



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

**WP2**

**Report on the Study Findings**



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## Introduction

The Green & Social StartUps Project is an Erasmus+ Project that aims to develop useful educational material to broaden students' professional horizons, bringing them in contact with the valuable elements of Entrepreneurial Education and the professional world itself, as well as with the essential elements of green and social entrepreneurship, in order to understand the needs and requirements that prevail.

As the project is going to develop targeted educational material on green and social entrepreneurship for school teachers, as a first step it was considered necessary to explore the needs in the partner countries (Poland, Greece, Italy, Serbia, Belgium, Turkey) for the development of green and social entrepreneurship and related education at primary and secondary school level, in order to put our society on more sustainable paths. The availability of relevant information, knowledge and possibly relevant educational material at secondary school level, both for teachers and students, was also studied. Furthermore, this research identified the necessary skills that a potential entrepreneur who wants to be active against climate change and for social development should possess.

In order to achieve this needs mapping, a survey was conducted through questionnaires and focus groups with teachers, students and stakeholders to assess relevant knowledge and gaps. All observations will be used in all the training materials and activities developed in the next steps of the project. Thus, the following findings and conclusions will form the fundamental basis of the Green & Social StartUps project.

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## Teachers' Findings - Questionnaires

Entrepreneurship education is increasingly recognized as a valuable component of modern education systems, equipping individuals with essential skills and mindsets for navigating the ever-evolving global economy. The survey conducted across the six partner countries (Poland, Greece, Serbia, Turkey, Italy, Belgium) of the Green & Social StartUps project provides insights into how teachers perceive entrepreneurship and its role in education. The findings shed light on their understanding of entrepreneurship, their exposure to entrepreneurship training, and their views on its inclusion in school curricula.

### 1. Description of the participants

#### Number of Participants:

- Poland: 25 participants
- Greece: 22 participants
- Serbia: 25 participants
- Turkey: 20 participants
- Italy: 23 participants
- Belgium: 25 participants

Thus, 140 teachers participated in the survey through questionnaires across the 6 partner countries.

#### Age Distribution:

- Poland: The majority are aged 51 and over (60%).
- Greece: A diverse age range of teachers, with the majority being over 51 years old (45.5%).
- Serbia: The largest group is aged 41-50 (48%), followed by 31-40 (36%).
- Turkey: A significant portion falls within the 31-40 age group (55%).
- Italy: Most teachers are over 51 years old (69.6%), with smaller percentages in the 31-40 and 41-50 age groups.
- Belgium: A fairly even distribution among the 31-40, 41-50, and over 51 age groups.

#### Gender Distribution:

- Poland: There are more women (72%) than men.
- Greece: The majority are women (77.3%).
- Serbia: A majority of female respondents (64%).
- Turkey: 70% of the respondents are women.
- Italy: A significant majority of women (74%).
- Belgium: A higher percentage of women (70%).

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### Age and Gender Combination:

- The majority of teachers in most countries are older, with a significant portion aged 51 and over.
- Female teachers are generally more represented than male teachers.
- Greece, Turkey, Italy, and Belgium have more female participants in all age groups.
- Serbia has a more balanced gender distribution.
- Greece, Serbia, and Poland have more respondents in the 41-50 age group.
- Turkey has a higher number of respondents in the 31-40 age group.
- Italy has the highest percentage of respondents aged over 51.
- Belgium has an even distribution among age groups.

## 2. Information on Entrepreneurship

Across the surveyed countries, there is a notable consensus among teachers about what entrepreneurship represents. They commonly associate entrepreneurship with innovation, risk-taking, economic activity, and the pursuit of profit. This reflects a fundamental understanding of entrepreneurship as a dynamic and enterprising endeavour that involves creative problem-solving, initiative, and an ability to seize opportunities. Some respondents also connect entrepreneurship with personal traits like resourcefulness, autonomy, and adaptability. This shared understanding of entrepreneurship as a multifaceted concept highlights its significance in contemporary society.

One striking finding in the survey is the scarcity of formal entrepreneurship training among teachers in these countries. The majority have not received any structured training in entrepreneurship, which suggests a potential gap in their professional development. This lack of training is consistent across Greece, Serbia, Turkey, Poland, Italy, and Belgium. In contrast, only a small percentage of respondents in Serbia, Turkey, and Poland reported having undergone entrepreneurship training, indicating a need for increased access to such programs.

Another key observation is the limited inclusion of entrepreneurship in school curricula across most of the surveyed countries. In Greece, Serbia, Turkey, and Poland, a significant proportion of teachers indicated that entrepreneurship is not part of the curriculum they teach. However, there is an exception in Belgium, where a considerable number of respondents support the integration of entrepreneurship into school curricula. This suggests a more proactive stance toward fostering entrepreneurial skills and knowledge among students in Belgium. However, it cannot be doubted that there is a significant gap in formal entrepreneurship training for teachers and varying degrees of integration of entrepreneurship into school curricula.

Despite the varying degrees of exposure to entrepreneurship education, there is a shared recognition among teachers in these countries about the importance of entrepreneurship knowledge for individuals in any profession. Most teachers consider entrepreneurship knowledge to be crucial. This underscores the belief that understanding the principles of entrepreneurship can empower individuals to thrive in diverse careers, encouraging innovation and adaptability.

One of the most notable findings is the strong desire among teachers in Serbia, Turkey, Poland, and Belgium to see an increased emphasis on developing an entrepreneurial mindset in students. This

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sentiment reflects a belief that cultivating skills such as creativity, initiative, and problem-solving, which are integral to entrepreneurship, can prepare students for success in a rapidly changing world. While there is less enthusiasm for this idea in Italy, the majority of respondents in other countries express support for enhancing entrepreneurial education in schools. Thus, it could be argued that the strong desire among teachers in several countries to emphasise entrepreneurial skills and mindset development in students presents an opportunity for policymakers to explore and expand entrepreneurship education initiatives, ultimately equipping the next generation with the skills and mindset needed for success in an ever-changing world.

### 3. Green Entrepreneurship

The results of the survey of teachers in the six partner countries provide valuable information on their understanding of green entrepreneurship, their exposure to green entrepreneurship training and their views on its role in addressing environmental challenges. More specifically, across these countries, teachers generally associate "green entrepreneurship" with environmentally responsible economic activities. They describe it as an approach that prioritises environmental sustainability, responsible resource usage, energy conservation, and creating a harmonious society in balance with nature. Their perceptions underline the idea that green entrepreneurs operate with a keen awareness of ecological concerns and aim to develop solutions that mitigate environmental degradation. This shared understanding reflects the growing importance of sustainability in contemporary discourse.

The survey reveals disparities in teachers' exposure to formal training in green entrepreneurship. While a significant proportion in Greece (3 out of 22) and Serbia (7 out of 25) report having received some form of training, teachers in Turkey (1 out of 20), Poland (1 out of 25), Italy (2 out of 23), and Belgium (2 out of 25) largely lack this educational background, as few participants reported having received any kind of relevant training. These findings suggest the need for increased efforts to provide teachers with training in green entrepreneurship, which could empower them to incorporate sustainability principles into their teaching.

Furthermore, it seems important that teachers across the partner countries express optimism regarding the potential of green entrepreneurship to combat climate change. They believe that green entrepreneurship can play a significant role in environmental protection, pollution reduction, and climate change mitigation. Respondents highlight the importance of raising awareness, responsible behaviour towards the environment, and the development of sustainable solutions. Their positive outlook underscores the belief that entrepreneurial initiatives can contribute to a more sustainable and environmentally conscious society.

Teachers in the 6 partner countries identify a diverse range of knowledge and skills that they believe a "green entrepreneur" should possess. These include environmental awareness, ecological knowledge, digital skills, scientific expertise in green development, communication skills, business management acumen, entrepreneurship knowledge, resource management proficiency, and marketing expertise. These multifaceted competencies underscore the holistic nature of green entrepreneurship, highlighting the need for a comprehensive educational approach and emphasising the need for individuals who can navigate the intersection of environmental and business concerns.

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Another notable finding is that many teachers in these countries appear to have limited awareness of green businesses or organisations involved in green entrepreneurship. While a small percentage claim knowledge of such enterprises, the majority of respondents lack information about these initiatives. In detail, only a small percentage in Greece (8 out of 22), Serbia (5 out of 25), Turkey (2 out of 20), Poland (4 out of 25), Italy (14 out of 23), and Belgium (11 out of 25) are familiar with such entities. The activities of these businesses often include renewable energy production, recycling, energy conservation, and environmental cleanup efforts, indicating a potential opportunity for greater public awareness. This suggests a potential gap in disseminating information about existing green businesses and their activities, which could serve as valuable examples for educational purposes.

Taking into account the aforementioned, while there is a shared understanding of its focus on environmental responsibility and sustainability, there are disparities in training and awareness levels. The findings underscore the importance of equipping teachers with the knowledge and skills necessary to integrate green entrepreneurship principles into their teaching practices effectively. Furthermore, the limited awareness of green businesses highlights an opportunity to bridge the gap between the classroom and real-world green initiatives, inspiring and educating the next generation of environmentally conscious entrepreneurs.

