

# ***National Research:***

## ***Entrepreneurial education and entrepreneurship in education in Poland***

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## 1. 'Entrepreneurial education in Poland' - Survey

Young people from Poland, and particularly our region - Malopolska, are really interested in the topic of entrepreneurship. The tool that was used to determine that as well as to find out how young people gain and develop their entrepreneurial skills was a survey.

The survey called: 'Entrepreneurial education in Poland' was divided into 3 main areas of examination:

- Entrepreneurial education in schools.
- Level of entrepreneurial knowledge after graduation.
- Other ways of gaining entrepreneurial competences.

The research was conducted on 3<sup>rd</sup> - 26<sup>th</sup> July as a part of a Capacity Building Activity implemented within an international project **ENTREPRENEURSHIP Tool Hub**, supported by the Erasmus+ Programme of the European Union.

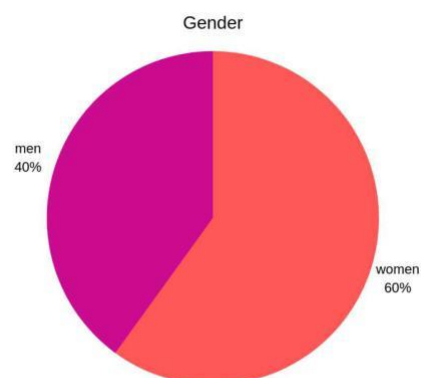
The survey was conducted in Polish in order to enable a larger number of young people to fill it in and to avoid excluding people with poor knowledge of English. Below is the survey itself translated into English and as well as its results.

### 1.1. Survey respondents

Our aim was to find out how effective is the teaching and implementation of entrepreneurial competences in Poland. Therefore, we have targeted persons representing different schools and communities in order to obtain genuine results.

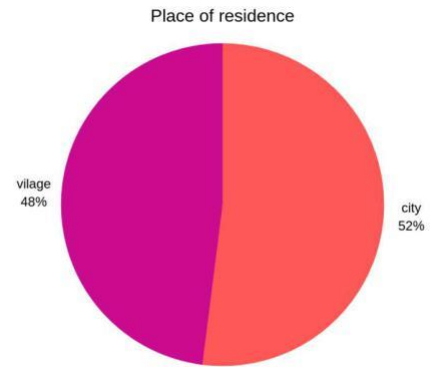
Hence, using social media we have spread the survey to 100 young people. A breakdown by gender and place of birth can be found below.

As we can see, significantly more women (60%) than men (40%) filled out the survey. This may be related to a new law which encourages particularly young women to take up new entrepreneurial initiatives



and to enrol to entrepreneurial courses.

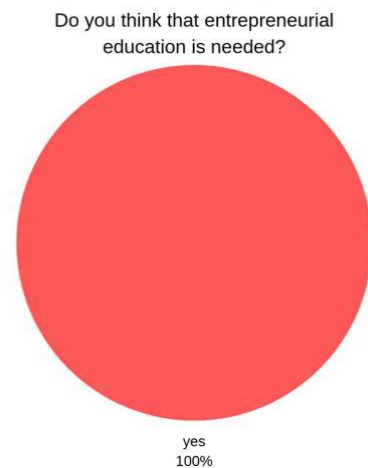
Most of the respondents live in cities (52%) while just a smaller percentage live in rural areas (48%). Hence, we may conclude that the place of residence has no major influence on people when it comes to entrepreneurship.



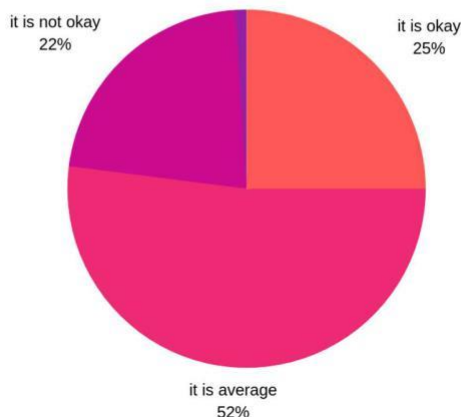
### 1.2. Entrepreneurial education in school.

What does entrepreneurial education look like?

100% of those filling out the survey pointed out that entrepreneurial education is important, however it is just the beginning of a long way to success. Also most of them (99%) undertook entrepreneurial lessons at school. Despite the large percentage, only 25% of young people surveyed were satisfied with the level of these lessons. 52% of the teenagers can see their potential, but they have bigger expectations and the knowledge they received in a huge part cannot be used in reality. For 22% of the people information related to entrepreneurship gained during school classes is totally useless.



