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Rozwoju Obszarów Wiejskich



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na lata 2007-2013

**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.**

Methodological report

**for the development and implementation of research under the flagship project
"Sustainable rural development" implemented based on the EU Strategy for the
Baltic Sea by the Central National Rural Areas Network Secretariat for the years
2014-2015**

"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



**"Determinants and mechanisms for sustainable development
in rural areas - assessment of attitudes of young people from rural areas
in Poland in the field of entrepreneurship and innovation
and their use for local development"**

**The concept of research and research tools to implement and perform within the
flagship project "Sustainable development of rural areas of the EU Strategy for the
Baltic Sea Region"**

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1. SUBSTANTIVE CONTEXT OF RESEARCH

1.1. 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. For the duration of the project from September 2012 to April 2014 there was a total of eight meetings, of which 7 was in form of a workshop combined with study visits, one in Prusim (wielkopolskie region of Poland) was planned as a conference. **The first meeting, which took place on September 7, 2012, during the Swedish Rural Parliament in Blekinge in the South-Eastern Sweden**, sets targets of flagship project implementation as well as its schedule. The main goal of the project is to find and document good practices and ready-to-implement models for enhancing and strengthening youth participation in community development. One of planned future activities was also an analysis to be carried out in the partner countries of the ways to promote entrepreneurship and innovation in rural areas. According to the project partners, without appropriate encouragement and support young people will not want to tie their future to the rural areas. Sustainable rural development is not possible without the participation of this age group. The next project meeting was held on **30 October - 1 November 2012** at the resort **High Chaparral near the town of Varnamo**, where a meeting of young people from rural areas of Sweden was held.

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Youngagement, meaning "young and involved" representatives of local NGOs, associations of young farmers and invited representatives of youth organizations, among others, from Lithuania, Latvia, Estonia, Finland and the UK presented their ideas and projects implemented locally, in order to strengthen the competencies of youth in entrepreneurship and wider sense of innovation.

A meeting of project partners in **April 2013 in Mikkelī** was also held in form of a workshop. Representatives of the Mikkelī University of Applied Sciences together with the students of this university and the "Network for the development of entrepreneurship education at different levels of education" organized a camp devoted to innovation. The aim was to study the skills that comply to "being entrepreneurial", i.e. how to think outside the box, taking into account the different aspects and points of view, regarding the new business idea; how to find clients; how to present the concept of the planned project, etc.

Another meeting was held on **3-6 July 2013 in Krakow** and was also a workshop-meeting and its purpose was to discuss the skills development of young people from rural areas in the field of entrepreneurship, innovation and creativity. Young people enlisted areas most crucial for them. Those in their view would allow them to tie their future to the rural areas, and concerned: the work situation of young people in rural areas, infrastructure, particularly in the field of public sector services (education, health, and transport), organization of leisure activities for young people in rural areas, strengthening of social capital, and improvement of living conditions in rural areas.

On **October 22-23, in Jurmala, Latvia**, meeting of young entrepreneurs in rural areas was organized by the Latvian Agricultural Advisory Centre, accompanied by a series of seminars and study visits.

Also the meeting entitled "Smart Solutions for Rural Youth" in **Birstonas, Lithuania, 14-15 November 2013** was similar in character. Study visits to, Antanavas and Balsupiai. The main goal of those were to share with the participants of the meeting the experience of rural communities in the Leader program implementation. The speakers presented many



examples of Leader projects for the renovation of buildings and other real property and reassign them public facilities, including children and the elderly, as a place for meetings and recreation.

The summary of the first year of the project took place during the conference in **Prusim on 3-4 December 2013**, for the first time as a learning - conference. Three presentations were presented: 1 / EU funds as a form of support for young entrepreneurs in the Polish countryside; 2 / Determinants of rural youth entrepreneurship in the light of the literature; 3 / Conditions for the development and experience in the implementation of instruments of support in rural areas in Poland.

The following problems were discussed during the presentation:

- the impact of youths entrepreneurship on multifunctional and sustainable rural development and at the same time preventing the marginalization of these areas;
- definitional ambiguity of the term "entrepreneurship";
- factors facilitating the development of entrepreneurship (inherent in the personality of young people: openness to change, courage, creativity, the ability to take risks); inherent in the legal system; the education system;
- the scope and methods of key competencies in the development of entrepreneurial attitudes in schools;
- barriers that may contribute to the inhibition of development activities in rural areas: agricultural disadvantage, the still high level of unemployment, the perception of the countryside as a place that does not match the aspirations of young people - "rusticity stigma", complex laws and regulations as well as bureaucracy, social and cultural conditions: lack of role and models of entrepreneurial behavior among rural youth, lack of financial capital, lack of training opportunities.
- The role of EU funds as a strong incentive to create their own, often innovative economic activities.



