



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

WP2

Questionnaires & Focus Groups

National Report - Greece



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Teachers' Questionnaires

1. Description of the participants

The number of teachers who completed the questionnaire is 22. Of these, one respondent is aged 22-30 years, 6 respondents are in the age category of 31-40, 5 respondents are 41-50 years old and 10 respondents are over 51 years old. The majority of the participants were women, reaching 17, and the remaining 5 were men.

2. Information on Entrepreneurship

When participants were asked what comes to mind when they hear the word "entrepreneurship", most of them mentioned phrases related to growth, economic activity and development, innovation, as well as the achievement of a specific purpose in order to generate profit, including risk-taking. While others mentioned that it is linked to business management and internal related processes.

The majority of the respondents (21 out of 22) have never received any kind of training related to entrepreneurship, and one respondent answered positively. While regarding whether entrepreneurship is included in the curriculum taught by the participating teachers, 17 responded negatively, 4 responded that they did not know and only one respondent answered positively.

However, respondents seem to consider knowledge about entrepreneurship important for a person of any profession, as 9 participants answered that they consider it "Moderately important", 5 participants answered that they consider it "Important", and 8 participants answered that they consider it "Very important".

When asked if they think that school education could emphasize the development of students' entrepreneurial mindset, 8 respondents answered that they are neutral, another 8 respondents answered that they agree, 5 respondents answered that they strongly agree and only 1 respondent answered that she/ he strongly disagrees.

3. Green Entrepreneurship

When participants were asked what they know or think the term "green entrepreneurship" entails, their answers include phrases about developing with respect for the environment, responsible use of resources, saving energy, sustainable solutions, doing business with the environment in mind, and creating a sustainable society where everything works in harmony.

Regarding whether they have ever received training on green entrepreneurship concepts and practices, 19 out of 22 answered negatively, and 3 positively. Respondents' answers on how they think green entrepreneurship could help in the fight against climate change are quite interesting, as they were quite positive, indicating that green entrepreneurship can help a lot in taking care of the environment and mitigating pollution and climate change, through targeted actions, with many initiatives, innovations in

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technology and in the way natural resources are used, with a focus on training young green entrepreneurs and improving the way they exploit natural resources.

When asked what knowledge and skills a "green entrepreneur" should have, participants mentioned environmental and ecological awareness, empathy, volunteering, digital skills, science knowledge about green development, communication skills, knowledge about business management, entrepreneurship, resource management, and marketing, as well as knowledge about social and political sciences.

Participants do not seem to be aware of many green businesses, as only 8 out of 22 respondents said that they know of a business or organisation active in green entrepreneurship. While when asked for more details about the content of the activities of these businesses/organisations, participants mentioned activities of renewable energy production, garbage recycling, reducing energy waste, and cleaning of the seabed.

4. Social Entrepreneurship

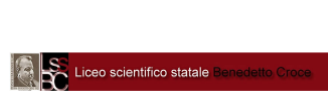
6 of the 22 participants said they had heard the term "social entrepreneurship" before, while 3 were not sure if they had heard it before, and the remaining 13 responded negatively. When asked what they know or think the term "social entrepreneurship" includes, participants mentioned phrases such as activities with a social footprint, solving social problems, people- and society-centred activities and the common good, organisations that take into account different social strata/layers, i.e. businesses that do not aim at profit but at people, society and the environment.

The majority of the participants, 20 out of 22, have not received training on concepts and practices related to social entrepreneurship. When asked how they think that social entrepreneurship could help to address social needs and bring about positive changes in society, participants indicated that social entrepreneurship can, through targeted interventions, provide assistance to socially vulnerable groups, address social problems related to various aspects such as health, education and the environment, enhancing social awareness, empathy and voluntary actions.

Regarding the knowledge and skills that a social entrepreneur needs, the participants mentioned that he/she should be communicative, aware, informed, solidarity-oriented, empathetic, have financial and business knowledge, be creative, enthusiastic about work and dreams, have well-developed social skills, digital skills, innovative ideas, knowledge of sociology and psychology, teamwork, cooperation, respect for people and the environment.

