Digital Push for Creative Transformation

Digital push
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IO 1.2 | DPCT Survey Report for young people working in cultural and creative sectors (CCS)

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I. Summary

The following document "DPCT Survey Report for young people working in cultural and creative sectors (CCS)" aims to present the results of the research phase of the KA2 project "Digital Push for Creative Transformation" (DPCT).

DPCT is a project funded by the Erasmus + programme of the European Union (project ID: 2020-1-LV02-KA227-YOU-003699). The project is coordinated by Latvijas jauniesu attistibas centrs (Latvia) and the other project partners are Asociación PROJUVEN (Spain), Associazione Culturale Musikart (Italy), Sevlievo Municipality (Bulgaria) and Warszawska Izba Gospodarcza (Poland).

An online questionnaire survey was launched in the five project partner countries which aimed to define the most required digital skills for young people with low digital skills working in CCS as well as the most effective teaching and learning tools and methods for young people digital skills and transverse skills promotion. The information collected through the survey will be used for the creation of the contents of DPCT MOOC courses, which will aim to give young people a much wider range of learning materials to innovate and adapt their curriculum and competences to the challenge of our time.

In addition, for the elaboration of some of the survey questions, project partners have used the latest version of the Digital Competence Framework for Citizens (DigComp 2.1). The DigComp 2.1 framework defines the scope and the components of digital competence for citizens in a clear way, providing an overall, complete and shared understanding of what digital competence is, and offering an updated vocabulary based on consensus building with multiple stakeholders. Moreover, guiding our KA2 Strategic Partnership "Digital Push for Creative Transformation" are also the 5 areas of DigComp 2.1.

II. Project description

The project "Digital Push for Creative Transformation" aims to create a sustainable and efficient education program dedicated to young people with low digital skills involved in the cultural and creative sectors.

DPCT will enhance awareness of the need for training in digital skills for the creative industries and will focus on openness and inclusiveness in education. DPCT will involve the use and development of an open online course on Digital Skills and Social Inclusion for the CCS, built as a Massive Open Online Course (MOOC), an innovative youth educational program available in English and all partners languages as Open Education Resource (OER) and accessible to youth with limited digital skills. DPCT will provide young people with high level digital skills which are required to enable them to develop their capacity to operate across a range of platforms and take advantage of new and emerging markets that without digital skills cannot be approached. DPCT will help young people acquire a wider set of digital skills, knowledge and competences, relevant for the labour market and their active participation in society.

DPCT will see the realization of four outputs, five multiplier events, four transnational meetings, one blended mobility and many dissemination activities.

In particular, DPCT partners will realize the following outputs:

- **IO1 - Digital Competences for CCS guidelines composed by the following documents:**
    - IO1.1 Conceptual Framework of Digital Competences in CCS
    - IO1.2 DPCT Survey Report for young people working in cultural and creative sectors (CCS) - European and National research on digital competence validation
    - IO1.3 Digital Competences for CCS guidelines
- **IO2 - Online platform**
- **IO3 - MOOC courses**
- **IO4 - Position Paper on training investments and OERs for raising digital skills in CCS**

DPCT will have a positive impact on young people working in CCS with low digital skills. Gaining digital skills through the MOOC course (IO3) will improve their career opportunities by providing access to new digital tools, and adding the possibility of new forms of digital expression to their work.

III. Methodology

The survey was prepared by Asociación PROJUVEN in English, with the contribution of all project partners. After several feedback rounds with contribution of all partner organizations, a final agreement on the survey questions, design and wording was achieved.

The survey was conducted online using a self-administered questionnaire that was available through an open- access link from June 20th, 2021 to August 15th, 2021. It was created using EUSurvey service, a European Commission's official survey management tool, launched in 2013 and was distributed between the target group through the use of social media channels, e-mail, face to face activities, training sessions, staff meetings, discussion with organization's partners, etc.

A total of 312 young people across the five partner countries participated in the survey research. The project target was to receive at least 250 questionnaires in all partner countries (min.50 questionnaires per country). However, there was no maximum threshold set.

The design and development of the survey was based on the objectives of the survey. A combination of closed (single and multiple-choice questions) were used to collect comprehensive and meaningful data. The survey was carried out anonymously and respondents were not asked to provide their names or any identifying details. A typical respondent spent no more than 10 minutes to complete it. A copy of the survey can be found at the end of this document.

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IV. Key Findings Survey Analysis

Question 1: Gender

The survey started with the question of gender. The results revealed that the majority of respondents were male. Specifically, a total of 164 (=52.56%) of the participants were male, while 119 (=38.14%) were female and 29 participants preferred to don´t specify their gender (=9.29%).
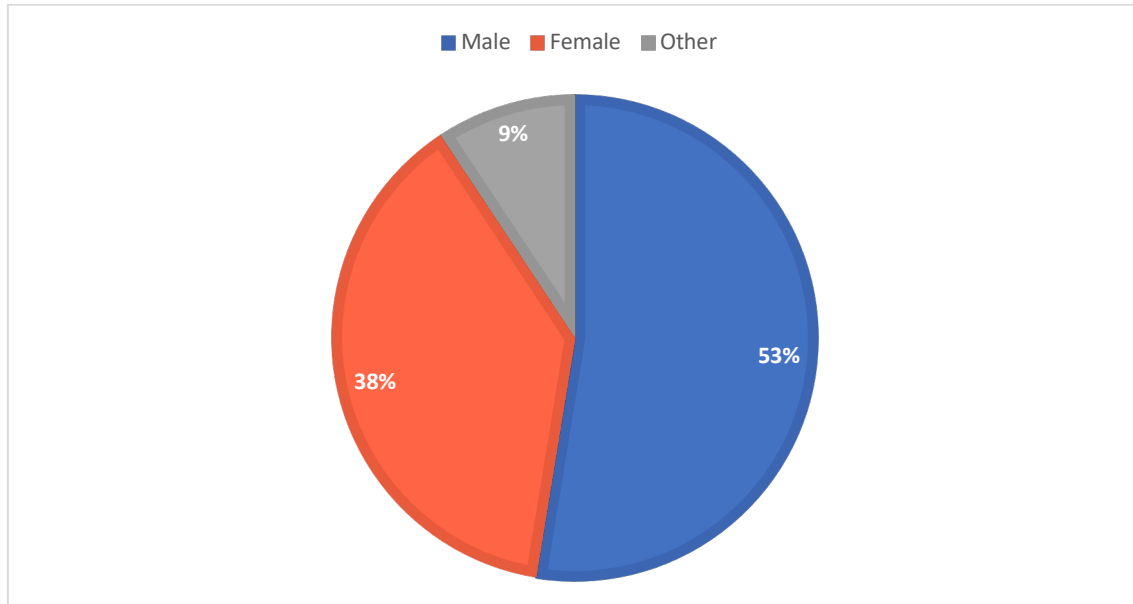

Figure 1: Distribution of participants per gender
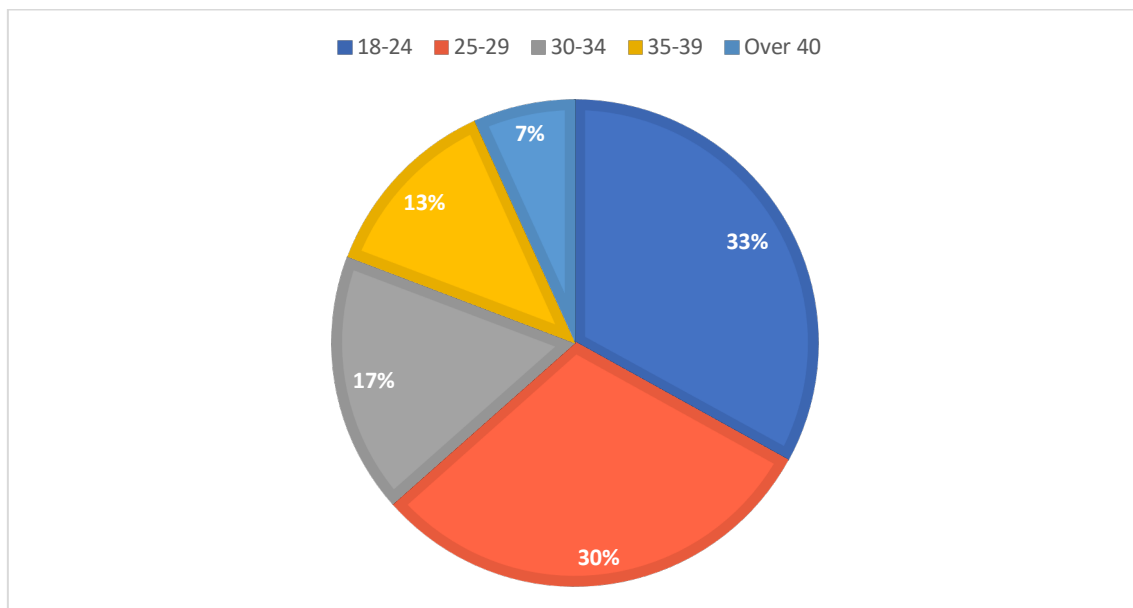
Question 2: Age

Figure 2: Distribution of participants per age group

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The majority of participants are in the age group of 18-24, 103 participants (=33.01%), followed by 25-29, 95 participants (=30.45%). Another 54 respondents (=17.31%) belong to the age group 30-34 and 39 respondents (=12.5%) to 35-39. There were 21 participants (=6.73%) over the age of 40.

As it can be seen in the figure below, the majority of the respondents are in the age group 18-34 (=80.77), which is relevant for the target of our survey. Therefore, we believe that such results will be beneficial for the overall survey aims.

Question 3: Country

The project consortium consists of partners coming from Bulgaria, Italy, Latvia, Poland and Spain which are active in the youth field, having experience in the implementation of youth projects. All partners used a similar strategy to disseminate the survey to the target group.
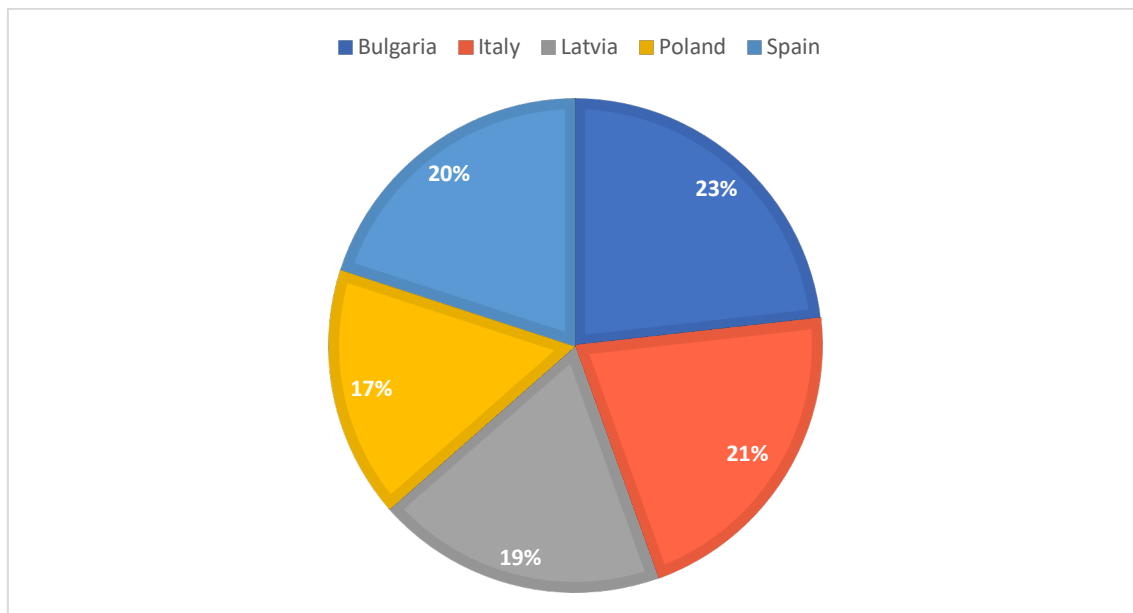
Figure 3: Distribution of participants per country

In total the questionnaire was filled by 312 participants. As expected in advance, almost all feedback (except two) came from the partner countries. The results are the following: Bulgaria (23.08%), Italy (21.15%), Latvia (18.91%), Poland (16.35%) and Spain (19.87%). In addition, the two respondents who selected "Other" as an option were not asked to specify their country of residence when filling the survey.

