



Transversal Model
for Migrants



Erasmus +

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 5.2 INNOVATION



Transversal Skills for Migrants		
Unit Title: Creativity		
Subunit Title: Innovation		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
Reflect on what the innovation-creativity connection is	n/a	n/a
EQF level 5		

Name of the activity:	Innovation-creativity: a special relation															
Type of the activity:	Case Study / Self-direct learning															
Reference:	adapted from: https://keydifferences.com/difference-between-creativity-and-innovation.html https://www.techbullion.com/how-are-creativity-and-innovation-related/															
Duration:	1h															
Number of participants:	Individual															
Description of the activity:	<p>By completing this activity, you will be able to reflect on what is the connection between creativity and curiosity and major differences.</p> <p><u>Introduction</u></p> <p>Although different, when we put together creativity and innovation, a new world can emerge. So, let's reflect a little about each one:</p> <ul style="list-style-type: none"> - Creativity is the characteristic of a person to generate new ideas, alternatives, solutions, and possibilities in a unique and different way, the ability to conceive something unpredictable, original and unique. It must be expressive, exciting and imaginative. <p style="padding-left: 40px;">People often connect creativity to artists. However, the truth is that creativity is the power which all humans carry within themselves. Every time we manage to find a connection between seemingly unrelated things and use that connection in order to develop something new that is creativity. It is not genetic but can be developed if someone keeps on learning and comprehending things with a rare and exclusive perception.</p> <ul style="list-style-type: none"> - Innovation, on the other hand, is an act of application of better solutions that meet new requirements or new ideas that creates some value for the business organization, government, and society as well. Better and smarter way of doing anything is innovation, as is applying existing market needs that nobody yet managed to see through. It could be the introduction of a new: a) technology; b) product line or segment; c) method of production or simply, an improvement in the existing product. <p style="padding-left: 40px;">It is closely tied to creativity, for instance, putting creative ideas into action is an innovation, whose consequences should be positive.</p> <p style="padding-left: 40px;">It is of two types: evolutionary and revolutionary.</p> <p style="text-align: center;">To sum up, we can compare both:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Item</th> <th>Creativity</th> <th>Innovation</th> </tr> </thead> <tbody> <tr> <td>Meaning</td> <td>The creation of new ideas, imaginations and possibilities</td> <td>The introduction of something new and effective into the market</td> </tr> <tr> <td>Process</td> <td>Imaginative</td> <td>Productive</td> </tr> <tr> <td>Quantifiable</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Related to</td> <td>Thinking something new</td> <td>Introducing something</td> </tr> </tbody> </table>	Item	Creativity	Innovation	Meaning	The creation of new ideas, imaginations and possibilities	The introduction of something new and effective into the market	Process	Imaginative	Productive	Quantifiable	No	Yes	Related to	Thinking something new	Introducing something
Item	Creativity	Innovation														
Meaning	The creation of new ideas, imaginations and possibilities	The introduction of something new and effective into the market														
Process	Imaginative	Productive														
Quantifiable	No	Yes														
Related to	Thinking something new	Introducing something														

				new
	Money Consumption	No		Yes
	Risk	No		Yes
	<p><u>Reflection questions</u></p> <ol style="list-style-type: none"> 1) In what situations or contexts do you feel particularly innovative? 2) Reflect and try to identify what are the circumstances, as much detailed as you can, that boost your ability to innovate. 3) How often do you give yourself the opportunity to do something different in your workplace? 4) When was the last time you tried to be innovative? 5) If you have given up doing so, try to identify why this happened and what can you do to overcome it. <p>Analyse your answers to these questions and reflect about what you can do to work on your ability to innovate, namely what is stopping you from being more innovative.</p>			
Recommendations (for trainers) – O4:	This case study can be introduced in face-to-face training, and after individual resolution, participants can share their own perspectives, and then in group, try to identify major conclusions, namely, common circumstances that boost innovative attitude and reasons why people stop having an innovative attitude.			
Appendix:	n/a			

Transversal Skills for Migrants

Unit Title: Creativity

Subunit Title: Innovation

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
n/a	n/a	practice innovation
EQF level 5		

