

Country Report from Poland

1. Situation of PhD candidates and the situation of junior researchers didn't change in Poland comparing to the last year. But there is a growing movement between PhD students at many academies for gaining our rights. Project of New Higher Education Law is still being prepared. It is expected to be passed within the year 2005. SAPERE AUDE– Association of PhD Students and Young Researchers takes an active part in discussion on that Law.

2. Main improvement that our association would like to see is improvement in material situation of PhD candidates and junior researchers. Still scholarships and salaries of young researchers are very low (less than the average salary in Poland – around 400 euro). We must get also bigger representation in different institutions governing the academies, like Main Committee of Higher Education or senates at the academies etc. We would like to fill the gap between PhD students and assistance lecturers in such areas like financial support of research, participation in conferences, social security etc. There is still big problem with accepting PhD students as partners at the academies among many older Professors.

3. At the present time the most important in Poland is discussion about New Higher Education Law. Main changes that we are going to meet are levelling the status of public and non-public academies and adjusting higher education to the Bologna Convention. It's going to introduce ETCS system, define difference between university and other kinds of academies. It may happen that some universities will lose their status or they will have to improve their level. The wages system will remain probably still centralised but this matter raises still great discussion. Minister is going to set minimal and maximal salaries at public academies.

Many young researchers face another problem which is degree of “*doktor habilitowany*”. The degree of “*doktor habilitowany*” is awarded to a person who holds the doctor's degree, has significant scholarly or artistic achievements, has submitted a dissertation (*rozprawa habilitacyjna*) and has undergone the successive stages of review, debate and defense. This is

transitional degree to the title of the professor. Without having that degree young researchers are not independent researchers. This stops young researchers to the academic positions. There are still many older professors, which do not want revolutionary changes. In the new law there will be possibility to nominate doctors without habilitation for the posts of the professors when they have significant achievements in research or creative work. The problem is, who and on which criteria is going to judge it. There are voices for eliminating this “*doktor habilitowany*“ degree within next few years, for example by the year 2010.

4. On 10th of December 2003 we have organized The Debate “What State – What Education, If higher education prepares young people for rough competition on the present job market”. The Debate was held on the University o Gdansk.

We have also started cooperation with Commissioner for Gender Equality as a member of a group monitoring implementation of Governmental Program for Gender Equality.

We are represented at the Commission for Higher Education Law at the Polish Parliament.

On 21-22 May 2004 at the Gdansk University Sapere Aude has organized Polish Conference of Doctorates and Young Researchers “Future of the Doctorates and Young Researchers in Poland”.

We have conducted two workshops during Second Baltic International Science Festival held in Gdansk in May 2004.

Now we are preparing German-Polish Meeting 2005, which is going to take place in Frankfurt am Oder. This meeting is being organized by Thesis and Sapere Aude. It is planned to be a forum of exchange of ideas and experiences of Polish and German PhD Students from both organizations.

5. Goals of Sapere Aude are:

1. To promote development of PhD students’ and young researchers

2. To inspire, integrate and activate the community of PhD students and young researchers
3. To support PhD students and young researchers
4. To exchange information about research trends
5. To support all science activities
6. To organise conferences, seminars, workshops, to manage a library and to publish
7. To represent and protect the rights of community of PhD students and young researchers (especially to FOCUS on law regulations of PhD students' status in Poland), especially to aim at law regulation of PhD Students status in Poland)
8. To look for and build up finance resources for SAPERE AUDE activities
9. To co-operate with Polish and foreign businesses , organisations and other institutions
10. To support and organise initiatives on other fields (social, educational, cultural and charitable)

We want to achieve these goals through following activities:

- **Scientific:** We organise and participate in conferences, seminars, workshops, lectures, researches and other projects
- **Educational:** Our permanent activities include: information, advisory services, training. We organise courses, seminars, regional and international conferences
- **Publishing:** We inspire and publish our own publications (books, brochures, scripts and conference materials).
- **Activating:** We support and advise PhD students and young researchers. Initiate and integrate the community of PhD students and young researchers in Poland and abroad. We prepare the field for co-operation between them. We express our own opinions in public matters in which Association is interested.
- **Others:** We join and support initiatives on other fields (social, educational, cultural , charitable etc.)

The area of activity:

SAPERE AUDE is a nation-wide Association. We are trying to recruit PhD students and young researchers from different departments, facilities, universities and cities throughout Poland. There are many people similar to us all over the country! We want to know and integrate them.

