

Country profile 2026: Slovenia

Introduction

As outlined in the [Digital Decade 2025: Country reports](#), Slovenia's digital landscape shows strong improvements in infrastructure and services, though it currently faces challenges in human capital and in the adoption of advanced technologies. Slovenia's connectivity shows Fibre-to-the-Premises (FTTP) reaching 79.6% and 5G coverage extending to 95.7% of the population, including significant progress in rural areas. Despite this, the digital economy remains one of the smallest in the EU; the ICT sector contributes only 4.3% to GDP, and SME digital intensity lags at 67.6%. Furthermore, enterprise adoption of advanced technologies like AI and cloud services – at 44.7% – remains well below the European average. Human capital is a primary area for development, as only 49.5% of Slovenians possess basic digital skills, significantly trailing the EU average. This gap is particularly pronounced among older generations and those in rural settings.

According to the [State of the Digital Decade Eurobarometer 2025](#), public sentiment reflects a high level of digital engagement, with 77% of citizens noting that digitalisation simplifies daily life. However, there is a near-universal demand for increased security, with 97% of the population urging authorities to protect children from the negative impacts of social media and cyberbullying. The government has launched a range of targeted initiatives, such as the "Mobile Heroes" programme for elderly digital literacy, the "CyberHub Slovenia" strategy to bolster workforce preparedness, and the "reREAD, reTHINK, RECHECK" campaign to combat online disinformation.

BIK policies

Policy frameworks

Policy frameworks describe the overarching goals that shape policies for a better internet for kids.

	High	Medium	Low	Not present
Policy priority		X		
Integrated policy			X	
Influence of the BIK+ strategy			X	
Recognition of children's rights		X		

Table 1: Policy frameworks - Slovenia

- **This topic is an important and emerging policy priority**, partially covered in national/regional laws, regulations and policies.
- **The topic of children and the digital environment is covered by broader policies** (e.g., national digital strategy) rather than in separate dedicated policies and/or covers only one or two of the dimensions of protection, empowerment and participation.
- **The BIK+ strategy informs national policies but is not the main influence.**
- **Children's rights in relation to the digital environment are an important and emerging policy priority**, with specific policies in development on this topic.

Key developments and policy frameworks

- The Digital Education Action Plan 2021-2027 (ANDI) sets out a vision of digital education in Slovenia as an established education and training system that prepares individuals for a high-quality life in a digital and green society comparable to those of the most successful countries.
- The Action Plan for the Implementation of the Children's Programme 2020-2025, for the Period 2023-2025, aims to improve children's well-being and create equal opportunities and more inclusive early childhood education and care (ECEC) and school education.
- Additionally, the Action Plan for the Implementation of the Resolution on Family Policy 2018-2028 "A Society Friendly to All Families," for the

Period 2024–2026 and the National Programme for Children 2026-2031 (in preparation) are relevant to this topic.

Policy design

Policy design asks whether evidence and research support BIK-related policies and whether systems are in place for monitoring and evaluating those policies.

	High	Medium	Low	Not present
Regular data collection			X	
Data on risks, harms, well-being			X	
Information systems		X		
National research fund			X	
Monitoring and evaluation		X		

Table 2: Policy design - Slovenia

- **Surveys of children’s digital activities are undertaken, but only irregularly.**
- **Surveys of children’s experiences of risks, harms and digital well-being are undertaken on an ad-hoc and irregular basis.**
- **Information is regularly gathered to inform policies on children and the digital environment.** However, this relies primarily on third-party sources, and there are limited opportunities to commission new data on children's digital activity.
- **There are occasional special research initiatives** to gather evidence about children and the digital environment.
- **Policies are regularly monitored and evaluated, but not always systematically.**

Key national research studies:

- The **Safe.si Survey 2025** study, carried out by the national awareness centre, focused on online violence among primary school children. The

focus of the 2025 survey was AI. Key findings (in Slovenian) are available online.

