

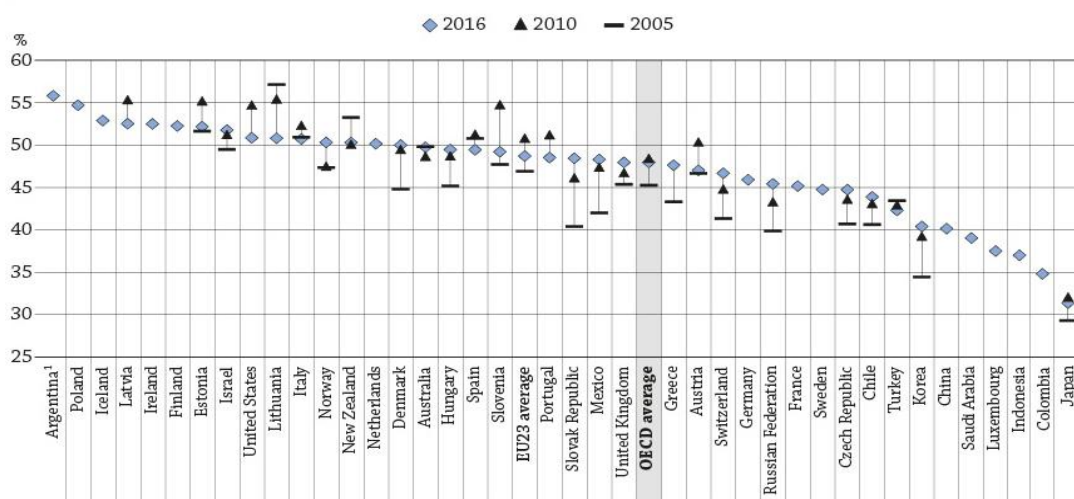
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Poland

- **Participation in early childhood education and care (ECEC) in Poland has grown significantly** in the last decade with an average increase for 3-5 year-olds of 47 percentage points. A new legal entitlement set in 2017 is expected to address **socio-economic and regional disparities in enrolment**.
- **The share of 25-34 year-olds with below upper secondary education in Poland is 5%**, the lowest across OECD countries after Korea (2%).
- Poland's public expenditure on training programmes within active labour market programmes (ALMPs) that aim to support employability through targeted services and training programmes is **only 0.01% of gross domestic product (GDP), among the lowest across OECD countries**.
- **Fifty-five percent of new entrants into doctoral programmes in Poland are women**, one of the highest shares across OECD countries.


Figure 1. Share of female new entrants into doctoral programmes (2005, 2010, 2016)



1. Year of reference 2015 instead of 2016.

Countries are ranked in descending order of the share of female new entrants into doctoral (ISCED 8) programmes in 2016.

Source: OECD / UIS / Eurostat (2018), Table B4.1, Education at a Glance Database, <http://stats.oecd.org/>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Poland faces gender, socio-economic and geographical equity gaps across educational levels

