



*Learning Methodology on Green
Entrepreneurship for Young People*

2021-1-RO01-KA220-YOU-000029014

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This Project has been funded with support from the European Commission.

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**Co-funded by
the European Union**

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Introduction

The concept of green entrepreneurship has become increasingly important today. As awareness of environmental issues increases, green business models and sustainability issues are becoming increasingly of interest to entrepreneurs. Thus, green entrepreneurship has become a business model that has gained increasing attention in recent years. This model involves the production and marketing of environmentally friendly products and services and encourages the production and use of energy-saving products as well as nature-friendly products. Green entrepreneurs seek solutions to environmental problems and develop innovative business ideas to provide economic benefits as well. The "Green Entrepreneurship Trainer's Manual" has been prepared for trainers who want to provide education in this field to increase their expertise and to prepare an effective training program.

Green entrepreneurship training is designed to help business owners develop environmentally conscious, sustainable, and profitable business ideas. This handbook is also prepared to provide a general overview of the basic topics to be learned in green entrepreneurship training. In addition, this handbook contains the materials, sample lesson plans, activities, and other resources to be used in green entrepreneurship education. Its goal is to provide instructors with the knowledge and skills that will help students raise awareness and develop sustainable business ideas while teaching green entrepreneurship.

The introduction of the handbook discusses green entrepreneurship education and its importance. It also emphasizes the benefits of providing education on green entrepreneurship and the importance of instructors in this field.

The manual covers topics such as the concept of green entrepreneurship, sustainability, creating social impact, preparing a business plan, financial management, marketing strategies, eco-friendly technologies, sustainability strategies, and successful examples of green entrepreneurship.

This manual will be useful not only for those who provide green entrepreneurship education but also for entrepreneurs who want to develop sustainable business ideas, students, and anyone who is environmentally conscious. Its goal is to provide the basic knowledge needed to understand and apply the concept of green entrepreneurship.

This manual contains information that will help an entrepreneur understand the challenges they may face in the process of establishing a green business and develop the necessary strategies to overcome these challenges. Since green entrepreneurship is a beneficial business model both environmentally and economically, it will continue to gain more attention in the future.

This manual is designed to help those who attend green entrepreneurship training to develop environmentally friendly and innovative business ideas for a sustainable future. The manual provides information that will help an entrepreneur understand the challenges they may face in the process of establishing a green business and develop the necessary strategies to overcome these challenges.

We believe that the "Green Entrepreneurship Trainer Manuel" will be a fundamental resource for green entrepreneurship instructors and will help instructors provide effective education to students on the topic of green entrepreneurship.

Unit 83 What is Green Entrepreneurship and what are the opportunities it offers to your entrepreneurs

What is Green Entrepreneurship and its importance?

Green entrepreneurship refers to a special subset of entrepreneurship that aims at creating and implementing solutions to environmental problems and to promote social change so that the environment is not harmed. It has also been suggested that green entrepreneurship could be a new business paradigm instead of a subset of entrepreneurship because green entrepreneurs have wider motivations than just launching eco-friendly products and services for a niche market (Saali and Joensuu-Salo 2019).

Entrepreneurs work on new opportunities and are willing to create new ideas for their businesses. In this context, traditional entrepreneurship is beginning to shift to new entrepreneurial models such as green entrepreneurship. When they recognize this model, it enables entrepreneurs to provide goods and services in an environmentally aware way. Green entrepreneurs, who have started their business based on their green values and the principle of sustainability, sell green products or services that generate private profits in addition to creating a large positive impact on the natural environment and society. Their businesses can also have potential for scaling up and thus aid in the sustainable transformation of the entire industry they are operating in (Silajdžić et al. 2015).

Green entrepreneurship is extensively important for all economies around the world. Current environmental state of the World is in a state of emergency and requires immediate action upon its development. Green entrepreneurship not only helps businesses to grow in a more sustainable way but also helps the building of a sustainable and green community. They can also be considered to be very personally involved and connected to the development of their business, as they support environmental values and have social awareness even before considering the economic aspects of their business.

The EU defines green entrepreneurship as "the process of discovering, evaluating, and exploiting opportunities to create and manage a business that is environmentally sustainable, financially viable, and socially responsible."

Green entrepreneurs in the EU typically operate in sectors such as renewable energy, sustainable agriculture, waste reduction and recycling, and eco-tourism. These businesses are often supported by EU policies and initiatives, such as the European Green Deal and Horizon Europe, which aim to promote the transition towards a carbon-neutral and resource-efficient economy.

Entrepreneurship has an important role to play in making progress towards green growth objectives. In general, entrepreneurship is widely recognised as boosting economic activity and stimulating job creation (OECD, 2020[17]). Increasingly, entrepreneurship is also being recognised as a means of addressing societal challenges, including environmental sustainability. The role of entrepreneurs in this area is twofold:

1. By developing and bringing to market innovative products, entrepreneurs can propagate environmentally sustainable solutions throughout the economy;
2. By taking steps to improve the environmental sustainability of their businesses, entrepreneurs can collectively have an impact on progress towards green objectives.

Despite much discourse over the past 20 years, a consensus on the definition of green entrepreneurship has yet to emerge. A range of definitions have been proposed for green entrepreneurship and related terms in the academic literature and other research (Table 2.1) and there have been many calls to move towards a consensus (Demirel et al., 2017[18]).

Overall, entrepreneurship is considered a key factor in dealing with the great challenges of today's society. Its role is of major importance in implementing the SDG. SMEs can contribute both to sustainable growth by providing jobs in accordance with environmental requirements, and to inclusive growth by making jobs accessible to vulnerable people.

What are the Opportunities Green Entrepreneurship Offer for Young Entrepreneurs?

It offers a purpose driven work on businesses to work for a positive social and economic impact in their societies. It provides a sense of fulfilment and purpose for the entrepreneurs.

Green entrepreneurship promotes innovative and sustainable technologies and solutions thus entrepreneurs update and develop their business technologies accordingly and this creates new possibilities to see innovative businesses. In less developed countries or cities, new ideas and technologies can create a huge impact on the environment and socioeconomic state of people.

It also offers various fundings from the European Union, United Nations, OECD or governmental support. These fundings become a great incentive for entrepreneurs to pursue their ideas and increase the efficiency of businesses.

There is a huge opportunity for collaboration with young entrepreneurs, businesses and NGOs. New projects are developed every year between companies and NGOs to reach similar goals and values. Mutual skill-sharing and experiences-sharing lead to beneficial partnerships and ideas. Within these relations entrepreneurs can significantly increase their network and make their voices heard in different countries and communities.

Green entrepreneurship constructs a new path for the young generation to save our natural resources with an utmost safe zone. Our goals are often centred on resolving current or impending problems. As the COVID-19 pandemic crisis has drastically changed our lives in the past 3 years, we are aware that our current short-term thinking is insufficient to help us recover from such dire circumstances. Despite the rapid advancement of modern technologies, we still cannot resolve these crisis circumstances with the help of such technologies at the moment. Therefore, this new paradigm shift helps young green entrepreneurs to build up a green work passion zone.

How Green Entrepreneurship and Green Economy is Implemented in Europe?

Environmental protection and action are one of the core values of the European Union. Therefore, the EU has been promoting and supporting green actions for a long time. There are several sub-branches of green initiatives under the European Union. Such as European Business and Biodiversity Platform, EMAS, EU Environmental Technology Verification, Eco-Innovation.

The grand challenges of the recent period related to climate change and environmental degradation have led to the launch at European Union level of a very ambitious growth strategy for the period 2019–2024, suggestively called 'A European Green Deal'. To ensure a future with 'zero pollution, affordable and secure energy, smarter transport and high-quality food', one trillion euros will be allocated to actions targeting all sectors of the economy and focusing on: 'environmentally friendly technologies, innovation, cheaper and healthier transport, decarbonized energy sector and efficient buildings' (European Commission, 2019).

The EU-27's environmental economy shows concentration. The 4 countries with the highest gross value added (Germany, Italy, France) account for over half of the EU-27 total. By Member State in 2017, top EU-27 green employers were Germany and France (both with over 0.5 million green jobs), followed by Italy and Spain (with 300-400,000 green jobs each). This correlates well with the share in the value added, while for some countries (Poland, France, Romania) they are different, likely due to wider agricultural/forestry jobs.

It can be observed from the latest data, Green Entrepreneurship is becoming the centre of focus for the transition from classical economies to green economies. The increasing number of green policies implemented in many European countries forces businesses to evolve and rapidly shift to new green models and this requires governmental and public support. As a result of higher marginal costs of local transitions of businesses, fundings and increased awareness plays a crucial role.

Considering the catastrophes that have happened in recent years like COVID-19 Pandemic, Russian Invasion of Ukraine, Natural disasters, forest fires, water stress etc ; sustainable, environmental and social transition to green economy will be the focused

topic in Europe and in many other regions. Classical models and ideas are proved to be outdated and limited resources available on Earth forces countries to transform. In this transformation period, young business people and students are the key game changers. With right consulting and strategies small and medium scale businesses can achieve this transition very rapidly and that shift and recalibration of businesses would encourage others to join the change.

It is observed that developed countries across Europe and also the World have higher green entrepreneurship participation rates and have a higher tendency to invest in this. In this context young people in less developed countries have limited access to opportunities in Green Entrepreneurship. Moreover, in many countries there is a lack of information among business owners and young people. Training and projects play a key role here to reshape the traditional understanding of entrepreneurship and use this new economic paradigm to achieve environmental and economic success.

Unit 13 Use of ICT tools to support training for young persons

This guide aims to give some tips about e-learning and new technologies, as well as examples that can be used not only for teaching green or social entrepreneurship but also for other higher education areas in general.

In the area of teaching, the implementation of new technologies as tools can take place through didactic resources, interactive platforms, or virtual classrooms. In this way, it is possible to offer support for traditional classes.

What are technological tools?

Technological tools are also known as ICT tools, for Information and Communication Technologies. They are instruments that, when incorporated into everyday life, save resources, and speed up the task for which they were designed. If these tools are applied in teaching, they can collaborate with the acquisition, elaboration, and transmission of knowledge. At the same time, they are very diverse and can be adapted to different types of classes. Thus, technology can take the form of software or hardware, an online book, a video, an interactive activity, or a discussion forum, among many other options.

How does technology influence education?

New technologies in education have a positive influence not only on students but also on the whole institutional proposal. This is due to the broad functionality of ICT, which, among other aspects, allows:

- **Motivate:** Topics can be explained in an attractive, interesting, and understandable way, always in relation to the students' world experience. In addition, technological tools make it easier for students to progress and increase their specific skills and competencies gradually.
- **Facilitate acquisition of new knowledge:** Through personalized activities and experiences, ICT facilitates the representation of information in a way that is meaningful to the student.
- **Strengthening learning:** These tools can be an excellent resource to reinforce what has been seen in class and to consolidate knowledge through practice.
- **Support evaluation:** In general, these are solutions that enable a multiplicity of situations in which the teacher can interact with students and evaluate them: from the possibility of doing activities and having online classes to participating in forums.

As we can see, in the educational world in general and in relation to pedagogy and didactics in particular, many technological tools can be useful. They range from the creation of educational websites, virtual teaching-learning classrooms, and videoconferences to the design of didactic material. A few technological tools that serve as examples of success in e-learning are described below.

OFFICE 365

This ICT tool from the Microsoft group is one of the most widely used in educational environments and gives us the possibility of creating collaborative work groups, editing documents online, storing files in the cloud, and chatting while working.

GOOGLE CLASSROOM

Google Classroom is a free tool that contains multiple applications to help educators evaluate student progress efficiently, whether at school or at home. Likewise, it also allows online grading of assignments, making this process easier and less paper wasteful.

Another of the most widely used Google tools is Google Drive, which is used to save and share documents and folders and work on documents online.

MOODLE

Moodle is an open-source eLearning platform. Or, in other words, a free tool with which you can develop an entire virtual learning ecosystem for your students. Given its possibilities, the e-learning professional can create unique and personalized environments.

