

Involving the Younger Generation in the Transformation of Romanian Rural Space

Carmen Valentina Rădulescu¹, Ioan Gâf-Deac², Cristina Dima³,
Alexandru Cristian Bran⁴ and Liliana Mogos⁵

¹⁾³⁾⁵⁾ *Bucharest University of Economic Studies, Bucharest, Romania.*

²⁾ *INCE - CEMONT Romanian Academy, Bucharest, Romania.*

⁴⁾ *Polytechnic University of Bucharest, Bucharest, Romania.*

E-mail: carmen-valentina.radulescu@eam.ase.ro; E-mail: gafdeac@ince.ro;

E-mail: cristina.dima@man.ase.ro; E-mail: alexandru.cristian.bran@gmail.com;

E-mail: liliana.mogos@anfp.gov.ro

Please cite this paper as:

Rădulescu, C.V., Gâf-Deac, I., Dima, C., Bran, A.C. & Mogos, L. (2026). Involving the Younger Generation in the Transformation of Romanian Rural Space. In C. Vasiliu, D.-C. Dabija, A. Tziner, D. Pleşea, & V. Dinu (Eds.), *Proceedings of BASIQ International Conference on New Trends in Sustainable Business and Consumption, 12th Edition* (pp. 214-222). Editura ASE.

DOI 10.24818/BASIQ/2026/12/011

Abstract

This paper examines the involvement of young people in the sustainable transformation of Romanian rural areas, using Ariniş commune, Maramureş County, as a case study. The originality of the research lies in its focus on youth participation as a key factor linking education, local initiative, entrepreneurship and community development in a rural Romanian context affected by demographic decline and limited economic opportunities.

The study is based on an exploratory quantitative approach, using data collected through an online questionnaire applied between April and May 2025 to 62 respondents aged 15–40 with current or previous residence in Ariniş commune. The data were analyzed through descriptive statistics in order to identify perceptions regarding education, vocational training needs, youth involvement, local development opportunities and perceived barriers to community progress.

The results show that education is perceived as a strategic factor for rural development, although respondents indicate shortcomings in the capacity of the local school to support professional integration. The findings also reveal interest in vocational training connected to agriculture, administration, business, personal care services and technical fields. Young people are seen as potential contributors to local development, particularly through entrepreneurship, cultural activities, ecological initiatives and participation in community decision-making. However, their involvement is limited by the lack of administrative vision, financial constraints, demographic aging and insufficient economic initiative.

The scientific contribution of the paper consists in highlighting the relationship between youth retention, education, local participation and rural transformation. From a practical perspective, the study supports the need for youth-oriented rural policies focused on vocational training, entrepreneurship support, participatory governance and the creation of local opportunities capable of reducing migration and strengthening community resilience.

Keywords

Youth engagement, rural development, community participation, innovation, sustainable transformation.

DOI: 10.24818/BASIQ/2026/12/011

Introduction

Rural development is a multidimensional process involving economic, social, cultural and institutional transformations aimed at improving the quality of life and ensuring the long-term sustainability of local communities. In the context of accelerated changes generated by globalization, digitalization and migration, rural areas in Romania are facing major challenges, such as population aging, depopulation and limited

access to infrastructure and services. These challenges create an urgent need to identify internal mechanisms for community regeneration, in which the involvement of young people becomes not only opportune, but essential (Balu et al., 2021; Burlacu et al., 2022).

Young people constitute strategic human capital, capable of generating and implementing innovations, adopting modern technologies and initiating projects adapted to local specificities. Unlike older generations, they generally show greater openness to change, a higher degree of adaptability and better access to information networks. From a sociological perspective, their involvement strengthens community social capital, stimulates civic participation and can lead to the diversification of the local economic base. At the same time, the lack of participation of young people in decision-making processes and development initiatives can accentuate negative demographic and socio-economic trends, leading to permanent migration and the loss of qualified human resources (Buzoianu et al., 2024).

