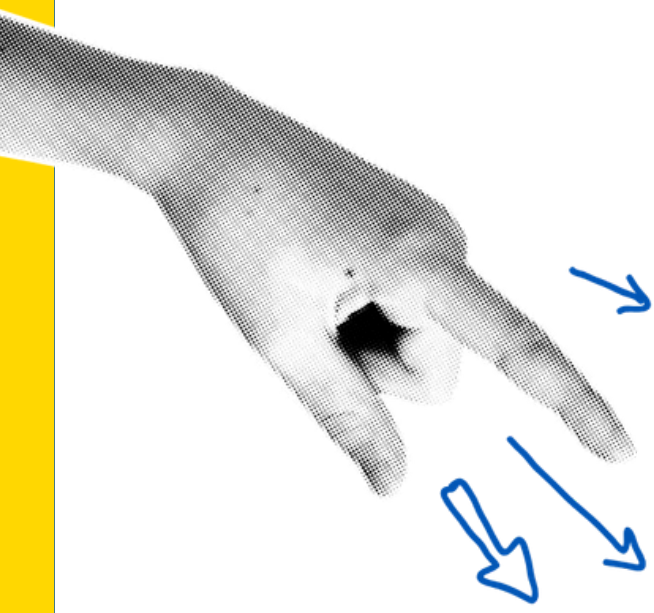

Guidelines for Future Usage

Practical guidance for the continued use, adaptation, replication and mainstreaming of VOICE results

VOICE: Vocational Opportunities and Integration for Refugee Community Empowerment

ESF-SI-2024-UA-01-0017

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D005.006 – Guidelines for Future Usage

Practical guidance for the continued use, adaptation, replication and mainstreaming of VOICE results

Purpose. These Guidelines translate the experience of VOICE implementation and validation into a practical handbook for organisations and trainers wishing to use project resources after the project period. They complement the VOICE Implementation Package by focusing on day-to-day decisions: who to involve, what to adapt, how to deliver the training, how to use the OER platform and how to collect evidence for continuous improvement.

Basic Information

Field	Details
Project title	VOICE – Vocational Opportunities and Integration for Refugee Community Empowerment
Work Package	WP5 – Dissemination and Continuity
Deliverable	D005.006 – Guidelines for Future Usage
Primary users	VET and adult education providers, NGOs, refugee and migrant support organisations, employment services, universities, municipalities, community organisations, trainers and facilitators
Languages	English, Spanish, Italian, Polish and Ukrainian
Preparation	October 2026

The document is intentionally concise, modular and translation-friendly. Each section can be used independently according to the needs of the organisation or trainer.

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How to use these Guidelines

This document is designed as a practical companion to the VOICE Implementation Package. The Implementation Package explains the overall transfer and replication model; these Guidelines focus on the operational choices that help future users deliver VOICE effectively in real educational, employment, community and integration settings.

If you need to...	Go to
Understand what should remain common and what can be adapted	Section 3 – Preserve the core, adapt the context
Choose modules and organise a training pathway	Sections 4 and 6
Recruit refugees, migrants and local participants	Section 5
Work with multilingual or linguistically mixed groups	Section 7
Plan trainer-led or blended sessions	Sections 8 and 9
Deliver training with limited equipment	Section 10
Create inclusive mixed-group participation	Section 11
Collect feedback and monitor results	Section 12
Integrate VOICE into existing services after the project	Section 13
Start quickly with a ready-to-use model	Section 14 and the Annexes

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1. Purpose and scope

The Guidelines for Future Usage provide practical instructions and recommendations for using VOICE outcomes, resources and methodologies beyond the formal project period. Their purpose is to facilitate sustained impact and continued use by stakeholders, trainers and organisations that wish to support employability, digital participation, entrepreneurship and social integration among Ukrainian refugees, migrants, host-community members and other groups facing barriers to employment or participation.

