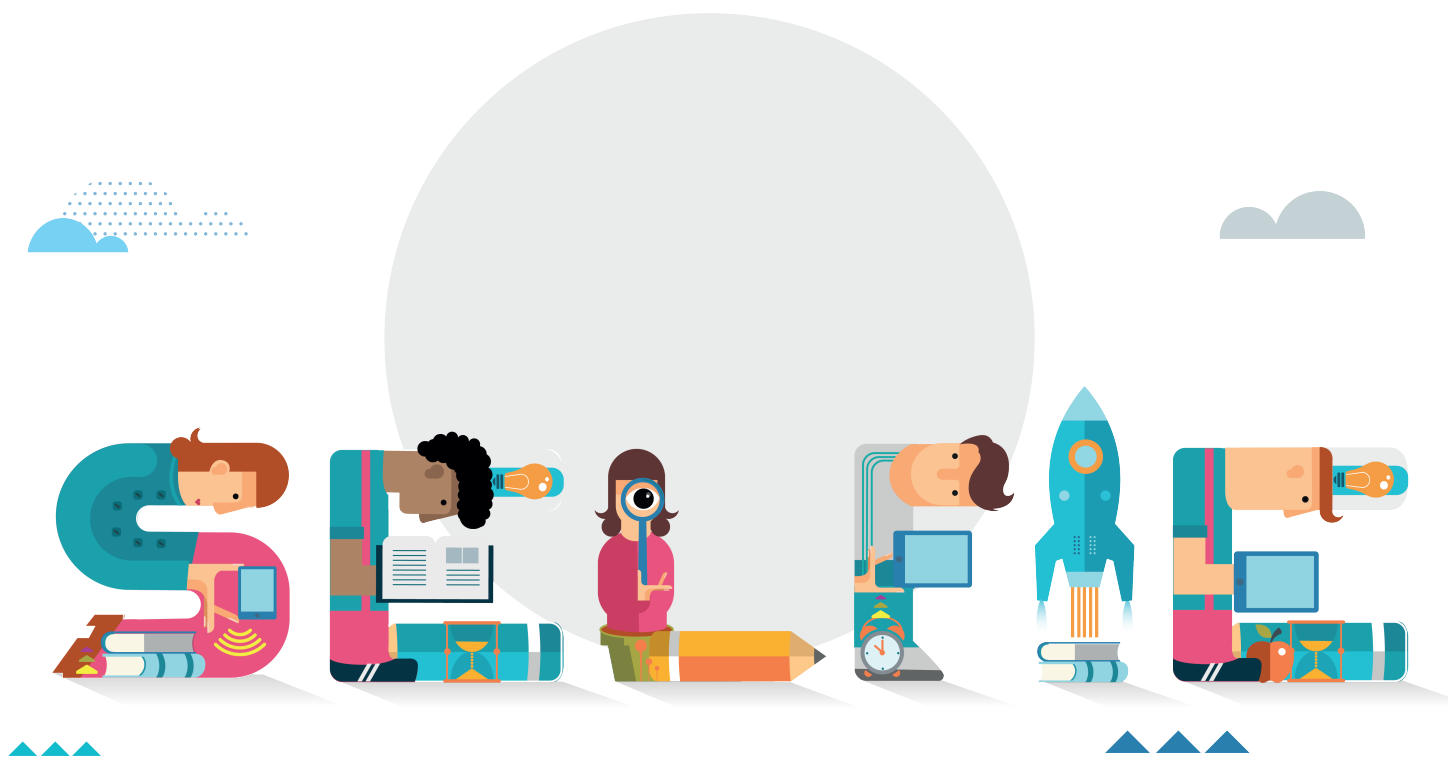




European
Commission



SELFIE SCHOOL REPORT

Druga srednja škola Beli Manastir

Upper secondary vocational level

SELFIE 2025-2026, session 3

How to use the results

The SELFIE school report brings together and compares views of your school leaders, teachers and students. Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand currently in relation to strategy and practice in the use of digital technologies for teaching and learning. The results from SELFIE can help start a dialogue within your school community. It can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

- Low ratings
- High ratings
- Significant differences in ratings between user groups

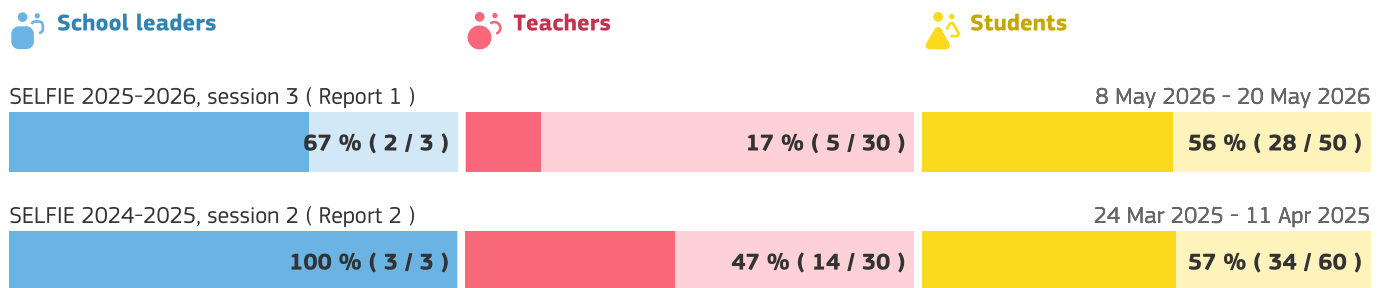
Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

If you need to refer back to the questions and statements in each of the areas please see the Customise your questionnaires section on the SELFIE dashboard where you can download the full list of questions.

This report compares the results from your school from "SELFIE 2025-2026, session 3" (report 1) with "SELFIE 2024-2025, session 2" (report 2).

Completion rates

In this self-reflection exercise the participation of school leaders, teachers and students was as follows.



Profiles

The profiles presented in this report are the following:

- School leaders
- Teachers
- Students

Comparison key

- The result has increased compared to report 2
- The result has decreased compared to report 2
- The result is the same as in report 2
- The comparison is not possible

