



A PRACTICAL GUIDE FOR EDUCATORS

# Trainer's Guide

*Using the Welcome Work app in your sessions*



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ON THESE PAGES

# Contents



01	Foreword & contents	p.02
02	About the Welcome Work app	p.05
03	Who it's for, what it offers	p.06
04	Pedagogy: how the app fits	p.07
05	Navigating the app	p.08
06	Category 1 — AI Chat Assistant	p.10
07	Category 2 — Applying for jobs	p.13
08	Category 3 — Living in a new country	p.16
09	Category 4 — Your right to work	p.19
10	Category 5 — Construction dictionary	p.22
11	Category 6 — Entering the sector	p.25
12	Session prep checklist	p.29
13	A four-session training flow	p.30
14	Tips for trainers & connect with us	p.31

# A guide for the people building inclusion.

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*This guide turns the Welcome Work app into a structured training resource you can build sessions around — not just a website to point learners towards.*

## What you'll find inside

Each of the six app categories gets two pages: an overview with learning objectives and the educational rationale, followed by a dedicated training page with timed activities, discussion prompts, differentiation tips, and ideas for using the app live. Plus a four-session training arc and a pre-session prep checklist.

## How to use this guide

Read it through once before your first session to see the shape of the app and the educational arc. Then return to specific category pages when planning. The four-session training flow is a scaffold — adapt the order, depth, and pace to the learners in front of you. Activities are deliberately low-tech and low-prep, so you can run them with whatever you have in the room.

# 01

## About the app.

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*What Welcome Work is, the educational thinking behind it, and how to make it work in your sessions.*

SECTION 01 / WHAT IT IS

# A pan-European training app for inclusion in construction.

Welcome Work is a free, mobile-first training app developed under the Erasmus+ programme to support the inclusion of migrants and refugees in the European construction sector. It combines AI-powered conversation, job-application guidance, settlement support, rights information, a construction dictionary, and an industry overview — built specifically for adult learners with mixed language levels and varied prior experience. The pedagogy is rooted in adult learning principles: relevance, autonomy, and immediate applicability.

FUNDLED BY

## Erasmus+

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BUILT BY

## A European partnership

Partners across multiple EU member states working with migrants, refugees, vocational trainers, and the construction industry.

BUILT FOR

## Free, open access

No download, no login, no cost. Opens in any browser at [app.welcomeworkproject.eu](https://app.welcomeworkproject.eu) — phones, tablets, laptops.

SECTION 01 / WHO IT'S FOR

# Built for three audiences, one shared goal.

## A U D I E N C E 0 1

### Migrants & refugees

People newly arrived in a host country, seeking work in construction. The app supports them with language, jobs, rights, and daily life wherever they are on their journey.

**In the room:** *Learners with varied host-country language levels, qualifications, and trades experience.*

## A U D I E N C E 0 2

### Trainers & educators

NGO staff, vocational trainers, language tutors, and mentors who deliver learning sessions. The app gives you a structured digital companion to build your curriculum around.

**In the room:** *You. This guide is written specifically for the people in this group.*

## A U D I E N C E 0 3

### Employers & partners

Construction employers, recruiters, and inclusion-focused organisations working to bridge the gap between newcomers and the sector.

**In the room:** *Useful for onboarding, awareness sessions, and as a referral resource for new hires.*

SECTION 01 / PEDAGOGY

# Three modes for using the app in training.

Adult learners need relevance, autonomy, and a chance to apply what they're learning straight away. The Welcome Work app supports all three — but the trainer's job is to frame the content, build the activity, and make it stick. These three modes will cover most of what you do:

01

## Open it together

*Read & discuss*

MODE

Project the app on screen, read a section aloud as a group, then pause to discuss. Use this for content that benefits from immediate clarification.

*Best for: dense or sensitive content (rights, processes).*

02

## Send them in solo

*Independent inquiry*

MODE

Set a focused task and let learners explore the section on their own phones for 10–15 minutes. Then bring the group back together to share findings.

*Best for: personal content (housing, jobs, life choices).*

03

## Build around it

*App + applied activity*

MODE

Use the app to introduce a topic, then run a hands-on activity that applies it — a CV draft, a role-play, a vocabulary game, a mock interview.

