



MERCURY

# MERCURY

# METHODOLOGICAL

# GUIDE – SUPPLEMENT NO. 1

SURVEY AND ITS  
ANALYSIS BY  
COUNTRY



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MSK:

ART+INN



Dear Readers,

This supplement presents the survey conducted as part of the Erasmus+ MERCURY project (project reference number: 2022-2-PL01-KA220-IOU-000096791). The purpose of this survey was to assess how difficult life experiences can affect youth entrepreneurship and employment. The survey aimed to better understand the challenges young people face and identify areas where they need support. Below, you will find the survey questions used and an overview of the respondent demographics.

**Survey Overview:**

- **Countries:** The survey was conducted in Poland, Hungary, Latvia, and Serbia by organizations actively involved in the Erasmus+ MERCURY project.
- **Respondents:** The survey gathered responses from young people up to 30 years of age in these countries.

**Survey Questions:**

1. **How old are you:** (enter the number)
2. **Gender:**
  - Male
  - Female
  - I don't want to answer
3. **Level of acquired education:**
  - High school (gymnasium)
  - Secondary vocational school
  - Higher education (graduate, professional - bachelor)
  - Higher education (master's, master's, doctoral studies)
4. **Employment status:**
  - Student
  - Unemployed
  - Employed/self-employed (entrepreneur)
  - Student and employee
5. **Difficult life situations:**
  - Challenges of the Covid 19 pandemic
  - Change of school
  - Change of place of residence (city, state)
  - Peer violence
  - Loss of a close person

- Difficulties in learning or education
  - Dealing with cultural or racial discrimination
  - Concern for the future
  - A problem with physical appearance
  - Coping with a chronic illness or disability
  - Financial difficulties
  - Breakup of an emotional relationship
  - I didn't have a difficult life situation
  - Other (please specify): \_\_\_\_\_
6. **Did the above-mentioned difficult life situations negatively affect your job search or willingness to start your own business?**
- They did.
  - They are not.
  - Maybe.
7. **If you answered yes or maybe to question number 6, which of the following lists is most relevant to the difficult life situation you are in? (Select up to 3 answers)**
- Confidence
  - Ability to make decisions
  - Problem-solving skills
  - Self-respect
  - Interpersonal relations
  - Time management
  - Creativity
  - Communication skills
  - Emotional intelligence (assertiveness, empathy)
  - Goals placement ability
  - Other (please specify): \_\_\_\_\_
8. **How would you rate the support you receive from youth helpers (teachers, instructors, etc.) in relation to your difficult life situations?**
- I had no support at all.
  - I felt some support.

- I felt moderate support.
- I felt a lot of support.
- I felt extremely supported.

9. **In your opinion, which competencies and skills are important for young people to be successful in entrepreneurship and employment?** (Select between 3 and 7 competencies)

- Adaptability (flexibility)
- Creativity (innovativeness)
- Communicativeness
- Critical thinking and problem solving
- Financial literacy
- Digital literacy and skills
- Connecting with others and building relationships
- Effective time management and organization
- Leadership and team management
- Market awareness and customer focus
- Negotiation skills and solving problems and conflicts
- Emotional intelligence
- Other (please specify): \_\_\_\_\_

10. **Rate the level (from 1 to 5) to which you possess the following skills.** (1: I don't own at all, 5: I'm great at it)

- Adaptability (flexibility)
- Creativity (innovativeness)
- Communicativeness
- Critical thinking and problem solving
- Financial literacy
- Digital literacy and skills
- Connecting with others and building relationships
- Effective time management and organization
- Leadership and team management
- Market awareness and customer focus
- Negotiation skills and solving problems and conflicts
- Emotional intelligence

- Other (please specify): \_\_\_\_\_

11. **What is the main obstacle to finding a better job or starting your own business?** (Select all that apply, and if your specific obstacle is not listed, list it in the "Other" section)

- A little confidence
- Difficulties with trust and communication
- Fear of mistakes
- Challenges in dealing with stress and emotions
- Limited sense of control over your life
- Lack of support from people around you
- Lack of role models or mentors
- Uncertainty about the right career path
- Other (please specify): \_\_\_\_\_

**Further Participation:**

12. **Would you like to participate in further project activities? If yes, please enter your email address.**

Thank you for your participation in this survey. Your responses are confidential and will be used for research purposes only.



**NAME OF PARTNER ORGANIZATION: Miejska Strefa Kultury w Łodzi**  
**Country: Poland**  
**Date of collecting answers: 1-30. September 2023.**

**Number of valid responses: 60**

## Results of the Questionnaire:

We received a total of 60 responses to the questionnaire. Out of these, 56 responses were considered valid, while the remaining 4 responses were rejected due to invalid age of the people completing surveys.

### Responses:

#### General Information:

1. Age: The respondents' ages ranged from 16 to 25 years, with an average age of 20,5.
2. Gender: Among the valid responses, 20% identified as male, 78,3% as female, and 1% preferred not to answer.
3. Level of education: The majority of respondents (40%) had completed secondary general education, while 21,7% secondary vocational education, 20 % had finished bachelor degree, 13,3% had higher education (Master) and the rest had various educational backgrounds.
4. Employment status: About 45% of respondents were students, 30% were working student , 13,3% were employed or self-employed (entrepreneurs), and the rest had different employment statuses.

