



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

WP2

Questionnaires & Focus Groups

National Report - Turkey



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Teachers' Questionnaires

1. Description of the participants

The questionnaires prepared within the scope of WP-2 were answered by 20 teachers, 14 women and 6 men. 11 of the teachers participating in the survey are between the ages of 31-40; 5 of them are between the ages of 41-50; 3 of them are in the age range of 51 and over and only 1 of them are in the age range of 22-30.

2. Information on Entrepreneurship

None of the teachers who answered the questionnaire participated in any training on entrepreneurship.

When entrepreneurship is mentioned, the thoughts of innovation (7 people), courage (7 people), active participation (4 people), production (3 people), risk taking (2 people) and creativity (2 people) come to mind the most. There is 1 teacher as a profession that should bring entrepreneurship to the society.

While 16 teachers stated that entrepreneurship is not included in the school curriculum they teach, 2 teachers said that they have no idea about it. There are 2 teachers who say that entrepreneurship is included in the school curriculum he teaches.

While 12 teachers stated that the knowledge about entrepreneurship is “very important” for individuals regardless of profession, and 7 teachers stated that it is “important”, only 1 teacher marked “undecided (neither important nor unimportant)”.

80% of teachers (16 people) think that school education should place more emphasis on developing an entrepreneurial mindset in students. While 3 teachers agree that school education should develop entrepreneurship in students, 1 teacher neither agrees nor disagrees that school education should place more emphasis on developing entrepreneurship in students.

3. Green Entrepreneurship

There are only 2 teachers who heard the concept of “green entrepreneurship”. While 1 person said that they had heard of the concept of green entrepreneurship, it was the first time they heard about green entrepreneurship for 17 teachers.

There is 1 teacher who received a training on green entrepreneurship.

The concept of green entrepreneurship evokes in teachers’ mind ; nature (2 people), nature-friendly projects and technologies (6 people), clean energy (2 people), new teaching techniques (1 person), combating climate change (1 person) and producing products that are not harmful to the environment.

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Teachers think that green entrepreneurship will help fight climate change with the studies to be done to keep nature clean, studies that raise awareness / awareness of the society; studies to prevent environmental and water pollution; producing solutions that do not harm the environment; helping to maintain the balance of nature; austerity measures.

According to teachers, a green entrepreneur should have the following knowledge and skills:

- Researcher
- Ecofriendly
- Nature friendly
- Knowledge of the environment, climate and nature
- Those who are aware of harmful products to nature and have knowledge about recycling
- Knowledge of ways to protect nature
- nature lover
- Trained in the sciences and social sciences
- Interested in biology and its sub-branches
- Knowing the ecosystem
- Being aware of the importance and size of environmental pollution and taking the first step to prevent it
- Promising for the future
- Open to innovation
- Responsible
- Rational and assertive

There are only 2 teachers who recognize active companies/organizations in green entrepreneurship. Companies/organizations they know are trying to prevent pollution and the depletion of the ozone layer through electric vehicles produced.

4. Social Entrepreneurship

There are 7 teachers who heard the concept of "social entrepreneurship". 11 people reported that they had never heard of this concept before. 2 teachers stated that they did not know whether they had heard of the concept of social entrepreneurship or not. There are no teachers who have received training on social entrepreneurship.

The concept of social entrepreneurship is actively participating in activities in the minds of teachers; transition to an environmentally responsible lifestyle; using the individual's competence and power for benefit, without monetary compensation; development through communication; taking initiatives with other people on social issues/problems; It evokes the ideas of working for the benefit of society and pioneering in matters that benefit society.

Teachers; increasing number of social entrepreneurs; solidarity and overcoming difficulties; creating an egalitarian society; producing works that are not based on any financial gain; coordinated work; to reach the individuals who make up the society quickly; they think that they can help meet social

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needs and create positive changes in our society by keeping social values (human love / love of nature) at the forefront, creating a positive perception and ensuring social peace.