- The [Education Research Institute](#) conducted the [ICILS 2023](#) research among seventh-grade students in primary schools; the results will guide policy development and further research. This international study measures international differences in students' computer and information literacy (CIL). The results of the ICILS 2023 study for Slovenia were [officially released](#) on November 12, 2024.
- [Project MIMic Studies 2023-2024](#) investigated whether young people mimic the lifestyles depicted on social media and in entertainment fiction, and how they cope with the omnipresence of smartphones in their lives, particularly in relation to digital well-being. The [main project](#) is now complete. A summary of the survey data, specifically on body image and the "mimicry" of influencers among Slovenian primary and secondary students, is available on the [BIK portal](#).

Policy governance

Policy governance examines how policies are coordinated at the governmental level, whether other implementation bodies are involved in their delivery and coordination.

	High	Medium	Low	Not present
Lead ministry for policy development		X		
National coordination body		X		
National action plan or strategy	X			

Table 3: Policy governance - Slovenia

- **Policy development sits across different ministries** with leadership officially distributed according to the area of specialisation.
- **Coordination occurs across relevant departments and stakeholders through more informal arrangements.** While lacking a

centralised coordination body, this approach still facilitates reasonably effective collaboration and alignment of efforts.

- **There is a defined national action plan on children and the digital environment** with accountabilities such as defined timelines, assigned responsibilities or key performance indicators (KPIs).

Stakeholder involvement

Stakeholder involvement enquires how different stakeholders can participate in policy development.

	High	Medium	Low	Not present
Stakeholder forum		X		
Public consultation on BIK topics	X			
Youth involvement in policy	X			

Table 4: Stakeholder involvement - Slovenia

- **Stakeholders are involved through various existing groups or platforms across different government branches.** While opportunities for engagement exist, they are not centrally coordinated, and stakeholder participation may vary in consistency or influence.
- **Members of the public are regularly and routinely consulted as part of the policy development for BIK topics.**
- **Children are actively involved in the design of policies** related to their participation in the digital environment. There are specially designed structures in place for this purpose.

Stakeholder mechanisms

- The new **Strategic Council for Preventing Hate Speech**, established in 2023 at the Prime Minister’s office, is also designed to serve as a forum for multi-stakeholder involvement and to contribute to policy development.

- In 2017, the **Council of the Republic of Slovenia for Children and the Family** was established. It is a permanent consultative body of the Government of the Republic of Slovenia, whose members are representatives of non-governmental Organisations and professional institutions in the field of children and families, as well as representatives of the Government of the Republic of Slovenia. On October 27, 2025, the Council held a major session titled "**Safety and Protection of Children in the Digital Environment.**" They proposed new measures to empower parents and caregivers, specifically addressing "perceived digital well-being" and the risks of digital addiction.

BIK+ actions

Pillar 1 – Safe digital experiences

Actions to promote a safe, age-appropriate digital environment that respects children’s best interests.

	In place	In development	Other activity	Not present
Content rating systems for online/video games		X		
DSC measures protection of minors				X
DSC-SIC working relationship		X		
Definition of harmful online content	X			
Complaints handling mechanism		X		
Intimate image abuse laws	X			
Cyberbullying laws		X		
Age verification requirements		X		
Digital wallet for minors		X		
EU harmonised age verification		X		
Laws on online marketing		X		
Protecting mental health and well-being		X		

Table 5: Safe digital experiences - Slovenia

Implementing EU laws

- In 2024, the Agency for Communication Networks and Services of the Republic of Slovenia (AKOS) was designated as the digital services coordinator. Within the scope of its competences in this area, AKOS

participates in the European Commission's activities in protecting minors online. In line with AVMSD provisions, the Slovenian AVMS Act (Art. 38b) regulates protection of minors from programmes, user-generated videos and audiovisual commercial communications, which may impair their physical, mental or moral development, on VSPs, but there were no significant changes on this topic since the last BIK policy monitor submission, because no VSP providers are registered in Slovenia.

- AKOS now manages a [dedicated portal](#) where Slovenian users can lodge complaints against any intermediary service provider. While AKOS addresses systemic violations of the DSA (e.g., platforms failing to provide transparent terms), they have clarified that they do not directly moderate content (e.g., individual insults). Instead, they forward these to the competent DSC in the country where the platform is headquartered (e.g., Ireland for Meta or Google).

