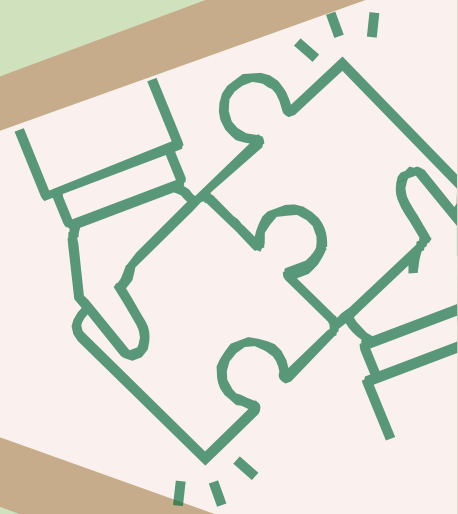




## **WP3 Train the Trainers**

Booklet of Needs for Trainers:  
Enhancing Eco-Entrepreneurship  
Training for NEETs



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EcopreNEETs: Boosting the eco-preneurial skills of NEETs"

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1

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## 1) Introduction

The Booklet of Needs for Trainers is part of the larger European project EcopreNEETs: Boosting the eco-preneurial skills of NEETs, led by Ligue de l'Enseignement Nouvelle-Aquitaine (France) in collaboration with Atermon (Netherlands), Digicult (Poland), Learning Seeds (Greece), and Ecocenter (Hungary), supported by Erasmus+ Agency.

This booklet provides a comprehensive overview of the findings and feedback from participants across three countries—**France, Greece, and Hungary**—who took part in the "Train the Trainer" seminars and MOOCs (Massive Open Online Courses) focused on eco-entrepreneurship for NEETs (Not in Employment, Education, or Training).

The Work Package 3 "Train the Trainer" seminars within the EcopreNEETs Training Program was pivotal in empowering accompanying persons to mentor NEETs on their eco-entrepreneurial journey. These seminars provided comprehensive training to equip mentors with the knowledge and skills needed to offer tailored support. They focused on theoretical understanding and practical skills, covering eco-entrepreneurship principles, sustainability, environmental issues, and practical tools for business development.

Moreover, the seminars fostered a supportive learning community where mentors shared best practices and collaborate on innovative solutions. By creating a network of trained mentors, the program aims to build sustainable support ecosystems for NEETs, enabling them to overcome barriers and pursue their entrepreneurial aspirations.

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Before this we created Work Package 2 – White paper. The ambition of this white paper was to develop and promote an eco-skills framework where young NEETs will find inspiration, motivation, valuable knowledge and expert advice on how to create their own eco-business, or be placed in existing companies where they can practice their eco-business skills. This was the framework for creating the MOOC materials and platform.

Looking ahead, Work Package 4 - EcopreNEETs Incubation aims to develop a framework supporting young NEETs in launching their businesses. This includes e-traineeship methodologies, action plans, and online workshops for mentoring and coaching. These activities will involve youth, stakeholders, and professional mentors, focusing on networking, training, and real work placements to evaluate program effectiveness and ensure sustainability.

This booklet synthesizes participant feedback to provide concrete suggestions and recommendations for improving the future editions of these training programs. It highlights the successes, challenges, and needs that emerged from each participating country and offers a detailed roadmap for enhancing future training experiences.

## 2) Participating countries

- France
- Greece
- Hungary

### I. **France**

#### i. Participant experience

The participants in France came from a diverse range of backgrounds, including early-career professionals, working in orientation businesses, and individuals transitioning from unrelated fields to eco-entrepreneurship. Several were familiar with basic entrepreneurial concepts, but many were new to the idea of sustainable and eco-friendly business practices. For example, some participants had been involved in traditional small-scale businesses but were unsure how to integrate eco-principles into their ventures.

There was a noticeable enthusiasm among participants to explore eco-friendly business ideas, particularly in sectors such as agriculture, waste management, and sustainable fashion. However, some participants expressed that while they were eager to learn, they struggled with grasping the technical aspects of eco-business, such as sustainable supply chains or green finance models.

#### 4 ii. Satisfaction with course content

French participants generally expressed satisfaction with the breadth of content provided. They appreciated the training's focus on the principles of eco-entrepreneurship, such as sustainable business models, environmental impact, and the circular economy.

