



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

**WP2**

**Questionnaires & Focus Groups**

**National Report - Serbia**



## Table of Contents

<b>Teachers' Questionnaires.....</b>	<b>3</b>
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.....	5
<b>Teachers' Focus Group.....</b>	<b>7</b>
1. Description of the participants .....	7
2. Information on Entrepreneurship.....	7
3. Green Entrepreneurship .....	8
4. Social Entrepreneurship .....	10
5. Green and Social Entrepreneurship in the context of school education.....	11
6. Teachers' interest in teaching green and social entrepreneurship .....	12
<b>Students' Questionnaires.....</b>	<b>14</b>
1. Description of the participants .....	14
2. Information on Entrepreneurship.....	14
3. Green Entrepreneurship .....	14
4. Social Entrepreneurship .....	15
5. Green and Social Entrepreneurship in the context of school education & students' interest.....	16
<b>Stakeholders' Questionnaires .....</b>	<b>18</b>
1. Description of the participants .....	18
2. Information on Entrepreneurship.....	18
3. Green Entrepreneurship .....	18
4. Social Entrepreneurship .....	19
5. Green and Social Entrepreneurship - focus on companies where the participants works .....	20
6. Green and Social Entrepreneurship in the context of school education.....	21

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## Teachers' Questionnaires

### 1. Description of the participants

In our research 25 primary and high school teachers were surveyed. When it comes to their age, the most represented was the group of teachers between 41 and 50 years old – 12 participants or 48%. 9 of them were between 31 and 40 years old (36%). Lastly, 4 participants were older than 51 years (12%). On the other hand, gender of respondents was diversified. 16 or 64% of surveyed teachers were females and 9 or 36% were males.

### 2. Information on Entrepreneurship

When asked to explain what comes to their mind when they hear the word “entrepreneurship”, the majority of respondents answered business or own business (11 out of 25). Second ranked answer was creativity, innovation, initiative, autonomy, risk as factors affecting business creation (7 out of 25). Money emerged three times in answers, while other answers were work organisation and employee exploitation or nothing.

The majority of respondents never received any kind of training regarding entrepreneurship (14 out of 25). On the other hand, only 9 of them were involved in some kind of training targeting entrepreneurship.

The most of teachers work in schools that do not have entrepreneurship included in the curriculums. Exactly 17 teachers answered negatively, and only 8 teachers confirmed that they have curriculums targeting entrepreneurship.

When asked to range how important do they consider knowledge about entrepreneurship to a person of any profession from 1 - Not Important to 5 - Very Important, only 9 responses were „very important“, 13 „important“ and 3 respondents answered that it is of average importance the subject they teach.

Opposingly, the answers on the question whether school education should put more emphasis on developing an entrepreneurial mindset in students, were that 10 out of 25 respondents strongly agree with this idea and 13 agrees. Only 2 respondents do not have any attitude toward this problem.

### 3. Green Entrepreneurship

Further, when asked did they ever hear for green entrepreneurship, respondents answered no in 15 (60%) out of 25 cases, once “don’t know” and only 9 (36%) of them heard for such a term.

Additionally, for some respondents the term “green entrepreneurship” includes ecological entrepreneurship/factor/approach/production (7 responses), case of environment protection/problems (9 responses), sustainable development/goals (3 responses), productivity (1), natural resources (1), and business (1), while 3 respondents do not know,

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After defining the concept of green entrepreneurship, respondents were asked have they ever received training on concepts and practices related to green entrepreneurship. The results are indicating that the majority did not have such a training in their teaching career (17 of 68%), but 7 respondents had (28%) and one do not know.

Respondents think green entrepreneurship could help fight climate change in a way such as through education and development of consciences of climate change, responsible behaviour toward environment and its protection (9 answers), decrease gas emissions, energy consumption and increase waste recycling (8 answers), concrete solutions (1), positive (1), affirmation of sustainable development concept (1), and 5 without answers.

On the other hand, the knowledge and skills that a green entrepreneur should have the respondents stated such as ecological knowledge/conscious (9), characteristics such as determination, perseverance, expertise, creativity, same as regular entrepreneur (5), knowledge about recycling, energy production, environment, climate, environment protection, green way of thinking (5), natural science (1), reduce paper documentation, and do not know (4).

