Focus Groups

GreEn: Entrepreneurships for the present and future of

Europe and Latin America

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1. INTRODUCTION

The present report aims to analyze the results of the focus groups conducted as a complement to the survey on social, green, and digital entrepreneurship in the participating countries: Argentina, Spain, Paraguay, and Uruguay. These focus groups were carried out to delve deeper into the findings obtained from the survey and to gain qualitative insights from the participants.

First, the focus groups were organized with the purpose of exploring participants' perceptions, opinions, and experiences regarding social, green, and digital entrepreneurship in greater depth. Through open-ended questions and by facilitating a conducive environment for discussion, the aim was to gather detailed and contextualized information that would complement the quantitative data from the survey.

Regarding the methodology used, standard principles and guidelines for conducting focus groups were followed. Discussion groups were formed with a diverse profile, including both youth and professionals, to obtain different perspectives and enrich the analysis. Additionally, three focus groups were conducted in Spain, while one was held in the other countries.

It is important to highlight that the focus groups provided an opportunity to reflect on the survey results and to delve into the reasons and motivations behind them. This allowed for a more comprehensive understanding of issues related to social, green, and digital entrepreneurship in various national contexts.

The analysis of the focus group results will complement the quantitative information from the survey, providing valuable qualitative insights that will help to understand the dynamics, challenges, and opportunities associated with entrepreneurship in the social, green, and digital fields in the participating countries.

The following section will present the analysis of the focus group results, highlighting the main themes and conclusions derived from the discussions that took place.

2. PRESENTATION OF THE SURVEY RESULTS

First and foremost, it is important to summarize the key findings obtained from the survey on social, green, and digital entrepreneurship. According to the collected data, the following highlights were observed:

Interest in Social Entrepreneurship

A high level of interest was found among respondents in ventures with social impact. Both students and educators demonstrated a positive predisposition towards creating businesses that address social issues and promote community well-being.

Importance of Green Entrepreneurship

The survey results also indicated a growing awareness of the importance of ventures with an environmental focus. Respondents recognized the need to promote sustainable and environmentally friendly practices in entrepreneurship.

Potential of Digital Entrepreneurship

There was strong recognition of the relevance of digital entrepreneurship in the current context. Respondents showed a tendency to utilize digital technologies and platforms in the creation and development of ventures.

Comparison of Results Between Students and Educators

Regarding the comparison of results between students and educators, several significant differences were identified:

Knowledge and Experience

Educators demonstrated a higher level of knowledge and experience in social, green, and digital entrepreneurship compared to students. This can be attributed to their academic training and professional backgrounds.

Perception of Barriers

Students expressed a greater perception of barriers and obstacles to entrepreneurship compared to educators. This could be related to the lack of experience and resources available to students.

Comparison of Results Between Different Countries

In relation to the comparison of results among the participating countries, some interesting differences were observed:

Level of Awareness

Argentina and Uruguay exhibited a higher level of awareness regarding social and green entrepreneurship compared to Spain and Paraguay. This may be attributed to cultural factors and increased sensitivity to social and environmental issues.

Access to Resources

Spain and Uruguay stood out for having greater access to resources and support for social, green, and digital entrepreneurship. These countries possess more developed entrepreneurial ecosystems, which can facilitate the emergence and growth of ventures in these areas.

Overall, the survey results revealed a growing interest and recognition of social, green, and digital entrepreneurship among the participating countries. However, differences were also identified in terms of knowledge, perception of barriers, and access to resources among the different groups and countries.

These findings provide a solid foundation for the analysis and discussions in the focus groups, where the aim will be to delve deeper into the results and obtain additional qualitative perspectives on the topics addressed in the survey.

3.   DESCRIPTION OF THE FOCUS GROUPS

To further explore the results obtained from the survey on social, green, and digital entrepreneurship, focus groups were conducted in each of the participating countries: Argentina, Spain, Paraguay, and Uruguay. Below are the details regarding the execution of the focus groups in each country:

Spain

A total of three focus groups were held in different locations across Spain. These groups were organized to capture diverse perspectives and opinions on the survey results. A variety of participants were invited, including both youth and professionals, ensuring a wide range of insights.

Argentina, Paraguay, and Uruguay

In each of these countries, a single focus group was conducted. The aim was to gather opinions and perspectives regarding the survey results, focusing on the unique characteristics of each country. Participants were selected similarly to those in Spain, encompassing both young individuals and professionals.

