

# „THE REPORT ON YOUTH EDUCATION NEEDS IN FIELD OF A CULTURAL AND CREATIVE INDUSTRIES BUSINESS“

Project OW - One Way = Culture + Youth + Creativity  
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# INTRODUCTION

The creative industry places increased demands on young entrepreneurs and supporters, both in terms of finding an idea, the quality of its processing and its presentation to the end user. Doing business in the creative industry itself involves not only creativity itself, but also entrepreneurship or management skills. The aim of this report is to evaluate the surveys carried out in the three participating partner countries (Czech Republic, Slovakia and Poland) and to suggest possibilities for competency-based training to foster young people's entrepreneurship in the creative industries.

Partner organisations logos:

Principal Investigator:



# ABOUT THE PROJECT

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This report was created as part of the project OW- One Way = Culture + Youth + Creativity, which is supported by ERAMUS+. The project responds to the following issues:

- Young people do not have good conditions for developing the competences required for doing business in the cultural and creative industries.
- Youth workers do not systematically work on the development of young people in the field of culture and creativity.
- Identified causes of the above problems.
- Youth workers lack methodological support in developing young people`s competences in the field of culture and creativity.
- Young people lack methodical support in the field of entrepreneurship in the cultural and creative industries.

Young people interested in culture and creativity lack inspiration, examples of good practice and contacts with entrepreneurs in this sector.

# ABOUT THE PROJECT

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The project aims to:

- Increase methodological support for youth workers to work with young people in the field of culture and creativity.
- Increase methodical support for young people in entrepreneurship in the cultural and creative industries.
- Intensify networking and exchange of good practice between young people and young entrepreneurs in the cultural and creative sectors.

## Partner organisations:

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## Investigation into Youth Requirements in Training for Doing Business in Cultural and Creative Industries

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Starting any business brings with it a high level of risk and obstacles. For this reason, the level of education is often cited as a barrier to starting a business. The Global Entrepreneurship Monitor (GEM) study, which has been carried out several times in the Czech Republic, states annually that one third of failures or 40% of non-launched business plans may be attributed the education barrier (Lukeš, Jakl, 2012). The report on youth requirements in training for doing business in cultural and creative industries consists of three parts. In the first part, a questionnaire survey among young creatives and youth workers was carried out with a focus on identifying their competences, in the second part focus groups were conducted among young creatives, and in the third part the outputs from the questionnaire survey and focus groups were comprehensively evaluated and provided to methodology processors.

## Questionnaire Setup Methodology

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In designing the questionnaires, a list of competencies to be measured in both groups was compiled based on research on competency models in the creative industries (Mitzner and Kamprath 2013, Aisha, Sudirman, Siswanto and Andriani, 2019). The competencies are complementary or mirror each other for both groups so that if there is a deficit of a competency in one group, there is an opportunity to develop the competency in the other group through a joint activity and/or educate the groups on a common topic. In terms of youth workers, the emphasis is on management skills, which will also prevail in their work and in the use of coaching or mentoring. The questionnaires used scales to link variables such as competency ratings and the possibility of using them for business or educational development activities. The selected data collection technique using was conducted through an online questionnaire survey. Data collection was conducted simultaneously in three countries in November 2021. The aim was to meet a quota of 50 youth workers and 100 youth respondents from each country. The research results are summarised for each partner country and then presented together with suggestions for training activities, where the competences are individually ranked according to their prevalence in the sample.

## Questionnaire for creative youth

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1. What do you enjoy creating the most? (consider opening a question or giving general options below)

- a. Visual arts
- b. Virtual reality
- c. 3D printing
- d. Fashion, clothing, accessories designs
- e. Handicraft
- f. Music
- g. Dance
- h. Theatre
- i. Other .....

How would you rate these skills toward potential business in what you enjoy creating? You have this scale at your disposal, where you evaluate both your skill and whether it is needed for your business at all.

The scale is as follows [1-9],

- 1. I have a high standard and I need business
- 2. I have a mid-level and I need to do business
- 3. I have a low level and I need to do business
- 4. I have a high level and I don't need to do business



5. I have a medium level and I don't need to do business
6. I have a low level and I don't need to do business
7. I don't have it and I know I probably need it for business and I want to learn it
8. I don't have it and I know I probably need it for business, but I don't want to learn it
9. I don't have them and I know I don't need them for business

#### List of knowledge and skills:

1. Have a sense of beauty and value
2. Knowledge of a foreign language
3. Understanding another culture
4. Stay true to what I'm successful
5. You can think things through well
6. Have an active and creative approach
7. Organizational and management skills and teamwork
8. Use modern technologies in my field (3D printing, virtual reality...)
9. Be able to set an achievable goal
10. Be able to calculate how much I will have left after the event if I pay all the costs associated with it.
11. Be able to do market research (demand).
12. Being able to take responsibility
13. Be able to handle constructive criticism and think critically
14. Self-education

15. Be able to identify and solve problems and manage stressful situations and obstacles
16. Trouble-free communication
17. Be aware of non-standard forms of employment
18. Be aware of basic business-related legislation (eg copyright, licenses)

**FINALLY TELL US A LITTLE ABOUT YOURSELF:**

I have previous experience with business or other project activities

Yes

No

Do you have experience with presenting the results of your creative activities?

It was at least:

1 per week

1 per month

1 per half year

1 per year

I have never tried it.

I am:

man

womann

I do not want to state

I am:

15–19 years old

20–24 years old

25–29 years old

More than 30 years old

I finished:

Elementary School

Secondary vocational school

High school with graduation

College or university

I want to be in touch about what's going on in the project:

Yes – my email: \_\_\_\_\_

No

## Questionnaire for youth workers

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1. What do you enjoy creating the most? (consider opening a question or giving general options below)

- a. Visual arts
- b. Virtual reality
- c. 3D printing
- d. Fashion, clothing, accessories designs
- e. Handicraft
- f. Music
- g. Dance
- h. Theatre
- i. Other .....

