



Reference IO:	IO1: EKS Simulation Game
A1:	Desk and questionnaire Research
Project Title:	Entrepreneurship is the Key to Success
Project Acronym:	EKS
Project Number:	2019-1-DK01-KA204-060180
Partner:	CWEP

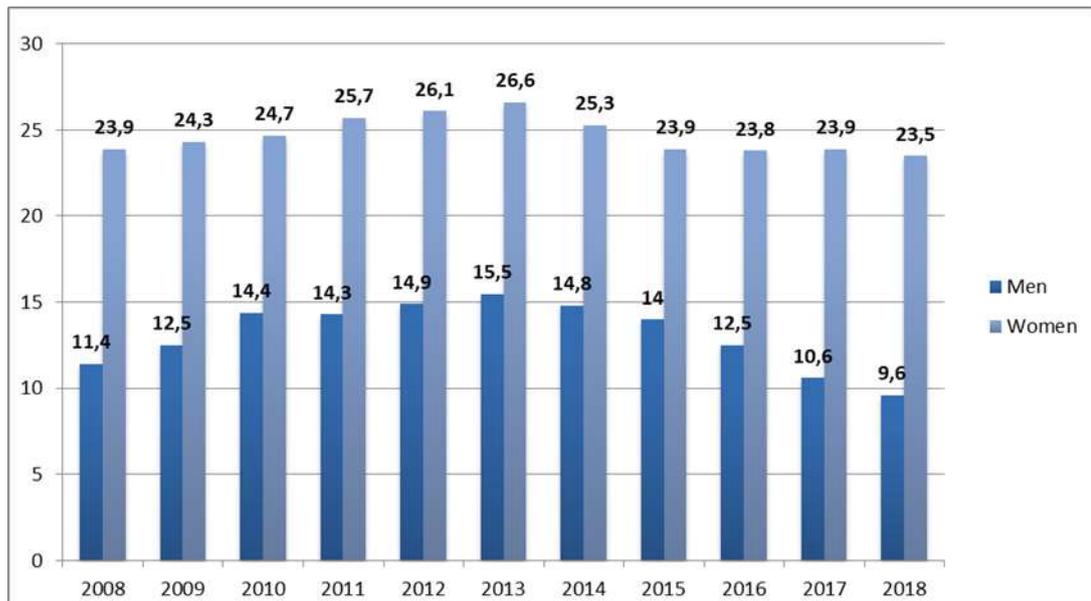


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Executive summary

According to research carried out as a part of the EKS project, in Poland in 2018, 16.4% of young people (20-34 years old) were neither in employment nor in education (NEET). According to the Eurostat data, these are more often women than men, in Poland as well as in the European Union. Factors such as low education or parents who have experienced unemployment increase the probability of being a NEET up to 17%.



Source: EUROSTAT, NEET in Poland

The problem with the development of initiative and entrepreneurship competences of Polish youth is that students of Polish schools have generally limited autonomy at school. Young Poles - unlike their peers in more developed countries - have almost no influence on what and at what level they will learn. Therefore, there is a clear gap between the interests and life plans of a student and most of the subjects he or she is taught and learns at school.

However, there are many good practices and programmes that support young people and those who want to find employment, such as the "Youth Employment Initiative (YEI)", which significantly improves young people's opportunities on the labour market, and the "Good start! - NEET youth activation programme", which improves the employability of young people up to 29 years old.

The target group, i.e. young disadvantaged adults, especially NEETs in age 20 - 24 and adult educators/facilitators including career advisors working in the non-formal education settings, was asked to complete the questionnaire, which was anonymous and confidential. The questions were related to their: Profile, Education, Employment, Training and Participation in future events of the project.

The questionnaire was completed by 33 people and the results will contribute to the development of the final product of the project. Most of them were aged 30-34 (30%) and over 35 (37%). From the 33 people that answered the questionnaire 61% are women and 39% men. 82% of them completed tertiary education (37% Bachelor's degree, 63% Master's degree) and 18% secondary education.

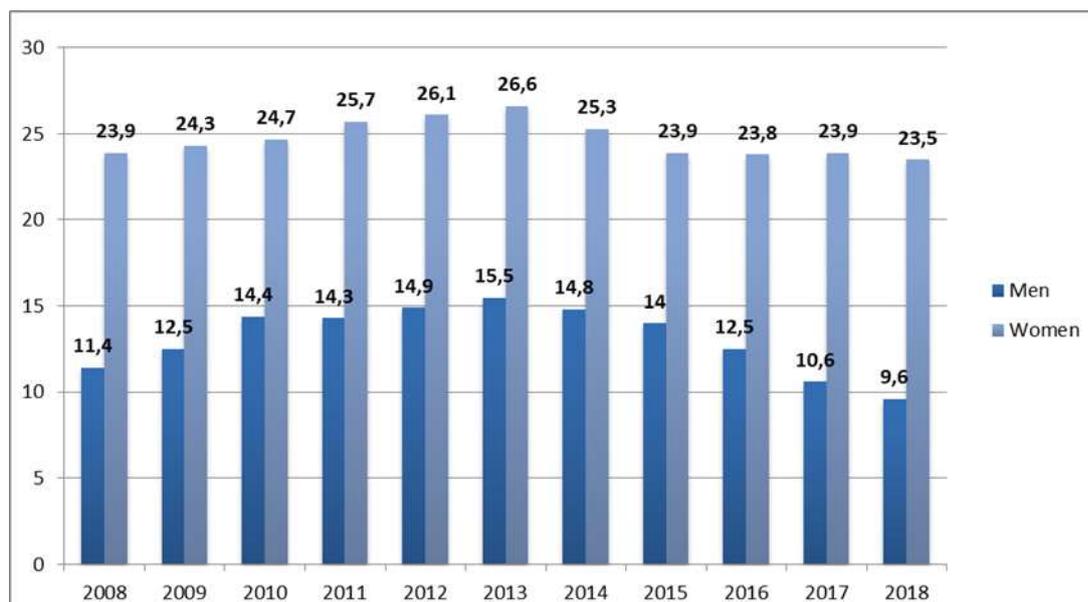
The participants admitted that the main obstacles for them are: economic (38%), cultural (18%), social (18%) and education (17%) problems. The main obstacles in finding employment are: low pay (46%), transport issues (30%), lack of experience / education level (18%) and inaccessible labour market (6%). All stated that they are interested in being an entrepreneur and believe that the following skills contribute to being an entrepreneur: creativity (43%), entrepreneurship (15%), courage in making decisions (21%), perseverance and ambition (12%) and expertise (9%). The majority of participants (79%) have participated in trainings during the last year, these were mainly IT, financial, language and business courses. In one of the last questions, participants were asked to rate their skills - critical thinking, creativity, complex problem solving, people management and cooperation with others (from 0 = lacking the skill to 4 = meaning that the skill has been mastered). Most of the participants admitted that they have very well or well developed these skills and want to continue developing them because they are useful in today's entrepreneurial world.

