

European Eastern University

– summary and recommendations

European Eastern University – summary and recommendations

Joanna Bielecka-Prus
Marzena Kruk
Jakub Olchowski

Translation: AGIT Centrum Tłumaczeń

Cover: Katarzyna Kociuba

The materials on project partners contained in this publication have been produced by the respective partners, and the authors accept no responsibility for the contents of these materials.

ISBN – 978-83-7784-792-3

This publication has been co-funded by the European Commission. This publication reflects the positions of only its authors and the European Commission and the National Agency for the Erasmus+ Programme accept no responsibility for the contents of this publication.

© Maria Curie-Skłodowska University
A FREE PUBLICATION



Erasmus+

Maria Curie-Skłodowska University

Lublin, 2016

Table of Contents

Introduction	2
1. The internationalisation of tertiary institutions in statistical terms.....	6
1.1.Foreign students in European countries	6
1.2. The internationalisation of tertiary institutions in Poland in the years 2004-2013.....	9
2. Survey methodology and sample characteristics	17
3. Education-related decisions by prospective foreign students from the EP countries	22
3.1. The educational plans of the respondents	22
3.2. Key factors influencing the choice of place and programme of study.....	28
3.3. The opportunities and barriers involved in studying abroad	35
3.4. Expectations on educational needs.....	37
4. The opinions of foreign students from the EP countries on Lublin's tertiary institutions	41
5. The opinions of foreign students from the EP countries on Lublin	50
6. Recommendations for tertiary institutions and the city authorities.....	57
List of charts and tables	71

Introduction

This publication provides a summary of the *"Eastern European University"* project implemented under the Erasmus+ programme (action type: *"Strategic partnerships for higher education"*). The central idea of the project was to provide guidelines for Lublin's universities to help them better respond to the growing presence of foreign students in Lublin, especially from Poland's eastern neighbours, the Eastern Partnership countries. This development also calls for the attention of Lublin's authorities. Accordingly, project activities placed emphasis on cooperation between universities and the city authorities.

Tertiary institutions, not only in Lublin, are currently faced with a relatively difficult educational-market situation which is exacerbated by adverse demographic trends. These developments compel tertiary institutions to make their educational services more attractive and internationally oriented. Indeed, the internationalisation of education is becoming an increasingly prominent trend at both the European and global levels. Poland has seen steadily growing numbers of foreign students as well, and at a quite considerable rate in recent years. Notably, however, compared to other EU States, Poland is still a relatively unpopular choice among students from abroad. This situation calls for action towards attracting more foreign students, which is in the interests of not only the tertiary institutions, but also the cities they are based in, in this case Lublin. The *"Eastern European University"* project aimed to make the educational services of Lublin's universities more attractive, especially in view of the growing presence in the city of students from Eastern Europe. Despite generating a range of challenges, the increased numbers of foreign students provide ample opportunities, not only for Lublin's tertiary institutions, but also for the city. Tertiary institutions should adjust to the rapidly evolving needs and expectations of potential candidates, whereas the city must face the challenges related to the growing presence of foreigners.

The project was led by the Lublin City Office, and the project partners included three universities from Lublin – Maria Curie-Skłodowska University (UMCS), the John Paul II Catholic University of Lublin (KUL), and the Lublin University of Technology (PL) – and two foreign universities, including the

Mykolas Romeris University in Vilnius and the Catholic University in Ružomberok. The project conducted surveys of satisfaction with the studies in Lublin (among students from the Eastern Partnership countries) and of the expectations of potential candidates, including the motives which could potentially induce them to take up studies in Lublin. All the project partners also hosted study visits which culminated in reports. These measures were geared towards developing good practices and recommendations which would help to improve the conditions of studying in Lublin for foreign students, especially from the Eastern Partnership countries, and facilitate cooperation between universities and the city.

This publication is a synthetic summary of these surveys and reports, and also provides recommendations on the solutions that could make the educational services of Lublin's tertiary institutions more attractive and help foreign students to cope with the challenges of studying abroad. In line with the project's aim, this applies particularly to students from the Eastern Partnership countries, although the conclusions are general in nature and their application can be broader in scope.

The following materials served as the main basis for producing this publication:

- *Study visit to Lublin, 11-15 May 2015, Study-visit report*, produced by M. Szczurek, U. Wojtczak, A. Turek, Maria Curie-Skłodowska University;
- *Study visit to and workshops in Vilnius, 13-19 September 2015, Study-visit report*, produced by M. Batorczak-Żuchowska, M. Goździk, M. Wilczyńska, the Lublin University of Technology;
- *A report on the study visit to and workshops in Ružomberok, 22-28 November 2015*, produced by U. Czyżewska, the John Paul II Catholic University of Lublin;
- *Satisfaction with the studies in Lublin among students from the Eastern Partnership countries. Field social surveys – a report*, produced by B. Rożnowski, D. Bryk, the John Paul II Catholic University of Lublin;
- *A report on existing solutions and good practices*, produced by C. Hendzel, M. Wojcieszek, J. Kubai, M. Żuk, the Lublin University of Technology;

- *The motives of potential students from abroad – a report*, produced by J. Bielecka-Prus, M. Kruk, Z. Kawczyńska-Butrym, Maria Curie-Skłodowska University;
- Recommendations by foreign partners (Daniel Markovič i Ľubica Černá from Ružomberok, Agneta Lisauskienė and Viktorija Stokaitė from Vilnius);
- *Foreign students in Poland in 2015*, produced by B. Siwińska, A. Olczak, B. Więckowski (a report prepared by the "Perspektywy" Educational Foundation under the *Study in Poland* programme);
- Statistical data from the Polish Central Statistical Office and Eurostat.

Based on these materials, the publication was produced to cover all the issues investigated in the project, including the internationalisation of tertiary institutions, the educational choices of students and potential students (from the Eastern Partnership countries), opinions on Lublin's tertiary institutions and the city itself, and ultimately to provide recommendations for project partners. It is worth noting here that Lublin definitely has a substantial potential to attract students from the east. Indeed, 85 percent of the surveyed students from the Eastern Partnership countries would like to study in the European Union, a large proportion of whom (about three quarters) would choose Poland, and half of this group of respondents would decide to study in Lublin. Lublin has ample assets: it is located relatively closely to the eastern border and has a charming and low-key nature, which makes it stand out against the larger metropolises. There are, however, many problems faced by both tertiary institutions and the city authorities.



Lublin, known as the capital of Eastern Poland, is the largest and fastest growing city on the right side of the Vistula River. As the capital of Lublin Voivodship, it serves as the administrative, economic and cultural center of the region. The rich history, location in a multicultural melting pot, historic heritage of Lublin with its Jagiellonian tradition and mixing of nations, cultures and religions; all this created a magical atmosphere one can feel and experience. This place attracts with its unique climate, rich architecture and numerous monuments.

Lublin is one of the most important academic centers in Poland. It attracts students to educate by providing a wide range of disciplines, excellent teaching staff and support measures such as scholarships and awards. More than 70 thousand people, not only from Poland, are studying at enjoying a good reputation public universities and at gaining prestige private colleges.

Lublin is a city of inspiration, where awareness of history inspires the future. Well-known international artistic events, as well as theater, music and contemporary art festivals are held there.

Lublin is one of the cities with the highest investment growth. Opening of Lublin Airport,

construction of the ring road and modernization of the system of urban public transport have significantly contributed to the development of infrastructure and creation of favorable conditions for investment, which makes Lublin strengthen its position in Poland and Europe.

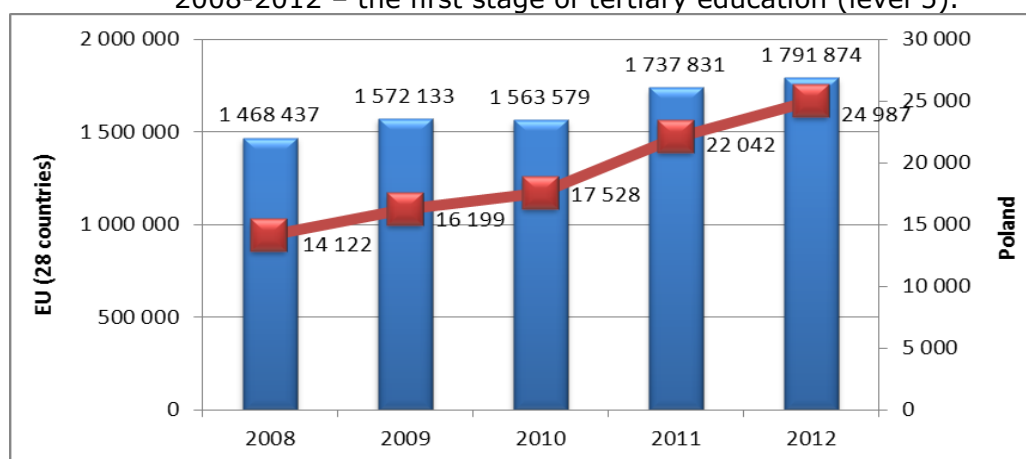
Lublin is the Gateway into the East. It serves as a showcase of Poland's contacts with the Eastern Partnership countries. Not only does the geopolitical location affect it, but also it is due to the historical heritage of the city. Integrating Europe moved far to the East, restoring Lublin its natural role as a bridge connecting the East and the West. Lublin is the undisputed leader in the cooperation with Eastern partners in Poland. It applies to both official contacts at the level of authorities and offices, and direct links of many institutions, companies and NGOs.

1. The internationalisation of tertiary institutions in statistical terms

1.1. Foreign students in European countries

STATISTICAL DATA – EUROPE: According to Eurostat's data (Eurostat included Croatia, although formally it was not an EU member until 2013), in 2012 there were nearly 1.8 m foreign students in the 28 EU States studying programmes at the first stage of tertiary education (level 5¹).² This figure had grown by 18 percent compared to 2008 (Chart 1).

Chart 1. The number of foreign students in the European Union and Poland in the years 2008-2012 – the first stage of tertiary education (level 5).



Source: UMCS report

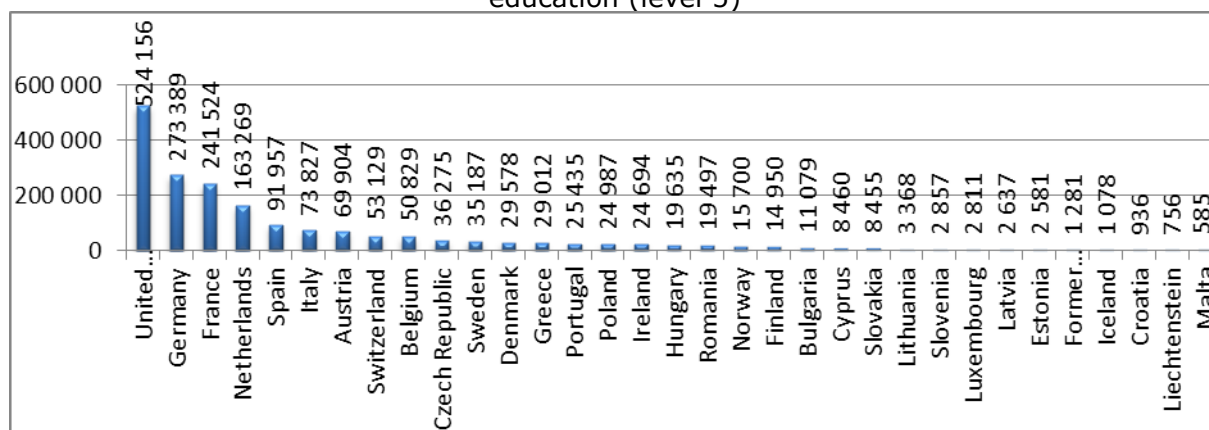
¹ According to the International Standard Classification of Education (ISCED 97), level 5 corresponds to the first stage of tertiary education. In the Polish education system, this stage includes short vocational (practical) programmes, Master's programmes, Straight-to-Master's programmes, postgraduate programmes, Teacher Training Colleges and Foreign-Language-Teacher Colleges.

Level 6, the highest level of education, corresponds to doctoral programmes – see *Glossary: The International Standard Classification of Education (ISCED)*, [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:International_standard_classification_of_education_\(ISCED\)/pl](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:International_standard_classification_of_education_(ISCED)/pl), (accessed on 28.06.2015).

² UNESCO, OECD and Eurostat define foreign students as foreigners who are not citizens of the countries in which they are studying – see *Student mobility and foreign students in tertiary education (educ_mo)*, http://ec.europa.eu/eurostat/cache/metadata/en/educ_mo_esms.htm (accessed on 20.07.2015); *UOE data collection on the education system. Manual: concepts, definitions and classifications*, Volume 1, UNESCO, OECD, Eurostat, Montreal, Paris, Luxembourg 2013, p. 41-44.

The most foreign students studied in the UK (over 568,000), Germany (approx. 297,000), France (over 271,000) and the Netherlands (over 163,000) (see Chart 2).

Chart 2. The number of foreign students in Europe in 2012 – the first stage of tertiary education (level 5)



Source: UMCS report

According to the 2015 report called *"A study in Poland. Foreign students in Poland in 2015"*, there are now over 4.5 m students around the world studying outside their home countries. This figure is projected to double by 2020. Almost a half of all international students are Asians (predominantly from China, India and Korea). As at 2014, the most foreign students studied in the following European countries: the UK (493,000), Germany (over 301,000) and France (298,000)³.

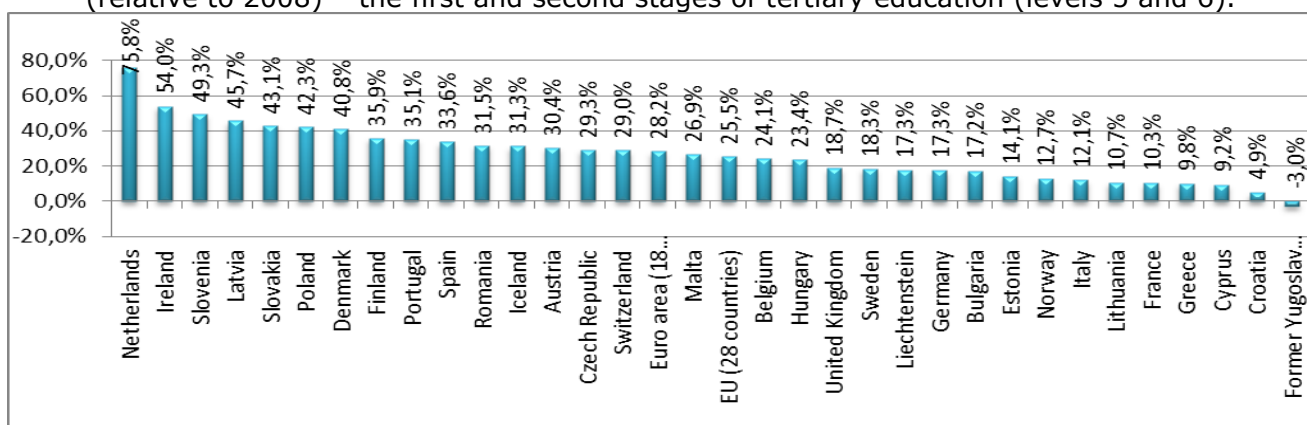
In 2012 Poland had about 25,000 foreign tertiary-institution students, which was 43 percent more than in 2008. The internationalisation ratio of Polish tertiary institutions was 1.27 percent, whereas the EU average was 9.19 percent. This put Poland, along with Croatia, among the least-internationalised EU States.

GROWTH RATES: The growth rates in the numbers of foreign students studying levels 5 and 6 programmes in Poland in the years 2008-2012 were

³ Source: *Report. Study in Poland. Foreign students in Poland in 2015*, the Perspektywy Educational Foundation 2015, http://www.studyinpoland.pl/konsorcjum/index.php?option=com_content&view=article&id=6922:raport-qstudenci-zagraniczni-w-polsce-2015&catid=220:115-newsletter-2015&Itemid=100143

among the highest in Europe. In 2012 Polish tertiary institutions had more foreign students by 42.3 percentage points compared to 2008. The only countries which had higher growth rates in the corresponding period included Slovakia (43.1 percent), Latvia (45.7 percent), Slovenia (49.3 percent), Ireland (54 percent), and the Netherlands (75.8 percent). The average growth rate in the number of foreign students in the 28 EU States came in at 25.5 percent (see Chart 3).

Chart 3. The growth in the number of foreign students in European countries in 2012 (relative to 2008) – the first and second stages of tertiary education (levels 5 and 6).



Source: UMCS report

PREFERRED PROGRAMMES: In the EU, programmes in the fields of social sciences, economics and law, both at levels 5 and 6, were chosen by 35.2 percent of foreign students. The corresponding figure for Poland was higher, at 40 percent. Notably, programmes related to health and social care were chosen by 24.5 percent of foreign students in Poland, whereas the corresponding figure for the EU was only 12.2 percent. The situation was different when it came to "technical" programmes. Engineering, production and construction programmes were chosen by 15 percent of foreign students in the EU and 7.2 percent of foreign students in Poland (less than half the EU figure). A similar pattern can be seen for the pure sciences, mathematics and computer sciences, which were studied by 12 percent of foreign students in the EU, with the corresponding figure for Poland being only 5.6 percent.

