



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

WP2

Questionnaires & Focus Groups

National Report - Poland



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Teachers' Questionnaires

1. Description of the participants

25 teachers took part in the survey. 18 women and 7 men. 15 participants aged 51 and over, 9 between 41-50 and one between 31-40.

2. Information on Entrepreneurship

(Question 3) Among the surveyed teachers, the vast majority of the first associations related to entrepreneurship were associated with character traits. The most common answers are: resourcefulness, creativity, the ability to deal with problem solving, making the right decisions, the ability to find oneself in any situation, ingenuity, active action, risk-taking, striving for self-realization. For some teachers, the first associations with the word entrepreneurship were related to business and economy. This is evidenced by the following answers: investment, raising funds in non-standard ways and using innovative methods, undertaking innovative projects, independent and innovative approach to business, running a business, raising money, economy, business.

(Question 4) When asked about entrepreneurship training, 21 respondents stated that they had not participated in any training, and 4 respondents had undergone such training. The answers show that the vast majority of respondents have not undergone any training in the field of entrepreneurship.

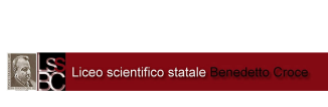
(Question 5) 12 teachers stated that entrepreneurship is not included in the school curriculum, 8 people confirmed that entrepreneurship issues are included in his curriculum. 5 respondents answered this Question - I do not know. The study confirms that entrepreneurship issues are not included in most curricula or respondents do not know the answer to this question.

(Question 6) 14 teachers, answering the 6th question, stated that knowledge about entrepreneurship for of a person in any profession is very important. On a scale from 1 - not important to 5 - very important, four were chosen by six teachers, and three by five. Nobody chose 1 and 2. Conclusion - for the vast majority of respondents, knowledge about entrepreneurship is important.

(Question 7) On a scale from 1 - strongly disagree to 5 - strongly agree, 14 of teachers strongly agreed that school education should put more emphasis on developing an entrepreneurial attitude among students, choosing 5. Four were chosen by 7 teachers, and three by four of the respondents.

The respondents recognized that school education in the field of developing an entrepreneurial attitude in students is important in the process of educating a young person.

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3. Green Entrepreneurship

(Question 8) Answering this question, twelve teachers said that they had heard the term "green entrepreneurship", 10 people had not heard this term, and three answered this Question - I do not know. The answers show that most of the respondents have not come across the term "green entrepreneurship".

(Question 9) According to the respondents, "green entrepreneurship" includes: activities related to care for sustainable development, all work related to the company's operation taking into account the needs of the environment, care for minimal impact of the company on the environment, green product (service), behind which are the so-called green jobs, i.e. professions and jobs that contribute to shortening supply chains, reducing the carbon footprint, protecting ecosystems, reducing waste production and adapting to the effects of climate change. According to teachers, "green entrepreneurship" is also an activity consisting of consciously solving environmental and social problems and needs, running a business with an emphasis on the use of ecological solutions and environmental protection. Three teachers said that they knew nothing about 'green entrepreneurship', and nine said that this term was related to the concept of ecology.

(Question 10) Answering this question, only one teacher stated that he had participated in the training on the concepts and practices related to "green entrepreneurship", 22 did not participate in such training and 2 answered - I do not know. The study showed that teachers are not trained in "green entrepreneurship".

(Question 11) Answering the question, the majority of respondents stated that "green entrepreneurship" can help in the fight against climate change with the help of activities such as: sustainable and responsible development, the use of environmentally friendly packaging, optimized transport of goods - over short distances (local products to local shops), large amount of product - bulk orders for transport for long distances distance, changing our habits that have a negative impact on the climate, broadening knowledge about the right actions for the benefit of the climate, limiting the devastation of the natural environment, e.g. cutting trees for paper, etc., disseminating the model of operation of an enterprise / company in accordance with the needs of environmental protection, reducing gas emissions greenhouse gases and other harmful substances into the atmosphere, moving away from fossil fuels, applying knowledge in its activities in the field of care for the environment, using raw materials more efficiently, increasing people's awareness of the threats causing climate change, implementing ecological behavior in the activities of companies and each person.

Some of the respondents said that "green entrepreneurship" can help in the fight against change climate so that: it will protect the natural environment in which we live, it will improve the climate, it will reduce the amount of pollution, it will limit global warming. 5 respondents answered this Question very casually, giving short answers: yes, I don't know, can't, has an impact.

(Question 12) In response to this question, 20 teachers gave what knowledge "green" should have.

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entrepreneur". The most common answers are: a green entrepreneur should have knowledge about the impact of his company on the environment (what impact the substances produced in the production of his goods, packaging and transport may have on human health and climate), have skills and character traits such as: innovation openness to new ideas, IT skills, cooperation with people, communication skills, creativity, self-discipline, organizational skills, perseverance in pursuing goals, assertiveness, ability to cope with stress, knowledge of new ecological technologies, knowledge of foreign languages, analysis and synthesis, willingness to take risks, knowledge of the basics of economics.

