

The Policy for the digital transformation of education

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 POLAND

Timeline

2024 Approved/Agreed

2025 Implementation

ID number 47695

Background

The Policy for the digital transformation of education is a strategic document that sets the framework for state policy and actions necessary for the digital transformation of education. These activities are fundamental for the further development of digital education in Poland and necessary to equip the next generations with adequate skills to function in the digital society of the future. As indicated in the justification for the resolution of the Council of Ministers, the need to develop this strategy results from the lack of one comprehensive document coordinating goals and activities in the digital transformation of education.

Objectives

The Policy for the digital transformation of education meets the priorities adopted in the EU policy initiative 'Digital Education Action Plan for 2021-2027'. One of the basic goals of digital education indicated in the Polish strategy is 'preparing for the effective, safe and responsible use of available digital resources, as well as motivating to learn, providing competences that enable creativity and the ability to develop talents and interests, rather than passively using available tools and materials.'

Description

The Policy for the digital transformation of education describes the actions necessary in the face of the digital revolution and sets the framework for state policy in the area of the digitalisation of education in the following time perspectives: short-term (until 2027), medium-term (until 2030) and long-term (until 2035).

It comprises two complementary perspectives: developing digital competences of students and teachers, using digital technologies to strengthen learning, teaching and assessment processes, and increasing educational opportunities for all. The policy diagnosed 10 areas for which interventions are planned (they are called the Decalogue of the digital transformation of education):

- (a) evaluation of the state of digital education and the use of educational technology by students;
- (b) changing the applicable core curriculum for preschool education and general

- education;
- (c) new technologies, including artificial intelligence at school;
- (d) teaching methods, digital didactics, and digital teaching resources;
- (e) teacher education and development;
- (f) equipment for students, teachers and schools;
- (g) training digital specialists;
- (h) digital security;
- (i) changing the organisation of schoolwork;
- (j) supporting teachers and schools in the digital transformation process.

The annexes to the policy include an extended diagnosis for each of the areas of the Decalogue, based on the results of national and international research, the strategy implementation plan, a schedule for implementing activities in respective time perspectives and a list of result indicators for reporting purposes.

The Ministry of Digital Affairs collaborates with other ministries to monitor and implement the digital transformation policy in education, ensuring proper teacher training and investment in digital infrastructure. Additionally, the Ministry supports technical and organisational aspects of digital transformation in schools, including providing necessary equipment and network infrastructure.

The Ministry of National Education is responsible for monitoring policy implementation and will issue a monitoring report each year starting in 2025. The policy for the digital transformation of education includes various activities related to vocational education and training, considering both digital accessibility and the needs of the digital economy in this context, such as:

- (a) an analysis and review of vocational education and training provision and core curricula;
- (b) professional development for vocational education teachers and trainers in line with labour market demands, especially in relation to Industry 5.0 and the digital skills needed for the transition to a digital economy.

For lifelong learning, the policy includes a cyclical review of the qualifications available on the open market, which are listed in the Integrated Qualifications Register. It also includes developing recommendations for updating these qualifications to integrate essential digital skills and competences.

2024 Approved/Agreed

The Policy for the digital transformation of education was approved by the Council of Ministers in September 2024.

2025 Implementation

The implementation of the policy is multi-faceted, encompassing infrastructure and equipment, as well as competence development, the creation of modern e-resources and support for local governments. In 2025, different institutions carried out numerous key projects launched under these policy objectives, e.g. digital and AI skills training for teachers, student educational applications with AI elements, the design and development of technologically advanced student e-materials, such as educational games and the development and implementation of technical and functional standards for school LAN and Wi-Fi networks.

Bodies responsible

- Ministry of Digital Affairs
- Ministry of National Education

Target group

Learners

Young people (15-29 years old)
Young people not in employment, education or training (NEETs)
Learners with migrant background, including refugees
Learners at risk of early leaving or/and early leavers
Learners with disabilities
Adult learners
Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Education professionals

Teachers
Trainers
School leaders
Adult educators
Guidance practitioners

Entities providing VET

VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Modernising VET infrastructure

Improving digital infrastructure of VET provision

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats
Developing and updating learning resources and materials
Integrating digital skills and competences in VET curricula and programmes

Teachers, trainers and school leaders competences

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[Resolution no. 98 on the adopting the 'Policy for the digital transformation of education'](#)

Related policy developments

2025 **Approved/Agreed**

Developing ICT infrastructure of schools

Between 2017 and 2024, Poland implemented the Active Blackboard programme to enhance digital infrastructure in schools, beginning with Resolution 108/2017. The initial phase (2017–2019) showed positive outcomes for pupils and teachers, though schools still lacked modern ICT equipment.

 POLAND

Type of development

Strategy/Action plan

Subsystem

IVET

2025 **Design**

Policy for artificial intelligence development

Adopted in 2020 (Resolution No 196 of the Council of Ministers of 28 December 2020), the Polish Policy for the Development of Artificial Intelligence outlined a comprehensive national strategy for fostering AI across society, the economy, science, education, international cooperation, and the pub

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Type of development

Strategy/Action

plan

Subsystem

IVET CVET

2025 Implementation

National recovery plan

The process of designing the National recovery plan was managed by the Ministry of Funds and Regional Policy (MFIPR). In February 2021, the document was submitted for public consultation, which influenced its final shape.



Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” **Cite as**

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