



DRIM
Danube Region
Information Platform for
Economic Integration of
Migrants

OUTPUT 4.2.

TRAINING SESSIONS (for improving access to information for migrants)

Table of Contents

1 Introduction	3
2 Trainings' target group(s)	5
3 Methodology	6
4 The detailed description of the Danube Compass.....	17
5 Trainings as "documented learning interactions" in eight partner countries of the project DRIM	33
6 Evaluations of the executed national trainings.....	54
7 Annexes	61

1 Introduction

The trainings for public institutions are the third output of the project DRIM and the first mandatory horizontal output that pertains to “documented learning interactions”. Since the cross-cutting element of the Danube Transnational Programme (DTP) is increased institutional knowledge, a special horizontal indicator that captures the progress of the project was devised by the Programme called “**documented learning interactions**”. The term “documented¹ learning interactions” is defined as the process of acquiring/enhancing institutional knowledge in transnational cooperation context through joint work aimed at a practical solution, transfer of know-how, capacity building, exchange of experience, peer-reviews or any other type of learning processes. Each project under DTP is thus expected to develop three joint learning interactions.

The first documented learning interaction was thus designed as the training sessions for public institutions, where a two-fold objective was set by the DRIM partnership: Firstly, to enhance the recognition of the importance that information plays in the process of integration among public institutions’ employees, and secondly, to introduce Danube Compass Information platform as a useful tool for increasing capacities of public institutions to provide information for migrants.

This documented learning interaction consisted of two parts; the first part was the “train-the-trainer” seminar intended for “facilitators” – persons who will further implement the trainings in their institutions, and the second part of the actual training sessions in the public institutions of the eight partner countries. The aim of “train-the-trainer” seminar was to enhance the necessary skills and capacities of the potential trainers/participants in order for them to organize one training course on national level in each of the 8 participating countries with a minimum of 15 participants.

The trainings were carried out in the October and November 2018. In total, 171 representatives of public institutions and civil society took part in this project activity across the partner countries, which exceed the target number by far. In Slovenia, for example, the trainings were included in the curriculum of the national training days for administrative units of the Republic of Slovenia under the auspices of the Ministry of public administration. There, more than 60 persons underwent training and demonstration of Danube Compass as well as a hands-on exercise of using Danube Compass in their daily work. Across the partnership, the trainings received excellent

¹ “Documented” pertains to physical proofs of such learning process that needs to be available to any interested party.

evaluation at the end. Despite the activity being finalized, the partnership is continuing to execute trainings among public institutions as part of the promotion of the Danube Compass with the objective to improve the delivery as well as access to information that will benefit migrants.

This output documentation is structured in the following way. The first part consists of the methodology for the train-the-trainer and the national trainings with examples and instructions how to execute them is presented. The methodology was presented at the train-the-trainer seminar in Szekesfehervar in Hungary in summer 2018 and was considerably adapted according to the participants' feedback at that event. Much more emphasis is therefore given to the presentation of the Danube Compass information platform itself than initially, which reflects the users' desire to receive practical and hands-on training that will benefit them at their work. In order to get feedback and have a comparable feedback of the executed trainings, the detailed instructions for partners to perform evaluations are given. In the second part, the documentation on the national trainings is provided for each of the 8 countries. Lastly, the analysis of the different aspects of the events is given.

While this mandatory output is specific to the DRIM project and its prior outputs, we hope it nonetheless offers an instructive insight on how to organize and carry out trainings in the field of intercultural communication in the public institutions as well as the NGO sector and civil society. It is DRIM partnership's hope that lessons learned and experiences gained detailed in this document will be a useful tool for upcoming projects aiming to improve governance in the Danube region and beyond.

2 Trainings' target group(s)

2.1 “Train-the-trainer”

The target group of the “train-the-trainer” course are external stakeholders invited by the project partners of the project DRIM. Each project partner will support the stakeholder(s) in order to organize the national trainings.

During the “train-the-trainer” course, the participants will develop the necessary skills in order to design and implement the national trainings, with the help of the facilitators. The project partners will also support the participants in the organization of the national trainings.

Members of the group are partners of the consortium of the project DRIM and external trainers that will carry out the national trainings. Each project partner must organize 1 training course with 15 participants (a total of 8 national training courses with at least 15 participants each).

2.2 National trainings

The participants in national trainings are going to be members of local authorities, national authorities, sectorial agencies and interests groups including NGOs. It is recommended that the participants come from different institutions, organizations and agencies to ensure a higher multiplier effect. The trained external stakeholders invited by each project partner will be main facilitators with the support of the project partners. The aims of the national trainings are to disseminate and help the participants of the national trainings to take advantage of the Danube Compass Information Platform.

3 Methodology

The design of the workshop is to be **proactive**, meaning that participants learn the necessary skills through activities focused on “learning by doing”. It also **responds to the demands** emphasised by participants during the Transnational Working Group that took place on 15th February, 2018 during the Project Management Meeting in Graz. It is crucial that the workshop includes an **intercultural approach** embracing the different profile of participants and their organizations whilst using the most effective non-formal learning tools to transfer know-how.

Techniques and strategies:

- Brainstorming
- Sharing experience and changing perspectives
- Small working groups
- Simulation and role play
- Learning by doing
- Exercises
- Positioning
- Group discussion

During “train-the-trainer” sessions, the participants enhanced the necessary skills to implement the national trainings, short workshops (of about 3 hours) where participants learnt and improved their capacities to use Danube Compass in their daily job routine.

3.1 Structure of the workshop “Train-the-trainer”

Day 1

The first session is an introduction to some activities aimed at getting to know each other and break the ice among the participants. These activities are important to make the group feel more comfortable and the participants can replicate their experiences during the national trainings. Additionally, the participants take part in “Expectations, fears and resources”, activity recommended to be implemented at national trainings. The second part of the session is dedicated to the Danube Compass Information Platform, offering a comprehensive introduction to the information platform, its structure and logic.

After a short break, the session 2 follows. The participants take part in two activities that are included in this methodology, aiming to help them reflect on their own learning process while understanding the value of non-formal education tools. Because of limited amount of time, the participants will be able to try out 3 out of 5 methodologies proposed. In order to ensure the transfer of know-how, during the final part of the session, the facilitators will introduce the methods (that have not been directly introduced in the sessions) to the participants and will have time to discuss them with the participants.

Day 2

The third session on day 2 starts with the activity “World Café” which allows the participants to try a third method (included in the methodology). Once the participants have finished with “World Café”, the participants are presented the plan for national trainings: A template to be filled individually in order to prepare the participants for the national trainings. Participants will continue with the individual plans for the national trainings during the fourth session.

Facilitators will also prepare a short presentation for the participants summarizing the most important points to be considered when preparing the individual plans (template can be found in Annex 9.2)).

The last session of the training is dedicated to the evaluation of the “train-the-trainer” seminar and to the national workshops, while showing different methods of evaluation. On the first activity, participants are asked to write on Post-its the answer to different questions about their learning process during the training. Each session should be

accompanied by a reflection of the learning process, in order to ensure the understanding of the logic of the activities.

During the execution of the train-the-trainer seminar participants critically approached parts of the methodology, which lead to its changes and improvements, bringing the Danube Compass information platform more into the spotlight of the trainings, while activities addressing the intercultural communication are to be used more as an introduction and according to the need and design of the particular training exercise.

3.2 Methods of national trainings

This section is divided into three main sections. The first one includes activities to break the ice and get to know a bit better the participants. It is recommended that the national trainings do not last longer than 3 hours with one 15-20 minutes break in between. During the first 45-60 minutes of the training, the facilitators can implement 2 or 3 of the proposed activities in the section “opening”. It is highly recommended to dedicate 30 minutes to the activity “Expectations, Needs and Resources” in order to understand the motivation and needs of the participants when taking part in the workshop. This activity will help the facilitators understand if the activities prepared are adequate or need to be adapted. After the break, it is recommended to implement **one** of the activities from section 6.3. The activities are quite long and it is essential to offer enough time to discuss and debate the outcomes of the activity. Each activity on the section 6.3 comes with a debriefing, which helps the participants in the training doing some reflection on the activity, their participation, their lessons learnt and the content.

Proposed schedule for the national trainings	
15 minutes	Get to know each other
30 minutes	Expectations, fears and resources
15 minutes	Coffee break
30 minutes	Understanding importance of access to information for migrants
30 minutes	Presentation of the Danube Compass
15 minutes	Wrap-up and evaluation

Nevertheless, the trainers will have the opportunity to choose the methodology that they consider adequate in order to reach successfully the participants.

3.2.1 Opening

There are several activities that are recommended to be implemented at the beginning of the workshop in order to break the ice and get to know each other. It is very important to understand the needs of the participants and their motivation to take part in the workshop, which is why the main activity should be “Expectations, Needs and Resources”. In order to choose the adequate activity for the “get to know each other” part, it is important to have a clear profile of the participants and to know if they are acquainted or not, as well as, which institution or public authority is represented. These facts will help to develop more tailored activities in order to take advantage of the time of the national training.

Examples of the activities (the facilitator chooses one according to the profile and needs of the participants:

Activity 1: The three lies	
Objectives	This activity helps the participants to get to know each other better, through discovering both common and unique interests and experiences and it reinforces the group to begin to feel more comfortable talking and listening with one another.
Time	20-30 minutes
Group size	This activity can be done with a group of any size
Material	Papers, pens and cello-tape
Description	The facilitator asks the participants to write on a piece of paper three sentences about themselves: two of these sentences are true and one is false. The participants need to hang the paper with cello-tape on their backs. Ask the participants to walk around the room, discussing with one another which sentences is true and which is false and they will mark the sentence that they think is false.
Debriefing	Participants will explain shortly which one is false and which one is not and compare it with the sentences that got more “marks” as false.

