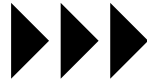


**FAMILY ASSISTANT**

**CHAPTER 1/1**



**INDIVIDUAL TASK**

Imagine that you relocate to a new country together with your family. You do not speak its language. Your language is not widely spoken here either. Your arrival was not pre-arranged. What are your basic needs? What do you want to settle first? Pick your top 3 needs, arrange them in order of priority and explain why. You can choose from the list below or write your own list.



**LANGUAGE ACQUISITION | ACCOMMODATION | JOB | DIRECT FINANCIAL SUPPORT (ALLOWANCE) | MEDICAL SUPPORT | PSYCHOLOGICAL COUNSELING | CULTURAL ORIENTATION | SCHOOLING FOR CHILDREN | LEGAL REGULATION OF YOUR STAY | MEETING NEW PEOPLE | CONNECTING TO PEOPLE IN A SIMILAR SITUATION (TO YOURS)**

NEEDS RANKING: 

**1**

**2**

**3**

EXPLANATION:



---

**GROUP INTERACTION**



Now - confront your selection and explanations with those of fellow participants. Discuss the importance of these needs and speculate about possible emotions tied to them (for example, how badly you may want it to be fulfilled; how would you deal with uncertainty about it not being fulfilled).

**FAMILY ASSISTANT**

**CHAPTER 1/2**

**next**



**MAKE COMPARISONS**

between the participants and try to answer the question:

**Why do people give different priorities to some needs instead of others? What about needs that are not on the list? Did you miss anything important?**

**CLOSING DISCUSSION**



Consider the following questions and answer them in groups:

- 1** **When** coming to a new country, do the people who same usually get to choose in which order their needs are fulfilled? What factors shape the list of their priorities?
- 2** **Are** individuals always equipped with the necessary knowledge and understanding of the new country to set up their priorities in an optimal way? What may they not know?
- 3** **Who** knows best what should be the list of priorities to fulfil the needs of people who migrate upon their arrival to a new country?
- 4** **Using** your knowledge or searching through regulations and procedures: try to make a list from the perspective of your country as a receiving state: what is prioritized when vulnerable people arrive? Why do you think it is so?



**EXPLANATION**



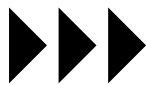
## FAMILY ASSISTANT

### CHAPTER 2/1

Here are 3 cards with statements. Every participant selects one and reads side A only.

Now, think about your work environment and imagine who might have said it, speculate why, referring to whom, in what circumstances.

Then draw possible situational context of the quotation as a comic book styled interaction. Present your work to the fellow participants. Flip the cards and read the full statements. Do they fit? Why? What is similar, what is different?



**1<sup>A</sup>**

**YOUR HELP IS  
NEVER ENOUGH.**

CHAPTER 2/1  
FAMILY ASSISTANT

**2<sup>A</sup>**

**LET'S SAY DON'T  
EXPECT GRATITUDE.**

CHAPTER 2/1  
FAMILY ASSISTANT

**3<sup>A</sup>**

**THE PERSON IS NOT ABLE TO REALLY  
SEE HOW MUCH THEY RECEIVE.**

CHAPTER 2/1  
FAMILY ASSISTANT

THE THING THAT IS SURPRISING, THAT SURPRISED ME IN THE BEGINNING IS THAT YOU CAN SEE THE TENDENCY THAT IT IS NEVER ENOUGH. **YOUR HELP IS NEVER ENOUGH**, AND YOU ARE NOT ABLE TO REALLY FULFILL THE NEEDS OF THESE PEOPLE. BOTH UH, THEIR MENTAL NEEDS AND THEIR MATERIAL SLASH FINANCIAL NEEDS. THERE IS TOO MANY THINGS AND SOME OF THESE FAMILIES. ARE COMPLETELY LOST. AND YOU ARE NEVER ENOUGH AND IT'S NEVER ENOUGH.

1<sup>B</sup>

Inclusive Intercultural Communication  
**Training Kit** for Initial Reception of Migrants

## FAMILY ASSISTANT

### CHAPTER 2/2

**next** ▼

AT THE SAME TIME, SOMETHING THAT I LEARNED VERY QUICKLY. **LET'S SAY DON'T EXPECT GRATITUDE**. OF COURSE, YOU... I'M NOT DOING IT FOR GRATITUDE, BUT SOMETIMES IT HAPPENS. THAT YOU ARE HELPING SOMEONE IN NEED AND THEN THIS PERSON NOT ONLY DOESN'T THANK YOU, BUT FOR EXAMPLE SHOWS YOU DISAPPOINTMENT. IT WAS VERY REFRESHING FOR ME. BECAUSE PREVIOUSLY I WAS WORKING WITH REFUGEES IN GREECE AND IT WAS A DIFFERENT STORY.

2<sup>B</sup>

every participant has to answer the following question:

**For card no 1:**

When professionally helping other people, are we entitled to gratitude?

**For card no 2:**

When people are being helped professionally, should they appreciate the assistance they get?

**For card no 3:**

When one helps people professionally, is it possible to solve all their problems and cater to all their needs?

