



## Methodology for »Train-the-trainer« and national trainings

**DRIM**  
Danube Region

Information Platform for  
Economic Integration of  
Migrants

Compiled by GS

## Table of Contents

|   |    |
|---|----|
| <b>1. Introduction</b> .....  | 3  |
| <b>2. Objectives</b> .....  | 4  |
| <b>2.1. “Train-the-trainer”</b> .....   | 4  |
| <b>2.2. National trainings</b> .....  | 4  |
| <b>3. Target group</b> .....  | 4  |
| <b>3.1. “Train-the-trainer”</b> .....   | 4  |
| <b>3.2. National trainings</b> .....  | 5  |
| <b>4. Methodology</b> .....   | 5  |
| <b>5. Structure of the workshop “Train-the-trainer”</b> .....                 | 7  |
| <b>6. Methods of national trainings</b> .....                                 | 7  |
| <b>6.1. Opening</b> .....   | 8  |
| <b>6.2. Methods</b> .....   | 11 |
| <b>7. The Danube Compass</b> .....  | 17 |
| <b>7.1. Sections of Danube Compass</b> .....                                  | 17 |
| <b>7.2. Technical features</b> .....  | 22 |
| <b>8. Techniques of evaluation</b> .....                                      | 27 |
| <b>9. Documentation on the national trainings</b> .....                       | 29 |
| <b>10. Annexes</b> .....  | 30 |
| <b>10.1. Preparation for the national training</b> .....                      | 30 |
| <b>10.2. Template Summary of the training</b> .....                           | 31 |
| <b>10.3. Template evaluation and key competences</b> .....                    | 32 |
| <b>10.4. Opening Activity 2: Template Human Bingo</b> .....                   | 34 |
| <b>10.5. Opening Activity 3: Template: Questionnaire on own culture</b> ..... | 35 |
| <b>10.6. Method 4 Template: Application for asylum</b> .....                  | 36 |

## **1. Introduction**

This document is a preparation for the upcoming activities within WP4, in which the project partners will invite external stakeholders to a “train-the-trainer” course, in which they will have the opportunity to learn different methods that will be used afterwards to implement the “national trainings”. The participants of the “train-the-trainer” will act as facilitators and multipliers during the national trainings; and will receive the necessary information to implement the trainings on their own.

For this reason, the document clearly specifies what is aimed to be introduced during “train-the-trainer” courses or during the “national trainings”, in order to keep in mind that the objectives and target groups are slightly different. The document presents a description of those mentioned above, but also describe specifically the methods that can be used by the external stakeholders (from here on “the participants”) to implement the national trainings. A short description of the Danube Compass’ main categories is also offered as well as templates that can be used by the participants for the preparation of their own activities.

The aim of this document is to provide the reader with the necessary information to successfully implement the national trainings after attending the “train-the-trainer” seminar.

## 2. Objectives

### 2.1. “Train-the-trainer”

The “train-the-trainer” aims 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 minimum 15 participants. The “train-the-trainer” course will emphasize the following aspects:

- Information and the importance of access to information for migrants' economic integration,
- Importance of non-discriminative and intercultural approach at dissemination of information by public institutions for building trust in competent government institutions,
- Philosophy and logic of DANUBE COMPASS info tool (emphasis on the transnational approach),
- Overview of types of information,
- Institutions relevant for migrants in the particular territory,
- Learning potential of the information portal (same information in different languages enables learning through the use of the platform), etc.

These objectives will be reached throughout the different activities that will be implemented. The train-the trainer course will have duration of 8 hours in total and addresses the above mentioned aspects within a pedagogical framework.

### 2.2. National trainings

The preparation of the national trainings depends on the participants of the “train-the-trainer” seminar. During this course, the participants will be able to reflect on their national target group and the most important objectives to reach according to it. Based on the training received the participants will prepare a national training using the methods that are explained in this document and using the lessons learnt during the “train-the-trainer” seminar.

## 3. Target group

### 3.1. “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.

Member 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 15 participants each).

### 3.2. 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.

## 4. Methodology

The workshop will be **proactive**, meaning that participants will learn the necessary skills through activities focused on “learning by doing”. It also **responds to the demands** emphasized by participants during the Transnational Working Group that took place on the 15<sup>th</sup> of February 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. Training sessions are time limited; however the cooperation of the trainers within the Consortium ensures the **sustainability** of the impacts of the sessions.

