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REGIONE AUTÒNOMA DE SARDIGNA
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Unveiling competence gaps: A comparative analysis in the cultural sector for talent transformation



From Talent to Competencies: How youth work can support cultural sector



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Introduction

Short Introduction to the Project

For young people, and especially for vulnerable youth, the COVID-19 crisis has imposed considerable limitations on mobility, education, and leisure activities. It has been shown that the risk of exclusion for vulnerable youth, reduction of employability opportunities, and mental health diseases have been exacerbated by the pandemic. While the trajectory of the pandemic varies across countries, most governments in OECD countries have implemented social distancing, confinement, and social isolation measures to contain the spread of the virus.

One of the effects of this pandemic has been limiting access to culture and leisure activities and consequently a strong restriction of the opportunities for personal (and professional) development of young people. Culture is a vector for youth development and civic engagement, in its expression of art it brings youth to pursue their passions, to understand their talents, to follow their dreams.

In the context of this project, we focus on these points and on the strong impact that the pandemic has had on the cultural sector. The overall aim of YW4CULT project is to develop innovative pathways to support young people in transforming their talents into competences by empowering them towards a resilient personal and professional development.

More in particular, this project aims to:

- equip young people with the necessary tools and competences needed to build a cultural industry that can face unpredictable and adverse situations,
- encourage and support the creation and consolidation of collaborative networks by young people for the empowerment of the creative sector,
- develop and test innovative learning methodology that supports the creative potential of youth, in each partner country and gather feedback for improvements,
- increase their capacity for developing entrepreneurship works and encourage them to create new creative projects thus contributing to social transformation,
- strengthen cooperation and exchange of information and good practices between different areas of Europe,
- put the bases for policy transformation of the cultural sector.

Short introduction to the Partnership



ITALY - Associazione TDM 2000

"TDM 2000" is an independent no profit organization, that coordinates young people willing to cooperate in the voluntary sector, supporting them in developing personal and professional skills through experiential learning and non-formal education. Main fields of interest: youth policy, entrepreneurship, human rights, democracy, intercultural learning, active citizenship, non-formal education, international cooperation, local development and migration.

The group is composed by 800 members that actively participate in the projects of the NGO. TDM 2000 is accredited to host, send and coordinate volunteers in the frame of ESC. We are recognized as volunteer organization by the Sardinian Regional Government. We are registered by the CoE and we participate in Vocational Education and Training projects. From 2009 we are hosting a project under National Civil Service.

We work at international level as applicant and as partners in KA1, KA2, KA3, Erasmus+ Sport, Adult Education and VET.



GREECE - Institute of Entrepreneurship Development

Institute of Entrepreneurship Development (iED) is a Greek non-profit organization committed to the promotion of innovation and the enhancement of the entrepreneurial spirit. Established in 2005, iED is a certified leading Center of Excellence in European entrepreneurship and a fast-growing Digital Innovation Hub, registered as member of the European Commission's catalogue of DIHs, that recognizes entrepreneurship as a crucial factor for the future of sustainable development and cohesion of societies. It conducts research and provides innovative solutions that facilitate the growth of entrepreneurship and promote employment.

iED also is the Coordinator of a Designated European Digital Innovation Hub (EIDHs) in Greece titled: "Health Hub: Healthcare and Pharmaceutical Industry Transformation through Artificial Intelligence Digital Services". The Health Hub will act as a one-stop-shop that will help companies in the Health & Pharma sector to boost their outreach, precision, innovation and networking efforts, partnering in their digital transformational journeys.

Over the 15 years of our activity, we have participated in the planning, implementation and dissemination of more than 200 National and European projects under numerous Financial Frameworks (Horizon, Erasmus+, AMIF, REC, COSME, INTERREG, ENI CBC MED, Life etc.). Our experience gave us a unique insight in the practical aspects on the implementation of large-scale co-funding projects, making us a strong and reliable European project partner

and leader. It has also provided us with an extremely wide network of more than 4.200 partners and collaborating organizations from EU and beyond.



ESTONIA - TDM 2000 EESTI

TDM 2000 Estonia was established in December 2007 as an affiliated organization of Associazione TDM 2000 (Italy). In August 2008 TDM 2000 Estonia became a founding member of TDM 2000 International. Our mission is to promote non-formal education and international youth work and mobility through European educational programs. Our priority is to implement our mission in very tight connection with other member-organizations of TDM 2000 International. We have also been a DJ school since 2003. We are active at the local, national and international level.



ESTONIA - URBAN STYLE (business name)

Real name: JJ-STREET DANCE COMPANY

JJ-Street Dance Company (JJ-Street) was established in 2003 by street dancer Joel Juht aka JJ. JJ-Street is the first and the biggest street dance school (and community) in Estonia. JJ-Street is also the only one youth organization in Estonia which unites young people who are involved in urban or street culture. We have in our organization almost 3000 members and 1500 students taking dance classes. We are offering classes in 9 different street dance styles.

Our vision is: JJ-Street's vision is to be Europe's largest and most innovative dance school promoting street culture.

Our mission is: The mission of JJ-Street is to provide a supportive environment for shaping values and the opportunity to achieve a lifelong career with street dance.

Our common values: Understanding, Creating Value, I will do it!

Our activity is mainly on the local and national level. But we are also acting on the international level. Every summer we organize an international street culture and lifestyle Camp of Hip-Hop (C.O.H.H.). We have been organizing a few Erasmus+ KA1 youth exchanges.



LATVIA - Association STREETBASKET

Association STREETBASKET was founded in 2009 and over 10 years of operation its main focus of activities has been on social inclusion of at-risk teenagers through involving them in sports

activities. Its main and most visible activity has been organization of Ghetto Games – a street sports and culture movement that started in one of the socially most unfavorable districts of Riga (Grīziņkalns) in 2009 that was the lowest point of the economic crisis in Latvia. The level of social welfare was critical at the time and the crime rates were high – a typical ghetto.

The movement started with streetball tournaments and had a strict rule of no-smoking and no-alcohol as Ghetto Games represent an active lifestyle. Ghetto Basket attracted an increasing number of teenagers and turned out to be more than just a tournament – it was a brand for an active and manly lifestyle. Within a year it incorporated elements of other street sports cultures that had a similar background of development and an ambition to make positive changes in the at-risk society and provide an inspiration for leading an active lifestyle. Soon it became popular among young people from at-risk families and proved to meet the real needs of youngsters – sports as a lifestyle and a sense of belonging to a social movement.

Over the years Ghetto Games has developed from streetball to more than 10 different street sports and culture activities and it serves as a platform for young people to reveal their talents, develop as personalities, be active and inspire more young people to engage in physical activities. At the moment Ghetto Games is the largest street sports and culture movement in the Baltic States gathering over 200.000 youngsters with different backgrounds, religions and ethnic identity. It organizes more than 60 events per year. The Association employs 15 young persons.

Short introduction to the Programme



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Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labor market. Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organizations, focusing on its qualitative impact and contributing to more inclusive and cohesive, greener and digitally fit societies.

European citizens need to be better equipped with the knowledge, skills and competences needed in a dynamically changing society that is increasingly mobile, multicultural and digital. Spending time in another country to study, to learn and to work should become the standard, and the opportunity to learn two other languages in addition to one's mother tongue should be offered to everyone. The Programme is a key component supporting the objectives of the European Education Area, the Digital Education Action Plan 2021-2027, the European Union Youth Strategy and the European Union Work Plan for Sport (2021-24).

As the COVID-19 pandemic has shown, access to education is proving, more than ever, to be essential to ensuring a swift recovery, while promoting equal opportunities for all. As part



of this recovery process, the Erasmus+ programme takes its inclusive dimension to a new horizon by supporting opportunities for personal, socio-educational and professional development of people in Europe and beyond, with the aim of leaving no-one behind.

To increase the qualitative impact of its actions and ensure equal opportunities, the Programme will reach out more and better to people of different ages and from diverse cultural, social and economic backgrounds. It is at the heart of the Programme to come closer to those with fewer opportunities, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. In doing so, the Programme will also encourage its participants, in particular young people to engage and learn to participate in civic society, raising awareness about European Union common values.

Overview of the desk research

The primary objective of the YW4CULT project is to empower young people by helping them transform their talents into valuable competences through innovative approaches, fostering personal and professional development. In the initial research phase, each partner country conducted a comprehensive desk research, examining the context surrounding talents, skills, and competences among young individuals. This research aimed to provide a complete snapshot of the situation in each partner country.

The research was twofold; it involved analyzing existing documents, conducting online research, and gathering good practices, while it also included acquiring feedback from the primary project target groups, ie youth workers, artists (both professionals and amateurs in the cultural sector), and entrepreneurs.

The first step involved analyzing the definitions of talent, skills, and competences, with a specific emphasis on the national level. This was followed by an exploration of the then-current competences required for professional development and an examination of the prevailing trends in each country. In the final stage of the desk research, the partners identified the necessary elements for young people to design and implement entrepreneurial or artistic actions, activities, or programs. Moreover, specific examples and good practices were highlighted and shared among the project partners.

Definitions of talent, skills and competence

The initial definition to be examined is that of **talent**. According to the Cambridge dictionary, talent refers to a natural ability to excel in something, often without formal instruction. However, each country has developed its own interpretation of talent, taking into account its unique characteristics and context.

According to the research conducted, partner countries share similarities in their definitions of talent. They all recognize talent as an inherent ability or potential in a specific area that can be developed through training and practice. They also highlight the importance of teachers and parents in identifying and nurturing talent from an early age.

However, there are some differences in their perspectives on talent. Greece emphasizes talent as a natural inclination that allows individuals to excel effortlessly. Italy focuses on talent as the ability to easily perform tasks that are challenging for others. In Latvia, talent is discussed within the educational context, with an emphasis on teachers and parents recognizing and developing talents. Latvia also categorizes talent into intellectual, social, psychomotor, and creative areas, highlighting diverse manifestations of talent.

Furthermore, Latvia specifically highlights the importance of practical work, daily training, and individual motivation in achieving success in one's chosen field.

Overall, while there are common understandings of talent, there are variations in the emphasis placed on certain aspects such as the role of teachers and parents, categorization of talent, and the significance of individual motivation and effort in talent development.

The next definition to be outlined is that of **skills**. Skills refer to the ability to perform an activity or job proficiently, often due to practice and experience. The definitions of skills in Italy, Greece, and Latvia share both similarities and differences. Italy and Greece perceive skills as the capacity to effectively carry out tasks or occupations, with Italy highlighting the significance of practice, study, and assessments in evaluating skills, while Greece emphasizes skills acquired through systematic learning and practical experience. In contrast, Latvia concentrates on cross-cutting skills encompassing cognitive, affective, and social aspects, fostering critical thinking, creativity, self-directed learning, collaboration, civic engagement, and digital literacy. Despite these variations, all countries acknowledge skills as acquired competences through learning and practice. However, the categorization and emphasis on domain-specific or versatile skills diverge, influenced by the distinctive educational and societal contexts of each country.

The last definition is the concept of **competence**. Competence encompasses the ability to effectively combine resources and apply them in complex real-life situations. As above, definitions of competence in Italy, Latvia, and Greece exhibit both similarities and differences. Italy defines competence as the capacity to utilize knowledge, skills, and attitudes to solve problems in dynamic contexts. Latvia emphasizes the appropriate application of learning outcomes in specific contexts, requiring a broad understanding of various aspects of life. Greece perceives competence as the capability to adapt to individual or societal demands, acquired through engagement in formal and informal education or professional settings. This definition highlights that competence surpasses the mere replication of knowledge, involving the selection and adaptation of processes to tackle intricate and unfamiliar tasks. Ultimately, competence encompasses a blend of knowledge, skills, attitudes, and a willingness to adapt through continuous learning. It signifies extended abilities that empower individuals to effectively navigate and manage complex situations. The variations in definitions reflect the unique educational and societal landscapes of each country, showcasing the multifaceted nature of competence.

Best Practices

The research, which was carried out in partner countries, identified some good practices of people who have used their talents to do something creative, productive and rewarding for their community. In doing so, these artists have contributed to the cultural sector of their country and set an example for their peers to follow or be inspired by.

Here are three illustrative instances of best practices, two originating from Greece and the third from Latvia.

BEST PRACTICE 1 – GREECE

KARIMA

Karima, a young entrepreneur, has established her own accessories brand called Karma, catering to individuals seeking unique and distinctive creations. Her passion for originality and a desire to wear one-of-a-kind items led her to venture into accessory crafting from a young age. Following an extended period of confinement due to an injury, Karima decided to further develop her skills, transforming her hobby into a business endeavor. She began creating embroidered canvas bags, earrings, and macrame bracelets for both men and women, offering customization options to add a personal touch.

In pursuit of her aspirations, Karima recognized the value of complementing her graphic design studies with specialized training. This training presented a unique opportunity for her personal and professional growth and supported her in achieving her goals.

BEST PRACTICE 2 – GREECE

VOULA LADOUKAKI

In the village of Antiskari in Crete, a remarkable transformation took place as dilapidated buildings, bare walls, ovens, wells, and fountains were adorned with vibrant paintings. This creative initiative originated from the vision of a passionate woman, Voula Ladoukaki, who took it upon herself to bring this idea to life with the support of the local Women's Association in Antiskari.

The recognition of Ms. Ladoukaki's artistic endeavor began when her work was shared on a social networking website group, capturing the attention of thousands of members who learned about the existence of these "painted villages" in Crete. It is important to note that while Ms. Ladoukaki did not paint every single structure, she carefully selected specific locations to enhance the aesthetic appeal of the villages.

The impact of Ms. Ladoukaki's work in Antiskari resonated with the mayor of the cultural association in another village, called Stavrakia, who expressed a keen interest in having her contribute her artistic touch to their community as well, which she did. Since then, Ms. Ladoukaki has received numerous proposals from various communities across the island, allowing her to turn her talent into a profession and leave her artistic imprint on different parts of the region.

BEST PRACTICE 3 – LATVIA

ELINA GLADINA

Another exemplary case in the creative sector revolves around a talented individual named Elina Gladina, known by her stage name Peppka. Currently, she is actively engaged in the modern dance, choreography, and show business fields. Her journey commenced during her teenage years when she developed a profound interest in street dance culture and street dance, in general. Motivated to enhance her skills, she began attending masterclasses and delving deeper into the art of choreography.

At a certain point, Elina made the decision to become a trainer at a street dance studio, embarking on a path where her skills transformed into professional competences. This role allowed her to not only recognize and appreciate the talents of others but also learn effective group management and teaching techniques while simultaneously refining her own unique style and choreography. During this period, the availability of learning resources on platforms like YouTube was relatively limited compared to its current state, thus making participation in international street dance competitions a vital avenue for gaining exposure to new trends, styles, and choreographic approaches.

Elina's transition into becoming a professional dancer and earning a living from her craft materialized through her participation in and victories at dance competitions. Additionally, she established herself by creating captivating show programs, leading masterclasses, collaborating with individuals in the show business arena (such as singers for concert performances or music videos), and engaging in choreography for various brand advertisements and special projects like festivals and theater performances.

As her visibility increased and her professional network expanded, new business opportunities naturally emerged, providing her with the platform to further showcase her talents and continue growing in her artistic endeavors.

These examples are just a few of the inspiring stories one can find and showcase instances where artists ingeniously combine diverse competences to achieve innovative outcomes for their communities.

Overview of the field research

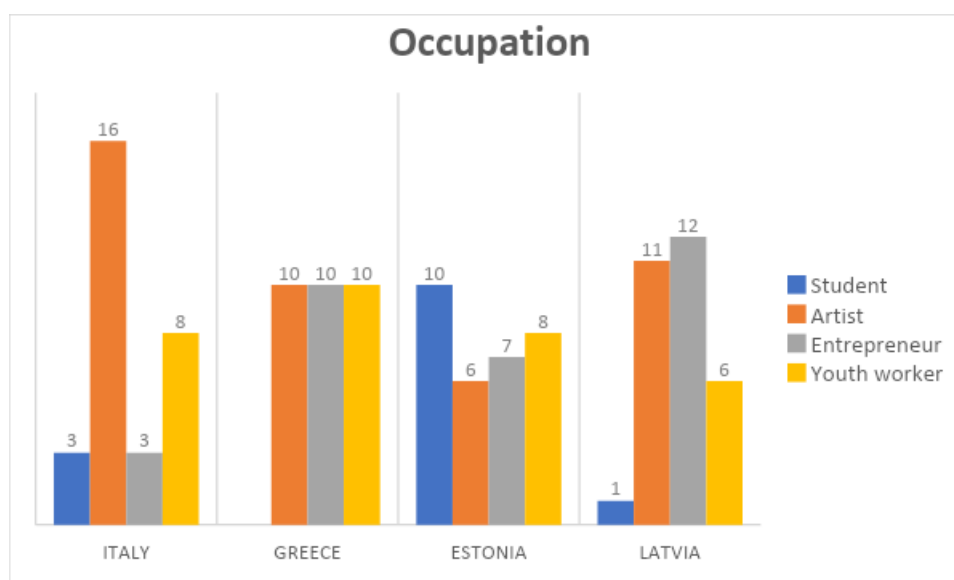
Following the completion of the desk research, each partner undertook an extensive field analysis at national level, delving more into the topic in relation to the young people in Italy, Greece, Estonia and Latvia. The analysis involved the target groups as well as students, with the aim to formulate a comprehensive set of skills that would facilitate the development of the competences in the target group of the project.

To collect information, a tailored questionnaire was developed, with targeted questions, which each partner distributed to the target groups. The survey was carefully carried out in order to identify the competences **already possessed** and to distinguish the differences in the **required competences** between the roles of youth workers, artists and entrepreneurs. By collecting these data, a deeper understanding of the skills landscape in the contemporary era is sought.

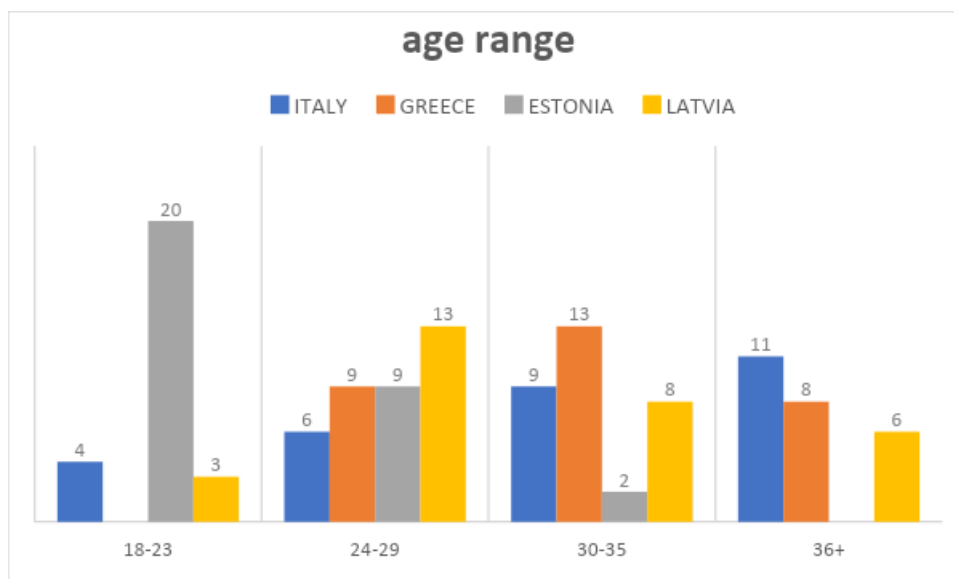
Demographics

A total of 121 individuals, representing the key stakeholders of the project, including students, artists, entrepreneurs, and youth workers, actively participated in the questionnaire. This diverse group of respondents provided valuable insights and perspectives related to their respective roles and expertise, while the substantial number of respondents enhances the reliability of the findings, contributing to the overall robustness of the analysis. The first set of questions was about the group's demographics, i.e. occupation, age range, gender, education.

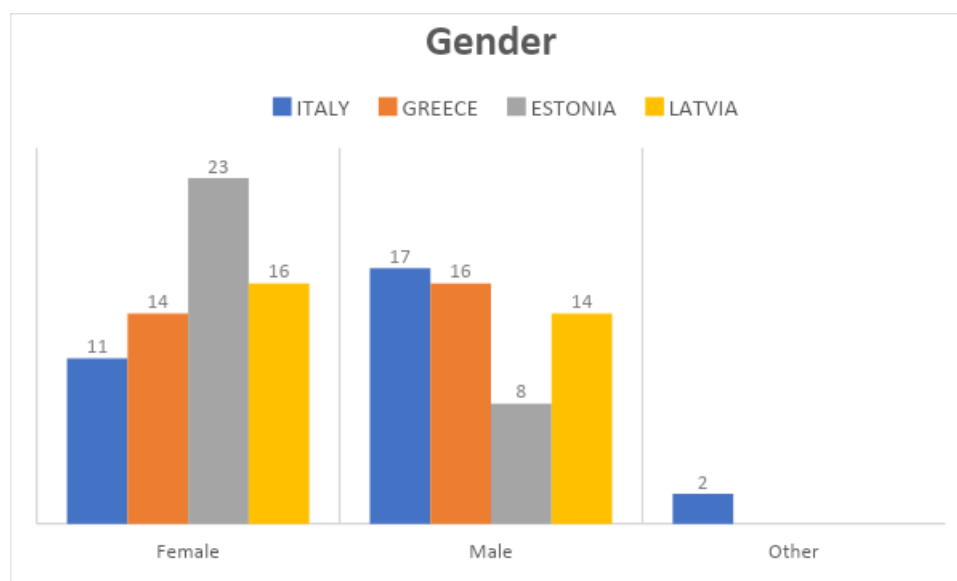
According to the chart '**Occupation**' provided below, the composition of the sampled individuals varied considerably across the four countries. Italy had a strong representation of artists, followed by youth workers, while the student and entrepreneur categories were less represented. The Greek sample showed an equal distribution across artists, entrepreneurs, and youth workers, but lacked representation from students. Estonia exhibited a balanced mix across all categories, with students leading slightly. In Latvia, the samples were dominated by artists and entrepreneurs, with minimal representation from students, and a moderate presence of youth workers.