The original contribution of this study consists in analyzing youth involvement in rural development from the perspective of a specific Romanian rural community: Ariniş commune, Maramureş County. Unlike broader studies that approach rural development mainly from a macroeconomic, agricultural or policy-oriented perspective, this article focuses on how young people perceive education, entrepreneurship, civic involvement, cultural participation and local development barriers within their own community. Therefore, the study contributes to the literature by linking youth participation with community regeneration, local governance and sustainable rural transformation in a concrete territorial context.

The purpose of this study is to identify and analyze the ways in which young people aged between 15 and 40, with current or previous residence in Ariniş commune, Maramureş County, participate in the rural development process. The analysis considers the level of education, the degree of involvement in public administration, entrepreneurial initiatives and general socio-economic conditions (Mukwede & Mudhara, 2024).

In order to achieve this purpose, the research pursues the following objectives:

- O1. To identify the level of education among young people in Ariniş commune, including conventional, financial and entrepreneurial education.
- O2. To identify mechanisms that can support the development of entrepreneurial spirit and the creation of jobs in Ariniş commune, Maramureş County.
- O3. To analyze the importance of young people and their initiatives in local public administration and community decision-making.
- O4. To identify the main barriers that limit youth involvement in rural development and the factors that may encourage young people to remain in or return to the community.

1. Review of the scientific literature

Contemporary academic literature emphasizes that the involvement of the younger generation in rural development is essential not only for the economic revitalization of villages, but also for the sustainability of agriculture and community cohesion in the long term (Buzoianu et al., 2024). Coleman et al. (2025) highlights that the integration of the younger generation in the rural economy contributes to increasing the resilience of rural areas and reducing the rate of migration to cities, aging rural communities (Gâf-Deac et al., 2023). Studies on the participation of young people in agricultural and entrepreneurial activities show that they can become agents of change in rural areas, by introducing new technologies and adopting modern models of agricultural management. For example, comparative research on young people in rural areas in Romania and Hungary highlights their involvement in agriculture, entrepreneurship and community activities, underlining the role of human capital in rural development (Rădulescu et al., 2022).

At the same time, the literature shows that the development of rural space depends largely on the capacity of communities to capitalize on local human resources. Young people are considered carriers of change because they have a higher level of education, a greater openness to innovation and a greater capacity to adapt to the new requirements of the global economy (Gâf-Deac et al., 2023).

Empirical studies indicate that the development of rural entrepreneurship is influenced by factors such as the level of education, access to finance, infrastructure and public policies. In the Romanian rural environment, many young people face difficulties related to access to capital, lack of managerial experience and

limited access to markets. These barriers can reduce the ability of young people to develop sustainable entrepreneurial initiatives.

At the same time, the literature highlights the role of support programs for the development of rural entrepreneurship, including programs financed by European funds. These programs aim to support young people in developing rural businesses and contribute to the modernization of the rural economy (Msangi et al., 2024; Unay-Gailhard & Simões, 2022). Also, poor infrastructure, limited access to public services and lack of institutional support can reduce the capacity of young people to actively engage in the development of rural communities. Rural youth often face difficulties in accessing education, jobs and the resources needed to develop economic initiatives (Sabo et al., 2022).

The digital transformation of agriculture and the implementation of the concept of “smart villages” are studied as mechanisms for increasing the attractiveness of rural areas for young people. Digitalization contributes to improving access to information, markets and resources (IoT, agricultural applications and marketing platforms), thus enhancing the involvement of young people in the digital rural economy (Rădulescu et al., 2020; Burlacu et al., 2025)

Overall, the specialized literature reflects a growing interest of the academic environment in understanding the role of the younger generation in rural transformation. Relevant authors — Ren (2024), Mujčinović et al. (2024), Henning (2025), Msangi et al. (2024). — offer complementary perspectives that connect the theoretical with the empirical, highlighting both the elements that facilitate the involvement of young people in rural development, as well as the socio-economic and institutional barriers that limit these processes.

These contributions suggest a necessary focus on integrated public policies, rural-oriented entrepreneurial education, and social infrastructures that support the presence of young people in their communities of origin — all of which constitute major directions for future research, as well as for the development of effective strategies for sustainable and inclusive rural development (Geza et al., 2021).