What is very problematic, among respondents only 5 (20%) know some organizations that are actively involved in the area of green entrepreneurship. The majority do not know (19 or 76%). One respondent stated that it does not have attitude.

Further, if stated yes, they said that they know enterprises that when it comes to green entrepreneurship decrease pollution, make donations related to ecology, recycle, manage electronic and hazardous waste, or decrease energy losses.

#### 4. Social Entrepreneurship

When asked did they ever hear for social entrepreneurship, respondents answered no in 17 (68%) out of 25 cases, once “don’t know” and only 7 (28%) of them heard for such a term.

The meaning of the term “social entrepreneurship” for teacher includes social responsibility/solving social problems (5 answers), helping people in need, vulnerable, handicap (9 answers) , foundations or societies (1), type of help (1), 9 do not know.

After defining the concept of social entrepreneurship, respondents were asked have they ever received training on concepts and practices related to social entrepreneurship. The results are indicating that the majority did not have such a training in their teaching career (20 of 80%), but only 4 respondents had (16%) and one do not know.

Respondents think that social entrepreneurship could help in meeting social needs and bring about positive changes in our society in a way that enterprises should turn away from profit motive (3 answers), change way of thinking (3), education (3), involving people in solving social problems (5), various answers were positive, yes (2), fundraising (3) and 5 without answers.

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On the other hand, the knowledge and skills that a social entrepreneur should have from the point of view from respondents is social responsibility (1 response), characteristics such as determination, perseverance, expertise, creativity, patience, problem-solving, empathy, moral, ethics, humanity or same as regular entrepreneur (14), knowledge of psychology, sociology, economy (3) and do not know (7).

Again, very few of respondents know social businesses of enterprises, only 3 (12%). On the other hand, 17 (68%) do not and one respondent stated that it does not have attitude.

Further, if stated yes, they said that they know enterprises that are non-governmental organizations, associations and organizations that promote female entrepreneurship.

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

When asked are there references to green and/or social entrepreneurship in the school curriculum you teach, almost half of respondents stated “do not know” (12 or 48%). No as an answer emerged 8 times (32%), yes but not enough (3) and only 2 times yes.

Only 8 teachers stated that they totally believe that education in green and / or social entrepreneurship can lead to more conscious citizens and a more sustainable future for our society. Also, 14 stated that they agree (56%), but 3 teachers do not know.

The question “How important do you consider the following skills that a green and/or social entrepreneur should have?” was rated on the scale from 1 - Not Important to 5 - Very Important. The answers are given in the following table.

Option	1 – not important	2	3 - neutral	4	5 – very important
Identifying business opportunities	-	-	1 (4%)	3 (12%)	21 (84%)
Environmental awareness	-	-	1 (4%)	2 (8%)	22 (88%)
Understanding of sustainability	-	-	1 (4%)	1 (4%)	23 (98%)
Recognizing unjust social issues	-	1 (4%)	1 (4%)	3 (12%)	20 (80%)
Fighting adversity	-	-	3 (12%)	4 (16%)	18 (72%)
Inspiring change through participation	1 (4%)	-	1 (4%)	7 (28%)	16 (64%)
Taking direct action	-	-	2 (8%)	3 (12%)	20 (80%)
Empathy	1 (4%)	-	1 (4%)	5 (20%)	18 (72%)
Emotional and social intelligence	-	1 (4%)	1 (4%)	2 (8%)	21 (84%)
Resilience in the face of obstacles, challenges, and failures	-	-	3 (12%)	9 (36%)	13 (52%)
Public speaking	1 (4%)	-	3 (12%)	10 (40%)	11 (44%)
Creativity & Innovation	-	1 (4%)	3 (12%)	3 (12%)	18 (72%)
Leadership	-	-	2 (8%)	6 (24%)	17 (68%)
Optimism	1 (4%)	-	1 (4%)	1 (4%)	22 (88%)
Perseverance, passion, and hard work	-	-	2 (8%)	1 (4%)	22 (88%)

Note: number of responses in cells and percentage in brackets

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7 (28%) of teachers think and totally agree that the above-mentioned skills are able to help in other areas of the student's life as a future adult and citizen, while 18 only agree (72%).

