	30968	4261	25159	20532	4627	1548	549	999	Business and administration
Pravne vede	4511	-	3898	-	3898	613	-	613	Law
<b>Znanost, matematika in računalništvo</b>	<b>4877</b>	-	<b>4458</b>	<b>1421</b>	<b>3037</b>	<b>419</b>	-	<b>419</b>	<b>Science, Mathematics and</b>
Študij žive narave	917	-	824	-	824	93	-	93	Life science
Fizikalne, kemijske in vede o materiji	1098	-	1030	154	876	68	-	68	Physical science
Matematika in statistika	383	-	334	147	187	49	-	49	Mathematics and statistics
Računalništvo	2479	-	2270	1120	1150	209	-	209	Computing
<b>Tehnika, proizvodne tehnologije in gradbeništvo</b>	<b>17456</b>	<b>2849</b>	<b>14017</b>	<b>7580</b>	<b>6437</b>	<b>590</b>	<b>29</b>	<b>561</b>	<b>Engineering, Manufacturing and Construction</b>
Tehnika	8889	1553	6954	4021	2933	382	21	361	Engineering
Proizvodne tehnologije	4033	495	3462	2398	1064	76	6	70	Manufacturing and processing
Arhitektura in gradbeništvo	4534	801	3601	1161	2440	132	2	130	Architecture and building
<b>Kmetijstvo in veterina</b>	<b>2899</b>	<b>184</b>	<b>2588</b>	<b>1310</b>	<b>1278</b>	<b>127</b>	-	<b>127</b>	<b>Agriculture and Veterinary</b>
<b>Kmetijstvo in gozdarstvo</b>	2442	184	2157	1310	847	101	-	101	Agriculture and forestry
Veterinarstvo	457	-	431	-	431	26	-	26	Veterinary
<b>Zdravstvo in sociala</b>	<b>6817</b>	-	<b>6528</b>	<b>4113</b>	<b>2415</b>	<b>289</b>	<b>4</b>	<b>285</b>	<b>Health and Welfare</b>
<b>Zdravstvo</b>	5741	-	5456	3041	2415	285	-	285	Health
Socialno delo	1076	-	1072	1072	-	4	4	-	Social services
<b>Storitve</b>	<b>7498</b>	<b>1502</b>	<b>5833</b>	<b>5055</b>	<b>778</b>	<b>163</b>	-	<b>163</b>	<b>Services</b>
Osebnostne storitve	2636	881	1755	1755	-	-	-	-	Personal services
Transportne storitve	3418	621	2743	2062	681	54	-	54	Transport services
Varstvo okolja	206	-	97	-	97	109	-	109	Environmental protection
Varovanje	1238	-	1238	1238	-	-	-	-	Security services