When working with young people, you may come across those who would like to turn their hobby into a job or business. We would be interested to know how you would rate the skills listed below and your experience based on the scale provided in a way that would help youth with entrepreneurship.

The scale is as follows [1-9]:

- 1. I have a high level and can pass it off as necessary to do business
- 2. I have a medium level and can pass it on as necessary for business
- 3. I have a low level and can pass it on as necessary for business
- 4. I have it at a high level and can pass it on as needed for business

5. I have it at a medium level, and I can pass it on, and they don't need it to do business
6. I have a low level, and I can pass it on, and they don't need it to do business
7. I don't have it and I know they probably need it to do business and I want to learn it
8. don't have it and know they probably need it to do business, but don't want to learn it
9. I don't have it and I know they don't need it to do business

**List of skills and knowledge:**

1. Stimulate the creativity of young people
2. To help young people find their place in a changing world
3. To be proactive
4. Empathise and identify the needs of young people and point them in the right direction
5. Enable young people to work towards their goals
6. To pass on knowledge from different social and cultural backgrounds as inspiration
7. Ability to guide and motivate young people
8. Ability to be a networker among young people (seeking opportunities and contacts)
9. Provide appropriate support and feedback to young people
10. Help develop self-confidence, knowledge, critical thinking skills and understanding of others
11. Promote teamwork
12. Support young people to communicate and problem solve effectively

13. To find and manage resources effectively
14. Use a wide range of educational methods and techniques
15. Use appropriate information technology tools for creative young people

**FINALLY TELL US A LITTLE ABOUT YOURSELF:**

I have previous experience with business or other project activities

Yes

No

Do you have experience with presenting the results of creative youth activities? It was at least:

1 per week

1 per month

1 per half year

1 per year

I have never tried it.

Age of the target group I work with- more options.

15-19 years old

20-24 years old

25-29 years old

More than 30 years old

Length of experience working with youth

Less than 1 year

1-5 years

6 years or more

**Type of organisation I work for:**

public non-profit sector (universities, secondary schools, leisure centres, public administration, etc.)

private non-profit sector (leisure centres, private educational institutions, etc.),

private sector.

**I am:**

15–19 years old

20–24 years old

25–29 years old

More than 30 years old

**I finished:**

Elementary School

Secondary vocational school

High school with graduation

College or university

I want to be in touch about what's going on in the project.

Yes – my email. \_\_\_\_\_

No

**Focus group**

Table for enrolment:

Group description: (what group is it)

Group name:

Type (theater group, etc.):

Place (leisure centre):

Age of respondents:

Number of respondents:

Form of encounter (online/offline):

Interesting/special features of the group:

<b>What do we generally want to find out/verify?</b>	<b>What are we going to ask?</b>	<b>Answers</b>
<p><b>Continuity</b> Ability to work on a project over a long period of time</p>	<ol style="list-style-type: none"> <li>1. What is your experience with tightening things</li> <li>2. How do you react to obstacles?</li> <li>3. In what situations do you run away from responsibility, why?</li> <li>4. How do you set goals?</li> </ol>	
<p><b>Relationships - establishing and maintaining</b> To what extent are they stable, are they secure. Ability to form secure and stable relationships</p>	<ol style="list-style-type: none"> <li>1. How do I communicate in a new unfamiliar situation?</li> <li>2. Who would I turn to if I need advice?</li> <li>3. When I work in a team with friends on a school project, who will do more work.</li> </ol>	



	<p>4. How does this make me feel?</p> <p>5. Do you prefer to work in a team or independently?</p>	
<p><b>Relationships - termination</b>  Being able to leave unhealthy relationships/projects. Ability to maintain a healthy mind.</p>	<p>What is an unhealthy relationship/project for them How do they work with it? If they work with it How do they leave the relationship/project? The emotional and financial bank of the relationship - I am aware of it.</p>	
<p><b>Learning</b>  Where do I learn about new things? The ability to be a lifelong learner and not just a formal learner..</p>	<p>1. When I start something - where or from whom do I get information?</p> <p>2. Where do I get information about other forms of employment.</p>	

	<p>3. Do you compare/verify information from multiple sources?</p> <p>4. Can you critically evaluate publicly available information?</p>	
<p><b>Role models for entrepreneurship</b>  Ability to be inspired and learn from others and to seek positive role models for entrepreneurship/business/life - (examples of good practice)</p>	<p>1. Who is your role model?</p> <p>2. What generation is she from?</p> <p>3. Name 5 people (not names, but professions, relationships) with whom you are in learning contact.</p> <p>4. Do you have a support group?</p> <p>5. How often do you meet and exchange experiences?</p>	
<p><b>Entrepreneurship</b>  The ability to turn your work into a regular income</p>	<p>1. Where do I find out about legislation?</p> <p>2. What do I perceive as the biggest obstacle to doing business?</p>	

	<p>3. Where do I find information about support for entrepreneurship (material, financial, human)</p> <p>4. Do you know how to get involved in youth projects?</p> <p>5. Where can I get information about the projects and what the activity entails?</p>	
<p><b>Change</b> The ability to make a change. The ability to evaluate and eliminate ineffective activities and replace them with new innovative activities.</p>	<p>1. Are you making changes to your regular activities?</p> <p>2. What do you need to make the right decision or change?</p> <p>3. Do you like to take risks and discover new things?</p> <p>4. When something catches your eye, do you get inspired by it?</p> <p>5. Can you turn a vision into reality?</p>	



# EDUCATIONAL REQUIREMENTS SURVEY RESULTS - CZECH REPUBLIC

A total 53 respondents from the ranks of youth workers and 100 respondents from the ranks of creative youth took part in the questionnaire survey. In addition, 5 focus group surveys were conducted.