2. Research methodology

The present study uses an exploratory quantitative research design, based on a case study conducted in Ariniș commune, Maramureș County. The methodological choice is justified by the objective of identifying the perceptions of young people regarding education, entrepreneurship, civic participation and the main barriers to rural development. The research does not claim to use a mixed methodological approach, as no separate qualitative component, such as interviews, focus groups or thematic coding, was operationalized. The review of scientific literature and policy documents was used to support the theoretical framework, the formulation of objectives and hypotheses, and the interpretation of the empirical results.

The purpose of the research is to analyze how young people aged between 15 and 40, with current or previous residence in Ariniș commune, perceive their role in the sustainable development of the rural community. Data were collected through an online questionnaire administered between April and May 2025, using the Google Forms platform. The questionnaire was distributed to young people aged between 15 and 40 years old who had either current residence or previous residence in Ariniș commune. The use of an online questionnaire allowed the collection of standardized responses from a geographically limited target group and facilitated access to both residents and young people who had left the commune but still maintained a connection with the local community.

The questionnaire included 28 items, structured around the main dimensions of the research. The first section collected general information about the respondents, including age category, residence connection with Ariniș commune and socio-demographic characteristics. The second section focused on education, including respondents' perceptions of the quality of local schooling and the role of education in community development. The third section addressed vocational training needs, financial education, entrepreneurial education and preferred fields for professional qualification.

The final sample consisted of 62 respondents. The sample was selected through convenience sampling, based on accessibility and the respondents' connection with Ariniș commune. Given the exploratory character of the research and the limited territorial scope of the case study, the sample is not intended to be statistically representative of all young people in rural Romania. Instead, it provides relevant empirical insights into the perceptions of a specific group of young people connected to the analyzed commune. Consequently, the results should be interpreted as indicative for the local context and not as generalizable at national level.

The methodological approach is appropriate for an exploratory case study because it allows the identification of dominant perceptions, local development needs and possible directions for policy intervention.

However, the study has several methodological limitations. First, the reduced sample size limits the possibility of statistical generalization. Second, convenience sampling may introduce selection bias, as respondents who were more accessible or more interested in community development may have been more likely to participate. Third, the use of self-reported perceptions may reflect subjective evaluations rather than objective measurements of local development.

3. Results and discussion

The analysis of the concept of community development and the particularities of the Romanian rural space highlights the fact that the sustainable progress of a community depends on its capacity to mobilize internal resources and to capitalize on human potential, especially by involving citizens in decision-making processes and collective actions. The economic, urban and cultural dimensions represent interdependent pillars, whose integrated development can generate both an increase in the standard of living and the consolidation of social cohesion. In the current context, characterized by demographic and economic challenges, the application of the principles of sustainable development becomes essential, ensuring the balance between present needs and the rights of future generations. For the Romanian rural environment, community development is, in addition to a strategic objective, also a fundamental condition for maintaining the vitality and attractiveness of these spaces in the national and European socio-economic landscape.

Exploring the essential role that innovation, education and youth play in community development is important, being able to examine how the three bring added value within a community. Innovation can stimulate progress and sustainable development; education provides knowledge and skills to successfully complete the challenges that have arisen in the community; the involvement of young people who have access to information and at the same time have a high level of education, can bring them new ideas regarding development. These three components are, invariably, interconnected. Education has had as a general purpose, since ancient times, the expansion of the individual potential of people.

Following the collection and interpretation of data obtained by applying the questionnaire among young residents of the Arinis commune, relevant perceptions were identified regarding the quality of local education, the frequency of cultural activities and the areas considered priority for community development.

