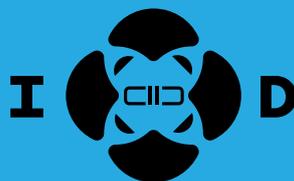


PROJECT INTEGRATION
THROUGH DIALOGUE
TOOLKIT



**HAND
BOOK**



PROJECT
INTEGRATION
THROUGH
DIALOGUE
TOOLKIT



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BOOK**

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About KAICIID

The International Dialogue Centre (KAICIID) is an intergovernmental organization mandated to promote the use of dialogue globally to enhance social cohesion and bring about better understanding and cooperation. Over a seven-year-long negotiation and dialogue process, KAICIID's mandate and structure were designed to foster dialogue among people of different faiths and cultures so as to build bridges, enhance dignity, and instil mutual respect.

Programme for the Social Inclusion of People Seeking Refuge

Europe is grappling with the best way to ensure the successful long-term integration of people seeking refuge into the labour market, education system, and society. While governments and civil society actors have initiated many excellent projects and policies, challenges remain.

The Programme seeks to enhance social cohesion and the two-way process of integration for people seeking refuge in Europe. This is done through the Austria-based Project Integration through Dialogue, of which this Toolkit is an output. The project seeks first to build the capacities of dialogue facilitators who have multicultural backgrounds, and second to build the capacity of people seeking refuge to approach their own integration proactively and from a position of empowerment, equipped with dialogue skills. The Programme also works to promote dialogue – particularly interreligious and intercultural dialogue – as a critical approach to refugee integration and inclusion in general, through partnerships with organizations doing important work in this field.

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FOREWORD

The Programme for the Social Inclusion of People Seeking Refuge in Europe seeks to do precisely what its name suggests: to improve the conditions of participation in society for people seeking refuge in Europe, by enhancing integration and contributing to social inclusion and social cohesion.

This Toolkit reflects our clear understanding that dialogue is needed for integration, because only through dialogue can the "two-way process of mutual accommodation,"¹ take place at all levels of society.

Why are integration and social inclusion so important in the context of migration to Europe?

First, human rights of newcomers and members of host communities are at stake – or people believe them to be at stake.

Second, the integration of people seeking refuge is critical to ensuring long-term social cohesion

in Europe. Individuals who are not integrated may ultimately pose financial, social and political challenges to European states.

Third, most, if not all, mainstream religious traditions insist on the inclusion of and care for poor or marginalised people. Therefore, this is fertile ground for interreligious cooperation. Moreover, combined efforts within the framework of integration could have a broader, more positive impact on interreligious relations in the European context.

At KAICIID, we work on dialogue at the grassroots level, with the hope of scaling interreligious and intercultural dialogue approaches and lessons learned into policy.

We hope that all institutions working on refugee integration will ultimately adopt the language and the approach of dialogue as a means to ensure inclusion and participation in their own work. This Toolkit is our modest contribution towards that outcome.



H.E. Faisal bin Muaammar
Secretary General, KAICIID

¹ According to the "Common Basic Principles for Immigrant Integration Policy in the EU" set forth by the Council of the EU.



ACKNOWLEDGMENTS

KAICIID owes its thanks to numerous individuals and organizations. Without them, the Project Integration through Dialogue Toolkit could not have been created.

KAICIID is grateful to Caritas Vienna, Human Relief and Red Cross Vienna for their cooperation on the project, particularly in regards to connecting our team with their existing clients, and for their valued partnership and support.

KAICIID acknowledges the comprehensive work done by the Austrian Integration Fund in its development of the Values and Orientation Course for newcomers to Austria. Many of the key themes from that course served as inspiration for the themes in this Toolkit.

KAICIID also gratefully thanks the many organizations and institutions whose excellent workshop resources formed the basis for many of the activities in this Toolkit. These include the International Federation of the Red Cross' Toolkit for Youth as Behavioural Change Agents (YABC), the Solidarity Center's "Women's Regional Empowerment Network" (WREN) Program, Marshall Rosenberg and many others. The team adapted many of these resources to suit the needs of our target group.

KAICIID would like to thank KAICIID Fellow, Mabrouka Riyachi, for her guidance and support of this project from the beginning, and Milena Damchevski, a psychologist and psychotherapist under supervision at the Vienna-based NGO FemSüd, for her detailed review of this Toolkit.

Most of all, KAICIID thanks the 160 project participants from 2017 and 2018, who actively participated in the dialogue sessions and shared their knowledge, experiences and questions in order to better develop the contents of this Toolkit.

HOW TO USE THIS TOOLKIT

About the Toolkit

The Project Integration through Dialogue Toolkit consists of this Handbook, as well as two supplements: Activity Materials and Sample Information Handouts.

Toolkits are often defined as a collection of methods, materials and ideas. This Toolkit can be used in its entirety to replicate Project Integration through Dialogue. Alternatively, individual modules and activities can be extracted and incorporated into other contexts (e.g. into language classes or other forms of training). This Toolkit is based on the team's work and lessons learned during project implementation in Vienna, Austria, from March 2017 to March 2018.

For that reason, we've produced the Toolkit in both English and German and much of the specific,

informational content (such as integration-related systems, services, and policies) is targeted to Austria, and the city of Vienna.

On the other hand, most of the activities and content related to the development of dialogue and non-violent communication skills are universal and can be relevant for people seeking refuge or migrants in a number of different contexts.

We hope the Toolkit will inspire users to better understand dialogue as an approach to support integration and inclusion, and that it will provide a simple way for those working on refugee or migrant integration to introduce integration-related dialogue into their own work.

Who Is It For?

This Toolkit was designed for any individuals or organizations which work on the integration and social inclusion of people seeking refuge.

Ideally, dialogues should be facilitated in a language

that the participants speak fluently, so that they can receive and express information and ideas without having to spend extra mental energy on decoding what is meant. Some of the activities in the Toolkit enable participants to practise the new language of

the host community at a very basic level; however, in the team's experience it is more effective and the dialogues flow smoothly when everyone shares a common language. This means that ideally, the facilitator should have experience both in facilitation/

moderation and possess the necessary linguistic skills and sensitivity to the concerns and priorities of people seeking refuge. Alternatively, the facilitation team should have at least one person who can serve as an interpreter.

How to Use the Toolkit

The team has designed the Toolkit so that:

1 The entire Project Integration through Dialogue can be easily replicated by staff, trainers or volunteers (multipliers) who work with people seeking refuge in Austria

2 Elements of integration-related dialogue or in-

dividual modules can be incorporated by multipliers into their existing work with people seeking refuge.

3 Each module can be adapted for use by integration programmes around the world. Facilitators should use the dialogue related activities from the Toolkit in combination with their own topical information related to their specific location, culture, and context.

What's in the Toolkit

The Toolkit comprises three main sections:

I. Dialogue and Integration: An introduction to the Project's understanding of integration and inclusion, as well as concepts relating to interreligious dialogue and non-violent communication.

II. Dialogue Themes and Activities: Thirteen modules, each of which introduces a different theme and the activities/discussion questions that our team found most useful during the pilot phase.

III. Useful Extras: Tools, tips and lessons learned from the Team's experiences.

The Toolkit comes with two supplementary publica-

tions: a set of **Activity Materials** and **Sample Information Handouts** which correspond to each Module.

Each module includes:

1 Short descriptions which outline the purpose and content of the module.

2 Learning objectives which outline the desired learning outcomes.

3 What we learned: Our experiences running this session, and our tips and recommendations

4 Recommended activities with detailed instructions including required materials, suggested questions for debriefing, and general tips.

Working with Illiterate Participants

The KAICIID Project team observed that many of its participants were illiterate in certain areas of knowledge. For example, some of the participants struggled to read and write in their newly learned language since they had never learned these skills in their mother tongue. In these situations, confronting activities which require significant reading or writing skills can slow down the process or have a negative emotional effect on the participants. This is particularly true in groups which have a mix of literate and illiterate participants - capacity gaps can lead to power dynamics in the group which

make some of the participants feel uncomfortable or misunderstood. If a dialogue group includes participants who cannot read or write, the team highly recommends doing only those activities which are sensitive to the needs of illiterate participants.

Each module, therefore, has at least one suggested activity which can be done with people who cannot read or write, or that can be adapted to meet their needs. The materials required for most activities are available in the annexes (in some cases adaptation may be required for use outside of Austria).

Remember to Be Serious; Remember to Have Fun

Dialogue, like integration, can be serious business – and some of the topics may create situations of great emotional intensity. Therefore, it is up to the facilitators to guide the dialoguers through these hard spaces and enable the group to find areas of commonality and understanding.

The dialogue group is a space of trust and confidentiality, as well as a safe place to ask “stupid questions.” People seeking refuge have been through many difficult experiences, starting in the countries they left and throughout their journeys. Many have suffered trauma, or are currently living with anxiety or depression. Those experiences should never be mocked or made light of.

That said, there is also room for fun and laughter. The experiences that participants have while working together to learn, share stories, and better understand various aspects of life in their new countries should be engaging and fun. At times, they may even be funny. Who hasn't used the wrong word at the wrong time when learning a new language? Who hasn't accidentally made a huge social faux pas because they were completely unaware?

At each session, facilitators should be prepared to share stories from their own lives, whether meaningful, sad, or funny. This sets an example for others about how trusting and open they can be. It can also help set the tone for the dialogue sessions and create the atmosphere for effective participation.

>> SECTION I DIALOGUE AND INTEGRATION



SECTION I: DIALOGUE AND INTEGRATION

I. PROJECT INTEGRATION THROUGH DIALOGUE

Context and Rationale

Governments and civil society actors (as well as faith-based actors) have been developing integration support services and mechanisms for years. In Europe, additional services were created or enhanced in response to the so-called "refugee crisis" in 2015-2016.

Despite excellent initiatives across all sectors, there is an ongoing need for more support. Many people seeking refuge don't always have necessary information about available initiatives or services, or they face long waiting lists. Newcomers may also lack the resources or linguistic or educational capacities to access services - for example, because they do not have Internet access or because they cannot read and write. On the other hand, host country institutions may not be sufficiently informed about the various cultural or religious traditions of newcomers.

Critically, some people seeking refuge may greatly

fear the concept of "integration" as a result of their experiences or cultural backgrounds or because they believe they will have to give up a fundamental aspect of themselves. Many hesitate to invest time and emotional energy in the integration process because they don't know if they will be allowed to stay in their new host country. Furthermore, geographical, linguistic and financial realities mean that newcomers often end up in neighbourhoods of people with similar cultural and religious backgrounds, and have minimum contact with other parts of society.

Project Integration through Dialogue emphasises that integration is important, even for those who only plan to stay in the new country for a short time. Integration requires accepting new legal and rights frameworks and understanding a new culture, but this does not have to mean giving up one's religious or cultural identity.

The Project

Starting in March 2017, Project Integration through Dialogue provided a dialogue series for groups of people seeking refuge in Vienna. The sessions aimed to help participants better understand social and cultural aspects of integration in European host communities, and improve their individual dialogue skills.

The female dialogue facilitators were Austrian facilitators with migrant backgrounds originating from Syria or Afghanistan. All four of the facilitators have found ways to combine their Austrian identity with their heritage, and want to encourage newcomers to find a path to integration that works for them. Participants learned from the facilitators' experiences and one another, which empowered and encouraged them to be proactive in their own integration.

In the pilot phase, dialogue facilitators brought the project to accommodation centres in Vienna, and also combined the dialogue sessions with certified German classes. KAICIID is grateful to Caritas, Human Relief and Red Cross for their cooperation and access to these clients.

Each group met between 12 and 15 times, including two "field trips" to visit cultural sites or take walking tours of Vienna. During each 90-120 minute session, participants dialogued about their experiences and received information about how they can access integration-support resources.

Each session was dedicated to practising dialogue skills, while at the same time presenting an opportunity to learn more about a specific aspect of life in Austria. The content of these sessions evolved over the pilot period from March 2017-March 2018 based on the priorities, interests and questions of the participants.



The other thing that was really important was getting to know new cultures, practising respect and not judging them, and learning which organizations I can turn to when I have problems."

Maisam M., translated from final evaluation worksheet



The Participants

Because of the dialogue facilitators' backgrounds and language skills, the pilot phase was limited to Arabic, Dari, Farsi or Pashtun speakers. Most of the participants originated from Afghanistan, Iran, Iraq or Syria. Based on the recommendations of the facilitators, project partners and the participants themselves, the groups were separated by gender in order to encourage greater openness about sensitive topics. In future, KAICIID will explore if it would also add value to have mixed-gender groups under certain circumstances.

Project Phases

Please note that there was certain overlap among the various phases:

Phase 1: Recruitment, orientation, and initial training of four female dialogue facilitators. The facilitation team members spoke either Arabic, Dari, Farsi or Pashtun as their mother tongues and had previous experience working with people seeking refuge. Completed March 2017.

Phase 2: Project implementation which included the first facilitated dialogue sessions for participant groups. Facilitators submitted activity reports including key lessons learned after each individual session. These contributed to the monitoring and evaluation of the pilot phase. Completed April 2017-March 2018.

Phase 3: Facilitators were provided with project management training. Based on lessons learned, the facilitators designed and implemented mini-projects which supported dialogical interaction between newcomers and members of the host community. Completed October 2017-February 2018.

Phase 4: The internal evaluation of the pilot phase was completed on the basis of pre- and post-project questionnaires, which were completed by project participants, activity reports, focus group discussions with selected participants, and recommendations from project partners. Completed March 2018.

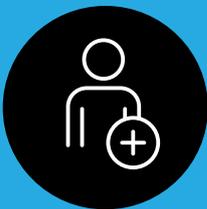
2017 PILOT PROJECT At-A-Glance



4

FEMALE DIALOGUE FACILITATORS

TRAINED FROM AUSTRIA WITH AFGHAN AND SYRIAN ROOTS (ARABIC, DARI).



>160

PARTICIPANTS REACHED
IN 2017 & 2018.



>120

DIALOGUE SESSIONS

HELD AMONG 12 GROUPS OF PARTICIPANTS. 9 CONSISTED SOLELY OF WOMEN.



COMBINATION OF **GERMAN LANGUAGE** CLASSES AND INTEGRATION DIALOGUES PROVIDED TO

~90
WOMEN



82%

OF PARTICIPANTS SURVEYED

REPORTED AN INCREASED UNDERSTANDING OF AUSTRIAN CULTURE AND INSTITUTIONS.

Results and Lessons Learned

Based on the results of feedback surveys, over 80% of participants reported an increased understanding of Austrian institutions and cultures. During focus group discussions at the conclusion of the dialogue sessions, participants gave positive feedback and

recommended that the course continue. The topics of greatest interest to both men and women were women's rights, the roles of men and women, the education system, and everyday topics such as going shopping.

Challenges and Successes

Survey methodology needed to be adapted to meet a number of challenges such as participant turnover (not all participants from the first session attended the final session, so relatively few evaluations could be directly compared). The vast majority of female participants from certain backgrounds were illiterate and despite efforts to create a picture-based survey, many participants did not complete them. Finally, after review of the completed surveys, it appeared that participants often selected what they thought was the "right" answer to the questions. Simpler methods for capturing the change in participant knowledge and attitudes need to be developed.

Focus group discussions provided more fruitful results as they were conducted orally and the 2-3 hour sessions allowed more time for participants

to share feedback. From these we learned that participants had very different amounts of information prior to the project. Participants most valued the time that was invested in them, and the relationships they developed. They felt that in other integration classes, the transfer of information had primarily been one-way.

Through Project Integration through Dialogue, participants had the space to dialogue, ask questions, and process their experiences in their new host country. This also provided time for participants to build a sense of community with one another and create an atmosphere of trust. Therefore, participants reported that they felt they had been heard and taken seriously and had learned the principles of openness and active listening.

Way Forward

Based on the results of the pilot phase, KAICIID is convinced of the value of dialogue as a tool to enhance the integration capacities of people seeking refuge. KAICIID hopes this Toolkit will provide multipliers with

vital training in interreligious and intercultural dialogue and that these methods and lessons can be used to inspire others to implement similar initiatives in their own communities.

II. INTEGRATION AND DIALOGUE

KAICIID's mandate is to to enhance interreligious and intercultural dialogue, thus fostering respect, understanding and cooperation among people, promote justice, peace and reconciliation and counteract the abuse of religion to justify oppression, violence and conflict.

The **integration** of migrants is broadly recognised as a dynamic, two-way process of mutual accommodation across multiple dimensions. While these dimensions of integration can be defined in different ways, most breakdowns will include social, economic, political and cultural aspects. The Migrant Integration Policy Index⁴, for example, measures integration using 167 indicators across eight policy areas, including labour market mobility, education, family reunion, access to nationality, political participation, health, permanent residence and anti-discrimination. The Migration Data Portal⁵ maps integration and well-being, using data such as unemployment rates and education rates.

To meet structural integration targets, new migrants (including people seeking refuge) and members of the host community will need to engage with one another in workplaces, learning institutions, public spaces and community spaces, both religious and secular. While integration is measured at a societal level, it is individual acts and attitudes that matter: one person recommends that his/her company hire another person; two people become friends; a person joins a sports team; another person chooses to worship in a specific religious community.

The individual aspect is important to social cohesion, which is defined as "the willingness of members of a society to cooperate with each other in order to survive and prosper." In essence, it is "the sum over a population of individuals' willingness to cooperate with each other without coercion in the complex set of social relations needed by individuals to complete their life courses."⁷

⁴ *Migrant Integration Policy Index 2015. "About us." Mipex, n.d., mipex.eu/*. Accessed 19 July 2018.

⁵ *Migration Data Portal. "Data Migration Statistics." Migration Data Portal, 6 Jul 2018, migrationdataportal.org/data*. Accessed 19 July 2018.

⁶ *Stanley, Dick. "What Do We Know about Social Cohesion: The Research Perspective of the Federal Government's Social Cohesion Research Network." Canadian Journal of Sociology, vol. 28, no. 1, 2003, pp. 5.*

⁷ *Ibid.*, 9.

