Activity 6

Synergies Framework Development: Recommendations Plan

Co-funded by the European Union

REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	23/9/2024	MIND THE GAME	Creation	C	31

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
1	2022-3-CY02-KA210-YOU-000093826	Proposal document
2		

APPLICABLE DOCUMENTS

ID	Reference	Title
1	Activity 3, Activity 4	Validation report: Bulgaria
2	Activity 3, Activity 4	Validation report: Greece
3	Activity 5	Evaluation report: Bulgaria
4	Activity 5	Evaluation report: Greece
5	Activity 6	Info day evaluation report: Bulgaria
6	Activity 6	Info day evaluation report: Greece
7	Activity 6	Info day evaluation report: Cyprus

Executive Summary

The current document constitutes a plan for continuous improvement and future reference with a view to highlight the lessons learned and best practices driven during the REACT4women project and can apply to future initiatives.

The objective is to optimize the outcomes of the current project and continue updating them as per the target groups' needs and the demands of the labour market and stakeholders. The ultimate goal is to sustain the project idea and results inspire other project and/or actions to take the REACT4women one step further.

The insights collected during the validation and evaluation activities (Activity 3 and Activity 4), the environmentally-minded mentoring activities (Activity 5) and the info days (Activity 6) are presented below in order to draw safe conclusions towards potential policy recommendations and actions.

Contents

Introduction

Project scope

REACT4women aims to foster the reintegration into social life of women who have undergone rehabilitation programs. This is achieved by offering flexible training opportunities related to Ecotourism under the scope of exploiting its benefits to prevent social exclusion of a highly vulnerable group.

More specifically, the following objectives are obtained:

O1: Raising awareness about all forms of discrimination against young women of vulnerable groups, the need to include them in European societies, and the needed skills to increase their employability in the market.

O2: Elaborating educational resources in the form of OERs to support and train young women in basic competencies, such as personal and interpersonal skills, digital skills, green skills, and entrepreneurial skills.

O3: Developing a serious game as an alternative to typical learning in order to engage and motivate young women to participate in the offered training.

O4: Implementing physical activities related to eco-tourism where young women apply their skills while their self-esteem and sense of belonging is increased in a community-based exercise.

O5: Facilitating the creation of synergies with key stakeholders and mentoring communities by creating a framework to support and assist young women in need.

Target groups

The direct target group are young women (16-26 years of age) who:

- have undergone and completed rehabilitation programs due to alcohol/drug addiction.

- are facing types of discrimination and are considered to belong to vulnerable groups.

- belong to the NEETs definition and are marginalized without having any education or training opportunities.

The project has also involved indirect target groups:

- Cultural & Tourism professionals.

- Public authorities/NGOs/other types of organizations working towards social inclusion.

- Youth organizations willing to embrace the REACT4women training methodology

Policymakers influencing practices that are in position to promote social inclusion through green practices.

Formation of synergies

Definition
Synergies refer to the combined effect of two or more things, which is greater than the sum of their individual effects. In the context of the REACT4women project, creating synergies involves collaborating with various stakeholders to amplify the project's impact and ensure long-term sustainability.

How to Create Synergies
1. **Identify Key Stakeholders:**

   o **Internal Stakeholders:** Project team members, partners, and volunteers.

   o **External Stakeholders:** Government agencies, NGOs, educational institutions, businesses, and community organizations.

2. **Build Strong Relationships:**

   o **Effective Communication:** Maintain open and transparent communication channels with all stakeholders.

   o **Collaborative Partnerships:** Foster partnerships based on mutual trust and shared goals.

   o **Regular Meetings and Workshops:** Organize regular meetings to discuss progress, share ideas, and address challenges.

3. **Leverage Existing Resources:**

   o **Shared Resources:** Pool resources, such as training materials, equipment, and expertise, to maximize efficiency.

   o **Cross-Promotion:** Collaborate on joint marketing and promotional activities to reach a wider audience.

4. **Co-Create Solutions:**

   o **Inclusive Decision-Making:** Involve stakeholders in the decision-making process to ensure buy-in and ownership.

   o **Innovative Approaches:** Explore innovative solutions to address common challenges and opportunities.

5. **Monitor and Evaluate:**

   o **Regular Assessment:** Track the progress of synergy-building activities and their impact on the project's goals.

   o **Continuous Improvement:** Use evaluation findings to refine strategies and strengthen partnerships.

