ENTREPRENEURSHIP EDUCATION IN POLAND

INTRODUCTION

The aim of the paper is the diagnosis, assessment and drawing practical directives in the field of entrepreneurship education in Poland. The paper elaborates on entrepreneurship education in Poland comparing to the other European systems of education. As a background the recommendations and opinions of the European Commissions in this field were described. The evaluation of current state-of-the-art was done on the base of evaluating reports conducted on the order of different European institutions as well as own empirical research conducted on the random sample of 109 enterprises in Southern Poland. Diagnosis of the current situations allowed presenting some conclusions and recommendations in the field of entrepreneurship education in Poland, especially mounding entrepreneurial knowledge, attitude and skills.

ROLE OF ENTREPRENEURSHIP EDUCATION

Education plays crucial role in mounding entrepreneurial attitudes, skills and culture, therefore the European Union heads in recent years in its activities towards promoting entrepreneurship as a separate subject taught on all levels of education, from basic level (pupils up to 14 years old) until academic level (studies of 1st and 2nd level), especially taking into account research and doctoral studies in the field of entrepreneurship (3rd level of studies). Regarding this, Europe lags behind the United States, where elements of entrepreneurship education were introduced in the syllabi of secondary education, and what is more the majority of higher schools offers compulsory or optional courses in entrepreneurship. It is also necessary to stress that in Europe there are few chairs of entrepreneurship, four times less than in the United States.

In accordance with the European Commission recommendations based on the Lisbon Programme, higher education institutions should integrate entrepreneurship across different subjects and courses, notably within scientific and technical studies. Universities and technical institutes should integrate entrepreneurship as an important part of the curriculum, spread across different subjects, and require or encourage students to take entrepreneurship courses. Explicitly it turns out that entrepreneurship education should be included in the curriculum of different majors, not only those connected to economic sciences, but also non-economical majors, especially technical on both levels – bachelor and master (including MBA). According to the research conducted on the order of the European Commission, teaching entrepreneurship in Europe concerns mostly students of economic and managerial majors, while students of other majors have limited opportunities to study entrepreneurship and innovation courses. The European Commission is worried that entrepreneurship is in most cases the optional course, which is not included in the compulsory curriculum of the major. According to the research conducted in September 2004 by European Foundation for Entrepreneurship Research (EFER) and European Foundation for Management Development (EFMD) entrepreneurship as an optional course is offered by 73% of the first level of studies and 69% of the second level of studies in

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Western European universities\textsuperscript{21}, while the situation in Central and Eastern European universities is worse. As a result a significant part of European students are prevented from choosing entrepreneurship even as an optional course. It is necessary to state that Polish reality in the field of studying entrepreneurship as an optional course is even much worse, not taking into account economic and managerial majors, however there is no empirical research data in this field.

The European Commission as one of the priorities, either of its own and its Member States, points out the promotion of entrepreneurship education, stating that curriculum for all levels of education should include directly entrepreneurship as the aim of education, therefore all educational institutions should integrate entrepreneurship to their curriculum, especially in technical and hard sciences majors\textsuperscript{22}.

Detailed line of actions were discussed by the representatives of all levels of educations, public administrations and non governmental organisations (NGOs) from 33 different European countries during the international conference held in Oslo in October 2006 under the auspices of the European Commission. The result of the conference is so called the Oslo Agenda (The Oslo Agenda for Entrepreneurship Education in Europe), which postulates 49 actions for entrepreneurship education, for the realization of which six different decision-makers (European Commission, governments of the Member States, local authorities, schools and universities, entrepreneurs and employees and intermediary institutions) are responsible\textsuperscript{23}.