*Best for: practical skills and confidence-building.*

# A quick orientation before your first session.

*Before you walk into your first session, spend 20 minutes opening every category on your own phone. Type a few questions into the AI Chat. The more comfortable you are, the more confident your learners will be.*

## 1 Open the app

Type [app.welcomeworkproject.eu](http://app.welcomeworkproject.eu) into any browser. No download, no account, no cost. Bookmark on each learner's home screen.

## 2 The home screen

Six tiles, one per category. The AI Chat is always one tap away from anywhere in the app.

## 3 Inside a category

Short, scannable sections in plain language. Designed for quick reference and low bandwidth.

## 4 Language support

Pair any section with the AI Chat for translation, definitions, and clarification on demand.





# The six categories.

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*Every section of the app — what it covers, the learning objectives, and exactly how to teach it. Each category gets an overview followed by a dedicated training page.*

# AI Chat Assistant.

# 01

## WHAT IT COVERS

An AI-powered chat that answers learner questions about work, life, and the app itself in plain language. It can explain terms, translate phrases, draft messages, suggest next steps, and rephrase anything that isn't clear.

## WHY IT MATTERS

It removes the biggest barrier to a digital resource — having to know the right question to ask. Learners can write the way they speak, in any language, and the assistant meets them where they are. This builds the digital and self-advocacy literacy they'll use for the rest of their lives.

### LEARNING OBJECTIVES — by the end, learners can...

- ✓ Open the chat and ask a question in their own words.
- ✓ Rephrase a question when the first answer isn't useful.
- ✓ Recognise when a human (not AI) is the right person to ask.

### KEY SECTIONS IN THE APP

- Open chat from any screen
- Ask in your own language
- Get translations & definitions
- Draft messages to employers

# How to teach: AI Chat Assistant.

## USE THE APP TO ...

*model curiosity. Open the chat live in your session, ask a question you don't know the answer to, and let learners watch you problem-solve in real time. They'll learn how to ask, not just what to ask.*

## CLASSROOM ACTIVITIES

### 1 Five questions in five minutes

10 MIN

Each learner types five questions into the chat about anything. Share the most surprising answer with the group. Builds confidence with the tool.

### 2 Rephrase race

15 MIN

Give a vague prompt ('help with job'). Learners rewrite it three different ways and compare which produces the most useful reply. Teaches prompting as a skill.

### 3 Translate it back

15 MIN

Learners ask a question in their first language, then ask the chat to translate and explain the reply. Builds confidence and bilingual vocabulary at once.

## DISCUSSION PROMPTS

- *What would you ask the chat that you wouldn't ask a person?*
- *When is asking an AI not the right move — and who should you ask?*

## DIFFERENTIATION

*Lower literacy: pair learners with a partner to read the answer aloud. Higher level: ask them to challenge the AI's reply and check facts in another source.*

CATEGORY 01 / FURTHER RESOURCES

# Going deeper: AI Chat Assistant.

Use these to extend the session, support self-directed learning between sessions, and prepare for the situations learners will encounter outside the room.

## FURTHER READING & RESOURCES

- Mozilla's 'Web Literacy' framework — free guides on evaluating online sources
- BBC Bitesize: 'How to spot misinformation' — short, accessible articles
- Your local digital-skills charity or library — free in-person device support

## REAL-WORLD MATERIALS

- A printed list of five sample prompts to get learners started
- A 'when to trust AI' wallet card — green/amber/red situations
- Spare phones or tablets for learners without their own device

## BEYOND THE SESSION

- Ask the chat one question every day for a week. Bring the most useful answer to the next session.
- Use the chat to translate a real document (letter, form, contract) and discuss the result next time.

## COMMON CHALLENGES

- Learners trust AI too much: always pair an AI answer with a human check for anything serious.
- Learners distrust AI completely: start with a low-stakes question (a definition) to build confidence.

# How to apply for jobs.

# 02

## WHAT IT COVERS

Practical, step-by-step guidance on finding construction work: building a simple CV, where to look for jobs, how to read a job advert, how to contact employers, and how to prepare for an interview.

## WHY IT MATTERS

The application process differs by country and is often the single biggest barrier to a first role. Without local knowledge, even highly skilled workers get stuck at the door. This category turns hidden rules into visible ones.

### LEARNING OBJECTIVES — by the end, learners can...

- ✓ Draft a basic CV listing transferable skills and prior work.
- ✓ Read a job advert and identify required vs preferred criteria.
- ✓ Make first contact with an employer by phone or email.
- ✓ Answer three common interview questions with prepared examples.

