VOICE Implementation Package

Guidelines for the Further Uptake, Transfer and Replication of the VOICE Initiative

1. Introduction

1.1 Purpose of the Implementation Package

VOICE: Vocational Opportunities and Integration for Refugee Community Empowerment is an initiative co-financed by the European Social Fund Plus (ESF+) through the Social Innovation Initiative, supporting the empowerment of Ukrainian refugees through vocational upskilling, reskilling and social integration.

The project was developed to respond to the challenges faced by Ukrainian refugees in accessing employment, developing relevant skills and building connections with host communities. Implemented across Spain, Italy, Poland and Belgium, VOICE combines vocational and digital skills development with opportunities for social interaction and community participation.

The VOICE Implementation Package is a comprehensive set of practical guidelines, tools and resources designed to facilitate the further uptake, transfer and replication of the VOICE initiative beyond the project's implementation period.
The package provides organisations and stakeholders with the material needed to understand the VOICE approach, adapt it to their own context and implement its key elements with new target groups and in different geographical, social and institutional settings.

In particular, the Implementation Package aims to ensure that the knowledge, tools, methodologies and resources developed through VOICE can continue to generate impact after the completion of the project and can be transferred to other organisations, regions and contexts.

It is intended to serve as a practical roadmap for organisations wishing to replicate or adapt the VOICE model, rather than as a fixed methodology. The package therefore distinguishes between the core elements that should be preserved to maintain the essence and effectiveness of the VOICE approach and the elements that can be adapted according to local needs, target groups, available resources and institutional contexts.

A central feature of the VOICE approach is the combination of vocational integration and social integration. The initiative does not focus exclusively on improving refugees' employability. Its training activities also create opportunities for Ukrainian refugees and members of host communities to learn together, exchange experiences and establish social connections. This mixed-group approach is therefore an essential element of the VOICE methodology and should be considered when transferring the initiative to new contexts.

1.2 Objectives

The Implementation Package has the following objectives:

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- provide a clear and practical framework for transferring and replicating the VOICE initiative;
- support organisations in assessing the needs and skills gaps of their target groups;
- facilitate the selection, adaptation and reuse of the training resources developed through VOICE;
- promote an inclusive approach combining vocational learning with social integration;
- provide practical guidance for delivering online, face-to-face or blended learning activities;
- support organisations in monitoring learners' progress and evaluating the impact of their activities;
- identify which elements of the VOICE model can be adapted to different national, regional and organisational contexts;
- encourage the long-term use, sustainability and further uptake of the project's results.

1.3 Who Can Use the Package

The Implementation Package is intended for organisations and professionals working in the fields of:

- vocational education and training;
- adult education and lifelong learning;
- employment and labour-market integration;
- refugee and migrant support;
- social inclusion and community development;
- digital skills development;
- social innovation;
- public employment and social services.

Potential users include VET providers, NGOs, refugee-support organisations, employment services, municipalities, public authorities, community organisations and other institutions interested in implementing initiatives that combine skills development, employability and social inclusion.

The package can be used both by organisations working directly with Ukrainian refugees and by organisations wishing to apply the VOICE methodology to other groups experiencing barriers to employment, education or social participation.

2. The VOICE Initiative

VOICE: Vocational Opportunities and Integration for Refugee Community Empowerment is an initiative co-financed by the European Social Fund Plus (ESF+) through the Social Innovation Initiative, supporting the empowerment of Ukrainian refugees through vocational upskilling, reskilling and social integration.

The project combines skills development with social inclusion by providing accessible

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training opportunities focused on employability, digital skills, entrepreneurship and soft skills. The approach is based on the transfer and adaptation of resources previously developed and tested through European projects, combined with a needs-based approach specifically addressing the situation of Ukrainian refugees.

The project was implemented through a transnational consortium involving organisations from Belgium, Italy, Poland and Spain. Its approach combines needs assessment, mapping of social innovation initiatives, adaptation of existing learning resources, multilingual e-learning, face-to-face piloting, monitoring and dissemination.

A distinctive characteristic of VOICE is its mixed-group training approach, through which Ukrainian refugees and members of the local host communities participate together in training activities.

This approach reflects the project's understanding that successful integration cannot be achieved through vocational support alone. Access to employment and the development of professional skills are essential, but social interaction, participation and connection with the host community are equally important for long-term integration.

3. The VOICE Transferable Model

The VOICE model consists of a set of interconnected elements that can be transferred and adapted to different contexts.

3.1 Needs Assessment

The first step is to understand the situation of the target group in the local context.

VOICE needs assessment identified:

- barriers to employment and social inclusion;
- existing competences;
- missing or insufficient skills;
- digital skills gaps;
- vocational and entrepreneurial needs;
- linguistic and cultural barriers;
- access to education and training;
- existing support services;
- opportunities and requirements in the local labour market.

The VOICE experience demonstrates the importance of starting from evidence rather than assuming that the same training needs exist in every context.
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3.2 Skills Gap Identification

The information collected through the needs assessment was transformed into a structured Skills Gap Matrix.

The matrix allows implementers to identify:

1. which competences are missing or insufficient;
2. which skills should be prioritised;
3. which training resources can address those gaps;
4. which additional resources may need to be developed locally.

The Skills Gap Matrix is therefore an important decision-making tool for designing a relevant and evidence-based training offer.

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3.3 Mapping Existing Social Innovation Initiatives

Before developing new interventions, existing initiatives that have already demonstrated value have been identified.

VOICE mapped 46 social innovation initiatives implemented in Europe, creating a repository designed to increase their visibility and facilitate their potential replication.

The repository allows users to explore the initiatives through a simple and structured interface. The initiatives are presented in a list and can be filtered according to different criteria, including:

- Search, to find initiatives using specific keywords;
- Categories, including Education, Employment, Social Integration, Digital Skills, Soft Skills and Others;
- Country, to identify initiatives implemented in a specific European country.