Question 4: Work position in CCS or interested to work in

With question number four, partners wanted to know in which CCS respondents are working or are interested to work in. Respondents were offered 13 different options, as

well as under the option "other" they could add their position if none of the proposed options were suitable for them. Between the answers there was the option "none of them" for those who are not involved at all in the CCS and are not interested in general. In addition, the question has multiple possible answers, so respondents could select more than one answer.

The given answers options and their results were the following:

- Advertising and marketing - 51 respondents (=16.35%)
- Audio-visual (film, TV, radio) – 64 respondents (=20.51%)
- Book publishing and press – 39 respondents (=12.5%)
- Crafts – 61 respondents (=19.55%)
- Design – build environment (architecture, interiors, landscape) – 38 respondents (=12.18%)
- Design – communication (print, web, branding) – 54 respondents (=17.31%)
- Design – fashion and textiles – 38 respondents (=12.18%)
- Games and animation – 34 respondents (=10.9%)
- Interactive media (web, mobile, social media) – 62 respondents (=19.87%)
- Museum, galleries and libraries – 26 respondents (=8.33%)
- Music and performing arts – 35 respondents (=11.22%)
- Photography – 57 respondents (=18.27%)
- Tourism – 29 respondents (=9.29%)
- Other – 4 respondents (=1.28%)
- None of them – 5 respondents (=1.6%)
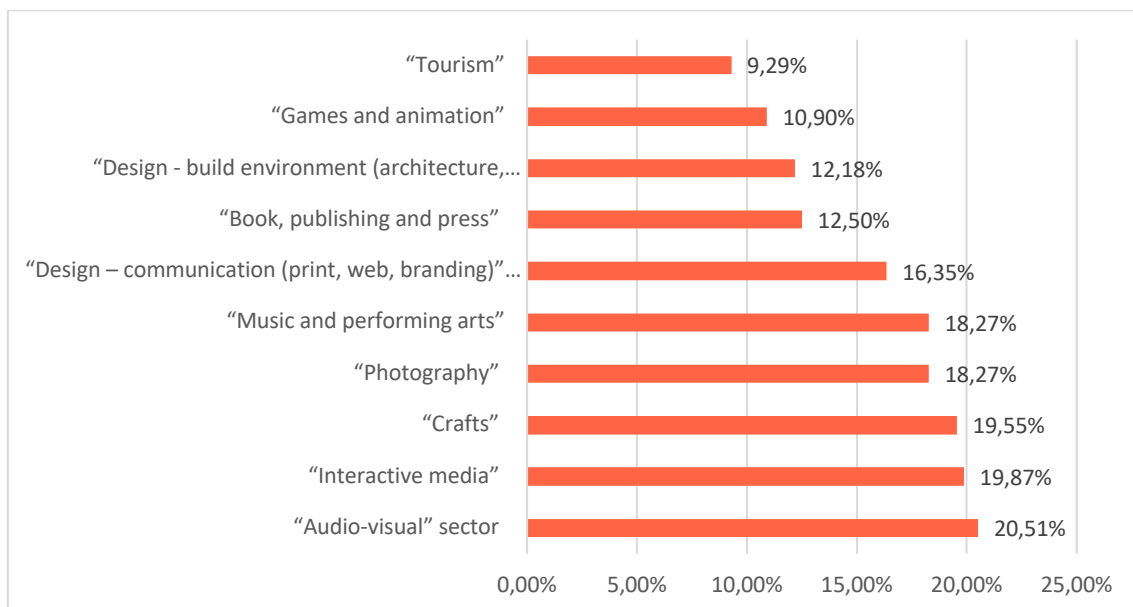

Figure 4: Work position in CCS /interested to work in

The data showed that the majority of the respondents are working or interested in working in the "Audio-visual" sector (20.51%), followed by "Interactive media" (19.87%)

and "Crafts" (19.55%). Quite close to these three sectors are also the following ones, "Photography" (18.27%), "Design – communication (print, web, branding)" and "Advertising and marketing" (16.35%).

Moreover, "Book, publishing and press" was chosen by 39 respondents (=12.5%), while the following two options "Design - build environment (architecture, interiors, landscape)" and "Design-fashion and textiles" were chosen equally by 38 respondents (=12.18%).

"Music and performing arts" (18.27%) and "Games and animation" (10.9%) were selected by 35 and 34 respondents, while "Tourism" was placed last by 29 respondents (=9.29%). In addition, the option "Other" was chosen by 4 respondents, being the added option "Gamification and its uses in non-formal education" the only one relevant for the purpose of our survey. In addition, 5 respondents are not working, nor interested to work in the CCS, therefore, their contribution will be not really valuable for our findings. However, the number of these respondents is very low, so it will not affect the research phase.

When summarizing the results of this question, we can see that there was no such impressive difference between the chosen options, since many of the answers have received almost similar scores. Moreover, looking deeper into the survey results, many respondents have chosen more than two or three sectors they are interested to work in or work in, so we believe that this is reason why almost all options received answers close to each other. At least, we can conclude that respondents are interested to work in more than one CCS, which means that although COVID-19 times were very taught for people studying, working in CCS, this doesn´t mean that people stop thinking about their professional realization in such sectors.

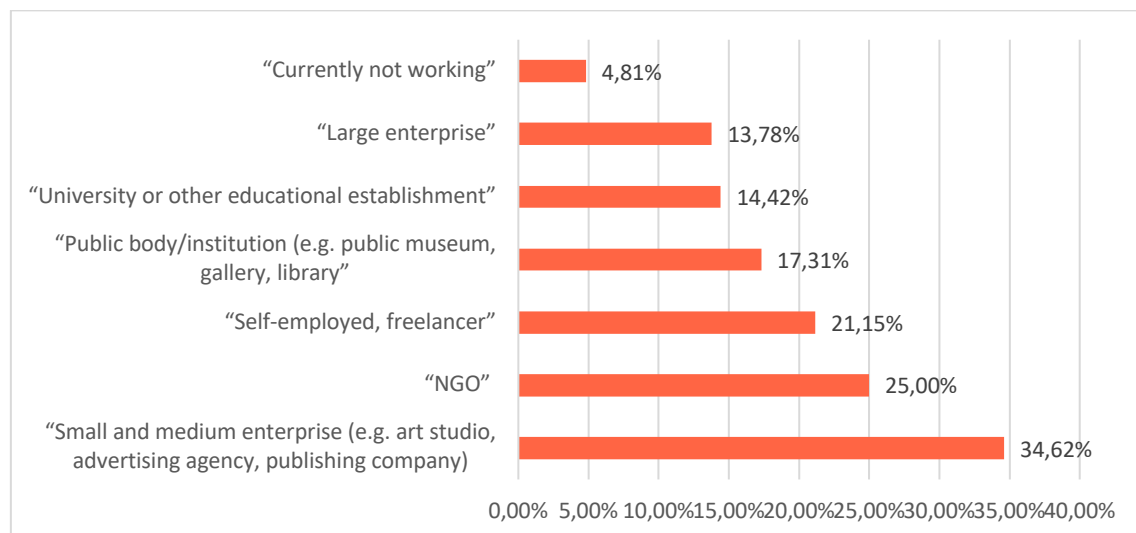**Question 5: Type of organization do you work for**

Figure 5: Type of organization do you work for

With this question the project partners wanted to find out in which type of organization respondents are working in. The survey offered six possible answers and if none was suitable the participants could add their own answer under the option "Other". In addition, the option "Currently not working" was also included for those who are not employed at the moment.

The results show that the majority of our respondents are working in "Small and medium enterprise (e.g. art studio, advertising agency, publishing company), a total of 108 respondents (=34.62%). The other most selected options were "NGO" (25%) and "Self-employed, freelancer" (21.15%). These results didn't surprise us, given the fact that usually people working in CCS are employed in SMEs or are working as freelancers. Moreover, since almost the majority of the project partners are NGOs, the second most selected option was expected by us, being the survey disseminated to young people working or volunteering in local NGOs in each project country.

In total, 54 respondents (=17.31%) are working in "Public body/institution (e.g. public museum, gallery, library", 45 respondents (=14.42%) in "University or other educational establishment", and 43 respondents (=13.78%) in "Large enterprise". In addition, 15 respondents (=4.81%) are "Currently not working", while the option "Other" wasn´t selected by anyone.

Question 6: Collaboration with the organization

Following the previous question, we wanted to know what is the type of collaboration between the respondents and the organizations they are working in.
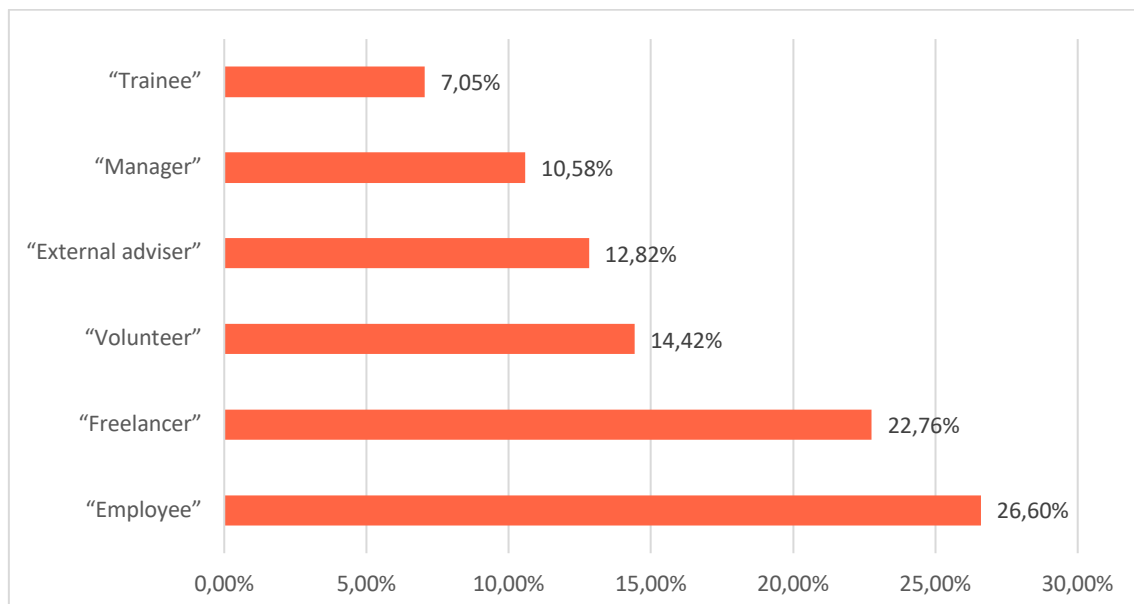

Figure 6: Collaboration with the organization

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As expected, the most selected options were "Employee" (26.6%) and "Freelancer" (22.76%), being these two also chosen in the previous question. Another 45 respondents (=14.42%) are "Volunteer", while 40 respondents (=12.82%) are "External adviser".

