

Digital Education in the Republic of Serbia

Promotion of digital skills and competences

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Министарство просвете, науке и технолошког развоја
Ministry of Education, Science and Technological development

DIGITAL EDUCATION ACTION PLAN

2021 - 2027

Resetting education and training for the digital age

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European
Commission



Serbian Education Strategy

2030

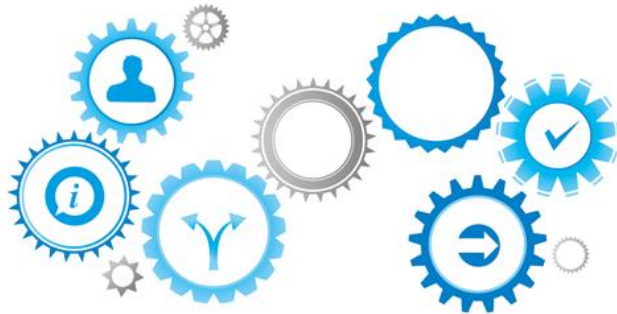
Findings from stakeholder consultation

- Large number of teachers and students had the opportunity to get involved in online teaching **for the first time** due to the Covid 19 crisis;
- Education institutions **that had previously invested** in their digital capacity were better prepared to adapt teaching approaches, keep learners engaged, and continue the education and training process;
- The crisis caused by the pandemic **has led to a turning point** in the application of technology in education (90%);
- Deepening **socio-economic inequalities** and creating new digital gaps are becoming a major concern;
- **Mental health** support is crucial in the new situation;
- The importance of digital competence for the **labor market**.

Situation Analysis

- Many initiatives and investments in the past...
- Despite progress and excellent examples of innovation, these initiatives were often short-lived, or limited in scale and had marginal impact at system levels.

Potential of digitalization of education was not widely visible and understood.



All educators should be skilled in using digital technologies effectively in their teaching and training process and to ensure that all children can participate in digital education.

74,3% of households
in Republic of Serbia
has computer
94,1% mobile phone

81% of households in
Republic of Serbia has
Interenet access

OECD Teaching and Learning International Survey in 2018 showed that only 39% of educators in the EU felt well or very well prepared for using digital technologies in their daily work....

Research showed:

- 98,7% of Primary School Students **have access** to digital device for online learning
- 99,1% of Grammar School Students **have access** to digital device for online learning
- Teachers can borrow digital device from school and use it for online teaching
- **Pedagogical use of the LMS** should be significantly enhanced
- Shifting traditional education paradigm into online space remains a challenge



Digitalization in education is implemented through three main activities:

- Development of human capacity;
- Providing connectivity and improvement of ICT infrastructure;
- Creation and establishing of free eEducational Services.



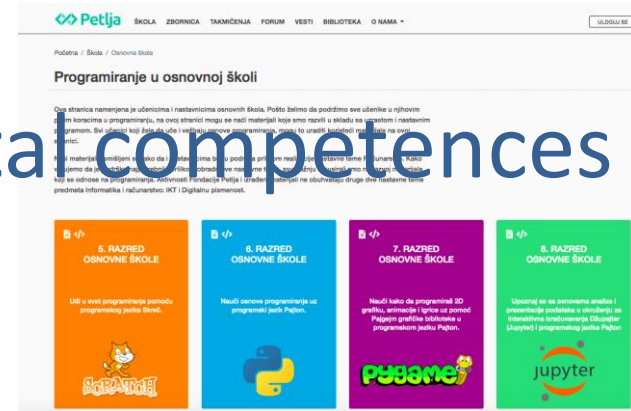
Development of learners' digital competences

Digital World

60,000 1st grade primary pupils, aged 7-10

Implementation from SY 2020/21.

Digital World curricula for 2nd, 3rd and 4th grade is being developed.



Development of learners' digital competences

Computer Science

250,000 students aged 11-14

Implementation started from the SY 2017/18.

In all four grades, the subject covers three areas:

ICT (basic) skills, Information literacy and Computational thinking.

In the 5th grade students learn visual programming languages (Scratch), 6th grade students learn textual programming languages (e.g. Python).



Digital Competence Framework

Digital Age Teacher 2019

6 Areas

- Digital environment
- Digital resources
- Teaching and learning
- Assessment
- Student Support
- Teacher Professional Engagement

In-service training program
Self assessment Instrument



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SELFIE

- Piloting 2017
- Scaling-Up in 2019
- Online course (invited 3 per school), 2 modules, 8 hours
- 2200 participants
- 50% of primary and secondary schools reached
- Scaling-Up, Second Wave Pending



Participation in Serbia

Session 1
25/10/2018 -
31/12/2018

Session 2
05/01/2019 -
15/04/2019

Session 3
17/07/2019

TOTAL

SCHOOLS	SL	T	S	TOTAL	
	0	0	0	0	
	123	414	2022	9150	11586
	563	1676	9892	49699	61267
TOTAL	686	2090	11914	58849	72853



SELFIE - Digital Schools Awards Pilot Programme



Excellence award



Digital learning community



Committed to developing staff



Develops skills



With the support of the Erasmus+ Programme of the European Union 

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