GREEN

Survey Analysis

GreEn: Entrepreneurships for the present and future of Europe and Latin America

Co-funded by the European Union

INDEX

1. INTRODUCTION

The purpose of this document is to conduct an in-depth analysis of the data collected in the field within the framework of the project promoting social, green, and digital entrepreneurship in the fields of education and vocational training. The project seeks to foster the development of sustainable ventures and to create an Ibero-American network to facilitate transnational cooperation in this area.

The field report was prepared with the aim of thoroughly examining the data collected through a survey directed at students/young people and educators/professionals. This survey aimed to assess the participants' level of knowledge about the concepts of social, green, and digital entrepreneurship, as well as their perceptions of how these types of entrepreneurship are approached in their respective countries.

The analysis of this data will provide us with a clearer understanding of the existing knowledge within the educational and professional community regarding social, green, and digital entrepreneurship. Additionally, it will provide valuable information for identifying areas of improvement and training needs in this field.

Throughout this report, the survey results will be presented, along with a detailed analysis. Furthermore, the implications of these results will be discussed, and specific recommendations will be offered to foster sustainable entrepreneurship in the educational and professional domains.

Through this analysis, we hope to contribute to strengthening capacities and generating initiatives that promote sustainable entrepreneurship in the Ibero-American region.

2. SURVEY DESIGN

The survey was designed to obtain precise information on the participants' level of knowledge regarding social, green, and digital entrepreneurship, as well as their perception of these concepts. Closed and multiple-choice questions were used to facilitate data collection and analysis.

2.1 Sample Selection

To ensure the representativeness of the results, a stratified sampling approach was used, considering different participant profiles, such as students/young people and educators/professionals. Efforts were made to include participants from various countries in the Ibero-American region to achieve a broad and heterogeneous perspective.

2.2 Data Collection

The survey was administered through an online platform, which enabled reaching a larger number of participants and facilitated the data collection process. A specific period was set for survey responses, and its dissemination was promoted through educational institutions, organizations, and relevant social networks.

Co-funded by
the European Union

2.3 Data Analysis

Once the data was collected, it was analyzed using descriptive statistical techniques. Tabulations and frequency calculations were performed for each survey question. Additionally, a comparative analysis was conducted across the different participant profiles and countries of origin to identify significant patterns and trends.

It is important to note that ethical and confidentiality principles were upheld in handling the collected data. Participant anonymity was ensured by assigning unique identifiers to preserve their privacy.

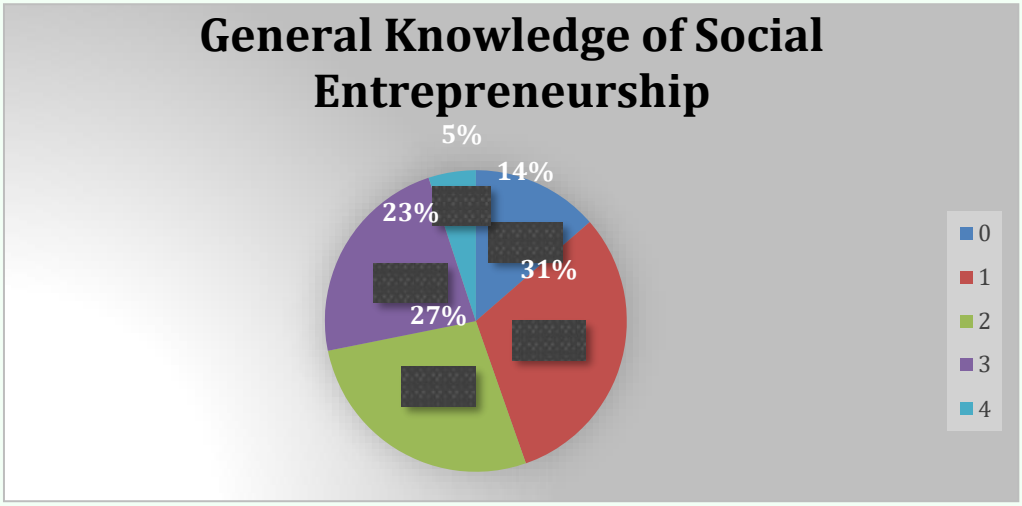
The results presented in this report are representative of the surveyed sample and can be extrapolated to the target population to the extent that the sample is representative.

Co-funded by
the European Union

3. RESULTS ANALYSIS

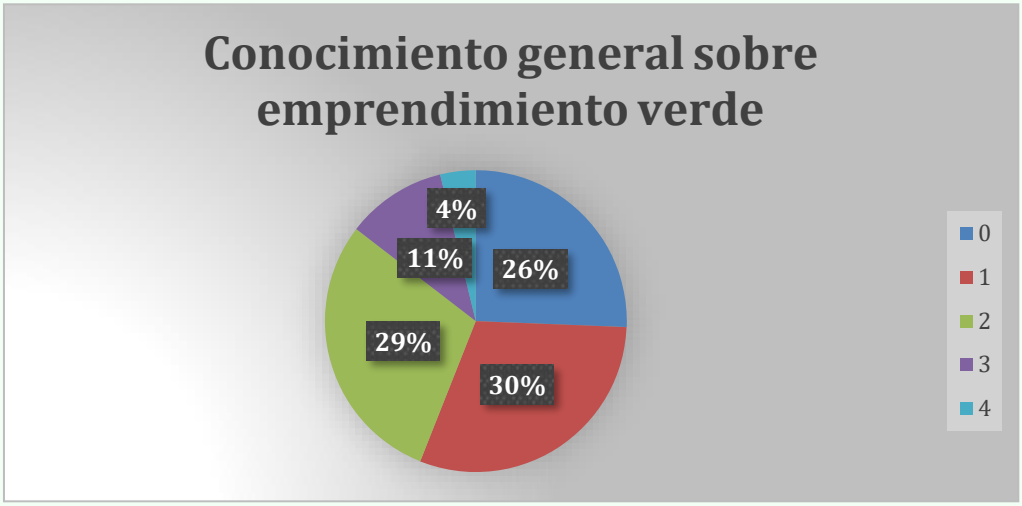
This section presents an analysis of the survey results to identify relevant patterns and trends related to participants' knowledge and perceptions of social, green, and digital entrepreneurship. The main findings are summarized below:

General knowledge about social entrepreneurship: The majority of participants (44.7%) ranked at levels 0 and 1 in their knowledge of social entrepreneurship, indicating a low level of familiarity with this concept. Only a small percentage (5.1%) ranked at the highest knowledge level (level 4).



