

Interactive Classroom Working Group

School strategies for fostering students' digital competences

Practical guidelines for school leaders

Case Study
Primary School Brežice · Slovenia



Case study: Osnovna šola Brežice, Slovenia

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Introduction

School digital strategies refer to the plans and frameworks developed by educational institutions to effectively integrate digital tools, technologies, and practices into the learning environment. Sustainable and inclusive digital education strategies require a balanced approach that considers diverse learner needs and promotes equitable access to technology. Rather than simply integrating new technologies in school practices, effective digital education strategies require a well-considered idea of how technology can improve educational outcomes, address inequalities, and support the wider educational mission of the school. It is a continuous process of identifying key priorities, allocating resources for targeted initiatives, monitoring progress, and achieving the different objectives.

This case study is one of 15 developed from interviews with members of school leadership teams who have contributed to the development of effective, sustainable, and inclusive school strategies to foster students' digital competence. The case studies focus on strategies that have successfully improved digitalisation of school and teaching practices and supported the development of digital competences in their students, in a sustainable and inclusive way. The schools are located in eight countries i.e. Czech Republic, Ireland, Italy, Luxembourg, Portugal, Serbia, Slovenia, and Switzerland. The interviews were part of research carried out by European Schoolnet's Interactive Classroom Working Group on the schools' experiences, the lessons they have learnt and the good practice they have developed. This research has informed the development of the publication 'School strategies for fostering students' digital competences. Guidelines for school leaders'. Find the publication and other case studies here: <https://fcl.eun.org/icwg>

Primary School Brežice, Slovenia

In conducting the case study, we aim to answer the research question: How do school leadership teams implement practices to promote students' digital competences in the age of artificial intelligence (AI)? The sub-questions include: What factors enable these practices? How do artificial intelligence and other new technologies influence these practices? What tools are used to assess the current state of development and plan improvements? How can school leadership teams develop digital education in a sustainable and inclusive way?

Introduction to Slovenian Context

Slovenia's education ecosystem is shaped by a combination of EU directives, national strategies, and specific initiatives aimed at developing digital competences among different stakeholders, including students. Digital education in Slovenia began in 1994 with systemic measures/approaches to integrate ICT in teaching and learning. The foundations were laid by the computer literacy programme (1994–2000, extended to 2006). In 1998, the role of ICT/digital coordinator was established in primary education. Since 1995, progress and achievements have been regularly promoted nationally and internationally.

In 2006, the Programme Council for Informatisation of Education adopted the Informatisation of Education Action Plan, setting new goals and measures for all stakeholders, further advancing digital education. After 2006, the absence of a national programme was offset by various projects that maintained the momentum in digital education. From 2008 to 2013, the E-education project (E-šolstvo) developed the 'e-competent teacher standard'. During this period, most teachers and headteachers underwent extensive training through seminars, conferences and on-site workshops. Over 10,000 teachers and students participated in e-communities (Moodle) for educational purposes. Post-2015, the main project has been [Innovative Learning Environments – Pedagogy 1:1](#) which focuses on new teaching methods and digital competences. Additionally, Erasmus+ Action 3

In the research conducted from March to June 2024, we used descriptive and causal-non-experimental methods of empirical pedagogical research. The data were obtained through individual interviews with the headteacher and digital coordinator of Primary School Brežice. A semi-structured interview was used. In addition to the interviews, we analysed school documentation, such as school digital strategies, development plans, and annual work plans. Data were also collected through a pre-prepared protocol by on-site visit to the school.

projects have been developing various digital education practices (e.g. [AI4Teachers](#)).

The Covid-19 pandemic accelerated the adoption of digital skills and technologies in education, highlighting teachers' essential roles and revealing both opportunities and challenges in remote learning. Slovenia's educational system has adapted well to these new realities.

For digital education to have wide-ranging impacts, active societal participation and alignment with national goals (e.g., AI, digital transformation, green transition, literacy, mental health and safe learning environments) are crucial. The Programme Council for Digital Education was assigned a task in 2019 to prepare a new national [Digital Education Action Plan \(ANDI\)](#). The creation of the document involved active participation from various stakeholders (pupils, students, teachers, headteachers, professors, researchers, union representatives, policy makers).