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

It is very optimistic that 14 (56%) respondents are interested in obtaining knowledge in green and/or social entrepreneurship in order to transfer that knowledge, while 6 are not interested and 5 do not know.

76% or 19 teachers answered that they lack of both theoretical and practical material in order to teach green and/or social entrepreneurship to your students. 2 of 25 have everything, but 3 have only practical material, while 1 has only theoretical material.

Suggestions on what could help teachers in teaching about green and/or social entrepreneurship were connected to the education (4 answers), equipment, material, manuals (4), financial resources (1), more time (1), support (1), motivated students (1), and 13 think nothing is missing.

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## Teachers' Focus Group

### 1. Description of the participants

The focus group had 5 participants.

Their gender was: 3 females and 2 males.

1st respondent teaches children aged between 15 and 19 years. The subject that she teaches is psychology.

2nd respondent teaches children aged between 15 and 19 years. The subject that she teaches is mathematics.

3rd respondent teaches children aged between 15 and 19 years. The subject that she teaches is German language.

4th respondent teaches children aged between 15 and 19 years. The subject that he teaches is geography.

5th respondent teaches children aged between 15 and 19 years. The subject that he teaches is statistics.

### 2. Information on Entrepreneurship

#### 3. When you hear the word “entrepreneurship” what comes to your mind?

1st respondent: Business and private company

2nd respondent: Business, small enterprise, risk

3rd respondent: profit and autonomy

4th respondent: risk, private body

5th respondent: creation of own business

#### 4. Have you received any kind of training on entrepreneurship?

1st respondent: No

2nd respondent: No

3rd respondent: No

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4th respondent: No

5th respondent: No

5. Is entrepreneurship included in the school curriculum you teach?

1st respondent: No

2nd respondent: No

3rd respondent: No

4th respondent: No

5th respondent: Yes

6. Do you think that school education should put more emphasis on developing an entrepreneurial mindset in students?

1st respondent: Yes

2nd respondent: Yes

3rd respondent: Yes

4th respondent: Yes

5th respondent: Yes

### 3. Green Entrepreneurship

7. What you know or think that the term “green entrepreneurship” may include?

1st respondent: A green entrepreneurship is type of entrepreneurship that helps with environmental problems and that is type of business that earns money while makes our planet greener.

2nd respondent: Entrepreneur who cares about the environment.

3rd respondent: Entrepreneurship focused on planet protection.

4th respondent: Entrepreneur that leads his business in a way not to harm ecosystem.

5th respondent: Entrepreneurship that does not endanger the environment.

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## Definition of green entrepreneurship

Green entrepreneurship refers to a specific sub-category of entrepreneurship that aims to create and implement solutions to environmental problems and combat climate change in ways and solutions that do not harm the environment while reducing environmental pollution.

### 8. How do you think green entrepreneurship could help fight climate change?

1st respondent: I believe that green entrepreneurship helps reduce co2 and stops annually growth of temperature and that is the way of stopping climate change

2nd respondent: It indicates the importance of caring for the environment in the business community.

3rd respondent: In a way that not produces waste during its regular activities.

4th respondent: Promote green entrepreneurial behaviour through making profit.

5th respondent: Through developing awareness of the consequences of business activities on nature.

### 9. What do you think are the knowledge and skills that a green entrepreneur should have?

1st respondent: Skills and knowledges of recycling different type of materials

2nd respondent: Knowledge of means for environmental protection, reduction of gas emissions and more efficient use of resources.

3rd respondent: A green entrepreneur should possess a comprehensive understanding of sustainable practices, renewable technologies, and eco-friendly solutions to effectively implement green initiatives into their business model.

4th respondent: Strong problem-solving abilities and the capacity to identify innovative approaches to address environmental challenges will be vital in navigating the ever-evolving landscape of sustainable entrepreneurship.

5th respondent: Knowledge of environmental regulations.

### 10. Do you know companies/organisations active in green entrepreneurship? If yes, what environmental problem are they trying to solve?

1st respondent: No

2nd respondent: No

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3rd respondent: No

4th respondent: No

5th respondent: Yes. They solve the problem of air pollution through suspicious actions.

#### 4. Social Entrepreneurship

11. What you know or think that the term “social entrepreneurship” may include?

1st respondent: Social entrepreneurship is type of entrepreneurship that is focused on social aspects and not on profit. It’s goal is to try to solve social problems.