Dialogue can transform individuals in societies in a way that increases true social cohesion, because it strengthens trust and understanding, and enables real relationships to be built across differences. "Social cohesion does not depend on social sameness, homogeneity of values or opinions, everyone conforming to the same values, beliefs or lifestyle". Furthermore, "social cohesion should not be confused with social order, common values, or communities

of interpretation," because "these can arise in a socially cohesive society [...] but also inevitably arise in an authoritarian society". In fact, "Socially cohesive societies incorporate diversity and use it, not exclude it."⁸ Dialogue is an effective approach to strengthen social cohesion within culturally and religiously diverse societies because it allows for people to maintain their various identities while still finding common ground (please see section "What is Dialogue?").

Integration Requires Dialogue

KAICIID believes that dialogue is an important tool in the context of migrant integration efforts. The two-way process of mutual accommodation can only take place if both "sides" have a deeper understanding of the needs, perspectives, desires, fears, and priorities of the other. It is not just about understanding what the other is *saying*, but what they really *mean*."

Dialogue helps people seeking refuge to understand that they are not alone in their hopes and fears, nor do they need to be afraid or ashamed to ask questions. While successful integration means adopting new behaviours, beginning with learning a new language, it does not mean that newcomers have to change their beliefs or identities unless they want to.

⁸ *Ibid.*



III. WHAT IS DIALOGUE?

What is Dialogue and Why is it Important?⁹

The aim of dialogue is to overcome misunderstandings and dispel stereotypes in order to gain better mutual understanding. Rather than necessarily agreeing on a point of view, dialogue is about recognising and developing mutual respect so as to build sustainable relationships. By focusing on common needs, dialogue builds bridges and transforms human relations. It fosters deeper understanding, so that even though disagreements may persist, an appreciation for the perspectives of the

other can emerge. By fostering an attitude of openness and curiosity, dialogue decreases misunderstanding and stereotypes as well as helps to prevent, reduce and possibly even transform tensions and conflicts.¹⁰

This understanding of dialogue underpins the thinking behind Project Integration through Dialogue, and the project further enables participants to practise their newly acquired skills.

What Dialogue is Not

- **Dialogue is not a 'conversation'** where people are simply engaged in talking without an objective of any kind.

- **Dialogue is not a 'discussion' nor a 'salon'** where participants explore a topic with the intention to learn more about it.

- **Dialogue is not a 'conference'** where people come to share their theories and statements in a formal setting.

- **Dialogue is not 'advocacy'** where people promote their own ideas or argue for their proposed course of action.

¹⁰ Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez. *Building Bridges, Guide for Dialogue Ambassadors, Other contributors (Abdulmonem, Hany, Patrice Brodeur, Katerina Khareyn, Mohamed Omar), World Scout Bureau and KAICIID. 2018. pp. 20.*

• **Dialogue is not a 'consultation'** where the organisers get the participants to share their feedback or opinions on certain topics.

• **Dialogue is not a 'negotiation'** where two or more parties come with the aim of reaching an agreement.

• **Dialogue is not a 'debate'** in which each party argues for their own "right" ideas, and contests the other party's ideas.¹¹

What is Interreligious Dialogue?

KAICIID understands 'dialogue' – "whether inter- or intra-religious, intercultural or intercivilisational – as a form of interaction between two or more persons of different identities that emphasises self-expression and reciprocal listening without passing judgment, in an intellectual and compassionate spirit of openness to mutual learning with deep transformative potential."

Interreligious dialogue, also often referred to as "interfaith dialogue", can be defined as a

means of bringing people of different religious identities together who seek to come to a mutual understanding that allows them to live and cooperate with each other despite their differences. Indeed, the enhanced development and expansion of the practice of dialogue in many parts of the world in the past 50 years, especially in interreligious dialogue, has led to deep transformations in theological perceptions, as well as interreligious collaborations on justice and peace.¹³

¹¹ *Ibid.*, 22.

¹³ Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez, 22.



KAICIID'S Ten Principles OF DIALOGUE

The following guiding principles should be taken into consideration when planning, leading or engaging in dialogue.¹⁴

- 1** Establish a safe space
- 2** Agree that the main purpose of the dialogue is learning
- 3** Use appropriate communication skills
- 4** Set proper ground rules at the beginning of each dialogue session. The facilitator and participants should agree together on rules for respecting differences, not interrupting others, avoiding generalisations, etc.
- 5** Take risks, express feelings and confront perceptions (honesty)
- 6** Put the relationship first
- 7** Gradually address the hard questions and gradually depart from them
- 8** Don't quit or avoid the difficult issues
- 9** Expect to be changed
- 10** Bring the change to others

¹⁴ Abu-Nimer Mohammed, Anas Alabbadi.
"10 Principles of Dialogue." 2015, KAICIID Training.

IV. IDENTITY, CULTURE AND WORLDVIEW

The theories below are important underpinnings of intercultural and interreligious dialogue, because they help explain the dynamics that come into play when people with different identities seek to live and work together – as is the case during the two-way process of integration. Dialogue approaches help dispel misperceptions and fears, build understanding and enable practical approaches for peaceful coexistence.

Identity

Mutual understanding is based on three essential and closely related concepts: identity, culture and worldview.

As social beings, we have a unique collection of thoughts, habits and beliefs that define who we are, as they have been imprinted on our lives through a series of events and contexts.

"Identity incorporates the ideas, beliefs, qualities and expressions that make a person who he/she is. This self-perception is modelled by relation with others and with an individual's own context in time."¹⁵ Generally, in

a lifetime an individual experiences several identities, some overlapping in time and age. Others are related to a specific context or are associated with the individual's interactions with groups of people or institutions.

Ethnicity, race, sex, gender, age, language, nationality, education, social status, religion, spirituality, ideology and professions are just some examples of identities. However, we also distinguish between "personal identity" (the factors that make an individual unique) and broader sociological identities which represent various ways human beings coalesce into meaningful group entities.¹⁶

¹⁵ *Ibid.*, 27.

¹⁶ *Ibid.*, 27-29.

Identities are important because they form the basis of who we believe ourselves to be and how we fit in with the world. When we feel unacknowledged or receive negative feedback or experience negative reactions to our personal identities, we tend to suppress our identity and develop coping narratives. Sometimes these narratives are used to justify violence against others, and foster further exclusion or inclusion of only those with whom we share that particular identity.

The good news is that the same is true in the reverse: when identities are recognised and affirmed, we also develop narratives about them.

Ultimately these stories act as a protective mechanism and directly affect how we interact with others as well as influence who we choose to engage with and who we choose to avoid. Thus, when we have a single story that has been built upon negative stereotypes and false perceptions of those who are different from us, we can easily become prone towards prejudice and discrimination against others.¹⁷

The Power Dynamics of Identities

Each society has a hierarchy of identities, and some place more emphasis on certain values or characteristics than others. While individuals in

one society may enjoy more privileges based on education, age etc., individuals in other societies might gain privilege through cast, political or socioeconomic status. These hierarchies have varying effects on the power dynamics of identities within any given society, as individuals seek to protect their interests through institutions, norms, rituals or values. Some identities are unconscious and others subconscious, which is often why individuals may not recognise that identity is influencing a certain attitude or behaviour. Sometimes we might not even be aware of the identities that belong to us until they are communicated or experienced. While identity similarities attract and identity differences tend to divide; identities can also clash. However, we develop mechanisms to balance these clashes within us.¹⁸

Categorisation



Stereotype



Prejudice



Discrimination

¹⁷ *Ibid.*, 36.

¹⁸ *Ibid.*, 35.

Perceptions and Misperceptions

"By perception we mean the way we view, interpret, understand and experience things and situations with our senses, the meanings we give to things or experiences."¹⁹ When we collect information from our surroundings, we also start to perceive the reality that surrounds us.

Perceptions are captured by our senses and interpreted through the lens of our past and present experiences. This explains why some of us might

perceive a situation to be pleasant, while others perceive it to be the opposite.

Though perceptions are subjective, seen through the lens of individual experiences, in time, lenses or filters may change for many reasons. Some are maintained as they provide us with a sense of orientation, whereas others are discarded because they are no longer useful to us, or have become outdated. Finally, some change as a result of specific experiences or encounters which opened our eyes to new perceptions. Dialogue contributes directly to many of these changes.²⁰

Culture

One general collective form of identity is culture because it is socially transmitted to the individual in order to construct the group's common views and meanings. Culture is defined "as the social and cognitive dynamic frame that shapes the individual's experience, perception and behaviour, consciously and subconsciously," with three key features:²¹

- 1** It is a unique complex of attributes.
- 2** It is a quality of the society rather than the individual, and obtained by the individual from society.
- 3** It is dynamic and not static.

While cultures may differ from one another, one aspect they all share in common is that they provide a framework to fulfil the primary human need to belong. Thus, humans strive to fulfil this basic need to belong through one or more of the broader collective identities, in addition to the recognition of their own personal identity. Their cultural identity often overlaps with language and ethnicity, and sometimes also religion. At the same time, a religion itself may include several cultures, resulting in the two overlapping most of the time, which in turn may sometimes be the cause of several complications in the two areas.

¹⁹ *Ibid.*, 39.

²⁰ *Ibid.*

²¹ Alabbadi, Anas. "The Role of Culture in International Negotiation: The Jordanian-Israeli Peace Negotiation as a Case-Study." *ProQuest Dissertations Publishing*, 2012. Features of culture are cited by

Alabbadi to Cohen, Raymond (Culture and Conflict in Egyptian-Israeli Relations: a Dialogue of the Deaf, Bloomington, IN: Indiana University Press, 1990); and Abu-Nimer, Mohammed (Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding, Journal of Peace Research 38, no.6 (Nov. 2001)).

Groups with similar cultural values or beliefs tend to move closer to one another, resulting in firmer divisions from other groups. These divisions often result in exclusion, and individuals and less represented groups find themselves easily marginal-

ised. In extreme cases, this can result in radicalisation and various forms of violence. Therefore, a marginalised person is more vulnerable to being attracted to or pushed towards radicalisation and/or violent extremism.²²

Worldview and Interworldview Dialogue

Worldviews are important in dialogue as they define how a person views the world, including all the conscious and unconscious elements that form and influence the person's perception of reality. A worldview can also be seen as dynamic, as these elements, as well as the individual's perception of reality, may change over time.

Therefore, interworldview dialogue aims to improve mutual understanding of different worldviews, including the numerous identities and sub-identities,

and it opens pathways for more inclusive language. For example, when an individual engages solely in intercultural dialogue, religious identities are not taken into account and vice versa. In these cases, individuals may feel like they are forced to fit a specific identity, even though the combination of their identities and sub-identities is much more complex. While both intercultural and interreligious dialogue may unintentionally lead to feelings of exclusion, the combination of the two under the umbrella of interworldview dialogue ensures that no one feels left out.²³

Intergroup Contact Theory

Because it is not uncommon for individuals to develop bias or prejudice, especially when engaging in dialogue with diverse participants, Intergroup Contact Theory is one of the most effective ways to reduce prejudices 'under appropriate conditions between majority and mi-

nority group members'. Therefore, it has become one of the most important dialogue and peace-building methods, endeavouring to change perceptions/behaviours through dialogue, in order to challenge people to rethink or reconsider negative assumptions.

²² Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez, 30

²³ Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez, 32; (Concepts originate from KAICIID Senior Advisor Prof. Patrice Brodeur

and are cited to Brodeur, P., Slide Presentation on Interworldview Dialogue, KAICIID Training, 2015).

Significant emphasis has been placed on this theory, particularly in regards to creating suitable conditions for developing constructive dialogue. Several mod-

els that are based on group contact are applicable to dialogue. The following model explains the six phases of a 'Face to Face Meeting of the Other':



PHASE 1: Getting to know one another. This includes knowing yourself and introducing yourself to others.



PHASE 2: Discovering our biases, fears and taboos. Identifying and acknowledging the issues where you find a different perception or opinion.



PHASE 3: Identifying commonalities and agreements. Moving away from biases and identifying shared goals, in order to reach a common purpose.



PHASE 4: Reaching a common goal together. This includes the steps as well as the necessary people to be involved in reaching this common goal together.



PHASE 5: Sustaining our dialogue relationship. Once we have reached a place where we can work together to support common goals, we can agree to take joint action. In order to sustain and expand this cooperation, we should ask how we can engage others in the future in an effort to reach out to new/different people.²⁵

²⁵ Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez, 85.

V. DIALOGUE IN PRACTICE

Dialogue Design and Facilitation

Several frameworks and elements are helpful to consider when organizing or facilitating a dialogue. One such framework is below, which introduces the general elements of dialogue in the context of organizers and facilitators.

1. Purpose: Dialogue requires clarity of purpose. What do we want to achieve and what questions do we need to answer in order to get there? In general, the purpose of dialogue falls within one or more of the following three categories:²⁶

- i. Awareness generation
- ii. Problem-solving
- iii. Relationship building

2. Participants and participation:

Based on the purpose of the dialogue, organizers decide on who should be included in the dialogue and what kind of participation or involvement is expected. Organizers and facilitators should consider how to best involve and engage participants in dialogue and in the planned activities.

3. The dialogue facilitator(s): The facilitator plays an essential role in the dialogue. If we imagine the dialogue process as a journey, the dialogue facilitator becomes the guide. Of course in the end no one can walk the path for another person but the guide can make the journey meaningful and enjoyable, despite the challenges and rocky areas along the way.²⁷ As the word already implies, to 'facilitate' means to make a process simpler. Thus, the facilitator's job is to plan and manage the group and ensure that the purpose and the objectives of the group are effectively met. This means the facilitator supports the timeliness, inclusive participation and full ownership by the group. An experienced facilitator is deeply aware of bias and competing interests, and develops skills to put aside his/her own personal beliefs and opinions during the dialogical process, in order to support the shared interest of the group. In short, facilitators remain impartial by guiding the group without taking control, and allowing participants to take ownership of the dialogue process.²⁸

²⁶ *Ibid.*, 66.

²⁷ *Ibid.*, 66.

²⁸ *Ibid.*, 65-67.

Methodology and Physical Space

Methodology:

The facilitator is responsible for establishing a methodology which is suitable for the participants and their purpose. There are three elements which constitute a successful dialogue. The first two help the facilitator decide on the most successful methodology. They are:

- 1 The purpose or goal to be achieved (learning objectives)
- 2 The target group (participants)
- 3 The methodology and tools used (medium)²⁹

Useful tips for determining appropriate tools and methodologies:

- Decide on your plan based on topics and concepts instead of activities.
- Don't waste time on activities which your group doesn't have time to process.³⁰
- Processing and debriefing are just as valuable as the activity itself, if not more so.
- Think about how the activity might affect different groups, particularly in terms of psychological, cultural, or religious factors.
- Be interactive and model by participating in activities with participants.
- Films are useful tools since they can visually illustrate concepts, and kick-start dialogue. However, make sure films are short enough to allow plenty of time for discussion.

Physical space:

Physical space is also important to take into consideration in order to create a "safe environment" for dialogue, where participants feel comfortable opening up and sharing their stories. Below are some questions facilitators should ask when selecting a physical space:

- "Does the dialogue space identify with one group more than others? For instance, if the space takes place in a room related to a religious community, are there symbols/icons of a religion that may be overbearing to participants from another religious tradition?)
- Where is the space located? How far do the participants have to travel to reach it?
- Is the space big enough?
- How can participants meet in this space?"³¹

Important Skills for Dialogue Facilitators

Besides being impartial and having the ability to guide the group through the dialogical process, dialogue facilitators should possess certain skills. For example, it is extremely important to:

Pre-plan and guide the process: Establish a clear plan, which outlines the steps and phases of the process, and draft clear questions or techniques. Remember to be flexible, as this will allow you to

²⁹ Ibid, 74.

³⁰ Ibid, 75.

³¹ Ibid, 76.

make use of other techniques if the dialogue steers in a different direction than intended. During the first session, develop clear ground rules with your group, which will guide respectful interaction. Planning typically takes much longer than the dialogue session, itself.

Be aware of participants' emotions: No matter how skilled you are at neutralising your biases and identities, participants will still view you as a person influenced by culture, religion etc. In other words, it is not just important to be aware of your own perceptions, but also how you are perceived by the group. Being able to identify and acknowledge participants' feelings, will help you create a more open attitude in order to foster meaningful dialogue.³³

Know the purpose for your dialogue: Understanding the purpose is essential for dialogue; however, this means being prepared for each topic and its potential effect on your group. This includes collecting information on the group's background in terms of culture, religion, conflict etc., in order to lead the group through honest dialogue on difficult issues. The more open the dialogues are, the more the entire group will benefit from them.³⁴

Ask for Feedback: Remaining conscious of the time, ask participants to share their thoughts. Summarise and draw conclusions when needed in order to keep track of the conversation.

Be Authentic: Try to be as natural as possible. Participants need to learn to trust you in order to feel comfortable sharing their own experiences.³⁵

Ask good questions: A good facilitator guides the group toward its objective, without controlling or taking over. Asking questions of your group, rather than imposing your own opinions, will ensure that the participants have ownership over the process.³⁶

Employ a holistic approach: A good facilitator takes the individual, the group and subgroups, as well as their varying dynamics, into account. The facilitator also listens to what is being said, gauges the group's feelings and the different dynamics that have emerged in the process.³⁷

Understand the difference between content knowledge and process knowledge: Each dialogue is structured around a number of questions. For example, How do we get there? (the process) and "What are we talking about?" (the content). It is important to keep these types of questions in mind, in order to better manage the group. Depending on the context, you may need to have a certain level of understanding or knowledge about that session's topic. Sometimes, however, it is better not to be an expert on a topic as it allows you to be more natural and not attempt to steer the group in a particular direction.³⁸

Consider breadth vs. depth: Another aspect to take into consideration when facilitating a dialogue is the number of topics you plan to cover (breadth) versus how deep you plan to go with each topic (depth). When making these decisions, facilitators should also keep in mind that time is usually limited and each group of participants may have different needs and interests.³⁹

³² Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez 67, 70.

