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Determinants and mechanisms for sustainable development in rural areas - analysis of attitudes of young people from rural areas in entrepreneurship and innovation, and the possibility of their use for local development.

Report for the development and implementation of research
under the flagship project "Sustainable rural development
- the EU Strategy for the Baltic Sea Region"

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THEORETICAL AND METHODOLOGICAL BACKGROUND OF A CUNDUCTED RESEARCH. 5

Subtractive context of research 5

The issue of entrepreneurship and innovation of young people in rural areas taken under the flagship project "Sustainable Rural Development" from September 2012 to June 2014 5

Theoretical basis of studies on attitudes of youth in the rural areas in Poland in the field of entrepreneurship and innovation 7

Research objectives 16

Characteristics of research process 20

CHARACTERISTICS OF RESEARCH SAMPLE..... 22

RESUSLTS OF RESEARCH 23

Understanding of “entrepreneurship” and “innovation” 23

Self evaluation of youth on entrepreneurship and innovation..... 24

Future plans of research participants..... 25

Level of entrepreneurship and innovation..... 26

The use of the gathered knowledge for the local development..... 26

The analysis of socio-economic conditions of the local communities..... 28

Socio-economic conditions of the communities and the level of entrepreneurship of youth .. 29

ASSUMPTIONS AND RECONEDATIONS 29

BIBLIOGRAPHY 42

About authors 45

Annex of Tables 48

Table1 Research goals and questions relations. 18

Table 2 Number of research participants form three provinces 48

Table 3 Research participants by gender..... 48

Table 4 Characteristic traits of an entrepreneurial person..... 49

Table 5 Type of school of the research participants and the traits of an innovative person. ... 50

"The European Agricultural Fund for Rural Development: Europe investing in rural areas".
 The project developed by the Ministry of Agriculture and Rural Development Project co-financed
 by the European Union within the framework of the Technical Assistance Rural Development Programme
 for 2007-2013Managing Authority of the Rural Development Programme for 2007-2013
 Minister of Agriculture and Rural Development



Table 6 Voivodeship and the features of an innovative person.	51
Table 7 Opinion on manifestations of entrepreneurship	52
Table 8 Manifestations of entrepreneurship and the type of school.....	53
Table 9 Types of actions taken to carry forward the characteristics, skills and entrepreneurial attitudes by the voivodeship	54
Table 10 Types of actions taken to carry forward the characteristics, skills and entrepreneurial attitudes and the kind of commune	55
Table 11 The subject of innovation during different subjects or courses by the level of education of the participants of the study.....	56
Table 12 The attractiveness and usefulness of courses - youth evaluation	57
Table 13 Level of development of skills and abilities by the type of school	58
Table 14 Entrepreneurial traits based on statements of research participants.....	59
Table 15 Entrepreneurial traits by type of school	60
Table 16 What do research participants think about Marek, Ola nad Zuza	61
Table 17 Self evaluation on entrepreneurship and innovation	62
Table 18 Type of school and self-esteem of research participants	63
Table 19 Field of study and self-esteem of students	64
Table 20 The material situation and self-esteem of research participants	65
Table 21 Estimated status after completion of education by its level	66
Table 22 Estimated status after completion of education among research participants from different types of schools	67
Table 23 Characteristics of future work	68
Table 24 Type of school and the level of interest on the matters of the local community	69
Table 25 Type of school and the assessment of local community (village of origin) in comparison to other places	70
Table 26 Advantages of the place of origin by the type of school.....	71
Table 27 Disadvantages of the place of origin by the type of school	72
Table 28 Advantages of the place of origin by Voivodeship.....	73
Table 29 Disadvantages of the place of origin by Voivodeship	73
Table 30 Future plans on work and living, by type of school.....	74



Table 31 Values of selected indicators for the voivodeship.....	75
Table 32 Ranking of voivodeships due to the values of selected indicators.....	76
Table 33 Area structure of farms in the voivodeship (percentage of the size of the total number of households in a given region)	77
Table34 Level of entrepreneurship by voivodeships: łódzkie, warmińsko-mazurskie and wielkopolskie	78
Table35 The value of the indicator expressing the ratio of entrepreneurship by voivodeship	78
Table36 The value of the indicator of socio – political activity by voivodeships.....	79
Table37 Investment attractiveness of the sub-region for industrial activities by voivodeships.	79
Table38 Investment attractiveness of the subregion for service activity by Voivodeships.	80
Table39 Investment attractiveness of the sub-region for advanced technologies by Voivodeships.....	80
Table40 Investment attractiveness of the sub-region for industrial activities by type of community.....	81
Table41 Investment attractiveness of the subregion for service activity by type of community.	81
Table42 Investment attractiveness of the sub-region for advanced technologies type of community.....	81
Table43 Communities by the indicator of potential.....	82
Table44 The indicator of potential of communities by voivodeship	82
Table45 Average of the indicator of potential by voivodeship.....	83
Table46 The potential of municipality in relation to entrepreneurship.....	83
Table47 The potential of municipality in relation to educational activities.....	83
Table48 The potential of the municipality and the manifestations of entrepreneurship in the socio-political aspect.....	84
Table49 Manifestations of entrepreneurship in economic term and the potential of the municipality.....	84



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THEORETICAL AND METHODOLOGICAL BACKGROUND OF A CUNDUCTED RESEARCH.

Subtractive context of research

The issue of entrepreneurship and innovation of young people in rural areas taken under the flagship project "Sustainable Rural Development" from September 2012 to June 2014

The intended analysis of the reality of Polish entrepreneurial attitudes of young people from rural areas, their identification and evaluation, refers to a certain extent to the issue deliberated at meetings and seminars undertaken and planned under the flagship project by the Mikkeli University of Applied Sciences in Finland and the Swedish University of Agricultural Sciences in Uppsala. The flagship project is mainly based on exchange of experience among its members. The organization of regular meetings is an opportunity for international interdisciplinary discussion on entrepreneurship, innovation and participation of young people in rural areas, while maintaining the form of workshops, training, learning – conference and study trips.

The Flagship project partners of the Mikkeli University of Applied Sciences Finland, together with the Swedish University of Agricultural Sciences, Uppsala, Sweden are now preparing (June 2014) a tool to evaluate education and training of entrepreneurship in rural areas. A short review of the literature of the subject areas was carried out:

- 1 Operationalization of the concept of entrepreneurship,
- 2 Teaching Entrepreneurship
 - a. teaching entrepreneurship in a formal, non-formal and practical training
 - b. methods of teaching entrepreneurship

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Minister of Agriculture and Rural Development



3 Evaluation and measurement of entrepreneurship in education

a. measurement indicators

Teaching entrepreneurship and entrepreneurship as a subject in schools are implemented within Finland in the framework of the curriculum, the same as in the Swedish education system. A recent study, cited by the Finnish-Swedish team suggests that entrepreneurship education can, and should strive towards preparing people to act as entrepreneurs and managers, but also the development of entrepreneurship as an attitude (Hytti & Kuopusjärvi 2004). As indicated by the authors, there are no monitoring and evaluation techniques of entrepreneurship in education, which is important due to the change in the meaning of the concept of entrepreneurship (World Economic Forum 2010; Entreprenörskapsforum 2013). Evaluation studies show that it is important to determine what the purpose of education in entrepreneurship is and entrepreneurship education at all levels of education (World Economic Forum, 2010; Hytti & Kuopusjärvi 2004, UN 2012, Berglund and Holmgren, 2007). Especially because of the importance of entrepreneurship in other areas, too, such as entrepreneurship, ecological and social enterprises that can not be measured or estimated from an economic point of view (Entreprenörskapsforum, 2013).

Another very important aspect in the assessment and measurement of entrepreneurship education is to monitor the curriculum, using both qualitative and quantitative methods (United Nations, 2012: OECD, 2009), see also Kailer (2005).

An anticipated result of the Finnish-Swedish research will be developed in the second half of 2014, the evaluation form will be used during subsequent visits, events and seminars in the field of education and training of entrepreneurship. Research participants are lifelong learners under the European Union Programme Life long learning, ranging from children in primary schools, and to the students at the level of higher education and adult individuals active in non-governmental organizations. The outcome of the Finnish-Swedish team will therefore be a tool for evaluating the effects of entrepreneurship education than purely exploratory study of entrepreneurial attitudes of rural youth.

This research will be carried out under the flagship project "Sustainable Rural Development" EU Strategy for the Baltic Sea Region. The EU Strategy for the Baltic Sea



Region (SUERMB) is a comprehensive macro-regional project of international cooperation, with the aim of making better use of the potential, which have EU countries lying in the Baltic Sea. In accordance with the Action Plan of the Strategy activities are focused around three objectives of the Strategy:

- save the sea,
- connect the region,
- to increase prosperity.

One of the so-called. priority areas of the Strategy is a priority area AGRI (Strengthening of sustainable agriculture, forestry and fisheries) within which it is implemented, this flagship project (Sustainable Rural Development). In the Action Plan of the Strategy indicates that the Swedish National Rural Network and the Ministry of Agriculture and Rural Development play the role of the project leader. In a discussion led by representatives of these institutions, which took place from the beginning of the implementation of priority on agriculture, forestry and fisheries, it was decided that the cooperation in the framework of the project includes two main areas namely: young people in rural areas and to promote a favorable climate for innovation in rural areas. Since mid-2012, the flagship project began a new phase of the operation, in connection with obtaining funds from the Swedish Institute. Project management issues rest on the Swedish side, in a project involving partners from the Baltic Sea region, including Polish (including FAPA as the secretariat of the Central NRN).

Theoretical basis of studies on attitudes of youth in the rural areas in Poland in the field of entrepreneurship and innovation

Methodological studies of **attitudes of rural youth in Poland in the field of entrepreneurship and innovation** relate to the existing theoretical and empirical achievements in this area.

"Entrepreneurship" is an interdisciplinary category present and described in economic sciences, psychology and social sciences, which makes it ambiguous and multi-faceted concept. Precursor that formulated and undertook to clarify the term entrepreneurship



was a French economist R. Cantillon. He was associated with risk-taking entrepreneurship and the feeling of uncertainty that accompany people in establishing and running a business (Duraj, Papiernik-Wojdera, 2010: 11).

In the literature, there are two basic definitions of entrepreneurship recognition: functional and attribute-based (Grzegorzewska-Mishka, 2010: 17-18).

Functional recognition appeared in economics to describe the process of starting a business. In economic terms, entrepreneurship is to organize the appropriate resources, take risks, in order to receive payment. According to Bieniuk entrepreneurship is the process manifests itself in a bid to seek, identify and use their opportunities and opportunities to innovate in order to come onto the market (2007: 224). This process would not be possible without a certain entrepreneurial personality. Personality is the psychological and sociological category, but can not be reduced solely to establish and conduct business.

The second, attributive approach, highlighted in the literature, describes entrepreneurship as a set of specific personality traits that predispose the individual to entrepreneurial activities (Zielinska, 2006: 201). In the literature there is no universal list of features characterizing the entrepreneurs. Different authors present their own concept of entrepreneurial individuals, with specific personality traits. According to A. Gibb enterprising person is: communicative, flexible, creative, has a gift of persuasion, has a higher than average propensity to take risks, the spirit of competitiveness. The person is characterized by imagination, independence, ability to solve problems and conflicts, the belief in the ability to influence one's own destiny, managerial skills, willingness to work hard and to seek information. E. Chell indicates the entrepreneurial personality traits such as a tendency to seek opportunity, creativity and ingenuity, activity, taking care of prestige, innovation, supporting change. Creativity of an entrepreneurial person is very important trait in view of the author, it is the creative cognition, achievement, ability to formulate their own judgment, ability to self-esteem and ability to accept criticism and openness to new experiences (Bławat 2003:50-52). An important feature of entrepreneurial one is its innovativity

Innovation is defined as the set of characteristics of individuals to stimulate creative activities, enabling the creation and implementation of new ideas [Kozusznik 2010:17].



It involves creativity (the ability to create) and especially with one of its varieties - innovative creativity that characterizes a person capable of creating new solutions, ideas, methods of operation [Altschuller 1972]. Innovative individuals is attributed to, firstly: curiosity, open attitude to the world, searching for hidden mechanisms and patterns in order to be able to influence the phenomenon; secondly, a sense of responsibility for the bad side of the world, accompanied by the search for better solutions and to try to make changes; and thirdly, open and tolerant attitude towards subordinates, positive attitude to originality and innovation, fourthly unsatisfied curiosity, a positive valuation of originality and novelty [Hagen for Sztompka 2005:225]. Such persons are also characterized by either a pioneering attitude in relation to innovation, which, as it is emphasized by Z. Ratajczak, manifests in an independent search for new, not yet applicable solutions, or at least the receptive attitude expressed in positive valuation (evaluation) of innovation and willingness to follow innovation [1980:194]. In the opinion of P. Sztompka an incorporated innovative is ready for a new experience, has extensive knowledge upon which formulates a number of opinions on various topics. Defined by its objectives are focused on the present, but also date back to the future. It is characterized by respect for others, values education and intends to educate themselves throughout their lives [Sztompka, 1993: 85-86].