#### 4. Social Entrepreneurship

The awareness of social entrepreneurship varies significantly across the six countries. In Greece, Serbia, and Turkey, a substantial portion of respondents had not heard of the term, with Greece exhibiting the highest percentage (59%). In contrast, teachers in Italy and Belgium appear to have more familiarity with social entrepreneurship, possibly reflecting varying levels of educational emphasis on this concept.

Among those familiar with the term, respondents offered diverse interpretations of social entrepreneurship. They described it as a form of business that prioritises social impact over profit, focusing on addressing pressing societal issues. This includes activities with a social footprint, solving social problems, promoting the common good, and considering different social strata. It signifies a shift from conventional profit-driven enterprises towards initiatives that aim to benefit people, society, and the environment.

One of the most striking findings is that many teachers across these countries have not received formal training in social entrepreneurship principles and practices. In Greece, 20 out of 22 teachers report a lack of such training, while the majority in Serbia (20 out of 25), Turkey (20 out of 20), Poland (24 out of 25), Italy (18 out of 23), and Belgium (25 out of 25) also report the absence of relevant training. This deficiency underscores a potential gap in the professional development of educators in the realm of social entrepreneurship.

Respondents, regardless of their level of familiarity with social entrepreneurship, express optimism about its potential to address social needs and create positive societal changes. They believe that social entrepreneurship can play a pivotal role in fostering inclusivity, reducing inequalities, and enhancing social well-being. Respondents cite the importance of shifting focus from profit to social impact, promoting education and awareness, and actively involving communities in addressing social

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challenges. These viewpoints highlight the transformative potential of social entrepreneurship in promoting a more equitable and empathetic society.

Teachers in these countries identify a range of knowledge and skills they believe social entrepreneurs should possess. These include social responsibility, determination, perseverance, strong communication, empathy, financial and business acumen, creativity, digital literacy, knowledge of sociology and psychology, teamwork, cooperation, and respect for individuals and the environment. This holistic skill set underscores the multidisciplinary nature of social entrepreneurship, emphasising the need for individuals who can navigate the intersection of social, economic, and environmental concerns.

Respondents exhibit varying degrees of awareness regarding specific social enterprises or organizations engaged in social entrepreneurship. While some are familiar with entities addressing issues like poverty, inequality, education, health, and community development, many remain unaware of these initiatives. Importantly, respondents across countries indicated that they often associate social entrepreneurship with non-governmental organizations (NGOs), associations, and organizations that promote female entrepreneurship. The knowledge of existing social enterprises could serve as an inspiring example for educators and students alike, showcasing the tangible impact of social entrepreneurship on societal challenges.

While there are varying levels of familiarity and knowledge, the general consensus is that social entrepreneurship holds significant promise as a vehicle for addressing pressing societal challenges and promoting positive change. The responses given to this section underscore the need for more comprehensive training and education in social entrepreneurship within teacher education programs, empowering educators to instil the values and principles of social entrepreneurship in future generations. Additionally, it calls for greater public awareness of existing social enterprises and their potential to drive social and environmental progress, thereby fostering a more inclusive and sustainable society.

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

Regarding the integration of green and social entrepreneurship in school curricula, respondents provided valuable information on teachers' views on its importance and the skills considered necessary for future entrepreneurs. To begin with, across the surveyed countries, there is a notable lack of references to green and social entrepreneurship in the school curricula. In Greece, Serbia, Turkey, Poland, Italy, and Belgium, educators reported varying degrees of familiarity with this concept in their teaching materials. More specifically, Greece demonstrates a more positive outlook, with seven teachers acknowledging its presence, albeit in limited quantities, while eight teachers express the need for additional materials. However, a significant portion (7 teachers) remains uncertain about its inclusion. Serbia appears to be less familiar with the concept, with 48% of respondents uncertain and only two teachers affirming its presence. In Turkey, while 10 teachers report no references to green and social entrepreneurship, five teachers acknowledge limited integration but consider the existing curriculum sufficient. In Poland, six teachers confirm its presence, while 11 express the need for more materials. In Italy and Belgium, no references exist in school curricula, but a substantial proportion of

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teachers in both countries express the desire for such integration, with Italy showing 37% and Belgium 75% support.

Despite limited integration in curricula, teachers recognise the potential impact of green and social entrepreneurship education. They believe that it can foster more conscientious citizens and contribute to a sustainable future for society. This sentiment is particularly strong in Turkey, where 90% of teachers fully believe in its transformative potential. In Serbia, a majority (56%) agree, while other countries also express support for this notion, albeit to varying degrees.

Teachers in the surveyed countries overwhelmingly agree on the importance of various skills for aspiring green and social entrepreneurs. These skills include environmental awareness, understanding sustainability, recognizing unjust social issues, taking direct action, empathy, emotional and social intelligence, resilience, public speaking, creativity and innovation, leadership, optimism, and perseverance. The consensus is that these skills have broader applicability and can positively impact students in various aspects of their future as adults and responsible citizens.

Teachers across all countries express a strong desire to learn more about green and social entrepreneurship. They indicate the need for practical materials comprising theoretical content and educational activities. This suggests a hunger for resources that can empower educators to equip students with the knowledge and skills needed to navigate the complexities of green and social entrepreneurship. The preferred methods for learning include information studies, computer programs, visual materials like documentaries, cinema, and theatre, sample experiences, as well as online or face-to-face training and seminars.

This section's results underscore the growing recognition of the importance of green and social entrepreneurship education among teachers in these six countries. While the integration of this education into school curricula varies, there is a shared belief that it can foster conscientious citizenship and contribute to a more sustainable future. Educators highlight the significance of specific skills associated with green and social entrepreneurship and their potential to benefit students in multiple aspects of their lives. Importantly, teachers express a strong willingness to enhance their own knowledge and teaching resources in this field, reflecting a commitment to preparing the next generation for a more socially and environmentally conscious world.

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

The responses from participants in the 6 partner countries expressed strong enthusiasm for integrating green and social entrepreneurship into their teaching. Across the surveyed countries, a significant percentage of teachers express a strong interest in expanding their knowledge of green and social entrepreneurship. They view this as a means to equip themselves with the necessary expertise to impart these concepts to their students. This enthusiasm is particularly notable in Turkey, where 95% of teachers express their interest in further learning.

Teachers recognize the importance of having access to comprehensive materials and resources to teach green and social entrepreneurship successfully. Their resource needs can be categorized as follows:

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- Theoretical Material: A portion of teachers acknowledges the need for theoretical content that provides a foundational understanding of green and social entrepreneurship principles. However, this is typically coupled with a requirement for practical materials to facilitate application.
- Practical Material: Many educators emphasize the importance of practical materials, including educational activities and exercises. They believe that hands-on experiences and real-world application of concepts are crucial for effective learning.
- Educational Activities and Exercises: Teachers express a strong desire for a range of educational activities and exercises that can engage students actively in the learning process. These activities should align with the theoretical and practical aspects of green and social entrepreneurship.
- Training and Seminars: There is a call for training opportunities, including seminars and workshops, to enhance teachers' knowledge and pedagogical skills related to green and social entrepreneurship. Teachers highlight the value of training that offers practical insights and examples.
- Curriculum Adaptation: Several respondents suggest the adaptation and improvement of school textbooks to incorporate green and social entrepreneurship content. They recognize the importance of aligning educational materials with these concepts.
- Case Studies: Teachers express a need for case studies that showcase real-world examples of successful green and social entrepreneurship initiatives. These case studies can serve as valuable teaching tools.
- Teaching Scenarios: Developing teaching scenarios specific to green and social entrepreneurship is seen as beneficial. These scenarios can guide educators in structuring their lessons effectively.
- Experiential Activities: Engaging students in experiential activities, such as visits to relevant places and interactions with entrepreneurs, is considered valuable in fostering a deeper understanding of these concepts.
- Community and Stakeholder Engagement: Collaboration with stakeholders and interaction with the local community are recommended to provide students with a holistic perspective on green and social entrepreneurship.
- Interaction with the Natural Environment: Incorporating interactions with the natural environment into the curriculum is suggested to instill a sense of environmental responsibility in students.
- Language and IT Skills: In Poland, educators stress the importance of developing students' IT skills and proficiency in English to enable them to effectively promote their products, find new markets, and connect with global networks.
- Problem Solving and Business Planning: Teachers in Belgium identify problem-solving and business planning courses as beneficial components of green and social entrepreneurship education.
- Support for Teachers: Overall, teachers express a desire for support in the form of resources, training, and practical guidance to successfully integrate green and social entrepreneurship into their teaching.

In conclusion, teachers across the surveyed countries are enthusiastic about integrating green and social entrepreneurship into their teaching. Addressing their resource needs and providing tailored support can enable them to effectively impart these essential concepts to students, fostering a new

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generation of socially and environmentally responsible entrepreneurs. This approach has the potential to drive positive change, promote sustainability, and nurture innovative solutions to societal challenges.

## Teachers' Findings - Focus Groups

### 1. Description of the participants

The focus groups conducted in the six partner countries (Poland, Greece, Serbia, Turkey, Italy, and Belgium) provide valuable insights into the composition and characteristics of participating teachers. These focus groups serve as essential components of the research aimed at understanding the perspectives and needs of educators regarding green and social entrepreneurship education. Here are the key takeaways:

#### Number of Participants:

- Poland: 5 participants
- Greece: 5 participants
- Serbia: 5 participants
- Turkey: 5 participants
- Italy: 6 participants
- Belgium: 6 participants

Thus, 32 teachers participated in the focus groups across the 6 partner countries.

