



Ecolnnovate Youth Work

Training course

Content report





Content report

From the Training Course
EcoInnovate Youth Work
Berlin, Germany; 13.09.2024. – 21.09.2024.

Training course was organised as part of the project “Ecologically innovative approaches to youth work activities in the field of entrepreneurship”.

EcoInnovate Youth Work

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YOUTH POWER
Austria



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Introduction

This content report is made as part of the project “EcoInnovate Youth Work”. This report presents the main outcomes and outputs of educational sessions delivered during the A1 training course – mobility of youth workers. The activity was organised in the period 13.09. – 22.09.2024, in Berlin, Germany.

The project EcoInnovate Youth Work aims to enhance the capacities of youth workers and their organisations in designing and implementing educational activities that promote ecologically innovative approaches in youth work, particularly focusing on circular economy, green entrepreneurship, and sustainable local development. Through this project, youth workers are supported in integrating sustainability principles into their everyday youth work practices and in engaging young people in green transitions and environmental responsibility.

Each working day of the training course consisted of morning and afternoon sessions, with a lunch break in between. Both sessions typically included two workshops of 90 minutes each, separated by a coffee break with refreshments. At the end of each working day, a reflection and evaluation session was held, allowing participants to share learning insights, evaluate the day, and prepare for the following sessions.

We hope that this material will serve other youth workers and organisations as an inspiration and resource for developing new projects and educational sessions on sustainability, circular economy, green skills, and youth-led environmental innovation.

Project team





Summary

The growing climate and environmental crisis demands a rethinking of how we live, produce, consume, and engage with the planet. Environmental degradation, resource scarcity, and unsustainable consumption patterns have become defining challenges of our time. In this context, youth work has a crucial role to play in driving positive change by equipping young people with knowledge, values, and tools for sustainable action. One of the most promising responses is found in circular economy approaches, which challenge the “take-make-dispose” model and instead promote regeneration, reuse, and systemic thinking.

Green and circular entrepreneurship opens new pathways for youth empowerment, job creation, and community resilience. It aligns economic innovation with environmental sustainability and offers a vision of a fairer, greener future. But to harness this potential, youth workers need enhanced competences, innovative educational methodologies, and transnational cooperation. This is the core mission of EcoInnovate Youth Work.

Through its main activities – a training course (A1) and an evaluation meeting (A2) – and supporting local dissemination, the project brings together youth workers from Austria, Germany, and Bosnia and Herzegovina to foster ecologically innovative approaches in youth work practice. The training course in Berlin served as a transformative learning space where participants explored the intersections between green skills, circular economy principles, and youth work education.

The long-term aim is to stimulate the development of youth-led green initiatives, reinforce the role of youth workers as sustainability educators, and strengthen the ecosystem of organisations working in this field.

Project objectives

1. To build the competences of youth workers from Austria, Germany, and Bosnia and Herzegovina for designing and delivering educational activities that integrate circular economy, sustainability, and green entrepreneurship into youth work.
2. To empower participating organisations to develop and implement new youth work projects and practices that promote environmental responsibility, green job skills, and sustainable local development.
3. To support the creation of local-level educational workshops, designed and implemented by participants after the training, contributing to the wider dissemination of knowledge and competences gained through the project.
4. To foster cooperation between partner organisations through sharing tools, approaches, and best practices, and to encourage future collaboration in the field of green and circular youth work.
5. To promote the use of non-formal education and Erasmus+ opportunities as mechanisms for competence development, inclusion, and innovation in youth work focused on the green transition.





Project Partners

AT Youth Power Austria PROJECT COORDINATOR

Web: <https://yp-at.org/>

Youth Power Austria is a dynamic youth organization based in Vienna, working with young people on topics of civic engagement, entrepreneurship, sustainability, and digital transformation. The organization focuses on empowering youth through non-formal education, offering capacity-building programs, and connecting young people with opportunities across Europe. It brings strong expertise in developing and leading Erasmus+ projects focused on ecological awareness, circular economy, and youth participation. Youth Power Austria is especially active in green entrepreneurship initiatives, offering workshops and mentoring for young changemakers and supporting the development of youth-led projects addressing environmental challenges. Within this project, Youth Power Austria plays a key role in designing workshop content and guiding the green innovation process among participants.

DE Youth Power Germany e.V. PROJECT PARTNER

Web: <https://yp-de.org/>

Youth Power Germany e.V. is a Berlin-based non-profit organization dedicated to empowering young people through youth work, digital education, intercultural exchange, and sustainability projects. It acts as a hub for educational innovation and youth activism, creating platforms for learning, sharing, and collaboration. The organization has extensive experience in leading Erasmus+ youth mobility projects and is particularly engaged in supporting environmental awareness and youth-led community actions. In *EcoInnovate Youth Work*, Youth Power Germany hosts the A1 Training Course and supports methodological development, contributing its expertise in project-based learning and green digital tools for youth work. Their Berlin team facilitates training on ecological transitions, sustainable living, and green economy careers.

BA Spin – Okret PROJECT PARTNER

Web: <https://spin-okret.org/>

Spin – Okret is a youth-focused NGO based in Bosnia and Herzegovina, established with the goal of promoting positive values, healthy lifestyles, and equal opportunities for all young people. The organization specializes in working with NEET youth and those facing fewer opportunities, providing them with meaningful learning experiences through international mobilities and local educational activities. Spin – Okret applies a strong experiential learning approach, integrating non-formal education methods in both online and offline formats. In the framework of *EcoInnovate Youth Work*, Spin – Okret leads the communication and dissemination components, supports participant recruitment and mentoring, and contributes to capacity building in local communities through follow-up green entrepreneurship workshops.





Program of the training course

Each working day of the training course consisted of **morning and afternoon sessions**, separated by a **lunch break**. Sessions generally lasted **90 minutes**, with **coffee breaks** in between, creating space for informal exchanges and group cohesion. Days ended with **group reflection, evaluation activities**, and shared preparation for the following day.

The training applied **non-formal and informal learning methods**, including field visits, simulations, group work, discussions, and theoretical inputs. Activities were developed with aim to build knowledge, foster peer learning, and promote green entrepreneurship and circular economy principles in youth work.

