

EDUCATION AT A GLANCE 2017

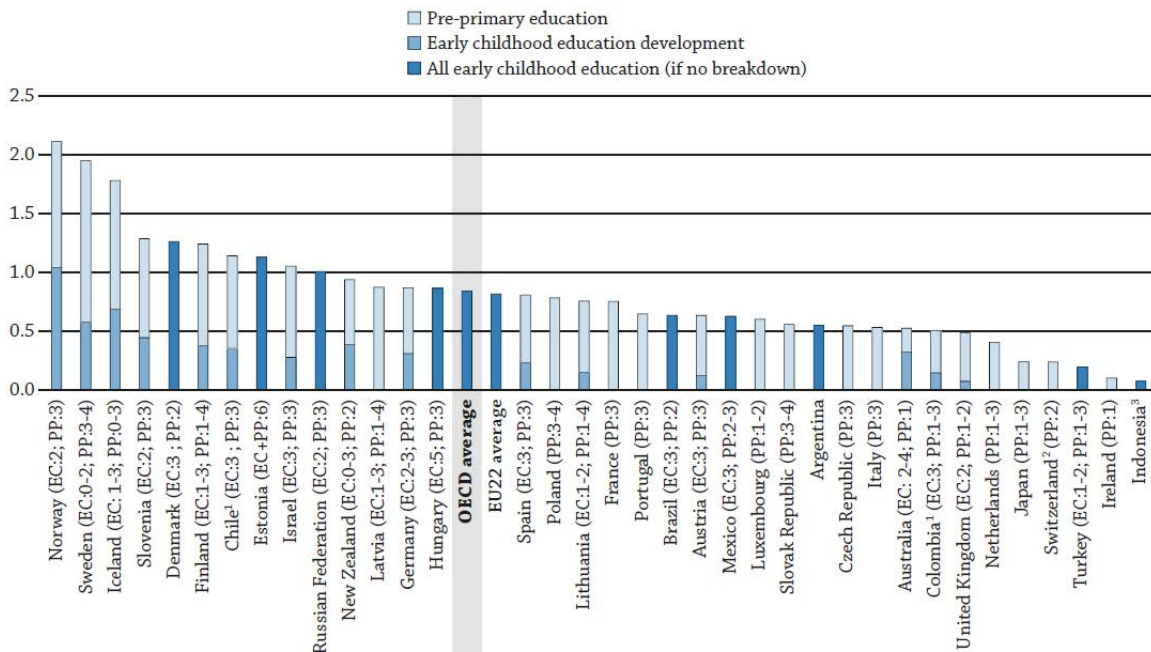
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Poland

- **Business, engineering, health and science-related fields of study are more attractive to young Polish adults**, mainly reflecting their higher employment rates.
- **Poland is investing in access to high-quality early childhood education** although the share of public funding is still below the OECD average. Between 2005 and 2015, the enrolment rates for 3- and 4-year-olds increased by 37 and 41 percentage points respectively.
- **In Poland, teachers' statutory salaries have increased over the time, however they remain among the lowest in the OECD.** Between 2005 and 2015, teachers' salaries in Poland raised by 23% at all educational levels. Despite that, teachers' statutory salaries still stand out from the OECD average.
- **Expenditure on education per student in Poland has increased** by 27% in primary to post-secondary non-tertiary education and by 45% in tertiary education **but is still lower than the OECD average.**

Figure 1. Expenditure on early childhood educational institutions (2014)

As a percentage of GDP, by category



Note: The number in parentheses corresponds to the theoretical duration of early childhood educational development (EC) and pre-primary (PP).

1. Year of reference 2015.

2. Public expenditure only.

3. Year of reference 2013.

Countries are ranked in descending order of public and private expenditure on educational institutions.

Source: OECD (2017), Table C2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558287>

Fields of study with better labour market prospects are becoming more popular among students

