

ENTREPRENEURSHIP EDUCATION IN POLAND

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Abstract: entrepreneurship is the development of skills such as taking initiatives, project planning, implementation, self-realisation, risk taking, team work, the ability to cope with countermeasures and constructive.

Keywords: entrepreneurship, economy, creativity, development.

Introduction

Entrepreneurship in today's world is certainly one of the most important elements of both social and economic life. An entrepreneurial person will manage better in everyday life, overcoming emerging difficulties and will be more confident in the domestic and foreign labour market. This field of knowledge helps to develop creativity, independence, dealing with stressful situations. It forces a kind of boldness and resourcefulness. In the current economic conditions, where, in addition to theoretical knowledge, it is the strength and the ability to find oneself in new situations that are the basis for success, and it is precisely learning for entrepreneurship that should occupy a high position in the education process from an early age.

1. Entrepreneurship education - characteristics

Entrepreneurship education aims to develop students' skills and attitudes and to prepare them for active life and openness to the world; the other objectives are to provide the knowledge needed to adapt to changing conditions. Entrepreneurship forms attitudes that affect creativity, responsibility and readiness to take initiative [5]. (Europejska/EACEA/Eurydice, 2016) The OECD study (2008) “Entrepreneurship and Higher Education” defines entrepreneurship education as all activities that support entrepreneurial

mindsets, attitudes and skills and include elements such as generating ideas, business start-ups, growth and innovation [Nowiński et al., 2016, p. 8].

The set of personal characteristics for entrepreneurship includes the following skills and competences:

- problem solving: the ability to perceive problems in terms of opportunities, acquiring skills, methods and tools to solve problems, developing competences related to planning, decision making, communication and readiness to take responsibility,
- cooperation and networking: developing social competences such as the ability to cooperate, networking, learning to assume new roles,
- self-confidence and motivation: developing self-confidence, learning to think critically, independently and autonomously [Nowiński, 2016, p 8].

Education for entrepreneurship is perceived as one of the most important challenges of modern education systems and social and economic development. It combines economic and behavioural sciences. Besides elements of business or financial education, it also includes entrepreneurial pedagogy. Entrepreneurship education concerns not only students of economic and managerial faculties but also non-economic faculties such as humanistic or technical profile. Entrepreneurial pedagogy deals with teaching methods conducive to forming an entrepreneurial attitude [Wach, 2014, p. 11-12]. The problem of effective and efficient education of entrepreneurship becomes the focus of attention through proper selection of the didactic offer, methods and tools used in the educational process, especially in the face of the new generation of young people educated in ubiquitous communication and information technology [Kosała, 2016, p. 51].

Table 1.

Comparative characteristics of entrepreneurial and classical education

| Classical education | Entrepreneurial education |
|--|---|
| Learning from a teacher | Learning from each other |
| The passive role of the learner as a listener | Learning by doing |
| Learning from written sources through reading | Learning by debate and personal information exchange |
| Learning within a framework outlined by the teacher as an expert | Learning by self-discovery using teacher's advice |
| Learning by obtaining feedback from the teacher | Learning by interacting with many people |
| Learning in a well-organised environment using a timetable | Learning in a flexible, informal environment |
| Learning should be accompanied by the use of others' examples | Learning by observing others' actions, mapping best practices |
| Learning is accompanied by fear of making a mistake and failure | Learning by trial and error for improvement |

Source: K. Wach, *Edukacja dla przedsiębiorczości: pomiędzy przedsiębiorczą pedagogiką a edukacją ekonomiczną i biznesową*, UE w Krakowie Wydział Ekonomii i Stosunków Międzynarodowych, Kraków 2014, s. 14.

There are many advantages of entrepreneurial methods, the most important of which is their adaptation to the contemporary learner (pupil, student), for whom traditional methods are completely inappropriate and simply ineffective.

Education for entrepreneurship includes both formal and informal education. Informal education refers in particular to courses and training for entrepreneurs and self-improvement. Within the framework of formal education, we distinguish:

- elementary education,
- secondary education,
- academic education [Wach, 2014, p. 25].

