

# The effect of online creative schools on youth empowerment and entrepreneurship in Egypt

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## Introduction

**A nation's youth is its sole determinant of its future's greatness and vision (Honig and Probstl,2020), the more empowered the youth of a certain country is the more they feel encountered to face any challenges or obstacles whether economic , political or social issues. Researchers (Hamama , 2014 ; Ile and Boadu, 2018 ; Shelton and Archambault,2019) claimed that of the many indicators of youth empowerment in a specific nation is the government extent to allow these young people to interfere with their countries innovative plans and discussions to be able to have a voice in their own future by focusing on the effort and global change the youth of a nation could provide. Also the more the youth of a certain nation feels empowered the more they would be able to become key agents for development and goodwill (Carballo et al., 2020).**

Youth empowerment could be clearly stated by their participation in national and regional decision-making processes, new economic programs that plans on the growth of the nation's economy or even the social intervention programs as well. Participation of the youth does not only show the importance of them as an asset to the country but also is a pillar for domestic unity and development (Shelton and Archambault, 2019). In Another words , empowerment as a process does not only occur through the efforts of inclusion by the government or the nation , however it is also considered as a self on-going process that focuses on one's sense of his-her own ideals, strength vision and values(Onweh et al., 2013).When the individual feels the necessity of his role in the economical , social and political issues is vital the self-empowerment and self esteem level of his increases he/she becomes more enthused to share his/her ideas to plan for a better future. As mentioned above that the empowerment process is mostly on-going that means it depends on the learning process that helps an individual to evolve, this learning could be achieved through education and networking that focuses on employment issues such as entrepreneurship education which is the main focus of this paper.

According to Onweh et al (2013), one of the most important tools in the field of youth empowerment in Africa is Entrepreneurship education, development and encouragement. As an imperative tool Entrepreneurship education creates the spirit of self-respect , self-reliance and self-efficacy by the concept of self-employment and chasing their own dreams , paving the way for economic growth that will result in less unemployment rates and would lead to reducing poverty(Carballo et al., 2020). Entrepreneurship education is vital tool of youth empowerment as it has the ability to encourage youth to develop their skills of creativity, manageability, organizing, planning innovating and executing their plans which creates a co-existence within their nation (Shelton and Archambault, 2019). Entrepreneurship education leads to the notion of self-employment which boosts a country's economy as a result of less unemployment rates, by encouraging the emergence of new businesses or startups these companies creates assets within the nation in particular the skills and knowledge that is embedded in their employees is likely to remain in the ecosystem (Hamama, 2014). Moreover, entrepreneurship education introduced the youth to innovative invention and creativity that would result in great social and economic vales, it is a very important tool that would be a key driver for economic growth as well (Mourtada,2010).

In the global entrepreneurship report of 2018 Egypt was ranked the fastest growing entrepreneurship ecosystem in the MENA despite all economic challenges (GEM, 2018). Without a doubt media coverage and entrepreneurship education entities in Egypt such as the creative industry summit technesummit , Sync School for creative minds and the

Egyptian ministry of communications and information technology partnership with udacity to get free scholarship have encouraged youth in Egypt to take this step and contributed a to the mindset shift of entrepreneurship (Porter et al., 2020). According to GEM (2018) 76% of Egyptians saw entrepreneurship as a desirable career choice while 55% had the intention of starting their own business, the rates of unemployment and the lack of youth finding interesting jobs or losing their passion in a 9-hour demanding job pushed more young people to follow their passion and start their own imitative to achieve their goals. The perception of entrepreneurship in the Egyptian society as a whole changed dramatically over the past decade whether the lack of employment opportunity was the driver or that the majority of youth craved the need for self-employment, however there are still a lot of challenges face by youth in order to start their own business which makes the role of entrepreneurship education in Egypt even more crucial(Ali et al., 2021). The role of mentorship or education is highly needed to encourage more youth to understand more about entrepreneurship and guide beginners and small size startups in their way to achieve their goals by bearing in mind as well the benefits of such startups to the economy as a whole.

### **SYNC School**

One of the most successful and popular online creative schools in Egypt is Sync School, which is the first school for creatives in the MENA region they offer online and offline educational programs , workshops , Master classes , talks from visionaries and successful creatives in a lots of fields such as advertising, photography , writing , directing , shooting , business planning, art directing and others. , their main aim to spread knowledge , help their students to create content and connect creatives together, exploit talents of young creatives to allow them to work with others in the same field .They also have a group that connect creatives together people who are actively looking for jobs, connecting producers with all new talents (Sync,2022).