List of the educational sessions of the program (further descriptions of content, outcomes, and outputs follow in the next sections):

DAY 1

- Arrival of participants
- Welcome evening with volunteers and local community

DAY 2

- Getting to know the project and each other; Expectations, contributions
- Country realities: Youth entrepreneurship, circular economy, and youth work across partner countries

DAY 3

- Non-formal learning and youth entrepreneurship
- Ecology as part of entrepreneurship – shared values and sustainable action

DAY 4

- Sustainability and entrepreneurship – principles and real-world cases
- Circular economy and its principles

DAY 5

- Circular economy as the business model
- GreenComp – green competencies for youth and youth workers

DAY 6

- Digital technologies and tools used in sustainable and circular solutions
- Field visit: Exploring Berlin's local circular economy practices

DAY 7

- Existing circular economy strategies and initiatives in EU and WB
- Developing organisational approaches for green and entrepreneurial youth education

DAY 8

- Developing educational activities in the field of entrepreneurial education based on circular economy principles
- Development of multiplication educational workshops – preparation phase





DAY 9

- Development of multiplication educational workshops – simulation, testing, and group consultations
- Simulated delivery of workshops and peer feedback in plenary

DAY 10

- Evaluation of the training course
- Youthpass certificate ceremony
- Departure of participants





Content of the sessions

This chapter will present and share the actual contents developed and created as part of the project – during the project activity of the training course.

1. Getting to know the project and each other; Expectations/Fears/Contributions; Group building; Intro to the Youthpass

At the beginning of the second day, the trainers facilitated sessions aiming to help participants get to know each other, to learn more about their different backgrounds, regular youth work activities, and programs they are implementing in their local communities. Representatives of the hosting organisation (Realisation from Croatia) welcomed the participants, explained all important logistical matters, briefly went through all the important information previously delivered to all participants through the info pack, shared contact of the emergency services, and introduced participants to the measures taken in case of any emergencies.

⇒ My name is and I like to...

Everyone in the group was standing in a circle.

The first person says, “My name is and I like to ___ (insert hobby and act out a motion from that hobby.)

The rest of the group then says, “(Person’s Name) likes to (hobby) and acts out motion.

For example, “My name is John and I like fishing (action out casting a reel).

The next person repeats the process.

The rest of the group then says that person’s name, hobby, and motion and the moves on to the first person’s info.

This continues until the last person goes, at which the entire group calls out the last person’s info and moves along through the whole group and repeats everyone’s info.

⇒ Four corners of the room

Trainers prepared four different tables in the room with all the necessary materials at each of the tables (papers, pens, scissors, tape).

Participants are free to go/join each corner and explore/contribute as much as they want to.

Corner 1 - Working agenda

In one corner of the room the agenda is visible and the participants were invited to go through the same. A trainer was in this corner offering answers and guidance for any specific questions that the participants may have. Trainers provided one piece of flipchart paper on which





participants could write down their learning goals and interests in regards to the overall agenda, or specific parts of it.

Corner 2 – Objectives of the training

In this corner the participants had to make a puzzle that once made will display the objectives of the training. Each of the participants was offered the chance to make the puzzle, and they had to explain to the trainer there (or their fellow participants) what they understood with this objective.

Corner 3 – Fears, expectations and contributions

On a flipchart paper there is drawn a boat (expectations), with a sail (contributions), sounded by a sea (fears). Participants needed to contribute to the drawing by writing down their own expectations from the event, contributions to the program and possible fears they might have about the programme and the group.

Corner 4 – Evening sessions suggestions and energizer market

In this corner, we had a space for fun suggestions that participants could contribute to, for the evening activities. With each suggestion, the participants were responsible in organizing the evening with fun/educational movies, quizzes, game nights etc.

⇒ Youthpass certificate

As most of the participants were previously part of the Erasmus+ mobility programs in their partner organisations, trainers used this opportunity to introduce participants to the new Youthpass certificates for 2021-2027 that use the European Training Strategy (ETS) competence model for youth workers to work internationally as the reference framework for the self-assessment of participants in training activities (youth workers and other youth work practitioners), as well of team members.

ETS Competence Model defines competence as a combination of attitudes, knowledge, skills and behaviours.

More specifically each competence area is defined as the following within the ETS competence model:

Facilitating learning means facilitating individual and group learning, as well as establishing dialogue and ensuring cooperation mechanisms with individuals, groups and communities. This means that the youth worker supports young people in identifying and pursuing their learning needs and is able to choose, adapt or create methods, methodologies and digital tools in residential and online environments accordingly. The youth worker supports young people's learning processes.





Designing programmes involves a good understanding of the different groups and environments that a youth worker works with. The youth worker applies non-formal learning values and principles in the programmes and responds to the needs and realities of young people, which are more complex in an international context. This competence area includes how designing programmes can involve addressing political, societal, technological and cultural issues in youth work and how it can be opened up to include the wider community.

Managing resources means understanding the values and working culture of youth projects and youth organisations. The youth worker identifies leadership styles and assesses the impact they have on the target groups during an activity. They understand what motivates young people to take part in projects, how to nurture this motivation and manage risks accordingly. This competence also includes knowledge of national legislation, data policies and financial resources management, with a special attention to the (often bigger) amount of resources needed to design, prepare and deliver activities of digital youth work.

Collaborating in teams means that the youth worker contributes to team work and maintains good working relations with everyone involved in the project. The youth worker motivates and supports colleagues in achieving given objectives.

Communicating meaningfully means building positive relationships with individuals and groups. The youth worker knows how to interact with young people as well as with international partners and contributes to smooth communication regarding programmes and projects. This area is also about how the youth worker constructively handles emotions, inspiration, intuition, empathy and personalities.

Displaying intercultural sensitivity is the ability to support successful communication and collaboration among people from different cultural contexts and backgrounds. The youth worker has to address and deal with diverse attitudes and behaviours in international youth work and tackles underlying values. The youth worker takes these intercultural dimensions into account in their work.

Networking and advocating involves developing and managing partnerships with other relevant actors. Youth workers facilitate networking with others (in their community and outside it) and advocate for the value of youth work. They are conscious about (political) values and beliefs at play in youth work and support young people in developing independent ‘political thought’.