2nd respondent:

3rd respondent: Social entrepreneurship refers to the practice of using entrepreneurial principles and innovative approaches to address and solve social, cultural, or environmental issues.

4th respondent: It encompasses individuals or organizations that seek to create sustainable and impactful solutions, combining business strategies with a strong commitment to making a positive difference in society.

5th respondent: Inclusion of vulnerable social groups.

#### Definition of social entrepreneurship

Social entrepreneurship is a type of entrepreneurship that is not focused on profit but on people and society. People identify social problems and try to solve them by achieving social change using entrepreneurial principles, processes and operations. Typical examples of social entrepreneurship are non-profit and non-government organizations that raise funds through community events and activities.

12. How do you think social entrepreneurship could help meet social needs and bring about positive changes in our society?

1st respondent: By helping the poorest to become less poor and to help the ones with most problems to have less problems.

2nd respondent: It should be contributed by strengthening society's awareness of some important issues and by investing in philanthropic activities.

3rd respondent: Social entrepreneurship has the potential to address pressing social needs by leveraging innovative business models that prioritize impact over profit.

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4th respondent: By combining entrepreneurial spirit with a focus on social and environmental issues, social entrepreneurs can drive positive changes in society, fostering sustainable solutions and empowering marginalized communities.

5th respondent: Through the inclusion of marginalized social categories.

13. What do you think are the knowledge and skills that a social entrepreneur should have?

1st respondent: Social skills, understandings of other problems, ability to adapt

2nd respondent: Knowledge and skills aimed at strengthening the awareness of employees and the entire society about the importance of some social issues and solving social problems.

3rd respondent: Social entrepreneur should possess a strong understanding of social and environmental issues to identify innovative solutions that address these challenges effectively.

4th respondent: Needs exceptional communication and leadership skills to mobilize resources, collaborate with stakeholders, and drive sustainable change through their ventures.

5th respondent: empathy

14. Do you know companies/organisations active in social entrepreneurship? If yes, what social problem are they trying to solve?

1st respondent: Yes. Companies that built sport courts in Serbia so kids have place to play and do sports so have less time and energy to do problematic staff.

2nd respondent: Problems of gender inequality, problems of poverty, youth unemployment, socially vulnerable groups.

3rd respondent: Yes, companies that employ socially excluded persons.

4th respondent: No.

5th respondent: Yes, Radanska ruza employs women who are in safe houses and the Roma population.

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

15. Are there references to green and/or social entrepreneurship in the school curriculum you teach?

1st respondent: no

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2nd respondent: no

3rd respondent: no

4th respondent: no

5th respondent: no

16. Do you believe that education in green and/or social entrepreneurship can lead to more conscious citizens and a more sustainable future for our society?

1st respondent: yes

2nd respondent: yes

3rd respondent: yes

4th respondent: yes

5th respondent: yes

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

17. Would you be interested in learning more about green or/and social entrepreneurship so that you can then teach them to your students?

1st respondent: yes

2nd respondent: yes

3rd respondent: yes

4th respondent: yes

5th respondent: yes

18. What do you think you need to teach green and/or social entrepreneurship to your students?

1st respondent: To teach them that everyone should have the opportunity to success and to try to make social entrepreneurs' way of thinking among students.

2nd respondent: Improving their awareness of the importance of environmental protection and involvement in solving important social issues (helping vulnerable groups).

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3rd respondent: To effectively teach green and/or social entrepreneurship to students, I would need a comprehensive curriculum that combines theoretical knowledge with real-world case studies and practical exercises.

4th respondent: This curriculum should cover topics such as sustainable business models, impact assessment, ethical decision-making, and environmental conservation.

5th respondent: Incorporating guest lectures from successful green and social entrepreneurs would provide valuable insights and inspire students to pursue innovative and socially responsible ventures.

19. Would you be interested in receiving updates on the material produced by the Green & Social StartUps project?

1st respondent: yes

2nd respondent: yes

3rd respondent: yes

4th respondent: yes

5th respondent: yes

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## Students' Questionnaires

### 1. Description of the participants

During the research we have collected 46 responses. When it comes to frequencies of age, only 2 (4.3%) were between 8 and 12 years old, 27 (58,7%) between 13 and 16 years old, and 17 (37%) were between 17 and 18 years.