### KEY SECTIONS IN THE APP

- CV template walkthrough
- How to read a job advert
- Where to look for jobs
- Interview preparation

# How to teach: Applying for jobs.

## USE THE APP TO ...

*build a CV together. Open the CV section on screen and walk through it line by line, with each learner filling in their own version. The app becomes the template; you become the editor.*

## CLASSROOM ACTIVITIES

### 1 Decode a job advert

20 MIN

Bring in three real job adverts. Use the app's guidance to break each down: what's required, what's optional, what's a red flag. Learners pick the one they'd apply to and explain why.

### 2 Mock interview pairs

30 MIN

Pair learners. Use the AI Chat to generate five interview questions for a specific role. Each pair takes turns interviewing and answering, then swaps roles.

### 3 The first phone call

15 MIN

Role-play the moment a learner phones an employer. Use the app's example phrases as a script, then run it without the script. Builds fluency under mild pressure.

## DISCUSSION PROMPTS

- *What's the hardest part of a job application — and what makes it hardest?*
- *If you got an interview tomorrow, what would you still need to prepare?*

## DIFFERENTIATION

*Lower literacy: provide a printed CV outline with prompts in their first language. Higher level: ask them to tailor one CV to two different job adverts.*

# Going deeper: How to apply for jobs.

Use these to extend the session, support self-directed learning between sessions, and prepare for the situations learners will encounter outside the room.

## FURTHER READING & RESOURCES

- Europass CV builder ([europass.europa.eu](http://europass.europa.eu)) — free, multi-language
- EURES job portal — official EU-wide construction listings
- Your country's national jobcentre and local recruitment agencies

## REAL-WORLD MATERIALS

- Three real job adverts (range from entry-level to skilled trade)
- A blank printed CV template in the host-country format
- A list of construction recruitment agencies operating locally

## BEYOND THE SESSION

- Update your CV and bring it to next session for peer review.
- Find one job advert that interests you and write a draft application.
- Identify two local employers and find their contact details.

## COMMON CHALLENGES

- Qualifications from other countries not recognised: discuss accreditation routes and where to seek formal recognition.
- Anxiety about interviews: run extra short, low-stakes role-plays before any real interview.

# Living in a new country.

# 03

## WHAT IT COVERS

Everyday orientation for newcomers: housing, transport, healthcare, banking, schools, and the practical services people need to function. The foundation that makes stable work possible.

## WHY IT MATTERS

Without stable housing, transport to a job site, and a bank account to be paid into, employment doesn't stick. This category addresses the work behind the work — and it's where many learners' anxiety actually lives.

### LEARNING OBJECTIVES — by the end, learners can...

- ✓ Name the three services they most urgently need to access.
- ✓ Identify a trusted local contact for each of those services.
- ✓ Use a simple script to make an appointment or ask for help.

### KEY SECTIONS IN THE APP

- Finding housing
- Healthcare and clinics
- Banking and payments
- Transport and travel

# How to teach: Living in a new country.

## USE THE APP TO ...

*localise the content. The app gives the general framework; you fill in your specific city, neighbourhood, and trusted contacts. Pair every app section with a real local example.*

## CLASSROOM ACTIVITIES

### 1 Map your week

15 MIN

Each learner writes three things they need to sort out in the next seven days (housing, doctor, transport pass). Use the app to identify the right service for each, then plan the route.

### 2 Trusted contacts list

20 MIN

As a group, build a shared list of local NGOs, free clinics, and language classes. The app provides the categories; learners contribute the addresses.

### 3 Service role-play

20 MIN

Practise a real conversation — registering at a clinic, opening a bank account, talking to a landlord. Use the app's example phrases as a starting script.

## DISCUSSION PROMPTS

- *What's been the hardest service to access since you arrived?*
- *Who's already helped you with daily life — and how could you return the favour?*

## DIFFERENTIATION

*Mixed languages in the room: pair learners by shared first language for the role-play, so they can rehearse in private before performing in the target language.*

CATEGORY 03 / FURTHER RESOURCES

## Going deeper: Living in a new country.

Use these to extend the session, support self-directed learning between sessions, and prepare for the situations learners will encounter outside the room.

