Social and Economic Conditions of Student Life in Europe

National Profile of Poland

eurostudent IV

Metadata for the national survey

National Currency	PLN
Exchange rate: 1 Euro =	0.24977
Date and source of exchange rate:	01.07.2010 - National Bank of Poland
Survey method	online survey
Size of final sample	1992
Sampling method	random sample
Return rate	38.2
Reference period of survey (semester, year)	Semestr II, 2010
Weighting scheme	Sex, formal status of student(full/part-time student)
Project sponsor	Ministry of Science and Higher Education
Implementation	Interactive Institite of Market Research (http://www.iibr.pl)

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

methodical issues or considerations for data interpretation:

Weighting scheme was based on joint distribution of two variables: sex and formal status of students (full/part-time). Weighting on variable age wasn't necessary due to right distribution of it in the polish sample. Weights was created according to data from Central Statistical Office from 2008.

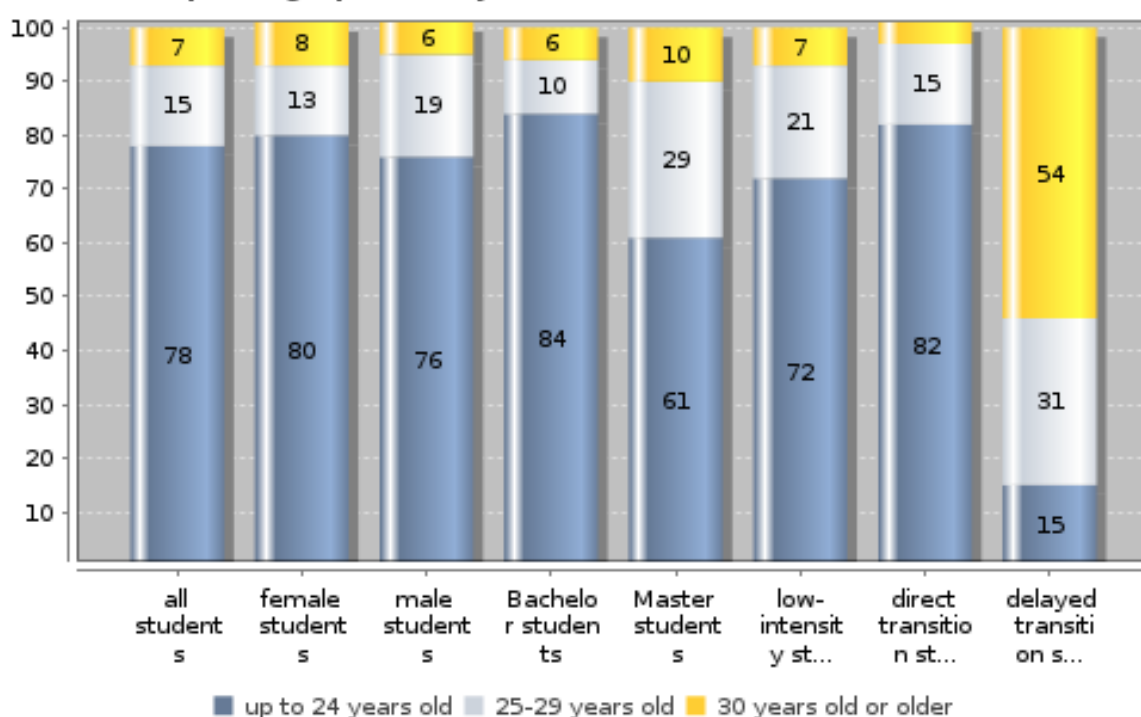**national interpretation of the results of the data analysis:**

Topic: Metadata

Subtopic 1: Metadata on national survey

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	23.36
Average age (median) in years - all students	22.0
Average age (arithm.mean) in years - female students	23.25
Average age (arithm.mean) in years - male students	23.5
Average age (arithm.mean) in years - BA students	22.63
Average age (arithm.mean) in years - MA students	25.43
Average age (arithm.mean) in years - low-intensity students	23.71

Grouped age profile by characteristics of students (in %)

details on missing data:

methodical issues or considerations for data interpretation:

Weighting scheme was based on joint distribution of two variables: sex and formal status of students (full/part-time). Weighting on variable age wasn't necessary due to right distribution of it in the polish sample. Weights was created according to data from Central Statistical Office from 2008.

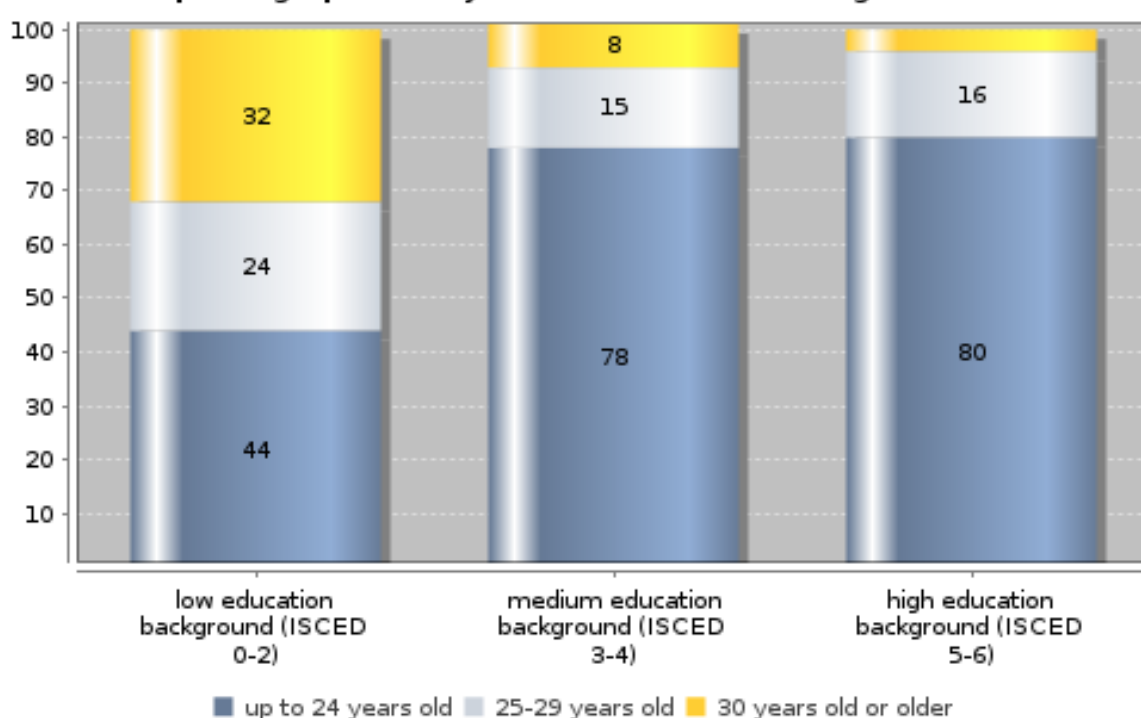**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	29.07
Average age (median) in years - low education background (ISCED 0-2)	25.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	22.73
Average age (median) in years - high education background (ISCED 5-6)	22.0

Grouped age profile by students' social background (in %)

up to 24 years old ■ 25-29 years old ■ 30 years old or older

details on missing data:

methodical issues or considerations for data interpretation:

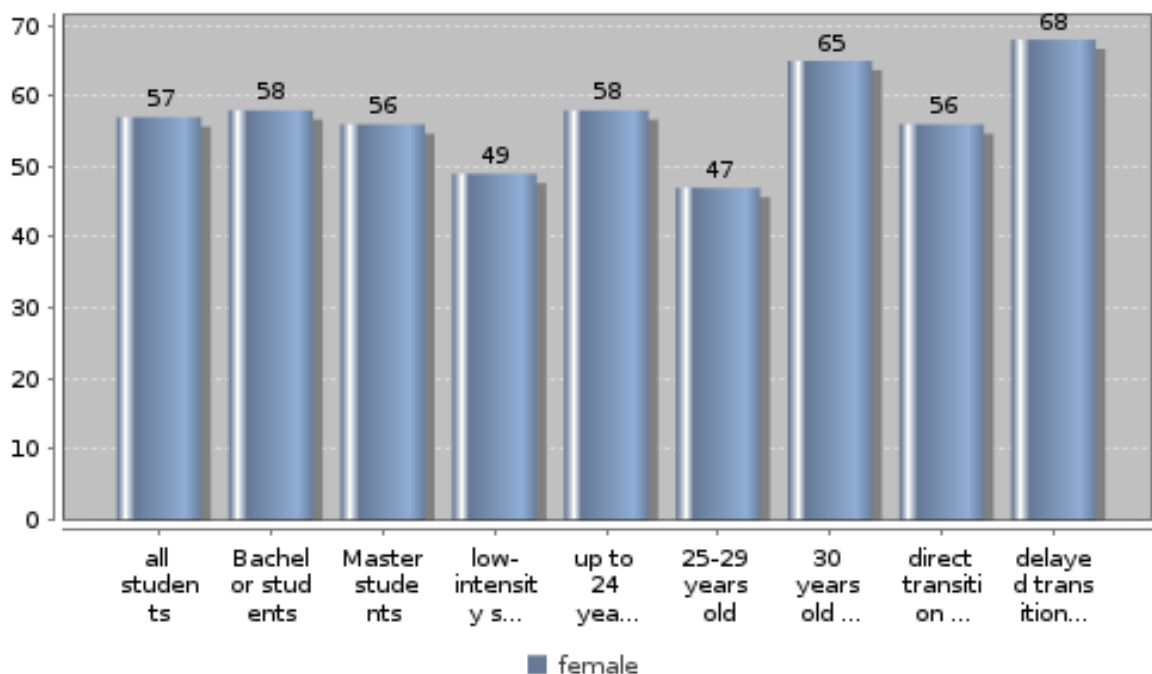**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	56.9
Share of females among BA students, in %	58.2
Share of females among MA students, in %	56.2
Share of females among low-intensity students, in %	49.1
Share of females among the 30 years old or older, in %	64.5

Gender profile by charactersictics of students - Share of female students in each category (in %)

details on missing data:

methodical issues or considerations for data interpretation:

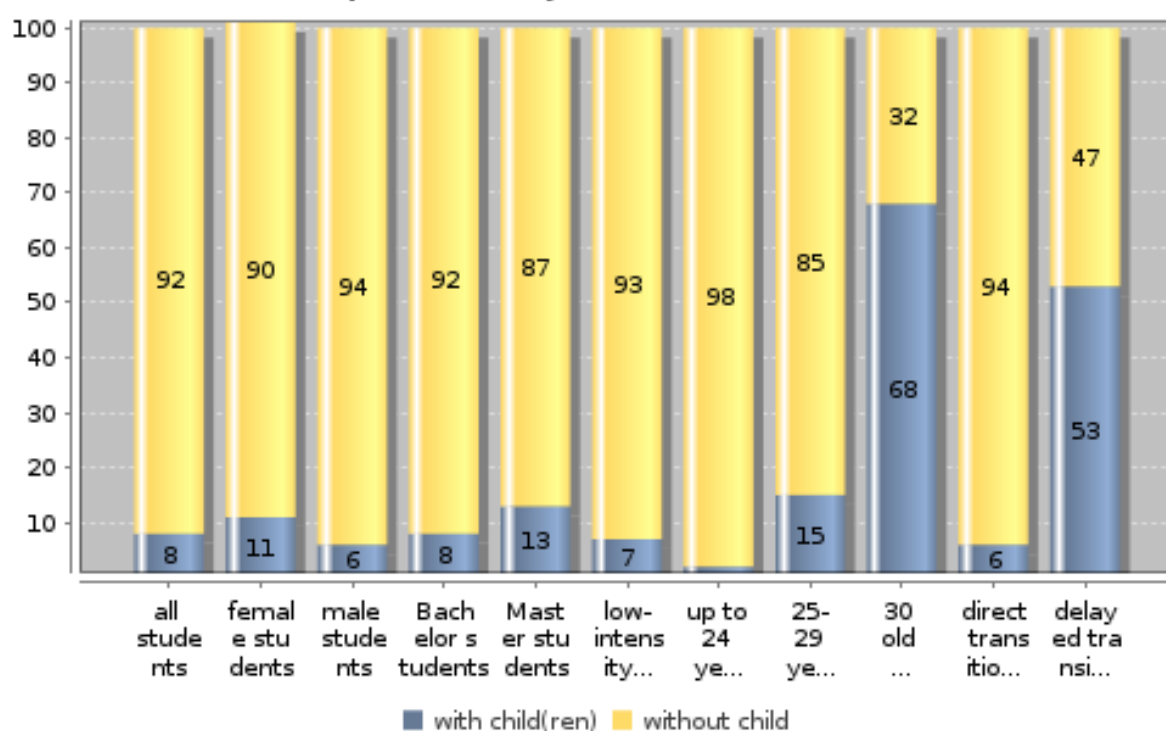**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics

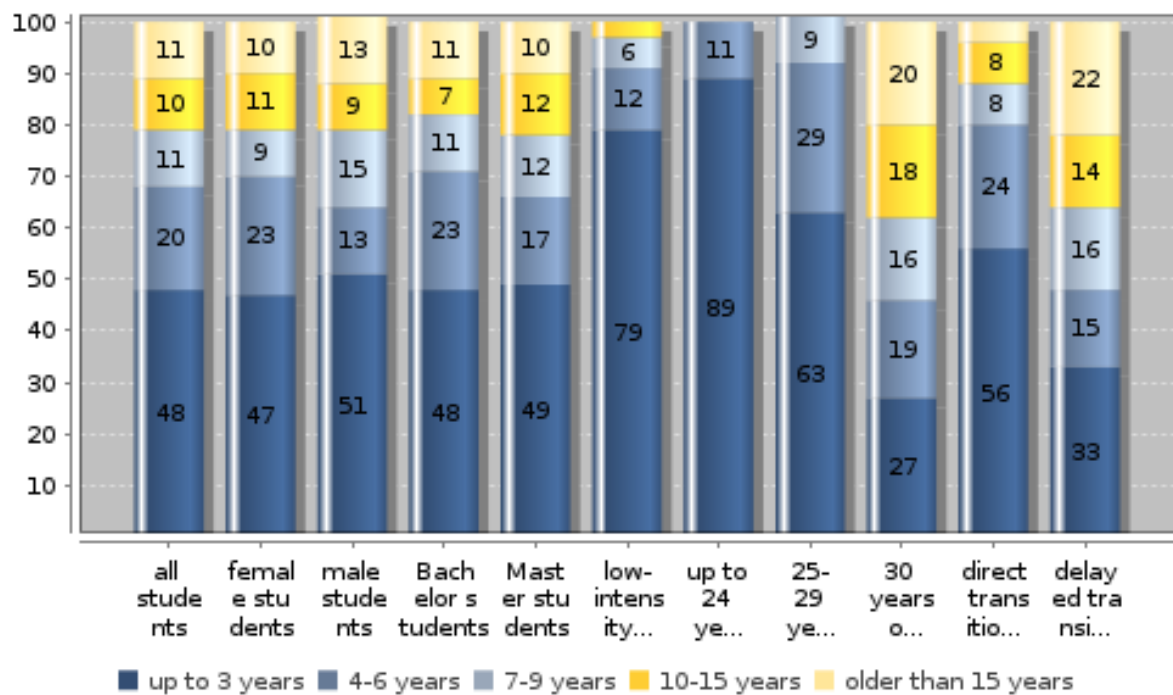## Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	8.5
Share of students with children among female students, in %	10.4
Share of students with children among male students, in %	5.7
Share of students with children among MA students, in %	12.8
Share of students with children among up to 24 years old, in %	2.0
Students with children up to the age of 3 years of all students with children, in %	48.0
Students with children between the ages of 4 to 6 of all students with children, in %	20.3

Students with dependents by characteristics of students (in %)

Legend: ■ with child(ren) ■ without child

Age of youngest child by characteristics of students with children (in %)

	all students	female students	male students	Bachelors tudents	Master students	low-intensity...	up to 24 ye...	25-29 ye...	30 years o...	direct transitio...	delayed transi...
older than 15 years	11	10	13	11	10	6	11	9	20	8	22
10-15 years	10	11	9	7	12	12			18	8	14
7-9 years	11	9	15	11	12			29	16	24	16
4-6 years	20	23	13	23	17	79	89	63	19	56	15
up to 3 years	48	47	51	48	49				27		33

Legend: up to 3 years ■ 4-6 years ■ 7-9 years ■ 10-15 years ■ older than 15 years

details on missing data:

methodical issues or considerations for data interpretation:

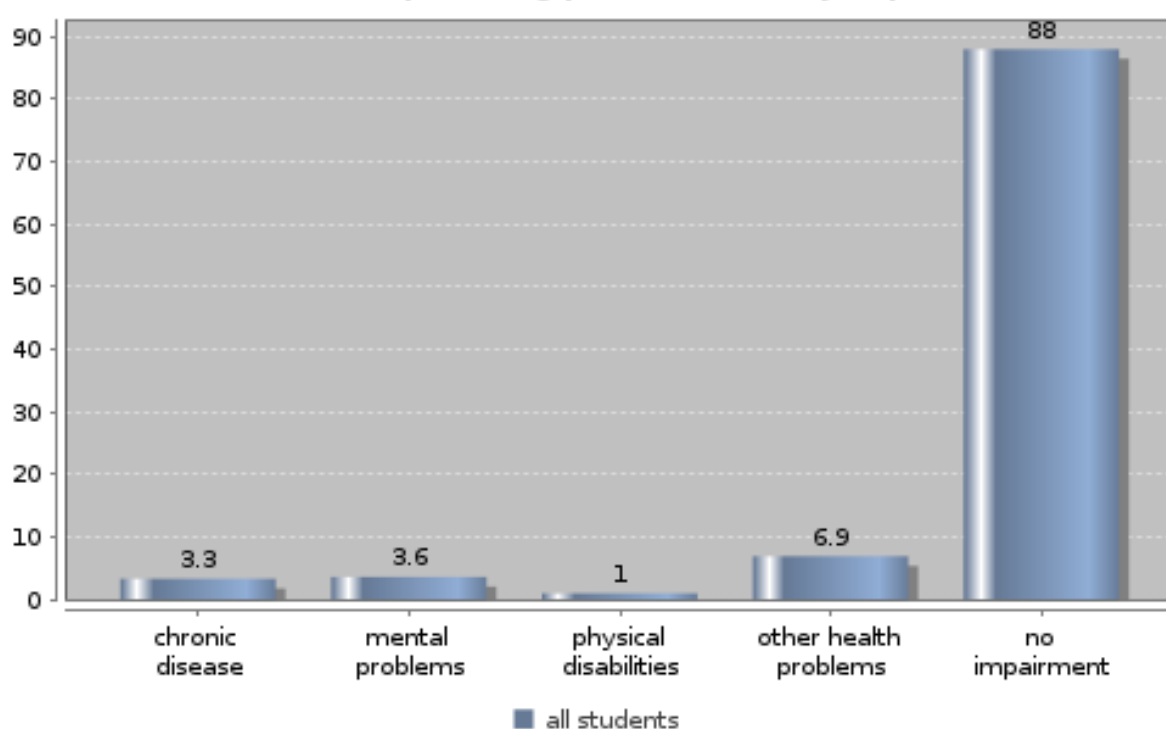**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics

## Subtopic 5: Students' assessment of study impairment and of how it is taken account of

Key Indicators

Students who feel impaired in their studies in %	12.0
Students who are (very) satisfied with the way their impairments are taken account of in %	26.3
Students who are (very) dissatisfied with the way their impairments are taken account of in %	50.1

Share of students expressing particular study impairment (in %)

Students' assessment of how impairments are taken account of in their studies (in %)
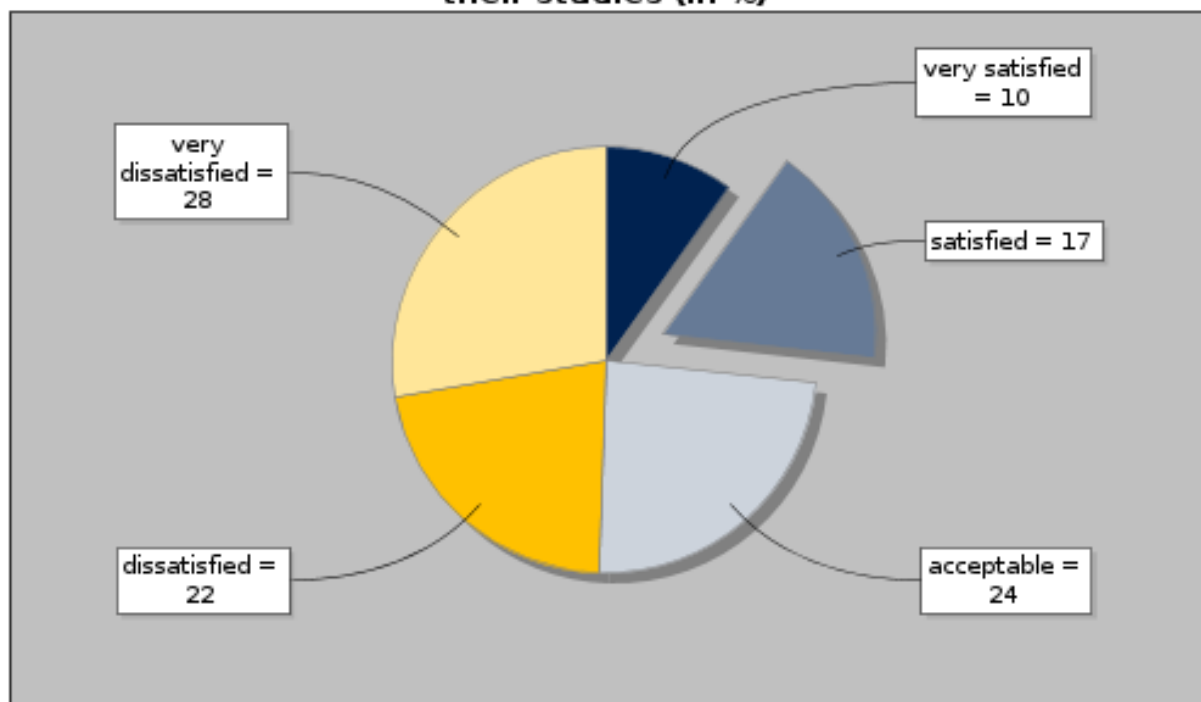
very satisfied = 10

satisfied = 17

acceptable = 24

dissatisfied = 22

very dissatisfied = 28

details on missing data:

methodical issues or considerations for data interpretation:

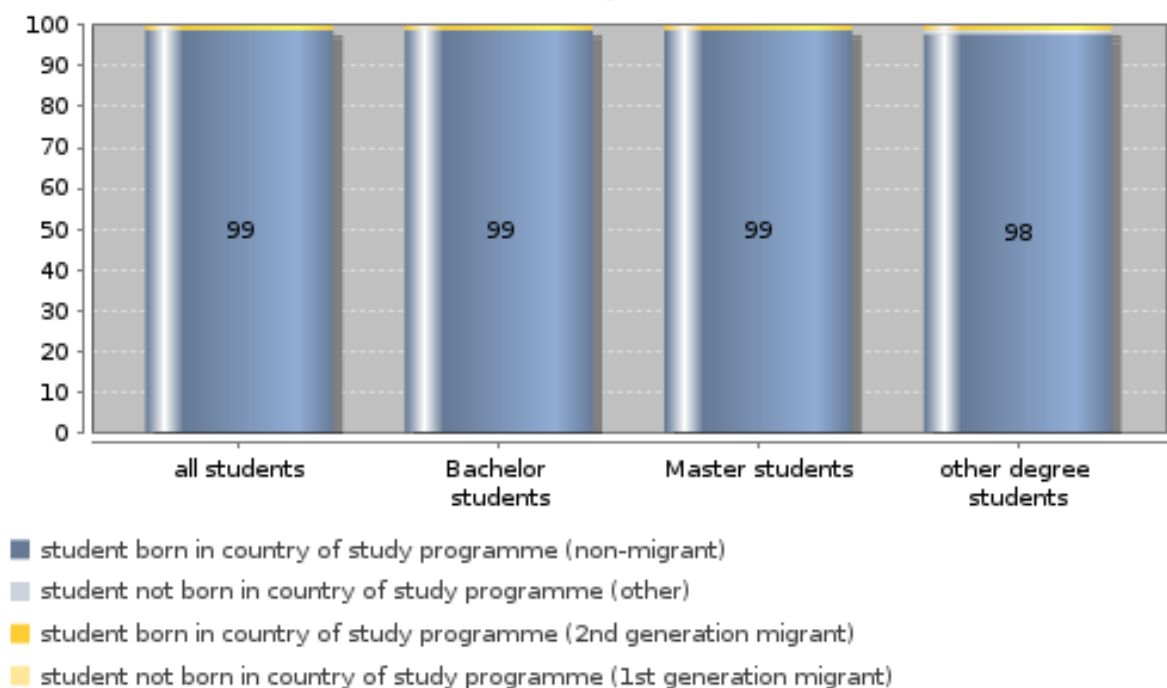**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics
Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	98.5
Share of non-migrants among all BA students, in %	98.6
Share of non-migrants among all MA students, in %	98.6
Share of 2nd generation migrants among all students, in %	0.9
Share of 2nd generation migrants among all BA students, in %	0.7
Share of 2nd generation migrants among all MA students, in %	1.4
Share of 1st generation migrants among all students, in %	0.2
Share of 1st generation migrants among all BA students, in %	0.3

Migrant students according to own and to parents' place of birth (in %)

- student born in country of study programme (non-migrant)
- student not born in country of study programme (other)
- student born in country of study programme (2nd generation migrant)
- student not born in country of study programme (1st generation migrant)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The high percentage of non-migrant students in Poland is caused by the high racial-ethnic homogeneity of Polish society. It has to be mentioned that, compared to other European countries, Poland is much less often chosen by emigrants as a destination.
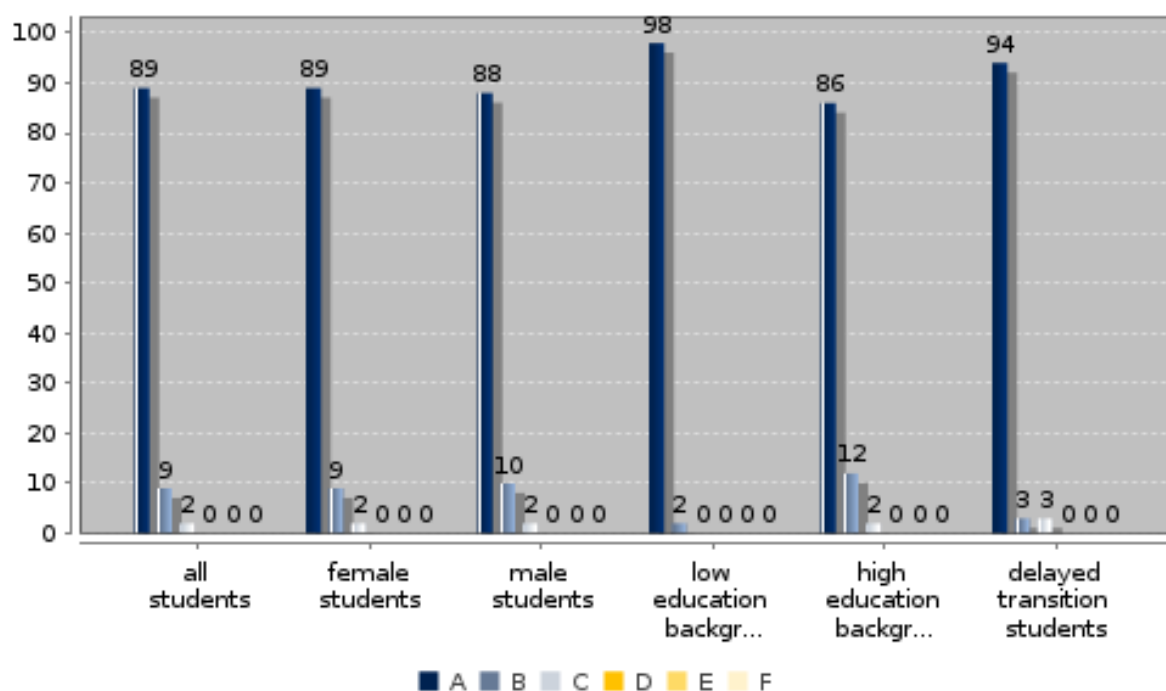
Topic: B. Access and entry to higher education

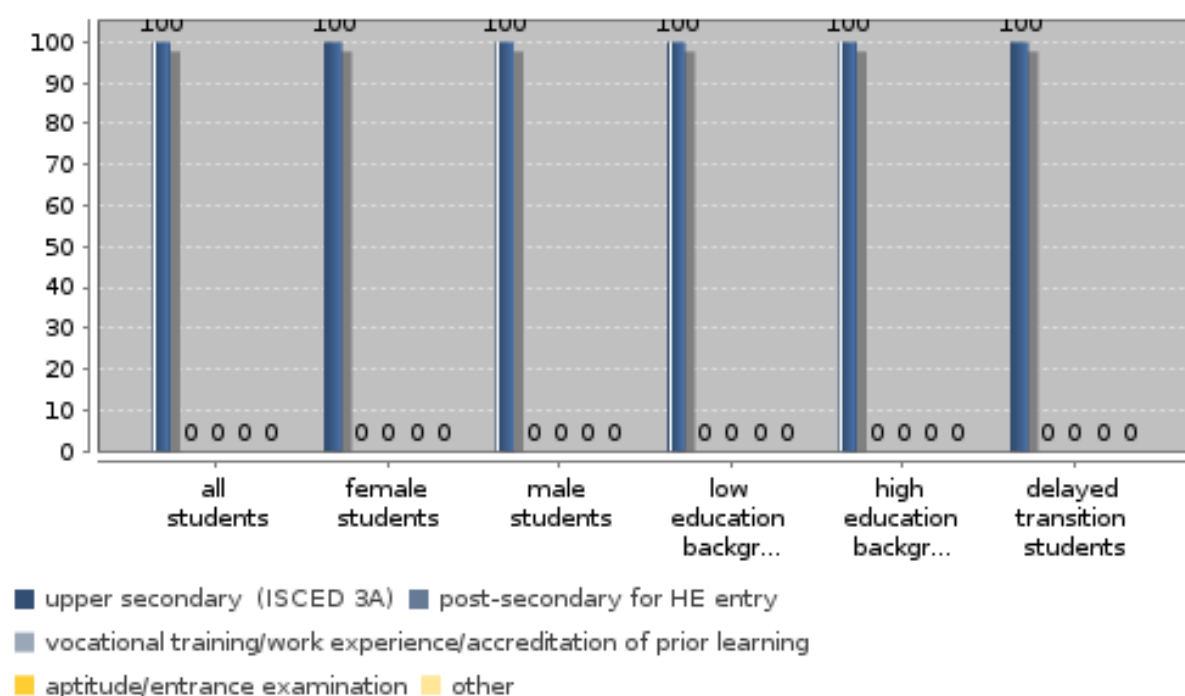## Subtopic 1: Qualification routes into higher education

Key Indicators

All students via upper secondary in %	100.0
Female students via upper secondary in %	100.0
Male students via upper secondary in %	100.0
Students with low education background (ISCED 0-2) via upper secondary in %	100.0
Students with high education background (ISCED 5-6) via upper secondary in %	100.0
Students with delayed transition via upper secondary in %	100.0

Qualification route to HE by type of entry qualification - country specific (in %)

Qualfication route to HE by type of entry qualification - standardised (in %)

- upper secondary (ISCED 3A) ■ post-secondary for HE entry
- vocational training/work experience/accreditation of prior learning
- aptitude/entrance examination ■ other

details on missing data:

methodical issues or considerations for data interpretation:

In master questionnaire question 2.2 was designed as single answer question, but during work on polish adaptation it has been changed to multiple answers questions.

It is worth to notice that there is no non-traditional routes into higher education in Poland. All HE candidates need upper secondary education (ISCED 3A) with passed secondary school certificate. Sometimes academies required additional requirements like exams and so on. There is no ISCED 4A or 4B in Poland.

Based on the multiple answers question 2.2 the following classification was proposed:

A - only high school certificate

B - high school certificate + exam/s

C - high school certificate + other requirement/s

D - high school certificate + exam/s + other requirement/s

national interpretation of the results of the data analysis:

All entrants to HE require an upper secondary certificate as pre-requisite. The differences in what they need to supplement it are based on requirements of individual courses and universities. The better grades on the secondary school certificate, the higher chance to get to better academies.

Higher share of qualification route to HE based only on high school certificate in group of student with low educational background can be related to worse grades on high school diploma (in normal

circumstances students' grades at secondary school are related to students' parents education background). It causes that they are forced to choose academies with lower requirements (only route A).

It is worth to notice that in Poland we have had education boom in recent years. In academic year 1990/1991 the net enrolment rate (in the age group 19-24) was 9.8, in the year 2000/2001 - 30.6, in 2005/2006 - 38, and in 2009/2010 - up to 40.9. Net enrolment rates in Poland - in comparison to rest of the Europe - have very high values. Education boom have shaped dichotomous system of HE. One part are public academies. They perceived as better and more prestige, offering good quality of education. Second part are private academies, which are perceived as the ones offering lower quality education in comparison to the public system. Private academies usually enroll students based only on secondary school certificate. They are usually perceived as second chance, chosen only when student does not get to public academies.
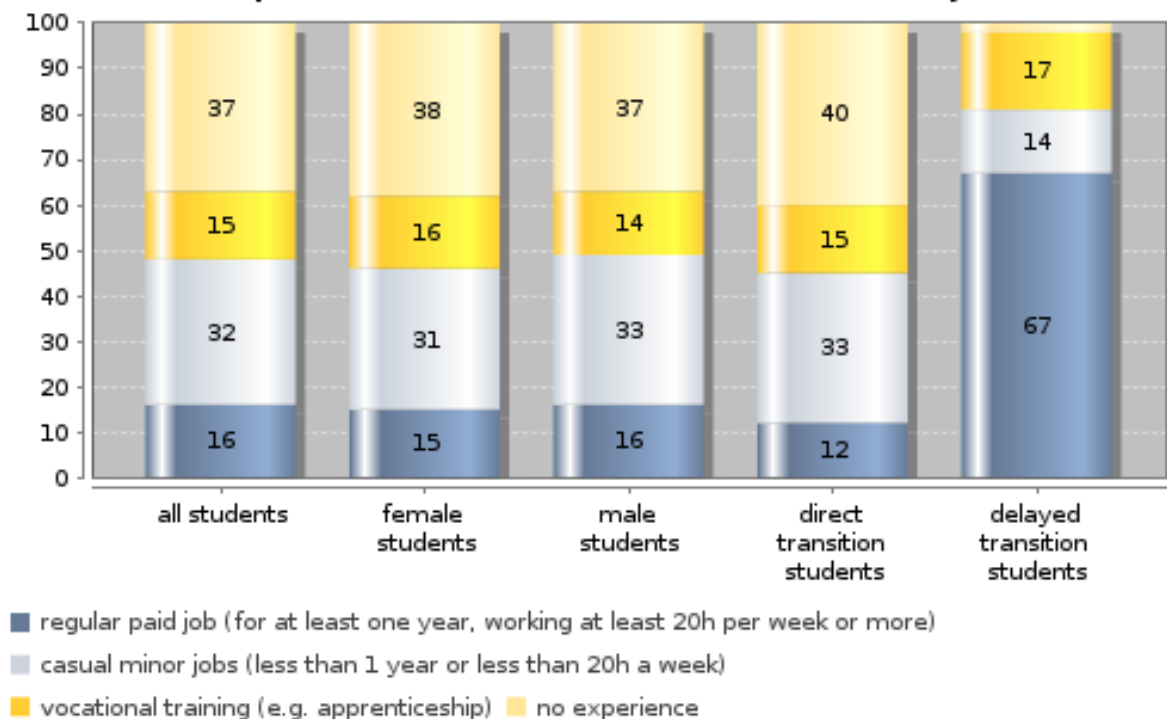
Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators

|	
All students with regular paid job before entering HE in %	15.5
Females with regular paid job before entering HE in %	15.2
Males with regular paid job before entering HE in %	16.0
Direct transition students with regular paid job before entering HE, in %	12.4
Delayed transition students with regular paid job before entering HE, in %	66.7
All students without labour market experience before entering HE in %	37.3
Females without labour market experience before entering HE in %	37.8
Males without labour market experience before entering HE in %	36.8

Prior experience of labour market before HE entry (in %)

- regular paid job (for at least one year, working at least 20h per week or more)
- casual minor jobs (less than 1 year or less than 20h a week)
- vocational training (e.g. apprenticeship)   no experience

details on missing data:

methodical issues or considerations for data interpretation:

In master questionnaire question 2.6 was designed as single answer question, but during work on polish adaptation it has been changed to multiple answers questions. That multi answers question – during analysis - were transformed to single answer question. According to the transformation categories ‘regular paid job’, ‘casual minor jobs’, ‘vocational training’ need to be merged into one category “experience on the labour market” before use it.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators

Students without labour market experience and low education background (ISCED 0-2) in %	32.3
Students without labour market experience and high education background (ISCED 5-6) in %	45.4

Prior experience of labour market before HE entry by social background (in %)
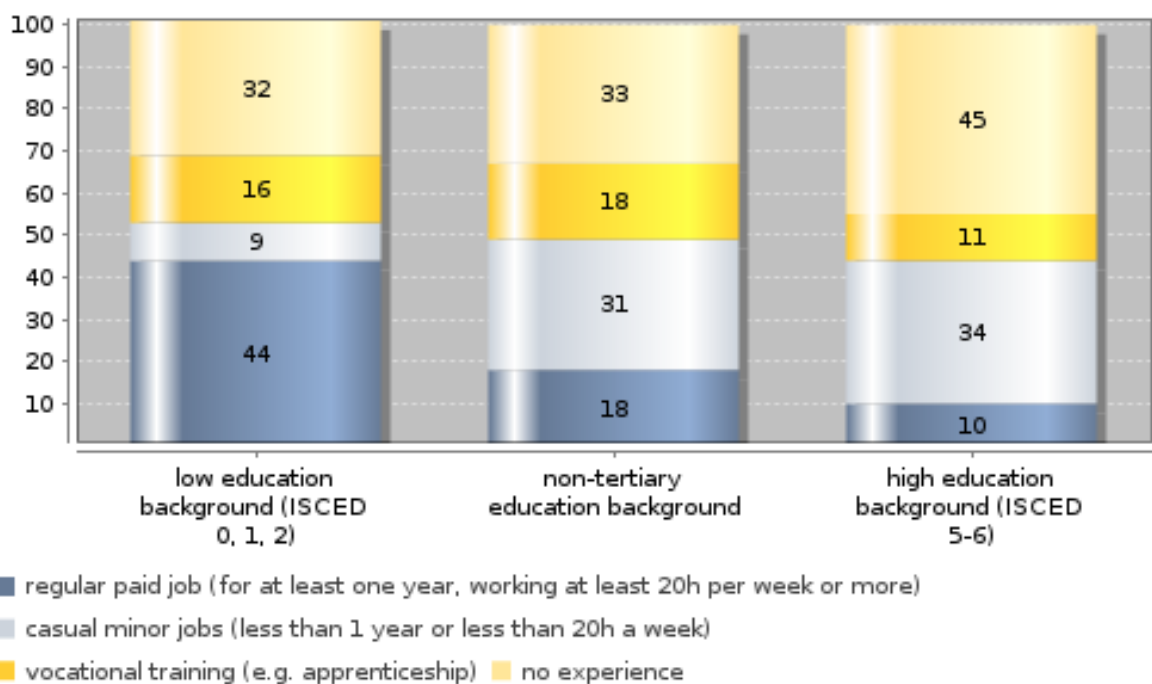
details on missing data:

methodical issues or considerations for data interpretation:

In master questionnaire question 2.6 was designed as single answer question, but during work on polish adaptation it has been changed to multiple answers questions. That multi answers question – during analysis - were transformed to single answer question. According to the transformation categories 'regular paid job', 'casual minor jobs', 'vocational training' need to be merged into one category "experience on the labour market" before use it.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators

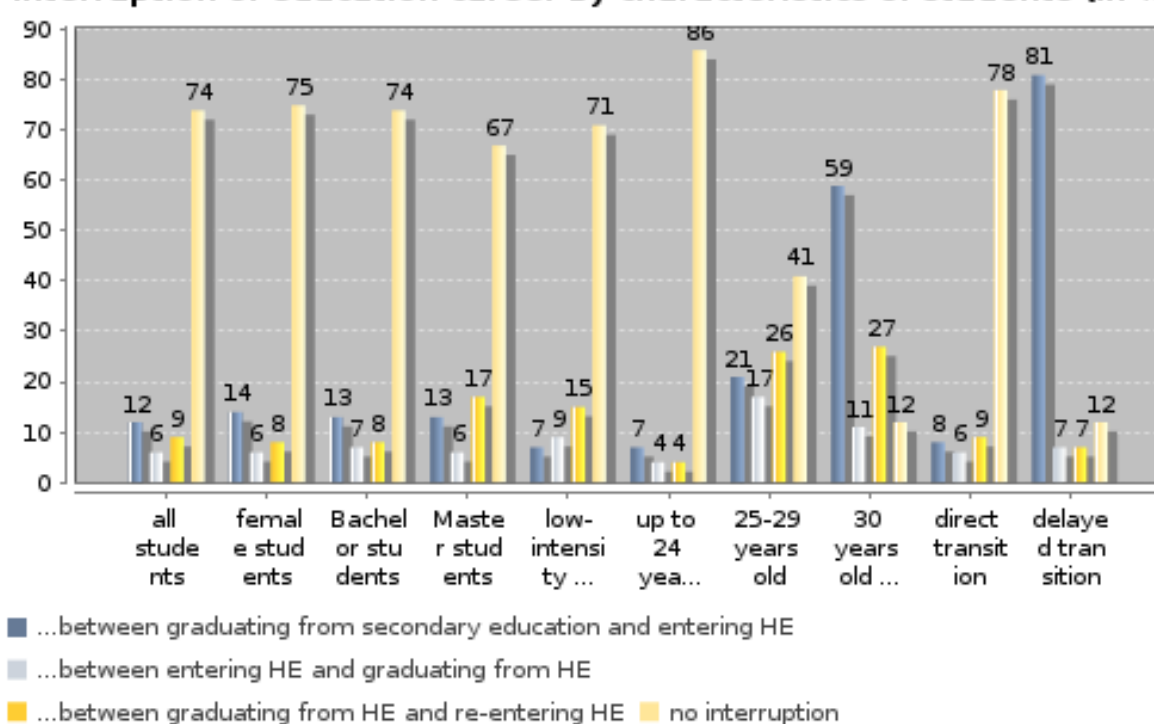|	
BA students with interruption between graduating from secondary education and entering HE, in %	13.3
BA students with interruption between entering HE and graduating from HE, in %	7.1
BA students without interruption, in %	73.5

Interruption of education career by characteristics of students (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

## Topic: B. Access and entry to higher education

Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

Average time between HE qualification
and HE entry in months (arithm. mean)

all students	12.49
female students	13.69
male students	10.9
low education background (ISCED 0-2)	24.49

Time between receiving entry qualification and entry to HE (in %)
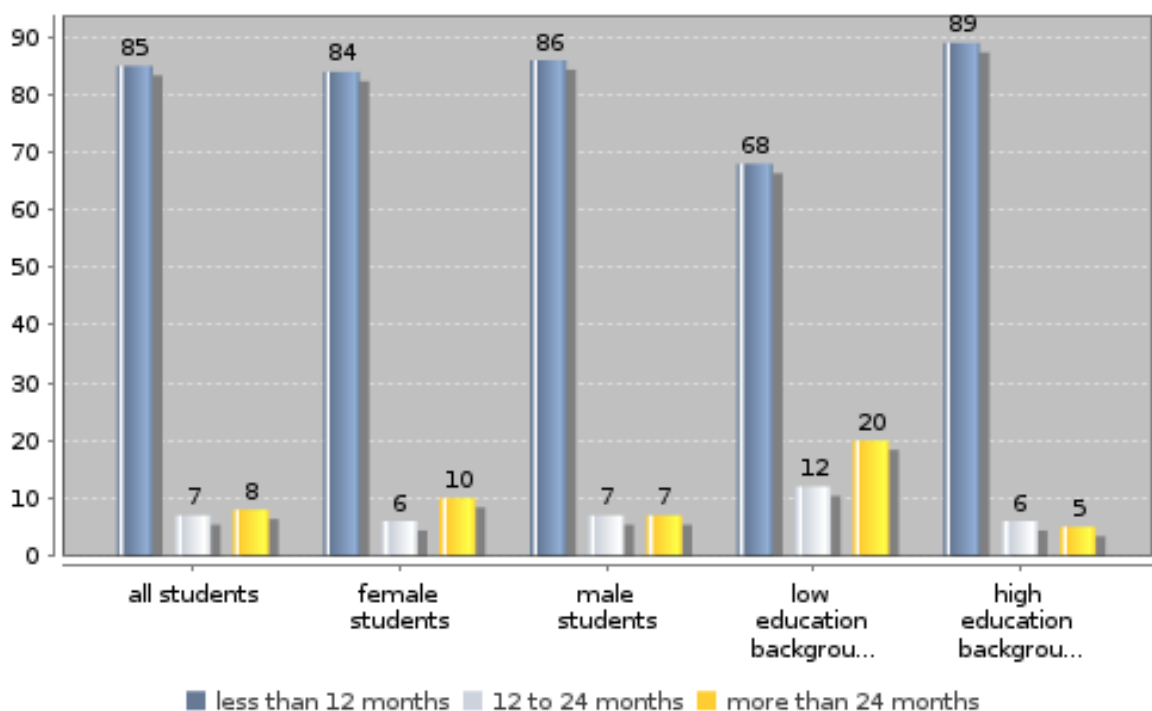
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The secondary students in Poland pass their maturity exam in May and start their higher education in October. If a particular person starts their higher education right after passing the matura exam, and this is what most of the students do, then the time between obtaining entry and higher education participation is 5 months (median) in all compared groups.

The differences between mean and median arise from the skewness of distribution of the time between qualification and entry in months. In other words, the values higher than the median stand for people
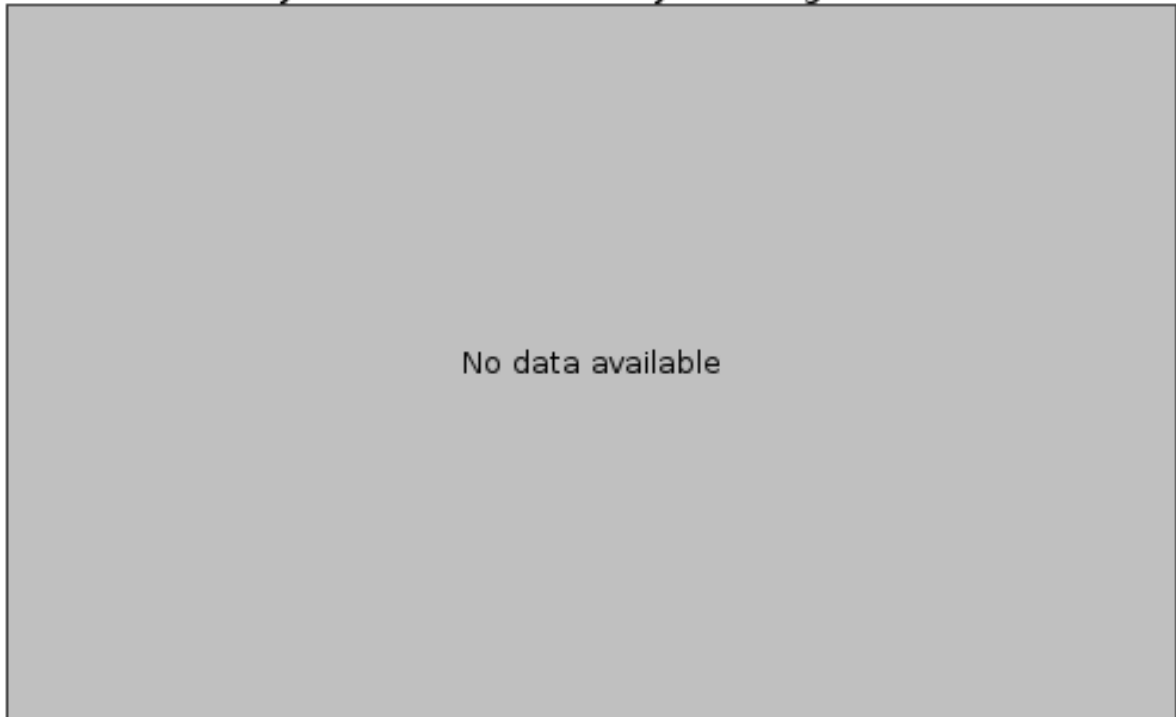
who had a gap between passing the matura exam and starting their higher education.