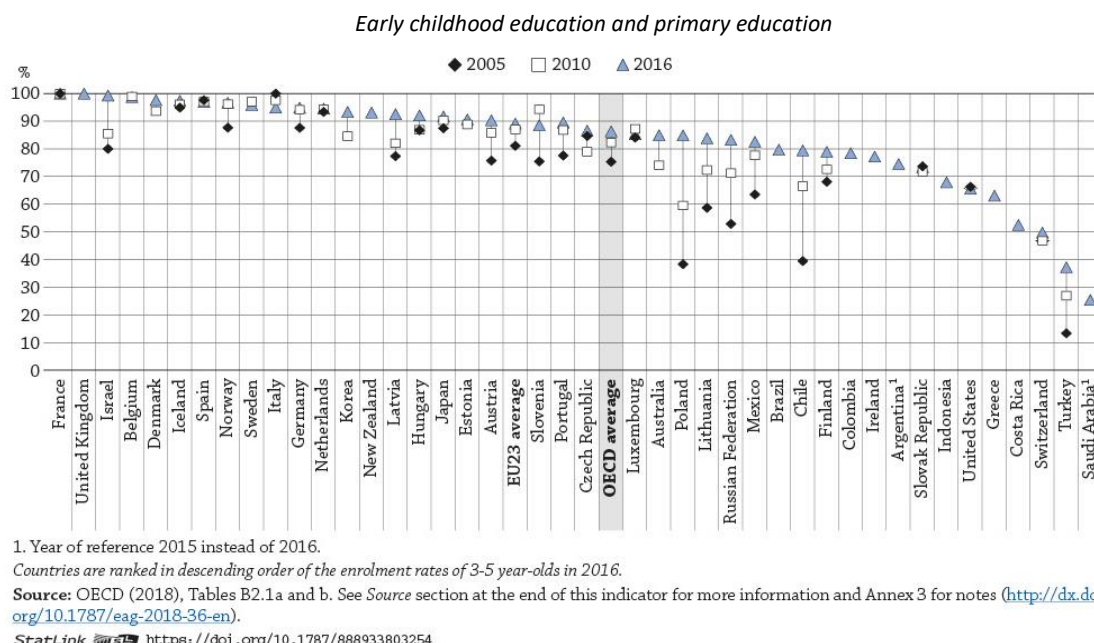
- In Poland, the enrolment rate in early childhood education and care (ECEC) programmes for children under 3 in 2016 was 12%, much lower than the OECD average of 34%. Children are more likely to be enrolled if they come from relatively advantaged socio-economic backgrounds: the enrolment rate among children from the families with the lowest income tertile¹ is 5%, compared to 18% for the most advantaged. Mothers' educational attainment also affects enrolment: the enrolment rate in early childhood education is 21% for children under 3 with tertiary-educated mothers, but only 3% among those with less well-educated mothers, the lowest among OECD countries with available data.
- Employment opportunities also vary considerably across subnational regions: In 2017, the share of 15-29 year-olds who are neither employed nor in education or training (NEET) varies from 9.4% to 20%, with the more rural and remote regions of Poland faring worse.
- Female graduates outnumber male graduates in general upper secondary schools in Poland – they make up 59% of graduates from these schools. On the other hand, 39% of graduates in vocational education and training (VET) are female, compared to the OECD average of 46%.
- Women make up 55% of new entrants into doctoral programmes in Poland, the highest share across OECD countries, compared with the average of 48% (Figure 1). While more women than men enter doctoral programmes in natural sciences, mathematics and statistics, fewer enter the fields of information and communication technologies (ICT) and engineering, construction and manufacturing.
- Gaps in educational attainment can lead to significant inequalities in the labour market in Poland where the employment rate of tertiary-educated adults is 19 percentage points higher than the employment rate of those with upper secondary education only (88% and 69% respectively). By measure of comparison, the employment advantage of tertiary-educated adults over those with upper secondary education only is 10 percentage points on average across OECD countries.

Enrolment in early childhood education and care (ECEC) programmes has increased significantly for 3-5 year-olds

- Due to expansion of ECEC services, including new entitlement which from 2017 applies to 3-5 year-olds (European Commission, 2017), there has been a significant increase in the enrolment rates between 2005 and 2016 (Figure 2). The enrolment of 3-, 4- and 5-year-olds increased by 42, 47 and 49 percentage points respectively.
- As in many OECD countries, almost all teachers in ECEC programmes in Poland are women, making up 98% of the teaching workforce. The Netherlands and France are the only OECD countries with more than 10% of male ECEC teachers. However, the vast majority of pre-primary teachers in Poland (88%) hold a master's degree, whereas a bachelor's degree prevails in most of the other countries with available data.
- Poland spent 0.74% of its gross domestic product (GDP) on pre-primary education in 2015, compared to the average of 0.62% in OECD countries with available data. The expenditure rate increased slightly in Poland between 2005 and 2015, by 0.13 percentage points, due to growing enrolment in ECEC. The ratio of children to teaching staff is currently 14, equal to the OECD average and the number of teachers in ECEC almost doubled between 2005 and 2016.

¹ The income tertiles are calculated based on the distribution by equivalised disposable (i.e. post-tax and post-transfer) income of children aged less than or equal to 12.

