VET
Digitalisation
Facts from Poland

introvet
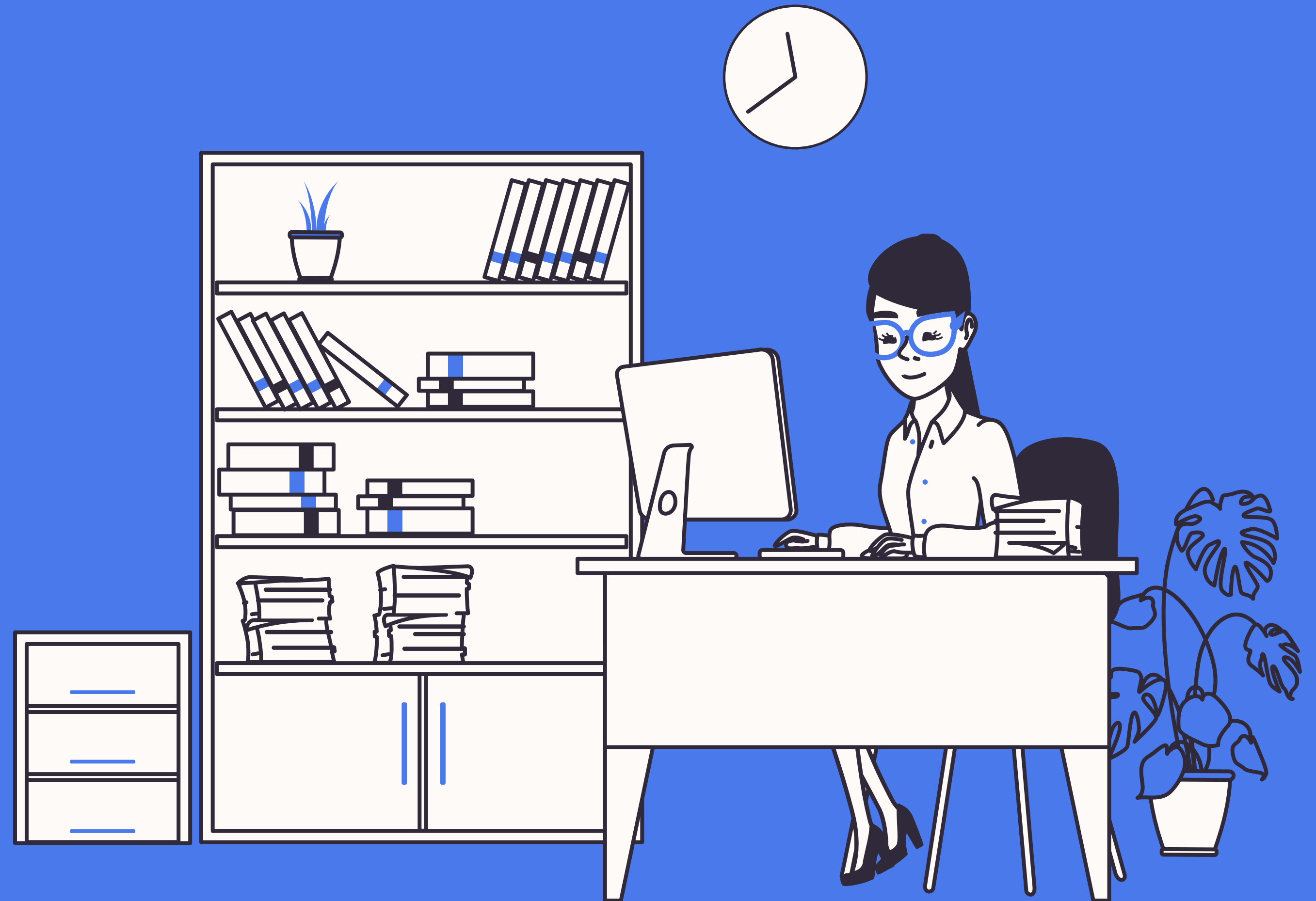
Introduction

- **Vocational education and training's (VET)**

  in Poland response to the progress of digitalisation, automation and new technologies. VET is addressed in Polish strategic documents and, since 2018, also in the Education Law.