In addition, it has many professionals working to offer new tools to improve the experience of teachers and students. In this way, Moodle offers the possibility of creating eLearning platforms adapted to the needs of each e-learning centre with an easy-to-use interface that allows you to create a virtual teaching space.

EDMODO

Edmodo, a very important ICT tool at the educational level, is a digital educational platform that allows students to get involved, manage the classroom, and share materials, making learning accessible from anywhere.

PADLET

Padlet is an online tool that allows the creation of collaborative murals, which is very useful in the educational field: teachers can share different didactic resources with their colleagues and students for the development of any project.

In addition, users can work at the same time within a single digital environment, as if it were a panel with post-its.

POPPLET

Popplet is an application to generate concept maps in the cloud that allows you to structure and organize your ideas. You also have the possibility to insert images, text, videos, and annotations by hand in each of the elements of the scheme.

One of the features of Popplet is that it is a very visually appealing tool, very easy to use, and allows collaborative work. After creating your content, you can share it, insert it in your web or virtual classroom, or export it to pdf or jpg.

KAHOOT

This interactive game is a great ICT tool to use in the classroom as it allows questions and quizzes to be asked and answered in real-time by students through devices such as cell phones or tablets.

DROPBOX

Dropbox allows you to store all types of files in the cloud, so, in addition to saving them without taking up space on a device, it gives you the ability to share them whenever you want and organize them with other users.

WORKFLOW

This online tool allows us to create collaborative workflow environments and assign tasks in a very visual way. Also, users invited to the workflow can modify it as they meet the objectives, so it is a good way to get organized.

VOXPOP

This tool is perfect for creating discussion groups where each student can give his or her opinion in his or her own voice. The audios appear as responses and users can react to each of the opinions, making the class a fun and interesting space.

Advantages and disadvantages of ICT tools in training young people

Using Information and Communication Technologies (ICT) tools in training young people has several advantages that can significantly enhance their learning experience. One advantage is that ICT tools offer a variety of multimedia components, such as images and videos, that can help to clarify complex concepts and foster better comprehension. This type of media-rich learning environment can also make training more accessible and inclusive for trainees with different learning styles.

ICT tools can also offer greater flexibility in how and where training is delivered. Online training platforms, for example, can facilitate distance learning, which allows young learners to engage with training sessions remotely, and at their own pace. This feature can be particularly important for young people who may have to juggle multiple commitments, such as school, work, or family responsibilities.

However, despite the various advantages that these tools can provide, there are also some disadvantages to consider. One significant disadvantage is that reliance on digital tools can lead to a lack of face-to-face interaction, which can impede social interaction and may limit opportunities for peer learning.

Furthermore, ICT tools require access to proper equipment, such as reliable internet connections and compatible devices, which may not always be readily available to young learners from certain demographics or geographical areas. Additionally, technological issues such as system crashes or network outages can cause significant disruptions in training sessions and hinder the overall experience.

Overall, while ICT tools offer significant advantages in training young people, it is essential to recognize and consider their potential drawbacks as well when designing training programs that incorporate these tools.

Analysis of advantages and disadvantages of traditional training methods compared to more modern ICT tools

One of the major advantages of traditional training methods is that they often provide more structure and guidance for learners. Classroom-based instruction, for example, can offer a more structured and organized learning environment that may be more reassuring and conducive to learning for some young people. Additionally, traditional training methods often provide opportunities for face-to-face interaction and collaboration among peers, which may enhance social skills and problem-solving abilities.

However, traditional training methods may also have some disadvantages to consider. One significant disadvantage is that they can be expensive due to the need for physical infrastructure such as classrooms, textbooks, and other learning aids. Moreover, traditional training methods may not always be tailored to the learning style or preferences of each individual student, which can limit their effectiveness for some learners. For example, a student who struggles with visual learning may have difficulty comprehending information presented through text-only materials.

In contrast, ICT tools offer several advantages, such as the ability to provide more personalized and self-directed learning experiences. With the use of digital tools, young learners can access training materials at their own pace and on their own schedule, which can greatly enhance their engagement and motivation. Additionally, ICT tools can facilitate interactive learning, with multimedia components that can help to clarify complex concepts and foster better understanding.

Overall, it's important to consider the specific learning objectives and target demographic when choosing a training approach, and to remain open to leveraging a combination of traditional and modern methods to enhance the learning experience for young people.

Best practices for implementing training with ICT tools for young people

When implementing training with ICT tools for young people, there are several factors to consider in order to ensure that the training is effective and engaging. Some of these factors include:

- **Age and Learning Style:** Different age groups have different learning styles and preferences. Therefore, when selecting ICT tools for training, it's important to consider the age of the young people being trained to ensure the tools are appropriate and align with their preferred learning styles. For instance, older youth may prefer more self-directed learning activities while younger children might need more visual and interactive training materials to keep them engaged.
- **Accessibility:** It's crucial to ensure that ICT tools used in training are accessible for all young people, irrespective of their ability or disabilities. This includes providing tools available on a range of devices and compatible with any assistive technology needs. Additionally, text-to-speech or closed captioning features, among others, can make the tools more accessible to a diverse group of young people.
- **Learning objectives:** The training should be designed with specific learning objectives and goals in mind. This includes aligning the training content with the desired outcomes and ensuring that assessments and evaluation strategies are in place to measure progress and success. This can help young people to stay engaged, motivated, and focused throughout the training.
- **Connectivity:** ICT tools rely on internet connectivity, and it's essential to ensure that young people have access to reliable internet and the necessary ICT equipment. In case the tools require special software or applications, it's important to make sure that young people have these preinstalled on their devices or that they are easily downloadable.
- **Security:** When using ICT tools, it's essential to ensure the security and privacy of young people. This includes securing personal data, such as names and addresses, and awareness of cybersecurity practices to safeguard sensitive information.

Overall, considering the above factors when selecting and implementing ICT tools can help ensure the success of the training and the engagement of young people in the learning process.

Tips for successful implementation and use of ICT tools

When it comes to the successful implementation and use of ICT tools for training young people, there are several tips that organizations should consider. These tips include:

- **Collaboration and feedback:** Organizations should encourage collaboration and feedback throughout the training process. This can involve using digital tools to facilitate group work, such as shared documents or online forums, and providing opportunities for young people to provide feedback on their experiences.
- **Gamification:** Gamification can be an effective way to increase engagement and motivation, particularly for younger age groups. This can involve the use of game-like elements such as challenges, rewards, and progression tracking.

- **Learning management system:** Using a learning management system (LMS) can help to streamline the training process and make it easier to manage training materials, assessments, and communication with young people.
- **Customization:** Providing customized learning experiences can help to improve engagement and increase the effectiveness of the training. This can involve tailoring the training content to the needs and interests of each young person or providing them with choices about how they engage with the training materials.
- **Flexibility:** Providing flexibility in the training approach can help to accommodate the different learning styles, preferences, and schedules of young people. This can involve offering a variety of training formats, such as self-directed learning or instructor-led training, and allowing young people to complete their training at their own pace.
- **Accessibility:** Ensuring that ICT tools are accessible to all young people, regardless of ability or disabilities, is essential for inclusivity and to ensure that no young person is left behind during training.
- **Scalability:** Organizations should consider whether the ICT tools they use can accommodate the expansion of training in the future, to ensure that their training programs remain flexible and effective.

By adopting these tips and considerations, organizations can help ensure the successful implementation and use of ICT tools in training for young people. This can lead to increased engagement, improved learning outcomes, and a more effective and efficient training process.

Future of ICT tools for training young people

One significant development is the adoption of immersive technologies such as virtual and augmented reality (VR/AR). These technologies provide learners with realistic, interactive, and immersive experiences that simulate real-world situations. For example, medical students can use VR to practice surgical procedures without working on actual patients, and engineering students can use VR to simulate the design and construction of complex structures.

Another important development is the growing use of artificial intelligence (AI) algorithms to provide personalized recommendations and feedback. AI can analyse learners' progress and adjust the learning content and pace to fit their individual needs and preferences. This approach can improve the effectiveness of training and help learners achieve their goals more efficiently.

In addition, social media platforms are being integrated into training to facilitate collaboration and peer-to-peer learning. These platforms provide learners with the opportunity to discuss and share their experiences with others and work collaboratively toward a common goal. This fosters a sense of community and engagement that can motivate learners to achieve better learning outcomes.

Finally, learning analytics is being used to collect and analyse data on learner's performance to improve the effectiveness of training. This data can be used to identify areas of weakness, adjust the training content and approach, and provide learners with targeted feedback and support.

These developments in ICT for training young people have the potential to transform traditional approaches to learning and provide more engaging, effective, and personalized experiences.

Predictions on the future of ICT tools in training for young people

The future of ICT tools in training for young people looks bright with the continuous evolution of technology. One of the key predictions is that emerging technologies such as Artificial Intelligence (AI) will bring about advanced personalized learning experiences. AI-powered virtual assistants and chatbots will offer learners real-time feedback and customized learning materials based on their skills, learning styles, and individual needs.

Additionally, Virtual and Augmented Reality (VR/AR) are expected to be more pervasive in training programs. They will provide simulated learning environments and scenarios to allow learners to develop practical skills and apply knowledge learned in a more engaging and interactive manner. This is expected to increase the effectiveness of training and enhance knowledge retention.

Gamification principles will continue to play a vital role in training, utilizing gaming elements like points, badges, and rewards to improve learner's motivation and engagement, which in turn enhances learning outcomes. Data analytics and a learning management system, combined with gamification, will provide trainers with helpful insights into learners' performance and progress, enabling them to refine their approach and tailor content for individual learners' specific needs.

Furthermore, as mobile technology continues to be widely accessible, mobile learning will become more prevalent in training programs. It allows learners to access resources at any time from different locations, facilitating flexible learning and enabling learners to develop knowledge, skills, and competencies more conveniently.

In conclusion, the future of ICT tools in training for young people will continue to embrace emerging technologies such as AI, VR/AR, gamification, and mobile learning bringing about innovative and immersive learning experiences that are adaptable to individual learner's needs and preferences.

Unit 13 Modern methodologies

Modern teaching methodologies have become increasingly popular in recent years, as educators seek innovative ways to engage students and promote learning. Collaborative teaching, inverted classrooms, project-based learning, gamification, and personalized learning are just a few examples of modern teaching methodologies that have gained traction in the education sector. In this section, we will explore these methodologies in more detail and provide examples of how they can be applied in the context of green entrepreneurship for young people.

Collaborative Teaching

Collaborative teaching is a methodology that emphasizes learning through collaboration and interaction among students, as well as between students and teachers. In the context of green entrepreneurship, this approach can be particularly effective in promoting teamwork and encouraging young people to work together on projects that aim to solve real-world problems.

For example, students could be tasked with designing a sustainable business model for a local eco-friendly product, working together to develop ideas, analyse data, and present their findings to the class.

Collaborative teaching can also help students develop critical thinking skills, as they learn to evaluate ideas and communicate effectively with their peers.

Key benefits

The development of teamwork and communication skills is one of the benefits of this methodology. Through collaboration, students learn how to work effectively with others, listen actively to different perspectives, and communicate their ideas clearly and effectively. This can translate to improved performance in group projects, as well as in the workplace, where teamwork and collaboration are highly valued skills.

Collaborative teaching can also help students develop critical thinking skills. By engaging in group discussions and problem-solving activities, students are exposed to diverse perspectives and learn how to evaluate ideas and arguments critically. This can help them become more independent and self-directed learners, as they learn to analyse information and make informed decisions.

Effectiveness

Collaborative teaching can be effective in promoting engagement and motivation among students. When students work together on projects or activities, they are more likely to be motivated and engaged in the learning process. They may also be more likely to take risks and try new things, which can lead to a greater sense of ownership and responsibility for their learning.

Overall, the effectiveness of collaborative teaching depends on a range of factors, including the nature of the task, the composition of the group, and the level of support and guidance provided by the teacher. When implemented effectively, collaborative teaching can lead to improved academic performance, increased motivation and engagement, and enhanced teamwork and communication skills.