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 will enhance the necessary skills to implement the national trainings, short workshops (of about 3 hours) where participants will learn and improve their capacities to use Danube Compass in their daily job routine.

## **5. Structure of the workshop “Train-the-trainer”**

### **Day 1**

The first session will be basically an introduction to some activities to get 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 will also take part in “Expectations, fears and resources”, activity recommended to be implemented at national trainings. The second part of the session will be to work on the Danube Compass, offering a comprehensive introduction to the information platform, the structure and logic.

After a short break, there will be the session 2. The participants will be able to be 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 will be 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 will be dedicated to evaluation of the “train-the-trainer” seminar and to the national workshops, while showing different methods of evaluation. On the first activity, participants will be asked to write on Post-its the answer to different questions about their learning process during the training. Each session will be accompanied by a reflection of the learning process, in order to ensure the understanding of the logic of the activities.

## **6. 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. The national training 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                      |
| 15 minutes                                   | Presentation Danube Compass       |
| 75 minutes                                   | Main activity                     |
| 30 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.

## 6.1. 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.

| 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 is 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 | Facilitators write the name of each participant in 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.<br>Participants are given markers and pens and are asked to walk around the room until said otherwise.<br>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.).<br>Once they have found it, participants need to draw a line connecting both of them and write what they have in common.<br>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. |
| 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 | The facilitators give a series of instructions to the participants, who need to follow and fulfil them without speaking.<br>Imagine you are a map. Please locate yourself according where you come from.<br>Make a line according your birthday (from January to December)<br>Job position |

|            |                           |
|------------|---------------------------|
|            | Colour of the eyes<br>Age |
| Debriefing | No debriefing needed.     |

## 6.2. Methods

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.

| 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 it 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.<br>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"> <li>- A presentation on Danube Compass technical features can be done, before or after the participants tried to answer the questionnaire.</li> <li>- 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</li> </ul> |
| 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"> <li>• How did you feel using DC?</li> <li>• Can you use DC in your daily job?</li> <li>• Which parts of the Danube Compass are interesting for you?</li> </ul>  |

## 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           | <p>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.</p> <p>In the case a debate appears during presentation, the participants should have few minutes to discuss the statements made and reply.</p>  |

| Method 3: 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 they put the paper "I agree"; on the other side they put the paper "I disagree".<br>In order to facilitate the activity, it is recommended to divide the sides with a piece of rope or thread.  |
| Description                    | Facilitators asked the participants to stand and listen carefully to the following statements.<br>Facilitator reads out loud a statement and asks the participants to stand in the side of the room according if they agree or disagree.<br>After short time to let the participants reflect on the statements and move to the side of the room; facilitator asks participants to elaborate a bit on the reason why they choose to stand on one or another side.<br>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.<br><b>General statements:</b><br>Migrants have enough access to information.<br>Information on the webpage should be translated to different languages.<br>Integration of migrants happens when they find a job.<br><b>Specific to the topic Danube Compass:</b><br>(for Austria) My country of origin does not have double taxation agreement with Austria, which means I need to pay taxes in both countries.<br>(for Croatia) I need to live in Croatia for at least 10 years before asking for citizenship.<br>(for Germany) I don't need to convert my driving licences in Germany if I am from a European country.<br>(for Slovakia) School meals are for free in Slovakia. |
| Debriefing                     | 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: <ul style="list-style-type: none"> <li>• Was it difficult to choose sides? Why?</li> <li>• Did you change the opinion after listening somebody's argumentation? Why?</li> </ul>   |

- How did you feel when you had to choose between so opposite statements?

