

POLAND

RANK IN EU-27

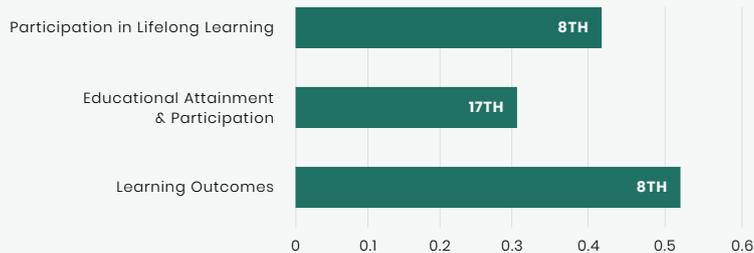
22ND

OVERALL SCORE

0.569

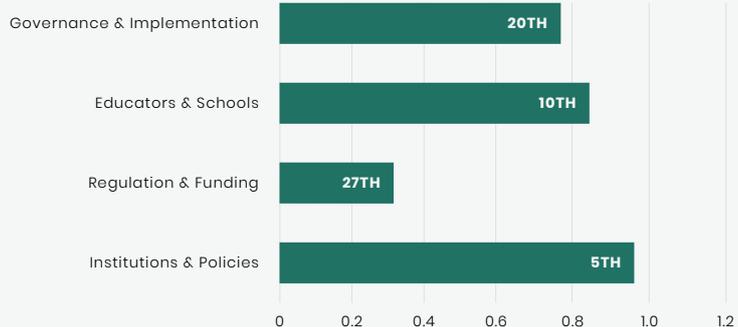
LEARNING PARTICIPATION AND OUTCOMES

RANK
13TH



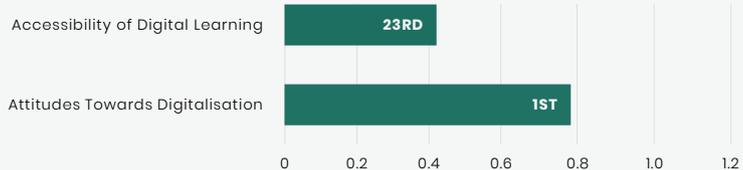
INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK
24TH



AVAILABILITY OF DIGITAL LEARNING

RANK
24TH



MAIN OBSERVATIONS

- Despite widespread awareness of the urgent need for digitalisation, there is currently low performance in digitalisation of education - for example, Poland only reached one of the lowest places in DESI.
- One of the main challenges is the digital skills of educators in primary and secondary education. University educators also only apply digital educational tools to a limited extent, usually transferring materials into a digital format (e.g. Power Point). The use of ICT by adult educators seems to depend on their individual digital skills, even though little research has been conducted on this topic.
- Digital skills are also a problem among pupils. In response, the government has introduced programmes increasing the number of information technology and programming courses for primary schools willing to participate.

TAKEAWAYS:

WHAT CAN WE LEARN FROM THIS COUNTRY?

- There is a growing use of digital technology for adult education. Adult educators have most often graduated from pedagogical or psychological studies, which helps to develop adequate attitudes towards learning and so-called thinking habits. However there are no specific programmes for digital skills teaching among adult educators.
- Poland has many innovative projects. For example, due to the low use of the internet among adults over 50, Poland has a tool, "Lighthouse Keeper", which is designed to train and familiarise persons with ICT skills who further train older, digitally excluded adults.
- In traditional schools, there is a government programme, "Scholaris - an internet knowledge portal for teachers", which makes available a range of textbooks and other teaching aids via the internet.

RECOMMENDATIONS

- There is a need for a better regulation framework for nearly all issues relevant to digital education - personnel rules, outcome requirements, digital technology use beyond the classroom, etc.
- Digital competence trainings for primary and secondary teachers are available, but the supply and customisation of such trainings should be significantly improved.
- At the university level, more attention should be devoted to more sophisticated digital skills of educators, especially with regard to course design and innovation in teaching methods.
- More training for adult educators to enhance digital skills is also needed.

KEY REFERENCES

The diagnosis for the Operational Programme Digital Poland for 2014-2020 'Diagnoza dla Programu Operacyjnego Polska Cyfrowa 2014-2020' available at: <https://www.polskacyfrowa.gov.pl/media/>

Polityka Insight (2016), Time to move up a gear. Digitalisation of Poland, [Czas na przyspieszenie. Cyfryzacja Polski], available at: <https://zasoby.politykainsight.pl/politykainsight.pl/public/Czas-na-przyspieszenie--Cyfryzacja-gospodarki-Polski.pdf>

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