Outputs

The outputs of collaborative teaching can be diverse, depending on the specific task or project. In the context of green entrepreneurship, for example, collaborative teaching could lead to the development of innovative and sustainable business models, as students work together to identify opportunities and solve real-world problems. The outputs of collaborative teaching may also include improved communication skills, enhanced critical thinking abilities, and a greater sense of ownership and responsibility for learning. Overall, collaborative teaching can be an effective way to promote student learning and development, while also preparing young people for success in the workplace and beyond.

Inverted Classroom

The inverted classroom, also known as flipped learning, is a methodology that involves reversing the traditional classroom dynamic by having students learn the course material outside of class through online lectures or other materials. In the context of green entrepreneurship, this approach can be particularly effective in enabling students to learn at their own pace and in their own way.

For example, students could be provided with online resources and videos that explain the basics of sustainable business practices, allowing them to gain a foundational understanding of the subject matter before coming to class. In class, students can then work on more interactive and hands-on activities, such as group discussions and problem-solving exercises.

Key benefits

One of the key benefits of inverted classrooms is the promotion of active learning. By allowing students to review and study the learning materials outside of the classroom, they can engage in deeper and more meaningful discussions during the classroom time. This can help them develop critical thinking skills, as they are encouraged to analyse and evaluate the materials and apply their knowledge to real-world situations.

Inverted classrooms can also be effective in promoting self-directed learning. By allowing students to access the learning materials at their own pace and on their own time, they can take greater responsibility for their own learning. This can help them develop important skills such as time-management, organization, and independent study skills.

Effectiveness

In addition, inverted classrooms can be an effective way to differentiate instruction. Because students can review the learning materials outside of the classroom, teachers can use the classroom time to provide targeted and individualized support to students who may need it. This can help ensure that all students are challenged and supported, regardless of their learning styles or abilities.

Overall, the effectiveness of inverted classrooms depends on a range of factors, including the quality of the online materials, the level of engagement and participation in the classroom, and the level of support and guidance provided by the teacher. When implemented effectively, an inverted classroom can lead to improved academic performance, increased motivation and engagement, and enhanced critical thinking and problem-solving skills.

Outputs

The outputs of inverted classrooms can be diverse, depending on the specific task or project. In the context of green entrepreneurship, for example, inverted classrooms could lead to the development of sustainable business models, as students are encouraged to research and analyze the environmental and social impact of different business practices. The outputs of inverted classrooms may also include improved critical thinking abilities, enhanced self-directed learning skills, and a greater sense of ownership and responsibility for learning. Overall, inverted classrooms can be an effective way to promote student learning and development, while also preparing young people for success in the workplace and beyond.

Project-Based Learning

Project-based learning is a methodology that focuses on providing students with real-world problems to solve and encourages them to work collaboratively to find solutions. In the context of green entrepreneurship, this approach can be particularly effective in helping students develop their creativity, critical thinking, and problem-solving skills.

For example, students could be tasked with developing a sustainable business plan for a local community garden, working together to research and analyse data, develop marketing strategies, and present their findings to the class.

Project-based learning can also help students develop leadership and communication skills, as they learn to work collaboratively and present their ideas to others.

Key benefits

One of the key benefits of PBL is the development of critical thinking and problem-solving skills. By engaging in a complex and challenging project, students are exposed to authentic problems and challenges, which require them to think creatively and analytically to find solutions. This can help them become more independent and self-directed learners, as they learn to identify problems, develop hypotheses, and evaluate evidence.

PBL can also be effective in promoting student engagement and motivation. When students are given the opportunity to work on a project that is meaningful and relevant to their lives, they are more likely to be motivated and engaged in the learning process. They may also be more likely to take risks and try new things, which can lead to a greater sense of ownership and responsibility for their learning.

Effectiveness

In addition, PBL can be an effective way to promote collaboration and communication skills. By working together on a project, students learn how to communicate their ideas effectively, listen actively to different perspectives, and work together to achieve a common goal. This can translate to improved performance in group projects, as well as in the workplace, where teamwork and collaboration are highly valued skills.

Overall, the effectiveness of PBL depends on a range of factors, including the nature of the project, the level of support and guidance provided by the teacher, and the level of engagement and participation of the students. When implemented effectively, PBL can lead to improved academic performance, increased motivation and engagement, and enhanced critical thinking and problem-solving skills.

Outputs

The outputs of PBL can be diverse, depending on the specific project. In the context of green entrepreneurship, for example, PBL could lead to the development of a sustainable product or service, as students are challenged to identify opportunities and solve real-world problems related to environmental sustainability. The outputs of PBL may also include improved communication and collaboration skills, enhanced critical thinking and problem-solving abilities, and a greater sense of ownership and responsibility for learning. Overall, PBL can be an effective way to promote student learning and development, while also preparing young people for success in the workplace and beyond.

Gamification

Gamification is a methodology that involves using game-like elements, such as points, badges, and leaderboards, to motivate and engage students in the learning process. In the context of green entrepreneurship, this approach can be particularly effective in motivating young people to learn about sustainability and sustainable business practices.

For example, students could be provided with a gamified online course that rewards them for completing modules and answering quiz questions correctly.

By incorporating gamification into the learning experience, educators can make learning more fun and engaging, while also promoting friendly competition and goal setting.

Key benefits

One of the key benefits of gamification is the promotion of student engagement and motivation. By applying game design elements, such as points, badges, and leaderboards, to learning activities, students are incentivized to engage in the learning process and motivated to achieve their learning goals. This can help them stay focused and committed to their learning, even when faced with challenging material.

Gamification can also be effective in promoting the development of skills and knowledge. By providing students with opportunities to practice and apply their knowledge in a fun and engaging way, gamification can help them develop important skills such as problem-solving, critical thinking, and decision-making. This can lead to improved academic performance, as well as enhanced skills and competencies that are highly valued in the workplace.

Effectiveness

In addition, gamification can be an effective way to promote collaboration and competition among students. By providing opportunities for students to work together and compete against one another, gamification can help them develop important social skills such as communication, teamwork, and sportsmanship. This can also lead to improved performance and engagement, as students are encouraged to challenge themselves and their peers to achieve their goals.

Overall, the effectiveness of gamification depends on a range of factors, including the quality of the game design, the level of engagement and participation of the students, and the level of support and guidance provided by the teacher. When implemented effectively, gamification can lead to improved academic performance, increased motivation and engagement, and enhanced skills and competencies.

Outputs

The outputs of gamification can be diverse, depending on the specific game or activity. In the context of green entrepreneurship, for example, gamification could lead to the development of a sustainable business plan, as students are encouraged to apply their knowledge and skills to solve real-world environmental problems. The outputs of gamification may also include improved problem-solving abilities, enhanced critical thinking skills, and a greater sense of ownership and responsibility for learning. Overall, gamification can be an effective way to promote student learning and development, while also making the learning process more fun and engaging.

Customized Learning

Customized learning is a methodology that involves tailoring the learning experience to the individual needs and preferences of each student. In the context of green entrepreneurship, this approach can be particularly effective in enabling students to learn at their own pace and in their own way.

For example, students could be provided with customized online resources and activities that are adapted to their learning style and interests.

By providing students with customized learning experiences, educators can help them develop the knowledge and skills needed to become successful green entrepreneurs.

Key benefits

One of the key benefits of customized learning is the promotion of student engagement and motivation. By tailoring instruction to the individual needs and interests of each student, personalized learning can help students stay engaged and motivated in the learning process. When students have a say in what and how they learn, they are more likely to be invested in the process and take ownership of their learning.

Customized learning can also be effective in promoting the development of skills and knowledge. By providing students with opportunities to learn at their own pace and in their own way, customized learning can help them develop important skills such as problem-solving, critical thinking, and communication. This can lead to improved academic performance, as well as enhanced skills and competencies that are highly valued in the workplace.

Effectiveness

Customized learning can be an effective way to promote student autonomy and self-directed learning. By providing students with more control over their learning, personalized learning can help them develop important skills such as self-regulation, time-management, and goal setting. This can translate to improved performance and engagement in the classroom, as well as in other areas of their lives.

Overall, the effectiveness of personalized learning depends on a range of factors, including the quality of the instructional materials, the level of support and guidance provided by the teacher, and the level of engagement and participation of the students. When implemented effectively, personalized learning can lead to improved academic performance, increased motivation and engagement, and enhanced skills and competencies.

Outputs

The outputs of customized learning can be diverse, depending on the specific learning goals of the student. In the context of green entrepreneurship, for example, customized learning could lead to the development of a sustainable business plan, as students are given opportunities to explore and apply their knowledge and skills in a way that is meaningful and relevant to their interests and goals. The outputs of customized learning may also include improved problem-solving abilities, enhanced critical thinking skills, and a greater sense of ownership and responsibility for learning. Overall, customized learning can be an effective way to promote student learning and development, while also preparing young people for success in the workplace and beyond.

Conclusion

Modern teaching methodologies offer a range of innovative and effective ways to engage students and promote learning in the context of green entrepreneurship.

Collaborative teaching, inverted classrooms, project-based learning, gamification, and personalized learning are just a few examples of the many approaches that educators can use to help young people develop the skills and knowledge needed to become successful green entrepreneurs.

Unit 13 Existing courses in the different countries

Associação Sójovem

Name of Course	Name of training provider	Link to the course	Full course / Part course
Renewable Energy Online Course	Educaedu Portugal	https://www.educaedu.com.pt/curso-de-energias-renovaveis-cursos-34254.html	PC
Renewable Energy Online Course	CEAC - Formação online	https://www.ceac.pt/cursos/energia-solar-e-eolica/	PC
Master in Design for Sustainability	University of Lisbon	https://www.ulisboa.pt/en/curso/mestrado/design-sustainability	FC
Master Degree in Environmental Economics and Management	University of Porto	https://www.up.pt/portal/en/study/masters-degrees/courses/fep/1036/	FC
Master in Energy and Environmental Engineering	University of Lisbon	https://fenix.ciencias.ulisboa.pt/degrees/meea	FC

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Name of Course	Name of training provider	Link to the course	Full course / Part course
Circular Economy Education	Grupas Gelişim / Circular Economy Education (Course Center)	https://www.grupas.com.tr/dongusel-ekonomi-ve-surdurulebilir-urun-ve-servis-egitimi	Part course
Green Economy Conference	Yeşil Düşünce Derneği / Green Thinking (Association)	https://www.yesildusunce.org/12-yesil-ekonomi-konferansi-10-haziranda/	Part course
Corporate Sustainability Trainings	Dilek Aşan / Sustainability and Social Responsibility	http://www.dilekasan.com/surdurulebilirlik-egitimleri/?gclid=CjwKCAjwp9qZBhBkEiwAs_YFsb5WqzAvomd24kU7hFuE-4u3Uq-	Full course

	Specialist (Company)	DdfqmU3lcfA_HVBjYfaGabHwBQ-RoCNTwQAvD_BwE	
On the Green Economy and Environmental Justice	Boğaziçi Üniversitesi / Ekonomi / Boğaziçi University Department of Economics	https://olc.worldbank.org/content/circular-economy-and-private-sector-development-learning-series	Full course
BONUS! GREEN ECONOMY	TULIP	https://yesilekonomi.com/tulip-egitim-programlari/	Full Course

EGInA

Name of Course	Name of training provider	Link to the course	Full course / Part course
Circular Economy: An Introduction	This free open online course led by TU Delft and co-created with the Ellen MacArthur Foundation and the Leiden-Delft-Erasmus Centre for Sustainability starts on 13 February, 2018. It was created within the CYCLE Erasmus+ project	https://www.edx.org/course/circular-economy-an-introduction	Full course
Agenda 2030 – Le opportunità dello sviluppo sostenibile (<i>Sustainable development opportunities</i>)	Alleanza Italiana per lo Sviluppo Sostenibile ASviS	https://asvis.it/corso-e-learning-azienda-2030-le-opportunita-dello-sviluppo-sostenibile/	Full course
Circular Economy and Private Sector Development Learning Series	World Bank Group	https://olc.worldbank.org/content/circular-economy-and-private-sector-development-learning-series	Full course

