



THE INDY GAME

A game about cultural diversity

**A discussion method to work on
intercultural differences**

Part 1

THE INDY GAME'S MANUAL



1. Objective

The Indy Game is a method for initiating a discussion on intercultural dynamics within teams that work with children. 'Indy' is an abbreviation of INtercultural DYnamics.

The game is based on a clear frame of reference formulated in line with various scientific models on interculturalism and change management.

See Section 8 of the manual for more information about this frame of reference.

The purpose of the Indy Game is to help participants gain an insight into the presence of cultural differences within their organisation.

It presents the teams with a number of concrete cases, interspersed with general knowledge questions. The cases are based on situations and themes encountered by the participants in their daily practice in childcare, education, sports and leisure, youth welfare work, etc.

There are various answer choices for each situation described. The participant chooses a response that best suits the situation. There is no right or wrong answer. The most important thing is the exchange of views and opinions between the participants. These discussions help them select an approach that suits their context. They get a chance to practise their capacity for analysis, reflection

and negotiation. After playing the game, the organisation is equipped to handle questions on cultural diversity with greater understanding and awareness.

In addition, based on the concrete situations and questions, participants can think more deeply about how the organisation manages diversity.

The Indy Game can provide input on how to develop a detailed vision on diversity. Subsequently, as part of a more long-term guidance programme, the participants work together to design a diversity policy on how to deal with parents, children and one another.

2. Approach

Through the Indy Game, we focus on experience-oriented learning. The participants 'experience' the questions evoked by the cases, while practising their listening and communication skills. In this way, the game gives rise to an inductive learning experience. The experiences during the game are translated through reflection into more abstract knowledge that can be partly generalised.

By playing an organisational game, participants also learn how to work together. They learn to recognise their preferences and how these influence group dynamics. This makes them more aware of individual and group behaviour and of ways to change this.

The Indy Game creates room for an equal exchange of interpretations. This implies a specific approach:

- We take into account the identity and discussion style of each participant (alternating between individual reflections and group discussions).
- We adapt the exchange to the pace or substantive priorities of the participants and organisation (through choosing specific cases and general knowledge questions).
- We work in a targeted manner (with clear assignments and an overview of the flow).
- We focus on the actual practice (analyse critical incidents and ensure the integration of tasks within the organisation's change process).

The Indy Game builds further on the Diabolo game that was developed by the former Flemish organisation Crossroads for Migration Integration (*Kruispunt Migratie Integratie*) in collaboration with the integration centres Prisma vzw and ODICe vzw.

3. When can you use the Indy Game?

- As a one-off discussion on cultural diversity within an organisation
- At the start of a long-term guidance programme on cultural diversity: to raise awareness, as a stimulating exploration of the theme and views of the persons involved
- Midway through a guidance programme on cultural diversity: to facilitate the selection of a specific focus on a specific theme
- In the latter two cases, the game serves as an aid in formulating a more in-depth vision or policy on interculturalism



Tip

A follow-up discussion or review is always necessary, also when the game is played as a one-off exploration of the theme. The ideas that have emerged need to be harnessed in some manner and clarified. We have developed various options for this. If the game is used as a one-off discussion, the team will continue to work independently on the actions emerging from the discussion, under the supervision of a manager or coach. If the game is used at the beginning or midway through a guidance programme, a follow-up discussion will be conducted by the game supervisor.

Based on practical case studies, the Indy Game's primary objective is to facilitate an exchange of ideas and create support. Hence, it is not suitable for use as a tool for diagnosing the current 'interculturalisation position' of an organisation. Other instruments are better suited to this purpose.

4. For whom?

The Indy Game can be played in different professional contexts that deal with children and young people, and more specifically, in the areas of childcare, education, sports and leisure, youth welfare work. It is also possible to apply it in other contexts, but in that case the selection of the cases will have to be considered very carefully.

It is important that the cases are tailored to the organisation, so that the participants feel genuinely involved. The game does not work as well if participants are asked to respond to situations that they do not really know or with which they have no experience.

The Indy Game is a language-dependent game. Participants need to possess good language skills, both for understanding the

situation descriptions and for participating in the dialogue-based game. Keep this in mind when considering whether or not to use the game. At the same time, as a game supervisor, you must pay close attention at all times to ensure that the strongest debater does not always dominate the case discussions. Take into account the different styles of communication of the participants and also involve the more introverted players, without forcing them in any way.

In concrete terms, there are two possible options: either you play the game with a small team (maximum 6 persons) under the guidance of a game supervisor, where each participant regularly gets a chance to contribute. This option is recommended for a more in-depth guidance programme for

organisations where a special working group has been set up or where it is possible to play the game at different times.

The second option is to play the game with a complete team and various game supervisors. In this scenario, the team members can participate in pairs or in groups of three. This option is recommended if the Indy Game is used only once or at the start of a guidance programme involving the entire team.

5. Practical information

PREPARATION

Start by selecting relevant case descriptions and general knowledge questions. When making a selection, it is best to take into consideration actual themes that occur within the organisation. This can be done in advance by means of a discussion with the manager. At the end of this manual, you will find an overview of the cases and general knowledge questions per theme and per professional context. In the cases, the Indy Game solely focuses on ethno-cultural diversity, and within this overall theme, it specifically looks at religion, cultural practices, festivals, food, clothing, parenting styles and language. This is a deliberate choice. Childcare and education are the so-called 'front-line' sectors in this area. They are the first sectors to be confronted with the concept of 'super-diversity' (Geldof, 2005). However, during the discussion, the game supervisor is free to look for parallels with other types of diversity (age, gender, development), since this would allow for a deeper discussion. The cases are discussed from the perspective of the children, parents or professionals.

Whether you aim for a spread in terms of themes and perspectives or prefer to focus closely on one sub-theme or a specific perspective, will depend on the organisational needs and the type of guidance you have in mind.

While making the selection, make sure to include realistic cases and do not use cases that are too exceptional or extreme for the context you work with. You should select a maximum of five cases for a game of three hours.

Now it's time to prepare the game components. For each participant or group of participants, arrange the selected cases and general knowledge questions in the right order in the powerpoint. Also provide for notebooks, a gameboard, answering cards and pawns. The number of pawns corresponds to the number of cases. Each participant will receive 4 answering cards, with numbers form 1 to 4 to indicate the answer of their choice. The gameboard can be printed on one A3 page or two A4; the cards can be printed or fabricated as you wish.

In the notes' section of the powerpoint, you will find instructions on the positions to be occupied by the participants on the gameboard as well as the correct answers and background information for the general knowledge questions. At the end of the game, you will also need a print of the cartoon provided and of the four interpretation cards relating to the theoretical context: take action, reflect, + variation and - variation.