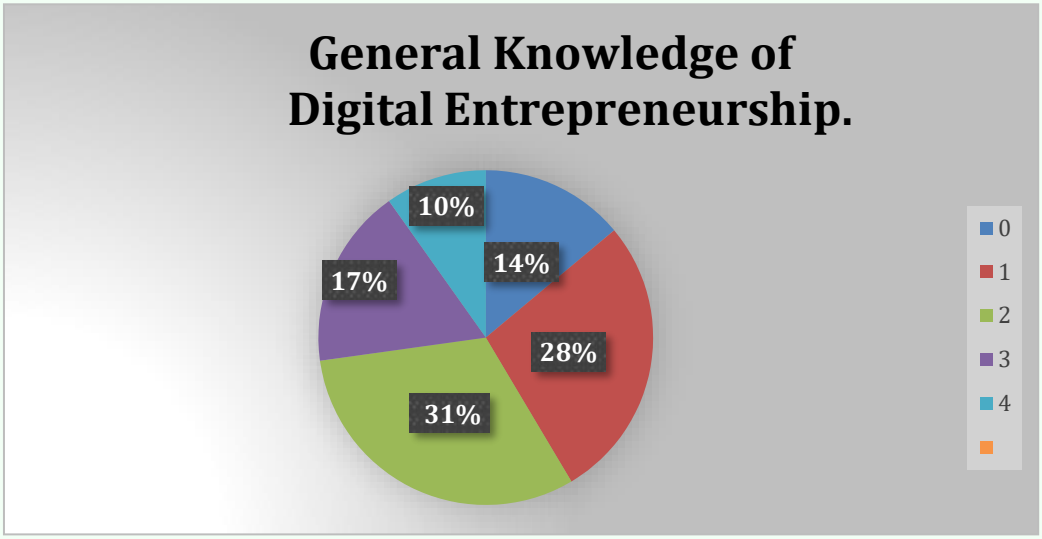
Co-funded by the European Union

General Knowledge of Green Entrepreneurship: The results show that a significant proportion of participants (25.6%) are at level 0 in their knowledge of green entrepreneurship, indicating a lack of familiarity with this type of venture. However, the percentage of participants at higher knowledge levels (3 and 4) is greater compared to social entrepreneurship.

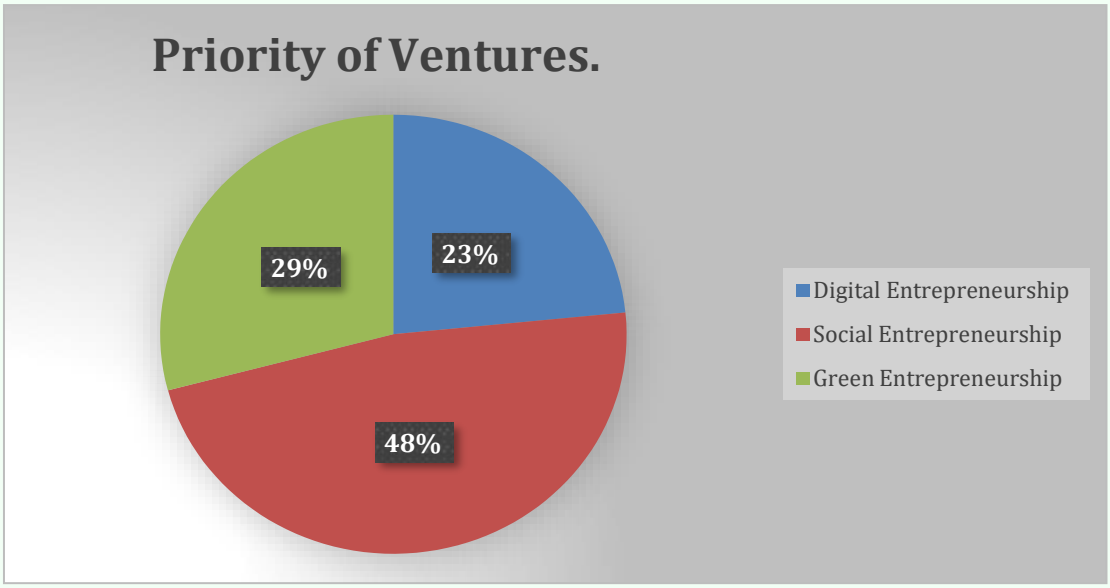


Co-funded by the European Union

General Knowledge of Digital Entrepreneurship: Similar to green entrepreneurship, the level 0 knowledge of digital entrepreneurship was high (13.9%); however, a significant proportion of participants (31.3%) were at level 2, indicating a moderate level of knowledge on this topic.