CONCLUSIONS:

The analysis of Eurostat's data on the internationalisation of tertiary institutions in Europe and Poland showed that:

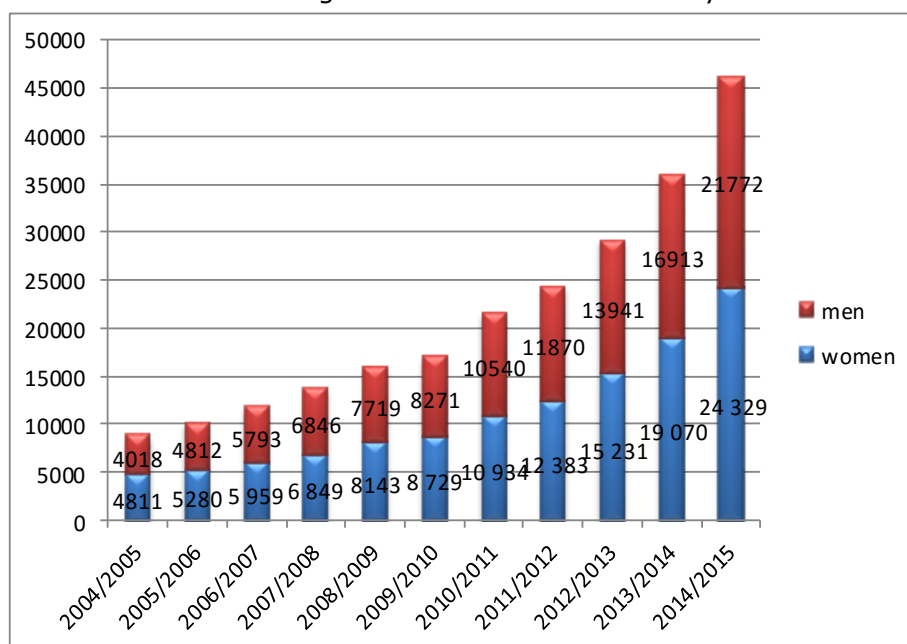
1. The largest percentage of foreign students was found in Liechtenstein, where foreigners made up 87 percent of all students at levels 5 and 6. In terms of numbers, the most foreigners studied in the UK.
2. The internationalisation ratio of Polish tertiary institutions (1.27 percent) for students at the first stage of tertiary education (level 5) was one of the lowest in Europe. Level-6 programmes recorded a similar figure, with foreigners making up only 2.3 percent of all students pursuing a doctoral degree.
3. Despite the poor internationalisation ratio of Polish tertiary institutions, Poland was among the countries experiencing the highest growth rates in the numbers of foreign students. In 2012 the number of foreign students enrolled at Polish tertiary institutions increased by 42.3 percent compared to 2008.
4. The most popular fields among foreign students in Poland and the EU included social sciences, economics and law, accounting for 35 (the EU average) to 40 percent (Poland) of all foreign students.
5. Programmes related to health and social care were more popular among foreign students in Poland (24.5 percent) than in the other EU countries (12.2 percent).
6. Technical programmes (engineering, production, construction and pure sciences, mathematics and computer science) are more popular among foreigners studying in the EU than those who enrol at Polish tertiary institutions.

1.2. The internationalisation of tertiary institutions in Poland in the years 2004-2013

STATISTICAL DATA – POLAND: According to CSO data, while the number of foreign students in Poland has been rising consistently, the internationalisation ratios are still low compared to many other European countries. **In the academic year 2013/2014, there were 35,983 foreign students enrolled at Polish tertiary institutions, and the corresponding figure for the**

academic years 2014/2015 was 46,101. Over last ten years this number has risen four-fold, with an increase of 6,611 students between the academic years 2013/2014 and 2012/2013 (before that the growth was slightly lower, ranging from 1,000 to 4,000 students). The years 2004-2015 saw a record-high increase in the number of foreign students, amounting to slightly over 10,000 (see Chart 4).

Chart 4. The number of foreign students in Poland in the years 2004-2015, by gender

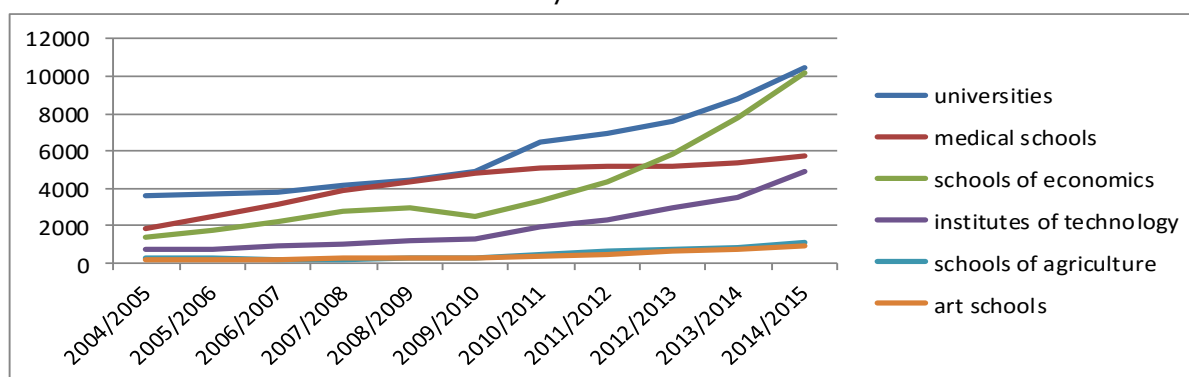


Source: a UMCS report and CSO data for 2014

There were slightly more female students than male students. The most foreign students enrolled at public tertiary institutions, with their number rising consistently (from 6,959 in 2004 to 26,635 in 2014). There was also an increase in foreign students enrolling at private tertiary institutions (19,466 students, according to 2014 records). Interestingly, the growth rate in this respect was higher than for public tertiary institutions: private tertiary institutions saw a ten-fold increase in the number of students between 2004 and 2014, whereas at public tertiary institutions the figure grew four-fold in the corresponding period. Full-time programmes have been increasingly popular among foreign students since 2009. There have been growing numbers of students choosing part-time programmes, but the growth rate is not as substantial in 2014 the number of

full-time students grew by 9,183 compared to 2013, whereas the number of part-time students grew by only 935. As far as the profiles of tertiary institutions are concerned, foreign students prefer universities and schools of economics (see Chart 5).

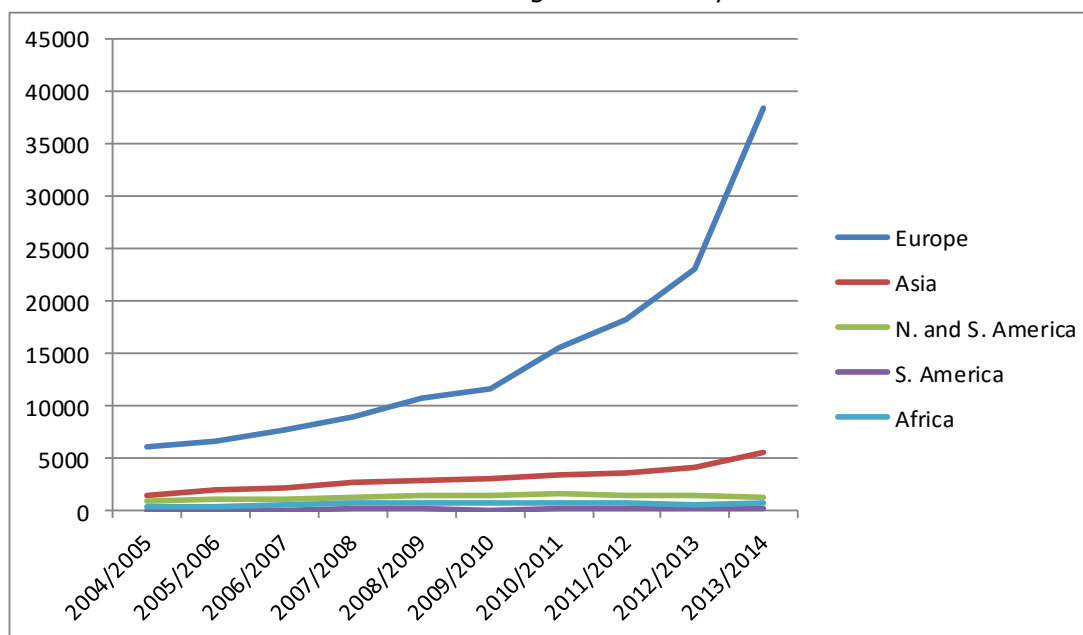
Chart 5. The number of foreign students by type/profile of tertiary institution in the years 2004-2015



Source: a UMCS report and CSO (GUS) data for 2014

FOREIGN STUDENTS IN POLAND: CSO data for 2014 show that the most European students came to Poland from Ukraine (61 percent of all European students) and Belarus (11 percent), followed by Norway and Sweden (4 percent), Spain and Turkey (about 3 percent each), Lithuania, Germany, Russia and the Czech Republic (2 percent each). The most Asian students came from Saudi Arabia and China (14 percent each). Relatively large groups of students also came from Kazakhstan and India (10 percent each), Taiwan (7 percent), Vietnam and Malaysia (4 percent each) and Armenia (3 percent). Conversely, the numbers of students from Jordan and Bangladesh plummeted (from 382 to 24 between 2010 and 2014 for Jordan, and from 172 to 25 between 2006 and 2014 for Bangladesh). As far as the North and South Americas were concerned, US and Canadian citizens made up the most populous group of students (60 and 34.5 percent, respectively) in Poland; data show, however, that their numbers were shrinking. There was a generally downward trend for this part of the world. The most populous group of African students was composed of Nigerians (27 percent of African students) – (Chart 6).

Chart 6. Foreign students by continent



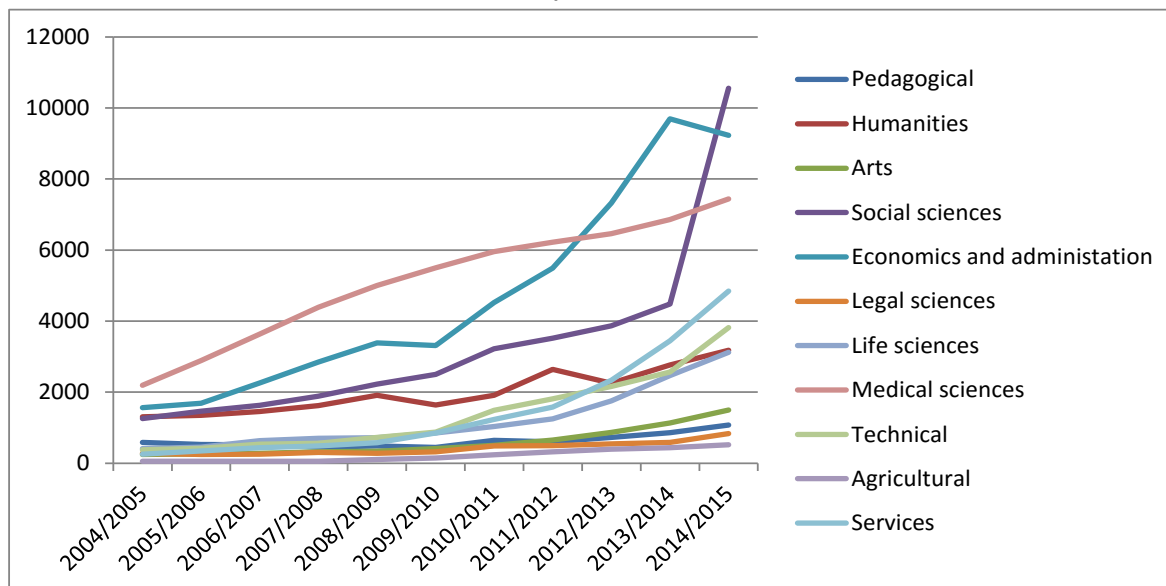
Source: a UMCS report and CSO data for 2014

CSO data indicate that the numbers of foreign students enrolled at universities have continued to rise at an increasing rate since 2009. In 2009 the number of students grew by 1,245 compared to 2004, and an increase by 5,549 was recorded between 2009 and 2014. **A total of 10,423 foreign students were enrolled at universities in 2014.** Tertiary schools of economics have experienced an even greater growth rate. In 2014 the number of foreign students enrolled at these schools (10,218) was higher than the corresponding figure for medical universities (5,712). Tertiary schools of economics have seen a rapid growth in the number of foreign students since 2009. Over a period of five years (2009-2014), this figure grew by 7,723. Tertiary medical schools experienced a rapid growth in the enrolment of foreign students between 2004 and 2009; the latest growth rate, however, was much lower. By contrast, institutes of technology have experienced a major increase in the numbers of students from abroad. Indeed, between 2004 and 2014 their number grew to 4,932 (an increase of 4,198). Schools of agriculture and arts are also enrolling more and more foreign students, although the growth rate has been rather low compared to the previous years. In 2014 there were 1,072 foreign students

enrolled at schools of agriculture, and art schools had a foreign-student enrolment of 886.

PROGRAMMES: In terms of programmes (Chart 7), the most foreign students **choose social sciences (10,557 in the academic year 2014/2015) and their number grew two-fold compared to 2013**. Social sciences were followed by economic sciences and administration (9,231 foreign students). Medical sciences were another popular field, attracting 7,441 foreign students as at 2014. An increase in foreign students was also recorded for service-related programmes (an eighteen-fold increase between 2004 and 2014). Humanities also saw increasing numbers of foreign students, albeit at a less considerable growth rate (a two-fold growth between 2004 and 2014). The number of students enrolling on technical programmes has also been growing, although at a rather slow rate (3,819 in 2014, which is 1,250 more than in 2013). Growth, although much slower, was recorded for natural-sciences programmes (3,118 in 2014). For other programmes (arts, pedagogy, law and agriculture), the numbers of foreign students were on the rise as well, although they made up a relatively small proportion of the overall population.

Chart 7. The number of foreign students by programme in the years 2004-2015



Source: a UMCS report and CSO data for 2014

PREFERRED UNIVERSITIES: Table 1 shows data on the numbers of foreigners with the largest presence at Polish universities. The five most popular tertiary institutions included two universities (the University of Warsaw and the Jagiellonian University), two medical universities (the Medical University of Lublin and the Poznań University of Medical Sciences) and one institute of technology (the Warsaw University of Technology).

Table 1. The numbers of foreign students in selected Polish tertiary institutions in the years 2004 and 2014

	Name of institution	2004	2014
1	University of Warsaw	533	1,951
2	Jagiellonian University	854	1,759
3	Warsaw University of Technology	170	1,178
4	Maria Curie-Skłodowska University	178	1,131
5	Medical University of Lublin	185	1,090
6	Cracow University of Economics	128	976
7	University of Wrocław	223	855
8	Poznań University of Medical Sciences	450	847
9	Medical University of Gdańsk	147	796
10	Adam Mickiewicz University in Poznań	187	735
11	Warsaw School of Economics	171	673
12	University of Lodz	189	669

Source: a UMCS report and CSO data for 2014

It is worth noting that some of the tertiary institutions managed to greatly increase their foreign-student enrolment. The largest increases between 2004 and 2014 were recorded by the Warsaw University of Technology (a seven-fold increase), the Medical University of Lublin and UMCS (a six-fold increase). UMCS made a remarkable leap in the internationalisation ranking from eleventh position in 2013 to fourth position. It is worth emphasising that as many as two Lublin institutions, UMCS and the Medical University, came in the top five of this ranking.

CONCLUSIONS:

1. In the academic year 2014/2015, a total of 46,101 foreign students were enrolled at Polish tertiary institutions. Over last ten years, this figure has grown five-fold.
2. The most foreign students were enrolled at public institutions, although private schools have seen a surge in enrolment recently.
3. Undergraduate programmes were the most popular.
4. The most students enrolled at universities, schools of economics and medical schools.
5. Preferred fields included social and economic sciences, and also administration and medical sciences.
6. Institutions with the highest foreign-student enrolment included the University of Warsaw, the Jagiellonian University, the Warsaw University of Technology, Maria Curie-Skłodowska University and the Medical University of Lublin.
7. The most foreign students came to Poland from European countries. Almost half of all foreign students were citizens of Ukraine, with students from Belarus making up the second most populous group (11%).



THE JOHN PAUL II CATHOLIC UNIVERSITY OF LUBLIN (KUL)

established in 1918

The John Paul II Catholic University of Lublin is the first university in Lublin and the oldest Catholic university in East-Central Europe.

Nowadays, KUL is a one of the fastest developing universities in Poland. It offers academic courses for both Polish and foreign students. Highly qualified academic staff excel as teacher and researches in diverse domains of science. The graduates of KUL are widely appreciated by employers. A lot of our graduates hold prestigious positions in world-renowned institutions in Poland and abroad.

During studies, students can participate in a wide range of activities: scientific circles, students' organizations, choirs and theaters by which university becomes an important center of cultural life.

KUL hires about 1,100 academic lecturers. Over 14,000 B.A., M.A., PhD students and nearly 600 foreign students study on fifty-three fields of study. Academic courses offered at KUL are conducted in Polish and English.

Faculties at KUL:

- Theology
- Law, Canon Law and Administration
- Philosophy
- Humanities
- Social Sciences
- Biotechnology and Environmental Sciences
- Mathematics, IT and Landscape Architecture,
- Off-Campus Faculty of Law and Social Sciences in Stalowa Wola
- College of Interdisciplinary Individual Studies in Humanities and Social Sciences



The main university campus is situated in the heart of Lublin. The whole campus consists of modern buildings, an old 18th-century Main Building with its picturesque courtyard and academic church. There are two more KUL campuses where classrooms, laboratories, student dormitories and sport facility are comprised.



KUL University Library hosts almost 2 million volumes and a dedicated collection of electronic publications and on-line journals.

KUL is a member of numerous international organizations and associations. It cooperates with nearly 200 foreign universities carrying out joint scientific projects, organizing guest lectures and offering attractive student/employee exchange programmes. KUL is an active participant of the ERASMUS + programme within of which student and employee motilities are organized.

KUL was an initiator of the Eastern-European University Network composed of universities from Ukraine, Belarus, Moldova, Georgia and Poland. The aims of Eastern-European University Network are cooperation in the field of research and academic education, support of national minorities, organization of joint cultural and sport events.



