Transversal Model
for Migrants

Erasmus +

MIGRANTS' TOOLBOX

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007

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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 3.1 NETWORKING

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Transversal Skills for Migrants

Unit Title: Team Work
Subunit Title: Networking - Activity 1

KNOWLEDGE	SKILLS	RESPONSIBILITIES
K1. Have knowledge on methods that can be used individually or in groups that aims to promote self-awareness and better understanding of the self and how he/she can think or behave in different contexts.	S1. Apply this method/technique in their personal or work life with other migrants.	R1. Demonstrate this activity to other target groups and try to integrate it in other daily conditions to strengthen the individual's communication skills and how these skills can be applied to a group context.

EOF LEVEL
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Name of the activity:	Express yourself
Type of the activity:	Self-direct activity that can be used individually, in order to beneficiaries get to know better and deeper their needs and thoughts. This type of questions can be practical and useful in a team group, as a starting point during a discussion and as an icebreaker game in a group of participants that do not know each other.
Duration:	20- 30 minutes
Number of participants:	Self-direct activity

Description of the activity:

Step 1: Take a paper and a pen and answer the following questions:
- If you could eliminate one thing from daily routine, what would it be and why?
- What is the best gift anyone's ever given to you?
- What is the first thing you think of when you wake in the morning?
- If you could visit any place in the world where would it be and why?
- If you had one extra hour of free time a day, how would you use it?
- What is something you can do better than anyone else you know?

Step 2: Now, rethink about the answers that you gave in the previous step, by adding the variable: "What would you answer if you have to discuss these questions with one another, unknown person?" Please, rephrase the written-previous answers, wherever is necessary. **After reviewing your answers, think about these questions:**

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-What did you change and why?
-Do you believe that you change the way you behave when you deal with unknown people?
-The answers that you gave, represent you and your thoughts or represent something that is not you and you just express it for making a good impression to your interlocutor?
-What do you change in the way you collaborate with others, when you are in a team?

Recommendations (for trainers of learners IO4)	In a face to face- group setting: -The trainer can use this activity for smaller groups or events because too many people can make it difficult! - The trainer can start by giving the attendees the wrong name tags and task them with finding the person with their name. (Here the trainers should use A4 papers, in which the participants' names should be written on them.) When they have found the right person they must answer 3 questions to get the name tag back and then this will continue until everyone has the correct name tag. (The 3 questions can be open questions that the participant will choose, or the trainer can use 3 of the above questions -For Step 1 –according to the description of the activity-, the trainer can add more questions.
Appendix	The theoretical background of the benefits of Networking techniques and the importance of expressing ourselves in order to be more active in our social life, is available on IO4.

Transversal Skills for Migrants **Unit Title: Team Work** **Subunit Title: Networking -Activity 2**		
KNOWLEDGE	**SKILLS**	**RESPONSIBILITIES**
K1. Have knowledge on techniques they enhance team collaboration and communication between the members of a group.	S1. Apply these technique in work and everyday conditions for pedagogical and entertaining reasons.	R1. Integrate this technique also in other conditions with different target group.
EOF LEVEL 5		

Name of the activity:	"Dixit Storytelling game"
Type of the activity:	Storytelling activity
Duration:	40 minutes
Number of participants:	Self-direct activity

Description of the activity:
For this activity you should use the Dixit game.
Step 1: Leave different kind of dixit cards on the floor, walk around and select two cards that you think represent you the most as personality.
Step 2: Now, try to create a story, by using these two dixit cards and in which you should describe what your values, your beliefs, who are you as a personality through this story that can be one experience or one memory that these two cards remind you.
Step 3: Please, follow the instructions above, to create your own story:
-You can write it in a paper, or you can record it, but it is important to imprint it somewhere in order to be able to review it;
-be coherent;
-have a start and an end point;
-have a tittle;
-it's necessary to be used two dixit cards, in one common story.

Step 4: Review the story and try to share it with someone else. You can use dixit game also with

others in order to exchange personal stories and experiences.

Recommendations (for trainers of learners-IO4)	The trainers can use this activity on a team session by using the following instructions: -Leave different kind of dixit cards on the floor and ask from the participants to walk around and select two cards that they think represent them the most as personalities. -Each member should show to the others the selected card and he/she should explain this choice, in a few words. -For the debriefing part, the trainers can ask: Q1: Is it difficult to create a story by comparing creativity and personal perspectives? Q2: How was your collaboration between each other? Q3: Did you find common or different elements with your team members?
Appendix	The theoretical background of the benefits of Networking techniques and the importance of expressing ourselves in order to be more active in our social life, is available on IO4.