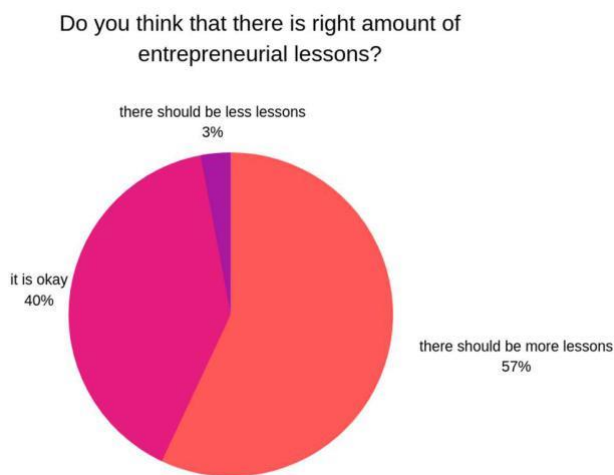
How can you mark the level of education in a field of entrepreneurship in high school?  
I didn't have this kind of lessons  
1%



When it comes to the amount of hours devoted to studying entrepreneurship, more than half (57%) of the survey respondents think that there should be more lessons, 40% found the current amount to be sufficient, while only 3% of the respondents think that there should be fewer lessons.

A large number of those surveyed (68%) noticed that entrepreneurial education is an important field which leads to significant changes and they would want to be supported in making those. Only 10% deemed entrepreneurial education as not important at all, while 22% provided no feedback. Those who responded to the question positively, let some valuable suggestions in the survey:

→ Knowledge, which is passed further to students during lessons, should be more linked to reality.



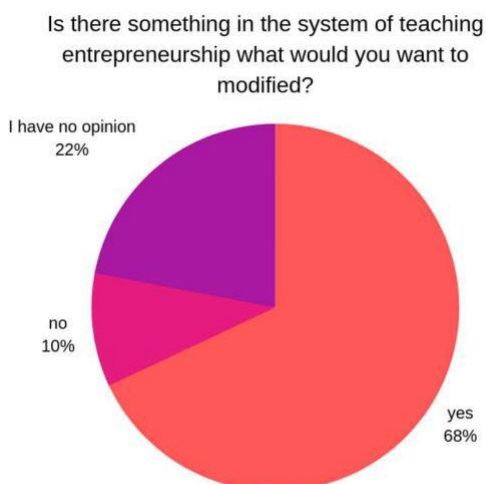
→ Teachers should be better qualified.

→ It would be a good idea to arrange meetings with entrepreneurs during lessons ( at school or outside).

→ Lessons should be more practical.

→ Entrepreneurship should be shown in practice, not in books.

→ The actually lessons are boring. If they were interesting, students would be more active and curious. It could have an impact on quantity of information which would be remembered by them and the period of time when they would remember it.



→ The current system is based only on definitions and theory; there are hardly any practical issues covered and information on what running a business and being an entrepreneur actually look like.

→ There should be more practical information, not only linked with entrepreneurship, but also with ,normal' person's daily routine. It would be useful

to mention how to save money by electronic banking, how to invest online, how to fill in and submit applications online. It is important to learn how to achieve good credit rating or how to purchase in instalments.

→ On the one hand, the core curriculum fills in the gaps in the knowledge from the field of entrepreneurship and allows to broaden essential information thanks to appropriate sources included in handbooks. On the other hand, we are taught from obsolete books, where there is no information about innovative marketing and a lot of information is outdated. Marketing is a very dynamic branch and some issues are becoming useless very fast.

→ Time management as well as money management are very essential, so these should be taught at school. Also the topic on how to set up a company would be worthwhile.

→ The issues concerning workers' rights, the operation of the social system and unions, professional changes in the economy in the context of globalization, automation, climate disaster and close Artificial Intelligence input to most branches of Western economies, associated with these future ones challenges and opportunities. In addition, "Basics of Entrepreneurship" lessons are too neoliberal and not present the minuses of the current system and alternative forms of how the economic and social system might look. This should be done on the basis of an objective analysis examples from history and present and possible ways of development in the future.

→ The topic has the potential of being one of the most practical and useful, but the lessons are not conducted in an interesting enough way.

→ Lessons in companies (small and big) in order to show what being an entrepreneur looks like and how entrepreneurs should work, would be absorbing for students.