Slika 3: Študenti po izobraževalnih področjih, Slovenija, 2002/03

Chart 3: Students by fields of education, Slovenia, 2002/03

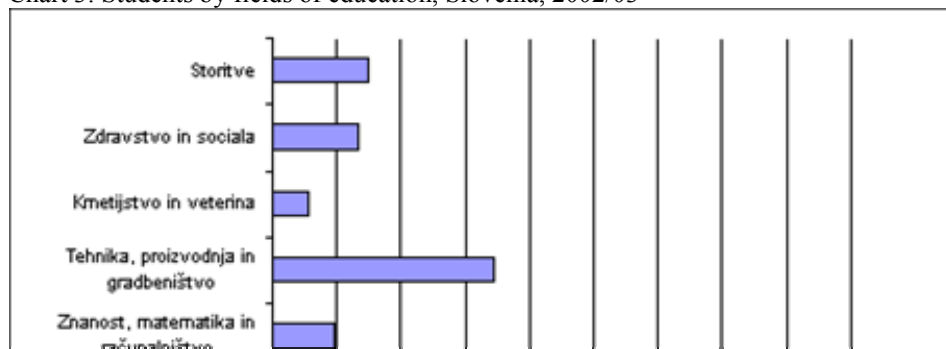


Tabela 6

Tabela 6

Študenti (brez absolventov), vpisani na dodiplomski študij, po vrsti izobraževalnih zavodov														
in načinu študija, Slovenija, 1999/00 - 2002/03														
Students (without candidates for graduation), enrolled in undergraduate studies by type														
of educational institutions and mode of study, Slovenia 1999/00 - 2001/02														
2000/01				2001/02				2002/03						
število		študenti		število		študenti		število		študenti				
ustanov		students		ustanov		students		ustanov		students				
number		number		number		number		number		number		Type of educational institution		
of		vsi		redni		izredni		of		vsi		redni		
instituti		total		full-time		part-time		instituti		total		full-time		
tions		time		time		time		tions		time		time		
<b>SKUPAJ</b>		<b>61</b>	<b>73187</b>	<b>46026</b>	<b>22619</b>	<b>68</b>	<b>78490</b>	<b>51761</b>	<b>26729</b>	<b>79</b>	<b>81140</b>	<b>52792</b>	<b>28348</b>	<b>TOTAL</b>
<b>Visokošolski zavodi</b>		<b>44</b>	<b>68427</b>	<b>44837</b>	<b>21361</b>	<b>46</b>	<b>72320</b>	<b>49400</b>	<b>22920</b>	<b>48</b>	<b>72344</b>	<b>49818</b>	<b>22526</b>	<b>Higher education institutions</b>
Univerzi		37	64309	43683	19018	37	67674	47898	19776	37	67065	48064	19001	Universities
Ljubljana		27	44011	32402	9823	27	44677	34252	10425	27	45957	35823	10134	Ljubljana
Maribor		10	20298	11281	9195	10	22997	13646	9351	10	21108	12241	8867	Maribor
Samostojni visokošolski zavodi <sup>1)</sup>		7	4118	1154	2964	9	4646	1502	3144	11	5279	1754	3525	Free-standing higher education institutions
<b>Višje strokovne šole<sup>2)</sup></b>		<b>17</b>	<b>4760</b>	<b>1189</b>	<b>1258</b>	<b>22</b>	<b>6170</b>	<b>2361</b>	<b>3809</b>	<b>31</b>	<b>8796</b>	<b>2974</b>	<b>5822</b>	<b>Post-secondary vocational colleges</b>
<b>SKUPAJ</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>TOTAL</b>
<b>Visokošolski zavodi</b>		<b>72,1</b>	<b>93,5</b>	<b>97,4</b>	<b>94,4</b>	<b>67,6</b>	<b>92,1</b>	<b>95,4</b>	<b>85,7</b>	<b>60,8</b>	<b>89,2</b>	<b>94,4</b>	<b>79,5</b>	<b>Higher education institutions</b>
Univerzi		60,7	87,9	94,9	84,1	54,4	86,2	92,5	74,0	46,8	82,7	91,0	67,0	Universities
Ljubljana		44,3	60,1	70,4	43,4	39,7	56,9	66,2	39,0	34,2	56,6	67,9	35,7	Ljubljana
Maribor		16,4	27,7	24,5	40,7	14,7	29,3	26,4	35,0	12,7	26,0	23,2	31,3	Maribor
Samostojni visokošolski zavodi <sup>1)</sup>		11,5	5,6	2,5	13,1	13,2	5,9	2,9	11,8	13,9	6,5	3,3	12,4	Free-standing higher education institutions
<b>Višje strokovne šole<sup>2)</sup></b>		<b>27,9</b>	<b>6,5</b>	<b>2,6</b>	<b>5,6</b>	<b>32,4</b>	<b>7,9</b>	<b>4,6</b>	<b>14,3</b>	<b>39,2</b>	<b>10,8</b>	<b>5,6</b>	<b>20,5</b>	<b>Post-secondary vocational colleges</b>
1) Vseh samostojnih visokošolskih zavodov je 11, vendar jih je v podatkih zajetih le 8.														
Total number of independant higher education institutions is 11, but data relate only to 8.														