Activity 2: Human bingo	
Objectives	This activity is a very strong ice-breaker that reinforces the communication among the participants on one hand; and helps them to get to know each other better on the other. It also helps to learn the names of the participants.
Time	20-30 minutes
Group size	This activity can be done with a group of any size
Material	“Human bingo” and pens.

Description	Ice-breaker activity to get to know the participants and their names. Participants are handed a “Bingo”. Participants are asked to find someone in the group that matches with the sentences in the “Bingo” by asking “are you someone who...?”. Participants need to write one name per box (See template by annexes 9.4). The first person to complete the task says “Bingo” and the activity will be over.
Debriefing	Facilitator asks the person who said “Bingo” to say the names he or she wrote in order to prove that it was correctly fulfilled.

Activity 3: Questionnaire on own culture

Objectives	This questionnaire aims to help the participants reflect on their own knowledge, stereotypes and beliefs
Time	20-30 minutes
Group size	This activity can be done with a group of any size
Material	Questionnaire on own culture, pens
Description	The aim of this questionnaire is to help the participants reflect on their own experience and introduce them to the topic relevant to the workshop. The participants are given the questionnaire and they have 15-20 minutes to answer the questions. After the participants have answered, the facilitator divides the participants in small groups so they can compare the answers given in the questionnaire.
Debriefing	After few minutes of comparing answers, facilitators will ask a representative of each group about the outcomes of the comparisons.

Activity 4: Expectations, Needs and Resources

Objectives	This activity is crucial to understand the motivation and needs of the participants. Through the collections of post-its, facilitators can understand better the individual and group needs and adapt the activities accordingly.
Time	20-30 minutes
Group size	This activity can be done with a group of any size
Material	Post-Its, pens
Description	Each participant gets 3 Post It notes. Every participant writes their expectations, needs and resources on them, and then they are glued onto 3 different flip-charts. At the end of the workshop, participants read their Post-Its again and take them with them if they came true.
Debriefing	The facilitators will go through the different expectations, needs and resources and will hang them on a flip-chart on the wall for everybody to see them. At the end of the training, the facilitators will go through them again and will check if they were fulfilled or not.

Activity 5: The connection	
Objectives	This activity helps the participants to get to know each other better and feel more comfortable with one another.
Time	45 minutes
Group size	Up to 30 participants
Material	Several flip charts, pens, markers, Post-Its, paper colours
Description	<p>Facilitators write the name of each participant on a piece of paper. These papers are hanged on the flip chart. The flip-chart must be big enough to leave space between the names.</p> <p>Participants are given markers and pens and are asked to walk around the room until said otherwise.</p> <p>When facilitators say “Stop” participants find a partner to talk to. They have 2 minutes to find a something they have in common (e.g. a book/movie they liked, physical aspect, place they have visited, etc.). Once they have found it, participants need to draw a line connecting both of them and write what they have in common.</p> <p>Participants need to make sure they speak with somebody different every time. By the end of the activity, each participant will be “connected” to one another.</p>
Debriefing	No debriefing needed.

Activity 6: The map	
Objectives	This activity helps the participants to get to know each other better and feel more comfortable with one another.
Time	30 minutes
Group size	No limit
Material	No material
Description	<p>The facilitators give a series of instructions to the participants, who need to follow and fulfil them without speaking.</p> <p>Imagine you are a map. Please locate yourself according where you come from.</p> <p>Make a line according your birthday (from January to December)</p> <p>Job position</p> <p>Colour of the eyes</p> <p>Age</p>
Debriefing	No debriefing needed.

3.2.2 Methods for understanding the role of information in the process of integration

The following methods have been selected according to previous experience on the topic, as well as considering their possibilities of transferability and adaptation. In order to implement correctly the activities, it is necessary that the facilitators of the national trainings manage their time efficiently and dedicate enough time to the following activities. Each of the following tables has the description of the activity as well as some suggestions for implementation.

Examples of the methods (the facilitator chooses one or two if time permits):

Method 1: I Agree / I disagree	
Objectives	This activity helps to raise awareness among the participants to understand the importance of access to information. Additionally, it also reinforces dialogue and debate and learning from each other's opinions.
Time	45-60 minutes
Group size	Maximum of 50 participants
Material	Two papers: on one is written "I agree" and on the other "I disagree".
Setting	Facilitators divide the room in two sides, in one side the put the paper "I agree"; on the other side they put the paper "I disagree". In order to facilitate the activity, it is recommended to divide to the sides with a piece of rope or thread.
Description	Facilitators asked the participants to stand and listen carefully to the following statements. Facilitator reads out loud a statement and asks the participants to stand on a right/left side of the room if they agree or disagree. After a short time to let the participants reflect on the statements and move to the side of the room; facilitator asks the participants to elaborate a bit on the reason why they choose to stand on one or another side. In this activity, facilitators can give general statements on the situation of migrants in the country, or use it to give information that can be found on Danube Compass.
Example of statements	When implementing this activity, the facilitators can choose two different kinds of statements: general, which will include controversial statements on the topic and; specific on Danube Compass, which will help the participants to realize the utility of the information platform by questioning their own knowledge. General statements: Migrants have enough access to information.

	<p>Information on the webpage should be translated to different languages.</p> <p>Integration of migrants happens when they find a job.</p> <p>Specific to the topic Danube Compass:</p> <p>(for Austria) My country of origin does not have double taxation agreement with Austria, which means I need to pay taxes in both countries.</p> <p>(for Croatia) I need to live in Croatia for at least 10 years before asking for citizenship.</p> <p>(for Germany) I don't need to convert my driving licences in Germany if I am from a European country.</p> <p>(for Slovakia) School meals are for free in Slovakia.</p>
Debriefing	<p>The debriefing of this activity will depend on the implementation of the activity itself. The facilitator will see if the participants have been able to discuss the different statements or not. Some questions to facilitate the debriefing:</p> <ul style="list-style-type: none"> • Was it difficult to choose sides? Why? • Did you change the opinion after listening somebody's argumentation? Why? • How did you feel when you had to choose between so opposite statements?

Method 2: Group work	
Objectives	The activity aims to foster discussion and debate, as well as to obtain deeper knowledge on the proposed topics.
Time	60 minutes
Group size	Up to 50 participants
Material	Flip-charts, pens, Post-Its
Setting	Tables in different parts of the rooms.
Description	<p>The facilitators write different concepts on flip-chart, such as “economic integration”, “access to information”, “human rights with regard to information” or “diversity”, “equal rights” and hang the flip-charts on the wall of the room.</p> <p>Participants are asked to write a short definition of each of those concepts in a Post-It and hang it in the pertinent flip-chart.</p> <p>Once all participants have written their definitions, facilitators create random small groups (as many groups as flip-charts).</p> <p>The participants then have 20 minutes to read all the information on the Post-Its and agree on a “final” definition.</p> <p>Once all the groups have agreed on a definition per flip-chart, one member of each group will read out loud the definition and the rest of the participants will assess it and give feedback.</p>

Debriefing	It is possible that not all the participants agree on the proposed definitions and that they have different perspectives on them. It is important to calculate some time for debate and discussion after each group has reached the definition.
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Method 3: Language barrier	
Objectives	This activity aims to raise awareness about discrimination that migrants and refugees feel when undergoing some procedures. It also reinforces the intercultural communication skills of the participants and their empathy towards migrants and refugees.
Time	60 minutes
Group size	Max. 30 participants
Material	Job applications and pens
Setting	The room needs to be arranged in a way that facilitators can sit behind a desk and role play the formality of a job application.
Description	<p>This activity is recommended to be done after the break.</p> <p>Participants arrive but they are not greeted by anyone or acknowledged their presence. Facilitators do not say anything about what is going to happen.</p> <p>After a few minutes the scheduled start time and facilitators hand out the copies of the "Application for asylum" and the pens, one to each participant.</p> <p>Facilitators tell participants that they have 5 minutes to complete the form, but do not say anything else. Ignore all questions and protests. If you have to communicate, speak another language (or a made-up language) and use gestures. Keep all communication to a minimum. The only job of the facilitators is to hand out the forms and collect them again.</p> <p>Facilitators greet any latecomers curtly (for example, "You are late. Take this form and fill it in. You have only got a few minutes left to do it."). When five minutes are up, facilitators collect the forms without smiling or making any personal contact.</p> <p>Facilitators call a random name from the completed forms and tell that person to come forward. They look at the form and make up something about how they have filled in the form, for instance, "You didn't answer question 8" or "I see you answered "no" to question 6. Application dismissed". Facilitators tell the person to go away. It is important not to enter into any discussion. Go straight on to call the next person to come forward.</p> <p>Facilitators repeat this process several times. It is not necessary to review all the applications, only continue for as long as necessary for the participants to understand what is happening.</p>

	<p>Finally break out of your role and invite participants to discuss what happened.</p> <p>The activity is relatively easy to implement. The most crucial point is for the facilitators to “stay strong” and show no empathy or will to understand the participants.</p> <p>There is a template for the job application in the Annexes 9.4. It is in Creole language. Creole are languages that have come into existence as a result of two peoples, who have no common language, trying to communicate with each other. The result is a mixture. For example, Jamaican Creole features largely English words with dialect pronunciation superimposed on West African grammar. There are several Creole languages, for instance, in Haiti and The Dominican Republic, and in some Pacific and Indian Ocean islands such as Papua New Guinea and The Seychelles. The reason Creole is used in this exercise is because relatively few Europeans will know it.</p>
Debriefing	<p>The debriefing is very important in this activity, because it enables the participants to reflect on their own activity and past experiences. Facilitators should start by asking people how they felt during the activity and then move on to discuss what happened, what they have learned and the links with human rights. Some debriefing questions:</p> <ul style="list-style-type: none"> • How did you feel when filling out an unintelligible form? • How realistic was the simulation? • Have some of you been in a situation where you could not speak the language and were confronted by an official, for instance, a police officer or a ticket-controller? How did it feel? • What can be done to improve these situations?