One of respondent did not want to state its gender, while the majority were female (36 or 78.3%) and only 9 (19.6%) were men.

### 2. Information on Entrepreneurship

When asked what comes to their mind when they hear the word “entrepreneurship”, students answered in most of the cases business (14), nothing/do not know (5), business activity and risk acquisition (6), enterprise organisation (4), leadership (1), responsibility (3), money (5), economy (3), manager (1), innovation (1), work (1), school class (1), large capital (1).

27 out of 46 students did not receive any kind of training on entrepreneurship, while 13 stated that they had it. 6 were not sure that they have such a training.

### 3. Green Entrepreneurship

What is very concerning is that 33 (71.7%) students did not hear for the term “green entrepreneurship” before. Only 11 of them did hear and 2 do not know.

Students think that the term “green entrepreneurship” may include something connected to ecology (6). 17 do not know at all. Few of them think something related to the pollution (1), entrepreneurship that has influence on environment and environment protection (12), legal business (1), change (1), local community influence (2), future and progress (2), agriculture (1), success (1).

Almost all respondents did not have training in green entrepreneurship (41 or 89.1%). Only 3 students had that kind of training and 2 do not even know.

A lot of respondents want to solve pollution through green entrepreneurship through sanctions, transport changes in terms of excluding cars and implementing green mood of transport (2), introduction of biodegradable bags or materials (2), electric transport, solar panels, rising awareness in people’s minds (2), introduce recycling containers in every city to reduce waste (2), introduce drastic measures for throwing waste in bins or landfills, healthy food. 4 of respondents just want to decrease pollution, and other to save polar bears, protect rivers and lakes or establish company for cleaning rivers, air, abandoned dogs, renovate parks, more dust bins, expel cigarettes, plant trees, recycling. 11 do not have idea. Interesting answers are as follows:

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„Foundations for people, that is, houses that still use combustion as the main form of heating to switch to central heating”

“Well, honestly, I would try with some of my friends to organize some action to protect the environment a little more. For example, to throw garbage in the bins provided for that and not everywhere we go, it would also not be bad if the stores no longer they sell plastic bags instead of cardboard because they are less harmful to the environment”

“we cannot influence climate change, the environment could never be put in order except in the case of punishing those who work against the law (in the event that some environmental protection law is introduced)”

“I would like to try to solve the problem of ice melting in parts of the country that have completely changed their appearance due to climate change, and through that help endangered animals.”

“I would like to solve air pollution with smoke from factory chimneys and home chimneys where coal is fired. My idea is to install a filter on the chimneys of both the factory and the house, which will purify the smoke and free the air from harmful substances contained in the smoke. Also, it would be prescribed by law and in that way everyone would have to respect it. As for climate change, we are aware that it is a big problem and that it will be even bigger in the coming period. It is necessary for all of us to get involved in the action of preserving our planet, to organize lectures on this topic and to educate children as much as possible about this problem.”

#### 4. Social Entrepreneurship

29 (63%) of respondents do not know what is social entrepreneurship, 14 (30.4%) know and 3 stated „do not“ (6.5%).

When asked what they know or think that the term “social entrepreneurship” may include, students stated that helping society (7), a branch of entrepreneurship related to professions that could help solve social problems, when a company/organization focuses more on providing benefits to the community than its own interests, something related to relationships between people, the job of social entrepreneurs (2), something to do with social matters, it is entrepreneurship that finances various social problems in the state through its realized income, investing funds to fulfill social goals, not one's own, employment and assistance to the vulnerable and social, when an entrepreneur cooperates with other entrepreneurs, entrepreneurship that is related to today's generations, selling products and directing income to society, help, entrepreneurship related to the social environment and society, i.e. people, social entrepreneurship could include opening more modern nursing homes, homes for neglected children, etc., carrying out work activities, creating new opportunities for solving problems, human communication and 17 do not know.

It is concerning that 43 students did not receive training on concepts and practices related to social entrepreneurship, while only 1 did. 2 do not know at all.