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Name of Course	Name of training provider	Link to the course	Full course / Part course
RenewAcad - Professional Counseling and Training Academy for Renewable Energy Sources	WIND POWER ENERGY SRL	https://www.renewacad.eu/#formare	FC
SYSTEMS ENGINEERING WITH RENEWABLE ENERGY SOURCES	Ovidius University Constanta Faculty of Applied Sciences and Technology	http://fsai.univ-ovidius.ro/master-detalii/programul-de-masterat-ingineria-sistemelor-cu-surse-energetice-regenerabile	Master/FC
Environmentally responsible course	Aprendis	https://www.aprendis.ro/formare-profesionala/curs-responsabil-de-mediul/	FC
THEORETICAL TRAINING COURSE IN THE FIELD OF ELECTRICAL TECHNOLOGICAL INSTALLATIONS	Fundatia pentru Formare Profesionala si invatamant preuniversitar VIITOR	cursuri.ecalificat.ro	FC
Courses for environmental specialists	MEDA Consulting	https://medaconsulting.ro/putem-programa/	FC

Future Focus Ltd

Name of Course	Name of training provider	Link to the course	Full course / Part course	Description
Master of Science in Sustainable Energy	Institute of Sustainable Energy (UOM)	https://www.um.edu.mt/courses/overview/PMSCSS_EFTR3-2022-3-F	Full time	This programme is mainly offered if you are a graduate with a background in an area related to Sustainable Energy. Research projects normally investigate the area of
Master of Science in Sustainable Energy	Institute of Sustainable Energy (UOM)	https://www.um.edu.mt/courses/overview/PMSCSS_EFTR3-2022-3-O	Full time	

Master of Science in Sustainable Energy	Institute of Sustainable Energy (UOM)	https://www.um.edu.mt/courses/overview/PMSCSS/EFTT6-2022-3-O	Full time	renewable energy and energy efficiency, covering topics ranging from new technology to policy, economic and environmental issues. Research topics in other areas related to Sustainable Energy may also be considered if an academic supervisor with the necessary expertise is available.
Master of Science in Sustainable Energy	Institute of Sustainable Energy (UOM)	https://www.um.edu.mt/courses/overview/PMSCSS/EPER3-2022-3-O	Part time	
Master of Science in Sustainable Energy	Institute of Sustainable Energy (UOM)	https://www.um.edu.mt/courses/overview/PMSCSS/EPET0-2022-3-O	Part time	
Master of Science in Sustainable Energy	Institute of Sustainable Energy (UOM)	https://www.um.edu.mt/courses/overview/PMSCSS/EPET0-2022-3-O	Part time	
Master of Science in Sustainable Development	The institute for Climate Change and Sustainable Development	https://www.um.edu.mt/courses/overview/PMSCSS/DFERO-2022-3-O	Full time	This programme enables you as a researcher to focus on a variety of topics to be studied in depth by pursuing a full-time or part-time second tier master's degree programme based on research. You will need to show evidence that a sound and systematic understanding of the subject has been acquired, and to show a critical awareness of current problems and/or new insights relating to the selected field of study. You must demonstrate a comprehensive understanding of techniques applicable to your own research, particularly but not limited to the ones used in the research.
Master of Science in Sustainable Development	The institute for Climate Change and Sustainable Development	https://www.um.edu.mt/courses/overview/PMSCSS/DPERO-2022-3-O	Part time	
Bsc. (Hons) in Earth Systems	Institute of Earth Systems	https://www.um.edu.mt/courses/overview/UBSCHE/SYFT-2022-3-O	Full time	Concern over environmental change has never been greater

				<p>than at present. It has long been known that the future of the human species is inextricably bound up with the health of the planet on which we live. It is therefore crucial that we gain a clear understanding of planet earth, its systems and their dynamics, if we are to determine the ways in which we should be living and utilizing resources responsibly. The B.Sc. (Hons) in Earth Systems will transcend disciplinary boundaries in order to adopt an integrated and holistic approach to the study of our planet. You will consider the various physical components of the earth system and interactions between these, whilst framing issues of environmental change within a broader context of environmental, social, economic and cultural sustainability. The emphasis is on developing an interdisciplinary and practice-oriented outlook. This programme is a science-based but policy-oriented field.</p>
BSc. (Hons) in Mediterranean Agro-	Institute of Earth Systems	https://www.um.edu.mt/courses/overview/UBSCHMAMFT-2022-3-O	Full time	The Bachelor of Science in Mediterranean Agro-ecosystems Management is a three-

<p>ecosystems Management</p>				<p>year full-time day course with a total of 180 ECTS (credits). The course includes several areas ranging from the basic rural sciences (cell biology, biochemistry, chemistry, soil, water, microbiology and genetics) to more applied rural sciences (farm animals, crops, biotechnology, herb science, aquaculture and food systems). Other aspects include analytical skills in measurement (physics, mathematics, modelling and data mining/management/pr ocessing), Mediterranean Agro-ecosystems resource management, policy and regulation (economics, marketing, policies, legislation and environmental stewardship). During the course, you will have the opportunity to participate in an Erasmus+ mobility programme for a more diverse and multicultural academic journey. In your final year, you will be able to demonstrate your acquired knowledge by carrying out a research-based dissertation.</p>
<p>Diploma in Agriculture</p>	<p>Institute of Earth Systems</p>	<p>https://www.um.edu.mt/courses/overview/UDAFT-2022-3-0</p>	<p>Full time</p>	<p>The Diploma course is a one-year day course with regular University students enrolling each</p>

				<p>year. During the first semester, you will follow all study units and an optional study unit.</p> <p>During the second semester, you may follow one stream of specialisation, animal science, crop science or herb science. If you choose the animal science stream, you will have to follow a crop production study unit in the first semester, while if you choose the crop or herb science streams, then you have to follow an animal production study unit in the first semester. In the second semester, alongside the specialisation streams, you may follow a study unit on food systems and have to prepare a report on a topic, chosen and agreed upon earlier during the year.</p>
Preparatory Course for Diploma in Agriculture	Institute of Earth Systems	https://www.um.edu.mt/courses/overview/UPRCAG RFT-2022-3-O	Full time	<p>The Preparatory Course is a one-year day course focusing on agricultural Biology and Chemistry. You will be introduced in rural sciences and be considered as probationary students.</p> <p>By studying for this preparatory course, you will learn about the basic science, concepts and practice of farming and cultivation, which will serve as the foundation for the Diploma itself. Topics covered range</p>

				<p>from principles of agricultural chemistry, agricultural systematics and agricultural biotechnology, to agricultural biochemistry, applied agricultural biotechnology and anatomy and physiology of crops.</p>
<p>MSc. In Natural Environment and Resources Management</p>	<p>Institute of Earth Systems</p>	<p>https://www.um.edu.mt/courses/overview/PMSCNE_RFTT8-2022-3-O</p>	<p>Full time</p>	<p>The coursework aims to provide a comprehensive knowledge base reflecting current thinking in Earth Systems, a solid methodological foundation, and an opportunity for in-depth focus in a thematic area relevant to environment and resource management in which the candidate has specific interest.</p>
<p>MSc. Rural and Environmental Sciences</p>	<p>Institute of Earth Systems</p>	<p>https://www.um.edu.mt/courses/overview/PMSCRE_SFTR9-2022-3-O</p>	<p>Full time</p>	<p>The course takes an interdisciplinary approach to addressing current issues of concern relating to the two areas of study, based on the rationale that there are strong interlinkages between environmental, planning, rural, urban, and other social and economic concerns. Learning outcomes include a solid understanding of key aspects of these disciplines and of the complex issues with which professionals are</p>

				<p>often confronted. Throughout the course, you will be trained in a range of skills from both the natural and social sciences, enabling you to critically address your area of research specialization in a holistic and integrated fashion. You will also gain experience in practical applications through hands-on projects throughout the course, and will also be able to focus on an area of particular interest to you through directed study units and through your dissertation research.</p>
MSc. Rural and Environmental Sciences	Institute of Earth Systems	https://www.um.edu.mt/courses/overview/PMSCRE-SPDR9-2022-3-0	Part time	<p>The course takes an interdisciplinary approach to addressing current issues of concern relating to the two areas of study, based on the rationale that there are strong interlinkages between environmental, planning, rural, urban, and other social and economic concerns. Learning outcomes include a solid understanding of key aspects of these disciplines and of the complex issues with which professionals are often confronted. Throughout the course, you will be trained in a range of skills from both the natural and social</p>

				<p>sciences, enabling you to critically address your area of research specialization in a holistic and integrated fashion. You will also gain experience in practical applications through hands-on projects throughout the course, and will also be able to focus on an area of particular interest to you through directed study units and through your dissertation research.</p>
MA in Ocean Governance	International Oceans Institute	https://www.ioinst.org/training/m-a-in-ocean-governance/	Full time	<p>This Masters degree programme on Ocean Governance being offered by the University of Malta in collaboration with the International Ocean Institute is unique in its approach – it aims to forge a knowledge base that is essentially legal but which also delves into the natural and social sciences to determine how an effective regulatory framework should operate.</p>

INNETICA

Name of Course	Name of training provider	Link to the course	Full course / Part course
GREEN CHALLENGE: Professional skills for green and sustainable jobs in innovative environments	University of Burgos	https://www.ubu.es/reto-verde-competencias-profesionales-para-empleos-verdes-y-sostenibles-en-entornos-innovadores/reto-verde-resumen-del-proyecto	Full course
Eco-entrepreneurship course	Forplan	https://www.forplan.es/curso-para-el-eco-emprendimiento/	Full course
Courses for entrepreneurs: Eco-entrepreneurship or Green Entrepreneurship	Madrid government	https://www.comunidad.madrid/actividades/2022/cursos-emprendedores-eco-emprendimiento-o-emprendimiento-verde	Full course
Mentoring "Emprendeverde"	Red Empreverde	https://mentoring.empreverde.es/	Full course

RA Sotla

Name of Course	Name of training provider	Link to the course	Full course / Part course
Shaping Circular Economy at Ljubljana	UNIVERSITY OF LJUBLJANA, SCHOOL OF ECONOMICS AND BUSINESS SUMMER SCHOOL.	https://shortprogrammes.ef.uni-lj.si/uploads/efsummer/public/custom/2022_LSS/Syllabus/Shaping_Circular_Economy_LSS_2022.pdf	full course
OD 2022 – Circular Economy Hackathon	The event is a collaboration between the Ministry of Environment and Spatial Planning, Climate-KIC, Chamber of Commerce and Industry Slovenia,	http://efnet.si/en/2022/05/24/od-2022-circular-economy-hackathon/	Part course

	University of Ljubljana, Chamber of Commerce and Industry Štajerska		
Circularity Thinking – Train-the- Stakeholders, Slovenia Deep Demonstration	EIT Climate-KIC	https://www.climate-kic.org/wp-content/uploads/2022/05/CT-Stakeholder-Training-Overview-040522.pdf	full course (Six weekly training workshops)

Unit 13 Resources Available

Associação Sójovem

<p>1.</p>	<p>Renewable Energy Course</p> <p>https://www.educaedu.com.pt/curso-de-energias-renovaveis-cursos-34254.html</p>
<p>Tools</p> <p><i>Blended learning Online lessons e-learning videos Seminars Apps</i></p>	<p>Online classes.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>We need to have a good strategy of dissemination to show the importance of this online course by explaining the professional appreciation that students gain by obtaining this course and the benefit in getting a job or even starting their own business in the world of the green economy.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>After completing the Sustainable and green entrepreneurship course, participants will be able to:</p> <ul style="list-style-type: none"> – Gain knowledge in the renewable energy field; – Distinguish and characterise the types of renewable energies; – Understand sustainable development in renewable energies.
<p>Methodologies and experiences</p> <p><i>Hands-on experience Internship Number of theory lessons</i></p>	<p>This training course is available online 24 hours a day and 7 days a week, in a format that complies with international e-learning standards. The management of study times is entirely done by the e-student, as he will be able to access the training contents at any time, depending on his availability, having only to finish the training by the last defined day. In this way, it is easier to reconcile learning with the demands of your profession, family and home. The training is supported by an e-trainer to whom the student can ask questions at any time during the training. During the training, students will have interactive multimedia material to carry out the study. This training is structured by units and will have elements of knowledge validation, which aim to award a final grade in the training. This structure has the purpose of presenting a continuous line of learning, with a certain duration, which is done at the pace of the e-student. The auxiliary material is a rich library that is in continuous</p>

	evolution, therefore, it may contain articles, videos, audio, links, books, with the possibility of downloading some training materials to record on a student's computer or print that allow a permanent link to training.
Name of organisation	Educaedu Portugal
Partner country	Portugal

