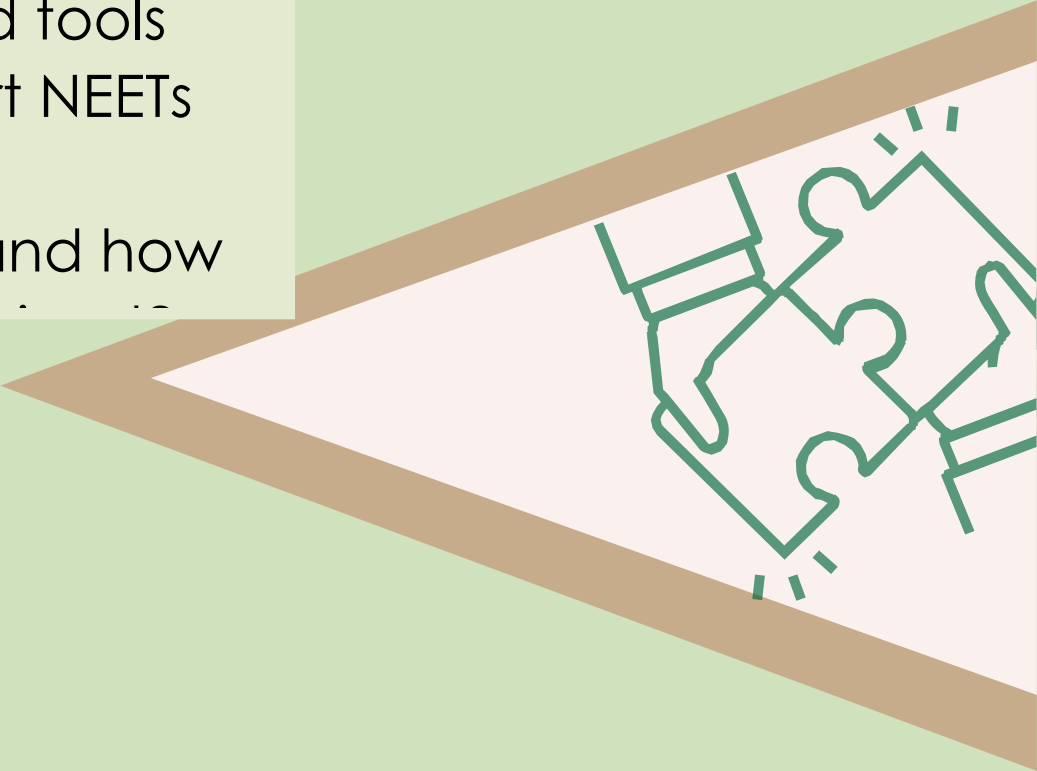




WP3 Train the Trainers

What methods and tools are used to support NEETs towards eco-entrepreneurship and how



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EcopreNEETs: Boosting the eco-preneurial skills of NEETs"

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Introduction

This diagnosis has been elaborated in the context of the European project EcopreNEETS: Boosting the eco-preneurial skills of NEETs, coordinated by Ligue de l'Enseignement Nouvelle-

Aquitaine (France) in partnership with Atermon (Netherlands), Digicult (Poland), Learning Seeds (Greece), Ecocenter (Hungary) and supported by Erasmus+ Agency.

The project focuses on young NEETs who have long been disconnected from the labor market and promotes an inclusive approach to foster NEETs' environmental entrepreneurship through experiential learning.

The objectives of the project are:

- Re-engage young NEETs to re-enter the labour market
- Increase the eco-preneurial skills of young rural NEETs
- Establish their personal & professional growth through a skills retention service
- Bridge the communication gap between young job hunters & future employers
- Set up a community of peers for young NEETs.

To achieve these goals, we attend to develop an online training (Work package n°2: training MOOC for Eco-skills) aiming to strengthen the skills of NEETS according to a competency framework previously defined, about eco-entrepreneurship ; a training for trainers (Work package n°3), to help NEETS mentors in their training and mentoring methods, and thus give them the keys to direct NEETs towards eco-entrepreneurship; and finally create an incubator for NEETS (Work package n°4: EcopreNEETs incubation), including online workshops, coaching and mentoring services for the beneficiaries.

We are currently finalising the MOOC (WP2), having produced a white paper entitled "Recommendations for an ecopreneurial competence framework", which has been a great help to guide us creating the modules (see in annex).

We are now starting the "train for trainers" phase (WP3). The goal is to create our own eco-preneurial training in order to train youth/social workers, in order to help NEETs support. The methodology will be based on the development of an eco-preneurial mindset for NEETs.

To provide the most coherent and relevant training possible, the partners wondered what methods and tools are actually used to support NEETs towards eco-entrepreneurship and how their support workers are trained to do this.

To answer this question, this report will be divided into 2 parts, the first dedicated to a country-by-country study of existing jobs, structures and training for "NEET support workers". The second part will report on interviews with the people concerned ; the consortium partners have decided to involve 13 participants from the target groups (6 NEETs/former NEETs and 7 youth workers) to receive valuable feedback through surveys and questionnaires. Finally, from these various elements we will deduce a series of useful recommendations for setting up our training programme.

I - Diagnosis of practices

1. In our countries

a) France

France has put in place a number of initiatives to help young NEETs back into employment and training, through national programmes such as "1 jeune, 1 solution" (1 youngster, 1 solution) and the "contrat engagement jeune" (youth engagement contract), as well as local infrastructures with specialist support advisers. There is a wide range of infrastructures that complement each other depending on the profiles and needs of the young people concerned.

These include organisations such as the Second Chance School, the EPIDE, the Auteuil Apprentices, etc. Especially for young people who have dropped out of school. Young people in transition are more likely to receive direct support from France Travail (France work) (which now includes the local missions and refers young people to job vacancies and training courses), and can go to InfoJeunes (info youth) structures, which provide young people with information on all aspects of life (work, leisure, personal life, etc.).

