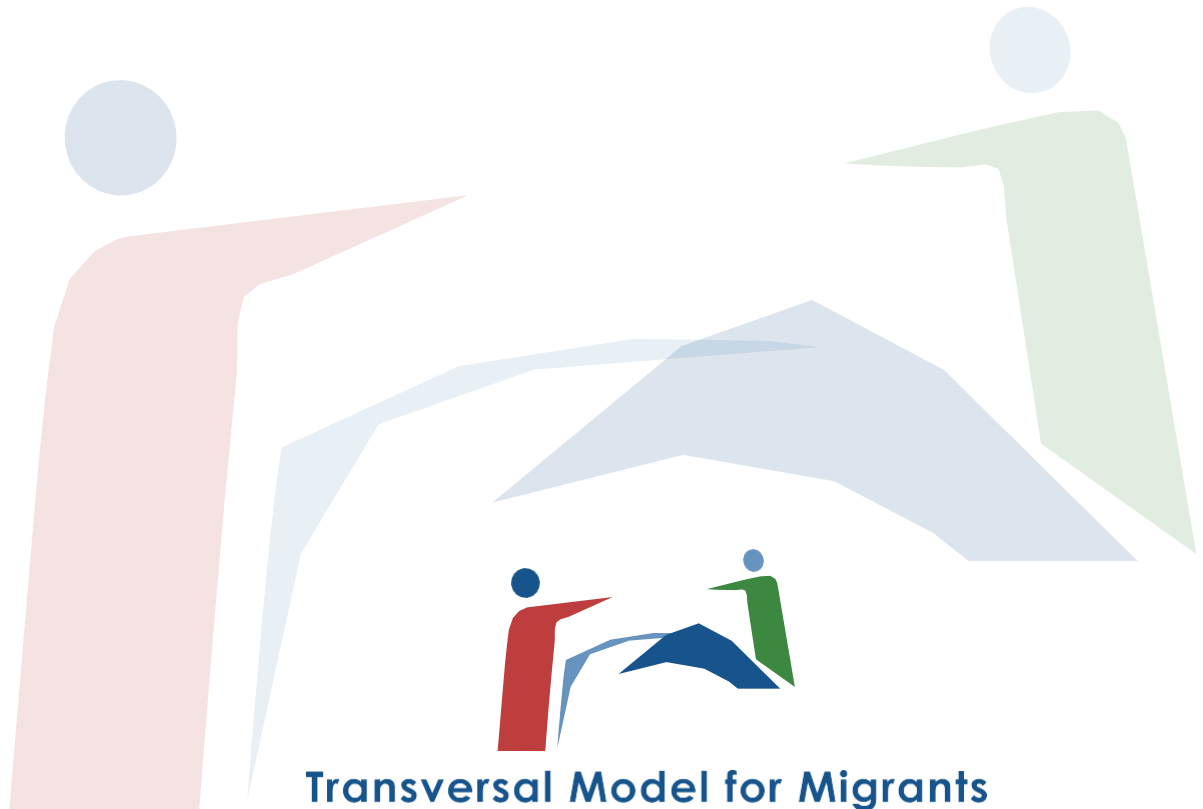




# MIGRANTS' TOOLBOX

# 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

<b>EQF</b>	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
<b>EQF level 5</b>	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
<b>Hints</b>	An exhortation to put the learning into practice
<b>Knowledge (level 5)</b>	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
<b>Learning outcomes</b>	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
<b>Responsibility and autonomy (level 5)</b>	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
<b>Skills (level 5)</b>	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





## CHAPTER 6.1 PROACTIVITY





Transversal Skills for Migrants		
Unit Title: Agility		
Subunit Title: Proactivity		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K3. relate proactive agility and new ways of working/ management	S3. generate and evaluate different perspectives and scenario	R3. overcome situations and hypothesis R4. decide on the best alternative to a situation including analyse of changes
<b>EQF LEVEL</b>		
5		

<b>Name of the activity:</b>	3 chairs of reflexion
<b>Type of the activity:</b>	This activity is a role play that can be work in a goup of a minimum of 3 people, no mederation is necessary
<b>Reference:</b>	
<b>Duration:</b>	10 to 30 mn
<b>Number of participants:</b>	From 3
<p>The 3 chairs méthod: that of the "dreamer' realistic' and finally 'critical'. First ask participant to put on a paper an innovative idea or a dream that is going to be discussed within the group.</p> <p>Step 1: You should placed three chairs next to each other, each of which offered him a different perspective.</p> <p>- Chair 1 for the dreamer,</p>	





- Chair 2 for the realist,
  - Chair 3 for the critic.
- Each participant sits on each chair in turn and evaluates the idea propose by them with objectivity and realism.