According to the respondents "A green entrepreneur" should know and apply the principles of running a business that will limit the negative effects of his business on the environment, have knowledge of modern technologies that take into account the prevention of threats and pollution of the planet as well as economics and entrepreneurship.

For some of the respondents, the answer to this Question was associated with everyday consumer choices - sorting household waste, reusable shopping bags, eco cosmetics, choosing an economical car, or healthy and unprocessed food, using natural heat sources. 5 of the respondents answered: a lot, I don't know.

(Question 13) 15 teachers stated that they did not know companies operating in the "green entrepreneurship". 4 respondents answered in the affirmative, and 6 people gave the answer - I don't know. The survey shows that the vast majority of teachers do not know any company operating in the field of green entrepreneurship.

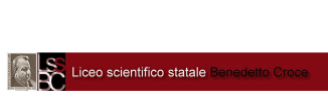
(Question 14) Persons who answered the previous Question in the affirmative know companies dealing with: growing herbs with the use of natural plant protection products, growing fruit that is cultivated using natural methods of plant protection, obtaining wind and solar energy and building emission-free houses.

4. Social Entrepreneurship

(Question 15) When asked about the knowledge of the term "social entrepreneurship", 12 teachers said they had heard the term, 10 said they had not, and 3 answered - I don't know.

(Question 16) When asked what the term "social entrepreneurship" could mean?, 6 teachers answered – I don't know. Others answered as follows: organization of the company in a way that solves socially important issues, e.g. cares for the staff, employees are treated well, the company conducts pro-social activities outside, e.g. foundations helping others, the company, apart from activities based on increasing profit, gives something to the society, social entrepreneurship takes into account the employment of people with disabilities, ensures equal access to jobs for every person with appropriate qualifications to occupy a given position, all non-profit activities aimed at achieving a specific result, in which human communities are involved, is in other words the social economy, combining economic activity with public benefit activities, serves professional and social integration, local development, is a sphere of civic activity that combines economic and business activities with public benefit activities.

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(Question 17) To this Question only 1 person answered affirmatively, the remaining 24 answered that they had not participated in training on the concepts and practices related to "social entrepreneurship".

(Question 18) To the Question - how do you think social entrepreneurship can help meet social needs and bring about positive changes in our society? 6 people answered – I don't know. The remaining respondents answered as follows: professional activation of people at risk of exclusion or social marginalization (disabled, elderly), creating jobs, providing public services, integrating social groups, increasing development opportunities for children and young people with problems, from small towns, improve the quality of life, give opportunities for self-development and self-fulfillment, professionally activate the whole society, eliminate social inequalities.

(Question 19) I don't know - 8 people answered this question. The remaining respondents answered as follows what knowledge and skills a "social entrepreneur" should have: he should know the principles of social entrepreneurship and the benefits that may result from its conduct for him and his company, take care of employees, go out with various initiatives to the society, conduct pro-ecological activities, have social sensitivity, should be able to diagnose the needs of a given community, then implement such business solutions that, for example, will help the poorest in buying apartments, they can also be e.g. social cooperatives, be empathetic, perceive the needs of other people, should not be focused only on profit but also to help others, should have the ability to cooperate with various environments and have knowledge about the threats of living in the modern world.

According to the respondents, a social entrepreneur should also have the following skills and character traits: cooperation with people, empathy, the ability to establish good relationships, economic and social knowledge, initiative and creativity, perseverance in pursuing goals, organizational skills, communicativeness, leadership skills, extensive knowledge of the topic of the environment and the needs of residents, innovation, responsibility.

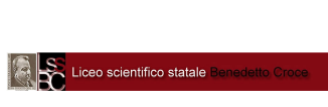
(Question 20) This Question was answered positively by 4 people. 15 teachers do not know any operating company in the field of social entrepreneurship. 6 respondents answered - I don't know. Conclusion - the vast majority of respondents do not know companies operating in the field of social entrepreneurship.

(Question 21) Respondents who gave a positive answer to the previous Question indicated the following what social problem companies operating in the field of social entrepreneurship are trying to solve: most often they are foundations of large companies, famous athletes, public figures that help, for example, the disabled and other people in a difficult life situation.

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

(Question 22) To this question, 5 teachers replied that there is no reference to green and/or social entrepreneurship. Yes - 6 respondents answered, 11 said yes, but to a small extent and more materials would be useful. I don't know - answered 3 respondents. The survey shows that

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teachers notice the problem of the lack of content on ecological and social entrepreneurship in the curricula and the lack of other materials to work with students.

