

Management of education in the context of digital society development in Poland

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Relevance of the topic. The digital transformation of society demands a rethinking of education's role as one of the key tools for shaping the human capital of the future. Poland demonstrates an active stance toward the digitalization of its education system by implementing institutional reforms, launching digital educational platforms, expanding electronic content, and integrating digital skills into curricula. Educational management in a digital society requires not only infrastructure modernization but also the strategic development of digital competencies among teachers, students, and administrators.

Research objective: To analyze the mechanisms of managing educational processes in Poland within the framework of a digital society and to identify the key tools that contribute to the development of digital competencies and innovative learning environments in educational institutions.

Object of the study: The system of state education management in Poland in the context of digital transformation.

Subject of the study: Educational strategies, digital transformation programs, digital infrastructure, digital skills, and distance learning platforms in Poland.

Research tasks:

- To describe national initiatives for digitalizing primary, secondary, and higher education (including MEiN – Ministry of Education and Science programs);
- To define the role of digital platforms (e.g., Zintegrowana Platforma Edukacyjna, e-Podręczniki, Librus) in the educational process;
- To assess approaches to enhancing teachers' digital competencies;
- To explore managerial challenges in implementing blended and distance learning;
- To determine the impact of digitalization on inclusiveness, equal access to quality education, and the development of critical thinking.

Main content. In Poland, the digitalization of education is a cornerstone of the broader national strategy for building a digital society, and education management has been increasingly oriented toward integrating digital innovations into everyday teaching, administration, and policy-making. The Ministry of Education and Science (MEiN) plays a central role in designing and implementing nationwide programs that facilitate the digital transformation of schools, universities, and vocational training institutions.

A key component of this transformation is the introduction of integrated digital platforms that centralize educational content and services. Among these are

the Zintegrowana Platforma Edukacyjna (Integrated Educational Platform) and e-Podręczniki (e-Textbooks), which provide teachers and students with free access to verified, curriculum-aligned materials. These platforms support interactive learning, offer tools for monitoring student progress, and facilitate personalized education pathways. They are widely used at all educational levels and contribute to equalizing opportunities for students regardless of their socio-economic background.

School administration has also been modernized through digital management systems, such as Librus and VULCAN, which streamline school reporting, facilitate parent-teacher communication, and manage student performance data. These tools improve the efficiency of school operations and allow education managers to make data-driven decisions.

The COVID-19 pandemic served as a major catalyst for accelerating Poland's digital education agenda. Schools transitioned rapidly to blended and remote learning models, prompting urgent investment in digital devices, internet access for disadvantaged students, and online teacher training. In response, the government launched the "Zdalna szkoła" ("Remote School") and "Laptop dla ucznia" ("Laptop for Students") initiatives, ensuring students and educators were equipped with the technology needed for remote learning.

Special attention is being given to teacher professional development, with a growing focus on digital pedagogy and digital leadership. National and EU-funded programs support educators in mastering tools such as Microsoft Teams, Google Classroom, and Moodle, as well as in incorporating critical thinking, media literacy, and AI-based learning assistants into their teaching practices. Leadership training also helps school heads and district supervisors manage digital transitions more effectively, emphasizing innovation, strategic planning, and stakeholder engagement.

In addition, Poland prioritizes inclusivity and accessibility through the integration of assistive technologies for students with disabilities and the development of learning environments that support neurodiversity and language minority students. The digital transformation of education is increasingly guided by the principles of open access, personalization, lifelong learning, and equity, aligning with the EU's Digital Education Action Plan.

Moreover, Polish education policy aligns with broader European digital priorities, contributing to initiatives like Digital Europe and the European Education Area, while actively participating in cross-border digital learning projects and academic mobility platforms such as Erasmus+ and eTwinning.

Through this comprehensive and adaptive approach, education management in Poland is not only responding to the needs of the digital era but is also proactively shaping the skills, values, and digital citizenship of future generations.

Practical significance of the study lies in the potential application of Poland's experience as a model for transforming educational systems in Central and Eastern European countries striving to develop inclusive digital societies and enhance education management efficiency through digital tools.

Keywords: digital education, education management, Poland, digital society, distance learning, digital competencies, educational platforms, digital leadership, innovative school, pedagogical transformation.

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