

Sustainable Entrepreneurship

*A Collection of Non-Formal
Education Methods*







Sustainable Entrepreneurship.

*A Collection of Non-Formal Education Methods
Second edition. Revised and updated.*

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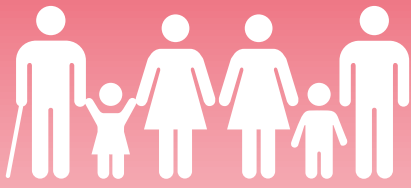
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**An introduction
to Sustainable
Entrepreneurship**

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Introduction

In today's business environment, entrepreneurs are called upon to consider the long-term implications of social innovation and business strategies and to practice business ethics that prioritise the long-term health of society. Through sustainable entrepreneurship, individuals and companies can contribute to sustainable development by generating new products, services, and production processes that reduce social and environmental impacts while increasing people's quality of life.¹ Before understanding the concept of sustainable entrepreneurship, however, it is important to define "sustainable development".

The term "sustainable development" first appeared in the UN Brundtland Report in 1987, which defined it as "development that meets the needs of the present, without compromising the ability of the future generation to meet their own need". However, it will not be until 2000, that countries came together and signed the United Nations Millennium Declaration that started a global effort to tackle the indignity of poverty. One decade later, these Goals were replaced by the Sustainable Development Goals.

4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



16 PEACE, JUSTICE AND STRONG INSTITUTIONS

The Sustainable Development Goals were agreed by the members of the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs were designed to create environmental sustainability and socio-economic balance.¹

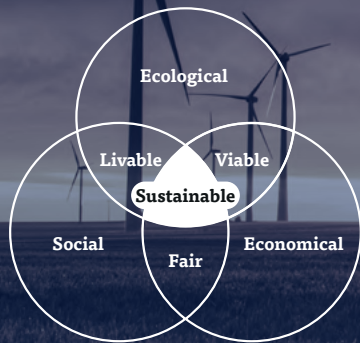
Entrepreneurs are among the most important actors contributing to economic growth.² Small and medium enterprises (SMEs) have an important role in increasing employment.

In many countries, entrepreneurs have become the backbone of the country's economy. However, in the last decade, entrepreneurs have demonstrated not only to be driven by economic matters but also by goals to protect the ecosystem and act against climate change. Therefore, including them in the process of implementation of the SDGs is crucial for building a sustainable mindset from the bottom-up perspective.

¹ United Nation (no date) Sustainable development goals: United Nations Development Programme, UNDP. Available at: <https://www.undp.org/sustainable-development-goals> (Accessed: January 25, 2023).

² Akkuş, Y. and Çalıyurt, K. (2022) "The role of Sustainable Entrepreneurship in UN Sustainable Development Goals: The case of TED talks," *Sustainability*, 14(13), p. 8035. Available at: <https://doi.org/10.3390/su14138035>.

What is Sustainable Entrepreneurship?



"Sustainable entrepreneurship refers to the discovery, creation and exploitation of entrepreneurial opportunities that contribute to sustainability by generating social and environmental gains for others in society." ¹ It is a necessary condition to secure our planet for future generations and to reflect the balance between financial and economic results, social concerns, and our environments – the so-called 3 P's: People, Planet and Profit.

What are the 3 P's?

The 3 P's, also known as the Triple Bottom Line, is a business concept that suggests that businesses should commit to measuring their social and environmental impact, in addition to their financial performance, rather than solely focusing on generating profit, or the standard "bottom line." ²



People

A sustainable organisation provides a liveable environment through good working relationships, attention to employee development, and shared responsibility. Sustainable organizations do this while respecting the rights of their own employees as well as those in their supply chain.³



Planet

Forward-looking organisations strive for a healthy natural living environment and take a proactive stance in solving environmental problems. This is reflected, for example, in waste recycling policies, supplier choice (regional or international), and mobility modes.⁴



Profit

To be a viable organization it is important to maintain a healthy financial position. Profitability is the foundation of the company, so adding economic value is a prerequisite for improving the second other dimensions.⁵

¹ Greco, Angela & Jong, Gjalte. (2017). Sustainable entrepreneurship: definitions, themes and research gaps. 10.13140/RG.2.2.16751.12968

² Miller, K. (2020) The triple bottom line: What it is & why it's important, Business Insights Blog. Available at: <https://online.hbs.edu/blog/post/what-is-the-triple-bottom-line> (Accessed: January 27, 2023).

³ The 3Ps of Sustainability (2022) Move to Impact. Available at: <https://movetoimpact.com/blogs/the-3ps-of-sustainability/> (Accessed: January 27, 2023).

⁴ Ibid

⁵ Ibid

What are the global challenges to sustainability?

Lack of clean, affordable energy and integrated energy systems. Scarcity of clean water, rapidly growing mega-cities. Migration as a consequence of war and poverty, and unsustainable use of resources. These are some of the challenges in the path to sustainable development today.

While many countries have already made significant progress and have taken important steps to foster sustainable growth and address climate change, some countries still struggle to implement strategies and policies to ensure sustainable development.⁶

One of the biggest challenges to sustainability is the rapid increase in CO₂ emissions. According to the Global Carbon Update 2021, since the middle of the 20th century, annual emissions from burning fossil fuels have increased extensively every decade, from an average of 3 billion tons of carbon (11 billion tons of carbon dioxide) a year in the 1960s to 9.5 billion tons of carbon (35 billion tons of carbon dioxide) per year in the 2010s.⁷

Although the commitment of individuals and companies for a better and more effective implementation of strategies to mitigate climate change, there are still a considerable number of businesses in the world that are damaging the environment by emitting CO₂ into the air. According to the World Bank, while some countries are decreasing their contribution to CO₂ emissions, others have had a dramatic increase in the last decade.⁸

The table below shows the tendencies in the countries participating in the projects “Growing Green” and “Global Pathway”. According to Olga Adhikari, the differences are due to the countries’ capacity to shift toward clean and renewable sources. While in developed countries the efforts to reduce environmental pollution and use of renewable energy are included in their annual government action plans for achieving the 2030 agenda, most developing countries have harder time achieving sustainability due to their lack of financial resources to carry out and plan sustainable development.⁹

Country	Metric tons per capita in 1960	Metric tons per capita in 2021
Denmark	6.5	5.5
Indonesia	0.2	2.2
Myanmar	0.1	0.7
Vietnam	0.2	3.3
Kazakhstan	10.3	14.4
India	0.2	1.9

Source: ourworlddata.org

Despite extensive economic growth and an increase in the quality of life over the last century, concern remains that the era of industrialisation has had substantial negative effects on the natural environment and that these effects diminish the vitality and sustainability of our economic systems. This Toolkit contains educational activities that can inspire entrepreneurs of all ages to meet the 3Ps of sustainable businesses and contribute at safeguarding our planet for many generations to come.

6 Global Challenges and Sustainable Solutions (2018) State of Green. Available at: <https://stateofgreen.com/en/news/global-challenges-and-sustainable-solutions/> (Accessed: January 26, 2023).

7 Lindsey, R. (2022) Climate change: Atmospheric carbon dioxide, NOAA Climate.gov. Available at: <https://tinyurl.com/2p9hxb8b>. (Accessed: January 26, 2023).

8 World Bank. “CO₂ Emissions (Metric Tons Per Capita).” World Development Indicators, The World Bank Group, 2021, <https://data.worldbank.org/indicator/EN.ATM.CO2E.PC>

9 Adhikari, O. (no date) Sustainable development and its challenges in developing countries, International Young Nature Friends . Available at: <https://tinyurl.com/2xeku9pm/> (Accessed: January 26, 2023).



National Context

Indonesia

Indonesia has experienced a strong and consistent economic growth of around 6% per annum over the past 15 years. Aiming to become a high-income country in the 2030s, Indonesia has been implementing different strategies and schemes, such as the Indonesia Green Growth Program, to transform the country's economy.¹ In spite of this, in 2023 Indonesia continued to be listed as the 20th most polluted country in the world,² cutting its population life expectancy by two years. Achieving the country's 2030 economic goals requires sustained, rapid, and inclusive economic growth to provide a high standard of living for all its citizens.

In 2022 the country had over 62 million SMEs which equates to one SME for every five Indonesians. Ca. 98.75% of these are micro-enterprises,³ making SMEs the business group with the largest population in Indonesia, with locations scattered across the country. As a result, the Indonesian government is debating strategies for implementing sustainable practices in SMEs. Recent studies on sustainability in the country concentrated on the interdependence of ecological and economic sustainability.⁴

To implement the 2030 Agenda in the Indonesian economy and reduce environmental pollution, the government focused on implementing an ESG (Environmental, Social, and Governance)

1 Government of Indonesia and Global Green Growth Institute (GGGI) (no date) About us: Indonesia Green Growth Program, Indonesia Green Growth Program. Government of Indonesia. Available at: <https://tinyurl.com/y56n4jem>. (Accessed: 2023).

2 IQAir (2018) "World's most polluted countries & regions (historical data 2018-2021)," IQ Air.

3 Tirta, A. (no date) Indonesia's SMEs are key to development. how can they grow? World Economic Forum. Available at: <https://www.weforum.org/agenda/2021/09/how-can-indonesian-smes-scale-up/> (Accessed: January 6, 2023).

4 Tunjungsari, Hetty & Selamat, Frangky & Chairy, Chairy. (2021). Sustainable Entrepreneurship in SMEs: The Case of Creative-Industry SMEs in Jambi, Indonesia.



Indonesia

strategy plan,⁵ which is a set of non-financial performance indicators that assess a company's risks and relationship to the environment and society. ESG helps the transition of small and large business to sustainable practices, while also raises the consumer awareness on their consumption and the origin of the products consumed.⁶ These strategies encourage consumers to demand transparency more actively from manufacturers while making companies more sustainable and goal oriented.

While consumer spending and employee engagement are among the key opportunities for

ESG value creation, the country still suffers from incumbent adoption barriers on the global level, including balancing ESG with growth targets; a lack of reporting standards and complexity, including regulations; and insufficient attention or support from senior leadership.

To overcome this barrier, in 2022 the government agreed on a fourth Joint Work Programme with OCDE. One of the objectives of this programme is to mainstream a responsible business conduct as well as support SMEs and entrepreneurship policies to create a more sustainable and green economic growth in Indonesia.⁷

⁵ Shawndefar, M., & Darsa, M. (2022, June 15). *Indonesia can consider strengthening ESG policies amid calls for a standardised global framework.*

⁶ *Ibid*

⁷ OECD. (2022, July 14). *OECD-Indonesia Joint Work Programme 2022-2025.*



National Context

India

In India, the Central and State governments and the public and private sectors have developed a Sustainable Development Strategy which includes a number of development schemes in the social, cleantech (clean energy, clean water, and sustainable agriculture), and human resources sectors.¹ Indeed, India is expected to begin greening its national income accounting, making the depletion of natural resource wealth a key component in its GDP measurement.²

However, some of the challenges that India encounters while trying to implement the 2030 Agenda include slower economic growth, long-lasting corruption, and inequality. Although cities are growing, transport systems are booming and the middle class is growing rapidly,

there are still vast pockets of poverty in the villages, the countryside, and the slums in the cities. The gap between the rich and poor is still wide.

In addition to this, parts of India face drastic resource scarcity such as water shortages, with many rivers polluted to the point that they have become toxic. The villages and poorer parts of the cities need investments in sanitation, health, and safe drinking water. The rapid increase in climate-change induced disasters over the last decade has drawn the attention of visionary Indian CEOs and eco-entrepreneurs, who recognize the need for business adaptation to contribute to India's ambitious sustainable commitment.³

1 Indian Brand Equity Foundation. (n.d.). Sustainable development in India.

2 Ibid

3 Gangadharan, S. (2022) SAP brandvoice: How India's eco-entrepreneurs are leading the sustainable business charge, Forbes. Forbes Magazine. Available at: <https://www.forbes.com/sites/sap/2021/11/10/how-indias-eco-entrepreneurs-are-leading-the-sustainable-business-charge/?sh=1b10a5ba74eb> (Accessed: January 24, 2023).



India

Over time, India's SMEs have evolved into an important economic engine. According to the Confederation of Indian Industry (CII), India's 42.5 million SMEs employ approximately 40% of the workforce and contribute approximately 30% of the country's GDP. This prompts the government to launch a number of initiatives, including Zero Defect, Zero Effect (ZED), which aims to create a dynamic ecosystem of multiple sustainability drivers by encouraging leading companies to take a strong stance on energy use optimisation, green building, and waste management. This shows that the government of India recognises SMEs to be amongst the most important drivers of India's Sustainable Development Goals.⁴

Studies show a shift in the consumer preferences who start prioritising green products over conventional products as they are growing more environmentally and socially responsible.⁵ As a result of the growing base of eco-consumers, more individuals and organisations are taking advantage of the contemporary Indian market scenario by innovating and redesigning their products with a green perspective. Many companies in India have now started marking themselves as green entities due to government regulations and strategies and as a result of changes in the consumer behaviour worldwide.⁶

⁴ Ibid

⁵ Bhatia, Mayank & Jain, Amit. (2014). *Green Marketing: A Study of Consumer Perception and Preferences in India*. *Electronic Green Journal*. 1. 10.5070/G313618392.

⁶ Ibid and Tiwari, J. (no date) "Green marketing in India: An Overview," *IOSR Journal of Business and Management* [Preprint]. Available at: <https://doi.org/10.9790/487x>.



National Context

Kazakhstan

Over the past two decades, Kazakhstan has seen impressive economic growth driven by the first generation of market-oriented reforms, abundant mineral resource extraction, and strong foreign direct investment (FDI).¹ In fact, by 2021 the total stock of foreign direct investment (by the directional principle) in the country totalled USD 166.4 billion, primarily in the oil and gas sector. International financial institutions consider Kazakhstan to be a relatively attractive destination for their operations, and international firms have established regional headquarters in Kazakhstan.

However, its impressive expansion relies upon the extractive industry (oil and metals) which produces a high use of energy, resulting in significant air pollution and other environmental challenges. Pollution resulting from heavy

industry as well as poor agricultural practices led to a degradation of land and water resources, as well as biodiversity loss, impeding development in many areas of the country. Kazakhstan's total greenhouse gas emissions in 2011 were approximately 250 million tons of carbon dioxide equivalent, representing the highest per capita level in Central Asia and one of the world's highest carbon intensities.²

In order to decrease CO₂ emissions and combat other causes of pollution, the government has prioritised the diversification of the economy. In 2012, an economic strategy was outlined for the Kazakhstan 2050 Strategy, which considers long-term economic strategy, new sources of growth, new markets, favourable investment climate and development of effective public-private partnerships. It also outlines support for entrepreneurship initiatives, new approaches

¹ World Bank (no date) *The World Bank in Kazakhstan*, World Bank. World Bank. Available at: <https://www.worldbank.org/en/country/kazakhstan/overview> (Accessed: January 6, 2023).

² *Country Environment Note-Kazakhstan; Analytical Report on Climate Change Impacts and Response Measures (Kazakhstan); and Climate Risk Management and Adaptation Roadmap*. Manila (unpublished consultant's reports, November). Available on request.



Kazakhstan

to social policy and education policy, strengthening statehood, and a security-focused foreign policy.³

In Kazakhstan, private enterprises and, especially, SMEs play an important role in the country's economic development. SMEs constitute 98.9 per cent of all the business entities in Kazakhstan, employing around 40 per cent of employees and generate 31.7 per cent of GDP.⁴

To strengthen responsible and sustainable entrepreneurship, the government made some important changes to ensure that the goals of the 2050 Strategy are better implemented, most notably by the creation of a new Ministry for Regional Development in January 2013 and the re-organisation of responsibilities of other ministries. Furthermore, a new national agency – National Agency for Development – was founded in 2019 with the sole purpose of meeting the goals of the 2050 Strategy.⁵

3 OECD. (2014). *Responsible Business conduct in Kazakhstan*.

4 World Bank (2011) *Financial Reporting by Small and Medium Enterprises in Kazakhstan: Current Status and Policy Options*. rep. World Bank.

5 OECD. (2014). *Responsible Business conduct in Kazakhstan*.



National Context

Denmark

Even in a country with a starting position as advanced as Denmark, there are certain measures to be taken to maintain and improve sustainable development.

