



ECOPRISE

WP4- Pilot-testing of the Ecoprise Course

D4.1: Ecoprise Course Schedule



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D4.1 Ecoprise Course Schedule

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List of abbreviations

Abbreviation	Full Term / Description
D4.1	Deliverable 4.1 – <i>Ecoprise Course Schedule</i>
DeepTech	Deep Technology (innovation based on advanced science or engineering)
EACEA	European Education and Culture Executive Agency
EB	Expert Board
EBL	Experiential-Based Learning
ECQA	European Certification and Qualification Association GmbH
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications Framework
GDPR	General Data Protection Regulation
GEN	Global Ecovillage Network
HEI	Higher Education Institution
LM	Labour Market Partners (<i>The Critical, GrantXpert, LAND, MB Žalasis judėjimas</i>)
LMS	Learning Management System
MOOC	Massive Open Online Course
Mxx	Project month (e.g. M20 = Month 20 of the project)
NPWG	National Piloting Working Group
QA	Quality Assurance

SDG	Sustainable Development Goal
SO	Specific Objective (e.g. SO3 – Pilot test the Ecoprise course)
T4.x	Task 4.x within Work Package 4 (e.g. T4.1, T4.4)
UNS	University of Novi Sad
VET	Vocational Education and Training
WP	Work Package

Introduction

Project Summary

Current challenges at international level, such as climate change, environmental degradation, rising unemployment rates, have shown the urgent need to adopt more sustainable approaches in our lifestyles and productive systems. Yet, a real transition to a culture of sustainability can only take place if people are equipped with proper skills and encouraged to come up with innovative entrepreneurial initiatives.

Within this context, Ecoprise intends to promote a new entrepreneurial model and skillset for a new professional figure, the Ecoprise Designer, able to contribute to local regenerative development, promoting a harmonious coexistence between human life and nature within enterprises. To this aim, the project will create a multi-sectoral alliance bringing together Higher Education Institutions, VET providers, enterprises and non-profit associations to develop a multi-disciplinary course on Ecopreneurship, i.e., future-oriented social entrepreneurship through ecovillage design, inspired by the 4 dimensions of sustainability, and recognised through micro-credentials and through a European certification. The international pilot-testing of the newly-created course and its impact analysis will ensure its efficacy and transferability, while fostering new professional interactions.

Additional opportunities for peer-learning and exchange of knowledge will be offered throughout the project, in order to stimulate people's willingness to take action for a real change in lifestyles and production systems. The participatory and collaborative approach at the basis of the project will contribute to its long-term sustainability, supported by the use of different communication channels, reaching out to a multi-sectoral community at local and international level. Tailored actions are envisaged for stakeholders' engagement and exploitation of results, including the creation of local incubators, formed by learners completing Ecoprise course, acting as project ambassadors.

In such a context, ECOPRISE has the following **specific objectives**:

- Identify successful examples of social enterprises and ecovillages and analyse existing skill gaps in the two fields in order to design a tailored entrepreneurial model and a new professional profile able to support its deployment: the Ecoprise Designer.

- To develop an online Ecoprise design course, as a cross-sectoral international study programme inspired by Ecovillage Design Education, and to identify related Learning Outcomes paving the way for its European recognition.
- Pilot test the Ecoprise course to ensure that its final version fully responds to real needs and fills existing gaps, thus contributing to creating a new generation of Ecopreneurs through a diversified learning approach, including work-based learning experiences.
- Ensure effective evaluation of the project activities and enhance the transferability and international recognition of the newly-created Ecoprise course, by finalising it based on a thorough impact analysis and certifying it through Micro-credentials.
- Stimulate more sustainable business practices, raise awareness on Ecoprise core topics and mainstream its results and approaches with key stakeholders and policymakers.

Therefore, throughout 36 months, ECOPRISE partners will conduct the following **activities**:

- Identification of successful examples of social enterprises and ecovillages and analysis of existing skills gaps in the two fields.
- Development of the Ecoprise Model, reference point for the following actions, and the Skillset for Ecoprise designers.
- Development of the Ecoprise design course and the Ecoprise training Vandemecums, for trainers and learners.
- Pilot testing of the Ecoprise course, contributing to generate new Ecopreneurs through a diversified learning approach, including work-based learning experiences.
- Set up and consultations with Expert Boards in Italy, Portugal, Serbia, Lithuania, Greece and Cyprus, composed of social entrepreneurs, ecovillage experts and educational and/or training institutions members, throughout the entire project.
- Set-up of 6 local Ecoprise incubators in Italy, Portugal, Serbia, Lithuania, Greece and Cyprus.
- Celebration of YouPrise Workshops organised in VET schools and HEIs, sharing the new model and boosting students' entrepreneurial mindset.
- Policy Hacks and creation of Ecoprise case studies.
- Organization of two Ecoprise European Summits: Digital Summit and a EU roundtable.
- Hosting of 5 local forums in Portugal, Serbia, Lithuania, Greece, Cyprus, and the Ecoprise Final International Forum, in Italy.

The project activities will address the following **target groups**:

- Established/aspirant Entrepreneurs in the fields of rural/social/cultural entrepreneurship, interested in expanding and varying their offer and in making their business more sustainable;
- Civil Society Organisations' representatives wishing to explore the potential of social economy and new ways to provide a multi-faceted, socially valuable offer;
- Professionals in disciplines relevant to Ecovillage design, e.g., ecologists, designers, artists, interested in supporting future-oriented entrepreneurs in setting up their Ecoprise;
- VET/HE providers & trainers, who shall support future Ecopreneurs through specialised training.

Therefore, the following **results** are expected:

- Better awareness and understanding of current trends in the fields of social entrepreneurship and ecovillage design;
- Upskilled professionals, thanks to the development and testing of a multidisciplinary educational programme for future Ecoprise Designers, enabling them to put into practice the acquired knowledge by designing their ideal Ecoprise;
- Increased capacity of VET and HE trainers to respond to today's social and professional trends, and keep pace with the digital transition;

- Creation of new communities and networks of key professionals, such as 6 Expert Boards and 6 local Ecoprise incubators.

Start – end date: 01/02/2024-31/01/2027

Overview of the Work Package 4 – Pilot-testing of the Ecoprise Course and development of learners’ projects

Work Package 4 (WP4) – Pilot-testing of the Ecoprise Course and development of learners’ projects is central to achieving the project’s educational and capacity-building goals. It is led by the **University of Novi Sad** and will be implemented in the period M20 – M31 (**01/09/2025 – 31/08/2026**). Over the period from **September 2025 to August 2026**, WP4 will engage at least 300 learners from six implementation countries (**Italy, Serbia, Portugal, Lithuania, Cyprus, Greece**) in a structured and practice-oriented training. WP4 involves a comprehensive process of testing, practice and evaluation, aligned with Project’s *SO3 - Pilot test the Ecoprise course to ensure that its final version fully responds to real needs and fills existing gaps, thus contributing to create a new generation of Ecopreneurs through a diversified learning approach, including work-based learning experiences.*

WP4 includes five interconnected tasks, as shown in Table 1.

Table 1. Work package 4 tasks and timeline

Tasks	Duration	Milestone	Deliverable
T4.1 Definition of the training schedule & recruitment of participants	09/25 – 02/26	MS6 Completion of the International Pilot testing (M31) Completion of the piloting in partner countries, with 75% of learners completing min. 80% of the course.	D4.1 Ecoprise Course Schedule (M21) A schedule providing a timetable for the piloting delivery, scanned by the interim assessment deadlines.
T4.2 Ecoprise course delivery	11/25 – 06/26		
T4.3 Local Study-visits & work-based learning experiences	11/25 – 05/26		
T4.4 Development of learners’ projects and final assessment	02/26 – 06/26		
T4.5 International Study Visit	07/26 – 08/26		

WP4 main Indicators of achievement are as follows:

- ✓ 300 learners across 6 implementation countries involved in the Ecoprise course piloting in two rounds, and attending at least 1 national study visit and 1 international panel.

- ✓ 10 online international panels organised (5/round), including introductory session by GEN and 1/LM partner (The Critical, GrantXpert, LAND, MB Zaliasis judejimas).
- ✓ 24 local study visits arranged (4/implementation country, i.e., 2/piloting round).
- ✓ 24 learners from 6 implementation countries selected based on the quality of their final individual project, and involved in an international study visit in Lithuania (4 days).
- ✓ 12 staff members (1/partner) participating in the international study visit in Lithuania.

Main purpose and objectives

The purpose of these document is to define the framework for the training schedule, provide clear instructions and shared standards for the delivery of the Ecoprise course during the pilot phase and provide partners with a step-by-step recruitment procedure to ensure the participation of ~300 learners across **six implementation countries (Italy, Serbia, Portugal, Lithuania, Cyprus, Greece)**, guaranteeing consistency, transparency and inclusivity in the recruitment process across all partners.

The 1st version of Ecoprise course will be piloted through an international testing in two rounds (respectively by M21 & M25) in 6 implementation countries supervised by UNS and CESIE. All implementing partners will recruit two groups of participants, advertising the Course in their country, supported by GEN through its international network and by the Associated Partners.