Method 4: Role Play (a migrant seeking information vis-à-vis the public institution clerk)	
Objectives	The activity aims to offer an overview of the usefulness of the Danube Compass by “learning by doing”, as well as intending to help the participants fill the migrants shoes’.
Time	60 minutes
Group size	Up to 15 participants
Material	Roles according to the examples in the content part 6.2.
Description	You print the examples in part 6.2. and give them to participants. People act in the role of the person described. After a short acting scene of around 2 minutes people change roles and perspectives.
Debriefing	It is important to debrief and reflect on the process. What was learned by taking over the role? What were the requirements of the person? Often taking over a role of another person makes people reflect upon their own actions.

4 The detailed description of the Danube Compass

This section provides a detailed insight into the content part and technical capabilities of the information platform. The facilitator should use considerable time for this part as it gives participants the in-depth understanding of the Danube Compass as a valuable tool at their everyday work. The presentation can be mixed with on-hands exercises of using the Danube Compass or these practical exercises can be executed at the end of the presentation.

4.1 Sections of Danube Compass

The Danube Compass is a compendium of eight country-specific collections of information containing diverse migrant integration-related information under six main categories: work, arrival and stay, education, learning local language, everyday life and health. The information is accessible by computer or mobile phone: www.danubecompass.org.

Danube Compass transnational information platform is one of the main outputs of the project DRIM. This tool provides information on different aspects of work and life in eight countries of the Danube region: Austria, Croatia, Czech Republic, Hungary, Germany, Serbia, Slovenia and Slovakia. The Danube Compass is an innovative way that aims to enhance the capacities of public authorities for creating and enabling an environment for economic integration of migrants in the wider Danube region. Through Danube Compass, public authorities will be able to communicate their country specific labour market related information with migrants in an efficient way. Yet migrants will be able to find the necessary information about the different countries' labour markets and learn about related country specificities (e.g. work insurance, health system, work qualifications, educational possibilities etc.). At the same time, employees in the public sector and sectoral agencies, as well as members and volunteers from NGOs, will get a knowledge-sharing mechanism as they will be able to link directly with up-to date information on immigration and labour markets' rules and regulations within the Danube region.

The Danube Compass was conceived as a transnational tool, a fact that reinforces the answer to the need of trustworthy cross-border information within the Danube region. This region has historically had strong flows of intraregional migration. Therefore and considering the era of information, a multilingual platform that connects the information across the Danube Region is essential to facilitate the cross border movement and the consequent (economic) integration of migrants. The collection of

information of the eight countries will foster the information flow and will enable the capacities of the public authorities on one hand; and will enhance the understanding of the welcoming country by the migrants on the other.

The following description of the 6 main categories within the Danube Compass is accompanied with “case studies” or applicable examples of the usefulness of the information platform. The examples are illustrated through the Austrian version of the Danube Compass, but this general information can be found in each country version. The examples help to understand that applicability and the logic of the tool.

Arrival and stay: This is one of the main sections of Danube Compass because it includes crucial information for a person when arriving to a new country. This section describes different procedures that are essential to obtain to regularize the status of a migrant in each country. Each category within “Arrival and stay” describes different procedure attempting to fulfil the need of different profile of migrants coming to a country. Thus, it is possible to find information for people who are planning to stay in a country for a short period of time, but also information for those who are planning to stay longer. In this section, information on the most important documents that one might need during the different processes of registration and the different possibilities of recognition of personal documents is to be found.

Example: Registration of address	
Who	An Erasmus student who will live in Austria for 9 months
What	She/he needs to register his/her address
Where can the information be found in the Danube Compass?	<p>One of the first things that need to be done when moving to another country is the registration of address. This information can be found: Arrival and Stay > Registration of Address > Registration of address</p> <p>http://at.danubecompass.org/archives/situation_category/registration-of-address?list</p> <p>The registration of an address is compulsory in Austria, even if the stay is temporary. Additionally, citizens from EU/EEA countries need to do an additional registration certificate. If this is not done, citizens will be fined. In order to avoid, this problem, it is possible to find the most important information on registration of an address (including a link on the forms to be filled in and submitted) through the link above.</p>

Work: The section of work is divided into three main categories: Employment, business and taxes. Each category includes the most important information related to the topic.

The section “Employment” includes information on searching for a job, as well as the different rights that a worker has in each country of the Danube Compass. It is focused on offering the most important information regarding how to obtain a job, which procedures must one undergo as well as offering a wide range of possibilities to look for a job in each country. It also needs to be remarked that the rights of the workers and the institutions that ensure that those are being respected are described.

The section “Business” follows the different processes about planning, setting up, running a business and closing it down. The different categories included in this section intend to offer the necessary information, as well as the essential contacts for the users of the information platform to implement their own business in the welcoming country.

The last section is “Taxes”, which gives a complete overview of the taxation procedures in each country. In this section, there is also the category “Support services for migrants”, which collects interesting links, contacts and projects directly related to the main topic.

Example: Regulated professions	
Who	A person who has worked as a florist for 8 years in his/her home country.
What	He/she wants to know what he/she needs to do in order to develop this profession in Austria.
Where is the information found in the Danube Compass?	<p>The information is available under: Work > Employment > Regulated Professions > Regulated professions http://at.danubecompass.org/archives/situations/regulated-professions</p> <p>Austria is very strict with the regulated professions and often is not possible to work if the proficiency on the job is not proved. The article of “Regulated professions” basically summarizes the procedures to be followed in order to recognize a profession, and it offers a comprehensive overview of the regulated professions in Austria and which institution is competent of the recognition process. The information displayed on the link offers an overview of the process and the main contact.</p>

Learning local language: This section is a compendium of the main resources offered by state and non-governmental organizations in order to help newcomers to learn the local language. Information on different programs and projects that have specific target groups (e.g. children, women) is included. Each linguistic project or program offers the

contact with the organization that implements it. Additionally, information on the main exams on local language is offered, as well as information, such as contacts or dates of the exams. The information included in this section is crucial in order to help the integration process of a newcomer.

Example: Language courses for children	
Who	A British family moved to Austria
What	Their children are in school age but they do not speak German. They would like to know which supports are available in order for the children to learn German and integrate faster in school
Where is the information found in the Danube Compass?	<p>A comprehensive list of language courses for children can be found at: Learning Local Language > Language Courses For Children > List of language courses for children</p> <p>http://at.danubecompass.org/archives/situations/list-of-language-courses-for-children</p> <p>Through the information stated in this article, they will be able to find the main contact in each Austrian region in order for their children to receive additional German classes. Although municipalities have also competences in this topic, this webpage offers initial information to know where to start searching for linguistic support.</p>

Education: this section intends to offer an overview of the education system in each country, starting from preschool and finishing at tertiary education. It is really crucial for migrants to understand how it works in each country and specially to understand those procedures they need to undergo in order to enrol to specific course or obtain recognition of their certificates. Education is a very broad field and each country has its own specificities, hence the importance of having the section of “Education”. It is divided in 8 main categories, starting with preschool, following with primary and secondary education, then tertiary and finally adult education. It also includes very important information such as the recognition of certificates.

Example: Recognition of certificates	
Who	A chemist from Morocco
What	He/she would like to work in her field but he/she needs his/her studies recognized
Where is the	Main information on the topic can be found on Danube Compass

information found in the Danube Compass?

under:

Education > Nostrification/recognition of Education and Qualifications > Nostrification/recognition of education

<http://at.danubecompass.org/archives/situations/nostrification-recognition-of-education>

The recognition of certificates is one of the most sensible issues. In each country the process is different. Through the information offered in this article, he/she will be able to find where she needs to go in order to recognize the diploma, as well as finding the contacts to obtain more information from the responsible authority. In this specific example, he/she will be able to receive the information in his/her mother tongue.

Everyday life: This is a very heterogeneous category that includes information on a variety of topics in order to help migrants understand different crucial points that will improve their capacity of integration on the new-coming society. This category is divided into 6 main categories:

“Housing” which includes information on renting, as well as buying, describing the different procedures and offering contact points.

“Social support” is a broad category that includes information about the different kind of financial and non-financial support offered by the state, the regions or the municipalities of each country. Users can find also the main contact point as well as emergency numbers, legal aid or psychosocial support. “Driving and transport” is the category dedicated to describe the procedures to obtain a driving license or, to get a new one.

Example: Driving licence	
Who	A 30 years old person from Australia
What	He/she would like to validate the driving license
Where is the information found in the Danube Compass?	<p>This information is displayed at: Everyday Life > Driving And Transport > International Driving Licence > Validity of foreign driving licence http://at.danubecompass.org/archives/situations/validity-of-foreign-driving-licence</p> <p>Visiting this article, he/she will understand what needs to be done, which documents he/she needs and where she/he</p>

can do all the process in order to obtain a valid driving license. In this case, if she/he does not speak German, it would be possible to find the information in English. At the end of the article, there is also main contact data in order for this person to contact directly with the responsible authority.

Health: This is another main category, which includes information on the healthcare system of each country, but also key information like emergency numbers, interpreters or patients' rights. The section also informs about private healthcare system in the country and offers numerous contacts.

Example: Interpreters	
Who	A third-country national that needs an interpreter to visit the doctor
What	She cannot speak neither German or English but she needs to visit a doctor in the hospital to get her regular medication
Where is the information found in the Danube Compass?	Health > Interpreters > List of different services http://at.danubecompass.org/archives/situations/list-of-different-services The access to interpreters is crucial in order to ensure that the doctor and patients can communicate. Therefore, there are different organizations that offer interpreting services in order to ensure that the person is correctly attended in the hospital. The webpage offers an overview of the main interpreting services.

The Danube Compass is written in 5 languages (local language, English and 3 additional languages), facilitating the communication with the migrant groups in the country.