The Danish Action Plan for the Implementation and Follow-up of the 2030 Agenda and the SDGs lists the following areas as main priorities: Prosperity, People, Planet and Peace. Looking to Prosperity and People especially the environment and climate pose a big challenge to Denmark. One of the biggest challenges is knowing how to ensure sustainable development within business and economic growth. Related to business and entrepreneurship, Denmark has managed to have a high degree of decoupling of economic growth and resource waste and environmental stress. Other issues pointed out have been high pollution in cities and lack of waste recycling.¹

Denmark sees itself as a leader in the transition to a green economy, sustainable resource use, and energy efficiency. As a result, the government is committed to pursuing an ambitious and efficient green transition while maintaining jobs and competitiveness.² Denmark has set the example with the new global initiative P4G - Partnering for Green Growth and the Global Goals 2030. This aims to accelerate the implementation of the United Nations Sustainable Development Goals by bringing together the private sector, civil society, and government in partnerships for green and inclusive growth.

Furthermore, the Danish government developed the long-term Energy Strategy 2050 in 2011, with the goal of achieving 100% independence from fossil fuels in national energy by 2050.

¹ Denmark's Ministry of Finances <https://sustainabledevelopment.un.org/content/documents/16013Denmark.pdf>. (2017).

² Ibid, European Environmental Agency (2020) Denmark country profile - SDGs and the environment, European Environment Agency. Available at: <https://www.eea.europa.eu/themes/sustainability-transitions/sustainable-development-goals-and-the/country-profiles/denmark-country-profile-sdgs-and> (Accessed: January 6, 2023).



Denmark

Intermediate targets include achieving 30% renewable energy sources in total primary energy supply by 2020 (achieved in 2016), and 55% by 2030. To achieve 100% renewable energy self-sufficiency, the government has allocated funds for transportation sector transition and increased international cooperation on energy supply, among other initiatives.³

In terms of entrepreneurship, the Danish government recognizes that entrepreneurs have the potential to be a key driving force behind the transition to a greener economy, due to their

capacity to develop and disseminate policies and measures that allow green entrepreneurs to thrive.⁴ As a result, the Danish government has created several financing schemes to encourage sustainable entrepreneurship, including the Danish Growth Fund, the Danish Green Future Fund, the Danish Green Investment Fund, and the Innovation Fund Denmark. The funds support entrepreneurs, businesses, and researchers who have the potential to develop solutions to societal challenges while also assisting them in transitioning to more sustainable practices.⁵

³ Danish Ministry of Climate Energy and Utilities

⁴ Danish Government (2019) *Denmark's Integrated National Energy and Climate Plan under the REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on the Governance of the Energy Union and Climate Action*. Danish Government.

⁵ OECD Library (no date) *Policies to Support Green Entrepreneurship: Building a Hub for Green Entrepreneurship in Denmark* |, OECD iLibrary. Available at: <https://www.oecd-ilibrary.org/sites/55d06352-en/index.html?itemId=%2Fcontent%2Fcomponent%2F55d06352-en> (Accessed: January 6, 2023).



National Context

Vietnam

Vietnam has one of the world's fastest-growing economies in Southeast Asia. The economic reform in 1986 and the labour allocation from agriculture to the manufacturing and services sector are part of the country's economic boom. Private investment, strong tourism, higher wages, and increased urbanization, all support Vietnam's rapid growth¹ which has generated a pool of opportunities for entrepreneurs across the country. As a result, the number of small businesses in the country increased, representing 96% of the total number of businesses and employing 47% of the workforce.

However, this growth rate, business opportunities, as well as the level and nature of entrepreneurship differ very much, depending on the

specific regions. The biggest differences are visibly seen between the megacities and the underdeveloped countryside of Vietnam. While in the megacities there is a pool of opportunities and the standard of living is increasing, many people still live in poverty in far-off areas, where the basic strategic social infrastructures are insufficient and underserved.

The living environment in the biggest cities is overloaded; the air and water are seriously polluted; the living space is becoming congested and narrow, especially since migration from rural areas to the biggest cities has no sign of stopping. A sustainable entrepreneurship mindset has entered the Vietnam market to bring unique ideas to improve the lives of urban residents.

¹ Asia Fund Managers (2023) Vietnam economy, Asia Fund Managers. Available at: <https://www.asiafundmanagers.com/us/vietnam-economy/> (Accessed: January 6, 2023).



However, a study made about sustainable social entrepreneurship, revealed that a majority of analysed cases of entrepreneurial undertakings in the megacities are profit-oriented and of a truly commercial nature in a bid to explore business opportunities, while only a minority of analysed cases were non-profit and oriented toward social initiatives and goals.²

Acknowledging that green growth contributes to the restructuring of the economy, in 2021 the government of Vietnam ratified the National Green Growth Strategy 2021-2030. The strate-

gy aims to restructure the economy to use natural resources more efficiently while reducing greenhouse emissions. This shall improve the entire efficiency of the economy so the country will be able to cope with climate change, contribute to poverty reduction, and sustainable driven economic growth.³ More specific targets include greenifying economic sectors by a thriftier and more efficient utilisation of natural and energy sources as well as building a green way of life by carrying out urbanisation and building the new countryside while also ensuring the fulfilment of green and sustainable growth targets.⁴

2 Hoang Tien, N. et al. (2019) "SUSTAINABLE SOCIAL ENTREPRENEURSHIP IN VIETNAM," *International Journal of Entrepreneurship*, 23(3), pp. 5-7. Available at: <https://www.abacademies.org/articles/Sustainable-social-entrepreneurship-in-vietnam-1939-4675-23-2-284.pdf> (6 January 2023).

3 Government of Vietnam (2021) *National Green Growth Strategy for 2021-2030, vision towards 2050*.

4 *Ibid*



National Context

Myanmar

As a result of nearly five decades of isolationist rules by the Burmese military junta (1962-2011) and despite having abundant natural resources (oil, gas, gold, rubies, copper and teak),¹ Myanmar is one of the poorest countries in the world with a GDP of 65.09 billion US dollars.² However, in the last five years, the country has slowly begun to reopen itself to the world and allow foreign investment to stimulate economic growth and development.³

The country's rapid socio-economic growth has created a big change in the development of the private sector and entrepreneurial ecosystem. Entrepreneurship has become a key driver for Myanmar's economic progress. A recent report

indicates that over 95% of businesses in Myanmar operate on a small scale (SMEs) and 75% of the employment relies on micro and small enterprises.⁴ Furthermore, this change has provided an opportunity for livelihood development and poverty reduction for marginalised groups, including women, youth, and disadvantaged groups.⁵

Nevertheless, the way to a stable economy has not been easy for Myanmar's environment. The country has relied heavily on natural resource exploitation to sustain economic growth, and serious environmental issues are emerging, e.g., the forest cover has been declining at an average rate of 1.2 per cent a year, totalling around

¹ Myanmar: Our programmes (2019) *Entrepreneurs du Monde*. Available at: <https://www.entrepreneursdumonde.org/en/country/myanmar/> (Accessed: January 6, 2023).

² World Bank. "Myanmar current GDP." *World Development Indicators*. The World Bank Group, 2021. Retrieved from <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=MM>:

³ *Ibid*

⁴ Sasakawa Peace Foundation (2020) *The Role of Entrepreneurship in Closing Gender Gaps in Myanmar*. rep. The Sasakawa Peace Foundation, *Emerging Market Entrepreneurs and Support Her Enterprise*.

⁵ *Ibid*



Myanmar

10 million hectares and the overexploitation of fish stocks has contributed to a severe decline in Myanmar's marine fish resources.⁶

In Myanmar Sustainable Development Plan (2018-2030), the country strives to strike the right balance between economic and social development, as well as environmental protection and sustainability.⁷ For this reason, the public and private sectors joined efforts to promote sustainability among SMEs through the creation of initiatives like the Centre for Responsible Business which encourages responsible business activities throughout Myanmar as well as working

hand-by-hand with organisations such as the World Wildlife Fund for partnership relating to cleaner production in the food and beverage sector.⁸

Despite the work done during the last five years, the efforts of the private sector and different NGOs to promote sustainable business in Myanmar has been shadowed by the lack of infrastructure and framework that demands business to be transparent and committed to environmental practices.

6 World Bank Group (2020) Myanmar Country Environmental Analysis, World Bank. World Bank Group.

7 About the Myanmar Centre for Responsible Business (no date) Myanmar Centre for Responsible Business (MCRB). Available at: <https://www.myanmar-responsiblebusiness.org/about.html> (Accessed: January 6, 2023).

8 World Wide Fund for Nature (no date) A sustainable future for Myanmar Industries through the Tha Bar Wa Project, World Wide Fund for Nature.

2.1





Educational Methods in
Sustainable Entrepreneurship

Creative Thinking

Method 1

Invent the Solution



An activity in which the participants suggest new products to address a specific problem.



12+ Age



20-25 People



60 mins



Objectives

- **To trigger creativity, collaboration, critical thinking and problem-solving.**



Materials Needed

- **Index cards**
- **3 Bins**

Credits: The activity was developed based on the hands-on exercise “Two Buckets”. Woos, C. M. (2015). 10 Hands-On Activities to Spark Creativity and Innovation. VentureWell. <https://venturewell.org/open2015/wp-content/uploads/2013/10/WOOD.pdf>

Preparation

Prepare three sets of index cards as follows:

- Set 1 - cards with major brand names, such as Apple, Google, Coca-Cola, Microsoft, IBM, Toyota, etc.
- Set 2 - cards with product categories, such as food and beverage, telecommunications, automotive, beauty, etc.
- Set 3 - cards with problems to solve, such as polluted water, a spreading virus, a drought, a political coup, etc.

Put each of the sets in a separate bin.

Instructions

1. Divide participants into teams of three to five people. Have each team randomly select an index card from each of the three bins.
2. Tell the participants that they work for the company on card number one, they must develop a product in the category listed on the second card to address the problem described in the third card at the same time having in mind the company's mission and the current product line. (5 min)
3. Give the groups 15 min to develop their product and identify the product's benefits and its potential customers (target audience).
4. Give each group 3 min to present their product in plenary. Allow questions and suggestions from the floor. (20 min)
5. Proceed to debriefing. (20 min)

Debrief

Have the participants seated comfortably, preferably in a circle, and conduct a debrief around questions such as:

1. Would you buy any of the products listed below? Which one? Why? / Why not?
2. What challenges did you face in conceptualising your product?
3. What does the activity illustrate about problem-solving?
4. How did you work to complete your task?
5. What steps can you identify in the process of developing a new product?
6. What competences are there necessary to develop a new product?

Further Information

Suggest interested participants to check the article "A framework for successful new product development" by Nadia Bhuiyan that discusses factors and stages for a successful development of new products.

Bhuiyan, N. (2011). A framework for successful new product development. *Journal of Industrial Engineering and Management*, 4(4), 746-770. <http://www.jiem.org/index.php/jiem/article/view/334/240>

Change the Image of a Familiar Situation



In this activity participants transform details in a regular activity from their everyday and look for potential business difference.



12+ Age



20-25 People



1h 25 mins



Objectives

- **To trigger creative thinking.**
- **To give participants reflection that anyone can be a creative individual.**



Materials Needed

- **Flipcharts paper/whiteboard**
- **Markers**
- **Paper and pens sufficient for group work**

Instructions

1. Ask participants to name a repetitive activity that they often do, e.g., walking to school, preparing food, cleaning the house, doing laundry, watching television etc. (5 min)
2. Ask a volunteer to describe their activity mentioned in the previous step by giving step-by-step details regarding the way they carry it out. Write down every single detail on a flipchart paper/whiteboard. (3 min)
3. Once the participant has given details on their activity, divide the participants in groups of 4-5 people. Tell the groups that in this next step, they will take a normal activity presented earlier and change every single detail in it so that it becomes different. Give the participants an example, see Supportive Materials. (2 min)

Give the participants 20 minutes to complete the task. Encourage them to use their imagination and advise them to not worry about the feasibility and correctness of the new details. The most important is that these details are as different as possible from the original ones. Tell participants that details that seem bizarre at first may carry a real potential for a business idea and that the plenary will identify such ideas later in the exercise. (25 min)

4. When the time is up, invite each group to present their modified activity. After the group has presented, ask all the participants to identify in the new situation a difference that has the potential to become a creative entrepreneurial difference (see examples in Supportive Materials). Write these ideas down on a flipchart paper/whiteboard. (20 min)

5. When all the groups have presented their modified activities and possible entrepreneurial differences were identified, draw the participants' attention on the diversity of the new details and potential business differences. (10 min)
6. Bring participants in a circle and conduct a debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. What is creativity?
2. How is creativity linked to differentiation?
3. Is differentiation important? Why/Why not?
4. Analysing all your possible entrepreneurial differences, what contribution could they bring to the original business? (That could be designing a new product, improving a process, being different from the competitors etc.)
5. What is important in the creative process? (*Look for answers such as "not dismissing ideas that seem bizarre/unfeasible at first", looking outside the norms" etc.*)

Follow Up Suggestions

Follow-up with a presentation how entrepreneurs can become more active. Inspire yourself from: Robinson, R. (2019). 34 powerful ways for entrepreneurs to be more creative. The Balance Small Business. <https://www.thebalance.com/more-creative-entrepreneurs-4023945>

Supportive Materials

Example of a normal situation activity:

“One activity that I do often is eating lunch and dinner at a restaurant. The details of completing this activity – I walk to the restaurant and when entering, I look around to see if there is an open spot and take a seat. I then wait for an employee to come up to me and I ask them what they have available to eat. Once I am informed, I will reflect, make my decision, and order. After I order I will wait for my meal to be prepared and served. Once served, I will sit and eat my meal, listening to the radio or watching television. After I eat, I will ask the employee how much it costs, and pay. Once paid, I will take my leave.”

Example of a modified activity:

“This time around, instead of walking to the restaurant, I will have the restaurant come and pick me up, wherever I am. When entering, instead of finding a seat and asking what they have available, I will immediately walk back into the kitchen, bringing my own ingredients and telling the cooks what they are going to prepare for me, and how I like it cooked. Usually, I pay the set price afterwards, but this time I have to negotiate the price and pay before the preparation begins. Usually, I sit and wait for my food, but this time while I wait, I play checkers with an employee. This employee is really good at checkers and if I win, I get a free cola, but of course, I lose. When my food is brought out, instead of sitting while eating, I go to the dance floor and dance while eating. I have already paid, so I can stay and dance for as long as I want or leave whenever I want.”

Potential entrepreneurial differences from the modified activity

1. *Restaurants pick up their clients: This may not be such a bizarre and unfeasible idea as it may seem at first Restaurants can differentiate themselves by offering their customers pick-up services.*
2. *Bringing in ingredients: Why not? This could be an option to give customers a new experience and a way for the restaurant to differentiate itself on the market.*

My Frustrations!



An activity in which the participants find innovative solutions to personal frustrations.



12+ Age



20-25 People



1h 30 mins



Objectives

- **To trigger creative thinking.**
- **To find innovative solutions to everyday challenges.**



Materials Needed

- **Flipchart paper**
- **Pens**

Instructions

1. Divide the participants in groups of 4-6 people. Explain that each group will elaborate a list of 30 personal frustration, i.e., frustrations stemming from their own every day, e.g., the taste of the toothpaste. Draw the participants' attention that the frustration must be very specific, and they should avoid general statements such as "the political situation", or "overall security". (20 min)
2. When each group has elaborated their list of 30 personal frustrations, give them 25 min to come up with at least three creative solutions for the last five frustrations on their list. (30 min)
3. Give each group 5 min to present their creative solutions in plenary and allow questions from the floor. (20 min)
4. When all the groups have presented, proceed to debriefing. (20 min)

NB: The reason the groups are asked to find solutions for the last five frustrations on their list is that these most likely were not immediately thought of and there may be frustrations that are not immediately thought of by most. Hence, these frustrations may have a real potential for finding a new, creative solution.

Debrief

Have the participants seated comfortably, preferably in a circle, and conduct a debrief around such questions as:

1. Why do you think you were asked to find solutions to the last five frustrations as opposed to other frustrations on your list, e.g., the first five?
2. Are any of these ideas doable? Why has no one thought about that before?
3. What is the importance of creativity in business?
4. Are there any other life areas where creativity could be helpful? Which ones? How?
5. How can one develop its own creativity?
6. What obstacles to creativity could there be? How could one address these obstacles?



Creative Pitch Speech



A fun and creative activity to practise pitching.