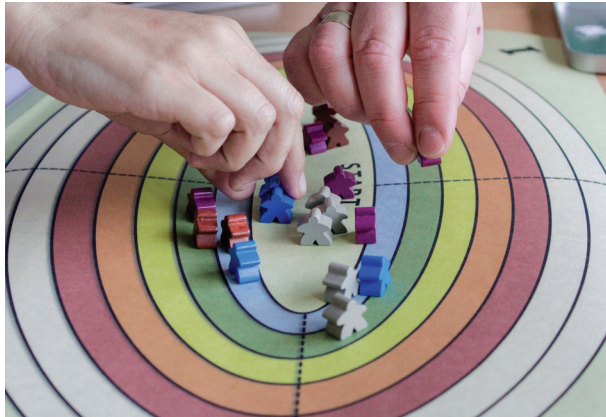


Tip

Make sure to read the cases and answer choices out loud at least once. This will give you a better estimate of the time needed and prevent you from stumbling over your words during the game.

After selecting the cases, pick out a number of relevant general knowledge questions. Although the infosheets offer sufficient background information for each general knowledge question, it is advisable to check whether you are able to give sufficient background information to the question. Also pay close attention to the formulation of the general knowledge question to avoid any discussions regarding interpretation during the game.

As a third game element, you can add a few action tasks in the form of some diversity-sensitive energisers: for example, a tour of the organisation's buildings with a focus on accessibility or a task performed in pairs where someone supposedly speaks a different language.



INTRODUCTION TO THE GAME

(duration: 15 min)

After a warm welcome to the participants, give a **general introduction** to the game. Mention the following in this introduction:

- The game is about cultural diversity and not about diversity in general.
- Different situation descriptions will be discussed and participants will answer various general knowledge questions on diversity.

After this, briefly explain the **game components**:

- There is a gameboard with different playing areas and various concentric rings. The meaning of the playing areas will become clear later on.
- Each player receives pawns, answering cards and a notebook.
- The notebook has a specific function: during the game the participants note down thoughts that they wish to discuss later on with the team or to work on within the organisation. For example, an idea for organising meals, a way to exchange views on religious symbols.

After this, you discuss the **game rules**:

- Each case comes with four answer choices. The participants should always choose the response that suits them best in that particular situation. They should choose an answer based on their professional role (child carer, teacher, supervisor, etc.).
- There are no wrong answers. Even in case of doubt, participants must choose an answer. If a subject is too sensitive, participants are permitted to place themselves in the grey neutral zone next to the Start section. In the interests of

facilitating the exchange, we should try to do this as little as possible.

- In case of the general knowledge questions, the answers can, of course, be either right or wrong, and a small or symbolic prize is given to those who know the right answer.
- If there are things that the participants disagree with or in case of any reservations, they are advised not to keep this to themselves but to share their thoughts with the group.
- We are not playing Monopoly. There is no winning strategy behind the Indy Game. However, there is a specific frame of reference that will become clear in the second part.

GAME PLAY

(duration: 90 min, 5 cases x 20 min and 3 general knowledge questions x 10 min)

As the game supervisor, you read out the first case and check for recognisability and relatability with respect to the organisation. Do the participants recognise the situation? Have they ever experienced it? At this point, do not ask for any concrete solutions or discussions. These will come later.

After this, read out the various answer choices and continue further with the explanation of the game: participants are given two minutes to select an answer. After that, the game supervisors will give a signal to the participants to reveal their choice card by laying down an answer card. Everyone lays down their card at the same time. and hide their answer from each other until they receive the signal to reveal their card. In case of larger groups, the participants discuss the cases in pairs or in groups of three. After each case, request that the cards

be collected in order to create an empty playing area. This is done so as to avoid the occurrence of double or wrong answers in the next discussion round.

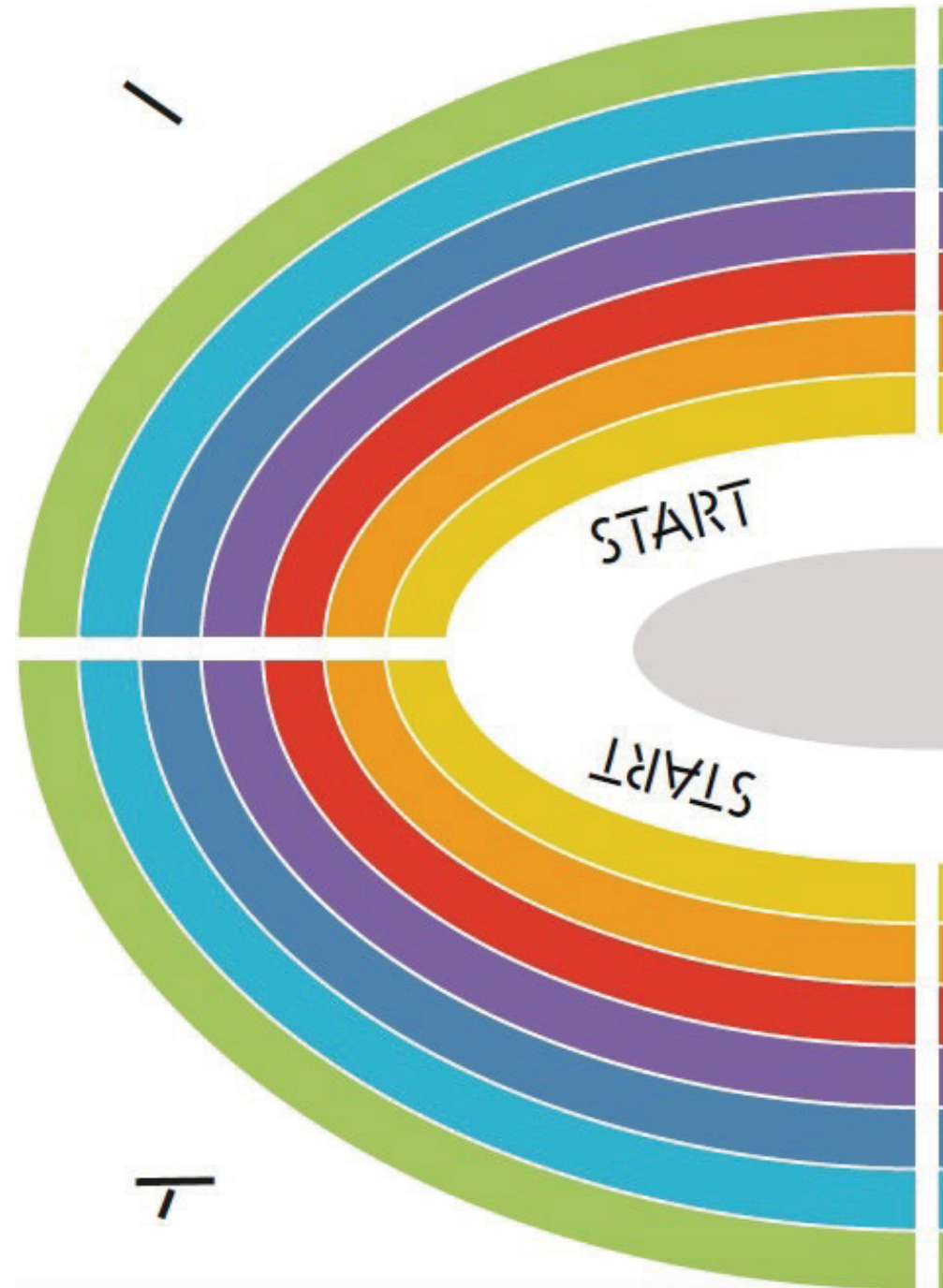
After the answer cards have been laid down, everyone can briefly explain their choice. This creates a feeling of safety for the participants. If there is no time constraint, try to build in this explanation phase as far as possible: this ensures a more in-depth exchange. Following the exchange, the participants, whether playing individually, in pairs or in groups of three, may change their answers if they wish.

