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DETERMINANTS OF EDUCATIONAL ADVANCEMENT OF RURAL AREAS IN POLAND

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Abstract. The article is an aimed attempt at the diagnosis and evaluation of the educational level (character) of rural population in Poland perceived as educational advancement as well as of its environment (background). Growing importance of education in improving professional opportunities, changing educational aspirations and parents' support as well as positive internal migration trends were emphasised. Rural regions are still lagging behind urban areas, though optimistic characteristics indicate receding stigmatisation and marginalisation of the Polish country with internal migration of young and educated individuals, including affluent ones (potential luxury goods buyers), to rural areas. In the semi urbanisation and suburbanisation processes the increase of rural population involves mostly areas adjacent to big agglomerations rather than peripheral villages. The study is based on analysis of public statistical Central Statistical Office of Poland data including the National Population and Housing Censuses of 1988, 2002, 2011, supplemented and deepened the Public Opinion Research Center (CBOS) opinion poll results in Poland and global reports from the area of urbanization and education.

Keywords: rural areas, education level, internal migrations

INTRODUCTION

Changing level and structure of education in Poland undergoing the most spectacular transformations throughout all of the OECD countries, is analysed in terms of traditional social divide between rural and urban, in the framework of particular reference groups typical for

given levels of education. Research carried out on the progress of education in Poland, including rural areas, contribute to multi-faceted analysis of general social trends. Researchers pose questions about the processes that are taking place in rural regions from a global perspective, however they perceive rural specificity against social environment – from the inside (Szafraniec, 2006) – which has been changing dynamically in Poland, in particular since 1989. Transformations in education in the 20th and 21st centuries have involved a growing number of students enrolled in school at different levels, which led to educational improvement of the population, especially with regard to the younger generations and in rural areas. However, shortcoming of their evaluation is an erroneous assumption that "young country people" are researched and analysed as a homogenous social circle while the differences within the group often exceed the simple divide between a city and a village (Strzemińska and Wiśnicka, 2011).

The article uses the method of "desk research". Analysis of existing data covered the four main sources of information: the public statistics Central Statistical Office in Poland (GUS), Statistical Office in Gdańsk and Olsztyn, the results of sociological research Center for Public Opinion Research CBOS (Hipsz, 2013) and in addition to information from the global reports: World Urbanization Prospects, The 2014 Revision (World..., 2015) and Education at a Glance 2015 (OECD, 2015). The study assumes that promoted education in rural areas in Poland is mainly due to the interest in raising the

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level of education and internal migration of educated young people from urban areas to rural areas.

RESEARCH ON EDUCATIONAL PROGRESS IN RURAL AREAS – ASSUMPTIONS

Analysing the results of the research on the development of rural areas and agriculture in the 90's of the last century, J. Okuniewski, focuses on the particular strategic group targets (Okuniewski, 1996). Efforts made to achieve the targets facilitated the deterioration of social and economic structure in rural areas, also with regard to issues associated either directly or indirectly with education, such as:

- modernisation of technological-economic as well as economic-social infrastructure in the country;
- facilitating the improvement of non-agricultural activities in the country and fostering employment in villages and small towns;
- increasing production volume in agriculture as well as the raise of farmers' income through specialisation, extending farms' size as well as joint sales and agricultural processing;
- raising the level of farmers' and village dwellers' education as well as further use of biotechnology with extensive knowledge about the market;
- increasing farmers' and village dwellers' understanding of environmental issues.

There is still a huge gap in the level of education between rural and urban areas, yet a downward trend may be noticed. Major reasons include both high cost of education in big city-based academic centres and declining importance of university diplomas which guarantee neither professional success nor expected material or social status.

EDUCATIONAL ASPIRATIONS AND OPPORTUNITIES FOR YOUNG PEOPLE IN THE COUNTRY

Rural areas undergoing significant transformations are characterised with high internal diversity and still cope with lower income, poorer life conditions, limited development and educational opportunities (Federowicz and Sitek, 2011). Even at the beginning of the 90's of the 20th century, a majority of country dwellers were

