



ECOPRISE

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D5.3: Impact Analysis on Ecoprise International Piloting



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REPORT AUTHORS

Elisa Borrione

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ReadLab Brussels

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Executive Summary

This report presents the overall results of the ECOPRISE course piloting, delivered across six partner countries (Italy, Lithuania, Greece, Cyprus, Portugal, and Serbia) over two rounds, with **Round 1 running from September 2025 to January 2026** and **Round 2 running from February to June 2026**. The course combines four self-paced online modules with a fifth, practice-based module built around case studies and an individual "Ecoprise" business project.

The assessment covers five areas: successful course delivery, learner feedback on resources and platform, change in learner confidence and motivation, exam performance, and the final individual project.

The piloting phase set two main objectives to measure its success. First, the project aimed to recruit **300 participants** across the partner countries to take part in the course. Second, it targeted a completion rate of **75% of learners finishing at least 80% of the course content**, in order to consider the piloting phase in each partner country successfully completed.

ECOPRISE enrolled 552 participants over its two piloting rounds, of whom 247 went on to complete the course and earn certification, a 45% completion rate. This outcome came in well above the 300-learner enrolment target originally set for the combined rounds.

Completion, defined as finishing at least 80% of the learning materials, all assessments, and the final project (plus a study visit and international panel in Round 1), reached 42% in Round 1 and 46% in Round 2, both below the 75% target, though improving between rounds. Performance varied sharply by country: Lithuania moved from 0% certification in Round 1 to 56% in Round 2, while Cyprus, despite strong enrolment, recorded the round's lowest completion rate at 11%.

Learner feedback was consistently positive, exceeding the 75% target in both rounds (79% and 80% respectively), though recurring concerns centred on workload, content density, and assessment logistics. Baseline-to-final survey data showed genuine, consistent gains in learners' confidence and motivation (average growth of around 13% in Round 1 and 16–21% by country in Round 2), even though the ambitious 70–75% growth targets were not met, a result attributable in part to already-high baseline scores.

Exams results followed a stable pattern across both rounds: Modules 1 and 4 were consistently strong, Module 2 was consistently the most difficult (lowest pass rate, highest failure rate), and non-attendance was the largest single source of lost certifications throughout the course. Final individual projects were generally strong, with pass rates mostly above 85% and average scores between 70 and 88 out of 100; the most frequent area for improvement, raised by evaluators in nearly every country, was the depth of financial planning and market analysis.

Overall, the ECOPRISE course demonstrates a clear positive impact on participants' skills, confidence, and motivation, and is well received by learners, but certification/completion remains below target, pointing to workload and pacing as the priority areas to address before the course is finalised.

Introduction

The ECOPRISE course was designed to build participants' knowledge and confidence in sustainable entrepreneurship, combining technical, environmental, social, and economic perspectives with a strong practical, project-based component. The course targets learners interested in developing green, socially responsible business concepts, drawing on ecovillage design principles as a framework for sustainable local development.

[The online course](#) is structured around four theoretical modules and a fifth, practice-oriented module culminating in a final project:

- **Module 1** – The Digital Dimension
- **Module 2** – The Environmental Dimension
- **Module 3** – The Social and Cultural Dimension
- **Module 4** – The Economic Dimension, Entrepreneurship and Innovation
- **Module 5** – The Practical Unit

Participants completed Modules 1–4 through the ECOPRISE MOOC platform using a self-paced approach. Each module combined learning materials, self-assessment activities, and a final exam delivered via the ECQA platform, allowing learners to progress through the content at their own rhythm while still meeting fixed assessment deadlines. Learners were expected to commit approximately 10 hours per week to the programme, for an estimated total workload of around 120 hours, corresponding to 20 ECTS at EQF Level 5. Beyond completing the full course, learners also had the option to obtain micro-credentials for individual modules, offering a more flexible route into the programme for those unable to commit to the full 120-hour workload.

Module 5 shifted the focus from theory to practice. Rather than a further round of instructional content, this module asked participants to analyse case studies aligned with the themes of Modules 1–4 and, building on this analysis, to develop their own sustainable business concept. This concept was then presented and defended in a final interview or presentation session with partner organisations' trainers and tutors, combining a written project (60 points) with an oral component (40 points) for a total assessment out of 100 points. This final project served as the capstone of the learning journey, requiring learners to bring together the technical, environmental, social, and economic dimensions covered earlier in the course into a single, coherent business proposal.

The course was piloted in two rounds across six partner countries: Italy, Lithuania, Greece, Cyprus, Portugal, and Serbia. Round 2 ran from February to June 2026. Between the two rounds, some adjustments were made to the course design based on learner experience and national feedback. Most notably, participation in the study visits and international panels, both mandatory in Round 1, was made optional in Round 2 in response to the logistical difficulties some learners faced in travelling significant distances to attend the study visits in person. In addition, the international panels were delivered only in English, which created an additional barrier for some learners.

Attendance at the international panels was affected not only by the workload associated with the first piloting round but also, in some cases, by limited English language proficiency. To ensure that all learners could still benefit from these activities, recordings of the international panels and translated versions of the presentation materials were made available after each session.

This report brings together the results of both piloting rounds to assess how well the course met its intended outcomes. It is organised around five main areas of analysis: successful delivery and completion of the course; learners' feedback on the course resources and the MOOC platform; changes in learners' confidence and motivation, measured through baseline and final surveys; performance on the module exams, including retake attempts; and results from the final individual project and interview. A closing section presents platform-level metrics, registration numbers, module-by-module engagement, and completion patterns, managed by ReadLab Brussels.

The analysis presented throughout this report is based on course and exam data provided by the consortium partners, supplemented by the national reports produced for each piloting round in each participating country. Where relevant, findings are broken down by country and, for the exams, by language group, in order to capture both the overall performance of the course and the variation in outcomes across the different national contexts in which it was delivered.

Chapter 1. Delivery of Ecoprise Course Piloting

This chapter assesses the delivery of the ECOPRISE course piloting, the first of the five areas of analysis covered in this report, alongside learner feedback, changes in confidence and motivation, exam performance, and final project outcomes.

Successful delivery was defined as participants completing at least 80% of the learning materials, including all assessments, a minimum of one study visit, one international panel, and the final project. The target set for the piloting was for at least 75% of participants to meet this threshold. Learners who met this full set of requirements (completing all four online modules plus Module 5, the case-study and final project module) are referred to throughout this report as "certified."

Between the two piloting rounds, one requirement changed: in Round 1, participation in at least one study visit and one international panel was mandatory, but for Round 2 this was made optional, following feedback that the significant travel distances involved made in-person attendance difficult for some learners and ensured more flexibility during the course attendance. This adjustment should be kept in mind when comparing completion rates across the two rounds, as it altered what "successful delivery" required in each case.

The results for both rounds, broken down by country, are presented in the following section.

1.1 Round 1

Results per country

In Round 1, the number of learners who completed all the required learning materials was substantially lower than the number initially enrolled (see each country's national report for details on enrolment methods). In some cases, this gap was severe enough to result in zero certifications, as occurred in Lithuania (see Fig. 1), due to insufficient involvement and commitment of the learners, greatly compensated by the positive results of round 2.

Country	Enrolled	Certified	Completion rate
Greece	68	27	40%
Serbia	36	19	53%
Cyprus	29	9	31%
Italy	28	13	46%
Portugal	27	15	55.5%
Lithuania	12	0	0%
TOTAL	200	83	42%

Figure 1: Completion rate per country round 1

This significant drop-out can be attributed to several factors. First, many learners found it difficult to maintain their commitment to online learning and to participate consistently in the course activities. Second, national reports highlight that the intensity of the course schedule, the demanding pace of the modules, and the strict exam requirements contributed to learner demotivation. An additional factor affecting motivation during the first piloting round was the examination policy. Learners who did not pass an exam were not allowed to continue taking the exams for subsequent modules and had to wait until the final retake session at the end of the course before attempting the remaining assessments. This interruption in their learning path discouraged some participants and likely contributed to the observed drop-out rate. This rule was revised for the second piloting round. ECQA allowed learners who failed an exam to retake it at the next available examination session, enabling them to continue progressing through the course. This change provided a more flexible learning experience and helped reduce the negative impact of early exam failures on learner motivation.

When considering the overall project target, which was to enrol 300 learners and achieve 225 course completions, the results show that more than 250 learners completed the course across all

participating countries. Therefore, while the completion rate varied at country level, the overall project objective in terms of the number of learners successfully completing the course has been substantially achieved.

Overall, 83 out of 200 learners obtained certification, resulting in a total completion rate of **42%**. Portugal and Serbia were the only countries to exceed the 50% mark, with completion rates of 56% and 53% respectively, while all other countries fell below this threshold, most notably Lithuania, where no learners completed certification.

Study Visits

Local study visits were organised in each participating country (2 per partner-country) to give learners first-hand exposure to sustainable, circular, and socially responsible enterprises. These visits complemented the theoretical components of the Ecoprise Course by providing opportunities to engage directly with entrepreneurs and practitioners, observe sustainable business models in action, and discuss the practical challenges and opportunities of implementing sustainable entrepreneurship.

Participation in at least one local study visit was a mandatory requirement for successful completion of the course. Beyond reinforcing the concepts covered in the training, these visits enabled participants to expand their professional networks, establish valuable business contacts, and gain practical inspiration for developing their own Ecoprise business models.

Two Study Visits took place in six partner countries, hosted by the following organisations:

- **Cyprus:** 1. Zero Waste Alliance Cyprus, Nicosia; 2. Gardens of the Future and Precious Plastic Cyprus, Nicosia.
- **Italy:** 1. RADICI – Piccolo Museo della Natura, Palermo; 2. Borgo Danilo Dolci & LAND, Palermo.
- **Serbia:** 1. Cultural station Svilara, Novi Sad; 2. Regional Development Agency Bačka (RDA Bačka), Novi Sad.
- **Greece:** 1. Dimotiki Agora Kipselis, Athens; 2. MAST Group, Athens.
- **Portugal:** 1. HortaFcul Project, Lisbon; 2. Rizoma Cooperative, Lisbon.
- **Lithuania:** 1. Social enterprise "Mano Guru", Vilnius; 2. CooCoo - Secondary furniture design studio, Vilnius.

A total of **129 participants** in total for both study visits were involved in the pilot implementation across the six partner countries. Participation varied considerably between countries, ranging from **2 participants** to **39** (see Fig. 2).

Country	Participants
Portugal	39
Serbia	33
Cyprus	20
Italy	19
Greece	16
Lithuania	2
TOTAL	129

Figure 2: Participants to Study Visits per country round 1

Although **no learners were certified in Lithuania during Round 1**, two participants actively engaged in the pilot activities and attended the local study visit, demonstrating their involvement and participation in the learning experience.

International Panels

The goal of the International Panels was to provide piloting learners with a valuable opportunity to engage with participants from different countries, exchange perspectives, and share experiences, a series of international expert panels were organised throughout the project delivery period. These sessions aimed to expose learners to real-world examples of sustainable and regenerative entrepreneurship, offering insights from experts and practitioners across various fields. Attendance at least one panel was mandatory for all learners.

The five international expert panels organised by the project partners were:

- GEN Europe – “Ecosocial Entrepreneurship and Ecovillage Design between community roots and innovation”
- The Critical – “From Eco-Farm to Eco-Village”
- LAND – “Regenerative Entrepreneurship & Agrivoltaics: Rethinking Renewable Energies”
- GrantXpert – “AI: The ECOPRISE Designer’s Best Buddy”
- MB Žaliasis judėjimas – “Different Circular Economy Strategies in Practice”

The reported number of participants represents the total number of learners who attended one or more of the five sessions, rather than the cumulative attendance across all panels.

Country	Participants
Portugal	54
Greece	40
Italy	20
Serbia	20
Cyprus	9
Lithuania	4
TOTAL	147

Figure 3: : Participants to International Panels per country round 1

1.2 Round 2

Overall, 164 out of 352 learners obtained certification in Round 2, resulting in a total completion rate of **46.7%**, a marked improvement on Round 1's 42%. Serbia recorded the highest completion rate at 76%, followed by Lithuania (56%) and Italy (58%), all comfortably above the 50% mark. Portugal (43%) and Greece (36%) fell below this threshold, while Cyprus recorded the lowest completion rate of the round at just 11%, despite having one of the highest enrolment figures (73 learners).

Results per country

Country	Enrolled	Certified	Completion rate
Lithuania	134	76	56.7%
Cyprus	73	8	11%
Portugal	46	20	43.5%
Serbia	41	31	75.6%
Italy	36	21	58%
Greece	22	8	36.4%
TOTAL	352	164	46.7%

Figure 4: Completion rate per country round 2

Study Visits

As part of the course requirements, participants were expected to take part in at least one local study visit to successfully complete the programme. Round 2 saw strong engagement across all six participating countries, with a combined total of 161 participants taking part. Serbia recorded the highest turnout with 48 participants, followed by Portugal (31), Italy (26), Lithuania (24), Cyprus (19), and Greece (13). It should be noted that these figures represent the total number of participants per country and do not distinguish between learners who attended one study visit and those who attended more than one. This broad, cross-country participation reflects consistent engagement with the practical, field-based component of the course across the consortium.

The Study Visits took place in the six partner countries, hosted by the following organisations:

- **Cyprus:** 1. European University Cyprus, Nicosia; 2. Precious Plastic Cyprus, Nicosia.
- **Italy:** 1. Centro Kenko, Palermo; 2. Palma Nana, Palermo.
- **Serbia:** 1. Foundation Novi Sad 2022, Novi Sad; 2. Eco-centre Radulovački, Sremski Karlovci.
- **Greece:** 1. Organization Earth, Girokomio Athinon; 2. Hellenic Youth Participation, Athens.
- **Portugal:** 1. Fruta Feia Cooperative & Cultiva Urban Farm, Lisbon; 2. HortaFcul Project, Lisbon.
- **Lithuania:** 1. Pirmas blynas, Vilnius; 2. Social business “Eskedar Coffee Bar”, Vilnius.

Country	Participants
Serbia	48
Portugal	31
Italy	26
Lithuania	24
Cyprus	19
Greece	13
TOTAL	161

Figure 5: Participants to Study Visits per country round 2

International Panels

In round 2, the course also featured a series of International Panels, bringing together experts to explore key themes in sustainability and social entrepreneurship. These included:

- GEN Europe - “Building on Community and Social Economy through Ecovillage Design”
- The Critical -” Designing Tomorrow: Innovation, Sustainability, and Circularity”
- GrantXpert - “Powering the Future: Energy Communities and Deep Tech for Sustainable Entrepreneurship”
- Land Impresa Sociale - “From "Sustainable" to Regenerative: Understanding Social and Environmental Regeneration”
- MB Žaliasis judėjimas - “Social Entrepreneurship: Challenges, Opportunities & Real Impact”

Across all six countries, a combined total of 124 participants took part in these panels. Lithuania recorded the highest turnout with 35 participants, followed by Serbia (27), Portugal (22), Cyprus (19), Italy (14), and Greece (7). As with the study visits, these figures represent the total number of participants per country and do not distinguish between learners who attended one panel and those who attended more than one.

Country	Participants
Lithuania	35
Serbia	27
Portugal	22
Cyprus	19
Italy	14
Greece	7
TOTAL	124

Figure 6: Participants to International Panels per country round 2

Final Observations

Across both piloting rounds, the ECOPRISE course achieved an **overall completion rate of 45%**, with **247 learners successfully obtaining certification** out of **552 enrolled participants**. While the initial project target was to enrol 300 learners for round 1 and 2 combined, the piloting phase exceeded this objective in terms of participation, demonstrating strong interest in the course. The consortium successfully reached and surpassed this target.

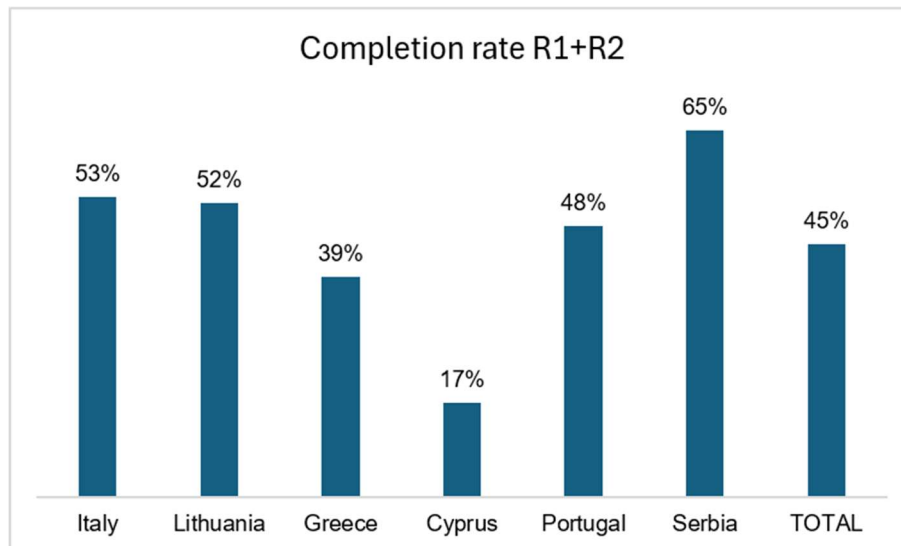


Figure 7: Participants to International Panels per country round 2

The completion rate fell short of the initial target of 75%. Nevertheless, the results demonstrate a positive trajectory, with completion increasing from 42% in Round 1 to 46.7% in Round 2, indicating that the adjustments introduced between rounds, most notably making the study visit and international panel optional rather than mandatory, had a measurable positive impact. While these changes improved learner retention, they were not sufficient on their own to reach the target completion rate.

The combined data also reveal important differences in each country's contribution to the overall pilot. **Lithuania** accounted for **the largest share of participants** (26% of all enrolled learners) and an even larger share of certified learners (31%, despite 0 certified learners for round 1), confirming its central role in the project's overall outcomes. **Serbia**, despite representing only 14% of total enrolments, contributed 20% of all certified learners and achieved **the highest overall completion rate (65%)**, making it the strongest performer across both rounds. Similarly, **Italy** represented 12% of enrolments but 14% of certified learners, reflecting a **completion rate (53%)** above the project average.

By contrast, **Cyprus** enrolled 18% of all participants but accounted for only **7% of certified learners**, resulting in the lowest combined completion rate (17%). This substantial discrepancy confirms that the challenges observed in Round 2 significantly affected the country's overall performance. **Greece** contributed with 16% of total enrolments but only **14% of total certified learners**, with an overall **completion rate of 39%**, below the project average. **Portugal**, meanwhile, maintained a balanced

performance, representing 13% of enrolments, 14% of certified learners, and achieving a **completion rate of 48%**, slightly above the overall average.

These differences suggest that completion was influenced not only by the course design but also by country-specific factors related to implementation, narrow user base, learner engagement and contextual conditions. While the recurring explanations identified in the national reports (such as the demands of online learning, the intensive course schedule and the strict assessment requirements necessary to gain micro-credential certification), appear to have affected participants across all countries, their impact varied considerably. The contrast between countries such as Serbia and Lithuania, where certification rates exceeded their share of enrolments, and Cyprus and Greece, where certification lagged well behind enrolment, highlights the importance of local delivery conditions in shaping learner success.

Taken together, the findings indicate that structural improvements to the course contributed to higher completion rates, but further progress towards the 75% target will require more targeted, country-specific measures.

Chapter 2. Learners' Positive Feedback On Resources

At the end of the modules, learners completed a Final Reflection Survey to assess their overall satisfaction with the ECOPRISE course. It's worth noting upfront that not all learners who took the course responded to this survey, so the figures below reflect the views of respondents rather than the full cohort.

The survey gathered feedback on both the course itself and the MOOC platform, using a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), across six evaluation categories:

- General Course Experience
- MOOC Platform
- Course Content
- Synchronous Online Sessions
- International Panels
- Overall Impact

The total evaluation score per country and per round is presented in the following section.

2.1 Round 1

Across 81 responding participants, the overall average across all six evaluation categories works out to approximately 3.97/5.

Results per country

Country	Number of participants	General course experience	MOOC platform	Course content	Online sessions	International panels	Overall impact
Serbia	16	3.56	4.28	3.68	4.33	4.47	4.29
Greece	20	4.40	4.70	4.40	4.40	4.50	4.30
Cyprus	16	3.90	4.20	4.09	4.10	4.30	4.20
Italy	14	4.00	4.00	4.00	4.00	4.00	4.00
Lithuania	0						
Portugal	15	2.5	3.5	3	3.3	3	3.6
Total	81	3.67	4.14	3.83	4.03	4.05	4.08

Figure 8: Feedback survey results per country round 1

Average total: 3.97/5

Lithuania recorded no responses at all, which is consistent with its 0% completion rate in Round 1, with no learners completing the course, none reached the point of taking the reflection survey.

Looking at the six evaluation categories, the MOOC Platform was the best-received element of the programme (4.14), followed by Overall Impact (4.08), International Panels (4.05), and Online Sessions (4.03). Course Content came in lower at 3.83, and General Course Experience was the weakest-rated category overall at 3.67. This pattern suggests learners were generally more satisfied with the technical delivery mechanism and specific programme components than with the experience of taking the course as a whole, likely reflecting the workload and pacing concerns raised elsewhere in the report.

At the country level, Greece scores highest in every single one of the six categories, with an average across categories of 4.45. Cyprus (4.13) and Serbia (4.10) followed as solid performers, both comfortably above the 4.0 mark. Italy averaged exactly 4.00 across all six categories.