## Youth workers

A total of 53 respondents participated in the survey, of which 52.8% were women, 43.4% were men and 3.8% did not respond. The majority of them have university education (77.4%), followed by secondary education with school-leaving exam certificate (16.9%) and others (apprenticeship or primary school) at 5.7%. The questionnaire was completed by relatively experienced workers, with the majority (62.3%) having experience working with creative youth for six years or more.

The surveyed workers are mainly employed by the public sector, i.e. leisure centres, universities, secondary schools, where these workers activate young people (67.9%), the second platform where workers meet youth is within the private sector (private educational institutions, centres, etc.) in 22.7%. Activation in non-governmental non-profit organizations makes up only a fraction of the sample, i.e. 9.4%.

Workers most often gravitate towards music, visual arts, and handi-crafts, which can encourage the creativity of youth. On the other hand, it is desirable that in the future they are able to support creative youth by having experience in projects or entrepreneurship (83%) and in presenting their own work. 84.9% of respondents have at least one experience per year of presenting the results of their creative work and can thus pass on their experience to others, especially creative youth.

## **Competences for doing creative business for youth workers**

The workers work mainly with the 15 to 19 year old age group (64.2%) and the 20 to 24 year old age group (20.8%), who represent the potential for creative entrepreneurship in the future. A smaller group is made up of young people over 25 (under 30) who come with a plan to start a business (15.1%).

## **Competences required for doing business**

Below are the competencies that workers consider important to doing business in the creative industries, while workers have medium and high levels of competency development.

This ensures that they are able to pass on the competencies to the youth. The competencies with the highest proportion are listed below:

- Ability to lead and motivate young people
- To help develop self-confidence, knowledge, critical thinking skills and understanding of others
- Ability to support young people in effective communication and problem solving
- Ability to promote teamwork
- Ability to help young people find their place in a changing world

Motivational factors, communication and teamwork were identified as the most necessary for entrepreneurship.

## Competences not required for business

A quarter of the respondents from among youth workers believe that even if they have the competence, there is no need to transfer it because the youth will not need it to do business. This concerns mainly the following competencies:

- Ability to stimulate the creativity of young people
- Ability to enable young people to work towards their goals

- Ability to empathise and identify young people's requirements and point them in the right direction
- Ability to provide appropriate support and feedback to young people
- Ability to use a wide range of training methods and techniques

The results showed that workers assume that the youth they work with have creative potential and therefore no longer need to develop or channel that potential.

## Competences that should be learned

At the end of the research, youth workers identified opportunities for their development, i.e. which competences should be strengthened. These were mainly the following competences:

- Ability to use appropriate information technology tools for creative young people
- Ability to be a networker among young people (seeking opportunities and contacts)
- Ability to use a wide range of training methods and techniques
- Ability to find resources and manage them effectively
- Ability to transfer knowledge from different social and cultural backgrounds as inspiration

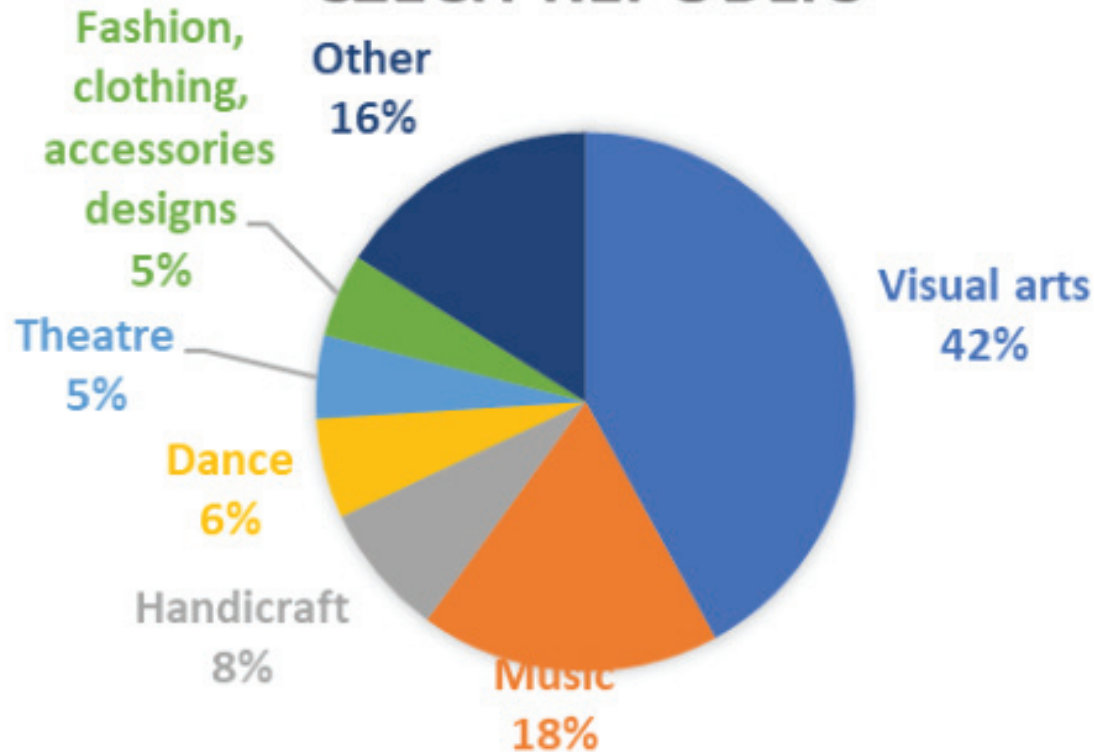
The development of youth workers can be seen in the area of new IT technologies and the use for creative industries or the promotion of networking. Financial literacy is also an integral part of the training and the workers should be able to impart the basics of financial planning for budding entrepreneurs through non-formal education.