6. No, we did not.

7. Eurodoc should support new organizations of doctorates. We are facing problems with recognizing problems of PhD students among older researchers, even some kind of disregard. This also causes problems with arising activity among PhD students in Poland. Maybe some activity of Paneuropean organization like Eurodoc could be here helpful. Another activity is recommending and supporting Bologna Process. There are voices in different countries, that their own education systems should be kept and function somehow parallel to the new system. This of course is caused by older researchers that do not want to change their status and habits and are afraid of any changes. Without international support showing strong recommendation for Bologna Process from our society, PhD students in each country can be too weak to support this idea strong enough.

We would also propose the creation of thematic scientific workgroups. This will propose to our members not only fight for our rights, but also will give us opportunity to develop ourselves scientifically thanks for the international environment.

Bologna Process and Lisbon Strategy

8. The Bologna Process rules will affect the Doctoral Level in Poland causing greater mobility for polish PhD students but also will bring greater number of PhD students from abroad. Mobility from Poland is very popular because employers often appreciate experience gained internationally. However, the number of departures is limited by financial factors and this is going to change. This will enrich our Higher Education.

And here are the main directions of Polish Higher Education Policy¹:

Further increase of general character and access to higher education

Further actions to raise higher education quality and effectiveness

- change of teaching standards**
- development of new fields of study**
- new educational methods**
- three-cycle study system**

Adjustment of education to labour market requirements

¹ http://www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-Poland_050114.pdf, p. 16.

- development of enterprise and creativity
- *development of co-operation between entities involved in education, science as well as economy and labour market*
- personnel development
- development of HE institution infrastructure
- education focused on skills and effects (learning outcomes)

Openness of higher education system to educating in the area of the EU and thirdcountries

- system openness to education of foreigners
- wide participation in European educational programmes (Socrates-Erasmus, Erasmus Mundus, etc.)
- development of ECTS as credit transfer and accumulation system
- introducing and widening the offer of education in foreign languages
- studies run in co-operation with other HE institutions, including foreign ones
- further popularisation of the Bologna Process assumptions in academic environment

9. Our organization is fully for the insertion of the Doctoral level as the 3rd cycle. This will enlarge number of PhD Students and PhD's and thus will cause that average age of the Scientists will be lower. Also eliminating habilitated doctor degree will be here very helpful in the perspective of the few years.

10. The Lisbon Strategy is still only declaration in Poland as far as the recruitment of young researchers is concerned. These declarations are in the opposition to the current situation. Many young scientists drop their research career or move abroad, most often to USA. The most famous research groups can work mainly thanks to the money raised abroad. Main reason for this situation is that polish science is under control of old Professors remembering communist times. There is no competition between Professors and research centers and it is not the rule, that money goes where the greater effects are.

Labour Conditions

11.

| | Academic teacher- assistance lecturer | PhD Studies | |
|---------------------------------------|--|--|--|
| | | regular | extramural |
| Financing Payments for Studies | <ul style="list-style-type: none"> • free | <ul style="list-style-type: none"> • free | <ul style="list-style-type: none"> • Paid for every half-year (340- 510 EUR) |
| Rights | <ul style="list-style-type: none"> • Financial support to research, participation in conferences, publications etc. • One year scientific full-pay leave | <ul style="list-style-type: none"> • scholarship (200-300 euro) • !!! if one is not able to finish dissertation rector can ask to pay it back | <ul style="list-style-type: none"> • to participate in lectures, seminars organising on PhD study |
| Duties | <ul style="list-style-type: none"> • responsibility for lectures • duty to participate in University' life | <ul style="list-style-type: none"> • responsibility for lectures – up to 90 h/year | <ul style="list-style-type: none"> • duty to pay for studies • duty to have a didactic practice - about 30 h during the whole time of studying |
| Teaching | <ul style="list-style-type: none"> • 120-240 h per year | <ul style="list-style-type: none"> • 90 h per year (cannot be more than 90) | <ul style="list-style-type: none"> • about 20 h per time of studying |
| Social Security System | <ul style="list-style-type: none"> • Public health system | <ul style="list-style-type: none"> • non | <ul style="list-style-type: none"> • non |
| Salary | <ul style="list-style-type: none"> • 200- 400 EUR net (it depends - how many how many hours one is teaching) | <ul style="list-style-type: none"> • no work contract- they are not employers • limitations in undertaking of additional work - part-time job only • scholarship!!! | <ul style="list-style-type: none"> • no work contract |
| Time of duration | <ul style="list-style-type: none"> • Max. 8 years | <ul style="list-style-type: none"> • 4-5 years | <ul style="list-style-type: none"> • 3-4 years |

12. We stand for giving majority of rights that have assistance lecturers for PhD Students. In the perspective number of assistance lecturers will drop. This way of achieving PhD is less effective, lasts longer and costs more. But PhD Students have less rights and worse conditions not only than employees but also than regular students.

