

# Trainers manual

## TRAINING IN THE USE OF THE AGRIWORKER APP

”Sowing the seeds of the digital  
agricultural migrant worker”

Final draft  
December 2018



## Introduction

The target groups of this manual are key-trainers and app-trainers in the project “Sowing the Seeds”.

The objective of the manual is to provide a guidance on

- how to use the Agriworker app
- the related digital skills in using the app
- knowledge and guidance in training and teaching adult learners in this case the migrant agricultural workers

The manual will form the background and support the training of the key-trainers (Berlin December 2018). The manual will also be the basis of training the “app-trainers” (spring 2019). Finally, the manual will be an important tool of the app-trainers in the outreach to the agricultural workers.

In its entirety, the present manual should serve as a reference tool and curriculum for the training at all levels of stakeholders in this project, from the key-trainers to the agricultural workers.

*The Agriworker app is the result of the project “Sowing the Seeds” which is a collaboration between national unions, profession chambers and educational institution from Poland, Austria, Germany and Denmark. The project is funded by Erasmus+.*

**There are 2 overall objectives of the project.** The first is to stimulate digital competences of agricultural workers. Based on the concept of microlearning, the aim is to provide the learner with an eLearning tool for migrant agricultural workers in Austria, Denmark, Germany and Poland, where they can learn about workers’ rights and obligations, help and healthcare and cultural information about the chosen country of workplace. This has resulted in the agriworker app.

The second aim of the project is to establish training of key-trainers and app-trainers who will in turn be given the task to present the Agriworker app to the agricultural workers at workplaces, at the union offices or planned meetings and other scenarios where it will be relevant.

The goal of the project is also directed towards enhancing digital competences and motivating lifelong learning for the agricultural workers.

Special thanks to Tina Nielsen at KBC for being the main author and driver on this manual.

## **Part one: The Agriworker app ..... 3**

Approach of the Agriworker app.....	3
“Learning on the move” .....	3
Principals of content and design.....	3
Difference between a Native and a Web App .....	3
Native Apps .....	3
Web App .....	4
How to download the Agriworker App and add to the screen of the smart phone .....	5
iPhone and iPad running iOS .....	5
Downloaded to Android os: (Screen dumps to come).....	6
What to find on the app? .....	7
Choose country (frontpage).....	7
Choose language .....	7
Structure on the app .....	8
Gamification and interaction on the app.....	9
Other features on the app.....	9
COOKIES AND PRIVACY POLICY ON THE APP .....	9
What is a cookie? .....	9
Third party cookies .....	9
Cookies for gamification, quizzes and questionnaires on the webapp .....	10

## **Part two: Conducting training in the use of the app.... 11**

THE ROLE OF THE TRAINER .....	11
Identifying trainer roles: key-trainers and app-trainers .....	11
Identifying the learner .....	11
Planning your training.....	12
Training at the local union office or training center .....	12
Training in the field .....	13
Training by phone.....	13
What to do, if there is no internet connection? .....	14

## **Part 3 Didactical and pedagogical considerations ..... 15**

Motivating and resistance towards learning .....	15
Learning styles of the adult learner .....	16
WHAT IS MICROLEARNING? .....	17
Didactical methods and tools of microlearning.....	17
Principles of scenario-based learning .....	17
PRINCIPLES OF GAMIFICATION .....	17
Digital competences .....	18
Communication in a European context .....	18
The four-sides model.....	19
Bias and stereotypes .....	20
APPENDIX: PLAN YOUR TRAINING .....	21

# Part 1: The Agriworker app

## APPROACH OF THE AGRIWORKER APP

The main goal in the design process has been to build a self-explanatory user interface that provides the migrant agricultural worker with basic knowledge on their worker's rights and the working conditions in project countries.

### “Learning on the move”

The intention has been to create a digital learning environment for “learning on the move”. By using the web-app as a medium for a smartphone facilitates the agricultural worker can get knowledge on specific topics related to their working conditions any time of the day and anywhere they have a concrete learning need.

But the app may can be used in training of agricultural workers at the local union, at the workplace or used in counseling.

### Principals of content and design

A guiding principal of the content and design of the app has been

- **“need to know” about working conditions and worker's rights**
- Keep it simple
- visual
- Low number of lix
- High interaction by the users
- Quiz to activate the user
- 

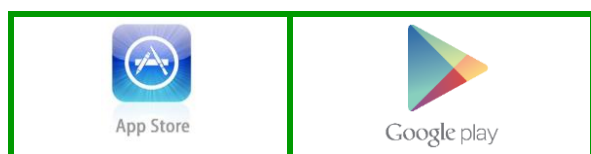
## DIFFERENCE BETWEEN A NATIVE AND A WEB APP

The Agriworker app is a *web app*. But what is a web app and what are the advantages?