15+ Age



10+ People



45 mins



Objectives

- **To stimulate the participants' creative thinking.**
- **To strengthen participants' time management skills.**



Materials Needed

- **Flipchart paper/whiteboard and markers, alternatively, a projector.**
- **Paper and pens**

Instructions

1. Divide the participants in groups of 3-4 people and have them sit together in their groups.
 2. Make the participants shout out words that are nouns and adjectives. It can be anything, e.g., colours, food, animals - everything counts! Do not give further instructions at this point. Write the words down on a flipchart or in a word document projected so the participants can see them. (5 min)
 3. When there are enough words (at least 30, but it depends on the size of the group), ask each group to choose one noun and one adjective from the board. Make sure that the groups do not choose the same words; you can, for example, erase the words already chosen by a group. (5 min)
 4. When all groups have chosen their two words, give them 10 minutes to prepare a one-minute pitch on why the combination of their two words is the best thing in the world and why the rest of us cannot live without this product. Encourage the participants to be creative and think outside the box. (15 min)
 5. When the time is up, have each group present their pitch. (10 min)
- + **Optional:** *If the time allows, make another round of the activity by asking the groups to choose other two words from those remaining.*
6. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief in plenary. You can ask:

1. How was it?
2. Was it difficult to combine the words?
3. Did you feel the time pressure?
4. Could you have been more creative in your presentations?
5. If another round is played: Were you careful when choosing words in the second round now that you knew the rules or did you go for the challenge?

Follow Up Suggestions

This activity is a great warm-up to any activity under the chapter 2.3 in this Toolkit.

Give participants an introduction to Pitching. For inspiration, see “Equal Start Trainers Guide for Entrepreneurial Education”. Training Module, Day 3 – Presentation of Business Ideas, Session 2 – Pitching, page 23, Fora Hvidovre, 2019 <http://intercollege.info/wp-content/uploads/2020/02/Equal-Start.-Trainers-Guide-to-Entrepreneurial-Education.pdf>



2.2





**Educational Methods in
Sustainable Entrepreneurship**

Entrepreneurial Thinking

Method 1

Win as Much as You Can



A negotiation game based on the Prisoner's Dilemma problem where the participants are asked to score as many points as possible.



15+ Age



16+ People



1h 45 mins



Objectives

- *To explore collaboration, negotiation, greed and trust.*
- *To give participants reflection regarding the relationship between personal gain and joint welfare.*



Materials Needed

- *4 copies of the Scoreboard*
- *4 copies of the Payoff Schedule (or prepare to project it/write it on a flipchart paper)*
- *Flipchart paper and markers*

Instructions

This is a game that is played in 10 rounds. Follow the instructions below:

1. Tell the participants that this activity is called “Win as much as you can” and that they should remember and consider this throughout the activity. Tell them that they will be divided in teams and play a game in 10 rounds in which each team will choose either an X or a Y and mark their choice on a Scoreboard (*see Handouts*). Their choice in each round will be scored based upon a defined Payoff Schedule (*see Handouts*) where they can either gain or lose points. (5 min)
2. Divide the participants into four teams and have each team take their place in different corners of the room. Give each team a copy of the *Scoreboard and Payoff Schedule* (you can also project the Payoff Schedule or draw it on a flipchart paper). (5 min)
3. Present the teams the following key rules:
 - Each team must agree upon a single choice for each round. The teams have **two minutes** to make their choice.
 - Discussions with the other teams is not allowed except before round 5, 8 and 10. This prohibition applies to non-verbal as well as verbal communication.
 - The teams should keep their choice secret until they are instructed to reveal it. (5 min)
4. Ensure that the teams understood the rules and start the game. For each round give the teams two minutes to mark their choice on their Scoreboards. When the time is up, ask the teams to reveal their choice. Calculate how many Xs and how many Ys were chosen in the round. Ask the groups to

write the result in the column “*Group's pattern of choice*” in their Scoreboard and then calculate their points and balance for the round. Repeat this for 10 rounds.

- + *Rounds 5, 8, and 10 are considered bonus rounds. Before each of these rounds, ask a representative from each team to meet in the middle of the room and negotiate a strategy for their choices. The representatives have **5 minutes** to negotiate, and the teams' members are not allowed to interfere. When the time is up, give the teams two minutes to mark their choice and then calculate their points. Draw the participants' attention that the payoff of round 5 will be tripled, the payoff of round 8 will be multiplied by 5 and that of round 10 will be multiplied by 10 as indicated in the **Payoff Schedule**. (65 min)*
5. At the end of round 10 ask the groups to calculate their final balance and share it plenary. (5 min)
 6. Proceed to debrief.

Notes for facilitators:

1. After each round, you may remind the teams that the purpose of the game is to win as much as they can. Do not say anything more than this.
2. It usually takes a few rounds for participants to realise that the only combination where everyone wins is when everyone chooses “Y”. Even if they all agree to do this, it is common for one (or more) groups to “defect” to an “X” on bonus rounds.
3. It is sometimes useful to compare the sum of all 4 final scores to the maximum possible (100 points (25 points per team)). In this case, a key debrief point will be: “Whom are we scoring: the whole team or four separate ones?”

Debrief

Conduct a debrief around questions such as:

1. How was the game?
2. How was it to make decisions under time pressure?
3. What do you think this game was about? *(Relevant answers could be: trust, communication, partnership, negotiations, collaboration, competition, winning, common good etc.)*
4. Does the “you” in “win as much as you can” mean you as a team or you as a whole group? How did you play the game? Did you put your team’s interest first or you saw a value in joint gain?
5. How does the whole group’s net score compare to the possible net score of 100?
6. How do you think this activity relates to entrepreneurship?
7. What could be the effects of competition and collaboration in the business world?

Further Information

1. This activity is based on the Game Theory. Read about the Game Theory at: Ross, Ross, D. (2021) “Game Theory,” Stanford Encyclopedia of Philosophy. Available at: <https://plato.stanford.edu/entries/game-theory/#:~:text=Game%20theory%20is%20the%20study,by%20none%20of%20the%20agents%20>.
2. Read how cultures may affect the ways the participants play the game and the lessons they may take away from it: Honeyman, C., Coben, J. and Palo, G.D. (2009) “Cultural Baggage When You ‘Win As Much As You Can,’” in *Rethinking negotiation teaching: Innovations for context and culture*. Saint Paul, MN: DRI Press. Available at: https://open.mitchellhamline.edu/cgi/viewcontent.cgi?filename=16&article=1000&context=dri_press&type=additional

Handouts

Payoff Schedule

4 X's	Lose € 1.00 each
3 X's	Win € 1.00 each
1 Y's	Lose € 3.00
2 X's	Win € 2.00 each
2 Y's	Lose € 2.00 each
1 X	Win € 3.00
3 Y's	Lose €1.00 each
4 Y's	Win € 1.00 each

Scorecard

Round	Your team's choice (circle)	Group's pattern of choice	Payoff	Your Balance
1	X Y	__X __Y		
2	X Y	__X __Y		
3	X Y	__X __Y		
4	X Y	__X __Y		
5 Bonus Round (Payoff X 3)	X Y	__X __Y		
6	X Y	__X __Y		
7	X Y	__X __Y		
8 Bonus Round (Payoff X 5)	X Y	__X __Y		
9	X Y	__X __Y		
10 Bonus Round (Payoff X 10)	X Y	__X __Y		

Method 2

Trading Cards



An activity to help participants identify and overcome barriers to entrepreneurial thinking. This activity challenges participants' mental models and sets the stage for a fruitful discussion about entrepreneurial thinking.



15+ Age



16+ People



1h 30 mins



Objectives

- **To identify the difference between causal and effectual thinking.**
- **To reflect on how assumptions and associative barriers stunt creative solutions.**
- **To reflect on the importance of seeking information.**
- **To identify the influence of location and networks.**



Materials Needed

- **Trading Cards (see Handouts)**
- **Cards Value Spreadsheet (see Handouts)**
- **Pens**
- **Paper**
- **Timer**

Credits: The activity is based on: Holland, D. (2014, November 6). Why didn't i think of that? a classroom exercise for developing entrepreneurial thinking. Entrepreneur & Innovation Exchange. Retrieved January 20, 2023, from <https://tinyurl.com/yck2r8em>

Preparation

1. Print and cut a full set of the Trading Cards plus several extra cards (*see Handouts*). The extra cards can be duplicates of randomly selected cards, or a duplicate set of a person or a year.
2. Arrange all the cards face-down on a table in a random order.
3. Print a copy of the Cards Value Spreadsheet for each team (*see Handouts*).
4. Write on a flipchart paper/whiteboard the Schedule of the Sessions, or project it (*see Supportive Materials*).
5. Prepare the room for participants to sit with their teams and move around freely.

Instructions

1. Start by telling the participants that in this activity they will be working in teams. Each team will start with some holdings, but the goal of the activity is to maximize the value of their holdings by developing strategies and participating in a market setting with other teams.

Divide the participants in teams of 2-4 people, depending on the size of your group. The activity is best played with 8-12 teams. (5 min)

2. Explain the teams that on the table there are cards of different values depending on the person on the card and the year and each team will be allowed to take randomly 12 cards. Give each team a copy of the Cards Value Spreadsheet.

Tell participants to note that if a team completes a full set of cards by collecting all cards of a particular year or person, the set will have a higher value than the sum of the individual cards' values. (5 min)

3. Explain the participants the schedule of the strategy sessions and of the open market sessions (*see Supportive Materials – Session Schedule*). Tell the participants that during the activity there will be three Strategy Sessions in which the teams will develop/revise their strategy of maximizing the value of their holdings and three Open Market Sessions in which they will attempt to increase the value of their holdings. Make participants aware of the duration of each session.

Tell participants that no cards can be traded, given away, exchanged, or in any way changed ownership during the *Strategy Sessions*. They are allowed to discuss strategy, negotiate deals, or gather data, but they may not carry out a trade. They can carry out a trade during the *Open Market Sessions*. (5 min)

4. Allow each team to randomly select 12 cards and collect the remaining cards. Give the start of the first Strategy Session and conduct the activity according to the Schedule of the Sessions (*see Supportive Materials*). Set a timer of each of the sessions allowing participants know when a session is over. (35 min)
5. When all the sessions have taken place, ask the teams to count the total value of their holdings. Assign a participant from another team to audit the calculation of the score. (10 min)
6. Write the score of each team on a flipchart papers/whiteboard and determine the ranking of the teams. (5 min)

Debrief

1. What strategy did you use? How did you determine that strategy?
2. Did you adapt that strategy during the game? Why? What feedback from the market prompted that change?
3. Did you take any risks? Why/Why not? What was the motivation driving your choices?
4. Did you consider any strategies other than collecting a year set, collecting a person set, or collecting high-value cards? *If not, why?* What restrictions did you place on yourself that may have prevented you from being more creative?
5. Did you consider mergers, alliances, trading something other than cards (e.g., money, candies), increasing the value of your holdings by chipping in your own money or assets, offering a service (e.g., massage) in exchange for cards?

Use this question to confront the participants' existing mental models and challenge them to consider new ones.

6. Did you seek out information from the facilitator? Did you strive to gather data (e.g., number of cards, competitors' strategies, duplicate cards, etc. before deciding your strategy? Based on the participants' answers, stress the importance of analysing the environment and developing a fitting strategy.

Tips & Notes for Facilitators

1. An important element of this activity is that the only stated rule is that participants cannot exchange cards during the strategy sessions. However, this lack of rules does not need to be blatantly emphasised. It is beneficial for participants to consider the context and need to ask clarifying questions such as, "can we talk to other teams during the strategy sessions?" or, "can we trade cards with you?" Due to a lack of set rules, "probably" or "I think so" are often appropriate responses to these questions. The goal is to force them to be entrepreneurial in proactively seeking out resources, such as information or additional cards, in order to be rewarded. They should also be expected to take some risks without certain knowledge of the outcomes of their actions.
2. Throughout the activity, act as a unique resource provider of the extra cards and/or information. Attentive participants may realise that there are cards that have not been distributed to the teams or that there are duplicate cards. These participants may inquire about these surplus cards. Wait for such inquiries and reward inquisitive participants with information or cards.
3. Walk around the activity room and observe the strategies of the teams. The three most common strategies are: 1) seek to complete a set based on a year; 2) seek to complete a set based on a person; and 3) trading low-value cards for higher-value cards.

Feel free to prompt discussions through questions such as, "will your strategy still work if other teams' strategies are to....?"

4. Often, teams will have spent time during their strategy session discussing trades with other teams, so initial trades will happen quickly. However, with a lack of full information.
5. In the market, teams will soon find that their strategies may be hindered by the efforts of other teams. For example, a team working to complete a set based on a person and a team trying to complete a set based on a year will both need the same card, but (in most cases) only one team can have it. Consequently, the team who possesses this card may quickly see the value in the rarity of their card which will drive up the asking price. Once deals like this begin, the chaos and strategy of the activity is amplified dramatically.
6. It is possible that one or two teams will seek out “creative” collaborative solutions. When doing so, they often ask the facilitator for permission. While such creativity and risk-taking should be rewarded if implemented, during the activity allow for doubt and risk to remain by providing somewhat vague answers: a team asks if they can partner with another team, you might respond with “that may work, but...” or “I don’t know, can you really trust them?”).

Follow Up Suggestions

Conduct the activity "Trust and Tracing Game" – a method to practice business management:

Meijer, S., Hofstede, G. J., Beers, G., & Omta, S. W. F. (2006). Trust and tracing game: Learning about transactions and embeddedness in a trade network. *Production planning & control*, 17(6), 569-583. <https://doi.org/10.1080/09537280600866629>

Supportive Materials

Session Schedule for Activity		
Session	Time	Purpose
Strategy Session #1	8 minutes	Teams develop initial strategy, may negotiate, but no trading.
Open Market Session#2	8 minutes	Teams attempt to increase the value of their holdings.
Strategy Session #2	5 minutes	Teams revise strategy, may negotiate, but no trading.
Open Market Session #2	5 minutes	Teams attempt to increase the value of their holdings.
Strategy Session #3	3 minutes	Teams revise strategy, may negotiate, but no trading.
Open Market Session #3	3 minutes	Teams attempt to increase the value of their holdings.

Handouts



Scan the QR code to download:

1. Spreadsheet
2. Trading Cards

Problem Tree Analysis



An activity in which the participants learn to identify the causes and effects of a problem by employing the “Problem Tree” method.



13+ Age



20 People



1h 25 mins



Objectives

- *To identify problems in the local community and reflect on their causes and effects.*
- *To identify problems in the community that can be addressed through a sustainable business.*



Materials Needed

- *Flipchart paper*
- *Markers*
- *Pens*
- *Post it notes (at least two colours)*

Preparation

1. Familiarise yourself with the Problem Tree tool.
2. Identify examples of sustainable businesses started to address problems around you (to be used in the Debrief part, if necessary).

Instructions

1. Start by asking participants if they are familiar with the tool “Problem Tree”. Based on their answers, conclude on what a “Problem Tree” is and then discuss circumstances when a problem tree can be developed and the importance of doing so. (10 min)
2. Continue by describing the process of generating a problem tree: the process starts with identifying a problem, then its causes, and finally – the short and long-term effects of the problem if not dealt with. (5 min)
3. Divide the participants into groups of 4-5 people. Ask participants to identify in their groups a problem which concerns them as community members. Make them draw an outline of a tree on a flipchart paper. Ask them to write the identified problem on the trunk of the tree. (10 min)
4. Ask participants to identify the causes of the problem (why are the problems there?) and to write down each cause on separate post-it notes. Ask participants to place these on the roots of their tree. If any of the causes are interlinked, ask the participants to draw a line between them. (10 min)
5. Ask participants to identify the negative effects of the problem (what may happen if the problem is not addressed?) and write these on separate post-it notes. Then ask them to place the identified effects on the branches of the tree. If any of the effects are interlinked, ask them to draw a line between them. (10 min)

6. Ask the groups to present in plenary their problem trees. Give each group a maximum of 5 min for their presentation. (20 min)
7. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. How can you use the Problem Tree tool in your every day?
2. Can entrepreneurs use this tool? How?
3. Can you think of any problems around you that entrepreneurs have turned into enterprises that meet the 3Ps of a sustainable business (Profit, People and Planet)? *If necessary, supplement the participants' answers with the examples identified by you and let them identify the 3Ps in your examples.*
4. Could the problem that you identified be turned into a sustainable business? How?

Follow Up Suggestions

Ask participants to develop an Objective Tree and, based on that, to propose an idea for a sustainable business. Ask the participants to develop a Business Model Canvas for their business idea, showing also how this meets the 3Ps of sustainable businesses.

