



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

**WP2**

**Questionnaires & Focus Groups**

**National Report - Italy**



## Table of Contents

<b>Teachers' Questionnaires</b> .....	3
1. Description of the participants.....	3
2. Information on Entrepreneurship .....	3
3. Green Entrepreneurship.....	3
4. Social Entrepreneurship .....	4
5. Green and Social Entrepreneurship in the context of school education .....	4
6. Teachers' interest in teaching green and social entrepreneurship .....	4
<b>Teachers' Focus Group</b> .....	5
1. Description of the participants.....	5
2. Information on Entrepreneurship .....	5
3. Green Entrepreneurship.....	5
4. Social Entrepreneurship .....	6
5. Green and Social Entrepreneurship in the context of school education .....	6
6. Teachers' interest in teaching green and social entrepreneurship .....	6
<b>Students' Questionnaires</b> .....	7
1. Description of the participants.....	7
2. Information on Entrepreneurship .....	7
3. Green Entrepreneurship.....	7
4. Social Entrepreneurship .....	7
5. Green and Social Entrepreneurship in the context of school education & students' interest .....	7
<b>Stakeholders' Questionnaires</b> .....	8
1. Description of the participants.....	8
2. Information on Entrepreneurship .....	8
3. Green Entrepreneurship.....	8
4. Social Entrepreneurship .....	9
5. Green and Social Entrepreneurship - focus on companies where the participants works .....	9
6. Green and Social Entrepreneurship in the context of school education .....	9

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## Teachers' Questionnaires

### 1. Description of the participants

There were 23 teachers who participated.

13% aged between 41 and 50

17.4% aged between 31 and 40

69.6% over 51 years old

women 74%

men 26%

### 2. Information on Entrepreneurship

91% of the teachers who responded have not received any training related to entrepreneurial activities.

73% do not believe that in the curriculum of the school where they teach there is an entrepreneurial training course and only 5% believe that their pupils achieve entrepreneurial training (they probably refer to extracurricular courses).

47% believe that on average the population should know the fundamentals of entrepreneurship to have one, while only 2% believe it is very important that the population also has entrepreneurial training.

Furthermore, 39% of teachers believe that students should receive entrepreneurship training while 8% believe that it would be very useful for students to receive good entrepreneurship training.

### 3. Green Entrepreneurship

53% of the teachers have never heard of green entrepreneurship, but in any case, the majority believe that it refers to economic activities that have attention and respect for the environment and which are above all sustainable.

However, only 8% received both practical and theoretical training in green entrepreneurship.

The teachers think that the green entrepreneur must have both juridical and economic and technological knowledge and not only in the field of ecology, biology...

Climate change can be changed with any type of entrepreneurial action, but they believe it is essential that the company uses renewable energy sources and can activate virtuous economic and social cycles.

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61% know green companies that deal with the correct use of the environmental heritage, the correct transfer of waste and therefore recycling and companies that produce organic products.

#### 4. Social Entrepreneurship

60% of the teachers know social enterprises and believe that it is an entrepreneurship that promotes self-esteem and the well-being of disadvantaged categories, in any case they believe that it is a type of entrepreneurship that is attentive to the needs that a society expresses.

Most of the teachers have not received any training on social entrepreneurship (78%) and think that a social enterprise must promote positive values such as solidarity, inclusion, reduce inequalities...

Many people know social enterprises (53%) that deal with the inclusion of migrants, disabled people, or patients who have pathologies for which they are discriminated against (psychiatric, infectious diseases...) or the social value of "beauty" and cultural heritage of a company.

The teachers believe that it is necessary to have the same knowledge that one must have to run a green company, but with greater attention to the person.

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

In our school curriculum there are no references to green or social entrepreneurship, but 18% believe that it would be useful to introduce something and have more information/training in this regard.

37% believe that it would be very useful and would form more aware and responsible citizens if references on green/social entrepreneurship were introduced in the curriculum.

#### 6. Teachers' interest in teaching green and social entrepreneurship

Teachers would be interested in receiving material that they could use in a training course. Furthermore, they believe that both a theoretical path and a practical path are necessary in order to let the student know the reality of a company concretely.

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## Teachers' Focus Group

### 1. Description of the participants

On 9 May 2023 the teachers V. Scibilia, A. Basso, S. Salerno, R. Orlando, S. Stira, and V. Catalanotto met. The group is made up of 5 female teachers and a man who teach pupils aged between 13 and 19 years.

They respectively teach English, Literature, Science, Art, and more Science.

### 2. Information on Entrepreneurship

After a brief presentation of the project, the teachers agree that the study of law, economics and business economics is certainly necessary in an entrepreneurial training course.

The group also believes that a major in statistics is needed so that they can do needs analysis and more with more awareness and financial math.

Furthermore, an accurate study of communication (graphic designer, writer) and an in-depth study of the tools that technology makes available to us today to make the company's activities more visible are also considered necessary.

### 3. Green Entrepreneurship

In general, the group believes that students interested in this type of activity must be very imaginative and teachers must be able to stimulate their curiosity and push them to make their dreams come true. In general, the group believes that students interested in this type of activity must be very imaginative and teachers must be able to stimulate their curiosity and push them to make their dreams come true.

School time is too short therefore 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 are therefore highly motivated.

