



**Fostering green and social
entrepreneurship in school education
through a virtual business environment**

WP2

Questionnaires & Focus Groups

National Report - Belgium



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Teachers' Questionnaires

1. Description of the participants

In total 25 teachers participated of who 20 % aged between 31 -40, 40 % aged between 41 and 50 and 40% aged over 51 years old. With respect to the gender 70 % are women and 30 % men.

2. Information on Entrepreneurship

With respect to the question of how important is consider knowledge about entrepreneurship to a person of any profession, 90% of the teachers responded that it is important to receive training related to entrepreneurial activities. Beside this 80% believe that in the curriculum of the school where they teach there must be an entrepreneurial training course and 20% believe that their students should receive entrepreneurial training via other channel of training outside schools' activity. Furthermore, the vast majority of the teachers independently the way believe that it would be very useful for students to receive good entrepreneurship training. None of the participants have received any kind of training on entrepreneurship.

3. Green Entrepreneurship

Although 100% of the teachers have heard of the term green entrepreneurship, only 8% have received both practical and theoretical training in green entrepreneurship principles. Nevertheless, the teachers think that a green entrepreneur must have in addition to the principles of sustainability, environment and ecology also knowledge and skills in the fields of basic economy and politics, marketing, psychology (mental health, how to implement changes), how to assess environmental and social impact of your actions, and human rights. Next to this, 50 of the % know green companies that deal with environmentally friendly methodologies and more specifically companies active in the area of waste management, recycling, and renewable energy.

4. Social Entrepreneurship

Similar to the term green entrepreneurship, 100% of the teachers have heard of the term social entrepreneurship, however, none of them have received any kind of training in social entrepreneurship principles and skills and think that a social enterprise must be using economic activities to support people instead of exploiting them (mutualism vs parasitism). It can also be concluded based on their answers that social entrepreneurship could help meet social needs and bring about positive changes in our society by being able to reduce costs and create a comfortable situation, and also to be confronted and hopefully positively amazed with the value of different people and their skills, needs, comfort zones. A substantial percentage of the teachers (70%) know social enterprises that deal with the inclusion of migrants, as well as people with various forms of medical disabilities.

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5. Green and Social Entrepreneurship in the context of school education

Although in none of the participating schools' curricula there are no references to green or social entrepreneurship, 75% of the teachers is positive to introduce something related to the concept and have more information/training in this respect. Also, it has to be mentioned that 60 % is convinced that it would be very useful and effectively contribute to more aware and responsible citizens if references on green/social entrepreneurship could be designed and introduced in the future curriculum.

6. Teachers' interest in teaching green and social entrepreneurship

Although a relatively high percentage 60 % of the participants expressed their interest in teaching in teaching green and social entrepreneurship, they are a bit reluctant in terms of the methodologies and lack of relevant experience so far. The ones that they have expressed their will to develop such a course they believe that both a theoretical path and a practical path are really necessary in order to let the student know the reality of a company concretely. Besides the "traditional" knowledge they also indicate that courses on problem solving, adaptability, and making a business plan could be very beneficial in order to achieve the objectives of the course.

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Teachers' Focus Group

1. Description of the participants

On 12th of April 2023 teachers from the school Athénée Royal d'Ixelles in Brussels met in person with Dr. Panagiotis Gkorezis. The group is made up of 5 female teachers and a male who teach children aged between 16 - 18 years old. They teach English Literature, Science, Art, and History, respectively.

2. Information on Entrepreneurship

After a detailed presentation of the project's objectives, the teachers agree that the development of an entrepreneurial training course requires a multidisciplinary approach. The group also believes that a major in SWOT (strengths, weaknesses, opportunities, and threats) analysis is needed along with some more in-depth knowledge of bioeconomy principles as well as legislation related to financial issues.

3. Green Entrepreneurship

Generally speaking, the group believes that students interested in this type of activity must be truly care about the environment, the biodiversity, the people, and the planet. So, integrity, dignity (as values and behaviour) and basic knowledge of natural laws are considered as prerequisites. Taking into account the lack of time and the other school activities it is believed that such specific training courses must be carried out in extra-curricular hours in groups of students who spontaneously request it and, thus are highly motivated. Following an initial well- structured theoretical part the students must be exposed to real entrepreneurial scenarios. The latter will pave the way to a more concrete and realistic knowledge of the steps that are required to establish your own enterprise.

4. Social Entrepreneurship

The history as well as the neighbourhood where the school is located, are characterized by a multicultural character. The latter represents a background based on which the students can be triggered to realise the usefulness and the added value of social entrepreneurship. Bridging the gap between the theoretical and practical knowledge is a fundamental pillar that can make these activities more sustainable, functional and applicable.

5. Green and Social Entrepreneurship in the context of school education

Although the group said that little is done at school to educate its students to consider the option of startups that can be of social benefit, however, they expressed to effectively collaborate to any initiatives for collaboration made by active stakeholders operating in the area of concern.

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6. Teachers' interest in teaching green and social entrepreneurship

The administration of the school along with the teachers of the focus group are interested in having teaching materials in any form (preferably electronic), that could assist them in a possible experimental course that eventually could be carried out already in the spring semester of 2024.