Topic: B. Access and entry to higher education
Subtopic 6: Location of graduation from secondary education

Key Indicators

Students by location of secondary school graduation (in %)

No data available

details on missing data:

methodical issues or considerations for data interpretation:

Based on question 2.1 analysis can’t be completed due to lack of adequate data. In polish adaptation of questionnaire respondent were asked about voivodeships, where were they living, when they graduated from secondary school. This information is not sufficient to differentiate between rural and urban areas.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators

All students studying for BA, in %	65.5
All students studying for MA, in %	17.6
All students studying for other national degrees, in %	16.9
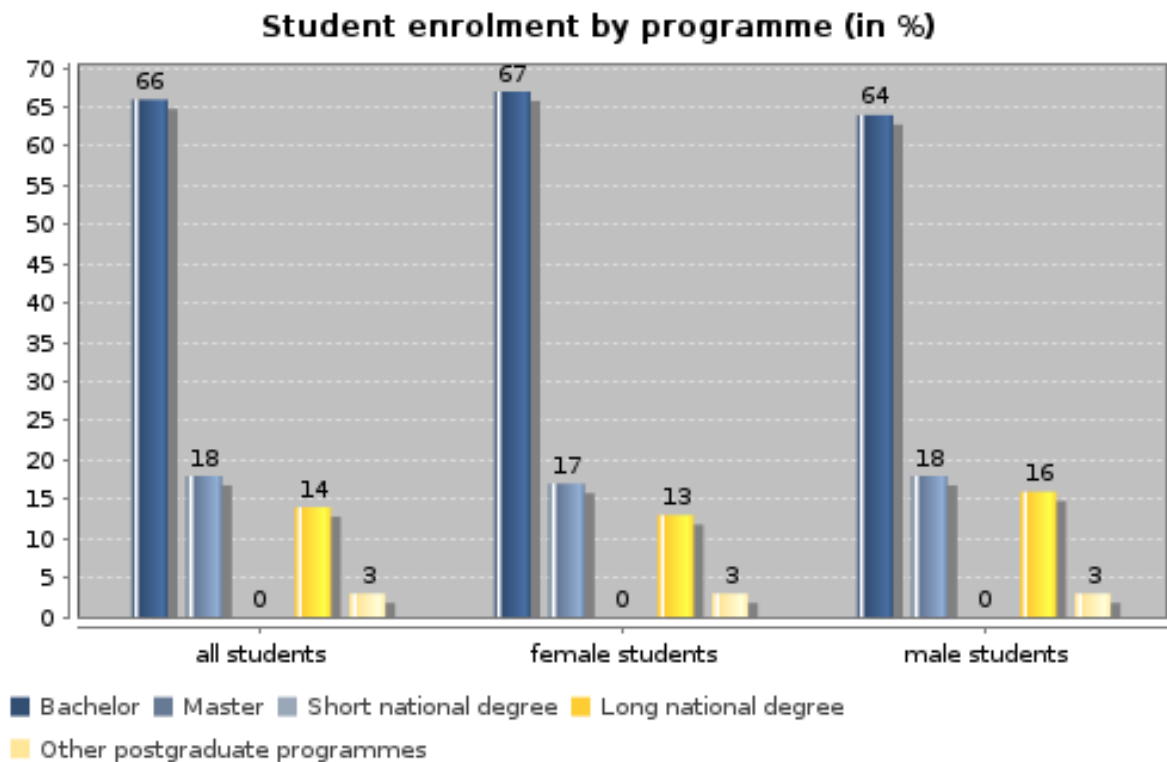
Student enrolment by programme (in %)

details on missing data:

methodical issues or considerations for data interpretation:

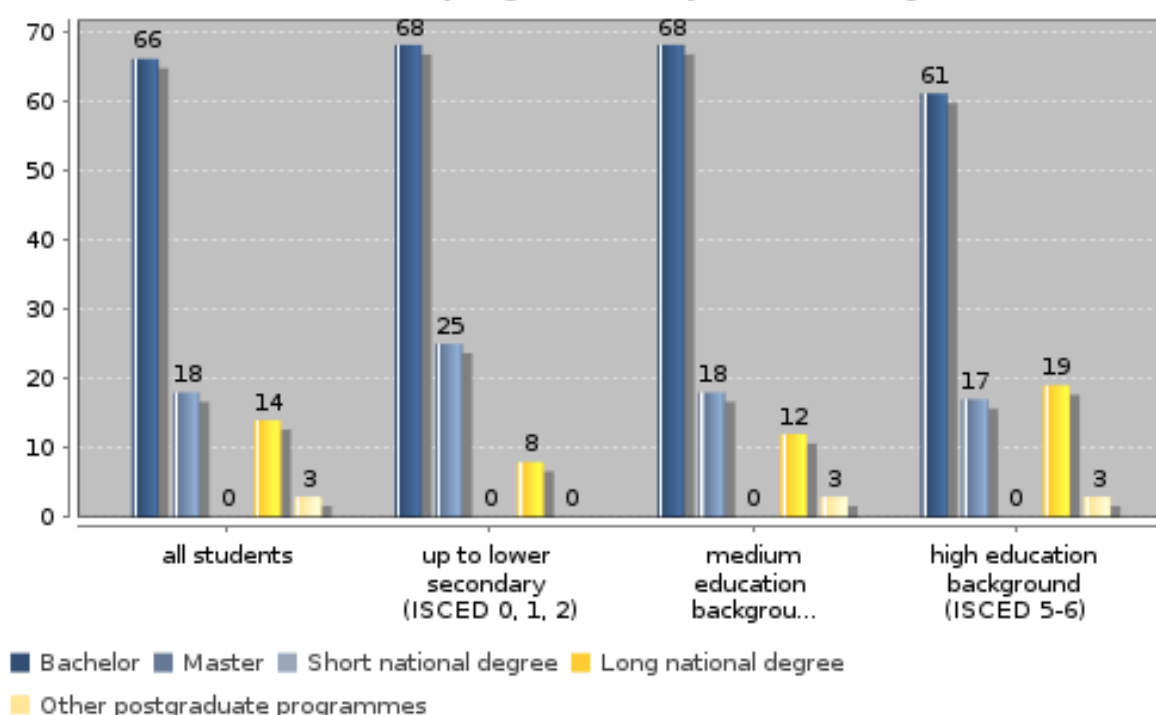**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators

Students with low education background (ISCED 0-2) studying for BA, in %	67.7
Students with low education background (ISCED 0-2) studying for MA, in %	24.8
Students with high education background (ISCED 5-6) studying for BA, in %	60.8
Students with high education background (ISCED 5-6) studying for MA, in %	17.0

Student enrolment in programmes by social background (in %)

Legend: Bachelor ■ Master ■ Short national degree ■ Long national degree ■ Other postgraduate programmes

details on missing data:

methodical issues or considerations for data interpretation:

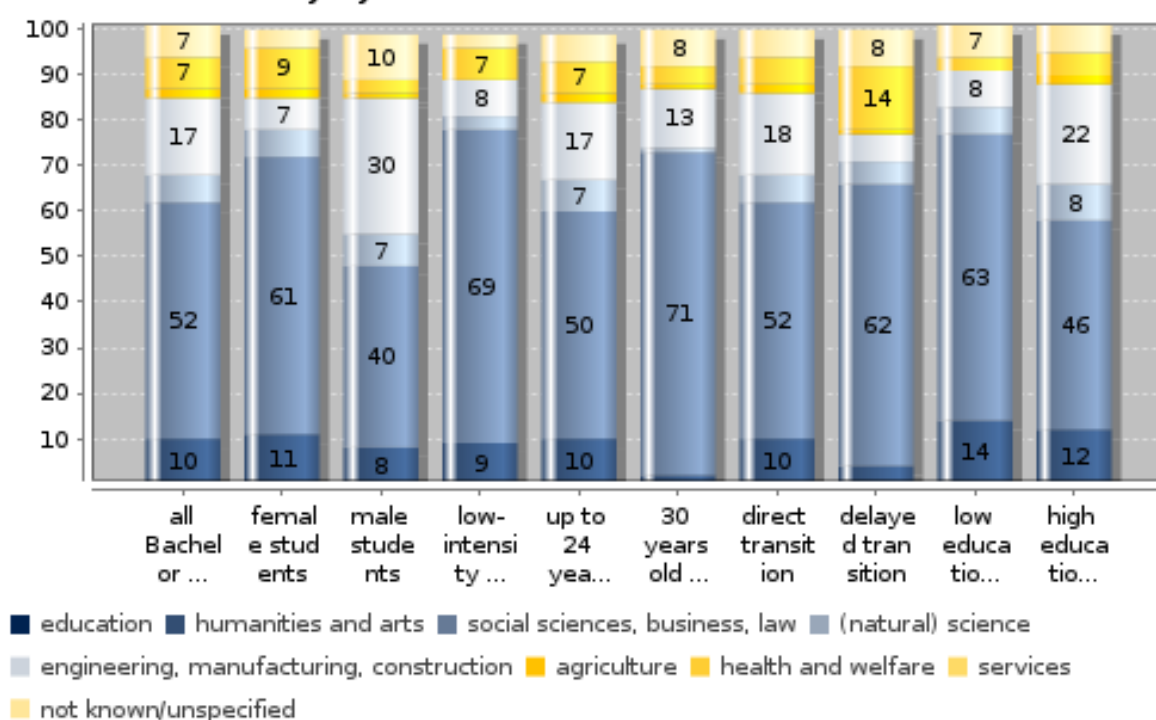**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	16.8
Students in humanities and arts among all BA students, in %	9.7
Students in social sciences, business and law among all BA students, in %	52.1
BA students from lowest education backgrounds in engineering disciplines, in %	7.6
BA students from lowest education backgrounds in humanities and arts, in %	13.7
BA students from lowest education backgrounds in social sciences, business and law, in %	62.6

Field of study by characteristics of Bachelor students (in %)

details on missing data:

methodical issues or considerations for data interpretation:

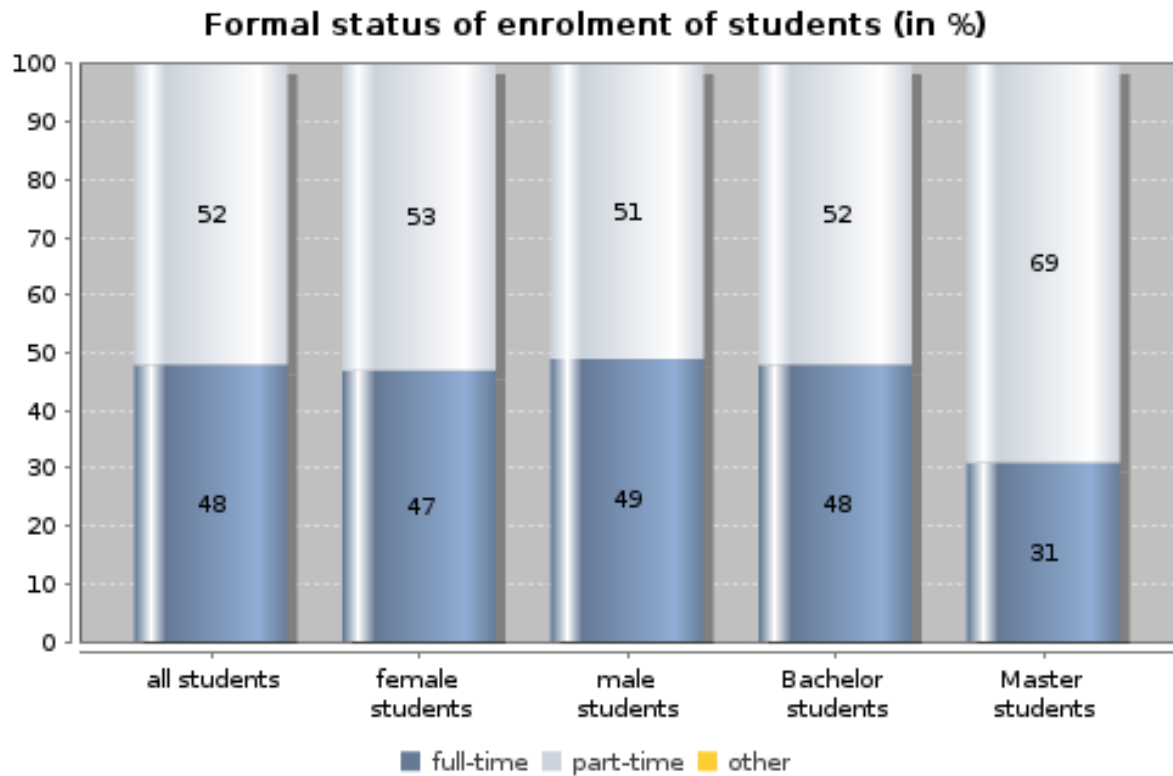**national interpretation of the results of the data analysis:**

During recent years the social sciences have been the most popular field of study. The most popular have been: psychology, sociology and management and marketing. It is worth mentioning that the most
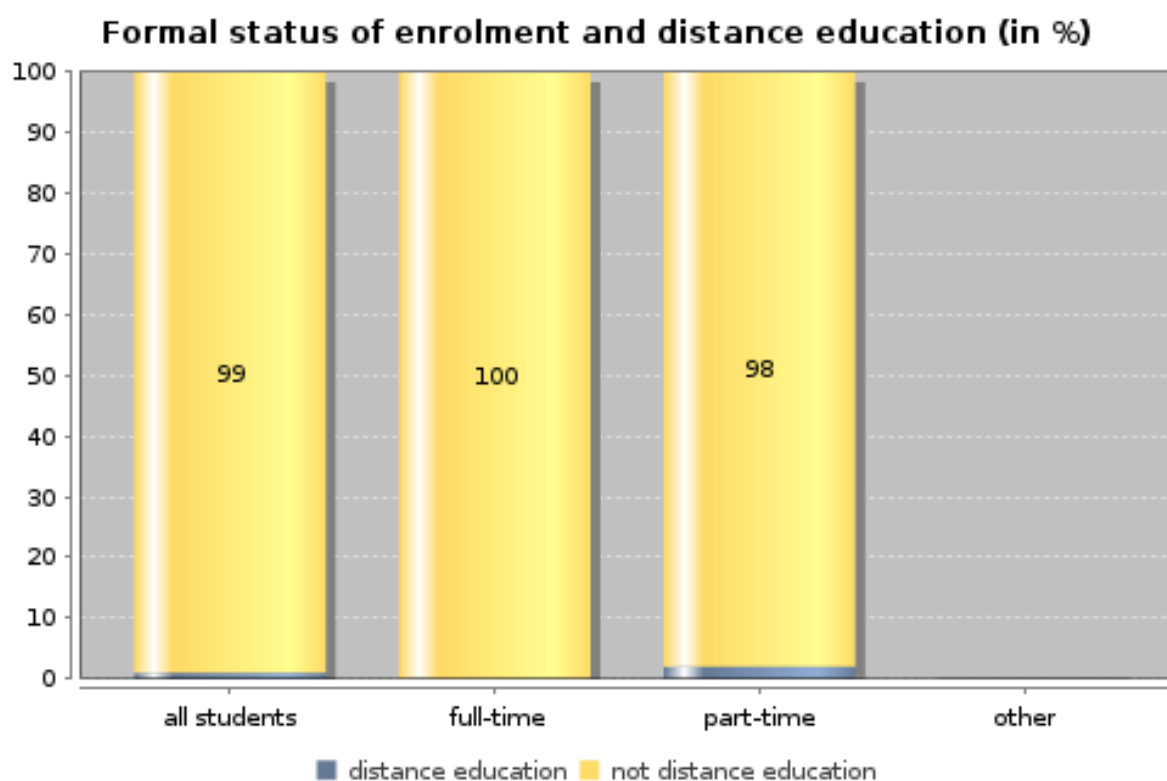
common fields of study offered by the private schools are the social sciences fields.

From 2008 the Ministry of Science and Higher Education, under the government programme of ordered fields of study, has been financing (in a form of scholarships for the students) the education of additional students in the fields that play the key role for the development of the country's economy: mathematical, technical and natural sciences. It is caused by the low supply of people with such education, especially when compared to the graduates of social fields of studies for whom there is a decreasing demand on the labour market.

Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	51.9
Share of part-time students among BA students, in %	51.7
Share of part-time students among MA students, in %	69.0

Formal status of enrolment of students (in %)

	all students	female students	male students	Bachelor students	Master students
part-time	52	53	51	52	69
full-time	48	47	49	48	31

■ full-time ■ part-time ■ other

Formal status of enrolment and distance education (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In 2010 the private schools provided education for 33.3% of all students (data provided by the Central Statistical Office). 82.5% of students in private schools were students of part-time studies. In public schools on the contrary, 65.4% are students are students of full-time studies.

Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators

All students with study-related activities up to 20 hours per week, in %	20.2
Students with full-time status and study-related activities up to 20 hours per week, in %	18.5
Students with part-time status and study-related activities of 21 hours or more per week, in %	78.0

Formal status of enrolment of students (in %) and size of effective academic workload (in hours per week)
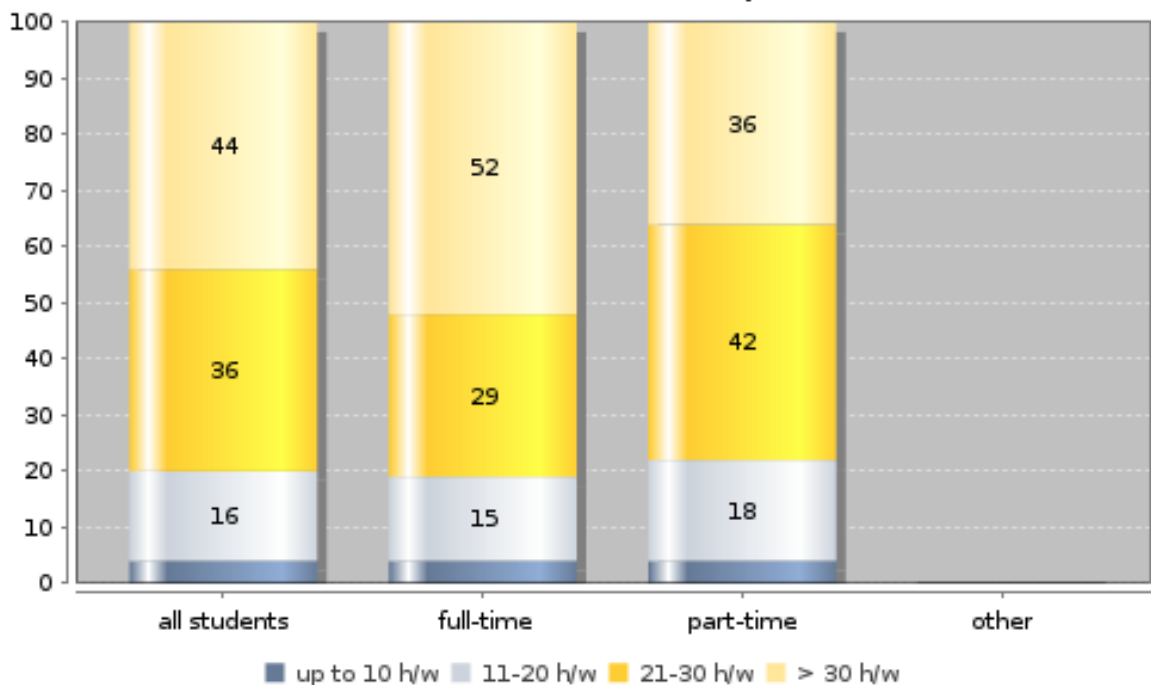
details on missing data:

There are 31 missing values of study related activities(hrs/wk).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In Poland, the part-time studies can be divided into two main categories. The first type are the evening classes. The classes are everyday from Monday till Friday in the afternoons and evenings. Often there is the same curriculum as in the case of full-time studies. The only difference is the time when the classes take place. The second type are the extramural studies, where there are meetings on weekends. The meetings start on Friday afternoon and end on Sunday.

The small difference in the amount of hours for study-related activities between the full-time and part-time students may be a result of a high and comparable workload of the students of the evening classes and full-time students.
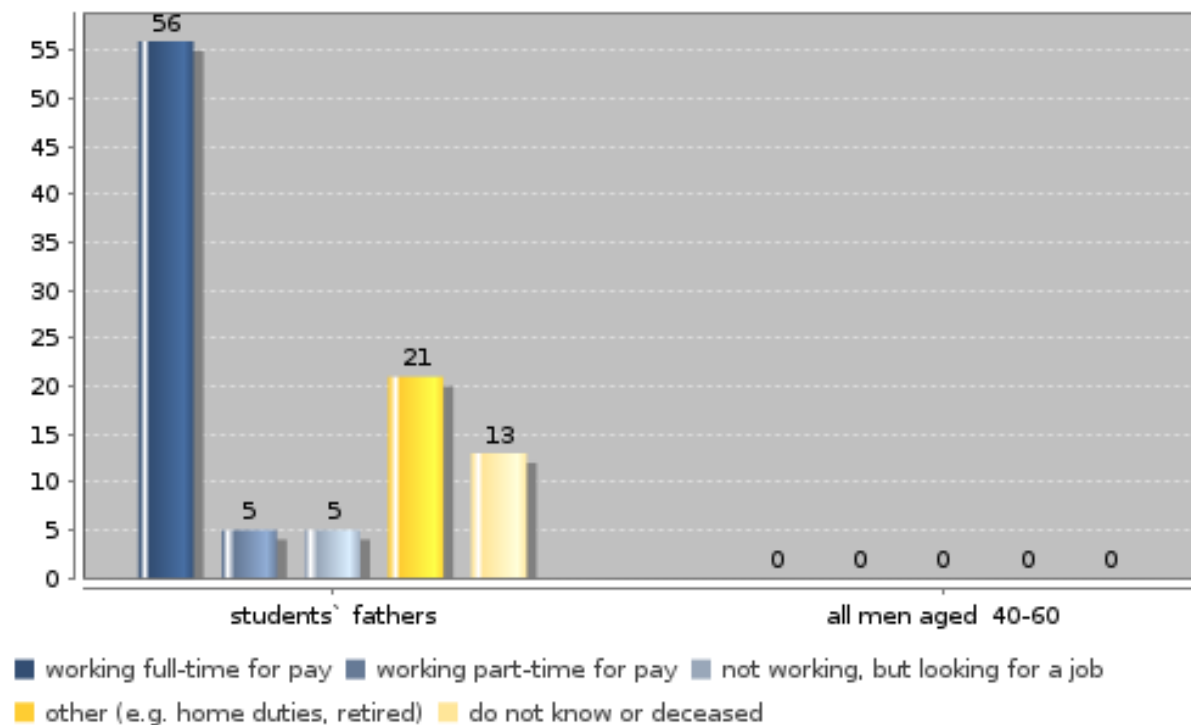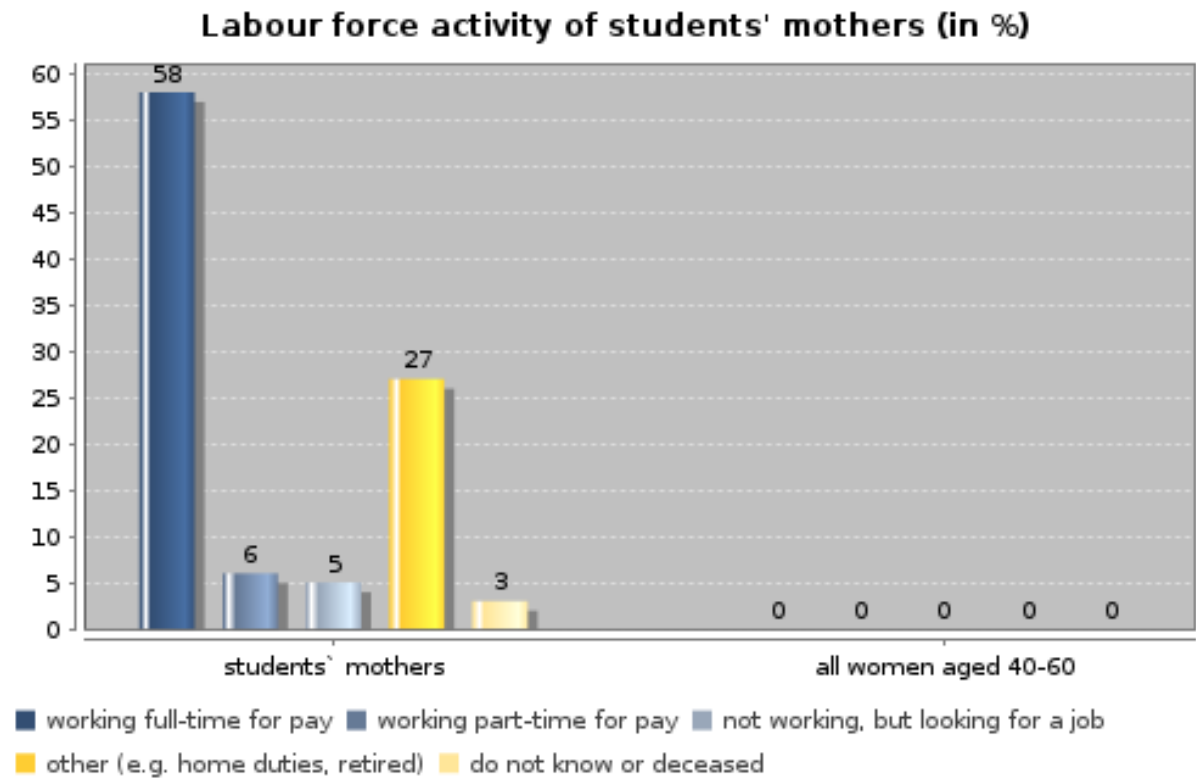
Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators

Share of economically active students' fathers in % — 60.5

Share of economically active students' mothers in % — 64.8

Ratio of economically active students' fathers to corresponding male population

Ratio of economically active students' mothers to corresponding female population

Labour force activity of students' fathers (in %)

Legend:
- working full-time for pay
- working part-time for pay
- not working, but looking for a job
- other (e.g. home duties, retired)
- do not know or deceased

Labour force activity of students' mothers (in %)

details on missing data:

methodical issues or considerations for data interpretation:

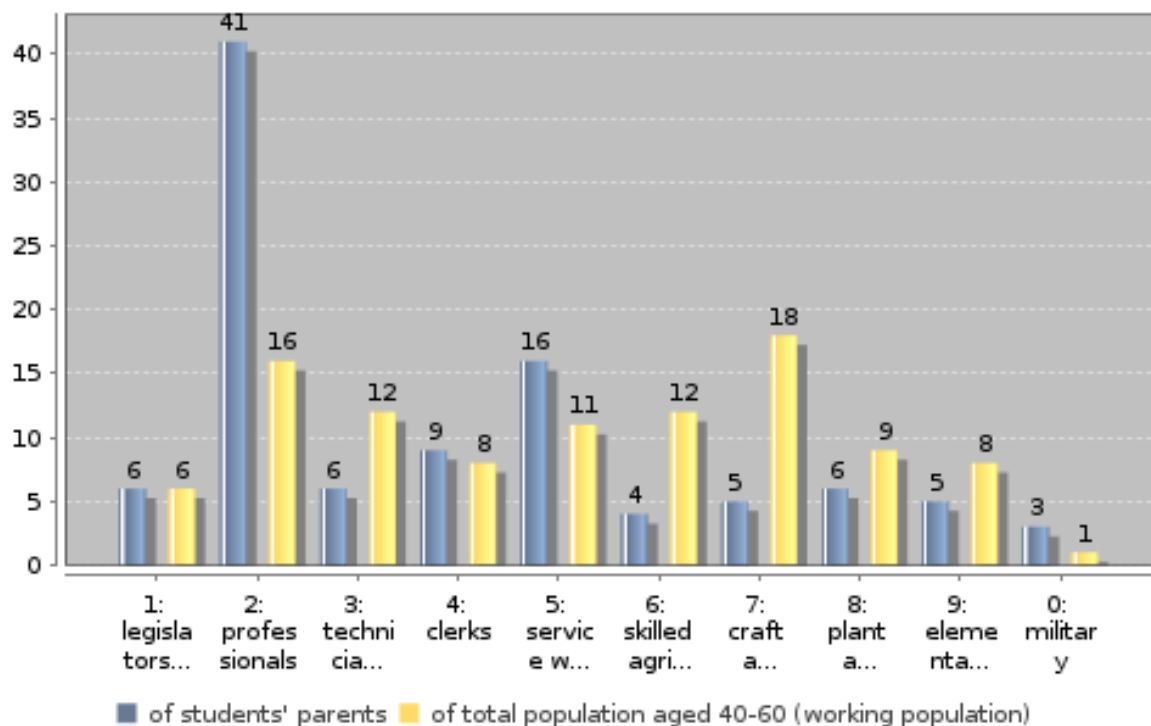**national interpretation of the results of the data analysis:**

Topic: C. Social background of student body
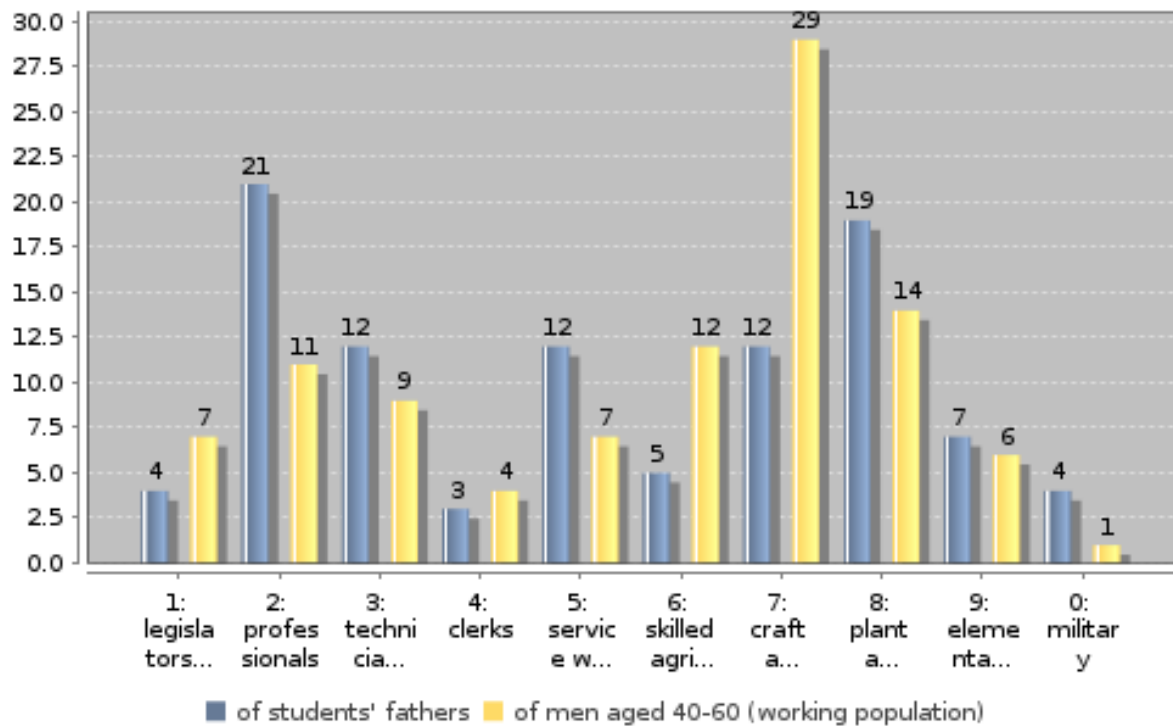
Subtopic 2: Occupational status of students' parents

Key Indicators

|	
Students' parents with blue-collar occupation in%	19.5
Students' fathers with blue-collar occupation in %	43.6
Students' mothers with blue-collar occupation in %	24.3
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.7
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.8

Occupational status of students' parents (in %)

- of students' parents
- of total population aged 40-60 (working population)

Occupational status of students' fathers (in %)

Legend: of students' fathers ■ | of men aged 40-60 (working population) ■

Occupational status of students' mothers (in %)

Legend: of students' mothers ■ | of women aged 40-60 (working population) ■
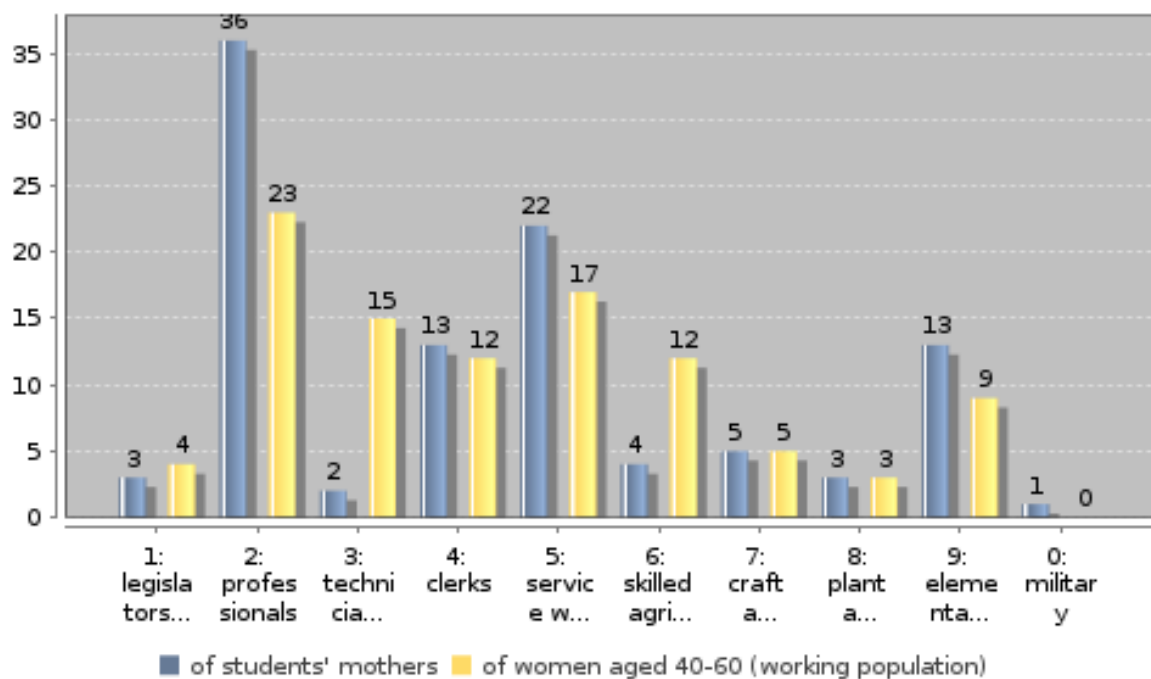
details on missing data:

There are 220 missing values of variable occupation of students' fathers and 162 missing values of variable occupation of students' mothers due to answers "don't know" in question 6.3. The same reasons cause that there are 70 missing values of occupation of students' parents.

methodical issues or considerations for data interpretation:

Population data are based on research "The Social Diagnosis 2009". n=26178.

national interpretation of the results of the data analysis:

Important note! Occupation of total population aged 40-60 is not comparable to occupation of students' parents due to different definitions of occupation in both groups. In case of students' parents it means the highest occupational status of either the father or the mother. In the case of population aged 40-60 years the 'highest occupational status' can not be counted. When we compare both groups, students' parents seem to have higher educational status due to two reasons: definition of occupational status in both groups and the common known fact that students' parents have higher occupational status than rest of the society.
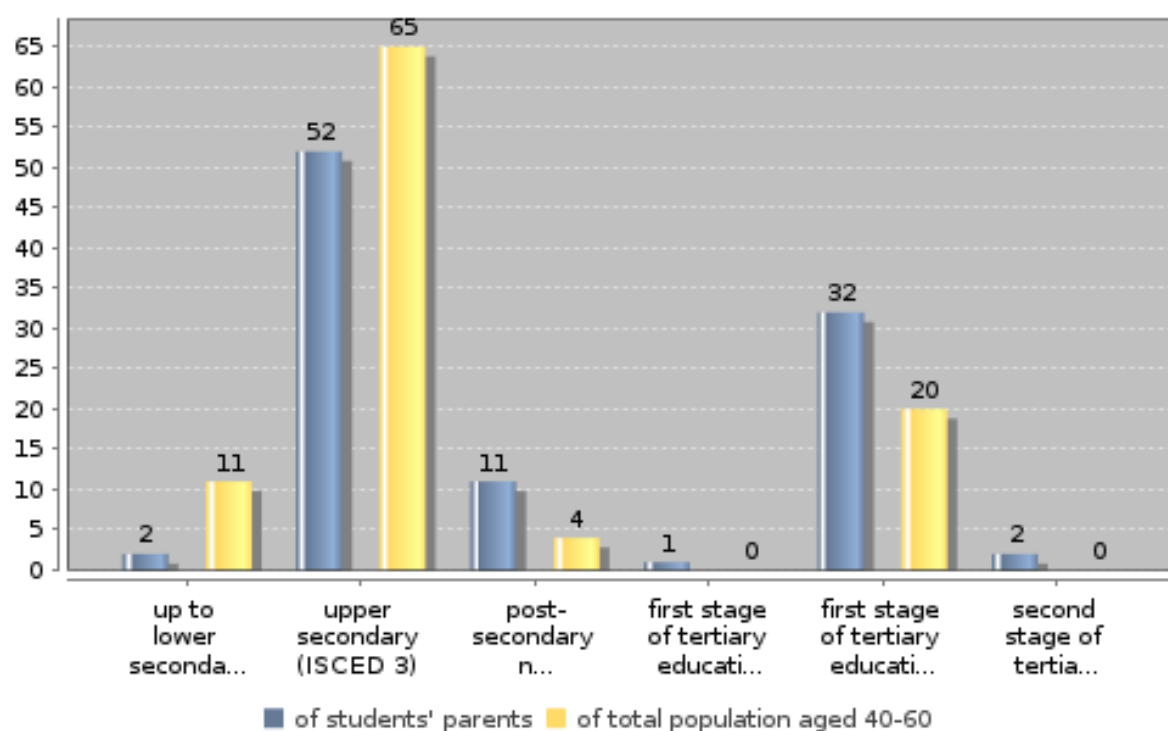
Topic: C. Social background of student body

## Subtopic 3: Highest educational attainment of students' parents

Key Indicators

|	
Students' parents without tertiary education (not ISCED 5-6) in %	65.5
Students' fathers without tertiary education (not ISCED 5-6) in %	78.5
Students' mothers without tertiary education (not ISCED 5-6) in %	71.7
Ratio students' fathers without tertiary education to counterparts in total population	0.9
Ratio students' mothers without tertiary education to counterparts in total population	0.9

Highest educational qualification of students' parents (in %)

Bar chart legend: ■ of students' parents ■ of total population aged 40-60

Category	of students' parents	of total population aged 40-60
up to lower seconda...	2	11
upper secondary (ISCED 3)	52	65
post-secondary n...	11	4
first stage of tertiary educati...	1	0
first stage of tertiary educati...	32	20
second stage of tertia...	2	0

Highest educational qualification of students' fathers (in %)

of students' fathers   of men aged 40-60

Highest educational qualification of students' mothers (in %)

of students' mothers   of women aged 40-60
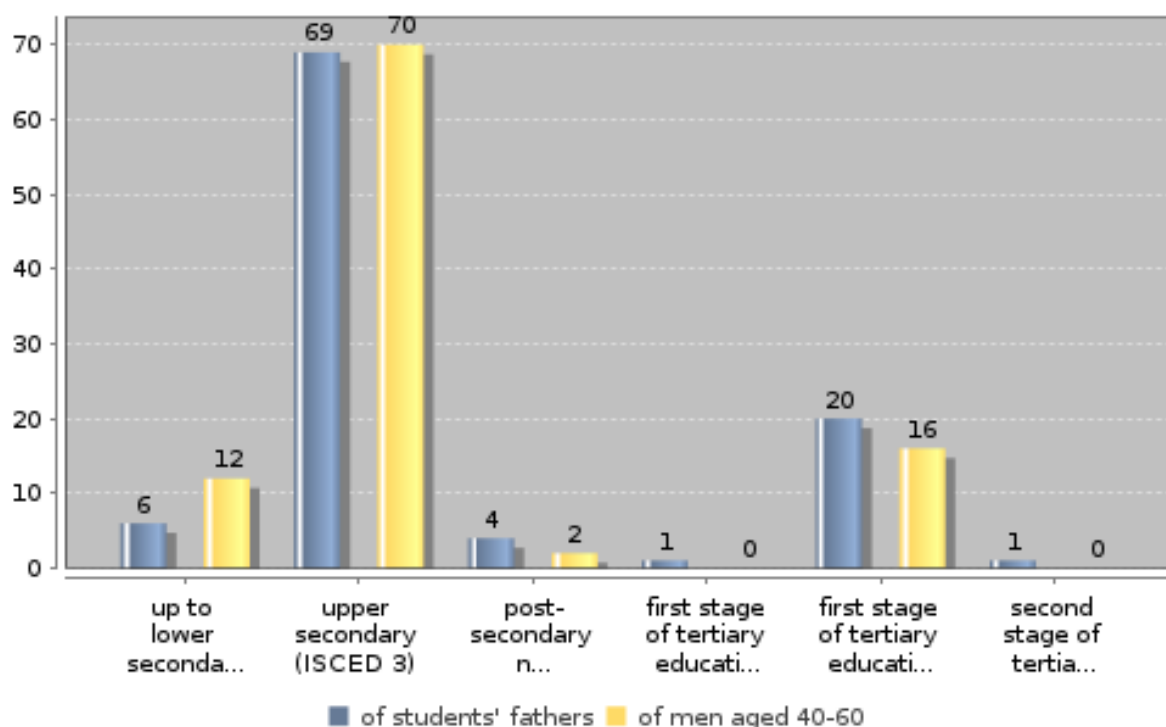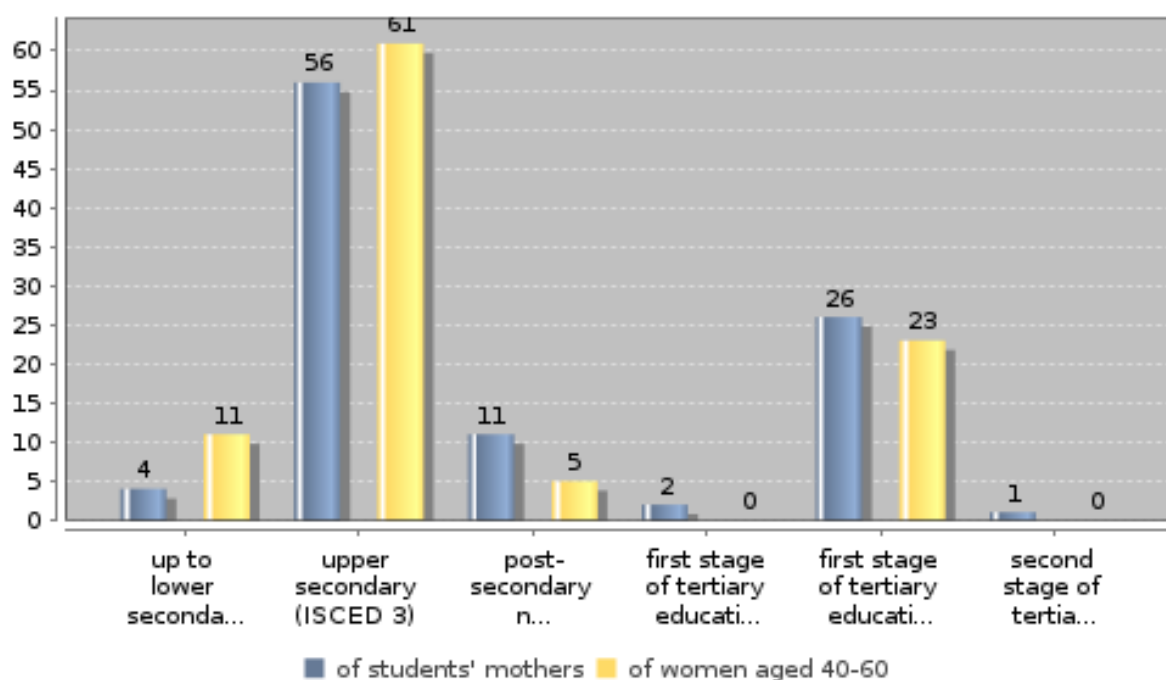
details on missing data:
There are 63 missing values of variable educational backgrounf of students's fathers and 16 missing values of variable educational background of students' mathers due to answers "don't know" in question 6.1. The same reasons cause that there are 10 missing values of educational background of students's

parents.

methodical issues or considerations for data interpretation:

Population data are based on research "The Social Diagnosis 2009". n=26178.

Population data does not provide a differentiation of ISCED 5A and ISCED 5B.

national interpretation of the results of the data analysis:

Important note! Educational background of all students' parents is not comparable to educational background of total population aged 40-60 years due to different definitions of educational background in both groups. In the case of students' parents it means the highest educational background of either the father or the mother. In the case of population aged 40-60 years the 'highest educational background' can not be counted. See also part C03.

Very high values for parents/fathers/mothers without tertiary education is mostly related to education boom in recent years. In academic year 1990/1991 the net enrolment rate (in age group 19-24) was equal 9.8, in year 2000/2001 - 30.6, in 2005/2006 - 38, and in 2009/2010 - up to 40.9. Net enrolment rates in Poland - in comparison to the rest of the Europe ï¿½?? score very high values. Education boom has opened higher education system for wider group of students, including students with parents' lower educational background.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators

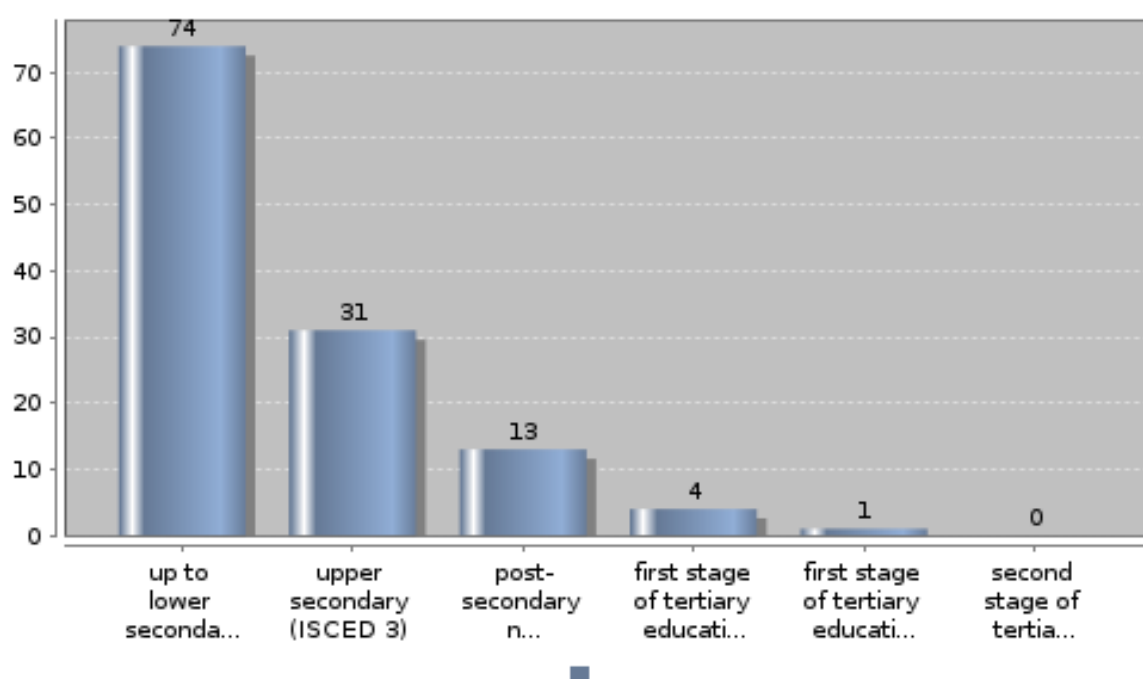|	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	96.8
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	7.7

Blue collar status of students' parents and educational attainment(in %)

details on missing data:

There are 10 missing values of variable educational background of students's parents due to answers "don't know" in questions 6.1 and 70 missing values of occupation of students’ parents due to answers "don’t know" in question 6.3.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
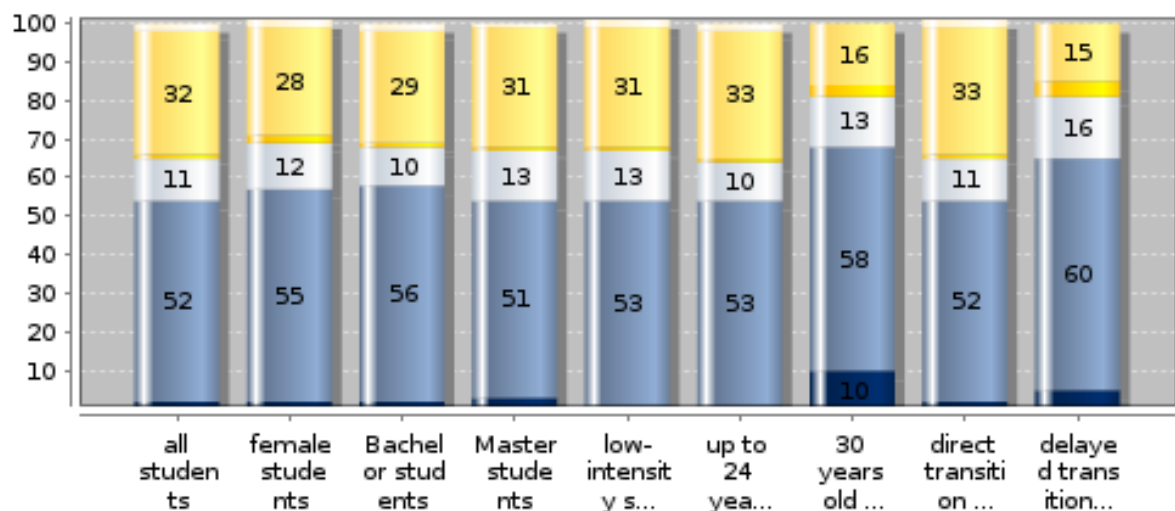
Topic: C. Social background of student body

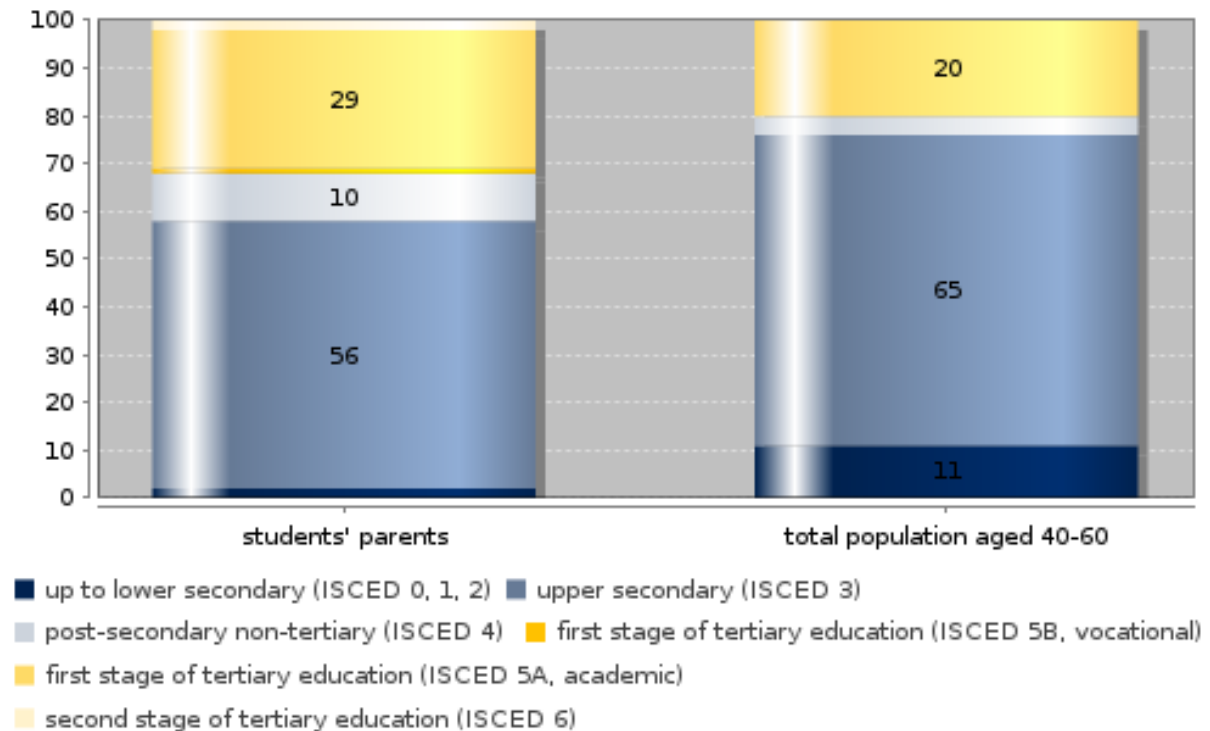## Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	65.5
Share of BA students' parents without tertiary education (ISCED 5-6), in %	67.8
Share of MA students' parents without tertiary education (ISCED 5-6), in %	67.0
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	67.2
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	80.8
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	80.4

Highest educational qualification of students' parents by characteristics of students (in %)

	all students	female students	Bachelor students	Master students	low-intensity s...	up to 24 yea...	30 years old ...	direct transition ...	delayed transition...
first stage of tertiary education (ISCED 5A, academic)	32	28	29	31	31	33	16	33	15
post-secondary non-tertiary (ISCED 4)	11	12	10	13	13	10	13	11	16
upper secondary (ISCED 3)	52	55	56	51	53	53	58	52	60
up to lower secondary (ISCED 0, 1, 2)							10		

Legend:
- ■ up to lower secondary (ISCED 0, 1, 2)
- ■ upper secondary (ISCED 3)
- ▫ post-secondary non-tertiary (ISCED 4)
- ■ first stage of tertiary education (ISCED 5B, vocational)
- ■ first stage of tertiary education (ISCED 5A, academic)
- ▫ second stage of tertiary education (ISCED 6)

Highest educational qualification of Bachelor students' parents (in %)

Legend:
- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

details on missing data:

Thera are 10 missing values of variable educational background of students' parents.

methodical issues or considerations for data interpretation:

Population data are based on research "The Social Diagnosis 2009". n=26178.