The courses must be structured with a theoretical part and a part during which the students will get to know already existing realities and can highlight the strengths and weaknesses of companies from their theoretical knowledge.

During the theoretical study students must learn to design and must know the paths they can take to obtain the necessary funds to start up the business.

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#### 4. Social Entrepreneurship

In our city and especially in the neighbourhood where the school is located, there are many social enterprises that have various types of objectives: migrants, the homeless, addictions, integration, the care of the artistic heritage, therefore we are absolutely aware of the usefulness of the enterprises social, and we realize how necessary a series of theoretical knowledge is that can make these activities more functional and durable.

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

The group realizes that little is done at school to educate kids to think about startups that can be of social utility, however quickly they respond to any requests for collaboration made by associations operating in the area.

#### 6. Teachers' interest in teaching green and social entrepreneurship

Surely not all the teachers at the school are interested in embarking on a path of this type, but the teachers of the group certainly are and therefore they would be interested in having materials in any form that could accompany them in a possible experimental course that we could already carry out next year.

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## Students' Questionnaires

### 1. Description of the participants

67 students aged between 13-16 answered the questionnaires for 66% and between 17 and 18 for 34%. 69% of the sample are male and 31% are female.

### 2. Information on Entrepreneurship

The first thing that comes to mind when students hear the word business is money, then they think of self-employment, and therefore their ability to set up a company. 66% say they have never received entrepreneurship training, while 23% say they have.

### 3. Green Entrepreneurship

75% of the students declare that they have not received any training while 16% declare that they have it. Most students don't know what green entrepreneurship refers to, probably (they say) refers to something that helps the environment. Most have no idea what a green business can do while some think about recycling to produce hydrogen and biofuels.

### 4. Social Entrepreneurship

76% have not received any training related to social enterprises only 13% believe they have a minimum of training in the sector. They have little idea what a social enterprise is and what purpose it can serve.

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

The students of our school are unable to imagine a company that does not produce income, even a significant one, because our school has repeatedly collaborated with green and social enterprises by involving students in activities that are part of the company's purpose, but from the answers obtained it is clear who did not perceive that the proposers were entrepreneurs who were carrying out their work as entrepreneurs.

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## Stakeholders' Questionnaires

### 1. Description of the participants

18 stakeholders participated in the survey. 50% were aged between 41 and 50, 33% between 31 and 40, 11% between 51 or over and the rest between 18 and 30. 55% were male and 45% were female. There are many professional figures who are involved in the various companies, from students who deal with scientific dissemination to educators who deal with minors who are victims of trafficking, from nature guides to managers of assets confiscated from the mafia.

### 2. Information on Entrepreneurship

The first thing that comes to mind at first entrepreneurs is the ability to put ideas together to produce something innovative follows opportunities for growth and development, entrepreneurship stands for growth, investments, new perspectives on projects and finally the possibility of giving life to a project that involves well-being for oneself and for the community. 67% of the entrepreneurs interviewed received entrepreneurship training and the remainder improvised. Most find it very important to receive proper training in the field.

### 3. Green Entrepreneurship

The interviewees believe that green entrepreneurship means doing business in the field of environmental sustainability, climate change, organic products, everything that adapts to global change, low environmental impact for the entrepreneurial activity that one intends to undertake.

by social entrepreneurship entrepreneurs mean entrepreneurship capable of reinvesting in social actions, taking care of people and the environment within which, it develops, and then again, the ability to do business in an alternative way to the traditional capitalist model and even more.

Furthermore, almost everyone agrees that green entrepreneurship needs help and support, especially from institutions and in conversion processes and team training.

Few of them (22%) have received training in green entrepreneurship and many think that by working on the implementation of sustainable and low environmental impact production models, others are convinced that at the root of climate change is air pollution, the so-called greenhouse effect and the production of harmful gases such as carbon monoxide, if the production of the latter would be counteracted and the senseless use of natural resources would be reduced, using recycled materials as much as possible, climate change would consequently benefit. Entrepreneurship therefore has a key role in this, with non-green businesses being the main polluters.

The entrepreneurs interviewed know green businesses such as companies that promote naturalistic excursions and scientific dissemination produce electricity from renewable sources Novamont, biopolymers instead of plastic.

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#### 4. Social Entrepreneurship

According to the interviewees, just like green entrepreneurship, social entrepreneurship also needs help and support from institutions in the form of economic aid, incentives, tax breaks. 67% of social entrepreneurs have received training in the social entrepreneurship sector and most of them believe that starting from the needs of the community and not from the standards imposed by the market it is more sustainable to do business; it is a common opinion that social entrepreneurship, if widely supported at an economic level and if supported at various levels, can compensate or in any case assist institutions in contrasting distorting social phenomena. In any case it is believed that the skills that a social entrepreneur must possess are in the field of sociology and anthropology.

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

Most of the interviewees are already active in a green or social enterprise, in most cases of green entrepreneurship they deal with science dissemination, the recycling of waste from naturalistic guides, while those engaged in social enterprises deal with personal care but also more. The companies they belong to also take care of the company's environmental impact.

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

Entrepreneurs all agree on the need to activate training courses in entrepreneurial activities at school and consider it essential that students acquire skills such as the ability to identify job opportunities, be balanced in the environment, the ability to identify social injustices and be resilient in the face of obstacles and failures.

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