Entrepreneurship-hindering features, raised in professional literature, remain in opposition to entrepreneurial attitudes e.g. mainly the excessive hardness or softness or lack of flexibility; impulsiveness; lack of authority; over-reliance on a higher power; reluctance to eliminate one's own weaknesses; and perfectionism, which was defined as excessive worry about the details (Glinka, Gudkova 2011: 128).

In the social sciences the subject of entrepreneurship is a sub-discipline called sociology of entrepreneurship. It explores beyond the economic, especially the socio-cultural, symbolic and political establishment. It focuses on the study of social determinants of creation and enterprise development, opportunities and barriers: inherent in the process of socialization, structure and life cycle status, draws attention to the role of discrimination, exclusion and social marginalization (Nawojczyk, 2009: 89). Entrepreneurship is, therefore, rooted in a broad socio-cultural context, which significantly affects its shape.



Changes in contemporary European labor market is affected by increasing globalization and standards underlying the knowledge society has led the European Commission to develop, for the Member States, the program drawing attention to the need for lifelong learning and supporting the development of the educational potential of young people. In the document **"Key Competences for Lifelong learning - a European Reference Framework"** (2006) highlights and describes eight key competences: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression. This document highlights the need to ensure adequate education and training of young people to develop key competences giving them to prepare to participate effectively in the contemporary social and professional life.

The subjects of the proposed research are entrepreneurial attitudes. Attitude is an ambiguous concept and is used in various scientific fields, but usually this term is used by psychologists. Concepts of attitude reach for the three main trends: the atomist-associative psychology, Wurzburg school of psychology and behaviorism. The concept of atomist-associative psychology grew out of the concept of attitude adjustment. The setting is a state of preparation for a particular reaction. Subject perception of certain objects, solve problems, and perform specific actions. Attitude is here understood as a functional state of readiness. The most well-known is the definition of attitude by Allport, specifying it as a mental and nervous state of readiness, focused on the individual's response to objects and situations. Wurzburg school of psychology treats attitude as an organization of mental processes and mental components of the system. Organization of mental processes consists of attitude motivational, emotional, perceptual and cognitive processes. Thus, the main elements of an attitude are cognitive and emotional components and disposition to act. To this group belong the definitions by Krech as well as Crutchfield Ballachey. The last definition group is based on the assumptions of behaviorism, departs from the understanding of the subjective-psychological attitude. It studies attitude and behavior as a response of the individual. This orientation includes the definitions by Campbell and Green (Mądrzycki 1970: 12-17).



Mądrzycki T. and S. Nowak, among others, within Polish sociological literature formulated the concept of attitude their definitions of attitudes derived from assumptions Wurzburg school of psychology and are structural in nature. According to them, the attitude is always against something. This may be a material object, another person, class of objects, a set of people and different situations. Secondly, the attitude is always someone's attitude and it exists in the human psyche. Its existence and extent are determined by whether and how a person perceives a particular class of objects. Thirdly, each component of an attitude of is assigned with a specified value and importance. Nowak lists three components: a cognitive component, an emotional-evaluative component and behavioral component. Among them, the constitutive factor is the emotional-evaluative component of attitude. Without it there is no attitude. It's just the emotions and evaluation of that influence given direction (positive / negative thoughts) and intensity (the strength of emotions) of an attitude. Cognitive component includes beliefs and knowledge about the subject. The extent of knowledge and its accuracy is being evaluated. The last behavioral component is determined by the disposal team to behave in a certain way towards the object (Marody 1976:16-22).

In the literature, there are few sources of research on entrepreneurial attitudes, especially amongst young people in rural areas (Psyk-Piotrowska E., Sudra E.:2014).

Glinka, Gudkova present the results of research on entrepreneurial attitudes of people running their own business. These attitudes are formed according to them, by the following features: possession of achievement motivation, internal locus of control and willingness to take risks. Strong motivation is accompanied by an ambitious and realistic goals and long term thinking. People with a strong motivation to seek continuous improvement, to improve the quality of their actions. Entrepreneurial persons characterized by internal locus of control manifested in the fact that the individual responsibility for their actions, no belief in the shaping of their destiny and control the course of events. This involves the latter feature, which is taking risks, but a controlled risk, thanks to which one affects the course of events (Glinka, Gudkova, 2011: 124-125).

The completed study of entrepreneurial attitudes of young students of economics (Targalski, Kosala, Pichur, 2007: 90-98) indicate a positive attitude of most of them to start



their own business. Most often indicated the reasons for such intention were independent of the employer and greater financial benefits. More than half of the students also made a positive self-esteem in the field of entrepreneurship. They showed a relatively high need for achievement, ability to work in team, perceptiveness. However, the low level features such as: the ability to take risks, initiative, and comprehensive knowledge is interesting. These are important features of expressing an entrepreneurial attitude. The most common barrier indicated for external start their own business was the bureaucracy and prohibitive regulations.

Interesting results of research into the life orientation of urban and rural youth present Thorn-Szostak, Czerwińska (2007). Studies distinguished young life strategies: "Daedalus" knows what he wants and has high aspirations, "Ant" expects little from life, but at the same time think that it should take action in life, "Dreamer" is passive, does not take action, convinced of their futility, unable to achieve the objectives pursued, and finally "Eeyore" is convinced that action is useless (Thorn-Szostak, Czerwińska, 2007: 214) Analysis of the data indicated that the dominant attitude of life in both treatment groups was "Daedalus." However, young urban versus rural youth are more ambitious and committed to higher goals. Important determinant here is family status, in fact, it is the higher, and the greater optimism in life and a greater range of planned activities accompanies the child. Moreover, rural youth are increasingly expressed opinions that the place of residence has a negative impact on their future - to get an education and a good job. They are ambitious and know what they want to achieve, however, are aware of the inability to fully achieve its objectives, due to external factors. They have a belief about the lack of impact on the future. Still, most of them declared their willingness to return to the country after graduation. Conclusions of the study indicate that rural youth more likely than urban adolescents experiencing feelings of helplessness, but it is mainly the children of middle-and low-status family.

Young people from rural areas show awareness of possessing certain competences, which would allow them to achieve the ambitious goals. These objectives, however, are determined carefully to a level that appears to be obtainable. Anticipating a possible defeat is to prevent posing unreasonable goals, while continuing activity. The main sources of such an attitude are the shortcomings of individual and social resources, which should equip



the educational system and educational youth in rural areas (Kwiecińska-Zdrenka 2004: 221-226).

An overview of sociological literature on innovation of rural youth shows noted that this problem is rarely discussed, and if so, mainly due to the defining conditions of implementation of innovations in the rural areas. For example, I Pietrzyk writes about innovation networks, which means "the existence of intentional relations of cooperation between multiple partners, based on mutual trust and orientation on innovation" recognizing them as the optimal form of organizational entities to facilitate the exchange of knowledge, ideas, experience, or human capital [2000:51]. P. Sztompka indicates the characteristics of the social structures that facilitate and create innovation such as pluralism, tolerance, acceptance of diversity, dissent, openness to novelty, focused on building emotional ties and relationships based on mutual trust to facilitate social interaction [2005:50]. In this context, one has to take into account the characteristics of rural communities, which constitute a barrier to the innovation of its people and their creation of innovation. Residents of the rural areas less than urban residents participate in formal social activity, and share the conviction of the rightness of joint actions [Hipsz 2012:3]. They are characterized by a smaller potential of human capital, which also affects the level of social trust and willingness to participate in open and heterogeneous social networks [Cybulska 2012:4]. Innovation of rural residents is not conducive to them being viewed in terms of traditionalists and those negative relating to social change. As the analysis of the CBOS reveals the image villagers are still valid [Hipsz 2014:4], a social mirror, where the image can negatively affect their attitude towards innovation. They have a problem with its definition (cf. Tuziak 2013) and often do not believe in the possibility of creating without the involvement of huge funds [see. Zajda 2012]. However, as emphasized Krzysztofek K. and M. Szczepanski: "If in both individual and collective awareness the need and acceptance for a change is not embedded, this change will take long, oftentimes taking a deformed form. Hence it is important to raise the awareness of how innovative and modernization-related changes are necessary, among their main agents and subjects – both local and regional communities and individuals"[2002:41].



Amongst international attention the report 'The identification and measurement of innovative characteristics of young people' [Chell, Athayde 2009], which seeks to establish a methodology for measuring innovation of British youth. On the basis of the review of literature and own studies assumed that the characteristics of innovation can be accomplished by five variables: 1 creativity, 2 self-efficacy, 3 energy, 4 risk-propensity, 5 leadership. A number of variables that affect the process of creating innovation of youth, including the learning strategies they absorb in the context of relationships with teachers, teaching styles used in the school, including the use of group work and design methods, requirements for students, family of origin characteristics (including executed by parents, guardians profession), being in the environment multicultural. On the basis of detailed several types of innovators: 1 innovator inventor oriented for creating, discovering something new, 2 cultural innovator oriented to the creation of music, fashion, media, 3 corporate innovator oriented the creation of new products and services in large companies, 4 innovative entrepreneur oriented to create companies offering new products, services, 5 social innovator intends to create new solutions to support positive social change and the environment.

The literature review leads to the conclusion that there is a significant shortage of both reflection and research on entrepreneurship and innovation of rural youth. Unless, are conducted regularly economic research on entrepreneurs and their business, there is little or almost no social research is devoted to such an important issue as entrepreneurial attitudes and innovation of rural youth that require diagnosis as well as actions aimed at their development. This is essential to enable, with positive effects, young rural residents in activities to develop their own living environment

Research conducted by a team of sociologists from the University of Lodz in as a Polish partner within the sustainable rural development flagship project, seeks to respond to the needs described in the identification and measurement of attitudes of rural youth in entrepreneurship and innovation, and assess the feasibility of using these attitudes for local development

The presented research derives from:

- **The definition of entrepreneurship in terms of the European Commission**, in which entrepreneurship is regarded as one of the key competences. It is defined as

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"an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. It provides support for all the everyday lives at home and in society, employees in being aware of the context of their work and the ability to seize opportunities; is a foundation for more specific skills and knowledge needed by entrepreneurs establishing a social or commercial activity. This should include awareness of ethical values and promote good governance" (Key Competences

- **Definition of innovation** inspired by the research of Barbara Kozusznik according to which innovation is understood as *a set of characteristics of individuals that stimulate them to creative activities, enabling the creation and implementation of new ideas* (Kozusznik 2010:17).

- **The concept of attitudes by Stefan Nowak**, according to which *"the attitude of a man towards a certain object is generally relatively stable dispositions to rate this item and emotional responsiveness towards him and possibly associated with these emotional dispositions rank relatively stable beliefs about the nature and properties of the subject and the relatively stable dispositions the behavior towards the subject "* (Nowak 1973: 23).

In the context of these definitional assumptions a person who has the entrepreneurial attitude affecting the generation of innovation, has knowledge about entrepreneurship and innovation, knows how to characterize these concepts, can provide a source of information about them, examples of the various manifestations of entrepreneurship and innovation, replace the conditioning factors and barriers their development. In addition, such a person exhibits specific characteristics: it is open to change; it has adaptability, likes to take risks and be self-employed, and shows a positive attitude towards the future. It also has high educational aspirations. In the area of behavioral component is visible by making it different creative actions and activities in the economic, social and political. Moreover, it seeks to develop and expand its human capital through participation in various courses, training courses, and workshops. Their place of residence / origin (in this village) perceived positively, it sees big growth potential linked to local resources. It was therefore felt the need and the possibility of further residence in the village.



Research objectives

Constructing a research concept on which you can perform a satisfactory cognitive research is a complex and multi-phase project. The first and necessary step of this project is to define clearly the main purpose, which is designed to serve the achievement of research. His clear articulation of a condition to determine the specific objectives of the study and formulation - as a result of clarifying their scope - a set of research questions. A well-formulated research problems (objectives and related questions) enables the identification of phenomena, to which must be reached in order to solve problems defined as the overall objective.

In connection with the activities associated with the direct implementation of field studies should be preceded by a detailed analysis of the test and the corresponding problems and defining a set of research questions seeking to obtain information and defining the spectrum of their acquisition (subject of study, the best source of information, the best moment of realization, etc.) and preparation of corresponding research tools allow collecting exhaustive, reliable and accurate data.