2) Vseh višjih strokovnih šol je 31, vendar jih je v podatkih zajetih le 29. Podatki so popolni le za vpisane v programe za mladino										
Total number of post-secondary vocational colleges is 31, but data relate only to 29. Data are complete only for										
enrolled in the programs for youth.										

Tabela 7

<b>Študenti, vpisani na dodiplomski študij, po vrstah izobraževalnih zavodov in študijskih programov, Slovenija 2002/03</b>										
Student enrolment in undergraduate studies by type of educational institutions and by type of educational programs, Slovenia 2002/03										
Vpisani na dodiplomski študij po vrstah študijskih programov										
Student enrolment in undergraduate studies by type of educational programs										
				v višje- šolskih strokovnih programih	v visokošolskih strokovnih programih			v univerzitetnih programih		
	študenti	all students	in post- secondary vocational programs	in higher professional programs				in university programs		
Vrsta izobraževalnega zavoda	Type of educational institution									
	brez			brez				brez		
	absol- ventov	absol- venti		absol- ventov	absol- venti			absol- ventov	absol- venti	
	skupaj	without candidates	skupaj	skupaj	without candidates	skupaj	without candidates	skupaj	without candidates	
	total	for candidates	total	total	for candidates	total	for candidates	total	for candidates	
		gradu- ation		gradu- ation	gradu- ation			gradu- ation	gradu- ation	
<b>SKUPAJ</b>	<b>TOTAL</b>									
<b>Visokošolski zavodi</b>	<b>87056</b>	<b>72344</b>	<b>14712</b>	<b>-41421</b>	<b>34602</b>	<b>68194</b>	<b>5635</b>	<b>37742</b>	<b>7893</b>	<b>Higher education institutions</b>
Univerzi	80943	67065	13878	-35570	29585	59854	5373	37480	7893	Universities
Ljubljana	56061	45957	10104	-21836	17514	43223	4225	28443	5782	Ljubljana
Maribor	24882	21108	3774	-13734	12071	16631	1148	9037	2111	Maribor
Samostojni visokošolski zavodi	6113	5279	834	-5851	5017	834	262	262	-	Free-standing higher education institutions
<b>Višje strokovne šole<sup>1)</sup></b>	<b>8796</b>	<b>8796</b>	<b>-</b>	<b>8796</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>Post-secondary vocational colleges</b>
1) Podatki so popolni le za vpisane v programe za mladino.										
Data are complete only for enrolled in the programmes for youth.										

Tabela 8

<b>Študenti, vpisani na podiplomski magistrski in specialistični študij, po spolu, Slovenija, 1995/96 - 2002/03</b>										
Student enrolment in postgraduate master's and specialist's degree studies by sex, Slovenia 1995/96 - 2002/03										
		1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	
<b>SKUPAJ</b>		<b>1957</b>	<b>2474</b>	<b>2584</b>	<b>3006</b>	<b>3760</b>	<b>3922</b>	<b>4944</b>	<b>5606</b>	<b>TOTAL</b>
	ženske	879	1251	1277	1487	1905	1984	2607	2959	women
	moški	1078	1223	1307	1519	1855	1938	2337	2647	men
Magisterij		1824	2239	2329	2825	3563	3732	4492	4938	Masters degree studies

	ženske	809	1104	1125	1380	1809	1888	2342	2578	women	
	moški	1015	1135	1204	1445	1754	1844	2150	2360	men	
Specializacija		133	235	255	181	197	190	452	668	Specialists degree studies	
	ženske	70	147	152	107	96	96	265	381	women	
	moški	63	88	103	74	101	94	187	287	men	

Vir: Statistični urad Republike Slovenije, Rezultati raziskovanj, 2003.

