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# Pathway validation workshops



**Activity 2.4-WP2**

2024-2-PL01-KA220-YOU-000286516

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# SAGE

## Social and Green Entrepreneurship network for youth

PROJECT NUMBER: 2024-2-PL01-KA220-YOU-000286516

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PARTNERS:



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## 1. Introduction

This report presents the outcomes of the online validation workshop organised within the framework of the **SAGE Initiative**: Social and Green Entrepreneurship network for youth, an Erasmus+ KA220-YOU project. The workshop was implemented as part of the activities foreseen under WP2, which focuses on the co-creation and validation of non-formal learning pathways for young people in the field of social and green entrepreneurship.

The SAGE project aims to empower young people, particularly those from disadvantaged or underrepresented backgrounds, by equipping them with practical skills, knowledge and tools to develop socially responsible and sustainable entrepreneurial initiatives. In this context, the development of relevant, accessible and practice-oriented learning modules represents a core component of the project strategy.

The validation workshop was conceived as a key quality assurance and participatory step, designed to involve external stakeholders with expertise and experience in education, entrepreneurship, youth work and employment. Their contribution was essential to assess whether the developed modules adequately respond to real needs, expectations and challenges faced by young people and professionals working with them.

During the workshop, project partners presented the structure, objectives and content of the developed modules, with a specific focus on their non-formal learning approach. Participants were subsequently invited to provide structured feedback through an online questionnaire, allowing the consortium to collect both quantitative and qualitative insights.

The results presented in this report synthesise the feedback collected during the workshop and outline the main strengths identified, as well as areas for potential improvement. These findings will support the refinement of the developed modules and inform the next implementation phases of the SAGE project.

## 2. Workshop Overview

### 2.1 Date, format and organization

The validation workshop was held online on 19 January 2026, using Google Meet as the videoconferencing platform. The session lasted approximately one hour and fifteen minutes. The online format was selected to facilitate participation from stakeholders with different professional backgrounds and locations, while ensuring a structured session that combined presentation, interaction and feedback collection.

The KPI for this activity was to reach a minimum of 30 stakeholders, and 50 people participated, so we can say that we exceeded the expected number, which is positive for the scope of the project and the validation process.

### 2.2 Structure of the session and flow of activities

The workshop followed a clear sequence designed to:

- (a) align participants around the purpose of the session,
  - (b) present the learning content in a coherent way, and
  - (c) collect validation inputs through both interactive and structured methods.
- **Opening and introduction:** The session started with a short introduction, outlining the objectives of the workshop and the role of participants in the validation process. This initial segment clarified what needed to be validated (content relevance, clarity, usability and format), and how the feedback would be used to improve the modules before the next implementation steps.
  - **Presentation of the developed modules by each partner:** After the introduction, the workshop moved into the core segment: each project partner presented the modules they had developed. For each module, partners explained:
    - The learning objectives and intended outcomes
    - The rationale behind the selected topics and how they relate to the needs of the target group
    - The logic and structure of the module (how the content is organised and progresses)
    - The reasoning behind the format and delivery approach, with attention to its non-formal learning design (practical orientation, accessibility, engagement, and suitability for youth and youth workers)
    - This approach ensured that participants were not only exposed to the module content, but also understood the educational and methodological choices behind it, which was important for meaningful validation

- **Interactive feedback via Mentimeter:** Once the module presentations were completed, the workshop transitioned to an interactive feedback moment using Mentimeter. Participants were invited to respond in real time to a set of questions designed to capture immediate reactions and first-level validation inputs. This step helped to:
  - Encourage engagement and participation from the full group.
  - Collect quick, comparable impressions across modules and topics.
  - Identify signals (strong points, unclear areas, perceived gaps) that could be explored further in the final feedback questionnaire.

### Summary of Mentimeter results:

Overall, participants assessed the project content as highly relevant for the young people they work with. Most responses rated the content as *very relevant* or *relevant*, with only a marginal number of neutral or negative responses. This result indicates a strong alignment between the developed modules and the real needs perceived by practitioners and stakeholders working with youth.