As a starting point, this document has following **objectives**:

- To design a harmonized training schedule for the international piloting of the Ecoprise course.
- To establish a transparent, inclusive, and consistent recruitment process across all implementation countries.
- To secure the participation of approximately 300 learners (at least 50 per country) who will be actively engaged in the two piloting rounds.
- To align recruitment and scheduling with the broader objectives of WP4 and the Ecoprise project.
- To establish delivery framework, delivery modes (synchronous and asynchronous, online and in-person), allocation of responsibilities among partners, and operational processes to be followed during implementation.

The scope includes principles of learner engagement, communication standards, and quality assurance measures to guarantee a consistent and high-quality learner experience across different contexts. Considering the structure and complexity of the piloting activities, UNS, as a responsible partner and Work Package leader, provided partners with **four separate guidelines**, for each task in responsibility of UNS, in order to have a smooth implementation process and more complex deliverable.

The final task is related to an international study visit in Lithuania and short instructions will be shared upon completion of Ecoprise course delivery, as explained within this document and separate guidelines, respectively.

This document and guidelines are based on Project's established methodology, as described in following paragraphs.

Cooperative and participatory approach: multi-stakeholder cooperation represents the core, overarching framework of the whole project, shown in Ecoprise partnership itself, bringing together different professional worlds and facilitating exchange during the

international camp for staff, but also in the varied target groups addressed. This approach will be adopted during the piloting phase, where international learners will be asked to interact with each other and to actively participate by developing their own Ecoprise projects.

Experiential learning & work-based learning: experiential learning will enable partners and learners to practically interact with the surrounding world, analyse different realities and learn by experience. This approach focuses on the individual process of learning, starting from observation and interaction with the surrounding environment, discovering and experimenting, as the basis for reflection on how to act in different contexts in the future. This methodology will specifically be adopted during the study visits (local and international) which will be organised as an integral part of the course piloting:

Study visits: The visits will be a unique work-based, experiential learning experience both for the Course participants, to put what they have learnt in practice, and for partners' staff, focusing on 2 interrelated competence areas: envisioning sustainable futures and acting for sustainability. Local study visits will enable all testing participants to create new business contacts and experience the application of the concepts at the basis of Ecoprise Course, inspiring them for the creation of their own Ecoprise model. At international level instead, the organisation of a study visit in Lithuania will foster an EU-level comparison of how best to apply this model to the entrepreneurial dimension. Therefore, both local and international study visits will also have an impact on project partners' staff, as they will strengthen the connection of their learning offer to the needs of the labour market and will benefit from enhanced opportunities of peer-to-peer learning at international level.

The document is intended for all those involved in the operational delivery of the Ecoprise course, teachers/trainers and supporting staff, as follows:

- **National tutors** - responsible for planning, scheduling, and overall monitoring of delivery in their country.
- **Teachers/trainers** - responsible for content delivery, learner support, and adaptation of teaching methods to local contexts.
- **Course administrators and supporting staff** - responsible for administrative, logistical, and technical support, ensuring smooth implementation.

Roles and Responsibilities

Besides partners from implementation countries, the whole consortium will support the WP4 implementation, but also promotion and dissemination on national and international level. Main responsibilities are presented in the table below.

Table 2. Roles and responsibilities for T4.1 task

Role	Responsibilities	Partners
Supervision	Overall course coordination, supervision, monitoring, quality assurance and reporting. Coordination of training schedule and recruitment monitoring.	UNS, CESIE ETS

Recruitment and Selection	National recruitment, promotion, selection, onboarding.	CESIE ETS, LAND, ISCTE, GEN, UNS, The Critical, EUROTRAINING, CSI, GrantXpert, MB Žaliasis judėjimas
Course delivery	Deliver synchronous sessions in their areas of expertise, following responsibilities and assignments in modules development in previous activities, direct learners' support, as well as guidance or mentoring until final assessment.	Content delivery partners, LM (Labour Market partners).
Local study visits	Organize local study visits within the Ecoprise project to provide participants with a unique work-based, experiential learning experience that complements the theoretical content of the course.	Content delivery partners or LM (Labour Market partners), depends on a budget and national arrangement.
International study visit	4-day study visit in Lithuania to EU-level comparison of how best to apply the Ecoprise model to the entrepreneurial dimension.	MB Žaliasis judėjimas + all partners.
International online panels	Delivering 10 international online panels/5 per round.	GEN (organises introductory international panel), Labour Market (LM) partners (The Critical, GrantXpert, LAND, MB Žaliasis judėjimas): each responsible for hosting 1 international panel per round.
Promotion Support	Dissemination via Project and partners' channels, national and international networks.	GEN + All partners, Associated Partners.
Quality Assurance	Monitor recruitment quality, diversity indicators, reporting.	UNS.

National piloting working groups

The National piloting working groups (NPWG) are country-level teams supporting the pilot-testing of the Ecoprise Course. They ensure learners' recruitment within task "T4.1", but also will support effective course delivery, high learner engagement, and the collection of practical insights to improve the course. Each working group member acts as a bridge between learners, local stakeholders and the national Project partners, coordinating national activities and monitoring piloting outcomes.

The National Piloting Working Groups (NPWG) represent the core operational structure for the pilot implementation of the Ecoprise Course in each partner country. Each NPWG consists of two **National Tutors** and one **Course Administrator**, whose coordinated roles ensure consistent quality, learner engagement, and the effective flow of information between local and international levels. The first National Tutor is responsible for **learner recruitment and engagement**, overseeing transparent selection procedures, motivating participants, and monitoring their active involvement in all course components. The second National Tutor focuses on **learner support and project guidance**, providing academic mentoring, monitoring learners' progress, and facilitating the development of individual projects aligned with Ecoprise's sustainability and entrepreneurship objectives. The **Course Administrator** manages the logistical, administrative, and technical aspects of course delivery, including scheduling, documentation, and support for the MOOC platform, while maintaining regular communication among tutors, learners, and national stakeholders. Collectively, NPWGs ensure the coherent and inclusive implementation of the Ecoprise Course, fostering collaboration, learner-centred support, and high-quality outcomes across all implementation countries.

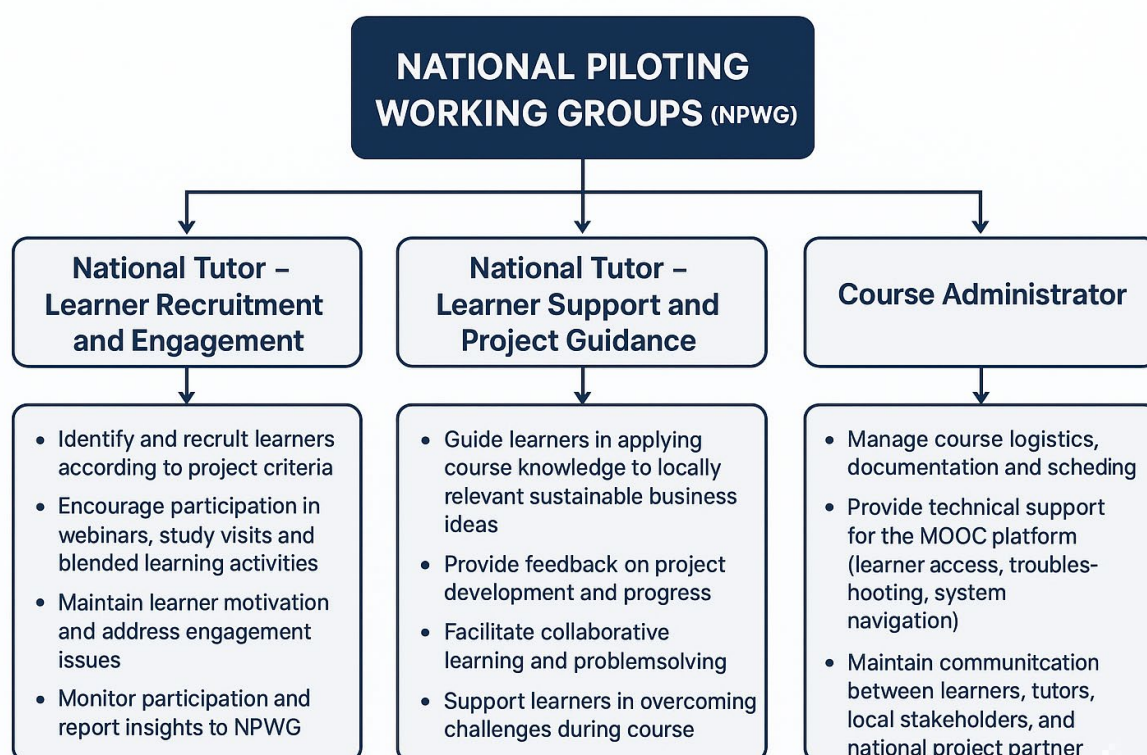


Figure 1. Scheme of NPWG structure and roles

NPWG members are shown in the table below and will serve as a contact list at the same time for the implementation activities.

Course Delivery Framework

Pedagogical approach

The Ecoprise course is designed around a **learner-centred, project-based pedagogy** that places participants at the core of the learning process. Learners are not only recipients of knowledge, but active co-creators, applying concepts to the design of their own sustainable entrepreneurial projects. This pedagogical orientation prioritises experiential learning, collaboration, and inclusivity, ensuring that participants can connect theory with practice while engaging in meaningful exchanges across cultural and professional backgrounds.