Assessing and evaluating means developing evaluative practices to assess and implement appropriate change. Youth workers work on helping and empowering young people, the environment, and society to change for the better – supporting the development of collective and solidarity actions that stimulate change and transformation. Youth workers support actions that change policy and practice. This area also means to pay attention to the data gathered through online and digital tools.





Being civically engaged means being aware and taking a principled stance on political and societal issues affecting young people, civil society, human rights, democracy, digital rights, the environment, etc. The youth worker supports critical youth civic engagement and encourages young people to: reflect on their social and political context, including the specific issues posed by digital contexts; reflect on their values and engage constructively with issues, actors, political, and social processes; focus on local and global issues, act in solidarity and advocate for progressive social change in their societies, in Europe and beyond; address what is deemed sensitive and controversial; understand power dynamics and deal with ambiguity and change.



During the session, participants were divided into smaller groups and had a task to brainstorm possible activities and learning moments that could happen in the next days of the training course, contributing to the each of previously mentioned competences.





2. Country realities

⇒ Name game energiser

Trainer opened the session with a name game energiser, since this session was one of the first sessions in the program, and participants were still getting to know each other.

⇒ Work in national groups

Participants were divided into their national groups, with task to further explore and present the country realities on entrepreneurship, circular economy and youth work activities for entrepreneurship.

As a guiding tool, participants were given the handout below.

The findings of the work in the groups were presented in magazines format, which were then posted around the working room and used as a starting point in further learning processes that took place in the following days of the training course.

HANDOUT: Guiding questions for the groups

Entrepreneurship landscape:

1. What are the key statistics and facts about entrepreneurship in our country?
2. Who are some prominent entrepreneurs or start-up success stories?
3. What support systems or government initiatives exist to promote entrepreneurship?

Sustainable entrepreneurship:

1. How is sustainable entrepreneurship defined in our country?
2. Are there any notable sustainable businesses or initiatives we should highlight?
3. What policies or regulations support sustainable entrepreneurship?

Circular economy initiatives:

1. What circular economy practices or projects are currently in place?
2. Can we showcase examples of businesses or organizations implementing circular economy principles?
3. Are there any challenges or opportunities related to the circular economy in our country?

Youth work activities in entrepreneurship:

1. What youth-focused programs or organizations support entrepreneurship?
2. Are there any success stories of young entrepreneurs we can feature?





3. How do educational institutions or youth networks contribute to entrepreneurship development?

SUMMARIES OF RESPONSES FROM EACH NATIONAL GROUP:

AT Austria

Entrepreneurship landscape

- Over 300,000 active businesses; Vienna is a startup hotspot in Central Europe.
- Success stories: **Refurbed** (sustainable electronics), **Runtastic** (acquired by Adidas).
- Support: Austria Wirtschaftsservice (AWS), startup grants, “Junge Wirtschaft” network.

Sustainable entrepreneurship

- Defined by integration of ecological/social goals into business models.
- Notable: **Too Good To Go Austria**, **Markta.at** (local organic food marketplace).
- Green Tax Reform and Climate and Energy Strategy support green entrepreneurship.

Circular economy initiatives

- Projects include **RepaNet** (re-use and repair network), **Circular Futures** platform.
- SMEs in fashion/textile upcycling, electronics refurbishing.
- Challenges: high initial investment; Opportunity: strong R&D and green funding.

Youth work activities in entrepreneurship

- Jugend Innovativ (student innovation competition), Impactory, Female Founders.
- Young entrepreneurs: **Junge Wirtschaft Rising Stars Awards** feature success stories.
- Vocational schools and youth centres integrate business simulation and mentoring.

DE Germany

Entrepreneurship landscape

- Germany has over 3 million SMEs; Berlin is a major startup hub.
- Notable: **N26**, **Blinkist**, **BioNTech**.
- EXIST startup grants, “Gründerstipendium”, and Startup Night support scene.

Sustainable entrepreneurship

- Focused on social/environmental innovation with long-term impact.
- Highlights: **Ecosia** (search engine planting trees), **Tomorrow Bank** (sustainable banking).





- National Strategy for Sustainable Development supports this sector.

Circular economy initiatives

- Leading EU country in recycling and waste management innovation.
- Examples: **Circular Berlin**, **Original Unverpackt** (zero-waste grocery).
- Challenges: bureaucratic hurdles; Opportunities: EU Green Deal and Circular Economy Action Plan.

Youth work activities in entrepreneurship

- Programs: Startup Teens, Young Entrepreneurs in Science.
- Success: Youth-founded eco businesses through school incubators.
- Dual education system and youth innovation hubs promote entrepreneurship.

BA Bosnia and Herzegovina

Entrepreneurship landscape

- 30,000+ active SMEs; informal economy is still a challenge.
- Successes: **Doper.ba** (urban fashion), **Ministry of Programming** (tech accelerator).
- Support: BIT Center, Startup Studio by Mozaik Foundation, limited government incentives.

Sustainable entrepreneurship

- Still emerging concept; typically connected to donor-driven projects.
- Example: **Zdrava logika** (organic agriculture social enterprise).
- EU integration agenda brings new policy alignment (Green Agenda for WB).

Circular economy initiatives

- Early-stage practices, mostly in waste separation and recycling.
- Examples: **GreenBox**, **Eko život**, local reuse/recycling workshops.
- Challenges: poor infrastructure and low public awareness; EU funding = opportunity.

Youth work activities in entrepreneurship

- Programs by Mozaik Foundation, “Youth Bank” initiatives.
- Success stories: Youth-led cafés, local crafts, digital services startups.
- NGOs and schools implement entrepreneurship clubs and EU project-based learning.





3. Non-formal learning and youth entrepreneurship education

⇒ My learning path

The session began with trainers emphasizing the value of recognizing and reflecting on personal learning experiences—one of the fundamental principles of non-formal education. Participants were invited to take a moment to look back on their own learning journey so far. Each person received an A3 sheet and a selection of markers to creatively illustrate their individual learning path. They were encouraged to represent this path visually (as a timeline, river, mountain, or any symbolic shape), capturing key moments from formal, non-formal, and informal education, including personal achievements, setbacks, life transitions, and meaningful turning points.



After approximately 25–30 minutes of individual work, participants gathered in a circle to briefly share their reflections by summarizing their learning path in one or two sentences.