At the end of the questionnaire the respondents were asked to give feedback or their comment/concern/clarification regarding the questionnaire or the topic of entrepreneurship in Poland. Their answers were divided, some of them mentioned that there are no good opportunities to become entrepreneurs in Poland and the courses available on the market are too general.

Numerous studies show that entrepreneurship has to be learnt because success in business requires proper preparation of an entrepreneur. To achieve this, it is necessary to develop and implement attractive, good-quality financial and entrepreneurial training tailored to specific age groups, including children and young people. Regardless of the school education system, constant complementing the economic knowledge of entrepreneurs necessary is, for example through the development of new initiatives.

Podsumowanie

Według badań przeprowadzonych w ramach projektu EKS, w Polsce w 2018 roku, 16,4% młodych ludzi (20-34lata) zaliczało się do kategorii NEET (grupa społeczna, która jednocześnie nie uczy się, nie pracuje i nie przygotowuje się do zawodu). Z danych Eurostat wynika, że częściej są to kobiety niż mężczyźni, zarówno w Polsce jak i w Unii Europejskiej. Czynniki takie jak niskie wykształcenie czy rodzice, którzy doświadczyli bezrobocia, zwiększają prawdopodobieństwo na znalezienie się w grupie NEET o 17%.



Źródło: EUROSTAT, NEET w Polsce

W Polsce głównym problemem, który może zwiększać prawdopodobieństwo znalezienia się w NEET, jest problem w rozwoju kompetencji polskiej młodzieży w zakresie inicjatywy i przedsiębiorczości. Młodzi Polacy – w przeciwieństwie do swoich rówieśników w krajach bardziej rozwiniętych – nie mają prawie żadnego wpływu na to,

czego i na jakim poziomie się uczą. Istnieje zatem wyraźna przepaść między zainteresowaniami a planami życiowymi ucznia.

Istnieje jednak wiele dobrych praktyk i programów, które wspierają młodzież i osoby, które chcą znaleźć zatrudnienie, m.in. „Gwarancja dla młodzieży”, która znacznie poprawia możliwości młodych ludzi na rynku pracy czy Projekt „Dobry start!!! – Program aktywizacji zawodowej młodzieży NEET”, który poprawia zdolności do zatrudnienia oraz podnosi aktywność zawodową młodych ludzi do 29 roku życia.

Grupa docelowa tj. młode osoby, znajdujące się w niekorzystnej sytuacji, zwłaszcza NEET w wieku 20-24 lata oraz trenerzy / edukatorzy dorosłych, w tym doradcy zawodowi pracujący w placówkach kształcenia nieformalnego zostali poproszeni o uzupełnienie kwestionariusza, który był anonimowy i poufny. Pytania dotyczyły ich profilu, edukacji, zatrudnienia, szkoleń oraz uczestnictwa w przyszłych wydarzeniach projektu.

Kwestionariusz wypełniło 33 osoby, a uzyskane wyniki przyczynią się do opracowania końcowego rezultatu projektu. Większość była w wieku 30-34 lata (30%) oraz powyżej 35 lat (37%), 61% z nich to kobiety, a 39% mężczyźni. 82% ukończyło szkołę wyższą (37% studia licencjackie, 63% studia magisterskie) a 18% szkołę średnią.

Uczestnicy przyznali, że głównymi przeszkodami jakie napotykają są: problemy ekonomiczne (38%), kulturowe (18%), społeczne (18%) oraz edukacyjne (17%). A jeśli chodzi o przeszkody w znalezieniu zatrudnienia to są to: niskie płace (46%), problemy z transportem (30%), brak doświadczenia lub wykształcenia (18%) oraz brak odpowiednich ofert na rynku pracy (6%). Wszyscy jednogłośnie stwierdzili, że są zainteresowani byciem przedsiębiorcą i uważają że następujące umiejętności przyczyniają się do bycia przedsiębiorcą: kreatywność (43%), przedsiębiorczość (15%), podejmowanie ryzyka (21%), wytrwałość i ambicja (12%), odpowiednia wiedza (9%). Większość uczestników (79%) brało udział w szkoleniach w ciągu ostatniego roku, były to głównie szkolenia IT, finansowe, kursy językowe i biznesowe. W jednym z ostatnich pytań uczestnicy ocenili swoje umiejętności (krytyczne myślenie, kreatywność, kompleksowe rozwiązywanie problemów, zarządzanie ludźmi i współpraca z innymi) w skali od 1 do 4, gdzie 1 oznaczało mało rozwinięta umiejętność, a 4 bardzo dobrze rozwinięta umiejętność). Większość uczestników przyznało, że mają bardzo dobrze lub

dobrze rozwinięte te umiejętności i chcą je nadal rozwijać ponieważ przydają się one w dzisiejszym świecie przedsiębiorczości.

