

THE STORY OF THE GREENOVATE COMMUNITY

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The project "Engaging Youth in Digital Green Future 2.0 " emerged in response to the pressing need to educate and engage young people in the key policy debates around the European Green Deal and the United Nations 2030 Agenda for Sustainable Development. With the adoption of the Fit for 55 plan in 2024, which launches the European Green Deal, our project aims to educate young people about these important policy frameworks. By facilitating discussions, participation days and teacher training, our project aims to empower young people to understand, engage and contribute to global sustainability efforts. Aligned with the objectives of the European Youth Strategy and the overarching goals of the call, our project brings a multifaceted approach to youth empowerment and environmental transition. By engaging young people in policy discussions and local initiatives related to the European Green Deal, our project aims to foster a sense of connection and responsibility among youth, contributing to the goal of connecting the EU with its younger citizens. Furthermore, by leveraging digital platforms and tools, the project not only aims to enhance participants' digital skills but also amplifies their voices in the ongoing dialogue on climate action and sustainability, thereby advancing the objectives of creating inclusive virtual spaces and promoting sustainable development. Through the strategic alignment of our project with the EU Youth Goals and its efforts to integrate Western Balkan countries into the dialogue, the project embodies the principles of the European Youth Strategy, empowering young individuals to become active agents of change for a greener and more sustainable future.

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Participants List

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3 BEN Inercia Digital INERCIA DIGITAL SL ES

4 BEN KDETJD KAINOTOMES DRASEIS STIN EKPAIDEUSI TON TOURISMO TIN YGEIA KAI TO DIAPOLITISMO

5 BEN DOVES DRUSTVO ZA OKOLJSKO VZGOJO EVROPE V SLOVENIJI

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Introduction

When the first edition of Engaging Youth in a Digital Green Future (EY-DGF) began in 2022, everything was new: new organisations, a new Erasmus+ programme and new tasks ahead of us. Two years later, the first edition was successfully completed, and a continuation followed. EY-DGF 2.0 was ready to begin.

The four organisations from Lithuania, Spain, Greece and Serbia already knew one another well, and for the new edition, our partnership was strengthened by a new partner from Slovenia.

Rebranding the project as GREENOVATE, creating a new website and establishing our social media presence brought the project into the world and closer to young people, where it belongs. This time, the Participation Days and Youth Training were planned so that all partners had an opportunity to host project activities.

And this is where something special happens. In shaping an agenda, deciding how to use the time we have together and choosing what each host wanted others to experience, we begin to truly learn about one another and understand our cultural differences.

The Green Growth Awareness Days and other local activities strengthened this process by bringing the themes explored during international events back into local communities.

Secondary school students, university students, teachers and professors had the opportunity to connect these topics with their own surroundings and recognise that we all have a role to play in creating sustainable solutions.

Equally important are the moments behind the scenes: consortium meetings, email exchanges and our WhatsApp conversations. Through all these small interactions, threads were woven that connected us and will remain long after the project ends

With a well-paced programme of key events and continuous communication around them, we created a community.



The GREENOVATE community

The pages ahead tell the story of the GREENOVATE community, and I hope you will enjoy reading it.

Nataša Heror

Nataša Heror

Editor

On behalf of the GREENOVATE Consortium





Chapter 1

Why GREENOVATE?

Why GREENOVATE?

The green transition is changing the world in which young Europeans are growing up. Climate change and biodiversity loss, the transition to a circular economy and the pursuit of sustainable growth are reshaping the way we live, work and learn. The European Green Deal provides a common direction, recognising that environmental responsibility, economic resilience and social well-being are closely connected.

The success of this transition depends on people. It requires citizens who understand sustainability, think critically and are ready to take an active role in their communities, with young people leading the way.

They are growing up in a world where environmental, technological and social changes shape everyday life. Although sustainability is discussed more than ever before, many young people still have few opportunities to explore what the green transition means in practice or how they can contribute to it. Real understanding grows through experience, dialogue and participation.

GREENOVATE was created with that purpose.

Five organisations from Lithuania, Spain, Greece, Slovenia and Serbia joined forces to create a learning environment where young people could explore sustainability together. The project connected environmental topics with active citizenship, digital innovation and international cooperation, encouraging participants to see sustainability as both a necessity and a pathway towards a better future.

During the project, participants explored sustainable agriculture, sustainable tourism, renewable energy and the circular economy. They strengthened their digital and communication skills, exchanged perspectives with peers from other countries and discovered how local actions contribute to shared European goals. Participation Days, Youth Training and local follow-up activities created opportunities to learn, collaborate and turn ideas into action.

The project was built on a simple belief: young people learn best when they are asked for their views and genuinely heard, and when their joint solutions become the main focus. Participation was therefore not an additional element of GREENOVATE but its foundation and core. This publication tells that story.

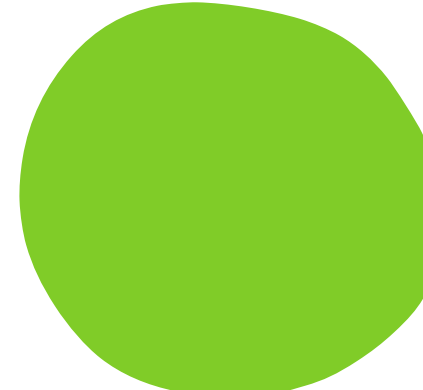
It follows the development of the GREENOVATE community, presenting its methodology, activities, achievements and the people who shaped them.

The pages that follow show how learning, cooperation and communication can reinforce one another. They also demonstrate that the impact of a project does not end with its final activity. It continues through the people who carry its ideas forward. It continues through friendship.

Ultimately, this is the story of a European community that learned together, grew together and continues its journey beyond the lifetime of the project.

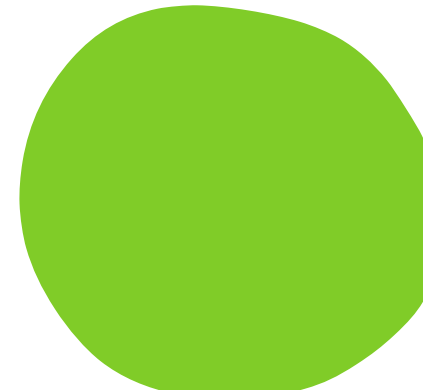
Why GREENOVATE?





Chapter 2

Building the GREENOVATE Community



Building the GREENOVATE Community

2.1 The GREENOVATE Partnership

Every European project begins with a partnership. GREENOVATE grew from one that had already built trust through previous cooperation.

The journey started with Engaging Youth in a Digital Green Future (EY-DGF) (2022–2024), which brought together organisations from Lithuania, Spain, Greece and Serbia. Building on that experience, the consortium welcomed DOVES – FEE Slovenia into GREENOVATE, adding new expertise in environmental education and the circular economy.

Each partner brought its own strengths.

As project coordinator, DARNOJE (Lithuania) guided the partnership and drew on its extensive experience in European cooperation, mobility projects and international networking. Over the years, the organisation has supported hundreds of young people in gaining international learning experiences and strengthening their sense of European citizenship.

INERCIA DIGITAL (Spain) brought strong expertise in digital skills, artificial intelligence and educational innovation. As a Vocational Training Centre of Excellence, it contributed practical experience in applying emerging technologies to learning and played a key role in GREENOVATE's digital and AI-based training approach.

For KDETID (Greece), sustainability is closely connected with everyday school life. Its team of teachers and education professionals played a key role in developing the Participation Days methodology, ensuring that the activities were practical, engaging and adaptable in different national contexts.

Communication became the main contribution of MEDIA PONT (Serbia). Building on its experience in media development and public engagement, the organisation developed the GREENOVATE digital ecosystem and coordinated the project's communication, connecting activities across Europe into one shared story.

Joining the consortium for GREENOVATE, DOVES – FEE Slovenia brought internationally recognised expertise in education for sustainable development. As the Slovenian member of the Foundation for Environmental Education (FEE) and the national operator of the Eco-Schools programme, the organisation strengthened the partnership with its experience in climate education and the circular economy.

Different experiences, one shared purpose.

Together, the five organisations created a partnership where knowledge was exchanged, responsibilities were shared and every partner contributed to the growth of the GREENOVATE community.

Building the GREENOVATE Community

2.2 Creating the GREENOVATE Digital Ecosystem

A community does not exist only when people meet. It also lives in the spaces that keep them connected between meetings.

From the beginning, the consortium wanted GREENOVATE to have a strong digital presence. The goal was simple: create a place where young people, educators and partners could stay connected, exchange ideas and follow the project's journey long after each activity had ended.

The first step was creating a shared visual identity. The name GREENOVATE combined the ideas of green transition and innovation, while the motto – Educate. Innovate. Cultivate. – reflected the project's educational philosophy. Together, they gave the community a recognisable identity across all activities.

The GREENOVATE website brought together news, interviews, open calls, educational resources and stories from across the partnership. Over time, it also became an archive of the community's journey.

Social media extended those conversations. Instagram captured the energy of project activities and reached young audiences. Facebook connected local communities and educators. LinkedIn shared the project's work with institutions and professionals interested in sustainability and youth participation. Each platform had its own role, but all contributed to the same story.

The monthly GREENOVATE Newsletter helped keep the network together.

It shared project news alongside wider developments in European sustainability, allowing readers to follow both the project's progress and the broader context in which it was taking place.

By the end of the project, the digital ecosystem had become an essential part of GREENOVATE itself. It connected people across countries, gave visibility to young participants and ensured that conversations continued beyond each meeting. In that way, communication became part of the community, not simply a way of presenting it.

2.3 Opening the Community

Creating the GREENOVATE digital ecosystem was only the beginning. Its real value depended on the people who joined it.

To build that network, the consortium launched a series of Open Calls inviting young people and youth workers from the partner countries to take part in Participation Days and the international Youth Training.

Each Open Call remained open for about one month, giving applicants enough time to explore the opportunity and prepare their applications. The calls were published through the GREENOVATE website and social media channels, with clear information about the objectives, eligibility criteria and expected commitment.

Interest was high from the very beginning. Every Open Call attracted dozens of applications, reflecting young people's enthusiasm for sustainability, international cooperation and active participation.

Building the GREENOVATE Community

As places for the Participation Days and Youth Training were limited, the selection process required careful consideration.

Motivation, curiosity and a willingness to contribute to the community were valued as highly as previous experience.

The consortium also recognised the importance of continuity. While every Open Call welcomed new participants, those who had shown exceptional commitment during earlier activities were encouraged to continue their GREENOVATE journey. This approach strengthened friendships, encouraged peer learning and gradually created a community that grew with every new activity.

Over time, familiar faces welcomed newcomers, experiences were shared naturally and every meeting built on the one before.