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18 out of 46 respondents do not have idea of social enterprise. Others think that an idea of social enterprise should include for everyone to accept, start an organization of young people who would help their community in various ways, to solve the problem of separating people by race, class, gender, organize humanitarian actions to collect money for the sick, the poor, and so on, help national minorities, organizing foundations for families living in conditions that do not meet basic human needs, orient towards humanitarian actions and helping vulnerable groups, decrease addiction to mobile phones, conversation, open a company and employ disabled and socially vulnerable people, reduce difference in nationality, and show that we are all the same, decrease a violence (2), solve problems in interpersonal relationships, help poor people, decrease unemployment, organise workshops, solve the problem of ridicule and that way of bullying and humiliating people, especially in the present times, open a company that employs people with special needs, assistance to social services (2), education of young people about all vices (gambling, alcohol, drugs).

For example, one of the answers were:

“My social enterprise would deal with visiting families with young children and assessing the upbringing of that child. In my immediate environment, there are many examples of parents not knowing how children are brought up, and this leads to poor upbringing of the child, which is reflected in the form of problems at school, and later at work and in general in life. We are aware that we lead a fast-paced life and parents usually neglect their children for the sake of their careers. In that case, my social enterprise would take care of the child while the parents are at work and provide additional psychological support to the parents.”

“To take most of the wealth from the 10 richest people and distribute it to the poor like (Robin Hood).”

“One of the big problems is violence in school, which is getting bigger and bigger. The problem is complex. I think that the appropriate solution would be to have another subject in school that would cover the topics of all social problems. That subject should be introduced into the program as soon as possible. children would know what is right and what is wrong.”

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

When asked did they ever participated in educational activities related to green and/or entrepreneurship, students answered „No, neither of them, but I have participated on educational activities on entrepreneurship in general” in 15 cases (36.6%) and “No, I have not participated on educational activities on entrepreneurship in general.” in 28 cases (58.7%). For education in green entrepreneurship, 2 respondents had training (4.3%), as well as in social entrepreneurship (4.3%).

On the other hand, when asked would students be interested in receiving training on green and/or entrepreneurship, they answered as follow:

- Yes, I would prefer in green entrepreneurship – 10 (21.7%)
- Yes, I would prefer in social entrepreneurship – 7 (15.2%)
- Yes, I would like to explore both styles of entrepreneurship – 13 (28.3%)

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- I am not interested in any of them – 12 (26.15)
- I am not interested in entrepreneurship education in general – 4 (8.7)

Also, students answered that the way that interest them in learning about green and/or social entrepreneurship would be:

- Through teaching materials in the form of notes, manuals, books – 4 (8.7%)
- Through educational videos – 10 (21.7%)
- Through a lecture by my teacher – 6 (13%)
- Through imaginary/virtual creation of my own green and/or social enterprise as an educational activity within the school with the help of my teacher – 9 (19.6)
- I am not interested – 13 (28.3%)

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## Stakeholders' Questionnaires

### 1. Description of the participants

The surveyed sample in this research was 16 respondents. While surveying stakeholders, the structure of respondents in case of age is diversified: 2 (12.5%) were 18-30 years old, 6 (37.5%) 31-40 years old and 8 (50%) between 41 and 50 years old. It could be concluded that dominate age of stakeholders was 41-50 years. In case of gender, dominantly male stakeholders were surveyed (11 or 68.8%), while female respondents were 5 (31.3%).

When asked to explain their professional field and what are the activities of the company/organisation that they work for, responses were different. For example, service and maintenance of machines for the production of electronics (respondent work as a service technician and technical support), design studio, architectural visualization, catering, construction (manager), hairdresser (a hairdresser and salon manager), lighting production and distribution (sales manager for the central Balkans), banking, wholesale of hygiene and disinfection products, tender sale of goods (owner), book keeping agency, metalworking activity, in the tasks of organization and management of projects - construction sites, production of aluminium sheeting and ventilated facades, production and installation of joinery and facades, finishing works in construction (2 responses), finishing works in construction, retail trade in products based on medicinal plants, hotel (founder and director). So the structure of respondents points out that various professions are represented in the sample.

### 2. Information on Entrepreneurship

“Entrepreneurship” as a term causes thoughts as own enterprise (3 responses), activity and process of engagement in business activities (4 responses), innovation, knowledge, self-initiative (4 responses), hard work (1), wife (1), state hostage (1), Initiative and an active approach to the realization of an idea, for the sake of profit (2)

More than a half of respondents attended some kind of education in the field of entrepreneurship (9 or 56.3%) that is very interesting result. On the other hand, 7 of them (43.8%) did not have such a training.