(Question 23) Responding to this question, 13 teachers indicated that they strongly agree that green and/or social entrepreneurship education can lead to more informed citizens and a more sustainable future for our society. On a scale from 1 - not important to 5 - very important, nine teachers chose 4, two 3, and one 2.

(Question 24) Assessing on a scale from 1 - not important to 5 - very important, the vast majority of teachers indicated that they were very important. Starting with the first skill, 5 indicated 14, 18, 15, 19, 15, 15, 15, 17, 15, 15, 13, 18, 12, 15, 17 teachers. The others picked 4 and 3. Five times they picked 2 and two times 1 for skills eight and fourteen.

(Question 25) Assessing on a scale from 1 - strongly disagree to 5 - strongly agree, sixteen teachers chose 5, definitely confirming that the listed in question. No. 24 skills are able to help the student as a future adult and citizen in other areas of life. Six teachers chose 4 and two chose 3.

6. Teachers' interest in teaching green and social entrepreneurship

(Question 26) Answering this question, 13 teachers confirmed that they would be interested in expanding their knowledge of green and social entrepreneurship in order to use it to teach students in the past. I don't know was answered by 10 respondents, and two teachers are not interested in expanding their knowledge in this field.

(Question 27) 20 teachers said that to teach students about green and social. Entrepreneurship needs theoretical and at the same time practical materials with educational tasks and exercises. Three teachers are only interested in practical materials, one only in theoretical materials. One respondent indicated that he did not need anything new and had all the necessary materials at his disposal.

(Question 28) to the Question - what else would you suggest that could help in teaching about green and/or entrepreneurship?, 13 teachers answered – I don't know/nothing. The others answered as follows: in teaching green and social entrepreneurship, IT skills and knowledge of English are extremely important for the student, so that the student can advertise his product in the media, find new markets, be inspired and develop his company, practical knowledge is needed learning through contacts with entrepreneurs and getting to know their strategies for the development of green and social entrepreneurship, changes in the teaching system to promote green and social entrepreneurship, practical learning to run mini-enterprises, training with experts and professional literature, trips to social enterprises, overview films / presentations, programs teaching, workshops.

(Question 29) 7 teachers provided their e-mail addresses, thus answering the Question in the affirmative - would you be interested in receiving up-to-date information about materials created as part of the Green & SocialStartUps project? If yes, please enter your email here).

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Teachers' Focus Group

1. Description of the participants

(Questions 1 and 2) Focus group of teachers at the Public Primary School in Łopiennik Nadrzeczny consists of 5 people (4 women and 1 man). All teachers work with children aged 7-15. They teach the following subjects: biology, mathematics, music, art, technology, German, career counselling. They hold the position of a psychologist, a special educator, a tutor of the student council and a librarian. All characterized teachers teach at least two subjects.

2. Information on Entrepreneurship

(Question 3) The first associations with the word "entrepreneurship" were as follows: it is the ability of a person putting ideas into action, the ability to plan projects and manage them to achieve the intended effects, action aimed at undertaking new, unconventional solutions aimed at the development of a given field, economic activity that improves living standards and brings benefits to society, these are also character traits such as: creativity courage, wisdom. The first association with the word entrepreneurship were also the terms: business, economy, employment, money.

All of the teachers' answers above describe the concept of entrepreneurship in a general context.

The vast majority of them may also refer to activities carried out in our school (for example, the implementation of the project to which this survey relates).

(Question 4) None of the teachers working in the focus group received training on entrepreneurship.

(Question 5) The answers to this Question mainly concerned the school context and were as follows: Entrepreneurship is included in the student council curriculum, it is based on creativity, problem solving, initiative, perseverance and the ability to work together to plan projects with value cultural, social or financial and managing them, the student is not afraid of innovative, bold and daring challenges, e.g. organization of various types of artistic handicrafts, Christmas decorations, making greeting cards for charity, organization and participation in cultural events, competitions, theater performances, etc. ., the student is able to properly organize his time and his work, knows how to manage his life in order to achieve the intended success. According to another teacher, entrepreneurship is included in school curricula in the form of teaching key skills such as: communication in the mother tongue, communication in foreign languages, mathematical competences and basic scientific and technical competences, IT, the ability to learn, social and civic competences, initiative and entrepreneurship, cultural awareness and expression. The acquisition of these skills has an impact on achieving success in society. The other 3 teachers stated that their curricula did not include entrepreneurship content.

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(Question 6) Answering this question, all the teachers stated that school education should place more emphasis on developing entrepreneurial attitudes among students. This will have an impact on their current functioning at school and in the future, they will acquire the skills to run their own businesses, learn to be creative, innovative and better cope with the challenges and problems of everyday life.

3. Green Entrepreneurship

(Question 7) All teachers, answering this question, indicated that green entrepreneurship is: alternative energy sources, protection of water, air and soil, protection of areas and species, counteracting climate change, reducing environmental pollution.