→ In terms of subjects that are being taught for only one year or two, a lot depends on the teacher and how he or she introduced it and how they guide the material. Students often disregard this type of lessons because they consider these to be "stuffed holes" in order to fill in the hours in the school curriculum. However, the topic is very important and useful in life and is a stepping stone from other subjects. Whether the current system is good or not, it is hard to tell. In my opinion, basic lessons should introduce entrepreneurship earlier. Why? Because if it is well distributed in the frame of several years for example, let's give 7 primary

school classes to 1 high school, then the education system - it can do it minor problems in acquiring new and "mature" knowledge. Some issues may be foreign but, nevertheless, we need youth in the future, so if meticulously and in smaller quantities than until now, we will pass this knowledge, children will not be afraid of it. Yes, the object can be further perceived as not needed but maybe more will stay in their head than now. Less cumulative knowledge = more willing learning. After that, in high school, we do not want to learn or focus on these issues, we approach the smaller ones with contempt and we do not learn from it them. However, in elementary school we still had the desire to study in order to get into high school or we just wanted to learn more. An additional aspect of the distribution of materials from a given subject (thus the entire subject) for example, 3 years may give more opportunities for lessons to offer additional projects related to the lesson / subject. Also spreading this the subject will enable more stable work for teachers specializing in it.

→ Instead of 1 lesson per week, it could be good option to run 4 longer, effective workshops per cycle of education.

→ Setting up own business is not promoted at school. There should be more useful knowledge, like: how to gain important certificates, how to advertise a company, how to get money (fundraising).

Those responses gave very solid ground to prepare more satisfying methods and tools to teach entrepreneurship and to encourage young people to go further into this topic without disregarding it and labelling as useless.

### ***1.3. Level of knowledge from the area of entrepreneurship after graduating school.***

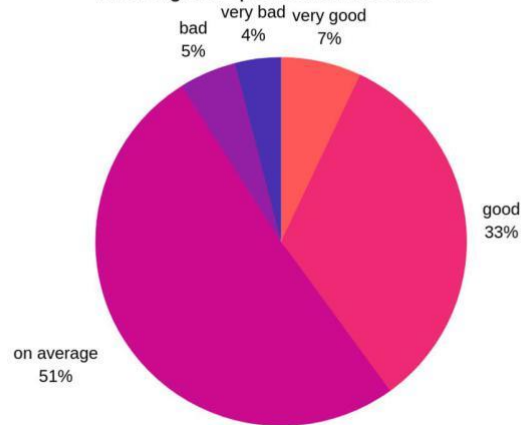
What were we taught at school and what are the knowledge gaps. There questions asked in this part of the survey were related both to entrepreneurship and the general knowledge of world.

The question related to the level of the knowledge concerning functioning in the 'adult world' after graduating and finishing entrepreneurial lessons was considered by the respondents as quite good. The results that came out were the following:

→ very good (7%)

What is the level of your knowledge concerning functioning in adult society after graduating school and finishing entrepreneurial lessons?

- good (33%)
- on average (51%)
- bad (5%)
- **very bad (4%)**



The responses presented above mirror the feedback received in the next questions, not only those related to the field of entrepreneurship, but also connected to general overview of the world.

Do you know how to fill out PIT (tax return)?

- yes (65%)
- no (34%)
- what is PIT? (1%)

Do you know the difference between debit card and credit card?

- yes (83%)
- no (17%)

Do you know what APRC is (annual percentage rate of charge)?

- yes (56%)
- no (44%)

Do you know how to calculate APRC?

- yes (28%)
- no (72%)

Are you able to point Macedonia on the map?

→ yes, I know where Macedonia is and I know something about the culture/politics/history of this country (27%)

→ yes, I know where Macedonia is, but I don't know anything more about this country (55%)

→ no, I don't know where Macedonia is, but I know something about the culture/politics/history of this country (9%)

→ no, I don't know where Macedonia is and but I don't know anything more about this country (9%)

Those questions helped to indicate how important constant development and learning are. Very common things were problematic to specify.