When asked if they were aware of companies/organisations active in social entrepreneurship, half of them (11 out of 22) answered positively, while 8 answered negatively and the remaining 3 were not sure. Regarding the activities of companies or organizations active in social entrepreneurship that the participants are aware of, they mentioned activities related to fighting poverty and inequality, providing education and health services to socially vulnerable people, focusing on community development with the participation of all, socio-economic inclusion of battered women, NGOs helping refugees, and the Schedia magazine where people with financial difficulties are given the opportunity to sell the magazine and be supported with a minimum income.

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

When asked if there are references to green and/or social entrepreneurship in the school curriculum taught by the participating teachers, 7 answered yes, but to a small extent, while more material would be useful, 8 answered negatively, and the remaining 7 answered that they did not know. Participants agree that education on green and/or social entrepreneurship can lead to more conscientious citizens and a sustainable future for our society, as 7 responded that they strongly agree, 11 responded that they agree, and only 4 were neutral.

The skills they consider most important that a "green" and/or "social" entrepreneur should have are environmental awareness, recognition of injustices on social issues, empathy, emotional and social intelligence, creativity and innovation, optimism, understanding the concept of sustainability, followed by perseverance, passion and hard work, taking direct action, resilience in the face of obstacles, challenges and failures, inspiration for change through inclusiveness, leadership, facing adversity, and identifying business opportunities. Participants agree that all these skills are able to help in other aspects of students' lives in their future as adult citizens, with 13 strongly agreeing, 8 agreeing and only 1 being neutral.

6. Teachers' interest in teaching green and social entrepreneurship

The majority of participants want to learn more about green and/or social entrepreneurship in order to teach related concepts to their students. The needs to achieve this are many, as according to the participants' responses, the majority (15 out of 22) consider that they need both theoretical material and practical material with educational activities and exercises. Only 5 chose that they only need practical material, only 1 chose that they only need theoretical material, and only 1 stated that they do not need anything more and have all the necessary material they need. In addition, the participants stated that they need substantial training with examples of teaching in real classroom conditions, organisation of training seminars to develop their relevant knowledge, adaptation and improvement of school textbooks, creation of appropriate work plans, case studies, development of teaching scenarios, experiential activities, visits of students to places of interest, cooperation with stakeholders related to green and social entrepreneurship, more interaction with the natural environment, and more interaction with the local community.

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Teachers' Focus Group

1. Description of the participants

The focus group participants were a total of 5 teachers. All of them teach primary school students, more specifically students aged 9-12 years old. 2 teachers teach Greek, 1 teacher teaches English, and 2 teachers teach Environmental Education.

2. Information on Entrepreneurship

When participants were asked what they think entrepreneurship involves, they answered that it involves seeking new opportunities, fostering innovation, doing business for profit, being constantly open to new challenges and taking risks.

None of the participants had received any kind of training on entrepreneurship in the past. Also, there is no targeted course in primary education on entrepreneurship, but teachers reported that there are some interesting efforts in this regard in the context of the Skills Workshops. Skills Workshops are a compulsory course in the curriculum and include a wide variety of topics and activities and aim to develop and enhance broad knowledge and skills not covered by traditional courses. Consequently, entrepreneurship-related directions are also included in the activities covered.

However, all participants agreed that much more emphasis should be placed on developing an entrepreneurial mindset in students, as well as entrepreneurship-related skills such as creativity, critical thinking and teamwork, skills that will certainly be necessary in students' later adult life.

3. Green Entrepreneurship

Regarding green entrepreneurship, participants showed strong interest and mentioned that it is getting more and more emphasis and increasingly more initiatives are happening over the years. They mentioned that they have heard of various workshops and competitions being held related to green entrepreneurship. What they mentioned that green entrepreneurship can include was supporting sustainable solutions regarding the use of natural resources and achieving innovations around green technologies.