The age distribution across the four countries displayed distinct patterns, as it can be seen in the figure below "**Age Range**". Each country succeeded in engaging its target demographic, resulting in varied age representation. Estonia attracted the highest participation in the youngest age group (18-23), Latvia led in the mid-tier age group (24-29), while Greece dominated the 30-35 age bracket, and Italy had the highest involvement from individuals aged 36 and above. This diverse age representation across different countries reflects the varying interests, accessibility, and engagement of different age groups in each nation.

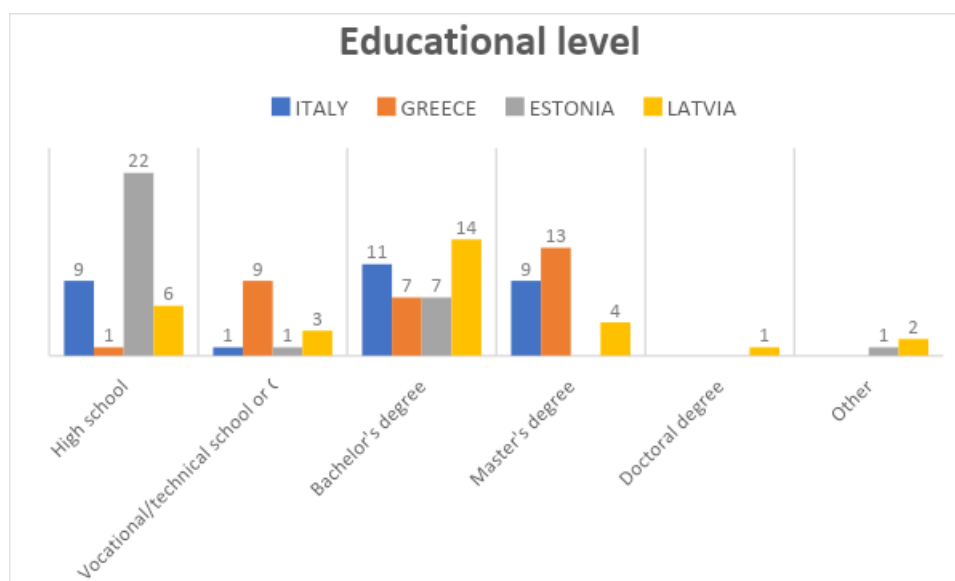


The distribution of respondents based on “**Gender**” was nearly balanced for Italy, Greece, and Latvia. However, Estonia exhibited the most notable gender difference, with a predominance of female participants. It was followed by Latvia, Greece, and finally Italy. In terms of male respondents, Italy had the highest participation rate, with Greece and Latvia showing relatively similar percentages and Estonia having the lowest. Italy also had a small percentage of respondents identifying as other gender. Upon analyzing the graph, it is apparent that across all countries surveyed, most participants were women.



When examining the educational level across the different countries, there were distinct variations in the responses. The Italian sample appeared highly educated, with the majority of respondents possessing a bachelor's or a master's degree, and a smaller portion having completed high school. The Greek sample, on the other hand, was predominantly composed of bachelor's degree holders. In contrast, Estonia focused more on respondents with lower educational levels, primarily those with high school diplomas. Finally, Latvia presented a diverse educational mix, with a majority of respondents having a bachelor's

degree, complemented by a representation of high school graduates, vocational/technical school attendees, and master's degree holders.



Analysis on skills and competences

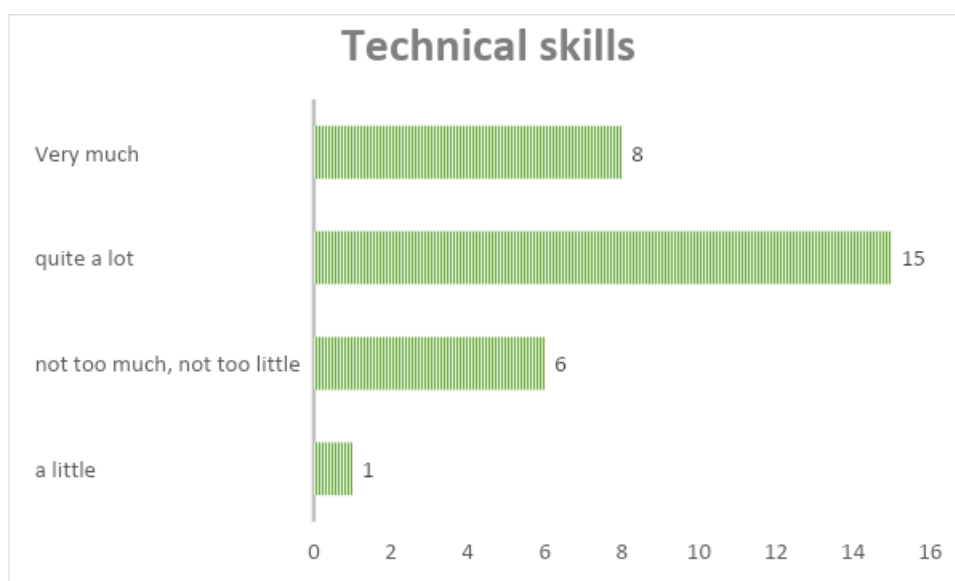
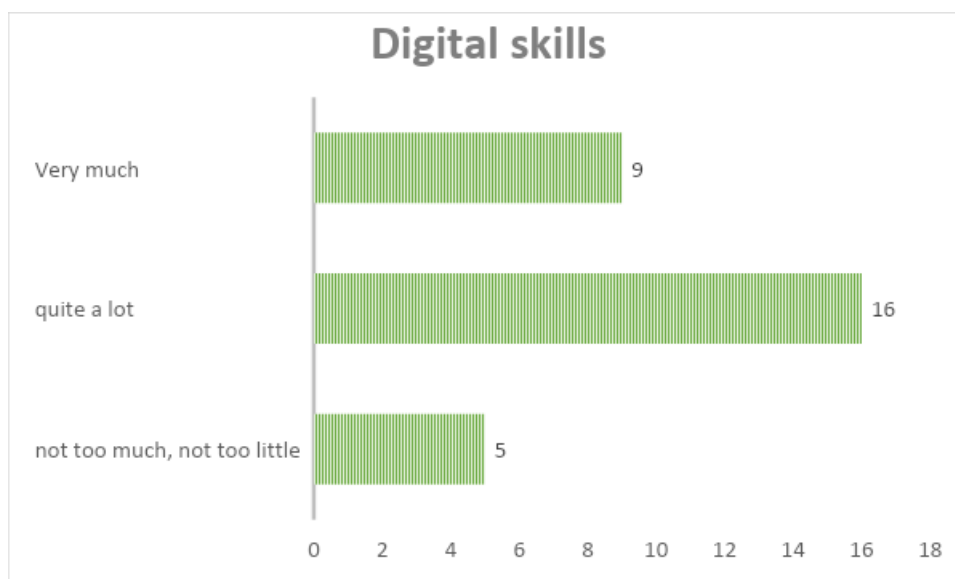
Following, after the general information of the respondents, the questionnaire included a list of skills, and they were asked to answer **to what extent they possessed the following skills** on a scale from “very much” to “not at all”. After that, they were asked to answer **where, in their opinion, acquired these skills**.

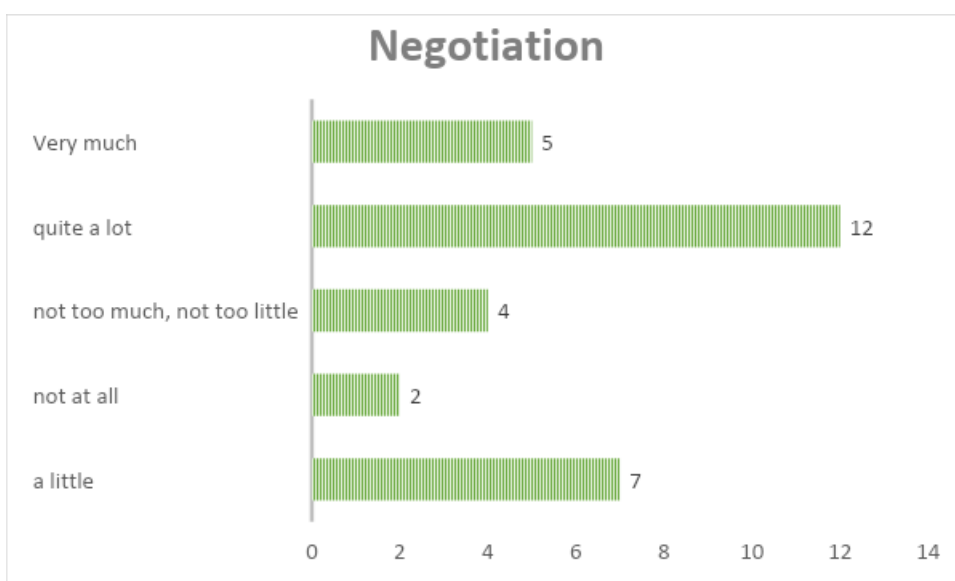
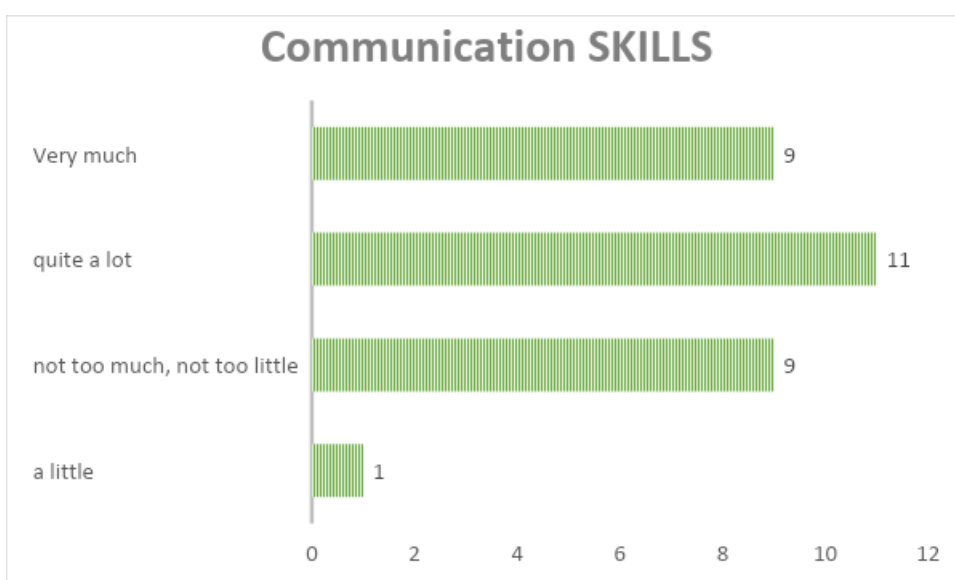
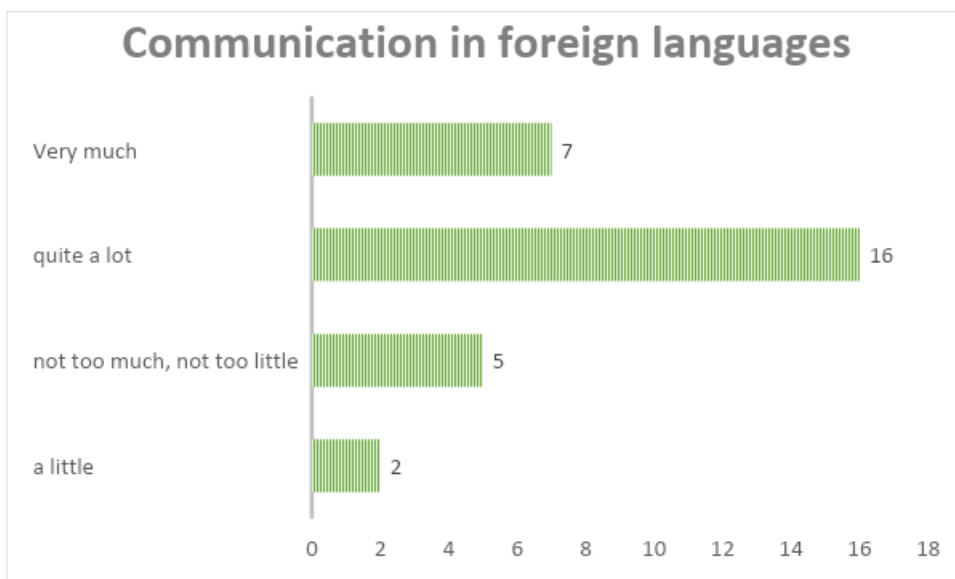
The survey aimed to investigate the participants' competence levels in various areas such as digital skills, negotiation, teamwork, and more. Participants were also asked to identify the **three competences** at which, in their opinion, excelled the most.

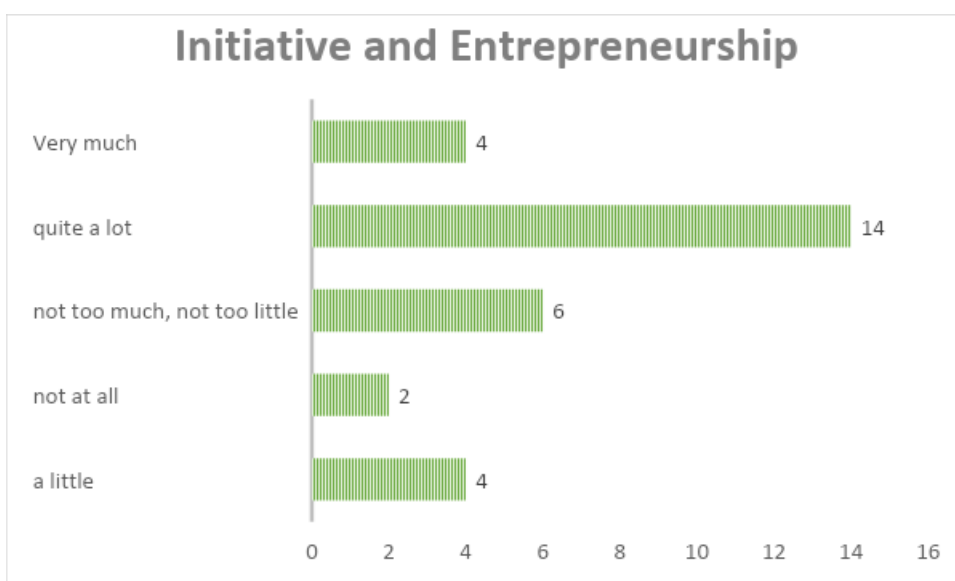
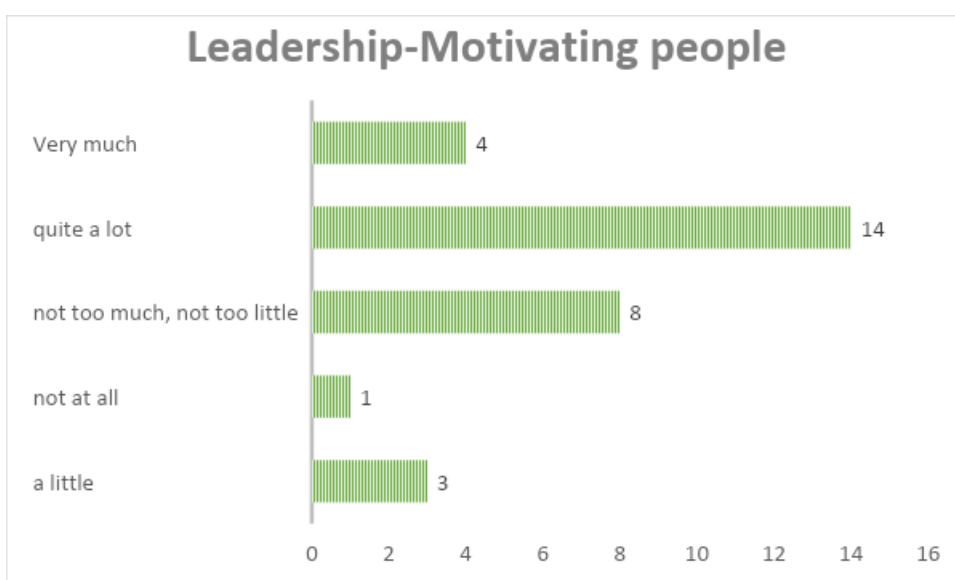
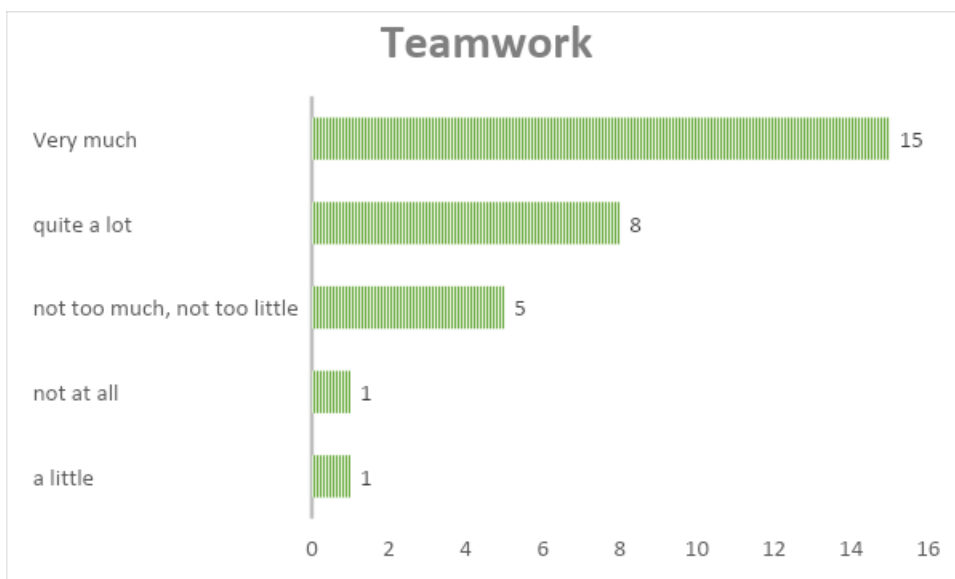
Furthermore, the survey delved into the **specific skills** individuals believed they **needed to acquire or enhance to pursue careers in the cultural and creative sectors**. For those already working or running businesses in this field, the survey aimed to identify the skills they considered **necessary** for further improvement.