people with basic education. Among many reasons, low social status of education and elite character of higher education, in particular as perceived by people of lower social position (e.g. in rural areas), were ranked first. Although major ideological measures used to be taken in the past (e.g. preference points awarded for social origin to prospective students) (Wasilewski, 2015), no spectacular improvement was reported. Additionally, young people in the country present low confidence and self-esteem when comparing themselves with their peers bread and brought up in cities which impedes their efforts to achieve good quality high education (Biskup, 2011). At the same time, they lack the support from their families who are afraid of young people permanently leaving their homes and villages. Strategic development of educational status of rural areas involves not only higher awareness of the value and significance of good qualifications (as part of professional competence) as well as individual and family aspirations but also real opportunities to meet goals and expectations. Agrarian overpopulation and economic crisis at the beginning of the 21st century clearly showed benefits of education and proved that profits received cannot be measured exclusively from financial perspective (OECD, 2015). According to CBOS polls village and small town dwellers, women, respondents with no academic degree (especially with basic vocational education) as well as relatively young and elderly people are more likely to appreciate the importance of high education as a vehicle to professional success (Hipsz, 2013). Contemporary parents' expectations for their children may imply further innovative transformations in knowledge-oriented economy also in rural areas. Parents assume that higher education provides an opportunity to improve, to learn dream profession and to enjoy superior social status (Wybory..., 2013). At the same time, both friends and education still seem underappreciated in terms of their real impact on life quality perceived subjectively (Czapiński and Panek, 2011). Professional competence development and the ability to reach desired material or social status are determined in many different ways. One should consider education level, the desire to continue learning, as well as diverse education paths available at successive stages of social (and economic) system transformation.

CHANGING EDUCATION STATUS IN RURAL AREAS – SCOPE AND DIRECTIONS

Disenfranchised rural areas were given a chance to catch up with civilised countries through achieving new qualifications (also higher education) necessary in the labour market which should facilitate the country desegregation (Wasilewski, 2015). The positive trend also fosters the development of Polish villages. Apart from substantial transformations in the last 10–15 years, education structure in urban areas is still characterised with large groups of well-educated respondents while in

rural areas inhabitants representing lower levels of education prevail (location quotient above 1). Even in 2009 the number of people with all levels of education was changing much more dynamically in the country than in the cities, except the group of inhabitants reporting basic education which was shrinking at slightly slower pace (Federowicz and Sitek, 2011). The trend was also reflected by the results of the 2015 Social Diagnosis that presents the percentage value of country population at a certain age taking advantage of particular educational services (Table 1), which results from both the realization of their own aspirations and expectations in relation to children.

Table 1. Population in private households in rural areas by the status of education in the years 2000–2015 (%)
Tabela 1. Ludność w gospodarstwach domowych na wsi według statusu edukacyjnego w latach 2000–2015 (%)

Educational status Status edukacyjny	1	Years – Lata							
		2000	2003	2005	2007	2009	2011	2013	2015
Total the percentage of people using educational services Ogółem odsetek osób korzystających z usług edukacyjnych	Total Ogółem	25.9	23.9	28.0	26.6	25.8	24.1	23.3	22.0
	Rural areas Wieś	24.6	22.2	26.8	26.6	25.6	24.2	23.5	22.6
Children 0–6 (0–5) years, benefiting from nursery or kindergarten or other educational services Dzieci w wieku 0–6 (0–5 lat) lat korzystające ze żłobka lub przedszkola lub innych usług edukacyjnych	Total Ogółem	21.4	13.5	19.8	18.7	20.5	29.1	33.6	37.3 (27.4)
	Rural areas Wieś	12.6	7.7	10.8	12.1	12.6	20.0	21.9	29.3 (18.1)
Children 7–15 (6–15) years learning in schools Dzieci w wieku 7–15 (6–15 lat) lat uczące się w szkołach	Total Ogółem	98.5	79.2	93.9	98.1	90.5	90.7	89.7	97.9 (95.8)
	Rural areas Wieś	97.89	80.14	93.22	98.75	89.9	91.6	90.3	98.0 (95.4)
Young people 16–19 years learning in schools Młodzież w wieku 16–19 lat ucząca się w szkołach	Total Ogółem	88.5	90.4	92.4	95.3	95.4	93.5	94.1	96.3
	Rural areas Wieś	85.4	87.7	92.9	95.1	94.2	92.5	93.5	96.7
Population 20–24 years using the educational services provided under the school and extracurricular Osoby w wieku 20–24 lata korzystające z usług edukacyjnych świadczonych w trybie szkolnym i pozaszkolnym	Total Ogółem	40.5	49.9	57.5	60.8	60.9	58.8	57.6	52.7
	Rural areas Wieś	26.0	39.0	50.8	49.2	47.6	49.4	48.0	44.0
Population 25–29 years using the educational services provided under the school and extracurricular Osoby w wieku 25–29 lat korzystające z usług edukacyjnych świadczonych w trybie szkolnym i pozaszkolnym	Total Ogółem	11.4	12.7	14.1	17.2	18.4	15.1	13.3	13.8
	Rural areas Wieś	7.1	7.6	8.9	8.5	11.4	9.0	8.5	9.2

Table 1 cont. – Tabela 1 cd.