2. Survey methodology and sample characteristics

The surveys employed both quantitative and qualitative methods. The methods were chosen on the basis of survey objectives, sample characteristics and the principles of the economies of surveys (cost- and time efficiency). Table 2 below shows all the survey techniques employed, sample sizes, sampling methods, and survey objectives.

Table 2. A description of the survey methods employed

Technique	Sample size and sampling method	Survey objectives
Quantitative survey: an on-line questionnaire The questionnaire consisted of 32 questions, of which 10 had extensive checklists of possible answers and 11 questions were semi-open-ended, allowing respondents to answer in their own words	500 respondents who were potential students from the Eastern Partnership countries (EP), purposive sampling.	To identify the educational plans and preferences of the respondents and the problems they expect related to taking up studies in foreign institutions, and also the key factors informing their choice of the programme, institution and city.
Qualitative research, in-depth interview (IDI)	20 students from the EP countries studying in Lublin, purposive sampling, snowball sampling, maximum variation across the sample	To collect information required to provide a comprehensive range of educational, accommodation and social services, to ensure good living standards for foreign students coming to Lublin from the Eastern Partnership countries.
Quantitative questions, survey questionnaire (PAPI) 130 questions, response scale – ordered rating scale. The response scale comprised five options: 1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree The Cantril's ladder method was employed as well	153 students from Ukraine and Belarus studying in Lublin, purposive sampling by type of tertiary institution, snowball sampling.	To identify the processes involved in making decisions, studying, using the services offered by the city, planning for the future, and the general assessment of one's satisfaction with life in the city

Source: compiled by the authors based on KUL and UMCS reports

The surveys of potential students from the EP countries were conducted by a team of sociologists from Maria Curie-Skłodowska University. Foreign students in Lublin were surveyed by a group of scientists from the John Paul II Catholic University of Lublin¹.

The characteristics of the on-line survey sample

The surveyed sample comprised 64 percent women and 36 percent men. The vast majority of the respondents lived in Ukraine (92 percent), with the respondents from other Eastern Partnership countries (Belarus, Moldova, Georgia, Armenia) accounting for only 8 percent. The majority of them lived in cities. Over half the respondents (59.6 percent) lived in cities with populations of over 100,000. A quarter (25.3 percent) of the respondents lived in towns. The least populous group lived in villages (7 percent). The surveyed group varied in terms of age: 43 percent of the respondents were aged 16 to 18, 26 percent were aged 19 to 21, 20 percent were aged 22 to 24, 8 percent were aged over 25, and 3 percent were aged below 16. This showed that the ages of the respondents were ones at which important life decisions were made in respect of professional development. Over half the respondents (54 percent) were tertiary students who had already made certain decisions regarding their education, 44 percent were secondary students facing difficult decisions on their future career paths, 15 percent were working individuals, with only 6 percent being unemployed. Over half the respondents (54 percent) assessed their financial status as average and 31 percent assessed it as good or very good. Only 15 percent of the respondents claimed their financial status was bad or very bad. One in two respondents assessed their level of school knowledge as good (54 percent). One in three respondents (32 percent) believed their level of knowledge was good, with only 13 percent assessing their level of competence as very good. In terms of foreign-language competence, the most respondents (89

¹ The UMCS team which produced the survey tool and report comprised Professor Zofia Kawczyńska-Butrym, Dr Joanna Bielecka-Prus and Dr Marzena Kruk. The KUL research group comprised Professor Bohdan Rożnowski and Dr Dorota Bryk. Chapters 1 to 5 of this publication provide summaries of the reports produced by the two research teams. For full reports go to the project's website on <http://euw.lublin.eu/?cat=29>.

percent) claimed to have a good or very good command of the Russian language, with only one in ten (11 percent) respondents claiming to have a poor or no command of this language. Another language which the respondents claimed to have a very good or good command of was English (16 and 50 percent, respectively), with 15 percent having a good and very good command of the German language, and only 7 percent of the respondents having a good and very good command of the French language. As many as 40 percent of the respondents did not speak Polish at all, with 31 percent having a poor command of this language, and only one in three respondents being good or very good speakers of the Polish language. This poor command of the Polish language might prove to be a major barrier to planning studies in Poland, so tertiary institutions interested in enrolling students from the Eastern Partnership countries should factor this in when planning their curricula. Introducing the English language as the language of instruction might prove to be an encouraging factor. The respondents' assessments of their personal predispositions were favourable, with 53 percent of all the respondents claiming to be highly optimistic, 59 percent suggesting they had high hopes, and 56 percent assessing their life prospects as good. Personal adaptation skills (59 percent), ties with relatives (60 percent) and social skills (44%) were also assessed as strong.

The characteristics of the sample population of foreign students from the EP countries

The qualitative and quantitative surveys covered foreigners from the EP countries enrolled at Lublin's tertiary institutions. In-depth interviews covered nine KUL students, six UMCS students, three PL students and two UP students.

The quantitative survey included 57.5 percent women and 42.5 percent men. Over half the respondents (57.5 percent) were students from Ukraine and 41.2 percent came from Belarus. Table 3 shows the sample composition by type of tertiary institution.

Table 3. Institutions at which the respondents were enrolled

Name of institution	Frequency	Percentage
John Paul II Catholic University of Lublin (KUL)	42	27.5
Lublin University of Technology (PL)	21	13.7
Maria Curie-Skłodowska University (UMCS)	38	24.8
University of Life Sciences (UP)	24	15.7
University of Economics and Innovation (WSEI)	7	4.6
University College of Enterprise and Education (WSPA)	14	9.2
Vincenty Pol University in Lublin (WSSP)	7	4.6
Total	153	100.0

Source: KUL report

The majority (65 percent) of the surveyed respondents included undergraduate students (studying for three-year bachelor's degrees and three-and-a-half-year engineering degrees). There were much fewer foreigners studying for a Master's degree (30 percent). Doctoral students made up the least populous group (5 percent).

MYKOLAS ROMERIS UNIVERSITY

📍 Ateities str. 20, LT-08303 Vilnius, Lithuania

🌐 www.mruni.eu

Mykolas Romeris University (MRU) is an international university located in Vilnius and Kaunas, Lithuania. Modern, creative and entrepreneurial academic community has raised MRU to the leading university in social sciences and interdisciplinary research in Lithuania. MRU cooperates closely with over 300 universities, public and private institutions, takes part in academic, professional and inter-sectorial networks. MRU has a full membership of the following international higher education organizations: International Association of Universities, European University Association, European Association for International Education, European-Asian Knowledge Consortium Social Technologies for Smart and Inclusive Society, etc.

MRU is structured within the Faculty of Economics and Finance Management, Faculty of Politics and Management, Faculty of Social Welfare, Faculty of Law, Faculty of Public Security and Business and Media School. Research and innovation are implemented at the Social Innovations Laboratory Network MRU LAB that includes 19 laboratories and Research and Innovation Support Centre.

Currently MRU enrolls approximately 13.000 students and employs over 700 academic staff. The university offers more than 100 doctoral, master and bachelor study programmes, over 80% of them have international accreditation. The most popular study programmes are law, management, public administration, psychology, social work, public security, etc. About 200 doctoral students study in the fields of law, management, psychology, philology, economics, educational science.

MRU fosters the culture of research and innovation: carries out fundamental and applied research, takes part in national and international research programmes and projects, engages in contracted research, implements Ph.D. studies, organizes academic and mobility events, and widely disseminates research results. MRU research and innovation is carried out in the framework of the interdisciplinary priority research area Social Innovations for Global Growth and 5 research programmes:

- Justice, Security and Human Rights;
- Social Technologies;
- Sustainable Growth in the Context of Globalization;
- Improving the Quality of Life and Advancing Employment Opportunities;
- Continuity and Change of Values in Global Society.

MRU has modern and innovative infrastructure: recently built premises surrounded by green areas, the latest research and educational ICT equipment, one of the most modern academic libraries in Europe, open access to research resources, research and innovation management platforms, online studies facilities, etc. According to the latest data of Rotten WiFi the quality of WiFi places MRU in second place among universities in the world.



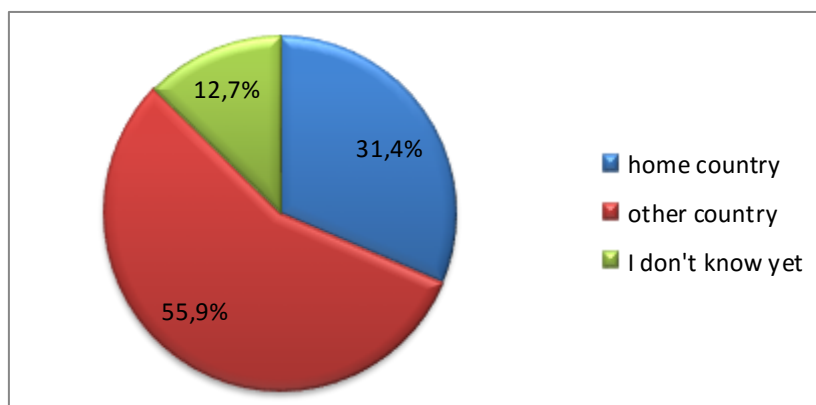
MYKOLAS ROMERIS UNIVERSITY
LABORATORIES

3. Education-related decisions by prospective foreign students from the EP countries

3.1. The educational plans of the respondents

The majority of the respondents were planning to take up (53 percent) or continue (41 percent) studies, with only 5 percent of the surveyed sample being undecided yet. Respondents who assessed their level of knowledge as satisfactory (18 percent) were planning to take up tertiary education as well, although this group had the largest proportion of the undecided (8 percent). Only eight surveyed men and one woman did not plan on taking up studies in the nearest future. Most of the respondents had specific educational plans. Over half of them (56 percent) were considering leaving their countries, 32 percent had decided to stay in their home countries and only a small group (13 percent) had not made up their mind yet (see 8).

Chart 8 The educational plans of the respondents (%)



Source: UMCS report

The most frequent reasons for leaving the home country stated by the respondents included:

- to obtain a degree from a foreign institution (74 percent);
- to learn foreign languages (64 percent);

- to make friendships and engage with interesting people (60 percent);
- to learn more about the country (58 percent);
- to have better earnings prospects (49 percent);
- to have better opportunities to find a job in another country after graduating (39 percent).

DATA: It turned out that **as many as 85 percent of the respondents, regardless of their gender, would like to take up studies in one of the EU States.** Only 14 percent of the respondents would not choose this educational path. It is also notable that those who claimed that the economic status of their family was poor were more likely than other groups to refrain from studying in the EU. Indeed, 21, 14 and 11 percent of those who assessed their financial status as poor, average and good, respectively, had decided not to study in the EU. **The majority of the respondents would like to study in Poland (76 percent of all respondents, which was only 10 percent less than for those who stated their willingness to study in an EU country), which meant Poland is the most appealing option to them.** Of all the respondents, those who assessed their financial status as average were the most likely to state their willingness to study abroad. In terms of the professional status, the most respondents willing to study in Poland were tertiary students (79 percent of this group), working individuals (73 percent of this group) and secondary students (73 percent of this group).

POLAND AS THE COUNTRY OF CHOICE: As in the question about studying in the EU, the largest group of respondents (45 percent) willing to study in Poland included residents of cities (populations of over 100,000), but there were slightly less of them than those who were willing to study in other EU States. In this group, 90 percent wanted to study in EU States, of which a substantial 76 percent would prefer Poland (see Table 4). **This meant that those with better self-assessment of their knowledge were more likely to choose EU States, but not necessarily Poland.**

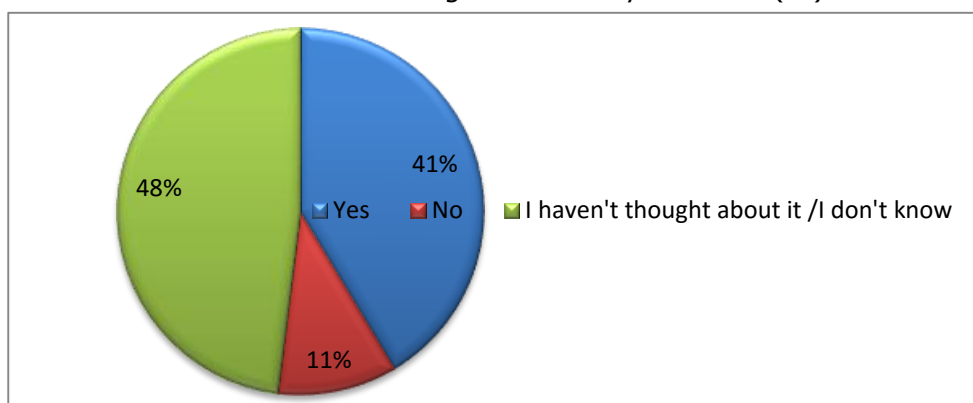
Table 4. Plans for studying in Poland, by gender

Are you planning to take up studies in Poland?		Gender		Total
		Female	Male	
Yes	Number	237	140	377
	% of independent sample	74.3%	78.2%	75.7%
No	Number	82	39	121
	% of independent sample	25.7%	21.8%	24.3%
Total	Number	319	179	498
	% of independent sample	100%	100%	100%

Source: UMCS report

LUBLIN AS THE CITY OF CHOICE: A large group of respondents (41 percent) stated they were willing to study in Lublin, with only 11 percent stating they did not plan to study in this city (see Chart 9). The distribution of variables shows that the gender of the respondents was not an important factor in choosing Lublin as the place to study in.

Chart 9 Stated willingness to study in Lublin (%)



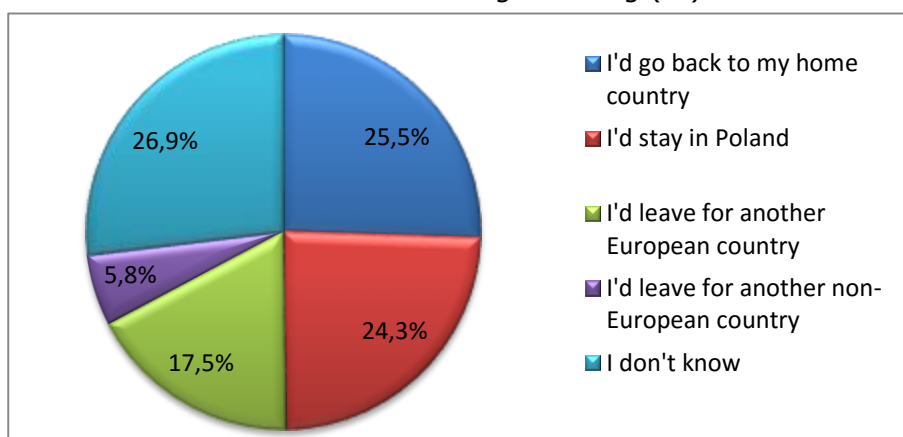
Source: UMCS report

The respondents with better self-assessment of their financial status were more likely to decide to study in Lublin (29 percent of the surveyed group) than those who assessed their financial status as average (8 percent) and bad (6 percent). It is also worth noting that these respondents were more likely to be undecided than those with a good financial status (75 percent of the respondents

assessing their financial status as poor and 29 percent that claimed to enjoy good financial status). The most popular study destinations in Poland included Warsaw (9 respondents), Kraków (7 respondents), Gdańsk (3 respondents), Łódź (3 respondents), Wrocław (2 respondents), and Poznań (2 respondents). One in four respondents (27 percent) claimed to have no precise plans on where to settle after graduating, with a similar proportion (25.5 percent) stating they wanted to go back to their home country and 24 percent planning to stay in Poland. Only 17.5 percent of the respondents were considering moving to another European country, and 5 percent to a non-European country. Therefore, for 22.5 percent of the respondents, Poland is only a stopover on their way to other foreign countries.

PLANS AFTER GRADUATING: The surveys also asked the respondents about their plans after graduating (Chart 10).

Chart 10 Plans after graduating (%)



Source: UMCS report

One in four respondents (27 percent) claimed to have no precise plans as to where to settle after graduating, with a similar proportion (25.5 percent) stating they wanted go back to their home country and 24 percent planning to stay in Poland. Only 17.5 percent of the respondents were considering moving to another European country, and 5 percent to a non-European country. Therefore, for 22.5 percent of the respondents, Poland was only a stopover on their way to other foreign countries.

In terms of gender, men (35 percent) were more likely than women (20 percent) to state their willingness to go back to their home countries, with women (30 percent) being more undecided than men (21 percent). A certain pattern can be seen in relation to the financial status of the respondents. Namely, those who assessed their financial status as very good (41 percent) and good (32 percent) were willing to go back to their home countries after graduating, whereas those who assessed their financial status as average (31 percent) were planning to stay in Poland. Respondents with a very good (23 percent) and good (24 percent) financial status were more willing to move to other foreign countries after graduating. The harder the financial situation of the family the more respondents were unlikely to leave Poland and migrate further west. The professional status was a rather insignificant factor in making these plans, except for the unemployed respondents – 43 percent of the unemployed respondents would like to go back to their home countries. Respondents with higher self-assessment of their school knowledge were more likely to state their willingness to go back to their home countries (26 percent with a "very good" assessment and 30 percent with a "good" assessment), whereas those with self-assessed satisfactory levels of knowledge (27 percent) were more likely to stay in Poland.