The results show that 33 respondents (=10.58%) have a "Manager" position in their organization and 22 respondents (=7.05%) are "Trainee".

In addition, 16 respondents selected the option "none of them" which is the same number of people who indicated in the previous question that they are currently not working, while 2 respondents selected the option "other", adding as an answer "Board member, coordinator" and "Owner".

Question 7: Professional education covering digital literacy

With question number seven, project partners wanted to find out if the professional education path of respondents covered digital literacy and if they were encouraged to develop digital behaviours, practices and identities during their studies.

Unfortunately, the results show that a very big proportion of the respondents, 195 (=62.5%) answered with "No", thus, their professional education didn´t cover digital literacy issues. The rest of the respondents, 117 (=37.5%) indicated that such an approach was included in their professional studies.
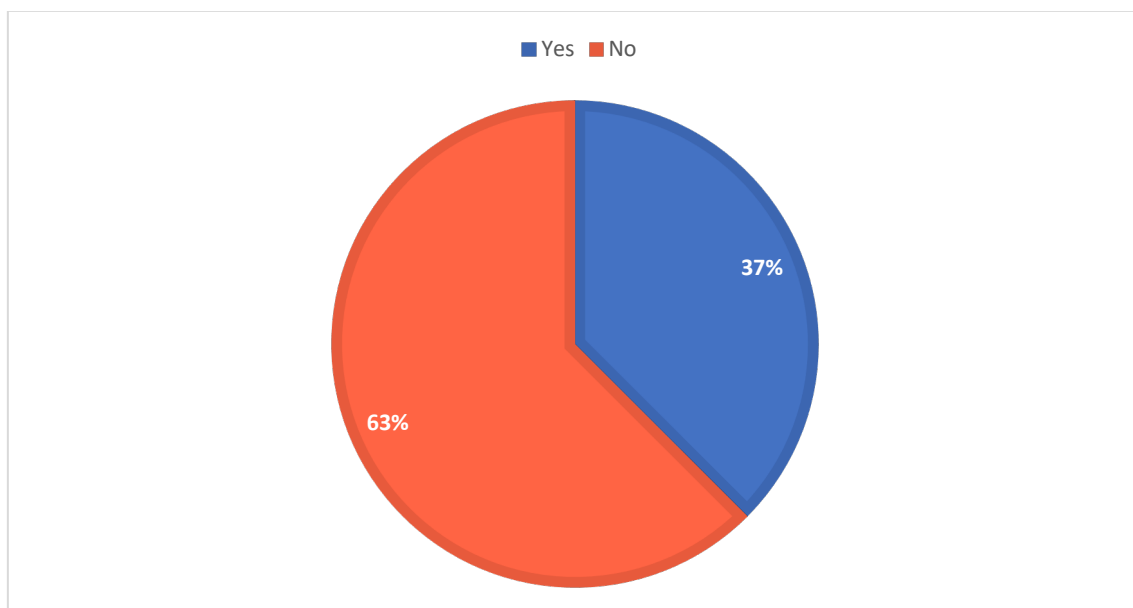
Figure 7: Professional education covering digital literacy

The internet and modern technology have changed the way society communicates and operates, transforming also the educational sector. The digital literacy landscape comprises many skills and tools, as well as digital literacy should be seen as an essential set of practices supported by diverse and changing technologies. The ability to use computers and mobile devices, access information online, and communicate with others

online through social media are all essential building blocks to a strong technological skill set. This is especially relevant, when it comes to the cultural and creative sectors. All involved actors in CCS should have digital literacy skills, therefore, if the professional education of young people doesn't foresee such an approach, they should continuously search for opportunities to improve and master such competences.

Question 8: COVID-19 restrictions and impact on daily activities in the CCS

As indicated by many national and EU reports, people working in cultural and creative sectors had been seriously affected by COVID-19 rules. Therefore, with the next question we wanted to clarify to what extent the COVID-19 pandemic and associated restrictions impacted the ability of our respondents to be involved (create, work, study) in the CCS.

Participants were asked to rate from 1 to 5 (1=no impact; 5=very important impact). The results were as following:
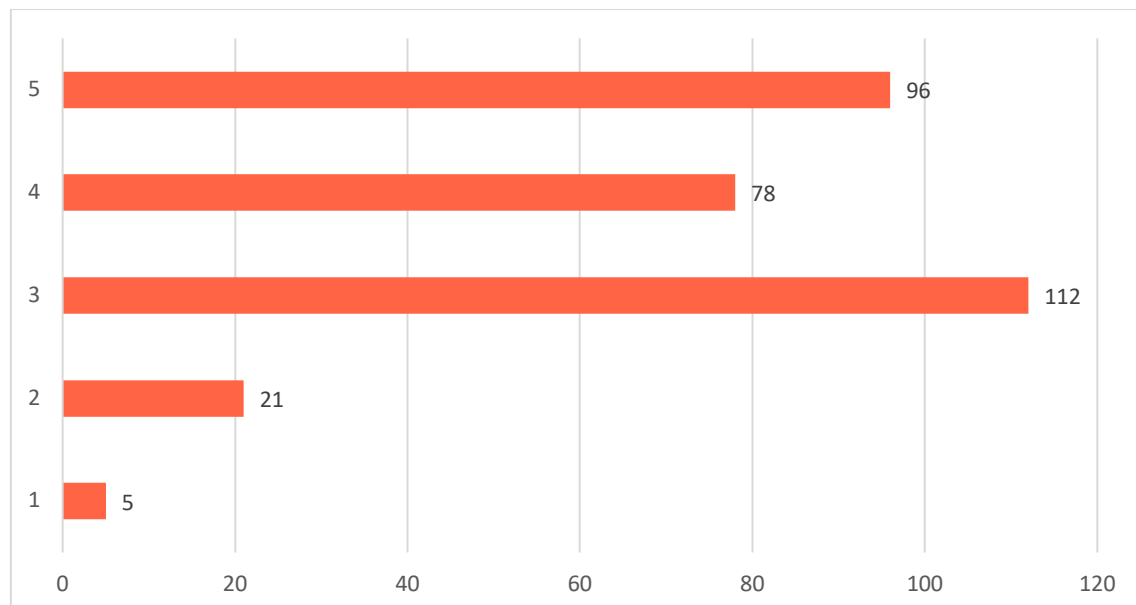
Figure 8: COVID-19 restrictions and impact on daily activities in the CCS

As it can be seen in the table above, a total of 174 respondents (=55.77%) claimed that COVID-19 restrictions have a serious impact, rating the statement with point 4 and 5. Another 112 respondents (=35.9%) have claimed that impact was so-so, being in the middle with point 3. Fortunately, there were 21 respondents (=6.73%) who rated the questions with point 2 and other 5, with point 1. However, for the last two we can not conclude if they managed to work, create and study during the COVID-19 restrictions without problems, or these replies came again from the people who indicated previously that they are not working, neither interested to work in the CCS, as well as from the one that are currently not working. However, we believe that some young people also

adapted to the restrictions and continued working, studying and creating despite the health situation and imposed restrictions.

Question 9: Specific impact COVID-19 has had on young people involvement in CCS

The following question was included in the survey in order to get a better picture for project partners on what exactly was the impact of COVID-19 on young people's involvement in CCS. The question offered 10 different options, as well as the option "Other" for those who would like to add something different. In addition, the answer "There has been no impact" was also included in the end.
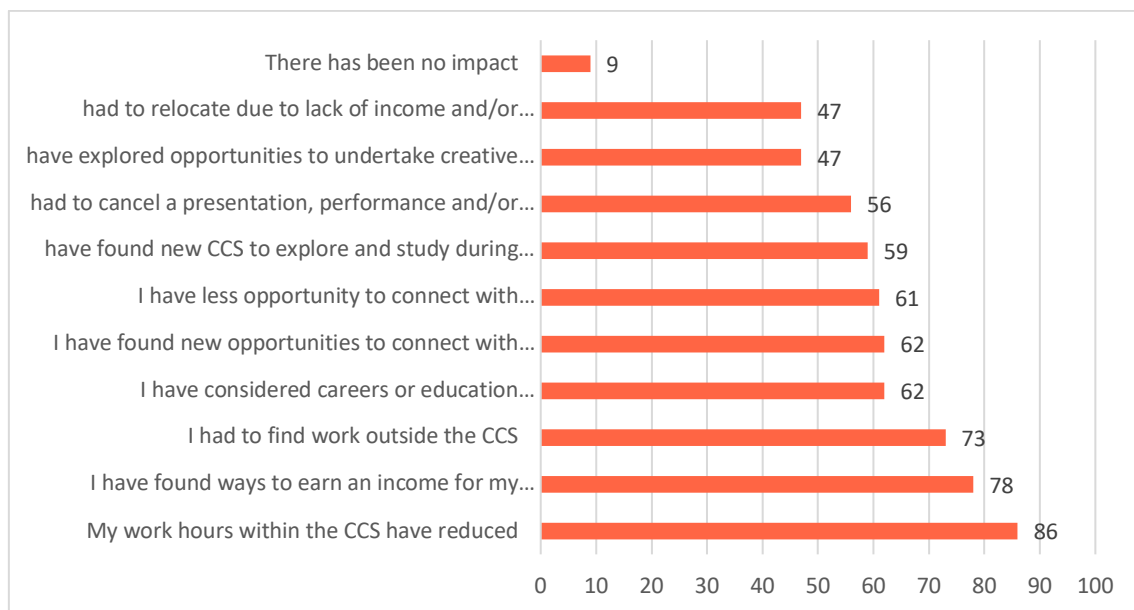
Figure 9: Specific impact COVID-19 has had on young people involvement in CCS

The three most chosen answers were "My work hours within the CCS have reduced" (86 respondents), "I have found ways to earn an income for my creative works on digital platforms" (78 respondents), and "I had to find work outside the CCS" (73 respondents).

Following, the answers "I have considered careers or education opportunities outside of the CCS" and "I have found new opportunities to connect with collaborators, mentors and colleagues" were equally selected by 62 respondents, while 61 respondents selected the answer "I have less opportunity to connect with collaborators, mentors or colleagues".

Another 59 respondents "have found new CCS to explore and study during this time", while 56 respondents have claimed that they "had to cancel a presentation, performance and/or other public outcomes". Equal number of people, 47 respondents said, that they "have explored opportunities to undertake creative industries work/or study online" and that they "had to relocate due to lack of income and/or available work".

In addition, 9 respondents chose "There has been no impact" in their involvement in the CCS, while the option "Other" was not selected by anyone.

To summarize the findings, although many young people were impacted from the COVID-19 crisis and they need to find work outside the CCS, there were also many respondents who found ways to earn income using digital platforms as well as connect with collaborators, mentors or colleagues. However, for those who lack the needed skills and competences to enjoy all digital opportunities of our time, DPCT partners will prepare a suitable e-learning modules and additional resources in order to guide them on how to effectively use the power of technology and increase the benefits of such usage on their professional development in the CCS. We believe that CCS have a lot to offer to young people and their professional development, so they just need to find the appropriate way for them on how to improve their digital competences relevant for their specific sector and activities.