Population data does not provide a differentiation of ISCED 5A and ISCED 5B.

national interpretation of the results of the data analysis:

Important note! Educational background of all BA students' parents is not comparable to educational background of total population aged 40-60 years due to different definitions of educational background in both groups. In the case of students' parents it means the highest educational background of either the father or the mother. In the case of population aged 40-60 years the 'highest educational background' can not be counted. See also part C03.

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	65.5
Students' parents with lower social standing (6-10)	34.5

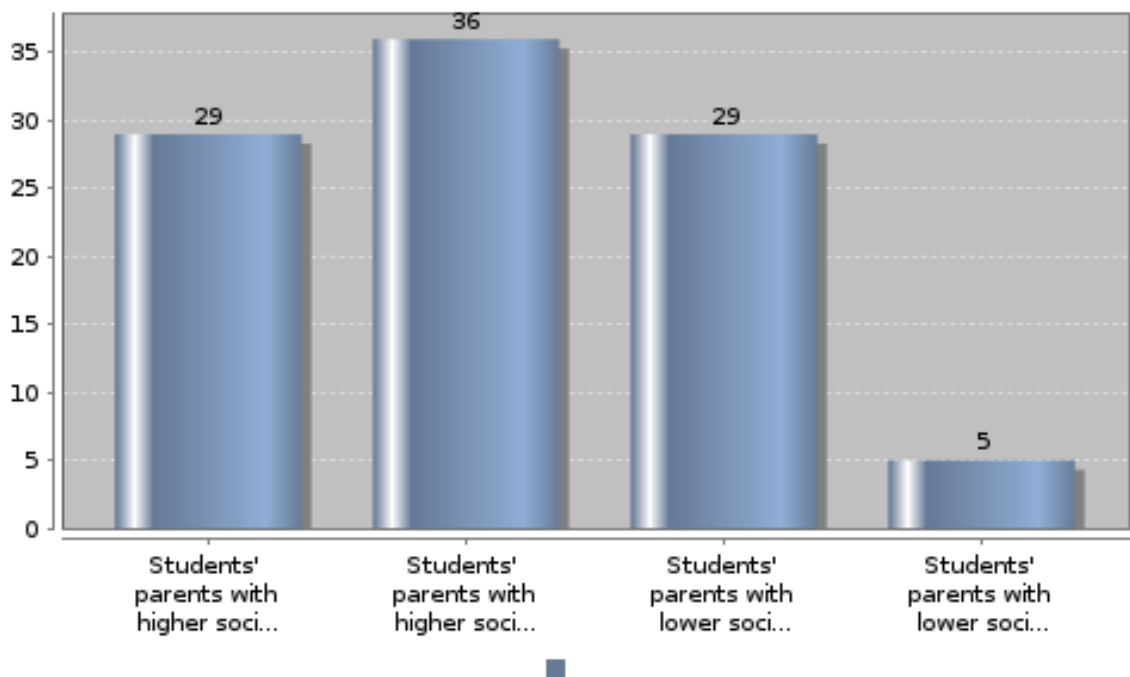### Students' assessment of the social standing of their parents (in %)
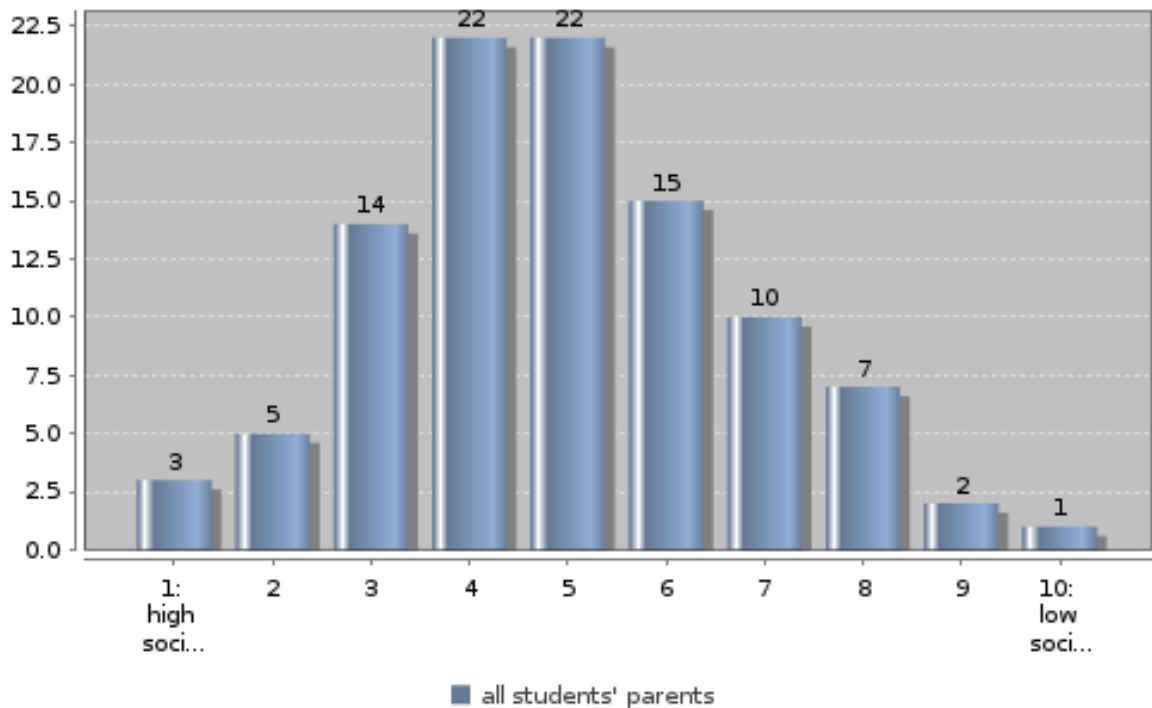
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	29.2
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	36.1
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	29.0
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	5.2

Students' assessment of their parents' social standing by parental education level (in %)
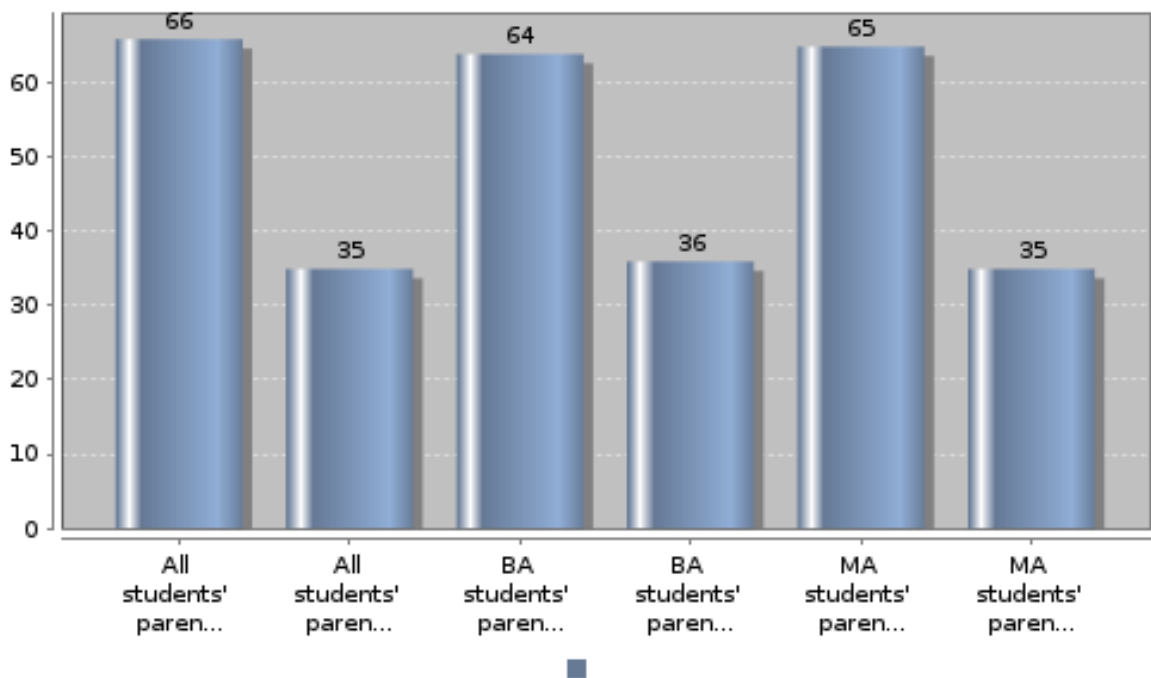
details on missing data:

There are 10 missing values of variable educational background of students' parents due to answers "don't know" in question 6.1..

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators

All students' parents with higher social standing (1-5), in %	65.5
All students' parents with lower social standing (6-10), in %	34.5
BA students' parents with higher social standing (1-5), in %	63.8
BA students' parents with lower social standing (6-10), in %	36.2
MA students' parents with higher social standing (1-5), in %	65.3
MA students' parents with lower social standing (6-10), in %	34.6

Subjective assessment of parents' social standing by characteristics of students (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

50.1

Share of all students not living with parents, in %

49.9

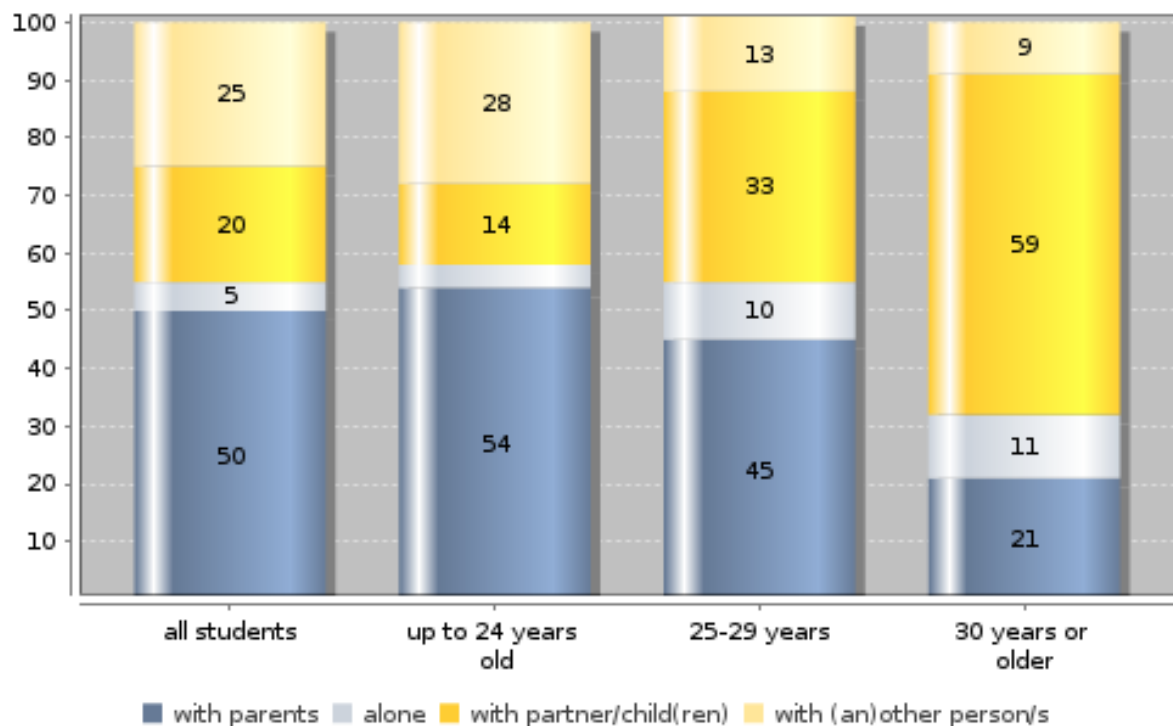Share of all students living in student halls, in %

6.8

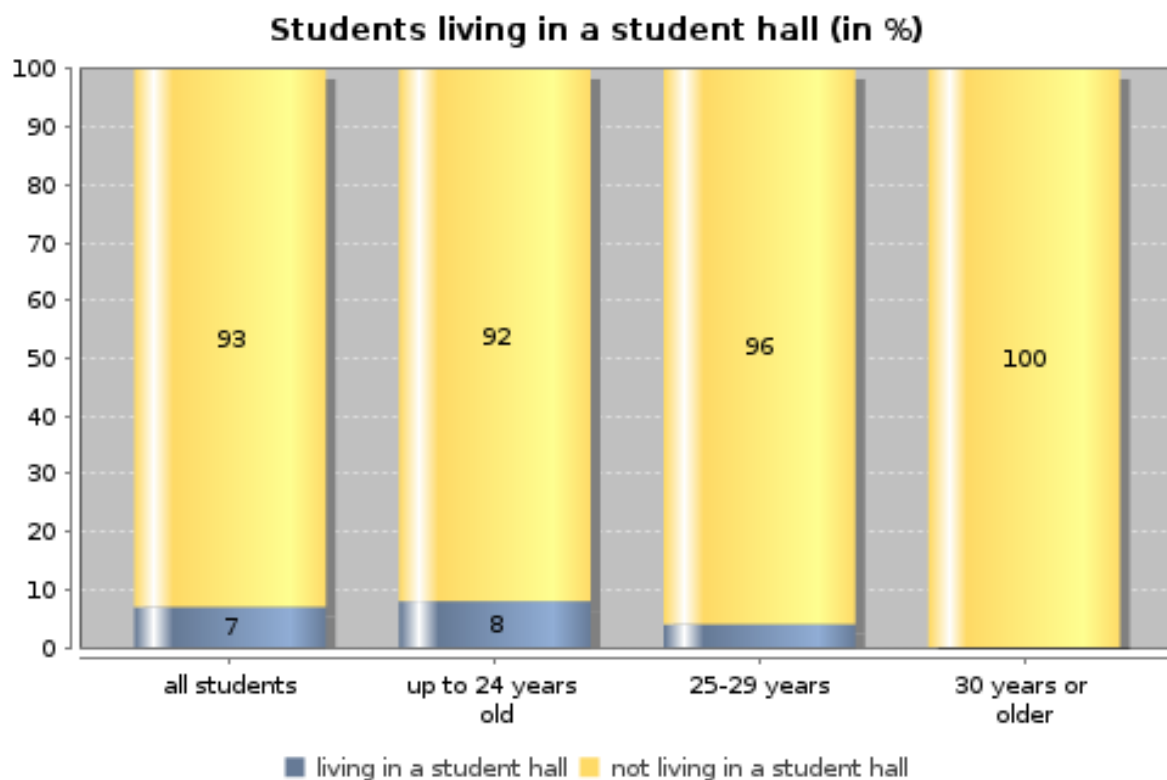Share of students up to 24 years old living in the most frequent type of housing, in %

1.0

53.8

Share of students 30 years or older living in the most frequent type of housing, in %
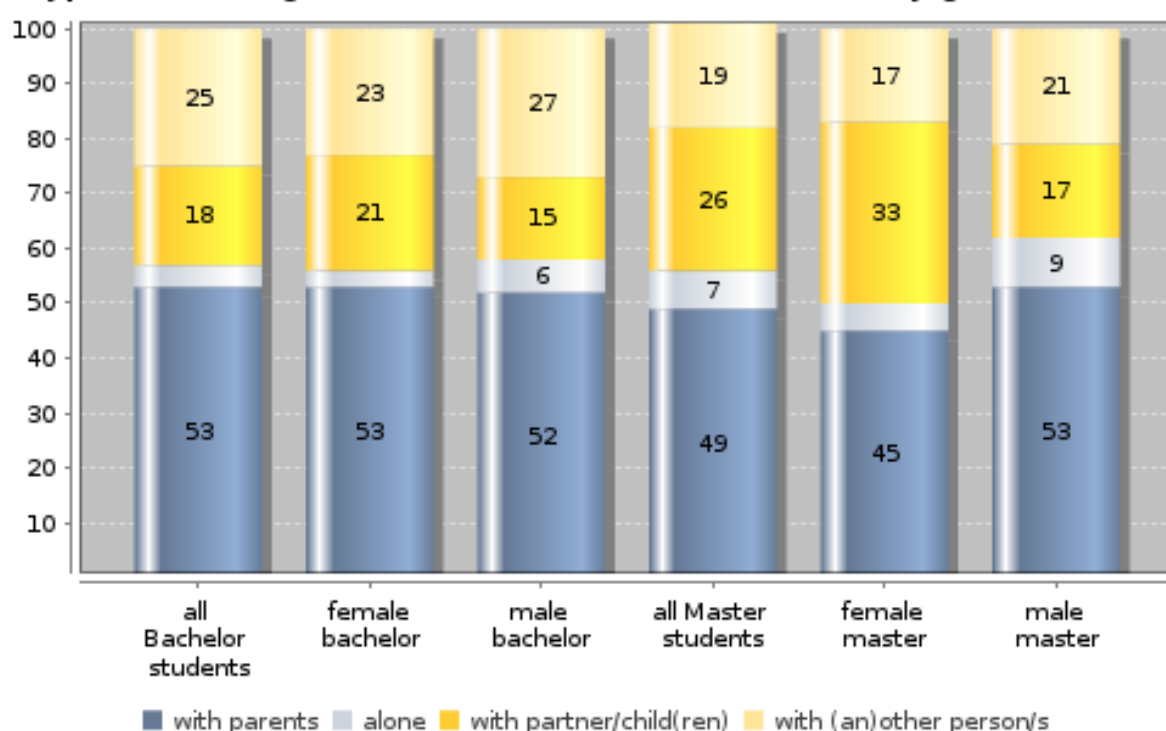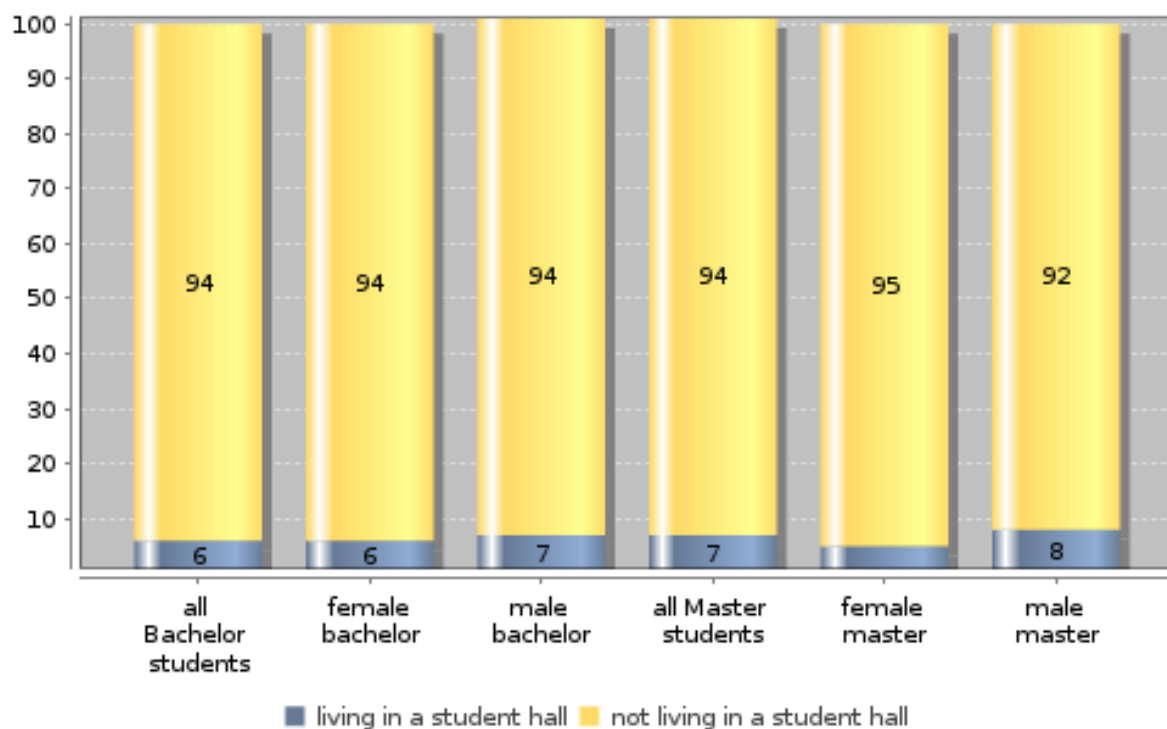
3.0

Form of housing by age (in %)

Students living in a student hall (in %)

	all students	up to 24 years old	25-29 years	30 years or older
not living in a student hall	93	92	96	100
living in a student hall	7	8		

■ living in a student hall ■ not living in a student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	52.7
Share of all Bachelor students living in student halls, in %	6.4
Share of all Master students living with parents, in %	48.6
Share of all Master students living in student halls, in %	6.5

Type of housing of Bachelor and Master students by gender (in %)

	all Bachelor students	female bachelor	male bachelor	all Master students	female master	male master
with (an)other person/s	25	23	27	19	17	21
with partner/child(ren)	18	21	15	26	33	17
alone			6	7		9
with parents	53	53	52	49	45	53

Legend: ■ with parents ■ alone ■ with partner/child(ren) ■ with (an)other person/s

49

Bachelor and Master students living in a student hall by gender (in %)

living in a student hall ■ not living in a student hall
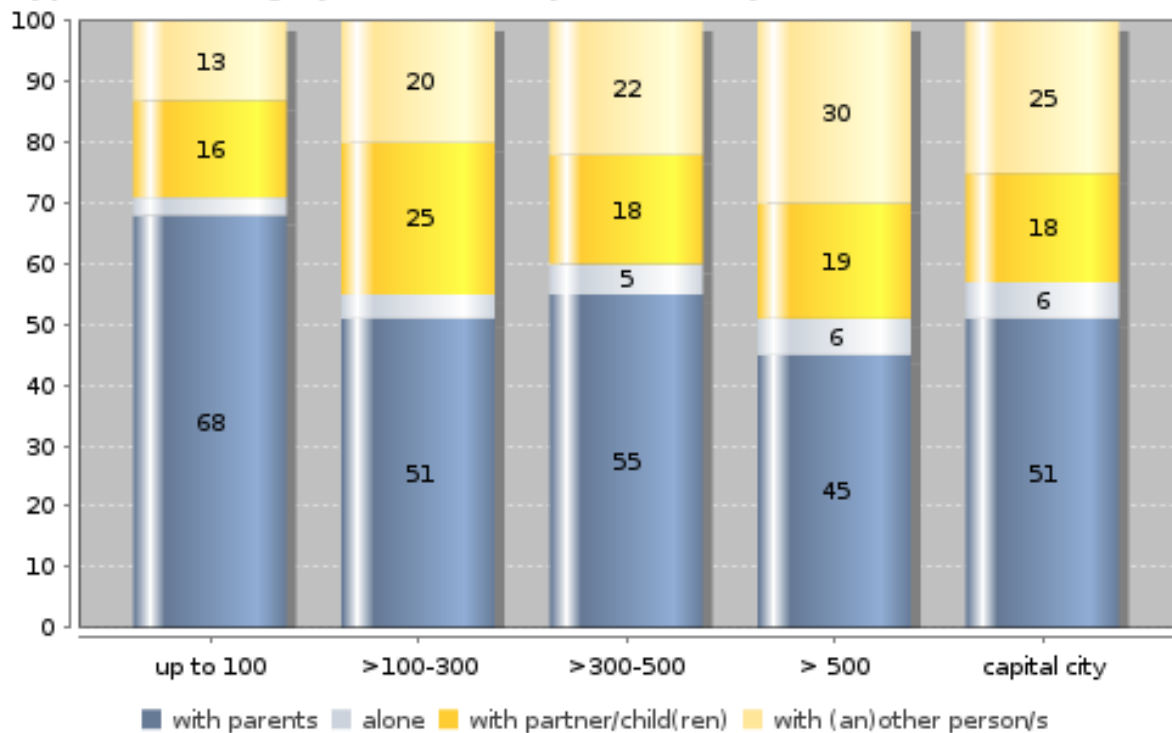
details on missing data:

methodical issues or considerations for data interpretation:

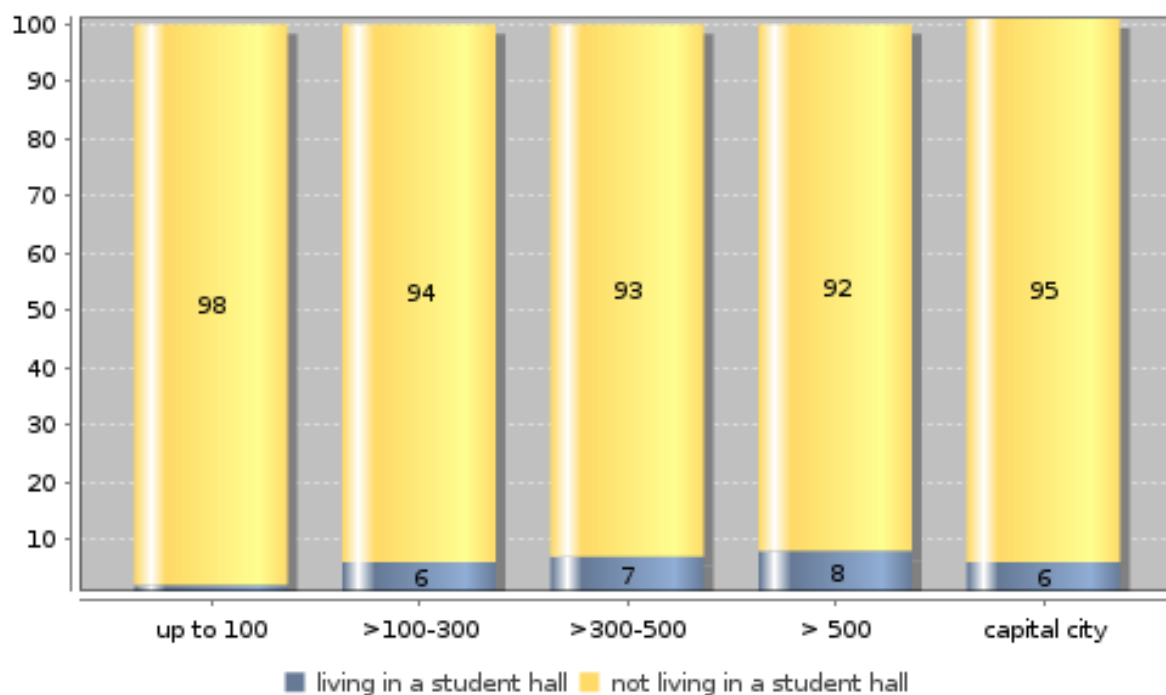**national interpretation of the results of the data analysis:**

About a half of students in Poland live with their parents. The students are reluctant to move out and start to live on their own. Among MA students, the especially reluctant are the male students. The tendency remains for many years and may be caused by many factors: high prices of rental and purchase housing (compared to average earnings), high living costs and high unemployment among students and graduates.

Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

**Key Indicators**

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	0.5
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	1.0
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	0.8
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	1.2
Ratio of students living (not with parents)/(with parents) in capital city	1.0

Type of housing by size of study location by 1,000 inhabitants (in %)

	up to 100	>100-300	>300-500	> 500	capital city
with (an)other person/s	13	20	22	30	25
with partner/child(ren)	16	25	18	19	18
alone			5	6	6
with parents	68	51	55	45	51

Legend: ■ with parents   ■ alone   ■ with partner/child(ren)   ■ with (an)other person/s

Students living in a student hall by size of study location by 1,000 inhabitants (in %)

	up to 100	>100-300	>300-500	> 500	capital city
not living in a student hall	98	94	93	92	95
living in a student hall		6	7	8	6

■ living in a student hall ■ not living in a student hall

Share of all students by size of study location by 1,000 inhabitants (in %)

up to 100 = 7%

>100-300 = 25%

>500 = 49%

>300-500 = 19%
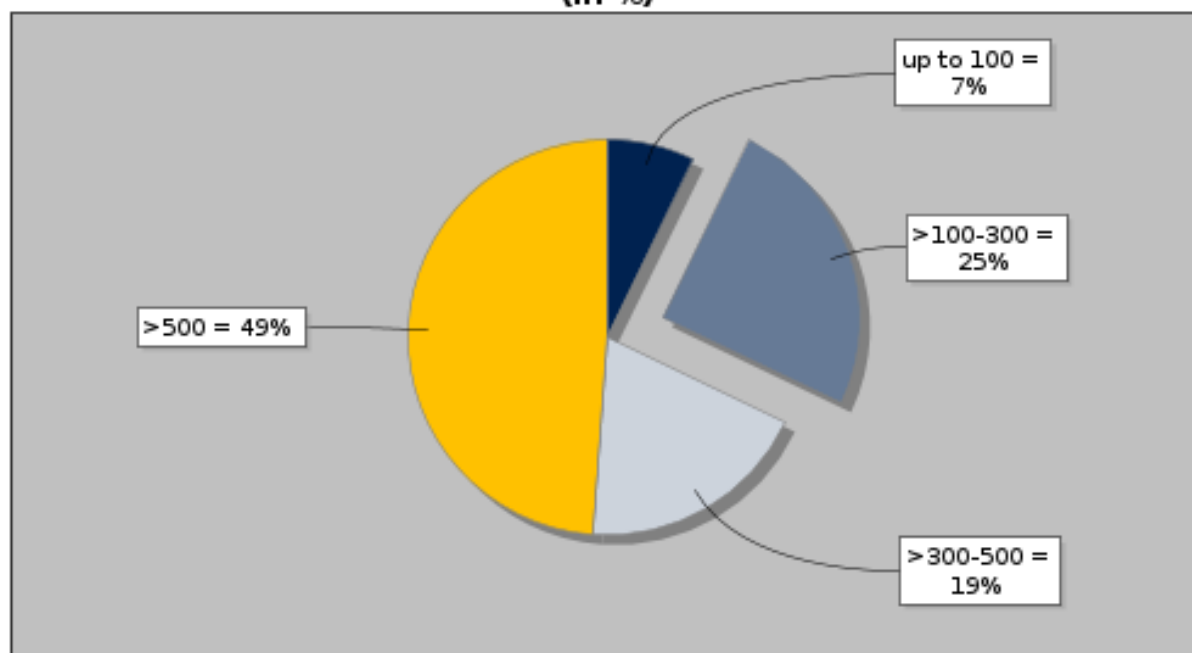
details on missing data:

methodical issues or considerations for data interpretation:

I make sure that number for capital city were counted twice. Once in one of the four categories by population size of cities and once in category "capital city".

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators

|	
Share of all students from low education background (ISCED 0-2) living with parents, in %	39.6
Share of all students from low education background (ISCED 0-2) living in student halls, in %	2.3
Share of all students from high education background (ISCED 5-6) living with parents, in %	44.9
Share of all students from high education background (ISCED 5-6) living in student halls, in %	7.5
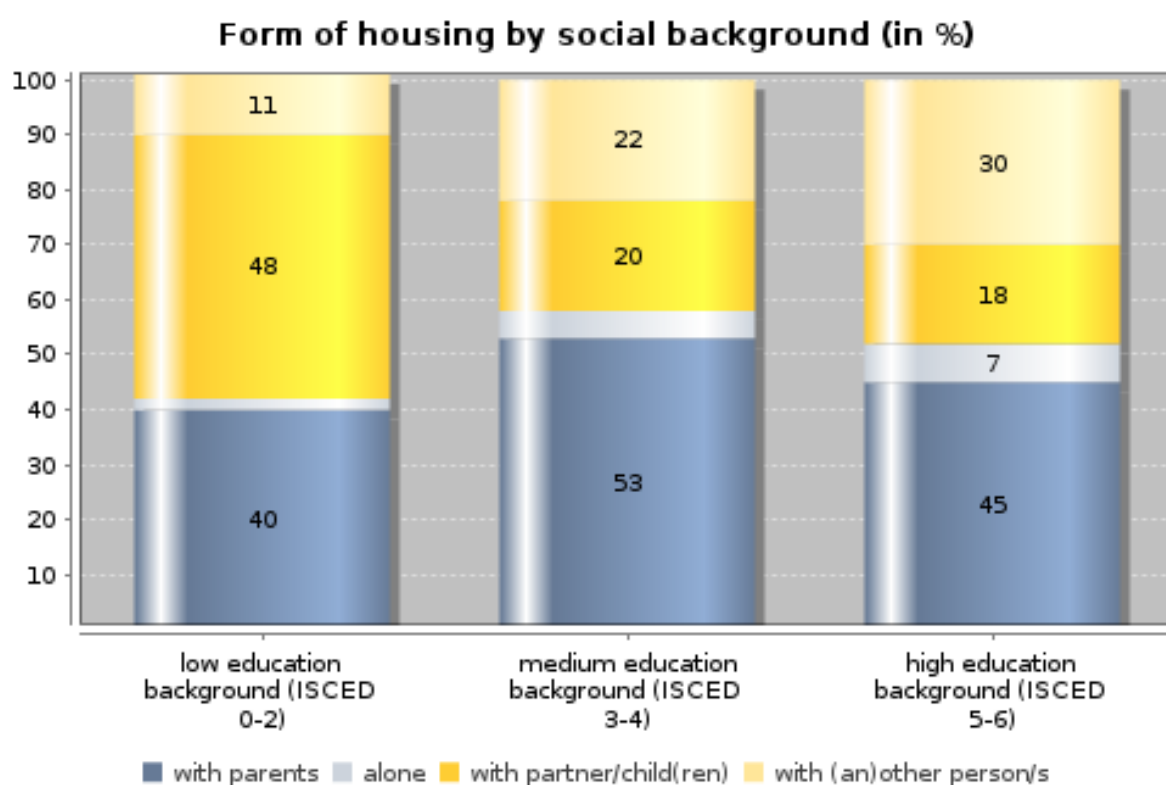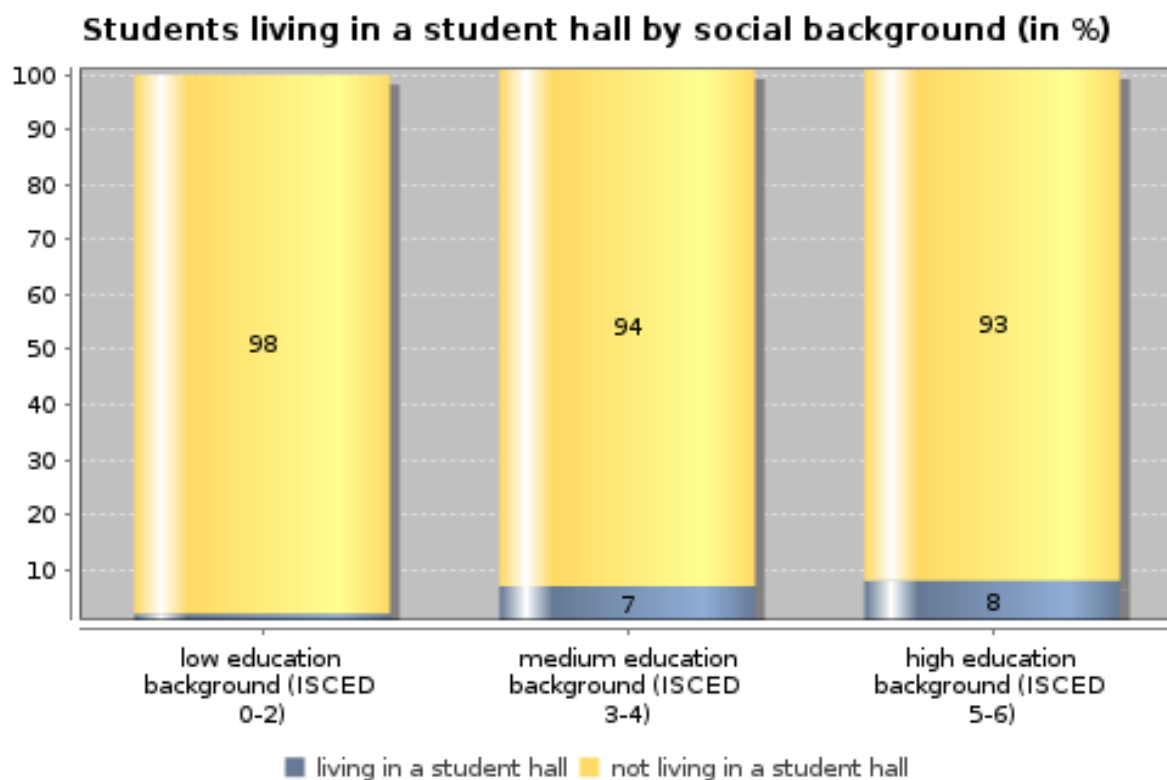
Form of housing by social background (in %)

Students living in a student hall by social background (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	75.1
Students not living with parents, who are (very) satisfied in %:	79.0
Students residing in student halls, who are (very) satisfied in %:	76.2
Students living with parents, who are (very) dissatisfied in %:	11.3
Students not living with parents, who are (very) dissatisfied in %:	7.9
Students residing in student halls, who are (very) dissatisfied in %:	7.4

Students' assessment of accommodation by form of housing (in %)
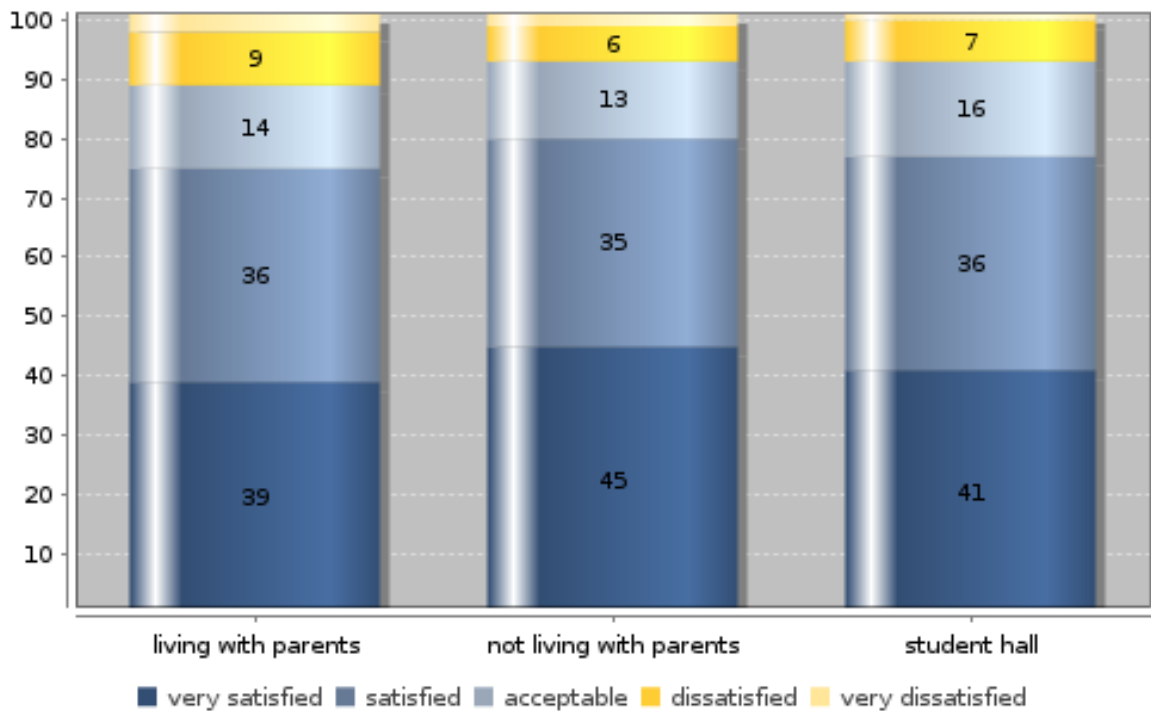
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Regardless of whether they live in student halls, with parents or without parents, over 75% of students in Poland are satisfied with their accommodation.

Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

Key Indicators

|	
Average monthly rent (total payments, median)	
all students not living with parents	112.3
student hall	74.9
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	125.8
student hall	82.4
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.5

Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)

all students not living with parents — 232 / 272
alone — 165 / 484
with partner/child (ren) — 249 / 309
with (an) other person/s — 252 / 207
student hall (shared or sing...) — 175 / 155

■ payments by students   ■ payments by parents/partner/others

Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)

Legend: total payments, arith. mean — total payments media
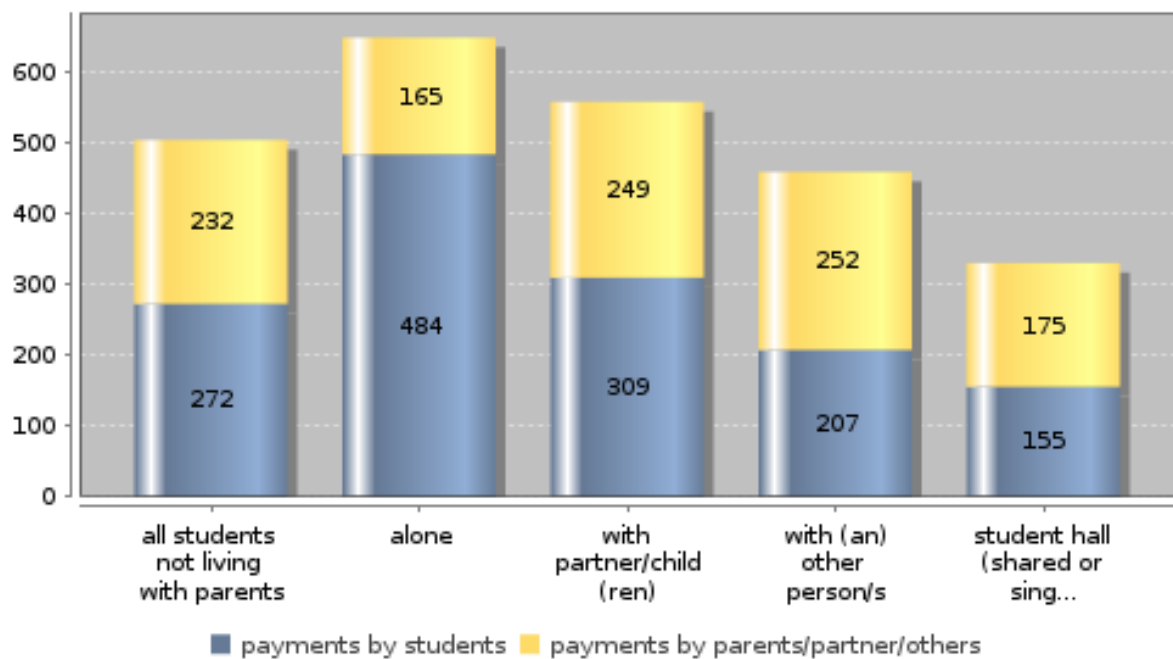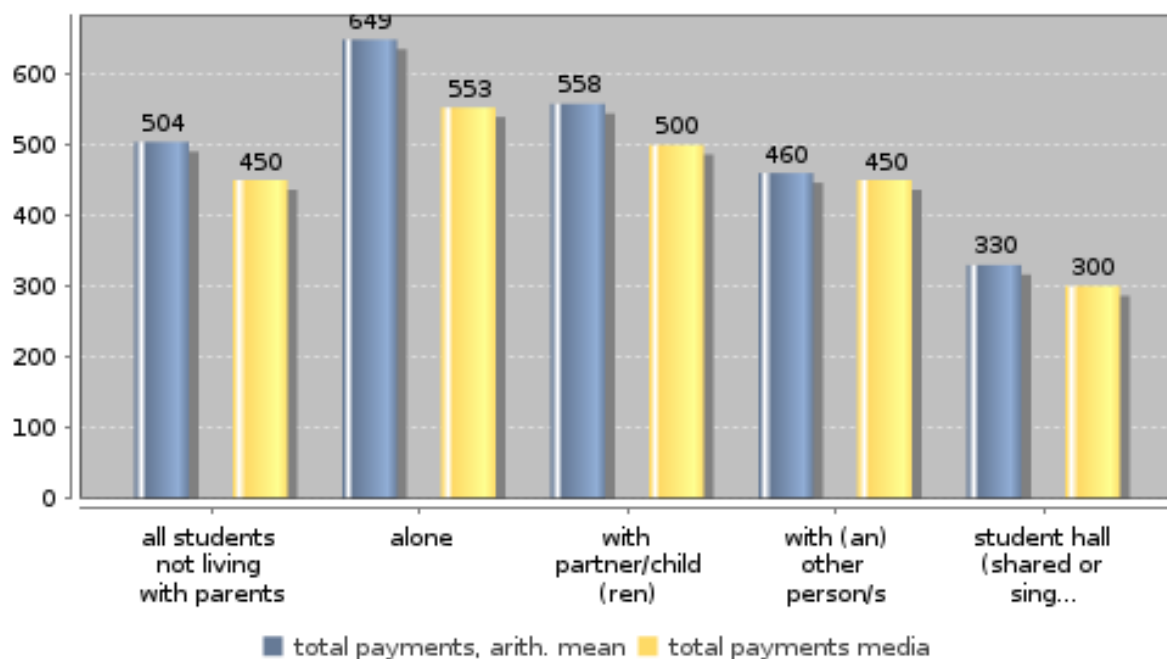
details on missing data:

There are 274 missing values type A - affected by data cleaning rules 1 & 2 - of question 3.6.