1	2	3	4	5	6	7	8	9
Population 30–39 years using the educational services provided under the school and extracurricular	Total Ogółem	2.3	5.4	5.0	7.0	6.2	4.3	4.7
Osoby w wieku 30–39 lat korzystające z usług edukacyjnych świadczonych w trybie szkolnym i pozaszkolnym	Rural areas Wieś	0.3	3.2	1.8	2.5	3.8	1.9	2.7
Population over the age of 39 years using the educational services provided under the school and extracurricular	Total Ogółem	0.6	1.2	1.3	1.9	1.5	1.3	1.6
Osoby w wieku powyżej 39 lat korzystające z usług edukacyjnych świadczonych w trybie szkolnym i pozaszkolnym	Rural areas Wieś	0.3	0.6	0.9	1.1	0.9	0.5	0.8

Source: Czapiński and Panek, 2011.

Źródło: Czapiński i Panek, 2011.

Internal and external pressure on individuals and social groups to educate may also have adverse effect on the region and family relations. It results from personal and professional aspirations to leave rural environment and get a job outside agriculture (the youth refuse to study agricultural and related faculties and plan to live in the city rather than in the country) (Wasielewski,

2015). Although farming profession (at a mid-sized private farm) is ranked among the 10 prestigious occupations (according to CBOS), it is not the first-choice profession for young people who are not willing to stay in the country (Cybulska, 2013). Table 2 illustrates the population in selected years, 13 years old and more, according to the level of education.

Table 2. Population rural areas at the age of 13 and more by education level in 1988, 1995, 2002, 2009 and 2011 (%)

Tabela 2. Ludność wsi w wieku 13 lat i więcej według poziomu wykształcenia w latach 1988, 1995, 2002, 2009 i 2011 (%)

Education level Poziom wykształcenia	1988*	1995	2002	2009	2011
Total – Ogółem	100.0	100	100.0	100	100.0
Higher – Wyższe	1.8	1.9	4.2	8.1	9.9
Post-secondary – Policealne	1.0	1.3	1.9	26.0	1.6
Secondary – Średnie	12.1	14.1	19.6	26.0	23.9
Basic vocational – Zasadnicze zawodowe	24.2	28.1	28.0	29.0	26.5
Longer secondary – Gimnazjalne	X	X	X	6.5	6.0
Completed primary – Podstawowe ukończone	49.2	43.8	39.7	26.5	25.6
Incomplete primary and no formal education Podstawowe nieukończone i bez wykształcenia szkolnego	11.2	10.8	5.9	3.9	2.1
Unknown education level	0.5	0.0	0.7	3.9	4.3
Nieustalony poziom wykształcenia					

* At the age of 15 and more.

Source: own elaboration based on: GUS, 2003; Gorlach, 2000; Wybory..., 2013; Rocznik Demograficzny, 2013.

* W wieku 15 lat i więcej.

Źródło: opracowanie własne na podstawie: GUS, 2003; Gorlach, 2000; Wybory..., 2013; Rocznik Demograficzny, 2013.

Compared to data obtained in 1988 and 2002, 2011 rural areas research results show substantial increase in the number of people holding academic degrees (rural population aged 13 years and more) – multiple of 5.5 in relation to 1988 data and multiple of 2.4 in relation to 2002 data. The National Population and Housing Census of 2011 shows most frequently chosen faculties in rural areas – social sciences, economics, law, teacher training, education studies, engineering, production processes and construction (Obszary..., 2015). In the population aged between 25–64 years there were 4.2 as many people holding academic degrees in urban areas (1995) as people with the same level of education in rural regions. However, in 2009 the relation was 2.5 (Federowicz and Sitek, 2011). According to The National Population and Housing Census of 2011, around 36% of rural population reported at least a secondary or post-secondary education. There are many reasons that prevent young country people from attending a secondary school, i.e. travel and living expenses, family social status and parents' education patterns (Szafraniec, 2006). In the research period, out of the rural population with secondary vocational, post-secondary and basic education only 13.2% men and 16.1% women had jobs associated with agriculture or veterinary medicine (Obszary..., 2015). In the “census” years high share of