(Question 8) When answering this question, the focus group teachers pointed out that ecological entrepreneurship can help in the fight against climate change, ecological entrepreneurship is activity for the benefit of the natural environment: protection of forests, restoration of biodiversity, clean water, zero pollution, clean air, development of low-emission industry, conscious management of natural resources to protect our environment in every possible aspect.

(Question 9) All the teachers said that a green entrepreneur should have knowledge about the impact of pollution on the environment and the quality of human life, and should know how to run a business that will significantly reduce pollution emissions in the production of goods and services.

(Question 10) 3 teachers answered that they did not know companies dealing with green entrepreneurship, and 2 replied that he knew. The following companies were listed: sewage treatment plants, municipal waste segregation company (collection and segregation of municipal waste), Krasnystaw Forest Inspectorate (environmental protection through annual planting of trees, protection of very rare plants, creation of educational paths) and companies that use renewable energy in their activities.

4. Social Entrepreneurship

(Question 11) Answering this question, all teachers stated that social entrepreneurship is conducive to building an open society, sensitive to the needs of the weak, an inclusive society, where resources are shared more fairly, and employees have greater rights and greater possibilities of co-decision. Social entrepreneurship teaches cooperation, cooperation based on respect for everyone, teamwork, observance of democratic principles. It is focused on developing sensitivity to the situation of people in a difficult life situation, it does not focus solely on maximizing profits.

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(Question 12) Answering this question, all teachers stated that social entrepreneurship should develop sensitivity to the situation of people in a difficult life situation and help those in need through various activities.

(Question 13) Teachers from the focus group stated that a social entrepreneur is an open person, communicative, able to listen and take action to solve other people's problems.

(Question 14) 2 teachers stated that they did not know companies dealing with social entrepreneurship, the others mentioned foundations, associations and non-governmental organizations dealing with helping people in a difficult life situation.

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

(Question 15) 2 teachers stated that there are no references to them in their curricula ecological and social entrepreneurship. Others mentioned the following references: during educational hours,

the program includes issues related to ecological and social entrepreneurship. Often, during Christmas or the coming winter, we draw students' attention to helping others, we organize food collections, packages for children from orphanages, charity fairs, we get involved in helping animals from nearby shelters. Biology lessons talk about nature conservation, renewable energy sources, etc.

(Question 16) All the teachers answered yes to this question.

6. Teachers' interest in teaching green and social entrepreneurship

(Question 17) All the teachers answered yes to this question.

(Question 18) All teachers stated that they would like to acquire more knowledge, information and skills on this subject - how to conduct classes with students, what content is important and necessary to convey to students, what interesting activating forms to use to make the content attractive and understandable to students.

(Qn. 19) All teachers confirmed that they are interested in receiving updates materials developed as part of the Green & Social StartUps project.

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Students' Questionnaires

1. Description of the participants

42 students took part in the survey, of which 24 were women (57%) and 18 men (43%). Age of respondents:

8-12: 3

13 - 16:-38

16 - 18:1

2. Information on Entrepreneurship

Question 3 (When you hear the word "entrepreneurship", what comes to mind?)

Among the 42 participants of the survey, 27 answered that they did not know what the word entrepreneurship meant. Other participants associated the word entrepreneurship with money, starting their own business, being successful in business, the ability to perfect their own ideas, striving to find the best way out of a given situation, and a lot of paper work

Question 4 (Have you received any entrepreneurial training?) 3 respondents underwent entrepreneurship training, 24 did not participate in the training and 15 did not know whether they had undergone such training.

3. Green Entrepreneurship

Question 5 (Have you ever heard the term "green entrepreneurship"?)

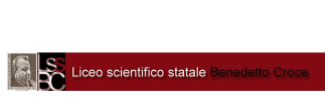
Among the 42 respondents, 3 participants answered that they had heard the term "green entrepreneurship" before , 34 did not and 5 did not know if they had heard the term "green entrepreneurship" .

Question 6 (What do you know or think the term "green entrepreneurship" might include?)

34 respondents do not know what the term "green entrepreneurship" can cover . The remaining (8) respondents defined "green entrepreneurship" as: renewable energy, circular economy, sustainable transport, clean air technologies, organic food and sustainable agriculture, investments sustainable, green enterprise, setting up some green organization, start-up entrepreneurship

Question 7 (Have you received training on green entrepreneurship concepts and practices?)

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32 of the respondents indicated that they had not undergone training on the concepts and practices related to green entrepreneurship, 10 did not know.

Question 8 (Do you have an idea for a green business? If you had the opportunity to open your own green business, what would you do? What environmental problem would you like to solve? How would you help in the fight against climate change? Please describe your idea in a few words.)