- In 2016 25% of tertiary-educated 25-64 year-olds in Poland had attained a degree in the fields of arts and humanities, social sciences, journalism and information and 16% had a degree in education, a combined total of more than 41%, higher than the OECD average of 32%.
- Polish tertiary graduates from the fields of education, and of arts and humanities, social sciences, journalism and information had lower employment rates (84% and 86% respectively) than the average tertiary graduate (88%) in 2016. In contrast, the employment rates for tertiary-educated graduates who studied information and communication technologies (ICT); health and welfare; business, administration and law; and engineering, manufacturing and construction were the same or higher: 95%, 92%, 89%, and 88% respectively.
- The fields of study with higher employment rates are also attracting more students to tertiary education. In 2015 the top four fields of study among tertiary graduates were business, administration and law (24% of all tertiary graduates); engineering, manufacturing and construction (15%); education (14%) and health and welfare (13%). A combined total of 22% of tertiary graduates in Poland completed qualifications in science, technology, engineering and mathematics (STEM) fields.
- In 2015, the percentage of women among new tertiary entrants to each field of study in Poland was similar to the OECD average, with the exception of natural sciences, mathematics and statistics (where 63% of new entrants were women compared with 50% on average for OECD countries) and engineering, manufacturing and construction (34% in Poland and 24% on average for the OECD).
- The share of international tertiary students is small, at 2.6% of all students in Poland compared to an OECD average of 5.6%. International students in Poland prefer to enrol in non-STEM related fields, in contrast to the general trend observed across OECD countries: international students in Poland mainly enrol in business, administration and law (22%), social sciences, journalism and information (22%), and health and welfare (17%), a total of over 61%, which is higher than the OECD average of 48%. In contrast, only 44% of national students are enrolled in these three fields.
- Vocational education is also a common path into the labour market in Poland with 50% of upper secondary students enrolled in vocational programmes. The most popular fields of study for those students were engineering, manufacturing and construction (39% of graduates) and services (26% of graduates), both more popular than the OECD averages of 34% and 17% respectively.

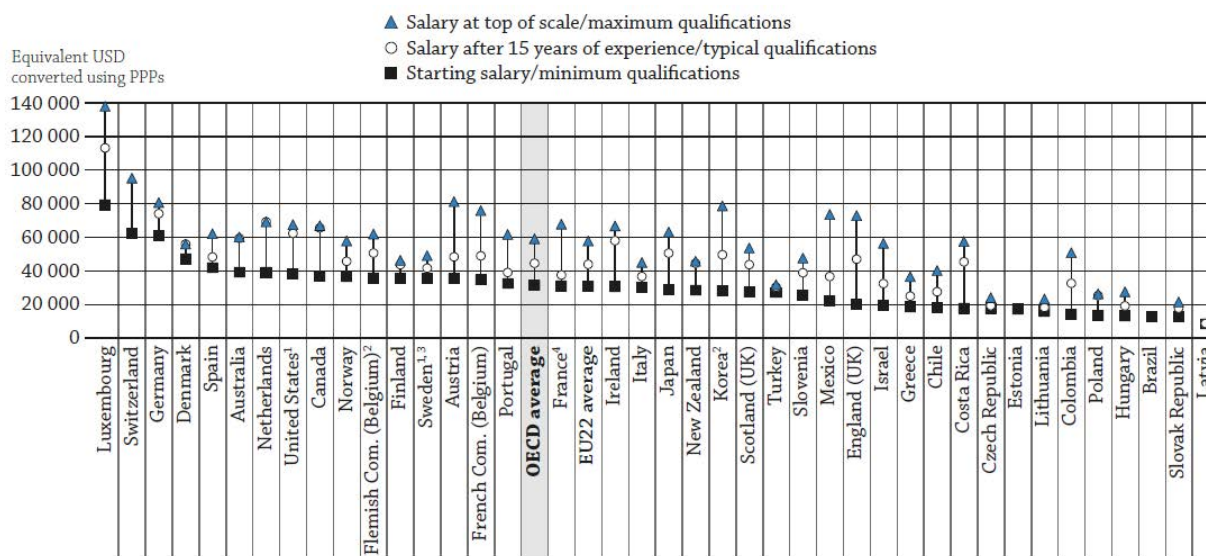
Poland is investing in access to high-quality early childhood education

- Poland's enrolment rates for 3- and 4-year-olds lagged behind OECD countries on average in 2015. The largest difference is observed among 3-year-olds where 65% are enrolled in pre-primary education, 13 percentage points below the OECD average of 78%. Among 4-year-olds, 79% of children are enrolled in pre-primary education, 8 percentage points lower than the OECD average.
- Although enrolment rate in early childhood education is relatively low, in the past decade Poland has been catching up. Between 2005 and 2015, the enrolment rates for 3- and 4-year-olds increased by 37 and 41 percentage points respectively.
- Poland is investing a large share of national and EU funds in pre-primary education. In 2014, 79% of the total expenditure on early childhood education came from public funds, although this is still 3 percentage points below the OECD average. Total spending on early childhood as a share of gross domestic product (GDP) is identical to the OECD average of 0.8%, however.
- A large share of children in Poland attends public pre-primary institutions rather than private ones, because they charge lower fees. In 2015, around 79% of children who were enrolled in pre-primary education attended public institutions, 12 percentage points above the OECD average.