Na końcu ankiety uczestnicy mogli dodać komentarz dotyczący ankiety lub tematu przedsiębiorczości w Polsce, część z nich stwierdziła że w Polsce niestety nie ma wystarczających możliwości do bycia przedsiębiorcą, a szkolenia oferowane na rynku pracy są bardzo ogólne.

Liczne badania pokazują, że przedsiębiorczości trzeba się uczyć ponieważ sukces w biznesie wymaga odpowiedniego przygotowania przedsiębiorcy. Aby to osiągnąć należy opracować i wdrożyć atrakcyjne, dobrej jakości szkolenia z zakresu finansów i przedsiębiorczości dostosowanych do konkretnych grup wiekowych, w tym dla dzieci i młodzieży. Niezależnie od systemu edukacji szkolnej, konieczne jest stałe uzupełnianie wiedzy ekonomicznej przedsiębiorców np. poprzez rozwój nowych inicjatyw.

Introduction

“Entrepreneurship is the Key to Success” (EKS) is an Erasmus+ project aims to develop relevant and high-quality skills as well as to support young adults in acquiring entrepreneurial competences and build an entrepreneurial mind-set, with a special focus on developing skills needed for future entrepreneurs. The target groups of the EKS project are primary, young disadvantaged adults, especially low skilled NEETs, aged 20-24 and secondary, adult educators and facilitators including career advisers working in the non-formal education sector.

The target group, i.e. young disadvantaged adults, especially NEETs in age 20 - 24 and adult educators/facilitators including career advisors working in the non-formal education settings, was asked to complete the questionnaire, which was anonymous and confidential. The questions were related to their: Profile, Education, Employment, Training and Participation in future events of the project.

The research is conducted in order to find out:

- What are the particular aspects of the skills that the game should focus on;
- At which level the base knowledge should be set;

- How deep/detailed in each subject should the scenarios be;
- How advanced should be the pieces of theoretical information provided.

The research results will contribute to the development of the final product of the project, which will be a software game that can reproduce virtual, plausible or hypothetical situations in which the players can use and improve their entrepreneurial skills.

Methodology

The research consisted of two parts:

- **Desk-based research** (Literature review; compiling, editing, and finalizing reports). The desk research underpins the complication of literature review and the review of existing practices and conditions of NEETs in Poland. Desk research involves the analysis of recent, relevant and available data and resources in relation to the regulatory context, which surrounds the characteristics of the skills that contribute and will contribute in the future to create entrepreneurial mind-set and lead the innovation.
- **Questionnaire Research** - The partners created an anonymous and confidential questionnaire research among target groups to find out the current state of the skills they possess. The questionnaire was completed by 33 people.

The research included also identification and analysis of “good practices”. These existing practices may prove crucial when conceptualizing new, innovative solutions to the creation of an entrepreneurial mind set among young disadvantaged adults.

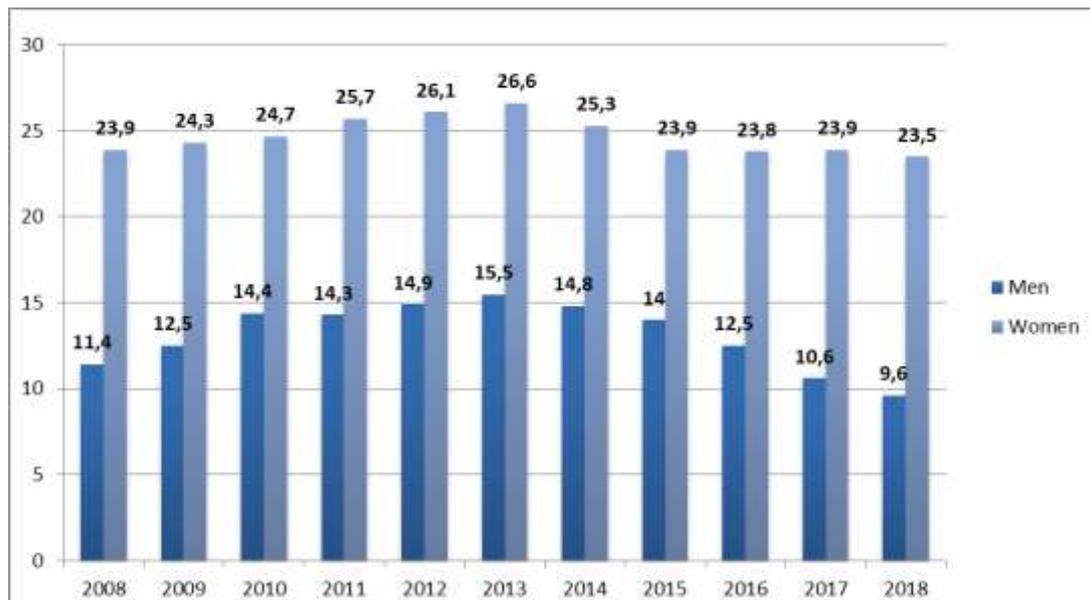
Besides being helpful for the development of the EKS game, the results from the desk and questionnaire research are valuable source of current situation in the field.