### **Importance of this Study**

This paper aims to view, explain and asses the role of entrepreneurship education, mentorship through creative online schools on Egyptian youth empowerment. Little research has been done on creative schools teaching techniques and importance (Ile and Boadu, 2018), According to Pollard et al (2018) , creative and advertising teaching goes against the grains of academic world thus this study focuses on the role of creative schools that little or few research has tackled their role. This paper aims to explore the effects of these school by Focusing on one particular creative school in Egypt which is Sync school which as mentioned earlier offers a verity of courses master classes on a lot

of creative fields The study used a quantitative methodology through an online survey to figure out the impact of the education provided by sync school on the self-esteem of Egyptian youth who either established their own startups, shifted their career in order to follow their passion in other creative fields or are still thinking of establishing their own business yet still hesitating. According to Ali et al (2021), one of the key solutions that the Egyptian government could use as a means of fighting high unemployment rates is the encourage of youth entrepreneurship, Egypt's entrepreneurship eco-system has developed in past decade and with the technological advances startups have become more prominent and the Entrepreneurship culture became more widely accepted, encouraged by and appealing to many Egyptians aided the economic growth of the country despite economic challenges. According to Egypt's 2030 vision released in 2016 which implements the government agenda to reach the Sustainable development goals, efficient procedures has been made in order to develop the Egyptian entrepreneurship ecosystem, These procedures and strategy were adopted to enhance the legislative issues and regulations for Egyptian entrepreneurship and innovative startups. This study also focuses on the challenges Egyptian youth face when considering establishing their own business and provides solutions for these obstacles in addition to focusing on the link between entrepreneurship education and youth empowerment by presenting the effects of education and mentorship on youth prior to their entrepreneurial activities.

### **Literature review**

#### **Empowerment, Entrepreneurship & Entrepreneurship education**

The term empowerment is subjected to many definitions and meanings, it is not simply about an economic or legal or political development, but rather about expanding an individual horizon and likelihood of his/her self-development and social transformation through their own perspectives (Porter et al., 2020). Empowerment is a word that carries with it a lot of optimistic hopes, purposes and dreams; it is defined as the process through which a disadvantaged individual has equal rights, recourses and power (Isa, 2019). According to Santos et al(2020), there are four main cognitive components of psychological empowerment at the individual level which are meaningfulness, competence, self-determination and impact. Their research continue to describe these states individually as meaningfulness meant how an individual judge his/her own contributions in a work a place or in the society in general and his/her judgment usually occurs based in relation to their own idealistic self or standards set by each of them on his own(Santos et al., 2020). Competence state however was related to the judgment of one's own skills and usage of his/her skill in their performance in

any activity , whether an individual believes in his/ her ability to perform a certain act which can be referred as self-efficacy (Santos et al., 2020), which is one of the important aspects this article aimed to tackle. Self-determination component is basically the extent of self-government in decision making process, and finally impact is whether the individual perceives a notable outcome of his/her work in a specific field that actually made a differential contribution or not (Santos et al., 2020). These four concepts are very well noticeable in the entrepreneurship process though they have not been theoretically integrated in such terms the paper by Santos et al(2020) , succeeded in drawing this link through the following thematic preposition; First of all , the *meaning* state is achieved in entrepreneurship as the pivotal concept of being an entrepreneur is achieving the self-employment state in which an individual must be aware of his own goals and ideals that he/she sets and plans on reaching by developing his her own work through risk taking and consistency in following his/her plans. Entrepreneurship is a self-defining process which inspires individuals to take a deep look around and ask themselves what they really want to do with their lives how are they going to contribute to their society. Entrepreneurship helps to inspire meaning behind an individual life (Santos et al, 2020). Competence state which was tackled earlier could also be vividly seen in the entrepreneurship process as the entrepreneurial competences is reflected in one's own perception of self-efficacy how he/she perceive the efficiency of one's work in a specific field, moreover the self-determination state is quite obvious in the entrepreneurship process as ones determination to and motivation to shift ones' career or actually start on his own project is a crucial factor to cope and face all challenges that acquire being an entrepreneur(Santos et al., 2020). Moreover, the impact state in empowerment is one of the most important links between empowerment and entrepreneurship , as an entrepreneur the work an individual has high potential impact whether on his own life or within his/her society through the social and economic returns at an individual and societal level, impact in entrepreneurship also gives the individual a sense of self-fulfillment which in return gives an individual a sense of control and empowerment to make his/her own decisions to have his/her own visions to pursue his/her entrepreneurial opportunities this all shows the relationship between the entrepreneurial activity process and the feeling of empowerment(Santos et al., 2020). The link between empowerment and entrepreneurship is noticeable however , evolving and implementing the process of entrepreneurship is not as easy as one could believe for instance in Egypt there are many obstacles and challenges facing new entrepreneur's such as the culture of entrepreneurship itself could be new to the society so youth perception towards it could be full of risk and fear of failure, financial issue that might lead to discouragement , the few business development services available and many

other obstacles that will be tackled more thoroughly later in the paper(GEM,2018). Researchers (Hamama, 2014; Shelton and Archambault, 2019; Carballo et al., 2020), contracted that one of the solutions in order to encourage youth empowerment through entrepreneurship is the importance and vitality of entrepreneurship education.