The Guidelines are based on two complementary sources of project experience: the transferable framework consolidated in the VOICE Implementation Package and the evidence generated through testing and validation in Spain, Poland and Italy. The validation process confirmed that the model works best as a flexible framework rather than a rigid training package: the core learning objectives and open multilingual resources can remain common, while examples, pacing, language support, facilitation and activities are adapted to the characteristics of each group.

Key principle. Future users should reproduce the logic of VOICE, not every operational detail. Preserve the common core; adapt delivery to the learners, the local labour market and the setting.

1.1 Who are these Guidelines for?

The document can be used by organisations delivering training directly, by professionals supporting refugees and migrants, and by institutions wishing to integrate individual VOICE modules or Learning Paths into existing services. Typical users include VET and adult education providers, NGOs, employment and career-guidance services, reception and integration services, universities, municipalities, public authorities, community organisations and employers offering supported learning opportunities.

1.2 What these Guidelines are – and are not

They are not a requirement to reproduce the original pilots exactly. They are a practical decision tool explaining the implementation conditions that proved useful during VOICE validation and the

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adjustments that can make future delivery more accessible, engaging and sustainable.

2. What future users receive from VOICE

VOICE leaves a reusable ecosystem rather than a single course. Organisations can use one resource independently or combine several resources into a complete pathway. The resources are open and multilingual and were designed to support self-directed, trainer-led, face-to-face, online and blended learning.

Resource	What it provides	How to use it
VOICE OER Platform	Central access point for training, navigation, self-study and accessibility features	Use directly with learners or as the digital backbone of a facilitated programme
13 training modules	Ready-to-use learning content covering employability, digital competence, entrepreneurship and transversal skills	Select individual modules or combine them according to learner needs
Learning Paths	Suggested combinations of modules linked to practical goals	Use as a starting route for objectives such as employability, CV preparation, job search, entrepreneurship or professional social media
Self-assessment and certificates	Learner reflection, knowledge checks and recognition	Use at the end of modules or training sequences; adapt recognition if your organisation has its own system
Glossary and gamification	Terminology support and additional engagement	Use during self-study or facilitated sessions to reinforce concepts
Accessibility tools and Olena	Visual customisation and audio access to written content	Demonstrate these functions during onboarding; do not assume learners will discover them independently
VOICE Assistant	Interactive on-demand support, including job-search and professional-integration questions	Use as complementary support, not as a replacement for professional counselling where individual advice is required
Social Innovation Repository	46 mapped initiatives and transferable practices	Use for inspiration, benchmarking and guided exploration of relevant local or European practices
Skills Gap Matrix	Structured overview of priority skill gaps	Use as a model for defining local training priorities
Implementation Package	Strategic roadmap for uptake, transfer and	Use together with these operational Guidelines

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Resource	What it provides	How to use it
	replication	when planning a new VOICE-based initiative

Main access points: VOICE OER Platform · Training area · Social Innovation Repository · Mapping / Skills Gap resources

2.1 What was strengthened after piloting

The final resources incorporate direct lessons from WP4. External links were reviewed and updated; isolated translation inconsistencies were corrected; additional practical exercises and short training video pills were introduced; mobile use was optimised; Learning Paths and progress indicators were implemented; navigation was improved through a back-button function; audio features were added within games; and a video demonstration guide was uploaded to support step-by-step navigation of the platform. These improvements mean that future users receive a learning environment that has already been fine-tuned through real implementation evidence.

Practical implication. Future implementation should focus on contextualization and facilitation of the VOICE platform or curriculum architecture.

3. Preserve the core, adapt the context

Transferability in VOICE does not mean identical delivery in every country or organisation. The pilots demonstrated that the same learning architecture can be used with different participant profiles when implementation is adapted. A useful way to plan future use is to distinguish between the elements that preserve the identity of the model and those that should remain flexible.