⇒ Walk and talk exercise

Following this reflective activity, the session continued with a dynamic “walk and talk” exercise. Trainers explained that participants would now take on dual roles—first stepping into the shoes of a young person navigating their learning path, and then into the role of a youth worker supporting that journey.

Each person brought their learning path and paired up with someone else. Within each pair, one took the role of **Person A** and the other **Person B**. In the first round, **A** played the role of the young person sharing their learning experience, while **B**, acting as the youth worker, asked thoughtful questions to encourage deeper reflection.

Example prompts included:

- What learning moment had the biggest personal or professional impact on you?
- Who or what supported you along the way?
- How did that experience shape you and your life?
- What emotions did it bring up?
- How did it change you as a person?
- What influence did it have on others around you?

After discussing one learning experience, **Person A** selected another, and **Person B** continued the reflective questioning. After 15 minutes, roles were reversed and the exercise was repeated with switched roles.





This reflective exchange took place during a walk along the seaside, just a short distance from the hostel where the training course was being held, adding a calm and inspiring atmosphere to the process.

⇒ The role of youth work in raising entrepreneurship competences in youth

After the walk and talk exercise, the trainer invited the participants to sit in their national groups. After exchanging experiences with other participants, the next step was to identify the expertise they already have, and to identify the competences that require external support and the involvement of other stakeholders. Each group wrote down three things in the form of a table. Taking into consideration their expertise as youth workers, and expertise of their sending organisations, participants need to brainstorm the following:

The competences we and the organisation have already developed, and can easily support youth in developing them.	The competences we and the organisation have not developed yet, but we can invest resources to expand our expertise to support youth.	The competences we and the organisation have not developed, don't plant to do it in the future, and we need external help. Who can help us with that?
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After the brainstorming, each group shared in front of the whole group what they came up with in the last column – who can support them in implementing entrepreneurial learning activities with youth. The trainer wrote down all the potential stakeholders proposed by all the groups on one flipchart.





4. How can ecology be part of entrepreneurship

⇒ Trainer Input

The session opened with trainers offering a detailed introduction to ecological approaches in entrepreneurship. They emphasized that integrating ecological principles into business is not just viable—it is vital for achieving sustainable development. Their input covered several key areas:

- **Sustainable business models:** Trainers presented business frameworks that embed sustainability at their core. These models aim to reduce environmental harm while ensuring financial viability. Examples included the circular economy—where resource reuse and waste reduction are central—and green business models built around eco-conscious products and services.
- **Eco-innovation:** The concept of eco-innovation was explored, focusing on how innovative practices and technologies can decrease environmental footprints. Trainers illustrated this with real-world examples of companies adopting solutions like renewable energy systems, sustainable farming techniques, and environmentally friendly production methods.
- **Corporate social responsibility (CSR):** Trainers underlined the role of CSR in aligning business operations with social and environmental values. They showcased how CSR efforts contribute to brand integrity and customer trust by addressing societal needs and promoting sustainability.
- **Green financing:** Funding opportunities for environmentally oriented ventures were also addressed. Trainers introduced mechanisms such as green bonds, impact investment, and specific grants that support the implementation of sustainable business ideas.
- **Policies and regulations:** To provide a broader context, trainers outlined international, national, and local regulatory frameworks that support ecological entrepreneurship. These policies play a crucial role in guiding businesses toward sustainable practices.

⇒ Practical application: local enterprise analysis

In the second half of the session, participants worked in small groups to explore how sustainable approaches could be applied within the context of their own communities. They examined common types of enterprises and discussed how ecological elements—such as local resource use, market needs, and current practices—could be integrated.

This activity encouraged participants to reflect on ecological challenges and opportunities in their home environments. Each group presented their findings, followed by an open discussion that allowed for peer feedback, questions, and sharing of additional ideas.





5. Sustainability and entrepreneurship

⇒ Understanding Sustainability

Trainers opened the session with a comprehensive introduction to the concept of sustainability. Key points included:

1. **Definition of sustainability:** Participants were introduced to the definition of sustainability, emphasizing the need to meet present needs without compromising the ability of future generations to meet their own needs. This definition underpins the importance of balancing economic, social, and environmental considerations in business operations.
2. **Three pillars of sustainability:** Trainers explained the three pillars of sustainability: environmental protection, social equity, and economic viability. They highlighted how these pillars are interconnected and essential for the long-term success of any enterprise.
3. **Sustainable Development Goals (SDGs):** Participants were informed about the United Nations Sustainable Development Goals and their relevance to businesses.

⇒ Green and sustainable approaches in entrepreneurship

The session then focused on various green and sustainable approaches that entrepreneurs can adopt in their activities and operations. These approaches include:

1. **Resource efficiency:** Trainers emphasized the importance of using resources efficiently to minimize waste and reduce costs. Participants learned about techniques such as energy conservation, water management, and sustainable sourcing of materials.
2. **Circular economy:** The concept of the circular economy was introduced, which promotes the reuse, repair, refurbishment, and recycling of products and materials. This approach helps in reducing waste and extending the lifecycle of products, thereby conserving resources.
3. **Renewable energy:** Participants explored the use of renewable energy sources, such as solar, wind, and biomass, to power their enterprises. Trainers provided case studies of businesses that have successfully transitioned to renewable energy, highlighting the environmental and economic benefits.
4. **Eco-friendly products and services:** The session covered the development and marketing of eco-friendly products and services. Trainers discussed the growing consumer demand for sustainable products and how businesses can tap into this market by offering environmentally friendly alternatives.

⇒ Achieving ecological sustainability in enterprises

Participants were guided on how enterprises can achieve ecological sustainability through various strategies:

1. **Sustainable business practices:** Trainers provided practical examples of sustainable business practices, such as reducing carbon footprints, implementing waste management systems, and adopting sustainable supply chain practices. These practices help in minimizing environmental impact and enhancing business reputation.





2. **Stakeholder engagement:** Participants learned about the significance of engaging stakeholders, including employees, customers, suppliers, and the community, in sustainability initiatives. Effective communication and collaboration with stakeholders can drive collective efforts towards sustainability goals.
3. **Innovation and technology:** The role of innovation and technology in promoting sustainability was highlighted. Participants explored how technological advancements, such as smart systems, green technologies, and digital solutions, can optimize operations and reduce environmental impact.