24 (57%) of the respondents have no idea for an ecological business. Other respondents gave the following ideas for an eco-friendly business:

services with renewable energy, recovery of secondary raw materials, production and sale of ecological products, environmentally friendly transport services, ecotourism. • Using only local food in restaurants, ecological cleaning products, eco shop products, eco-laundry/carwash, clothes reuse. • I would set up a business

where people would clean the parks and get paid for every bag of garbage collected in the park some small amount

My green business would take care of the planet and educate youth and children with purpose environmental protection

I would hire people to clean up so-called environmental problems, that would be my small business. • If I managed an eco-friendly business, I would fight against burning forests and poaching • I would form a group that would recycle garbage in my neighborhood • Fishing for plastic and garbage from the seas. • to plant new plants and clean the planet • e.g. organizing cleaning of a place • solving environmental problems • cleaning the environment

4. Social Entrepreneurship

Question 9 (Have you heard the term "social entrepreneurship" before?)

Of the 42 respondents, 8 had heard the term "social entrepreneurship" before, 24 had not, and 10 did not know if they had heard the term "social entrepreneurship" before.

Question 10 (What do you know or think the term "social entrepreneurship" might include?)

35 respondents do not know what the term "social entrepreneurship" covers. For the remaining respondents, the term "social entrepreneurship" includes: setting up non-governmental organizations, creating cooperatives, business related to environmental protection. • activities where profits are used for community purposes. • helping society • talking to other people about business. • a company that works for people

Question 11 (Have you received training on social entrepreneurship concepts and practices?)

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1 person underwent training on concepts and practices related to social entrepreneurship, 28 did not and 13 do not know whether they participated in such training.

Question 12 (Do you have an idea for a social enterprise? If you had the opportunity to start your own social enterprise, what would you do? What problem do you see in our society would you like to solve? How would you help the common good? Please describe in a few words your idea.)

37 respondents have no idea for a social enterprise. Other respondents presented the following ideas and problems:

One of the problems I see in society is the lack of access to financial education for many people. Therefore, I could imagine a social enterprise that offers free or low-cost financial training to people who have limited access to such resources. This company could conduct workshops and online training, as well as offer access to educational materials. By increasing financial awareness, such an endeavor could help people achieve financial stability and avoid debt or financial problems. In this way, the project would contribute to the common good by increasing public awareness of finance and helping people become more financially independent.

I think that we should eliminate alcoholism with cards with an alcohol limit and if the seller does not have this card, he cannot sell alcohol or if the card limit is exhausted.

I would like to help people with their social problems

- association, foundation • I would help people.

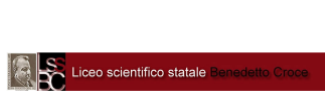
5. Green and Social Entrepreneurship in the context of school education & students' interest

Question 13 (Have you ever participated in educational activities related to ecology and/or entrepreneurship?) When asked if you have ever participated in educational activities related to ecology and/or entrepreneurship? - 4 respondents answered yes on green entrepreneurship, 2 respondents answered yes on social entrepreneurship, 4 respondents answered yes in both trainings. 15 of the respondents stated that they did not participate in either of the two (they did not specify what other activities related to entrepreneurship they had participated in). 17 respondents did not participate in educational classes on generally understood entrepreneurship.

Question 14 (Would you be interested in ecology and/or entrepreneurship training?) To the question, would you be interested in taking advantage of ecology and/or entrepreneurship training? – 4 respondents yes, I would prefer green entrepreneurship, 7 respondents yes.

I would prefer with social entrepreneurship. 15 respondents would like to know both styles of entrepreneurship. 12 respondents are not interested in any of them and 4 are not interested in entrepreneurship education at all.

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Question 15 (If you answered yes to the previous question, how would you be interested in learning about green and/or social entrepreneurship?) How would you be interested in learning about green and/or social entrepreneurship? 6 respondents answered that, through didactic materials in the form of notes, textbooks, books. 9 surveyed via educational videos, 6 surveyed via teacher lectures, 1 surveyed via imaginary/virtual creation of own green and/or social enterprise. 20 respondents are not interested.

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The Green & Social StartUps Erasmus+ Project (Nr. 2022-1-PL01-KA220-SCH-000087194) is co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Stakeholders' Questionnaires

1. Description of the participants

The survey was attended by 15 people, including 6 women and 9 men.

Age:

18 – 30: 1

31 – 40: 4

41 – 50: 4

51 and more: 6

The respondents marked the following professional fields:

Herbal industry - 1

Handicraft joinery - 1

Building industry – 1

Transport services – 1

Fruit and vegetables purchase - 1

Assembly of steel structures - 1

Ceramics production - 1

Retail trade - 2

Agricultural sector - 1

Concrete production - 1

Cosmetology - 1

Education - 1

Mechanics – 1

Production of straw fuel briquettes - 1

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2. Information on Entrepreneurship

Question 4 (When you hear the word "entrepreneurship", what comes to mind?)