Regarding the main barriers preventing young people from accessing sustainability-related professions, participants consistently highlighted:

- Lack of information and awareness about green career pathways.
- Insufficient or inadequate training opportunities in sustainability-related fields.
- Skills mismatches between education systems and labour market needs.
- Limited practical experience and guidance.
- Socioeconomic barriers affecting access to education and employment.

These responses reinforce the relevance of non-formal, practice-oriented learning approaches, as well as the need to better connect education, skills development and labour market realities.

When asked **which modules** were perceived as **most relevant** for increasing the employability of young people, Module 2- Social Pathway: Inclusion, Empathy & Social Innovation and Module 3- Governance Pathway: Ethics, Finance & Digital Empowerment, received the highest level of interest, followed by Module 1- Environmental Pathway: Green Entrepreneurship & Sustainability. This suggests that transversal skills related to social innovation, governance and digital empowerment are perceived as particularly critical for employability in the green sector.

Participants also identified several **digital tools** and formats that could enhance engagement in e-learning modules. The most frequently mentioned included:

- Short and dynamic videos.
- Interactive questions and quizzes.
- Games, simulations and web-based applications.
- Real-life cases and practical examples.
- Social media-based formats as for example, short videos on platforms such as Instagram or TikTok

In terms of essential **communication skills** for working in the sustainability sector, participants emphasised respect, clarity, ethical communication, storytelling, persuasion and intercultural communication. These skills were closely linked to the ability to engage diverse audiences, communicate complex topics clearly and promote behavioural change.

Finally, when invited to provide **one piece of advice** for young people aspiring to work in the green sector, responses converged around the importance of:

- Gaining real-world experience and learning by doing.
- Developing relevant and practical skills.
- Staying engaged, open-minded and motivated.
- Building networks and connecting with professionals in the field.
- Focusing on real impact and meaningful change.

Overall, the Mentimeter results provided strong qualitative validation of both the thematic focus and the pedagogical approach of the developed modules, while also offering concrete insights to further refine content and delivery formats.

- **Final questionnaire, conclusions and closure:** To conclude the workshop, participants were asked to complete a structured feedback **survey** to provide more detailed input, including both quantitative ratings and qualitative comments. The session ended with a brief wrap-up, summarising the purpose of the validation exercise, thanking participants for their contribution, and clarifying that the collected feedback would be analysed and used to refine the modules.

### Summary of questionnaire results:

A total of **32 valid responses** were collected.

The majority of respondents identified as educators or trainers, confirming the relevance of the feedback in relation to the intended target groups and implementation contexts of the modules.

Overall, the SAGE **learning modules** were assessed as highly relevant for young people, with most respondents assigning high ratings to their applicability in their professional contexts. Similarly, the **structure** and **objectives** of the modules were perceived as clear and easy to understand, indicating that the learning design is accessible and well-articulated.

In terms of **practical implementation**, respondents indicated that the modules are either easy to apply or feasible with minor adaptations, highlighting their flexibility and potential for use in diverse settings. The overall level of the content was predominantly assessed as well balanced, with no significant concerns regarding complexity or relevance.

When asked about **potential areas for improvement**, most respondents indicated that the pathways are well balanced, with no single pathway requiring substantial revision.

Overall, the questionnaire results confirm the quality, relevance and usability of the developed modules, while providing targeted insights to support their further refinement and effective implementation.

## 2.3 Expected outcomes of the workshop

The workshop was designed to produce three complementary outputs:

- A shared understanding among stakeholders of the modules' scope and non-formal learning approach.
- Immediate validation signals gathered through Mentimeter.
- More detailed and actionable feedback collected through the post-session survey, supporting refinement and quality improvement of the developed modules.

### 3. Methodology for Validation

The validation of the learning modules developed was carried out using a multi-method approach, combining participatory discussions, interactive real-time comments, and a structured questionnaire after the workshop. This methodology was designed to gather both immediate perceptions and more reflective assessments from stakeholders with relevant professional experience.

During the workshop, validation was based primarily on the **presentation of the modules** by the project partners. This allowed participants to gain an understanding of the learning objectives, content structure, and non-formal educational approach on which each module is based, ensuring meaningful feedback.

