

## **NATIONAL INFORMATION SYSTEM AS A TOOL FOR INTERNATIONALISATION OF HIGHER EDUCATION IN SLOVENIA**

*Dušan Lesjak, University of Primorska, [dusan.lesjak@guest.arnes.si](mailto:dusan.lesjak@guest.arnes.si)*

### **ABSTRACT**

*The Ministry of Education, Science and Sports introduced a so-called eVŠ information system – Records and analytical information system for higher education (HE) in the Republic of Slovenia. eVŠ performs two roles – it is a tool for various HE stakeholders to rationalize their time, efforts, and costs, and an analytical tool that facilitates evidence-based HE policy-making for further development of the Slovenian HE system. This paper presents capabilities and characteristics of eVŠ as a tool for supporting and enhancing Slovenian HE internationalisation in terms of foreign citizens applying, enrolling and studying in Slovenia.*

**Keywords:** Information System, eVŠ, Higher Education, Internationalisation, Student Mobility, Foreign Citizens

### **INTRODUCTION**

At the start of the 21<sup>st</sup> century, higher education (HE) underwent extensive transformation, which included structural, cultural, and ideological changes, encapsulated by the terms “globalization” and “knowledge society”. As a consequence, global, European (and thereby also Slovenian) HE systems face many changes and are becoming increasingly internationalized, deregulated, liberalized and market-oriented.

The basic goals of the Slovenian HE area in 2020 are quality and excellence, diversity and accessibility, with supporting instruments of internationalization, diversification, study structures and funding of HE (ReNPVŠ, 2010). Internationalization of Slovenian HE is key for its development, as it is a feature of its quality. Slovenian students, professors, other staff, and researchers will learn, train, teach, and conduct research also at foreign institutions.

Slovenia has committed to developing a National Strategy for the Internationalization of Slovenian Higher Education. The strategy was supposed to have already been adopted in 2013, however, it was adopted by the Slovenian Government on July 28, 2016. The strategy is focused on five main areas and the first one is mobility as a key component of the Slovenian HE community, open to the international environment, where there is objective number 5 (out of 14): Increasing the number of international students participating in student exchanges, internships or full-time study in Slovenia. (Strategija..., 2016)

The Ministry of Education, Science and Sport established a records and analytical information system for HE in the Republic of Slovenia (eVŠ) at the end of 2012 (MESS, 2012), which includes data on HE institutions (HEIs), publicly verified study programs, students and graduates. The eVŠ is an analytical tool that facilitates regular monitoring of educational system’s operations, and the development and streamlining of HE policies. As a central source of data on student status, the eVŠ also helps to verify students’ eligibility for public subsidies and different forms of financial aid instruments (Education Policy..., 2015).

The purpose of this article is to explore the idea of how the eVŠ could be used for monitoring and facilitating internationalization of Slovenian HE mainly from the viewpoint of incoming long term international students and for the simplification of the enrolment process and administrative procedures. Therefore, we were interested in how internationalized the Slovenian HE sector is in terms of long-term mobility, i.e. how many students came to study to Slovenia, from where and with that kind of completed education and of course how eVŠ was used for that purpose.

The paper concludes with an outline of future plans in eVŠ development, particularly with regards to capturing data from other existing databases for the purpose of analysis and the strengthening of the analytical role of the eVŠ, for

the purpose of evidence-based policy-making in HE and systematic monitoring of internationalization of HE and of course to contribute further to the government's efforts to implement the digital agenda.

### **INTERNATIONALIZATION OF HE – MOBILITY OF STUDENTS**

We live in a global era, driven in part by technology, globalization and intensified international commerce. There is a great urgency to cultivate internationally minded and ready citizens. HE worldwide has to provide world's next generation of global citizens.