Beyond being an administrative procedure, the Open Calls also represented the beginning of each participant's GREENOVATE journey.

2.4 Creating a Multilingual European Dialogue

Europe speaks many languages, and GREENOVATE wanted every participant to feel that their own voice belonged and was appreciated.

From the beginning, the consortium viewed language as part of people's identity. Speaking in one's own language means sharing not only words, but also culture, experience and the way we see the world. This approach reflected one of the European Union's core values: Unity in Diversity.

MEDIA PONT's long experience of working with minority communities strongly influenced this approach. Respect for languages became an important part of the project's communication and helped shape an open and inclusive community.

Participants shared their stories in Lithuanian, Greek, Spanish, Serbian and Slovenian. Videos, interviews and social media content allowed audiences across Europe to hear those different voices while following one shared story.

For many participants, this became a memorable part of the GREENOVATE experience. Different languages sparked curiosity, encouraged conversations and reminded everyone that diversity is one of Europe's greatest strengths.

GREENOVATE showed that a European community does not need a single voice. It grows when different voices are heard, respected and brought together.

That idea remained at the heart of the project from beginning to end.



Chapter 3

The GREENOVATE Methodology

Learning Through Participation

GREENOVATE was built on a simple idea: young people understand sustainability best when they experience it for themselves.

Rather than relying on a single learning model, the project combined two complementary educational approaches. Together, they connected local realities with European priorities, practical experience with digital innovation and learning with action.

The Participation Days invited young people to explore sustainability through the places where they live. By connecting the European Green Deal and the United Nations 2030 Agenda for Sustainable Development with local challenges, participants discovered how global ambitions are reflected in everyday life and how their own communities can become part of the green transition.

The Youth Training built on that experience by introducing the twin transition approach. Participants strengthened their digital competences, explored the responsible use of artificial intelligence and developed new ways to communicate sustainability through digital tools and environmental advocacy.

Together, these two methodologies formed the educational foundation of GREENOVATE. One helped participants understand sustainability through direct experience; the other equipped them to communicate ideas, inspire others and turn knowledge into action.

The following sections present the two complementary methodologies that guided learning throughout the project.

3.1 Participation Days: From Global Goals to Local Action

The Participation Days were designed as an experiential learning journey that brought the European Green Deal and the United Nations 2030 Agenda for Sustainable Development closer to young people's everyday lives. Across four three-day programmes hosted in Greece, Serbia, Slovenia and Lithuania, young people representing five partner countries explored Europe's green transition, connected global sustainability goals with local realities and considered how they could contribute to positive change in their own communities.

The journey began before each face-to-face event through an online preparatory course. This provided participants with a shared foundation of knowledge on climate change, the European Green Deal and the Sustainable Development Goals, while also helping to build a sense of community among young people from different countries. Each partner adapted the common methodology to its national and local context, focusing on sustainable tourism, sustainable agriculture, the circular economy or renewable and green energy.

At the heart of the methodology was the active participation of young people. Participants were not treated simply as recipients of information, but as contributors whose experiences, ideas and perspectives enriched the learning process. Interactive presentations were combined with workshops, small-group discussions, debates, brainstorming, stakeholder and policy simulations, reflection exercises, collaborative digital tools and field visits. Exchanges with experts, professionals, local authorities and community representatives connected European policies with practical environmental, social and economic challenges.

Through peer-to-peer and intercultural learning, participants examined sustainability issues from different perspectives and worked collaboratively to develop action plans, recommendations and locally relevant solutions. This learning-by-doing approach strengthened their critical thinking, communication, teamwork and problem-solving skills, while increasing their confidence to express their views and participate in sustainability initiatives at local, national and European levels.

Structured pre- and post-participation questionnaires, together with qualitative feedback, documented measurable improvements in participants' knowledge of the European Green Deal, the SDGs and the thematic focus of each national programme. Participants also reported stronger motivation to adopt sustainable practices and become involved in environmental initiatives within their communities.

The Participation Days created spaces for dialogue, intercultural exchange, collaboration and youth empowerment. They transformed broad European priorities into meaningful local experiences, demonstrating that the green transition becomes stronger when young people are not only informed about change, but are also given the knowledge, tools and opportunities to help shape it.

6. Reflection & Evaluation

Documenting progress through pre/post questionnaires and qualitative participant feedback.

5. Youth-led Solutions

Co-creating action plans, recommendations and locally relevant initiatives.

4. Real-World Exploration

Connecting learning with field visits, experts, local authorities and community stakeholders.



1. Online Preparation

Building shared knowledge and a learning community before the face-to-face programme.

2. European Goals, Local Challenges

Connecting the Green Deal and Agenda 2030 with national themes and local realities.

3. Participatory & Peer Learning

Learning through workshops, debates, stakeholder simulations, teamwork and collaborative digital tools.

3.2 Youth Training: A Twin Transition Approach

To empower young people for a digital and green future, the Youth Training methodology seamlessly integrated environmental advocacy with advanced digital literacy. Guided by the European DigComp and GreenComp frameworks, the methodology was designed as an experiential “learning-by-doing” journey.

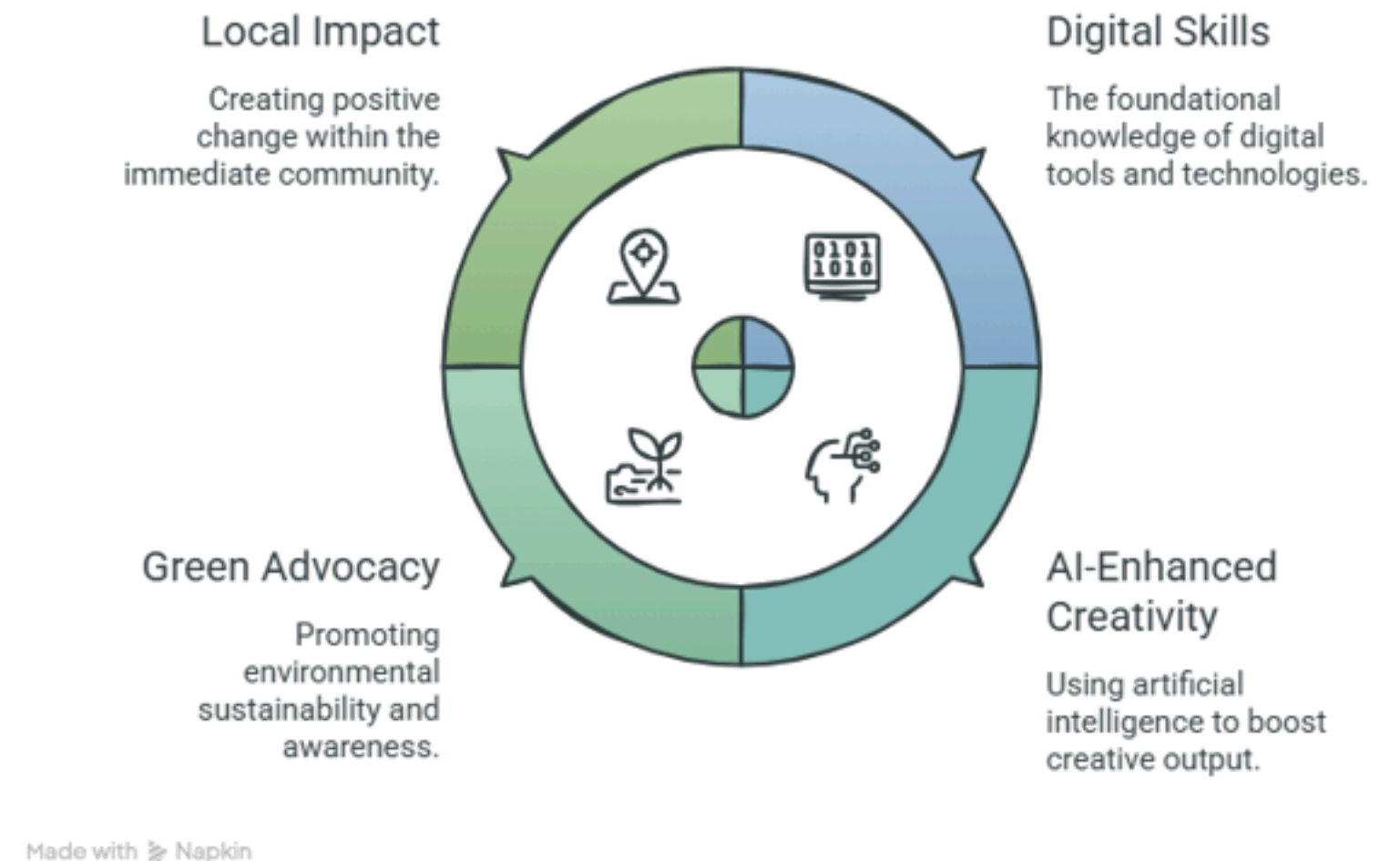
The Participant Journey:

1. Knowledge (Digital & AI Literacy): Understanding human-AI collaboration, digital ethics and responsible technology use for environmental awareness.
2. Content Creation (AI & Tools): Hands-on prototyping using tools like ChatGPT, Gemini, Microsoft Copilot and Canva AI to design compelling environmental narratives.
3. Advocacy (Environmental Communication): Translating digital prototypes into real-world campaigns to support the European Green Deal and the UN 2030 Agenda.

Methodology Core Elements:

- The AI Campus & Incubator: A blended approach starting with theoretical foundations (MOOCs) and moving into a dynamic, team-based hackathon to prototype sustainability solutions.
- Peer-to-Peer Learning: Multicultural teams collaborating to solve challenge-based scenarios.
- Field Insights: Connecting digital theory with reality through socio-cultural visits to local sustainability initiatives, ensuring prototypes address tangible community needs.

Continuous loop components





Chapter 4

REENOVATE Across Europe

National Dialogues, Shared Future

Participation Days in Greece

The Greek Participation Days, held in Drama from 11 to 13 October 2025, brought together 25 young people from five European countries to explore how tourism can contribute to local development while respecting the environment, cultural heritage and the quality of life of host communities.

Under the theme Sustainable Tourism and the Green Deal, the three-day programme combined experiential learning, collaborative activities, intercultural exchange and contact with the local community. Participants examined tourism not only as an economic activity, but also as a social, cultural and environmental process that involves shared responsibilities among visitors, tourism professionals, public authorities and local residents.

Interactive sessions focused on alternative tourism, sustainable hospitality, urban resilience and the relationship between tourism and the European Green Deal. Through discussions and practical activities, participants reflected on their ecological footprint, everyday consumption choices and the environmental impact of travel. They also considered how destinations can welcome visitors while protecting their natural resources and local cultural identity.