## **Creative youth and their educational needs**

100 respondents participated in the survey, 71% of whom were women, 21% were men (8% did not indicate sex/gender). The age group most often engaged in creative activities in the sample was 15 to 19 years old (52%), followed by 20 to 24 years old (31%). Due to the age structure, the predominance of completed primary (46%) or secondary education (22%). A strong group in the older age group is college graduates (25%). Currently 31% of respondents have project or business experience. The interests and skills of creative youth are very diverse. Youth are also able to identify their uniqueness, not only to be included in mainstream leisure or creative activities. On the other hand, visual arts, music and handicrafts representation.



# REPRESENTATION OF AREAS CZECH REPUBLIC



Their interests are also related to their motivation to present the results of their creative work in public. However, the results show that almost 1/5 have never tried it and the most frequent frequency is monthly or semi-monthly. In the second part of the questionnaire, youth respondents identified three types of competencies that they think they have or need in order to deepen their hobby into an independent business.

## REQUIRED COMPETENCES

In this section, the competencies for which respondents indicated that they have them at a high or medium level and will be able to use them in business were selected and ranked. These were the following competencies:

- Ability to take responsibility
- Sense of beauty and value of things
- Self-education
- Ability to approach things proactively and creatively
- Being able to handle constructive criticism and think critically

The results indicate that they view doing business as a commitment = responsibility and need to be educated. They also understand that the creative industry is not a closed community and that knowledge of foreign languages or cultures is a practical skill.

## UNNECESSARY SKILLS

The research results mainly reflect the individual needs of each young person. Below are the competences that young people consider unnecessary:

- Understanding another culture
- Ability to stay true to what I am good at
- Sense of beauty and value of things
- Ability for organisational and management skills and teamwork
- Ability to use modern technologies in my field (3D printing, virtual reality...)

## COMPETENCES THAT SHOULD BE LEARNED

Below are the competencies that should be learned that are prevalent among the youth in the sample and represent their learning requirements.

- Have an understanding of basic business-related legislation (e.g. copyright, licensing)
- Have an awareness of non-standard forms of employment (e.g. temporary contracts, authors contracts)
- Ability to do market research (demand).
- Ability to use modern technologies in my field (3D printing, virtual reality...)
- Ability to be able to calculate how much money I will have left after the event if I pay all the costs associated with it.

Creative youth identified knowledge of the legal minimum for creative industry entrepreneurs, basic financial literacy, market analysis and the use of IT technology for the creative industry as a major weakness, which they have in common with youth workers.

## Focus groups

Within the Czech Republic, five diverse groups participated in the focus groups, aged 17-18 (FG1)-art school, club (13years, FG2), 24 years (FG3, dance), 18-30 years (FG4, FG5, club).The aim was to identify factors that will contribute to the identification of learning needs and the promotion of entrepreneurship. Areas of interest were divided into continuity, relationships (establishing, maintaining and terminating), learning, role models for entrepreneurship, entrepreneurship and change.

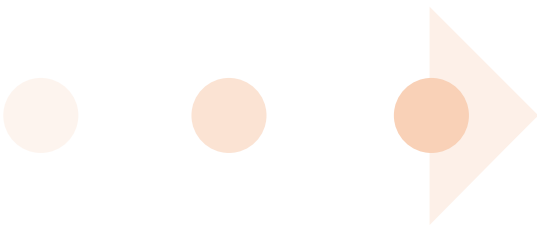
## Interpretation

Based on the individual focus groups, it can be seen that the biggest motivator in terms of continuity is the sense of accountability and fulfilment of work, rather than other factors to improve project group work or project management. In the area of relationships, caution prevails most, followed by networking. Support for teamwork amounts to half of the value, depending on group focus. Termination of relationships is considered problematic, painful by all groups, work is terminated in case of prevailing disadvantages. In the area of learning, the predominant source is the internet or youtube tutorials, followed by experienced people in the field. Patterns for entrepreneurship are not clarified, tend to incline to family, friends, peers. When starting a business, they mainly deal with „obstacles” and finances, they have no idea if their activity could be transformed into a business. For the most part, all groups are open to new things, so they might

welcome changes in their lives. The role of multipliers is important - a person with experience who can transfer skills and thus overcome the fears of focus group members. Training recommendations: project management, teamwork, conflict resolution, financial literacy, entrepreneurship, critical thinking.

## Summary

In the framework of competences to learn - i.e. the analysis of educational needs, a consensus emerged in financial literacy education and the use of IT technologies. Youth workers believe that enrichment courses in management skills are needed. For creative youth, the so-called entrepreneurial minimum in the creative industry, especially intellectual property protection, needs to be supplemented.





# EDUCATIONAL REQUIREMENTS SURVEY RESULTS

## – SLOVAK REPUBLIC

A total 50 respondents from the ranks of youth workers and 119 respondents from the ranks of creative youth took part in the questionnaire survey. In addition, 7 focus group surveys were conducted.

### Youth workers

Fifty respondents (68% female, 32% male) participated in the online survey, working mostly with the 15-19 year old target group (52 %), then a mix of 15-24 year olds (16%) and 15-29 year olds (14%). 72% have experience with projects or their own business. Respondents work for the public non-profit sector in 78%, the private non-profit sector is represented by 22%, and the rest combine both types of organizations. The majority of respondents have longer experience working with youth - 6 years or more (70%), with only 26% having less than 6 years. In terms of education, university education is predominant (80%), with secondary school with a high school diploma at 12% and conservatory at 8%.

## Competences for doing creative business

Staff work mainly with the 15 to 19 year old age group (52%) and the 20 to 24 year old age group (38%) who represent the potential for creative entrepreneurship in the future. A very small group is made up of young people over 25 (under 30) who may then come with a plan to start something (10%).