- **The global trend and need for a more flexible, modern VET infrastructure, programmes and curricula**

  is recognised by Policy and lawmakers. They understand that VET, apart from higher education, has the important impact on the preparation of a skilled workforce for the Polish economy.

- **VET was addressed also by the regulation of the Minister for National Education**

  on 20 March 2020 issued due to the pandemic situation. Distance learning in VET was realised mainly in the theoretical subjects. Teachers were advised to modify VET curricula to teach parts which could not be implemented through distance learning in subsequent years. Proposals of materials for VET school students could be found online.
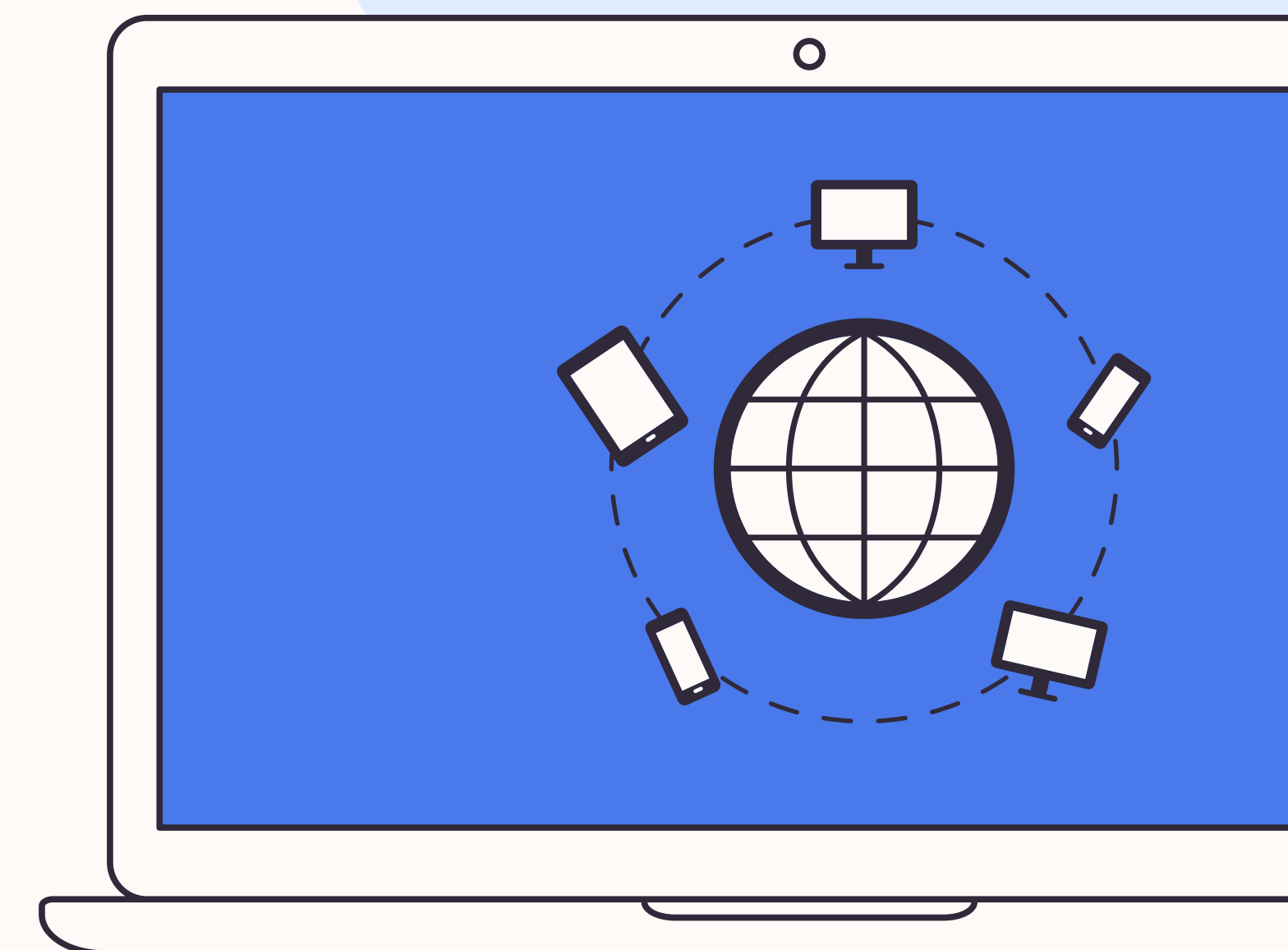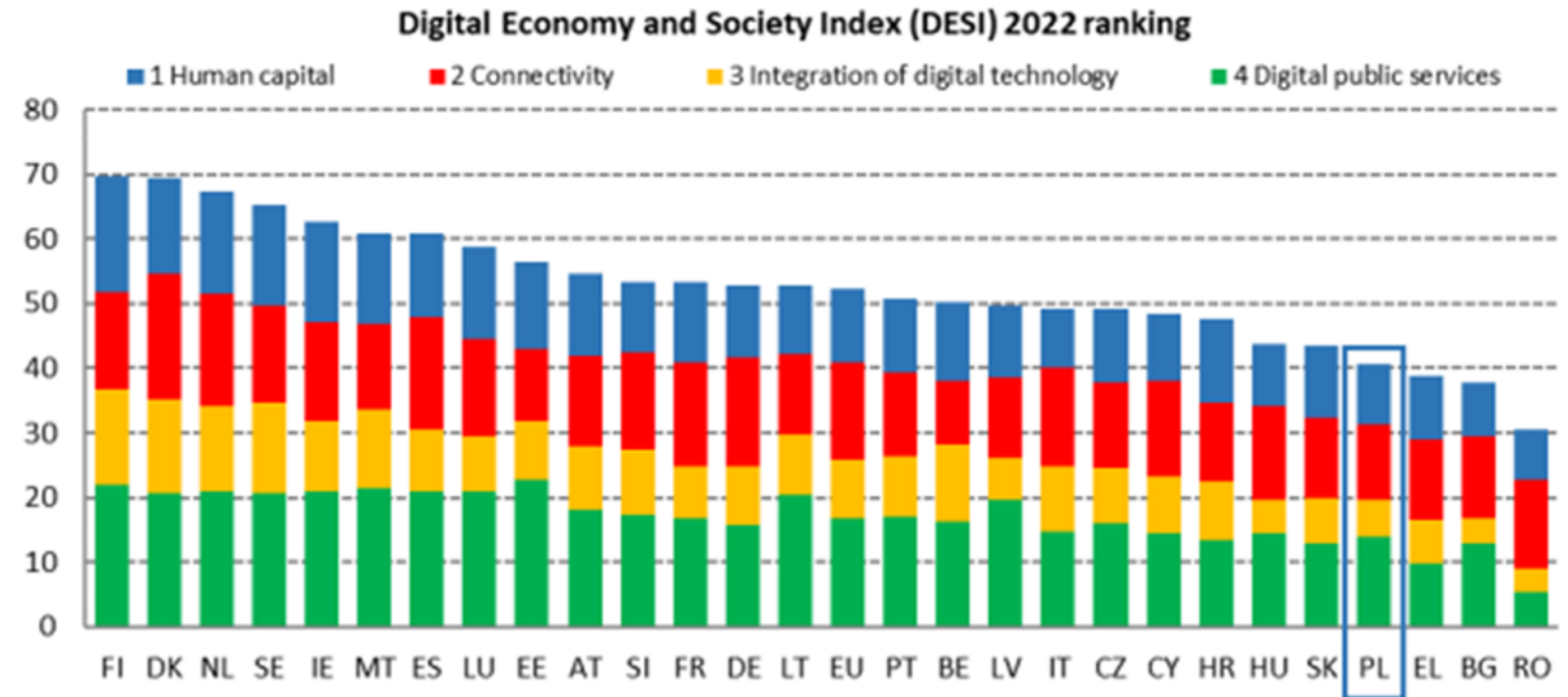
Poland vs EU Member States
Digital Economy and Society Index (DESI) 2022 ranking

In 2022 Poland ranks 24th of 27 EU Member States.

However, between 2017 and 2022, Poland's aggregate DESI score grew slightly more than the EU average: it signals that Poland is catching up with the rest of the EU.