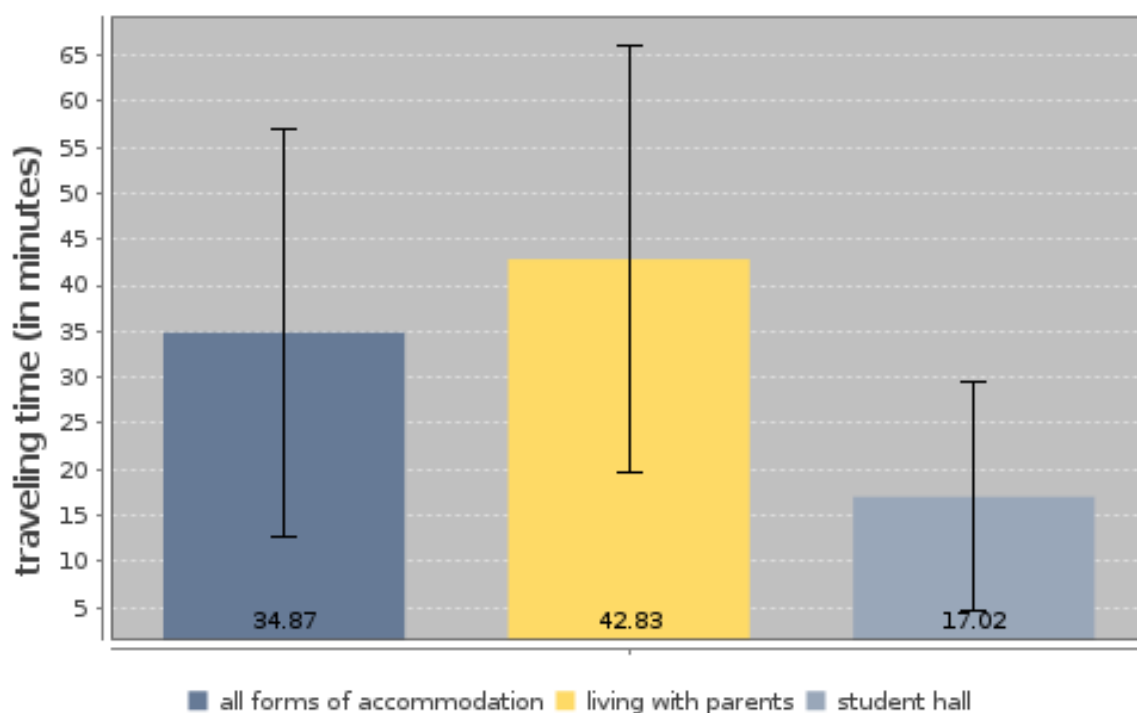**methodical issues or considerations for data interpretation:**

national interpretation of the results of the data analysis:

Compared to other countries the average rent price for student halls (PLN 330) seems to be quite low. The prices for student halls in Poland range from 170 up to 400, depending on the standard and the number of people living in one room.

EUROSTUDENT National Profile - Poland

Topic: D. Accommodation

Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)

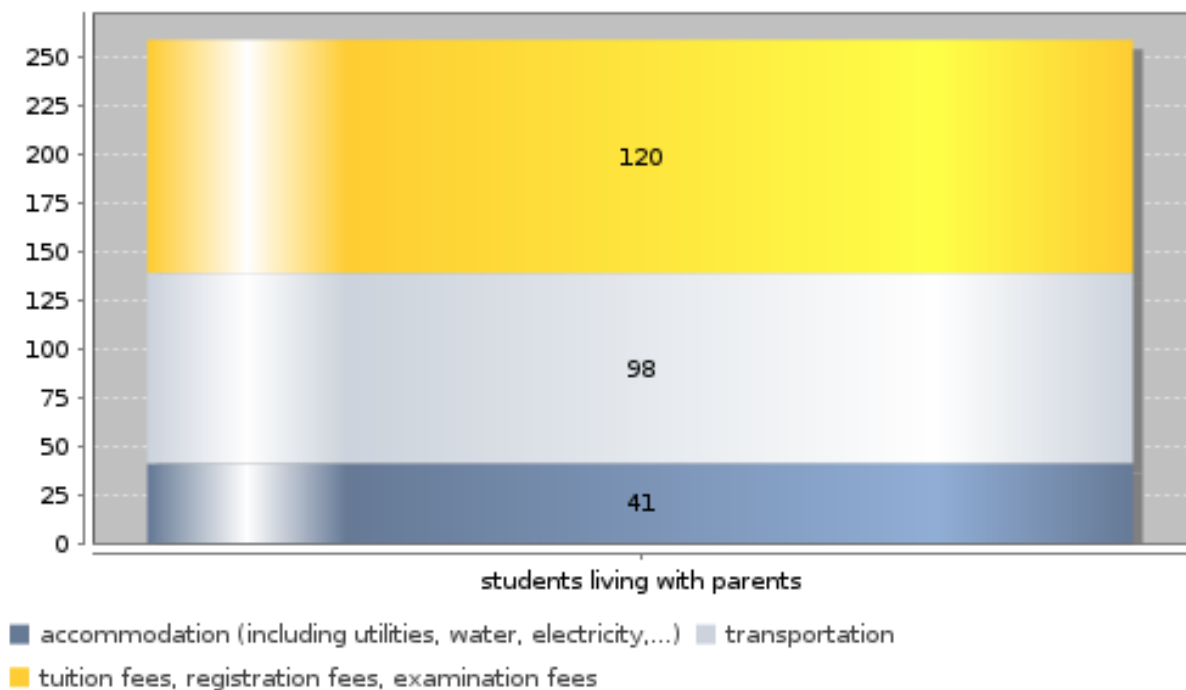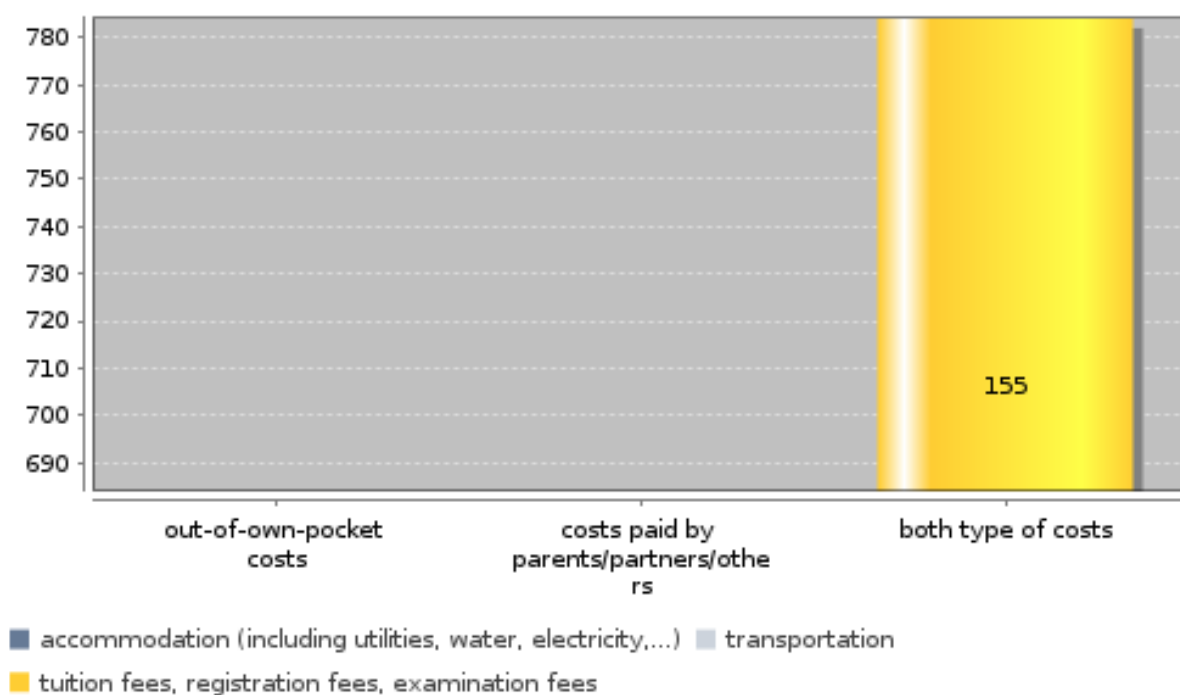|	
all forms of accommodation	30.0
living with parents	40.0
student hall	15.0

Average daily travelling time (in minutes) by form of housing

details on missing data:

There are 32 missing values of question 3.4 (travelling time).

methodical issues or considerations for data interpretation:

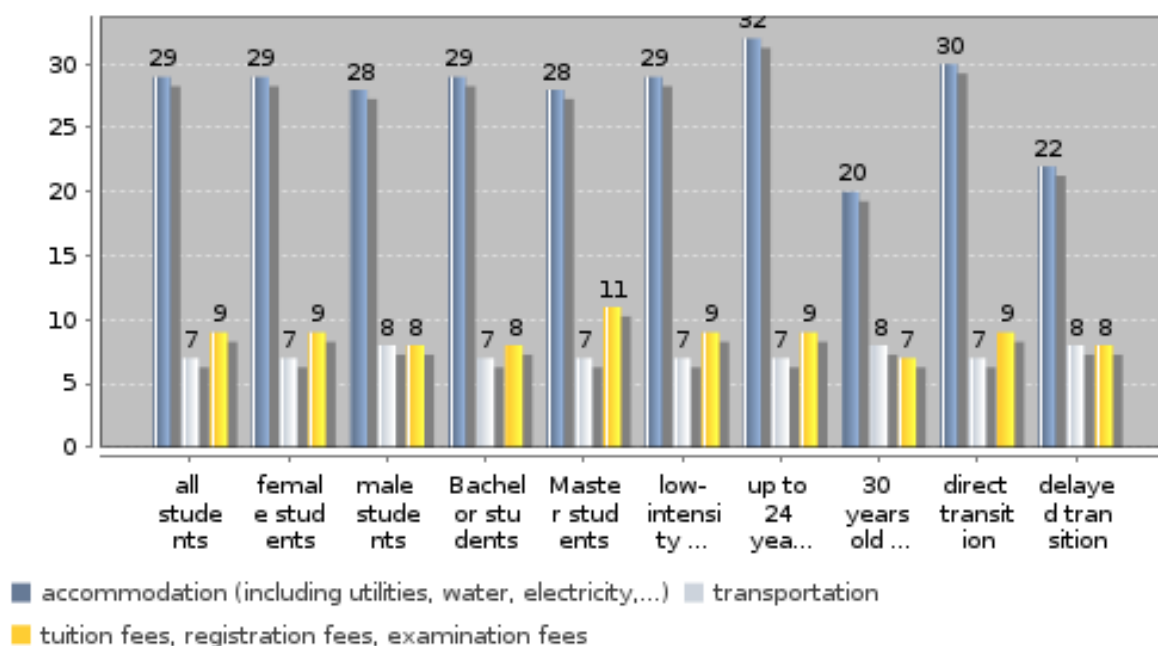**national interpretation of the results of the data analysis:**

59

Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	16.1
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	7.2
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	13.1
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	8.2
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	5.5
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	23.1

Profile of students' monthly out-of-own-pocket key costs for students living with parents (in euros)

accommodation (including utilities, water, electricity,...)   transportation

tuition fees, registration fees, examination fees

Profile of students' monthly key costs by payer for students not living with parents (in euros)

- accommodation (including utilities, water, electricity,...)
- transportation
- tuition fees, registration fees, examination fees
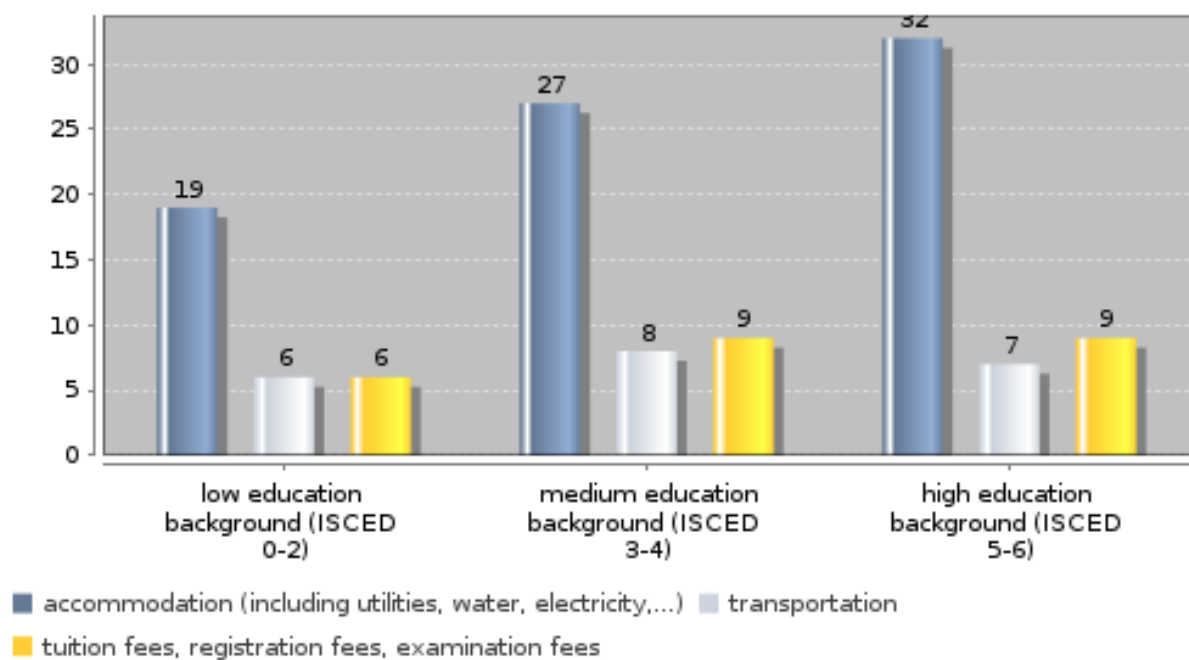
details on missing data:
Question 3.6 - there are 274 missing values type A (109 in group of students who are living with parents and 165 n group of students who are not living with parents)and 161 missing values type B in group of students who are not living with parents.

In group of students who are not living with parents - due to missing values of question 3.5 and transfer in kid - all calculations are based on 752 valid cases.

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators

Fees to higher education institution as share of total costs for BA students, in %	8.0
Fees to higher education institution as share of total costs for MA students, in %	10.5
Fees to higher education institution as share of total costs for low-intensity students, in %	9.4
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	31.8
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	19.7

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with parents (in % of total expenditure)

details on missing data:

Question 3.6 - there are 274 missing values type A (109 in group of student who are living with parents and 165 n group of students who are not living with parents).

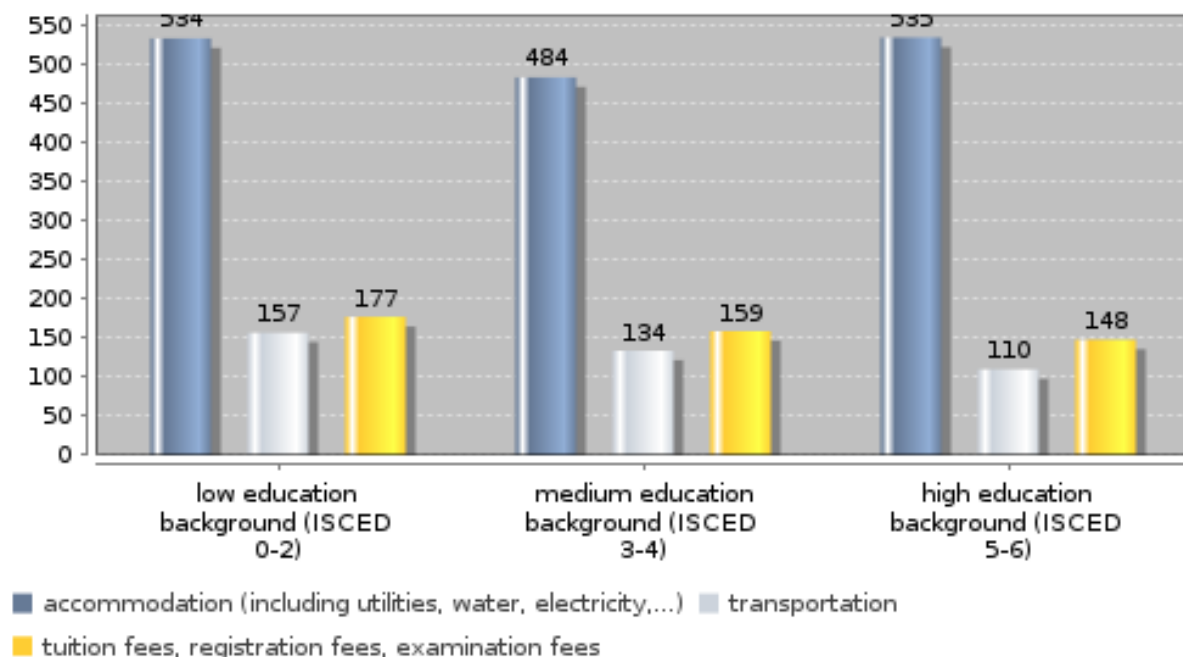**methodical issues or considerations for data interpretation:**
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

Key Indicators

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	6.2
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	8.9
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	18.7
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	32.4

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in euros)

details on missing data:

Question 3.6 - there are 274 missing values type A (109 in group of student who are living with parents and 165 n group of students who are not living with parents).
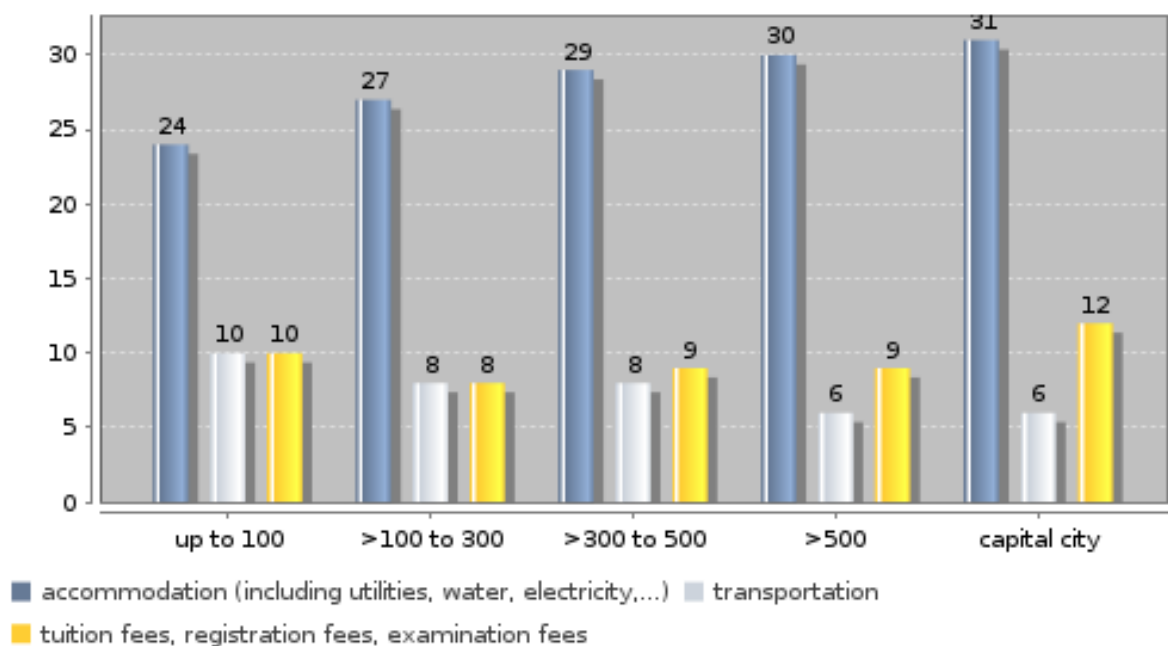
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The low result for expenditure on accommodation as share of total expenditure for low education background is not caused by lower accommodation costs but by higher total expenditure in this group. It has to be stressed that in the group of students not living with their parents there are only 21 students from the low education background group. Furthermore, among these 21 students there are a few persons with very high expenditures (up to PLN 10000 which is a large amount of money for Polish conditions), who overstate the average value of total expenditure of this group (the median in this group is 2370).

Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	1819.61
Total expenditure for study locations in capital city, amount	1994.61
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	24.3
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	30.6

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by size of study location (by 1,000 inhabitants) for students not living with parents

details on missing data:

Question 3.6 - there are 274 missing values type A (109 in group of student who are living with parents and 165 n group of students who are not living with parents).
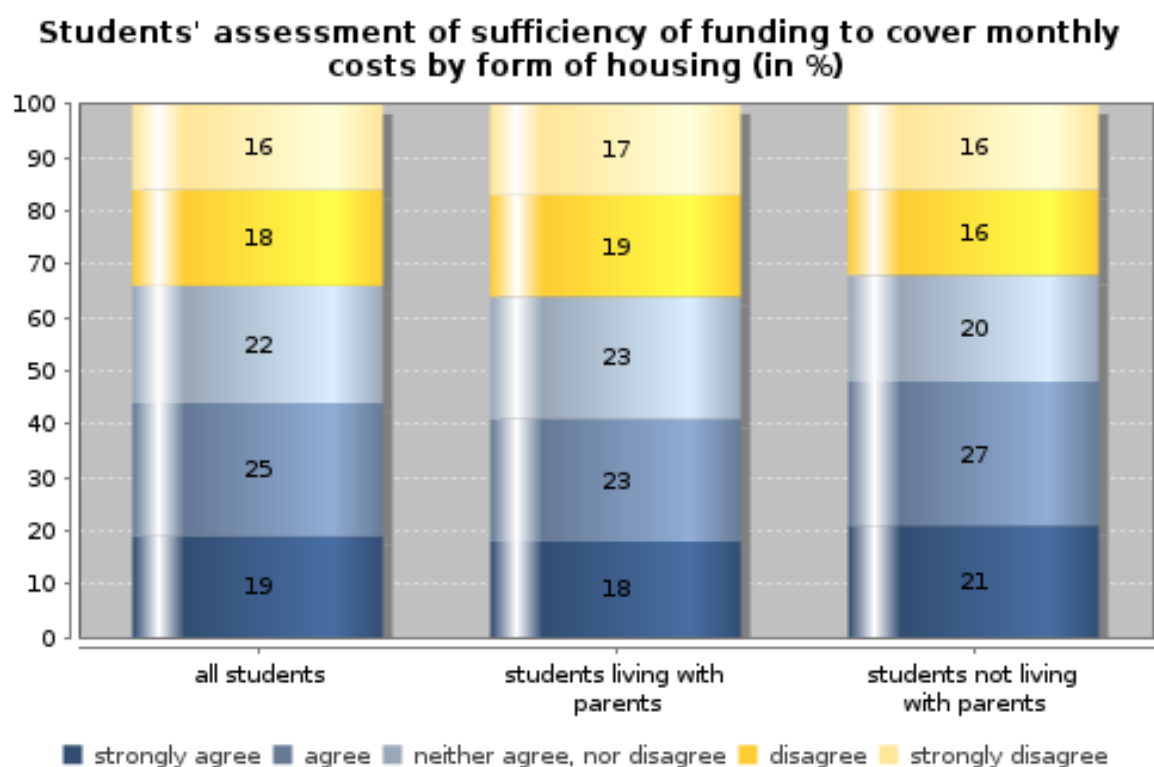
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators

(Strong) agreement of all students that funding is sufficient, in %	44.3
(Strong) disagreement of all students that funding is sufficient, in %	34.1
(Strong) agreement of students living with parents that funding is sufficient, in %	40.8
(Strong) disagreement of students living with parents that funding is sufficient, in %	36.2
(Strong) agreement of students not living with parents that funding is sufficient, in %	47.9
(Strong) disagreement of students not living with parents that funding is sufficient, in %	31.9

Students' assessment of sufficiency of funding to cover monthly costs by form of housing (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators

students living with parents

|	
Median income of students with very strong agreement that funding is sufficient, amount	1393.51
Median income of students with very strong disagreement that funding is sufficient, amount	921.09
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	2120.39
Median income of students with very strong disagreement that funding is sufficient, amount	1700.0

Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students living with parents
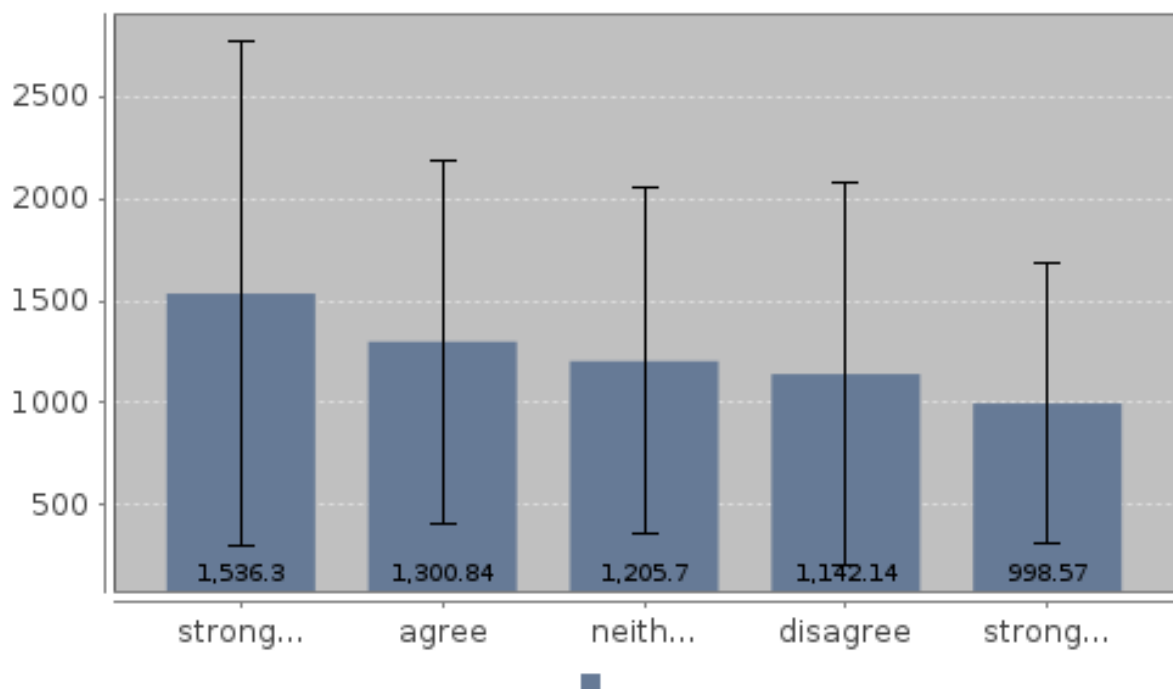
Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students not living with parents
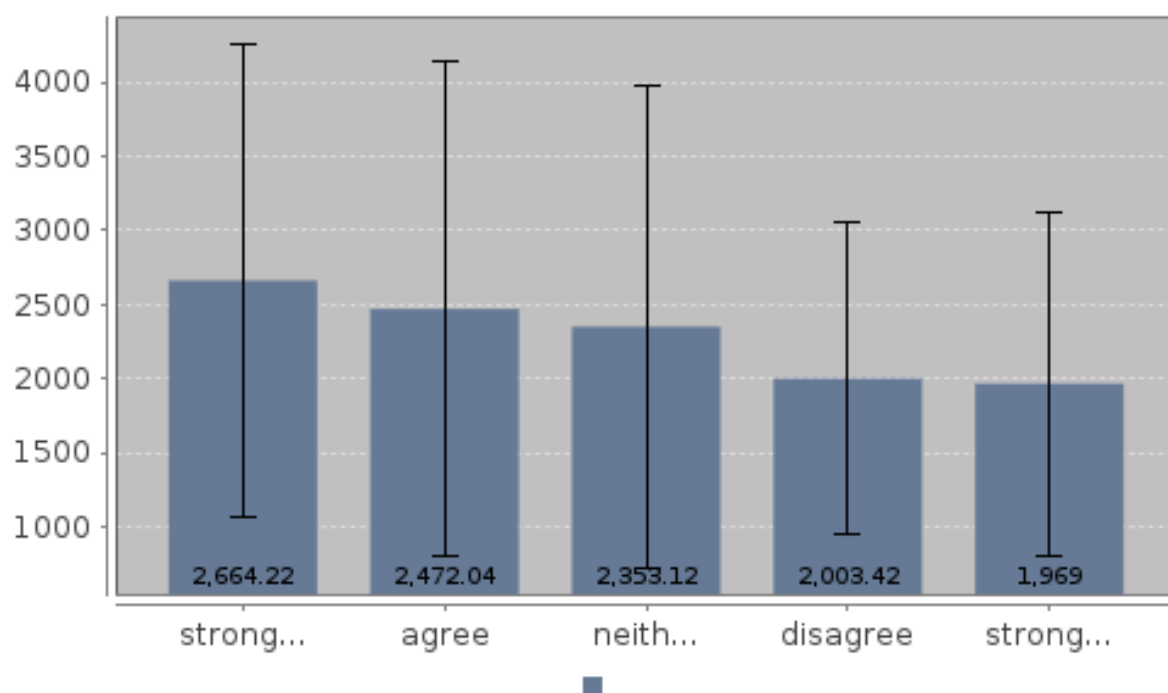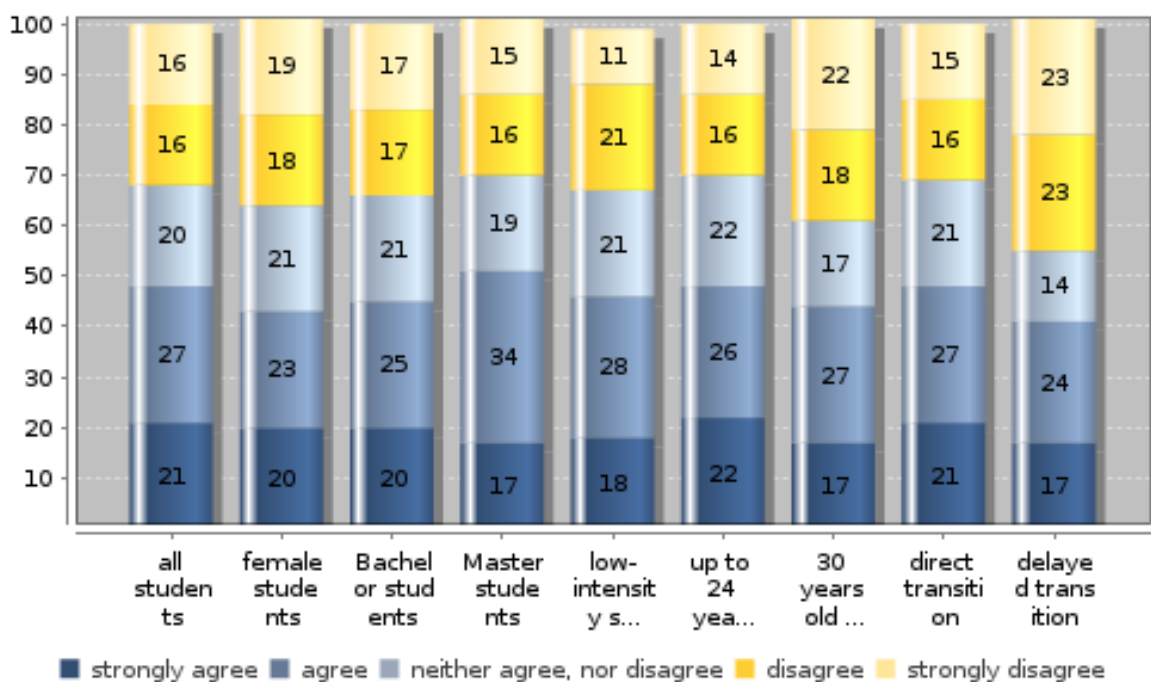

	strong...	agree	neith...	disagree	strong...
	2,664.22	2,472.04	2,353.12	2,003.42	1,969

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	46.5
(Strong) disagreement that funding is sufficient of low-intensity students, in %	32.4
(Strong) agreement that funding is sufficient of up to 24 years old, in %	48.0
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	29.7
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	43.4
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	40.0

Students' assessment of sufficiency of funding to cover monthly costs by characteristics of students not living with parents (in %)

details on missing data:

methodical issues or considerations for data interpretation:

**national interpretation of the results of the data analysis:**

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators

(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	32.9
(Strong) disagreement that funding is sufficient for students with child/ren, in %	45.5
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	32.9
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	35.8

Students' assessment of sufficiency of funding to cover monthly costs by social background for students not living with parents (in %)
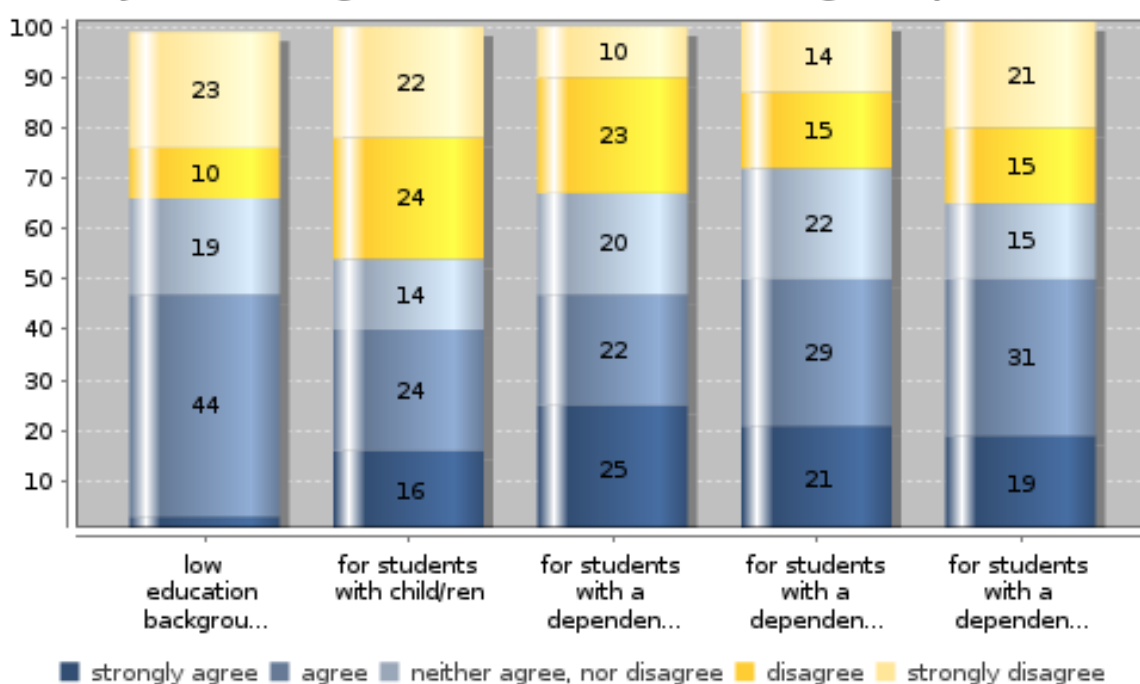
details on missing data:

Contingency table between assessment of sufficiency of founding to cover monthly costs and dependency in income sources are based on 752 valid cases [due to missing values type A of total income].

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 1: Composition of monthly income by type of housing and characteristics of students

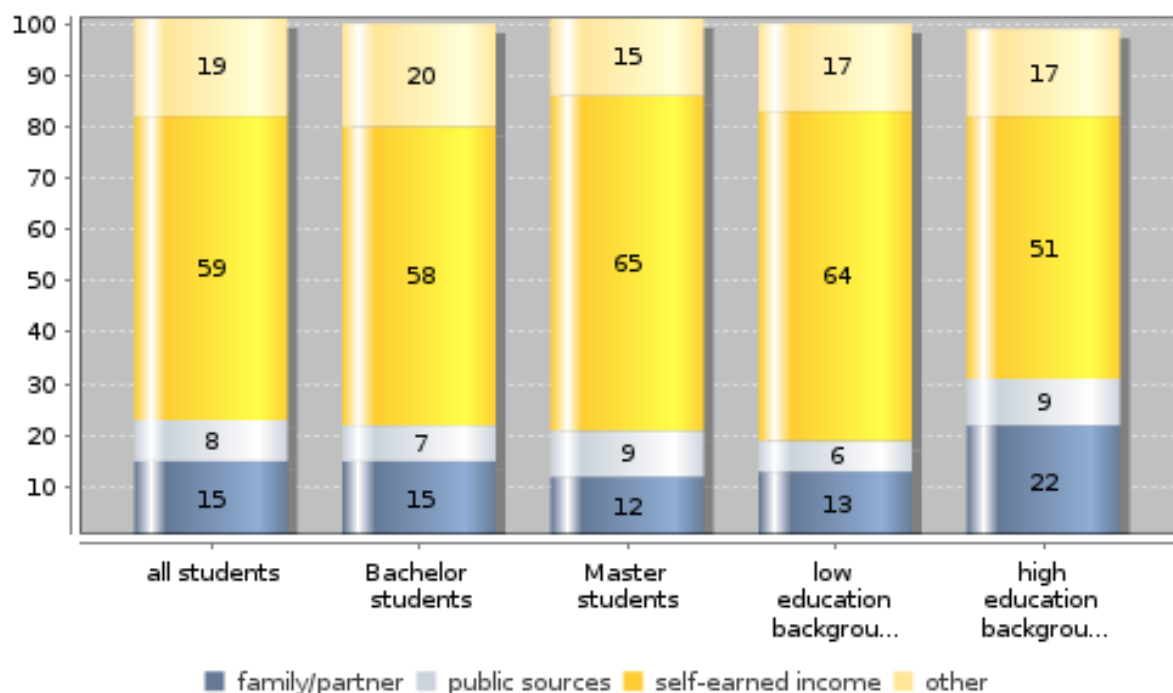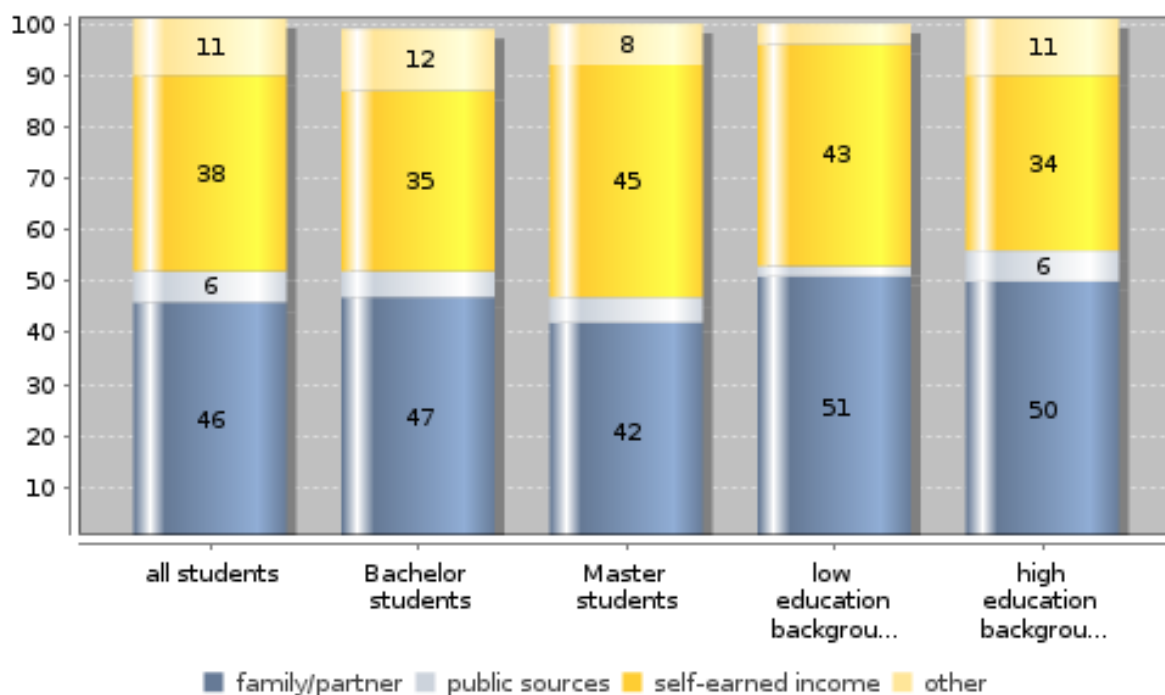| Key Indicators	
Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	45.5
Family/partner contribution for Bachelor students, in %	47.4
Family/partner contribution for students with low education background (ISCED 0-2), in %	50.7
Family/partner contribution for students with high education background (ISCED 5-6), in %	49.8
Job contribution for all students, in %	37.9
Job contribution for Bachelor students, in %	35.4
Job contribution for students with low education background (ISCED 0-2), in %	43.0
Job contribution for students with high education background (ISCED 5-6), in %	33.7

Students' monthly income by source for students living with parents (in %)

	all students	Bachelor students	Master students	low education backgrou...	high education backgrou...
other	19	20	15	17	17
self-earned income	59	58	65	64	51
public sources	8	7	9	6	9
family/partner	15	15	12	13	22

■ family/partner ■ public sources ■ self-earned income ■ other

Students' monthly income by source for students not living with parents (in %)

details on missing data:

- Question 3.5 - there are 260 missing values type A (142 in group of students who are living with parents and 118 in group of students who are not living with parents) and 974 missing values type B.
- Transfer in kind - there are 165 missing values type A in group of students who are not living with parents.
- In group of students who are not living with parents - due to missing values of question 3.5 and transfer in kind - there are 242 missing values type A of "family/partner income"/"public sources"/"self-earned income"/"other".

methodical issues or considerations for data interpretation:

Eurostudent team question: In country comparison the share of family/partner contribution for low education beackground students is extremely high. Please comment on this in the DDM.

answer: in which group (living ot not living with parents)? all calculation have been positively verified.

NOTE!!! The results for the students from low education background group are calculated based on a very low amount of subjects (21 respondents in a group of students not living with their parents and 14 students living with their parents).

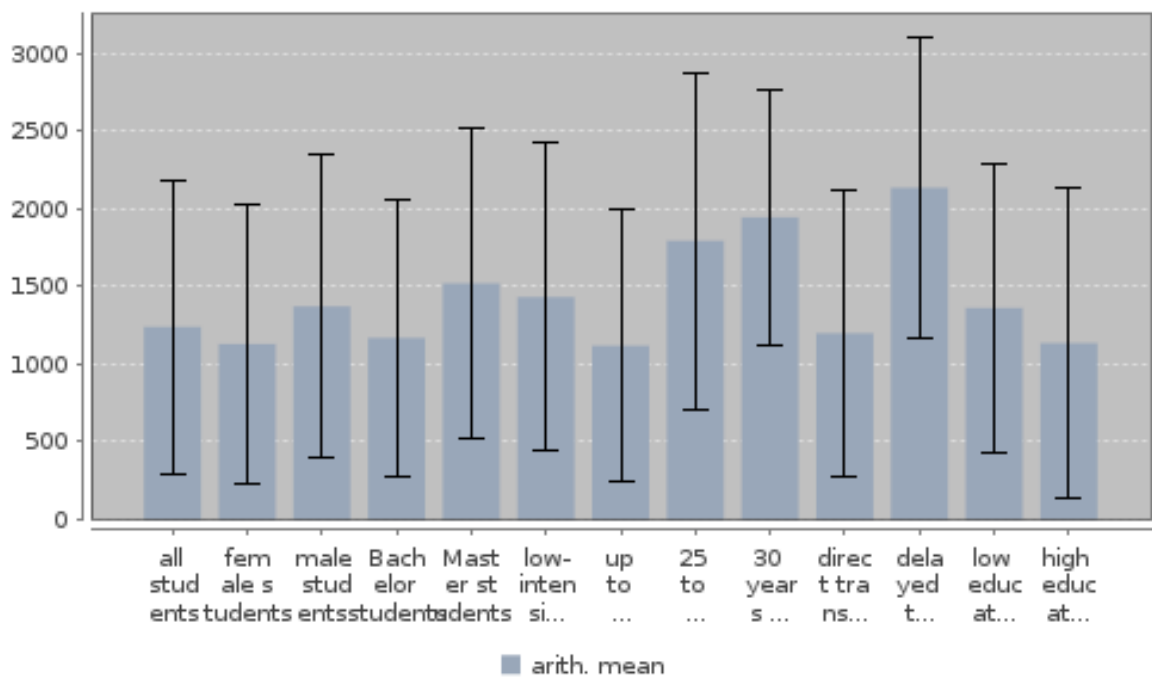**national interpretation of the results of the data analysis:**

Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators

median income all students, amount	264.7
median income Bachelor students, amount	249.7
median income Master students, amount	362.1
median income low-intensity students, amount	349.6
median income 25-29 years old, amount	449.5

Students' average total income per month by characteristics of students (in euros)

■ arith. mean

details on missing data:

- Total Income - there are 142 missing values type A in group of students who are living with parents.

methodical issues or considerations for data interpretation:

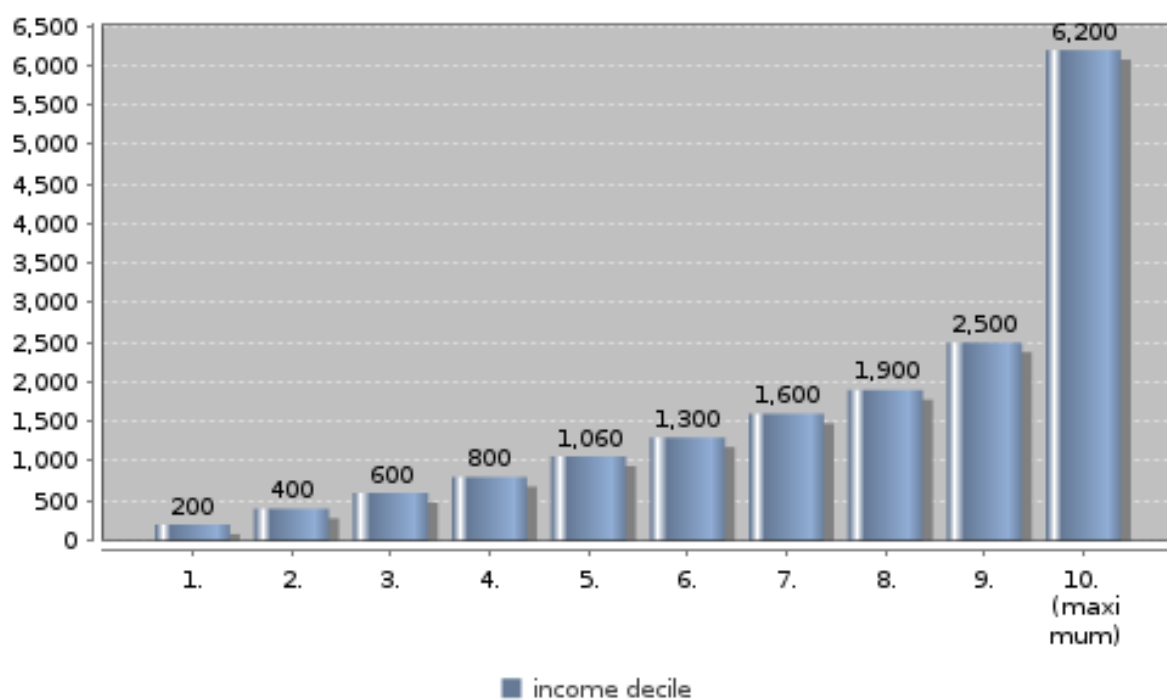**national interpretation of the results of the data analysis:**

Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

Key Indicators

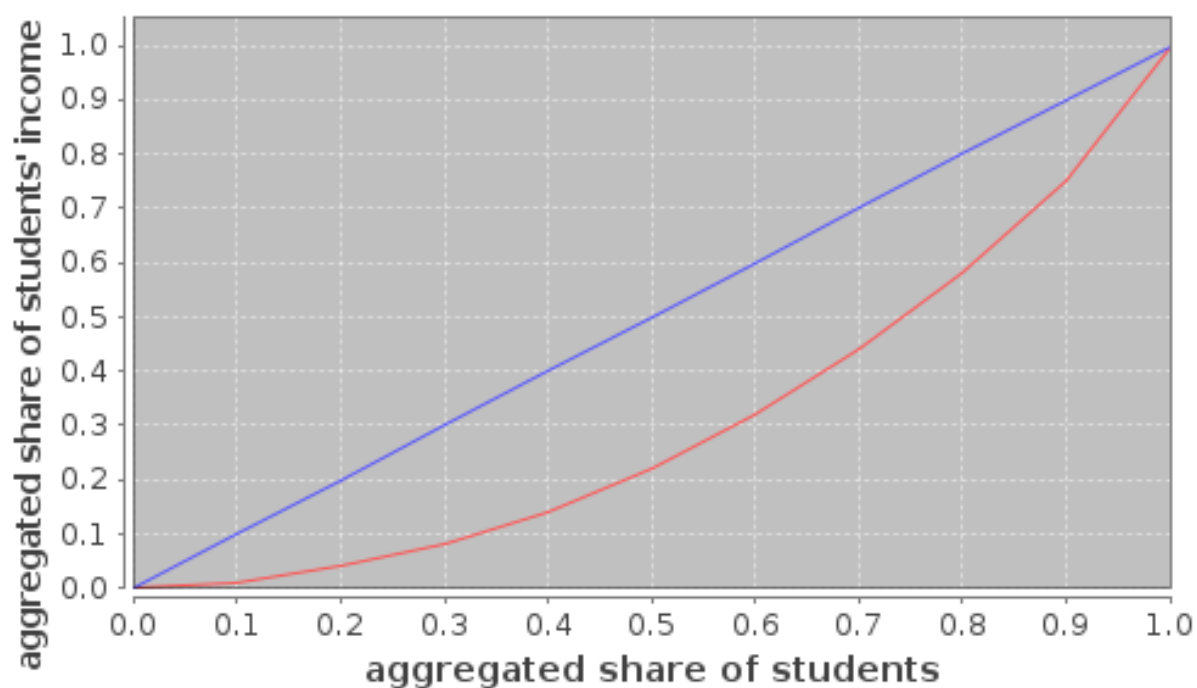|	
Income cut-off point for lowest 20% of students, amount	99.9
Gini coefficient	0.4

Distribution of students' total income per month by income decile (in euro)

Decile	Income
1.	200
2.	400
3.	600
4.	800
5.	1,060
6.	1,300
7.	1,600
8.	1,900
9.	2,500
10. (maximum)	6,200