Question 10: Rating the five digital competence dimensions defined by Dig.Comp 2.1 (2017) most related to CCS

The following question was presented in the form of table which contained each of the five digital competence dimensions and the opportunity to vote from 1 to 5 (1=not at all important, 5=very important), according the personal perception of the respondents with respect to the relevance each of those competences have in the CCS nowadays. Following, the Chart 1 below shows the table as it appeared in the survey. It was only supplemented with the number of responses.

	1	2	3	4	5
Information and data literacy	9	30	49	102	122
Communication and collaboration	6	19	53	100	134
Digital content creation	5	25	51	99	132
Safety	5	20	57	100	130
Problem solving	7	15	42	75	173

Chart 1: Number of answers per each dimension, rating from 1 to 5

As it can be seen from the results above, "Information and data literacy" has been rated as important, being voted between 4 and 5 from the majority of our respondents, 224 (=71.79%). Another 49 people put its importance in the middle (15.71%), while another 30 rated, selecting point 2. For 9 respondents, such competences are not relevant for the CCS.

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With respect to the second dimension, "Communication and collaboration" again the majority of respondents selected it as important and very important, 234 (=75%). On the other hand, for 25 people (=8.11%) such competences are not relevant for young people working in CCS.

"Digital content creation" was the third competence dimension offered in the table. Again, a big proportion of respondents think that such competences are important (=74.14%), which we found very good as a result. Nowadays, digital content creation has become increasingly important for artists, and they should find a way to promote their work through the Internet and the immense possibilities of social media channels. When talking about digital content creation we also refer to the abilities of knowing how copyright and licenses are working (knowing how to sell your art), as well as the re-elaboration of digital content. In addition, almost the same number of people as in the previous statements, 30 (=9.61%) don´t find digital content creation as so important for young people in CCS.

Going forward with the fourth competence dimension "safety", the results show that 230 respondents (=73.72%) find it as important, rating it with 4 and 5. In addition, 25 people (=8.11%) don´t believe safety is so important for youngsters working in CCS.

And for the last offered dimension, "problem solving", a majority of the respondents, 248 (=79.49%) claimed that such competences are also very important, while 21 respondents don´t think they are useful in CCS today.

Question 11: the skills respondents need to improve the most

The following question contains the above mentioned five competence areas, which are composed of 21 competences. In particular, with this question partners were curious to know what are the most needed skills and competences in each of the five competence areas for the survey respondents. The questions have multiple answers possible, so respondents could select more than one answer. However, they were requested to don´t select more than two skills for each dimension. In addition, the option "None of them" was also available as a possible answer, if relevant. Following:

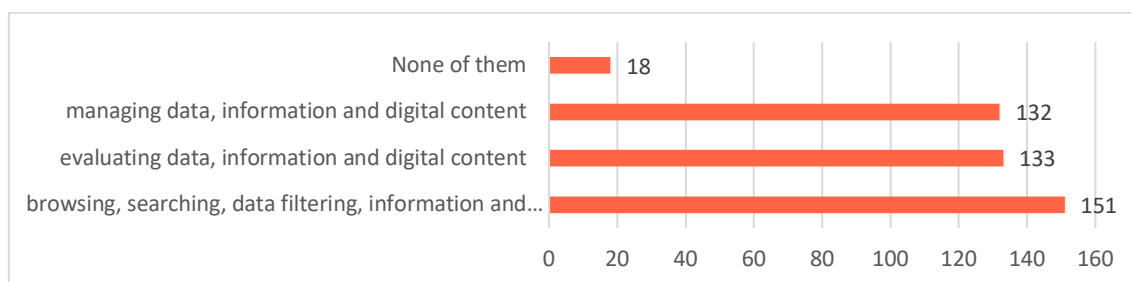### Information and data literacy

Figure 10: The skills respondents need to improve the most - Information and data literacy

The results of the first category "Information and data literacy" have shown that "browsing, searching, data filtering, information and digital content" is the most required competence to be improved by the respondents selected by 151 people (=48.4%). Equally important for them were also the other two options "evaluating data, information and digital content", chosen by 133 respondents and "managing data, information and digital content", selected by 132 respondents. In addition, 18 people chose "None of them", therefore, either they do have very good skills in all of the mentioned competences, or they do not, but anyway they don´t have any interests to have.

Communication and collaboration
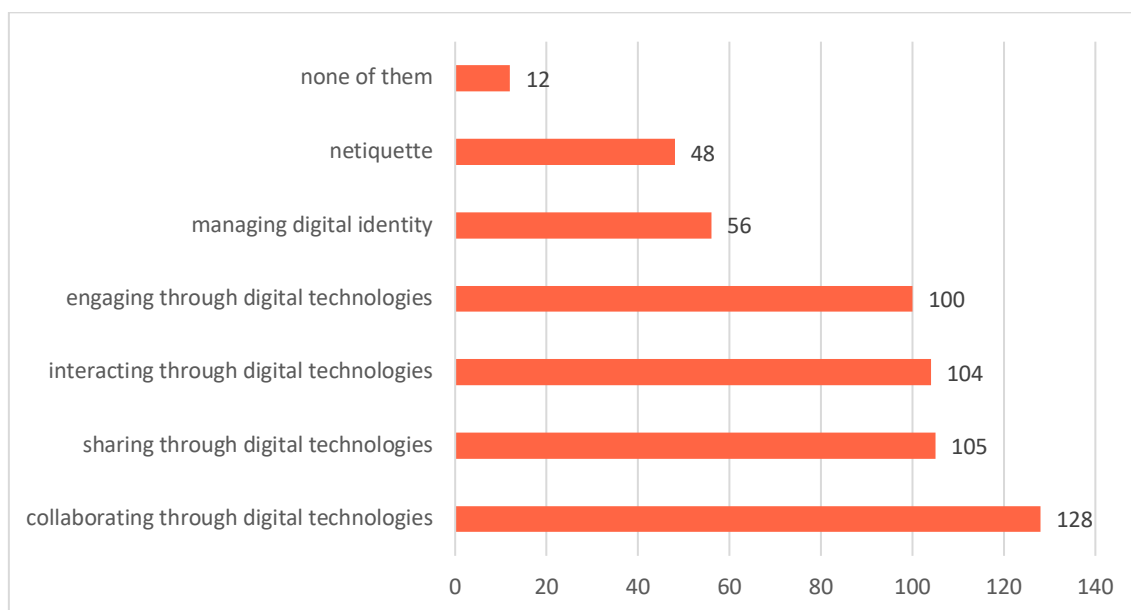
Figure 11: The skills respondents need to improve the most - Communication and collaboration

From the second category "Communication and collaboration" it appears that "collaborating through digital technologies" is the most needed skill for young people, pointed out by 128 respondents (=41.03%). Following, with almost similar points are the following three competences: "sharing through digital technologies" (105 respondents), "interacting through digital technologies" (104 respondents), and "engaging through digital technologies" (100 respondents). Moreover, 56 respondents chose "managing digital identity" as needed to improve competence and 48 respondents pointed out "netiquette". With respect to the last possible option "none of them", it was chosen by 12 respondents.

Digital content creation
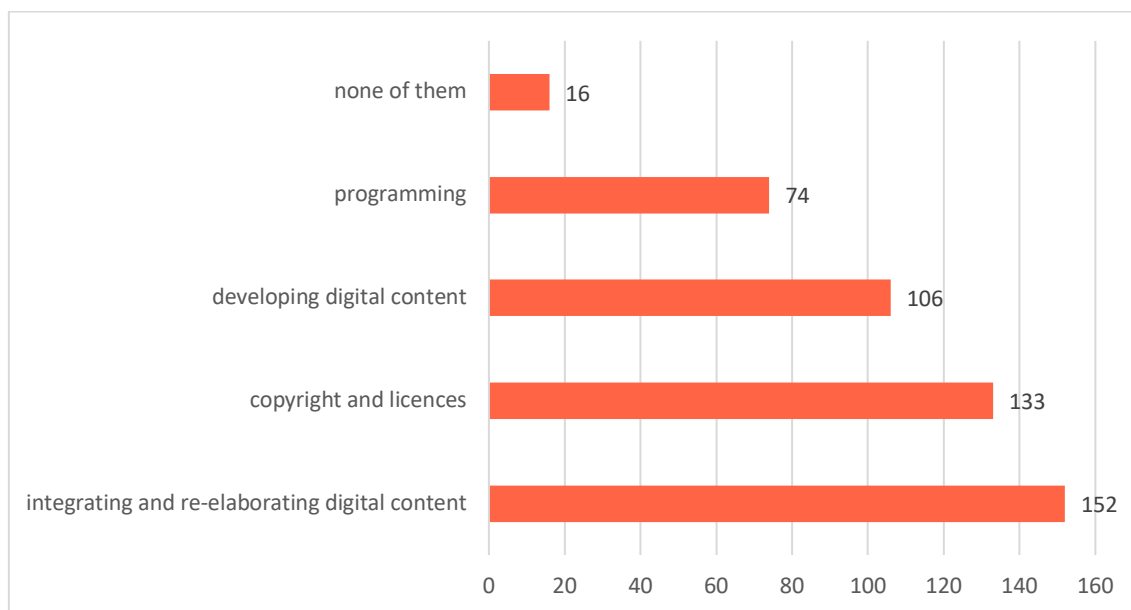
Figure 12: The skills respondents need to improve the most - Digital content creation

Regarding the third category "Digital content creation" the most needed competence to improve as indicated by the survey results is "integrating and re-elaborating digital content", selected by 152 respondents (=48.72%). Second most important competence to master is "copyright and licences", pointed out by 133 respondents (=42.63%). In particular, this result was positive for us from one side, being the competence evaluated as important from almost half of the respondents. On the other hand, we are a bit worried that such a big proportion of the people who took part in the survey, really need to improve their competence, meaning that such important ability is still unknown for them. In addition, the option "developing digital content" was pointed out by 106 respondents, while "programming" resulted to not be so interesting for our respondents, selected only by 74 people. In addition, 16 respondents chose "none of them" as an option.

Safety

Figure 13: The skills respondents need to improve the most – Safety

"Safety" was the fourth category offered to participants. Important to mention is that here for the first time, there is an answer that received a record number of points with respect to the previously discussed competences – "protecting health and well-being", selected by 184 respondents (=58.97%). It´s very interesting to see so much interest on such an important topic, and we are very happy that young people are concerned about their health and well-being, although they may not know how to protect it.
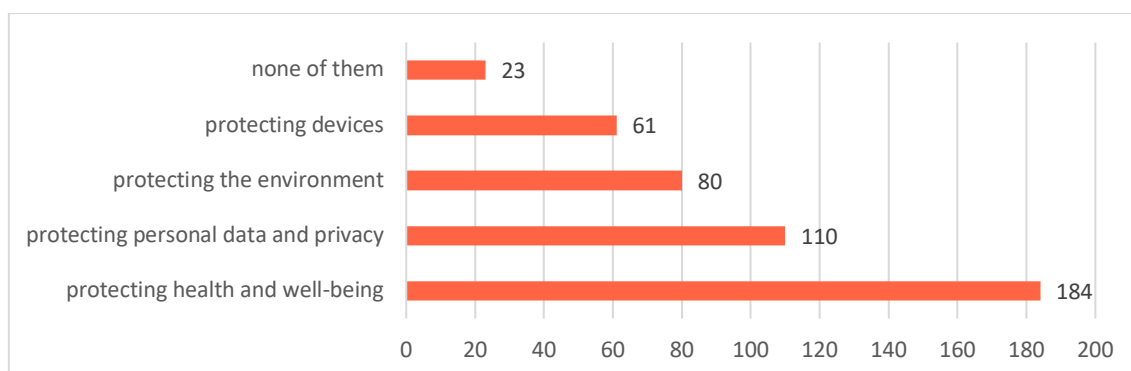
According to different research, often for artists who want to gain visibility or grow a following on social media, using apps and online platforms can quickly become a source of frustration and isolation. For some, likes, follower counts, and comments can become a source of validation. But if artists view these interactions as qualifiers for their artwork, they may be headed in a self-destructive direction. Therefore, we also believe that DPCT e-learning courses should contain relevant information and guidance for young people working in the CCS on how to keep their health and well-being while using digital technologies.