#### Challenging Life Situations:

5. Challenging life situations: Respondents reported various challenging life situations, with the most common being concerns about the future (68%), followed by body image problems (60%) and loss of loved ones (46,7%). Other reported challenges related to the pandemic (43,3%), conflicts with peers (41,7%) and difficult financial situation (41,7%).
6. Impact of challenging situations: 46,7% indicated that these challenging life situations might had a negative impact on their job search or readiness to start their own business, 28,3 % was sure about it and 25% answered negativity.
7. Specific challenges: When asked to specify the most relevant challenging life situations, respondents mentioned self-confidence (60%), self-esteem (41,7%), and interpersonal relations (31,7%) as the areas most affected by their challenges.

#### Youth Worker Support:

8. Support from youth workers: Among those who faced challenging life situations, 50% felt little level of support from youth workers, while 33,3% felt not support at all. About 10% felt satisfactory support and only 3,3% felt significant support.

#### Competencies and Skills:

9. Important competencies and skills: The competencies and skills considered most important for success in entrepreneurship and employability included communication (61,7%), adaptability (58,3%) critical thinking (56,57%), and co-operation (50%). Respondents also recognized the significance of creativity and innovation (50%), organisation and time management (43,3%), and emotional intelligence (41,7%).

10. Respondents rated their emotional intelligence, cooperation and relationship-building skills the highest, while their financial knowledge, market awareness and customer orientation were rated the lowest.

#### Barriers to Better Job Opportunities or Entrepreneurship:

11. Main barriers: The main barriers reported by respondents included uncertainty about the right career path (73,3%), fear of making mistakes (65%) challenges related to stress and emotions (48,3%). Other barriers mentioned were low self-esteem and difficulty in showing trust .

#### Further Participation:

Regarding further participation in project activities, 25% of respondents expressed interest, and their contact information has been recorded for future engagement.

Overall, the responses to the questionnaire have provided valuable insights into the challenges young people face in the context of entrepreneurship and employability, as well as their competencies and needs for support. These findings will be used to inform the project's initiatives and support strategies for young individuals.

#### Statistical results and analysis:

##### 1. Descriptive Statistics:

- **Age:** The average age of respondents is approximately 20,5 years, with a range from 16 to 25 years.

##### 2. Gender:

- 20% of respondents identified as male, 78,3% as female, and 1% preferred not to answer.

##### 3. Level of Education:

- 41,7% of respondents had completed higher education (bachelor's or professional degree).
- 61,7 % had finished high school (general and vocational).
- The rest had various educational backgrounds.

##### 4. Employment Status:

- 45% of respondents were students.
- 30% were working student
- 13,3 % were employed or self-employed (entrepreneurs).



- Others had different employment statuses.

#### 5. **Challenging Life Situations:**

- 68% of respondents reported concerns about the future as a challenging life situation.
- 60% body image problems
- 46,7 % death of loved ones.
- Other challenges included challenges related to the pandemic, conflicts with peers and difficult financial situation.

#### 6. **Impact of Challenging Situations:**

- 46,7 % of respondents indicated that challenging life situations might had a negative impact on their job search or readiness to start their own business.

#### 7. **Youth Worker Support:**

- 50% felt some level of support from youth workers.
- 10% felt moderate support.
- 3,3% felt very significant support.
- 3,3 % experienced exceptional support.
- 33,3% reported not receiving any support.

#### 8. **Important Competencies and Skills:**

- The top competencies and skills deemed important for success in entrepreneurship and employability included, communication, adaptability (flexibility), critical thinking, and co-operation.
- Respondents also recognized the significance of creativity and innovation, organisation and time management and emotional intelligence.

#### 9. **Self-assessed Skills:**

- Respondents rated their emotional intelligence, cooperation and relationship-building skills the highest, while their financial knowledge, market awareness and customer orientation were rated the lowest.

#### 10. **Barriers to Better Job Opportunities or Entrepreneurship:**

- The main barriers reported by respondents included uncertainty about the right career path (73,3%), fear of making mistakes (65%) challenges related to stress and emotions (48,3%).
- Other barriers mentioned were low self-esteem and difficulty in showing trust . .

### **Final Discussion and Conclusions:**

#### **Discussion:**

##### **1. Age and Skill Development:**



The analysis of data regarding the respondents' self-assessment of their skills in relation to their age allows the following conclusions to be drawn:

- the age of respondents is important in their assessment of their own skills,
- in the 16-19 age group, lower assessments of their own skills prevail
- in the 20-25 age group, higher assessments of the level of skills prevail e.g. indicated as important for success in entrepreneurship - communication and interpersonal skills: 13 respondents from the 16-19 age group rated it 1-2 (not at all or to a low extent), and only 6 rated it 4-5 (good, i.e. great), and emotional intelligence: 14 respondents rated it 1-2 (not at all or very low), and only 4 rated it 4-5 (good, i.e. great).

The same skills in the higher age group of 20-25 years were rated higher by the respondents, i.e. communication and interpersonal skills: 6 respondents rated them as 1-2 (not at all or to a low extent), and 11 as 4-5 (good, i.e. great), and emotional intelligence: 7 respondents rated it 1-2 (not at all or very low), and 15 rated it 4-5 (good, i.e. great).