**SYSTEM OF EDUCATION IN POLAND**

While discussing entrepreneurship education it is crucial to state that it includes all levels of education from primary to higher schools. Polish system of education consists of 6 levels (compare fig. 1). Children in Poland start their education at the age of 7. The primary school (szkoła podstawowa) lasts 6 years and is divided into two three-year-phases. At the age of 13 pupils start junior high school (gimnazjum)\textsuperscript{24}, which lasts 3 years and ends with the final examination, whose results are taken into account while choosing the next stage of education. Secondary education is diversified in Poland. After having graduated from junior high school, pupils can choose one out of four ways of education, namely:

- general secondary school (liceum or liceum ogólnokształcące) including 3 years of general education,
- specialized secondary school (liceum profilowane or liceum zawodowe) including 3 years of general education with some specialized subjects (e.g. administration, economics, technology, computer studies),
- technical secondary school (technikum) including 4 years of general education with vocational training (after the graduation a graduate obtains a title of technician, e.g. gastronomy technician, electrical technician, computer technician, mechanic technician),
- basic vocational schools (zasadnicza szkoła zawodowa) including 2 years of vocational education with very limited general education (after the graduation a graduate obtains a title of professional labourer, e.g. hairdresser, waiter, cook).

The first three types of schools end up with the A-level exams (matura), which entitle to take up studies. After each type of these schools, pupils can also continue their education at postsecondary schools (kind of vocational schools) or supplementary general secondary school in the case of having completed basic vocational schools. Education in Poland is obligatory till the age of 18.

Studying in Poland is divided according to Bologna Process\textsuperscript{25} (EU level) into three phases, namely:

- undergraduate studies lasting 6 or 7 semesters (bachelor degree: BA or BSc),
- graduate studies lasting 3 or 4 semesters (master degree: MA or MSc),

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\textsuperscript{22} *Implementing the Community Lisbon Programme …*, op. cit., p. 12.

\textsuperscript{23} The Agenda is available at the website of Enterprise and Industry Directorate-General of the European Commission at: http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/oslo.htm.

\textsuperscript{24} Polish gimnazjum is equivalent to Middle School in Great Britain or Junior High School in the United States. It is for pupils at the age of 13-15.

\textsuperscript{25} The Bologna Process aims to create a European Higher Education Area by 2010. One of the priorities of the Bologna process is the introduction of the three cycle system (bachelor/master/doctorate).
• doctoral studies lasting 6 or 8 semesters (PhD degree).

As far as higher education in Poland is concerned there are 118 majors in Poland indicated by the Ministry of Science and Higher Education, among them 12 are connected to economic sciences (Economics; Management; Management and Production Engineering; Finance and Accountancy; Administration; International Relations; Logistics; European Studies; Informatics and Econometrics; Tourism and Recreation; Commodity Science; Spatial Management). Some universities with proper rights offer additional majors, if accepted by the Ministry (e.g. public management and administration; international economics; applied economics; quantitative methods in economics). Within each major universities can offer specialization tracks. To obtain a master degree there is a need to study for 5 years (first and second level of studying altogether)\(^\text{26}\). There are only 5 majors, which are not divided into two levels, but which are taught as single master studies, they are psychology, architecture, pharmaceutics, medicine and theology. People having at least a bachelor degree can also continue their education at postgraduate studies, which last from 2 to 4 semesters. In Poland there are also two more scientific postdoctoral degrees\(^\text{27}\):

\(^{26}\) The medicine and pharmaceutics lasts 6 years and the graduates obtain the degree of MD or MSc in pharmaceutics. Similarly clerical theology (a seminary) also lasts 6 years and the graduates obtain MA in theology.

\(^{27}\) For details see Ministry of Science and Higher Education of the Republic of Poland, http://www.mnisw.gov.pl.
• habilitation (i.e. dr hab.) obtaining through a postdoctoral thesis and scholarly productivity,
• professorship (i.e. prof. dr hab.) obtaining through a professorship’s book and scholarly productivity).