Coming back to the other offered competences in the category "safety", "protecting personal data and privacy" was the second most selected option, chosen by 110 respondents, followed by "protecting the environment" selected by 80 respondents, and "protecting devices" pointed out by 61 respondents. Sure, all of these competences are very important and young people should have a certain knowledge about them. In addition, 23 respondents selected "none of them" as a possible answer.
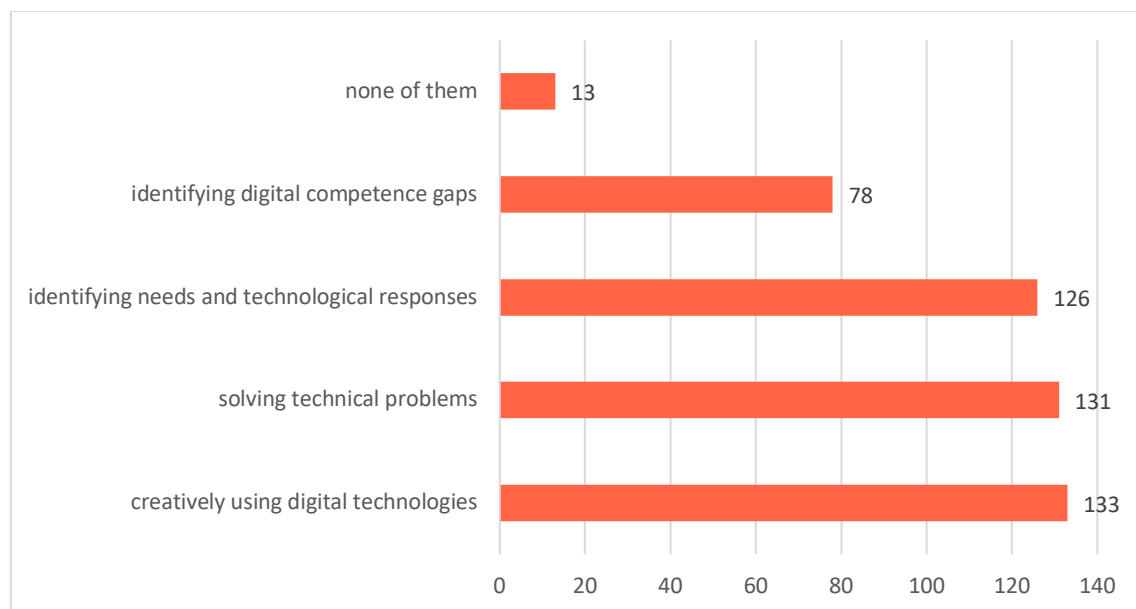
Problem solving

Figure 14: The skills respondents need to improve the most – Problem solving

Looking at the final category "Problem solving", there were three answers which received almost similar scores. Following, "creatively using digital technologies" (133 respondents), "solving technical problems" (131 respondents) and "identifying needs

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and technological responses" (126 respondents). Since all three look equally important for our respondents, surely, such information will be prepared within the project e-learning modules. In addition, the option "identifying digital competence gaps" was selected by 78 respondents, while another 13 selected the answer "none of them".

Question 12: Preference of training

The following question aimed to see what kind of training respondents found more suitable for improving their skills from the above mentioned. Several options were offered to people as well as they could select more than one option, if needed.

The most chosen answer was "Exclusively online learning (e.g. MOOCs, webinars)" selected by 118 respondents and the second most preferred kind of training was through "Non-formal activities and practical workshops" pointed out by 106 respondents. For sure, we are very happy to see that specifically these two options were among the most chosen, given the fact that the e-learning courses which the project consortium will prepare as part of the project framework are online courses type MOOCs. Moreover, since the majority of the partner organizations are NGOs whose main activities are based on realizing training and workshops in a non-formal way, the second most chosen option was also very well welcomed. Indeed, we believe that all project partners can satisfy the needs of the survey respondents in their path to personal and professional success in the CCS, through the use of proper educational plans and available resources.
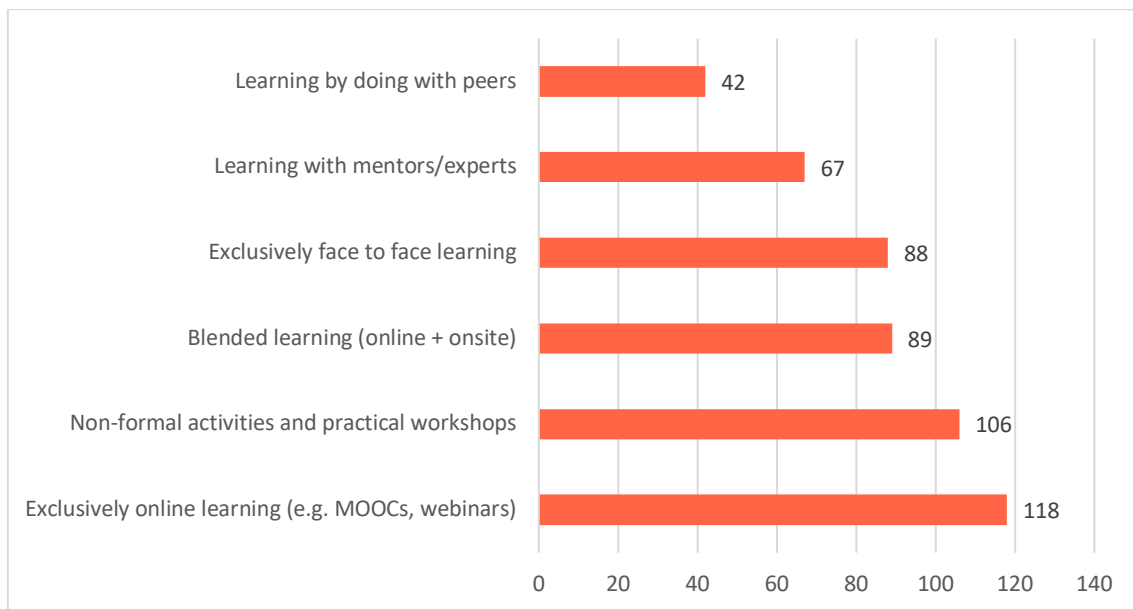

Figure 15: Preference of training

In addition, the option "Blended learning (online + onsite)" was chosen by 89 respondents, while "Exclusively face to face learning" by 88 respondents. Looking at these results, we can suppose that after a long period of restrictions around the globe,

some young people got used to blended learning, therefore, they start considering it as a good option that can help them learn while saving more time. However, on the other hand, we had respondents who prefer absolutely to learn the previous mentioned competences through face to face learning. Probably, they were not satisfied with their online learning process during the last year of COVID-19 as well as they would prefer having appropriate space for social contact, learning and networking.

The last two options were "Learning with mentors/experts" (67 respondents) and "Learning by doing with peers" (42 respondents). The option "Other" was not between the selected ones.

Question 13: Most valued elements in a training course

Question number 13 examined the most valued elements in a training course according to the respondents. The question offered multiple possible answers, as well as the option "Other" for those who would like to add something more. The results and the offered options are presented below:
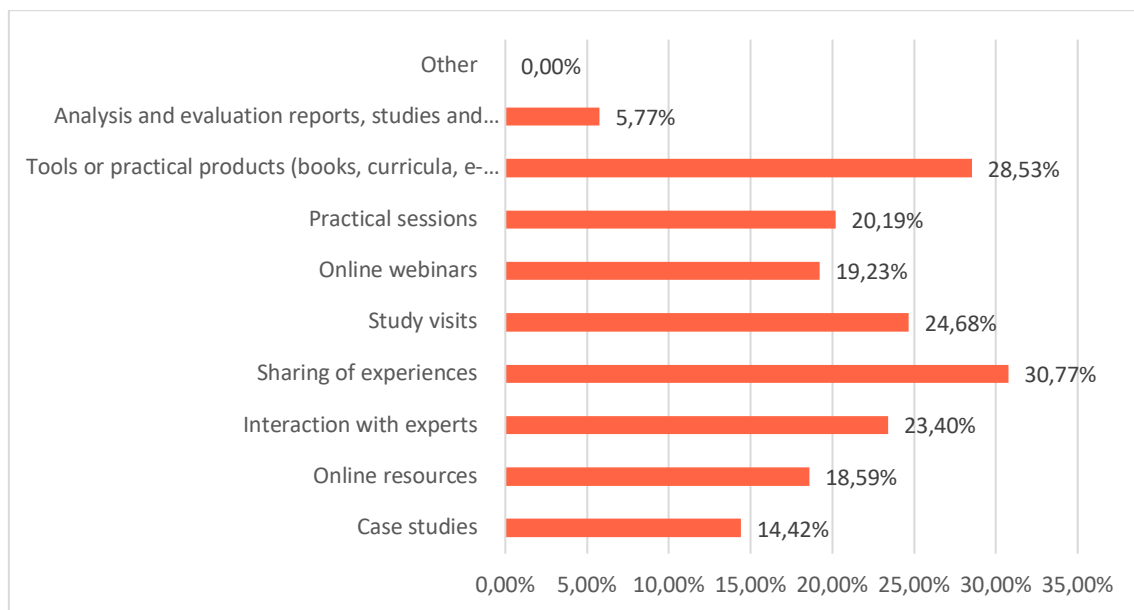

Figure 16: Most valued elements in a training course

- Case studies – 45 respondents (=14,42%)
- Online resources – 58 respondents (=18,59%)
- Interaction with experts – 73 respondents (=23,4%)
- Sharing of experiences – 96 respondents (=30,77%)
- Study visits – 77 respondents (=24,68%)
- Online webinars – 60 respondents (=19,23%)
- Practical sessions – 63 respondents (=20,19%)

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- Tools or practical products (books, curricula, e-learning modules) – 89 respondents (=28,53%)
- Analysis and evaluation reports, studies and research – 18 respondents (=5,77%)
- Other - 0 respondents (=0%)

Question 14: MOOC courses for young people in the CCS

The following three questions are related to each other. They have been written with the idea of understanding the overall perception of respondents about MOOC courses in the CCS.