### Native Apps

Apps for smartphones, tablets and computers are usually obtained from some repository source, this can be:

App Store for Apple iPhone, Google Play for smartphones using the Android operating system or Windows Store for devices using the Windows operating system.



These apps are known as native apps and are developed specifically to a certain operating system, like iOS for Apple devices or Android.

With a native app all functionality and content of the app is stored on the mobile phone or tablet. It therefore takes up storage. The advantage of a native app is that it can be used even if there is no internet connection available.

## Web App

Apps can also be obtained as web apps from a website. In this case a link to the desired website is stored on a device as a shortcut pointing to the linked web app site.

A web app is not dependent on a specific operating system or device. The content and functionality of the app resides at the host website.

The benefits of using a web app as opposed to a native app that you download in its full capacity is that a web app is updated in real-time with both functionality and data, every time you tap/click on the shortcut icon to open the app you as the user have access to the latest version of the web app, you do not have to go into your preferred app repository to get updates and make sure you have the latest version installed.


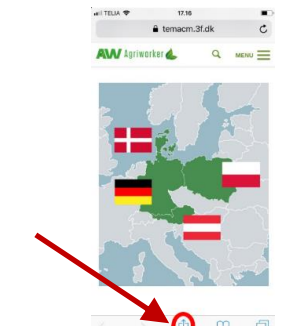
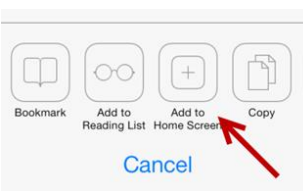

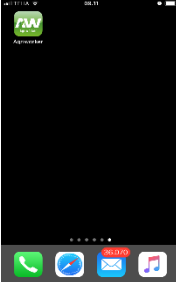
A web app, however, is dependent on the device having access to the internet. Without access to the internet, you will not be able to access the app.

This means that once the user has become familiar with the structure and navigation of the web app, he or she can easily adapt from one device to another, without having to learn how to use the web app all over again.

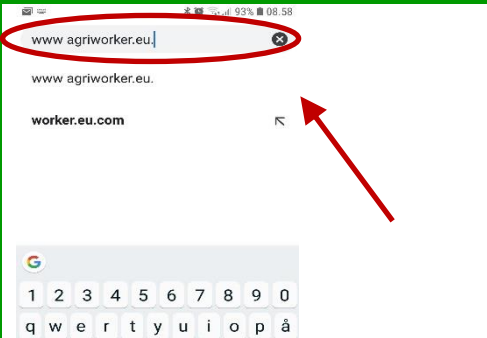
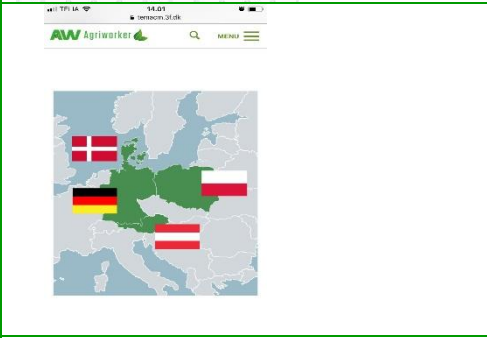
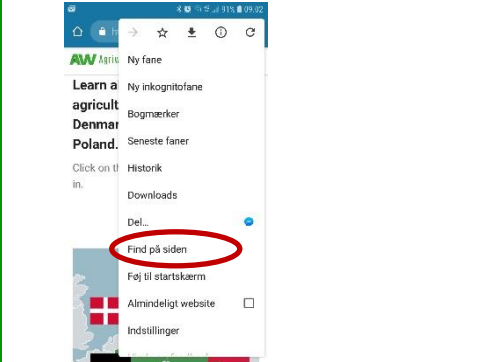
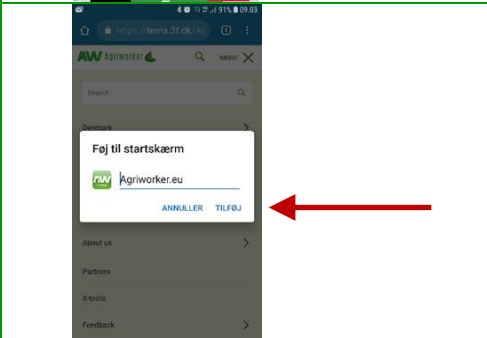

## HOW TO DOWNLOAD THE AGRIKWORKER APP AND ADD TO THE SCREEN OF THE SMART PHONE

Both a native app and a web app will appear as an icon on the home screen or desktop of the device to which it is downloaded. A web app does not reside on your device, because you are only downloading a shortcut to the web app that will be shown as an icon on your screen, the shortcut icon only claims a very small amount of memory on your device.