Both formal and informal education for entrepreneurship should identify at least three components of entrepreneurship education:

1. Individual entrepreneurship: education on entrepreneurial dynamism - which promotes entrepreneurial attitudes such as creativity, innovation, own initiative, communication [Wach, 2014, p. 26].
2. Business entrepreneurship: business education that provides knowledge and develops the skills needed to undertake business, commercial and social activities.
3. Entrepreneurial environment: economic and financial education - as a supporting component, it provides knowledge about the environment in which an enterprise, entrepreneur or a given enterprise operates. Its task is to promote the economic knowledge necessary in the modern world [Wach, 2013, p. 250].

Two types of instruments are used in formal education:

1. Vertical - they belong to the classic solutions of the education system, and entrepreneurship education is taught in separate subjects, courses or modules. Then it is about entrepreneurship education.
2. Horizontal - they are implemented holistically throughout the entire education process in a given institution. Their task is to form entrepreneurial attitudes in a broad sense [Wach, 2013, p. 250].

It can be concluded that the aim of entrepreneurship education is to promote creativity, innovation and self-employment, and, among other things, its objectives include:

- developing personal qualities and skills that underpin an entrepreneurial spirit and entrepreneurial behaviour (creativity, sense of initiative, risk-taking, independence, confidence, leadership, team spirit),
- raising the awareness of pupils, students about self-employment and entrepreneurship, as well as career opportunities,
- working on specific business projects or activities,

- providing specific business skills and knowledge on how to start one's own business and manage it successfully [Wach, 2013].

2. Development of entrepreneurship education in Poland

In Poland, education on entrepreneurship began with the introduction of the subject of *Knowledge about Society* in schools in the 1990s. This allowed learning basic issues about the economy, budget, market mechanism, functioning of the company, etc. The next step was the introduction in the school year 2002/2003 of a new compulsory subject to upper secondary schools, i.e. the *Basics of Entrepreneurship*. The introduction of this subject was a response to the growing interest in opportunities for the development of entrepreneurship and its importance in the social and economic dimension [Danilewicz, 2006, p. 6].

The next programme reform took place in the school year 2009/2010. It assumed the realisation of the subject *Basics of Entrepreneurship* only in the basic scope, however, a new type of classes called *Economics in practice* and the subject *History and Society* were also introduced to the catalogue of complementary subjects at the level of upper secondary schools within which a thematic theme could be realised: economy [9].

At the gymnasium level, the reform assumed that the curriculum content of the subject *Knowledge of Society* in the field of economic and entrepreneurial concepts should primarily include such issues as:

- work and entrepreneurship,
- market economy,
- household,
- money and banks,
- enterprise and business activities,
- choice of school and profession,
- ethics in economic life [15].

3. Entrepreneurship in preschool and early childhood education in Poland

It is widely accepted that it is appropriate to include entrepreneurship content in the core curriculum and syllabuses of almost all school subjects from the earliest stages of education. The core curriculum, which has been successively introduced in primary schools since 2017, tries to refer to this idea. Comparing the previous (from 2012) and the new (from 2017) core curriculum for entrepreneurship-related content, some main conclusions can be drawn from the changes in the content of the core curriculum in nursery and primary schools [Kilar, Rychwał, 2019, p. 125]. The core curriculum of pre-school education generally extends the issue of entrepreneurship at this lowest level of education. The specific

