

Slovakia

Introduction

According to the analysis in St Aubyn et al. (2009), the tertiary education system of Slovakia is located well below the efficiency frontier. Measured efficiency is larger when inputs are measured financially, as compared to physically measured inputs.

Slovakia has a relatively large number of tertiary institutions (in total 33 institutions and 3 branches of foreign institutions). The largest number of students attends public higher education institutions, primarily in full-time study programmes. The number of places financed by tuition fees is small and these fees do not account for a significant part of revenue of public institutions.

The majority of students in private institutions are in part-time study programmes and few private institutions offer Master's level study programmes.

Table - Summary of indicators in St. Aubyn (2009)

	Average ISI citation		Recruiter review		Peer review	
	Score	Rank	Score	Rank	Score	Rank
SK	2,23	23	:	:	:	:
best performer	NL - 5,51	1	IE - 2	1	FI - 2	1
worst performer	RO - 1,63	26	CZ -1.06	16	GR - 1.02	16

	Funding rules		Staff policy		Evaluation	
	Score	Rank	Score	Rank	Score	Rank
SK	2,90	18	10	1	6,5	8
best performer	PT - 7,8	1	CZ, DK, NL, AT, SK, SE,	1	HU - 8,3	1
worst performer	SK - 2,9	18	FR - 1,8	18	GR - 2,3	18

	Academic staff	Students	Graduates	Publications	Students	Graduates	Graduates
			<i>per capita</i>		<i>per academic staff</i>		<i>per student</i>
SK	2,1	33,7	6,9	0,2	16,4	3,4	20,6
EU27	1,9	33,7	7,1	0,6	17,8	3,7	19,8

	PISA	
	Score 2000*	Rank
SK	482	14
best performer	FI - 540	1
worst performer	RO - 410	18

Indicators

The teaching performance is above average, as measured by the number of graduates per student, and the number of graduates per academic staff is slightly below average. The number of students per academic staff is below average, suggesting quality of the learning experience for students and the descriptive indicators indeed suggest efficiency in the production of graduates. On the quality of teaching, there are no comparable indicators available, but the labour market statistics indicate a very good employability of tertiary education graduates.

As regards research, the number of scientific publications per academic staff is below average mainly due to relatively low academic staff productivity. The quality of research, as measured by the impact of scientific production in terms of citations, is below average, but the citation index has increased in recent years.

The average PISA scores are slightly below average.

The tertiary education system has recently expanded with increases in the number of students per capita, students per academic staff and graduates per capita.

As regards efficiency indicators, the score of the staff policy indicator has the maximal value (together with the Czech Republic, Denmark, Austria, Sweden, the Netherlands and the United Kingdom) and the score of the evaluation indicator is very good. The score for the funding rules indicator for Slovakia is low but current financial autonomy is relatively large: institutions have autonomy to decide on the use of revenues, the majority of subsidies are provided as block grants, and institutions are able to generate private funding from different sources. Funding is allocated on the basis of a formula as a function of students and graduates; the largest share of State budget subsidies is based on the number of students. Account is taken of the number of graduates of an institution registered as unemployed. The weight of the number of students has recently decreased in favour of the number of graduates.

Legislation provides for internal governance structures (role of different bodies such as academic senate, Rector/Dean etc) so the autonomy to set internal governance structures appears limited.

HEIs are free to select students. The law only specifies the minimum requirement for admission, which is the completion of secondary education. The admission procedure (estimated number of admitted students, the minimum score for admission, evaluation of previous study results, etc.) is fully administered by the respective HEI. The only requirement prescribed by the law is that a HEI chooses such a selection procedure that will ensure the admission of those applicants who have the best qualifications for participation in a given study programme.

Policy developments

In the last decades, the main objective was to increase the supply of tertiary education, by increasing the number of institutions. Enrolment was also supported through a link of public funding to the number of students. More recently the aim is to improve the quality of teaching and research activities and future improvements can be expected, as the funding formula becomes more output-oriented and performance-related incentives for academic staff are introduced.