During the meeting, which was held on **6-8 April 2014 St. Petersburg, Russia** study visits devoted to entrepreneurship of young people from rural areas of the Leningrad region were conducted. The seminar was devoted to presentations of Russian college students. One of the presentations was devoted to the assumptions of the flagship project, the participants also discussed about entrepreneurship and innovation university graduates as well as the operation of small and medium-sized enterprises.

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 Operationalizing the concept of entrepreneurship,
- 2 Teaching Entrepreneurship
 - a Teaching entrepreneurship in a formal, non-formal and practical training
 - b Methods of teaching entrepreneurship
- 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



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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. Respondents 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



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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).



1.2. 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 eg. 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-prospensity, 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 *"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 Kożusznik 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* (Kożusznik 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



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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.



2. 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 of the proposed research 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;



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- 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.)



3. RESEARCH PROBLEMS

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

Table 1 – Research goals and questions relations.

<i>General goal</i>	<i>Detailed goals</i>	<i>Research questions</i>
<p>Identification of attitudes and actions of young people from the rural areas on entrepreneurship and innovation</p>	<ol style="list-style-type: none"> 1. Evaluation on scope of knowledge of young people from the rural areas on entrepreneurship and innovation 2. Relation of young people from the rural areas towards innovative and entrepreneurial actions 	<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)? ❖ 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 respondents? ❖ How youth evaluates the entrepreneurial and innovative behavior of their peers? What is the position of the entrepreneurial ones in their environment? ❖ How to rural youth assess their own level of entrepreneurship and innovation?



	<p>3. Description of behavior of youth from the rural areas in relation to entrepreneurship and innovation</p>	<ul style="list-style-type: none"> ❖ 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 respondents? ❖ Whether and how the parents' education affects the attitudes of young people in the area of entrepreneurship and innovation? ❖ What professions have parents of respondents? ❖ 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 respondents? ❖ 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 respondents correlate with the level and nature of their behavior in the field of entrepreneurship and innovation? ❖ In what type of school / course of study the respondents 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?



	<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"> ❖ 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 respondents 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 respondents 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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4. SELECTION OF THE RESEARCH SAMPLE

Selection of the sample of rural youth to the test will be targeted and multi-step.

I TURN RESEARCH - RURAL YOUTH AGED 16-19 YEARS attending SCHOOLS

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.



Table 1 – 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: own study based on data from the Central Statistical Office (Local Government Statistical Handbook 2013) and data from the National Electoral Commission 12.2010r.

In Table 1:

- 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 2 – Ranking voivodeship 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: own study based on data from the Central Statistical Office (Local Government Statistical Handbook 2013) and data from the National Electoral Commission 12.2010



Table 3 – 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: own study 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.



In the second stage, within each of the voivodeship will be randomly selected secondary schools located in rural areas or in close proximity so that they are in their class entirely or mostly made up of young people living in rural areas. In each province is undergoing testing at least 200 students (about 10 classes) attending different types of schools (high school, technical school, vocational school principal). Since the method of the survey will be used auditorium is assumed to obtain reimbursement of properly filled questionnaires from less than 180 students in each province (90% of respondents).

RESEARCH ROUND II - RURAL YOUTH AGED 19-25 YEARS OF SURVIVING EDUCATION IN HIGHER STUDIES

The selection of youth continuing education in higher education will be made due to the criteria:

1 Place of Origin - will participate in research only students whose family home is located in the rural areas located in three provinces selected for the study and who lived in it (i.e. rural areas) at least until the start of secondary school.

2 Direction of studies - will take part in the research students of the most frequently selected by, living in rural areas, high school students (selected on the basis of the first round of tests executed in September in secondary schools).

Study subjects will be the number of students living in rural areas located in three provinces selected for the study, students in schools located within each of the studied voivodeship, in each of the voivodeship to get at least 100 correctly completed questionnaires.



5. RESEARCH METHODS AND TECHNIQUES

Research will be carried out on a sample of young people living in rural areas and attending upper secondary schools (16 - 18 years) and will be completed by the auditorium survey, and a sample of young people living in rural areas and continuing education at university level (18 - 25 years) using individual survey.

5.1. Poll auditorium

Poll - standardized technique of acquiring materials based on a process of mutual communication between the researcher to the study, during which the writing test answers the questions the researcher - allows you to collect in a relatively short time a large amount of information. The questionnaire is a standardized tool that ensures comparability of the results. Subjects have to respond to specific questions by selecting the category of the proposed answers. Depending on your needs, there is a possibility to use this tool also open questions. Leaving the question open allows a little more freedom of expression. Obtained in this manner of speech are encoded in an electronic database, and finally analyzed quantitatively using statistical methods.