Each initiative has its own dedicated information sheet, providing a standardised set of information to support comparison and assessment. Each fiche includes:

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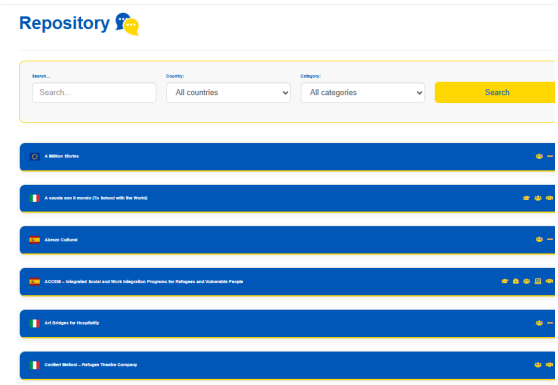
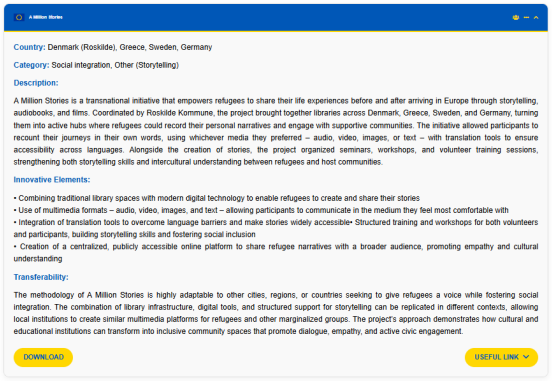
- Category;
- Country;
- Description of the initiative, its objectives and main activities;
- Innovative Elements, highlighting the methods, approaches or solutions that make the initiative particularly relevant;
- Transferability, indicating its potential to be adapted and implemented in other contexts;
- Useful Link, providing access to the original initiative or further information;
- Download, where relevant materials or resources are available.

This structure makes the repository a practical tool for organisations seeking existing solutions rather than simply a catalogue of initiatives. It enables implementers to identify relevant practices, examine their innovative elements and assess their potential transferability before designing or introducing new interventions.





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When transferring the VOICE approach, implementers should analyse existing initiatives according to criteria such as:

- target group;
- objectives;
- methodology;
- resources required;
- organisational capacity;
- evidence of effectiveness;
- transferability;
- relevance to local needs.

The purpose is not simply to reproduce an existing initiative, but to identify practices that

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can be adapted to the new context.

3.4 Selection and Adaptation of Training Resources

VOICE demonstrates that proven learning resources can be transferred effectively when they are adapted to the specific needs of a new target group.

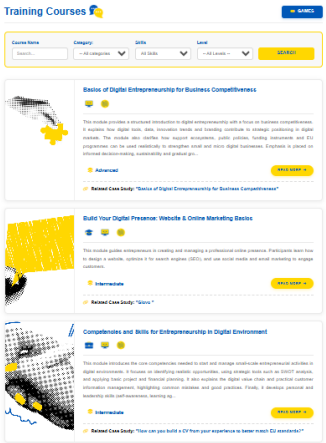
The project adapted training resources originating from previous European projects, including AXESS, DEEP, DEAL, IDEA and REACT.

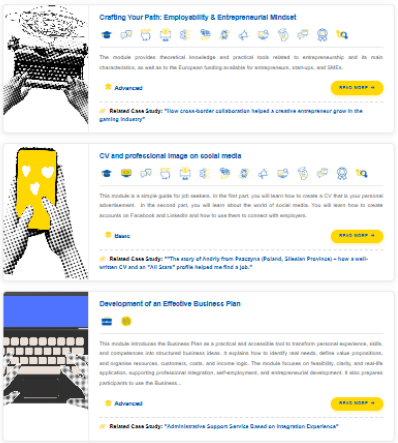
The adaptation process included both content adaptation and the review or replacement of tools that were obsolete or no longer in use.

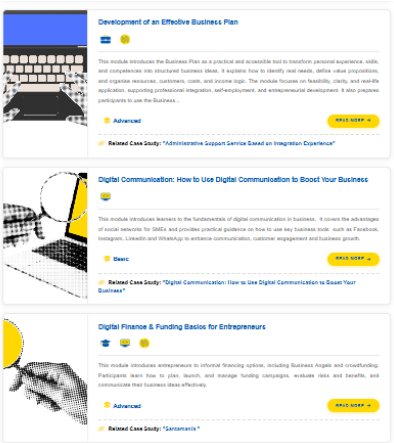
Adaptation may include:

- updating obsolete information;
- replacing tools that are no longer available;
- simplifying or restructuring content;
- adapting examples to the target group's reality;
- addressing specific employment barriers;
- adapting language and terminology;
- translating the materials;
- incorporating culturally relevant examples;
- improving accessibility and usability.

The core learning objectives should remain stable, while content, examples, tools and delivery methods can be adapted to the local context.







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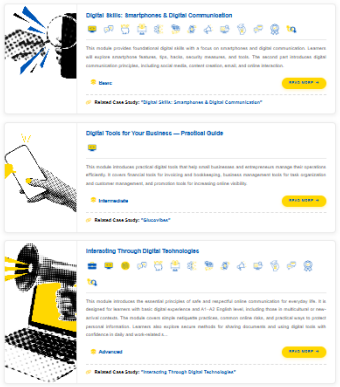

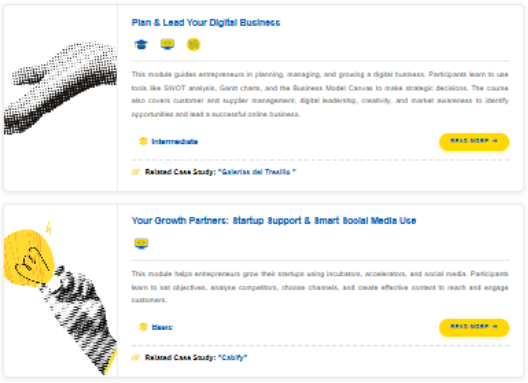

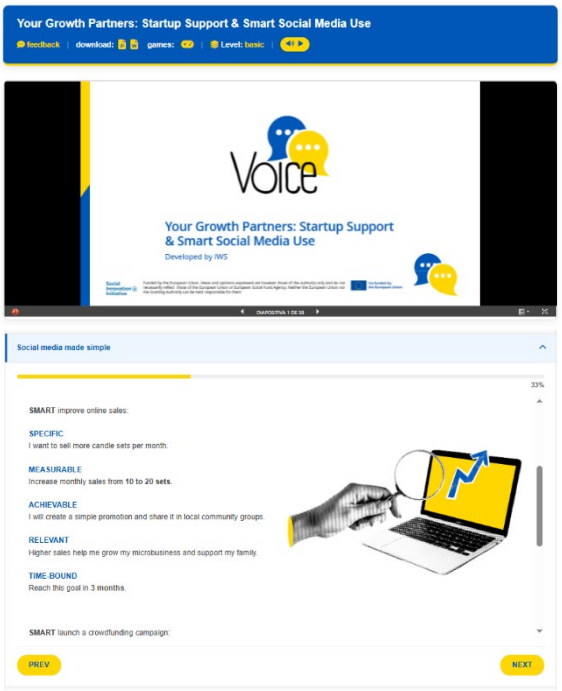

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3.5 Multilingual and Accessible E-learning

The VOICE OER platform provides a central digital environment where learners can access the project's training resources and other results.