The main objectives are:

1 Identification and assessment of attitudes of rural youth in entrepreneurship and innovation;

2 Evaluation of the use of these approaches for local development.

The effective implementation of the main goals requires them to substantiate which in turn translate into specific objectives, then the corresponding research questions and, ultimately, the operationalizing or translate them into the language of research tools. Importantly, any of these steps can not be overlooked. When the specific objectives of the study and formulation - as a result of clarifying their scope - a set of research



questions have been defined, they provide an indication of the phenomena, which should reach to solve problems defined as the overall objective. On the other hand, well-articulated research problems (objectives and related questions) is the basis for constructing research tools enabling to acquire adequate, reliable and comprehensive information.

Therefore, the main purpose of the formed above corresponds to the following specific objectives:

1.1. Assessment of the extent of knowledge of the young people on rural entrepreneurship and innovation:

- understanding of both concepts (including the role of schools and universities in the transfer of knowledge on entrepreneurship and innovation and shaping entrepreneurial attitudes);
- identify the characteristics of individuals entrepreneurial / innovation and the factors and barriers to the development of entrepreneurial attitudes / innovation;
- manifestations of entrepreneurship and innovation in their environment (the community).

1.2. Analysis and description of the relationship of the young people to innovate and entrepreneurial:

- the importance of entrepreneurship and innovation in personal and social life of the young people (their position in the value system of youth),
- the ratio of rural youth to enterprising people
- self-esteem of young people in their own entrepreneurship and innovation

1.3. Description of the behavior of the young people in the area of entrepreneurship and innovation:

- the level of entrepreneurship of the young people (including innovation);
- the scope and nature of the activity of the young people (participation socio - political, educational and economic activity, etc.) taking into account the dimension of innovation and entrepreneurship;
- plans for the future (educational path, the preferred type of work, any economic activity).



- 2.1. Analysis of the socio - demographic surveyed (family of origin: parents' education, professional status and material)
- 2.2. Analysis of the perception of the rural youth development potential of rural areas, including associated local resources (assessment of socio-economic situation of his village, perceived strengths and barriers to development, a vision of the future - further living in rural areas vs. Emigration to cities)
- 2.3. Analysis of the socio - economic communities in which he resides examined adolescents (number and nature of ongoing innovation, the structure of farms, the number of companies registered in the Company ID, etc.)

As mentioned above, detailed research objectives correspond to certain research questions further specifying the scope of the information sought. Their presentation (in conjunction with the individual specific objectives) is given below in Table 1

Table1 Research goals and questions relations.

<i>General goal</i>	<i>Detailed goals</i>	<i>Research questions</i>
Identification of attitudes and actions of young people from the rural areas on entrepreneurship and innovation	1. Evaluation on scope of knowledge of young people from the rural areas on entrepreneurship and innovation	<ul style="list-style-type: none"> ❖ How do young people living in rural areas understand the concept of innovation and entrepreneurship? ❖ How and to what extent school / university provide knowledge on entrepreneurship and innovation and shapes the entrepreneurial attitudes of young people? ❖ What are the qualities attributed to entrepreneurial and innovative youth? ❖ What, if any manifestations of entrepreneurship and innovation youth sees in their immediate environment (the community)?
	2. Relation of young people from the rural areas towards innovative and entrepreneurial actions	<ul style="list-style-type: none"> ❖ What is the of entrepreneurship and innovation attributed by youth in their personal and social life? Whether and to what position these features appear in the system of values of the research participants? ❖ How youth evaluates the entrepreneurial and innovative behavior of their peers? What is the position of the



	<p>3. Description of behavior of youth from the rural areas in relation to entrepreneurship and innovation</p>	<p>entrepreneurial ones in their environment?</p> <ul style="list-style-type: none"> ❖ How to rural youth assess their own level of entrepreneurship and innovation? ❖ What are the characteristics of rural youth in relation to entrepreneurship and innovation? To what extent attitudes of young people from the rural areas are entrepreneurial? ❖ What kind, if any socio-political activities are taken up by youth from rural areas? ❖ What kind, if any experience of gainful activity has rural youth? ❖ Whether and how much extra (outside of school / studies) educational activity is taken up by youth from the rural areas? ❖ What are their plans for the future in the field of further education and work? ❖ What factors promote and which hinder young people's development of entrepreneurial attitudes and taking innovative actions?
<p>Opportunities of using attitudes and behavior on entrepreneurship and innovation of young people from rural areas in relation with (sustainable) local development</p>	<p>1. The analysis of socio-demographic background of young people represented in the research</p>	<ul style="list-style-type: none"> ❖ What education have parents of research participants? ❖ Whether and how the parents' education affects the attitudes of young people in the area of entrepreneurship and innovation? ❖ What professions have parents of research participants? ❖ Whether and how the employment situation of parents affects the attitudes of young people in the area of entrepreneurship and innovation? ❖ What is the financial situation of the family of origin of the research participants? ❖ Whether and how the financial situation of the family of origin influences the attitudes of young people in the area of entrepreneurship and innovation? ❖ Whether and how the gender and age of research participants correlate with the level and nature of their behavior in the field of entrepreneurship and innovation?



	<p>2. The analysis of the development of the rural areas and its local resources in view of young people</p> <p>3. Socio-economic situation of the communities inhabited by the surveyed youth</p>	<ul style="list-style-type: none"> ❖ In what type of school / course of study the research participants learn? ❖ Whether and how the stage of education - type of school / faculty differentiates the level and nature of their behavior in the field of entrepreneurship and innovation? ❖ How youth from the rural areas assess socio-economic situation of their country? What strengths and shortcomings (including barriers to development) do they observe? ❖ What opportunities and ways to address entrepreneurship and implementation of innovative projects in rural areas (mainly in the local community) sees the rural youth? ❖ Do rural youth plan their future with reside in rural areas or in the cities? What are the reasons for the choices made? ❖ What is the socio - economic situation of communities in which research participants live (what is the range of professional, educational and cultural offer, the number of non-governmental organizations, the number and nature of ongoing innovation, what are the local resources of municipality)? ❖ Whether and how the socio - economic situation of communities in which the research participants live is associated with the level of entrepreneurship and innovation? ❖ Whether and how the entrepreneurial attitudes and innovation of youth from the rural areas (about the level and scope identified in the study) may be used for the development of the local community?
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Characteristics of research process

The study, in accordance with earlier assumptions (see. The methodological report) was carried out on a sample of young people living in rural areas, originating from three regions that vary in socio - economic terms: Lodz region, Warmia - Mazury and Wielkopolska.



Sample selection of rural youth was purposeful and included in the students aged 16 - 25 years continuing formal education in different types of schools (universities, high school, technical school, vocational school principal) in rural areas or in the immediate vicinity.

In the case of young people attending secondary schools (16 - 18 years) audit questionnaire method was used. This method seemed to be the most "natural" tool of research for school students, without causing additional discomfort of research participants associated with participation in the new venture. Its additional advantage was to supervise the return of completed questionnaires, which allowed the full implementation of the assumed sample (200 research participants in each province), and allowed to avoid significant data gaps.

The sample of youth continuing education at the university level was constructed due to two criteria:

1. Place of origin - the study included only those students whose family home is located in rural areas, located in three regions selected for the study, and who lived in it (ie. in rural areas) at least until the beginning of secondary school.
2. Field of study –students studying on the most popular types of courses (social studies (including economics, sociology, pedagogy, psychology, management, etc.); humanities (amongst others theology, philology, history, cultural studies, etc.), sciences and engineering (e.g. mathematics, computer science, construction, mechatronics, architecture, etc.), in fields related to health sciences (including medicine, nursing, physiotherapy, dietetics, cosmetology, etc.), fields related to agriculture (including agriculture, forestry, horticulture, landscaping, pet breeding / forestry, animal husbandry, etc.), those concerning the safety and / or preparing to work in the uniformed services (including school police, military academy, internal security, etc.).

While doing the study with young people continuing education in higher education (18 - 25 years the method of survey equipment (handed out)) was used. The difference with respect to the auditorium questionnaire is that it allows the implementation of the test groups a more differentiated, inaccessible once at full strength in a specified (same) position. Each of the research participants, meets the eligibility criteria described above for ongoing research, received a self-completion questionnaire to the corresponding point in time. Then, subjects completed questionnaires to the interviewer pointed at the appointed time and place.



The absence of an interviewer during answering allowed to avoid influencing the content of an interviewer of answers, increasing the reliability of responses. Unfortunately, not all distributed questionnaires were returned, not all questionnaires qualified for the study and were completed in a satisfactory manner (in connection with this part of the returned surveys was not subjected to further study because of the numerous shortcomings of relevant data). However, the study was continued until, in which an attempt has been made at the assumed level, ie. The minimum 100 questionnaires were correctly field in and obtained from each province.

Field research was carried out form the beginning of October to the end of December 2014.

CHARACTERISTICS OF RESEARCH SAMPLE

Surveys were obtained from 930 individuals aged 16 to 25 years. From the Lodz region (313 people - 209 students, 104 students), Warmia - Mazury (308 persons - 204 students, 104 students) and Wielkopolska (309 people-209; 100), assuming a sample of 180 students in each of the provinces and over 100 university students. The sample includes 622 secondary school students and 308 university students. In the group of secondary school students surveyed 328 were women and 290 men, and a group of university students 228 women and 79 men.

In each of the provinces the study was completed by the students of the Schools of Agricultural Training Centre, for which the governing body is the Ministry of Agriculture and Rural Development (sample sizes in the following provinces: Lodz region 49 people, Warmia and Mazury 50 people, Wielkopolska 50 people). The tables presented in the annex show data on the number of research participants broken down by gender, age group, classes and types of schools and selected educational paths. Total number of subjects is greater than the number of research participants by age, and gender due to the specificity of the technique used. Not all the participants in the questionnaire gave information on gender and age.



The subjects were high school students between the ages of 16 to 19 years (counting students 16-17 years of this group were 1/3, 1/3 was 18 1/3 - 19 years). In the group of students were aged between 19 to 25 years. The biggest group among this category of people surveyed had a population of 21 to 23 years - over 58% of the students, younger people (19-20 years) accounted for 23% of the group, and the elderly (24-25 years), 19% of the group.

The largest number of high school students surveyed attended third grade - 250 people (40% of all research participants in this category) and fourth - 155 people (almost 25% of the total). Less well-represented were younger grade students - the first and second (respectively 91osób - less than 15% of the total, and 126 people - 20% of the total).

In the group studied, 47.4% of students in the fields of social, 23.7% in the fields of engineering and science, and 11.7% in the fields related to agriculture, 7.1% in the humanities and in about 5% of the fields related security / preparation for the uniformed services (military, police, internal security) and health (medicine, dietetics, physiotherapy).

For comparison, in the group of students who have declared their choice of university, 46.8% indicated social science, 34.6% for engineering and strict, 15.6% chose trends related to health, humanities, 13.5%, 12.2% related to agriculture, and 4.6% related to safety directions. In addition, 9.3% of research participants indicated other single field (eg art, sports).

RESULTS OF RESEARCH

Understanding of “entrepreneurship” and “innovation”

Youth were also asked what kind of features an innovative person should have. In the literature, such persons are assigned: 1. creativity, 2. a feeling of operational efficiency, the third activity, the desire to act, 4. willingness to understanding risk, 5. leadership (Chell, Athayde 2009).

Analysis of the responses to the open-ended question: "What are the characteristics and behaviors which indicate that someone is innovative?" allowed to specify the characteristics attributed to the innovative people, i.e. 1. creativity and perceptiveness, 2. confidence, 3.



willingness to take risks 4. openness to change, 5. willingness to take on challenges, 6. consistency in performance, adaptability 7. 8. eloquence, 9. communication, 10. modernity, 11. organize and reliability in operation, 12. leadership, 13. other.

The evaluation of entrepreneurial traits and the question of entrepreneurship. Youth were asked to evaluate and assess the characteristics of the presented three persons. They were asked whether they would like them, and if they would be liked by their colleagues and peer group.

Marek constantly invents something new, he is always active during courses, has a lot to say and is happy to report to the questions. He is happy to share his ideas with his colleagues, and when he sees that one of them has a problem with the answer or the task Marek is willing to help or prompt.

Ola thinks out of the box. Constantly Works on something and makes adjustments. She takes part in many competitions. Often is the winner, wins numerous awards. The main thing is for her that it can pursue their passions, but during courses and lectures is muted, not very willing to share their ideas.

Zuza is very creative and active in the classroom. She is very happy to report to the answers and various additional tasks. Oftentimes she is a leader, has a lot of good ideas, that she is trying to impose on others. Often initiates various interesting activities that require additional work and commitment, not only from her, but also of the whole group.