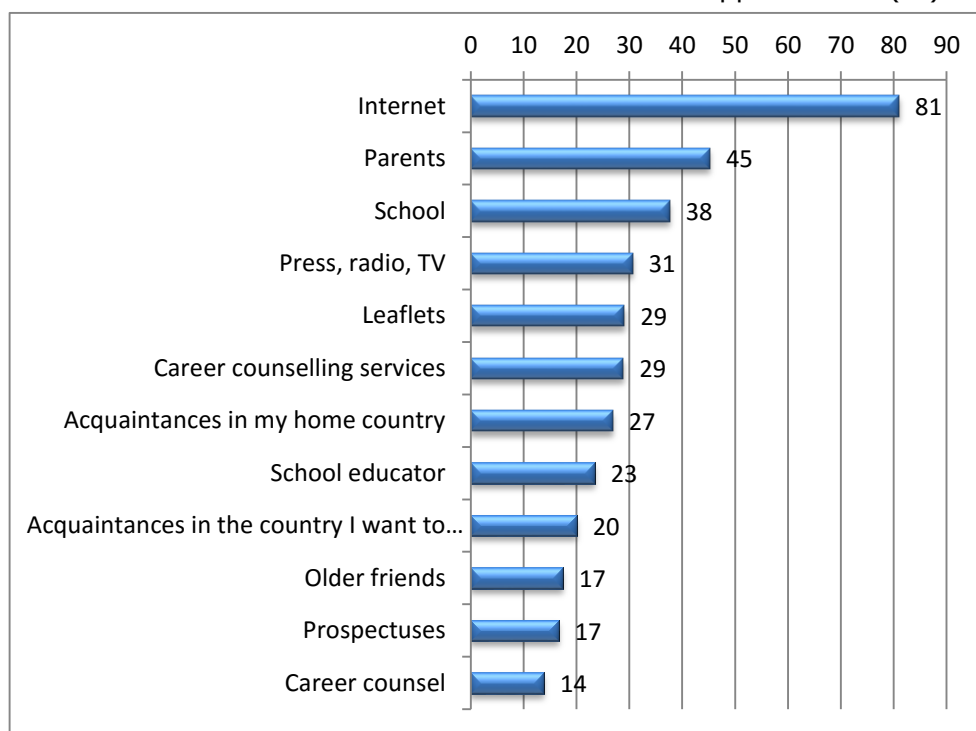
Interestingly, those planning to study in Lublin were far more likely to be willing to stay in Poland (36 percent). Respondents who were not planning to study in Lublin were considering moving to other foreign countries or going back to their home countries (25 percent). It is reasonable to conclude, therefore, that Lublin is a friendly city that encourages foreigners to stay in Poland.

REASONS WHY THE RESPONDENTS DID NOT WANT TO STUDY ABROAD: It turned out that the primary reasons why the respondents **were unwilling to migrate was that they could not speak the foreign language** (70 percent), did not want to leave their families and friends (53 percent), were afraid of going abroad (52 percent), could not afford to study abroad (47 percent), did not want any major changes in their lives (42 percent), lacked adaptation skills (41 percent) and were unwilling to live in a foreign country (40 percent). Some respondents also felt they were unable to meet the requirements of the universities in Poland (29

percent) and also were concerned about the lack of acceptance from the student community (30 percent). Less frequent reasons included adaptation problems (15 percent), better educational opportunities in the home country (12 percent), better career prospects in the home country (11 percent), bureaucratic obstacles (11 percent), and also the belief that studying abroad would impede their career development (9 percent). It is evident that the most frequent reasons had a major psychological component involving the fear of new challenges and a sense of attachment to their place of residence. The primary reason, however, was the language barrier. Interestingly, financial barriers were only the fourth most important reason. It is also interesting to see the interrelation between gender and responses, with women being more likely to name psychological reasons, including their ties with families and friends, and their inability to speak foreign languages, and men being more concerned about bureaucratic obstacles, losing career opportunities and professional prospects, and also claiming that their home countries offered better educational opportunities. Those who saw their financial status as very good were more likely than those with a worse financial status to state their concern about the lack of acceptance from other students (50 percent) and career impediment (23 percent).

SOURCES OF INFORMATION ON EDUCATIONAL OPPORTUNITIES: The surveys showed that the main source of information was the Internet (81 percent), followed by parents (45 percent) and schools (38 percent). Information on traditional media such as radio and TV were useful for one in three respondents. It turns out that leaflets (29 percent) and career counselling services (29 percent) had a fairly wide reach. Lesser sources of information included informal networks of friends at home (27 percent) and abroad (20 percent) and older friends (17 percent). Respondents willing to study in Lublin were more likely than the undecided respondents to name leaflets as their sources of information (37 and 24 percent, respectively). Respondents from smaller localities were more likely to use the Internet (90 percent of this group), advice from older friends (30 percent) and friends studying abroad (27 percent). This is understandable, given the potentially scarce availability of prospectuses and leaflets for universities at their schools (Chart 11).

Chart 11 Sources of information on educational opportunities (%)

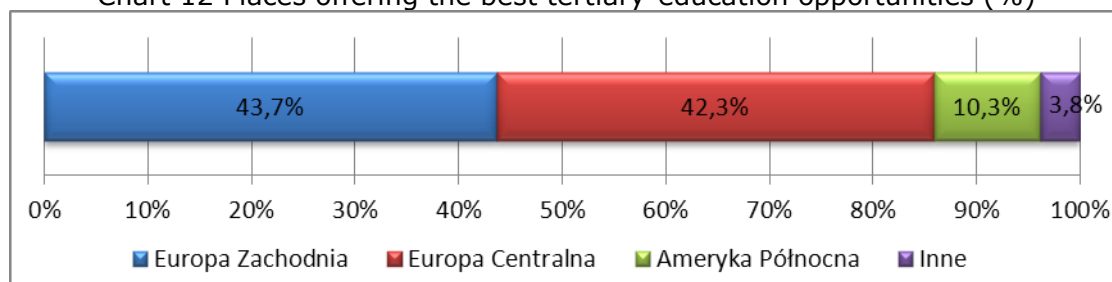


Source: UMCS report

3.2. Key factors influencing the choice of place and programme of study

Respondents were asked to name the part of Europe or the continent they thought offered the best tertiary-education opportunities. The most-frequent answer was Western Europe (43.7 percent) and Central Europe (42.3 percent). One in ten respondents was considering continuing education in North America (10.3 percent) – (see Chart 12).

Chart 12 Places offering the best tertiary-education opportunities (%)



Western Europe / Central Europe / North America / Other

Source: UMCS report

- Respondents planning to study in Central Europe were primarily from poor families (50.7 percent) and villages (57.1 percent);
- Western Europe was predominately chosen by respondents from affluent families (48.4 percent) and from towns (47.6 percent) and cities (43.2 percent). Respondents planning to study in North America included mainly those from small towns with populations of less than 20,000.

KEY FACTORS INFLUENCING THE CHOICE OF CITY

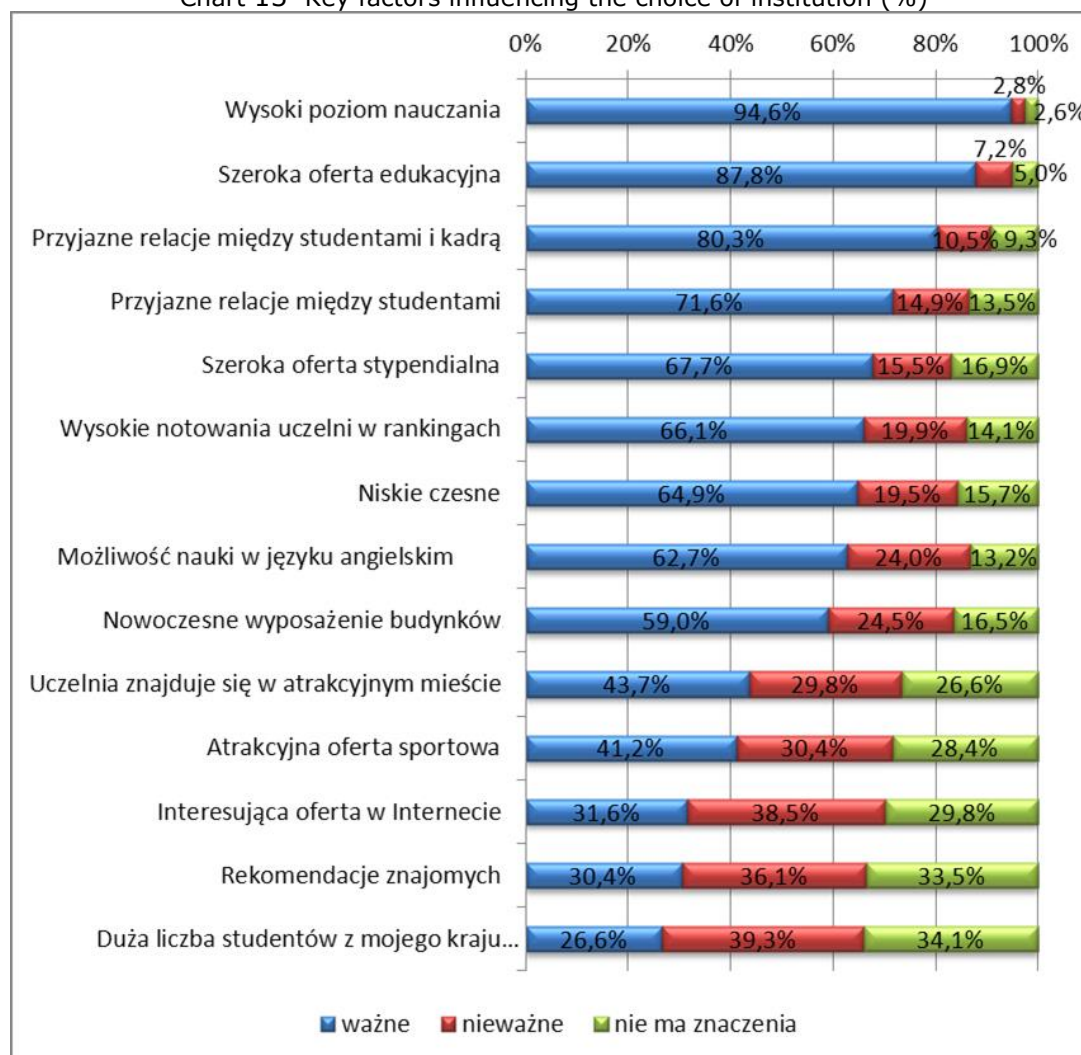
- When deciding where to study, the respondents were mainly concerned about the **cost of living** (57.6 percent), with women being more likely to consider this aspect as important (60.2 percent) than men (53.1 percent). Affordable living costs represented a particularly strong argument for the unemployed (86.7 percent) and those with a bad or very bad financial status (69.3 percent), and also respondents living in villages (65.7 percent).
- Another factor important for women and men alike included the **job opportunities** in the cities the respondents were planning to study in (52.8 percent). This was of major concern to the unemployed (70 percent) and residents of towns (54.8 percent) and cities (55.2 percent).
- Respondents also took into consideration the quality of **transport connections** with their home countries (48 percent) and distances to their homes (39.4 percent). This was particularly mentioned by the respondents whose families had a good or very good financial status.
- An important factor influencing the choice of city was also its **reputation** (49 percent). This was predominately mentioned by men (55.3 percent; women – 45.8 percent), respondents with a good or very good financial status (54.2 percent) and respondents who were planning to study in Lublin (55.4 percent).
- The respondents also stated that it was important for them to **feel safe** in the city (46 percent). This was of major concern to women (52.7 percent; men – 36.9 percent). Many women also claimed it was important that the city offered extensive cultural opportunities (40.8 percent; men – 33.5 percent).
- **Good public transport** (37.8 percent) and climate (35.2 percent) were also mentioned as important. Only one in four respondents cared about the large

presence of compatriots in the city (27.4 percent) and also the presence of friends studying (26.8 percent) or living (24 percent) in the city. These factors influence primarily the decisions of men.

KEY FACTORS INFLUENCING THE CHOICE OF INSTITUTION

The respondents were asked to name the factors they believed influenced their choice of institution (see Chart 13). The large majority of the respondents mentioned a high quality of education (94.6 percent), extensive educational opportunities (87.8 percent), friendly relations between the students and the faculty (80.3 percent) and between fellow students (71.6 percent). Also, primary reasons for choosing an institution included extensive scholarship opportunities (67.7 percent), the high ratings of an institution (66.1 percent) and low tuition fees (64.9 percent). For 62.7 percent **of respondents, the availability of studying in the English language (or other) was also important, and of primary concern to those who assessed their language skills as very good** (76.9 percent).

Chart 13 Key factors influencing the choice of institution (%)



Source: UMCS report

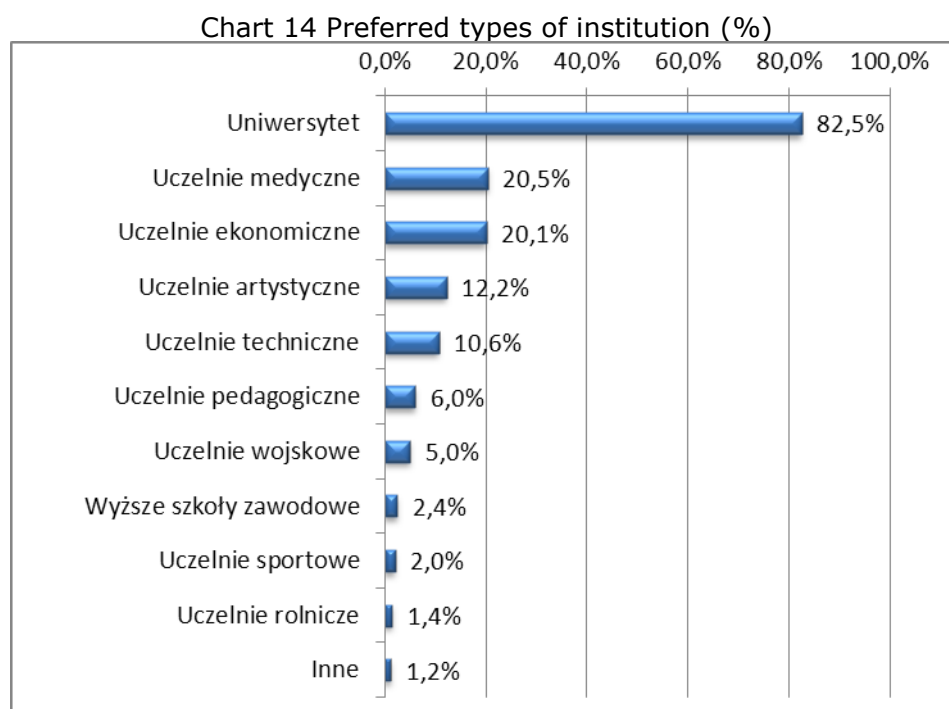
important / of low importance / irrelevant

The majority of the respondents thought that the most important factor in choosing a particular programme was a guarantee that their degrees would give them a job (94 percent), including a well-paid job (83.9 percent).

PREFERRED TYPES OF INSTITUTION

The large majority of the respondents were planning to study at universities (82.5 percent) and one in four respondents was considering medical schools (20.5 percent) and schools of economics (20.1 percent). Art schools and institutes of technology were being considered by 12.2 percent and 10.6 percent of the respondents respectively. The least answers included schools of pedagogy

(6 percent), military schools (5 percent), tertiary vocational schools (2.4 percent), sports academies (2 percent) and schools of agriculture (1.4 percent) – (Chart 14).



Source: UMCS report

University / Medical schools / Schools of economics / Art schools / Schools of pedagogy / Military schools / Tertiary vocational schools / Sports academies / Schools of agriculture / Other

PREFERRED PROGRAMMES

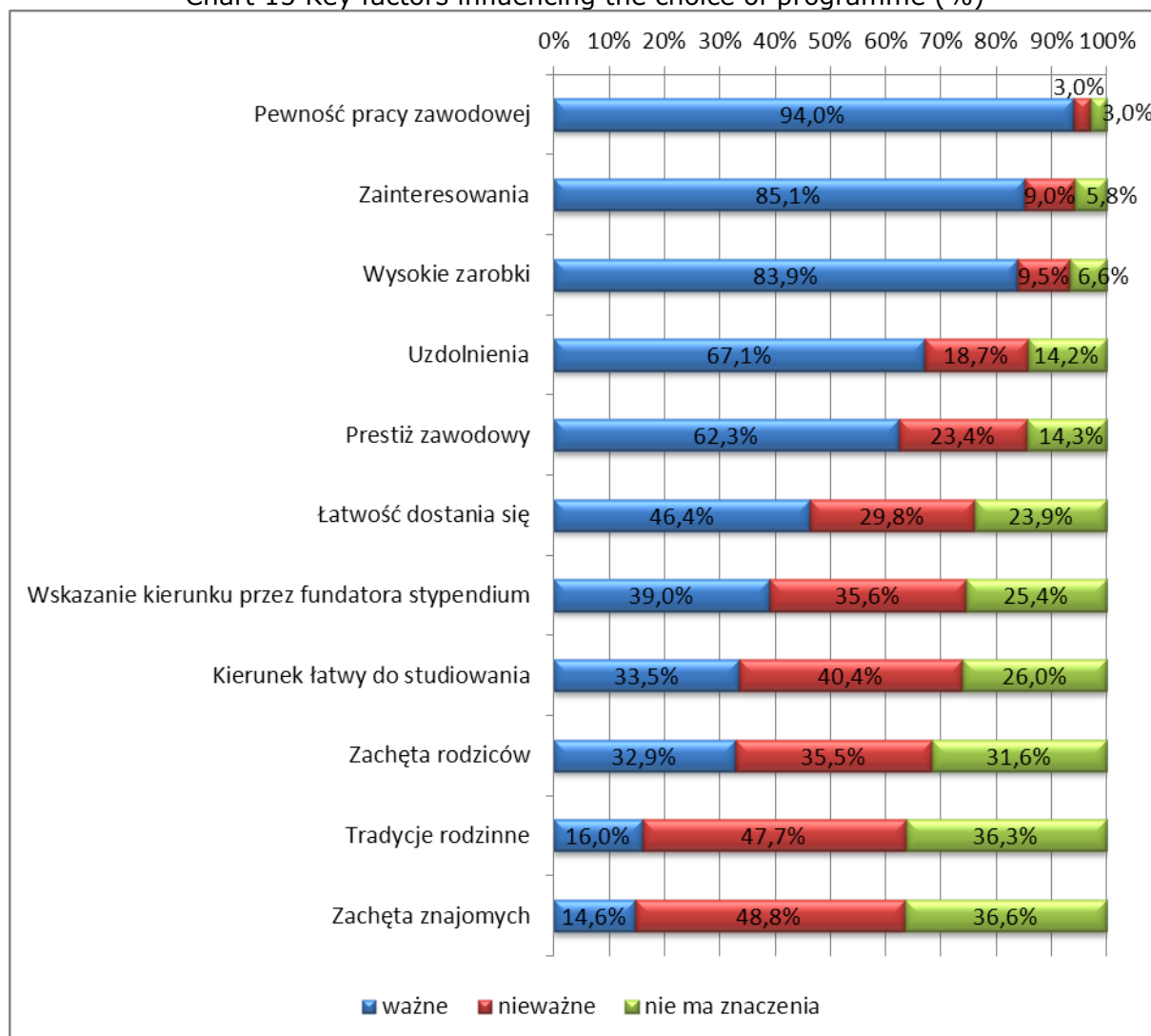
The most preferred programmes spanned the fields of economics (26.7 percent), medical sciences (25.3 percent) and European and international studies (21.9 percent). Women were more likely than men to prefer programmes in the fields of medicine (28.8 percent), arts (23.8 percent), pedagogy and psychology (21.9 percent), journalism and advertising (21.3 percent), philology (19.7 percent) and European and international studies (23.8 percent). Men preferred programmes in the fields of economics (34.6 percent), computer science (19 percent), engineering (14 percent), security and military science (12.8 percent), history (14 percent) and agriculture (6.7 percent). Notably, as many as 35.2 percent of the respondents willing to study at a medical school were still undecided whether to choose Lublin or another city in or outside Poland. These results call for publicity measures and other efforts to persuade the undecided

foreigners from the Eastern Partnership countries to study medical programmes (and other programmes) in Lublin.