Supervision and Training

13. There is a need to implement some standards for supervision and training of early stage researchers in Poland. For this moment everything depends on supervisor and his will and engagement.

14. The PhD degree is awarded to persons who:

- A. Have Master degree (or equivalent)

- B. have passed the appropriate 3 doctoral examination (in a discipline corresponding to the subject of the doctoral thesis, in an additional discipline, and in a modern language)
- C. Have submitted and successfully defended a thesis reviewed by at least two specialists.
 - The thesis, written under the supervision of a professor, should present the author's original solution to an academic problem and demonstrate his general theoretical knowledge of the discipline and his ability to conduct independent research.
 - PhD degree is granted by the resolution of board of HEI
 - Dissertation not ratified / rejected by HEI can not be the base to submission and defend in another HEI

15. The degree of doctor may be awarded only to a person who holds a professional title of magister or another equivalent title, has successfully passed doctoral examinations within the scope defined by the council of an organisational unit and has presented and defended a doctoral dissertation.

A doctoral dissertation may be prepared and defended by persons who pursue doctoral studies, persons employed at a HE institution or another research institution and any other person who holds professional title of magister or another equivalent title, in so far as the authorised unit considers, based on the presented doctoral dissertation, that the initiation of doctoral proceedings is well-founded.

16. The quality system at Poland's higher education institutions includes state accreditation and environmental accreditation (evaluation).

The body responsible for the state accreditation is the **State Accreditation Committee**, which has been functioning since January 2002. It is the only statutory organ that covers the entire higher education area and operates for the benefit of the education quality evaluation, whose opinions and resolutions have a legal effect.

The Committee's activities extend to all HE institutions. Since 2003 its competencies have been widened to include the establishment and conducting, at military schools, of the fields of study (degree programmes) relating to other than military subjects.

Within its competencies, the State Accreditation Committee:

1. reviews and provides opinions on all applications concerning:
 - a. establishment of a HE institution,
 - b. establishment of a remote branch by a HE institution,
 - c. launching new fields of study at the existing HE institutions,
 - d. ascribing educational specialisations delivered at higher vocational schools to appropriate fields of study,
2. evaluates the quality of education and checks the compliance with the conditions for the delivery of higher education studies at all Polish civilian HE institutions, i.e. state and private, academic and vocational, including those supervised by ministers competent for: higher education, health, culture, infrastructure and national defence (with respect to the fields of study other than military subjects).
3. gives consent to establish and deliver a field of study other than those set forth in the Act on Higher Education.

The Presidium of the State Accreditation Committee (SAC) makes a list of the fields of study and the HE institutions to be evaluated in each calendar year. Undergoing a SAC accreditation procedure is compulsory. The Minister of National Education and Sport takes decisions based on the education quality ratings given by SAC. In particular, in case of a negative rating the Minister is obliged to suspend the enrolment for a given field of study or revoke the right to provide a given field of study.

The General Council for Higher Education make the recommendations in the field of an educational approach at the higher level. The Council provides opinions on requests for establishing or changing the name of the fields of study specified in the Order of the Minister of National Education and Sport. The Minister of National Education and Sport has authorised the Council to prepare projects of education standards (which set forth educational rules at the higher level) for particular fields of study and levels of education.

The Council prepares these standards in co-operation with experts in the specific disciplines and with deans of faculties in charge of a given field of study, which makes sure that the

standards are approached in a broad-based manner and are of a high quality.

Curricula and study programmes realised at individual HE institutions must comply with the educational standards. The observance of this principle is part of education quality checks and evaluations carried out by the State Accreditation Committee.

Accreditation according to the different type of HE institutions is handled by accreditation committees appointed by conferences of rectors of particular types of HE institutions, which operate within the Conference of Rectors of Academic Schools in Poland. These committees are:

- University Accreditation Committee,
- Accreditation Committee for Technical Universities,
- Accreditation Committee for Medical Universities,
- Accreditation Committee of Economic Universities, which operates under the name of and with the status of the Foundation for Promotion and Accreditation of Economic Studies,
- Accreditation Committee of Agricultural Universities,
- Accreditation Committee of Pedagogical Universities,
- Accreditation Committee of Physical Education Academies. The activities of the above-named committees are co-ordinated by CRASP Accreditation Committee, which was set up in June 2001. In fact, the environmental accreditation is much the same as the evaluation and is voluntary.²

International mobility

17.