## Competences needed for doing business

Below are the most common competencies that employees possess at a high or medium level and are able to transfer for doing business:

- Ability to promote teamwork
- Ability to provide appropriate support and feedback to young people
- Ability to lead and motivate young people
- Ability to empathise and identify the needs of young people and point them in the right direction
- Ability to use a wide range of training methods and techniques

Teamwork, support and motivation of young people were considered most important.

## Competences not required for business

Below are the competencies that staff possess but believe youth do not need to fully transfer from them for doing business:

- Ability to stimulate young people's creativity
- Ability to help young people find their place in a changing world
- Ability to take a proactive approach
- Ability to transfer knowledge from different social and cultural backgrounds as inspiration

The results show that employees assume that they are working with active and creative people and therefore these competencies do not need to be further strengthened.

## Competence that should be learned

In this section, the employees defined their development opportunity - learning requirements, where they identified competencies that are needed for business, but they do not have them, so they need to be strengthened and developed. These were primarily the following competencies:



- To help develop self-confidence, knowledge, critical thinking skills and understanding of others
- Ability to find resources and manage them effectively
- Ability to use appropriate information technology tools for creative young people
- Ability to help young people find their place in a changing world

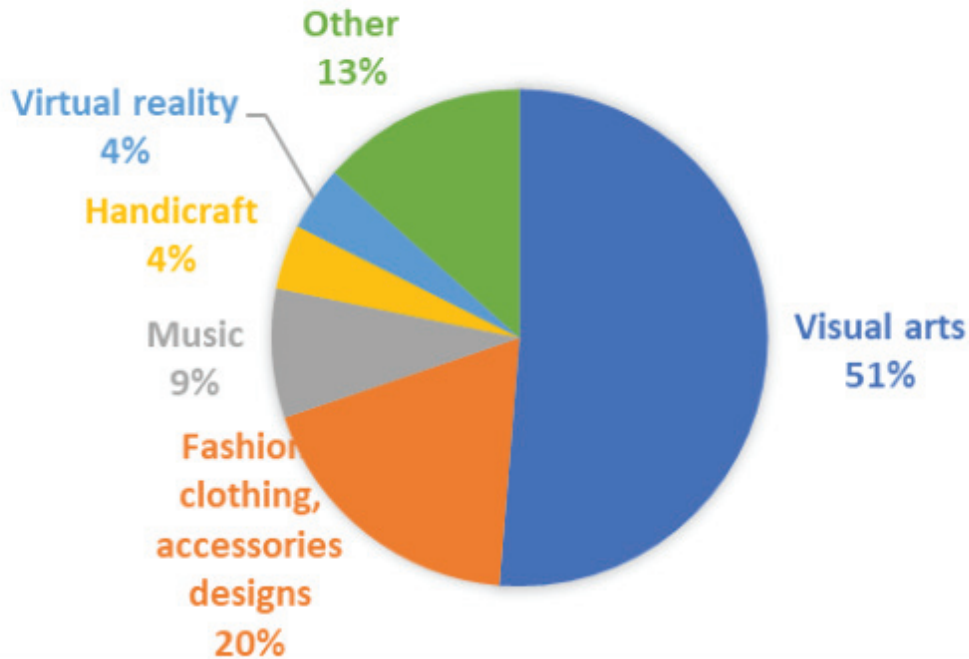
In particular, the focus is on defining the purpose of the business, the use of IT, financial literacy support for aspiring entrepreneurs and critical thinking.

## Creative Youth

119 respondents participated in the survey, predominantly 85.1% female (10.1% male), mainly aged 15-19 (84%), followed by 20-24 (10.9%) and 25-29 (4.2%). Due to the composition of the sample, study/completion of secondary school with final school-leaving exam certificate prevails (77.3%) and university at 8.3%. Furthermore, the structure had an impact on their experience with projects or entrepreneurship, with only 36.1% responding positively.

The results show that visual arts and design predominate, which is further linked to the frequency of presentation of the results of ones own work. As linked to the previous interests, the frequency of monthly to semi-annual in presenting the results of ones work is predominant. In addition, three types of competencies for entrepreneurship were identified by the respondents, and training required were also defined.

# REPRESENTATION OF AREAS SLOVAKIA



## Required competences

In the following table, competences that the youth possess at a high or medium level and are able to use for entrepreneurship have been selected:

- Ability to approach things proactively and creatively
- Ability to take responsibility
- Sense of beauty and value of things
- Ability to stay true to what I'm good at
- Being able to handle constructive criticism and think critically

Youth in entrepreneurial competences possess activity, responsibility or the ability to work with beautiful things.

## Competences not required for business

In this section, the youth mainly mentioned the competences they have but do not think they are necessary to have for doing business in the creative industry:

- Having an understanding of basic business-related legislation (e.g. copyright, licensing)
- Understanding another culture
- Ability for organizational and management skills and teamwork

The mention of business legislation is a peculiarity and may correspond to the connection with a part of respondents who do not even plan to start a business. Surprisingly, they do not see the need for an understanding of other cultures or organisational skills that are key in the creative industries.

## Competence that should be learned

Below are the competencies that are prevalent among the polled youth in the sample.

- Awareness of non-standard forms of employment (e.g. temporary contracts, authors contracts)
- Having an understanding of basic business-related legislation (e.g. copyright, licensing)
- Ability to do market research (enquiry).
- Ability to be able to calculate how much money I will have left after the event if I pay all the costs associated with it.
- Understanding another culture

The results confirmed the previous assumption that the competences not required for doing business were identified mainly by those who do not want to do business yet, as both competences appeared among the desired competences for development. Other competences include communication skills or financial (business) literacy, as well as knowledge of cultural diversity.