So what is in fact entrepreneurship education? According to Isa (2019), entrepreneurship education is teaching students beyond the methods to undertake to start a business; it focuses on empowering students through helping them find opportunities and managing difficulties and obstacles they face and develop an entrepreneurial mindset. This definition of entrepreneurship education can be well seen in the activities and workshops of Sync school in which this study undertakes as an example of an entrepreneurship schools for creatives; as within their workshops they guide students whether in advertising , art directing photography and other creative field to have an entrepreneurship mindset that would help solve their problems. In another words entrepreneurship education could be seen as a mentorship education that has been regarded as a solution to help them face challenges they encounter as start-up entrepreneurs, a role of a mentor is very critical in such development process as the mentor or teacher guides the entrepreneur from the very start till he/ she becomes well established (Masha et al., 2022). According to Tingey et al., (2020), the mentorship provided through entrepreneurship education develops youth self-esteem , self-confidence and many other personal skills that help them while doing and planning their business models moreover this mentorship also provides networking and enhance opportunity recognition which results in entrepreneurial self-efficacy. Entrepreneurship education is considered as an asset to existing business education that other educational institution should make use of , the core concept of entrepreneurship is to change the mindset of youth to guide them into creating , developing , innovating and implementing ideas that would in result help and enhance the economic growth(Karwati et al.,2018). Entrepreneurship education helps in building entrepreneurship process that creates work for an individual and other youth to make the economy and the society overall better, efforts of entrepreneurship could not be neglected in developing nations to be specific in terms of enhancing the economy if a developing country(Tingey et al., 2020). According to Isa (2019), Entrepreneurship education is a major factor in guiding, mentoring and developing future entrepreneurs which helps in reducing the high rates of unemployment among youth, it could help in reviving an economy of a country, in addition to helping the economy of a nation entrepreneurship also helps the individual to develop more skills to better himself and his society. During the past 20 years, entrepreneurship education has expanded and has been proved to be of quite well importance and efficacy, in addition it is needed by

youth as a tool for self-reliance nowadays it is more crucial than ever especially with the economic challenges were facing and technological advances (Neergard, 2022). Entrepreneurship education gives youth the ability to obtain knowledge, skills and to cope with life challenges in every way possible, From the benefits of entrepreneurship education on a nation's youth is developing a lot of skills on a personal and professional level; entrepreneurship education helps students to acquire knowledge, identify new opportunities , come up with creative solutions and ideas , provide innovative strategies and techniques to reach their goals and helps in the economic transformation on a personal and societal level(Porter et al., 2020).

### **Theoretical framework**

#### **Empowerment theory**

According to Honig and Probstl (2020), empowerment theory states that an individual could be empowered by a three-step approach which starts by obtaining new information hence gaining knowledge in a specific field, then encouraging the belief that individuals within a society are all equal and have the same rights within a nation , and lastly to enable these youth to reach their goals. The way to achieve this level of empowerment is through education; that is education shapes the empowerment process by helping them to gain a sense of their own supremacy of their future in terms of learning and acquiring new job knowledge and practical skills that leads to their role as learners and meaning makers that is initiated in empowerment (Carballo et al., 2021). Hence, Educational programs in various fields which includes activities such as advertising, marketing and content creation which sync schools offers could be applied to this theory as in these types of educational programs could be empowering as their outcome is enabling learners to follow their own passion and dreams by establishing their own startups.

#### **Mentor Relationship Theory**

Developed by Kram (1983,1985,1996), this theory claims that mentoring process usually happens through two types of mentoring professional and psychological; professional functions is mainly applies through career sponsoring , coaching , teaching workshops , enhancing visibility and exposure , providing assistance to help with the challenge they might face within their career paths , providing the opportunity of networking and increasing the network of an individual to help him/her reach to other in the same field , assisting with planning and job searching. All of the above functions of mentoring process is exactly what Sync school does through the variety of workshops in the field of advertising they offer ranging from copy writing , photography , marketing ,

managing accounts and others. Sync school offers its students the luxury of networking for free by joining their Facebook group which connects creatives together in the same field and help youth in job searching which leads to the increase of employment which in result increases self-esteem and self-efficacy that leads to self-empowerment. The Psychological functions of mentoring include interacting with the learners in personal ways along their career paths to help enhance their self-efficacy and build a strong sense of identity by providing emotional support (Shelton and Archambault, 2019). This function is implementing by offering young learners counseling sessions, advice, and constructive criticism and encouraging their development in the field (Ile and Boadu, 2018). Sync School offers online sessions and live with their students that help them to answer their questions and provide instant feedback, which enables the instant criticism of their work , advice and mentoring. Later on a criticism to Krams's (1985) theory was presented by Scandura (1992) which claimed the necessity of adding a third mentoring function which is role modeling function ; this function includes the ability of the teachers to provide their learners with mentoring and coaching mechanisms. This is also applicable to the work of sync school as many of their workshop providers and talks are famous advertising directors, producers , copy writers that are loved and appreciated by many youths who wants to follow their footsteps (acting as role models).