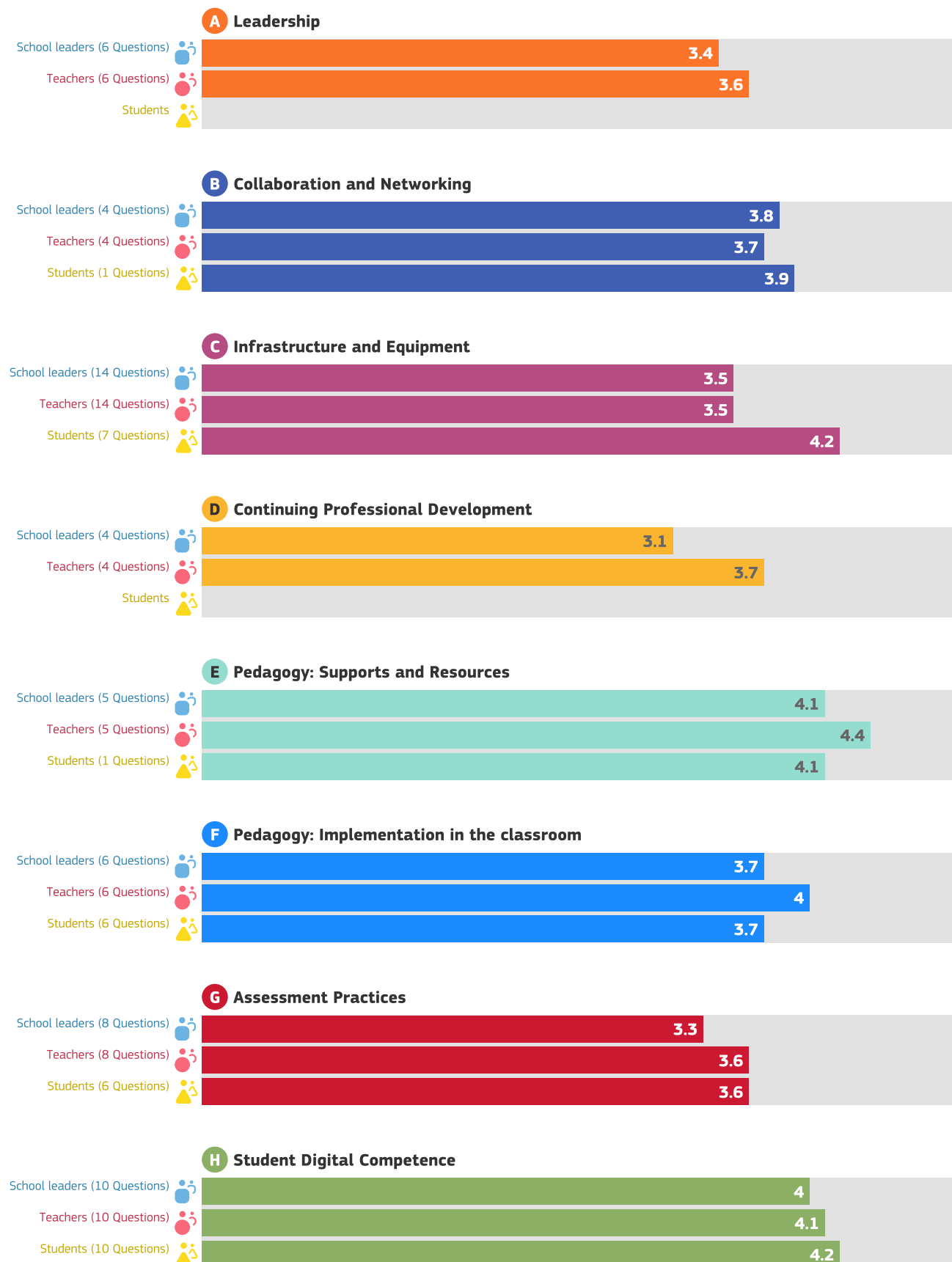
SELFIE areas - School

In this section, results only from the VET institution context are shown.

School leaders, teachers and learners provide their perspectives on how digital technologies are used at the VET institution.

Overview of areas

Average responses for each group (school leaders, teachers and students) for each of the 8 areas.



Results per area

Average responses for each statement/question. The comparison arrows show if the results have increased or decreased.

For more detailed results please consult the online report.

A. Leadership

B. Collaboration and Networking

C. Infrastructure and Equipment

D. Continuing Professional Development

E. Pedagogy: Supports and Resources

F. Pedagogy: Implementation in the classroom

G. Assessment Practices

H. Student Digital Competence

A. Leadership

Questions in this area relate to the role of leadership in the school-wide integration of digital technologies for teaching and learning.

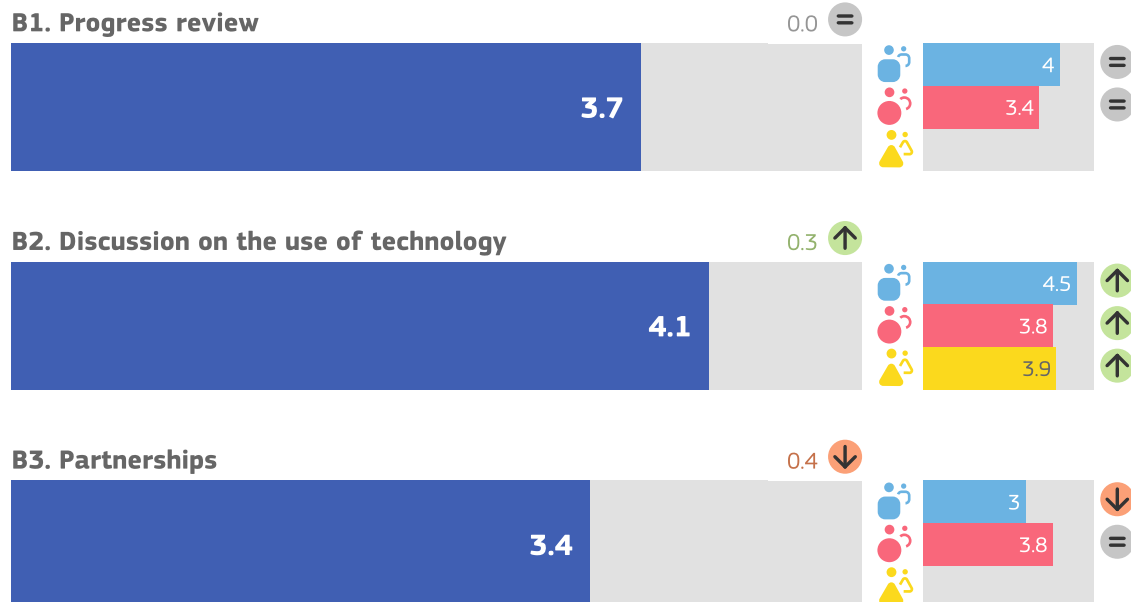


Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- A4. Time to explore digital teaching
- A5. Copyright and licensing rules

B. Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

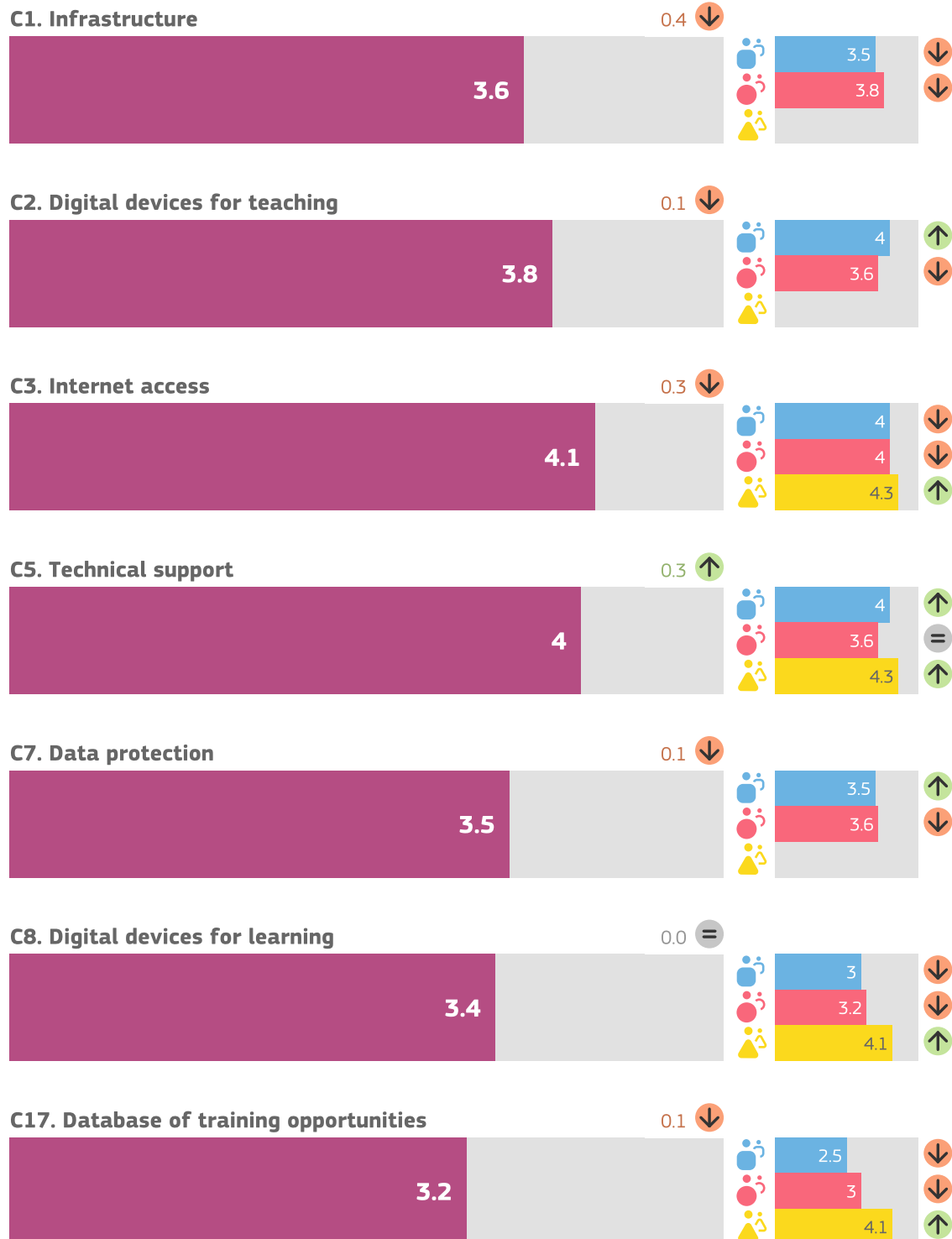


Your SELFIE school coordinator chose not to include the following optional questions in the survey:

B4. Synergies for Blended Learning

C. Infrastructure and Equipment

Questions in this area relate to infrastructure (eg equipment, software, internet connection). Having adequate, reliable and secure infrastructure can enable and facilitate innovative teaching, learning and assessment practices.

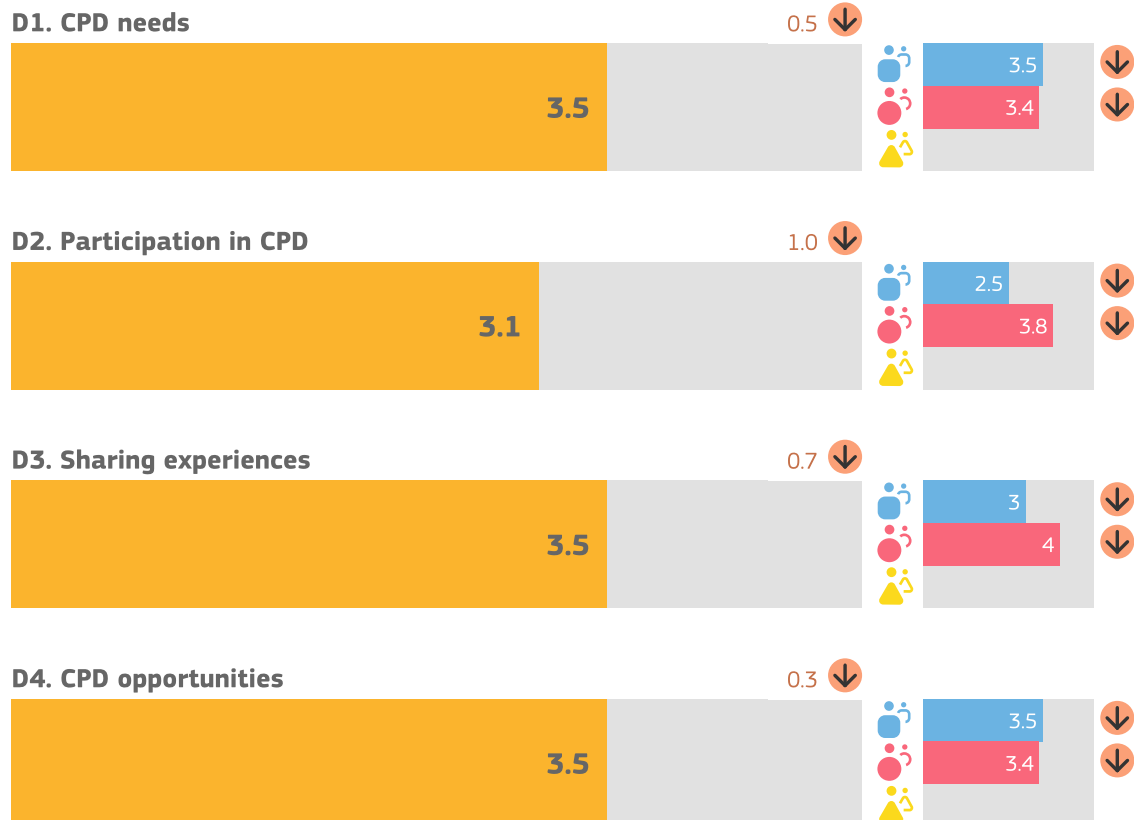


Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- C10. Devices for students
- C11. Digital divide: measures to identify challenges
- C12. Digital divide: support to address challenges
- C13. Bring your own device
- C14. Physical spaces
- C15. Assistive technologies
- C16. Online libraries/repositories