The approach emphasizes:

- **Experiential learning** through project development and study visits.
- **Collaborative learning** via international panels where learners interact with experts and peers across partner countries.
- **Inclusivity and diversity**, ensuring participation from different educational, professional, and demographic backgrounds, while fostering gender balance and representation of underrepresented groups.
- **Competence-based outcomes**, where learners are assessed on their ability to design a comprehensive Ecoprise model integrating sustainability, social innovation, DeepTech solutions, and green practices.

Methodology

The **Ecoprise course contains five modules** (<https://ecoprise.eu/online-course/>) and it is structured as a **12-week blended programme**, combining online learning, local study visits, and international panels. Learners are expected to dedicate approximately **10 teaching hours per week**, which results in a **total workload of around 120 teaching hours**. This corresponds to **20 ECTS credits at EQF level 5** (with the option of receiving micro-credentials per module).

The course is delivered in **2 rounds in 6 implementation countries** (Italy, Portugal, Serbia, Lithuania, Greece and Cyprus):

- **Round 1:** November 2025 - January 2026
- **Round 2:** February - May 2026.

Learners are expected to:

- **Participate actively in five asynchronous self-study modules** (Module 1 - 5) which provide foundational knowledge and allow participants to progress at their own pace while respecting the overall training schedule, and **complete assignments on time**.
- **Complete four case study analyses** for each module (Module 1 - 4) using the official Case Study template available on the MOOC platform, in the section dedicated to Module 5. The Practical Unit
- **Attend synchronous online sessions** delivered by partner institutions (highly recommended, but not mandatory).

- **Participate in at least one international panel**, and **one local study visits** to local sustainable social enterprise in their home countries, which demonstrate the practical implementation of Ecoprise principles and, where possible, showcase DeepTech applications.
- **Develop and present an individual project** - their own “ideal Ecoprise”.The course culminates in the submission and final interview presentation of each project. As a special opportunity, the four most promising projects per implementing country will be selected for participation in the international study visit in Lithuania (planned for July or September 2026). This 4-day event will provide hands-on experience, networking, and advanced mentoring.

Participation in the course is provided free of charge and on a voluntary basis. Learners may withdraw at any stage, by notifying the project team. However, **for the pilot testing phase it is required that at least 75% of learners develop a final project and complete the course.**

Recruitment of participants

Target groups

Recruitment will focus on learners with an interest in sustainability, green and circular economy, and the integration of DeepTech solutions into social enterprises.

Students and recent graduates exploring innovative business models
Individuals motivated to develop projects with social, cultural, and environmental value
Adult learners and professionals interested in sustainable entrepreneurship
Established or early-stage business founders/Entrepreneurs
Civil Society Organizations/Members
Professionals in disciplines relevant to Ecovillage Design
VET/HE providers & trainers
Public authorities, local development agencies, urban planners and architects

Figure 2. Main target groups

Main target groups were identified in the Project preparation phase and updated, later on, during the first period of the implementation.

Students and recent graduates exploring innovative business models, potentially benefit in: gaining knowledge on sustainable and green entrepreneurship models; gain relevant certificates and recognitions; developing skills to design and test innovative business ideas aligned with the green transition; learning from EU-wide case studies of ecovillages and social enterprises, accessing networking opportunities and building visibility for future employability or start-up initiatives.

Individuals motivated to develop projects with social, cultural, and environmental value, potentially benefit in: support in shaping ideas into practical and impactful projects; exposure to methods that integrate sustainability, cultural regeneration and social resilience; inspiration from successful practices of green social enterprises across Europe; opportunities to connect with like-minded changemakers and stakeholders.

Adult learners and professionals interested in sustainable entrepreneurship, potentially benefit in: upskilling in digital, green and resilience competencies relevant for career growth; adapting existing professional expertise to sustainable and regenerative business contexts; practical insights from ecovillages and sustainable enterprises in the EU; participation in networking and knowledge-sharing activities to strengthen employability and collaboration.

Established or early-stage business founders/Entrepreneurs potentially benefit in: learning opportunities for strengthening their digital, green and resilience skills; innovative models and approaches to make their business more sustainable and able to keep pace with the green and digital transition; Good practices and experiences of ecovillages and green social enterprises from across the EU; networking events and chances for better visibility and employability.

Civil Society Organisations potentially benefit in: learning opportunities to modernise their services, and products, making them more environmentally sustainable and socially valuable; innovative approaches to social entrepreneurship, integrating principles of ecovillage design and circular economy; good practices and experiences of ecovillages and green social enterprises from across the EU; networking events and chances for potential cooperation at local and EU level.

Professionals in disciplines relevant to Ecovillage Design (ecologists, permaculture experts, teachers or facilitators, regenerative designers, artists) potential benefit in: recognizing the local, national and EU trends in the field of social entrepreneurship, aimed at the adoption of more sustainable approaches; future-oriented approaches to support aspirant Ecopreneurs in the creation of their own business; networking events and chances for creating new professional contacts at local and EU level.

VET/HE providers & trainers potentially benefit in: upskilling opportunities and open resources to modernise their current learning offer, in line with the green and digital transition; potential uses and advantages of EU common frameworks and instruments, including: GreenComp, DigComp, EntreComp for the definition of proper learning outcomes; micro-credentials for the design of more inclusive and transferable learning opportunities; EU good practices and experiences in the educational and training fields, integrating principles of ecovillage design, circular economy and permaculture for the creation of more sustainable social enterprises; networking events and chances for creating new professional contacts at local and EU level.

Public authorities, local development agencies, urban planners and architects potentially benefit in: good practices and experiences of ecovillages and green social enterprises from across the EU, contributing to local sustainable development; reflection on potential uses of abandoned lands through the application of the ecovillage design model, and

of related skills needed and public funding available to support the gradual implementation of the Ecoprise model; networking events and chances for potential cooperation at local and EU level.

Recruitment principles and selection criteria

Piloting will be done across 6 implementation countries, involving 300 learners in the Ecoprise course in two rounds:

ROUND 1: at least 150 learners in total (**25/per country** / exceptionally 20 or 30).

ROUND 2: at least 150 learners in total (**25/per country** / exceptionally 20 or 30).

Keeping the aim, scope and general piloting requirements, partners are allowed to adjust the numbers in the form of 20+30 or 30+20, keeping the total of at least 50. No further downscaling will be possible. Any adjustments have to be reported and explained accordingly.

The recruitment of learners for the Ecoprise piloting will follow transparent, inclusive and merit-based principles to ensure the involvement of motivated and diverse learners:

- **Inclusivity and Diversity:** Partners must ensure balanced representation of gender, age, professional background, and disadvantaged groups.
- **Transparency:** Clear eligibility and selection criteria must be published.
- **Consistency:** Recruitment must follow a common framework while allowing for adaptation to local contexts.
- **Accessibility:** Calls must be widely advertised and information made available in national languages.

The selection process is designed to identify individuals who demonstrate strong interest in sustainable and innovative entrepreneurship, and who can benefit from the course by applying acquired knowledge and skills in their personal, academic or professional contexts. By aligning recruitment with clear criteria, the project guarantees fair access, balanced representation of different learner groups, and the engagement of participants capable of contributing to and benefiting from the piloting activities.

Each application should be evaluated against the following **criteria**:

- **Motivation:** Clear interest in sustainability, innovation, or entrepreneurship.
- **Commitment:** Willingness to attend webinars, complete assignments, and participate in study visits.
- **Diversity:** Ensuring a balanced cohort (gender, background, age, geographical distribution).
- **Added Value:** Potential to apply the knowledge in personal, professional, or community projects.

Applications will be made by [Application Form](#) (integrated as Annex 1 to the T4.1 Definition of the training schedule & recruitment of participants_guidelines). Scoring template provided as Annex 2 within the same Guidelines. The report will be valuable for providing both round insights and identifying potential target groups with less or more interest, in order to improve it until the end of the Project. At the same time, it will provide us with a base for potential follow up activities after Project ends.

Timeline and recruitment calendar

The Ecoprise course will be piloted through two testing rounds:

- **Round 1:** November 2025 – January 2026 (M22–M24).

- **Round 2:** February – May 2026 (M26–M28).

Each round will have several phases due to concrete tasks and application requirements, as well as due to the needs of providing qualitative and quantitative feedback and some recommendations, based on the whole piloting process.

Table 3. Recruitment schedule and responsibilities

Phase	Responsible partner	Deadline
Preparation of recruitment materials (call text, application form, promotional visuals).	UNS (coordination) + CESIE ETS, all partners (translation, adaptation).	20/09/2025
Launch of call for applications (on partner websites, social media, local networks).	UNS + All partners.	Round 1: 25/09/ 2025 Round 2: 20/12//2025
Promotion via GEN's international network and Partners/Associated Partners networks.	GEN + Partners/Associated Partners.	09/2025 - 02/2026
Application collection (online submission).	All implementation partners.	Round 1: 25/10/2025 Round 2: 25/01/2026
Review, selection and notification of selected learners (partners evaluate applications, email confirmation, consent forms).	All implementation partners.	Round 1: 31/10/2025 Round 2: 31/01/2026
Recruitment report.	All implementation partners.	Round 1: 10/11/2025 Round 2: 10/02/2026

Phase 1: Preparation of recruitment materials (Guidelines, call text, application form and annexes, promotional templates) will be done by UNS, supervised by CESIE. UNS will prepare the call announcement in English and provide templates for each partner to translate into national language and share within the network (Deadline: 20/09/2025).