Further Information

Learn about the Problem Tree and Objective Tree at: InterCollege *et al.* (2020) *Project Management Module - Growth N' Value Course for NGO leaders*. Erasmus+ programme of the European Union. Available at: <https://ngocourse.eu/module/project-management> (Accessed: February 2, 2023).

World Café



An activity where the participants analyse a business idea.



12+ Age



20-30 People



1h 55 mins



Objectives

- **To reflect upon strengths, weaknesses, opportunities, and threats of a business idea.**
- **To identify means addressing weaknesses and threats in a business idea.**



Materials Needed

- **Tables and chairs**
- **Flipchart papers or paper tablecloth**
- **Markers and pens**
- **Snacks and drinks**

Preparation

1. Set up a number of café-style tables with paper tablecloths or sufficient flipchart papers to record the ideas that the conversation generates. The number of tables will depend on the size of your group.
2. Prepare some snacks and drinks for each table so participants feel welcome.
3. Place the Guiding Questions at each station, or prepare to project them/write them on whiteboard/flipchart paper

Instructions

This activity requires that the participants have already generated ideas for sustainable businesses. Select four-five of these ideas, depending on the size of your group and place one idea per table. The selection of the business idea can be done beforehand with the participants depending on their interests.

1. Divide the participants into groups of four and ask each group to take a place at one of the tables. Tell the participants that in this activity they will move from table to table and will have 15 minutes at each station to discuss an assigned idea of a sustainable business. (5 min)
2. Ask the participants to choose one member of their group who will remain at the table and act as a host to facilitate the new discussion, explaining what has been discussed before.
3. Present the participant the guiding questions for their discussions (*see Handouts*). Amend the questions if necessary. Ask the participants to write all their inputs and ideas on the paper tablecloth/flipchart paper. (5 min)

4. Give the start for the World Café and monitor the timing. When 15 minutes have passed ask the groups to move clockwise to another table. Continue the activity until the groups have visited all the stations and reached to their initial table. (60 min)
5. Once returned to their initial tables, give the groups 15 minutes to go through the inputs and ideas from the other groups and prepare a summary. Give each group 5 minutes to present this in plenary. (25 min)

Debrief

Conduct a debrief around questions such as:

1. What this activity has thought you about analysing a business idea?
2. What does one need to consider when generating a business idea?
3. Are there business ideas that are not worth pursuing? Why/Why not?
4. What prerogatives are there necessary to pursue a business idea?
5. What attributes should an entrepreneur have to pursue his business idea?

Follow Up Suggestions

Ask participants to improve the weaknesses of the given enterprises and create an advanced version.

Further Information

Read how to effectively conduct the World Café method at: <https://theworldcafe.com/tools-store/hosting-tool-kit/>

Handouts

Guiding Questions	
1	<i>What are the strengths of this business idea?</i>
2	<i>Can you identify any weaknesses? If so, how would you address these?</i>
3	<i>Can you identify any risks with such a business idea? How would you address these risks?</i>
4	<i>Can you identify any opportunities regarding this business idea (e.g., potential investors, a particular segment of customers, funding etc.)?</i>
5	<i>Are there any challenges that you can already foresee in implementing it? How will you address these?</i>



Pitching Your Business



An activity in which the participants develop and practice an elevator pitch their business/business idea.



13+ Age



10-25 People



1h 10 mins



Objectives

- *To introduce the elevator pitch as a tool to spark interest amongst investors/customers.*
- *To reflect about unique aspects of a business/business idea.*
- *To practice an elevator pitch.*



Materials Needed

- *Pens and paper*
- *Timer*

Preparation

Familiarise yourself with what a pitch speech is. Optionally, prepare a presentation.

Instructions

1. Start the activity by explaining the participants that a “pitch” speech or elevator pitch is a tool to attract investors and/or customers. Tell them that a pitch speech is a clear and brief message that sums up unique aspects of a product or service, fast enough to capture the attention of the listener. Ideally, an elevator pitch is no longer than 30 seconds (the time it takes people to ride from the top to the bottom of a building in an elevator). The purpose of an elevator speech is to spark interest and get your audience to ask questions. (5 min)
2. Group the participants as per their business ideas (or let them work individually if that is the case). Ask the groups to imagine that they are in an elevator together with a prospective investor and they have 30 seconds to present their business and grab the investor’s interest. How will they present their business? Share the participants the tips below for writing a good elevator speech.
 - *Define the problem.*
 - *Describe your solution.*
 - *Show your target market.*
 - *Show how you are different than your competitors.*
 - *Show the strengths of your team.*
 - *Include a financial summary.*

- *Show your upcoming financial goals and when you plan to achieve. Show your current achievements (if any).*

Give the participants 15 minutes to prepare and practice their pitches. (20 min)

3. When the time is up, allow the groups to pitch their business in plenary. Remind the groups that they have only 30 seconds for their speeches. Time their pitching using a stopwatch. Give extra 5 minutes for questions/comments/feedback from the floor. (25 min)
4. When all the groups have presented, bring the participants in a circle to debrief. (20 min)

Debrief

Ask participants:

1. Was the exercise easy or difficult? Why?
2. How did you feel during the practice?
3. Why is it important to have an elevator speech prepared?
4. What are the key points in an elevator speech?
5. Do you think it is more difficult to make an elevator speech of a sustainable business than for any other businesses? Why/Why not?

Follow Up Suggestions

Showcase/suggest the participants to see examples of several successful entrepreneurs’ pitch videos.

Further Information

1. Read about the key components in an elevator pitch: Parsons, N. (2021) *The 7 key components of a perfect elevator pitch [with video]*, *Bplans Blog*. Available at: <https://articles.bplans.com/the-7-key-components-of-a-perfect-elevator-pitch/> (Accessed: January 11, 2023).
2. Read the story of the elevator pitch at: Assoignon, T. (2022) *The elevator pitch and its inventor*, *The BD School*. Available at: <https://thebdschool.com/elevator-pitch-inventor/> (Accessed: January 11, 2023).
3. Find out more about the elevator pitch at: <https://articles.bplans.com/elevator-pitch-guide/>



2.3



An underwater photograph showing a large amount of plastic waste, including a large clear plastic bag, a white plastic cup, and various pieces of plastic debris, floating in the water. Several small, striped fish are swimming around the trash. The scene is dimly lit, with light filtering down from the surface.

**Educational Methods in
Sustainable Entrepreneurship**

Sustainable Businesses

Method 1

Waste Gold



An activity to encourage creative reflection upon how to use waste products as input for new businesses.



15+ Age



15-30 People



1h 15 mins



Objectives

- *To make participants reflect upon the endless number of potential business models that can be found in waste.*
- *To enhance innovation and creativity among the participants.*
- *To give inspiration to new businesses that utilises waste products.*



Materials Needed

- *Pens and prints of printouts*
- + *Optional: Flipchart paper and markers or computer and projector for the pitching part.*

Preparation

Print out a set of the card (see *Handouts*).

Instructions

1. Divide participants 3-4 people. Tell the groups that in this activity they will generate ideas for sustainable businesses that are using the waste product from another business. (5 min)
2. Allow the groups to randomly choose one of the cards. Give the participants 20 min to brainstorm how the waste product on their card can be used as a resource/input for a business. Make sure that the participants understand that the business can be in the same sector (reuse) but also in a totally new sector. Make it very clear to the participants that there are no bad business ideas. Some of the most profitable businesses were once considered as stupid or utopic ideas. (25 min)

The idea with brainstorming is to generate as many ideas as possible. Depending on the profile of participants, you can consider making it a competition and give a small prize to the group that generates the most ideas.

3. When the time is up, give each group 5 min to present their ideas in plenary. Write down these ideas on a flipchart paper. (25 min)
- + *Optional. If your time allows, ask the groups to pitch their ideas. Give them no more than 3-5 minutes per group plus questions. Be aware not to judge the idea but only to ask questions. (25 min)*
4. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. Would you like to do the business in reality?
2. What keeps you from doing it?
3. Why did nobody do it before?
4. What help/support would you like to have in order to start your business? Where can you get this help from?
5. What other waste products can you think of that can serve as an input for other businesses?
6. What advantages and disadvantages can you identify in using the waste product from an industry as an input to another business? How could these disadvantages be addressed?

Follow Up Suggestions

Ask the participants to develop a Business Model Canvas for their business idea. See Method 8 under *Sustainable Businesses* in this Toolkit.

Further Information

1. You can create more cards such as:
 - *Clothing*
 - *Office decoration*
 - *Furniture*
 - *Packing storage and luggage*
 - *Shopping bags*
2. If your participants are not familiar with pitching, make a short introduction. See, for example, Method 5 under *Entrepreneurial Thinking* and find useful information in the Resources Library of this Toolkit.

Handouts



Big Bags

In construction sector e.g., sand or stones are sold in big bags. After use, companies throw them out. The bags are very strong and water-resistant. One big construction company will be able to supply you with 20-50 bags per week. Do you see a business potential?

Pallets

Some pallets are recycled (Europallets) whereas others are one time use only. Companies are not recycling those, and the wood is just sent to garbage. Do you see other options?

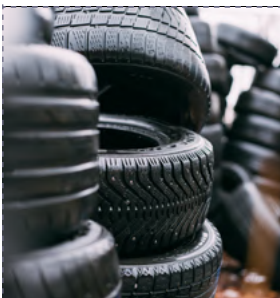


Beddings

Hospitals are allowed to wash the bedding 200 times. After that these cannot be used at the hospital anymore. Could you use them?

Coffee Grounds

Every day the cafés in the centre throw out kilos of coffee grounds. Could we use it for something?

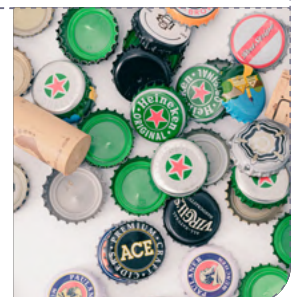


Old Tires

The auto mechanic workshops change a lot of tires in the spring and in the winter. The tires might be too old and not safe to reuse for another car. How can these become an input in a business?

Bottle Caps and Corks

Bars, hotels, and restaurants are opening a lot of bottles every week. Recycling systems for bottles might be in place but the bottle caps and corks just end up in the bin. Can you find a way to give them new life?



Time for Action



An activity to reflect upon daily habits and their global impact as a means to identify opportunities for creative intervention.



14+ Age



9-24 People



3h 15 mins



Objectives

- **Encourage participants to reflect upon the global impact of their everyday habits.**
- **Encourage participants to see opportunities for innovation in everyday life.**
- **Encourage participants to develop need-based products and services.**
- **Foster participants' creativity.**



Materials Needed

- **A sheet of A3 Paper for each participant**

Instructions

1. Using the template below, ask participants to individually reflect upon their daily routine. Ask them to write one activity they do at each of the hours during a typical day. (15 min)
2. Ask participants to reflect upon the global impact (negative/positive) of each of their daily activities, and to note it down. (20 min)
3. Ask participants to reflect upon their activity, why they make particular choices, and are those choices avoidable. Ask them to think of one service or product that could help them to make more sustainable choices/reduce the negative global impact of their activity. (20 min)
4. Ask participants to make groups of 3 or 4 persons. In their groups, ask participants to present to each other their daily routines and ideas for services or products. Ask them to identify similarities between each other's diagrams. Ask the groups to conclude by agreeing upon one idea that they wish to take forward. (30 min)
5. Ask the groups to further develop the idea and prepare a 1-min pitch for the product/service. (45 min)
6. Allow each group 5 minutes to make their pitch and then receive comments/questions from the floor. (25 min)
7. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief in plenary. You can ask:

1. Would you like to do the business in reality?
2. What keeps you from doing it?
3. Why did nobody do it before?
4. What help/support would you like to have to do the business in reality?
5. Where can you get this help?
6. What steps will you take starting from today to make your business idea a reality?

Follow Up Suggestions

1. Ask participants to design a business plan out of their ideas by using the Business Model Canvas.
2. Present examples of other sustainable enterprises that have been developed based on other people's everyday needs:
 - *GoMore (carpooling)*
 - *EcoPlum*
 - *Axion (recycled products for infrastructure repair)*
 - *AptDeco (upcycled furniture) etc.*

Handouts

Time	Activity	Impact	Solution
07 00	<i>Eat a banana for breakfast</i>	<i>Banana is imported from Costa Rica</i>	<i>Fresh, locally grown fruit delivery on bicycle</i>
09 00			
11 00			
13 00			
15 00			
17 00			
19 00			
22 00			
24 00			

C2C Redesign



An activity in which the participants learn to applying the Cradle-to-Cradle principles.



15+ Age



20-25 People



2h 35 mins



Objectives

- **To give the participants first-hand experience with Cradle-to-Cradle.**
- **To strengthen the participants' innovation abilities through eco-design.**



Materials Needed

- Pens
- Paper

Preparation

1. Inform yourself about the Cradle-to-Cradle businesses and identify 1-2 examples of such businesses.
2. Write on whiteboard or flipchart paper the Cradle-to-Cradle principles (see Supportive Materials).
3. Print a set of the Product Card (*see Handouts*) or write each product on separate pieces of paper and fold them.

Instructions

1. Start the activity by asking participants if they know what a cradle-to-cradle business is. Supplement the participants inputs, if needed, and conclude on a common understanding. Present 1-2 examples of cradle-to-cradle businesses. (20 min)
2. Divide the participants into groups of 3-4 people and allow the groups to randomly select one of the product cards. (5 min)
3. Give the groups 15 minutes to generate a list of the components of the product on their card and to list the inputs for production of each component. (15 min)
4. Introduce the participants to the Cradle-to-Cradle principles and give them a further 30 minutes to first verify whether the components of the product and the inputs for production meet the Cradle-to-Cradle principles, and then re-design (innovate) the original product by applying the Cradle-to-Cradle principles. Ask the participants to motivate their choices. (35 min)
5. When the time is up, give each group 10 minutes to present in plenary their original product with the list of components and inputs for production, and how and

why they re-designed their product. Allow five minutes for questions from the floor. Encourage participants to ask critical questions, pose some challenges, etc. while exploring the features of the new product presented by a group. (1 hour)




6. Bring participants in a circle to debrief. (20 min)

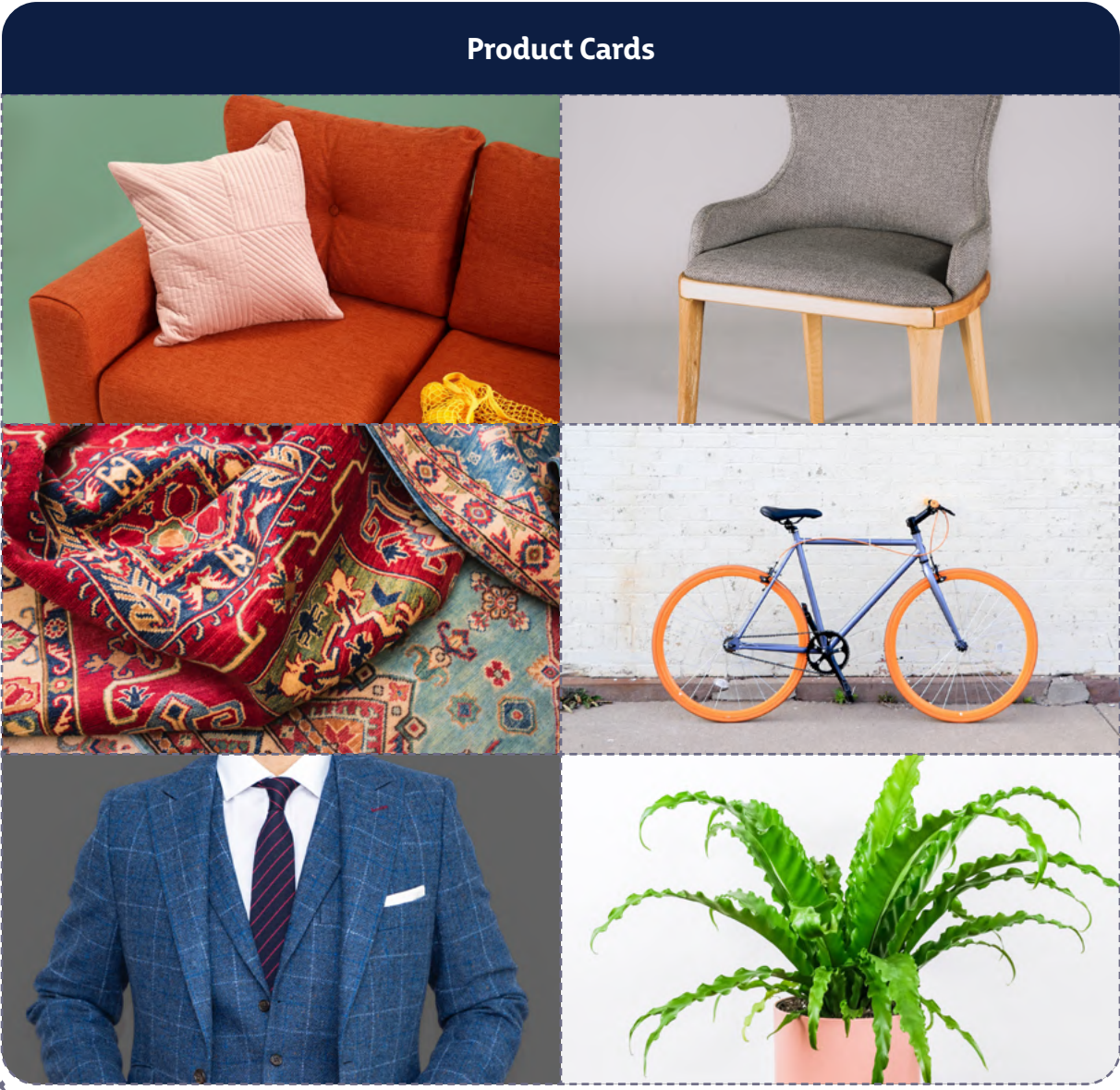
Debrief

Conduct a debrief around questions such as:

1. What did you know about Cradle-to-Cradle businesses and Cradle-to-Cradle principles before this activity?
2. A high complex product has 90% biodegradable materials, but 1% material comes from toxic chemicals. Is the product Cradle-to-Cradle? Why/Why not?
3. Can all products become Cradle-to-Cradle? Why/Why not?
4. Who has the responsibility to implement Cradle-to-Cradle principles? Is it the designer, producer, consumer?
5. What are the benefits of? Can you identify any disadvantages? How to these weight in comparison to the benefits of cradle-to-cradle businesses.