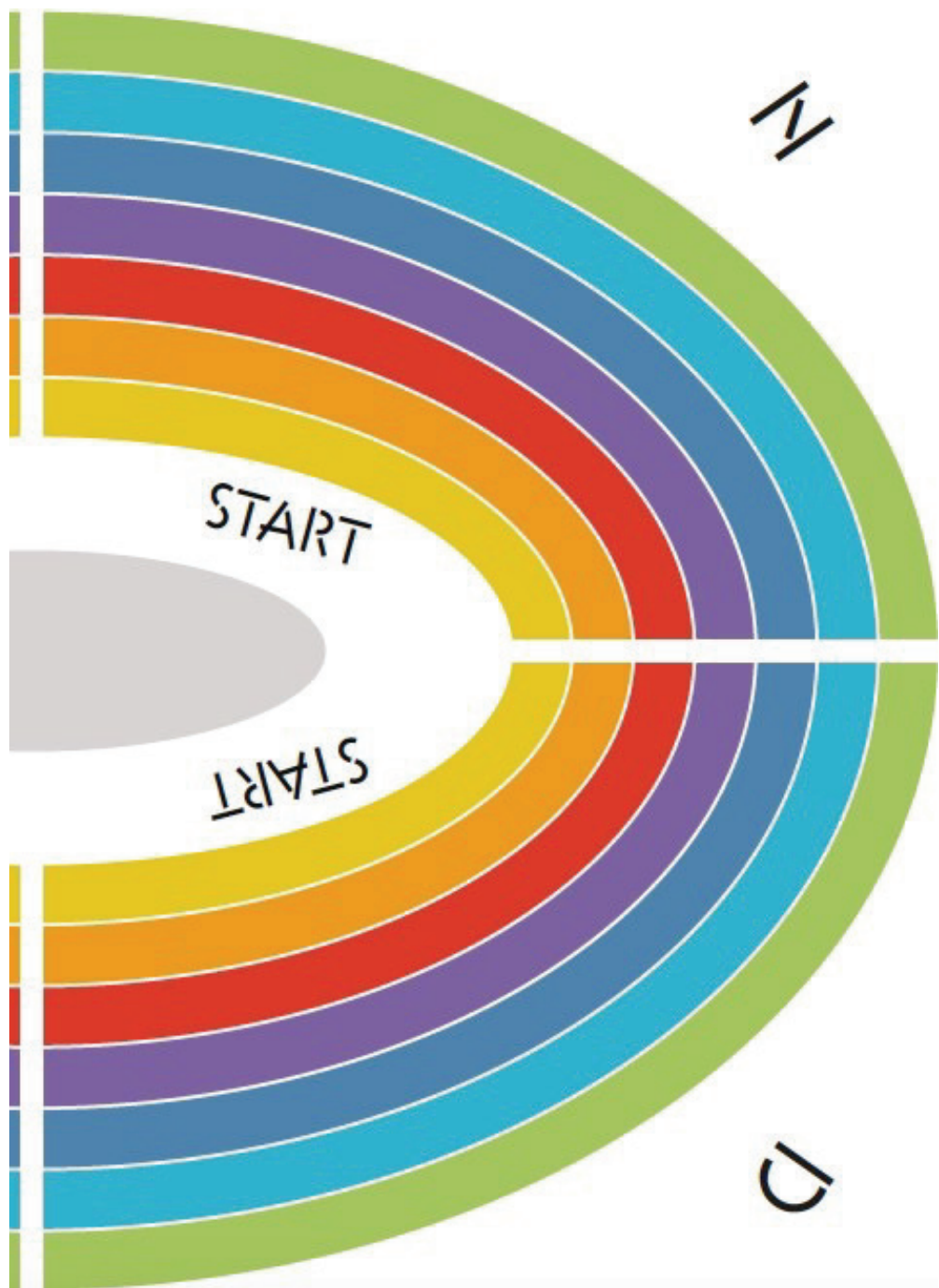
The pawns are now moved from the starting position to the first (yellow) ring on one of the quadrants of the gameboard (I, N, D and Y). The correct positions are indicated in the notes section of the powerpoint. If someone is unable to answer, they may place their pawn in the neutral zone on the gameboard. The coloured rings on the gameboard have no underlying meaning. They are there for orientation only.

How do you create an adequate feeling of 'safety' when playing the Indy Game?

- Ask participants about 'how they act' (focus and behaviour)
- Stress the fact that they are always free to change a certain choice (focus on continuous negotiation)
- Avoid using 'judging' words or expressions such as better, right, scores, type.
- Emphasise that it is not the intention to reach a consensus, variation is acceptable.









Tip

- Always allow scope for people who don't like to talk too much (introverted participants): encourage them to answer but don't force them.
- Sometimes you need to steer the participants away from giving the socially desirable answers. Make it clear, especially for teams where the managers are present, that there is no value judgment associated with the various answer choices. They are simply different strategies that you can apply in different situations. In another situation, you may give a different answer to a similar topic. That's OK.
- If participants cannot recognise the situation, look for a parallel/recognisable example that better suits the organisation. For example: there are no men working at the day care centre and the case says that a parent only wants to talk to a man. You could modify this to a parent who only wants to talk to a specific carer.
- Sometimes players hesitate between two choices. Initially, it is better not to pressurise them too much to select one particular answer. But after the discussion, when finalising the choice, you must ask them to limit themselves to one answer choice.
- To create a feeling of safety, give the participants the chance to not give an answer once during the game. Sometimes, certain themes may be too sensitive.