## Focus groups

Seven different groups participated in the survey in Slovakia - dancers (27, FG1), web design (20, FG2), creative women (24-27, FG3), folklore group (24, FG4), ZUŠ (15, FG5), conservatory (19-22, FG6), art school (17-18, FG7). The aim was to identify factors that will contribute to the identification of learning needs and the promotion of entrepreneurship. Areas of interest were divided into continuity, relationships (establishing, maintaining and terminating), learning, role models for entrepreneurship, entrepreneurship and change.

## Interpretation

It was evident from the focus groups that young people were most motivated in the continuity area by the need to complete a task that someone else had set for them. Planning different stages so that the project can be completed is a problem. In the area of relationships, caution is most prevalent, followed by networking, a preference for relationships based on trust and very much related to one's own community. Support for teamwork is low according to the focus group, as they prefer individualism. Closing relationships - in most cases they do not have a bad experience, immaturity and need for guidance is evident. In the area of learning, the internet or social networking resource is predominant, while focus group members claim to have critical thinking skills. Role models for entrepreneurship are not obvious, with the occasional well-known personality popping up. When starting a business, they mainly deal with finances, surprisingly knowledge is required to start a business. They lack confidence for entrepreneurship, for the most part they have no ambition to try entrepreneurship in the future. Need to encourage fixation on role models and value creation. They are trying new things in that change is a challenge or inspiration, but need a mentor or consultant to support them in their decision. The role of multipliers is important here - a person with experience who is mentioned both in the learning process and in supporting change or entrepreneurship.

## Recommendations for education:

financial literacy, entrepreneurship, critical thinking, teamwork, focus on building self-confidence and self-knowledge (self-presentation), understanding ones own competencies. Communication skills or planning (time management) could also be developed. Maybe also include the use of social networks - how to use and learn to search there.

## Summary

In terms of of competences to learn - i.e. the analysis of educational needs - a consensus emerged in financial literacy, the use of IT technologies and communication skills. For youth workers, enrichment courses in the area of youth motivation are necessary. Creative youth believe that it is necessary to add the so-called entrepreneurial minimum in the creative industries, especially the protection of intellectual property, working under pressure or lifelong learning.





## EDUCATIONAL REQUIREMENTS SURVEY RESULTS - POLAND

A total 64 respondents from the ranks of youth workers and 112 respondents from the ranks of creative youth took part in the questionnaire survey. In addition, 5 focus group surveys were conducted.

### Youth workers

There were 64 participants in the survey - 53.1% women and 45.3% men (the rest did not indicate), who work mainly in public sector organisations (42.2%) and the non-governmental non-profit sector (39.1%). They have mainly secondary education (studies) - 82.8%. 48.4% have been involved in informal youth work for more than six years, 45.3% from 1 to 6 years. The most frequent age group of youth they work with is the group aged 15 to 19 years, 48.4%, followed by 20 to 24 years (29.7%). Their advantage is that 67.2% have experience in projects or their own business, which is reflected in their leisure activities.

## Competences for doing creative business

The workers work mainly with the 15 to 19 year old age group (48.4%) and the 20 to 24 year old age group (29.7%), who represent the potential for creative entrepreneurship in the future. Almost one quarter are young people over 25 (up to 30 years old) who come already with a plan to start something (21.9%), which is a very attractive segment for active entrepreneurship promotion and work in the current period.

## Competences required for doing business for entrepreneurship

Youth workers identified a fairly wide range of competencies that they can transfer to young people in business. Among the most prominent were the following:

- Ability to stimulate the creativity of young people
- Ability to take a proactive approach
- Ability to transfer knowledge from different social and cultural backgrounds as inspiration
- Ability to empathise and identify the needs of young people and point them in the right direction
- Ability to promote teamwork

As the table above shows, youth works possess mainly motivational tools and management skills that they can pass on to young people.



## Competences not required for business

In this section, respondents identified the competencies that they have, but which they think young people do not need for doing business:

- Ability to be a networker among young people (seeking opportunities and contacts)
- Ability to find resources and manage them effectively
- Ability to lead and motivate young people
- Ability to help develop self-confidence, knowledge, critical thinking skills and understanding of others
- Ability to support young people in effective communication and problem solving

The results are dominated by business literacy, effective communication, motivation, teamwork and the use of modern technologies.

## Competence that should be learned

The following competences should represent the potential for the development of youth workers:

- Ability to find resources and manage them effectively

- Ability to be a networker among young people (seeking opportunities and contacts)
- Ability to provide appropriate support and feedback to young people
- Ability to use appropriate information technology tools for creative young people
- Ability to enable young people to work towards their goals
- Ability to help develop self-confidence, knowledge, critical thinking skills and understanding of others

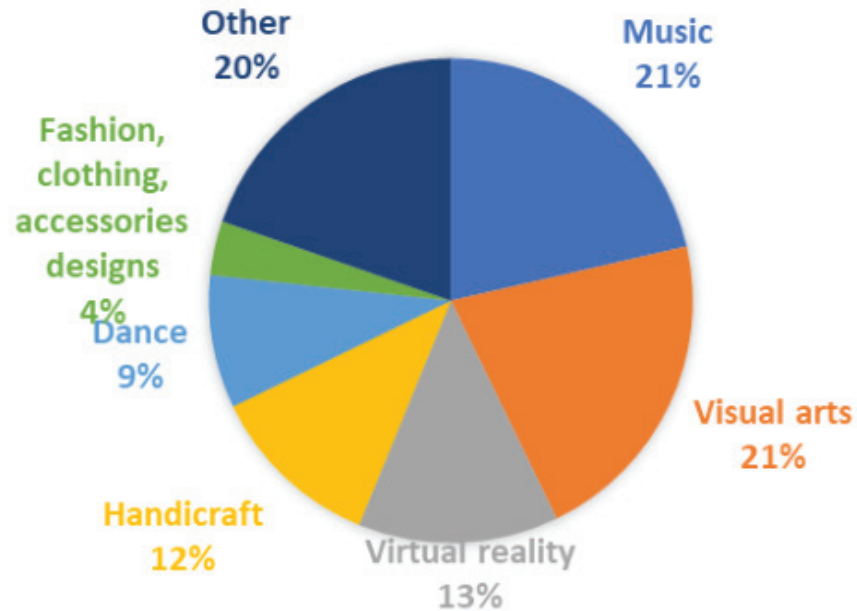
The results are dominated by business literacy, effective communication, motivation, teamwork and the use of modern technologies.