2.	<p>Renewable Energy Online Course</p> <p>https://www.ceac.pt/cursos/energia-solar-e-eolica/</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	Online Classes.
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	To disseminate among the youngsters that attending this course is going to give you the opportunity to enter in a professional sector of future and strong expansion.
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>Core Concepts: Mathematics, physical foundations and HST norms and rules;</p> <p>Thermal Solar Systems: Concept of solar thermal system, its components, project design and components for assembly, integration, maintenance, programming and commercialization;</p> <p>Photovoltaic Solar Systems: which focuses on the concept of a photovoltaic solar system, its components, project design and assembly, integration, maintenance, programming and marketing components;</p> <p>Wind Systems: System components, farm maintenance and management, economic viability, inspection of farms, mini-wind farms and microgeneration.</p>

<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p>After registration, the student receives all the instructions from the teacher to start the training.</p> <p>In the 1st class, all the steps necessary to start online training are defined and prepared. The study phase follows, which includes: Individual activities, participation in Forums, practical work, participation in live classes and the realisation of the modular assessment.</p> <p>Every week the study will be guided by the teacher through emails and SMS for the programming of activities, feedback on participation in course events or telephone contacts to monitor the training. Students can express their doubts by email, platform, telephone, instant messages (chat) between 9:00 and 22:00 every working day.</p>
<p>Name of organisation</p>	<p>CEAC</p>
<p>Partner country</p>	<p>Portugal</p>

<p>3.</p>	<p>Master in Design for Sustainability</p> <p>https://www.ulisboa.pt/en/curso/mestrado/design-sustainability</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Blended learning.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Considering that this course is not free and it is a master's degree, perhaps a good strategy would be to disseminate it among students who have already graduated in the field of design or ecology.</p> <p>However, in order to reach as many young people as possible, it would be beneficial to publicise it in the field of degrees in science, architecture...etc, to direct them to an area of sustainable practical application.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>The Master program in Design for Sustainability has as general objectives:</p> <p>Provide postgraduate training in design in the context of sustainable development, understood in the transversality of the disciplinary framework of environmental, social and economic sciences.</p>

Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	<p>This master intends to develop Design Projects in real context and in collaboration with public and private entities, in the ambit of environmental, social and economic sustainability.</p> <p>Promote reflection and debate on specific sustainability issues that allow the design, development and implementation of projects at the local, regional and global levels within the framework of the United Nations Sustainable Development Goals in 2015.</p>
Name of organisation	University of Lisboa
Partner country	Portugal

4.	<p>Master Degree in Environmental Economics and Management</p> <p>https://www.up.pt/portal/en/study/masters-degrees/courses/fep/1036/</p>
Tools <i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i>	Blended learning.
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>Considering that this course is not free and it is a master's degree, perhaps a good strategy would be to disseminate it among students who have already graduated in the field of economics or management.</p>
Resources <i>What is available about the topic?</i>	<p>The programme aims to prepare for jobs in companies, government and non-governmental organisations as internal and external consultants/ specialised staff on energy and environment management.</p>

<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p>This course has the duration of three to four semesters (between a year and a half and two years). This study cycle comprises a specialisation course which consists of a set of course units. Course completion depends on a scientific dissertation and a project specifically produced for this purpose. This Master's degree is awarded to students who register for a dissertation/project/internship and who pass the respective defence. A Master's Degree course diploma, which does not grant the degree, can be awarded to students who pass all the course units of the programme's course component.</p>
<p>Name of organisation</p>	<p>University of Porto</p>
<p>Partner country</p>	<p>Portugal</p>

<p>5.</p>	<p>Master in Energy and Environmental Engineering https://fenix.ciencias.ulisboa.pt/degrees/meea</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Blended learning.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Considering that this course is not free, and it is a master's degree, perhaps a good strategy would be to disseminate it among students who have already graduated in the field of engineering, that way we can promote the benefits of this expanding field and give orientation to young people to work in sustainable industries.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>The main objective of this cycle of studies is the specialised training of engineering professionals in design, evaluation, energy management, renewable resources, sustainable buildings and mobility, and mitigation of environmental impacts associated with the use of energy, namely greenhouse gas emissions.</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i></p>	<p>This course has the duration of three to four semesters (between a year and a half and two years). This study cycle comprises a specialisation course which consists of a set of course units. Course completion depends on a scientific dissertation and a project specifically produced for this purpose. This Master's degree is awarded to students who register for a dissertation/project/internship and who pass the respective defence.</p>

Number of theory lessons	A Master's Degree course diploma, which does not grant the degree, can be awarded to students who pass all the course units of the programme's course component.
Name of organisation	University of Lisbon
Partner country	Portugal

ConfideaStar Consulting

1.	Green Economy, Green Transformation, Green Reconciliation and Reflections on Foreign Trade Education https://bursatto.com/2021/11/30/yesil-ekonomi-yesil-donusum-yesil-mutabakat-ve-dis-ticarete-yansimalari-egitimi/
Tools <i>Blended learning Online lessons e-learning videos Seminars Apps</i>	They are online lessons trainings given by Bursa Teknopark.
Strategies <i>How are you going to attract youths to apply for the courses?</i>	Thanks to this training, participants will have the infrastructure in the field of Green Economy and will provide an opportunity to practice.
Resources <i>What is available about the topic?</i>	Low Carbon Economy, Emission Trading System in the World – ETS European Green Consensus Goals, European Emissions Trading System – ETS Clean Energy and Energy Efficiency Jul
Methodologies and experiences <i>Hands-on experience Internship Number of theory lessons</i>	/
Name of organisation	ConfideaStar Consulting
Partner country	Türkiye

2.	<p align="center">Culture NEXT 2022 Circular Economy</p> <p align="center">https://www.youtube.com/watch?v=OjKWvRdlpMs</p>
<p align="center">Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p align="center">E- learning videos about circular economy.</p>
<p align="center">Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p align="center">Trainees will watch the video to have an introduction to the principles of green economy.</p>
<p align="center">Resources</p> <p><i>What is available about the topic?</i></p>	<p align="center">Cyclical studies are creating a new Sunday. Sunday Sunday is a big and important market. For example, 2 billion tons of urban waste is generated annually. Instead of these being turned into waste as garbage, can they be put back into transformation? it is stated that studies have been carried out on it throughout the world. It is the main topic of the conference.</p>
<p align="center">Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p align="center">/</p>
<p align="center">Name of organisation</p>	<p align="center">ConfideaStar Consulting</p>
<p align="center">Partner country</p>	<p align="center">Türkiye</p>
3.	<p align="center">Sustainable Living Film Festival</p> <p align="center">https://www.surdurulebiliryasamfilmfestivali.org/hakkinda/</p>

<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>A festival featuring short films about sustainability. It takes place regularly every year.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Sustainable living Film Festival since 2008, the concept of sustainability and provides a better understanding of systemic problems in interaction with each other, which are collected from different parts of the world while inspiring stories gives a contribution to the formation of a new culture of life by impact-oriented elite invites the audience to act to transform.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>The Sustainable Living Film Festival is the product of a collective effort. It is realized with the wholehearted support of individuals and organizations who think that a sustainable world is possible. it has been held for 14 years.</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p>/</p>
<p>Name of organisation</p>	<p>ConfideaStar Consulting</p>
<p>Partner country</p>	<p>Türkiye</p>

<p>4.</p>	<p>Are the Companies in Türkiye Ready for the Green Economy? https://www.youtube.com/watch?v=IZY49vrUwSM</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Environment Tv is an online conference created by the YouTube channel.</p>

Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>Due to the rich content of the training, there will be reference information on the topics of green economy, sustainability, circular economy, and development goals.</p>
Resources <i>What is available about the topic?</i>	<ul style="list-style-type: none"> • How Possible is a Green Economy? Are Companies in Turkey Ready for a Green Economy? • Where is Nuclear Energy in the "Green Economy"? Can Turkey become an energy exporting country in the coming years?
Methodologies and experiences <i>Hands-on experience Internship Number of theory lessons</i>	/
Name of organisation	ConfideaStar Consulting
Partner country	Türkiye

EGInA

1.	<p>Sessione clima Stati generali green economy 2021 - in collaborazione con Italy for Climate</p> <p>https://www.youtube.com/watch?v=I3CXCX0s8z4&ab_channel=Fondazioneperlosvilupposostenibile</p>
Tools <i>Blended learning Online lessons e-learning videos Seminars Apps</i>	<p>Seminar reporting best practices at governmental and entrepreneurship level.</p>
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>The seminar will offer trainees a possibility to further deepen the previously acquired theoretical knowledge in the field of green economy. They will be stimulated by the experiences of important companies and associations of the field that take intervene in the seminar, such as Chiesi Farmaceutici, ERG, Davines, Edison, CONOU, CNA, Arcadis.</p>

<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>Three days to COP26: expectations, risks, interests at stake</p> <p>In the first part, the session features a number of institutional speeches addressing the hot topics of national and international debate in the run-up to COP26, the Global Climate Summit held in Glasgow in November 2021. Expectations, achievements, and problems are discussed.</p> <p>In the second part of the session, companies and associations bring testimony on their path towards climate neutrality.</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i></p> <p><i>Internship</i></p> <p><i>Number of theory lessons</i></p>	<p>/</p>
<p>Name of organisation</p>	<p>European Grants International Academy srl</p>
<p>Partner country</p>	<p>Italy</p>

<p>2.</p>	<p>Green Economy: modelli di impresa per uno sviluppo sostenibile</p> <p>https://www.youtube.com/watch?v=-32s-HzUckE</p>
<p>Tools</p> <p><i>Blended learning</i></p> <p><i>Online lessons</i></p> <p><i>e-learning videos</i></p> <p><i>Seminars</i></p> <p><i>Apps</i></p>	<p>Seminar on the principles of green economy.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Trainees will watch the video to have an introduction to the principles of green economy.</p>

Resources <i>What is available about the topic?</i>	<p>The Green Economy is a theoretical model of economic development that evaluates productive activities according to their environmental impact. Dr Valeria Belvedere, Researcher in Economics and Business Management at the Università Cattolica del Sacro Cuore in Rome, discusses its principles.</p>
Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	European Grants International Academy srl
Partner country	Italy

3.	<p align="center">Green Economy, Green Society</p> <p align="center">https://www.youtube.com/watch?v=syTdPTitfQI</p>
Tools <i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i>	<p>Conference from the Green Week Festival, the green economy festival that took place in Italy in June 2022.</p>
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>Green society is a trending <i>concept</i> that lays the basis for building green economy.</p> <p>Moreover, prominent personalities at national (Italian) level intervene in the speech.</p>
Resources <i>What is available about the topic?</i>	<p>Sustainability also concerns what happens 'beyond the walls of the company' and invests the training of technical figures prepared for these challenges, the supply chains that must necessarily be integrated in green logics, the logistics whose workers must be considered an integral part of these chains, the territories that represent the context where the skills and culture of economic and social sustainability mature. There is no green economy without a green society.</p>

Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	European Grants International Academy srl
Partner country	Italy

4.	<p style="text-align: center;">IMPRENDIGREEN</p> <p style="text-align: center;">https://imprendigreen.confcommercio.it/</p>
Tools <i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i>	<p>A platform to train and guide individuals and companies in the ecological transition.</p> <p>The initiative was created by CONFCOMMERCIO, the Italian confederation of enterprises.</p>
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>Due to the large amount of information, topics and initiatives covered by the platform, it can be proposed as a reference point for learning about the field of circular economy, sustainability and ecological transition.</p>
Resources <i>What is available about the topic?</i>	<p>The platform offers users information on:</p> <ul style="list-style-type: none"> • National regulations and taxes for ecological transition <ul style="list-style-type: none"> • Training opportunities - courses • Events and seminars
Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	European Grants International Academy srl