Self evaluation of youth on entrepreneurship and innovation

The study also evaluated and examined self-esteem of youth in the field of entrepreneurship and innovation. For this purpose, the research participants were asked to identify the extent to which they describe in the questionnaire included, among others, statements about creativity, leadership, motivation, consistency, independence, flexibility, which features emerging in the literature as the size and / or attributes of entrepreneurship and innovation (using a five-point scale consisting of assessment from "strongly agree" through the intermediate values after "strongly disagree"). The results showed that the largest group of



research participants (90% of the total after adding the response so far and more so) - considered to be the person know how to handle themselves well in unexpected situations, able to overcome difficulties on the way to the objective pursued and consistently striving to achieve it, even if it requires hard work, as well as people know how to defend their views. The smallest percentage of research participants claim that they leadership skills (ability to persuade others to realize their own ideas - 47% of all research participants, finding good in the role of leader expressed satisfaction with the performance of - 35% of the total and an indication of its take from the environment - 28% of the total).

Future plans of research participants

Most of the students (62.7%) at the end of secondary school planned to further education. Among secondary school students had the highest percentage (94.2%) and among vocational school students, more than half the lowest declared that they did not intend to study (53.4%). After the education for almost 53% of the research participants declared a full-time job in any company, 13.5% intended to go abroad permanently or for an extended period, and 12.0% that it will work on the farm, 8.4% planned to start their own business .

Young people asked about future work features mostly indicated that the work should be stable (around 67%) and provide high incomes (over 64%). After about 29% would like to make work in their profession, according to the university, and in line with the interests and nearly a quarter to provide an opportunity for advancement and professional development. Nearly 90% of research participants did not consider that the work required independence to make their own decisions, and nearly 86% for the work was flexible and gave the opportunity to the decision on hours of operation.



Level of entrepreneurship and innovation

The level of entrepreneurship in individuals or entire communities depend on many factors related both to the characteristics and features of the socio-economic structure in which they operate. An extremely important part of social reality is the normative system forming part of the so-called. cultural determinants of entrepreneurship. This system may also constitute a stimulant to entrepreneurship development, but may also be a destimulants, especially where it petrifies the existing structures.

Rural areas as a socio-economic areas of activity are seen through the prism of traditionalism and unwillingness of its inhabitants to change [Hipsz 2014: 4]. Their image (thanks to the rapid changes associated with the use of EU structural funds) is expected to change, especially in relation to young people. As noted by G. Krzymieniewska they have both the characteristics that favor their entrepreneurship and those that reduce their potential in this area. Young rural residents appreciate the work, approve entrepreneurial attitudes, they have a rational relationship to money, consumption or saving “which is connected with the process of socialization present in the rural community based on the preservation of a specific ethos of work and respect to values” [2012:152]. The factors working against them are: lower (compared to young people from rural areas) education, lower (and declining) educational aspirations [Szafranec, 2011: 46] or the deficit of important social skills in the labor market (foreign languages, computer, etc.). [Krzymieniewska 2012 : 152-156]. As pointed out by the author, youths from rural areas "show significant lack of confidence in society - lack of faith in their own abilities and prospects for success, which favors the conservative attitudes, low drive to success and is associated with lowered aspirations" [Krzymieniewska, 2012: 157].

The use of the gathered knowledge for the local development

The survey asked young people about the pros and cons of the village in which they live, a number of different answers were obtained, which are grouped into five categories.

"The European Agricultural Fund for Rural Development: Europe investing in rural areas".
The project developed by the Ministry of Agriculture and Rural Development Project co-financed by the European Union within the framework of the Technical Assistance Rural Development Programme for 2007-2013
Managing Authority of the Rural Development Programme for 2007-2013
Minister of Agriculture and Rural Development



1. infrastructure related (services: shops, supermarkets, a hospital for children, hairdresser, pharmacy, church, communication: good roads, good communication, bike paths, cultural amphitheater, library, community center, a sports: soccer field, gym, swimming pool, bike lanes, stadium, skate park and entertainment: formal institutions, etc.)

2. the natural and cultural tourism (lakes, parks, woods, open space, tourism, beautiful, clean surroundings, quiet, tranquility, fresh air, monuments, horse riding, etc.)

3. educational and developmental opportunities for young people (a good school, lounge, attention to the needs of young people, the possibility of leisure time activities, access to the Internet, the ability to develop passion, organizing activities, etc.)

4. opportunities for village development (employment opportunities, new investments, efficient local governments, repairs, financing from the EU, meetings with residents to rural development, creative local authorities, etc.)

5. characteristics of the local community (a lot of young people, lots of locals, good relationships, community activity, cooperation residents, creativity inhabitants, entrepreneurial people, initiatives inhabitants, friendliness of the locals, tolerance among residents, openness to new residents, etc.)

Disadvantages of places where young people also lived were grouped into the following categories:

1. infrastructure (service: no shops, hospitals, police communication: bad roads and lack of sidewalks, lack of communication, lack of lighting; Cultural: no libraries, amphitheatres, cinema, sport: No Fields; entertainment; lack of community centers, playgrounds, pubs, clubs, the lack of places for young people, etc.)

2. the natural and cultural tourist attractions (no sights, no lakes, no monuments, no park, noise, unpleasant odor, neglect of cleanliness, old and ugly buildings, busy, etc.)

3. educational and developmental opportunities of young people (no schools, no daycare, no common room, no internet, no classes / opportunities for youth, lack of interest in youth, few initiatives for youth, lack of development, lack of extracurricular activities, inability to lack of scientific development odd jobs for young people, etc.)



4. opportunities and development of the village (unemployment, lack of finance, lack of competence of local authorities, lack of investment, lack of work, ill-built, no contact with the authorities, the lack of organization of rural space, lack of interest in the locals, a little entertainment, festivals and cultural events, involved little power etc.)

5. characteristics of the local community (lack of cooperation, activity, lack of local community initiatives, an aging population, few young people, theft, gossip, lack of creativity, Intrusive, parochialism, alcoholism, pathological phenomena, religious barriers, lack of anonymity, vandalism, jealousy residents bad relations with neighbors, etc.)

The analysis of socio-economic conditions of the local communities

In order to evaluate the influence of socio-economical traits of the place of living on the level of entrepreneurship of the youth a detailed characteristics of the vilages was prepared.

In the first stage of selection will be made of the research area, i.e. three provinces due to different values of selected indicators characterizing socio - economic regions:

- registered unemployment rate,
- number of employees per 1000 population,
- labor force
- number of individuals engaged in business for 10 thousand. population,
- number of entities in the registry TAX 10 thousand. the working age population,
- turnout in recent local elections,
- number of third sector organizations registered in the province,
- area structure of farms.

The study will be included in state characterized by the values of a set of indicators similar to those of the average (based on all voivodeships), state characterized by the values



of most indicators higher than the average and the region in which most of the indicators reached a level below the average.

Based on the analysis of indicators presented in accordance with the selection criteria described above, we propose the implementation of research in the following provinces: Lodz, Wielkopolska and Warmia - Mazury.

Socio-economic conditions of the communities and the level of entrepreneurship of youth

The level of knowledge, of young people living in rural areas, on entrepreneurship and innovation, consisted understanding of both concepts, identifying the characteristics of entrepreneurial individuals / innovative ones and expressions of entrepreneurship and innovation in their environment (local community), as well as identification of factors and barriers to the development of entrepreneurial attitudes / innovation.

On the basis of the characteristics mentioned by young entrepreneurs created 10 types: innovation and creativity, focus on success, self-organization skills to work, activities, problem-solving skills, interpersonal skills, willingness to take risks, intellectual qualities, economy, positive personality traits activity. The first three types housed many features mentioned by women, who emphasized the practical dimension of entrepreneurial personality (problem solving), and intellectual men. According to the data, despite the differences, there is no clear correlation between the accuracy of determining the category, which is indicated by the research participants is characteristic of entrepreneurship and gender, stage of education and type of school or province.

The characteristics of innovation are, according to the research participants:

1. creativity and perceptiveness
2. openness to change,
3. willingness to take risks,
4. self-confidence,
5. willingness to take on challenges,
6. consistency in action,
7. adaptability,
8. eloquence,
9. communication,
10. modernity,
11. ability to organize and reliability in action,
12. leadership,
13. others.

All students and about 90% of high school



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students were convinced that the characteristics of innovation is creativity and perceptiveness. Relatively more university students (about half of the population) than high school students (1/5 of them) was of the opinion that such a feature is open to change. Women are more likely than men to those of people were among the innovative creativity and perception, as well as openness to change.

The vast majority of research participants are not considered as manifestations of entrepreneurship as reprehensible behavior, cheating on exams, buying exam projects so as to get a better assessment, illegal downloading of various materials from the Internet, selling illegal goods, services, cheating customers in order to sell them something. Nearly half for the manifestation recognize that use of the vulnerabilities of law in order to circumvent the rules and earn more. Nearly 58% of research participants claimed that in their immediate surroundings are the entrepreneurs.

The analysis shows, that of three-quarters of research participants said that in their place of residence there are no actions organized, that would enable them to develop entrepreneurial attitudes. This assumption does not show the place of their origin in good light. The opinion of youth shows that both local authority and institutions do not pay attention to the need to shape and enhance key competences, especially of young people. Other research participants (1/4) pointed out that in their living environment, the most popular are training and educational programs organized by local authorities (especially in the Lodz region), or other organizations (most in Wielkopolska), or various initiatives for the benefit of the local community with the participation of youth (as indicated by the most research participants from the Warmia and Mazury). This last form of action that research participants were likely to mention were from rural communities than urban-rural areas. This is not surprising, because traditionally in rural areas more than in urban areas, the inhabitants are taking initiative (social actions) to compensate deficits in these environments.

A major role in the development of entrepreneurial attitudes of young people can play the school, on the condition that it would have prepared the appropriate curriculum. Nearly 80% of students participated in a mandatory (78.7%) and 11.3% of the research participants in supplementary classes (in secondary schools) and activities to choose from (at universities). The after-school offer was beneficial for 8.6%. Almost 3% participated in other activities



relating to entrepreneurship (2.7%), while some did not take part in them. Most of the students acknowledged that the class discussed issues of interest to them, in an accessible, easy to understand and attractive way. The information passed during the course was in their opinion as the class-group useful in everyday life. This opinion was not shared by at least some of research participants, secondary school students disagreed more often than university students (total responses: 87.0% of students and 75.1% university students). Nearly half of high school students (48.8%) and slightly more than half of the students (51.6%) declared that during the school day, academic courses they did not have any course connected with problems of innovation. Research participants generally quite appreciated the impact of formal education (the stage at which they are currently) for different types of skills related to entrepreneurial attitude and support its development and use in everyday life.

According to more than half of the research participants the school largely supports the development of teamwork skills, creative thinking, work organization, and self-education.

Most youth felt the lack of activities that would develop leadership skills in a group (23.2% of the high school students, 18.7% of technical students to about 13% of students in secondary schools) and presentation skills (from 15.4% of young people attending the vocational schools, by 14.1% of university students, 11.6% of high school students). This may be due to the small number of classes (school and university), which would be geared to working in a group.

The results indicate, that young people accepted the most such characteristics as creativity, innovation and activity in addition to the positive attitude towards peers, ability to cooperate with them and a desire to help them in difficult situations. This imposes a presumption that young people do not appreciate (or give little value to) the ones who are ambitious, passionate but individuals, rather than those who are communicative, interact with others, easier approachable, thanks to whom they can still get the benefits (sparing or support in a situation when you need to prove eg. their talents and knowledge). Trivializing a bit the youth accept entrepreneurial ones if they can gain personal profit due to contact with such people.

Self-esteem of pupils and students in the field of entrepreneurship and innovation was also examined. A rate of self-esteem was calculated. The most of the research participants as



representing the average of self-esteem, but is almost the same number of those with low and very low (total), and high and very high self-esteem.

Participation of young people in all kinds of social activities is a very important part of their development. This allows for the development of citizenship approach and creates a sense of responsibility. In addition, young people participating in social activities, or engaging in various forms of social activities, gain experience on how to build positive relationships with the local community. According to a study conducted a little over 30% of research participants have been involved in social activities in the last year. University students take part in social activities slightly less (28.3%) than school students (32.1%). The most common form of social activity is organization of school / university scientific circles (30.6%), dealing with charitable shares (30.0%). About every fourth of research participants was active in school board / student representative, one in four also was volunteering while at school or college (25.6%). The extracurricular / outside the university volunteering was popular almost 40% of youth. Some were active in an NGO (16.7% of the research participants), and others were involved in the work of the church organization - 13.2%. Few of them (2.1%) worked in a political party, but the turnout of residents of rural areas compared to nationwide is relatively good. The important news is that some part of the students have already demonstrated their activity in school organizational structures and taken different activities. While a small percentage of the young people joined in the efforts of its local community (15.4% declaring social activity) and the active participation of the inhabitants of the community in matters relevant to it, is a very important part of building a civil society.