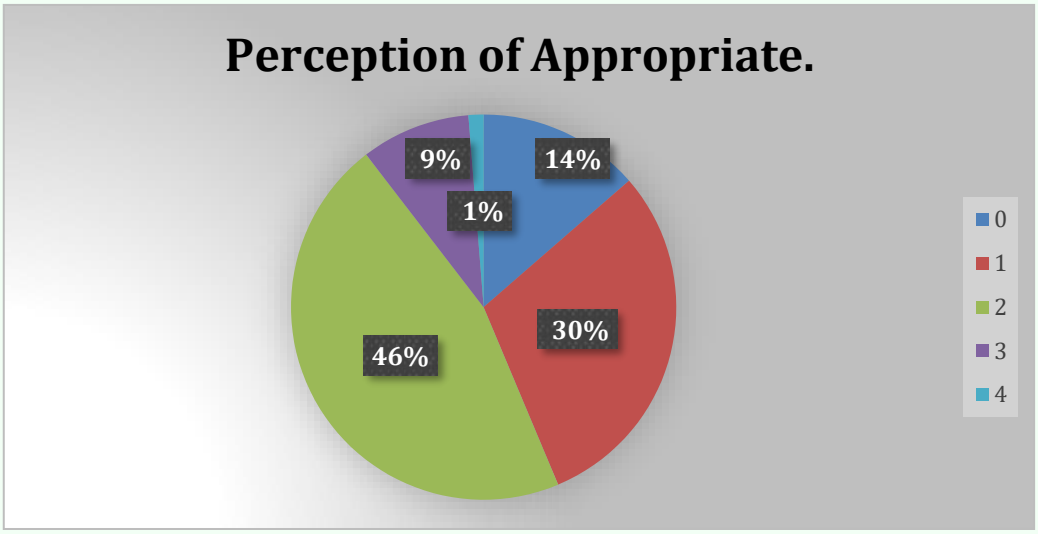


Priority of Ventures: According to the results, social entrepreneurship was considered the most prioritized by the majority of participants (47.5%), followed by green entrepreneurship (29.1%) and digital entrepreneurship (23.4%).

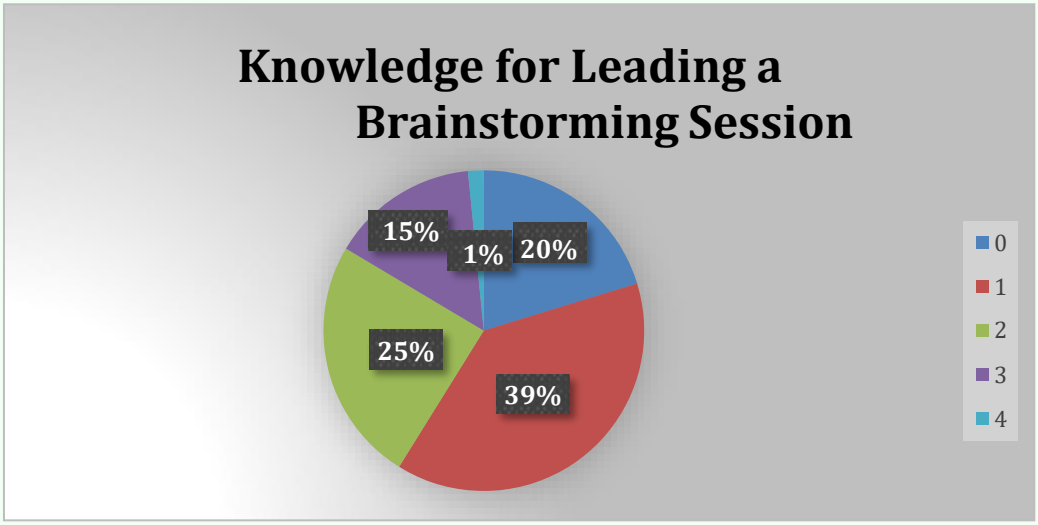


Co-funded by the European Union

Perception of Appropriate Approaches: The majority of participants (45.9%) believe that social, green, and digital entrepreneurship is adequately addressed in their country; however, a considerable proportion (30.1%) still has some reservations about the current approach.

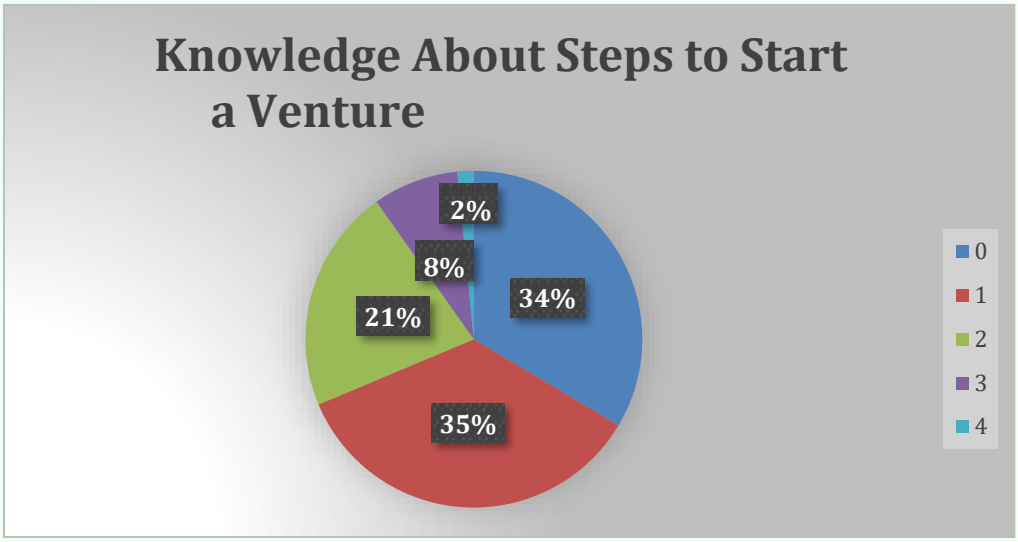


Knowledge for Leading a Brainstorming Session: The results show that the majority of participants (38.6%) believe they have some level of knowledge to lead a brainstorming session related to social, green, and digital entrepreneurship.