The letters I, N, D, and Y indicate the different directions on the gameboard. They also refer to the name of the game: 'Indy' stands for INtercultural DYnamics. The meaning of the gameboard becomes clear in the second part of the game.

Now, introduce **a second case** and ask whether any of the participants would like to read it aloud. This increases the level of involvement. If no one volunteers, you as the game supervisor may read it out again. After this, the players have to select an answer once again. It is not that Answer 1 always corresponds to one specific corner of the gameboard. They have been deliberately mixed up. Therefore, the answer choices and directions are always different.

Now a second pawn is placed on the gameboard. The players must move to the green ring, once again in the direction of the quadrant (I, N, D or Y) corresponding to their choice.

Here too, a player may find a particular situation too sensitive to give an answer. In this case, the neutral zone can be used again. However, you should discourage the use of the neutral zone as far as possible. A neutral position cannot be taken simply because participants are unable to choose between two answers.

In such cases, they must choose what suits them best. If everyone uses the neutral zone, it will be difficult to have a follow-up discussion later.

After the first cases, you present **the first general knowledge question**. You can use these questions strategically to provide important factual information or disprove common prejudices or misconceptions. These questions also add a touch of light-heartedness and slightly competitive dynamism to the game.



Tip

if you play longer, always use an odd number of cases. This gives the clearest picture on the gameboard and makes the follow-up discussion more focused.

PLEASE NOTE: You need about 20 minutes per case. Once the players advance further in the game, it usually goes a bit faster. Try to go into each case in depth.

It is recommended that the general knowledge question should be connected in some way with the previous or next case. In the matrix at the end of this manual, you will find an overview of the general knowledge questions associated with the cases. After the question has been read out, the participants once again reveal their answer (1, 2, 3 or 4), all at the same time. As game supervisor, you may ask a few more questions to find out the reasons for the choices. The correct answer is then revealed. Give the participants some time to express their surprise, if any. Discuss why they are surprised. The participants who answered correctly now receive a small bonus, such as a sweet, a paper star or an applause.

After the first general knowledge question, a third case is presented. This is followed by another general knowledge question, a final case and a final general knowledge question. Therefore, in total, there are five cases and three general knowledge questions for a three-hour session.

As the game progresses, you can add more of your own input to the situations being discussed. You can provide extra information or confront participants with alternatives or the consequences of their choices. This enriches the discussion. Make sure that the players always see you as a facilitator of the dialogue and not as an expert.

DISCUSSION (30 min)

Now that all the cases and questions have been played, it is time to explain the frame of reference.

FOUR POLES ON THE INDY GAME BOARD

The game supervisor clarifies the frame of reference, explains the axes and places the interpretation cards ('I reflect', 'I take action', 'I want the same for everyone', 'I want to allow for variation') one by one on the four poles of the board.

The Indy Game is all about managing cultural differences involved in the care and guidance of young children. On the game board, there are four possible ways of responding to as well as handling a particular situation involving diversity. We distinguish two action axes.

VERTICAL AXIS

First of all, there is the vertical axis. This axis refers to the general approach followed by people. Such an approach partly depends

on individual temperament and partly on the context. Therefore, depending on the situation, people will sometimes position themselves on one side of the axis and sometimes on the other. The two ends of the axis are:

- **I reflect:** faced with a new issue, you start by reflecting, observing and just thinking the matter over. You dwell on the issue, analyse it and take time to consider all the elements. This can be characterised as a 'thinking approach'.
- **I take action:** you will take a more active approach to things that come your way. In this case, you will fairly quickly initiate actions that may clarify or resolve the issue. This can be described as a 'doing approach'.

HORIZONTAL AXIS

The horizontal axis of the playing area reveals a second dynamic. This concerns the way in which you deal with the actual theme of cultural diversity. With this, we come to the main theme of the Indy Game. Here too, there are two ends to the axis:

- **I want the same for everyone:** in this position, you focus on standardisation and streamlining. Equal, uniform treatment is considered the fairest approach. The preferred approach is to prioritise the needs and wishes common to the maximum number of people possible.
- **I want to allow for variation:** this second type of orientation is one where you want to acknowledge the presence of cultural diversity and make this really visible. In this approach, recognition of different needs and wishes is a relevant basis for adjusting one's manner of functioning.

After having explained the meaning of the axes, for the first time you take a look at the participants' positions on the gameboard together with them. Keep this short. The positions will be explored further in the follow-up discussion. Some key points:

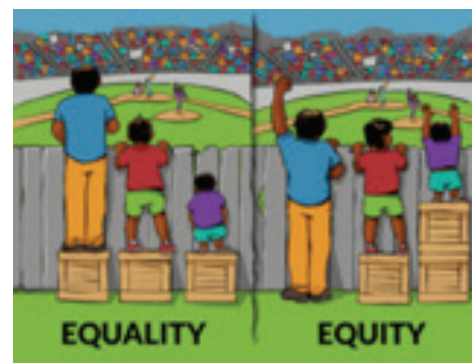
- Emphasise that each combination of two poles creates a certain strategy. Reflecting and wanting the same for everyone implies a different approach towards diversity than taking action and allowing for variation. You take a brief look at the extent of variation in the answers on the board. Underline the importance of each strategy: all points of view are relevant and valuable.
- Stress the fact that the Indy Game is a situation-bound game and that the reactions depend on the specific situations and themes.
- Emphasise that the Indy Game is not a personality test.
- Invite the participants to together consider the overall positioning of pawns on the board. Are the pawns very scattered? Have many pawns ended up in the same section? Also take a look at individual placements.

After this brief interchange, take a photo of the gameboard. Make sure all the pawns and cards are visible. This photo will serve as the starting point for the follow-up discussion.

The next step is to link the diversity axis to the concepts of equality and equity.

For this, you start from a particular cartoon. Firstly, ask the participants what they see in the picture. Consider both the wall and the distribution of the crates. Then link the picture to the context of equality and equity

and emphasise that this axis reflects the essence of the game: managing diversity. In an organisation it is important to find a balance between both ways of handling diversity. At times, you start from the principle of equality (e.g. if general agreements need to be made) and sometimes you apply the concept of equity as a starting point (e.g. in case of individual problems).



To illustrate: in a day care organisation with 16 children, a ratio of 1 to 4 would be ideal: four children per carer. Due to a lack of resources, in practice we can often only afford to pay for two carers. In this case, we have to make a choice: for example, we can form two groups of eight children, each with one carer. This is a good example of equality, based on rules and available resources. But we can also create a form of equity within this equality. Suppose four children out of 16 are multilingual (possibly even spread over the two groups), we can choose to offer these children extra support in the area of language either individually or in a small group. This is a form of equity. (Example in primary school: in a school year with 50 children, five teachers would be ideal, etc.)