By achieving the most active and consistent participation of young people in the educational act, the quality of life in the respective locality would develop and, at the same time, the young generations could offer prospects for progress adapted to the new times (Kovacs, 2022). The multitude of roles that education has in its spectrum is significant, including: economic prosperity, cultural development, personal development, etc. With the achievement of the objectives and goals of increasing the level of education in a community, we can strengthen various fundamental values that would also contribute to the harmonious development of the locality, such as: collaboration, fairness, impartiality, performance, results, independence, flexibility (Sălășan & Rață, 2017). The analysis of information allows for an overview of the level of satisfaction of the community and the extent to which it correlates education with local socio-economic progress.

Regarding the extent to which the local school provides adequate training for subsequent integration into high school and professional activity, only 11.29% of respondents answered “definitely”, while 8.06% answered “to a great extent”. Therefore, only 19.35% of respondents expressed a clearly positive evaluation of local education. By contrast, 35.48% considered that the local school helped them only “to a small extent”, and 22.58% answered “not at all”. Together, these negative evaluations represent 58.06% of the sample. The remaining 22.56% offered a moderate assessment.

These results indicate a perceived deficit in the capacity of the local education system to prepare young people for future educational and professional trajectories. This finding is relevant for O1 and supports H1, according to which education and vocational training are perceived as essential factors for increasing youth involvement in rural development. However, the results also show that the current local educational offer is not perceived as sufficiently effective by a significant part of the respondents.

The respondents identified traditional activities, cultural activities and ecological activities as important directions for community development. Traditional activities were mentioned by 45.16% of respondents, cultural activities by 37.10%, and ecological activities by 32.26%. These results suggest that young people's involvement is not limited to economic activities, but also includes the preservation of local identity, environmental responsibility and cultural participation.

This finding is relevant for O2 because it shows that rural development strategies should not be limited to agriculture alone. Instead, they should integrate cultural heritage, environmental initiatives, local services

and entrepreneurship. The result confirms previous studies that associate rural youth with innovation, diversification and the modernization of rural communities (Mukwede & Mudhara, 2024; Msangi et al., 2024).

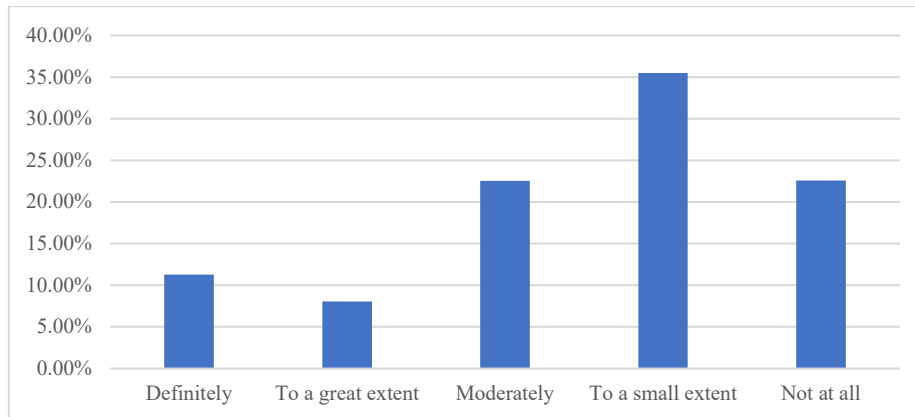


Figure no. 1. The extent to which the local school provides an adequate education

The perception of cultural life completes this picture. The assessment of the frequency of cultural activities shows a predominance of low scores on the appreciation scale, with 32.26% of respondents attributing level 2 and 24.19% the minimum level (1) (see Figure 2). Only 11.29% consider that these activities are carried out with a high frequency. This deficit in cultural offer, whether real or perceived, has effects on youth involvement, as cultural events often constitute essential contexts for civic participation, the exchange of ideas and the consolidation of local identity, fundamental factors of sustainable rural development, and active local culture can motivate young people to stay in the community and get involved in common projects, while its lack can accentuate disinterest and the tendency to migrate.