Another attribute of entrepreneurship and innovation of young people is their previous educational path and its quality, as well as planning for the future, including plans for future occupation and workplace. Most of the survey participants (76.1%) stated that they have already some experience in performing a professional career. The most common (67.5%) were seasonal work (eg. Holiday in the country / abroad). Nearly half of them also held professional training, or practice (41.5%). Every third of research participants used to work part-time, or casual carried out work, every 4 person helped in running the family/ household farm, and 1 in 5. helped with conducting a family business. 4.9% of the research participants had already their own business (higher percentage of school students than university



students), which, given the limited experience and the young age of the research participants, and the fact that attend schools, is impressive.

The concept of lifelong learning is gaining popularity, ie learning for life (Błądowski, Nowakowska, 2010: 24). Thus 63.5% of research participants has some sort of extra-curricular activities enhancing the qualifications and skills.

Most people (over 45%) took an active part in extra-curricular activities in order to prepare for school, exams, tests, and the growing interest in subject (including arts, sports). 36.4% of people in order to developing their practical skills useful in everyday life (e.g. Driving course, computer course, etc.). Every 4 person raised competence in foreign languages, more than 21.2% developed their social skills (communication, organizational, teamwork, etc.).

To determine the level of entrepreneurial attitudes of young people four of its dimensions (synthetic variables) were constructed - consisting of:

1. educational activity, aimed at gaining knowledge about entrepreneurship and innovation and the development of a predisposition of research participants;
2. the knowledge and beliefs about entrepreneurship (attitude towards it)
3. the socio - political activity (co-decision on matters of immediate environment) and
4. attitude to take in economic activity and action in this area.

Then enterprise level indicator was created, including the potential range from 0 to 12 points. The largest group of research participants (57%) obtained values oscillating around the arithmetic average for the total sample of 5.13 points. The relationship between the dimensions of enterprise level recorded of each dimension is weak, which may mean, that the knowledge and beliefs about entrepreneurship only slightly translate into concrete action. Statistically significant, though weak associations can be observed between knowledge about entrepreneurship and innovation, and the area of social activity (Kendall Tau b = 0.147, p <0.01) and between the dimension and the dimension of social activity characterized by economic activity and attitude towards its making (Kendall Tau b = 0.087, p <0.01).

Analysis of the level of entrepreneurship (including innovation) of the young people indicate a minor impact on the level of the factors related to their demographic characteristics. Although there are statistically significant relationships between educational activity in the



area of entrepreneurship and innovation and the age, sex and stage of education of research participants, the relationship between attitudes towards entrepreneurship and gender, stage of education and type of school, the relationship between social activity and the type of school and between economic activity and the age of the research participants, but all of these compounds are very weak and do not translate into differences in the level of entrepreneurial expressed a synthetic indicator. On this latter variable (level of entrepreneurship) in a statistically significant way, affects only the type of school.

Looking at the distribution of the research participants' self-esteem of young people in the field of entrepreneurship and innovation, it is difficult to find unambiguously that the professional situation, education or financial situation of their parents impact their self-esteem. Gender, type of school or study, state in which research participants live do not differentiate their declarations that make up the self-esteem. Young people generally varies in their self-assessments in the field of entrepreneurship but rather they involve with certain predispositions of socio-psychological traits, held and the separate evolution of his way of life, in which some can help support the family, or the manner and level of education at school or living environment conditions. Presumably, environmental diversity, school and family also affects the size of the unit self-consciousness of the young man.

In fact, no statistically significant relationship was found between the family situation of the research participants (education and professional situation of research participants and their financial situation) and their level of entrepreneurship (or its component variables - highlighted the dimensions of entrepreneurial attitudes related knowledge, beliefs and behaviors of young people). Only statistically significant dependence (albeit weak) emerged between parents education and socio - political activity of youth.

Most of the young people were moderately interested in the affairs of their community, but many of them were expressing an opinion that their city is just as attractive as other localities of this type. Subjects, as their first opinion, drew attention to the natural beauty and tourist attractions of their hometown, but stated that its disadvantage is small opportunities for further development and lack of educational opportunities (that concerned this age group). The village is attractive for recreation and tourism assets, but is giving less opportunity for self-development, career, and success in life. Thus, a large part of the rural



youth is associating work of their future with the city. They would probably commute from the village where they plan to live. Better educated young people - high school students, plan to continue their education in college and university students, plan rather live and work in the city after finishing their education.

Research participants, both pupils and students, lived in areas that differed in terms of socio - economic situation, which could potentially affect the way of life of young people, including their knowledge and experience in the area of entrepreneurship and innovation. To assess the importance of the specifics of residence for shaping the attitudes of young people in entrepreneurship and innovation a synthetic variable was created, indicating the situation as a numerical point of view, the municipality of its economic development opportunities (from 0 to 5).

In the context of synthetic variable includes:

1. The investment attractiveness of municipalities in three areas: industrial activity, for service activities and for advanced technologies (assigning value of the indicator 0-3)

2. The distance from urban centers of varying size and importance (municipalities, of a peripheral character were assigned a value = 0, the municipalities of the central character to the urban center of medium size, value = 1, and the municipalities of the central character to the big city provincial (Łódź, Poznań, Olsztyn) assigned value = 2). For each of the summed values are assigned to both variable thus creating an index characterizing the level of potential inhabited by the municipality on a scale 0 - 5 points (the higher the index value, the higher potential for development). The results indicated that in each of the provinces are very different areas of potential socio - economic development. Correlated synthetic indicator expresses the level of the socio - economic commune with four variable components of an enterprising attitude. It has been shown that the potential of the municipality in which the research participants lived, did not have any statistically significant effect on the level of the variable expressing their beliefs and attitudes towards entrepreneurship. The largest percentage of research participants with the highest value of the analyzed indicator was among research participants living in municipalities of the average level of the socio - economic development. Characterized by the lowest values of the indicator of knowledge and beliefs about entrepreneurship accounted for just over 21% of both the low-potential areas, as



well as from areas where the potential was relatively high. The analysis also showed that the potential of the municipalities had no statistically significant effect on the level of business research participants collectively recognized as the sum of the previously mentioned four dimensions. The majority of research participants, regardless of their place of residence showed the average level of entrepreneurship. Nevertheless, it was observed that among young people living in municipalities with low potential is relatively few people with a low level of entrepreneurship. Perhaps it is difficult to stimulate young people to take action for change.

Entrepreneurship plays an important role in the development of rural areas. Youth, which is an important potential, can play a big role in this process. However, studies on this subject are not optimistic. Although rural youth has great potential incentive to achieve life goals, it is quite mobile professionals, increasingly favorable to the prospects remain in rural areas, however, the current situation in the country is not satisfactory for them. Units ambitious, well-educated, unable to satisfy their aspirations prefer to build careers in large cities.

Self-esteem is an important aspect of entrepreneurship – understood both as actions and behavior of entrepreneurial and innovative. It depends on, among others, perceived social reality. It is emphasized that the one who has a higher self-esteem, is more enterprising, as it is also confirmed by this study.

Therefore, educational facilities, but also local governments and non-governmental organizations should pay more attention to rural youth, more focus on their needs amongst others in regard to. education, as well as take care of raising the level of their self-esteem, encourage their socio - political participation.

As noted in this report, less than a third of the young people declared their social activity, of which only 15% took part in actions to their place of residence. In studies of the social capital of local action groups (study completed in 2014), obtained results indicate that youth from rural areas is a very small percentage among the members of the LAG. Furthermore, the young ones are usually opted out form the important features in their structures. Certainly, greater openness of local authorities on the activities of young people, providing them with the right conditions to make of socio - political, the use of a range of



incentives and facilities in this regard, would help to develop the potential of young people in entrepreneurship and innovation. As a result, young people often and willingly commit to a in initiatives for local development.

To sum up. The results of the study confirm the high educational aspirations of rural youth. The share of research participants participating in extracurricular school activities developing the knowledge, skills and abilities was 2/3. Higher aspirations for further education expressed high school students, and students from vocational schools, education are willing to stop feeling prepared to work.

The experience of the research participants is an important attribute of entrepreneurship and innovation. The majority (3/4) of research participants already performed their careers, they were mostly seasonal work (eg. Holiday in the country / abroad). Nearly 45% of young people assisted in running a family household or business.

These results indicate the potential for active young people from rural areas. The decision to stay, development and self-realization in the country depends largely of how the place of residence is seen by young people. If the conditions of life in the community are judged to be favorable, the assessment of educational and life opportunities made by young people is much more optimistic (Domalewski, 2006: 273). Previous studies (Szafraniec 2011 Kwiecińska-Zdrenka 2004) showed that young people perceive the village as an unattractive place. In the present study, about 45% of the research participants believe that their town is less attractive than other similar. Noteworthy is the poor activity of local authorities and other institutions and organizations in developing the qualities, skills and entrepreneurial attitudes of young people. According to the declaration ¼ of them such activities are organized in communities. Against this background better represented at the objects in the field of entrepreneurship and innovation concluded or educational program, or in extra-curricular activities conducted by the school. A vast majority of those who participated in the compulsory classes on entrepreneurship, organized in schools, were generally positively evaluating it. Slightly fewer people (half of the research participants) stated that they did not participate in school activities concerning the issues of innovation, and the young people who had the opportunity to participate in them, evaluate it higher than subjects related to entrepreneurship.



Young people from the rural areas are therefore, great potential for development. Educational aspirations are also often a factor of the development activities of skills and knowledge. A significant proportion of research participants participated in social activities, but only a small percentage of the efforts of his community, the majority of professional work performed to date. Note the high percentage of research participants planning to the completion of education traveled the countryside to the cities or abroad. One of the reasons for the decision to leave his home village inconvenience could be perceived by the research participants in their immediate vicinity.

Attention is drawn to the fact that the formation of youth in rural areas of entrepreneurial attitudes, which are one of the important determinants of socio-economic development of rural areas, requires special attention and action system. These research results can help to develop a strategy for the development of entrepreneurship of young people from rural areas.

ASSUMPTIONS AND RECONEDATIONS

As is clear from the above analysis, there is no conclusive effect of socio-economic situation of municipalities on the level of entrepreneurship and innovation of the young people. You can, however, ask whether entrepreneurial attitudes of rural youth and innovation can be used for the development of the local community? Certainly, rural youth has solid potential in the field of entrepreneurship, and even innovation, but so far it has not been properly discovered and exploited. Research conducted by K. Szafraniec (2011) or M. Kwiecińska-Zdrenka (2004) show that rural youth have "complex rusticity" or feeling "stigma rusticity". Young people living in rural areas often have a lower educational or professional aspirations, than their peers form urban areas, even if they do not have lower academic achievement. This situation shows that young people from rural areas are somewhat neglected and ill-informed in the field of education. As pointed out by K. Szafraniec, lower educational aspirations of rural youth are reflected in their aspirations in life. They are less likely to aspire to high social status, earn a higher income, and in turn more likely to consent



to being a serial employee, or accept more modest standard of living. Often characterized by their attachment to tradition, modesty, ordinariness, economy, but also resourcefulness, cleverness, young people who after implementation of educational plans want to live in the country, mostly come from families of lower socio-professional. Some young people returning to the country is less educated people who can not afford to start a life in the city.

Entrepreneurship plays an important role in the development of rural areas. Youth, which is an important potential, can play a big role in this process. However, studies on this subject are not optimistic. Although rural youth has great potential incentive to achieve life goals, they are quite mobile professionals, increasingly favorable to the prospects remain in rural areas, however, the current situation in the country is not satisfactory for them. The ambitious ones, who are well-educated, are unable to satisfy their aspirations and prefer to build careers in large cities.

Self-esteem is an important aspect of business, both perceived in relation to the actions and behavior of entrepreneurial and innovative ones. It is emphasized that the one who has a higher self-esteem, is the more enterprising. Therefore, educational facilities, but also local governments and non-governmental organizations should pay more attention to rural youth, with more focus on their needs in relation to education, as well as encourage socio - political participation.

As noted in this report, less than a third of the young people declared their social activity, of which only 15% took part in actions to their place of residence. The studies of the social capital of local action groups, carried out by the team of sociologists from the University of Lodz, indicated that youth from rural areas are not represented amongst the members of the LAG. Furthermore, they are usually not present in their structures. Certainly, greater openness of local authorities on the activities of young people, providing them with the right conditions to take of socio – political activities, the use of a range of incentives and facilities in this regard, would help to develop the potential of young people in entrepreneurship and innovation. As a result, young people often and willingly commit to a in initiatives for local development.

The results of the study confirm the high educational aspirations of rural youth. The share of research participants participating in after-school and extracurricular activities developing



the knowledge, skills and abilities was 2/3. Higher aspirations for further education was expressed by high school students, and students from vocational schools (basic vocational schools and technical schools) who are willing to stop feeling prepared to work.