Key findings from Desk Review

According to the definition (Szcześniak,2011), a young person from the NEET category is a person aged 15-29 who fulfils three conditions altogether, i.e. is not working (i.e. unemployed or professionally inactive), is not in education (i.e. does not participate in formal stationary education) or training (i.e. does not participate in extracurricular

activities aimed at obtaining, supplementing or improving professional or general skills and qualifications necessary to perform work)

In July 2019 Eurostat (Eurostat, 2019) released a report with full data on NEETs in the European Union. In 2018, 16.5% of young people aged 20-34 were neither in employment nor in education across the EU. In Poland, in 2018 the rate was exactly 16.4%. The graph below presents the situation of NEETs in Poland in the last few years.



Source: Eurostat

The phenomenon of NEETs is nowadays one of the most crucial social issue that demands quick and decisive interventions on a governmental level in most countries and regions of the European Union. This problem concerns the situation of young people who are outside the sphere of employment and education (Domagała-Szymonek, 2019).

The problem with the development of the initiative and entrepreneurship competences of Polish youth is that students of Polish schools have generally limited autonomy at school. Young Poles - unlike their peers in more developed countries - have almost no influence on what they learn and at which level they do so. Therefore, there is a clear gap between the interests and life plans of a student and most of the subjects he or she is taught and learns at school.

According to numerous studies, young people with a low level of education are three times more vulnerable of belonging to the group of NEETs than those with tertiary

education and twice as much as those with secondary education. It turns out that the family also has an influence on becoming a NEET. Having parents who have experienced unemployment increases the probability of being a NEET by up to 17%. Children of people with a low level of education are up to 1.5 times more likely to join the group of inactive young people than those with secondary education, and up to twice as likely to join the group of inactive young people than those with a university degree (Łapińska-Pękała, 2015).

In Poland since 2013 there is Youth Employment Initiative (YEI) which was initially open to young NEETs aged 15-24. In autumn 2015, the Ministry of Labour and Social Policy extended the coverage to include young people up to 30 years of age. Note that NEET criterion is relaxed for young people registered as unemployed but participating in informal education/training and hence technically not NEET. There is also an entrepreneurship opportunity open to people up to the age of 29 who are unemployed or seeking work and still within 4 years of completing their education. It ensures that in parts of Europe where the challenges are most acute, young people can receive targeted support. Typically, the YEI funds the provision of: apprenticeships, traineeships, job placements, further education leading to a qualification.

Persons registered in the poviát labour office may, in addition to defining the assistance profile and preparing an individual action plan, also obtain the status of a person in a special situation on the labour market. As a person who is in a special situation on the labour market, he or she is entitled to priority in the referral for participation in special programmes in accordance with the law. NEETs and the unemployed can find all relevant information about their rights on the <https://zielonalinia.gov.pl/prawa-i-obowiazki-osoby-bezrobotnej-32260>.

Career counselling is a labour market service which is offered by Poviát Labour Offices and Information and Career Planning Centres in the Voivodeship Labour Offices. Career counselling consists in providing assistance by the Labour Office employee related to solving vocational problems of people who come to the Office to receive such help.

Assistance can be provided in the form of individual contact of the Office employee with the person requiring help or over the phone or Internet.

Within the career counselling service, the Office employees carry out also group meetings in the form of workshops with those requiring help.

In addition, there are some social innovation projects in Poland that have similar objectives to EKS project like “Dobry start!!! – Program aktywizacji zawodowej młodzieży NEET”, or „Praca z pasją – program wsparcia młodzieży NEET na rynku pracy”; however, none of these projects has a specific focus on training entrepreneurial skills through an online game.

Although there are many practices and reports tackling entrepreneurship, they don't answer all the questions of an entrepreneurial mind-set in today's world. In the existing literature, the following topics are not covered:

- Education in the effective management of a professional project
- Negative long-term consequences for NEETs
- Determining the factors determining young people's membership of the economically inactive population

The research shows that the Poles undertake entrepreneurial activity resulting from necessity (and not from aspirations or personal ambitions) two times more often than people from the other European countries. Teaching current and future entrepreneurs is one of the most important modern issues of societies. Entrepreneurship education without a doubt is a challenge for the current education system in Poland. (Nowak, 2014).

Good Practices

Non-formal education is a recognized and increasingly widespread way of acquiring and developing competence, also learning about the world, others, and yourself. New economy is based on knowledge, information, innovation, technological progress. Below is a selection of educational initiatives in the field of entrepreneurship, conducted by different types of organisations and with different knowledge and educational methods applied.

JGT Training - Interpersonal communication – workshops

Training that will help to strengthen and improve communication skills, and thus to communicate with colleagues, superiors, subordinates, clients in such a way as to be well understood, to understand others, to improve the flow of information and facilitate cooperation, and to avoid misunderstandings, which can often lead to conflict situations. During the training, participants will learn their own style of communication, learn how to act on the basis of individual and team goals and how to adapt their way of providing information to the style of their interlocutor. This will give participants a greater sense of clarity and understanding.