The recovery and resilience plan (RRP) of Slovenia further underscores the importance of digital education. It allocates substantial funds to enhance digital infrastructure in schools, develop digital curricula and provide training for educators. This initiative aims to bridge the digital divide and ensure that all students, regardless of their background, have access to high-quality digital education.

More information: [Country Digital Education Ecosystems and Governance: A Companion to Digital Education Outlook 2023 | READ online \(oecd-ilibrary.org\)](#)



Introduction to the school

Primary School Brežice is situated in the town of Brežice, located in the southeastern part of Slovenia. The school is centrally located, making it easily accessible for students from various parts of the town and neighbouring areas.

The school's building is equipped with facilities designed to create a favourable learning environment. The architecture is contemporary, with spacious classrooms, corridors and various specialised rooms for different subjects. Facilities include science laboratories, computer rooms, a library, and arts and crafts rooms. The school also has a large sports hall, outdoor sports fields and playgrounds.

Primary School Brežice is one of the largest primary schools in the region, with 104 staff and 946 students. The student body is diverse, reflecting the community's mix of different backgrounds and cultures. In addition to the core teaching staff, the school also has specialised educators, including

special education teachers, school counsellors and language specialists.

Primary School Brežice follows the national curriculum of Slovenia. The curriculum covers a broad range of subjects, including mathematics, science, languages (Slovenian and foreign languages), social studies, physical education and the arts. The school places a strong emphasis on developing critical thinking, creativity and problem-solving skills. Extracurricular activities are also a significant part of the school's educational approach, with numerous clubs⁽¹⁾ and activities available, ranging from music and drama to sports and technology.

The school plays a central role in the Brežice community. The school often collaborates with local organisations, cultural institutions and businesses, and foster strong ties with the community. Events such as cultural festivals, sports competitions and community service projects are regularly organised, involving both students and community members.

Why this school as a case study?

Primary School Brežice has been selected as a case study due to its long-term, sustainable, improvements, and inclusive approach in integrating digital technologies and fostering digital literacy among students as well as school staff. For over 20 years, the same headteacher has provided stable

and visionary leadership, significantly contributing to the school's success and continuity through strategic planning and implementation. This long-term leadership has, in this particular context, allowed for consistent growth and adaptation to new educational trends and technologies.

¹ A 'club' refers to an extracurricular group or organisation where students can pursue interests and activities outside of the regular curriculum. These clubs can cover a wide range of topics such as sports, music, drama, technology, debate and more. They provide students with opportunities to develop new skills, socialise with peers, and explore their passions in a structured environment.

The school's leadership team has developed a long-term vision that integrates digital competences as a core component of its educational strategy and quality framework. This integration ensures that digital initiatives are not standalone efforts but are embedded within the school's broader strategic planning, and align with educational goals and sustainability. Digital tools were gradually introduced as a means of upgrading and supporting existing educational practices, however they eventually became central to the foundational philosophy of the school. This step-by-step integration allowed for continuous improvement and refinement of digital strategies.

Primary School Brežice actively collaborates in numerous national and international initiatives, further enhancing its digital education practices. These collaborations bring diverse perspectives and resources, and enrich the school's digital learning environment. Additionally, the school serves as a mentoring institution, sharing its expertise and best practices in digital education with other schools in Slovenia. In recognition of its efforts, Primary School Brežice has received the [Digital Schools Award](#), underscoring its excellence in integrating digital technologies into education.

School leadership team

The leadership team at Primary School Brežice consists of the headteacher, deputy headteacher, a digital coordinator and teachers involved in various ICT-related projects. The team's structure is designed to include representatives from different subject areas and age groups of students, ensuring broad coverage and professional competence.

Anyone can become a member of the leadership team based on their interest or on the recommendation of the school leadership or other teachers already in the team. When selecting new members, their professional competences that can contribute to the team's work are also considered.

Primary School Brežice was among the first in the region to incorporate digital tools and platforms into the learning process. This early adoption has allowed them to refine and enhance their digital integration strategies continually. The curriculum is designed to develop students' digital competences holistically, including technical skills, critical thinking, digital citizenship and ethical use of technology. Emphasis is placed on project-based learning, where students use digital tools to solve real-world problems, which helps them understand the relevance and application of digital skills in various contexts. Ongoing professional development for teachers ensures they are proficient with the latest digital tools and teaching methods to create a supportive environment for both teachers and students to thrive in a digitally enriched learning space.