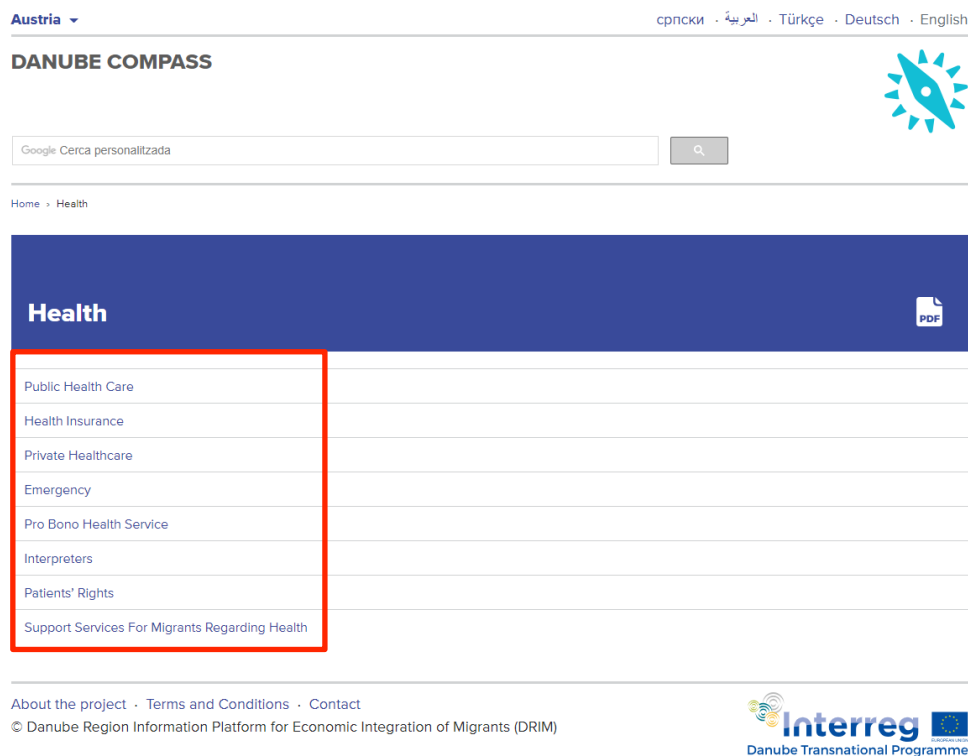
In order to adequately transmit the usefulness of the Danube Compass, it is crucial that the facilitators of the national trainings are acquainted with the information platform. The platform is intuitive and user-friendly and it should not be challenging to use for a person familiar with new technologies and the Internet. It is also recommended that the facilitators in the national trainings prepare a short presentation on the Danube Compass explaining the main categories and main usability features.

4.2 Technical features

In order to take advantage of all the opportunities that Danube Compass offers, it is important to also see the few technical features that increase the user-friendliness of the tool.

It is important to mention that the address of the information platform (www.danubecompass.org) has geolocation. This feature allows the system to know where the user is and directs the webpage to the appropriate national version of the Danube Compass. In the case, the user is not in one of the 8 countries that are included in Danube Compass, they will find a general webpage that will allow the user to choose which national version he/she would like to visit.

The information content in Danube Compass is organized under 6 main categories. Each category is also systematized into sub-sections, meaning that once we open one of the six main categories, a selection of related topics is shown in a form of list on the right sight of the page, as we can see in Figure 1. When opening the main category “Health”, multiple options related to this topic are offered.



The screenshot shows the website interface for the 'Health' category. At the top, there is a navigation bar with 'Austria' selected and language options: 'српски', 'العربية', 'Türkçe', 'Deutsch', and 'English'. Below this is the 'DANUBE COMPASS' header with a search bar and a magnifying glass icon. The main content area is titled 'Health' and contains a list of sub-sections: 'Public Health Care', 'Health Insurance', 'Private Healthcare', 'Emergency', 'Pro Bono Health Service', 'Interpreters', 'Patients' Rights', and 'Support Services For Migrants Regarding Health'. A red box highlights this list. At the bottom, there are links for 'About the project', 'Terms and Conditions', and 'Contact', along with the copyright notice '© Danube Region Information Platform for Economic Integration of Migrants (DRIM)' and the 'Interreg Danube Transnational Programme' logo.

Figure 1

Once we click in one of the list topics, another list will appear, this time in the centre of the page, as we can see in figure 2.

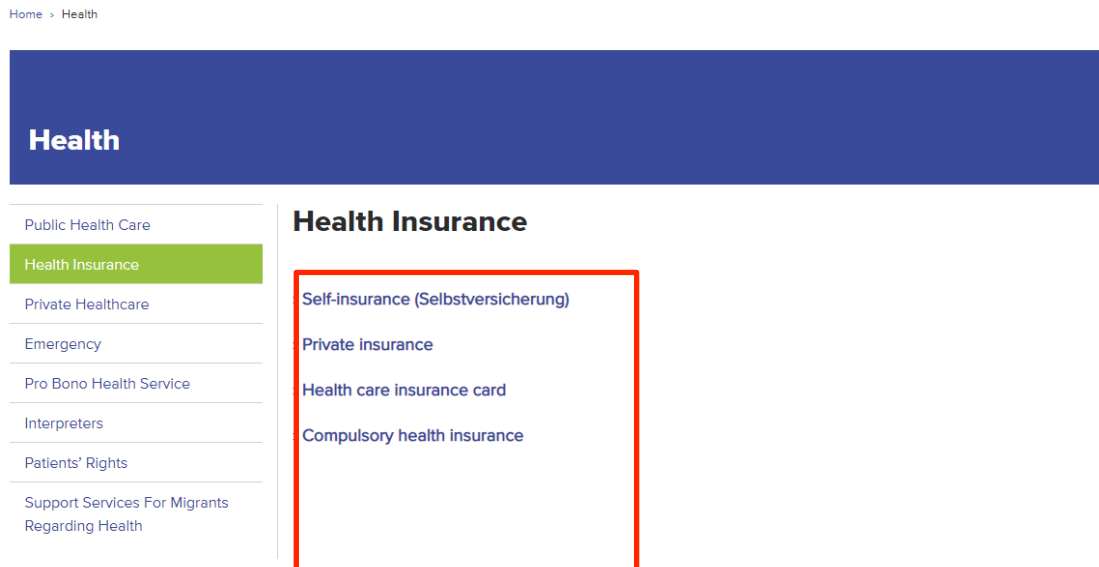


Figure 2

From the list that is shown in the centre of the webpage, we can then have access to the specific article. All the articles follow a similar logic, answering the questions “what”, “who”, “how”, “where”, “when”, “good to know” and “attention. We can see an example of entry in figure 3.

DANUBE COMPASS



Google Cerca personalitzada



Home • Work • Employment • Job Search • Apprenticeship

Apprenticeship



Institutions Directory

WHAT

Apprenticeship is a system of training that combines on-the-job training (80% of the total time) with theoretical classes (20% of the total time). It can last from two to four years. At the end of the apprenticeship, you can work as a qualified worker in the profession.

WHO

Any person that has concluded the lower level of secondary education according to the Austrian education system. In Austria, students finish lower level of secondary education at the age of 15.

HOW

You can look for the apprenticeship yourself and make an agreement with the company. You can also find an apprenticeship through the Public Employment Service (*Arbeitsmarkt – AMS*) or through the Apprenticeship Job Market.

GOOD TO KNOW

After getting the certificate, you're qualified to work in that profession, or you can continue to study at university or university of applied sciences. As apprentice you get a low apprenticeship salary, which increases every year. There are special apprenticeship programs supported by the Austrian government for young asylum seekers, especially in the branches of hospitality and gastronomy.

WHERE

Apprenticeship job market from the Public Employment Service (*Arbeitsmarktservice –AMS*). More information at the web pages of the AMS and the webpage of the AMS Vocational information centre (in German): www.ams.at/lehrstellen/ and www.beruflexikon.at/index.php?from=/le_start.php.

Figure 3

The Danube Compass includes multiple features in order to ensure the user-friendliness of the tool, making the navigation as intuitive as possible. Nevertheless, there are few features that must be taken into account when using the platform. In the figure 4, there are marked with red essential technical features that will improve the experience in the Danube Compass. The access to the version of the Danube Compass in other countries can be found in number 1.

In number 2, there are the different languages that Danube Compass can be found in. It is important to remember that the languages will vary according to the country. For example, in Austria the Danube Compass will be found in German, English, Serbian and Turkish; while in Germany the selected languages are German, English, Romanian, Bulgarian and French. Another remark regarding the languages and translation is that the user can change the language of the article without leaving the page or going back to “Home” because the info-platform offers the article in the selected language. Additionally, it is also possible to go back to main webpage or “home” by clicking the Danube Compass graphic image, as marked in red in number 3

The Danube Compass also has a search engine in order to improve its user-friendliness. The search engine is found in number 4 and its service is provided by Google, which it implies that the results using the content of Danube Compass are shown after a few GoogleAds.