#### **1.4. Other ways of gaining entrepreneurial competences.**

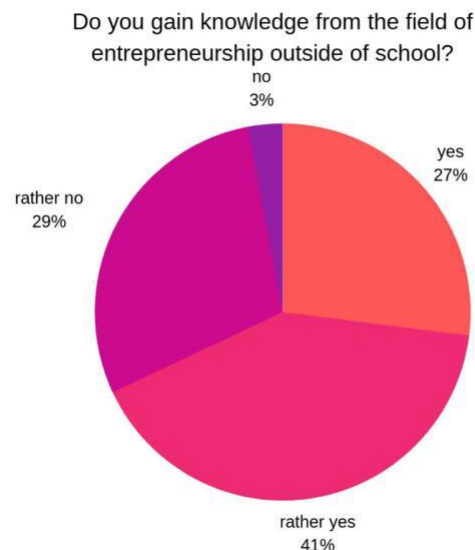
How and from where do young people gain additional knowledge.

School is not the only one place where young people may gain entrepreneurial knowledge.

There are a number of opportunities to develop competences on our own. 27% of the respondents answered YES to the question of whether they are doing it, 41% responded RATHER YES, 29% RATHER NOT and 3% NOT.

Based on the feedback gathered from the respondents, these are some of the ways in which additional entrepreneurial competences can be developed:

→ The most common sources of gaining knowledge are social media and internet, especially: websites connected to business, courses for young entrepreneurs, courses created by Google, Coca Cola, information from websites of big corporations, articles, blogs (for example one of the most popular in Poland blog connected to entrepreneurship in daily life). On YouTube it is possible to find a lot of entrepreneurial channels (for example: 'Dla Pieniądzy' <'For Money'>, 'Jak oszczędzać pieniądze' <'How to save money'>). Books are another





valuable source, the most famous books are written by Robert Kiyosaki, Tony Robbins, Mateusz Grzesiak, Jacek Wiśniowski, Daniel Siwec.

→ Another way to learn is learning through action. There are a lot of people who develop themselves in life, by looking for a job and working, being active in the political and non-governmental organizations.

→ Talking with parents and other people who achieved the success is next way to learn about life. Some people take part in networking meetings to meet successful people face to face, have conversations with them about interested topics and find potential partners.

→ National politics is the field often unknown by people, but still there are those, who are interested in it. It allows to broaden their horizons and to gain actual information about the country and the world. Knowledge of economical and political situation helps to take the right decisions.

Lack of basic knowledge in this field is one of the reasons why people do not want to and do not gain more advanced knowledge. This simply shows how important the good foundations built at school and at young age are.

### ***1.5. Initiatives for young people that help to develop and inspire entrepreneurial attitudes***

The research indicated very low awareness of the existence of programmes/offers that help young people develop their entrepreneurial skills. The respondents pointed out only the most popular projects for young people in Nowy Sącz Włącz myślenie – postaw na przedsiębiorczość ('Turn on thinking – choose entrepreneurship') and Cloud A. The second one is a programme of a local University which facilitates communication between students and researchers. The respondents also mentioned some other resources such as:

→ website of the Centre of Development of Education ([ore.edu.pl](http://ore.edu.pl))

→ Passport to Wall Street which provides information about the American Stock Market.

People who are not engaged in self-education in this field pointed out the lack of time as the most important barrier. Some also confessed that they are too lazy to learn on their own and they are aware of that. Others said that there are no opportunities to do it (self-develop) and they are not creating ones.

### **1.6. Summary of the survey**

Overall, people are aware of the importance of entrepreneurial education and entrepreneurship in education. They also notice lacks and disadvantages of the educational system. It is important, therefore, to encourage them to go into this topic and make it absorbing.

Entrepreneurial education can be a starting point in decreasing the apparent disengagement in the society. The higher the level of participation and general development of the society and the country, the more productive and fulfilled are the citizens.

## **2. The Interview with Sabina Pasiut**

ZP: What is your opinion about the curriculum of business studies in Poland? If it is insufficient, what would you change in it?

SP: I find it negatively because lessons of business studies are going to be held in the second and third class of the high school. It means both classes are going to have only one hour during every school week. Moreover, there is a big problem with the well-educated staff.

ZP: Are you often surprised by your students' level of knowledge about entrepreneurship?

SP: Rarely.

ZP: What do you think of a number of hours devoted to this subject in school? Is it enough?

SP: According to me, it is not enough – there is hardly any time for practical assignments.

ZP: Which book, application, programme etc. would you recommend to a person who has just started learning business studies?

SP: I.e. nbportal.pl

ZP: Do you think that knowledge which students are equipped with at school is sufficient to lead an effective business?

SP: But where do they get it? In school certainly not.

ZP: What would you tell a person who wants to run a business?

SP: That an idea and a trail are very important.