Technology and creativity played an important role in the programme. During an educational robotics workshop on recycling, participants explored how digital tools and innovation can raise environmental

awareness and contribute to practical sustainability solutions.

Collaborative workshops encouraged them to exchange perspectives and compare practices from their countries by developing ideas for greener and more responsible tourism.

The programme also connected classroom learning with real places and local experiences. At Agia Varvara Park, participants explored the links between urban resilience, local heritage and community life. The visit to the Aggitis River Cave provided a powerful example of how tourism can offer meaningful visitor experiences while protecting environmentally sensitive natural sites. Exchanges with local authorities, sustainability experts and members of the community further highlighted the importance of local participation in tourism planning and development.

The Participation Days encouraged young people to see themselves not simply as tourists, but as informed travellers and active citizens capable of influencing the future of tourism. Through international cooperation and peer learning, broad European sustainability objectives became connected to practical choices, local challenges and youth-led ideas.

Key Messages

- Tourism must respect environmental limits.
- Natural and cultural heritage must be preserved.
- Local communities should have an active role.
- Responsible tourism begins with individual choices.
- Young people can help shape sustainable destinations.
- Technology can support environmental responsibility.
- European cooperation strengthens local action.

GREENOVATE Across Europe

Evidence of Impact

Pre- and post-participation questionnaires recorded improvements in participants' understanding of the programme's main themes:

European Green Deal: 65.7% → 75.0%

Sustainable Development Goals: 91.7% → 93.3%

Tourism and Sustainability: 94.4% → 98.1%

Participants particularly highlighted the Robotics Workshop, the visit to the Aggitis River Cave, the ecological footprint activities, interaction with the local community and the opportunity to form friendships with young people from across Europe.

Participant Quotes

"A new perspective on tourism. You cannot go back once you start seeing things from a greener perspective."

Juan Pablo, Spain

"I learned a lot about ecology and nature – not only in theory but also through practical experience, all surrounded by the beautiful landscapes of Greece."

Nikolina, Serbia

"Apart from gaining in-depth knowledge about sustainability, I also learned more about my European identity."

Marija Sarpota, Greece



Participation Days in Serbia

Hosted in the historic town of Sremski Karlovci from 15 to 17 October 2025, the Serbian Participation Days brought together 25 young people from Lithuania, Spain, Greece, Slovenia and Serbia for a three-day learning experience dedicated to sustainable agriculture.

The programme took place at the Ecological Centre “Radulovački”, where participants lived, learned and spent time together. Sharing the same space encouraged conversations, cultural exchange and friendships that continued long after the workshops ended. Evenings on the terrace and in the courtyard became part of the GREENOVATE experience, strengthening the feeling of belonging to one European community.

The programme introduced sustainable agriculture through questions that mattered to young people, especially those growing up in cities with little connection to food production. Rather than presenting agriculture as a rural issue, the workshops explored how food systems influence climate, biodiversity, local economies and everyday life. Participants gradually discovered that sustainability begins with the choices we make every day.

The learning journey began with a meeting with members of the youth organisation Our World, Our Rules (Naš svet, naša pravila), founded while its members were still secondary school students. Because they were under eighteen, one of their teachers formally served as president until they reached adulthood. Today, the organisation is entirely youth-led. Their story showed that young people can create meaningful initiatives when they are trusted and given responsibility.

It reflected one of GREENOVATE’s central messages: active citizenship begins with initiative.

One of the most engaging activities was a simulation of the food chain. Participants became farmers, supermarket representatives, stakeholders and policy-makers, each representing different interests. Through negotiation and discussion, they experienced how difficult it is to balance environmental protection, economic sustainability and consumer expectations. The exercise demonstrated that sustainable food systems depend on dialogue, compromise and cooperation.

The discussions also introduced the European Farm to Fork Strategy, helping participants understand that the transition towards more sustainable food systems begins not only on farms but also with everyday decisions made by consumers. Every choice about the food we buy and eat contributes, directly or indirectly, to climate action, biodiversity protection and the future of local food systems. By connecting European policies with everyday life, the workshops made sustainability relatable.

During three intensive days, participants discovered that sustainable agriculture is about much more than farming. It is about the relationship between people, food and the environment. Above all, they experienced how learning across cultures creates lasting connections. They returned home with a deeper understanding of sustainability and friendships that crossed borders.

GREENOVATE Across Europe

Key Messages

- Sustainable agriculture connects food production, environmental protection and community well-being.
- Everyone in the food chain shares responsibility for a more sustainable future.
- Dialogue and cooperation help balance different interests.
- Everyday food choices contribute to climate action.
- Local challenges inspire stronger solutions when people learn together across Europe.

Evidence of Impact

Pre- and post-participation questionnaires showed clear improvements in participants' understanding of the programme's main themes:

European Green Deal – main objective: 75% → 90%

Farm to Fork Strategy – main goal: 79.2% → 100%

Sustainable Development Goals – recognition of all 17 SDGs: 45.8% → 85%

The strongest improvement was recorded in participants' knowledge of the Sustainable Development Goals, while all participants correctly identified the main goal of the Farm to Fork Strategy after the programme.

Participant Quotes

“What I liked most about the project was when we talked about things like gender, education and health in each country. You could see

how connected we are to each other. We also learned about the use of machines and the control humans need to maintain when using them, as well as the importance of nature and how we need to preserve and manage it.”

Patricia, Spain

“I especially liked the place where the activities were held, the Eco Centre, as it uses renewable energy for electricity and water. I liked the city where we stayed, and the school and Orthodox church made an impression on me because of their architecture. The activities helped me better understand the situations of our partners and the good practices that we can also apply in our countries.”

Marija, Lithuania

“We met a lot of new people from different countries. It was interesting to hear from others about environmental issues in their countries. It was very important for us to get to know each other, learn together and gain more knowledge. I liked the workshops where we talked about important topics such as waste and how people are sometimes too lazy to do anything about it. Before this Erasmus experience, I didn't have that much knowledge about environmental topics, but after meeting amazing people, I learned a lot.”

Eva, Slovenia

“It was an incredible and unique experience. We had so much fun, did a lot of things and met incredible people. I would definitely do this again.”

Marina, Greece

GREENOVATE Across Europe

“The most memorable part for me was the workshop where every team had to put themselves in the position of a stakeholder and really understand the problems they face when making decisions regarding the implementation of the SDGs.”

Sara, Serbia



Youth Training in Spain

Empowering Young Europeans in Digital Skills, Artificial Intelligence and Sustainability

Hosted at the Inercia Digital facilities in Huelva from 7 to 11 April 2026, the international Youth Training brought together 21 youth trainers from across the consortium. The five-day intensive mobility was designed to bridge the gap between technical proficiency and environmental activism. Participants were immersed in an “AI Impact Incubator”, where they utilised Artificial Intelligence, including ChatGPT, Gemini and Canva AI, not as a novelty, but as a strategic tool to amplify their voices in the fight against climate change. Through problem-framing hackathons and field visits to local tech and sustainability initiatives, young leaders learned to construct powerful digital narratives and campaigns aligned with the Sustainable Development Goals (SDGs) and the European Green Deal.

Key Messages

- The Twin Transition is Youth-Led.
- AI for Good.
- From Theory to Action.

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Participant Quotes

“Before this training, I saw AI merely as a tech trend. Now, I realise it is a powerful amplifier for our environmental campaigns. It helps us translate complex Green Deal policies into language that our peers actually understand.”

Eleni Ioannidou, Greece

“Working in multicultural teams during the Hackathon showed me that while our countries face different environmental challenges, our digital strategies to combat them can be universal.”

Vuk Mrdaković, Slovenia



Participation Days in Lithuania

The Participation Days in Kaunas, Lithuania, held from 14 to 16 May 2026, focused on renewable energy, the energy transition and the role of young people in building a more sustainable future. The programme combined online preparation with non-formal education, experiential learning, intercultural exchange and practical study visits, allowing participants to explore renewable energy not only through theoretical information but also through interaction, teamwork and direct observation.

Participants explored solar, wind, hydropower, geothermal and biomass energy, while also discussing energy efficiency, responsible consumption, climate action and the importance of reducing dependence on fossil fuels.

The learning process began with an online session introducing participants to renewable energy, the European Green Deal and the Sustainable Development Goals, particularly SDG 7 on Affordable and Clean Energy and SDG 13 on Climate Action.

During the face-to-face activities in Kaunas, this knowledge was reinforced through a variety of non-formal learning methods. Getting-to-know-each-other activities, energisers and team-building games helped create a safe and cooperative learning environment, while group challenges and interactive discussions encouraged participants to exchange ideas and learn from one another.

Role-play activities allowed participants to explore different perspectives connected to energy and sustainability, while reflection

exercises helped them connect the learning experience with their own everyday lives.

An important experiential activity was a renewable energy-themed city hunt in Kaunas, during which participants worked in teams to explore the city and identify examples of renewable energy, sustainable infrastructure and environmentally responsible solutions.

Through teamwork, problem-solving and exploration, participants were able to connect the concepts discussed during the online session with examples they could identify in their local environment. Combined with energisers, outdoor teamwork and group reflection, these activities supported learning through experience and encouraged participants to develop stronger connections with both the natural environment and their international peers.

The practical learning continued through the visit to the UAB FOKSITA Biomass Cogeneration Power Plant, where Technical Manager Mindaugas Jasiukaitis introduced participants to biomass energy production and explained how wood-based biofuel resources can be used to generate energy. The visit provided a real-life example of renewable energy production in Lithuania and helped participants understand how locally available resources can contribute to a more sustainable energy system.

Participants also visited the Kaunas Regional Waste Management Centre, where they explored waste separation, recycling and resource recovery processes. This demonstrated the connection between responsible consumption, resource efficiency, waste management and wider sustainability goals.

Key Messages

- The energy transition requires a shift towards cleaner and more sustainable systems.
- Renewable energy can take different forms and respond to local needs.
- Energy efficiency is an essential part of the green transition.
- Learning by doing strengthens environmental awareness.
- Young people can become active contributors to the energy transition.
- Local action connects global sustainability goals with everyday life.
- Community cooperation is essential for sustainable energy solutions.
- Intercultural exchange broadens perspectives on sustainability.

Evidence of Impact

The pre- and post-evaluation results demonstrated clear improvements in participants' knowledge, confidence and awareness. Self-assessed knowledge of renewable energy increased from 3.08 to 3.92 out of 5 (+0.84), while confidence in discussing renewable energy increased from 2.73 to 3.75 (+1.02). Understanding of the European Green Deal increased from 3.12 to 3.65 (+0.53), while understanding of the Sustainable Development Goals increased from 3.04 to 3.54 (+0.50).