Participants will acquire the following skills:

- verifying their own strengths and weaknesses;
- eliminating communication errors;
- recognizing each other's style of communication and building an appropriate dialogue;
- communicating their opinions in an assertive manner and in a manner appropriate to their professional role;
- building clear and legible messages in everyday situations, but above all in conflict and stressful situations;
- listening actively.

Regionalne Centrum Innowacji i Transferu Technologii

The subject of this training is to set up and run your own business. During the training you can learn what the official procedures accompanying the establishment of a company look like, how to choose the most advantageous form of taxation, how to settle accounts before the authorities and how to establish a company as a researcher, doctoral student or student. The areas of organized trainings also concern such topics as obtaining funding, cooperation on the science-business level, speeches in front of the investor or preparation of a business plan.

NBP - Funding of projects in the field of economic education

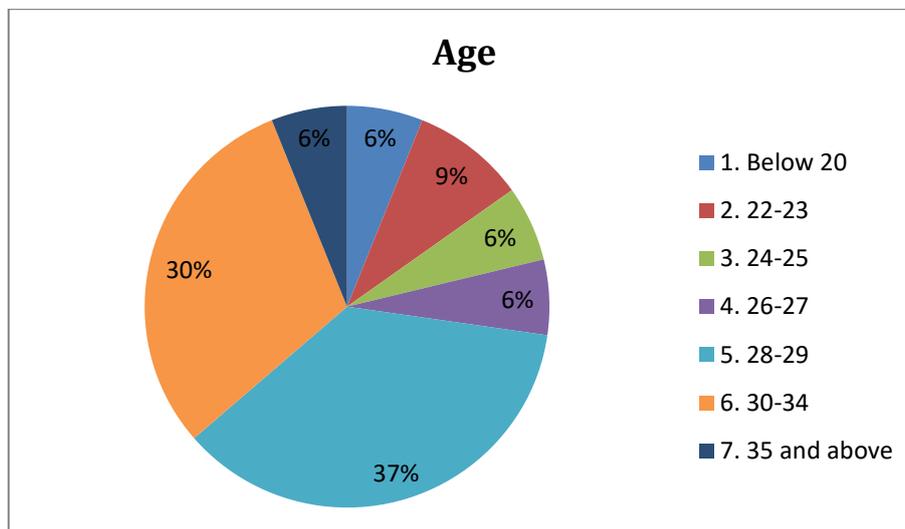
The National Polish Bank (NBP) supports educational projects that fit in with the central bank's educational activities. In particular, the objectives of the educational activity are:

- popularization of knowledge about the principles of functioning of the financial market, shaping attitudes favouring its stability and development of the financial system,
- increasing knowledge of economic issues in the society
- fostering an entrepreneurial mindset
- promotion of modern attitudes influencing the formation of social capital related to economic development.

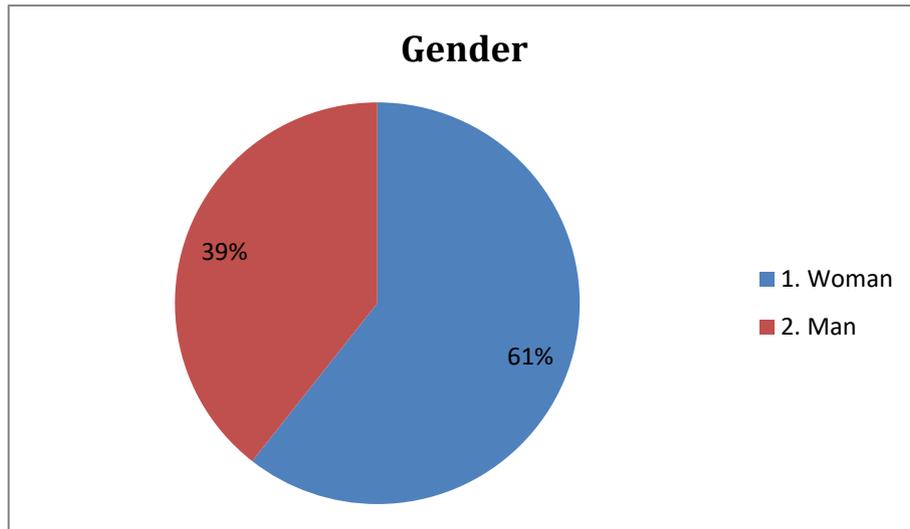
Findings of the Questionnaire Research

The target group was asked to complete the questionnaire, which was anonymous and confidential. Questionnaire results will contribute to the development of the final product of the project. The questions were related to their: Profile, Education, Employment, Training and Participation in future events of the project. The questionnaire was completed by 33 people and obtained results provided us with the following information about the respondents.

Profile



The most respondents of the survey were in age 28-29 (37%). The next largest group were people in age 30-34 (30%), then 22-23 (9%) while the groups 24-25, 30-34, below 20 and above 35 years old were represented equally by 6%.

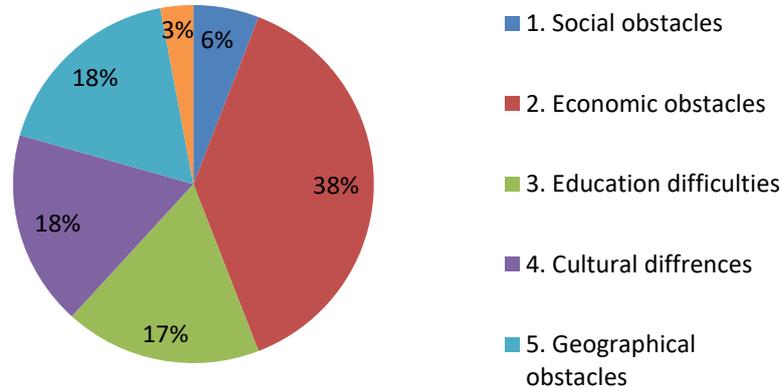


Among the respondents, majority of them were women (61%).



