



Co-funded by
the European Union



SMILE SOFT-SKILLS CURRICULUM · MODULE 5

Problem Solving

Curriculum

SMILE Project: Action-Based “Problem Solving” Curriculum for Young Migrants

English edition

Young migrants 18-30

Trainers and youth workers



Empowerment Through Skills · Inclusion Through Opportunity



SMILE · Support Young Migrants Integration in the Labour market in Europe
Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357 · October 2026





Co-funded by
the European Union



SMILE SOFT-SKILLS CURRICULUM

PROBLEM SOLVING

Module 5 · Curriculum · English edition



Support Young Migrants Integration in the Labour market in Europe (SMILE)

Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357

This document is the English edition of the SMILE curriculum for Module 5, “Problem Solving”, developed by the partnership of the Erasmus+ project “Support Young Migrants Integration in the Labour market in Europe” (SMILE). It is a faithful translation of the partnership's working document; the content has not been changed.



SMILE SOFT-SKILLS CURRICULUM • MODULE 5

SMILE Project: Action-Based “Problem Solving” Curriculum for Young Migrants

This document has been prepared in line with the core objectives of the **SMILE** project, with the aim of enhancing young migrants’ employability, social inclusion and personal development. Unlike dull theoretical analyses, it has been designed as a dynamic and interactive “Problem Solving” training module that focuses directly on the crises, uncertainties and obstacles that young people face in daily life and in a new work environment.

1. Module Summary: Problem Solving in Real Life and in the Workplace

This module places problem solving at its centre as a core soft skill for the personal development, social inclusion and employability of young migrants. It introduces problem solving as **a learnable and transferable competence** that supports young migrants in identifying challenges, analysing situations, making responsible decisions and reflecting on outcomes in the contexts of daily life, education, internships and the workplace. The module addresses specific migration-related challenges such as language barriers, cultural differences, power imbalances, uncertainty and limited access to information. Through practical examples, case studies, role-play activities and reflection exercises, participants develop structured and constructive (solution-focused) approaches to dealing with challenges.

2. Learning Outcomes (What Will We Achieve?)

By the end of this module, participants will be able to:

- Define problem solving and explain its importance in the contexts of daily life, education and employment.
- Identify common problems faced by young migrants in work, educational and social settings.
- Explain the key steps (stages) involved in effective problem solving.
- Demonstrate problem-solving skills (in practice) through role-play and group activities.
- Apply constructive and responsible strategies when facing challenges (crises).
- Reflect on their own problem-solving strengths and the areas they need to develop (self-assessment).

3. Curriculum Content and Youth-Focused Units

The module is structured into three thematic units that progress from conceptual understanding to applied practice and reflection. The content is grounded in the lived experiences of young migrants and focuses on both the cognitive and the emotional aspects of problem solving.

Unit 1: Understanding Problem Solving (Taking the First Step)

This unit introduces the core concept of problem solving and frames it as **a process** rather than a single action.

- **Key Topics:**
 - Definition of problem solving
 - Problem solving as a learnable skill
 - Steps in the problem-solving process
 - Problem solving in daily life and in employment
 - Skills related to problem solving (analysis, decision-making, reflection)
 - Attitudes related to problem solving (patience, responsibility, openness to learning)
 - Common misunderstandings about problem solving
- **Reflection Activity:** Participants reflect on a problem they recently faced and on how they responded to it.

Unit 2: Problem Solving in the Reality of Young Migrants

This unit explores how migration experiences affect problem-solving situations and strategies.

- **Key Topics:**
 - Workplace expectations and unclear instructions
 - Cultural differences in approaching problems
 - Emotional and psychological aspects of problem solving (stress management)
 - Language barriers and communication challenges
 - Power dynamics, authority and awareness of rights
 - Social isolation, support networks and access to information
- **Case Studies:** Real-life scenarios illustrate how structured problem-solving strategies can reduce stress, improve communication and support fairness and inclusion.

Unit 3: Practical Strategies and Good Practices (Time to Take the Field)

This unit focuses on the direct application of problem-solving skills through guided practice and reflection.

- **Key Topics:**

- Defining the problem clearly
- Breaking problems down into smaller, manageable steps
- Asking for help and information (taking the initiative)
- Exploring possible solutions (alternatives)
- Making responsible decisions
- Reflecting on outcomes and learning from experience

- **Role-Play Activity:** Participants apply problem-solving strategies in simulated workplace or educational situations, followed by group reflection/debriefing.