⇒ Offering new services to customers

Last part of the session addressed how enterprises can offer new services to customers by embracing sustainability through:

- Value proposition
- Customer education
- Sustainable innovation

This step was implemented with use of exercises that presented participants with written scenarios related to sustainability challenges and opportunities. These scenarios allowed participants to apply theoretical knowledge to practical situations and develop problem-solving skills.

A simulation exercise was conducted to mimic real-life business environments. Participants had to make strategic decisions regarding sustainability practices and observe the outcomes. This exercise provided insights into the complexities and trade-offs involved in sustainable entrepreneurship.

Participants analysed case studies of successful sustainable enterprises. They examined the strategies employed, challenges faced, and outcomes achieved, gaining valuable lessons that could be applied to their own entrepreneurial activities.





6. Circular economy and its principles

⇒ Defining what is circular economy based on the country realities

Smaller groups, from participants from each country, discussed how circular economy is defined in each of their country. Time for work in groups was 30 minutes.

Participants had the following guiding questions:

- What is the reality of our countries in sustainability and entrepreneurship?
- How do our countries see circular economy and how it's applied?
- Define the circular economy based on the information from our countries.
- Watch the video - discuss the content and compare it with how the circular economy is understood in our countries.

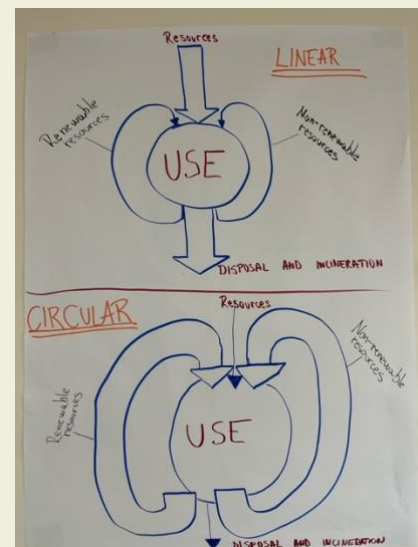
<https://www.youtube.com/watch?v=cbm1MCTobVc>

After discussions in groups, each group presented what has been discussed and conclusions.

⇒ Input - Linear vs. Circular Economy

A circular economy is fundamentally different from a linear economy. To put it simply, in a linear economy we mine raw materials that we process into a product that is thrown away after use. In a circular economy, we close the cycles of all these raw materials. Closing these cycles requires much more than just recycling. It changes the way in which value is created and preserved, how production is made more sustainable and which business models are used.

A circular economy follows the 3R approach: reduce, reuse and recycle. Resource use is minimized (reduce). Reuse of products and parts is maximized (reuse). And last but not least, raw materials are reused (recycled) to a high standard. This can be done by using goods with more people, such as shared cars. Products can also be converted into services, such as Spotify sells listening licences instead of CDs. In this system, value is created by focusing on value preservation.



⇒ Defining different types of enterprises by size

Trainer gave input based on the example from the picture below:

COMP. ENTERPRISE	ENTREPRENEURSHIP	ENTREPRENEURSHIP	ENTREPRENEURSHIP
SMALL	<250	≤ 50M €	≤ 10M €
MEDIUM	<50	≤ 10M €	≤ 10M €
LARGE	<10	≤ 2M €	≤ 2M €

SME

⇒ Video on circular economy as a conclusion of the first part





As a conclusion of the first part of the session, trainer played the video from the link below, on the projector.

<https://www.youtube.com/watch?v=spkc9V8Kw1w>

⇒ Different business models and circular economy approach

Participants were divided into 4 groups (B2C, B2B, B2G, C2C). Each group had the task to prepare visual presentation of the specific traditional business model and application of circular economy model on the traditional business model.

Participants were given handouts, visible below, to guide them through the process of work in smaller groups.

After the work in the smaller groups, participants met in plenary, presented the outcomes of the work, and concluded the session with discussion led by the trainer.

HANDOUT: Traditional business models and application of circular economy model on the traditional business models

Your tasks as part of this exercise:

1. Find more about the specific traditional business model, learn about it, and get ready to share the gained insights with rest of the groups

Questions to help you guide:

- What are the characteristics of the business model?
- Where do we have this business model in our countries – examples of companies
- Advantages and disadvantages of this specific business model.

Business to government (B2G)

Business to government (B2G) is the marketing and sale of goods, services, and information to government entities. The term applies to all government entities at all levels — federal, state, and local. Government contracting is lucrative for thousands of businesses of every size. In fact, many startups survive and thrive thanks to government business. A key advantage is that contracts in the public sector are often larger than those in the private sector, and they often last much longer as well.

2. Discuss in the group and write down your ideas on how circular economy model can be applied to the traditional business model you have.
3. Prepare visual presentation on A3 paper explaining the traditional business model you got, specifics of it, and how circular economy model can be applied to that traditional business model.
4. Prepare up to 5 minutes presentation of your work, with aim to educate rest of the groups on the specific traditional business model you got, and ways how circular economy model can be applied to that traditional business model.





HANDOUT: Traditional business models and application of circular economy model on the traditional business models

Your tasks as part of this exercise:

1. Find more about the specific traditional business model, learn about it, and get ready to share the gained insights with rest of the groups

Questions to help you guide:

- What are the characteristics of the business model?
- Where do we have this business model in our countries – examples of companies
- Advantages and disadvantages of this specific business model.

Business-to-business (B2B)

Business-to-business (B2B), also called B-to-B, is a form of transaction between businesses, such as one involving a manufacturer and wholesaler, or a wholesaler and a retailer. Business-to-business refers to business that is conducted between companies, rather than between a company and individual consumer.

2. Discuss in the group and write down your ideas on how circular economy model can be applied to the traditional business model you have.
3. Prepare visual presentation on A3 paper explaining the traditional business model you got, specifics of it, and how circular economy model can be applied to that traditional business model.
4. Prepare up to 5 minutes presentation of your work, with aim to educate rest of the groups on the specific traditional business model you got, and ways how circular economy model can be applied to that traditional business model.

HANDOUT: Traditional business models and application of circular economy model on the traditional business models

Your tasks as part of this exercise:

1. Find more about the specific traditional business model, learn about it, and get ready to share the gained insights with rest of the groups

Questions to help you guide:

- What are the characteristics of the business model?
- Where do we have this business model in our countries – examples of companies
- Advantages and disadvantages of this specific business model.