Portugal is the clear outlier at the bottom, rating lowest in every single category without exception, with an average of just 3.15, nearly a full point below the next-lowest country. Its weakest scores were General Course Experience (2.5) and International Panels (3.0), both well below every other country's

figures in those same categories. This is consistent with concerns raised elsewhere in the report about workload and course structure specifically affecting the Portuguese cohort. Portugal recorded a lower overall score of 3.7, driven in particular by the "General course experience" category (2.5/5), "The workload was adequate for the duration of the course" question, which received a notably low rating of 1.7

The gap between categories is relatively modest at the aggregate level, less than half a point separates the best-rated category from the worst, but this masks much larger country-specific variation. Portugal's own spread between its highest category score (3.6) and its lowest (2.5) is 1.1 points, more than double the spread seen in the overall totals, indicating that Portuguese learners' dissatisfaction was concentrated in specific aspects of the course rather than spread evenly across all six categories.

The feedback survey reveals a strong overall appreciation of the course resources, with most countries scoring 4 out of 5. The total score is 3.94 (rounded 4) out of 5.

Learners' positive feedback on the training resources **reached 79%**, exceeding the established KPI target of 75%.

2.2 Round 2

Results per country

Across 166 responding participants, a substantially larger sample than Round 1's 81, and this time including Lithuania, the overall average across all six evaluation categories comes to roughly 4.2/5. This represents a clear improvement on Round 1's approximately 3.97/5.

Country	Number of participants	General course experience	MOOC platform	Course content	Online sessions	International panels	Overall impact
Serbia	31	4.42	4.5	4.29	4.41	4.47	4.39
Greece	8	4.5	4.8	4.6	4.8	4.7	4.8
Cyprus	8	4.33	4.17	4.08	3.89	4.58	4.43
Italy	21	4	4	4	4	4	4
Lithuania	78	4.33	4.24	4.24	4.19	4.3	4.44
Portugal	20	3.5	3.95	3.47	3.57	3.53	3.9
Total	166	4.2	4.3	4.1	4.1	4.3	4.3

Figure 9: Feedback survey results per country round 2

Average total: 4.2/5

Looking at the six evaluation categories, International Panels and MOOC Platform were joint-highest at 4.3, followed closely by General Course Experience and Overall Impact, also at around 4.2–4.3. Course Content and Online Sessions were both slightly lower at 4.1. Unlike Round 1, where General Course Experience was the weakest category, it has recovered strongly here, the gap between the best and worst categories has narrowed to just 0.2 points, compared to nearly 0.5 in Round 1, suggesting a more evenly positive experience across all aspects of the course this time.

At the country level, Greece again stands out as the clear top performer, rating highest in every single one of the six categories, with an average across categories of around 4.7. Serbia followed closely with a consistently high average around 4.4, and Lithuania, absent entirely from Round 1, posted a solid average around 4.29 across its 78 respondents, by far the largest cohort in this round. Cyprus averaged around 4.25, with International Panels its standout category (4.58) and Online Sessions its relative weak point (3.89).

Italy again recorded exactly 4.00 across all six categories, the same flat pattern seen in Round 1.

Portugal remains the clear outlier at the bottom of the ranking, exactly as in Round 1, with an average of roughly 3.65, again the lowest in every single category. Its weakest scores were

Course Content (3.47) and Online Sessions (3.57), while its General Course Experience score (3.5) has actually improved somewhat from Round 1's 2.5, though it's still the weakest result in that category across all six countries. The consistency of Portugal's bottom-ranking position across both rounds strengthens the case that this reflects a genuine, structural issue with course delivery or expectations in Portugal, rather than a one-off cohort effect.

Comparing the two rounds directly, five of the six countries appear in both, and the ranking has stayed remarkably stable: Greece first, Serbia strong, Portugal last in both rounds. The main structural change is Lithuania's appearance in Round 2 with a solidly positive score.

Qualitative feedback on the modules:

- Excessive workload and content density, a recurring issue across the majority of piloting countries according to their national reports
- The length of some modules, along with weak support for learners in developing their individual projects
- Assessment procedures emerged as another common area of concern. Learners highlighted challenges related to accessing examination links, meeting technical requirements, interpreting question wording, and inconsistencies in translations.

Learners' positive feedback on the training resources **reached 80%**, exceeding the established KPI target of 75%. This indicates a high level of satisfaction with the quality, relevance, and usefulness of the resources provided throughout the programme.

Chapter 3. Increased Motivation and Confidence

To assess the impact of the ECOPRISE course, baseline and final surveys were developed to measure learners' confidence, motivation, and development of specific skills before and after completing the course. The assessment focused on two main areas: the development of green and entrepreneurial skills, including learners' confidence in applying ecovillage design principles to social entrepreneurship, and their motivation to contribute to local development through sustainable entrepreneurship.

This section presents the results of the "Overall Impact" category from both surveys, highlighting changes in learners' green and entrepreneurial skills, as well as their motivation to engage in sustainable entrepreneurship and contribute to local development.

The questions present in the "Overall Impact" section of the final survey are:

1. How confident are you in applying green skills to projects?
2. How confident are you in applying digital skills to projects?
3. How confident are you in applying entrepreneurial skills to projects?
4. How confident are you in applying resilience skills to projects?
5. How confident are you in applying ecovillage design principles to projects?
6. How motivated are you to contribute to local sustainable development through entrepreneurship?

The questions used to measure confidence and motivation in both the baseline and final surveys are:

- Question 1: "How confident are you in applying green skills to projects?"
- Question 3: "How confident are you in applying entrepreneurial skills to projects?"
- Question 5: "How confident are you in applying ecovillage design principles to projects?"
- Question 6: "How motivated are you to contribute to local sustainable development through entrepreneurship?"

The target growth rate for questions **1, 3, and 5 was set at 70% or higher** from baseline to final survey whereas **question 6 at 75% or higher**. This level of growth **was not achieved in practice**. However, it is important to note that learners started from an already solid base of knowledge on these topics, with baseline scores generally ranging between 3 and 4 out of 5 this makes such a high percentage growth considerably harder to attain, as there was comparatively less room for improvement.

Notes on data availability:

- No final survey results are available for Lithuania in Round 1, as no learners completed the course.
- Question 5 ("How confident are you in applying ecovillage design principles to projects?") is missing from Italy's final survey results in both rounds.

We will then provide an overall analysis of the improvement recorded across all questions, broken down by country.

3.1 Round 1

This section presents the Round 1 results of the "Overall Impact" category from the baseline and final surveys, which measure learners' self-assessed confidence in applying green, digital, entrepreneurial, resilience, and ecovillage design skills to projects, as well as their motivation to contribute to local sustainable development through entrepreneurship.

Particular attention is given to Question 1 ("How confident are you in applying green skills to projects?"), Question 3 ("How confident are you in applying entrepreneurial skills to projects?"), and Question 5 ("How motivated are you to contribute to local sustainable development through entrepreneurship?"), for which a specific target growth rate had been set: 70% or higher from baseline to final survey for Questions 1 and 3, and 75% for Question 5, applying to both rounds. This target was not achieved in practice for either round.

However, it is important to note that learners started from an already solid base of knowledge on these topics, with baseline scores generally ranging between 3 and 4 out of this makes such a high percentage growth considerably harder to attain, as there was comparatively less room for improvement.

The results are presented first on a question-by-question basis across all participating countries, followed by a country-by-country breakdown highlighting where the ECOPRISE course had the strongest and weakest measured impact.

Target growth rate per question

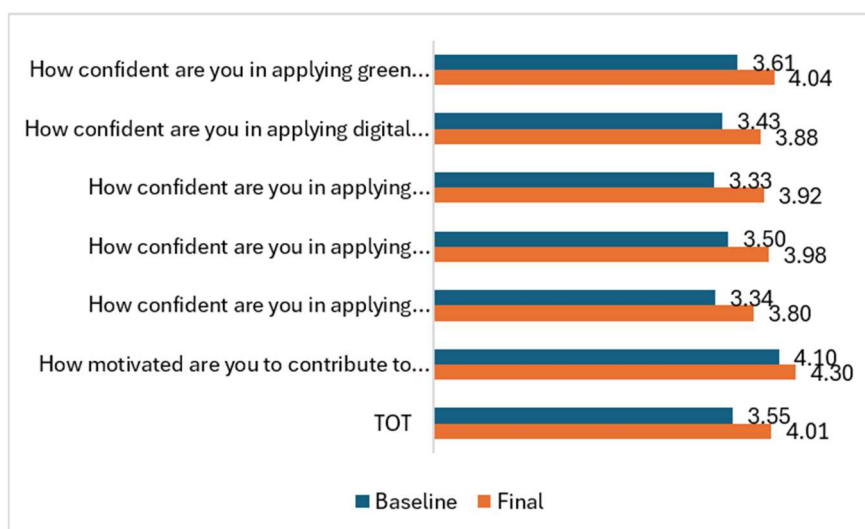


Figure 10: Target growth rate per question, round 1

1. How confident are you in applying green skills to projects?

Confidence grew from 3.61 to 4.04, a growth rate of 11.9% a solid, moderate improvement in learners' confidence applying green skills.

2. How confident are you in applying entrepreneurial skills to projects?

Confidence grew from 3.33 to 3.92, a growth rate of 17.7%, the strongest growth among the four questions, suggesting the course had a particularly meaningful impact on entrepreneurial confidence, aided by a comparatively lower starting baseline.

3. How confident are you in applying ecovillage design principles to projects?

Confidence grew from 3.34 to 3.80, a growth rate of 13.7%, reflecting a fairly consistent improvement.

4. How motivated are you to contribute to local sustainable development through entrepreneurship?

Motivation grew from 4.10 to 4.30, a growth rate of 4.8%, again the smallest increase recorded, consistent with the pattern seen elsewhere: a higher baseline score (4.10/5) left less room for further growth.

Analysis per country

The results from **Piloting Round 1** indicate that, overall, learners reported higher levels of confidence after completing the ECOPRISE courses. Comparing the average scores from the baseline and final surveys (measured on a 5-point scale), there was an overall increase of **12.96%**, demonstrating a clear improvement in learners' confidence, knowledge, and perceived competence.

These findings suggest that the ECOPRISE courses effectively support participants' learning journey and have a positive impact on their motivation and self-confidence. While improvements were observed across all participating countries, some recorded particularly notable gains. The highest increases were reported in Greece (17.8%), Cyprus (17.6%), and Serbia (16.2%), indicating a particularly strong positive impact of the training in these contexts.

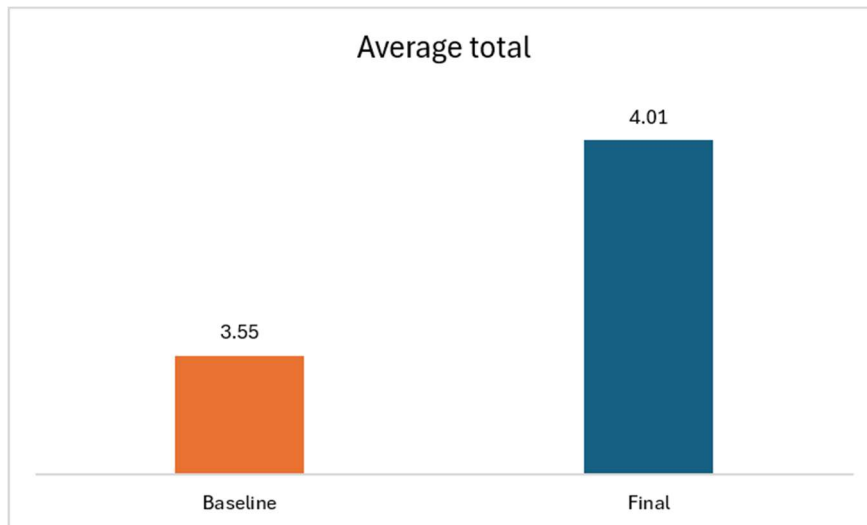


Figure 11: Average total growth rate round 1

Italy

The results for Italy show an overall improvement of 9.9% in participants' self-assessed competencies (from 3.55 to 3.90). The largest increase was observed in resilience skills, which improved by 17.1% (3.5 to 4.1). Green skills and entrepreneurial skills both increased by 5.6% (3.6 to 3.8 and 3.5 to 3.7, respectively), while motivation to contribute to local sustainable development rose by 4.8% (4.2 to 4.4). In contrast, digital skills declined by 5.6% (3.6 to 3.4). Confidence in applying ecovillage design principles was only measured at baseline (3.3), so no percentage change could be calculated. Overall, the findings indicate a positive impact of the programme, particularly in strengthening participants' resilience-related competencies.

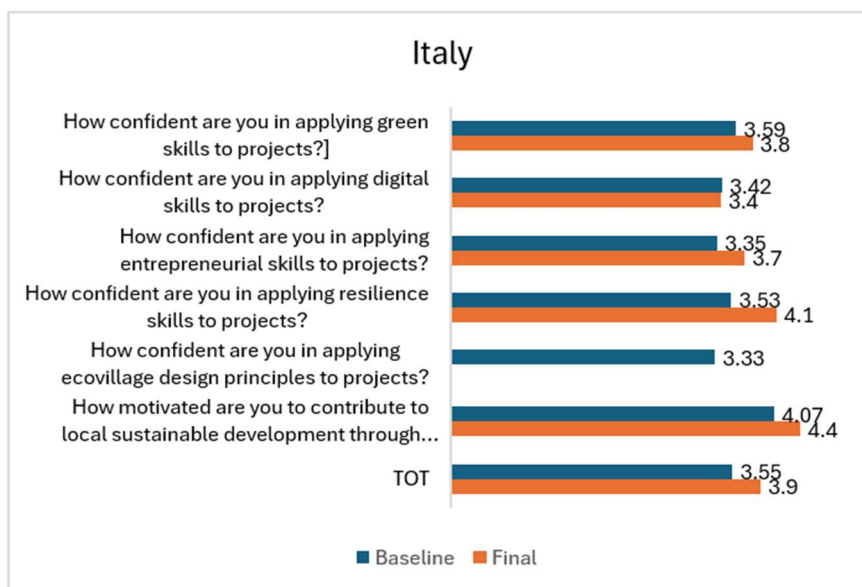


Figure 12: Italy's growth rate round 1

Cyprus

Cyprus showed a substantial overall improvement in participants' self-assessed competencies, with the total (TOT) score increasing by **17.6%** (from 3.57 to 4.20). The largest improvement was observed in entrepreneurial skills, which increased by 29.2% (3.25 to 4.20), followed by digital skills (20.7%, 3.48 to 4.20), green skills (18.4%, 3.80 to 4.50), and resilience skills (13.3%, 3.53 to 4.00). Confidence in applying ecovillage design principles also improved by 12.1% (3.30 to 3.70), while motivation to contribute to local sustainable development showed a more modest increase of 2.9% (4.08 to 4.20). The findings indicate that the programme had a strong positive impact across all competency areas, with the greatest gains observed in entrepreneurial and digital skills.

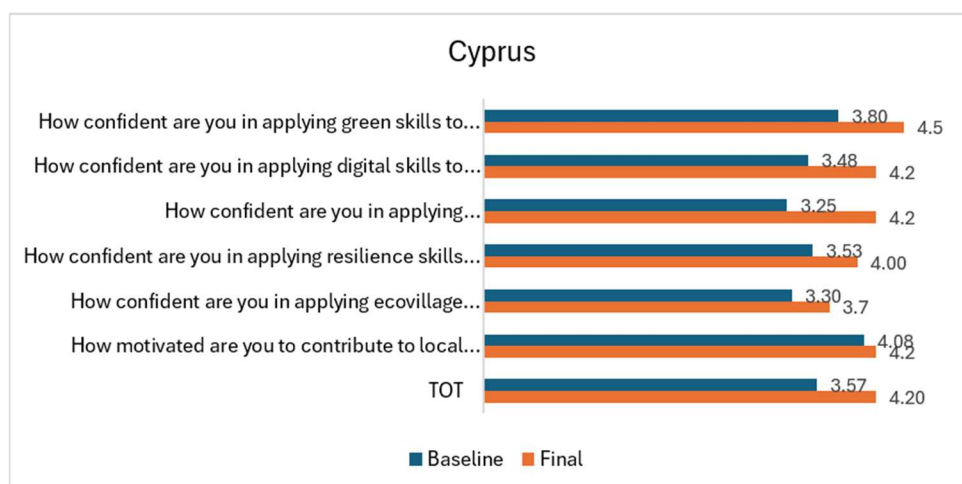


Figure 13: Cyprus growth rate round 1

Portugal

Portugal recorded the lowest overall growth rate among the countries analysed, with a total confidence and motivation improvement of **2.5%**. As shown in the figures, most individual questions in the final survey registered only light growth, with digital skills confidence in particular remaining nearly flat (a growth rate of just 2.94%). For the question "How motivated are you to contribute to local sustainable development through entrepreneurship?", the baseline survey already showed a high score (4.2 out of 5), leaving only a slight increase to 4.5 (a growth rate of 7.1%) by the final survey.

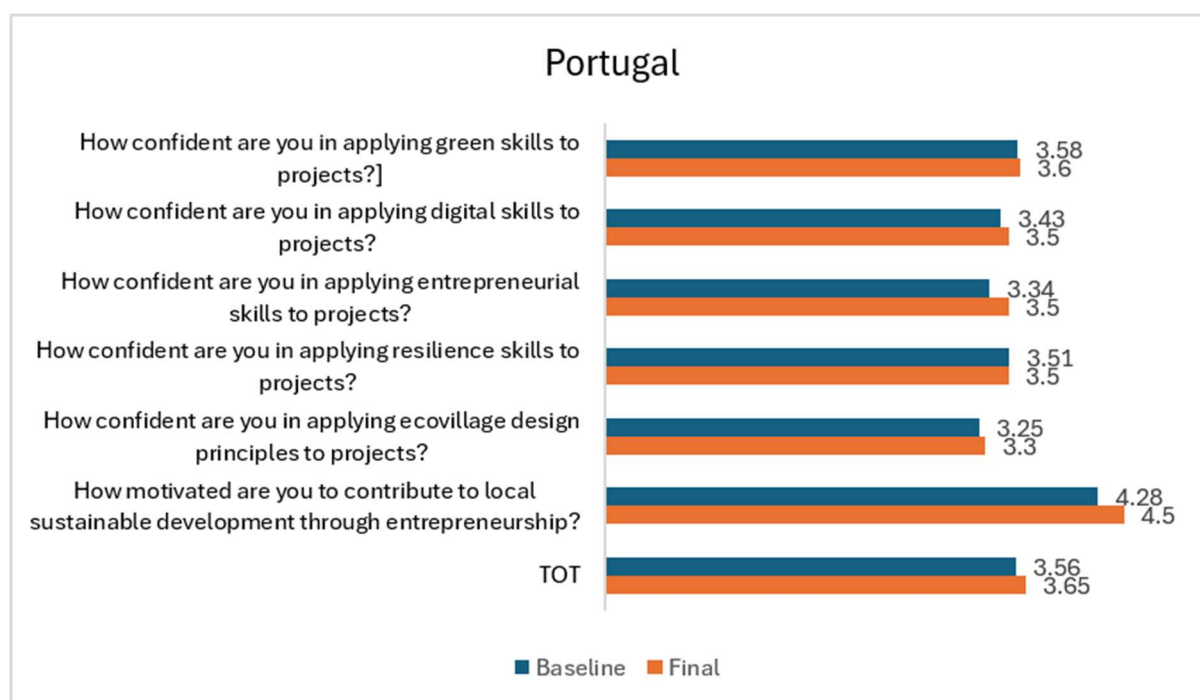


Figure 14: Portugal growth rate round 1

Serbia

Serbia shows strong, broad-based growth across nearly every question. Entrepreneurial skills confidence led with a +22.02% gain, followed closely by digital skills at +19% and green skills at +16%. Resilience skills grew +22% and ecovillage design principles rose +18%. Motivation was the clear outlier, growing just +0.7% a negligible increase, though consistent with its already very high baseline (the highest of the set). Overall confidence and motivation show a 16% improvement.

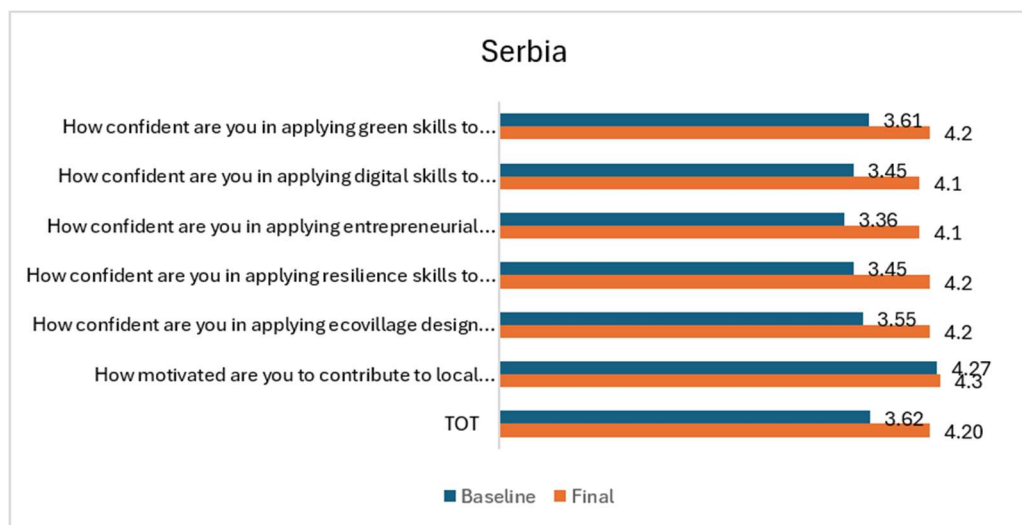


Figure 15: Serbia growth rate round 1

Greece

Greece registered an increase in knowledge across almost all domains, except for motivation to contribute to local sustainable development through entrepreneurship, where the score was already high at baseline. The overall confidence and motivation rose from 3.48 to 4.1, a **17.8%** improvement, the highest overall improvement rate of all partner countries in Round 1.