Synergies in the REACT4women Project

In the context of the REACT4women project, the following methods have been used under the scope of supporting the creation of synergies:

- **Collaboration with Educational and Youth Organizations:**

The partnership has shared all the project resources with local and regional organizations that offer social support and dedicated trainings to vulnerable groups.

In addition to the resources, the best practices and lessons learned were also discussed in casual meetups, while the organizations in most cases acted as co-organizers of the Info Days and training events, supporting the recruitment efforts.

Under the project network, representatives from different sectors are included, such as:

- Schools (secondary education and high schools) for early prevention
- Directorates of education
- Youth organizations involving youth workers, trainers and volunteers
- Public authorities (municipalities)
- Rehabilitation centres

- **Networking with Local Businesses and Entrepreneurs:**

As part of the project design, a mentorship program including environmentally-minded activities was implemented allowing space also to create stronger bonds with local businesses and entrepreneurs that were invited to act as mentors.

In addition to the mentoring program, networking events were organized at local and national level in all partner countries encouraging local actors not only to attend but also to share their experiences as guest speakers and potential employers.

Of course, the project Synergy Hub was created to facilitate the networking, collaboration and communication process bringing together representatives from different sectors and fostering open dialogue and peer support.

The REACT4women Synergy Hub is a one-stop online portal as part of the project website, designed to connect, inspire, and support young women on their journey towards empowerment and social re-integration. This dedicated space offers a wealth of resources, personalized access to mentorship, and a vibrant community to help them receive more support in this process.

Key Features:

- **Direct Access to Learning Resources:** Young women can directly access comprehensive training materials and an engaging virtual card game to enhance their skills and knowledge.

- **Personalized Mentorship:** The portal connects young women with experienced mentors who offer guidance, advice, and support tailored to their individual needs.

- **Asynchronous Support:** Young women can seek assistance at their own pace through the asynchronous support system, allowing them to ask questions and receive timely responses.

- **Real-time Chat:** A dynamic online chat feature enables young women to engage with fellow learners and mentors, fostering collaboration and community building.

- **Online Forum:** The portal provides an online forum where young women, stakeholders, mentors, trainers and cross-sectoral representatives can participate in discussions, share insights, and seek inspiration from others.

- **Feedback Loop:** All project practitioners and enthusiasts are encouraged to share their feedback and suggestions to improve the platform and its services.

- **Frequently Asked Questions:** A comprehensive FAQ section addresses common questions, providing quick and easy access to information.

Exploitable results

This section describes the potentially exploitable project results through opportunities for direct and indirect service provision.

Direct service provision

On-site trainings

In this activity, a flexible set of training materials for both women learners and youth trainers were delivered. The goal is to enhance women's fundamental skills, ultimately aiding their reintegration into society. The materials concentrate on the following skills:

- Personal and interpersonal skills with a focus on:
    o Self-awareness & self-discovery
    o Critical thinking & problem solving
    o Resilience & ability to cope
    o Self-worth & etiquette
    o Social skills
- Digital skills with a focus on:
    o Job searching resources & assistance
    o Online communication & collaboration
    o Creation of digital content
    o Information & data literacy
    o Online safety & compliance
- Entrepreneurial skills with a focus on:
    o Leadership & e-leadership
    o Customer service skills
    o Networking
    o Financial literacy
    o Green skills

The materials are available as OERs in the project website and enhanced with interactive multimedia resources and assessment tools. All resources have been internally tested and validated by participants from the project target groups.

The results are demonstrated below.

Virtual Card Game

The virtual card game is designed to complement the training sessions and increase participant engagement. By presenting realistic scenarios, it encourages learners to apply their newly acquired skills to real-life situations. Additionally, the game serves as an assessment tool to evaluate and maintain participants' skill levels, ensuring they align with the training modules.

The game is openly available in all partner languages in the [project website](#) and enhanced with gamification elements (countdown timer, instant feedback, quiz-like questions, reward). The game has been internally tested and validated by participants from the project target groups.

The results are demonstrated below.

Indirect service platform

Activity Plan

An activity plan documenting the methodology for the implementation of the environmentally-minded physical activities. Following the plan, partners organized various outdoor activities focused on ecotourism. These activities aimed to support women's social reintegration after rehabilitation.

More importantly, the plan itself is adaptable and can be applied to diverse educational settings, making it a valuable resource for youth trainers and social workers.