Primary School Brežice's strategic and sustainable approach to digital education focuses on equity, ensuring that all students, regardless of their socio-economic background, have access to digital learning tools and resources. This commitment to inclusivity is crucial in creating a learning environment where every student can succeed.

Members of the leadership team have the opportunity for additional professional training, especially in areas related to digital competences. Training is conducted within the projects the school is involved in and through educational programmes available in the KATIS catalogue⁽²⁾. Special attention is also given to teachers' initiatives to participate in conferences and educational workshops, where they can present their work or gain new knowledge. Responsibilities within the leadership team are divided according to the tasks performed by individuals, their own interests, and needs in certain situations. Each team member contributes based on their knowledge and strengths, enabling effective functioning and flexibility of the team.

2 The KATIS catalogue, or 'Katalog programov nadaljnega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju', is a comprehensive resource in Slovenia that offers a variety of professional development and training programmes for educators and other professionals working in the field of education. This catalogue includes courses, workshops and seminars that cover a wide range of topics relevant to modern teaching practices, pedagogical strategies, digital competences and other educational innovations.

However, they face challenges regarding the time they can dedicate to their assigned tasks, as they need to balance regular duties, such as teaching, with project obligations.

The digital coordinator plays a crucial role in providing advice and overseeing the integration of ICT in teaching practices. This includes conducting different reviews in terms of what is happening and is available outside of school. The digital coordinator serves as a link between teachers and leadership by being also a teacher with a comprehensive view of the didactic framework in teaching.

The team meets monthly and more frequently if needed. More time is dedicated to planning and evaluation at the beginning and end of the school year. Meetings cover topics such as the introduction

and development of digital competences across all subjects and available training. Decision-making within the team occurs through constructive debates and research on how certain ideas are implemented in other schools or countries, allowing for informed and thoughtful decisions.

Decisions made by the leadership team are communicated in staff meetings and via email. Workshops and briefings are organised and led by the team or the digital coordinator depending on the needs of the teachers and specific projects. External providers are invited if it suits the school's needs, to ensure continuous updates and to improve of the knowledge and skills of all staff members.

Vision-values of the school digital education strategy

Why did the school decide to develop a digital strategy? What is the vision of digital education in the school? What value (impact) does it have to develop a digital strategy for school?

The decision to develop a digital strategy at the school was driven by the Raising Digital Competences ([Dvig digitalne kompetentnosti](#)) national project initiative. Without this project, the strategy document 'might not even have been created,' as the headteacher said. The school's philosophy, or at least one part of it, is 'digital' that at the same time emphasises the integration of screens and physical activity, by balancing both elements despite their opposing natures. Achievements such as the [Digital School Award](#) and the influence of projects like [Innovative Pedagogy 1:1](#) and [Raising Digital Competences](#) have also fostered a distributed leadership approach that encourages collaboration and support among teachers. This established system ensures that teachers know whom to approach for help, and demonstrates a solid foundation in digital literacy that allows staff to move forward confidently.

The [official documentation of the digital strategy](#) highlights the innovative efforts already in place, supported by digital coordinators and the school leadership. The school's equipment and the continuous training provided to teachers ensure they

remain confident and capable of imparting desired skills to students. Regular and comprehensive training sessions, both internal and external, are conducted to keep pace with technological advancements, emphasising practical application in the classroom rather than mere technical usage. This approach aligns with the SAMR model (Puentedura 2006) and pedagogical wheel (Carrington 2015), and ensures that technology integration enhances the learning experience meaningfully.

Workshops, whether conducted internally or by external providers, contribute to this innovative environment. Projects and individual mentoring further support this effort, with the school acting as a mentor to others involved in the [Innovative Pedagogy 5.0](#) initiative/project. The focus remains on didactics rather than just technical aspects, ensuring students understand the purpose behind using technology rather than seeing it as mere entertainment. The strategy provides a structured approach, highlighting the importance of planning for equipment maintenance and securing funding, despite some frustrations with state responsiveness and funding alignment with actual needs.