In theory, equity is often given preference but in practice this is not always feasible or desirable.

To further familiarise the participants with the frame of reference, use a case for which no answer choices have been provided and try to come up with various possible responses together. You can use a case provided in the Indy Game or you can prepare your own case in consultation with the manager and depending on the themes you want to discuss.

FOLLOW-UP DISCUSSION (30 min)

During the follow-up discussion, we broadly follow the five phases outlined in the book Roadmap voor spelitecten (Roadmap for Game Architects) from the organisation De Aanstokerij. Start by asking the participants how they feel after the game. The aim is to allow participants to let off steam and to gather responses.

Subsequently, we focus on the individual and the organisational levels.

INDIVIDUAL LEVEL: (15 min)

Ask each of the participants if they can identify with the positions they have occupied on the gameboard. Possible approaches:

- Explore a case together in which there was variation in answers. Revisit the case and ask each of the players if the position they have chosen is consistent with how they see themselves. If not, are there any reasons for why they reacted differently than usual in this case?
- Were there questions that were difficult to answer? What caused dilemmas for the individual participant?

- Ask the participants whether they have started to think differently about certain situations after being influenced by the discussions with colleagues.

ORGANISATIONAL LEVEL: (10 min)

Now ask about the significance of the results for the team. You can use the photo taken of the gameboard to feed the discussion. Possible approaches:

- What does the outcome on the gameboard signify in terms of the daily work with children and parents?
- What strategies are not applied within the team?
- How can you pay more attention to the missing strategies? Is this at all necessary and if so when?

Conclude by clearly informing the participants that you will send the photo to the manager and a copy of it to all participants. Also make it clear that any confidential information will stay with the game supervisor and that only the broad outlines will be discussed.

PHASE 1.

Question: How do you feel after the game?

Objective: Gather initial responses, let off steam.

PHASE 2.

Question: What happened during the game?

Objective: Discuss as many experiences as possible.

PHASE 3.

Question: What did you learn?

Objective: Codes of conduct, theories and opinions.

PHASE 4.

Question: How does the game relate to reality?

Objective: Do you recognise situations from the game?
Do you recognise the problem or the tension?

PHASE 5.

Question: What comes next? (Plan of action)

Objective: What will the players do differently after this?

6. In-depth exploration of the frame of reference

For designing the frame of reference of the Indy Game, we were inspired by the different sources and models that also served as the basis for the Diabolo game.

First of all, we have used the framework developed as part of the research study by VIONA (Flemish inter-university research network for labour market reporting) entitled Integratie in het Kwadraat (Integration Squared, 2002), conducted by Janssen et al. Based on five Flemish case studies, this study describes four strategies for managing diversity in organisations, including the strengths and weaknesses of these strategies. This framework mainly provides inspiration in terms of how it relates to diversity, the horizontal axis of the game.

But since managing diversity also usually involves the challenging task of bringing about a concrete change in approach, we found it useful to add a second frame of reference to the mix. What problem-solving strategies do people employ (the vertical axis)? The inspiration for this came from the Five Colours of Change model that differentiates five ways of thinking about change labelled by colour, as developed by Léon de Caluwé and Hans Vermaak.¹ People are unique and are not motivated by the same things, do not have the same needs and find different things important. So what is the best way to appeal to people and motivate them to participate in a change process? To a certain extent, the development of this axis can also be linked to Kolb's theory on learning styles.

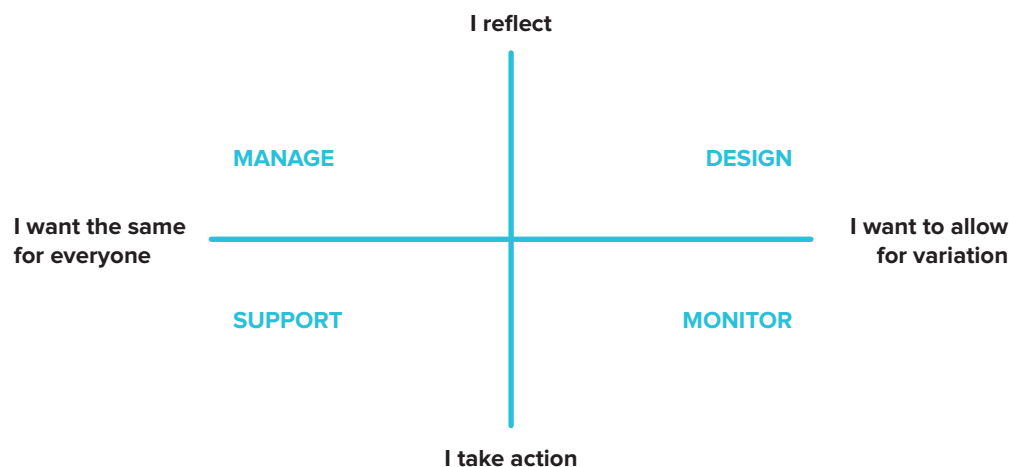
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- **I reflect:** faced with a new issue, you start by reflecting, observing and just thinking the matter over. You dwell on the issue, analyse it and take time to consider all the elements. This can be characterised as a 'thinking approach'.
- **I take action:** you will take a more active approach to things that come your way. In this case, you will fairly quickly initiate actions that may clarify or resolve the issue. This can be described as a 'doing approach'.



HORIZONTAL AXIS

The horizontal axis of the playing area reveals a second dynamic. This concerns the way in which you deal with the actual theme of cultural diversity. With this, we come to the main theme of the Indy Game. Here too, there are two ends to the axis:

- **I want the same for everyone:** in this position, you focus on standardisation and streamlining. Equal, uniform treatment is considered the fairest approach. The preferred approach is to prioritise the needs and wishes common to the maximum number of people possible.
- **I want to allow for variation:** this second type of orientation is one where you want to acknowledge the presence of cultural diversity and make this really visible. In this approach, recognition of different needs and wishes is a relevant basis for adjusting one's manner of functioning.

Below are a few additional phrases that clarify the four poles on the gameboard.

I reflect	<p>I think things over and weigh the pros and cons before I take action.</p> <p>I also observe how others approach a problem.</p> <p>I collect and analyse information. I look for logic and try to create a framework.</p> <p>(Synonyms: contemplate, consider, think)</p>
I take action	<p>I focus on the here and now. I undertake a task and carry it out immediately.</p> <p>I quickly take action to get results. I go for it. I try to adjust and fine-tune my actions. I take a practical and/or pragmatic approach.</p> <p>(Synonyms: decide, do, undertake)</p>
I want the same for everyone	<p>I believe in a uniform treatment for all. I approach everyone in the same manner. I mainly focus on the needs shared by all. I try to accommodate everyone within the whole as far as possible.</p> <p>(Synonyms: equality, sameness)</p>
I want to allow for variation	<p>I prefer a tailored approach. I think that every person is unique. I see and acknowledge different needs. I ensure that everyone is able to retain his or her individuality as far as possible.</p> <p>(Synonyms: equity, fairness)</p>

By combining the four pole points and two axes of the gameboard, we arrive at the description of the four concrete strategies to be applied for managing ethno-cultural differences. Each individual may use different strategies depending on the situation. Each of these four strategies has its own strengths and weaknesses. With the help of this game and gameboard, we can better understand our individual handling of cultural diversity in particular situations. But more importantly, the game helps us to discuss our personal experience with and approach to diversity.