ENTREPRENEURSHIP EDUCATION IN LOWER LEVELS OF EDUCATION

Entrepreneurship education in Poland starts in middle schools (gimnazjum). The pupils at the age of 13 and 14 have an obligatory subject called “Social Studies”. The subject, which lasts 76 hours, realizes three modules, one of which is economic and entrepreneurship education (25 hours). Entrepreneurship as a separate obligatory subject is included in the curriculum in all secondary schools in Poland (for pupils at the age of 16, 17 or 18). Entrepreneurship education has to realize within at least 76 hours, but it can be broadened by the decision of headmasters of particular schools. The content of the subject is interdisciplinary, but unfortunately it is focused mainly on economics, especially on macroeconomics (compare table 1). Analyzing the syllabus of Entrepreneurship Education in secondary schools it is necessary to state that it is overloaded and too theoretical, especially in the field of the theory of economics.

Table 1. Entrepreneurship Education Syllabus in Secondary Schools in Poland

<table>
<thead>
<tr>
<th>Education aims:</th>
<th>Active and conscious participation in economic sphere. Mounding the ability in team working. Mounding entrepreneurial attitudes. Developing the interests in running up own business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education effects:</td>
<td>Ability of team working and negotiating. Distinguishing between different forms of investing. Ability of predicting and forecasting of the profitability of economic ventures. Identification of basic forms of enterprises. Preparing documents for setting up own business. Preparing basic tax documents.</td>
</tr>
<tr>
<td>School tasks:</td>
<td>Help in developing the interests in running up own business. Supporting pupils in gaining the knowledge and skills for entrepreneurship. Supporting pupils in choosing the future career.</td>
</tr>
</tbody>
</table>


Poland, in various reports on entrepreneurship education prepared for the European Commission, is positively graded, rather high, because of the introducing compulsory entrepreneurship education in secondary schools. However it is necessary to emphasize that introducing the compulsory subject on entrepreneurship is only the first step of the realization the priorities of entrepreneurship education in Europe, while proper implementation of education content suitable to entrepreneurship and running own business is much more important.

28 The degree of habilitated doctor (doktor habilitowany) is awarded to candidates who hold a doctor's degree, have important academic or artistic achievements, have proposed a habilitation dissertation and successfully completed the habilitation procedure.
29 Professor (profesor) is an academic degree awarded by the President of the Republic of Poland. Nevertheless there are also posts of a ‘professor’ appointed by particular universities (a post either of extraordinary professor or of ordinary professor).
ENTREPRENEURSHIP EDUCATION IN HIGHER SCHOOLS

Polish universities involvement in the entrepreneurial education in Poland depends on the particular university. In some universities, only universities of economics there are special departments of entrepreneurship and entrepreneurship is taught as a separate subject, but in some universities entrepreneurship is not taught as a separate subject. In Poland “Entrepreneurship” is an obligatory subject only for the major “management” at graduate studies (MA/MSc). At other economic majors “Entrepreneurship” is optional.

The situation in higher education looks differently. The education on academic level in Poland similarly to different European countries is decentralized and at currently introduced higher education standards for economic and managerial majors reflect the recommendations of the European Commission in scarce degree. In distinguished 12 majors for economic and managerial majors valid in Poland the obligatory qualifications of graduate of given major in four of them very narrowly understood entrepreneurship (as running own business) is taken into account, however only in one case (the major "management") the academic course in entrepreneurship is an obligatory subject at master studies level (compare tables 2 and 3). Moreover the content of entrepreneurship education is not introduced in the standards of none of non-economical majors. However, most public universities offer entrepreneurship as optional courses.

<table>
<thead>
<tr>
<th>Major</th>
<th>necessary entrepreneurial qualifications</th>
<th>obligatory entrepreneurship course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st level</td>
</tr>
<tr>
<td>Administration</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Economics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Finance and Accountancy</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Spatial Management</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Informatics and Econometrics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Logistic</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>International Relations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Commodity Science</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Tourism and Recreation</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Management</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Management and Production Engineering</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>European Studies</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Author’s own elaboration based on Higher Education Standards appointed by the Ministry of Science and Higher Education of the Republic of Poland.

Table 3. Entrepreneurship Education Syllabus for the Major Management in Poland

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education effects:</td>
<td>Understanding the Meaning of Entrepreneurship in management. Entrepreneurial Ventures Formulating and Implementing Skills.</td>
</tr>
</tbody>
</table>

The education content in the field of entrepreneurship for the major “management” (as the only one major) fully reflects the recommendations and opinions of the European Commission and other bodies. The syllabi of such courses are approximately similar to the one established by the Ministry. What is more each of five Polish public universities of economics has entrepreneurship chair/department.