KEY FACTORS INFLUENCING THE CHOICE OF PROGRAMME

- The majority of the respondents thought that the most important factor in choosing a particular programme was a guarantee that their degrees would give them a job (94 percent), including a well-paid job (83.9 percent) – (Chart 15).

Chart 15 Key factors influencing the choice of programme (%)



Source: UMCS report

Job guarantee / Interests / High wages / Talent / Professional prestige / the ease with which one could be accepted into the programme / suggestions from their scholarship providers / Easy to study / Family encouragement / Family traditions / Friends' encouragement important / of low importance / irrelevant

- The respondents also indicated it was important that the programmes were in line with their interests (85.1 percent) and talents (67.1 percent), and also that they prepared them as best as possible for taking up a high-profile profession (62.3 percent). These factors were of particular interest to the respondents with a high self-assessment of their school knowledge.

Lesser factors influencing the choice of the programme included:

- the ease with which one could be accepted into the programme (46.4 percent) and low requirements (33.5 percent) – these factors were of interest particularly to the respondents with poor school knowledge and the unemployed with poor financial status;
- suggestions from their scholarship providers (39 percent). It should be stressed, however, that this was an important factor for 68.6 percent of the respondents with a good financial status.
- encouragement from parents (32.9 percent).

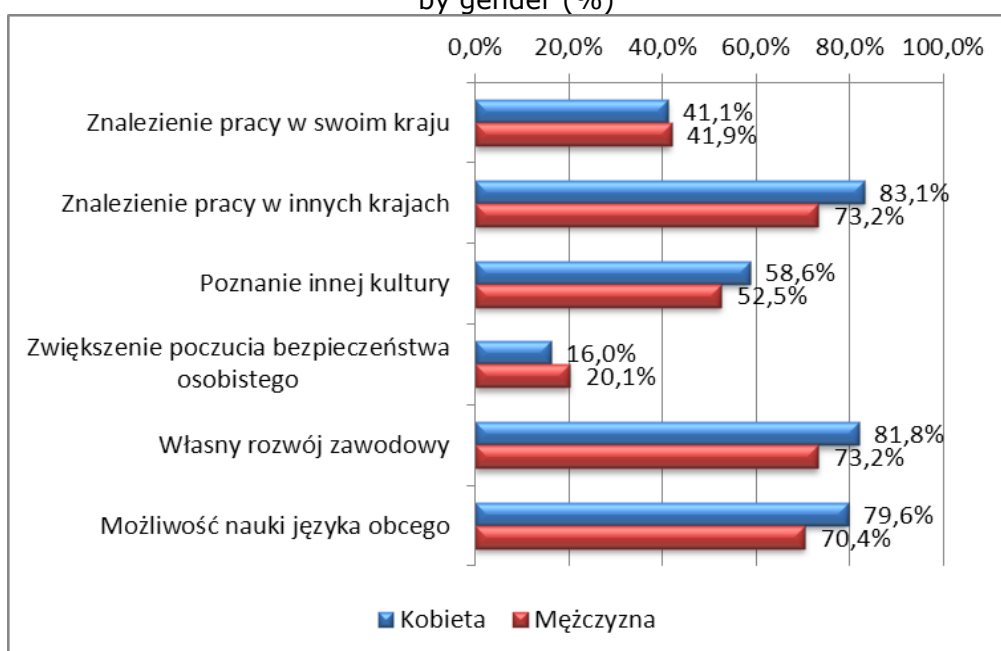
One in two respondents thought that family traditions and encouragement from friends were irrelevant to their choice of the programme.

3.3 The opportunities and barriers involved in studying abroad

The respondents were asked about the opportunities they thought were involved in studying abroad.

OPPORTUNITIES: The large majority of the respondents, women in particular, thought that studying abroad was above all an opportunity to find a job in the country where they enrolled (83.1 percent of women and 73.2 percent of men). In addition, studying abroad would open up professional-development (81.8 percent of women and 73.2 percent of men) and language-learning opportunities (79.6 percent of women and 70.4 of men) – see Chapter 16. More than half the respondents believed that by studying abroad they would get to know foreign cultures and customs (58.6 percent of women and 52.5 percent of men). This was particularly mentioned by the respondents whose families had a good or very good financial status (65.4 percent).

Chart 16 Opportunities afforded by studying abroad according to the respondents – by gender (%)



Source: UMCS report

Finding a job in their country / Finding a job in another country / Getting to know a foreign culture / Increasing the sense of self-security / Own professional development / Opportunity to learn a foreign language
Woman / Man

Less than half the respondents (41.9 percent of men and 41.1 percent of women) thought that a degree earned from a foreign institution would increase their chances of finding a job in their home country. This aspect was raised more frequently by the respondents with a good or very good financial status (48.4 percent) than those who saw their financial status as average (40.9 percent), bad or very bad (28 percent).

BARRIERS: In addition to opportunities, the respondents were asked about the barriers they thought could make it difficult to study abroad. The respondents thought that the biggest obstacles to taking up studies in Poland were

- insufficient funds (53.2 percent). This barrier was mentioned predominately by the respondents living in rural areas (71.4 percent) and poor families (72 percent), and also the unemployed (70 percent);
- for one in five respondents, the inability to speak foreign language(s) was a major barrier (21.5 percent), with 14.3 percent of the respondents

pointing to the lack of information on studying opportunities as the main barrier;

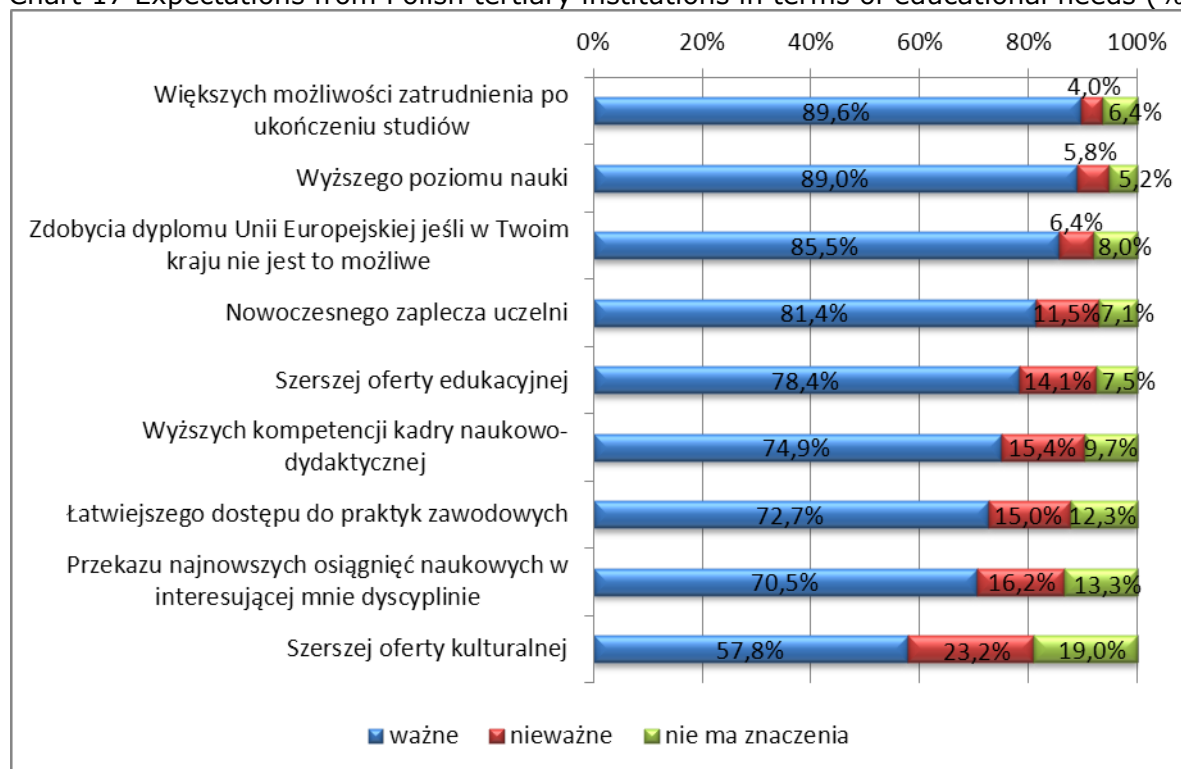
- the least frequently raised issue was related to concerns about adaptation to a new place (6.6 percent).

The biggest obstacles to taking up studies in Poland were of a financial nature (53.2 percent). What's more, the financial status of the family was one of the key variables influencing the opinions of the respondents on educational plans and preferences. The respondents also pointed to such difficulties as the inability to speak foreign languages (21.5 percent) and the lack of information on studying opportunities (14.3 percent).

3.4 Expectations on educational needs

The respondents were asked about what they expected from Polish tertiary institutions in terms of their educational needs that could not be met in their home countries. The list of expectations comprised nine points and an "other" category, the latter being ignored in further analyses due to an insignificant number of responses. The respondents were tasked with assessing the needs, as listed in the questionnaire, they thought were "important" or "of low importance", or "irrelevant".

Chart 17 Expectations from Polish tertiary institutions in terms of educational needs (%)



Source: UMCS report

Greater opportunities after graduation / Higher quality of education / Obtaining a EU degree if it is impossible in your country / Modern teaching facilities and equipment/ Extensive educational opportunities / Highly-qualified faculty / Easier access to traineeship / Information about the latest scientific development in my discipline / More extensive cultural package
important / of low importance / irrelevant

- The primary expectations involved job opportunities after graduating (89.6 percent), being of particular interest to the respondents from poor families (97.3 percent) and those who assessed their school knowledge as good (92.2 percent) or poor (91.5 percent) (see Chapter 17).
- Another, equally important, expectation was the access to high-quality education (89 percent), being of particular interest to tertiary students (90.3 percent) and secondary students (88.1 percent) – Chapter 17.
- The respondents were also interested in obtaining an EU degree (85.5 percent). This was of particular interest to tertiary students (86.6 percent), secondary students (83.9 percent), working individuals (81.1 percent) and respondents from affluent families (64.1 percent) – Chapter 17.

- The respondents also mentioned as being important modern teaching facilities and equipment (81.4 percent), extensive educational opportunities (78.4 percent) and highly-qualified faculties (74.9 percent).

They were also interested in easy access to traineeships (72.7 percent) and in attractive means of communicating the latest scientific achievements (70.5%). Of the nine needs and expectations listed, extensive cultural opportunities proved to be the least important, although it is fair to say that they were important to as many as 57.8 percent of the respondents. Access to extensive cultural opportunities was of particular interest to women (63.2 percent), with the respondents planning to study in Lublin (70.5 percent) coming predominately from affluent families (64.1 percent).

CONCLUSIONS

The respondents expected that by studying abroad they would increase their chances of finding a job after graduating (89.6 percent). They were expecting a high-quality education (89 percent) and an opportunity to obtain an EU degree (85.5 percent). The respondents mentioned modern teaching facilities and equipment (81.4 percent), extensive educational opportunities (78.4 percent) and a highly-qualified teaching faculty (74.9 percent) as being important as well. The surveys showed that most of the respondents (93 percent) were interested in taking up tertiary studies, with 85.5 percent planning to study in the EU. This means that young people from the Eastern Partnership countries (mainly Ukraine) were interested in educational migration. They might enrol at Polish tertiary institutions, including those in Lublin. The survey found that 75 percent and 63 percent of the respondents were considering studying in Poland and Lublin, respectively. The key factor influencing the choice of programme was that the degree gained from the programme would give the graduate a job (94 percent), including a well-paid job (83.9 percent). Another incentive is the opportunity to obtain an EU degree (74 percent of answers). Lublin's tertiary institutions could attract more foreign students provided that they properly tailor their services and increase their marketing efforts. In so doing, they should factor in the survey conclusions.



LUBLIN UNIVERSITY OF TECHNOLOGY

Lublin University of Technology embodies over 60 years of experience and tradition in educating engineering staff along with a well-established position among higher education institutions.

Ever since Lublin University of Technology was established, it has been educating engineering staff and conducting research, catering mostly for the needs of the Lublin region. The main areas of research currently pursued at LUT are related to the development of design and technology, environmental protection and supply and energy saving, and they result in numerous publications as well as granted patents and protection rights. Additionally, Lublin University of Technology provides expert opinions and undertakes consultancy activities.

There are currently 17 courses run at six faculties and their education profiles are tailored to the needs of the job market. Highly qualified academic staff and modern laboratories are an additional guarantee that LUT is the right choice.

Lublin University of Technology is located in a modern campus with wireless access to the Internet. There are four dormitories, students canteen and numerous buffets. Students can also use a well-

equipped sports hall, football pitches and tennis courts which give them opportunity to develop their sports passions in various sport clubs. Financial support includes maintenance grants, Rector's scholarships for outstanding learning, sporting or artistic achievements as well as assistance grants.

LUT distinguishes itself from other technical universities in the number and artistic level of its music, dance and theatre groups, such as Academic Choir, Ballroom Dance Formation "GAMZA", Song and Dance Group Ensemble, Modern Dance Group, as well as Internet television "pollub.tv" and Students Photo Agency. Every year Student Government of LUT organizes Students Culture Days "Juwenalia" where, apart from attending concerts of famous music artists, students can also take part in sports competitions and numerous contests. The atmosphere at LUT makes the graduates come back willingly by continuing education or joining LUT Alumni and Friends Society.

Technical studies are crucial for the development of the economy, hence the graduates of technical faculties find their first job quicker and have better chances for a successful professional career.

**Lublin University
of Technology
ul. Nadbystrzycka 38 D
20 – 618 Lublin, Poland**

www.pollub.pl



4. The opinions of foreign students from the EP countries on Lublin's tertiary institutions

The qualitative and quantitative surveys covering foreign students from the EP countries revealed that the main reasons for enrolling in Lublin involved preferential financial requirements and the available scholarships. Other arguments in favour of Lublin included high-quality education and a vibrant city life without the hustle and bustle of larger academic cities (such as Warsaw). Proximity to the border with the home country, the presence of relatives and acquaintances, and even a previous stay in the city, were also significant factors.

The choice of city and institution was based primarily on information from informal sources (family, friends, parishioners, etc.) The respondents also mentioned the Internet and open-house events at the universities as being important sources of information. When asked about how, in hindsight, they saw their decision to take up studies in Lublin, the respondents gave generally positive answers.

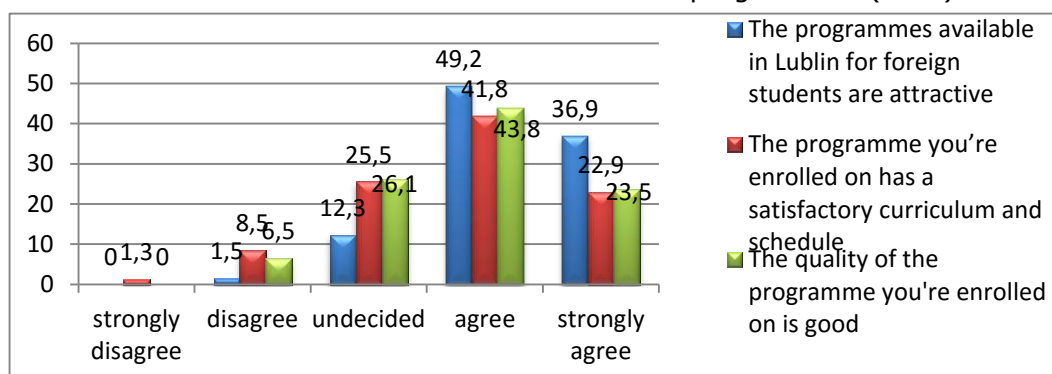
PROGRAMMES

The programmes offered by Lublin's institutions were attractive to foreign students (see Chart 18). This statement was confirmed by 37 percent of the respondents (strongly agree), and half the respondents chose the "agree" answer¹. Almost equally positive assessments were made in respect of the schedules and curricula of the programmes. This result was reflected by the mode corresponding to a moderately positive assessment. The survey found that 41.8 percent of the respondents assessing curriculum quality positively

¹ The KUL report calculated the mean and standard deviation. However, as the survey employed an ordered scale (an extensive list of possible answers: Scale of answers: 1 – strongly disagree; 2 – disagree; 3 – undecided; 4 – agree; 5 – strongly agree), it is debatable whether the mean and standard deviation should be calculated (see P. Francuz, R. Mackiewicz, *Liczby nie wiedzą skąd pochodzą (The numbers do not know where they come from)*, Lublin 2005, p. 388-390). Therefore, the discussion in this summary is confined to the frequency distributions of selected variables.

accounted for 67.3 percent of the surveyed sample, which is a relatively high figure.