■ income decile

Concentration of students' monthly total income per month (Lorenz curve, decimal fraction)

details on missing data:
- Total Income - there are 142 missing values type A in group of students who are living with parents.
methodical issues or considerations for data interpretation:
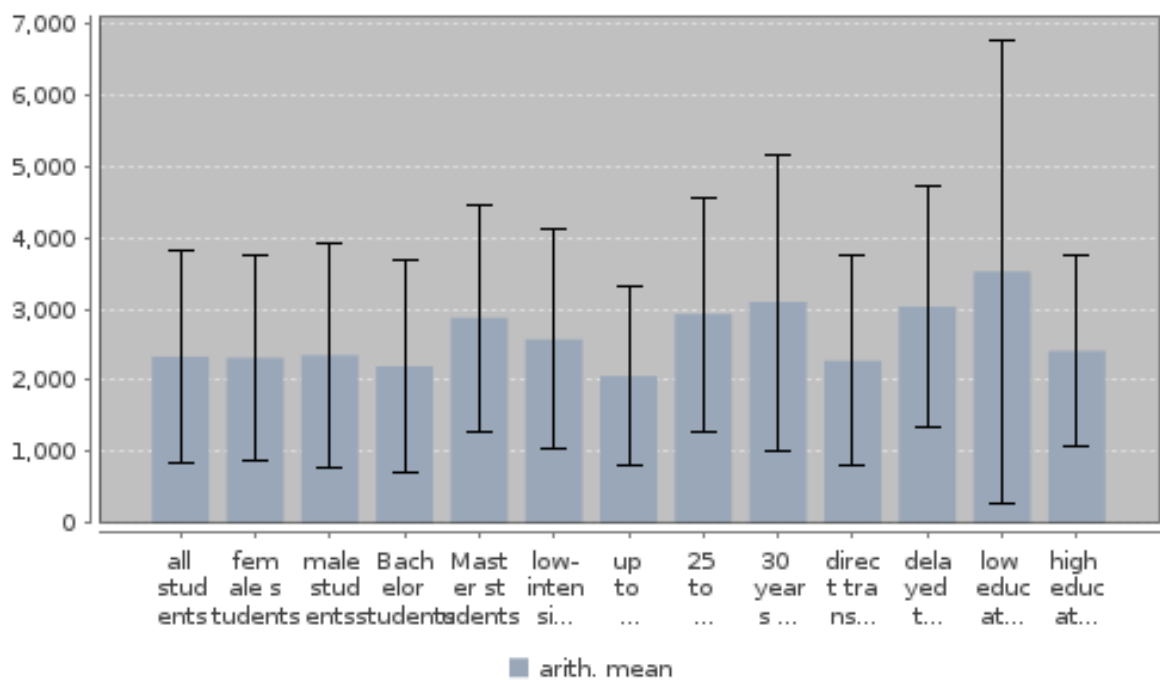**national interpretation of the results of the data analysis:**

Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

Key Indicators

median income all students, amount	487.0
median income Bachelor students, amount	452.3
median income Master students, amount	613.6
median income low-intensity students, amount	549.2
median income 25-29 years old, amount	632.6

Students' average total income per month by characteristics of students (in euros)

details on missing data:

- In group of students who are not living with parents - due to missing values of question 3.5 and transfer in kind – all calculations are based on 752 valid cases (242 missing values).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
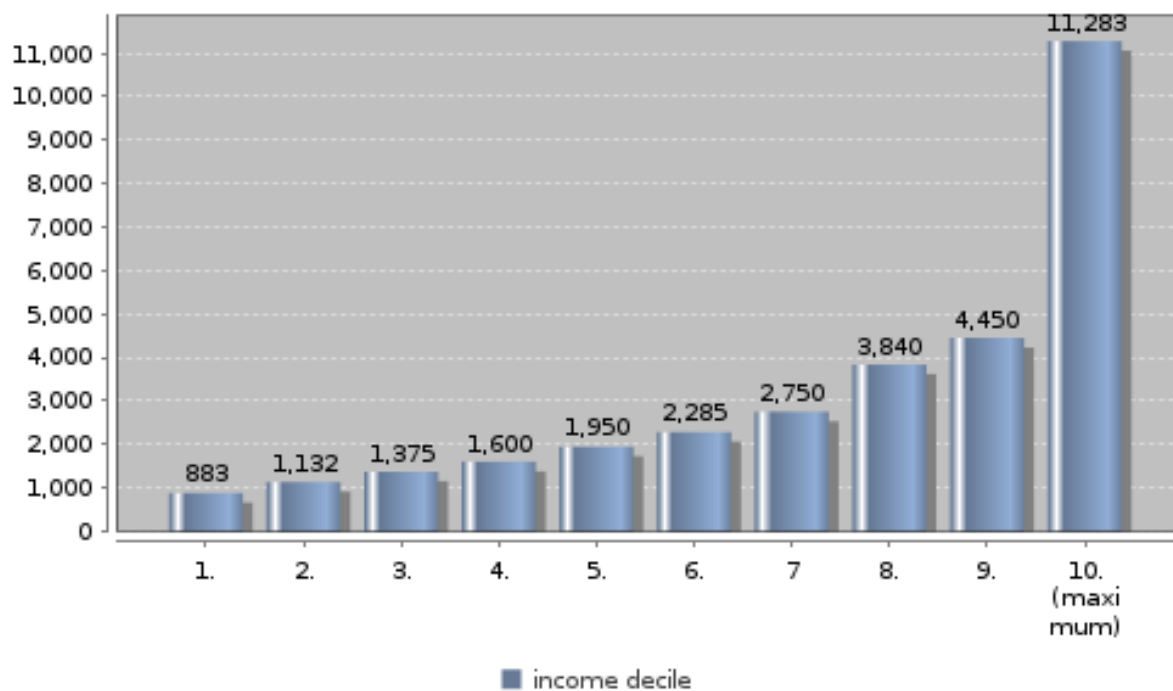
Topic: F. Funding and state assistance

Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

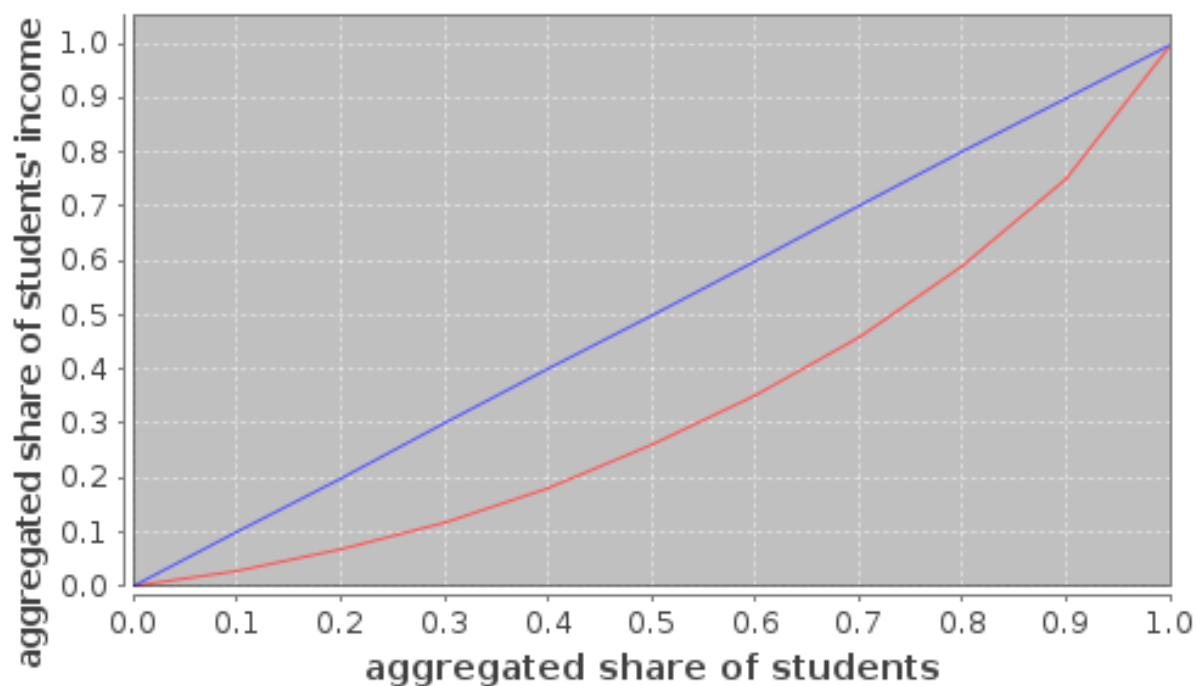|	
Income cut-off point for lowest 20% of students, amount	282.7
Gini coefficient	0.32

Distribution of students' total income per month by income decile (in euros)

Concentration of students' monthly total income (Lorenz curve, decimal fraction)

details on missing data:

In group of students who are not living with parents - due to missing values of question 3.5 and transfer in kind – all calculations are based on 752 valid cases (242 missing values).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators

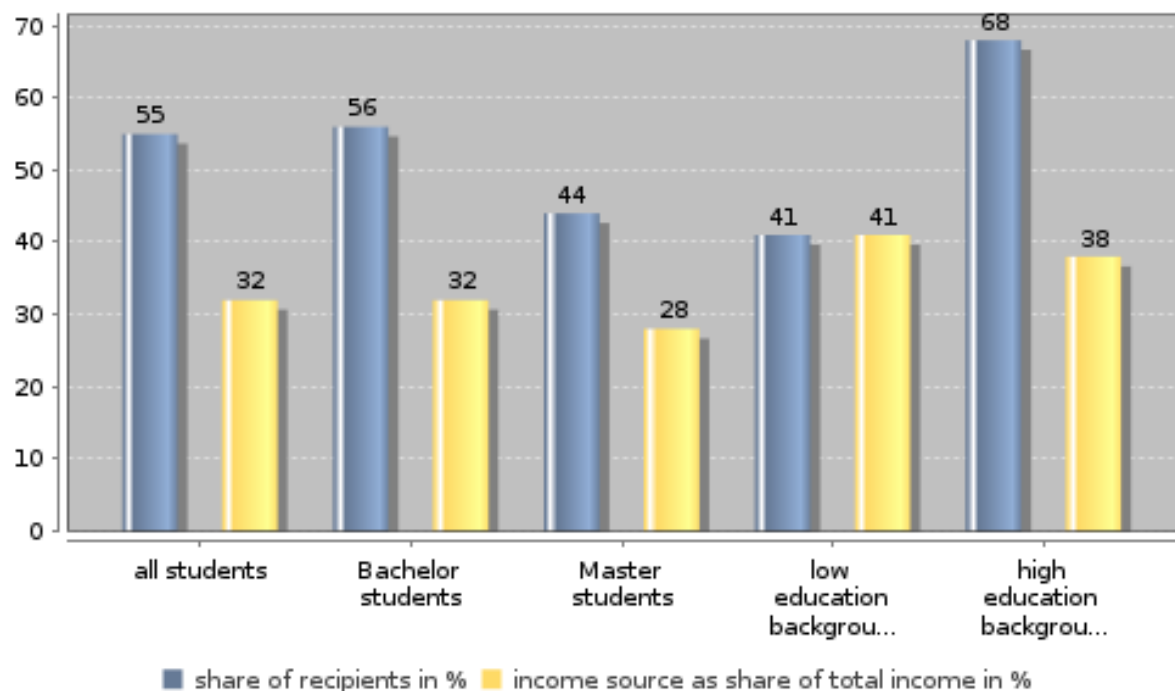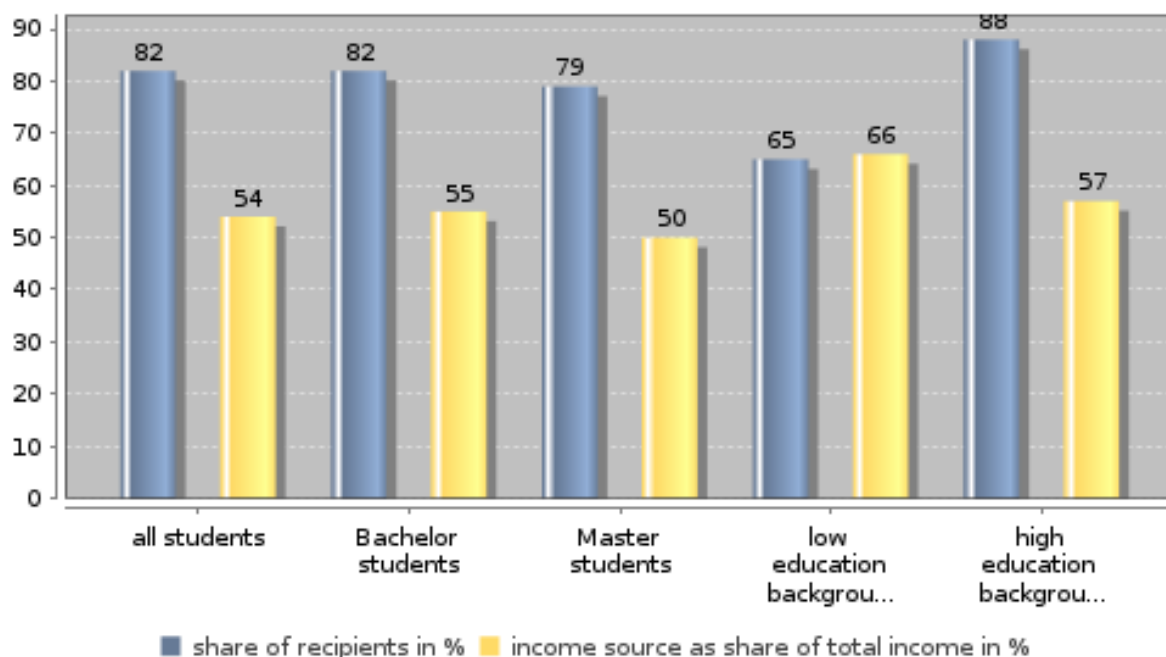|	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	82.0
Share of recipients of Bachelor students, in %	82.1
Share of recipients of students with low education background, in %	65.4
Share of recipients of students with high education background (ISCED 5-6), in %	88.3
Contribution to total monthly income of all students, in %	53.6
Contribution to total monthly income of Bachelor students, in %	55.4
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	65.5
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	56.9

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)7

Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)

details on missing data:

- In group of students who are not living with parents - due to missing values of question 3.5 and transfer in kind - there are 242 missing values type A of “monthly amount of family/partner contribution” and “total monthly income”.

- In group of students who are living with parents - due to missing values of question 3.5 - there are 142 missing values type A of “monthly amount of family/partner contribution” and “total monthly income”.

methodical issues or considerations for data interpretation:

Eurostudent team question: In country comparison the income share of family contribution for low edc background students is quite high. Please review data and comment in DDM. For students living with parents and not living with parents the amounts for MA are higher than for BA. Is that correct?

All calculations have been positively verified. MA Students receive bigger financial support than BA students, in both groups of students (living and not living with their parents).

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators

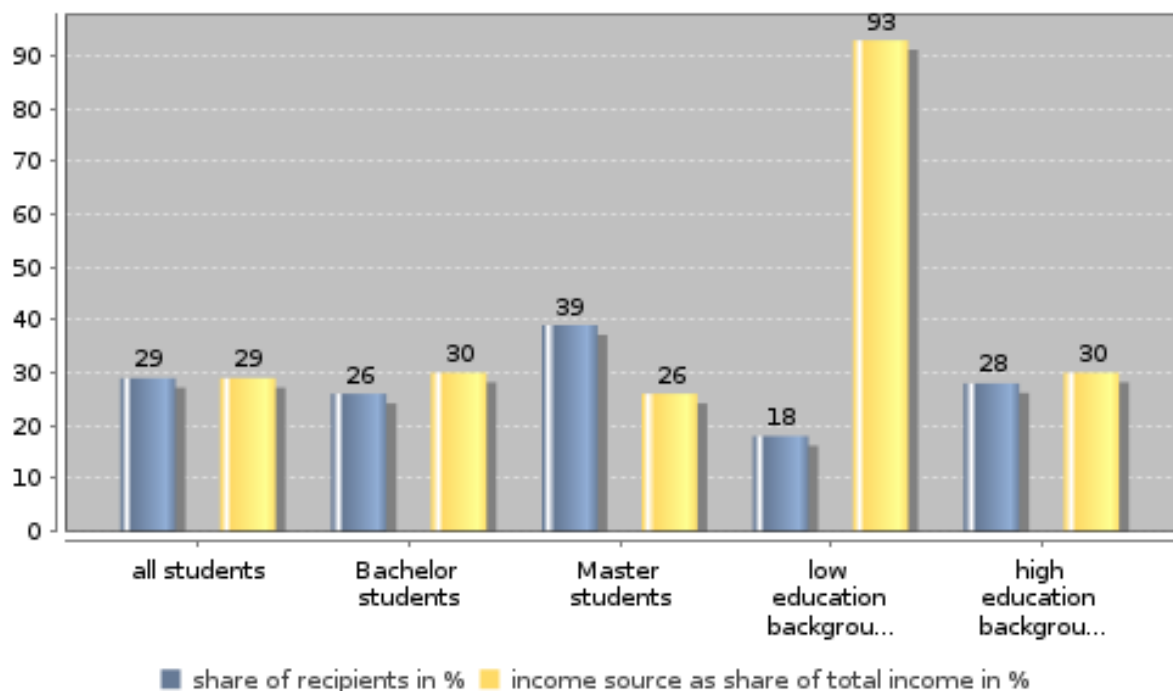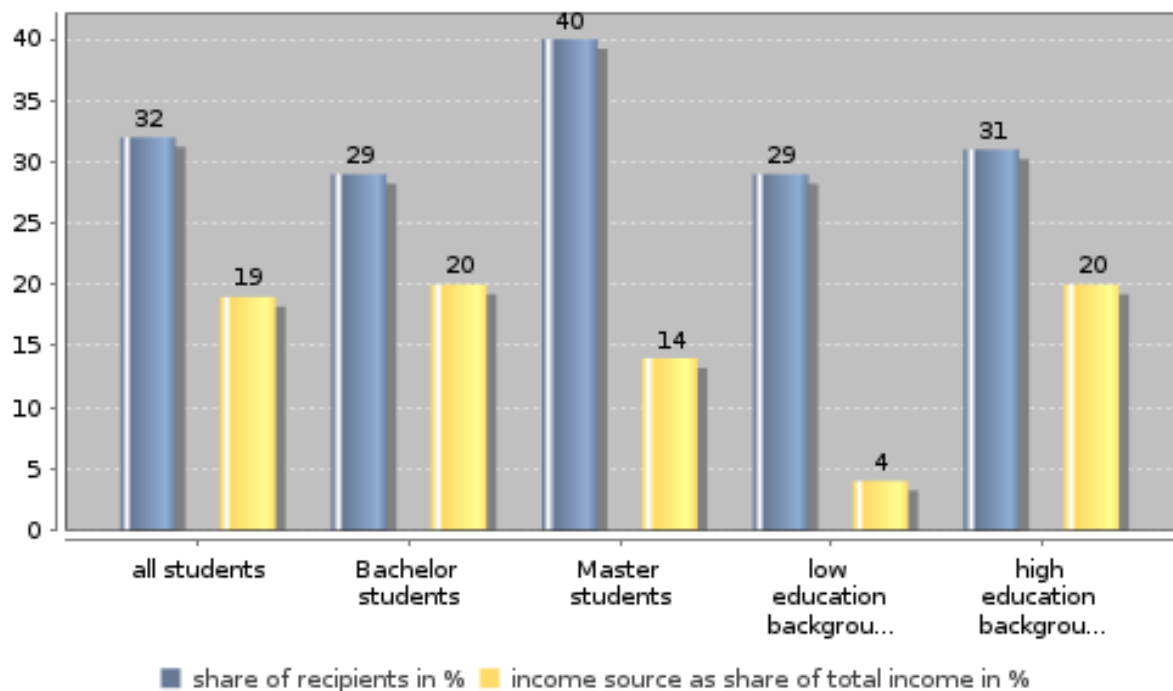|	
Public support for students not living with parents	
Share of recipients of all students, in %	32.4
Share of recipients of Bachelor students, in %	28.9
Share of recipients of students with low education background, in %	28.7
Share of recipients of students with high education background (ISCED 5-6), in %	30.5
Contribution to total monthly income of all students, in %	18.6
Contribution to total monthly income of Bachelor students, in %	20.0
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	4.1
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	20.2

Public support: Share of recipients and financial importance of income source for students living with parents (in %)

Public support: Share of recipients and financial importance of income source for students not living with parents (in %)

■ share of recipients in %　■ income source as share of total income in %

details on missing data:

- In group of students who are living with parents - due to missing values of question 3.5 - there are 142 missing values type A of “monthly amount of family/partner contribution” and “total monthly income”.

- In group of students who are not living with parents - due to missing values of question 3.5 and transfer in kind - there are 242 missing values type A of “monthly amount of family/partner contribution” and “total monthly income”.

Warnings! There are only 3 students with low educational background in group of students living with parents and 6 with low educational background in group of students not living with parents.

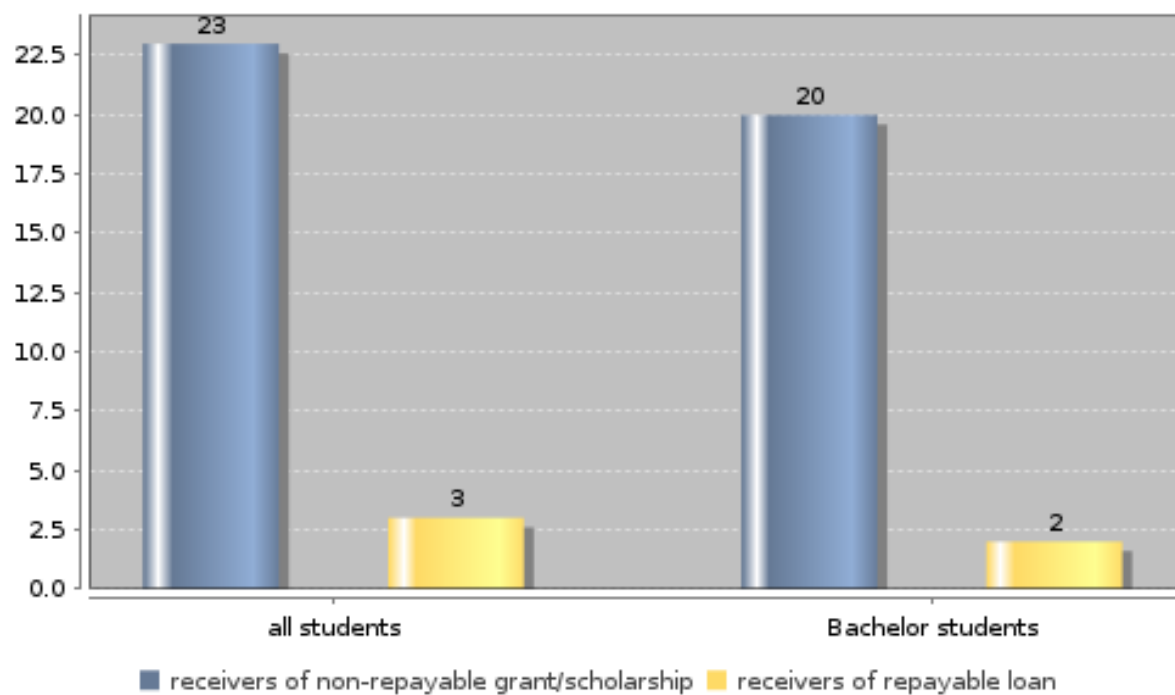**methodical issues or considerations for data interpretation:**

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators

Non-repayable public support as share of total public support for all students (recipients only), in %	88.0
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	89.8
Students who receive non-repayable support as share of whole student body, in %	22.5
Students who receive non-repayable support as share of all Bachelor students, in %	20.1
Students who receive repayable loans as share of whole student body, in %	3.1
Students who receive repayable loans as share of all Bachelor students, in %	2.3

Share of total public support allocated by instrument (in %)

■ non-repayable grant / scholarship ■ repayable loan
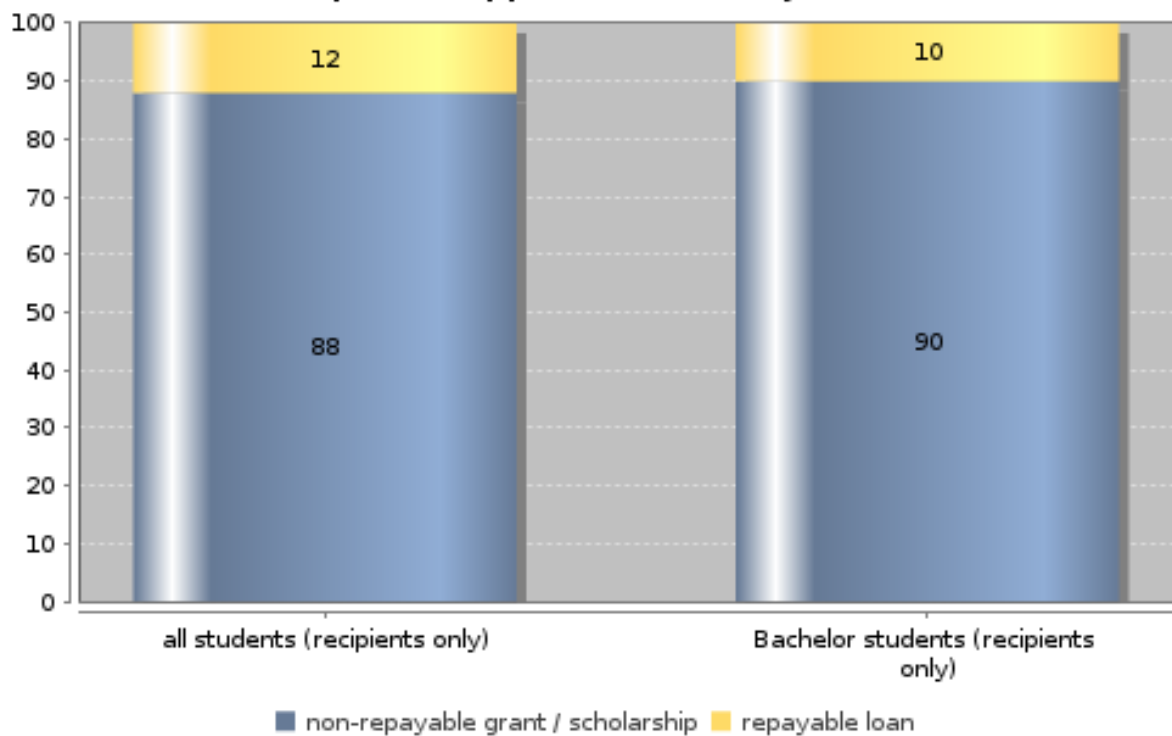
Share of recipients of public support among whole student body by instrument (in %)

details on missing data:

methodical issues or considerations for data interpretation:

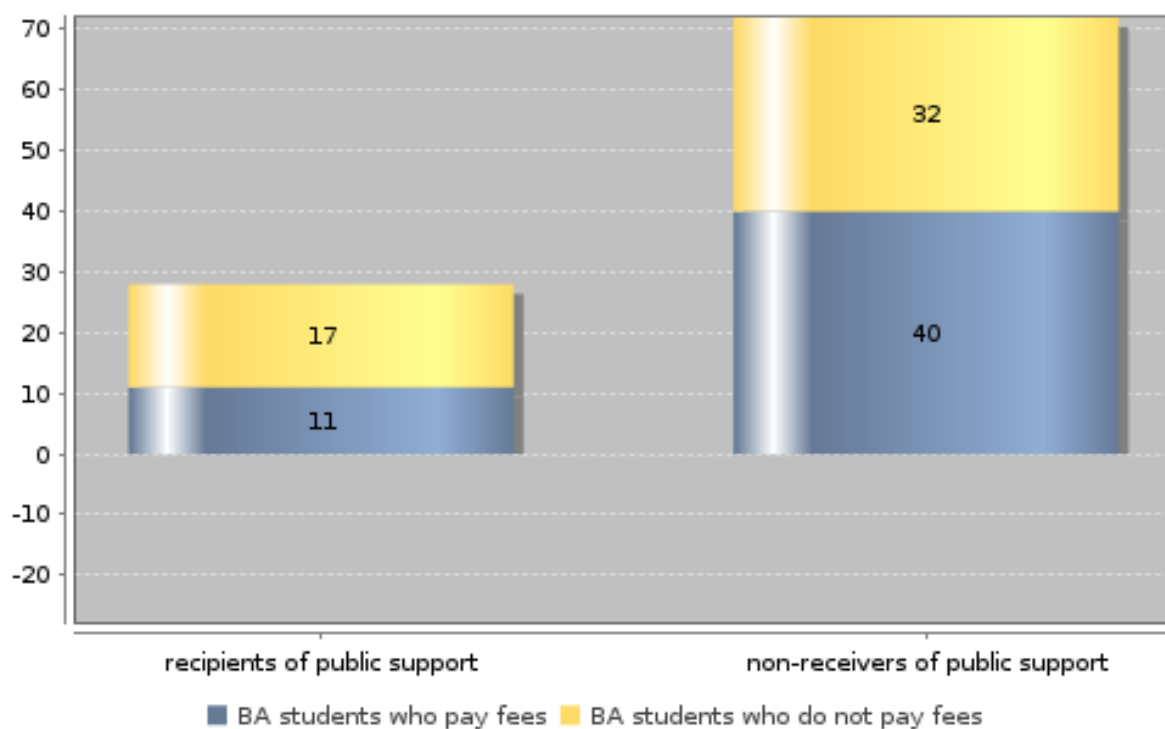national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators

Recipients of public support who pay fees, in %	11.0
Share of public support which covers fees for recipients of public support, in %	20.0

Recipients of public support by payment of fees (in %)

recipients of public support · non-receivers of public support

- BA students who pay fees
- BA students who do not pay fees

Impact of fees for receivers of public support (amounts in euros)
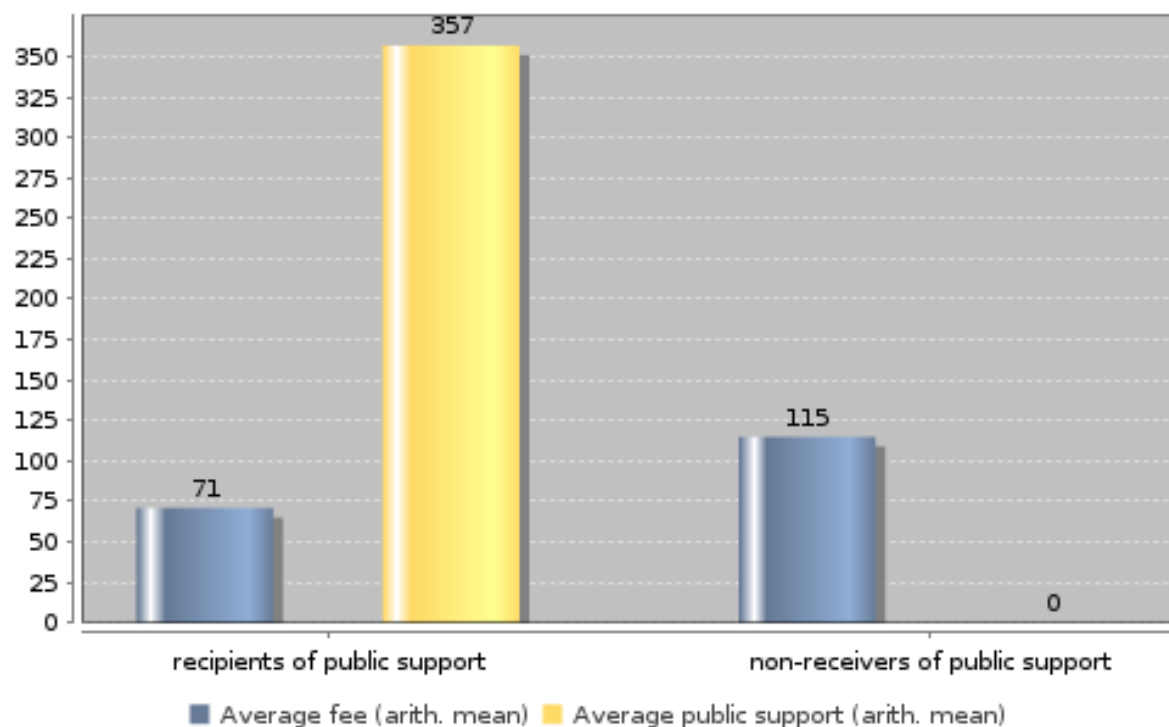
details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
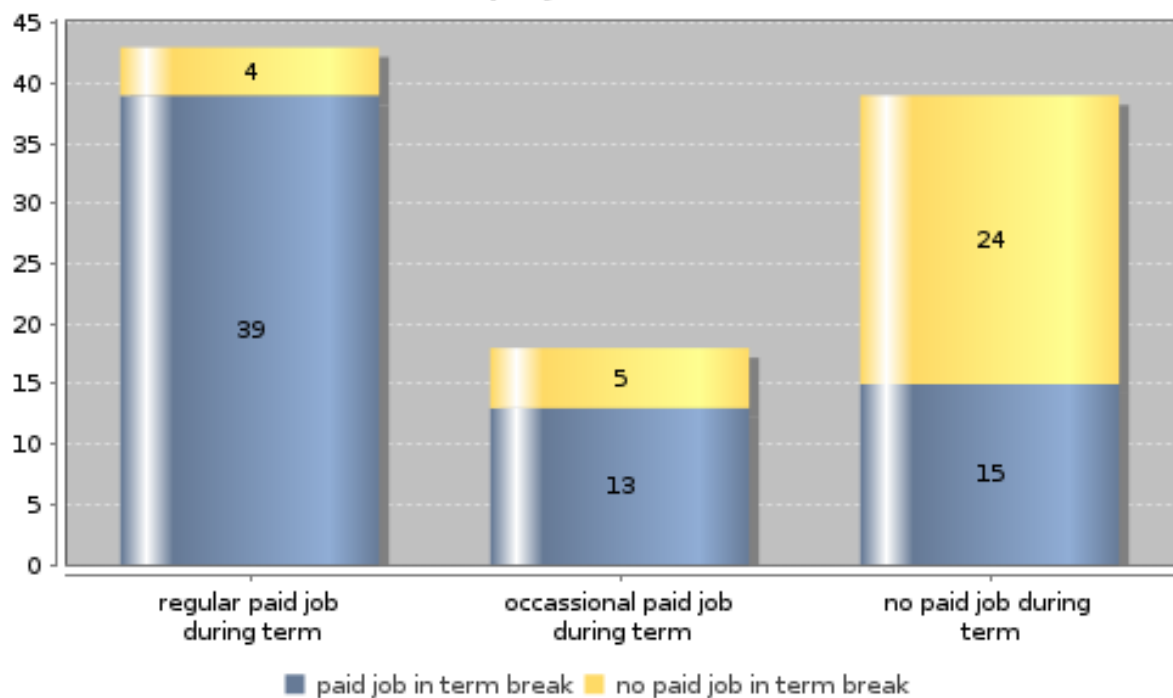
Topic: G. Time budget and employment

Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators

Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	43.6
Occassional paid job during term, in %	16.3
Regular paid job during term and in term break, in %	39.7
Occassional paid job during term and in term break, in %	11.7
No paid job at any time, in %	22.5

Employment rate of students living with parents by type of employment (in %)
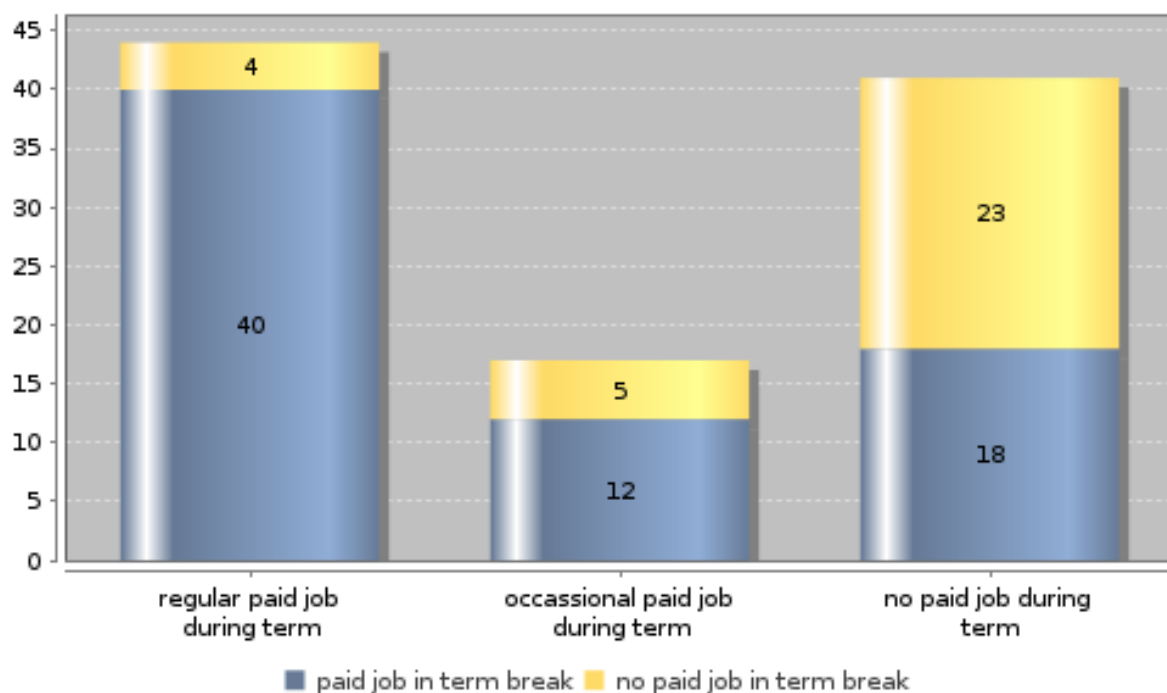
Employment rate of students not living with parents by type of employment (in %)

	regular paid job during term	occassional paid job during term	no paid job during term
paid job in term break	40	12	18
no paid job in term break	4	5	23

details on missing data:

methodical issues or considerations for data interpretation:

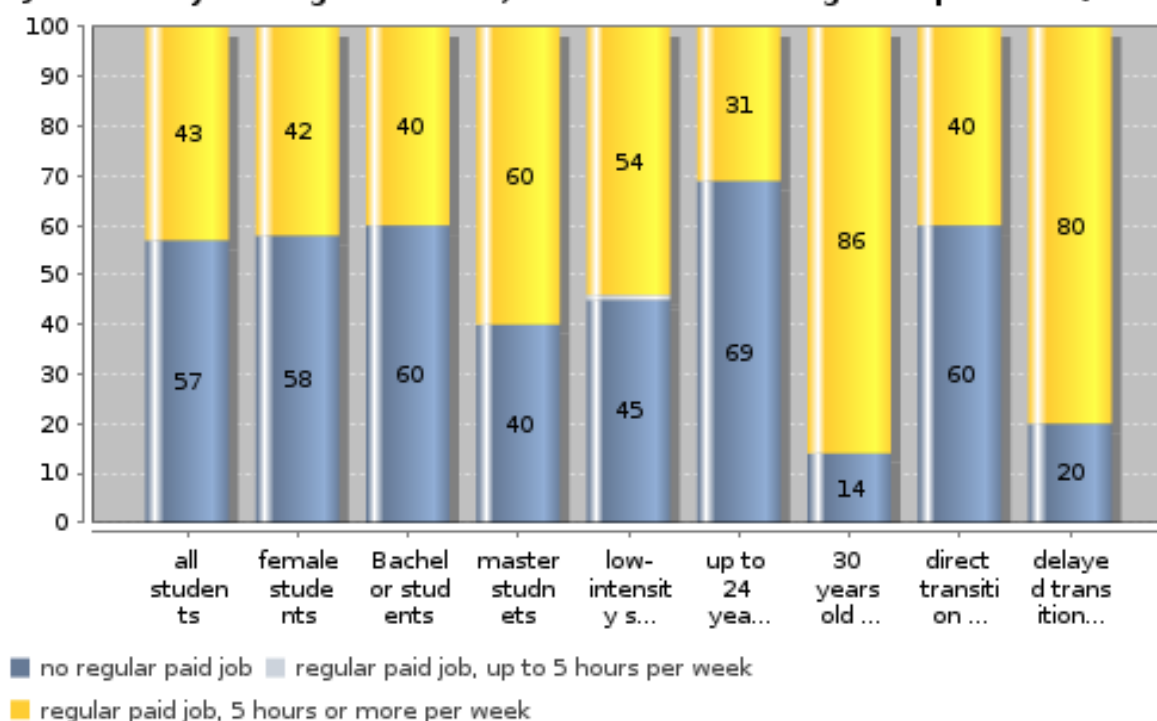**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators

Regular paid job, 5 hours or more per week, all students, in %	43.1
Regular paid job, 5 hours or more per week, BA students, in %	39.7
Regular paid job, 5 hours or more per week, low-intensity students, in %	54.1
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	86.2

Job activity during term-time, students not living with parents (in %)

all students: 57, 43
female students: 58, 42
Bachelor students: 60, 40
master studnets: 40, 60
low-intensity s...: 45, 54
up to 24 yea...: 69, 31
30 years old ...: 14, 86
direct transition ...: 60, 40
delayed transition...: 20, 80

■ no regular paid job   ▥ regular paid job, up to 5 hours per week
■ regular paid job, 5 hours or more per week

details on missing data:

There are 18 missing values of type of employment during term (10 in group of student who are living with parents and 8 in group of students who are not living with parents).

methodical issues or considerations for data interpretation:

In polish adaptation question 8.1 was asked differently than in master questionnaire. Students were asked if they were working daily during term-time, instead of ask if they were working regularly during term-time.
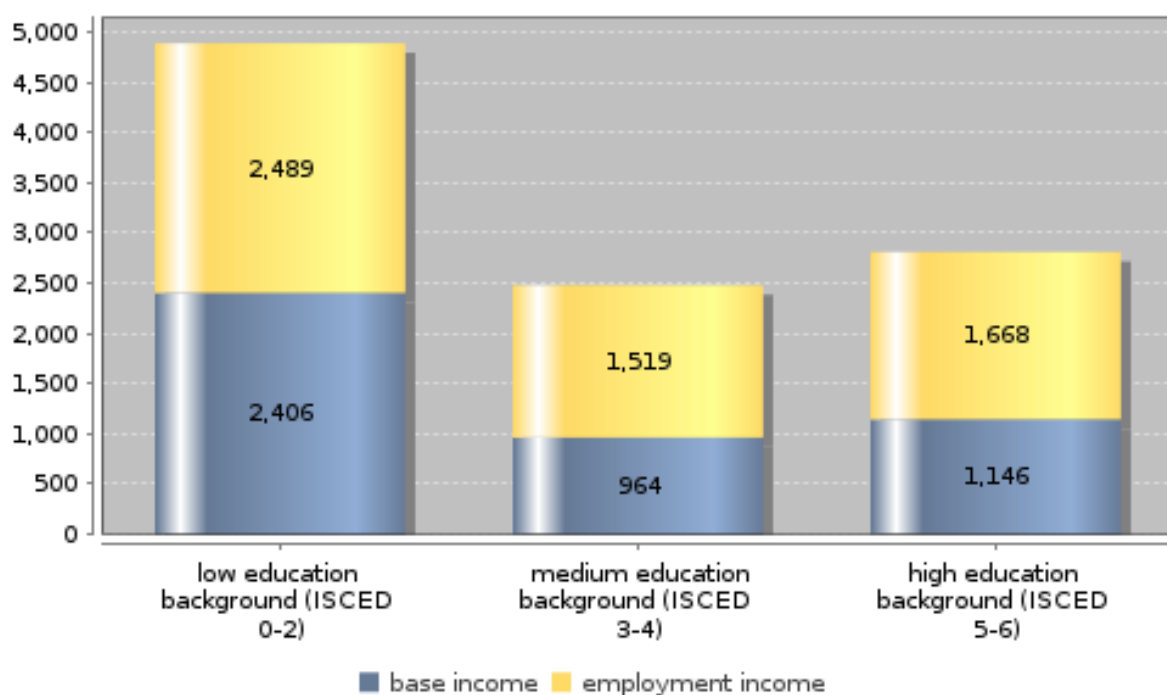
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	49.5
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	37.1
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	50.8
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	59.3

Employment rate during term-time of students not living with parents by hours of regular paid employment and social background (in %)
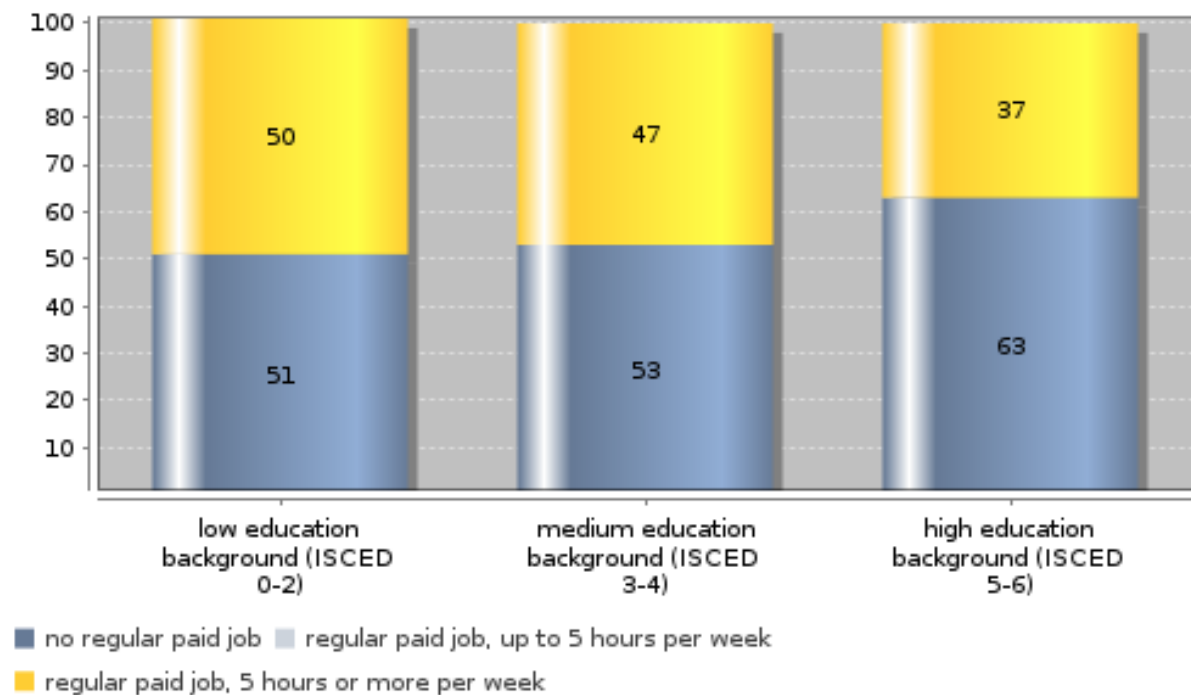
Income from regular paid employment of students not living with parents by income source (in euros)

details on missing data:

There are 18 missing values of type of employment during term (10 in group of student who are living with parents and 8 in group of students who are not living with parents). In table 2 all calculations are based on 388 cases due to missing values of income variables.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 4: Employment rate during term-time by field of study

Key Indicators

Employment rate of:

all students in engineering disciplines, in %	34.5
all students in humanities and arts, in %	25.5
BA students in engineering disciplines, in %	29.6
BA students in humanities and arts, in %	26.3

Employment rate during term-time of all students not living with parents by field of study (in %)
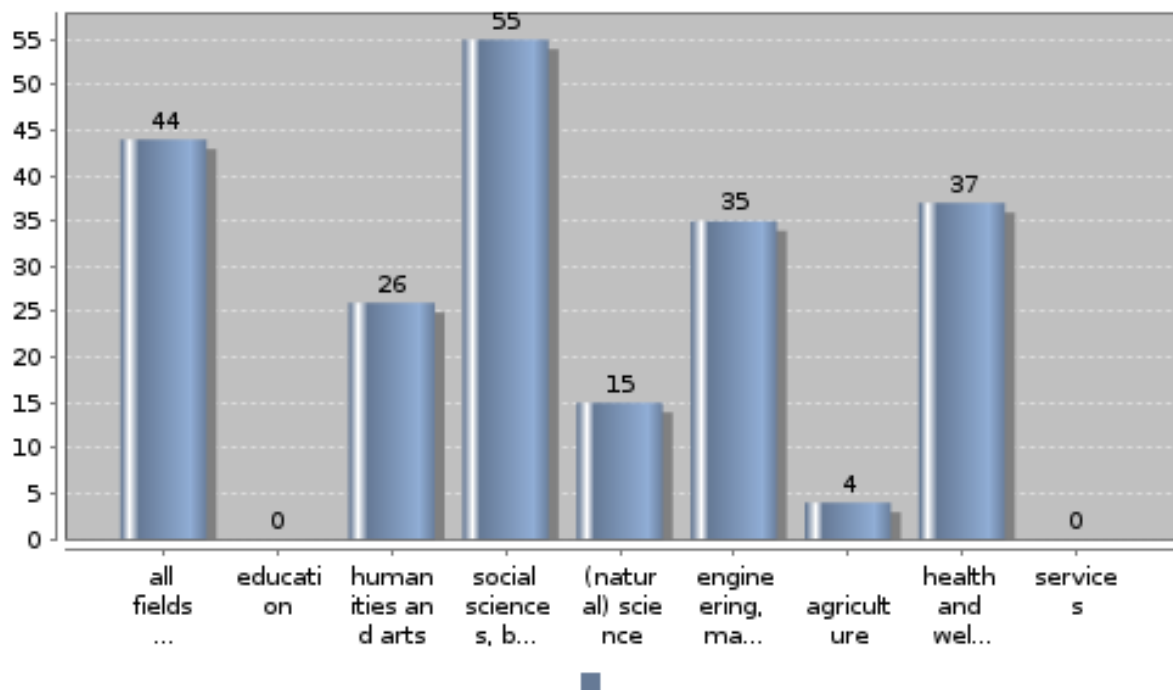
Employment rate during term-time of Bachelor students not living with parents by field of study (in %)
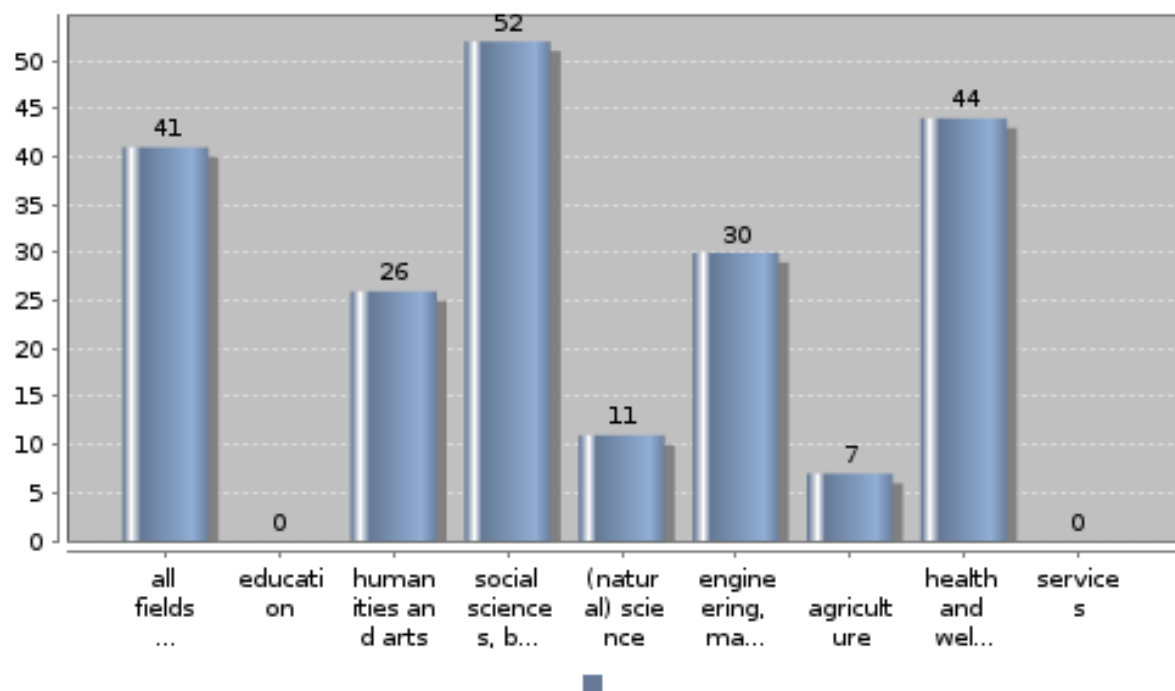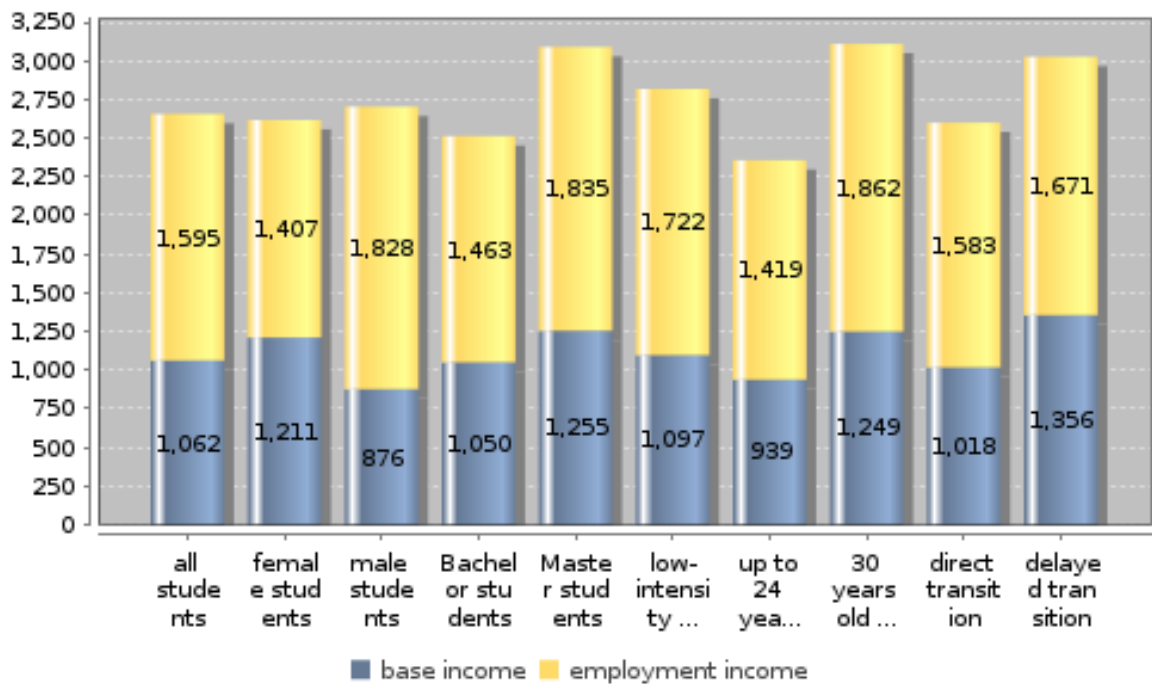

details on missing data:

methodical issues or considerations for data interpretation:

In polish adaptation question 8.1 was asked differently than in master questionnaire. Students were asked if they were working daily during term-time, instead of ask if they were working regularly during term-time.