### **Online Creative Schools**

Youth empowerment through education in creative fields is vital not only the professional development of individuals but also their personality development (Zhang et al., 2021). Creative fields such as advertising, photography, directing, art directing and others have received little academic research on their learning and teaching techniques, thus this paper immensely focus on this aspect (Pollard et al., 2018). For youth who are interested to land jobs in the creative field need to have a strong presentation of their work and to build a well conceptualized portfolio besides their knowledge and expertise in the field (Blakeman et al., 2020). As mentioned earlier Sync school as one of the first established creative schools in the MENA connects and guide aspiring youth in many creative fields such as (copy writing , art directing , photography, directing , shooting and lighting techniques and production) to build their professional creative portfolios and to start their creative journey. Teachers and mentors through creative schools help aspiring young art director , copy writers and others to tell their own story of their passion for the art of advertising and highlight their tremendous abilities by promoting their knowledge of design , writing or producing a piece of the advertising art through a fruitful portfolio (Porter et al., 2020). Researchers (Honig and Probstl, 2020 ; Ile and Boadu , 2018; Blakeman et al., 2020) in the advertising field advocated

for the importance of using insights from the creative industry from young art directors, copywriters and producers to include within the curriculum of university courses to integrate a youthful perception from experienced creatives. According to Blakeman et al(2020), both trade and academic literature positions of what a young creative need to learn and how to land jobs in a completely aggressive workplace is through the art of building a strong creative portfolio that shows the true colors of the creative himself/herself , this is apparent in the work of creative schools such as Sync school in Egypt which allows its students to benefit from its online workshops and masterclasses that provides intense information in a variety of creative field from well-known professionals in their chosen fields. The role of creative schools goes beyond guiding their students with building a strong portfolio in their work , creative schools also focus on adding new skillful traits to these aspiring young creatives such as the knowledge of the business they are willing to work within , the media they are going to operate through and the importance of having a diversity of interests, the ability to comprehend the variation between ideation and the creative brief concept and to have strong presentation skills that help them to deliver their creative ideas to other(Porter et al, 2020). The academic literate of creative studies such as advertising also emphasized the importance of integrating the professional business conversations of advertising entrepreneurs, successful copywriters, directors and producers within schools curriculums as landing advertising jobs and having successful careers in the creative field generally these days is harder than ever and the acquisition of a baccalaureate degree is not enough (Ganahl,2017). As advertising field became very competing university professors claimed the need for more challenging and creative programs that guide youth in that field to cope with the tremendous challenges impacting the workforce that youth face(Carballo et al., 2021). The direction for online platforms grew massively post the covid-19 outbreak in 2020 which shifted many of the educational institutions to online teaching which was implemented very well in the creative field as it allowed a lot of youth to participate in the online workshop and master classes based on its easier accessibility anytime anywhere, this factor encouraged more students to join the master classes and workshops provided online from various background education and made the career shifting process easier(Blakeman et al., 2020). In relation to mentor relationship theory mentioned above, the purpose of Sync School is also to provide a mentor and guide to students in the creative to help them reach their goals (Masha et al., 2022).