### iPhone and iPad running iOS

<p><b>Step 1:</b> Open your preferred web browser on your iPhone or iPad – for example Safari – and go to this website <a href="http://agriworker.eu">agriworker.eu</a></p>	
<p><b>Step 2:</b> Tap the share icon, at the bottom of your screen</p>	
<p><b>Step 3:</b> On the menu launched, click the “Add To Home Screen” option</p>	
<p><b>Step 4:</b> You will now be shown a splash screen with an option to give the icon link a name and add the icon to the home screen of your phone</p> <p>Click “Add” at the upper right-hand corner of your screen</p>	
<p><b>Step 5:</b> An icon for the Agriworker web app will now appear on your phone ready to use.</p>	

Downloaded to Android os: (Screen dumps to come)

<p><b>Step 1:</b> Open the <a href="http://agriworker.eu">agriworker.eu</a> website in the Chrome web browser on your phone</p>	
<p><b>Step 2:</b> Tap the Chrome menu item at the top right-hand corner of the launch menu</p>	
<p><b>Step 3:</b> Click on the “Add to home screen” option</p>	
<p><b>Step 4:</b> Click “Add” at the top right-hand corner to add an icon to the home screen of your phone</p>	
<p><b>Step 5:</b> You will automatically be directed to your home screen to find this icon</p>	

## WHAT TO FIND ON THE APP?

In this section, you will get a full walkthrough of the user interface, and the features included in the Agriworker app once it has been downloaded to a smartphone or a tablet.

The user interface and features of the app may differ a bit, depending on whether you access it from a computer via the website or access it from a smart device.

### Choose country (frontpage)

When you open the app, you have to choose the flag of the country that you want to have information on:

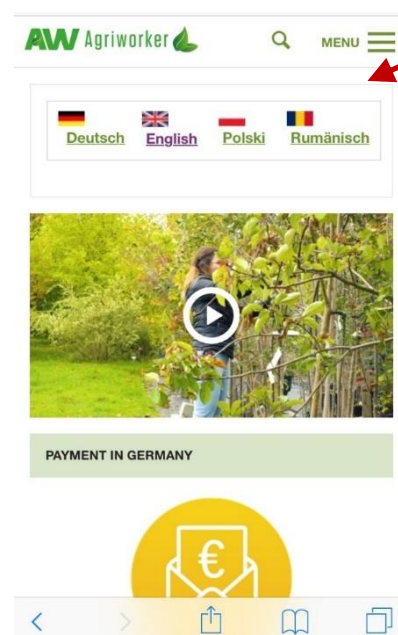


### Choose language

The app is available in these languages

Denmark	Germany	Austria	Poland
Polish	Polish	Polish	Polish
English	English	English	English
Romanian	Romanian	Romanian	Ukrainian
	German	German	

At the top of second page, you can choose your preferred language of the user interface.





## Structure on the app

On the Agriworker app illustrations, pictograms and symbols are widely used to help and guide the user to the topic and information of interest in a given situation.

The app is divided into 5 chapters with sub menus. Each of the pictograms symbolizes a topic. By tapping the pictogram you will be taken to the page containing information related to that topic.

	<b>Payment</b> How much do I get paid? Overtime Recording working hours Payslip
	<b>Working conditions</b> Contract Paid holidays When I am ill Insurance and tax Board and lodge Pensions
	<b>Health and safety</b> protective clothes parasites workload Accidents – what do I do?
	<b>Country information (nice to know)</b> Facts on the country of work The agricultural production Useful words The culture of the country Education and training.
	<b>Help and Action</b> In case of problems at work: What can I do myself? Where to get help

## Gamification and interaction on the app

The Agriworker app also contains videos, quizzes and games that the user can use to enforce and keep in mind the knowledge and skills learned by using the app.

All chapters on the app therefore contain small quizzes and games where the user of the app can train and test their knowledge of the content.



This sign signals you there is a game available.

## Other features on the app

On the “menu” at the top of the app, you find different features:



### Information on

- The project
- Project partners
- Relevant free of charge it-tools for dyslexia and language learning
- Feedback: **electronic questionnaires** where the users of the app will be asked to Provide information on their digital skills and feedback on the use and relevance of the app

## COOKIES AND PRIVACY POLICY ON THE APP

When you enter [www.agriworker.eu](http://www.agriworker.eu), a range of information is gathered about the user, the device (computer or smart phone) and the responses on the web-app of the user. Therefore, the user will be asked to agree to that accepts the cookies.

If the cookies are not accepted, it is not possible to enter the website.