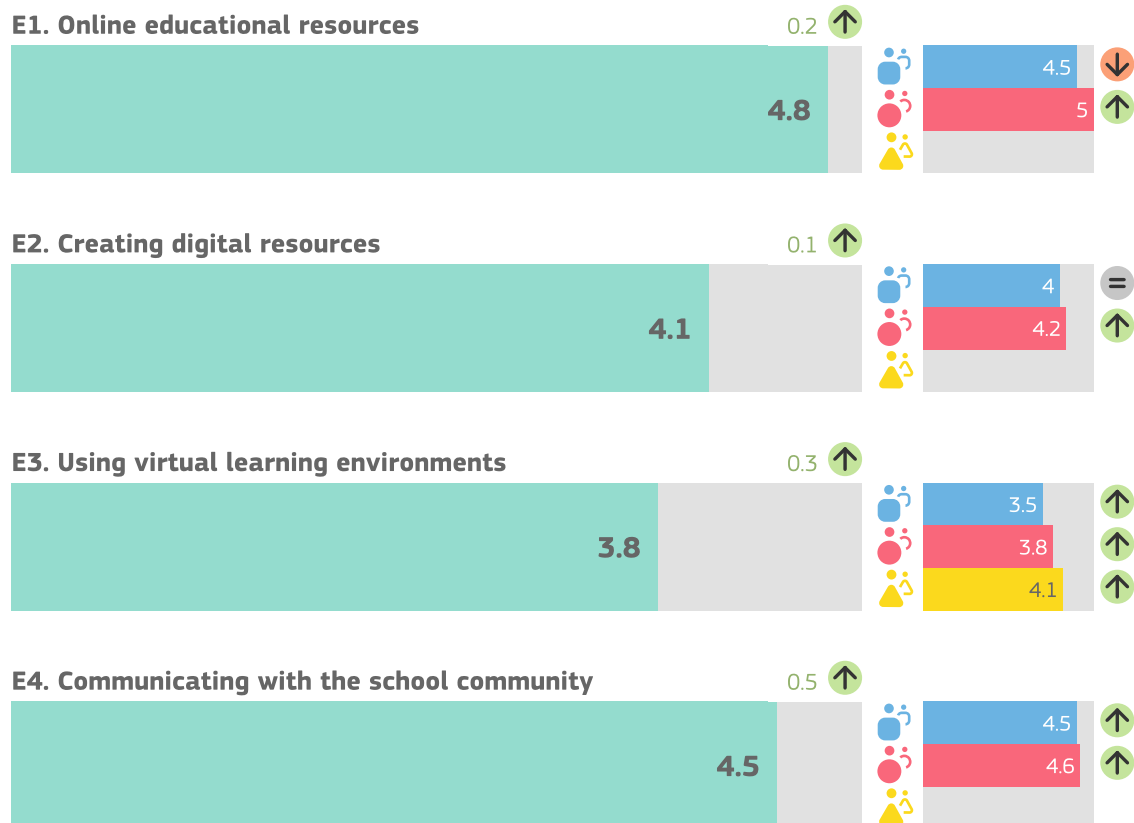
D. Continuing Professional Development

Questions in this area relate to how the school supports the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies for better learning outcomes.



E. Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

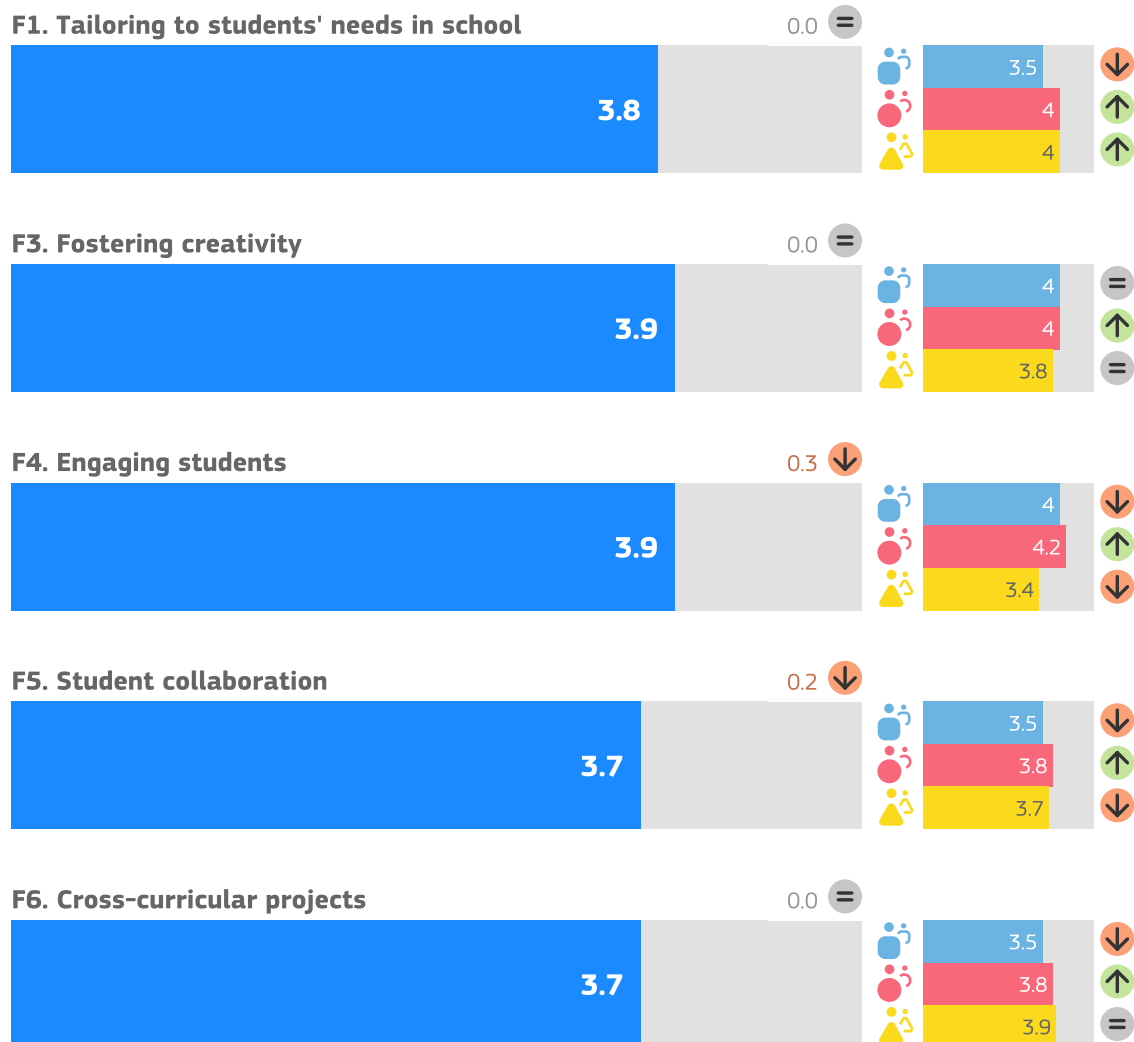


Your SELFIE school coordinator chose not to include the following optional questions in the survey:

