



MIGRANTS' TOOLBOX

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007



Transversal Model for Migrants



Le Portage Salarial



Center for Social
Innovation





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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.





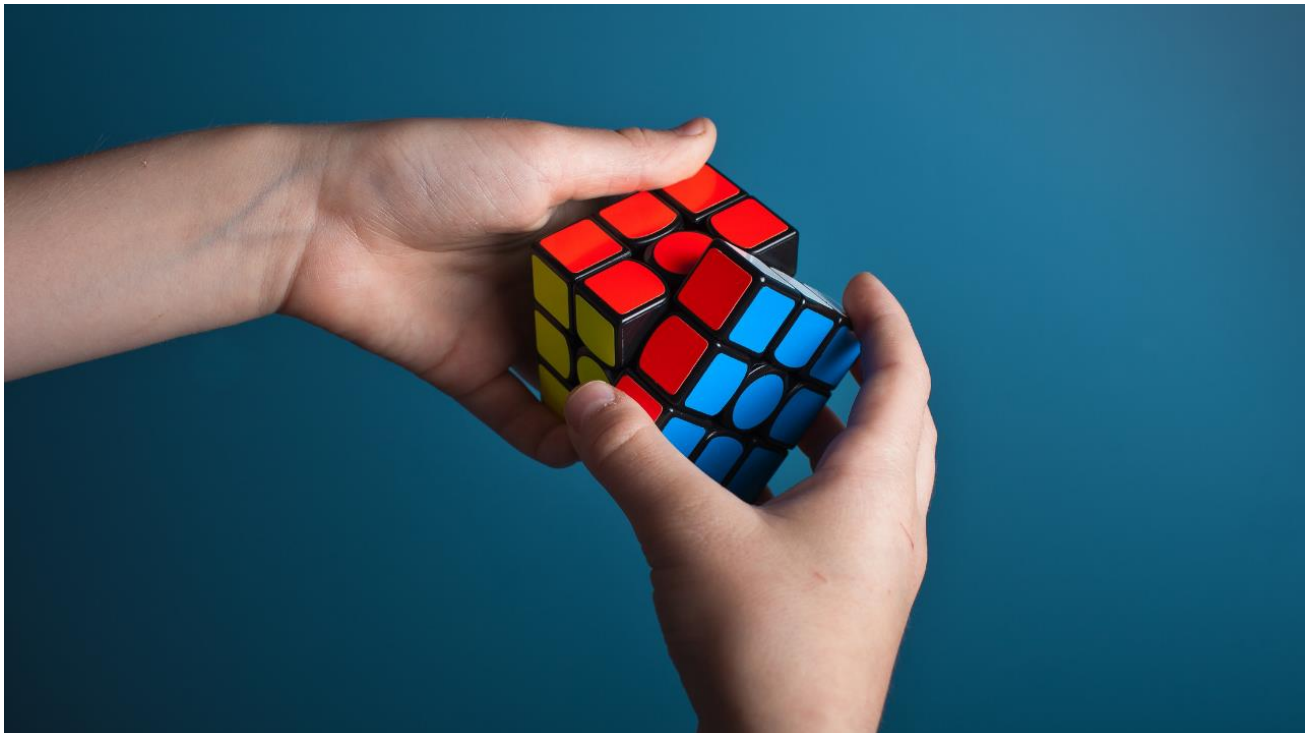
TERMS OF REFERENCE

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 1.2 CREATIVE THINKING





Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Creative thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Learn the steps to define a problem	S1. Practice the steps of creative problem solving process	R1. Apply creative - problem solving steps
K2. Learn what a creative problem solving is	S2. work collaboratively and listen to other's ideas	R2. Share the knowledge and skills acquired with colleagues and/or trainees
	S3. Express and explain ideas	
EOF LEVEL		
5		

Name of the activity:	Creative steps of problem solving
Type of the activity:	Practical activity+
Reference:	https://www.humorthatworks.com/how-to/20-problem-solving-activities-to-improve-creativity/
Duration:	50 - 60 minutes
Number of participants:	Not specific
Description of the activity:	Based on the five problem solving steps (Define the problem, Brainstorm Ideas, Decide on a Solution, Implement the Solution and Evaluate solutions), trainers will do games and dynamic activities for each phase of the problem solving. For the sake of demonstration, they will use the same example for each exercise. Trainer/s will encourage participants to suggest a problem they have to deal with or s/he can suggest one instead. For example: Bad relationship among two workmates or desire to change job. Step 1 Newspaper Headline – Try writing your problem as if it were a headline in a newspaper. You can write it as if the problem still