Phase 2: All partners from implementation countries have to launch the call for applications on their websites, social media, local networks. As a supporting measure, calls for both rounds will be disseminated within Project's channels as well, providing the links to national calls. CSI will provide support in activities related to Project's channels. Round 1 call will be launched by 25/09/2025. Round 2 call will be launched by 20/12/2025.

Phase 3: Promotion via GEN's international network and Partners/Associated Partners networks. GEN Europe will disseminate and promote the call among their network, supported by all associated partners, as well. This will be ongoing and continuous activity in the period 09/2025 - 02/2026, covering both rounds recruitment at the same time.

Phase 4: Application collection will be done through the online submission form. UNS will provide a form in English and will be shared with all implementation partners to translate into national languages (Annex 1). Round 1 application process will be open until 25/10/2025 and Round 1 application process will be open until 25/01/2026.

Phase 5: After closing the application process, NPWG members will do review, selection and notification of selected learners. They will evaluate applications using the Annex 2 template and inform each learner about selection results individually via email confirmation. For each learner, partners will provide a final scoring document to be sent to the learner with the final decision and email confirmation. The threshold for the selection of learners is 10 out of 25 points, scoring at least 2 points per section. Each selected learner will need to sign and send a consent form (Annex 4). All templates and forms will be provided in English by UNS and shared with all implementation partners to be translated into the national language. This phase will provide partners with additional and supporting information valuable for the selection of the learners who will attend international study visit and will help National tutors and trainers to guide them through the course and developing their own projects. Round 1 selection results have to be provided by 31/10/2025 and Round 2 selection results have to be provided by 31/01/2026.

Phase 6: Recruitment reports will be provided for each implementation country, after each recruitment round, using the Annex 3 as a template. UNS will develop the form in English and share with all implementation partners to be translated into the national language. Consolidated reports for each round will be done by UNS and revised by implementation partners. Round 1 recruitment reports have to be provided by 10/11/2025 and Round 2 recruitment reports have to be provided by 10/02/2026. Consolidated reports will be provided by UNS two weeks after, respectively.

Delivery Modes

Asynchronous learning

Learners will engage with Ecoprise Course delivered through **five self-administered modules: Module 1. The Digital Dimension, Module 2. The Environmental Dimension, Module 3. The Social and Cultural Dimensions, Module 4. The Economic and Entrepreneurial Dimension and Module 5. The Practical Unit**, built on Learning Management System (LMS), in the form of Massive Online Open Courses (MOOC). These modules are designed to provide flexibility, allowing participants to progress at their own pace while still following the overall course schedule. **Ecoprise MOOC** is available via <https://elearning.ecoprise.eu/>, allowing teachers and learners to create accounts and enroll themselves in each module (Figure 3). This platform is available in English, Italian, Serbian, Portuguese, Lithuanian and Greek, ensuring tracking the progress individually.

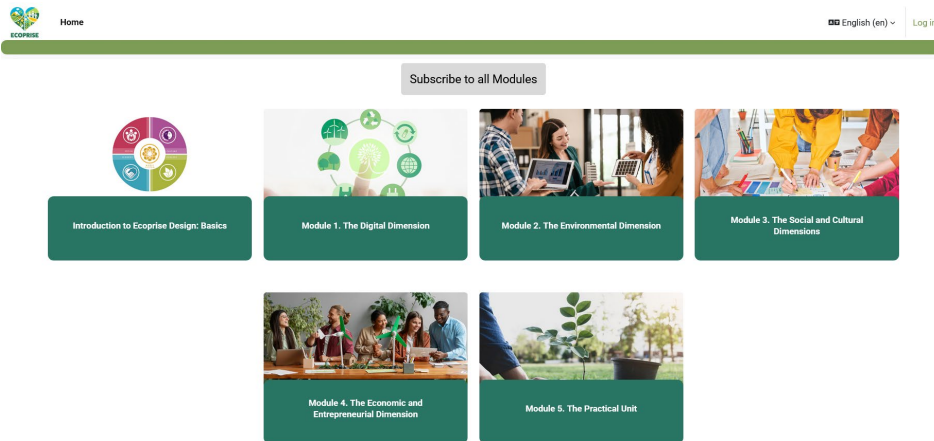


Figure 3. Ecoprise MOOC Home page

The platform can be reached through the Ecoprise official website, as well (<https://ecoprise.eu/>), as shown below (Figure 4). For better understanding of the Ecoprise Course framework, learners can consult [Ecoprise Training Syllabus](#). For the support in MOOC registration and technical information, partners developed Ecoprise training vademecums ([Training Vademecums for Trainers](#) and [Training Vademecums for Learners](#)) available in English and all partners' languages, as explained. All documents are also available in the Results section on the website.

Each module includes:

- **Core learning resources** such as reading materials, case studies, and multimedia content to introduce and explain key concepts.
- **Introductory videos** for each module, developed by partner experts, enabling learners to get .
- **Interactive elements** including quizzes and knowledge checks to reinforce learning and track progress. Main information on the module content, learning outcomes and skills to be developed.
- **Reflective tasks, homework assignments and discussion prompts** to encourage critical thinking and connect learning to real-life sustainable entrepreneurship contexts.

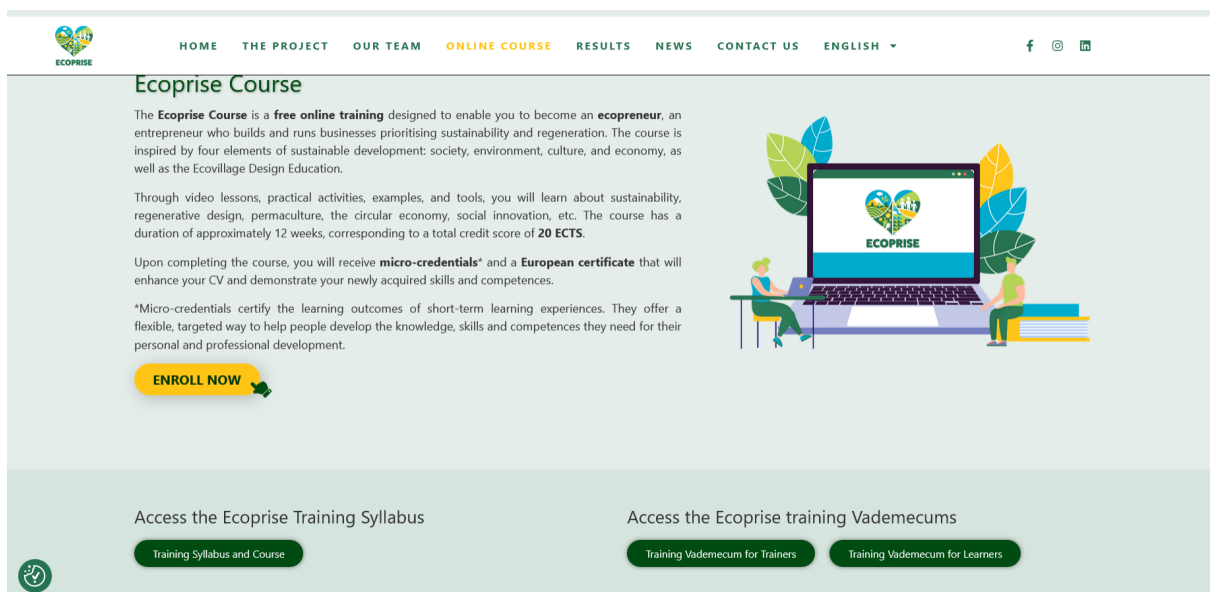


Figure 4. Ecoprise Course section integrated into Project's website

As part of the Ecoprise MOOC assessment and certification framework, learners are required to complete a series of applied **case study analyses in Module 5. The Practical Unit**, designed to demonstrate their ability to integrate theoretical knowledge with real-world sustainable entrepreneurship challenges. **This unit includes one case study per module** aligned with the module's learning outcomes and evaluation criteria. Successful completion and **positive evaluation of all four case studies represent a key requirement for obtaining the Ecoprise Micro-credential Certificate**, officially issued by **ECQA GmbH**.

To ensure progress and consistency, all modules will have **clear deadlines** aligned with assessment checkpoints and linked to synchronous activities and the learners' final projects. Completion of these tasks is essential for participation in live webinars and online sessions, international panels, and the overall achievement of course learning outcomes.

Synchronous online sessions

The synchronous component of the Ecoprise course will be delivered through **live online sessions (e.g. live webinars) led by partner experts and course content developers**, each contributing according to their specialisation and the content distribution defined in previous activities and work packages. Those online sessions will be recorded, have covers added, placed in YouTube (possibly with automatic subtitles) and in the MOOC. Before starting the registration on Zoom, or other online meeting platforms, it will be enough to inform the participants that the video will be recorded and uploaded to YouTube. No need for any learner's written approval from the participants. The online sessions are designed to complement the self-administered modules by providing direct interaction with trainers and peers, deepening understanding of key concepts and fostering collaborative learning.

Each online session will follow a **standard duration of 60 or 90 minutes**, structured around three core elements:

- **Expert input:** A focused presentation by the partner organisation responsible for the topic.
- **Interactive learning:** Engaging learners through tools such as breakout rooms, polls, collaborative whiteboards, or case-based discussions to apply concepts in practice.
- **Open exchange:** Dedicated time for Q&A, clarifications, and participant contributions, encouraging dialogue across different implementation countries.