population with basic vocational education was high and accounted for above 24% in 1988, 29% in 2002 and 26.5% in 2011, respectively. The National Population and Housing Censuses of 1988, 2002 and 2011 show that population with basic vocational education aged 13 years and above dominated the social structure in rural areas, however a downward trend could be noticed (from over 49% in 1988 to more than 25% in 2011). According to the National Population and Housing Census of 2011, 276.4 thousand people (2.1%) aged 13 years or more were reported to have no education or incomplete basic education. When compared to the data obtained in 1988 and 2002, the decrease of 9.1% and 3.8% was reported. In 2011, more people at the age between 25 and 64 years took up all sorts of educational activities in rural areas (also in the cities and throughout Poland) comparing to the data gathered in 2006 which is shown in Table 3.

Educational activity of the population of rural areas reflected in the kind of graduated schools, which was analyzed across different age groups (18–64 years). Table 4 shows percentage share of the population in Poland and in rural areas by the type of graduated schools in selected age groups in 2011.

Education aspirations of rural population are reflected in a quite numerous group of usually young people

Table 3. Population aged 25–64 participating in formal, non-formal and informal learning by place of residence by place of residence in 2006 and 2011 (%)

Tabela 3. Ludność w wieku 25–64 lat uczestnicząca w kształceniu formalnym, pozaformalnym i nieformalnym według miejsca zamieszkania w 2006 i 2011 r. (%)

Specification Wyszczególnienie	Persons participating – Osoby uczestniczące									Not participating in any form of education Nieuczestniczące w żadnej formie kształcenia	
	in any form of education w jakiejkolwiek formie kształcenia			in formal education w kształceniu formalnym		in non-formal education w kształceniu pozaformalnym		in informal education w kształceniu nieformalnym			
	2006	2011	2006	2011	2006	2011	2006	2011	2006		
Rural areas Obszary wiejskie	25.3	30.4	3.5	3.3	11.4	14.0	18.0	21.8	74.7	69.6	
Urban areas Obszary miejskie	41.8	45.8	6.7	6.6	22.6	25.2	29.6	33.4	58.2	54.2	
Total Ogółem	35.8	40.0	5.5	5.4	18.6	21.0	25.4	29.0	64.2	60.0	

Source: own study based on: GUS, 2013; Kapitał..., 2015.

Źródło: opracowanie własne na podstawie: GUS, 2013; Kapitał..., 2015.

Table 4. Population by type of completed schools and age groups in 2011 (%)
Tabela 4. Ludność według typu ukończonych szkół i grup wieku w 2011 r. (%)

Specification Wyszczególnienie	Age population – Osoby w wieku					
	total ogółem	18–24 years 18–24 lata	25–34 years 25–34 lata	35–44 years 35–44 lata	45–54 years 45–54 lata	55–64 years 55–64 lata
Poland – total Polska – ogółem	100.00	100.00	100.00	100.00	100.00	100.00
Vocational schools Zasadnicze szkoły zawodowe	27.18	12.62	16.73	31.19	38.27	36.87
Secondary or post-secondary education Szkoly średnie lub policealne	48.26	70.11	48.56	42.45	44.73	46.19
Higher education institutions Szkoly wyższe	24.56	17.27	34.71	26.36	17.00	16.94
Rural areas – total Wieś – ogółem	100.00	100.00	100.00	100.00	100.00	100.00
Vocational schools Zasadnicze szkoły zawodowe	42.85	18.98	32.49	50.14	54.50	53.59
Secondary or post-secondary education Szkoly średnie lub policealne	42.56	65.00	45.31	35.07	36.37	39.27
Higher education institutions Szkoly wyższe	14.59	16.01	22.19	14.79	9.13	7.14

Source: Wybory..., 2013.