### What is a cookie?

A cookie is a small data file that [agriworker.eu](http://agriworker.eu) stores on your computer or smartphone, in order to recognize your computer or smartphone, the next time you visit us. A cookie is a passive file and cannot spread a computer virus nor any other harmful programs. The cookie will for instance help remember your preferred choice of language.

A cookie helps us to monitor the individual visit of the app

### Third party cookies

agriworker.eu utilizes a range of services, that may store cookies on your computer or smartphone.

Agriworker.eu utilizes Google Analytics to register number of visits, page views and users on agriworker.eu. This is done by the use of third party cookies. Furthermore, anonymized data about visits is used to document the number of visits on pages and sub-pages. This information is used to document our results to donors.

The cookie can be deleted. Learn more about how to deleted cookies:

<https://hubpages.com/technology/How-to-delete-internet-cookies-on-your-Droid-or-any-Android-device>

This is how agriworker.eu utilizes third party cookies:

Visitor data: agriworker.eu utilizes Google Analytics to register number of visits, page views and users on agriworker.eu. This is done by the use of third party cookies. Furthermore, anonymized data about visits is used to document the number of visits on pages and sub-pages. This information is used to document our results to Erasmus+.

If you want to avoid that Google Analytics registers your visit click here

<https://tools.google.com/dlpage/gaoptout>

### Cookies for gamification, quizzes and questionnaires on the webapp

The different kinds of gamification and questionnaires on the APP (provided by Survey Monkey and Leadfamily) are providing feedback for improving the APP and the active involvement of the user of the APP.

Both the questionnaires and the different kinds of gamification are producing anonymized data.

## Part 2: Conducting training in the use of the app

This part of the manual forms the pedagogical and didactical reference for training. It looks into what the role of the trainer is? Where does the training takes place, how to motivate and handle resistance towards learning, learning styles and the intercultural aspects of training migrant workers.

### THE ROLE OF THE TRAINER

Training and teaching adults require the trainer to consider issues and conditions related to:

- Identifying trainer roles
- Identifying learners
- Planning your training
  - Training at the local union office or in other meeting rooms or training centers
  - Training in the field (workplace and other situations)
  - Training on the phone
- Engagement and motivation
- Identifying learning style of the adult learner.

In this part of the guide, we will discuss the best practices and the pitfalls to avoid.

#### Identifying trainer roles: key-trainers and app-trainers

In this project there are two different kinds of trainers, each carries out an equally important task regarding the key-trainers training the app-trainers and the app—trainers training the agricultural workers in using the Agriworker app.

A key trainer has the responsibility to train the app trainers in a variety of subjects related to training adult learners.

The app trainer has the responsibility of presenting the Agriworker app to the agricultural worker, and supporting the agricultural worker in using the app. Moreover, the app trainer has the task of gathering feedback from the agricultural workers about the Agriworker app and what they find good and what could be improved.

#### Identifying the learner

The key to successful training is for you as the trainer to know as much about your learner as possible. Especially knowing their reasons for learning, past experiences and attitude towards learning and what skills in regard to the given context the learner possesses.

#### What do you need to be aware of when you train?

- Teaching skills – how accustomed is the trainer at teaching and reflecting on his/her own practice and to share challenges and experiences with other trainers?
- Technical and digital skills – how knowledgeable and comfortable is the trainer in using different types of IT devices and software.

- Relation building skills – is the trainer capable of and aware of the importance of building relations with the learner.

**For the key and app-trainer this means being aware of:**

- Reading skills – is the learner capable of reading a text and extract the needed information from that text.
- Digital skills – is the learner able to apply the information to his/her own situation and apply the training into the context of solving a problem.
- Past experiences and uneasiness towards learning and participating in training.
- Preferred learning style of the learner.
- Motivation for learning – what motivates the learner?
- Work situations

## PLANNING YOUR TRAINING

In the appendix, you will find a scheme to help you to identify learning objectives of your training and means.

Ideally, the planning of a successful training session takes several factors into consideration. The most important focus must be on your learner – please see above about identifying the learner.

**Before the training session, make sure that...**

- ✓ You inform the adult learners to bring their laptop, tablet or smartphone
- ✓ A meeting/conference room large enough to seat all your participants comfortably at the local union office, meeting room or at the actual workplace
- ✓ Check that everything like your computer, software and digital projector is working properly.
- ✓ Check that the place for training has a working internet connection
- ✓ Have you flipboard, paper, markers, pens and other teaching accessories working and packed.

Whether you are a key-trainer training the app-trainer, or the app-trainer training the agricultural worker, the training can take place in different setups that have each of their unique characteristics and challenges.