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Transversal Skills for Migrants Unit Title: Team work Subunit Title: Networking- Activity 3		
KNOWLEDGE	**SKILLS**	**RESPONSIBILITIES**
K1. Have knowledge on networking definitions and similar terms, such as "schmoozing".	S1. Make use of "schmoozing" for making networking more practical and attractive to others.	R1. Try to explain and to share the meaning of "schmoozing" with others for facilitating the networking process.

EOF LEVEL
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Name of the activity:	"Schmoozing"
Type of the activity:	Self-directed activity that aims to demonstrate to the participants useful information regarding Networking definitions and terms, such as "schmoozing".
Duration:	20 minutes
Reference:	https://www.communityinclusion.org/pdf/networkingmanual_F.pdf
Number of participants:	Self-directed activity

Description of the activity:

Step 1: Read the following text regarding the Networking term of "schmoozing" and answer the following questions:

"Making networking a part of your everyday life includes schmoozing. Schmoozing is a casual talk that is often gossipy or ingratiating. Engaging people and broadening networks involves an ability to talk with people, but more importantly, being an effective schmoozer. Some people are born socializers, while others have a more difficult time being outgoing. Developing a network requires that an individual reaches out and talks to people. Schmoozing skills can be developed."

Step 2: Now, you can answer the following questions:
What are some things we can say to people to get friendly conversations started? (write your answer)

_____
_____

The correct answers/suggestions are:
• Start with a greeting and a smile
• Comment on the activity
• Compliment the person

How can you tell if a person isn't interested in talking? (type your answer)

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The correct answers/suggestions are:
• No eye contact
• No smile
• Looks busy

What are some friendly ways to end a conversation? (type your answer)
_____
_____

The correct answers/suggestions are:
• "Very nice to meet you"
• "Take care"
• "Talk to you soon"

The text and the questions/answers retrieved from:
https://www.communityinclusion.org/pdf/networkingmanual_F.pdf (page 140)

Recommendations (for trainers of learners-IO4):	The trainers for the implementation of this activity in a group setting can: -use the following text and do not explain what is the "schmoozing" term ; -divide the members in teams regarding the number of the participants; -ask them to try to think about and update the information provided regarding the "schmoozing" in order to create a definition about this term. -Then the trainers can ask from each team to record in A4 papers (or in flipcharts, with pens, markers, etc.) some basic rules regarding the Networking process, including the term of "schmoozing".
Appendix	The theories related to Networking definitions, are available in IO4.

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Transversal Skills for Migrants **Unit Title: Team work** **Subunit Title: Networking- Activity 4**		
KNOWLEDGE	**SKILLS**	**RESPONSIBILITIES**
Have knowledge on the basic Networking rules.	Apply these rules in their personal contacts for empowering their networking skills.	Demonstrate these networking rules to other contexts for improving the communication process.
EOF LEVEL 5		

Name of the activity:	"Testing my Network skills"
Type of the activity:	Self directed activity for testing and evaluating the network skills by learning basic network rules that can be applied in every context.
Duration:	20 -30 minutes
Number of participants:	1 person
References:	The available sentences (in the description of the activity-step 1) retrieved from: https://www.proprofs.com/quiz-school/story.php?title=test-your-networking-skills

Description of the activity:

Step 1: It is time to test your network skills by reading and asking the following questions, which are some of the basic rules for creating your own (personal or business) network.

- Question (Q) 1: What are you doing after you have established a common interest with your interlocutor and believe you would like to spend more time talking to this person?
- Answer (A) 1: _____

- Q2: Based on your experience, what are the characteristics of a good conversationalist?
- A2:_____
  _____

- Q3: How do you behave if you are networking and someone latches onto you and follows you everywhere?

- A3:_____
  _____

- Q4: How you should start a conversation with someone at a networking function?
- A4:_____
  _____

Step 2: Now you can read the correct answers and compare them with your personal answers:
- A1: After you have established a common interest and believe you would like to spend more time talking to this person, you should set an appointment to meet with them at a later date or you ask for their business card and permission to call in a few days.
- A2: The best conversationalists are people who can ask others interesting questions, by meaning to do the least amount of talking and to be able to draw others into the conversation.
- A3: If you are networking and someone latches onto you and follows you everywhere, you should excuse yourself, indicating that you have to do something important.
- A4: You should start a conversation with someone at a networking function by asking them casual questions, regarding sports, weather, common interests, pets, etc.

Recommendations (for trainers of learners-IO4):	The trainers can apply this activity in a group context, by creating 4 groups –one for each question- and by asking from the teams to create one presentation regarding their concepts. In this way they can understand better and extend the Networking rules.
Appendix	You can find more information related to Networking rules, in Intellectual Output 4.

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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 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 teamwork skills can check the course named "Understanding Personality Types at Work" from Udemy or watch
https://www.youtube.com/watch?v=hHIikHJV9fI&t=125s

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