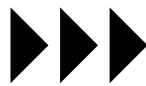




## INSTRUCTIONS 1/4

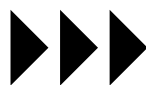
1



### WHAT INCLUKIT IS, WHO CREATED IT AND WHAT FOR?

IncluKIT stands for Inclusive Intercultural Communication Training Kit for Initial Reception of Migrants and was prepared by researchers from six European universities of the FORTHEM Alliance in cooperation with SIETAR Europa and SIETAR Switzerland, INGOs specialized in intercultural communication, and diversophy®, creators of gaming tools aiming at raising cultural awareness. This kit addresses the issues related to the communication in the context of the initial reception of people who migrate, that is often entangled in complexities of tense relationships, fragile interactional settings and different perspectives or expectations.

2



### FOR WHOM IT IS MEANT AND WHAT SKILLS ARE NEEDED

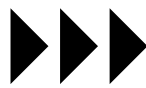
The IncluKIT is designed for all humans interacting with newcomers in any social setting. Specifically, it caters to those professionals or volunteers working with mobile people who were forced or decided to relocate to another country - migration officers, refugee assistants, servicemen and women and NGO activists alike. No specific skills or prior training is required. Willingness to develop understanding and to dwell into complexities of intercultural dialogues is welcome.





INSTRUCTIONS 2/4

3



## HOW MANY CAN PARTICIPATE AND WHAT ARE OTHER ROLES

The kit can be used alone, but ideally it serves 2 to 5 individuals. Including a facilitator or an assistant to the facilitator could be even more productive. If there are 6 or more participants, it is best to split into separate working groups. Groups can reshuffle after each case story and discuss their experience afterwards or in between the chapters.

**Participants:** ought to follow instructions on the case story cards step by step. It is unnecessary and counterproductive to read all the contents before the session. It is used best when it unfolds gradually. If there are group discussions, and the session runs without a facilitator, participants should self regulate the conversations, making sure everyone is heard and given an equal amount of attention. After the debriefing session, participants should acquaint themselves with learning results [see 5.] in order to confront their views with the learning objectives of the kit.

**Facilitators:** if there is enough personnel, ideally with moderating experience, [e.g. psychologists, group therapists, sociologists, field researchers etc.] someone can assume the role of a moderator. This person ought to read all the case story cards together with the instructions and guide the participants through chapters or case stories. Facilitators can stir discussion asking questions requesting more explanations, arguments and personal insights. They can write down issues coming up in discussions and summarize them for later discussions. Facilitators can be assisted by people who could take notes and make suggestions. Sometimes, issues touched upon in the exercises may involve participants' personal references that occasionally may relate to past traumatic experiences. It is unlikely, but a general role of the facilitator is also to monitor participants' sensitive responses and create a caring atmosphere with sensitive barrier making and active listening.





**INSTRUCTIONS 3/4**

**4**



**HOW TO PREPARE FOR THE TRAINING SESSION (SPACE, PRINTOUTS, TIME)**

**Case stories:** IncluKIT has a modular structure, meaning that there are several case stories that consist in chapters. During a single session, one or several case stories can be used. Each case story works on the similar premise, namely, to follow the instructions on the cards or the facilitator's instructions and solve tasks individually or in groups. Each case story should be solved in the order indicated in the kit, chapter by chapter.

Quotes and situations presented in the case stories are based on real-life situations encountered during provision of help and may be embedded in local idiosyncrasies. They are also general enough to relate to across different European contexts. Stories were edited, anonymized and translated into English. Each case story is followed by a debriefing session consisting of several questions. Participants can confront their answers with learning objectives listed in the debriefing session. The more detailed instructions related to each task are provided in the kit. The instructions can be read by a facilitator or by participants themselves when working alone.

**Average time of a session:** Depending on the number of participants and their eagerness to come up with examples and explanations, a case story should be solved in 25 to 45 minutes.

**Venue and equipment:** ideally, the kit should be utilized in a comfortable space where participants can easily discuss tasks; it is recommended to use a space with desks or tables is advised arranged in a way that allows participants to face each other (a round table); additional accessories: scissors to cut the print-outs, pens and pieces of paper for note-taking.





**INSTRUCTIONS 4/4**

**5**



**EXPECTED OUTCOMES**

The questions and tasks in each case story aim to prompt self-reflexivity and account for different perspectives in the context of providing help. The debriefing session shall help guide participants to the specific results. Additionally, every debriefing session contains a checklist (see below). Please make use of it and mark which skill or learning outcome the case story has developed.

**Checklist** [discuss it with other participants after debriefing of each session]  
Discuss how, and to what extent this case story 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.