ZP: Do you know how many people whom you taught to run their own business now? If yes, how many?

SP: I do not have such information.

ZP: What do you think of a level of entrepreneurial knowledge among youth who live in Nowy Sącz?

SP: It is low.

ZP: What is your opinion about setting up a business in Poland? Is it worth it?

SP: Of course it is. There are many people who run their own businesses and are successful.

Zuzanna Pocięcha – ZP

Sabina Pasiut – SP - a teacher of Entrepreneurship

### ***3. Information from the current year on youth unemployment in Nowy Sącz and surroundings.***

The latest data:

→ In Nowy Sącz, the unemployment level has decreased and now, fortunately, it is lower than ever before.

→ 70% of the unemployed are women, but it's getting better.

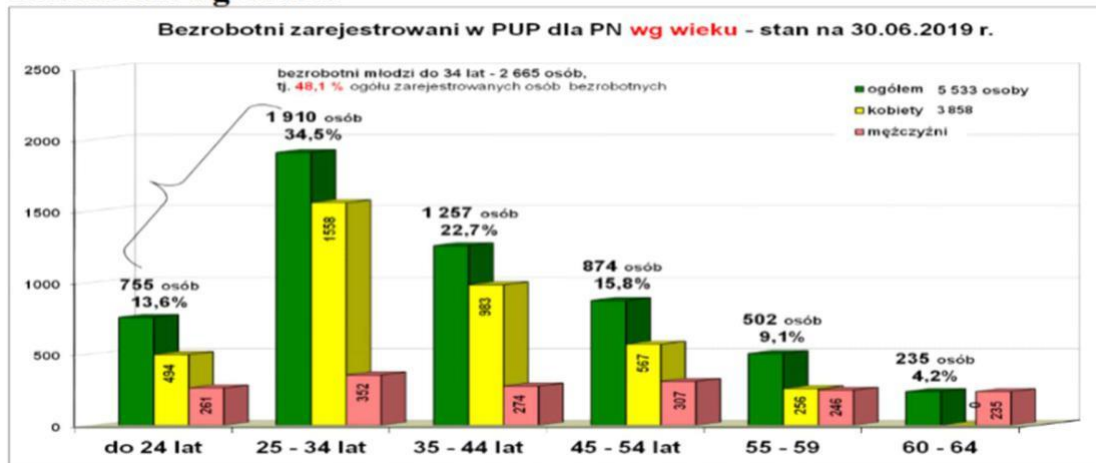
→ The youth who have just graduated constitute 2,6% of the unemployed.

→ The largest group of the unemployed are at an age of 25-34 years old, while youth aged >25 constitute 13% of the unemployed.

→ It's worth noticing that in recent years more young people aged 24 and less starts to be more resourceful and more willing to start their own business.

Furthermore, statistics show that nowadays there is a satisfactory employment condition in Poland.

### Bezrobotni wg wieku.

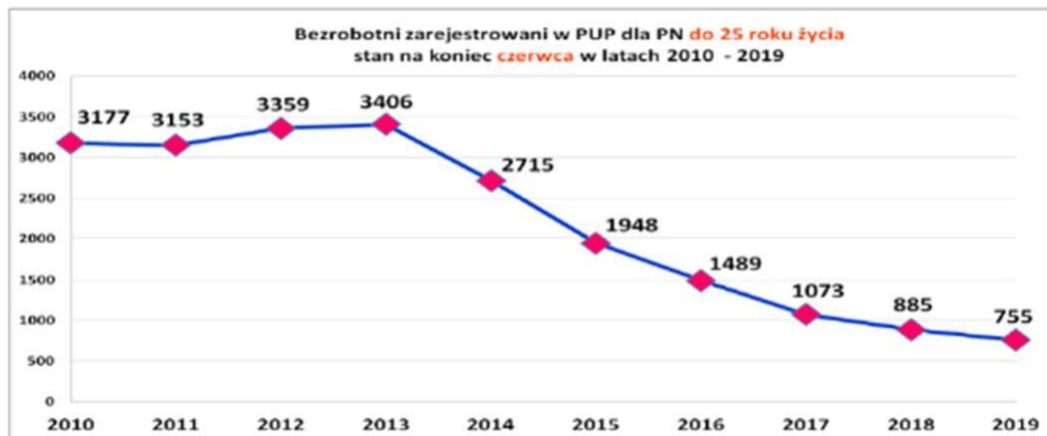


Unemployment according to age.