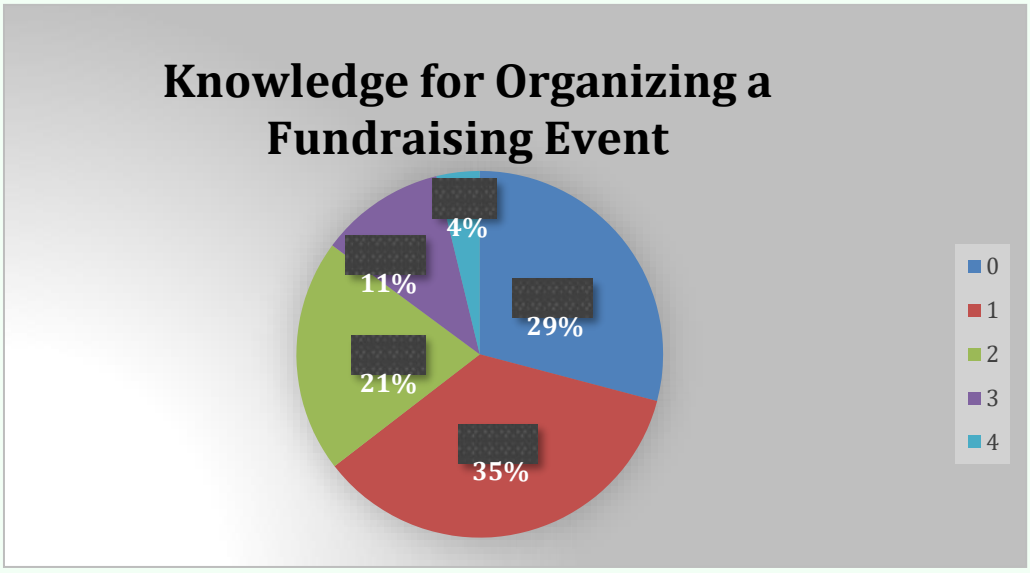


Co-funded by the European Union

Knowledge About Steps to Start a Venture: A considerable percentage of participants (33.5%) do not feel confident about the steps to take when starting a social, green, or digital venture, although a similar number (35.1%) has some level of knowledge in this area.

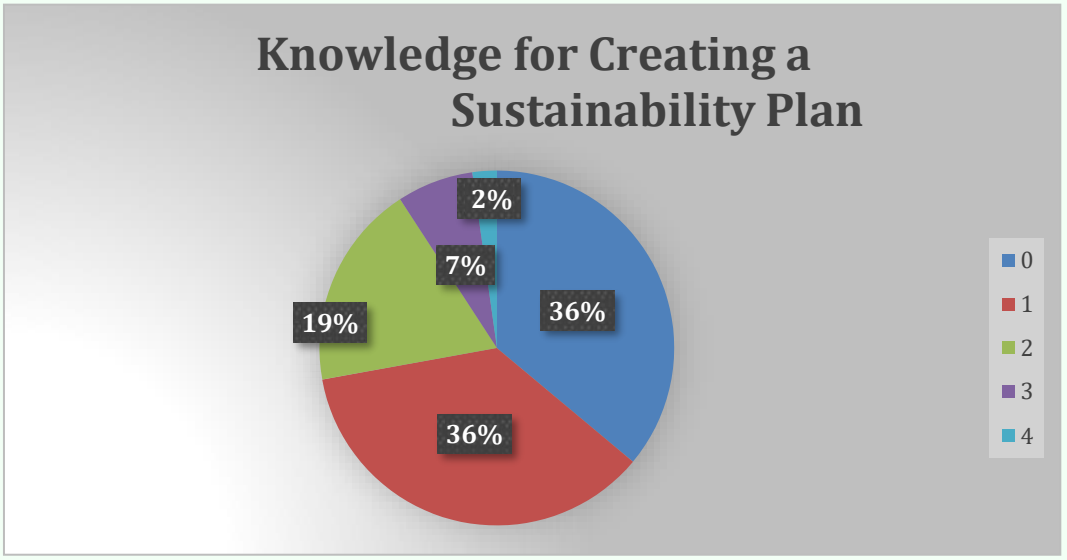


Knowledge for Organizing a Fundraising Event: The results indicate that the majority of participants (35.4%) do not feel fully confident in their knowledge for organizing a fundraising event or seeking investments for their venture.