### Training at the local union office or training center

Training in the Agriworker app at the local union office or similar locations may provide technical learning facilities such as a smart board and power point projector. This means that you can show the app on a big screen.

This setup will require a structure in terms of process, contents and goals which must be made clear and accepted by the adult learners.

When you invite workers to take time out of their day to come to the office, you as the trainer should ensure that the learning environment is inviting and makes the workers feel welcome and comfortable as this setup may be associated with schooling and the negative or even traumatic experiences the learners may have.

Your presentation should attempt to be:

- meaningful communication
- respectful dialogue between you as a trainer and amongst the adult learner.

### How to bring the Agriworker app into the training?

When training in the local union office, meeting room or similar locations, you can use a variety of ways for your training:

- presentations of content
- walkthroughs and
- open discussions should be incorporated in the formal training and in the activities in which the learners are expected to participate.
- Learning styles, motivation and resistance may be considered

All tasks must be presented to the learners with patience, reasonable timeframes and transparent expectations to what results or achievements the adult learner is supposed to accomplish.

### Training in the field

Training can take place in many locations where you as a union representative or you as a trainer visit a specific workplace or when you occasionally meet an agricultural worker in a public place.



The training you will conduct in such an informal setup will be very concrete depending on the issues the worker wants you to help him/her with. In this case it can be very hard for a trainer to know how to approach the worker, especially if you have not met before.

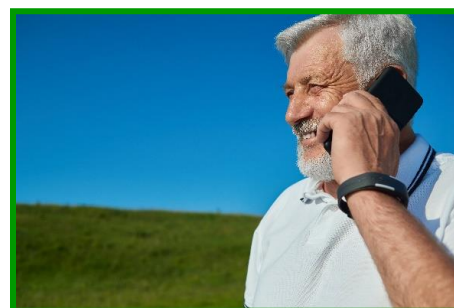
You should listen very closely to the worker and be very welcoming and friendly trying your best to put yourself in the worker's place and understand the real problem at hand. Also make sure that the worker has all questions and issues answered before you leave.

When you visit a workplace, it is always a good idea to bring leaflets and brochures to hand out to the workers in case they want more information.

### Training by phone

This scenario resembles training in the field, where you as a trainer occasionally meets a worker in a public place. However, during the conversation by phone you are not able to see the adult learner and therefore will not be able to read facial expressions or body language.

In this scenario, the training will more or less take form of a conversation, and it is very important that you as



the trainer concentrate on listening carefully to the worker and being attentive of the challenges the worker is experiencing. Be very clear when answering the questions and repeat the answers to make sure that the worker understands the answers you give, at the end of the conversation, you may ask the worker to repeat and summarize what has been said and learned.

## WHAT TO DO, IF THERE IS NO INTERNET CONNECTION?

The disadvantage of a web app is that it is critically dependent on internet access. If you are on a mobile device and the internet connection is lost or the network signal is weak, you will not be able to use the web app.

Unfortunately, this issue is beyond the scope of action by the web app publisher or by the stakeholders of this project, or your local union office.

To deal with the possibility of loss of internet connection as a trainer you have a couple of options.

1. You can ask the trainee that you postpone the training to a different location and time

or

2. You can print out the part of the user interface of the agriworker web app related to the particular training you plan to conduct, and guide the trainee to the steps needed to complete a task.



## Part 3: Didactical and pedagogical considerations

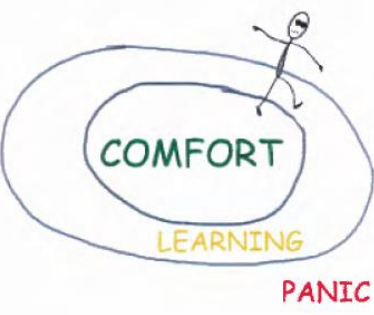
### MOTIVATING AND RESISTANCE TOWARDS LEARNING

As a trainer you will inevitably come across learners that are not motivated or even resistant to learning and receiving training.

Motivation is driven from energy and engagement. Adult learners are motivated by how the training will be beneficiary to their daily life and the challenges they have to overcome.

#### To deal with lack of motivation and resistance towards learning, try to:

- ✓ Get the learner to understand how the training will help solve their problems and sum up the advantages gained by learning new knowledge.
- ✓ Establish a learning environment that is seen as safe and comfortable by the learner.
- ✓ Build relations that are acknowledging and respectful of the feelings and uneasiness of the learner.
- ✓ Consider investing a little bit of yourself. Dare to tell stories from your own life and experience.
- ✓ Be very aware of the wording used by the learner as well as the behavior and body language of the learner and do your best to mirror that.
- ✓ Be very clear in your expectations and in what you want the learner to do and achieve, if you as a trainer is unclear about your goals, the learner will often feel insecure and will try to escape that situation by resisting to participate.