The job profiles for the professional vary depending on the organisation that hires them. The most common job titles are "social and professional integration advisor" and "vocational guidance counsellor". To practise these professions, the majority of professionals come from level 6 university courses, which may come from a social and socio-cultural animation course (BUT carrières sociales) or a social, medico-social and professional inclusion coordinator degree.

These training courses do not include modules on eco-entrepreneurship but may have indirect links with the subject.

The "InfoJeunes" structure has a compulsory training programme that is specific to the start-up of a mission.

As far as entrepreneurship is concerned, there are a number of programmes that offer young people support in developing and building their project, as well as additional funding to help them launch their business. These include, for example, the CCI and CMA (Chambre de Commerce et d'Industrie - Chamber of Trades and Industry) / Chambre des Métiers et de l'Artisanat (Chambers of works and crafts), which provide support on administrative aspects, but not only.

There are also new initiatives from young entrepreneurs that became "older" that create organisations that offer expertise and support to organisations as the CCI and Local missions. These new structures offer new ways of support, test new methodologies and test them with youth/social workers from local missions, highschool teachers and/or young people that they are in charge of. We call them the ideators.

These initiatives represent good practice in offering practical support and entrepreneurial development opportunities to NEETs. However, there are still gaps, particularly in terms of the level of awareness and access to these programmes, but also in terms of the 'ecological' aspect, which is still very underdeveloped. It is essential to raise the profile of these initiatives and strengthen partnerships between key players, such as educational establishments, institutions and eco-businesses, to ensure that NEETs are aware of these opportunities and can access them. In addition, it is important to ensure that these programmes are tailored to the specific needs of NEETs, focusing on personalised support and the development of skills relevant to sustainable entrepreneurship.

In conclusion, although France has put in place commendable initiatives to support NEETs towards entrepreneurship, challenges remain to ensure that these programmes fully reach

their target audience. By improving the awareness, accessibility and relevance of entrepreneurship support initiatives, France can make a significant contribution to empowering NEETs and promoting sustainable entrepreneurship among this population.

b) Hungary

In Hungary, national policy to address the situation of NEETs (i.e. young people not in education, employment or training) still faces a number of challenges. Support programmes and intervention strategies do not always reach the NEET group effectively and outcomes can be uneven across different regions of the country. Due to the instability of the economic environment, access to the labour market can be more difficult for NEET young people and entrepreneurial initiatives are slow to be accepted by market actors. Individual support schemes are sometimes incomplete or difficult to access, so that not all NEET young people have access to the tools and opportunities they need. There are also obstacles to international cooperation and the situation of NEETs in some areas of the country remains a cause for concern.

In the current state of education and training of NEET young people in Hungary, there are a number of challenges. Although support programmes and personalised career guidance exist, effectiveness is not uniform across the board, and there are regional disparities and a lack of opportunities. An unstable economic environment and difficult access to entrepreneurial opportunities are additional barriers for NEET young people. Current individual support systems have gaps and there are also obstacles to international cooperation. There is a need to develop and make entrepreneurship and green entrepreneurship training more accessible to NEET youth. The country needs to take strategic steps to improve the situation of NEET youth by providing more balanced and accessible training, with a particular focus on entrepreneurship and environmental entrepreneurship.

The task of the MICE Program Foundation is to highlight the importance of ethical behavior and business ethics in business and entrepreneurship. The purpose of the foundation is to spread and support ethical business practices. In addition, it provides high-quality entrepreneurship and leadership training that helps participants develop their skills and achieve their goals. Through its activities, the foundation encourages proactive, stimulating, optimistic and ethical thinking and strengthens tolerance, encourages innovation, risk-taking and independence. It supports NEETs to develop ethical entrepreneurship and leadership skills that will help them launch their businesses and achieve their goals.

OFA Nonprofit Kft.'s program focuses on preparing young people for an entrepreneurial approach who plan to start their own business in Hungary. The aim of the program is to support young people in starting and developing their businesses.

The Youth Guarantee Program is a comprehensive initiative to reduce youth unemployment and improve their life chances. The program includes a total of six service, training and mentoring consortia with experience and references in business development and business skills.

The National Employment Nonprofit Közhasznú Kft. offers various employment programs, including training and support initiatives. It mainly targets those looking for work, including NEETs, and works with businesses to facilitate workforce development.

All in all, projects, courses, and organisations are available in Hungary today, where the goal is to: promote the establishment of individual and micro-enterprises, equipping them with the knowledge necessary for sustainable and regular business operations. In addition, the training and mentoring initiatives are aimed at young entrepreneurs and job seekers under the age of 30, offering support in the development of all skills, preparation of business plans and mentoring. The program operates within the framework of grants to young individuals, including work experience support and labour support for enterprises. It emphasises professions and training in the field of employment counselling and vocational training, provides professional profiles in the field of career development and employment strategies.

It connects NEET (no education, employment or training) youth with mentors and successful entrepreneurs, fostering a culture of eco-entrepreneurship. The latter includes the integration of sustainable business practices into training modules, cooperation with environmentally friendly enterprises, and access to resources for green startups. Entrepreneurial and eco-entrepreneurial professionals and educators deliver their expertise in managing individuals and developing skills.

c) Poland

In Poland, addressing NEETs is a priority within national youth policy frameworks. There is no national youth work strategy, nor youth strategy that would include youth work as a theme. Also, there is no specific law that regulates youth work as such. As the sector is very diverse, different branches of 'youth work' in Poland may face different regulations, or lack of these. The only national level "regulation" is a description of a profession of youth worker, which suggests that such activities are related to free time organisation, educational and prevention/socio-therapeutic activities, mostly directed at marginalised youth, or youth at risk of social exclusion. However, the Polish government often implements a range of measures aimed at reintegrating NEETs into education, training, or the workforce. This includes educational and vocational programs to equip NEETs with skills for employment or further education. Employers may receive subsidies or incentives to hire NEETs. Career counselling services aid NEETs in identifying strengths and career paths, offering support with resume writing and job searching. Internship and apprenticeship programs provide work experience and training. Flexible learning options, like online courses, accommodate NEETs with diverse needs.