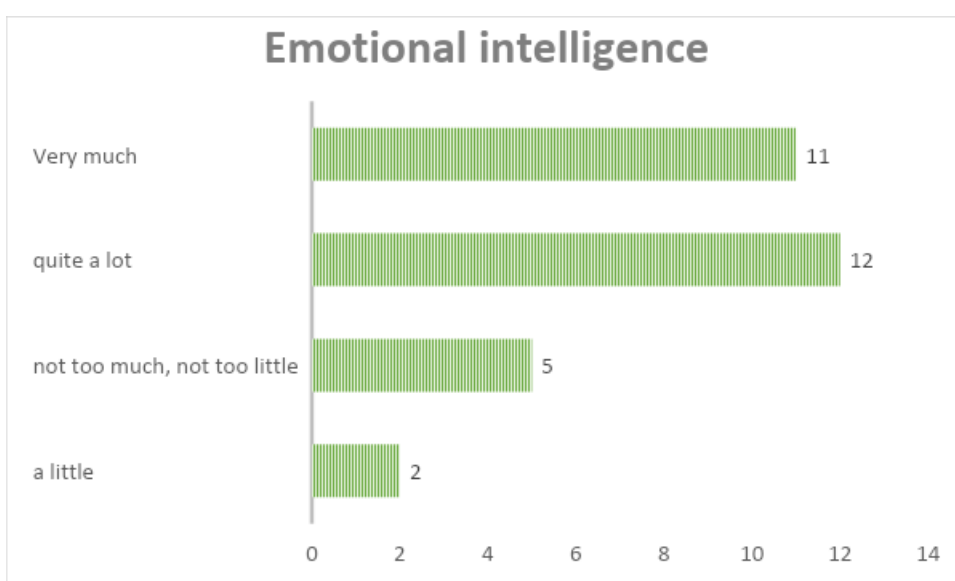
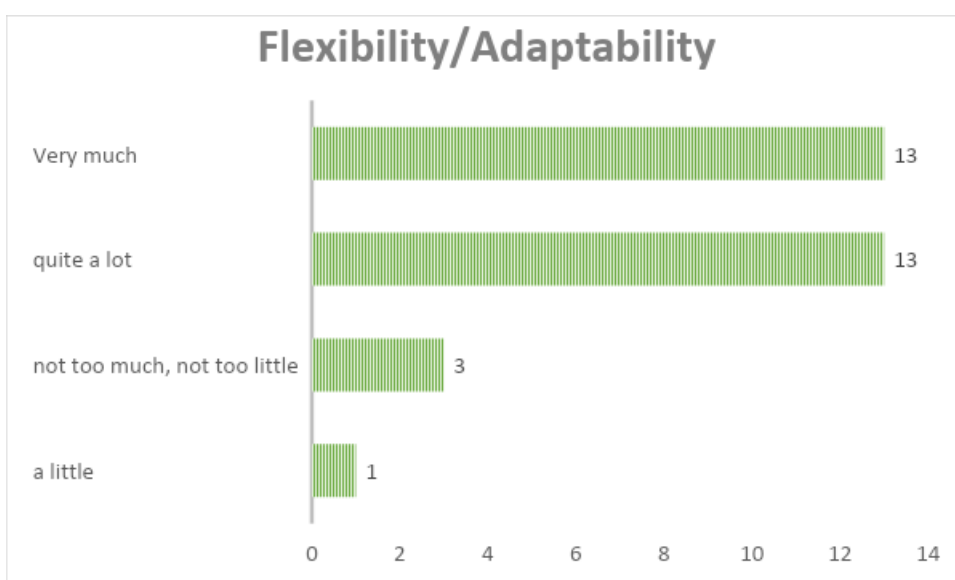
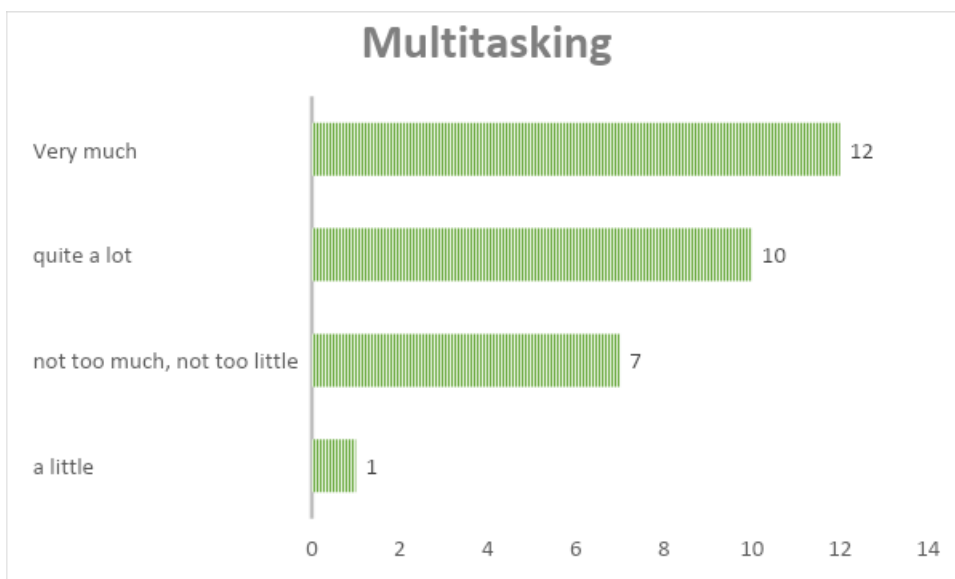
Italy

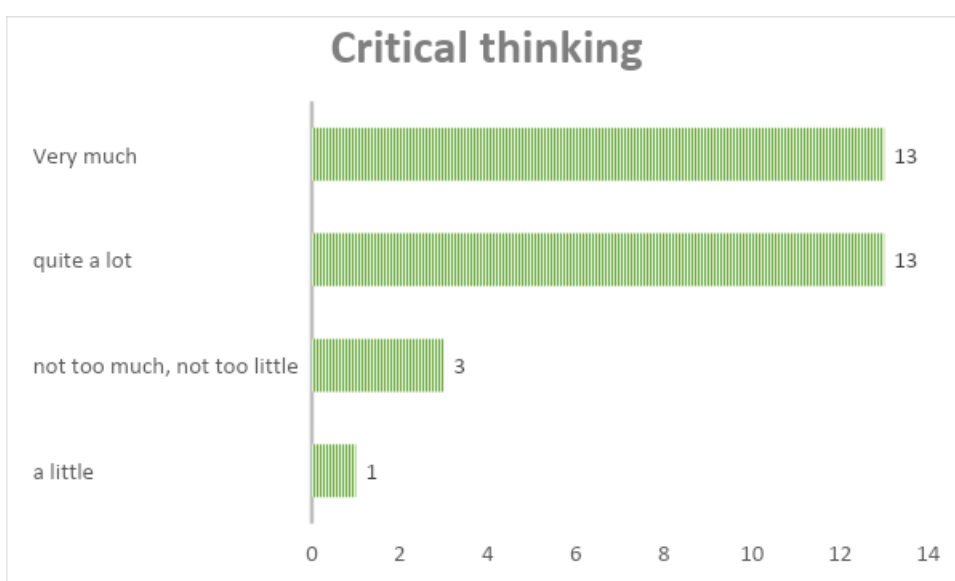
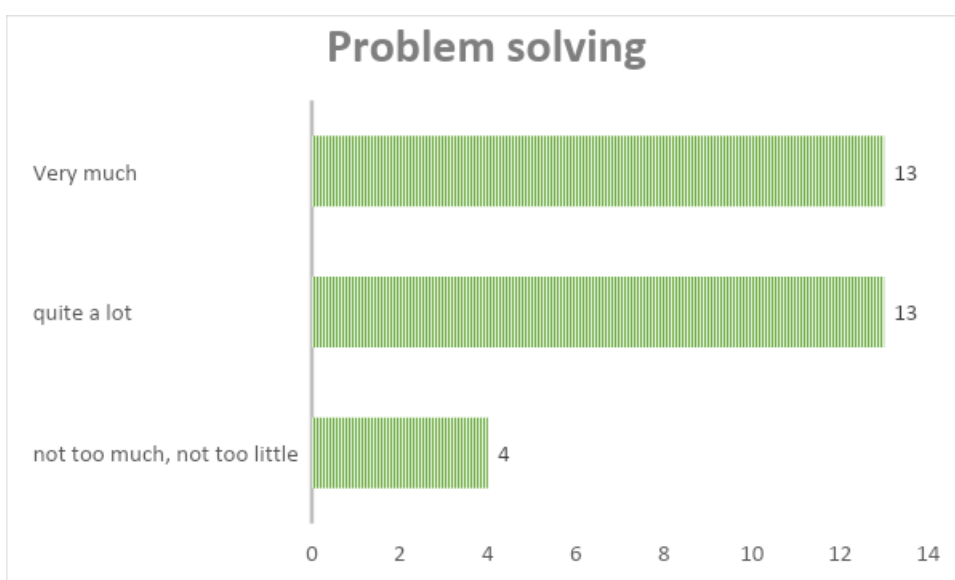
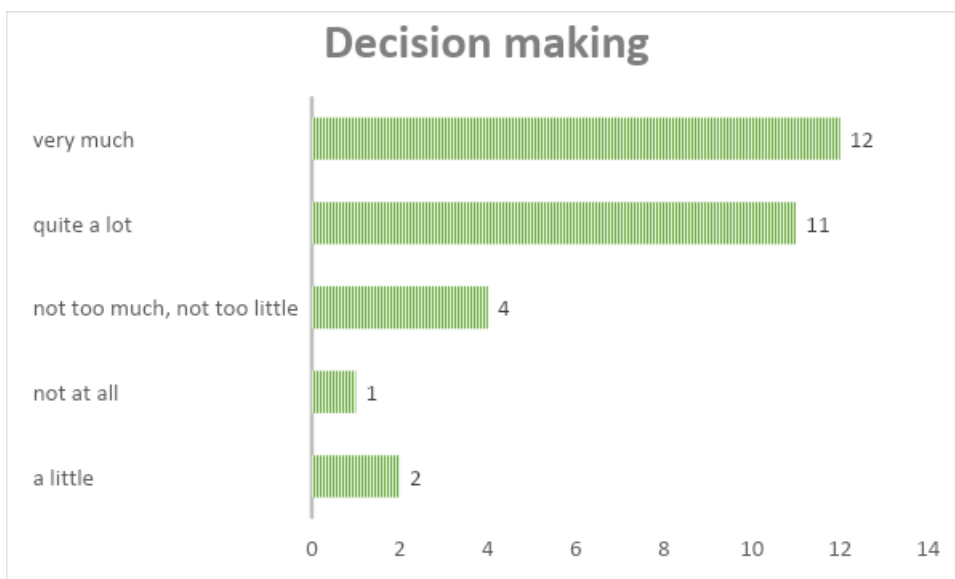
HOW MUCH DO YOU THINK YOU HAVE DEVELOPED THE FOLLOWING COMPETENCES?

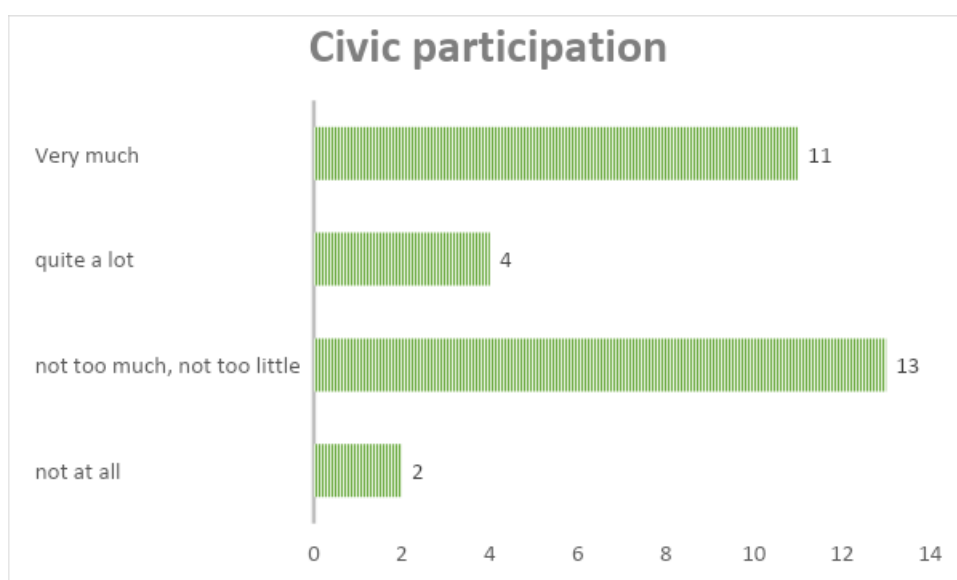
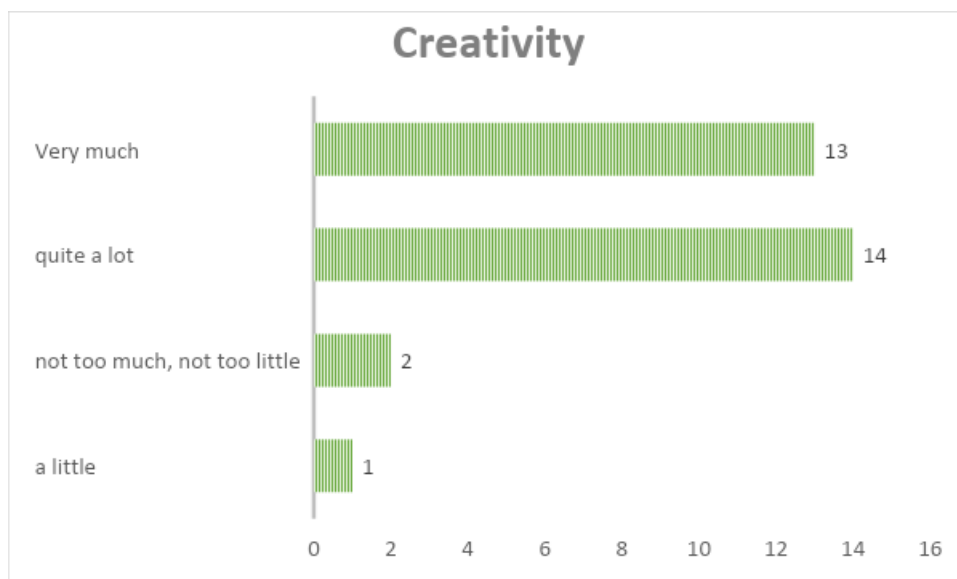






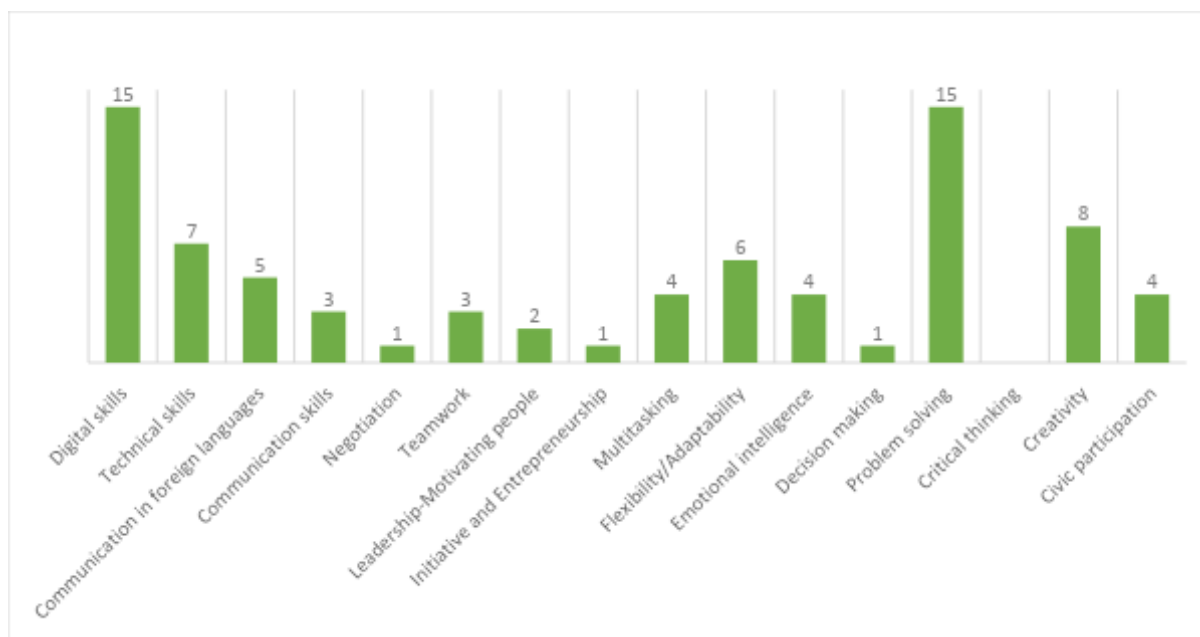






Taking into consideration the responses from Italy specifically, it is evident that young people in Italy have developed the majority of the skills above to a significant extent. However, negotiation appears to be a skill with relatively lower development compared to other areas. These findings highlight the strengths and areas for improvement in skill development among young individuals in Italy, providing valuable insights for tailored interventions and support in the cultural and creative sectors.

WHICH OF THE COMPETENCES ARE YOU ABLE TO USE BEST?

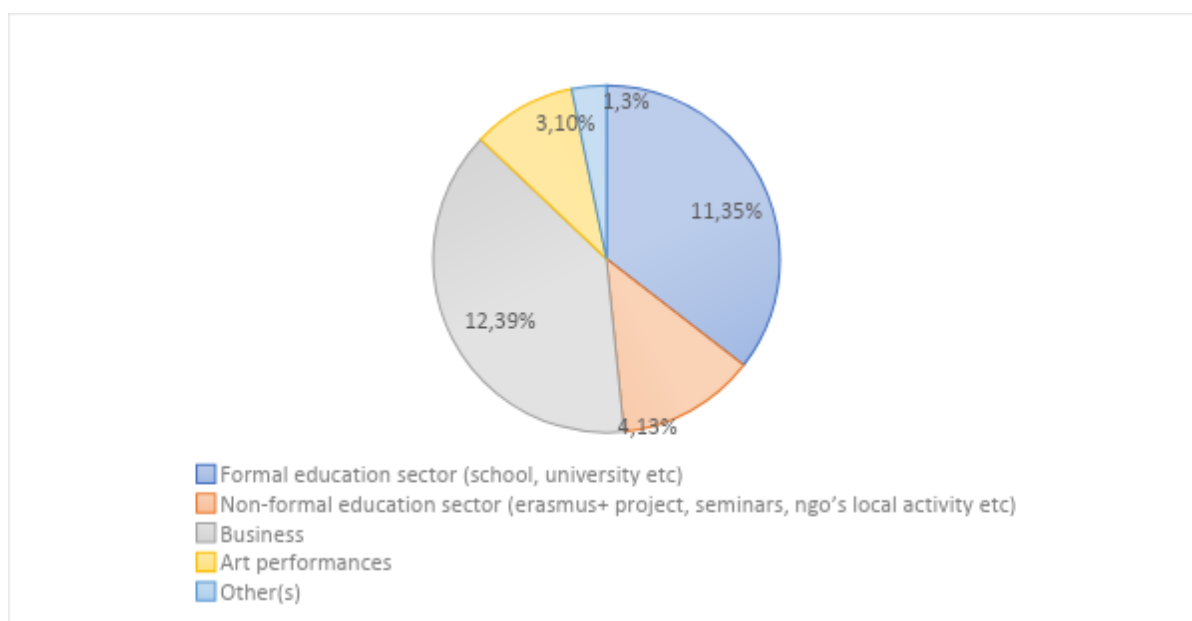


The results of the sample in Italy showed that the skills that young people possess the most are the digital skills and problem solving.

Comparing the previous graphics with this one, interestingly we observe that while 9 people answered that they have developed digital skills to a large extent, 15 people are able to use them best.

On the other hand, we can see that teamwork, multitasking, decision making, and critical thinking have a very low percentage, even though it was answered in the previous question that are highly developed.

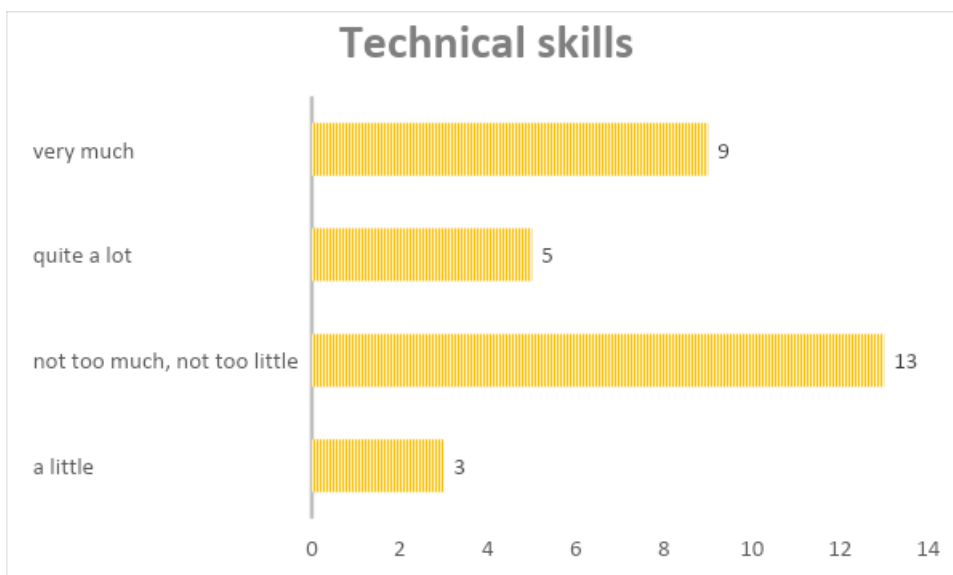
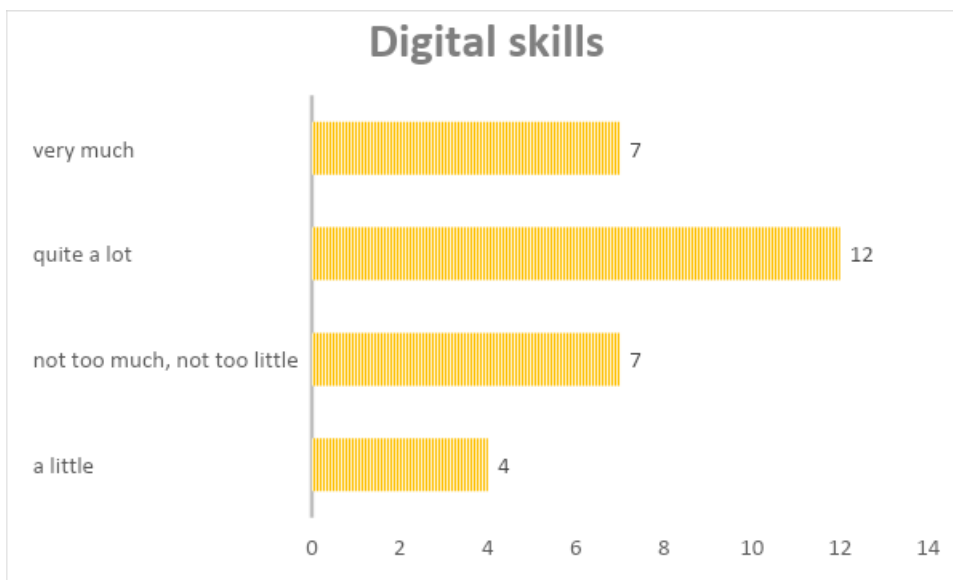
WHERE DO YOU ACQUIRE MOST OF YOUR COMPETENCES?