Digital skills confidence saw the biggest gain (+23.89%), followed closely by entrepreneurial skills (+22.75%) and ecovillage design principles (+19.76%). Motivation lagged behind at 6.22%.



Figure 16: Greece growth rate round 1

General observations

Overall, Round 1 results confirm a positive and consistent impact of the ECOPRISE course on learners' confidence and motivation, with an average total growth of 12.96% across all participating countries. Greece (17.8%), Cyprus (17.6%), and Serbia (16.2%) recorded the strongest overall improvements, while Portugal (2.5%) and, to a lesser extent, Italy (9.9%) showed more modest gains. A recurring pattern across countries is that questions with already-high baseline scores, most notably motivation to contribute to local sustainable development, consistently show smaller percentage increases, since less room remains for improvement.

Conversely, competencies with lower starting confidence, such as entrepreneurial and ecovillage design skills, tended to register the largest gains. These findings suggest that the ECOPRISE course is particularly effective at strengthening confidence in areas where learners initially felt least prepared, while country-level differences in overall growth may reflect variations in course delivery, learner engagement, or contextual factors specific to each piloting country. It should also be noted that some figures are based on incomplete data, due to missing final survey responses for certain questions in Italy and the entire dataset for Lithuania.

3.2 Round 2

The Round 2 evaluation assessed changes in participants' confidence and motivation following the completion of the training programme. Baseline and final survey responses were compared across the six partner countries (Greece, Cyprus, Portugal, Lithuania, Serbia, and Italy) to measure changes in participants' confidence in applying green, digital, entrepreneurial, resilience, and ecovillage design skills to their projects, as well as their motivation to contribute to local sustainable development through entrepreneurship.

As in Round 1, Question 1 (green skills), Question 3 (entrepreneurial skills), and Question 5 (motivation), for which predefined growth targets had been established (70% for Questions 1 and 3, and 75% for Question 5) were analysed. While these targets were not reached in either evaluation round, baseline scores were relatively high, as already mentioned. To provide a meaningful comparison of progress, percentage growth rates were calculated across countries and competency areas, highlighting both the overall impact of the programme and variations in outcomes among partner countries.

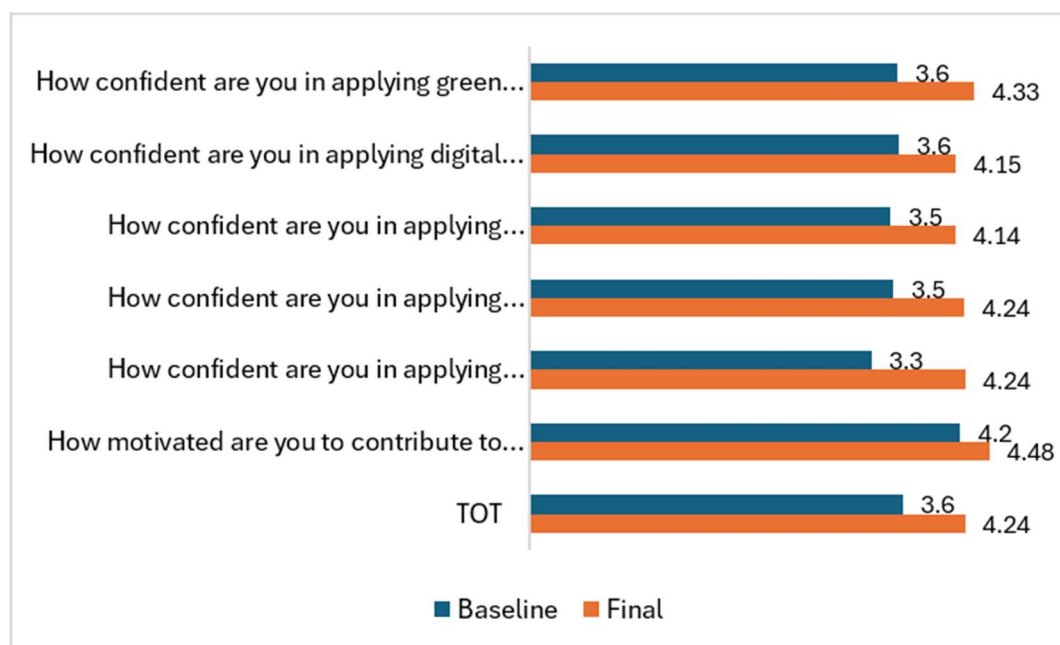


Figure 17: Target growth rate per question round 2

How confident are you in applying green skills to projects?
Confidence grew from 3.6 to 4.3, a growth rate of 19.44%, one of the stronger gains recorded, indicating a meaningful improvement in learners' confidence applying green skills after completing the course.

How confident are you in applying entrepreneurial skills to projects?

Confidence grew from 3.5 to 4.1, a growth rate of 17.14%, reflecting solid progress in learners' entrepreneurial confidence, though slightly below the growth seen in green skills.

How confident are you in applying ecovillage design principles to projects?

Confidence grew from 3.3 to 4.2, a growth rate of 27.27%, the highest growth rate among the four questions shown here. This suggests the course had its strongest relative impact on this topic, likely because it started from the lowest baseline score of the set.

How motivated are you to contribute to local sustainable development through entrepreneurship?

Motivation grew from 4.2 to 4.5, a growth rate of 7.14%, the smallest increase recorded, though this is largely explained by the notably high baseline score (4.2/5), which left comparatively little room for further growth.

Analysis per country

Before turning to the country-level results, it is useful to look at the overall picture across all six partner countries combined. As the figure below shows, participants' average total score rose from 3.6 at baseline to 4.2 in the final survey, a **16.7% increase**, and a stronger overall gain than the one recorded in Round 1 (12.96%). This confirms that, in aggregate, the ECOPRISE course had a clear positive effect on learners' confidence and motivation in Round 2. The analysis below breaks this overall result down by country, to identify where the course's impact was strongest and where it was more limited.

The chart below shows the average total score across all six partner countries, combining every question in the "Overall Impact" category, before the country-by-country breakdown that follows.

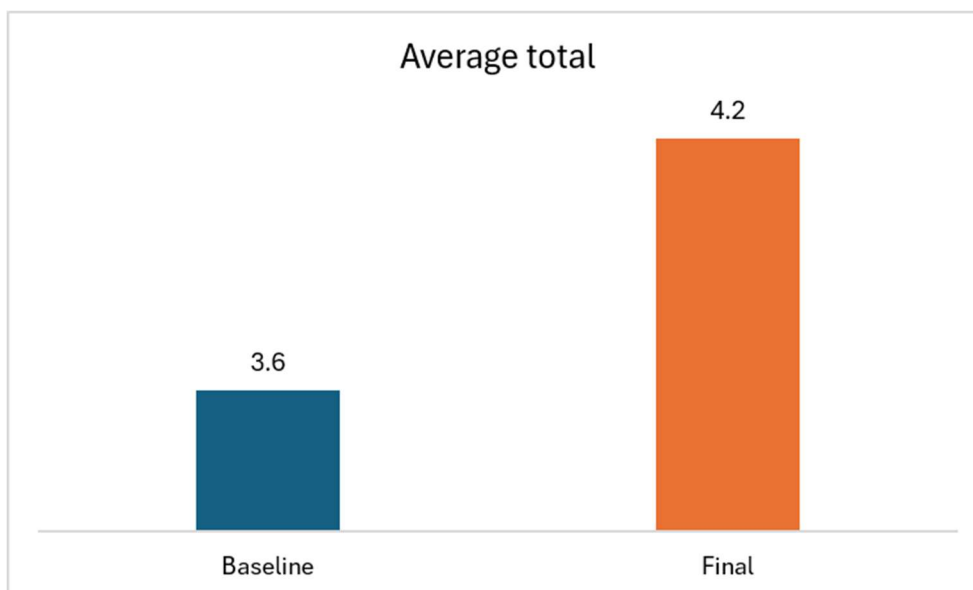


Figure 18: Average total growth rate round 2

Italy

Italy's overall confidence score increased only marginally, from 3.6 to 3.7, representing a 2.78% growth rate. These results show positive progress across all skill areas, with the strongest improvement observed in confidence in green skills, which increased from 3.6 to 4.0 (11.11% growth). While the increases in digital, entrepreneurial, and resilience skills were more modest, this is likely explained by the already high baseline scores (between 3.5 and 4.0 out of 5), leaving less room for further improvement. Overall, the findings suggest that learners maintained and, in several areas, further strengthened their confidence throughout the course.

Taken together with the absence of ecovillage data, these results suggest that Italy experienced limited gains in confidence and motivation.



Figure 19: Italy growth rate round 2

Cyprus

The Cyprus data shows a clear improvement across all measured competencies from baseline to final assessment. Participants' confidence in applying green skills increased by 25.0%, digital skills by 21.6%, entrepreneurial skills by 28.6%, resilience skills by 25.0%, and ecovillage design principles by 33.3%, representing the largest improvement. Motivation to contribute to local sustainable development increased by 9.5%. Overall, participants' average score increased by **21.6%**.

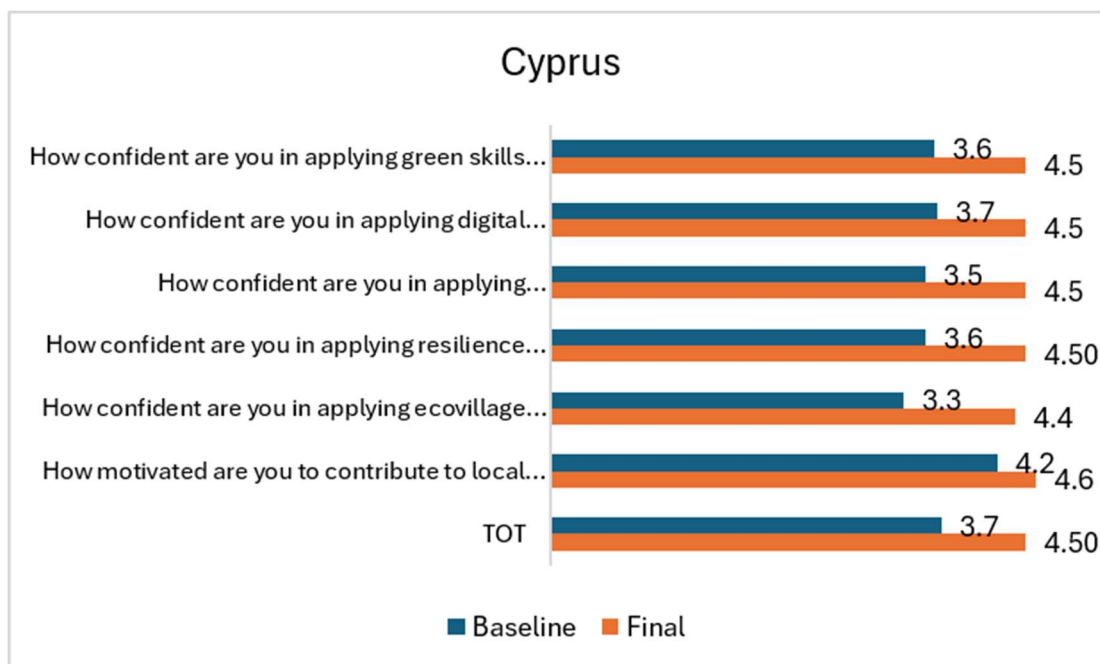


Figure 20: Cyprus growth rate round 2

Portugal

Portugal shows positive growth across every question, with green skills confidence and resilience skills confidence recording the strongest improvements (21.21% and 17.14% respectively). Digital skills and motivation show more modest gains, the latter unsurprisingly given its already-high baseline score (4.2/5). Overall, Portugal's overall confidence and motivation improved by **10.57%**.

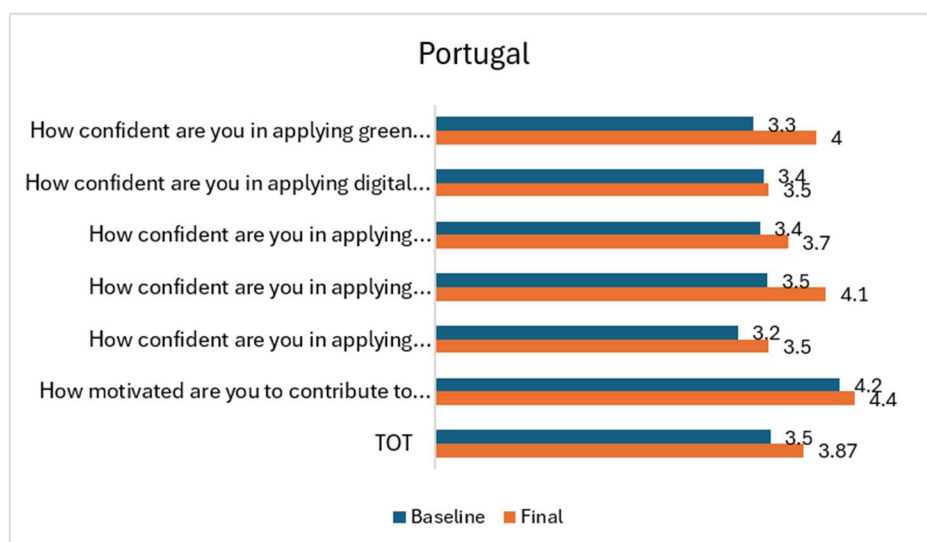


Figure 21: Portugal growth rate round 2

Lithuania

The data for Lithuania show an improvement from the baseline to the final assessment across all measured areas. Confidence in applying green skills, digital skills, and other practical competencies increased from around 3.4–3.7 at baseline to 4.3–4.4 at the final assessment, indicating substantial gains in participants' self-perceived abilities. Motivation to contribute to local communities also rose, from 4.2 to 4.5, remaining the highest-rated indicator. Overall, the total score improved from 3.7 to 4.4 (18%), suggesting that the programme had a strong positive impact on participants' confidence and motivation.

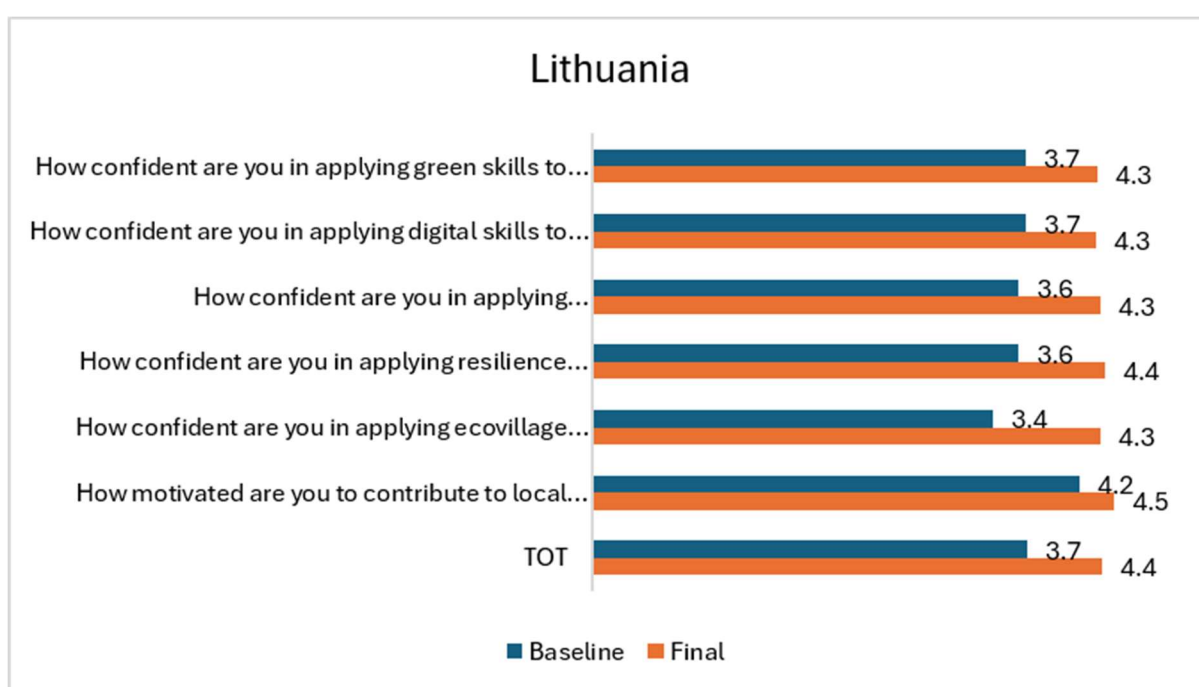


Figure 22: Lithuania growth rate round 2

Serbia

Serbia shows consistent growth across every single question. Ecovillage design principles recorded the highest relative growth (30.30%), followed closely by green and digital skills confidence (25.00% each). Motivation shows the smallest increase. Overall, Serbia's total motivation and confidence growth is **21.39%**.

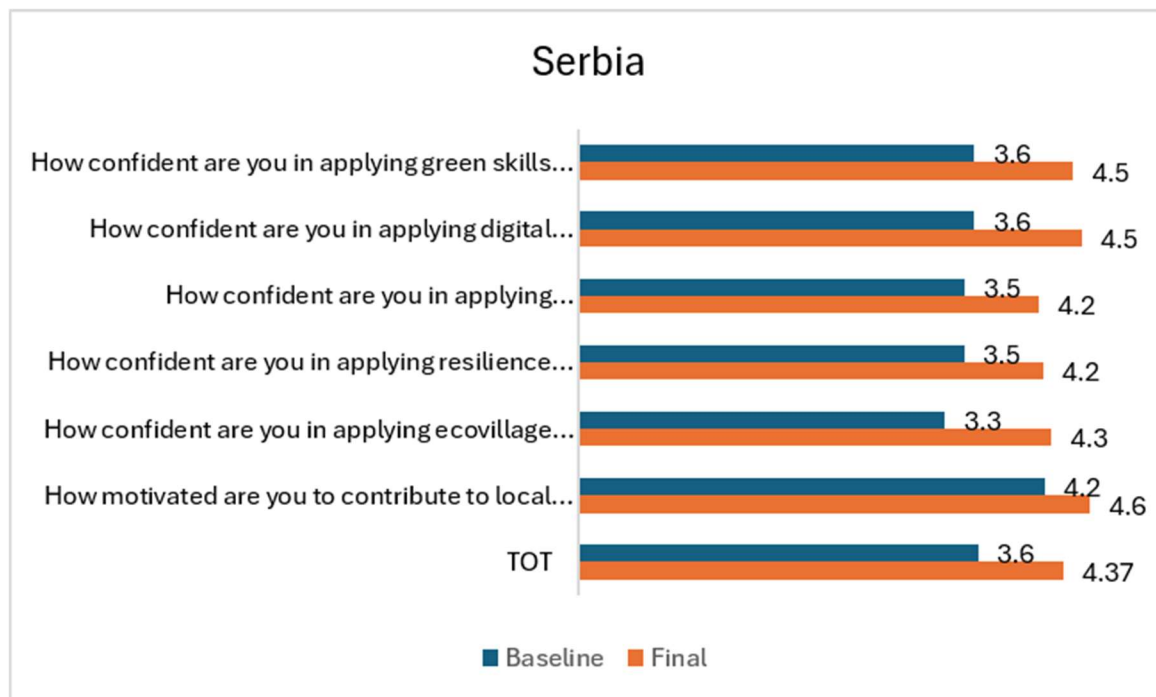


Figure 23: Serbia growth rate round 2

Greece

Greece shows the strongest and most consistent growth of any dataset reviewed so far, with every question posting double-digit gains and no missing data or declines. Ecovillage design principles recorded by far the highest relative growth (38.24%), while motivation, despite starting from the highest baseline (4.2/5), still improved by nearly 17%. The overall growth is **24%**.

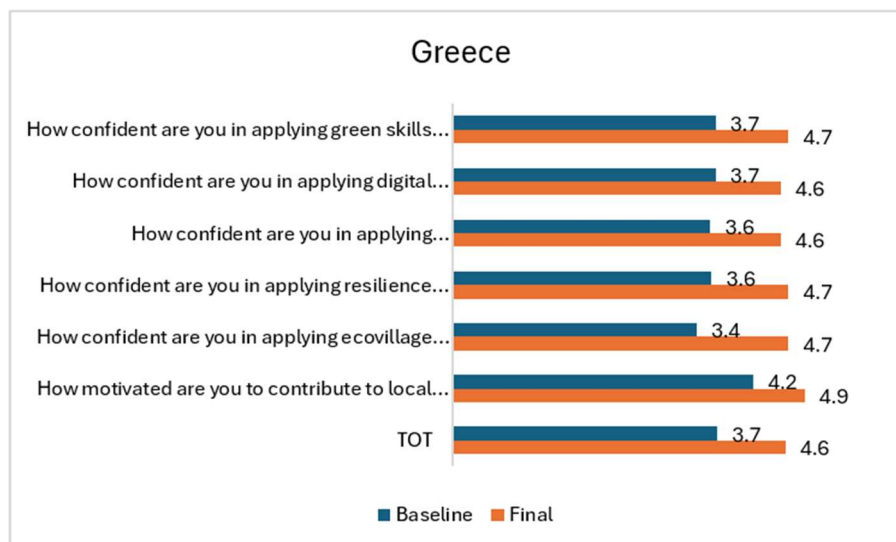


Figure 24: Greece growth rate round 2

Round 2 results demonstrate that the programme had a positive impact on participants' confidence and motivation across all participating countries, although the magnitude of improvement varied considerably.