Participants also became more aware of renewable energy and sustainability issues in their everyday lives, with the average awareness score increasing from 2.96 to 3.67 (+0.71). Motivation to participate in sustainability initiatives within local communities increased from 3.31 to 3.65 (+0.34). Qualitative feedback further highlighted the value of the practical study visits, interactive workshops, teamwork, discussions and

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intercultural exchange. Participants particularly appreciated the opportunity to combine theoretical learning with real-life examples and active, non-formal activities.

Participant Quotes

“It surprised me that the whole factory which converts biomass is almost automated and that both factories convert tons of waste daily, even if they’re not at full capacity.”

Susana Román Pinilla, Spain

“The most surprising thing was learning that you can make energy from things that you usually see as waste.”

Marina Kotidou, Greece

“It was interesting to see what really moves the world around us and understand the process of energy production on a deeper level.”

Nikolaj Miletić, Slovenia

“I already recycle and protect the environment as much as possible, so from now on I’ll also try to motivate the people around me.”

Dimitra Goudaki, Greece

“I could share my experience and engage my local community to take some action.”

Sergej Dolinšek, Slovenia



Participation Days in Slovenia

For decades, our society has benefited from a linear model of production and consumption that has made products more accessible, increased convenience and supported economic development. At the same time, this model has placed growing pressure on natural resources, contributed to increasing amounts of waste and accelerated environmental degradation. Today, it is clear that continuing along the same path is no longer sustainable. The transition to a circular economy offers an opportunity to rethink the way we design, produce, consume and manage resources, keeping products and materials in use for longer while creating environmental, economic and social value.

During the GREENOVATE Participation Days in Slovenia held from 8 to 10 January 2026, 25 participants explored the circular economy through real-life examples from different sectors, discovering how businesses, public institutions, creative communities and social enterprises are already putting circular principles into practice. Rather than learning about circularity only through presentations, they experienced first-hand how innovation, collaboration and responsible resource management contribute to a more sustainable future.

One of the greatest strengths of the Slovenian programme was the opportunity to meet the people behind circular solutions. Engineers, designers, entrepreneurs, municipal experts and educators shared their knowledge and experiences, demonstrating that the circular economy is not an abstract concept but a practical approach already transforming industries, cities and local communities.

At Center Rog, participants discovered how creativity, craftsmanship

and collaborative makerspaces support repair, redesign and the extension of product lifecycles. Practical workshops demonstrated that innovation is not always about creating something new, but often about giving existing products and materials a new purpose while reducing resource consumption.

The visit to AquafilSLO showcased the circular economy in industrial practice. Participants learned how discarded fishing nets, carpets and other nylon waste are regenerated into ECONYL® yarn, demonstrating how technological innovation can transform waste into valuable secondary raw materials and reduce dependence on virgin resources.

The circular economy was also explored from the perspective of public policies and local communities. Representatives of the City of Ljubljana presented the city's approach to climate neutrality, Mission 100 and circular urban development, illustrating how strategic planning, cooperation and citizen engagement contribute to more sustainable cities.

A sustainability tour, as the concluding part of the event, invited participants to experience Ljubljana through the lens of sustainability, revealing how the city integrates green solutions into everyday urban life and concluding with a visit to an urban rooftop beehive. During the Recosi demonstration, participants learned how refurbishing computers extends product lifecycles, reduces electronic waste and supports digital inclusion, while the Reuse Centre Vrhnika (DEPO) demonstrated how repair, reuse and community engagement create environmental, economic and social value simultaneously.

GREENOVATE Across Europe

Working together with peers from Greece, Lithuania, Slovenia, Serbia and Spain enriched the learning experience. Participants exchanged ideas, compared approaches and reflected on how successful circular solutions could be adapted to their own local environments. They recognised that although countries face different challenges, collaboration, innovation and responsible resource management are common foundations of Europe's green transition.

The Slovenian Participation Days demonstrated that the circular economy is far more than recycling. It is a comprehensive way of designing, producing, consuming and managing resources that requires cooperation across sectors and active participation from individuals, organisations and communities. By connecting European policies with practical examples, the programme inspired participants to see the circular economy not only as a system for managing resources more efficiently, but as a different way of thinking, one that encourages responsibility, creativity, collaboration and long-term value creation. Participants were encouraged to carry this perspective into their everyday decisions, future professions and local initiatives.

Key Messages

- The circular economy starts with better decisions.
- Innovation transforms waste into resources.
- Collaboration drives the green transition.
- Learning through experience makes sustainability tangible.
- Local actions contribute to European goals.
- Young people are part of the solution.

Evidence of Impact

The evaluation demonstrated measurable improvements in participants' knowledge and a stronger understanding that the circular economy goes beyond recycling and waste management.

European Green Deal: 61.3% → 83.3%

European Green Deal & SDGs connection: 80.6% → 91.7%

Recognition of the 9R Principles of Circular Economy: 87.1% → 95.8%

Participants consistently identified the study visits and discussions with experts as the most valuable part of the programme, providing practical insight into how circular economy principles are applied across different sectors.

Participant Quotes

"It made me feel that everyone has a role in this transition. My favourite experiences were the hands-on workshops, the study visits and the inspiring international group."

Participant, Greece

"The visits to different organisations and companies helped me understand how the circular economy works in real life."

Participant, Serbia

"I learned about good practices in Slovenia that could be applied in Lithuania."

Participant, Lithuania

GREENOVATE Across Europe

“I learned a lot about the circular economy. I was impressed by the way products and materials can be reused and repurposed.”

Participant, Spain

“The international exchange, teamwork and practical visits showed me how the circular economy can be applied across different sectors.”

Participant, Slovenia



From European Dialogue to Local Action

Green Growth Awareness Days in Serbia

Following the international Participation Days and Youth Training, GREENOVATE entered a new chapter of community engagement. Each partner organisation brought the project back to its own community through the Green Growth Awareness Days, transforming European dialogue into local action.

In Serbia, MEDIA PONT developed the Green Growth Awareness Days as a five-month educational campaign connecting European sustainability policies with the everyday lives of young people. Instead of presenting the European Green Deal, the UN 2030 Agenda and the Green Agenda for the Western Balkans as distant policy frameworks, the campaign explored practical questions: How do our everyday choices influence climate change? What role can local communities play? How can young people contribute to a more sustainable future?

The campaign took place in secondary schools and at the University of Novi Sad. Each event connected European priorities with local examples, including sustainable agriculture, biodiversity protection and environmental initiatives in Serbia. Representatives of institutions, civil society organisations and international partners showed that a successful green transition depends on cooperation across sectors. Participants also followed current European developments, including the priorities of the Danish Presidency of the Council of the European Union, exploring Denmark's experience in implementing the European

GREENOVATE Across Europe

Green Deal and considering how local actions contribute to shared European goals.

One of the most valuable outcomes emerged unexpectedly. Although the campaign was designed for young people, it attracted strong interest from teachers and university lecturers. Many asked for teaching materials, practical examples and participatory methods that could help them introduce sustainability topics into their own classrooms. These conversations revealed a growing demand for accessible resources and confirmed that climate and environmental literacy is becoming a high priority in education.

The campaign also reflected GREENOVATE's participatory approach to communication. University students completing internships at MEDIA PONT prepared press releases, reports and communication materials documenting the events. In doing so, they gained practical experience while helping communicate GREENOVATE's ideas to a wider audience.

During implementation of the campaign, one message remained constant: sustainability is not only a matter of environmental policy but also of everyday choices and personal responsibility. The Green Growth Awareness Days showed that international learning achieves its greatest impact when it inspires local action. They also confirmed that educators are essential partners in strengthening climate and environmental literacy.

Key Messages

- International learning has the greatest impact when it continues within local communities.
- European sustainability policies become meaningful when connected to everyday life.
- Young people can become communicators and advocates for change.
- Teachers and university lecturers are essential partners in strengthening climate and environmental literacy.
- Practical educational resources are increasingly needed to support climate education.
- Local action contributes to Europe's green transition.



Green Growth Awareness Days in Greece

In Greece, KDETYD translated GREENOVATE's European objectives into local action through a series of Green Growth Awareness Days held in Drama and Myrina, Lemnos, from February to May 2026. Four educational events collectively engaged 178 participants, bringing together a diverse network of youth, educators and local stakeholders from both mainland and island communities.

The events combined presentations, interactive discussions and experiential workshops focusing on environmental protection, climate change, sustainable tourism, green growth and the responsible use of digital tools. Activities such as the Carbon Footprint Calculator workshop enabled participants to assess the environmental impact of their everyday habits and explore how choices related to transport, energy, food and consumption can help reduce emissions and waste.

In line with the European Youth Strategy, KDETYD's approach placed young people at the centre of the learning process while encouraging dialogue with educators and community stakeholders. Participants exchanged ideas, reflected on local environmental challenges and explored how they could contribute to decision-making, community initiatives and practical sustainability actions. Through awareness-raising, digital learning and active participation, the Green Growth Awareness Days multiplied the project's core messages and encouraged participants to become active contributors to a greener and more sustainable future.



GREENOVATE Across Europe

Green Growth Awareness Days in Spain

In Spain, the transition from European dialogue to local impact was realised through a series of targeted events in Huelva, connecting youth, educators and local stakeholders. To ensure that the knowledge acquired during the international Youth Training reached the grassroots level, Inercia Digital organised not two, but three dedicated local events, gathering a total of 71 participants. This is being followed by the Green Growth Awareness Days event, planned to engage over 100 local peers in September 2026.

The local events functioned as collaborative spaces where young people and VET (Vocational Education and Training) educators discussed the practical implications of the European Green Deal within the Andalusian context. A key focus was demonstrating how digital tools and AI can be harnessed by local youth associations to advocate for sustainable practices in their immediate surroundings.

The Green Growth Awareness Days are expanding this dialogue into local high schools and educational institutions. Through interactive workshops, participants are exploring the UN 2030 Agenda for Sustainable Development and the Fit for 55 Plan, demystifying these policies and connecting them to daily habits. The events also serve as a crucial bridge between youth and educators.

The Spanish local events have successfully multiplied the project's core message: equipping youth with digital competences is the first, vital step towards fostering a proactive and environmentally responsible generation.



Green Growth Awareness Days in Lithuania

In Lithuania, Darnoje translated GREENOVATE's European objectives into local action through Green Growth Awareness activities focused on sustainability, environmental protection, renewable energy, responsible consumption and green growth. The activities brought together a diverse group of local stakeholders, including kindergarten and school directors, representatives of the BNI business club, local NGOs and youth workers, creating space for exchange between education, business, civil society and youth sectors.

The activities encouraged participants to explore how global environmental challenges are connected to their everyday lives and local communities, while raising awareness of the importance of adopting more sustainable lifestyles.