Several projects funded by the European Social Fund have been deployed in Poland to tackle youth unemployment and assist NEETs in acquiring skills pertinent to both the labour market and entrepreneurship. Notably, the European Social Fund Plus (ESF+) will help to build the skills individuals need for the green and digital transitions, and will significantly increase the overall number of training opportunities. Emphasising lifelong learning, inclusivity for individuals with disabilities, and a more balanced work-life paradigm – including expanded childcare provisions – holds precedence within this framework.

With a budget nearing €4.9 billion (comprising €4 billion from the EU and €850 million from Poland), the European Funds for Social Development 2021-2027 initiative is set to modernise education and training systems, enhancing service quality while preparing for the aforementioned transitions. It will also expand childcare and improve work-life balance, advancing gender equality, increasing the participation of women in the labour market.

Persons with disabilities and their families stand to gain from the program's initiatives, combating social exclusion and fostering integration into the labour market, as well as enabling better accessibility of higher education, public institutions, information, products and services. The program additionally furnishes financial instruments for entrepreneurial ventures, alongside opportunities for social economy advancement.

The Polish government, following the European Youth Guarantee initiative, has set up programs to make sure that every person under 25 gets a good chance for a job, more schooling, apprenticeship, or training after they lose their job or finish school. Recently, there's been more interest in helping young people in Poland, especially with the new Youth Fund (2022-2033) that supports youth groups and councils. However, different kinds of youth programs get money from different places, and European funding is a big help for youth groups and projects.

Projects under the Youth Employment Initiative (YEI) in Poland have focused on helping young people who are not in education, employment, or training (NEETs). They provide support like training programs, internships, and mentorship opportunities to help these young people get better at finding jobs and starting their own businesses. The goal of these projects was to make things better for young people aged 18-24 who are not in education, employment, or training. Each young person who joined the project got professional help tailored to their needs and skills. Because many of them faced challenges, they got special help like counselling and training in social skills. They attended classes with a career advisor and workshops on finding jobs, learning new skills, languages, basic computers, and driving. They also got to practise their new skills and gain experience through training and internships arranged with employers.

In Poland, there are Public employment offices. These offices often set up workshops, classes, and counselling sessions. They do this to assist NEETs in finding different job opportunities, learning how to start their own businesses, and understanding how to find a job that suits them well. These services help NEETs figure out what they want to do for work and how to succeed in the job market.

Poland has made strides in supporting NEETs, but targeted efforts in entrepreneurship and eco-entrepreneurship can further empower these individuals for sustainable success. Providing work-based learning opportunities such as apprenticeships, internships, and on-the-job training allows NEETs to gain practical experience and develop relevant skills. Professionals are increasingly offering personalised assistance to address specific barriers and foster confidence among NEETs. Collaborative efforts among stakeholders, including networking and referral pathways, enhance NEETs' access to resources. While some programs indirectly introduce entrepreneurial concepts, there is room for more explicit training on business planning, marketing, and financial literacy. Poland could enhance its focus on eco-friendly business practices by emphasising sustainable entrepreneurship, resource efficiency, and environmental impact in training. It's essential to evaluate NEETs' success beyond business setup, considering factors like skills acquisition, self-perception, and learning outcomes. Encouraging NEETs to think innovatively through workshops, role models, and exposure to successful entrepreneurs can foster an entrepreneurial mindset. Long-term programs providing ongoing support and monitoring NEETs' progress should be established.

d) Netherlands

The Dutch government is actively committed to encouraging youth to graduate from school and secure appropriate employment. To achieve this goal, the government implements policy measures and collaborates with both the business and education sectors. Municipalities specifically concentrate on providing support to individuals lacking a diploma or essential entry qualifications. Policies addressing NEETs are typically part of broader education and labour market policies aimed at supporting youth employment and education. The Dutch government has historically focused on creating opportunities for young people to acquire skills, gain education, and enter the workforce. At the national level, the cooperation among the "Ministry of Social Affairs and Employment", the "Ministry of Education, Culture and Science" and several other structures, is intensive, as they aim to tackle youth unemployment and school dropout of young people. Besides the national measures, though, and upon this issue there are other ongoing programs with the aim of engaging youth with the labour market and support them with education and training, taking place in specific regions of the country. Projects like "Together to the client", "Entrepreneurial Now", "Young Entrepreneurs", etc, set targets to support NEETs gain the proper information around the needs of Entrepreneurship and the labour market in order to be able to function effectively. These programs are tailored made to enhance the Youth with several entrepreneurial skills regarding the formation of green business. Eco-entrepreneurship encompasses diverse industries, from renewable energy and waste management to sustainable agriculture and eco-tourism. Offering training in this field provides NEETs with a broad spectrum of opportunities, allowing them to explore and specialise in areas that align with their interests and skills. The current state of training for NEETs in the Netherlands reflects a positive commitment to addressing the unique needs of this demographic. Entrepreneurship training is recognized as a valuable avenue, providing an alternative to traditional employment. However, there's an opportunity to enhance these programs by incorporating a stronger focus on eco-entrepreneurship, aligning with the global emphasis on sustainable practices. To improve the training landscape, efforts should be directed toward increasing accessibility, raising awareness, and ensuring that these programs are well-aligned with the evolving needs of the job market. Collaborations between educational institutions, government bodies, and private enterprises play a pivotal role in creating more comprehensive and tailored training opportunities for NEETs. Additionally, ongoing evaluation and adjustment of programs based on feedback and outcomes will contribute to their effectiveness and relevance in supporting NEETs on their paths towards sustainable employment and entrepreneurship.