Delivery of the online sessions

- Each **partner organisation will be assigned to a specific week** within the course calendar, ensuring clarity and consistency for both learners and trainers.
- Depending on the depth and scope of their content contribution, a partner may deliver **one or two online sessions** during their allocated week, **recorded** and placed on YouTube. In case of one session max duration is 90 minutes and in case of two sessions max duration of each session is 60 minutes.
- Online sessions will be **organised per module**. For each module, one or more partners responsible for content will jointly agree on session(s). They must **coordinate in**

advance, agree on the session structure, and decide whether to deliver one combined or two complementary sessions.

- To provide learners with a predictable rhythm, each **module will be assigned to a specific week** in the overall course calendar, with partners delivering their agreed sessions(s) during that week.
- **The course calendar** will be shared with all learners and published on the Project website and MOOC platform, providing the links for the online participation. It will be maintained weekly, considering that exact session times cannot be decided many weeks in advance.
- Online sessions will be scheduled in line with the overall course timeline and coordinated across partners to ensure balanced coverage of content.
- This module-based and collaborative approach ensures that all expertise is represented while maintaining a clear, structured delivery timeline for learners.

Platforms and Tools

The delivery of the Ecoprise course will rely on a set of **free and accessible digital platforms** to ensure inclusivity and minimise barriers for learners across different countries.

- **Learning Management System (LMS):** MOOC (open-source, free to use) will serve as the central hub for all asynchronous modules, learning materials, deadlines, and progress tracking.
- **Video conferencing tools:** [Zoom](#) (basic free plan), [Google Meet](#) or [Microsoft Teams](#) (free education license) will be used for synchronous sessions and international panels. In case of large-scale sessions, partners may provide institutional licenses.
- **Collaboration and interaction tools**, not limited to listed below:
 - [Padlet](#) (free version) for brainstorming and sharing resources.
 - [Mentimeter](#) (basic free plan) for polls and live interaction.
 - [Google Workspace free apps](#) (Docs, Sheets, Slides, Drive) for group collaboration and project development.
 - [Miro](#) for interactive activities

All partners will ensure that chosen tools are free to access for learners, require minimal technical skills, and comply with GDPR and accessibility standards.

Local Study-visits & work-based learning experiences

During the Ecoprise course delivery **each country will organize 4 local study visits** (two 1-day local study visits for each piloting round), supervised by LAND, in local sustainable social enterprises selected based on their relevance to the Ecoprise model. In Italy, Lithuania and Cyprus they will be arranged by LM partners. Whenever possible, partners will involve local enterprises which integrate DeepTech solutions. In total, there will be 24 local study visits.

The study visits will be a key element to complement the Ecoprise course, showing how existing sustainable enterprises organise their work and creating an opportunity to share knowledge and expertise with well-established entrepreneurs and experts. During the visits, learners will have the chance to learn about:

- Main products/services of the enterprise;
- Sustainable/circular production modes;
- Additional services offered;
- Business approach adopted;
- Added value for the community;
- Replicability of the entrepreneurial model.

Participation to minimum 1 study visit will be compulsory for learners (budget for 4 national travels has been allocated to partners arranging the visits, to allow learners to attend at least 1 visit). The schedule will be incorporated into the public Course calendar, allowing students to apply timely and will be disseminated and promoted through partners' and Project's official channels and social media.

Recruitment and scheduling of visits should be completed at least three weeks before the visit date. Exact days will be integrated into **Course delivery calendar** as a part of T4.2 Ecoprise course delivery, that will be populated and maintained by all partners, published on the MOOC Homepage, as well. Learners will be informed continuously and timely, so they can plan all activities and prepare themselves.

Host organisations must meet the following criteria:

- Alignment with Ecoprise themes such as **ecovillage design, permaculture, renewable energy, circular economy, sustainable construction, agro-ecology, social entrepreneurship and community engagement**.
- Demonstrated commitment to sustainability and willingness to host learners for experiential activities.
- Geographical accessibility within the implementation country to minimise travel costs.
- Ability to provide safe working environments, comply with health and safety regulations and accommodate diverse participants.
- Capacity to involve learners in hands-on tasks (e.g. site tours, workshops, small collaborative projects).

Partners should also diversify site selection to reflect urban/rural contexts, different sectors (food systems, housing, energy, etc.) and to include initiatives led by women, youth or under-represented communities.

Beyond single study visits, partners may arrange longer **work-based placements** with host organisations or local enterprises. These placements typically last **1–2 weeks** and provide deeper engagement. They should be used for particularly motivated learners or to support project development. Partners should:

- Define clear learning objectives and tasks in collaboration with host organisations (e.g. support a community garden, contribute to a marketing plan for a zero-waste shop).
- Assign a mentor at the host organisation to supervise the learner's work.
- Monitor progress through regular check-ins and collect evidence of learning (e.g. logs, reports, presentations).
- Ensure health and safety training is provided and that insurance coverage is in place.
- Provide modest stipends or reimbursements within the allocated budget when placements exceed three days.

Work-based placements count toward the learners' engagement requirement and can enrich their final Ecoprise projects.

The learners' individual projects

The final project aims to consolidate learners' entrepreneurial and sustainability skills by tasking them to create a realistic and impactful enterprise concept. It fosters creativity, critical thinking and problem-solving while demonstrating the feasibility of the Ecoprise model. Each project must define specific elements. Partners should ensure that learners address the following components:

Guidance for partners - to support learners in shaping a robust final project rooted in the Ecoprise MOOC and enriched by their study visit experiences, ensure that each proposal covers these essential elements:

1. **Mission and core values.** Ask learners to craft a compelling mission statement that reflects Ecoprise's vision. It should articulate the venture's purpose and values and demonstrate alignment with permaculture ethics (earth care, people care, fair share) and the principles of social entrepreneurship.
2. **Services and products.** Encourage learners to outline a diverse portfolio of services or products that their Ecoprise will offer. They should explain how these offerings respond to community needs and advance sustainability goals.
3. **Social impact.** Projects must identify the social benefits and community impact they intend to create, such as job opportunities, social inclusion initiatives and educational programmes, and link these outcomes to regenerative development and the Sustainable Development Goals (SDGs).
4. **Sustainable operations.** Learners should describe the green and circular practices their enterprise will adopt, like renewable energy use, circular economy principles and waste-reduction strategies, to minimise environmental footprints.
5. **DeepTech integration.** Ask learners to explore how advanced technologies (AI, blockchain, IoT) could enhance their sustainability or efficiency, showing awareness of emerging innovations.
6. **Digitalisation strategy.** Require learners to explain how digital tools and platforms will be used to manage the business, market products, conduct online sales, foster community engagement and collect data to inform decisions.
7. **Funding plan.** Each project should include a preliminary financing plan with potential funding sources, grants, crowdfunding, social investors, cooperative membership fees - and provide a simple budget overview and a sustainability roadmap.

Project structure and template

Trainers will give learners a comprehensive outline that not only ensures consistency but also reinforces the connection between their projects, course learnings, and experiences from local study visits. Each section of the project should tell a coherent story, from the initial concept through to the long-term vision. **Each project should contain:**

1. **Executive summary:** This is the project's elevator pitch. Encourage learners to introduce, clarify the mission, outline the vision, and highlight key goals that are in line with the Ecoprise concept.
2. **Market and needs analysis:** Learners must research who their project serves. They should describe the target community, analyse existing solutions and gaps, and

explain why their approach is needed. This demonstrates that the project is grounded in real needs rather than assumptions.

3. **Business model:** Learners should map out partners, activities, resources, and value propositions. They must detail how their business will create, deliver and capture value in line with sustainability and social impact goals.
4. **Operational plan:** A practical operations blueprint should outline team structure, resource requirements, infrastructure, supply chains and day-to-day practices. Encourage learners to think through sustainable procurement, inclusive hiring and ethical management.
5. **Impact plan:** Learners should articulate the positive changes their project will generate. They must define social, environmental and economic benefits, specify indicators to measure impact (like jobs created or carbon reduced), and link these to broader regenerative development goals.
6. **Financial plan:** This section should include a realistic budget, funding strategies (grants, crowdfunding, social investors, cooperative fees) and revenue forecasts. Learners must demonstrate how the project can remain financially viable over three to five years.
7. **Risk assessment and mitigation:** Trainers should help learners identify potential risks, financial, operational, societal or environmental, and plan how to mitigate them. A thoughtful risk plan builds credibility and resilience.
8. **Implementation timeline:** Learners need a clear timeline of short-term actions (first year) and longer-term plans, with milestones and contingency strategies. This shows that they have thought through the practical steps to launch and grow their Ecoprise.
9. **Conclusion and future vision:** Projects should close with an inspiring outlook on scaling, potential partnerships and contribution to the wider Ecoprise network. Encourage learners to think beyond the initial implementation and consider how their model could be replicated or expanded.
10. **References** (and annexes if applicable).

After the written project document is approved by the mentor and submitted, learners must prepare and submit **power point presentations** of their projects at least **one week before the final interview**. The presentation should include: project overview – mission, values, and objectives; innovation and services – key differentiators and novelty; social and environmental impact – contribution to community and sustainability; digital and DeepTech aspects – integration of technology and digitalisation; financial and funding plan – cost structure, sustainability of financing; implementation plan and risk management – steps, milestones, risk mitigation; conclusions.