The platform combines:

- online training modules;

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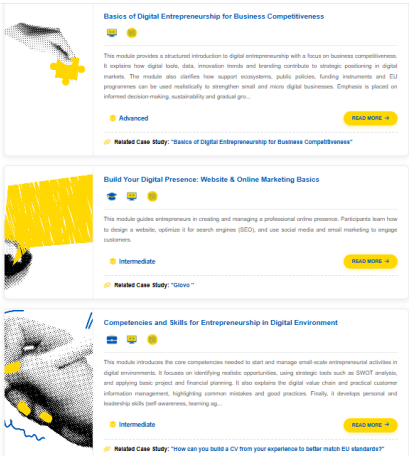

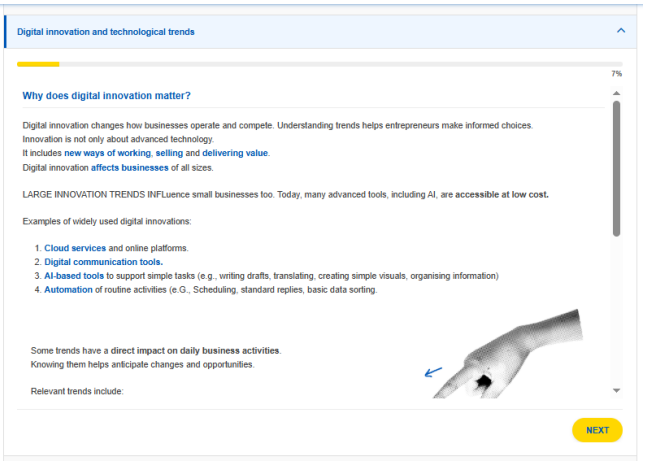

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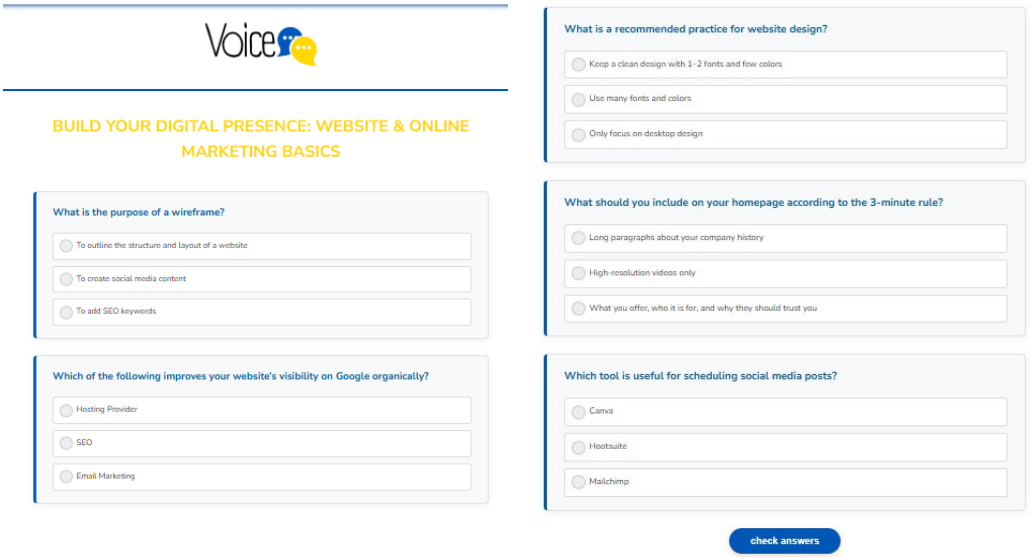
- self-assessment activities;



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- personalised certificates;

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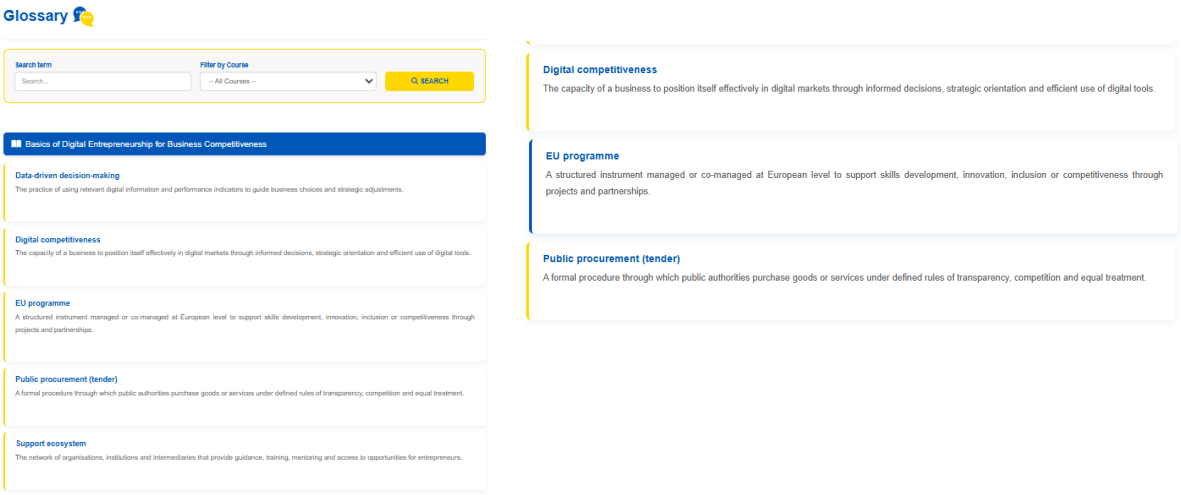
- glossaries;



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- gamification activities;