Supportive Materials

Cradle to Cradle Principles	
	The product contains no chemicals.
	The product is designed to stay in circulation for a long time.
	The product is biodegradable.



Symbiose-it



An activity in which the participants reflect on circular economy and industrial symbioses.



15+ Age



20-25 People



2h 35 mins



Objectives

- *To understand what industrial symbiosis are.*
- *To give the participants practical experience with circular economy and symbioses.*
- *To ensure first-hand experience with innovation of business models.*



Materials Needed

- *One A3 sheet of paper for each group of participants*

Preparation

Inform yourself about Industrial Symbiosis (see, for example, the materials in *Further Information*).

Instructions

Part 1:

1. Clarify with the participants what “*the right to property*” is as opposed to “*the right of use*”. Ask the participants to give examples of methods that businesses can apply to retain or regain the right to property of their products (e.g., leasing, applying certain benefits when returning a purchased product, buying back, deposit-return systems). (10 min)
2. Ask the participants to name one by one various items (e.g., flowers, table, car, furniture, jeans, tennis balls etc). Write these on a flipchart paper/board. Divide the participants into groups of 3-4 people. Explain that each group is a *Company*, and, in this activity, they will explore circular principles by creating value from the use of a product. Ask each group to choose one of the items from the board. Each group should have a different noun. (5 min)
3. Tell the participant that the chosen item is what their company produce. Give the groups the *Product Sheet* (or project it/draw it on a board – see *Handouts*) and a flipchart paper. Ask them to draw the template on their flipchart papers and fill it accordingly for their product. They will have to:
 - a. *Identify the raw materials (inputs) that goes in the production of their product;*
 - b. *Make a drawing of the product and describe it shortly;*

- c. *Identify what methods the Company will apply to retain or regain the right to property of their product;*
- d. *List the waste material resulted at the time of production and at the end of the product’s life cycle.*

Give the participants 25 minutes to complete the task. (30 min)

4. When the time is up, ask each group to present their work in plenary. Display all the product sheets on the walls around the activity room. (20 min)

Part 2:

1. Together with the participants clarify the term “*symbiosis*”. Continue by asking the participants to define the term “*industrial symbiosis*”. Clarify the term by telling the participants that an “*industrial symbiosis*” is a process by which wastes or by-products of an industry or industrial process become the raw materials for another. Give one-two examples of industrial symbioses (e.g., Kalunborg Symbiosis). (10 min)
2. Explain that in this next step the *Companies* will create industrial symbioses involving the waste material of their product resulted at the production and/or at the end of the product’s life cycle.

Ask the *Companies* to go around and check the *Product Sheets* of the other *Companies* and identify what waste from other products they can use as input for their own product. Tell the participants that if they cannot directly use the waste product as input to their own product, they can either adjust their own product or negotiate with the supplier (the *Company* that owns the waste) to modify/adjust their product so that it fits the needs. Encourage the participants to create symbioses with as many *Companies* as possible.

Note that one company can use inputs from more than one company, whilst one company can sell/give their waste material to as many companies as want.

Give the Companies 30 minutes to go around identify the waste they can use as input to their product, negotiate, and adjust their product, if needed. (35 min)

3. When the time is up, ask each group to present the industrial symbioses that they created, with what Company and if and how they adjusted their product. Allow 5 minutes per presentation.

Whilst the groups present, draw/sketch the symbioses created. on the board/flip-chart paper. (20 min)

4. Have the participants examine the symbioses created. Discuss whether larger symbioses can be created by involving more Companies. (5 min)
5. Bring the participants in a circle to debrief. (20 min)

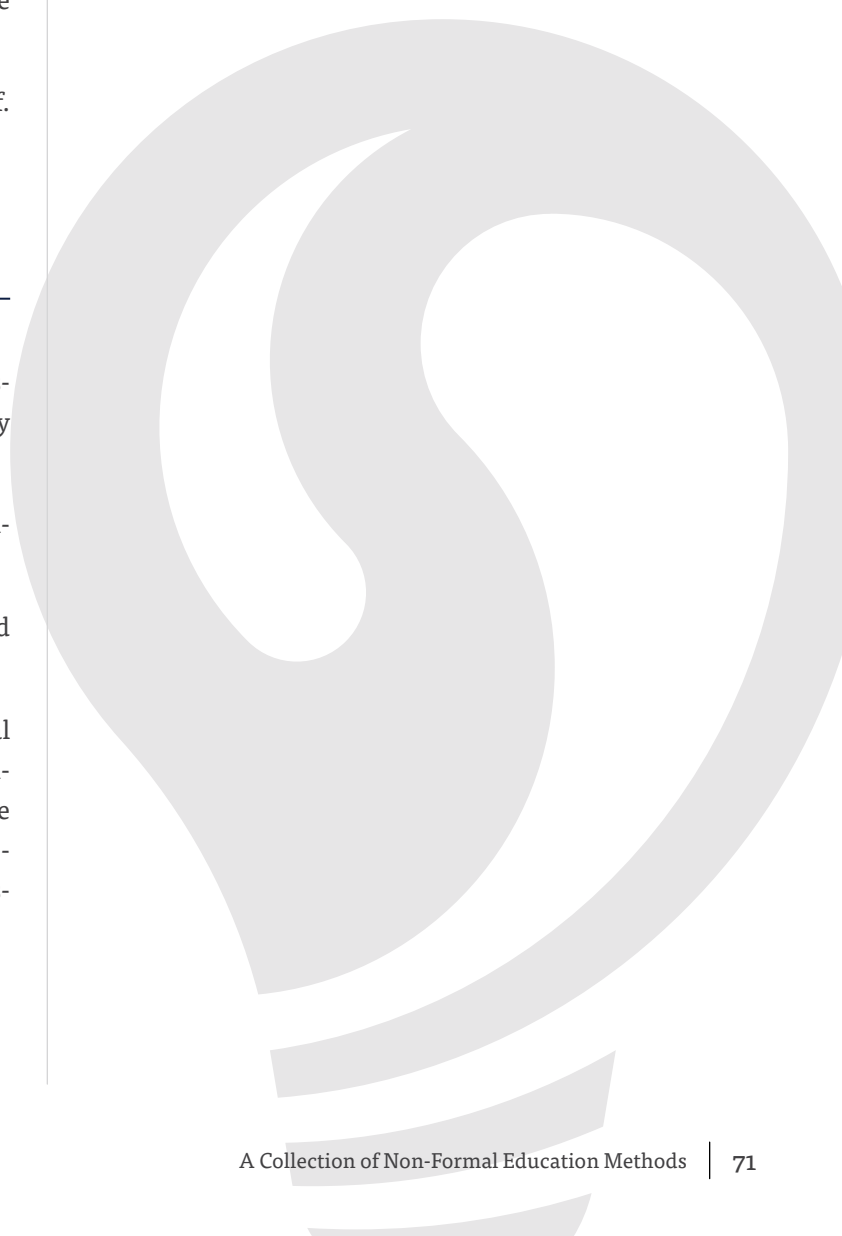
Debrief

1. Can you think of any industrial symbioses that can be created with other everyday products?
2. What are the benefits of an industrial symbiosis?
3. What challenges can be solved/addressed by creating industrial symbioses?
4. What does it take to create an industrial symbiosis? (e.g., spirit of innovation; willingness to adapt a product; care for the environment; change of consumption behaviour, e.g., a swift from owning to leasing etc.)

Further Information

Kalundborg Symbiosis: <https://www.symbiosis.dk/en/>

SCALER Project, *Introduction to industrial symbiosis*. Available at: <https://www.youtube.com/watch?v=7daVvUsvBuc>. (Accessed: March 16, 2023).



Product Sheet

Input

List the raw material(s) needed in the production of your product:

Product

Draw your product here:

And describe it in two-three lines:

Our return systems:

The waste of our product at production and the end of its life cycle:



Sustainable Business Models - Leasing



An activity to encourage participants to develop leasing businesses that assure sustainability of products.



15+ Age



6+ People



1h 25 mins



Objectives

- *To make participants reflect upon sustainable business models.*
- *To stimulate creativity and sustainable entrepreneurial thinking.*



Materials Needed

- *Flipchart paper*
- *Sticky notes*
- *Pens*

Preparation

1. Prepare a short presentation of different examples of leasing businesses (see *Supportive Materials* for inspiration).
2. Print the cards or prepare new cards (see *Handouts*).

Instructions

1. Start by introducing the idea that leasing is increasingly used to ensure sustainability. Present two examples of sustainable leasing (see *Supportive Materials* or prepare your own examples). (10 min)
2. Divide participants into groups of 3-4 people, depending on the number of participants. Ask the groups to randomly choose a card (see *Handouts*). Give each group 25 minutes to develop a leasing business model with the product on their card. Instruct the participants to also show how their business addresses the 3Ps of Sustainable Entrepreneurship, and to argue the benefits of leasing the product on their card. (30 min)
3. Allow each group 5 minutes to present their business model and allow questions from the floor. (25 min)
4. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. Are any of these businesses realistic?

2. Would you be a customer for any of these businesses? Why/Why not?
3. What are the advantages/disadvantages of leasing a product instead of owning it?
4. What does it take for a leasing business to be attractive to customers?
5. What challenges did you face while completing this activity? Did you try different ideas? If so, why did you change your approach?
6. How can you apply what you learned in this activity to sustainable entrepreneurship?

Follow Up Suggestions

1. Ask the groups to pitch their business model.
2. Ask the groups to develop a business plan.

Further Information

Find quick information about the leasing business model at:

1. Cuofano, G. (2023) *What is the leasing business model? The Leasing Business Model in a Nutshell*. FourWeekMBA. Available at: <https://fourweekmba.com/leasing-business-model/> (Accessed: February 2, 2023).
2. *Leasing Business Model (2022)* Youtube . FourWeekMBA. Available at: <https://www.youtube.com/watch?v=Ri531SrptPo> (Accessed: 2023).

3. Tutor2u (2022) Finance: *Leasing as a source of finance*, tutor2u. Available at: <https://www.tutor2u.net/business/reference/finance-leasing-as-a-source-of-finance> (Accessed: February 2, 2023).

4. Leasing (no date) *Circular Economy Guide*. Available at: <https://www.ceguide.org/Strategies-and-examples/Sell/Leasing> (Accessed: February 2, 2023).

Supportive Materials

Examples of Sustainable Leasing Businesses	
	Ganni Repeat: a rental for the brand Ganni, where people can rent for short term the brand designs. Learn more at: https://repeat.ganni.com/dk/en/ .
	Uhaul: An American moving truck, trailer and self-storage rental company with more than 21,000 locations across the U.S. and Canada. Learn more at: https://www.uhaul.com/

Handouts

Cards





global pathways



Ethical Businesses



An activity in which the participants reflect on ethical policies in business.



15+ Age



20-24 People



1h 45 mins



Objectives

- **To reflect on an ethical policy and sustainability in a business.**



Materials Needed

- **Paper and pens**
- **Flipchart paper and markers**
- **Copies of Ethical Policy Questionnaire, alternatively, a laptop and projector to project the questionnaire.**

Credits: the original activity can be found at: International Falcon Movement (2013) "How Ethical are you?", in Co-operAction - Toolkit for Young Co-operatos. 1st edn. International Falcon Movement - Socialist Educational International. Available at: https://issuu.com/ifm-sei/docs/co-operation__english_.

Preparation

1. Inform yourself about the Cradle-to-Cradle businesses and identify 1-2 examples of such businesses.
2. Write on whiteboard or flipchart paper the Cradle-to-Cradle principles (see *Supportive Materials*).
3. Print a set of the Product Card (see *Handouts*) or write each product on separate pieces of paper and fold them.

Instructions

1. Remind the participants about the 3Ps in a sustainable business (see *Introduction*). Then ask them to briefly discuss with their neighbour how an enterprise can show care for its community and people? Ask the participants to share the finding in plenary and write down their inputs on a flipchart paper. (10 min)
2. Explain that a business can keep track on their concern for the community and people by developing an “ethical policy” showing how they can limit their impact on the environment and society, or how to make a positive impact. The ethical policy should be used to guide the business in all its decisions, services, and activities. Ensure that the participants understand what a policy is (see a definition in *Further Information*). (10 min)
3. Present some principles that an ethical policy could contain, e.g.:
 - Using 100% recycled copying paper
 - Buying only fair-trade products
 - Not accepting funding from non-ethical companies

Ask participants if they can think of other examples and write these on a flipchart paper. (5 min)

4. Ask participants to form small groups as per their business ideas (or work individually, if the case). Give participants paper and pens and a copy of the Ethical Policy Questionnaire or project it (see *Handouts*) and ask them to formulate an Ethical Policy for their business idea. Give participants 35 min to complete the task. (40 min)
5. When the time is up, give each group 5 minutes to present their policies allowing also questions and/or comments from the floor. (25 min)
6. Bring the participants in a circle to debrief. (20 min)

Debrief

1. Was it difficult to define an ethical policy for your business idea? What challenges did you encounter? How did you address these?
2. Would you add anything to your policy that was not covered by the guiding questionnaire?
3. Why is it important to have an ethical policy?
4. Should such a policy be written? Why/why not?
5. How business can ensure that their ethical policy is respected?
6. Is an ethical policy a one-time delivery or should businesses update it? How often/when should business update their ethical policy?

Further Information

Definition of Policy: “a set of ideas or plans that is used as a basis for making decisions, especially in politics, economics, or business”, Collins Dictionary “Policy,” Collins Cobuild. Available at: <https://www.collinsdictionary.com/dictionary/english/policy>.

Handouts

Guiding Questions

Customers

- How will you make sure your customers get a good product or service?
- Will the price you charge them be fair?
- What can you tell your customers about how you use energy?
- What information will you give to your customer about the product or service?

Environment (Waste & Energy)

- What waste materials will be produced by your product or service?
- Are any of these recyclable?
- How will you get rid of your waste?
- What can you do to reduce the waste that you create?
- Will your customers be left with packaging? Will this be recyclable?
- Will your product or service use much electricity or gas to make it?
- How could you reduce this amount?
- What can you tell your customer about how you use energy?

Personnel

- How will you make sure that everyone who works in your business is treated fairly?

Suppliers

- Are you using Fairtrade ingredients and materials where possible?
- Will you assess the Ethical Policy of your suppliers before using them?

Community

- What will your business do to help other people in the community?
- How could your business work with other businesses?