4. Module Duration

Total Duration: Approximately 3 Hours

Suggested Breakdown:

- 1.5 hours: Theoretical input and guided discussion
- 1.5 hours: Practical learning (case studies, role-play, reflection)

The module can be delivered in the following ways: As a single uninterrupted 3-hour session OR as two shorter sessions, depending on the needs of the programme and the capacity of the participants.

5. Training Methodology and Approach

The module is delivered through an interactive, participant-centred and supportive approach. The learning environment prioritises **emotional safety, fairness and respect** and encourages participants to see challenges as “learning opportunities”.

Methodological Principles	Description of Application
Accessibility	Short and easy-to-understand theoretical presentations.
Participant-Centredness	Guided and open group discussions.
Realistic Grounding	Case studies based on real-life situations.
Experiential Learning	Role-play practice in which there is no fear of making mistakes.
Self-Awareness	Reflection exercises and self-diagnosis tools.

6. Materials Needed

Core Materials:

- Presentation slides
- Participant worksheets
- Case study texts
- Role-play scenario cards
- Reflection questions
- Problem-solving self-diagnosis checklist
- Writing board (flipchart or whiteboard)

Optional Materials:

- Visual tools for mapping problems and solutions
- Multilingual support materials
- Short videos on decision-making and problem solving

7. Assessment and Reflection

Assessment is formative and reflective in nature. The focus is not on evaluating or grading but on learning progress, awareness and skills development.

- **Tools Include:**
 - Observation of participation during group activities
 - Reflection questions and facilitated group discussion
 - Self-diagnosis questionnaire
 - Feedback during role-play exercises

8. Key References

- OECD. (2018). The Future of Education and Skills: Education 2030. Paris: OECD Publishing.
- OECD. (2021). Skills for Social Progress: The Power of Social and Emotional Skills. Paris: OECD Publishing.
- OECD. (2019). OECD Skills Outlook 2019: Thriving in a Digital World. Paris: OECD Publishing.
- European Commission. (2019). Key Competences for Lifelong Learning. Brussels: European Union.
- European Commission. (2020). Action Plan on Integration and Inclusion 2021-2027. Brussels: European Union.
- European Commission. (2022). European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience. Brussels: European Union.
- International Labour Organization. (2020). Global Employment Trends for Youth 2020. Geneva: ILO.
- International Labour Organization. (2021). Integrating Migrants into the Labour Market. Geneva: ILO.
- International Labour Organization. (2019). Skills for Employment Policy Brief. Geneva: ILO.
- UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. Paris: UNESCO.
- UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education. Paris: UNESCO.
- United Nations. (2016). New York Declaration for Refugees and Migrants. New York: United Nations.
- UNHCR. (2013). A New Beginning: Refugee Integration in Europe. Geneva: UNHCR.
- World Health Organization. (2019). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.



Co-funded by
the European Union



- Council of Europe. (2016). Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies. Strasbourg: Council of Europe.
- Council of Europe. (2020). Youth Work and Social Inclusion. Strasbourg: Council of Europe.
- Heckman, J. J., & Kautz, T. (2012). Hard Evidence on Soft Skills. Labour Economics, 19(4), 451-464.
- D'Zurilla, T. J., & Nezu, A. M. (2010). Problem-Solving Therapy. New York: Springer Publishing.
- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York: W. H. Freeman.
- Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall.
- European Training Foundation (ETF). (2020). Supporting Migrant Employability through Skills Development. Turin: ETF.





Co-funded by
the European Union



SMILE · Support Young Migrants Integration in the Labour market in Europe

smile-lms.smartleap.eu



Continue learning online

The SMILE learning platform offers this module as a free online course. Scan the code or visit smile-lms.smartleap.eu.

Document	SMILE curriculum, Module 5: Problem Solving (English edition)
Project	Support Young Migrants Integration in the Labour market in Europe (SMILE)
Programme	Erasmus+ KA220-YOU, Cooperation partnerships in youth
Project number	2024-1-TR01-KA220-YOU-000256357
National Agency	Turkish National Agency (Türkiye Ulusal Ajansı, TR01)
Duration	01/09/2024 - 30/11/2026
Partners	Göç Sanat ve Spor Derneği (MIGARTS), coordinator (Türkiye) KYTTARO ENALLAKTIKON ANAZITISEON NEON (KEAN) (Greece) Work in Progress APS (WiP) (Italy) Smart Leap Education Research Consultancy GmbH (Germany) Association of Entrepreneurship School (AES) (Türkiye) BİR-İZ (Türkiye) Stichting Unity Sphere Europe (SUSE) (Netherlands)
Learning platform	smile-lms.smartleap.eu
Publication date	October 2026

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Turkish National Agency. Neither the European Union nor the granting authority can be held responsible for them.