Main programs offered in Poland are: Socrates – Erasmus Program, 6th Frame Program, Marie Curie Program, Foundation for Polish Science and many others from different foundations and academies. Poland fits in the general tendency of a growing student and academic teacher mobility. We do not have data which program is most popular. Probably most popular is Socrates-Erasmus.

² http://www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-Poland_050114.pdf, p. 5.

Table: General statistical data regarding the SOCRATES/Erasmus programme in Poland

| | 1998/99 | 1999/2000 | 2000/01 | 2001/02 | 2002/03 | 2003/2004 |
|---|---------|-----------|---------|---------|---------|-----------|
| Number of HEI with Institutional Contracts | 46 | 74 | 98 | 99 | 120 | 148 |
| Number of HEI with student exchange programmes | 40 | 72 | 90 | 96 | 118 | 137 |
| Number of students who have already completed part of their studies in partner foreign higher education institution (HEI) | 1426 | 2813 | 3691 | 4323 | 5,419 | 6,276 |
| Number of students from EU member states coming to Poland | 220 | 466 | 614 | - | - | |
| Number of HEI with academic teachers going to foreign HEI | 38 | 66 | 82 | 94 | 111 | 132 |
| Number of academic teachers planning to go to foreign HEI | 673 | 1212 | 1751 | 2174 | 2587 | 3000 |
| Number of academic teachers already gone to foreign HEI | 356 | 614 | 678 | 799 | 884 | 947 |

18. What is the awareness of young researchers about the possibilities of the various exchange programmes? How could this be improved?

Awareness of young researchers about possibilities of exchange programs is enough. There is information about these programs on every academies' web page. The problem is that there is no place where PhD student can get help or some kind of advice, which program is suitable for her/his research and how to access.

19. Like in question 17.

20. Which grants and scholarships are offered to enhance mobility of

foreign researchers to come to your country? (list in order of their popularity)

Can foreign students and/or students from EU member states get a grant for PhD programmes in your country?

No data

21. Do you have any examples of institutionalized “joint degree programmes” for European or international PhDs? (if any, indicate number of programmes, their locations and concerned academic disciplines as well as number of participants and their origin/destination country) What are the requirements to get this label (whatever it is called)?

No data

Professional Future

22. Are you aware that the European Commission is about to release a European Researchers’ Charter and a Code of Conduct for the recruitment of researchers? Does your association have any opinion on these documents?

No

23. Which way can these European recommendations be better promoted and implemented at the national and institutional level?

none proposition

24. Does your association have any opinion on intriguing issues like the duration of contracts, the assessment of the scientific production, the different career paths and their comparability in academia and industry (or other)?

none proposition

Gender Equality

25. Are there any initiatives in your country that you estimate to have been at least partially successful in reducing gender imbalances existing at the PhD level or at later academic stages? If yes, please give details. If not, please identify the probable reasons for this and indicate what the most important steps would be towards a programme that really has a practical impact.

No

26. Are there notable differences in the gender distribution between comparable positions in academia and other sectors? What are the reasons for this? What is the tendency?

No

PART TWO : FIGURES

Please try and provide these data, if available in your country (if not, please say so).

All data may not be available for each year, provide the last ones (with references).

Sources expected are institutions that monitor higher education and publish stats (specify their names, websites, and weblinks to published documents). In case statistics aren't available, you might provide estimates (if available) with any appropriate sources (such as newspaper articles or magazine features).

Whenever asked for a number/proportion of phd candidates, please specify the ratio per gender (male/female) or discipline, if known.

1. How many institutions in your country offer PhD degrees? Specify the

different types of institutions with PhD awarding powers (research only institutions / universities / colleges / other), and their ratio.

No such data

2. What is an approximate total number of PhD candidates in your country? What has been the trend in the past five years?

1989 – 1 820

2001 - 28 272

2004 – 32 000

3. What is the average age of students entering doctoral programmes in your country? What is/are the entry qualifications for getting into a PhD programme (Bachelor's/Honours /Master's degree)?

No data

4. How many candidates defended their PhD last year? What has been the trend in the past five years? What is the average age of the PhD candidates at the time of completion of their doctorate?

No data

5. What is the nominal length of PhD programmes? What is the average time from start to finish? What is the average active time spent to complete the PhD programme? Are there official part-time modes for PhD programmes?

Nominal length of PhD Programs is 4 years. And that is average time from start to finish. This time can be prolonged for one year. There are official part-time modes for PhD programs but their duration is same.

6. What is the percentage of PhD candidates who complete their PhD?

Among those, what is the proportion of those who complete it within the allotted time period?