E5. Open educational resources

F. Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

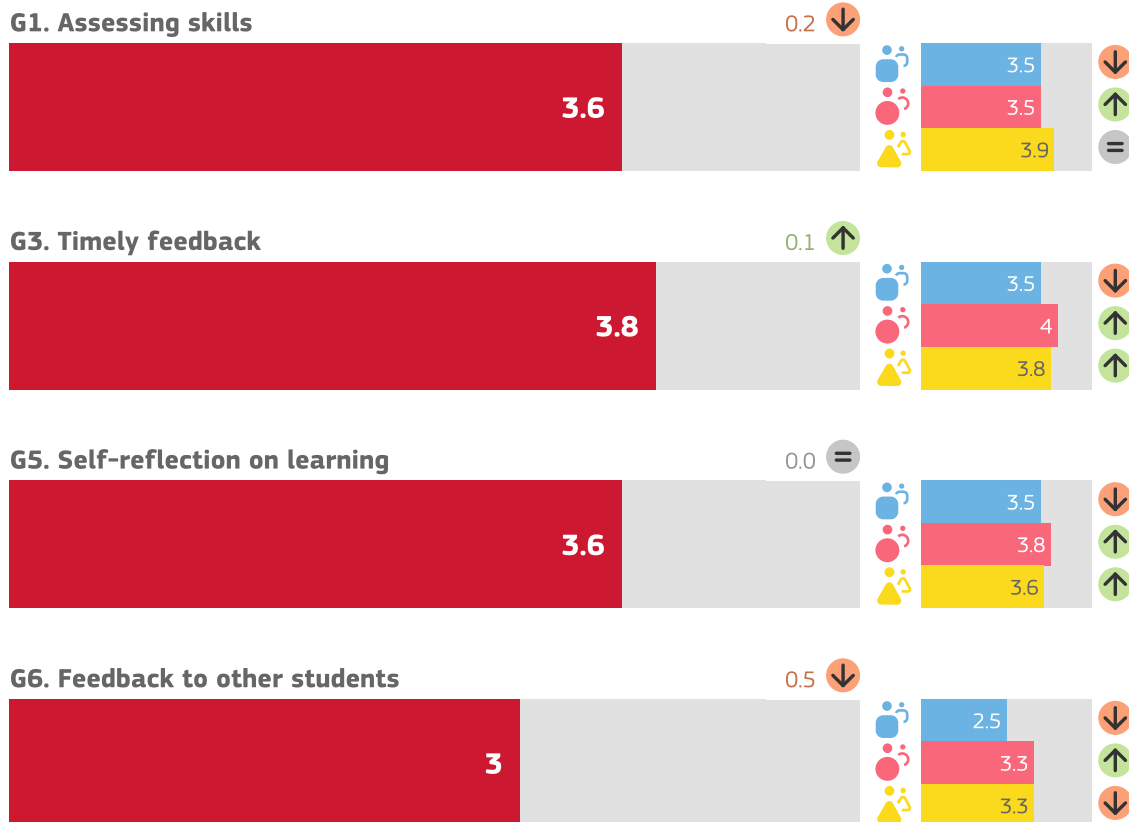


Your SELFIE school coordinator chose not to include the following optional questions in the survey:

F8. Career guidance

G. Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

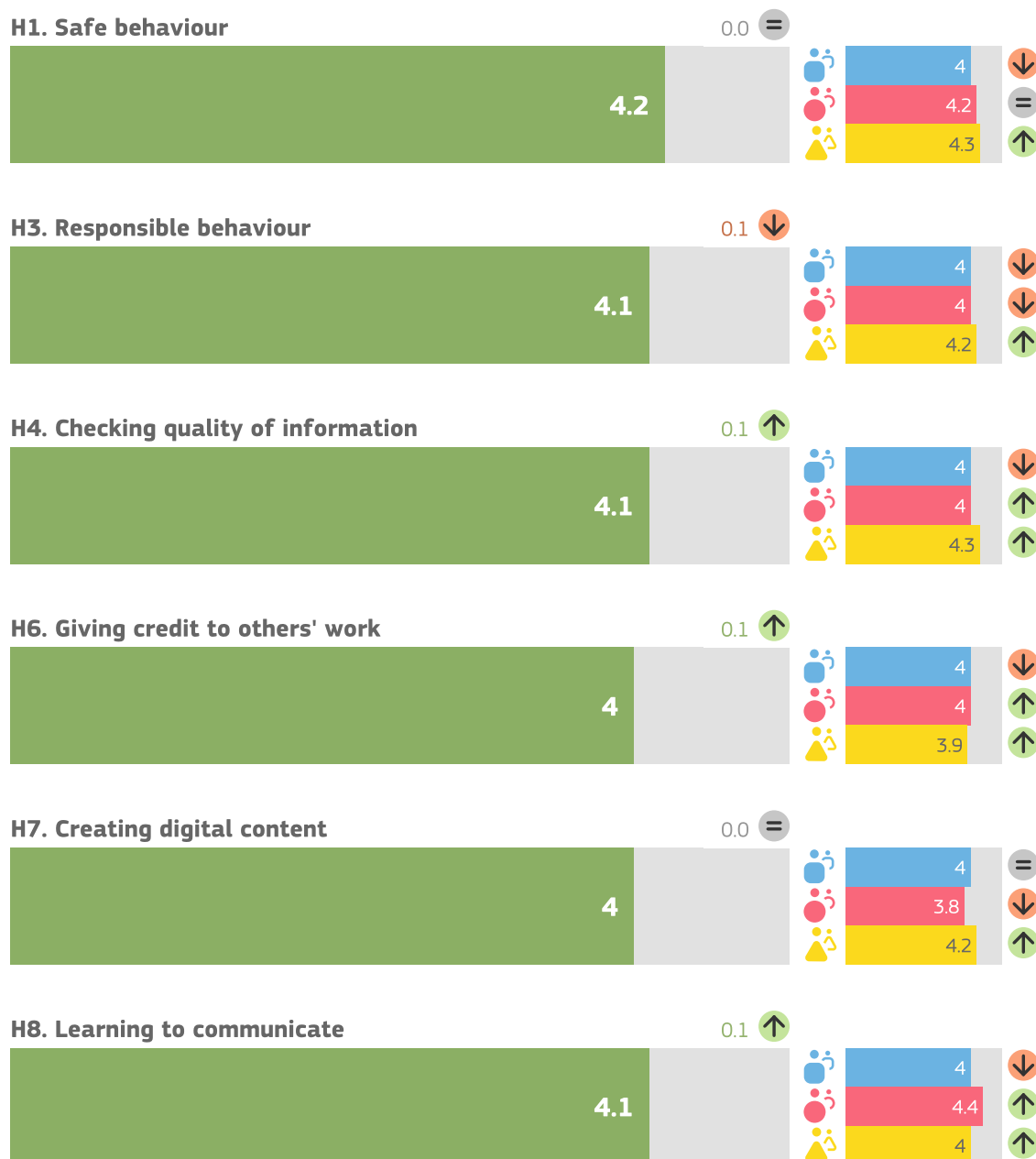


Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- G7. Digital assessment
- G8. Documenting learning
- G9. Using data to improve learning
- G10. Valuing skills developed outside school

H. Student Digital Competence

Questions in this area relate to the skills, knowledge and attitudes students need to use technologies in confident, creative and critical ways.



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- H10. Digital skills across subjects
- H11. Learning coding or programming
- H13. Solving technical problems
- H15. Skills for vocational qualification



OTHER AREAS:

Further information on technology use at your VET institution.