The first round of feedback was collected through a **Mentimeter** session. This tool was used to gather instant qualitative and semi-quantitative input on key aspects, such as the perceived relevance of the project content, the main barriers young people face in accessing sustainability-related professions, and the skills and formats considered most important for employability in the green sector. The use of Mentimeter also encouraged participation and engagement throughout the session.

Following the interactive phase, participants were invited to complete an online feedback **questionnaire** on the session and content, which was the main method of validation. The questionnaire combines closed and open-ended questions, allowing for the collection of both quantitative assessments and qualitative suggestions. In total, 32 valid responses were collected from the 50 workshop participants.

It should be noted that, as some participants did not give their consent to use their email address or to be contacted, we were unable to collect the full 50 responses, but as the KPI for the activity was 30 participants, we can say that the responses obtained are sufficient to validate the content and format of the modules.

The data collected through Mentimeter and the questionnaire were analyzed qualitatively and descriptively, focusing on identifying common patterns, strengths, areas for improvement, and general trends, rather than statistical representativeness. This approach is consistent with the training purpose of the validation exercise, which is intended to support quality improvement and refinement of the modules developed. The questionnaire is attached in the appendix.

## 4. Key findings from the Feedback

This section presents the main findings derived from the validation workshop, integrating insights collected through both the interactive Mentimeter session and the post-workshop questionnaire. The results reflect the perceptions of stakeholders directly involved in education, youth work and employability-related activities.

### 4.1 Overall relevance of the project content

The validation results indicate a high level of perceived importance of the SAGE learning modules for the young people with whom the participants work. Feedback collected via Mentimeter shows that most participants rated the content as *highly relevant* or *relevant*, with only marginal neutral responses and no significant negative evaluations.

These results are reinforced by the questionnaire results, in which respondents assigned high ratings to the overall relevance of the modules in their professional contexts. This confirms a strong alignment between the project's approach and the actual needs identified by professionals and stakeholders working with young people.

### 4.2 Relevance for employability and skills development

Participants highlighted the contribution of the modules to improving the employability of young people in the ecological and social sectors. In particular, Module 2- Social Path: Inclusion, Empathy, and Social Innovation and Module 3- Governance Path: Ethics, Finance, and Digital Empowerment were considered relevant for improving cross-cutting and labor market-oriented skills, followed by Module 1- Environmental Path: Green Entrepreneurship and Sustainability.

These comments suggest that, alongside environmental knowledge, skills related to social innovation, governance, ethics, and digital empowerment are considered essential to supporting young people's access to sustainability-related professions.

### 4.3 Identified barriers for young people in accessing sustainability-related professions

The Mentimeter results provided valuable insight into the main barriers young people face when accessing careers related to sustainability. Participants identified the following:

- There is a lack of information and limited awareness of green career opportunities.
- Insufficient or inadequate training in fields related to sustainability.
- The mismatch between the skills acquired in education systems and the needs of the labor market.
- Limited access to practical experience and guidance.
- Socioeconomic barriers affect educational and employment opportunities.

These results further validate the project's focus on non-formal, skills-oriented learning pathways, which aim to bridge the gaps between education, employability, and real-world practice.

#### 4.4 Assessment of structure, clarity and applicability of the modules

The questionnaire results indicate that the structure and objectives of the modules are perceived as clear and well-articulated. Most respondents indicated that the modules are easy to understand and that the progression of the content is logical and coherent. In practical application, participants rated the modules as easy to implement or feasible with minor adaptations, highlighting their flexibility and adaptability to different learning contexts and target groups. The overall level of content was considered well balanced, with no significant concerns regarding complexity or insufficient depth.

#### 4.5 Strengths identified

Across both feedback tools, several strengths of the developed modules were highlighted as:

- Strong practical orientation and real-world relevance.
- Clear learning objectives and coherent structure.
- Alignment with the needs of young people and professionals working with them.
- Flexibility of the non-formal learning approach.
- Integration of transversal skills relevant to sustainability, social innovation and digital empowerment.

These strengths suggest that the modules provide a solid foundation for effective implementation and engagement.