Entrepreneurship Education – Case Study of Cracow University of Economics

At Cracow University of Economics (CUE) students of the major “management” according to the Higher Education Standards are obligated to pass the course entrepreneurship at second level of studies (master studies). Additionally the students of the major “economics” can choose “entrepreneurship and innovation” as the specialization track. At each major the faculties offer various specialization. Each track is offered both on first (bachelor) and second (master) level of studies. At the major “economics” there is entrepreneurial specialized program called “Entrepreneurship and Innovation” specialization. Students can choose this specialisation:

- after third semester of bachelor studies (the specialisation lasts 3 semesters of bachelor studies, the first three semesters of six semester are without specialization)
- after second semester of master studies (the specialisation lasts 2 semesters of master studies, the first two semester of four semesters is without specialization).

Students studying the specialization “Entrepreneurship and Innovation” have to pass plenty of entrepreneurial detailed subjects (compare table 4).

Specialists from business are also involved in the entrepreneurial education in order to sustain courses. The practical entrepreneurship education is based on guest lectures (at least twice a year) and visiting tours in business organizations (two trips in third-year of bachelor studies). The students of the specialization “Entrepreneurship and Innovation” are to prepare “real business world” consulting reports for entrepreneurs. At Cracow University of Economics there are two students organizations devoted to entrepreneurship:

- Students in Free Enterprise (SIFE) – a branch of a well-known international students’ organization,
- Students’ Scientific Club of Entrepreneurship and Innovation – local students’ organization.

Both organizations are open for all students of the university, however it is managed by the students of the specialization track “Entrepreneurship and Innovation”.

Table 4. Specialisation Track of “Entrepreneurship and Innovation” at CUE*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
<th>Form of passing</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor Studies (1st Level of Studies)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small and Medium-sized Enterprises in the European Union</td>
<td>15</td>
<td>test</td>
<td>3</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>15</td>
<td>exam</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneurship Support Techniques</td>
<td>15</td>
<td>project</td>
<td>2</td>
</tr>
<tr>
<td>E-business</td>
<td>15</td>
<td>pass</td>
<td>2</td>
</tr>
<tr>
<td>Price Decisions in Small and Medium-sized Enterprises</td>
<td>15</td>
<td>exam</td>
<td>2</td>
</tr>
<tr>
<td>Organisation of Client Service</td>
<td>15</td>
<td>pass</td>
<td>2</td>
</tr>
<tr>
<td>Finances of Enterprises</td>
<td>15</td>
<td>exam</td>
<td>4</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>15</td>
<td>exam</td>
<td>4</td>
</tr>
<tr>
<td>Tax Accountancy</td>
<td>15</td>
<td>exam</td>
<td>4</td>
</tr>
<tr>
<td>Corporate Entrepreneurship</td>
<td>15</td>
<td>exam</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Training</td>
<td>-</td>
<td>pass</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneurship on Internet</td>
<td>15</td>
<td>pass</td>
<td>4</td>
</tr>
<tr>
<td>Computer Methods for Supporting Entrepreneurs</td>
<td>-</td>
<td>pass</td>
<td>4</td>
</tr>
<tr>
<td>European Union Aid Funds for Entrepreneurship</td>
<td>30</td>
<td>pass</td>
<td>3</td>
</tr>
<tr>
<td>International Entrepreneurship</td>
<td>30</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>
Entrepreneurial Education in Poland in the Light of Empirical Research

In the light of present research the following assumption can be accepted: European systems of education and trainings are not in a sufficient degree focused on moulding entrepreneurial attitudes of the youth. The research conducted on the order of the European Commission results in the fact that nearly 60% of the Europeans never considered setting up own business, and only 45% prefer being an entrepreneur (compare fig. 2), in comparison to the United States - 61% of the citizens prefers self-employment status. The early experiences of entrepreneurship and innovativeness have fundamental influence on future decisions on setting up own business. Hence, the most important here is the support for the realization all kinds of education programmes of entrepreneurship, on basic, secondary, and higher education (on all majors of studies) levels. The graduates of higher as well as secondary schools should gain skill as well as the indispensable knowledge how to start own economic activities.