When asked what comes to your mind when you hear the word "entrepreneurship", 2 respondents said that trade, the others gave different answers. These answers are:

The ability to manage one's life, cope with difficulties, manage time and finances

- Self-employed, successful in business
- Cunning, resourcefulness, activity, development
- Resourcefulness and foresight
- Effective coordination of the company
- Development into green energy
- Running a business
- Creativity, openness
- A lot of trouble
- A lot of work
- Creativity
- Fees
- Business

Question 5 (Have you received any entrepreneurial training?)

When asked if you had received any entrepreneurship training, 8 people answered NO and the rest (7) said YES

Question 6 (How important, in your opinion, is knowledge about entrepreneurship for a person performing any profession? (from 1 - Not important to 5 - Very important)

When asked how important the knowledge of entrepreneurship is for a person in any profession on a scale of 1 to 5 - 11 people said it was very important (scale 5), scale 3 was ticked by 3 people and 1 person ticked scale 3. No one ticked scale 2 and 1, meaning that the knowledge is not important.

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3. Green Entrepreneurship

Question 7 (What do you know or think the term 'green entrepreneurship' might encompass?)

When asked what the term 'green entrepreneurship' might encompass, 9 people answered that it was running a business in accordance with nature - ecological, 2 people answered that it had to do with waste treatment (processing), other answers included:

Entrepreneurship using natural resources, perhaps waste segregation, renewable energy sources

Refers to any action taken in the context of environmental protection

Running business using renewable energy sources

Question 9 (Does the green business sector need more support?)

(from 1 - Strongly disagree to 5 - Strongly agree)

When asked if the green business sector needs more support, 8 people ticked 5 (strongly agree), 4 people ticked on a scale of 4, while 1 respondent each ticked on a scale of 3, 2 and 1.

Question 10 (If yes, what kind of support? And by whom?)

To the Question related to the previous one, if so, what kind of support and by whom this support should be provided, 2 people answered that by the state authorities, 1 by the municipality 1 by the European Union and 1 by the Ministry of Education. The other people mentioned:

- First of all, education in this area should be co-financed. Competitions, grants
- financial support and information support provided by local government organisations
- Support for co-financing for companies through foreign projects
- financial support for the modernization of the enterprise
- less bureaucracy

Question 11 (Have you received training on green entrepreneurship concepts and practices?)

When asked whether the respondents had undergone training on the concepts and practices related to green entrepreneurship, 13 people answered NO, and 2 stated that YES

Question 12 (How do you think green entrepreneurship can help fight climate change?)

When asked how, in the opinion of the respondents, green entrepreneurship can help in the fight against climate change, 1 person said that they cannot (at all) 2 briefly said yes, but did not

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specify how, 3 people stated that by reducing greenhouse gas emissions, 1 stated that she did not have sufficient knowledge and the others:

Awareness of environmental protection and our impact on the environment should be very high. For this to be effective, we all need to get involved. Europe is a drop in the ocean

- I think it is very useful for creating new, green workplaces or enterprises
- Let's produce less plastic, and then we will use less green inventions
- Adherence to the rules do not interfere with nature
- Implementation of ecological solutions for companies
- Promote public awareness

Question 13 (What knowledge and skills do you think a green entrepreneur should have?)

When asked what knowledge and skills a green entrepreneur should have, according to the respondents, the answer "I don't know" was given by 3 people. 4 people said that he should be aware of the impact of his activities on the environment. The other answers are:

- They should be up to date with new solutions protecting the environment and should be aware of the risk of environmental pollution
- Learning about the impact of various companies on nature, how we should act so as not to harm and how we should use other substitute methods
- He led the world to use as little plastic packaging as possible
- Ecological solutions for doing business
- access to ecological solutions
- ecological and economic knowledge (2 persons)
- Knowledge about EU projects

Question 14 (Do you know companies/organizations operating in the field of green entrepreneurship?)

When asked if you know any companies or organizations operating in the field of green entrepreneurship, 10 people answered NO, and 5 people answered in the affirmative.

Question 15 (If yes, please indicate in a few words what they do. What environmental problem trying to solve?)

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To the Question related to Question 14 - if they answered yes, please indicate what they do, what environmental problem they are trying to solve - among the people who answered this question, the following answers appeared: Installation of photovoltaic panels; They are trying to reduce the use of fossil fuels; protection of various species of animals; Education in the field of waste sorting, liquidation of plastic packaging; organic plant cultivation

4. Social Entrepreneurship

Question 8 (What do you know or think the term "social entrepreneurship" might cover?)