We can therefore assume that with age and increasing life experience (including partly personal, partly professional), young people aged 16-25 tend to perceive themselves as having higher skills. This confirms the idea of Lifelong Learning and indicates that it is purposeful and useful to design training and programs in the field of increasing various personal competences important in the context of employment and entrepreneurship. already in the early years of their career, but also already at the education stage.

## **2. Gender and Challenging Life Situations:**

Data analysis indicates that the respondents' experience of difficult life situations has or may have a negative impact on their job search or readiness - this is certainly confirmed by 28.3% of respondents (including 17% of women), almost half of respondents see the possibility of having an impact-46, 7% (including 33% of women) and only 25% (including 23.7% of women and one person who did not indicate their gender) say that it does not matter.

The noticeable difference in the perception of the impact of difficult life experiences on employment and/or entrepreneurship by people of different genders (including those of different genders) makes us think about taking into account differences and everyday challenges resulting from gender when designing support.

## **3. Education and Skill Levels:**

Based on the analysis of responses from people with different levels of education, it can be noticed that with higher education, the level of perceiving most of one's skills as good and high increases (i.e. 3-5 on a scale of 1-5, where 1 means no skill and 5-excellent). It seems that with greater education, which also means age and life experience, respondents showed greater self-awareness. Therefore, the earlier young people receive-in addition to knowledge-support in the development of skills, the greater their chance of finding their place on the labor market more efficiently.

In the group of people with secondary education (general and vocational-approximately 62% of all respondents), low ratings prevail for most skills, with the exception of the self-assessment of the degree of creativity and innovation (low, i.e. 1-2 was rated by approximately 24% of respondents with secondary education, while high (i.e. 4-5) - over 27% of respondents from this education group.



The lowest scores in this group included financial knowledge (over 48% of respondents), market awareness and customer orientation (almost 40% of respondents), leadership and team management skills (33% of respondents), organization and time management (approx. 30%). The same skills were highly rated by less than 2% (financial knowledge), almost 5% (market awareness), over 3% (leadership and team management) and almost 13% (organization and time management).

In the group of people with higher education, self-assessment of skills is in most cases higher, with the exception of financial management-65% of respondents indicate no or low financial management skills, while 15% declare a good and high level of this skill as well as leadership and team management skills (45 % rate low, only 10% rate high).

Three times more respondents rate cooperation and building relationships, creativity and innovation as 4-5 (i.e. good and great). Twice as many respondents rate it as 4-5 (i.e. good and great), e.g. adaptability and resilience, critical thinking and innovation, digital competences, organization and time management.

#### **4. Practical Experience and Skill Perception:**

The vast majority of people who do not work and are studying or learning rate their skills low, i.e. 1-2 on a scale of 1-5 (where 1 means no skills and 5 - excellent). These include skills such as: ability to adapt and resilience - almost 56% of respondents, creativity and innovation, then - market awareness and customer orientation (56%), organization and time management (50%), cooperation and building relationships (38%), almost 35% communication skills and abilities interpersonal.

However, critical thinking and problem-solving skills are rated rather high in this professional group (approx. 18% rate them low, but almost 40% rate them high).

Financial literacy is rated low both by working respondents (including those who are also studying) - almost 77%, and by those who are not working or studying/learning - over 67% of this group.

Among working (including students) respondents, over 61% rate creativity and innovation highly (4-5 on a scale of 1-5) (almost twice as many as those who do not work and study). Similarly: 58% of working respondents rate emotional intelligence highly (approx. 44% of those who do not work and are studying/learning), cooperation and building relationships (50% of working respondents, 23% of people who do not work and study/study).

Data analysis indicates differences between the perception of their skills by respondents who are working (including those studying at the same time) and those who are not working and studying/learning - in most cases, with a predominance of high self-esteem in the first group. This highlights the positive role of practical professional experience (such as internships, apprenticeships, professional programs) in the development of competences, including better perception of oneself and one's capabilities, and greater self-confidence.

#### **Conclusions:**

Conducting a survey among almost 60 young people under the age of 30 allowed us to identify the significant impact of various elements of human life in terms of employment and entrepreneurship: age, gender, education, form of employment, and past experiences.

Taking care of the development of young people is in the interest of both the individual and future employers, and therefore - of nations and the world in every aspect - economic, social, political, cultural. By supporting young people in career design and developing competencies expected by employers and meeting the needs of the modern world, we build a better future.

Therefore, we recommend:

- designing support adequate to the needs of recipients, taking into account both age and gender, while respecting equal opportunities
- promoting Lifelong Learning, encouraging young people to invest in the development of skills identified as important and needed on the labor market in an ever-changing reality, especially in the first years of their career as a chance to achieve professional satisfaction/success.
- creating practical educational and development programs for young people at school, both in formal and informal education.
- promoting the holistic development of young people, open to otherness, inclusive and equal opportunities for everyone regardless of gender, origin, beliefs, health condition, etc.



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**NAME OF PARTNER ORGANIZATION: Laterna Magica**  
**Country: Hungary**  
**Date of collecting answers: 4-20, September 2023.**

**Number of valid responses: 50**

### Results of the Questionnaire:

We received a total of 52 responses to the questionnaire. Out of these, 50 responses were considered valid, while the remaining 2 responses were rejected due to invalid or incomplete information.