### FURTHER READING & RESOURCES

- Your local council's 'new resident' webpage — usually multi-language
- National migrant-support helplines (e.g. Red Cross, Caritas, IRC)
- Local library — free internet, multilingual staff, community noticeboards

### REAL-WORLD MATERIALS

- Printed map of your city with key services marked (clinic, jobcentre, NGO)
- Sample tenancy agreement and utility bill for walkthrough
- Local transport card or timetable for the route to typical job sites

### BEYOND THE SESSION

- Visit one new service this week (library, community centre, clinic) and report back.
- Take a photo of one form or document you don't understand and bring it in.

### COMMON CHALLENGES

- Learners reluctant to share personal circumstances: keep activities optional, focus on shared problems not personal stories.
- Bureaucracy is overwhelming: break tasks into one small action per session — never more than three a week.

# Your right to work.

# 04

## WHAT IT COVERS

Legal rights and protections at work: what should be in a contract, how working hours and pay are regulated, health and safety obligations, and what to do if something goes wrong on site.

## WHY IT MATTERS

Newcomers are disproportionately vulnerable to exploitation — unpaid wages, unsafe sites, informal contracts. Clear, accessible rights information is one of the strongest protections we can offer, and it changes the power dynamic in any workplace conversation.

### LEARNING OBJECTIVES — by the end, learners can...

- ✓ Identify three things that must be in a fair work contract.
- ✓ Read a payslip and locate gross pay, tax, and net pay.
- ✓ Name two local services to contact if their rights are breached.

### KEY SECTIONS IN THE APP

- What's in a fair contract
- Working hours and pay
- Health and safety basics
- Where to get help

# How to teach: Your right to work.

## USE THE APP TO ...

*anchor the conversation in real documents. Bring in a sample contract and a sample payslip. Read the app section, then check the documents against what it says. Right and wrong become concrete.*

## CLASSROOM ACTIVITIES

### 1 Spot the missing piece

20 MIN

Hand out a sample contract with three things missing or wrong (no end date, no pay rate, no holiday clause). Use the app to identify what's missing and why it matters.

### 2 Decode a payslip

20 MIN

Walk through a real payslip together. Identify each line — gross pay, tax, social security, net pay. The app explains the categories; you point at the numbers.

### 3 Who would you call?

15 MIN

Present three workplace scenarios — unpaid wages, an unsafe site, harassment. For each, learners identify which organisation or service to contact.

## DISCUSSION PROMPTS

- *Have you ever been in a job where something didn't feel right? What did you do?*
- *What questions would you now ask before accepting your next role?*

## DIFFERENTIATION

*This is sensitive content. Some learners may have experienced exploitation. Offer a 1-to-1 follow-up after the session for anyone who wants to discuss privately.*

CATEGORY 04 / FURTHER RESOURCES

# Going deeper: Your right to work.

Use these to extend the session, support self-directed learning between sessions, and prepare for the situations learners will encounter outside the room.

## FURTHER READING & RESOURCES

- EU-OSHA worker rights portal ([osha.europa.eu](https://osha.europa.eu)) — health & safety in 25 languages
- Your national labour inspectorate website — for reporting workplace abuses
- Local trade unions — many offer free advice to non-members in writing or interpretation

## REAL-WORLD MATERIALS

- A sample employment contract from your country (with key clauses marked)
- A sample payslip with each line labelled
- A printed 'red flags' checklist — signs of an unsafe or exploitative job

## BEYOND THE SESSION

- If you have a contract, read it again with the app open and note any questions.
- Find the contact number for the labour inspectorate in your area.

## COMMON CHALLENGES

- Learner is currently in an exploitative job:
  - handle privately, refer to specialist support, do not pressure them to act before they are ready.
  - Mistrust of authorities is common: focus on NGOs and unions as first ports of call.

# Construction dictionary.

# 05

## WHAT IT COVERS

Plain-language definitions of construction terms, tools, materials, processes, and trade roles — the working vocabulary learners will actually hear on a real site, including informal terms and trade nicknames.

## WHY IT MATTERS

Site language is its own dialect. A capable worker can be locked out by not knowing what a chippy, a sparky, or a snag list is. Vocabulary is the gatekeeper to participation — and the dictionary turns that gate into a doorway.

## LEARNING OBJECTIVES — by the end, learners can...

- ✓ Identify and define 20 core construction terms.
- ✓ Use the dictionary to look up an unfamiliar word in seconds.
- ✓ Build a personal glossary of terms relevant to their target role.

