



30 HRC Jubilee Symposium

Latest developments of the Higher Education in Central European countries II

New Initiatives in the Slovak Higher Education System

Budapest 18 May 2018



Slovak Higher Education Sector



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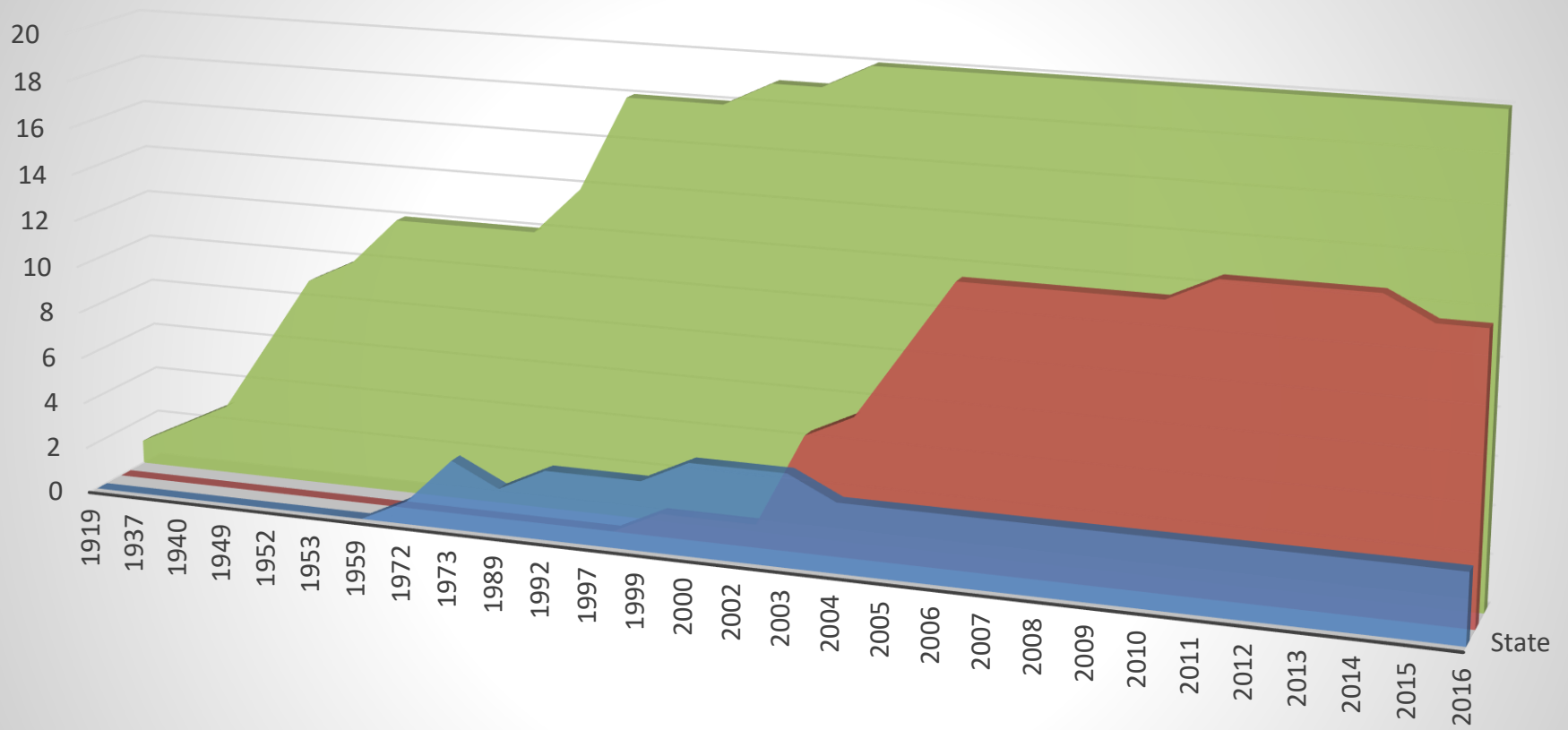
SLOVENSKÁ ZDRAVOTNICKÁ UNIVERZITA