Responses were collected through Google Quiz Questionary from 4. to 20. September in Hungarian secondary school students and youth (Budapest).

### Responses:

### General Information:

1. **Age:** The age distribution among the respondents exhibited a diverse range, spanning from 14 to 28 years. Notably, the most prominent age group represented in the responses was around 18 years old, indicating a concentration of individuals at this particular stage of life.
2. **Gender:** Among the valid responses, a balanced gender distribution was observed. Approximately 44% of the respondents identified as male, while the remaining 56% identified as female. This gender distribution reflects a relatively equal representation of both male and female perspectives within the surveyed group.
3. **Level of education:** The educational backgrounds of the respondents varied significantly. A slight majority, comprising 52% of the participants, had completed high school. Additionally, 12% had successfully completed higher education, showcasing a segment with advanced academic achievements. The remaining respondents presented a diverse array of educational backgrounds, contributing to the richness and diversity of the overall sample.
4. **Employment status:** A predominant 86% of the respondents identified as students, emphasizing that the surveyed group primarily consisted of individuals engaged in educational pursuits. The remaining participants exhibited a variety of employment statuses, highlighting the presence of diverse professional experiences within the respondent pool. This distribution offers valuable insights into the composition of the sample, shedding light on the balance between students and those in different stages of their careers.

### Challenging Life Situations:

5. **Challenging Life Situations:** The predominant challenge faced by respondents centered around school changes, indicating a common theme related to educational transitions. This points to potential difficulties in adapting to new academic environments and social dynamics.
6. **Impact of Challenging Situations:** Responses varied on the impact of challenging situations, with 40% reporting no effect, 30% uncertain, and another 30% acknowledging a definite impact. This diversity highlights the subjective nature of how individuals perceive and navigate adversity.
7. **Specific Challenges:** When asked about specific challenges, 40% of respondents cited issues with self-confidence, emphasizing the significance of psychological well-being. Additionally, self-respect emerged as a notable concern, providing insights into the emotional dimensions of the challenges faced by the surveyed individuals.

### Youth Worker Support:

8. In navigating challenging life situations, 38% of respondents experienced a moderate level of support from youth workers, indicating a substantial and balanced assistance. Another 28% reported very significant support, underscoring the impactful role of youth workers in aiding individuals facing difficulties. Additionally, 22% acknowledged some level of support, showcasing the adaptability of youth workers to diverse needs. These findings highlight the meaningful contributions of youth workers across varying degrees of support, reinforcing their essential role in fostering resilience. Overall, the data underscores the positive impact of youth workers in providing valuable assistance to those navigating challenging circumstances.

#### Competencies and Skills:

9. **Important Competencies and Skills:** Delving into the prerequisites for success in entrepreneurship and employability, respondents highlighted several key competencies and skills deemed indispensable. Adaptability, characterized by flexibility in navigating evolving landscapes, emerged as a cornerstone for success. Effective communication, recognized as a fundamental skill in fostering collaboration and understanding, was another pivotal factor. Moreover, creative thinking and innovation, denoting the ability to generate inventive solutions and approaches, were identified as essential components for thriving in both entrepreneurial ventures and employment contexts. The acknowledgment of these competencies underscores the nuanced and multifaceted skill set required in contemporary professional spheres, where individuals must adeptly navigate change, communicate effectively, and foster innovation.

10. **Self-assessment of Skills:** When asked to self-assess their proficiency in these critical competencies and skills, respondents generally expressed confidence, rating themselves favorably. On a scale of 1 to 5, with 5 being the highest rating, the average self-assessment stood at 3.5. This positive self-evaluation indicates that, according to their own perceptions, participants believe they possess a solid foundation in adaptability, communication, and creative thinking. This self-confidence may reflect a recognition of personal strengths and a readiness to engage with the dynamic demands of entrepreneurship and the job market. However, further exploration may be warranted to understand the factors influencing these self-perceptions and to identify potential areas for skill development and growth.

#### Barriers to Better Job Opportunities or Entrepreneurship:

11. 44% of respondents identified a lack of self-confidence as a significant barrier, underscoring internal struggles affecting their belief in abilities and self-worth. An additional 28% reported difficulties with trust and communication, highlighting interpersonal challenges hindering personal and professional growth. Furthermore, 26% expressed concerns about limited control over their lives, indicating a perceived lack of autonomy. Stress and emotions were mentioned as barriers by an unspecified portion of respondents, emphasizing the multifaceted nature of the challenges faced by the surveyed individuals. These percentages provide insights into the prevalence of specific barriers and contribute to a nuanced understanding of the obstacles impeding the well-being and progress of the participants.

Az úrlap teteje

#### Further Participation:

We received only one e-mail, but it is understandable because we had to work with minor participants.

Overall, the responses to the questionnaire have provided valuable insights into the challenges young people face in the context of entrepreneurship and employability, as well as their competencies and needs for support. These findings will be used to inform the project's initiatives and support strategies for young individuals.



<b>Statistical results and analysis:</b>
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**1. Descriptive Statistics:**

- **Age:** The average age of respondents is approximately 18 years, with a range from 14 to 28 years.

**2. Gender:**

- 45% of respondents identified as male, 44% as female, and 56% preferred not to answer.

