SLOVENIA

RANK IN EU-27
16TH

OVERALL SCORE
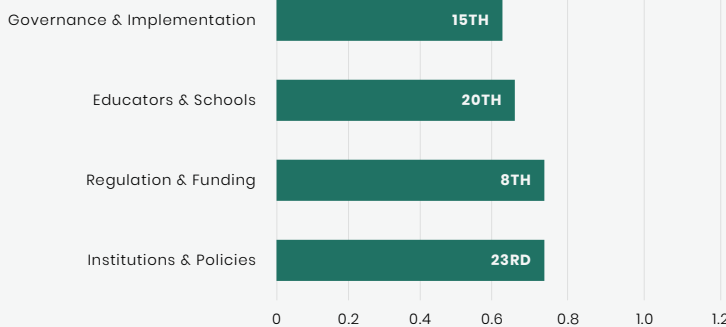**0.597**

LEARNING PARTICIPATION AND OUTCOMES
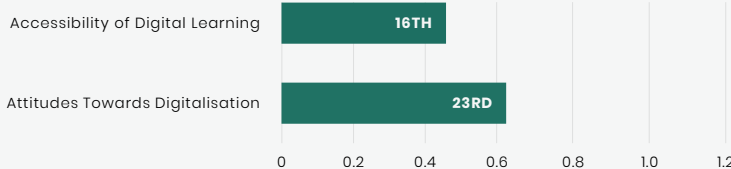
RANK
4TH

Participation in Lifelong Learning	**3RD**
Educational Attainment & Participation	**14TH**
Learning Outcomes	**16TH**

0   0.1   0.2   0.3   0.4   0.5   0.6
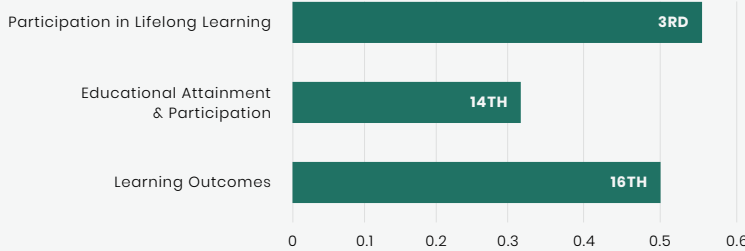
INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK
18TH

Governance & Implementation	**15TH**
Educators & Schools	**20TH**
Regulation & Funding	**8TH**
Institutions & Policies	**23RD**

0   0.2   0.4   0.6   0.8   1.0   1.2

AVAILABILITY OF DIGITAL LEARNING

RANK
19TH

Accessibility of Digital Learning	**16TH**
Attitudes Towards Digitalisation	**23RD**

0   0.2   0.4   0.6   0.8   1.0   1.2

MAIN OBSERVATIONS

- There is awareness among policy makers about the topic and its importance, but also reluctance to push for systemic change. This is due to perceived risks of disruption of the existing educational system by requiring new skills and changing the process (i.e., the majority of teachers are not digitally enabled and skilled and requirements for too rapid change represents a risk).

- The lack of forceful proactive government action means that most of the efforts depend on individual and school initiatives. Digital learning implementation relies heavily on NGO, community and private initiatives.

- Since higher education and university educators are required to use digital tools daily, they are more digitally competent than primary and secondary educators who are not pushed or motivated to use digital tools. As a result, there are significant gaps in digital capacities between primary and secondary educators on one hand and university and adult educators on the other.

TAKEAWAYS:
WHAT CAN WE LEARN FROM THIS COUNTRY?

- Slovenia's strength lies in bottom-up action. For example, the situation in lifelong learning is satisfactory only because of grass-root initiatives. Adult education is typically left to private schools and NGOs which are often equipped with digital infrastructure. Competition between schools also leads to quick adoption of some innovations. A good example of grassroots action is NGO Simbioza where skilled young volunteers are teaching seniors and elderly people.

- The government financially supports digital learning start-ups and pilot programmes using blockchain, machine learning, or AI. For instance, there is a blockchain solution to maintain track records of students.

RECOMMENDATIONS

- Slovenia needs to work on the digital competencies of older educators and motivate primary and secondary educators in general to use digital methods more. Even at the university level, the situation warrants some improvement.

- Curricula and exams are designed without regard to digital learning and infrastructure. Regulatory actions in these areas are needed to unleash the potential.

- There is a lack of digital self-assessment tools for citizens to assess, evaluate and compare their knowledge and skills. This is a cost-efficient way to stimulate awareness and participation.

KEY REFERENCES

Government of Slovenia: "Strategy for life long learning", available at:
http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/IU2010/Strategija_VZU.pdf

Government of Slovenia: "General strategy for digitalisation including education", available at:
http://www.mju.gov.si/si/delovna_podrocja/informacijska_druzba/digitalna_slovenija_2020/

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