Źródło: Wybory..., 2013.

with high education (up to 34 years), mostly women, (in older age groups the share of people with high education is relatively lower) as well as in the population aged 18–24 with secondary and post-secondary education that are likely to continue learning. Women dominate among the respondents with higher (61.5% in 2011), post-secondary (72.5%), secondary (54.0%) and basic and incomplete basic education (55.3% in the country). More country men reported vocational education (62.8%) (Obszary..., 2015). In 2011, a 40% difference was reported in the number of women with basic education in groups aged 25–34 years and 55–64 years (23% for men); on the other hand in the country there are as many as 7 female respondents holding an academic degree from the youngest age group per 1 woman with higher education in the group aged 55–64 years (for men the rate is slightly above 5) (Federowicz and Sitek, 2011).

All things considered, it is difficult to identify all the key (strategic) determinants of the social structure transformation process in rural areas in Poland, in particular

after 1989. On one hand, it results from increasing availability of higher education in terms of better economic and organisational environment (non-public educational institutions). On the other hand, young people have been given an opportunity to pursue their educational ambitions with substantial financial support from their parents.

INTERNAL MIGRATIONS TO RURAL AREAS AS AN ELEMENT OF EDUCATIONAL ADVANCEMENT

Migration-related issues are subject to multidisciplinary and interdisciplinary research studies. As a result of migration, both distribution and density of population, numerical proportions and percentage share of inhabitants in cities and those in rural areas in individual regions and the structures of population according to different determiners, especially sex, age, level of education, sources of maintenance undergo changes (Strzelecki, 2003). The “resulting” processes often taking the

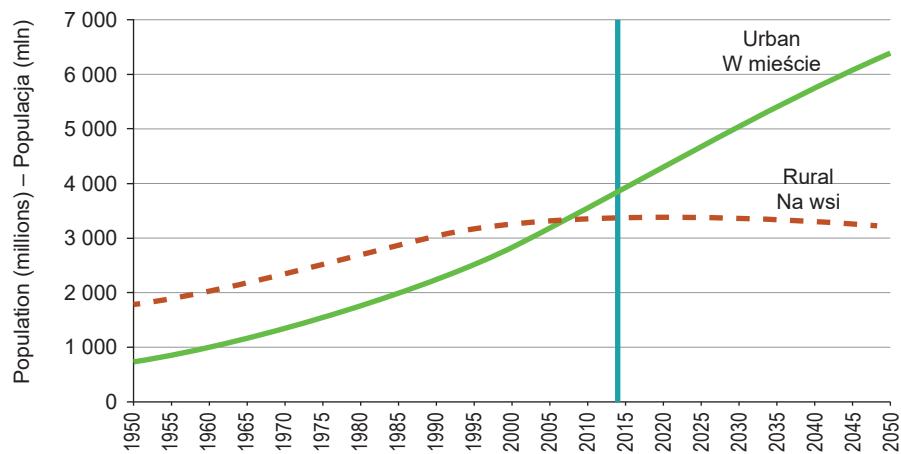


Fig. 1. The world's urban and rural populations, 1950–2050 (mln)

Source: World..., 2015.

Rys. 1. Ludność w miastach i na obszarach wiejskich na świecie w latach 1950–2050 (mln)

Źródło: World..., 2015.

form of counter-urbanization (Berry, 1976). This phenomenon has arisen from inhabitants' different behaviors and migration-related preferences (Szymańska and Biegańska, 2011):

- ex-urbanization, when well-off city-dwellers move away to rural areas, not cutting themselves off from cities and commute to work every day;
- displaced (shifted) urbanization, when the whole household relocates, which is explained with the need to find a new place of employment and lower living costs;
- anti-urbanization, which results from the desire to live in smaller settlement units in consequence of anti-urban attitudes and rejection of the urban lifestyle.

Figure 1 presents the world's urban and rural populations (1950–2050).

Globally, more people live in urban areas. In 2007, for the first time in history, the global urban population exceeded the global rural population. In 1950, more than two-thirds (70 per cent) of people worldwide lived in rural areas, but already in 2014 about 54 per cent of the world's population was urban. Global urbanization is expected to continue, so that by 2050, the world will be 34 per cent rural.

When discussing the level of education in rural areas, in particular making comparisons between education

structure in cities and in the country, researchers usually assume the population immobility (registration statistics refer to the current place of residence). Migration-based adjustments would probably disclose even higher decline of the educational gap between rural and urban areas (Federowicz and Sitek, 2011). Determination of actual place of residence of country people (affluent members of the society own many properties) as well as their identification with the local society and their commitment in generating strategic transformations in rural areas seems problematic. Detailed analysis ought to consider educational advancement of rural Poland resulting from positive balance of internal migrations (from urban to rural areas with general decrease of Polish population) should be discussed in the context of semi-urbanization (urbanization of the countryside) and sub-urbanization (development of urban zones) processes, when the number of population grows mainly in rural areas that neighbour large agglomerations, not in the peripheral areas of villages.