The vision of education at the school combines innovation and physical activity. This dual focus is integral to the school's approach. While computers were once a motivational tool, the emphasis has now shifted to content. The school has a

long history of digital initiatives, being the first to digitalise their library in 2005. This vision aims to create an environment that fosters excellence across all operations by leveraging information and communication technology (ICT) to develop 21st-century skills. The digital strategy's development has significantly impacted the school by enhancing teaching quality, promoting innovative pedagogical practices and ensuring all learners are equally included in digital learning. The strategy document has also allowed for a structured reflection on past achievements and future directions.

How did the preparation (practical steps) of the digital strategy work?

- ▣ The preparation of the digital strategy took place in several steps. In the spring of 2022 and again in spring 2023, an analysis of the situation was carried out using the SELFIE questionnaire, which included all professionals and certain grades (5th and 7th) of pupils. The strategy was built on existing European and national guidelines such as the Digital Competence Framework for Citizens (DigComp) ⁽³⁾ and the European Digital Competence Framework for Educators (DigCompEdu) ⁽⁴⁾. The school leadership initiated the process, and involved teachers, administrative staff and pupils in the strategy's preparation. Teachers contributed their views and suggestions, forming a learning community. They developed a training plan for teachers, a systematic overview, a digital toolbox, and set up regular workshops and meetings to exchange good practices.
- ▣ The digital coordinator's team considers the needs for effective teaching, and evaluates the available equipment and whether it can be procured. This involves organising work, considering the timing (when, where, who), and planning special content days. Individuals look beyond the immediate environment, and teachers review and refine the plans. The leadership, the digital coordinator, teachers involved in ICT-related projects, and teachers

who are interested are included in the process. Head of subject departments/units (vodje aktivov) serve as the link and present updates, align with the strategy and assign tasks, ensuring everyone knows each other's roles. Direct presentations to parents are not typically conducted.

- ▣ According to the digital coordinator and the headteacher, the responses to the introduction of the digital strategy were positive. Teachers were motivated to acquire new skills, students showed interest in using digital tools and parents supported efforts to improve their children's digital literacy.

What are the main objectives of the digital strategy and why?

The strategy aims to ensure students become literate in using digital technologies and computers and collaborate with teachers to effectively utilise the tools and applications. It also includes monitoring the available equipment and its condition in alignment with the school's general vision and making necessary adjustments as needed.

The objectives of the digital strategy, based on the analysis, include creating a comprehensive plan tailored to the project's needs, supported by the SELFIE analysis. This involves conducting training sessions based on the results of the analysis, forming informal smaller groups to evaluate what works and what doesn't, reflecting on successes and failures and engaging in professional discussions.

How is the digital strategy implemented at school and does it ensure/encourage all employees are involved?

The digital strategy is implemented through a comprehensive approach that involves various stakeholders within the school community. Teachers regularly attend training and workshops to develop their digital competences which are essential for effectively integrating information and communication technology (ICT) into their teaching practices. These professional development

3 https://joint-research-centre.ec.europa.eu/scientific-activities-z/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp_en

4 https://joint-research-centre.ec.europa.eu/digcompedu_en

opportunities also provide a platform for teachers to exchange good practices and expand their digital skills, thereby fostering a collaborative learning community.

The headteacher plays a crucial role in this process by supporting teachers in introducing new ways of teaching using ICT. This support is complemented by a structured overview of the digital competences that learners are expected to acquire from grades 1 to 9, along with ongoing monitoring of their progress. The practical application of new content is mandatory, as exemplified by initiatives/projects like Digi-sustainable teacher (*Digitrajni učitelj*), which require teachers to test and reflect on their practices.

Inter-school collaboration and active participation in conferences are encouraged, allowing teachers to study, implement and share their own practices. This

Focus and aims

The vision of digital education at the school combines innovation and physical activity. This dual focus is integral to the school's approach. While computers were once a motivational tool, the emphasis has now shifted to content. This vision aims to create an environment that fosters excellence across all operations and leverage information and communication technology (ICT) to develop 21st-century skills.