³³ Ibid., 71.

³⁴ Ibid., 70.

³⁵ Ibid., 67.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Abu-Nimer, Mohammed, Anas Alabbadi, Cynthia Marquez. 68.

Determine the structure: Facilitators will also need to figure out how to structure the dialogue sessions - will you have a firm direction for the sessions, or will you be fluid and "go with the flow"? Often this will depend on the objective of the dialogue, as well as the participants and the context. Other factors to consider are time, urgency, size and background of the group and the expected outcome.⁴⁰

Think about psychological expertise: For certain groups, facilitators may need to have a strong level of expertise in psychological issues and dealing

with trauma in order to address the needs of the participants.⁴¹

Identify your working style: Are you a part of a team, or will you work alone? Determining whether or not you should be independent or a team player will help when dealing with certain types of groups. For example, when there are two opposing groups, it may be useful to have two facilitators, one identifying with each of the groups. Here the primary goal is not for each facilitator to advocate for their own group, but rather to create a more safe and open environment for all of the participants.⁴²

a. Useful Facilitation Tips

- Use eye contact: Express openness and show that you are paying attention to the person speaking.

- Be aware of body language: Your body language can have both positive and negative affects on the participation. Practise being engaging, but also try to minimise distracting gestures and don't draw focus away from the group.

- Be culturally (identity) sensitive: Be aware that not every skill is useful, depending on the cultural contexts. Inform yourself about the cultural customs of your group so that you know which skills will be best suited for each context.

- Use questions: Encourage opinion sharing and a gen-

eral attitude of openness. Use open-ended questions that cannot be answered with a simple "yes" or "no."

- Use descriptive statements: By using descriptive statements, you support the process of discussion and sharing.

- Use discretion: Be aware of what's happening with your group and the level of engagement from participants. Inform them about the time, and decide together when you will take breaks, or if you'd rather continue the discussion.

- Reflect on the situation: Identify and acknowledge the feelings of each participant. This will help you build trust and bond with your group.⁴³

³⁹ *Ibid.*, 68.

⁴⁰ *Ibid.*

⁴¹ *Ibid.*, 69.

⁴² *Ibid.*

b. Facilitation Challenges

Working with groups from different contexts and backgrounds means that facilitators will likely face different types of challenges. For instance, these may include:⁴⁴

- Quiet groups: While some individuals are naturally shy, others are quiet because they haven't learned to trust the facilitator or the process yet. It is the facilitator's job to make sure that everyone feels safe to participate.

- Groups that talk too much: A good facilitator needs to make sure everyone has the chance to speak. Be aware of how much time each group member participates, as some members might attempt to monopolise the dialogue. Try to encourage equal participation across the group.

- Groups with past trauma: It is vital to acknowledge the context and background of your participants, especially in consideration of participants who may originate from current or former areas of conflict.

⁴³ Abu-Nimer Mohammed, Anas Alabbadi, Cynthia Marquez, 72.

⁴⁴ Ibid., 73.



- **Very polite, 'politically correct' groups:** Usually groups like these tend to suppress their true thoughts, because they aren't comfortable sharing their opinions, don't trust the process, or fear they might be hurt or judged by others. In order to minimise this, it is important to build trust and encourage participants to allow feelings and perceptions to surface.

- **Disengaged groups:** This can be a result of distraction or lack of interest among the group. It's essential that you pay attention to the group's interests or reasons for their lack of engagement.

- **Groups with power asymmetry:** Power asym-

metries can naturally occur in every group; however, it is still the facilitator's job to ensure equality in the group as power dynamics can harm and affect the openness of the group.

- **Groups with cultural and religious dynamics:** Be aware of the types of groups you're facilitating. This also means paying attention to religious and cultural diversity, and the relations between the various group members.

- **Context:** Whether conflictual or peaceful, context plays an essential role in dialogue and the facilitator should be informed about the current situation and issues.



>> SECTION II DIALOGUE MODULES



Introduction

The modules in this section, including the topics and activities, were developed or adapted by the dialogue team on the basis of their experiences and lessons learned during the pilot phase of Project Integration through Dialogue.

The selection of themes is based to some degree on topics that are included in the Austrian Integration Fund's mandatory Values and Orientation Course, which highlights key integration topics for newcomers in Austria in a condensed eight-hour format. The rationale is to provide additional time and space for participants to dialogue about and better understand this material. Additional topics or themes were developed on the inputs of individuals working with asylum-seekers and refugees in accommodation centres, and most importantly, based on the inputs of the participants themselves. The final choice of themes in this toolkit is based on the topics that were tested, and which the project team found to have the most resonance and relevance for their participants.

The activities within each theme were adapted or developed also based on experiences during the pilot phase. KAICIID is immensely grateful to the organizations that provide excellent workshop resources online, many of which are cited in the following pages. This is particularly true of the Toolkit for Youth as Agents of Behavioural Change (YABC), developed by the International Federation of the Red Cross, which provides a detailed guide on how key issues can be approached through workshop activities for youth. Several of these resources were adapted for use by the Project's target audience (people seeking refuge, mainly women). In general, each module contains at least one activity that can be carried out with groups of people who cannot read and write.

The modules can be used in any order, and independently of each other. The Team hopes that the suggested order allows for the overall dialogue series to follow the dialogue principle of "going deeper" slowly and coming back slowly, with more serious topics interspersed with lighter ones.



Integration through Dialogue

Integration durch Dialog

MODULE 1: BUILDING A COMMUNITY

Brief description

The first session serves to strengthen the sense of community within the dialogue rounds. This is vital, because otherwise participants will be reluctant to express themselves openly and honestly during the sessions. The activities in each module are designed to help participants get to know one another better and to build a foundation of trust. The facilitator should foster and encourage those relationships so that participants feel comfortable sharing their experiences in the following rounds of dialogue.

Learning objectives

- What is Project Integration through Dialogue?
- Principles of dialogue
- Strengthening community within the group
- Main point: Information and skills are tools for taking personal responsibility

What we learned:

This first session is about understanding the project as a whole and getting to know each other. The

session can be structured as desired, but should, of course, include an introduction round (or introduction

game), as well as an introduction of the project and joint determination of **principles of dialogue (ground rules)** with each other (i.e. how do we know we are being respectful of each other?)

The ground rules should be written in capital letters on a flipchart. These “principles of dialogue” should then be hung up at each dialogue session (participants can of course always build on or change the rules in future sessions). Then give a brief outline of the course modules. Afterward, you can conduct an activity such as the one we recommend below. Don't forget to allow enough time to debrief! The debriefing is an excellent opportunity to discuss the dialogue further and to deepen the description of the project goals. You can write the expectations and hopes of the participants for their participation in the project on the flipchart, which will help the dialogue facilitator plan future sessions.

Remember to allow time to be serious, but also to laugh and have fun.

“
The good
relationship
between us
created a
particularly
safe and ‘clean’
environment,
which is really
important for me”

Amna K., translated from
final evaluation worksheet

Facilitators should come prepared to share their experiences, and should finish each session by telling their groups what they learned from them that day.

Activity 1: “Cooking Together” Game⁴⁵

Source:

Adapted from the
International Federation
of the Red Cross YABC
Toolkit; Thematic Issue 2:
“Intercultural Dialogue”



Minimum period:

55 min.



Number of participants:

at least 5



Dialogue facilitators required:

at least 2



Literate/illiterate:

both



Movement?

little

⁴⁵ This activity is adapted from the International Federation of the Red Cross and Red Crescent Societies. “Melting Pot” Activity from the “Youth as Agents of Behavioral Change Toolkit.” 2013.

LEARNING OBJECTIVES

- Openness, friendship and cooperation are the basis for intercultural dialogue
- Building relationships through cultural differences. Reaching consensus by focusing on similarities and striving for common goals
- Building intra- and interpersonal skills, such as active listening, dismantling prejudices, building unbiased attitudes

REQUIRED MATERIALS

- A 'cultural cooking and eating habits' card for each participant (see Activity Materials or create your own)
- Three pillows or cushions
- Flipchart
- Pens/pencils
- Optional: Some items representing different food and drinks (e.g., toy food)
- Optional: Three different coloured bowls or gloves (for the representatives in the Fishbowl Council)

INSTRUCTIONS

Participants are divided into three groups, each representing three different communities of a particular culture. Each group has different cooking and eating habits. A Council is composed of one representative of each of the three communities. Students from each culture hold a university graduation ceremony together, and create a common menu in celebration of the event. To optimise the outcome of the Council meeting, each community may exchange its representative during the decision-making process in the Council. In the meantime, the participants reflect on possible challenges and requirements that may arise during this exchange process, especially regarding different ways of thinking about attitudes, mentalities, and behaviours, which can contribute to successful intercultural dialogue.

Dietary habits (10 minutes)

- Divide participants into three groups and separate them to make sure that the groups can't hear each other.
- Each of these groups declares that they belong to a community that represents a particular culture, including cooking and eating habits.
- Each group reports on their particular cooking and eating habits, and each participant receives a card corresponding to their community. Ensure that each group is familiar with their community habits.

The graduation celebration (5 minutes)

- As soon as the participants are familiar with the basic rules, the communication code and their

cooking and eating habits, they will be informed that the university is holding a graduation with students from all three cultures.

- To celebrate the graduation, all three cultures will develop a menu together with a starter, main course and dessert (depending on the number of participants, more or fewer courses can be planned).

Fishbowl Council (15 minutes)

- Once all participants have understood the game, ask the three groups to sit together in one large circle. Members of the same group should sit next to each other.
- Invite each of the three volunteers to represent their community and sit in the middle of the circle.
- Ask them to discuss menu options and remind the volunteers that they should take into account the cultural and nutritional habits of their respective communities.
- As soon as you feel that the debate is slowing down or there is not much left to discuss, suggest that one of the council members swap seats with a member of his/her community. Keep doing this until you get the feeling that all council members agree on a menu. You can also change the representatives after each menu course so that each person has a chance to participate.

Debrief (25 minutes)

- Invite all participants to congratulate and thank each other as soon as the menu has been decided.
- Ask all participants to sit in a semicircle to reflect on this experience.

DIALOGUE TIPS

This was the facilitators' favourite activity to do with new groups.

- Make sure that participants do not exchange information about their cooking and eating habits other than advice.
- Pay attention to group dynamics as some participants may feel uncomfortable in close physical proximity to other people.
- Don't force participation. Anyone is free to leave the game at any point, if they wish to.
- Pay attention to the size of the rooms so that there is enough space for each group to play.
- **During the debriefing period**, make a list of all essential aspects, knowledge, and methods, as well as ways of thinking and behaving and attitudes that may be necessary to shape and lead a successful intercultural dialogue. Write them on the flipchart so that they are visible to all participants.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel about the cooking and eating habits of your community? Consider whether they were very different from real life.

- How did you feel about working together and preparing a menu that could be appreciated by the whole group?
- How did you feel about the Council negotiations?
- What do you think of the final menu? Please consider:
 - Are all of you satisfied, or do some believe that their cultural practices and customs have not been fully taken into consideration? If so, why?
 - Is it possible to skip or ignore a custom? Why?
- How can you relate this activity to a real life situation that you have experienced or observed in your community?
- How do people from different cultures and communities live and interact with each other? Why?
- How can you create a common menu together, taking into account different cooking and eating habits?

Activity 2: “Move Water” Game

| | | |
|--|---|-------------------|
| Source: KAICIID Dialogue Facilitators |  Duration: | 20-25 min. |
| |  Number of participants: | at least 4 |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/illiterate: | both |
| |  Movement?: | moderate |

LEARNING OBJECTIVES

- Working together as a team
- Respect for other people's ideas
- The principles of dialogue
- Active listening

REQUIRED MATERIALS

- 2 plastic cups
- 1 plastic spoon
- Small table tennis ball
- Hair clip
- Straws

INSTRUCTIONS

In the "Move Water game," participants are divided into two groups. Each group will be provided with a cup of water, an empty cup, a table tennis ball, a spoon and a straw. Working together, group members will need to use the provided materials to find a way to transfer the water from from one cup to the other, without touching the cups with their hands. There are multiple solutions to this game.

The first group to find a solution and yell "STOP" before the other team, wins the game. Facilitators can then bring the two groups back together and debrief.

TIPS

- This is a good activity if time is short.
- If the room allows, separate the groups from each other so that they cannot hear each other's solutions and suggestions.
- Remind participants to be careful not to spill the water.
- Join in! This game is even more fun when the facilitator participates.
- Don't force participation. Allow participants to leave the game if they wish.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- What was it like for you as a group to find a common solution?
- Did it take you a long time or did you find a solution right away?
- Did you all feel like you could say something about a solution?
- Do you think this activity strengthened the relationships in your group?
- What can you do to promote a group feeling and build a basis of trust for the upcoming dialogues?



Integration through Dialogue
Integration durch Dialog

MODULE 2: LEARNING A NEW LANGUAGE LANGUAGE AS A KEY TO INTEGRATION

Brief description

Together we'll discuss why language learning is so important and how it contributes to integration. There are two activities to choose from in this module, depending on the needs and priorities of the group, as well as the time available. The first activity, which is a simulation game, builds on cultural understanding, increases cooperation and openness, and emphasizes the benefits of language learning. The second activity consists of a guided dialogue, which highlights the importance of learning a new language - especially in order to experience effective integration and increase the number of opportunities available within the host country.

Learning objectives

- Seeing language as an important part of integration and a means for improved intercultural and interreligious dialogue
- Support services available for learning a new language
- Understanding important aspects of language learning
- Improving cultural understanding and breaking down prejudices

What we learned:

During the session, "Learning a New Language - Language as a Key to Integration," we noted that learning a new language (German) was not easy, particularly at the beginning. During the dialogue sessions, participants often had questions about tips and tricks for language learning. There was also interest in finding ways to meet more people from the host country and other people seeking refuge in order to practise language and improve integration. Our participants suggested that we host dialogue sessions or conversation courses with representatives from the host country in order to promote language learning and foster mutual understanding between the two groups.

On the other hand, participants are often concerned they will never be able to master the new language. They might wrongly believe they are "too stupid" or "too old." Therefore, it is important to emphasize positive language learning experiences in the dialogue sessions. Facilitators should demonstrate how language skills can enrich participants' lives and are key to integrating successfully in the host country. While it may be difficult to learn a new language, this does not mean that the participant is not smart; rather, these are absolutely normal challenges that can be overcome. Anyone learning a language must have the courage to make mistakes, and this attitude should be encouraged in the classroom. Dialogue facilitators should

also be ready to share their own experiences with learning a new language and prepare funny stories about linguistic misunderstandings as well as difficult experiences in terms of discrimination or humiliation.

People often ask about institutions offering language courses in the new country. Information on this, as well as information on support options for language course participants, should be prepared in advance.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to share, and at the end of the session, facilitators should tell the group what they learned from them.

“

I really liked that I had the opportunity to improve my German and also learn new things”

Luma A., translated from final evaluation worksheet

Activity 1:

Think positive!⁴⁶

Source:

Self-Esteem Worksheets, Positive Psychology Program (www.positivepsychologyprogram.com). Combination/adaptation of "Negative self talk worksheet" and "Identifying and challenging core beliefs" exercises.



Duration:

90 min.



Number of participants:

any number of participants



Dialogue facilitators required:

at least 1



Literate/illiterate:

literate



Movement:

light

LEARNING OBJECTIVES

- Understanding how our attitudes can support or sabotage us

MATERIALS REQUIRED

- Flipchart
- Flipchart paper
- Pens/markers (at least three colours)
- Worksheets with five columns (enough for all participants): Negative thoughts/Feeling/Evidence to argue against/Positive thoughts/Feeling

Preparation:

1. Draw a face on the flipchart
2. Draw three T-shirts in three different colours: (e.g., draw a blue, red, and yellow T-shirt on a second flipchart sheet).
3. Prepare worksheets in the new language and the native language of the participant

Steps:

1. **Initial dialogue (15 minutes):** Ask participants, who have already started learning the new language, to share their experiences. Is it easy? Frustrating? Fun?
3. **Negative thoughts (10 minutes):** Explain that the group will discuss the effects of positive or

⁴⁶ Positive Psychology Program. "18 Self-Esteem Worksheets and Activities for Teens and Adults." Positive Psychology Program, positivepsychologyprogram.com/self-esteem-worksheets/#adults. Accessed 8 August 2018.

negative thoughts, particularly in relation to language learning. Ask whether some have already had negative thoughts about learning the new language. Explain that this is not an easy question and often people have intense feelings. Explain that it's alright if someone doesn't want to answer the question. Ask if some participants are willing to share the negative thoughts they have already had. Write their responses on the flipchart.

4. Explain task (10 minutes): Show the flipchart page with the face. This is Anna. Anna's learning a new language. Tomorrow she has an exam.

5. Show the flipchart page with the three T-shirts: The T-shirts represent the kinds of thoughts that Anna might have on the day of the exam. The first represents positive thoughts: she is competent, has prepared diligently and will do a good job. The second colour means that she is uncertain, but hopes that everything goes well. The third colour means that she is sure she'll fail, because she is not as smart as the others. Ask if everyone understands everything so far.

6. Discuss the influence of our thoughts (5 minutes): If Anna was your friend, what shirt would you recommend she wear? Why? Although Anna has the same language skills in all three scenarios, her thoughts have an influence on the outcome. Often we give in to negative or false thoughts about ourselves without being conscious of it. Sometimes we have negative thoughts that can have a negative effect on the final outcome of a situation.

7. Negative thoughts (10 minutes): Go back to the flipchart page which lists "negative thoughts." How do these thoughts affect us? Has anyone ever had negative thoughts about their own abilities, or advised friends/children/family etc., to think less negatively? (Or alternatively, advised that someone should be less optimistic and more of a realist?)