![Preferred Tracks of Career in the EU and US in the Years 2000-2004](image.png)

*The curriculum does not include the compulsory subjects for the major taught at previous years.
Source: Author’s own elaboration on the basis of university curriculum

\[\text{Figure 2. Preferred tracks of career in the EU and US in the years 2000-2004}\]
In order to evaluate the current state of the Polish education in the field of mounding the entrepreneurial attitudes the own post questionnaire survey was implemented\(^{30}\). The research was restricted to the region of Southern Poland according to the European NUTS nomenclature, including two voivodeships (provinces): małopolskie and śląskie. The research was conducted on the random sample of 109 small and medium-sized enterprises\(^{31}\) and 131 communes\(^{32}\) localized in the region. Manager perception was chosen as an operationalization method, thus it assures the acceptable correctness and the reliability, and first of all tops other methods in relation to practical usage, what is more it is applied in analogous research very often.

In entrepreneurs’ options, both in secondary schools (55\%) and higher schools (36.7\%) the procedures issues of registration and running own business are insufficiently considered in the curriculum (fig. 3). The evaluation of the entrepreneurs as the employers of local markers seems to be reliable. Hence, one can put forward a motion that educational curricula are not suitable to market reality. Although entrepreneurship education was implemented to secondary schools as a compulsory subject, but the amount of taught hours is insufficient (1 hour per week throughout one year only). Another reason of the negative estimation is the over theorized educational content of entrepreneurship education, missing the practical aspects of entrepreneurial skills and attitudes as well as managerial skills. The content in three fourth is dedicated to micro- and macroeconomics. The situations in higher schools seems to be a bit better, but not all higher schools in Poland offer entrepreneurship education, and if yes the amount of hours of the entrepreneurship courses is too small. Low evaluations of the preparation of graduates of secondary schools as well as universities for running own business are alarming.

![Figure 3. Managerial perception of entrepreneurship education (in %)](image)

**Source:** Author's own elaboration on the basis of own empirical research

**CONCLUSIONS AND RECOMMENDATIONS**

In order to proper shaping the entrepreneurship education in Poland as well as in other countries, especially entrepreneurship spirit in Europe the following conclusions and recommendations can be drawn:

- Bachelor studies (first cycle of higher education) should have very practical character, and the graduates, of not only economics and management, should acquire practical managerial skills. Academic community should implement education in applied entrepreneurship as compulsory courses at least at all economic and managerial majors and simultaneously as optional courses for

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\(^{30}\) The research was conducted by the author in the late of 2004 within the holistic research project on regional business environment in Southern Poland. The detailed results are published in: K. Wach, *Regionalne otoczenie małych i średnich przedsiębiorstw*. Wydawnictwo Uniwersytetu Ekonomicznego w Krakowie, Kraków 2008.

\(^{31}\) The questionnaire was sent to 500 enterprises, that is 250 to each voivodeship, the return rate amounted to 22%.

\(^{32}\) The questionnaire was sent to all communes from the region (that is 349), the return rate amounted to 37.5%.
other majors. It is also needed to introduce optional courses in creativity and innovativeness or innovation processes.

- Master studies (second cycle of higher education) should have theoretical character, and the graduate should be prepared for scientific and research work. The educational contents at all economic and managerial majors should include education in entrepreneurship theory (entrepreneurship and innovation). Courses in management of innovations are also needed, especially at technical universities (polytechnics), which can result in fastening the technology and knowledge transfer.

- Studies curricula should include more practical education, especially based on the cooperation with local entrepreneurs, within which students should prepare real world consulting projects for cooperating enterprises. Such workshops should be offered as optional courses for students of all economic and managerial majors.