**3. Level of Education:**

- 52% of respondents had finished high school
- 12% had completed higher education (bachelor's or professional degree).
- The rest had various educational backgrounds.

**4. Employment Status:**

- About 86% of respondents were students.
- 2% were employed or self-employed (entrepreneurs).
- 1% were unemployed.
- Others had different employment statuses.

**5. Challenging Life Situations:**

- 28 % experienced loss of close relatives
- 28% faced challenges related to the Covid-19 pandemic.
- 30% had problem with changes in schools
- other negative situation was bullying, and breakups.

**6. Impact of Challenging Situations:**

40% of respondents indicated that challenging life situations had a negative impact on their job search or readiness to start their own business. Other feedback was "maybe" 30%, and yes is also 30%.

**8. Youth Worker Support:**

Among those who faced challenging life situations,

38% felt moderate support

28% felt very significant support

22% felt some level of support from youth workers

10% felt very supportive

**11. Important Competencies and Skills:**

Important competencies and skills: The competencies and skills considered most important for success in entrepreneurship and employability included adaptability and flexibility (58%), communication (30%), creative thinking and innovation (20%).

**12. Self-assessed Skills:**

Respondents generally rated themselves favourably on these skills, with an average rating of 3.5 on a scale of 1 to 5.

**13. Barriers to Better Job Opportunities or Entrepreneurship:**

14. The main barriers reported by respondents included a lack of self-confidence (44%), difficulties with trust and communication (28%), and limited control over their lives (26%). Other barriers mentioned were stress and emotions.

**SPSS analysis:**

**Final Discussion and Conclusions:**

The survey offers a rich tapestry of insights into the demographics, experiences, and perspectives of the respondents, painting a nuanced picture of the challenges and aspirations within the surveyed population. The average age of approximately 18 years reflects a youth-centric sample, showcasing a broad range of perspectives from 14 to 28 years. Gender distribution reveals a diverse mix, with 45% identifying as male, 44% as female, and 56% opting not to disclose, underscoring the importance of privacy in self-identification.

In terms of education, the participant pool exhibits a varied background, with 52% completing high school and 12% achieving higher education, suggesting a diverse range of academic journeys. Employment status showcases a predominantly student-centric group, with 86% identifying as students and a smaller percentage engaged in various employment statuses, providing valuable context for understanding the demographic landscape.

Challenging life situations emerge as a prevalent theme, with 30% facing issues related to changes in schools, 28% experiencing the loss of close relatives, and an equal percentage dealing with challenges stemming from the Covid-19 pandemic. Other negative situations, including instances of bullying and breakups, were also reported, highlighting the multifaceted nature of the difficulties faced by the respondents.

The impact of these challenging situations on job search or entrepreneurial readiness exhibits a diverse range of responses, with 40% indicating a negative impact, 30% uncertain (maybe), and another 30% affirming a definite impact. This underscores the complexity of navigating adverse situations and their varied effects on different aspects of the respondents' lives.

Youth worker support emerges as a crucial factor, with 38% feeling moderate support, 28% experiencing very significant support, 22% noting some level of support, and 10% feeling very supported. This emphasizes the instrumental role of youth workers in providing assistance and guidance to those facing challenges, contributing significantly to the well-being of the surveyed individuals.

Identified competencies and skills for success in entrepreneurship and employability include adaptability and flexibility (58%), communication (30%), and creative thinking and innovation (20%). The favourable self-assessment of these skills, with an average rating of 3.5 on a scale of 1 to 5, indicates a sense of self-efficacy and confidence among the respondents, pointing towards a potential for empowerment and growth.





Examining barriers, the reported lack of self-confidence (44%), difficulties with trust and communication (28%), and limited control over their lives (26%) shed light on internal and external challenges. The mention of stress and emotions adds further depth, emphasizing the intricate interplay of various factors influencing the respondents' perspectives and experiences.

In conclusion, this survey not only provides a snapshot of the surveyed population but also opens a window into the complex interplay of demographic factors, life experiences, and challenges. The findings underscore the importance of holistic support systems, mental health awareness, and targeted interventions to address the diverse needs of the individuals within the surveyed cohort. Understanding these dynamics lays the foundation for tailored strategies aimed at fostering resilience and empowerment among the respondents as they navigate the complexities of life, education, and employment.



**NAME OF PARTNER ORGANIZATION: ART+INN**

**Country: Lithuania**

**Date of collecting answers: August 11 - September 8, 2023.**

**Number of valid responses: 52**

## Results of the Questionnaire:

We received a total of 52 responses to the questionnaire. Out of these, 52 responses were considered valid.

Responds were collected through Google Quiz Questionary from August 11 - September 8, 2023 and were sent by digital channels, email and social media, to the ART+INN network.

### Responses:

### General Information:

1. Age: The respondents' ages ranged from 18 to 30 years, with an average age of 24,5.
2. Gender: Among the valid responses, 36.5% identified as male, and 63.5% as female.
3. Level of education: The majority of respondents
4. About 44% of respondents had completed higher education (bachelor's, master's degree), about 35% finished high school (general), and the rest had professional degrees.
5. Employment status: Almost 52% of respondents were employed or self-employed (entrepreneurs), 19% were unemployed, 12% were students, while the rest had other occupational status.