On the scale from 1 - Not Important to 5 - Very Important, the majority stated that it is important to have knowledge about entrepreneurship to a person of any profession (11 or 68.8%). Only 5 (31.3%) gave maximum importance to this knowledge. So, they think it is important but not of the highest importance.

### 3. Green Entrepreneurship

The respondents were asked to state what do they know or think that the term “green entrepreneurship” may include. 5 stated the impact that business operations have on the environment, concerning is that 3 out of 16 do not know, others stated awareness of the environment (2),

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conservation of natural resources (3), sustainable business practices and ecological aspect (3). So, the majority of respondents has basic knowledge what is green entrepreneurship.

5 totally agree (31.3%) and 9 only agree (53.3%) that green entrepreneurship sector need more support. What is very problematic is that 2 (12.5%) do not know whether there is a need for any help.

Kind of the support needed is from authorities, state, local government (8 responses), education, training (2), raising awareness about the harmful effects of the current economy on the environment (2), entire social communities because each individual can contribute to the preservation of the environment, but mostly the state through investments and regulations (2) and 2 do not know.

Very problematic response is that 15 or 93.8 stakeholder did not received training on concepts and practices related to green entrepreneurship and 1 does not know. So, there is a room for improvement in this area of expertise.

Through the lenses of stakeholders, green entrepreneurship could help fight climate change through concrete solutions that reduce the negative impact on the environment (2), by reducing harmful effects on the environment (2), use of renewable resources in an adequate manner, education on the way of waste disposal, the use of renewable energy sources, through the reduction of harmful gases (3), by respecting certain principles and agendas related to environmental protection and 6 do not know.

According to respondents, the knowledge and skills that a green entrepreneur should have are commitment, responsibility, organizational skills, communication, perseverance (2), Knowledge of renewable energy sources and skills to implement them in practice (5 responses), 4 do not know, the impact of different business practices on the environment (2), awareness of the future and the importance of resources (2), and forestry, agricultural or related faculty.

The opinion is shared that half of respondents know companies/organisations active in green entrepreneurship (7 or 43.8%) and another half do not know (7 or 43.8%). 2 do not have opinion.

The organisations that they know they deal with eco-construction of residential buildings and therefore do not harm the environment, recycling of electronic waste, use solar energy and recycle their waste, reducing the emission of harmful gases, through the purchase of vehicles for carrying out business activities that have a minimal harmful impact on the environment (3), dairy.

#### 4. Social Entrepreneurship

For the majority of respondents, the term “social entrepreneurship” includes social responsibility and inclusion of people who are in the category of vulnerable population through entrepreneurship processes (6 responses), 4 do not know, and others think awareness of the environment (2), economic balance (2), impact on the general interest of society (2).

In the eyes of stakeholders, the social entrepreneurship sector needs more support. 5 totally agree and 8 only agree, but 3 do not know at all.

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Support is needed by the stakeholder opinion by competent authorities, greater promotion of local and state administrations and state aid (6 responses), through education of new generations in terms of social responsibility, all people who are able to help solve social problems in society, and above all the state with long-term activities aimed at solving social problems of society, financial assistance for businesses to implement it, and companies and competent institutions.

It is concerning answer that total of 16 respondents did not receive training on concepts and practices related to social entrepreneurship.

Social entrepreneur according to respondents should be dedicated, responsible, ready to share his knowledge and experiences, exchange opinions; organizational skills, communication, psychology; ability to lobby and know how to woo influential people; social responsibility, expertise in the field he deals with; a social entrepreneur should possess a high level of motivation, willingness to take risks and efforts to create positive changes in society through their innovations; high level of empathy, social and social intelligence (3 responses); political scientist, lawyer, sociologist, and 6 do not know.

Social entrepreneurship could help meet social needs and bring about positive changes in our society according to respondents by helping others, protect minorities, vulnerable groups or people in need according to stakeholders opinion.

Worrying result is the answer that respondents do not know any company active in social entrepreneurship (10 responses or 62.5%). 3 do not know and 3 do not have attitude.

Companies that they know help people with disabilities by giving them a tool they need to make their life easier, planting trees, collecting funds for endangered categories and collection of funds to help socially disadvantaged members of society.