In spite of recent increases, teachers' salaries are still among the lowest across the OECD

- Between 2005 and 2015 the average class sizes have fallen in Poland by approximately 8% in both primary and lower secondary education. As a result, in 2015 the average class size was 22 in lower secondary schools (OECD average, 23) and 19 in primary schools (OECD average, 21).
- Teachers in Poland are ageing although the proportion of teachers nearing retirement has not yet reached OECD average levels. In 2015, 29% of teachers from primary to upper secondary level were aged 50 or over, still below the OECD average of 35%. Between 2005 and 2015, the share of teachers aged 50 or over rose by 10 percentage points at primary to upper secondary level, double the average increase among OECD countries (5 percentage points).
- Young people are also less attracted to the teaching profession in Poland than in OECD countries. Between 2005 and 2015, the share of primary to upper secondary teachers aged under 30 halved, from 15% to 7%, twice the average decrease of 4 percentage points seen across OECD countries.
- Between 2005 and 2015, Poland saw one of the largest increase in teachers' salaries of all OECD countries, rising by 23% at all education levels. On average across OECD countries, teachers' salaries increased 10% at pre-primary level, 6% at primary level, 6% at lower secondary level and 4% at upper secondary level. Despite this increase, teachers' statutory salaries in Poland are still among the lowest in the OECD and around half the OECD average. They also remain low relative to the wages of other tertiary-educated workers. Pre-primary teachers in Poland can expect to earn from 72% of what other tertiary-educated workers earn, and lower secondary teachers 85%. These differentials are fairly similar to the average for OECD countries. In order to overcome this situation, further increases in teacher salaries and a systemic change in teacher salaries are planned starting in the year 2017.

Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.
2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.
3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558781>

Expenditure per student has increased but is still below the OECD average

- Between 2008 and 2014, expenditure per student increased by 27% in Poland at the primary to post-secondary non-tertiary levels (OECD average, 10%) and by 45% at the tertiary level, almost five times the OECD average increase.
- However, annual spending per student from primary to tertiary still remains low compared to most OECD countries: USD 7 374 (converted using PPPs) against USD 10 759 in 2014. The differences are even larger at the tertiary level where expenditure per student is USD 9 708 in Poland (OECD average, USD 16 143).
- Expenditure on educational institutions comes mainly from public sources. In 2014, 92% of the resources invested in educational institutions from primary to post-secondary non-tertiary education and 81% in tertiary institutions were publicly funded, more than the OECD averages of 91% and 70% respectively.
- Despite this dominance of public sources in the educational funding, the share of private sources substantially increased in primary to post-secondary non-tertiary education but fell in tertiary education. Between 2005 and 2014 funding from private sources increased by 482% from primary to post-secondary non-tertiary education (compared with 26% on average across OECD countries), while it fell 18% in tertiary education (compared with a 26% increase for OECD countries).

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Note regarding data from Israel


The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication. <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=POL&treshold=10&topic=EQ>.