### Challenging Life Situations:

5. Challenging life situations: Respondents reported various challenging life situations, with the most common being concerns about the future (64%), followed by facing body image issues (48%) and the loss of a close relative (48%). Other reported challenges included Covid-19 pandemic-related challenges, peer bullying, and financial difficulties.

6. Impact of challenging situations: More than half of respondents (58%) indicated that these challenging life situations had a negative impact on their job search or readiness to start their own business.

7. Specific challenges: When asked to specify the most relevant challenging life situations, a significant amount of respondents mentioned self-confidence (62%), self-esteem (37%), and assurance (17%) as the areas most affected by their challenges.

### Youth Worker Support:

8. Support from youth workers: Among those who faced challenging life situations, 29% felt some level of support from youth workers, while another 29% felt moderate support. Approximately 15% experienced very significant support, and only 2% received exceptional support. However, 25% did not receive any support.



### Competencies and Skills:

9. Important competencies and skills: The competencies and skills considered most important for success in entrepreneurship and employability included critical thinking and problem-solving, communication and interpersonal relationships, resilience, time management and organisation. Respondents also recognized the significance of creativity and innovation, financial literacy, and emotional intelligence.

10. Self-assessment of skills: Respondents generally rated themselves moderately on these skills, with an average rating of 3 on a scale of 1 to 5.

### Barriers to Better Job Opportunities or Entrepreneurship:

11. Main barriers: The main barriers reported by respondents included uncertainty about the right career path (63%), fear of making mistakes (59%), and difficulties with trust and communication (37%). Other barriers mentioned were lack of self-confidence, stress and emotion management difficulties and lack of mentors and role models.

### Further Participation:

Regarding further participation in project activities, only 8% of respondents expressed interest, and their contact information has been recorded for future engagement.

Overall, the responses to the questionnaire have provided valuable insights into the challenges young people face in the context of entrepreneurship and employability, as well as their competencies and needs for support. These findings will be used to inform the project's initiatives and support strategies for young individuals.

### Statistical results and analysis:

#### 1. Descriptive Statistics:

- **Age:** The average age of respondents is approximately 24,5 years, with a range from 18 to 30 years.

#### 2. Gender:

- 36.5% of respondents identified as male, 63.5% as female.

#### 3. Level of Education:

- 44% of respondents had completed higher education (bachelor's or master's degree).
- 35% had finished high school (general).
- 21% had professional education degree
- The rest had various educational backgrounds.

#### 4. Employment Status:

- 52% were employed or self-employed (entrepreneurs).
- About 19% were unemployed.
- About 15% of respondents were students.

- Others had different employment statuses.

#### 5. **Challenging Life Situations:**

- 64% of respondents reported concerns about the future as a challenging life situation.
- 50% of respondents reported issues with their body image.
- 48% experienced loss of a close relative.
- 57% experienced financial difficulties.
- 52% faced challenges related to the Covid-19 pandemic.
- Other difficulties included Covid-19 pandemic-related challenges, peer bullying, and financial difficulties.

#### 6. **Impact of Challenging Situations:**

- 58% of respondents indicated that challenging life situations had a negative impact on their job search or readiness to start their own business.

#### 7. **Youth Worker Support:**

- 29% felt moderate support.
- 29% felt some level of support from youth workers.
- 25% reported not receiving any support.
- 15% felt very significant support.
- 2% experienced exceptional support.

#### 8. **Important Competencies and Skills:**

- The top competencies and skills deemed important for success in entrepreneurship and employability included critical thinking and problem-solving, communication and interpersonal relationships, resilience, time management and organisation.
- Respondents also recognized the significance of creativity and innovation, financial literacy, and emotional intelligence.

#### 9. **Self-assessed Skills:**

- Respondents generally rated themselves moderately on these skills, with an average rating of 3 on a scale of 1 to 5.

#### 10. **Barriers to Better Job Opportunities or Entrepreneurship:**

- The main barriers reported by respondents included uncertainty about the right career path (63%), fear of making mistakes (59%), and difficulties with trust and communication (37%).
- Other barriers mentioned were lack of self-confidence, stress and emotion management difficulties and lack of mentors and role models.

### **Final Discussion and Conclusions:**



## **Discussion:**

In this final discussion and conclusion section, we summarize the key findings and their implications, drawing broader insights into the experiences and challenges faced by young individuals under 30 years of age in the context of employment and entrepreneurship.

### **1. Age and Skill Development:**

The data shows that respondents' skill development needs and self-assessed competencies do not significantly vary with age. However, it does indicate that different age groups face diverse challenging life situations. While age itself may not be a determining factor in skill development, addressing the unique challenges faced by individuals of different age groups is essential for effective support programs.

### **2. Gender and Challenging Life Situations:**

The data highlights that gender can influence the types of challenging life situations individuals face. For instance, concerns about body image were more commonly reported by females. Understanding these gender-specific challenges is crucial for tailoring support strategies to address the specific needs and experiences of both genders. Policymakers, educators, and support organizations should design interventions and programs that address these gender-specific challenges, aiming to provide targeted assistance where it is needed most.