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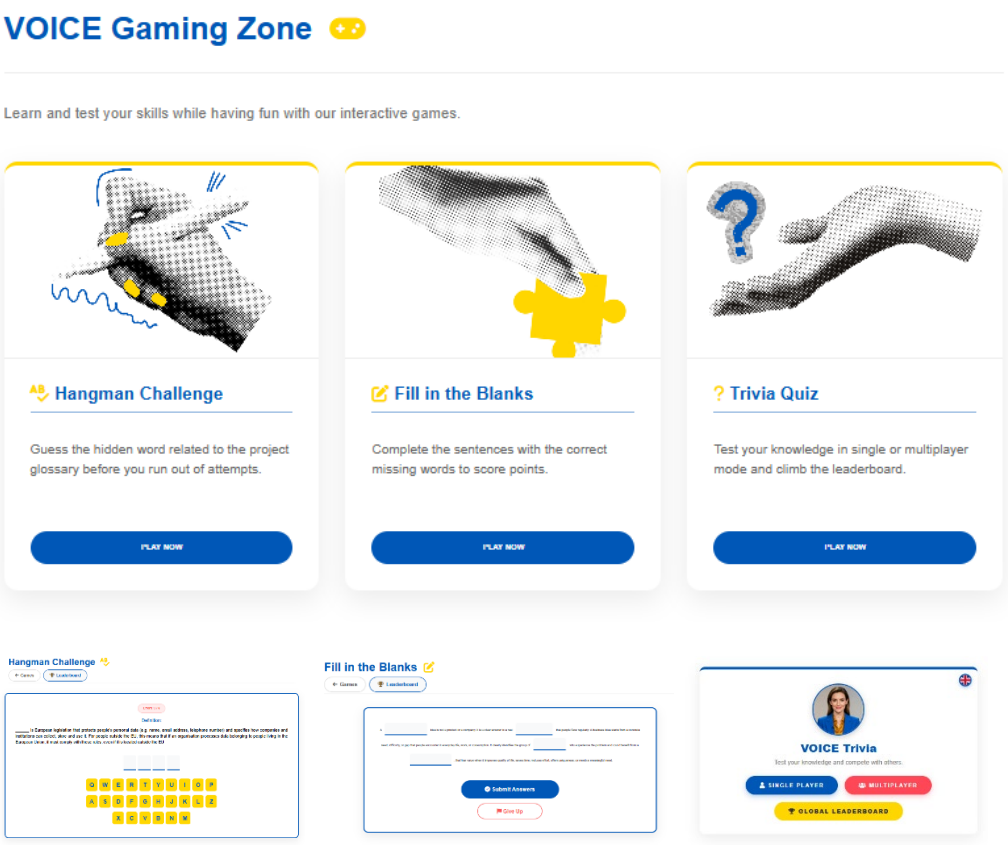

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- multilingual learning resources.

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The training resources are available in English, Spanish, Italian, Polish and Ukrainian, facilitating access for both Ukrainian participants and participants from host communities.

The digital environment allows learners to access training at their own pace and provides a sustainable mechanism for continuing to use the resources beyond individual face-to-face activities.

In line with data protection and GDPR principles, the platform can also collect anonymous and aggregated usage statistics. These statistics do not identify individual users, but provide useful information on platform performance, user engagement and learning preferences. Monitoring indicators such as access patterns, use of different resources and interaction with training activities helps the project team understand how the platform is being used and identify possible improvements to its functionality and learning experience.

The VOICE OER platform is intended as an open and accessible learning environment. Anyone interested in developing their skills is welcome to use the available resources for their own learning, while organisations, training providers, NGOs and other relevant stakeholders can also make use of the platform and its resources to support their own training and inclusion activities.

3.6 Mixed-Group Learning for Vocational and Social Integration

A distinctive feature of the VOICE initiative is the implementation of training activities with mixed groups of Ukrainian refugees and members of local host communities.

The objective is twofold:

Vocational integration

The training contributes to:

- development of employability and vocational skills;
- acquisition of digital and entrepreneurial competences;
- development of soft skills relevant to the labour market;
- increased access to learning opportunities;
- improved confidence in pursuing professional opportunities.

Social integration

At the same time, shared learning environments create opportunities for:

- interaction between Ukrainian refugees and local participants;
- establishment of social connections;
- exchange of experiences, knowledge and perspectives;
- reduction of isolation and social barriers;
- development of mutual understanding;
- greater participation in the local community.

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The mixed-group approach therefore transforms training into a space for both skills' development and community building.

When replicating VOICE, organisations should consider creating inclusive learning environments in which refugees and members of the host community can participate together, whenever feasible.

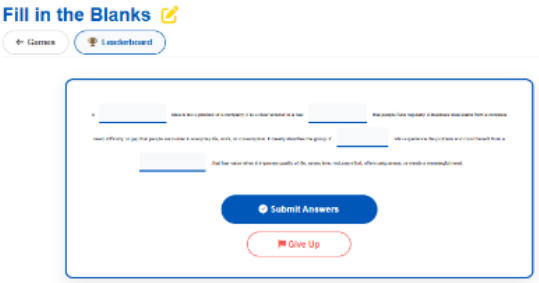
The composition of groups can be adapted according to the local context. However, the principle of creating opportunities for meaningful interaction between refugees and host communities should remain a central element of the transferable model.

3.7 Gamification and Learner Engagement

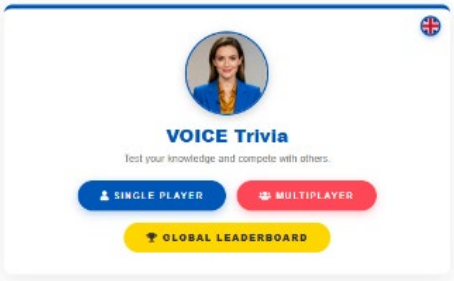
VOICE integrates three gamification solutions into the online learning environment:

- Hangman

- Fill in the Blanks



- Trivia



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These tools provide additional opportunities for interaction and can make the learning experience more engaging and dynamic.

In addition to digital gamification, the VOICE training model lends itself particularly well to interactive group dynamics and role-play activities, especially when training is delivered through mixed groups of Ukrainian refugees and members of the host community.

These activities can be used both as ice-breakers, helping participants get to know each other and feel more comfortable within the group, and as practical exercises to reinforce the knowledge and skills acquired during the training.

During the VOICE pilots, several activities were specifically designed to connect the training content with practical situations. For example, participants were provided with a CV created by the trainers containing several intentional mistakes. Working in groups, they had to identify the errors, discuss why they were problematic and suggest how the CV could be improved. This activity encouraged collaboration while helping participants develop a more critical understanding of how to present their skills and experience effectively.

Another activity asked participants to give a one-minute self-introduction, covering who they are, what they do or what experience they have, their main skills and the type of opportunities they are looking for. This exercise allowed participants to practise presenting themselves clearly and highlighting their strengths in a short and effective way, helping them prepare for situations such as job interviews, networking events and other professional encounters.

The training also included examples of different social media profiles, specifically created by the trainers, ranging from a very informal profile to a neutral profile and a highly professional one. Participants were invited to compare the profiles and discuss how different types of content and online presentation can influence the perception of a person. This activity was used to introduce the concept of online reputation and raise awareness of the importance of managing one's digital presence, particularly when looking for employment.

These examples demonstrate that VOICE training can go beyond the simple transmission of knowledge by creating opportunities for practice, interaction, reflection and peer learning. Interactive activities can be adapted to different topics and target groups and can be particularly valuable in mixed-group settings, where participants can learn from each other's experiences while simultaneously strengthening social connections.