Keep as a common core	Adapt to the local context
Needs-based and evidence-informed approach	Target group and recruitment channels
Open, reusable and multilingual resources	Language combination and level of linguistic mediation
Employability, digital competence, entrepreneurship	Module selection, Learning Path and session duration

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Keep as a common core	Adapt to the local context
and transversal skills	
Combination of digital learning and human interaction	Balance between self-study and trainer-led activity
Accessibility and inclusion	Examples, case studies and support arrangements
Practical application and learner participation	Local job-search procedures, services, funding and business-support references
Opportunities for interaction between refugees and host communities where feasible	Composition and size of mixed groups
Monitoring, feedback and continuous improvement	Evaluation depth, follow-up and institutional indicators

This balance prevents two common problems. Replicating every detail without adaptation may make the training less relevant to a new group, while changing the model too extensively may weaken the elements that were validated across countries. Future users should therefore document significant adaptations so that the reasons for changes remain clear and future implementers can learn from them.

4. Start from needs and choose the right learning pathway

Before selecting modules, define the problem the training is expected to address. VOICE was built through a needs-based process, and future use should retain this logic. A short local diagnosis is often sufficient: the goal is not to reproduce the full project research process, but to understand the learners, their priorities and the environment in which the training will take place.

1. **Define the target group**. Record employment situation, educational background, digital confidence, language repertoire, previous professional experience and any specific support needs.
2. **Identify the immediate objective**. Examples include finding a job, preparing a CV, improving professional use of social media, developing digital confidence, exploring entrepreneurship or

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preparing a business idea.

3. **Check local barriers and opportunities**. Consider labour-market practices, public or employment services, legal and administrative procedures, available support organisations and digital tools commonly used in the country or region.
4. **Select the most relevant modules or an existing Learning Path**. Do not require learners to complete the full catalogue when a shorter pathway better responds to their objective.
5. **Decide what needs local adaptation**. Replace or complement generic examples with current local services, realistic scenarios and national or regional resources.

4.1 Localisation should make content actionable

Piloting showed that participants valued European-level content most when it was connected to recognisable local situations. Future delivery can therefore complement VOICE materials with local job-search procedures, employment and business-support services, funding opportunities, digital-payment practices, professional social-media practices and other examples that reflect the environment in which learners will act.

The VOICE Social Innovation Repository can also be used as a guided exploration tool. Trainers can select relevant initiatives before the session or invite learners to compare approaches and identify services or practices that may be transferable to their own context.

> **Do not over-localise the core.** Local references should complement the common resources rather than replace the transferable learning objectives. This keeps the material reusable while making it immediately relevant.

5. Recruitment and cooperation with local organisations

Participant recruitment should be treated as part of the implementation methodology, not as an administrative step that happens after the training has been designed. The Italian piloting showed that reaching refugees and migrants often requires sustained cooperation with organisations that

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already have trusted relationships with potential participants.

In the July cycle, cooperation with the social cooperative Medihospes provided both a training venue and practical support for recruitment. The organisation circulated a booking form and personally invited beneficiaries. This experience demonstrates the value of involving reception and integration services early, because they can help reach the intended audience, understand availability and language needs, and organise delivery around real circumstances.

Potential partner	Useful contribution
Refugee and migrant support organisations	Trusted outreach, recruitment, individual support and access to services
Reception and integration services	Knowledge of beneficiary circumstances, language needs and availability
Employment and career-guidance services	Labour-market information, job-search support and referral opportunities
VET/adult education providers and universities	Training environments, trainers, learners and curriculum integration
Municipalities and local authorities	Local coordination, outreach and connection with public services
Ukrainian community organisations and representatives	Trust, communication, cultural mediation and connection with the target group
Employers/business organisations	Labour-market insights, skills needs and possible employment connections
Community organisations	Social participation and interaction between refugees and host communities

5.1 Recruitment good practice

Plan outreach early, use direct communication in addition to general dissemination, explain clearly that the resources are free and multilingual, and tell participants what they will be able to do after the session. When mixed-group learning is planned, recruit both refugees and local participants intentionally rather than assuming that a mixed group will emerge automatically.

In employer-based or institutional settings, consider how recruitment affects participation. The CIRCLE validation showed that attendance arranged by an employer can ensure presence but may reduce willingness to speak openly. Where possible, make participation and discussion voluntary

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and provide private or anonymous feedback routes.