To successfully enhance the digital competence of all participants, the school has implemented several initiatives. A learning community of teachers has been established to exchange best practices, expand skills in specific tools and applications, and participate in thematic pedagogical conferences.

collaboration helps address common challenges and find solutions, fostering a sense of professional learning community among educators. Those who are less engaged are gradually encouraged to participate through small, manageable steps, to ensure that everyone is included in the digital transformation. Students also communicate with each other, face learning challenges and embrace new initiatives, which presents an ongoing challenge for teachers to meet students' evolving needs and knowledge demands.

The strategy emphasises the importance of teacher-led initiatives and the influence of active staff members, while recognising that some may follow more slowly. This approach balances encouragement with the inherent 'pressure' of meeting the digital literacy needs of students.

School staff are informed about external training opportunities, encouraged to attend, and supported in planning their own digital competence development. A systematic overview and set of expected competences for students from grades 1 to 9 have been developed to ensure these skills are progressively built upon across all subjects. Additionally, a comprehensive set of tools has been created and is continuously updated for students to master at various stages of their education.

The headteacher and the digital coordinator both emphasise the importance of balancing dualities such as physical activity and digital engagement, as well as content and screen time.



Infrastructure and funding

According to the headteacher and the digital coordinator, the school's equipment is of high quality. The infrastructure, according to the digital strategy, was acquired through past European Social Fund projects, ERASMUS+ funds, basic funds, sponsorships, donations and various national grants, including a connection to the Arnes⁽⁵⁾ optical network and membership of the EDUROAM educational network federation. The school has two computer classrooms with 15 and 16 computers respectively, and tablets available for classroom use. Each classroom is equipped with a projector connection, and some have interactive whiteboards or interactive displays. There are also two mobile interactive displays available. Every teacher has a laptop for their work, and all staff and students have Authentication and Authorisation

Infrastructure (AAI) accounts (digital identity) and access to Office365 services. Equipment purchases follow the calls for proposals from the Ministry of Education and Arnes. Additional resources include tablets for teachers, some graphic tablets, KUBO robotics kits, Lego Mindstorms kits, Lego Spike kits, micro:bits, the KOBI reading application and an ActiveFloor in one classroom.

The digital coordinator mainly informs and encourages the use of these resources, and fosters collaboration among staff by sharing her knowledge and interests. Communication is maintained through a mailing list and regular discussions. The funding for this infrastructure and its maintenance comes from various sources, ensuring that both teachers and students are well-supported in using these technologies.

Role of AI and other emerging technologies

AI has so far not yet been systematically addressed. According to the digital coordinator, currently about 30% of teachers use AI including automatic translations, video subtitles, text-to-speech, transcriptions, reading, photo creation, idea generation, task creation, time-saving measures, and when addressing technical difficulties.

Considerations for the use of AI in the future need to be focused on AI training and teacher participation. The school has so far conducted some workshops on using AI tools, such as ChatGPT. Looking ahead, plans are to offer new refresher courses and workshops to both teachers and students to emphasise the integration of AI.

Added value and impact

The digital strategy's development has impacted the school by enhancing teaching quality, promoting innovative pedagogical practices and ensuring all learners are equally included in digital learning. The strategy document has also allowed for a structured reflection on past achievements and future directions.

The digital coordinator emphasises the value of the digital strategy, highlighting that it provides a clear structure and operating system for all staff and, importantly, any newcomers. This structure ensures also that nothing is taken for granted, such as the alignment of equipment with the school's strategy and vision. The headteacher adds that having the strategy documented is beneficial because of

changes in staff, and it's useful to have a reference. It also allows them to see the progress made and build upon it without needing constant updates.

How successfully has the strategy been implemented – how does the school leadership know (real-time monitoring, ways, data) and what are some concrete examples? What has concretely changed with the introduction/introduction of the digital strategy for teachers and, above all, for pupils?

The success of the digital strategy is constantly evaluated through real-time monitoring and data analysis using the SELFIE questionnaire and other

5 The Academic and Research Network of Slovenia (ARNES) is a public institute that provides network services to research, educational and cultural organisations, and enables them to establish connections and cooperation with each other and with related organisations abroad.

evaluation tools. Teachers regularly use digital tools in their teaching and create digital content, which enhances the learning experience and improves the digital competences of learners. Students actively engage with ICT for learning, which results in a noticeable improvement in their digital skills. Teachers are also experimenting with new teaching methods, and are increasing the quality and interactivity of their classes.