According to the teachers, a social entrepreneur should have the following knowledge and skills:

- Researcher / Open to learning
- Fair
- Sensitive
- Active
- High sense of togetherness and community
- Lover of animals and nature
- Equipped and competent in the field
- Able to analyze
- Strong communication skills
- High persuasive power
- Having good relations with people
- Trustworthy
- Patient
- Empathetic
- Responsible
- Advanced problem solving skills / solution producing
- Conscientious and righteous
- Knowing the community well

There are 11 teachers who know active companies/organizations in social entrepreneurship. The companies/organizations they know are trying to solve the following social problems in education, health, nutrition, economic inadequacies, human rights and nature. To list some of the ways they used to solve these problems:

- Delivering aid to people in need in natural disasters
- Delivering their needs to patients who need medication and treatment
- Landscaping
- Meeting people's basic needs
- Produce solutions to the problems in the field of education / Provide equal opportunities in education to disadvantaged groups
- Finding solutions to economic problems
- Raising awareness about women's rights
- Supporting those who contribute to production

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

While 10 teachers reported that there were no references to green and/or social entrepreneurship in the school curricula they taught, 5 teachers stated that the curricula they taught made references to

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related topics to a very small extent. They think that more materials will be useful in this regard. All 5 teachers consider their curriculum sufficient in reference to green and/or social entrepreneurship.

90% of teachers (18 people) fully believe that green and/or social entrepreneurship education can lead to more informed citizens and a more sustainable future for our society. 10% of teachers agree that green and/or social entrepreneurship education can lead to more informed citizens and a more sustainable future for our society.

The skills that a green and/or social entrepreneur should possess are ranked from very important to very unimportant according to teachers:

		1 very unimportant	2 unimpo rtant	3 Neither important nor unimportant	4 important	5 Very important
1	Sustainability approach			5	1	14
2	Environmental awareness			5	1	14
3	Creativity and innovation			5	2	13
4	Resilience in the face of obstacles, difficulties and failures			6	1	13
5	Social and emotional intelligence			5	2	13
6	Empathy			5	2	13
7	Perseverance passion and hard work			6	2	12
8	Tackling challenges			6	2	12
9	Optimism			5	4	11
10	Leadership		2	4	3	11
11	Take direct action			5	4	11
12	Recognizing unfair social issues			8	1	11
13	Inspiring change through participation			6	4	10
14	Identifying job opportunities		4	4	3	9

Teachers believe that the skills listed in the table can help the student in other areas of his/her life as a future adult and citizen.

95% of teachers want to learn more about green and/or social entrepreneurship so they can teach their students later. Teachers need practical material consisting of theoretical material and

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educational activities and exercises to teach Green and/or social entrepreneurship. They think that information studies, computer programs, visual materials such as documentary / cinema / theater, sample experiences, online or face-to-face trainings and seminars in the relevant field can help them in teaching green and / or social entrepreneurship.

6. Teachers' interest in teaching green and social entrepreneurship

95% of teachers want to learn more about green and/or social entrepreneurship so they can teach their students later. Teachers need practical material consisting of theoretical material and educational activities and exercises to teach Green and/or social entrepreneurship. They think that information studies, computer programs, visual materials such as documentary / cinema / theater, sample experiences, online or face-to-face trainings and seminars in the relevant field can help them in teaching green and / or social entrepreneurship.

E-mail addresses of teachers who wish to receive updates on material produced by the Green & Social StartUps project are:

- cemalmurat35@gmail.com
- yaseminkenger@hotmail.com
- e_balicki@yahoo.com
- vgulgun_ozkan@hotmail.com

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Teachers' Focus Group

1. Description of the participants

Within the scope of WP-2, a group of 5 teachers was chosen as the focus group. While choosing the focus group, priority was given to teachers who spoke English and volunteered to take part in the project.

All of the teachers participating in the study teach students between the ages of 14-18. One is a Mathematics teacher, one is a Literature teacher, and three are English teachers.

2. Information on Entrepreneurship

When it comes to entrepreneurship, teachers think of the following thoughts:

- Doing a job for the first time, regardless of whether it has been thought of before or not,
- Leadership
- Innovation
- Taking an active role
- Brilliant and previously unconsidered
- Courage
- To produce a value for the purpose of creating commercial activity or social benefit by combining material elements with new ideas.

None of the teachers who answered the questionnaire participated in any training on entrepreneurship. There are 4 teachers who stated that the subjects related to entrepreneurship are not included in the education curriculum they teach. A teacher states that entrepreneurship is included in only one unit in the curriculum where she teaches 11th grade students.

4 of the teachers think that school education should place more emphasis on developing an entrepreneurial mindset in students. A teacher is ambivalent about whether school education should place more emphasis on developing an entrepreneurial mindset in students.

3. Green Entrepreneurship

The following thoughts are among the thoughts that come to the minds of teachers when it comes to green entrepreneurship:

- Environmental pollution
- Water pollution
- Global warming

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- Recycling
- Entrepreneurship that is sensitive to the environment and beneficial to nature
- Trying to solve the problems of nature with methods that do not harm the nature
- Zero waste
- Raising public awareness.