Learner support and mentorship

- Assign each learner a **mentor** to guide them through the project. Mentors should help refine project ideas, ensure alignment with Ecoprise principles, and provide feedback on drafts.
- Organise **peer-learning sessions** where learners present progress to classmates and exchange feedback.
- Provide **resources** such as case studies, toolkits, and access to local incubators for networking.
- Ensure **inclusivity** by offering additional support to learners with limited entrepreneurial experience, lower digital literacy or language barriers.

Quality assurance and impact will be interconnected with other work packages, as follows:

- **Impact Analysis:** ReadLab conducts a qualitative analysis of the learners' projects during Task 5.4 to measure knowledge acquisition, identify common themes and inform improvements.
- **Ecoprise Zine:** The most promising four projects per country (24 total) are showcased in *Ecoprise Zine: planting the seeds of future-oriented enterprises*. Partners must ensure that selected learners consent to publication and that project descriptions are polished and engaging.
- **Dissemination and exploitation:** Use final projects as case studies for local forums, policy hacks and the final international forum. Encourage learners to pursue implementation or spin-off initiatives.

International Panels

As a distinctive feature of the Ecoprise course, learners will participate in **10 international panels** (five in each piloting round). These events will bring together all participants from the six implementation countries, offering a shared space for dialogue, exchange, and co-creation across cultural and professional contexts.

- Round 1: November 2025 - January 2026: **5 panels**
- Round 2: February - May 2026: **5 panels**

Each panel will be conducted live in an online format (using free online tools) and will last 90 - 120 minutes, ensuring sufficient time for expert contributions and meaningful interaction. Panels will be hosted by GEN (introductory panel in each round) and Labour Market (LM) partners: **The Critical, GrantXpert, LAND, and MB Žaliasis judėjimas**, who will rotate responsibility for leading discussions. Panels will be recorded, placed in YouTube (possibly with automatic subtitles) and in the MOOC. According to CESIE's visibility coordinator, since they will be recorded, it will be enough to inform the participants before starting the registration on Zoom that the video will be recorded and uploaded to YouTube. Those who do not accept them decide to leave the activity. No need for any learner's written approval from the participants

The panels are designed to:

- Facilitate cross-country learning by exposing participants to diverse perspectives, case studies, and entrepreneurial practices.
- Provide expert insights from invited practitioners, academics, and entrepreneurs working at the intersection of sustainability, green business, and DeepTech.
- Encourage active learner engagement through moderated discussions, breakout exchanges, polls, and presentation opportunities.
- Strengthen networks and collaboration among learners, fostering an international community of emerging Ecoprise practitioners.

Attendance at international panels is compulsory and **each learner has to attend at least one international panel**, as these sessions are central to achieving the intercultural and collaborative learning outcomes of the course. Outcomes and reflections from the panels will directly inform learners' project work and enrich their participation in local and international study visits. Exact dates and titles will be included into the updated online available Course calendar, populated by all partners.

Selection Process for the International Study Visit

After evaluating the final projects, partners must submit all completed projects and ranking lists to the **Expert Board (EB)**. The EB will review the proposed ranking lists of projects from both rounds and approve the **four most promising projects per country (two from each round)**.

1. **Submission:** Partners compile final projects, evaluation scores, justification summaries and submit them together with projects ranking list to the EB by the agreed deadline.
2. **Review:** EB members review the project ranking list, evaluate and approve the four best projects (the short evaluation list of projects from each round) for the international study visit. They may also request clarifications from learners or mentors.
3. **Selection:** For each country, the top two projects from Round 1 and top two from Round 2 are selected, producing 24 selected learners in total. Authors are invited to a **4-day international study visit in Lithuania** organised by MB Žaliasis judėjimas.
4. **Notification:** Inform selected learners and prepare travel arrangements. Provide feedback to non-selected learners to encourage further development.

Assessment

Ecoprise Course assessment will be based on standard process:

- **Formative assessment:** Embedded in asynchronous modules.
- **International panel participation:** Minimum attendance required (at least one panel).
- **Summative assessment:** Linked to local study visits and development of learners' individual projects and explained in related guidelines, available for NPWG members and teachers/trainers.

Learners will undertake **3 assessment stages**:

- **Initial:** Learners begin the programme by assessing their preliminary knowledge through a self-assessment activity designed to identify their baseline understanding and learning need. It is recommended that this activity be completed during the introductory phase - either during the on-site welcome session for learners or immediately after the session if conducted online.
- **Interim:** at the end of each module, learners will complete an online test at ECQA's platform, and will be awarded with micro-credentials and a downloadable digital badge, certifying achievement of the module's learning outcomes and enabling progression to the next module. **To apply for the micro-credential certificate, learners must register on the ECQA GmbH® platform using the same email address used during MOOC registration.** After successfully completing the exams for all four modules, learners will be granted access to Module 5, allowing them to complete their learning path. In addition, at the end of each module learners will download and complete the official Case Study Template for every module. National tutors/assessors will review each submitted case study analysis using the Ecoprise assessment grid and the solution sheet available on the MOOC (Module 5 section). After evaluating all four case studies, the assessor must stamp and sign the assessment grid, share the completed grid with the learner via email, with ECQA in CC (exam_application@ecqa.org). A positive evaluation of all the four case studies will allow the learner to receive the micro-credential certificate released by ECQA GmbH.
- **Final:** at the end of each round, learners will present their individual project work, demonstrating the practical application of the knowledge and skills acquired throughout the programme. The presentation will take place in the form of an interview with national

tutors (further information and details about the project work evaluation will be provided in the guidelines T4.4 related to this task).

The final assessment of learners' projects consists of two main components: **Written project document** - maximum 70 points. The minimum threshold is 45 points. Learners who do not reach it will be required to revise their final project according to the mentor's comments. Projects will be evaluated based on the criteria developed within dedicated guidelines for T4.4 Development of learners' projects and final assessment. **Interview** – maximum 30 points, minimum threshold: 15 points; assessment criteria provided within mentioned guidelines.

Passing threshold - To pass the project evaluation, learners must achieve at least 60% of the total score (≥ 60/100 points). Both components (written and oral) must individually meet the minimum threshold.

Ranking and selection: A ranking list will be compiled based on total scores. The top two projects per round per implementation country will be proposed for participation in the international study visit in Lithuania and subsequently approved by the Expert Board. In case of equal scores, assessors may consider qualitative aspects or request clarifications from learners.

Course Delivery Schedule

The Ecoprise course will be implemented in six countries (Italy, Portugal, Serbia, Lithuania, Greece and Cyprus) in two piloting rounds:

Round 1: 3 November 2025 – 23 January 2026.

Round 2: 16 February – 8 May 2026.

Each round runs over approximately 12 weeks and includes the following components:

- Asynchronous modules: Learner-paced study with clear deadlines for assignments and progress checks (week 1-8).
- Synchronous online sessions: 5 to 10 live sessions delivered by partner organisations, focusing on thematic expertise and practical application (week 2-10).
- International panels: 5 panels per round, organised by GEN and LM partners, bringing diverse perspectives and international exchange (week 1-6).
- Local study visits (Task 4.3): 2 one-day visits per round to sustainable enterprises in each implementation country, connecting learners with real-world practice (week 3-6).
- Project integration and development (Task 4.4): Learners work continuously on their individual Ecoprise projects, with mentoring and checkpoints across the round. The course culminates in the submission and final interview presentation of each project. (Week 5-12).

Tables 5 and 6 provide the illustrative timelines for the 1st and 2nd piloting rounds of the Ecoprise course. They outline the week-by-week progression of modules, online sessions (e.g. webinars), international panels, local study visits, and project milestones, giving a clear overview of the course delivery flow.

These timelines serve as a common reference framework to support coordination among partners and to provide learners with structured expectations throughout each piloting round.

As Tables 4 and 5 are indicative and may be subject to adjustment, the most up-to-date version will be maintained in the shared Google Sheet entitled **Course Delivery Calendar, accessible to all partners**. This document will be continuously updated to reflect any adjustments and will

serve as the reference point for weekly planning. The Course Administrator from UNS will be responsible for reminding partners to update the calendar on a weekly basis and for ensuring that all information is completed and available at least one week in advance.

Each partner will submit a **national course delivery report at the end of each piloting round**, which will be consolidated by UNS into the overall WP4 progress report.

Table 4. Illustrative timeline for the 1st round

Week	Learning focus	Key activities
1-2 (3-14.11.2025)	Introductory phase Module 1	Welcome online session, MOOC intro (Introductory module - optional). Start Module 1. Synchronous online session(s) organized by CESIE Introductory panel (organized by GEN). Learners complete assignments for Module 1.
3-4 (17-28.11.2025)	Module 2 Synchronous online sessions . Online panels 2 and 3 Local study visit 1.	Start Module 2. Synchronous online sessions organized by UNS and MB Žaliasis judėjimas . Online international panel 2 (organized by LAND). Online international panel 3 (organized by The Critical). The first local study visit organized in each implementation country. Learners complete assignments for Module 2.
5-6 (1-12.12.2025.)	Module 3 Synchronous online sessions Online panels 3 and 4 Local study visit 2 Project mentoring	Start Module 3 Synchronous online sessions (organized by LAND, CSI). Online international panel 4 (organized by GrantXpert). Online international panel 5 (organized by MB Žaliasis judėjimas). The second local study visit organized in each implementation country. Draft learner's project outline reviewed with mentor Learners complete assignments for Module 3.
7-8 (15-26.12.2025.)	Module 4 Synchronous online sessions	Start Module 4. Synchronous online sessions (organized by EUROTraining, GrantXpert). Learners complete assignments for Module 4.
9-10 (29.12.2025. - 9.01.2026.)	Project mentoring	Synchronous online sessions (if scheduled) Mid-project progress reviewed with mentor.
11-12 (12-23.01.2026.)	Project finalisation and course evaluation.	Submission of individual projects. Final interviews. Ecoprise course evaluation by learners (using google form) .