The internationalization of HE has been influenced by the globalization of our economies and societies and the increased importance of knowledge. It is driven by a dynamic and constantly evolving combination of political, economic, socio-cultural and academic rationales. These motives take different forms and dimensions in the different regions and countries, and in institutions and their programs. There is no one model that fits all. Regional and national differences are varied and constantly evolving, and the same is true within the institutions themselves. (Haldorai et al., 2017), (Passador et al., 2017)

Inevitably, there are limitations, weaknesses and barriers to be overcome, linked mainly to funding and regulatory constraints but also to institutional issues of language proficiency and the nature of academic engagement and reward. Equally, there are enablers such as technology, stronger (and more equal) collaboration, a greater focus on qualitative outcomes, the fostering of public-private initiatives, greater alignment between education and research and industry.

#### **The Organisation for Economic Co-operation and Development (OECD) 2013**

The mission of the Organisation for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world. The OECD's origins date back to 1960, when 18 European countries plus the United States and Canada joined forces to create an organisation dedicated to economic development. Today, 35 member countries span the globe, from North and South America to Europe and Asia-Pacific. They include many of the world's most advanced countries but also emerging countries like Mexico, Chile and Turkey.

A few trends dealing with the international students from the OECD (2013):

- In 2011, nearly 4.3 million students were enrolled in tertiary education (also referred to as third stage, third level, and post-secondary education, includes vocational education and training beyond secondary education and higher education) outside their country of citizenship (by 2025 8 million). Australia, the United Kingdom, Switzerland, New Zealand and Austria have, in descending order, the highest percentages of international students among their tertiary enrolments.
- Asian students represent 53% of foreign students enrolled worldwide. The largest numbers of foreign students are from China, India and Korea.
- In 2011, the number of foreign students enrolled in tertiary education in OECD countries was, on average, almost three times the number of students from OECD countries studying abroad. In the 21 European countries that are members of the OECD, there were 2.7 foreign students per each European citizen enrolled abroad.
- Some 83% of all foreign students are enrolled in G20 countries, while 77% of all foreign students are enrolled in OECD countries. These proportions have remained stable during the past decade.

As we can see (OECD, 2013):

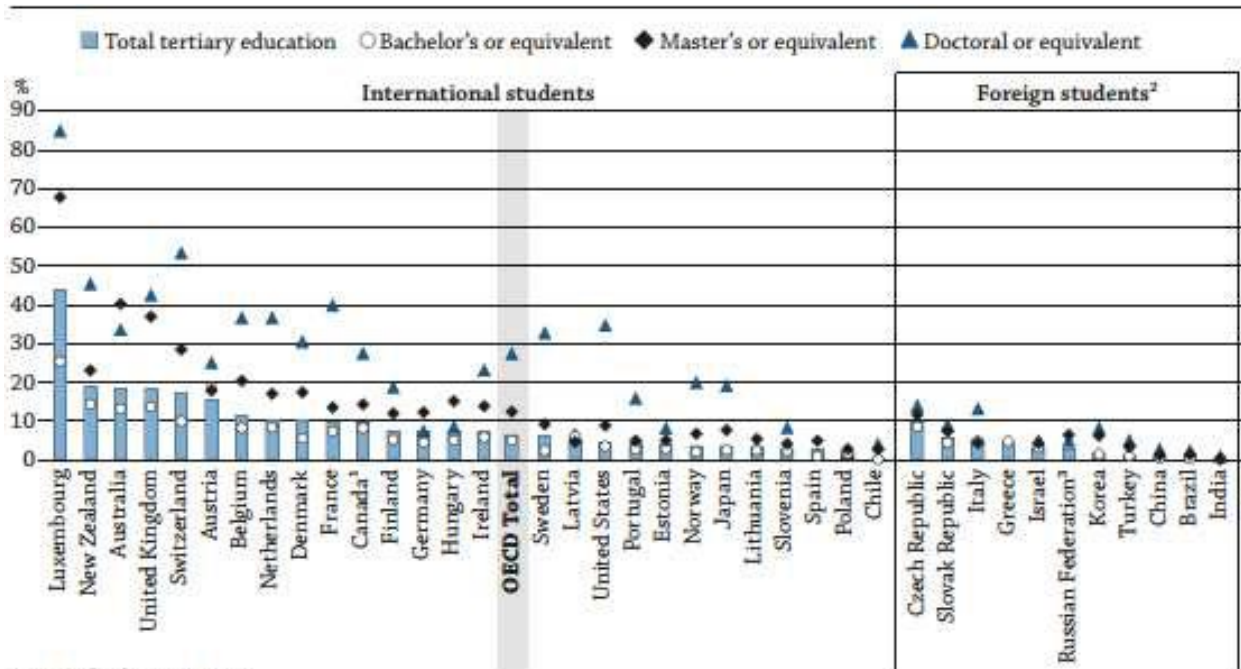
- Australia, Canada, France, Germany, the United Kingdom and the United States together receive more than 50% of all foreign students worldwide.
- International students from OECD countries mainly come from Canada, France, Germany, Italy, Japan, Korea, the Slovak Republic, Turkey and the United States.