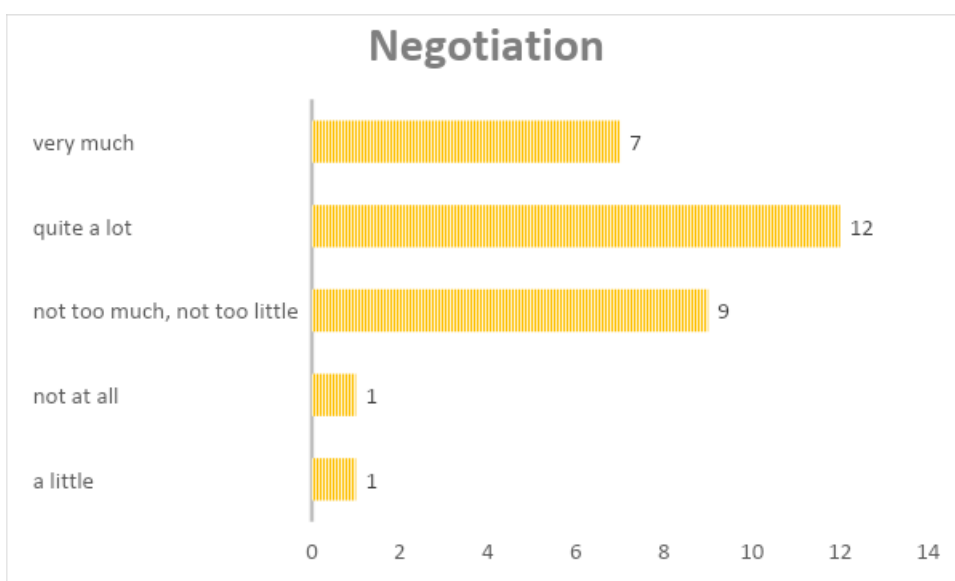
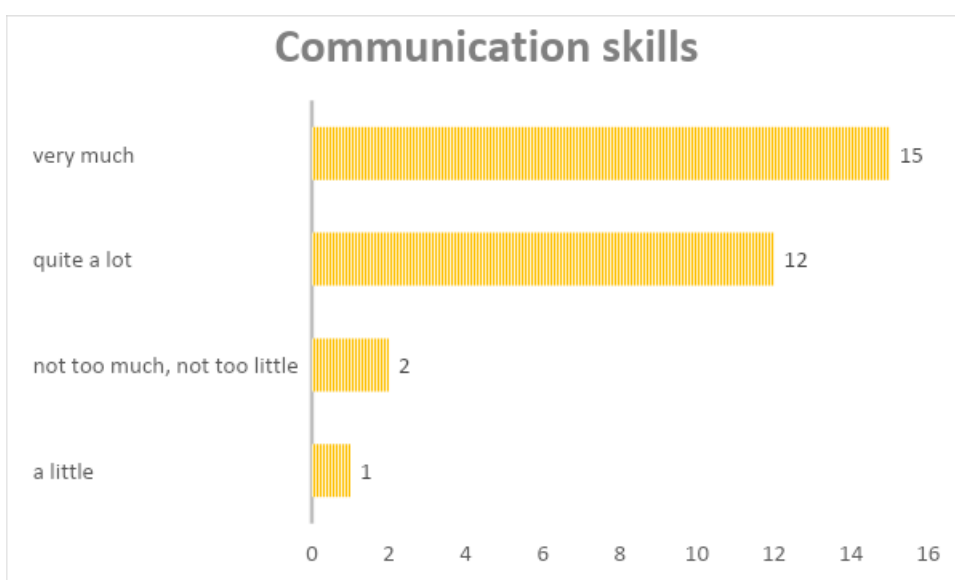
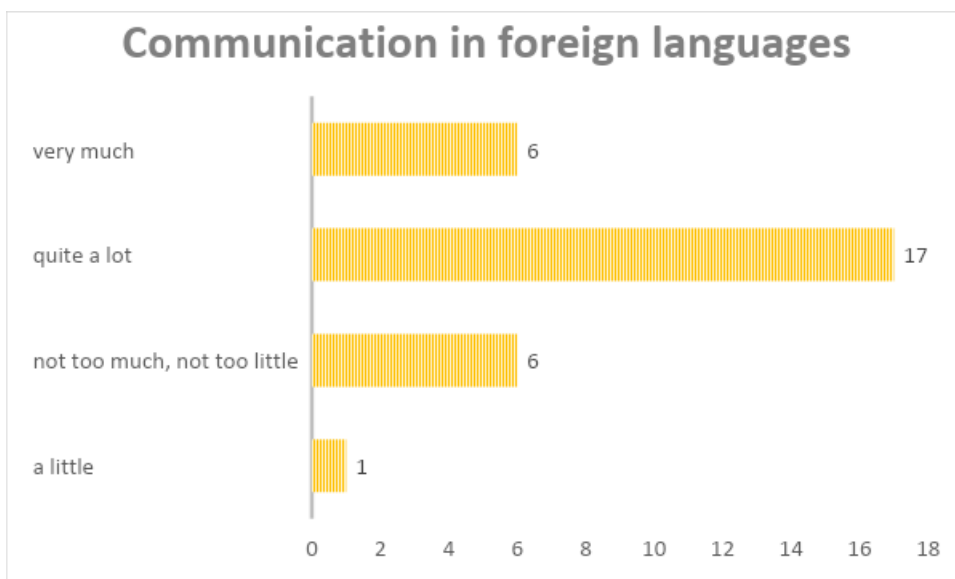


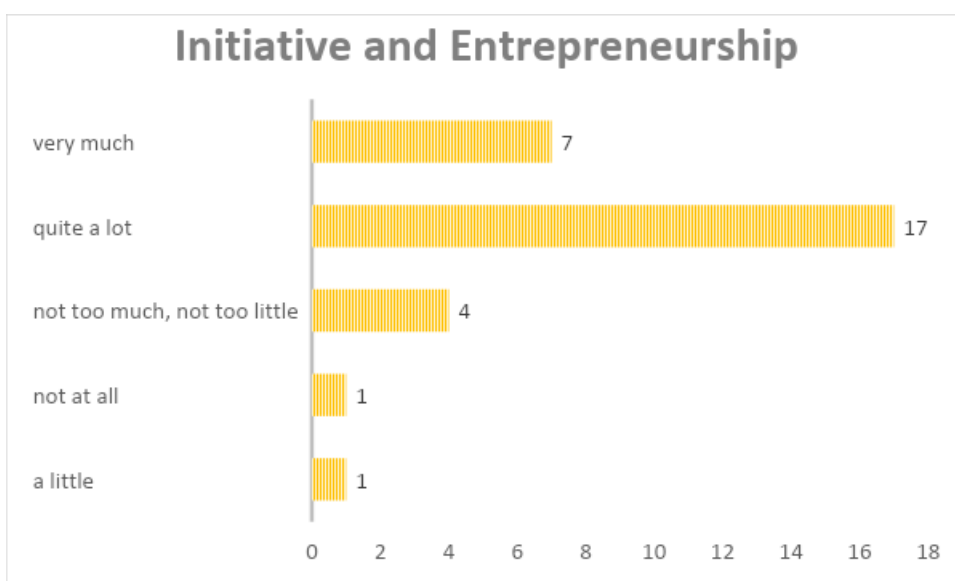
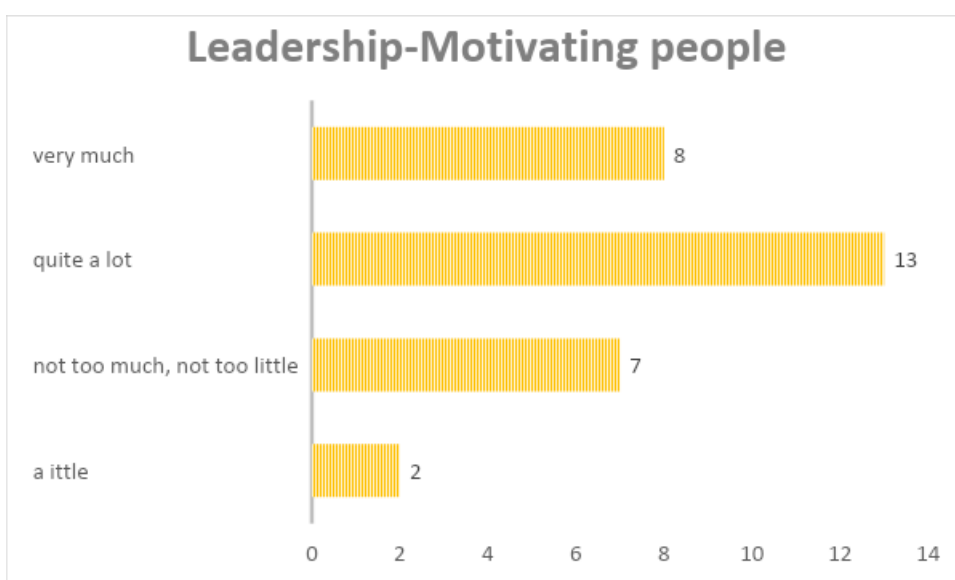
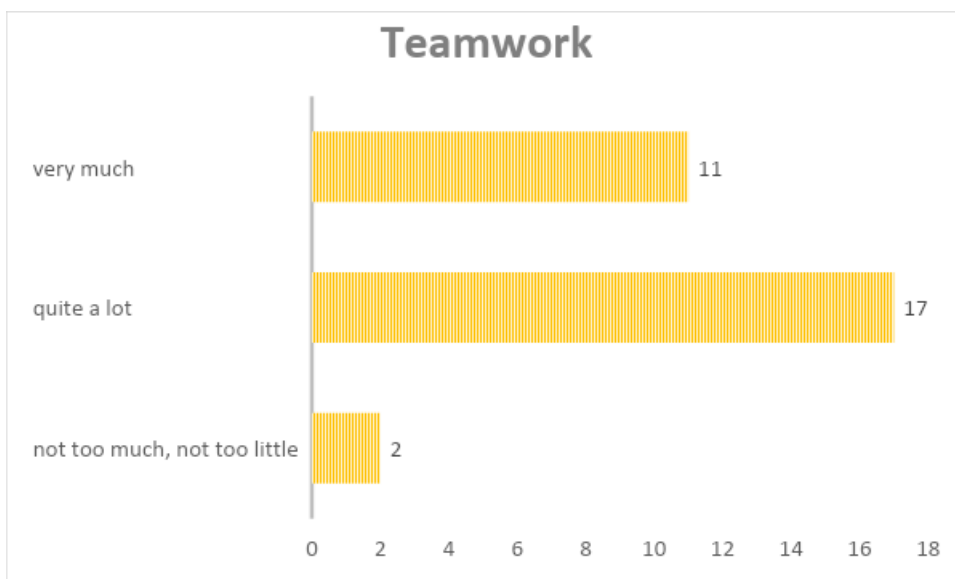
Based on the chart, it is evident that the acquisition of competences among respondents primarily occurs through business-related experiences, followed by formal education and non-formal education. This indicates that businesses play a significant role in enhancing the competences of employees in Italy. It also suggests that practical work experiences, on-the-job training, and professional development initiatives within the business sector contribute significantly to the development of key competences. Formal education also plays a significant role in competence acquisition, highlighting the importance of structured educational programs in equipping individuals with the necessary skills and knowledge.

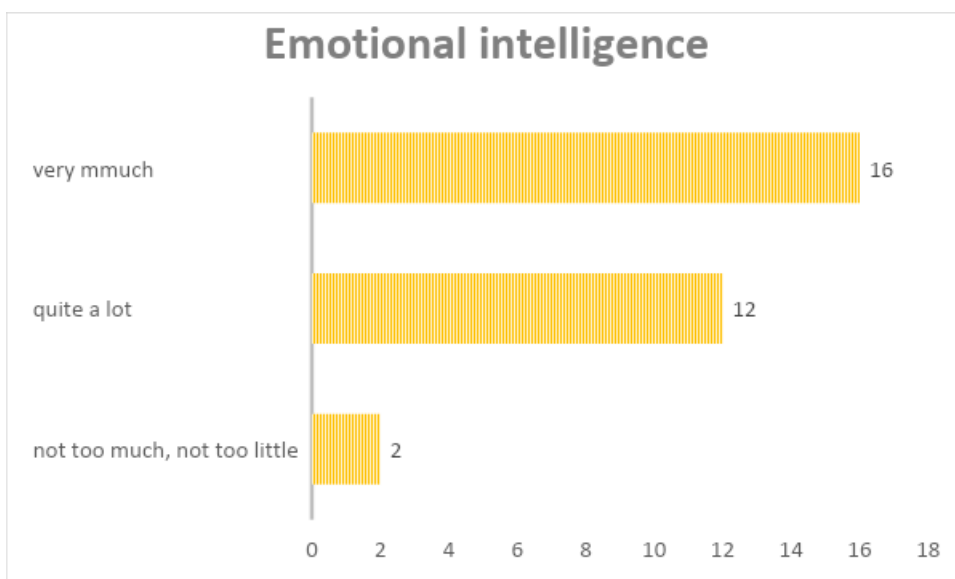
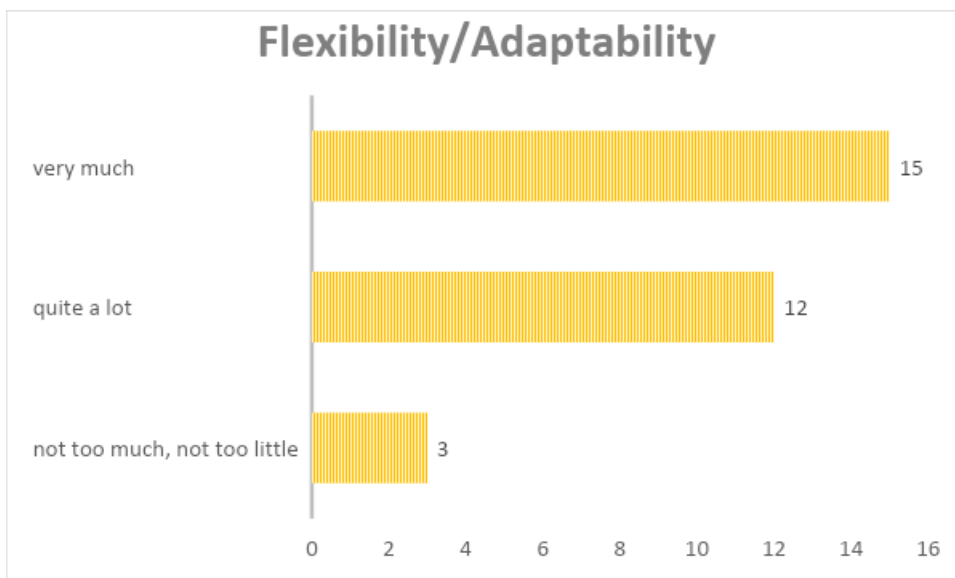
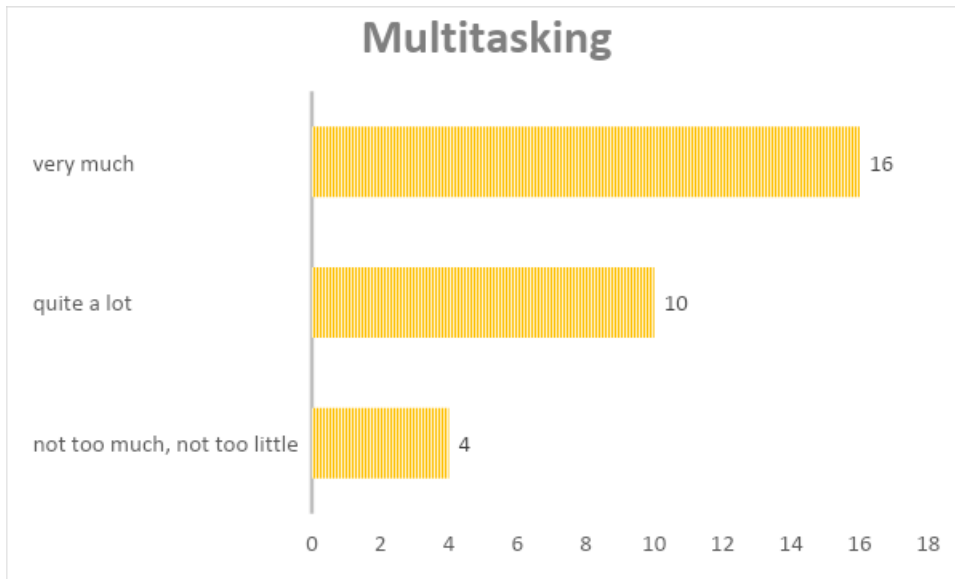
Greece

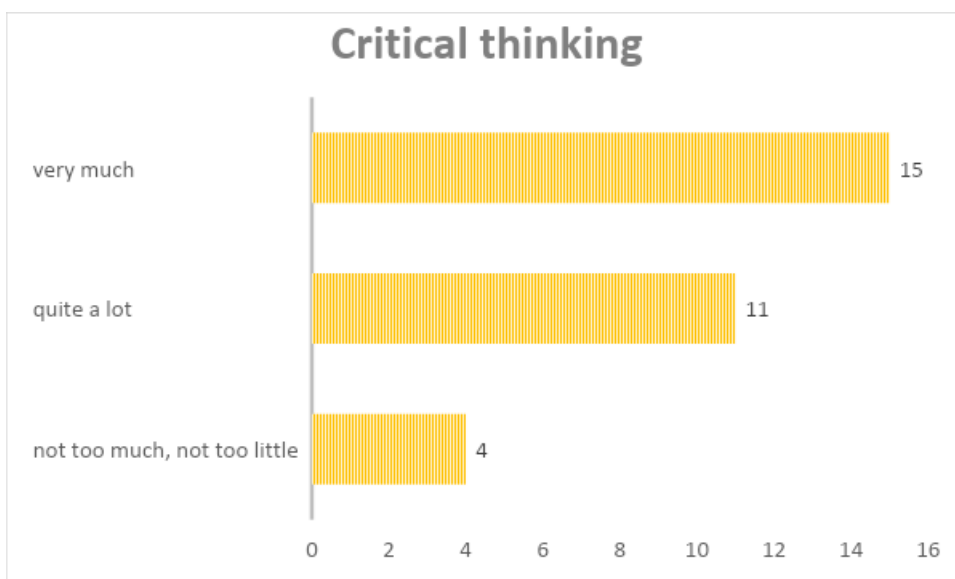
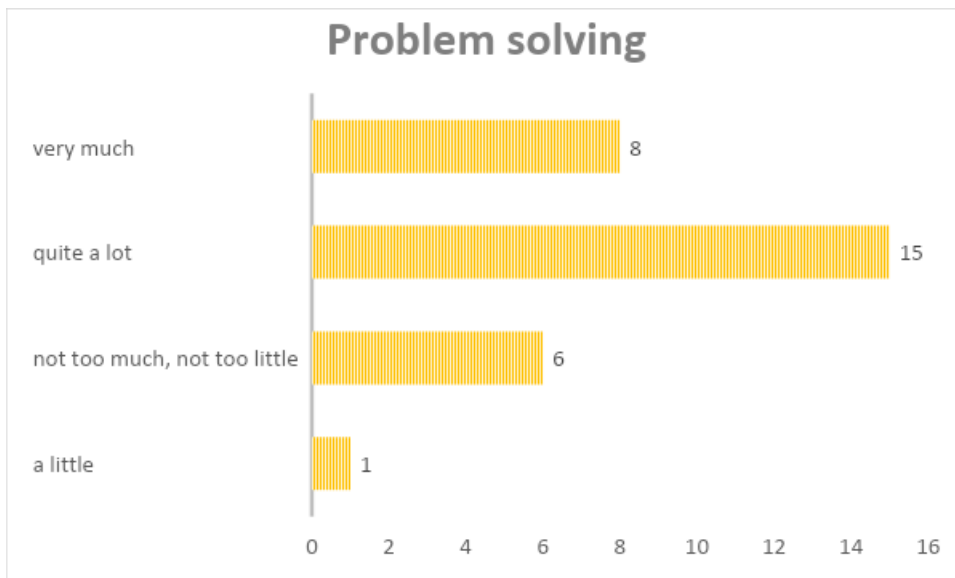
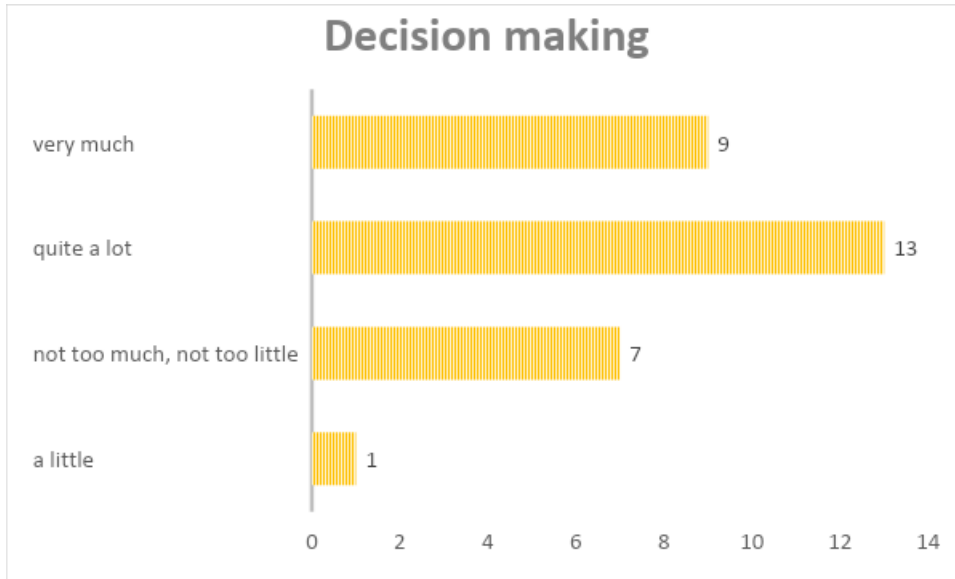
HOW MUCH DO YOU THINK YOU HAVE DEVELOPED THE FOLLOWING COMPETENCES?

