Transversal Model
for Migrants

Erasmus +

MIGRANTS' TOOLBOX

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007

Transversal Model for Migrants

ITG CONSEIL | Le Portage Salarial

MINDSHIFT Talent Advisory

Center for Social Innovation

Business Foundation for Education

SSF Solidaridad Sin Fronteras

BAU Bahçeşehir University

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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 6.2 MOBILITY

Transversal Skills for Migrants

Unit Title: Agility
Subunit Title: Mobility

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. trust others and adapt yourself to a changing environment	S2. analyse transversal competences required for global mobility S4. generate strategies	R1. evaluate situation and put objectives into action R2. search for best solutions including outside the present environment R3. overcome situations and hypothesis

EOF LEVEL
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Name of the activity:	Mine field
Type of the activity:	this activity is a gaming activity where people In the conception of Agility and flexibility, people needs to be capable of adapting themselves to other ways of thinking and very often to different ways of. This is as well a team building exercises.
Reference:	
Duration:	45 to 60 mn
Number of participants:	a from 6 people & one moderator

Descrpition of the activity:

2. "Mine Field": an exercise where one participant must trust the other to guide him or her threw a minefield. A team building exercises showing that in a teamwork, that it is very important to trust each other and that roles will change in a working team.

Equipment can be very random, from a large item such as chairs to small items bean bags,

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whatever you have
Objective: Navigate the mine field blindfolded with the help of one mentor.

Step 1: organisator should spread different objects (anything you have) throughout the playing area.
Step 2: create two team and explain the rules; they need to work with the team and cross the mine field while not seeing (blind folded), they will have to cross one by one from each team. THey be guided through the "asteroid field" without walking into any objects, listening only the voice commands of their "mentor".
Theoretically, the guides can only use the words forwards, backwards, left, right and stop. If the learner with the blind-old walks into an object the guide performs a quick fitness exercise and then they switch role and start other, but we can be flexible about this point.
Step 3: debriefing with the players (It is a game in which one can see the possibility of solving a problem with a whole group of strangers. Forming of a system – is one of the most important steps of agility. After the process it will be useful to discuss which strategies have been used and which of these attitudes lead them in a success or dead ends.)

Progression (optional 1)
You create two separate groups from your attendees and tell each group to take their places on each narrow border of the area. You blindfold one group and tell the other group to navigate the blindfolded group by talking to pass through the mines without stepping on / touching them. The groups have a limited time in order to accomplish the goal of letting "everyone" passes. The navigator group should stick in their places; they cannot approach to the other group or they cannot trespass in the area.

Recommendations (for trainers of learners:	be aware of surity and ask participant to act smoothly and with care.
Appendix	

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Transversal Skills for Migrants Unit Title: Agility Subunit Title: Mobility		
KNOWLEDGE	**SKILLS**	**RESPONSIBILITIES**
At the end of the unit the learners will be able to		
K1. recognise personal conceptual blocks K2. list added values of mobility within the carrier development K3. reflect on career mobility as professional solution	S1. explore new alternatives S2. analyse transversal competences required for global mobility S3. redefine aims and objectives S4. generate strategies	R1. evaluate situation and put objectives into action R2. search for best solutions including outside the present environment R3. overcome situations and hypothesis R4. search for best solutions including outside the present environment
EOF LEVEL 5		

Name of the activity:	All in the same boat
Type of the activity:	Reflexion activity to help participant to anticipe different phases of mobility
Reference:	
Duration:	form 30 to 45 mn
Number of participants:	Minimum one, but this could be organised in a role play.

Description of the activity:

Step 1: ask participants to choose which crew member best fits their mindset in relation to the subject to be treated.
Step 2: ask participants to explain their choice, using the image expresses one's feelings and makes sharing richer.
Step3: **ask participants to identify the main difficulties they should overcome to reach the island, the main obstacles, the main success. Here, they can work on the "roap map basis". What should i do to reach my objective. Thinking mobility in terms of carrier development.**

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Step 4: using post it, sort out the idea in big ITEMS (motivition, fear, dreams, objective, past, future).

Step 5 : **debreefing cession**

Alternative : this exercise can also be done at home, you give the map, you ask the same question and you provide the document with the 6 items you ask you learner to use. If at home, this exercise should last maybe 30-45 mn. You can organise debreefing during the next cession.

Appendix/ see annexed document	
	Through the metaphor of the boat, you will take your participants on a trip, help them express their feelings, project themselves into the future, work on the team and build a roadmap, just that! The use of the image is particularly interesting to free speech and develop creativity.
Recommendations (for trainers of learners:	
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 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 agility skills can check
https://www.youtube.com/watch?v=28xEyGdQ3EM and https://www.youtube.com/watch?v=yv-QiSvuLLM

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