8. Transforming negative thoughts in the group (10 minutes): Select one of the negative thoughts and write it on a new flipchart page.

Discuss and write down the following points (for groups that are illiterate, this can be done verbally):

- How does it feel to have that thought?
- What evidence is there against this way of thinking? (Have the group share personal experiences where their negative thoughts were false.)
- How can you transform the negative thought into a positive one?
- How does it feel to read positive thoughts, instead of negative ones?

What is the effect of having a positive thought instead of a negative one?

Can you be realistic about a situation but still be positive?

EXAMPLE:

- **Negative thought:** I can't remember anything
- **Feeling:** hopelessness; sadness; anxiety
- **Evidence to the contrary:** I've always been good at school; I've learned more words than I expected since I got here; yesterday I bought a public transport ticket by myself
- **Positive thought:** Learning the language is slower than I hoped, but I'm making progress every day
- **Feeling:** pride; hope

9. The participants should be given sheets of paper or a worksheet and convert negative thoughts into positive ones for the next 5-10 minutes, just as in the example above. You can either remove a thought from the list or edit a new one. Participants can work alone or in pairs.

Negative thought

- How do you feel when you read a negative thought?
- What is the evidence to the contrary?

Positive thought

- How do you feel when you read a positive thought?

10. Volunteers can share their work with the group (20 minutes). Write down positive thoughts on the flipchart around the drawing of Anna's head. Discuss why positive thoughts are important for learning German - and in general for overcoming challenges.

11. Set goals (5 minutes):

• Everyone, including the dialogue facilitators, should set a personal language goal for the next week and share this with the group! They can also be written down. For example: learn five new words; talk with the cashier at the supermarket; attempt to read a newspaper article; try to read a German children's book aloud; etc. At the beginning of the next session, don't forget to ask who has achieved their goal.

TIPS

- Share your personal experiences! Include as many of these stories as possible in your sessions so that participants know they are not alone with their struggles to learn a new language.
- Prepare information or fun facts about the new language - e.g., How many countries is this language spoken in? Or, how many people speak this language around the world?

Activity 2:

Guided dialogue on language learning

Source:

Elaine Magliulo,
KAICIID

| | |
|---|-----------------------------------|
|  Duration: | 90 min. |
|  Number of participants: | any number of participants |
|  Dialogue facilitators required: | at least 1 |
|  Literate/illiterate: | both |
|  Movement: | light |

LEARNING OBJECTIVES

- Gaining new experience and knowledge about language acquisition
- Developing empathy for other cultures and languages
- Understanding culture and where it comes from
- Understanding how culture is expressed through language
- Gaining self-awareness
- Discovering the importance of language learning and the potential for more opportunities and improved integration.
- Understanding new emotions which emerge during language learning such as curiosity, rejection, understanding or incomprehension.

MATERIALS REQUIRED

- Flipchart
- Pens/markers

INSTRUCTIONS

Depending on the cultural background and education level of the participants, facilitators can decide which discussion topics and questions to focus on, or to omit altogether. Additionally, while we have provided a number of questions for you to choose from, you'll probably only need to select three or four based on time limitations. Pay close attention to the power dynamics in the group, and make sure that participants aren't feeling patronized or left out. The topics below

provide ideas for leading conversations so that participants can share their knowledge and experience of language learning - and encourage each other to strive to excel in this respect.

1. Communication Styles

Possible discussion questions:

- 1.** Has anyone tried to communicate without using language? What happened?
- 2.** How do babies communicate before they learn to speak?
- 3.** What tools do I need in order to communicate without words?
- 4.** How do I communicate with someone if I don't speak the language fluently?
(going shopping, ordering food, asking for directions, etc.)

Possible answers:

- **Facial expressions**

(Smile, frown, etc.)

- **Articulation**

(How we articulate our speech and how this varies between countries)

- **Intonation or speech melody**

(How we emphasise disappointment, anger, etc.)

- **Phrasing and pronunciation**

(How we convey our feelings - for example insulting someone, acting unfriendly)

- **Accent**

(Different accents can be found in every country and even within the country).

- **Body language**

(What motions can we use to communicate with others? How does this differ between countries?)

What can we learn from this discussion?:

There are many different ways to communicate, and these are not solely limited to verbal. However, mastering language helps individuals exchange important information.

2. Understanding Culture through Language

Possible discussion questions:

- 1.** How many of you can speak two or more languages? Why did you learn these languages? Do your parents speak them? Have you lived in several different countries?
- 2.** Do languages differ in other ways besides vocabulary, grammar or the alphabet? Are there phrases

in one language that are very difficult to translate into another, or that are perceived positive in one language and negative in another? For example, the English word "conform" might have certain negative connotations in other languages for historical and cultural reasons. What other examples can you think of?

3. How is your culture shaped by your mother tongue? Are there "cultural" rules you need to follow when you talk to elderly people? What forms of language do you use with older/younger people; men/women; etc.? Are there any differences in your new language?

For example, are there cultural differences in asking for directions in your home country versus your host country?

Possible topics that could come up:

- Social and cultural rules in societies: The rules of language partly define which information must be transmitted through communication. For example, in English there are no genders for words such as teacher or doctor. Traditionally, in German, these words are identified as male or female (Lehrer/in, Arzt/Ärztin).
- Languages and dialects, accents, etc. symbolise togetherness which leads to collective identification.
- How a person speaks can also indicate their social status
- Often people want their children to speak their mother tongue so that they keep their culture. Is this important? Why or why not?
- What happens if your children prefer speaking the host country language? How would this make you feel?

What we learned:

Culture and language are deeply connected. In order to fully understand your new culture, it is important to understand the language. Parents will also be able to support and engage with their children better if they also learn the host country language.

3. Where can I learn a new language?

Possible discussion questions:

- 1.** Where can participants learn a new language?
- 2.** Where can participants practise their new language?
- 3.** Do you practise the new language often or rarely? Why?
- 4.** What are some strategies to find more opportunities to practise?

Possible answers:

Institutions: Participants can learn a new language at schools, training centres, colleges and universities, or courses through the labor market.

Meet new people: In order to practise their new language, participants should go out and explore the world around them: read street signs, listen to people speaking and pay attention to articulation, etc.

What we learned:

Don't be afraid if you don't speak the language perfectly! Practising your new language is the only way to improve. It's OK to make mistakes! (Reminder: facilitators should give personal examples because this helps participants build confidence).

4. The benefits of mastering a new language**Possible discussion questions:**

1. Why do I need to learn the host country language?
2. Who can help me if I don't speak the host country language? Are there consequences if I have to rely on these people? What about my children, spouse, friends, etc. if they always need to translate for me?
3. Does learning the a language help me on the job? At home?

Possible discussion points:

- **Support for children at school or with homework**
- **Increased training opportunities, career opportunities, job opportunities:** studies show that speaking multiple languages often results in higher salary. According to articles in Forbes and the Economist, German language skills, for example, have a particularly high economic value due to Germany's importance in international trade.
- Find work in **other German-speaking countries!**
- Learn more about **Austrian culture and improve** your understanding of it.

What we learned:

Learning a new language pays off, no matter how long you plan to stay in your current host country. Set goals for language learning. For example, shopping independently, reading the newspaper, understanding a news broadcast, reading Goethe, getting a job with your new language, etc. Make a clear plan to achieve these goals.

Set Objectives:

• Everyone, even the dialogue facilitators, should set a personal language goal for the week and should share this with the group. For example, learn five new words, talk to the cashier at the supermarket, try to read a newspaper article, try to read a German children's book aloud, etc. At the beginning of the next session, don't forget to ask who achieved their goal!

TIPS

- Share your personal experiences! Include as many of these stories as possible in your sessions so that participants know they are not alone with their struggles to learn a new language.
- Prepare information or fun facts about the new language. For example, how many countries is this language spoken in, or how many people speak this language around the world?





Integration through Dialogue

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MODULE 3: GOING SHOPPING

Brief description

Shopping is an essential part of people's everyday lives - it brings people together and can often bring cultural issues and differences to the surface. For example: How do you greet people when you enter a store in your new host country? Where and when can you go shopping? Are there days when the stores are closed? How do you know if the products you are buying meet your dietary restrictions? Are the advertised prices fixed or are they negotiable? Do you have to pay for shopping bags? How can you be polite to people at the checkout counter? Questions like these are important to answer in order to avoid shopping misunderstandings and feel comfortable with the expected behaviour and rules.

Learning objectives

- How to avoid misunderstandings when shopping
- General rules for shopping in your host country
- Viewing shopping as an opportunity to practise your new language skills.

What we learned:

Questions about recycling, which is mandatory in Austria, came up often during the dialogue sessions. Participants also noticed that in Austrian supermarkets, shoppers had to pay for shopping bags. In some cases, deposits had to be paid for glass bottles and then returned later to a machine in order to get the refund. Therefore, we recommend that facilitators inform themselves about waste separation before the dialogue sessions in order to be able to explain this to participants.

Dialogue facilitators may also wish to introduce an environmental element into the session. For example, why plastic bags are being removed from many supermarkets due to arguments that they are harmful to the environment as well as to health etc. All discussions should reference scientific facts and figures. These dialogues may be especially important if the group has not previously had the opportunity to be educated on environmental concerns.

“I could really use a lot of what we learned about shopping, because it covered things like coupons, sales and types of food”

Zahra A., translated from final evaluation worksheet

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.



Activity 1:

“Let’s go Shopping!” Role-playing Game⁴⁷

| | | |
|---|---|--|
| Source: Nadine Kelani, KAICIID |  Duration: | 90 min. |
| |  Number of participants: | 6-8 |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/Illiterate: | Both |
| |  Movement? | A lot |
| |  Materials: | Sample scenes are available in Toolkit Supplement 1: Activity Materials |

LEARNING OBJECTIVES

- Understanding different roles in shopping situations (cashier, customer, etc.)
- Learning how to avoid misunderstandings while shopping
- Differences between shopping in the host country and the home country
- How to behave while shopping
- Tips and tricks for shopping in Austria: What is the return/exchange period for clothing? Why do bags at the supermarket cost money?

MATERIALS REQUIRED

- Flipchart
- Descriptions of the scenarios from Toolkit Supplement 1: Activity Materials
- Adhesive tape
- Markers
- Poster with dialogue principles

INSTRUCTIONS

Participants are divided into pairs. Each pair then receives a shopping scenario. Once they have read through it together, they should discuss the best course of action for this scenario. Participants should

⁴⁷ Kelani, Nadine. “Let’s Go Shopping.” Role-play game. KAICIID’s Programme for the Social Inclusion of People Seeking Refuge in Europe. n.d., Print.

think dialogically about how they would behave in each scenario (even those that are unpleasant). At the end, they should role-play the scene in front of the others.

At the end of the session, it is important to determine what attitudes and behaviours could be useful when it comes to shopping - particularly those which help avoid problems and misunderstandings in everyday life and practise key dialogue principles.

While each pair performs their scenario, the remaining pairs should observe and write down feedback for the joint debriefing.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel while engaging in the role play?
- What have you learned about shopping in your host country?
- How did you deal with situations where someone didn't understand you or disagreed with you?
- Have you come to a consensus with your partner about what the outcome should be?
- Did you have any challenges? Did you find it hard to get along with your partner?
- Were you able to identify with your role? Why or why not?
- What did you learn from this experience? Did you ever have a similar experience with a supermarket salesperson? Give an example.
- Have you had an experience that has challenged your expectations about shopping in your new country?

TIPS

- In our experience, role-playing activities do not work for all target groups. They are best suited for youth. In some cultures, the idea of "playing" is associated with childishness, as is acting. Be aware of this before choosing to do this activity.
- Facilitators should also remember that role-playing activities can bring up past trauma. Therefore sensitivity should be applied.
- Explain the game to participants slowly and clearly (make sure everyone understands the game)
- If you need to use two languages, it is helpful to have two dialogue facilitators.
- Provide participants with a feeling of openness through an "open-ended" approach to the scenarios, meaning that there is no "right" or "wrong" answer. Instead participants should consider which solutions they think are best for the situation. Then they should give one another gentle feedback and brainstorm together on ideas.
- Make sure that the participants disengage from their roles once the activity is complete.

Activity 2: Linking shopping sentences⁴⁸

| | | |
|---------------------------|---|---|
| Source: |  Duration: | 90 min. |
| Nadine Kelani, KAICIID |  Number of participants: | for any number of participants |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/illiterate: | literate |
| |  Movement? | light |
| |  Materials: | Activity phrases are available in Toolkit Supplement 1: Activity Materials |

LEARNING OBJECTIVES

- Understanding shopping catchphrases
- Learning greetings and goodbyes at the supermarket
- How to avoid misunderstandings while shopping
- Strengthening group cooperation
- Practising the new language

MATERIALS REQUIRED

- Flipchart
- Printed phrases to be arranged by the participants (see Toolkit Supplement 1: Activity Materials)
- Adhesive tape
- Markers

INSTRUCTIONS

Divide participants into pairs or groups of three. Each group then receives individual phrases, which, together represent an entire shopping dialogue. Participants should then arrange the phrases until they have the dialogue in the correct order. After the task is complete, bring the groups back together in order to debrief on the phrases and the shopping scenarios. The goals for this activity are for participants to learn new phrases and have a better understanding of shopping in their host

⁴⁸ Kelani, Nadine. "Linking Shopping Sentences." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

country. What attitudes and behaviours are important while shopping in order to be successful and avoid misunderstandings?

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- What have you learned about shopping in your host country?
- Has anything come to mind as far as shopping in the new country is concerned? Has your attitude towards shopping in the new country changed?
- What's the best way to ask for something in a shop?
- What forms of greetings are there in your host country?
- Why do you have to pay for a bag?
- Why do you have to pay attention to the expiry date? What should you do if you notice that the product you bought is expired? What do you get if you notice that something you've bought has gone beyond the expiry date?
- What do you know about store opening hours?
- Why is it important to pay attention to ingredients?

TIPS

- Pay attention to group dynamics
- Explain to participants in advance that it is only a game
- Let everyone speak. Accept differences of opinion

Activity 3: Shopping advertisements, brochures and vouchers⁴⁹

| | | |
|--|---|-----------------------------------|
| <p>Source:</p> <p>KAICIID Dialogue Facilitators</p> |  Duration: | 40 min. |
| |  Number of participants: | any number of participants |
| |  Dialogue facilitators required: | at least 2 |
| |  Literate/illiterate: | Literate |
| |  Movement? | light |

⁴⁹ Kelani, Nadine. "Shopping Material – Advertisements/Brochures and Vouchers." Group activity, KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

LEARNING OBJECTIVES

- How to avoid misunderstandings while shopping
- Strengthening cooperation in the group
- Practising language skills

MATERIALS REQUIRED

- Sales advertisements and brochures
- Invoices
- Vouchers
- Flipchart with pens

INSTRUCTIONS

Divide participants into pairs and give each of the groups different materials for shopping - for example, promotional offers, shopping invoices, purchasing vouchers, etc. Have each group look at the materials and discuss whether or not they have previous experience with these leaflets or if they know how to use them. After 10 minutes of discussion in pairs, bring all of the participants back together to debrief. Ask each of the pairs if they have questions about the materials or if they can explain to the group how to use the advertisements, vouchers, etc. Any uncertainties should be resolved and written on the flipchart.

TIPS

- It is good to have two facilitators if lots of questions arise during the group discussions.
- Bring a variety of materials with different content so that participants can see lots of examples. These could be from clothing stores, home goods stores, supermarkets, etc.
- Let everyone speak. Respect differences of opinion.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Were any of the materials new to you? Which ones?
- Was any part of this exercise difficult?
- Do you feel that the content reflects real life situations? Have you ever had an experience where you were confused about advertising or receipts (such as exchanging/returning goods)?
- What did you learn about shopping in your host country?
- Have any new questions emerged?

Activity 4: Products purchased⁵⁰

| | | |
|--|---|--|
| Source: Forouzan Noyan, KAICIID |  Duration: | 40 min. |
| |  Number of participants: | any number of participants |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/illiterate: | literate |
| |  Movement? | moderate |
| |  Materials: | Images are provided in Toolkit Supplement 1: Activity Materials |

LEARNING OBJECTIVES

- Learning new shopping words/phrases in your host country language
- Tips and tricks for shopping
- Understanding what products are available for purchase in your host country, especially products which might be new and unfamiliar

MATERIALS REQUIRED

- Desks
- Printed images showing local products (preferably popular local brands) from Toolkit Supplement 1: Activity Materials

INSTRUCTIONS

Arrange the room into a "supermarket" with labeled sections (tables/desks) for fruit/vegetables, baked goods, freezer items, refrigerated items, cleaning supplies and non-edible products, etc. Next, place the images of the shopping items on an empty table in the middle of the room. Explain that participants should assign these images to the correct section of the supermarket. In order to

⁵⁰ Noyan, Forouzan. "Products Purchased." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. n.d., Print.

do this, they should state what the product is and place it on the table which represents that supermarket section. The group should then discuss these choices together as well as explain what they've learned about eating habits, food and shopping.

TIPS

- Make sure there is enough space in the room.
- It is best to arrange the tables before the dialogue session in order to minimise noise and distractions.
- If you choose to print your own images, make sure they are big enough so that participants can see them properly.
- Make sure the participants know what each product is called in their host country language. Write these words on the flipchart.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- What did you think about this activity?
- Were there any new products that were unfamiliar to you?
- Was it difficult to figure out which products should go in which supermarket sections?
- Have you ever experienced difficulty finding a certain product in real life due to linguistic barriers or ambiguities in the supermarket?
- Are there any products, which were not a part of today's activity, that you have questions about?
- Are the translations of the products clear to you?



Integration through Dialogue

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MODULE 4: SCHOOLING FOR CHILDREN

Brief description

Education systems can often be confusing and complicated for newly-arrived parents. Therefore it is often difficult to support children as they head off to a new school. In this session, participants will learn more about education systems and what support services are available in their host country.