VŠEMVS
VYSOKÁ ŠKOLA EKONÓMIE & MANAŽMENTU
TRNÁVA

BISLA

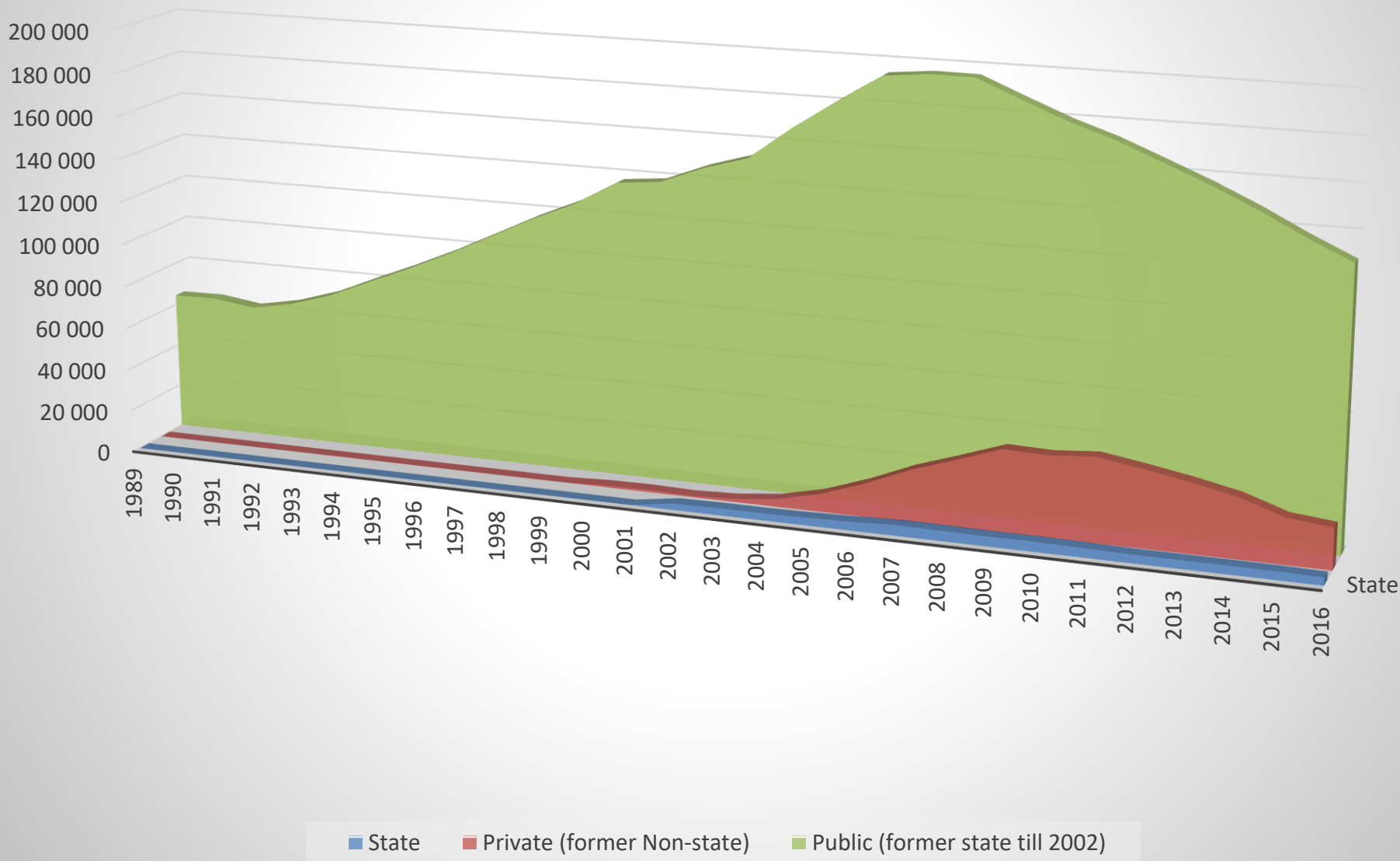


Number of HEIs in Slovakia from 1919



■ State ■ Private ■ Public (former state)