As a conclusion, the NEETs' entrepreneurial training can contribute to environmental sustainability, job creation, economic growth, and the development of a socially responsible and competitive workforce. It aligns with global trends towards sustainability and supports government initiatives to build a greener and more resilient economy. For this reason, the enhancement of such initiatives is very crucial as the outcomes might create space for success in the field and less failure among NEETs.

e) Greece

The policy to support Young Entrepreneurs and Professionals (NEETs) in Greece is evolving through various measures and initiatives designed to encourage entrepreneurship and job creation. These policies are usually embedded in broader strategies for economic development and strengthening entrepreneurship. These initiatives generally include funding through grant schemes and encouraging innovation and research through subsidised programmes and partnerships with the private sector and educational institutions, although there is nothing specific and stable.

We believe that the situation in Greece regarding support for young people and especially NEETs needs improvement. Given that we had to search hard to find the above sources, we believe that there are still no specific policies to support NEETs and young entrepreneurs. As far as NEETs are concerned, the support is mainly focused on financial support and not on training, awareness raising, promotion and counselling which we believe they need. Those structures that provide counselling and promotion in Greece, such as community centres and the Public Employment Service, we believe that they need to promote their activities more strongly, to give more incentives for work, education and training and to make widely known the possibility for young people through these services. From the findings we understand that educational programmes, especially for NEETs, are mainly private initiatives with a non-profit character and we believe that there should be public institutions in abundance.

The Greek government has implemented a number of policies and initiatives aimed at supporting young entrepreneurs and professionals, especially those classified as NEETs (Not in Employment, Education, or Training). These measures are part of strategies for economic growth and entrepreneurship. They include funding through grant schemes and partnerships with the private sector and educational institutions, although the initiatives lack specificity and stability.

The Ministry of Labour and Social Affairs implements the enhanced youth guarantee programme through community centres established in each municipality. These centres serve as hubs for informing and guiding young people, especially those marginalised from mainstream opportunities, towards employment alternatives and useful activities. They also facilitate links with decentralised services and training opportunities, often involving local municipalities and civil society organisations.

The Ministry of Development and Investment focuses on promoting the labour and social integration of young NEETs through various means, such as vocational training, apprenticeship programmes and entrepreneurship support. In addition, the Ministry of Economy and Finance administers funding programmes such as the NSRF, which is targeted at new and start-up micro-enterprises engaged in projects involving modern technologies and innovation.

Within the framework of the National Strategy for Youth Employment, developed with various government agencies and academic institutions, efforts are being made to enhance the employment prospects of young people, improve skills and qualifications and promote an inclusive labour market. This strategy runs from 2021 to 2027 with a horizon extending to 2030, incorporating European guidelines and frameworks.

Training programmes such as YOUTHShare and NEETs on BOARD offer online platforms and initiatives to empower NEETs with basic skills, awareness and opportunities in areas such as

Social and Solidarity Economy, Blue Growth and IT. These programmes aim to reduce unemployment, integrate young people into the labour market and entrepreneurship, particularly in disadvantaged areas.

Programmes such as Odyssea and SOCIALNEET focus on vocational training and employment promotion for NEETs, with specialised programmes tailored to specific sectors and occupational profiles. In addition, organisations such as the GSEE Labour Institute and the Association of Information and Communication Technology Companies provide counselling, training and certification services to unemployed young people, particularly in areas such as Information and Communication Technologies (ICT).

These initiatives collectively seek to address youth unemployment, enhance skills and employability and create a more inclusive and dynamic labour market environment in Greece. Regarding ecology and the environment, Greece needs to develop more programmes to support NEETs and provide knowledge and awareness raising. Support in Greece seems to focus mainly on financial support and public training and mentoring structures do not seem to be sufficiently known to those seeking support for entrepreneurship.

Policies and resources at European level

There are many policies and schemes in Europe to help young people get started in eco-entrepreneurship and to help them acquire the necessary skills.

They were widely presented and developed in our white paper "Recommendations for an ecopreneurial competence framework", we will therefore only take up here the policies which have a close link with the development of entrepreneurial skills and the support of NEETs by professionals, like socio professional advisors or youth workers for example.

A fundamental measure: European pillar of social rights

The European Pillar of Social Rights sets out 20 key principles and rights to support fair and well-functioning labour markets, structured around three chapters: equal opportunities and access to the labour market, fair working conditions, social protection and inclusion. These actions will require a joint effort by Member States and the EU, with an active involvement of social partners and civil society. The Action Plan puts forward three EU-level targets in the areas of employment, skills and social protection to be achieved by 2030¹.

Policies and schemes to support youth entrepreneurship in Europe

Youth entrepreneurship is high on the EU political agenda as a tool to fight youth unemployment and social exclusion as well as stimulating innovation among young people:

- Fostering youth entrepreneurship is one of the objectives of the Europe 2020 strategy;

¹Source: European Commission - Employment, Social Affairs & Inclusion - Policies and Activities - [Delivering on the European Pillar of Social Rights](#)

- Employment and Entrepreneurship are one of the eight fields of action promoted by the EU Youth Strategy (2010-2018);
- Entrepreneurship is a key competence in the European Reference Framework on Key Competencies for Lifelong Learning (2006).

Youth work and non-formal learning play an important role in developing the creative and innovative potential of young people including entrepreneurial skills. Youth policy and programmes at EU and national level support this:

- The EU Youth Strategy Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018) includes entrepreneurship among its eight fields of action;
- The importance of youth entrepreneurship is stressed in Conclusions on promoting youth entrepreneurship to foster social inclusion of young people (Council of European Union, 2014);
- The Erasmus+ programme (2014-2020) has a strong focus on innovation and entrepreneurship, particularly in the Key Action 2 through strategic partnerships and transnational youth initiatives².