- International students represent 10% or more of the enrolments in tertiary education in Australia, Austria, New Zealand, Switzerland and the United Kingdom. They also account for more than 30% of enrolments in advanced research programmes in Australia, the Netherlands, New Zealand, Switzerland, and the United Kingdom.

**OECD 2016**

Who studies abroad and where in 2014 (OECD, 2016):

- Within the OECD, 6% of the students enrolled in tertiary education in 2014 were international ones. The proportion of international students is highest in Luxembourg (44%).
- Students from Asia represent more than half (53%) of international students enrolled in OECD countries at the master's and doctoral or equivalent levels. China is the country with the largest numbers of citizens enrolled abroad, followed by India and Germany.
- Among all OECD countries, the United States hosts the largest number of international students at the master's and doctoral or equivalent level (26% of the total), followed by the United Kingdom (15%), France (10%), Germany (10%) and Australia (8%).

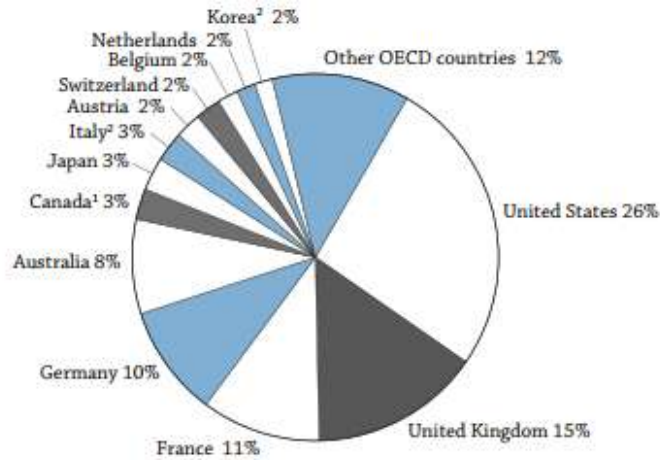


1. Year of reference 2013.  
 2. Foreign students are defined on the basis of their country of citizenship. These data are not comparable with data on international students and are therefore presented separately in the figure.  
 3. International students at the bachelor's or equivalent level are included in the master's or equivalent level.  
 Countries are ranked in descending order of the percentage of international or foreign students in tertiary education.  
 Source: OECD. Table C4.1. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).  
 StatLink <http://dx.doi.org/10.1787/888933398531>

**Figure 1.** Student mobility in tertiary education, by ISCED level (2014) (International or foreign student enrolments as a percentage of total tertiary education)

The number of mobile students in OECD countries grew by 5% between 2013 and 2014, with large variation across countries. The largest increases (around or above 20%) were observed in Belgium, Estonia, Latvia, New Zealand and Poland. In contrast, the rate of growth was negative in other countries (Austria, Japan, Korea, Slovenia and Turkey).

Although the data for 2013 and 2014 are not directly comparable to previous trend data, OECD data show that the number of foreign tertiary students enrolled worldwide increased by 50% from 2005 to 2012 (OECD, 2016).