Strategy 1: MANAGE

- I REFLECT &
- I WANT THE SAME FOR EVERYONE

The basis of this strategy is: everyone is entitled to equal treatment. With this strategy, you first try to gain insight into each person's level of involvement and interests in relation to the diversity issue. You also find out who is entitled to speak in this matter and under what authority. Who is authorised to take decisions?

With this strategy you ensure unity within the team. It is important for everyone to be aware of their designated place. Through this, you can strive for shared goals and shared gains. A sound policy framework and clear procedures also facilitate this. You weigh everything carefully and seek balance and compromise. Everyone has to make certain concessions. Working together also means having to make adjustments.

Language of this strategy

- Treat everyone equally
- Draw up rules
- Develop a generally applicable policy
- Devise feasible solutions
- Determine who can decide what

Strategy 2: DESIGN

- I REFLECT &
- I WANT TO ALLOW FOR VARIATION

In case of this strategy, you question the 'normal' order of things in relation to the diversity issue. You try to take the diversity into consideration. An exchange of ideas is the right approach. Only by recognising all needs and wishes, can you get a better idea of how to proceed in future. You step into another person's shoes. You try to see and hear all sides of the story. Hence, consultation is an important tool in the change process under this strategy.

Language of this strategy

- Try to understand one another
- Raise awareness about diversity
- Go through the process together
- Learn from one another (by making mistakes)
- Organise team reflection sessions

Strategy 3: SUPPORT

- I TAKE ACTION &
- I WANT TO ALLOW FOR VARIATION

Under this strategy, you try to develop a tailored approach in relation to the diversity issue. You acknowledge the persons involved as a group of unique people who need to be encouraged and motivated. Everyone should be able to do and become whatever comes most naturally to them. This will improve the cooperation and team spirit: if everyone feels good, the team feels good.

With this strategy, you try to deal with matters promptly and make a concrete difference in the short term. You bring about change by enthusing people and putting plans and ideas into practice. These ideas need not always be big: sometimes a sincere compliment is sufficient. In this way, you also work on building trust.

Language of this strategy

- Bind people to the organisation
- Make things pleasant and enjoyable
- Create opportunities for individual people
- Carry out tailor-made discussions
- Utilise individual talents

Strategy 4: MONITOR

- I TAKE ACTION &
- I WANT THE SAME FOR EVERYONE

Under this strategy, you focus primarily on a shared objective and on achieving results. In relation to the diversity issue, you have a clear idea of the common goal to be achieved.

You see the people involved as part of a machine, every cog of which must work correctly. You should not start tinkering with this arbitrarily: if you want to make a change, this should always be based on a definite plan that also includes the possible impact on resources and budget. Agreements must be respected based on a clear-cut procedure.

Language of this strategy

- Steer activities and people in a concrete manner
- Make assessments based on results
- Avoid conflicts
- Identify the results clearly
- Respect agreements made

7. Matrixes

CASES	Parents	Team	Children
Religion	5, 6, 16, 22	2, 3, 7, 12, 14, 18	23, 25, 26, 28
Cultural practices	5, 6, 8, 10, 16, 17, 22, 34, 31, 35	2, 3, 7, 12, 14, 18	23, 25, 28, 29
Festivals	22	3, 12	
Food	5, 10	12	29
Clothing	16	14, 18	28
Parenting styles	16, 17, 32		24, 31
Language	9, 20	1, 4, 21, 30	15, 27, 33
Miscellaneous	13	11	19

KNOWLEDGE QUESTIONS	
Religion	1, 3, 4, 5, 6, 7, 14, 15, 16, 22
Cultural practices	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22
Festivals	1, 2, 3, 4, 5, 6, 7
Food	4, 5, 6, 7, 8, 9, 10
Clothing	15, 17, 19
Parenting styles	11, 12, 13, 19, 20
Language	4, 12, 22, 23, 24, 25

The general knowledge questions indicated in bold are closely linked to the relevant cases. The other questions may also be used but the link is less clear. Depending on how you phrase any additional questions, other links will certainly be possible.

LINK BETWEEN CASES AND GENERAL KNOWLEDGE QUESTIONS	
Case 1	22, 23, 24
Case 2	9, 18
Case 3	1, 2, 3, 10, 18
Case 4	21
Case 5	5
Case 6	22
Case 7	-
Case 8	11, 13 , 17
Case 9	24
Case 10	8 , 10
Case 11	13 , 23, 24
Case 12	4, 6 , 7
Case 13	-
Case 14	15 , 16, 17
Case 15	24
Case 16	20
Case 17	2 , 3, 18
Case 18	14, 15 , 16, 17 , 22
Case 19	-
Case 20	3, 17
Case 21	13, 23 , 24
Case 22	1, 2 , 3, 4, 18
Case 23	22
Case 24	-
Case 25	19
Case 26	19
Case 27	24
Case 28	7 , 25
Case 29	8 , 10
Case 30	11 , 12, 19
Case 31	11 , 12
Case 32	-
Case 33	24
Case 34	-
Case 35	-

8. List of game components

If you are planning to use the Indy Game, you should ensure that you have the following materials:

- A print of the Game Bord (in four A4-parts)
- A print of the diversity cartoon
- Small rewards for the winners of the general knowledge questions (sweets, stars, etc.) or ideas for symbolic rewards
- A camera
- The powerpoint with cases and knowledge questions, selected according to the team's needs
- Prints of the 4 answering cards (1, 2, 3, 4). One set per participant or group of participants.
- Prints of the four interpretation cards for explaining the theoretical frame of reference
- 5 pawns for each participant, preferably in different colours or forms
- A notebook for writing down ideas

By now, the Indy Game has been played. Hopefully the exchange on the theme of intercultural differences has been successful. You can now continue further in different ways. This brochure will help you find your way.



Part 2

WHAT HAPPENS NEXT?



1. Working with own case studies

The Indy Game brings to light a number of practical examples of intercultural differences. Such situations often occur in practice in schools and day care centres. These in-house experiences offer a good starting point for exchanging ideas with one another.