Partner country	Italy
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5.	<p>A Guidebook to the Green Economy Issue 4: A guide to international green economy initiatives</p> <p>https://sustainabledevelopment.un.org/content/documents/916guidebook4.pdf</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Guidebook</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>The guidebook will be presented as a useful tool for youth approaching the world of green economy: forums, partnerships, programs, funds, facilities and mechanisms addressed in the document can be used a starting point and case study.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>This guidebook includes various international initiatives that are supporting countries and stakeholders to implement the green economy worldwide by providing a range of services including information exchange, data management, capacity building, finance, and technology services. In doing so, it provides a resource guide to the various existing international green economy platforms, partnerships, programs, funds and other initiatives. The guidebook also aims to map out many of the key actors involved in implementing and supporting the various green economy initiatives, the key services that they provide to countries, and the geographical reach of these initiatives which are now spreading the green economy across the globe. The intent is to provide useful information to practitioners, countries and stakeholders which may assist with coordination and coherence and help countries to find the support that they need. As with the previous guidebooks, the review focuses on green economy and the related concepts of green growth and low-carbon development.</p> <p>Guidebooks on issues 1- 3 are available as well: A Guidebook to the Green Economy – Issue 1: history, definitions and a guide to recent publications http://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=634&menu=35 A Guidebook to the Green Economy – Issue 2: exploring green</p>

	<p>economy principles, http://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=743&menu=35 A Guidebook to the Green Economy – Issue 3: exploring green economy policies and international experience with national strategies, http://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=738&menu=35</p>
Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	European Grants International Academy srl
Partner country	Italy

Filiala Braila a Patronatului Roman

1.	<p>RenewAcad - Professional Counseling and Training Academy for Renewable Energy Sources https://www.renewacad.eu/#formare</p>
Tools <i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i>	Face 2 Face
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>The course has a major strategic dimension, European, national and sectoral. It falls within the priorities of the National Strategy for Lifelong Learning and the Strategy of Vocational Education and Training in Romania for the period 2016-2020, proposing measures and actions specific to the two strategies. An added relevance is brought by the provision of priority services to a target group that comes from fields and occupations that will face drastic decreases in demand and disappear from the market for their direction to future,</p>

	sustainable and modern fields, enrolling with pivotal measures in the European energy transition process.
Resources <i>What is available about the topic?</i>	<p>RenewAcad - Professional Training and Counseling Academy for Renewable Energy Sources is intended for all people interested in the project, especially miners/former miners from Valea Jiului and beyond. It was specially created to ensure:</p> <p>The successful energy transition is a fair and equitable one for the whole society. The responsibility to ensure a future for communities dependent on mining activities. Modernizing the economy of regions dependent on coal mining activities. Adaptation to structural and technological changes</p> <p>Valea Jiului is one of the areas included in the Platform for Carboniferous Regions in Transition.</p> <p>The Academy aims to train and perfect all interested persons, with an emphasis on miners and former miners from the Jiului Valley and adjacent areas (Oltenia) and to transform them into specialists in wind energy and electricity distribution.</p>
Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	<p>The train-the-trainer program is designed to enable training facilities to deliver the training package. The program is modularized to meet the selected portfolio for individual markets and specific wind energy training needs. All future trainers receive hands-on instruction on the module from the learners' perspective and are supported in managing learning outcomes and designing training sequences that include all equipment specifications.</p>
Name of organisation	WIND POWER ENERGY SRL
Partner country	Romania

2.	<p>SYSTEMS ENGINEERING WITH RENEWABLE ENERGY SOURCES</p> <p>http://fsai.univ-ovidius.ro/master-detalii/programul-de-masterat-ingineria-sistemelor-cu-surse-energetice-regenerabile</p>
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<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Master/FC</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>The mission of the Master's study program Engineering of systems with renewable energy sources is to train specialists capable of understanding, developing and implementing both individually and in a team, the latest knowledge related to the conversion of renewable energy sources, based on the accumulation of theoretical and applied knowledge in optimal technical and economic conditions.</p> <p>Graduates of the master's degree program Engineering of systems with renewable energy sources will acquire in-depth knowledge in the field of chemical engineering related to the technologies for converting renewable energy sources into useful energy sources, such as biofuels, thermal energy, electric energy.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>2 years course</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p>The content of this master's university study program is oriented towards the formation and deepening of professional engineering skills in the field of conversion of renewable energy sources. In-depth and synthetic knowledge in the field of Chemical Engineering are proposed to be acquired by the master's students, through the accumulation of specific professional skills, in correlation with the theoretical and applied knowledge that is included in the topic addressed. The training of skills is considered to allow graduates to approach at work the problems of conception and advanced design aimed at the conversion and valorization of renewable energy sources.</p>
<p>Name of organisation</p>	<p>Ovidius University Constanta Faculty of Applied Sciences and Technology</p>
<p>Partner country</p>	<p>Romania</p>

<p>3.</p>	<p>Environmentally responsible course</p> <p>https://www.aprendis.ro/formare-profesionala/curs-responsabil-de-meniu/</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Online</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Graduation certificate</p> <p>The Environmental Manager course is authorized by the Ministry of Education. The graduation certificate is recognized at national and European level.</p> <p>It is accompanied by the descriptive supplement of the skills obtained and is valid for an indefinite period.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>The Environmental Manager course is held online - live in a video-conference system through the ZOOM application. The application is free and user-friendly.</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p>The Environmentally Responsible course is aimed at people who work in commercial companies that own or produce waste, traders and economic operators authorized from the point of view of environmental protection to carry out waste collection and transport operations.</p> <p>The structure of the Environmental Manager course offers the presentation and explanation of up-to-date legislation, the development of the management program and monitoring of environmental factors, the implementation of the internal audit and the preparation of the necessary documentation for obtaining environmental approvals and authorizations.</p>
<p>Name of organisation</p>	<p>AprenDis</p>

Partner country	Romania
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4.	<p>THEORETICAL TRAINING COURSE IN THE FIELD OF ELECTRICAL TECHNOLOGICAL INSTALLATIONS</p> <p>https://www.calificat.ro/detalii-curs/ANRE-electrice-VERIFICATORI.html</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Formal, class participation / online</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>The Future Vocational Training and Pre-University Education Foundation, through the Energy Training Centre, organizes, in accordance with the provisions of ANRE President's Order no. 11/2013 for the approval of the Regulation for the authorization of electricians, project verifiers, technical managers with execution, as well as quality and extrajudicial technical experts in the field of electrical installations: Theoretical training courses in order to obtain/regular approval of the project verifier certificate and /or quality and extrajudicial technical expert in the field of electrical installations authorized by A.N.R.E.</p> <p>In accordance with the provisions of the ANRE President's Order no. 11/2013 for the approval of the Regulation for the authorization of electricians, project verifiers, technical managers with execution, as well as quality and extrajudicial technical experts in the field of electrical installations. quality and extrajudicial in the field of technological electrical installations must also contain proof of completion in the last year of a theoretical training course in the field of technological electrical installations, which at least respects the theme and the bibliography established and published by the competent authority on its website.</p>

<p style="text-align: center;">Resources</p> <p><i>What is available about the topic?</i></p>	<p>The certificate of verifier of technological electrical installation projects or of the electrical part within complex projects gives its holder the following powers:</p> <ul style="list-style-type: none"> a) verifies the technical design documentation of the technological electrical installations, necessary to obtain the building permit; b) verifies the technical documentation and the details of the installation of technological electrical installations, in the form of plans, calculation briefs, specifications, technical memos, necessary to comply with the requirements imposed by the technical norms and energy prescriptions in force; c) technically verify the projects drawn up following reports by quality technical experts, in order to confirm that the projects comply with the requirements established by law. <p>(2) The authorized project verifier has the right to verify any project of technological electrical installations or electrical parts belonging to complex projects, both those connected/belonging to SEN or isolated electrical energy systems, to sign and stamp written and drawn documents only in the conditions in which the documentation subject to verification is appropriate from the point of view of the requirements provided for in the applicable legislation and regulations.</p> <p>The certificate of quality and extrajudicial technical expert in the field of electrical installations gives its holder the following competences:</p> <ul style="list-style-type: none"> a) analyses the location and operation conditions of electrical technological installations, including the technical and technological risks of these installations and the energy capacities of which they are a part; b) analyses the state of the assembly works of technological electrical installations, during the normal period of operation or outside it, which must be submitted to quality technical expertise; c) analyses the documents that were the basis for the installation of electrical technological installations in the design, execution and exploitation phases; d) analyses the provisions of the technical regulations that were the basis for the realization of the works of technological electrical installations and those in force on the date of the performance of the quality technical expertise.
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<p>Methodologies and experiences</p> <p><i>Hands-on experience</i></p> <p><i>Internship</i></p> <p><i>Number of theory lessons</i></p>	<p>A.N.R.E. (National Energy Regulatory Authority) authorized course</p> <ul style="list-style-type: none"> -Courses take place during the week, in the afternoon or at the weekend -Students have access to updated course materials, prepared according to the theme published on the website www.anre.ro -Students have individual access within an E-LEARNING PLATFORM, created with the aim of allowing users to have their own virtual library with specific, up-to-date materials, depending on the subject and the existing bibliography, to benefit from information about the novelties appearing in field. <p>courses.ecalificat.ro</p> <ul style="list-style-type: none"> • browsing and downloading the course materials contained in the subject <ul style="list-style-type: none"> • individual access based on user and password <ul style="list-style-type: none"> • performing self-assessment tests • guaranteed access during each training cycle <ul style="list-style-type: none"> • access to user support <p>-The organized courses have a profound application character, through which the assimilation of information is aimed at in an easy and correct way.</p> <p>-Professional training with teachers with theoretical and practical experience.</p>
<p>Name of organisation</p>	<p>Fundatia pentru Formare Profesionala si invatamant preuniversitar VIITOR</p>
<p>Partner country</p>	<p>Romania</p>

<p>5.</p>	<p>Courses for environmental specialists</p> <p>https://medaconsulting.ro/putem-programa/</p>
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<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Face 2 Face</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Training and specialization of those responsible for waste management. Fulfilling the obligations stipulated by the national legislation</p> <p>New obligations in waste management</p> <p>Environmental management systems according to EMAS requirements</p> <p>Medical waste management</p> <p>Circular Economy and sustainable development targets</p> <p>Compliance with legislative news in the field of the Environmental Fund</p> <p>The issue of packaging from the perspective of the Environmental Fund</p> <p>Calculation of AFM contributions for packaging waste</p> <p>GreenDeal or the transition to the Green Circular Economy</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>Practical courses customized for the needs of each team, from the basic level to the technical aspects and strategies necessary to ensure compliance with the legislation in force. Our trainings are highly interactive, whether you are looking for training for new team members or want to improve work practices or manage a new challenge, together with our collaborators, experts in their field of activity, we will create the right course.</p> <p>Each company has its own needs, its own budget and time constraints, and we optimize the courses according to them.</p>
<p>Methodologies and experiences</p>	<p>Training and specialization of those responsible for waste management. Fulfilling the obligations stipulated by the national legislation.</p> <p>New obligations in waste management</p>

<i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	<p>Environmental management systems according to EMAS requirements</p> <p>Medical waste management</p> <p>Circular Economy and sustainable development targets</p> <p>Compliance with legislative news in the field of the Environmental Fund</p> <p>The issue of packaging from the perspective of the Environmental Fund</p> <p>Calculation of AFM contributions for packaging waste</p> <p>GreenDeal or the transition to the Green Circular Economy</p>
Name of organisation	MEDA Consulting
Partner country	Romania

Future Focus Ltd

1.	<p>Master of Science in Sustainable Energy</p> <p>Master of Science in Sustainable Energy - L-Università ta' Malta (um.edu.mt)</p>
Tools <i>Dissertation</i> <i>Research</i>	By research (full time or part time)
Strategies <i>How are you going to attract youths to apply for the courses?</i>	It is crucial to emphasize the relevance and importance of sustainable energy, showcase the benefits of the program, leverage social media and digital marketing, and collaborate with relevant partners.
Resources <i>What is available about the topic?</i>	<p>By the end of the programme, you will be able to:</p> <ul style="list-style-type: none"> • Describe the scientific work performed in a written manner by means of technical reports, publications, and a dissertation. • Apply analytical and critical evaluation skills of published literature.