6. Design the learning pathway

A future VOICE activity can be very short or extend across several sessions. What matters is that learners understand the sequence and that digital resources, trainer-led activity, assessment and feedback form one coherent pathway. The following sequence can be adapted to different delivery formats.

Stage	Recommended use	Practical note
1. Welcome and onboarding	Explain objectives, show the platform and confirm language/device needs	Demonstrate navigation, accessibility options and the relevant Learning Path before starting
2. Core OER content	Individual or guided exploration of the selected module	Preselect the exact pages/resources needed for the session; avoid asking learners to navigate the whole catalogue during limited session time
3. Facilitated practice	Scenario, case study, role-play, peer task or guided discussion	Use the classroom or videoconference time for application rather than repeating all platform text
4. Reflection and clarification	Discuss difficult concepts, host-country terminology and learner questions	Adjust pace and language support according to the group
5. Self-assessment	Use the module test when appropriate	Explain that self-assessment supports reflection; allow learners to retake the test
6. Feedback	Collect short structured feedback and, where useful, a facilitated debrief	Offer an anonymous QR/form option when public discussion may be uncomfortable
7. Recognition and next step	Certificate, next module, Learning Path or referral to local services	Show learners how to continue independently after the session

6.1 Choose the right intensity

Format	When it works well	Suggested structure
Short 90–120 minute session	Awareness, targeted employability topic, community event, introductory workshop	One core topic + one practical activity + guided platform exploration + feedback

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Format	When it works well	Suggested structure
Half-day workshop	Practical employability/digital skills with interaction	One or two modules + several practical activities + self-assessment + reflection
Recurring short sessions	Groups needing more language support, lower digital confidence or gradual progression	Divide the pathway into small blocks; use optional self-study between sessions
Blended pathway	Learners who can study independently but benefit from discussion and practice	Pre-learning or self-study + facilitated workshop + test/certificate + optional follow-up
Self-directed use	Independent learners or users accessing the platform after organised activities	Learning Path + progress indicators + accessibility tools + video guide + self-assessment

7. Multilingual and linguistically mixed groups

The target group should be expected to be linguistically heterogeneous. Even within one nationality, participants may have very different levels of proficiency in the host-country language, English or other support languages. Future delivery should therefore treat linguistic mediation as a normal part of the VOICE model rather than as an exceptional corrective measure.

7.1 Before the session

- Identify the languages participants are comfortable using for learning and discussion.
- Confirm which VOICE language versions will be most useful and prepare direct links in advance.
- Identify key host-country terms that learners will need for employment, administration or entrepreneurship.
- Prepare simple explanations, visual support or bilingual terminology where difficult concepts are expected.

7.2 During the session

Trainers should be free to paraphrase, simplify, repeat and reformulate important concepts. In

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the Italian pilots, trainers sometimes explained or reformulated a concept in a support language and then repeated the important terminology in Italian. This transformed a potential language barrier into an opportunity for vocabulary development and language awareness.

Where different language levels are present, avoid assuming that the fastest or most confident speakers represent the whole group. Check understanding through short questions, practical tasks or peer explanation rather than repeatedly asking only “Is everything clear?”.

Useful practice	Why it helps
Plurilingual facilitation	Keeps learners engaged while preserving exposure to host-country vocabulary
Short sentences and concrete examples	Reduces cognitive load and supports translation
Written keywords visible during explanation	Supports comprehension and later recall
Peer support without assigning learners as permanent interpreters	Encourages collaboration without placing an unfair burden on individual participants
Direct links to the same resource in different languages	Allows participants to follow the same activity through the version that best supports understanding

Translation is not localisation. A translated module may still need local examples and host-country terminology before learners can apply it confidently.

8. Facilitation, flexible pacing and co-training

The piloting experience showed that VOICE resources are most effective when trainers can adapt delivery to the group. Participants may differ in language competence, digital familiarity, educational background, professional experience and confidence. A trainer should therefore be able to adjust pace, select the most relevant activities and provide additional explanation where needed without changing the learning objective.