COMPILING THE PRACTICAL SITUATIONS:

During the Indy Game, the participants were given the opportunity to select a case for further discussion. Together with the participants, you can adapt the selected cases so that they better reflect the practical situations existing in the organisation at the time.

Ask the participants to look back for a moment. Which of the situations raised questions about the handling of intercultural differences? When did they doubt their actions or a decision? Ask them to briefly note down these occasions. These do not necessarily need to be experiences based on a 'problem'. Interactions involving positive experiences can be equally valuable.

Prior to an exchange, ask the participants to pay particular attention, over a number of weeks, to practical situations that address intercultural differences. What occurs during the situation? Who is involved? How do they deal with this? Targeted observation will encourage a more conscious awareness of intercultural differences. As before, situations that lead to questions as well as positive experiences are suitable.

DISCUSSION OF THE CASES:

Start by discussing the positive experiences.

Allow each of the participants to tell their story and always try to find out what it is about the chosen situation that appeals so strongly to them.

Then select a number of situations that give rise to questions. Each participant briefly presents their case. The provided time should allow for a thorough analysis of one or more situations. You can select either cases that require a quick solution or situations that attract the widest interest. In both cases, try not to offer any solution or suggestion immediately. Advice given too fast is often based on too little information.

When the group has selected a case, allow the participant who has contributed this case to briefly outline his or her experience. Try to clarify the situation first. Only then will it be possible to offer effective advice. Following the brief outline of the case, it is important that you clearly understand the question being asked by the participant. What does he or she want to know? It is essential to understand this in order to ask targeted questions.

Once the learning question is clear, participants can ask the contributor of the case further questions to obtain a more 'cinematic' and concrete overview of the situation. Who were the persons involved in the chosen situation? What is their background? How did the various parties behave? How did the contributor of the case respond? Were there any visible effects? How did the parties involved react?

When everyone has a clear idea of how the case progressed, you can insert a round of appreciation. Each participant indicates what he or she appreciated most in the case. What

deserves a compliment? This could be the skill demonstrated by a staff member but also, for example, a parent's attitude, a child's reaction, another person's input. Allow each participant to give at least one compliment.

After this, select the most important persons involved: who are the relevant players in the story? Usually these are the persons who were actively involved in the case. It can be useful, however, to also include persons who are not visibly involved. For example, the views of a director or manager can influence a staff member's response. Or a child's reaction can be better understood based on the family context. Once the relevant players have been selected, examine their possible view of the situation outlined in the case: together with the participants, visualise the various perspectives. It is important to realise that not everyone views things based on the same frame of reference.

By now each of the participants have formed their own idea of the issues involved in the case and how they themselves would respond. You can listen to their suggestions now. Each participant first gives his or her interpretation and then suggests an approach. The case contributor does not participate in the discussion but listens to the various suggestions. After this, he or she chooses one or more suggestions and explains the reason for this.

If the discussed situation is yet to be resolved, ask the contributor to indicate the perspectives and hypotheses that he or she finds new and inspiring. What are the ideas that he or she can take back to his or her practice? What does he or she want to do in order to properly resolve the situation?



2. Developing the vision

All organisations, including primary schools and day care initiatives, pursue a particular policy. Sometimes this policy is explicitly expressed in a clearly defined vision and sometimes it remains unspoken. In order to formulate the practice, it is a good idea to try to express these implicit ideas and examine whether any objectives and concrete actions can be derived from them. When trying to manage intercultural differences, it is best to start by listing the existing and desired objectives.

LISTING THE OBJECTIVES:

Policy documents are often sub-divided into different areas such as parent policy, child policy, HR policy and infrastructure policy. This means that the theme of managing intercultural differences may be discussed anywhere separately. Go through the policy documents, bring together what has been documented on paper and try to derive the objectives from this. If your organisation has already formulated certain specific objectives for dealing with cultural differences, you will probably notice that they are not all of the same nature: some are more general, while others are more specific. Try to organise them in an order of priority by identifying the sub-objectives that may be part of a more general objective.

When the list of objectives is ready, present it to the staff, ask which objectives have been achieved and which additional objectives they would like to work on as an organisation. It is best to involve all staff members in this exercise. Only if everyone supports an objective, can it have a real chance of success. To obtain this support, you can follow these steps:

- Present the list to the staff and ask them: "Which objectives have we already achieved?"
- Allow for 10 minutes of thinking time and ask everyone to write down, on post-its, the objectives that come to their mind. Ask them to work either individually or in pairs and write down one objective per post-it.
- In the meantime, distribute a few larger sheets of paper, each intended for a different policy area: parents, children, staff, infrastructure, etc.
- Ask the participants to stick their post-its on the appropriate sheet of paper. For example, an objective such as 'to support parents in their own language more often' would fall under parent policy, 'to examine children's sleeping habits' under child policy, etc. In some cases, it may not be entirely clear where a specific objective belongs. At this stage, it is more important to record all the noted issues somewhere, rather than enter into a - sometimes endless - debate on them.
- After this, ask the participants the following question: "Which objectives have we not yet achieved?"
- Allow for 10 minutes of thinking time and ask everyone to write down - on post-its of a different colour than earlier - the objectives from the list that they think have not yet been achieved and how they could achieve them. Ask them to work either individually or in pairs and write down one objective per post-it.
- Ask the participants to stick their post-its on the appropriate sheet of paper.
- Finally, ask the participants the following question: "What else do we want to achieve with respect to the parents, children and ourselves in terms of how to manage intercultural differences?"
- Allow for 10 minutes of thinking time and ask everyone to write down one more objective on yet a different coloured post-it than the ones used earlier.
- When all the post-its have been classified under the appropriate policy area, go through the various questions and suggestions and allow the participants to express their views. It is important that they properly explain why they want to highlight a certain objective or include a new one.
- If the list is not too extensive, you may choose to continue working on all the proposed objectives. If there are too many to tackle at the time, you could select the five most important objectives and agree on a period of time within which you will work on them. This is best done in consultation.
- Include the chosen objectives in the existing list and make sure that they are clearly organised into general and sub-objectives. This involves a bit of puzzling by the manager. After this, you can present this proposal to everyone.

VISUALISING PRACTICES:

Often we work towards certain objectives without being consciously aware of this. It is motivating to be able to clearly identify these unconscious actions. It is best that you keep enough time for this. A lot can be achieved in a week but not everything. You will get a more complete picture after three weeks.

You can set up a logbook in each class or group and ask staff to write down how they deal with intercultural differences in practice. Perhaps someone has explained the daily organisation of activities to a non-English speaking mother using pictograms, perhaps the Festival of Breaking the Fast has come up for discussion during a group discussion in the classroom or someone has adapted the menu to accommodate the vegetarian eating habits of a Hindu boy.