**Diverse Teacher Profiles:** Across the focus groups, there is diversity in terms of the subjects taught, the age groups of students, and the gender of the teachers. The participating teachers instruct a range of subjects, including languages (Greek, English, German, and literature), mathematics, psychology, geography, statistics, biology, music, art, technology, career counselling, and more. The age groups of their students vary, covering primary and secondary school levels (ages 7-19).

**Interdisciplinary Approach:** Notably, some teachers within the focus groups cover multiple subjects or have interdisciplinary roles. For instance, in Poland, teachers hold positions as psychologists, special educators, student council tutors, and librarians, demonstrating a diverse skill set that can contribute to a holistic educational approach.

**Language Proficiency:** Language proficiency plays a role in teacher selection, with an emphasis on teachers who speak English. This proficiency aligns with the international nature of the project and the importance of effective communication in the context of green and social entrepreneurship education.

**Gender Diversity:** The gender distribution among participating teachers varies, with some groups comprising predominantly female teachers and others having a mix of both male and female educators. Gender diversity reflects the broader demographics of the teaching profession.

**Focus on Adolescent Students:** The age range of students in focus group settings predominantly falls within the adolescent years, typically spanning ages 13 to 19. This age group represents a crucial stage

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in a student's educational journey, where they can be exposed to and influenced by concepts related to green and social entrepreneurship.

## 2. Information on Entrepreneurship

Across the focus groups, there is a common understanding that entrepreneurship involves seeking new opportunities, fostering innovation, engaging in business activities for profit, and embracing risk. This definition reflects a broad appreciation for the multifaceted nature of entrepreneurship. However, an overwhelming majority of teachers across all countries report that they have not received any formal training on entrepreneurship. This suggests that teachers may not be fully equipped with the knowledge and tools needed to effectively teach entrepreneurship concepts to their students.

The presence of entrepreneurship in school curricula varies among the countries. In some cases, it is included as part of broader courses, such as Skills Workshops in Greece. However, not all teachers report having entrepreneurship-related content in their curricula.

A consistent sentiment across the focus groups is the belief that schools should place more emphasis on developing an entrepreneurial mindset in students. Teachers recognize the value of instilling skills like creativity, critical thinking, teamwork, and problem-solving, which are considered essential for students' future success as adults.

In Italy and Belgium, teachers emphasize the need for a multidisciplinary approach to entrepreneurship education. They highlight the importance of subjects such as law, economics, business economics, statistics, and communication in a comprehensive entrepreneurial training course. What is more, teachers express the need for holistic training that encompasses both theoretical and practical aspects of entrepreneurship. They believe that students should not only acquire knowledge of business principles but also develop practical skills and competencies related to entrepreneurship.

The focus groups recognize that entrepreneurship is not limited to business and economics but extends to various domains, including social entrepreneurship, which involves creating social and environmental impact. This recognition indicates an understanding of the diverse forms entrepreneurship can take.

Furthermore, teachers stress that developing entrepreneurial skills and attitudes is not only valuable for potential business endeavours but also for students' overall personal and professional development. These skills are seen as essential for navigating the challenges of modern life effectively.

## 3. Green Entrepreneurship

Across the focus groups, there is a consensus that green entrepreneurship is closely linked to environmental protection and sustainability. Teachers associate green entrepreneurship with businesses that prioritize eco-friendly practices, reduce environmental harm, and contribute to making the planet greener. Additionally, teachers universally believe that green entrepreneurship plays a significant role in the fight against climate change. They emphasize that it helps reduce carbon dioxide

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emissions, curbs the annual rise in temperatures, and contributes to stopping climate change. Additionally, it raises awareness of the consequences of business activities on nature, promoting environmentally responsible behaviour.

Teachers emphasize the importance of a comprehensive skill set and knowledge base for green entrepreneurs. These include practical skills like recycling, waste reduction, and environmental protection, as well as broader knowledge of global warming, sustainable practices, and eco-friendly technologies. Problem-solving abilities and innovative thinking are also seen as vital in addressing environmental challenges.

What is more, green entrepreneurs are expected to be highly ethical and environmentally responsible. They must consider the ethical implications of their decisions and actions, respect the rights and interests of others, and adhere to industry standards. Environmental awareness, responsibility, and a deep love for nature are highlighted as essential qualities.

While some teachers in the focus groups are aware of companies or organizations involved in green entrepreneurship, others have limited knowledge in this regard. The companies mentioned are typically engaged in activities like environmental protection, conservation of natural resources, waste management, and renewable energy.

Teachers suggest that education in green entrepreneurship should be delivered through both theoretical and practical components. They emphasize the need for extra-curricular courses or programs that allow motivated students to delve deeper into this field. Real-world scenarios and exposure to existing green businesses are considered valuable for students to understand the challenges and opportunities in green entrepreneurship. Teachers across the focus groups stress the importance of fostering a genuine care for the environment, biodiversity, and the planet among students interested in green entrepreneurship. They believe that integrity, dignity, and a fundamental understanding of natural laws are prerequisites for success in this field.

#### 4. Social Entrepreneurship

Across the focus groups, social entrepreneurship is understood as a form of entrepreneurship primarily focused on addressing social, cultural, or environmental issues rather than solely pursuing profit. Teachers associate it with innovative approaches to tackle societal problems, often involving organizations and initiatives that prioritize social impact. Teachers see social entrepreneurship as a powerful means to meet pressing social needs and instigate positive changes in society. They believe it can contribute to poverty reduction, the empowerment of marginalized groups, raising awareness of important issues, and fostering social cohesion.

Teachers emphasize that social entrepreneurs should possess strong social skills, empathy, and the ability to adapt. They must be open to learning, innovative, and have a deep understanding of social and environmental issues. Effective communication, leadership, and the capacity to mobilize resources are also regarded as crucial. Across all the participants, empathy emerges as a fundamental trait that social entrepreneurs should possess. It allows them to connect with the needs and experiences of individuals and communities, thereby driving meaningful and impactful social change.

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Teachers in the focus groups mentioned various organizations involved in social entrepreneurship, with a focus on addressing issues such as poverty, gender inequality, youth unemployment, and supporting vulnerable social groups. Notably, they also mentioned local initiatives like social grocery stores that offer products to those facing financial difficulties.

Teachers emphasize the importance of education in social entrepreneurship, both in terms of theoretical knowledge and practical application. They stress that students need to develop a strong sense of social responsibility and an awareness of societal issues to become effective social entrepreneurs. Additionally, bridging the gap between theoretical knowledge and practical implementation is seen as essential to make social entrepreneurship activities more sustainable and functional.

It is worth noting that the multicultural context of some schools (especially in Italy and Belgium) is highlighted as a backdrop against which students can better appreciate the value and importance of social entrepreneurship. This context can serve as a catalyst for understanding and engaging in activities that benefit diverse communities.

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

Across the focus groups, it became evident that there are limited to no references to green and social entrepreneurship in the school curricula that teachers teach. This gap highlights a significant opportunity for improvement in the educational system. Hence, teachers expressed the need for more comprehensive and integrated education on green and social entrepreneurship, starting from primary school levels. They emphasized that filling these gaps is essential to familiarize students with these concepts and values. Such education is seen as a vital step in preparing future adults to address the challenges posed by the climate crisis and complex social issues.

Despite the lack of references in their curricula, all teachers, without exception, believe that education in green and social entrepreneurship can lead to more conscious citizens and contribute to a more sustainable future for society. This shared belief underscores the recognition of the transformative power of education in shaping individuals who are sensitive to environmental and social concerns.

While formal curricula may lack references to green and social entrepreneurship, teachers and schools are involved in various activities related to these themes. These include charitable events, raising awareness about environmental issues, and collaborating with local associations and stakeholders. It demonstrates a willingness to support initiatives that align with the principles of green and social entrepreneurship. What is more, there is a clear indication of a collaborative spirit among teachers. They express openness to engaging with external organizations and associations that are active in the field of green and social entrepreneurship. This collaborative attitude can facilitate the integration of relevant concepts and practices into the educational system.

The findings highlight the existing gap in formal education regarding green and social entrepreneurship. However, the enthusiastic response of teachers, their belief in the transformative power of education, and their willingness to collaborate with external stakeholders are encouraging signs. There is a clear call for the educational system to adapt and incorporate green and social entrepreneurship into

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curricula to empower future generations with the knowledge and values necessary for addressing the pressing challenges of our time and building a more sustainable and equitable future.

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

The feedback gathered from teachers in the focus groups across the six partner countries reflects a strong interest in integrating green and social entrepreneurship education into their teaching curricula. More specifically, teachers from all countries expressed a high level of interest in learning more about green and social entrepreneurship. They see the value in equipping themselves with the knowledge and skills necessary to effectively teach these topics to their students.

The teachers consider the Green & Social StartUps project to be an excellent initiative for promoting green and social entrepreneurship. They view it as a valuable resource for enhancing their teaching abilities in these areas.