Population aged 15 years or over by educational attainment and sex, Slovenia, Census 1991 and 2002						
Educational attainment	1991 <sup>1)</sup>			2002		
	total	men	women	total	men	women
<b>TOTAL</b>	<b>1514722</b>	<b>718867</b>	<b>795855</b>	<b>1663869</b>	<b>804286</b>	<b>859583</b>
No education	9848	3611	6237	11337	4092	7245
Incomplete basic	253640	111209	142421	104219	42400	61819
Basic	451222	169473	281749	433910	169509	264401
Upper secondary	652292	358887	293405	899341	487288	412053
Short-term tertiary	69509	30303	39206	84044	36083	47961
Higher	65240	39146	26094	131018	64914	66104
Unknown	12971	6238	6733	-	-	-
	Proportions (%)					
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
No education	0,7	0,5	0,8	0,7	0,5	0,8
Incomplete basic	16,7	15,5	17,9	6,3	5,3	7,2
Basic	29,8	23,6	35,4	26,1	21,1	30,8
Upper secondary	43,1	49,9	36,9	54,1	60,6	47,9
Short-term tertiary	4,6	4,2	4,9	5,1	4,5	5,6
Higher	4,3	5,4	3,3	7,9	8,1	7,7
Unknown	0,9	0,9	0,8	-	-	-
1) Data recalculated according to the 2002 Census methodology.						
Source: Statistical Office of the Republic of Slovenia, Census of Population, Households and Housing, 2002						

Population aged 15 years or over by educational attainment, age and sex, Slovenia, Census 2002										
Age groups (years)	Total	Educational attainment								
		no education	incomplete basic	basic	upper secondary			short-term tertiary	higher	
					total	lower and middle vocational	technical, professional and general		under-graduate	post-graduate
<b>TOTAL</b>										

<b>TOTAL</b>	<b>1663869</b>	<b>11337</b>	<b>104219</b>	<b>433910</b>	<b>899341</b>	<b>452292</b>	<b>447049</b>	<b>84044</b>	<b>114630</b>	<b>16388</b>
15-19	130029	530	1328	104645	23508	11628	11880	13	5	-
20-24	147687	554	1207	14400	127666	39863	87803	964	2880	16
25-29	144977	478	1465	15450	98565	43463	55102	6676	21233	1110
30-34	140612	518	1472	22005	87353	43052	44301	8799	18166	2299
35-39	153518	549	1886	23536	99462	50667	48795	11107	14490	2488
40-44	152142	673	4224	28394	91558	49537	42021	11573	13422	2298
45-49	158611	892	7639	36189	89553	51403	38150	10394	12001	1943
50-54	138542	875	8450	32718	74776	41168	33608	9936	9886	1901
55-59	105161	737	8673	24615	55675	31788	23887	7740	6411	1310
60-64	103609	908	12977	29053	48152	28990	19162	5835	5616	1068
65 +	288981	4623	54898	102905	103073	60733	42340	11007	10520	1955

<b>Population aged 15 years or over by activity status, educational attainment and sex, Slovenia, Census 2002</b>							
Educational attainment	Total	Labour force					
		total	persons in employment				farmers
			total	persons in paid employment	self-employed persons		
		total			individual private entrepreneurs and own-account workers		
		<b>TOTAL</b>					
<b>TOTAL</b>	<b>1663869</b>	<b>949078</b>	<b>818304</b>	<b>738055</b>	<b>80249</b>	<b>56111</b>	<b>24138</b>
No education	11337	2225	1132	967	165	63	102
Incomplete basic	104219	24867	15869	12915	2954	468	2486
1-3 grades of basic school	11181	1525	653	466	187	52	135
4-7 grades of basic school	83863	20261	12997	10468	2529	330	2199
incomplete basic school and vocational training programs	9175	3081	2219	1981	238	86	152
Basic	433910	155984	120506	106385	14121	3262	10859
Upper secondary	899341	596795	518982	466208	52774	42567	10207
lower vocational	70544	39437	31523	27934	3589	1851	1738
middle vocational	381748	275374	237198	209210	27988	22207	5781
technical and professional	337665	233329	208675	190580	18095	15725	2370
general	109384	48655	41586	38484	3102	2784	318
Short-term tertiary	84044	60909	57824	54502	3322	3007	315
Higher undergraduate and postgraduate	131018	108298	103991	97078	6913	6744	169