When asked how they believe green business can help combat climate change, they said that through such initiatives it is possible to reduce the environmental impact of businesses and create solutions and green practices to reverse the damage done to the environment as much as possible.

According to the participants, a green entrepreneur needs to be creative and innovative, often having to find new ways to tackle complex and urgent issues such as climate change and resource scarcity. They also need to be highly ethical and responsible, as they must be able to identify and assess the ethical implications and consequences of their decisions and actions, respect the rights and interests of others, and adhere to the principles and standards of their industry or sector, always respecting the natural environment and our planet.

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Participants were aware of some innovation competitions in green entrepreneurship and some initiatives that were involved there on how to optimise material recycling. Also, one participant mentioned a company that collects plastic packaging, processes it and produces new products such as plastic trays, tables, key rings and earrings.

4. Social Entrepreneurship

Regarding social entrepreneurship, they said that this is a direction of entrepreneurship that is not given enough emphasis in Greece. One form of social entrepreneurship in the country is non-governmental organizations that are active in various social issues, and social enterprises, such as social grocery stores that exist in several regions.

Social entrepreneurship, according to the participants, could fill several gaps in the state's ability to meet important social needs. It could create jobs for people who find it difficult to be absorbed by other businesses. It could also enhance social cohesion and acceptance.

The knowledge and skills that a social entrepreneur should have are similar to those mentioned above, but a social entrepreneur should be constantly aware of social problems that suddenly arise, such as the serious problems created by a fire and the psychological and financial problems it creates for the people affected. Also, the participants mentioned that empathy is the most important characteristic that a social entrepreneur should have.

Regarding organisations that the participants know of that are active in social entrepreneurship, they mentioned only the social grocery stores that operate in neighbourhoods and offer products free of charge to people facing financial difficulties, while they cooperate closely with the Church.

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

Participants reported that there are no specific references to green and social entrepreneurship in the school curriculum they teach. It is obvious that there is a lot of room for improvement and many gaps that need to be filled in order to familiarise students with relevant concepts from primary school ages. As the participants stated, only by cultivating such important knowledge and values will students, as future adults, be able to meet the ever-increasing demands of our future society, both in terms of the problems arising from the climate crisis and the social problems that are difficult to solve.

6. Teachers' interest in teaching green and social entrepreneurship

All participants said that they are very interested in learning more about green and social entrepreneurship and that they consider the Green & Social StartUps project an excellent promotional initiative. What would help them most would be basic theoretical material, practical guides with many and varied activities, all adapted to each age of the students. Essentially, they would like to have at their fingertips practical guides to help them educate themselves first and then their students.

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Students' Questionnaires

1. Description of the participants

The number of students who completed the questionnaires was 30. The majority of them (28 students) are in the age category of 8-12 years old and the remaining 2 in the 13-16 years old age category. Most of the students are girls (18 out of 30), and the remaining 12 are boys.

2. Information on Entrepreneurship

When students were asked what comes to mind when they hear the word "entrepreneurship", their answers were varied and very interesting. They mentioned words such as goals, competitiveness, success, quality, creativity, cooperation, planning, investment, partnership, solidarity, sponsorship, and love of the environment. There were several students who answered positively (23 out of 30) whether they had received some kind of training on entrepreneurship, while the remaining 7 answered negatively.

3. Green Entrepreneurship

When asked what they imagine or know that the term "green entrepreneurship" includes, students mentioned phrases such as material recycling, environmental protection, reusable items, energy saving, environmental problem solving, ecological practices, conservation of natural resources and eco-conscious entrepreneurship.

29 out of 30 students stated that they have received training on green entrepreneurship concepts and practices. When asked if they had ideas to open a business dedicated to green entrepreneurship, they mentioned a variety of ideas such as tree planting companies, and companies related to recycling packaging and electrical appliances, recycling cars, creating non-polluting cars, creating non-polluting industrial materials, and green agriculture.