Greece recorded the strongest overall performance (24%), followed closely by Cyprus (21.6%) and Serbia (21.4%), with Lithuania (18%) and Portugal (10.6%) also showing clear positive gains. Italy experienced more modest improvements (2.8%), suggesting a comparatively limited programme impact in this round.

Across countries, the largest relative improvements were consistently observed in confidence related to ecovillage design principles, particularly in Greece (38%), Cyprus (33%), and Serbia (30%). Green, digital, entrepreneurial, and resilience skills also showed substantial increases in most countries, indicating that participants gained greater confidence in applying these competencies to practical projects. In contrast, motivation to contribute to local sustainable development generally showed the smallest percentage increases. This is likely because motivation scores were already high at baseline (around 4.2 out of 5), leaving less room for measurable improvement.

Overall, the findings indicate that the training programme successfully strengthened participants' self-confidence across the targeted competency areas, with particularly strong effects on newer or less familiar concepts such as ecovillage design. The consistently positive trends across most partner countries provide strong evidence of the programme's effectiveness, while the variation between countries suggests that local implementation contexts and participant characteristics may have influenced the extent of the observed gains.

General Observations

Taken together, the Round 1 and Round 2 results provide consistent evidence that the ECOPRISE course has a genuine, measurable positive effect on learners' confidence and motivation, even though the predefined growth targets (70% for green and entrepreneurial skills, 75% for motivation) were not met in either round. Average total growth rose from 12.96% in Round 1 to around 16% in Round 2.

The shortfall against the ambitious growth targets appears to be a target-setting issue rather than a programme weakness. In both rounds, learners started from an already solid baseline (typically 3–4 out of 5) across most competency areas, which mechanically limits how much percentage growth is achievable regardless of how effective the training is. This is confirmed by a pattern that holds with remarkable consistency across both rounds and nearly every country: competencies with the lowest starting confidence, most notably ecovillage design principles and entrepreneurial skills, show the largest relative gains, while motivation to contribute to local sustainable development, which starts from a high baseline in almost every country (around 4.1–4.2 out of 5), consistently shows the smallest percentage increase. This suggests the course is particularly effective at building confidence in the areas where learners feel least prepared, while learners' motivation to act was already strong before the course began and remained so afterward.

Country-level performance varied considerably in both rounds, but the overall ranking was not stable: Greece, Cyprus, and Serbia were consistently among the strongest performers in both rounds, while Italy showed comparatively modest gains in both Round 1 (9.9%) and Round 2 (2.8%), making it the one country where confidence-building appears to have been consistently less effective. However, this phenomenon can be explained by the fact that, as mentioned previously, the baseline survey registered high confidence rates (3 - 4 /5)

Portugal and Lithuania, by contrast, moved in different directions between rounds: Portugal improved from the weakest result in Round 1 (2.5%) to a much stronger showing in Round 2 (10.6%), while Lithuania, absent from Round 1 due to zero course completions, returned a strong 18% growth in Round 2. These shifts point to country-specific factors in delivery, learner engagement, or context that are worth exploring further.

It is also worth noting that the Round 1 findings rest on incomplete data (missing final survey responses for parts of Italy's results and the complete absence of Lithuania) which limits the strength of direct Round 1 vs. Round 2 comparisons for those two countries specifically.

Overall, the evidence across both rounds supports the conclusion that ECOPRISE meaningfully strengthens participants' confidence in applying green, digital, entrepreneurial, resilience, and ecovillage design skills, with its strongest relative effect on the competencies learners find least familiar. The consistency of this pattern across two independent piloting rounds, in six different national contexts, is itself a strong indicator of the programme's underlying effectiveness, even where the original numerical targets were not achieved.

Chapter 4. Exams

In addition to measuring learners' confidence and perceived knowledge through the baseline and final surveys, the ECOPRISE project assessed learning outcomes through end-of-module examinations. These assessments provide an objective measure of participants' knowledge acquisition and their ability to successfully apply the concepts covered during the training.

The analysis presented in this chapter examines participants' performance across the different ECOPRISE modules during the piloting rounds, considering pass rates, failure rates, and attendance. Together, these indicators provide valuable insights into learner engagement, course completion, and the overall effectiveness of the training programme. The results also help identify strengths and areas for improvement, supporting evidence-based recommendations for enhancing course content, learner support, and future implementation of the ECOPRISE training.

It is important to mention that Module 2, *The Environmental Dimension*, represents the core of the ECOPRISE course and therefore contains more extensive and in-depth content than the other modules. It is designed to provide learners with the essential knowledge and skills related to environmental regeneration, which form the foundation for the rest of the course. As a result, it was also the module that learners identified as the most challenging and the one with the lowest assessment pass rate. One possible explanation is that, after completing Module 1—which contains more introductory content and was generally easier to pass—learners may have expected a similar level of difficulty in Module 2. In addition, Module 2 includes recommended homework activities and further readings. Although these resources are optional and intended to deepen learners' understanding, some participants may have perceived them as an additional workload, which could have affected their motivation. It is important to note that the content of Module 2, together with all other course modules, was reviewed and validated by the Expert Board before the start of the piloting. To better manage learners' expectations, it may be useful to include a short note in the MOOC introducing Module 2 as the core module of the course, explaining its importance, and clearly stating that the additional readings and homework are optional resources designed to support, rather than assess, learning.

Across all languages, both "Not Attended" and blank entries were treated as "Not Attended."

4.1 Round 1

MODULE	DIDN'T ATTEND	FAILED	PASSED	TOTAL	PASS RATE
Ecoprise Module 1 - all languages	0	7	131	138	95%
Ecoprise Module 2 - all languages	26	69	94	189	50%
Ecoprise Module 3 - all languages	39	14	81	134	60%
Ecoprise Module 4 - all languages	15	0	74	89	83%
Total	80	90	380	550	69%

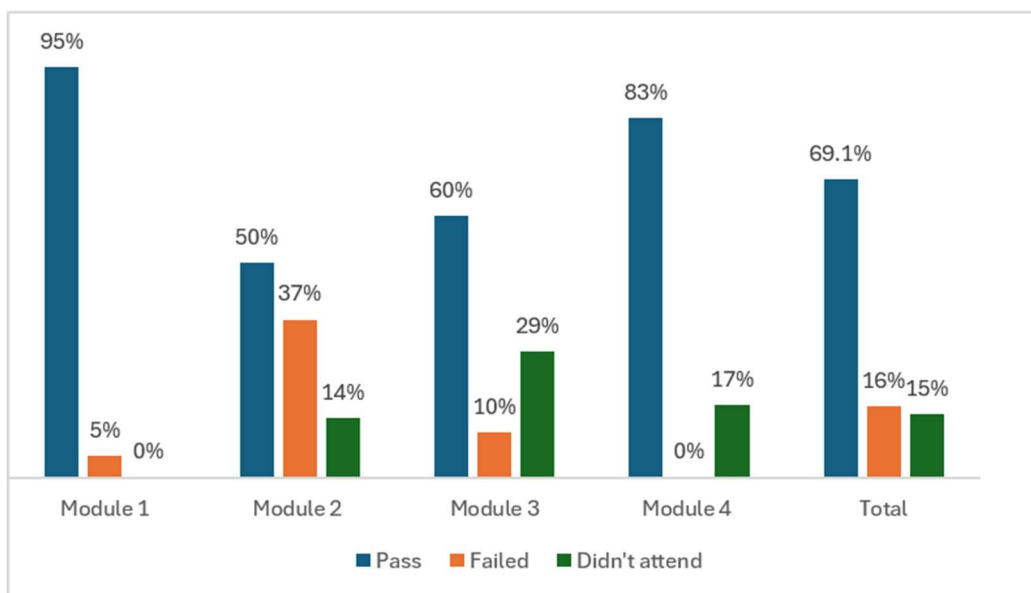


Figure 25: Attendance rate per module round 1

Round 1	DIDN'T ATTEND	FAILED	PASSED
	15%	15%	69%

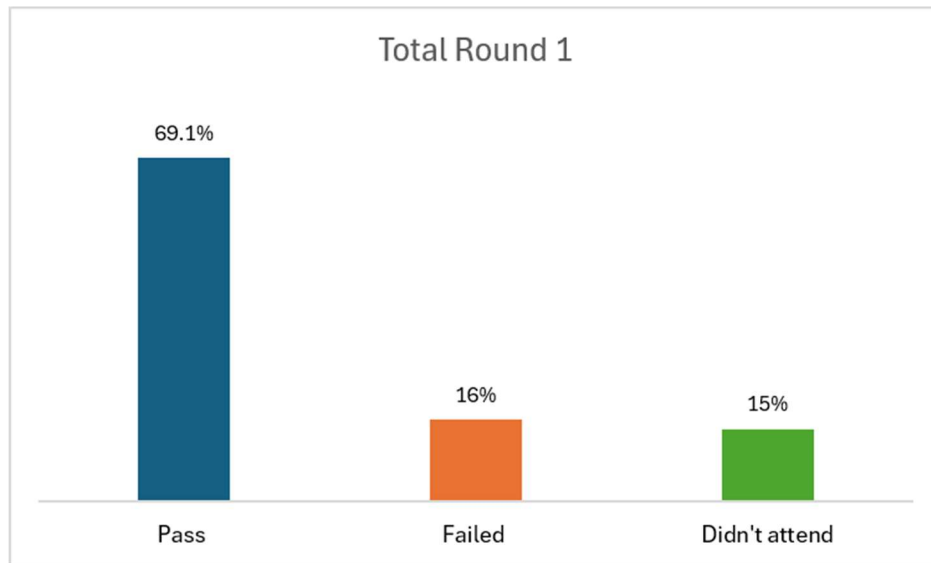


Figure 26: Attendance rate total round 1

Analysis by Module

Module 1 –The Digital Dimension

Module 1 recorded the strongest performance across the programme. Out of **138 learners**, **131 (95%)** successfully passed the assessment, while only **7 learners (5%)** failed. There were no reported cases of non-attendance. The exceptionally high pass rate indicates that learners were able to engage effectively with the introductory concepts and demonstrates that the learning materials and assessment were well aligned with participants' knowledge and expectations. As the first module, it appears to have provided a solid foundation for the subsequent modules.

Module 2 – The Environmental Dimension

Module 2, which represents the core of the whole course, proved to be the most challenging module for participants. Of the **189 registered learners**, **94 (50%)** passed the assessment, while **69 (37%)** failed and **26 (14%)** did not attend the examination. Compared with Module 1, the pass rate decreased substantially, accompanied by the highest failure rate observed across all modules. These findings suggest that learners encountered greater difficulties in mastering the environmental concepts or that the assessment was more demanding. The relatively high number of non-attendees may also indicate

scheduling issues, technical barriers, or reduced learner engagement during this stage of the programme.

Module 3 – The Social and Cultural Dimension

Performance improved in Module 3 compared with Module 2, although participation remained a challenge. Among the **134 learners, 81 (60%)** successfully passed the assessment, **14 (10%)** failed, and **39 (29%)** did not attend. The lower failure rate suggests that learners who completed the assessment generally demonstrated a satisfactory understanding of the module content. However, the high proportion of non-attendance—almost one-third of participants—represents the highest across all modules and may point to issues related to learner retention, competing commitments, or delayed completion rather than academic performance.

Module 4 – The Economic Dimension, Entrepreneurship and Innovation

Module 4 showed a marked improvement in learner performance. Of the **89 learners, 74 (83%)** passed the assessment, while **15 (17%)** did not attend. No failed assessments were recorded among learners who completed the examination. This indicates that participants who reached the final module were generally well prepared and able to successfully demonstrate the required competences.

Overall Observations

Across all four modules, **550 module assessment records** were analysed. Overall, **380 assessments (69.1%)** resulted in a pass, **90 (16.4%)** resulted in a fail, and **80 (14.5%)** corresponded to learners who did not attend the assessment. The results show a clear progression throughout the programme. While Module 1 achieved an exceptionally high success rate, Module 2 represented the greatest challenge, with the lowest pass rate and highest proportion of failures. Module 3 showed a recovery in learner performance but experienced the highest level of non-attendance. Finally, Module 4 recorded a strong pass rate with no recorded failures among learners who completed the assessment, suggesting that participants who remained engaged until the end of the programme had successfully acquired the knowledge and competences targeted by the training.

Exams Retake

<i>Module</i>	Not attended	Not passed	Passed	Total
Ecoprise Module 1 - all languages	1		1	2
Ecoprise Module 2 - all languages	2	13	11	26
Ecoprise Module 3 - all languages	7	7	15	29
Ecoprise Module 4 - all languages	2		24	26

Total	12	20	51	83
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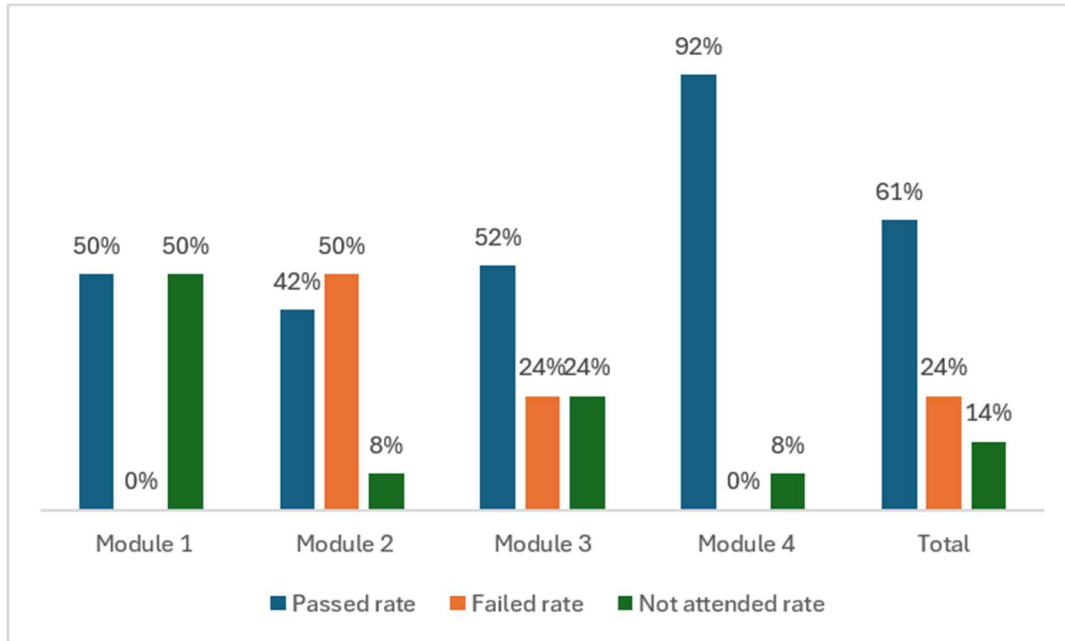


Figure 27: Exams retakes rate per module round 1

Exam Retake Analysis – Round 1

Learners who did not pass the exam in the first attempt were given the opportunity to retake it. This section presents the results of these retakes, broken down by module.

- Module 1:** Only 2 learners retook the exam, of whom 1 passed and 1 did not attend, resulting in a 50% pass rate. Given the very small sample size, this figure should be interpreted with caution rather than as a representative trend.
- Module 2:** Module 2 recorded the highest number of retakes by far, with 26 learners attempting the exam again. Of these, 11 passed, 13 still did not pass, and 2 did not attend, giving a pass rate of just 42%, the lowest among all modules. This confirms that Module 2 remained the most challenging even on retake, consistent with the difficulties already identified in the first attempt results and in learner feedback regarding this module's workload.
- Module 3:** Of the 29 learners who retook the Module 3 exam, 15 passed, 7 did not pass, and 7 did not attend, resulting in a 52% pass rate. The relatively high number of non-attendance (7 learners, 24% of retakes) stands out here, suggesting that some learners may have disengaged from the retake process altogether rather than reattempting and failing again.

- **Module 4:** Module 4 showed the strongest retake performance, with 24 out of 26 learners passing (92% pass rate) and no recorded failures. The only shortfall came from 2 learners who did not attend. This mirrors the strong first-attempt results seen for Module 4 and suggests that learners who initially struggled were able to succeed on a second attempt with relative ease.

Across all four modules, 83 learners attempted a retake, of whom 51 passed, 20 did not pass, and 12 did not attend, resulting in an overall retake pass rate of approximately **61.5%**. Module 2, in particular, continues to present a persistent barrier for a significant share of learners even after a second opportunity.

Analysis of Exams by language group

The figures provide an overview of learner performance across all course modules, presenting the number of learners who passed, did not pass, or did not attend the assessment for each language group (English, Italian, Portuguese, Serbian, Greek and Lithuanian) in both pilot rounds.

Module 1

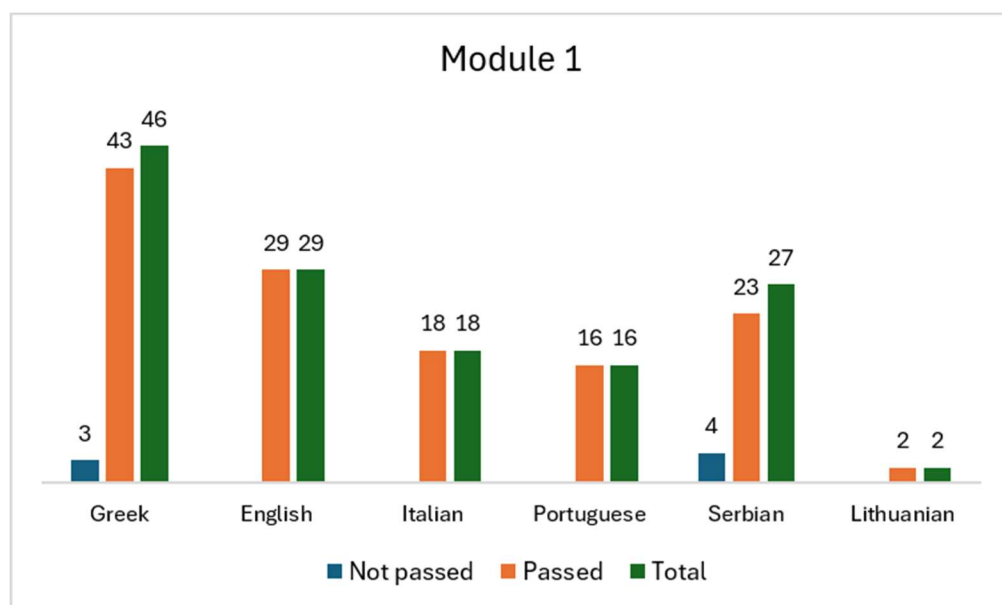


Figure 28: Performance Module 1 per language group, round 1

Figure n.28 presents the results of the Module 1 exam performance by language, showing the number of learners who passed, did not pass, and the total number of participants for each language group.

Analysis of Module 1 Exam Results by Language

Overall, the results indicate a very high success rate across all language groups, with most participants successfully completing Module 1. Out of all language cohorts, only two groups recorded exam failures, while the remaining groups achieved a 100% pass rate.

- Greek language group:
The Greek cohort had the largest number of participants, with 46 learners in total. Among them, 43 learners passed the exam, while 3 learners did not pass, resulting in a 93.5% pass rate. This demonstrates strong overall performance despite being the largest group.
- English language group:
All 29 participants passed the Module 1 exam, achieving a 100% pass rate. This indicates full achievement among learners completing the module in English.
- Italian language group:
The Italian cohort included 18 learners, all of whom successfully passed the exam (100% pass rate), showing consistent engagement and understanding of the module content.
- Portuguese language group:
The Portuguese group had 16 participants, with all learners passing the exam (100% pass rate). The results demonstrate a strong level of comprehension and successful completion of Module 1.
- Serbian language group:
The Serbian cohort consisted of 27 learners, of whom 23 passed and 4 did not pass. This corresponds to an 85.2% pass rate, representing the lowest performance among the language groups. However, the majority of learners still successfully completed the assessment.
- Lithuanian language group:
The Lithuanian group had the smallest number of participants, with 2 learners, and both successfully passed the exam (100% pass rate).

Overall Findings

Across all six language groups, 137 learners participated in the Module 1 exam, with 131 successfully passing and 6 not passing, resulting in an overall pass rate of approximately 95%. The results demonstrate the effectiveness of Module 1 in supporting learner achievement across different linguistic contexts. The consistently high pass rates suggest that the training materials and assessment approach were accessible and appropriate for participants from all partner countries. Additional support may be considered for language groups with lower pass rates, particularly the Serbian cohort, to further strengthen learner performance in future modules.