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Students' Questionnaires

1. Description of the participants

80 students aged between 13-18 answered the relevant questionnaires. In more detail between 16 - 18 for 80% and between 13 - 16 for 20 %. 45% of the sample are male and 55% are female.

2. Information on Entrepreneurship

Analysing the answers of the students it becomes obvious that the first thing that crosses the mind of the students when they hear the word “entrepreneurship “ is money, whilst the second most observed answer is the ability to work in an independent way. Next to this 82% answered that they have never received any entrepreneurship training, while 18 % answered that they have.

3. Green Entrepreneurship

Interestingly 85% of the students answered that they have not received any training related to green entrepreneurship while 15% answered that they have received some basic training. The majority of the students don't know what green entrepreneurship refers to, however, some of them they answered that is related to something that protects the environment, reduces the pollution as well as considering means of fight climate change. On another note most of the students answered that they have no idea what a green business can do while few think about recycling food waste and produce fertilizers.

4. Social Entrepreneurship

Please comment on the participants' answers on social entrepreneurship (Questions 9, 10, 11, 12).

Similarly to the previous 80% have not received any training related to social enterprises, while only 20% believe they have a minimum of training in the sector. Moreover, they have a very vague idea what a social enterprise is and for what purpose it can contribute.

5. Green and Social Entrepreneurship in the context of school education & students' interest

The vast majority of the participating students have not participated on educational activities on entrepreneurship in general. 50% of the students they would like to explore both of styles of entrepreneurship, while 30% of the students would prefer in receiving training in green entrepreneurship, while 20% of them would prefer in receiving training in social entrepreneurship. With respect to the ways of learning the majority are interested in learning about both styles of entrepreneurship through educational videos, following by learning through teaching materials in the

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form of notes, manuals and books, while a lecture by the school's teachers is consider also an interesting and desirable way.

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Stakeholders' Questionnaires

1. Description of the participants

In total 15 participants of which 73% were females and 27% males answered the relevant to the stakeholders' questionnaires. With respect to the female ones, 75% were aged between 18-30, while 25% were aged between 41-50. Concerning the male participants all of them were aged between 51 - 60. The fields of profession ranging from Private companies to NGOs, with all of them having as priority green and social aspects of entrepreneurship.

2. Information on Entrepreneurship

At this section it is noteworthy to write that all the participants answers pointed out to the potential to business development with the objective of creating profit, while at the same time to take into account the production of new innovative and sustainable products as well as the provision of good quality services to their customers. 85 % of the interviewed stakeholders have received entrepreneurship training, while the rest have developed their skills based on experience acquired throughout years of professional activity. However, it has to be highlighted that all of them consider the paramount importance of success to receive proper training in the field.

3. Green Entrepreneurship

Summarizing and elaborating all the answers of stakeholders it can be concluded the following: Green entrepreneurship is the concept of developing a business that incorporates the principles of sustainability in its core (i.e. during business decisions and continuous monitoring on the applications of these decisions). The business model driven by green entrepreneurship addresses a series of environmental issues in an ecological manner, mandated by local cultures and community needs-priorities. It may extend further by incorporating principles of global interest (i.e. reduced use of resources, climate change, etc.). 50 % of them have a received in forms of seminars a basic training in green entrepreneurship.

4. Social Entrepreneurship

With respect to the answers of the participants related to the aspect of social entrepreneurship it is concluded the following: Social entrepreneurship is the concept of business that generates revenues by sustaining socially beneficial activities. In this concept, practices that maximize the social benefits and impact of the business are part of its day-to-day operations. Practices such as fair age schemes, employing personnel from marginalized groups, reducing unemployment, etc. are driven by the motivation of the leadership which has to find a fine balance between profits and social impact. Social entrepreneurship can be linked to green-sustainable entrepreneurship (but not necessarily). Also, it

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seems of high importance to include care for your cooperators and the society. It is important to be noted that only 13% have received a basic training on social entrepreneurship.

5. Green and Social Entrepreneurship - focus on companies where the participants works

All of the participants represent companies and organizations working on a problem related to the environment and/or social good, while having as a priority to take care the environment and the society linked to their modes of operation. At the same time is it very interesting to see that none of them has a “Social Responsibility Policy”, however, 30% of them are planning to introduce it in the coming year. Next to this, it is also evident based on the answers of the participants that the key to success for any entity that wants to operate with the mindset of green and social entrepreneurship is the combination of the principles of environmental protection and the application of well-balanced economically viable and socially acceptable standards. Having said that, it should be also reported based on their answers that targeted training in the following areas of interest: sustainable development, operational and strategic planning, environmental protection, promotion of culture and cultural development, employment endorsement, social reconstruction, and cohesion as well as saving energy and resources hold promise as very important factors of establishing any kind of Green & Social entrepreneurship.

6. Green and Social Entrepreneurship in the context of school education

Although all participants agree on the necessity to include training courses in entrepreneurial activities at school, a high variability is observed related to the essential skills. A very minor lead is linked to the identification of job opportunities, while the other skills are considered less but equally among them.

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