### **Egypt, Entrepreneurship & Youth Empowerment**

The global entrepreneurship report in Egypt (2018), it was claimed that an

entrepreneurial revolution took place over the past despite the economic challenges, however there is still yet a need for more support organizations, emerging policy focus, and numerous government and donor support programs. According to Hattab (2010), Egypt's acquires the largest market in the MENA which enables more room for growth and entrepreneurial innovation; there is amazing promise for future Egyptian entrepreneurs. Even with all challenges facing young entrepreneurs their opportunities of starting their own business is still very promising as the cost labor , rent in rural areas are low; making investments appealing in these areas even with all interests rates which are low compared to other developing nations in the middle east (Hamama, 2014). According to GEM (2018), business owners statistics in Egypt stated that there are 1.9 million owners of young businesses and 1.72 million owners of establishment business which have a great impact on the Egyptian economy , that is by youth running their own businesses having higher income than a regular job. One of the main reason many youth shifted their career or turned to entrepreneurship was due to the low employment rates , the few job vacancies offered in the market and the difficult labor market conditions(Carballo et al ., 2021).According to GEM (2018) , the global entrepreneurship index of the Egyptian profile has predicated and indicated a good impression for the Egyptian entrepreneurial aspiration sub-index as Egypt ranks 61<sup>st</sup> places in the global entrepreneurial index and is classified in the fifth category for GDP values indicating an improvement for the GDP which promise economic development. Encouragement of investments by the private sector in innovation entrepreneurship is highly needed in order to face of the challenges faced by young entrepreneurs such as lack of business development services, and financial issues and lack of credit(GEM, 2019). One of the most prominent challenges facing young Egyptian youth while planning their startups is the fear of failure therefore there is a vital need for business risk condition education for young entrepreneurs to guide them and help them along the way(GEM,2019). Moreover , there is also the obstacle of networking as few Egyptian entrepreneurs have the ability to access and mobilize opportunities and resources which is Sync schools happen to excel at thus promising a solution to this obstacle(GEM , 2018). Over the past decade, the number of Egyptian start-ups has reached 402, with the companies receiving a total of 3 billion EGP in funding. About 60% of these funds were injected from 2017 to 2025. According to Khalil (2019), Egypt about 25% of its 2019 funding rounds in the Middle East and North Africa , moreover the study predicted that the most vital axis for Egypt till 2030 is education. The Rowad 2030 Project was established under the Ministry of Planning, Monitoring and Administration Reform in 2017 to give young people the opportunity to create private projects and support business and entrepreneurship in the development of the national economy.

As main intention of the Diversification of income sources through implementation of the project sector, Rowad 2030 offers a range of services to expand and enhance your understanding of entrepreneurship, including scholarships and master's programs. The program also supports and set up various business incubators for start-ups and start-ups to bring new ideas to the labor market .The Rowad 2030 project will stimulate and enrich Egypt's culture of innovation and entrepreneurship by developing an integrated innovation system that will serve as a cornerstone for Egyptian development programs, in line with Egypt's 2030 Vision for Sustainable Development. According to GEM (2018), increased entrepreneurship through media coverage and specialized education programs at public universities have also contributed to collective mindset shifts. As a result around 76% of Egyptians surveyed in the Global Entrepreneurship Monitor (GEM) report 2017-18 viewed entrepreneurship as a preferred career option (compared to the global average of 61.6%). Need-driven entrepreneurship will grow even faster than opportunity-driven entrepreneurship, as high unemployment and a lack of interesting jobs encourage more young people to start their own initiatives doing.

Career shifting in Egypt also acted as one of the driving force behind innovative entrepreneurship and youth empowerment also many young entrepreneurs help other youth in the process either by guiding them to the right path or hiring them Recently, many entrepreneurial groups are helping women make career transitions, and Facebook groups like Entreprenelle and She Hub offer support and services for entrepreneurs, especially women. These groups offer a variety of services such as: supporting beginners, branding services, helping small businesses owners with market presence and reach, and also provides connection with funds and investors.

This study aimed to examine the effect of online creative schools on youth empowerment in Egypt

### **Objectives:**

- To measure the effect of online creative schools and Entrepreneurship in Egypt
- To explore the relationship between online creative schools and youth' self-empowerment
- To understand the relation between online creative schools &youth's self- esteem
- To evaluate the relationship between online creative schools and entrepreneurship education in Egypt.

### **Research questions**

1. What is the relationship between online creative schools and youth's self-esteem?
2. What is the relationship between online creative schools and entrepreneurship?

3. What is the relationship between online creative schools and youth's empowerment?
4. What is the relationship between online creative schools and entrepreneurship education?

### **Methodology**

According to Rahman (2020), Payne and Payne (2004,) stated that, "Quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques, and accessed through researcher-introduced stimuli and systematic measurement. "According to Rahman (2020), (Bryman, 2012) explained the concept of quantitative research as, "A research strategy that emphasizes quantification in the collection and analysis of data...". This can be interpreted as that quantitative research symbolizes counting or amounting something. The quantitative research method explores how many times a concept occurs, how much and how often does it happen (Rahman, 2020). Unlike qualitative research, quantitative research focuses more on understanding the number of times a certain phenomenon occurs, rather than understanding the reasons why it does. As cited in (Rutberg, S., & Bouikidis, C. D. 2018), in quantitative research studies, researchers implement the use of questionnaires or experiments to gather numeric data. The quantitative method is done in a much more controlled environment than qualitative research. It helps researchers regulate the study variables, research questions, and the environment of the study. It is mostly used to understand the correlation between variables and outcomes. According to Morgan, D. L. (2018), quantitative research is a research strategy that involves enumerating and examination of data. It is a deductive approach that focuses on testing theories, correlations, and generalization of results. According to Hong, Q. N., Gonzalez-Reyes, A., & Pluye, P. (2018), one of the many advantages to quantitative research is reliability and accuracy. The data collected are presented in numerical figures that offer clear and honest results of the conducted research so it avoids any discrepancies. Elimination of bias is another advantage of quantitative research as the scope of personal comments or biasing of results is very low. Hence, the results are highly fair in most cases.