Table 5. Illustrative timeline for the 2nd round

Week	Learning focus	Key activities
1-2 (16-27.02.2026)	Introductory phase Module 1.	Welcome online session, MOOC intro (Introductory module - optional). Start Module 1. Synchronous online session(s) organized by CESIE ETS Introductory panel (organized by GEN). Learners complete assignments for Module 1.
3-4 (2.-13.03.2026)	Module 2 Webinar(s) Online panels 2 and 3 Local study visit 1.	Start Module 2. Synchronous online sessions organized by UNS and MB Žaliasis judėjimas . Online international panel 2 (organized by LAND on insert date). Online international panel 3 (organized by The Critical). The first local study visit organized in each implementation country. Learners complete assignments for Module 2.
5-6 (16-27.03.2026.)	Module 3 Webinar(s) Online panels 3 and 4 Local study visit 2 Project mentoring.	Start Module 3. Synchronous online sessions (organized by LAND, CSI). Online international panel 3 (organized by GrantXpert). Online international panel 4 (organized by MB Žaliasis judėjimas). The second local study visit organized in each implementation country. Draft learner's project outline reviewed with mentor Learners complete assignments for Module 3.
7-8 (30.3-10.04.2026.)	Module 4 Webinar(s)	Start Module 4. Synchronous online sessions (organized by EUROTraining, GrantXpert). Learners complete assignments for Module 4.
9-10 (13. - 24.04.2026.)	Advanced Webinars Project mentoring.	Synchronous online sessions (if scheduled). Mid-project progress reviewed with mentor.
11-12 (27.04.-8.05.2026.)	Project finalisation and course evaluation.	Submission of individual projects. Final interviews. Ecoprise course evaluation by learners (using google form).

Learner Support and Communication

At the beginning of each piloting round, learners will participate in a **Welcome online session**, organized by Course Administrator with support of National Tutors. This session will:

- Introduce the Ecoprise course objectives, structure and expectations.
- Provide a walkthrough of the MOOC, including how to access modules, submit tasks, and track progress.
- Demonstrate the use of collaboration tools if needed (Zoom/Teams, Padlet, Mentimeter, etc.).
- Explain assessment checkpoints and the link between course activities and the final Ecoprise project.
- Create an early opportunity for participants to meet each other and begin networking.

Support channels available throughout the course:

- **Course administrator:** A dedicated contact point to resolve access issues, troubleshoot errors, and provide platform guidance.
- **Tutor support:** National tutors will be available for individual guidance, particularly for project-related work.

Communication frequency and rhythm:

- Weekly announcements for upcoming sessions or panels.
- Important updates will also be pinned on the MOOC homepage, Ecoprise website, social media, partners' channels and networks and,
- If necessary, information is shared through group communication channels to ensure all learners are informed in a timely way.

This support structure aims to create a responsive, learner-friendly environment that balances flexibility with clear guidance and consistent communication.

Quality Assurance and Monitoring

During the Ecoprise course delivery, following **indicators and means of verification and monitoring** will be used:

- 300 learners across 6 countries participate.
 - Enrollment database: Centralised spreadsheet or LMS export
 - Registration forms: Online application forms (Google Form), linked to the central database.
- 10 international panels delivered (5 per round).
 - Panel attendance logs: Zoom/Teams/Google meet participant reports.
 - Panel reports: Standard template completed by hosting partner, including agenda, speakers, attendance numbers, screenshots and learner feedback.
- 5-10 synchronous online sessions (1-2 per module).

- Online sessions attendance sheets: Export from Zoom/Teams/Google Meet.
- Screenshots
- 24 local study visits organized (4/implementation country; 2/piloting round).
 - Visit report: Completed by local partner, including participant list, enterprise visited, learning outcomes targeted, and photos (with consent).
 - Learner reflection task: Short reflection after each visit to confirm participation and learning impact.
- At least 75% of learners develop a final project and complete the course.
 - Project submission tracker: MOOC tracking system.
 - National tutors evaluation template: Standard rubric applied across countries to assess project quality and completeness, concluded with the final scores.
- 24 learners (4 per implementation country) selected to participate in an international study visit in Lithuania, based on the quality of their final individual project.
 - Evaluation report: List developed using the evaluation template for final projects (criteria: mission, innovation, sustainability, DeepTech, feasibility).
 - Selection report: Consolidated list approved by WP4 lead and consortium.
- Minimum 80% completion of asynchronous modules.
 - MOOC analytics dashboard: Automatic tracking of module completion,
 - Progress reports integrated into National delivery reports, generated per round and shared with WP4 lead.
- High learner satisfaction (>75% positive feedback).
 - Course evaluation survey: Learners' feedback survey provided by Google form (Annex 4) and summary integrated into National course delivery report.

An **Ecoprise Course Evaluation** will be implemented at the end of each piloting round. The evaluation will be created and administered as a **Google Form**, allowing learners to provide feedback on the MOOC platform, course content, webinars, international panels, and overall learning experience. Responses will be collected anonymously and analysed by the coordinating team to inform improvements in subsequent rounds.

Learners' feedback collected through the Google Form will be **analysed at country level** by the respective national partners, who will prepare a short summary as section of National course delivery report (annex 5), highlighting strengths, challenges, and recommendations for improvements.

Each partner submits a National course delivery report per round (see Annexes section); UNS consolidates into WP4 progress report.

Annexes

Annex: Application Form for the Ecoprise Course

Section 1 – Personal and Residential Information

Full Name and Surname: _____

Age: _____

Gender: ☐ Female ☐ Male ☐ Other/Prefer not to say

Country of Residence: _____

Place of Residence: _____

Type of Residence: a) urban area b) rural area

Contact Email: _____

Phone (optional): _____

Section 2 – Educational and Professional Background

Highest level of education completed:

☐ Un/completed primary school ☐ Secondary ☐ Bachelor ☐ Master ☐ PhD ☐ Other

Field(s) of study: _____

Current occupation: ☐ Student ☐ Employed ☐ Unemployed ☐ Self-employed ☐ Entrepreneur ☐ Other

How would you rate your prior experience and involvement in sustainability, entrepreneurship, or social innovation: a) high/pro level b) moderate c) low

Relevant experience in sustainability, entrepreneurship, or social innovation (brief description, max. 150 words):

Section 3 – Motivation and Commitment

Why are you interested in participating in the Ecoprise course? (max. 200 words)

How do you plan to use the knowledge and skills gained from the course? (max. 200 words)

The course includes online sessions, international panels, study visits, and individual projects. Are you able to commit time regularly (approx. 4–6 hours per week)? ☐ Yes ☐ No

Section 4 – Additional Information

Do you have any accessibility needs, barriers or requirements that we should be aware of to support your full participation (select all that applies)?

(Health problems, Disabilities with special needs, Facing barriers linked to cultural differences, Facing barriers linked to education and training systems, Facing social barriers, Facing economic barriers, Facing barriers linked to discrimination, Facing geographical barrier, None)

If you have any concrete or specific accessibility needs or requirements that we should be aware of to support your full participation, please specify:

-
- Consent for data use: ☐ I agree that my data will be processed for the purpose of participation in the Ecoprise project in line with GDPR.

Annex: Selection Matrix (Scoring Template)

Criteria	Description	Score Range	Weight	Notes/ Justification
Motivation	Clear interest in sustainability, entrepreneurship, innovation and learning goals articulated in application	0–5	30%	
Commitment	Demonstrates availability and willingness to attend webinars, complete assignments, participate in study visits	0–5	25%	
Background & Relevance	Relevant educational/professional background, or experience in entrepreneurship/sustainability/innovation	0–5	20%	
Diversity Contribution	Applicant contributes to gender balance, age variety, inclusivity, or underrepresented groups	0–5	15%	
Added Value	Potential to apply knowledge in professional, community, or entrepreneurial projects	0–5	10%	

Annex: Recruitment Report

Partner Organization/s: _____

Country: _____

Reporting Period/Round: _____

Applications received:

Applicants meeting minimum threshold:

Learners selected for Round 1/Round 2:

Reserve candidates (back-up list):

Number of participants who dropped out:

Final number confirmed (per round):

1. Recruitment Approach

(Briefly describe methods used: e.g., social media, institutional mailing lists, GEN/Associated Partner channels, local events, word-of-mouth)

2. Key Successes

(What worked well? e.g., high number of applicants, strong diversity, good collaboration with Associated Partners, effective communication channels)

3. Challenges Faced

(What difficulties arose? e.g., limited reach in certain groups, low response rate, dropouts before confirmation, technical issues with application form. Please explain any number adjustments if any.)