GREENOVATE Across Europe

The programme combined interactive presentations, discussions, non-formal learning and experiential workshops. A key activity was the Carbon Footprint Workshop, which enabled participants to explore the environmental impact of everyday choices and understand how transport, energy use, food, consumption and waste contribute to their individual footprint.

Participants reflected on their own habits and identified practical ways to reduce their environmental impact, including saving energy, reducing waste, recycling, reusing products and making more responsible consumption choices. The activities also introduced participants to the wider objectives of the GREENOVATE project, the European Green Deal and the green transition, helping them understand how individual, organisational and local actions can contribute to broader European environmental goals.

Bringing together stakeholders from different sectors encouraged the exchange of perspectives and highlighted the importance of cooperation between educational institutions, businesses, NGOs and youth organisations in advancing sustainability.

Through awareness-raising, practical learning and active participation, the Green Growth Awareness activities helped participants connect sustainability with everyday behaviour and recognise that green growth is not only a European or governmental responsibility, but also a shared responsibility that can be supported through individual choices, organisational practices and community action. The activities encouraged participants to become more environmentally conscious and active contributors to a greener and more sustainable future in Lithuania.



Green Growth Awareness Days in Slovenia

Following the international Participation Days, DOVES designed the Green Growth Awareness Days and local events to extend the GREENOVATE learning journey. These activities transferred international experiences into local educational environments and encouraged new groups of young people to explore sustainability through dialogue, practical examples and active participation.

GREENOVATE Across Europe

Implemented across different regions of Slovenia, the Green Growth Awareness Days and local events expanded the project's geographical reach and created opportunities for new groups of young people to join the GREENOVATE journey. Through awareness-raising activities, interactive workshops and real-life case studies, participants explored the European Green Deal, the circular economy and sustainability while reflecting on how European priorities connect with everyday decisions and local communities.

Local events further strengthened this approach by transferring the Participation Days methodology into schools and universities. Students explored the circular economy through practical challenges inspired by the same learning approach used during the international programme, while partnerships established during the Participation Days continued to grow. AquafilSLO, one of the hosts of the Slovenian Participation Days, together with Healthy Seas, joined the local activities at Gimnazija Ledina, bringing real-life industrial examples directly into the classroom. Likewise, Center Rog, first introduced to international participants during the Participation Days, became a partner in the Green Growth Awareness Days, demonstrating how lasting partnerships can multiply the project's impact and extend its reach to new audiences.

While young people remained the primary target group throughout the project, DOVES also recognised the important role of educators in multiplying its long-term impact. Green Growth Awareness Days therefore also created opportunities to engage teachers, introducing them to GREENOVATE methodologies, participatory learning approaches and practical educational resources that can strengthen climate and environmental literacy among future generations.

This “educating the educators” approach extended the project's impact well beyond its direct participants.

The GREENOVATE journey in Slovenia continues beyond the lifetime of the project. Green Growth Awareness activities are being integrated into the national Eco-Schools programme through the 30th Eco-Schools National Conference and additional university events, ensuring that the project's methodologies, partnerships and learning experiences continue to inspire new generations of young people and educators across Slovenia.





Chapter 5

The Co-Creators of **GREENOVATE**

The Co-Creators of GREENOVATE

GREENOVATE gradually became something more personal than a European project: a community shaped by the young people who brought their ideas, curiosity and commitment to every stage of the journey.

Together they explored sustainability challenges, shared perspectives across cultures and discovered that environmental responsibility is closely connected with active citizenship. Along the way, they also built friendships, confidence and a stronger belief that young people can help shape the future of their communities.

This chapter belongs to them.

The reflections that follow are personal stories of learning, discovery and growth. Each one reflects a different experience, yet together they tell a shared European story.

They are not simply participants in GREENOVATE.

They are its co-creators.



Meet the Co-Creators



Fotini Timoleon, Greece

Fotini Timoleon lives in Chios, Greece, and studies Shipping, Trade and Transport at the University of the Aegean. She has participated in Erasmus+ programmes and enjoys travelling, discovering different cultures and gaining new experiences. In her free time, she is interested in fitness, cooking and music. She hopes to pursue a career related to her studies while continuing to develop her personal and professional skills.

“To me, sustainability means living and developing in a way that protects the environment and ensures that natural resources will remain available for future generations. It involves using resources responsibly, reducing waste, recycling and choosing renewable sources of energy. Sustainability is important because every person, through both small everyday actions and wider collective efforts, can contribute to a cleaner, healthier and fairer future.

Through GREENOVATE, I gained new knowledge, experiences and perspectives. One of the most valuable parts of the programme was meeting young people from different countries and learning about their cultures, traditions and ways of life. This intercultural exchange helped me understand that, although our local realities may differ, environmental challenges affect all of us and require shared solutions.

I was particularly inspired by the examples of the circular economy that we explored. Seeing how old products and materials can be transformed and given a second life – for example, how a car seat belt can be reused to make a shoulder bag – showed me that recycling can be both creative and practical. It also made me realise how small, innovative ideas can reduce waste and make a real difference.

GREENOVATE helped me understand that sustainability is connected to many areas of our lives. Sustainable agriculture protects natural resources and supports farmers in the long term, while responsible tourism can create jobs and strengthen local communities without damaging their environment or cultural identity. Renewable energy reduces pollution and supports energy independence, and the circular economy encourages us to reuse and repair materials instead of throwing them away. Digital skills are equally important because they help us communicate, access reliable information and use technology safely and responsibly.

In the future, I hope to work in the field I am studying and continue improving my knowledge and skills. I also want to travel, discover new cultures and gain experiences that will help me grow both personally and professionally. I see my future role as that of a responsible professional and active citizen who makes more sustainable choices and encourages others to do the same.”



Christina Musaj, Greece

Christina Musaj is a university student in Greece, studying Organization Management, Marketing and Tourism at the International Hellenic University. She is particularly interested in communication, teamwork and exploring new places and cultures. In her free time, she enjoys watching action and science fiction movies, bowling, listening to music, going out with friends and trying new activities. She enjoys taking on new challenges and hopes to build a career in management, marketing or tourism while continuing to develop both personally and professionally.

“To me, sustainability means protecting the environment and using natural resources responsibly so that future generations can also benefit from them. It is closely connected to the choices we make in our everyday lives, such as saving energy and water, recycling and reducing waste. These actions may seem small, but when many people work together, they can have a significant positive impact.

Through GREENOVATE, I learned that sustainability is not limited to protecting nature. It also involves supporting local communities, using innovation responsibly and cooperating with others to address environmental challenges. The project encouraged me to think more carefully about my own habits and how they affect the environment.

At the same time, working with other participants helped me strengthen important skills such as teamwork, communication and problem-solving. I also gained a better understanding of how sustainability is connected to different sectors. Sustainable agriculture protects the land and natural resources while producing healthy food. Sustainable tourism, which is especially relevant to my studies, can support local businesses, create employment and promote cultural heritage without damaging the environment or negatively affecting local communities. The circular economy reduces waste by keeping products and materials in use through reuse, repair and recycling, while renewable energy helps reduce pollution and combat climate change.

Digital skills are also essential to a sustainable future. They allow people to access information, communicate their ideas and develop innovative solutions to environmental and social challenges. In fields such as tourism and marketing, digital tools can also help raise awareness and promote more responsible choices and destinations.

In the future, I want to become a responsible professional and active citizen who considers the environmental and social impact of my decisions. I hope to apply what I learned through GREENOVATE in both my personal life and my future career in management, marketing or tourism. I also want to continue learning, encourage others to make more sustainable choices and support initiatives that protect the environment while improving people’s quality of life. I believe that everyone has a role to play in creating a greener future, and I want to be part of that positive change.”

Meet the Co-Creators



Anđelina Žugić, Serbia

“My name is Anđelina, and I am a 24-year-old physics student and a primary school teacher. Although my field of study is physics, I never miss an opportunity to expand my knowledge and explore the arts and other disciplines. Beyond academics, my greatest passion is cooking.

From a young age, I was taught to care for the environment, to plant trees, respect nature and dispose of waste responsibly. As I grew older, I began to wonder: What are the real challenges our planet faces today, and how can each of us contribute to a more sustainable future? My search for those answers led me to GREENOVATE.

Before joining the project, my understanding of sustainability was shaped by my parents' perspective, and I thought there was not much I could do about it except develop sustainable habits. However, through my participation in GREENOVATE, I discovered that sustainability is so much more than that.

I learned that sustainability is about creating a future where economic growth, environmental protection and social well-being can coexist. It is about making thoughtful decisions now so that future generations can enjoy the same opportunities and resources that we have today, or even better ones. I also realised that every effort to spread awareness about sustainable living is just as important as recognising environmental problems and working to solve them. Together, these actions can lead us towards a more sustainable and environmentally conscious world.

One of the most valuable lessons I learned was that every field has the power to contribute to a more sustainable world. Our role as individuals is to choose the field we are passionate about and take the plunge. I chose what aligns with my interests: sustainable education. By using the knowledge and resources I gained during the project, I have been able to bring these ideas into the classroom and inspire my students.

I also realised that sustainability is a broad concept that touches every person's life, regardless of their interests. For example, sustainable tourism encourages us to appreciate different cultures and environments while respecting and protecting them. Meanwhile, the circular economy showed me that waste should not always be seen as waste, but as a valuable resource that can be reused, repaired or recycled. Renewable energy reminded me that innovation can help reduce our impact on the planet, while digital skills demonstrated how technology can support smarter and more sustainable solutions.

As both a student and a teacher, I believe that education is one of the strongest tools for change. Knowledge inspires action, and small actions can lead to meaningful results when multiplied by many people. In my future career, I hope to encourage younger generations to think critically, care for the environment and understand that sustainability is not a separate topic, but a way of thinking and living.

GREENOVATE has changed not only the way I understand sustainability but also the way I see my own role in building a better future. It reminded me that creating positive change does not always require grand gestures. Sometimes, it simply begins with awareness, curiosity and the willingness to take the first step.”

Meet the Co-Creators



Petar Mimić, Serbia

“My name is Petar Mimić, and I study economics in the city of Niš. My hobbies are travelling, reading and getting to know new people and cultures.

Sustainability for me means a goal that all of us, as a human species, should strive to achieve as soon as possible through our everyday actions. By getting closer to sustainability, we are making our environment better for ourselves and for generations after us. Through GREENOVATE, I learned a lot about the Sustainable Development Goals and how we can actually contribute to achieving them through daily actions and our personal behaviour.

GREENOVATE also taught me how I can transform ideas into something that has an impact on my local community. By bringing these ideas into local communities, we could boost tourism, agriculture and contributions towards the circular economy.