requirements are part of the social area of child development. It is aimed at instilling a sense of self-esteem from an early age, on which the communication and relationship skills are built, necessary in private life and professional activity of every person, especially in business. At this stage, there is also an element of financial education (understanding the role of money in family life, recognition of coins and banknotes) and work-related education, which underpins the subsequent content of education related to the labour market [Kilar, Rychwał, 2019, p. 126]. In classes I-III, entrepreneurship education in early childhood education includes Polish, mathematical and social education. Students at this stage should familiarise themselves with the terms “agreement”, “contract” and the situations in which these terms apply, and develop group communication skills. Moreover, verbal and non-verbal communication is continued as an element of Polish language education and monetary calculation in mathematical education. The new core curriculum introduces entrepreneurship education through students' own work in the form of projects while learning the basic principles of organisation and safety at work, which is the foundation of preparation for future professional work [Kilar, Rychwał, 2019, p. 127]. Entrepreneurship issues in the higher classes of an eight-year primary school (IV-VIII) are included in the core curriculum of individual school subjects. The Polish language includes the identification of statements (including advertisements), in the highest classes, students learn how to create statements in the form of a CV or cover letter, which are continued in high school as part of entrepreneurship lessons. Another school subject, based on which we find content relating to entrepreneurship, is knowledge of society [Kilar, Rychwał, 2019, p. 130]. At the type of stage, the formation of entrepreneurship is connected with communication, with conflicts in the group, with getting to know the functioning of the household, with planning one's own development, as well as the labour market and the municipal self-government. In terms of geography, we also find several issues concerning entrepreneurship, especially the social and economic aspects of the development of Poland and other countries and cooperation in the team [Kilar, Rychwał, 2019]. The aim of primary school education should be the development of creative, entrepreneurial and innovative skills and attitudes, in particular:

- teamwork,
- generating ideas,
- identification and resolution of conflicts,
- the use of information and computer technologies,
- collection and selection of material,
- presentations,
- planning and implementing student projects [Śliwińska, 2019, p. 159].

5. Entrepreneurship in education - secondary and higher education in Poland

In the context of the adopted concept of the core curriculum in secondary education, the subject of the core curriculum is a synthesis of selected elements of knowledge in the field of economics, management and finance, complemented by elements of social and economic geography, political science, sociology, psychology and law [Kilar, 2019, p. 190]. As part of the basics of entrepreneurship classes, students learn about the basic categories, mechanisms and economic processes and their institutional, behavioural, cultural and market conditions. In the educational process, students learn how to be enterprising and socially responsible for their efforts and actions while implementing individual economic goals [[Kilar, Rychwał, 2019]. The new core curriculum (2017) divides the content of entrepreneurship secondary education into four sections:

- market economy, includes among others: entrepreneurship in a market economy, types of markets, market structures, a consumer in the market,
- financial market: includes among others: money and its circulation, forms of investment, central bank and monetary policy,
- labour market, includes among others: measures and indicators, demand and supply on the labour market, career, forms of employment,
- entrepreneurship: classification of entrepreneurship, business plan, business environment, sources of business financing [[Kilar, Rychwał, 2019, p. 194].

The importance of developing entrepreneurial competences in the studies can be considered in the context of the analysis of study programmes. Entrepreneurship education in higher education should be adapted to the level, profile and direction of education. In the economic faculties, entrepreneurship education focuses on building competencies related to setting up a business, as by their nature these faculties form various types of business skills, while in the technical faculties entrepreneurial competencies may include to a greater extent the ability to create and use technological ideas, and in the creative faculties - to use creativity for self-employment [Nowaczyk, Sobczak, 2019, p. 206]. From the materials available on the website of the Warsaw School of Economics, it can be noticed that a student starting education in the academic year 2018/2019, regardless of first and second-degree studies, will know the forms of development of individual entrepreneurship, will be able to use his knowledge in professional activity, including running a business on his own account, and will be ready to think and act in an entrepreneurial way [Nowaczyk, Sobczak, 2019, p. 209].

5. Entrepreneurship education in schools in Europe

Entrepreneurship education in the EU Member States has been one of the key EU policy objectives for years. This is due to a relatively high percentage of young unemployed people, recurring economic crises, and the development of a society based on knowledge and entrepreneurial skills.

Some countries have started to spread the process of teaching entrepreneurship quite a long time ago (more than 10 years ago), while others are only beginning the process. This education aims to develop the skills and attitudes of young people so that they can transform their creative ideas into entrepreneurial actions. It helps to support their personal development, preventing their future social exclusion and increasing their employment opportunities [5].

The implementation and realisation of entrepreneurship education are financed from national and European sources across Europe. National funding is often provided by ministries of education, with the support of other relevant ministries. Twenty-seven European countries allocate national funds to entrepreneurship education, most of them dedicated to separate or general strategies for entrepreneurship education [5].