	<ul style="list-style-type: none"> • Assess the advantages and disadvantages deriving from the particular mix of energy resources available. • Evaluate different energy policies and regulations to achieve the goals formulated by economies/societies. • Tackle basic budgeting and write and follow up on checklists for successful project implementation and running.
<p>Methodologies and experiences</p> <p><i>Access to further studies</i></p>	<p>This programme is mainly offered if you are a graduate with a background in an area related to Sustainable Energy. Research projects normally investigate the area of renewable energy and energy efficiency, covering topics ranging from new technology to policy, economic and environmental issues. Research topics in other areas related to Sustainable Energy may also be considered if an academic supervisor with the necessary expertise is available.</p> <p>As this course is by research each student can manage their study time. The sources will be available as the convenience of the students, having only to finish the training by the last defined day. In this way, it is easier to reconcile learning with the demands of your personal life.</p> <p>This training is structured by units and will have elements of knowledge validation, which aim to award a final grade in the training.</p>
Name of organisation	Institute of Sustainable Energy (UOM)
Partner country	Malta

2.	<p>Master of Science in Sustainable Development</p> <p>Master of Science (Sustainable Development) - L-Università ta' Malta (um.edu.mt)</p>
<p>Tools</p> <p><i>Lecture</i></p> <p><i>Independent study</i></p>	By research

<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Considering that this is a master’s degree, it is important to showcase the benefits of the program to the graduated potential students offering new opportunities for practical experience.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>Dissertation Research Methods Principles of Sustainability</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> •Through thorough literature reviews the student will be able to demonstrate the importance and relevance of his research to the area of study. •In addition to the above, the student will be required to report on subject knowledge in his/her dissertation as well as examinations linked to the taught component of this programme of study. •Given data sets (geographic and non-geographic, primary, or secondary) the student will be able to analyze it, compute statistics and interpret results. •Students will be expected to demonstrate key skills such as the handling of spatial and/or non-spatial data, academic report writing and time management. •Students will also be expected to use case studies in their research and model performance, trends, and forecasts of particular phenomena, which will then be reported in the dissertation.
<p>Methodologies and experiences</p> <p><i>Further studies</i></p>	<p>By following this programme of study, you will have varied career opportunities due to the interdisciplinary nature of the research undertaken and the skills learned in the course of the studies. You can also engage in a research career by following on with further studies at doctoral level.</p>
<p>Name of organisation</p>	<p>The institute for Climate Change and Sustainable Development</p>
<p>Partner country</p>	<p>Malta</p>

<p>3.</p>	<p>Master of Science in Natural Environment and Resources Management https://www.um.edu.mt/courses/overview/PMSCNERFTT8-2022-3-O</p>
<p>Tools</p> <p><i>Tutorials</i> <i>Lectures</i> <i>Fieldwork</i> <i>Practicum</i> <i>Seminar</i> <i>Workshop</i></p>	<p>Full time.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Considering that is a master's degree, a good strategy to promote this course would be to disseminate it among graduated students in the field of design or ecology. In order to reach young people, emphasizing the importance and benefits of the program, considering the use of social media to promote and offering opportunities for practical experience could be interesting for young people.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>Earth Systems Science. Spatial Technologies for Environment Resources Management. Environmental Monitoring and Assessment. Sustainability, Society and Change. Tools and Techniques. Directed Study. Dissertation. Weather and Climate: Theory and Application. Weather and Climate: Policy and Planning. Environmental Pollution - Practical Applications. Environmental Pollution - Theory and Concepts.</p>
<p>Methodologies and experiences</p> <p><i>Further studies</i></p>	<p>The course provides the opportunity to work on the sustainability challenges of our time. You will learn to work towards finding solutions for societal problems related to natural resource exploitation and environmental change. The postgraduate programme consists of core, methods, specialisation, and a dissertation.</p> <p>During the application process, you will be asked to rank the elective thematic areas in order of preference, and are encouraged to contact the Course Coordinator, Dr Charles Galdies here, in order to discuss</p>

	your selection of a specialisation area and potential research topic BEFORE applying online.
Name of organisation	Institute of Earth Systems
Partner country	Malta

4.	<p>Master of Arts in Ocean Governance (MAOG)</p> <p>https://www.ioinst.org/training/m-a-in-ocean-governance/</p>
Tools <i>Lectures</i>	Online remote learning
Strategies <i>How are you going to attract youths to apply for the courses?</i>	Considering that is a master's degree, a good strategy to promote this course would be to disseminate it among graduated students in the field of design, ecology and laws. In order to reach young people, emphasizing the importance and benefits of the program, considering the use of social media to promote and offering opportunities for practical experience could be interest for young people.
Resources <i>What is available about the topic?</i>	<ul style="list-style-type: none"> - The Contemporary Definition of Ocean Governance -The Marine Environment: biological patterns, processes & resources <ul style="list-style-type: none"> -Qualitative & Quantitative Research Methods -Marine Resource Economics & Fundamentals of Sustainability <ul style="list-style-type: none"> -Earth Observation of marine/coastal processes and trends <ul style="list-style-type: none"> -The Law of the Sea <ul style="list-style-type: none"> -International Marine Dispute Settlement -Regulating Sustainable Use of the Oceans -Regulation & Governance for the Conservation of Living Marine Resources <ul style="list-style-type: none"> -Contemporary Threats to Maritime Security -The Human Element of Maritime Crime: Migrant Smuggling, Human Trafficking & Stowaways

	<p>-Ocean Policy Making: a practical exercise coordinated by the IOI that provides learning through the application of tools elaborated upon in the other study units.</p> <p>-A research component which comprises the writing of a dissertation (approx. 25,000 words) on a topic related to ocean governance chosen by the student, as approved by the Master's degree programme Board of Studies.</p>
<p>Methodologies and experiences</p> <p><i>Further studies</i></p>	<p>It aims to forge a knowledge base that is essentially legal but which also delves into the natural and social sciences to determine how an effective regulatory framework should operate. The Master's in Ocean Governance serves to further enhance the development of learning and research in the field of marine resource management and maritime security from a multidisciplinary perspective. In this era of globalization and sectoral integration, capacity building in the regulation of ocean governance plays a pivotal role in ensuring safe and healthy oceans for the benefit of humankind and the planet.</p>
<p>Name of organisation</p>	<p>International Ocean Institute</p>
<p>Partner country</p>	<p>Malta</p>

INNETICA

<p>1.</p>	<p>Greenweekend</p> <p>https://www.greenweekend.org/</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Greenweekend is an event that aims to promote sustainable and green entrepreneurship among young entrepreneurs in Spain. The event takes place over a weekend, during which participants receive training and advice to develop sustainable projects and are offered the opportunity to present their ideas to investors.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Greenweekend seeks to attract young entrepreneurs interested in the green sector and sustainability. The event is promoted on social networks and through the official website, where details about the event, dates, program and speakers are provided. Interested parties are also invited to register and submit their project proposals.</p>

Resources <i>What is available about the topic?</i>	<p>During the event, participants have the opportunity to attend talks and workshops given by experts in the field of sustainable and green entrepreneurship, as well as to receive personalized advice on their project proposals. In addition, they are offered the chance to present their ideas to a panel of investors who can finance the most innovative and sustainable projects.</p> <p>Regarding the theme, Greenweekend addresses topics such as circular economy, renewable energy, waste management, sustainable mobility, organic agriculture and sustainable tourism, among others. Participants have the opportunity to learn about the latest trends and developments in the green and sustainable sector, as well as to establish contacts and network with other young entrepreneurs and experts.</p>
Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	Greenweekend
Partner country	Spain

2.	<p>Congreso Nacional del Medio Ambiente (CONAMA)</p> <p>https://www.fundacionconama.org/que-es-conama/</p>
Tools <i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i>	<p>The National Environmental Congress (CONAMA) is one of the most important events in Spain in the field of environment and sustainability.</p> <p>This event, which is held every two years, brings together experts and professionals from different sectors to discuss and analyse the</p>

	main challenges and opportunities in the field of environment and sustainability.
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>CONAMA seeks to attract young people interested in the environment and sustainability through different activities and programs. For example, specific sessions are organized for young people, addressing topics such as climate change, circular economy, sustainable mobility or biodiversity. In addition, workshops and participatory activities are offered so that young people can learn and experiment in a practical way on topics related to sustainability.</p> <p>Another attraction of CONAMA for young people is the possibility of establishing contacts and networking with other young people interested in the environment and sustainability, as well as with experts and professionals from different sectors. Meeting spaces and social activities are organized to encourage interaction and the exchange of ideas among participants.</p>
Resources <i>What is available about the topic?</i>	<p>In terms of subject matter, CONAMA addresses a wide variety of topics related to the environment and sustainability, from waste management and climate change to biodiversity and renewable energy. Young people have the opportunity to learn about the latest trends and developments in the sector and to participate in debates and round tables with experts and professionals from different areas.</p>
Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	Fundación CONAMA
Partner country	Spain

3.	<p>SUSTAINABLE STARTUP & CO</p> <p>https://sustainablestartupco.com/</p>
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<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>The Sustainable Startup & Co platform is a community that connects startups, entrepreneurs and investors interested in sustainability in Spain. It offers resources, networking opportunities and access to funding for sustainable businesses, including those focused on green entrepreneurship. The platform also has a news and events section related to sustainability and entrepreneurship in Spain.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>The platform offers resources, networking opportunities and access to funding for sustainable businesses, which can attract young entrepreneurs interested in green entrepreneurship and sustainability. In addition, the platform also has a section of news and events related to sustainability and entrepreneurship in Spain, which can help young people stay updated and connected in the field.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>In terms of available topics, the platform focuses on sustainable business and green entrepreneurship, which includes topics such as renewable energy, circular economy, sustainable agriculture, and many other topics related to sustainability.</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p>/</p>
<p>Name of organisation</p>	<p>Sustainable Startup & Co</p>
<p>Partner country</p>	<p>Spain</p>

<p>4.</p>	<p>EYE E-LEARNING PLATFORM</p> <p>https://www.eyerasmusproject.org/platform/</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i></p>	<p>The "Eye" e-learning platform focuses on teaching green entrepreneurship and environmental sustainability to students.</p>

<p><i>Apps</i></p>	
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Young people can access the platform and courses from anywhere and at any time, as long as they have an internet connection, allowing them to learn at their own pace and adapt learning to their schedules and needs.</p> <p>The "Eye" courses are focused on environmental and green entrepreneurship topics, which are very relevant and of interest to young people, as they are important topics in the current world and the future.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>The contents of the platform are the following:</p> <ul style="list-style-type: none"> • Management of Natural Sources and Renewable Energies. <ul style="list-style-type: none"> • Green Economy. • Green Entrepreneurship. • Sustainability and Green Marketing. • Green Business and Developing Business Models. <ul style="list-style-type: none"> • Eco-Innovation + Creativity + Creative Thinking. • Personal Skills and behaviors for entrepreneurship. • Opportunities Identifying for a New Business and Green Jobs. <ul style="list-style-type: none"> • Financing. • United Nations Agenda 2030 and SDGs (Sustainable Development Goals) in green projects.
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i></p> <p><i>Internship</i></p> <p><i>Number of theory lessons</i></p>	<p>/</p>
<p>Name of organisation</p>	<p>AEGARE</p>
<p>Partner country</p>	<p>Spain</p>

<p>5.</p>	<p style="text-align: center;">EYE INTERACTIVE GAME</p> <p style="text-align: center;">https://view.genial.ly/61f92656a4d386001201c1c7</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p>Simulation Game aimed at interested participants and stakeholders in green entrepreneurship.</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>This interactive game is part of one of the activities carried out within the project “EYE” (Entrepreneurship, Youth and Environment) cofounded by the European Commission.</p> <p>The "Save the Earth" game of the EYE Project is an innovative and exciting way to attract young people to learn about green entrepreneurship. The engaging gameplay, educational content, accessibility, and rewards and incentives make it a fun and effective tool for inspiring young people to make a positive impact on the environment.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>The game contains missions to be completed on different topics related to the theme such as:</p> <ul style="list-style-type: none"> ● Management of Natural Sources and Renewable Energies. <ul style="list-style-type: none"> ● Green Economy. ● Green Entrepreneurship. ● Sustainability and Green Marketing. ● Green Business and Developing Business Models. <ul style="list-style-type: none"> ● Eco-Innovation + Creativity + Creative Thinking. ● Personal Skills and behaviors for entrepreneurship. ● Opportunities Identifying for a New Business and Green Jobs. <ul style="list-style-type: none"> ● Financing. ● United Nations Agenda 2030 and SDGs (Sustainable Development Goals) in green projects.