All of these things should matter to us, as they can really improve the general well-being of our cities, villages and other living spaces. Sustainable agriculture may be one of the most important parts of our sustainability efforts, as all of us have to eat, and that is a basic human need. Also, food-producing communities, such as villages, tend to be less developed parts of countries, and some of the Sustainable Development Goals (SDGs) could help improve their quality of life.

Sustainable tourism could open new opportunities for communities that receive fewer visitors to promote their attractions. All of this cannot be achieved without local action, because all movements have to start somewhere, and everyone who has had a chance to learn more about sustainable development should take action, including myself, whether through schools, universities, workplaces or even our homes.”



Meet the Co-Creators



Susana Román Pinilla, Spain

“To me, sustainability is no longer just about protecting nature; it is about ensuring social justice and building resilient communities. When I joined the GREENOVATE Youth Training in Huelva and all the Participation Days events I attended, I was already passionate about the environment, but I lacked the tools to communicate my ideas effectively.

Through this project, I learned how to bridge that gap. Exploring the European Green Deal showed me the massive scale of what we are trying to achieve, but learning to use digital tools and Artificial Intelligence gave me the practical means to contribute to it. I discovered how to use AI to simplify complex climate data and turn it into engaging social media campaigns. Digital skills matter because they are the megaphone for our generation’s environmental concerns. Without them, our local initiatives remain invisible. I plan to use the methodologies I learned to help local NGOs in my region communicate their sustainability efforts more effectively, proving that young people are not just the leaders of tomorrow, but the active communicators of today.”



Juan Pablo Castillo Castillo, Spain

“Sustainability means balance, finding a way to meet our current needs without compromising the opportunities of the youth that will come after us. As an educator, my GREENOVATE experience was transformative. It completely shifted my perspective on how we should engage young people in democratic processes.

The most valuable lesson I took away was the concept of the ‘twin transition’. You cannot teach environmental responsibility today without teaching digital literacy. During the project, we didn’t just discuss the UN 2030 Agenda; we actively prototyped solutions using digital platforms. This hands-on approach is exactly what young people need. Developing digital and advocacy skills is crucial because it transforms eco-anxiety into actionable, creative problem-solving.

Looking ahead, my role is to act as a multiplier. I want to ensure that every young person I work with understands that their voice matters and that, with the right digital tools, they have the power to influence local climate policies.”

Meet the Co-Creators



Žydrė Žaranskyte, Lithuania

“To me, sustainability means taking care of the environment and using resources responsibly so that future generations can enjoy them too. It is about reducing waste, recycling, saving energy and making more conscious choices in everyday life.

Through GREENOVATE, I gained new knowledge about sustainability and discovered how environmental issues are connected to different areas of life.

I especially enjoyed meeting young people from other countries and exchanging ideas and experiences. It showed me that, despite our different backgrounds, we share many of the same environmental challenges.

As someone involved in sport, I found the connection between sustainability and teamwork particularly meaningful. Basketball has taught me discipline, cooperation and responsibility, and GREENOVATE showed me that these values are equally important when creating positive environmental change.

I was especially interested in the circular economy and renewable energy. Learning how old materials can be reused and transformed into new products showed me that sustainability can be creative and practical.

I also learned how sustainable agriculture, tourism and digital skills can contribute to a greener future.

In the future, I want to continue developing my skills, travelling, meeting new people and gaining international experience. I hope to become a responsible and active citizen who makes sustainable choices and encourages others to contribute to a healthier and greener future.”



Meet the Co-Creators



Dominykas Venckūnas, Lithuania

“To me, sustainability is not only about protecting nature but also about taking responsibility for the communities we are part of. It means thinking about the impact of our choices, using resources responsibly and being willing to take action.

GREENOVATE showed me that environmental challenges are closely connected to how communities work together. Meeting young people from different countries was especially valuable because we could compare our experiences and see that local actions can contribute to wider European change.

As a volunteer and youth organisation member, I was particularly interested in the idea of active citizenship. I believe that young people should not only talk about problems but also participate in creating solutions. Sustainability requires cooperation, initiative and people who are ready to get involved. I was also inspired by the circular economy and renewable energy. Seeing practical examples of how resources can be reused or replaced with cleaner alternatives made sustainability feel more realistic and achievable.

In the future, I want to continue working with young people, volunteering and developing projects that have a positive impact on society. I'll use what I learned through GREENOVATE to encourage others to get involved, think responsibly and turn good ideas into action.”





Sergej Dolinšek, Slovenia

“Sustainability is much more complicated than the majority of people assume. For me, it is more like a mindset. It should follow you in your everyday decisions. This mindset can help us consider the environmental impact of our actions and lifestyle.

Obviously, sustainability cannot be understood only on a personal level, because it should always be backed up by the rest of society and governments.

In reality, it consists of social, economic and, last but not least, environmental aspects. Therefore, one cannot lead sustainable policies without including each of these pillars.

For instance, let's say a city municipality wants to improve its urban space. In order to ensure it is done in an effective way, sustainability should follow every step of the process. It cannot just be added at the very last moment, because in reality it must determine every stage of the intervention.

Nevertheless, if we as individuals internalise this mindset in our everyday lives, we are capable of making a personal change and influencing those around us.

In conclusion, we must meet our current everyday needs but, in order to do it in a sustainable way, we must do everything in our power to prevent causing scarcity of natural resources for future generations.

Through the GREENOVATE project, I have learned the importance of thinking globally but acting locally. These kinds of international events are really promising and necessary initiatives because they have allowed us to exchange ideas and explore sustainable solutions from different points of view.

During the project, we have been able to learn by example how each country has adapted to these environmental challenges through its technological capabilities in order to become more sustainable.

Fields such as agriculture, tourism and the economy matter because they are crucial parts of the sustainable development of society as a whole. As I mentioned before, all of these fields are influenced by each country's technological capabilities, so through the project we have been able to understand that development policies need to adapt to each individual situation.

I see my future role as someone whose duty is to be a good example for people in his local community and to demonstrate this sustainable awareness. It is necessary to show it through my actions and not only through my words.

That way, I will be able to show people, no matter who they are, that you can always be part of the solution instead of the problem.”

Meet the Co-Creators



Teja Anžič, Slovenia

“To me, sustainability means taking care of the planet and using resources responsibly so that they are still available for future generations. It involves protecting nature, reducing waste and pollution, lowering greenhouse gas emissions and slowing down climate change.

We can be more sustainable by using renewable energy. Instead of fossil fuels, we should use solar energy, wind energy, hydropower, biomass and geothermal energy. Using public transport, walking and cycling instead of travelling by car can also help us live more sustainably.

Through GREENOVATE, I learned a lot about sustainable energy. We visited a biofuel cogeneration plant and saw how it works. We also visited a bulky waste collection site and learned about the circular economy. Using Kaunas as an example, I learned how cities can have more green spaces, encourage sustainable transport and take care of the environment.

Sustainable agriculture is important because it protects nature while producing food. It also helps ensure that people will have enough food in the future. Sustainable tourism matters because using public transport can help protect nature and local communities. The circular economy encourages us to reuse, repair and recycle products instead of throwing them away. By using renewable energy, we can save natural resources and reduce pollution. Digital skills help people study, work, learn and communicate about environmental problems.

I see my future role as educating and inspiring other people about sustainability, the green transition and the circular economy. I want to help protect the environment and create a more sustainable world.”





Chapter 6

From Participation to Impact

Youth Contributions to Public Dialogue

GREENOVATE encouraged young people to learn about sustainability, and also to apply their knowledge beyond the project itself. As the journey progressed, participants became contributors to public dialogue, received international recognition and helped build a community that will continue beyond the project's lifetime.

Shadow Reporting for Serbia's EU Country Report 2026

One of the most significant outcomes of GREENOVATE in Serbia was the active involvement of young people in public policy dialogue. Although Serbia is not yet a member of the European Union and therefore does not participate in the official EU Youth Dialogue mechanisms, MEDIA PONT created an alternative opportunity for meaningful youth participation.

Building on the experience gained through Engaging Youth in a Digital Green Future 2.0, MEDIA PONT invited project participants to contribute to a civil society shadow report addressing Chapter 26 – Education and Culture of the European Commission's Serbia Country Report 2026. Instead of treating young people as respondents, the organisation invited them to become co-authors of the report, recognising their experiences and perspectives as a valuable contribution to public dialogue.

The report brought together reflections from participants aged 20–27 who had taken part in GREENOVATE activities between September 2025 and April 2026. Drawing on their experiences, research and discussions developed throughout the project, they explored key issues related to education and youth policy in Serbia, including climate and environmental literacy, academic freedom, university autonomy, inclusive education, digitalisation, student well-being and meaningful youth participation.

Climate and environmental literacy emerged as one of the report's central messages. Participants consistently highlighted the need for sustainability to become an integral part of education rather than an occasional topic addressed through individual initiatives. Their recommendations called for environmental education to be systematically integrated across curricula, helping young people better understand the relationship between climate change, biodiversity, sustainable development and everyday life.

The shadow reporting process reflected one of GREENOVATE's core principles: young people are valuable contributors to the development of educational policies. By inviting participants to formulate recommendations for a public policy document, the project demonstrated that meaningful participation extends beyond project activities and can strengthen democratic dialogue.

For MEDIA PONT, this initiative represented an important step in connecting Erasmus+ learning with wider civic engagement. It showed that international learning experiences can become part of public dialogue and encourage young people to contribute more actively to discussions about education, sustainability and European integration.

From Participation to Impact

International Recognition

The impact of GREENOVATE reached beyond the project itself as participants transformed their learning into internationally recognised initiatives.

A remarkable example came from Slovenia, where three participants in the GREENOVATE Youth Training received First Prize in the Young Reporters for the Environment (YRE) International Competition 2025/2026 in the Article (19–25 years) category. Their winning article, Artificial Intelligence and Teamwork – Developing Prototypes that Support the Achievement of the Sustainable Development Goals, was inspired by the Youth Training organised in Huelva, Spain. It transformed their GREENOVATE experience into an original piece of environmental journalism recognised by an international jury.

The jury, composed of representatives from organisations including UNEP, UNESCO, FAO, the Foundation for Environmental Education (FEE), international media organisations and former YRE winners, recognised the article for its innovative perspective, its emphasis on collaboration and its demonstration of how young people can use artificial intelligence to address sustainability challenges.

For the GREENOVATE consortium, this achievement confirmed one of the project's central ambitions: to empower young people not only to understand sustainability challenges but also to communicate them, develop new ideas and inspire others. It demonstrated that international learning can lead to creative outcomes with global visibility and give young people confidence that their voices matter.

Building a Sustainable Community

GREENOVATE Ambassadors

From the beginning, GREENOVATE was designed to continue beyond the lifetime of the project. Its ambition was to build a community sustained by the knowledge, relationships and motivation of its participants.