Specifically, question number 14 aimed to see if respondents know some MOOC online courses dedicated to young people working in the CCS in their own country. Unfortunately, a very big percentage of people, in total 304 (=97.44%) have claimed that they do not know about such courses. However, although results are not positive, we are happy to know that our project e-learning courses type MOOC will be a good opportunity for respondents to be involved in such courses always if they are interested to attend them.
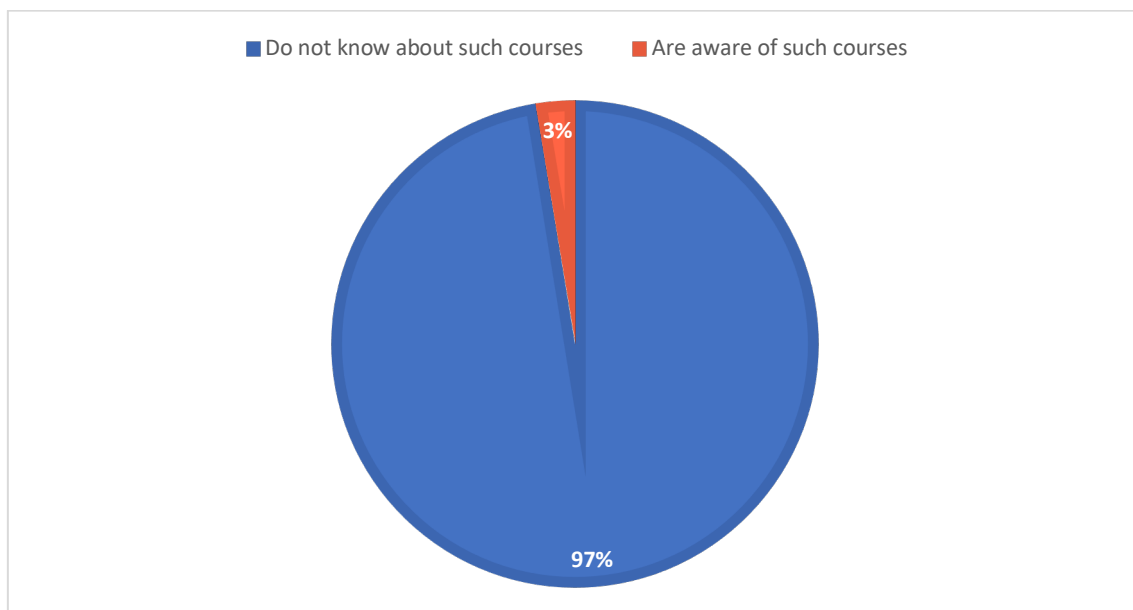
Figure 17: MOOC courses for young people in the CCS

In addition, the 8 respondents (=2.56%) who said that they are aware of such courses were asked if they attended them. In total 4 people said that they attended the courses and the additional questions "What did you like the most?", "What you didn't like at all?" were given as optional to them. Only one person added his comments, saying that he liked that he could attend from any place, but he would prefer to have an opportunity for a face to face meeting later on.

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Question 15: Interest in participation in MOOCs created for young people working in the CCS

Respondents were asked if they are interested in attending MOOCs created especially for young people in the CCS, and if yes to what extent. According to the answers, 146 respondents (=46.79%) are "Very interested", while 87 respondents (=27.88%) are "Somewhat". Moreover, 59 respondents said that they are "Very little" interested and another 20 respondents "Not at all". With respect to the ones who indicated that they are very little interested, we assume that those are the people who indicated in some of the previous responses that they would prefer "exclusively face to face learning" for acquiring the above-mentioned missing skills and competences. In addition, as said in the beginning there were around 15 people in total, who said they are not working in CCS, nor interested to work in, so we believe thus people are not convinced to attend MOOC courses, since they do not find it relevant for their personal or professional development.
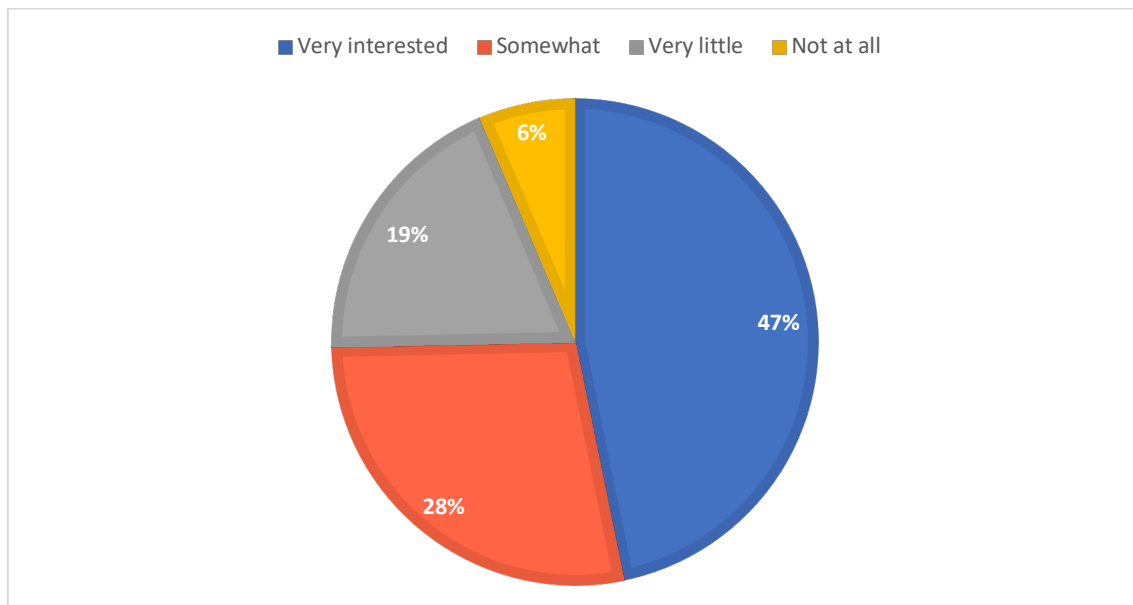
Figure 18: Interest in participation in MOOCs created for young people working in the CCS

Summarizing the results, it's very positive to see that so many respondents would like to subscribe to MOOC courses created for young people working in CCS, so we expect that at least half of those respondents will join our project e-learning courses.

Question 16: Information to be included in MOOC platform

Following the previous question, we wanted to know what kind of information those willing to participate in MOOC courses would like to find out there. This question was

designed as a multiple-choice question, offering six different topics as well as the option "Other" for those who wanted to suggest something else.

Figure 19: Information to be included in MOOC platform

Topics such as "Learn about best practices from other countries on how they support and encourage young people in CCS" (121 respondents), "Learn practical information that can help me innovate and adapt my curriculum" (107 respondents), and "Get to know about National and European programs and opportunities for young people in CCS" (97 respondents) were among the most chosen ones by the survey respondents.

Moreover, for 88 respondents "Learn how to efficiently interact, collaborate and engage through digital technologies" will be other interesting topic, followed by "Get advises on online safety and protection on my well-being online", chosen by 86 respondents, and "Information and data literacy tips on how to evaluate and manage data, and digital content" pointed out by 73 respondents.

Finally, for the option "Other", we didn't receive additional suggestions, so we supposed that the options and topics that were given to our respondents were satisfactory enough, so they didn't need to add something more specific.

Question 17: Participation in Cultural and Creative training programme in the past

Project partners were curious to know if survey respondents have attended some cultural and creative training programme. The question offered several options as well as the option "Other" if none of the presented ones were appropriate.

The results show that 96 respondents have participated "More than three years ago", 59 respondents "More than one year ago", and 42 respondents "Less than a year ago".

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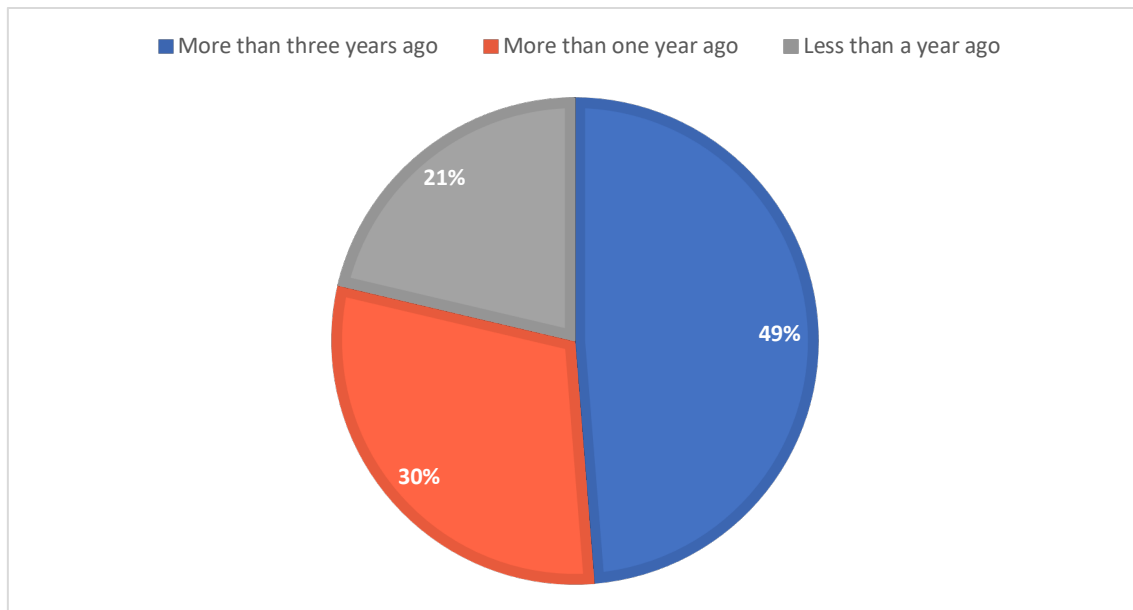
Figure 20: Participation in Cultural and Creative training programme in the past #1

In addition, 115 respondents have indicated that they "Have never participated" in such a programme. To those who gave this answer, there was an additional question aimed to understand why they did not take part in a training programme. Respondents were offered 6 different options which are presented together with the results as following:

- I didn't find any interesting course – 60 respondents
- I didn't know where to find the needed skills – 9 respondents
- The course venue wasn´t easy to reach – 17 respondents
- Lack of money/time – 14 respondents
- Lack of details on training course programme – 9 respondents
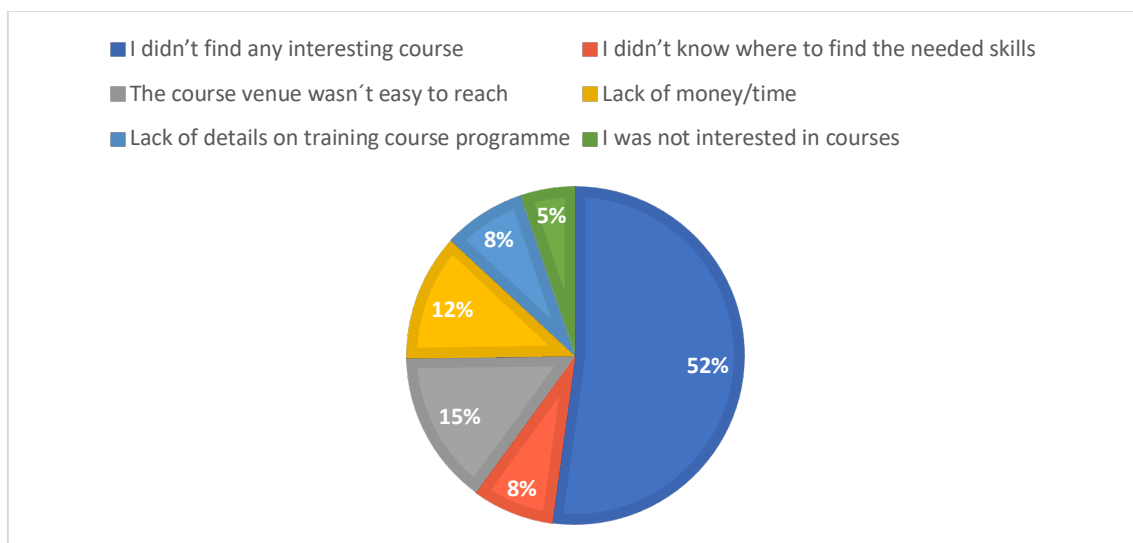- I was not interested in courses – 6 respondents

Figure 21: Participation in Cultural and Creative training programme in the past #2

Question 18: Personal experience with data

The survey questionnaire includes four additional questions in the end, always with the idea to track the missing skills of young people working in CCS, and their experience when surfing online.