Factors inhibiting the use of technology

Negative factors for blended learning

Positive factors for blended learning

Usefulness of CPD activity

Confidence in using technology

Percentage of time

Adoption of technology

Use of technology

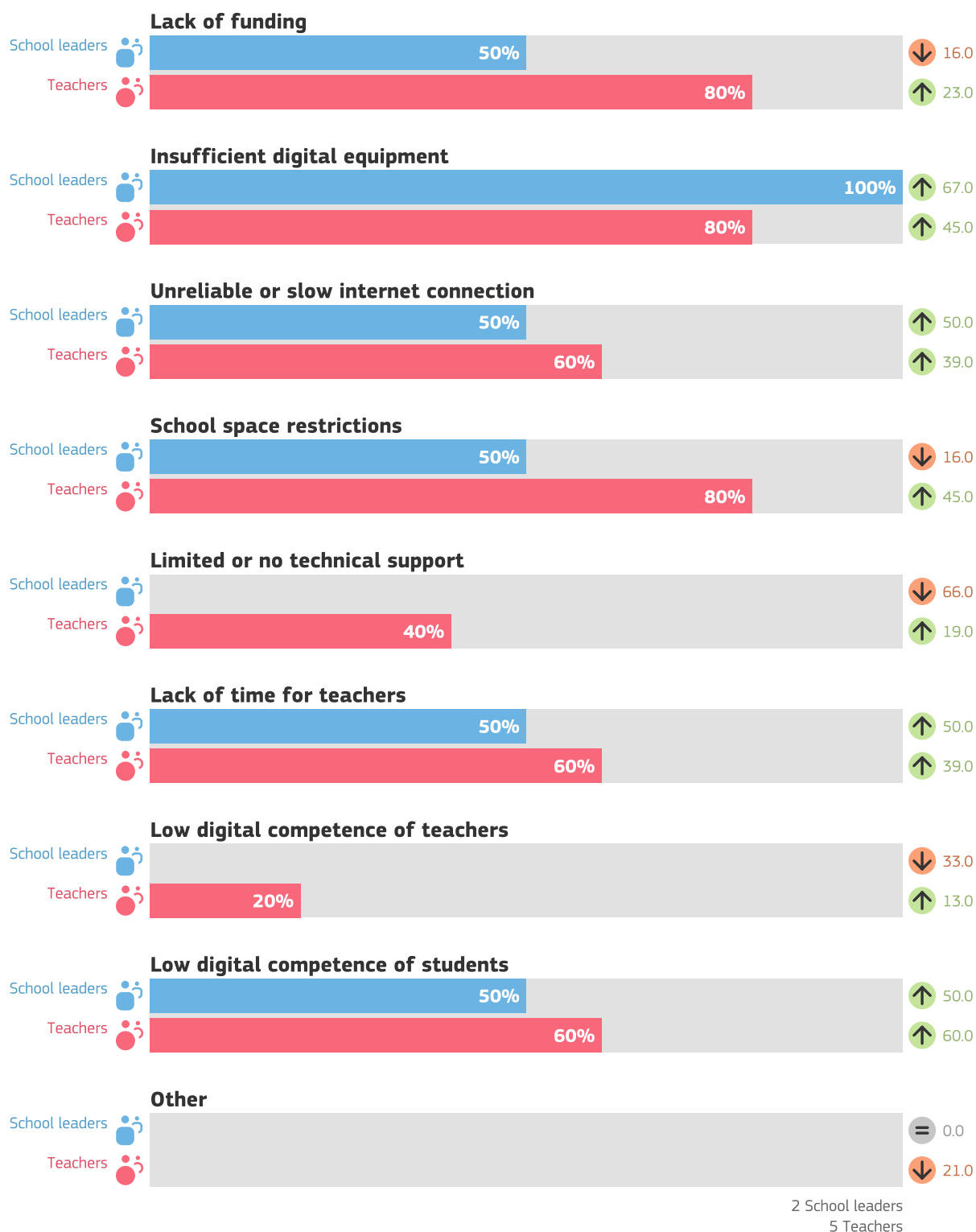
Student access to devices outside school

Student technical knowledge

Factors inhibiting the use of technology

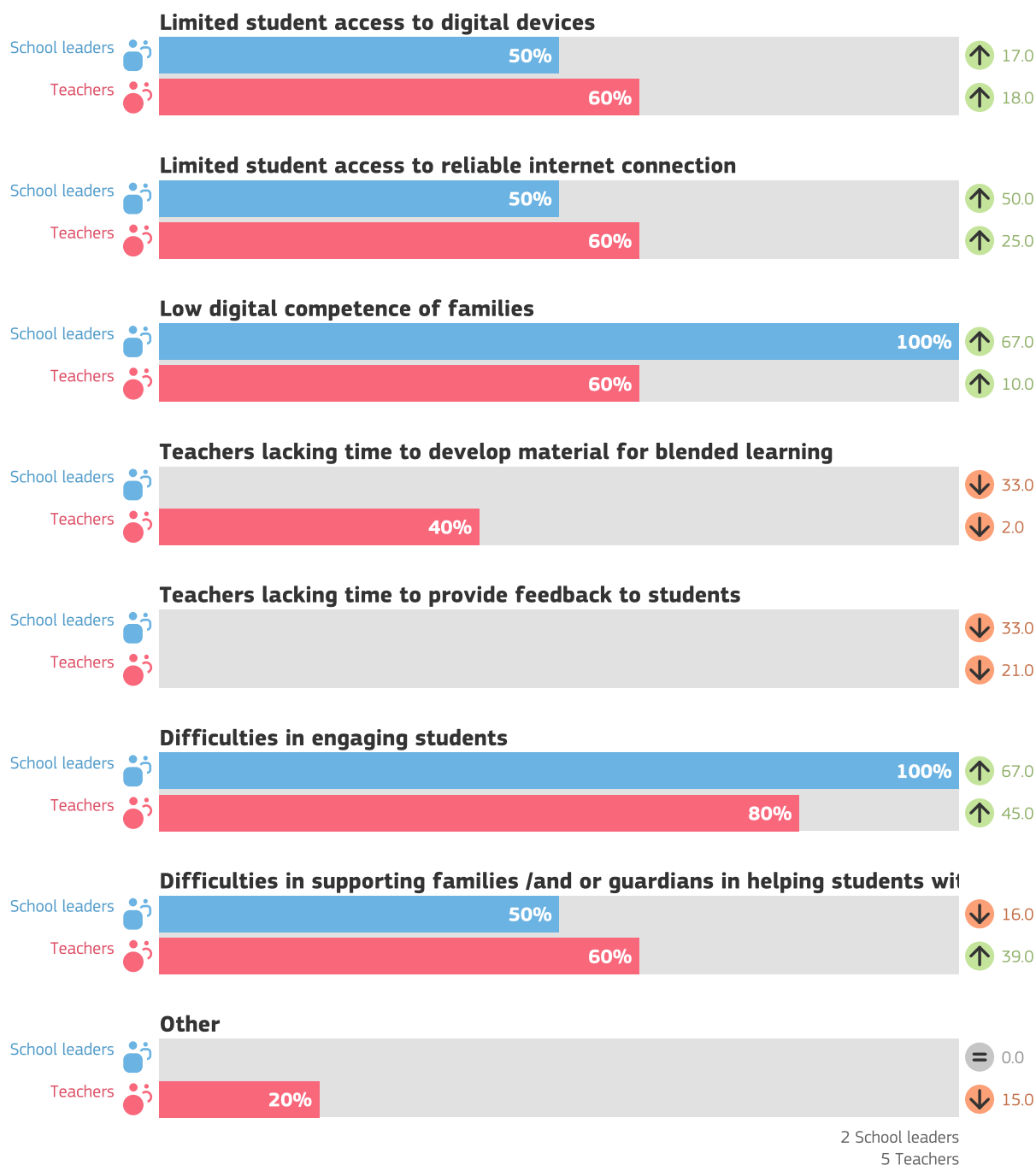
Is teaching and learning with digital technologies in your school negatively affected by the following factors?

The comparison arrows show if the results have increased or decreased.