4. Social Entrepreneurship

A noticeable change can be observed in students' answers regarding social entrepreneurship, as only 1 student stated that she/he had heard the term "social entrepreneurship" before and the remaining 29 answered negatively. However, when asked what they imagined or knew the term "social entrepreneurship" to include, students gave apt answers, mentioning words such as, social development and protection of vulnerable people, non-profit organisations, social problem solving, teamwork, shared goals, and gender equality.

In contrast to the question whether they have heard the term social entrepreneurship before, the answers to the question whether they have ever received training on the concepts and practices of social entrepreneurship, where 29 students answered positively, and 1 student answered negatively.

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This allows us to assume that the students, due to their young age, were confused on one of these two questions.

When asked if they had ideas to open a business dedicated to social entrepreneurship, they mentioned a variety of ideas such as organisations providing low-cost housing and healthcare for vulnerable people, information campaigns on social exclusion, a social grocery store, fundraising, and clothing reuse.

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

29 out of 30 students stated that they have participated in educational activities related to green and social entrepreneurship and 1 student stated that she/he has participated in educational activities related to green entrepreneurship only. 20 out of 30 students stated that they would be interested in receiving training on green and social entrepreneurship, 4 students stated that they would be interested in receiving training on social entrepreneurship, 1 student stated that she/he would be interested in receiving training on green entrepreneurship, and the remaining 5 students stated that they were not interested in entrepreneurship in general.

Regarding how they would prefer students to be educated about green and/or social entrepreneurship, most of them (11 out of 20) chose through virtual creation of their own green and/or social business as an in-school educational activity with the help of their teacher, 5 students preferred through a lecture by their teacher, 4 students through teaching material in the form of notes or book, 3 students preferred through educational videos, and 5 students said they were not interested.

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Stakeholders' Questionnaires

1. Description of the participants

The total number of stakeholders participated in the survey was 11. Most of them (6 out of 11) are in the age category of 18-30 years, 3 are 31-40 years, 1 is 41-50 years and another 1 is 51 years and above. The majority were women (7 out of 11) and the remaining 4 were men. The mix of participants is diverse, as they include freelancers, a police officer, accountants in construction companies, a university student working as a cashier in a restaurant, a doctor, a front office agent, a university literature professor, a management and research worker, a marketer in a wine and tourism company, and an investment project manager.

2. Information on Entrepreneurship

When asked what they think of when they hear the word "entrepreneurship", participants mentioned phrases such as effort, difficulties and risks, financial gain, innovative ideas, contribution to society, professional development, sustainable solutions, successful strategies, and seizing opportunities. The majority of participants (7 out of 11) had not received any kind of training on entrepreneurship, while the remaining 4 responded positively. However, the majority consider that knowledge about entrepreneurship for a person regardless of profession is quite important, as 7 responded that they strongly agree, 2 responded that they agree and the remaining 2 were neutral.

3. Green Entrepreneurship

The phrases mentioned by participants when asked what they know or think the term "green entrepreneurship" entails included doing business in combination with environmental protection, using renewable energy, strengthening the circular economy, reducing pollutants and respecting the environment.

It seems that most participants consider the green entrepreneurship sector further support (9 out of 11) as they strongly agree with this need, while 1 also agrees and 1 is neutral. In terms of the type of support they feel is needed, responses include guidance on assistance from government agencies, big business and the education sector, as well as better awareness of environmental resources and the right way to use natural resources sustainably. More drastic decisions are needed from the state to businesses, with appropriate fines in case of non-compliance and violations. It was also mentioned that support is needed even from parents to their children so that they grow up with environmental awareness and empathy.

Only 3 out of 11 said that they have ever received training on concepts and practices related to green entrepreneurship with the remaining 8 responding negatively. When asked how they thought green entrepreneurship could help fight climate change, participants responded that it would help reduce pollutants and reduce the greenhouse effect, further develop a "green consciousness" among all

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people, stop the rapid exploitation of natural resources by combining profit with environmental protection, and that efforts should be collective rather than individually.