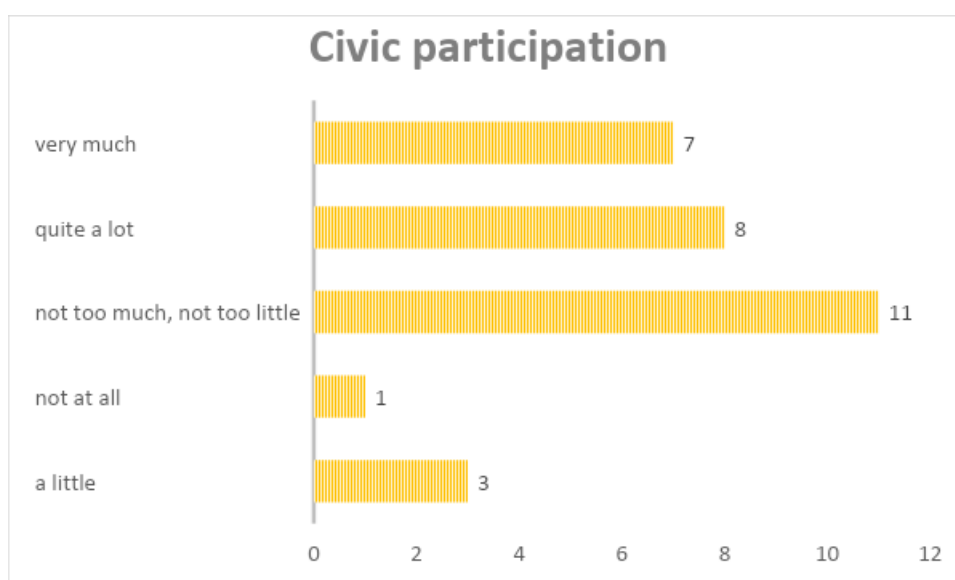
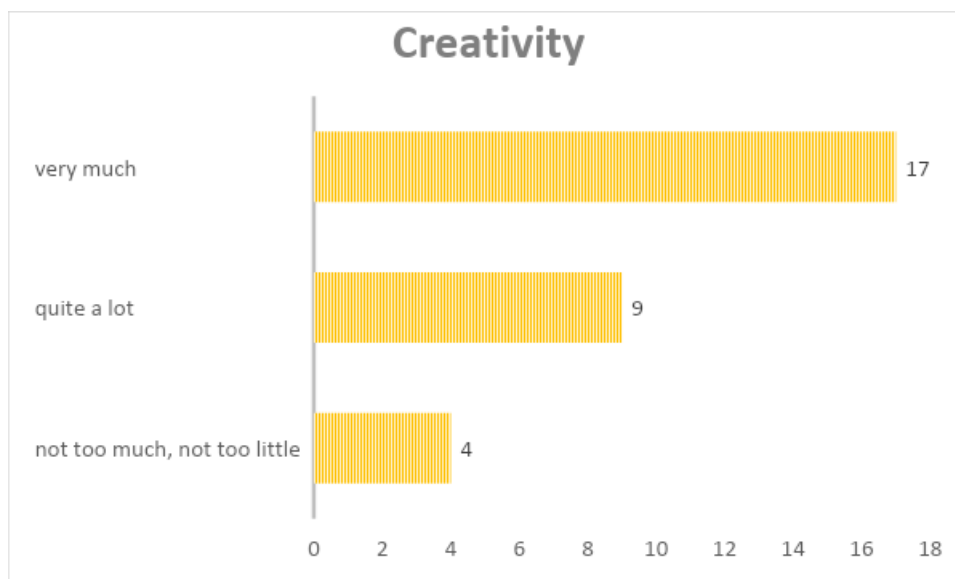






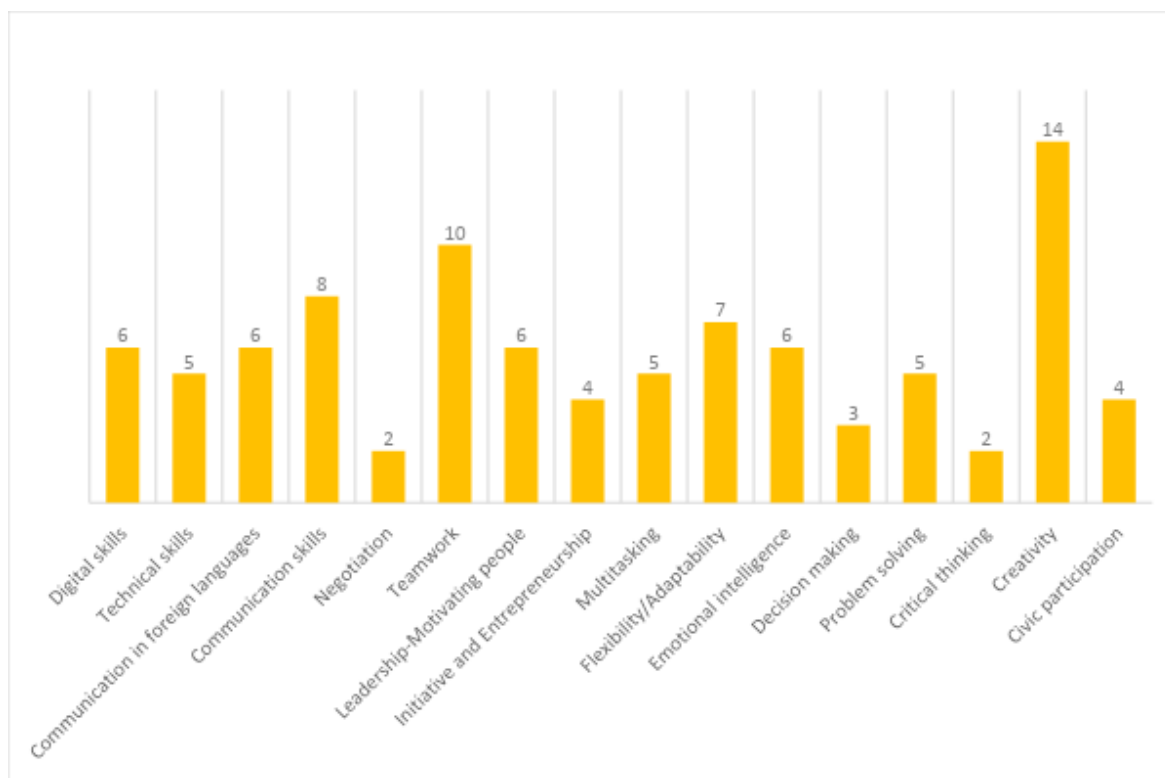






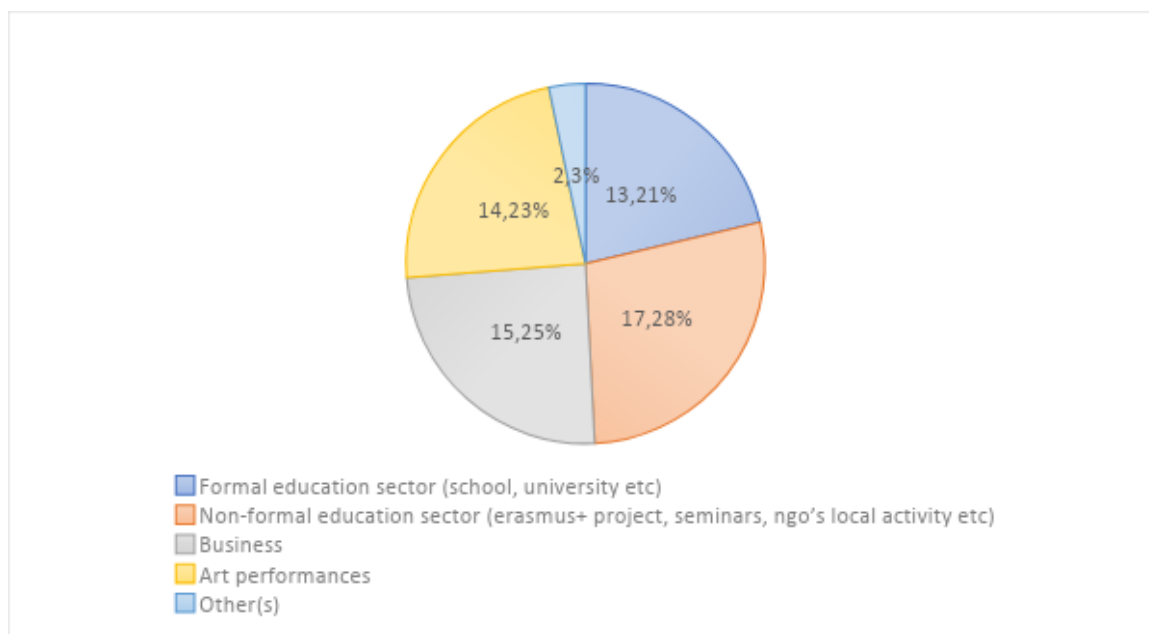
Analyzing the above charts for Greece, it is evident that respondents have developed various skills to varying extents. Notably, respondents reported having acquired digital skills and communication in foreign languages to a significant extent. Communication skills, negotiation, teamwork, leadership-motivated people, initiative and entrepreneurship, multitasking, flexibility/adaptability, emotional intelligence, decision making, problem solving, critical thinking, and creativity were also reported to be developed to a considerable degree. However, respondents indicated a relatively lower level of development in civic participation. These findings suggest that individuals in Greece have focused on enhancing their technical and digital competences, as well as their communication and problem-solving skills. The emphasis on teamwork, leadership, and initiative highlights the importance of collaboration and taking proactive approaches in the cultural and creative sectors. Furthermore, the perceived lower level of civic participation suggests potential areas for improvement in engaging with broader societal issues

WHICH OF THE COMPETENCES ARE YOU ABLE TO USE BEST?



As the graph clearly shows, creativity, teamwork and communication skills are the competences best used by young people, according to the survey. In contrast, negotiation skills, decision making and critical thinking seem to be at a lower level.

WHERE DO YOU ACQUIRE MOST OF YOUR COMPETENCES?

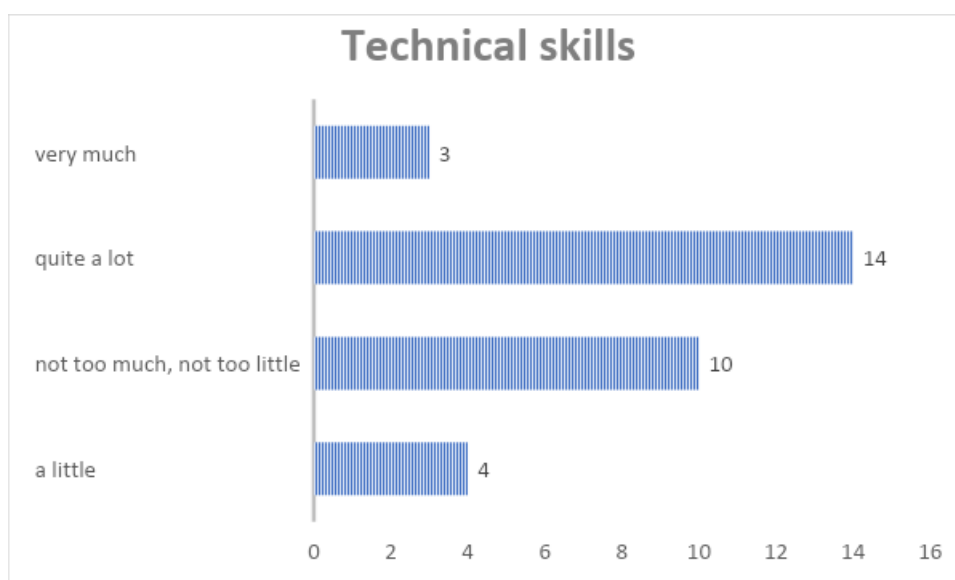
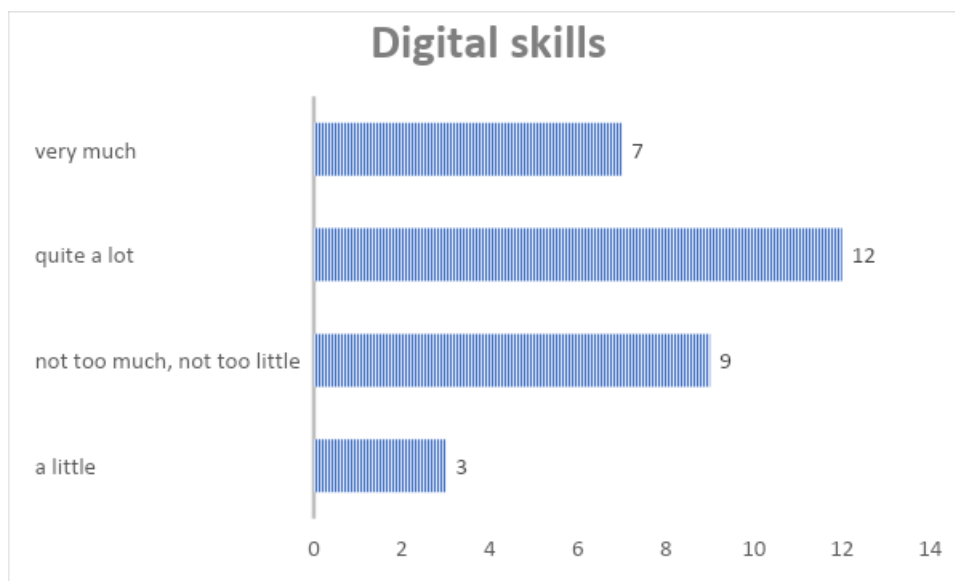


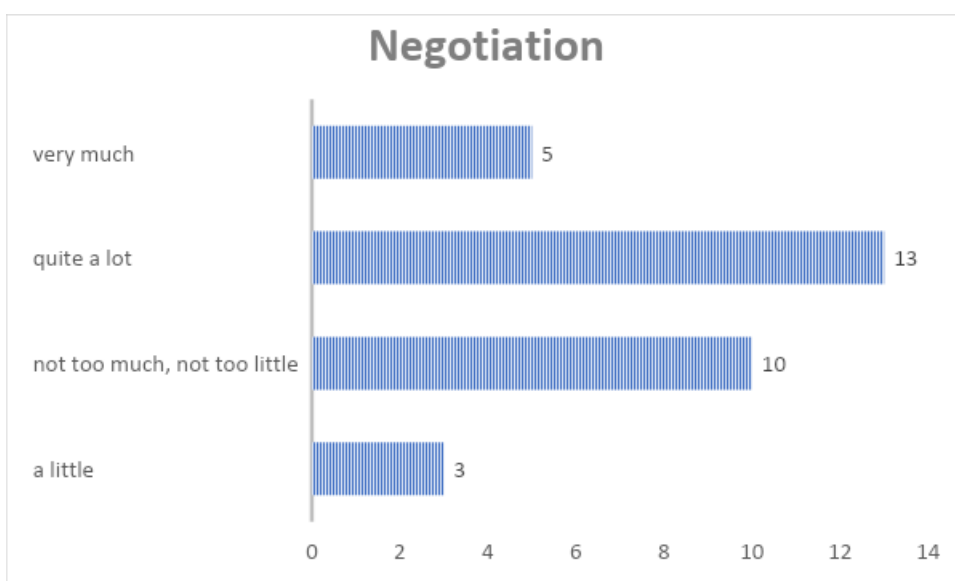
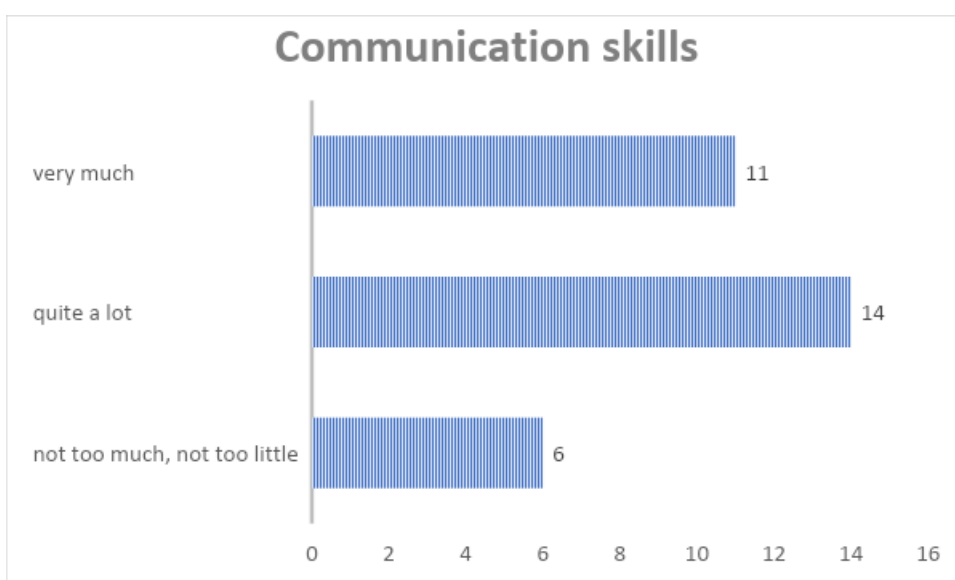
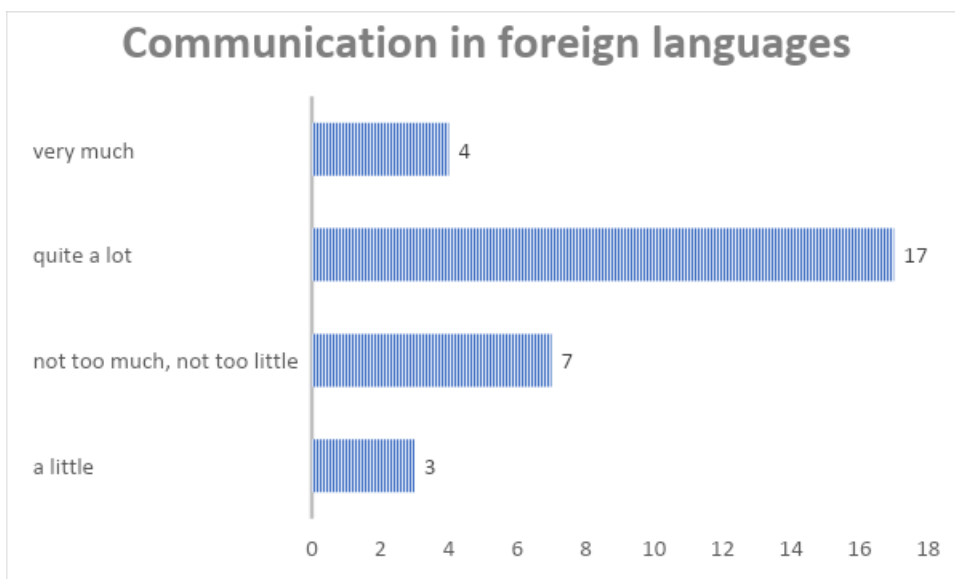
Based on the chart, it is evident that the majority of respondents reported acquiring most of their competences from non-formal education. This highlights the significance of workshops,

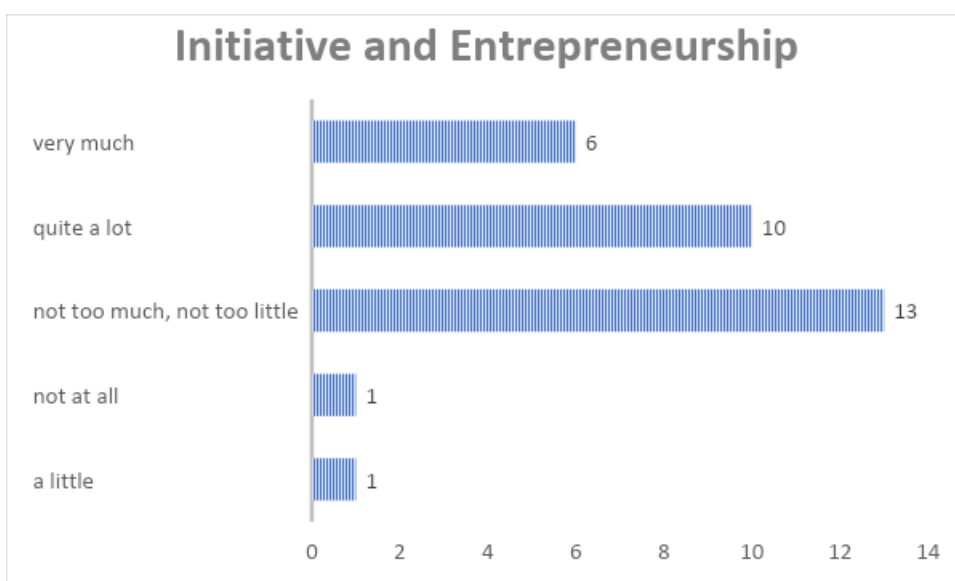
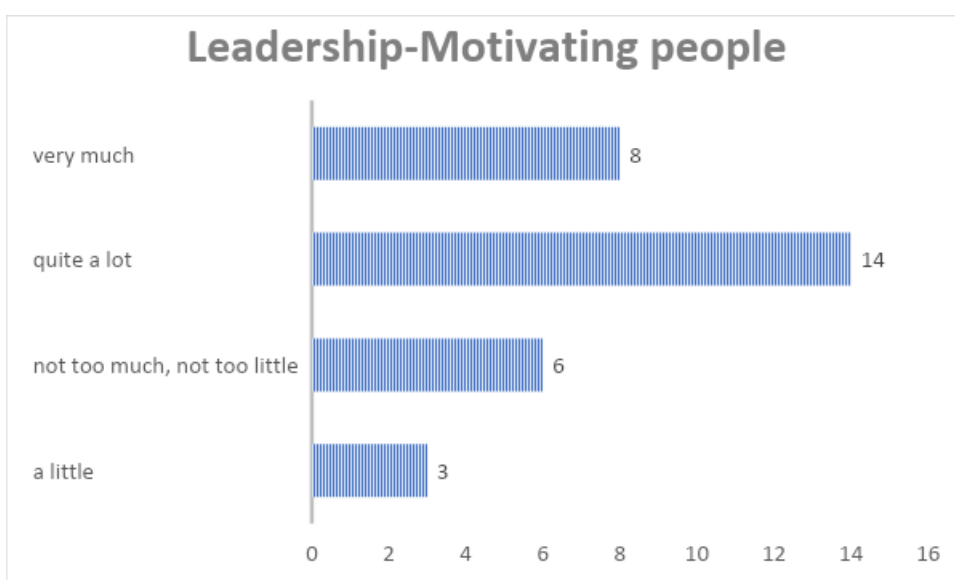
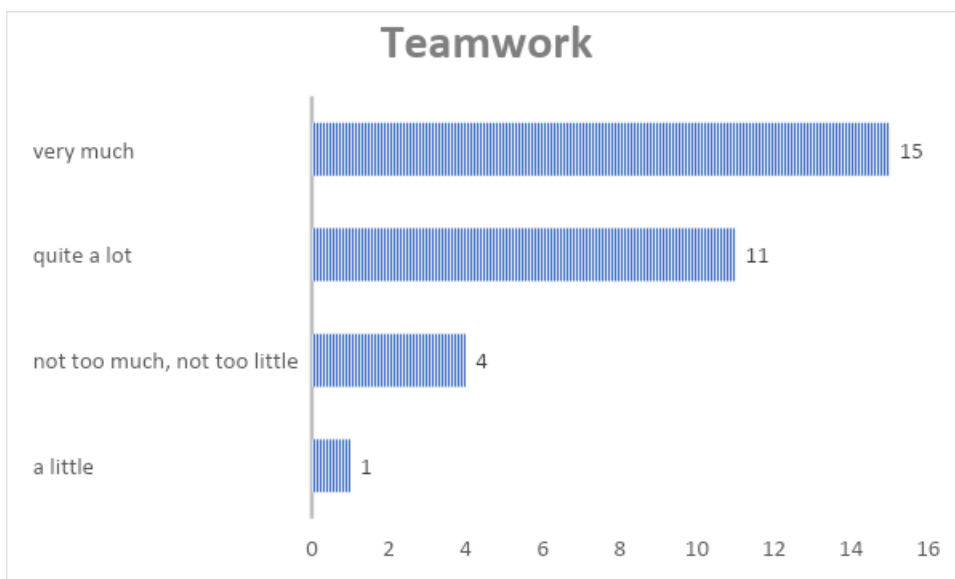
trainings, and other informal learning experiences in skill development among young individuals in Greece. Business experiences were identified as the second most common source for competence acquisition, indicating the importance of practical work and on-the-job training in enhancing skills. Formal education, through structured educational programs, and art performances were reported to have lower percentages but still contributed to the acquisition of competences. These findings emphasize the value of a well-rounded approach to competence development in Greece, encompassing both non-formal education and experiential learning through business and artistic engagements.