#### 4.6 Areas for improvement and suggestions

While overall feedback was positive, participants also provided constructive suggestions for further improvement. These focused mainly on:

- Increasing the use of audiovisual materials, such as videos.
- Including more interactive elements, such as quizzes, games or simulations.
- Providing additional complementary resources or real-life case studies.
- Allowing for contextual adaptation to specific user groups or local realities.

Importantly, the feedback did not point to the need for major structural changes, indicating that the proposed improvements are incremental and focused on enhancing the learning experience rather than revising core content.

## 4.7 Cross-cutting skills and insights

Participants emphasised the importance of communication and digital skills for working in the sustainability sector. Key communication skills identified include respect, clarity, ethical communication, storytelling, persuasion and intercultural competence. In parallel, digital skills such as social media literacy, data analysis, digital communication and basic understanding of AI were highlighted as increasingly strategic in the green job market.

These insights further support the relevance of the project's holistic approach, combining sustainability knowledge with transversal and digital competencies.

## 5. Conclusions and Implications for the Project

The validation workshop successfully fulfilled its objectives, providing meaningful and actionable feedback on the relevance, quality and applicability of the SAGE learning modules. The results confirm that the developed content responds well to the needs of young people and professionals working in the fields of social and green entrepreneurship, sustainability and employability.

Overall, the feedback highlights a strong alignment between the project's objectives and the expectations of external stakeholders. The high relevance attributed to the modules, combined with positive assessments of their structure, clarity and level, indicates that the non-formal learning approach adopted by the project is appropriate and effective.

The validation process also generated valuable insights into the barriers faced by young people in accessing sustainability-related professions, reinforcing the importance of practice-oriented, flexible and skills-based learning pathways. These insights confirm the strategic relevance of the SAGE project in addressing existing gaps between education, employability and labour market needs.

While no major structural changes were identified as necessary, the feedback pointed to several areas for enhancement, particularly in relation to learning formats and engagement mechanisms. These suggestions will be considered in the next phase of the project, notably through the integration of additional audiovisual materials, interactive elements and contextual adaptations to specific target groups.

Based on the outcomes of the validation workshop, the project consortium will proceed with the refinement of the learning modules and their preparation for implementation and testing in subsequent project activities. The validation results will also inform future dissemination and exploitation actions, ensuring that the developed materials are relevant, usable and impactful in real-world contexts.

In conclusion, the validation workshop represents a key milestone in the SAGE project, strengthening the quality of the developed outputs and supporting their effective deployment in the following Work Packages.

## 6. Overall summary

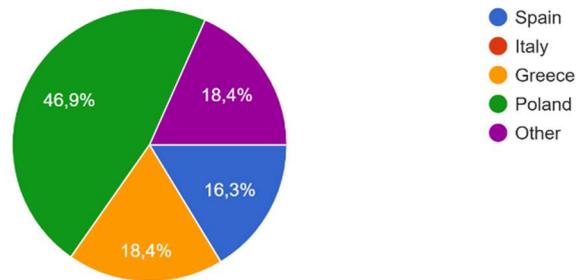
This report documents the validation process and outcomes of the SAGE WP2 online workshop, confirming the relevance, quality and applicability of the developed non-formal learning pathways on social and green entrepreneurship. The feedback collected from a diverse group of education, youth work and entrepreneurship stakeholders demonstrates strong alignment between the project content and the real needs of young people, particularly in relation to employability, transversal skills and access to sustainability-related professions. The validation results highlight the strengths of the modules in terms of clarity, practical orientation and flexibility, while also providing targeted recommendations to enhance engagement through more interactive and audiovisual elements. Overall, the workshop represents a key quality assurance milestone for the SAGE project, supporting the refinement of the learning modules and their effective implementation in subsequent project phases.