Learning objectives

- Understanding how the education system works in the host country
- Increasing knowledge of available support services

What we learned:

Course participants were particularly interested in learning about education systems for children in their new host country. Many newly-arrived parents are confused about the schooling options available.

Often, they have difficulties making confident decisions about how to register for nurseries, kindergartens, schools and other educational services. It is important in this session to possess a

firm knowledge of educational options and school systems in the host country in order to support any newly-arrived parents in your group. Another option is to invite a specialist to your dialogue session. Additionally, you should advise parents if there are open days at local schools so that they can visit and feel more confident in their decisions.

This topic is information-heavy, and can easily become a one-way stream of facts rather than a dialogue. Facilitators should remember to open by asking the group about their own experiences and knowledge on this topic, whether from their home countries or what they've learned about the new system so far. The group may know more than facilitators (or they themselves) expect.

Remember to allow time to be serious, but also to laugh and have fun.

I benefitted most from the session on school systems, and even found a school placement for my son because of it"

Ghadir A., translated from final evaluation worksheet

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: "How can parents effectively support their children?" Quiz⁵¹

Source:

Quiz developed by KAICIID based on the City of Vienna's "Tips for Parents".
<https://www.wien.gv.at/bildung/stadtschulrat/schulpsychologie/schuleintritt.html>



Duration: **50 min.**



Number of participants: **at least 4**



Dialogue facilitators required: **2**



Literate/illiterate: **literate**



Movement? **light**



Materials: **Quiz is available in Toolkit Supplement 1: Activity Materials**

⁵¹ KAICIID. "How Parents can best Support Their Children." Adapted from the City of Vienna. "School Entry and Transfer from a School Psychological Perspective." [wien.gv.at/bildung/stadtschulrat/schulpsychologie/schuleintritt.html](https://www.wien.gv.at/bildung/stadtschulrat/schulpsychologie/schuleintritt.html). Accessed 7 August 2018.

LEARNING OBJECTIVES

- Best practices for supporting children in their education
- Increased understanding of the education system in the host country
- Reinforcing parent-child relationships

IMPORTANT INFORMATION

Facilitators should explain that this quiz is based on advice from the City School Council of Vienna, Austria. "Right" answers are recommendations of that body; however, this does not mean that the participants' own instincts and parenting rules are "wrong". The purpose of the quiz is to understand recommendations for Austria and to not judge parenting practices. This quiz should open the path to dialogue, not end it.

MATERIALS REQUIRED

- Blank quizzes. These can be translated into the participants' native languages
- Flipchart
- Pens

INSTRUCTIONS

Divide participants into pairs or groups of three depending on the number of participants. Each group of participants will receive a quiz with eight questions. Give the groups 25 minutes to read through the questions and select the most suitable answer from those provided.

Afterward, bring all of the groups back together for a joint debriefing session. Each group should select a spokesperson who can explain which answer they chose for each question and why. These answers can be discussed in the large group with the dialogue facilitator.

When doing so, every question should be discussed in detail, the group spokesperson of the small group in each case presents it and then there is time for a joint follow-up discussion with all the participants and the Dialogue Facilitators, who may also pose intermediate questions.

TIPS

- During small group discussion time, dialogue facilitators should walk around the room and answer questions participants have (particularly those due to language barriers).
- Write down terms on the flipchart, which might be unclear to participants. Explain what these mean.

- Make sure participants understand that the quiz is designed to have only one "correct" answer (single-choice).

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Was it difficult to find the "correct answer"? Were there any differences of opinion in your groups? Do you agree with the "correct" answer? Why or why not?
- Did you immediately reach an agreement in your groups?
- Were there any words or phrases that you didn't understand? Language barriers?
- Were you already familiar with the situations described? Have you already had one or two similar experiences in your everyday life with your child?
- Was the "correct" answer immediate clear to you because you would have also acted this way in real life?
- Did you learn any new expectations for parents?
- To what extent could you apply that new knowledge?

Activity 2: Hurrah! I am here⁵²

Source:

KAICIID Dialogue
Facilitators

| | | |
|---|---------------------------------|---|
|  | Duration: | 50 min. |
|  | Number of participants: | at least 4 |
|  | Dialogue facilitators required: | 2 |
|  | Literate/illiterate: | literate, or smalls groups of participants who are illiterate |
|  | Movement? | light |
|  | Materials: | Sample scenarios are available in Toolkit Supplement 1: Activity Materials |

⁵² KAICIID. "Hurrah! I am Here." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

LEARNING OBJECTIVES

- Understanding school registration
- Increasing knowledge of the educational options and school systems available

MATERIALS REQUIRED

- List of scenarios from Toolkit Supplement 1: Activity Materials
- Pens/pencils
- Flipchart
- Sample Handout for the session from Toolkit Supplement 2

INSTRUCTIONS

Divide participants into two groups. Each group will receive two scenarios. If participants are illiterate, these scenarios can be read aloud by the dialogue facilitators.

For each scenario, groups must determine what options/solutions are available (or if they are not sure yet). Afterward bring the groups back together and hold a joint-debriefing. Each group should select a spokesperson to explain the scenario and which solutions they chose.

TIPS

It is important to have additional dialogue facilitators, particularly if participants are illiterate. In this case, facilitators should read the scenarios aloud to the group so that everyone can participate.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Which scenarios did you have?
- Have you experienced any similar situations?
- Do you have any similar experiences in this field?
- What did you learn?
- Is the education system similar to your homeland or is it different?
- Where can you find out about additional activities for children?
- Do you have any other questions?



Integration through Dialogue

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MODULE 5: TRAINING AND EDUCATION FOR ADULTS

Brief description

The training and education system in the new country can be difficult to navigate for newly arrived adults. In this session, participants will have the opportunity to become more familiar with the various training and education systems for adults in Austria. This session will outline how the overall educational system functions, how to enrol and be successful at university, options for alternative education and training programmes (such as apprenticeships) and many other important tips.

Learning objectives

- Gaining insight into the training and education systems in the new country.
- Understanding what education and training systems involve for parents.
- Showing alternative education options for adult training/further education.

What we learned:

Sessions on adult training and education were of particular importance to the project participants. Many questions were raised including which qualifications are needed to register for education programmes, how to enrol at university, and how to obtain recognition for past studies. Participants were also interested in additional pre-study access courses and training opportunities. Facilitators should refer to the sample handout on "Training and Education for Adults in a New Country" found in Toolkit Supplement 2. The handout includes helpful weblinks and resources.

This topic is information-heavy, and can easily be-

come a one-way stream of facts rather than a dialogue. Facilitators should open the session by asking the group about their own experiences and knowledge on this topic, whether from their home countries or what they've learned about the new system so far. The group may know more than the facilitators (or they themselves) expect.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: Training and education opportunities⁵³

| | | |
|--|---|--|
| <p>Source:</p> <p>KAICIID Dialogue Facilitators, This activity is based on information from Berufs- Informations-Computer ("BIC") https://www.bic.at/</p> |  Duration: | 50 min. |
| |  Number of participants: | at least 4 |
| |  Dialogue facilitators required: | 2 |
| |  Literate/illiterate: | literate |
| |  Movement? | light |
| |  Materials: | Cards are available in Toolkit Supplement 1: Activity Materials |

⁵³ KAICIID. "Training and Education Opportunities." Adapted from BerufsinformationsComputer, BIC., [bic.at/](https://www.bic.at/). Accessed 7 August 2018.

LEARNING OBJECTIVES

- Awareness of the many different education paths and training opportunities available for adults
- Correcting any misunderstandings in regard to the training and education system for adults in the new country
- Increased motivation to take advantage of the education and training opportunities provided

MATERIALS REQUIRED

- Playing Cards (found in Toolkit Supplement 1: Activity Materials)
- Flipchart
- Pens/pencils

INSTRUCTIONS

Divide participants into pairs or groups of three. Each group will receive three sets of cards - the first set has a list of professions, the second set has a list of the necessary education/training requirements for those professions, and the third set has a list of job skills. Participants should match each profession card to the education and skills cards needed for that job. Facilitators should allow 20 minutes to complete the task. Afterward, bring the groups back together for a joint-debriefing. Ask the group spokespersons to explain how they matched the cards and why. Facilitators should write new words on the flipchart.

TIPS

- Write new words on the flipchart and explain them to the group

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel during the game?
- Could you all agree immediately or was there anything you did not understand?
- Were you familiar with the professions and was it clear to you, what training and prerequisites are desirable for these vocations?
- Did you work in your home country? If yes, what was your profession?
- Is there a job or profession that you hope to pursue in your new host country? Do you know what the prerequisites are for this?
- Are there differences in training and education opportunities between your host and home countries?

Activity 2: Discussion on training and education for adults⁵⁴

| | | |
|---|---|-------------------|
| Source: Forouzan Nouyan, KAICIID |  Duration: | 60 min. |
| |  Number of participants: | at least 4 |
| |  Dialogue facilitators required: | 2 |
| |  Literate/illiterate: | both |
| |  Movement? | light |

LEARNING OBJECTIVES

- Awareness of the many different education paths and training opportunities available for adults
- Correcting any misunderstandings in regard to the training and education system for adults in the new country
- Increased motivation to take advantage of the education and training opportunities provided

MATERIALS REQUIRED

- Flipchart
- Pens/pencils
- Sample Handout on "Training and Education for Adults in a New Country" from Toolkit Supplement 2.

INSTRUCTIONS

In this activity, facilitators should host a dialogue session on training and education opportunities for adults in the new country. The following discussion questions are recommended to make sure participants understand the many education paths available to them

⁵⁴ Noyan, Forouzan. "Discussion on Training and Education for Adults." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

1. What is training and education? What do we understand by this? What do you associate with training and education? *(For example, I associate training and education with a good job, money, power, recognition, respect, understanding, satisfaction, a happy family, etc.)*
2. What do you understand by training and education for adults? Do you believe that there are boundaries or age limits for training and education?
3. Is there anyone in the group who has not yet had the opportunity to receive an education or training? What hurdles have you had? What do you think about this today? Has it affected your life?
4. If you had the opportunity today to learn to read and write, would you take advantage of it? Why or why not? Would you like to receive an education? Why do you want to continue with your education?
5. What opportunities do you have in your host country to receive training or an education?

TIPS

- This dialogue is best conducted with illiterate participants, as it encourages them to speak openly about their experiences. Facilitators should sensitively motivate participants to pursue further education and training such as literacy courses.
- Write down any new words/phrases/educational services etc. on the flipchart. For illiterate participants, it may be best to draw symbols or read the words aloud again at the end of the session.
- Distribute the Sample Handout on "Training and Education for Adults" from Toolkit Supplement 2. The handout includes information on training centres and language courses in Austria.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- What did you learn from today's dialogue session? Are there any adult training or education services that you plan to take advantage of?
- What are your plans for your future life?
- What forms of training are relevant for you right now?



Integration through Dialogue

Integration durch Dialog

MODULE 6: VISITING THE DOCTOR

Brief description

In this module, we'll offer some helpful advice for visiting the doctor. Participants will learn more about the overall medical system in their host country, what doctors are available, the insurance system, and the different insurance agencies. Finally, this module also provides information for newly-arrived parents who need to find medical care for their children.

Learning objectives

- Confidence to look for a new doctor and set up an appointment
- Awareness of the medical system and types of doctors in the host country
- Understanding what types of notes to take before and after the doctor's visit

What we learned:

Participants often mentioned that they had difficulty communicating with health care professionals in their host country due to language barriers. Above

all, during very important doctors' appointments, participants struggled to comprehend medical terminology (e.g., visiting the gynecologist).

This topic is information-heavy, and can easily become a one-way stream of facts rather than a dialogue. Facilitators should open the session by asking the group about their own experiences and knowledge on this topic, whether from their home countries or what they've learned about the new system so far. The group may know more than the facilitators (or they themselves) expect.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: Where should I go with my symptoms?⁵⁵

Source:

Forouzan Nouyan,
KAICIID



Duration:

60 min.



Number of participants:

at least 4



Dialogue facilitators required:

2



Literate/illiterate:

both



Movement?

light



Materials:

**Cards are available in Toolkit
Supplement 1: Activity Materials**

LEARNING OBJECTIVES

- Understanding of the healthcare system in the host country
- Awareness of what types of doctors/specialists are available for specific medical complaints
- How to act on instructions from the doctor

MATERIALS REQUIRED

- Playing cards from Toolkit Supplement 1: Activity Materials
- Adhesive tape/magnet
- Flipchart or magnetic board

⁵⁵ Al-Bezra, Ruham. "Where Should I Go With My Symptoms?" Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

INSTRUCTIONS

Going around the room, the facilitator should show each participant a symptoms card from the Module 6, Activity 1 card deck included in Toolkit Supplement 1: Activity Materials. With help from the group, the participant should think about which medical specialist card matches best with the symptoms card. If the participants are unfamiliar with the specialists, write them down on the flipchart and explain what each health care professional does. Once a participant has matched the symptoms with the correct specialist, the pair of cards can be hung up on the flipchart or the magnetic board. At the end of the activity, the group should debrief together.

DIALOGUE TIPS

Establish rules at the start of the activity for how participants should talk within the group. For example, should they raise their hand or will you call on them in a particular order?

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How does going to the doctor in your host country differ from your home country? Did you learn anything new?
- In many countries, there is one general doctor who handles all medical complaints. How does this work in Austria?
- How can dialogue principles help you communicate in frustrating situations?

Activity 2: Helpful phrases for the Doctor's office⁵⁶

Source:

Lema Asef,
KAICIID



Duration:

45- 60 min.



Number of participants:

any number of participants



Dialogue facilitators required:

min. 1



Literate/illiterate:

illiterate



Movement?

light



Materials:

**Dialogue phrases from Toolkit
Supplement 1: Activity Materials**

⁵⁶ Asef, Lema. "Helpful phrases for the Doctor's office" Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

LEARNING OBJECTIVES

- How to approach a doctor's visit
- Increasing capability in the host country language

MATERIALS REQUIRED

- Printed, cut up dialogue phrases from Toolkit Supplement 1: Activity Materials
- A4 paper
- Glue/adhesive tape

INSTRUCTIONS

Divide participants into two groups. Each group must select two spokespeople who will act out the dialogue. The facilitators should distribute the dialogue phrases to the two groups.

First, participants should arrange the dialogue phrases in the right order. Once the facilitator confirms the phrase order is correct, the participants should glue them to an A4 sheet of paper. After both groups have finished, have the spokespeople from both groups come forward. Each pair should then read their dialogues aloud while the others listen. At the end of the dialogues, ask if there were any terms or phrases which were unclear and make sure to explain these.

End the session with a joint-debriefing. Discuss rules for punctuality or canceling doctor's appointments. Additionally, ask participants to share their own experiences visiting the doctor in their host country.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How can these dialogues be applied to everyday life?
- Have you had similar experiences in your everyday life?
- What observations have you made about visiting the doctor in your host country?
- How can dialogue skills help you at the doctor's office?

TIPS

- Explain to participants in advance that this is "only" a game
- Let everyone speak. Respect differences of opinion



Integration through Dialogue

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MODULE 7: THE ROLES OF MEN AND WOMEN

Brief description

Participants in this project are challenged to take their integration into their own hands. In Europe, it is permitted and often socially expected that men and women share roles, which in other countries or cultural circles might be associated only with one gender. This session aims to give participants the opportunity to understand their own roles better, particularly within the expectations of their home country and host country cultures.

The contents of this session are based on the “Building Skills for Women’s Empowerment” workshops hosted by the Solidarity Center’s WREN Educational Program for the MENA Region⁵⁷.

Learning objectives

- Awareness of the assumptions we have about what it means to be a man, woman, boy, or girl within society
- Understanding the differences between biological and social gender, and how women may be defined by certain cultural expectations

⁵⁷ Solidarity Center WREN Program, “Workshop 2: Building Knowledge, Understanding and Skills for Education and Action.” Working Document, Solidarity Center, 2006. Washington, DC. pp. 17.

What we learned:

In Austria, as well as the whole of the European Union, men and women enjoy equal opportunities from a legal standpoint. In many families, men and women determine their roles and tasks on the basis of pragmatic considerations. (e.g. The parent who earns the lower income quits work to look after their newborn child).

This concept of gender roles is new for many participants. We also learned through the project that participants often thought decisions about family roles were only relevant for "privileged" or "rich" people, especially based on experiences from their home countries.

This session supports the idea that men and women have equal rights before the law and permits participants to contemplate and question their own thoughts, feelings, observations and assessments on the roles of men and women in their family or cultural circle as well as in their new country.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: Brainstorming⁵⁸

Source:

Solidarity Center WREN
Program, "Workshop 2: Building
Knowledge, Understanding and
Skills for Education and Action."



Duration:

15 min.



Number of participants:

any number of participants



Dialogue facilitators required:

min. 1



Literate/illiterate:

literate, with option for illiterate



Movement?

light

LEARNING OBJECTIVES

- Understanding that there are biological and also socially and culturally determined characteristics and roles within the concepts of "man" and "wife"
- Understanding that some differences between men and women are determined biologically, while others are cultural or social

⁵⁸ Ibid.

MATERIALS REQUIRED

- Flipchart divided into two columns. Label the first column heading "men" and the second column heading "women"
- At least 3 colours of pens or pencils

INSTRUCTIONS

Allow the participants to brainstorm on what it means to be a "man" or a "woman". Dialogue facilitators should then explain that some of these concepts are biological and some are concerned with social or cultural differences. Using the flipchart, explain that the group should brainstorm which characteristics they associate with men and women. Participants should say the first characteristic they think of, when they hear the word "man" or "woman". Write down all of these characteristics on the flipchart. Facilitators should also have a few of their own examples prepared so that they can participate with the group.

After approximately five minutes, read back through the list with the participants. Decide together if these characteristics are biological or social/cultural. If participants are unsure, ask them if a person from the opposite gender could also have that characteristic. Circle biological characteristics with one colour, and social/cultural characteristics with another colour.