Teachers highlighted the importance of having access to practical teaching materials that are adaptable to different age groups of students. They expressed a desire for basic theoretical materials, practical guides, and a variety of activities that can engage students effectively. However, in order to teach green and social entrepreneurship effectively, teachers emphasized the need for a comprehensive curriculum. They desire a curriculum that combines theoretical knowledge with real-world case studies and practical exercises. Topics such as sustainable business models, impact assessment, ethical decision-making, and environmental conservation were mentioned as essential components. Teachers also see value in incorporating guest lectures from successful green and social entrepreneurs. They believe that these real-world insights can inspire students to pursue innovative and socially responsible ventures.

Teachers across all countries expressed interest in receiving updates on the materials produced by the Green & Social StartUps project. This underscores their commitment to staying informed and up-to-date on the latest resources and developments in green and social entrepreneurship education.

In general, the discussions held in the focus groups highlight a strong desire among teachers to enhance their understanding of green and social entrepreneurship and to incorporate these important topics into their teaching. They value practical, adaptable materials and comprehensive curricula that can guide their instruction. The teachers' enthusiasm and commitment to green and social entrepreneurship education indicate a promising opportunity for the integration of these concepts into the curriculum, fostering a new generation of socially and environmentally conscious entrepreneurs.

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## Teachers' Findings - General Conclusions and Recommendations

The collective insights from the questionnaires and focus group discussions conducted across the 6 partner countries provide valuable conclusions and recommendations for the integration of green and social entrepreneurship education into school curricula. Here are some suggestions based on the conclusions drawn during the contact with the teachers through the questionnaires and focus groups:

- **Curriculum Enhancement:** The findings underscore the need to introduce green and social entrepreneurship into school curricula more comprehensively. This may involve revising existing materials and developing new content to equip students with the knowledge and skills required for socially and environmentally responsible entrepreneurship.
- **Resource Development:** Educational institutions, government bodies, and NGOs should collaborate to develop comprehensive resources that include theoretical content, practical materials, educational activities, and exercises tailored to green and social entrepreneurship education.
- **Teacher Training:** Providing teachers with access to training and resources on green and social entrepreneurship is essential. This would enable them to effectively convey these concepts to students and foster the development of critical skills for a sustainable future. Emphasis should be given on continuous learning opportunities for teachers, as this will help them stay informed about the latest trends and practices in green and social entrepreneurship.
- **Cross-Curricular Integration:** Integrating green and social entrepreneurship concepts into various subjects and disciplines could help students recognize the multidimensional nature of these principles and their applicability in diverse contexts.
- **Experiential Learning:** Incorporating experiential learning opportunities, such as hands-on projects and real-world problem-solving, can enhance students' practical understanding of green and social entrepreneurship.
- **Language and IT Skills:** Consider incorporating language and IT skill development into green and social entrepreneurship curricula to enhance students' ability to connect with global networks and markets.
- **Community Engagement:** Encourage collaboration with local communities and stakeholders to provide students with a well-rounded understanding of the practical implications of green and social entrepreneurship.
- **Public Awareness:** Efforts should be made to raise public awareness about the importance of green and social entrepreneurship education. This may involve advocacy, community engagement, and partnerships with relevant stakeholders.

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## Students' Findings

### 1. Description of the participants

The results from student questionnaires conducted in the six partner countries offer valuable insights into young people's perspectives on various aspects of education, entrepreneurship, and environmental and social responsibility.

#### Number of Participants:

- Poland: 42 participants
- Greece: 30 participants
- Serbia: 46 participants
- Turkey: 30 participants
- Italy: 67 participants
- Belgium: 80 participants

Thus, 295 students participated in the survey through questionnaires across the 6 partner countries.

#### Age Distribution:

- Poland: Only 3 (7.1%) students were in the 8-12 age group, while the majority, 38 students (90.5%), were aged between 13-16. There was only 1 student (2.4%) in the 16-18 age group. This indicates a predominant presence of students aged 13-16.
- Greece: the majority of the participants, 28 of the students (93.3%) falling in the age category of 8-12 years, while the remaining 2 students (6.7%) were between 13-16 years old. This indicates a strong presence of younger students in the survey.
- Serbia: Only 2 students (4.3%) were in the 8-12 age group, while the majority, 27 students (58.7%), were between 13-16 years old. Additionally, 17 students (37%) were in the 17-18 age group. This indicates a relatively wide age range of participants, with a notable representation of students aged 13-16.
- Turkey: 10 of the students (34.4%) were in the 16-18 age range, while the majority, 20 of the students (65.6%) were in the 13-16 age range. This suggests a higher participation of students in the younger age category.
- Italy: The majority of participants, 44 students (66%), fell between the ages of 13-16, while 23 students (34%) were between 17 and 18 years old. This suggests a substantial representation of students aged 13-16.
- Belgium: The age distribution shows that the majority, 64 students (80%) were between 16-18 years old, while 16 students (20%) fell in the 13-16 age group. This indicates a significant presence of students in the 16-18 age range.

#### Gender Distribution:

- Poland: Poland's survey showed a slightly higher percentage of female students, with 57% (24 students) being girls and 43% (18 students) being boys.

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- Greece: Out of the 30 student participants in Greece, 60% were girls (18 students), and 40% were boys (12 students).
- Serbia: In Serbia, there was a higher representation of female students, with 78.3% (36 students) being girls, while 19.6% (9 students) were boys. One respondent did not specify their gender.
- Turkey: Turkey had an even distribution of gender among its 30 student respondents, with 50% (15 students) being girls and 50% (15 students) being boys.
- Italy: Italy had a higher representation of male students, with 69% (46 students) being boys and 31% (21 students) being girls.
- Belgium: In Belgium, there was a higher percentage of female students, with 55% (44 students) being girls and 45% (36 students) being boys.

Overall, the survey results indicate variations in age and gender distributions across the six countries, with some countries showing a higher presence of younger students and others having a more even distribution across age groups. Similarly, gender distributions varied, with some countries having more female participants and others having a more balanced gender representation.

## 2. Information on Entrepreneurship

Students from various countries displayed a diverse range of associations with entrepreneurship. These associations included:

- Financial Aspects: Money, investment, sponsorship, and capital were commonly associated with entrepreneurship. This reflects a traditional understanding of entrepreneurship as a means to generate income.
- Innovation and Creativity: Some students emphasized entrepreneurship as a platform for innovation, creativity, and trying new things. This reflects a more contemporary view of entrepreneurship as a driver of change and innovation.
- Risk and Responsibility: Risk acquisition, responsibility, and risk-taking were mentioned by some students, indicating an awareness of the challenges and responsibilities associated with entrepreneurship.
- Independence and Self-Employment: The ability to work independently and set up one's own business was another recurring theme, highlighting the aspect of self-employment often associated with entrepreneurship.
- Uncertainty and Lack of Knowledge: Some students admitted not knowing what entrepreneurship meant, suggesting a potential lack of exposure or education on the topic.

A significant number of students across the countries reported that they had not received any entrepreneurial training. This indicates a potential gap in entrepreneurship education for these students. More specifically, the following number of students reported that they had not received any entrepreneurial training:

- Greece: 7 out of 30 students (23.3%) reported not receiving any entrepreneurial training.
- Serbia: 27 out of 46 students (58.7%) stated that they did not receive any entrepreneurial training.

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- Turkey: 29 out of 30 students (96.7%) mentioned that they had not received any entrepreneurial training.
- Poland: 24 out of 42 students (57.1%) reported not receiving any entrepreneurial training.
- Italy: 44 out of 67 students (65.7%) stated that they have never received entrepreneurship training.
- Belgium: 66 out of 80 students (82.5%) answered that they have never received any entrepreneurship training.

### 3. Green Entrepreneurship

The students' questionnaires from six countries shed light on the perceptions and knowledge of young individuals regarding green entrepreneurship. Despite variations in responses between countries, certain common themes and trends emerge from the data. In Greece, students exhibited a strong awareness of green entrepreneurship, associating it with terms like environmental protection, recycling, energy conservation, and sustainability. Serbia, on the other hand, showed concerning low awareness levels, with the majority of students having never heard of the term "green entrepreneurship." However, a few associated it with concepts related to ecology, pollution, and environmental impact. Turkey reported minimal familiarity with the concept among students, emphasizing the need for education in this area. Poland indicated limited awareness, with a few students linking green entrepreneurship to renewable energy, sustainable transport, and investments. Italy's students displayed a mix of awareness and confusion, with many unable to provide a clear definition but connecting it to environmental benefits. Belgium's students also showed limited understanding, associating green entrepreneurship with environmental protection and pollution reduction.

Across most countries, a significant portion of students reported not having received any training on green entrepreneurship, highlighting a gap in their education. Serbia and Turkey reported the highest percentages of students lacking green entrepreneurship training. In Poland and Italy, students were uncertain about whether they had received such training. Belgium noted that a substantial majority of students had not received any training, while a smaller percentage claimed to have some basic knowledge.

In several countries, students displayed remarkable creativity and enthusiasm when sharing their ideas for green businesses, revealing a strong desire to contribute to environmental sustainability:

- Greece: Greek students offered a diverse range of ideas, reflecting their commitment to environmental causes. Some of these included tree planting companies, businesses specializing in recycling packaging and electrical appliances, developing non-polluting cars, creating non-polluting industrial materials, and ventures focusing on green agriculture. These ideas align with the principles of sustainability, resource conservation, and eco-conscious entrepreneurship.
- Serbia: Although awareness of green entrepreneurship was limited among Serbian students, some still expressed a desire to address environmental issues. They proposed ideas to combat pollution through green entrepreneurship, such as implementing sanctions for environmental violations, promoting eco-friendly transportation, and raising public awareness through

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biodegradable materials and electric transport. Some students even aimed to protect endangered animals and address climate change impacts.