Chart 18 The assessment of the programmes (in %)



Source: compiled by the authors based on the KUL report

Another problem covered by the survey involved the assessment of the available scholarship opportunities. The first thing to do was to assess the availability of information on scholarship opportunities for students from the EP countries. The majority of students (52 percent) assessed this availability as average. Slightly over 10 percent of the respondents thought they had limited access to this form of support. Clear rules on awarding scholarships represented an important aspect in the assessment in question as well. While the majority of the respondents believed that the rules on awarding scholarships were clear (68.7 percent), there was a group of respondents (almost 10 percent) who claimed the opposite. Over 28 percent of the respondents claimed that it was difficult to gain a scholarship. Conversely, about 30 percent of the respondents thought it was not problematic.

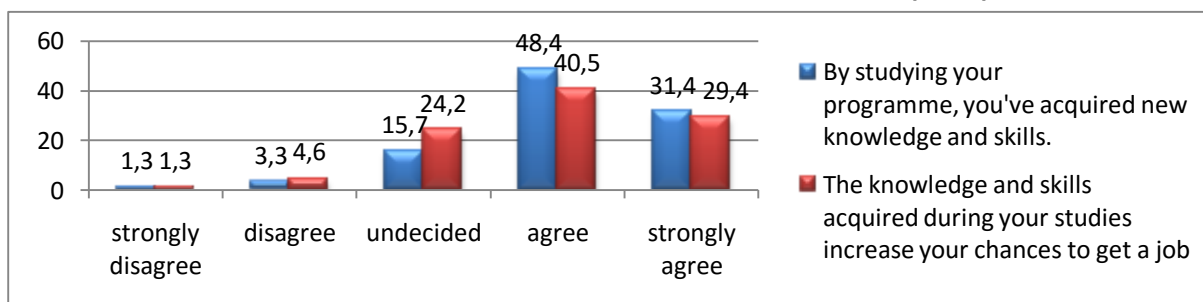
The respondents gave a good assessment of the availability of internship opportunities for students from Belarus and Ukraine: The survey found that 47 percent of the respondents agreed with the statement that students from the EP countries had access to internship programmes. Less than 10 percent of the respondents claimed the opposite. The clarity and fairness of the internship-award criteria were assessed favourably by 45.7 and 53.6 percent of the respondents respectively. Traineeship opportunities were also assessed as good

(by 70 percent of the respondents); however, the actual possibility to tap into these opportunities was seen less favourably, as one in five respondents thought that students from the EP countries had not received any assistance in finding enterprises/institutions where they could embark on traineeships, with 19 percent claiming that this assistance had been insufficient. Notably, almost half the students (42.5 percent) chose the "undecided" answer, which might suggest that they had not by then been required to complete a traineeship. Over half the students (54 percent) agreed with the statement that the citizens of the EP countries had access to free training opportunities, with nearly 10 percent of the respondents claiming the opposite. Only about 8 percent of the respondents thought that the offered training opportunities were not interesting. One in three respondents was undecided as to their assessment of the offered training opportunities.

Extracurricular educational opportunities, such as conferences and guest lectures, were assessed very favourably (76 percent of favourable answers), with 72 percent of the respondents regarding these opportunities as interesting. The respondents also had very high regard for the student-exchange programme. When asked on the opportunities to participate in such exchanges, almost 35 percent of the respondents gave a "strongly agree" answer, with over 40 percent giving "agree" answers. There were few respondents who had reservations in this respect (no more than 10 percent).

The respondents were satisfied with the outcomes of their education, although their statements were often forward-looking (Chart 19). Only 6 percent of the respondents believed that the education they would receive would not increase their chances on the job market.

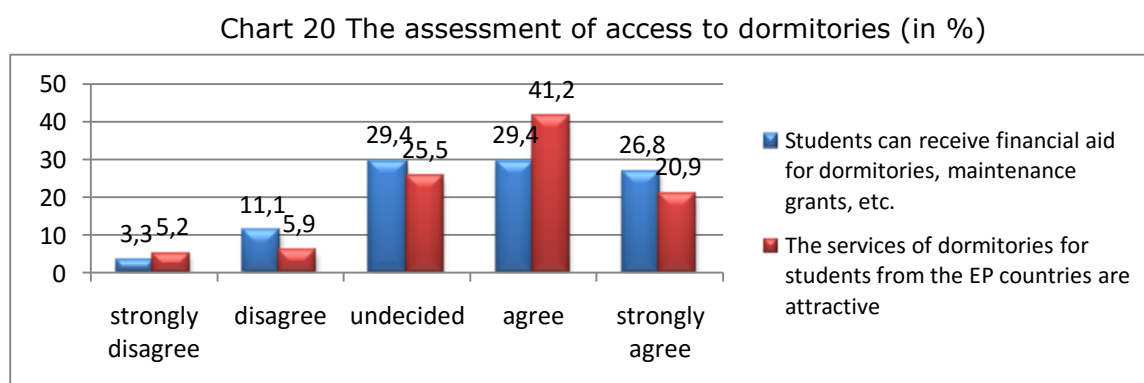
Chart 19 Assessment of the outcomes of education (in %)



Source: compiled by the authors based on the KUL report

INFRASTRUCTURE

The available dormitories were assessed slightly less favourably by the respondents (Chart 20). Almost 15 percent of the respondents thought that students had issues with obtaining financial aid to cover the costs of dormitories, with 11 percent claiming that the available dormitory services were of poor quality.



Source: compiled by the authors based on the KUL report

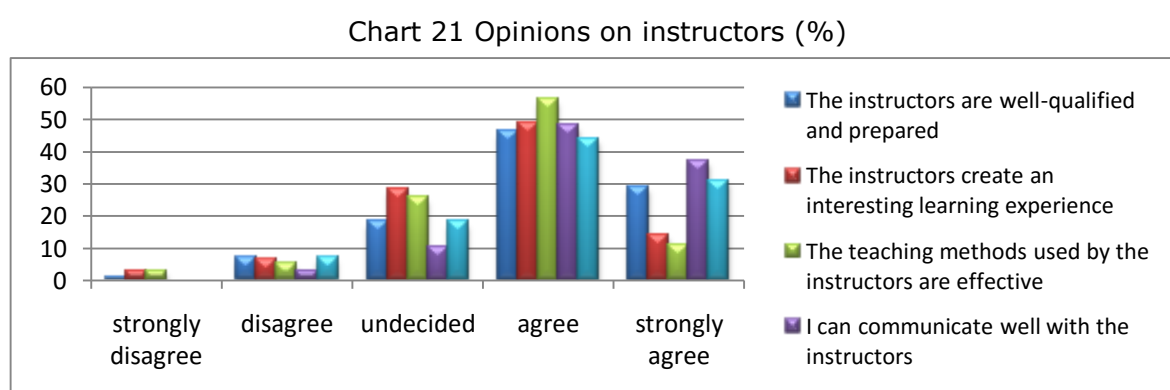
Sporting and leisure facilities were assessed more favourably, with almost 70 percent of the respondents claiming that students from the EP countries had free access to these facilities and 73 percent thinking the facilities were of good quality. Only 5 percent of the respondents were of the opposite opinion in this respect. Libraries were assessed even better: 87 percent of the respondents thought they had good access to libraries and 81 percent were content with their services. The conditions in teaching facilities were also assessed favourably, including in terms of student-group sizes (75 percent), room equipment (79 percent) and their size and spaciousness (76 percent). Only 7 percent of the respondents expressed dissatisfaction in this respect.

INTERPERSONAL RELATIONS

The attitudes of instructors played a special role in shaping the assessment of the quality of studying in Lublin. Qualitative surveys showed that the attitudes of instructors were seen favourably. Instructors were described as competent, committed, with understanding for the difficulties faced by foreign students, and

approachable. There was a small group of respondents, however, who had encountered, if rarely, faculty members who complained about foreign students and their supposed lack of commitment to studying, and also about their being not prepared for seminars, and even complaining that foreign students were depriving Polish students of enrolment opportunities.

Quantitative surveys revealed a largely favourable assessment of the instructors. Their communication skills (83 percent) and fair treatment (75 percent) were assessed particularly well. (Chart 21).



Source: compiled by the authors based on the KUL report

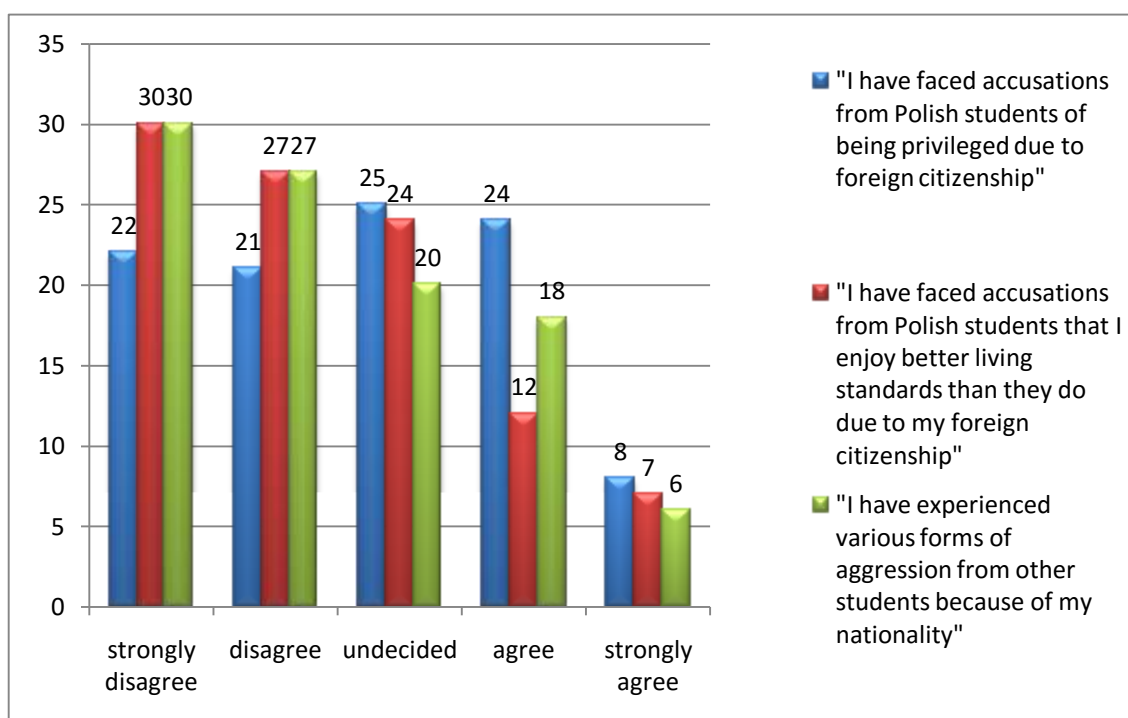
The employees of dean's offices and administrations were assessed favourably in both qualitative and quantitative surveys. The number of unsatisfied respondents did not exceed 10 percent of the surveyed population in any of the surveyed aspects.

The opinions on Career Services covered three issues: availability, communication effectiveness and the accommodation of the specific needs of foreign students. A fairly large group (62 percent) of the respondents assessed the availability of Career Services favourably, with only 4 percent expressing dissatisfaction. Employee's communication skills were seen less favourably, with almost 14 percent of the respondents claiming they could not speak foreign languages well enough. Almost half the respondents (48 percent) believed that Career Services accommodated the capabilities and needs of students from the EP countries well enough, with only 6.5 percent claiming the opposite.

During the academic year, the respondents stayed in touch mostly with their fellow students. The qualitative surveys showed that the relations of the respondents with Polish students were satisfactory – mostly based on

partnership. In the quantitative surveys the large majority of the respondents (78 percent) claimed that Polish students were friendly towards them and students from other EP countries (70 percent), with 72 percent of the respondents claiming they could always count on their help and only 10 percent claiming the opposite. The surveys also showed, however, that these relations were not only positive (see Chart 22). Almost one in three students faced accusations of being privileged due to foreign citizenship, and 19 percent of the respondents heard accusations that students from the EP countries enjoyed better living standards than Polish students. What is of greatest concern, however, is that as many as 24 percent of the respondents had experienced various forms of aggression because of their "otherness".

Chart 22 Relations with other students



Source: compiled by the authors based on the KUL report

The KUL report also provides detailed comparative analyses of the assessment means achieved by Lublin's tertiary institutions. Table 5 below sums

up these mean assessments and identifies the areas which require particular attention from and improvement by the authorities of the respective institutions².

Table 5. An assessment of the individual areas of activity,
by selected Lublin's tertiary institutions

Assessed areas	Lublin University of Technology	UMCS	KUL	University College of Enterprise and Education (WSPA)	University of Life Sciences (UP)
Programme attractiveness	++	++	++	++++	+++
Availability of information on scholarships	+	+/-	+	+++	++
Scholarship-award requirements (difficulty)	-	-	+/-	+	+/-
Clarity of internship-award criteria	+	+/-	+	+	+
Fairness of internship-award criteria	+	+/-	+	+	++
Traineeship assistance	+/-	-	+/-	++	++
Access to student exchanges	+	+	++	+++	++
Communication with the employees of Career Services	+	+/-	+/-	++	+
Instructors' language competence	++	+++	++	+++	+
Fair treatment of students from EP countries	++	++	+	+++	++
Availability of libraries	++++	+++	++	+++	++
Size, spaciousness and lighting of instructional facilities	+++	+	++	+++	++
Amount of bureaucracy	++	+	+	+++	++
Problems in relations with Polish students	-	-	-	+	-

Source: compiled by the authors based on the KUL report

² It should be borne in mind, however, that these data are not representative, as they are based on populations of different sizes (for instance, the survey covered 14 WSPA students and, by contrast, 42 KUL students) and calculated on the basis of the mean of answers on an ordered scale.

Explanations:

- ++++ mean assessment over 4.6
- +++ mean assessment ranging from 4.2 to 4.6 (left-bounded interval)
- ++ mean assessment ranging from 3.8 to 4.2 (left-bounded interval)
- + mean assessment ranging from 3.4 to 3.8 (left-bounded interval)
- +/- mean assessment ranging from 3.0 to 3.4 (left-bounded interval)
- mean assessment below 3.0

The Catholic University in Ružomberok Faculty of Education

Shaping minds and hearts.

pf.ku.sk



Faculty of Education is according to recent results of the Slovak Academic Ranking and Rating Agency

Third best Faculty of Education in Slovakia
Second in Slovakia with the best job opportunities for graduates
The best in Slovakia in the category Attractiveness of studies
The best in Slovakia in the Education category



We form the mind and the heart in the sense of the moral, intellectual and academic tradition. We offer university education and formation, and do research leading to the integral development of individuals and society. Catholic University in Ružomberok professes the tradition of Catholic universities worldwide, which wants to defend and support human dignity and cultural heritage. Its mission reflects answers to the problems and challenges of contemporary life.

The Law of the National Council of the Slovak Republic on the establishment of the Catholic University in Ružomberok (CU) established the creation of CU from the 1 April 2000. The Faculty of Education is the founding faculty of CU.

5. The opinions of foreign students from the EP countries on Lublin

The qualitative and quantitative surveys also addressed students' quality of life in the city (living standards, mental and physical care, sense of safety, opportunities for pursuing interests and talents, practising religion, etc.). The respondents were asked to assess the quality of life in Lublin.

CULTURAL OPPORTUNITIES

The first series of questions concerned the cultural opportunities offered by Lublin and foreign students' attendance at events offered by Lublin's cultural institutions. A total of 70 percent of the respondents found the cultural opportunities to be interesting, with slightly less than 5 percent (4.6 percent) claiming it was unattractive for students from the EP countries. According to the survey, 84 percent of the respondents claimed to have access to information on current cultural events in the city and 82 percent agreed with the statement that they could attend these events. Regrettably, the survey did not find how many of them actually attended cultural events. Only 4.6 percent of the respondents claimed that they could not attend cultural events. Qualitative surveys corroborated this. The surveyed students stated that they could freely pursue their passions and interests in Lublin (70.6 percent). It should be noted, however, that almost one in five respondents (19.6 percent) doubted whether they could pursue their passions to the same degree as Polish students, which might suggest they had experienced some limitations in this respect, as openly claimed by 9.9 percent of the respondents.

PRACTISING RELIGION

When asked whether they could practice their religion in Lublin, 84.9 percent of the respondents stated they had experienced no limitations in this respect. Only 3.3 percent of the respondents claimed the opposite. Moreover, 71.9 percent of the respondents claimed that they could participate in the activities of academic ministry. Over half the respondents (54.3 percent) thought

that academic ministry offered interesting opportunities from their perspective. A fairly substantial part of the surveyed population (40.5 percent) could not say whether they found the opportunities offered by academic ministry interesting, with a negative assessment in this respect being expressed by 5.3 percent of the respondents.