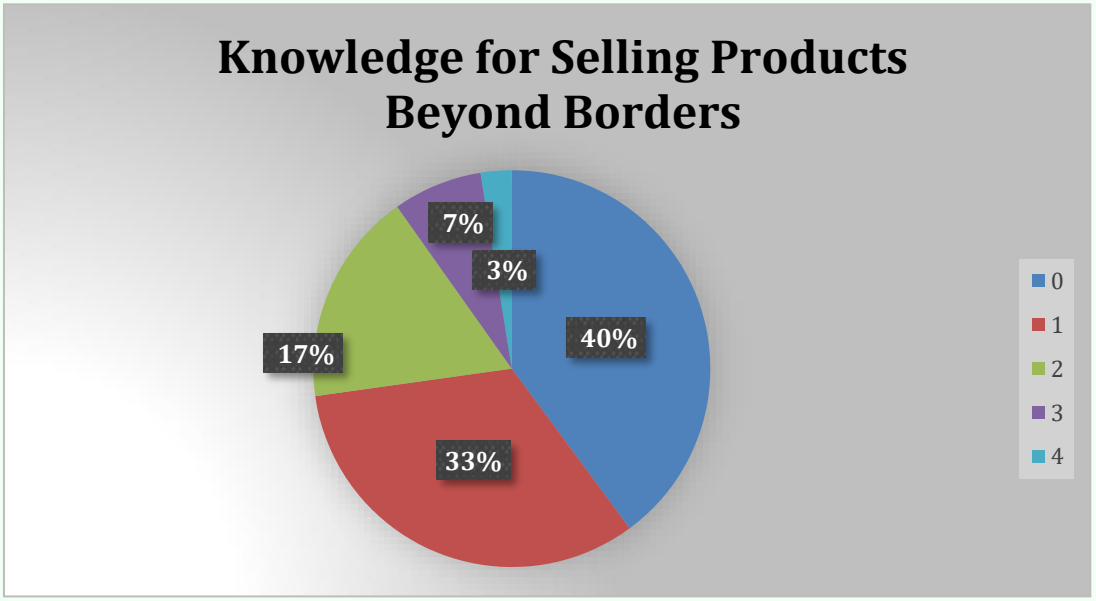


Co-funded by the European Union

Knowledge for Creating a Sustainability Plan: A considerable proportion of participants (36.1%) do not feel confident in their knowledge for creating a sustainability plan and avoiding the closure of their venture in the first year.

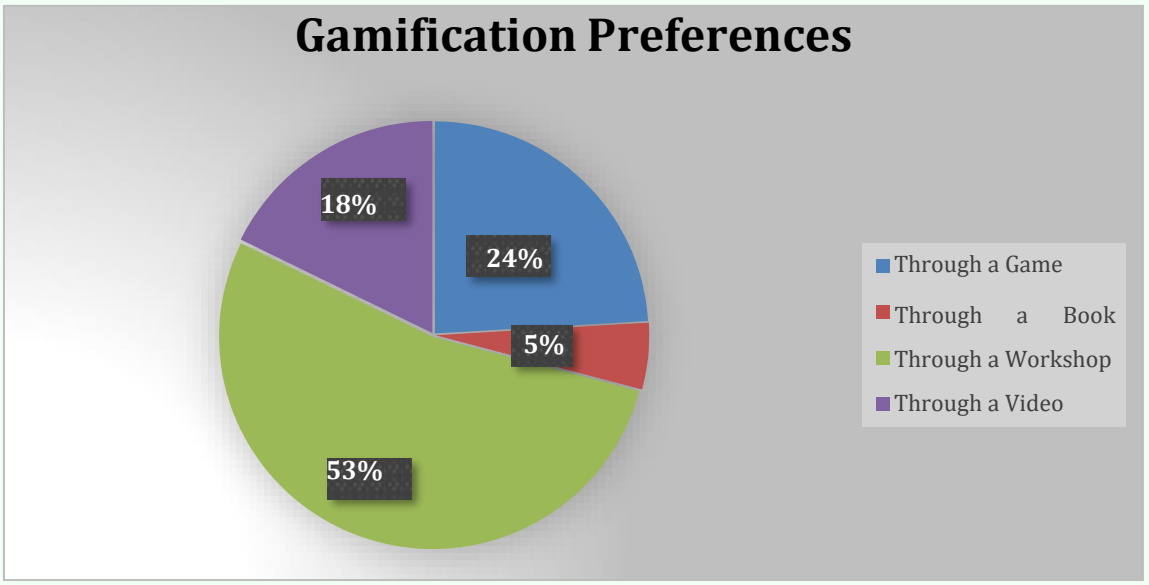


Knowledge for Selling Products Beyond Borders: The majority of participants (39.9%) do not feel confident in their knowledge for selling their venture's products beyond their country's borders.

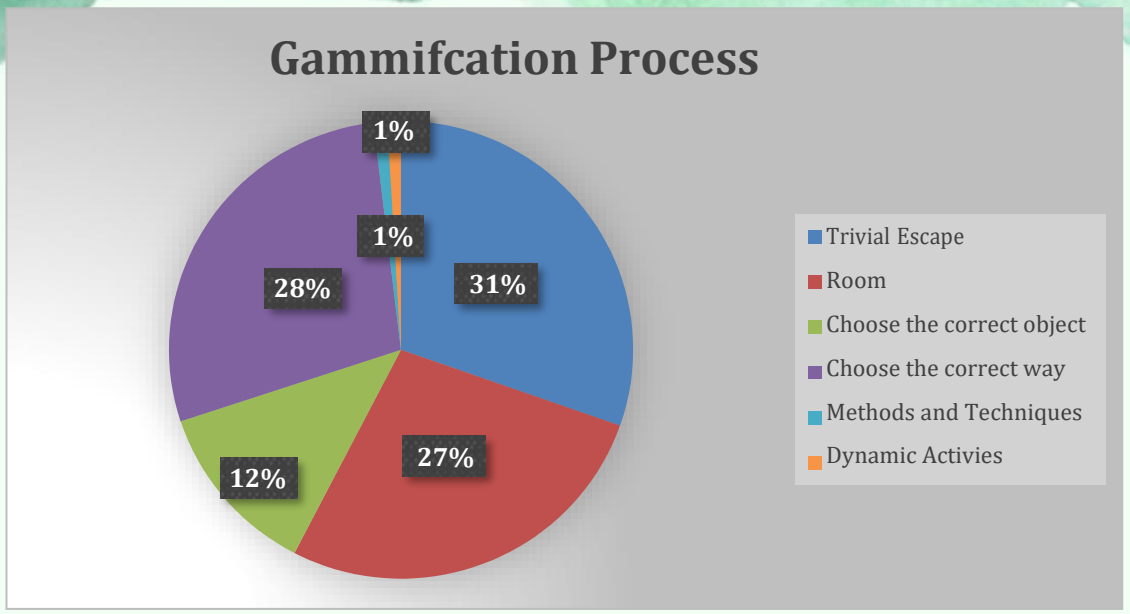


Co-funded by the European Union

Gamification Preferences: Participants believe that workshops (53.2%) are the most suitable form of gamification for learning about social, green, and digital entrepreneurship.