When transferring the VOICE approach, organisations can therefore combine digital gamification with face-to-face dynamics, role plays, practical challenges and collaborative

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exercises. Activities should be adapted to the training topic, participants' needs and the local context, while maintaining the core principle of making learning practical, participatory and socially engaging.

3.8 Accessibility Panel

The Accessibility Panel provides a range of options designed to improve readability, visual accessibility and interaction with the platform:

- **Text Size**: allows users to increase or decrease the size of the text.
- **Spacing**: allows users to adjust text spacing to improve readability.
- **Contrast & Themes**
  High Contrast: increases the contrast between text and background.
  Dark Mode: provides a dark interface.
  Light Mode: provides a light interface.
- **Readability**
  Dyslexic Font: provides an alternative font to support users who may find standard typefaces difficult to read.
  Highlight Links: makes links more easily identifiable within the page.
  Highlight Headings: visually emphasises headings and makes the structure of the content easier to identify.
- **Behaviour**
  Stop Animations: allows users to disable animated elements on the page.
  Reading Guide: provides a visual guide to support users while reading.
  Big Cursor: increases the size of the cursor, making it easier to locate and use.
- **Reset**: allows users to restore the default accessibility settings.

These features allow learners to personalise the digital learning environment without modifying the learning content itself. This contributes to a more inclusive and flexible learning experience, enabling users with different accessibility needs and learning preferences to interact with the platform in a way that is more suitable for them.

Olena: the Virtual Assistant

Olena is a virtual assistant integrated into the VOICE OER platform and provides an additional way of accessing the platform's written content. The avatar is available through the accessibility interface and can read the content of the page aloud.

Through the Page Reader function, Olena can read aloud the content of an entire page in the five consortium languages: English, Spanish, Italian, Polish and Ukrainian. Users can also select a specific piece of text on the page and have Olena read the selected content aloud. Learners can pause the reading at any time and can also select individual words to hear their pronunciation.

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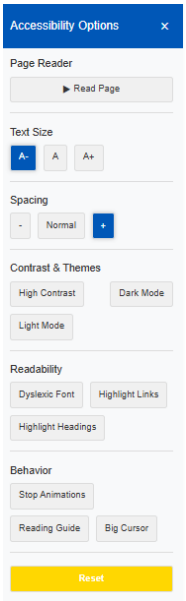
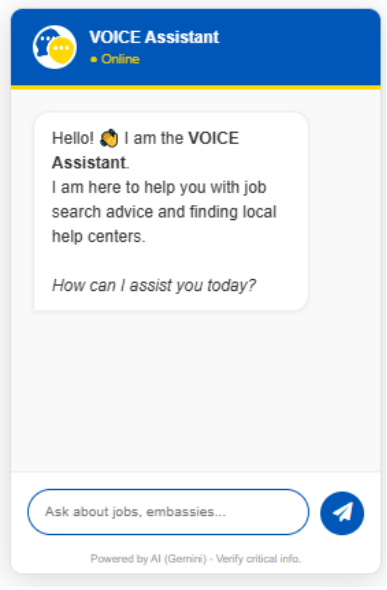


This provides users with flexibility in how they access written content: they can listen to the entire page or select only the specific text they want Olena to read aloud.

The combination of the Accessibility Panel and Olena demonstrates how different accessibility solutions can be integrated into the same digital learning environment. While the Accessibility Panel enables users to customise the visual presentation and interaction with the platform, Olena provides an alternative audio-based way of accessing written learning content.

For organisations transferring the VOICE approach, these features can be adapted according to the needs of the target groups, the languages required and the characteristics of the digital learning environment. The accessibility approach can therefore be replicated through similar customisation tools, while a virtual assistant or Page Reader solution can provide additional access to written content.

3.9 AI Support for Job Search



The VOICE Assistant is an AI-powered chatbot developed within the VOICE project to provide accessible, on-demand support to Ukrainian refugees and other users. Users can interact with the chatbot through natural-language questions and receive information and guidance on a wide range of topics.

While the assistant can be used to ask questions about different needs and everyday situations, particular attention is given to job searching, employment-related questions and professional integration, making it a useful digital support tool for users navigating the labour market.

The VOICE Assistant complements the project's training and resources by providing users with an interactive and immediate way to ask questions, clarify doubts and explore topics according to their individual needs.

3.10 Assessment and Recognition

The VOICE platform includes self-assessment activities that allow learners to check their understanding of the training content.

When the assessment is successfully completed, learners can download a personalised certificate containing their name.

This element provides learners with tangible recognition of their participation and supports motivation and engagement.

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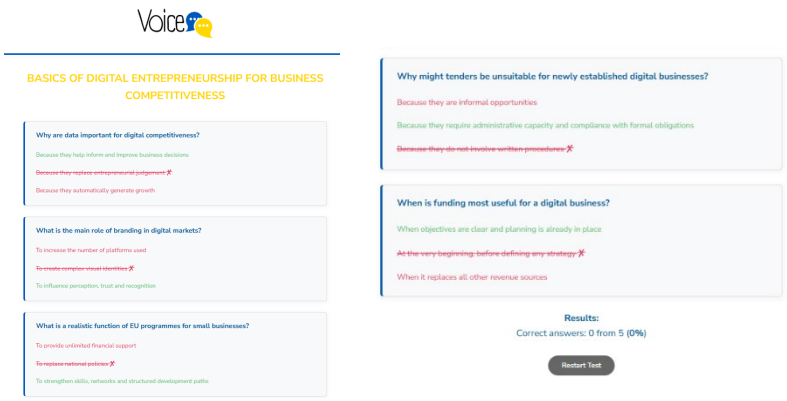
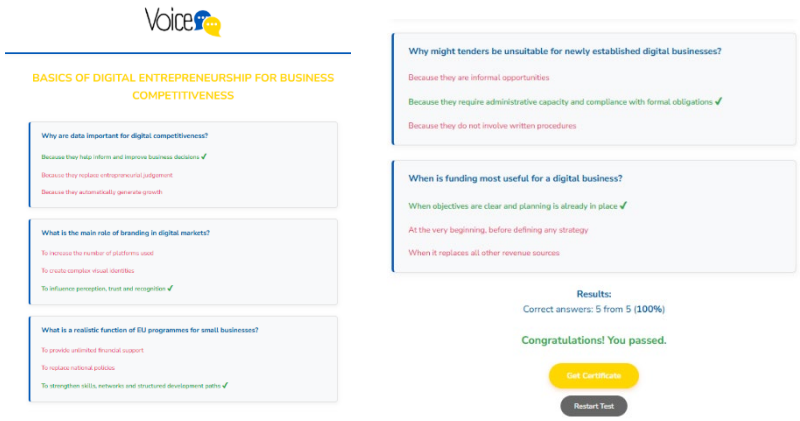
Organisations transferring the approach can retain the self-assessment and certification model or adapt the recognition mechanism according to their institutional and national context.