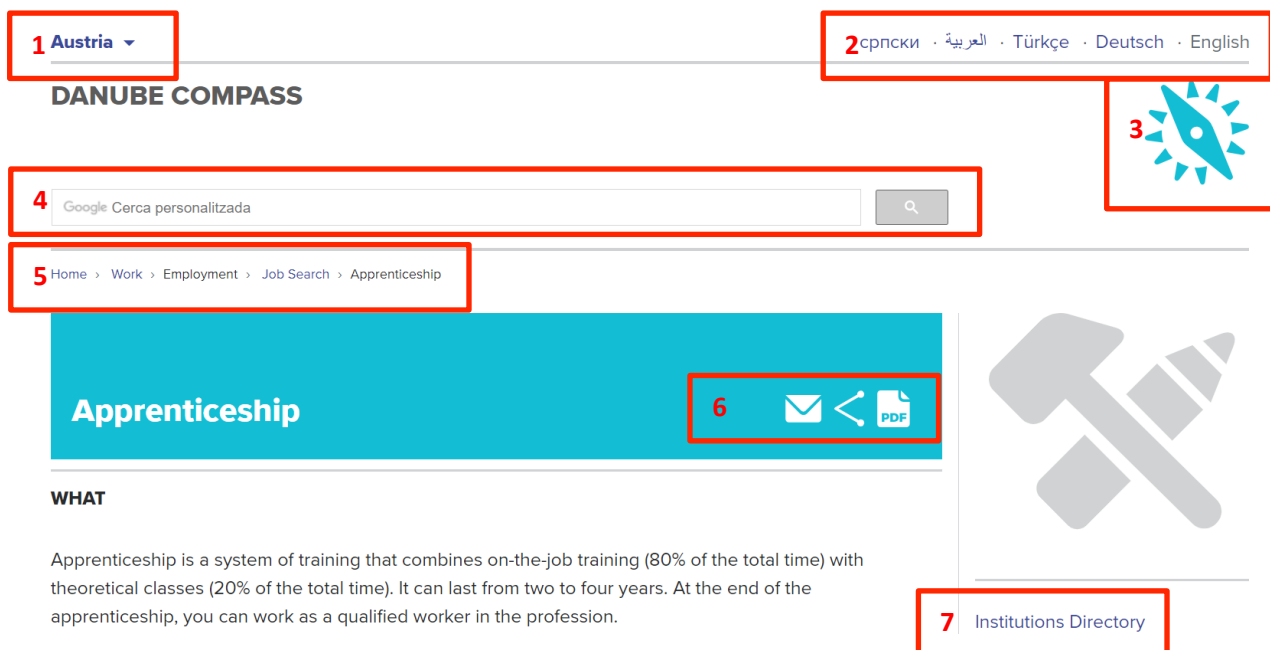


Figure 4

Number 5 shows the exact location of the article within Danube Compass, which simplifies the navigation by enabling the change of section without having to return to the main page. Another key technical feature is number 6, which enables the dissemination and sharing of the article. If the user wants to send the article per email,

he/she needs to click the first icon. If he/she wants to share the article in Twitter, Facebook or Google+, the user only needs to click the second icon. The third icon allows the user to download the article in PDF version. Additionally, it is possible to download the entire chapters in PDF version and in the different languages. These three icons can be found in all the versions of the Danube Compass, enabling the sharing, downloading and printing in the other languages. The number 7 refers to the “Institutions Directory”, which is a section of the Danube Compass where there are listed the different crucial institutions that appear in some articles of the Danube Compass. That way, the user does not need to look for the specific article again, but he/she can find the contact information of the institution in this directory.



Figure 5

In the figure 5, additional features can be found. In order to ensure the quality of the information, a box has been added at the bottom of the page. In this box, the user can see when was done the last update of that specific article, and additionally he/she can report any technical or content problem. This is sent to an email of the organization that takes care of the Danube Compass on national level. In number 3, the most important information about the project Danube Region Information for Economic Integration of Migrants (DRIM) in the frame of which the Danube Compass was developed can be found.

These technical features included in Danube Compass are aimed to improve the navigation's experience of the users, especially to facilitate the communication and information flow between the different target groups (users).

4.3 Additional activities

If time allows, this part of the trainings can also be concluded by additional group activities in order to make training more dynamic and interesting for the participants.

Method 1: Questionnaire	
Objectives	The activity aims to offer an overview of the usefulness of the Danube Compass by “learning by doing”, as well as intends to help the participants fill the migrants shoes’.
Time	30 minutes
Group size	Up to 60 participants
Material	Questionnaire with 5 (or more depending on target group and time) questions that can be answered using Danube Compass. Computer/mobile phones with access to internet.
Description	The facilitators give the questionnaire to the participants and they are asked to answer the questions using Danube Compass. It is important to set up a time.
Variations	This activity can be implemented in different ways depending on the target group, the facilitators and the time. <ul style="list-style-type: none"> - A presentation on Danube Compass technical features can be done, before or after the participants tried to answer the questionnaire. - For a more informal settings, the participants can be asked to answer a large number of questions in a very short time, in order to emphasize the importance of communication and information flow.
Reflection	Once the activity is over, it is important to reflect on the process. Some useful questions to open up the reflection: <ul style="list-style-type: none"> • How did you feel using DC? • Can you use DC in your daily job? • Which parts of the Danube Compass are interesting for you?

Method 2: World Café	
Objectives	The main objective of this activity, it is to help the participants discuss about a certain topic that is interesting for them, as well as giving them the chance to read/listen to other opinions on the topic. It is not so important that the group reaches one main opinion, but that they exchange and learn from one another.

Time	60 minutes
Group size	Up to 60 participants
Material	Flip-charts with the questions written, markers, coloured paper, pens
Setting	Facilitators organize different “tables” with one flip-chart with one question on it. There should also be four to six chairs at each table, as well as post-it, coloured paper, pens and markers.
Description	<p>The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each events unique invitation, design, and question choice, but the following five components comprise the basic model:</p> <p>Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context and putting participants at ease.</p> <p>Small Group Rounds: The process begins with the first 10 minutes rounds of conversation for the small group seated around a table. At the end of the 10 minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly introduces them to the topic and explained what happened in the previous round.</p> <p>Questions: each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.</p> <p>Harvest: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.</p>
Example of questions	<p>How can I use the Danube Compass in my job?</p> <p>Which tools/resources do I have that can complement the Danube Compass?</p> <p>Who can be interested in the Danube Compass?</p> <p>Which additional information could be implemented in the DC?</p> <p>What is interesting about national differences?</p> <p>Which parts of the Danube Compass are interesting for me?</p> <p>Which stakeholders can be included?</p>
Debriefing	Once all the groups have been through all the questions, facilitators will take the flip-charts and hang it where all participants can read them. One volunteer will stand up and summarize the outcomes of the

conversations and explain the procedure followed to reach the outcomes.

In the case a debate appears during presentation, the participants should have few minutes to discuss the statements made and reply.

4.4 Techniques of evaluation and documentation

4.4.1 Guidelines for evaluation

The evaluation is an essential part of any kind of training or workshop. It allows assessing all the aspects and features of the activity and it helps formulating or proposing improvements for the next time the same activity needs to be implemented. The evaluation helps to assess the outcomes, results and impact from the activity.

The evaluation occurs after the activity and it can be done as a group or individually. It is very important to allow the participants to reflect on the questions and answer them truthfully. The evaluation needs to be collected to be consecutively analysed by the organizers or facilitators.

One of the most used methods of evaluation is asking for feedback from participants. It helps to understand the weakness and strengths of the activities. There are several methods that can be used to ask for feedback:

- Visual methods: These methods help the participants to give their feedback in a more dynamic way. It is important to offer the participants the possibility to express their opinion in an oral way to make the evaluation more complete. In this case, it is important that one of the facilitators take notes of the comments or statements done orally. The facilitators can choose different methods to organize the feedback:
 - Pizza: facilitators draw a big circle (the pizza). Pizza is divided into “slices” and each slice has a topic (e.g. locations, materials, time, development etc.). Participants need to draw a dot according to their opinion. If the dot is further on the inside the opinion is better than on the outside.
 - Good weather, bad weather: Facilitators tell the participants to draw how they felt during the training with clouds, rain, sun, rainbow....
 - Emoticons: facilitators draw different emoticons (happiness, sadness, so-so, anger) on flip-chart and put them on the floor. Participants are asked to go to the flip-chart that best represents their feelings.

- Oral feedback: It is possible to combine visual methods of evaluation with oral methods. It is important to combine this kind of feedback with the written type, considering that there is no time to ask each participant, and they might not want to share their opinion in front of the group. This kind of feedback is dynamic but it might exclude parts of the participants who do not want to or cannot share their opinion in front of the group. One of the facilitators should take notes of the comments or statements from the participants.
- Written feedback: A very effective way of obtaining feedback from the participants is to ask them to fulfil a short questionnaire. The questionnaire should always offer some space on self-reflection of the participant, but also space for them to develop their argumentation regarding the training. The questionnaires should be anonymous. The advantage of the written feedback is that it is possible to revise it afterwards in order to draw conclusions and produce a report. The anonymity offers the participants to be honest about the different questions.

Depending on the target group and time management, facilitators can choose to implement one method or combine different ones. Considering the framework within which the trainings are implemented, **project partners had to collect written evaluation** and use the template of evaluation added in the Annexes.

Reflecting on the own learning outcome the participants have the opportunity to realize what they have learned during the training, workshop or activity. In the annexes (10.3) you can find a template of evaluation questionnaire. When asking the participants to answer the questionnaire, it is important to help them remember that there are not right or wrong answers, because the learning process and the outcomes differ from person to person.

Besides the feedback of the participants, it is important to also do an evaluation session with the facilitators/organizers in order to analyse the feedback received but also to assess their implication on the activity, “Expectations, Needs and Resources”. The self-reflection will help the implementation of the activity. During the self-evaluation session, it is important to analyse the following aspects:

- Lessons learnt?
- What can be improved?
- Which activity/part/session was successful? Which did not work as expected?
- Main outcomes and impact of the workshop? Do they meet my expectations?

4.4.2 Documentation on the national trainings

In order to properly document the national trainings (i.e. to perform the “documented learning interaction”), each partner collects the following documents to be included as deliverable of the training course:

- Attendance list
- Programme/agenda
- Evaluation sheets from the participants
- Photos
- Produce the summary of the national trainings

It is crucial that we collect the evaluation sheets of the participants. The template of evaluation can be found in the annexes. As per stated in the Application Form to the project, the national training should have at least 15 participants per training with a total of 120 participants. Therefore, at least 120 evaluation sheets had to be collected, although the number of people trained surpassed the target value. The documentation **includes also a summary** with main feedbacks/outputs of the training. A template of the summary can be found in annexes. The documentation should also be supplemented with audio or visual recordings.