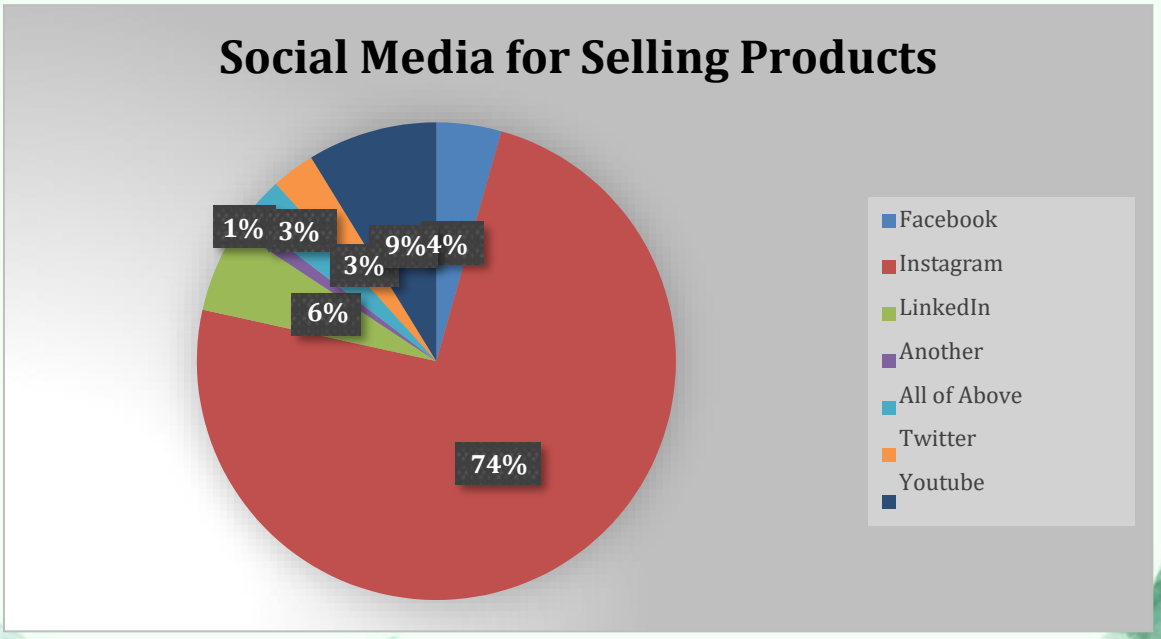


Co-funded by
the European Union



In the same way, participants considered that trivia (31%) is the most appropriate gamification process for learning about social, green, and digital entrepreneurship, closely followed by escape rooms at 27.2%. These results indicate that participants prefer game formats that involve questions and answers, as well as challenges and problem-solving.

Social Media for Selling Products: Instagram (64.3%) is considered the most suitable social media platform for selling products from a social, green, and digital venture, followed by TikTok (14.6%) and YouTube (7.6%).



Co-funded by
the European Union

3.1 Common Patterns Across Countries

Some common patterns were identified among the surveyed countries regarding the perception of the approach to social, green, and digital entrepreneurship. For example, Uruguay and Argentina believe that these ventures are adequately addressed, while Paraguay expresses certain reservations. Additionally, social entrepreneurship is perceived as more important compared to green and digital ventures across all countries.

3.2 Importance by Role

In general, educators/professionals place greater importance on green and social ventures compared to students/young people, while both groups consider digital ventures to be less of a priority.

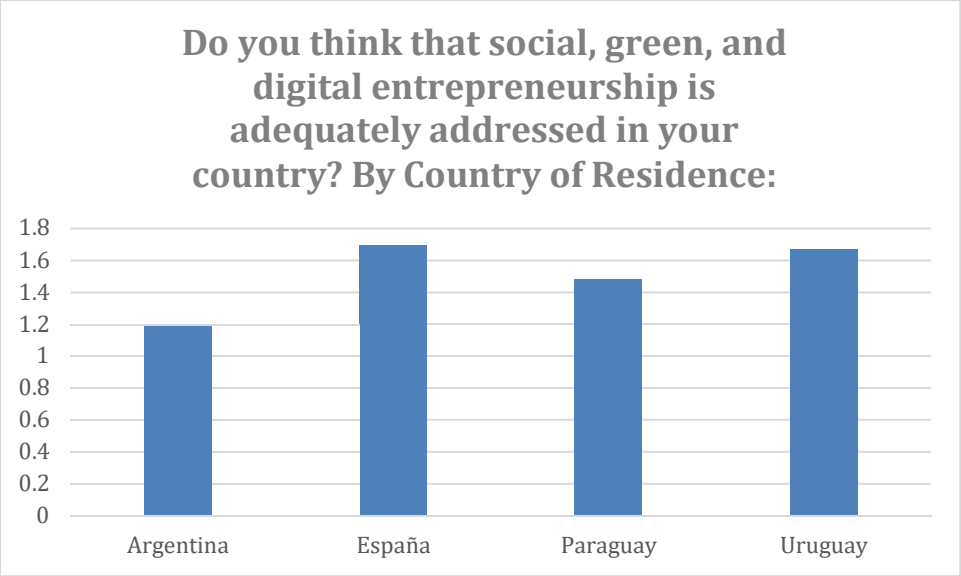
These results suggest that there is a low level of knowledge about social, green, and digital entrepreneurship overall. However, participants demonstrate a greater interest and priority for social ventures, followed by green and digital ventures. Additionally, areas were identified where participants feel the need to acquire more knowledge, such as creating a sustainability plan, organizing fundraising events, and expanding businesses beyond borders.