ENGAGING ILLITERATE PARTICIPANTS

- Instead of labelling the column headings with words, use culturally suitable symbols for "men/boys" and "women/girls".
- Instead of writing down the participants' list of characteristics, draw symbols on the flipchart. You can write the word for the symbol next to it on the flipchart so that you don't forget what it is.
- If the dialogue facilitator doesn't want to draw on the flipchart, ask for a volunteer from the group.
- Do not worry if the drawings are not very good or if you're not very creative. You can also brainstorm with the participants about which picture/symbol would best fit that characteristic.

DIALOGUE TIPS

- Do not tell participants that these characteristics will be categorised as biological or social/cultural until after they have brainstormed their lists.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Which characteristics are linked to men and women?
- Are these characteristics biologically or socially constructed?
- What is the difference between social and biological gender?

Activity 2: Defining Gender⁵⁹

Source:

Solidarity Center WREN Program, "Workshop 2: Building Knowledge, Understanding and Skills for Education and Action."



Duration:

15 min.



Number of participants:

any number of participants



Dialogue facilitators required:

min. 1



Literate/illiterate:

literate, with option for illiterate



Movement?

light

LEARNING OBJECTIVES

- Understanding the difference between biological and social gender and how these concepts relate to everyday life. Does society expect us to live in a certain way because we are men or women?
- Awareness of cultural and societal expectations based on sex.

MATERIALS REQUIRED

- Flipchart
- Pens/pencils
- Sample Handout: "The Roles of Men and Women" from Toolkit Supplement 2

INSTRUCTIONS

Before distributing the sample handout, have participants work together in pairs or groups of three and attempt to define "biological sex" versus "gender". After about five minutes, discuss these definitions together as a large group and write them on the flipchart. Afterward, facilitators should read through the sample handout together with the participants. Discuss any differences between the definitions on the board and the scientific definitions on the handout. Dialogue facilitators should finish by asking participants what expectations they feel that society/family/friends etc. places on their everyday life and behaviour.

⁵⁹ Ibid., 17.

ENGAGING ILLITERATE PARTICIPANTS

Have participants discuss the definitions verbally. Draw symbols on the flipchart to reinforce their definitions. Facilitators should read the Sample Handout aloud to the group, checking regularly to make sure participants understand the definitions and their differences.

TIPS

- The object of this session is not to hold a discussion on whether social or cultural roles "make sense" or are "good" or "bad". It is only important to understand that not all characteristics are based on biology, but rather on religious or cultural beliefs.
- Facilitators should translate "biological gender" and "social gender" into the participants' native languages before the session.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Do you feel that society has specific expectations regarding your gender?
- How does this affect your behaviour in your everyday life?

Activity 3: Viewing gender as a social construct⁶⁰

| | | |
|--|---|-----------------------------------|
| Source: |  Duration: | 60 min. |
| Solidarity Center WREN Program, "Workshop 2: Building Knowledge, Understanding and Skills for Education and Action." |  Number of participants: | any number of participants |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/Illiterate: | both |
| |  Movement? | light |

⁶⁰ *Ibid.*, 18.

LEARNING OBJECTIVES

- Understanding the influence of socialization on gender roles and their impact
- Increased awareness of the expectations society places on roles and values:
(Do some cultures think a boy has more worth than a girl, or vice versa?)
- Recognizing that men and women are equally valuable
- Seeing gender identity as a construction and not as innate
(as opposed to biological gender)

MATERIALS REQUIRED

- Flipchart divided into five columns
- Pens/pencils

INSTRUCTIONS

Ask participants to think of the first time they:

- Realised what it meant to be a girl versus a boy
- Recognised that different behaviour is expected between genders
- Realised that they may be treated differently based on their gender

Explain that this activity is focused on behavioural differences and not physical differences. Therefore, the participants should try to think of examples which do not involve any sort of physical characteristics. Facilitators should also prepare their own examples.

The facilitator should label five columns on the flipchart.

1. What was the event;
2. How old was the participant;
3. Were there any other people involved;
4. Where did it happen;
5. How did the participant feel?

If the group is large, divide participants into pairs and have them exchange their experiences with one another for approximately 10 minutes. Afterward, have the groups

come back together. Each pair should briefly tell their partner's stories. The facilitator should write the key details on the flipchart.

For smaller groups (five people or less), have all of the participants share their stories together. The facilitator should write down the key details on the flipchart.

TIPS

- Every culture, society, family, etc. contributes toward the construction of gender identities. No matter where we grew up, we have each had our own experiences. Therefore, it is very important not to generalise the experiences of girls/women in their home countries versus their home countries.

- It is extremely important that each participant consider his/her preconceptions of gender (including his/her own gender identity) and whether these have been constructed by family, culture, friends, etc. Participants should also consider how changes to these preconceptions could change their life experiences. For example, can boys show "fear" or "sadness" without being less "manly"? Or can girls enjoy football without being labelled "unladylike" or "masculine"? Classifying emotions as "feminine" or sports as "masculine" are social constructs which have developed over decades; however, they are not permanent.

For example, at the end of the 19th century in England, light blue was considered to be a "girl's" colour, because it was "soft." Pink on the other hand was for boys because it was reddish and therefore "more aggressive." Nowadays, this colour association is viewed the other way around. If we consider pink to be a "girl's colour", then this is a social construct.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- According to the flipchart, what is the earliest age when someone in the group became aware of differences in gender roles?
- What types of figures were associated with this realisation? How do these figures influence you today? Is there anyone else in your life who treats you differently based on

your gender or has certain expectations for you?

- Where do these realisations commonly take place (e.g. school? home? houses of worship?)
- What common events could make us view differences in gender roles (e.g. division of labour/household chores)? What expectations are you confronted with concerning divisions of labour? Have these changed recently?
- How did you feel when you realised a difference in gender roles? Were your feelings in these situations negative or positive?
- What did you learn today about gender roles for men and women?
- Will this affect your daily life or how you raise your children?
- Does this have any effect on how we see our role as a man or a woman?
- Does this have any effect on how we view the possibilities for the future as a man or as a woman?





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MODULE 8: MARRIAGE AND PARTNERSHIP

Brief description

Marriage (in Austria) is a legally recognised union of two people, who are partners in a personal relationship. Therefore, it is accompanied by certain rights and obligations. Couples can also choose to have a registered civil partnership, which is different from a normal marriage. Culturally in Austria, marriage is typically understood as a consensual, loving relationship between two adults who have known each other for months or years. Often couples live together before they get married. Child marriages and forced marriages are not permitted in Austria.

It is important to distinguish between arranged marriages and forced marriages. While in many cultures and countries it is usual for consenting adults to allow their parents to have a role in *arranging* their marriages, it is often illegal and taboo (certainly in Austria) for anyone to *force* their child to marry.

Learning objectives

- Understanding under which conditions a marriage is legally recognised under Austrian law
- Rights and obligations in marriage
- Understanding the differences between marriage based on love and forced marriage
- Awareness of organizations in Vienna which offer advice/assistance to women regarding marriage or divorce

Information

This module raised many questions about marriage obligations in the host country, as well as rights for men and women. Facilitators should be aware that there could be major differences between the host country and the participants' home countries. Many of the participants in our project voluntarily allowed their parents to find them spouses. Some were forced to get married, some of them as minors. In addition, we had participants from cultures where it is expected that women will listen to and defer to men. In these cases, participants had learned through life experiences to view women as less valuable than men. This includes the perception that "women's work" in the household is considered less valuable than working for money - an issue that is important in

many cultures and countries. This session allows participants to talk about these experiences and to consider what they would like for their children.

Depending on the composition and interests of the group, the focus of the dialogue can be on equality between men and women and the appreciation of domestic work, or on legal issues, e.g. the prohibition of forced marriage.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: The invisible half⁶¹

Source:

Adapted from the International Federation of the Red Cross YABC Toolkit; Thematic Issue 2: "Gender"



Duration:

60 min.



Number of participants:

6 – 12



Dialogue facilitators required:

at least 1



Literate/illiterate:

both



Movement?

light

⁶¹ Adapted from the International Federation of the Red Cross and Red Crescent Societies. "Youth as Agents of Behavioral Change Toolkit." Thematic Issue 2: Gender. 2013.

LEARNING OBJECTIVES

- Increased awareness of the lack of social recognition and the value of unpaid work, which is mostly performed by women/girls
- Developing interpersonal skills, as well as empathy and critical thinking, to reduce prejudices
- Promoting mutual understanding and respect between different genders
- Valuing the work of all individuals - especially women and girls
- Preventing gender discrimination
- Promoting social equality for both men and women

REQUIRED MATERIALS

- One sheet of paper per group
- Coloured pens, felt-tip pens
- One pair of scissors for each pair (if possible)
- Rubbish bin
- Flipchart

INSTRUCTIONS

Divide participants into pairs. Each pair of participants draws a picture of a landscape: One is responsible for the upper half, while the second person is responsible for drawing the lower half. The groups show their work. The dialogue facilitators come and tear up the pictures and throw away one half, explaining that the one half is not so important. This is followed by a discussion of how the participants felt; what the effect is on the picture, and how one could relate the activity to real life. Participants will reflect on the lack of social recognition and the value of unpaid work, which is often performed by women and girls.

TIPS

- This activity is relevant for groups of men or women.
- The term "work" refers to any form of work, such as domestic work, bringing up children and working outside the home.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel when you and your partner were only given one sheet of paper?
- How did you work with your partner to complete the task? Did you agree on who would go first?
- Did you put a lot of effort into your drawing?
- How did you feel when the sheet of paper was cut in half?
- Have you been in a relationship where your half wasn't visible?
- Was there an experience in your life where you felt like someone didn't appreciate your work? Are there times where you didn't appreciate the work of others?
- How can we apply this activity to real life?

Activity 2: Spoilt for Choice⁶²

| | | |
|--|---|-------------------|
| Source: KAICIID Dialogue Facilitators |  Duration: | 45 min. |
| |  Number of participants: | 10 – 12 |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/illiterate: | both |
| |  Movement? | light |

LEARNING OBJECTIVES

- Increased understanding of forced marriage versus love marriages
- Recognising that forced marriage is prohibited in Austria

REQUIRED MATERIALS

- Several flavours/types of candies or other sweets

INSTRUCTIONS

Divide participants into two groups (five or six people per group). Depending on the number of participants, the group can accept any number of sweets. Set up a table on which various kinds of sweets are offered.

The first group is invited to go to the table and choose one sweet each to eat.

After the first group has finished, the dialogue facilitator should go to the table and select sweets for the second group. The facilitator should then assign the sweets saying things like: "I think this is healthy for you." or "This tastes good to me, so you'll like it too." or "I think this suits you because your shirt is the same colour." etc. The facilitator should ignore any complaints or requests for certain sweets from the second group.

⁶² KAICIID. "Spoilt for Choice." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

Once the facilitator has finished passing out sweets to the second group, have everyone come together for a joint-debriefing session.

Questions for the second group:

- How did you feel when the sweets were chosen for you?
- Did you like the sweet I choose for you?
- Which sweet would you have chosen?
- Would you have been happier if I had asked you which sweet you wanted?
- Who would like to exchange their sweet for something else?

Questions for the first group:

- How did you feel when you found out you could take some sweets?
- Was there enough time for you to make your choice?
- How did you decide which one to take?

Next, dialogue facilitators should tell the group that everyone can take a second sweet. The facilitator should then ask if the participants would like to choose their own sweets or if someone would like to have their sweet chosen for them. After the sweets have been eaten, do a final debriefing session.

TIPS

- Participants are not obliged to eat the sweets if they don't want to (They are never forced to do anything)
- Take time to ask questions and dialogue after both the first and second round of sweets.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How do you feel when you can't make your own decisions but have to live with decisions other people make for you?
- Does it make a difference if these decisions are about simple issues like sweets or about more complex issues (e.g. how you should live your daily life)?
- Does it make a difference if you know and trust the person who is making the decision for you? Does it matter if this person listens to you? Why or why not?
- Have you always made your own decisions?
- Have you ever had a decision made for you against your will?
- Did other people (parents, friends, grandparents) make the choice for you?
- What was it like to live with these decisions?

- Today we're talking about marriage and partnership. What does this game have to do with marriage?
- What is the difference between allowing a trusted person to help choose a partner (arranged marriage), and being forced to marry someone that was selected for you (forced marriage)?
- Who is familiar with the term "forced marriage" and has anyone in this group experienced it?
- What can we learn from this game about love marriages, arranged marriages, and forced marriages?
- In Austria, homosexual couples can also live together and get married. Unfortunately, gays, lesbians and transgender people are often faced with discrimination and inequality. Where can these individuals find advice and support?
- If one of your friends was being forced to marry, what could you say or do? Where could you find advice and support?
- Conflicts, power imbalances, or falling out of love can occur in any kind of marriage (arranged marriages, love marriages etc.). Where can you seek advice and support for marriage crises or divorce? Where can you seek help for abuse?

Activity 3: Marriage quiz⁶³

Source:

KAICIID Dialogue
Facilitators



Duration: **45 min.**



Number of participants: **8-12**



Dialogue facilitators required: **2**



Literate/illiterate: **both**



Movement? **light**

LEARNING OBJECTIVES

- Understanding host country marriage laws and requirements
- Awareness of authorities/offices which need to be contacted for legally recognised marriages
- How to avoid conflict and misunderstanding

⁶³ KAICIID. "Marriage Quiz." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. n.d., Print.

IMPORTANT NOTE

The quiz in Toolkit Supplement 1: Activity Materials is based on Austrian law and is current as of summer 2018.

REQUIRED MATERIALS

- Photocopies of the Marriage Quiz from Toolkit Supplement 1: Activity Materials
- Pens/pencils
- Flipchart

INSTRUCTIONS

Divide participants into pairs, and give each group a copy of the marriage quiz. Participants should work together to find the correct answers. Once the pairs have finished, the facilitators should bring the participants back together for a large group discussion. Going around the room, have the spokesperson for each pair read out a quiz question and their chosen answer. The facilitator should then confirm the correct answer.

For groups of illiterate participants, facilitators can read the questions aloud and then the pairs can orally discuss the answers together.

TIPS

- It is helpful to have two dialogue facilitators for this activity, particularly for groups with illiterate participants.
- Questions should be distributed or read aloud in the recommended sequence.

SUGGESTED QUESTIONS FOR FOLLOW-UP

- What did you think of the questions?
- Were there any answers that surprised you?
- How did that make you feel?
- Do you have any other questions about marriage in your host country?



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MODULE 9: EXPLORING YOUR HOST CITY (EXCURSION)

Brief description

In this module, participants will get to know their new host city by exploring it from new angles and perspectives. Facilitators should plan a fun excursion to visit various cultural sites or key attractions. During this session, participants will learn the difference between observing and evaluating their new city.

Learning objectives

- Learning to have fun together
- Seeing the city through a new perspective
- Recognising the difference between observing and evaluating when exploring the new city
- Awareness of free or low budget activities

What we learned:

This module is slightly different from the rest of the dialogue sessions. Facilitators and participants should take a break from the classroom to have fun, while seeing a new side of the host city. In the pilot phase, groups visited a number of cultural and leisure sites in Vienna, including: the Kunsthistorisches (Art History) Museum, the Danube river, a public park in Old Town and a bowling alley. The following activity is meant to support your exploration of the city and help participants distinguish between "observation" and "evalua-

tion". The ability to distinguish between your personal observations and evaluations is important, not just for non-violent communication, but also for exploring a new culture.

Remember to have fun!

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: Excursion⁶⁴

| | | |
|--|---|-----------------------------------|
| <p>Source:</p> <p>KAICIID Dialogue Facilitators</p> |  Duration: | 120 min. |
| |  Number of participants: | any number of participants |
| |  Dialogue facilitators required: | at least 2 |
| |  Literate/illiterate: | both |
| |  Movement? | a lot |

LEARNING OBJECTIVES

- Recognising cultural differences and similarities
- Exploring one's own way of thinking and feelings, and recognising one's own needs as well as those of others.

⁶⁴ Al-Bezra, Ruham, Nadine Kelani, and Forouzan Noyan. "Excursion – drawing cards + observing." KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

REQUIRED MATERIALS

- Travel tickets for the participants (if needed)
- Sample Handout from Toolkit Supplement 2
- Confirmed list of participants
- Small notebook with task information

INSTRUCTIONS

Facilitators should clearly communicate the meeting time and place well in advance of the excursion (preferably at the end of the previous dialogue session). Begin by taking a short walk through the city, pointing out and discussing interesting sights. Once you've arrived at your destination (museum, park, river etc.), find a comfortable place to sit where you can discuss the day's activity. Divide the participants into pairs or groups of three. The groups should observe the people around them (elderly men/women, young people, mother with child, etc.) and reflect together on what they see. After 10 minutes, gather all of the groups back together and discuss what they observed. Based on the statements of the participants the facilitator should explain the difference between observation and evaluation. After the activity, the excursion can be concluded with a joint meal.

TIPS

- Pay attention to group dynamics during the excursion
- Do not lose track of the group during the excursion
- Inform the participants in advance and help them to find the excursion location
- Facilitators should think of examples where they evaluated, rather than observed. What were the consequences of this?

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- What did you think about today's activity?
- How did it make you feel?
- How can you relate this activity to your past experiences or your everyday life?
- To what extent are our evaluations influenced by our experience? Have you ever completely misjudged a situation, or have your actions ever been misjudged?
- What effect would separating observations and evaluations, particularly when dealing with others, have on your everyday life? For example: "Your room is always a mess" vs. "When I see your clean clothes on the floor, I get frustrated because I paid for them and I wash them." How do you think the listener feels? What reaction do you think he/she has after hearing these statements?
- Do we notice differences in everyday life between the people living here? (culture, religion, appearance, character, behaviour, etc.)