- Turkey: Turkish students, despite limited exposure to green entrepreneurship, demonstrated a commitment to improving environmental conditions. Their ideas encompassed various aspects of sustainability, from creating cafes that use renewable energy sources to launching recycling initiatives with incentives. Notably, they envisioned projects to address pollution in the realms of air, water, and environmental conservation. These proposals highlight their desire to tackle critical environmental challenges through innovative business ventures.
- Poland: Polish students who were aware of green entrepreneurship suggested initiatives related to renewable energy, circular economy, sustainable transport, clean air technologies, organic food and sustainable agriculture, and green enterprise. These ideas emphasize the importance of eco-friendly practices, resource efficiency, and responsible business models.
- Belgium: Belgian students, despite limited familiarity with green entrepreneurship, proposed ideas that contribute to environmental protection. These concepts included recycling food waste to produce fertilizers, addressing pollution, and exploring means to combat climate change. Although their understanding was limited, their suggestions demonstrated a desire to engage in eco-friendly activities.

These ideas from students across countries underscore the potential for young individuals to become drivers of positive change by applying green entrepreneurship principles to address pressing environmental challenges. Encouraging and nurturing such creativity can lead to innovative solutions that benefit both the environment and society.

#### 4. Social Entrepreneurship

Across the surveyed countries, there was a general lack of awareness among students regarding the term "social entrepreneurship." In Greece, while very few students (only 1 out of 30) reported having heard the term "social entrepreneurship" before, their responses regarding what it might entail showed a nuanced understanding. They associated social entrepreneurship with social development, protection of vulnerable individuals, non-profit organizations, problem-solving, teamwork, shared goals, and gender equality. In Serbia, the majority of students (63%) were unfamiliar with the term "social entrepreneurship." However, those who provided definitions associated it with helping society, addressing social problems, focusing on community benefits over personal interests, and fostering relationships between people. In Turkey, a small number of students (12) reported having heard of "social entrepreneurship," while the majority (9) had not. A few students were unsure. However, students were able to associate social entrepreneurship with addressing social problems, raising societal awareness, and focusing on community interests rather than personal profit. In Poland, while a few students (8) had heard of social entrepreneurship, most (24) had not, with 10 being unsure. Definitions of social entrepreneurship among those who were aware included setting up non-governmental organizations, creating cooperatives, and engaging in business related to environmental protection. In Italy, their understanding of social entrepreneurship appeared vague, with limited clarity on its purpose. The same applies to Belgium, where understanding of social entrepreneurship also seemed limited, with a lack of clarity about its purpose.

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There is a notable gap between students' recognition of the term "social entrepreneurship" and their level of training in this field, emphasizing the need for educational institutions to introduce and emphasize social entrepreneurship concepts. More specifically, surprisingly, 29 students reported having received training on the concepts and practices of social entrepreneurship, indicating potential confusion between the questions. In Serbia and Poland, only 1 student per country had received training on social entrepreneurship, highlighting a significant gap in awareness and education. In Turkey, no students reported receiving training in social entrepreneurship. In Italy, a small percentage (13%) believed they had received minimal training. Similar to Italy, 80% of Belgian students reported not having received any training related to social enterprises, while only 20% believed they had received minimal training.

However, encouragingly, students across these countries demonstrated a willingness to engage in initiatives aimed at improving society, as when they asked about their ideas for social enterprises, they mentioned the following:

- Greece: Greek students had a variety of creative ideas for social enterprises. These included organizations providing low-cost housing and healthcare for vulnerable people, information campaigns on social exclusion, a social grocery store, fundraising initiatives, and clothing reuse.
- Serbia: Serbian students also showed creativity in their ideas for social enterprises. Some proposed starting organizations to support people in various ways, such as those helping vulnerable groups, providing humanitarian aid, and offering education on various social issues. One student suggested an initiative to assess child upbringing in families and provide additional psychological support when needed. Another idea involved redistributing wealth from the richest individuals to the poor, similar to the concept of Robin Hood.
- Turkey: Turkish students came up with diverse ideas for social enterprises, reflecting their concern for society. These included initiatives to improve human relationships, support people in increasing their education levels, bring people and animals together, raise awareness about natural disasters, provide equal opportunities in areas like education and health, and reduce stress while promoting happiness and a healthy life. These ideas demonstrate their focus on social well-being and community engagement.
- Poland: Polish students, despite a lack of awareness about social entrepreneurship, presented some interesting ideas for social enterprises. These included setting up non-governmental organizations, creating cooperatives, and engaging in businesses related to environmental protection. Some students mentioned activities where profits are used for community purposes and helping society. These ideas suggest a potential interest in addressing social issues.
- Italy: Italian students, while lacking a clear understanding of social entrepreneurship, expressed ideas related to helping society. They mentioned initiatives that could provide support for people to use their rights and freedoms, raise awareness about social problems, and promote a healthy life. One student highlighted the importance of increasing financial education to help people achieve financial stability.
- Belgium: Belgian students, much like their peers, had a vague understanding of social entrepreneurship. Their ideas included supporting people with social problems, establishing foundations, and helping people. While these ideas lacked specific details, they reflected a willingness to contribute positively to society.

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In summary, students' ideas for social enterprises demonstrated their awareness of critical societal issues and a strong desire to contribute positively to their communities. These ideas encompassed a wide range of initiatives focused on improving human relations, addressing educational and social challenges, promoting inclusivity and diversity, empowering individuals, raising awareness, supporting vulnerable groups, and combatting pressing social issues. These creative and passionate proposals highlight the potential of young minds to become future social entrepreneurs and catalysts for positive social change.

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

Across all countries, a significant proportion of students had not participated in any educational activities related to entrepreneurship.

Greece had the highest participation rate in educational activities related to green and social entrepreneurship (97%). However, only one student indicated participation in green entrepreneurship activities only. Students displayed a good understanding of the concepts, mentioning terms such as social development, protection of vulnerable people, non-profit organizations, and gender equality when asked about social entrepreneurship. Serbia had a lower participation rate in such activities (41.3%). However, there is interest in learning about both, as 28.3% expressed a desire to explore both styles of entrepreneurship. Turkey showed the lowest participation rate, with only one student indicating participation in an entrepreneurship-related activity. However, students showed curiosity, with 37.5% interested in learning through the virtual creation of their own enterprises. Green entrepreneurship generated more interest than social entrepreneurship. Polish students exhibited limited awareness of entrepreneurship, with 71.4% having no knowledge of green entrepreneurship and 76.2% having no knowledge of social entrepreneurship. Still, some showed interest in learning, with 35.7% interested in both types. Italian students displayed a lack of awareness of both green and social entrepreneurship, with 66% indicating no training. Their understanding of these concepts was limited, with most associating green entrepreneurship with activities related to helping the environment and social entrepreneurship with helping society. Only 13% believed they had minimal training in the sector. Belgian students, similar to Italian students, had a vague understanding of both green and social entrepreneurship. The majority had not received any training (85%). Still, there was interest in both styles of entrepreneurship, with 50% wanting to explore both.

It could be argued that students across countries expressed interest in receiving training in entrepreneurship. The preferred method of learning varied, with educational videos and virtual creation of enterprises being popular choices. More specifically, preferences on training methods by country are:

- Greece: Most Greek students preferred learning through virtual creation of their own green and social businesses as in-school educational activities with the help of their teachers (55%).
- Serbia: Serbian students favoured learning through educational videos (21.7%), followed by virtual creation of enterprises (19.6%).

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- Turkey: Turkish students showed a strong preference for learning through the virtual creation of their own enterprises (37.5%).
- Poland: Polish students preferred learning through educational videos (47.4%).
- Italy: Italian students expressed minimal interest in training in social and green entrepreneurship and had no clear preference for learning methods.
- Belgium: Belgian students showed interest in both styles of entrepreneurship. The most preferred method was learning through educational videos (45%).

In general, the study highlights a varying degree of awareness and understanding of green and social entrepreneurship concepts among students from different countries. While some students have participated in related educational activities, there is a general interest in receiving training. However, the preferred method of learning varies by country, indicating the importance of tailoring educational approaches to local preferences.

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## Students' Findings - General Conclusions and Recommendations

The responses from students across the six countries provide valuable insights into their awareness, understanding, and preferences regarding green and social entrepreneurship. These insights lead to several general conclusions:

- **Varying Awareness Levels:** Awareness of green and social entrepreneurship concepts varies significantly among students from different countries. While some students displayed a good understanding of these concepts, others had limited or no knowledge.
- **Interest in Learning:** Despite varying levels of awareness, there is a notable interest among students in learning about green and social entrepreneurship. This interest suggests a potential for fostering entrepreneurial mindsets and initiatives among young individuals.
- **Lack of Educational Exposure:** A substantial proportion of students across countries reported having little to no exposure to educational activities related to entrepreneurship, especially green and social entrepreneurship. This indicates a gap in current educational practices that can be addressed to equip students with the necessary knowledge and skills.
- **Diverse Learning Preferences:** Students expressed diverse preferences for how they would like to learn about green and social entrepreneurship. These preferences ranged from virtual creation of their own enterprises to educational videos, teacher-led lectures, and written teaching materials. Understanding these preferences is crucial for designing effective educational programs.