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8.1 Distinguish core from optional activities

Time limitations should not force trainers to rush through every available resource. Before delivery, identify the essential content that must be covered and separate it from optional extension activities. If learners need more explanation or practice, use the available time for the core objectives and direct them to optional resources for later self-study.

8.2 Prioritise practice

The strongest engagement across pilots occurred when participants had to apply, compare, discuss, correct or reflect. Future sessions should therefore favour practical scenarios, realistic job-search tasks, CV review, role-play, discussion of professional social-media profiles, business-planning exercises, guided exploration of digital tools and short collaborative challenges. The platform provides the common content base; facilitated time should help learners use that content in realistic situations.

8.3 Consider co-training for heterogeneous groups

The Italian experience suggests that a two-facilitator model can be a valuable good practice when resources permit. One trainer can lead the main activity while the second supports individual participants, helps with language or technical access, observes group dynamics and records implementation evidence. This makes it possible to respond to individual needs without interrupting the progression of the whole group.

One facilitator focuses on...	The second facilitator can...
Explaining the learning objective and leading the common activity	Support participants who need additional clarification
Managing timing and group discussion	Assist with language, devices or platform navigation
Connecting the module to practical examples	Observe engagement and identify barriers
Facilitating peer interaction	Record feedback and support evaluation activities

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9. Connecting the OER platform, classroom activities, tests and feedback

One of the clearest implementation lessons from WP4 is the need for trainers to understand how the different VOICE components fit together within the time available. The platform, presentations, classroom activities, module tests and feedback tools should not feel like separate tasks added one after another. They should form one learning sequence.

9.1 Prepare the sequence before the session

1. Choose the learning objective and the exact module or Learning Path that supports it.
2. Open the platform in advance and identify the specific pages, videos, games, exercises and external resources you intend to use.
3. Decide what learners will explore independently and what requires trainer explanation.
4. Select one or two practical activities that apply the core content.
5. Decide whether the self-assessment will be completed during the session or afterwards.
6. Prepare the feedback route: standard form, QR code, anonymous digital form, facilitated debrief or a combination.
7. End with a clear next step: certificate, next module, local service, job-search action or continued Learning Path.

9.2 Example: 120-minute facilitated sesión

Time	Activity	VOICE component
0–10 min	Welcome, objective, language/device check	Platform introduction + accessibility/video guide
10–30 min	Guided exploration of selected content	Relevant module pages/video pill
30–65 min	Practical task and peer exchange	Scenario, role-play, CV/job-search/business activity

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Time	Activity	VOICE component
65–80 min	Clarification and local contextualisation	Trainer explanation + local services/resources
80–95 min	Interactive reinforcement	Game, short exercise or guided repository exploration
95–110 min	Self-assessment and next-step guidance	Module test + certificate pathway / next Learning Path
110–120 min	Feedback	Anonymous QR/form and/or short debrief

Avoid duplication. Do not read presentation slides aloud after learners have already studied the same content online. Use trainer-led time for clarification, application, localisation and interaction.

10. Accessibility, mobile use and low-tech delivery

Future implementation should assume that equipment and connectivity will vary. The Italian pilots confirmed that VOICE can still be delivered effectively in less-equipped environments. When projection equipment was unavailable, trainers used QR codes and direct links shared through messaging applications so participants could open the platform on their own devices. This approach increased resilience without changing the learning objectives.

10.1 Provide more than one access route

- Projected platform or presentation when equipment is available.
- QR codes linking directly to the selected module, activity or feedback form.
- Direct web links shared by email or messaging applications.
- Participants' own smartphones or tablets, supported by the mobile-optimised platform.
- Downloadable materials when connectivity is limited or unreliable.

10.2 Demonstrate accessibility features

Accessibility is most effective when users know that the functions exist. During onboarding, briefly

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show the accessibility panel, visual customisation options, the back-button navigation, audio features in games and the Olena Page Reader. The video demonstration guide can be used as a step-by-step support resource for users who need additional help navigating the platform.