4. Learner Profile Observations

(Any trends noticed? e.g., majority students vs. professionals, strong interest in certain themes, gender balance, age distribution, provide few pie charts with data on profiles, including data on disabilities or barriers)

5. Lessons Learned

(Insights and takeaways from Round 1 recruitment – what should be kept or changed)

6. Recommendations for Round 2

(Concrete suggestions for improving the next recruitment cycle – e.g., earlier launch, additional promotional channels, adjusted eligibility criteria, more emphasis on practical benefits, stronger outreach to underrepresented groups)

Submitted by: _____

Date: _____

Annex: Consent form for learners

Project: "Future-Oriented Social Entrepreneurship through Eco-village Design" (PROJECT 101140200 — ECOPRISE — ERASMUS-EDU-2023-PI-ALL-INNO), implemented by the [name of the partner/s].

Pilot-testing of the Ecoprise Course and development of learners' projects will be implemented in the period from **September 2025 to August 2026**. This activity engages learners in structured and practice-oriented training, including work-based learning experiences, local study visits, and international collaboration. The aim is to test and refine the Ecoprise course, ensuring it responds to learners' real needs and contributes to creating a new generation of **ecopreneurs**.

Purpose of Participation

- Take part in the **pilot course delivery** (online) (November 2025 - June 2026),

- Participate in at least one **local study visit** and work-based learning activities, organized by implementation partners (November 2025 – May 2026).
- Develop and present a **learner project** (February 2026 – June 2026).
- Potentially join the **international study visit** (September 2026).

Voluntary Participation, Withdrawal and Risks

Your participation is entirely free and voluntary. You may withdraw at any stage, without any negative consequences, by notifying the project team. Partial participation will still contribute to the project, but the pilot testing milestone requires $\geq 75\%$ participants developing a final project and completing the course. **Risks:** Minimal, limited to the time commitment required and potential travel during the local or international study visits.

Data Protection and Confidentiality

The project will collect and process your personal data (e.g., name, email, learning progress, feedback). Data will be handled in compliance with the EU General Data Protection Regulation (GDPR). Your identity will remain confidential in all project reports and publications. Aggregated and anonymized data may be shared with project partners and the European Commission for evaluation purposes. For questions or concerns regarding your participation, please contact Local Partner : [insert organization & contact details].

Participant Consent

By signing this form, I confirm that:

- I have read and understood the information above.
- I consent to the collection and processing of my personal data for the purposes of the Ecoprise project.
- I agree and consent to participate in the Ecoprise Course pilot-testing and related activities, including the photos, videos and media materials making and sharing for the dissemination purposes.

Learner's name and surname: _____

Signature: _____

Date: _____

Annex: Course delivery calendar

Annex created as an online form to be populated by each partner and integrated into MOOC Home page and Project website maybe. Link will be always the same during the round, content is updated synchronously (to check with ReadLab and CSI)

Round 1 calendar link

https://docs.google.com/spreadsheets/d/1dvFWVBptGo-Fc-HpwxzuEnt95bYN30KT/edit?usp=drive_link&oid=109773575455167802874&rtpof=true&sd=true

Round 2 calendar link - to be inserted in January 2026

Annex: International panels report

Each partner responsible for hosting an international panel must complete this report and submit it to the WP4 lead within two weeks of the session. The template ensures consistency in monitoring and evaluation across all 10 panels.

Section 1: General Information

- Panel title:
- Module link / theme:
- Date and time:
- Hosting partner(s):
- Panel format: (e.g., keynote + discussion, case presentations, roundtable)
- Duration: (90–120 minutes)

Section 2: Participation

- Number of learners attending (by country):
- Number of partner staff attending:
- External experts/guests invited:
- Total attendance:

(Attach Zoom/Teams/Google Meet attendance report, screenshots)

Section 3: Content Overview

- Speakers / contributors: (Name, affiliation, topic)
- Main topics covered:
- Learning objectives addressed:
- Connection to Ecoprise competencies: (sustainability, circular economy, DeepTech, social innovation, etc.)

Section 4: Key Outcomes, Challenges and Recommendations (300 words max)

- Main insights generated during the panel
- Practical takeaways for learners
- Implications for learners' projects

Section 5. Supporting Materials (uploaded in a dedicated Google Drive folder)

- Agenda and presentation slides
- Recording link (if available)
- Photos/screenshots (with consent)

Annex: Learner Attendance & Progress Tracker

This annex provides a standardised template for tracking learner attendance and progress across modules, synchronous online sessions, international panels, and study visits. The tracker is intended to be completed by tutors or national partners and should be updated regularly through the LMS and local records.

Instructions

- ✓ Each learner should be listed by unique ID and name.
- ✓ Attendance should be marked for synchronous online sessions, international panels, and study visits.
- ✓ Progress should reflect completion of asynchronous modules and individual project development milestones.
- ✓ Use percentage (%) to track module completion and qualitative notes for mentoring observations.

Learner Attendance & Progress Table

Learner ID / Name	Module Completion (%)	Online sessions attended	International panels attended	Study visits attended	Project Progress	Tutor Notes	Final Status (Completed/ Withdrawn)

Summary (per round)

Total learners enrolled: _____

Total learners completed: _____

Completion rate: _____ %

Notes/comments on attendance and progress trends: _____

Annex: Learners' feedback - Ecoprise Course Evaluation

Google Form Title:

Ecoprise Course Evaluation

Form

Description:

This survey collects feedback on the Ecoprise course and MOOC platform. Your responses will remain anonymous and will help improve future editions. Please rate each statement on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

Section 1: General Course Experience

1. The Ecoprise course met my expectations. (1–5 scale)
2. I am satisfied with the overall learning experience. (1–5 scale)
3. The workload was appropriate for the course duration. (1–5 scale)
4. Which aspects of the course could be improved? (open question)

Section 2: MOOC Platform

1. The platform was easy to navigate. (1–5 scale)
2. Learning materials were well-organized and accessible. (1–5 scale)
3. Did you encounter any technical problems while using the platform? Yes, No If yes, please describe.
4. Do you have any suggestions for improving the MOOC platform? (open question)

Section 3: Course Content

1. The content was relevant to my needs and interests. (1–5 scale)
2. The modules were clear and easy to understand. (1–5 scale)
3. The amount of content was manageable within the timeframe. (1–5 scale)
4. Do you have any suggestions for improving course content? (open question)

Section 4: Synchronous online sessions

1. 4. Please indicate which synchronous online sessions you attended (multiple choice):
 - Synchronous online session organized by insert partner / Title
 - Synchronous online session organized by insert partner / Title
 - Synchronous online session organized by insert partner / Title
 - Synchronous online session organized by insert partner / Title
 - Synchronous online session organized by insert partner / Title
 - Synchronous online session organized by insert partner / Title
2. The synchronous online sessions were of high quality. (1–5 scale)
3. The synchronous online sessions were interactive and engaging. (1–5 scale)
4. Overall, synchronous online sessions were useful for my learning. (1–5 scale)

Section 5: International panels

1. Please indicate which international panel(s) you attended (multiple choice):
 - Panel 1 – Introductory International Panel (GEN)
 - Panel 2 – [LM Partner # / Title]
 - Panel 3 – [LM Partner #2 Topic / Title]
 - Panel 4 – [LM Partner #3 Topic / Title]
 - Panel 5 – [LM Partner #4 Topic / Title]
2. The international panels were relevant and useful. (1–5 scale)
3. The international panels were of high quality. (1–5 scale)
4. The international panels were interactive and engaging. (1–5 scale)

Section 6: Overall Impact

1. I gained valuable knowledge/ skills from this course. (1–5 scale)

2. I feel more confident applying sustainability and innovation concepts after this course. (1–5 scale)
3. I would recommend this course to others. (1–5 scale)

Final open question (optional)

Do you have any additional comments or suggestions for improvement? (Open text)

Annex: National course delivery report

This template is to be completed by each partner at the end of each piloting round. It provides a structured format for reporting on course delivery, learner participation, and challenges encountered. Reports will be submitted to UNS for consolidation into the overall WP4 progress report. All supporting documents (attendance logs, screenshots, feedback summaries, local study visit signature sheets, photos and visit report, etc.) will be uploaded by each responsible partner into designated Google Drive folders.

Section 1: General Information

Partner organisation: _____

Country: _____

Piloting round: Round 1 / Round 2

Reporting period: _____

Section 2: Course Delivery Summary

Provide a brief description of course delivery during this round, including modules, synchronous online sessions, international panels, and study visits.

Section 3: Learner Participation

Total number of learners enrolled: _____

Number of learners who completed the round (*note: 80% of the MOOC + at least 1 online international panel + at least 1 study visit + 1 individual project): _____

Participation details (attendance in synchronous online sessions, international panels, study visits, individual project): _____

Section 4: Challenges and Mitigation

Describe any challenges encountered during course delivery and how they were addressed.

Section 5: Lessons Learned and Recommendations

Summarise lessons learned and provide recommendations for improvement

Section 6. Summary of Learners' Feedback - Ecoprise Course Evaluation

Summarise the learners' feedback collected through the Google Form Ecoprise course evaluation (annex 4). Provide:

- the number of learners who completed the evaluation,
- a quantitative summary (average scores for each evaluation dimension),
- a qualitative summary (main strengths, challenges, and areas for improvement, identified by learners),
- the partner's interpretation of the results and proposed adjustments.

Quantitative summary

Evaluation dimension	Average Score (1–5)	Comments / Notes
General Course Experience		
MOOC Platform		
Course Content		
Synchronous online sessions		
International panels		
Overall Impact		