Integration through Dialogue
Integration durch Dialog

MODULE 10: BE A GOOD NEIGHBOUR

Brief description

Your neighborhood is typically defined by spatial proximity. Therefore, being a “neighbor” is about interpersonal relationships with those around you. A good neighborhood contributes to your quality of life and well-being. However, living with “neighbors” can also introduce various challenges.

Learning objectives

- Understanding of the rules, duties, and rights for living together in a neighborhood
- Awareness of the challenges of living together
- Benefits of living in a neighborhood

Information

During this dialogue session, participants often asked questions about how they should greet their neighbors or show hospitality. Additionally, participants wanted more information about running costs for households and how these differ from house to house.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: Role-play: conflict situation⁶⁵

| | | |
|-------------------------------|---|--|
| Source: KAICIID |  Duration: | 90 min. |
| |  Number of participants: | from 6 |
| |  Dialogue facilitators required: | at least 1 |
| |  Literate/illiterate: | both |
| |  Movement? | a lot |
| |  Materials: | Sample situations are available in Toolkit Supplement 1: Activity Materials |

LEARNING OBJECTIVES

- The elements of being a "good neighbor"
- Developing the ability to listen and observe
- Learning to resolve conflict through non-violent communication and how to reach common goals

IMPORTANT INFORMATION

Role playing activities are not suitable for every group, and in some cultures, playing "games" or "acting" are not considered appropriate for adults.

⁶⁵ KAICIID. "Role Play Conflict Situation." Role-play game. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

Facilitators should be sensitive to the fact that role-playing can sometimes trigger past trauma, particularly role-playing conflict situations.

REQUIRED MATERIALS

- Photocopies of Module 10, Activity 1 from Toolkit Supplement 1: Activities Manual

INSTRUCTIONS

Distribute copies of Module 10, Activity 1 from the Activity Manual. After the participants have looked at the pictures, ask for two volunteers to role-play picture A from the first scene. After they have finished, ask the group what they thought of the first family's behaviour? What about the couple below? Is anybody here right or wrong?

STEP 1: Conflict begins

The volunteers are told to continue with the scene. The role players should "fill" the speech bubbles/ thinking bubbles from the picture by playing the scene (the woman below, for example, should start with an accusation, e.g. "Do you know what time it is? Some of us have to work tomorrow."). Each actor says only 1-2 sentences.

Questions for the actors: How does it feel to play this scene? For the neighbours: What was it like to scream like that? Was that a good feeling? For the parents: How do you feel when the neighbours talk to you like this?

Questions for the audience: What was it like to watch the scene so far? How do you feel?

Questions for everyone: How do you think the conflict could develop if it has already started like this? Is it too late to try to act dialogically? Could one of the characters here say or do something? Who has suggestions?

STEP 2: Conflict de-escalation.

If someone has a suggestion of how one of the characters could act to improve the situation, the person can swap places with the actor. The other actors should then react as they think would be realistic. Together the group should try to de-escalate the situation.

Questions for everyone: How did we resolve the conflict? Are all parties equally happy in conflict? Have we found a long-term solution? How are the parties feeling now? How are the children feeling? Is one happy and the other not?

STEP 3: Act in dialogue right from the start

What is the difference between picture A and picture B? What happens if the neighbours act dialogically

from the beginning? New actors should try to play the scene dialogically now. The audience should comment on the performances and discuss them together. Again, the actors should try to find a solution.

Questions for everyone: How did we resolve the conflict? How are the parties feeling now? How are the children feeling? Are there differences between this solution and the one from the previous attempt?

TIPS

- It is important to pay attention to the group dynamics and to tell the participants in advance that it is only a role-play

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Have you ever had similar conflicts in your life?
- How were these resolved?
- Can we learn anything from the role-play about the neighbourhood, or even the family?
- Which factors make it more or less challenging to dialogue in real life? Are there situations in which it may already be too late for dialogue? When?
- When is it important to dialogue? Does it make a difference if you're in the "power position" or the "weaker position"?

Activity 2: Pictures on the topic of neighbourhood⁶⁶

Source:

KAICIID



Duration:

60 min.



Number of participants:

any number of participants



Dialogue facilitators required:

at least 1



Literate/illiterate:

both



Movement?

light



Materials:

**Images from Toolkit Supplement 1:
Activity Materials**

⁶⁶ KAICIID. "Pictures on the Topic of Neighbourhood." Group activity. KAICIID's Programme for the Social Inclusion of People Seeking Refuge in Europe. Print.

LEARNING OBJECTIVES

- The elements of being a “good neighbor”
- Listening to each other and working together
- Ability to analyse how dialogue is fostered in a group setting

REQUIRED MATERIALS

- Photocopies of images from Module 10, Activity 2 from the Activity Manual

INSTRUCTIONS

Divide participants into pairs and distribute copies of the images from Module 10, Activity 2 from the Activity Manual. Groups should discuss the following questions:

1. What's happening in the picture? Try to observe the picture without evaluating it.
2. Is there a “perpetrator” or a “victim” in the picture?
3. What could happen next, for example when the characters try to discuss the conflict?
4. What would be a non-dialogical way of acting to resolve the conflict? How would the characters feel?
5. How could the characters deal dialogically with the conflict? How would they feel?

After the activity is over, invite the pair spokesperson to share their answers with the whole group.

TIPS

- Make enough copies of the activity so that participants can see and discuss the images.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Have you experienced similar conflict situations in your everyday life?
- What observations did you make about the images?
- Did you and your partner agree on the answers?
- Do you have any other questions about living in a neighborhood or resolving conflict?



Integration through Dialogue

Integration durch Dialog

MODULE 11: PREJUDICE, DISCRIMINATION AND ACCEPTANCE

Brief description

Although we might all come from different backgrounds, every person in Austria has the right to follow their own religious beliefs, traditions, and interests and to live their lives, as they see fit as long as they do not break the law or infringe on the rights of others. In order to have effective social cohesion, it is vital that people respect one another, and do not discriminate based on religion, ethnicity, gender or sexual orientation.

Learning objectives

- Understanding and following the law
- Respecting different opinions, cultures and ideologies

What we learned:

During our dialogue sessions, participants admitted that they had experienced various forms of discrimination. This was particularly true for female participants who wear a headscarf. The group was interested to know how they could appropriately reply in situations of discrimination in order to "defend" themselves.

We also discovered that newly-arrived individuals often have great difficulty renting an apartment due to their origin, or due to poor language skills.

Therefore, participants were particularly interested in offices or other services where they could seek counsel for these situations.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: Prejudices⁶⁷

Source:

Adapted from "Judge not, lest ye be judged" from the Institute for Humane Education



Duration:

45 min.



Number of participants:

each group



Dialogue facilitators required:

min. 1



Literate/illiterate:

both



Movement?

light



Materials:

Facilitators should find photos online and print these before the session (see below)

LEARNING OBJECTIVES

- Understanding how prejudices and stereotypes impair our perception of others and can even lead to discrimination

⁶⁷ KAICIID. "Prejudices." Adapted from the Institute of Humane Education. "Judge Not, Lest Ye Be Judged." 2012. humaneeducation.org/wp-content/uploads/2012/11/JudgeNot2013.pdf. PDF file.

MATERIALS REQUIRED

- 10-12 photos of diverse people (Facilitators should find photos online and print these before the session).
- Flipchart
- Pens/pencils
- Adhesive Tape

INSTRUCTIONS

Facilitators should pass around photos of diverse individuals. These could include:

- A man with dreadlocks
- A Hasidic Jew
- A woman in a headscarf
- A man in a prison uniform
- A woman fully veiled
- A person in a wheelchair
- A priest
- Someone with down syndrome
- A person with no teeth
- A same-sex couple
- Someone with a lot of body piercings and tattoos
- A male model for fashion clothing
- A group of construction workers
- A taxi driver
- A married couple drinking wine
- Etc...

Passing the photos around one at a time, participants should say the first word/idea that comes to their mind when they see each person. These could be assumptions, thoughts or feelings. Write these on the flipchart.

Probe further - everyone has prejudices; however, we often do not want to admit it. For example, if one of the participants says they feel sorry for the person in the wheelchair, ask them why. Sensitively challenge their assumptions. After you've discussed each photo, tape it to the flipchart next to the descriptions.

TIPS

- Facilitators should prepare examples from their own lives - either an instance where they faced discrimination or where they made false assumptions about other people based on their personal appearance.
- This activity can also be used as an introduction for Activity 2. However, in that case, facilitators should select fewer photos in order to have enough time.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- Compare the photos to the statements. Do we really know enough about the individual people who are shown here in order to be able to say, whether these statements are suited to them or not?
- Often, we form impressions of other people within seconds based on their clothing – but also because of their religion (when it is apparent), their skin colour, sexual orientation, etc. What influences do our prejudices and stereotypes have on our actions?
- Where do our prejudices and stereotypes come from? What can we do to overcome these?
- How did you feel during this activity? Why?
- Who has already had personal experience with discrimination (either having faced personal discrimination or having discriminated against someone else.)
- What can we take away with us from this activity?

Activity 2: Identifying discrimination through film

Source:

KAICIID Dialogue
Facilitators



Duration:

45 min.

Number of participants:

from 2 participants

Dialogue facilitators required:

min. 1

Literate/illiterate:

both

Movement?

light

LEARNING OBJECTIVES

- Identifying discrimination
- Actions for dealing with discrimination in everyday life
- Types of discrimination
- Understanding rights for individuals

MATERIALS REQUIRED

- Laptop, projector and screen
- Short film on discrimination
- Darkened room
- Interpreter (in cases where the video is not in a common language)

INSTRUCTIONS

Make sure participants are comfortable and can see the screen. Facilitators should then play a 3-7 minute video which illustrates discrimination in everyday life. Be prepared to interpret the film if needed so that everyone understands.

There are a number of films which you can use; however, we recommend: "American versus Muslim Bag Experiment" (English, New York City) by Karim Jovian. Link: <https://www.youtube.com/watch?v=ModMkFxl4Y>

Alternatively, "Pulling Hijab Off Experiment" by Karim Jovian. Link: https://www.youtube.com/watch?v=HAhkyRyNV_g

These videos provide an opportunity for a debriefing session in order for participants (particularly those from Muslim countries) to speak about their own experiences with discrimination. They can also discuss how they would react in similar situations.

Set Objectives: Each participant should set a realistic goal for the week on the topic of discrimination. (e.g. they should try to observe others without assessing them with prejudices and stereotypes.)

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- What did you think about the film?
- How did you feel?
- Would you help someone in a similar situation? Why or why not?
- Are these types of situation reflected in real life?
- Have you ever experienced anything like this personally?
- What did you learn from this experience?
- How do people feel when they are discriminated against?
- How do people feel when they are defended by other people?
- If you were to experience something like this yourself, what would you do?
- What can we take away from this dialogue?

TIPS

- Make sure that every participant has a good view of the screen.
- Close windows and doors in order to minimise noise and distractions.
- Familiarise yourselves with relevant laws in order to answer participants' questions.
- Make sure participants understand where they can receive advice/support for discrimination.



Integration through Dialogue

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MODULE 12:

BRINGING UP CHILDREN WITHOUT VIOLENCE

Brief description

This module will outline rights for children within Austria as well as provide information on violence prevention and response. Participants will learn what it means to raise children without violence, what services are available to support them in their responsibilities, and why this topic is so significant. For example, children who are raised with violence are more prone to be violent themselves, and raise their own children with violence. Facilitators should sensitively ensure that the session does not become judgmental of participants for their own upbringing or parenting practices to date. The principle of non-violence (physical and verbal) is a struggle for many people.

Learning objectives

- Reinforcing non-violent communication
- How to raise children without force. What is forbidden and why
- Building close relationships with children and reinforcing communication with them
- Who is responsible for social upbringing: it is important that parents, not the school, are responsible

What we learned:

Austria, where the pilot project was carried out, is one of four countries where children's rights to a non-violent upbringing are prescribed in law. While many participants had heard about these laws, they had questions about the actions of the Youth Welfare Office (Jugendamt), rights for parents and expectations for raising children in Austria. Many parents were also interested to learn more about how to help children integrate into their new country, without losing their cultural or religious identity. Questions such as, "How can I raise my child properly in our host country, without ignoring the values of my home country?" were very common in this series. Often there were situations where participants needed support services for parenting, since they were at a loss for what to do.

This topic requires **extreme care and sensitivity** on

the part of the facilitator, because the subject can easily create an opportunity to single out participants due to their parenting beliefs and practices.

It is vital that facilitators maintain a clear, non-violent stance, and explain why this topic is so important (not only in legal terms). However, facilitators should also remain neutral toward the participants' own parenting styles and not give the impression that any of the group members are bad people or parents.

Remember to allow time to be serious, but also to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group.

Activity 1: What children often hear as they grow up⁶⁸

Source:

Adapted from
"Introduction to
Non-violent
Communication" (NVC),
according to
Marshall Rosenberg



Duration:

90 min.



Number of participants:

any number of participants



Dialogue facilitators required:

min. 2



Literate/illiterate:

literate



Movement?

light



Materials:

**Sample sentences are available in
Toolkit Supplement 1: Activity Materials**

⁶⁸ Original script available at: <https://www.gfk-training.com/wp-content/uploads/2015/03/einfuehrungsseminar-skript-neu1.3.pdf>. Last accessed 6 August 2018.

LEARNING OBJECTIVES

- Reinforcing empathy for children's perspectives
- Practising non-violent communication

MATERIALS REQUIRED

- Sentences from Module 12, Activity 1 in Activity Materials
- Flipchart
- Pens/pencils

INSTRUCTIONS

Divide participants into pairs or groups of three. Each group should receive six sentences, which are "typical" phrases that parents might tell their children. Participants should read these in their small groups and discuss whether they also heard similar sentences from their own parents during the course of their upbringing.

Participants should also reflect on/discuss the following:

- What effects could these sentences have on children?
- How could parents formulate these sentences in a more positive way, in order to ensure a loving, non-violent environment for their children.
- How do you think children feel when they hear these statements? What can a child do to react to these statements with empathy?
- What changes could be made so that these sentences are used less frequently when raising children?

Once the participants have finished their discussion, bring the participants back for a joint-debriefing. Each pair spokesperson should report what they discussed. Facilitators should write these ideas on the flipchart.

At the end of the session, explain some of the key expectations and rules for raising children in the host country. For example, discuss why it is forbidden to hit a child in Austria and what the consequences are for using force/violence.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel when you read your group's sentences? Have you heard these as a child or used them in your own parenting?
- What makes statements/words violent?
- What sorts of feelings do you think parents are experiencing when they behave violently toward their children? Who is responsible for these feelings - the child or the parents? What outcome do parents hope to achieve when they rebuke a child?

- Was it difficult to reword the sentences to make them more positive?
- What can you take away from this game into your everyday life?
- Did this activity bring up food for thought regarding ways to positively speak to children in everyday language? Has your approach changed at all during this process?
- Have you already had any similar experiences with these types of behaviour in your everyday life?
- Do you think that in future you will be able to pay more/better attention to your behaviour in everyday life while bringing up your children?

TIPS

- Treat this session very carefully because children are a sensitive subject and participants may have had traumatic experiences.
- Many people have been raised with force (whether this was physical punishment or verbal abuse) and in these cases they often try to defend their upbringing. Participants may wish to differentiate between “abuse” and “discipline”. Although it is important to let everyone have their say, it is helpful to keep steering the discussion back to the subject of empathy and productive behaviour. If we have the long-term goal of protecting and building loving relationships with our children, then we will avoid any type of force.

Activity 2: Role-playing parent and child situations

Source:

KAICIID Dialogue
Facilitator



Duration:

90 min.



Number of participants:

min. 6



Dialogue facilitators required:

min. 1



Literate/Illiterate:

both



Movement?

a lot



Materials:

**Sample sentences are available in
Toolkit Supplement 1: Activity Materials**

LEARNING OBJECTIVES

- Practising active listening
- Reinforcing empathy for children's perspectives
- Practising non-violent communication

IMPORTANT INFORMATION

- Role-playing activities are not suitable for every group and in some cultures, playing "games" or "acting" are not considered appropriate activities for adults.
- Facilitators need to be sensitive to the fact that role-playing can be a trigger for trauma - especially role-playing a conflict situation.

MATERIALS REQUIRED

- Role-play situations from Module 12, Activity 2 in the Activity Materials
- Flipchart
- Pens/pencils

INSTRUCTIONS

Ask for six volunteers from the group, and divide them into pairs. Give each pair a role-playing scene and have them act it out in front of the group. Each scene depicts a conflict situation between parents and children. The parent can no longer stand the situation and uses physical or verbal abuse against the child.

While the pairs act out their scenes, the participants in the audience should observe the behaviour on both sides (with particular attention paid to the parents) and analyse the challenges in this situation. Participants should additionally consider the following:

- How does the child feel? How could we show empathy for him/her?
- How does the parent feel? If we react violently (either physically or verbally) toward our children, do we do this out of love or fear? What are we afraid of?

Who is responsible for the parent's feelings of fear or anxiety - the child or the parent?

- How can we respond lovingly in these situations? How could the parents behave so that they have a productive and non-violent intervention with their children through dialogue?

At the end of the session, after participants are finished with the role-play and follow-up discussion, explain some of the key expectations and rules for raising children in the host country. For example, discuss why it is forbidden to hit a child in Austria, what the consequences are for using force/violence, and where people can seek support.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel during these scenes?
- Was it challenging as an audience member to watch these different situations?
- How can this role-play be applied to everyday life?
- Have you had a similar experience where your patience with your children was exasperated and you couldn't stand it any longer?
- What did you observe about these scenes as an audience member?
- How can parents treat their children better, and not use force or swear words?
- What measures could you take in order to improve the relationship between you and your children, without having a negative influence on their development?
- What does non-violent child-raising and education mean for you in your new country?
- Do you think you will pay more attention in future to your behaviour toward child-raising in everyday life? What will your actions be like in these situations? Will you try to reach non-violent solutions and try to remain patient with your children?

TIPS

- Treat this session very carefully because children are a sensitive subject and participants may have had traumatic experiences.
- Make sure participants disengage from their roles once the activity is complete.