Common Good and Human Values



An activity that introduces the principles of the Economy for the Common Good, focusing on the “Common Good and Human Values”.



15+ Age



20 People



2h 10 mins



Objectives

- To give a definition of the Economy for the Common Good.
- To understand the values of the Economy for the Common Good.
- To understand how the Common Good Balance Sheet can be applied to an enterprise.



Materials Needed

- Five tables for the store (one per set of products)
- For each table, three different brands of the following products: milk, pasta, cheese, nuts, jam
- Flipchart paper/whiteboard
- Marker pens
- Laptop, Projector

Preparation

On each of the tables, put a product of three different brands (that is, three different brands of milk, pasta, cheese, nuts, jam). Put different prices on each product (*see Supportive Materials – Prices*).

Familiarise yourself with the Common Good Balance Sheet (*see Supportive Materials*).

Instructions

Part 1:

1. Ask participants to make a shopping list. They should write down the name of one product from each set that they would choose to buy. (5 min)
2. Ask participants about the reasons for their choices. Why did they choose the products they did? (5 min)
3. Provide the participant with additional information about each product (*see product description in Supportive Materials*) and ask the participants to make a shopping list again. (5 min)
4. Ask participants to reflect again on the reasons for their choices. Was their second choice different from the first one? Why was this? (5 min)
5. Ask participants to write down the factors they think are important when choosing products, and then add to their list other values that are important in their lives. You might want to give an example, such as solidarity, co-operation, common good, just wealth or power distribution. (10 min)
6. Ask participants to brainstorm the values that exist within the current economic system. Write their ideas on the flipchart papers/ whiteboard. Suggestions might include competition, obtaining the highest

profit with the lowest costs, greed, selfishness, and win/lose culture. How similar is this list of values to their own original list? (10 min)

7. Ask participants to suggest a definition for the “Common Good”. Explain that the Common Good is a specific “good” that is shared and beneficial for all or most members of a given community. (10 min)

Part 2:

1. Present the concept of the Common Good Balance Sheet and briefly explain its structure and purpose and show an example (*see Supportive Materials*). Introduce the participants to the values of ECG: 1. Human Dignity; 2. Co-operation and Solidarity; 3. Ecological Sustainability; 4. Social Justice; 5. Democracy. (20 min)
2. Divide the participants into five smaller groups. Hand out copies of the scenarios (each group receives one scenario). Ask participants to read the scenario and discuss the questions. (20 min)
3. When the time is up, ask them to share their conclusions with the rest of the group. Connect each scenario with the values of the ECG: 1. Human Dignity, 2. Co-operation and Solidarity, 3. Ecological Sustainability, 4. Social Justice, 5. Democracy, and show them if they would receive points on the Common Good Balance Sheet. (20 min)
4. Bring the participants into a circle to debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. What did you learn from the activity?
2. Did you hear before about Economy for the Common Good? Did you get a better understanding of Economy for the Common Good today?
3. Why is important that entrepreneurs apply the values of ECG in their businesses?
4. How will you apply the learned knowledge in your future business?

Follow Up Suggestions

If the participants have already a business idea, ask them to assess to what extent their business meets the values of Economy for the Common Good.

Further Information

Read about Economy for the Common Good in:

Asociación Jóvenes Solidarios et al. (2020) If not you, then who, Erasmus+ Programme of the European Union. Erasmus+ Programme of the European Union, page 9-13. Available at: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1588/Young%20Entrepreneurs%20-%20if%20not%20you%20then%20who%20English.pdf (Accessed: January 2023).

Supportive Materials



Scan the QR code to download:

1. Product Descriptions
2. Prices
3. Scenarios
4. Common Good Balance Sheet

Adapted from: *Asociación Jóvenes Solidarios et al. (2020), If not you, then who?, Erasmus+ Programme of the European Union. Erasmus+ Programme of the European Union. Available at: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1588/Young%20Entrepreneurs%20-%20if%20not%20you%20then%20who%20English.pdf (Accessed: January 2023).*

Business Model Canvas for Sustainable Businesses



An activity in which the participants develop a Business Model Canvas for their business idea.



13+ Age



Any Group Size



2h 25 mins



Objectives

- *To introduce participants to Business Model Canvas and its blocks.*
- *To give participants practical experience with developing a Business Model Canvas for a sustainable business idea.*



Materials Needed

- *One flipchart paper per business idea*
- *Post-it notes; A4 paper; Markers*
- *Projector and laptop to project the Sustainable Business Model Canvas (alternatively, print a copy per business idea)*

Preparation

1. Familiarise yourself with the Business Model Canvas. Find useful information in the *Resource Library* in this Toolkit.
2. Prepare to project the Sustainable Business Model Canvas.

Instructions

1. Start by telling the participants that in this activity they will develop a Business Model Canvas for their business idea. Ask participants if they know what a Business Model Canvas is and how it may be useful. Collect participants' inputs and conclude. (5 min)
2. Show the participants the template for the Sustainable Business Model Canvas (see Supportive Materials) and explain them each of the 11 blocks/segments. (15 min)
3. Group the participant as per their business ideas and ask them to develop a Business Model Canvas for their sustainable business idea. Give each group a flipchart paper, post-it notes and markers. You can also give the groups a printed copy of the Business Model Canvas, project it or make sure that they can access it online.

Ask the participants to divide their flipchart paper in 11 blocks as shown in the template of the business model canvas for sustainable businesses and give them 1 hour to develop the model for their business. Instruct participants to first write their ideas on post-it notes and stick them in the corresponding block as the final decisions may change depending on the findings in the other blocks. (65 min)

4. When the time is up, give each group 10 minutes to present their Business Model Canvas, allowing also questions from the floor. (30-60 min, depending on the number of the business ideas)
- + **Optional:** *If the time allows, give participants time to amend their business model canvas based upon the feedback and comments received during their presentations.*
5. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. Is it important to draw a model of your business before you start?
2. Is your business model static?
3. What would you consider the most important element of the Business Model Canvas to have clarified beforehand (*as a point of departure, all are equally important*).

Business Model Canvas - Blocks

Customer Segments

The different groups of people or organizations the enterprise aims to reach and serve. A company may group them into distinct segments with common needs, common behaviours, or other attributes. A business model may define one or several large or small Customer Segments.

Value Propositions

The bundle of products and services that create value for a specific Customer Segment. The reason why customers turn to one company over another. It solves a customer problem or satisfies a customer need. Some Value Propositions may be innovative, others may be similar to existing market but with added features and attributes.

Channels

How a company communicates with and reaches its Customer Segments to deliver a Value Proposition. Channels can be directly owned (e.g., own store, web-shop) and partner owned (e.g., partners' store).

Channels serve several functions:

- Raising awareness among customers about a company's products and services
- Helping customers evaluate a company's Value Proposition
- Allowing customers to purchase specific products and services
- Delivering a Value Proposition to customers
- Providing post-purchase customer support

Customer Relationships

The types of relationships a company establishes with specific Customer Segments. There are various types of customer relationships such as:

Personal assistance: The customer can communicate with a real customer representative to get help during the sales process or after the purchase is complete (onsite at the point of sale, through call centres, by e-mail etc);

Dedicated personal assistance: a customer representative is dedicated specifically to an individual client.

Communities: online communities that allow users to exchange knowledge and solve each other's problems (e.g., a Facebook page of the company).

Revenue Streams

The cash a company generates from each Customer Segment. The cash may be generated through various ways, e.g., from selling ownership rights to a physical product (e.g., selling ice cream); fees for services used (fee for a hotel room/night; fee for a number of minutes spent on the phone); subscription fees (fee for gym subscription); lending/renting/leasing (fee for renting a car); advertising (fee for advertising a particular product/service) etc.

A company must ask itself for what value is each Customer Segment truly willing to pay?

Key Resources

The most important assets required to make a business model work. Key resources can be physical, financial, intellectual, or human. Key resources can be owned or leased by the company or acquired from key partners.

Key Activities

The most important things a company must do to make its business model work (e.g., production, staff training, service provisioning, platform promotion).

Key Partnerships

The network of suppliers and partners that make the business model work (e.g., partnerships to optimize the business, reduce risk, or acquire or distribute resources; buyer-supplier relationship).

Cost Structure

All costs incurred to operate a business. Creating and delivering value, maintaining Customer Relationships, and generating revenue all incur costs. Such costs can be calculated relatively easy after defining Key Resources, Key Activities, and Key Partnerships.

Social and Environmental Costs

Impact that a business could have on the surrounding environment and communities.

Social and Environmental Benefits

Ecological and social benefits that a business could generate.

Sources:

Osterwalder et.al. (2009), *Business Model Generation*, Self-Published, in Fora Hvidovre. (2019). *Equal Start. Trainers' Guide to Entrepreneurial Education*, page 21. Available at: <http://intercollege.info/wp-content/uploads/2020/02/Equal-Start.-Trainers-Guide-to-Entrepreneurial-Education.pdf> (Accessed: 19 April 2023).

The Sustainable Sanitation and Water Management Toolbox (n.d.), Youth for Water and Climate, Module 3 – Learn how to start your own initiative, 3.4 Sustainable Business Model Canvas. Available at: <https://sswm.info/building-your-water-climate-career/module-3-learn-how-start-your-own-initiative/3.4-sustainable-business-model-canvas-> (Accessed: 30 April 2023)

The Sustainable Business Model Canvas

8 Key Partners

- What key partners (e.g., businesses, people) do we need to succeed?
- Who are our key suppliers?
- Which key resources are we acquiring from partners?
- Which key activities do partners perform?
- What can we give them in return?
- Can we create industrial symbiosis with partners from other industries?

6 Key Activities

- What key activities do our Value Propositions require?
- How about our Channels, Customer Relationships and Revenue Streams?
- Can you adapt our key activities so that they are (more) sustainable (i.e., do not have a negative social and/or ecological impact)?

7 Key Resources

- What Key Resources (physical, financial, intellectual, and/or human) do our Value Propositions require?
- How about our Channels, Customer Relationships and Revenue Streams?
- Are these sustainable resources? Are there any sustainable alternatives?

1 Value Proposition

- Which problem of our customers do we help solving?
- What is unique about our product(s) / service(s)?
- How do we solve our customers' problem a sustainable way?
- What is the ecological value proposition of our business?
- What is the social value proposition of our business?

4 Customer Relationship

- What strategies will be used to get and maintain each Customer Segment?
- How costly are they?
- How can we ensure that these strategies are sustainable?

3 Channels

- Through which Channels do our Customer Segments want to be reached? How are we reaching them now?
- Which Channels work best? Which ones are most cost-efficient?
- How can we ensure that our channels are circular?

2 Customer Segment

- For whom are we creating value?
- Who are our most important customers?

9 Cost Structure

- What are our most important expenses (both fixed and variable costs)?
- Which Key Resources are the most expensive?
- Which Key Activities are the most expensive?
- Which Resources and/or Activities are the least sustainable? Are there any sustainable alternatives?

5 Revenue Streams

- For what value are our customers willing to pay?
- For what do they currently pay?
- How are they currently paying?
- How would they prefer to pay?
- How much does each Revenue Stream contribute to overall revenues?
- How much does each Revenue Stream contribute to overall revenues?

Social and Environmental Costs

- What could be the negative ecological impact of our business?
- What are the social/human benefits of our business?

Social and Environmental Benefits

- What are the ecological benefits of our business?
- What are the social/human benefits of our business?

Based Upon:

- *Fora Hvidovre. (2019). Equal Start. Trainers' Guide to Entrepreneurial Education, page 20. Available at: <http://intercollege.info/wp-content/uploads/2020/02/Equal-Start.-Trainers-Guide-to-Entrepreneurial-Education.pdf> (Accessed: 19 April 2023)*
- *The Sustainable Sanitation and Water Management Toolbox (n.d.), Youth for Water and Climate, Module 3 – Learn how to start your own initiative, 3.4 Sustainable Business Model Canvas. Available at: <https://sswm.info/building-your-water-climate-career/module-3-learn-how-start-your-own-initiative/3.4-sustainable-business-model-canvas-> (Accessed: 30 April 2023)*



Method 9

SWOT Analysis



An activity in which the participants do a SWOT analysis for their business idea.



14+ Age



Any Group Size



1h 30 mins



Objectives

- **To introduce SWOT analysis as a tool to identify strengths, weaknesses, opportunities, and threats in a business.**
- **To give participants practical experience with creating a SWOT analysis for their business idea.**
- **To understand how to act upon the results of a SWOT analysis.**



Materials Needed

- **Flipchart Paper**
- **Markers**

Instructions

1. Write SWOT on a whiteboard and tell participants that SWOT analysis is a tool that can be used to identify Strengths, Weaknesses, Opportunities, and Threats in a business or project. Explain the participants that Strengths and Weakness are internal factors (e.g., resources and experiences), whilst Opportunities and Threats are external factors (e.g., economic regulations, economic trends, funding, etc). (5 min)
2. Give participants a brief explanation on how to develop a SWOT analysis and what questions are relevant for each block (see Handouts). Emphasise that the results of the SWOT analysis should be used to make recommendations and/or strategies for the business. (5 min)
3. Group participants as per their business ideas and give them 25 min to create a SWOT analysis for the business idea. (30 min)
4. When the time has passed, give the groups a further 20 min to propose a strategy to overcome and/or mitigate the risks and threats identified based upon strengths and opportunities of their business idea. (25 min)
5. When the time is up, give each group 5 min to share their SWOT analyses and their strategy to act upon the results of this analysis. Allow comments and questions from the floor. If the time allows, give the group extra time to amend their SWOT analysis based on the feedback and comments received. (25 min)

Debrief

Conduct a debrief based upon such questions as:

1. How can a SWOT analysis be helpful to your business?
2. When should a business make a SWOT analysis?
3. Is a SWOT analysis a static result?
4. What did you learn about your business while working on your SWOT analysis?
5. What surprised you the most from your SWOT analysis?



SWOT Matrix - Guiding Questions	
Strengths	Weaknesses
<ul style="list-style-type: none"> ○ <i>What do we offer to our customers that our competitors don't?</i> ○ <i>What is our unique value proposition?</i> ○ <i>What unique assets do we have?</i> ○ <i>What skills do we have that our competitors don't?</i> ○ <i>Etc.</i> 	<ul style="list-style-type: none"> ○ <i>What can be difficult to deliver?</i> ○ <i>What expertise/inputs/assets do we lack?</i> ○ <i>What knowledge/know-how do we lack?</i> ○ <i>Do we have sufficient time to develop and launch the business?</i> ○ <i>Etc.</i>
Opportunities	Threats
<ul style="list-style-type: none"> ○ <i>Is the target market growing or shifting in our favour?</i> ○ <i>Is there an untapped niche market?</i> ○ <i>Are there geographic expansion opportunities?</i> ○ <i>Are there any subsidy schemes?</i> ○ <i>Are there any social or political trends that could benefit us?</i> ○ <i>Is there new technology that could benefit us?</i> ○ <i>Etc.</i> 	<ul style="list-style-type: none"> ○ <i>Are there any industry and/or economic trends that could hinder our business?</i> ○ <i>Are there any social and/or political trends that could hinder our business?</i> ○ <i>Could any indirect competitor become a direct competitor?</i> ○ <i>Etc.</i>

Risk Assessment



An activity in which the participants make a risk assessment connected to their business idea and a strategy to mitigate these.



14+ Age



Any Group Size



2h



Objectives

- **To identifying risks connected to a business.**
- **To determine the level and rating of the risks identified.**
- **To propose mitigation/control measures medium, high and extreme-level risks.**



Materials Needed

- **Flipchart paper**
- **Pens/Markers**
- **Projector and computer**

Preparation

1. Prepare to project the Risk Assessment Grid (*see Supportive Materials*) or print a copy for each group.
2. Prepare to Project the Score Board and the Rating Board or print a copy for each group/write on a board/flipchart paper.

Instructions

1. Start by informing the participants that in this activity they will identify and assess risks connected to their business and then will propose mitigation/control measures. Group the participants as per their business ideas and show them the Risk Assessment Grid (*see Supportive Materials*). Give the groups a flipchart paper and ask them to draw a similar grid on their papers. (5 min)
2. Give the groups 25 min to think about risks connected to their business/business idea and write these in the column Risk on their flipchart paper. (25 min)
3. Project or give the groups a copy of the Score Board (*see Supportive Materials*).
4. Tell the groups that they will start filling in their risk assessment grids firstly by determining the Impact (level of severity) that each identified risk may have on their business.

