**REPORT**

**From the second meeting of the Working group on competence in mathematics, science, technology and engineering as well as digital competence**

**Podgorica, 7 February 2020**

Following members of the **working group** participated at the meeting: **Nevena Čabrilo**, Advisor for Chemistry from the Bureau for Education Services; **Radovan Ognjanović**, Advisor for Physics from the Bureau for Education Services; **Milica Vušurović**, Advisor for Biology from the Bureau for Education Services, **Tatjana Vujošević**, Advisor for Mathematics from the Examination Centre; **Božidar Popović**, teacher at the Faculty for Science and Mathematics (Department for Mathematics); **Biljana Maslovarić,** Faculty of Philosophy, study programme for pedagogy and preschool education and upbringing; **Milica Radusinović**, classroom teacher in primary school – nomination by the Bureau for Education Services; **Bogić Gligorović**, biology teacher in primary school – nomination by the Bureau for Education Services; **Mladen Janković**, high school teacher – nomination by the Bureau for Education Services; **Gordana Tasić**, IT and engineering teacher in secondary vocational School - nomination by the Centre for Vocational Education, **Branka Kankaraš**, Ministry of Education and **Dijana Vučković**, Faculty of Philosophy; ***members of the experts' team:* Boris Ćurković**, team leader; **Srđan Verbić**, non-key expert for STEM disciplines; **Ljubica Špirić**, non-key expert for curriculum development and teacher training and **Bojana Živković**, office manager within the Project.

The meeting started at 8.30 am presenting the findings of the Project Team on developed outcomes in Budva, after which the digital competence (completed in Budva) was reviewed once again and finalized in the first session. In the second session, participants critically commented on the list of STEM key competencies formulated in Budva. The common view was that there was still a need to move away from the learning outcomes in question and that the text should be consolidated. Competences that do not simply follow from school practice are recognized and are more a requirement of modern life, especially from the perspective of sustainable development. Particular emphasis was placed on competencies related to technics and technology as areas that are very little represented in the school curriculum and which no one can represent in the working group, given the vocation of the members.

All changes were accepted with the great consent of the working group, practically by the consensus of all present, which created a very positive atmosphere and a willingness to continue working on the development of key competency formulations. Digital and STEM competencies have been formulated and will be submitted to the Project Team for finalization.

The meeting ended at 3 p.m.

Report written by: Srđan Verbić, non-key expert for STEM disciplines