

MIGRANTS' TOOLBOX

ANALYTICAL THINKING

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007



Transversal Model for Migrants



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INTRODUCTION

The Transversal Project for Migrants (No. 2018-1-FR01-KA202-048007) is funded by the European Commission, under Erasmus+ Programme, Strategic Partnerships for vocational education and training. It has duration of two years, from September 2018 until August 2020, and a consortium of seven organisations:

- ☑ ITG Conseil, France
- ☑ IASIS, Greece
- ☑ Center for Social Innovation, Cyprus
- ☑ Mindshift Talent Advisory, Portugal
- ☑ Business Foundation for Education, Bulgaria
- ☑ Solidaridad Sin Fronteras, Spain
- ☑ Bahcesehir Universitesi Foundation, Turkey

Migrants' Toolbox is the third intellectual output (IO3) of the project and includes set of tips, recommendations, practical guides, specific fact sheets. This intellectual output aim to directly help migrants to think, to act, to assert their rights, and to be helped if necessary, to undertake remedial actions in response to situations inequality suffered or hidden (identification of the brakes and concrete and credible solutions), and to identify and develop their transversal skills, capitalizing on their experiences and also on cases and examples of concrete success.





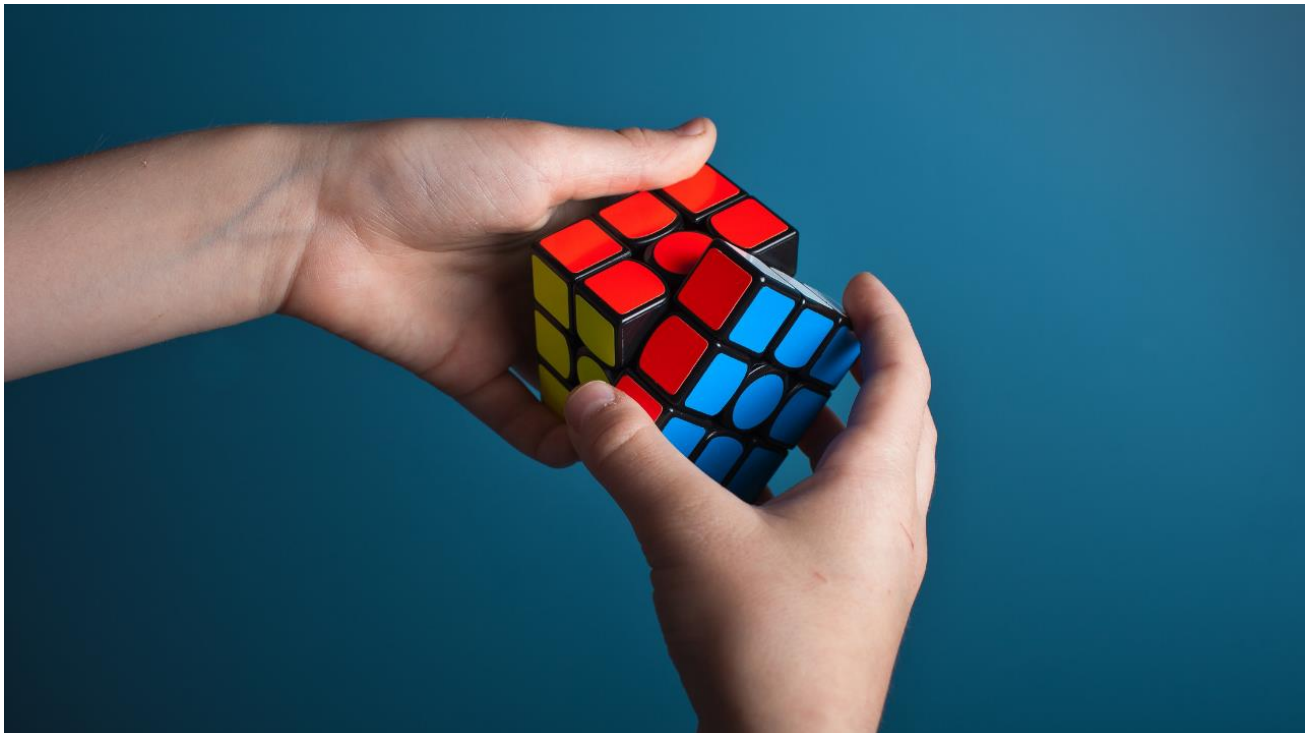
TERMS OF REFERENCE

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





CHAPTER 1.1 ANALYTICAL THINKING





Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Analytical Thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Understand how analytical thinking can help to understand a problem and find the ways for its resolution.	S1. Identify and deconstruct a problem using analytical methods.	R1. Prepare autonomously problem solving exercises and activities.
K2.	S2. Define a pathway for solving a problem.	R2. Share the knowledge and skills acquired with colleagues and/or trainees.
EOF LEVEL		
5		