Number of HE students from 1989



Slovak HE Sector

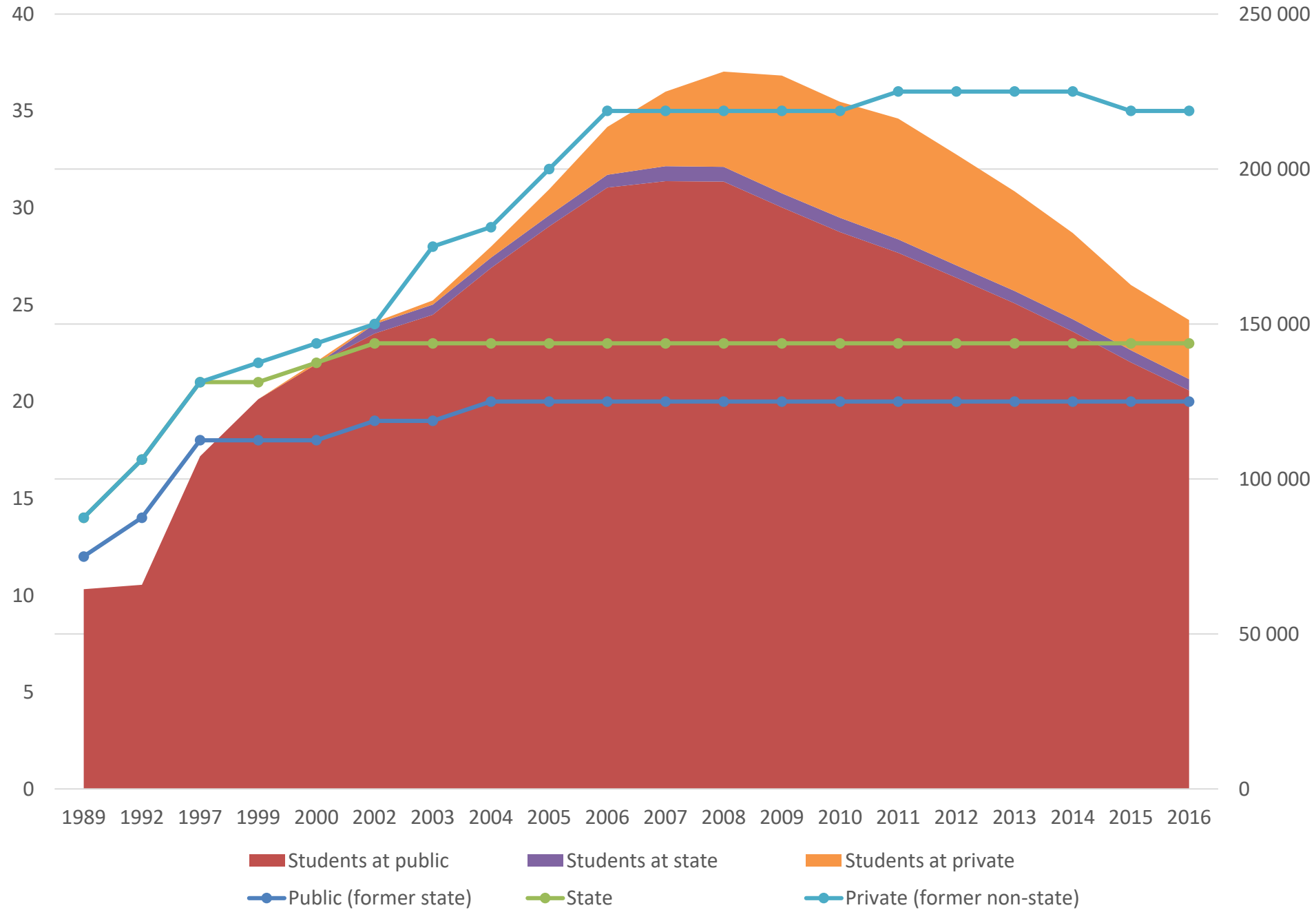
35 HEIs:

- **20 Public HEIs – State budget endowments distributed on the bases of a unified methodology (annually approved)**
- **3 State HEIs – funded from the budget of particular ministries**
- **12 Private HEIs – funded from students fees but students have access to social scholarships from state budget**

+ 5 foreign HEIs operating in Slovakia (one from CR, DE, F, PL and H)

Classification: Universities, HEIs, Professional HEIs

Comparison HEIs:students from 1989 to 2016



Current initiatives

- **Ministry of Education, Science, Research and Sports:**
 - National Program for Development of Education and Training (in process since 2016)
 - Amendment (38th) to current Law on Higher Education (131/2002 of the Law Code), in progress in National Council
 - Law on Quality Assurance in HE, in progress in National Council
- **SRC:**
 - Critical position to ministerial proposals (a resolution demanding new law on HE, to elaborate the proposal of a Law on Quality Assurance in HE)
 - A resolution demanding new funding model
 - Actions to attract national and international students – reconstruction of HE infrastructure (since 2015), increase in investments in HE (long-term activity)

SRC position

- **Quality Assurance:** national accreditation institution must be a **member of ENQA and EQAR**, must be independently created and funded, QA must include all ESG standards but QA history should also be preserved (i.e. evaluation of educational, research and artistic activities).
- SRC actively involved in current processes (**revision of the Fields of Studies Scheme** with foreseen reduction and preparation of particular Standards).
- **National Program for Development of Education and Training:** as conceptual and systematic proposals that accept **academic culture and university autonomy principles**.
- **Amendment in the HE law:** personal policy to guard the quality of HEIs (functional positions „posts“ of „professors“ and „ associate professors - docents“ filled by professionals with particular academic credits (scientific-pedagogical degrees), double evaluation of HEIs' research and artistic activities (on the basis of dual methodologies by different actors with different legal status) is unacceptable.