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

The majority of respondents do not work for a company that is working on a problem related to the environment or social good (9). 4 stated only “yes”, while 3 explained that company uses of renewable resources, donations to vulnerable groups; aluminium, the company's products are made from buckets, is one of the most environmentally friendly metals because it can be recycled multiple times to get the same product; and adequate disposal of waste, employment without discrimination

It is very positively that 14 (87.5%) of companies of respondents, regardless of its field of activity, take care of the environment and society through the way it operates.

Way of companies take care of the environment and society is through uses of filters for air purification, isolation from noise due to the sound produced by machines, shaping the space in which a person performs everyday functions, sorting garbage, sell waste oil to companies that process it into biodiesel, wash customers' hair only when they ask, use synthetic robes instead of towels, eco-sustainable materials, use of solar energy, innovations in production, observance of all principles that contribute to the preservation of the environment, employment of workers regardless of age and gender, saves

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trees by sending electronic documents, recycling waste as well, classification and management of waste, waste recycling, pellet heating (2), adequate waste disposal and recycling, installing insulation of buildings, and uses renewable energy sources.

Also, positive number is that 9 (56.3%) of companies where respondents work has Social Responsibility Policy, 4 do not have and 3 do not know of such a policies existence in own companies.

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

5 stakeholders totally agree and 9 only agree that school education should put more emphasis on developing an entrepreneurial mindset in students. So, their opinion is unique on this topic. 2 out of 16 do not have an attitude.

10 agree and 4 totally agree that education in green and/or social entrepreneurship can lead to more conscious citizens and a more sustainable future for our society. Also, opinion is not divided about this matter. 2 do not know at all.

The question “How important do you consider the following skills that a green and/or social entrepreneur should have?” was rated on the scale from 1 - Not Important to 5 - Very Important. The answers are given in the following table.

Option	1 – not important	2	3 - neutral	4	5 – very important
Identifying business opportunities	-	-	2 (12.5%)	10 (62.5%)	4 (25%)
Environmental awareness	-	-	1 (6.3%)	7 (43.7%)	8 (50%)
Understanding of sustainability	-	-	-	10 (62.5%)	6 (37.5%)
Recognizing unjust social issues	-	-	1 (6.3%)	9 (56.2%)	6 (37.5%)
Fighting adversity	-	-	-	12 (75%)	4 (25%)
Inspiring change through participation	-	-	1 (6.3%)	8 (50%)	7 (43.7%)
Taking direct action	-	-	-	5 (31.2%)	11 (68.8%)
Empathy	-	-	1 (6.3%)	7 (43.7%)	8 (50%)
Emotional and social intelligence	-	-	-	7 (43.8%)	9 (56.3%)
Resilience in the face of obstacles, challenges, and failures	-	-	1 (6.3%)	11 (68.7%)	4 (25%)
Public speaking	1 (6.3%)	-	4 (25%)	5 (31.2%)	6 (37.5%)
Creativity & Innovation	-	-	-	8 (50%)	8 (50%)
Leadership	-	-	1 (6.3%)	7 (43.7%)	8 (50%)
Optimism	-	-	-	3 (18.8%)	13 (81.3%)
Perseverance, passion, and hard work	-	-	-	3 (18.8%)	13 (81.3%)

Note: number of responses in cells and percentage in brackets

As we can see, all skills are important by the respondents in order to be green and/or social entrepreneur.

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10 (62.5%) agree and 6 (37.5%) totally agree that above mentioned skills are able to help in other areas of the child's life as a future adult and citizen.

Almost all respondents answered that through education and training and curriculum development where environmental protection and improvement is a compulsory subject in school (14 responses) and 2 do not know.

When asked what do they think school education needs today in order to build the foundations for a development of entrepreneurial activities by the future citizens that is fully characterised by sustainability and/or contribution to society as a whole, stakeholder said that education needs reform (4 responses), adequate staff with skills (6 responses), practical classes (1), development of entrepreneurial activities is a compulsory subject in school (3), greater dedication and a better curriculum with practical classes.

8 out of 16 stakeholders do not want to participate in school community educational activities on green and/or social entrepreneurship or to give a presentation/lecture to students on this topic. 3 do not know and 3 are indefinite.

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