Unwinding:

- You can organise this activity in 3 phases to give each idea a fair chance: -
- Participants first put themselves in the dreamer's chair. The idea is submitted to the participants in order to note all the positive thoughts that come out of it. When it is impossible to find others, we move to chair two.
- The participants then put themselves in the chair of the realist in order to raise practical questions: the budget, the phases of achievements, the feasibility...
  - Finally, the participants sit in the chair of the critic who analyzes the facts objectively and analyzes the risks, without taking care of the rest.

In conclusion, the group decides whether to keep the idea and implement it, or to consider a new one.

Advantage: This technique avoids judgment and pushes  
Each idea is analysed to the end. Each idea has a chance to be selected, the result of brainstorming is neutral, because **the result of a collective reflection. As everyone plays a role, the discussion is thus more open than if everyone remained "himself for himself"**

	This exercise is suitable once the training session and the group is already well working. t could be as well used at the very begining as an ice breaker, to help participants to speak freely and without judgement the topic of coping with change. It can also be used to help participants to listen to each others.
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**Recommendations (for trainers of learners:**

<b>Appendix</b>	
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Transversal Skills for Migrants		
Unit Title: Agility		
Subunit Title: Proactivity		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. describe easily the situation	S1. identify ways to become more proactive at work	R1. commit to express a sense of initiative
<b>EQF LEVEL</b>		
5		

<b>Name of the activity:</b>	The Morning page
<b>Type of the activity:</b>	Reflexion activity to conduct at home and to discuss with the group
<b>Reference:</b>	
<b>Duration:</b>	20 mn each morning, plus discussion within the group
<b>Number of participants:</b>	no maximum, no minimum
<b>Description of the activity:</b>	
<p>The first track defended by all experts in terms of inspiration and creation, is that everything that is to be created already exists. To overpass this "idea", all we can do is to develop the receptivity and the openness to what could be created or what could be developed (innovation but also jus changement in everyday life...).</p> <p>Step 1: to do this, an exercise consists of writing every morning as soon as we wake up several pages or words of everything that goes through your heads.</p> <p>Step 2: take your prettiest notebook, plan 20 minutes ahead of you, and let yourself be carried away by the ideas, the thoughts that follow. Don't try to write something structured or interesting. Write simply, and above all persevere until your page are filled. Even if at first you have the feeling of writing banalities, after a few days, gradually these superficial and banal thoughts will give way to a deeper inspiration, and your creativity can finally express itself freely.</p> <p>Step 3: ask "learners" to give a feedback of this experience and try with them or within the group to check with them if those "ideas" can be put into action, in terms of new job opportunities or field of activities (meaning creation of companies for instance).</p>	
<b>Recommendations (for trainers of learners:</b>	<p>Step 4: Debriefing part: The trainers should ask:</p> <ul style="list-style-type: none"> <li>-Is it difficult to develop an idea by comparing creativity and personal perspectives?</li> <li>-How is it possible to use this exercise in</li> </ul>







	everyday life? -Did you find common or different elements with your team members?
<b>Appendix</b>	





## Transversal Skills for Migrants

**Unit Title: Agility**

**Subunit Title: Proactivity**

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K2. recognise effective changes or different approaches regarding a situation	S2. use concepts of active management, teambuilding, adaptability, empathy, self-analysis, decision making in situation	R2. be responsible of adaptation of teams within the job process  R4. decide on the best alternative to a situation including analyse of changes
<b>EOF LEVEL</b>		
5		

<b>Name of the activity:</b>	Watch out my environment
<b>Type of the activity:</b>	Group discussion activity which promote sharing values, perceptions and personal perspectives between the members of a team.
<b>Reference:</b>	
<b>Duration:</b>	from 20 to 60 mn
<b>Number of participants:</b>	At least 3 participants
<b>Description of the activity: Giving a topic for discussion, for example "The ideal work for you"</b>	
<b>Description of the activity:</b>	
<p><b>Step 1:</b> Taking the topic of the ideal job, divide members of the team in small groups,  <b>Step 2:</b> Ask them to watch outside  <b>Step 3:</b> Ask them to describe what they see in terms of job opportunities and perspectives. It can be because of the people they see, the building around or the general environment.</p> <p>Give them 20-30 minutes to put this on a flipchart or on a paper.</p>	





Step 3: Then ask them to present their finished flipcharts in front of the other teams.