1. Data refer to foreign instead of international students.

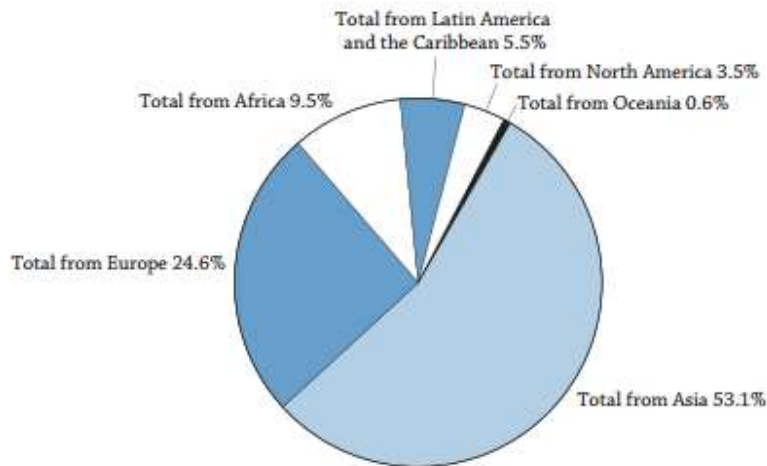
2. Year of reference 2013.

Source: OECD. Table C4.5. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933398548>

**Figure 2.** Distribution of foreign and international students in OECD countries at the master's and doctoral or equivalent levels, by country of destination (2014) (International tertiary students in each country of destination, as a percentage of the OECD total)

About 1.3 million international students were enrolled in master's and doctoral or equivalent programmes in OECD countries in 2014. EU22 countries host slightly more than half (53%) of them. Intra-European mobility accounts for a substantial share of EU22 international students: 25% of international students enrolled in EU22 countries come from another EU22 country (OECD, 2016)



Source: OECD. Table C4.4. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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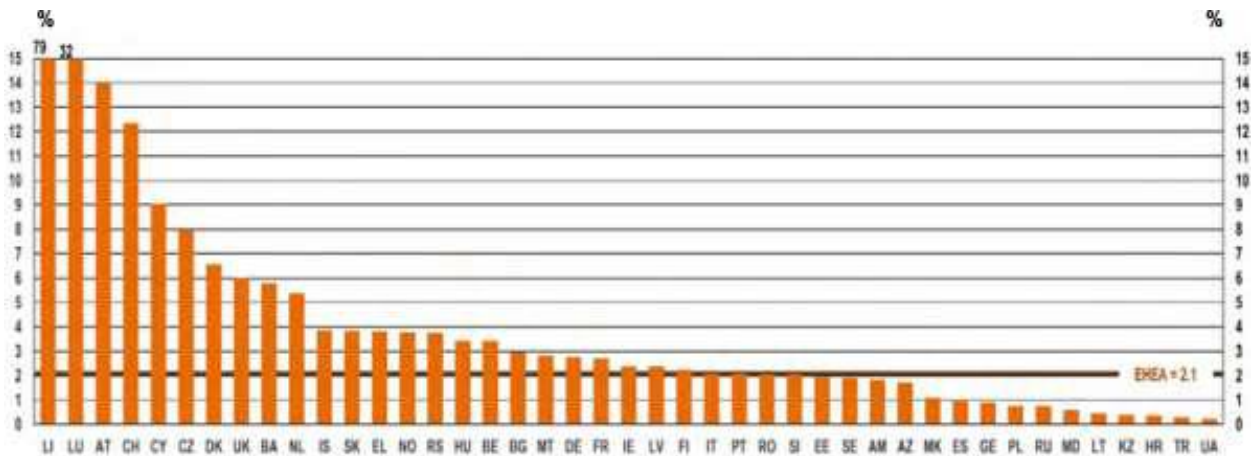
**Figure 3.** Distribution of internationally mobile students studying in OECD countries at the master's and doctoral or equivalent levels, by region of origin (2014) (Percentage of mobile students enrolled in OECD countries)

In particular, students from China account for 22% of all international students enrolled at the master's and doctoral or equivalent levels in the OECD area, the highest share among all reporting countries. Some 41% of all Chinese students enrolled at these levels of education in the OECD area are in the United States, while 39% choose either