When asked what "social entrepreneurship" may include - as an activity for the local community, 4 people indicated that they did not know, the others described it as:

- Interpersonal communication, teamwork, cooperation, co-creation, helping different enterprises and institutions to each other
- Concerns activities related to the establishment of, for example, social cooperatives or activities undertaken for the benefit of society, eg the local one
- Includes economic activities with public benefit activities
- people from the area you can reach in a given field
- activities targeted at a specific social group
- Trade in local products
- Multi-person activity

Question 16 (Does the social entrepreneurship sector need more support? (from 1- strongly disagree to 5 - strongly agree)

When asked whether the social entrepreneurship sector needs more support, where 1 meant "strongly disagree" and 5 meant "strongly agree", 5 indicated 8 people, 4 - 4 people, 3 - 3 people as the answer.

No one ticked 1 or 2

Question 17 (If so, what kind of support? And by whom?)

To the Question related to Question 16 - if yes, what type of support and by whom, the answer related to financial support was provided by 7 people (mainly EU and government subsidies). Other respondents' answers:

- substantive and staff support provided by social organizations from the area of the commune
- society, everyone should take care of it for themselves

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- financial support through projects
- local action groups

Question 18 Have you received training on the concepts and practices of social entrepreneurship?)

When asked whether the respondents had undergone training on the concepts and practices related to social entrepreneurship, only 1 person indicated that YES, the remaining respondents (14) marked the answer NO.

Question 19 (How do you think social entrepreneurship can help you meet social needs and bring about positive change in our society?)

When asked how, in your opinion, social entrepreneurship can help meet social needs and bring about positive changes in our society, almost half of the respondents (7) answered "I don't know". Other respondents' answers:

- it is conducive to building an open society, sensitive to the needs of the weaker, a society in which resources are distributed in a more equitable manner, and employees have greater rights and greater possibilities of co-decision. Social entrepreneurship teaches cooperation, cooperation based on respect for everyone, teamwork, observance of democratic principles.
- I try to be independent and make my own decisions about my company
- This entrepreneurship is still marginally perceived
- Acting consciously and jointly is half the battle
- can integrate the local community
- By charities
- building green companies

Question 20 (What knowledge and skills do you think a social entrepreneur should possess?)

To the question: What knowledge and skills, according to the respondents, should a social entrepreneur have, 7 people answered "I don't know", others indicated: kindness, knowledge of the needs of ordinary people, knowledge in organizing charity events, knowledge of social problems in their commune, A number of personal competences, environmental awareness, Knowledge of economics and law, ability to cooperate, responsibility, communicativeness, creativity, innovation, leadership skills

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Question 21 (Do you know companies/organizations active in the field of social entrepreneurship?)

To the question: Do you know companies/organizations operating in the field of social entrepreneurship, 2 persons answered YES, 12 persons marked NO, and 1 person stated that he did not know.

Question 22 (If yes, please indicate in a few words what they do. What social problem are they trying to solve?)

If in Question 21 the respondents marked the answer YES, then in this Question there is a request to indicate what they do, what social problem they are trying to solve. The respondents gave 2 answers: Circles of Country Housewives. They work for the benefit of the local population, lack of interest and willingness to cooperate.

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

Question 23 (Do you work for a company that deals with a security issue environmental or social good? If so, please say a few words)

When asked whether the respondent works in a company that deals with environmental protection or social welfare issues, 14 people answered NO, one answered: "agriculture"

Question 24 (Does the company you work for, regardless of the area of its activity, care for the environment and society through the way it operates?)

When asked whether the company in which the respondent works, regardless of the area of its activity, cares for the environment and society through the way it operates, 10 respondents answered YES, 2 said NO, and 3 people answered that they did not know.

Question 25 (If so, in what way?)

Among the answers that appeared to the Question related to Question 24 - if so, how? - appeared:

- I use modern production methods, I use modern low-emission agricultural equipment. I have alternative sources of electricity
- rationally uses materials that have been obtained from the environment, does not waste them
- sorting waste, saving water, not printing documents
- I use the material on which I work to the end

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- using ecological products
- We use green energy
- Renewable energy sources
- segregates garbage

Question 26 (Does your company have a Social Responsibility Policy?)

When asked if your company has a Social Responsibility Policy, 1 person answered YES, 5 people said I DON'T KNOW, and 9 people marked NO.

