

RECOMMENDATIONS

FOR IMPROVING TRAINING ON ECOLOGICAL TRANSITION FOR ADULTS, ESPECIALLY JOBSEEKERS AND YOUNG PEOPLE AGED 18–25

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Introduction: Why this guide?

We are living through an era of major change, during which the way we produce, consume, move or interact with nature must evolve to meet challenges such as climate change, loss of biodiversity or intensive use of natural resources. This transformation process, known as ecological transition, must bring us closer to a sustainable development model that seeks to improve people's quality of life without compromising the opportunities of future generations.

At the heart of this approach lies sustainability, that is, the ability to build a future in which social issues, environmental protection and economic development go hand in hand. Training and awareness-raising play a fundamental role so that all individuals can understand these challenges, contribute to solutions and help build a fairer, more resilient and more sustainable society in their daily and professional lives.

These recommendations do not aim to offer a single training model, but to identify factors and conditions that can facilitate and improve the participation and learning of audiences generally distant from ecological transition.

What is this document?

This document brings together recommendations resulting from a European Erasmus+ project carried out jointly by the associations Bihar (Bayonne, France) and Naturablai (Barañáin, Spain). It is based on a shared diagnosis of our respective practices, on visits and focus groups conducted on both sides of the border, on the experiences of our partner structures, as well as on the experimentation of two transnational pilot actions and the evaluation of their results.

Who are these recommendations for?

This document is intended for any European structure that trains or raises awareness among adults on ecological transition, in particular:



**Professional
training
providers**



**Environmental
Education
Associations**



**Local authorities
and employment
actors**

Part 1 – The project: from the idea to the results

1. Context and origin of the project

A- Who are we?

Bihar

Bihar is a Qualiopi-certified eco-training provider operating in the fields of ecological, economic, and social transition, with particular expertise in local currencies. Founded in 2017, this non-profit association pursues two missions:

1. Accelerate ecological transition by training employees, local authorities, associations, and jobseekers on various aspects of the transition
2. Serve as a training provider for other associations. Bihar supports them in instructional design and in translating their awareness-raising content into professional training courses, for them to develop training activities. Support is provided at every stage: creation, planning, administrative management of training, and instructional design

Naturablai

Based in Navarre, Naturablai specializes in organizing and developing awareness-raising, environmental education, and cultural heritage promotion activities for school groups, adults, and organizations working with people at risk of social exclusion (people with disabilities, the elderly, immigrants, etc.). It also specializes in organizing training activities and designing teaching materials. It has participated in two Erasmus+ projects and is part of the Pyrénées Vivantes cross-border education network. It has also gained experience in cross-border projects promoted by Acción Exterior of the Navarre regional government.

Following exchanges between Bihar and Naturablai regarding their respective activities and strengths, both organizations identified that a European Erasmus+ project would allow them to learn from one another, serving a common objective for ecological transition. This project is presented here.



B- The initial context

In the context of an increasingly pressing climate crisis, Bihar and Naturablai associations joined forces to launch a European transnational project to accelerate adult training on ecological transition. The initial observation is as follows:

- In the Basque Country (between France and Spain), 343,354 people are unemployed (France Travail data – Ca Pays Basque – Lanbide, Servicio Vasco de Empleo). At the European level, 6.3% of women and 5.8% of men are jobseekers (Eurostat 2023).
- In France, *France Travail* does not organize transversal training on ecological issues, as they do not directly lead to re-employment according to the agency. The national agency focuses on vocational training, enabling professional retraining into "green jobs," which are those contributing to measuring, preventing, or correcting the effects of climate change.
- Bihar faced difficulties in mobilizing young people for its ecological transition training actions, while both Bihar and Naturablai struggled to engage low-skilled jobseekers.
- In 2023, ADEME revealed that 35% of French people were climate skeptics, and the idea that climate change is anthropogenic was being strongly questioned again on social media, in particular¹. A year earlier, a study showed this represented 36% of Spaniards and 37% of French people (Source: ObsCOP 2022, Ipsos, EDF). Yet, there is a correlation between education level, employment status, age, and climate skepticism².