Once we have drawn up a list, we can organise the actions in terms of their content. What have we done to improve communication with parents? Have we facilitated social interactions between the children? What kind of games have we provided for?

It is possible that staff members have consciously or unconsciously failed to take any action or have ignored or blocked off something. This is also a part of the practice. Doing nothing is an action as well and can be meaningful. Denial of a parent's request to not involve a child in a Christmas ritual is, for example, part of the practice.

In addition to the day-to-day minor actions, organisations have recurring initiatives and agreements. An example of such an agreement may be to make the menu equal

for everyone by not offering any pork or to not allow the display of any religious symbols.

CONNECTING OBJECTIVES AND PRACTICE:

In order to develop a vision and formulate a policy, it is useful to align objectives and actions to one another and check to see if there are any gaps. Objectives that do not involve any practical actions should be questioned further. Actions that do not lead to a specific objective need to be clarified.

The above alignment can be concretely visualised in the form of a matrix linking the list of objectives to the list of actions. To develop a feasible instrument, it is best to combine the minor actions in terms of their content (see the 'Visualising practices' section).

The left side of the matrix can be used to list the objectives under one another, preferably organised into main and sub-objectives. At the top of the matrix, you can write down all the combined practical actions next to one another. This creates a structure where the objectives and actions can be linked to one another. If an objective is concretised via a certain action, you can place a cross at the point where the lines 'touch'. Make sure that you also view the matrix from the perspective of the actions and consider which action contributes to which objective. It is possible that a certain objective is linked to multiple actions, and similarly, an action may contribute to multiple objectives. Other scenarios may also occur. Each possibility can lead to an exchange of views on intercultural dynamics.

- It may be that only two minor actions are linked to an objective. Is this because you find this objective less important? If so, do you want to retain this objective? Or is it that you need to figure out how you can achieve this objective?
- It's possible that many actions are linked to an objective. Is this what you want? Is this objective so important?
- It may be that a particular objective is not translated into practice. You may then decide to remove this objective. Or a practical action can be developed to fulfil this objective.
- It may be that a particular action is not linked to any objective. Why then is this action being undertaken? Is there possibly an implicit objective hidden behind the action?

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6	Action 7	Action 8	Action 9
Objective 1	x			x	x		x	x	x
Objective 2		x		x					x
Objective 3		x		x				x	
Objective 4	x	x						x	
Objective 5			x	x			x		x
Objective 6									
Objective 7	x					x			

THE MATRIX AS AN EVALUATION TOOL:

Once the matrix has been discussed with the team, you can periodically use it to evaluate your performance.

This ensures that both the objectives and the actions are systematically reviewed. You must regularly ask yourself whether the objectives are meaningful: Do we still want to achieve the objective or should it be changed?

For the actions, you can ask a number of policy-related questions:

- Is this an appropriate manner of achieving this objective?
- Do we do what we say we do?
- Should we adjust our actions or should the action be orientated differently?

DECET PRINCIPLES:

The DECET (Diversity in Early Childhood Education and Training) network brings together European organisations to work on diversity in childcare and education. The network applies the following principles:

- Everyone feels that he/she belongs
- Everyone is empowered to develop the diverse aspects of his/her identity
- Everyone can learn from each other across cultural and other boundaries
- Everyone can participate as active citizen
- Everyone can actively address bias through open communication and willingness to grow
- Everyone works together to challenge institutional forms of prejudice and discrimination

These principles and their interpretation can help organisations shape their policy choices. More information on this can be found on <https://vbjk.be/storage/files/a22fd157-adfb-4afa-ac1d-75368bc7a168/manual-making-sense-of-good-practice.pdf>.

3. Focus on intercultural dynamics in practice

Organisational policy is expressed via day-to-day practices. The list below contains a number of examples that illustrate intercultural differences. Imagine stepping into a school or day care as if you are someone from a different cultural background: Would you feel welcome? Would you feel acknowledged? The examples provided below are only for illustrative purposes and are intended to get people thinking about intercultural diversity.

A POSTER WELCOMING EVERYONE:

Every day we try to welcome everyone by greeting the parents and their children when they arrive. Nevertheless, it adds that little bit extra when there is a poster to welcome everyone in their own language. Our English 'Welcome' along with the same greeting in Polish, Spanish or French.

Parents speaking Arabic or Russian will be more than happy to help you write the correct characters. Make sure to check the poster regularly and do not forget to add the languages of new children and parents. Do you, for that matter, also know the mother tongue of the parents and the grandparents?

Perhaps, it is also useful to consider the decoration and photos from this perspective. Do you see all cultures also represented in other ways? In the hallways, living areas, play kitchen?

FAMILY WALL:

A Family Wall is a special space on the wall reserved for displaying family photos. It is best to display the photos at the children's

eye level. There, next to Sanaä's parents, you see the two mothers of Ulrike or Jeff's grandparents. Thanks to the Family Wall, children can identify their native home and culture and feel that this is also acknowledged by others. In addition, the photos can lead to brief conversations about individual differences at home.

MEALS:

We try to take the children's eating habits into consideration as far as possible, both in terms of diets and allergies and in terms of religious beliefs. In the UK, we are mostly familiar with halal and kosher dietary laws, but you can do much more than that. For example, a pancake day with the theme of 'Pancakes from all over the world' surpasses our English pancakes with sugar and jam. And why not also appeal to parents from different cultures and involve them in the activity? Another idea could be to occasionally replace our sandwiches with Turkish bread.

GAMES ASSORTMENT:

To what extent does our range of materials reflect the cultures present? Do we try to go beyond multicultural dolls and various books in the classroom library? Every play area for children can be viewed in the light of cultural diversity. Is there a tagine in the kitchen? Does the costume box also contain a sari? Are our Duplo people diverse enough? Does our games cupboard also include various board games such as the African Mancala? And have we ever used colourful African cloths to build a tent?

FESTIVAL CALENDAR:

Very often the festivals commonly celebrated in our society also provide input for activities at schools and day care centres. However, many of our festivals are not celebrated in other cultures. On the other hand, we hardly know anything about festivals in other cultures. Which festivals are celebrated by the families whose children we take care of? For example, if you know that a Name Day festival is very important in Ukraine, you can do something with this information. Even if it's only by referring to the festival when a child is being dropped off or picked up.

STAFF MEMBERS:

It is possible to create a space that reflects diversity but where people do not feel welcome. The key lies in our skill in dealing with parents and children and in adopting an attitude that shows respect. Paying attention to intercultural dynamics cannot be achieved without also focusing on appropriate skills development and HR policies. For example, the intercultural composition of a team of parents and children can make them feel more at home.

KdG Research

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The Indy Game. A game about cultural diversity. A discussion method to work on intercultural differences.
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