## 7. Annexes

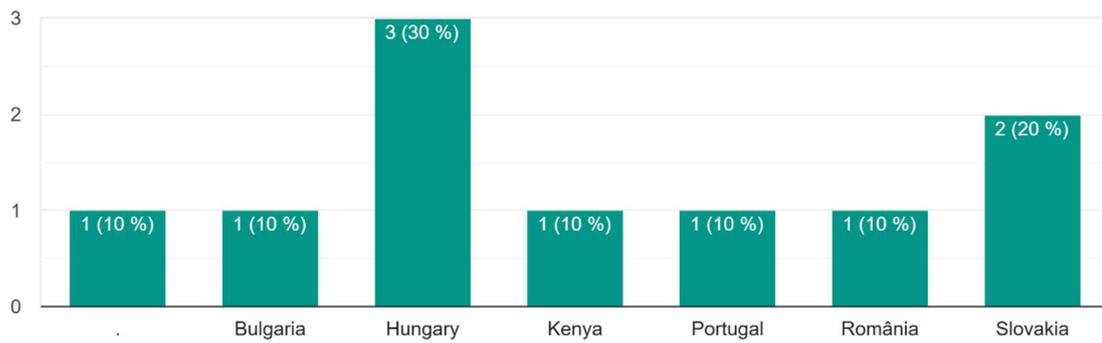
### Workshop registration form

#### Section 2- Personal information

Country  
49 respuestas



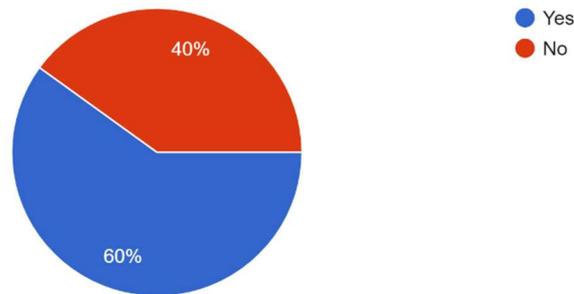
If you have selected "other" country, please indicates which one is  
10 respuestas





If you cannot attend, would you like to receive the workshop recording and materials?

45 respuestas



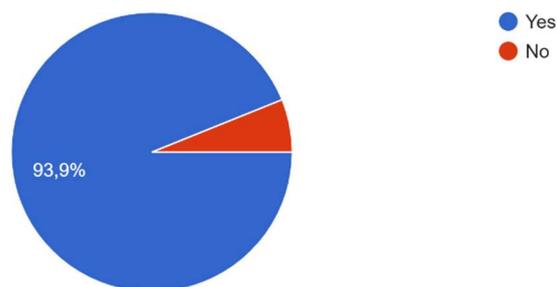
Logistics and consent:

Which email address should we use to send the connection details and reminders?

**Confidential**

Do you consent to photos being taken of the event online and used exclusively for the dissemination of the activity on the project and consortium's social media channels?

49 respuestas

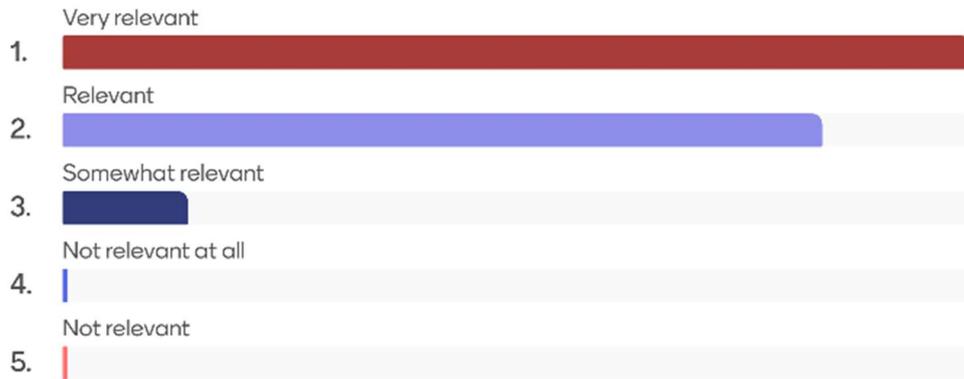


Do you have any comments, special needs, or questions regarding the workshop?

- Is it possible to get certificate
- Just to let you know, my camera is not working
- Just an organisational detail - I can participate only till about 11.50
- Would we get ongoing Mentorship afterwards

Mentimeter

Overall, how relevant do you find the project content for young people you work with?



What are the main barriers preventing young people from accessing sustainability-related professions?