Thus, for Bihar and Naturablai, there is a major stake in training and raising awareness among everyone, particularly adults with lower education levels, unemployed people, and those under 26. The associations logically created a project to actively engage low-skilled jobseekers and young people aged 18 to 25 in the transition, through innovative and concrete training.

C- The project objectives

The project addressed three main objectives and aimed to support the achievement of the European Green Deal goals:

1. **Identify barriers and drivers for training effectively low-skilled jobseekers and 18–25-years-olds on ecological transition issues, through European exchange.**
2. **Maximize the impact of Bihar and Naturablai's actions** by integrating the identified drivers to make ecological training more accessible and engaging, then organize a transnational pilot action for 50 adults, including 25 low-skilled jobseekers and 25 young people aged 18–25.

¹ <https://www.parlonsclimat.org/etude-climatosceptiques>

² <https://www.jean-jaures.org/publication/climatoscepticisme-le-nouvel-horizon-du-populisme-francais/>

3. **Create and disseminate to European structures that train adults on ecological transition a set of recommendations** based on the exchanges and results of the pilot action, so they can also increase their impact.

2. Project implementation and results

A- A shared diagnostic: visits and focus groups

Bihar and Naturablai first exchanged to assess their respective structures, training practices, and to identify their strengths and weaknesses through a European exchange.

Subsequently, during Naturablai's visit to France on November 18, 2025, Bihar organized a "Hitzorduak" meeting with Euskal Moneta and Resak on plastic use and eco-design possibilities for businesses.



A focus group with 9 partner associations – Eveiller sa nature, Les carrioles vertes, Baskula, Terre buissonnière, Open Lande Nouvelle-Aquitaine, Les petits débrouillards Pays basque, GIP DSU, Surfrider Foundation Europe, and the Conseil de développement du Pays basque – involving 17 participants, also provided a panorama of the barriers encountered by structures and the drivers to train and raise awareness among audiences distant from the transition.

In Spain, Naturablai organized, among other things, an exchange with the association Lantxotegi, which explained how it works with low-skilled migrants, training them on agroecology.



The University of Navarre presented how they integrate sustainability into university pathways and experiment different pedagogical methods, such as service-learning, which involves associating theoretical courses with student immersion in professional organizations.

	BARRIERS IDENTIFIED	DRIVERS DISCOVERED
MOBILISATION	• Association members already heavily occupied • Target audiences do not frequent the locations where interventions are planned • Paralyzing eco-anxiety • Lack of perceived legitimacy • Insufficient participants to maintain planned actions • Power dynamics integrated into environmentalist movements	• Integrate trainings into collective time slots already scheduled by partner organizations • Cooperate with new structures, such as sports clubs • Design reciprocal activities that add value to taken actions • Reflect on teaching methods used and get inspirations from popular education • Vary teaching supports: videos, influencers' content, etc... • Prioritize listening to participants
FUNDING	• Training providers' dependence on public funding • Lack of resources, particularly to hire staff • Difficult current context for the Social and Solidarity Economy • Lack of prioritization of sustainability training by employment actors (e.g., France Travail)	• Cooperation between structures on three pillars: equality, security, and trust • Share resources, practices, and findings • Establish a shared vision among stakeholders • Schedule collaborative sessions, such as the focus group organized by Bihar • Improve mutual understanding with funders
ACCESSIBILITY	• Difficulties mobilizing young people and jobseekers • Language barrier • Content sometimes inaccessible or concepts too complex	• Reconnect participants with their territory and nature, notably by engaging their five senses and working outdoors • Give concrete meaning to ecological actions • Use active pedagogies: service-learning, role-playing, concrete projects • Create inclusive teaching supports • Adapt to participants' realities, starting from their culture

B- Pilote actions

Based on all these informations, Bihar and Naturablai co-created two training pathways on the ecological transition for 18 to 25-years-olds and job seekers:

MODALITIES OF THE TWO PILOTE ACTIONS

Organizer	Bihar	Naturablai
Place	Bayonne, France	Tudela, Spain
Audience	- 19 job seekers	- 117 young adults 18-25 ans
Learning Objectives	- Understand the systemic challenges of climate change and their links to lifestyles - Reconnect with nature and the local territory to give meaning to ecological actions - Concretely integrate sustainability into job or training searches through a team project	- Enable young adults to design products or services that minimize the environmental impact of "La bajada del Ángel" festival in Tudela and similar events in other cities - Discover the riparian forests of the Ebro River, particularly the Las Norias area, and reconnect with their natural environment
Format	- Day 1 Climate Fresk: Understanding climate issues and how to act - Day 2 Reconnecting with the territory and living world: Botanical walk in dune ecosystems - Day 3: Sustainable Careers Challenge: Integrating sustainability into our career plan - o Workshop to define a meaningful professional project for oneself and society - o Role-playing games on sustainability - o Team challenge: design a responsible product/service and a simplified business model - o Oral presentations - o Skills acquired and next small steps	- Phase 1: Research work and team challenge on "La bajada del Ángel" issue and the protected area - o Learn about the Ebro River, its riparian forests, and their past and present uses - o Zero Waste role-playing game - o Eco-design of a sustainable product or service for the festival in teams - o Awareness campaign - o Oral presentations - Phase 2: Workshop with Naturablai to discover the assets of the area - Phase 3: Guided tour of the area with participation of a forest ranger from the Government of Navarre

C- Results obtained

The project enabled the sustainable improvement of Bihar and Naturablai's training practices, as they learned from their cross-border exchange and joint work, while also enhancing the skills of their respective teams.

136 young people aged 18–25 and job seekers were trained on the ecological transition	100% of participation from both sides of the border	2 innovative transnational pilot actions were implemented: one in France and one in Spain
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In France:

- A satisfaction rate of 9.4/10 among participants
- 100% of participants correctly identified the origins of climate change after the pilot action
- Before the training, 84% believed they knew how to integrate sustainability into their job search; afterward, 100% reported having identified at least one way to do so—an increase of 16 percentage points
- The perception of sustainability's influence on participants' future careers rose from 83.9% before training to 90% after—a gain of 6.1 percentage points
- 100% of participants acquired or consolidated essential knowledge on sustainable development issues and their application in job searches



In Spain:

- 67.5% believe their understanding of sustainable development is now more comprehensive and nuanced
- 77.5% believe the project significantly changed their perception of sustainable development
- 62.5% think sustainable development will significantly influence their professional future
- 60% perceive shared responsibility among government, businesses, citizens, and the education system



Part 2 – Our recommendations following this project

1. 10 principles of training on ecological transition

Before the detailed practical recommendations in the following section, here are ten cross-cutting principles that summarize the spirit of this work:

- 1.** Ecological transition training must adapt to people and their realities, not the other way around.
- 2.** Sustainability must stop being perceived as something abstract or distant; it plays out in daily life.
- 3.** Learning is more meaningful and lasting when it materializes in real situations.
- 4.** Without reactivating the link between people and their surrounding environment, work on sustainability remains incomplete.
- 5.** Sustainability permeates everything, including the world of work; it is not limited to "green jobs."
- 6.** Together, organizations achieve more and have a greater impact than they do alone.
- 7.** These recommendations do not aim for a single training model, but rather for factors that facilitate the participation of audiences distant from the ecological transition.
- 8.** One should never assume participants' prior knowledge regarding sustainability.
- 9.** Give young adults and job seekers a central role and trust in their ability to propose ideas.
- 10.** Measure what changes: evaluate knowledge and practices before and after each training action.

2. Our recommendations

Innovative levers have been identified to improve and accelerate training for job seekers and 18–25-year-olds on the ecological transition and the implementation of eco-friendly habits. Our objective is now to disseminate these recommendations to at least 50 other European structures, thereby impacting their own awareness-raising and training actions on the ecological transition.