As 100% of respondents were Poles, Polish was their mother-tongue. All of them are Poles.

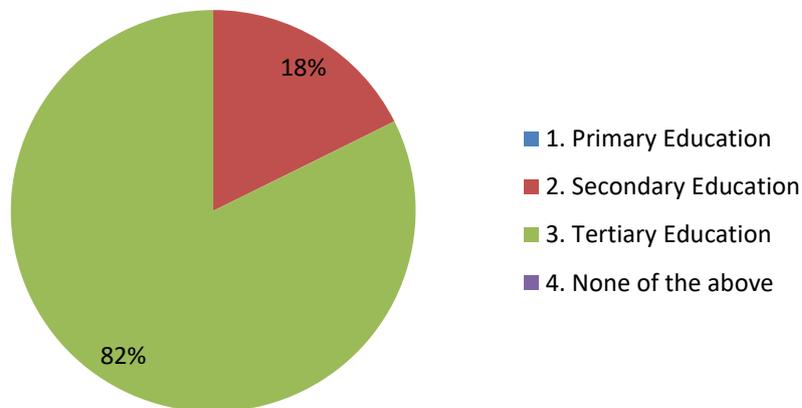
What kind of obstacles do you an/or your family face?



The participants admitted that the main obstacles for them are: economic (38%), cultural (18%), social (18%) and education (17%) problems. Small group (3%) of the respondents felt that they are not facing any obstacles.

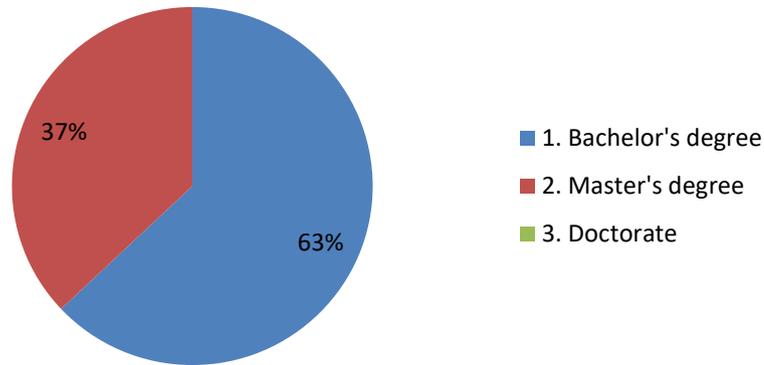
Education

Highest completed education level



82% of the respondents completed tertiary education and 18% secondary education.

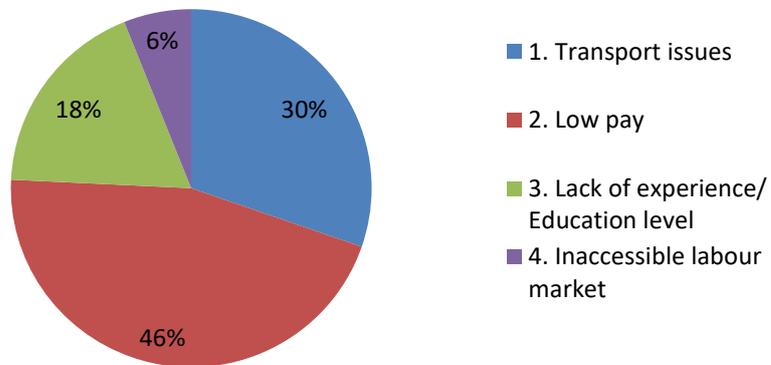
If yes, please select the degree that is applicable to you:



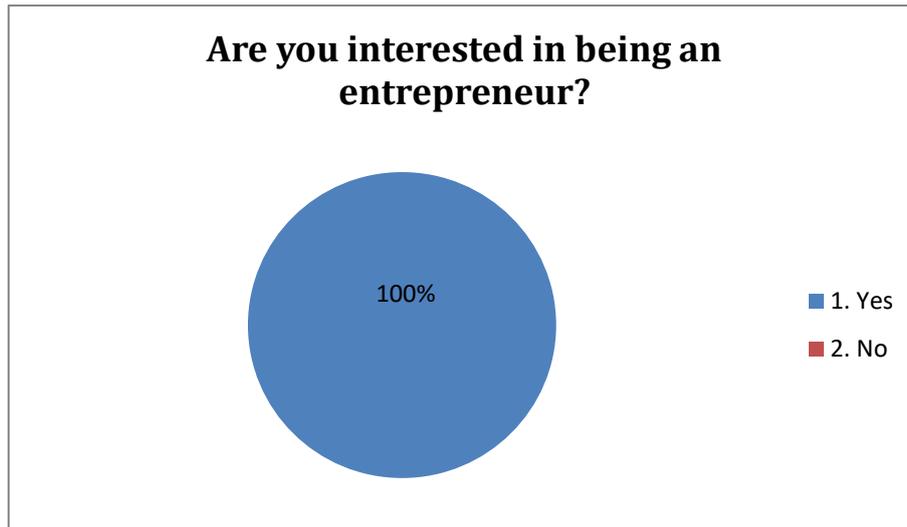
All respondents have obtained a higher education degree. The biggest group of the respondents (63%) has obtained Bachelor's degree while the rest of them (33%), Master's degree.