#### Method 4: 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”, “Danube Compass” or “diversity”, 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 have then 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.  |

#### Method 5: 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</p> |

|            |   |
|------------|---|
|            | <p>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 toward 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"> <li>• How did you feel when filling out an unintelligible form?</li> <li>• How realistic was the simulation?</li> <li>• 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?</li> <li>• What can be done to improve these situations?</li> </ul>  |

### Method 6: Role Play using DC

|            |   |
|------------|---|
| Objectives | The activity aims to offer an overview of the usefulness of the Danube Compass by "learning by doing", as well as it intends 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 it 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. |



## 7. The Danube Compass

### 7.1. 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](http://www.danubecompass.org).

Danube Compass transnational information platform is one of the main outputs of the project DRIM. This tool provides with 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 transnational tool, 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 "cases 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, it is to be found 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.

| <b>Example: Registration of address</b>                          |  |
|--|--|
| <b>Who</b>   | An Erasmus student who will live in Austria for 9 months   |
| <b>What</b>  | She/he needs to register his/her address   |
| <b>Where can the information be found in the Danube Compass?</b> | <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:<br/>Arrival and Stay &gt; Registration of Address &gt; Registration of address</p> <p><a href="http://at.danubecompass.org/archives/situation_category/registration-of-address?list">http://at.danubecompass.org/archives/situation_category/registration-of-address?list</a></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 among three main categories: Employment, business and taxes. Each category includes the most important information related to the topic.

The section “Employment” includes information on looking for a job, as a 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 there are described the rights of the workers and the institutions that ensure that those are being respected.

The section “Business” follows the different processes about planning, setting up, running a business and closing 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 an 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

|            |   |
|------------|---|
| <b>Who</b> | 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:<br/>Work &gt; Employment &gt; Regulated Professions &gt; Regulated professions<br/><a href="http://at.danubecompass.org/archives/situations/regulated-professions">http://at.danubecompass.org/archives/situations/regulated-professions</a></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 recognized 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 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. There is included information on different programs and project that have specific target groups (e.g. children, women). 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 the school   |
| Where is the information found in the Danube Compass? | <p>A comprehensive list of language courses for children can be found at:<br/>Learning Local Language &gt; Language Courses For Children &gt; List of language courses for children</p> <p><a href="http://at.danubecompass.org/archives/situations/list-of-language-courses-for-children">http://at.danubecompass.org/archives/situations/list-of-language-courses-for-children</a></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 information found in the Danube Compass? | <p>Main information on the topic can be found on Danube Compass under:<br/>Education &gt; Nostrification/recognition of Education and Qualifications &gt; Nostrification/recognition of education</p> <p><a href="http://at.danubecompass.org/archives/situations/nostrification-recognition-of-education">http://at.danubecompass.org/archives/situations/nostrification-recognition-of-education</a></p> <p>The recognition of certificates is one of the most sensible issues. In each country they work differently. 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.</p> |

**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:<br/>Everyday Life &gt; Driving And Transport &gt; International Driving Licence &gt; Validity of foreign driving licence<br/><a href="http://at.danubecompass.org/archives/situations/validity-of-foreign-driving-licence">http://at.danubecompass.org/archives/situations/validity-of-foreign-driving-licence</a></p> <p>Visiting this article, he/she will understand what needs to be done, which documents he/she needs and where she/he 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.</p> |

**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? | <p>Health &gt; Interpreters &gt; List of different services<br/><a href="http://at.danubecompass.org/archives/situations/list-of-different-services">http://at.danubecompass.org/archives/situations/list-of-different-services</a></p> <p>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.</p> |