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators

Income from employment as share of total income for all students, in %	60.0
Income from employment as share of total income for BA students, in %	58.2
Income from employment as share of total income for low-intensity students, in %	61.1
Income from employment as share of total income for 30 years old or above, in %	59.9

Reliance on paid employment by characteristics of students not living with parents (in euros)

details on missing data:

All calculations are based on 388 cases due to missing values of income variables.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 6: Distribution and concentration of students' monthly income from paid employment

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	124.8
Gini coefficient	0.37

Distribution of students' monthly income from employment by income decile, students not living with parents (in euros)

Concentration of students' monthly income from employment (Lorenz curve, decimal fraction)
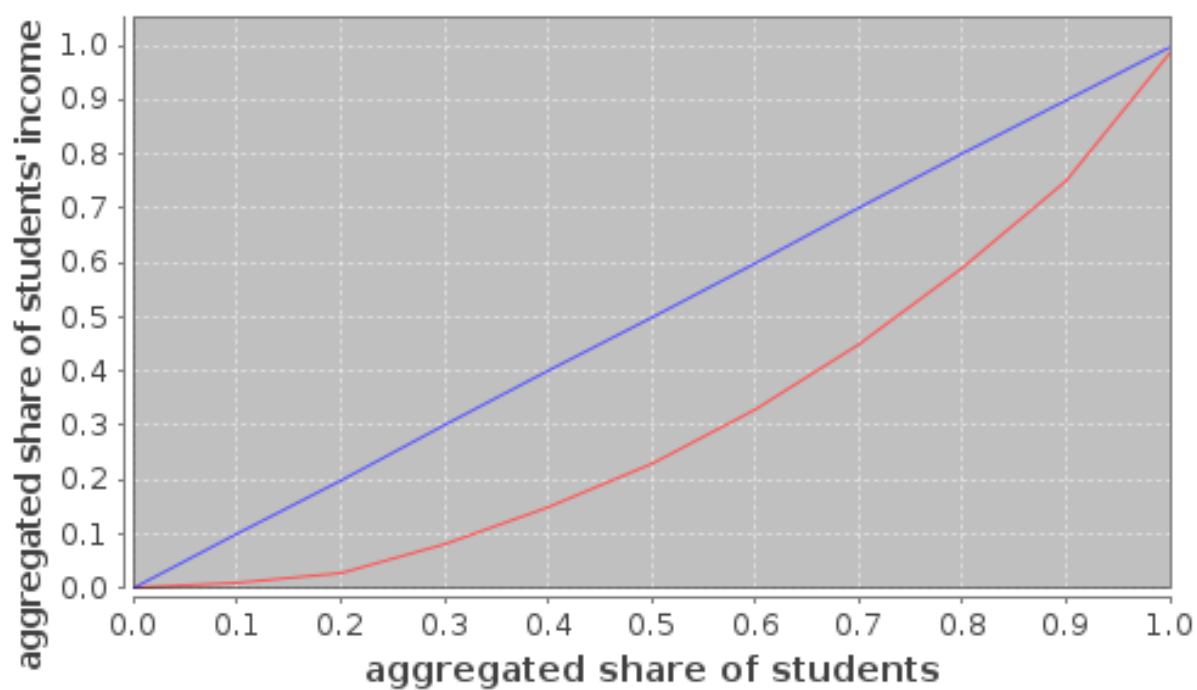
details on missing data:
all calculations are based on 491 due to missing values of income variable.

methodical issues or considerations for data interpretation:
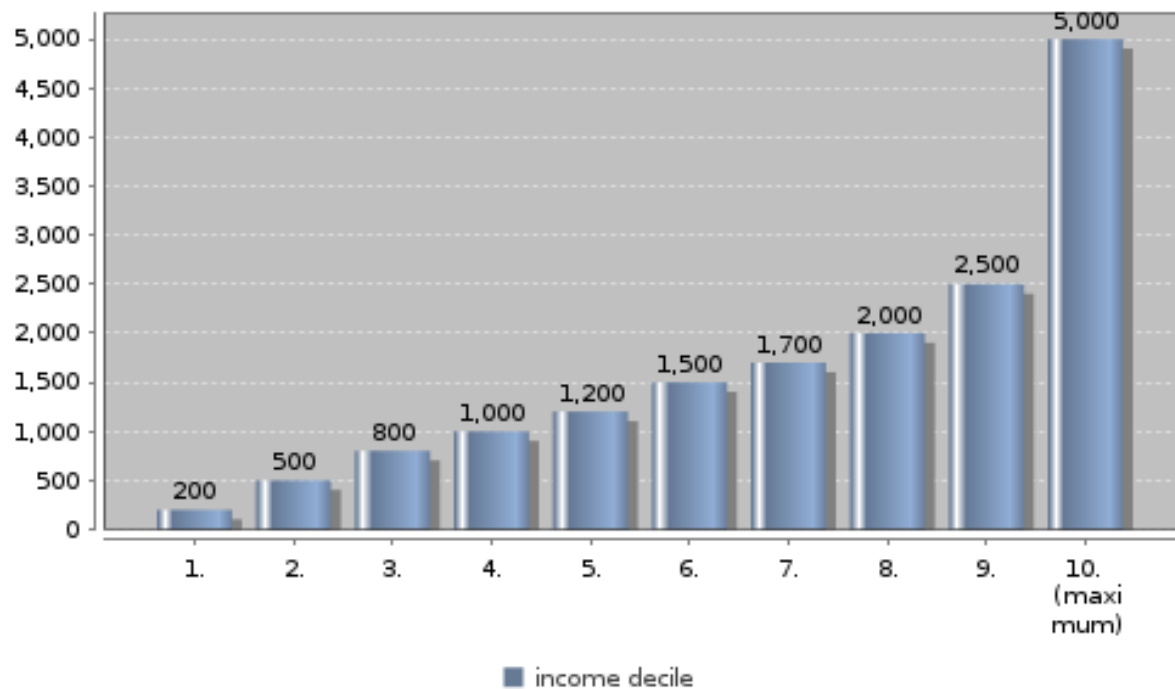**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators

Study-related activities of all students not living with parents, hrs/wk	31.0
Study-related activities of BA students not living with parents, hrs/wk	32.0
Study-related activities of MA students not living with parents, hrs/wk	29.0
Study-related activities of low-intensity students not living with parents, hrs/wk	15.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	37.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	22.0

Time budget in a typical study week of students living with parents (in hrs/wk)

Time budget in a typical study week of students not living with parents (in hrs/wk)

■ taught studies   ■ personal study time   ■ paid jobs

details on missing data:
There are 31 missing values type A & 382 missing values type B of question 3.11.
methodical issues or considerations for data interpretation:
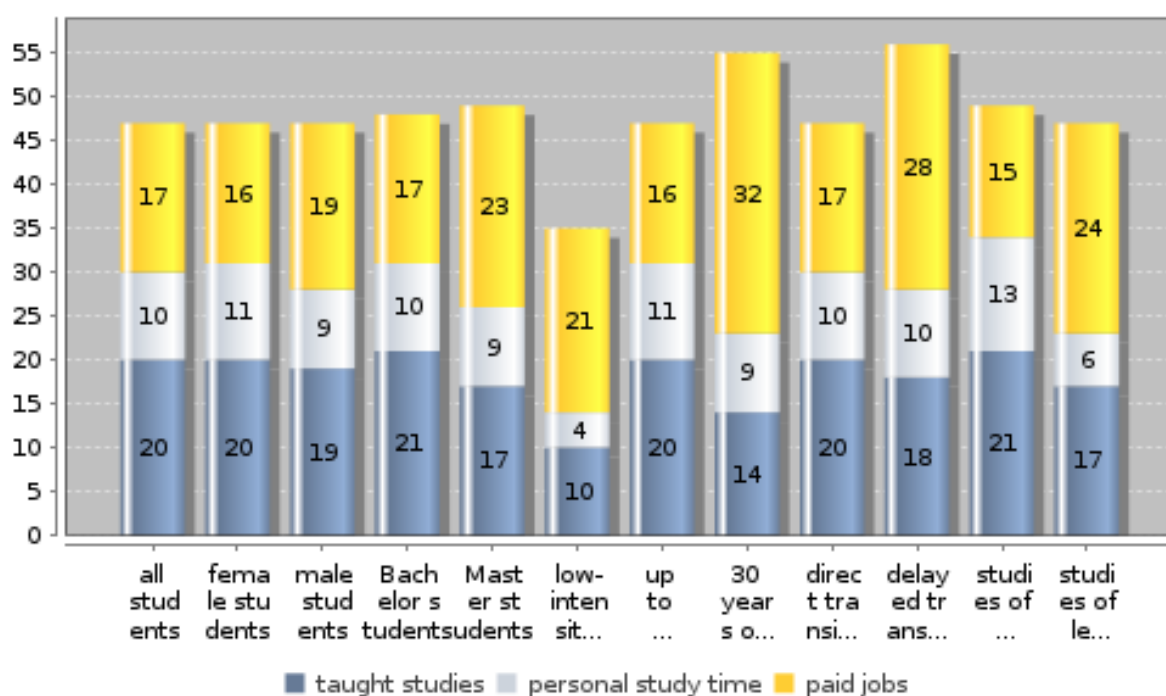**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment
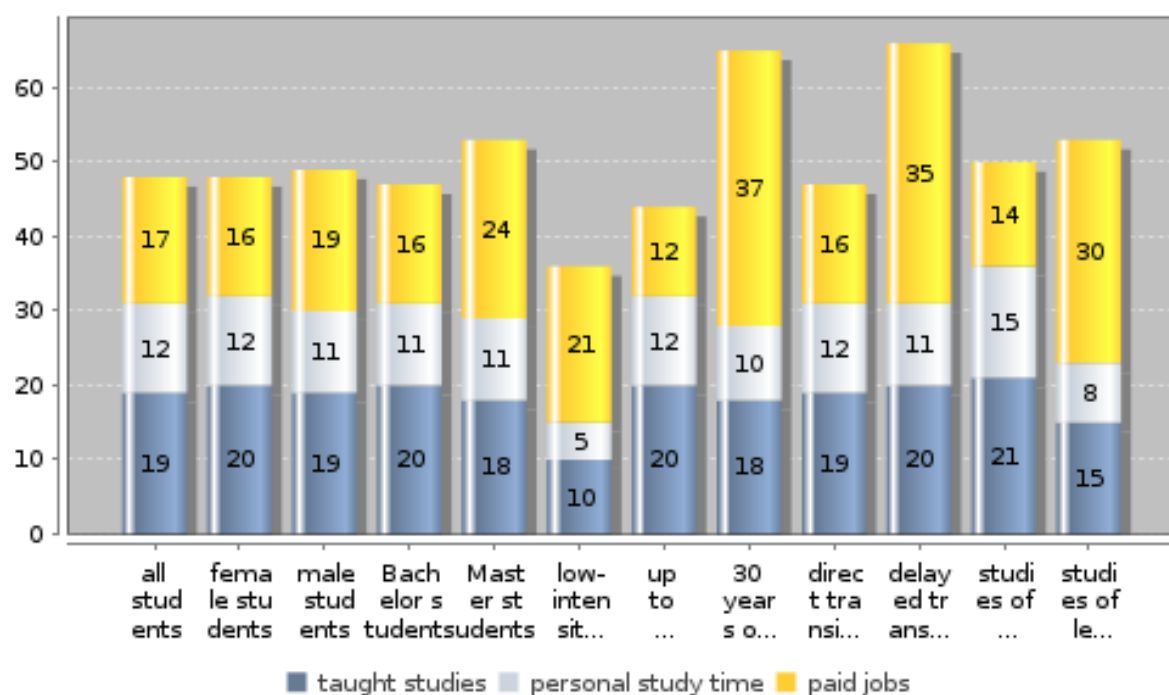
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not
living with parents with high education
background (ISCED 5-6), hrs/wk   33.0

Study-related activities of students not
living with parents with low education
background (ISCED 0-2), hrs/wk   29.0

Time budget in a typical study week of students living with parents by heighest educational attainment of students' parents (in hrs/wk)
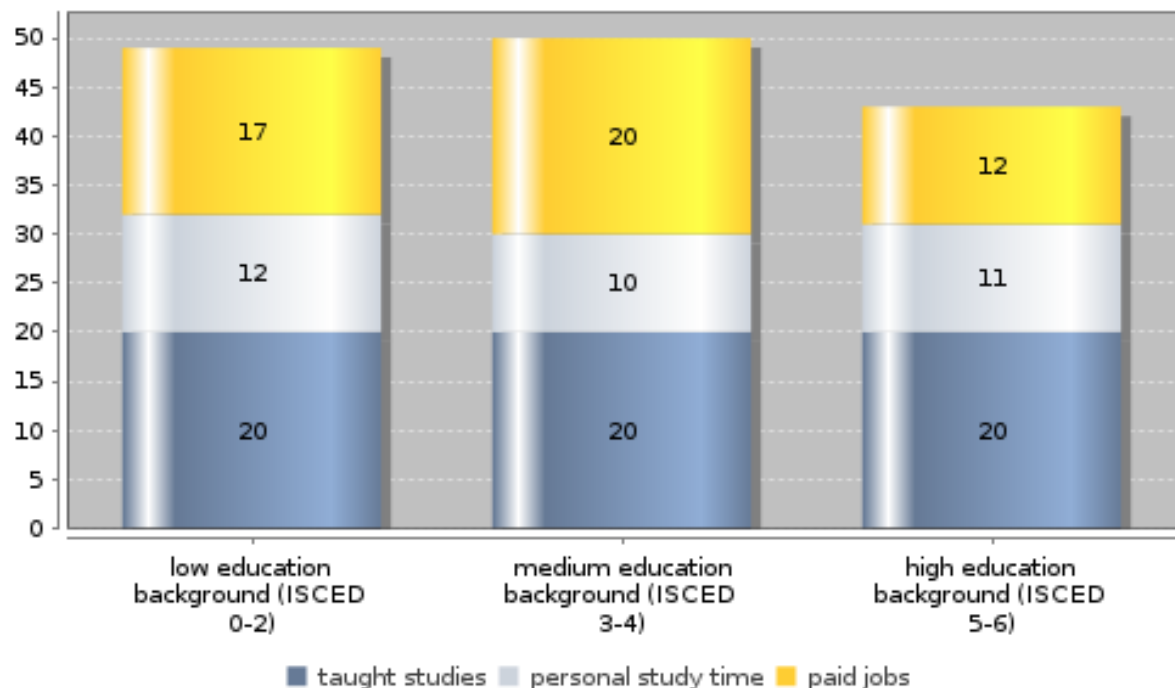
Time budget in a typical study week of students not living with parents by heighest educational attainment of students' parents (in hrs/wk)
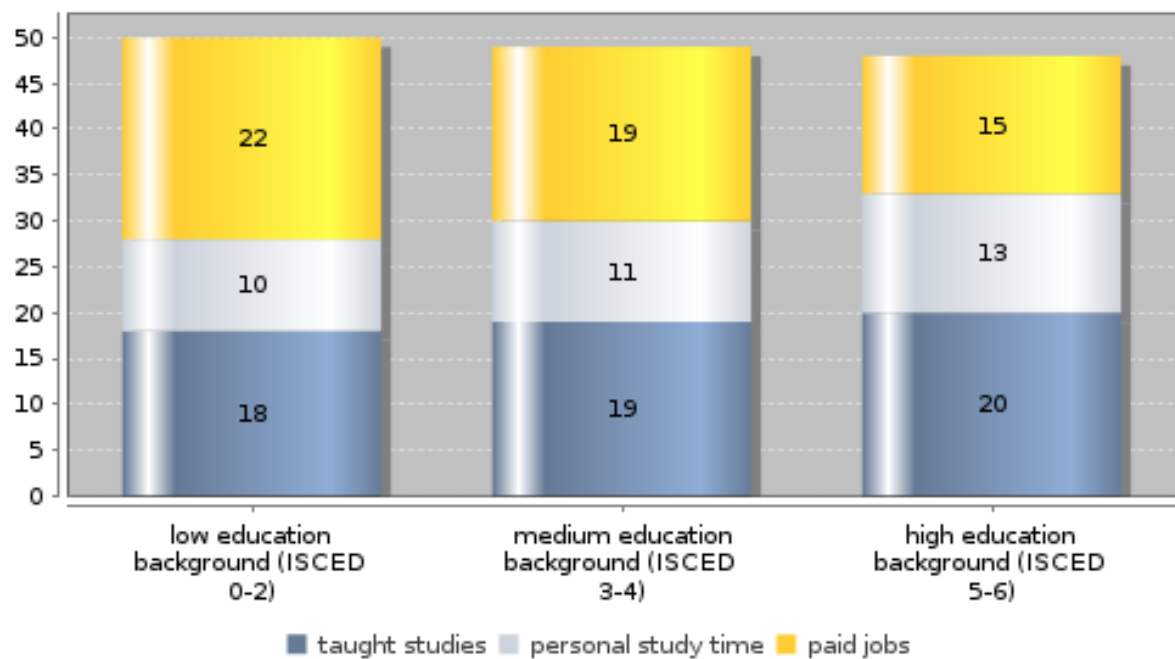
details on missing data:

There are 31 missing values type A & 382 missing values type B of question 3.11.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators

Study-related activities of students with no paid employment, hrs/wk	33.0
Study-related activities of students, who work 1-5 hrs/wk	20.0
Study-related activities of students, who work 11-15 hrs/wk	32.0
Study-related activities of students, who work more than 15 hrs/wk	27.0

Time budget in a typical study week by hours of regular paid employment (in hrs/wk)

	0 hrs	'1-5 hrs	'6-10 hrs	'11-15 hrs	more than 15 hrs
paid jobs			8	14	41
personal study time	13		11	15	9
taught studies	21	17	17	18	18

Legend: taught studies, personal study time, paid jobs

details on missing data:

There are 31 missing values type A & 382 missing values type B of question 3.11.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment
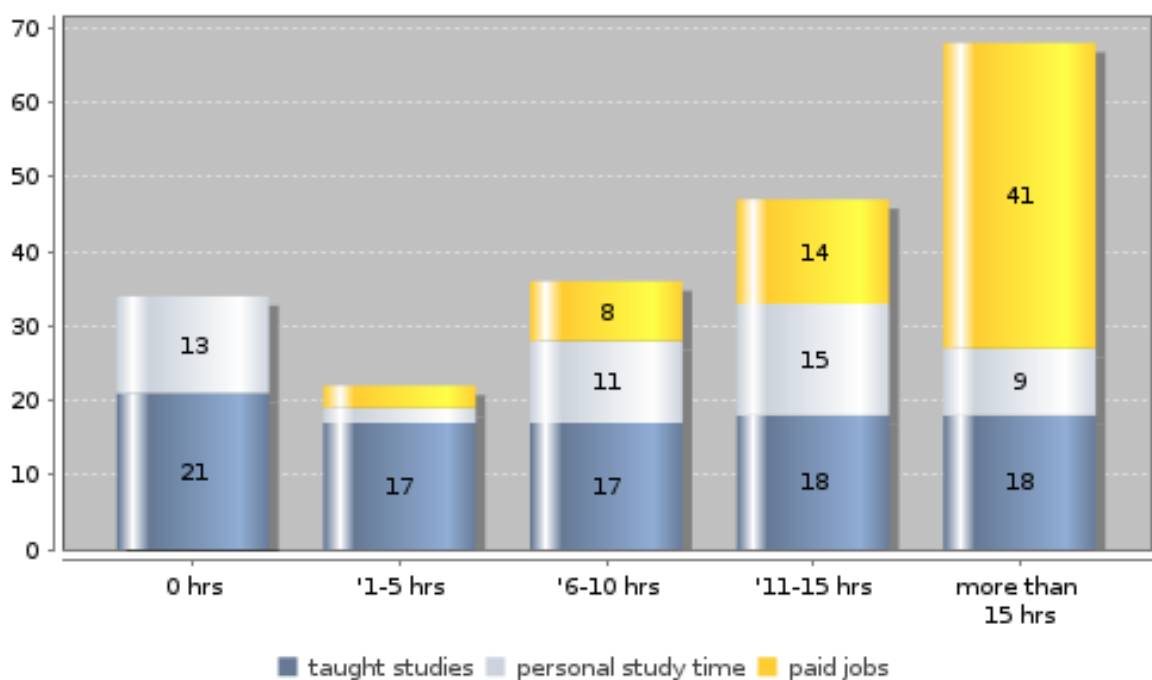
Subtopic 10: Time budget by field of study and study programme

Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	34.8
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	33.1
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	30.1
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	25.3

Time budget in a typical study week of Bachelor students by field of study (in hrs/wk)
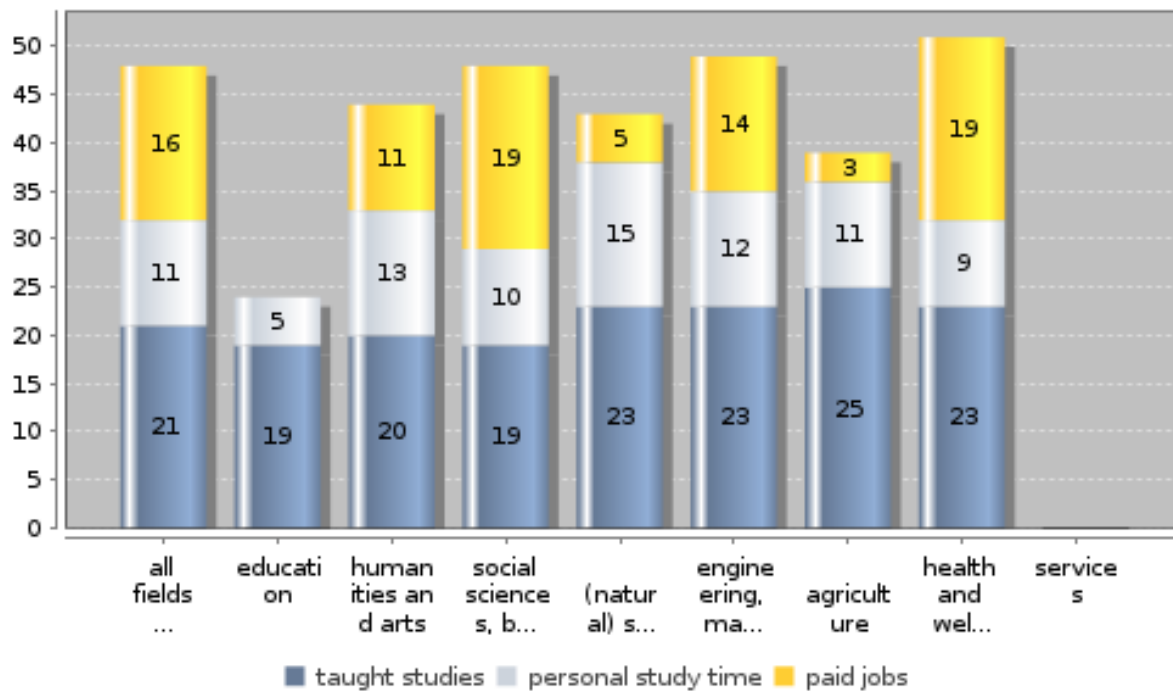
Time budget in a typical study week of Master students by field of study (in hrs/wk)

taught studies personal study time paid jobs

details on missing data:

There are 31 missing values type A & 382 missing values type B of question 3.11.

methodical issues or considerations for data interpretation:

Eurostudent team question: In country comparison the value for MA in humanities is quite low. Please check data and comment in DDM.

Answer: all calculations have been positively verified.

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators

Share of all students who are (very) satisfied, in %	42.0
Share of BA students who are (very) satisfied, in %	39.8
Share of low-intensity students who are (very) satisfied, in %	50.5
Share of 30 year olds or over who are (very) satisfied, in %	28.0

Students' assessment of their workload by characteristics of students (in %)

	all students	female students	Bachelor students	Master students	low-intensity s...	up to 24 yea...	30 years old ...	direct transition ...	delayed transition...
very satisfied	13	11	13	9	19	14	8	13	14
satisfied	29	29	27	33	31	31	21	30	33
acceptable	29	32	30	29	29	30	21	29	38
dissatisfied	21	20	22	18	15	19	39	20	38
very dissatisfied	8	9	8	11	7		12	8	11

Legend: ■ very satisfied ■ satisfied ■ acceptable ■ dissatisfied ■ very dissatisfied
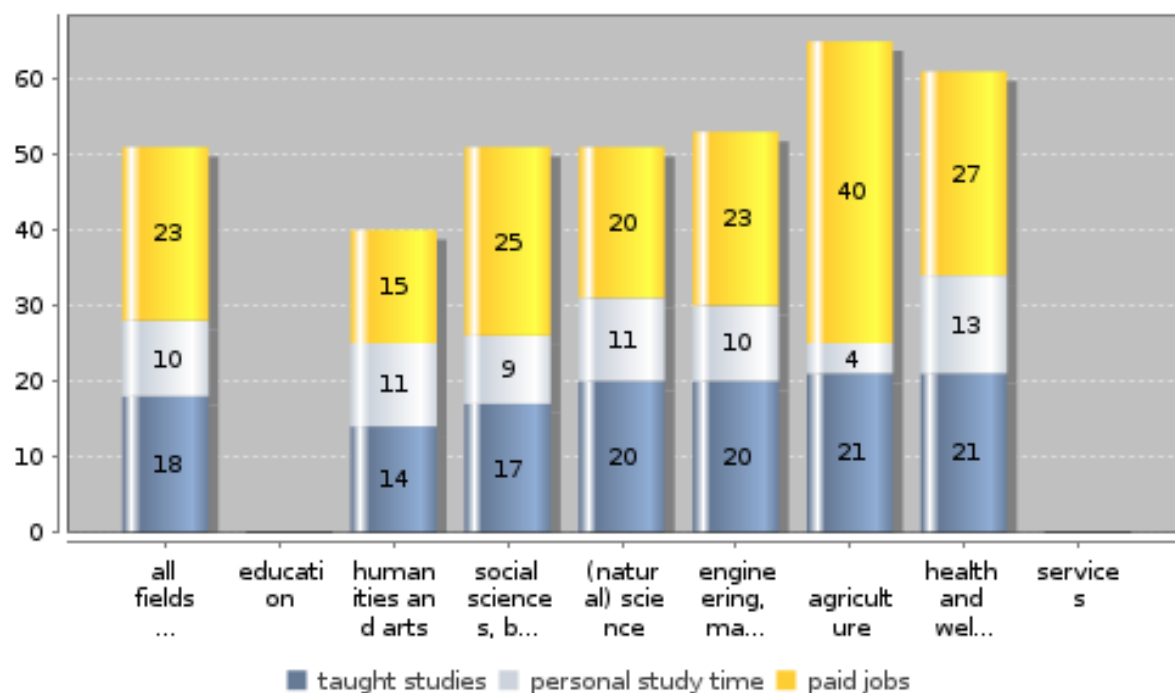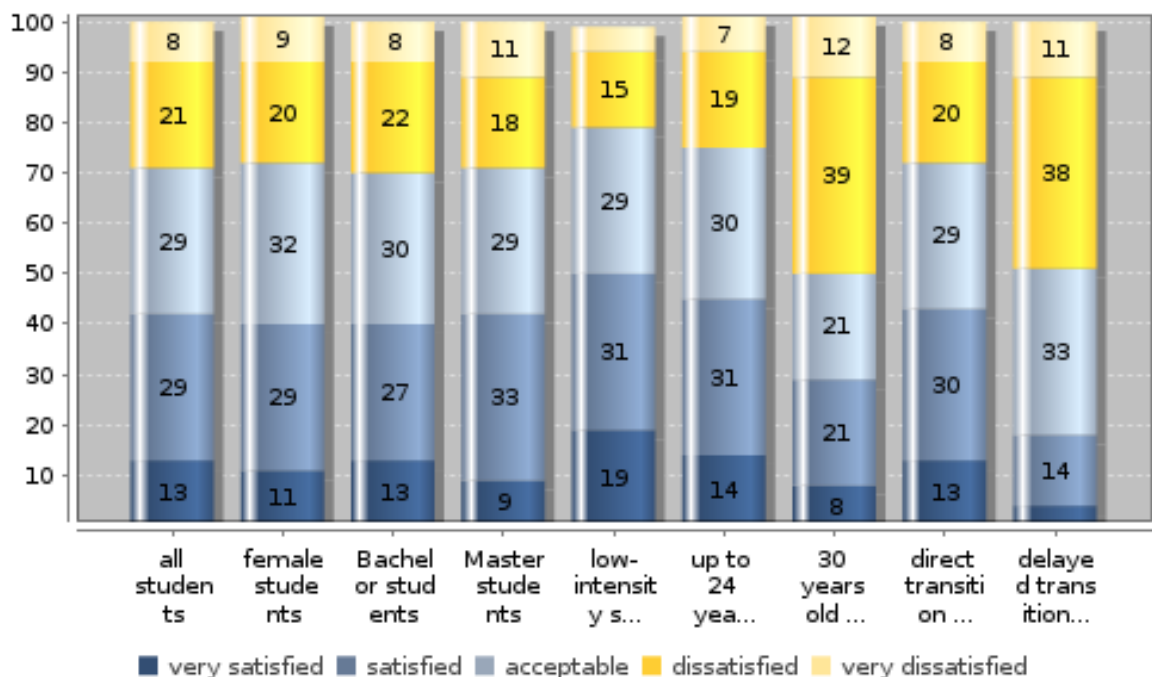
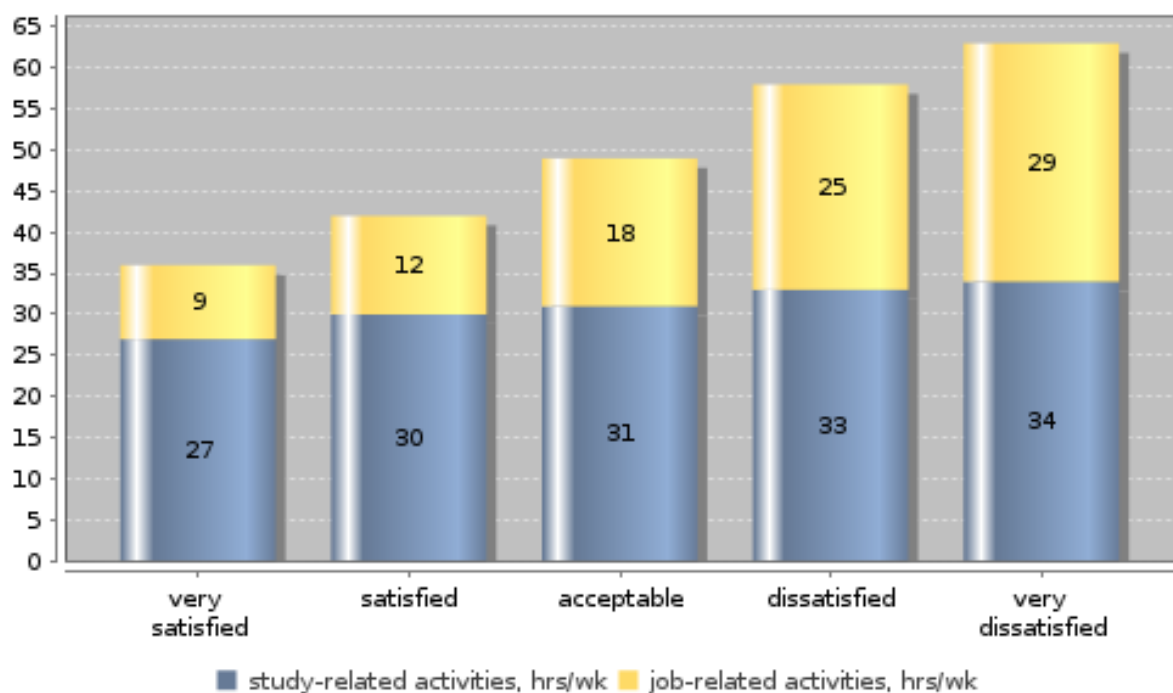**details on missing data:**

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 12: Time budget by students' level of satisfaction with their workload

Key Indicators

Total workload of all students who are very dissatisfied, in hrs/wk	62.2
Total workload of BA students who are very dissatisfied, in hrs/wk	62.1
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	64.6

Time budget by students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

	very satisfied	satisfied	acceptable	dissatisfied	very dissatisfied
job-related activities, hrs/wk	9	12	18	25	29
study-related activities, hrs/wk	27	30	31	33	34

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk

Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk
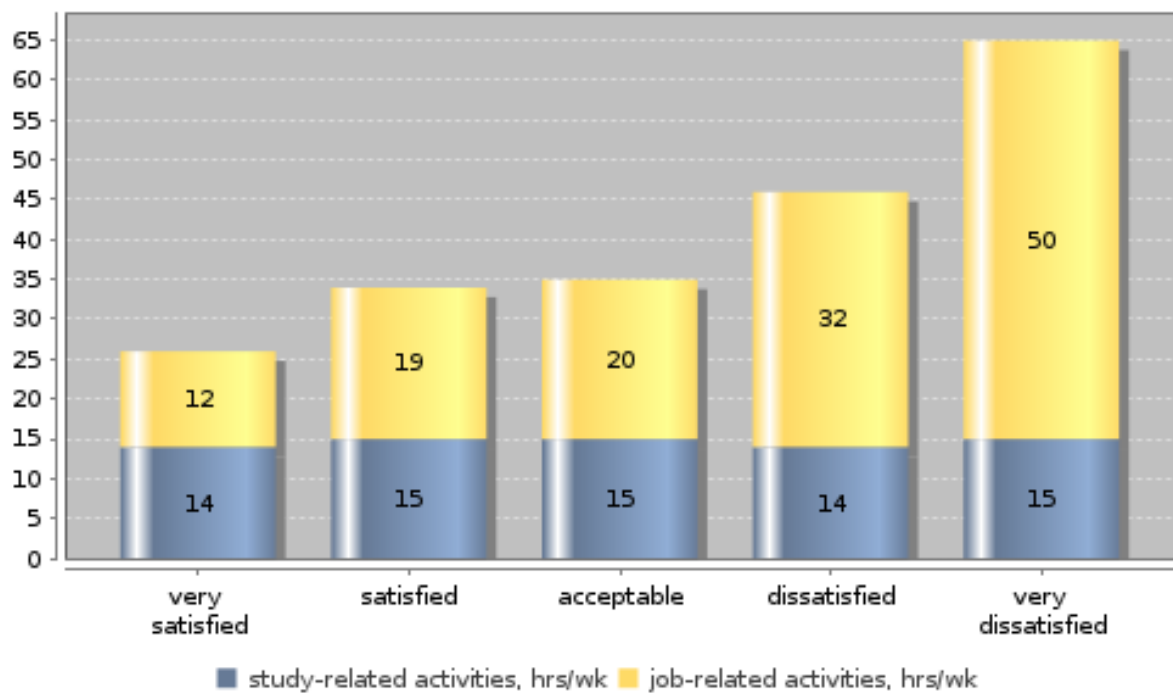
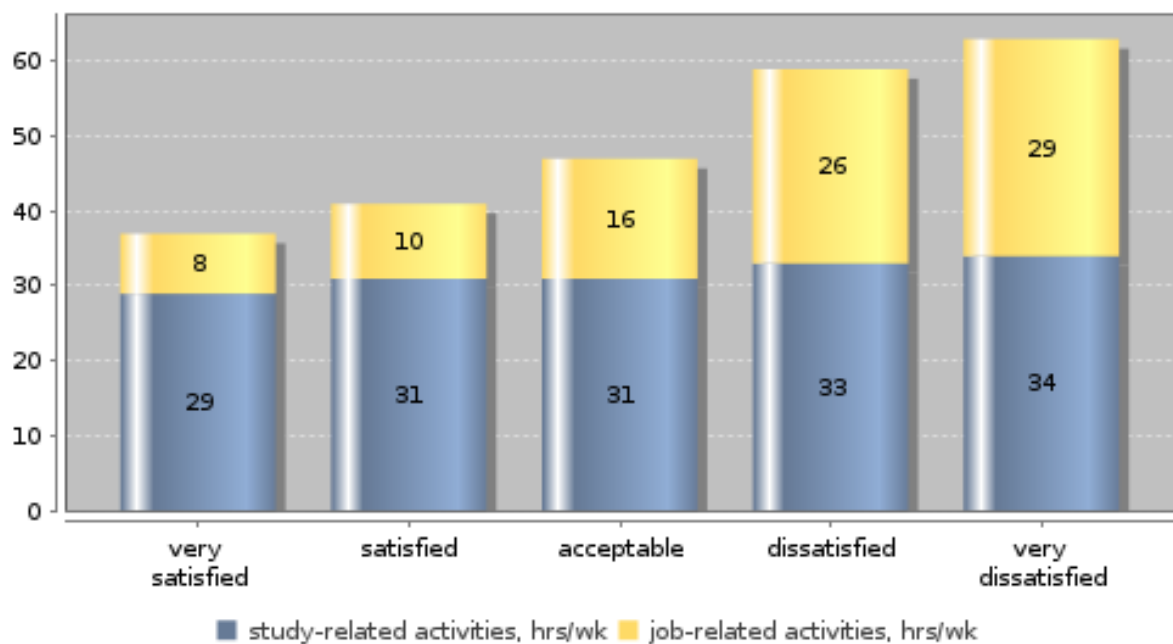## Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk

details on missing data:

There are 31 missing values type A & 382 missing values type B of question 3.11.

methodical issues or considerations for data interpretation:

Eurostudent team question: In country comparison the total workload of all students, BA and especially of low-intensity students who are very dissatisfied is quite high. The workload of low-intensity students is the same as for all students. Please check data and comment in DDM.