Ask the groups to discuss the level of impact of each risk by consulting the Score Board and then to write down the corresponding score in the column *Impact* (1 point if the impact of the risk is found to be *Insignificant*; 2 points if *Minor*, 3 points if *Moderate*, 4 points if *Significant* and 5 points if *Sever*). (5 min)

5. Continuing, ask the groups to determine the Likelihood of each identified risk (the level of probability that the risk will occur) by consulting the Score Board and then to write down the score for each of the risks in the column *Likelihood* (1 point if *Highly unlikely*; 2 points if *Unlikely*; 3 point if *Possible*; 4 points if *Likely*; 5 points if *Highly likely*). (5 min)
6. Then, ask the groups to determine the Risk Level of each identified risk by multiplying its Impact score by its Likelihood score and then to write down the number obtain in the column *Risk Level*. (5 min)
7. Finally, showcase the Rating Board (*see Supportive Materials*) and tell the groups that, based on the risk level obtained in the previous step, they can now rate each of the identified risks as *Minimal*, *Low*, *Medium*, *High*, or *Extreme*. Ask them to mark the rate of each of risk in the column *Risk Rating* (they can also colour accordingly if sufficient markers are available: green for Low, yellow for Minimal, Orange for Medium, red for High, dark red for Extreme). (5 min)
8. Explain the participants that they have now completed a risk assessment where they have determined the likelihood, impact, the level, and the rating of each of the risks they have identified. Ask the groups to count and tell in plenary how many risks do they have rated as *Medium*, *High*, and *Extreme*. (5 min)
9. Inform the participants that the next step in a risk assessment is to identify control/mitigation measures that can reduce both the impact and the likelihood of each of the risks. Asks the groups to take each risk rated as *Medium*, *High*, and *Extreme* and propose measures that reduces the impact of the risk and the *likelihood* of risk.

Draw the participants attention that a risk cannot be eliminated but only reduced or controlled. (20 min)

10. Give each group five minutes to present their findings in plenary. Allow comments and questions from the floor. (25 min)
11. Bring the participants in a circle to debrief. (20 min)

Debrief

Conduct a debrief around questions such as:

1. What did you learn from this activity?
2. Why is it important to assess risks in a business?
3. Are the results of a risk assessment static?
4. When a risk assessment should be made?
5. Should the results of a risk assessment obstruct entrepreneurs from pursuing their business?
6. How should the results of a risk assessment be used?
7. What did you learn about your business by making the risk assessment today?
8. What steps will you undertake as a result of your risk assessment?



Supportive Materials

Risk Assessment Grid				
Risk	Impact	Likelihood	Risk Level (Impact Likelihood)	Risk
Risk 1:				
Risk 2:				
Risk 3:				
Risk 4:				
Risk 5:				
Risk 6:				
Risk 7:				
Risk 8:				
Risk 9:				
Risk 10:				

Score Board					
Score	1	2	3	4	5
Impact on the Business	Insignificant	Minor	Moderate	Significant	Sever
Likelihood	Highly unlikely (≤ 10% chance of occurring)	Unlikely (11-40% chance of occurring)	Possible (41 – 60% chance of occurring)	Likely (61-90% chance of occurring)	Highly likely (≥ 91% chance of occurring)

Rating Board					
Risk Rating (Likelihood + Severity)	Minimal (1-2)	Low (3-9)	Medium (10-15)	High (16-20)	Extreme (25)



Sustainable Entrepreneurship Training module for young people - an example

This is an example of how youth workers can combine the activities in this Toolkit into a training module that inspire young people to initiate a sustainable business. Amend this suggestion to meet the learning needs of your target group and the profile of your participants.

Day 1: Introduction	Day 2: Creativity and Entrepreneurial Mindset
<p>Learning Objectives</p> <ol style="list-style-type: none"> To allow participants to get to know each other and create a group cohesion. To stimulate creative thinking. To stimulate an entrepreneurial mindset. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> To stimulate creative thinking. To recognise barriers to creativity in entrepreneurship. To stimulate creative thinking in entrepreneurship.
<p>Get to know each other (1h 30 min)</p> <p>Conduct a series of icebreakers and get to know each other activities. Find examples in the Resource Library of this Toolkit.</p>	<p>Barriers to Entrepreneurial Thinking (2 hours)</p> <p>Conduct the activity "Win as much as you can" in this Toolkit.</p>
<p>Teambuilding (1h 30 min)</p> <p>Conduct a series of teambuilding activities. Find examples in the Resource Library of this Toolkit.</p>	<p>Creative Thinking (1 hour)</p> <p>Conduct the activities: "Invent the Solution" in this Toolkit.</p>
<p>Lunch break (1 h 30 min)</p>	<p>Lunch break (1 h 30 min)</p>
<p>Sustainability and Agenda 2030 (1h 30 min)</p> <p>Conduct a group discussion to agree on a common definition of "Sustainability". Present the Agenda 2030 and the 17 Sustainable Development Goals. Find inspiration in the Resource Library of this Toolkit.</p>	<p>Barriers to entrepreneurial thinking (1 h 30 min)</p> <p>Conduct the activity "Trading Cards" in this Toolkit.</p>
<p>Sustainable Entrepreneurship (1 h 30 min)</p> <p>Ask the participants to define "Sustainable Entrepreneurship" and identify principles of sustainable entrepreneurship. Introduce the participants to the 3Ps in Sustainable Entrepreneurship. See the Introduction part in this Toolkit.</p>	<p>Creative Thinking (1 h 30 min)</p> <p>Conduct the activity "Change the Image of a Familiar Situation" or the activity "My Frustration" in this Toolkit.</p>
<p>Daily debrief (30 min)</p>	<p>Daily debrief (30 min)</p>

Day 3: Circular Economy	Day 4: Business Ideation	Day 5: Further on Sustainability & Evaluation
<p>Learning Objectives</p> <ol style="list-style-type: none"> To give participants understanding of circular economy as opposed to linear economy. To give participants understanding of Cradle2Cradle as a model of circular economy. To give participants understanding of Industrial Symbiosis as a model of circular economy. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> To stimulate participants to generate ideas of sustainable businesses. To introduce the Business Model Canvas for the sustainable businesses. To develop a Business Model Canvas for a sustainable business idea. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> To give participants reflections about ethical and sustainability policies of their own businesses. To understand values of the Economy for the Common Good. To inspire participants to apply values of Economy for the Common Good in their business. To evaluate the participants' learning outcomes.
<p>Circular Economy (30 min)</p> <p>Introduce the participants to the principles of Circular Economy. Discuss Circular Economy as opposed to Linear Economy. Find inspiration in the Resource Library of this Toolkit.</p>	<p>Business Ideation (1 h 25 min)</p> <p>Conduct the activity "Problem Tree Analysis" in this Toolkit.</p>	<p>Ethical Businesses (1 h 45 min)</p> <p>Conduct the activity "Ethical Businesses" in this Toolkit.</p>
<p>Cradle to Cradle (2h 30 min)</p> <p>Introduce the participants to the concept of Cradle to Cradle. Find inspiration in the Resource Library of this Toolkit. Conduct the activity "C2C Redesign" in this Toolkit.</p>	<p>Business Model Canvas (1 h 30 min)</p> <p>Conduct the activity "Business Model Canvas for Sustainable Businesses" in this Toolkit.</p>	<p>Common Good and Human Values Part 1 - (55 min)</p> <p>Conduct the activity "Common Good and Human Values", Part 1 in this Toolkit.</p>
<p>Lunch break (1 h 30 min)</p>	<p>Lunch break (1 h 30 min)</p>	<p>Lunch break (1 h 30 min)</p>
<p>Industrial Symbiosis (2h 45 min)</p> <p>Conduct the activity "Symbiose-it" in this Toolkit.</p>	<p>Business Model Canvas (1 h 30 min)</p> <p>Continuation of the previous session. Allow participants to present their Business Model Canvas and make amendments based on feedback received.</p>	<p>Common Good and Human Values Part 2 - (1 h 20 min)</p> <p>Conduct the activity "Common Good and Human Values", Part 2 in this Toolkit.</p>
<p>Industrial Symbiosis (2h 45 min)</p> <p>Conduct the activity "Symbiose-it" in this Toolkit.</p>	<p>Elevator Pitch (1 h 10 min)</p> <p>Conduct the activity "Pitching Your Business" in this Toolkit.</p>	<p>Evaluation (1 h 30 min)</p> <p>Apply a number of evaluation methods to assess the participants overall learning. Find inspiration in the Resource Library of this Toolkit.</p>
<p>Daily debrief (30 min)</p>	<p>Daily debrief (30 min)</p>	<p>Summary and Closure (30 min)</p>

3.0





Examples of Sustainable Businesses



Denmark

Too Good to Go

Too Good to Go is a hyper-local environmental social enterprise dedicated to reducing food waste. Too Good to Go is an app that allows customers to buy and collect Surprise Bags of food, at a reduced price.

Company Description

Founded in Denmark at the end of 2015 by a group of friends, Too Good to Go was able to grow internationally thanks to the diversity of its team. In August 2016, the team launched the app internationally, and by 2022 Too Good to Go had 164.000 registered businesses, serving 62 million users, and has saved 155 million bags of food. As of 2021, Too Good to Go were active in 17 different countries.

Business Model

Based on non-contract service that is a win-win both for restaurants/stores and consumers, companies are making surplus food available for collection by Too Good to Go users before a store closes its breakfast, lunch, or dinner service. The model generates additional revenues, increases brand awareness on the market, and reduces waste disposal costs for businesses.



Impact on the Consumer Market

Too Good to Go is raising awareness of food waste at any time of the day since food surplus can be announced online after each mealtime. The food is packaged in eco-friendly boxes and is picked up at a certain time. This model binds both the consumer and provider in the sustainability chain where they can prove their commitment to reducing food waste.

Sustainability

The idea addresses the issue of over-consuming by saving meals concept. This environmental social enterprise is committed to reducing food waste and strives to find sustainable solutions to making the most of what is found on the market to prevent further unnecessary waste.



Denmark

Go More

GoMore is a ride-sharing portal that facilitates environmentally friendly transport, using ridesharing, peer-to-peer car rental, and leasing.

Company Description

CEO and CO-founders Matias Møl Dalsgaard and Søren Riis started GoMore in 2005, while they were students in Germany, and they often used to travel back to Denmark during summer break. The idea started as a personal need and quickly after launching the Go More site, it became the leading ridesharing portal in Denmark. The company was running for many years as a spare-time project but after a major investment in 2013, they managed to grow the business, re-launch the site, and expand internationally.

Business Model

The company grew to have more than 250.000 members in 12 years. The business remained as a hobby project until 2011, but since then GoMore has grown to 20 full time employees across Scandinavia and Spain. There are two types of users: drivers and passengers. The driver shares available seats with the passengers when driving or offer their private car for rental. GoMore's share is a service fee of 9 Danish kroner (ca. 1,21€) plus 12% from the total price charged by the driver.



Impact on the Consumer Market

As general impact on the market – the price advantage ranks first, very close to second place which is socialising. Furthermore, people who switch from owning to sharing cars reduce the total cost of their rides with approx. 30%.

In terms of the social aspect of p2p platforms, it is still a branding exercise of the social interaction between the users as sitting together in a car for a few hours will automatically add a layer of socialisation.

Sustainability

The idea promotes a sustainable transport concept and reduces the level of CO₂ emissions, and conserves non-renewable energy resources. The GoMore philosophy is that a car should not be for individual riders. While ride or car sharing is not a green alternative to public transport or biking – it is a green alternative to riding alone in a car.

GoMore



Vietnam

Tackle Oil Project

Tackle Oil is a project in the Mekong Delta region in Southwestern Vietnam. It started as a research project and was applied into practice in 2010 by biology teacher Ngoc Hai and local high-school pupils. The main element, the skin of the Melaleuca Cajuputi tree, is used for absorbing the gasoline leaking into the river by creating belts along the petrol stations. The area where the solution was put into practice covers the petrol stations and canals.

Project Description

Life in the Mekong Delta region revolves around the river. Therefore, the main mode of transport in this area and to the villages is by boat. A massive number of gasoline stations are situated by the rivers and canals which is polluting the water because of leaking fuel. The locals and the pupils assessed the need of creating a solution for this environmental issue, and together with support from local government, they developed a strategy to overcome the pollution – a step further in reducing the high volume of petrol leaking into the river.

Business Model

By using the skin of the tree, which is the best absorbent for oil, the fuel leak into the river water is minimized by creating a large barrier around the petrol stations. Since it started, the project has been highly successful, and the idea went viral and was selected for environment contest in Sweden in 2011. To test whether the water is clean or not, water spinach was cultivated inside the barrier area. The result was amazing because the spinach remained green and 97% of the oil was absorbed by the tree skin.




Impact on the Local Area

By using this unique and inexpensive initiative, the local community has experienced an improvement in their living standards and livelihood. The habitat in the river is booming and different species of fish and vegetation are increasing; thus, offering more opportunities to local people in term of fish trade and consumption.

Sustainability

It is known that Melaleuca trees are fast growing but before this research the tree skin was considered waste. After project implementation, the sustainability circle is closed; first, the tree is used as fuel, as a charcoal source, and in construction, and now, the overall picture also includes the decrease of waste of skin tree turning it into a valuable material for the environment which tackles the pollution issue. It is very cost-effective, easy to produce, and available throughout the year.



Vietnam

Giao Xuan Eco-Tourism Village

Giao Xuan Eco-Tourism Village is a project that promotes local activities, like handcraft, learning traditional ways of cultivating a farm, and planting trees in the nearest forest, to tourists interested in experiencing life in the countryside of northern Vietnam.

Project Description

Giao Xuan is a traditional farming village, located in Xuan Thuy National Park. The primary livelihood of people depends on natural resources like fishing and farming. The location of the village is in the vicinity of the Xuan Thuy National Forest and the sea. Because of poor management of the national park, no activities were implemented to monitor over-exploitation, and, until 2003, locals were destroying the forest by cutting the trees and hunting animals for their personal consumption. Ever since the forest has been destroyed, the village has deteriorated during storms, and local people have lost their jobs.

Business Model

In order to decrease the high rate of exploitation, the village started its “community tourism” in April 2006 with simple projects like fish sauce production, worm breeding, seashell breeding, and renovating the gardens to make temporary sleeping places for the birds. When exploring, tourists can experience the local rural life and discover traditional jobs with farmers. With help from some local and international NGOs, people in Giao Xuan village have been trained to offer reception, room service, cooking, and speaking English to meet the tourism industry’s demands.



Impact on the Local Area

The area rapidly improved in tourism, farming, and fishing sectors due to a great interest from both the locals and international tourists to further develop the local environment and introduce traditional manufacturing skills and farming techniques to tourists. The quality of life has been improved, and forest/fishing is the main source of income.

Sustainability

Due to the rapid expansion of tourism in Xuan Thuy National Park, by creating the Eco-Tourism village, local people have a better quality of life and, simultaneously, the forest remains protected and is seen as a valuable source of diversity. Furthermore, the village can become a model for other villages and hopefully, by following their example, many other locals and tourists will be involved in environmental protection projects and create awareness on a national level protecting nature and surroundings.



*Eco-tourism Village of Giao Xuan – local farming activities
- (Personal archive of Mr. Minh Duc Do, SJ Vietnam)*



Indonesia

Matoa

Matoa Indonesia is a pioneer of wooden eco-watches. Their wooden watches are made from wooden waste from furniture factories from cities around the country.

Company Description

The CEO, Lucky Dana Aria, combines natural materials and traditional craftsmanship with contemporary manufacturing techniques and design. The idea was researched in 2011 for a full year before launching. Matoa became famous on a national level in 2011 and expanded internationally in Asia, Europe, and North America.

Business Model

The desire of converting sustainable environmentally friendly watches from wooden waste instead of producing CO₂ from firewood was immediately welcomed and supported by the community. Furniture industrials are providing secondary raw material considered waste and the watches are created without any use of toxic or chemical components. The existence of a unique eco-friendly watch has built a good impression of Indonesia's image on a global scale and is attracting customers' interest.




Impact on the Consumer Market

Matoa empowers local craftsmanship, reduces furniture waste, and creates business partnerships with local wood entrepreneurs to build up social life equilibrium for socio-communities' welfare. Wood waste is now seen as being profitable and people have become aware that, if correctly used, such “waste” can generate income.