Launched in 2009 by the European Commission, Erasmus for Young Entrepreneurs is a cross-border exchange programme, which aims to help new and aspiring entrepreneurs acquire the relevant skills to run and grow a small business by working with an experienced entrepreneur in another country for 1 to 6 months. Erasmus for Young Entrepreneurs is one of the key actions of the Entrepreneurship 2020 Action Plan³.

NextGenerationEU is a recovery plan, which aims to emerge stronger from the pandemic, transform economies, and create opportunities and jobs for Europe. The EU can help fund start-up grants and loans for young entrepreneurs, mentoring schemes and business incubators, bonuses for SMEs hiring apprentices, training sessions to acquire new skills needed on the labour market, capacity-building of public employment services, career management training in formal education, investments in digital learning infrastructure and technology⁴.

Policies and schemes to foster entrepreneurial skills for NEETs and youth workers

EU Member States have committed to increasing the opportunities for youth entrepreneurship, as a way to facilitate school-to-work transition and boost employment. One of the core actions is promoting the attainment of entrepreneurial competences both in and out of school. Non-formal learning fosters experiential learning through hands-on activities like enterprise simulation and job shadowing. National authorities in the vast majority

² European Union - EU Youth Strategy - European Youth Portal - Employment and entrepreneurship

³ European Commission - Internal Market, Industry, Entrepreneurship and SMEs - Entrepreneurship and SMEs - Supporting entrepreneurship - Erasmus for Young Entrepreneurs

⁴ European Commission - Employment, Social Affairs & Inclusion - Policies and Activities - European Employment Strategy - Entrepreneurship and SMEs Youth employment support

of countries have established measures to strengthen young people's entrepreneurial competences out of formal education. Measures vary across countries (entrepreneurial skills obtained in non-formal contexts can lead to qualifications or supporting hands-on training, providing financial facilitations to young people who want to combine education and entrepreneurship)⁵.

Indeed, entrepreneurial skills, mindsets and attitudes are frequently built outside the formal education system, reflecting the nature of entrepreneurship as an activity for which expertise is gained largely by experiential learning rather than in traditional classroom education (Elert, Andersson and Wennberg, 2015) (Politis, 2015).

Entrepreneurship training for youth typically focuses on business creation and is delivered through structured courses taught in-person, thematic workshops, and online classes. Participants can learn about, for example, accounting and finance, law and legal issues, team building and personal development.

One of the key success factors in youth entrepreneurship training programmes is that the trainers are equipped with the knowledge and experience to deliver entrepreneurship modules to youth. They need to have strong communication skills and also be able to motivate and inspire young people. It is also important to use active learning methods rather than traditional classroom teaching methods. This allows students to gain hands-on experience through games, simulations and short-term projects.⁶

To meet this need, launched in 2016, and developed by the European Commission, as part of the New Skills Agenda for Europe, the Commission established a European Entrepreneurship Competence Framework (EntreComp). It intends to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. The common reference framework identifies 15 competences in 3 key areas that describe what it means to be entrepreneurial⁷. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. EntreComp was developed by the Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL).

To help youth workers to teach these skills, several schemes are put in place.

⁵ European Commission - Youth Wiki (September 2020) Comparative overviews - Employment and entrepreneurship - Measures furthering entrepreneurial competences through non-formal learning

⁶ European Commission - - Employment, Social Affairs & Inclusion - Inclusive entrepreneurship and microfinance - Policy brief on recent developments in youth entrepreneurship

⁷ European Commission - Employment, Social Affairs & Inclusion - Policies and Activities - Skills and qualifications - The European Entrepreneurship Competence Framework (EntreComp)

Funded by the Erasmus+ program, EPALE is part of the European Union's strategy to promote more and better training opportunities for all adults. This digital platform for adult education and training is a multilingual tool intended for professionals. In addition to extensive information on good practice, EPAL hosts communities of practice: online forums where people with similar interests in the field of adult education can come together in a common space to exchange information, opinions and best practices, in order to make things happen.

SALTO-YOUTH is a network of seven Resource Centres working on European priority areas within the youth field. As part of the European Commission's Training Strategy, SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies (NAs) within the frame of the European Commission's Erasmus+ Youth programme, the European Solidarity Corps, and beyond.

On the website we can find lots of tools:

- European Training Calendar is where you'll find trainings and seminars run by SALTO, European Solidarity Corps Resource Centre, Erasmus+ NAs and NGOs in the youth field
- Toolbox for Training contains hundreds of tools and activity ideas for youth work
- Atlas Partner Finding puts you in touch with thousands of youth projects, so you can build strong partnerships and apply for Erasmus+
- Trainers Online for Youth is our directory of over 500 trainers, who can deliver your international training activities.

To sum up, a large number of policies are in place at European level, but also in the various countries involved in our project, even if they are rather uneven from one country to another.

In all countries, there is a real need to improve monitoring and evaluation policies.

By improving the awareness, accessibility and relevance of entrepreneurship support initiatives for NEETs' mentors, countries can make a significant contribution to empowering NEETs and promoting sustainable entrepreneurship among this population.

II - Feedback and recommendations

1. Analysis of questionnaires (NEETS/ Accompanying persons/ NEET trainers)

In addition to the analysis of the different contexts (Europe, France, Hungary, Poland, Netherlands, Greece), partners chose to interview former NEETs and accompanying persons (coaches/social/youth workers) supporting NEETs to better understand how NEETs were supported to become eco-entrepreneurs and how the ones supporting them are/were trained to do so. The results are used to formulate recommendations on the future training of youth/social workers supporting NEETs.

a) Methodology Profiles interviewed

- 5 Former NEETs (France, Hungary, Greece)
- 7 Accompanying persons (all countries of the consortium)

An interview grid was designed for each person's profile.