Addressing online harms

- [General Act on the Protection of Children in Audiovisual Media Services](#). This General Act defines programming content that could cause grievous harm to the physical, mental, or moral development of children or minors.
- The Slovenian Police actively cooperate with the [Spletno oko](#) hotline. Cooperation. The hotline notifies the police of detected incidents reported by individuals to the [Spletno oko](#) reporting facility. Incidents can relate to an individual (victim) or to websites that show sexual abuse or sexual exploitation of children.
- Non-consensual sharing of intimate images is covered under the framework of sexual offences and criminal legislation.
- The inclusion of cyber security topics, including cyberbullying, online hate speech, etc., in primary and secondary school curricula is one of the goals of the Cyber Security Strategy (introduced in 2016) and is even more important in the new Cyber Security Strategy, planned for adoption in 2024. See the [Digital Slovenia 2030 Strategy](#) for more details.

Age assurance

- Promotion activities regarding age verification mechanisms are implemented through the AKOS activities; According to the national legislation, AKOS has the full power to monitor and sanction compliance with legal provisions on protection of minors accessible via on-demand AVMS Programmes that could seriously impair the physical, mental or moral development of children and minors may only be accessible via on-demand AVMS and have to be limited by technical protection in a manner that ensures that children and minors will normally not be able to hear or see them).
- Digital identity systems available to minors are in place. The special 'digital identity' for participants in education is already enabled, and its further implementation is under development. The digital identity is assigned by [Arnes](#) (username and email address), also for pupils who, for example, enter online classrooms or use other digital services at school.
- In February 2026, the [government instructed](#) the Ministry for Digital Transformation, in cooperation with other competent departments, to prepare a proposal for legislative bases to regulate the use of social networks and similar online services by children and adolescents under the age of 15. This includes “a clear ambition that age verification in the use of social networks and applications becomes a standard, implemented in a manner that is secure, verifiable and minimally intrusive”, as per the [government announcement](#).

Supporting digital well-being

- The [Interdisciplinary Working Group on Non-Chemical Addictions](#), under the National Institute of Public Health, was established in 2020. It is one of the 15 working groups established as part of the implementation of the [National Mental Health Programme for 2018-2028](#). The group works in the wider area of non-chemical addictions, which include compulsive sexuality, eating disorders, and gambling, in addition to addiction to the internet, mobile devices, social networking, internet pornography, online gaming, etc. The group's experts worked primarily on developing

measures to combat behavioural addictions in the population. These measures were included in the 2021-23 action plan of the National Mental Health Programme (NMH Programme). Meanwhile, the [Action Plan 2024 – 2028](#) for implementing the Resolution on the National Mental Health Programme 2018-2028 was adopted in 2024.

- The [Safe.si](#) awareness centre continued to actively promote the importance of children’s mental health and well-being online. For the 2025/2026 school year, the centre has integrated its workshops into the new national curricular framework, particularly supporting the mandatory Computer and Information Science (CIN) subjects.
- Additionally, the national awareness centre developed the following leaflets for young people in recent years: “Health and Well-being on the Internet,” “Mental Health and the Internet,” and “Does the Internet Disrupt Your Sleep?” These leaflets were distributed at workshops, fairs, and other events.

Pillar 2 – Digital empowerment

	In place	In development	Other activity	Not present
Teaching online safety	X			
Digital skills training		X		
Policies on digital use in schools	X			
Adequate teacher training	X			
Non-formal online safety education	X			
Critical media literacy	X			
Creative digital skills	X			
Supports for parents	X			