Name of the activity:	SOLVE THE PROBLEM – AN ACTION PLAN
Type of the activity:	Group Workshop – Case Study
Reference:	Social Enterprise Skills for Business Advisers (SESBA) Project: http://sesbaproject.eu/en/
Duration:	60 minutes
Number of participants:	From 5 to 15
Description of the activity:	
<p>Step 1: Define the problem: participants choose one particular problem related to a social issue. Then they should pay attention to the following factors and deconstruct the problem as follows:</p> <ul style="list-style-type: none"> ▪ Focus on how often the problem occurs and how severe it is ▪ Identify potential causes ▪ Identify any special circumstances impacting it ▪ Focus on the timeframe of the problem ▪ Think about how the participant respond to problems ▪ Ask some key questions to help define the problem <p>Step 2: Develop a plan for its solution: Firstly, it is important to do brainstorming for finding solutions: listen to ideas of the participants, discuss them and build on them. Each participant is encouraged to identify as many ideas for solutions as he or she can think. All the ideas are discussed among the group, revised, rejected, expanded, etc. Those proposal that best solve the problem are selected for closer review.</p>	





Here, the trainer must encourage and stimulate analytical thinking of trainees to propose well-shaped problems and solutions.
Secondly, participants are asked to create a short plan to continue. This requires both analytical and creative thinking for the development and identification of options, firmness of decision and clarity on how to provide an effective implementation.

Step 3: Implement the plan: participants are asked to write down in a paper or a paperboard the action plan with the following sections:

- Problem:
- Example and effects of the problem
 - ...
 - ...
- Possible solutions to the problem are:
 - ...
 - ...

Step 4: Evaluate solutions: participants, with the support of the trainer, will have to evaluate all possible solutions. To do so, it is important to gather as much information as possible, keep in mind that the solution can't cause other unanticipated problems and it has to be achievable. The process is as follows: 1) Evaluate the problem; 2) Gather information; 3) Break the problem into parts; 4) Identify solutions; 5) select best solution; 6) Take action; 7) Examine results; and 8) Test and review.

Recommendations (for trainers of learners):

- Help trainees to consider and compare the 'pros and cons' of each option: make them aware of the decisions, consequences, factors, etc.
- The solution(s) must be well explained and structured by trainees.

Appendix





Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Analytical Thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Have extended knowledge on the use of analytical thinking tools for solving problems. K2. Understand the importance of preparing well-defined tools	S1. Apply this tool to show trainees how problem can be solved using structured methods and in groups.	R1. Carry out this activity in any kind of work-training environment. R2. Prepare well-defined tools for problem solving adapted to the needs of learners.
EOF LEVEL		
5		

Name of the activity:	PROBLEM SOLVING CHECKLIST
Type of the activity:	Self-administered survey/checklist
Reference:	The Happy Manager: https://the-happy-manager.com/articles/problem-solving-activity/
Duration:	45 minutes
Number of participants:	From 1 to 10
Description of the activity:	
<p>This question checklist is a simple but effective problem solving activity. It's straightforward to use and easy to adapt to any specific circumstance.</p> <p>Using a set of structured questions encourages both broad and deep analysis of your situation or problem.</p> <p>This tool uses a question hierarchy: "what" broadly states the situation or problem and "why" is arguably the most powerful question you can ask. Asking "why" forces you to consider the significance of the problem and thus the nature of your response. Next you should use "how", "where", "who" and "when". These questions are designed to both deepen and broaden analysis.</p> <p>When combined into a question checklist, they become both a tool for analysing and solving problems, and the basis for an action plan.</p>	





The following checklist can be shown directly in a slide or drawn on a whiteboard or flipchart:

WHAT	<ul style="list-style-type: none"> • What is the problem? • What are the facts? • What would happen if no decision? • What do I need in order to find a solution?
WHY	<ul style="list-style-type: none"> • Why did the problem arise? • Why do I want to achieve a solution? • Why do I need to find a solution or not?
HOW	<ul style="list-style-type: none"> • How will the situation be different? • How relevant is the information I have? • How can I find out more? • How can I involve relevant people?
WHERE	<ul style="list-style-type: none"> • Where did the issue arise? • Where does it impact? • Is the "where" important for the problem?
WHO	<ul style="list-style-type: none"> • Who is affected by the problem? • Who cares about this situation? • Who is involved/Who should be involved? • Who needs to be informed?
WHEN	<ul style="list-style-type: none"> • When did the issue arise? • When do we need to act? • By when must it be resolved the problem?

Subsequently, decide what you intend to do next, subject to what is discovered in the analysis and feedback. End with actions to be completed, either in summary, or in preparation for any subsequent meeting. Ensure these are SMART – specific, measurable, attainable, relevant, time-bounded.