Teachers think that green entrepreneurship will help combat climate change through the development of compost method, studies that raise awareness / awareness of the society; studies to prevent soil, air and water pollution and cooperation with non-governmental organizations.

According to teachers, a green entrepreneur should have the following knowledge and skills:

- Knowledge of global warming and ways to prevent global warming
- Persuasive power is high
- Developed communication skills
- The power to direct public institutions
- Collaborative
- Open to learning
- Nature sensitive
- Knowledgeable about environment, climate and nature
- Knowledgeable about ecological farming
- Responsible
- Willing / eager
- Have knowledge of biology
- Environmental awareness is high
- Who loves nature and cares about nature
- High awareness
- Open to innovations
- Educated in nature-related matters

There are 4 teachers who recognize active companies/organizations in green entrepreneurship. The companies/organizations they know, the protection and expansion of forest areas; conservation of natural resources and prevention of pollution; They provide solutions to the issues of making a positive contribution to the nitrogen cycle and energy saving. They sell recycled products to find solutions to these issues. With compost centers, they obtain fertilizer from waste food. They prefer recyclable materials in their products to reduce the use of plastic.

4. Social Entrepreneurship

The concept of social entrepreneurship evokes success and solution-oriented services for the benefit of society, without profit, in the minds of teachers. It is seen as a type of entrepreneurship that provides individual benefit as well as social benefit. There are also those who define social entrepreneurship as helping individuals who need help. According to the general opinion, it can be

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said that social entrepreneurship is a type of entrepreneurship focused on raising awareness of people and society.

Teachers work on social entrepreneurship, raising awareness/awareness and uniting the society; prevention of income inequality; they think that they can help create positive changes in our society by ensuring equality and justice among individuals and by reaching more people who can take part in social entrepreneurship activities.

According to the teachers, a social entrepreneur should have the following knowledge and skills:

- Researcher / Open to learning and innovation
- High social skills
- Confident
- Prone to teamwork
- Putting the benefit of society above individual interests
- Strong communication skills
- Persuasive power is high
- Loving people and nature
- Nature sensitive
- Leader
- High ability to analyze
- Related to the fields of psychology and social science

There are 4 teachers who know active companies/organizations in social entrepreneurship. The companies/organizations they know try to find solutions to social problems related to education, economic inadequacies, human rights (children's rights / women's rights) and nature.

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

There are 3 teachers who reported no references to green and/or social entrepreneurship in the school curriculum they teach. One teacher mentioned that only references to social entrepreneurship were made in his curriculum. One teacher also reported that reading passages about the environment, environmental pollution and global warming are included in their curriculum.

All of the teachers strongly agree that green and/or social entrepreneurship education can lead to more informed citizens and a more sustainable future for our society.

6. Teachers' interest in teaching green and social entrepreneurship

All of the teachers want to learn more about green and/or social entrepreneurship so they can teach their students later. In order to teach green and/or social entrepreneurship, teachers need training

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(face-to-face or online), awareness, theoretical knowledge, training materials, taking part in active organizations in entrepreneurship, time and an environment where they can practice.

All teachers would like to receive updates on the materials produced by the Green&Social StartUps project.

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Students' Questionnaires

1. Description of the participants

The questionnaires prepared within the scope of WP-2 were answered by our 30 volunteer students, 15 girls and 15 boys. 34.4% of the respondents are in the 16-18 age range and 65.6% are in the 13-16 age range.

2. Information on Entrepreneurship

While one of the participating students shared that they did not know whether they had received any training on entrepreneurship or not, 29 students stated that they had not received any training on entrepreneurship.

When entrepreneurship is mentioned, the thoughts of trying new things, trading, investment, creativity and risk taking come to mind the most. There are also students who see entrepreneurship as a profession, labor, work and taking action. However, entrepreneurship, which is defined as an act that requires courage for most of the students; It refers to producing, developing (innovation) or entering a new business by taking risks and making an investment.

3. Green Entrepreneurship

There are only 6 students who heard the concept of “green entrepreneurship”. We do not have any students who have received an education on green entrepreneurship. The concept of green entrepreneurship means protecting and beautifying nature and the environment, making nature-friendly projects and making sustainable initiatives in order to have a better, clean and green nature for students. For some students, the concept of green entrepreneurship reminds projects involving nature.