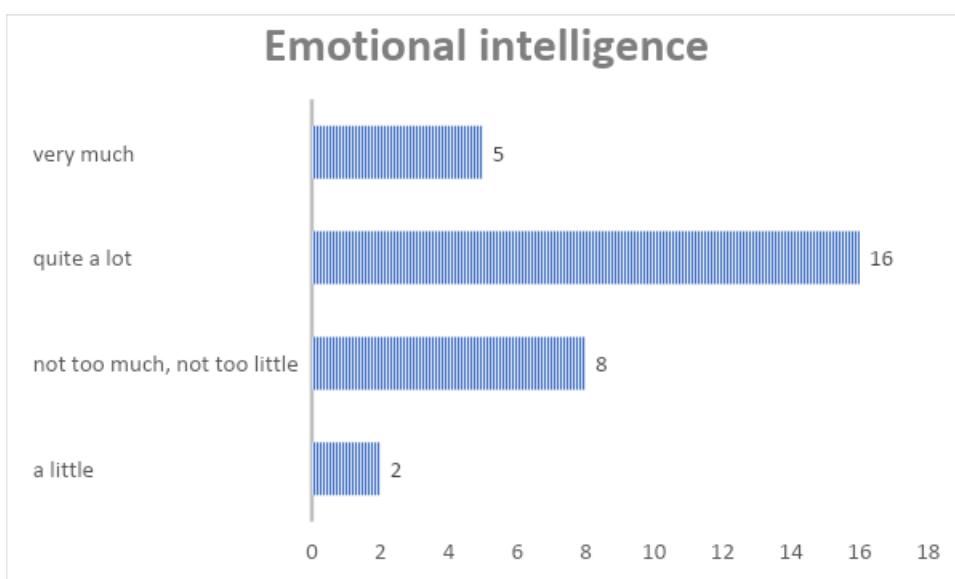
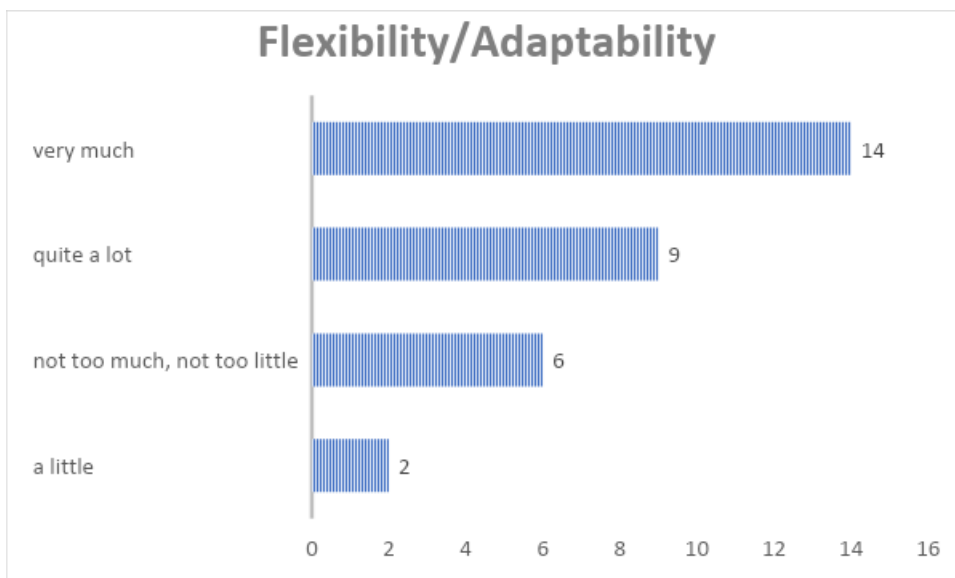
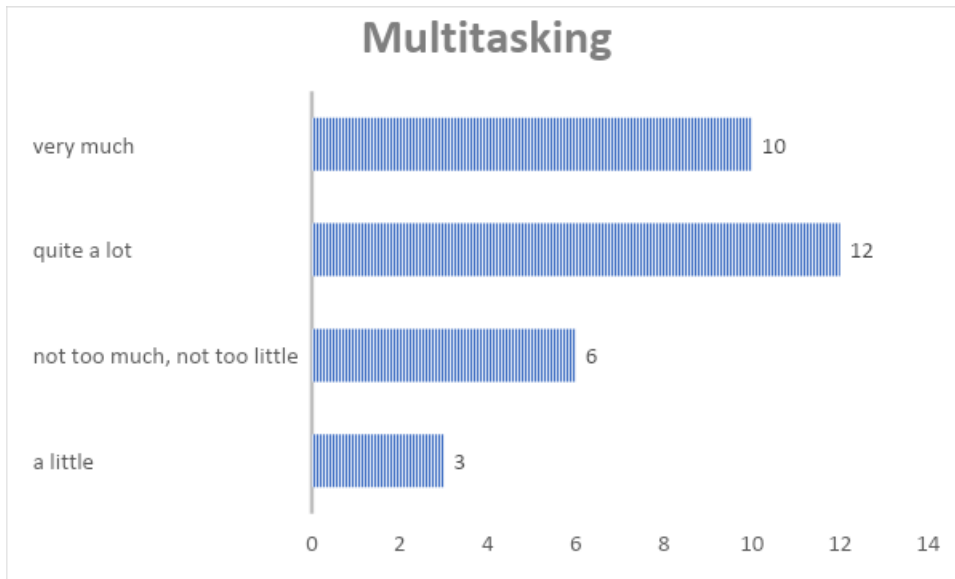
Estonia

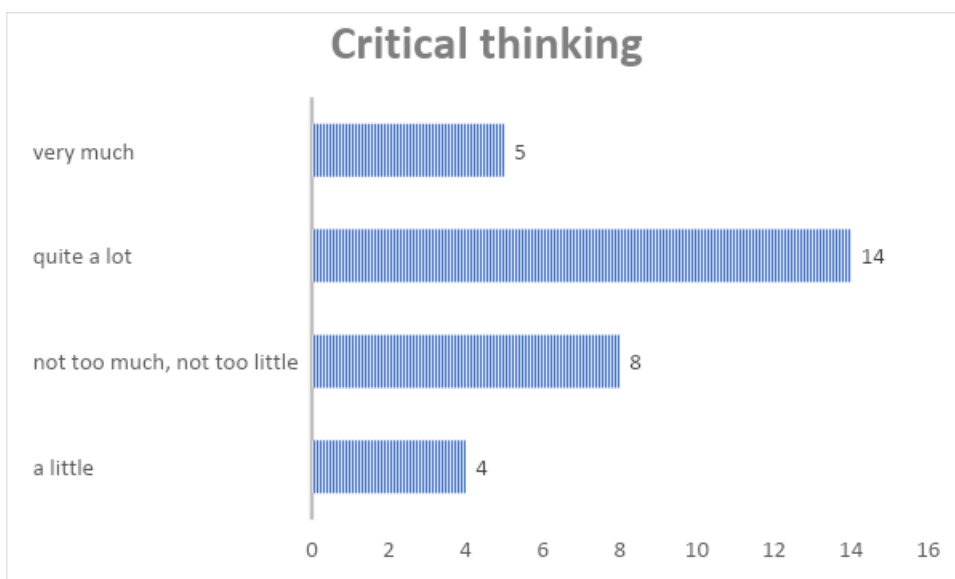
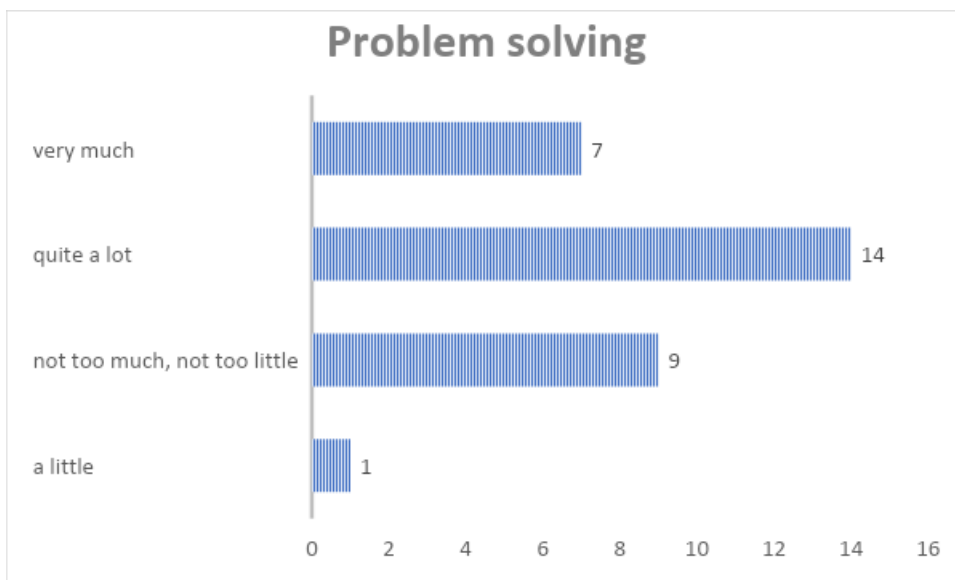
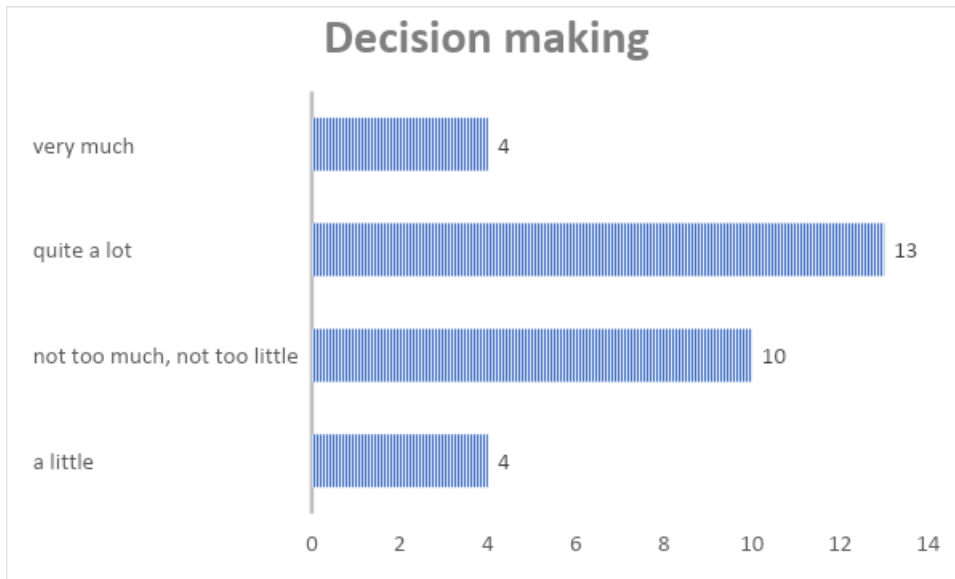
HOW MUCH DO YOU THINK YOU HAVE DEVELOPED THE FOLLOWING COMPETENCES?

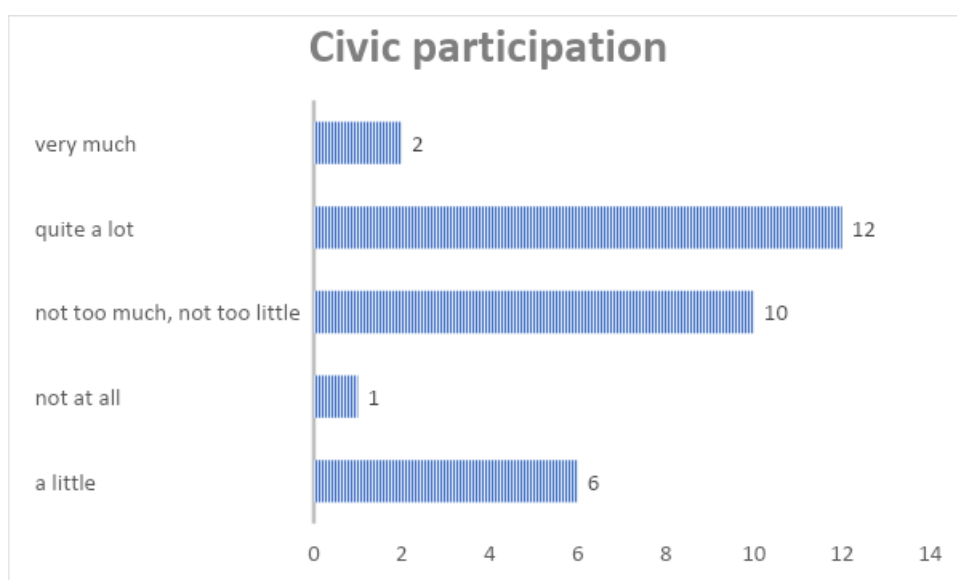
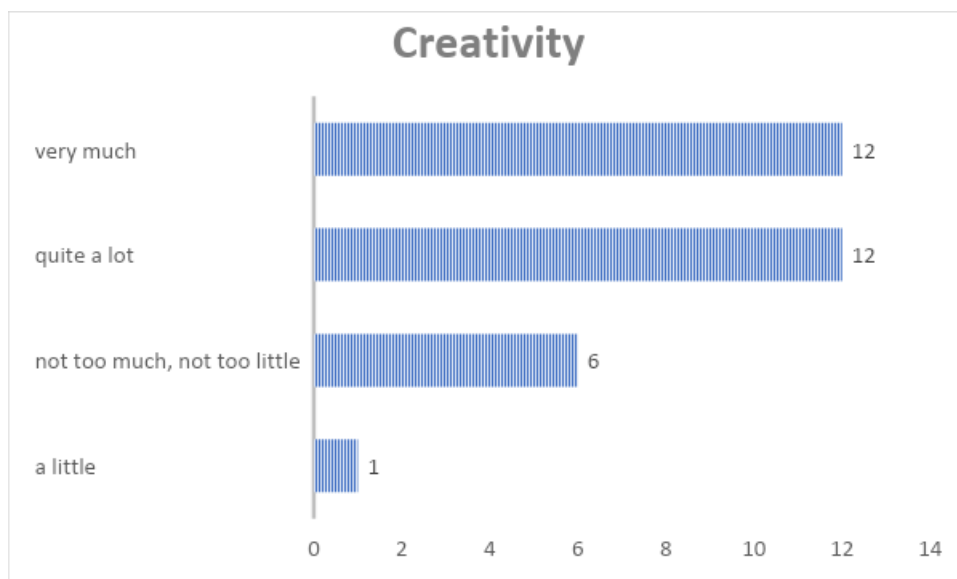






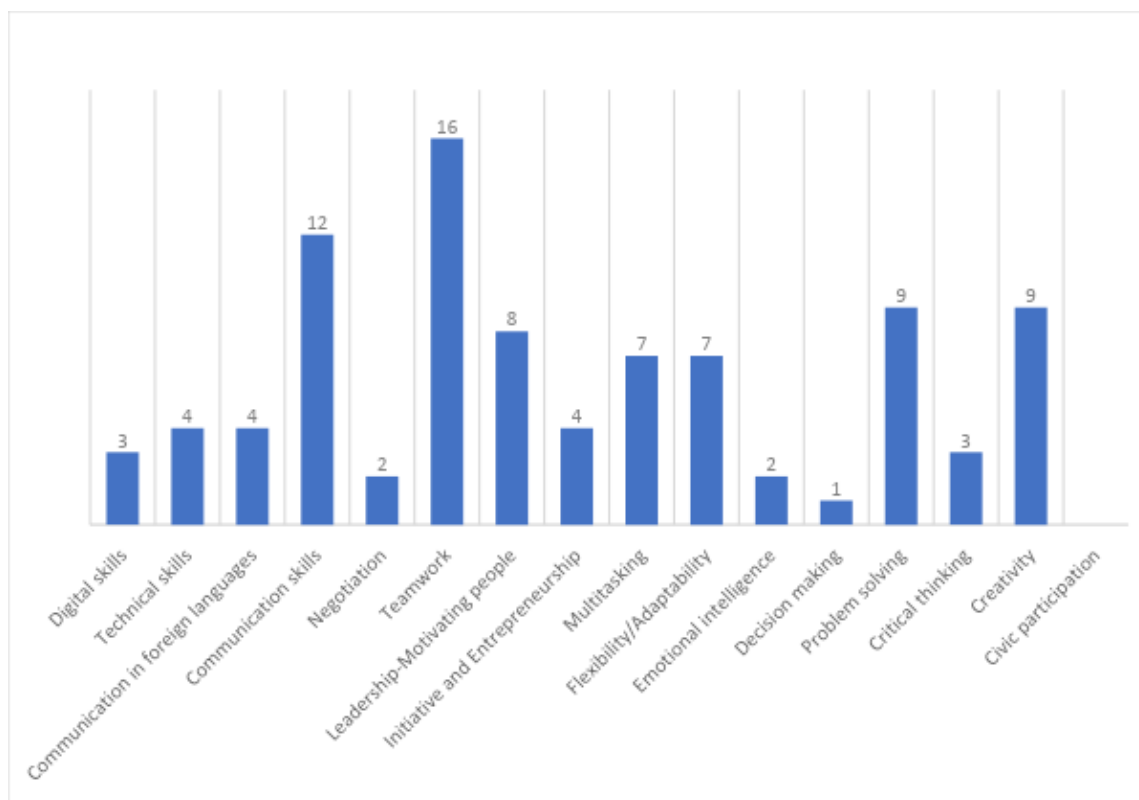






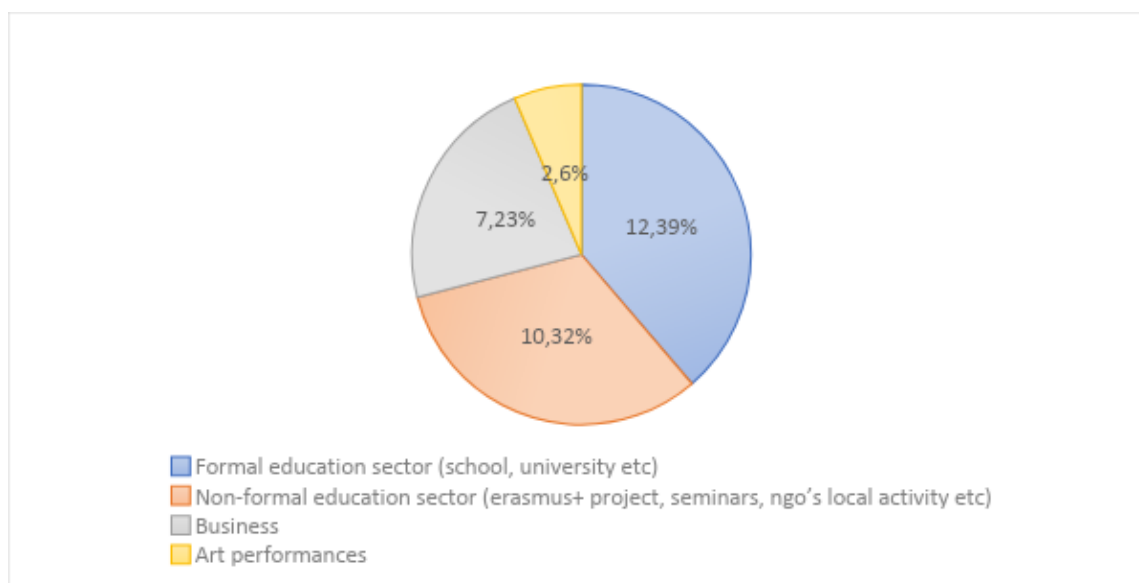
When considering the analysis of responses across the various graphs, notable patterns emerge regarding the skills developed by young individuals in Estonia. It is observed that teamwork, flexibility/adaptability, and creativity are the skills significantly developed. Other skills, such as digital, technical, communication in foreign languages, negotiation, leadership-motivated people, initiative and entrepreneurship, multitasking, emotional intelligence, decision making, problem solving, and critical thinking, are reported to be developed to a considerable extent, although some respondents indicated a moderate level of development. However, it is worth noting that there is a significant percentage of respondents who stated a low level of civic participation skills. This finding suggests a potential area for improvement in terms of engaging young individuals in actively participating in civic matters.