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

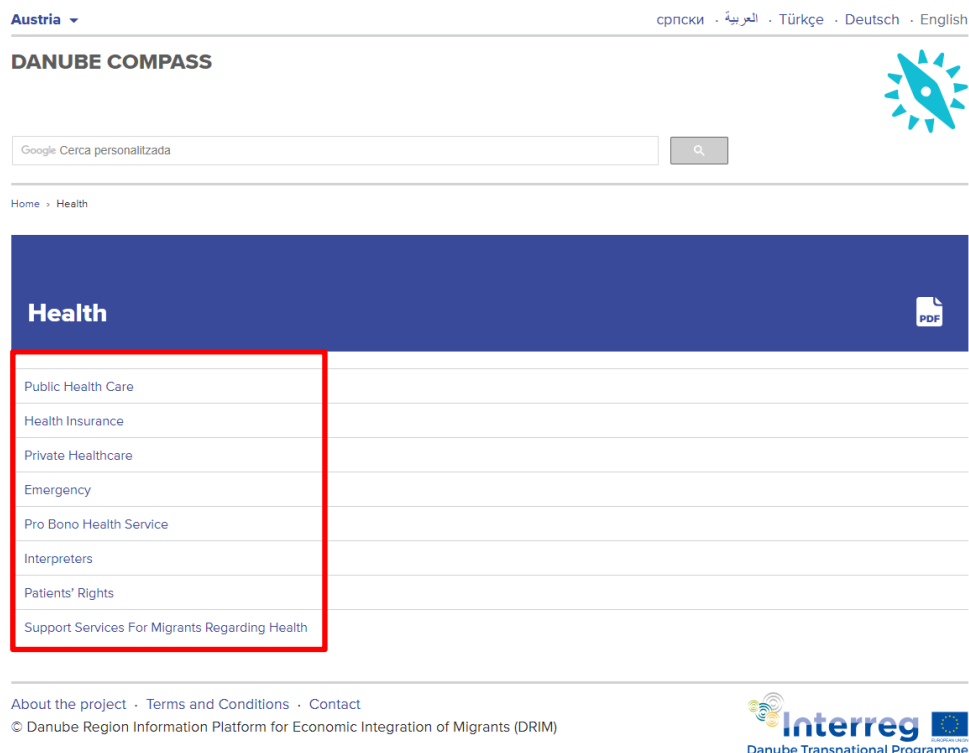
trainings prepare a short presentation on the Danube Compass explaining the main categories and main usability features.

## 7.2. 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](http://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 would like to visit.

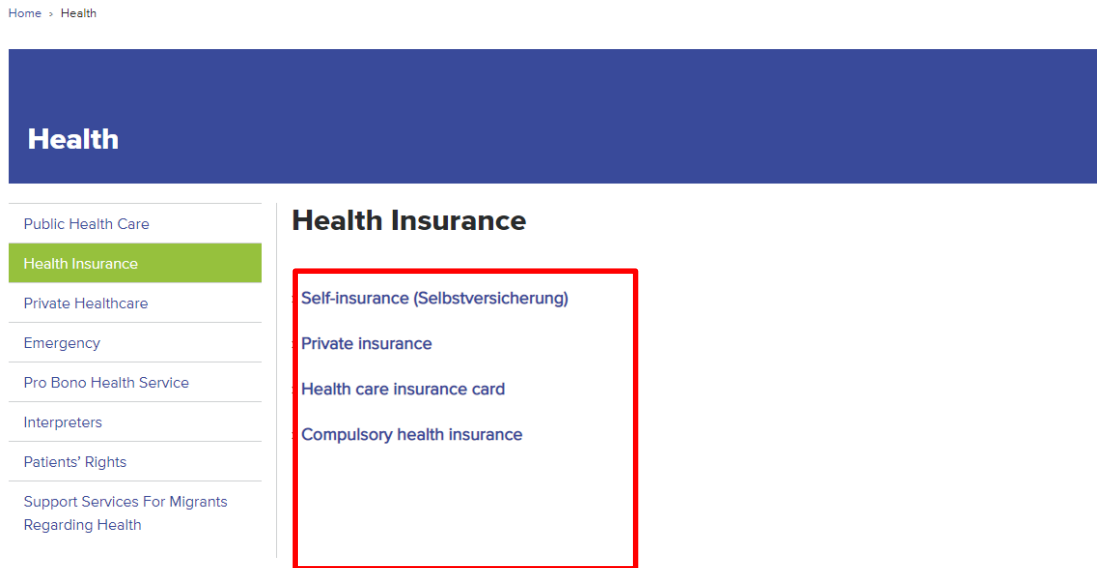
The information content in Danube Compass is organized under 6 main categories. Each category is also systematized into sub-sections, meaning that once we open one of the six main categories, a selection of related topics are shown in a form of list on the right sight of the page, as we can see in Figure 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 is a footer with 'About the project', 'Terms and Conditions', and 'Contact' links, along with the Interreg logo and '© Danube Region Information Platform for Economic Integration of Migrants (DRIM)'.

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/](http://www.ams.at/lehrstellen/) and [www.beruflexikon.at/index.php?from=/le\\_start.php](http://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. It is important to remember that the languages will vary according to the country. For example, in Austrian 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.