Recommendations for educating students in green and social entrepreneurship:

- **Curriculum Integration:** We propose the integration of comprehensive modules on green and social entrepreneurship into school curricula. These modules should span various age groups and educational levels to ensure students are exposed to these concepts from an early age.
- **Practical Learning Opportunities:** Practical, hands-on learning is essential. Schools should provide opportunities for students to engage in real-world projects, allowing them to create and manage their green or social enterprises. Simulated business environments can also serve as valuable learning tools.
- **Teacher Training:** Recognizing the pivotal role of educators, we recommend training programs for teachers to equip them with the knowledge and skills necessary to effectively teach green and social entrepreneurship. Continuous professional development should be encouraged.
- **Educational Resources:** Developing a library of educational videos and materials focused on green and social entrepreneurship is crucial. These resources should encompass foundational concepts, case studies, and inspirational content, catering to diverse learning preferences.

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- **Student-Led Initiatives:** Encouraging students to identify and address environmental and social issues within their communities is vital. Institutions should support and fund student-led initiatives, fostering a sense of responsibility and empowerment.
- **Partnerships and Experiential Learning:** Collaboration with green and social enterprises, non-governmental organizations, and community groups should be actively pursued. Establishing partnerships provides students with real-world exposure, internships, and mentorship opportunities.
- **Public Awareness Campaigns:** Launching awareness campaigns within educational institutions and local communities can promote the significance of green and social entrepreneurship. These campaigns can inspire students and garner support from parents and the wider community.
- **Assessment and Recognition:** Developing assessment methods that acknowledge and reward students' entrepreneurial endeavours in green and social entrepreneurship is essential. This recognition serves as motivation and validation for their efforts.

In conclusion, these recommendations underscore our commitment to equipping students with the knowledge, skills, and mindset required for a sustainable and socially responsible future. By acting collectively on these suggestions, we aim to nurture a generation of socially and environmentally conscious entrepreneurs who contribute to positive change on a global scale.

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## Stakeholders' Findings

### 1. Description of the participants

#### Number of participants

- Poland: 15 stakeholders
- Greece: 11 stakeholders
- Serbia: 16 stakeholders
- Turkey: 16 stakeholders
- Italy: 18 stakeholders
- Belgium: 15 stakeholders

Thus, 91 stakeholders participated in the survey through questionnaires across the 6 partner countries.

#### Age distribution

- Poland: Varied age distribution. 1 aged 18-30, 4 aged 31-40, 4 aged 41-50, and 6 aged 51 and above.
- Greece: Most participants aged 18-30 (6 out of 11). 3 aged 31-40, 1 aged 41-50, and 1 aged 51 and above.
- Serbia: Predominantly in the 41-50 age bracket (50%). 2 were 18-30, 6 were 31-40, and none aged 51 and above.
- Turkey: Majority aged between 31-40 (11 out of 16). 5 aged 41-50. No participants in the 18-30 or 51 and above categories.
- Italy: Most were aged between 41-50 (50%). 33% aged 31-40, 11% aged 51 or over, and the rest between 18-30.
- Belgium: Participants were predominantly older, with all male participants aged between 51-60. 75% of female participants were aged between 18-30, while 25% were aged between 41-50.

#### Gender distribution

- Poland: Balanced gender representation, with 6 women and 9 men.
- Greece: Predominantly women (7 out of 11) and 4 were men.
- Serbia: Dominated by male stakeholders (11 or 68.8%). 5 female respondents (31.3%).
- Turkey: Gender-balanced, with 8 women and 8 men.
- Italy: Relatively balanced gender distribution, with 55% male and 45% female respondents.
- Belgium: Female majority (73%). Male participants (27%).

#### Professions

- Poland: Varied professions, encompassing agriculture, education, mechanics, cosmetics, ceramics production, and more.

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- Greece: Diverse mix of professions, including freelancers, police officer, accountants, university students, a doctor, and more.
- Serbia: Wide range of professions, including service technicians, architects, caterers, bankers, and bookkeepers, among others.
- Turkey: Diverse professions, from recycling company managers to lawyers, human resources managers, and computer engineers.
- Italy: Professionals from various backgrounds, including scientific dissemination, educators, nature guides, and managers involved in anti-mafia initiatives.
- Belgium: Participants represented a broad spectrum of professions, ranging from private companies to NGOs, with a focus on green and social entrepreneurship.

## 2. Information on Entrepreneurship

The survey of stakeholders across six countries has provided valuable insights into their perceptions of entrepreneurship, experiences with entrepreneurship training, and the importance of entrepreneurship knowledge across various professions. To begin with, stakeholders in the surveyed countries shared diverse perceptions of entrepreneurship. When asked what comes to mind when they hear the word "entrepreneurship," their responses encompassed a wide range of concepts. These included notions of effort, difficulties, and risks that entrepreneurs face, as well as the potential for financial gain, innovative ideas, contribution to society, professional development, sustainable solutions, successful strategies, and seizing opportunities. These multifaceted perceptions reflect the complex nature of entrepreneurship, acknowledging both its challenges and opportunities.

The availability of formal entrepreneurship training varied among respondents, with some having received training and others not. This divergence highlights potential disparities in access to entrepreneurship education. While some respondents had undergone training, the majority had not. This suggests a need for greater accessibility to entrepreneurship education programs to ensure that individuals from diverse backgrounds have equal opportunities to acquire the necessary skills for entrepreneurship.

Despite varying access to entrepreneurship training, there was a shared belief among stakeholders from all countries in the importance of entrepreneurship knowledge for individuals in various professions. The majority considered entrepreneurship knowledge to be important, with many indicating it as "very important" on a scale from 1 to 5. This consensus underscores the significance of entrepreneurship education in empowering individuals across different fields to think creatively, innovate, and contribute to societal and economic progress.

## 3. Green Entrepreneurship

Participants across the surveyed countries generally displayed a good grasp of what green entrepreneurship entails. They associated it with environmentally friendly practices, sustainability, and a focus on reducing environmental impact. More specifically, in Poland, green entrepreneurship was defined as running a business in accordance with ecological principles, focusing on waste management,

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renewable energy sources, and reducing environmental impact. Participants in Greece associated green entrepreneurship with efforts to balance business activities with environmental protection. They emphasized the use of renewable energy, strengthening the circular economy, reducing pollutants, and respecting the environment. Respondents in Serbia displayed a good understanding of green entrepreneurship, with many associating it with sustainable business practices, ecological awareness, and conservation of natural resources. Turkish stakeholders viewed green entrepreneurship as a means to create environmentally friendly products, reduce carbon footprint, and engage in clean and sustainable activities. They emphasized the importance of considering social benefit while utilizing natural resources efficiently. Italian participants identified green entrepreneurship as conducting business with a focus on environmental sustainability, climate change, and low environmental impact. They also associated it with social entrepreneurship, emphasizing reinvestment in social actions and responsible business practices. In Belgium, green entrepreneurship was characterized by businesses incorporating sustainability principles into their core operations. These businesses address environmental issues using eco-friendly approaches, catering to local cultures and community priorities.

A clear majority of respondents in most countries expressed the need for increased support for the green entrepreneurship sector. Respondents in Poland strongly agreed that green entrepreneurship needed more support. They highlighted the importance of education, grants, and financial support, emphasizing the role of government and local organizations in providing this support. A majority of participants in Greece strongly agreed that green entrepreneurship needed more support, emphasizing the importance of guidance from government agencies, educational institutions, and better awareness of environmental resources. Stakeholders in Serbia expressed the need for support for green entrepreneurship, especially from authorities, local governments, and education and training initiatives. Turkish participants believe that the state should play a role in providing education, legal regulations, and incentives. Italian stakeholders also emphasized the need for support in the form of institutional assistance, especially for conversion processes and team training. They viewed this support as essential for fostering green entrepreneurship. In Belgium, where half of the stakeholders had received basic training in green entrepreneurship, there was a consensus that further support, including seminars and education, was crucial for the sector's growth.

Most respondents in Poland and Serbia had not undergone training in green entrepreneurship, while only a minority of participants in Greece and Turkey reported having received training in green entrepreneurship, indicating a potential need for more educational opportunities in this field. A portion of Italian stakeholders (22%) had received training in green entrepreneurship, while others believed that education and skill development were essential in this area. In Belgium, stakeholders expressed the need for training in green entrepreneurship, highlighting the importance of seminars and educational programs.

Respondents acknowledged that green entrepreneurship could contribute to the fight against climate change. They emphasized the importance of reducing greenhouse gas emissions, responsible resource utilization, and waste management as key areas where green entrepreneurship can make a positive impact. Additionally, the emphasis on collective efforts underscores the collaborative nature of addressing climate change.

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Respondents in Poland highlighted the importance of being aware of the impact of one's activities on the environment, staying up-to-date with environmental developments, and possessing knowledge of the economy, supply chains, and consumer habits. Respondents in Greece believed that green entrepreneurs should possess qualities such as love for the environment, environmental awareness, knowledge of pollution control, innovation, and empathy. Stakeholders in Serbia identified key attributes for green entrepreneurs, including commitment, responsibility, organizational skills, knowledge of renewable energy sources, and awareness of the impact of business practices on the environment. Turkish participants emphasized that green entrepreneurs should be researchers, realists, socially skilled, analytically strong, innovative, creative, and knowledgeable about the environment and ecological systems. Italian stakeholders associated green entrepreneurs with qualities such as commitment, responsibility, innovation, community awareness, and knowledge of climate crisis and environmental pollution. In Belgium, green entrepreneurs were expected to be aware of sustainability principles, ecological knowledge, economic skills, and to stay informed about global developments.