An important attribute of entrepreneurship and innovation is the experience of the research participants. The majority (3/4) of research participants already performed their careers, they were mostly seasonal work (eg. during holiday in the country / abroad). Nearly 45% of young people assisted in running a family household or business. These results indicate the potential for activity youth in rural areas.

The decision to stay, development and self-realization in the country depends largely on how the place of residence is seen by young people. If the conditions of life in the community are judged to be favorable, the assessment of educational and life opportunities made by young people is much more optimistic (Domalewski, 2006: 273). Previous studies (Szafraniec 2011 Kwiecińska-Zdrenka 2004) showed that young people perceive the village as an unattractive place. In the present study, about 45% of the research participants believe that their town is less attractive than other similar. Noteworthy is the poor activity of local authorities and other institutions and organizations in developing the qualities, skills and entrepreneurial attitudes of young people. According to the declaration of a quarter of them there are such activities organized in communities, better represented at the subjects in the field of entrepreneurship. Entrepreneurship, included in the educational program, or in extra-curricular activities carried out by the school, by the vast majority of those who participated in the compulsory classes was generally positively evaluated. Slightly fewer people (half of the research participants) stated that they did not participate in school activities concerning the issues of innovation, and the young people who had the opportunity to participate in them, evaluate them higher than subjects related to entrepreneurship.

To sum up, the youth from rural areas is a big potential for development. Educational aspirations has also often involved in the development activities of skills and knowledge. A significant proportion of research participants participated in social activities, but only a small percentage of the efforts of his community, the majority of professional work performed to date. Note the high percentage of research participants planning to the completion of education traveled the countryside to the cities or abroad. One of the reasons for the decision



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Rozwoju Obszarów Wiejskich



to leave his home village inconvenience could be perceived by the research participants in their immediate vicinity.

The fact that the formation of entrepreneurial attitudes of youth in rural areas, which are one of the important determinants of socio-economic development, requires special attention and action system. These results can help to develop a strategy for the development of entrepreneurship of young people from rural areas.



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Annex of Tables

Table 2 Number of research participants form three provinces

Research participants by level of education		Voivodeship			Total
		Łódzkie	warmińsko - mazurskie	Wielkopolski e	
secondary school student	number	209	204	209	622
	%	33,6%	32,8%	33,6%	100,0
university student	number	104	104	100	308
	%	33,8%	33,8%	32,4%	100,0
Total		313	308	309	930

Source: Compiled during the project

Table 3 Research participants by gender

Level of education		gender		Total
		Female	Male	
Secondary school student	Number	328	290	618
	%	53	47	100,0
University student	Number	228	79	307
	%	74	26	100,0
Total	Number	556	369	925
	% of total	60	40	100,0

Difference between total number of research participants in Table 2 is due to lack of data on age and gender given by the youth in the questionnaire.

Source: Compiled during the project

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Table 4 Characteristic traits of an entrepreneurial person

Traits	ŁÓDZKIE		WARMIŃSKO-MAZURSKIE		WIELKOPOLSKIE	
	Secondary school student	University student	Secondary school student	University student	Secondary school student	University student
Active	5,9%	9,6%	4,1%	5,9%	2,7%	4,1%
Problem solving	31,7%	28,7%	23,7%	35,6%	24,0%	24,5%
Thrift	10,8%	13,8%	8,3%	18,8%	3,3%	9,2%
Willingness to Yese risks	21%	27,7%	21,9%	21,8%	15,8%	27,6%
Success orientation	43,5%	57,4%	55,0%	69,3%	69,4%	76,5%
Innovation and creativity	74,2%	83,0%	76,9%	76,2%	86,9%	76,5%
Interpersonal skills	30,1%	29,8%	27,8%	22,8%	30,6%	18,4%
Positive personality traits	9,7%	3,2%	11,2%	5,9%	14,2%	6,1%
Intellectual qualities	33,3%	23,4%	15,4%	22,8%	23,0%	29,6%
Ability to self-organize work and activities	48,4%	30,9%	45,0%	51,5%	55,7%	54,1%

Source: Compiled during the project



Table 5 Type of school of the research participants and the traits of an innovative person.

Type of school		Features of an innovative person													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
Basic vocational school	Number	35	7	3	6	6	9	2	18	0	6	13	1	2	50
	%	70,0	14,0	6,0	12,0	12,0	18,0	4,0	36,0	0,0	12,0	26,0	2,0	4,0	
Technical school	Number	214	32	9	45	20	24	6	36	8	14	29	3	9	229
	%	93,4	14,0	3,9	19,7	8,7	10,5	2,6	15,7	3,5	6,1	12,7	1,3	3,9	
High school	Number	79	11	3	14	15	6	1	16	1	7	9	2	4	88
	%	89,8	12,5	3,4	15,9	17,0	6,8	1,1	18,2	1,1	8,0	10,2	2,3	4,5	
University	Number	255	28	30	117	24	11	3	46	5	4	8	2	13	255
	%	100,0	11,0	11,8	45,9	9,4	4,3	1,2	18,0	2,0	1,6	3,1	0,8	5,1	
Total	Number	583	78	45	182	65	50	12	116	14	31	59	8	28	622

1. creativity and perceptiveness, 2. confidence, 3. willingness to take risks, 4. openness to change, 5. willingness to take on challenges, 6. consistency in performance, 7. adaptability, 8. eloquence, 9 communication, 10 . modernity, 11. organize and reliability in operation, 12. leadership, 13 others.

The percentages in the table do not add up to 100 because research participants could give more than one feature of an innovative person.

Source: Compiled during the project



Table 6 Voivodeship and the features of an innovative person.

Voivodeship		Features of an innovative person													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
Łódzkie	Number	200	18	17	59	16	12	7	31	6	10	19	4	11	210
	%	95,2	8,6	8,1	28,1	7,6	5,7	3,3	14,8	2,9	4,8	9,0	1,9	5,2	
warmińsko – mazurskie	Number	191	24	5	62	26	7	2	35	4	11	17	1	8	192
	%	99,5	12,5	2,6	32,3	13,5	3,6	1,0	18,2	2,1	5,7	8,9	0,5	4,2	
wielkopolskie	Number	192	36	23	61	23	31	3	50	4	10	23	3	9	220
	%	87,3	16,4	10,5	27,7	10,5	14,1	1,4	22,7	1,8	4,5	10,5	1,4	4,1	
Total	Number	583	78	45	182	65	50	12	116	14	31	59	8	28	622

1.creativity and perceptiveness, 2. confidence, 3. willingness to take risks, 4. openness to change, 5. willingness to take on challenges, 6. consistency in performance, 7. adaptability, 8. eloquence, 9 communication, 10 . modernity, 11. organize and reliability in operation, 12. leadership, 13 others.

The percentages in the table do not add up to 100 because research participants could give more than one feature of an innovative person.

Source: Compiled during the project



Table 7 Opinion on manifestations of entrepreneurship

Behavior	% of NO answers	% of YES answers
cheating on exams	77,0	23,00
buying work credits, so as to obtain a better assessment	81,2	19,8
use of the loopholes of law to circumvent the rules and earn more	53,6	46,4
illegal downloading of various materials from the Internet	82,3	17,7
selling illegal goods, services	84,4	15,6
cheating customers in order to sell them something	82,9	17,1

Source: Compiled during the project



Table 8 Manifestations of entrepreneurship and the type of school

Manifestations of entrepreneurship	Type of school							
	Basic vocational school		Technical school		High school		University	
	Yes	No	Yes	No	Yes	No	Yes	No
cheating on exams	18,8%	81,2%	26,7%	73,3%	22,3%	77,7%	20,2%	79,8%
buying work credits, so as to obtain a better assessment	18,0%	82,0%	22,4%	77,6%	20,1%	79,9%	14,0%	86,0%
use of the loopholes of law to circumvent the rules and earn more	42,6%	57,4%	43,2%	56,8%	47,5%	52,5%	51,1%	48,9%
illegal downloading of various materials from the Internet	16,8%	83,2%	19,5%	80,5%	11,5%	88,5%	18,5%	81,5%
selling illegal goods, services	17,8%	82,2%	17,6%	82,4%	10,1%	89,9%	15,0%	85,0%
cheating customers in order to sell them something	13,9%	86,1%	19,0%	81,0%	21,0%	79,0%	14,1%	85,9%

Source: Compiled during the project



Table 9 Types of actions taken to carry forward the characteristics, skills and entrepreneurial attitudes by the voivodeship

Type of activity	Voivodeship					
	Łódzkie		Warmińsko - mazurskie		Wielkopolskie	
	Yes	No	Yes	No	Yes	No
training and education programs for youth organized by local authorities	43,5%	56,5%	42,6%	57,4%	38,0%	62,0%
training and education programs for youth organized by different institutions	32,9%	67,1%	41,0%	59,0%	45,6%	54,4%
implementation of various initiatives for the local community including young people	27,1%	72,9%	49,2%	50,8%	43,0%	57,0%
establishment of the buisness club in the village / commune	8,2%	91,8%	9,8%	90,2%	17,7%	82,3%
creation of a business incubator in the premises of municipality	3,5%	96,5%	11,5%	88,5%	3,8%	96,2%
others	7,1%	92,9%	3,3%	96,7%	0,0%	100,0%

Source: Compiled during the project



Table 10 Types of actions taken to carry forward the characteristics, skills and entrepreneurial attitudes and the kind of commune

Types of actions	Type of community			
	rural		rural-urban (rural area)	
	Yes	No	Yes	No
training and education programs for youth organized by local authorities	39,3%	60,7%	43,6%	56,4%
training and education programs for youth organized by different institutions	40,7%	59,3%	41,0%	59,0%
implementation of various initiatives for the local community including young people	36,3%	63,7%	44,9%	55,1%
establishment of the business club in the village / commune	11,9%	88,1%	12,8%	87,2%
creation of a business incubator in the premises of municipality	5,2%	94,8%	6,4%	93,6%
others	5,9%	94,1%	0,0%	100,0%

Source: Compiled during the project



Table 11 The subject of innovation during different subjects or courses by the level of education of the participants of the study

Level of education		Have you heard about innovation during courses or subjects taken within the curriculum?				Total
		Yes, often during different subjects	Yes, rarely during different subjects	Yes, during one subject	No	
Secondary school student	Number	110	178	20	293	601
	%	18,3	29,6	3,3%	48,8	100,0
University student	Number	55	79	15	159	308
	%	17,9	25,6	4,9%	51,6	100,0
Total	Number	165	257	35	452	909
	%	18,2	28,3	3,9%	49,7	100,0

Source: Compiled during the project



Table 12 The attractiveness and usefulness of courses - youth evaluation

Evaluation of courses	Category of youth		Definitely no	Rather no	Rather yes	Definitely yes	Total
The course was organized in an attractive manner	Secondary school student	Number	7	38	215	50	310
		%	2,3	12,3	69,4	16,1	100,0
	University student	Number	2	37	95	15	149
		%	1,3	24,8	63,8	10,1	100,0
	Total	Number	9	75	310	65	459
		%	2,0	16,3	67,5	14,2	100,0
The information given was useful	Secondary school student	Number	8	35	192	75	310
		%	2,6	11,3	61,9	24,2	100,0
	University student	Number	2	37	97	13	149
		%	1,3	24,8	65,1	8,7	100,0
	Total	Number	10	72	289	88	459
		%	2,2	15,7	63,0	19,2	100,0

Source: Compiled during the project



Table 13 Level of development of skills and abilities by the type of school

The level in which the school helps in creation of certain abilities:		Level				
		to a very big extent	to a big extent	in an average way	to a small extent	it did not help me at all
ability of teamwork	Basic vocational school	0,0%	1,0%	38,1%	41,9%	19,0%
	Technical school	1,6%	3,5%	30,4%	46,1%	18,4%
	High school	1,5%	5,1%	27,0%	44,5%	21,9%
	University	1,3%	4,6%	26,4%	49,2%	18,6%
ability to solve problems	Basic vocational school	1,9%	5,7%	41,9%	42,9%	7,6%
	Technical school	1,1%	9,6%	36,3%	42,7%	10,4%
	High school	0,7%	5,1%	29,9%	52,6%	11,7%
	University	2,9%	12,7%	41,5%	34,6%	8,2%
ability of creative thinking	Basic vocational school	0,0%	1,9%	41,0%	43,8%	13,3%
	Technical school	0,5%	8,0%	33,2%	43,9%	14,4%
	High school	0,7%	3,6%	29,2%	42,3%	24,1%
	University	1,9%	8,1%	30,5%	45,8%	13,6%
ability of group leadership	Basic vocational school	1,9%	11,7%	44,7%	29,1%	12,6%
	Technical school	3,2%	15,5%	47,9%	24,3%	9,1%
	High school	3,7%	9,6%	36,8%	35,3%	14,7%
	University	4,6%	18,6%	43,5%	26,8%	6,5%
ability to organize work	Basic vocational school	1,9%	7,7%	28,8%	43,3%	18,3%
	Technical school	1,6%	8,3%	25,3%	52,7%	12,1%
	High school	2,2%	4,4%	21,3%	49,3%	22,8%
	University	2,3%	8,4%	33,4%	42,2%	13,6%
ability of self-education	Basic vocational school	1,9%	5,8%	41,7%	35,9%	14,6%
	Technical school	1,1%	9,7%	32,4%	44,1%	12,7%
	High school	2,2%	5,1%	26,5%	42,6%	23,5%
	University	2,0%	8,5%	30,9%	44,0%	14,7%
ability to work independently	Basic vocational school	1,9%	2,9%	28,2%	43,7%	23,3%
	Technical school	1,6%	5,4%	22,8%	48,5%	21,7%
	High school	0,7%	5,8%	19,7%	46,0%	27,7%
	University	1,3%	4,6%	25,2%	48,0%	20,9%
ability of self-presentation	Basic vocational school	1,9%	13,5%	45,2%	30,8%	8,7%
	Technical school	2,9%	11,2%	34,8%	39,0%	12,0%
	High school	2,2%	9,4%	29,0%	41,3%	18,1%
	University	2,0%	12,1%	34,5%	37,1%	14,3%