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

Question 27 (Do you think school education should put more emphasis on developing students' entrepreneurial attitude? (from 1 - I strongly disagree to 5 - I strongly agree)

When asked whether school education should, on a scale from 1 to 5 (where 1 means strongly disagree and 5 means strongly agree), put more emphasis on developing an entrepreneurial attitude in students, scale 5 was marked by 9 respondents, 4 people marked on the scale 4, and 2 people 3. Nobody marked 2 or 1

Question 28 (Do you think green and/or social entrepreneurship education can lead to more informed citizens and a more sustainable one future of our society? (from 1 - strongly disagree to 5 - I strongly agree)

To the question: Do you think that education in the field of green and/or social entrepreneurship can lead to more informed citizens and a more sustainable one future of our society? (on a scale of 1 - strongly disagree to 5 -

I strongly agree) scale 5 was marked by 9 respondents, scale 4 - 3, scale 3 - 2, scale 2 - 0, and scale 1 - 1 person

Question 29 (How important do you think the following skills should be have an ecological and/or social entrepreneur? (from 1 - Not important to 5 - Very important)

This Question contained 15 skills. The task of the respondents was to determine how important, according to the respondents, are the particular skills that an ecological and/or social entrepreneur should possess. Each skill was rated on a scale of 1 (not important) to 5 (very important). The respondents' answers to particular skills are as follows:

1. Identification of business opportunities: 1 - 0 people, 2 - 2, 3 - 3, 4 - 3, 5 - 7 people
2. Environmental awareness: 1 - 0 people, 2 - 2, 3 - 2, 4 - 3, 5 - 8 people

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3. Understanding the principles of sustainable development: 1 - 0 people, 2 - 2, 3 - 3, 4 - 3, 5 - 7 people
4. Identifying unfair social issues: 1 - 1 person, 2 - 1, 3 - 3, 4 - 5, 5 - 5 people
5. Fight against adversity: 1 - 0 people, 2 - 1, 3 - 4, 4 - 3, 5 - 7 people
6. Inspiring change through participation: 1 - 0 people, 2 - 1, 3 - 5, 4 - 3, 5 - 6 people
7. Taking direct action: 1 - 0 people, 2 - 1, 3 - 4, 4 - 3, 5 - 7 people
8. Empathy: 1 - 1 person, 2 - 1, 3 - 3, 4 - 3, 5 - 7 people
9. Emotional and social intelligence: 1 - 0 people, 2 - 1, 3 - 5, 4 - 1, 5 - 8 people
10. Resilience in the face of obstacles, challenges and failures: 1 - 0 people, 2 - 1, 3 - 4, 4 - 1, 5 - 9 people
11. Public appearances: 1 - 0 people, 2 - 2, 3 - 5, 4 - 4, 5 - 4 people
12. Creativity and innovation: 1 - 0 people, 2 - 1, 3 - 3, 4 - 3, 5 - 8 people
13. Leadership: 1 - 0 people, 2 - 1, 3 - 4, 4 - 1, 5 - 9 people
14. Optimism: 1 - 0 people, 2 - 1, 3 - 3, 4 - 3, 5 - 8 people
15. Perseverance, passion and hard work: 1 - 1 people, 2 - 1, 3 - 2, 4 - 1, 5 - 10 people

Question 30 (Do you think that the skills listed above are able to help you in other areas of a child's life as a future adult and citizen? (from 1 -

I strongly disagree to 5 - I strongly agree)

When asked whether the skills from Question 29 are able to help in other areas of a child's life as a future adult and citizen, the respondents answered on a scale of 1 to 5, where 1 meant "I strongly disagree" and 5 - "I strongly agree" spoke as follows: scale no. 5 - 10 people, scale no. 4 - 3 people, scale no. 3 - 2 people

Question 31 (How issues related to green and/or social entrepreneurship could be taught in the context of school education?)

To the question: How are issues related to green and/or social entrepreneurship

could be taught in the context of school education? 6 people gave the answer "I don't know", 1 person through fun and 1 person through practice. Other respondents' answers:

- elements are introduced already in kindergarten. Volunteering is an introduction to social perception and building empathy.

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- preferably workshops in which the student plays the role of an entrepreneur
- Lectures by people who are specialists in their industries
- introducing a subject in this field to schools
- would teach responsibility and coping in life
- talks and meetings with entrepreneurs
- teaching children from an early age

Question 32 (What do you think school education needs today to build the foundations for the development of entrepreneurship of future citizens, which is fully characterized by sustainable development and/or contribution to the whole society?)

To Question 32, which was: What do you think school education needs today to build the foundations for the development of entrepreneurship of future citizens, which is fully characterized by sustainable development and/or contribution to the whole society? The answers "I don't know" were given by 4 people, the answer "yes" - 3 people, no need - 1 person. Other respondents' answers:

- Be open to teaching entrepreneurship by real entrepreneurs, not teachers who have no idea about running a business
- A vision of the future and hope that the acquired skills will translate into a good life
- building appropriate attitudes among young citizens
- learning ecological solutions
- teaching in the field

Question 33 (Would you be interested in receiving updates on materials created by the Green & Social StartUps project? If so, please enter your e-mail address here)

When asked if they would be interested in receiving up-to-date information about materials created as part of the Green & Social StartUps project, 3 people answered affirmatively, providing their email address.

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