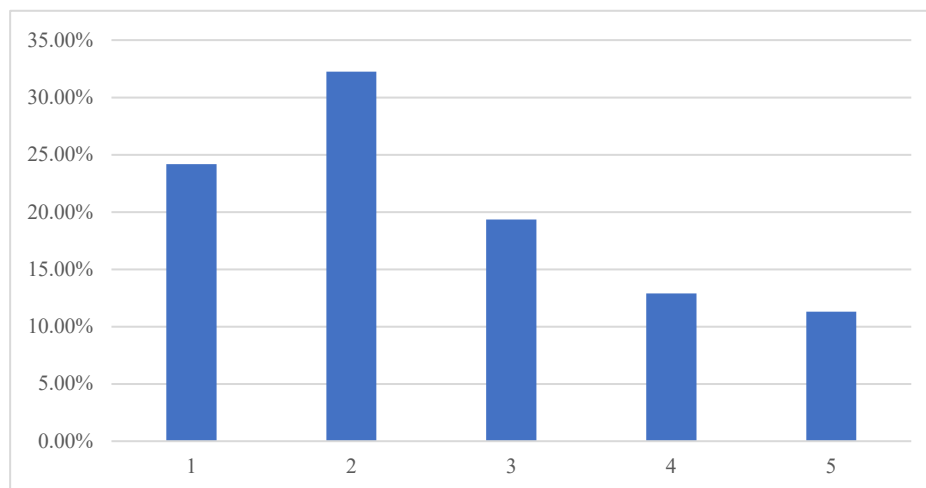


Figure no. 2. Evaluation of the frequency of cultural activities (1: rare → 5: frequent)

The strategic importance of education for community development is recognized by the majority of residents, with 50% considering that a well-performing education system is a fundamental condition for local progress, and 30.65% considering that this aspect is important “to a great extent” (see Figure 3). This correlation, perceived at the community level, confirms the central hypothesis of the research, namely that the involvement of young people in rural development is directly influenced by the quality of the education they receive. A solid education system not only builds skills, but also stimulates civic spirit, initiative and the desire to contribute to the development of the community of belonging.

The results obtained indicate a concentration of interest in areas with immediate applicability and local economic impact: agriculture and related branches (36%), administration and business (38%) and personal care services (over 30%). Areas such as social and medical services, installations, mechanics and IT (10–25%) indicate the community's openness to more varied qualifications, including technical and digital.

The interest in obtaining a driving license for all categories highlights the importance of mobility as an economic resource. The lack of other suggestions demonstrates that the proposed list largely covers the

local perception of training opportunities, but may also indicate a limitation of the horizon of options imagined by the community. In order to involve young people, these data suggest the need to develop training programs adapted to the real needs of the locality, with an emphasis on areas that can support both economic stability and entrepreneurial initiative.

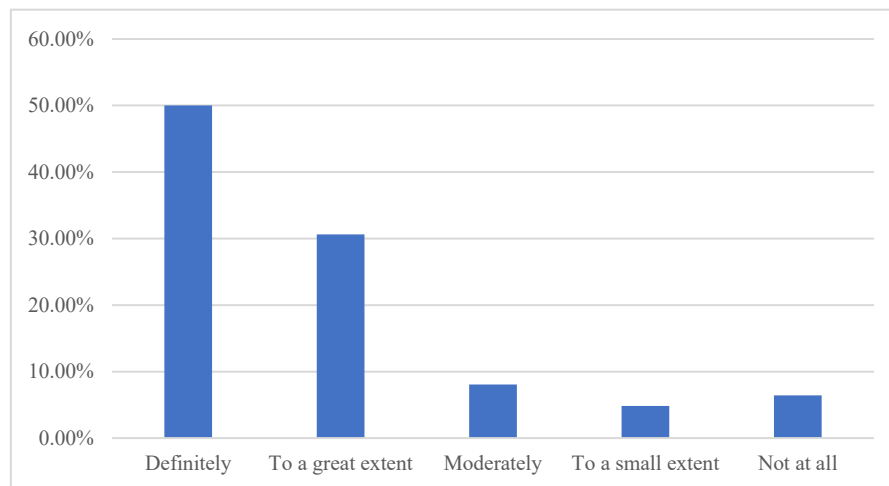


Figure no. 3. The extent to which education has a strategic role for community development

The motivations for young people to remain in the commune outline a complex picture, where emotional factors coexist with economic constraints. The main reason identified is the desire to live close to family (30.21%), an indicator of the role of family cohesion in life decisions. The lack of financial resources (25%) appears as a passive retention factor, keeping young people in the community due to the lack of economic alternatives, not out of conviction. Other responses, such as the lack of ambition (14.58%) or the desire to be involved in community development (13.54%), highlight a polarization between a part of young people oriented towards action and another characterized by passivity.