The funds are allocated either within a specific budget for entrepreneurship education or, more often, as part of the overall national budget. Of the countries that have adopted separate strategies for entrepreneurship education, only Sweden has allocated specific funds from the national budget for this purpose; the others finance these strategies from the overall national budget. However, Luxembourg, the Netherlands and Malta have not adopted a strategy for entrepreneurship education, and yet they have set a specific budget for the development and implementation of entrepreneurship education [5].

European companies receive EU funding for this purpose in addition to national funding. Several countries - Croatia, Hungary, Bosnia and Herzegovina and Turkey - rely exclusively on EU funds for entrepreneurship education or strategies [5].

6. Methods for measuring entrepreneurship in the country and worldwide

Many scientists in Poland and around the world are studying various aspects of entrepreneurship. Through the use of different measurement methods, both researchers and authorities are trying to discover the relationship between different phenomena and the development of entrepreneurship with a large financial and time commitment. This knowledge has a significant impact on economic development and gives a competitive advantage, thus increasing people's interest in entrepreneurship [Andrzejczyk, 2016, p. 17].

In Poland, the Polish Agency for Enterprise Development (PARP) is responsible for the study of entrepreneurship. According to the report *Academic Entrepreneurship in Poland, the biggest challenge for scientific and educational institutions* is to form attitudes open to entrepreneurship and self-employment among students. Entrepreneurship in the country is still at an insufficient level [Andrzejczyk, 2016, p. 22].

Table 2.

Selected entrepreneurship indicators in Poland and Europe (average)

| Indicator | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 |
|-----------|------|------|------|------|------|------|------|------|------|
|-----------|------|------|------|------|------|------|------|------|------|

| | PL | PL | PL | PL | PL | PL | PL | PL | EU |
|---|-----|-----|-----|-----|-----|------|-----|------|-----|
| Entrepreneurial intentions (% of adults declaring willingness to start a company within 3 years) | 23 | 22 | 17 | 16 | 22 | 21 | 10 | 10 | 11 |
| Perception of business opportunities in the environment (% of adults who see business opportunities in their environment) | 33 | 20 | 26 | 31 | 33 | 40 | 69 | 69 | 43 |
| Self-assessment of entrepreneurial skills (% of adults who think they have sufficient skills and knowledge to run a business) | 52 | 54 | 52 | 54 | 56 | 60 | 52 | 47 | 44 |
| Fear of failure (% of people who see business opportunities but do not start a company because of fear of failure) | 43 | 44 | 47 | 51 | 48 | 48 | 34 | 31 | 38 |
| Young companies - TEA (persons in the process of establishing a company or leading a company up to 3.5 years as % of adults) | 9 | 9,4 | 9,3 | 9,2 | 9,2 | 10,7 | 8,9 | 5,2 | 8 |
| Mature companies (persons running businesses for more than 3.5 years as % of adults) | 5,0 | 5,8 | 6,5 | 7,3 | 5,9 | 7,1 | 9,8 | 13,0 | 7,2 |
| Discontinuation of activity (% of adults who have ceased their business activity in the last 12 months) | 4,2 | 3,9 | 4,0 | 4,2 | 2,7 | 3,8 | 2,9 | 2,4 | 2,8 |
| Entrepreneurship by necessity (persons who started a company for lack of other | 48 | 41 | 47 | 37 | 28 | 27 | 9 | 8 | 18 |

| | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|
| job opportunities as % of TEA) | | | | | | | | | |
| Entrepreneurship by necessity (persons who started a company for lack of other job opportunities as % of TEA) | 32 | 30 | 33 | 47 | 46 | 52 | 68 | 55 | 48 |

Source: A. Tarnawa, *Raport z badania Global Entrepreneurship Monitor Polska 2019*, wyd. Uniwersytet Ekonomiczny w Katowicach, Warszawa 2019, s. 13.