For each one, one main objective has been set:

- NEETs: getting information on the support and training techniques used by the youth/social workers and or/support systems that the former NEET received. Underlining the needs and/or expectations of NEETs in order to pursue eco-entrepreneurship.
- Accompanying persons for NEETs: identifying the educational pathway of accompanying persons, the trainings available for them, their needs and expectations on a training to (better) support NEETs on eco-entrepreneurship

The aim was also to encourage them to participate in the project.

Interview process:

- Presentation of the project EcopreNEETS to the person interviewed
- guided interview questions
- Method: recording and transcribing of the interview
- Duration: 1h

b) Profile of interviewees

NEETS	Name	Gender	Age	Statuts/profession/enterprise
France	Isabelle SWANN	F	32	Eco-entrepreneur – local biological grocery
Greece	Kardara MARIGO	F	35	Handmade jewellery with ecological process and products (GR)
Greece	Efstratios SEFEROPOULOS	M	36	Animal hotel with energy optimisation and preservation of biodiversity (GR)
Hungary	Zsombor SZEKERES	M	26	Sustainable biodegradable packaging solutions (HU)
Hungary	Balazs KOVACS	M	27	Sustainable organic agriculture production with educational (HU)

Accompanying persons	Name	Gender	Age	Statuts/profession/enterprise
France	Olivier PALLAUD	M	54	Director of a local mission
France	Romain MINEUR	M	41	Training manager of an NGO
Greece	Nikolaos AVGERINOS	M	52	Self employed
Greece	Chrisanti PALIOU	F	62	Agricultural and farming company
Hungary	Istvan NAGY	M	44	Coach/professional
Netherlands	Lotte VAN DER BERG	F	36	Job coach
Poland	Wojciech KOWALSKI	M	40	Consultant

c) Analysis of questionnaires/interviews

All the interviews were transcribed and appended to this document. To analyse them, the consortium decided to keep the answers by profile and to study each question individually. The aim was to give a summary and analysis of the responses obtained in relation to our expectations. As a reminder, the results are used to formulate recommendations on the future training of youth/social workers supporting NEETs.

General information relative to the cross section :

The profile of « former » NEETs

In the application it was suggested to interview 3 NEETs for this small study. The consortium decided to have at least 5 and to concentrate in the “former NEETs” status so their feedback could have a step back reflection on their path.

The study of the results of the interviews carried out with the 5 “former” NEETs is not intended to represent and analyse the situation and characteristics of “former” NEETs in the different countries. Nevertheless, efforts were made to ensure diversity of paths and background in the profiles interviewed, as detailed in the points below. The “former” NEETs interviewed are from France, Greece and Hungary. These three countries were picked up because it is where the testing on training (WP3) and incubation (WP4) will be organised.

The profile of the accompanying persons

The consortium decided to choose different profiles and structures to show the diversity of professionals supporting NEETs and overall young people in pursuing their professional path. All partners identified one or two professionals that were willing to share their educational and professional path and include recommendations on methods, tools and actions that would be useful for professionals working with NEETs and the future training for professionals proposed by EcopreNEETs project.

The open-ended interview method is designed to encourage qualitative rather than quantitative feedback, which is why we chose to interview 5 “former” NEETs and 7 accompanying persons, not more. As the sample is small, the aim is not to produce purely statistical data, but rather to obtain information on information and methodologies that will be useful and effective for the training of trainers (WP3).

“Former” NEETs interview analysis :

Support received by coaches/trainers/structures

The “former” NEETs interviewed had different experiences and visions of support:

- Family and peers
- Technical support organisations
- Financial support organisations
- Networks

Also there identified types of support:

- Online
- Offline (trainings, meetings, coaching)

Only one “former” NEETS was not supported by an organisation and created his business with his family support.

Here is what the interviewed persons identified as the support received to become an eco-entrepreneur:

- **A mentor, a coach** (for information, training, motivation...). There is a need to have “an open ear”, a person who helps to understand procedures, helps to find solutions but also motivates the future eco-entrepreneur. For “former” NEETs it was difficult to see the end of the road, to feel capable of enduring procedures, to wait for decisions, to be hopeful.
- **Training sessions on business world and sustainability.** Not all “former” NEETs had previous work experience, or a training in business, or even thought to get a training on it before engaging in the field of eco-entrepreneurship. One interviewed person identifies the need to pay for training to become an eco-entrepreneur as a major obstacle for young people (specially NEETs) to get preparation on these matters. All “former” NEETs raise the importance of organisations that have a supporting role to young people for free (public service).
- **Financial support.** For all “former” NEETs there was a need to have financial support to be trained, to create the business (start-up support), to survive during the preparation phase (support for unemployed people as an example). The majority used their savings to support their enterprise. One of them had support from the state and municipalities to create the business (premises and financial backing)
- **Opportunities of Networking.** For all “former” NEETs it was important not to be isolated, to get to work with other future eco-entrepreneurs, to have access to success stories/role models, to use collective intelligence to get solutions but also to create a support network for the further steps in the development of their business.

Expectations in terms of support/recommendations :

‘Former’ NEETs identified subjects and procedures that would have been useful for their process on becoming an eco-entrepreneur:

- To have structures that propose information and training on eco-entrepreneurship for free and to give more visibility to these kind of structures
- To develop more trainings with an ecological perspective as it is not something that is really introduced in the trainings for entrepreneurs as the “glasses” to put when you think about developing your business
- To offer more opportunities of networking and meeting peers and success stories to motivate and encourage.
- The role of mentors and coaches are essential in different phases of the building of the eco-business. Coaches and mentors may change but the idea is to have the availability to meet/call when needed and/or have a follow up “how is it going?”
- Lifelong learning and learning modulation (online, offline, 1 week, 2 days, 1 year...) is essential to adapt to the entrepreneurial process
- Create financial support systems for future eco-entrepreneurs with less opportunities (NEETs)

Accompanying persons interview analysis :

Educational pathways

The 7 accompanying persons have different educational pathways and experiences before becoming an accompanying person. Between a training in electric engineering, economical science, mediation and production engineering, master in biology as university degrees to short and long term trainings to improve their skills in order to support unemployed and more specifically NEETs. There is a common ground – give meaning to their work and improve their skills and capacities throughout their professional life.