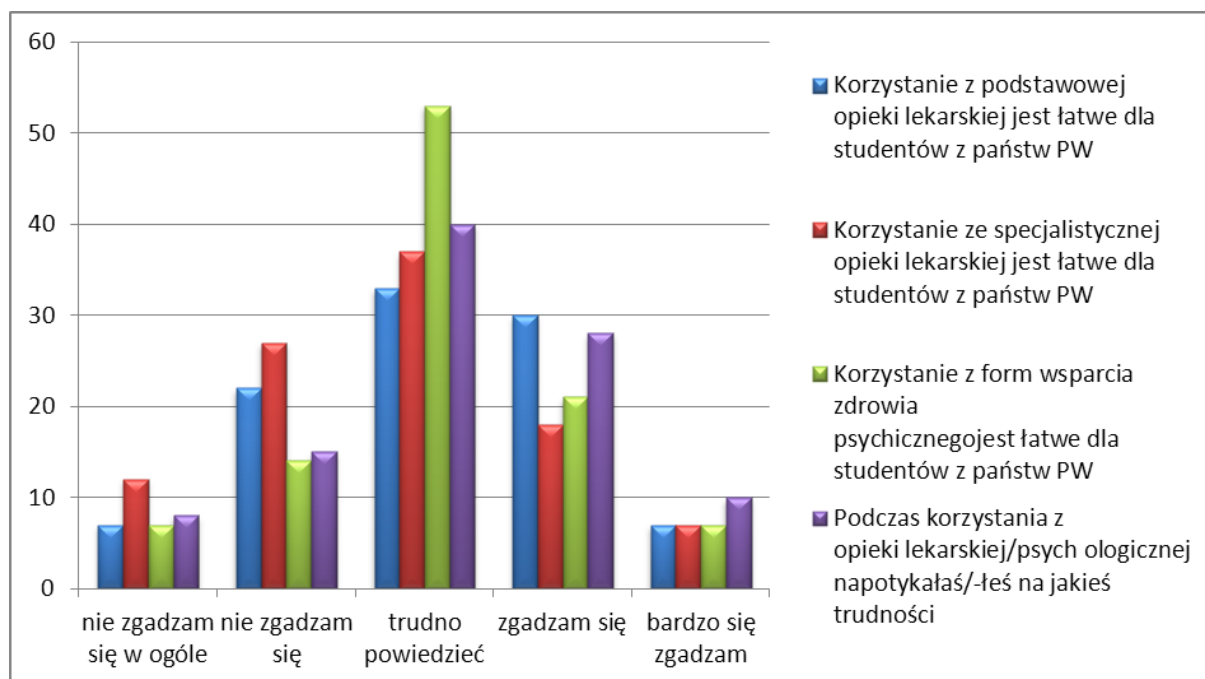
FINDING LODGINGS

Students from the EP countries encountered the following difficulties when looking for lodgings: 45.1 percent of the respondents claimed they had experienced problems in this respect. A proportion of the respondents (30.1 percent) could not specify how difficult it was for them to find lodgings in Lublin.

HEALTHCARE

The availability of healthcare, including mental care, is of great importance to foreign students. The respondents were asked to assess the healthcare in Lublin (see Chart 23). A fairly substantial group of students assessed the access to healthcare unfavourably, with 37 percent of the respondents claiming that students from the EP countries had difficulties in receiving primary healthcare and only 7 percent claiming the opposite. The respondents also indicated difficulties in receiving specialist healthcare (25 percent) and psychological counselling (28 percent). One in three respondents (38 percent) experienced difficulties in receiving treatment in Lublin.

Chart 23 Healthcare assessment



Source: compiled by the authors based on the KUL report

Access to primary healthcare is easy for students from EP countries

Access to specialist healthcare is easy for students from EP countries

Access psychological counselling is easy for students from EP countries

You have experienced problems while taking advantage of medical/psychological care.

I strongly disagree / I disagree / I don't know / I agree / I strongly agree

MUNICIPAL AGENCIES

Further questions addressed students' assessment of Lublin's municipal agencies. The majority of the respondents (66.7 percent) stated that they had no difficulties in dealing with Lublin's municipal agencies, with 9.2 percent claiming the opposite, and 64.7 percent saying they were satisfied with the quality of the service at Lublin's municipal agencies. Almost half the respondents (47.7 percent) were satisfied with how the Lubelskie Province Governor's Office processed them. Respondents dissatisfied in this respect made up 11.2 percent. In view of these findings, the general conclusion can be drawn that Lublin's municipal agencies provided good-quality service, although a substantial portion of the respondents (25.5 percent) were undecided in their assessment of Lublin's local government agencies and the Lublin Province Governor's Office (41.2 percent).

The respondents identified the areas in which they encountered difficulties when dealing with the officials. In most cases, the respondents did not experience communication problems when dealing with officials (97.4 percent). The surveyed students also claimed they did not experience prejudice from the officials who processed them (97.4 percent). When answering this question, the respondents could also, based on their own experience, name other difficulties they encountered when dealing with municipal agencies. Only seven respondents used this option, stating that

- the officials were ill-informed about the rights and obligations of foreign citizens;
- "the system was weird";
- organisation was poor, with long waiting times;
- the agency employees were reluctant to provide information and assistance in dealing with their case;
- the employees were impatient;
- excessive bureaucracy;
- standing in long queues.

The respondents had a slightly different view of their dealings with the Governor's Office. Almost one in three respondents (53 people) mentioned a number of problems. The most prominent problem encountered by the respondents when dealing with the agencies was the language barrier (a total of 12 answers), the lack of help from the officials (8 answers), long processing times (7 answers) and excessive bureaucracy (6 answers). In addition, the respondents complained about the bad attitude of the officials (impoliteness, lack of good will, etc.) (4 answers) and their incompetence (2 answers). Also, the respondents had to stand in long queues (3 answers), had difficulties in obtaining the required documents (3 answers), which could be attributed to both insufficient access to information due to the language barrier (2 answers), poor workflow (1 answer), the intricacies of Polish law (1 answer) and the attitude of the officials themselves, who were rarely willing to help.

The respondents were also asked to assess their access to legal advice. It turned out that Lublin provided satisfactory services in this respect. The respondents felt they had sufficient access to legal advice relating to their stay in

Poland (50.3 percent). A similar number of the respondents (51 percent) claimed they had sufficient access to free legal advice. However, a relatively substantial portion of the respondents were unsure of whether Lublin provided satisfactory access to such legal services (39.9 percent), which could have stemmed from their lack of personal experience in this area.

SAFETY

The survey revealed a disturbing element. Only 30.1 percent of the respondents from the EP countries felt fully safe in the city. As many as 44.4 percent of the respondents claimed they were worried about their safety.

INFRASTRUCTURE

The large majority of the respondents used public transportation (85 percent). As many as 75.8 percent of the respondents stated that public transportation in Lublin was friendly for speakers of languages other than Polish. Only 4.6 percent of the respondents claimed the opposite.

Two questions related to the accessibility of pubs. The survey showed that 75.2 percent of the respondents considered the services of Lublin's pubs, etc. to be attractive, while 20.38 percent of the respondents were undecided about the attractiveness of these places in Lublin, perhaps because they had simply not patronised such venues. Most respondents thought that they could communicate in foreign languages in Lublin's pubs (65 percent). Students from the EP countries had easy access to sporting facilities, as claimed by 73.9 percent of the respondents, whereas 4.6 percent of the respondents claimed the opposite.

JOB OPPORTUNITIES AND PLANS FOR THE FUTURE

The first question asked the respondents whether they felt the need to find a job in their free time. The majority of the students, 71.8 percent of the respondents, needed to take up part-time jobs. Another question asked the respondents from the EP countries whether it was easy for them to find a job in Lublin, if needed. Among those who answered this question, 34.6 percent claimed it was not easy for a student from an EP country to find an extra job.

Then again, 36.6 percent of the respondents thought that finding a job in Lublin was not particularly difficult for students from the EP countries. A substantial proportion of the respondents (41.8 percent) believed that students from the EP countries had poor chances of finding a job in their profession in Poland after graduating, with 22.9 percent of the respondents claiming it was impossible and 35 percent claiming the opposite. When asked about their chances of finding a job in their acquired profession in their home countries, 41.8 percent of the respondents thought that it was possible. However, a considerable proportion of the respondents expressed doubts in this respect (34.6 percent).

Almost half the respondents had not yet made definite plans as to whether or not to return to their home countries (43.8 percent). The respondents who had made their plans in this regard included mainly those who were not planning to return to their home countries (41.1 percent). A considerable 60.2 percent of the respondents were planning to continue studying in Poland after graduating. The respondents who had not decided where to study yet made up 32.0 percent of the surveyed population. Over half the respondents (55.5 percent) had resolved to look for a job in Poland after graduating, although the majority of them (50 percent) were planning to move to another city in Poland after graduating. A substantial portion of the respondents (51 percent) would like to leave for another EU State to continue studying after graduating in Poland. Interestingly, 30 percent of the respondents were planning to find a job at the tertiary institution at which they were studying at the time of the survey.

The general conclusion can be drawn that the surveyed students from the EP countries were oriented towards continuing their studies in Poland (half of which would like to continue studying in Lublin) or looking for a job in one of the EU States. The students would mostly prefer to find employment in their acquired profession, although they were considering other options as well. This begs the question of whether Lublin was only a stopover on their way further west, whether they were planning to settle in Poland, or whether they were looking here for opportunities to strengthen their career prospects in their home countries.



UMCS

MARIA CURIE-SKŁODOWSKA UNIVERSITY
IN LUBLIN

Maria Curie-Skłodowska University (UMCS) in Lublin is the biggest publicly-funded university east of the Vistula river. As an institution with deep roots in the region, it has been fulfilling its culture- and opinion-forming role and significantly contributing to the creation of knowledge-based economy for nearly 70 years. Up to this date, our University has produced over 218,000 graduates.

A comprehensive educational offer and rich experience are two of our advantages. Every year, we evolve by offering new programmes and introducing unique specializations. We provide education within 11 faculties in Lublin and in Branch Campus in Puławy in over 80 programmes and over 250 specializations.

Constantly increased is also the scientific and research potential of UMCS – we have modern laboratories and classrooms, we invest in infrastructure and upgrade our existing facilities. We have erected modern facilities and established new laboratories, such as the Faculty of Earth Sciences and Spatial Management, the Institute of Computer Science, the Functional Nanomaterials Centre at the Faculty of Chemistry, or the Media and Art Incubator – a unique digital creation centre, in which shows are co-recorded with TVP Lublin, as well as the ECOTECH Science and Research Centre, in which top-level research in microbiology, biotechnology and information technology will be conducted.

UMCS stands out from other universities – not only in the region, but in the whole country – with its unique campus, located in the city centre and composed of didactic buildings, clubs, sport and cultural facilities. Complementing these are 9 student residence halls that in terms of functionality rank in the top of student accommodation in Poland.

Student cultural life is focused around the Academic Culture Centre “Chatka Żaka” and the Media and Art Incubator. Students can also use the facilities of the Physical Culture Centre, including among others a modern swimming pool meeting international standards. At their disposal are also over 40 sports sections provided by the Academic Sports Association of UMCS.



**Maria Curie-Skłodowska
University**
Pl. M. Curie-Skłodowskiej 5
20-031 Lublin, POLAND

www.umcs.pl

6. Recommendations for tertiary institutions and the city authorities

These recommendations are based on information gathered during study visits to project-partner universities (the Mykolas Romeris University in Vilnius and the Catholic University in Ružomberok) and suggestions sent by these partners. They are both abstractions of the good practices that are already in place at the partner universities and Lublin's tertiary institutions, and of new ideas conceived on the basis of the project surveys, as well as ideas that have crystallised from joint discussions with a substantial group of stakeholders. The recommendations following from this project are addressed to both tertiary institutions and city authorities. For tertiary institutions, these recommendations relate to recruitment, promotion (it should be remembered that recruitment and promotion are intertwined), administrative handling, infrastructure, the didactic process, internships (professional development), opportunities to pursue interests and opportunities for, and forms of, support (financial, legal, psychological). As regards the city authorities, the recommendations relate to promotion, infrastructure, opportunities for pursuing interests and safety. Common recommendations addressed to both tertiary institutions and the city authorities relate to cultural efforts, inter-cultural (international) integration and professional-development support.

These recommendations, however, should not be regarded only as internal instructions for Lublin's tertiary institutions and Lublin's authorities, as they cover a much broader spectrum of practical uses. Indeed, they can inspire other tertiary institutions in Poland, given that Lublin's tertiary institutions are leading in internationalisation rankings and that many of these ideas are already being implemented. However, as we are facing serious demographical problems and dramatically declining numbers of students, new measures should be taken, including by Lublin's tertiary institutions and authorities, to keep the internationalisation levels growing. In addition, the recommendations mention certain legal, structural and financial limitations that substantially reduce the possibility of implementing the solutions suggested by foreign partners. The identification of these limitations is the first step to make universities perform

better on both the local level – in the field of cooperation with the city authorities, NGOs and business – and the international level.

GOOD PRACTICES

One of the recommendations is that each tertiary institution prepare a prospectus on the application procedures for foreign students and make it available both on-line and as a hard copy. The provision of such prospectuses describing the recruitment procedures "step by step", as well as describing how the institutions generally operate, is now essentially common practice. In response to the rising numbers of foreign candidates, universities are increasingly moving their recruitment efforts online. For programmes provided in the Polish language, it is becoming common practice to hold online interviews (e.g. via Skype) with foreign candidates to evaluate their Polish-language competence.

This is also the case with induction meetings for incoming students. All the tertiary institutions participating in the project organise welcome meetings, sometimes in the extended form of welcome weeks. At such meetings, incoming students are taken through the institution's procedures and given a glimpse of what a "student's life" looks like. This is an induction only, discussing only some general issues – students will gain more detailed insights over the course of their studies (which, on a side note, is the essence of studying) – still, it is a good solution that works well at many tertiary institutions across the world. Such solutions make students feel more comfortable about studying, while also alleviating their concerns involved in adapting to a new environment, which is particularly important for students from abroad.

The recommendation to promote Lublin's tertiary institutions through social media has long been in place (although to varying extents). It is worth considering, however, professionalising these efforts under a coherent strategy for promoting each institution. Other already-existing promotional efforts include presence at international education trade shows and also the use of the services of international recruitment agencies – these efforts should be well thought-out in this case as well, especially given the large selection and variety (in terms of effectiveness) of such agencies.

In the context of the didactic process, it is important to note the good practices that are already being successfully implemented by the project partners from Lublin. These practices include

1. free-of-charge language courses for foreign students;
2. specialised Polish-language courses preparing students for programmes in the fields of medicine, law and life sciences;
3. summer-school and Polish-language school programmes.

Much has also been done in terms of cooperation between the city and tertiary institutions. It has become common practice to provide various discounts to foreign students based on student ID cards and other cards and to co-organise cultural events addressed to young people, including from abroad; also, the Governor's Office operates, with the help of students-interns, the "*Study in Lublin*" website and corresponding profiles on social media (nine tertiary institutions from Lublin are partners to "*Study in Lublin*").

Cooperation with the secondary and tertiary sector, i.e. with enterprises and social organisations, remains a somewhat separate issue. It is similar to cooperation with schools – academic teachers hold lessons at schools, and also the so-called Lublin Science Festival is organised with the overarching objective of promoting science at primary and secondary schools. These efforts, however, should be more consistent and considered. For instance, the potential of the Lublin Science and Technology Park has been largely untapped. The efforts undertaken by the Mykolas Romeris University in Vilnius, which has launched large-scale training initiatives and consultations with NGOs and businesses, can serve here as an example to be followed. Close cooperation between tertiary institutions, the city and the business is in the best interests of us all, as it drives the synergies that precondition Lublin's development.

RECOMMENDATIONS FOR TERTIARY INSTITUTIONS

The suggestions for tertiary institutions relate to a number of aspects of their operation. First, it is recommended to take measures at the recruitment and foreign-student acceptance levels. It is a common and undisputed standard for each institution to have an International Student Office comprehensively

handling all the aspects involved in foreign students' stay (and practice shows that each faculty with an increasing foreign-student enrolment should put in place additional administrative support). One noteworthy solution is also to have "local" students take care of each incoming foreign student as their "guides". Such a practice has been used by the Catholic University in Ružomberok. However, it should be noted that such measures are much easier to carry out for institutions with relatively small numbers of foreign students (or for small institutions, such as the mentioned university in Ružomberok). It is also worth considering reductions in tuition fees for foreign students by, for instance, organising contests or establishing an incentive system in which tuition fees depend on students' performance.

At the recruitment stage, it is recommended that the institutions engage in cooperation with foreign business partners recruiting students, paid on a commission basis (charging a certain amount for each accepted student – e.g. brokers, recruitment firms). It is also recommended to use pay-per-click online advertising based on such key phrases as "*study in Poland*", "*study in Europe*", "*study in the European Union*", "*study in Lublin*", etc.) to solicit new students.