<p><b>How to investigate the resistance</b></p> 	1.	Be observant and attentive What could be the reason for the resistance? Is the learner out of his or her comfort zone?
	2.	Be helpful and a good trainer How can you assist and facilitate for instance with technical assistances?
	3.	Show interest
	4.	Support and encourage
	5.	listen actively
	6.	Be a facilitator for self-organized learning and be authentic







## LEARNING STYLES OF THE ADULT LEARNER

Adult learners most often have a very strong personal opinion on how they learn most effectively and of their ability to learn new knowledge and skills.

Learning style is a descriptor for the learners' preferred method of learning and relates to the selection of channels for receiving information on a subject. Learning styles are typically categorized into four generic types:

When conducting your training, you should do your best to mix your ways of presenting a given topic considering a little bit of all the learning styles. This is not always possible but it is worth striving towards.

	<p><b>Learn by listening and speaking</b>, and prefer oral guidance.</p> <p>Best presentation tools: storytelling, music and speech</p>
	<p><b>Learn by observing and looking at graphics, charts and video.</b> May have difficulties interpreting oral or written instructions.</p> <p>Best presentation tools: pictograms, pictures, infographics, video</p>
	<p><b>Kinesthetic or tactile learners</b> are hands-on learners and encode information by touching and working with their hands.</p> <p>Best presentation tools: activities such as games and physical exercises.</p>
	<p><b>Analytic learners</b> are very structure driven and focus on logic and detail. Prefer to be organized and to work alone.</p> <p>Best presentation tools: text, dotted lists and tables</p>

A learning style is not tied to a specific personality, degree of information literacy or other kinds of learning disabilities like dyslexia. All learners have a little bit of all learning styles, but will have a dominant one.

## WHAT IS MICROLEARNING?

Microlearning is a teaching method built on the principles of adult learning theories, psychology and digital technology designed to help learners achieve just one learning objective at a time.

Microlearning provides specific and targeted information, in very small chunks on a very narrow topic or idea. It makes use of a wide variety of assets such as infographics, animations, video, games and text derived from different scenarios relating to the learner's actual situation or problem.

The training provided is accessible on all types of mobile devices such as smartphones, tablets and notebooks and available at different stages of the learning lifecycle (pre-training, during training and post-training).

In microlearning, every subject in the curriculum of the training is chunked into nuggets ideally with a duration of 2 to maximal 10 minutes.

For learners that	Microlearning benefits
have a short attention span	Satisfies a learning need with very short nuggets of required information
lack of time to train	Last between 2 to 10 minutes
have busy schedules	Can be accessed anytime and anywhere
use different devices (smartphone, tablet, PC)	Can be accessed on a variety of devices
have a need for work-life balance	Does not interfere with work-life balance, but promotes it
needs to access just-in-time information	Necessary information can be accessed exactly at the time of need, to help learners complete a task
need to access up-to-date information	training apps, like the agriworker web app can be updated easily and quickly by the service provider

### Didactical methods and tools of microlearning

Microlearning involves digital learning, which is skeptical of the traditional “click and read” learning and incorporates modern and innovative design techniques such as scenario-based storytelling and gamification to create engaging learning material.



## PRINCIPLES OF SCENARIO-BASED LEARNING

All scenarios are rooted in real-world contexts and authentic situations that the learner can relate to.

## PRINCIPLES OF GAMIFICATION

Gamification is the process of transforming the learning from a passive to an active learner-driven experience. In the app you will find games, tests and quizzes when training the worker in

using the app, you can use lots of small challenges to help the learner improve their knowledge or skills.

A very important point is to design activities that require action from the learner and in which the learner gets instant feedback, can keep track of their progress, and is rewarded for their achievements.

It is just as important that the activities and the feedback are conducted in a setup of safe failure, meaning that the learner continuously understand why and where they failed, and how they can do better.

## DIGITAL COMPETENCES

It seems that every book or article you read on the subject digital competences has its own definition of the term. In this part, we will dive a little into the term digital competences.

