



## Erasmus +: Digital Inclusion

# Digital Inclusion Transforming and Internationalizing Schools through Technology

## Good practices collection

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### Aim of the project:

To extend and develop educators' competencies, including their digital skills and knowledge of ICT tools, to create an inclusive classroom climate.

### Aim of the collection of good practices:

To share the different good practices to improve the academic results and motivation in our pupils.

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**Annex 1:**  
Reporting practices template

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**e-Schools: establishing a system for developing  
digitally-mature schools (Croatia)**

<b>Good practice description</b>	<p>e-Schools is building capacity in primary and secondary education in Croatia to prepare pupils for the labour market, further education and lifelong learning. The programme is divided into two phases: a pilot project from 2015-2018 in 10% of the country's schools, followed by full implementation from 2019-2022, subject to the results of the pilot.</p> <p>The 'digital maturity' of schools is a concept that is gaining greater significance in education as technology becomes increasingly important. The use of ICT is now planned and implemented by individual schools, in accordance with local and state policies. Digitally-mature schools have a systematised approach to ICT use in school planning and management, as well as in their educational and business processes. Such schools operate in a supportive environment, with sufficient financial resources and adequate ICT equipment for classrooms, laboratories, employees and students. Digitally-mature schools take a systematic approach to developing the digital competences of staff and students</p>
<b>Level</b>	National
<b>School subjects it deals with</b>	STEM subjects
<b>Country</b>	Croatia
<b>Name of the Institution (organisation)</b>	<p>Croatian Academic and Research Network - CARNet Ministry of Science and Education</p> <p>The pilot phase was implemented in 151 elementary and high schools in Croatia, involving over 7 000 teachers and more than 23 000 pupils.</p>



<b>Type of institution involved and main functions</b>	The Agency for Vocational Education and Training and Adult Education (AVETAE) The Education and Teacher Training Agency (ETTA) Faculty of Organization and Informatics (FOI) 151 selected schools for the three years of the pilot project
<b>Involved target group</b>	<b>(Institutional local, regional level</b> - managers, heads of departments, teachers/trainers/researchers, technical and administrative staff, students) <b>national level</b> - elementary and high schools in Croatia, policy makers, national umbrella organizations, research and ICT centres)
<b>Main challenges key success enabling factors</b>	ERDF funding equipped the participating schools with the latest ICT equipment, such as interactive and presentation classrooms, over 1 200 hybrid computers for STEM teachers, over 10 000 tablet computers for students and teachers, and over 1 000 computers for school staff, as well as the necessary WLAN infrastructure in school buildings. ESF funding enabled the e-Schools pilot to develop digital education content, including: <ul style="list-style-type: none"><li>• e-content for 16 different STEM subjects with over 100 different modules; and</li><li>• 240 teaching scenarios and 72 digital book reports</li></ul> It also helped deliver 1 900 workshops, e-classes and webinars to build the capacity of headteachers, teachers, support staff and school administrators to implement ICT in schools.



<b>Lessons Learnt and Recommendations</b>	<ul style="list-style-type: none"><li>- The pilot phase shows that, although extremely challenging, it is possible to combine ESF and ERDF interventions to achieve coherent and cost-beneficial investments in education. A coordinated implementation of infrastructure and education is indispensable to ensure that the foundation of education remains the teacher, and the primary focus remains the student. ICT infrastructure and equipment will be discarded unless teachers and other school staff are equipped with the skills to use it and are prepared for new technologies, services and teaching approaches;</li><li>- The creation of digitally-mature schools means continually investing in digital skills training for teachers, from their initial training, through on-the-job professional training, to personal support in the local community and from state authorities;</li><li>- Purposeful use of technology in education should be in line with current and future social changes. It encourages students to actively participate in the learning process, unlike traditional teaching. It also facilitates critical thinking, problem solving and collaboration, makes information more accessible, improves content visualisation, and can be more easily adapted to students' individual needs.</li></ul>
<b>Tool / tools used for self-evaluation</b>	The pilot phase was implemented in 151 elementary and high schools in Croatia, involving over 7 000 teachers and more than 23 000 pupils.
<b>Visual elements</b>	<a href="https://pilot.e-skole.hr/en/">https://pilot.e-skole.hr/en/</a>