If the assessment is not successfully completed, learners receive a negative result and can retake the assessment to improve their performance:



If the assessment is successfully completed, learners receive a positive result and can proceed to obtain their personalised certificate:



3.11 Testing and Continuous Improvement

Training resources should be tested with real users before large-scale implementation.

Feedback has been collected on:

- relevance of the content;
- accessibility;
- usability;
- language;
- level of difficulty;
- usefulness for employment;

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- learner engagement;
- effectiveness of digital tools;
- opportunities for interaction;
- overall satisfaction.

The results have been then used to improve the training resources, methodology and delivery model before wider deployment.

4. Step-by-Step Implementation Guide

The following roadmap can be used by an organisation wishing to replicate the VOICE approach.

Step 1: Identify the Target Group

Clearly define who the intervention is intended to support.

Consider:

- demographic profile;
- employment situation;
- educational background;
- digital skills;
- language skills;
- previous professional experience;
- barriers to employment;
- social inclusion needs;
- specific support requirements.

Step 2: Assess Local Needs

Collect qualitative and quantitative information about the target group and the local context.

Possible methods include:

- questionnaires;
- interviews;
- focus groups;
- consultation with NGOs and employment services;
- consultation with employers;
- analysis of labour-market information;
- consultation with community representatives.

Step 3: Develop a Skills Gap Matrix

Translate the findings of the needs assessment into a structured overview of priority competences.

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For each skill, identify:

Skill	Current Level	Desired Level	Gap	Training Response
Digital skills	Basic	Intermediate	High	Digital training module
Employability	Limited	Improved	Medium/High	Employability training
Entrepreneurship	Limited	Basic/Intermediate	Medium	Entrepreneurship module
Soft skills	Variable	Improved	Medium	Soft skills training

As a reference, implementers can also consult the VOICE Skills Gap Matrix, developed within the project, which provides a structured overview of the key skills gaps identified among the target groups and can support the definition of local training priorities.

Step 4: Map Existing Initiatives and Resources

Search for existing European, national and local initiatives addressing the identified needs.

The VOICE repository of 46 social innovation initiatives can be used as a starting point.

Assess each initiative according to its relevance, effectiveness and transferability.

Step 5: Select Appropriate Training Resources

Match the identified skills gaps with existing training resources.

Organisations may:

- use VOICE modules directly;
- combine several modules;
- adapt individual activities;
- translate materials;
- update obsolete information;
- replace tools;
- add locally relevant examples;
- complement VOICE resources with local training.

Step 6: Localise the Content

Before implementation, check whether the learning resources are appropriate for the local context.

Localisation should consider:

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- language;
- terminology;
- labour-market context;
- legal and administrative context;
- cultural references;
- digital tools available locally;
- employment pathways;
- local support services.

Step 7: Prepare the Learning Environment

Decide how training will be delivered.

The VOICE approach supports:

- online learning;
- face-to-face training;
- blended learning;
- mixed-group activities.

The online component provides flexibility and independent learning opportunities, while face-to-face activities can strengthen interaction, practical learning and social integration.

Step 8: Recruit Learners and Stakeholders

Recruit participants through trusted local organisations and networks.

Potential recruitment partners include:

- refugee-support organisations;
- NGOs;
- municipalities;
- employment services;
- VET providers;
- community organisations;
- universities;
- employers;
- Ukrainian community organisations.

Where possible, recruitment should include both members of the target refugee population and members of the local community.

Step 9: Deliver the Training

Training should combine learning activities with opportunities for interaction and practical application.

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Depending on the context, implementers can use:

- individual online learning;
- trainer-led sessions;
- group exercises;
- peer learning;
- practical tasks;
- self-assessment;
- gamification;
- discussion and reflection activities.

Where appropriate, refugees and members of the host community should participate together.

Trainers should actively encourage cooperation and interaction between participants rather than treating the two groups as separate audiences.

Step 10: Assess Learning and Provide Recognition

Learners should have opportunities to assess their progress.
The VOICE model includes self-assessment activities and personalised certificates.

Organisations transferring the approach should define an appropriate recognition mechanism according to their context.

Step 11: Monitor and Evaluate

Monitoring should address both learning outcomes and integration outcomes.

Recommended indicators include:

- number of participants;
- number of Ukrainian participants;
- number of local participants;
- completion rates;
- number of modules completed;
- self-assessment results;
- participant satisfaction;
- perceived improvement in skills;
- stakeholder satisfaction;
- participation in mixed-group activities;
- perceived opportunities for interaction;
- new social connections or increased sense of community participation, where measurable;
- follow-up employment or training outcomes, where feasible.

Step 12: Improve and Scale

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Use the evidence collected during implementation to improve the model.
Identify:

- what worked well;
- what should be modified;
- which resources were most useful;
- which barriers emerged;
- which elements can be scaled;
- which adaptations are required for other target groups or countries.

Your feedback is also an important part of this process. You can share your insights, suggestions and experiences with us through the dedicated feedback form or by email. This will help the VOICE team continue improving the project's materials, resources and tools and make them increasingly useful for future users and organisations.

5. VOICE Resources Available for Replication

The VOICE initiative provides a set of practical resources that can be reused or adapted by other organisations.

All the resources listed below are available in the five consortium languages (English, Spanish, Italian, Polish and Ukrainian). This multilingual availability facilitates access to the resources by different target groups and supports their use in diverse national and linguistic contexts.