When planning a session, ask whether any participant needs larger text, higher contrast, audio support, slower pacing or additional help with devices. Where possible, build these options into the normal learning environment rather than treating them as exceptional accommodations.

11. Mixed-group learning, inclusion and psychological safety

The VOICE mixed-group approach creates opportunities for refugees, migrants, local citizens and professionals to work on shared employability and digital challenges. Piloting showed that the value comes from structured interaction around common goals, not simply from having different profiles in the same room.

11.1 Design interaction deliberately

- Use shared practical tasks rather than dividing participants into “refugee” and “local” subgroups.
- Create pairs or small groups that allow quieter participants to contribute.
- Use scenarios based on common needs such as job search, professional presentation, digital communication and entrepreneurship.
- Invite participants to compare experiences without requiring anyone to disclose personal or traumatic information.
- Treat cultural and professional differences as learning resources, while avoiding stereotypes.

11.2 Participation context matters

The CIRCLE workplace validation showed that high-quality materials and competent facilitation do not automatically create open discussion. Participants who attend because an employer has organised the activity may be less willing to speak freely in front of colleagues. In workplace or

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institutional settings, create voluntary discussion opportunities where feasible, use smaller groups and provide confidential or anonymous feedback channels.

> **Anonymous feedback option.** A QR-based or embedded anonymous feedback form is recommended when participants may be uncomfortable commenting publicly. It can complement, rather than replace, facilitated discussion.

12. Feedback, monitoring and continuous improvement

Monitoring should be proportionate to the scale of the activity. A short community workshop does not need the same evaluation system as a multi-week training programme, but every implementation should generate enough evidence to understand who participated, what was delivered, how learners experienced it and what should be improved.

12.1 Minimum evidence to collect

Area	Minimum information
Participation	Date, format, number of participants, Ukrainian/refugee participants, local/host-community participants; gender and other profile data only where appropriate and lawfully collected
Delivery	Modules/Learning Path used, duration, language(s), venue/online format, facilitators involved
Engagement	Attendance/completion, main activities used, notable participation patterns
Learning	Self-assessment results or short pre/post questions when knowledge gain is an explicit objective
Experience	Participant satisfaction, perceived usefulness, accessibility, clarity and confidence
Inclusion	Opportunities for peer interaction and mixed-group exchange, where relevant
Trainer evidence	What worked, adaptations introduced, barriers observed and recommendations for future delivery
Platform use	Where available, anonymous aggregated access, progress and interaction indicators

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12.2 Use more than one feedback route

Digital forms are efficient and easy to aggregate, but they are not always the best method for every group. Future users can combine a short form with oral debriefs, focus-group questions or anonymous QR-based feedback. The choice should reflect the setting and participants' comfort in speaking openly.

12.3 Optional deeper evaluation

Where knowledge gain is a key objective, use a small set of comparable questions before and after the training. Where organisations want to understand longer-term use, an optional follow-up after approximately four to eight weeks can explore continued platform use, application of skills, further training, job-search steps or institutional reuse. Longer-term outcomes should be reported as follow-up evidence rather than inferred from immediate satisfaction.

13. Sustainability, mainstreaming and future uptake

Sustainability does not require every organisation to create a new stand-alone VOICE programme. Because the resources are open and modular, individual modules or Learning Paths can be integrated into services that already exist, including employability programmes, refugee and migrant support, VET and adult education, university career services, entrepreneurship training, youth work and digital-skills initiatives.

The VOICE OER platform is a central sustainability mechanism and is intended to remain available for at least three years after the end of the project. The Implementation Package also records an additional long-term access point through the IWS online training area. Future users should therefore focus on maintaining awareness of the resources, integrating them into existing practice and keeping local examples current.