The interviewed explained the types of training they decided to pursue in their adult life after their university degree (may it be their own decision or their structure proposition): project methodology, coaching, sustainability (in business management, economy, branding...) and even mental health. A path of continuous education and hands-on experience.

Work place - Type of structures

The accompanying persons are from different structures. Some are entrepreneurs (consultancy, coaching), some are from the public sector and offer services to unemployed and NEETs, others host young people in collaboration with high schools and universities that wish to motivate young people to pursue sustainable careers (agriculture...) and finally some of the structures support the ecological transition of entrepreneurs.

Support offered to unemployed and specifically NEETs in entrepreneurship and eco-entrepreneurship

The support offered is very diversified. Between coaching, training, offering presentations of different kinds of jobs and/or training, finding jobs or supporting the creation of business (financial help, networking) online and offline. All accompanying persons agree that there is a lack of standardisation of training contents to become an eco-entrepreneur. So their structures (and themselves) apply their self-knowledge, their studies, their self-learning (articles, online and offline learning) and try to learn as much as they can, to support the unemployed and specifically NEETs. There is a constant necessity to adapt to the public (their way of learning, their ambitions, their capacities...) and keep informed of documents, laws and methodologies to support them.

The motivation of NEETs is also very important as engaging in training and/or in a reflection on a future eco-business can be a big challenge. One structure (France) has given the example of badges as a way to validate/certify the learnings and engagement of NEETs in these processes.

Expectations in terms of support/training for accompanying persons /recommendations

The interviewed believe the lack of standardisation obliges the accompanying persons to develop a lot of research and self-learning to accomplish their work supporting the future eco-entrepreneurs. These are their suggestions in matters of support/training for accompanying persons:

- To offer sustainability assessment tools, encompassing life cycle assessments and carbon footprint calculators to give insights into the environmental impact of ventures
- To create platforms providing green business planning resources, eco-design and innovation tools, and environmental impact measurement instruments that can guide entrepreneurs in fostering environmentally conscious practices.
- To give access to eco-market research tools in order to understand sustainable market trends,

- To create collaboration and networking platforms that foster connections within the eco-entrepreneurial community and stakeholders in the world of employment and reintegration.
- To offer financial tools tailored for sustainable ventures, including impact investing and green financing options to contribute to holistic eco-entrepreneurial training
- To create a database of experts, eco-entrepreneurs that can give examples of "success stories" but also paths to develop eco-businesses

Nurturing a comprehensive toolbox ensures that accompanying persons and NEETs have access to a diverse array of resources, aligning with the dynamic landscape of sustainable business practices.

The support/training for accompanying persons must be adapted to their needs and schedule. It should be modular, online, hybrid and/or offline. It should enable them to exchange their learnings with teammates and trainers and give them the chance to adapt the tools presented to their territory, structure, public...

2. Recommendations

By taking into account the commitments made in the project proposal, the recommendations made in the white paper and adding this report, we can conclude a list of recommendations for the training of trainers which will help us to produce a product in line with the current situation and the expectations of the parties concerned.

Method recommendations

We are committed to implementing the methodology for training the trainers based on sustainability and the development of an eco-preneurial mindset for NEETs. With the aim of replacing obsolete practices and integrating a varied range of activities, building on the valuable feedback received from NEETs, former NEETs, eco-entrepreneurs and youth workers/accompanying persons.

In order to do so the support and training for accompanying persons should be flexible and inclusive, tailored to their individual needs and availability. It should offer a variety of modalities, including modular online, hybrid, or offline sessions, ensuring accessibility and adaptability. Facilitating peer-to-peer learning and collaboration among teammates and trainers is vital, fostering knowledge exchange and collective problem-solving. Incorporating concrete methods of non-formal education, such as debate, co-construction of resources, and gamified learning activities, would enhance engagement, critical thinking, and empowerment among participants, enabling them to effectively adapt tools and strategies to their specific contexts and communities.