Australia, France, Germany or the United Kingdom. The second-largest share of international students enrolled abroad at these levels of education within the OECD comes from Germany (3.5%), almost three-quarters of whom go to other EU22 countries. (OECD, 2016)

**European Higher Education Area - EHEA 2015**

More than 50% of all incoming students from inside the EHEA choose the United Kingdom, Germany, France, Russia or Austria as their destination of study. Each of these countries receives more than 50,000 students from other EHEA countries. It as well as shows that Germany sends the highest number of students for a degree in another EHEA country. Indeed, nearly 102,800 students (76,717 in 2008/09) move from Germany to study in another EHEA country, representing 13% of the total number of EHEA students being abroad within the EHEA. (European Commission/EACEA/Eurydice, 2015)



**Figure 5.** Share of tertiary mobile students from EHEA compared to domestic students, by country of destination (2011/2012)

Source: Eurostat, UOE and additional collection for the other EHEA countries.

Austria with 14% and Switzerland with 12% have the highest incoming mobility rate of the EHEA, along with smaller states such as Liechtenstein and Luxembourg. All other countries show levels below 10% out of which all but 6 (Cyprus, Czech Republic, Denmark, the United Kingdom, Bosnia and the Netherlands) are below 5%.

According to the Study of European Parliament on Internationalization of Higher Education (2015) among many conclusions we would especially like to stress that fact that there are also substantial imbalances in mobility between different countries in Europe. This is particularly the case for Central and Eastern Europe, where there is both mobility imbalance and declining HE enrolments. This requires attention from the national governments in these countries but also at the European level, as it could lead to an increased divide in HE in the region.

**FOREIGN STUDENTS IN SLOVENIA**

The number of foreign citizens, who come to study to Slovenia for the whole study period is steadily increasing in the last 7 years (Table 1), from more than 1,800 in 2008/09 to close to 3,800 in 2015/16 what is 106% more than in 2008/9. On the other hand the number of Slovenian students is steadily decreasing from close to 100,000 in 2009/10 to less than 70,000 in 2015/16, what means almost 30% less than in 2008/9, mainly due to demography. Therefore the share of foreign students is increasing faster because of both trends. In 2008/9 we had 1.86% of foreign students and in 2015/16 this share increased to 5.38%.



**Table 1.** Foreign students in Slovenia

	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
<b>Foreign Students</b>	1,822	2,036	2,116	2,507	3,027	3,220	3,300	3,749
<b>Index FS</b>		1.12	1.04	1.18	1.21	1.06	1.02	1.14
<b>Slovene students</b>	98,128	98,279	91,539	89,600	86,471	79,518	74,131	69,636
<b>Index SS</b>		1.00	0.93	0.98	0.97	0.92	0.93	0.94
<b>% FS / SS</b>	1.86	2.07	2.31	2.80	3.50	4.05	4.45	5.38

Source: SORS 2016

Most of the foreign students are coming from Western Balkans, in 2015/16 more than 70%. There are couple of reasons for that, such as free HE in Slovenia what is often not a case in their countries, economic conditions and youth unemployment in their countries and the fact that once most of them formed former Yugoslavia. Among the first ten countries from where student arrived in 2015/16 are as well as Italy, Russian federation, Ukraine and China (Table 2).

**Table 2.** Citizenship of foreign students

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
<b>TOTAL</b>	1,822	2,036	2,116	2,507	3,084	3,220	3,300	3,749
<b>Croatia</b>	727	696	660	759	976	1,046	1,035	1,132
<b>Macedonia</b>	248	339	303	453	555	532	565	635
<b>Bosna</b>	208	237	268	272	381	418	421	545
<b>Italy</b>	110	144	158	190	191	188	297	273
<b>Serbia</b>	129	137	129	147	298	339	223	233
<b>Russian f.</b>	43	39	41	57	52	56	65	68
<b>Montenegro</b>	-	-	-	-	57	65	57	65
<b>UKraine</b>	21	26	32	45	41	41	55	55
<b>Bolgaria</b>	13	22	31	22	36	35	40	38
<b>China</b>	11	18	31	22	24	24	34	34
<b>Germany</b>	10	17	17	22	20	25	25	31
<b>Madžarska</b>	12	13	14	11	15	18	21	22
<b>Austria</b>	15	26	19	17	14	14	10	11
<b>Slovakia</b>	7	7	13	19	11	9	9	6
<b>Other</b>	211	227	295	315	356	410	443	601
<b>*</b>	57	88	105	156	57	-	-	-

Source: SURS 2016

\*Foreign students, who did not declare their citizenship.