We should also make sure that foreign students, especially from the Eastern Partnership countries, become "ambassadors" of studying in Lublin in their home countries and communities by encouraging others to take up studies in Lublin. On top of that, tertiary institutions should emphasise the importance of the internationalisation of the didactic process through, for instance, the publicity of the academic achievements of their foreign students. The latter recommendation also relates to promotional measures. Institutions are already heavily engaged in these efforts due to the demand on the educational market (as exemplified by the previously mentioned guidebooks for candidates/students). Promotional measures can be made more effective by:

1. sending promotional materials to foreign partners from the tertiary education sector (leaflets, brochures);
2. measuring the effectiveness of various channels of promotion reaching foreign students (this has already been done, although to varying extents);
3. bolstering the international profile through participating in various international conferences, projects and efforts;

4. stepping up cooperation with primary and secondary schools;
5. setting up an information base of Polish institutions/organisations bringing together Polish emigrants/Polish schools abroad (including those that are not on the list available on the website of the Ministry of Foreign Affairs) to which publicity materials would be sent on a continuous basis;
6. promotional materials should highlight the affordable cost of living in Lublin and scholarship/grant opportunities (if any), and showcase the high quality of teaching, superior qualifications and research achievements of the teaching faculty, and also the ranking positions and prestige of institutions as well as the job and professional-development prospects in Poland and the Lublin Region;
7. producing clips promoting institutions and individual programmes (such measures have already been taken, for instance, for the International Relations programme at UMCS);
8. engaging with opinion leaders (bloggers and vloggers);
9. running a vigorous online campaign (Facebook, VKontakte, YouTube, Twitter) – such measures are already in place, but it is worth putting special emphasis on them, since (as shown by the project surveys) the large majority of potential candidates look for information on the Internet; moreover, in the context of the Eastern Partnership countries, it is worth focusing on the VKontakte website.

Further recommendations address administrative issues. In this regard, particular attention should be paid to:

1. devising curricula for English-language seminars/lectures (especially for new programmes);
2. preparing a comprehensive package of courses in the English language;
3. providing pre-academic-year preparatory courses in the English language and other subjects for students;
4. introducing a mentoring programme for foreign students with mentors including senior foreign students;

5. organising induction weeks for foreign students and providing extensive bonding opportunities in cooperation with student organisations, as already mentioned, such measures have already been implemented to varying extents;
6. adopting an individual approach to students (as particularly exemplified by the university in Ružomberok – except that it is a relatively small university, so compared to large institutions, it requires less effort to ensure a more individualised approach to foreign students and commitment to quality over quantity);
7. introducing online communication options in the form of chats and video chats (at agreed times, to inform foreign students on procedural issues, on how the USOS [University System for Studies Management] works, etc., more efficiently);
8. integrating USOS systems with mobile apps;
9. helping to find lodgings, setting up a base or "bank" for information on lodgings.

Further recommendations relate to the infrastructure of tertiary institutions and the everyday facilities for students. The tertiary institutions covered by this report are trying to improve the living standards for foreign students, although there is room for improvement in certain areas, involving:

1. the use of new technologies to improve the availability of the infrastructure – for instance, the Mykolas Romeris University in Vilnius introduced a virtual campus map, available on interactive kiosks placed in all campus buildings helping to navigate between and within university buildings;
2. the use of names for infrastructure, such as the names of buildings, also in the English language (this has partly been done, for instance, at the Faculty of Political Science of UMCS);
3. the extension and modernisation of the services of academic libraries, with special emphasis on foreign-student-friendly solutions (reference desk, service and information in the English language) and computerisation;

4. expanding the medical-information network to provide information on both health insurance procedures and the network of healthcare centres;
5. further installation of facilities for disabled students.

Foreign partners also suggested prioritising foreign students when allocating rooms in student dorms. It seems, however, that this recommendation should take account of a range of cultural considerations, the varying numbers of foreign students, and various countries of origin (with potential differences in levels of affluence). All these considerations should be weighed up in making these kinds of decisions, as they might spark tensions between foreign and Polish students, with the latter perceiving such decisions as being discriminatory. On a side note, some tertiary institutions have already put such solutions in place – for instance, UMCS has set aside about 1,000 beds in student dorms for foreign students (the total number of available beds is 2,600).

Another group of recommendations relates to the didactic process and covers the following issues

1. expanding the didactic services available in the English language (including full-time programmes);
2. embracing new technologies for the purposes of new programmes and specialities to adapt them to the contemporary world and the labour market;
3. adding more variety to the available programmes (joint study programmes, Erasmus Plus projects, etc.) to attract more candidates and introducing postgraduate programmes in the English language;
4. the developing of inter-institutional programmes / double-degree schemes by Lublin's institutions in cooperation with their foreign partners;
5. putting on the website detailed descriptions of the educational performance of individual programmes provided in the English language;

6. setting up a well-arranged system for evaluating the quality of studies (this is the objective of the increasingly popular USOS system)
7. increasing the amount of learning materials available online;
8. as far as students from the Eastern Partnership countries are concerned, placing special emphasis on shaping their attitudes (such as instilling the civil-society mindset, journalistic integrity, ect.);
9. supporting Erasmus exchanges (and similar) for members of the faculty.

A reflection comes to mind that some of these recommendations address the issue of attracting students from the eastern border only indirectly, focusing in essence on the broader issue of internationalising tertiary institutions (in terms of both the didactic process and academic research). In this context, it is worth recalling the suggestions of the Lithuanian partner – the Mykolas Romeris University in Vilnius is a young institution (established in 2004), whose faculty consists of young people with usually good English-language competence. Despite this, aiming to become more competitive on the international education market, the university provides and pays for language courses for both academic teachers and administrative staff, which undoubtedly contributes to the growing appeal of the university to foreign students as well to as its robust development, enabling it to compete with the largest and oldest tertiary institution in Lithuania – Vilnius University (established in 1579). It is also worth mentioning here that the university has an interesting practice, aimed at internationalisation, of arranging for internships for both the teaching faculty and administrative staff – this gives an additional incentive while also breaking bureaucratic thinking patterns.

Another issue involves foreign students' participation in the institution's life. As rightly suggested, foreign students in Poland/Lublin should be given an opportunity, like the students at the university in Vilnius, to visit schools cooperating with the university to hold classes, lectures and meetings (in the English language, although for students from the east who study in the Polish language Polish would have been much easier). It would be, however, extremely

difficult, if not impossible, to put this idea into practice. Indeed, schools will probably not be particularly enthusiastic about this idea, since giving up on the regular hours of instruction to fit in classes with tertiary students would make it difficult for these schools to fulfil their curriculum requirements. Another recommendation – to establish discussion groups attended by foreign students and Polish students, and to enable foreign students to be active in interest circles and student organisations – is also questionable, due to a certain phenomenon at work. While there are no obstacles and formal barriers, the problem is the generally poor engagement of students, including foreign students, in any kinds of such activities. This is also the case with foreign students' participation in the university's governance (activities in student organisations, the student government, etc). Through these forms of involvement, various problems of foreigners would be easier to identify and tackle. There are no formal obstacles in this case either – foreign students have the same access to all organisations as Polish students. What is lacking is the already-mentioned lack of involvement and commitment of young people, and also the cultural factor, including the language barrier for non-Polish-speaking students, and the lack of traditional self-government and civic experience of Polish-speaking students from Eastern Europe. Tertiary institutions are unable to overcome these barriers through administrative or organisational measures – it is a more-complex problem stemming from cultural and civilizational factors.

However, there are certain recommendations related to the potential support for foreigners that can prove useful. First of all, extensive opportunities for funding scholarships for foreign students should be created. Extending scholarship opportunities is probably the most-effective way of increasing the presence in Lublin of students from the Eastern Partnership countries. Second, it might be a good idea to provide foreign students with free legal advice (covering a broad spectrum of legal issues, from the right of residence to legal-job opportunities). The same goes for psychological support. While universities usually provide such support to foreign students, the solution very often works only in theory (because of the insufficient awareness of the students, for one thing). An interesting example here is the university in Ružomberok, which provides international students with comprehensive counselling, assistance and support in various life situations through its Counselling Centre. A team of

professionals working in the centre provides career, psychological, social and legal counselling. Also, the Counselling Centre helps foreign students with special needs, disabled students and students who are parents. Lublin's tertiary institutions participating in the project also provide this kind of help to students (without discriminating between Polish and foreign students) – usually, however, these are not comprehensive solutions working within a single, coherent framework.

As far as development opportunities for foreign students are concerned, the recommendations addressed culture and sports. When it comes to culture, it is recommended that tertiary institutions expand and strengthen their cooperation with NGOs and the city authorities to co-organise cultural events. These kinds of events should foster the integration of foreign students and enhance the image of tertiary institutions, and thereby make them more recognisable among potential students from abroad. The same applies to organising sporting events.

RECOMMENDATIONS FOR THE CITY AUTHORITIES

There are substantially less recommendations for the city authorities than for tertiary institutions. These recommendations relate in particular to promotion and the development of the labour market, infrastructure and safety.

Promotional measures should include a further expansion of the "*Study in Lublin*" website (<http://study.lublin.eu/en/>) and the development of the mobile version of the website. This should coincide with further promotion of the city – stepped up in recent years, these efforts have boosted Lublin's image both within Poland and abroad.

Despite this increasingly good image, the city and the region continue to struggle with an undersupply of jobs, causing an outflow of population, including the most creative and robust individuals. As Lublin attracts increasing numbers of foreign students, including from the Eastern Partnership countries, the city authorities should devise programmes and projects to keep talent in Lublin. In other words, the city should cooperate with tertiary institutions with a view to bolstering social capital.

Considering this project and its conclusions, it is worth mentioning an interesting solution used at Ružomberok University, where students can embark on traineeships within municipal establishments (local media, schools, social services, etc.). This helps to consolidate the local community, fosters a sense of identity, and strengthens cooperation between tertiary institutions and the city. However, Ružomberok is a small town with only one university, whereas Lublin has a population of over 300,000 and more students than Ružomberok has residents, so it would be extremely difficult to replicate this solution.

As far as municipal infrastructure is concerned, the city should continue to build up the transport network. Indeed, while public transport in Lublin is well developed, the city's traffic capacity is far from desirable. Also, the city should establish a unit at the City Office that would help foreign students to find accommodation (lodgings, flats) in Lublin.

The city authorities and tertiary institutions are already co-organising cultural/sporting events and they should continue to engage in and expand this cooperation. As regards public safety, the suggestion is to increase patrolling and monitoring in campus-adjacent areas (even more so because these parts of the city abound in pubs, clubs and other busy venues). It is also becoming increasingly important to provide the police force with training in how to cope with cultural differences, as Lublin, after decades, is again becoming a multicultural city, which is a good thing, but also a potential cause of tensions.

SHARED EFFORTS FOR FOREIGN STUDENTS

The foreign partners hold the *"Study in Lublin"* programme in high regard, claiming that such a partnership of tertiary institutions and local-government units is *"not only the right, but also the only way"* to solicit foreign students and attract foreigners to the city. It is stressed that universities and the City Office should work together and expand their cooperation. There is also appreciation for Lublin's (from both the authorities and tertiary institutions) strong commitment on expanding cooperation with Ukraine, with suggestions that similar efforts should be made to engage with other countries to encourage young people from all of Europe to study in Lublin. *"As much as we appreciate your great contribution to cooperation with Ukraine, we would like to suggest that you do*

not limit your efforts and expand cooperation with other countries as well". Given Lublin's location and its cultural and historical background, it seems natural that these efforts should be targeted at the Eastern Partnership countries.

Also, universities should cooperate with a range of institutions, local authorities and NGOs supporting foreign students. Such shared efforts yield projects aiming to improve the quality of life of foreign students in a specific location. There should be more and more projects oriented towards long-term results (such as the "Eastern European University"). Particular emphasis should be placed on initiatives aiming to materialise and reinforce the idea of an open-minded society, and to facilitate cross-cultural dialogue.

More consideration should be given to institutional cooperation, including for instance the presence of university representatives on the City Council and representatives of the city authorities on university Senates (provided that this presence is meaningful in real terms, rather than being purely symbolic). The City Office and the universities should also engage in joint publicity and foreign-student-support efforts (it will be important, for instance, to inform students about the legal regulations governing employment in Poland). Indeed, as already highlighted, such joint efforts drive synergies between the development of the city and the region.

These synergies will be strengthened by the efforts to foster intercultural dialogue. In the past, Lublin was a major political, economic and cultural centre of Poland and Central and Eastern Europe. The city should build on this tradition to regain this status. Without the willingness to engage in extensive international cooperation with Central and Eastern European countries, it will be impossible to attain this goal. The postulate for strengthening cooperation with countries other than Ukraine thus seems to be legitimate. Given the historical background, it only seems appropriate to pursue the idea of establishing in Lublin a centre for Polish-Lithuanian cooperation. This will be unattainable, however, without close cooperation between the cities and tertiary institutions.

Such cooperation is also a prerequisite for supporting the professional development of students (not only from abroad). One example of measures that should be supported to this end is cooperation with technology parks to facilitate the commercialisation of research and integration across business, science and research. Another example involves cooperation with enterprises to

activate students, both Polish and foreign, and have them involved in international research projects. This could be achieved through, for instance, increased activity by business incubators, as their current operations (like those of technology parks) are fairly limited in scope. It is worth recalling that one of the immediate effects of the project is the plan to launch a DEMOLA location as part of the international network (one such location already operates in Vilnius). DEMOLA aims to provide a platform for creative cooperation between business and tertiary institutions – within this platform, groups of students work out solutions for problems reported by businesses and other organisations.

In conclusion, it is worth noting that a hypertrophic bureaucracy might hinder cooperation between the city and tertiary institutions, and make it difficult to put some recommendations into practice. These bureaucratic obstacles are at work at the EU level (affecting domestic laws and regulations) as well as at the level of local-administration bodies and universities themselves, the latter facing additional complications as a result of successive changes and modifications introduced by the Polish Ministry of Science and Higher Education (MNiSW). This leads to a situation in which many initiatives are hamstrung or burdened with dozens of bureaucratic requirements, which all too often are anything but reasonable. To give examples, 1) the postulate of internationalising research and the didactic process, an admittedly appropriate one, is effectively hampered by intricate and prolonged bureaucratic procedures, which consume more time than the actual project implementation; 2) the recommendation to present the educational performance of tertiary institutions in the English language will soon be dropped, as the MNiSW is planning to remove the National Qualifications Framework in favour of reintroducing the so-called core curriculum; 3) the promotion of tertiary institutions and knowledge during regular classes at primary and secondary schools is undesirable for teachers, since it involves additional bureaucracy and "lagging behind the schedule", i.e. issues with reporting, which is the essential component of the current system of education in Poland. Also, it is worth mentioning that Vilnius, with a population of 540,000, has a few hundred less municipal officials than Lublin (with a population of 335,000).

A separate issue is the "quality or quantity" dilemma. Given the existing format of the education system (across all levels) and education funding schemes, tertiary institutions in Poland are forced to aim for quantity rather than quality (which stems from the policy of *"money follows the student"*).

List of charts and tables

CHART 1. THE NUMBER OF FOREIGN STUDENTS IN THE EUROPEAN UNION AND POLAND IN THE YEARS 2008-2012 – THE FIRST STAGE OF TERTIARY EDUCATION (LEVEL 5).....	6
CHART 2. THE NUMBER OF FOREIGN STUDENTS IN EUROPE IN 2012 – THE FIRST STAGE OF TERTIARY EDUCATION (LEVEL 5)	7
CHART 3. THE GROWTH IN THE NUMBER OF FOREIGN STUDENTS IN EUROPEAN COUNTRIES IN 2012 (RELATIVE TO 2008) – THE FIRST AND SECOND STAGES OF TERTIARY EDUCATION (LEVELS 5 AND 6).....	8
CHART 4. THE NUMBER OF FOREIGN STUDENTS IN POLAND IN THE YEARS 2004-2015 – BY GENDER.....	10
CHART 5. THE NUMBER OF FOREIGN STUDENTS BY TYPE/PROFILE OF TERTIARY INSTITUTION IN THE YEARS 2004-2015	11
CHART 6. FOREIGN STUDENTS BY CONTINENT	12
CHART 7. THE NUMBER OF FOREIGN STUDENTS BY PROGRAMME IN THE YEARS 2004-2015.....	13
CHART 8. THE EDUCATIONAL PLANS OF THE RESPONDENTS (%)	22
CHART 9. STATED WILLINGNESS TO STUDY IN LUBLIN (%).....	24
CHART 10. PLANS AFTER GRADUATING (%)	25
CHART 11. SOURCES OF INFORMATION ON EDUCATIONAL OPPORTUNITIES (%)	28
CHART 12. PLACES OFFERING THE BEST TERTIARY-EDUCATION OPPORTUNITIES (%).....	28
CHART 13. KEY FACTORS INFLUENCING THE CHOICE OF INSTITUTION (%).....	31
CHART 14. PREFERRED TYPES OF INSTITUTION (%).....	32
CHART 15. KEY FACTORS INFLUENCING THE CHOICE OF PROGRAMME (%)	34
CHART 16. OPPORTUNITIES AFFORDED BY STUDYING ABROAD ACCORDING TO THE RESPONDENTS – BY GENDER (%).....	36
CHART 17. EXPECTATIONS FROM POLISH TERTIARY INSTITUTIONS IN TERMS OF EDUCATIONAL NEEDS (%).....	38
CHART 18. THE ASSESSMENT OF THE PROGRAMMES (IN %).....	42
CHART 19. ASSESSMENT OF THE OUTCOMES OF EDUCATION (IN %).....	43
CHART 20. THE ASSESSMENT OF ACCESS TO DORMITORIES (IN %).....	44
CHART 21. OPINIONS ON INSTRUCTORS (%)	45
CHART 22. RELATIONS WITH OTHER STUDENTS	46
CHART 23. HEALTHCARE ASSESSMENT.....	52
TABLE 1. THE NUMBERS OF FOREIGN STUDENTS IN SELECTED POLISH TERTIARY INSTITUTIONS IN THE YEARS 2004 AND 2014.....	14
TABLE 2. A DESCRIPTION OF THE SURVEY METHODS EMPLOYED.....	17
TABLE 3. INSTITUTIONS AT WHICH THE RESPONDENTS WERE ENROLLED.....	20
TABLE 4. PLANS FOR STUDYING IN POLAND – BY GENDER.....	24
TABLE 5. AN ASSESSMENT OF THE INDIVIDUAL AREAS OF ACTIVITY	47