Name of the activity:	Bringing innovation into my life
Type of the	Tips / Self-direct learning

activity:	
Reference:	adapted from: https://www.themuse.com/advice/10-ways-you-can-innovate-at-work-every-single-day-no-matter-how-boring-your-job-title
Duration:	1h
Number of participants:	Individual
Description of the activity:	<p>By completing this activity, you will be able to bring some innovation into your workplace, in a daily basis.</p> <p><u>Introduction</u></p> <p>There are some tips and tricks almost anyone can adopt to keep innovation muscles strong and ready to go. And like any muscle group, the more you practice it, the stronger, better, and more unstoppable it becomes. Remember that, being innovative, your actions will likely inspire others to join.</p> <p>Here are some things you can do on the job to make it easier to be more innovative. These may seem trivial, but together they force you to see the world in a new way. And that’s what innovation is all about—seeing opportunity where no one else can.</p> <p>✓ Get a Buddy</p> <p>Innovation rarely happens in a vacuum. Pick a colleague you feel comfortable with and make yourselves accountable to each other. Encourage him or her to keep trying new things, whether it’s trying a new place for lunch, pitching an idea in an unorthodox manner, sharing articles that inspire, or just doing some old-fashioned brainstorming. It’s better—and easier—together.</p> <p>✓ Flip Your Assumptions</p> <p>We all have things we do with our eyes shut. It’s part of what makes us excel at our jobs, but also part of what blinds us to opportunities. Over the course of the day, identify all the tasks you do without thinking. Take a moment to talk about how you could do them differently. Sometimes it won’t work (spell check might always be the best way to proofread your work). However, it will often lead you to find a new way of doing the same old thing.</p> <p>✓ Bring it to Life</p> <p>Stop talking and start building! Put your thoughts into words, your words into pictures, and your pictures into prototypes. When people can see your idea, they’re less likely to forget it and much more likely to take it seriously and become involved in its development and bullet-proofing. Even a bad drawing is better than no drawing.</p> <p>✓ Ban Things</p> <p>Though it may sound counterintuitive, having constraints and parameters actually inspire innovation by forcing you to think dynamically and creatively. As an exercise, start banning things and exploring the implications. Ban words, ban resources, ban your primary target market, ban your default communication tools, and watch your creativity take off. Often, the ideas you settle on will likely be watered down versions of your initial suggestions, but the point of this exercise is to spark new thoughts on how to do the same old things.</p> <p>✓ Ask Yourself “What Would My Hero Do?”</p> <p>When you’re stumped with a problem you can’t make any headway on, call in the big guns. Keep a list near your desk of some of your favourite creative forces. Then, when a problem strikes, consult your list and ask yourself what they might do to solve it. Considering how Willy Wonka would solve a packaging challenge, how Coco Chanel would tackle a communications issue, and how Salvador Dali would take on streamlining a supply chain can be very enlightening.</p>

	<p><u>The Task</u> After reading these tips, reflect a little about which do you already use in your life and which you don't. Then, bearing in mind the objective of getting a more innovative attitude in your workplace, define a plan using some of these techniques.</p>
Recommendations (for trainers) – O4:	This activity can be introduced in face-to-face training, and after individual resolution, participants can share with the group, their points of view: what each one feels more challenging about carrying an innovative attitude.
Appendix:	n/a

Transversal Skills for Migrants
Unit Title: Creativity
Subunit Title: Innovation

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
n/a	create an innovative mindset	n/a
EQF level 5		

Name of the activity:	Storyboard, a creative technique
Type of the activity:	Storyboarding/Self-direct learning
Reference:	adapted from: https://blog.hubspot.com/marketing/creative-exercises-better-than-brainstorming
Duration:	1h
Number of participants:	Individual
Description of the activity:	<p>By completing this activity, you will be able to explore a creative tool that might help to solve problems in an innovative way.</p> <p><u>Introduction</u> If you're trying to design a process, storyboarding can help you see where your collective understanding of a problem supports or conflicts with a proposed solution, and where more thought/research is needed. By developing a visual story to explore the problem at hand as a narrative, you will be able to see how ideas interact and connect to form a solution.</p>

	<p>Sticky notes are your friend. Take a few minutes to write out your ideas. These don't have to be complete thoughts -- physically pinning up quotes, pictures, user info, and the like can help you see new relationships between different components.</p> <p>Once you have a group of sticky notes to work from, start arranging them on the board as a progression: first this, then that. Organizing your ideas as a continuous series will help you see new connections and eliminate extraneous material that doesn't support your end goal.</p> <p><u>The Task</u> Identify a problem you have (it might be a simple one, in your workplace or in other context) and, using this tool, try to design a process that you think might help you to solve it in an innovative way.</p>
Recommendations (for trainers) – O4:	This activity can be introduced in face-to-face training, and after individual resolution, participants can share with the group, difficulties they felt and strategies they follow in their cases.
Appendix:	n/a

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 creativity skills can watch
<https://www.youtube.com/watch?v=bEusrD8g-dM> or check course named "31 Creativity Exercises: Spark Creative Thinking Workshop" from Udemy.

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