SLOVAKIA

RANK IN EU-27
20TH

OVERALL SCORE
0.576

LEARNING PARTICIPATION AND OUTCOMES

RANK 26TH

- Participation in Lifelong Learning — 27TH
- Educational Attainment & Participation — 21ST
- Learning Outcomes — 20TH

(x-axis: 0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6)

INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK 18TH

- Governance & Implementation — 19TH
- Educators & Schools — 23RD
- Regulation & Funding — 14TH
- Institutions & Policies — 5TH

(x-axis: 0, 0.2, 0.4, 0.6, 0.8, 1.0, 1.2)

AVAILABILITY OF DIGITAL LEARNING

RANK 13TH

- Accessibility of Digital Learning — 12TH
- Attitudes Towards Digitalisation — 10TH

(x-axis: 0, 0.2, 0.4, 0.6, 0.8, 1.0, 1.2)

MAIN OBSERVATIONS

- Slovakia performs very badly in terms of individual learning outcomes, participation and attainment. This ranges from declining PISA scores to the fact that adult persons who participated in training or education in the last 12 months spent the fewest hours in the course compared to the rest of the EU countries.

- System-wide projects are usually focused on building basic infrastructure (internet connection, tablets, computers, etc.) but there are also projects aimed at bringing digital content into the learning process and educating mainly primary/secondary educators.

- Even though programmes for digital competencies are solely focused on the primary and secondary educators, they have low ICT skills and mostly they are not required to use digital tools. Even the well-developed pedagogical approaches and materials utilising digitalisation in learning are mostly available only in elite schooling.

TAKEAWAYS:
WHAT CAN WE LEARN FROM THIS COUNTRY?

- Structural Funds were used to foster significant innovation in digital content and to fund hardware for schools. This has been done both through centrally-driven and demand-driven projects and the total investment runs into hundreds of millions. However, the quality of content and its use are highly variable with a lot of waste, even fraud. Consequently, the digital education projects have been subject to vigorous public discussion of their quality, which helped to remedy some of the problems, but also undermined trust. Slovakia demonstrates a number of very cost-effective, bottom-up projects in specific areas either by specific teachers, schools or NGOs.

- Adult education is lightly regulated, the possibilities for digitalisation are significant and frequently utilised. Again, the challenge is more with regard to quality control.

RECOMMENDATIONS

- Primary and secondary educators need to be motivated to participate in programmes focused on improvement of their digital competencies in order to implement digital techniques.

- The regulatory framework of primary and secondary education does not impede the process of digitalisation. However, it does not foster it. The regulatory framework should be revised to stimulate digitalisation of learning.

- The availability of training programmes for university and adult learning educators should be improved.
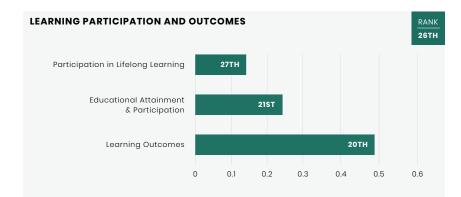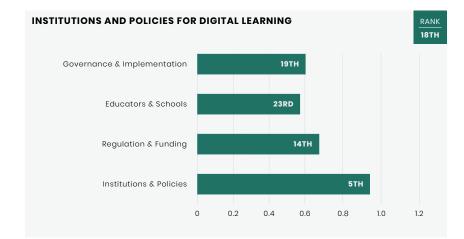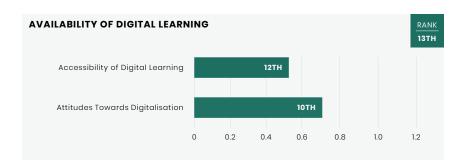
KEY REFERENCES

Ministry of Education, Science, Research and Sport of the Slovak Republic (2014), "Koncepcia informatizácie a digitalizácie rezortu školstva s výhľadom do roku 2020" [Concept of informatisation and digitisation of education by 2020]

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