Throughout the project, many young people showed curiosity, commitment and a willingness to inspire others. To build on this momentum, the consortium established the GREENOVATE Ambassadors initiative. The programme recognises young participants who have shown outstanding commitment to sustainability, active citizenship and European cooperation, while encouraging them to remain connected as members of the growing GREENOVATE community.

The first generation of GREENOVATE Ambassadors was officially introduced during the Closing Conference in Drama, Greece, which was held on 2 October 2026. Representing all five partner countries, they are becoming the public face of a community that extends beyond the project itself, promoting sustainability, encouraging youth participation and inspiring future generations.

The GREENOVATE Ambassadors are the continuation of the project.



Chapter 7

Building a Digital Green Community

Building a Digital Green Community

Communication Beyond Dissemination

From the beginning, GREENOVATE treated communication as an integral part of the learning process, not just a supporting activity. Instead of simply reporting project activities, communication encouraged participants to reflect, exchange ideas and continue conversations beyond each meeting.

Every Participation Day, Youth Training and local initiative created stories that connected young people across partner countries. Through digital communication, individual experiences became shared knowledge, allowing participants to discover different perspectives and remain connected throughout the project.

The purpose was to build a lasting community.

A European Editorial Approach

The consortium developed a collaborative communication model in which every partner contributed local stories while MEDIA PONT coordinated the editorial process. This ensured that communication reflected diverse experiences across Europe while maintaining a shared visual identity and a consistent narrative.

Communication showed how local initiatives formed part of a wider European story of sustainability rather than simply presenting individual activities.

The GREENOVATE Newsroom

One of the project's most distinctive features was the GREENOVATE Newsroom.

Young communicators from partner countries worked alongside the consortium to document activities, conduct interviews, prepare articles and create social media content. Their role extended beyond communication – they became co-creators of the project's public voice. The Newsroom also provided practical experience in digital storytelling, collaborative content creation and responsible communication about sustainability.



GREENOVATE's Communication Team



Sonja Šara Aradi, Serbia

Content Creator & Editor

“Content creation, like any other form of expression, needs inspiration. Therefore, MEDIA PONT’s inspiration comes from young people, their voices and their unique ways of thinking and problem-solving.

In Serbia, we have a saying, ‘Na mladima svet ostaje’ (‘The future lies in the hands of the youth’), which motivated us to become a bridge between young people and wider audiences, helping to share their stories and give them a platform to communicate.

Through our conversations with young people, whether during interviews or throughout the programme, many of them highlighted friendships as the most memorable part of the project.

That was the motivation to build a platform that will serve as the connecting centre of the GREENOVATE community, so that friendships keep growing long after the programme has finished and beyond the barriers of language and culture.

As American essayist and philosopher Henry David Thoreau wrote in his 1849 book *A Week on the Concord and Merrimack Rivers*: ‘The language of friendship is not words, but meanings.’”



GREENOVATE's Communication Team



Patricija Karaliūtė, Lithuania

Content Creator

GREENOVATE communication meant turning ideas, activities and achievements into stories that could inspire and engage others.

As a content creator, I enjoyed making the project's work more visible and accessible, helping share the impact of our partners and participants across different countries. It was rewarding to contribute to a common voice that connected people, promoted sustainability and showed how collaboration can create meaningful change.

This experience strengthened my communication skills and reminded me of the importance of clear, authentic storytelling in international projects.”



Lucija Marovt, Slovenia

Project Manager for DOVES – FEE Slovenia & Content Provider from Slovenia

“GREENOVATE is about connecting young people across countries and also helping them find meaning in those connections. International opportunities are becoming more accessible, yet they still need encouragement, purpose and inspiring experiences to become truly valuable.

Through GREENOVATE, young people explored new perspectives, challenged their own thinking and discovered that sustainability is not just something to learn about – it is a different way of understanding the world and our place in it.

Young people begin to believe they can make a difference when they are given real opportunities to do so.”

GREENOVATE's Communication Team



Aikaterini Arkoudi-Vafea, Greece

Project Manager for KDETYD & Content Provider from Greece

“For me, GREENOVATE communication meant giving visibility to young people’s ideas, experiences and voices, while showing how local actions in Greece were part of a wider European effort for sustainability. The most important story I helped tell was how sustainability becomes meaningful when it is connected to real communities, everyday choices and active participation.

Through sharing our Participation Days, local activities and youth reflections, communication became more than dissemination; it became a way to inspire others and strengthen a shared sense of European responsibility.”



Francisco Javier García Gómez, Spain

Project Coordinator for INERCIA DIGITAL & Content Creator

“One of the most rewarding aspects was seeing how communication helped build an international community of young people who exchanged ideas, learned from each other and felt empowered to take action in their own communities.

For me, that is the real value of GREENOVATE communication: transforming information into inspiration and participation.”

Building a Digital Green Community

Communication as Participation

GREENOVATE viewed communication as participation.

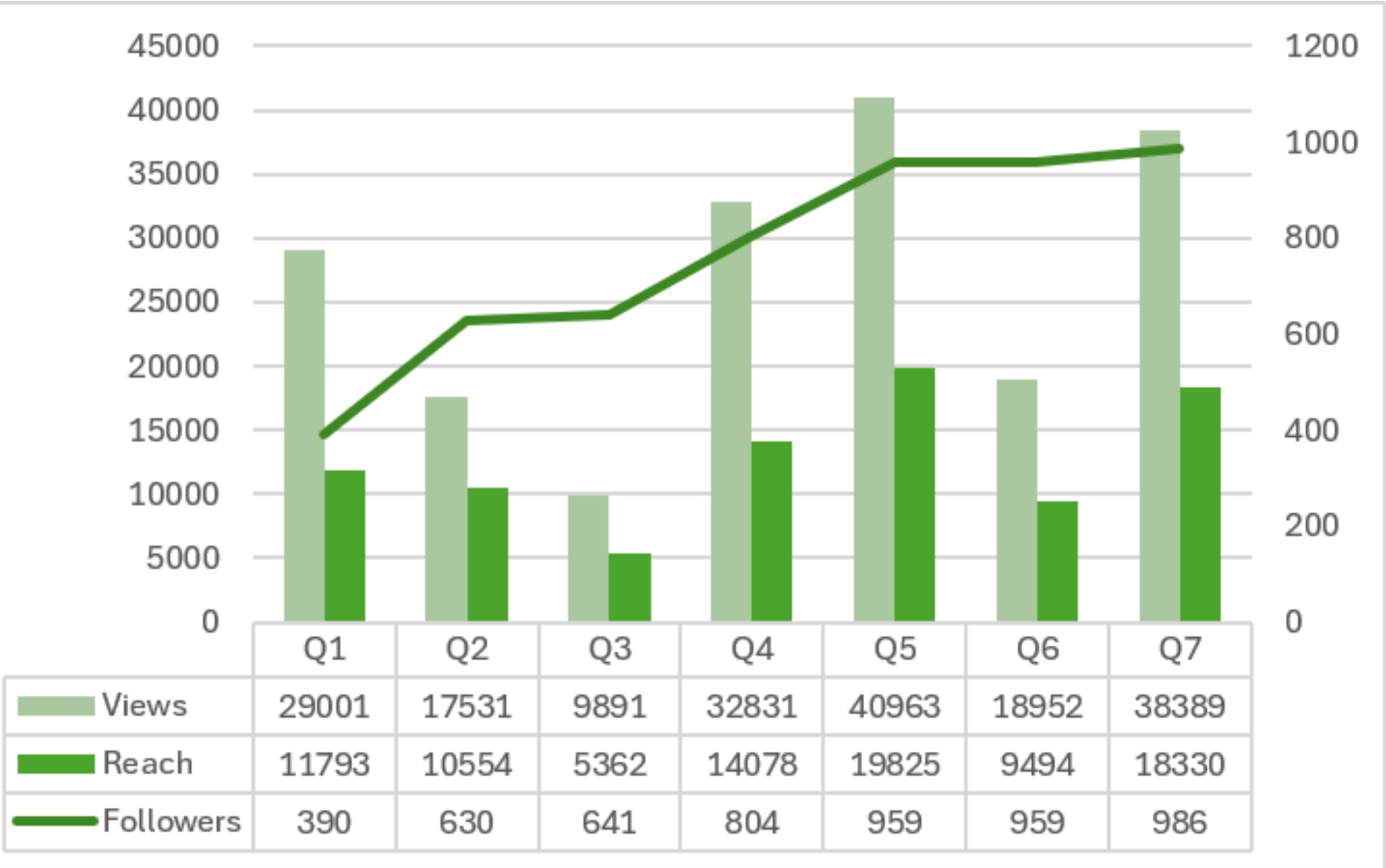
Young people were encouraged to create content, share their perspectives and contribute their own voices to the project's digital ecosystem. Communication became another form of civic engagement, connecting local communities with European conversations about sustainability and climate action.

The project's digital platforms remained active throughout the implementation period, enabling dialogue between participants, partners and wider audiences long after individual events had ended.

Measuring Visibility & Growth of the Community

The success of GREENOVATE communication was measured not only through visibility indicators, but also through the growth of an engaged community.

The infographics presented in this chapter illustrate the development of the GREENOVATE digital ecosystem through newsletters, articles, social media activities, geographic reach and the expanding network of participants who contributed to the project.



The data presented in the infographic are current as of 30 September 2026.



Chapter 8

Recommendations for Decision-Makers

Recommendations for Decision-Makers

During our project, young people, teachers, youth workers and partner organisations explored how sustainability can become part of everyday learning and civic participation. Although each participating country has its own educational context, many of the challenges and opportunities proved remarkably similar.

The recommendations presented in this chapter draw on the consortium's experience and the voices of the young people who helped shape the project. We are not proposing new educational structures, but rather encouraging the strengthening of existing systems by integrating climate and environmental literacy, digital participation and cross-sector collaboration into everyday educational practice.

GREENOVATE showed that young people are ready to engage with sustainability when they are given opportunities to learn, participate and contribute. The following recommendations aim to support education systems and public policies in creating those opportunities across Europe.

Recommendation 1

Climate and Environmental Literacy

Challenge

Across all partner countries, young people's understanding of climate change, sustainability and the European Green Deal often depends on individual teachers or extracurricular initiatives rather than a consistent educational approach.

Recommendation

Climate and environmental literacy should become a cross-cutting educational competence, integrated across existing curricula through interdisciplinary learning and practical experiences in both formal and non-formal education.

Why it matters

GREENOVATE showed that young people engage more actively when learning combines scientific knowledge with real-life challenges, digital tools and opportunities for participation. Strengthening existing curricula through interdisciplinary approaches can connect environmental topics with civic education, digital competence, entrepreneurship and community engagement.