## KEY SECTIONS IN THE APP

- Tools and equipment
- Materials and processes
- Trade roles and titles
- Site safety vocabulary

# How to teach: Construction dictionary.

## USE THE APP TO ...

*run a vocabulary warm-up at the start of every session. Pick five terms relevant to the day's topic. Learners look them up, repeat them aloud, and use each one in a sentence about their own experience.*

## CLASSROOM ACTIVITIES

### 1 Word of the day

10 MIN

Each session opens with one new term. Show it on screen, read the definition, ask a learner to use it in a sentence. Builds a class glossary over time.

### 2 Match the tool to the job

15 MIN

Show photos of five tools or materials. Learners use the app to identify each one and describe what it's used for. Builds recognition and recall together.

### 3 Site-talk role-play

20 MIN

Set a scenario — a foreman gives an instruction on site using site vocabulary. Learner interprets it, asks clarifying questions, and responds appropriately.

## DISCUSSION PROMPTS

- Which construction words exist in your first language but not in English?
- What's a word you've heard on site that you've never asked the meaning of?

## DIFFERENTIATION

*Mixed prior experience: ask the experienced learners to teach a term to the rest. Peer-teaching builds confidence and locks the word in for the teacher.*

## Going deeper: Construction dictionary.

Use these to extend the session, support self-directed learning between sessions, and prepare for the situations learners will encounter outside the room.

### FURTHER READING & RESOURCES

- YouTube channels like 'Practical Engineering' — short, visual explainers
- Trade-association glossaries (e.g. CIOB, FIEC) — sector-specific terminology
- Google Lens or similar — point a phone at a tool to get a name and translation

### REAL-WORLD MATERIALS

- Photos or actual examples of five common tools to pass around
- PPE items learners can handle (hard hat, gloves, hi-vis, ear defenders)
- A printed 'word wall' on flipchart paper that grows each session

### BEYOND THE SESSION

- Note five words you heard this week that you didn't understand. Look them up.
- Teach one new word to a friend or family member outside the class.

### COMMON CHALLENGES

- Vocabulary feels endless: focus on the 50 words most relevant to each learner's target trade, not the whole dictionary.
- Different English-speaking countries use different terms: name the variations so no one is caught out.

# Entering the construction sector.

# 06

## WHAT IT COVERS

An overview of the European construction sector: the main trade roles, how recruitment and progression typically work, qualifications and certifications, and what employers look for in new recruits.

## WHY IT MATTERS

Construction is one of the largest employers of newcomers in Europe, but its structure can be opaque from the outside. Without a map, even motivated workers struggle to find their entry point — and miss the roles where their existing skills already fit.

### LEARNING OBJECTIVES — by the end, learners can...

- ✓ Name five trade roles and describe what each one does.
- ✓ Identify their own transferable skills and match them to a role.
- ✓ List one certification they could realistically pursue this year.

### KEY SECTIONS IN THE APP

- Trade roles overview
- Routes into the industry
- Qualifications & certifications
- What employers look for

# How to teach: Entering the construction sector.

## USE THE APP TO ...

*make the industry personal. After reading the role overview together, ask each learner to identify one role that matches their existing experience and one role they'd like to grow into. Two app sections, two career markers.*

## CLASSROOM ACTIVITIES

### 1 Skill audit

20 MIN

Each learner lists everything they've done before — formal and informal, paid and unpaid. Use the app to match those skills to construction roles. Almost everyone has more transferable experience than they think.

### 2 Bring in a guest

45 MIN

Invite a local site manager, apprentice, or inclusion-hire to speak after this session. The app gives the structure; the guest gives the lived reality.

### 3 The five-year map

15 MIN

Each learner sketches a simple timeline: where they are now, in one year, in five years. Use the app's progression info to identify the steps in between.