This approach allowed for a rich dialogue about the findings from the survey, providing qualitative insights that complement the quantitative data collected. The discussions aimed to identify specific challenges, opportunities, and contextual factors that impact social, green, and digital entrepreneurship in each locale.

Profile of Focus Group Participants

The focus groups included participants from diverse profiles to gain a broad and **enriching perspective on the survey results. Among the participants were:**

Young People

These participants may come from different sectors and have varying levels of experience in entrepreneurship.

Professionals

These participants bring knowledge and perspectives based on their practical experience.

Academics

Their participation in the focus groups adds a more analytical and reflective perspective.

4. PRESENTATION OF FOCUS GROUP RESULTS

Spain

Focus Group of BB&R in Salamanca:

The participants considered that the survey results are revealing and reflect the need to strengthen education in social, green, and digital entrepreneurship.

They agreed with the data presented and found it accurate in terms of the reality and challenges in these areas.

They attributed the results to the lack of dissemination, formal education, and access to resources related to social, green, and digital entrepreneurship.

They were not surprised by the differences between students and educators, as they recognized the distinct perspectives and experiences of each group.

Although they were not surprised by the different results between countries, they also emphasized the importance of promoting the exchange of knowledge and best practices among countries.

Focus Group of ASPAYM in Valladolid:

The participants had difficulty understanding the relationship between green, social, and digital entrepreneurship. They recognized the importance of social entrepreneurship and considered that digital entrepreneurship is on the rise.

They attributed the results to the lack of clarity in the definition of green entrepreneurship and to familiarity with gamification games.

They were not surprised by the differences between students and educators in digital entrepreneurship, as they felt it reflected current demand. However, they were surprised by the importance given to green entrepreneurship by students.

They expressed the need to expand the participation of more countries in the project and questioned why only Paraguay, Uruguay, Argentina, and Spain were involved.

Focus Group of Don Bosco in Palencia:

The participants found more clarity in green and digital entrepreneurship but had difficulty defining social entrepreneurship in the group.

They agreed on the importance of social entrepreneurship and proposed merging it with green entrepreneurship, although they found it more challenging to combine it with digital entrepreneurship.

They attributed the choice of the workshop and trivia in the survey to familiarity, although they expressed a preference for more innovative activities, such as escape rooms.

They were not surprised by the differences between students and educators and discussed the importance of recycling in the knowledge of social, green, and digital entrepreneurship.

They believed that Spain had more opportunities and a higher level than the Latin American countries, and they acknowledged the presence of an ethnocentric approach in the responses.

Paraguay

Focus Group of Universidad Americana (UA):

Participants emphasize the importance of personalized learning approaches, training individuals, and utilizing workshops to achieve effective learning.

They agree with the data presented, considering it aligned with expectations and logical.

They attribute the results to the fact that students have more experience in digital entrepreneurship due to their familiarity with e-commerce, online sales, and social media.

They find the indirect relationship between the knowledge of students and educators in different countries interesting, recognizing that it reflects the current reality and factors such as access to technology and the internet that influence knowledge levels.

They are not surprised by the different results between countries, acknowledging that these differences are due to educational systems, technological advancements, and exposure to ecological initiatives.

Regarding their response in relation to the majority of people, one participant aligns with the majority opinion regarding the effectiveness of workshops as the preferred learning method. Another participant agrees with the preference for workshops and emphasizes the importance of practical experiences for effective learning.

In terms of learning, participants acknowledge that they know little about green, digital, and socially-focused entrepreneurship, and they express enthusiasm about the idea of the project and the possibility of working with students, gaining knowledge, and advancing the topic through collaboration with partners.

To improve future sessions, participants suggest providing appropriate training and tools tailored to the specific contexts and needs of students and educators. They highlight the potential of incorporating interactive learning methods, such as games and simulations, to enhance learning experiences. They also emphasize the importance of addressing the United Nations Sustainable Development Goals (SDGs) and supporting ecological entrepreneurship and circular economy initiatives.

Argentina

Focus Group of Universidad Católica de Córdoba (UCC):

The results raise concern and surprise among both populations, students and educators, due to the widespread lack of knowledge about social, green, and digital entrepreneurship.

Overall, they disagree with the data, as it reveals a low level of understanding in the mentioned areas. They believe that these topics need to be addressed more deeply in curricula and in educator training.

