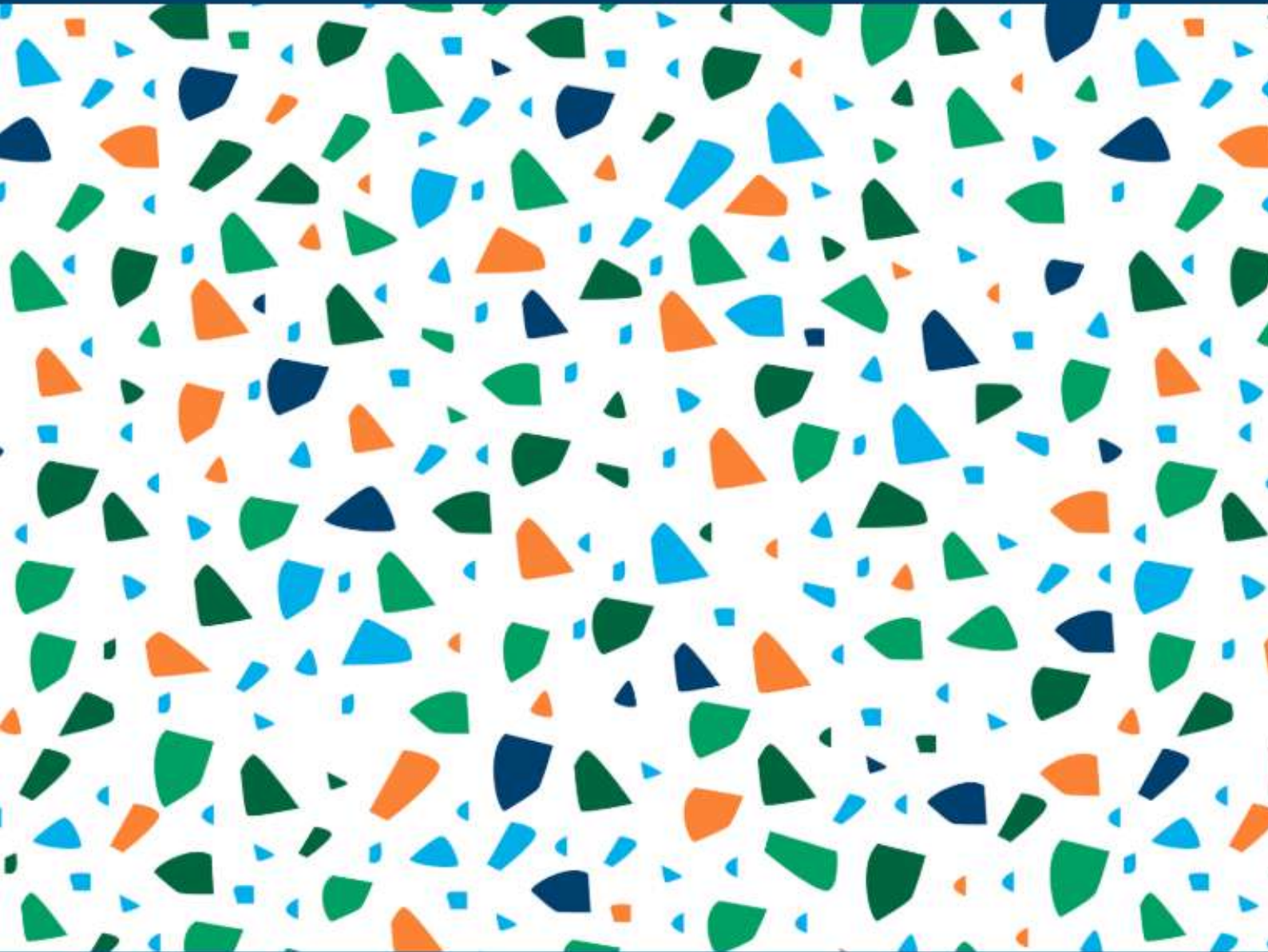


Learning for All Community Outreach Toolkit



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THE CASE FOR IMPROVED OUTREACH

Introduction



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Introduction

Building Connections Through Outreach

Outreach in adult education is about more than just promotion—it is about building connections, fostering trust, and creating opportunities for lifelong learning. For many adults, returning to education can feel out of reach due to social, economic, or logistical barriers. Strong outreach strategies help institutions break down these obstacles, ensuring that education is accessible to all, particularly those in marginalised communities

The Power of Storytelling

A compelling way to engage potential learners is through storytelling. Real-life success stories of adult learners who have transformed their lives through education can be powerful motivators. Personal narratives bring outreach efforts to life, making learning feel relevant and achievable. In this toolkit, you will find examples of successful initiatives that have used storytelling to inspire participation and engagement.

Engaging Hard-to-Reach Learners

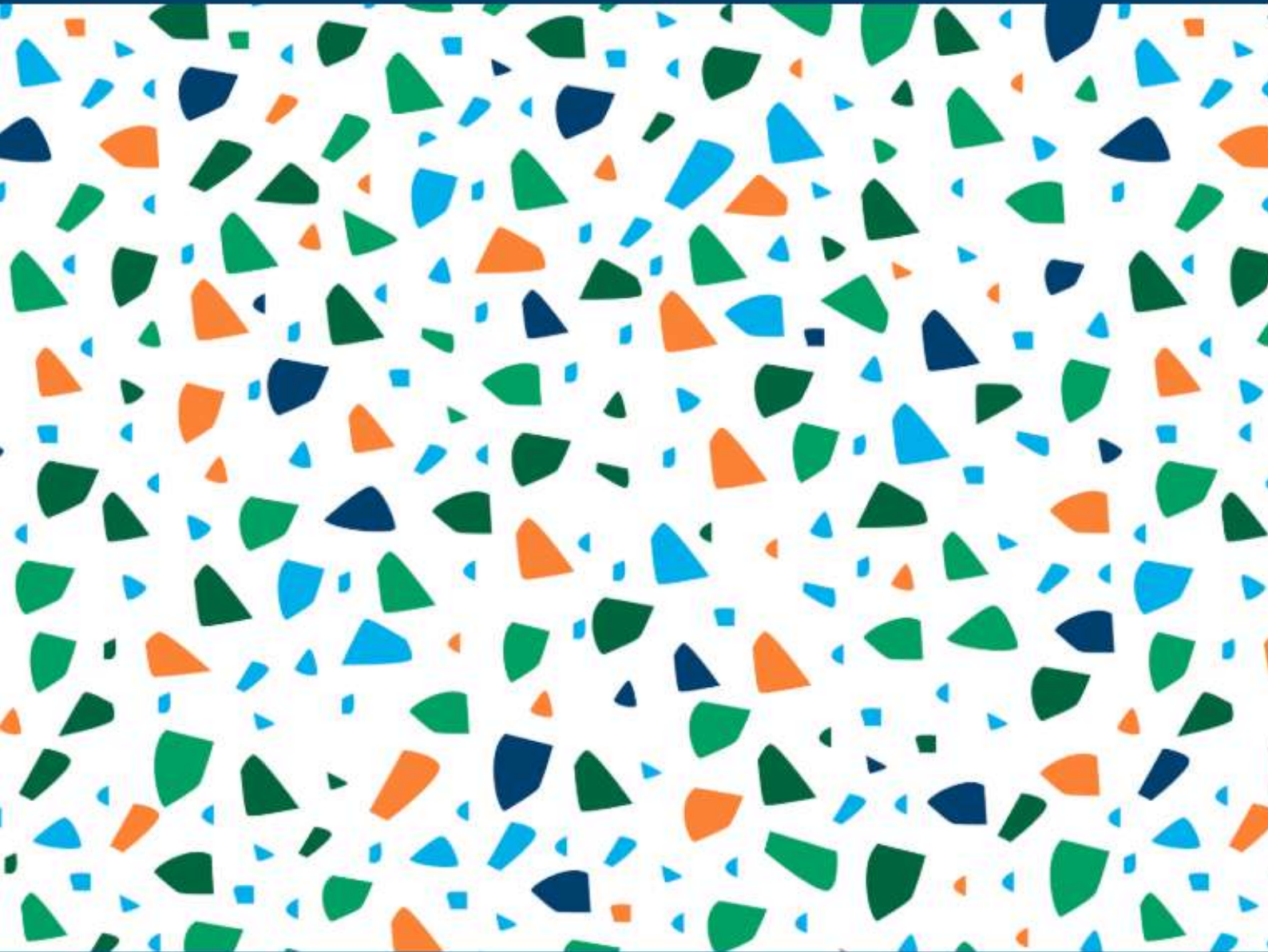
Reaching underrepresented groups requires a strategic and inclusive approach. By leveraging local networks and partnerships with community organisations, institutions can build trust and create pathways into education for those who might not seek it out on their own. Understanding cultural differences and employing targeted communication strategies are key to making outreach efforts more effective. This toolkit provides practical guidance on intercultural communication and marketing techniques that can help institutions engage a diverse range of learners.

Anticipating Learner Needs

Successful outreach also relies on anticipating learners' needs. Adults returning to education often balance multiple responsibilities, including work and family commitments. By considering these factors and designing flexible, learner-centred initiatives, institutions can create more accessible and welcoming educational opportunities. Practical tools for actor mapping and outreach planning included in this toolkit will help institutions tailor their strategies to meet learner needs more effectively.

Strengthening Community Partnerships

Collaboration is essential for impactful outreach. Building strong relationships between educational institutions and community groups fosters a supportive environment where learning can thrive. This toolkit offers insights into strengthening these partnerships, ensuring that outreach efforts are sustainable and mutually beneficial.



SKILL UP:

Relevant competency Frameworks



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Introduction

To make adult education more inclusive for migrants, refugees socially excluded adults, it is essential to equip staff with the right skills and competencies, whether they are managers teaching staff, administrators or communicators. Several established frameworks provide comprehensive guidelines for upskilling staff to meet these challenges effectively. In this section, we explore some of the most relevant competency frameworks and how they can be used to increase inclusion in adult learning.

The European Framework for the Digital Competence of Educators (DigCompEdu)¹

The DigCompEdu framework, developed by the European Commission, focuses on the digital competencies required for educators. In an increasingly digital world, proficiency in using digital tools is crucial for effective outreach and engagement. The framework covers six key areas:

- 1. Professional Engagement:** Leveraging digital technologies for communication, collaboration, and professional growth.
- 2. Digital Resources:** Sourcing, creating, and sharing digital educational resources.
- 3. Teaching and Learning:** Integrating digital technologies into teaching and learning practices.
- 4. Assessment:** Utilizing digital tools for assessment purposes.
- 5. Empowering Learners:** Enhancing inclusivity, personalization, and active learner engagement through digital means.
- 6. Facilitating Learners' Digital Competence:** Enabling learners to use digital technologies responsibly and creatively.

These competencies are particularly relevant for educators working with migrants and refugees, as digital tools can help bridge language barriers and provide flexible learning opportunities.

The Key Competences for Lifelong Learning²

This European reference framework outlines a recommendation of eight key competences that are essential for personal fulfilment, a healthy and sustainable lifestyle, active citizenship and social inclusion, and is a reference tool to be used by educators and training stakeholders. All key competences are equally important and interconnected, with skills like critical thinking, problem solving, teamwork, communication, creativity, negotiation, analytical, and intercultural skills enhancing competence development across domains.

The key competences are:

1. https://joint-research-centre.ec.europa.eu/digcompedu_en

2. <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1>

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

These competences are crucial for educators aiming to foster an inclusive learning environment. By enhancing these skills, educators can better support migrant and refugee learners in their educational journeys.

The European Qualification Framework³

The EQF is a common European reference framework that links countries' qualifications systems together. It covers a range of competencies, including communication skills, learning to learn, and social and civic competencies. The EQF helps standardize qualifications across Europe, making it easier for migrants and refugees to have their qualifications recognized and to access further education and employment opportunities.

The Common European Framework of Reference for Languages (CEFR)⁴

The CEFR is an international standard for describing language ability. It is widely used in language education and assessment to help learners and educators set clear goals and measure progress. For adult educators working with migrants and refugees, the CEFR provides a structured approach to language learning, which is often a critical component of integration and inclusion.

Curriculum globALE: competency framework for adult educators⁵

Curriculum globALE is a competency framework by UNESCO Institute for Lifelong Learning, specifically designed for adult educators. It provides a comprehensive guideline for the development and enhancement of competencies required by educators who work in adult education settings. This framework aims to ensure quality and consistency in adult education by outlining the essential skills, knowledge, and attitudes that educators should possess.

³ <https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework>

⁴ <https://www.coe.int/en/web/common-european-framework-reference-languages>

⁵ <https://unesdoc.unesco.org/ark:/48223/pf0000377422>

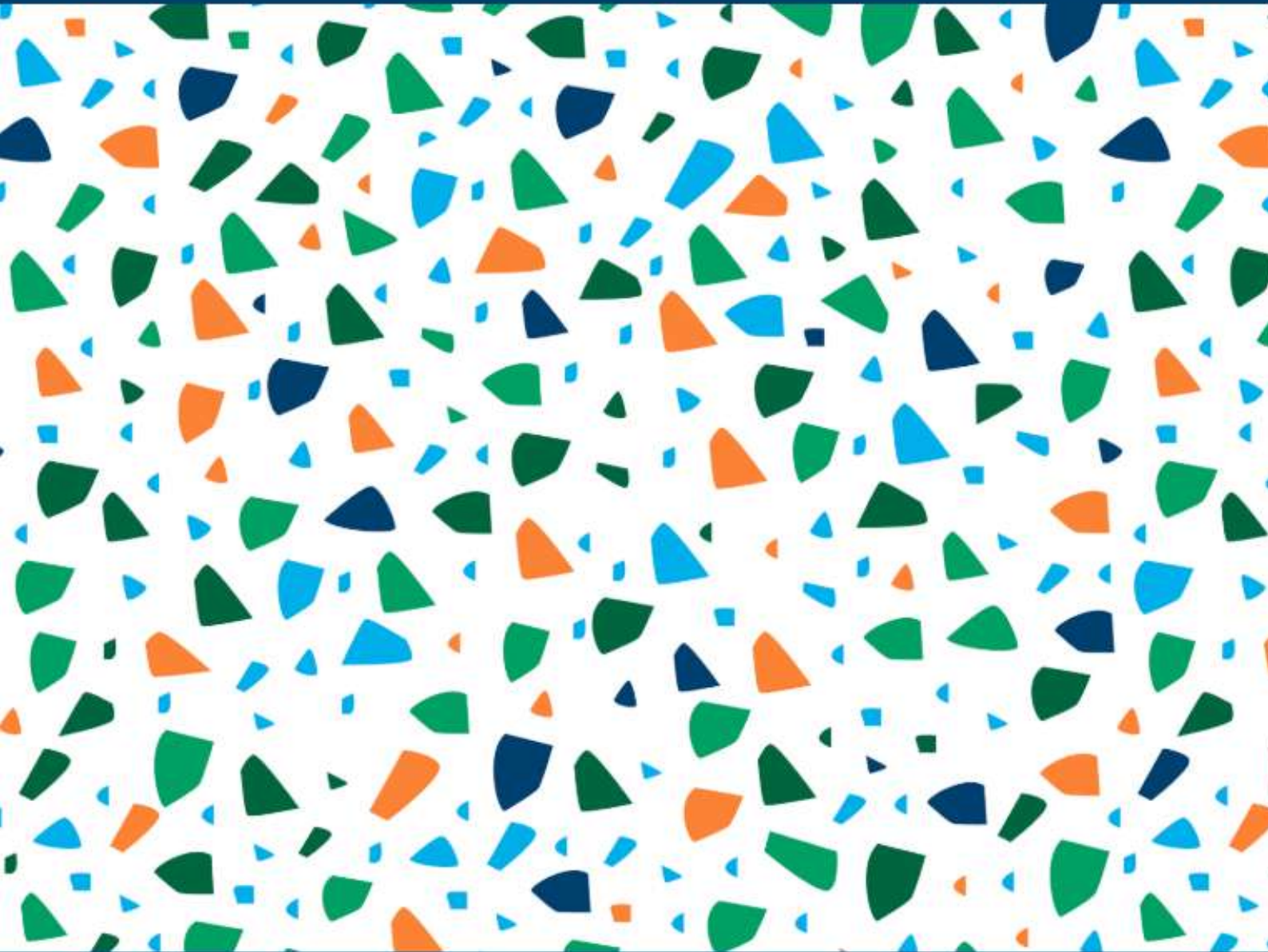


By equipping adult educators with these competencies, Curriculum globALE ensures that they are well-prepared to support the educational and integration needs of migrant, refugee, and socially excluded learners, ultimately contributing to more inclusive and equitable education systems.

The Global Framework for Refugee Education (UNHCR)⁶

The UNHCR's Global Framework for Refugee Education focuses on ensuring that refugees have access to quality education. It outlines strategies for inclusive education, community engagement, and building partnerships to support refugee learners. This framework is particularly relevant for adult educators and outreach personnel, providing practical guidance on creating supportive and inclusive learning environments for refugees.

⁶<https://www.unhcr.org/media/global-refugee-forum-pledging-guidance-global-framework-refugee-education>



GUIDANCE ON INTERCULTURAL AND MARKETING



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Introduction

Intercultural communication is about more than just language; it's about understanding, respecting, and adapting to diverse cultural backgrounds to build meaningful connections. This guidance provides practical tools and strategies to enhance culturally responsive communication and marketing for adult education practitioners, ensuring their outreach efforts resonate with diverse learners.

Understanding the distinctions between multicultural, cross-cultural, and intercultural communication helps us navigate and foster meaningful connections in diverse settings:

- **Multicultural:** Highlights the presence of multiple cultures without necessarily implying interaction or mutual acceptance.
- **Cross-Cultural:** Focuses on translating and understanding differences, often within a dominant cultural framework, addressing immediate challenges but lacking long-term transformative impact.
- **Intercultural:** Aims for mutual understanding and dynamic growth, fostering belonging and long-term collaboration across cultures.

Understanding different Communication Styles

Cultural norms heavily influence communication preferences. For instance, high-context cultures, such as Mediterranean, African, and Asian communities, often rely on non-verbal cues and implied meanings. In contrast, low-context cultures, like those in English-speaking or Germanic countries, prefer direct and explicit messaging.

Another key difference lies in how cultures perceive time. Sequential cultures, like those in Northern Europe, emphasise punctuality and deadlines. On the other hand, synchronic cultures, such as in Southern Europe and parts of Asia, prioritise flexibility and relationships over rigid schedules.

By observing these preferences and adapting your communication approach, you can foster greater trust and understanding with your audience. For example, when engaging with high-context cultures, include personal touches and non-verbal affirmations in your interactions.

Cultural norms influence how people communicate. Recognising these differences can help tailor your approach:

- High-Context vs. Low-Context Cultures:
 - High-Context: Messages rely heavily on non-verbal cues, relationships, and implied meanings (e.g., Mediterranean, African, and Asian cultures).
 - Low-Context: Messages are explicit and direct, focusing on clear instructions (e.g., English-speaking or Germanic cultures).
- Sequential vs. Synchronic Time Orientation:
 - Sequential: Emphasises punctuality and deadlines (e.g., Northern Europe).
 - Synchronic: Values flexibility and relationships over rigid schedules (e.g., Southern Europe, Asia)

Practical Tip: Observe and adapt to the cultural preferences of your audience to foster trust and understanding.

Multilingual Marketing Templates

Creating multilingual campaigns helps to ensure inclusivity and accessibility across diverse communities. Language choice plays a significant role in making communication feel welcoming. Use simple, clear phrasing and avoid idiomatic expressions or slang that may not translate well. Instead of terms like "minorities" or "non-natives," focus on inclusive expressions, such as "new community members."



VOLUNTEERING + COMMUNITY = BELONGING



In addition to thoughtful wording, inclusive imagery can make a significant difference. A successful campaign might feature visuals of diverse groups participating in learning activities. Avoid stock images that rely on stereotypes and instead focus on authentic representations of real-life interactions.

For example, a flyer could say, "Welcome to Learning for All!" translated into local languages alongside images of learners from varied cultural backgrounds. This combination of language and visuals conveys openness and respect for cultural diversity.

- **Language Guidelines:**

- Use simple, clear language free of idioms or slang.
- Avoid "othering" terms like "minorities" or "non-natives"; focus on inclusive phrases like "new community members."

- **Templates and Examples:**

- Include greetings and calls to action in multiple languages.
- Example: A flyer featuring "Welcome to Learning for All!" translated into the primary local languages.

- **Inclusive Imagery:**

- Show diverse groups of people engaging in learning activities.
- Avoid stereotypical images; instead, focus on authentic representations.

This video can serve as a practical learning exercise for creating intercultural marketing tools. Follow these steps to analyse and apply its strategies:

<https://www.youtube.com/watch?v=-MywdVsgvyE&t=34s>

EXERCISE

1.Study the Visuals:

Watch the video closely and take note of how diversity is represented. Pay attention to the individuals shown—what makes their representation authentic and relatable? Think about how you could reflect similar diversity in your own visuals, ensuring your audience sees themselves in your content.

2.Simplify Your Language:

Listen to the phrases used in the video. Note how they are short, clear, and easy to understand, even for non-native speakers. As an exercise, take a complex message from your work and rewrite it using similarly simple and accessible language. Test it with someone from a different cultural or linguistic background to ensure clarity.

3. Multilingual Messaging:

Observe how the video incorporates multilingual phrases. Identify key points in your own content that could benefit from being presented in multiple languages. As a practical task, select a few phrases and translate them into the most common languages spoken by your target audience. Ensure translations are accurate and culturally appropriate.

4. Actionable Insights:

1. After watching, ask yourself:

- How do the visuals create a sense of belonging?
- How does the language ensure accessibility?
- How do the multilingual elements enhance engagement?

Use these observations to brainstorm improvements for your own intercultural marketing materials. Create a mock-up flyer or video incorporating these lessons, and share it with a small, culturally diverse focus group for feedback. We suggest using Canva as a free tool: <https://www.canva.com/>

Training Staff in Culturally Responsive Communication

Staff training is crucial to building confidence and competence in intercultural communication. A workshop can be an effective format for equipping staff with the necessary skills.

Here is a Workshop Outline to help train the staff in Culturally Responsive Communication.

Workshop Goals:

Equip staff with skills to communicate effectively across cultures and foster inclusion.

Session Plan:

1. Introduction (10 mins): Define intercultural communication and its importance.
2. Interactive Activity (30 mins):
 - Role-playing scenarios with different communication styles.
 - Practice active listening and non-verbal communication techniques.
3. Group Discussion (20 mins):
 - Share experiences of working with culturally diverse learners.
4. Toolkit Introduction (15 mins):
 - Present marketing templates and inclusive design tips (use this guide: <https://www.proudepowerment.com/blog/creating-inclusive-designs-with-canva-tips-and-techniques>)
5. Wrap-Up (10 mins):
 - Debrief and Q&A.

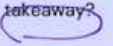
Materials Needed: projector, multilingual examples, and culturally diverse visuals.

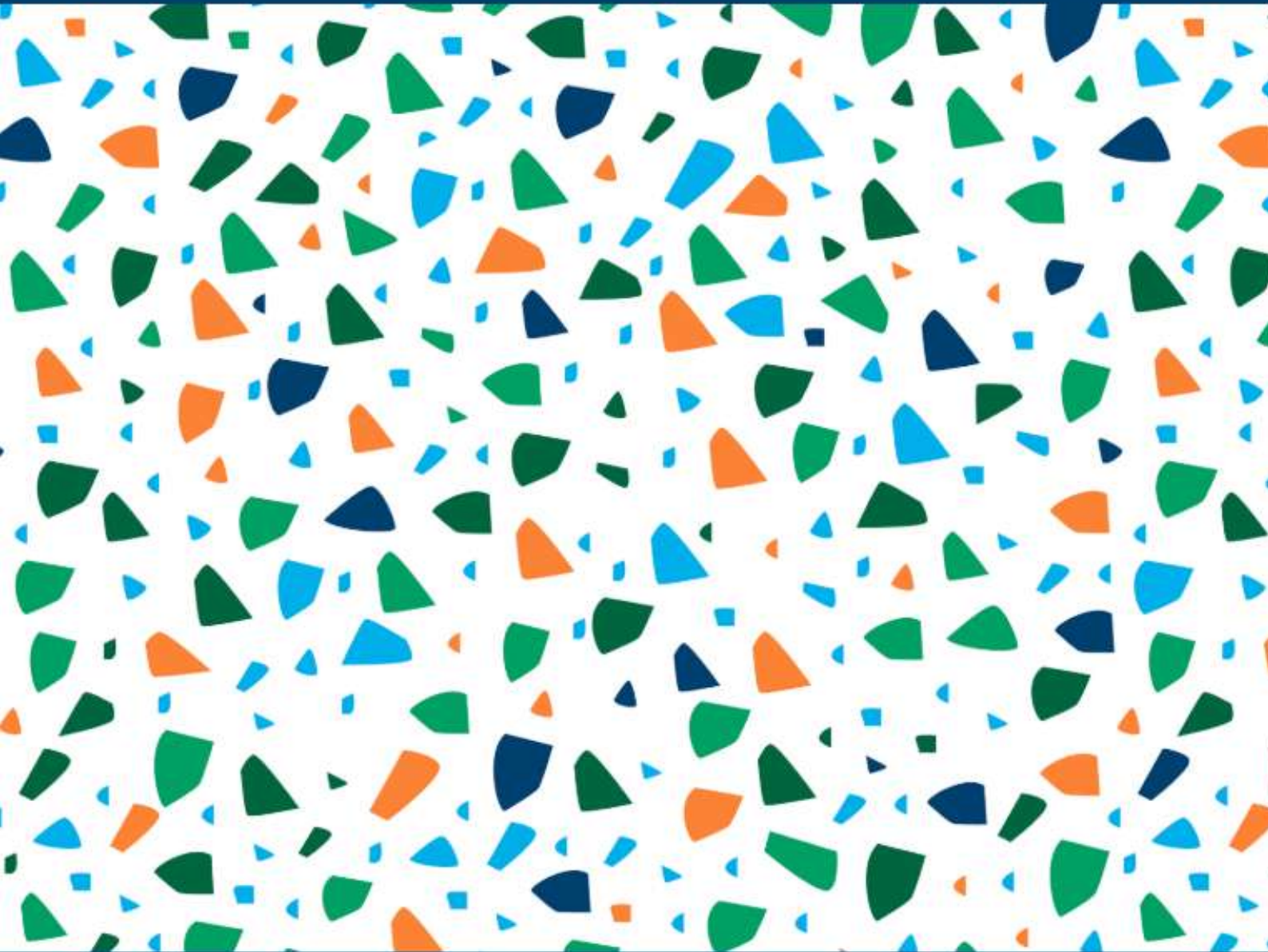
Tools and Techniques

- **Digital Translators:** Use tools like Google Translate for quick, accessible translations.
- **Visual Communication:** Incorporate images, icons, and gestures where possible.
- **Cultural Sensitivity Checklist:**
 - Are messages free of stereotypes? (check out this resource to learn more: <https://journals.vilniustech.lt/index.php/CS/article/view/17187>)
 - Do visuals represent your audience authentically?
 - Is the language accessible to all literacy levels?

HIGHLIGHTED TOOL

A synoptic table is a structured, side-by-side comparison tool that summarises and organises information for clarity and quick reference. In the context of intercultural communication and outreach, it can be used to compare communication styles, cultural preferences, or outreach strategies. This allows organisations to adapt their messaging and engagement methods effectively, fostering inclusivity and understanding across diverse communities. Organize different communication styles so that everyone can understand how they are best applied in different contexts

COMMUNICATION	DEFINITION	AUDIENCE	EXAMPLE	LEARNING
Verbal	What is it? 	Who is it for?	How is it applied in the real world? 	What is your main takeaway? 
Nonverbal/ Physical				
Written				
Visual				



ANTICIPATING LEARNER NEEDS IN COMMUNITY PARTNERSHIPS



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Introduction: Preparing for Cultural Adjustments and Improving Information Accessibility

Anticipating and addressing learner needs is essential for creating inclusive and accessible education opportunities, particularly for migrant, refugee and socially disadvantaged adult learners. Many adult learners face multiple barriers to participation, including language challenges, unfamiliar education systems, financial constraints and accessibility issues.

To successfully engage these learners, adult education providers must take a proactive approach by designing programmes that are culturally responsive, flexible and co-developed with the community. This section provides strategies and tools for improving information accessibility, adapting programmes based on community needs and creating welcoming learning environments.

Websites for Guidance:

- **UNESCO – Inclusive Education Resources** – <https://www.unesco.org/en/education>

Provides global strategies and policies for making education more inclusive, particularly for migrants and disadvantaged learners.

- **OECD – Strengthening Adult Learning Policies** – <https://www.oecd.org/education/adult-learning.htm>

Offers insights into best practices for addressing accessibility barriers and improving adult education outreach.

Co-Designing Programmes with Community Input

Engagement with community organisations, cultural groups and local leaders plays a key role in understanding learners' needs and ensuring education is relevant and effective. Co-designing programmes with input from learners allows organisations to develop learning experiences that align with real-world challenges and aspirations.

Key strategies for community-driven programme design:

- Collaborate with community groups to understand the needs of underrepresented learners
- Host focus groups or informal consultations to identify common barriers and learning preferences
- Develop mentorship and peer support models to build trust between educators and learners
- Use multilingual outreach materials to ensure accessibility for learners with limited proficiency in the local language

Example: A vocational training provider partnered with a refugee support group to co-design an employment readiness course that included workshops on job applications, language support and soft skills training tailored to the specific needs of migrant learners.

Websites for Guidance:

- **Community Tool Box – Developing Community-Based Education Programmes – <https://ctb.ku.edu/en>**

Offers practical steps for working with community partners to co-design learning programmes.

- **European Association for the Education of Adults (EAEA) – <https://eaea.org/>**

Provides resources and case studies on engaging adult learners through community-based education initiatives.

Flexible Delivery Methods: Accommodating Learners' Varying Schedules

Many adult learners juggle multiple responsibilities, including employment, childcare and community obligations. A rigid course schedule can prevent participation, so education providers should offer flexible learning solutions to accommodate diverse schedules.

Effective flexible learning strategies:

- Blended learning: combine in-person and online classes to give learners more control over their study time
- Mobile learning units: bring education to local communities through mobile learning hubs or community-based training centres
- Childcare support: provide onsite childcare services or partner with local childcare providers to assist learners who are parents

- Transport assistance: offer public transport vouchers, carpooling options or remote learning alternatives for learners in rural areas
- Financial aid and flexible payment plans: help learners manage tuition costs through scholarships, instalment plans or sponsored training programmes

Example: A language training centre introduced evening and weekend classes to allow working parents and shift workers to participate in English language courses.

Websites for Guidance:

- **FutureLearn – Strategies for Flexible Learning** – <https://www.futurelearn.com/>

Provides free courses and articles on blended learning, online education and alternative learning models.

- **EdTech Hub – Adapting Learning for Adult Learners** – <https://edtechhub.org/>

Features research on using technology to improve access to education for learners with diverse schedules and responsibilities.

Developing a Survey Toolkit for Learner Input

Understanding the needs, barriers and aspirations of potential learners requires structured data collection. A Survey Toolkit can help education providers gather input from target communities and adjust programme offerings accordingly.

Effective flexible learning strategies:

- Demographic information: age, employment status, family responsibilities
- Language and communication preferences: preferred language of instruction, need for translation or literacy support
- Barriers to participation: financial constraints, digital literacy challenges, transport limitations
- Learning goals and aspirations: career progression, vocational training interests, personal development objectives
- Preferred learning formats: in-person, online, blended, self-paced

Example: A digital skills training centre used a pre-course survey to understand the needs of older adult learners and developed customised digital literacy workshops focusing on practical skills like email communication and online banking.

Websites for Guidance:

- **European Training Foundation (ETF) – Assessing Learning Needs –**
<https://www.etf.europa.eu/en>

Offers tools and reports on designing surveys to assess the needs of adult learners.

- **SurveyMonkey – Free Survey Templates for Education –**
<https://www.surveymonkey.com/>

Provides ready-made survey templates that can be adapted for learner needs analysis.

Needs Analysis Framework for Tailoring Courses

A structured needs analysis framework enables education providers to design learner-centred programmes that directly address key challenges. This framework helps organisations identify gaps, prioritise improvements and measure impact.

Recommended needs analysis framework:

1. Identify target groups: define the specific learner populations being served, such as migrants, refugees and low-income adults
2. Assess barriers and motivations: gather qualitative and quantitative data on challenges and learning incentives
3. Consult with community stakeholders: engage local organisations, employers and cultural leaders to ensure alignment with community needs
4. Develop programme adjustments: use findings to introduce flexible learning methods, tailored content and additional learner support services
5. Monitor and evaluate outcomes: track participation rates, learner satisfaction and overall impact through regular feedback collection

Example: An adult education provider offering healthcare training partnered with local hospitals to identify the specific technical skills needed by migrant healthcare workers, allowing them to tailor course content accordingly.

Websites for Guidance:

- **The World Bank – Skills Development for Adult Learners –**
<https://www.worldbank.org/en/topic/skillsdevelopment>

Offers insights into how training and skills development can be adapted to different learner demographics.

- **University of Oxford – Adult Learning and Education Policy –**
<https://www.conted.ox.ac.uk/>

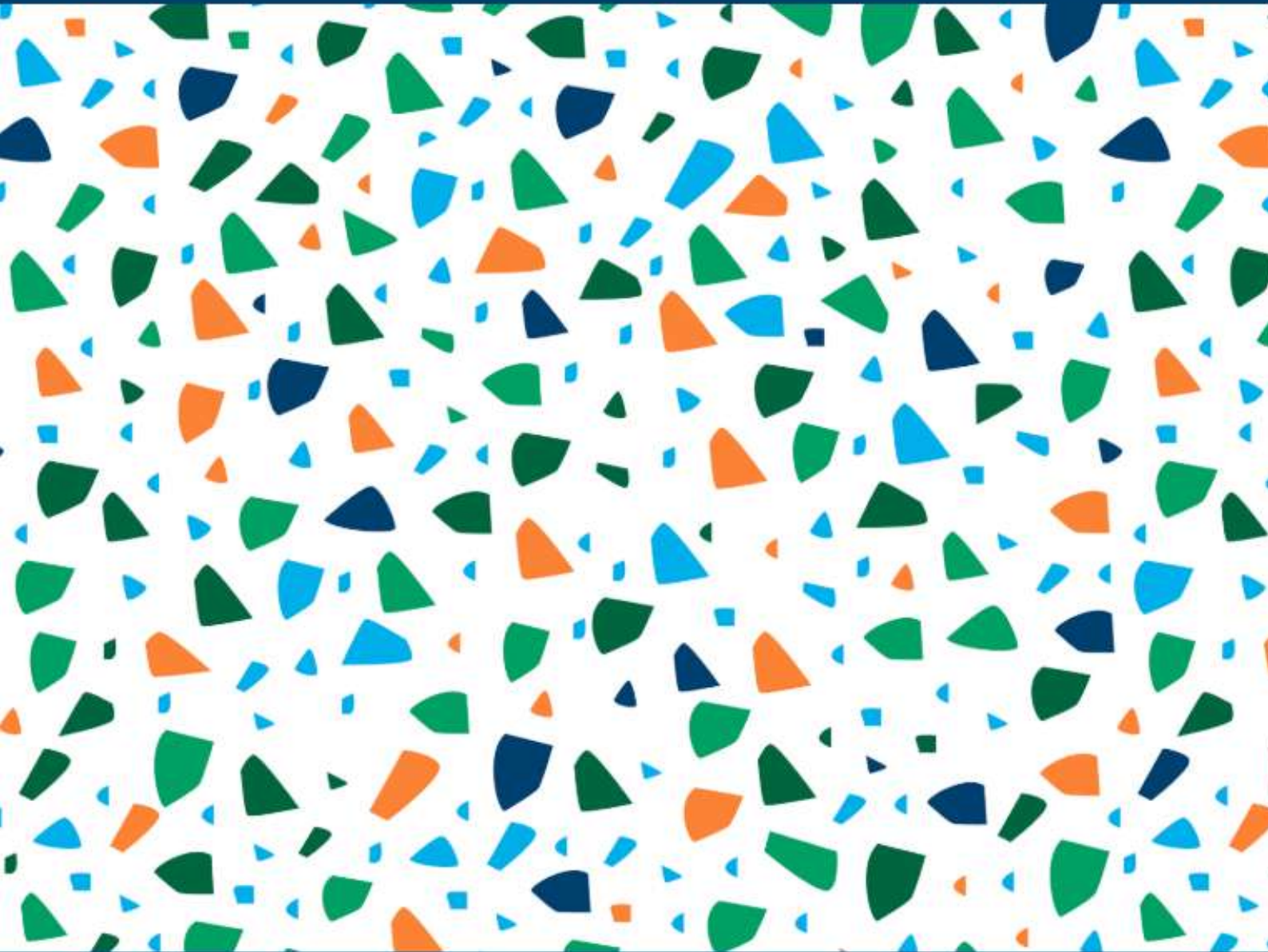
Provides research on how to tailor learning programmes to the needs of different communities and demographic groups.

Conclusion: Removing Barriers and Promoting Inclusive Education

By anticipating learner needs and removing barriers, adult education providers can create accessible, inclusive and community-driven learning experiences.

- Use surveys and focus groups to gather input from learners
- Apply flexible learning models to accommodate work and family commitments
- Leverage partnerships with community organisations to improve outreach
- Prioritise accessibility in programme design, ensuring language, transport and childcare support

Through intentional planning, collaboration and adaptation, education providers can empower adult learners to engage in lifelong learning and career development.



COMMUNITY PARTNERSHIPS:

Practical actions for Actor Mapping



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Introduction

What is Actor mapping?

Actor mapping is a structured approach to identifying, engaging, and leveraging key community stakeholders who play a role in supporting inclusive adult education. Actor mapping is essential for connecting with organisations that can enhance access to learning for socially disadvantaged and underrepresented groups, including migrants, refugees, low-skilled adults, and marginalised communities.

By systematically mapping and engaging with relevant actors—such as cultural organisations, NGOs, government agencies, and community networks—adult education providers can expand their outreach, develop sustainable partnerships, and create inclusive learning environments tailored to diverse needs.

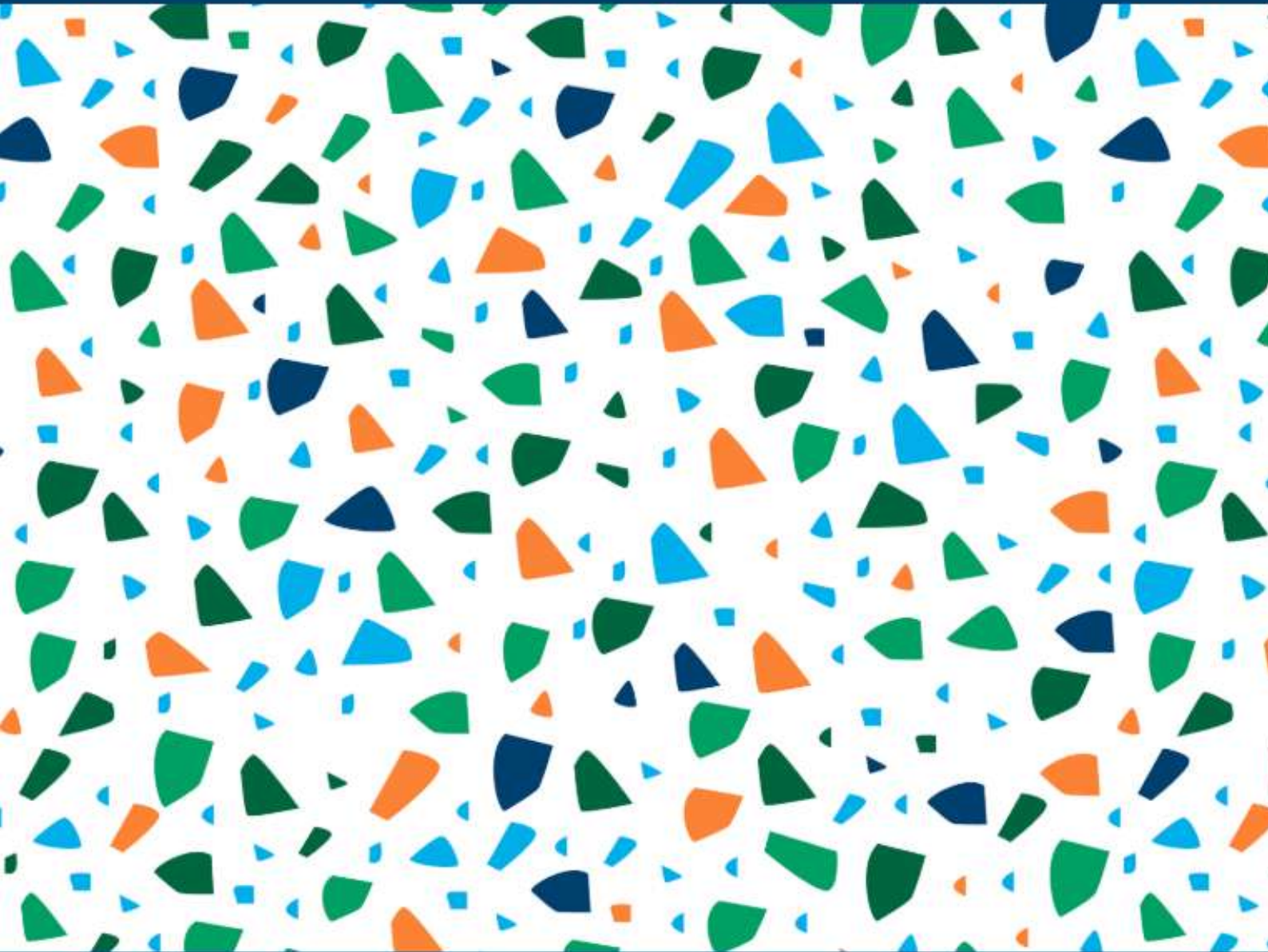
This section provides a step-by-step guide on how to identify and engage community partners, offers practical tools such as templates for actor mapping, and shares best practices for leveraging partnerships to co-host events, improve outreach, and support lifelong learning.

Why Actor Mapping is Essential for Inclusive Adult Learning

Actor mapping allows adult education practitioners to

- Identify key stakeholders that influence access to learning opportunities for marginalised groups.
- Develop strategic partnerships that enhance community engagement and outreach.
- Utilise trusted community spaces to increase visibility and participation.
- Improve referral pathways for adult learners facing educational and social barriers.
- Tailor learning experiences to the specific cultural, social, and economic contexts of the target groups.





STEP BY STEP GUIDES

Section 2



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Event Step-by-Step Guide

EVENT TITLE

Pathways to Inclusion: A Job Fair for All

SUMMARY DESCRIPTION

This inclusive job fair connects disadvantaged groups with employers and education opportunities, aiming for sustainable employment, diversity, and practical outcomes like job placements. It emphasizes accessibility, broad outreach, and feedback-driven improvement while fostering long-term partnerships with NGOs, businesses, and public services.

TYPE OF EVENT

- **Job Fairs**

TARGET GROUP

30 migrant, refugee and/or socially excluded learners and 30 adult education teaching/nonteaching staff actively participating in co-creation and evaluation processes.



Pathways to Inclusion: A Job Fair for All

STEP 1: IDEATION

- **Conduct a needs assessment**

Use surveys to understand the employment challenges faced by long-term unemployed individuals and assess which industries are most likely to offer inclusive opportunities.

- **Collaborate with stakeholders**

Partner with local NGOs supporting refugees to design event content that aligns with their beneficiaries' specific skills and interests.

- **Secure partnerships**

Reach out to local businesses and adult education centers to serve as event sponsors or provide representatives for workshops.

- **Incorporate input from stakeholders and target groups**

Conduct focus groups with potential participants and community leaders to gather insights on preferred formats and topics for workshops.

- **Focus on inclusivity and accessibility**

Provide wheelchair-accessible venues and ensure all materials, including invitations, are available in easy-to-read formats and multiple languages.

- **Dissemination**

Promote the event through online (social media, email) and offline (flyers, posters) channels. Use multilingual materials to reach non-native speakers and monitor the impact of outreach campaigns to refine promotion efforts.

STEP 2: IMPLEMENTATION

- **Organize the event at a central location**

Use a community center with facilities like wheelchair ramps and public transportation access.

- **Include skills workshops tailored to participant needs**

Host workshops on resume writing, interview preparation, and soft skills development.

- **Employer presentations showcasing inclusivity practices**

Invite inclusive businesses to share their approaches and opportunities.

- **Networking sessions connecting participants to employers**

Facilitate direct interactions between job seekers and employers.

- **Offer translation and accessibility services**

Ensure the event is accessible to non-native speakers and individuals with disabilities. Provide interpreters for key languages and hearing devices for participants with hearing impairments.

- **Provide booths for adult education centers**

Allow centers to introduce their services and educational pathways. Set up booths where training centers showcase short-term certifications and vocational courses.

STEP 3: FOLLOW-UP

- **Gather feedback via surveys**

Collect input from both participants and employers to evaluate the event's success. Use digital forms or on-site tablets for quick post-event feedback collection.

- **Provide guidance for participants' next steps**

Help attendees explore job opportunities or education pathways further. Distribute a resource guide with links to job portals and local education centers.

- **Continue dissemination of results**

Share outcomes to build momentum and highlight the event's impact. Publish an impact report on social media, emphasizing metrics like job placements and partnerships formed.

- **Strengthen collaboration with stakeholders**

Build on event partnerships to create lasting relationships. Schedule follow-up calls with businesses and NGOs to discuss future joint initiatives.

- **Provide guidance for participants' next steps**

Help attendees explore job opportunities or education pathways further.

ADDITIONAL SUGGESTIONS

- Ensure digital promotion of the event on social media and community networks to maximize outreach.
- Collaborate with local media to highlight the event's impact on inclusivity and employment.
- Strengthen collaboration with stakeholders like NGOs, businesses, and public services to expand outreach and create lasting partnerships.
- Foster deeper collaboration with stakeholders by involving them in planning and follow-up activities.

Event Step-by-Step Guide

EVENT TITLE

Online Webinar

SUMMARY DESCRIPTION

This webinar will serve as a platform to introduce migrant and refugee learners to the range of adult education courses available in their community. It will address the challenges learners face, such as language barriers and access to information, and provide step-by-step guidance on enrolment.

TYPE OF EVENT

- Online webinars

TARGET GROUP

Migrants and refugees seeking adult education opportunities.



Online Webinar

STEP 1: IDEATION

First of all it is important to **define the objectives** of the online webinar you are hosting, example of these objectives could include:

- Introduce adult education courses, focusing on language acquisition, skills development, and vocational training.
- Build trust and confidence in migrant and refugee learners, highlighting success stories and providing clear guidance on enrolment processes.

Secondly, it is important to **conduct target group or audience research** to ensure you are able to reach your audience effectively:

- Engage with community organisations and NGOs to understand the unique needs and preferences of the target audience.
- Identify the most common concerns, such as technology access, language limitations, and understanding local educational systems.

Thirdly, you should begin to think about the **webinar structure** and what would be the most engaging format for your audience. An example structure could include;

- Welcome and overview of the session (5 mins).
- A presentation that provides a detailed walk-through of available courses, benefits, and success stories of former learners. (20 minutes)
- Interactive Q&A session, respond to questions about enrolment, eligibility, and course specifics. (15 mins)
- Next steps and sharing of support resources. (5 minutes).

The tools used in this step were:

*

You can find a complete overview of all the toolkit [here](#):

<https://www.canva.com/design/DAGYUwqX0s0/rHlmjll0lrTrsXyO4HQ33A/edit>



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STEP 2: IMPLEMENTATION

When organising online webinars, the most important thing to ensure is that the online event is technically sound and accessible to your target audience. Important things to consider are;

- Select a platform with multilingual capabilities (e.g., Zoom or Microsoft Teams with live captions).
- Test accessibility features, ensuring compatibility with smartphones and low-bandwidth internet connections.

It is also of high importance to ensure your online webinar is disseminated to reach your target audience via a thorough promotion plan. For example;

- Share details through social media, migrant support networks, community centres, local libraries, and religious organisations.
- Use translated flyers and short video messages in key community languages (e.g., Arabic, Pashto, Somali).
- Engage trusted community leaders to endorse and promote the webinar.

You also need to consider the content delivery you will employ during your event and if it is accessible and engaging to migrant and refugee learners;

- Use simple, visually engaging slides with icons and images to reinforce key messages.
- Include a segment featuring a migrant learner's success story, highlighting their educational journey.
- Offer live interpretation or subtitles in the top three community languages.

In the same vein, you could consider using tools that would foster a bit of interactivity and engagement of your audience, for example;

- Interactive polls to gather participant input during the session (e.g., What skills are you most interested in learning?).
- A WhatsApp or Telegram support group link shared at the end for ongoing questions.

STEP 3: FOLLOW-UP

After the event, it is important **to follow up** with those who attend the online webinar and from there begin to develop a relationship. This could begin with;

- Share recordings of the webinar and translated materials, such as step-by-step guides on enrolment.
- Create a tailored FAQ document addressing common questions raised during the session.

For migrant and refugee adults considering adult education, you must offer **personalised support** to encourage their interest by;

- Following up with attendees via email or phone, offering one-on-one guidance on choosing courses and enrolling.
- Connect learners with support organisations for additional help with childcare, transportation, or technology.

To discover if your online webinar had the desired outcomes it could be useful to employ some **Impact Measurement** tactics;

- Track webinar attendance and engagement metrics (e.g., poll responses, questions asked).
- Conduct a post-event survey to understand the barriers participants still face and refine future events.

ADDITIONAL SUGGESTIONS

To build relationships and further improve the impact the online webinar will have in engaging adults from migrant and refugee backgrounds, you could also consider;

- Partnering with employers and training centres to highlight career pathways linked to adult education.
- Including a brief tutorial during the webinar on using online platforms for learning, addressing any digital literacy gaps.
- Offering incentives, such as free course materials or access to a trial session, to encourage immediate enrolment.

Event Step-by-Step Guide

EVENT TITLE

Try a Course in Another Language

SUMMARY DESCRIPTION

The event is about creating the opportunity for people in the local community to try a course in another language of instruction for free. It gives an organisation the opportunity to spread their courses/classes and reach out to new audiences.

TYPE OF EVENT

- **Information Sessions and Workshops**

TARGET GROUP

Anyone interested in the content of the event/workshop and speakers of foreign languages.



Try a course in another language

STEP 1: IDEATION

1. Goals:

To create a truly engaging workshops that allows members of the local community to experience courses in different languages of instruction, clear objectives and goals are needed. In this course trial, the primary objective is to provide opportunities for community members to explore language skills alongside learning in various subjects. Our goals are to include increasing awareness about the courses offered by the organisation, engaging a diverse audience, and facilitating cultural exchange and language learning.

2. Identify target audience

The next step is to identify a target audience. For example, groups of people who speak a mother tongue other than the main language of the country, or people whose mother tongue is the main language of the country who want to develop skills in a field combined with language development. For example, if there are many people in the area who speak a particular language, there may be a good chance of generating interest in a course whose language of instruction is the one spoken by the group. Segments of audience can for example be students, professionals, hobbyists and retirees.

3. Develop workshop themes and topics based on available resources

It is important to find a theme for the free course that can generate interest among a certain identified target group, but equally important to offer a sample of a course that the organisation can then build on or already have in its existing course offering. In addition, a trainer is needed who has expertise in both the subject matter of the course and the language that will be used for instruction. However, if there is a clear idea of the type of course that the organisation would like to offer, this can be a very good opportunity to work with organisations to find native speakers of different languages who are willing to organise a course on a subject in which they have expertise.

4. Collaborate with local businesses and organisations

To make it easier for potential participants to take part in the activity, cooperation with local businesses or organisations is encouraged to find a venue for the event that benefits the target group and the type of trial course the organisation is offering. For example, a workshop on literature is very suitable for the city library and can benefit both parties. And as mentioned earlier, collaboration with organisations and businesses can help you find people that are interested in leading a course in their mother tongue or other languages in which they are proficient. Examples of potential partners are community centres, libraries, schools/universities and local businesses such as cafés and art studios.

5. Plan workshop format and structure

When the organisation has identified a target audience, a theme for the workshop and possible partner(s), it is time to plan for the workshop format and structure. Design interactive and hands-on sessions that mix theoretical and practical activities. The structure includes an introduction to the subject and language, an interactive session focused on the subject, integrated language practice, and a wrap-up and Q&A session.

6. Develop marketing and outreach strategy

Marketing and outreach are essential to attract participants. The organisation can utilize various marketing channels, including social media platforms like Facebook, Instagram, and Twitter, local newspapers and community bulletins, and flyers and posters in community centers, cafes, and libraries. The strategy should not be generic but adapted to the needs of the target audience for the workshop. If the target audience is people who speak a particular language, it can be beneficial to reach out through that language as well. Try to use both digital and analogue marketing channels.

7. Participants registration and material preparation

Think about how potential participants need to register to attend the meeting. In some cases, no specific registration may be required, while in others, it may be necessary to reach a certain number of participants to organise the workshop. The registration process should be customised so that it does not become a barrier for people to participate. Some people may be able to simply register their interest via a link, while others may need different approaches to register.

STEP 2: IMPLEMENTATION

On the day of the workshop, ensure smooth facilitation and actively engage participants via varied activities, depending on and adapted to the workshop subject. It is also important to understand the specific needs of the target group participating in the activity and consider different approaches or tools to meet these needs. The teacher can use different types of tools to activate and promote collaboration between the participants, examples of which can be found in the 'tools' section. Some workshops may be more focussed on language development and integrate grammar training, while others are more focused on the course topic. This may depend on the teacher's expertise in language teaching or the focus of the workshop. During the workshop, the teacher should address any questions or concerns promptly.

After the workshop, gather feedback through post-workshop surveys, verbal feedback during the wrap-up session, and follow-up emails for additional comments. Also make sure to give participants the opportunity to get information about the organisation's different courses and how to enrol for them. The organisation should be able to offer a logical 'next step' to continue working on the current theme and further develop the skills gained during the free workshop. The participants can also suggest different topics or subjects for future course trials.

STEP 3: FOLLOW-UP

As a final step, analyze the feedback to identify strengths and areas for improvement. This assessment helps your organisation to understand participant satisfaction and learning outcomes. Based on the feedback, you can adjust the workshop content and format and plan future workshops or create courses that build upon the content in the workshop.

If you have entered a partnership with an organisation or a company, it is good to evaluate the activity together to strengthen the relationship and possibly create new opportunities for collaboration.

Event Step-by-Step Guide

EVENT TITLE

**Community Learning Festival:
Celebrating Diversity and
Education**

SUMMARY DESCRIPTION

This festival aims to foster inclusivity and celebrate education by providing engaging, hands-on activities and personalised outreach. Participants will explore educational opportunities, develop skills and engage with local organisations in an informal and festive atmosphere. Activities include cultural workshops, sports, gardening and storytelling sessions.

TYPE OF EVENT

- **Community festivals**
- **Cultural and Social Events**

TARGET GROUP

- **Migrant learners**
- **Refugees**
- **Disadvantaged individuals seeking education and personal development opportunities**
- **Local community members and stakeholders**

Community Learning Festival: Celebrating Diversity and Education

STEP 1: IDEATION

Define Objectives:

- Promote education opportunities for marginalised and migrant communities.
- Foster inclusivity and cultural exchange through interactive and practical activities.

Collaborate with Community Partners:

- Partner with local organisations to create engaging activities, such as gardening, cultural workshops and skills demonstrations.

Incorporate Tailored Outreach:

- Include culturally relevant content and adapt communication strategies to low-literacy audiences.

Design Activities:

- Plan diverse activities such as interactive language workshops, storytelling sessions and skill-building demonstrations.

STEP 2: IMPLEMENTATION

Recruit Participants:

- Use personalised recruitment methods to highlight small group activities and tailored learning plans.

Organise Activities:

- Create a vibrant programme featuring language classes, arts and crafts workshops and community sports events.
- Include a showcase of participant success stories to inspire others.

Leverage Local Partnerships:

- Collaborate with community networks and cultural organisations to co-host events and ensure broad participation.

The tools used in these steps were:

*[Cultural inclusivity checklist](#)

You can find a complete overview of all the toolkit here: [Summary Toolkit](#)



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STEP 3: FOLLOW-UP

Evaluate Impact:

- Collect feedback through surveys, comment boards and informal discussions with attendees and partners.

Share Success Stories:

- Highlight outcomes through community forums, newsletters and social media platforms.

Plan for Sustainability:

- Establish ongoing community engagement activities and explore potential partnerships to sustain the festival's impact.

ADDITIONAL SUGGESTIONS

Incorporate Community Gardens: Use gardening activities as a means of developing language and social skills in a hands-on environment.

Highlight Certification Opportunities: Provide information about available educational certifications and pathways to further education.

Celebrate Cultural Diversity: Include performances, such as music, dance or art from various cultural groups, to enhance inclusivity and engagement.

The tools used in this step were:

*[Cultural inclusivity checklist](#)

You can find a complete overview of all the toolkit here: [Summary Toolkit](#)



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Event Step-by-Step Guide

EVENT TITLE

Meetup - Peer-to-Peer Learning Among Internationals

SUMMARY DESCRIPTION

This event brings together internationals, youth educators, and community leaders to exchange knowledge and foster connections. Through interactive sessions, participants will learn from each other's experiences, explore entrepreneurship opportunities, and co-create strategies for addressing local challenges.

TYPE OF EVENT

- **Information Sessions and Workshops**
- **Partnership Events**
- **Cultural and Social Events**

TARGET GROUP

Internationals, aspiring entrepreneurs, and community leaders, with a focus on fostering intercultural dialogue and mutual learning.



Meetup - Peer-to-Peer Learning Among Internationals

STEP 1: IDEATION

Goals:

- Identify key topics for peer-to-peer learning based on participant needs.
- Engage diverse stakeholders to ensure the event reflects the community's challenges and aspirations.
- Develop a multilingual agenda that promotes active participation.

Inclusive Practices:

- **Multilingual Communication:** Provide all promotional and event materials in multiple languages (e.g., English, German, and other relevant community languages) to ensure accessibility for internationals.
- **Cultural Sensitivity:** Collaborate with community leaders and participants from diverse backgrounds during the planning phase to ensure activities and topics are relevant and resonate with their lived experiences.
- **Inclusive Invitations:** Reach out to participants through various channels, including social media, local networks, and community organisations, to include underrepresented groups.
- **Diverse Representation:** Involve speakers and facilitators who reflect the diversity of the target group, ensuring that attendees see themselves represented.
- **Accessible Materials:** Use plain language, visuals, and step-by-step guides to accommodate participants with varying levels of literacy or digital proficiency.
- **Intercultural Design:** Incorporate activities that promote mutual learning and exchange, such as storytelling, role-playing, or collaborative problem-solving, tailored to international participants' experiences.

Key Activities:

- Conduct pre-event surveys to gather input on themes and topics.
- Collaborate with local organisations and leaders to refine the agenda.
- Create accessible and inclusive promotional materials to recruit participants.

The tools used in this step were:

[*Intercultural citizenship test](#)

You can find a complete overview of all the toolkit here: [Summary Toolkit](#)



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STEP 2: IMPLEMENTATION

Goals:

- Facilitate engaging peer-to-peer learning experiences.
- Showcase successful local initiatives and foster collaboration.

Inclusive Practices:

- Multilingual Facilitation: Ensure all sessions are moderated in at least two languages (e.g., English and German) or provide interpreters to cater to the international audience.
- Interactive Activities: Use hands-on, participant-driven methods like small group discussions, role-playing, and collaborative storytelling to create an inclusive and engaging environment.
- Accessibility in Tools: Provide all digital tools and workshop materials in accessible formats, accommodating different literacy levels and tech proficiency.
- Rotating Stations: Create themed activity stations (e.g., podcasting, storytelling, social media strategy) that allow participants to explore various skills in a dynamic, low-pressure environment.
- Peer Mentorship: Pair participants with mentors or peers who can share their experiences and offer guidance, encouraging mutual support and learning.
- Showcasing Diversity: Highlight diverse local initiatives in presentations, ensuring a mix of cultural perspectives and experiences that reflect the audience.

Key Activities:

- Welcome participants with a brief overview of the event's objectives and agenda in multiple languages.
- Host breakout sessions where participants share their stories, insights, and challenges.
- Include a hands-on workshop on using tools for storytelling or entrepreneurship.
- Highlight success stories through presentations and panel discussions.

The tools used in this step were:

[*Responding appropriately to cultural difference and managing intercultural communication](#)

You can find a complete overview of all the toolkit here: [Summary Toolkit](#)



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STEP 3: FOLLOW-UP

Goals:

- Strengthen connections and collaboration established during the event.
- Support participants in applying their learnings to real-world contexts.
- Gather insights to improve future events and initiatives.

Inclusive Practices:

- **Multilingual Communication:** Provide follow-up materials and feedback forms in multiple languages to ensure all participants can engage post-event.
- **Distribute structured feedback forms** (digitally and on paper) to evaluate the event's impact, relevance, and areas for improvement.
- **Personalised Support:** Offer one-on-one follow-ups for participants who may need additional guidance or resources to implement their learnings.
- **Digital Accessibility:** Share resources (e.g., workshop summaries, recordings, and tools) via an online platform that is easy to navigate and accessible to participants of varying digital literacy levels.
- **Ongoing Engagement:** Establish a forum or WhatsApp group to keep participants connected, especially for internationals who may value a sense of ongoing community.
- **Recognition of Contributions:** Publicly acknowledge participant efforts by sharing their success stories or outcomes on social media or through newsletters

ADDITIONAL SUGGESTIONS

To enhance inclusivity, impact, and participant experience, ensure event preparation includes accessible venues, multilingual materials, and pre-event surveys to address participants' needs. Incorporate vibrant, culturally neutral branding and train facilitators in inclusive practices and cultural sensitivity. Offer hybrid participation options and user-friendly technology, including live captioning or translation tools. Design interactive sessions that mix participants from diverse backgrounds, and provide printed and digital resources accessible to all. Foster engagement with icebreakers, team-building activities, and culturally relevant content while avoiding stereotypes by involving community leaders in planning. Recognise participants with certificates or social media features, and use feedback tools during and after the event to measure success and inform future improvements. Focus on creating a welcoming atmosphere, long-term connections, and opportunities for follow-up collaboration.

Event Step-by-Step Guide

EVENT TITLE

Language Exchange Café

SUMMARY DESCRIPTION

The event is a semi-structured social gathering aimed at bringing people who are studying each other's languages together so that they can practice conversational skills together, as well as socialise and meet new people in the local community. The attendees are seated according to their language goals and given prompts and activities to inspire conversation in their groups

TYPE OF EVENT

- Cultural and Social Events

TARGET GROUP

- Adult Migrant/Refugee Learners
- Adults in the local community generally
- Adult learners studying a language



Language Exchange Café

STEP 1: IDEATION

Identify Objectives:

The first step of planning an event is to identify the objective and goals that you want to achieve through it. In this case, the primary goals of our event are to provide opportunities for socialisation, making personal connections within the local community and creating a safe space for to practice and develop language skill

Identify target group(s):

The next step, which you will likely have already begun thinking about when identifying objectives in the previous step, is to identify the target group(s) not only that you want to achieve those objectives with, but also those to involve in your event generally to achieve them. In our case, our primary target group for this event is adult migrant/refugee learners, particularly those who are already learning the local language. As a secondary target group, necessary for the event to work, we will also need to engage already existing members of the local community. The secondary target group should not be overlooked, as it is particularly important for this type of event.

Brainstorm Event Structure and Materials

Once the objectives and target group are defined, we can begin to think about the actual structure and contents of the event. When brainstorming these, keeping the objectives in mind is key. For example, in this case, we want to ensure that the participants feel comfortable and able to speak with each other and socialise, so for the structure, we will split them up into small groups on separate tables to making engaging in conversation easier and start off the event with icebreaker activities and introductions. In terms of the content, we'll identify discussion themes and prompts that are not too complex, since the language skills of those participating will vary, and make ensure that these prompts are as widely relatable and inclusive as possible, keeping in mind cultural considerations.

Plan Marketing and Engagement Strategy

Now that we know what shape the event is going to take, we can begin planning how to find and engage potential participants. A good place to start is to focus on defining a clear and inclusive message that highlights the key selling points of the event (meeting new people, an opportunity to practice language skills and cultural exchange in this case) and using that as a starting point for writing or designing promotional content. The next step is to is to identify channels through which to promote the event – for example, already existing organisations and groups in the community you can reach out to, community bulletin boards, social media (use a mix of offline and online channels). Design a simple registration process to gather key details, like preferred languages

STEP 2: IMPLEMENTATION

Marketing the event

The first step of implementation is promoting your event. When doing this, use simple, clear communication tailored to your target groups. Share information about the event through local channels like community centres, libraries, or language schools. Remember to utilise social media and online community groups. Where possible, work with local organisations or groups to help you connect with the right audience. Keep your marketing strategy in mind and highlight the event's purpose and benefits in your messaging to encourage participation.

Setting Up the Event

The next step is preparing the event space. Arrange seating in small groups to encourage conversation. Make sure materials like name badges, conversation prompts, and table labels are ready. Provide refreshments if possible, as they can help create a relaxed atmosphere. Use clear signage or instructions to direct participants and ensure they know what to do when they arrive. Check everything is in place before the event begins to ensure a smooth start.

Facilitating the Event

Facilitating the event is about ensuring everyone feels welcome and included. Start by explaining the event's format to participants and using icebreakers to help people relax. Keep an eye on the groups throughout the event to ensure conversations are flowing and everyone gets a chance to speak. Offer support where needed, such as suggesting conversation topics or helping to balance language skill levels. Finish by thanking everyone for attending and reminding them of future events.

The tools used in this step were:

*[Eventbrite](#), Mailchimp and [Conversation Starter Generator](#)

You can find a complete overview of all the toolkit here: [Summary Toolkit](#)



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STEP 3: FOLLOW-UP

Collect Feedback

After the event, it's important to collect feedback from participants. This can be done through a simple survey or informal conversations. Ask about what they enjoyed, what could be improved, and if they felt the event met their needs. Feedback helps you understand what worked well and what can be improved for future events. Keep the questions clear and easy to answer to encourage more responses.

Keep Participants Engaged

Staying connected with participants after the event helps build a community. Consider sending a thank you message or sharing highlights from the event. If you have a mailing list or social media group, use it to keep participants informed about future events or language learning resources. Regular communication helps maintain interest and encourages people to return for future events.

Future Events

Plan for the future by using the feedback you've gathered to improve your next event. Consider what participants would like to see more of and what changes would make the event even better. You could also introduce new themes or activities to keep things fresh. By building on each event and responding to feedback, you'll create a series of events that participants look forward to.

ADDITIONAL SUGGESTIONS

Try varying the activities at each event to maintain interest. You can also create a comfortable, informal atmosphere by offering light refreshments. Make sure to provide opportunities for participants to network and form connections beyond the event itself.

The tools used in this step were:

*Mailchimp and [Conversation Starter Generator](#)

You can find a complete overview of all the toolkit here: [Summary Toolkit](#)



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SUCCESS STORIES

Section 2



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SUCCESS STORY 1

Organisation name	DIMITRA Education & Consulting
Location	Greece, Italy, Germany, Portugal
Brief summary	The NEST project (A New Approach to Cultural Learning for Promoting the Social Inclusion of Migrants and Refugees) is an Erasmus+ KA3 project aimed at fostering social inclusion for migrants and refugees by increasing their understanding of host societies' cultures. By combining an innovative cultural learning course with cultural mentoring, the project supports integration and active community participation.
Website	https://www.project-nest.eu/
Summary description	NEST focuses on promoting cultural learning as a pathway to social inclusion. The project created a structured learning environment through a Study on Cultural Learning, a 'Learn and Blend' course for migrant and refugee students, guidelines for trainers, and a cultural mentoring curriculum. Piloted and optimized with feedback, these resources aim to provide a sustainable, impactful approach to cultural education, aiding integration long after the project's conclusion.
Type of event	• Information Sessions and Workshops • Cultural and Social Events • Community Festivals

Target group

Migrants, refugees, adult educators, cultural mentors, and host communities.

Highlight any innovative outreach practices that were particularly effective

NEST introduced an integrated approach by pairing cultural learning with mentoring, enabling migrants and refugees to connect with local mentors in a structured, supportive environment. This approach facilitated a deeper understanding of cultural norms and practices, easing the path toward social inclusion and participation within host communities.

Mention any community organisations, local networks, or partners involved

NEST collaborated with organizations across Greece, Italy, Germany, and Portugal, including local cultural institutions, refugee support organizations, and adult education providers, establishing a robust network to support cultural integration.

SUCCESS STORY 2

Organisation name

Rogaland Polytechnic College

Location

Stavanger, Norway

Brief summary

Rogaland Polytechnic College is a public education institution in Norway and a leading provider of vocational education and training within petroleum, maritime, mechanics, electrical, automation, building, construction, robotics, economics, administration and health. We offer full- and part time degrees and post graduate courses. Most of our facilities are situated in Stavanger, but maritime and mechanics are in Haugesund. Some courses are offered online. We have a student body of over 1500 students and 140 lecturers.

Website

<https://www.fagskolenrogaland.no/>

Summary Description

The event is held to promote inter-cultural well-being and understanding. We hold a yearly social event called: "Cook, Eat, Dance". This example is for Somalia.

Briefly, each year a nationality is selected from our very international student body, and we hold the event in the college canteen.

1. Volunteer students prepare a dish or 2 from home country, showing participants.
2. Participants watch and have opportunity to ask questions.
3. The shared food is then shared among all participants. All get a chance to eat and enjoy meal together.

4. Pics below illustrate this - Somali music was played, and people had a chance to learn traditional dances from Somalia. We had a student dress in traditional wear and teach us.
5. Somali students then read poems and told tales from their homeland.
6. Two students had opportunity to talk about the history of Somalia and some shared accounts/experiences of being refugees. Quite emotive!

Type of event

Cultural and Social Events

Target group

Staff and students

Highlight any innovative outreach practices that were particularly effective

This type of event is informal and has contributed to breaking down several misconceptions and biases. I have to say that this is true not only for locals but also oftentimes among refugees/immigrants from other countries. Sometimes we forget that they too bring biases and misconceptions. So, in general, this is a very personal one-on-one opportunity to connect.

Mention any community organisations, local networks, or partners involved

Local volunteer centre that works with refugees participated in this event by promoting

SUCCESS STORY 3

Organisation name	Folkuniversitetet, Stiftelsen Kursverksamheten vid Umeå universitet
Location	Umeå
Brief summary	The project <i>Active friendship across borders</i> (Aktiv vänskap över gränser) aims to create a sense of community and combat loneliness by matching groups of seniors, new arrivals and other new Swedes with similar interests.
Website	https://vaniumea.se/projekt/aktiv-vanskap-over-granser/
Summary description	Friend in Umeå (Vän i Umeå) and Umeå municipality (Umeå kommun) have in collaboration with Folkuniversitetet in Umeå created the project <i>Active friendship across borders</i>, financed by The County Administrative Board. The aim is to promote intergenerational health, friendship and community and to combat loneliness by creating meeting places for seniors, newly arrived immigrants, and other new Swedes; groups that risk facing isolation and barriers to meeting new people. Friend in Umeå and Umeå municipality match groups of about four to eight people, which are put together based on interests such as culture, health, cooking or other areas. Folkuniversitetet supports the activities by offering accessible facilities, pedagogical support and help with reporting the activities carried out within the project.



Examples of activities carried out include baking, folk dancing, cooking, movement and dance for the elderly and sewing.

Type of event

Project financed by The County Administrative Board

Highlight any innovative outreach practices that were particularly effective

The success of the project is based on the collaboration between organisations that have a large network of contacts with the target groups. The strength of the project is to create a meeting point for people who would probably not meet naturally and who face the same kind of obstacles in terms of social isolation but in very different ways.

The groups meet in study circles based on the shared knowledge of the group, as opposed to traditional teaching where a teacher provides the knowledge to be learnt by the participants. This opens for knowledge exchanges that are not pre-determined, but only limited by the participants' willingness to learn from each other. Working within study circles also makes the activities very easy to report and the follow-up simple, visible and traceable.

Mention any community organisations, local networks, or partners involved

Vän i Umeå (Friend in Umeå) and Umeå kommun (Umeå municipality).



SUCCESS STORY 4

Organisation name	Sligo Community Training Centre
Location	Sligo, Ireland
Brief summary	Sligo Community Training Centre engages migrant learners through tailored outreach methods, offering a range of educational and personal development opportunities. The Centre fosters inclusivity through hands-on learning, personalised support, and community involvement.
Website	https://sligoctc.com/
Summary description	At Sligo Community Training Centre, migrant learners have the chance to participate in the Gaisce President's Award, where they develop personal skills, engage in community activities, participate in sports, and attend an overnight stay. This inclusive and enjoyable programme is complemented by involvement in the Young Social Innovators initiative. The recruitment process at Sligo Community Training Centre helps spread awareness of available programmes, ensuring migrant learners are always welcomed. They are encouraged to join the Centre due to the small class sizes, additional learning support tutors, and the emphasis on individual learning plans that cater to each learner's specific needs.



Learners also contribute to the CTC community garden, connecting with nature while improving their language and social skills. A broad selection of classes is available, including computers, work experience, Maths, English, cooking, sewing, sports, hairdressing, and arts & crafts. In addition, language classes help learners improve their English proficiency, with certification offered at QQI Levels 2, 3, and 4.

Type of event

- Information Sessions and Workshops
- Cultural and Social Events
- Community Festivals

Target group

Migrant learners, refugees, and other disadvantaged individuals seeking education and personal development opportunities.

Highlight any innovative outreach practices that were particularly effective

Sligo Community Training Centre engages migrant learners by providing culturally relevant content and adapting communication for low-literacy audiences. The personalised learning plans and small group sizes allow for focused attention, ensuring that learners receive tailored support. Offering diverse activities such as gardening, sports, and cultural workshops helps learners develop language and social skills in a hands-on environment.

Mention any community organisations, local networks, or partners involved

- Partnerships with local organisations
- Involvement in community forums
- Co-hosted events with local networks

SUCCESS STORY 5

Organisation name	Youth Power Germany
Location	Berlin, Germany
Brief summary	BRUNCH TALKS, an initiative by Youth Power, is a series of workshops and community discussions focusing on body awareness, well-being, and social integration. This initiative offers a platform for adult learners, educators, and community members to explore personal development methods and connect over shared experiences. It aims to foster inclusion, mental health awareness, and supportive networks for diverse communities across Germany.
Website	https://yp-de.org/news/brunchub-talks/
Summary description	BRUNCH TALKS hosts regular events where participants engage in guided discussions, interactive exercises, and mindfulness techniques. One workshop, the "Body Oxygen Workshop," focuses on body awareness and well-being, offering participants insights into stress management and relaxation techniques. These sessions are particularly valuable for those seeking accessible wellness practices and emphasize the importance of mental and physical health as foundational to personal and professional growth.
Type of event	Interactive workshops and peer-to-peer discussion forums.

Target group

Adult learners, educators, and community members interested in well-being, self-care, and social inclusion, particularly targeting migrants and other underrepresented groups who benefit from a supportive, inclusive community.

Highlight any innovative outreach practices that were particularly effective

The initiative utilises an open, conversational approach where each session is designed to break down barriers to participation. By emphasizing body awareness and mindfulness, BRUNCH TALKS encourages self-reflection and personal empowerment, creating a welcoming environment where individuals from diverse backgrounds can share experiences and learn holistic well-being techniques.

Mention any community organisations, local networks, or partners involved

Youth Power collaborates with wellness professionals and local community groups to enrich the sessions with expert-led workshops.



SUCCESS STORY 6

Organisation name	Rinova Limited / London Youth
Location	London, United Kingdom
Brief summary	A celebration event run towards the end of the Talent Match North London employability programme.
Website	https://londonyouth.org/what-we-do/employability/talent-match-london/ and https://www.rinova.co.uk/partnerships/rinova-a-consortium/talent-match-london/
Summary description	The "Without a Home: Voices of the Unheard" celebration event was help to spotlight the challenges and experiences of young adults facing homelessness. Bringing together young adults, community leaders, and stakeholders, this event served as a platform to discuss critical issues around homelessness and amplify voices often left out of policy conversations. Through storytelling, personal accounts, and a panel discussion, attendees gained insights into the systemic challenges of homelessness among young adults and explored collaborative solutions.
Type of event	Cultural and Social Events



Target group

Community leaders, community organisations, local businesses, mentors and coaches working with young adults.

Highlight any innovative outreach practices that were particularly effective

The event's use of personal storytelling from young adults who had firsthand experiences with homelessness. This method fostered empathy and understanding, making the issues tangible for policymakers and community leaders. The event also integrated interactive discussions that encouraged audience engagement, allowing for a two-way exchange of perspectives on homelessness, which was effective in highlighting the complexity of the issue and rallying support for actionable change.

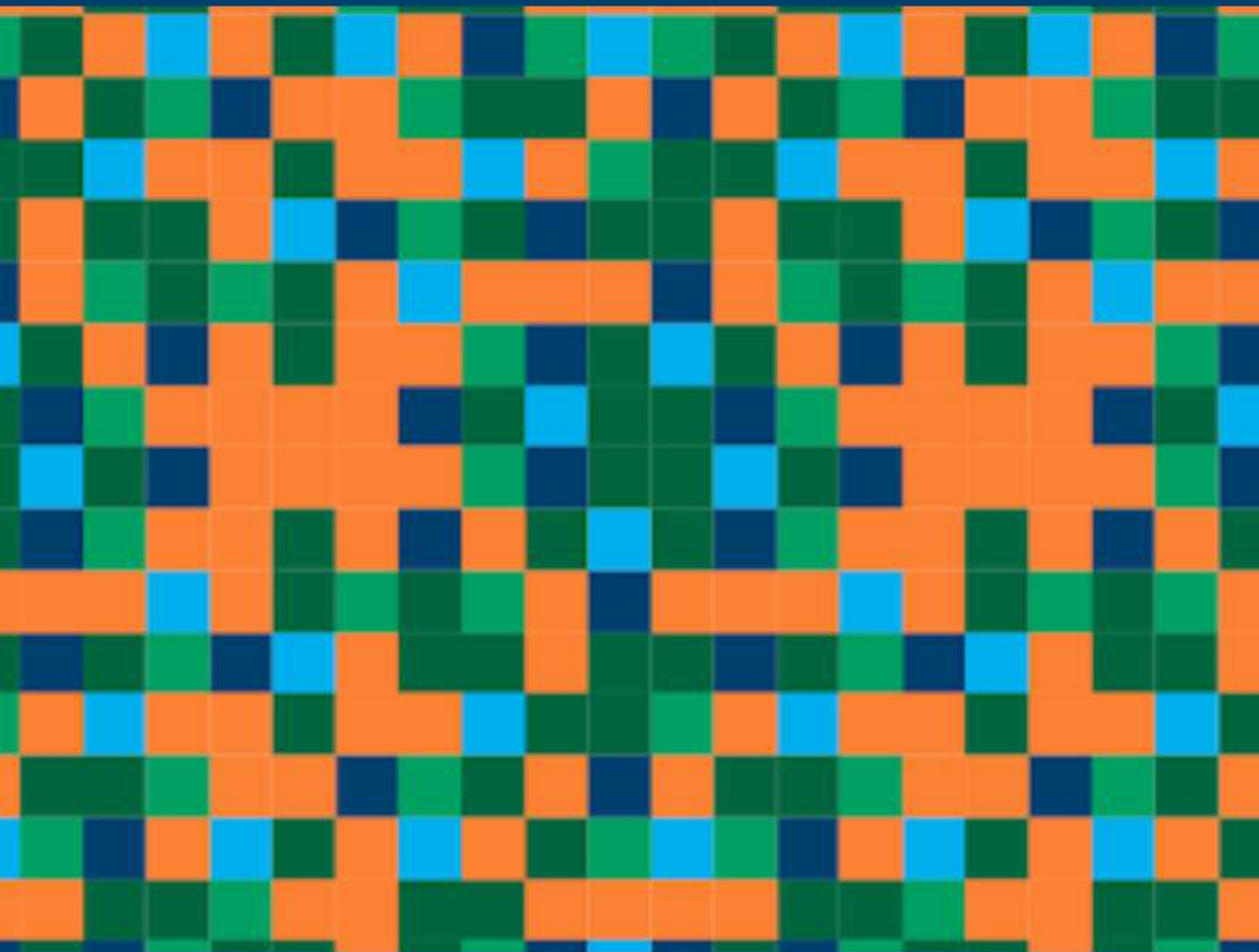
Mention any community organisations, local networks, or partners involved

WAC Arts College, Christian Action Housing, YMCA North London.



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TOOLS

Section 3



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TOOLS MENU

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TOOL 1: INTERCULTURAL CITIZENSHIP TEST

Tool name Intercultural citizenship test

Event step Ideation

Summary description The Intercultural citizenship test is a learning tool designed to support individuals and groups to reflect on what it means to be an intercultural citizen. The Test triggers thoughts and discussion about our own attitudes, behaviours and knowledge..

Use case The Intercultural Citizenship Test is designed to prepare facilitators and groups for fostering an atmosphere of interculturalism by increasing knowledge and awareness of human rights, intercultural competence, and the value of diversity as an advantage. It also encourages a willingness to engage and act in intercultural ways. This tool serves both educational and political purposes, raising awareness among facilitators, group members, and decision-makers about the importance of defining citizenship in a pluralistic, inclusive manner.

The test facilitates discussions on active citizenship as a driver of integration and highlights the role of communities in creating inclusive spaces for participation, particularly for newcomers. By promoting shared values and a sense of belonging, the test aims to build collective solidarity that transcends ethnic, religious, linguistic, social, and economic divides, fostering pluralistic local identities.

Facilitators can use this tool to support group discussions and reflection, ensuring that participants are ready to embrace intercultural perspectives in their interactions. Feedback on both the test and its facilitation guide is welcomed to enhance its application.

Link <https://www.coe.int/en/web/interculturalcities/intercultural-citizenship-test>



TOOL 2: Responding appropriately to cultural difference and managing intercultural communication

Tool name Responding appropriately to cultural difference and managing intercultural communication

Event step Implementation

Summary description The tool "Responding Appropriately to Cultural Difference and Managing Intercultural Communication" provides practical guidance on addressing cultural differences and improving intercultural communication. It highlights the complexity of culture, emphasizing that it includes both visible elements (behaviours, artefacts) and invisible ones (attitudes, beliefs, values). The tool stresses the importance of avoiding stereotypes and recognizing individual diversity within cultural groups. It outlines strategies to enhance communication by being explicit, checking understanding, and fostering a safe and respectful environment where participants can express themselves freely. Key topics include the importance of politeness, handling diverse naming conventions, and creating an intercultural space with shared group norms.

Use case **Facilitating Inclusive Peer-to-Peer Educational Meetups**

This tool can be applied to peer-to-peer educational meetups by equipping facilitators to manage cultural diversity effectively. Here's how:

- 1. Setting a Safe Intercultural Space:** Begin by establishing group norms that encourage openness, respect, and solidarity. Clarify that the meetup is a neutral space where participants can explore and express diverse perspectives without judgment.
- 2. Avoiding Assumptions:** Train facilitators to recognize that differences among participants may not always stem from culture. Encourage a focus on individuals' unique experiences

3.Enhancing Communication: During activities, facilitators should encourage participants to explain their ideas explicitly and check for mutual understanding. This reduces potential misunderstandings and promotes effective dialogue.

4.Adapting to Group Dynamics: Be sensitive to how participants engage based on cultural backgrounds. For example, some may defer to seniority, while others prefer egalitarian interactions. Tailor facilitation techniques to balance group participation.

5.Practical Examples in Naming and Politeness: Discuss how names and forms of address differ across cultures to avoid confusion. Encourage participants to share their preferences and adapt as needed.

By integrating these strategies, facilitators can create an inclusive environment that values diversity, builds intercultural competence, and enhances peer-to-peer learning outcomes.

Link

<https://www.coe.int/en/web/language-support-for-adult-refugees/-/tool-4-responding-appropriately-to-cultural-difference-and-managing-intercultural-communication>

TOOL 3: CULTURAL INCLUSIVITY CHECKLIST

Tool name Cultural Inclusivity Checklist

Event step Ideation and Implementation.

Summary description The Cultural Inclusivity Checklist is a practical tool designed to ensure that outreach events and activities are inclusive and resonate with diverse cultural backgrounds. It guides organisers through considerations for event planning, communication, and activity design, ensuring that materials and approaches are accessible and culturally sensitive.

Use case Ideation:

- Helps event planners review all aspects of their event for cultural relevance, including themes, materials, and language.
- Assists in identifying potential cultural barriers and solutions, such as providing multilingual resources or dietary accommodations for refreshments.

Implementation:

- Provides a step-by-step guide to check inclusivity during execution, including participant engagement methods, culturally appropriate decorations, and facilitation techniques.
- Supports real-time adjustments to ensure all attendees feel welcomed and valued.

Link

https://eleanorglanvilleinstitute.lincoln.ac.uk/assets/downloads/Inclusive_Events_Planning_Checklist.pdf



TOOL 4: EVENTBRITE

Tool name	Eventbrite
Event step	Implementation, Follow-up
Summary description	A platform to create and manage events, track registrations, and send reminders to participants
Use case	Great for event registration and keeping track of participants. You can also send pre-event reminders and follow-up messages.
Link	https://www.eventbrite.com

TOOL 5: MAILCHIMP

Tool name	Mailchimp
Event step	Implementation, Follow-up
Summary description	Mailchimp is an email marketing platform that allows you to create and send professional email campaigns. The free plan includes basic features for designing emails, managing subscribers, and tracking campaign performance.
Use case	You can use Mailchimp to create mailing lists for your event, both for marketing and for follow-ups. It allows you to create custom sign-up forms for your contact lists, meaning you can collect additional useful information – like contact preferences and interests – that enable you to customise your approach with this.
Link	https://mailchimp.com/

TOOL 6: CONVERSATION STARTER GENERATOR

Tool name Conversation Starter Generator

Event step Implementation

Summary description A conversation starter generator, which allows you to choose from various topics from the dropdown, including ESL, which makes it useful for running events for those with limited language abilities.

Use case Great for coming up with topics for discussion, both for designing Icebreaker activities, and giving topics for discussion during the event.

Link <https://www.conversationstarters.com/generator.php>

TOOL 7: CLASSROOMSCREEN

Tool name Classroomscreen.com

Event step Implementation

Summary description An online tool designed to help teachers manage their lessons effectively, and is used, among others, by Swedish as a second language teachers at Folkuniversitetet in Sweden. It includes a variety of widgets and features that can be displayed on a screen to facilitate classroom activities, improve communication and support lesson delivery. It is particularly useful for creating a structured and engaging learning environment.

Use case

Some of the widgets are timer and stopwatch, polling and feedback, random name picker, instruction and notes, drawing and white board and work symbols.

Link

<https://classroomscreen.com/>

TOOL 8: MORETHANONESTORY

Tool name Morethanonestory.org

Event step Implementation

Summary description MoreThanOneStory.org is an initiative centered around a card game designed to build bridges between people of different ages, cultures, and backgrounds by sharing personal stories. The game encourages empathy, understanding, and connection through storytelling.

Use case The tool is often used by Swedish as a second language teachers at Folkuniversitetet in Sweden to create interaction between participants in their second language. It is good to have participants sit in small groups and discuss as the questions provided by the tool are about participants' own lives and experiences.

Link

<https://www.morethanonestory.org/>

TOOL 9: ChatGPT

Tool name ChatGPT

Event step Ideation, Implementation

Summary description ChatGPT is an advanced language model developed by OpenAI that can generate human-like text based on the input it receives. In a workshop, the facilitator and/or the participants can use the tool to translate text to their strongest language to promote communication among people with different languages.

Use case The tool can also be used in an ideation phase to adjust different language levels in text based on the Common European Framework of Reference for Languages (levels A1-C2). This use case has proven to be effective in second language teaching.

Link <https://chatgpt.com/>

TOOL 10: CANVA

Tool name Canva

Event step Ideation, Follow-up

Summary description A graphic design tool that allows users to create professional-quality dissemination materials, such as posters, flyers, and social media graphics.

Use case

Use Canva to design event invitations, promotional materials, and impact reports.

Link

<https://www.canva.com>

TOOL 11: Mentimeter

Tool name

Mentimeter

Event step

Implementation, Follow-up

Summary description

A real-time interactive presentation tool that enables audience engagement through polls, quizzes, and Q&A sessions.

Use case

Use Mentimeter for live polls during the job fair to collect insights and for post-event feedback collection.

Link

<https://www.mentimeter.com/>

TOOL 12: Google Forms

Tool name Google Forms

Event step Ideation, Follow-up

Summary description An online form creation tool that facilitates event registration, surveys, and feedback collection.

Use case Use Google Forms for participant registration before the event and post-event evaluation to gather insights and measure impact.

Link <https://docs.google.com/forms/>

TOOL 13: Netigate

Tool name Netigate

Event step Follow-up

Summary description A professional survey and feedback tool designed for in-depth analysis and reporting.

Use case Use Netigate to conduct detailed post-event evaluations and assess stakeholder engagement.

Link <https://www.netigate.net/>



TOOL 14: Flippity

Tool name Flippity

Event step Implementation

Summary description A tool for creating interactive educational games and activities.

Use case Use Flippity to design engaging icebreaker activities or gamified learning experiences for participants during the event.

Link <https://flippity.net/>