Evaluating the long-term impact of the strategy is essential, as immediate results are not always visible. According to the digital coordinator, the documentation shows the strategy's success,

Challenges

According to the headteacher and the digital coordinator, the development and implementation of a digital education strategy in school faces several challenges, among them for instance motivating staff and involving parents in discussions about the strategy. Teachers still need to find ways to use screens effectively for educational purposes, which emphasises the proper use of interactive tools and teaching themselves self-regulation and time management. Safety is a significant concern, with closed groups' activities remaining unknown and a lack of institutions to support and provide tools to address severe addiction problems. It is also essential to keep up with technological developments, address gender differences, and connect with the industry to stay current with changes. Integrating technology to solve everyday life problems is another important task as well as a challenge.

Sustainability and improvement of strategy

The digital coordinator takes on more responsibility due to the nature of the position, personal interest and their expertise. By attending various training sessions, teachers gain knowledge and insights of best practices. Encouraging responsibility is a collective effort, with no single formal initiator—anyone with an idea is encouraged to share it. This fosters collaborative leadership, mutual trust and peer observation.

Digital practices are part of the school's philosophy. Leadership is distributed, with the headteacher actively involved in all aspects. Targeted training,

particularly when reflected in the readiness and commitment of teachers who actively engage with the digital tools and methods. While the sustainability of projects can sometimes be overlooked, the school's structured approach ensures that students benefit from systematically integrated digital competences across all subjects. This comprehensive effort means that everyone contributes a bit, resulting in a holistic set of skills for the students. The preparation for future curricula changes, including cross-curricular digital competences, positions students advantageously within a well-organised educational framework.

Additionally, time management is, as mentioned during the interviews, a significant challenge, along with current and presumably future staffing issues, as maintaining employee motivation in education is necessary. Generational diversity among employees brings different values and perspectives, and can affect work dynamics. Students often see technology as a source of entertainment, while the goal is to empower them to use it for educational purposes. Understanding both the concept of work for young people who are not in school in the afternoons and the lack of skills among new teachers graduating from universities further challenge the situation.

Encouraging self-initiative and in-depth subject knowledge is essential for successfully implementing the digital strategy, as headteacher highlighted.

often based on SELFIE analysis, ensures continuous staff engagement. Small operational groups facilitate the exchange of opinions, best practices and challenges through professional discussions, collaboration and mentorship, with subject teams acting as think tanks.

National collaborative projects are, according to the headteacher very valuable in leading to constant activation and progress driven by personal interest. Feedback and new ideas are in this way continually generated, which fosters a dynamic and innovative environment.

The digital strategy is reviewed regularly through structured feedback mechanisms, including surveys, focus groups and performance evaluations. These reviews are conducted periodically, typically at the end of school year, to ensure the strategy remains effective and relevant. The continuous collection of data and feedback from teachers, students and parents allows for ongoing improvements and adaptations. This systematic approach to reviewing the strategy ensures that it evolves in response to the needs and experiences of the school community.

What are the plans for the future development of digital education in the school for the next 2-3 years?

Future development plans, according to the headteacher and the digital coordinator, emphasise advanced training for both teachers and students to continue developing their competences. This includes introducing new digital tools and technologies to enhance pedagogical and didactic aspects of teaching. Effective use of digital communication channels will be prioritised to better engage parents and communities, thereby fostering stronger external collaborations.

The competences of teachers will need to be addressed continuously, with a focus on pedagogy and didactics. Future challenges include the integration of robotics, which will present both time and financial challenges, and collaboration with companies, ensuring mutual learning. New devices and technologies, such as chat tools, require detailed introduction and appropriate usage training. There will be a refresher/follow-up course for new staff. Teachers are being educated about OrKa, and new workshops for both teachers and students are being planned. The incorporation of artificial intelligence is also anticipated.

The case study complements the European Schoolnet's publication 'School strategies for fostering students' digital competences. Guidelines for school leaders'.

Find the publication and other case studies at fcl.eun.org/icwg



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