13.1 Mainstreaming options

Organisation	Possible future use

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Organisation	Possible future use
NGO/refugee-support service	Use selected modules during employment counselling; run short group workshops; refer beneficiaries to self-study Learning Paths
VET/adult education provider	Embed modules in employability, digital or entrepreneurship programmes; combine online study with classroom practice
University/career service	Use employability and digital-business content for students, displaced learners or professional-development activities
Employment service	Use selected modules as preparatory resources before counselling or job-search support
Municipality/community organisation	Offer low-threshold digital and employability workshops and refer users to the open platform
Employer/business organisation	Use relevant digital and professional modules in voluntary development activities, with appropriate privacy and anonymous feedback options

13.2 Keep the resources current

Fast-changing topics such as social media, AI tools, labour-market portals, digital finance and online business practices require periodic review. A light maintenance cycle should check external links, examples, terminology, interactive elements, language consistency, mobile use and accessibility functions. The goal is continuous curation, not structural redevelopment.

13.3 Build multiplier capacity

NGOs, universities, VET providers, career-guidance professionals, municipalities and employment actors can act as multipliers by recommending, integrating or reusing VOICE resources. When reporting sustainability, distinguish expressed interest from confirmed uptake. Verified reuse—such as integration into teaching, counselling or support activities—provides stronger evidence of mainstreaming than intention alone.

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14. Three ready-to-use implementation scenarios

The following examples illustrate how the same VOICE resources can be used at different levels of intensity. They are starting models and should be adapted to the target group and local context.

Scenario A – Two-hour employability clinic in an NGO or reception service

Element	Suggested approach
Target group	Refugees/migrants and local jobseekers with immediate employment needs
Resources	A targeted employability Learning Path or selected modules on CV, social media and digital interaction
Method	10-minute onboarding; guided platform content; CV/error-spotting or profile exercise; peer discussion; short test; QR feedback
Language	Host-country language with Ukrainian/English/other support versions as needed
Staff	One trainer; second facilitator recommended if digital/language needs are high
Follow-up	Certificate/next module + referral to local employment services

Scenario B – Blended VET or university pathway

Element	Suggested approach
Target group	Students, displaced learners, jobseekers or professionals preparing for labour-market transition
Resources	Several modules combined through a Learning Path
Method	Pre-learning online; 2-3 facilitated sessions focused on practice; self-assessment and certificate; optional follow-up
Language	Multilingual self-study with host-country terminology reinforced in class
Staff	Trainer + optional second facilitator/mentor
Monitoring	Attendance, module completion, pre/post questions, satisfaction and follow-up on continued use

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Scenario C – Open self-study supported by a career or community service

Element	Suggested approach
Target group	Users who cannot attend scheduled training or prefer autonomous learning
Resources	VOICE OER Platform, Learning Paths, video guide, accessibility tools, glossary, games and self-assessment
Method	Short orientation session or printed/QR guidance, followed by independent use
Support	Optional drop-in help for navigation, language or questions
Recognition	Personalised certificate after successful assessment
Monitoring	Anonymous platform metrics plus optional user feedback

15. Replication checklist

Use this checklist before launching a new VOICE-based activity. Not every item requires a complex process; the aim is to make key decisions explicit before delivery.

Preparation

☐ Target group and immediate objective are clearly defined.

☐ Local needs, language needs and digital confidence have been considered.

☐ Relevant VOICE modules or Learning Path have been selected.

☐ Local labour-market, employment and support references have been checked.

Recruitment and partnerships

☐ Trusted local organisations or networks have been engaged where useful.

☐ Recruitment information clearly explains the practical benefit, free access and multilingual resources.

☐ Mixed-group participation has been planned where feasible and appropriate.

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Delivery design

☐ Core activities have been separated from optional extensions.

☐ The sequence linking platform content, practice, test and feedback is clear.

☐ Language mediation and host-country vocabulary support have been planned.

☐ Practical activities and opportunities for peer exchange are included.

☐ A second facilitator has been considered for heterogeneous groups where resources permit.

Technical and accessibility preparation

☐ Direct links/QR codes have been prepared.

☐ Mobile access and available devices have been checked.