If students had the opportunity to open a green business, they would like these businesses to produce solutions to prevent air pollution, environmental pollution and water pollution. To present it as items, the solutions to prevent air, water and environmental pollution are as follows:

- Awareness-raising activities on climate change can be started at an early age. Brochures, short videos and advertisements can be used to raise awareness. In case of financial resources, awareness raising activities can be done to raise awareness with students face-to-face at schools (through experiments, activities, workshops, etc.).
- A cafe that uses renewable energy sources and recyclables can be opened.
- Encouraging initiatives can be taken to recycle garbage (waste). In order to make recycling attractive, individuals can be provided with 0.5 ml of water in return for throwing wastes such as plastic and paper into a device for recycling.
- Projects including Street animals can be developed in order to maintain ecological balance and combat climate change.

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- Since industrialization creates air pollution and threatens human life, a project can be developed in which people's living spaces and industrial areas are built separately and far from each other. Measures can be taken against toxic gases coming out of factory chimneys. If necessary, legal sanctions can be taken in this regard.
- Studies can be carried out on the prevention of unconscious tree cutting and afforestation, and incentives can be given.
- Considering that forest fires disrupt the natural balance by affecting the soil and air, awareness raising activities can be carried out to prevent forest fires.
- Regulations can be made on legal sanctions.
- Businesses that give awards according to the cleanliness index of the neighborhoods can be supported.
- Attempts can be made to clean the seas. Waste materials collected from the seas can be recycled (for example, by melting and reshaping, ornaments / jewelry can be made, displayed or sold).
- Public transportation vehicles can be created through recycling and increased use of electric vehicles can be encouraged.

4. Social Entrepreneurship

There are 12 students who heard the concept of “social entrepreneurship”. 9 students reported that they had never heard of this concept before. 3 students stated that they did not know whether they had heard of the concept of social entrepreneurship or not. We do not have any students who have received a training on social entrepreneurship.

The concept of social entrepreneurship refers to studies that address social problems for students or to raise awareness of the society. Social entrepreneurship is not profit (making a profit); but looks after the public interest. There are also students who define projects created to take action on a subject as social entrepreneurship.

They stated that if students were given the opportunity to engage in a social enterprise, this initiative would be about the following topics:

- Organizing activities to improve human relations that have weakened with individualisation
- To support people to increase their education level by producing solutions to social problems (economic/psychological) experienced in the field of education.
- Making attempts that bring people and animals together
- To make an attempt to raise awareness of natural disasters
- To take initiatives to provide equal opportunities in areas such as basic needs, education and health
- To take an initiative that can provide support for people to use their rights and freedoms.
- To offer activities that reduce stress and increase happiness and to take initiatives for a healthy life

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- To take initiatives for being a society where individual differences such as religion, race and gender provide diversity, not discrimination.

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

Only one of the 30 students who participated in the survey of our project reported that they participated in an educational activity on entrepreneurship. Other students did not receive any education related to entrepreneurship.

There are 16 students who say they want to study both green and social entrepreneurship. Students who are not interested in both green or social entrepreneurship types and do not want to receive any training in entrepreneurship constitute 22% of the group (7 students). Green entrepreneurship aroused more curiosity in students compared to social entrepreneurship.

The ways they want to learn about green and social entrepreneurship, in order from most preferred to least preferred:

- Through the imaginary/virtual creation of my own green and/or social enterprise as an educational activity within the school with the help of my teacher (37.5%).
- With my teacher's explanation (28.1%).
- Through training videos (15.6%).
- Through teaching materials in the form of notes, manuals, books (3,1%).

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Stakeholders' Questionnaires

1. Description of the participants

The questionnaires prepared within the scope of WP-2 were answered by 16 stakeholders, 8 women and 8 men. 11 of the stakeholders participating in the survey are between the ages of 31-40; 5 of them are between the ages of 41-50.

