

# Slovenia

## Introduction

According to the analysis in the study by St. Aubyn et al. (2009), the tertiary education system in Slovenia is below the efficiency frontier. Slovenia is one of the few countries with similar scores on both models: as efficient in teaching as in education.

## Indicators

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

	Average ISI citation		Recruiter review		Peer review	
	Score	Rank	Score	Rank	Score	Rank
<b>SI</b>	2.39	22	:	:	:	:
<b>best performer</b>	NL - 5,51	1	IE - 2	1	FI - 2	1
<b>worst performer</b>	RO - 1,63	26	CZ -1.06	16	GR - 1.02	16

	Academic staff	Students	Graduates <i>per capita</i>	Publications	Students <i>per academic staff</i>	Graduates	Graduates <i>per student</i>
<b>SI</b>	1.55	53.5	5.6	0.7	34.5	3.6	10.5
<b>EU27</b>	1.9	33.7	7.1	0.6	17.8	3.7	19.8

The number of publications is above-average. A decomposition of the indicator shows a high number of articles per academic staff and smaller than average academic staff, so the above average production per capita is essentially due to a high productivity among the academic staff. However publications have a limited impact in terms of citations according to the citation index in St. Aubyn (2009). This could be partly explained by articles which are not published in English.

The number of students is the 3rd largest in the EU (after Greece and Finland). Relative to academic staff, the ratio of students is high, but graduates per academic staff are below average. Students seem to take a long time to conclude graduation or do not graduate (as suggested by the ratio of graduates to students). According to the OECD (2009), in the academic year 2006-07, students in higher professional programmes finished their studies on average in 5.4 years and students in university programmes needed 6.9 years.

The extent of students' work appears to play an important role. Student employment contracts (which require a student status) are interesting for employers and are likely to explain a relatively high number of students (both in absolute terms and relative to teaching staff), length of studies and a low graduation rate. Moreover, public support for students is extensive which, in combination with student's work, makes the student status very attractive. The extent of student's work could be an advantage for the transition to the labour market; however the impact on less skilled workers would also need to be taken into account.

Unfortunately, a number of indicators are not available for Slovenia.

## Policy developments

The Higher Education Act was amended in 2008 and 2009, to allow the establishment of an international alliance of universities, the establishment of an independent national agency for quality assurance and to regulate the field of transnational education in Slovenia and the conditions under which Slovene HEIs can offer credential study programmes abroad. The system of financing of HEIs is under revision with the introduction of changes foreseen by the end of 2010. A new act on mini jobs was proposed by the Ministry of Labour, Family and Social Affairs to the Government. The proposal is also reorganising the current form of student work.