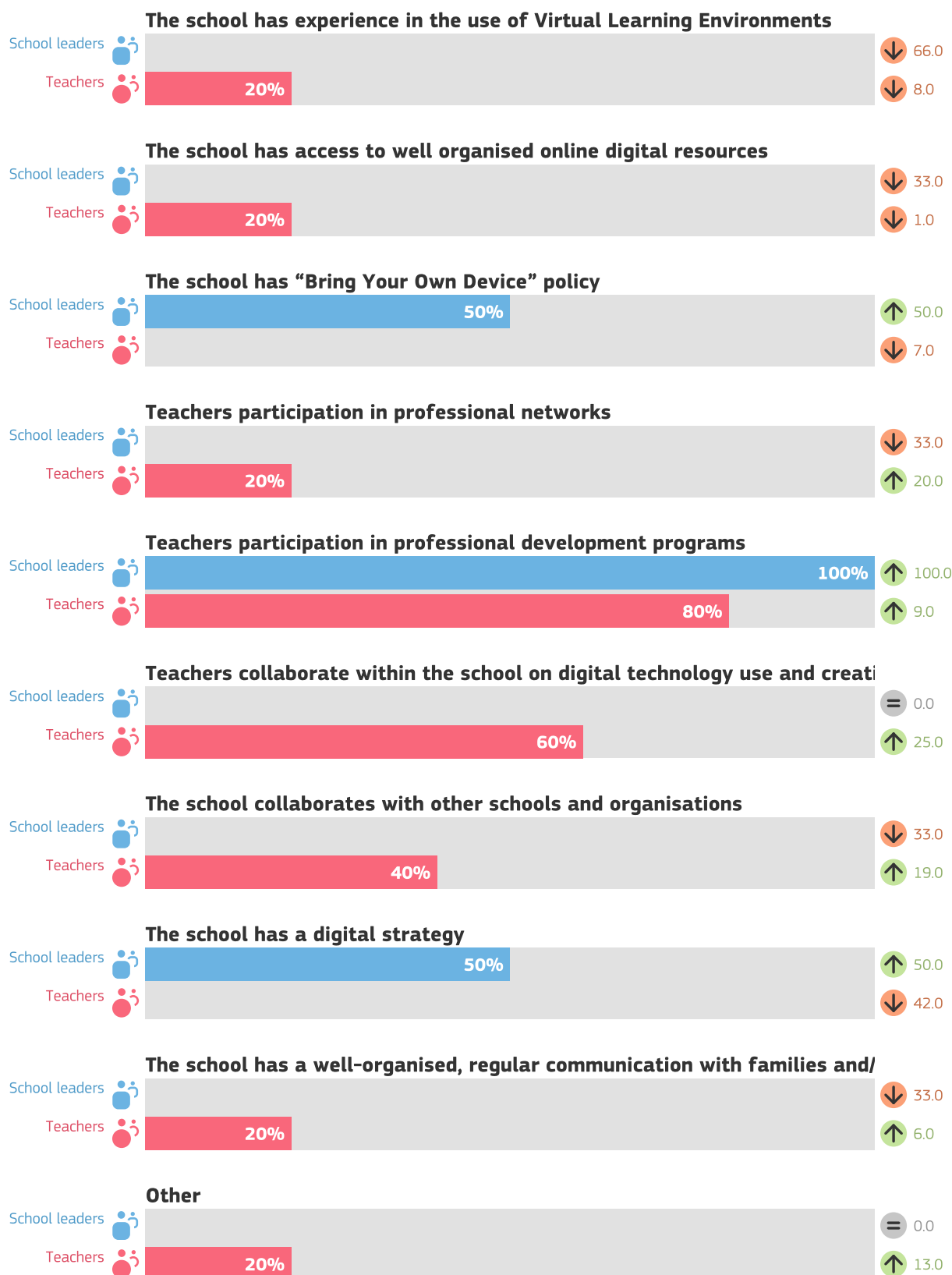
Negative factors for blended learning

Is blended learning negatively affected by the following factors?
The comparison arrows show if the results have increased or decreased.



Positive factors for blended learning

Is blended learning affected positively by any of the following factors?
The comparison arrows show if the results have increased or decreased.



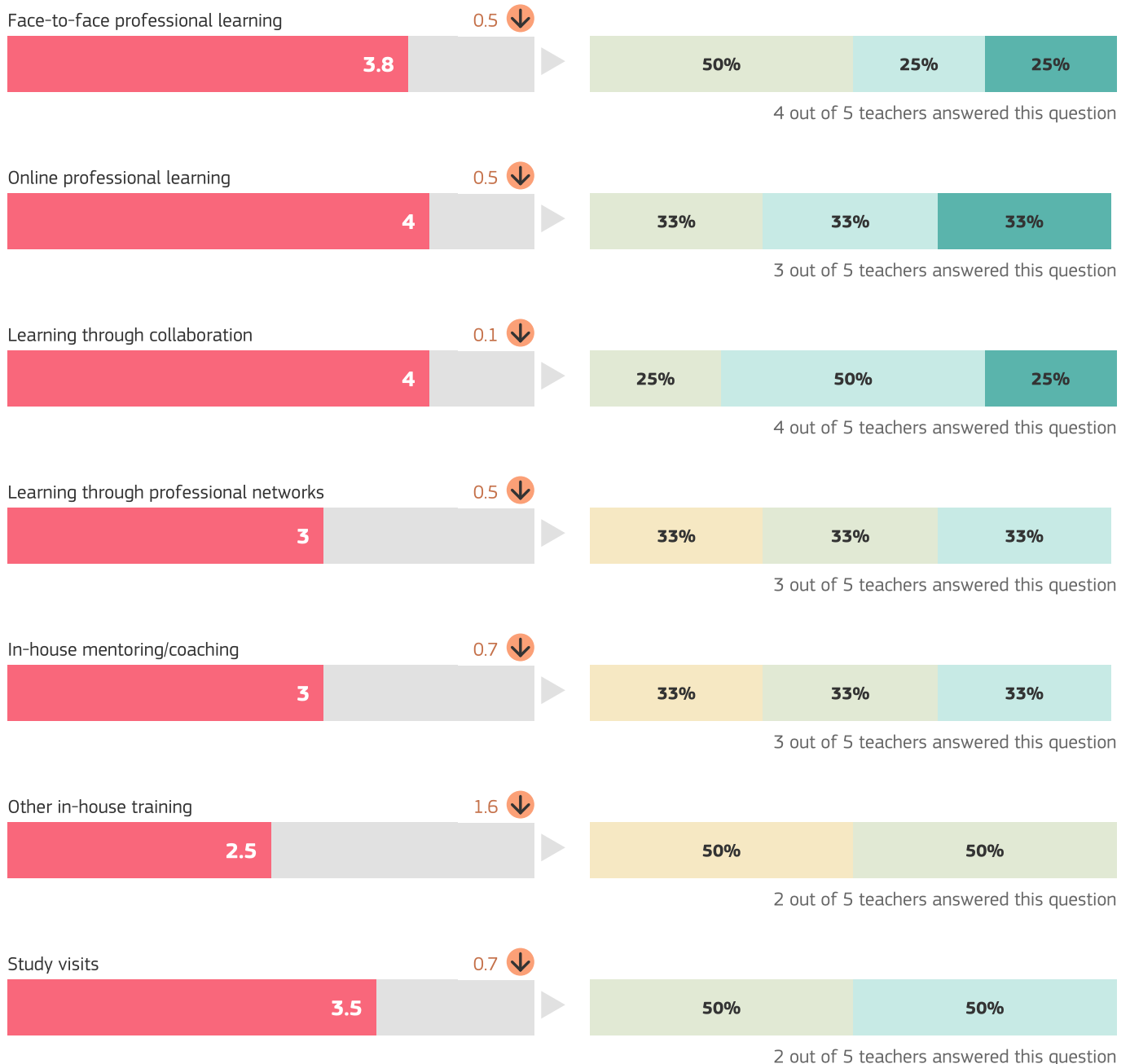
2 School leaders
5 Teachers

Usefulness of CPD activity

What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

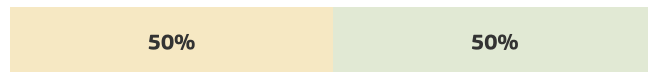
The comparison arrows show if the results have increased or decreased.