The necessary knowledge and skills that a "green entrepreneur" should have according to the participants are love for the environment, proper information and awareness, knowledge about environmental pollution and sustainable ways of dealing with it, insight, leadership skills, imagination, innovation, boldness, and empathy.

Most of the participants (6 out of 11) knew of a company/organization active in green entrepreneurship, which are involved in the recovery of recyclable electrical appliances and packaging, water purification, solid waste management, and renewable energy utilization.

4. Social Entrepreneurship

The phrases mentioned by participants when asked what they know or think the term "social entrepreneurship" entails included doing business in combination with social development and well-being, putting people and their needs at the centre, focusing on social good, achieving a positive social footprint. Participants felt that the social entrepreneurship sector should be further supported, with 8 respondents saying they strongly agree and the remaining 3 saying they agree. Regarding what kind of support needs to be given, the participants indicated that the state and the European Union should further support the development of social entrepreneurship, as well as further strengthen the relevant information, education, social awareness and empathy and funding opportunities.

Interestingly, all participants have not received training in social entrepreneurship concepts and practices. However, they believe that social entrepreneurship could help to address social needs and bring about positive changes in society, with actions related to enhancing the social inclusion of vulnerable people and changing the mindset of society in general. It is also interesting to note that the majority of participants (10 out of 11) do not know any company/organization active in social entrepreneurship.

Regarding the knowledge and skills needed by a social entrepreneur, participants mentioned entrepreneurship, sociology, empathy, social sensitivity, ethics, emotional intelligence, communication skills with vulnerable people, people with disabilities, and reduced access to the labour market.

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

It seems that none of the participants work for a company that deals with an environmental or social problem. However, it is interesting to note that 6 out of 11 participants answered positively to whether the company they work for cares about the environment and society in the way it operates, regardless of its activities, while 3 answered negatively and the remaining 2 answered that they did not know. Those who responded positively added that the enterprises in which they are employed try to continuously reduce their waste, recycle as much as possible, participate in business programmes related to environmental protection and social development, use photovoltaic panels, as well as organic fertilisers, and one enterprise has an Eco-Management and Audit Scheme (EMAS).

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Furthermore, it is interesting that 6 of the 11 participants reported that the company they work for has a CSR (Corporate Social Responsibility) policy, while 2 responded negatively and the remaining 3 responded that they did not know.

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

All participants agree that school education should place more emphasis on developing students' entrepreneurial mindset, with 9 participants stating that they strongly agree and the remaining 2 stating that they agree. Furthermore, participants agree that education in green and/or social entrepreneurship could lead to more conscientious citizens and a more sustainable future for our society, with 8 participants strongly agreeing and the remaining 3 participants agreeing.

The skills that a "green" and/or "social" entrepreneur should have, according to the participants, are mainly fighting adversity, creativity and innovation, empathy, recognition of injustice in social issues, environmental awareness, leadership skills, perseverance, passion and hard work, emotionality and social intelligence, understanding the concept of sustainability, recognizing business opportunities, taking direct action, inspiring positive change. Participants feel that these skills are able to help in other aspects of students' lives in their future as adult citizens, as 9 indicated they strongly agree and 2 indicated they agree.

According to the participants, green and/or social entrepreneurship issues could be taught in the context of school education in various ways such as an additional lesson with theoretical explanation and practical activities, creating "green days" where trees are planted, walks to clean up litter. Also, through group work and learning-by-doing approaches, children could be at the heart of the learning process, creating their own virtual businesses and visiting relevant real businesses.

Regarding what school education needs today in order to create the foundations for the development of entrepreneurial activities by future citizens, which will be fully characterised by sustainability and/or contribution to society, the participants mentioned several times the relevant training and strengthening of the relevant knowledge and skills of teachers, as well as empathy, and the development of educational material that is oriented towards tomorrow and not outdated.

Finally, 3 out of 11 participants stated that they are interested in participating in educational activities of the school community on green and/or social entrepreneurship.

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