In the academic year 2015/16 Slovenia for the first time started to promote its HE in the non-European countries, such as developed countries of Asia (Korea, China and India), North America (the USA and Canada), North Africa (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia), and the regions from where students are already coming to Slovenia such as: Belarus, Ukraine, Kazakhstan, Argentina and Mexico.

## NATIONAL HIGHER EDUCATION PROGRAM AND STRATEGIC PLAN FOR THE INTERNATIONALISATION OF SLOVENIAN HIGHER EDUCATION

### National Higher Education Program

Here we present the objectives and measures outlined in the Resolution on National Higher Education Program 2011-2020 that relate to the internationalisation of Slovenian HE.

By 2020, Slovenian HE will be an integral part of the global HE space, constantly improving its quality, in cooperation and competition with top foreign institutions having among many others these specific objectives:

- The recognition of education acquired abroad will be flexible and open.

- Foreign students and professionals will consider Slovenia an attractive destination for HE study and for teaching, research, and professional work.
- The proportion of foreign nationals amongst students, professors, researchers and staff will increase considerably by 2020, so that, along with international activities, it will ensure Slovenian HEIs have an international character.
- Slovenia will become a best practice example in the area of regional mobility (the Western Balkans).

Among the measures, which will be used to monitor the realisation of objectives in the area of internationalisation, according to the purpose of our paper, the following is to be mentioned: “By 2020, the proportion of foreign students studying at Slovenian HEIs for the entire period of their studies will be at least 10%.”

### **Strategic Plan for the Internationalisation of Slovenian Higher Education**

The strategy was supposed to have already been adopted in 2013, however, it was adopted by the Slovenian Government on July 28, 2016. The strategy is focused on five main areas: Strategija..., 2016)

- The 1. one is “Mobility as a key component of the Slovenian HE community, open to the international environment”, where there is:
  - o Objective 5 (out of 14) is “Increasing the number of international students participating in student exchanges, internships or full-time study in Slovenia”.
- The 4. one is “Targeting priority regions and countries«, where there are 4 objectives:
  - o Objective 20 is “Promoting Slovenia as a study destination in the Western Balkans.”
  - o Objective 21 is “Promoting the development of partnerships in the region of the Western Balkans.”
  - o Objective 22 is “Promoting mobility between Slovenia and priority regions and countries.”
  - o Objective 23 is “Promoting Slovenia as a study destination in the countries in the priority regions.”

While the Western Balkans is already a region where Slovenia is recognized as an important HE destination especially for long term student mobility, the recognizability of the Slovenian HE and scientific research area still needs to be established in other regions. These days, the Mediterranean countries of Northern Africa are in need of structured developmental aid, also in the area of HE, science, and technology, which will help them normalize affairs after the conflicts end in their region. That is why these countries offer potential for Slovenian HE as well as for its economy. The region that will witness rapid progress in upcoming years, in light of its large youth populations, as global tertiary education is predicted to shift eastward.

In accordance with this and taking into account the potential and trends in HE, the Strategy for the Internationalization of Higher Education encompasses the following regions as priority areas: the countries of the Euro-Mediterranean region, highly industrialized countries (South Korea, Japan, USA), and the BRICS countries (Brazil, Russia, India, China and South Africa).