Very little but we do not have precise data.

7. What is the percentage of PhD candidates who withdraw? Are there interim qualifications for those who do not complete their doctorates (Mphil degree or other)?

Majority withdraws. There is no interim qualifications.

8. Are PhD candidates registered as such in any place (e.g. at a university or a ministry)?

No

9. Are PhD candidates considered students? Do they have to pay fees?

How much is it? Does this apply equally to foreigners (EU/ non-EU)?

Yes. PhD candidates, if they study, are treated as students. In the case of part-time studies they have to pay fees which are around 1000 euro per year. This applies equally to foreigners.

10. What is the proportion of PhD candidates who get funding for their Research activity? Specify the different types of funding and their ratio.

no data

11. What is the average stipend/salary or bursary of the PhD candidates with funding (please give references for comparison : national minimum salary, average salary, salary of people with the same skills)?

The average stipend of the PhD students is 200-300 euro. national minimum salary is 200, average salary is 600 and the salary of assistant lecturer is around 500 euro.

12. What is the proportion of PhD candidates having workers rights and duties? Specify the rights and duties provided to these PhD candidates (social, unemployment benefit, taxes etc.).

There are some rights for PhD students, like social security. But they are not having workers rights and they are underrepresented in academies authorities.

13. What is the proportion of PhD candidates that practice teaching during their PhD programme? Are they paid separately for their teaching duties?

PhD candidates are not paid for teaching duties separately if it is practice teaching.

14. What is the amount of time spent on this activity?

PhD full time student spends up to 90 hours per year on teaching. Young Lecturer, which is employed at the academy must have 220 hours per year.

15. What proportion of PhD candidates are involved in a collaboration between academia and industry during their PhD?

no data

16. What are the numbers of incoming and outgoing PhD candidates in your country every year? What are the numbers of incoming and outgoing junior researchers (postdoctoral level)?

no data

17. What is the proportion of PhD candidates who remain working in academia after they defended their PhD?

no data

18. What proportion of young researchers go to R&D departments in companies? How many of them are involved in programs provided by the government to support the employment of young researchers in the private sector (if any)?

no data

20. How many members (local organisation or individual) does your national organisation have? Specify if they are local organisations (how many of them) or individuals (how many of them). At how many of the PhD awarding institutions do you have members?

Sapere Aude functions for a year from now. It evolves all the time. We do not possess large number of members (around 20) however we possess candidates contacts at almost every university. They in future can help to arise local organizations....or add to team individual persons.

Doctoral studies have been delivered in Poland for a number of years. Currently, the Act of

14 March 2003 on the Academic Degrees and the Academic Title as well as on the Degrees and the Title within the scope of Art (Journal of Laws No. 65, item 595) sets forth the rules concerning such studies in the manner that is uniform for all units authorised to conduct such doctoral studies. In accordance with the adopted regulations, doctoral studies prepare for obtaining a doctor's degree and may be provided by organisational units of HE institutions and other research institutions, which are authorised to award the degree of habilitated doctor. Moreover, they may be provided in the form of environmental studies (delivered by the authorised units with the participation of other organisational units of HE institutions or research institutions).

Doctoral studies are provided in the form of full-time or part-time studies. The full-time studies are free of charge.

The content related supervision over doctoral studies is exercised by the council of an organisational unit which provides these studies. Doctoral studies are established by the rector of a HE institution or the director of a research institution.

As a general rule, the period of pursuing such studies is 4 years and, in individual cases, may be shortened or extended pursuant to the regulations of these studies.

As part of their basic obligations, students of doctoral studies take part in the realisation of the study programme agreed by the unit's scientific council and sit for obligatory examinations as well as undertake research or artistic activities and submit reports on their progress. Also, students of full-time doctoral studies are required to teach or participate in the teaching of classes, and the maximum duration of such classes conducted by a student of doctoral studies may not exceed 90 computational hours per year.

Students of doctoral studies are liable to disciplinary responsibility in compliance with the rules specified for students under separate provisions, and are also entitled to loans and credits.

Pursuant to the above-said Act, the degree of doctor may be awarded only to a person who holds a professional title of magister or another equivalent title, has successfully passed doctoral examinations within the scope defined by the council of an organisational unit and has presented and defended a doctoral dissertation.

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A doctoral dissertation may be prepared and defended by persons who pursue doctoral

studies, persons employed at a HE institution or another research institution and any other person who holds professional title of magister or another equivalent title, in so far as the authorised unit considers, based on the presented doctoral dissertation, that the initiation of doctoral proceedings is well-founded.