Game Design Document

A well-organized plan providing the roadmap to develop the serious digital game. In particular, it explains the game in detail, from the core concept and storyline to its technical specifications.

The design document can be exploited as a mechanism to create virtual card games for different educational contexts and age groups.

Feedback

Feedback during validation & evaluation activities (Activity 3, Activity 4)

The case of Bulgaria

Online Modules

Module 2: Personal & Interpersonal Skills

Best practices:

- I like the structure of the module – easy to understand and to follow, all the sessions follow the same logic – I can orient easily what to do as a trainer;
- The resources after each session are very useful;
- I appreciate the mini test after each session;
- I like the opportunity to self-evaluate the knowledge – 4 people;
- The additional resources and tips – 3 people;
- As a trainer the lesson plan is great – simple and easy to follow instructions;
- I like everything – 5 people

Areas for improvement:

- The additional resources are in English;
- The links are mainly with American sources, the auto translation is not ideal;
- None – I like all – 25 people

Issues/Recommendations/Comments:

- More interactive activities, less for self-learning;
- Translate the materials from the links in Bulgarian;
- More visual and video materials to illustrate the theoretical knowledge;
- No recommendations – 25 people

Module 3: Digital Skills

Best practices:

- I like the structure of the module – identical as the previous one;
- The tips and instruments – 4 people;
- The materials and theory;
- Self-evaluate the knowledge – 5 people;
- Interactive activities to practice the skills;
  - The session about digital content and the apps – I have learned something useful;
  - The session about disinformation and fake news – everyone should read this;

- Online safety and how to protect the passwords – I learned new things;
- I like everything – 9 people

Areas for improvement:

- The topic of rights and intellectual property is very complicated, should not be included in the training;
- Technical, non-technical information – as a trainer I would have difficulties to explain it and the target group will not understand;
- Some of the sub-topics are very technical and complicated to understand
- None – I like all – 21 people

Issues/Recommendations/Comments:

- For sessions on technical topics a trainer familiar with IT skills should be appropriate, if I have to deliver this training I need a lot of time to familiarize with the terms and theory;
- This module should be delivered in computer lab – with computers and other facilities, only mobile devices is not enough;
- A smaller group for the actual training;
- No recommendations – 20 people

Module 4: Entrepreneurial Skills

Best practices:

- I like the structure of the module – identical as the previous one;
- The tips and instruments;
- The materials and theory;
- Self-evaluate the knowledge;
- Interactive activities and gamed;
- The session about leadership and team building;
- The Time management session;
- Financial literacy session is very important and was very good prepared;
- I like everything – 12 people

Areas for improvement:

- E-certificate session should have less time;
- Some sessions should be a separate module as they are very important – financial skills, team building and leadership, green skills;
- None – I like everything – 15 people

Issues/Recommendations/Comments:

- More time – some topics are too important to have only few activities;
- There are a lot of interesting activities and games, but less time. Some of the previous modules should be shortened and this one should be longer;
  - No recommendations – 19 people

Card game

Best practices:

- Very important topics are presented via game;
- Fast and easy to implement activities;
- The visual effects and pictures;
- The humour;
- The possibility to play individual and in a group;
- The link to the training modules;
- I liked everything - 10

Areas for improvement:

- Some of the instructions are for group play only;
- None – I like everything – 10 people

Issues/Recommendations/Comments:

- We could not play it online, but the printouts were very nice;
- I would play this game with the groups I work with. Very nice. Thank you.
- I would suggest that the online game will be for individual use only and to make it is a bord game for group activities;
- No recommendations – 10 people

The case of Greece

Online Modules

Module 1: Introduction

Best practices:

- "Teamwork was highly encouraged, making collaboration easy and enjoyable"
- "The gamified learning approach kept us engaged and motivated throughout the module"
- "The learning environment was welcoming and supportive, which made it easier to focus and participate"
- "There was a strong sense of acceptance and openness toward this theme, allowing everyone to contribute comfortably"

Areas for improvement:

- "More diverse learning activities to cater to different learning styles"
- "Nothing, everything was ok for me"
  - "Allow for more time in group discussions"

    Issues/Recommendations/Comments:

- "No comment"
- "no, nothing"
- "The interactive components were very effective in reinforcing learning"
- "Offer optional office hours or one-on-one sessions for those needing additional support"

Module 2: Personal & Interpersonal Skills

Best practices:

- "The module covered topics you don't usually come across, which kept it interesting."
- "I liked how open everyone was—it made it easy to share and connect."
- "The training felt unique, not like the usual stuff; it tackled real issues we face."