Answer: all calculations have been positively verified.
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 1: All students' assessment of general aspects of studies

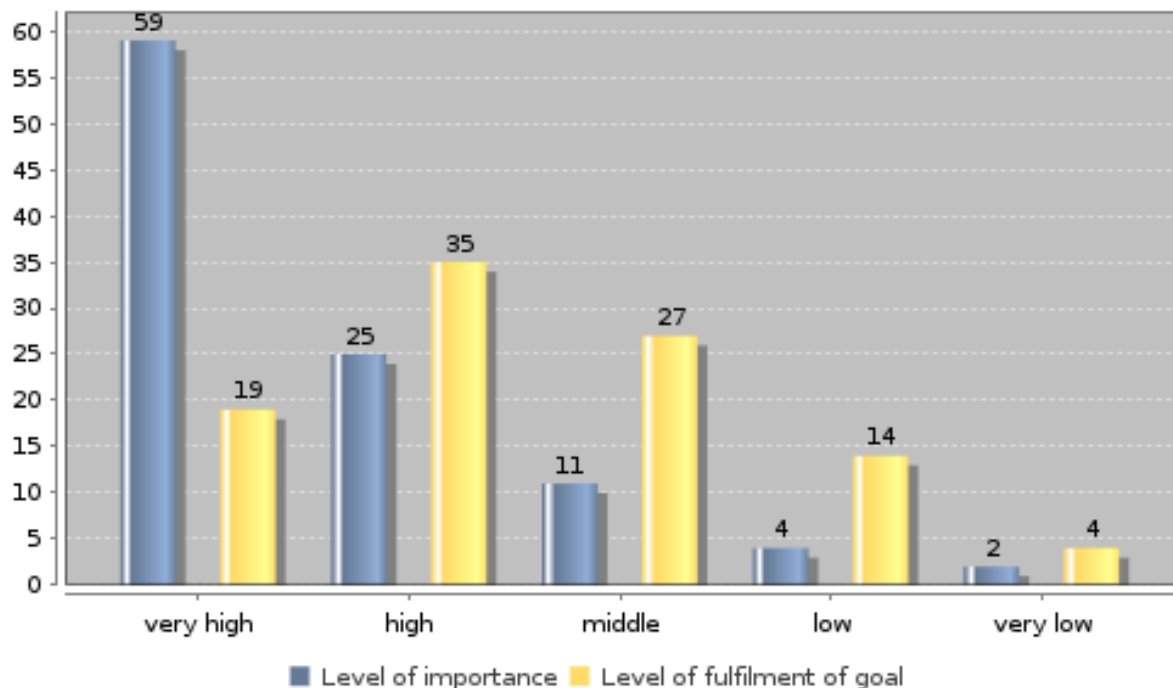**Key Indicators**

Share of all students whose goals are met at (very) high level - basis for starting work, in %   54.6
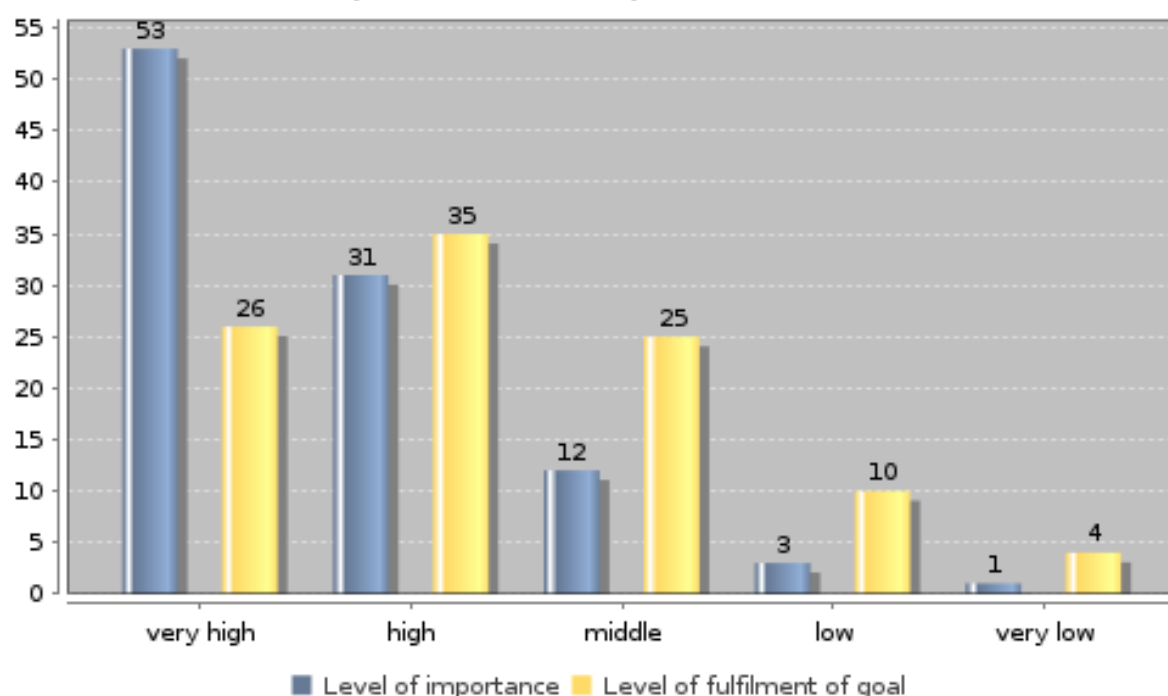
Share of all students whose goals are met at (very) high level - basis for personal development, in %   61.4
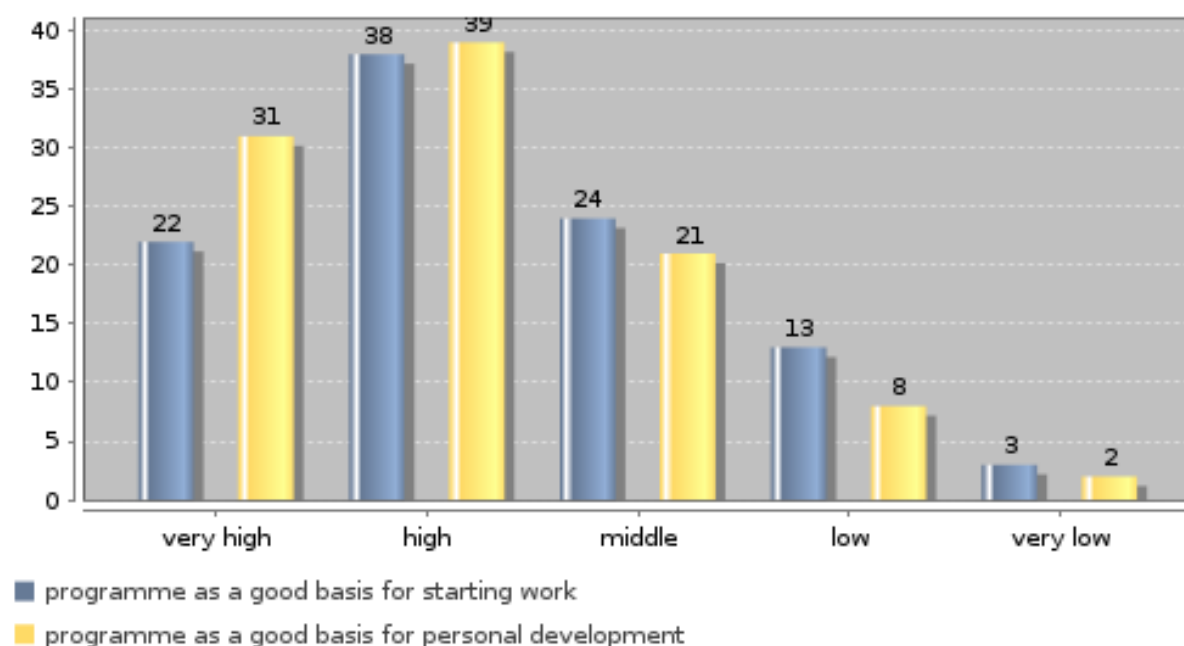
All students' assessment of study programme as good basis for starting work (in %)

All students' assessment of study programme as good basis for personal development (in %)

Legend: ■ Level of importance ■ Level of fulfilment of goal

Data by category:
- very high: Level of importance 53, Level of fulfilment of goal 26
- high: Level of importance 31, Level of fulfilment of goal 35
- middle: Level of importance 12, Level of fulfilment of goal 25
- low: Level of importance 3, Level of fulfilment of goal 10
- very low: Level of importance 1, Level of fulfilment of goal 4

Fulfilment for those who see aspect as of (very) high importance (in %)

Legend: ■ programme as a good basis for starting work ■ programme as a good basis for personal development

Data by category:
- very high: starting work 22, personal development 31
- high: starting work 38, personal development 39
- middle: starting work 24, personal development 21
- low: starting work 13, personal development 8
- very low: starting work 3, personal development 2

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 2: Bachelor students' assessment of general aspects of studies

Key Indicators

Share of BA students whose goals are met at (very) high level - basis for starting work, in %	56.7
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	62.3

BA students' assessment of study programme as good basis for starting work (in %)

BA students' assessment of study programme as good basis for personal development (in %)

	very high	high	middle	low	very low
Level of importance	54	30	12	3	1
Level of fulfilment of goal	27	36	26	9	4

Fulfilment for those BA students who see aspect as of (very) high importance (in %)

	very high	high	middle	low	very low
programme as a good basis for starting work	22	40	24	11	3
programme as a good basis for personal development	31	39	20	7	2

details on missing data:

methodical issues or considerations for data interpretation:

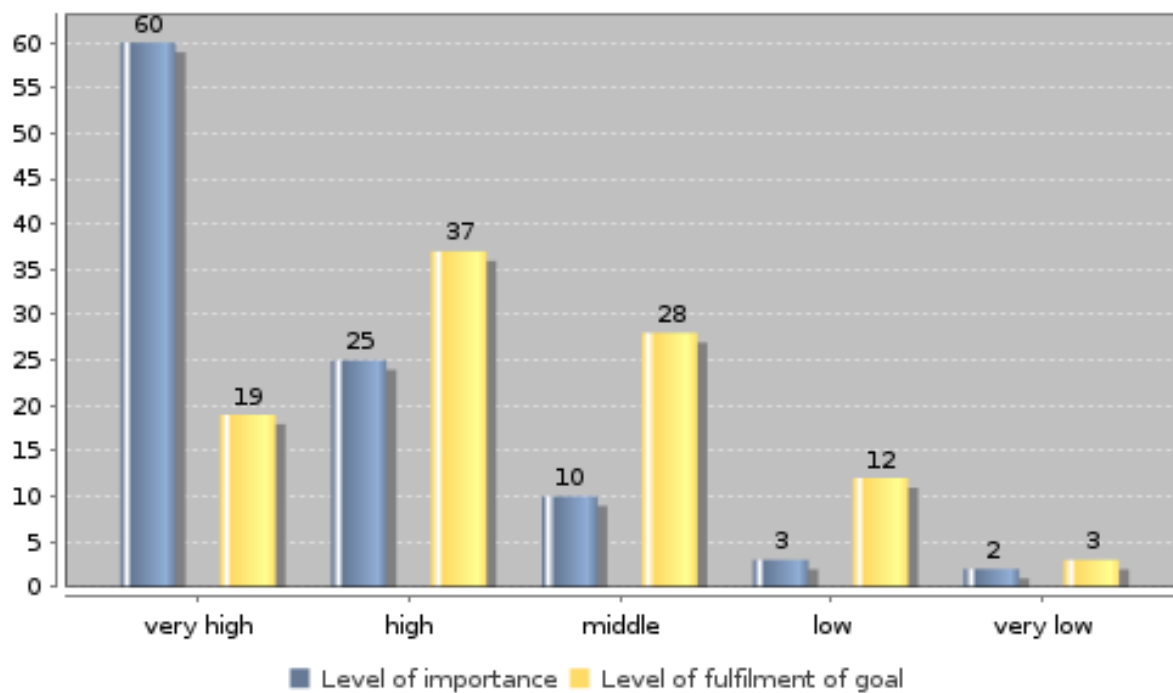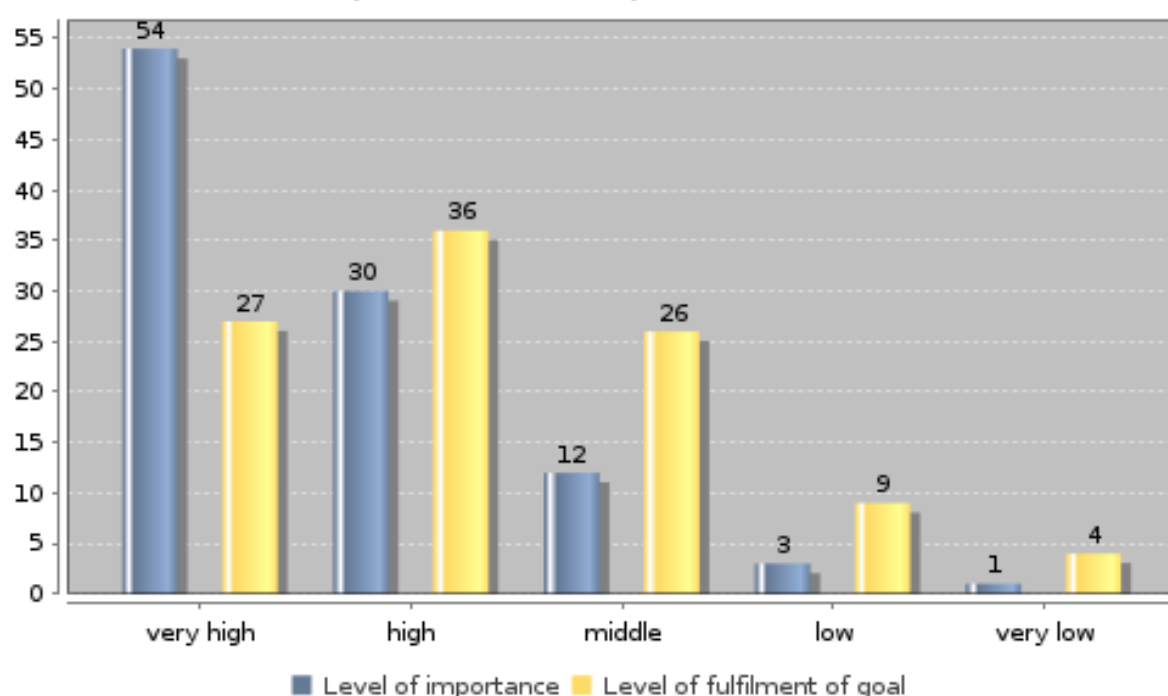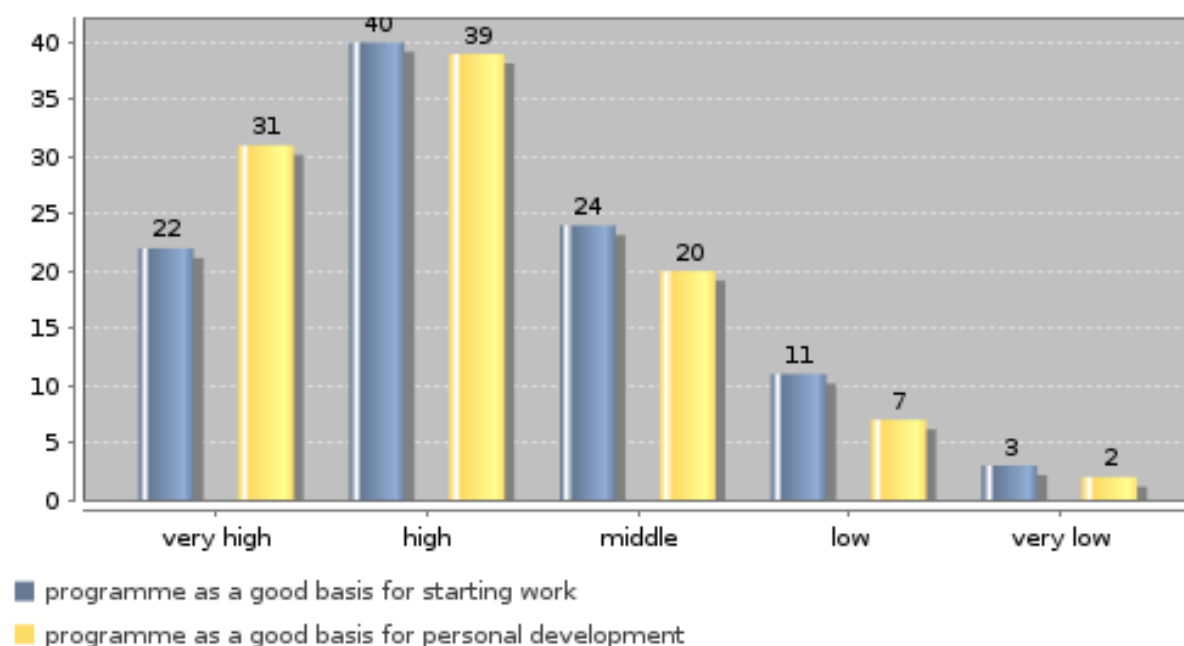**national interpretation of the results of the data analysis:**

Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

Key Indicators

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	63.0
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	69.4
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	52.8
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	58.8

Students' assessment of study programme as good basis for starting work by social background (in %)

Legend: Level of fulfilment of goal — Fulfilment for those who see aspect as of (very) high importance

Students' assessment of study programme as good basis for personal development by social background (in %)

Legend: ■ Level of fulfilment ■ Fulfilment for those who see aspect as of (very) high importance

details on missing data:

methodical issues or considerations for data interpretation:

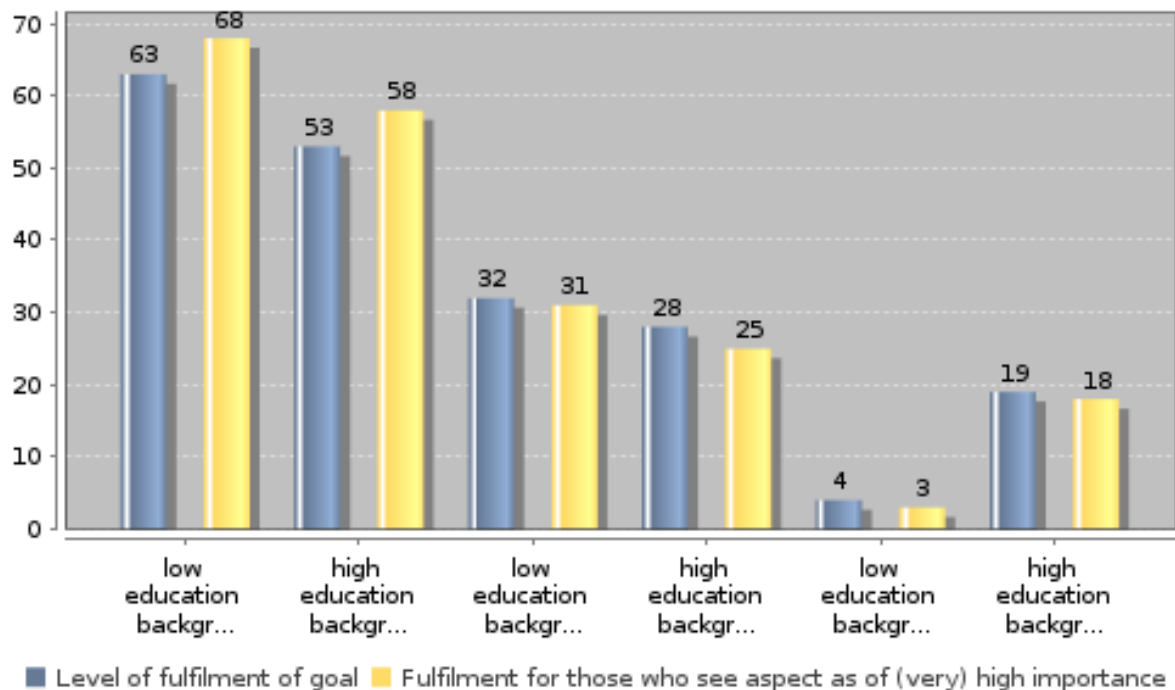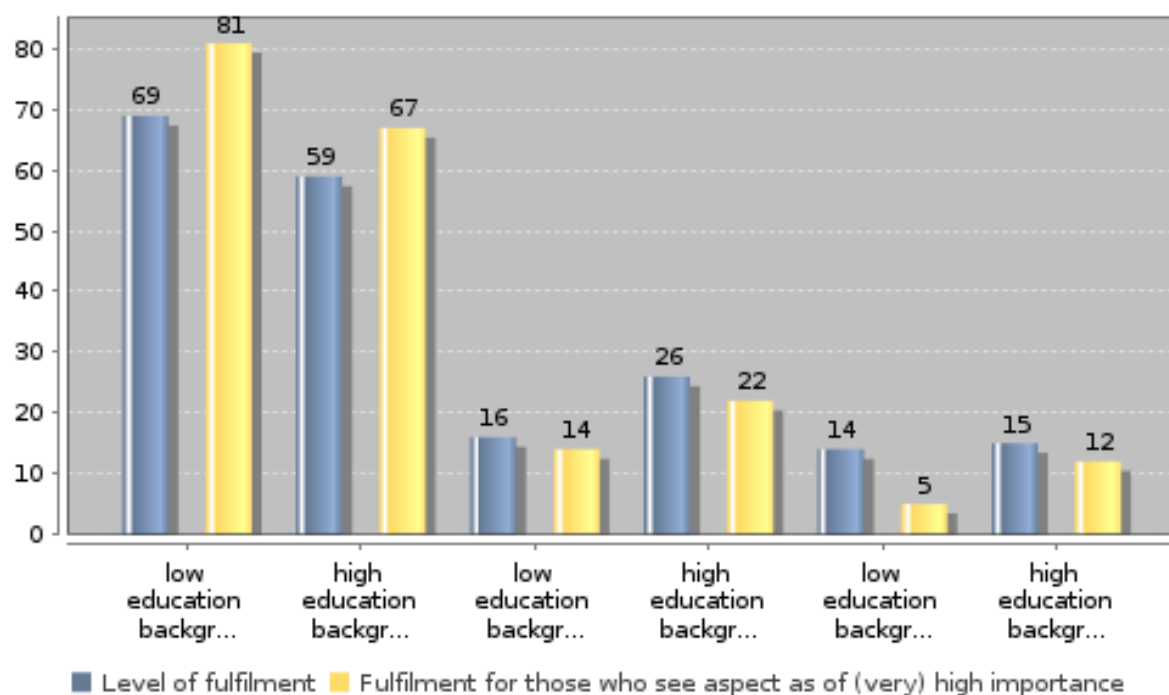**national interpretation of the results of the data analysis:**

Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators

|	
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	12.2
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	8.3
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	10.4
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	13.6

Students' assessment of study programme as good basis for starting work by field of study (in %)
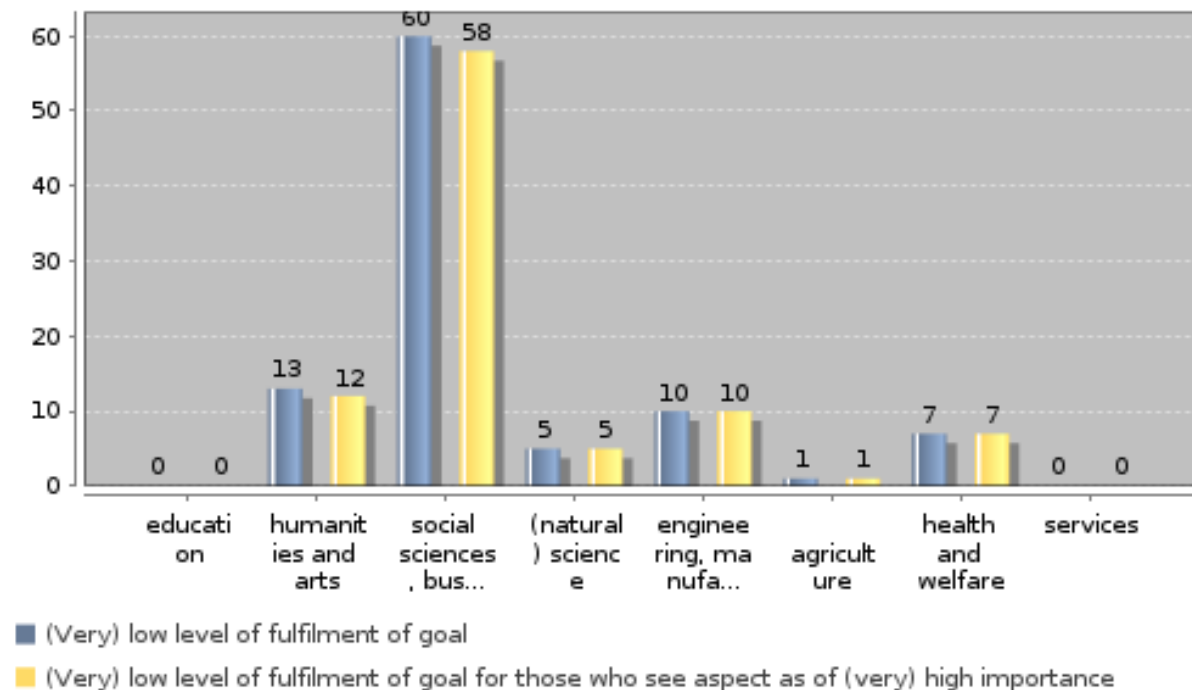
Students' assessment of study programme as good basis for personal development by field of study (in %)
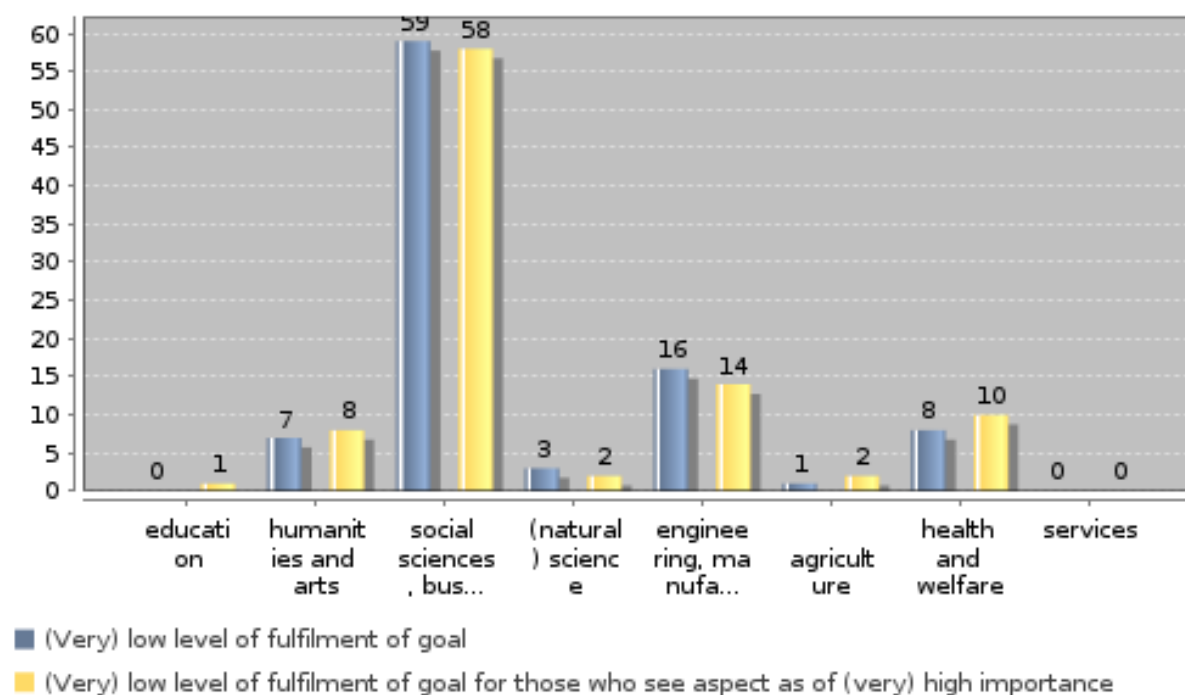
Legend:
- (Very) low level of fulfilment of goal
- (Very) low level of fulfilment of goal for those who see aspect as of (very) high importance

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators

Share of all students for whom studies are more important, in %	23.9
Share of all students for whom studies are less important, in %	9.5
Share of BA students for whom studies are more important, in %	23.6
Share of BA students for whom studies are less important, in %	9.1
Share of low-intensity students for whom studies are more important, in %	12.1
Share of low-intensity students for whom studies are less important, in %	20.8
Share of 30 years old or older for whom studies are more important, in %	18.3
Share of 30 years old or older for whom studies are less important, in %	14.6

Importance of studies compared to other activities by characteristics of students (in %)
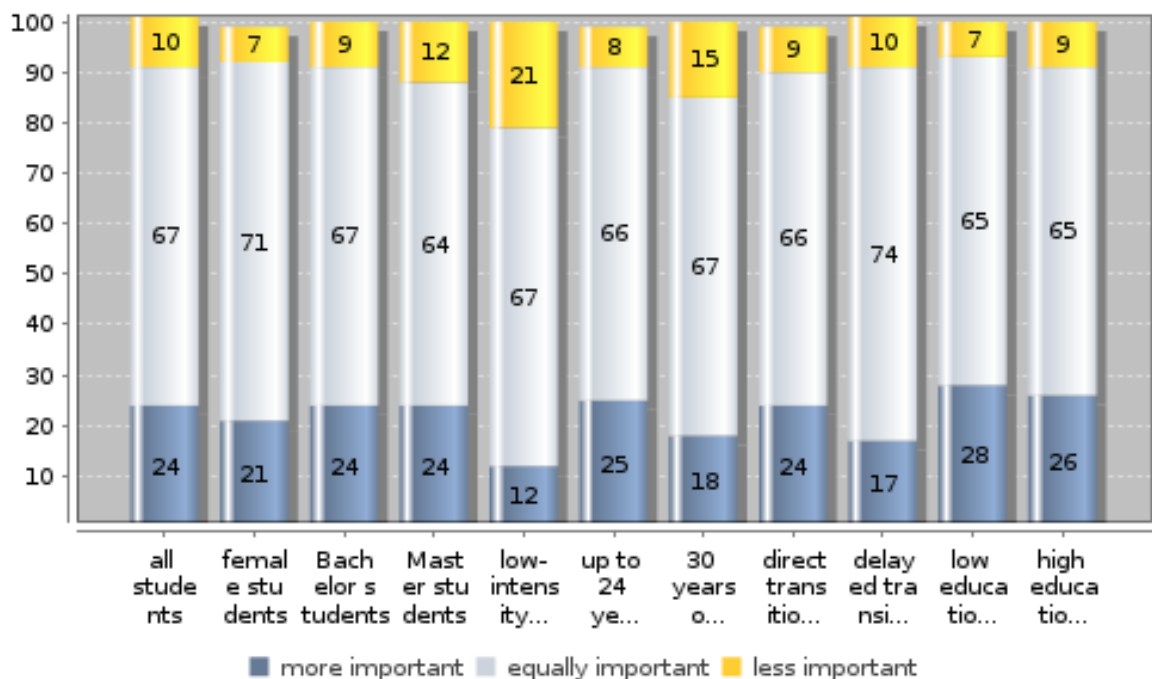

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Studies are more important than other activities only for less than 24% of students. It is a very low result in comparison with other countries. The answer for the question why there is so low share of students for whom studies are more important requires additional quantitative and qualitative research.

Generally, the educational boom described in B01 could have influenced the low value of studies. The rapid increase of the number of students was not accompanied by a simultaneous development of research and teaching institutions. The Polish higher education is undercapitalised. In the case of the most popular fields of studies there is a great number of students for every university teacher which influences the quality of education and probably evaluation of the general worth of studies.
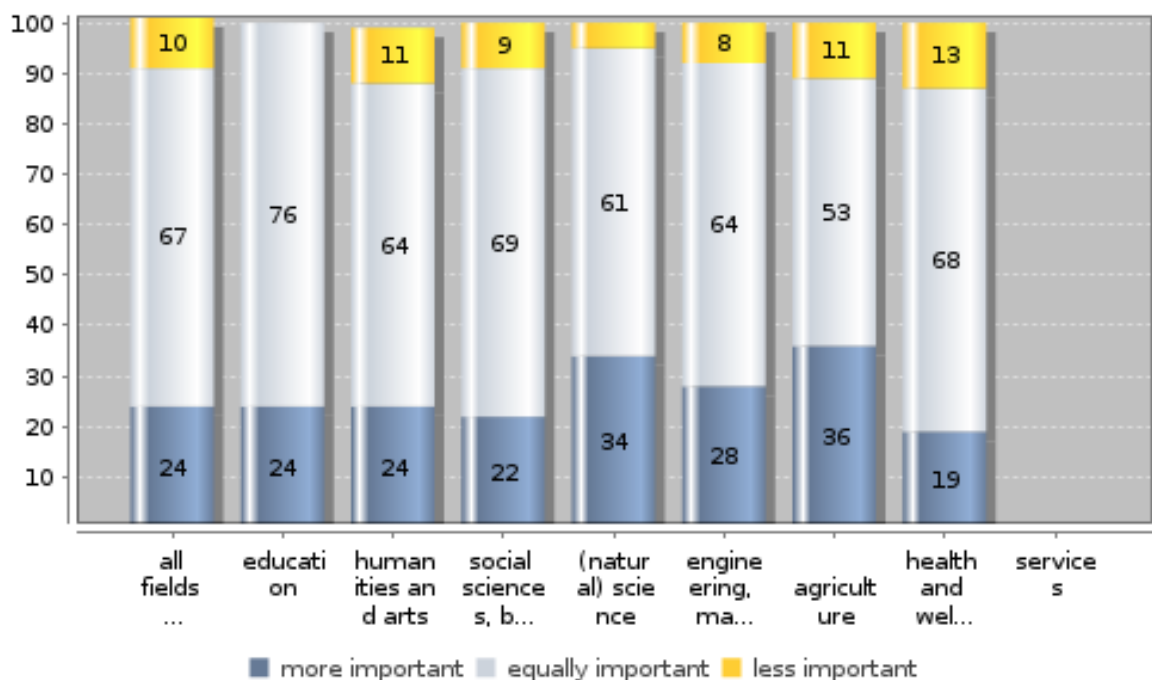
Furthermore, over 50% of students in Poland are part-time students who often combine studies with their work. The students for whom studies are more important spent more time for study related activities (taught studies and personal study time) than the students for whom the studies are less important. Students for whom studies are less important than other activities spent much more time for their work (see G07). The work may be more important for them and it may consume most of their time budget. It is worth mentioning that there is an opinion promoted in Poland for many years, that professional experience (best if gained while still studying) is more important factor influencing the success on the labour market than academic, theoretical education.

There is one more, very important methodological factor that could have influenced the results. It is the very content of the question, which was 'How important are your studies compared to other activities for you?' Basing on the question it is hard to conclude what does the reference 'other activities' means and how it has been understood by the respondents. Different understandings of the term, depending on the socio-cultural conditioning, may distort the results of answers to such formulated question.

As the understanding of the term 'other activities' depends on the socio-cultural conditioning, values held, interests and previous experiences of the respondents which are specific for every country taking part in the research, it seems that international comparison is encumbered with large error.

Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators

Share of students in humanities and arts for whom studies are more important, in %	24.4
Share of students in humanities and arts for whom studies are less important, in %	11.3
Share of students in engineering disciplines for whom studies are more important, in %	28.0
Share of students in engineering disciplines for whom studies are less important, in %	8.4
Share of students in social sciences for whom studies are more important, in %	21.5
Share of students in social sciences for whom studies are less important, in %	9.3

Importance of studies compared to other activities by field of study (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Studies are more important than other activities only for less than 24% of students. It is a very low result in comparison with other countries. The answer for the question why there is so low share of students for whom studies are more important requires additional quantitative and qualitative research.

Generally, the educational boom described in B01 could have influenced the low value of studies. The rapid increase of the number of students was not accompanied by a simultaneous development of research and teaching institutions. The Polish higher education is undercapitalised. In the case of the most popular fields of studies there is a great number of students for every university teacher which influences the quality of education and probably evaluation of the general worth of studies.
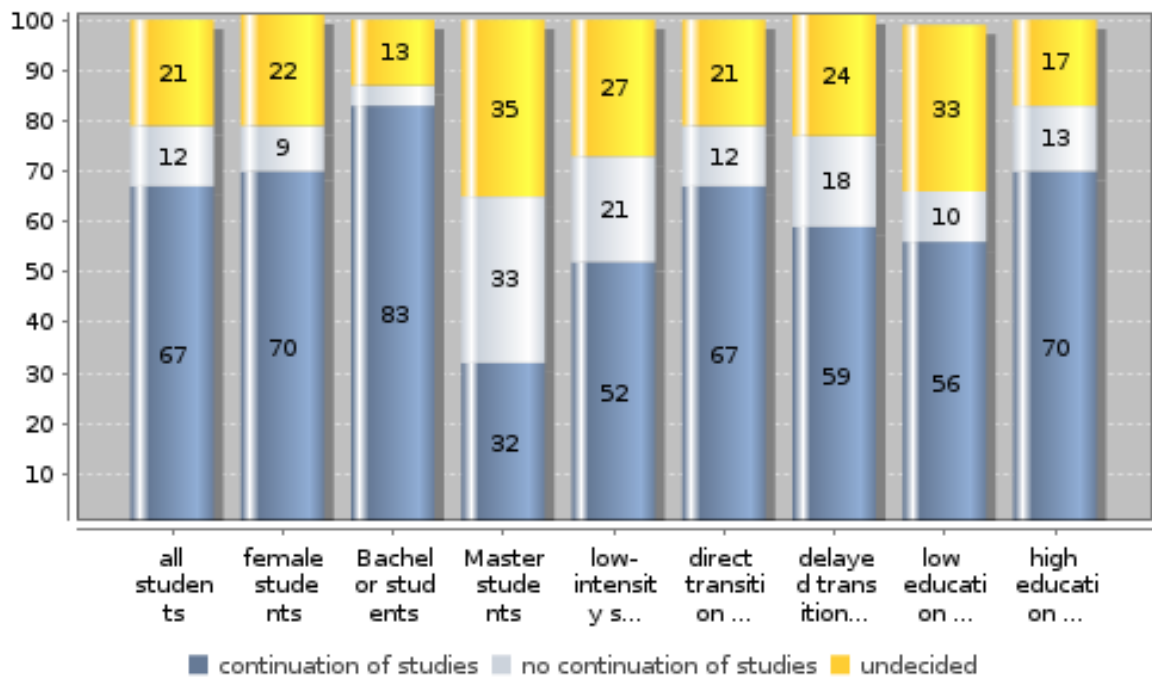
Furthermore, over 50% of students in Poland are part-time students who often combine studies with their work. The students for whom studies are more important spent more time for study related activities (taught studies and personal study time) than the students for whom the studies are less important. Students for whom studies are less important than other activities spent much more time for their work (see G07). The work may be more important for them and it may consume most of their time budget. It is worth mentioning that there is an opinion promoted in Poland for many years, that professional experience (best if gained while still studying) is more important factor influencing the success on the labour market than academic, theoretical education.

There is one more, very important methodological factor that could have influenced the results. It is the very content of the question, which was 'How important are your studies compared to other activities for you?' Basing on the question it is hard to conclude what does the reference 'other activities' means and how it has been understood by the respondents. Different understandings of the term, depending on the socio-cultural conditioning, may distort the results of answers to such formulated question.

As the understanding of the term 'other activities' depends on the socio-cultural conditioning, values held, interests and previous experiences of the respondents which are specific for every country taking part in the research, it seems that international comparison is encumbered with large error.

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	66.7
Share of all students who plan not to continue studies, in %	12.2
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	56.4
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	10.3
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	69.9
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	12.9

Students' plans for continuation of studies after completing current programme (in %)

	all students	female students	Bachelor students	Master students	low-intensity s...	direct transition ...	delayed transition...	low education ...	high education ...
continuation of studies	67	70	83	32	52	67	59	56	70
no continuation of studies	12	9		33	21	12	18	10	13
undecided	21	22	13	35	27	21	24	33	17

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	1.9
Enrolment rate of female students, in %	1.9
Enrolment rate of Bachelor students, in %	1.1
Enrolment rate of Master students, in %	2.6
Plans for foreign enrolment of all students, in %	7.6
Plans for foreign enrolment of Bachelor students, in %	9.4

Students with enrolment abroad or respective plans by characteristics of students (in %)

Legend:
- students who have been enrolled abroad
- students who have not been enrolled abroad but plan to go
- students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

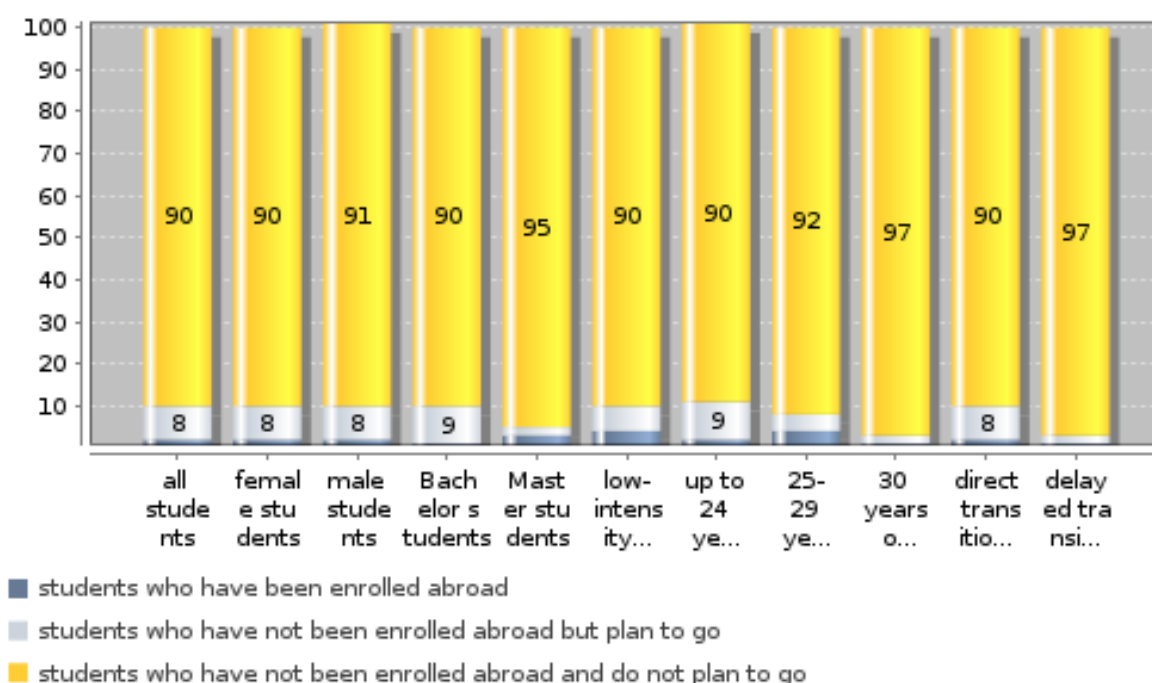**national interpretation of the results of the data analysis:**

The percentage of students in Poland who have been enrolled abroad is less than 2%. It has to be stressed that in the whole sample there are only 39 students who have previously studied abroad. There is no wide differential between the compared groups.

The reasons for the low mobility of Polish students are described in parts I08, I09 and I10.
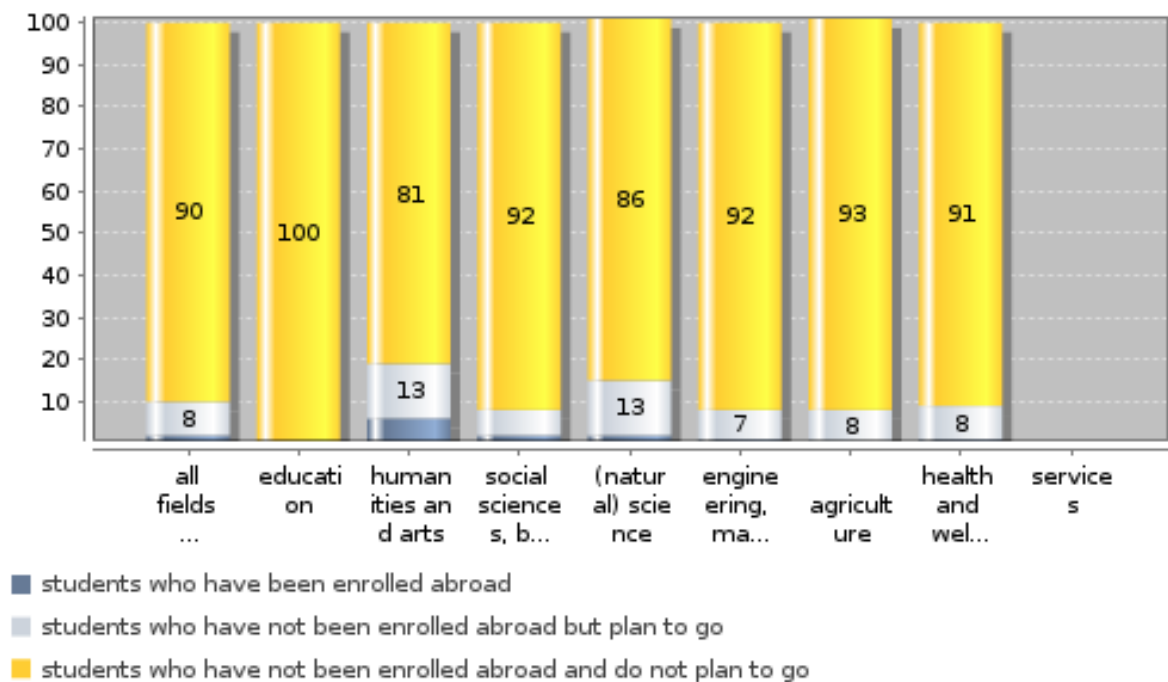
Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	5.6
social sciences, in %	2.0
(natural) science, in %	1.5
engineering disciplines, in %	0.9

Students with enrolment abroad or respective plans by field of study (in %)

- ■ students who have been enrolled abroad
- ▢ students who have not been enrolled abroad but plan to go
- ▨ students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The low number of students who have been enrolled abroad in the fields of social sciences, business and law may be also caused by the fact that these are the fields of study which are the most often taught fields in the course of part-time studies, where students usually combine their work with their education which prevents them from going abroad.

Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators
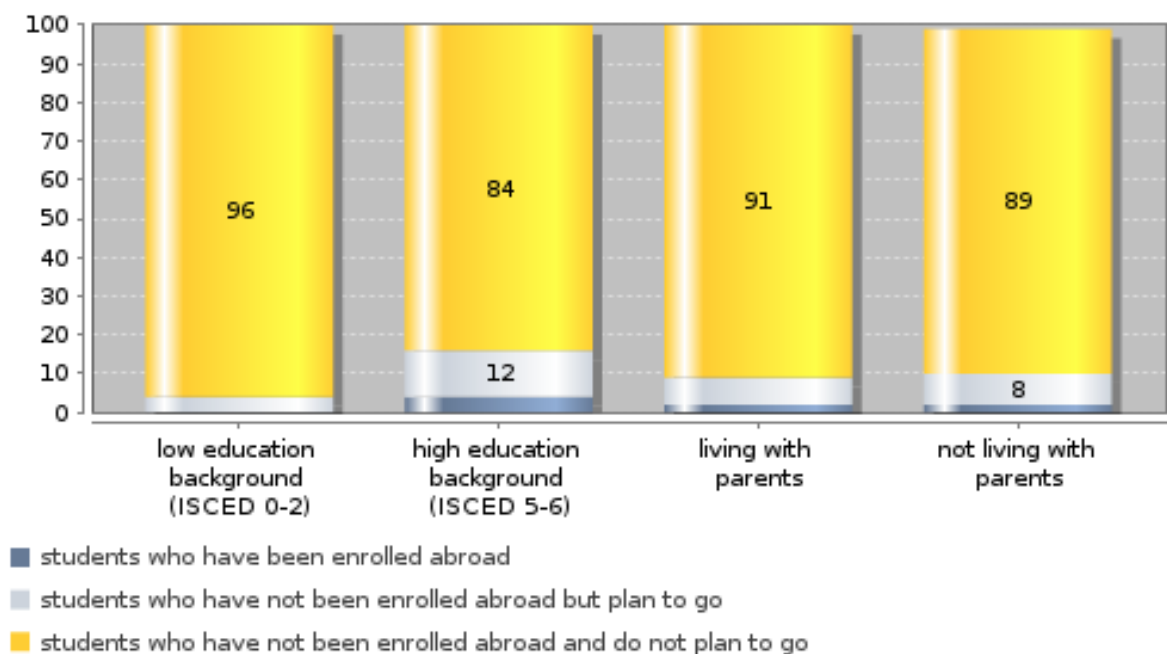
Enrolment rate of students, parents with high education background (ISCED 5-6), in %

Enrolment rate of students, parents with low education background (ISCED 0-2), in %

3.8

Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)

Students with enrolment abroad or respective plans by highest educational attainment of students' parents and form of housing (in %)

- students who have been enrolled abroad
- students who have not been enrolled abroad but plan to go
- students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

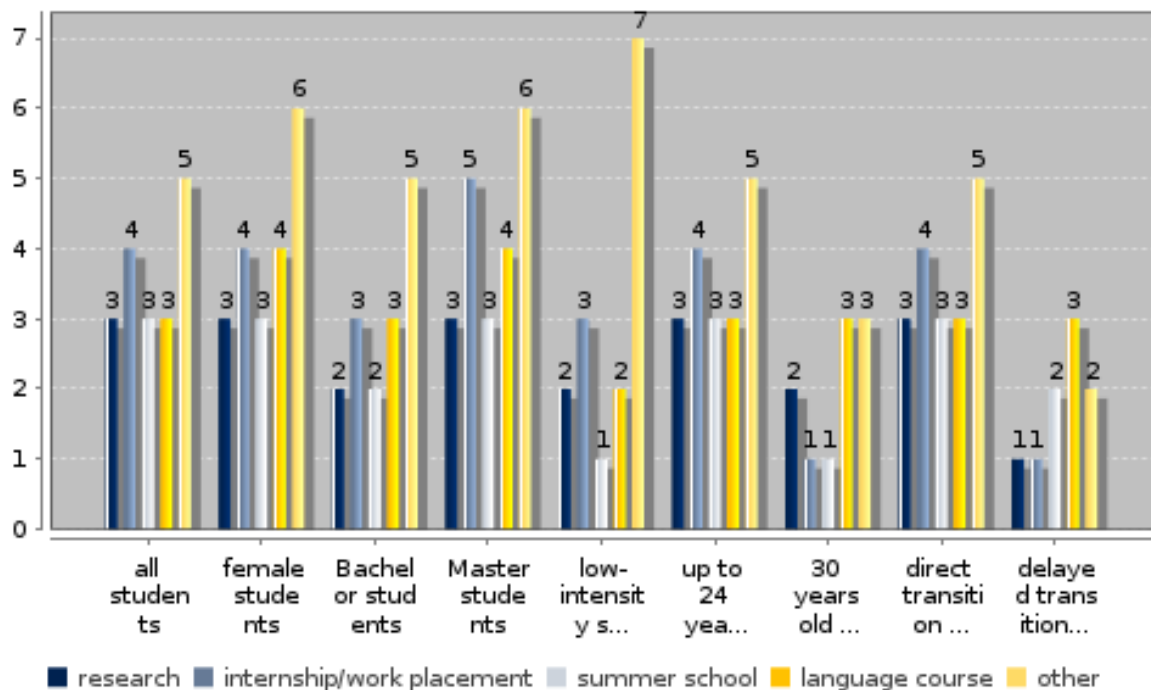**national interpretation of the results of the data analysis:**

Topic: I. Internationalisation and mobility

## Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators

Internship/work placement abroad, all students, in %	2.63
Language course abroad, all students, in %	2.53
No acitivities abroad, all students, in %	91.5
No acitivities abroad, students up to 24 years, in %	91.6

Students with study-related activities abroad by characteristics of students (in %)

127

Study-related activities abroad by characteristics of students and average duration (in months)
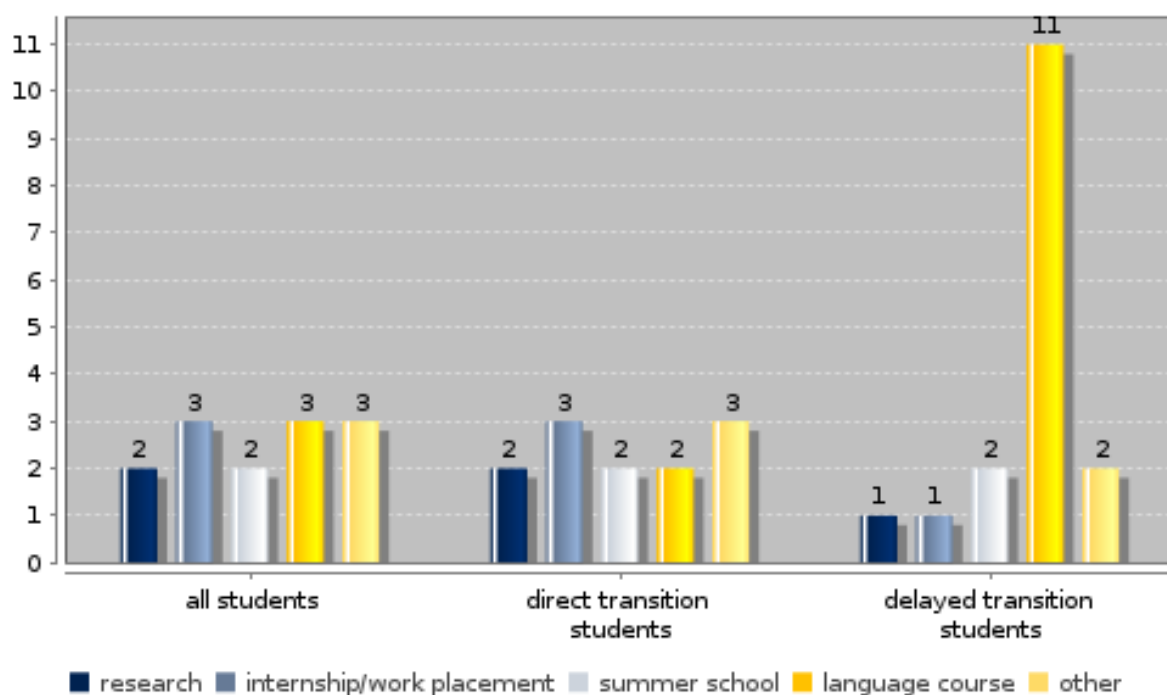
details on missing data:

methodical issues or considerations for data interpretation:

eurostudent team question: In country comparison, the average duration of internships of all students is rather short. Please comment on this in the DDM.

answer: I have verified all calculation. they seems to be ok:) pls glance also at part I08.