The empirical results show several important relationships between the analyzed dimensions. First, the strong perceived importance of education for community development, combined with the weak evaluation of local school effectiveness, suggests a gap between expectations and institutional capacity. This relationship is directly relevant to O1 and indicates the need to improve both formal and non-formal education.

Second, the interest in vocational training and the identification of agriculture, trade, culture and tourism as development opportunities show that young people associate rural progress with practical skills and economic diversification. This relationship is relevant to O2 and confirms the importance of locally adapted entrepreneurship programs. The barriers identified by respondents show that youth involvement is limited by a combination of financial, demographic, entrepreneurial and administrative factors. This relationship is relevant to O4 and confirms that rural development cannot be achieved only through individual motivation, but requires institutional support and coherent local strategies.

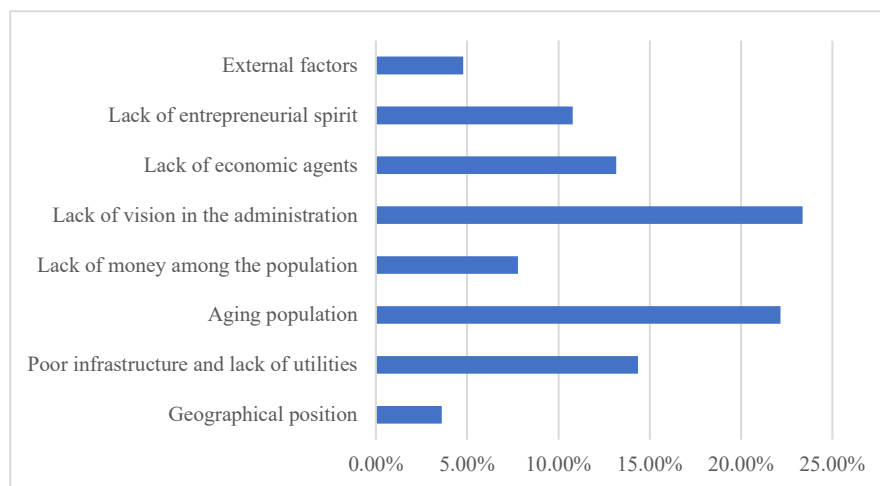


Figure no. 4. The main perceived barriers to local development

Conclusions

The study analyzed the involvement of young people aged between 15 and 40 in the rural development process of Ariniș commune, Maramureș County, focusing on education, vocational training needs, entrepreneurship, civic participation and perceived barriers to local development. The results confirm that young people are perceived as an important resource for community transformation, but their effective involvement depends on the existence of educational, economic and institutional conditions capable of supporting local initiative.

The empirical findings show that education is considered a strategic factor for community development. Half of the respondents stated that education has a decisive role in local progress, while 30.65% considered it important to a great extent. However, the perception regarding the capacity of the local school to support future professional integration is less favorable, as 35.48% of respondents indicated that local education helped them only to a small extent, and 22.58% considered that it did not help them at all.

The results also indicate that young people's involvement in rural development may be strengthened through vocational training and economic opportunities adapted to local needs. Respondents expressed interest in fields such as administration and business, agriculture and related activities, personal care services, technical qualifications and IT. These findings suggest that rural development strategies should not be limited to traditional agriculture, but should also include diversified training programs connected to entrepreneurship, services, digital skills and local economic initiatives.

The scientific contribution of the study consists in linking youth participation with education, entrepreneurship, local governance and sustainable rural transformation in a concrete Romanian rural context. By focusing on Ariniș commune, the research provides empirical evidence on how young people perceive their role in community development and on the factors that may encourage or discourage their involvement. Therefore, the study contributes to the literature on rural development by emphasizing the importance of demographic renewal, local human capital and participatory mechanisms in strengthening rural resilience.

The study has several limitations. First, the research is based on a convenience sample of 62 respondents, which limits the possibility of generalizing the results to all young people in Ariniș commune or to other rural areas in Romania. Second, the analysis relies mainly on self-reported perceptions, which may be influenced by respondents' personal experiences and expectations. Third, the study uses descriptive statistical analysis, without testing causal relationships between variables.

Future research should extend the sample and include respondents from several rural communities in order to allow comparative analysis. Further studies could also examine the relationship between education, migration intentions, entrepreneurial behavior and civic participation using more advanced statistical methods. In addition, qualitative research based on interviews or focus groups with young people, local authorities, teachers and entrepreneurs could provide a deeper understanding of the motivations, barriers and institutional mechanisms that shape youth involvement in rural development.

Generative Artificial Intelligence (GenAI) usage statement:

ChatGPT (version 5.0) was responsibly used for language improvement. After this process, the authors reviewed and edited the content as needed and take full responsibility for the content of the present article.

References

- Balu, F. O., Rădulescu, C. V., Bodislav, D. A., Gole, I., Buzoianu, O. C. A., & Burlacu, S. (2021). Cost modeling and computation in the healthcare industry. *Economic Computation & Economic Cybernetics Studies & Research*, 55(1), 73-88. <https://doi.org/10.24818/18423264/55.1.21.05>
- Burlacu, S., Dobre, F., Mateescu, V.-M., & Andrei, I.-V. (2025). From bureaucracy to e-Government: Digital transformation of Public Administration in Romania for a sustainable future. *European Journal of Sustainable Development*, 14(3), 289. <https://doi.org/10.14207/ejsd.2025.v14n3p289>
- Burlacu, S., Gutu, C., & Mateescu, V. (2022). The impact of the migration of the labor force on the sustainable development of Romania. *Proceedings of the 16th International Conference on Business Excellence*, 16(1), 1146-1155.
- Buzoianu, O. A. C., Dima, C., Mateescu, V., & Gombos, I. C. (2024). *The management and managers of the future in the context of the globalization of economic life*. Review of International Comparative Management, 25(4), 804–814. <https://doi.org/10.24818/RMCI.2024.4.804>