Module 2

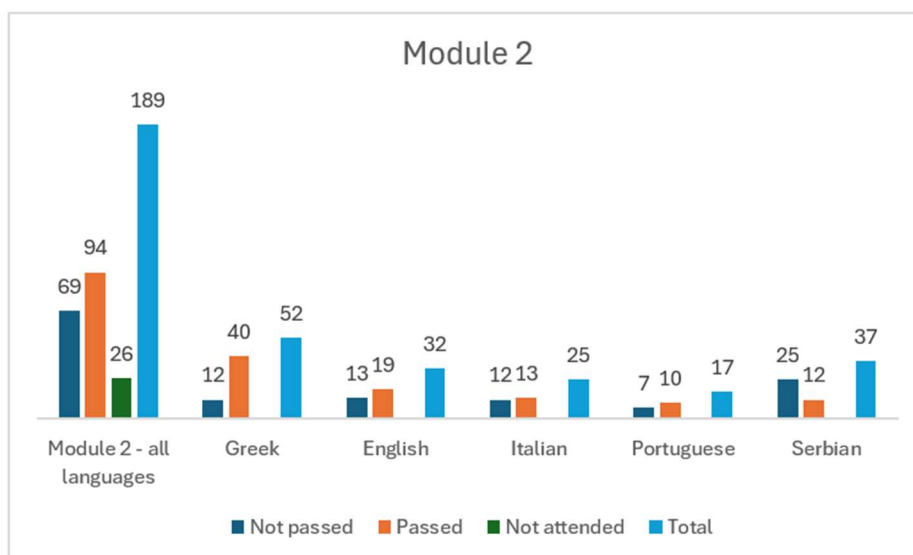


Figure 29: Performance Module 2 per language group, round 1

Analysis of Module 2 Exam Results by Language

Overall, the results reveal a much more uneven picture than Module 1, with pass rates varying widely across language groups and one cohort recording no exam activity at all.

- Greek language group:**
 The Greek cohort had the largest number of participants, with 52 learners in total. Among them, 40 learners passed the exam, while 12 did not pass, resulting in a 76.9% pass rate. This represents the strongest performance among all language groups, though notably lower than the near-perfect rates recorded in Module 1.
- English language group:**
 The English cohort included 32 participants, of whom 19 passed and 13 did not pass, corresponding to a 59.4% pass rate, a marked decline compared to the 100% pass rate achieved in Module 1.
- Portuguese language group:**
 The Portuguese group had 17 participants, with 10 passing and 7 not passing, resulting in a 58.8% pass rate. As with English, this is a substantial drop from the full pass rate recorded in Module 1.
- Italian language group:**
 The Italian cohort consisted of 25 learners, of whom 13 passed and 12 did not pass, giving a 52.0% pass rate, again considerably lower than Module 1's 100% result for this group.

- **Serbian language group:**

The Serbian cohort had 37 participants, with only 12 passing and 25 not passing, resulting in a 32.4% pass rate, the weakest performance of all language groups, and a significant decline from the already lower 85.2% pass rate recorded in Module 1.

Absences: 26 participants

Overall Findings

Across the six language groups, 189 learners registered for the Module 2 exam, of whom 163 actually sat the exam: 94 passed and 69 did not pass. A further 26 participants did not attend the exam at all, meaning roughly 1 in 7 registered learners never took the assessment. Among those who did attempt the exam, the **overall pass rate** stands at approximately **49.7%**, a sharp decline from Module 1's near-total success rate of 95%. This drop aligns closely with feedback collected from learners, who specifically flagged the length and workload of Module 2 as a major source of difficulty. The Serbian cohort recorded the weakest performance among those who attempted the exam. The notable share of non-attendance (26) points to a learner disengagement issue, probably due to the heavy workload already mentioned in the feedback survey.

Module 3

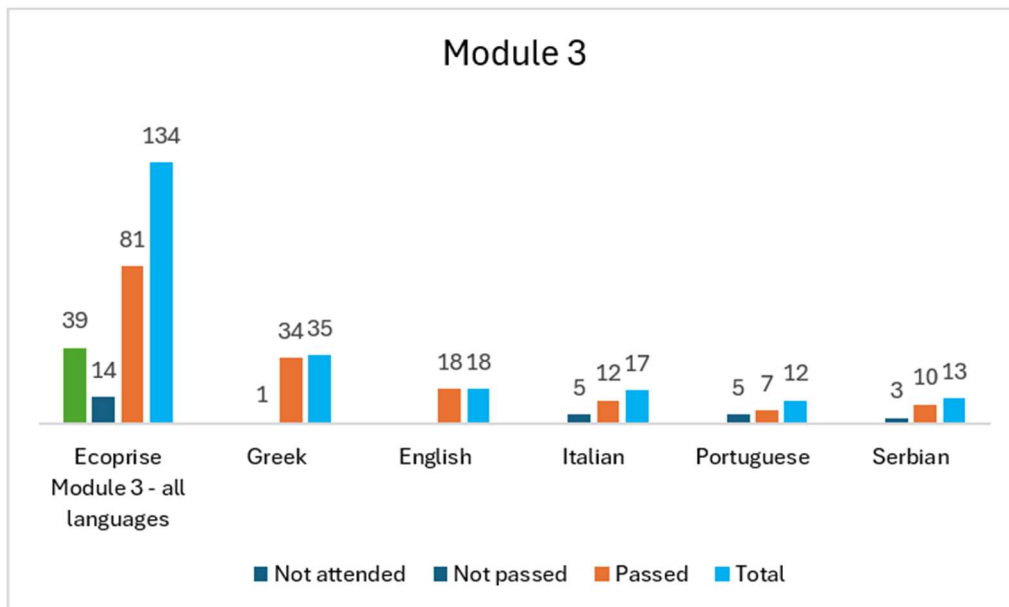


Figure 30: Performance Module 3 per language group, round 1

Analysis of Module 3 exam results by language

Overall, Module 3 shows a strong recovery compared to Module 2, with most language groups returning to high pass rates similar to those seen in Module 1.

- Greek language group: The Greek cohort remained the largest, with 35 learners in total. Among them, 34 passed the exam, with only 1 learner not completing it, resulting in a 97.1% pass rate.
- English language group: All 18 participants passed the Module 3 exam, achieving a 100% pass rate.
- Italian language group: The Italian cohort included 17 learners, of whom 12 passed and 5 did not, giving a 70.6% pass rate. This is an improvement over Module 2 (52%)
- Portuguese language group: The Portuguese group had 12 participants, with 7 passing and 5 not passing, resulting in a 58% pass rate.
- Serbian language group: The Serbian cohort had 13 participants, of whom 10 passed and 3 did not, corresponding to a 76.9% pass rate, a notable improvement from Module 2 32%.
- Lithuanian language group: No data is recorded for the Lithuanian cohort in Module 3.

Absences: 39

Overall Findings

Across the six language groups with recorded activity, 134 learners registered for the Module 3 exam, of whom 95 actually sat the exam: 81 passed and 14 did not pass. A further 39 participants did not attend the exam at all, a notably higher non-attendance figure than in Module 2, suggesting that engagement, rather than difficulty, remains a persistent challenge at this stage of the course. Among those who did attempt the exam, the **overall pass** rate stands at approximately **85%**, a marked recovery from Module 2's 57% and approaching Module 1's 95% benchmark. Portuguese remains the weakest-performing group across both Module 2 and Module 3, while the rise in non-attendance points to a separate, engagement-related issue that continues to affect a meaningful share of registered learners regardless of the exam's difficulty.

Module 4

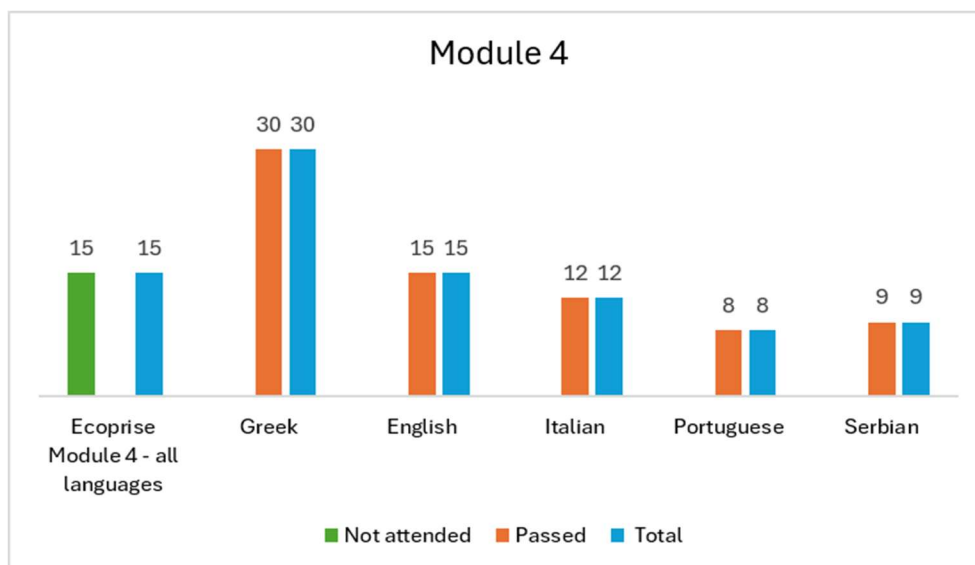


Figure 31: Performance Module 4 per language group, round 1

Analysis of Module 4 Exam Results by Language

- Greek language group: The largest cohort, with 30 learners, all of whom passed the exam, a 100% pass rate.
- English language group: All 15 participants passed the exam, again a full 100% pass rate.
- Italian language group: 12 learners took the exam, all of whom passed (100% pass rate).
- Portuguese language group: 8 participants, all passing (100% pass rate) — the smallest cohort of the five groups shown.
- Serbian language group: 9 learners, all of whom passed (100% pass rate).

Separately, the chart also reports an aggregate figure of 15 learners who did not attend the Module 4 exam, shown as a combined total across all languages rather than broken down by individual language group.

Overall Findings

Every learner who sat the Module 4 exam passed, regardless of language group, for a combined total of 74 passes out of 74 attempts, a **100% pass rate** among those who attended. However, an additional 15 registered learners did not attend the exam at all, bringing total registered participants to 89 and pushing the overall non-attendance rate to approximately 17%. This mirrors the pattern already seen in Module 4's earlier results: exam difficulty is not an obstacle at this stage of the course (no learner who attempts the exam fails) but non-attendance remains the sole, persistent source of loss.

4.2 Round 2

MODULE	DIDN'T ATTEND	FAILED	PASSED	TOTAL	PASS RATE
Ecoprise Module 1 - all languages	51	11	232	294	79%
Ecoprise Module 2 - all languages	52	91	206	349	60%
Ecoprise Module 3 - all languages	58	37	188	283	66%
Ecoprise Module 4 - all languages	54		191	245	78%
Total	215	139	817	1171	70%

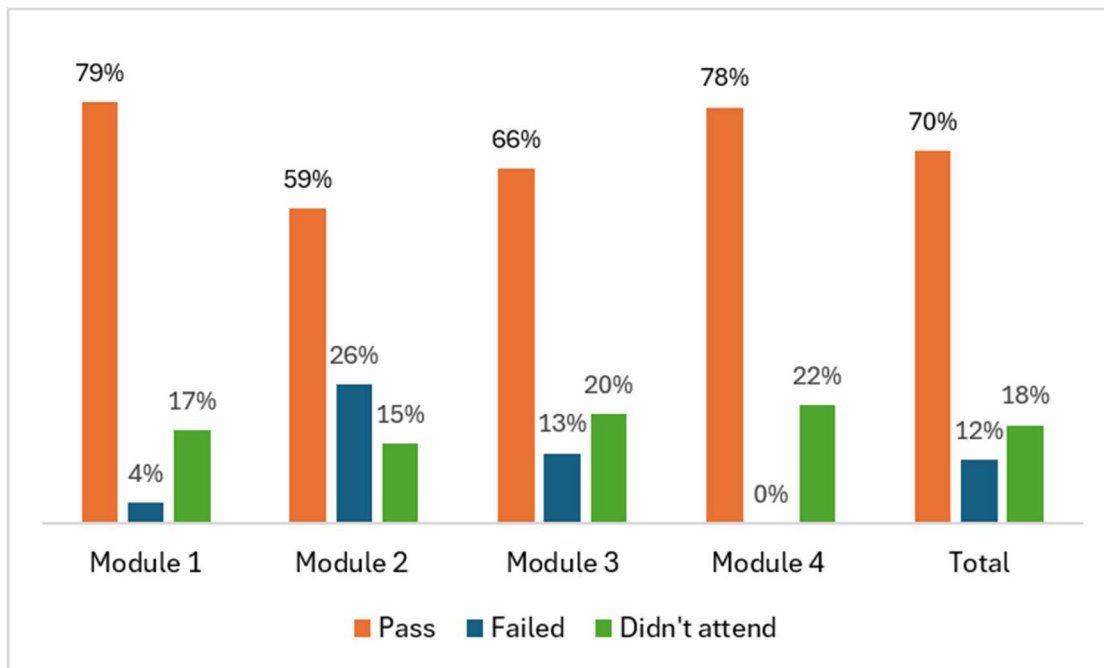


Figure 32: Performance rate per module, round 2

Round 2 total	DIDN'T ATTEND	FAILED	PASSED
	18%	12%	70%

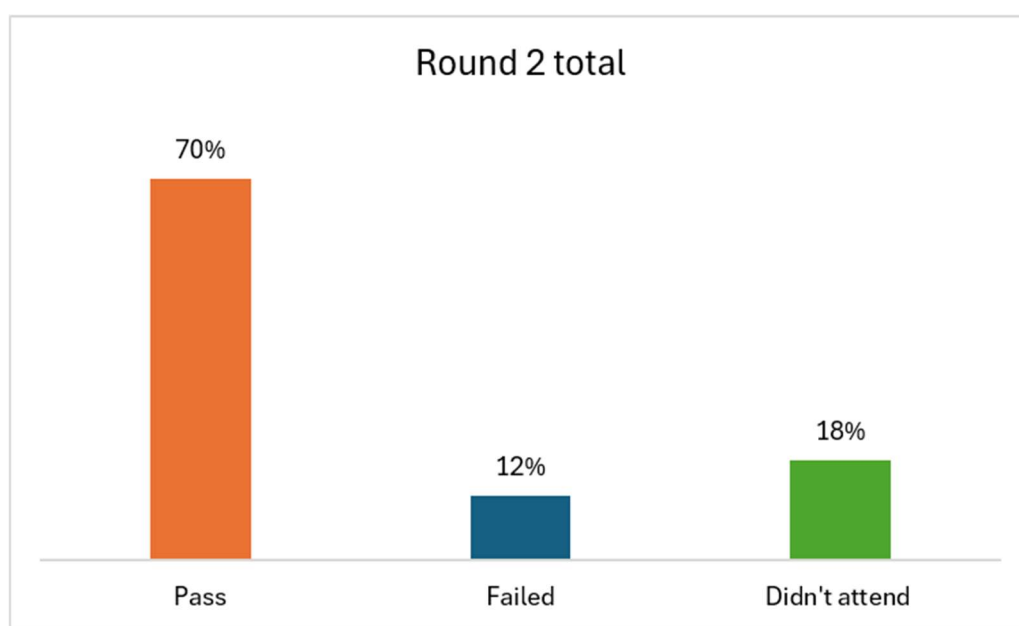


Figure 33: Performance rate total, round 2

Analysis by Module

Module 1 – The Digital Dimension

Ecoprise Module 1 achieved a strong performance, with **79% of participants passing**. Out of 294 participants, 232 successfully completed the module, while 11 participants failed and 51 participants did not attend. The failure rate was only 4%, making this one of the strongest-performing modules in Round 2. The results suggest that the module content was well understood by learners who attended, and the assessment was achievable. The main improvement opportunity is addressing the 17% non-attendance rate to ensure more participants benefit from the training.

Module 2 – The Environmental Dimension

Ecoprise Module 2 recorded the lowest success rate among all modules, with **60% of participants passing**. From the 349 participants enrolled, 206 passed, 91 failed, and 52 did not attend. The failure rate of 26% was significantly higher than the overall average, indicating that this module presented greater challenges for learners. While attendance was comparatively better than some other

modules, the high number of unsuccessful attempts suggests a need to review the module content, learning support materials, and assessment requirements.

Module 3 – The Social and Cultural Dimension

Ecoprise Module 3 achieved a **66%** pass rate, with 188 participants passing out of 283 total participants. A further 37 participants failed, representing 13%, while 58 participants did not attend, accounting for 20% of the total. The results show that learners who participated were generally able to complete the module successfully, but attendance was a significant factor affecting overall performance. Improving learner engagement and reducing non-attendance could have a positive impact on completion rates for this module.

Module 4 – The Economic Dimension, Entrepreneurship and Innovation

Ecoprise Module 4 delivered one of the strongest outcomes, with 78% of participants passing. Of the 245 participants, 191 successfully completed the module, 54 did not attend, and there were no recorded failures. The absence of failures indicates that participants who engaged with the module were able to successfully meet the learning requirements. However, the module had the highest non-attendance percentage at 22%, highlighting that participation and follow-up should be the primary focus for improvement.

Overall observations

The overall performance for Ecoprise Round 2 was positive, with **70%** of participants successfully passing the assessment. Out of the total 1,171 participants, 817 passed, 139 failed, and 215 did not attend. The results indicate that the majority of learners were able to successfully complete the training; however, attendance remains a key area for improvement, as 18% of participants did not attend. The failure rate was relatively low at 12%, suggesting that the main opportunity is increasing participation and supporting learners in the more challenging modules.

Across all Ecoprise Round 2 modules, performance was generally strong, with Modules 1 and 4 achieving the highest pass rates at 79% and 78% respectively. Module 2 requires the most attention due to its significantly higher failure rate of 26%, which suggests learners experienced greater difficulty with the content or assessment. Module 3 showed average performance but was impacted by a higher attendance gap.

Exams Retakes

Module	Not attended	Not passed	Passed	Total
Ecoprise Module 1 - all languages	1	1	17	19
Ecoprise Module 2 - all languages		5	25	30
Ecoprise Module 3 - all languages	2	8	30	40
Ecoprise Module 4 - all languages			17	17
Total	3	14	89	106

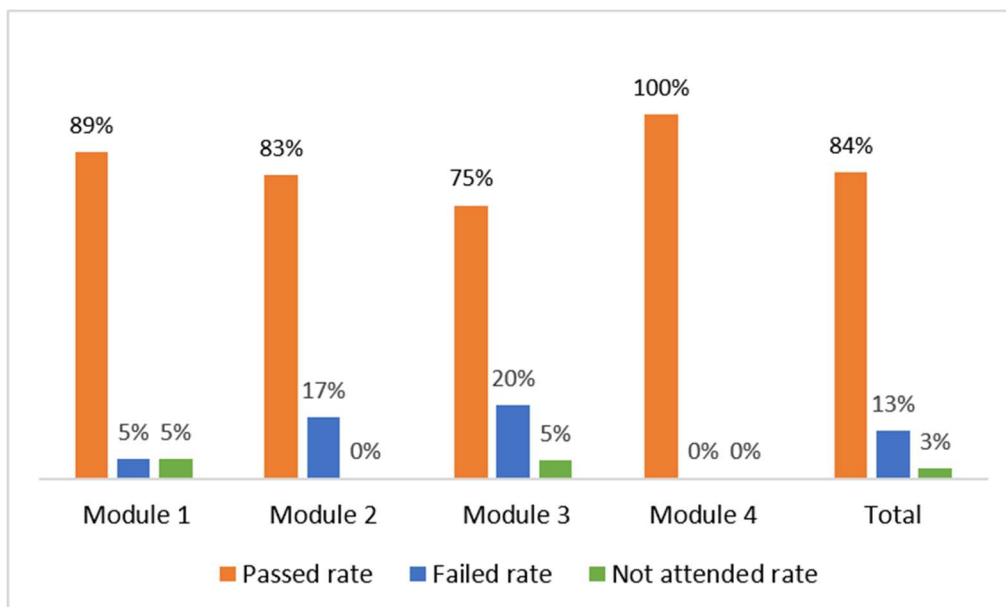


Figure 34: Exams retake rate per module, round 2

Exam Retake Analysis : Round 2

Learners who did not successfully pass the exams in the first attempt were given the opportunity to retake the assessments during Round 2. This section presents the results of these retakes, broken down by module.

- **Module 1:** Ecoprise Module 1 recorded 2 learners participating in the retake process. Of these, 1 learner passed and 1 learner did not pass, while no additional non-attendance was recorded. This resulted in a 50% pass rate. Due to the very small number of learners involved, these results should be interpreted with caution, as they do not provide sufficient evidence of a broader trend. However, the successful retake of one learner indicates that the second attempt provided an opportunity for improvement.
- **Module 2:** Module 2 had the highest number of retake participants, with 30 learners in total. Of these, 25 learners passed and 5 learners did not pass, resulting in an **83% pass rate**. The strong improvement rate suggests that most learners who initially experienced difficulties were able to overcome the challenges and successfully complete the assessment on their second attempt. However, the remaining unsuccessful attempts indicate that some learners may still require additional support or clarification of specific topics covered in the module.
- **Module 3:** A total of 40 learners participated in the Module 3 retake. Among them, 30 learners passed, 8 learners did not pass, and 2 learners did not attend, resulting in a **75% pass rate**. While the majority of learners successfully achieved a passing result on their second attempt, Module 3 recorded the highest number of unsuccessful retakes (8 learners). This suggests that the module remained relatively challenging even after a second opportunity, and further reinforcement activities or additional learning resources may be beneficial.
- **Module 4:** Module 4 demonstrated the strongest retake performance, with all 17 learners successfully passing the exam, resulting in a **100% pass rate**. No learners failed or missed the retake opportunity. This confirms the overall accessibility of the module content and indicates that learners who initially faced difficulties were able to successfully address them before the second attempt.