Primary goals

- **New Higher Education Law with sufficient flexibility for HEIs that will allow modernisation of the sector and its competitiveness.**
- **Quality Assurance that will enhance quality of HE system.**
- **Increase the funding for HE and for Science and Research Sectors 60 mil eur per year** (in 2013 public and private expenditures were 1.1 per cent GDP (OECD average was 1.6 per cent GDP, CZ and H gave 1.3 per cent GDP. Only public expenditures for HEIs in 2013 in Slovakia were 0.8 per cent GDP (OECD average was 1.1 per cent and V3 average was 1 per cent. *)
- **Competitive and attractive HEIs for national and international students.**

*Source: Revízia výdavkov na vzdelávanie. Priebežná správa, máj 2017

SRC position

- Principal comments of the Slovak Rector's Conference (“SRC”) on the draft amending Law no. 131/2002 Coll. on Higher Education Institutions (“ZVŠ”) and draft Law on the Quality Assurance of Higher Education (“ZKV”)
- 1. Absence of the related regulations’ frameworks

The level of the **specificity and time of adoption of the Standards**, in particular for the Internal quality system (“VSK”) is not known, as well as their form (a generally binding legislation or internal regulation of the ministry of education); nor an agency’s methodology; nor a Scheme of fields of studies, that doesn’t provide a possibility for a responsible assessment of the draft Law on the Quality Assurance of Higher Education (“ZKV”). In such a legislative environment, there is a risk of dysfunction of the higher education institutions’ activities in the Slovak Republic.

SRC position

- 2. Definition of institutional accreditation (§2 ZKV)

In the explanatory report to the Article 25 – with **unclear wording**, is stated that *“in a sense higher education institution receives accreditation similar to institutional accreditation.”* In the case of institutional accreditation (“IA”), the definition of institutional accreditation in relation to § 25 of the ZKV must be added clearly and subsequently used, including this provision.

- We propose **to define IA** as follows: *“Institutional accreditation of the field of study means the authorization of a university to independently **create, modify and carry out study programs** in a given field of study and to award to its graduates corresponding academic degree.”*

SRC position

- 3. The effect of the Internal quality system assessment on institutional accreditation (§25 ZKV)

If the VSK satisfies Internal quality system standards, this won't mean according to the draft that the university is also awarded the right of institutional accreditation for all fields of study; how can a decision be taken for only a few of them when the Internal quality system is assessed as a whole and not according to particular study programs ("SP") (this method needs to be modified in both draft laws).

- 4. Filling posts of "professors" and "associate professors" (point 138, § 77 para 2 ZVŠ)

Filling the posts of "docents" and "professors" **without appropriate procedures will not contribute to enhancement of higher education institutions (HEIs) quality.** It is a non-systemic measure, that will create double-tracking in a form of a real position of a docent and a professor, which at the same time will reduce the respect of these titles and how they have been achieved. If the concept of these titles is still preserved, a possibility of circumventing them shall not be created.

SRC position

- 5. Double assessment of the research activities (point 147, § 88a ZVŠ, §24 and 25 ZKV)

The **double assessment** of the research activities according to **two laws**, one specific and one general, as well as double criteria prepared by the Accreditation Agency (“AA”) and the Ministry of Education, Science, Research and Sports of the SR (“MŠVVaŠ SR”), violates the principle of AA’s independency and transparency, it does not address the necessary requirement to link educational and research, artistic and other creative activities of HEIs.

- 6. Infringement of AA's personal independence (§6 para. 2 ZKV)

There are doubts, if the appointment and dismissal of the AA’s chair and vice-chair is **in accordance with the requirement of personal independence** according to the ENQA.

- Possible solutions would be (i) to appoint them on the basis of **internal elections in the AA’s executive board** (“EB”) (ii) or on the basis of a proposal as other members.
- **Separate funding** outside the MŠVVaŠ SR budget chapter is a prerequisite for AA's financial independence.

SRC position

- 7. HEI's abolition

The amendment imposes MŠVVAŠ SR on proposing **an abolition** of a HEI **in case it loses accreditation of all SPs** at all levels. We are drawing attention to the fact that such a case may also occur, if the VSK is not accredited on the technical or unreasonable grounds.

- 8. ESG implementation (§ 3 para 3 ZKV)

If the draft law is based on the ESG, in § 3 para 3 ZKV, which regulates the content of HEI's VSK, **all ESGs (10 standards)** should be reflected and structured on the necessary and equal level and in such a way that will allow individual recognition of their implementation. Some ESG (standards) are absent; e. g. ESG no. 3. student-centred learning, lifecycle and so on

Thank you for your attention!

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