Resource	Purpose	How it can be transferred	Link
Social Innovation Repository	Provides examples of existing initiatives	Select and adapt relevant initiatives	https://www.voice-inclusion.eu/repository.php https://www.voice-inclusion.eu/repository_pl.php https://www.voice-inclusion.eu/repository_it.php https://www.voice-inclusion.eu/repository_es.php https://www.voice-inclusion.eu/repository_ua.php
Skills Gap Matrix	Identifies priority skills	Replicate the methodology using local data	https://www.voice-inclusion.eu/mapping.php https://www.voice-inclusion.eu/mapping_pl.php https://www.voice-inclusion.eu/mapping_it.php https://www.voice-

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			inclusion.eu/mapping_es.php https://www.voice-inclusion.eu/mapping_ua.php
13 Training Modules	Provides ready-to-use learning content	Use directly or adapt to local needs	https://www.voice-inclusion.eu/training.php https://www.voice-inclusion.eu/training_pl.php https://www.voice-inclusion.eu/training_it.php https://www.voice-inclusion.eu/training_es.php https://www.voice-inclusion.eu/training_ua.php
VOICE OER Platform	Provides an online learning environment	Use as a digital learning resource	https://www.voice-inclusion.eu/ https://www.voice-inclusion.eu/index_pl.php https://www.voice-inclusion.eu/index_it.php https://www.voice-inclusion.eu/index_es.php https://www.voice-inclusion.eu/index_ua.php
Self-assessment Tests	Supports learner reflection and assessment	Integrate into training pathways	https://www.voice-inclusion.eu/training.php https://www.voice-inclusion.eu/training_pl.php https://www.voice-inclusion.eu/training_it.php https://www.voice-inclusion.eu/training_es.php https://www.voice-inclusion.eu/training_ua.php
Personalised Certificates	Provides recognition of completed learning	Use as a model for learner recognition	https://www.voice-inclusion.eu/training.php https://www.voice-inclusion.eu/training_pl.php https://www.voice-inclusion.eu/training_it.php https://www.voice-inclusion.eu/training_es.php https://www.voice-

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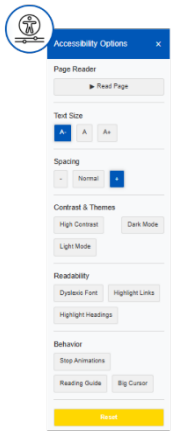
			inclusion.eu/training_ua.php
Glossary	Supports understanding of key terminology	Adapt terminology to the target group	https://www.voice-inclusion.eu/glossary.php https://www.voice-inclusion.eu/glossary_pl.php https://www.voice-inclusion.eu/glossary_it.php https://www.voice-inclusion.eu/glossary_es.php https://www.voice-inclusion.eu/glossary_ua.php
Gamification Tools	Increase engagement and interaction	Integrate into online or blended learning	https://www.voice-inclusion.eu/gaming.php?lang=EN https://www.voice-inclusion.eu/gaming_pl.php https://www.voice-inclusion.eu/gaming_it.php https://www.voice-inclusion.eu/gaming_es.php https://www.voice-inclusion.eu/gaming_ua.php
Accessibility Panel 	Allows learners to customise the visual presentation, readability and interaction of the digital learning environment according to their needs and preferences.	The accessibility features can be adapted or replicated in other digital learning environments according to the needs of the target users.	https://www.voice-inclusion.eu/ https://www.voice-inclusion.eu/index_pl.php https://www.voice-inclusion.eu/index_it.php https://www.voice-inclusion.eu/index_es.php https://www.voice-inclusion.eu/index_ua.php
	Supports accessibility by reading the content of the platform aloud in the five	Integrate or replicate the accessibility approach in digital learning	https://www.voice-inclusion.eu/ https://www.voice-inclusion.eu/index_pl.php https://www.voice-inclusion.eu/index_it.php https://www.voice-

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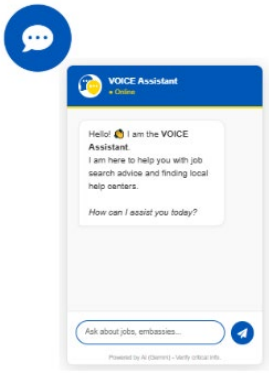
Olena: Virtual Assistant	consortium languages	environments	inclusion.eu/index_es.php https://www.voice-inclusion.eu/index_ua.php
VOICE Assistant 	Provides users with an interactive way to ask questions and receive immediate information and guidance, with a particular focus on job searching, employment-related questions and professional integration.	Integrate an AI chatbot into other digital learning or support environments, adapting its content and focus to the needs, languages and context of different target groups.	https://www.voice-inclusion.eu/ https://www.voice-inclusion.eu/index_pl.php https://www.voice-inclusion.eu/index_it.php https://www.voice-inclusion.eu/index_es.php https://www.voice-inclusion.eu/index_ua.php

The availability of ready-to-use resources reduces the time and resources required to establish a new intervention while maintaining flexibility for local adaptation.

6. Adaptability and Transferability

One of the main strengths of the VOICE initiative is that its methodology is not dependent on a single country, organisation or delivery format.

The transfer model distinguishes between core elements, which should be maintained to preserve the identity and effectiveness of the approach, and adaptable elements, which should be modified according to local needs.

6.1 Core Elements

The following principles should remain central:

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- needs-based intervention;
- evidence-informed selection of resources;
- focus on employability and skills development;
- accessibility and inclusion;
- combination of digital and human interaction;
- opportunities for social integration;
- interaction between refugees and host communities;
- monitoring and evaluation;
- continuous improvement;
- open and reusable resources.

6.2 Adaptable Elements

The following aspects can be modified:

- target group;
- language;
- training duration;
- number and selection of modules;
- delivery format;
- examples and case studies;
- digital tools;
- recruitment channels;
- stakeholder network;
- local labour-market focus;
- assessment methods;
- intensity of face-to-face activities;
- composition of mixed groups.

This balance allows VOICE to maintain its core methodology while responding effectively to different national and local contexts.

7. Stakeholder Engagement

Stakeholder engagement is a key component of the VOICE approach. The involvement of relevant stakeholders helps ensure that the initiative responds to real needs, reaches the intended target groups and can be integrated into existing support, training and employment ecosystems.

Throughout the project, VOICE engaged with stakeholders at different levels, including refugee-support organisations, Ukrainian community representatives, employment and training actors, public authorities and political and institutional representatives.

Particular attention was given to establishing connections with Ukrainian community representatives and institutional stakeholders, as these actors can play an important role in reaching refugee communities, understanding their needs, supporting participation and facilitating access to employment and social inclusion opportunities.

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As part of this approach, VOICE partners established contacts and held meetings with several institutional, diplomatic and political stakeholders, including:

- Deputy Alberto Rojo, whom the VOICE team met at the Spanish Congress of Deputies to present the project, its objectives and its contribution to the vocational and social integration of Ukrainian refugees;
- Lukianov Volodymyr, Consul of Ukraine in Málaga, as part of the project's engagement with Ukrainian diplomatic and community networks in Spain;
- the Youth Council of the Embassy of Ukraine in Spain, which supported the project's connection with the Ukrainian community and contributed to raising awareness of VOICE through its communication channels;
- local political representatives and public stakeholders, who were engaged to strengthen the project's links with local communities and institutional ecosystems.

These activities demonstrate the importance of establishing a multi-level stakeholder network, connecting European project partners with Ukrainian community structures, diplomatic representatives, political actors and local institutions.