Employment

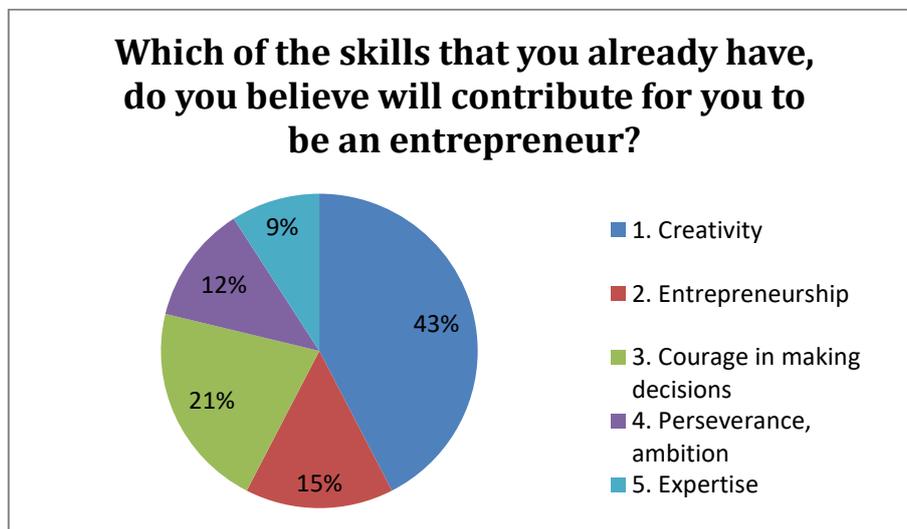
What obstacles do you face in finding employment?



The main obstacles in finding employment are: low pay (46%), transport issues (30%), lack of experience / education level (18%) and inaccessible labour market (6%).

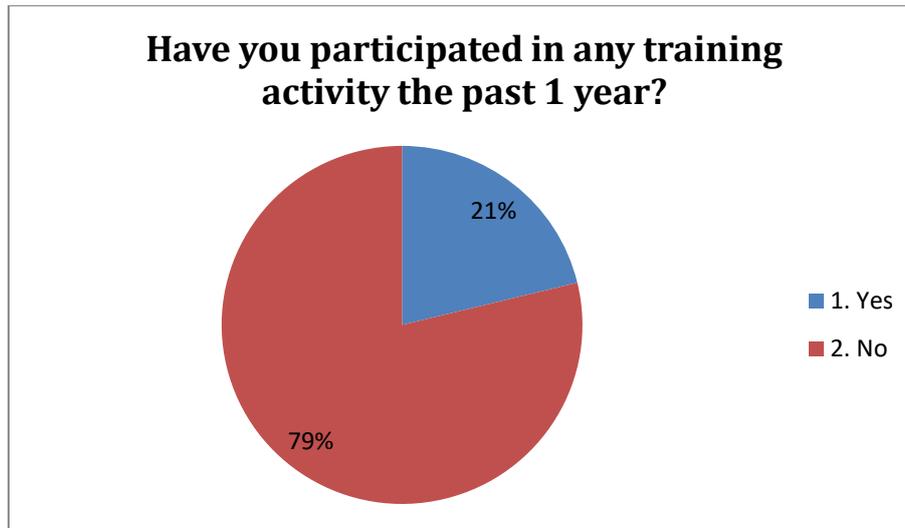


All stated that they are interested in being an entrepreneur.

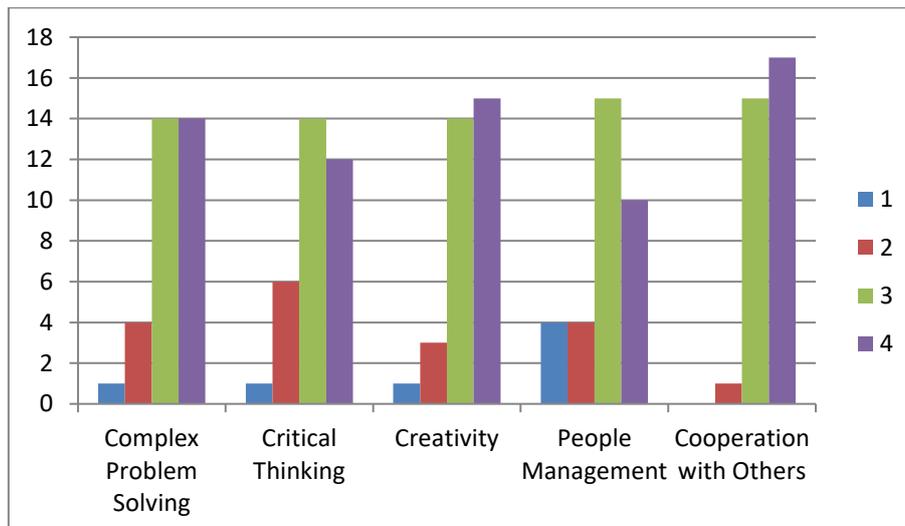


All respondents believe that certain skills that they already possess can contribute to their entrepreneurial position. When it comes to particular skills, the following were pointed: creativity (43%), entrepreneurship (15%), courage in making decisions (21%), perseverance and ambition (12%) and expertise (9%).