	<p>exists, or as if the problem was solved. Try Tabloid headlines for even more creative ideas.</p> <p>Step 2 Dumbest Idea First – Hold a contest to get the dumbest idea out first. Trainer should encourage everyone to think of the absolute dumbest possible solutions to the problem. After you have a long list, go back through and see which ones maybe aren't so dumb and maybe can help to solve the problem.</p> <p>Step 3 Idea Trial – When you can't get agreement on which solution to choose, have the proponents of each idea represent them in "court." Go through opening arguments, call witnesses and allow closing statements. Have the project board choose the winner.</p> <p>Step 4 End in Mind – To create your plan, start with the end in mind and work backwards. Establish key points and dates in reverse order, starting with the end (evaluation of the project) and ending with today.</p> <p>Step 5 Word on the Street – Conduct "word-on-the-street" type interviews with members of your team, asking them how they felt about all the process of creative problem solving. Conclusion - circle time: trainer will ask participants: Do you agree with the final result of the team work? Do you consider that your solution is creative? Have you learnt the steps of creative problem solving? Do you think you will be able to apply the steps in your daily life?</p>
<p>Number of participants:</p>	
<p>Description of the activity: Recommendations (for trainers of learners: Appendix</p>	<p>Based on the five problem solving steps (Define the problem, Brainstorm Ideas, Decide on a Solution, Implement the Solution and Evaluate solutions), trainers will do games and dynamic activities for each phase of the problem solving. For the sake of demonstration, they will use the same example for each exercise. Trainer/s will encourage participants to suggest a problem they have to deal with or s/he can suggest one instead. For example: Bad relationship</p>





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Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Creative thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Learn how to describe a problem creatively K2. Understand which situations affect people/social groups collectively K3. Define a collective pathway for solving a problem	S1. Identify and deconstruct a problem using corporal expression S.2 Express ideas verbally S3. Work in team	R1. Consider causes, consequences and solutions of a problem R2. Empower in reaction to unfair situations R3. Make decisions
EOF LEVEL 5		

Name of the activity:	Image theatre
Type of the activity:	Forum theatre, scenario. Performance technique
Reference:	https://dramaresource.com/image-theatre/
Duration:	70-90 minutes
Number of participants:	10 - 15 people
<p>Description of the activity: the Image theatre is a performance technique based on a revealing theme of a situation of oppression or problem that concerns the group (migrants: for example, difficulty in finding a job), chosen by it in a unanimous manner. Participants will learn to represent creatively a situation of oppression and propose changes in social reality in the most effective way possible</p> <p>1. A participant will relate a difficult experience of oppression (discrimination, difficulty to</p>	





find a job... etc) and s/he will act as a sculptor of the other participants to represent that situation of oppression. That is, s/he must use the body of others and model them precisely to sculpt a set of statues related to each other in a fixed image (even if this presupposes movement), so that s/he makes visible to all the real image of the situation selected and, this, without giving any verbal indication that overlaps the visual language.

2. The sculptor directs each of the movements of the statues in order to build a frozen image, without movement as if it were a sculptural frieze. People who act as statues should not be chosen for their role in their daily lives, as they do not represent anything other than themselves. This first individual representation offers a psychological (individual) view of oppression.

3. When the sculptural group is finished, participants will debate about the representation of the problem: “Do you agree with the representation of the problem?”

At first, each one expresses her/his opinion verbally in relation to this first figure that represents the situation of oppression. Then, in silence, each participant can partially or completely modify the statues until the sculptural group is accepted by all, so that it represents the collective image on the subject treated. This group representation offers a social vision of oppression and it is a collective work.

4. Analyse the causes of the conflict. The image must show both poles of the conflict in order that the participants can understand well what the origin is, in order to propose alternative solutions.

5. The first sculptor then makes another set of statues, which offer his ideal solution to the problem, which therefore reveals the ideal image. The phase of dynamization will show how it is possible to move from the collective real image (oppressive) to the ideal image. Each participant has the possibility to propose his /her transition image, the important thing is to make the demonstration about the statues without using verbal indications and then analyse the feasibility of the change.

Recommendations (for trainers of learners:	Be sure that it is possible for the trainer to support some participants regarding emotional issues that may appear related to the situation of oppression represented.
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Appendix	
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Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Creative thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Learn how to organise priorities K2. Understand which situations affect people/social groups collectively K3. Define a pathway for solving a problem	S1. Analyse information. S2 Express ideas verbally S3. Teamwork	R1. Consider causes, consequences and solutions of a problem R2. Negotiate and cooperate with others. R3. Make decisions individually and in groups.
EOF LEVEL 5		

Name of the activity:	Lost at the sea
Type of the activity:	Scenario. Performance technique
Reference:	https://www.mindtools.com/pages/article/team-building-problem-solving.htm
Duration:	25-40 minutes
Number of participants:	5 per group (at least 2 groups)
<p>In this activity, participants must pretend that they've been shipwrecked and are stranded in a life boat. Each team has a box of matches, as well as the following objects:</p> <ul style="list-style-type: none"> • A mosquito net • A can of petrol • A water container • A shaving mirror • A sextant 	





- Emergency rations
- A sea chart
- A floating seat or cushion
- A rope
- Some chocolate bars
- A waterproof sheet
- A fishing rod
- Shark repellent
- A bottle of rum
- A VHF radio