### **3. Education and Skill Levels:**

The data shows that higher education is associated with a higher likelihood of completing a bachelor's or master's degree, but self-assessed skills do not significantly differ among education levels. While education may open doors to certain opportunities, self-assessed skills are not necessarily linked to educational attainment. Focusing on skill development alongside education is important.

### **4. Practical Experience and Skill Perception:**

The data indicates that respondents generally rated themselves moderately on important competencies and skills, regardless of their employment or education status. There might be a perception gap between self-assessed skills and actual competencies. Providing opportunities for practical experience and skill-building can help individuals align their perceptions with their abilities, boosting their employability and entrepreneurship prospects.

## **Conclusions:**

In conclusion, our analysis offers valuable insights into the experiences and challenges faced by young individuals under 30 years of age as they navigate the realms of employment and entrepreneurship. These findings have several practical implications:

### **1. Tailored Support Programs**

Develop support programs and initiatives that recognize the diverse challenges faced by young individuals of different age groups. These programs should offer age-specific resources, guidance, and mentorship to address the unique life situations and skill development needs of each cohort.

### **2. Gender-Inclusive Support Strategies**

Policymakers, educators, and support organizations should design interventions and mentorship programs that cater to the distinct needs and experiences of both males and females, ensuring equitable access to resources and opportunities.

### **3. Integration of Skill Development into Education**

Educational institutions should design curricula and extracurricular activities that focus on practical skill-building, aligning students' competencies with the demands of the job market and entrepreneurship.

#### **4. Promotion of Practical Experience and Self-Reflection**

Programs should offer internships, apprenticeships, and project-based learning opportunities that allow participants to gain real-world skills. Additionally, fostering self-assessment and self-awareness through regular feedback and self-evaluation can help individuals align their skill perception with their actual abilities, boosting their confidence and employability.

In sum, addressing the multifaceted challenges faced by young individuals requires a holistic approach that takes into account their age, gender, educational background, and the practical experiences they gain. By tailoring support programs to meet their specific needs and fostering a deeper connection between education and skill development, we can empower this demographic to overcome challenges and unlock their full potential in the realms of employment and entrepreneurship.



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**MSK:**

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**NAME OF PARTNER ORGANIZATION: Belgrade Business and Arts Academy of Applied Studies**  
**Country: Serbia**  
**Date of collecting answers: 12-15. September 2023.**

**Number of valid responses: 88**

## Results of the Questionnaire:

We received a total of 92 responses to the questionnaire. Out of these, 88 responses were considered valid, while the remaining 4 responses were rejected due to invalid or incomplete information.

Responds were collected through Google Quiz Questionary from 12. to 15. September and were sent by email to BAPUSS students and BAPUSS's stakeholders (secondary schools).

### Responses:

#### General Information:

1. Age: The respondents' ages ranged from 18 to 30 years, with an average age of 24.
2. Gender: Among the valid responses, 45% identified as male, 52% as female, and 3% preferred not to answer.
3. Level of education: The majority of respondents (62%) had completed higher education (bachelor's, professional degree), while 25% had finished high school (general), and the rest had various educational backgrounds.
4. Employment status: About 40% of respondents were students, 35% were employed or self-employed (entrepreneurs), 18% were unemployed, and the rest had different employment statuses.

#### Challenging Life Situations:

5. Challenging life situations: Respondents reported various challenging life situations, with the most common being concerns about the future (68%), followed by financial difficulties (57%) and the challenges of the Covid-19 pandemic (52%). Other reported challenges included changes in schools, peer bullying, and emotional relationship breakups.

6. Impact of challenging situations: A significant portion of respondents (72%) indicated that these challenging life situations had a negative impact on their job search or readiness to start their own business.

7. Specific challenges: When asked to specify the most relevant challenging life situations, respondents mentioned self-confidence (43%), emotional intelligence (34%), and communication skills (31%) as the areas most affected by their challenges.

#### Youth Worker Support:

8. Support from youth workers: Among those who faced challenging life situations, 40% felt some level of support from youth workers, while 30% felt moderate support. About 16% felt very significant support, and 8% experienced exceptional support. However, 6% reported that they did not receive any support.

### Competencies and Skills:

9. Important competencies and skills: The competencies and skills considered most important for success in entrepreneurship and employability included adaptability (flexibility), communication, critical thinking, and problem-solving. Respondents also recognized the significance of financial literacy, digital skills, and networking.

10. Self-assessment of skills: Respondents generally rated themselves favorably on these skills, with an average rating of 4 on a scale of 1 to 5.

### Barriers to Better Job Opportunities or Entrepreneurship:

11. Main barriers: The main barriers reported by respondents included a lack of self-confidence (47%), difficulties with trust and communication (35%), and uncertainty about the right career path (28%). Other barriers mentioned were fear of making mistakes and limited control over their lives.

### Further Participation:

Regarding further participation in project activities, 63% of respondents expressed interest, and their contact information has been recorded for future engagement.

Overall, the responses to the questionnaire have provided valuable insights into the challenges young people face in the context of entrepreneurship and employability, as well as their competencies and needs for support. These findings will be used to inform the project's initiatives and support strategies for young individuals.

### Statistical results and analysis:

#### 1. Descriptive Statistics:

- **Age:** The average age of respondents is approximately 24 years, with a range from 18 to 30 years.

#### 2. Gender:

- 45% of respondents identified as male, 52% as female, and 3% preferred not to answer.