	Poland		EU
	rank	score	score
DESI 2022	24	40.5	52.3

Digital Economy and Society Index (DESI) 2022 ranking

- 1 Human capital
- 2 Connectivity
- 3 Integration of digital technology
- 4 Digital public services

Digital Economy and Society Index 2022

Poland vs EU Member States

Poland vs EU Member StatesDigital Economy and Society (DESI) 2022 – performance by dimension

DESI 2022 - relative performance by dimension
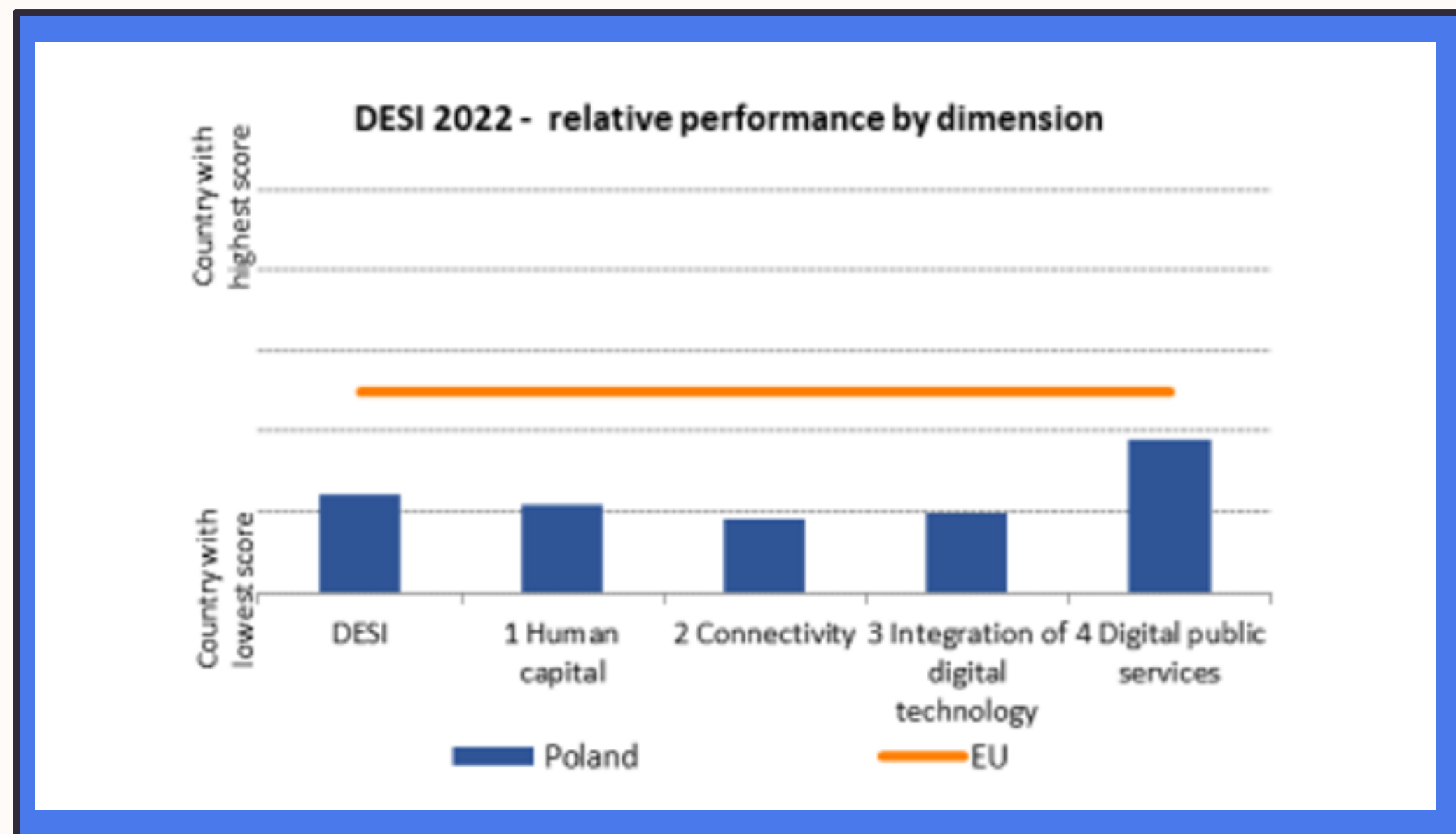
43%

of people (16-74 years) have at least basic digital skills (54% in the EU)