The sectors in which the stakeholders responding to the survey work differ from each other. The sectors they work in and the jobs they do:

- Working in a company working on smart home systems, imaging and audio solutions
- Volunteer active role in the association
- General manager in a company that was founded on communication and technology and later did the "reuse" works of products such as second-hand textiles, shoes, books,
- Operations manager at company working on recycling
- Accountant in a company that manufactures and exports food
- Lawyer from the field of law
- Human resources/wage and fringe benefits manager in a company producing automotive spare parts
- E-commerce social media manager in the second-hand product sector
- Human resources manager in a company that exports dried tomatoes
- public employee
- Authorized in a company that carries out organization decoration works
- Agricultural engineer working at the Ministry of Agriculture
- Finance and accounting officer in a company operating in the textile industry
- Wildlife senior expert at a company that carries out nature conservation projects (WWF Türkiye)
- Domestic sales customer relations manager at the mattress manufacturing plant
- Computer engineer at software company

2. Information on Entrepreneurship

When it comes to entrepreneurship, stakeholders think of the most to produce / put out a product (6 people), courage (3 people), support (1 person), innovation and innovative practices (4 people), workforce (2 people), risk (2 people) and creativity (1 person).

Only 4 of the respondents have received an education in entrepreneurship.

50% of the participants (8 people) think that entrepreneurial knowledge is very important for the profession of the person. While 6 people find entrepreneurship important for their profession; 1 person finds entrepreneurship neither important nor unimportant for the execution of the profession, and 1 person finds entrepreneurship unimportant for the execution of the profession.

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3. Green Entrepreneurship

The concept of green entrepreneurship, in the minds of stakeholders, includes methods/initiatives sought for a green world that is beneficial/sensitive to the environment, satisfying in terms of social responsibility, producing projects that protect the environment such as waste management, environmentally friendly projects, production and distribution processes that also consider social benefit by using natural resources at an optimum level, clean and sustainable activities and reducing the carbon footprint without creating waste.

There are 13 stakeholders who strongly agree that the green entrepreneurship sector needs more support, and 2 that agree. Only 1 person thinks that green entrepreneurship does not need more support. Stakeholders believe that this support should be provided by the state through education, law (legal regulations and sanctions), and incentives. They think that individual support should be provided to green entrepreneurship along with government regulations; they report that individual support will be limited without government support.

3 stakeholders reported that they received training on green entrepreneurship.

Stakeholders think that the green initiatives such as; recycling and reuse; studies that are suitable for nature, reduce carbon emissions and slow down the pollution of the world; will help in the fight against climate change through projects aiming at energy efficiency and resource saving.

According to stakeholders, a green entrepreneur should have the following knowledge and skills:

- Researcher, following new developments around the world
- Realistic
- Strong social skills
- High analytical power (problem analysis / stakeholder analysis)
- Knowledge of the economy, supply chains and consumer habits
- Ecofriendly
- Nature friendly
- Innovative
- Creative
- Knowledge of the environment and ecological systems
- High community awareness
- Nature lover
- Curious
- Highly motivated
- Knowledge of climate crisis, environmental pollution and nature balance
- Being open to share

4. Social Entrepreneurship

The concept of social entrepreneurship evokes non-profit, active and human relations-based initiatives in the minds of stakeholders, where social benefit is at the forefront. Projects and

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cooperatives that will shape the society have also been given as examples of social enterprises by the stakeholders. In addition to these, advancing with commercial purposes and targets; At the same time, it has been observed that there are people who think that it is an initiative in which social benefit is also observed and expanded.

There are 11 stakeholders who strongly agree that the social entrepreneurship sector needs more support, and 3 stakeholders who agree. 2 people were undecided that social entrepreneurship needs more support. Stakeholders believe that this support should be provided by the state and non-governmental organizations. Financial support can be provided after identifying social problems. It has been reported that there is a need for more sharing, articles and publications on social science.

1 stakeholder reported that he received training on social entrepreneurship.

Stakeholders think that creating environments where they can exchange ideas in unity and solidarity; carrying out studies that raise awareness of the society; ensuring equal and fair distribution; increase in the number of people willing to participate in activities; establishing responsibilities for waste recycling; increasing well-being; improving the conditions of disadvantaged groups; addressing youth problems; providing job opportunities for women; putting the interests of society above personal interests and reducing technological dependence, they can help meet social needs and create positive changes in our society.

Stakeholders think that a social entrepreneur should have the following knowledge and skills:

- Empathetic
- Strong communication skills
- Willing to protect nature
- Tech savvy
- High faith in the future
- Mastering all the processes of nature
- Honest
- Voluntarily
- Being in peace with the society he/she lives in.
- High persuasive power
- Without financial expectations
- Having good relations with people
- Responsible for social events
- Loving people
- Knowledgeable in psychology and sociology
- With analytical skills
- Knowing the community well
- Able to work multi-disciplinary
- Knowledge of research methods
- Ability to comprehend and evaluate events and situations
- Advanced problem solving skills / solution producing

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

There are 6 stakeholders who recognize active companies/organizations in green entrepreneurship. The companies/organizations they know, by providing second-hand buying and selling service in 0-12 age children's and mother's clothing, by contributing to the consumption habits and environmental pollution caused by this, to water saving and to the reduction of the chemical damage to the nature in the production of each product; by recycling; bringing consumers and producers together in the food supply chain; They try to solve environmental problems by reducing water and energy consumption.