Table 6: Digital empowerment – Slovenia

Digital empowerment in formal education

- Education programmes were renewed in 2025 at the level of key curriculum documents - the kindergarten curriculum, the primary and secondary school curricula, and the catalogues of skills for general education subjects in vocational and technical secondary education.
- The aim of the reform of the education curricula is to equip learners and teaching and pedagogical staff with the competences relevant for facing current and future challenges (digital competences, competences for sustainable development, mechanisms for taking care of (mental and physical) health, and entrepreneurial competences, including financial literacy), in order to strengthen the resilience of the education system. At the same time, the aim is to improve the matching of competences with labour market requirements to facilitate the transition from school to the labour market.
- The new curriculum features "common objectives" in curricula and skills catalogues, based on cross-cutting themes and competences (e.g., sustainable development, digital competences) and will be achieved by students in the context of the objectives of the different subjects. Under reform 216, the renewed curriculum documents were adopted in 2025: the Kindergarten Curriculum and the curricula and catalogues of skills. The main promoter is the [Slovenian Institute of Education](#).
- The [new national programme on AI](#) is in the development phase, and the draft includes the curriculum updates with AI, including GenAI, by 2030. In addition, [DigComp 3.0](#) has been updated to include AI and other aspects, such as well-being, and serves as a basis for the 2025 curriculum upgrade activities.
- The revised [National Act of Basic Schools](#) includes new measures governing students' use of electronic devices during educational activities, permitting their use only when necessary for the implementation of educational and other work in accordance with the annual work plan. The use of students' electronic devices is determined by the professional worker who conducts the lesson or individual activity.

The use of students' electronic devices is also permitted if a student needs one for health reasons.

Digital empowerment and lifelong learning

- Slovenia played an active role in the [Council of Europe Year of Digital Citizenship Education](#) and hosted its [closing conference](#). Disinformation and foster children's critical media literacy have been highlighted in national development projects as well as in everyday school activities and events.
- Many NGOs, companies, and educational and research institutions offer activities and events to raise awareness of children's rights in the digital environment. In particular, [CodeWeek 2025](#) activities have not only been coding activities but also aimed at enhancing digital competence, including digital safety.

Pillar 3 – Active participation, respecting children's rights

	In place	In development	Other activity	Not present
Promoting civic engagement	X			
Promoting children's rights	X			
Child-friendly policy documents		X		
Addressing digital inequalities	X			
Positive digital content	X			

Table 7: Active participation, respecting rights - Slovenia

Active participation

- The Ministry for Digital Transformation promotes the active participation and engagement of young people in the digital environment through measures such as the [Call for Proposals to co-finance training](#) for children and young people to strengthen digital competences and to encourage and promote science and technology professions. The call for proposals is based on Dig Comp 2.2, which means it also addresses

digital competences related to interaction through digital technologies and participation in citizenship through digital technologies.

- Youth participation is promoted through URSM, and young people are involved in public consideration of various government legislative proposals, etc. Young people are systematically consulted and informed through the [URSM web page](#), which serves as the central youth information and communication platform in Slovenia.
- The project [Casoris](#) is an award-winning free online newspaper for children. It offers news children can trust – timely, relevant articles on current affairs. Information is put in context and presented in child-friendly language.

Addressing digital inequalities

- The [Promotion of Digital Inclusion Act \(2022\)](#) implements the Strategic Council for Digitisation's key measures. According to the Government, the bill will be the first comprehensive law to regulate the field of acquiring digital skills and knowledge, fulfilling the goal set by the Digital Compass for 80 per cent of adults to have at least basic digital skills by 2030.

Best practices

Example 1

An online portal for media and information literacy (MIL) - MiPi.

MiPi was established in June 2019 and covers various MIL aspects stemming from AKOS' competencies. It aims to raise public awareness of the importance of the critical use of media and ICT, responsible creation and message sharing, and the benefits and risks of ICT. Through this website, AKOS also offers advice on information safety, internet safety, cybersecurity, privacy, data protection, disinformation, media consumption for children, etc. MiPi is also present on social networks Facebook and Instagram.

In 2024, AKOS continued building a partnership network, the goal of which is mutual promotion and the exchange of online content and links, with both AKOS and its partners striving for greater visibility of the MiPi portal and partner websites and, thus enhanced public impact. The number of partnerships increased significantly in 2024, reaching 22 by year-end. Through the MiPi portal, the AKOS communicates content from its jurisdiction in an accessible manner, thereby increasing and expanding the reach and impact of its work. In this way, it also raises awareness among end-users and significantly contributes to their critical evaluation of both media and digital content. This contribution is vital for strengthening democratic standards in society. In 2024, 98 contributions were published on the MiPi portal, and a weekly e-newsletter was sent to all subscribers. In addition, 108 posts were published on MiPi's social networks, Facebook and Instagram.