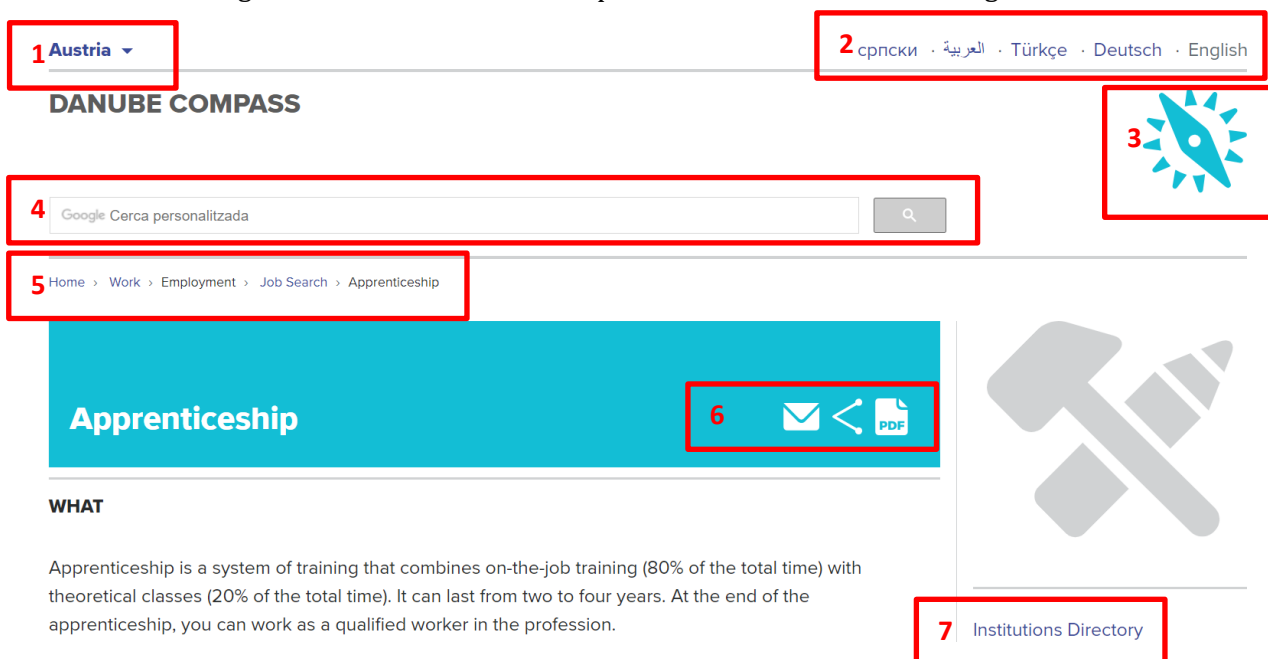


Figure 4

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 it can be found 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.

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).

## 8. Techniques of 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 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 methods or combining different ones. Considering the framework within the trainings are implemented, **project partners must 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 implementation of the activity. During the self-evaluation session 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?

## 9. Documentation on the national trainings

In order to properly document the national trainings, each partner will collect 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 will have 15 participants per training with a total of 120 participants. Therefore, we need to have 120 evaluation sheets. Please be aware of the importance of having this in order to prepare the deliverables for the next reporting period.

After the national training, the partners will send to Gain&Sustain ([office@gainandsustain.eu](mailto:office@gainandsustain.eu)) the documentation of the national training. This documentation will **include a summary** with main feedbacks/outputs of the training course **until the 30<sup>th</sup> of November** and the scanned evaluation sheets. A template of the summary can be found in annexes. Please remember to take a few pictures of the national training in order to be included in the final report.

## 10. Annexes

### 10.1. 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?             |  |

## 10.2. Template Summary of the training

This summary has to be submitted to [office@gainandsustain.eu](mailto:office@gainandsustain.eu) after implementation of the training.

| 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             |                |                     |                            |                  |                      |
| 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.)

### 10.3. 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 |
|--|----------------|---------------------|-----------|------------------|----------------------|
| 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

#### 10.4. Opening Activity 2: Template Human Bingo

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

### 10.5. 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. |
|  |

**10.6. 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 imigrasyon fanmi ou yo genyen isit? |  |
| 8. Eske ou ansent?                              |  |
| 9. Eske ou gen avoka?                           |  |
| 10. Ou jam al nahoken jyman                     |  |