Specifically, question number 18 aimed to see what is the experience of respondents with data, and if they perceive it as important in their daily life. Four different options were offered to respondents.
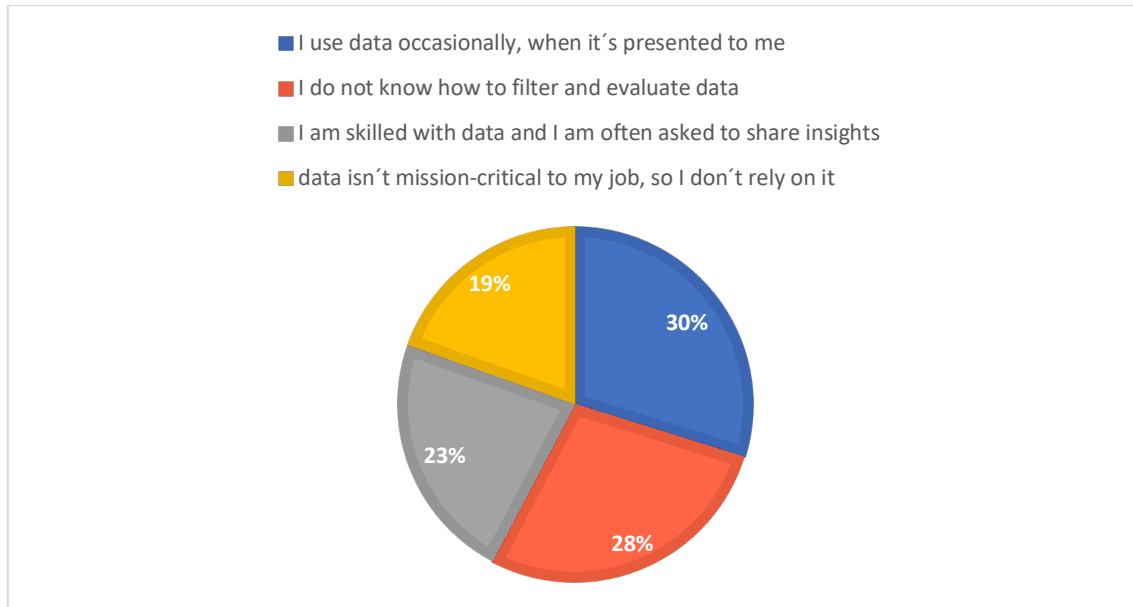
Figure 22: Personal experience with data

A total of 93 respondents replies "I use data occasionally, when it´s presented to me", while 87 respondents said "I do not know how to filter and evaluate data". However, other 71 respondents feel comfortable using data, selecting the option "I am skilled with data and I am often asked to share insights". In addition, 61 respondents stated that "data isn´t mission-critical to my job, so I don´t rely on it".

Although the results show that data doesn´t look so important for survey respondents, we believe that knowing how to assess and understand available data is crucial because knowing how to get the data, through electronic or other sources is very important. Using effective information and data means being able to find different problem-solving approaches and search for the best practices and tools for supporting your own work. Moreover, data can be analyzed or used in an effort to gain knowledge or make decisions, and can be crucial for young people's professional and personal development in the CCS.

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Question 19: Perception about overwhelmed with data

Respondents were asked to indicate if they feel overwhelmed with data, and if yes how often. Majority of respondents, 182 (=58.33%) said "I don´t really let it bother me. It´s just numbers and stats", while 89 respondents claimed that they feel overwhelmed "quite often with all the requests that come in". In total, 41 respondents claimed "I have never felt overwhelmed with data. I consider it useful".
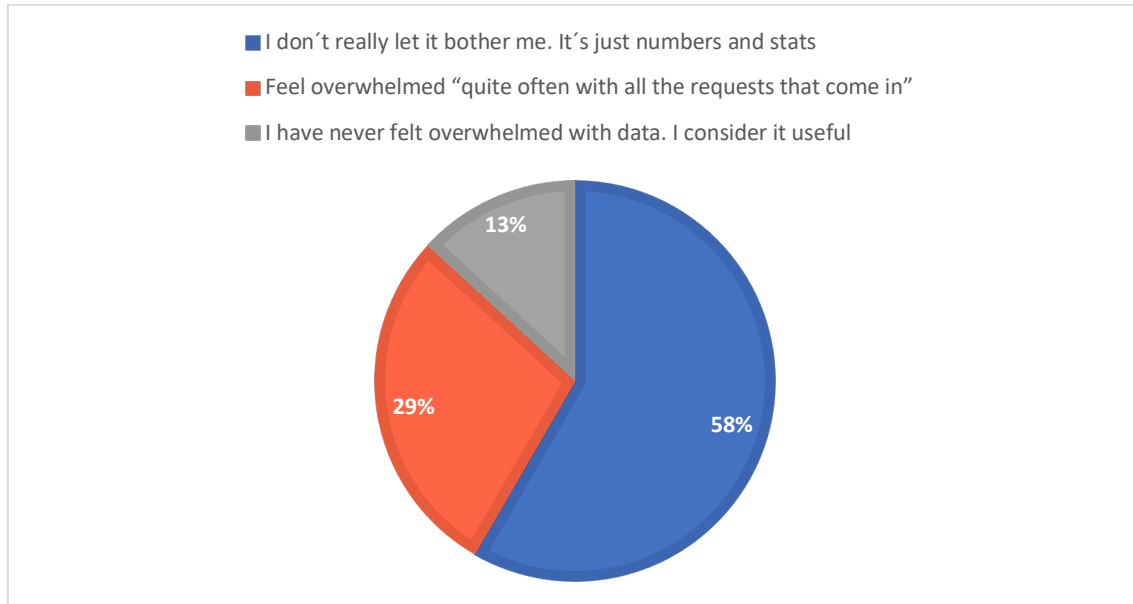
Figure 23: Perception about overwhelmed with data

As said before, evaluating and managing data is very important for all young people working in CCS, so such topics should be for sure discussed during face to face non-formal meetings and workshops organized by project partners, as well as appropriate and useful information will be included in the e-learning project courses.

Question 20: Online health and safety training for people working in CCS

For young people working in the CCS it is very important to know how to apply different ways to protect themselves and others from dangers in digital environments as well as to know different ways to avoid health-risks and threats to physical and psychological well-being while using digital technologies. Therefore, with the following question, project partners wanted to find out if respondents took part at least once in online health and safety training for people working in CCS. The format of the training was not specified, the important was to see if respondents have participated in such training.
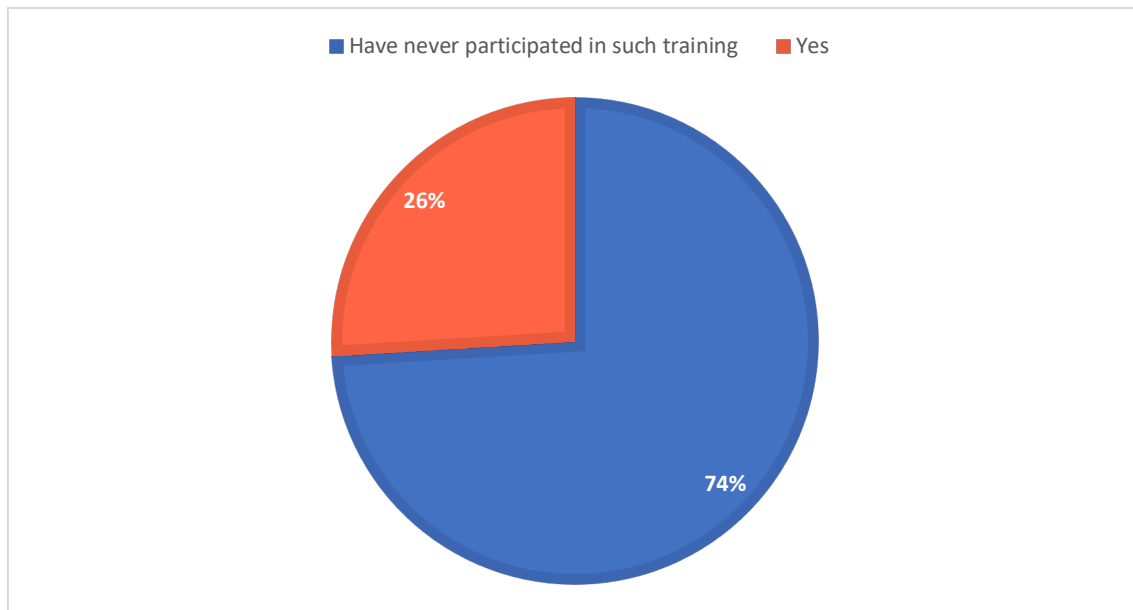
Figure 24: Online health and safety training for people working in CCS

The results show that the majority of the respondents, 231 (=74.04%) have never participated in such training, but from those part of the respondents, 155 (=49.68%) said that they would like to receive such training. However, 81 respondents pointed out the option "Yes", therefore, they have been part of such training, which is a positive finding showing that they were offered or they were looking for such type of specific training.

Question 21: Copyright and Licensing

Through the last question, the project partners wanted to find out whether the respondents know how to protect and sell their own work, thus, if they are aware of copyright and licensing.
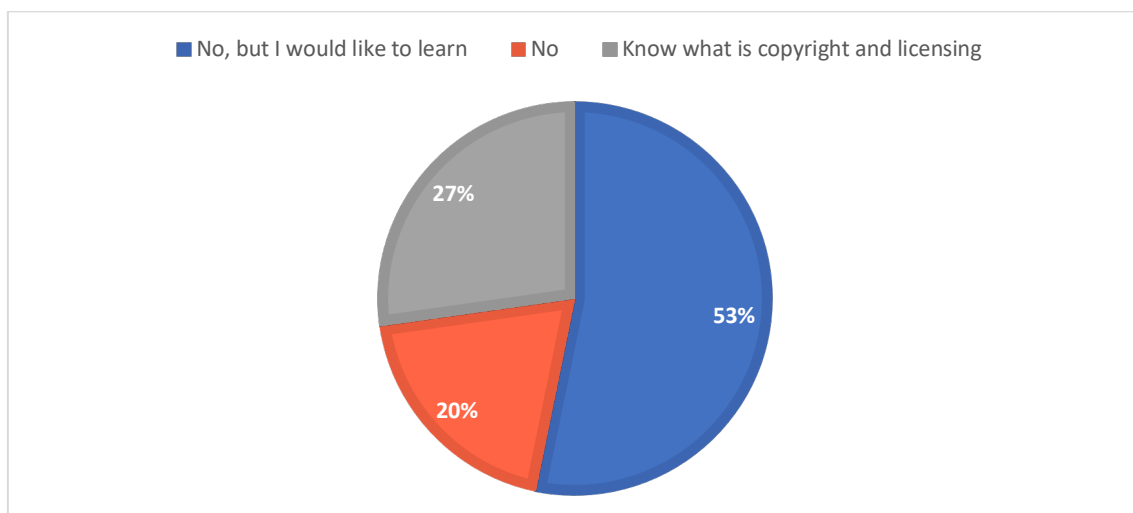
Figure 25: Copyright and Licensing

Surprisingly, a majority of them do not know how to do it. In total 227 respondents selected the options "No, but I would like to learn" (166 respondents) and "No" (61 respondents). In addition, the survey results show that only 85 respondents (=27.24%) know what is copyright and licensing.