Quantitative research is chosen for this topic because it aims to test online creative schools and entrepreneurship education and its relationship with youth empowerment. The study aims to explore whether or not there is a correlation between these online courses and youth's sense of empowerment in terms of starting their own businesses. The study also focuses on the effect of entrepreneurship education through online creative schools on youth's self-esteem. Consequently, using quantitative research is

the most suitable method for this topic as the researchers aim to examine relationships and analyze them rather than understanding reasons or justifications behind certain actions.

### **Method of data collection**

This research will be conducted using surveys as a method of data collection. A survey is one of the fundamental tools for quantitative research. In this research, a survey will help the researchers analyze and examine the effect of online creative schools that provide entrepreneurial education workshops in the creative field on youth empowerment. Youth empowerment can be tested through analyzing the survey findings and determining whether or not there is a direct relationship between these workshops and empowerment. The survey consisted of thirteen questions that will help the researchers get answers for the research question; in addition to gathering information about their age, gender, and occupation (Appendix 1).

### **Sampling**

The sampling technique chosen is probability sampling. Probability sampling filters individuals from the population which creates samples that can be used for research. The participants of any sample are chosen randomly to achieve objectivity. This is achieved as all participants have equal opportunities to be chosen in the sample (Saksena R., n.d.). Simple random sampling is selected in this research. A random selection of participants is applied to this research. A sample of 100 participants was chosen to respond to the survey. The survey was sent to the respondents through a link that led them to the Google forms page.

### **Findings**

Based on the questions, 84.7% of the respondents have heard about SYNC School, as shown in figure (1) 62.6% have enrolled in some of SYNC school's online workshops. As shown below in figure (2) 71% of those who attended SYNC school's online workshops were extremely satisfied, 22.6% were somewhat satisfied, and 6.5% were neutral. As shown in figure (3) 43.4% of the respondents have established their own businesses, and 83.1% of them have taken online workshops prior to establishing their businesses. 28% of business owners took copywriting workshops, 21% took photography workshops, 18% took content creation workshops, 16% took art direction workshops, and 14% took directing workshops. 86.8% of the respondents plan on establishing their own business someday. 95% believe that it is essential to have access to any type of entrepreneurship education in the creative field such as online workshops prior to

their business establishments. 48.9% of the respondents chose “financial issues” as the reason why they are demotivated to start their own businesses. 47.9% was the percentage of both fear of failure and lack of business development education. 42.1% chose lack of business development services. 30.5% chose fear of failure, and 23.2% chose lack of self-esteem. 54% of the respondents believe that entrepreneurship education through online creative workshops extremely boosts youth’s self-esteem. 84.2% of those who attended SYNC school’s workshops said it helped them connect with people from the creative field. 52.5% of the respondents work in fields different than their field of education.