☐ Low-tech alternatives are available if projection or connectivity fails.

☐ Accessibility features and the video guide will be demonstrated where relevant.

Feedback and evidence

☐ Participation indicators are defined.

☐ Feedback route is ready, including an anonymous option where appropriate.

☐ Trainer observations and significant adaptations will be documented.

☐ Optional pre/post or follow-up evaluation has been planned if needed.

Sustainability

☐ Learners know how to continue using the platform after the activity.

☐ The organisation has identified opportunities to reuse modules in existing services.

☐ Local examples and links have an owner or review process for future updating.

☐ Any institutional reuse will be documented as verified uptake rather than intention only.

A simple quality test. If learners can understand where to start, access the right language, apply at least one concept to a real situation, know what to do next and provide feedback comfortably, the implementation is following the core VOICE logic.

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Annex A. Trainer Session Planner

This one-page planner can be completed before each facilitated session. It is deliberately simple so that it can be translated and reused by different organisations.

Planning item	Trainer notes
Session title / date	
Target group and number expected	
Main learner objective	
VOICE module(s) / Learning Path	
Language(s) and mediation plan	
Core content to cover	
Optional extension content	
Practical activity / scenario	
Platform pages / video pills / games to use	
Self-assessment: during session or after?	
Local examples / services to mention	
Technical access: projector / QR / direct links / own devices	
Accessibility support required	
Feedback method	
Next step for learners	

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Suggested trainer reflection after the session

☐ What generated the strongest engagement?

☐ Which concept or activity required additional explanation?

☐ Were language and digital support sufficient?

☐ Did the planned timing work? What should move to optional/pre-learning next time?

☐ How did participants interact with one another?

☐ Were there technical or accessibility barriers?

☐ What feedback should be incorporated into the next session?

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Annex B. Minimum Monitoring Template

The following minimum dataset supports consistent reporting while avoiding unnecessary administrative burden. Add additional indicators only where they are useful for the implementation objective and compatible with applicable data-protection requirements.

Indicator	Record
Date / location / delivery format	
Partner / implementing organisation	
Number of sessions	
VOICE module(s) / Learning Path	
Total participant records	
Ukrainian/refugee participants	
Local/host-community participants	
Other participant profile information (gender), if relevant and lawfully collected	
Language(s) used	
Number of trainers/facilitators	
Feedback responses	
Self-assessment / test data, if used	
Main strengths observed / Main lessons / recommendations	
Adaptations introduced	

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Counting rule. Report unique learners, session attendances, feedback submissions, tests and anonymous platform users as separate indicators. Do not add them together as if they represented the same population.

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Annex C. Localisation Checklist

Use this checklist when preparing VOICE resources for a new country, region, institution or target group.

- ☐ Are the language and terminology appropriate for the target group?
- ☐ Are important host-country employment terms explained?
- ☐ Are job-search procedures and examples current?
- ☐ Are public/employment services and referral points locally relevant?
- ☐ Are legal or administrative references accurate and necessary?
- ☐ Are funding and business-support examples relevant to the local ecosystem?
- ☐ Are digital tools and social-media examples still available and commonly used?
- ☐ Are payment/finance examples appropriate for the context?
- ☐ Are external links active?
- ☐ Are all interactive elements functioning in the selected language?
- ☐ Are the materials readable and usable on mobile devices?
- ☐ Are accessibility functions working and explained to learners?
- ☐ Can the core content be completed within the available time?
- ☐ Have optional extension activities been identified?
- ☐ Are practical scenarios culturally and professionally appropriate?
- ☐ Have trusted local stakeholders reviewed the implementation plan where useful?

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Final message

VOICE is designed to remain useful after the project because it combines a stable common framework with the flexibility needed for real-world delivery. Future users are encouraged to select the resources that respond to their learners, adapt examples and facilitation to local conditions, preserve open multilingual access and continue using feedback as a source of improvement. In this way, the project outcomes can remain active tools for employability, digital participation, entrepreneurship and social integration rather than static project results.

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