5 Trainings as "documented learning interactions" in eight partner countries of the project DRIM

5.1 Summary of the national training in Austria

Summary of the national training						
Date and location	17/10/2018. Keplerstraße 82, 8020 Graz. Facilities of Caritas Academy					
Trainer(s)/Facilitators (s)	Marta Ribas Romeu Sabrina Schifrer					
Organization	Gain&Sustain					
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent				
	22	Workers in Caritas Academy <i>BildungskoordinatorInnen</i> (community leaders cooperating with Caritas and the City of Graz) Students of the German courses offered by Caritas				
Description of the activities implemented	<p>Informal event. There was a presentation of the Danube Compass as well as its main features. Participants could navigate through their mobile phones. Small group work where participants discussed about access to information for migrants, the available resources, their need to have it in different languages, the difficulties they had when arrived to Austria, etc.</p> <p>The participants were quite satisfied with the activity and very curious about the future of the project, specially the Danube Compass.</p>					
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1	17	2	3	0	0
	Question 2	16	4	2	0	0
	Question 3	17	1	3	1	0
	Question 4	15	1	5	1	0
	Question 5	17	1	3	1	0
	Question 6	17	2	2	1	0

	Question 7	19	3	0	0	0
	TOTAL	118	14	18	4	0
		76.6%	9.1%	11.7%	2.6%	
	Total satisfaction rate	97.4%				
Other comments from the participants (add at least 5 valuable comments from the participants)	<ul style="list-style-type: none"> • They suggested that the training should be implemented in a computer room, so they can try out the Danube Compass because it is more comfortable than using the phone. • They also suggested repeating this kind of training in other languages (e.g. Arabic) for those community leaders who are not that fluent in German. • Give “Hand-outs”: offer more material specifically about the Danube Compass • The atmosphere was very good and participants felt very comfortable to ask questions. 					
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)	<ul style="list-style-type: none"> • Language needs to be adequate to target group (part of the group were not that fluent in German and they had some issues following the content) • Using a room with computers could be a good idea to let the participants discover by themselves the Danube Compass. • Prepare some material (not only flyers) that they can take with them. • The explanations were aimed to this specific target group (some of them were migrants) and it helped to reach the objectives of the training. 					



5.2 Summary of the national training in Croatia

Summary of the national training		
Date and location	21 November 2018 - Kino Europa, dvorana Müller	
Trainer(s)/Facilitators (s)	Sara Kekuš / CPS staff	
Organization	Centre for Peace Studies	
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent
	23 (4 of them CPS staff which was excluded from the evaluation – so we count 19 evaluations)	City of Zagreb, Education Agency, Faculty of Philosophy, Central State Office for Croats Abroad, Ministry of Interior, Ministry of Demography, Family, Youth and Social Policy, Health Centre Zagreb, Croatian Chamber of Economy, Association for Psychological Assistance, Rehabilitation Centre for Stress and Trauma, Centre for Missing and Abused Children, Association Mi, Are You Syrious, Welcome Initiative
Description of the	Introduction and presentation of the DC, the main activity (active	

activities implemented	participation and discussion), and additional questions and evaluation.					
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
Question 1	11	8	-	-	-	
Question 2	10	7	2	-	-	
Question 3	16	3	-	-	-	
Question 4	17	2	-	-	-	
Question 5	15	3	1	-	-	
Question 6	13	5	1	-	-	
Question 7	10	8	1	-	-	
TOTAL	92	36	5			
	69.2%	27.1%	3.7%			
Total satisfaction rate	100%					
Other comments from the participants (add at least 5 valuable comments from the participants)	<ul style="list-style-type: none"> - I hope to share the practice through work, sharing of the page and its content. This project is great! - I like how simple and intuitive the tool is. - I hope to adjust a similar web tool that we develop within our organisation. - I really like the information that shows the last date of editing. The Compass seems easy to use, not too much information, not too little, it is great that it has Google maps location, because it is really used among migrants. - The trainer was well prepared, the presentation was very interesting and informative. I think that the Compass will be useful to volunteers, refugees and institutions dealing with integration. - I liked the effort and energy put into an attempt to help those who desperately need a tool like this one. - There were concrete questions, comments and suggestions that emerged during the training, they could be further improved. - I hope that institutions will recognize the usefulness of this tool and integrate it in their work. 					

	<ul style="list-style-type: none"> - Very useful concept that will be of use to everyone, institutions, organisations, foreigners and Croatian citizens. - Everything was very detailed and well explained.
<p>(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)</p>	<ul style="list-style-type: none"> - To ensure that the most important institutions attend such trainings (as also commented in one evaluation sheet - To provide separate training for institutions and NGOs - I believe I managed well all the unexpected questions and that the participants were satisfied with the overall training, I believe I was well prepared and opened towards participants

Centre for Peace Studies organized a national training for institutions and NGOs on 21 November 2018, in Zagreb. The training gathered 23 participants from relevant institutions and NGOs. However, we collected 19 evaluation sheets, as CPS staff did not participate in the evaluation.

The training was composed of an introductory speech (10min) and presentation of the Danube Compass (15min). Then, the main activity (65min) included information about the possibilities and advantages of the DC, and the active participation of participants. The participants were actively engaged in realising the importance of the Danube Compass through group work. They were provided with questions that a migrant could ask them and were asked to find an answer by using the DC and then discussing it together. The last 30 minutes were open for questions and evaluation of the training.

The oral evaluation was extremely satisfying as the present representatives of institutions and organization acknowledged the usefulness and broadness of the DC, as well as its quality coverage of all integration spheres. They recognized the Danube Compass as the first vast and complete integration platform for migrants in Croatia, but also as a great tool for Croatians returning to their homeland or for Croatian citizens living in some of the partner countries.



5.3 Summary of the national training in Czechia

Summary of the national training						
Date and location	5th December 2018, Prague, Vineyard House Prague 12					
Trainer(s)/Facilitators (s)	Ladislav Marek, Josef Miškovský					
Organization	SPF Group					
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent				
	15 2 politicians, 3 NGO members, 2 County public authorities, 8 local public authorities	Integration centre of Prague Integration centre Ústí nad Labem City hall of Prague City halls of Prague 3, Prague 5, Prague 12, Prague 13, Prague 14 and Prague Libuš				
Description of the activities implemented	Introduction of participants, introduction of the DRIM project, detailed presentation of the Danube Compass, practical works in groups, discussion.					
Feedback and evaluation of the participants (please		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied

count how many of the different answers you collected from the participants)	Question 1	8	7	0	0	0
	Question 2	11	3	1	0	0
	Question 3	8	6	1	0	0
	Question 4	11	4	0	0	0
	Question 5	12	3	0	0	0
	Question 6	7	4	4	0	0
	Question 7	13	1	1	0	0
	Total	70	28	7	0	0
		66.7%	26.7%	6.6%	0	0
Total satisfaction rate	100%					
Other comments from the participants (add at least 5 valuable comments from the participants)	<ul style="list-style-type: none"> • The DC is useful also for practice work of the public authorities and can partially replace their information's platforms. • The public authorities also can help with the marketing of the DC, especially because SPF Group is business company which may be problem of the distrust for some members of the target groups. • To use existing platforms (especially on the integration field) for presentation of the DC. • Generally, a lot of positive feedbacks. 					
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)	All participants declared that DC will help them in their practical daily work. Some of them also said "...please continue, the DC will really help us..."					



5.4 Summary of the national training in Germany

Summary of the national training		
Date and location	13 th November 2018, Department of Labor and Economic Development, City of Munich	
Trainer(s)/Facilitators (s)	Marie-Lie Steiner, Hripsime Hovhannisyan Antje Kohlrusch, Magdalena Ziolek-Skrzypczak	
Organization	Department of Labor and Economic Development, City of Munich	
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent
	44 invited 17 registered (2 excused due to emergency at work and sickness)	Departments from the City of Munich, Chamber of Trade, trade union project, governmental and non-governmental organizations.
Description of the activities implemented	First, after a short welcome the trainers and facilitators started an introductory round with a pin board of over 30 expressions related to the Danube Compass and the DRIM Project (see the picture). In addition to a personal introduction (name, organization and field of	

	<p>work) the participants expressed their own expectations of the training and picked two or three words from the pin board, which reflected their priority or most common issues they face in their daily work. After the presentation of the DRIM Project, the most important features of the Danube Compass were shown. After a short break the participants divided themselves into 4 groups to discuss three questions concerning the DC:</p> <ol style="list-style-type: none"> 1) Which internet information platforms do I use and how? 2) How can I use the DC in practice? 3) Which bodies and target groups could be interested in using the DC? <p>The results of vivid discussion in groups were presented by each group to the audience and summarized by the trainers and facilitators. At the end each participant filled out the evaluation sheet and said a view words in a final round about their perceptions and value of the workshop for their daily work.</p>					
<p>Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)</p>		<p>Very satisfied</p>	<p>More than satisfied</p>	<p>Satisfied</p>	<p>Partly satisfied</p>	<p>Not at all satisfied</p>
	<p>Question 1</p>	8	3	4	0	0
	<p>Question 2</p>	8	1	5	0	0
	<p>Question 3</p>	6	7	2	0	0
	<p>Question 4</p>	9	4	2	0	0
	<p>Question 5</p>	8	4	2	0	0
	<p>Question 6</p>	4	5	5	1	0
	<p>Question 7</p>	9	4	2	0	0
	<p>Total:</p>	52	28	22	1	0
		50.5%	27.2%	21.4%	0.9%	
	<p>Total satisfaction rate</p>	99.1%				
<p>Other comments from the participants (add at least 5 valuable comments from the participants)</p>	<ol style="list-style-type: none"> 1. Interesting group work and presentations 2. Good exchange with other participants 3. The workshop was useful for new sources of information in counselling 4. Participants noted i.e.: <ul style="list-style-type: none"> • I like most networking structure of the workshop. • I like most the exchange about DC application. 					