The results may be attributed to the lack of inclusion of these topics in educational programs, the absence of government initiatives to promote knowledge in these areas, and the lack of interest or prioritization of other issues in society. There is also a notable difference in the perception of entrepreneurship between students and educators, indicating the need for greater training and development for educators.

They are surprised by the difference in results between students and educators, as students show some interest but limited knowledge of the topics, while educators demonstrate greater unfamiliarity and reluctance to consider themselves experts in these areas. This highlights the need for more training and professional development for educators, as well as the inclusion of these topics in curricula.

They are also surprised by the variation in results between different countries, such as the greater knowledge of social entrepreneurship in Paraguay and the lower knowledge of green entrepreneurship in Spain. They attribute these differences to cultural factors, government policies, and access to information in each country.

Regarding their response in relation to the majority of participants, there is widespread concern about the lack of knowledge and the need to promote greater education on social, green, and digital entrepreneurship.

In terms of learning, there is an emphasis on the need to raise awareness about green entrepreneurship, and there is curiosity about how to implement an Escape Room as a teaching and learning dynamic. Participants also express interest in sharing information from other countries regarding the focus groups, seeking similarities and differences, and comparing the transmission of knowledge between educators and students.

For improvements in future sessions, it is suggested to disseminate and socialize this activity more widely to generate greater commitment. Additionally, it is proposed to share information from other countries and promote comparisons between teachers and students to analyze how knowledge is transmitted across different topics and how much is learned. The importance of considering generational issues and current concerns and how they affect knowledge transmission is also highlighted.

Uruguay

Focus Group of Gurises Unidos:

The results reflect an expected trend in knowledge about social, green, and digital entrepreneurship among adolescents and young people, based on the socioeconomic context in which organizations like Gurises Unidos operate and in which young people live.

The importance of these types of entrepreneurship is highlighted by both the young participants and educators, although the latter exhibit some uncertainties.

In general, participants agree with the presented data, as it indicates that young people, by being involved in initiatives in these areas, possess greater knowledge and view it as part of their community actions. However, they acknowledge the existence of a generational gap and express certain doubts regarding the educators' understanding.

The results can be attributed to the socioeconomic context in which organizations work and where young people live, which favors knowledge about social entrepreneurship. Additionally, the generational gap mentioned by both young people and educators may explain the differences in knowledge and understanding of the topics.

Participants are surprised by the differences in results between students and educators. While young individuals are more familiar with social, green, and digital entrepreneurship due to their active participation in initiatives, educators exhibit uncertainties and acknowledge the generational gap on the subject. This indicates the need to address training and updating for educators in these areas.

Regarding their response in relation to the majority, participants recognize that the opinions presented reflect the diversity of perspectives and experiences concerning knowledge of social, green, and digital entrepreneurship. They emphasize the need to convey knowledge on these topics through playful tools and gamification to facilitate peer learning.

In terms of learning, they highlight that the concerns expressed by educators are opportunities that young people visualize, suggesting the importance of a constructive dialogue between both groups.

As for what has surprised them, they mention the identification of a digital divide by young people in comparison to educators.

For improvements in future sessions, they suggest fewer words and more virtual exchange, which implies greater participation and interaction among participants.

4.1 Summary of Responses Obtained to Each Question Formulated in the Focus Groups

What do you think of these results?

- Participants showed different reactions based on their knowledge and previous experience in social, green, and digital entrepreneurship.
- Some found the results revealing and reflecting the need to strengthen education in these areas.
- Others expressed surprise at the low level of knowledge and the lack of attention to these issues.

Do you agree with these data?

- In general, participants agreed with the data presented and considered it accurate in terms of the reality and challenges in social, green, and digital entrepreneurship.

Why do you think these results emerged?

- The results were attributed to the lack of dissemination, formal education, and access to resources related to these ventures. The generational gap and the differences in perspectives and experiences between students and educators were also mentioned.

Are you surprised by the different results between students and educators?

- Participants expressed surprise at the differences between students and educators in terms of knowledge and perception of social, green, and digital entrepreneurship.
- The distinct perspectives and experiences of each group were recognized as possible explanations for these differences.

Are you surprised by the different results between the countries?

- Participants showed surprise at the differences in results among the participating countries.
- The importance of promoting the exchange of knowledge and best practices between countries was emphasized to address gaps and promote development in these areas.