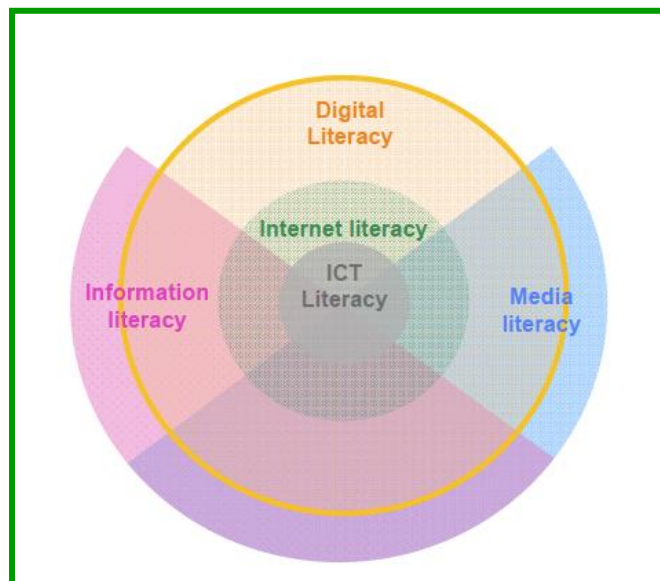
Being digitally literate means the ability to understand media, to search and retrieve information and to be able to communicate with others through a variety of digital tools and applications.

ICT literacy refers to computer literacy and the ability to use computers and related mobile technologies from end-user to ICT professionals. It is not exclusively the ability to build and repair computers, or write computer programs as an IT professional, but an end-user's ability to use computers and software to take care of everyday tasks such as paying for a meal at a restaurant or booking cinema tickets.

Internet literacy refers to the skilled use of the Internet such as to know what a browser does, how to navigate on a website and knowing how to protect personal data and privacy, your health and well-being and the environment.

Media literacy is the ability to analyze media messages and the media environment and critically evaluating what we read, hear and see through the media.

*In everyday life, we as citizens are flooded with information and society is progressively evolving its "always online" attitude. Therefore, it is very important that every citizen is given a chance to acquire the knowledge and skills needed to make the right, responsible and informed choice when it comes to for example working abroad as a seasonal worker in agriculture.*



## COMMUNICATION IN A EUROPEAN CONTEXT

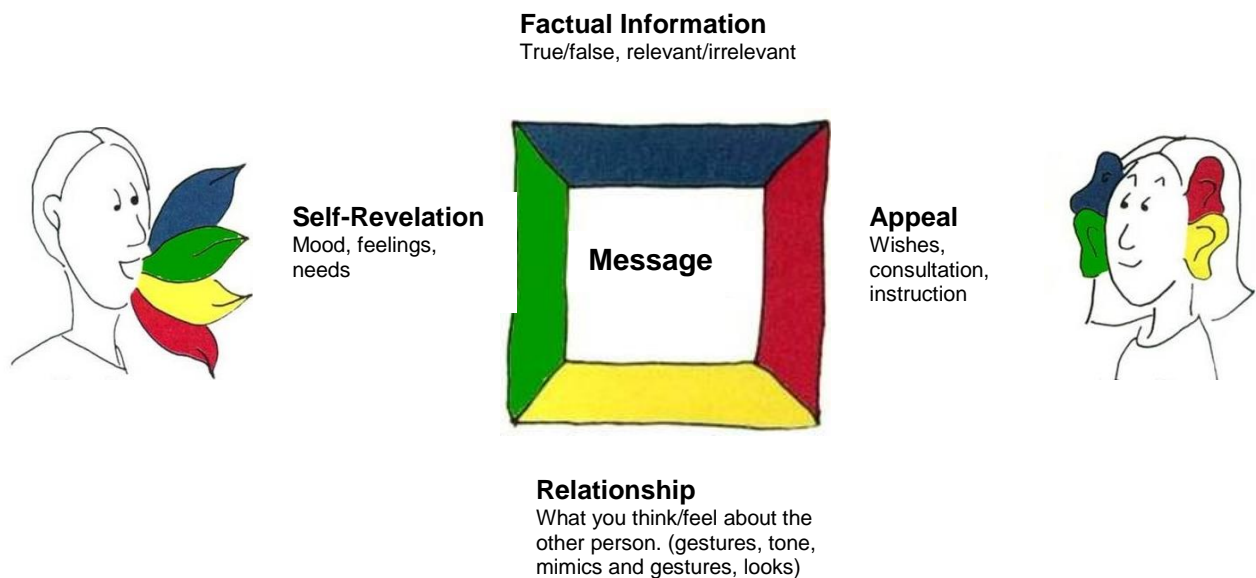
Communication is a very complex process and there are lots of possibilities of misunderstanding, even more when communication takes place in a broader intercultural context. The target group is migrant workers from different European countries bringing their own knowledge about how things should function, their own way of thinking etc. that can be

quite different from the one in the host country. F. ex. the image of unions in East European countries such as Poland or Romania is a different one than in Germany, Denmark or Austria.

During the training it is important to be aware of the different perceptions and backgrounds of one self and of the migrant workers in order to be able to build trust in the content of the app and strengthen the ability to self-empowerment.