Example 2

Safer Internet Centre Slovenia

The Safer Internet Centre for Slovenia is the national project promoting and ensuring a better internet for kids. This is an EU-initiated (within Digital Europe Programme) and co-financed project by the European Health and Digital Executive Agency (HaDEA); in Slovenia, financial support also comes from the Ministry of Digital Transformation. The project is run by a consortium of partners coordinated by the Faculty of Social Sciences at the University of Ljubljana, the Academic and Research Network of Slovenia (ARNES), the

Slovenian Association of Friends of Youth (ZPMS) and the Youth Information and Counselling Centre of Slovenia (Zavod MISSS). The project is the continuation of a series of successful projects undertaken within the Safer Internet and CEF programmes in Slovenia since 2005. The Safer Internet Centre Slovenia has three components: an Awareness Centre Safe.si (www.safe.si), which raises awareness of children, adolescents, parents, teachers, youth and social workers about safe and responsible use of the internet and new technologies. The toll-free helpline TOM telefon for young people and their parents who find themselves in internet-related trouble (116 111, chat, and e-mail service at www.etom.si), the hotline, Spletno oko, for anonymous reporting of child abuse material online (CSAM) at www.spletno-oko.si

BIK+ index 2026: Slovenia

The BIK+ index has been developed to provide an aggregated at-a-glance overview of the levels of implementation across the two dimensions, BIK policies and BIK+ actions, in Slovenia compared to the EU27+2 average. Values are shown in per cent.

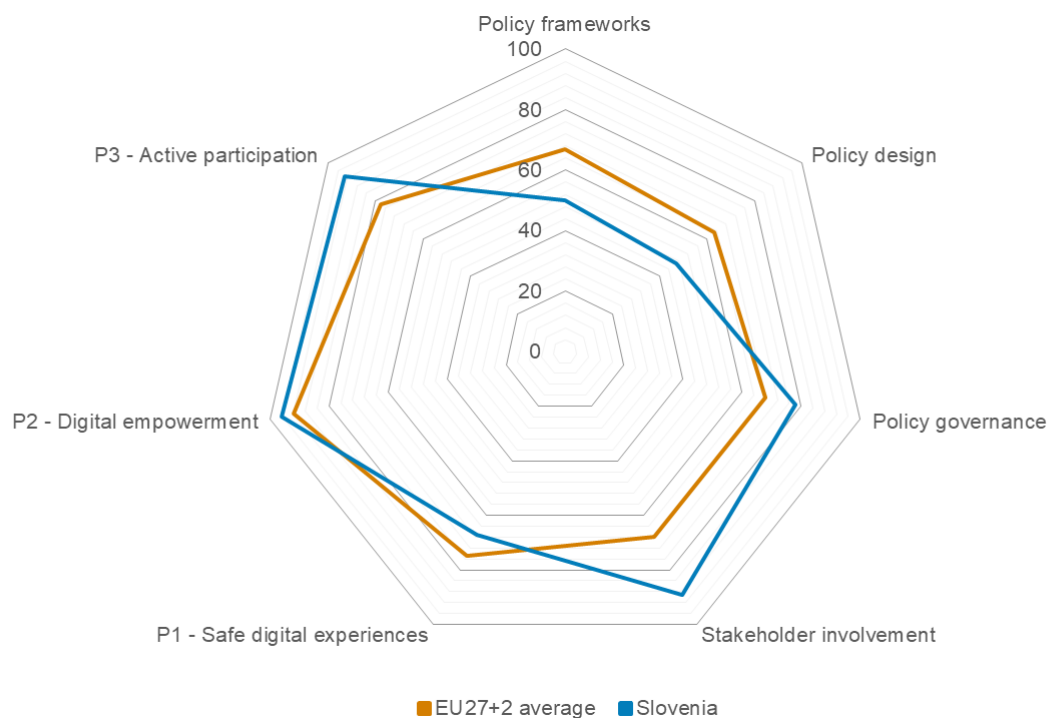


Figure 1: BIK+ index 2026: Slovenia - EU27+2 average comparison