**THE PERSON IS NOT ABLE TO REALLY SEE HOW MUCH THEY RECEIVE**. THEY ARE ANGRY AT YOU, ALTHOUGH I AM NOT EVEN RESPONSIBLE FOR THE JOB ACTIVATION. UH, I NEED TO TAKE IT RIGHT. YOU NEED TO RESPOND TO THAT.

3<sup>B</sup>



Inclusive Intercultural  
Communication  
**Training Kit** for Initial  
Reception of Migrants

## FAMILY ASSISTANT

### CHAPTER 3/1

Each of the participants randomly  
takes the role:



During a recent visit to the family of beneficiaries it turned out that although, allegedly, the family received a lot of support in the department of education, because “education is very important” as the manager [**participant 1**] and the assistant [**participant 2**] agreed. Once, the father [**a person - participant 3**] of the family approached the assistant after the homework facilitation visit and inquired angrily and with frustration about the efforts made by the NGO’s and also personally by the education assistant’ regarding finding him a job. The assistant clarified the division of responsibilities within the NGO, informed the beneficiary that employment is not the education assistant’s responsibility, yet promised to refer this case to their colleague and left upset.

## THE TASK

The task is to draw 2 short comic stories - one that resolves this situation, and another one that escalates it. Illustrate the next steps and interactions. Narrate them. Each person is responsible for their character’s lines. Define the criteria for success [solution] and failure [escalation].

### Participant 1

# MANAGER

OF AN NGO ASSISTING PEOPLE  
WHO RELOCATE IN THIS COUNTRY.

CHAPTER 3  
FAMILY ASSISTANT

### Participant 2

# ASSISTANT

WORKING IN AN NGO ASSISTING  
PEOPLE WHO RELOCATE  
IN THIS COUNTRY.

CHAPTER 3  
FAMILY ASSISTANT

### Participant 3

# A PERSON RECEIVING ASSISTANCE

FROM AN NGO,  
WHO HAS JUST RESETTLED  
IN THIS COUNTRY

CHAPTER 3  
FAMILY ASSISTANT



**FAMILY ASSISTANT**

**CHAPTER 3/2**

PARTICIPANT

**1**

**MANAGER**

OF AN NGO ASSISTING PEOPLE  
WHO RELOCATE IN THIS COUNTRY.

---

SUCCESS [SOLUTION]

FAILURE [ESCALATION]

**FAMILY ASSISTANT**

**CHAPTER 3/3**

PARTICIPANT

**2**

**ASSISTANT**

WORKING IN AN NGO ASSISTING  
PEOPLE WHO RELOCATE IN THIS COUNTRY.

---

SUCCESS [SOLUTION]

FAILURE [ESCALATION]

FAMILY ASSISTANT

**CHAPTER 3/4**

PARTICIPANT

**3**

**A PERSON  
RECEIVING ASSISTANCE**

FROM AN NGO, WHO HAS JUST  
RELOCATE IN THIS COUNTRY

---

SUCCESS [SOLUTION]

FAILURE [ESCALATION]



**FAMILY ASSISTANT**

**DEBRIEFING A**

**Thank you for  
your time!**

**BEFORE YOU FINISH,**

we have several questions for you:



**What do you think was the goal of this session? Whose assistance or what resources do you think would be necessary in similar problem-solving contexts? Discuss how, and to what extent, this session helped you practice:**

▶ Taking different perspectives.

▶ Becoming more aware of your expectations.

▶ Reflecting on your biases.

▶ Understanding that people can have different interpretations of the same situation.

▶ Finding alternative solutions or approaches to an issue/problem/situation.

▶ Considering power relations in the context of providing help.

▶ Gathering information.

▶ Mapping available resources.

▶ Thinking systematically (i.e. considering interactions, relations, interdependencies in a complex system).

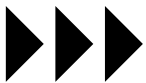
▶ Evaluating solutions, situations, and approaches.

FAMILY ASSISTANT

DEBRIEFING B

# Thank you for your time!

Here you can read the goals and learning objectives of the case story. Check if your answers align with them and if you agree with them.



EACH CHAPTER OF THE CASE NARRATIVE FOCUSES ON DIFFERENT LEARNING OUTCOMES. THE GOAL OF CHAPTER 1 IS TO PRACTICE SYSTEM THINKING AND PERSPECTIVE-TAKING. CHAPTER 2 AIMS TO ENCOURAGE PARTICIPANTS TO REFLECT ON THE EXPECTATIONS OF PERSONNEL PROVIDING AID AND TO CHALLENGE PARTICIPANTS' ASSUMPTIONS THROUGH REAL-LIFE QUOTATIONS. CHAPTER 3 AIMS TO DEVELOP SKILLS IN EVALUATING SITUATIONS, FINDING ALTERNATIVE SOLUTIONS, CREATING DIFFERENT SCENARIOS, AND PROBLEM-SOLVING, WHILE ALSO EMPHASIZING THE UNDERSTANDING THAT PEOPLE MAY HAVE DIVERSE INTERPRETATIONS OF THE SAME SITUATION.