### Bezrobotni wg wieku – porównanie półroczne.

Wiek	Stan na koniec I półrocza 2016 r.		Stan na koniec I półrocza 2017 r.		Stan na koniec I półrocza 2018 r.		Stan na koniec I półrocza 2019 r.	
	ogółem	%	ogółem	%	ogółem	%	ogółem	%
18 – 24 lat	1 489	18,5	1 073	16,5	885	15,0	755	13,6
25 - 34 lat	2 533	31,4	2 116	32,6	2 024	34,4	1 910	34,5
35 – 44 lat	1 644	20,4	1 360	21,0	1 279	21,7	1 257	22,7
45 - 54 lat	1 375	17,1	1 042	16,1	947	16,1	874	15,8
55 - 59 lat	745	9,2	603	9,3	532	9,0	502	9,1
60 lat i więcej	275	3,4	295	4,5	220	3,7	235	4,2
<b>Razem</b>	<b>8 061</b>	<b>100</b>	<b>6 489</b>	<b>100</b>	<b>5 887</b>	<b>100</b>	<b>5 533</b>	<b>100</b>

## Unemployment according to age - a half-year comparison.



Number of unemployed registered at the District Job Centre for Nowy Sacz District for youth until 25 years.

As part of the research, we have approached the owner of the game shop in our home town asking for board games related to entrepreneurship and their popularity among customers. During the conversation we learnt that game about entrepreneurship only are not available on the market, however, there are numerous games related to the subject matter. It turned out that the most popular games were those where the game course depends on each of the player's moves, carefully undertaking steps and knowing how to invest in the next stages of the game.

In Poland, there are a lot of cafes where you can find tabletop games. During our research, we learnt that there is a big variety of games related to entrepreneurship such as Splendor, Dixit, Eurobuissnes, Monopoly and more.

In Nowy Sącz, more and more projects and activities are being undertaken with the aim of promoting entrepreneurship among the students. Some schools and colleges conduct training courses on this subject.

'Turn on thinking - choose entrepreneurship' is a name of a popular initiative that involves regular meetings of young people with entrepreneurs from our region, running workshops and practical classes in companies. Those events lead to the final competition where the main task is to create your own company and promote it through social media. Even though there

the final prizes are valuable, there are still very few participants signing up. As a matter of fact, only a small number of local youth know about such opportunities.

#### ***4. Case study - web developer***

'My name is Kamil, I'm a 21-year-old entrepreneur/web developer living in Nowy Sącz, Poland.

When I decided to pursue my dream of entrepreneurship a few months ago I had no idea what to do, where to start, didn't even know what my first steps should be. In most Polish public schools there is very little focus on providing entrepreneurial education, and the few hours that are dedicated to business basics are usually poorly organized and taught by people with no real experience in entrepreneurship. The problem with education leads to the lack of awareness - many people simply don't consider starting a business as a viable option for "normal people", but rather something reserved for a small percentage of the population.

While school didn't provide me with any tools to help my entrepreneurial journey, I was happy to discover that there are many networking meetings and events organized in Cracow, focused around entrepreneurship and the city's start-up community. While those events are mostly organized by social entrepreneurs, NGOs and volunteers, the government of the Małopolska Region provides them with financial support which allows for the meetings to be free.

Those events were an opportunity to meet many entrepreneurs at various levels, all of them happy to share their experiences and advice with a newcomer such as myself. I was able to create a network full of entrepreneurs, designers, lawyers, and specialists in various fields and learn valuable lessons from each of them.

On one of the networking meetings, I've also met the person who became my first client, who then recommended my services to people from his network. Some of those referrals also ended up as my clients.

With Cracow being a fairly open city to foreigners, I managed to meet people of various nationalities who travel around the world, some of whom also became my clients and are now

referring people from different countries (e.g. the UK, the Emirates), which will allow me to take my company to the international level.

In summary, while Polish schools provide little knowledge and preparation for young entrepreneurs, there are many options to get the two for those motivated enough to look, as well as possibilities to find friends and mentors experienced in the field.'

## **5. Summary of the research**

Overall, people are aware of the importance of entrepreneurial education and entrepreneurship in education. They also notice lacks and disadvantages of the educational system. It is important, therefore, to encourage them to go into this topic and make it absorbing.

Entrepreneurial education can be a starting point in decreasing the apparent disengagement in the society. The higher the level of participation and general development of the society and the country, the more productive and fulfilled are the citizens.