WHICH OF THE COMPETENCES ARE YOU ABLE TO USE BEST?



According to the Estonian survey, the skill most commonly reported as being utilized effectively is teamwork, which stands out as a notable finding. Following closely behind, with only a slight difference in percentage, are communication skills and creativity. On the other hand, the skills that received the least number of responses were negotiation skills, emotional intelligence, and decision-making. Finally, as expected, civic participation received no votes as the skill participants felt they excelled in the most.

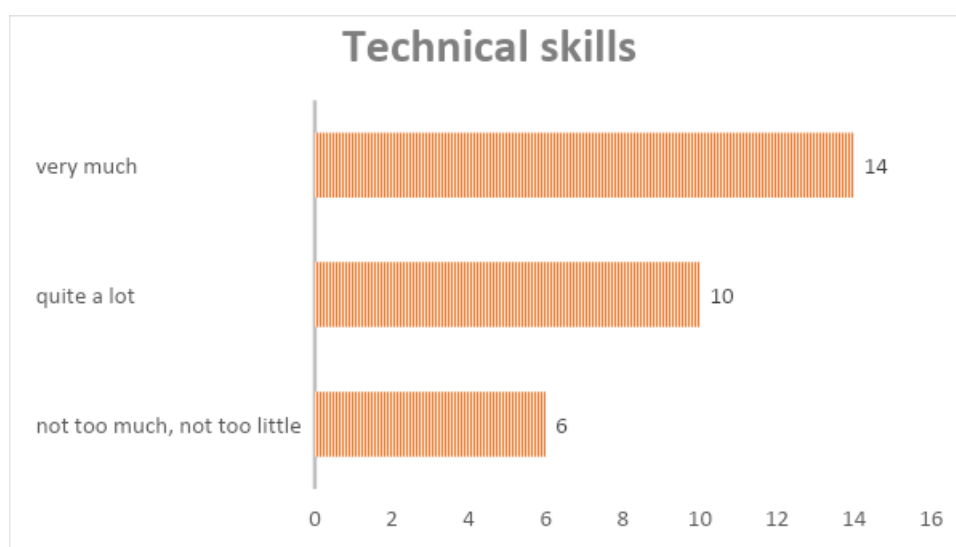
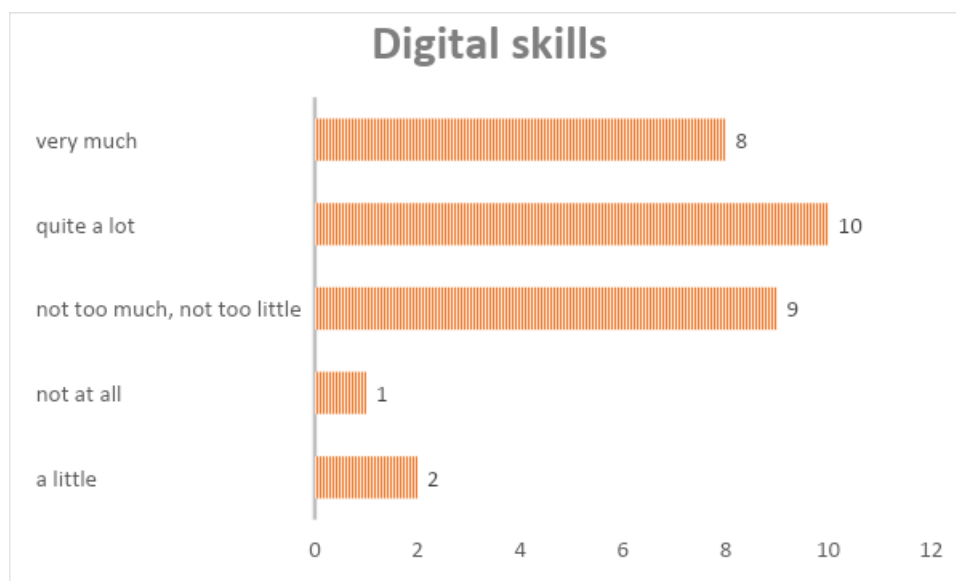
WHERE DO YOU ACQUIRE MOST OF YOUR COMPETENCES?

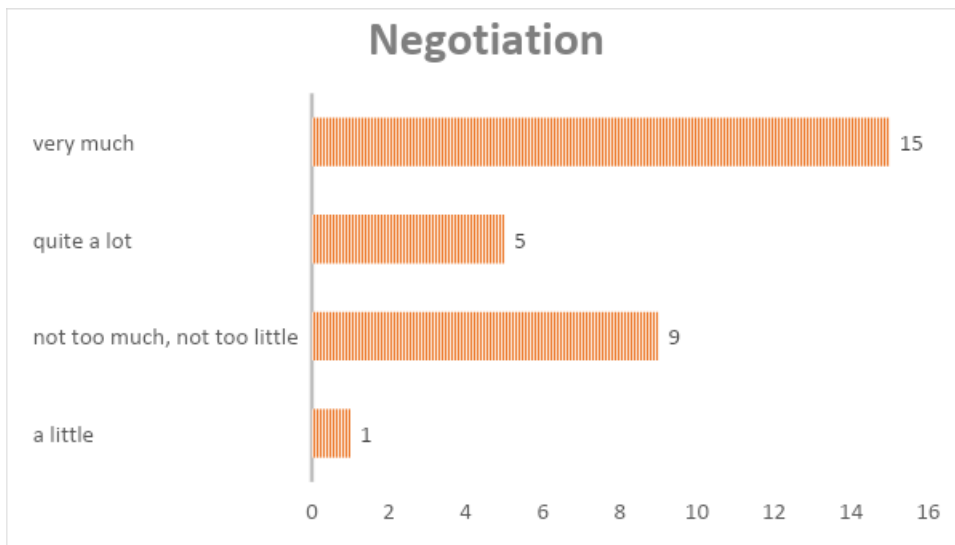
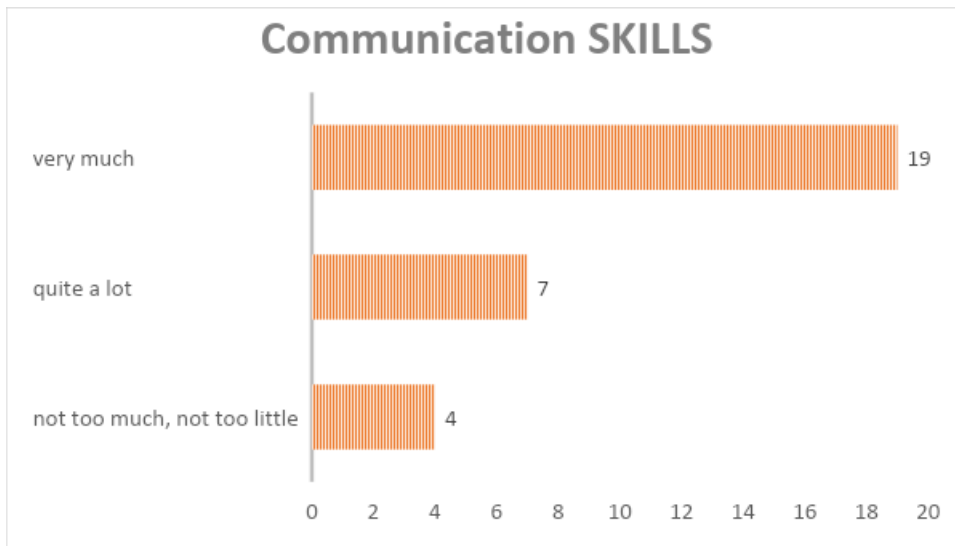
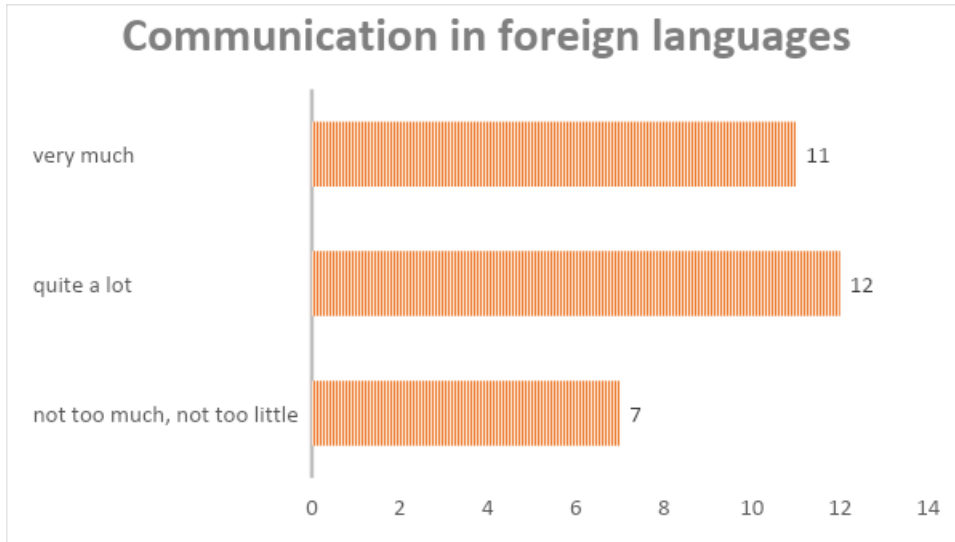


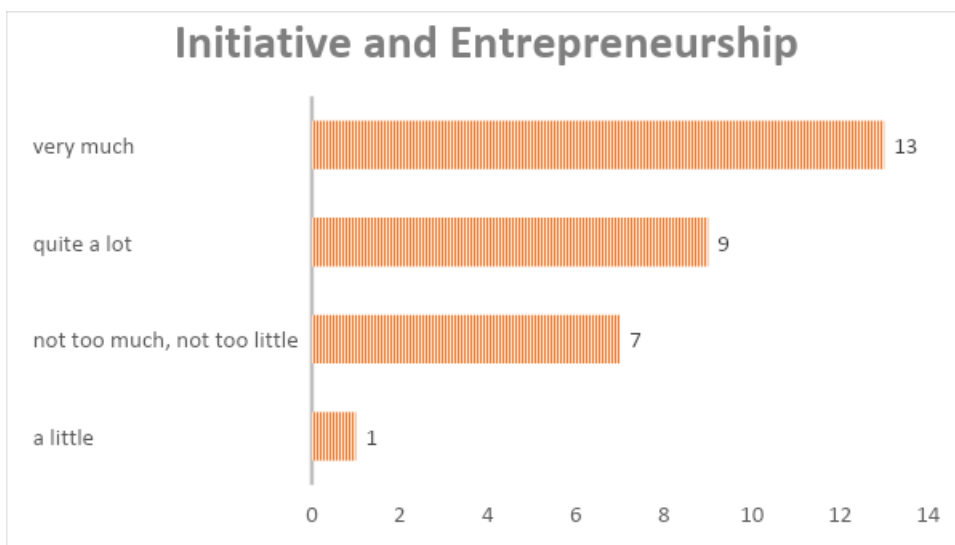
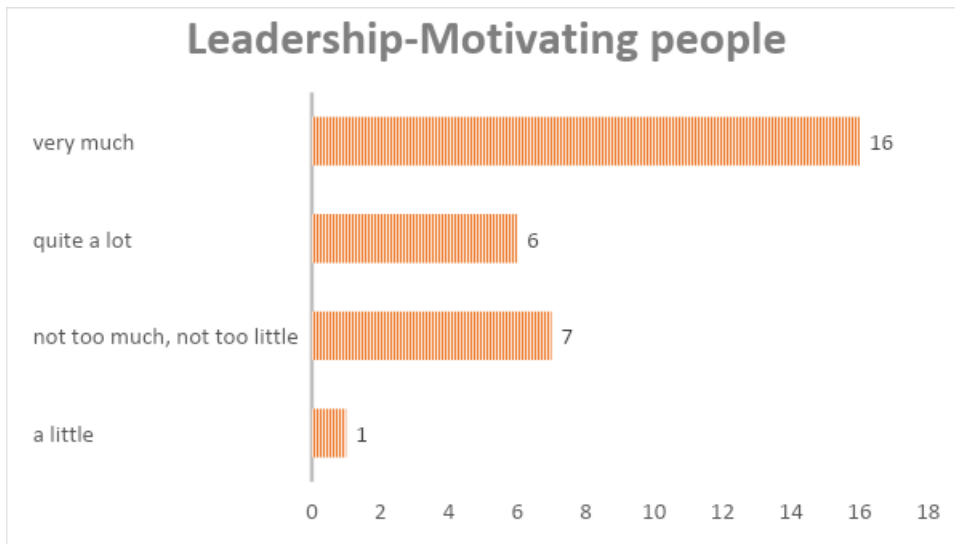
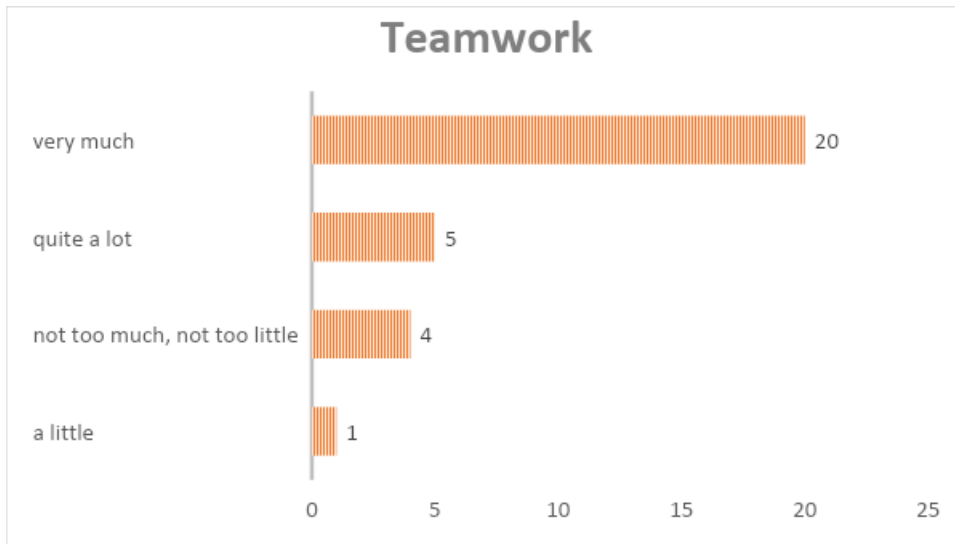
According to the responses from Estonia, the majority of respondents indicated that they acquire most of their competences from formal education. This emphasizes the importance of structured educational programs, such as academic courses and degrees, in developing skills and knowledge. Non-formal education was identified as the second most common source for acquiring competences. This includes workshops, trainings, seminars, and other informal learning experiences outside of traditional educational institutions. Business experiences were reported as the least common source for competence acquisition among respondents.

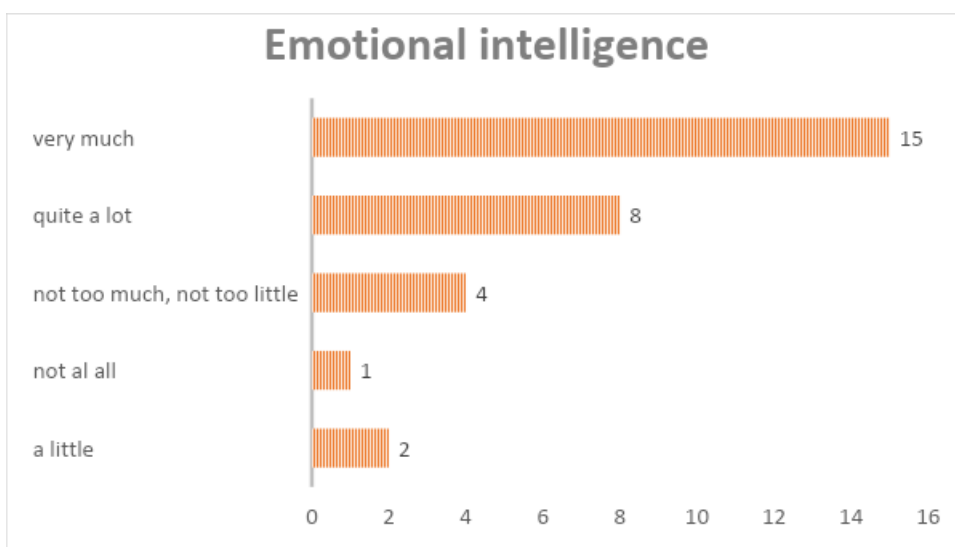
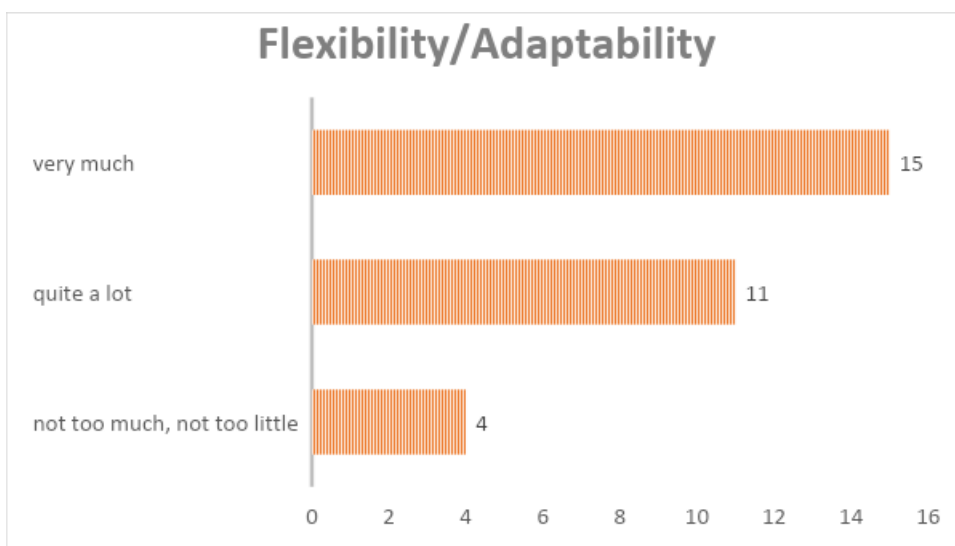
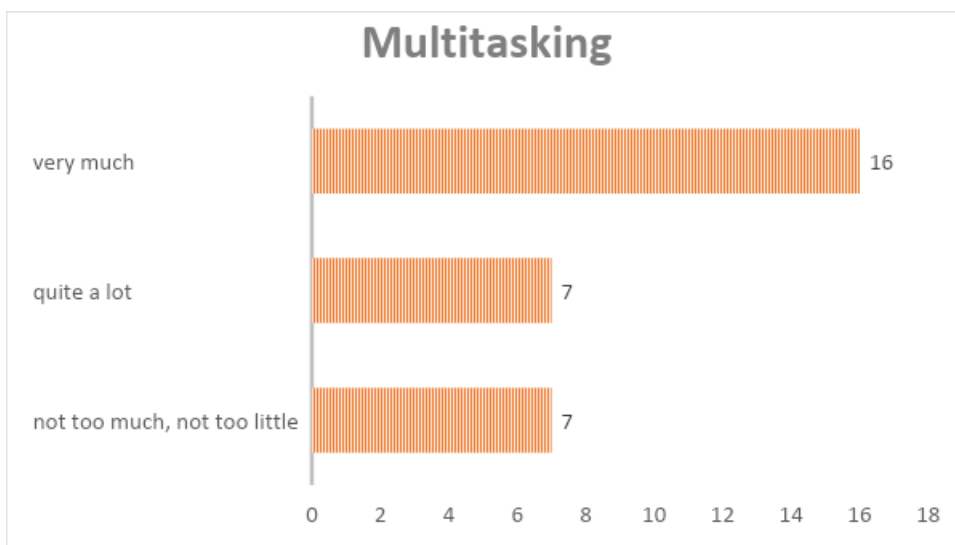
Latvia