Recommendation 2

Youth Participation in Sustainability Policies

Challenge

Young people are increasingly aware of environmental challenges and willing to contribute to sustainable development. Opportunities to participate in shaping sustainability policies remain limited and are often based on one-off consultations.

Recommendations for Decision-Makers

Recommendation

Education systems and public institutions should create continuous opportunities for young people to participate in discussions, decision-making and community initiatives related to sustainability and climate action.

Why it matters

Participation throughout GREENOVATE showed that young people become more engaged when they are recognised as contributors rather than passive recipients of information. Similar approaches can strengthen civic engagement, democratic participation and young people's sense of ownership over the green transition.

Recommendation 3

Digital Skills for Sustainable Citizenship

Challenge

Digital technologies increasingly shape how young people learn, communicate and participate in society. Digital skills are often developed separately from environmental education, limiting their potential to support sustainable development.

Recommendation

Education systems should integrate digital competences with climate and environmental literacy, enabling young people to use digital tools critically, creatively and responsibly in support of sustainability and civic participation.

Why it matters

GREENOVATE demonstrated how digital storytelling, collaborative content creation and international cooperation can strengthen both digital competences and environmental awareness. Combining these skills prepares young people to become active citizens in an increasingly connected world.

Recommendation 4

Partnerships between Education and Civil Society

Challenge

Addressing sustainability challenges requires cooperation across sectors. Partnerships between educational institutions, civil society organisations, public authorities and local communities often remain project-based rather than long-term.

Recommendations for Decision-Makers

Recommendation

Decision-makers should strengthen partnerships between schools, universities, civil society organisations, local authorities and community stakeholders to support climate and environmental literacy, youth participation and sustainable development.

Why it matters

GREENOVATE showed that collaboration across sectors enriches learning by connecting education with real-life experience, international cooperation and active citizenship. Long-term partnerships help ensure that sustainability education remains relevant, participatory and responsive to local and European challenges.

The GREENOVATE Vision

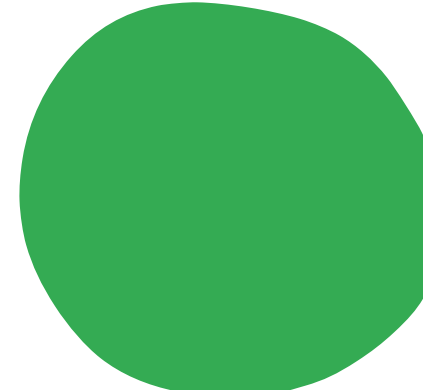
GREENOVATE showed that climate and environmental literacy is strongest when knowledge, participation, digital innovation and community partnerships reinforce one another.

We believe that empowering young people to become informed, engaged and responsible citizens is essential for building a sustainable and resilient Europe.

GREENOVATE also highlighted the role of civil society organisations in helping education systems respond to evolving European priorities.

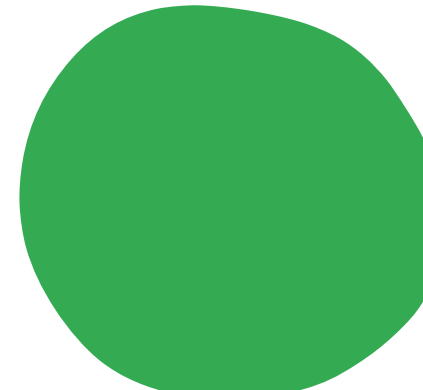
While integrating new themes into formal curricula inevitably requires time, cooperation between schools and civil society can help bring emerging European policies, innovative learning approaches and practical experiences into education more quickly. Such partnerships help young people engage with current challenges while strengthening formal education for the future.





Chapter 9

Looking Forward



GREENOVATE began as a two-year European project. It leaves behind something intended to last much longer: a growing community of young people, educators and organisations committed to sustainability.

Throughout the project, participants discovered that environmental responsibility becomes stronger when people learn together, share experiences and bring new ideas back to their own communities. The partnerships, friendships and practical methods developed through GREENOVATE now provide a foundation for future initiatives.

Continuing the GREENOVATE Journey

To continue this journey, the consortium is committed to:

- Maintaining the GREENOVATE digital platform as a space for learning and exchange.
- Sharing project results and educational resources across Europe.
- Supporting youth-led initiatives.
- Expanding cooperation with schools, universities and local communities.
- Building new European partnerships inspired by the GREENOVATE experience.

Through DOVES-FEE Slovenia, GREENOVATE resources and learning approaches will continue to be integrated into the Eco-Schools and Young Reporters for the Environment programmes, extending the project's educational value beyond its formal lifetime. Through these established networks, GREENOVATE experiences can continue to reach new learning communities in Slovenia and beyond.

These commitments reflect a shared belief that European cooperation should continue long after a project officially ends.

The First Generation of GREENOVATE Ambassadors

One of GREENOVATE's lasting achievements is the establishment of the GREENOVATE Ambassadors Programme.

During the Closing Conference, the consortium introduced the first generation of GREENOVATE Ambassadors (2027–2028). Representing all five partner countries, they will continue promoting sustainability, encouraging youth participation and inspiring others within their schools, universities and local communities.

The Ambassadors represent a shared belief: young people can lead positive change when they are trusted and connected.

The consortium hopes that each new generation of Ambassadors will strengthen this growing European community and encourage others to become part of it.

The First Generation of GREENOVATE Ambassadors (2027–2028)



Theodora Gkegka, Greece

Theodora Gkegka is a Primary Education Teacher with a passion for travel, sports and lifelong learning. As a GREENOVATE Youth Ambassador, she aims to promote intercultural dialogue and help young people gain new perspectives, skills and confidence through international mobility and shared learning experiences.



Athanasia Kozoni, Greece

Athanasia Kozoni is a Primary Education Teacher who believes in education's power to connect people across cultures. Passionate about travelling and discovering new teaching approaches, she is committed to lifelong learning and environmental protection. As a GREENOVATE Ambassador, she hopes to inspire the next generation to become more environmentally aware, open-minded and actively engaged in building a sustainable future.



Anđelina Žugić, Serbia

“Hello, dear sustainability enthusiasts!

My name is Anđelina, and I come from Novi Sad, Serbia. I am a student of Physics and, at the same time, a primary school teacher. I recently also participated in the Serbian edition of MasterChef, where I had the opportunity to further develop my culinary skills. I am a versatile person with many hobbies, such as learning, reading and dancing. In everything I do, I strive to be sustainable and to inspire others to understand the importance of living a sustainable lifestyle.

As a GREENOVATE Ambassador, my main goal is to educate others about what it truly means to be sustainable and to live green!”



Petar Mimić, Serbia

“My name is Petar, I am from Niš, Serbia, and I study at the Faculty of Economics at the University of Niš. My general interests and hobbies are travelling, reading and motorsports.

As a GREENOVATE Ambassador, I see myself as someone who can show other people that, through small, local and everyday habits, we can make a bigger, global impact on our sustainable, greener future.”



Laura Antúnez Márquez, Spain

“Hello! I’m Laura, an English Philologist and soon-to-be translator. I’m really into languages, communication and the arts, and I love discovering new cultures, meeting people and sharing experiences.

As I’m part of the social media generation, I’d love to support GREENOVATE social media channels to keep on promoting topics like sustainability, the European Green Deal and the 2030 Agenda among young people the best I can. Thank you!”



Dominykas Zemeckis, Lithuania

Dominykas Zemeckis is a high-school student and young community activist from Gargždai, Lithuania. He studies at Gargždai “Vaivorykštė” Gymnasium and has demonstrated a strong interest in geography, information technology and learning. He achieved 3rd place in the Klaipėda District Geography Olympiad “Mano gaublys” and previously received a first-degree diploma in the international IT competition “Olympis”.

As a GREENOVATE Youth Ambassador, he aims to encourage young people to explore sustainability, develop curiosity about the world and take an active role in creating positive change in their communities.



Álvaro Zamorano Orta, Spain

“My name is Álvaro Zamorano and I’m from Huelva, Spain. I recently graduated in English Studies at the University of Huelva. During my degree, I had the opportunity to take part in an Erasmus+ experience in Turin and later collaborate on other European projects, which allowed me to meet people from different countries and learn more about the work being done at a European level.

These experiences have made me want to continue being involved in projects that bring young people together and have a positive impact on our communities. As a GREENOVATE Ambassador, I’d like to help make GREENOVATE more visible among young people in my local community, sharing the project and its ideas whenever I have the opportunity and encouraging others to get involved in sustainability and European initiatives.”



Ignas Pavlovičius, Lithuania

Ignas Pavlovičius is a young leader, student, athlete and youth representative from Kaunas, Lithuania. As Chairperson of the Kaunas branch of the Lithuanian School Students' Union, he leads a team of around 100 volunteers and represents the interests of local students. His experience in youth participation, civic initiatives and Erasmus+ leadership activities has strengthened his communication, advocacy and organisational skills.

Alongside his civic work, Ignas plays competitive volleyball, developing the teamwork and discipline that also shape his leadership approach. As a GREENOVATE Youth Ambassador, he aims to strengthen the voice of young people, encourage active citizenship and show that young people can move from discussing challenges to taking action and creating change in their communities.



Sergej Dolinšek, Slovenia

Sergej Dolinšek is an Environmental Protection student at the Faculty of Environmental Protection in Velenje. His sustainability journey began in secondary school through the Young Reporters for the Environment (YRE) programme, where he was part of the Slovenian team recognised internationally as one of the winners of the 2024/2025 YRE International Competition with the article Hitting the Brake with Fossil Fuels, developed in cooperation with young people from Türkiye.



Teja Anžič, Slovenia

Teja Anžič is a Biology and Home Economics student at the Faculty of Education, University of Ljubljana. Through GREENOVATE, she expanded her international experience by participating in the Participation Days in Lithuania, where she explored sustainability through intercultural learning and collaboration with young people from across Europe.

Passionate about nature, education and active learning, she enjoys working with children and believes that international cooperation inspires new ideas and meaningful action. As a GREENOVATE Youth Ambassador, she promotes sustainability through education, active participation and international cooperation.

Conclusion

GREENOVATE began as a European cooperation project.
It became a community.

Along the way, young people learned from one another, challenged ideas and discovered that sustainability grows through participation.
The project is reaching its formal conclusion.

The community is not.

We hope this publication encourages educators, youth organisations, decision-makers and young people across Europe to continue that journey.

“Sustainability grows when young people are trusted.”

The GREENOVATE Consortium



IMPRESSUM

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It reflects the shared experience of the consortium and the co-creators who helped shape GREENOVATE. The editorial concept, structure and final editing were coordinated by Nataša Heror, Editor of the publication.

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