Source: Compiled during the project

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Table 14 Entrepreneurial traits based on statements of research participants

Statements	Research participants	
	Secondary school student	University student
Freedom of proclaiming my views, even at the expense of hurting other people	43,9%	44,8%
Good relationships with other people, even at the expense of suppressing my own opinions	56,1%	55,2%
The capacity to pursue my own dreams, even at the cost of great effort and stress	81,4%	82,0%
Life without undue stress and risk, even at the expense of the resignation of my ambitions	18,6%	18,0%
Any changes that make the world a better place, even if you run rapidly and are very radical	57,2%	54,6%
Stability, predictability gives the so-called future. peace of mind	42,8%	45,4%
Education as an opportunity for self-development	67,9%	75,4%
Education as a "paper", formality facilitating finding a job	32,1%	24,6%

Source: Compiled during the project



Table 15 Entrepreneurial traits by type of school

Statements	Research participants			
	Basic vocational school	Technical school	High school	University
Freedom of proclaiming my views, even at the expense of hurting other people	33,0%	42,6%	54,9%	44,8%
Good relationships with other people, even at the expense of suppressing my own opinions	67,0%	57,4%	45,1%	55,2%
The capacity to pursue my own dreams, even at the cost of great effort and stress	82,4%	80,6%	83,1%	82,0%
Life without undue stress and risk, even at the expense of the resignation of my ambitions	17,6%	19,4%	16,9%	18,0%
Any changes that make the world a better place, even if you run rapidly and are very radical	54,0%	56,5%	61,4%	54,6%
Stability, predictability gives the so-called future. peace of mind	46,0%	43,5%	38,6%	45,4%
Education as an opportunity for self-development	60,7%	65,4%	79,5%	75,4%
Education as a "paper", formality facilitating finding a job	39,3%	34,6%	20,5%	24,6%

Source: Compiled during the project



Table 16 What do research participants think about Marek, Ola nad Zuza

Opinion on the person	Percentage of positive opinions
Marek would be liked by me	88,0
Marek would be liked by my casemates	85,2
Ola would be liked by me	66,6
Ola would be liked by my casemates	45,8
Zuza would be liked by me	58,5
Zuza would be liked by my casemates	47,1

Source: Compiled during the project



Table 17 Self evaluation on entrepreneurship and innovation

Opinion about self	Percentage of research participants that saw the opinion as an accurate characteristics	
	Definitively yes	Rather yes
I know how to handle myself well in unexpected situations	21	73
I best like lessons that allow me to present my own opinion and ideas	27	37
I am proud when I think of something on my own and do it	66	30
I can translate my ideas to actions	19	60
I often have original and interesting ideas	15	41
I really like to be the leader of the group	13	22
During group work, I try to convince others to fulfill my ideas	11	36
I am often chosen as the leader/captain of the team	7	21
I like to choose for myself and direct my actions	35	45
When I care about something nobody needs to motivate me (I do it myself)	51	36
I feel really motivated when I do something original, creative	37	46
When I care about something I can overcome difficulties	38	55
When I start something I try to finish it	40	50
I do not let minor failures let me down, I usually have a backup plan	14	44
When I care about something I am ready to work hard to accomplish my goal	44	46
I can plan my work in a way to achieve the goal	29	56
I respect other peoples' opinion but I can also support my own point	40	51
When something interests me, I do it regardless of my friends' opinion	40	43
I was raised to think on my own	42	43
I know my strong and weak sides	39	48
I'm an entrepreneurial person	16	44
I can change my decision quickly if needed	23	49
I like challenges and participate in new tasks	23	49

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I usually quickly adapt myself to new situations	20	51
I implement my ideas even if they are connected with a risk	19	48
I am sure that I will manage just fine in the future	36	50

Source: Compiled during the project

Table 18 Type of school and self-esteem of research participants

TYPE OF SCHOOL	SELF-ESTEEM				
	very low	low	average	High	Very high
vocational school	10,5%	15,2%	31,4%	20,0%	22,9%
technical college	13,2%	17,2%	36,2%	20,9%	12,4%
grammar school	11,5%	12,9%	30,2%	24,5%	20,9%
university	18,5%	17,2%	33,8%	17,5%	13,0%

Source: Compiled during the project



Table 19 Field of study and self-esteem of students

FIELD OF STUDY	SELF-ESTEEM				
	very low	low	average	high	very high
humanistic studies	31,8%	18,2%	0,0%	18,2%	31,8%
social studies	19,2%	15,1%	34,9%	16,4%	14,4%
safety/security studies	50,0%	12,5%	25,0%	0,0%	12,5%
health-related studies	20,0%	20,0%	20,0%	40,0%	0,0%
Engineering and science studies	12,3%	16,4%	39,7%	19,2%	12,3%
agricultural studies	5,6%	27,8%	47,2%	16,7%	2,8%

Source: Compiled during the project

Table 20 The material situation and self-esteem of research participants

MATERIAL SITUATION	SELF-ESTEEM				
	very low	low	average	high	very high
Enough for everything and even able to save money for the future	10,6 %	14,9 %	36,0 %	20,5 %	18,0 %
Enough for everything, but nothing can be saved for the future	11,5 %	15,2 %	37,3 %	23,0 %	12,9 %
Enough to do shopping and pay bills but we have to save up for bigger expenses	18,1 %	18,5 %	29,9 %	19,5 %	14,1 %
We live frugally, but we only have enough for the cheapest food, clothes and pay bills (e.g. electricity, gas, water)	22,5 %	7,5%	40,0 %	17,5 %	12,5 %
We live frugally, but we only have enough for the cheapest food and clothing, it happens that we are behind with payments of bills	22,2 %	27,8 %	11,1 %	22,2 %	16,7 %
It is enough to buy food but not enough to pay the bills	14,3 %	14,3 %	57,1 %	0,0%	14,3 %
Other material situation	0,0%	40,0 %	40,0 %	20,0 %	0,0%

Source: Compiled during the project



Table 21 Estimated status after completion of education by its level

ESTIMATED STATUS/ACTION	Stage of education	
	Secondary school	Higher education
Getting a full-time job in a company	48,0%	62,6%
Starting own company	7,9%	9,4%
Joining the army	4,2%	1,4%
Working on a farm	15,4%	5,2%
Running the house, raising children	1,6%	3,5%
Going abroad permanently or for an extended period of time	16,5%	7,7%
Unemployment	1,8%	5,2%

Source: Compiled during the project



Table 22 Estimated status after completion of education among research participants from different types of schools

ESTIMATED STATUS/ACTION	TYPE OF SCHOOL			
	vocational school	technical college	high school	university
Getting a full-time job in a company	42,0%	44,7%	61,2%	62,6%
Starting own company	9,0%	6,7%	10,1%	9,4%
Joining the army	5,0%	3,8%	4,7%	1,4%
Working on a farm	20,0%	19,3%	1,6%	5,2%
Running the house, raising children	3,0%	1,2%	1,6%	3,5%
Going abroad permanently or for an extended period of time	18,0%	16,7%	14,7%	7,7%
Unemployment	1,0%	1,8%	2,3%	5,2%

Source: Compiled during the project



Table 23 Characteristics of future work

FEATURES OF FUTURE JOB	ANSWER	
	Yes	No
stability (no risk of dismissal)	66,9%	33,1%
providing high income	64,2%	35,8%
working while helping others, socially useful jobs	17,1%	82,9%
work consistent with educational profession	29,0%	71,0%
flexible hours	14,1%	85,9%
requiring independence and autonomy in decision making	11,2%	88,8%
not schematic and creative jobs	16,9%	83,1%
not too strenuous and severe	15,9%	84,1%
giving the possibility of promotion and professional development	24,4%	75,6%
along the line of interests	29,3%	70,7%

Source: Compiled during the project



Table24 Type of school and the level of interest on the matters of the local community

Type of school	Level of interest				
	Very high	High	Average	Low	No interest
vocational school	12,7%	20,6%	35,3%	21,6%	9,8%
technical college	12,6%	19,6%	41,3%	20,4%	6,2%
high school	8,3%	25,6%	36,1%	24,8%	5,3%
university	13,4%	27,5%	37,6%	17,0%	4,6%

Source: Compiled during the project



Table25 Type of school and the assessment of local community (village of origin) in comparison to other places

TYPE OF SCHOOL	Assessment of community		
	More attractive than other	Same attractive as other	Less attractive than other
vocational school	22,0%	44,0%	34,0%
technical college	11,8%	47,1%	41,2%
high school	16,9%	34,6%	48,5%
university	7,5%	45,2%	47,2%

Source: Compiled during the project



Table26 Advantages of the place of origin by the type of school

TYPE OF SCHOOL	ADVANTAGES OF THE PLACE OF ORIGIN					
	infrastructure	Natural and tourist qualities	Educational opportunities and youth development	Development opportunities of the village	Traits of local community	Lack of advantages
vocational school	69,6%	76,8%	26,8%	30,4%	26,8%	16,1%
technical college	62,0%	105,6%	16,7%	18,8%	19,9%	18,8%
high school	76,0%	76,0%	18,0%	21,0%	20,0%	45,0%
university	29,0%	131,5%	19,0%	32,7%	36,7%	8,5%

Total no does not sum up to 100 because research participants were allowed to give more than one answer

Source: Compiled during the project



Table 27 Disadvantages of the place of ring by the type of school

TYPE OF SCHOOL	DISSADVANTAGES OF THE PLACE OF ORIGIN					
	Infrastructure	Natural and tourist qualities	Educational opportunities and youth development	Development opportunities of the village	Traits of local community	Lack of disadvantages
vocational school	58,5%	30,2%	17,0%	30,2%	47,2%	17,0%
technical college	65,0%	39,0%	22,0%	43,0%	29,6%	13,0%
high school	65,6%	34,4%	25,8%	51,6%	37,6%	16,1%
university	66,3%	27,1%	27,5%	73,6%	40,3%	4,7%

Total no does not sum up to 100 because research participants were allowed to give more than one answer

Source: Compiled during the project

Table28 Advantages of the place of origin by Voivodeship

Voivodeship	ADVANTAGES OF THE PLACE OF ORIGIN					
	Infrastructure	Natural and tourist qualities	Educational opportunities and youth development	Development opportunities of the village	Traits of local community	Lack of advantages
łódzkie	62,1%	106,9%	18,1%	18,1%	29,3%	11,6%
warmińsko - mazurskie	48,4%	115,5%	21,5%	23,7%	20,1%	27,4%
wielkopolskie	47,9%	102,9%	16,3%	32,9%	29,6%	17,5%

Total no does not sum up to 100 because research participants were allowed to give more than one answer

Source: Compiled during the project

Table29 Disadvantages of the place of origin by Voivodeship

Voivodeship	DISSADVANTAGES OF THE PLACE OF ORIGIN					
	Infrastructure	Natural and tourist qualities	Educational opportunities and youth development	Development opportunities of the village	Traits of local community	Lack of disadvantages
łódzkie	77,6%	28,7%	23,3%	41,3%	28,3%	12,1%
warmińsko - mazurskie	52,0%	37,3%	29,8%	56,0%	45,8%	8,0%
wielkopolskie	65,7%	33,5%	19,7%	66,5%	34,3%	11,6%

Total no does not sum up to 100 because research participants were allowed to give more than one answer