- Buzoianu, O. A. C., Iacob, O., Mihai Mateescu, V., & Burlacu, S. (2024). Balancing economic, environmental, and technological systems for sustainable agricultural development in Romania. *European Journal of Sustainable Development*, 13(4), 153. <https://doi.org/10.14207/ejsd.2024.v13n4p153>
- Coleman, M., Le, S. T., Mao, N. H., Chau, K. M., Condon, J., & Kristiansen, P. (2025). Rural youth aspirations in the face of environmental, economic and social pressures: Transformation in the Vietnamese Mekong Delta. *European Journal of Development Research*, 37(3), 524–547. <https://doi.org/10.1057/s41287-024-00685-2>
- Gâf-Deac, I., Rădulescu, C.-V., Burlacu, S., Angheluță, S. P., & Uta, F. (2023). Post-pandemic resilience: Revitalizing Romania's agri-food value chains. In *Proceedings of the 17th International Management Conference "Management beyond Crisis: Rethinking Business Performance"* (pp. 150–157). Bucharest University of Economic Studies. <https://doi.org/10.24818/IMC/2023/01.14>
- Geza, W., Ngidi, M., Ojo, T., Adetoro, A. A., Slotow, R., & Mabhaudhi, T. (2021). Youth participation in agriculture: A scoping review. *Sustainability*, 13(16), 9120. <https://doi.org/10.3390/su13169120>
- Hassen, J. Y., Endris, G. S., Wordofa, M. G., Aweke, C. S., Hussein, J. W., & Kasa, L. (2025). Taking youth aspirations in agriculture seriously: Implications for livelihood programming in a fragile ecosystem. *Cogent Social Sciences*, 11(1), 2473641. <https://doi.org/10.1080/23311886.2025.2473641>
- Henning, J. I. F. (2025). Beyond unearned income: The contribution of rural youth to earned household income in the free state province of South Africa. *Societies*, 15(10), 289. <https://doi.org/10.3390/soc15100289>
- Heryadi, D. Y., Widarawati, R., & Suprpto, A. (2025). The role of youth agripreneurship in enhancing food security and innovation in rural agribusiness system. *The Journal of Agribusiness Systems*, 3(1). <https://doi.org/10.59613/dr9q8683>
- Msangi, H. A., Waized, B., Ndyetabula, D. W., & Manyong, V. M. (2024). Promoting youth engagement in agriculture through land titling programs: Evidence from Tanzania. *Heliyon*, 10(7), e29074. <https://doi.org/10.1016/j.heliyon.2024.e29074>
- Mujčinović, A., Bojnec, Š., Nikolić, A., Tonković, A. B., Gašparović, S., Lazereg, M., Stojanović, A., & Bojadžieva, D. (2024). Pathways for young farmers' entrepreneurship in sustainable rural development. In F. Simões & E. Erdogan (Eds), *NEETs in European rural areas* (pp. 69–87). Springer International Publishing. https://doi.org/10.1007/978-3-031-45679-4_5
- Mukwedey, B., & Mudhara, M. (2024). Factors affecting rural youth participation in the smallholder farming sector. *Journal of Agriculture, Food Systems, and Community Development*, 1–17. <https://doi.org/10.5304/jafscd.2024.134.014>
- Radulescu, C. V., Bran, F., I. Gâf-Deac, I., Burlacu, S., Elena Petrescu, I., Loredana Popescu, M., Dima, C., & Catalina Dumitrescu, O. (2025). The contribution of short proximity chains to the development of Romania's food and nutritional security. *RIVISTA DI STUDI SULLA SOSTENIBILITA'*, 10(2), 299–318. <https://doi.org/10.3280/riss2025oa21104>
- Radulescu, C. V., Burlacu, S., Dobrea, R. C., & Bran, F. (2020). Challenges regarding food resources in the context of globalization and population growth. In *Proceedings of the International Conference on Economics and Social Sciences* (pp. 1041–1052). Sciendo. <https://doi.org/10.2478/9788395815072-104>
- Rădulescu, C. V., Burlacu, S., Bodislav, D. A., & Bran, F. (2020). Entrepreneurial education in the context of the imperative development of sustainable business. *European Journal of Sustainable Development*, 9(4), 93. <https://doi.org/10.14207/ejsd.2020.v9n4p93>
- Ren, J. (2024). Promoting positive youth development in rural communities: Integrating social work, psychology, and education. *PLOS ONE*, 19(9), e0309989. <https://doi.org/10.1371/journal.pone.0309989>
- Unay-Gailhard, I., & Simões, F. (2022). Becoming a young farmer in the digital age—An island perspective*. *Rural Sociology*, 87(1), 144–185. <https://doi.org/10.1111/ruso.12400>
- Msangi, H. A., Jr., & Adams, L. (2022). *Youth participation in agricultural value chains: Determinants and policy implications*. Food Policy (revistă academică Elsevier).
- Ren, J. (2024). Promoting positive youth development in rural communities: Integrating social work, psychology, and education. *PLOS ONE*, 19(9), e0309989. <https://doi.org/10.1371/journal.pone.0309989>

- Sabo, F.-M., Arsenie, M., Rusz, A., Chereji, A.-I., & Maerescu, C. M. (2022). *Generational renewal in agriculture and its role in sustainable rural development: A case study of Sălaj County, Romania. Lucrări Științifice Management Agricol.*
- Sălășan, C., & Rață, G. (2017). *Agripreneurial knowledge and skills for young people living in Romanian rural areas. Lucrări Științifice Management Agricol, Seria I, 21(1), 83–88*