Alternative could be to ask individually trainees to go around the city during one or two hours and to do the same exercise.

**Look out the window, what do you see? Describe it quickly in ten ways different! The tree? Green, lush, tall, rough, beautiful, swaying - get that creativity flowing as you force your brain to throw out a few descriptive words**

**Recommendations (for trainers of learners:**

Step 4: Debriefing part: The trainers should ask:  
- What did you find most interesting on sharing and expressing your thoughts about the ideal job for you?  
- What did you learn from your environment?  
- Did you find common elements with your interlocutors?  
- Do you believe that you have new perspectives?

**Appendix**





Transversal Skills for Migrants		
Unit Title: Agility		
Subunit Title: Proactivity		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K2. recognise effective changes or different approaches regarding a situation  K3. relate proactive agility and new ways of working/ management	S2. use concepts of active management, teambuilding, adaptability, empathy, self-analysis, decision making in situation  S3. generate and evaluate different perspectives and scenario	R2. be able to adapt oneself to a situation.  R3. overcome situations and hypothesis
<b>EOF LEVEL</b>		
5		

<b>Name of the activity:</b>	“Thinking outside the box“
<b>Type of the activity:</b>	this activity is an ice breaking activity that can be used at home or
<b>Reference:</b>	
<b>Duration:</b>	5 to 10 mn
<b>Number of participants:</b>	from 1
<b>Description of the activity:</b>	
<p><b>The goal of the puzzle is to link all 9 dots using four straight lines or fewer, without lifting the pen and without tracing the same line more than once.</b></p> <p><b>Step 1: ask participant(s) to put 3 line with 3 points each,</b>  <b>Step 2: tell participant(s) to link all 9 dots using 4 straight lines or fewer without lifting the pen and without tracing the same line more than once</b>  <b>Step 3: give them 5 to 10 minutes, tell them that if necessary they can start from the beginning as much as they want</b></p>	
<b>Recommendations (for trainers of learners:</b>	The solution is in annex. The purpose of this exercise is to help learners to think outside of the box. Which mean to think outside the limits given by the environment, cultures or own barriers... lines or dots are not barrier, they are just dots and lines.
<b>Appendix</b>	





Transversal Skills for Migrants		
Unit Title: Agility		
Subunit Title: Proactivity		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K3. reflect on career mobility as professional solution	S3. redefine aims and objectives	R3. overcome situations and hypothesis
EOF LEVEL 5		

<b>Name of the activity:</b>	MY PASS
<b>Type of the activity:</b>	Activity to give the opportunity to learners to express yourself creatively and to express dreams and objectives
<b>Reference:</b>	
<b>Duration:</b>	from 1 hours to 2 hours
<b>Number of participants:</b>	individual exercise / can be done as well in a classroom inside a group
<b>Description of the activity:</b>	
<p><b>Step 1:</b> The facilitator explains to the participants that the passport is a symbol related to travel that represents the evolution of each one on the path of life. He distributes the material to form the future passport. He explains to participants how to fill out the headings</p> <p><b>Step 2:</b> the participant draws (or sticks his photo) and describes his "physical characteristics".</p> <p><b>Step 3:</b> the participant represents, for example, "What I know how to do," "My favorite dessert," "My favorite game," "My dream" ... / These common themes can be replaced with "My Motto," "My Qualities," "My Skills," "My Strengths," "What Do I Want to Learn?" "What would I like to improve?" ...</p> <p>==&gt; Step 2 and 3 can be done at home (homework)</p> <p><b>Step 4:</b> Participants present one of the leaflets of the passport. At the time of presentation, participants, two by two, tell each other an element of their passport. They then present each other's passports to the large group.</p>	





<b>Recommendations (for trainers of learners:</b>	<p>The facilitator will ask the participants about the creative phase: did they enjoy it? Have they encountered any difficulties? He asked whether or not it was easy for them to speak positively or negatively about themselves.</p> <p>He invites each participant to state an aspect that he has discovered in another and that has marked him. He offers to explain himself. It encourages participants to ask questions, to seek to learn more, so that they can discover themselves more...</p>
<b>Appendix</b>	



## 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 working with migrants it is important to understand diversity concept. Migrants may have different reactions and feedbacks to the exercises in the 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 want to improve their agility skills can check  
<https://www.youtube.com/watch?v=28xEyGdQ3EM> and <https://www.youtube.com/watch?v=yQISvuLLM>



# TRANSVERSAL PROJECT FOR MIGRANTS



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