Considering these results, it is essential to emphasize the importance of strengthening knowledge and training in social, green, and digital entrepreneurship, as well as providing accessible and engaging learning opportunities and resources for participants, such as workshops and gamification. It is important to note that these results are based on the provided data and may vary depending on the sample and specific context.

Co-funded by
the European Union

3.3 Comparison Between Countries

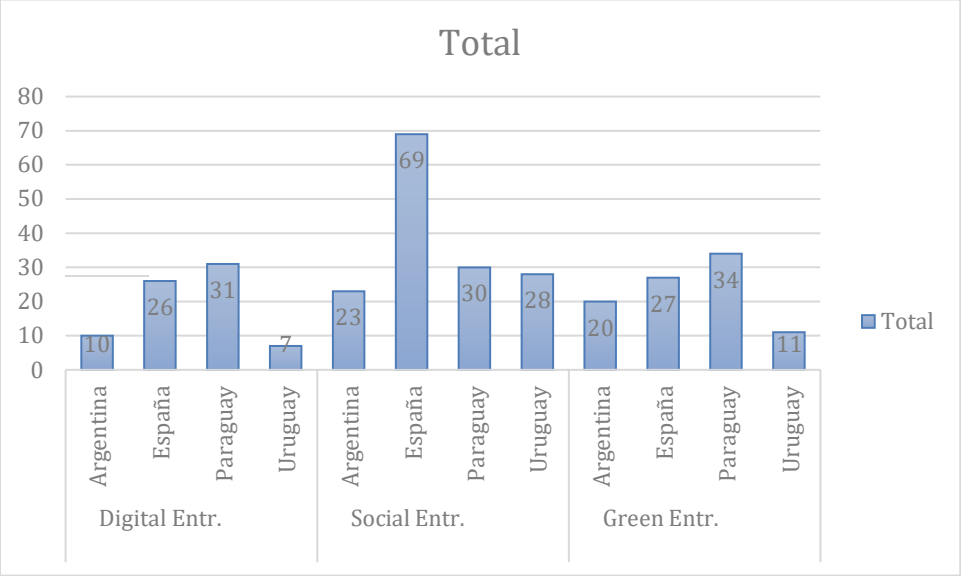
Perception of the Approach to Social, Green, and Digital Entrepreneurship



Participants express certain reservations regarding the current approach to social, green, and digital entrepreneurship. However, it is observed that Spain, Uruguay, and Paraguay have a more positive perception of the handling of social, green, and digital ventures compared to Argentina.

Co-funded by the European Union

3.4 Priority of Ventures



In all the surveyed countries, social ventures are considered more of a priority compared to green and digital ventures.

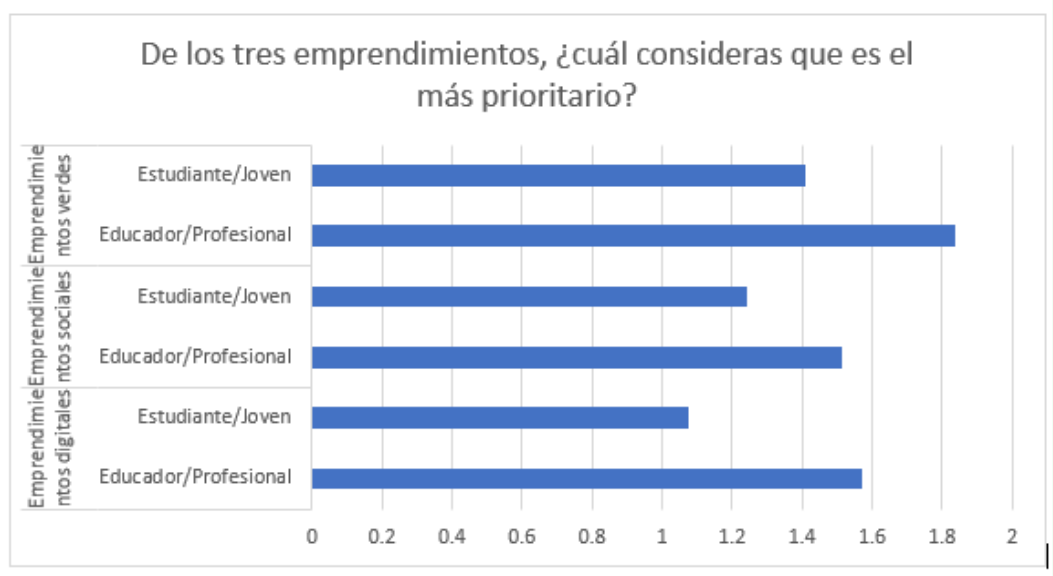
Co-funded by
the European Union

3.5 Comparison Between Profiles

Educators/Professionals vs. Students/Young People

Importance of Social and Green Ventures

Educators/professionals place greater importance on green and social ventures compared to students/young people.



Importance of Digital Ventures

Both groups (educators/professionals and students/young people) consider digital ventures to be less of a priority.

Co-funded by the European Union

Knowledge Levels

General Knowledge of Social Entrepreneurship

There are no significant differences among the various profiles regarding knowledge of social entrepreneurship.

General Knowledge of Green Entrepreneurship

Educators/professionals demonstrate a slightly higher level of knowledge compared to students/young people.

General Knowledge of Digital Entrepreneurship

Educators/professionals also exhibit a slightly higher level of knowledge about digital entrepreneurship compared to students/young people.

These comparisons reveal some interesting trends. On one hand, Spain, Uruguay, and Paraguay have a more positive perception of the approach to social, green, and digital entrepreneurship compared to Argentina. Additionally, educators/professionals place greater importance on green and social ventures, while students/young people consider digital ventures to be less of a priority.

In terms of knowledge, educators/professionals show slightly higher levels of knowledge in all three types of entrepreneurship compared to students/young people, which may be attributed to their training and experience in the field.