- Academic education in the field of entrepreneurship should also implement training enterprises (similar to the idea of Junior Enterprise Concept JADE). Students should run their own training companies to gain real experience in entrepreneurship. It should be supported by the idea of university incubators.

- There is also a need to support entrepreneurship teachers with methodological assistance, especially in the field of usage active methods of problematic teaching (including visual moderation, metaplan, blended e-learning, edutainment). Active methods of teaching should be broad used.

- European universities should joint international networks for teaching cooperation. Exchanges of teachers for each semester should be as popular as possible. There is also a need to establish E-learning cooperation between universities. For example in Poland all five public universities of economics offer joint e-learning courses for students of these universities and the proportion of students from each university is equal. Nevertheless such e-learning courses should be offer by domestic and foreign universities jointly.

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33 Currently Polish Ministry of Science and Higher Education consider the project on training enterprises for students similar to those for secondary schools. For details see: Mini-Companies in Secondary Education. Best Procedure Project, Final Report of The Expert Group, European Commission – Enterprise and Industry Directorate-General, Brussels 2005.
34 European Commission assumes that by 2010 about 90% of Member States will have realized such projects.
35 The example of such Project can be realized in the years 2006-2007 international e-learning project, „Innovation through Collaboration” (iCOLL) financed by the European Commission within SOCRATES programme. Cracow University of Economics was one of the partners.
**UNIVERSITY-LEVEL ENTREPRENEURSHIP EDUCATION IN POLAND**

**ABSTRACT**

This paper outlines Polish experiences in fostering entrepreneurship education as exemplified by the nationwide program titled “Dynamic Entrepreneurship” which was initiated by the author in 2004. The program was launched to accelerate entrepreneurship education in higher education institutions, especially within nonbusiness studies in Poland – an emerging, transition economy with limited experience in this field. Rather than waiting for individual efforts of each university, the program established a nationwide network platform and provided tools and mechanisms for accelerated implementation of entrepreneurship courses, at the bachelor, master and PhD levels. Experience with the project has led to several key success factors: assimilation of best teaching practices from leading Western academic institutions, identifying highly motivated, dynamic lecturers of entrepreneurship in each participating university, establishing electronic platform for running courses as well as exchanging materials, experiences among participating lecturers, and finally, securing external (public) funding to finance start-up initiatives at both national and local university levels.

**1. INTRODUCTION**

After 1990, when the transition from the centrally-planned economy to the market economy took place, there was a clear revival of interest in entrepreneurship in higher education reflected, *inter alia*, in setting up new private “entrepreneurship” business schools. The courses on entrepreneurship were launched and in some business schools students chose the specialization “Entrepreneurship”. However, teaching was more often about entrepreneurship in general rather than for stimulating entrepreneurial initiatives and was being viewed within the context of the traditional small business environment rather than dynamic, innovative business initiatives. With respect to the non-economic universities (e.g. polytechnics, agricultural schools), entrepreneurship education was almost non-existent and was generally viewed as a low priority “soft” subject, as compared to the hard sciences. Currently, there is a growing interest in entrepreneurship education in Poland at the academic level, particularly in economic universities and business schools. In addition to the introduction of teaching courses in this field, there is a growing number of empirical research projects that address specific issues pertaining to entrepreneurship. In this paper, the author presents his experiences in launching the specialized program titled “Dynamic Entrepreneurship”, aimed at accelerating entrepreneurship education at Polish universities. Many unique characteristics of this program which are worth mentioning:

- Adoption of the ‘latecomer advantage’ concept (Veblen, 1915) to entrepreneurship education in an emerging economy, undergoing systemic transformation. Being late and underdeveloped is obviously detrimental, but at the same time, one can learn and assimilate best experiences gained to date to quickly catch-up with the leaders in this particular field. Entrepreneurship education in emerging economies can greatly benefit from accumulated know-how, particularly by U.S. academic institutions as to the course content, teaching methodologies and tools. This has been greatly facilitated in a recent trend by leading academic institutions to make freely available via Internet some of their teaching materials.