Sustainability

The Matoa wooden watch has no toxic or chemical components. They are only made of sustainable natural materials. It is called eco-watch because of its natural resources made from furniture waste and not intentionally cut trees for production. Less production cost is seen compared to metal or other materials. To reach the stable environment, using non-eco-friendly methods like illegal logging, every time Matoa sells 500 units of their eco-watches, they plant 500 tree seeds.



Indonesia

Growbox

Growbox Indonesia, also called Urban Mushroom Farming, is an oyster mushroom box seed. It can be cultivated by anyone, at any time, in a recyclable box made from sawdust.

Company Description

A group of university students saw a potential business from the agricultural sector that can be introduced to anyone, especially to city inhabitants. In 2012, the business was launched and attracted the interest of young people who wanted to start their own green lifestyle by easily cultivating mushrooms.

Business Model

The concept is to grow your own food, and it was brought on the market by using an innovative selling technique to attract young people's interest. The technique includes five steps: Naming, Placing, Cutting, Spraying and Harvesting. On top of all, an element of surprise is also introduced: the customer will not know the mushroom type before buying. Once the plant grows, it can be harvested once a month for four months. The business is kept alive by customers' interest, curiosity, and self-harvest practices.



Impact on the Consumer Market

Growbox engages with local mushroom farmers and initiates urban farming as a green lifestyle to raise awareness among young people about the environment and benefits of eating self-grown organic crops. The initiative provides them with a starting kit and aids them with the benefits of putting themselves in “the shoes” of a farmer.

Sustainability

No synthetic chemical compounds are used in the production process, and the waste from the product is also reusable into a whole new eco-friendly brand as a replacement for brick. Several benefits can be seen on a social and economic level such as the spread and inclusion of agricultural practices and an increased interest in introducing sustainable agriculture into an urban lifestyle.



Indonesia

Fruits Up

Fruits Up business focuses on producing healthy mango puree-based beverages using off-grade fruits.

Company Description

Mahadyansahi launched the brand in 2014 with the concept of “socio-entrepreneurship” in mind. While he was a student, he set out to reduce tropical fruit waste in the rainy season with help from academics. The product meets the need of a healthy lifestyle because it does not contain artificial sweetener or any preservation; it’s 100% real mango.

Business Model

Fruits Up provides local farmers with the opportunity of turning raw material into intermediate goods by turning off-grade mango into puree mango. Through applied technological approaches, the farmers are trained to change the fruit into intermediate goods.



Impact on the Consumer Market

By turning mangos that do not pass the set sorting criteria into intermediate goods, the project adds value to the market and directly facilitates economic growth. Indirectly, it assists the government programme that tries to increase the interest in entrepreneurial activities.

Sustainability

Fruits Up adds value creation to sustainable development through product development that uses a social enterprise platform where local communities, the Government, SMEs, and society are forming the “Fruiters Model”. The baseline is rural areas where farmers are interconnected with university researchers and urban communities forming the socio-techno entrepreneurship that generates productivity.





Myanmar

Phandeeyar

Phandeeyar – the “creation place” is an innovation lab launched in 2014 which is spearheading the development of Myanmar’s tech ecosystem.

Company Description

Phandeeyar invests in local technology start-ups, trains new entrepreneurs, and builds the pool of tech-talent. Phandeeyar also helps civic and social entrepreneurs, CSOs, and independent media to use technology to increase their social impact and runs a co-working space in the heart of downtown Yangon.

Business Model

At this moment, the company is running Myanmar’s first tech start-up accelerator inspired by Silicon Valley and a Makerspace community where designing, user testing, and prototyping innovators are tested and launched. The business targets smart phone users in order to control hate speech, negative content article and promote active citizenship.



Impact on the Consumer Market

Phandeeyar accelerates the growth of tech start-ups and offers access to a network of investors to help inspire entrepreneurs to transit from employee to start-up founder. On the social aspect, the founders detected a lack of information concerning IT issues; therefore, an online platform was created to function as a bridge between CSOs and IT technicians. Valuable information is transmitted to diverse sectors interested in tech communities, civil education, and Human Rights.

Sustainability

Phandeeyar is accelerating the growth of tech start-ups in Myanmar and is expanding the country's pool of tech and creative talent. Innovation is the key to further great tech development and by improving the communication channels such as mobile apps, websites, and accelerator programmes, they are raising the public's awareness concerning civic education, changing policymakers on a political level, and influencing young entrepreneurs to further develop businesses that support environmental growth in Myanmar.

Phandeeyar



Myanmar

Pomelo

Pomelo is a fair-trade shop in Yangon that offers quality and contemporary hand-made products created by local artisan partners who come from different disadvantaged groups representing some of the poorest communities in Myanmar.

Company Description

Pomelo promotes distinctive, high-quality hand-crafted products and reconditioned furniture at affordable prices, mainly for customers all over Myanmar. The products are inspired by Myanmar's diverse, rich culture and generations of artistic creativity. Pomelo is participating in different fair trades in Singapore and London where each traditional product has great audience.

Business Model

Within 5 years of existence on the local market, the company has achieved the performance to become a well-known brand for traditional souvenirs, handcrafted products, and reconditioned furniture. Pomelo nurtures local talent by providing design and product development training and business mentoring before launching a product. This support allows female artisans and male carpenters to reach their full creative potential and meet the market requirements and latest trend designs.



Impact on the Consumer Market

Every purchase made at Pomelo has an impact, creating meaningful change for the artisan and their families. Through their work, they achieve self-reliance and community strength. A high attention is given to each material surplus in order not to waste any of the fabrics available. Also, old furniture is being reconditioned by skilled young carpenters and is being sold at fair prices.

Sustainability

Customers receive lasting enjoyment of quality and distinctive products, and Myanmar artisans build sustainable businesses. Pomelo creates opportunities for artisans to build their business and creative skills, earn vital income, and foster dignity and fulfilment for themselves, their families, and their communities.





India

Kimirica Hunter

Company Description

Kimirica Hunter is an Indore-based start-up by the brothers Rajay Jain and Mohit Jain. Kimirica was started in a 100-square-foot room and is today India's largest manufacturer of luxury hotel toiletries and guest room amenities. The brothers went as far as mortgaging their house and old office before reaching the success of today, where the company employs over 400 workers.

Business Model

Kimirica Hunter has a focus on using raw materials and certified herbal active ingredients. All ingredients are green and Kimirica is the only Indian toiletries manufacturer whose produc-

tion is free of paraben, phthalate, petroleum and formaldehyde. There is also a focus on other environmental impacts such as the consumption of power and emission rates. This is addressed by replacing conventional technologies with cleaner production processes. All packaging materials are recyclable, biodegradable and eco-friendly.

The business also has socially sustainable employee policies. The employees are offered secure employment and the possibility to further their education and improve their qualifications. The business also ensures that at least 40% of its workforce is women. This provides them with employment opportunities and encourages nearby village women to work closer to their families. Kimirica has also started working to collect and recycle discarded hotel soaps and send them for use in rural regions in India.



Impact on the Consumer Market

According to Rajay, they are the first manufacturer in India to make 100-per cent vegan and paraben-free hotel cosmetics which attracted hotels a lot. They are also the first in India to introduce biodegradable packaging for accessories such as toothbrushes, combs, and similar products, giving them another competitive advantage.

Sustainability

What makes Kimirica unique is that it sources and develops all its primary products within 100 kilometres of its Indore manufacturing plant. This initiative has encouraged local suppliers and their small partners. This has also helped them cut down their carbon footprint and develop a sustainable and efficient supply chain.

KIMIRICA
HUNTER INTERNATIONAL



India

Jungles Lodges and Resort

Company Description

Starting in 2012, the Jain brothers established Jungle Lodges and Resort. After their father's death, the brothers were looking for different ways of utilizing their late father's timber business and settled on promoting tourism in the unexplored hilly areas of their hometown, Dharampur. Here they have built lodges and a resort comprising 24 rooms. The staff counts 15 employees, and the business is well-established with 100% occupancy during the weekends.

Business Model

The resort is built with nature in mind and as a result, no trees have been cut in the construction process. The resort is equipped with rainwater harvesting, sewage treatment plant and a waste disposal system to ensure minimum environmental impact. The business also has a socially sustainable aspect, offering employment to locals and supporting the local economy by purchasing local goods and partnering with small, local businesses. The owners are also careful about maintaining the local heritage. An increase in tourism has created economic growth locally.



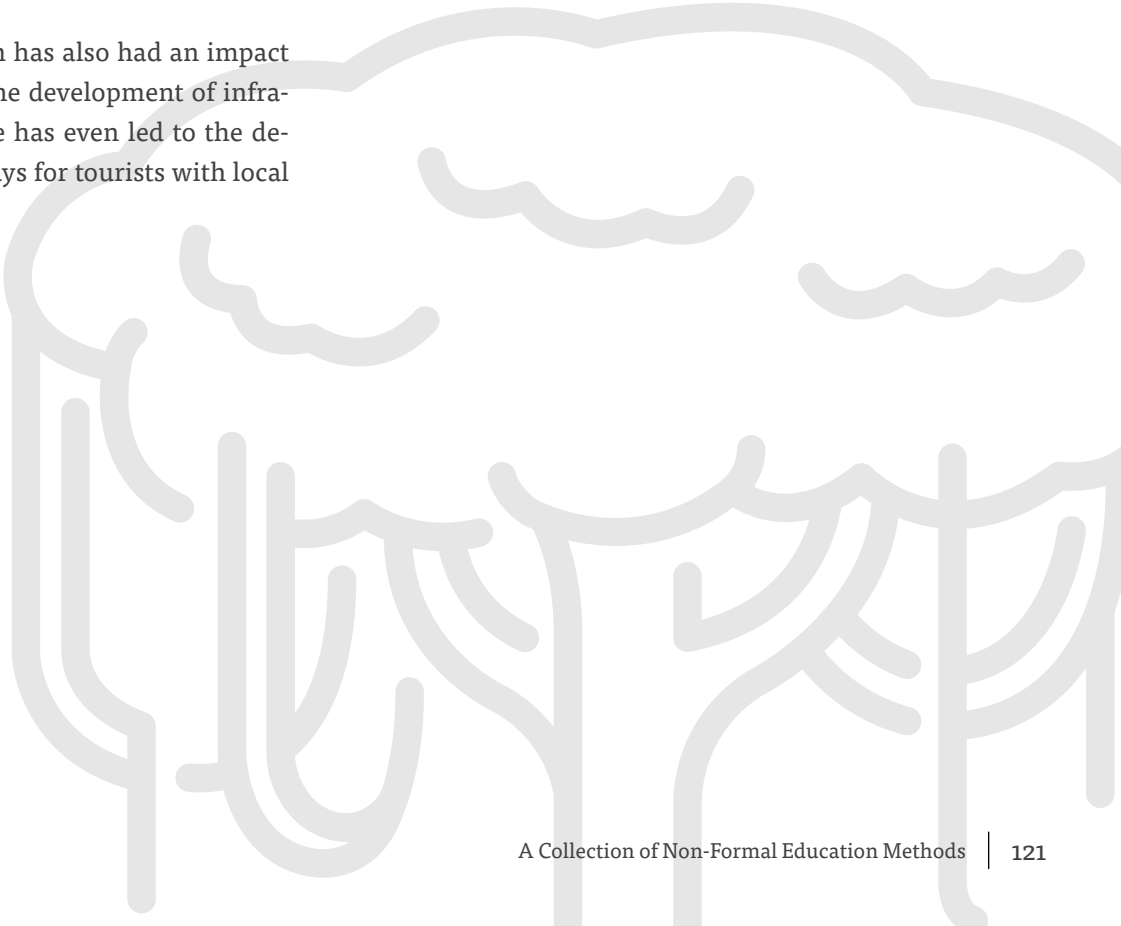
Impact on the Consumer Market

Before The Jungle Lodge Resort people opted for vacations in the city. The increase in local tourism has created economic growth in the area, benefiting the business and other local businesses. By partnering with local businesses and purchasing from there further growth is created.

The increase in tourism has also had an impact on the local area and the development of infrastructure. This increase has even led to the development of Home Stays for tourists with local families.

Sustainability

The Indian tourism and hospitality industry is one of the biggest drivers behind the growth in India's service sector. This business model offers a way to be more sustainable within the growing industry.





Kazakhstan

Sewing Manufactory of Public Association "Angel"

An organisation that makes products as an alternative to plastic and disposable products, reduces environmental pollution and develops eco-friendly behaviour.

Company Description

Public Association "Angel" is a non-profit organization operating since 2000 and has a mission - the development of civil participation in solving environmental, economic, social, and legal issues. The organization is located in the town Atbasar. In 2018, the organization decided to develop social entrepreneurship and launched a sewing manufactory. Initially the main idea was to introduce a replacement for polyethylene in the form of ecological bags in the town Atbasar and additionally teach schoolchildren sewing at labour lessons.

Business Model

Now the manufactory is used under the contract by the town college for teaching sewing to students. The workshop produces an ecological alternative to polyethylene - eco-bags. Over time, PA "Angel" acquired additional equipment, and now the manufactory produces a variety of branded environmental products: eco-bags, felt folders, prints on reusable mugs, etc. During the pandemic, the manufactory also produced masks.



Impact on the Consumer Market

The town Atbasar is located quite far from the regional centre and the production of ecological products has diversified the relatively limited market of the town. Schoolchildren and college students are involved in sewing training, who actively promote the idea of using eco-friendly products among the town's residents. Production is accompanied by campaigns in support of environmentally responsible behaviour, in which schoolchildren are also involved. Local NGOs have become the main consumer of the production, they order branded products for their events. Also, the US Embassies, UNICEF for local projects act as customers.

Sustainability

The use of eco-bags made of fabric reduces the use of plastic. The involvement of young people contributes to the fact that the production of the manufactory is perceived as a trend, changes the behaviour of town residents to responsible.

The environmental social company is looking for solutions to reduce environmental pollution and foster environmentally responsible behaviour.



Kazakhstan

Helloeco zero waste shop

Company Description

Helloeco is a store that promotes the zero-waste concept and the reduction of disposable items. It is the first zero-waste store in Kazakhstan founded in 2020 and an eco-hub in Almaty that embraces other social initiatives such as waste collecting station, bookcrossing, free water refill, and charity swaps.

Helloeco sells a variety of eco products in the customers' own packaging and/or bottling. The products of Helloeco are all natural, biodegradable, and safe for the environment and the health of people. 40% of the store assortment, both food and non-food categories, is of local origins, supporting local eco-producers in Kazakhstan being another mission of the company.

Business Model

The motto of Helloeco is “Buy eco-friendly goods, do not pay for garbage”. The company purchases goods in large canisters and reusable bags. These are then sold to customers in their own containers. Customers can buy their selected product in any quantity that fits them, even as low as 10 grams.

Some products sold by Helloeco cannot be poured in the customer's container, for example, candles. In such cases, the product is sold in the original packaging, but the customers can bring the container back to the store and receive a cashback for the returned container that is then returned to the manufacturer for reuse.



Impact on the Consumer Market

Helloeco raises awareness on the need of reducing disposable items and encourages customers to make small but impactful changes to reduce their waste. The products purchased from Helloeco are cheaper since customers do not need to pay for packaging or receive a refund for the purchased packaging if returned. Moreover, in Helloeco the customers can be sure that all the products are environmentally friendly, natural and safe.

Sustainability

From its opening date, Helloeco has sold more than 3 tons of only liquid detergents. By now, Helloeco has saved approximately 14 000 plastic bags, around 18 000 plastic bottles and other plastic packaging, more than 200 000 plastic straws and a lot more potential waste generated by packing.

Helloeco plans to develop itself as a network and to be present in all cities in Kazakhstan, most likely, by using a franchise model.



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Sustainable Entrepreneurship

About this Toolkit

This Toolkit is the result of the project “Growing Green” (2016 -2018) followed-up by the project “Global Pathways” (2020 -2023), both co-funded by the programme Erasmus+ of the European Union and coordinated by Fora Copenhagen, Denmark.

The Toolkit contains 19 activities that youth workers and educators in general can use to promote sustainable entrepreneurship amongst young people. These activities can be used combined in a training module or individually. The Toolkit provides an example of how the activities can be combined into a 5-day training module. This, however, is just one way of using the methods in a training course.

The Toolkit also provides an introduction to sustainable entrepreneurship, insights from the local context in Denmark, India, Kazakhstan, Vietnam, Myanmar, and Indonesia, as well as 13 case studies of sustainable businesses.

The partner organisations of both projects that led to this publication hope that it will inspire educators across the globe to seed and foster sustainable behaviours and societies.



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