## Creative youth

Totally 112 Respondents, mainly women (51.8%) aged 15 to 19 (54.5%) and 20 to 24 (25%), participated in the survey. Due to the structure of the sample, primary education (45.5%) and secondary education (17.9%) predominate. This group has project or business experience (38.4%).

Leisure activities are very varied, but music, art and virtual reality predominate.

## REPRESENTATION OF AREAS POLAND



In relation to the sample structure and interests, this also affects the presentation of the results.

The research showed that almost 1/3 of the respondents never presented their creative ideas, on the other hand there are one quarter of the respondents who are active and present their results regularly, once a month. Even such a heterogeneous group singled out the necessary competences for entrepreneurship and also the potential for learning.

## Competences required for doing business

In this section, the group identified a short list of competencies that they possess and think will be important for business:

- Self-education
- Ability to approach things proactively and creatively
- Ability to take responsibility
- Ability to think things through
- Sense of beauty and value of things

The answer “self-education” and “responsibility” should be regarded as a clear impulse, that for now they only have the motivation to do something and need further guidance.

## Competences not required for business

In this section, young people again identified a broad and mainly individual assessment of the unnecessary of each competence:

- Understanding another culture
- Sense of beauty and value of things
- Ability to use modern technologies in my field (3D printing, virtual reality...)

- Ability for organizational and management skills and teamwork
- Knowledge of a foreign language

Some of the listed competencies indicate that the youth cannot imagine doing in creative business - it has a scope beyond boundaries and needs to be organized. These results need to be confronted with competences to be learned.

## Competences that should be learned

Below are the competencies that are prevalent among the youth in the sample and represent their learning needs:

- Awareness of non-standard forms of employment (e.g. temporary contracts, author's contracts)
- Ability to do market research (demand).
- Having an understanding of basic business-related legislation (e.g. copyright, licensing)
- Ability to use modern technologies in my field (3D printing, virtual reality...)
- Being able to identify and solve problems and manage stressful situations and obstacles

The presented results show the need for education in business legislation, business minimum - literacy or communication.

## Focus groups

Five different groups participated in the survey in Poland - theatre group (12-16, FG1), musicians/programmers (17-18, FG2), creative group (16+, FG3), volunteers (19-21, FG4), youth council (14-18, FG5).

The aim was to identify factors that will contribute to the identification of learning requirements and the promotion of entrepreneurship. Areas of interest were divided into continuity, relationships (establishing, maintaining and terminating), learning, role models for entrepreneurship, doing business and change.

## Interpretation

It can be seen from the individual focus groups that in the continuity area they like to choose their own work on projects to motivate them to accomplish, to plan steps. In the area of relationships, they distinguish between formal and informal levels, being more open in informal relationships. Support for teamwork is high, with a preference for small teams. Terminating relationships - this is a difficult situation for them, they do not like conflict. In the area of learning, the Internet is the predominant source, as focus group members say that it is often superficial research. Patterns for entrepreneurship are not very obvious, only sources are named. When starting a business, they mainly deal with finance, having an idea and the required connections (networking).

They have a good knowledge of support organisations for young people. They want to try new things, which they view as enriching. Decision-making is a partial problem and they would like support or another opinion. The role of multipliers is important here - a person with experience who is mentioned in the change process, role models for business or learning. Training recommendations: financial literacy, entrepreneurship, networking, negotiation. Promoting self-knowledge or self-evaluation to support decision-making, crisis communication (conflicts), working with information (how to search - not just the internet and use it). May also be offered basics of project management (due to respondents independence).

## Summary

In the framework of competences to learn - i.e. the analysis of educational needs, a consensus emerged in financial literacy education, the use of IT technologies. Youth workers see a need for enrichment courses in motivating young people. Creative youth believe it is necessary to add the so-called entrepreneurial minimum in the creative industry, especially employment, working under pressure or learning to accept criticism.

# SUMMARY RESULTS AND RECOMMENDATIONS FOR EDUCATION

In this section, the information gathered is recapitulated and generalised so that educational materials can be prepared for all project partners.

## Youth workers

167 workers from the three partner countries (58% women) participated in the survey, 49% of whom have a university degree and work in public organisations. These are experienced workers with a background and experience in project or entrepreneurial work, which makes them a support for creative youth.

Summarizing the top 5 best grasped skills for business, it is therefore the promotion of motivational or cultural diversity or the promotion of creativity:

- Ability to lead and motivate young people
- Ability to support young people in effective communication and problem solving
- Ability to transfer knowledge from different social and cultural backgrounds as inspiration



- Ability to stimulate the creativity of young people
- Ability to take a proactive approach

In contrast, the top 5 unnecessary skills included views that it was not important to provide feedback, which is an important element for doing business:

- Ability to stimulate the creativity of young people
- Ability to empathise and identify the needs of young people and point them in the right direction
- Ability to provide appropriate support and feedback to young people
- Ability to help young people find their place in a changing world
- To help develop self-confidence, knowledge, critical thinking skills and understanding of others

Summarising the results of activities that could help kick-start business is a challenge. Top 5 competencies to learn:

- Ability to find resources and manage them effectively
- Ability to use appropriate information technology tools for creative young people
- Ability to be a networker among young people (seeking opportunities and contacts)
- Ability to use a wide range of training methods and techniques

- Ability to help young people find their place in a changing world

These results can be drawn in a model to obtain areas in which workers should develop for the role of multipliers for creative business.