Regarding green entrepreneurship initiatives, in Poland, some respondents were aware of green businesses involved in activities like waste management, renewable energy, and eco-friendly production. In Greece, participants had varying levels of awareness regarding green businesses, with some being familiar with organizations engaged in activities such as recycling and renewable energy utilization. Stakeholders in Serbia had mixed levels of awareness regarding green businesses, with some knowing about companies involved in eco-construction, recycling, and renewable energy. Turkish participants expressed limited knowledge of green businesses, indicating room for improvement in promoting and showcasing existing green businesses. Italian respondents mentioned green businesses engaged in activities such as organic product manufacturing, ecological construction, and energy production from renewable sources. In Belgium, half of the stakeholders were aware of green businesses, particularly those focused on eco-construction, renewable energy, and ecological waste management.

#### 4. Social Entrepreneurship

Respondents in Poland had varying levels of understanding of social entrepreneurship, with some associating it with economic activities with public benefit and others describing it as activities targeted at specific social groups. Greek participants associated social entrepreneurship with doing business in combination with social development and well-being, emphasizing the importance of putting people's needs at the centre and achieving a positive social footprint. In Serbia, social entrepreneurship was defined as an initiative focused on social responsibility and the inclusion of vulnerable populations through entrepreneurial processes. Awareness of the environment and economic balance were also mentioned. Turkish stakeholders viewed social entrepreneurship as non-profit, active, human relations-based initiatives that prioritize social benefit. Projects and cooperatives aimed at shaping society were also cited as examples. Italian interviewees saw social entrepreneurship as a means to generate revenue through socially beneficial activities. They highlighted the need for support from institutions, such as economic aid and tax breaks, to sustain and expand social entrepreneurship. In Belgium, social entrepreneurship was perceived as a concept where businesses generate revenue by

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sustaining socially beneficial activities. It involves practices that maximize social benefits and impact while finding a balance between profits and social impact.

Respondents in Poland expressed the opinion that social entrepreneurship needed more support, with a majority giving ratings of 4 or 5 on a scale of 1 to 5. They suggested financial support, especially through EU and government subsidies, and emphasized the need for increased sharing and publications in social science. Participants in Greece believed also that the social entrepreneurship sector should be further supported, with strong agreement among 8 respondents and agreement from the remaining 3. They emphasized the need for support from the state, the EU, increased social awareness, education, and funding opportunities. Serbian stakeholders called for support from competent authorities, local and state administrations, and financial assistance for implementing social initiatives. In Turkey, there was strong consensus that the social entrepreneurship sector required additional support, with 11 respondents strongly agreeing and 3 agreeing. Stakeholders believed this support should come from both the state and non-governmental organizations. Italian social entrepreneurs emphasized the need for support from institutions, including economic aid, incentives, and tax breaks. They viewed this support as essential for the sustainability and impact of social entrepreneurship.

In Poland, Greece, and Serbia there was no indication that respondents had received formal training in social entrepreneurship. Only 1 stakeholder in Turkey reported having received training on social entrepreneurship, suggesting limited access to educational resources. In Italy, 67% of social entrepreneurs reported receiving training in social entrepreneurship, indicating a more positive trend in terms of education and skill development. In Belgium, only 13% of participants had received basic training in social entrepreneurship, indicating a potential need for more comprehensive educational programs.

The majority of all the participants across the 6 countries uniformly acknowledge the potential of social entrepreneurship to bring about positive changes in society. They envision social enterprises as powerful drivers for enhancing social inclusion, promoting social responsibility, addressing the needs of vulnerable populations, and fostering a more equitable and fair society. These respondents believe that by prioritizing social benefit and actively engaging with various societal issues, social entrepreneurs can create environments for idea exchange, raise awareness, and generate solutions that lead to an overall improvement in the well-being and quality of life for communities. This recognition underscores the transformative potential of social entrepreneurship in addressing pressing social challenges and underscores the importance of continued support, education, and awareness-building in this field to maximize its positive societal impact.

Respondents in Poland listed various attributes for social entrepreneurs, including kindness, knowledge of community needs, organizational skills, creativity, innovation, and the ability to work multi-disciplinarily. Greek participants identified key attributes for social entrepreneurs, including empathy, social sensitivity, ethics, emotional intelligence, and communication skills, particularly with vulnerable populations. Stakeholders in Serbia emphasized qualities such as dedication, responsibility, knowledge of social problems, social responsibility, innovation, and motivation for creating positive societal changes. Turkish participants described social entrepreneurs as empathetic individuals with strong communication skills, a willingness to protect nature, and a commitment to social responsibility. Italian responders believed that a social entrepreneur should possess knowledge in sociology and

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anthropology, highlighting the importance of understanding societal dynamics. In Belgium, social entrepreneurs were expected to have a wide range of skills, including empathy, communication, environmental awareness, and the ability to work across disciplines.

Regarding social entrepreneurship initiatives, respondents in Poland were mostly unaware of social enterprises, with only 2 out of 15 indicating some knowledge in this area. Greek participants had also limited awareness of companies or organizations engaged in social entrepreneurship, with 10 out of 11 respondents indicating that they did not know any. Stakeholders in Serbia were also unaware of social enterprises, with 10 respondents indicating no knowledge in this area. In Turkey, there was limited awareness of social enterprises, suggesting a potential need for more promotion and recognition of such initiatives. Italian participants had some knowledge of social enterprises but did not provide specific examples. In Belgium, only 13% of participants reported awareness of companies engaged in social entrepreneurship, indicating limited recognition of such businesses.

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

Across the surveyed countries, it's evident that there's a growing awareness of corporate responsibility and its impact on the environment and society. While not all participants work for companies directly addressing environmental or social problems, a significant number reported that their organizations do care about these issues. In Poland, a majority of respondents do not work for companies directly involved in environmental or social causes. Nevertheless, 10 out of 15 mentioned that their companies care about the environment and society in the way they operate, adopting measures like eco-friendly products and waste management. 6 out of 11 participants mentioned that the companies they work for actively consider environmental and social concerns in their operations. This includes waste reduction, recycling, and participation in environmental protection programs. In Serbia, 14 out of 16 companies were reported to care about the environment and society in the way they operate, even if their primary activities are not directly related to these issues. This demonstrates a broader commitment to corporate responsibility. Both green and social entrepreneurship is active in Turkey, with companies and organizations actively addressing environmental and social problems. For instance, some focus on reducing environmental pollution and promoting responsible consumption. Italian interviewees are actively engaged in green or social enterprises, focusing on science dissemination and waste recycling. Their companies also emphasize minimizing their environmental impact, showing a holistic approach to corporate responsibility. All participants in Belgium represent companies and organizations addressing environmental or social issues, reflecting a collective commitment to corporate responsibility. However, none of these entities currently have a "Social Responsibility Policy," indicating potential areas for improvement in formalizing their commitment.

A notable aspect in this analysis is the presence (or absence) of Corporate Social Responsibility (CSR) policies within these organizations. Only 1 respondent reported that their company has a Social Responsibility Policy in Poland, indicating that this area may require more attention. 6 out of 11 participants reported that their companies have CSR policies, signalling a formalized commitment to ethical and sustainable business practices. In Serbia, 9 out of 16 companies have CSR Policies, reinforcing their dedication to socially responsible actions. Although it wasn't explicitly mentioned that

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companies have CSR policies in Turkey, the active involvement of companies and organizations in addressing social and environmental issues suggests a commitment to corporate responsibility. The same case is for Italy, as the Italian stakeholders' focus on minimizing environmental impact and addressing community needs suggests a form of CSR in practice. Surprisingly, none of the Belgian participants mentioned having CSR policies. Still, the intention of 30% of them to introduce such policies in the coming year shows a growing recognition of the importance of formalizing their commitment to corporate responsibility.

These findings highlight a global trend towards greater corporate responsibility, with companies increasingly considering their environmental and social impact. While CSR policies are present in some organizations, there's potential for more widespread adoption, especially in countries where they are less common. The convergence of green and social entrepreneurship is evident, underscoring the importance of businesses in addressing both environmental and societal challenges.

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

Across the surveyed countries, there is a clear consensus among stakeholders about the importance of incorporating entrepreneurial education into school curricula. Polish participants overwhelmingly support the idea that school education should focus on developing students' entrepreneurial attitude. This consensus reflects a growing acknowledgment of entrepreneurship as a crucial life skill. All Greek participants strongly agree or agree that school education should place more emphasis on nurturing an entrepreneurial mindset. This alignment underscores the value placed on fostering entrepreneurial thinking from an early age. In Serbia, the opinion is unanimous; all participants agree that developing an entrepreneurial mindset should be a priority in school education. Additionally, there's strong agreement that education in green and/or social entrepreneurship can lead to more conscious citizens and a sustainable future. Similarly, in Turkey, a significant majority of stakeholders believe that school education should emphasize the development of entrepreneurial skills, highlighting the global recognition of entrepreneurship as a vital skill for future generations. Stakeholders also in Italy share a unanimous viewpoint on the need for training courses in entrepreneurial activities within the school system. They consider it essential for students to acquire skills like identifying job opportunities, environmental awareness, recognizing social injustices, and resilience in the face of obstacles. All Belgian participants agree on the necessity of introducing training courses in entrepreneurial activities at school. Although there's variability in opinions regarding specific skills, they recognize the importance of nurturing an entrepreneurial mindset in students.