Key highlights of the French participants' experience:

Participants found the modules on sustainable business models and eco-innovation particularly engaging. These sessions provided them with actionable strategies to implement in their businesses, such as transitioning from a linear to a circular business model, reducing waste, and minimizing environmental footprints.

While the theoretical content was well-received, many participants felt that it could be enhanced with more practical examples and case studies from real-world eco-entrepreneurs. This would help them better understand how to apply theoretical concepts in a real-world business context.

#### iii. Feedback on learning methods

Several participants noted that while the course content was robust, the delivery could benefit from a more interactive approach. Feedback suggested that French

participants were particularly responsive to learning methods that encouraged active engagement:

These methods were favored for their ability to foster deeper understanding and practical application of concepts. Participants suggested that more time be dedicated to collaborative work, where they could develop and refine their own business ideas with peer and trainer feedback.

Several participants requested more in-depth case studies of successful eco-entrepreneurs, especially those from sectors like renewable energy, waste management, or sustainable food production. They believed this would provide valuable insights into overcoming common challenges in eco-business.

#### iv. Suggestions for improvement

Participants recommended incorporating more hands-on projects where they could develop their own eco-business plans or strategies. This would not only give them practice but also allow them to receive feedback from trainers and peers.

While many participants had some business knowledge, others were entirely new to entrepreneurship. They suggested that the course could include beginner-level sessions that introduce fundamental entrepreneurial concepts before diving into more advanced eco-entrepreneurship topics.

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#### v. Overall course rating

On average, French participants rated the training highly (4.5 out of 5), with particular praise for the focus on sustainable business principles, the innovative eco-solutions presented, and the practical tools provided for starting an eco-venture. However, they emphasized the need for more experiential learning and tailored support for those with varying levels of prior business knowledge.

## II. **Greece**

### i. Experience in the sector

Greek participants generally came from non-business backgrounds, with many having previous experience in environmental activism, education, or youth work. This unique mix brought an interesting perspective to the eco-entrepreneurship training, as participants were highly aware of environmental issues but lacked experience in translating their activism into business models.

Participants were particularly interested in finding ways to merge social impact with sustainable business. They saw eco-entrepreneurship as a way to create not just profit-driven businesses but ventures that could contribute to the betterment of society and the environment. Several participants expressed interest in starting small-

scale businesses in sectors like sustainable agriculture, ecotourism, and zero-waste retail.

## ii. Satisfaction with course content

Greek participants responded positively to the course content, with many appreciating the well-rounded approach to eco-entrepreneurship. The average satisfaction score was 4.7 out of 5, reflecting high engagement with the material. However, participants also highlighted areas where the content could be simplified or made more accessible, particularly for those without prior business experience.

Key points from Greek participants:

Modules on sustainability, circular economy, and green innovation were especially popular. Participants praised the depth of these modules and their relevance to the current environmental challenges faced by Greece.

Participants found the practical elements of the course—such as creating a business plan, budgeting for eco-ventures, and understanding market demand for green products—highly beneficial. However, some participants expressed a desire for more concrete examples of successful eco-businesses in Greece, as well as tools to assess market feasibility in rural areas.

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## iii. Feedback on learning methods

Greek participants favored a highly interactive learning environment. They were particularly receptive to visual aids, group work, and collaborative brainstorming sessions:

Participants noted that group activities helped them better understand the application of theoretical knowledge. These activities also facilitated peer-to-peer learning, where participants could exchange ideas and experiences.

Visual content such as diagrams, and videos were highly effective in conveying complex topics. Participants also requested more practical exercises, such as eco-business simulations, that would allow them to practice decision-making in real-world scenarios.

## iv. Suggestions for improvement

Greek participants provided several suggestions for improving the course content and delivery:

Certain sections, particularly those related to financial management, impact measurement, and legal considerations, were deemed too complex for those new to entrepreneurship. Participants suggested simplifying these sections and providing



additional resources, such as beginner guides or glossaries, to make the content more accessible.

Participants found the online platform difficult to navigate at times. Simplifying the structure of the course, with clearer instructions and easier access to materials, would improve the learning experience.