(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)

- I wish we had had more time to explore the Compass better.
- In the invitation it should have been recommended to have a look at the Compass beforehand.
- I thought that the main focus of the workshop would be put on the introduction into the application of the Compass.
- I will recommend using the DC in my daily work, to my work colleagues.
- I will take care of the presence of our service in the Compass.
- I will recommend the DC to the target group.
- Participant's number was very good to have fruitful discussions.
- There was a very cooperative atmosphere during the workshop.
- All participants showed to be truly interested in the Danube Compass.
- Time frame: It would have been better to spend more time on the practical application of the Compass.
- Introduction with the expressions related to the DC was a good icebreaker, which allowed us to see many points we shared in common.
- The objectives of the training might have been defined more precisely
- It would have been better if all participants had studied the compass before.
- The division of roles and tasks among the trainers and facilitators could have been better introduced to the audience.
- Considering Munich's diverse information infrastructure on migration and integration the workshop succeeded in reaching out to a significant number of organizations and institutions in the city.



5.5 Summary of the national training in Hungary

Summary of the national training						
Date and location	15.10.2018., Szeged, Hungary					
Trainer(s)/Facilitator(s)	Anett Kovács and Balázs Mahler					
Organization	Central-Transdanubian Regional Innovation Agency					
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent				
	15	Government Office of Csongrád County Employment Agency for migration, Local Government of Szeged NGO's				
Description of the activities implemented	<p>A) Methodology of World Café with three topics:</p> <ol style="list-style-type: none"> 1. Migrants employment possibilities 2. The help of migrants in own work 3. The governmental and non-governmental services to migrants, the places of help) <p>The activities goal was to discuss about the main problems.</p> <p>B) Introduction of Danube Compass (frontal, ppt)</p> <p>C) Group Work use of Danube Compass</p> <p>The activities goal was that the participant used the www.danubecompass.org in a definite topic. We figured out three situations, and participants in groups need to use the platform to help.</p> <p>D) Evaluation (questionnaire and discuss)</p>					
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1	6	6			
	Question 2	7	4	1		
	Question 3	9	3			
	Question 4	10	2			
	Question 5	12				
	Question 6	9	3			
	Question 7	11	1			
	Total:	64	19	1		
	76.2%	22.6%	1.2%			

	Total satisfaction rate	100%
Other comments from the participants (add at least 5 valuable comments from the participants)	<ul style="list-style-type: none"> • “The new information” • “practicality” • “efficiency” • “realistic excercises, common building” • “I like DRIM very much, so I’m happy to know the platform. A groupwork was great!” • “The using of platform through figured examples.” • “The practical presentation. It was very easy to know the platform through examples.” 	
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)	<ul style="list-style-type: none"> • “The platform does not always show some of the solution on some topics” • “The national session was very short; it could be 1-3 days long.” • “The start of the national session was not so good (afternoon), some of participants were tired.” • “Show more statistics.” • “More examples.” 	



5.6 Summary of the national training in Serbia

Summary of the national training						
Date and location	Human Rights House Belgrade, 4 Kneza Milosa Street, 11000 Belgrade, Serbia 12/7/2018 at 10AM					
Trainer(s)/Facilitators (s)	Velimir Petrovic Marija Maljan					
Organization	Lawyers Committee for Human Rights – YUCOM					
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants		Institution they represent			
	16 participants		Public authority, School director, Migrants, International organisation, Civil society organisations,			
Description of the activities implemented	<p>This event was a part of discussion dedicated to an integration of a migrants regarding education. First activity was an introduction of participants and introduction of Facilitators. As a model for enabling this integration, and helpful tool for providing basic information about everyday life, facilitators have presented Danube Compass. All six categories were briefly explained with an example of each subcategory. Facilitators presented methodology for developing Info tool and problems and lessons that we have learned from the process of developing transnational multilingual tool Danube Compass. Facilitators also explained how the content was adapted to accommodate real problems. Simplified narrative and plain language were also important methods that participants were interested in. Special focus was dedicated to education category since the participants have special knowledge and experience regarding education policies. At the end, participants discussed some aspects of the platform and filled in evaluation sheets.</p>					
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1	10	2	4	0	0
	Question 2	7	7	2	0	0
	Question 3	9	6	1	0	0

	Question 4	10	6	0	0	0
	Question 5	15	1	0	0	0
	Question 6	6	3	7	0	0
	Question 7	5	5	6	0	0
	TOTAL	62	30	20	0	0
		55.4%	26.8%	17.8%		
	Total satisfaction rate	100%				
Other comments from the participants (add at least 5 valuable comments from the participants)	<ol style="list-style-type: none"> 1. Good work; 2. Excellent platform; 3. It is a nice project that will sure be useful; 4. This is a really good initiative; 5. Platform must be more publicized to make sure that the general public has access to it; 					
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)	<ol style="list-style-type: none"> 1. Training (presentation) needs to engage more people with different professions that work with migrants in Serbia; 2. We should check which migrant group has particular difficulties in accessing information and adapt presentation; 3. Involve decision makers in usability test; 4. Presentation should consider exercises from the perspective of ideal situation when the problem has been solved with Danube Compass help. 5. Despite plain language, some legal terminology should be more simplified. 					



5.7 Summary of the national training in Slovenia

Summary of the national training						
Date and location	25 October 2018, Tacen, Rocenska 56, Šmartno pri Ljubljani, Slovenia					
Trainer(s)/Facilitator(s)	Blanka Rihter, Nina Marin					
Organization	Employment Service of Slovenia					
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent				
	66	Administrative units of Republic of Slovenia (LOCAL PUBLIC AUTHORITY)				
Description of the activities implemented	Presentation of Danube Compass information platform with practical task (fill in work sheet), discussion, evaluation of the user experience.					
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1	13	5	12	1	0
	Question 2	12	8	9	2	0
	Question 3	12	5	13	0	0
	Question 4	12	4	13	2	0
	Question 5	15	6	9	0	0
	Question 6	17	6	8	0	0
	Question 7	12	10	8	1	0
	TOTAL	93	44	72	6	
		43.3%	20.4%	33.5%	2.8%	
Total satisfaction rate	97.2%					
Other comments from the participants (add	Useful tool, because you can switch from one language to another. Whole presentation was well performed.					

at least 5 valuable comments from the participants)

Very useful tool – will be used in our work.
Useful information for our work.
Liked the practical part of the presentation (use of the platform).
Useful user-friendly content.

(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)

Minor technical issues (slow Wi-Fi), so some participants worked in pairs or small groups.
Big group and limited timing, therefore methodology was adjusted (no “get to know each other” and “expectations, fears and resources” part). We found adjusted methodology also useful and productive – main message was sent and the participants expressed motivation to use the platform in their work.



5.8 Summary of the national training in Slovakia

Summary of the national training						
Date and location	Oct 12 2018 V. Colloquium of Association of Information Centers Nitra, hotel Mikado					
Trainer(s)/Facilitators (s)	Sandra Katrincová, Galya Toteva Terzieva					
Organization	Institute of Ethnology and Social Anthropology of Slovak Academy of Sciences					
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants		Institution they represent			
	27		Companies associated under Association of Information Centers of Slovakia (AICeS) – various legal and physical persons active in the field of information and tourism.			
Description of the activities implemented	Presentation of the DC, showing its use and possible practical daily use at the Information Centers.					
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1	16	6	5	-	-
	Question 2	13	13	1	-	-
	Question 3	12	5	10	-	-
	Question 4	9	9	8	-	-
	Question 5	21	2	4	-	-
	Question 6	17	5	5	-	-
	Question 7	12	8	7	-	-
	Total	100	48	40		
	53.2%	25.5%	21.3%			

	Total satisfaction rate	100%
Other comments from the participants (add at least 5 valuable comments from the participants)	Great idea/project, simple and practical, new important information on how to provide information, practical for my daily work at the Information Center, all in one spot, well prepared presenters, advantageous for migrants, practical examples being shown.	
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)	There were no suggestions for improvement.	

6 Evaluations of the executed national trainings

6.1 Evaluation of the national trainings

In order to monitor the effectiveness of the national trainings, the facilitators collected evaluation questionnaires (there was a unique questionnaire for all 8 national trainings that can be found in D 4.4.1 Methodology for »Train-the-trainer« and national trainings) where participants could anonymously give feedback on the different aspects of the activity. The questionnaire enabled the consortium to understand if the objectives of the activity had been reached and on which level. It also helped to learn from the experience and to organize a similar workshop a bit different based on previous experiences.

EVALUATION					
	Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
1. What is your opinion on the training?					
2. Were the objectives of the training well defined?					
3. Was the topic of the training interesting to you?					
4. Was the content of the training easy to follow?					
5. Was the trainer well prepared?					
6. Did you learn something new?					
7. Were the meeting room, the facilities and the material adequate and/or helpful?					
8. What did you like the most of the training?					
9. What aspects of the training could be improved?					
10. How do you hope to change your practice as a result of this training?					
11. Other comments					

There were collected a total of 157 evaluation questionnaires. The evaluations were aimed to improve the learning process from both the participants and the facilitators. Through a short written assessment, the organizers and facilitators could learn from the experience and self-reflect on the job done.

The questions 1 to 7 of the evaluation were aimed to quantify different subjects related to the national training, such as if the objectives of the training were complete or if they were overall satisfied with the event. Additionally the questions 8 to 11 offered the opportunity to elaborate on their evaluation and give a more detailed feedback.

After implementation of the national training, each project partner had to collect the outputs of the evaluations and transfer them to the “Summary of the national training” (template can be found on D 4.4.1 Methodology for »Train-the-trainer« and national trainings).