Teachers




Accredited programmes

1.3 





2 out of 5 teachers answered this question

Ratings

Not at all useful 

Not useful 

A little bit useful 

Useful 

Very useful 

Confidence in using technology

How confident do teachers feel in using technology for the following tasks?
The comparison arrows show if the results have increased or decreased.

Teachers

Preparing lessons

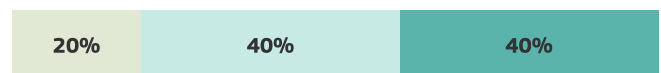
0.3 ↑



5 out of 5 teachers answered this question

Class teaching

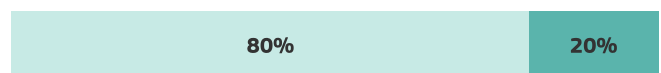
0.0 =



5 out of 5 teachers answered this question

Feedback and support

0.3 ↑



5 out of 5 teachers answered this question

Communication

0.0 =



5 out of 5 teachers answered this question

Ratings

- Not at all confident 1
- Not confident 2
- A little bit confident 3
- Confident 4
- Very confident 5

Percentage of time

For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?

The comparison arrows show if the results have increased or decreased.

Teachers

Percentage of time for digital teaching



5 out of 5 teachers answered this question

Ratings

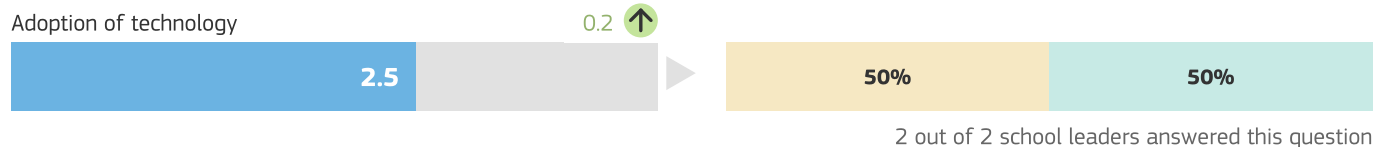
- 0-10% 1
- 11-25% 2
- 26-50% 3
- 51-75% 4
- 76-100% 5

Adoption of technology

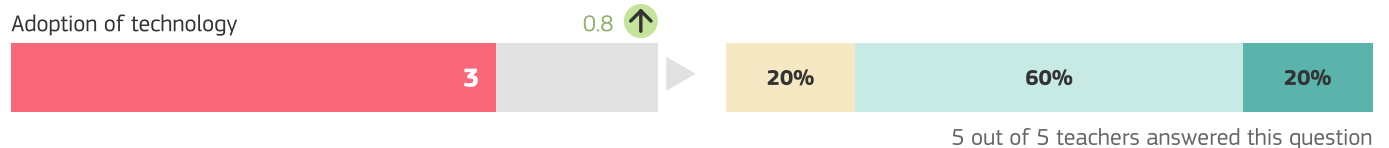
Which best describes the approach to using digital technologies for teaching and learning by your school leaders and teachers?

The comparison arrows show if the results have increased or decreased.

School leaders



Teachers



Ratings

- I tend to use digital technologies after the majority of my colleagues 1
- I tend to use digital technologies at the pace of the majority of my colleagues 2
- I tend to be an early adopter where I see clear benefits 3
- I am usually among the innovators who try out new technologies 4

Use of technology

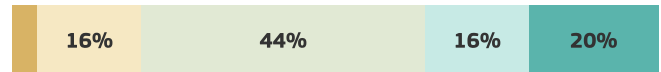
How do your students use technology in and out of school?

The comparison arrows show if the results have increased or decreased.

Students

Technology at school

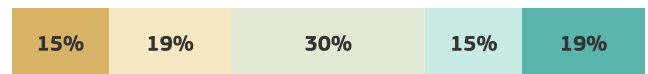
0.0 =



25 out of 28 students answered this question

Technology at home for schoolwork

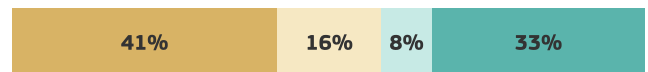
0.7 ↓



26 out of 28 students answered this question

Technology outside school for learning

0.8 ↓



24 out of 28 students answered this question

Technology at home for fun

0.7 ↓



26 out of 28 students answered this question

No technology outside school

0.4 ↓



24 out of 28 students answered this question

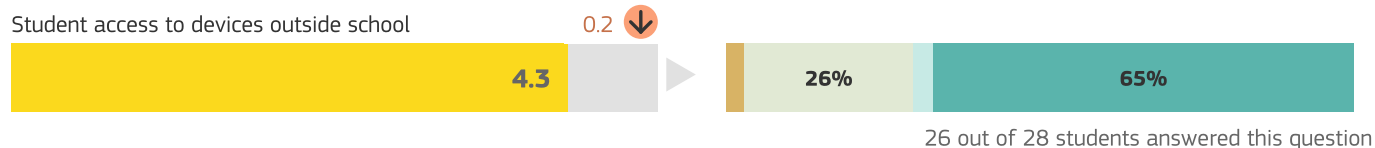
Ratings

- Never or hardly ever 1
- At least once a month but not every week 2
- At least once a week but not every day 3
- Up to one hour every day 4
- More than one hour every day 5

Student access to devices outside school

Are your students able to access digital devices (computer, laptop, table, mobile phone) at home?
The comparison arrows show if the results have increased or decreased.

Students



Ratings

- I don't have access to a digital device to use for my (school) work 1
- I have access to a digital device but it is not suitable to use for my (school) work 2
- There is a shared digital device at home which I can use for my (school) work but it is not always available when I need it 3
- There is a shared digital device at home which I can use for my (school) work when I need it 4
- I have access to a digital device that is suitable to use for my (school) work 5

Student technical knowledge

When lessons take place at home with digital technologies

The comparison arrows show if the results have increased or decreased.



28 Students



How to use the results

This report can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

We list some examples on how you can apply the school report looking at the section "Overview of areas":

- if one area (for example infrastructure or assessment) was given a low rating you may wish to make this a focus for improvement
- if one of the areas attracts the highest rating overall, it is a strength that could be investigated further to identify why this is working well and what could be improved further;
- if you see gaps between the views of students and teachers or teachers and school leaders this could be explored further.

Analysis and discussion can help your school create an action plan to improve the use of digital technologies for better teaching and learning. SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required.

Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