Table 38 Inclusion of development areas

<b>Business</b>	<b>Managerial</b>	<b>Competences for creative</b>
<p>Ability to be a networker among young people (seeking opportunities and contacts)</p> <p>Helping young people find their place in a changing world</p> <p>Finding resources and managing them efficiently</p>	<p>Using a wide range of educational methods and techniques</p>	<p>Using appropriate information technology tools for creative young people</p>

As can be seen from the competency model, what is needed the most is the development of competencies for entrepreneurship and a balanced strengthening of managerial and creative skills.

## Creative youth

Overall, 331 young people participated in the survey (69.8% women), most often aged 15 to 19 (64%), and 38.4% had experience in projects or doing business. Most are studying or have completed secondary school (62.2%). They have diverse and mostly individualised interests.

The questionnaires also show the most important five competences for entrepreneurship, where creativity and responsibility are emphasized. The top 5 competencies needed are:

- Ability to approach things proactively and creatively
- Ability to take responsibility
- Self-educate
- Sense of beauty and value of things
- Being able to handle constructive criticism and think critically

On the other hand, they find it unnecessary to understand other cultures or legislation for doing business, which may be related to the group not planning their own business in the foreseeable future:

- Understanding another culture
- Having an understanding of basic business-related legislation (e.g. copyright, licensing)
- Sense of beauty and value of things

- Ability to stay with what I`m good at
- Ability for organizational and management skills and teamwork

The competences to learn are the opposite and reflect the group that would probably be interested in doing business, since entrepreneurial competences are among the top competences. The top 5 competencies to learn are:

- Awareness of non-standard forms of employment (e.g. temporary contracts, author`s contracts)
- Having an understanding of basic business-related legislation (e.g. copyright, licensing)
- Ability to do market research (demand).
- Ability to calculate how much money I will have left after the event if I pay all the costs associated with it.
- Ability to use modern technologies in my field (3D printing, virtual reality...)

If the results are included in the competency model, it is possible to get an overview of the different areas for training.

Tabulka Zanesení oblastí rozvoje

Business	Managerial	Competences for creative
<p>Awareness of non-standard forms of employment (e.g. temporary contracts, author's contracts)</p> <p>Having an understanding of basic business-related legislation (e.g. copyright, licensing)</p>	<p>Knowing how to calculate how much I'll have left after the event when I pay all the costs associated with it.</p> <p>Being able to do market research (demand).</p>	<p>Awareness of non-standard forms of employment (e.g. temporary contracts, author's contracts)</p> <p>Having an understanding of basic business-related legislation (e.g. copyright, licensing)</p> <p>Use modern technologies in my field (3D printing, virtual reality...)</p>

Based on the development of core competencies for entrepreneurs in creative business, it is clear that young people need to be introduced to the entrepreneurial minimum and the development of skills in the digital world.

# PROPOSALS FOR EDUCATIONAL ACTIVITIES

The previous summary of the results allows us to design educational activities to strengthen competences for creative business.

The following activities may be suggested within the framework of youth worker development:

- Business minimum for creative business (including both market analysis and financial planning - its basics)
- Basics of new trends in IT for creative business (virtual reality, eye tracking, 3D printing, etc.)
- Basics of coaching and mentoring (to reinforce learning techniques)

It is apparent that some areas can be divided into smaller units so that workers can make better decisions or take only selected modules.

Within youth development, it is possible to propose:

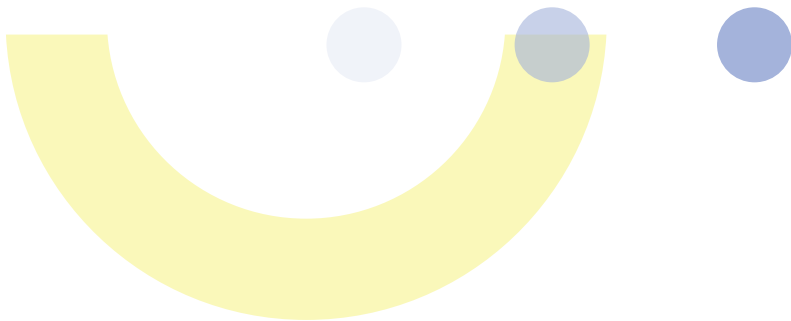
- Business minimum for creative business (including both market analysis and financial planning - its basics, legislation module)
- Communication and presentation skills
- Cultural diversity (understanding that creativity must be understood from the outside, by a culture other than my own)

- Assertiveness, basics of critical thinking
- Fundamentals of management skills - soft skills  
Psychology of personality

Again, the topics can be developed or subdivided to make them useful to the individual.



**Thank you to all the young people and youth workers who contributed to this report.**



# CONCLUSION

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The aim of the report was to identify the main training opportunities for youth workers and young people working in the creative industries. It presented partial reports for the Czech Republic, Slovakia and Poland and suggested training areas that should be further developed.

The training should include monitoring the development of competences before and after training. It should also contribute to the start of an independent business activity or at least to the elaboration of a business idea using the Lean Canvas model to demonstrate a basic understanding of entrepreneurship in creative business.

Based on this report, the competences to be developed in youth workers were identified so that they can pass on their knowledge and skills. The methodology for youth workers will be divided into two parts. The first part will be dedicated to personal development, focusing on topics such as personality types, communication, interpersonal relationships, personal creativity, motivation, cultural diversity, sustainability, working with change, originality, networking and risk-taking. In contrast, the second part will be dedicated to professional development. It will cover topics such as being professionally good, basic legislation, how to sell yourself, market analysis, testing services, IT tools, how to be in the plus, other financial resources, networking businesses and quality.