Lack of information	No enough training
Lack of education in that field	Lack of sustainable companies
Lack of Awareness & Career Visibility	Limited awareness and socio economic barriers
Not having a good education	Skills gap, lack of practical experience, insufficient guidance
Theres no education	Socioeconomic Barriers
Skills & education mismatch	Mismatch between education and job mark needs Lack of entry-level experience requirements U recognized qualifications/ certifications Lack of green-focused education

Which modules do you consider most relevant for increasing the employability of young people?



Which digital tools or formats could increase engagement in e-learning modules?

Videos	Videos, Infographics
Videos	Videos
Interactive questions	Games, quiz, web apps
Short Videos on Social Media	Simulations
Questionnaires	Videos
Real cases	Cost of education Economic instability and precarious jobs Weak career guidance and labor market information
Genially	Videos
Canva	Tik Tok and Instagram
game	Quiz games
Cap Cut	interaction learning

What communication skills are essential for working in the sustainability sector?



What digital skills are most strategic in the green job market?



If you could give just one piece of advice to a young person who wants to work in the green sector, what would it be?

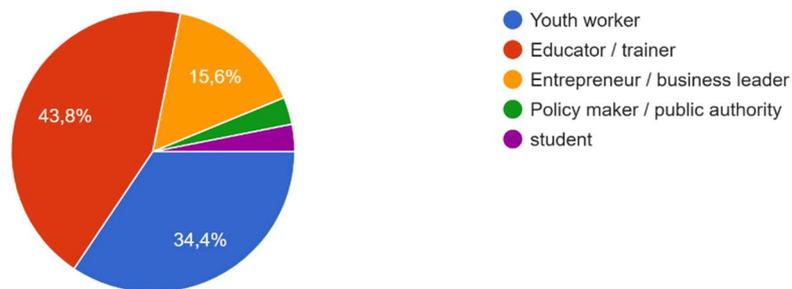


## SAGE Validation workshop- Evaluation questionnaire

Participant profile:

Which profile best describes you?

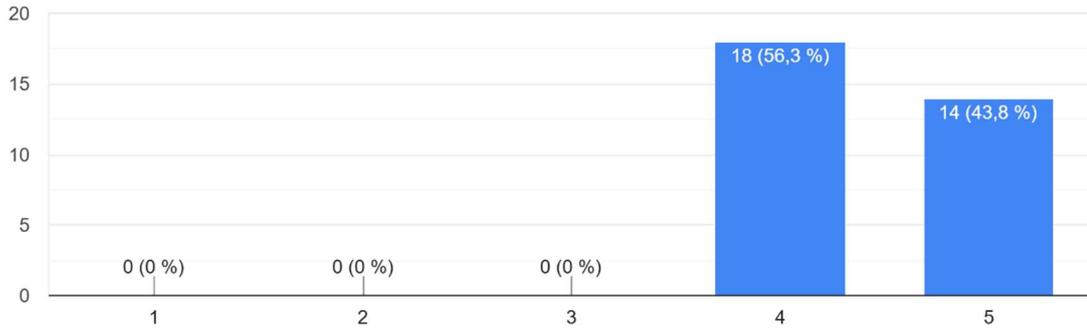
32 respuestas



Global questions about the content:

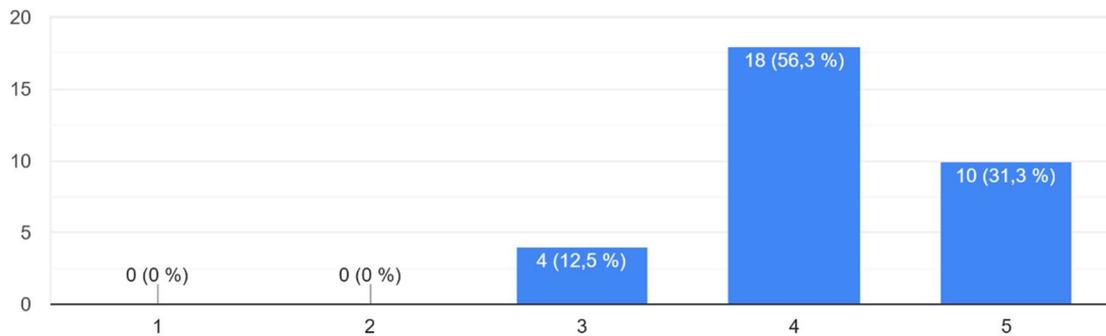
Overall, how relevant do you find the SAGE learning modules for young people in your context?