Business-to-consumer (B2C)





The term **business-to-consumer (B2C)** refers to the process of selling products and services directly between a business and consumers who are the end-users of its products or services. Most companies that sell directly to consumers can be referred to as B2C companies. B2C became immensely popular during the dotcom boom of the late 1990s when it was mainly used to refer to online retailers who sold products and services to consumers through the internet.

2. Discuss in the group and write down your ideas on how circular economy model can be applied to the traditional business model you have.
3. Prepare visual presentation on A3 paper explaining the traditional business model you got, specifics of it, and how circular economy model can be applied to that traditional business model.
4. Prepare up to 5 minutes presentation of your work, with aim to educate rest of the groups on the specific traditional business model you got, and ways how circular economy model can be applied to that traditional business model.

HANDOUT: Traditional business models and application of circular economy model on the traditional business models

Your tasks as part of this exercise:

1. Find more about the specific traditional business model, learn about it, and get ready to share the gained insights with rest of the groups

Questions to help you guide:

- What are the characteristics of the business model?
- Where do we have this business model in our countries – examples of companies
- Advantages and disadvantages of this specific business model.

Consumer to consumer (C2C)

C2C stands for “**consumer to consumer**” or “customer to customer”; it’s a business model that fosters commerce between private individuals, usually in an online environment. C2C companies act as intermediaries to foster engagement and help consumers reach bigger audiences.

2. Discuss in the group and write down your ideas on how circular economy model can be applied to the traditional business model you have.
3. Prepare visual presentation on A3 paper explaining the traditional business model you got, specifics of it, and how circular economy model can be applied to that traditional business model.





4. Prepare up to 5 minutes presentation of your work, with aim to educate rest of the groups on the specific traditional business model you got, and ways how circular economy model can be applied to that traditional business model.

7. Circular economy as the business model

⇒ Defining sustainability in entrepreneurship and exploring business models

To begin the session, participants were asked to individually write down their personal interpretations and definitions of sustainability in the context of entrepreneurship. Once all responses were collected, the group was divided into four smaller teams, formed according to similarities in the participants' definitions and ways of thinking. These newly formed teams would later work together to develop their own versions of sustainable business model canvases.

The trainer then delivered a concise input presentation, offering a working definition of sustainable entrepreneurship:

Sustainable entrepreneurship is fundamentally about implementing innovations that promote sustainability and reach the mainstream market. It is driven by opportunities to create new products, services, and business practices that lower environmental and social impacts while improving quality of life. Entrepreneurs whose core operations significantly contribute to sustainable development are referred to as sustainable entrepreneurs.

This input helped participants anchor their thinking in a shared framework before diving into the next activity.

⇒ Developing sustainable business model canvases

Each group received a Sustainable business model canvas handout as a guiding tool. Working in their designated teams, participants filled in each section of the canvas, exploring how sustainability can be embedded into business purpose, operations, customer relationships, and value creation.

To support the group process, participants with prior experience in entrepreneurship or business design were invited to take on a facilitator/leadership role within their group. These team leaders helped guide discussions and ensure that the final canvas reflected both ecological and social dimensions of sustainability in entrepreneurship.

Link to the canvas with the explanations, step-by-step: <https://www.case-ka.eu/index.html%3Fp=2174.html>





The Sustainable Business Model Canvas

Designed for:

Designed by:

Date:
Version:

Key Partners Who are our key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform? MOTIVATION FOR PARTNERSHIPS: Optimization and economy Reduction of risk and uncertainty Acquisition of particular resources and activities	Key Activities What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams? CATEGORIES: Production Problem Solving Platform Network	Value Propositions What value do we deliver to the customer? Which one of our customers' problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying? CHARACTERISTICS: Novelty Performance Customization "Getting the Job Done" Design Brand/Status Price Cost Reduction Risk Reduction Accessibility Convenience/Usability	Customer Relationships What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they? EXAMPLES: Personal Assistance Dedicated Personal Assistance Self Service Automated Services Communities Co-Creation	Customer Segments For whom are we creating value? Who are our most important customers? POSSIBILITIES: Mass Market Niche Market Segmented Diversified Multi-sided Platform
	Key Resources What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams? TYPES OF RESOURCES: Physical Intellectual (brand patents, copyrights, data) Human Financial		Channels Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines? CHANNEL PHASES: 1. Awareness 2. Evaluation 3. Purchase 4. Delivery 5. After Sales (post purchase customer support) ... of products & services and Value Proposition	
Cost Structure What are the most important costs inherent in our business model? Which Key Resources are the most expensive? Which Key Activities are most expensive? IS YOUR BUSINESS MORE: Cost Driven (drives cost structure, low price value proposition, maximum automation, extensive outsourcing) Value Driven (driven on value creation, premium value proposition) SAMPLE CHARACTERISTICS: Fixed Costs (salaries, rents, utilities) Variable Costs Economies of Scale Economies of Scope		Revenue Streams For what value are our customers really willing to pay? For what do they currently pay? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues? FIXED PRICING: List Price Product/feature dependent Customer segment dependent Volume dependent DYNAMIC PRICING: Negotiation (bargaining) Yield management Real time Market TYPES: Asset Sale Usage Fee Subscription Fees Licensing Lending/Renting/Leasing Brokerage Fees		
Eco-Social Costs What ecological or social costs is our business model causing? Which Key Resources are non-renewable? Which Key Activities use a lot of resources? EVALUATION INSTRUMENTS: Life Cycle Assessment (of products and services) Common Good Balance Sheet		Eco-Social Benefits What ecological or social benefits is our business model generating? Who are the beneficiaries? Are they potential customers? Can we transform the benefits into a Value Proposition? If yes, for whom? INSTRUMENTS: Social Reporting/Standard Common Good Balance Sheet		

Based on: www.businessmodelgeneration.com

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8. GreenComp

⇒ Green Entrepreneur persona

The session began with a brief recap of the KSA (Knowledge, Skills, Attitudes) model—a framework commonly used to define competencies. Trainers reminded participants that successful green entrepreneurs not only possess specific knowledge and skills, but also demonstrate the right attitudes toward sustainability.