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2016)



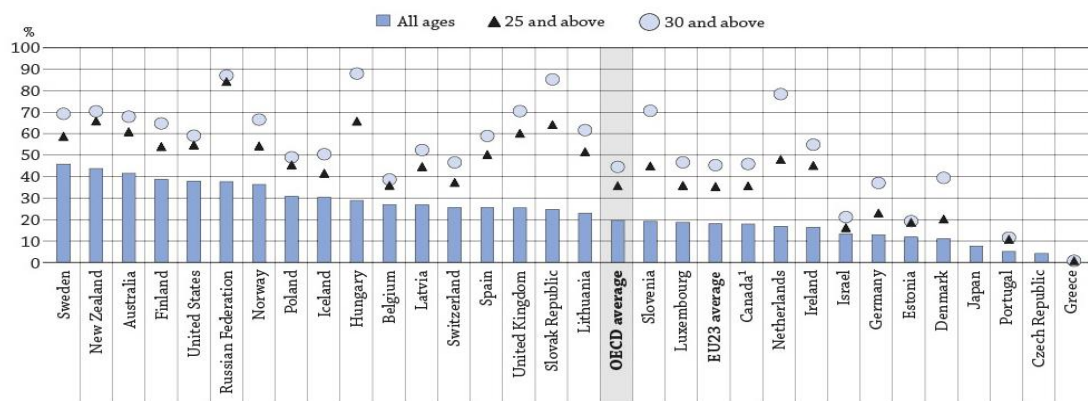
The majority of 25-64 year-olds have at least upper secondary education, but participation in lifelong learning is lower than the OECD average

- Poland has ongoing educational reforms planned for 2017-2022/23. These include merging primary and lower secondary levels into an 8-year primary level, as well as reintroducing a 4-year general secondary school level, a 5-year technical secondary school level and a two-stage sectoral vocational education and training (VET) level of 3 and 2 years. Its aims to increase the attractiveness of VET and strengthen the links between VET and the labour market (European Commission, 2017).
- The share of 25-34 year-olds with less than upper secondary education has fallen between 2007 and 2017 and is currently just 5%, the lowest across OECD countries after Korea (2%). At this rate, 84% of individuals in Poland are expected to graduate from upper secondary education for the first time before the age of 25 (45% from general programmes and 39% from vocational programmes), a similar rate to the OECD average of 81%.
- However, upper secondary vocational programmes are by far the most common path for upward educational mobility among adults whose parents did not achieve upper secondary education: 66% of this group attained a vocational upper secondary education compared to 4% who attained general upper secondary education.
- Women are less represented in VET programmes than on average across OECD countries, although these imbalances vary across fields of study. Only 12% of those graduating from VET programmes in engineering, manufacturing and construction in Poland are women, similar to the OECD average for these fields. On the other hand, while women are over-represented in health and welfare programmes, making up 68% of all graduates, this is below the OECD average of 77%.
- Poland faces a critical long-term challenge in establishing a lifelong learning culture. Participation in formal and non-formal adult education increases with higher educational attainment, but according to the recent Adult Learning Survey, participation of adults in education and training in Poland is still low, especially among older and low-skilled people (European Commission, 2017). Among 25-64 year-olds with below upper secondary education in Poland, participation in formal and/or non-formal education is 14% compared to the OECD average of 25%, although the share of adults with below upper secondary attainment is among the lowest across OECD countries. However, the gap in participation in non-formal learning is much larger than that in formal learning (Eurostat, 2016). Poland also spends only 0.01% of its GDP on training programmes within active labour market programmes (ALMPs) that aim to support employability through targeted services and training programmes, one of the lowest amounts across OECD countries. In contrast Austria, Denmark and Finland spend more than 0.45% of GDP on such programmes.