The project's recommendations are grouped into six thematic blocks:

A- Know and adapt to the target audience

- Understand beforehand the characteristics, expectations, prior knowledge, and potential barriers to participation of the target audience to adapt the training accordingly.
- Share the training program with participants in advance.
- Do not presume participants' knowledge about sustainability.
- Identify the concrete interests and doubts of participants and use them as a starting point.
- Adapt language, duration, complexity level, and methodologies to the profile of participants.
- Favor small groups and pair dynamics to facilitate participation by less confident individuals. Ensure every trainee connects with at least one other person within the first 15 minutes of training to encourage engagement.
- Create level-based groups when there are differences in knowledge.
- Pay particular attention to individuals who do not usually participate in activities related to the ecological transition.
- Organize field actions directly, meeting the target audiences where they are.

Key idea - *Ecological transition training must be adapted to people and their realities.*

B- Connect ecological transition to daily life

- Start from concrete situations close to participants: food, mobility, housing, consumption, employment, leisure, local festivals, etc...
- Link daily lifestyles to environmental, social, and economic impacts.
- Use real problems of the territory as case studies.

- Show that the ecological transition also affects the world of work and professional skills.
- Go beyond isolated gestures and recycling by addressing the environmental, social, and economic dimensions of sustainability.
- Present the ecological transition as a process that also offers opportunities for innovation, employment, and social transformation.

Key idea — *Sustainability should no longer be perceived as something abstract or distant. It must materialize in proposals for real situations.*

C- Learning by doing: choosing active, experiential, and inclusive pedagogies

- Prioritize learning based on projects and concrete challenges.
- Use different pedagogical approaches to help understand different viewpoints and possible conflicts of interest (e.g., role-playing).
- Integrate cooperative work dynamics.
- Foster the creation of concrete products, services, or solutions.
- Make learnings visible through presentations and outputs created by the participants themselves.
- Combine moments of individual reflection with collective dynamics.
- Use teaching tools that allow experimentation, making mistakes, debating, and reformulating proposals.
- Place young adults at the forefront and trust their ability to formulate proposals and solutions.
- Create spaces where they can express their opinions and participate in decision-making.
- Make the role of participants visible in the learning process by creating inspiring micro-projects for others.

Key idea — *Learning is more significant and sustainable when the trainee is the actor of their training.*

D- Reconnect with the territory and nature

This aspect should be one of the distinguishing elements of any training action.

- Engage the five senses and favor emotional and personal experiences as a starting point.
- Link natural and cultural heritage to current challenges of the ecological transition.
- Invite local professionals and agents who know the territory to share their testimonies.
- Use the territory (natural and urban spaces) as pedagogical scenarios and learning environment.
- Work on the disconnection that exists in society, particularly among young people, with surrounding ecosystems.
- Operate on the principle that a person does not know a place, even a nearby one: a guided tour can open new perspectives, even in a familiar environment.

Key idea — *Without reactivating the link and connection between people and their surrounding environment, work on sustainability remains incomplete.*

E- Link sustainability and employment

- Relate ecological transition to existing and emerging professions (green and greening jobs).
- Help identify how skills related to sustainability can improve employability.
- Work from personal interests, concerns, capabilities, and motivations.
- Use tools like Ikigai to explore the alignment of a professional project.
- Analyze concrete examples of companies and organizations transforming their activities.
- Propose challenges related to the design of sustainable products, services, or business models.
- Show that the ecological transition is not limited to "green jobs," but gradually transforms all professional sectors.

Key idea — *Sustainability is omnipresent, including in the workplace.*

F- Build networks and alliances

- Train all members within the organization: lack of knowledge about sustainability is widespread.
- Identify prescriber entities capable of mobilizing an audience that does not usually participate and organize actions there (e.g., precarious individuals, job seekers, young people...).
- Create territorial networks of entities working on the ecological transition, employment, and social action.
- Facilitate mutual understanding between associations, educational institutions, administrations, businesses, and insertion structures.
- Design joint actions between organizations with complementary skills and share resources, methodologies, and teaching tools.
- Favor transnational projects allowing comparison of realities and transfer of best practices.