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Key Facts for Poland in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Poland		OECD average		EU22 average	
Fields of study							
Graduates in upper secondary vocational programmes							
2015							
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	11%	64%	20%	66%	19%	66%
	Engineering, manufacturing and construction	39%	11%	34%	12%	33%	11%
	Health and welfare	0.04%	51%	12%	82%	12%	82%
	Services	26%	69%	17%	60%	19%	59%
New entrants to tertiary education							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	9%	80%	9%	78%	9%	79%
	Business, administration and law	23%	62%	23%	54%	23%	57%
	Engineering, manufacturing and construction	18%	34%	16%	24%	15%	25%
Tertiary students enrolled, by mobility status							
2015							
		International students ¹	National students	International students ¹	National students	International students ¹	National students
Table C4.2.	Education	2%	10%	3%	8%	3%	8%
	Business, administration and law	22%	23%	27%	23%	26%	22%
	Engineering, manufacturing and construction	8%	19%	17%	12%	17%	15%
Tertiary-educated 25-64 year-olds							
2016							
Table A1.3	Education	16%		13%		13%	
	Business, administration and law	21%		23%		21%	
	Engineering, manufacturing and construction	14%		17%		18%	
Employment rate of tertiary-educated 25-64 year-olds							
2016							
Table A5.3	Education	84%		83%		83%	
	Business, administration and law	89%		85%		85%	
	Engineering, manufacturing and construction	88%		87%		86%	
Early childhood education							
Enrolment rates in early childhood education at age 3							
2015							
Table C2.1	ISCED 01 and 02	65%		78%		80%	
Expenditure on all early childhood educational institutions							
2014							
Table C2.3	As a percentage of GDP	0.8%		0.8%		0.8%	
	Proportions of total expenditure from public sources	79%		82%		85%	
Vocational education and training (VET)							
Enrolment in upper secondary education, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	28%	34%	37%	25%	35%	29%
Graduation rates, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	50%	39%	54%	44%	50%	49%
Employment rate, by programme orientation							
2016							
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	73%	78%	70%	80%	69%	79%
Tertiary education							
Share of international or foreign students, by level of tertiary education							
2015							
Table C4.1.	Bachelor's or equivalent	2%		4%		6%	
	Master's or equivalent	3%		12%		12%	
	Doctoral or equivalent	2%		26%		22%	
	All tertiary levels of education	3%		6%		8%	
Educational attainment of 25-64 year-olds							
2016							
Table A1.1	Short-cycle tertiary	0%		8%		6%	
	Bachelor's or equivalent	7%		16%		13%	
	Master's or equivalent	22%		12%		14%	
	Doctoral or equivalent	1%		1%		1%	
Employment rate of 25-64 year-olds, by educational attainment							
2016							
Table A5.1	Short-cycle tertiary	77%		81%		81%	
	Bachelor's or equivalent	84%		83%		82%	
	Master's or equivalent	88%		87%		87%	
	Doctoral or equivalent	97%		91%		91%	
	All tertiary levels of education	88%		84%		84%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2015							
Table A6.1	Short-cycle tertiary	**		122		124	
	Bachelor's or equivalent	141		146		138	
	Master's, doctoral or equivalent	164		198		177	
	All tertiary levels of education	160		156		153	

Poland - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Poland		OECD average		EU22 average	
Adult education and learning							
Participation of 25-64 year-olds in adult education²							
Table C6.1a	Participation in formal education only	2012		2012 ³		2012	
	Participation in non-formal education only	3%		4%		n.a.	
	Participation in both formal and non-formal education	28%		39%		n.a.	
	No participation in adult education	4%		7%		n.a.	
Financial investment in education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)							
2014							
Table B1.1	Primary education	USD 7 026		USD 8 733		USD 8 803	
	Secondary education	USD 6 455		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 9 708		USD 16 143		USD 16 164	
Total expenditure on primary to tertiary educational institutions							
2014							
Table B2.1	As a percentage of GDP	4.7%		5.2%		4.9%	
Total public expenditure on primary to tertiary education							
2014							
Table B4.1	As a percentage of total public expenditure	10.2%		11.3%		9.9%	
Teachers							
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education							
2015							
Table D3.2a	Pre-primary school teachers	0.72		0.78		0.79	
	Primary school teachers	0.84		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.85		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.84		0.94		0.96	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)							
2015							
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 15 468	USD 25 375	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 15 468	USD 25 375	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 15 468	USD 25 375	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 15 468	USD 25 375	USD 33 824	USD 46 631	USD 32 503	USD 46 151
Organisation of teachers' working time in public institutions over the school year							
2015							
Table D4.1		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	1090 hours	1808 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	573 hours	1496 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	486 hours	1480 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	481 hours	1464 hours	662 hours	1620 hours	629 hours	1580 hours
Percentage of teachers who are 50 years old or over							
2015							
Table D5.1	Primary education	29%		32%		33%	
	Upper secondary education	31%		40%		42%	
Share of female teachers in public and private institutions							
2015							
Table D5.2	Primary education	85%		83%		86%	
	Upper secondary education	65%		59%		61%	
	Tertiary education	44%		43%		44%	
Ratio of students to teaching staff							
2015							
Table D2.2	Primary education	11		15		14	
	Secondary education	10		13		12	
	Tertiary education	15		16		16	
Equity							
Intergenerational mobility in education²							
2012							
2012³							
2012							
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Tertiary-type B (30-44 year-olds' own educational attainment)	71%	21%	69%	31%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	12%	16%	n.a.	
Transition from school to work							
Percentage of people not in employment, nor in education or training (NEET)							
2016							
Table C5.1	18-24 year-olds	18%		15%		15%	
Education and social outcomes							
Percentage of adults who report having depression							
2014							
Table A8.1	Below upper secondary	Men	Women	Men	Women	Men	Women
	Upper secondary or post-secondary non-tertiary	4%	9%	10%	15%	10%	14%
	Tertiary	3%	6%	6%	10%	6%	10%
		2%	3%	5%	6%	4%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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