Participants must agree which items are most important for their survival and put them in order. To do so:

1. Each participant will spend 10 minutes on their own to rank the items in order of importance, using the "lost at sea" ranking chart" sheet (every participant will have one, see below).
2. Each team will have a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.
3. Each group compares their individual rankings with their collective ones, and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions? How much were people influenced by the group conversation?
4. Then, each one read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):
 - Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
 - Can of petrol. (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)
 - Water container. (Essential for collecting water to restore your lost fluids.)
 - Emergency rations. (Valuable for basic food intake.)
 - Plastic sheet. (Could be used for shelter, or to collect rainwater.)
 - Chocolate bars. (A handy food supply.)
 - Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)
 - Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
 - Floating seat or cushion. (Useful as a life preserver.)
 - Shark repellent. (Potentially important when in the water.)
 - Bottle of rum. (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)
 - Radio. (Chances are that you're out of range of any signal, anyway.)
 - Sea chart. (Worthless without navigational equipment.)
 - Mosquito net. (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)
 - Sextant. (Impractical without relevant tables or a chronometer.)





Item	Step 1	Step 2	Step 3	Step 4	Step 5
	Your Individual Ranking	Your Group Ranking	Coast Guard Ranking	Difference Between Step 1 & 3	Difference Between Step 2 & 3
A mosquito net					
A can of petrol					
A water container					
A shaving mirror					
A sextant					
Emergency rations					
A sea chart					
A floating seat or cushion					
A rope					
Some chocolate bars					
A waterproof sheet					
A fishing rod					
Shark repellent					
A bottle of rum					
A VHF radio					
			Totals	Your Score	Team Score

Recommendations (for trainers of learners):

After everyone has finished the exercise, invite your teams to evaluate the process to draw out their experiences. For example, ask them what the main differences between individual, team and official rankings were, and why. This will provoke discussion about how teams arrive at decisions, which will make people think about the skills they must use in future problem solving exercises.

Appendix





Transversal Skills for Migrants		
Unit Title: Problem Solving		
Subunit Title: Creative thinking		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Reflect on how to solve a problem K2. Select the best options to solve the problem	S1. Use the concept of creative thinking S2. Identify creative ideas from others. S3. Explore other ways of solving a problem	R1. Promote a self-learning approach for solving a problem R2. Deal with current problems that affect oneself.
EOF LEVEL 5		

Name of the activity:	Resting your mind for problem solving
Type of the activity:	Self-learning. Self-assessment
Reference:	https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/1178/categoryId/116/Boost-Creativity-Using-the-6-Step-Problem-Solving-Technique.aspx
Duration:	60 minutes (in different days)
Number of participants:	1-5
<p>The idea of resting the brain is about silencing your conscious thought in order to unleash the power of your unconscious thought for solving a problem in a creative way. Below there is a <i>6-Step Problem Solving Technique</i> described here to strengthen the creative thinking of a person. It is designed to help our minds work at peak performance.</p> <p>Participants will think about a social problem: unemployment, bias, prejudices, inclusion problems, etc.</p>	





1. Prime Your Mind

Work intensely on the problem. Gather and process as much data as you can, i.e. from books, articles, videos. Sketching and visualising the problem may help a lot.

2. Release and Expose

Release yourself from thinking effort by doing something completely different, feeding your mind with a diverse set of ideas not necessarily related to what you were investigating, i.e. visiting a museum, browsing the web for any other topic, watching a video, etc. This step should be a light activity. You are not after finding a solution to a specific problem at this moment. Let your mind wander and create associations on its own.

3. Change Perspective to a Person

Go back to the problem and think about it again and integrate whatever new ideas you have come up with into your notes. This acts as warm up for this step. Change your perspective to another person and see how that person would have approached the problem, for example: a politician, a friend, your father/mother, a role model (dead or alive).

4. Play

Having worked on the problem, take a 15 minutes break. Watch or read something funny, but don't fall into procrastination, it is very important to continue working on the problem afterwards.

5. Change Perspective Across Fields

Think of another field to create an association between two fields. To do this, apply the "is like" rule; "A is like B". Think how the problem is solved in the second domain and how you can apply it to your own domain.

The two domains need to be equivalents so that the is-like statement makes sense and can lead to new associations.

Examples:

- "Preventing any act of discrimination *is like* a house holder contracting a house insurance".
- "Designing a shoe *is like* designing a mattress."

This will help you to compare your problem with other ways of solving another problem.

6. Exercise Your Idea Muscle

Once you have solved your problem, don't wait until another problem comes up before you exercise your creativity skills again. Keep generating ideas, about anything, to exercise your creativity and problem-solving skills.

Recommendations (for trainers of learners):	The aim is to stay mentally fit. Like a muscle, creativity gets better by exercising it. Encourage participants to turn themselves into an 'idea machine' by constantly engaging in creative thinking.
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





Erasmus +

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