Source: Compiled during the project



Table30 Future plans on work and living, by thype of school

TYPE OF SCHOOL	FUTURE PLAN REGARDING JOB AND PLACE OF LIVING			
	Living and working in the village	Living in the village working in the city	Living and working in the city	Living in the city and working in the village
vocational school	30,4%	45,1%	21,6%	2,9%
technical college	27,6%	44,8%	26,2%	1,4%
high school	6,3%	34,4%	59,4%	0,0%
university	9,6%	42,2%	47,5%	0,7%

Source: Compiled during the project



Table 31 Values of selected indicators for the voivodeship

voivodeship:	Registered unemployment rate %	Number of employees per 1000 population	Labor force index %	Number of individuals engaged in business for 10 thousand. population	Number of entities in the registry TAX for 10 thousand, the working age population	Turnout in recent local elections 2010	Non-Governmental Organizations in 1000.
dolnośląskie	13,5	267	53,8	796	1785,4	34,8	5,8
kujawsko-pomorskie	18,1	256,3	56,3	674	1399	36,95	4,1
Lubelskie	14,2	309	56,5	584	1217	39,64	5,2
lubuskie	15,9	241	53,7	755	1621	39,35	2,0
Łódzkie	14	290,3	56,6	708,9	1473,9	30,46	5,2
Małopolskie	11,4	293	55,3	768	1616	37,19	7,3
mazowieckie	10,7	331	62	910	2097	39,9	12,4
Opolskie	14,4	244	54,4	711	1501	30,12	2,1
podkarpackie	16,4	316	56,3	555	1040	40,96	5,0
podlaskie	14,7	277	55,7	618	1241	39,23	2,6
pomorskie	13,4	243	55,5	841	1813	40,58	4,7
śląskie	11,1	278	53,5	727	1527	29,45	7,0
świętokrzyskie	16	296	57,1	661	1342	41,24	2,6
warmińsko-mazurskie	21,3	228	51,4	596	1272	41,1	3,2
wielkopolskie	9,8	302,2	57,3	852	1748	31,51	8,0
zachodniopomorskie	18,2	211,3	52,2	948	1941	33,04	3,2

Source: Compiled during the project based on data from the Central Statistical Office (Local Government Statistical Handbook 2013) and data from the National Electoral Commission 12.2010r.
In Table :

- yellow color indicated values of oscillating around the average for the total number of voivodeship
- green color values of higher (providing a better situation) than the average value for the total number of voivodeship
- gray indicated values of lower (demonstrating worse) than the average value for the total number of voivodeship

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Table 32 Ranking of voivodeships due to the values of selected indicators

voivodeship:	Position the voivodeship due to the value of the indicator						
	Registered unemployment rate %	Number of employees per 1000 population	Labor force index %	Number of individuals engaged in business for 10 thousand. population	Number of entities in the registry TAX for 10 thousand, the working age population	Turnout in recent local elections 2010	Non-Governmental Organizations in 1000.
dolnośląskie	6	10	12	5	4	11	5
kujawsko-pomorskie	14	11	6	11	11	10	10
Lubelskie	8	3	5	15	15	6	7
lubuskie	11	14	13	7	6	7	16
Łódzkie	7	7	4	10	10	14	6
małopolskie	4	6	10	6	7	9	3
mazowieckie	2	1	1	2	1	5	1
Opolskie	9	12	11	9	9	15	15
podkarpackie	13	2	7	16	16	3	8
podlaskie	10	9	8	13	14	8	14
pomorskie	5	13	9	4	3	4	9
śląskie	3	8	14	8	8	16	4
świętokrzyskie	12	5	3	12	12	1	13
warmińsko-mazurskie	16	15	16	14	13	2	12
wielkopolskie	1	4	2	3	5	13	2
zachodniopomorskie	15	16	15	1	2	12	11

Source: Compiled during the project based on data from the Central Statistical Office (Local Government Statistical Handbook 2013) and data from the National Electoral Commission 12.2010



Table 33 Area structure of farms in the voivodeship (percentage of the size of the total number of households in a given region)

voivodeship:	to 1 ha	1,01-4,99 ha	5,00 - 9,99 ha	10-19,99 ha	20 - 29,99 ha	over 20 ha
Dolnośląskie	1	48	22	18	4	8
kujawsko-pomorskie	2	30	25	25	8	9
Lubelskie	1	49	30	14	3	3
Lubuskie	1	45	20	17	6	11
Łódzkie	1	48	30	16	3	2
Małopolskie	2	81	13	3	1	0
Mazowieckie	1	46	29	17	4	3
Opolskie	2	44	21	16	6	13
podkarpackie	1	83	9	5	1	1
Podlaskie	1	26	26	29	11	8
Pomorskie	2	35	22	23	8	11
Śląskie	4	72	15	6	2	2
świętokrzyskie	2	62	28	8	1	0
warmińsko-mazurskie	1	29	19	25	11	16
wielkopolskie	1	30	33	21	7	8
zachodniopomorskie	3	39	18	17	9	15

Source: Compiled during the project based on data from the Central Statistical Office (Year Voivodeship 2013)

In Table 2:

- green color indicated the region, characterized by the highest share (at least 15% of the total) large farms (over 20 ha)
- gray marked the region, characterized by the largest share (over 50% of the total) of small farms (up to 5 ha)
- yellow color indicated the province does not meet any of these criteria

Based on the analysis of indicators presented in accordance with the selection criteria described above, we propose the implementation of research in the following provinces: Lodz, Wielkopolska and Warmia - Mazury.



Table34 Level of entrepreneurship by voivodeships: łódzkie, warmińsko-mazurskie and wielkopolskie

VOIVODESHIP	LEVEL OF ENTREPRENEURSHIP		
	LOW	AVERAGE	HIGH
łódzkie	20,8%	58,5%	20,8%
warmińsko-mazurskie	21,8%	58,8%	19,5%
wielkopolskie	16,8%	53,7%	29,4%

tau Kendal: 0,071; $p < 0,05$

Source: Compiled during the project

Table35 The value of the indicator expressing the ratio of entrepreneurship by voivodeship

VOIVODESHIP	The value of the indicator expressing the ratio of entrepreneurship			
	0	1	2	3
Łódzkie	20,4%	39,9%	29,7%	9,9%
warmińsko-mazurskie	25,3%	38,0%	31,2%	5,5%
wielkopolskie	14,9%	35,3%	38,2%	11,7%

Tau Kendal: 0,072; $p < 0,05$



Table36 The value of the indicator of socio – political activity by voivodeships

VOIVODESHIP	The value of the indicator of socio – political activity			
	0	1	2	3
łódzkie	39,6%	43,5%	12,8%	4,2%
warmińsko-mazurskie	42,2%	33,4%	18,8%	5,5%
wielkopolskie	36,9%	34,0%	20,7%	8,4%

Tau Kendal: 0,064; p <0,05

Source: Compiled during the project

Table37 Investment attractiveness of the sub-region for industrial activities by voivodeships.

Voivodeship	Investment attractiveness of the sub-region for industrial activities (year 2010)				
	lowest	low	average	high	very high
łódzkie	0,0%	53,2%	19,7%	2,7%	24,4%
warmińsko - mazurskie	7,6%	92,4%	0,0%	0,0%	0,0%
wielkopolskie	53,0%	0,7%	25,5%	1,0%	19,9%

Source: Compiled during the project.



Table38 Investment attractiveness of the subregion for service activity by Voivodeships.

Voivodeship	Investment attractiveness of the subregion for service activity (year 2010)				
	lowest	low	average	high	very high
łódzkie	0,0%	53,5%	19,4%	0,0%	27,1%
warmińsko - mazurskie	1,3%	82,5%	0,0%	16,2%	0,0%
wielkopolskie	53,0%	8,9%	12,9%	5,3%	19,9%

Source: Compiled during the project.

Table39 Investment attractiveness of the sub-region for advanced technologies by Voivodeships.

Voivodeship	Investment attractiveness of the sub-region for advanced technologies (year 2010)				
	lowest	low	average	high	very high
łódzkie	29,4%	24,1%	19,4%	0,0%	0,0%
warmińsko - mazurskie	6,9%	0,7%	92,4%	0,0%	0,0%
wielkopolskie	0,0%	74,2%	5,3%	0,7%	0,7%

Source: Compiled during the project.



Table40 Investment attractiveness of the sub-region for industrial activities by type of community.

Type of community	Investment attractiveness of the sub-region for industrial activities (year 2010)				
	lowest	low	average	high	very high
rural	19,2%	50,6%	15,9%	1,6%	12,7%
rural-urban	22,0%	45,7%	13,6%	0,6%	18,1%

Source: Compiled during the project.

Table41 Investment attractiveness of the subregion for service activity by type of community.

Type of community	Investment attractiveness of the subregion for service activity (year 2010)				
	lowest	low	average	high	very high
rural	17,8%	48,5%	10,2%	9,3%	14,1%
rural-urban	18,7%	48,1%	11,6%	3,6%	18,1%

Source: Compiled during the project.

Table42 Investment attractiveness of the sub-region for advanced technologies type of community.

Type of community	Investment attractiveness of the sub-region for advanced technologies (year 2010)				
	lowest	low	average	high	very high
rural	12,2%	34,9%	38,6%	0,2%	14,1%
rural-urban	11,9%	29,7%	40,1%	0,3%	18,1%

Source: Compiled during the project.



Table43 Communities by the indicator of potential

The value of the potential indicator	Number of communities with given potential	% of communities with given potential
0	237	25,5
1	368	39,6
2	88	9,5
3	70	7,5
4	79	8,5
5	62	6,7
No data	26	2,8

Source: Compiled during the project

Table44 The indicator of potential of communities by voivodeship

Voivodeship		The indicator of potential						Total
		0,00	1,00	2,00	3,00	4,00	5,00	
łódzkie	Number	98	88	29	37	1	46	299
	%	32,8	29,4	9,7	12,4	0,3	15,4	100,0
warmińsko - mazurskie	Number	93	132	11	27	40	0	303
	%	30,7	43,6	3,6	8,9	13,2	0,0	100,0
wielkopolskie	Number	46	148	48	6	38	16	302
	%	15,2	49,0	15,9	2,0	12,6	5,3	100,0
Total	Number	237	368	88	70	79	62	904
	%	26,2	40,7	9,7	7,7	8,7	6,9	100,0

Source: Compiled during the project

Table45 Average of the indicator of potential by voivodeship

Voivodeship	Average	Number of communities	standard deviation
Łódzkie	1,64	299	1,73
warmińsko – mazurskie	1,30	303	1,34
Wielkopolskie	1,64	302	1,40
Total	1,53	904	1,51

Source: Compiled during the project

Table46 The potential of municipality in relation to entrepreneurship

Value of the community potential in relation to other communities	Value of the indicator	The value of the indicator expressing the ratio of entrepreneurship				Total N=904
		0	1	2	3	
Low potential	0	21,1%	39,2%	31,2%	8,4%	100,0%
Average potential	1-2	18,6%	35,7%	34,4%	11,2%	100,0%
High potential	3-5	21,8%	38,9%	34,6%	4,7%	100,0%
Total		20,0%	37,4%	33,6%	9,0%	100,0%

Source: Compiled during the project.

Table47 The potential of municipality in relation to educational activities

Value of the community potential in relation to other communities	Value of the indicator	The value of the indicator expressing attitude to educational activity				Total N=904
		0	1	2	3	
Low potential	0	18,1%	42,6%	27,8%	11,4%	100,0%
Average potential	1-2	18,6%	42,1%	35,5%	3,7%	100,0%
High potential	3-5	16,1%	38,4%	38,4%	7,1%	100,0%
Total		17,9%	41,4%	34,2%	6,5%	100,0%

Source: Compiled during the project.



Table48 The potential of the municipality and the manifestations of entrepreneurship in the socio-political aspect

Value of the community potential in relation to other communities	Value of the indicator	The value of the indicator expressing attitude to social activity				Total N=904
		0	1	2	3	
Low potential	0	34,2%	42,2%	18,1%	5,5%	100,0%
Average potential	1-2	41,4%	34,6%	18,2%	5,7%	100,0%
High potential	3-5	41,7%	34,6%	15,6%	8,1%	100,0%
Total		39,6%	36,6%	17,6%	6,2%	100,0%

Source: Compiled during the project.

Table49 Manifestations of entrepreneurship in economic term and the potential of the municipality.

Value of the community potential in relation to other communities	Value of the indicator	The value of the indicator expressing attitude to economic activity				Total N=904
		0	1	2	3	
Low potential	0	4,6%	36,7 %	48,5 %	10,1 %	100,0 %
Average potential	1-2	7,5%	32,7 %	49,1 %	10,7 %	100,0 %
High potential	3-5	7,6%	37,9 %	42,7 %	11,8 %	100,0 %
Total		6,7%	35,0 %	47,5 %	10,8 %	100,0 %

Source: Compiled during the project.