Participants requested more case studies and examples that reflect the Greek context, particularly in areas like tourism, agriculture, and local craftsmanship.

v. Desired topics for future training

Participants showed interest in advanced topics, such as scaling a sustainable business, managing finances for growth, and creating sustainable supply chains.

Given the rising awareness of climate change impacts in Greece, participants expressed a desire for more content focused on climate action, including how to align eco-entrepreneurial ventures with global environmental goals.

There was a strong interest in developing educational games and workshops for children to teach them about sustainability from a young age.

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III. **Hungary**

i. Overview of the seminar

At the end of August, Hungary hosted a "Train the Trainer" seminar that brought together ten enthusiastic participants from diverse backgrounds such as education, social work, healthcare, real estate, and entrepreneurship. The diverse mix of participants enriched the discussions, as each brought unique insights and experiences related to youth work and eco-sustainability.

ii. Course content and structure

Hungarian participants found the course content well-structured and engaging, with a strong balance between theoretical concepts and practical applications. The focus on youth work and eco-entrepreneurship was particularly relevant, given the participants' roles as mentors and guides for young people.

Key content highlights:

The course blended theoretical frameworks on eco-entrepreneurship with real-world examples, allowing participants to see how these concepts could be applied in their own work.



Participants appreciated the inclusion of role-playing exercises that helped them simulate real-world challenges faced by young entrepreneurs. This interactive approach made the sessions more engaging and helped participants better understand how to guide youth through the entrepreneurial process.

### iii. Pedagogical materials

While the interactive elements of the seminar were well-received, participants expressed mixed feedback on the MOOC materials:

Games and hands-on activities were seen as a fun and effective way to engage with the material, particularly for younger learners. These activities helped to break up the more formal aspects of the course and allowed participants to apply what they had learned in a dynamic way.

Some participants noted that certain sections of the MOOC, particularly those focused on business models and financial management, were too dense. These materials could benefit from being simplified and made more interactive to better engage a younger, less experienced audience.

### iv. Feedback on training structure

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Participants found the training sessions informative but noted that the lengthy nature of the sessions sometimes led to fatigue. To improve engagement, they suggested:

Breaking the sessions into smaller, more digestible segments would help maintain energy levels and allow for better focus on individual topics.

More time for reflection and discussion would allow participants to better absorb the material and apply it to their specific contexts. This would be particularly helpful for participants working in youth services, as they need to adapt these eco-entrepreneurship concepts to suit the needs of younger audiences.

### v. MOOC feedback

Participants responded positively to the modular approach of the MOOC, with specific praise for the following modules:

"Understanding Eco-Entrepreneurship": This module provided a solid foundation for understanding the principles and motivations behind eco-business, which was particularly useful for those without prior business experience.

"Sustainable Business Models": While participants appreciated the comprehensive coverage of this topic, some found it too complex and suggested simplifying the content to make it more accessible to younger audiences.

"Financial Management and Impact Measurement": This module received mixed feedback, with some participants finding it overwhelming. Providing additional support materials or offering a simplified version of this module would help participants grasp these essential but difficult concepts.

vi. Recommendations from Hungarian participants

Hungarian participants echoed the sentiment of their French and Greek counterparts, emphasizing the need to simplify topics like financial management, sustainable business models, and supply chain management.

Participants recommended incorporating more role-playing, group work, and interactive elements into the sessions. These methods were highly effective in helping participants understand how to apply eco-entrepreneurship concepts in real-world situations.

Like the Greek participants, Hungarian attendees expressed a desire for more local case studies and examples that reflect the Hungarian context, particularly in sectors like agriculture, green energy, and sustainable tourism.

### 3) Recommendations for future training programs

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Based on the comprehensive feedback collected from participants across France, Greece, and Hungary, several key recommendations have emerged to improve future editions of the eco-entrepreneurship training programs for NEETs. These suggestions are aimed at making the training more practical, accessible, engaging, and relevant for participants from diverse backgrounds and with varying levels of experience.