Stakeholders from the 6 partner countries have identified a set of essential skills they believe are fundamental for aspiring green and social entrepreneurs. These skills encompass a wide range of attributes that go beyond conventional business acumen.

- Identification of Business Opportunities: Recognizing potential opportunities for sustainable and socially impactful ventures is considered paramount. This skill involves spotting gaps in the market where environmentally friendly or socially responsible solutions can thrive.
- Environmental Awareness: Stakeholders emphasize the significance of environmental consciousness. Understanding ecological systems, resource management, and the impact of

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human activities on the planet is crucial for entrepreneurs operating in green and social sectors.

- Understanding of Sustainability: A clear comprehension of sustainable development principles is highly regarded. Entrepreneurs need to navigate the delicate balance between profitability and preserving resources for future generations.
- Recognizing Unjust Social Issues: Social entrepreneurs must possess the ability to identify and address societal injustices. This includes understanding the root causes of problems like inequality, discrimination, and poverty.
- Fighting Adversity: Resilience and the capacity to overcome obstacles are indispensable traits. Entrepreneurs often encounter challenges, setbacks, and failures, making the ability to persevere and adapt critical.
- Inspiring Change Through Participation: Effective social entrepreneurs are catalysts for change. They engage with communities and stakeholders to mobilize collective efforts toward positive societal transformation.
- Taking Direct Action: Green and social entrepreneurs are action-oriented. They don't merely identify problems but proactively initiate solutions, making tangible and immediate impacts.
- Empathy: Empathy is seen as a foundational skill for understanding the needs and perspectives of others, especially marginalized or disadvantaged communities. It forms the basis for designing socially inclusive solutions.
- Emotional and Social Intelligence: Entrepreneurs require emotional and social intelligence to navigate complex human interactions, build meaningful relationships, and foster collaboration within teams and communities.
- Resilience in the Face of Obstacles, Challenges, and Failures: Entrepreneurship often involves facing adversity. Being able to bounce back, learn from failures, and persevere is vital for long-term success.
- Public Speaking: Effective communication is key to mobilizing support, sharing ideas, and advocating for change. Public speaking skills enable entrepreneurs to convey their vision and message persuasively.
- Creativity & Innovation: In a rapidly changing world, creative thinking and innovation drive the development of novel solutions that can address environmental and social issues effectively.
- Leadership: Leadership qualities are essential for guiding teams and initiatives toward their goals, especially when addressing complex and systemic challenges.
- Optimism: Optimism is valuable for maintaining a positive outlook and inspiring hope in others, even when facing daunting challenges.
- Perseverance, Passion, and Hard Work: The commitment, passion, and work ethic of entrepreneurs are foundational for achieving long-term sustainability and impact.

These identified skills collectively form a holistic skill set that equips green and social entrepreneurs to navigate the intricate landscape of environmental and societal challenges while driving positive change and sustainable development.

Stakeholders suggested various methods for teaching green and/or social entrepreneurship in schools:

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- Practical Activities: Stakeholders recommend a hands-on approach, involving students in practical activities, such as waste evaluation, environmental conservation efforts, and real-world problem-solving projects.
- Interactive Learning: Suggestions include interactive learning approaches, workshops, and learning-by-doing, where students actively participate in creating their virtual businesses and visiting real enterprises.
- Awareness Campaigns: Some stakeholders propose organizing campaigns like "green days" involving tree planting and litter clean-up to raise awareness.
- Expert Guest Lectures: Bringing in specialists and entrepreneurs to give lectures and share real-world experiences is suggested as a valuable teaching method.
- Environmental Integration: Stakeholders advocate for integrating environmental protection and sustainability into the curriculum from an early age, promoting responsible behaviour and consciousness.

Respondents offered insights into what they believe school education needs to build the foundations for the development of future citizens characterized by sustainability and societal contribution:

- Teacher Training: Stakeholders emphasize the need to train and equip teachers with knowledge and skills related to entrepreneurship and sustainability.
- Empathy Education: Many suggest that fostering empathy in students should be a priority, helping them understand social issues and the importance of contributing positively to society.
- Relevance and Innovation: Stakeholders call for curriculum development that is forward-looking and not outdated, focusing on the challenges and opportunities of the future.
- Practical Classes: Practical classes, workshops, and hands-on experiences are considered essential for developing entrepreneurial attitudes.
- Budget Allocation: Allocating budgets for entrepreneurial programs and initiatives in schools is recommended to ensure their successful implementation.
- Innovative Vision: Encouraging schools to adopt innovative and creative visions for entrepreneurial education is seen as crucial.

While a significant portion of respondents expresses interest in educational activities related to green and/or social entrepreneurship, a notable number remains indifferent or uncertain about participation.

In summary, stakeholders from diverse countries converge on the importance of entrepreneurial education in schools, recognizing the value of nurturing an entrepreneurial mindset and essential skills in students. This consensus reflects a global recognition of the pivotal role education plays in preparing future generations to address environmental and societal challenges through entrepreneurship. The varied teaching methods and recommendations for the future of entrepreneurial education underscore the importance of a comprehensive and forward-looking approach to preparing students for a sustainable and socially conscious future.

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## Stakeholders' Findings - General Conclusions and Recommendations

The insights gathered from stakeholders across diverse countries underscore the significance of integrating green and social entrepreneurship education into school curricula. The following general conclusions and recommendations emerge from their valuable input:

- **Strong Consensus on Entrepreneurial Education:** There is a clear consensus among stakeholders that school education should place greater emphasis on developing an entrepreneurial mindset in students. This entrepreneurial mindset encompasses skills, knowledge, and attitudes that extend beyond traditional business concepts, emphasizing sustainability and social responsibility.  
**Recommendation:** Educational institutions should actively incorporate entrepreneurship education into their programs, fostering creativity, innovation, and environmental and social awareness from an early age.
- **Role in Shaping Informed and Sustainable Citizens:** Stakeholders widely acknowledge that green and social entrepreneurship education can play a pivotal role in shaping informed and conscientious citizens who contribute to a more sustainable society. This aligns with the broader global agenda of achieving sustainability goals.  
**Recommendation:** Educational policymakers should recognize the role of entrepreneurship education in cultivating environmentally and socially responsible citizens, integrating these principles into curricular frameworks.
- **Essential Skills for Entrepreneurship:** Stakeholders identify a comprehensive set of essential skills for green and social entrepreneurs. These skills range from identifying opportunities and understanding sustainability to empathy and resilience. They emphasize that these skills are not only valuable for entrepreneurship but also beneficial for students in various aspects of their future lives as adults and citizens.  
**Recommendation:** Curriculum development should prioritize the incorporation of skill-building components aligned with green and social entrepreneurship, recognizing their cross-disciplinary applicability.
- **Varied Pedagogical Approaches:** Stakeholders suggest diverse pedagogical approaches to teach green and social entrepreneurship, including practical activities, hands-on experiences, group work, and learning-by-doing methods. They highlight the importance of interactive and experiential learning.  
**Recommendation:** Educational institutions should adopt a multifaceted approach to teaching entrepreneurship, incorporating real-world projects, business simulations, and interactive experiences to engage students effectively.
- **Teacher Training and Empathy:** Stakeholders emphasize the need for teacher training in green and social entrepreneurship. They stress that educators should possess the knowledge and empathy required to inspire students and guide them effectively in entrepreneurial endeavours.

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**Recommendation:** Continuous professional development for teachers should include training in green and social entrepreneurship concepts and practices. This ensures that educators are equipped to nurture the entrepreneurial spirit in their students.

→ **Updated Educational Material:** Stakeholders highlight the importance of developing educational materials that are relevant to the evolving landscape of green and social entrepreneurship. Outdated materials can hinder effective education in these fields.

**Recommendation:** Educational institutions and organizations should invest in the continuous development of up-to-date, contextually relevant teaching materials for green and social entrepreneurship courses.

→ **Active Involvement and Community Engagement:** Stakeholders express interest in participating in educational activities related to green and social entrepreneurship within their school communities. This indicates a willingness to engage actively in educational initiatives and collaborate with schools.

**Recommendation:** Schools should leverage the enthusiasm of stakeholders by establishing partnerships and involving them in extracurricular activities, seminars, and workshops focused on green and social entrepreneurship.

→ **Varied Regional Perspectives:** While there is a broad consensus on the importance of green and social entrepreneurship education, stakeholders' perspectives may vary based on regional contexts and needs. Policymakers should consider these regional nuances when designing curricula and educational strategies.

In conclusion, the insights shared by stakeholders highlight the growing importance of green and social entrepreneurship education within the school context. These conclusions and recommendations provide a foundation for educational institutions, policymakers, and stakeholders to collaboratively advance entrepreneurship education that aligns with sustainability and social responsibility, fostering a generation of informed, innovative, and responsible global citizens.

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