Participants were split into small groups and given the task of identifying what a competent and effective green entrepreneur should be equipped with:

- Skills – Practical capabilities such as project planning, communication, marketing, and technical know-how in sustainable practices.
- Knowledge – Understanding of environmental issues, regulations, sustainable business models, and eco-innovation opportunities.
- Attitudes – Traits like creativity, adaptability, persistence, ethical responsibility, and a proactive mindset.

After completing their group work, participants came together to present their ideas. The session concluded with a joint discussion in which the groups and trainers co-created a competency map of a green entrepreneur, merging individual contributions into a shared vision.

⇒ Exploring GreenComp – The EU sustainability competence framework

In the second part of the session, participants were introduced to GreenComp, the European competence framework for sustainability. Trainers explained that GreenComp outlines a range of knowledge, skills, and attitudes needed to act sustainably and responsibly, and that it serves as a valuable guide for educational design and youth-focused learning.

Participants were then divided into new small groups, with each group receiving one of the four core areas of GreenComp. Their task was to:

- Study the competence area assigned to them
- Summarize its key concepts and associated competences
- Brainstorm how youth work can support the development of these competences in practice



Each group presented their findings and ideas on flipcharts. After the presentations, the floor was opened for additional contributions, with the trainer encouraging all participants to share





more examples of how the GreenComp competences could be cultivated through non-formal education, projects, and local youth initiatives.

Source for the resources used during this step: https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

⇒ The 3Rs of green procurement – Reduce/Reuse/Recycle

At the end of the session, participants discussed the well-known 3R model:

- Reduce: to decrease waste and/or eliminate needless or inefficient use of resources. If the need for a resource is reduced or eliminated, as in the related concepts of energy reduction and conservation, resources are preserved and financial gains almost accompany the effort.
- Reuse: to find similar or identical, new, and sometimes novel ways to use the same resource instead of disposing of it. Eliminated new or replacement resources conserve and preserve and almost always come with accompanying financial gains.
- Recycle: to find other uses for waste materials including re-manufacturing into other products. Recycling materials like cans, glass, paper and cardboard recover the valuable resources that would otherwise be wasted to make new products. For example, glass bottles and jars collected by a recycling service will be cleaned, crushed, and recycled into new bottles and jars





9. Digital technologies and tools used in sustainable and circular economy based entrepreneurial solutions

In preparation for the session, more experienced participants, who had previous experience and expertise in using specific digital technologies and tools, were asked to be hosts of the different tables as part of the world café. Trainers worked in cooperation with them to prepare the session, before and during the activity of the training course.

There were 4 tables, each dedicated to specific digital tools set. Participants rotated between tables. Each rotation lasted for 30 minutes.

Trainer concluded the session with the debriefing in plenary. Discussion was focussed on analysing how each of the specific tools can be used to make the enterprises more sustainable and in line with the circular economy.

Handout of different tools presented during the session:

Tools for development of video content

- Powtoon
<https://www.powtoon.com/>
- Biteable
<https://biteable.com/>
- Youtube
<https://www.youtube.com/>
- Adobe Premiere
<https://www.adobe.com/products/premiere.html>
- Clideo
<https://clideo.com/>
- Animoto
<https://animoto.com/>

Tools for development of graphical content

- Canva
<https://www.canva.com/>
- Adobe tools
<https://www.adobe.com/creativecloud.html?promoid=NGWGRLB2&mv=other>
- Visme
<https://www.visme.co/>
- Big huge labs
<https://bighugelabs.com/>
- Piktochart
<https://piktochart.com/>
- Flipsnack
<https://www.flipsnack.com/>





Tools for interactive presentations

- Prezi
<https://prezi.com/>
- Mentimeter
<https://www.mentimeter.com/>
- Jamboard
<https://jamboard.google.com/>
- Kahoot
<https://kahoot.com/>
- Padlet
<https://padlet.com/>
- Zoho Show
<https://www.zoho.com/show/>
- Quizlet
<https://quizlet.com/>

Tools for presentations and lectures

- Zoom
<https://zoom.us/>
- Google Classroom
- Socrative
<https://www.socrative.com/>
- Microsoft Teams
<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/group-chat-software>
- WebEx
<https://www.webex.com/>
- GoToMeeting
<https://www.gotomeeting.com/en-ie>

Tools for active involvement of participants online and offline

- Actionbound
<https://en.actionbound.com/>
- Emoji Scavenger Hunt
<https://emojiscavengerhunt.withgoogle.com/>
- Plickers
<https://get.plickers.com/>
- Makey Makey
<https://makeymakey.com/>
- Scratch
<https://scratch.mit.edu/>
- Microbit
<https://microbit.org/>
- Classcraft
<https://www.classcraft.com/>





Tools for communication

- Trello
<https://trello.com/>
- Slack
<https://slack.com/intl/en-hr/>
- Yammer
<https://www.microsoft.com/en-us/microsoft-365/yammer/yammer-overview>
- Asana
<https://asana.com/>





10. Exploring local realities of Berlin and examples of circular economy approaches in small enterprises

As part of this session, and as agreed with the partner organisations in the preparation of the program, participants had a chance to explore local realities of Berlin and visit sustainable enterprises in Berlin.

Trainers gave free time for participants to visit city centre and find sustainable enterprises, or if not possible to find such enterprises – to talk with owners and workers of different types of enterprises and ask them how they would be able to make their work and production more sustainable.

Participants were encouraged to share the knowledge they have gained during the previous days of the training, with the owners of enterprises. Also, they had a task to talk with the owners on how educational activities can be implemented in cooperation of youth organisations and enterprises – with aim of opening more discussions about sustainability and circular economy approaches in entrepreneurship.

The session was concluded upon return of participants from the city centre, and in plenary with discussion.





11. Existing circular economy strategies and initiatives in the EU and WB countries

In this session, participants were divided into national teams (Austria, Germany, and Bosnia and Herzegovina) to research and present existing strategies, policies, and initiatives related to the circular economy—both at the national and European levels. They explored the roles of governments, enterprises, and youth work sectors in promoting the transition to more sustainable and circular models. Each group presented their findings, highlighting country-specific efforts as well as regional and EU-wide frameworks.