Areas for improvement:

- "It'd be great to have more visual materials, like videos"
- "nothing to mention"

Issues/Recommendations/Comments:

- "Extend session times"
- "Increase Practical Exercises"

Module 3: Digital Skills

Best practices:

- "Learning how to present myself online was eye-opening"
- "Using real tools like LinkedIn and resume builders made everything feel practical"
- ""Practicing interviews and getting feedback helped me feel more prepared and confident"

Areas for improvement:

- "No, nothing specific"
- "Longer sessions on specific tools, like video conferencing or content creation apps."

Issues/Recommendations/Comments:

- "Limited time for skill application"
- "Offer personalized feedback sessions"
- "The module's focus on digital skills really helped me feel prepared for job searching in today's world"

Module 4: Entrepreneurial Skills

Best practices:

- "I really liked how the module gave us real tools to take into our lives"
- "The group activities made learning feel natural. It helped build trust"

Areas for improvement:

- "Simplify Financial Concepts"

Issues/Recommendations/Comments:

- "financial literacy topics difficult to follow due to complex terms"
- "The leadership exercises were inspiring and practical"
- "More budgeting examples would be helpful"

Card game

Best practices:

- "The game was fun, and I learned a lot without feeling like I was in a classroom"
- "I liked how it mixes play with real-life skills—keeps things interesting!"
- "It's awesome that learning feels enjoyable and not like studying."

Areas for improvement:

- "More scenarios would make it even better"
- "We could use a bit more time to play each module"
- "It'd be nice if we could save progress and continue later."
- "Adding more quests would make it even more exciting!"

Issues/Recommendations/Comments:

- "Some quests felt too short to fully understand the concepts"
- "Add more levels to build skills gradually"
- "The game is really engaging and kept me interested"

Feedback during physical activities (Activity 5)

The case of Bulgaria

Personal & Interpersonal Skills
Online Modules

* Suggestions for improvement for the online modules:
- Shorter texts;
- More visual material;
    - Examples from Bulgaria.

Physical Activities

* Briefly explain why you gave the ratings above for the physical activities.

- I liked the activities very much;
- It was so nice to be outside. Thank you.
- I appreciated the opportunity to have time for myself and reflect.

Overall

* Issues/Recommendations/Comments:

No recommendations.

Conclusions

The key areas for improvement are:

1. More people should attend this type of events – in this way our city will be cleaner and more beautiful.

2. No suggestions for improvements (multiple answers)

The best practices are:

1. Self-reflection

2. Connection to nature

3. Collaborative activities

4. Meeting new people

Digital Skills

* Suggestions for improvement for the online modules:
  - It was helpful;
  - Easy to read, a lot of useful information;
  - I liked the fact that I could follow and read whenever I want, no suggestions;
  - The Game was nice, thank you. I want to have it printed;
  - No suggestions, all is OK

Physical Activities

* Briefly explain why you gave the ratings above for the physical activities.

- It was very interesting. I liked the most when we were working on the social media campaign. I think we could implement it in the real life.

- In our digital world this is how it should be done.

- I liked everything (multiple answers)

Overall

* Issues/Recommendations/Comments:

- It could be nice to present the results to a wider public.

- More time to create the content.

- I have no recommendations. It was great (multiple answers)

Conclusions

The key areas for improvement are:

1. More time should be given for individual work and practical exercises.

2. Organize an event to present the work of the practical exercises.

3. Provide a hall with more computers, so that everyone could work independently.

The best practices are:

1. Support from experts

2. Connection of the topic of green skills and digital skills

   3. Find a local environmental topic that is important and the participants are aware of it.

Entrepreneurial Skills

Online Modules

* Suggestions for improvement for the online modules:
- I did not understand several things

- no suggestions (multiple answers)

Physical Activities

* Briefly explain why you gave the ratings above for the physical activities.

-I liked all the activities. It was very interesting and educational;

- It was nice, but it was very hot outside when we had to work on our projects outside.

- I liked the financial literacy module very much.

Overall

* Issues/Recommendations/Comments:

- It was very interesting, but when it is so hot, no activities outside please.

- Could be interesting to invite students to support the cleaning activities. In this way they will be more aware of the ecological issues and will care more about the clean environment.

- No recommendations (multiple answers)

Conclusions

The key areas for improvement are:

1. Wisely choose when to propose outside activities.

2. For the prototyping, could be a good idea to invite engineer or other specialists to support the building process.

3. Invite other stakeholders to the events, include students and children to the activities.

The best practices are:

1. Good practice is the balance between theoretical, practice-oriented and online activities.

2. Including the topic of environmental issues to green jobs and wellbeing was a very good choice.

3. Inviting people from the local authority was very nice, they have to listen to and see our problems.

The case of Greece

Personal & Interpersonal Skills

Online Modules

* Suggestions for improvement for the online modules:
- "I really think the modules would be more engaging if there were more interactive elements"
- "When the concepts are tied to real-world situations or stories, it's much easier to understand and apply them to our own lives"
- "You could simplify the explanations and use more everyday language"

Physical Activities

* Briefly explain why you gave the ratings above for the physical activities.

- "I liked more the 5th day because in my opinion the team spirit was really high and it was really interactive"
- "I felt Day 3 was really beneficial because it included tasks that required both leadership and teamwork"
- "Day 5 was my favorite because it was the most interactive"
- "Day 4 was enjoyable but didn't contribute much to personal skill development"
- "I appreciated Day 3 because it involved activities that required problem-solving and adaptability"
- "Day 5 stood out as the most effective day for me because it was engaging and included interactive challenges that required full team participation"
- "Day 1 was a great icebreaker, but it was more focused on setting the tone for the week than on actual skill development"

Overall

* Issues/Recommendations/Comments:

- "Some of the activities felt repetitive"
- "More interactive activities"
- "Group sizes were sometimes too large"
- "Scheduling short breaks for reflection and note-taking"

Conclusions

The key areas for improvement are:

1. More group activities

2. Variety in Activity Types
3. Smaller Group Sizes

The best practices are:

1. Structured Team-Building Exercises
2. Focus on Communication Skills
3. Problem-Solving Emphasis

Digital Skills
Online Modules

* Suggestions for improvement for the online modules:
- "Include more interactive elements such as quizzes and mini-games"
- "Include more real-life examples and case studies to help participants better understand and relate to the content"
- "Provide supplementary resources such as videos, articles, or recommended readings for participants who wish to delve deeper into the topics"

Physical Activities

* Briefly explain why you gave the ratings above for the physical activities.

- "The activities on Day 1 were highly effective, focusing on applying digital skills in practical scenarios"
- "I rated Day 2 lower because while the activities were helpful, they lacked variety and did not challenge us as much as other days"
- "Days 3 and 4 were particularly effective because they involved problem-solving exercises using digital tools. Day 3 required intense teamwork, while Day 4 challenged us to interpret data and use it strategically"
- "Day 1 served as a straightforward start to understand basic applications, while Day 3 excelled with interactive tasks that required teamwork and digital coordination, making it the most rewarding day of the week"
- "I found Day 4's activities valuable because they required strategic thinking and data usage"

Overall

* Issues/Recommendations/Comments:

- "Overall, the activities were well-designed and offered a good balance of challenge and learning"
- "Everything good"
  - "I learned more, and I feel confident even to search for job with social media"
  - "I feel motivated to learn more and search for more advanced courses"
  - "It's really helpful also for my everyday habits"

Conclusions

The key areas for improvement are:

1. Interactive Elements

The best practices are:

1. Collaboration-Focused Tasks

2. Comprehensive Coverage

3. Easy to incorporate the info in every-day life

Entrepreneurial Skills

Online Modules

* Suggestions for improvement for the online modules:
- "It would be helpful to include opportunities for participants to share their own experiences related to entrepreneurial skills"
- "Simplifying the language or providing a glossary"
- "Hearing from entrepreneurs or industry professionals through guest videos or interviews would add a real-world perspective"
- "Offering optional "deep dive" sections for those who want more detailed learning"

Physical Activities

* Briefly explain why you gave the ratings above for the physical activities.

- "Days 1 and 2 were good for building foundational skills. Day 1 helped me ease into leadership concepts, but it was day 2's customer service activities that truly made the experience valuable by adding practical applications"
- "I enjoyed days 4 and 5 the most"
- "Day 3's networking exercises were informative but could have been more interactive. Day 5, however, was very engaging with its hands-on challenges"
- "I found days 1 and 3 complementary"
- "Day 1 was more theoretical, and day 2 added the practical side I needed."
- "Days 2 and 5 were unique in that they both offered practical applications"

Overall

* Issues/Recommendations/Comments:

- "Some activities felt rushed"
- "Certain topics, like green skills, were very interesting but not as detailed as I would have liked"
- "Good job, thank you for this"

- "I appreciated the balance between theoretical knowledge and hands-on practice"
- "Overall, I enjoyed the week"

Conclusions

The key areas for improvement are:

1. Adjust the schedule to ensure that activities are not rushed

2. More interactive elements

The best practices are:

1. Balanced Approach (Theory and hands-on activities)

2. Practical Skill Application

3. The interactive sessions

Feedback during Info Days (Activity 6)

The case of Bulgaria

Best practices:

- Very interesting project
- The combination of the topic of ecotourism and vulnerable groups is very good. Keep up the good work.
- I appreciated the opportunities to meet and discuss people from other institutions and young women.
- It seems the methods which are used are the best for this target group.

Areas for improvement:

- Reach villages that have ecotourism potential.
- It is a great training program. For better results, it could be combined with vocational training courses and the participants could gain qualification and be employed in the tourism business.

Recommendations/Issues/Comments:

- The curriculum could be used for other target groups as well.
- The topic of social entrepreneurship could be included as it corresponds to the goals of your project. A social enterprise working in the tourism sector that employs people from vulnerable groups is a great value for the society

The case of Greece

Best practices:

The best practices identified were clarity of presentations, excellent venue and organization, an engaging atmosphere, and valuable networking opportunities.

Areas for improvement:

The areas for improvement included expanding the variety of speakers to bring in more diverse perspectives, which could enrich the content and discussions. Additionally, incorporating live-streaming options was highlighted as a key improvement to make the event more accessible to a broader audience, including those unable to attend in person. These enhancements would increase engagement, offer a more dynamic experience, and allow for greater outreach and participation in future events.

Recommendations/Issues/Comments:

Participants recommended incorporating more interactive presentations and sessions to boost engagement. They also suggested addressing additional relevant topics to broaden the event's scope for future discussions.

The case of Cyprus

Best practices:

- The venue should provide a good amount of privacy but also allow for outsiders to join if so.
- Presentations were very clear
- Networking is highly valued

Lessons learned/Areas for improvement:

- 4 hours is too long
- Presenting while good can be overprioritized especially when networking is more valued
- The game should have been played for longer, perhaps to completion.

Continuous Improvement Plan

Continuous Improvement (CI) is a systematic approach to identifying areas for improvement and implementing solutions to enhance an organization's products, services, or processes. Rather than striving for perfection, CI emphasizes ongoing progress.

The goal of continuous improvement in this project is to ensure its sustainability beyond its formal conclusion. To achieve this, partners will follow a four-phase PDCA cycle:

1. **Plan:** Partners identify best practices and lessons learned from previous stages to pinpoint areas for improvement and opportunity.

2. **Do:** A small-scale pilot implementation is conducted to gather valuable feedback and recommendations. Data collected from earlier phases inform necessary changes.

3. **Check:** Partners assess the effectiveness of the current approach by analyzing feedback from participants. Based on these insights, further adjustments may be made, and the "Do" and "Check" phases may be repeated.

4. **Act:** Improvements are implemented, and the results are applied in real-world settings. It's important to note that the PDCA cycle is continuous, and partners will consistently seek ways to further enhance outcomes even after the project completion
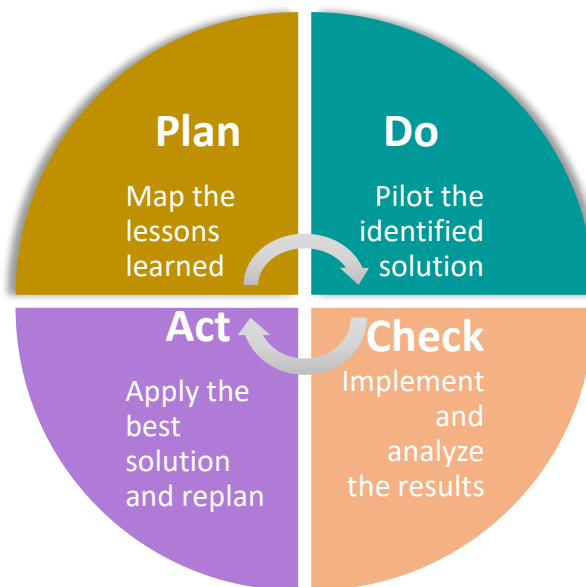
Best practices

- **Clear Structure and Organization**: Well-structured modules and activities facilitate easy navigation and understanding.

- **Engaging Activities:** Interactive elements like quizzes, games, and practical exercises enhance learner engagement. Also, interactive sessions and discussions foster active participation, while hands-on activities provide valuable practical experience.

- **Relevant Content:** Tailored content to the specific needs and interests of the target audience.

- **Teamwork and Collaboration:** Group activities promote teamwork, communication, and problem-solving skills, while exchange experiences with peers (group-therapy methodology) ensures engagement and motivation.

- **Outdoor Learning and real-world relevance:** Experiencing nature directly enhances participants' connection with the environment. This also justifies that connecting learning to real-life situations increases motivation and application of knowledge.

- **Personalized Support:** Mentorship and individualized guidance support participants' growth.

- **Gamification:** Game-based learning makes learning enjoyable and effective.

Lessons Learned

- **Tailored Content:** It is important to tailor the content to the specific needs and interests of the target audience.

- **Interactive Learning:** Incorporating interactive elements into both online and physical activities can significantly enhance engagement and learning outcomes.

- **Supportive Learning Environment:** Creating a positive and supportive learning environment is crucial for participant satisfaction and success especially when targeting vulnerable groups of people.

Areas for Improvement

- **Community-Based Ecotourism:**
  - **Empowerment:** Prioritize community-based ecotourism models that empower local communities, particularly marginalized groups, to participate in decision-making and benefit from tourism revenues.
  - **Skill Development:** Invest in training and capacity-building programs for local communities to acquire skills in tourism management, hospitality, and environmental conservation.
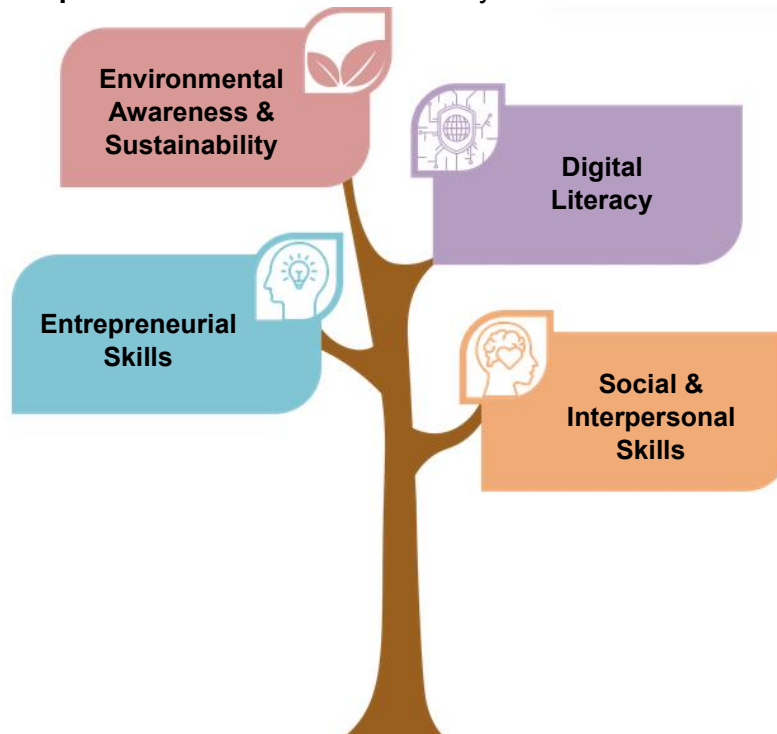
- **Use of games for social support:** Recognize the potential of games as a powerful tool for social inclusion and invest in initiatives that support the development and implementation of games for social good.
- **Outdoor education for activation and participation of vulnerable groups**: Invest in outdoor/physical/experiential education programs hat empower vulnerable groups to become active citizens and environmental stewards.

Competence Framework for Environmental Sustainability and Social Inclusion

The REACT4WOMEN project has demonstrated the effectiveness and applicability of its training modules and supporting tools in empowering women and fostering social inclusion through environmental education. Based on the successful outcomes of this project, the *Competence Framework for Environmental Sustainability and Social Inclusion* (SocioGreenComp Framework) is recommended as a new policy in youth education exploiting the benefits of environmental sustainability towards social inclusion and vice versa. This framework aims to guide the development of educational frameworks and ecosystems that prioritize the integration of all women through ecological awareness and green practices.