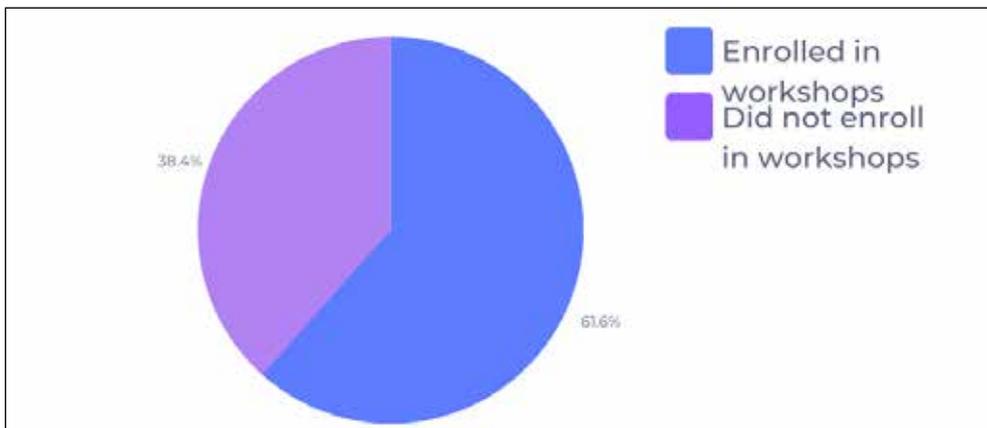


Figure (1): Enrollment in some of SYNC school’s online workshops

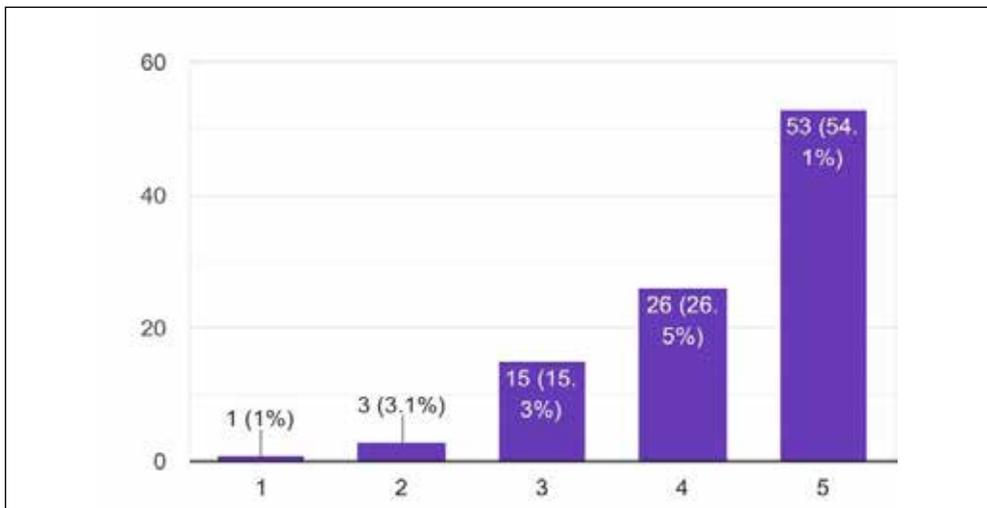
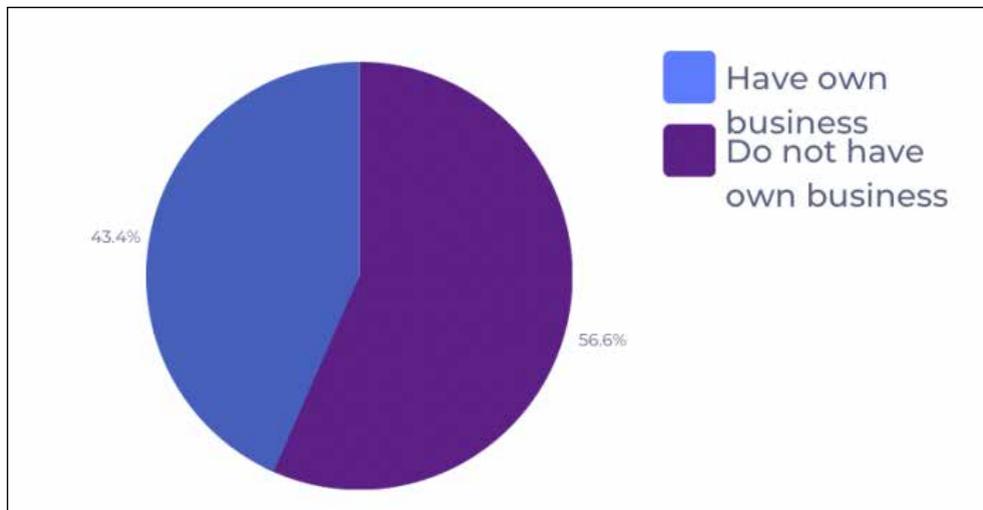


Figure (2) Level of satisfaction after enrolling in Sync School workshops



**Figure (3) Establishing own businesses**

The research questions focused on the relationship between online creative schools and youth's empowerment. According to the survey findings, 84% of the respondents who took workshops believe that entrepreneurship education through online creative workshops boosts their self-esteem. 60% of them already took multiple workshops. This means that the respondents believe in the power of these online workshops and that there is a positive relationship between entrepreneurship education through online creative workshops and youth's self-esteem. One of the reasons why 23.2% of the respondents who do not already have their own businesses are de-motivated to start their own businesses is low self-esteem, and the same respondents believe that taking these online workshops would boost their self-esteem. Therefore, taking online workshops in the creative industry helps boost youth's self-esteem and helps them take actions towards their career. Teachers and mentors through creative schools help aspiring young art director , copy writers and others to tell their own story of their passion for the art of advertising and highlight their tremendous abilities by promoting their knowledge of design , writing or producing a piece of the advertising art through a fruitful portfolio (Porter et al., 2020)

The majority of the respondents who participated in online workshops provided by sync school stated that it helped them connect with people from the creative field. Having contacts in a field of interest; especially the creative field helps boost youth's self-esteem when finding people with common interests and backgrounds. According to Tingey et al (2020), the mentorship provided through entrepreneurship education

develops youth self-esteem, self-confidence and many other personal skills that help them while doing and planning their business