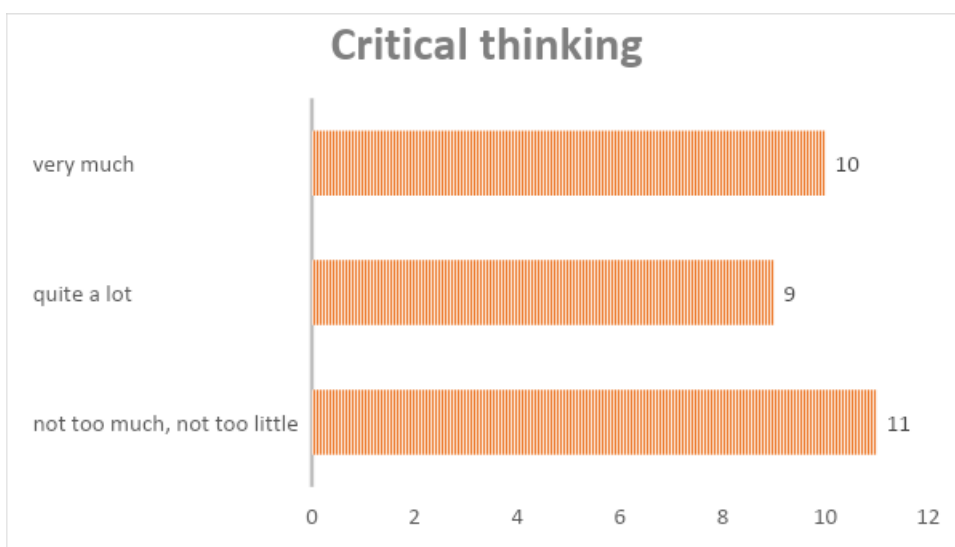
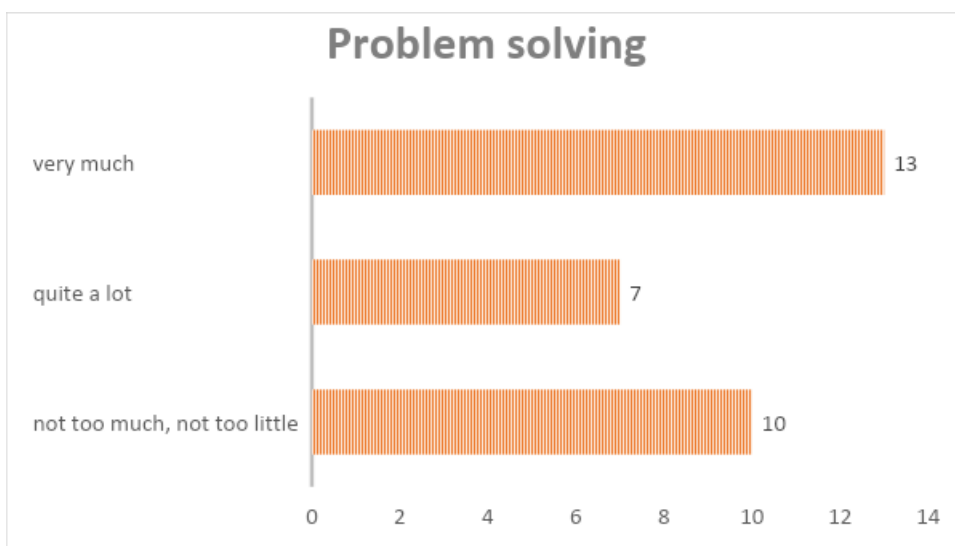
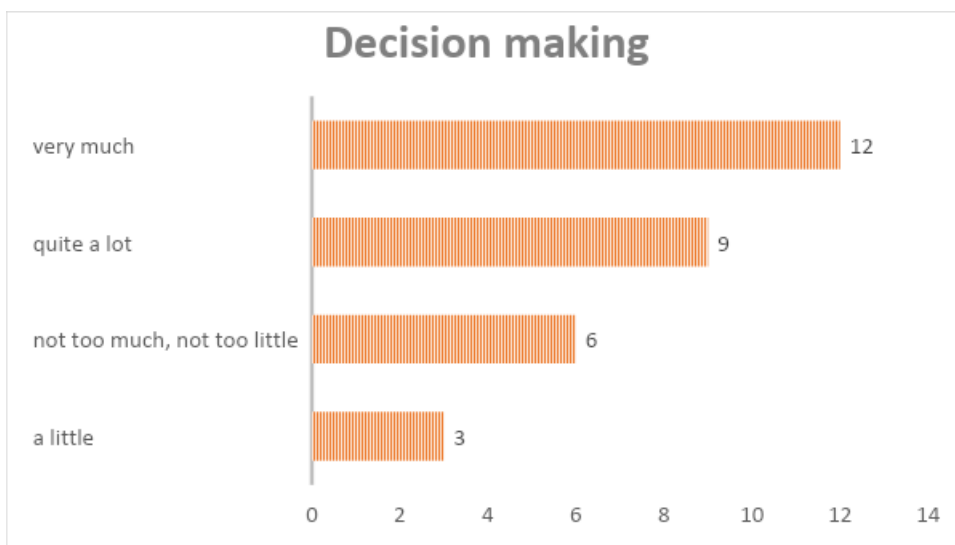
HOW MUCH DO YOU THINK YOU HAVE DEVELOPED THE FOLLOWING COMPETENCES?

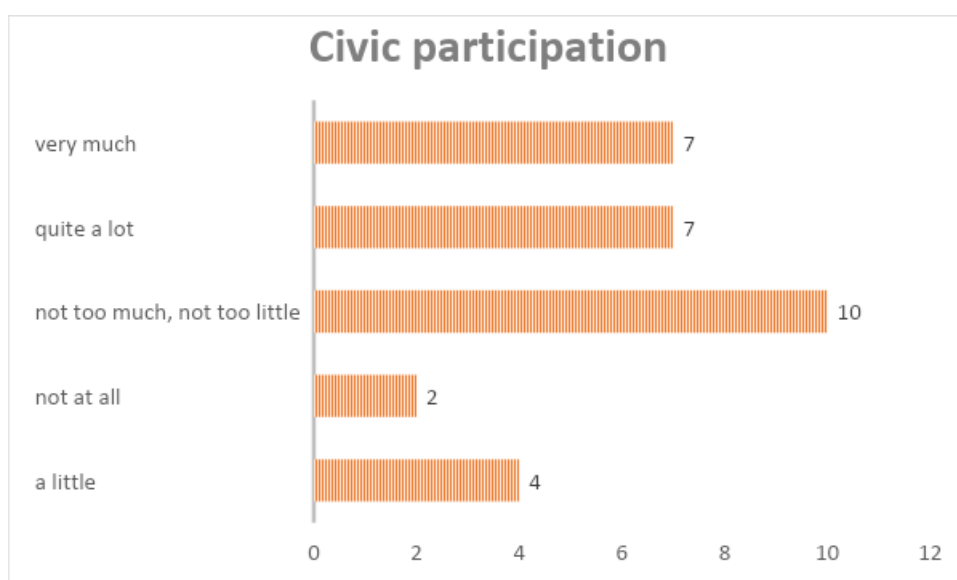
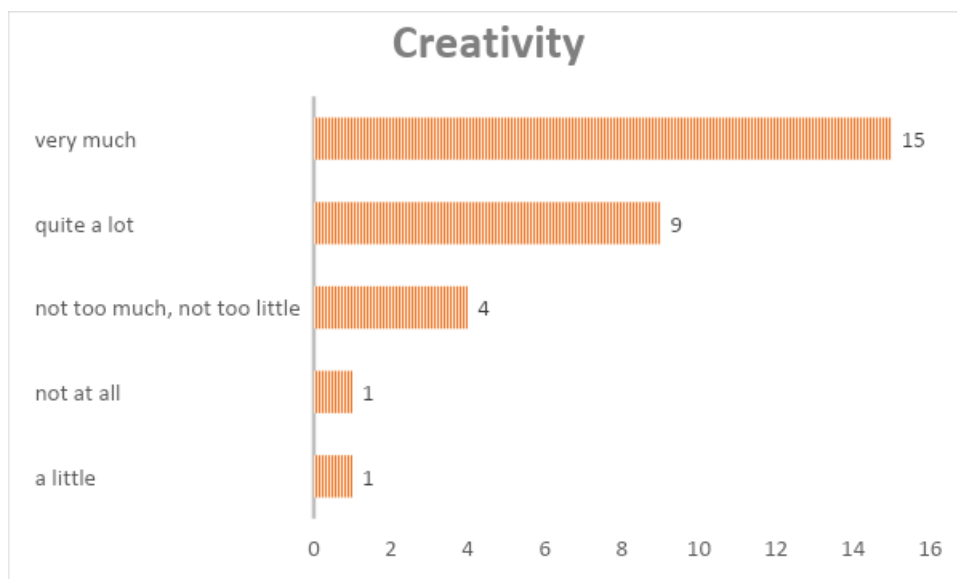








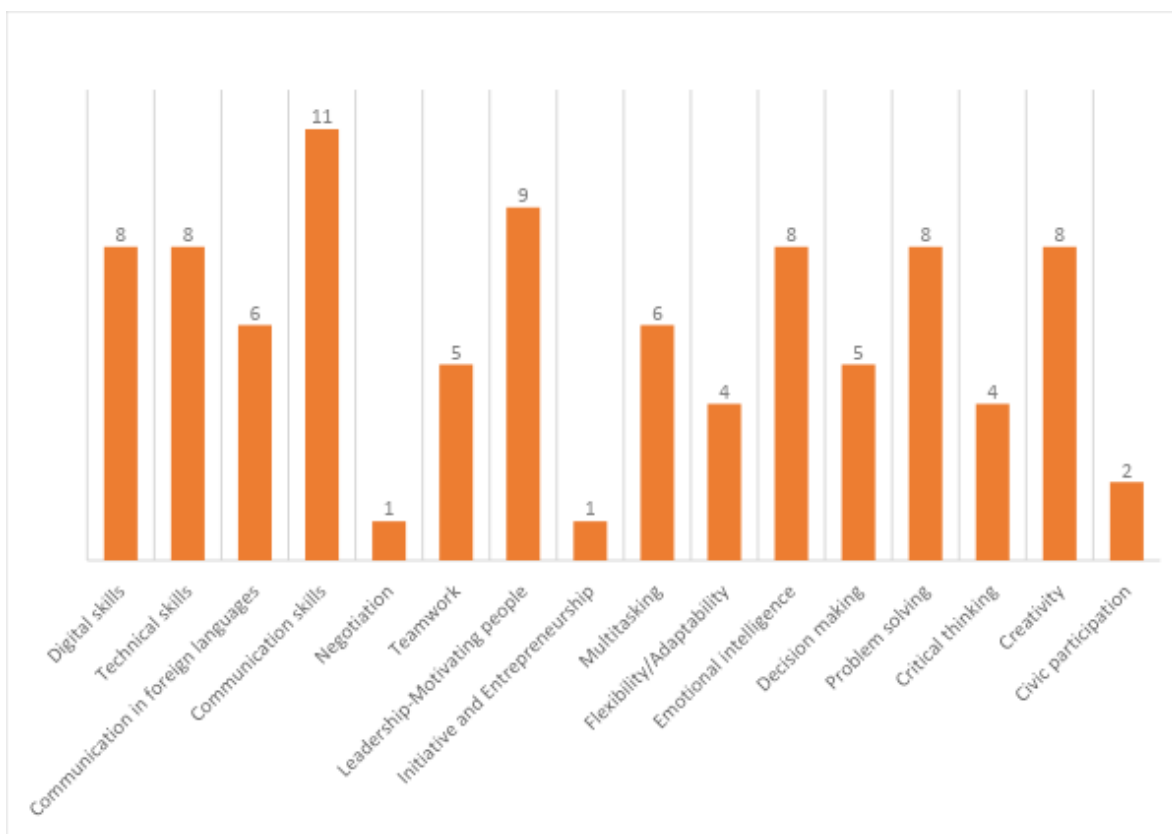




The analysis of the charts reveals that young individuals in Latvia demonstrate a strong command of various competences. Most respondents reported a high level of proficiency in digital skills, technical skills, communication in foreign languages, communication skills, negotiation, teamwork, leadership-motivated people, initiative and entrepreneurship, multitasking, flexibility/adaptability, emotional intelligence, decision making, problem solving, and creativity. This indicates that Latvian youth have acquired and refined these competences to a notable degree, underscoring their competence in these areas.

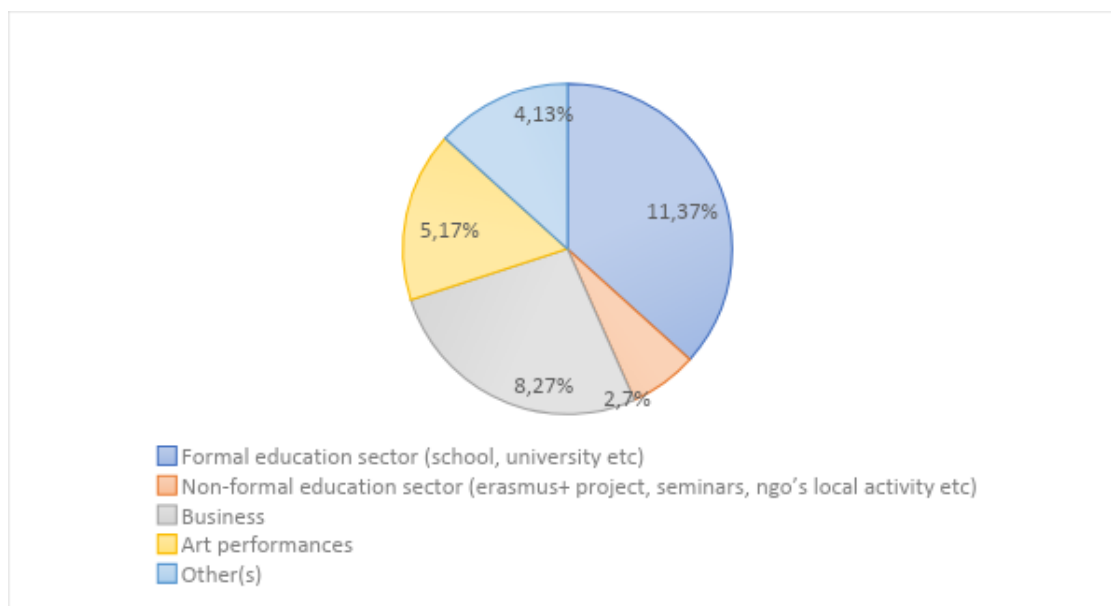
However, it is worth mentioning that some respondents expressed a lower level of development in civic participation.

WHICH OF THE COMPETENCES ARE YOU ABLE TO USE BEST?



In the analysis of Latvia, it is notable that young people possess a high proficiency in various skills, with the exception of negotiation, initiative & entrepreneurship, and civic participation. These particular competences appear to be areas where respondents may have a lower level of confidence or expertise. However, in the majority of other skills, young people in Latvia report a strong ability to utilize them effectively in their current endeavors. This suggests that while negotiation, initiative & entrepreneurship, and civic participation may require further development, Latvian youth are well-equipped with a wide range of other competences that can contribute to their personal and professional success.

WHERE DO YOU ACQUIRE MOST OF YOUR COMPETENCES?



According to the responses from Latvia, the majority of respondents indicated that they acquire most of their competences from formal education. This highlights the importance of structured educational programs, such as academic institutions and training courses, in the acquisition of skills and knowledge. Business experiences were identified as the second most common source for competence acquisition, emphasizing the significance of practical work and on-the-job training. Additionally, art performances were recognized as another source for acquiring competences, suggesting the role of artistic experiences in fostering skill development. It is worth noting that there was also a percentage of respondents who specified other sources for acquiring competences, indicating the presence of diverse learning pathways among individuals in Latvia.

Conclusions – close-ended questions

The analysis of the surveys from Italy, Greece, Estonia, and Latvia reveals several key findings.

Young people across these countries have shown a strong development of skills, such as teamwork, flexibility/adaptability, problem-solving, critical thinking, and digital skills. These competences are widely recognized and valued among the respondents.

Also, while there are slight variations among the countries, it is evident that formal education plays a significant role in competence acquisition across the board. It serves as a primary source for developing skills and knowledge. Additionally, non-formal education, including workshops and trainings, is also recognized as a valuable avenue for acquiring competences, especially in Estonia and Greece. Business experiences contribute to skill development, though to a lesser extent.

Furthermore, there are some areas where respondents indicated a lower level of development, such as negotiation, initiative & entrepreneurship, and civic participation. These competences may require further attention and targeted interventions to enhance their acquisition among young individuals.

Finally, there are also distinct differences and commonalities in the weak competences among artists, youth workers, and entrepreneurs, as shown in the table below.

| Artist | Youth Worker | Entrepreneur |
|--------------------------------|-------------------------------|---------------------|
| Digital skills | Decision Making | Decision Making |
| Technical skills | Technical skills | Technical skills |
| Negotiation | Negotiation | Critical Thinking |
| Leadership - Motivating people | Problem Solving | Problem Solving |
| Initiative & Entrepreneurship | Initiative & Entrepreneurship | Multitasking |
| Civic Participation | Civic Participation | Civic Participation |

Interestingly, all three groups share weaknesses in technical skills, negotiation, and civic participation. Empowering these individuals with these essential competences is crucial for their personal growth and for driving innovation, collaboration, and socioeconomic development within the cultural and creative sectors. Addressing this skills gap will strengthen their capacities to become more competitive and will result in the overall resilience and progress of the cultural and creative sectors.

Conclusions – open ended questions

The respondents provided valuable insights into the skills considered essential for excelling in jobs related to the culture and creative sector. They highlighted the importance of open-mindedness, embracing diverse perspectives and approaches while upholding personal principles. Flexibility was deemed crucial, enabling quick decision-making, problem-solving, and maintaining a positive outlook to preserve creativity even in changing situations. Loving one's job and self-driven education in areas of interest were emphasized, promoting motivation and continuous learning. Additionally, understanding the specific culture and sector of work, goal-setting abilities, staying informed about relevant events, and

possessing strong social and negotiation skills, empathy, and creative problem-solving capabilities were identified as key attributes for success in this dynamic field.

Finally, entrepreneurs, in the open-ended question about the skills they seek in cultural workers, emphasized the importance of an open-minded attitude, creativity, and the courage to implement innovative ideas. They valued loyalty, a strong work ethic, a thirst for knowledge, and a willingness to continuously develop oneself. Understanding and connecting with younger generations was also considered crucial. Honesty, responsibility, and a genuine passion for their work were highly sought-after attributes. Additionally, qualities such as respect and interest in working with children, a positive attitude, emotional intelligence, professionalism, clear planning abilities, and empathy were highlighted as desirable traits. Effective communication skills and a friendly, approachable demeanor were also seen as advantageous qualities for cultural workers.

Skill Set for the Cultural and Creative sector

The comprehensive research conducted across Italy, Greece, Estonia, and Latvia has provided valuable insights into their skill development and areas for improvement. The analysis revealed that communication skills, teamwork, multitasking, flexibility/adaptability, and creativity are highly developed among the respondents. However, there are notable skill gaps in areas such as negotiation, civic participation, decision making, technical skills, and critical thinking.

To address these gaps and empower individuals in the cultural sector, the creation of a tailored **skill set** becomes imperative and vital for young people in the cultural sector. It equips them with the necessary tools to navigate the challenges and seize the opportunities presented by the evolving cultural landscape. These skills enable cultural professionals to effectively communicate their artistic vision, engage audiences, and leverage digital platforms for wider reach and impact. Moreover, the entrepreneurial mindset fosters self-sufficiency, encourages creative autonomy, and opens doors to diverse career paths within the cultural and creative industries. Also, this skill set will equip cultural professionals, artists, youth workers, and entrepreneurs with the necessary competences to thrive in their fields, promote resilience, and unlock new opportunities for personal and professional growth.

The structure of the skill-set proposed can be found below:

1. Communication skills (intercultural communication)



Communication skills are the capability you employ to give and receive various types of information. Listening, speaking, observing and empathizing are all communication skills. Understanding the variations in how to communicate via face-to-face contacts, phone talks, and digital communications is also beneficial.

2. Teamwork

People who operate in a teamwork environment have good inter-group interactions and work in an atmosphere of mutual support and trust. The strengths of each other are respected. It should also foster interpersonal maturity, where people are free



to disagree constructively and where both support and challenge are part of helping teams work.

3. Flexibility/Adaptability

Flexibility refers to the ability to adjust when, where, and how one works in order to better accomplish goals, obligations, or objectives. When confronted with fresh information or a changing circumstance or environment, adaptability is being open to change and modifying behaviors to perform effectively.

4. Emotional Intelligence (empathy, understanding)

The ability to manage and control one's own emotions, as well as the ability to control the emotions of others, is referred to as emotional intelligence. In other words, they have the ability to influence the emotions of others. Emotional intelligence is a critical leadership skill. Self-awareness, self-regulation, motivation, empathy, and social skills are thought to be the five main components.

5. Creativity



The ability to develop or recognize ideas, alternatives, or possibilities that may be useful in solving issues, interacting with others, or entertaining ourselves and others is referred to as creativity. The ability to develop alternatives or see things in new ways is linked to other, more fundamental traits of thinking, such as flexibility, ambiguity or unpredictability tolerance, and the appreciation of previously unknown things.

6. Civic Participation



Civic participation refers to how we engage with our community. The extent to which we engage affects how much of a difference we make in the lives of others around us. It is active participation that is centered on the common good. This involvement can take several forms, ranging from simply respecting the laws of your society to actively participating in the formulation of those laws.

7. Cultural Awareness

Recognizing and understanding that we all have various values formed by our diverse cultural backgrounds is what cultural awareness is all about. In one country, what we consider *standard* behavior may be quite different in another. We may create more successful personal and professional relationships and benefit from cultural variety by being courteous of others and recognizing people's beliefs, rights, and sentiments - even when they differ from our own.



Overall Conclusion

By combining the strong and weak points in terms of competences for the target groups, it could be shown that interdisciplinary collaborations could lead to significant advancements within the cultural and creative industries. Leveraging the high levels of teamwork, problem-solving, and critical thinking exhibited by young individuals across the surveyed countries could pave the way for innovative projects that blend artistic creativity with technological advancements. Initiatives promoting cross-disciplinary exchanges could bridge the gaps in digital skills and technical expertise observed among artists and entrepreneurs, allowing them to embrace modern tools and techniques that resonate with contemporary audiences.

In addition to individual development, collaborative efforts among cultural and educational institutions, governmental bodies, and private enterprises are essential to bolstering the competences of young professionals. By aligning educational curricula with the skill demands of the cultural and creative industries, formal education can better prepare students for the dynamic challenges they will face in their careers. Simultaneously, partnerships with businesses and organizations can offer real-world experiences and internships that complement classroom learning, ensuring a holistic approach to competence acquisition.

Overall, the insights garnered from the survey underscore the significance of a comprehensive approach to competence development for young individuals in the arts and culture sectors. By capitalizing on their existing strengths while addressing the identified weaknesses, stakeholders can collectively nurture a new generation of culturally aware, innovative, and skilled professionals. Empowered with a diverse set of competences, these individuals can shape a thriving creative ecosystem that enriches societies, drives economic growth, and fosters cultural understanding on both local and global scales.

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