4.2 Interpretation of the Responses and Discussion of the Relevant Points Raised During the Sessions:

o The results reveal the need to strengthen education in social, green, and digital entrepreneurship, as there is a low level of knowledge in these areas.

o The lack of dissemination, formal education, and access to resources are identified as factors contributing to these results.

o The importance of addressing these topics in curricula and educator training is emphasized.

o The difference in results between students and educators highlights the need for greater training and capacity-building for educators, as well as the inclusion of these topics in educational programs.

o The surprise at the differences between countries underscores the importance of promoting the exchange of knowledge and best practices at an international level.

o There is a need to utilize more innovative pedagogical approaches, such as gamification and escape rooms, to facilitate learning and the transmission of knowledge in these areas.

5.   REFLECTIONS AND CONCLUSIONS:

Identification of recurring themes and points of agreement among participants:

- Participants recognized the importance of strengthening education in social, green, and digital entrepreneurship.
- The lack of dissemination, formal education, and access to resources related to these topics was highlighted as factors contributing to a low level of knowledge.
- There was consensus on the need to promote the exchange of knowledge and best practices between countries.

Surprising, interesting, or relevant opinions that emerged during the focus groups:

- The identification of a generational gap in the knowledge and understanding of social, green, and digital entrepreneurship between students and educators was surprising.
- The importance placed on green entrepreneurship by students in Spain was highlighted.
- The preference for more innovative pedagogical approaches, such as escape rooms, was mentioned as an interesting and relevant opinion.

Conclusions on what has been learned and what has been surprising during the sessions:

- It has been learned that there is a need to strengthen education in social, green, and digital entrepreneurship, as well as the importance of addressing these topics in curricula and educator training.
- The difference in the level of knowledge and understanding between students and educators, as well as the differences among participating countries, has been surprising.
- The importance of promoting the exchange of knowledge and best practices at an international level has been highlighted, as well as the use of innovative pedagogical approaches to facilitate learning in these areas.

The reflections and conclusions drawn from the focus groups emphasize the importance of strengthening education in social, green, and digital entrepreneurship, as well as the need to address the generational gap in knowledge and understanding of these topics. The significance of knowledge exchange between countries and the use of innovative pedagogical approaches is also underscored.

6. RECOMMENDATIONS FOR FUTURE FOCUS GROUP SESSIONS:

Suggestions to Improve the Format and Dynamics of Focus Groups:

- Foster a trusting and open environment so that participants feel comfortable sharing their opinions and experiences.
- Allocate appropriate time for each question, ensuring enough time for deep and reflective discussions.
- Utilize visual tools, such as presentations or charts, to facilitate understanding of the topics and promote more active participation.

Recommendations for More Effectively Addressing the Questions Raised:

- Be more specific in the questions asked to obtain more precise and detailed responses.
- Provide concrete examples or hypothetical scenarios related to social, green, and digital entrepreneurship to stimulate reflection and discussion among participants.
- Include questions that encourage reflection on possible solutions or strategies to address the identified challenges.

Ideas to Ensure Greater Representativeness and Diversity of Participants:

- Broaden the outreach of focus groups through various channels and networks to reach a wider and more diverse audience.
- Establish selection criteria that promote the participation of individuals with different profiles and experiences, including various ages, genders, educational levels, and professional backgrounds.

7. GENERAL CONCLUSIONS:

Summary of Key Findings and Conclusions from Both the Survey and Focus Groups:

- o There is a widespread lack of knowledge regarding social, green, and digital entrepreneurship among students and educators.
- o A generational gap was identified in the knowledge and understanding of social, green, and digital entrepreneurship, with students being more familiar due to their active participation in initiatives.
- o Participants acknowledged the importance of strengthening education in social, green, and digital entrepreneurship and highlighted the need to include these topics more deeply in curricula and educator training.
- o The importance of promoting the exchange of knowledge and best practices between countries was noted, along with the need to disseminate and socialize these activities more to generate greater commitment.
- o Importance of combining the quantitative results from the survey with the qualitative perspectives from the focus groups:
  - o The quantitative results from the survey provide an overview of the participants' knowledge and perceptions regarding social, green, and digital entrepreneurship topics.
  - o The focus groups complement this view by providing deeper qualitative insights, allowing for a more detailed exploration of participants' experiences, opinions, and perceptions.
  - o The combination of quantitative and qualitative data allows for a more comprehensive and enriching picture of the situation, identifying patterns, trends, and areas of agreement or disagreement among participants.