According to the Action plan of the Strategy for the Internationalization of Slovenian Higher Education 2016-2018, a measure dealing with the objective 5 is »Increasing support for mobility and for the process of internationalization at home (info points, orientation days, Slovene language and culture courses, preparation module for foreign students and the adjustment of courses so as to be conducted in a foreign language)« and in the budget of the Republic of Slovenia and EU until 2018 is 1,052,400 EUR. According to the 4 objectives of the area 4 there is 10.000 EUR for the promotion in Western Balkans, 8 scholarships (300,000 EUR) for doctoral study for foreigners from priority regions by 2018, additional 100,000 EUR yearly for other scholarships and 1.600.000 EUR yearly for regional HE fairs (Action plan, 2016)

## **THE ROLE OF eVŠ IN INTERNATIONALISATION OF HE**

### **What is eVŠ?**

eVŠ is an official name of the Records and analytical information system for HE in the Republic of Slovenia is Slovene national database for records on HEIs, students and graduates, study programs, calls for enrolment, applications for enrolment, HE professors records, and subsidized student accommodation. (Marjetič and Lesjak, 2016)

The eVŠ was developed in 2012 for the purpose of:

- determining students' eligibility to study and access other rights chargeable to public funds such as scholarships and subsidies for meals, transport, and dormitories.
- HE policy-planning and the monitoring of the HE system,
- the monitoring of a network of Slovenian HEIs and theirs' study programs,
- provision of public information, and
- for research, analytical and statistical purposes, i.e. for the implementation of statistical, social and economic and other research activities in the area of HE (Higher Education Act, Article 81.c).

Records on students and graduates include individual data on enrolled (Slovene and foreign) students from academic year 2005/06 and graduates from calendar year 2005, and on student incoming and outgoing short-term international mobility from academic year 2012/13. Longitudinal data on students and enrolment applications allows policy makers to follow trends in enrolment of foreign students, and measure the achievement of strategic objectives set by the Action plan strategy for the internationalization of Slovenian HE 2016-2018.

In the period of 2011 to 2016 over a million records were created in eVŠ, including records on student enrolment applications and international mobility. Records on students include information on age, gender, nationality, previous education students enrolled with into current studies, and HE studies by academic year (HEIs, field of study etc.), and outgoing and incoming short-term student mobility.

### **How eVŠ supports internationalization of HE?**

eVŠ has become a supporting tool for the internationalization of Slovene HE in two main areas: HE enrolment procedure for candidates from foreign countries and monitoring of the realization of HE strategic objectives.

The Higher Education Enrolment Procedure in Slovenia is centralized via online eVŠ web portal since 2014 <http://portal.evs.gov.si/prijava/?locale=en>. Candidates who wish to enroll, have to fill in the enrolment application online via eVŠ web portal, which is obligatory for all undergraduate and postgraduate study programs at public and private HEIs. The enrolment application exists in Slovenian and English language, because it is meant for candidates from foreign countries, who do not know Slovenian. (The Higher Education Enrolment Procedure, 2015)

As part of the efforts to support internationalization of HE, a form "Application for recognition for access to education" for recognition of foreign education was integrated into the online application to HE in 2015 with the aim to simplify enrolment procedures for foreign candidates and once they enroll foreign students. In academic year 2016/17 foreign applications represent 12.5% of all application for enrolment – 37,469. (MESS, 2017/2)

Among a few issues related to foreign candidates and eventually students is a recognition of their education, obtained in their or another foreign country. It is a targeted HEI's obligation and responsibility to check and verify the foreign education and to realize, whether a candidate's education meets the general and specific enrolment criteria of a certain HE study program. Basically, it is a demanding and sensitive activity of verifying the authenticity of candidate's papers i.e. certificates, diplomas and degrees in which the national ENIC-NARIC center is involved if requested by HEIs mainly to check, whether the HEI, where foreign education is obtained by a candidate, is accredited.

Up until 2015 a separate written form for the recognition of foreign education was used for enrolling to HE. The recognition of foreign education procedures run in line with but separately from the enrolment application procedure.



Both procedures demanded from candidates to fill in different forms, which they had to send to different addresses or organizational units of the same HEIs; together with the same supplemental documents. The deadlines for submitting each form were not always synchronized. Such organization demanded from the candidate a good knowledge of administrative procedures, which one is most probably going to need only once in a lifetime. Even when candidates submitted an application for recognition of foreign education, but later did not apply for an enrolment, HEIs had to carry out the whole recognition procedure.