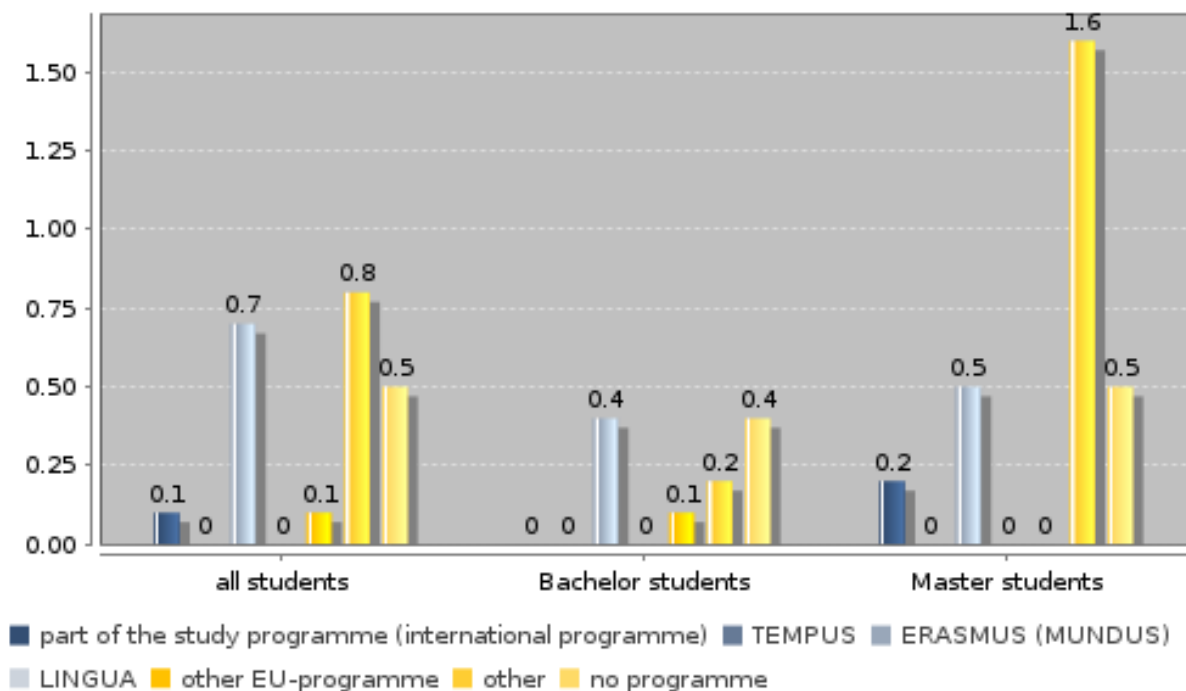**national interpretation of the results of the data analysis:**

Topic: I. Internationalisation and mobility

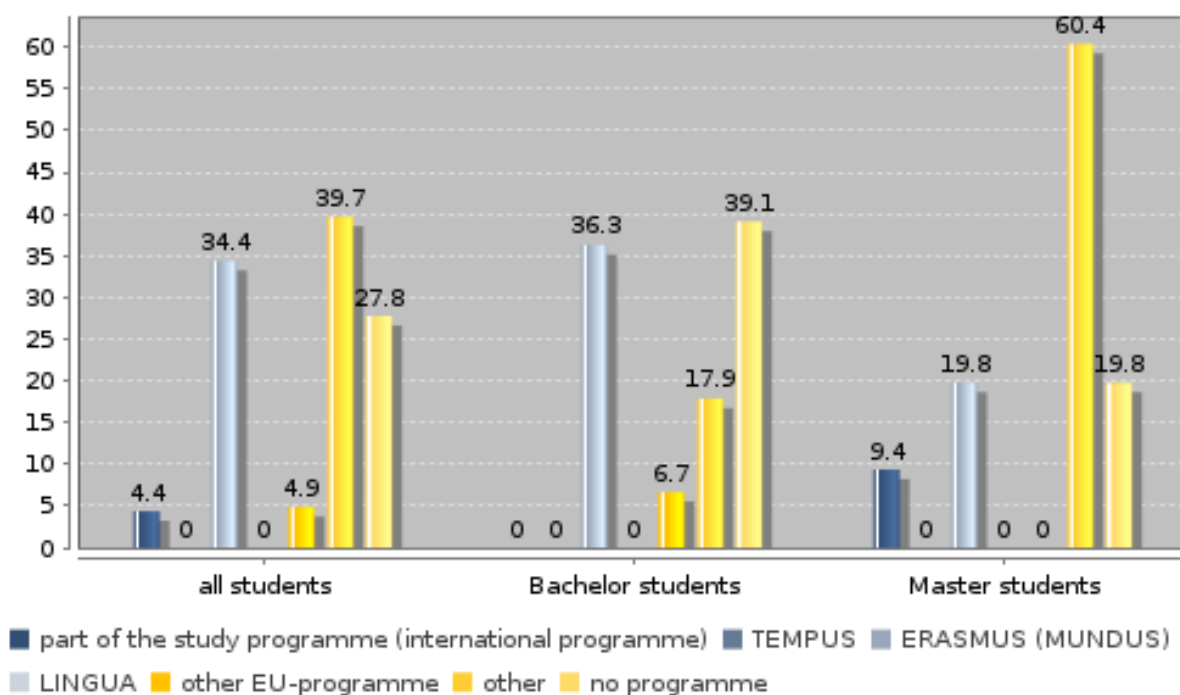## Subtopic 5: Organisation of enrolment abroad

Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	27.8
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	34.4
Bachelor students with enrolment abroad, who went abroad without a programme, in %	39.1
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	36.3

Students with enrolment abroad by type of organisation, based on entire student body (in %)

part of the study programme (international programme) ■ TEMPUS ■ ERASMUS (MUNDUS)
LINGUA ■ other EU-programme ■ other ■ no programme

Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)

part of the study programme (international programme) ■ TEMPUS ■ ERASMUS (MUNDUS)
■ LINGUA ■ other EU-programme ■ other ■ no programme

details on missing data:

methodical issues or considerations for data interpretation:

In Polish questionnaire there were two statements ('other' and 'mutual agreement between home and host academy') related to master category "other". Those statements were recoded to one category 'other'.

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:

all students, in %	76.8
BA students, in %	61.6
students with high education background (ISCED 5-6), in %	83.6

students with low education background (ISCED 0-2), in %

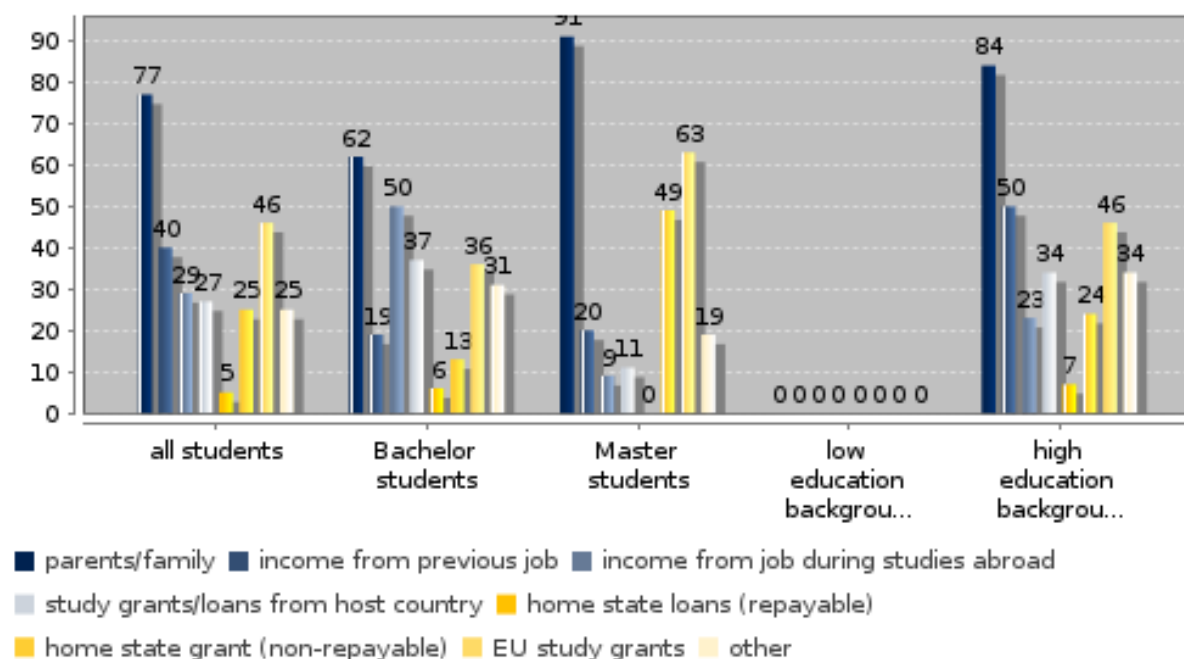Share of students indicating their parents/family as primary source of funding:

students with high education background (ISCED 5-6), in %

students with low education background (ISCED 0-2), in %
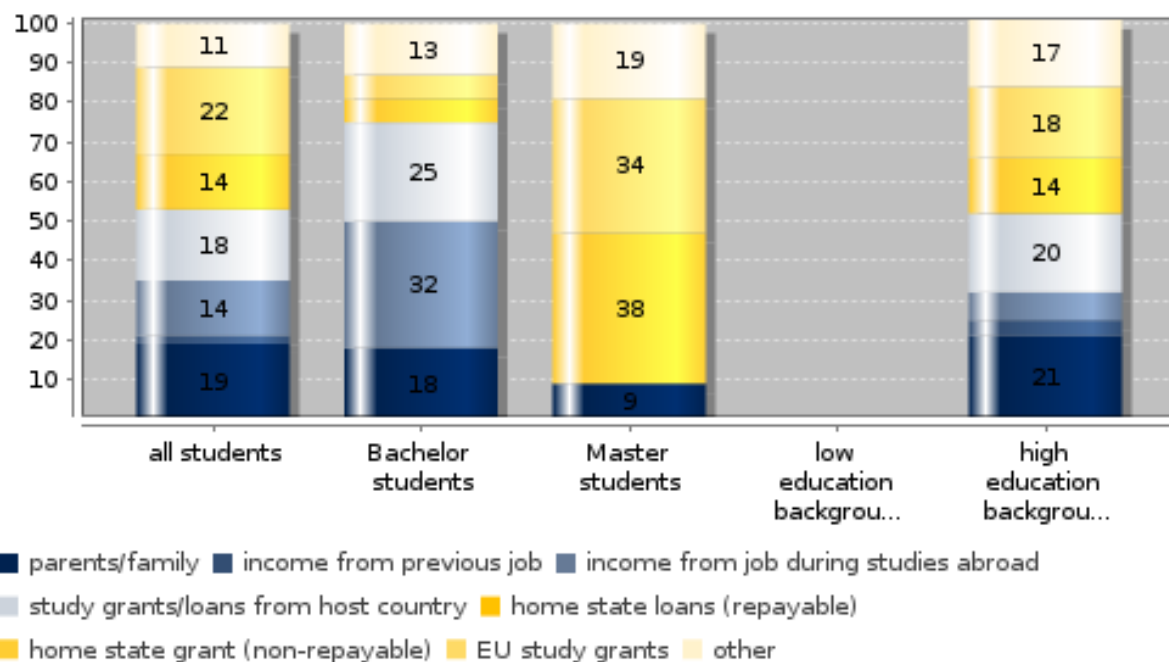
21.2

Share of students giving public support as primary source:

students with high education background (ISCED 5-6), in %   51.9

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)

Legend: parents/family ■ income from previous job ■ income from job during studies abroad ■ study grants/loans from host country ■ home state loans (repayable) ■ home state grant (non-repayable) ■ EU study grants ■ other

Students indicating a particular source as primary source for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)

Legend:
- parents/family
- income from previous job
- income from job during studies abroad
- study grants/loans from host country
- home state loans (repayable)
- home state grant (non-repayable)
- EU study grants
- other

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

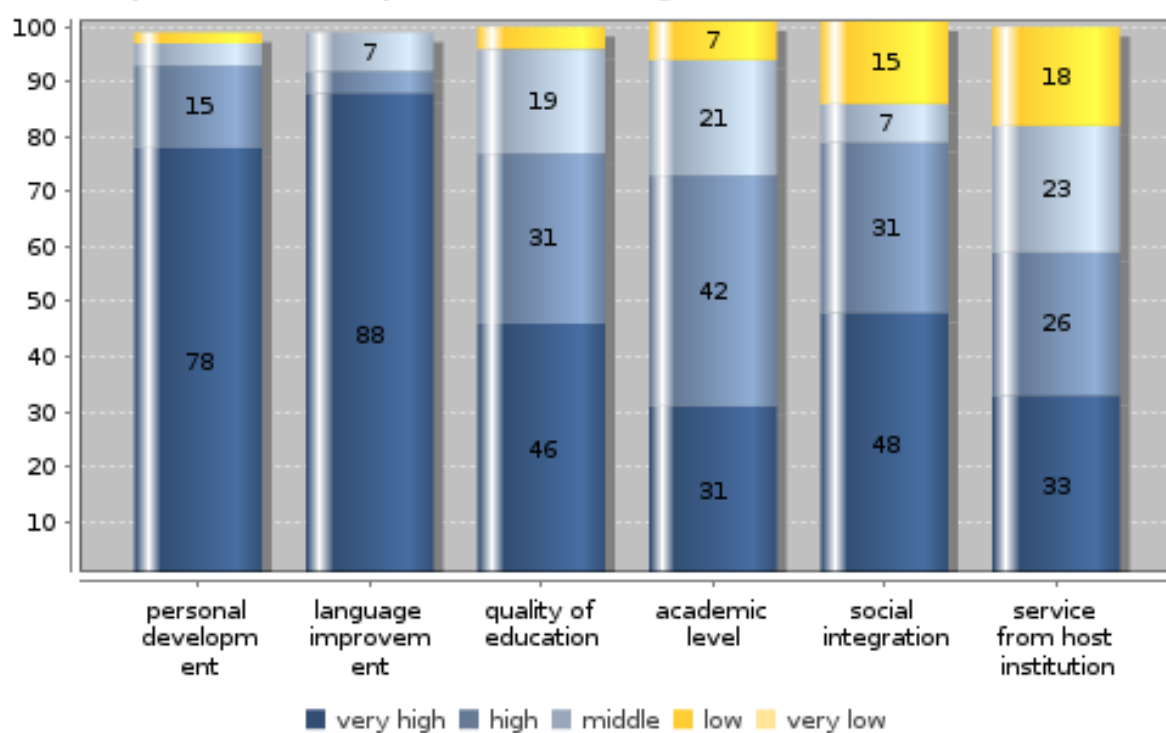**Topic: I. Internationalisation and mobility**

Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad
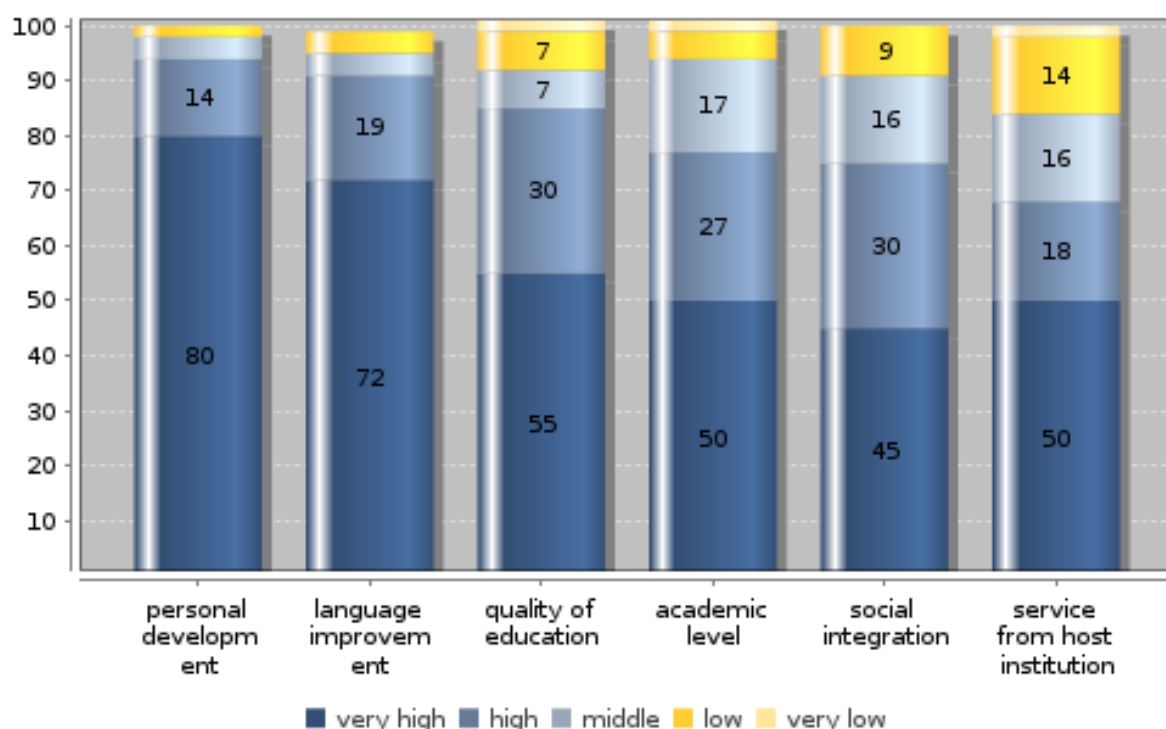
Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

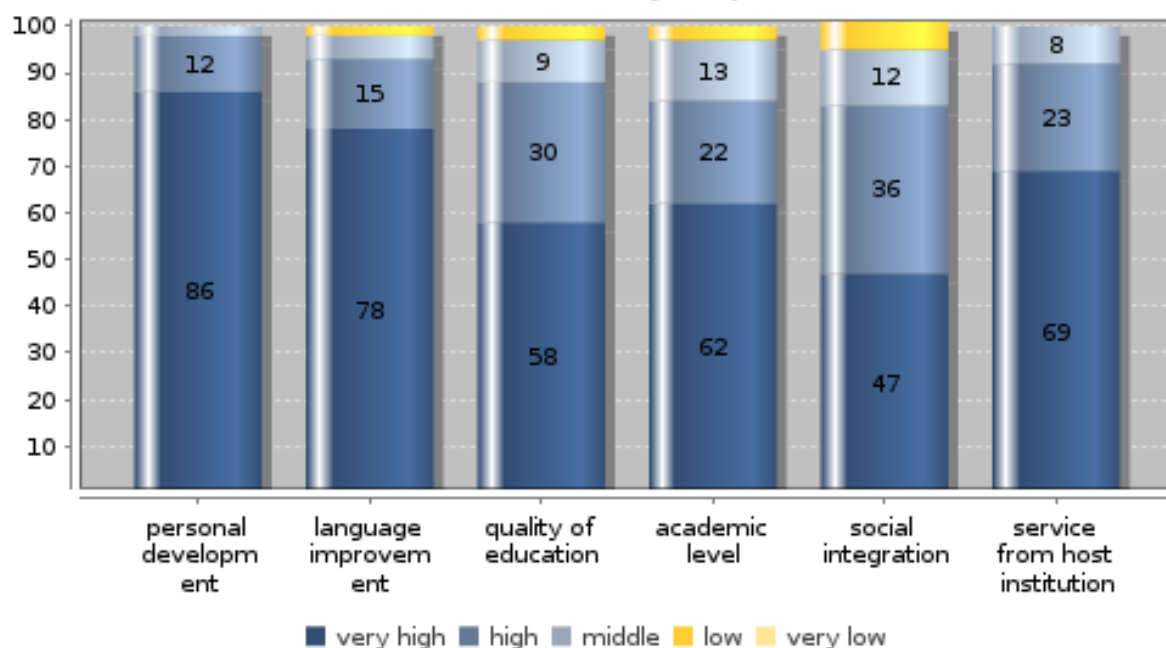|	
personal development, in %	93.0
language improvement, in %	90.9
quality of education, in %	84.2
academic level, in %	76.3
social integration, in %	74.9
service from host institution, in %	67.8

Importance of aspects concerning enrolment abroad (in %)

Fulfilment of expectations concerning enrolment abroad (in %)

	personal development	language improvement	quality of education	academic level	social integration	service from host institution
very high	80	72	55	50	45	50
high	14	19	30	27	30	18
middle			7	17	16	16
low			7		9	14
very low						

legend: very high, high, middle, low, very low

Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important

	personal development	language improvement	quality of education	academic level	social integration	service from host institution
very high	86	78	58	62	47	69
high	12	15	30	22	36	23
middle			9	13	12	8
low						
very low						

legend: very high, high, middle, low, very low

details on missing data:

methodical issues or considerations for data interpretation:

Eurostudent team question: In country comparison, the share of students whose expectations regarding the quality of education abroad are met at (very) high level is very high. Please comment on this in the

DDM.

Answer: I have veryfied all calculations. they are correct. pls regard that all calculations are based only on 39 respondents!

national interpretation of the results of the data analysis:

Comparing countries, the share of students whose expectations regarding the quality of education abroad are met at (very) high level is very high. Unfortunately there is no sufficient data to explain such an assessment of Polish students.

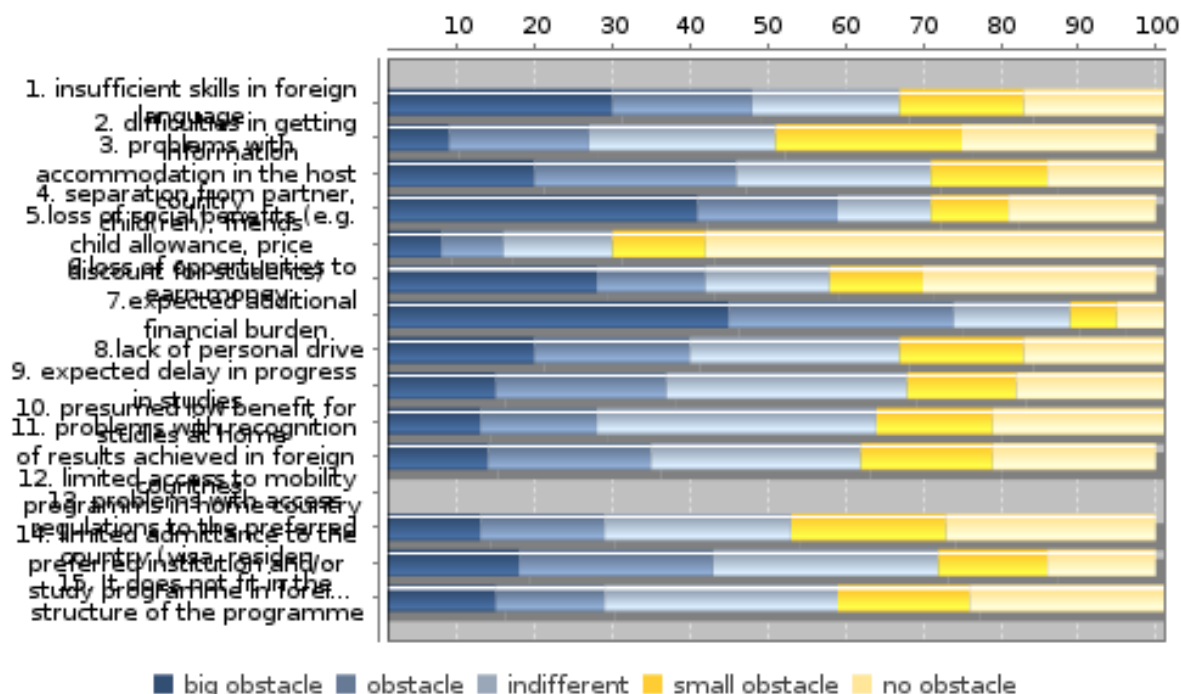## Topic: I. Internationalisation and mobility

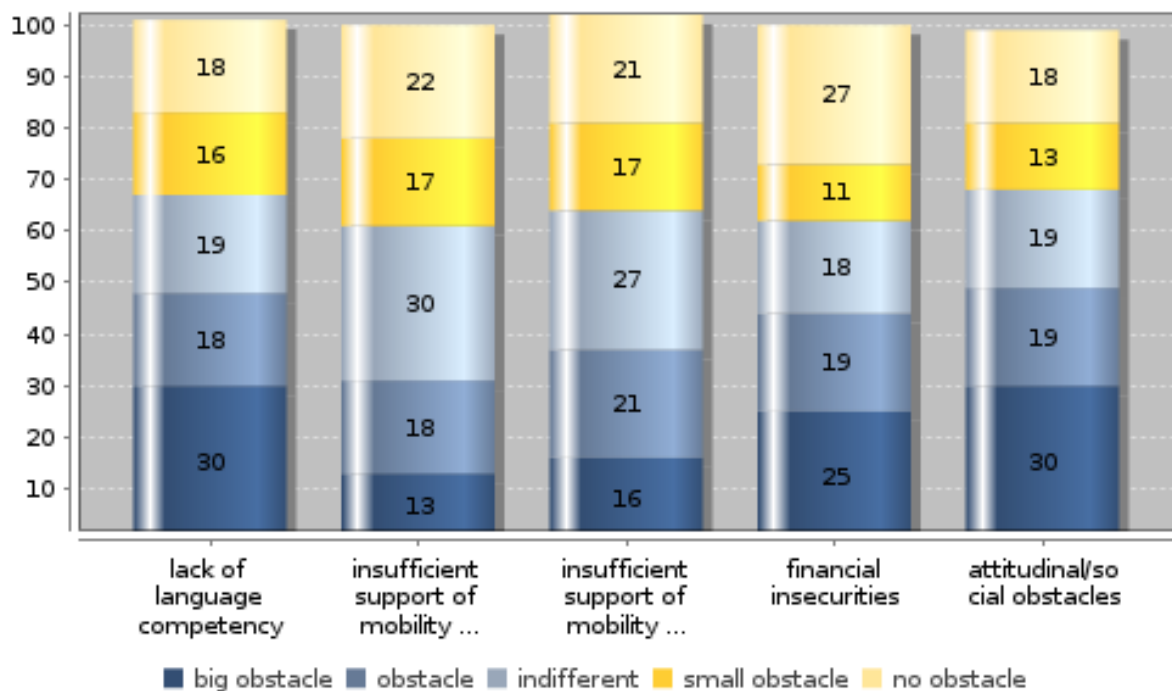## Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	30.0
insufficient support in the home country, in %	13.1
insufficient support in the host country, in %	15.6
financial insecurities, in %	25.1
attitudinal/social abstacles, in %	30.3

Perceived obstacles to enrolment abroad for students without enrolment abroad (in %)

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles (in %)

	lack of language competency	insufficient support of mobility ...	insufficient support of mobility ...	financial insecurities	attitudinal/social obstacles
no obstacle	18	22	21	27	18
small obstacle	16	17	17	11	13
indifferent	19	30	27	18	19
obstacle	18	18	21	19	19
big obstacle	30	13	16	25	30

■ big obstacle   ■ obstacle   ■ indifferent   ■ small obstacle   ■ no obstacle

details on missing data:

methodical issues or considerations for data interpretation:

The distribution of subquestion "limited access to mobility programms in home country" is not applicable due to wrong translation of it. Is was excluded - due to the same reason - from aggregated indicator "insufficient support of mobility in home country".

national interpretation of the results of the data analysis:

Unfortunately there is no data sufficient to answer the question why the percentage of students who consider the results analysed above as obstructions to enrolment abroad is high in comparison with the results obtained in other countries.

Topic: I. Internationalisation and mobility

**Subtopic 9: Perceived obstacles to enrolment abroad by field of study**

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	19.3
engineering disciplines - lack of language competency, in %	20.5
humanities and arts - insufficient support in the home country, in %	14.6
engineering disciplines - insufficient support in the home country, in %	13.5
humanities and arts - financial insecurities, in %	21.6
engineering disciplines - financial insecurities, in %	24.1

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of humanities and arts (in %)
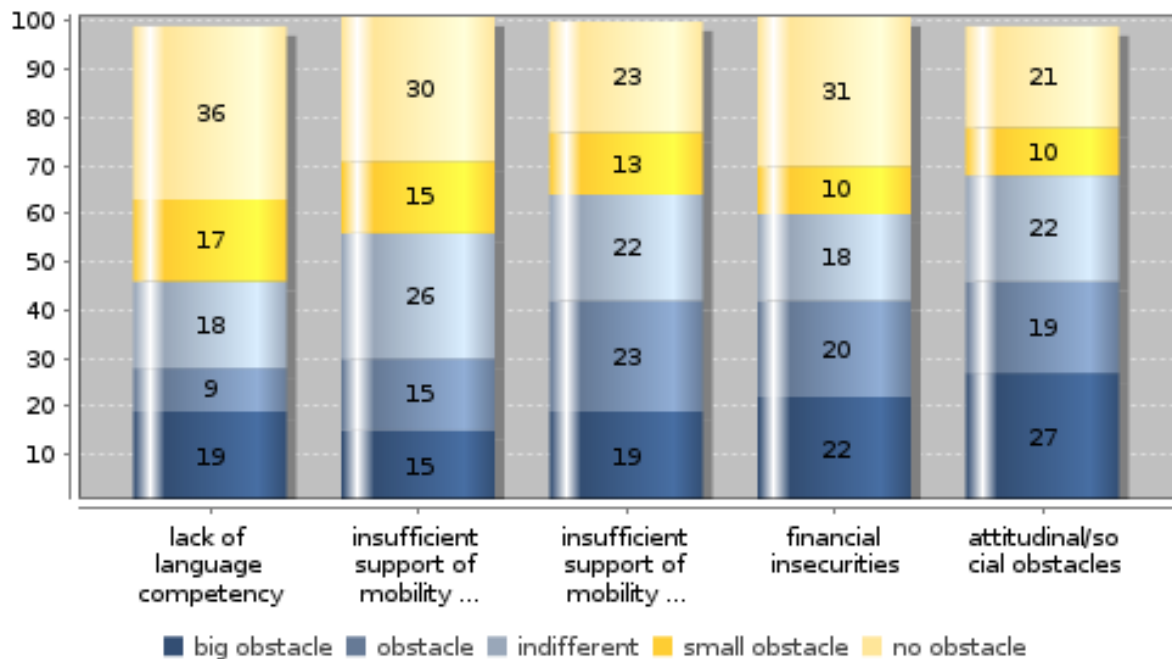
Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of engineering (in %)
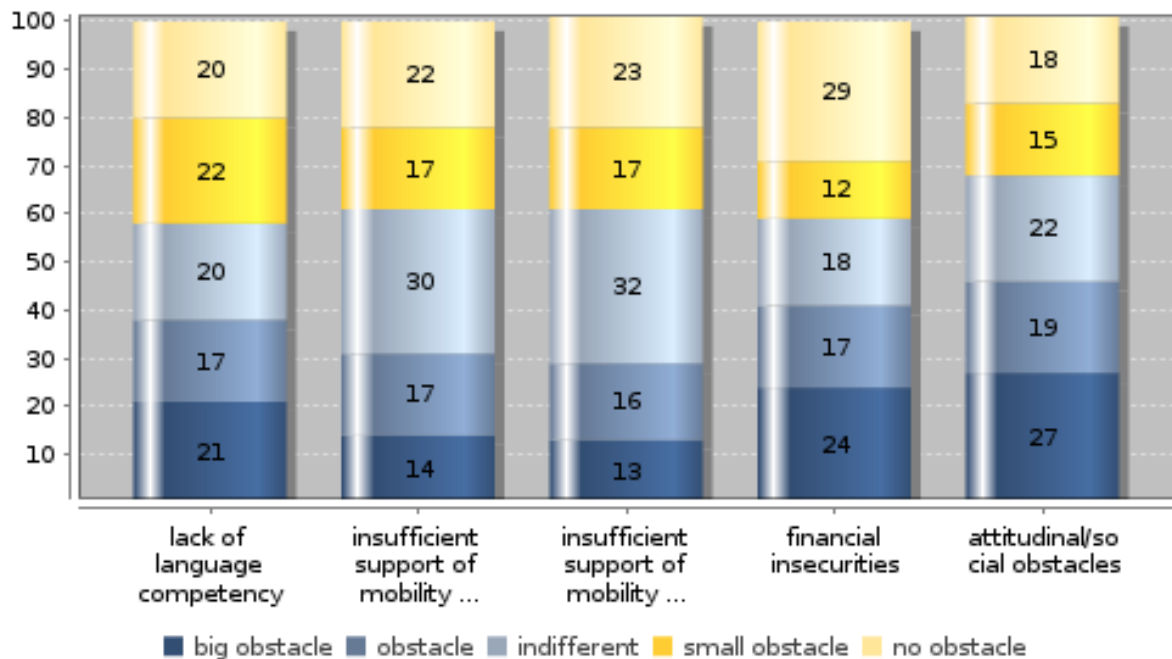
■ big obstacle ■ obstacle ■ indifferent ■ small obstacle ■ no obstacle

details on missing data:

methodical issues or considerations for data interpretation:

The distribution of subquestion "limited access to mobility programms in home country" is not applicable due to wrong translation of it. Is was excluded - due to the same reason - from aggregated indicator "insufficient support of mobility in home country".

national interpretation of the results of the data analysis:

The lack of language competency has been indicated as a big obstruction to enrolment abroad by 35% of students who have not studied abroad. In the case of this issue there is a wide diversity depending on the field of study. The best language competency have the students of humanistic studies (19.3% stated that the lack of language competency is the reason of not going abroad) and engineering (19.3% stated that the lack of language competency is the reason of not going abroad). Students of the following fields evaluate their language competency at the lowest level: students of agriculture (38%), social science (34%) and health and welfare (35.6%)

Regarding finances, the differences between the share of engineering students mentioning this as a obstacle to enrolment abroad and the share of humanities students doing so is no statistically significant.

Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:

low education background (ISCED 0-2) - lack of language competency, in %	72.8
high education background (ISCED 5-6) - lack of language competency, in %	22.8
low education background (ISCED 0-2) - insufficient support in the home country, in %	15.8
high education background (ISCED 5-6) - insufficient support in the home country, in %	11.2
low education background (ISCED 0-2) - financial insecurities, in %	44.1
high education background (ISCED 5-6) - financial insecurities, in %	18.9

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with high education background (ISCED 5-6) (in %)
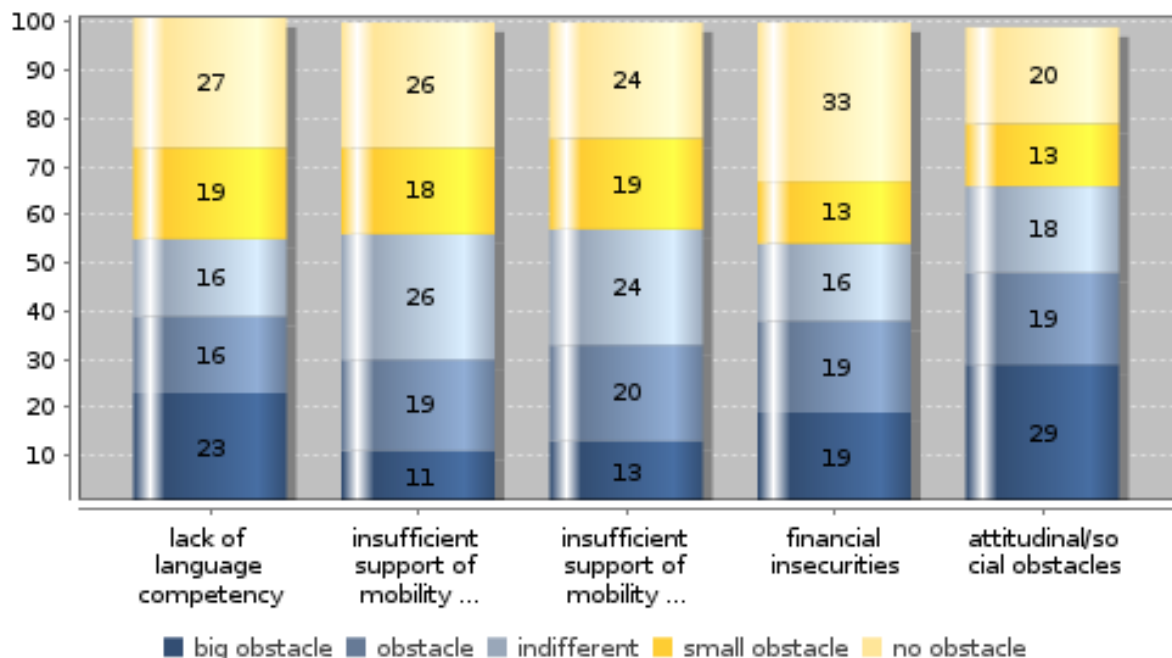
Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with low education background (ISCED 0-2) (in %)
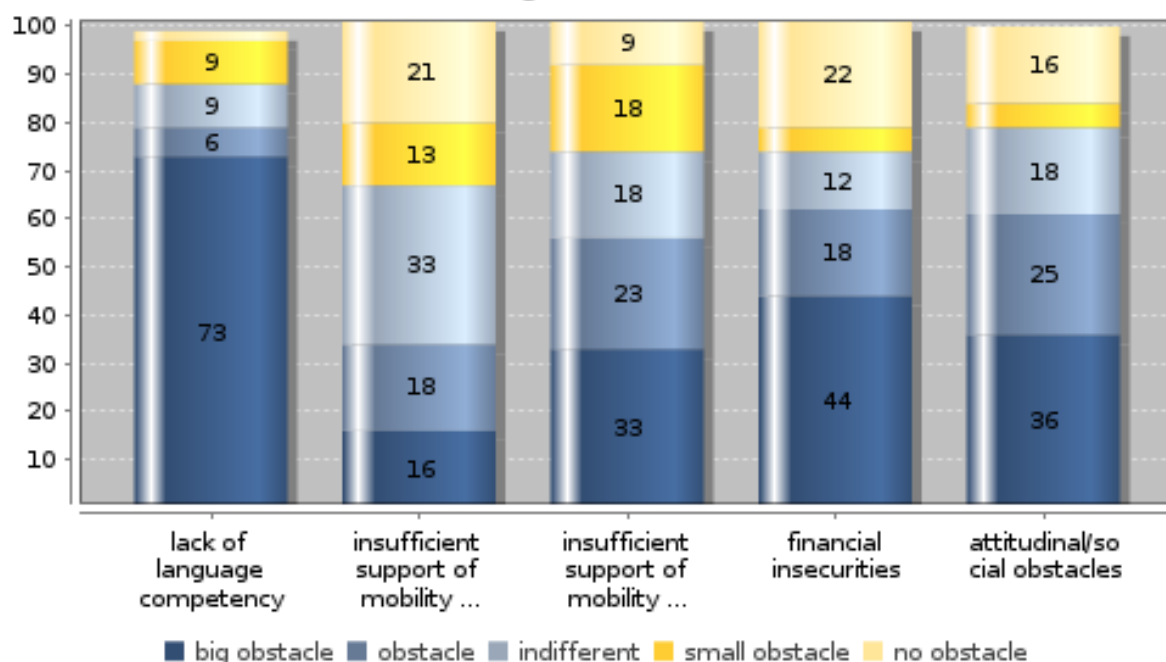
Legend: ■ big obstacle ■ obstacle ■ indifferent ■ small obstacle ☐ no obstacle

details on missing data:

methodical issues or considerations for data interpretation:

The distribution of subquestion "limited access to mobility programms in home country" is not applicable due to wrong translation of it. Is was excluded - due to the same reason - from aggregated indicator "insufficient support of mobility in home country".

national interpretation of the results of the data analysis:

The large differences among the students for whom the language competency was an obstruction to enrolment abroad, probably results from two main (but not only) reasons. The first is the fact the cultural capital is inherited from the parents, which is a well-known and documented phenomenon (and at the same time it is the core of the Pierre Bourdieu's cultural capital theory).

The inheritance of the cultural capital effect has been strengthened by the educational boom of last years. In academic year 1990/1991 the net enrolment rate (in age group 19-24) was 9.8, in year 2000/2001 - 30.6, in 2005/2006 - 38, and in 2009/2010 - up to 40.9. Education boom has opened higher education system for wider group of students, including students with parents' lower educational background and lower cultural capital, what results in, among others, lower language competency of this group of students.

Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators

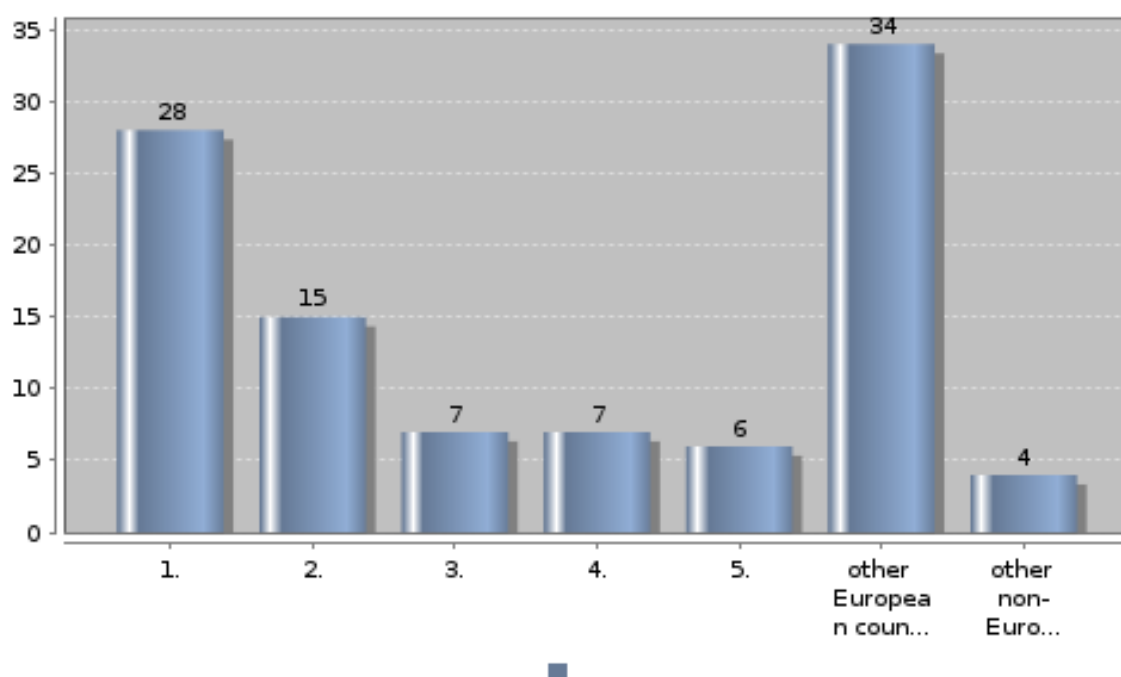|	
Students with study-related activities in most frequent host country, in %	17.0
	Students with study-related activities in second most frequent host country, in %
27.5	
45.0	14.7
Students with study-related activities in third most frequent host country, in %	48.0

Most frequent host countries for foreign study-related activities (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %

1.0

Share of students with (very) good proficiency in second most frequently spoken foreign language, in %

57.4

3.0

9.0

Share of students with (very) good proficiency in third most frequently spoken foreign language, in %

4.0

Share of all students being able to speak two or more foreign languages (very) well, in %

5.4

17.7

General foreign language proficiency by highest educational attainment of student' parents (in %)

- ■ students being able to speak one foreign language (very) well
- ■ students being able to speak two or more foreign languages (very) well
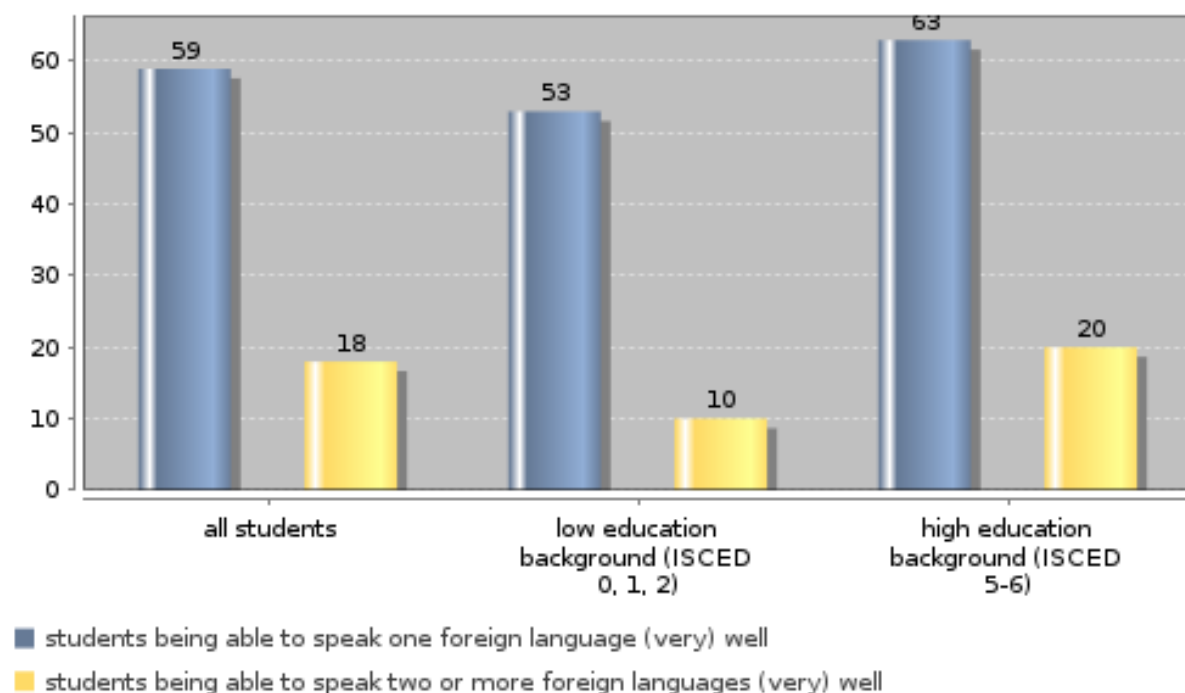
Degree of language proficiency by most frequently spoken foreign languages (in %)
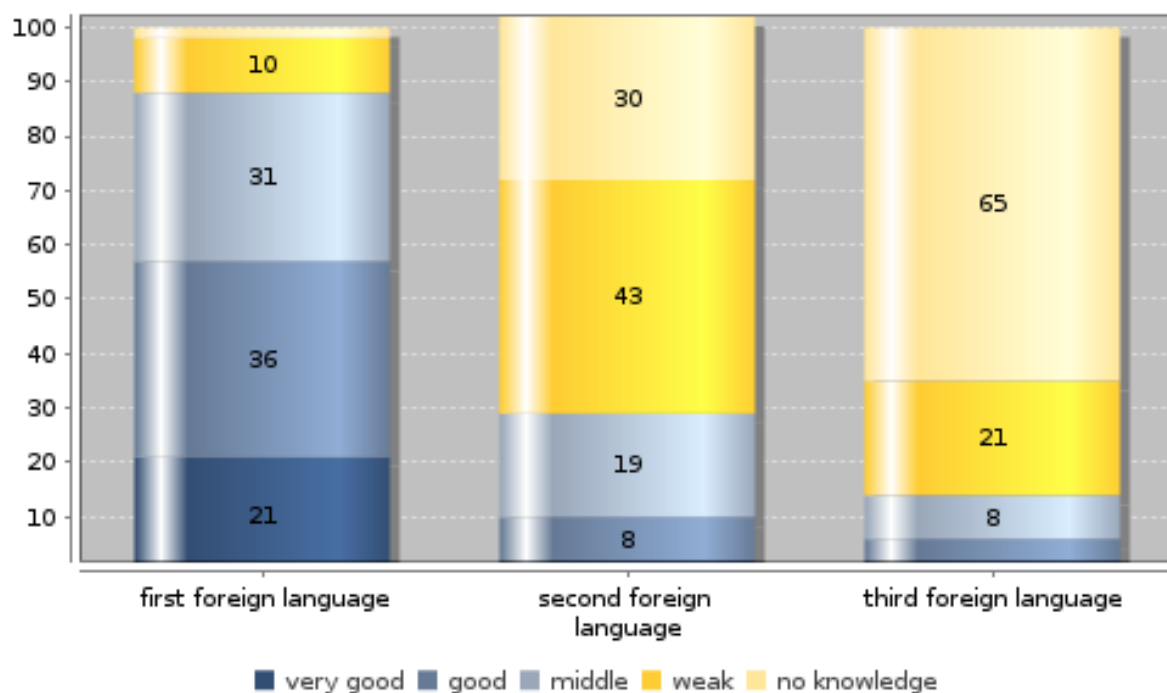
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic
study programmes of all students, in % 0.0

2nd most frequent language of
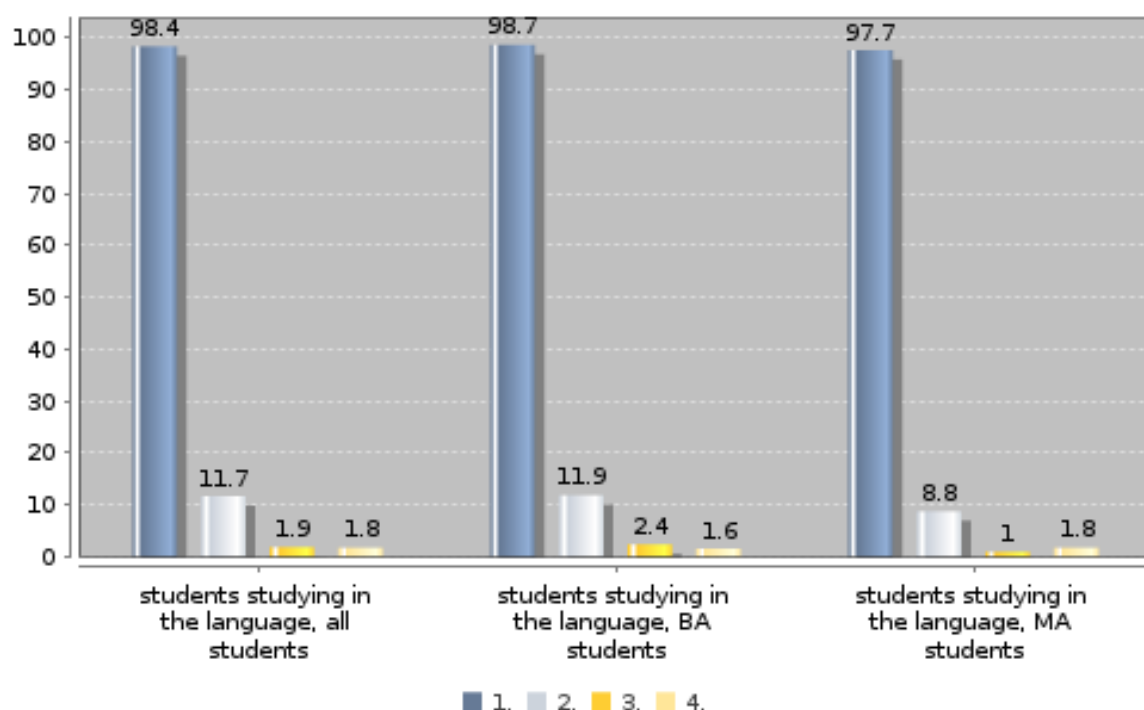domestic study programmes, all
students, in %

98.4

1.0 11.7

3rd most frequent language of domestic
study programmes, all students, in % 3.0

Languages of domestic study programmes by level of studies (in %)

details on missing data:

methodical issues or considerations for data interpretation:

1 - polish

4 - other

national interpretation of the results of the data analysis: