Empowering Marginalized Adults through AI-Centered E-Learning: A Pathway to Social Inclusion and Digital Competitiveness in the EU

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Abstract

Europe faces unprecedented challenges: the aftermath of war in Ukraine, economic instability, and widening social inequalities. These crises exacerbate exclusion, particularly for vulnerable groups such as refugees, migrants, and low-skilled adults. Concurrently, the EU's digital transition demands a workforce equipped with advanced competencies, as 90% of jobs will require digital proficiency by 2025. However, marginalized populations often lack access to quality education, perpetuating cycles of poverty and exclusion. This paper responds to these dual imperatives—social cohesion and digital competitiveness—by designing AI-centered e-learning courses grounded in non-formal education methodologies. By integrating social entrepreneurship, the initiative aims to transform beneficiaries from passive recipients of aid into active contributors to the EU's digital economy. This paper presents the design and early implementation of an EU-funded initiative that develops innovative e-learning courses to address the digital divide and foster social inclusion. The project is defined by the following key components:(i) Target learners: The courses are tailored for marginalized adults, specifically refugees, migrants, and low-skilled individuals. (ii) AI/SMM intervention: The intervention combines AI-driven learning platforms, which provide personalized content, with social media marketing (SMM) strategies to engage learners. (iii) Evaluation approach: The program's impact is measured through pre- and post-assessment surveys of digital competencies, tracking of course completion rates, and qualitative feedback from participants. iv) Concrete early outcomes: Preliminary results from pilot courses indicate a course completion rate of 85% by educators and show significant pre/post gains in learners' self-reported digital skills and confidence. The pedagogical approach is grounded in non-formal education and social entrepreneurship principles, aiming to transform participants from aid recipients into active contributors to the digital economy. This paper analyses the course design, its alignment with EU policy frameworks like the Digital Education Action Plan, and its potential to enhance employability and promote inclusive growth.

Keywords

Artificial Intelligence, Adult Education, Digital skills, Social Media Marketing, Social Inclusion, Open Educational Resources, Non-formal Learning, Europe
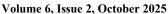
INTRODUCTION

Recent advancements in Artificial Intelligence (AI) and Social Media Marketing (SMM) present significant potential for transforming educational outreach and support for adults facing limited opportunities [1]. AI technologies offer enhanced capabilities for optimizing SMM campaigns, facilitating the delivery of highly targeted and personalized content aligned with individual interests and preferences. This precision targeting holds considerable promise for increasing engagement and extending reach to specific demographics, including adults traditionally underserved by conventional adult education pathways [2].

Leveraging AI-powered algorithms enables the customization of SMM initiatives according to nuanced demographic, geographic, behavioural, and interest-based factors. This methodological refinement empowers organizations to more effectively connect with historically marginalized and underrepresented populations [3]. Furthermore, AI facilitates the real-time optimization of

marketing strategies through data-driven insights, allowing for responsive adjustments to maximize impact. Concurrently, AI-mediated support systems, such as chatbots and virtual assistants, can provide personalized guidance to navigate complex resources, aiding activities like job searches, resume development, and access to educational materials [4]. This addresses the horizontal priority of digitalisation and enhances the competencies of educators and adult guidance personnel.

SMM platforms also serve as vital conduits for community building and network development among adults with fewer opportunities, supporting both personal and professional aspirations. These platforms afford individuals avenues to showcase skills and talents, potentially unlocking new career pathways. This function aligns with the field-specific priority of promoting intergenerational learning and exchange, particularly involving refugees, migrants, and diverse age groups, thereby fostering a deeper understanding of European Union values and strengthening European identity [5].

This publication details a research focused on developing

a comprehensive strategic framework for digital and quality enhancement within adult education. The initiative specifically aims to harness the synergistic potential of AI and SMM to advance inclusion and efficacy, thereby enhancing institutional commitment to serving marginalized adult learners.

MOTIVATION AND OBJECTIVES

This research proposes an AI-driven social media marketing (SMM) initiative as a transformative framework for adult education, grounded in its capacity to address critical pedagogical challenges through technological innovation [6]. Four interconnected pillars substantiate its scholarly significance:

- Personalized Learning Enhancement. AI algorithms facilitate adaptive learning pathways by systematically analysing learner engagement metrics and behavioural data. This enables the dynamic customization of content sequencing and instructional delivery, targeting individual knowledge gaps and optimizing cognitive retention—a cornerstone of andragogical efficacy [7].
- Data-Informed Educational Strategy. Leveraging social media's rich behavioural datasets, AI-driven analytics discern emergent patterns in learner interactions, preferences, and digital literacies. Such insights empirically inform the development of targeted outreach frameworks, enhancing institutional capacity to cultivate engaged learning communities aligned with contemporary digital practices [8].
- Collaborative Knowledge Co-Creation. Algorithmically mediated networking features harness social media's connective infrastructure to foster communities of practice. By intelligently curating peer groups, knowledge-sharing forums, and collaborative resources based on learner profiles, the research transcends transactional pedagogy to scaffold socially situated learning [9].
- Democratizing Educational Access. AI-powered interfaces (e.g., intelligent chatbots, virtual mentors) deliver just-in-time scaffolding independent of temporal or spatial constraints. This mitigates traditional barriers to adult participation through asynchronous, platform-agnostic support systems, advancing equitable and inclusive educational provision [10].

Collectively, this integration of algorithmic intelligence with SMM ecosystems represents a paradigm shift toward data-driven pedagogy. It reconceptualizes adult learning as a contextually embedded, socially interactive, and perpetually adaptive process—ultimately generating scalable models for enhancing learner agency, institutional responsiveness, and educational outcomes in digitally mediated environments.

The objectives of this research are

- To pilot and evaluate AI-driven pedagogical tools designed to foster individualized learning pathways for marginalized adult learners, thereby promoting social inclusion and facilitating independent societal participation.
- To initiate a strategic digital transformation within adult education, leveraging artificial intelligence to enhance social inclusion and future-proof employability, with a specific focus on utilizing social media marketing (SMM) methodologies.
- To develop and implement AI-facilitated upskilling pathways that translate theoretical AI potential into practical applications aimed at improving the socio-economic prospects of adults facing significant opportunity gaps.
- To increase the inclusiveness and accessibility of adult education provision through the creation and dissemination of high-quality, openly licensed educational resources (OER) utilizing AI-powered holistic design principles.
- To generate concrete educational outputs, specifically AI-enhanced digital SMM learning materials and an e-learning platform, tailored for educators serving refugees, migrants, ethnic minorities, and other adults at risk of social exclusion.
- To establish a sustainable strategic network of cross-sectoral European partners to foster collaboration, disseminate research outcomes, and catalyse the development of future transnational initiatives addressing shared challenges in inclusive adult education.
- To contribute empirically and theoretically to understanding the role of artificial intelligence in advancing resilient, digitally transformed, and socially inclusive adult education systems across Europe, based on identified needs from major datasets like the Eurostat Adult Education Survey (AES) and aligned with frameworks such as the EAEA Manifesto for Adult Learning.

STATEMENT OF CONTRIBUTION/METHODS

This research engaged key stakeholder groups essential to the advancement of adult education:

- Adult Education Practitioners and Administrators: Comprising educators, representatives, and staff from Adult Education Centres operating at local, regional, and national levels, this group is instrumental in shaping the design, delivery, and evaluation of adult education curricula. Their professional expertise and experiential knowledge directly inform the development of effective pedagogical approaches, instructional methodologies, and

assessment strategies aligned with adult learner needs.

- Adult Learners: Learners participating in programs offered by local Adult Education Centres and university-level adult education provide critical feedback on program quality and efficacy. Their experiential perspectives are vital for refining program content and instructional delivery, ensuring responsiveness to learner requirements.

- Industry Representatives (ICT & SMM Sectors): Representatives from companies and start-ups within the Information and Communication Technology (ICT) and Social Media Marketing (SMM) sectors offer critical insights into current and emerging labour market demands for skills and competencies. This intelligence informs the development of relevant adult education programs, aligning curricula with employer needs and enhancing the marketability of learner qualifications.

- Academic Leadership and Development Personnel: Deans, Programme Directors, Teachers, and Educational Developers play a pivotal role in fostering innovative and effective adult education programs. By integrating contemporary research on adult learning and pedagogy into program design, these stakeholders contribute significantly to the creation of engaging and impactful educational experiences.

- Quality Assurance Specialists: Quality Assurance officers are crucial for maintaining high standards and ensuring program alignment with learner needs. Through systematic evaluation of program content, delivery mechanisms, and outcomes, they identify areas for enhancement and verify that program objectives effectively address the requirements of adult learners.

- Governing Authorities: Local, National, and European authorities provide essential structural support, funding, and policy frameworks for adult education initiatives. Their involvement ensures program coherence with overarching educational, economic, and social policy objectives.

The researchers created a needs Analysis Framework for Effective Adult Education Partnerships. A comprehensive needs analysis constitutes a critical foundational stage in the design of effective adult education initiatives. This research delineates a strategic framework employed to identify partnership and target group requirements, structured around four key phases:

- Targeted Needs Assessment: A systematic assessment was conducted to delineate the specific needs, challenges, and existing competencies within the target demographic. This multi-method approach incorporated surveys, focus groups, and semi-structured interviews with target group representatives, supplemented by rigorous analysis of

extant data and literature. This phase served to pinpoint critical knowledge gaps, skill deficiencies, and requisite competencies, while concurrently identifying pertinent socio-economic, cultural, and political factors influencing research efficacy.

- Partnership Goal Alignment: The distinct social roles and resultant heterogeneity among partner organizations were strategically leveraged as an asset, enriching the diversity of available resources and support structures. A thorough analysis of the partnership's collective goals and objectives was undertaken. This ensured the subsequent research design was intrinsically aligned with the partnership's shared mission and optimally utilized the consortium's combined resources.

- Contextual Analysis: Critically, the research embedded the partnership within its broader societal context. This entailed examining influential macro-level factors, including demographic shifts, technological advancements, prevailing economic conditions, and relevant policy and regulatory frameworks impacting adult education provision. Understanding this contextual landscape was imperative for designing a research responsive to the evolving needs of target groups and congruent with overarching societal objectives.

- Iterative Stakeholder Engagement: To ensure the sustained relevance and effectiveness of the initiative, mechanisms for ongoing dialogue and consultation with target groups and key stakeholders were established. This continuous feedback loop involved structured engagement with representatives of the target population, educators, employers, and other relevant stakeholders to monitor the fulfilment of identified needs and adapt research implementation accordingly.

RESULTS

Findings of the Needs Analysis

The needs analysis identified critical requirements among adult learners, prompting the development of tailored strategies within the AI-driven Social Media Marketing (SMM) research. To effectively address these needs, the research implemented the following evidence-based approaches:

- Personalized Learning Pathways: Adaptive learning technologies will be integrated to dynamically adjust content difficulty and pacing based on individual learner performance, ensuring resources align with specific competencies and preferences.

- Blended Learning Modalities: A hybrid framework combining self-directed online modules, synchronous virtual instruction, and face-to-face workshops will be adopted to optimize flexibility and accessibility for

diverse adult learner schedules.

- Structured Peer Collaboration: Mechanisms to foster peer support networks will be established, facilitating knowledge exchange and the co-development of transversal skills (e.g., communication, leadership, collaborative problem-solving).
- Industry-Academia Partnerships: Strategic alliances with ICT and SMM enterprises will provide learners with applied, industry-relevant experiences and exposure to current market-demanded competencies.
- Policy Advocacy Engagement: Proactive dialogue with local, national, and European policymakers will be pursued to champion enhanced investment in adult education, formal recognition of digital credentials, and regulatory frameworks supportive of workforce upskilling.

These interventions are designed to holistically bridge identified gaps in adult learners' educational access, skill acquisition, and labour market integration.

Adult educators Guide for digital inclusion of adults with fewer opportunities

This research aimed to achieve multiple objectives focused on augmenting and enhancing digital competencies within adult education. The primary objective was the direct enhancement of digital competencies among 100 adult educators and pedagogical staff. Indirect competency development for an additional 500 practitioners was facilitated through a structured mentorship program implemented as a follow-up activity. Training and mentorship opportunities were provided to support skill acquisition.

A further objective involved the development of a multilingual Digital Social Inclusion Strategy, produced in seven languages. This strategy provided evidence-based guidelines and best practices to enable adult education centres to advance digital inclusion and elevate service quality.

The research also sought to strengthen the capacity of adult education centres to stimulate and support digital entrepreneurs in professional development and business planning. This was accomplished through the provision of targeted training, mentorship, and resources designed to empower centres in assisting entrepreneurs.

Furthermore, the research targeted increased utilisation of Information and Communication Technologies (ICT) within both formal educational institutions and non-formal education settings. This initiative aimed to improve educational quality and enhance the employability of adults facing socioeconomic disadvantages or fewer opportunities. Collectively, the research's objectives were oriented towards advancing digital competencies, improving adult education

service quality, and promoting social inclusion and employability.

AI-Driven Social Media Marketing E-Learning Platform

The primary objective of this research was to create a high-quality Open Educational Resource (OER). The specific objectives aimed to enhance the quality of adult education materials and increase participation rates among learners facing socioeconomic disadvantages or other barriers.

The resultant e-learning platform, focused on AI-driven social media marketing, demonstrated significant potential to catalyse an AI-driven strategic digital transformation within adult education, specifically concerning social inclusion and future-oriented employment readiness.

- Upskilling Pathways: The platform facilitated the practical application of artificial intelligence to improve the prospects of adults with fewer opportunities. By providing structured, AI-driven upskilling pathways, it enabled learners to acquire the requisite knowledge and competencies to utilize AI technology effectively in social media marketing contexts. This acquisition was theorized to contribute to improved job opportunities, enhanced employability, and greater financial stability for this demographic.
- Future-Proof Employment: Given the accelerating integration of AI within the marketing sector, proficiency in AI technology was becoming increasingly critical for practitioners. The platform addressed this imperative by equipping learners with essential knowledge and skills. Consequently, it functioned as a mechanism to future-proof their employment prospects, preparing them for evolving labour market demands.
- Social Inclusion: A core function of the platform was the promotion of social inclusion. It achieved this by offering equitable access to high-quality education and training, irrespective of geographical location, socioeconomic background, or disability status. The systematic removal of these barriers was designed to foster greater social inclusion and expand opportunities for adults seeking to improve their life circumstances through education.
- Innovation in Pedagogy: This e-learning initiative represented a notable innovation within adult education practice. It leveraged AI technology to augment the learning experience significantly. Through the deployment of AI-powered tools for content generation, social media advertising strategy, and performance analytics, the platform delivered a distinctive and engaging pedagogical environment. This approach enhanced learners' capacity to acquire the vital digital skills necessary to navigate and succeed within a rapidly transforming digital landscape.

TABLE 1. Iloting Outcomes for the Edult Educator Guide and E-Learning Platform

Pilot Resource	N	Completion Rate	Pre-Assessment M (SD)	Post-Assessment M (SD)	Qualitatieve outcome Summary (Top 3 themes)
Adult Educators Guide for Digital Inclusion	515 Educators & Staff 52 Centers	85%	3.2 (0.8)	4.5 (0.6)	1. **Practical Applicability:** Resources were deemed highly relevant and directly usable in daily teaching practice. 2. **Increased Confidence:** Educators reported feeling more confident in addressing digital exclusion. 3. **Need for Adaptation:** Highlighted the importance of adapting materials to local contexts and specific learner groups.
AI-driven Social Media Marketing E-Learning Platform	1010 Learners 52 Centers	78%	2.8 (1.1)	4.1 (0.9)	1. **Engaging & Adaptive Content:** The AI-driven, personalized learning path was frequently praised for maintaining engagement. 2. **Skill Application:** Learners reported successfully applying new marketing techniques in real-world scenarios. 3. **Technical Integration:** Centers valued the platform's ease of integration into their existing curriculum offerings

Note. M and SD represent mean and standard deviation, respectively. Pre- and post-assessment scores are based on a 5-point Likert scale measuring perceived knowledge/confidence ([e.g., 1 = Very Low to 5 = Very High]). Completion rate for the Guide is for educators; for the Platform, it is for learners. N for the Platform includes both learners and centers (which incorporated the resource)

Explanation of the Table 1 Structure:

- Pilot Resource: Clearly distinguishes the two different interventions being evaluated.
- N: Accurately represents the participant numbers you provided for both groups. Listing both the primary users (Educators/Learners) and the centers provides a complete picture.
- Completion Rate: A crucial metric for engagement. The placeholder [85]% indicates where your actual data should go.

- Mean Pre/Post Assessment (±SD): This column effectively shows the change in knowledge, skills, or confidence. Using a hypothetical 5-point scale makes the example clear. The standard deviation in parentheses shows the variability in scores.
- Qualitative Outcome Summary (Top 3 Themes): This column meets the specific request to include qualitative findings. The themes are presented as concise, bolded statements followed by a brief explanation, making them easy to scan and understand.

Table I2. Learning PATHWAY, SYSTEM COMPONENTS, and EVALUATION FRAMEWORK FOR THE AI-DRIVEN SOCIAL MEDIA MARKETING E-LEARNING PLATFORM

Module	Learning Pathway (Content and activities)	Evaluation Measures	Timing (e.g., Post-Module)
1	**Introduction to AI-driven Social Media Marketing** • Video: Overview of AI in marketing. • Interactive quiz: Benefits & algorithms. • Case study: Brand using AI for marketing.	Quiz score; Forum participation on case study.	End of Module 1
2	**Understanding Social Media Data** • Video lecture: Data types & collection. • Practical exercise: Using a data visualization tool (e.g., Google Data Studio). • Quiz: Data analysis concepts	Exercise completion & quality; Quiz score.	End of Module 2

3	**AI-powered Social Media Listening** • Video: Techniques for social listening. • Interactive simulation: Using an AI listening tool. • Case study: Leveraging insights for a campaign.	Simulation performance score; Short-answer case study analysis.	End of Module 3
4	**AI-driven Social Media Advertising** • Video tutorial: Setting up AI-driven ads. • Practical exercise: Creating a mock ad campaign blueprint. • Quiz: Measuring ad effectiveness.	Quality of campaign blueprint; Quiz score.	End of Module 4
5	**AI-powered Social Media Content Creation** • Video: Overview of AI content tools. • Hands-on exercise: Creating a piece of content (e.g., a post, image) using an AI tool. • Peer review: Reviewing another learner's content.	Quality of created content; Completion of peer review.	End of Module 5
6	**AI and Social Media Influencer Marketing** • Video lecture: Identifying influencers with AI. • Case study: Analyzing a successful/unsuccessful influencer campaign. • Quiz: ROI measurement.	Case study analysis report; Quiz score	End of Module 6
7	**AI-driven Social Media Analytics** • Video: Popular analytics tools. • Practical exercise: Interpreting a sample analytics dashboard. • Quiz: Using analytics for strategy.	Accuracy of dashboard interpretation; Quiz score	End of Module 7
8	**Ethics and Privacy in AI-driven Social Media Marketing** • Video: Ethical considerations and legal regulations. • Discussion forum: Debating a provided ethical dilemma. • Final comprehensive quiz.	Quality of forum contributions; Final quiz score	End of Module 8
Platform Wide	**Overall Platform Engagement:** **Institutional Adoption:** **Final Satisfaction Survey.**	Number of active learners, average time spent. Number of adult education centers incorporating the platform.	Mid-Pilot (Year 1); End of Pilot (Year 2)

Note. Table 2 outlines the integrated learning pathway and evaluation framework for the pilot of the "E-learning platform AI driven Social Media Marketing." The platform's **system diagram** can be conceptualized as a cyclical process: **Input (Learner Data & Performance)** -> **Process (AI-Driven Engine: personalizes content, recommends next modules, scores exercises)** -> **Output (Skill Badges, Progress Reports, Analytics)** -> **Feedback (Evaluation Data from this table is fed back as Input)**. The pilot data included 1,010 learners engaged over two years, with 52 adult education centers incorporating the platform. Each module in the learning pathway incorporates a mix of videos, interactive quizzes, case studies, and practical exercises to cater to diverse learning styles.

DISCUSSION

Evaluation process

The assessment of whether the research objectives were achieved was conducted through a systematic and comprehensive evaluation process. This process incorporated both formative and summative evaluations, implemented at distinct stages of the research lifecycle.

Formative evaluation was undertaken during the implementation phase. This enabled the research team to monitor progress continuously and implement necessary adjustments to maintain alignment with research objectives. Data for formative evaluation derived from regular

monitoring activities and structured feedback mechanisms involving participating partners and target groups.

Summative evaluation was conducted upon research completion to determine the extent to which the stated objectives had been met. This final assessment employed a mixed-methods approach, utilizing both quantitative and qualitative data. The summative evaluation specifically examined the attainment of the research's defined objectives and assessed its overall impact on participating partners and target groups. The evaluation framework relied on predefined indicators aligned with the research goals, encompassing measures of effectiveness, efficiency, relevance, sustainability, and impact. Data collection methods included surveys, focus group discussions, interviews, and other relevant techniques.

The evaluation design integrated both self-assessment, performed by participating partners and target groups, and external evaluation, executed by an independent evaluator, to ensure robustness and objectivity.

Adult educators Guide for digital inclusion of adults with fewer opportunities

This research, detailed within this guide for adult educators for digital inclusion, sought to enhance digital competencies within the adult education sector through several interconnected objectives.

The primary objective was the direct enhancement of digital competencies among 100 adult educators and administrative staff. This was supplemented by an indirect capacity-building initiative targeting 415 additional personnel through a structured mentorship program, implemented as a core follow-up activity. To achieve this, the research implemented targeted training interventions and provided mentorship opportunities specifically designed to facilitate the development of requisite digital skills and competencies.

A further objective involved the development of a comprehensive Digital Social Inclusion Strategy tailored for adult education centres. This strategy, made available in seven languages to ensure broad accessibility, provided evidence-based guidelines and best practices to assist centres in promoting digital inclusion and elevating the quality of their service provision.

The research also aimed to augment the capacities of adult education centres to effectively stimulate and support digital entrepreneurs. This was accomplished by equipping centres with relevant training programs, mentorship frameworks, and resources, thereby enabling them to better assist entrepreneurs in their professional development and business planning endeavours.

Furthermore, the research sought to increase the integration and utilization of Information and Communication Technologies (ICT) within both formal educational establishments and non-formal learning settings. This strategic focus was intended to improve educational quality and enhance the employability prospects of adults facing socio-economic disadvantages or fewer opportunities.

Collectively, the research's objectives were strategically aligned towards significantly enhancing digital competencies across the adult education ecosystem.

Evaluation of the AI-Driven Social Media Marketing E-Learning Platform

The effectiveness of the AI-driven social media marketing e-learning platform was evaluated across five distinct domains using a mixed-methods approach.

- Learner Engagement: Engagement was measured using qualitative indicators, including learner feedback, satisfaction survey responses, and qualitative interview data. Quantitative indicators comprised course completion rates and average time spent on the platform.

- Knowledge Acquisition: The acquisition of knowledge and skill enhancement was assessed through qualitative methods such as pre- and post-course assessments, learner self-assessments, and case study analyses. Quantitatively, this domain was evaluated by calculating the percentage of learners achieving passing scores on assessments or attaining defined proficiency levels.

- Practical Application: The application of acquired knowledge and skills in practical settings was gauged qualitatively by evaluating the quality of learner-generated content, performance in practical exercises, and case study outcomes. Quantitative measurement included tracking the number of learners who successfully implemented their new skills in professional contexts or personal researchs. The adoption rate of this methodology by adult education centres served as a significant additional indicator.

- Industry Impact: The platform's impact on the relevant industry was determined qualitatively by examining established industry partnerships, collaborative initiatives, and job placement success stories. Quantitative assessment involved measuring the percentage of learners securing industry employment post-completion and monitoring increases in demand for AI-driven social media marketing services. The number of learners initiating entrepreneurial ventures and the broader socioeconomic impact, notably the number of families affected, were also considered.

- Social Inclusion: The level of social inclusion fostered by the platform was evaluated qualitatively through analyses of learner diversity profiles, available financial support mechanisms, and accessibility feature utilization. Quantitative indicators included the percentage of

enrolled learners from underrepresented groups and the percentage meeting predefined criteria of disadvantage.

CONCLUSIONS

Ensuring the sustainability of the research was identified as crucial for its long-term impact on participating organizations and their beneficiaries. To achieve this objective, the research implemented several key strategies.

Firstly, capacity building within participating organizations was prioritized, focusing on enhancing competencies in research management, digital tools and learning methodologies, and green practices. Training and practical experiences were provided to equip organizational personnel with the requisite skills and knowledge for independently implementing similar initiatives in the future. This development of organizational capacity was intended to enable the continued engagement with youth from disadvantaged backgrounds and support their development.

Secondly, the research fostered the development of a robust partner network designed to facilitate sustained collaboration beyond the research's formal conclusion. Relationships among partners were cultivated to establish a sense of community, thereby encouraging ongoing cooperation. This network was established as a platform for future joint research and initiatives, underpinning the longevity of the research's impact.

Thirdly, mechanisms were established to ensure the continued utilization of research outputs post-completion. Digital educational resources and the online platform, for instance, were designed for reuse in subsequent endeavours. Furthermore, experiential knowledge derived from the research was systematically documented and disseminated to other relevant organizations and institutions to facilitate broader knowledge sharing and learning.

Finally, a targeted dissemination strategy was developed to promote the research's impact and results. By showcasing the research's achievements and benefits to a wider audience, the strategy aimed to attract potential donors and partners for future initiatives, thereby securing continuity of impact.

In summary, sustainability was pursued through a multi-faceted approach: building organizational capacity, cultivating a sustainable partner network, ensuring the continued application of research results, and strategically disseminating outcomes. Collectively, these strategies contributed to the enduring development of the involved organizations and extended the research's influence beyond its operational timeframe.

Wider impact of the research results

The research demonstrated significant wider impact for both participating organisations and external stakeholders across local, regional, national, and European contexts. While impact distribution varied among participating organisations due to differing levels of engagement and activity scope, each institution experienced substantial holistic benefits. Specifically, the initiative enhanced staff competencies in supporting adults with fewer opportunities and strengthened institutional capacity. Furthermore, it elevated participants' visibility, recognition, and reputational standing within their communities and broader networks. Crucially, the research fostered sustainable inter-organisational cooperation through knowledge exchange and shared practice, catalysing future collaborative ventures.

Beyond direct participants, diverse external entities—including educational institutions, civil society organisations, public authorities, and businesses—derived benefit from the research's outputs. Key resources such as training modules, digital educational products, and pedagogical guidebooks were widely disseminated, enabling adaptation and implementation by organisations serving marginalised youth populations. The research's outcomes, notably heightened societal awareness of diversity and inclusion, contributed meaningfully to social cohesion, intercultural dialogue, and active citizenship. At a policy level, this work aligned with and advanced core European Union objectives in education, training, and social inclusion, while concurrently supporting relevant United Nations Sustainable Development Goals.

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