Overall, across the four Ecoprise modules, 106 learners participated in the Round 2 retake exams. Of these, 89 learners passed, 14 learners did not pass, and 3 learners did not attend, resulting in an overall retake pass rate of approximately 84%. The results demonstrate a highly positive outcome of the retake opportunity, with the vast majority of learners who initially struggled successfully achieving a passing result. Module 4 showed the strongest improvement, reaching a 100% pass rate, while Module 3 remained the main area requiring further attention due to the comparatively lower success rate and higher number of unsuccessful retakes.

Analysis of Exams by language group

Module 1

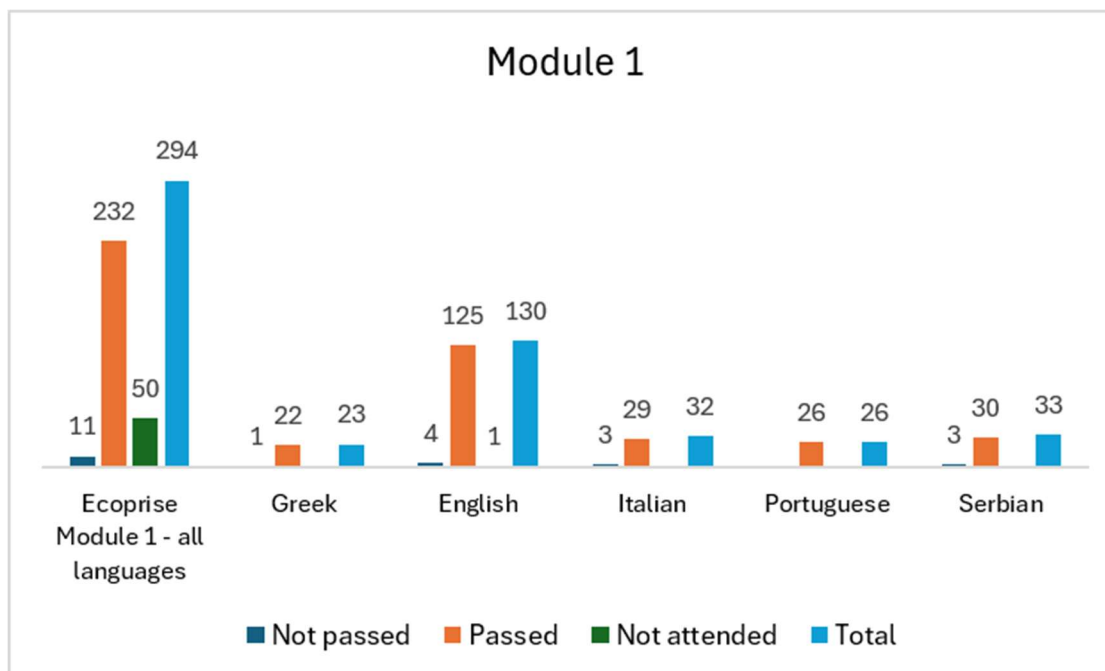


Figure 35: Performance Module 1 per language group, round 2

Analysis of Module 1 Exam Results by Language

- Greek language group: 23 learners took the exam, with 22 passing and 1 not passing, a 95.6% pass rate among attendees.
- English language group: The largest cohort, with 130 participants. Of these, 125 passed and 4 did not pass, plus 1 recorded as not attended, giving a 96.1% pass rate among attendees (125/130).
- Italian language group: 32 learners took the exam, with 29 passing and 3 not passing, a 90.6% pass rate.
- Portuguese language group: All 26 participants passed the exam, a perfect 100% pass rate, the strongest result among all language groups.
- Serbian language group: 33 learners took the exam, with 30 passing and 3 not passing, a 90.9% pass rate.

Overall Findings

In total, 294 learners were registered for the Module 1 exam. Of these, 232 passed, 11 did not pass, and 50 did not attend at all. This gives an **overall pass rate of 79%** when measured against total registrations. However, since the 50 non-attendees are recorded only at the aggregate level (not broken down by language), it's worth also looking at the pass rate among learners who actually sat the exam: 232 out of 244 attendees passed, for a **95% pass rate among attendees**.

Taken together, these results confirm that Module 1 poses very little difficulty for learners who engage with it, failure is rare across every language group, but non-attendance (17% of all registrations) remains the single largest source of loss, a pattern that, as seen in later modules, persists throughout the course.

Module 2

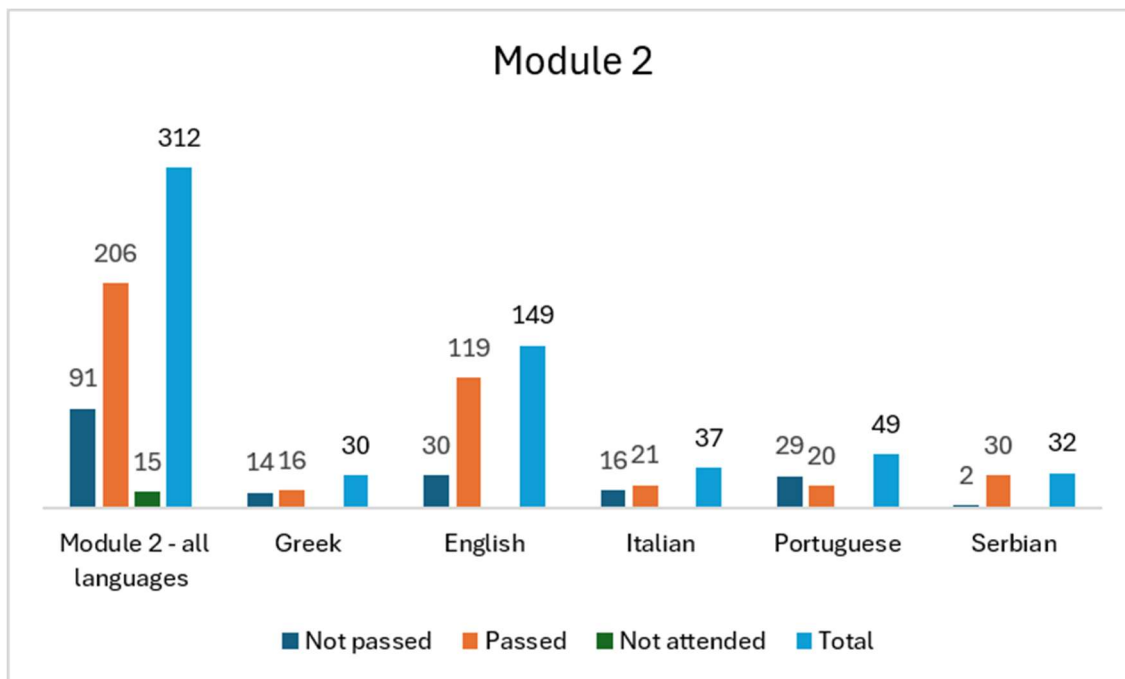


Figure 36: Performance Module 2 per language group, round 2

Analysis of Module 2 Exam Results by Language

- Greek language group: 30 learners took the exam, with 16 passing and 14 not passing, a 53.3% pass rate, one of the weaker results in this round.
- English language group: The largest cohort, with 149 participants. Of these, 119 passed and 30 did not pass, giving a 79.8% pass rate, the strongest performance among all language groups.

- Italian language group: 37 learners took the exam, with 21 passing and 16 not passing, a 56.7% pass rate.
- Portuguese language group: 49 participants, with only 20 passing and 29 not passing, resulting in a 40.8% pass rate, the weakest result of all language groups.
- Serbian language group: 32 learners took the exam, with 30 passing and only 2 not passing, a 93.7% pass rate, a standout result well above every other group.

Overall Findings

Summing the five language groups gives 297 total exam attempts, with 206 passing and 91 not passing, an overall pass rate of **69.3%** among attendees. Performance varies sharply by language: Serbian (93.7%) and English (79.8%) learners performed strongly, while Portuguese (40.8%) and Greek (53.3%) learners struggled considerably more, with Portuguese standing out as the weakest cohort.

Module 3

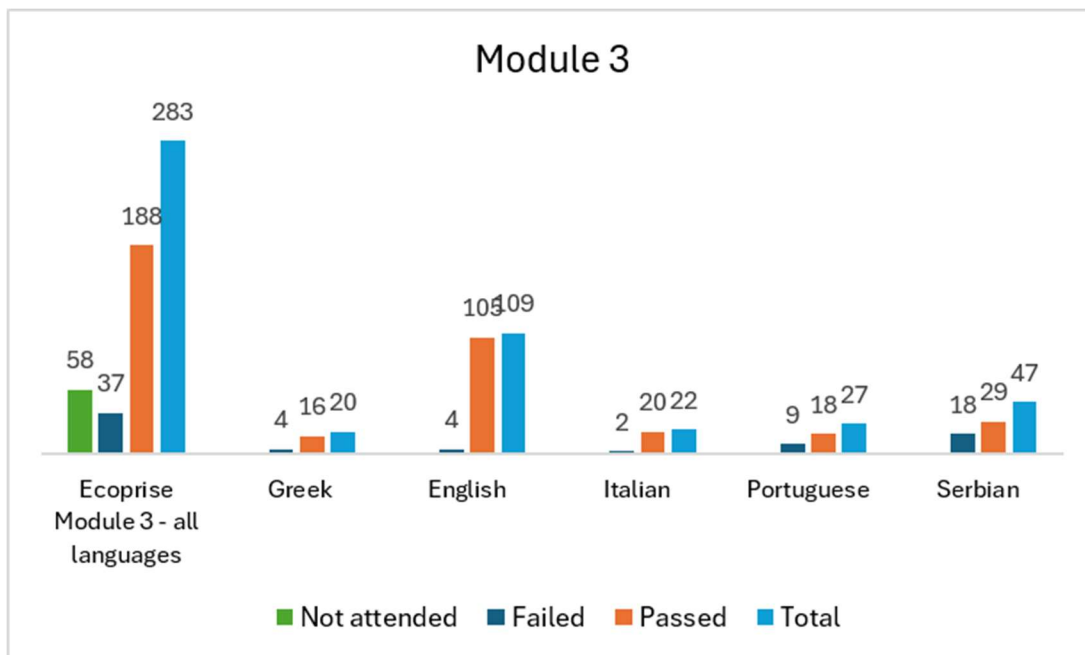


Figure 37: Performance Module 3 per language group, round 2

Analysis of Module 3 Exam Results by Language

- Greek language group: 20 learners registered, with 16 passing and 4 failing, resulting in an 80% pass rate.

- English language group: The largest cohort by far, with 109 registrations. Of these, 104 passed, 4 failed, and 1 did not attend, giving a **95.4% pass rate**, the strongest performance among all language groups.
- Italian language group: 22 learners registered, with 20 passing and 2 failing, equivalent to a **91% pass rate**.
- Portuguese language group: 27 participants, with 18 passing and 9 failing, a **66.6% pass rate**, notably weaker than Greek, English, and Italian.
- Serbian language group: 47 learners registered, with 29 passing and 18 failing, a **61.7% pass rate**, the weakest performance of all language groups this round.

Overall Findings

Summing the five language groups gives 225 registered participants, with 188 passing and 37 failing, figures that match the aggregate "Passed" and "Failed" totals almost exactly. Against the aggregate total of 283 registrations, this gives an overall pass rate of **66.4%**, a failed rate of **13%**, and a non-attendance rate of **20.4%**.

Module 4

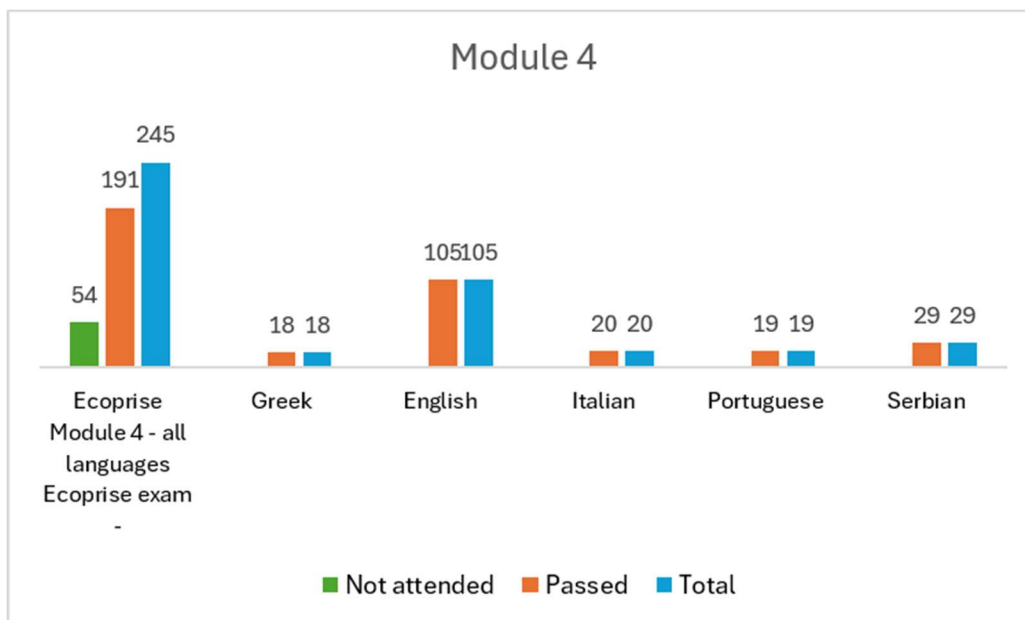


Figure 38: Performance Module 4 per language group, round 2

Analysis of Module 4 Exam Results by Language

- Greek language group: 18 learners took the exam, all of whom passed : 100% pass rate.
- English language group: The largest cohort, with 105 participants, all of whom passed: 100% pass rate.
- Italian language group: 20 learners took the exam, all passing: 100% pass rate.
- Portuguese language group: 19 participants, all passing: 100% pass rate.
- Serbian language group: 29 learners took the exam, all passing: 100% pass rate.

Overall Findings

Every single learner who sat the Module 4 exam passed, across all five language groups, for a combined 191 passes out of 191 attempts.

Against total registrations, this gives an overall **pass rate of 78%**, a **failed rate of 0%**, and a **non-attendance rate of 22%**.

All language groups total

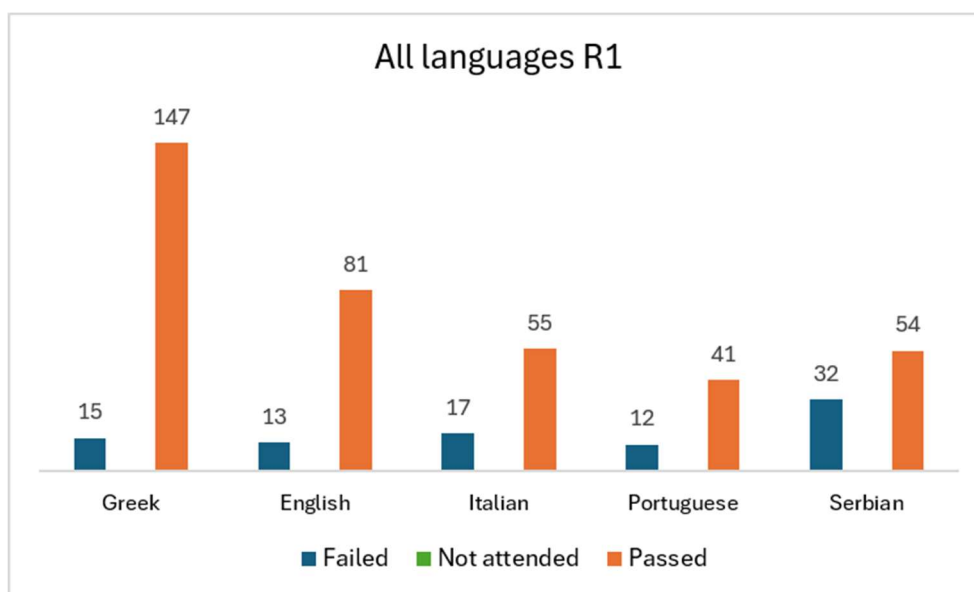


Figure 39: Attendance total round 1

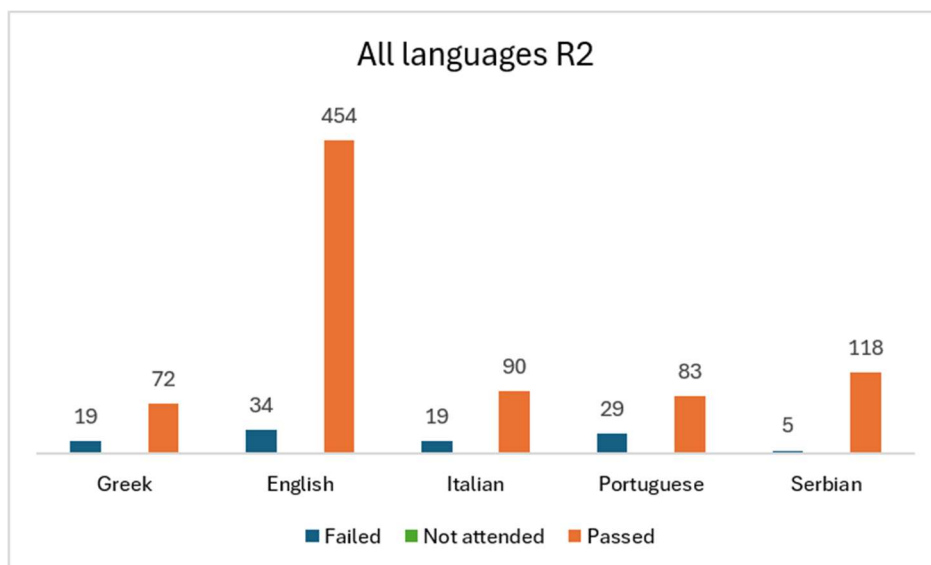


Figure 40: Attendance all languages, round 2

Round 1 (All Languages)

In round 1, Greek and English groups were the strongest-performing language groups by volume and by pass rate, with Greek recording 147 passes against 15 failures (a pass rate of roughly 91%) and English recording 81 passes against 13 failures (around 86%). Italian and Portuguese formed a middle tier, both passing more learners than they failed but with somewhat lower pass rates (around 76–77%). Serbian stood out as the clear weakest performer: 32 failures against 54 passes, a pass rate of just under 63%.

Round 2 (All Languages)

In Figure N.39 we can observe the substantial shift in Round 2, in two respects. First, the English-language cohort grows dramatically in size relative to the other groups, becoming by far the dominant group in absolute numbers, this reflects Lithuania's entry into the course in Round 2 (Lithuania recorded zero completions in Round 1). The Serbian language group, the weakest group in Round 1, shows a marked recovery, moving up to one of the stronger-performing groups in Round 2 with failures now much smaller relative to passes. Portuguese, by contrast, weakens in Round 2, showing the largest failure bar relative to its pass bar among the five groups.

Overall Comparison

Taken together, the two charts show that the Serbian cohort in Round 2 performed considerably better than the Serbian cohort in Round 1, while the Portuguese cohort in Round 2 performed worse than the Portuguese cohort in Round 1. Since Round 1 and Round 2 are entirely separate groups of learners rather than the same individuals assessed twice, this reflects a difference between two independent

cohorts rather than any individual's progress or regression. Greek and English learners performed consistently well in both rounds' cohorts, while Italian learners held a steady, middle-tier position in both. This points to a pattern seen elsewhere in the report: outcomes for a given

country/language vary considerably from one pilot round's cohort to the next, suggesting that factors specific to each round (such as differences in cohort composition, local delivery conditions, or support provided in that round) have a real, measurable effect on results, rather than exam performance being driven purely by course content difficulty.

Exams Overall Conclusion (Rounds 1 & 2)

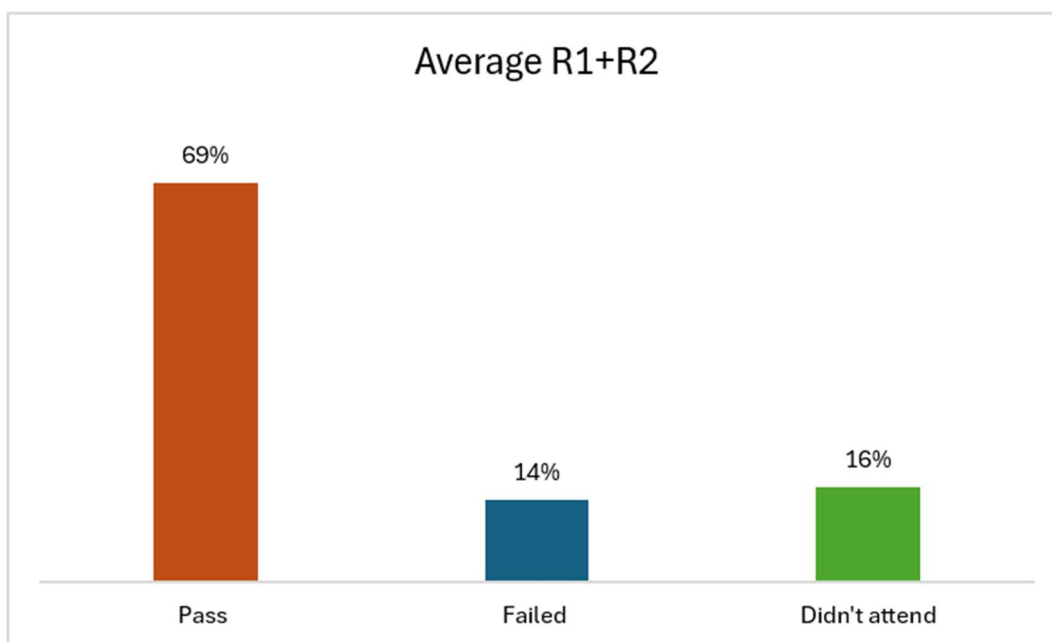


Figure 41: Attendance total, round 1 and 2

Combining both piloting rounds, ECOPRISE exam performance was solid overall: an average of 69% of participants passed, 14% failed, and 16% did not attend the assessment. This confirms a consistent pattern across the two rounds (non-attendance and failure are roughly comparable in scale, meaning learner disengagement is as significant an obstacle to certification as exam difficulty itself.