Tertiary education is gaining more popularity although funding remains low

- The government has launched a new reform on higher education and science that will come into force during last quarter of 2018. The reform aims to improve the quality and performance of higher education institutions through structural changes to governance, funding, and evaluation. The reform also aims to improve the performance of science programmes within higher education including new programmes for doctorates (European Commission, 2017).
- In 2017, 30% of 25-64 year-olds in Poland held a tertiary qualification, compared to the OECD average of 38%. Entry rates into tertiary education in Poland have been increasing and currently 77% of women and 61% of men are expected to enter tertiary education for the first time before the age of 25. Moreover, 73% of Polish 25-64 year-olds who have at least one tertiary-educated parent (12% of the population) have attained a tertiary education.
- Between 2013 and 2016, the number of international students studying in Poland nearly doubled. In contrast, the share of Polish students enrolled in other OECD and partner countries has remained stable since 2013.
- There are significant differences in the preferred field of study by gender. In Poland, similarly to the OECD average, women graduate mostly from business, administration and law (around 25% of all female graduates); education (around 18%); and health and welfare studies (around 14%), while men graduate more from engineering, manufacturing and construction (around 26% of all male graduates), as well as the fields of business, administration and law (around 22%).
- A higher share of Polish tertiary students study part time (31%) than the OECD average (20%). Part-time study is more attractive to older students who are already active in the labour market: 49% of students above the age of 30 study part time, compared to the OECD average of 45% (Figure 3).
- There has been a 25% increase in the total expenditure per full-time student in tertiary institutions in Poland between 2010 and 2015. Yet this expenditure was still just USD 9 6872 in 2015, still significantly below the OECD average of USD 15 474.

Figure 3. Part-time enrolment in tertiary education, by age group (2016)



1. Excludes enrolment in short-cycle tertiary programmes in private institutions.

Countries are ranked in descending order of their share of part-time enrolment in tertiary education for all ages.

Source: OECD (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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² Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Poland - Country Note - Education at a Glance 2018: OECD Indicators

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Note regarding data from Israel

The statistical data for Israel are supplied by and are 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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.


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OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

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

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

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Key Facts for Poland in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Poland	OECD average	EU23 average			
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	7%	4%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	59%	42%	46%	37%	48%	39%
	Tertiary	34%	54%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	13%		13%		12%	
	Foreign-born	13%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	42%	**	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	70%	76%	76%	72%	76%	71%
	Tertiary	88%	79%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	75%		78%		79%	
	Upper secondary or post-secondary non-tertiary	80%		78%		79%	
	Tertiary	71%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	32%		39%		38%	
	Upper secondary	33%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	14%	17%	22%	20%	20%	19%
	Engineering, manufacturing and construction	19%	11%	22%	10%	23%	11%
	Health and welfare	6%	12%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	**		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	35%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	71%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	78%		68%		75%	
	Private institutions	22%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 6 222		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	51%		44%		47%	
	Combined school- and work-based programmes	8%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	59%		54%		55%	
	Vocational programmes	39%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 5 775		USD 8 981		USD 9 235	
	Vocational programmes	USD 7 346		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	3%		4%		6%	
	Master's or equivalent	4%		12%		13%	
	Doctoral or equivalent	2%		26%		23%	
	All tertiary levels of education	3%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	**		14%		10%	
	Bachelor's or equivalent	**		75%		76%	
	Master's or equivalent	**		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	67%		81%		82%	
	Bachelor's or equivalent	85%		84%		83%	
	Master's or equivalent	89%		88%		88%	
	Doctoral or equivalent	98%		92%		92%	
	All tertiary levels of education	88%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	**		123		125	
	Bachelor's or equivalent	139		145		137	
	Master's, doctoral or equivalent	161		191		175	
	All tertiary levels of education	156		155		152	

Poland - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Poland		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 6 757		USD 8 539		USD 8 512	
	Secondary	USD 6 806		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 7 647		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	4.6%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	84%		73%		76%	
	Private expenditure	7%		21%		19%	
	Public to private transfers	9%		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	10.1%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2.a	Pre-primary	0.68	1.01	0.82	**	0.83	1.1
	Primary	0.79	1.08	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.82	1.1	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.8	1.1	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1.a	Pre-primary	USD 15 600	USD 25 553	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 15 600	USD 25 553	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 15 600	USD 25 553	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 15 600	USD 25 553	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 085 hours	1 808 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	564 hours	1 496 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	478 hours	1 480 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	473 hours	1 464 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	31%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	86%		83%		86%	
	Lower secondary	73%		69%		71%	
	Upper secondary	66%		60%		63%	
	Tertiary	45%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	19		21		21	
	Lower secondary	22		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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