There are 6 stakeholders who recognize active companies/organizations in social entrepreneurship. The companies/organizations they know are trying to solve social problems in education, health, economic inadequacies, human rights, women's rights and nature. To list some of the ways they used to solve these problems:

- Delivering aid to people in need in natural disasters
- Delivering their needs to patients who need medication and treatment
- landscaping
- Meeting people's basic needs
- To produce solutions to the problems in the field of education / to provide equal opportunities in education to disadvantaged groups
- Raising awareness about women's rights

One of the stakeholders, who reported that he works in a company that works on a problem related to the environment or social benefit, is responsible for social media and administrative affairs in a company that buys and sells second-hand clothing products for children aged 0-12. He stated that by supporting second-hand shopping, his company helps prevent the damage to nature in the production of each new product. Another stakeholder shared that the company he works for buys and evaluates textiles, shoes and books that are not used at home, and ensures that people buy second-hand products from the online site in return for these products. One of our stakeholders also reported that he was active voluntarily in a non-governmental organization.

While 11 stakeholders reported that the company they work for pays attention to the environment and society in the area in which they operate, 2 stakeholders have no information on this issue. 3 stakeholders stated that the company they work for does not pay attention to the environment and society in the field in which they operate. Companies that care about the environment and society do this by using solar energy; by managing the wastes with environmental health awareness; by shopping for second-hand products; by providing a clean and good working environment to its employees; through correct recovery; via electric buses; using products that do not contain chemicals and do not harm nature; working with a focus on savings; respecting the rules of society and its employees; complying with the limits set by law.

8 companies have social responsibility policies. 4 companies do not have a social responsibility policy. Employees of 4 companies do not have any information on this subject.

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

There are 12 stakeholders who think that school education should place more emphasis on developing an entrepreneurial mindset in students. 1 stakeholder has the opposite opinion on this issue.

Again, 12 stakeholders believe that green and/or social entrepreneurship education can contribute to more conscious citizens and a more sustainable future for our society.

The skills that a green and/or social entrepreneur should have are ranked according to the preferences of the stakeholders:

		1 very unimportant	2 unimportant	3 Neither important nor unimportant	4 important	5 Very important
1	Sustainability approach	1		1	5	9
2	Environmental awareness		1	1	5	9
3	Creativity and innovation	1		2	5	8
4	Resilience in the face of obstacles, difficulties and failures		1	2	3	10
5	Social and emotional intelligence	1		1	9	13
6	Empathy	1		1	5	9
7	Perseverance passion and hard work		1	3	4	8
8	Tackling challenges		1	1	7	7
9	Optimism			2	8	6
10	Leadership	1		3	6	6
11	Take direct action			3	5	8
12	Recognizing unfair social issues		1	4	3	8
13	Inspiring change through participation			2	7	7

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		1 very unimportant	2 unimportant	3 Neither important nor unimportant	4 important	5 Very important
1	Sustainability approach	1		1	5	9
2	Environmental awareness		1	1	5	9
3	Creativity and innovation	1		2	5	8
4	Resilience in the face of obstacles, difficulties and failures		1	2	3	10
14	Identifying job opportunities	1		3	7	5
15	Public speaking		1	2	8	5

Stakeholders strongly agree that the skills outlined in the table can help the student in other areas of his or her life as a future adult and citizen.

In the context of school education, green and/or social entrepreneurship-related issues, waste evaluation, avoiding packaged products, not shopping unless necessary, seeking answers to the question whether it is necessary or not, project assignments on nature and environment, actively running clubs in schools, examples of entrepreneurship, It can be taught by organizing trainings, seminars, factory tours, nature trips or trips where they can see concretely the natural events caused by environmental pollution.

For the development of entrepreneurial activities by future citizens, which are fully characterized by sustainability and / or contribution to society as a whole, school education has educators with knowledge and documentation today, application areas where studies can be carried out, more courses and projects related to the environment, promoting the talents and production of students, it needs a budget allocated for this work, the inclusion of relevant courses in the curriculum, philosophy education and an innovative and creative vision.

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