I. **Emphasize practical learning**

Participants want more hands-on learning activities like workshops, group projects, role-playing, and simulations. Such activities allow applying theoretical knowledge and practicing skills in a supportive environment. Incorporating real-world tasks related to eco-entrepreneurship, like creating business plans and marketing strategies, is essential. Group projects aid collaboration and teamwork, while simulations prepare participants for real business challenges.

II. **Simplify complex content**

Some modules, especially on financial management and impact measurement, are too complex for beginners. Future training should break down concepts into smaller, clearer components, providing step-by-step guides and supplementary materials like

glossaries and video tutorials. Shortening dense modules into manageable sections can prevent participants from feeling overwhelmed.

### III. Shorter, engaging sessions

Feedback indicates a need for shorter, focused training sessions. Breaking content into smaller segments and alternating lectures with interactive activities can maintain engagement. More group discussions and active learning techniques, such as debates and case studies, can enhance participation and understanding.

### IV. Tailored support for younger audiences

Younger participants, especially those with little business experience, struggle with technical content. Using multimedia, including videos and educational games, can make learning more engaging. Infographics can simplify key concepts, and gamified elements like quizzes and challenges can boost motivation.

### V. More resources and case studies

Participants seek more real-world examples, especially those relevant to their regions. Including local case studies and providing toolkits with templates for business documents can make training more applicable and practical.

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### VI. Expanded focus on local contexts

There is a call for region-specific content that addresses local industries and environmental issues. Customizing training to reflect unique regional conditions will better equip participants to apply their knowledge to their communities.

### VII. Foster collaboration and networking

Participants value collaboration and networking from training. Future programs should include group projects and dedicated networking events to facilitate relationship-building and mentorship opportunities with experienced eco-entrepreneurs for continued support.

## 4) Conclusion

The feedback from the "Train the Trainer" seminars and MOOCs in France, Greece, and Hungary indicates a need for targeted approaches in eco-entrepreneurship training for NEETs. While current programs provide a solid foundation, enhancements are necessary to better meet diverse participant needs. Key insights emphasize a demand for more engaging, practical, and accessible training experiences.

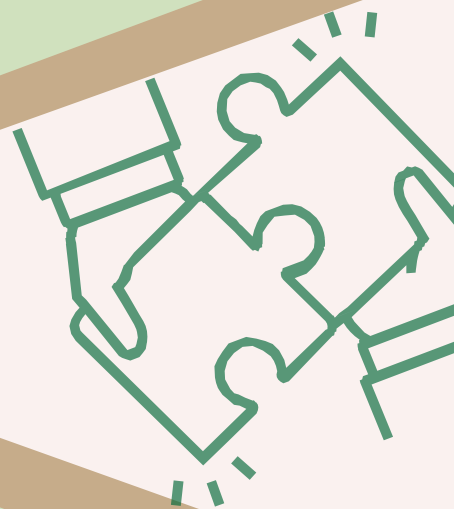
NEETs, particularly those with limited business experience, prefer hands-on training aligned with real-world challenges. Interactive formats like workshops, simulations, and role-playing greatly enhance learning and provide practical skill practice. Future programs should prioritize these methods to boost engagement and knowledge retention.

Some content, especially in financial management and business operations, is too complex for many participants, particularly beginners. Simplifying these modules with beginner-friendly guides, glossaries, and video resources would increase accessibility. Region-specific case studies can further contextualize learning and demonstrate practical relevance.

The structure of training sessions also needs improvement. Long, dense sessions lead to participant fatigue, so breaking content into shorter, interactive segments will improve learning outcomes. Using multimedia and visual aids will help maintain engagement, especially for younger audiences.

There's a clear demand for more collaborative opportunities. Participants value peer-to-peer learning and networking, which fosters idea exchange and long-term connections. Integrating group activities and promoting a learning community will reinforce knowledge and provide ongoing peer support.

In summary, the recommendations in this report provide a roadmap for evolving eco-entrepreneurship training for NEETs. Implementing these changes will help trainers deliver impactful and inclusive programs that equip young people with essential skills and inspire them to contribute to a sustainable future. By addressing participant needs, these training initiatives will become more effective and inclusive, enabling NEETs to make meaningful contributions to their communities and sustainable development efforts. This booklet represents a step towards aligning these programs with future challenges, offering the tools and support necessary for lasting positive impact.



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