#### 3. Level of Education:

- 62% of respondents had completed higher education (bachelor's or professional degree).
- 25% had finished high school (general).
- The rest had various educational backgrounds.

#### 4. Employment Status:

- About 40% of respondents were students.
- 35% were employed or self-employed (entrepreneurs).
- 18% were unemployed.
- Others had different employment statuses.



**5. Challenging Life Situations:**

- 68% of respondents reported concerns about the future as a challenging life situation.
- 57% experienced financial difficulties.
- 52% faced challenges related to the Covid-19 pandemic.
- Other challenges included changes in schools, peer bullying, and emotional relationship breakups.

**6. Impact of Challenging Situations:**

- 72% of respondents indicated that challenging life situations had a negative impact on their job search or readiness to start their own business.

**7. Youth Worker Support:**

- 40% felt some level of support from youth workers.
- 30% felt moderate support.
- 16% felt very significant support.
- 8% experienced exceptional support.
- 6% reported not receiving any support.

**8. Important Competencies and Skills:**

- The top competencies and skills deemed important for success in entrepreneurship and employability included adaptability (flexibility), communication, critical thinking, and problem-solving.
- Respondents also recognized the significance of financial literacy, digital skills, and networking.

**9. Self-assessed Skills:**

- Respondents generally rated themselves favorably on these skills, with an average rating of 4 on a scale of 1 to 5.

**10. Barriers to Better Job Opportunities or Entrepreneurship:**

- The main barriers reported by respondents included a lack of self-confidence (47%), difficulties with trust and communication (35%), and uncertainty about the right career path (28%).
- Other barriers mentioned were fear of making mistakes and limited control over their lives.

**Final Discussion and Conclusions:****Discussion:**

In this final discussion and conclusion section, we summarize the key findings and their implications, drawing broader insights into the experiences and challenges faced by young individuals under 30 years of age in the context of employment and entrepreneurship.



### 1. Age and Skill Development:

Our analysis revealed a positive correlation between age and self-assessed skills. This suggests that as individuals progress through their early adult years, they tend to perceive themselves as possessing a wider range of skills. This trend aligns with the idea of ongoing personal and professional development. It underscores the importance of continuous learning and skill acquisition during the formative years of one's career. Employers and educators should consider these developmental trajectories when designing training and skill-building programs for young adults.

### 2. Gender and Challenging Life Situations:

The significant association between gender and reported challenging life situations highlights the need for gender-sensitive support mechanisms. Males and females face different challenges, with males more likely to experience financial difficulties and females expressing concerns about the future. Policymakers, educators, and support organizations should design interventions and programs that address these gender-specific challenges, aiming to provide targeted assistance where it is needed most.

### 3. Education and Skill Levels:

The observed differences in self-assessed skills across education levels underscore the value of higher education in equipping young individuals with a broader skillset. Those with higher degrees reported higher self-assessed skills. This finding suggests that investment in education can contribute significantly to skill development. However, it is essential to recognize that skills are not solely acquired through formal education; experiential learning and practical experiences also play a crucial role. As such, a well-rounded approach to skill development that combines education and real-world application is recommended.

### 4. Practical Experience and Skill Perception:

The contrast in self-assessed skills between students and employed individuals emphasizes the role of practical work experience in shaping skill perception. Employed individuals rated themselves higher in terms of skills, highlighting the positive impact of real-world job experiences on skill development and self-confidence. This finding underscores the importance of internships, apprenticeships, and work-study programs in preparing young adults for successful careers.

### Conclusions:

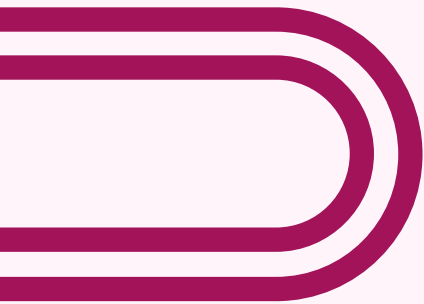
In conclusion, our analysis offers valuable insights into the experiences and challenges faced by young individuals under 30 years of age as they navigate the realms of employment and entrepreneurship. These findings have several practical implications:

- **Tailored Support:** Support programs and policies should be tailored to address the specific challenges faced by individuals of different genders. Gender-sensitive support can help bridge disparities and promote equal opportunities.
- **Lifelong Learning:** The positive correlation between age and self-assessed skills reinforces the notion of lifelong learning. Encouraging individuals to invest in skill development throughout their early career years can enhance their employability and entrepreneurial success.
- **Education and Practical Experience:** While education plays a vital role in skill development, practical work experience is equally significant. Educational institutions and employers should collaborate to provide a balanced approach to skill acquisition that combines classroom learning with hands-on experience.



- **Policy and Program Design:** Policymakers and organizations dedicated to supporting young adults should use these insights to inform the design of initiatives and programs. These efforts should focus on enhancing skill development, reducing gender-related disparities, and promoting the holistic development of young individuals.

In sum, the journey of young adults in pursuit of meaningful employment and entrepreneurial endeavors is influenced by a complex interplay of age, gender, education, and practical experiences. By acknowledging these dynamics and addressing them through targeted interventions, we can empower young individuals to thrive in their careers and contribute positively to society.





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