At module level, the pattern held steady across both rounds: Module 1 and Module 4 were consistently the strongest performers, with high pass rates and minimal or no failures, while Module 2 (Environmental Dimension) was consistently the weakest, recording the highest failure rates in both rounds and standing out as the course's main point of difficulty. Module 3 recovered well in terms of pass rate but repeatedly showed the highest non-attendance, pointing to an engagement issue distinct from content difficulty.

Performance also varied by language group, with Serbian and Portuguese cohorts more often among the weaker performers, particularly in Module 2.

Overall, the exam results suggest the course content is largely well-designed and achievable for those who engage with it, the priority for improvement is reducing non-attendance and specifically revisiting Module 2's content and workload.

Chapter 5. Final Individual Project Assessment

This section presents the results of the final individual projects, which include both the written project and the oral presentation conducted during an interview with the partner organisation's trainer or tutor. The total score is out of 100 points: 60 for the written component and 40 for the oral component.

Disclaimer: Some figures, particularly those for Cyprus and Serbia, exceed 100%. This is due to minor calculation errors related to the weighting system initially applied during the evaluation process. The first evaluation scale assigned 70 points to the written component and 30 points to the oral component. However, following a partners' meeting, it was agreed by consensus to revise the weighting system to 60:40. The Excel tools used for score calculations were not updated accordingly and continued applying the original 70:30 weighting, which resulted in discrepancies and, in some cases, percentages exceeding 100%. These figures should therefore be interpreted with caution, as they reflect calculation inconsistencies rather than actual performance levels.

To complete the course, learners must successfully pass a final online test and complete and present their individual "Ecoprise" project during a final interview (virtual or in person) with partners' trainers and tutors. This project assessment is complementary to the final online test.

The individual project follows a student-centred approach, allowing learners to shape their own "Ecoprise" concept in a way that aligns with their professional goals. It represents the culmination of the learning process and must include the following ten sections:

1. **Executive summary:** the project's elevator pitch: mission, vision, and key goals aligned with the Ecoprise concept.
2. **Market and needs analysis:** the target community, existing solutions and gaps, and why the project responds to a genuine need.
3. **Business model:** partners, activities, resources, and value proposition, framed around sustainability and social impact.
4. **Operational plan:** team structure, resources, infrastructure, and day-to-day practices, including sustainable procurement and inclusive hiring.
5. **Impact plan:** expected social, environmental, and economic benefits, with indicators to measure impact (e.g., jobs created, carbon reduced).
6. **Financial plan:** budget, funding strategy, and revenue forecasts demonstrating viability over 3–5 years.
7. **Risk assessment and mitigation:** key financial, operational, societal, and environmental risks, with mitigation strategies.
8. **Implementation timeline:** short- and long-term milestones, from launch through growth.

9. **Conclusion and future vision:** outlook on scaling, partnerships, and contribution to the wider Ecoprise network.
10. **References** (and annexes, if applicable).

The results for Round 1 and Round 2 are presented below.

Round 1

Results by country

This section presents the results of the final individual project assessment (written project + interview, out of 100 points) across the participating countries.

- **Serbia:** 11 learners passed the final assessment. The average score recorded is 101/100. Qualitative feedback highlighted strong overall performance, with reviewers noting detailed coverage across all project segments and singling out one candidate for exceptional progress between the initial case study and the final project, alongside visible effort and improvement throughout the course.
- **Portugal:** 24 learners participated in the written project and interview, achieving an average score of 88.3/100; a strong result, among the highest recorded across the piloting countries.
- **Greece:** 27 learners participated, with an average score of 83.7/100, reflecting solid overall performance, though below Portugal's and Serbia's results.
- **Cyprus:** 16 learners participated in the written project and interview, with an average score of 107/100.
- **Italy:** 17 learners participated, of whom 14 passed, resulting in an 82.4% pass rate. The average score was 69.2/100, lower than all other countries. Detailed reviewer feedback pointed to a mix of strengths and recurring weaknesses: presentations were generally clear and well-managed on time, with good use of visual aids (including summary tables), but written projects were frequently marked down for lacking concrete financial substantiation, specifically, missing competitor analysis, revenue estimates not grounded in realistic figures, absent references to relevant funding calls, and financial plans lacking clearly quantified income flows, operating costs, and break-even calculations. Reviewers also noted that some visual data (tables) lacked accompanying explanatory text, and that written sections could have been more concise in places.

Summary

Performance on the final individual project varied considerably by country. Portugal, Greece, and Serbia recorded strong results. The qualitative feedback for Italy is particularly informative, pointing to a consistent pattern: strong presentation and communication skills, but underdeveloped financial planning and market analysis sections in the written projects. This suggests that additional guidance or training focused specifically on financial modelling and competitive analysis could meaningfully improve outcomes for future cohorts.

Round 2

Results by country

Lithuania

In Lithuania, 92 learners participated in the final assessment, of whom 78 successfully passed both the interview and the final written project, resulting in an overall **pass rate of 84.8%**. The average **score achieved** by participants was **70.5**, the lowest among the countries reporting average scores. While the majority of learners met the assessment requirements, the comparatively lower average score suggests that participants experienced greater challenges in completing the final assessments successfully. This indicates potential scope for strengthening learner support and further reinforcing key concepts before the final evaluation.

Serbia

Serbia recorded strong overall performance, with 32 out of 36 learners successfully completing the final assessment, corresponding to a pass rate of 88.9%. Participants achieved an average **score of 86.6**, demonstrating a high level of knowledge acquisition and competency development. Evaluators consistently highlighted learners' strong motivation, active engagement, and professional commitment. Several comments emphasised participants' practical experience in nature protection, the quality of their project proposals, and their attention to detail. Overall, Serbian learners demonstrated both technical competence and a high level of enthusiasm for applying the knowledge acquired during the programme.

Portugal

In Portugal, 23 learners completed the final assessment, achieving an impressive **average score of 88.3**, the highest among all participating countries reporting average scores. Although pass-rate data were not available, the high average score indicates excellent learner performance and suggests that participants demonstrated a strong understanding of the course content as well as the ability to apply the acquired knowledge effectively during the final assessment.

Greece

Greece reported results for eight learners, who achieved an **average score of 87.0**. Although the participant cohort was relatively small, the overall performance was very positive, reflecting a solid

level of knowledge acquisition and successful completion of the assessment requirements. The consistently high average score suggests that learners engaged effectively with the training content and demonstrated good competency development.

Italy

Italy recorded 21 participants, of whom 19 successfully passed the final assessment, resulting in a pass rate of 90.5%. The **average score was 76.6**, indicating satisfactory overall performance while leaving room for further improvement. Evaluator feedback recognised the generally high quality of the oral presentations, with several participants delivering clear and well-structured presentations. The written projects were considered functional and, in some cases, sufficiently developed to be close to funding readiness. Nevertheless, reviewers identified opportunities for improvement, particularly in strengthening financial planning by better illustrating projected costs, revenues and the break-even point. They also recommended reinforcing the DeepTech dimension, ensuring that digital technologies such as IoT, dashboards and e-learning tools play a more central role within the business model rather than serving primarily as operational support. Overall, the feedback suggests that while learners demonstrated good entrepreneurial potential, several projects would benefit from further refinement before implementation.

Cyprus

Cyprus reported that seven learners successfully passed the final assessment, with an overall average **score of 86.4**, reflecting a strong level of achievement. Reviewer comments highlighted the high quality, innovation and sustainability focus of the submitted projects. The proposed business concepts addressed topics such as circular economy, industrial recycling, food waste reduction through digital platforms, and AI-supported circular marketplaces, all demonstrating strong alignment with the objectives of the ECOPRISE project. Reviewers considered the concepts viable and impactful but recommended further development of financial planning, implementation roadmaps, operational risk assessment and social impact analysis. Overall, the Cypriot submissions demonstrated a high degree of creativity, digital innovation and sustainability awareness, while requiring only moderate refinement to strengthen their implementation potential.

General Observations

The Round 2 assessment results demonstrate a high overall level of learner achievement across the participating countries. Where pass rates were available, they ranged from **84.8% in Lithuania to 90.5% in Italy**, indicating that the vast majority of participants successfully completed both the written project and oral assessment components. Average scores were also consistently high, varying between **70.5 and 88.3**, with Portugal, Greece, Serbia, and Cyprus achieving particularly strong results.

A recurring theme across the evaluator feedback was the high level of learner motivation, engagement, and commitment. Participants were frequently described as enthusiastic, well-prepared, and eager to apply the knowledge acquired during the training. Strong oral presentation skills and practical understanding of sustainability and entrepreneurship concepts were also commonly recognised.

The quality of the written business projects was generally assessed positively, with many proposals demonstrating innovative ideas and clear alignment with the project's objectives. Several projects

incorporated digital technologies, circular economy principles, sustainability, and social innovation, illustrating learners' ability to integrate the knowledge gained into realistic entrepreneurial concepts.

At the same time, evaluators consistently identified opportunities for further improvement. The most common recommendations concerned strengthening the financial sections of the business plans by providing more detailed cost and revenue projections, clearer break-even analyses, and more comprehensive financial modelling. In addition, reviewers suggested further developing implementation plans, operational risk assessments, and social impact analyses to improve the feasibility and investment readiness of the proposed ventures. In some cases, particularly where advanced technologies were included, greater integration of digital or DeepTech solutions into the core business model was recommended.

Overall, the Round 2 results indicate that learners successfully developed the entrepreneurial, sustainability, and innovation competences targeted by the programme. The feedback suggests that future iterations of the training could place greater emphasis on business planning, financial forecasting, and implementation strategies to further enhance the quality and maturity of participants' project proposals.

Chapter 6. MOOC Metrics

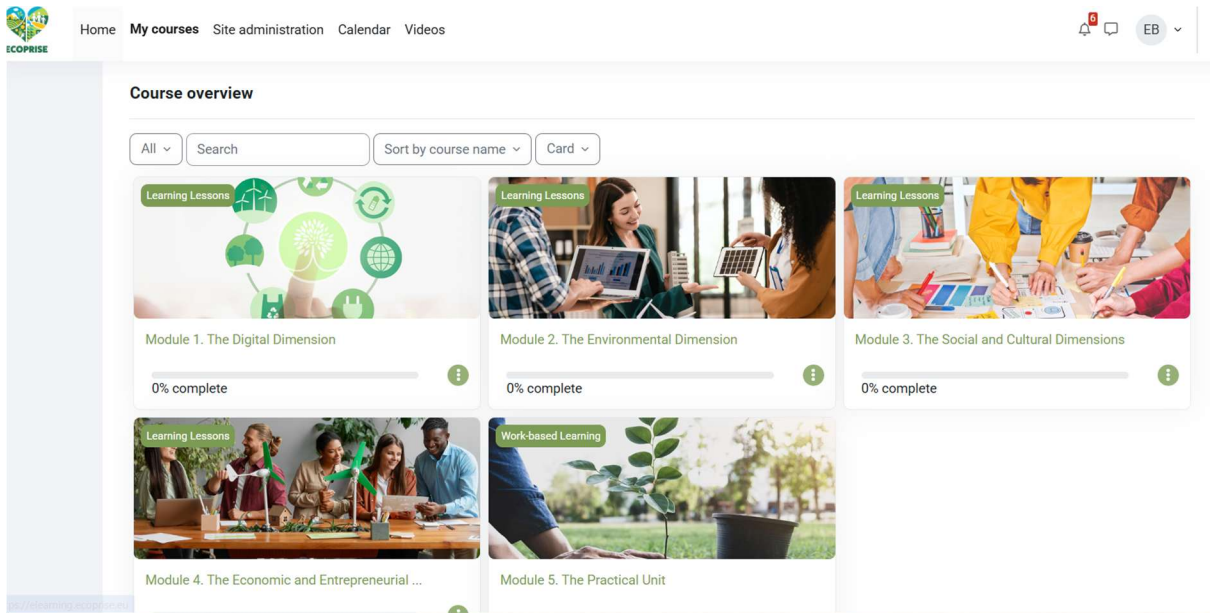
The Ecoprise e-learning platform, available at <https://elearning.ecoprise.eu/>, is managed by ReadLab Brussels. The platform provides access to the Ecoprise training courses, learning activities, and assessment schedules, supporting different user roles according to their responsibilities and level of access.

The platform includes multiple user roles with specific permissions:

- **Manager:** Managers have administrative access to the platform and can access and modify courses when required. However, they typically do not participate in course activities as learners.
- **Course Creator:** Course creators are responsible for developing and setting up new courses within the platform. They can create and configure course content according to training requirements.
- **Teacher:** Teachers have full access within assigned courses. They can manage course content, modify learning activities, support learners, and assess or grade student performance.
- **Non-Editing Teacher:** Non-editing teachers can support course delivery by monitoring learners and grading assessments but do not have permission to modify course activities or learning materials.
- **Student:** Students are the main users of the learning platform. They can access assigned courses, complete learning activities, participate in assessments, and track their progress.
- **Guest:** Guests have limited access rights and generally cannot participate actively in courses or enter information within the platform.
- **Authenticated User:** This role applies to all users who are logged into the platform, providing access based on their assigned permissions.
- **Authenticated User on Site Home:** This role applies to all logged-in users accessing the platform's home page and provides access to general site-level information and resources.

The Ecoprise platform interface provides access to the five available Ecoprise courses and includes an integrated calendar displaying key training events and activities. The calendar allows users to view the scheduled examination dates for each course, international panel sessions, and online learning sessions, supporting effective planning and coordination throughout the training programme. However, the calendar was used only for the piloting phase and was updated before each pilot to reflect the relevant schedule and activities.

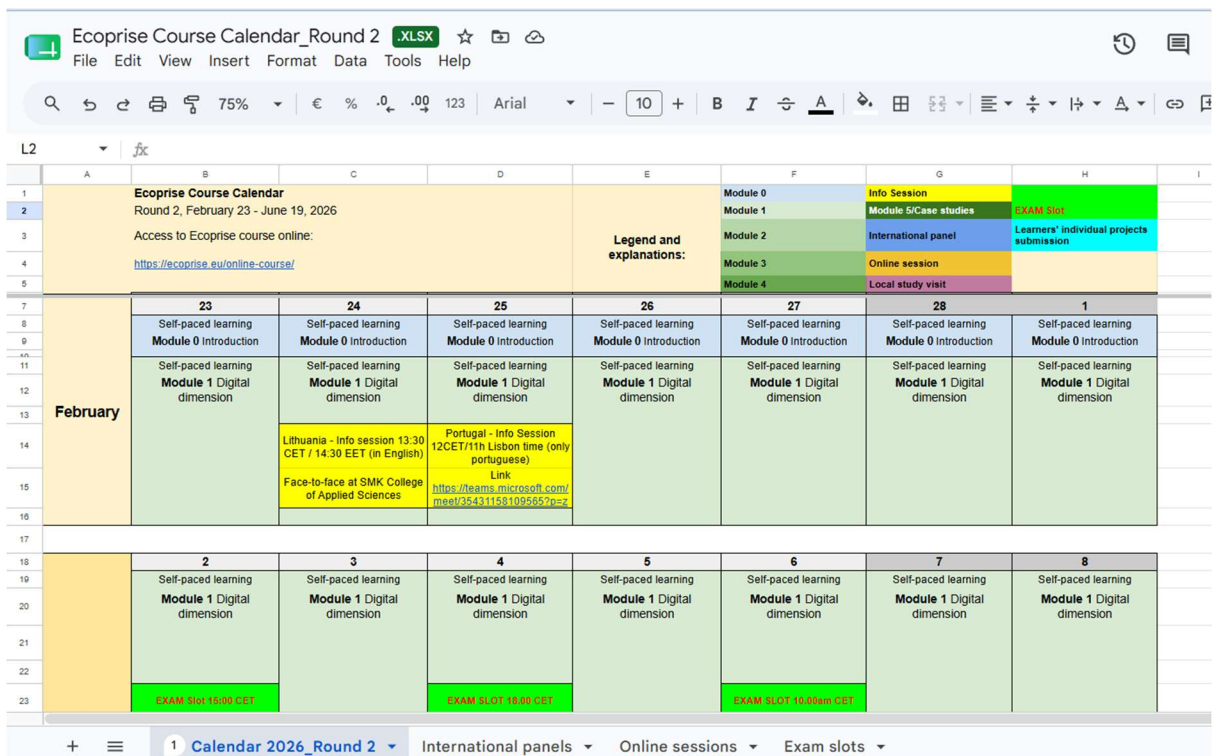
In addition, the platform provides access to recorded videos of online panels and online sessions, enabling users to revisit important discussions, presentations, and learning activities at any time. These recordings support flexible and self-paced learning by allowing participants to review previously delivered sessions, reinforce their understanding of course topics, and access key information shared during virtual events.



The screenshot shows the ECOPRISE platform interface. At the top, there is a navigation bar with links: Home, My courses, Site administration, Calendar, and Videos. On the right, there are notification icons and a user profile icon labeled 'EB'. Below the navigation bar, the 'Course overview' section is displayed. It features a search bar and a 'Sort by course name' dropdown. The main area contains five course modules, each with a thumbnail image, a title, and a progress bar indicating '0% complete'.

Module	Thumbnail Description	Progress
Module 1. The Digital Dimension	Learning Lessons: A hand holding a globe with various icons.	0% complete
Module 2. The Environmental Dimension	Learning Lessons: Two people looking at a tablet.	0% complete
Module 3. The Social and Cultural Dimensions	Learning Lessons: A group of people working together.	0% complete
Module 4. The Economic and Entrepreneurial ...	Learning Lessons: A group of people in a meeting.	0% complete
Module 5. The Practical Unit	Work-based Learning: A person planting a tree.	0% complete

Figure 42: Screenshot of the ECOPRISE platform Course overview



The screenshot shows the ECOPRISE Course Calendar for Round 2, spanning from February 23 to June 19, 2026. The calendar is displayed in a spreadsheet format with columns for dates and rows for activities. The main header indicates the course is 'Ecoprise Course Calendar Round 2, February 23 - June 19, 2026'. A legend explains the color coding: blue for 'Module 0 Introduction', green for 'Module 1 Digital dimension', yellow for 'Info Session', orange for 'Module 5/Case studies', and red for 'Learners' individual projects submission'. The calendar shows a series of 'Self-paced learning' activities for Module 0 and Module 1, with specific dates and times for 'Info Sessions' and 'Exam Slots'.

Date	Activity	Module
23	Self-paced learning	Module 0 Introduction
24	Self-paced learning	Module 0 Introduction
25	Self-paced learning	Module 0 Introduction
26	Self-paced learning	Module 0 Introduction
27	Self-paced learning	Module 0 Introduction
28	Self-paced learning	Module 0 Introduction
1	Self-paced learning	Module 0 Introduction
2	Self-paced learning	Module 1 Digital dimension
3	Self-paced learning	Module 1 Digital dimension
4	Self-paced learning	Module 1 Digital dimension
5	Self-paced learning	Module 1 Digital dimension
6	Self-paced learning	Module 1 Digital dimension
7	Self-paced learning	Module 1 Digital dimension
8	Self-paced learning	Module 1 Digital dimension
9	Self-paced learning	Module 1 Digital dimension
10	Self-paced learning	Module 1 Digital dimension
11	Self-paced learning	Module 1 Digital dimension
12	Self-paced learning	Module 1 Digital dimension
13	Self-paced learning	Module 1 Digital dimension
14	Self-paced learning	Module 1 Digital dimension
15	Self-paced learning	Module 1 Digital dimension
16	Self-paced learning	Module 1 Digital dimension
17	Self-paced learning	Module 1 Digital dimension
18	Self-paced learning	Module 1 Digital dimension
19	Self-paced learning	Module 1 Digital dimension
20	Self-paced learning	Module 1 Digital dimension
21	Self-paced learning	Module 1 Digital dimension
22	Self-paced learning	Module 1 Digital dimension
23	Self-paced learning	Module 1 Digital dimension

Figure 43: Screenshot of the ECOPRISE Course Calendar (Round 2)

▼ Online Panels

 Ecoprise - Ecosocial Entrepreneurship and Ecovillage Design between community roots and innovation

 Ecoprise - From Eco-Farm to Eco-Village: Growing Regenerative Communities

 Ecoprise - Regenerative Entrepreneurship & Agrivoltaics

 Ecoprise - AI: The Ecoprise Designer's Best Buddy?