From an economic point of view, analysis of internal migration processes takes into account competitive nature of comparable locations, whose measure is the level of benefits resulting from the change of residence. The source of these "external benefits" are lower prices of purchased services as well as receiving them for free (clean air, beautiful landscape).

Table 5. Rural and urban population in Poland, as of 31 XII (%)
Tabela 5. Ludność na wsi i w miastach w Polsce, stan w dniu 31 XII (%)

Specification Wyszczególnienie	1988	1989	1990	1995	2002	2008	2009	2010	2011	2012	2013	2014
Rural areas Wieś	38.8	38.4	38.3	38.2	38.3	38.9	39	39.2	39.3	39.4	39.6	39.7
Urban areas Miasto	61.2	61.6	61.8	61.8	61.7	61.1	61.0	60.8	60.7	60.6	60.4	60.3

Source: own study based on: Kapitał..., 2015; GUS, 2014.
 Źródło: opracowanie własne na podstawie: Kapitał..., 2015; GUS, 2014.

Table 5 presents % the urban and rural population in Poland between 1988 and 2014.

Rural population in Poland has been growing since 2002 (with the stable proportion of country to city dwellers at the level of 40% to 60%). Before 2011, as much as 9.0% of the population of Poland (3.5 million people) changed their place of residence in the territory of Poland, of which almost 49% settled in the country (newcomers accounted for 11.2% of the rural population in general). Those resolved upon moving were usually affluent, and, what is worth mentioning, well educated, members of the society (Bański, 2009).

Figure 2 presents internal migration balance of population in Poland for permanent residence (1998–2015).

Migration-related behaviors are an expression of the relevant level of inhabitants' affluence. Ruralization is connected with growing attractiveness of abiding in detached houses with large plots (gardens), which influences forms of leisure and spending free time, and also transferring elements of culture, rural customs to cities, particularly into suburban areas, and acceptance of the rural lifestyle (Ładysz and Jabłoński, 2014). A lack or a loss of suitable (urban) material status and high costs of living in the city also become a cause of inner migrations from cities into their peripheral areas and rural areas.

Analysis of social and demographic situation indicates that the country lifestyle is getting closer and closer to urban way of living which is reflected in increasing

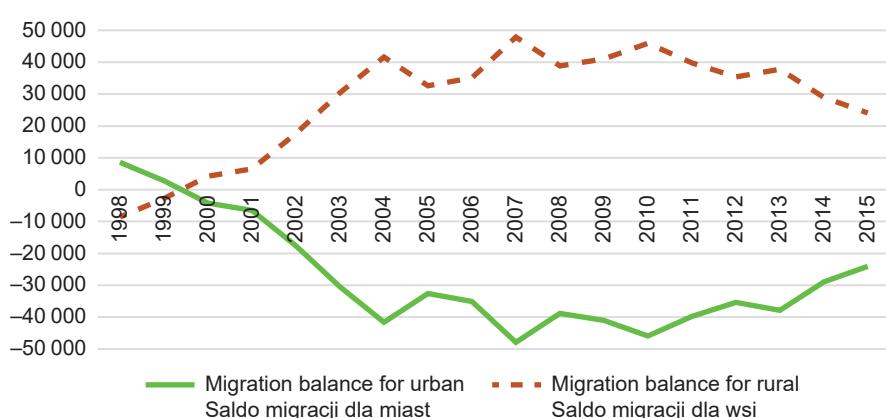


Fig. 2. Internal migration balance of population in Poland for permanent residence (1998–2015)

Source: GUS, 2016.

Rys. 2. Saldo migracji wewnętrznych ludności w Polsce na pobyt stały w latach 1998–2015

Źródło: GUS, 2016.

divorce rates, women having their first children ever later in life, following decrease of birth rate, growing number of children born out of wedlock and higher level of education (Obszary..., 2015). According to KPMG research conducted in 2014, wealthy country dwellers (with gross monthly income exceeding PLN 7.1–10.0 thousand) account for 2% of all the people with higher than average income (53% wealthy Poles live in the cities with population of above 250 thousand people). Pastoral life in the country is usually appreciated by connoisseurs who look for extraordinary quality and purchase luxury goods for their excellence rather than for show (Rynek..., 2014).