Co-funded by
the European Union

These comparisons provide a more detailed view of the differences and similarities between the countries and profiles of the respondents, allowing for the identification of trends and patterns that may be relevant for designing educational programs and strategies to promote social, green, and digital entrepreneurship.

4. DISCUSSION AND CONCLUSIONS:

The results obtained in the field report provide a clear view of the knowledge, perceptions, and training needs regarding social, green, and digital entrepreneurship among the respondents. These findings are crucial for understanding the current situation and making informed decisions in the project's development.

Regarding the general knowledge of the three types of entrepreneurship, it is observed that there is a variable level of understanding. Overall, knowledge about social and green entrepreneurship is broader compared to knowledge about digital entrepreneurship. This suggests a need to provide more information and training in the field of digital entrepreneurship to bridge this knowledge gap.

The analysis of responses regarding the priority of different types of ventures reveals that social entrepreneurship is considered the most important by the majority of respondents, followed by green entrepreneurship and then digital entrepreneurship. These results indicate a growing awareness of the importance of addressing social and environmental challenges through ventures with a positive impact.

Co-funded by
the European Union

Regarding the perception of the approach to social, green, and digital entrepreneurship in the respondents' countries, there is a variety of opinions. While the majority of respondents believe that these ventures are not adequately addressed, a significant percentage disagrees or holds neutral opinions on the matter. This suggests a need to improve and strengthen policies and programs related to these types of entrepreneurship in some countries.

In terms of training needs, several areas were identified where respondents expressed a lack of sufficient knowledge. These areas include leading brainstorming sessions to generate social, green, and digital ventures; understanding the steps to start a venture; organizing fundraising events and attracting investments; creating a sustainability plan to avoid closure in the first year; and selling products beyond borders. These areas highlight the importance of providing training and resources to strengthen entrepreneurs' skills and knowledge in these critical areas.

Co-funded by
the European Union

5. RECOMMENDATIONS

Education and Vocational Training:

Introduce and strengthen education in social, green, and digital entrepreneurship in school curricula from early stages, promoting awareness of social and environmental challenges and fostering an entrepreneurial spirit.

Establish specific vocational training programs in social, green, and digital entrepreneurship for both students and professionals seeking to expand their knowledge in these areas. Encourage collaboration between educational institutions, social organizations, and businesses to provide practical internships and learning experiences in social, green, and digital ventures.

Enhance Knowledge and Training:

Develop training programs and interactive workshops that address the identified areas of need, such as leadership in idea generation, steps to start a venture, organizing fundraising events, and international sales.

Utilize practical learning approaches, such as case studies and projects, to provide entrepreneurs with the skills and practical knowledge necessary for success in their ventures. Establish partnerships with experts and professionals in social, green, and digital entrepreneurship to offer mentorship and personalized guidance to entrepreneurs in their development process.

Co-funded by
the European Union

Development of the "Resource Toolkit" and the "Digital Game":

The "Resource Toolkit" should include informational materials, practical guides, case studies, and useful tools for entrepreneurs in the social, green, and digital sectors. It should be available in accessible formats and be easy to use and understand.

The "Digital Game" can be an effective tool for teaching concepts and skills related to social, green, and digital entrepreneurship in a playful and engaging manner. It should be designed to be interactive, promoting decision-making and active learning.

Both tools should be developed collaboratively, involving experts in entrepreneurship as well as the entrepreneurs themselves to ensure they are relevant, up-to-date, and practical.

Public Policies:

Encouraging the development of ecosystems for social, green, and digital entrepreneurship through the implementation of public policies that promote the creation of incubators, accelerators, and coworking spaces that provide support and resources to entrepreneurs.

Establish specific financing programs and subsidies for social, green, and digital ventures, incentivizing investment in projects with a positive impact on society and the environment.

Promote collaboration between the public sector, private sector, and civil society to generate synergies and strengthen the entrepreneurial ecosystem in the social, green, and digital domains.

Implementing these recommendations will contribute to strengthening the ecosystem of social, green, and digital entrepreneurship, and will promote the generation of sustainable projects that address social and environmental challenges.

Co-funded by
the European Union

6. FINAL CONCLUSSIONS

The present report has presented the key findings obtained through a survey on social, green, and digital entrepreneurship in different countries. Based on the results and analysis, several opportunities and challenges in these areas have been identified, along with recommendations to promote and strengthen entrepreneurship in these fields.

Regarding the findings, there is a growing interest and participation in social, green, and digital entrepreneurship, particularly among younger respondents. Areas of knowledge and training needs were identified, such as leadership in idea generation, steps to start a venture, and fundraising strategies. Additionally, a positive perception was noted about the adequacy of addressing these types of ventures in the surveyed countries.

The recommendations presented aim to boost social, green, and digital entrepreneurship. It is proposed to strengthen education and vocational training in these topics by introducing these concepts from early stages and establishing specific training programs. Furthermore, it is suggested to enhance knowledge and training through practical and collaborative programs, as well as by forming partnerships with experts and professionals.

The creation of a "Resource Toolkit" and a "Digital Game" is proposed as a means to provide information and practical skills to entrepreneurs. These tools should be developed collaboratively, involving experts and entrepreneurs to ensure their relevance and usefulness.

Co-funded by
the European Union

Finally, the importance of promoting social, green, and digital entrepreneurship is emphasized as a means to address social and environmental challenges sustainably. These areas represent opportunities to generate projects with a positive impact on society and the environment. Strengthening the entrepreneurial ecosystem in these fields requires collaboration between the public sector, private sector, and civil society, as well as the implementation of public policies that encourage the creation of support spaces and programs.

GREEN

aspaym castilla y león

B&R

gurises unidos

UCC

UNIVERSIDAD AMERICANA

salesianos VILLAMURIEL DE CERRATO

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.