 Ecoprise - Powering the Future: Energy Communities and Deep Tech for Sustainable Entrepreneurship

 Ecoprise - Social Entrepreneurship: Challenges, Opportunities & Real Impact

 Ecoprise - From Sustainable Education to Sustainable Business- Ecoprise Online Session

Figure 44: Screenshot of the ECOPRISE online panels

Course registrations per module

Module 1 : The Digital Dimension

According to the platform metrics, a total of **502 people registered for Module 1** of the Ecoprise course, combining figures from both Round 1 and Round 2, a total consistent with the enrolment figures reported earlier for this module. Registrations were heavily concentrated among the project's core partner countries: Lithuania recorded the highest number of registrations (123), followed by Serbia (87), Italy (80), Greece (79), and Cyprus (74). Portugal recorded a comparatively lower but still substantial 55 registrations. Beyond these six partner countries, registration numbers drop sharply to a negligible level, with Germany, Estonia, Egypt, and Spain each recording just 1 registration, likely isolated individual sign-ups rather than any organised outreach in those countries. This distribution confirms that platform registration was, as expected, driven almost entirely by the six official piloting countries, with minimal organic reach beyond the consortium's own dissemination efforts. Notably, Lithuania's high registration figure (123, the highest of all countries) stands in sharp contrast to its near-total absence from certification and exam completion data seen elsewhere in this report, suggesting that the drop-off for Lithuanian learners occurred after initial sign-up, rather than at the stage of generating interest in the course.

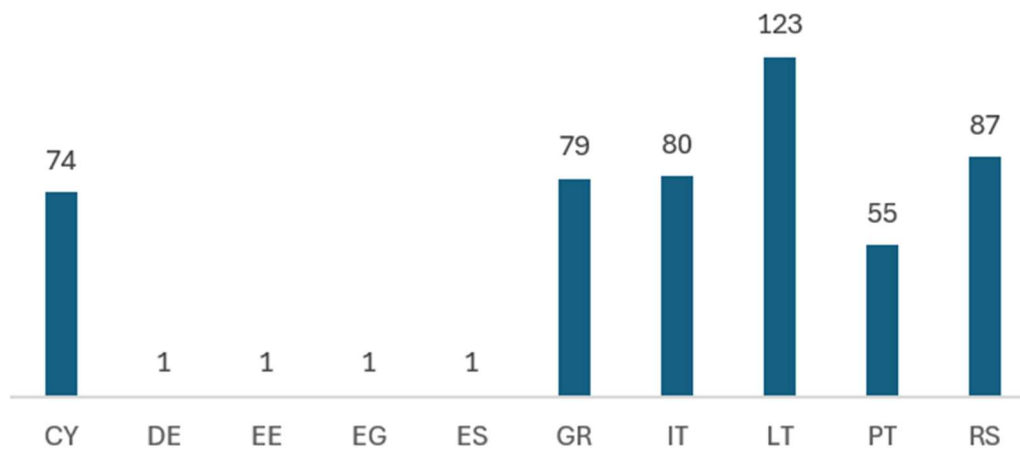


Figure 45: Module 1 metrics: number of registrations per country

Module 2: The Environmental Dimension

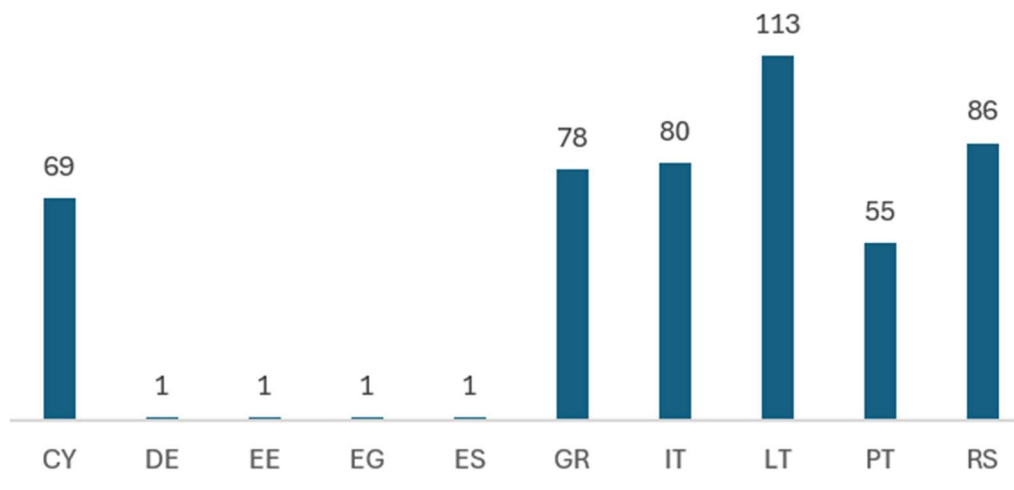


Figure 46: Module 2 metrics: number of registrations per country

Module 2 registrations followed a very similar distribution to Module 1, with figures combining both Round 1 and Round 2. Lithuania again recorded the highest number of registrations (113), followed by Serbia (86), Italy (80), Greece (78), and Cyprus (69). Portugal recorded 55 registrations, consistent with its Module 1 figure. As with Module 1, registrations outside the six core partner countries remained negligible, with Germany, Estonia, Egypt, and Spain each recording just 1 registration.

Overall, registration numbers for Module 2 are **485 in total**, very close to, and in most cases slightly lower than, those recorded for Module 1 (e.g., Lithuania: 123 → 113; Cyprus: 74 → 69; Serbia: 87 → 86), suggesting a modest but consistent drop-off in registrations from Module 1 to Module 2 across nearly all partner countries. This slight decline may reflect early disengagement following the first module, though the overall country distribution pattern remains stable between the two modules.

Module 3: The Social and Cultural Dimension

Module 3 records **476 registrations**, again combining Round 1 and Round 2 totals. Lithuania continues to top the list with 114 registrations, with Serbia (81), Greece and Italy (tied at 77 each), and Cyprus (69) rounding out the main partner countries. Portugal sits at 54, marginally below its Module 2 figure. As before, countries outside the core consortium contribute only marginal numbers, with Germany, Estonia, Egypt, and Spain each showing a single registration.

Comparing the three modules, the country ranking has stayed remarkably stable, though the numbers themselves continue their gentle downward drift: Lithuania has gone from 123 to 113 to 114 (essentially flat between Modules 2 and 3), while most other countries show a small, steady decline of one or two registrations per module (Cyprus unchanged at 69, Serbia down slightly from 86 to 81, Portugal down from 55 to 54). This suggests the drop-off in engagement, while real, is not accelerating, learners who make it past Module 1 appear to largely stick around through Module 3, with only marginal further attrition.

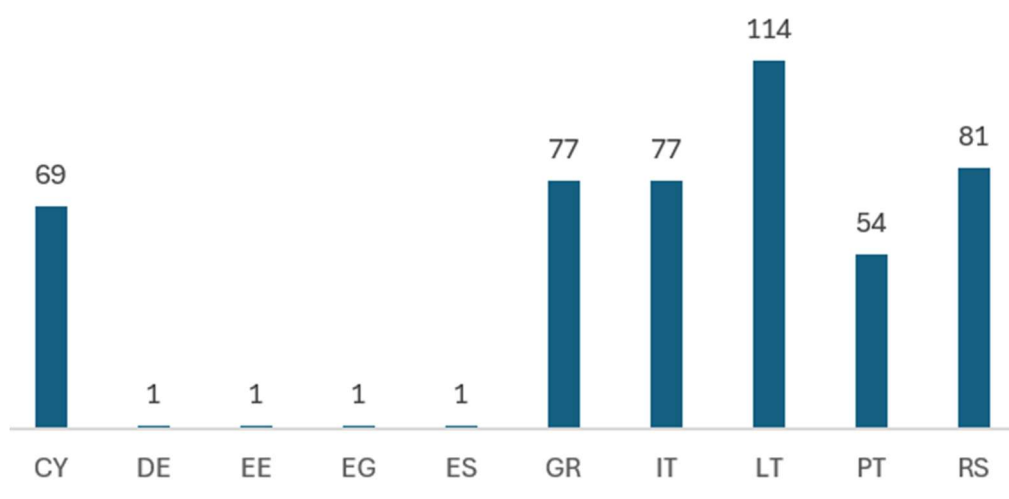


Figure 47: Module 3 metrics: number of registrations per country

Module 4: The economic dimension, entrepreneurship and innovation

By Module 4, registration numbers have settled into an almost static pattern compared to Module 3. Lithuania remains firmly in the lead with 111 sign-ups, followed by Serbia (78), Greece and Italy (still tied, this time at 77 apiece), Cyprus (70), and Portugal (54, unchanged from Module 3). The scattering of one-off registrations from Germany, Estonia, Egypt, and Spain persists unchanged as well. In total, Module 4 recorded **471 registrations** across all countries.

What stands out most across the four modules taken together is just how little movement there is between Module 3 and Module 4, Lithuania dips only slightly (114 to 111), Cyprus actually ticks up by one (69 to 70), and Portugal holds perfectly steady. This points to a cohort of learners who, having survived the initial attrition after Module 1, settle into a stable rhythm through to the end of the

course, with virtually no further drop-off by the final module. Combined with the earlier modules' figures, the overall trajectory across the course is one of an early, modest decline that levels off almost completely from Module 2 onward, total registrations move from 502 (Module 1) to 470 (Module 2) to 471 (Module 3) to 471 (Module 4), confirming that nearly all of the attrition happens right after the first module.

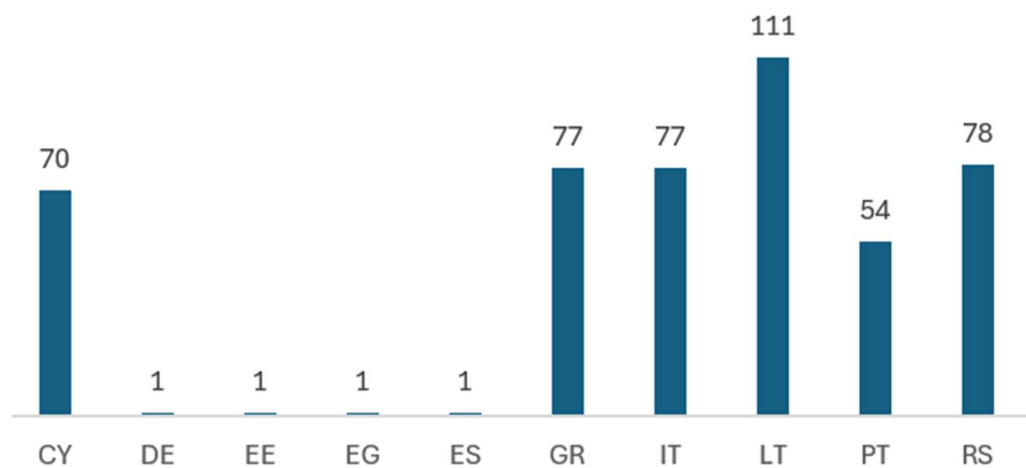


Figure 48: Module 4 metrics: number of registrations per country

Conclusions

The ECOPRISE course piloting delivered clear evidence of positive learning impact, alongside a consistent set of structural challenges that should inform the final version of the course.

Delivery and completion

The Certification rates remained below the 75% target in both rounds (42% in Round 1, 46% in Round 2), with wide variation across countries. National reports point to a shared set of causes: an intensive course calendar, high workload relative to the time available, and strict exam requirements, all of which contributed to drop-out. Making the study visit and international panel optional in Round 2 and more access to retake exams, a response to the logistical difficulty of field visits for some learners, coincided with an improved overall completion rate, though results still varied considerably by country: Lithuania's turnaround (0% to 56%) and Cyprus's decline (from 31% to 11% despite one of the largest cohorts) both warrant closer country-level investigation.

It's crucial to point out that the consortium significantly surpassed its original targets. Against a goal of 300 learners enrolled, a total of 552 individuals joined the programme, nearly double the initial figure. Likewise, the completion target of 225 was exceeded, with 247 learners ultimately certified upon successful completion of the course.

Learner satisfaction

Feedback on the course content and platform was strong and exceeded target in both rounds (79% and 80% against a 75% goal). The same concerns recurred across rounds and countries: workload and content density, insufficient support for the individual project, and friction around assessment logistics (exam access, technical requirements, translation inconsistencies). These are concrete, addressable points for the next iteration of the MOOC.

Confidence and motivation

Baseline-to-final survey data confirm a genuine positive effect on learners' self-assessed skills and motivation, with average growth of roughly 13% in Round 1 and higher growth (16–24% across most countries) in Round 2. The predefined growth targets (70% for green/entrepreneurial confidence, 75% for motivation) were not met in either round, but this appears to be a target-setting issue rather than a programme weakness: baseline scores were already comparatively high (typically 3–4 out of 5), which mechanically limits achievable percentage growth. Consistent with this, the largest gains were seen in areas where learners started with the least confidence, notably entrepreneurial skills and ecovillage design principles.

Exam performance

A stable pattern held across both rounds: Modules 1 and 4 were consistently the strongest performing (pass rates of 79–100%), Module 2 was consistently the most difficult (pass rates around 50–69%, the highest failure rates), and Module 3 showed a partial recovery but the highest non-attendance. Across the course as a whole, non-attendance rather than failure was the dominant source of lost certifications, a pattern that persisted even on exam retakes, where Module 2 again showed the weakest recovery (42% retake pass rate, against 92% for Module 4). This distinction matters for

remediation: the priority issue is re-engaging learners to sit exams at all, not simplifying exam content, except specifically for Module 2.

Final individual project

Results were strong overall, with pass rates generally above 85% (where reported) and average scores between 70 and 88 out of 100. Evaluator feedback was remarkably consistent across countries: learners showed strong motivation, solid presentation skills, and genuine entrepreneurial and sustainability thinking, but financial planning: cost/revenue projections, break-even analysis, competitor and market analysis was the most frequently cited weakness. This is the single clearest, most actionable content gap identified anywhere in the report.

Platform data. Registration and engagement patterns confirm that participation was almost entirely confined to the six partner countries, with negligible uptake elsewhere. Attrition was concentrated after Module 1, after which registration numbers stabilised through to Module 4 learners who progress past the first module tend to see the course through. Lithuania stands out as a specific anomaly: the highest registration numbers of any country, but a near-complete absence from Round 1 certification, indicating that its drop-off occurred after enrolment rather than at the recruitment stage.

The evidence supports ECOPRISE as an effective course: it measurably builds learners' confidence, motivation, and applied competences, and it is well regarded by participants. The consistent shortfall is completion against target, and the report points to the same root causes across nearly every data source, workload and pacing (especially around Module 2) and gaps in financial-planning content for the final project. Addressing these two points specifically would be the highest-leverage changes ahead of finalising the MOOC.

Recommendations for Institutions Implementing the ECOPRISE MOOC

Based on the experience of the two ECOPRISE piloting rounds, the following recommendations are proposed for institutions that intend to integrate the MOOC into their own educational or training programmes. These recommendations combine the evidence emerging from the pilot with practical lessons that can support future local implementation.

1. Recruit participants through strong local networks rather than relying only on open dissemination

Future institutions should recruit participants through existing local networks and organisations that already work with the target audience. The pilot showed that registration was strongly concentrated in the six partner countries, while uptake outside the consortium remained very limited. This suggests that the MOOC benefits from active, locally rooted recruitment rather than relying primarily on organic online registrations.

Institutions could therefore involve universities, vocational education providers, entrepreneurship centres, NGOs, youth organisations, social economy networks, environmental organisations, business support organisations and local community initiatives. Recruitment messages should clearly communicate the expected workload, the practical value of the course, the possibility of obtaining micro-credentials, and the expected outcomes of the final business project.

2. Recruit for commitment, not only for numbers

The experience of ECOPRISE demonstrates that high registration numbers do not automatically translate into high completion rates. In total, 552 learners enrolled, but 247 ultimately obtained certification, corresponding to a 45% completion rate.

Future institutions should therefore consider introducing a short pre-course orientation or commitment phase. Before enrolment, participants should understand that the programme requires approximately 10 hours per week and around 120 hours overall. Institutions could ask applicants to complete a short motivation form, attend an introductory session, or confirm their availability for the duration of the course. This could help create a cohort of participants who are more prepared for the commitment required.

3. Make the local component genuinely local and accessible

Study visits were one of the most valuable practical elements of the programme because they connected theoretical learning with real examples of sustainable, circular and socially responsible entrepreneurship. They also gave learners opportunities to build professional networks and business contacts.

However, the first round showed that requiring learners to travel long distances could become a barrier. The move from mandatory to optional study visits in Round 2 was associated with an improvement in completion rates.

Future institutions should therefore organise study visits as close as possible to where participants live, ideally within their own city or region. Where appropriate, several smaller visits could be organised rather than one large event requiring substantial travel. Suitable hosts could include social enterprises, eco-farms, cooperatives, circular economy initiatives, ecovillages, renewable-energy communities, sustainable tourism businesses, community enterprises and other organisations whose work reflects the themes of the MOOC.

4. Build long-term partnerships with local organisations, not only one-off study visits

The study visits should be seen not simply as field trips, but as opportunities to create a local ecosystem around the MOOC. Institutions could establish partnerships with local entrepreneurs, social enterprises, municipalities, business incubators, universities, community organisations and sustainability initiatives.

This recommendation goes beyond what was directly tested in the pilot and represents a proposed model for future implementation. Such partners could contribute as guest speakers, study-visit hosts, mentors, case-study providers, project reviewers or potential supporters of learners' final business ideas. This would strengthen the connection between the MOOC and the local entrepreneurial ecosystem.

5. Reduce and rebalance the workload

Workload and content density were the most consistent weaknesses identified by learners. The report identifies Module 2, The Environmental Dimension, as the most challenging module, with the lowest pass rates and the highest failure rates.

Future implementations should therefore carefully review the workload before delivery. Module 2 should be clearly introduced as the core module, while optional readings and homework should be

explicitly labelled as supplementary rather than additional requirements. Institutions should also avoid adding substantial local assignments on top of the existing MOOC workload unless these replace, rather than add to, existing activities.

6. Provide stronger learner support during the final business project

The final projects were one of the strongest elements of the course: pass rates were generally above 85%, and learners demonstrated strong motivation, presentation skills and sustainability-oriented entrepreneurial thinking. However, evaluators consistently identified weaknesses in financial planning, cost and revenue projections, break-even analysis, market and competitor analysis, implementation planning and risk assessment.

Future institutions should therefore introduce structured project support before the final assessment. This could include templates, short practical workshops, examples of completed business models, financial-planning exercises, mentoring sessions and one or two intermediate project checkpoints. In particular, learners should receive more support in translating a sustainability idea into a financially viable business model.

7. Use a more flexible assessment and exam pathway

Assessment logistics were repeatedly identified as a source of friction.

The experience of Round 1 also showed that preventing learners who failed an exam from progressing to subsequent modules could interrupt their learning pathway and contribute to drop-out. Allowing learners to retake exams at the next available session in Round 2 created a more flexible learning experience.

Future institutions should therefore provide clear assessment instructions, technical guidance and reminders, while allowing learners to continue progressing through the course even if they need to retake an individual assessment. Where possible, assessment dates should be communicated well in advance and aligned with the local academic or professional calendar.

8. Keep the international dimension, but make it linguistically and digitally accessible

The international panels were positively received and provided learners with exposure to experts and practices from different countries. However, the fact that panels were delivered only in English created an additional barrier for some participants. Recordings and translated presentation materials were subsequently provided to improve accessibility.

Future institutions should retain the international dimension because it is one of the elements that gives the MOOC added value beyond a purely local course. However, international sessions should ideally be supported by recordings, subtitles, translated key materials, clear summaries and, where resources allow, multilingual facilitation or interpretation.

9. Use the MOOC's flexibility without losing human contact

The MOOC platform was positively evaluated, and the availability of recorded online sessions and panels supported flexible, self-paced learning.

At the same time, the completion data show that self-paced online learning alone does not guarantee persistence. Future institutions should therefore combine the asynchronous MOOC with a light but

regular layer of human support: introductory meetings, progress check-ins, tutor communication, peer exchange, project mentoring and reminders before key assessment deadlines.

The goal should not be to turn the MOOC into a fully synchronous course, but to create a blended support structure around the self-paced learning experience.

10. Monitor engagement from the beginning and intervene before learners drop out

Finally, future institutions should monitor learner engagement continuously rather than assessing success only at the end of the course. The platform data showed that attrition was concentrated after Module 1, while learners who progressed beyond the first module were more likely to continue through the subsequent modules.

Institutions should therefore establish simple early-warning indicators, such as inactivity on the platform, incomplete activities, missed online sessions or missed assessments. Learners showing signs of disengagement could then receive a personalised reminder, tutoring support or an invitation to a short check-in. This would allow institutions to address problems while learners are still recoverable rather than waiting until certification rates reveal the extent of the drop-out.

Overall recommendation

The ECOPRISE piloting demonstrates that the MOOC can be successfully transferred to different national contexts and can generate meaningful improvements in learners' confidence, motivation and entrepreneurial competences. At the same time, future users should avoid treating the MOOC as a stand-alone online course. Its strongest potential lies in combining the flexibility and scalability of the digital platform with local recruitment, accessible study visits, relationships with local organisations, human learner support and practical mentoring.

The main lesson from the pilot is therefore not simply to reproduce the course as it was delivered, but to adapt the implementation model to the local context while preserving the core learning objectives. In particular, reducing workload and improving pacing, strengthening support for the final business project, simplifying assessment procedures and creating stronger local ecosystems around the MOOC should be considered priorities for future implementations.