Content recommendations

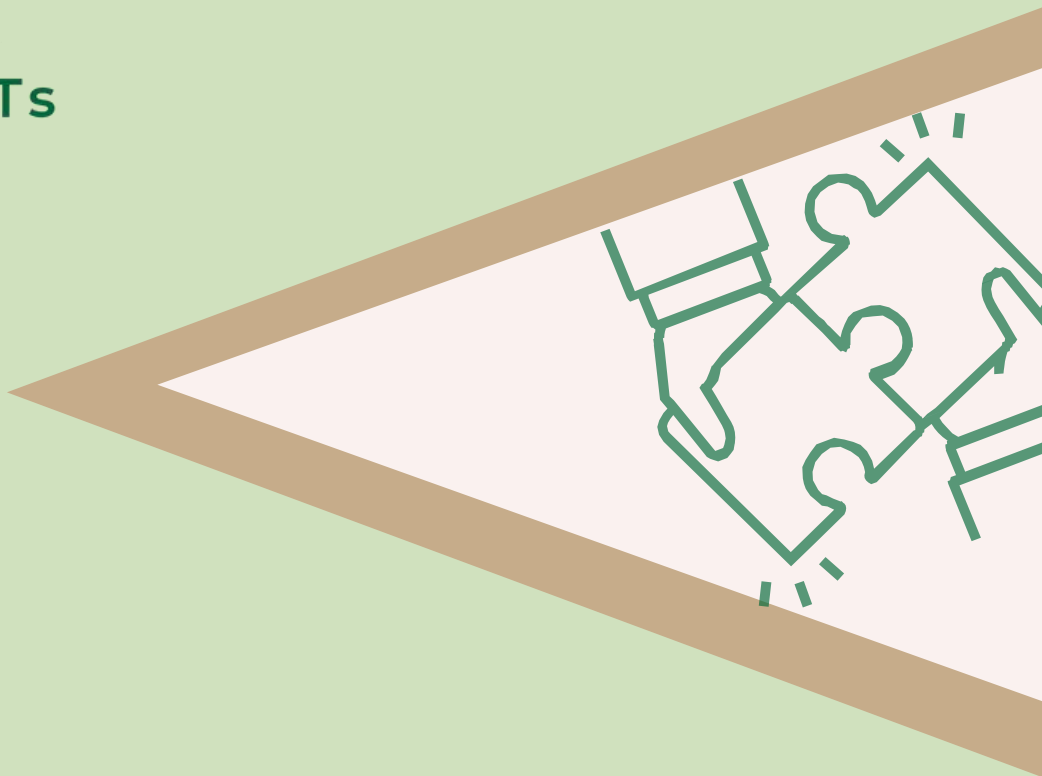
- **Understanding eco-entrepreneurship** : is pivotal for trainers as well. In parallel with NEETs, they must grasp the intricacies of this field, including its scope, diverse professions, and pathways for entry. Indeed, the interviews highlighted this lack of knowledge and the need for training for NEETs and social/youth workers/accompanying persons. Additionally, trainers must develop a robust comprehension of environmental issues, recognizing their significance within the context of eco-entrepreneurship. This multifaceted understanding will equip them to

effectively guide NEETs towards environmentally conscious entrepreneurship and sustainable practices.

- **Knowing the existing tools:** The lack of resources and visibility on the actions and practices that can be put in place to develop an eco-business was raised. This tells us that it is important that we give our learners better visibility on the tools that exist today, whether they are to help create a business, in the ecological management of a business, or to help create a network. Nurturing a comprehensive toolbox to ensure that accompanying persons and NEETs have access to a diverse array of resources, aligning with the dynamic landscape of sustainable business practices. This toolbox can manifest in various forms, such as an online platform featuring interactive modules, downloadable resources, and community forums for discussions and networking. It could also be distributed as a drive containing curated documents, templates, and guides that can be accessed offline. Alternatively, a forum could be established where regular updates and discussions on eco-business practices are shared. Regardless of its form, the toolbox should (if possible) be regularly updated to reflect the latest trends and developments in sustainable entrepreneurship.
- **Networking :** plays a pivotal role in eco-entrepreneurship, as emphasised by insights from our interviews. It's vital for NEETs to connect with potential partners, fellow network members, and inspirational figures for learning and motivation. In WP3, we will prioritise the development of networking skills among trainers. This involves equipping them with the tools and strategies to facilitate connections between NEETs and local eco-entrepreneurs. Practical approaches could include organising networking events, establishing mentorship programs, or leveraging digital platforms for communication. By fostering these connections, trainers can empower NEETs to tap into the resources and support network of the eco-business community, thus enhancing their journey towards eco-entrepreneurship.
- **Ongoing support :** the role of mentors and coaches is essential in the various phases of setting up an eco-business. Coaches and mentors can change, but the idea is to have the necessary availability to meet/call if necessary and/or to follow up on "how things are going". More generally, the human aspect is an essential recommendation, because NEETs need to be supported according to their needs, doubts and questions. Trainers already do this in their day-to-day work, so we need to offer them solutions, tools and innovative methods (online or offline) to help them support NEETs and /or give a space/an opportunity of practice exchange during the training.
- **Support for the MOOC :** trainers should thoroughly familiarise themselves with each thematic module, actively engage NEETs in discussions and interactions within the platform, provide timely clarification and support, and encourage critical thinking and application of learned concepts. They should supplement the MOOC content with additional resources and opportunities, monitor NEETs' progress, offer constructive feedback, and assist in goal setting and action planning. Cultivating a supportive learning community, staying updated with industry developments, and continuously evaluating and refining training strategies are also essential for effective accompaniment of NEETs through the MOOC. Additionally, trainers must recognize that the MOOC is online and that not all NEETs have easy access to digital resources. Therefore, trainers should be prepared to accommodate diverse needs and

preferences, offering alternative means of communication and resources for those with limited digital access, ensuring inclusivity and accessibility for all participants.

- **Soft skills** : are indispensable for NEETs venturing into eco-entrepreneurship as they play a pivotal role in navigating the complexities of business and fostering success. Beyond technical knowledge, soft skills such as communication, teamwork, adaptability, and problem-solving are crucial for building relationships, collaborating with stakeholders, and responding to the dynamic challenges inherent in sustainable entrepreneurship. However, it's important to note that these vital soft skills are not currently present in the MOOC curriculum. Therefore, it is imperative to enhance our train-the-trainers program to include the teaching of tools and methods for developing soft skills among NEETs. This addition will empower trainers to effectively impart essential soft skills to NEETs, equipping them with the holistic skill set necessary for success in eco-entrepreneurship.
- **Eco-anxiety** : As we are providing training in eco-entrepreneurship, it's important to recognize that we may be working with young NEETs who possess a high level of ecological awareness. Eco-anxiety is a significant challenge for these individuals, especially those with heightened ecological sensitivity. As we develop a training course for NEET trainers, it's crucial to address this issue proactively. Trainers need to be equipped with the knowledge and skills to support NEETs effectively, including providing comprehensive education on eco-anxiety and using empathetic communication techniques. Integrating coping mechanisms like mindfulness and encouraging positive action on environmental issues can help NEETs manage their eco-anxiety. Prioritising eco-anxiety awareness and effective support strategies will promote NEETs' overall well-being and resilience.



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