Summary of the national training						
Date and location						
Trainer(s)/Facilitators (s)						
Organization						
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants	Institution they represent				
Description of the activities implemented						
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1					
	Question 2					
	Question 3					
	Question 4					
	Question 5					

	Question 6					
	Question 7					
	TOTAL					
	Total satisfaction rate					
Other comments from the participants (add at least 5 valuable comments from the participants)						
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)						

This template aimed to collect the most important information of the national training, in order to process the outputs in an organized manner (the 8 summaries can be found in this document), enabling the organizers and facilitators to learn from the experience and improve their skills for future occasions. The main highlights and feedback from the evaluations will be presented in section 3.

After the implementation of the activity, the facilitators were also asked to undergo through a self-reflection activity in order to evaluate the national trainings, its obstacles, highlights and other issues that might have appeared. All this information was collected in the “Summary of the national training” that each project partner submitted to Gain&Sustain. The main highlights collected in the eight Summaries of the national training are presented in this document below.

6.2 Results of the evaluation questionnaire

This section is an overview of the feedback received from the participants in the 8 national trainings. There were a total of 171 participants in 8 national trainings, and 157 of those completed the evaluation questionnaire. Not all questionnaires were fully completed. Regardless of that, those questionnaires were still counted in the evaluation. The first 7 questions of the evaluation form were formulated to obtain a quantitative answer in order to estimate the satisfaction rate of the overall participants. The questions 8 to 11 allowed the participant to elaborate their feedback and recommendations.

6.2.1 Feedback of questions 1 to 7

As we can see in the table below, the implementation of the national trainings was quite successful. The first question “What is your opinion on the training?” was aimed to obtain a general overview of the national trainings. The 56.7% of the participants stated to be “very satisfied” with the national training, 24.8% said to be “more than satisfied” and a 17.8% indicated to be “satisfied”. Only 1 participant stated to be “partly satisfied” with the national trainings.

The questions two to six aimed to obtain feedback on specific aspects of the national trainings, such as preparation of the facilitator(s), objectives of the national training or methodology used during the training. The participants generally considered that the training was well defined and organized. They also found the topic interesting, which indicates that the selection of target group by the host organization was done carefully and strategically. The most positive result is given in question 5, when participants were asked about the preparation of the trainer which confirms that project partners and facilitators planned carefully the activity, as well as the content of the workshop. The over 50% participants stated to be “very satisfied” in all the questions, and between a 13% and 30% stated to be “more than satisfied”.

The answers of the questionnaire indicate that the 8 national trainings were carefully prepared, organized and implemented, taking into account different factors, such as target group, set up and environment. Overall, the positive feedbacks indicate that there was careful preparation and implementation of the national trainings. The target group was appropriately selected according to the topic and the methodology used by each project partner was adequate to the target group.

Results of the evaluations collected in the 8 national trainings					
	Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
1. What is your opinion on the training?	89	39	28	1	
	56.7%	24,8%	17,8%	0,7%	
2. Were the objectives of the training well defined?	84	47	23	1	
	54.1%	30,1%	14.8%	0,7%	
3. Was the topic of the training interesting to you?	89	36	30	1	
	57%	23.1%	19.2%	0,7%	
4. Was the content of the training easy to follow?	93	32	28	3	
	59.7%	20.5%	17.9%	1.9%	
5. Was the trainer well prepared?	115	21	19	1	
	73.7%	13.5%	12.1%	0,7%	
6. Did you learn something new?	90	33	32	2	
	57.3%	21%	20.4%	1.3%	
7. Were the meeting room, the facilities and the material adequate and/or helpful?	90	40	25	2	
	57.3%	25.5%	15.9%	1.3%	
TOTAL	651	247	185	11	
Satisfaction rate	59.6%	22.6%	16.8%	1%	
Total satisfaction rate	99%				

6.2.2 Feedback of questions 8 to 11

The participants in the national trainings had the opportunity to offer their feedback to the host organization. There was a very positive feedback from the participants, who found the activity very useful for their daily work. In general, the participants were very satisfied with the presentation of the Danube Compass, which found very useful and well developed. They perceived the national training as an opportunity to learn about the Danube Compass works, but also as a useful exchange of experiences and challenges. Given the variety of organizations and institutions invited in each training, they participants also used the opportunity to network. . The participants also mentioned in

several feedbacks that they felt very comfortable doing the activity and enjoyed the exchange of opinions.

The participants offered different feedbacks considering their own participation in the training as well as their interest on the topic. Some of the most interesting comments that should be considered when organizing similar activities are:

- To organize the activity in a computer room, so it is more comfortable for the participants to navigate through the Danube Compass
- To provide separate training to the different target groups (e.g. public institution, NGOs)
- To advise the participants to navigate through Danube Compass before attending the national training, in order to facilitate the participants their interactions.
- To offer enough time to explore Danube Compass
- To ensure that the most important institutions attend these kinds of trainings.

The participants were in general very satisfied with both the content and the form of the training. In several cases they suggested they will be using the Danube Compass at work and/or will recommend working colleagues and clients. Overall, there was a general satisfaction and the impact on the specific target group was high. It is expected they will also act as multipliers among their networks.

6.3 Self-evaluations

Each project partner organized the national training in a slightly different manner, hence the self-evaluations process are also diverse. In general, the facilitators and organizers were satisfied with the outcomes of the training, as well as with the feedback of the participants. During the self-evaluations, project partners have considered different issues that came up during the national trainings and how they could resolve them in the future. Main considerations are:

- Taking into account the number of the participants in order to obtain fruitful dialogue.
- Providing separate training according to target group, which will enable them to go deeper on certain aspects of the training.
- Preparing some material (e.g. hand-outs) to facilitate the comprehension of the topic presented.
- Having a comfortable and cooperative atmosphere helped the participants to contribute more actively.
- Preparing the presentation in advance and thinking about some questions the participants may have on the topic (in this case the Danube Compass).
- It is important to present the teams of facilitators and their roles in the activity and in the project.
- Ensuring there are no technical problems.
- Using specific example of the Danube Compass helps the participants understand better the aim of the tool.
- It is important to consider the language and the format that is going to be used in order to ensure it is adequate to the target group.
- It is crucial to adequate the time to the topic, as well as the schedule.

In general, both participants and facilitators were satisfied with the development and implementation of the national training.

7 Annexes

7.1 Preparation for the national training

The participants of the “train-the-trainer” will have the opportunity to work on this document during the sessions, counting with the support of the facilitators and project partners in order to successfully organize the activities.

Preparation for the national training	
1) When do I want to do the training?	
2) Who is my target group?	
3) Which part of the DC will I emphasize?	
4) Which methods do I want to use?	
5) What debriefing will I use?	
6) Structure of the training?	

7.2 Template Summary of the training

This summary has to be submitted to office@gainandsustain.eu after implementation of the training.

Summary of the national training						
Date and location						
Trainer(s)/Facilitator(s)						
Organization						
Target group (how many participants, institution they represent; e.g. public authority, etc.)	Number of participants		Institution they represent			
Description of the activities implemented						
Feedback and evaluation of the participants (please count how many of the different answers you collected from the participants)		Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
	Question 1					
	Question 2					
	Question 3					
	Question 4					
	Question					

	n 5					
	Question 6					
	Question 7					
Other comments from the participants (add at least 5 valuable comments from the participants)						
(Self)-Evaluation (add at least 5 valuable comments on what could be improved, lessons learnt, highlights, etc.)						

7.3 Template evaluation

The evaluation is crucial in order to collect systematically the feedback from the participants. In the first part of the evaluation, the answers are gathered in a quantitative way in order to draw general feedback. In the second part, the participants are encouraged to elaborate a bit their answer in order to obtain specific recommendations/suggestions/feedback.

Please remember that the evaluation must be printed with the DRIM logo on the right top side of the document and with the information on funding at the bottom.

EVALUATION*					
*The information provided in this evaluation is anonymous and the data will be processed according to the GDPR law. The information provided will only be used in the frame of the project DRIM.					
	Very satisfied	More than satisfied	Satisfied	Partly satisfied	Not at all satisfied
12. What is your opinion on the training?					
13. Were the objectives of the					

training well defined?					
14. Was the topic of the training interesting to you?					
15. Was the content of the training easy to follow?					
16. Was the trainer well prepared?					
17. Did you learn something new?					
18. Were the meeting room, the facilities and the material adequate and/or helpful?					
19. What did you like the most of the training?					
20. What aspects of the training could be improved?					
21. How do you hope to change your practice as a result of this training?					
22. Other comments					

7.4 Opening Activity 2: Template Human Bingo

<p align="center">“HUMAN BINGO” Find somebody who...</p>				
... likes going to the cinema	... likes cooking	... has travelled to another European country	... has parents or grandparents who were born in another country	... reads a newspaper regularly
... has been in South America	... has pets	... likes football	... practices yoga regularly	... has worked with children
... can play a musical instrument	... likes taking pictures	... is left handed	... that speaks 4 languages or more	... that has lived in another country

7.5 Opening Activity 3: Template: Questionnaire on own culture

1. Please describe what it means for you the word “culture”.
2. Could you describe yourself in maximum 10 words?
3. Choose 4 typical values that you relate to your culture.
4. Describe shortly 3 typical rituals in your culture
5. Write down 4 “heroes or heroines” from your culture
6. Write down 5 stereotypes that could be related to your own culture.

7.6 Method 4 Template: Application for asylum

Application for asylum	
Appellido	
Primer nombre	
Fecha de nacimiento	
Pais, ciudad de residencia	
Ou genyen fanmi ne etazini?	
6. Kisa yo ye pou wou	
7. Ki papye imagrasyon fanmi ou yo genyen isit?	
8. Eske ou ansent?	
9. Eske ou gen avoka?	
10. Ou jam al nahoken jyman	