## The four-sides model

The four-sides model (also known as communication square or four-ears model) is a communication model by Friedemann Schulz von Thun that can help to analyze the complex process of communication. According to this model every message has four facets though not the same emphasis might be put on each. The four sides of the message are fact, self-revealing, relationship, and appeal.



Source: <https://www.schulz-von-thun.de/die-moedelle/aas-kommunikationsquadrat>, January 2019

The **Factual Level** contains statements which are matter of fact like data and facts, which are part of the news.

In the **Self-revealing** of the speaker - conscious or not intended - tells something about himself, his motives, values, emotions etc.

In the **Relationship-layer** is expressed or respectively received, how the sender gets along with the receiver and what she thinks of her.

The **Appeal** contains the desire, advice, instruction and effects that the speaker is seeking.

Every layer can be misunderstood individually. The classic example of Schulz von Thun is the front-seat passenger who tells the driver: "Hey, the traffic lights are green". The driver will understand something different, depending on the ear with which he will hear, and will react differently. (On the matter layer he will understand the "fact" "the traffic lights are green", he could also understand it as "Come on, drive! ."-"command", or on the "relationship" could hear a help like "I want to help you, or if he hears behind it: I am in a hurry the passenger reveals part of himself "self-revelatory".") The emphasis on the four layers can be meant differently and also be understood differently. So the sender can stress the appeal of the statement and the receiver

can mainly receive the relationship part of the message. This is one of the main reasons for misunderstandings.

## Bias and stereotypes

Nobody is free of bias and stereotypes. They are tools for humans to structure and understand the world they live in in order to be able to take decisions. A lot of bias and stereotypes are working unconsciously and influence our behavior, our words, our thinking about people. They cannot be erased. But they can be reflected and made aware of.

**Cultural bias** is the phenomenon of interpreting and judging phenomena by standards inherent to one's own culture. Cultural bias occurs when people of a culture make assumptions about conventions, including conventions of language, notation, proof and evidence. They are then accused of mistaking these assumptions for laws of logic or nature. Numerous such biases exist, concerning cultural norms for color, mate selection, concepts of justice, linguistic and logical validity, the acceptability of evidence, and taboos.

For the Agriworker App it is important to keep in mind, that oneself has a certain understanding of how the political, legal system works, what rights are provided in our societies and what role unions play for the strengthening of workers and what they themselves should do or not in order to improve their working and living situation. Migrant workers will – for sure – have a different understanding of the same. Take that into account when providing them with information on their workers rights.

**A stereotype** is a simplified generalization about members of a group. Stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category. While such generalizations may be useful when making quick decisions, they may be erroneous when applied to particular individuals. Stereotypes encourage prejudice and may arise for a number of reasons.

For the Agriworker App it is important to keep in mind that oneself has (if you want or not) a certain image of what a migrant worker is, where he/she comes from, why they chose to work as migrant worker, what educational background they do have or not, what they are capable of and what not etc. In truth, educational, cultural, social, economic backgrounds are very variable.

## APPENDIX: PLAN YOUR TRAINING

Example: curriculum for key-training

<p>Time:</p> <p><b>DAY 1</b></p>	<p><b>Learning objectives</b>  <b>“Get to know your APP”</b></p> <p>The participants will get knowledge on</p> <ul style="list-style-type: none"> <li>• The background of the project</li> <li>• What are the purpose of the KEY-trainer?</li> <li>• The overall didactic and communcative principles of the APP</li> <li>• The target group – who are the agricultural worker?</li> <li>• Country wise content of the APP</li> <li>• Exchange ideas on training practices.</li> </ul>	<p><b>Means</b></p> <p><b>Presentation in plenum:</b> the background of the project by partner 1</p> <p><b>Presentation</b> on the didactic and pedagogical approach of the APP by leadpartner. Combining development of digital competences with worker’s rights.</p> <p><b>What is the purpose of Key-trainer – and what is the purpose of the APP trainer?</b> Presentation of the differences in the KEY-training and APP-training.</p> <p><b>Training in the use of the APP including:</b>          How to download the APP          Who are the agricultural workers in Denmark, Germany, Austria and Poland? And what kind of problems do the agricultural workers have?          Cases presented by each country</p> <p><b>Worker’s rights in the 4 project countries</b>          By using the APP, training in worker’s in the 4 project countries</p> <p>Groupwork: Feedback of the participants on the content of the APP          (by use of the developed</p> <p><b>On the basis of today’s training: Exchanges of ideas</b> on how to train in the use of the APP.</p>
<p><b>Day 2</b> (8 – 18)</p>		
<p><b>Day 3</b> (8 – 16)</p>		

Plan your training in the use of the agriworker app

Time	Purpose (learning objectives)	Means (how)