65% to 70%.

increase of households covered by Fixed Very High Capacity Networks in 2021 compared to 2020

34%

of households were covered by 5G technology in 2021 (vs 65% of the EU average).
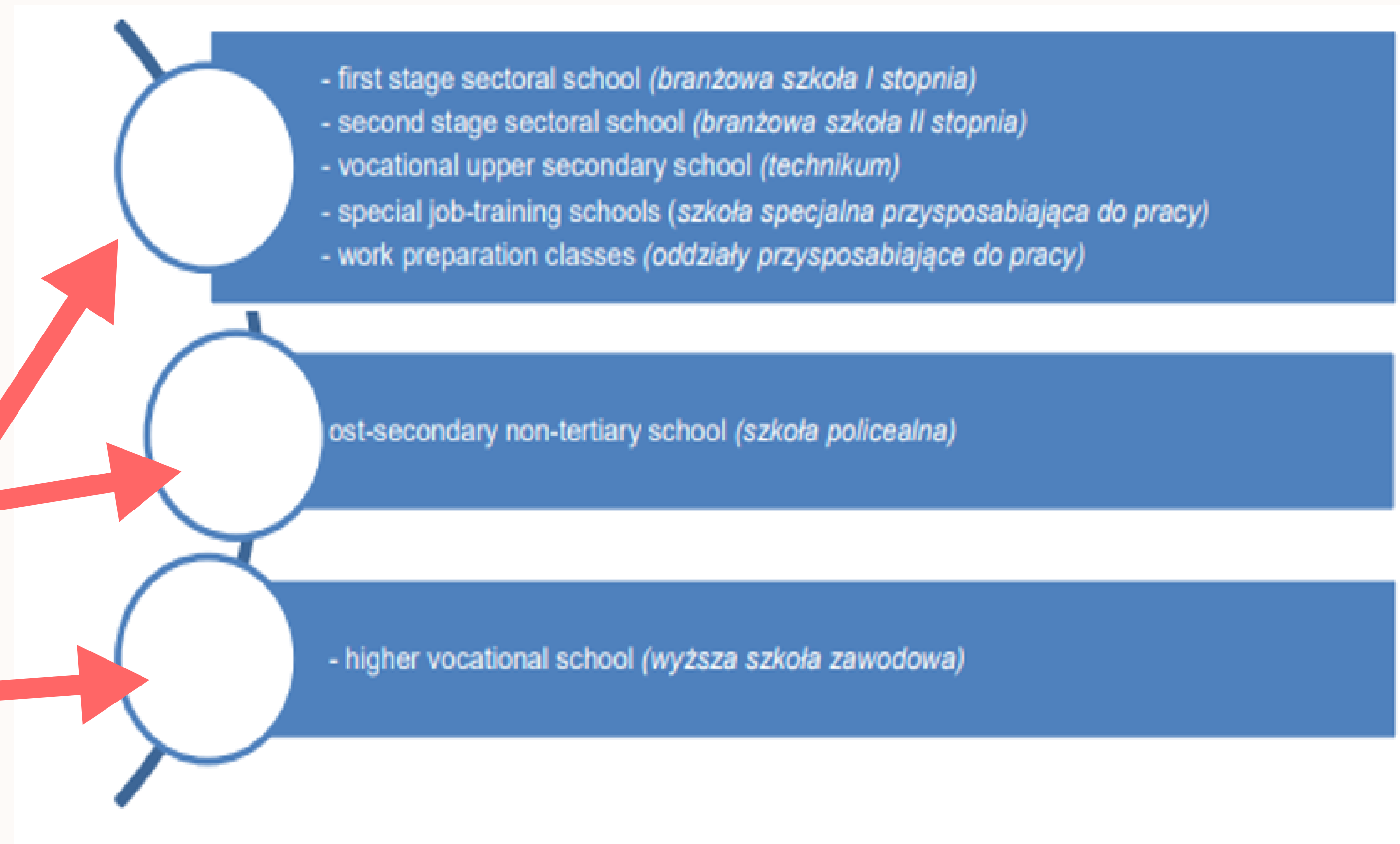
VET structure in Poland

VET governance levels

Vocational education and training (VET) in Poland has 3 governance levels:
-national (ministries),
-regional (school superintendents, mainly in pedagogical supervision)
- county (governing schools).