Considering the number of migrants in terms of migration directions, it should be noted that according to the National Population and Housing Censuses of 2011, 52.6% of them came from the cities while the remaining 47.4% from other rural areas with the highest rates reported in voivodships: dolnośląskie (63.3%) and śląskie (61.8%) regions. The following are the regions where newcomers arrived mostly from other rural areas in voivodships: podkarpackie, lubelskie, świętokrzyskie, warmińsko-mazurskie and łódzkie (Obszary..., 2015). Migrant society included mostly women (52.7% of rural population and 53.8% in urban population). Between 2002 and 2011 young immigrants in the country aged 25–34 years accounted for 30% of newcomers (in cities – 39.5%). The largest group of male immigrants were men at the age between 30–34 years (17.3%) while female immigrants were mostly women at the age of 25–29 years (19.0%). In the group of 1.5 million migrants at the age of 13 year and above who arrived in the country between 2002 and 2011 most people had secondary (31.7%) and higher (25.2%) education; other groups failed to reach the level of 11% (Obszary..., 2015). It's worth mentioning that the increasing number of inhabitants holding academic degrees does not mean that the Polish country has the potential to take advantage of the qualifications. Presumably, the growth has partly been “captured” by the cities, in particular in their vicinities, because highly qualified specialists are likely to settle there and commute to the city centres (Federowicz and Sitek, 2011).

According to the prognosis provided by Central Statistical Office, a systematic, steady, though slow rise in the number of population is assumed until 2030 (up to 15.6 million people). A decrease in the share of city-dwellers in the total number of population to 55.5%

in the year 2050 is expected as a consequence of the changes going on until 2030 (Prognoza..., 2014).

CONCLUSIONS

Analysis of the differences between urban and rural areas in terms of the level of education shows educational advancement of the country. The diagnosis is based both on the state (situation) and on the background (conditions) of the transformations. Substantial growth of population with at least secondary (including higher) education in Poland reflects undergoing transformations. The advancement is determined by young peoples' and their parents' changing ambitions and awareness of the significance of high qualifications as a vehicle for professional success now available to country people as well. Upward trend in the migration to rural areas, in particular to the areas adjacent to big agglomerations, will certainly contribute to the positive opinion on the transformation itself. Nevertheless, a detailed analysis suggests careful discussion on the identification and integration of usually affluent and better educated newcomers with the country, especially when determination of their actual place of residence is hardly possible and/or their material status is incomparable with other villagers (affluent members of the society own many properties). In rural areas of Poland, there is expected a steady population growth until 2030. The consequence will be a reduction in the share of urban population (to 55.5%) in the total population by 2050.

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Abstrakt. Celem artykułu jest próba diagnozy i oceny stanu (postaci) wykształcenia ludności na obszarach wiejskich w Polsce, określano mianem awansu edukacyjnego oraz uwarunkowań jego kształcenia (tło). Szczególną uwagę zwrócono na wzrost znaczenia wykształcenia w kształceniu sukcesu zawodowego, zmiany aspiracji edukacyjnych dzieci i ich wsparcia ze strony rodziców, a także korzystne dla wsi dodatnie saldo migracji wewnętrznych. Wprawdzie porównania w tym obszarze z sytuacją w miastach są nadal dla wsi mniej korzystne, ale poprawa charakterystyk staje się wyznacznikiem destygmatyzacji wiejskości i ograniczania marginalizacji polskiej wsi, zwłaszcza w warunkach wewnętrznych migracji na obszary wiejskie ludzi młodych i wykształconych, w tym także zamożnych (potencjalnych nabywców dóbr luksusowych). W procesach semiurbanizacji i suburbanizacji wzrost populacji ludności na obszarach wiejskich dotyczy jednak głównie terenów sąsiadujących z dużymi aglomeracjami miejskimi, a nie obszarów peryferyjnych wsi. W opracowaniu wykorzystano analizę danych statystyki publicznej, w tym z NSP 1988, 2002 i 2011, uzupełnioną i pogłębioną wynikami badania opinii publicznej CBOS.

Słowa kluczowe: obszary wiejskie, poziom wykształcenia, migracje wewnętrzne