Key initiatives discussed:

- EU Circular Economy Action Plan

Participants discussed the European Commission's Circular Economy Action Plan (CEAP), launched in March 2020. This plan forms a central part of the European Green Deal and aims to ensure sustainable growth by transforming production and consumption patterns across the EU. It promotes sustainable product design, waste prevention, and resource circulation to support climate neutrality by 2050 and protect biodiversity.

- Green Agenda for the Western Balkans

The Green Agenda—adopted by the European Commission—supports the alignment of Western Balkan countries with EU environmental policies. It promotes circular economy development, climate resilience, and green job creation. Participants from Bosnia and Herzegovina highlighted how this agenda is guiding reforms, partnerships, and access to EU support mechanisms.

National overviews from participating countries

AT Austria

- Circular Economy Strategy Austria (2022): Aims to transition the economy toward circularity by 2050.
- Support for eco-innovation and repair culture through initiatives like RepaNet.





- National programs promoting sustainable construction, reuse centers, and green public procurement.

DE Germany

- Germany is seen as a leader in the circular economy field with the Circular Economy Act and strong recycling systems.
- Implementation of the German Resource Efficiency Programme (ProgRes).
- Local initiatives like Circular Berlin and promotion of eco-design and cradle-to-cradle principles.

BA Bosnia and Herzegovina

- Progress driven largely by EU funding (e.g., IPA II), supporting pilot projects in recycling and resource efficiency.
- Active implementation of the Energy Efficiency Action Plan.
- NGOs and municipalities are running public awareness campaigns to reduce waste and promote recycling.





12. Development of multiplication educational workshops

During the last days of the training course, participants developed multiplication educational workshops that will be tested after the event in local communities of all partner organisations. Participants developed the following sessions:

Youth Power Austria

Session title: Green business lab – designing eco startups

Duration: 3.5–4 hours

Target group: Young Austrians aged 18–30 interested in entrepreneurship and ecological innovation.

Session flow

Step 1 – Welcome and introduction

Duration: 15 min

- Welcome by the facilitator
- Brief presentation of Austria's green innovation landscape (e.g., Refurbed, RepaNet, Markta.at)
- Overview of session agenda and goals

Step 2 – Interactive input: circular economy + business model canvas

Duration: 25 min

- Interactive discussion: What is circular economy?
- Overview of business model canvas with green examples
- Q&A + live annotation of a sample canvas

Step 3 – Business idea lottery

Duration: 10 min

- Participants randomly draw a pre-designed eco-startup idea (e.g., repair café, bike rental, refill station)
- Form teams of 3–4

Step 4 – Group work: designing with the business model canvas

Duration: 60 min

- Teams fill in the canvas for their business idea, integrating sustainability into each block
- Mentors (facilitators) rotate among teams to support

Coffee break – 15 min





Step 5 – Pitch it green

Duration: 60 min

- Each group delivers a **5-minute pitch** of their canvas
- Peers provide feedback with “green stickers” (eco-value, innovation, feasibility)

Step 6 – Reflection circle

Duration: 20 min

- Guided reflection: What makes a business truly sustainable in Austria?
- What barriers or opportunities exist locally?

Materials needed

- Printed business model canvas templates
- Pre-written green startup idea cards
- Stickers for voting
- Markers, flipcharts
- Projector for intro presentation
- Austrian green entrepreneurship handout

Youth Power Germany

Session title: Berlin circular startup studio

Duration: 3.5–4 hours

Target group: Youth aged 18–30 from Berlin and beyond, interested in tech, design, and sustainability

Session flow

Step 1 – Kick-off & energiser: “Startup challenge bingo”

Duration: 20 min

- Icebreaker game with green startup buzzwords
- Intro to session and overview of Berlin’s circular initiatives (e.g., Circular Berlin, Original Unverpackt)

Step 2 – Mini-talk: circular economy 101 + business model canvas

Duration: 30 min

- Use of real-life examples (e.g., coffee grounds reuse, packaging-free delivery)
- Canvas explained through the case of “Tomorrow Bank” or “Ecosia”

Step 3 – Startup simulation

Duration: 90 min

- Teams of 3 form around selected ideas (or develop their own)
- Create their circular business model canvas with emphasis on:





- Circular supply chains
- Eco-design
- Long-term value retention
- Use whiteboards + canvas templates

Step 4 – Elevator pitch challenge

Duration: 40 min

- Each group delivers a **2-minute elevator pitch**
- Audience votes: “Most Circular”, “Most Scalable”, “Most Creative”

Step 5 – Debrief & discussion: What’s needed in Germany?

Duration: 20 min

- What support structures are available?
- How can youth work programs promote green innovation?

Materials needed

- Bingo cards with buzzwords
- Laptops (optional)
- Printed business model canvas templates
- Whiteboards and markers
- Voting stickers (3 themes)
- Case examples of German circular economy companies

Spin/Okret Bosnia and Herzegovina

Session title: Green ideas incubator – youth startups for circular change

Duration: 3.5–4 hours

Target group: Young people aged 17–30, especially NEETs, interested in green business as a means of social change

Session flow

Step 1 – Local realities brainstorm

Duration: 20 min

- Group brainstorm: What environmental issues do we see in our communities?
- Mapping opportunities (e.g., plastic, textile waste, food waste)

Step 2 – Introduction to circular business thinking

Duration: 25 min

- Trainer introduces circular economy principles
- Case examples from Bosnia: upcycling initiatives, Mozaik Foundation startups, green tourism ideas
- Short overview of the business model canvas





Step 3 – Youth-led idea creation

Duration: 15 min

- Each participant writes a short green business idea based on local challenges
- Group voting: Top 3–4 ideas selected for development

Step 4 – Group work: canvas creation

Duration: 60 min

- Groups work on selected ideas
- Focus on realistic, low-cost local solutions
- Integration of social impact and sustainability

Coffee break – 15 min

Step 5 – Pitch your idea: Dragon’s nest

Duration: 40 min

- Groups pitch their business canvas to a mock panel of “local investors” (facilitators and peers)
- Emphasis on impact, feasibility, and innovation

Step 6 – Local impact reflection

Duration: 25 min

- Discussion: What can we start now?
- What resources are needed in BiH for green entrepreneurship?

Materials needed

- Flipcharts, post-its, markers
- Printed business model canvas templates
- Cards with local challenges
- Green idea voting slips
- Informational poster with local green initiatives