Moreover, the research questions also test the relationship between online creative schools and entrepreneurship. The statistics show that the respondents who participated in online workshops were motivated to start their own businesses, and that taking these online workshops are essential prior to starting any business. Moreover, 95% of the respondents stated that it is essential to take these courses prior to their business establishment. This means that these online courses are one of the key factors of youth being able to start their businesses in the creative field. The 43% of the respondents who already have their own businesses all participated in online workshops. Online workshops in the creative industry teaches participants subjects related to a certain creative field, and it also teaches them how to be entrepreneurs in their chosen subject. The lack of entrepreneurship education as shown in the previous statistics is one of the main reasons why youth are demotivated to start their own businesses. Therefore, it can be argued that these online workshops can be solutions youth's demotivation. As stated above One of the most prominent challenges facing young Egyptian youth while planning their startups is the fear of failure therefore there is a vital need for business risk condition education for young entrepreneurs to guide them and help them along the way(GEM,2019). It also reflects on the extent to which these workshops empower youths into following their dreams by taking important steps towards their career. More than half of the participants work in industries different than their original fields of education. These respondents shifted from practical fields to the creative industry; and the common factor is them taking online workshops provided by creative schools.

The survey was answered by respondents anonymously, no emails were collected, and no respondent was able to fill it more than once. The researchers made sure to get objective results with no influence from their part on the respondents. The researchers did not face any ethical dilemmas whilst doing this research. It was made sure that the research be conducted in an objective and fair manner.

## **Conclusion**

According to the findings and results presented above, it can be concluded that online creative schools have a direct link with youth empowerment and entrepreneurship education. These online schools provide workshops and courses that allow youth to learn about their fields of interest. In addition, it provides a chance of them studying subjects that are very scarce in Egyptian schools and universities. The use of online workshops has helped schools reach a huge number of people through the use of internet. It also encouraged and empowered youth who have low self-esteem to

attend workshops that they might have not considered if it had required their physical attendance. One of the different ways to empower youth is providing them with chances and access to information. Another aspect of empowerment is making connecting creatives together. This is widely done as shown above by online creative schools such as SYNC school. Connecting people with the same mindsets together paves the way for more job opportunities, creative ideas, and shared successes. This reflects on the overall success of any country. These online schools provide opportunities and empowers youth which is consistent with Egypt 2030 development plan. According to the UNICEF Executive Director (2022), "We aim for every young person in the world to have the opportunity to attend school, learn, get trained or have an appropriate job by 2030". The previous statement is very well aligned with the work of online creative schools in Egypt such as SYNC School that teaches youth, provide them with trainings and connections .This topic could be further researched on a larger scale of people in order to get a wider range of opinions on the subject matter. It would also help if the topic would be further researched on a qualitative basis to understand youth's motivations and needs in a more detailed sense. The researchers also recommend that entrepreneurship education be included in schools and universities to provide equal chances to all youths to learn about establishing their businesses; which will later on reflect on the country's unemployment rate and overall economy. As previously shown in the statistics of the survey, many people stated that their financial situations demotivated them from establishing their own businesses; hence it is recommended to be taught in schools that financing a start-up in the creative industry does not require a huge capital. The financial aspect of business establishment should also be taught in schools and universities as a tool of empowerment and encouragement. The researchers also recommend that the Egyptian government support online workshops and help in spreading the concept of online creative schools and education.

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Appendix 1 Survey questions :

Survey

The questions were:

1. Have you ever heard of SYNC School?(**Yes/No**)
2. Did you enroll in any of SYNC's School's online workshops?(**Yes "Move to Q3/No "Move to Q4**)
3. How satisfied or dissatisfied were you with the experience of the workshop?(**Very satisfied, Somewhat satisfied, Neutral, Somewhat dissatisfied, Very dissatisfied**)
4. Do you have your own business? (**Yes "Move to Q5/No "Move to Q7**)
5. Did you receive any type of entrepreneurship education in the creative field? attended online workshops prior to your business establishment?(**Yes "Move to Q6/No "Move to Q8**)
6. Which online workshops did you take?(**Directing, photography, copywriting, art direction, content creation**)
7. Do you ever think of establishing your own business someday?(**Yes/No**)
8. Do you think it is better to access any type of entrepreneurship education in the creative field such as online workshops prior to your business establishment?(**Yes/No**)
9. If you feel less motivated to start your own business, choose from the following points below the most suitable reasons for your choice:(**Fear of risk, Fear of failure, Financial issues, Lack of business development services, Lack of business development**

**education, Lack of self-esteem)**

10. How much do you think entrepreneurship education through online creative workshops boost youth's self-esteem?(**1-5 scale**)

11. If you attended any of SYNC School's online workshops, did it help you connect with people from the creative field?(**Yes/No**)

12. Do you currently work in a field different than your field of education?(**Yes/No**)

13. Field of education(**Engineering, Medicine, Arts, Mass Communication, Business, Dentistry, Languages, Interior design**)

**14. Age, Gender, Occupation**



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