<p>Recommendations (for trainers of learners:</p>	<ul style="list-style-type: none"> • Schedule one or more sessions with participants, to generate ideas about the problem or situation. • Starting with the “what” questions, discuss all the responses and agree a common understanding of the situation or problem. • Flip chart the feedback. • Repeat the activity for each of the primary questions. This may be easier in small groups or teams, for more complex situation.
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Appendix





Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Analytical thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Establish priorities K2. Reflect on alternatives K3. Select alternatives	S1. Analyse information. S2. Compare alternatives S3. Design an action plan S4. Discuss about solutions of a problem	R1. Consider causes, consequences and solutions of a problem R2. Make decisions individually and in groups.
EOF LEVEL		
5		

Name of the activity:	Escape from Earth
Type of the activity:	Scenario. Performance technique
Reference:	www.chakarov.com
Duration:	20 minutes
Number of participants:	3 -5 participants
<p>Description of the activity: The aim of the activity is to examine the issues involved in analytical thinking and to illustrate the importance of having a framework within which problems may be examined and solved.</p> <p>It is the 23rd Century and you are being pursued by a squad of Androids from the Federation Against Expressionism, Individuality and Non-Conformism for your active participation in gratuitous hedonism. You have therefore decided to leave this planet in your space-mobile and head for the Octagon Galaxy. It is rumoured that this galaxy</p>	





contains planets with communities and life-forms that resemble those found on earth in the late 20th century. You have decided that you will gather together a number of like-minded individuals who are willing to undertake this journey, as well as key resources that you will need.

However, the questions to be answered are:

- Who do you take with you and why?
- What resources will you need?
- How will you get there?
- How will you survive?

Recommendations (for trainers of learners):	Encourage participants to explain their answers and provide with pros and cons of their choices to provoke discussion.
Appendix	





Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Analytical thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Select options K2. Establish priorities	S1. Analyse information. S2 Express ideas verbally S3. Compare choices	R1. Decide a solutions of a problem R2. Make decisions individually and in groups.
EOF LEVEL 5		

Name of the activity:	The Trolley Problem
Type of the activity:	Scenario. Performance technique
Reference:	https://www.wabisabilearning.com/blog/critical-thinking-exercises-blow-students-minds
Duration:	20 minutes
Number of participants:	3 -5 participants
<p>Description of the activity: It is presented an ethical and moral dilemma that involves ethical codes. Participants must make their choices. When working in groups, participants can discuss and explain their choices.</p> <p>Situation 1: There is a trolley coming down the tracks and ahead, there are five people tied to the tracks who are unable to move. The trolley will continue coming and will kill the five people. There is nothing you can do to rescue the five people except that there is a lever.</p>	





If you pull the lever, the train will be directed to another track, which has only one person tied to it. You have two choices:

- a) Do nothing and the five people will die
- b) Pull the lever and save the five people, but let one person die.

Analyze the situation.

Which solution would you choose and why?

Consider this similar situation:

Situation 2: There is a trolley coming down the tracks and ahead, there are five people tied to the tracks who are unable to move. The trolley will continue coming and will kill the five people. However, in this situation, you are standing on a bridge above the train tracks and you can see the train coming.

There is a man standing next to you, who is so enormous and heavy that if he places himself in front of the oncoming train, it will hit and kill him but the train will stop. So you have two choices

- a) Do nothing and the five people will die.
- b) Push the big guy down the bridge. He will be killed but will stop the trolley and save the five people.

Analyze the situation.

Which solution would you choose and why?

Do you see similarities with the dilemma before? Compare the choices.

**Recommendations (for
trainers of learners):**

Encourage participants to explain their choices and provoke discussion.

Invite participants to reflect about their analytical skills.

Appendix



KEEP IN MIND AND MORE

- 1- Skills that are included in this toolbox are important for migrants' adaptation to the business reality of their current country. Each one of them is crucial however, based on the learners' characteristics trainers may need to focus on one skill more than the others in different groups. Thus, it is important to know learners' capabilities and interests.
- 2- During the trainings for trainers and learners it is important to lead the group interactively and include all the members to the exercises. Specifically, during training for trainers' tips should be given for them about how to lead the group effectively.
- 3- During the trainings for learners it is important to give specific examples how transversal skills can be helpful for them for their future. It is important to stress that transversal skills can be improved via training and application.
- 4- During the trainings for trainers and learners it is important to explain aim of the exercises that will be applied and its relation with the skill.
- 5- For trainers that will be work with migrants it is important to understand diversity concept. Migrants may have different reactions and feedbacks to the exercises in toolbox. Trainers should be prepared for this. For further information trainers can check :
<https://www.youtube.com/watch?v=LqP6iU3g2eE>
- 6- Learners or trainers who wants to improve their problem-solving skills can check
<https://www.youtube.com/watch?v=ftgtzFaHFGE> and
https://www.youtube.com/watch?v=6_LX9mo0Thw





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