The Ministry of National Education is in charge of VET policy at secondary level.

The Ministry of Science and Higher Education is responsible for higher VET.

- first stage sectoral school *(branżowa szkoła I stopnia)*
- second stage sectoral school *(branżowa szkoła II stopnia)*
- vocational upper secondary school *(technikum)*
- special job-training schools *(szkoła specjalna przysposabiająca do pracy)*
- work preparation classes *(oddziały przysposabiające do pracy)*

ost-secondary non-tertiary school *(szkoła policealna)*

- higher vocational school *(wyższa szkoła zawodowa)*

VET initiatives and best practices

•**Integrated Skills Strategy for Poland 2030**

Adopted by the Council of Ministers in January 2019 to play an important role in the further development of VET policies. The skills strategy introduces a new typology of basic and transversal skills, also called 'skills of the future', which are to be developed through education and lifelong learning, including VET.

•**Digitalisation policy for education**

The main priorities of the Polish government is the digitalisation to be implemented under the new financial perspective under the 2021-2027 European Social Fund Plus (ESF+) and the 2021-2027 European Regional Development Fund (ERDF).

In addition, the digitalisation policy for education and the 2030 Digital Competence Development Programme are planned to be adopted in the third quarter of 2022 with a 2030 perspective.

VET initiatives and best practices

•VET online during pandemic

The regulation of the Minister for National Education (April 2020) enabled the implementation of apprenticeships in VET schools where for some professions, including IT, they were conducted remotely. The learning materials were available online on the educational platform of the Ministry of National Education.
Moreover, the Distance learning guidelines was provided for schools, teachers, learners and their parents

•OSE network

Following Russia's invasion of Ukraine, the Nationwide Educational Network (Ogólnopolska Sieć Edukacyjna – OSE) has enabled and provided a fast, safe and free internet in places previously connected to the OSE network as admission points for people fleeing from Ukraine. The OSE provides the possibility of free-of-charge increase of the connection capacity in schools with Ukrainian students. Moreover, NASK Academy (National Research Institute) and the Polish Safer Internet Center, prepared awareness activities and various educational materials to facilitate the work of teachers with Ukrainian students.

VET initiatives and best practices

•Artificial intelligence challenge course - familiarising learners with AI

The Digital Poland Foundation has launched an AI challenge: a course created by the National Information Processing Institute entitled 'Fundamentals of Artificial Intelligence' and available for free since October 2019 on the Navoica platform. The aim was to learn more about what artificial intelligence is, where it comes from and the various ways in which it can be applied. The issues discussed are described in simple language and illustrated with numerous examples to facilitate learning.

•Didactic Initiative of Excellence in Higher VET

The Didactic Initiative of Excellence has aimed at improving the quality of practice-oriented profile of studies at public vocational higher education institutions in Poland. The excellence initiative further targets public vocational higher education institutions which are deemed to play a significant role in regional development. The project aims to increase the innovative potential of institutions by encouraging them to develop an action plan for modernising teaching methods and competences of their staff and students.

Challenges and needs

•the lack of the equipment and infrastructure in VET schools and teachers' digital skills, which are the basis for further evidence-based VET reforms

•training facilities are not aligned with the rapid growth of technology.

•vocational school staff have too little direct contact with industry and business.

•a lack of information 'brokers', advocates of 'VET for i.4.0.' and a map of Polish new-technologies-powered companies that may be interested in cooperating with VET schools

•a need for the further alignment and synergy of the education sector with 4.0. labour market

•have sufficient and good equipment and teachers and students have appropriate skills and competences

•implement new and modern educational and teaching forms, schemes and solutions in order to improve digital competences and skills (e-handbooks, e-learning platforms, etc.).

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