Initially, it was planned to keep a separate online application for the recognition of obtained foreign education standardized under the same principals as the enrolment application. During the preparation of technical specification for the development of an application for recognition of foreign education, it was found that the application for recognition uses only a few additional data next to the one, already collected with the enrolment application. At this point, a further idea for simplification was implemented by integrating the additional data, needed for recognition of foreign education procedure into the existing enrolment application form, which consequently reduced the cost for implementation for close to 10.000 EUR and halved the time for the implementation to less than a month.

A new online enrolment application was in use for the first time for academic year 2016/17. An introduction of a joint application also meant unified deadlines for its submission and common instructions for the foreign candidates for enrolment into the Slovene HE.

In 2017 a single contact point for help support to candidates (phone and e-mail) was introduced as additional administration simplification and for foreign candidates in English of course.

#### **FUTURE PLANS**

Undergoing is a project to upgrade eVŠ with an analytical tool for monitoring HE on a national level, that will be available to HE policy makers, and HEIs as support for self-evaluation and monitoring of the quality of teaching (preparation and implementation of study programs). The tool will process data from eVŠ and other records according to a predefined methodology and made information available to users as reports presented with infographics, that will not demand special analytical skills from users. The analytical tool will include a section with pre-set reports that will allow HEIs to benchmark themselves to reaching the nationally important objectives and predefined parameters allowing users to create their own reports.

The reason behind creating an analytical tool on the national level is to allow HEIs access to data that they cannot access by themselves due to personal data protection. The analytical tool will collect data on individual level using Slovene personal identification number (so called EMŠO). After the import of data into eVŠ from different national records, it will be merged using EMŠO, and then saved anonymized for further analytical purposes, therefore it will not be possible to follow individuals, but cohorts (down to the level of a certain study program).

In terms of supporting the internationalization of HE, the analytical tool could include also available international (aggregated) data on HEIs. For example data from European Tertiary Education Register (ETER) that would allow Slovene HEIs to benchmark to HEIs (in countries that implemented the Bologna reform) by around 200 different parameters. The methodology and metadata from ETER are accessible online. An interesting source of data for EU benchmarking on HEIs is also U-Multirank. In comparison with ETER, which collects data through national contact points that come from ministries or national statistical offices, data for U-Multirank is contributed directly by HEIs that decide to participate, and metadata cannot be downloaded online. For the USA an interesting and online accessible federal data source for information on HEIs is College Scorecard Data.

#### **SUMMARY**

In a few years, the eVŠ has become an excellent tool for many HE stakeholders: the applicants for enrolment, employees of HEIs and ministries who access the records of students and graduates who applied for enrolment, the

records of HEIs and HE study programmes, and public institutions that no longer need to collect enrolment certificates for student aid and other bonuses.

Due to the increasing importance of the internationalisation of the Slovenian HE, what is well elaborated in Slovenian HE strategic documents, such as Slovenian HE Strategic Plan ReNPVŠ, the National Strategy for the Internationalization of Slovenian HE and the Action plan of the Strategy for the Internationalization of Slovenian Higher Education 2016-2018, the MESS decided to use the eVŠ as well as a tool for support and enhancement of the internationalization of Slovenian HE.

For this reason the eVŠ is used by foreign citizens as a candidates for the enrollment for two main reasons: to apply for enrolment and to provide theirs' foreign education documentation, which is needed by HEIs to realize, whether the candidates fulfill the enrolment criteria.

By the end of 2020 it is expected that close to 20% of all application for enrolment will be sent via eVŠ by foreign citizens, what will increase workload and responsibility of HEIs' enrolment officers. Because of that the eVŠ is of a crucial importance for making these processes and decisions more reliable and transparent.

For this reason, the eVŠ expand its role as an analytical tool for evidence-based HE policy-making, for systematic monitoring of the employability of HE graduates to improve the responsiveness of the education system to labour market needs, to the analytical tool for the internationalisation of the Slovenian HE and even more contribute to the government's efforts to implement the digital agenda, which in turn will contribute to a more efficient HE system.

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