

Introduction

Moving away from central planning and implementing market economy became an important piece of history for Central and Eastern Europe, our country and also regional and local spatial systems. However, economic, social and cultural transformation is required to accompany this process and what is crucial – a change in attitude of individual people to free their entrepreneurial spirit is needed. This transformation, its direction and results will predominately depend upon ability to act and upon courage of individuals.

E. Kwiatowski introduced this issue already in 1932 when talking about a role of adequately prepared person in stimulating rational processes of economic and social development. In his book *Disparity. A thing about past and present Poland* he stated: “The people are ultimate source of historic events as well as economic facts, advances and development of civilization. Therefore, if we want to study deeper the items of political and economic “opening balance sheet” of the newly established Polish state, its assets and liabilities we shall originate this study from an individual person, his dynamic and historic value as well as his attitude towards the state”¹.

Over sixty years later, under different political and social conditions, A. Kukliński in a paper *European context of Polish space transformation* wrote the following: “History of Poland is, to some extent, a history of wasted opportunities. We can’t rule out a possibility that we would waste our chances that we were given when joining the European Union and we would choose to stay isolated towards great transformation trends of Europe. A new concept of Polish spatial politics cannot be developed without knowledge of European processes. Naive opinions, based on subject limited analysis of DG XVI materials tend to forget that ultimately, the actions of European Union are determined by interests of core member states rather than weak peripheral partners”².

A statement made by A. Kwaśniewski, at the time when Poland was just before taking over the UE presidency, was in similar tune. Kwaśniewski, when talking with J. Domański and R. Walenciak, said: “In my opinion, if we built a long-term policy supported by a few or several persons, who identify themselves with it, who have right tools and skills, who know the European Union, then Poland could soon become a country that not only introduces its ideas into the European agenda, but also has an interesting administration which could be a reservoir of people needed for important positions in modern structures. But wishful thinking won’t be enough – it must be a hard work”³.

The articles published in the eight volume of the “Entrepreneurship – Education” series refer to this very idea – a person prepared and ready to perform functions in social, economic and cultural life of the country, regional and local spatial systems. The articles cover problematic aspects of teaching entrepreneurship at different educational levels, shaping entrepreneurship in regional and local development and a role of entrepreneurial attitudes in business entities development.

The introductory article in the first part of this volume addresses the issues concerning a place of entrepreneurship in education (Z. Ziolo). The author, with respect to academic

¹ E. Kwiatkowski, 1989, *Disparity. A thing about past and present Poland*, Czytelnik, Warszawa, page 41.

² A. Kukliński, 1995, *European context of Polish space transformations* [in:] *A concept of spatial development policy of the country*, Poland 2000 plus: hypothesis (t. I), J. Kołodziejcki (edit.), CUP, Warszawa, page 17–26.

³ *We are well prepared for presidency. Jerzy Domański and Robert Walenciak are talking with Aleksander Kwaśniewski*, 2011, “Przegląd”, no 26, page 6–8.

achievements in this field, presents the premise to shape the entrepreneurial attitudes, furthermore, outlines possibilities to model these attitudes through educational content of the specific subjects. He also points to market expectations towards new employees. Findings of the collaborative studies, which are conducted under the European FIFOB project, have provided interesting facts on business competencies of students of the lower secondary schools in opinions of their teachers (S. Kurek, T. Rachwał, M. Szubert). New information concerning processes of shaping the entrepreneurial attitudes is provided in opinions voiced by students of secondary schools in Kraków, who connect these attitudes with job opportunities that could be offered to them (W. Osuch). Valuable in this sphere are opinions related to developing of the youth's own entrepreneurship (A. Węglowska) and developing of the youth's entrepreneurship at schools situated in towns that are losing their competitive position (K. Sowisłok). An important role of entrepreneurship in strategy for education in Poland is emphasised by mottos: "Knowledge today – success tomorrow" (I. Szypuła) and "I am enterprising" (I. Świłło). Entrepreneurial attitudes also influence on young people's decisions as to which university and field of study they should pursue (J. Strojny, K. Horska; A. Haczek, A. Kłos).

It appears that education on entrepreneurship can also help with: seeking our own place in a society (T.T. Brzozowski), organization of pedagogical work (E. Choinkowska), preparing young people to enter the job market (A. Świętek), compliance with ethical principles when conducting business activities (A. Dziadkiewicz), analysis of bankruptcies of enterprises (A. Tokarski), improvement of qualification skills by professional drivers and car mechanics (J. Janczewski, M. Włodarczyk; J. Janczewski) and obeying the road safety rules (Z.J. Ożdżyński).

The papers published in the second part of the aforesaid volume refer to influence of entrepreneurship over development of the regional and local spatial systems. They emphasise diversity in entrepreneurial education in the French overseas regions (S. Dorocki, P. Brzegowy), teaching entrepreneurship for the purpose of stimulating the rural areas (C.G. Gabińska), development determinants of the regions that are learning based on the Małopolskie voivodeship example (M. Godowska), influence of the academic entrepreneurship on innovativeness of the Kujawsko-Pomorskie voivodeship (M. Tokarski), promotional activities of municipalities (A. Buś-Bidas) and ethical attitudes in innovative activities of the public administration (B. Pytko).

The third part includes publications dedicated to entrepreneurship role in business entities development. The matters discussed there are: shaping of dynamics of the management system of the economic organizations (P. Żukowski), development determinants of learning enterprises (D. Janczewska), new theories on management against increasing globalisation (A.I. Szymańska), restructuring of enterprises in Central and Eastern Europe and Central Asia (I. Boguszyńska) and business organization of travel services companies (M. Popiel, K. Ziółkowska-Weiss).

The presented works have significantly contributed to studies related to entrepreneurship education and its importance when conducting business. They develop theoretical concepts of teaching in the field of entrepreneurship and entrepreneurial behaviour of children and youth, they provide new empirical information about advancement in entrepreneurial teaching at various educational levels and they indicate advantages of using education within a scope of entrepreneurship in the business entities activities. It should be assumed that they will be still valid because determinants of the business development and political situation in a worldwide, European and national scale continue to change which force to acquire new abilities to act for the benefit of the business entities and institutions development. These changes also drive enhancement of attractiveness of the local and regional spatial systems to generate our own development factors as well as attracting the external ones.