In version auditorium this method is to collect in one place, in this case in one classroom, a select group of people and hand them to fill out questionnaires. The interviewer does not carry out the interview in person with each respondent separately, or can not read the questions. However, the presence of the person leading the study allows a clear and comprehensive presentation of the test and to eliminate any doubt, the respondents related to the content of the questions either by filling out a questionnaire, and thus reduces the risk of answering irrelevant to the researcher.

Poll auditorium seems to be a tool of the most "natural" in the case study school children, without causing additional discomfort of respondents associated with participation



in the new venture. Its additional advantage is to oversee the return of completed questionnaires, which allows you to control the completeness of the data and a very high level of implementation of the established sample.

5.2. Individual (distributed) questionnaire

Individual survey is also based on a process of mutual communication between the researcher to the study, during which the writing test answers the questions the researcher presented in a standardized questionnaire (which allows obtaining quantitative data). The difference with respect to the auditorium questionnaire is that it enables the examination of a more differentiated groups, inaccessible once at full strength in a specified (same) position. Each respondent receives a questionnaire and fill it yourself at any point in time, and then returns to the interviewer at the agreed time and place. The absence of an interviewer to avoid the so-called. interviewer effect involving the (intentional or unintentional) influencing the interviewer for the content of answers, which increases the reliability of responses (reinforcing a sense of anonymity of the respondents allows them to greater sincerity). Hence reducing the risk of refuse to participate in the study argument by current lack of time or circumstances. Data obtained using the technique of individual surveys are encoded in an electronic database and analyzed with the use of statistical methods.



6. SUGGESTED RESEARCH RESULTS PRESENTATION

The final result of the research will be the final report. It will include a detailed description of all the activities carried out and based on all the goals and problem questions by presenting both the results of the research and analysis, and the conclusions derived from them. In line with the targets, the report will contain information primarily to enable:

- diagnosis of attitudes prevailing among young people living in rural areas in the field of entrepreneurship and innovation (including knowledge about entrepreneurship and innovation, beliefs about the importance of both phenomena in the lives of young people, self-esteem and behavior in this area);
- identification of factors that contribute to the development of entrepreneurial attitudes among young people living in rural areas and the factors disturbing the process (including the role of the socio - demographic youth, education in entrepreneurship and innovation taking place in the schools and in the place of residence, attitude of young people to entrepreneurship, socio - economic communities in which he resides studied adolescents);
- evaluation of the possibility of using these approaches for local development (related to both the scope and nature of the diagnosed entrepreneurship and innovation of rural youth and the ways of perceiving the potential of rural youth village, as a possible place to live and continue to pursue a professional career and the socio - economic study areas rural).

The final report will be submitted to the Ordering Party, who will be able to use it to pursue their own activities, or by the use of other institutions dealing with issues



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of development of entrepreneurship and innovation among rural youth (e.g. institutions involved in the implementation of programs for rural development, education, local authorities). Thanks carried the diagnosis of attitudes of rural youth in this field and to identify at least some of the factors that contribute to the formation of entrepreneurial attitudes and factors affecting this kind of attitude negatively, the report could provide a good, empirically grounded starting point for planning activities aimed at enhancing human and social capital of rural areas (by supporting the development of entrepreneurial attitudes and innovation of young people living in these areas).



7. PROPOSED SCHEDULE OF RESEARCH

No.	General tasks – Project stages	Detailed tasks	Deadlines
1	Development of a methodological report	Preparation of the report, together with methodological research tools in Polish and transfer it to the Ordering Party	25.06.2014
		Preparation of methodological report in English	10 days after receiving comments for the Polish version of the report
2.	Implementation of research	Graphic design and printing the survey	Proposed deadline: 30.08.2014
		Implementation of research in Warmia - Mazury, Wielkopolska and Łódź voivodeship: selection of the respondents according to the scheme developed in the methodological report (rural population aged 16 - 25 learners in secondary schools or students), to conduct surveys, questionnaires to encode the transfer and development.	Proposed deadline: <ul style="list-style-type: none"> • for the secondary school learners 30.09.2014 • for the university students do 31.10.2014
3.	Preparation of the research results for statistical development	Development of key code, encoding data, the development of an electronic database schema, data entry into the database	Proposed deadline: 30.11.2014
		Transfer of the data base to the Ordering Party	Proposed deadline: 30.11.2014
4.	Initial production of research results	Statistical analysis of the data and preliminary interpretation of the results	Proposed deadline: 30.12.2014
5.	Development of a research report	Development of a detailed report on the examinations and submitting it the Ordering Party	Proposed deadline: 15.02.2015
		Development of the article for publication disseminating the project results	Proposed deadline: 28.02.2015
		Development of summary report of the study in English	14 days after receiving comments for the Polish version of the report



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