Methodologies and experiences <i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	/
Name of organisation	AEGARE
Partner country	Spain

RA Sotla

1.	<p>Circularity Thinking training programme</p> <p>https://www.climate-kic.org/news/eit-climate-kic-launches-new-circularity-thinking-training-programme/</p>
Tools <i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i>	<p>Blended training course with self-study, workshops and offline activities/project components</p>
Strategies <i>How are you going to attract youths to apply for the courses?</i>	<p>Circular Thinking is not just a set of tools but creates a circular mindset by exploring the problems of a linear approach and then developing circular strategies that solve linear problems.</p> <p>Circularity Thinking training requires reframing a problem ('problem space') to see what the challenge is. The idea is to map the current system to understand the context of the problems. The process then moves to a 'solution space' where practitioners identify circular strategies that can support change. Since multiple strategies are possible, the process identifies strategies that connect and support the goals and consider the role of different stakeholders in delivering the new action plan.</p>

<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>After successfully completing the Train-the-Practitioners course, participants will be able to:</p> <ul style="list-style-type: none"> • Develop a circular mindset and deep understanding of the Circularity Thinking tools. • Start or develop implementation of circular solutions into your daily practices and activities. <ul style="list-style-type: none"> • Understanding circularity as a concrete way of thinking and practicing (with a focus on connecting to packaging processes). • Access and contribute to the Climate-KIC's circular community of coaches, trainers and practitioners collaborating on circular economy and circularity thinking activities. • Demonstrate knowledge and ideas to complete the competency framework and become an approved user of the Circularity Thinking materials.
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i></p> <p><i>Internship</i></p> <p><i>Number of theory lessons</i></p>	<p>Six weekly training workshops - 25-30 hours (2-3 hours for self-study and for each of the workshop modules + offline activities). The course consists of six workshops, with dates and indicative topics/timings as indicated below in the schedule scheme.</p>
<p>Name of organisation</p>	<p>Razvojna agencija Sotla / Development agency Sotla</p>
<p>Partner country</p>	<p>Slovenia</p>

<p>2.</p>	<p>Circular Insider</p> <p>https://www.circularchange.com/circular-insider</p>
<p>Tools</p> <p><i>Blended learning</i></p> <p><i>Online lessons</i></p> <p><i>e-learning videos</i></p> <p><i>Seminars</i></p> <p><i>Apps</i></p>	<p>Online journals and videos</p>

<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>With this, issue of the Circular Insider publishers aim to achieve demystification of the term “circular economy” and encourage YOU to explore the best entry points for YOUR OWN circular economy journey. Driven by passion, curiosity and creativity, we are looking forward to helping you begin to discover and enjoy the circular lifestyle. Let’s jointly walk the talk. Together we can pave the way towards a thriving society and economy.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p>Online journal in combination with CIRCULAR INSIDER TALK #1 #2 #3 - https://www.circularchange.com/news-cc/2022/2/15/circular-insider-talk-1-2-3?rq=talk,</p> <p>#4 #5 #6 - https://www.circularchange.com/news-cc/2022/3/25/circular-insider-talk-4-5-6?rq=talk (Available only in Slovenian language, sorry. 😊)</p> <p>With the publication Circular Insider - Speed Date with Circular Economy Frontrunners, Circular Change and its partners present the key roles of the state, economy and culture in the transition to a circular economy.</p> <p>It has also been an important contribution to support the circular economy objectives during Slovenia's presidency of the EU Council in 2021 with the concrete Slovenian & foreign circular and sustainable business practices and policies, positioning Slovenia as an important player in promoting the transition to a circular economy.</p> <p>The publication has received a great amount of praise and positive feedback, so with the support of the EU commission representation in Slovenia, Circular Change developed a short video format “Circular Insider Talk” – a one-on-one chat with the host Ladeja G. Košir – to further promote the success stories of the circular frontrunners from Slovenia and beyond.</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i></p> <p><i>Internship</i></p> <p><i>Number of theory lessons</i></p>	<p>/</p>
<p>Name of organisation</p>	<p>Razvojna agencija Sotla / Development agency Sotla</p>
<p>Partner country</p>	<p>Slovenia</p>

<p>3.</p>	<p style="text-align: center;">Girls Go Circural</p> <p style="text-align: center;">https://eit-girlsgocircular.eu/about/</p> <p style="text-align: center;">Slovenian participant: Junior Achievement Slovenija / Zavod za spodbujanje podjetnosti mladih</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<ul style="list-style-type: none"> • Girls Go Circular: Teacher Guidebook (pdf). • Girls Go Circular: Digital and Entrepreneurial Skills for the Circular Economy (brochure pdf). • Explaining the Circular Economy and How Society Can Re-think Progress (animated video). • Example Challenge: How circular is your Smartphone? (video).
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>Girls Go Circular supports schoolgirls, and more broadly, any student, to develop their digital and leadership skills while learning about the circular economy and finding solutions for a sustainable future.</p>
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p style="text-align: center;">https://eit-girlsgocircular.eu/resources/</p> <ul style="list-style-type: none"> • Girls Go Circular: Teacher Guidebook (pdf.) • Girls Go Circular: Digital and Entrepreneurial Skills for the Circular Economy (brochure pdf.) • Explaining the Circular Economy and How Society Can Re-think Progress (animated video) <p>Example Challenge: How circular is your Smartphone? (video)</p>
<p>Methodologies and experiences</p> <p><i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i></p>	<p style="text-align: center;">/</p>
<p>Name of organisation</p>	<p style="text-align: center;">Razvojna agencija Sotla / Development agency Sotla</p>
<p>Partner country</p>	<p style="text-align: center;">Slovenia</p>

<p>4.</p>	<p style="text-align: center;">TRAIN-CE-FOOD</p> <p style="text-align: center;">https://trainecefood.si/en/open-learning-platform-2</p> <p style="text-align: center;">Slovenian participant: Epeka Slovenia</p>
<p>Tools</p> <p><i>Blended learning</i> <i>Online lessons</i> <i>e-learning videos</i> <i>Seminars</i> <i>Apps</i></p>	<p style="text-align: center;">Online lessons – open learning platform</p>
<p>Strategies</p> <p><i>How are you going to attract youths to apply for the courses?</i></p>	<p>TRAIN-CE-FOOD objective is acquiring innovative specialised competences for young people, by empowering them to use entrepreneurship and cooperative skill sets and mindsets, enabling them to create much more efficient cooperative solutions and business models in the field of CE and food supply chains via open online learning, face-to-face workshops, and in-depth remote coaching.</p> <p>Through the e-training young people had a chance to:</p> <ul style="list-style-type: none"> • participate as an active evaluator of the e-course training; • receive professional mentoring on the topics of circular economy, food supply chains, business models, social entrepreneurship and cooperatives; <ul style="list-style-type: none"> • create a new business idea; • start their circular entrepreneurship path; • receive a certificate of attendance to enrich your CV; • network and meet like-minded young people; <ul style="list-style-type: none"> • become an active change-maker!
<p>Resources</p> <p><i>What is available about the topic?</i></p>	<p style="text-align: center;">Online lessons</p> <p style="text-align: center;">The e-modules cover the following topics:</p> <ul style="list-style-type: none"> • e-Module 1: Introduction to Circular Economy and Innovative Business Models. • e-Module 2: Entrepreneurships and cooperatives in circular economy. • e-Module 3: Creation of cooperative start-up, using circular economy in food supply chains.
<p>Methodologies and experiences</p>	<p style="text-align: center;">/</p>

<i>Hands-on experience</i> <i>Internship</i> <i>Number of theory lessons</i>	
Name of organisation	Razvojna agencija Sotla / Development agency Sotla
Partner country	Slovenia

Unit 3 Good practice examples

International examples

The Ocean Cleanup:	The Ocean Cleanup is a non-profit organization that is developing advanced technologies to clean up plastic from the ocean. The organization was founded by Boyan Slat, who started the initiative when he was just 18 years old.
Green Mountain Power	Green Mountain Power is a utility company that is committed to transitioning to 100% renewable energy sources. The company has invested in solar, wind, and hydroelectric power, and has also helped its customers reduce their energy consumption through energy efficiency programs.
Tesla	Tesla is a company that produces electric cars and renewable energy products. The company was founded by Elon Musk and is dedicated to reducing carbon emissions and promoting sustainable energy solutions.
Ecolife Recycling	Ecolife Recycling is a company that provides recycling services to businesses and households. The company focuses on diverting waste from landfills and promoting sustainable waste management practices.
Patagonia	Patagonia is an outdoor clothing company that is known for its commitment to environmental sustainability. The company uses recycled materials in its clothing and supports environmental organizations through its 1% for the Planet program.

European examples

Too Good To Go	Too Good To Go is a Danish company that has developed a mobile app to help reduce food waste. The app connects consumers with restaurants and food retailers to sell unsold food at discounted prices. The company has expanded across Europe and has helped to reduce food waste and promote sustainability.
Enercon	Enercon is a German company that designs and manufactures wind turbines. The company has played a significant role in the development of the wind energy sector in Europe and has helped to reduce carbon emissions from fossil fuel power plants.
BioMason	is a startup based in the UK that produces sustainable building materials. The company uses bacteria to grow bricks from sand and

	other materials, reducing the need for energy-intensive manufacturing processes and reducing carbon emissions.
Circular Devices	Circular Devices is a Finnish company that has developed a modular smartphone called the Puzzlephone. The phone is designed to be easily repairable and upgradeable, reducing electronic waste and promoting sustainability.
Wolkabout	Wolkabout is a Croatian company that has developed a cloud-based platform for managing energy consumption in buildings. The platform helps building owners and managers to reduce energy consumption, optimize building operations, and promote sustainability.

Local examples

GreenPak Malta	GreenPak is an organization that promotes waste reduction and recycling in Malta. Businesses trading in Malta are by law required to recover and recycle the resulting packaging waste, waste electrical goods and batteries. GreenPak provides legal compliance to all such organisations. Established in 2004, GreenPak is the pioneer of post-consumer waste recovery in Malta. In 2010 GreenPak became a Cooperative Society Limited owned by the very companies using GreenPak's compliance services.
BCRS Malta	The Beverage Container Refund Scheme incentivises the return of single-use beverage containers by applying a refundable deposit on the sales of beverages. This circular economy system entices returns of single-use beverage containers by consumers, which are then gathered and sorted by BCRS Malta for onward sale as recyclable material.
GreenMT	GreenMT is a waste management company that provides recycling and waste collection services in Malta. The company is dedicated to reducing waste and promoting sustainable waste management practices.
The ECOHIVE Project	The ECOHIVE Project is an initiative that aims to promote sustainability and environmental awareness in Malta. It focuses on educating the public about eco-friendly practices, such as waste reduction, energy efficiency, and sustainable transportation.

Greenroads Malta

Greenroads Malta is a non-profit organization that promotes sustainable transportation in Malta. The organization focuses on promoting cycling as an alternative to cars, reducing carbon emissions, and improving air quality. Some of the initiatives and services provided by Greenroads Malta include:

1. Cycling infrastructure development.
2. Bicycle sharing scheme.
3. Cycling events and workshops.
4. Advocacy and policy work.