Training

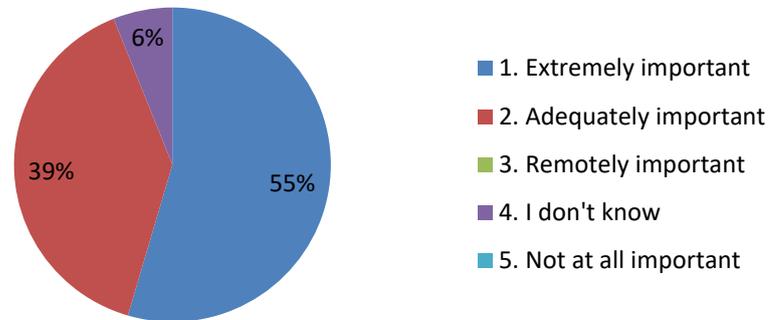


The majority of the respondents (79%) have participated in trainings during the last year. These concerned training in the fields of IT and finance, language courses and business management.



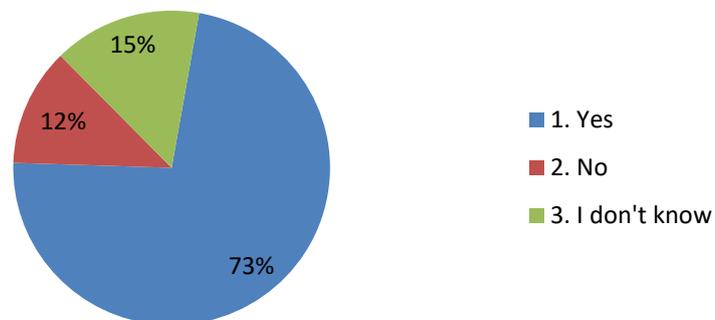
In one of the last questions, participants were asked to rate their skills - critical thinking, creativity, complex problem solving, people management and cooperation with others (from 0 = lacking the skill to 4 = meaning that the skill has been mastered). The above graph presents the answers.

How important do you believe are the above-mentioned skills in today's entrepreneurial world?

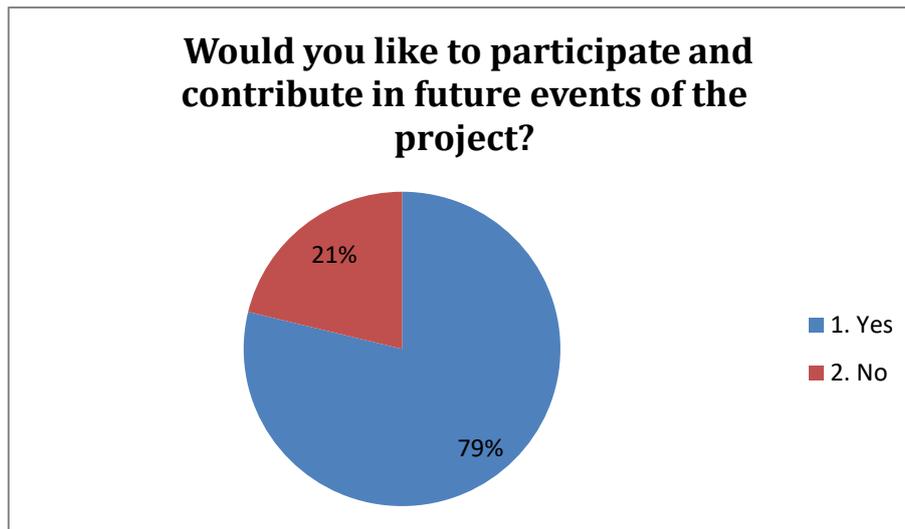


Most of the participants admitted that they have very well or well developed these skills and want to continue developing them because they are useful in today's entrepreneurial world.

Would you be interested in enhancing those skills by participating in training activities for entrepreneurship?



The participants were asked if they would be interested in enhancing the previously mentioned skills and the majority of respondents were positive in participating in a relevant training.



Respondents will stay informed about the project development and results, as most of them indicated such interest.

At the end of the questionnaire the respondents were asked to give feedback or their comment/concern/clarification regarding the questionnaire or the topic of entrepreneurship in Poland. Their answers were divided, some of them mentioned that there are no good opportunities to become entrepreneurs in Poland and the courses available on the market are too general.

Conclusions and Recommendations

Numerous studies show that entrepreneurship not only can, but must be taught. Success in business requires the proper preparation of an entrepreneur, including the field of financial knowledge. The mentioned requires the development of appropriate curricula and the implementation at all levels of education, starting from kindergarten.

In order to achieve the development goals of companies, local communities and at national level, it is necessary to develop and implement attractive and good-quality training on finance and financial education programmes tailored to specific age groups, including for children and young people. They should be implemented at all levels of education. Regardless of the school education system, necessary is constant complementing the economic knowledge of entrepreneurs (this point is not clear), for

example through the development of new initiatives. This requires intensified efforts and change management in the modern world.

The actions taken by the European Union and Polish institutions for the benefit of entrepreneurship education are still insufficient. Promotion of Corporate Social Responsibility among Polish entrepreneurs, training of entrepreneurship teachers, introduction of entrepreneurship to the set of matriculation subjects, wide implementation of project tasks on entrepreneurship and economics classes and general ethics teaching in schools, can help citizens build, develop and update their entrepreneurial skills, and thus better prepare them for profound socio-economic changes.

Numerous studies show that entrepreneurship has to be learnt because success in business requires proper preparation of an entrepreneur. To achieve this, it is necessary to develop and implement attractive, good-quality financial and entrepreneurial training tailored to specific age groups, including children and young people. Regardless of the school education system, constant complementing the economic knowledge of entrepreneurs necessary is, for example through the development of new initiatives.

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