7. Entrepreneurial attitudes of Poles

The results of the research conducted by the Polish Agency for Enterprise Development show that 7 out of 10 Poles see business opportunities in their environment and only every second person believes that they have sufficient skills and knowledge to run a company. At the same time, only one third of our country's inhabitants who recognise the chances of starting a business do not decide to take this step because of fear of failure. In Europe, fewer inhabitants see business opportunities in their environment (4 out of 10) also self-assessment of business skills is lower (43% of inhabitants consider them sufficient), and the percentage of people who feel fear of failure is at a similar level as in Poland (37%) [Andrzejczyk, 2016].

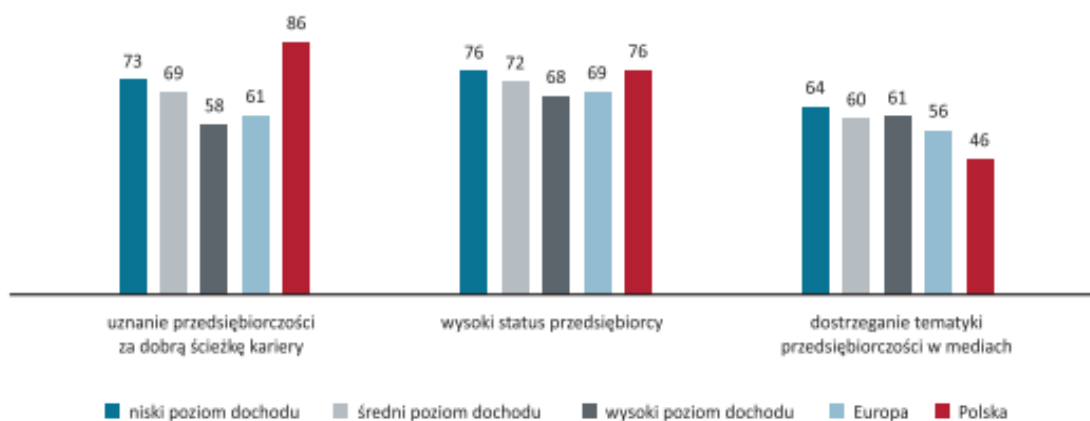


Figure 1. Social perception of entrepreneurship in Poland compared to the average for the surveyed European countries and groups of economies by income level in 2018. (% of adults aged 18-64)

Source: A. Tarnawa, *Raport z badania Global Entrepreneurship Monitor Polska 2019*, wyd. Uniwersytet Ekonomiczny w Katowicach, Warszawa 2019, s. 25.

Poles are also increasingly positive about being an entrepreneur. Currently, 8 out of 10 adults believe that having their own company is a good way to make a career. At the same

time, 7 out of 10 Poles (i.e. about 76%) are of the opinion that people who have set up their own businesses and succeeded should be socially recognised. This gives us second place in Europe (just after Ireland, where as much as 84% of the population is of this opinion) [Tarnawa, 2018, p. 5].

It should be noted that only 46% of Poles believe that stories of successful young entrepreneurs often appear in public media and the Internet. This gives us the 44th place in 47 countries surveyed worldwide, and 20th place in Europe [Tarnawa, 2019, p. 25].

The main motivation for Poles to set up their own businesses is the desire to improve their standard of living through the possibility of increasing their income [Tarnawa, 2019, p. 9].

Conclusion

As can be seen, for entrepreneurship education to be effective, it must be integrated into all stages of professional education. Modern social and economic development forces, to some extent, changes in the approach to forming entrepreneurial attitudes. Knowledge of entrepreneurship should therefore not only focus on the books but also stimulate the creative activities of pupils and students. In the process of teaching entrepreneurship, the choice of educational methods is crucial.

The research shows that the most popular teaching methods are those of a practical nature, consisting, among others, in involving students, i.e. based on learning by one's own actions, solving problems, cooperation within school projects and cooperation with entrepreneurs.

Nowadays, computer literacy is also a very important element in the field of techniques for training entrepreneurial attitudes. Therefore, curricula should be changed in such a way that students can work on spreadsheets, graphic programs, etc. so that they can easily start their own businesses in the future.

Thus, the changing environment poses educational challenges to the educational system to prepare the new generation "to enter adulthood".

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