## DISCUSSION PROMPTS

- *What part of construction work most attracts you — and what most worries you?*
- *What's one skill from your previous life that an employer here might not look for?*

## DIFFERENTIATION

*Different career goals in the room: split into trade-interest groups for the skill audit, so learners can compare paths with others heading in a similar direction.*

# Going deeper: Entering the construction sector.

*Use these to extend the session, support self-directed learning between sessions, and prepare for the situations learners will encounter outside the room.*

## FURTHER READING & RESOURCES

- FIEC (European Construction Industry Federation) — sector data and trends
- Your national construction-skills body (e.g. CITB, CCQ, BFW) — qualification routes
- LinkedIn or local trade fairs — for meeting people already in the sector

## REAL-WORLD MATERIALS

- Photos and short bios of three local 'success story' inclusion-hires
- A printed list of recognised qualifications in your country, by trade
- Contact details of two local apprenticeship providers

## BEYOND THE SESSION

- Visit one construction site or trade open day (many run free public events).
- Find one person already working in your target trade and message them with one question.

## COMMON CHALLENGES

- Qualifications from home country not recognised: this is the #1 frustration. Focus first on what's transferable.
- Over- or under-confidence about skill level: use the skill audit honestly, then validate with a trade-test if possible.

# 03



## Delivering the training.

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*A prep checklist, a session-by-session flow, and trainer-tested principles for getting the most from the app and your learners.*

SECTION 03 / BEFORE EACH SESSION

# A prep checklist for trainers.

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*Twenty minutes the night before — or the morning of — will make any session run more smoothly. None of this is mandatory, but every item makes a measurable difference in the room.*

**TECH**

## **Open the app on the screen you'll project**

Make sure the URL loads, the screen is large enough to read from the back, and you've already navigated to today's category once.

**TECH**

## **Check learners can access it on their phones**

Bookmark or pin [app.welcomeworkproject.eu](http://app.welcomeworkproject.eu) to home screens at the start of session 1. Bring spare device chargers if you can.

**CONTENT**

## **Re-read the category you're covering**

Spend ten minutes in the section yourself. Note one sentence you don't fully agree with — it'll spark good discussion.

**CONTENT**

## **Prepare one real-world prop**

A printed job advert, a sample payslip, a contract, photos of tools, a local NGO leaflet. The app provides the theory; you provide the real thing.

**PEOPLE**

## **Plan for mixed language levels**

Identify learners who could partner up — one stronger speaker per pair. Pre-translate two or three key phrases if you'll need them.

**PEOPLE**

## **Have a follow-up action ready**

Every session should end with one concrete next step per learner. Decide in advance what 'good' looks like for today's group.

SECTION 03 / A SUGGESTED FLOW

# Four sessions, end to end.

*A starting structure to adapt to your learners. Each session runs roughly 60–90 minutes. Most groups benefit from spacing sessions across two or three weeks.*

## SESSION 01

### Orientation

*Covers: Foreword, navigation, AI Chat*

Walk through the app together. Cover the home screen and how to ask the AI Chat for help. Have each learner type one question. Set expectations for the next three sessions.

## SESSION 02

### Life & rights

*Covers: Categories 3 & 4*

Living in a New Country, then Your Right to Work. Localise everything. Bring in a sample contract and a list of trusted local services.

## SESSION 03

### Sector & vocabulary

*Covers: Categories 5 & 6*

Entering the Construction Sector paired with the Dictionary. Do a skill audit. If possible, host a guest speaker from the industry.

## SESSION 04

### Applying for work

*Covers: Category 2*

How to Apply for Jobs. Build a real CV together. Run mock interviews. Each learner leaves with a draft application and a concrete next step.

# What works in the room.

01

## Go at the learner's pace

The app is a resource, not a curriculum. Spend longer on the sections your learners need most. Skip the rest. Coverage is not the goal — confidence is.

02

## Pair digital with human

The app supplies the structure; you supply the meaning. Don't replace the human teacher — amplify them. Lived experience and conversation are what makes content stick.

03

## Encourage exploration

Give learners time to tap around on their own. Discovery builds confidence and digital literacy at once. Resist the urge to fill every silence with instruction.

04

## Localise everything

The app speaks a general European language. Your value is the specific local layer — the local NGO, the bus route to the site, the trades hiring this month.

05

## Build the bridge to work

Every session should connect to a concrete next step in the real world: a contact made, a CV updated, a site visit booked. Learning without action fades within a week.

### STAY CONNECTED

#### Open the app

[app.welcomeworkproject.eu](https://app.welcomeworkproject.eu)

#### Visit the project

[welcomeworkproject.eu](https://welcomeworkproject.eu)



[www.welcomeworkproject.eu](http://www.welcomeworkproject.eu)

Follow our journey