Digital technology is greatly impacting copyright and licensing, and new licensing practices appear to reflect the development of collaborative creativity. Therefore, it is not just important for youth to have permission from the copyright owners and pay for the right to reuse content for the benefit of their business; it is a legal requirement too. Copyright is a form of Intellectual Property Law and gives copyright owners exclusive rights to deal with their works in certain ways. In addition, artists could be seen as owners of their work, where copyright gives them the right to make and sell copies, distribute those copies, make new works, and publicly perform the work. Consequently, knowing how copyright and licence apply to data, information and digital content is very important for young people working in CCS. In addition, such information will be provided within the project e-learning courses that the consortium will elaborate as well as the topic will be raised during DPCT events organized in each partner country.

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VI.   Conclusion and recommendations

The following document "DPCT Survey Report for young people working in cultural and creative sectors (CCS)" aimed to present the results of the research phase of the KA2 project "Digital Push for Creative Transformation". As said previously in this document, the survey aimed to define the most required digital skills for young people with low digital skills working in CCS as well as the most effective teaching and learning tools and methods for young people digital skills and transverse skills promotion. The information collected through the survey will be used for the creation of the contents of DPCT MOOC courses, which will aim to give young people a much wider range of learning materials to innovate and adapt their curriculum and competences to the challenge of our time.

The survey was filled out by a total of 312 young people across the five partner countries, namely Latvia, Poland, Italy, Bulgaria and Spain. The majority of the respondents are in the age group 18-34 (=80.77), which is relevant for the target of our survey. Therefore, we believe that such results are beneficial for the overall survey aims and project results.

The survey results show that many young people working or interested to work in the CCS still miss relevant skills and competences in the digital field that can support their study and professional work.

Based on the analysis of DPCT study´s findings, the following recommendations have been made:

1) Young people should be encouraged to develop digital behaviours, practices and identities that can help them improve their digital literacy. They should learn how to use technology effectively, thus, their career opportunities will increase automatically. Young people should use technology to solve problems, while being creative and using their critical thinking.

2) Although young people are concerned about their health and well-being while using digital technologies, they do not know how to protect themselves. Young people should be offered support on how to effectively cope with online risks and deal with their negative consequences. Young people see increased sensitivity to social evaluation, identity exploration, and heightened need for peer connections and approval. Consequently, young people should be offered appropriate learning materials that can support their online resilience and help them understand which social media engagements amplify or mitigate their mental health risks. Special attention should be paid to young people from minority backgrounds, who experience discrimination, marginalization, instability, poverty, and trauma. It is important to underscore that some of the most vulnerable youth have the most to gain from online information and support for mental health.

3) Young people should be offered interactive online educational materials that can support their understanding, and enhance their skills and knowledge in the five areas of digital competence defined by DigComp 2.1 (2017), specifically in the areas which are more relevant to the CCS. Although survey results show that young people are not so interested in areas such as managing digital identity or protecting devices, they need to be aware that such topics are equally important for them and their careers in CCS.

4) Young people want to know about National and European programmes and opportunities for youth in CCS, therefore, project partners should periodically upload such opportunities in project website and social media channels, whenever they are presented. Moreover, youth should be offered a well-structured document where different programmes and initiatives on National and European level are presented, so they can find something suitable for their needs and the sector(s) they are working in. In addition, different best practices from other countries that support young people in CCS seems to be interesting for respondents. Therefore, such information should be provided to them as well.

5) Young people should be introduced to copyright and licensing. They have to know how to protect their intellectual property rights, understanding the importance of copyright law and licensing of an artist´s work. Moreover, they should apply different ways to protect their personal data and privacy in the digital environment.

6) Young people working in CCS should see data literacy as important for their careers. They should know not only how to browse and filter data, but also how to manage and evaluate it. They need to know how to analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. They need to be always updated and be able to adapt quickly to a modern business culture, where digital transformation and innovation are leading, otherwise youngsters may fall behind simply because they don´t have the agility and awareness to embrace the new waves of modern technology.

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Annex

Introduction to the online survey:

Digital Push for Creative Transformation (DPCT) is an EU project that aims to create a sustainable and efficient education program dedicated to young people with low digital skills working in the cultural and creative sectors (CCS).

The project consortium composed by partners from Bulgaria, Latvia, Poland, Italy and Spain is running a survey to help define the most required digital skills for young people working in CCS as well as the most effective teaching and learning tools and methods for young people digital skills and transverse skills promotion. This information will be used to define the contents of the DPCT MOOC courses, which will aim to give young people a much wider range of learning materials to innovate and adapt their curriculum and competences to the challenge of our time. The survey will not take you more than 10 minutes to complete it, and your responses are completely anonymous.

Thank you in advance for your participation! We really appreciate your input!

General questions

1. Your gender:
   a. Male
   b. Female
   c. Prefer not to say

2. Which age group category applies to you:
   a. 18-24
   b. 25-29
   c. 30-34
   d. 35-39
   e. Over 40

3. In which country do you live?
   a. Bulgaria
   b. Italy
   c. Latvia
   d. Poland
   e. Spain
   f. Other

4. Which of the following best describes the Cultural Creative Sector (CCS) you work in or you are interested to work in? (you may tick more than one)
   a. Advertising and marketing
   b. Audio-visual (film, TV, radio)
   c. Book publishing and press

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    d. Crafts

    e. Design – build environment (architecture, interiors, landscape)

    f. Design – communication (print, web, branding)

    g. Design – fashion and textiles

    h. Games and animation

    i. Interactiva Media (Web, Mobile, Social Media)

    j. Museum, galleries and libraries

    k. Music and performing arts

    l. Photography

    m. Tourism

    n. Other (please specify)

    o. None of them

5. What type of organization do you work for? (you may tick more than one)

    a. Public body/institution (e.g. public museum, gallery, library)

    b. University or other educational establishment

    c. Small Medium Enterprise (e.g. art studio, advertising agency, publishing company)

    d. Large enterprise

    e. NGO

    f. Self-employed (Freelancer)

    g. Currently not working

    h. Other (please specify)

6. Type of collaboration with the organization:

    a. Manager

    b. Employee

    c. External adviser

    d. Freelancer

    e. Volunteer

    f. Trainee

    g. None of them

    h. Other (please specify)

7. Did your professional education cover digital literacy issues?

    a. Yes

    b. No

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DPCT specific questions

8. To what extent has the coronavirus (COVID-19) pandemic and associated restrictions impacted your ability to be involved (create, work and/or study) in the CCS? (1= no impact; 5= very important impact)

1	2	3	4	5

9. Which of the below best describes the impact coronavirus (COVID-19) has had on your involvement in the CCS? (you may tick more than one)
    a. My work hours within the CCS have reduced
    b. I have had to find work outside the CCS
    c. I have found ways to earn an income for my creative works on digital platforms
    d. I have less opportunity to connect with collaborators, mentors or colleagues
    e. I have found new opportunities to connect with collaborators, mentors or colleagues
    f. I have considered careers or education opportunities outside of the CCS
    g. I have found new CCS to explore and study during this time
    h. I have explored opportunities to undertake creative industries work and/or study online
    i. I had to cancel a presentation, performance and/or public outcomes
    j. I relocated due to lack of income and/or available work
    k. There has been no impact
    l. Other (please specify)

10. Following the five digital competence dimensions defined by DigComp 2.1 (2017), to what extent do you think the following skills are useful in CCS today? (1= not at all; 5 = very important)

	1	2	3	4	5
Information and data literacy					
Communication and collaboration					
Digital content creation					
Safety					
Problem solving					

11. Which of the following skills/competences do you want to improve as a young person working or willing to work in the CCS? (please do not select more than two skills for each dimension)

Information and data literacy	Communication and collaboration	Digital content creation	Safety	Problem solving
Browsing, searching, data filtering, information and digital content	Interacting through digital technologies	Developing digital content	Protecting devices	Solving technical problems
Evaluating data, information and digital content	Sharing through digital technologies	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technological responses
Managing data, information and digital content	Engaging in citizenship through digital technologies	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
None of them	Collaborating through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
	Netiquette	None of them	None of them	None of them
	Managing digital identity			
	None of them			

12. Which kind of training do you prefer for improving the skills you lack the most from the above mentioned? (you may tick more than one)

a. Exclusively Online learning (e.g. MOOCs, webinars)
b. Exclusively Face to face learning
c. Blended learning (online + onsite)
d. Non-formal activities and practical workshops
e. Learning with mentors/experts
f. Learning by doing with peers

g. Other (please specify)

13. Which elements do you most value in a training course? (you may tick more than one)
    a. Case studies
    b. Online resources
    c. Interaction with experts
    d. Sharing of experiences
    e. Study visits
    f. Online webinars
    g. Practical sessions
    h. Tools or practical products (books, curricula, e-learning modules)
    i. Analysis and evaluation reports, studies and research
    j. Other (please specify)

14. Do you know some MOOCs online courses dedicated to young people working in the CCS in your country?

    a. Yes
    b. No

    If yes, did you attend such online courses?

    If yes, what did you like the most? What you didn´t like at all? (open question)

15. Are you interested in participation in an online course, MOOC type, created especially for young people working in CCS?

a. Very interested
b. Somewhat
c. Very little
d. Not at all

16. According to you, what kind of information will be the best to see in such MOOC platform?
a. Information and data literacy tips on how to evaluate and manage data, and digital content
b. Learn how to efficiently interact, collaborate and engage through digital technologies
c. Learn practical information that can help me innovate and adapt my curriculum
d. Get advises on online safety and protection of my well-being online
e. Learn about best practices from other countries on how they support and encourage young people in CCS

f. Get to know about National and European programmes and opportunities for young people in CCS

g. Other (please specify)

17. Did you participate in a Cultural and Creative training programme in the past?
    a. Yes, less than a year ago
    b. Yes, more than one year ago
    c. Yes, more than three years ago
    d. I have never participated
    e. Other (please specify)

If you answered "I have never participated" - why you didn't participate in a training programme?

a. I didn't find any interesting course
b. I didn't know where to find the needed skills
c. The course venue wasn't easy to reach
d. Lack of money/time
e. Lack of details on training course programme
f. I was not interested in courses

Some additional questions:

18. Which of the following best describes your experience with data?

    a. Data isn't mission critical to my job, so I don't rely on it.
    b. I use data occasionally, when it's presented to me
    c. I am skilled with data and I am often asked to share insights
    d. I do not know how to filter and evaluate data

19. How often do you feel overwhelmed with data?

    a. Quite often with all the requests that come in.
    b. I don't really let it bother me. It's just numbers and stats.
    c. I have never feel overwhelmed with data. I consider it useful.

20. Have you ever been provided with online health and safety training that may support your work in the CCS?
    a. Yes
    b. No
    c. No, but I would like to receive such training

21. Do you know how to protect and sell your own work (copyright and licensing)?
    a. Yes
    b. No
    c. No, but I would like to learn

Thank you for your contribution!

If you want to learn more about the survey key findings and our upcoming activities, you can follow our project webpage and social media channels: https://digitalpush.eu/, https://www.facebook.com/digitalpush.eu