For organisations seeking to replicate VOICE, stakeholder engagement should therefore begin during the preparation phase and continue throughout implementation.

Stakeholders can contribute in different ways, including identifying needs, reaching potential participants, promoting training opportunities, providing expertise, facilitating access to local services and employment networks, supporting dissemination and helping integrate the initiative into existing local strategies.

The following table provides an overview of the main stakeholder categories and their potential roles in the implementation of the VOICE approach:

Stakeholder	Potential role in implementation
NGOs and refugee-support organisations	Identify needs, recruit participants, provide support and facilitate access to services
Ukrainian community organisations and representatives	Reach the target group, identify specific needs and strengthen trust and participation
Diplomatic and institutional representatives	Facilitate connections with Ukrainian communities and relevant institutions
Employment services	Provide labour-market information, identify employment opportunities and support vocational integration
VET and adult education providers	Deliver training, adapt learning activities and support skills development
Municipalities and local authorities	Facilitate local coordination, outreach and access to community services

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Political representatives and public authorities	Raise awareness, support institutional dialogue and contribute to policy-level visibility
Employers and business organisations	Provide labour-market insights, identify skills needs and create links with employment opportunities
Universities and educational institutions	Provide expertise, training environments and links to learners and researchers
Community and civil society organisations	Support social integration, community participation and interaction between refugees and host communities

The VOICE experience shows that stakeholder engagement is particularly valuable when it supports the project's dual objective of vocational and social integration. Building connections between Ukrainian refugees, host communities, institutions and employment-related actors can help create a broader ecosystem in which training becomes not only a means of developing skills, but also a pathway towards participation, networking and integration.

8. Sustainability and Further Uptake

The sustainability of the VOICE initiative depends on the continued availability of its resources and on the capacity of external organisations to integrate them into existing services. The VOICE OER platform provides a key mechanism for this continuity, ensuring that the learning resources remain accessible beyond the duration of the project. The platform will remain available for at least three years after the end of the project, allowing learners, VET providers, NGOs and other stakeholders to continue accessing and using the resources.

In addition, all VOICE training modules will remain permanently accessible through the online training area of the IWS website, providing an additional long-term access point for learners and organisations interested in continuing to use the training resources after the project has ended.

https://www.internetwebsolutions.es/cursos-proyectos.php?idioma=ES
https://www.internetwebsolutions.es/en/cursos-proyectos.php

The sustainability strategy is focused on:

- keeping the digital resources accessible;
- promoting their use among VET providers and NGOs;
- integrating the resources into existing training programmes;
- establishing cooperation with employment and social inclusion services;
- encouraging organisations to adapt the resources to new target groups;
- promoting the repository of social innovation initiatives;
- sharing evidence of impact;
- supporting further European and national initiatives based on the VOICE methodology.

The project's approach is therefore intended to move from project-based implementation

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towards continued uptake, transfer and mainstream use.

9. Evidence of Implementation

The transferability of VOICE is supported by its implementation and testing with both Ukrainian refugees and members of local host communities.

As of 9 September 2026, after 16 months of implementation, the face-to-face piloting activities have reached 236 participants, including 103 Ukrainian participants. The remaining participants were members of the local communities involved in the mixed-group training activities. These figures are expected to continue growing as the project progresses and further activities are implemented.

In parallel, the VOICE OER platform has reached 2,344 online learners, and this number is also expected to increase as the platform and its resources continue to be promoted and used.

These results demonstrate the potential of combining open digital resources with face-to-face activities to achieve broad reach while maintaining opportunities for interaction and social integration.

The face-to-face piloting is particularly relevant to the transferability of the VOICE model because it demonstrates that vocational training can simultaneously function as a mechanism for bringing refugees and local participants together, creating opportunities for learning, interaction and community participation.

The implementation experience gathered through the project provides practical evidence that can inform future organisations wishing to adopt or adapt the VOICE approach.

10. Replication Checklist

Before starting implementation, organisations should verify the following.

Preparation

- ☐ Target group clearly identified
- ☐ Local needs assessed
- ☐ Skills gaps identified
- ☐ Relevant stakeholders mapped
- ☐ Existing initiatives reviewed
- ☐ Local labour-market context analysed

Adaptation

- ☐ Appropriate VOICE resources selected
- ☐ Training content adapted where necessary
- ☐ Language and terminology checked
- ☐ Local examples incorporated
- ☐ Digital tools tested

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☐ Accessibility requirements considered

Mixed-Group Approach

☐ Ukrainian/refugee participants identified
☐ Local participants identified
☐ Mixed-group learning opportunities planned
☐ Activities designed to encourage interaction
☐ Inclusive and safe learning environment established
☐ Trainers prepared to manage culturally diverse groups

Implementation

☐ Recruitment strategy established
☐ Trainers/support staff identified
☐ Learning environment prepared
☐ Online and/or face-to-face delivery planned
☐ Collaborative activities included
☐ Assessment methodology established
☐ Certification/recognition mechanism defined

Monitoring

☐ Participation indicators defined
☐ Learning indicators defined
☐ Social integration indicators defined
☐ Feedback mechanisms established
☐ Participant satisfaction collected
☐ Results analysed

Sustainability

☐ Resources remain accessible after implementation
☐ Local stakeholders engaged in continuation
☐ Opportunities for integration into existing services identified
☐ Potential for replication to other groups/locations assessed
☐ Dissemination and exploitation activities planned
☐ Opportunities for further cooperation identified

11. Conclusion

VOICE provides a practical and transferable model for addressing the interconnected challenges of employability, skills development and social integration among refugees.

Its added value lies not in the development of a single training programme, but in the combination of needs assessment, evidence-based resource transfer, adaptation, multilingual digital learning, mixed-group training, assessment and continuous improvement.

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The initiative demonstrates that organisations do not need to start from scratch when addressing emerging social challenges. Existing effective resources can be identified, adapted to new needs and delivered through accessible digital and face-to-face learning environments.

At the same time, VOICE demonstrates that vocational training can be used as a space for social integration. By bringing Ukrainian refugees and members of host communities together, the initiative creates opportunities not only to develop professional and digital competences, but also to build relationships, exchange experiences and strengthen participation in local communities.

The VOICE Implementation Package transforms this experience into a practical roadmap that can be used by VET providers, NGOs, employment services, public authorities and other organisations wishing to replicate or adapt the approach.

By facilitating the reuse of resources, supporting local adaptation and encouraging cooperation between refugee communities and host communities, the package contributes to the long-term sustainability, scalability, transferability and mainstreaming of the VOICE initiative beyond the project's lifetime.

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