Key idea — *Together, we go further and have a greater impact.*

3. Recommended tools and resources

Each resource below is useful at a different stage of the pedagogical approach:

IPCC Reports (Intergovernmental Panel on Climate Change) → Scientific resources of reference that synthesize current knowledge on climate change, its causes, consequences, and mitigation and adaptation solutions. They allow us to rely on reliable and recognized data to understand climate issues and raise participants' awareness of the challenges of the ecological transition.

The 17 UN Sustainable Development Goals (SDGs) → An international framework defining 17 goals aimed at addressing major environmental, social, and economic challenges by 2030. They enable a holistic approach to sustainability, illustrate the links between these three dimensions, and identify concrete action pathways at various scales.

The 9 Planetary Boundaries (Potsdam Institute for Climate Impact Research, PIK) → A scientific framework identifying the nine key biophysical processes that regulate Earth's functioning and the thresholds not to be exceeded to preserve ecosystem stability. This tool

helps better understand the planet's ecological limits and grasp the impacts of human activities on environmental balances.

The Doughnut Theory (Kate Raworth) → An economic model proposing to reconcile respect for planetary boundaries with the satisfaction of everyone's basic needs. It allows reflection on sustainable development that ensures human well-being, while preserving natural resources, offering a systemic vision of economic, social, and environmental issues.

The Ikigai Model → A coaching tool helping participants identify a meaningful professional project by intersecting their aspirations, skills, societal needs, and economic opportunities.

Social Business Model Canvas → A design and analysis tool for an economic model integrating the social, environmental, and economic dimensions of a project. It enables the development of more sustainable and responsible projects.

Double Materiality Analysis → A tool for identifying key sustainability issues by analyzing both an organization's impact on its environment and the effects of these issues on its own activity.

Pedagogical resources developed during the project

Bihar and Naturablai can provide the materials created and used during the two pilot actions:

- Botanical walk in dune ecosystems, script and supporting materials (by Anne-Catherine Dor for Bihar)
- "Sustainable careers" challenge and simplified business model (Bihar)
- Role-playing games on sustainability (Bihar)
- Action research scripts on "La bajada del Ángel" (Naturablai)
- "Zero Waste" role-playing game (Naturablai)
- Eco-design workshop for a sustainable product or service for a local event (Naturablai)

The "Climate Fresk" workshop used by Bihar follows specific usage rules set by the Climate Fresk association.

4. Checklist for designing training

This cross-cutting grid allows any organization to verify whether its training action meets the main success factors identified in this project:

THEMES	QUESTIONS FOR THE ORGANISATION
TARGET AUDIENCE	Do we truly know the participants, their interests, their level of knowledge regarding sustainability, their background, and their professional profiles?
ACCESSIBILITY	Is the language inclusive and accessible? Is the depth of content adapted to the target audience?
MOTIVATION	Does the content correspond to their areas of interest?
TERRITORY	Does the training use the nearby natural environment as a pedagogical support?
METHODOLOGIES	Will participants put what they have learned into practice through concrete proposals?
PARTICIPATION	Do all individuals have real opportunities to intervene?
EMPLOYMENT	Does the training illustrate that sustainability is linked to the trainees' professional future?
REALITY	Are we working on concrete and relevant problems?
EVALUATION	Do we measure what trainees learn and what changes?
CONTINUITY	Is there a next step after the training?

Conclusion: from awareness to action

This Erasmus+ project enabled Bihar and Naturablai to sustainably improve their training practices, test two innovative transnational pilot actions, and train 136 young adults, 18-25 years old and job seekers on the ecological transition, with a 100% participation rate on both sides of the border.

Beyond the quantitative results, this joint work confirmed a conviction:

the ecological transition cannot be transmitted in the same way to all audiences. It requires adapting pedagogies, reconnecting participants to their territory, linking sustainability with professional projects, and breaking the isolation of organizations working on this topic.

The combination of practical experiences, work on real-world issues, active participation, and collective reflection significantly improves the understanding of sustainability among young people and job seekers, by more equitably integrating its environmental, social, and economic dimensions.

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- Les Carrioles Vertes
- Les Petits Débrouillards Pays basque
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