32 respuestas



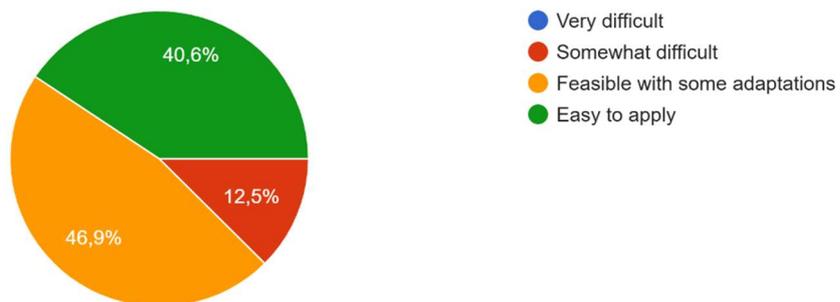
How clear and understandable do you find the structure and objectives of the modules?

32 respuestas



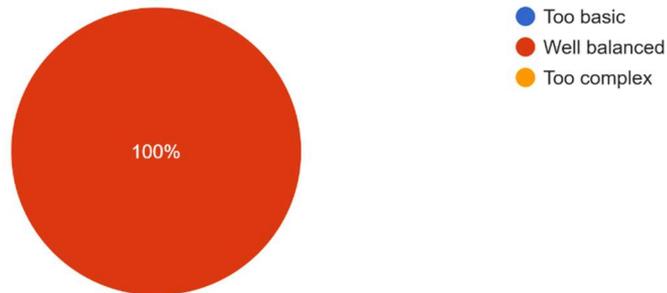
How easy do you think it would be to apply these modules in your professional context?

32 respuestas



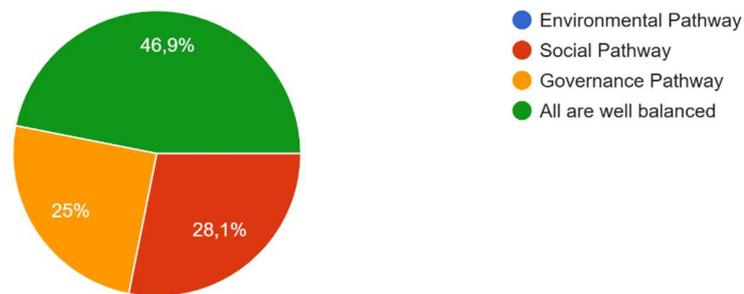
How do you assess the overall level of the content?

32 respuestas



Which pathway would benefit most from further improvement?

32 respuestas



What is the main improvement you would suggest making the modules more useful for your target group?

- Explain better the content
- More attractive to the ear so people would be actually interested to watch the whole presentation, like giving them an idea of an award
- Focus on micro credentials
- Explain better some definitions that may be unknown for people that create a company from zero
- More videos and additional readings
- More interaction

- Short and understanding for everyone
- I would suggest more interactive elements
- A little bit understandable format
- Just think it is important to have practical, real-world examples and hands-on activities tailored specifically to the target group's needs.
- more interactive
- You could improve a little bit understandable of each topic :)
- More interactive tools
- teaching in different languages
- They definitely should be adapted to my target group.
- Focus more on bureaucracy parts when doing business

*Any additional comments or suggestions?*

- This is an excellent initiative that will provide valuable support for my work as a trainer
- no suggestions
- Nothing further to add
- i think that the project can really help.

### Link to presentation used in the validation workshop:

<https://docs.google.com/presentation/d/1YEJdIGexfRkrEabVIUcJDt3wXYpwUv87/edit?slide=id.p1#slide=id.p1>

### Participant list:

We have a list of participants, but due to stakeholder privacy and confidentiality issues, we cannot share their personal information in this report.

We will keep it for internal project justification purposes, should it be necessary.



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