The **SocioGreenComp** framework is based on four key dimensions:

- **Environmental Awareness and Sustainability:**

- **Sustainable Practices:** Knowledge of sustainable practices such as waste reduction, recycling, and renewable energy.
- **Climate Change Awareness:** Understanding the impacts of climate change and the need for mitigation and adaptation strategies.
- **Eco-Tourism:** Understanding the principles of sustainable tourism, developing eco-tourism products, and managing tourism businesses.
- **Environmental Education:** Designing and delivering environmental education programs, using interactive and experiential methods.

- **Digital Literacy:**

- **Digital Tools and Technologies:** Proficiency in using digital tools and technologies such as computers, smartphones, and software applications.
- **Information Literacy:** Ability to access, evaluate, and use information from various sources.
- **Online Communication and Collaboration:** Effective communication and collaboration through digital platforms.
- **Digital Content Creation:** Creating digital content such as presentations, videos, and social media posts.
- **Online Safety and Security:** Understanding online safety practices and protecting personal information.

- **Entrepreneurial Skills:**

- **Creativity and Innovation:** Generating new ideas and approaches to problem-solving.
- **Risk-Taking and Initiative:** Taking initiative and embracing challenges.
- **Business Planning and Management:** Developing and implementing business plans.
- **Financial Literacy:** Understanding financial concepts, budgeting, and financial management.
- **Marketing and Sales:** Promoting products or services and building customer relationships.
  - **Social Entrepreneurship:** Developing and implementing social enterprises that address environmental and social challenges.

- **Social and Interpersonal Skills:**

- **Self-Awareness:** Understanding one's own strengths, weaknesses, and emotions.

- **Critical Thinking and Problem-Solving:** Analyzing complex problems and developing effective solutions.

- **Resilience and Adaptability:** Coping with challenges and adapting to change.

- **Self-Worth and Etiquette:** Building self-confidence and practicing good manners.

- **Effective Communication:** Communicating clearly and persuasively.

- **Empathy and Understanding:** Understanding and respecting the perspectives of others.

- **Teamwork and Collaboration:** Working effectively with others to achieve common goals.

- **Conflict Resolution:** Resolving conflicts peacefully and constructively.

Policy recommendations

To effectively implement the SocioGreen Competence Framework in educational contexts, the following policy recommendations are proposed:

Curriculum Integration

- **Mandatory Inclusion:** Mandate the integration of SocioGreen competencies into national and regional curricula at all educational levels, from primary to tertiary education.

- **Flexible Approaches:** Encourage a flexible approach to curriculum development, allowing for customization to suit local needs and contexts.

- **Interdisciplinary Learning:** Promote interdisciplinary learning opportunities that integrate environmental, social, and economic perspectives.

Teacher Training and Professional Development

- **Specialized Training:** Provide teachers with specialized training on the SocioGreen Competence Framework and effective pedagogical approaches to deliver it.

- **Ongoing Professional Development:** Offer ongoing professional development opportunities to keep teachers updated on the latest trends and best practices in environmental education and social responsibility.

- **Collaborative Learning:** Facilitate collaborative learning among teachers to share experiences, resources, and innovative teaching strategies.

Infrastructure and Resources

- **Resource Allocation:** Allocate sufficient resources, including funding, materials, and technology, to support the implementation of SocioGreen programs.

- **Green School Initiatives:** Encourage schools to adopt sustainable practices, such as energy efficiency, waste reduction, and green spaces.

- **Community Partnerships:** Foster partnerships with local businesses, NGOs, and community organizations to provide experiential learning opportunities.

Assessment and Evaluation

- **Holistic Assessment:** Develop holistic assessment tools that measure students' knowledge, skills, and attitudes related to SocioGreen competencies.

- **Performance-Based Assessment:** Incorporate performance-based assessments, such as projects, presentations, and field trips, to assess real-world application of skills.

- **Self-Assessment:** Encourage self-assessment and reflection to empower students to take ownership of their learning.

Conclusion

The SocioGreen Competence Framework provides a comprehensive framework for guiding the development of education ecosystems that prioritize the integration through environmental awareness.

By implementing these policy recommendations, educational institutions can equip all kinds and ages of learners with the necessary skills and knowledge to address environmental challenges, promote social inclusion, and become responsible global citizens.