Activity 3: Family scenes

Source:

KAICIID Dialogue
Facilitators



Duration:

60 min.



Number of participants:

any number of participants



Dialogue facilitators required:

min. 1



Literate/illiterate:

illiterate



Movement?

light

LEARNING OBJECTIVES

- Reinforcing empathy for children's perspectives
- Solving conflicts through non-violent communication
- Consciously considering the patterns of behaviour towards children
- Building closer relationships between parents and children and promoting these through role-play
- Reinforcing cooperation and openness
- Considering appropriate reactions for parents to take in conflict situations

MATERIALS REQUIRED

- Photocopies of the images from Module 12, Activity 3 in the Activity Materials

INSTRUCTIONS

Divide participants into pairs or groups of three. Each small group should receive a copy of the images from the Activity Materials. After reviewing the pictures, have them discuss the following amongst themselves:

- What can you see on your card?
- Did you also have similar experiences with your parents?
- Have you gone through a similar situation or tried to do similar activities with your children?
- How do you feel when you see these pictures? What memories did they evoke?
- How do these situations affect how we treat our children? How do you think children might react to these images?

Bring the pairs back together to discuss their answers with the whole group in a joint follow-up session.

At the end of the session, explain some of the key expectations and rules for raising children in the host country. For example, discuss why it is forbidden to hit a child in Austria, what the consequences are for using force/violence, and where people can seek support.

RECOMMENDED QUESTIONS FOR FOLLOW-UP

- How did you feel when you looked at the pictures?
- Have you had similar experiences in your own life?
- What can we take away from this discussion? Has your approach to your relationship with your children changed during this process?

TIPS

- Treat this session very carefully because children are a sensitive subject and participants may have had traumatic experiences.
- Pay attention to the group dynamic.
- This activity is good for groups of illiterate participants, particularly those who may not have had opportunities to express their feelings during their own upbringing.



Integration through Dialogue

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MODULE 13: CLOSING STAGE

Brief description

In this final session, participants should reflect on what they have learned during the sessions, as well as recognize their capacity for self-determination. Facilitators should administer a course evaluation in order to find out which lessons participants plan to take with them from the dialogue sessions.

Learning objectives

- Understanding that participants have the ability to take ownership of their integration and their lives.
- Recognition of how participants have changed during the dialogue sessions (e.g. How has my attitude toward my integration in my host country changed?)
- Reflecting on lessons learned

What we learned:

In the final session, facilitators should help participants reflect on what they learned, thank everyone for taking part, and enjoy the final time together.

Following a reflection on dialogue and integration (Module 13, Activity 1), complete one last activity together (Module 13, Activity 2 or 3). Make sure to leave

time to hand out certificates to the participants at the end of the session and pass out evaluation forms.

Remember to allow time to be serious, but in this session it is especially important to laugh and have fun.

Facilitators should come prepared to participate, and at the end of the session share what they learned from the group - not just on this day, but throughout the course of the project.



I especially liked that during the group evaluation [last session] we could present our new ideas and recommend new things"

Fawziah B., translated from final evaluation worksheet

Activity 1: Reflection on dialogue and integration

Source:

KAICIID Dialogue
Facilitators



Duration:

60 min.



Number of participants:

**almost any number of participants
(better with 10+)**



Number of dialogue facilitators required:

2 - 4



Literate/illiterate:

both



Movement?

light

LEARNING OBJECTIVES

- Considering as a group what integration means for each of the participants
- Repeating basic principles of dialogue and thinking about how we can use these in our lives

MATERIALS REQUIRED

- Flipchart
- Pens/pencils

INSTRUCTIONS

Discussion

1. *What have we learned overall? (20 minutes)*

- This project was designed to help participants better understand their own integration. Over the course of the sessions, participants have discussed a number of key themes and received information on where they can turn for support. They have also learned from one another.
- List the dialogue topics (modules) which you covered in your group on the left side of the flipchart. On the right side of the flipchart list the participants' answers for what they learned in each module (either a new piece of information or a new experience). Congratulate the group on how much they've learned from each other!

2. *What is dialogue? (15 minutes)*

- The most important aspect of this project was dialogue. We hope that participants have not just learned about each other, but about the principles of dialogue as well.
- Using the flipchart page with the principles of dialogue which you created in the first session, make a list of the participants' abilities and characteristics which are important for dialogue.
- **Make a list** with key words from the participants, e.g. "active listening", "openness", "respect for others", etc. Continue talking until the group has listed approximately ten points. Then repeat these back to the group.

3. *What does dialogue have to do with integration?*

- Ask the group if they can define integration (either a formal definition, or their personal definition). If they can't, facilitators can share the definition from the EU's "Common Basic Principles 2005", which states, "Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States". Participants can then expand on this definition.

4. *Summarise*

- Clarify that through Project "Integration through Dialogue" we wish to help participants to understand life in Austria as well as to help them recognize that they can approach their

integration proactively and dialogically.

- During the dialogue sessions, we attempted to support one another to learn new information through dialogue, and to recognise experiences which will help us to continue developing our desired personal characteristics. If participants have enough information and experiences, then they will be less fearful. If participants recognise their strength, then integration challenges become easier to overcome.
- We hope that participants had fun during the dialogues, and that they have become more open and receptive to their life in their host country. We also hope they have come to realise that they can achieve a comfortable life here.

Facilitators should end the session with one of the following activities (Activity 2 or 3) so that participants can further consider what lessons they'll take away with them.

TIPS

- Laugh! This should also be fun.
- Facilitators should be prepared to share what they've learned from the group.

Activity 2: Game "28"⁶⁹

Source:

Adapted and translated
from "The Most Fun Way
to End a Workshop...?"



Duration:

20 min.



Number of participants:

at least 10



Dialogue facilitators required:

min. 1



Literate/illiterate:

literate



Movement?

light

⁶⁹ KAICIID. "Game "28"." Adapted from Robinson, Andy. "The Most Fun Way to End A Workshop...?" trainyourboard.com/the-most-fun-way-to-end-a-workshop/. Accessed 6 August 2018.

LEARNING OBJECTIVES

- Awareness of and reflection on lessons learned from the programme
- Determining which experiences and realisations are most important for the group

MATERIALS REQUIRED

- Scraps of paper
- Pens/pencils
- A bell or a whistle (or another noisy device)

INSTRUCTIONS

- Laugh and enjoy! This is one of the last activities so it should be fun and celebrate the bond of your group.
- This game works best for 8+ students. If the majority of your group is illiterate then we recommend switching to Activity 3. It is also much easier if the majority of the group speaks the same language. Facilitators should definitely join in!

Question: What is the most important lesson that you will take with you from this Project?

Hand out blank pieces of paper and pens/pencils. Ask everyone which lesson or experience during the dialogue sessions was the most important to them. When everyone has finished, ask the group to stand in a circle with their paper and pens. They should then walk around, exchanging pieces of paper with each other until the bell rings.

Ring the bell and ask everyone to look for a partner. If the number of participants is uneven then there can be one group with three people. Ask everyone to jointly award points with their partner based on the two statements that they have. Each pair should award a total of 7 points for both sheets of paper. If one statement appeals to the pair much more than the other, then this paper could be awarded 7 points and the other 0 points. These points are completely at the pair's discretion. Please note, there are no half points. The pairs should write the points on the back of the pieces of paper.

If there is a group with three people, then they should award 11 points instead of 7 points.

After one minute, have the participants walk around the room again and exchange papers until the bell rings. Then they will form pairs and complete the same task again.

Continue in this manner until you've completed four rounds. Therefore the maximum number of points for each paper will be 28 points.

Have everyone stand in a circle again. Each person should add up the points on their piece of paper. The facilitator should then ask the group if anyone got 28 points, 27 points etc. and continue counting down. Depending on the number of participants, the facilitator can have the group read their paper aloud or stop after a certain number (e.g. 10). We recommend stopping the activity if the group keeps reading the same experiences over and over again.

At the end, write the "best" statements on the flipchart.

Thank everyone for taking part. A round of applause!

TIPS

- Laughter and enjoyment! This is one of the last activities. It should be fun and should reinforce the solidarity of the group.

Activity 3: Tell it to a 6-year-old⁷⁰

Source:

KAICIID



Duration:

20 min.



Number of participants:

**almost any number of participants
(even just a few)**



Number of dialogue facilitators required:

min. 1



Literate/illiterate:

both



Movement?

light

⁷⁰ KAICIID. "Tell It to A 6-Year-Old." Adapted by Finely, Todd, "22 Powerful Closure Activities." Edutopia. 15 Dec. 2015. edutopia.org/blog/22-powerful-closure-activities-todd-finley. Accessed 8 August 2018.

LEARNING OBJECTIVES

- Awareness of and reflection on lessons learned from the programme
- Determining which experiences and realisations are most important for the group

MATERIALS REQUIRED

None

INSTRUCTIONS

Participants should think about what they learned during the dialogue sessions. They should then formulate this as if they were telling a 6-year-old child about their experiences.

Before participants start, the facilitator should give an example of something they've learned during their experience with the group.

After, participants will have five minutes to think of their own example.

Participants should then share their statements with one another.

Ask participants how it felt to place themselves in the role of a 6-year-old child.

- Was it easy? Why or why not?
- Are these statements, lessons that we would like to teach our children (or brothers, sisters etc.)?

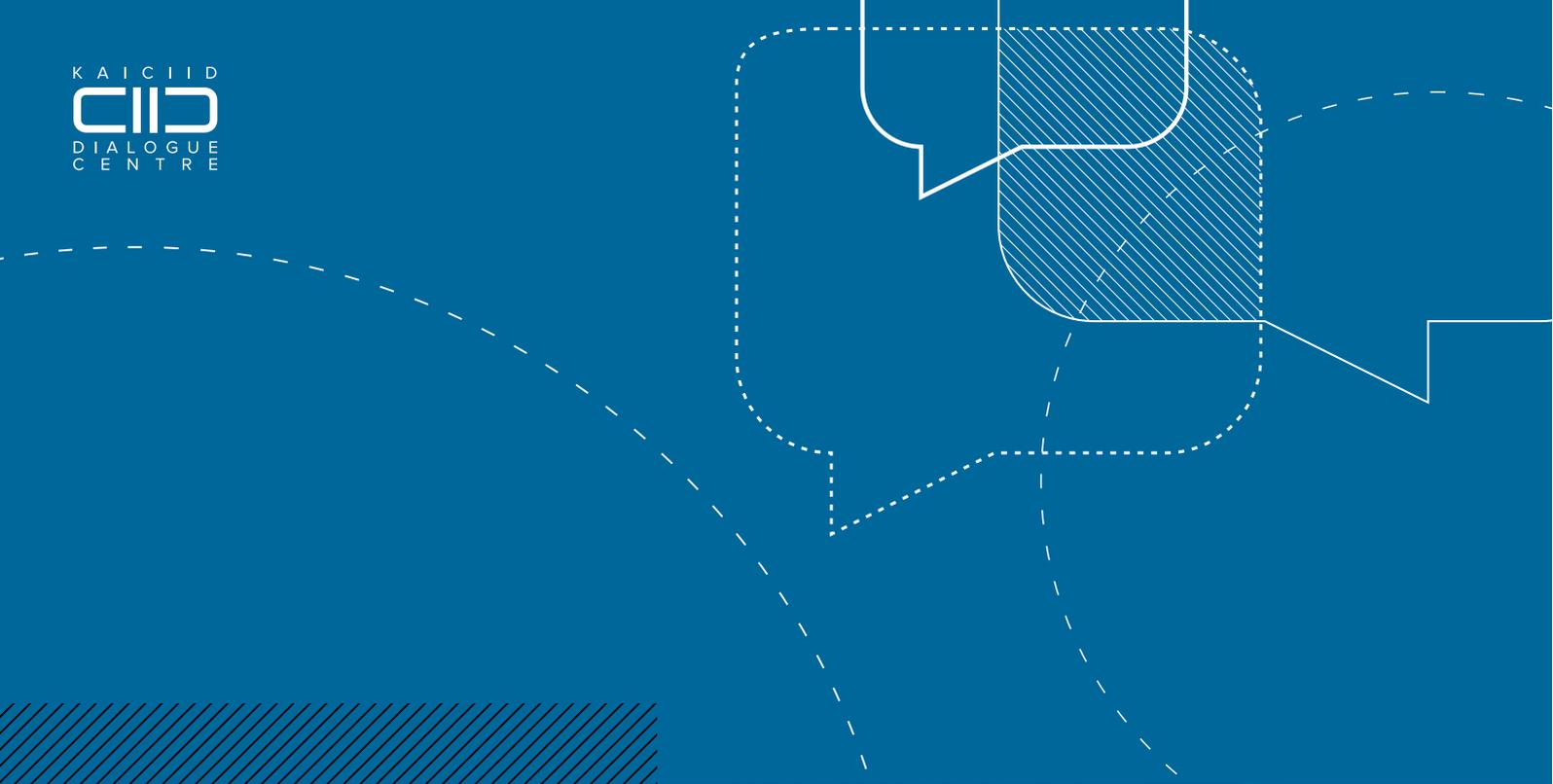
Thank everyone for taking part. A round of applause!

DIALOGUE TIPS

Laugh! This should be fun.

>> SECTION III USEFUL EXTRAS





LESSONS LEARNED



1. We recommend starting dialogues with an icebreaker, briefly reviewing key lessons from the last session, or starting with any homework given at the last dialogue session. This sets the session off to a good start and ensures that participants who arrive late don't miss something new.



2. We recommend distributing certificates at the end of the programme and link them to the participation rate.



3. Combining the dialogues with German courses (or other courses) would help reach a larger number of participants in the long term.



4. Providing childcare during the dialogue sessions would be very useful. Otherwise the dialogues could be planned so that they take place during school/kindergarten.



5. The relationship between the dialogue facilitators and the participants is very important. We noticed that many came simply because there was a good atmosphere in the sessions.



6. Excursions are very welcome as a fun break from more serious sessions.



7. If some of the participants are illiterate, you should be very sensitive to this. Think about activities for the whole group that do not require participants to be literate.



8. Be aware that all participants have different backgrounds (social level, educational level, wealth, political views, etc.) It is particularly important to always pay attention to the dynamics within the group. If there are digressions within the dialogue round, try to immediately return to the topic at hand.



9. Keep drawing attention to the basic rules. Where appropriate, use a "talking pen" or a ball or let participants speak in sequence. Make sure people don't talk at the same time and everyone is treated fairly.



10. Have fun! The dialogue rounds should be fun, not only for the participants but also for the dialogue facilitators!

SETTING THE SCENE

One of the cardinal rules for a good dialogue is that the participants should feel comfortable – not just emotionally, but physically. The Project team learned

from experience that it's not always possible to have the perfect space available. But to the extent possible, here are some things to keep in mind:



Quiet and Privacy: Participants should be able to hear each one another – and ideally, to hear themselves think! Part of this means that the “ground rules” of dialogue that each group sets should include something about not interrupting each other. It also means that the dialogue room should have a door so you can minimise noise and distraction.



Space: Some of the suggested icebreakers and activities might require participants to get up and move around (and the team has noted whether this is the case). Make sure the activities you select are appropriate for the space you have available.



Temperature: Before and during the dialogues, check in with participants to see if they are comfortable. If the room is too warm or too cold, then adjust the temperature accordingly.



Restrooms: Particularly, if participants are meeting in a new space, remember to let them know where the restroom is and invite them to get up and use it whenever necessary.



Food and drink: The project team brought water, juice and snacks to each dialogue (or these were kindly provided by project partners), as well as paper cups and plates. In many cultures, serving food and drink is an inherent part of good hospitality, and providing these helps people feel welcome and taken care of. At the same time, remember to be responsive towards religious cultures and customs, including food habits.



Room set-up: Ideally, participants should sit in a circle or a U-shape, where everyone can easily hear each other, see the flipchart or other posters and materials, and have easy access to both the snacks and any materials required for the activities.



Child care. Many of the participants brought their babies or small children to the dialogues. While children were welcome, this also provided noise and distraction during the sessions. Sometimes participants were also reluctant to discuss certain topics in front of their children. If possible, we highly recommend providing child care services in a separate room (or a room for older children to read, study etc.) during the dialogue sessions. This may also encourage attendance!



STRUCTURING YOUR DIALOGUE SESSION

The First Dialogue Session

If this is your first dialogue session with the group, remember that the focus should be on getting to know the project and each other. One possible structure for the dialogue could be:



1

Welcome! Have drinks and snacks available.
Greet everyone, make sure everyone has a comfortable seat, knows where the restroom is, feels invited to take a drink or snack, and so on.



2

Round of introductions (names) – make name tags if possible!



7

Expectations and hopes for the series (capture on a flipchart in word or pictures).



6

Teambuilding dialogue activity and debrief.

If this is not your first session with the group, but it is your first dialogue session with them (for example, if you're holding a dialogue in the framework of a language class or other training), be sure to introduce to the group WHY you have decided to hold

a dialogue and how dialogue is different from a debate or a training – and then allow the group to set dialogue rules. This takes time: Bear that in mind when preparing the informational presentation (if there is one) and when selecting activities.



3

Introducing the project, its objectives, and some basic information about dialogue and nonviolent communication.



4

Group sets ground rules for dialogue, which are written/drawn on a flipchart.



5

Present the modules to come (and if the group cannot do all, have them dialogue about and democratically vote on which ones should be covered).

Subsequent Dialogue Sessions

The structure of the dialogue is up to you, and depends on how the facilitators have assessed the group and its dynamics, and on what the

expectations and priorities of the participants seem to be. Here are two suggestions for how a dialogue session can be structured:

OPTION 1:

- 1 Welcome!
- 2 Icebreaker activity.
- 3 Introduce the topic for the day and what will be done. Remind the participants of the ground rules (which are hanging on the wall), and show them (on the skills poster) which skills they will be emphasising today.
- 4 Activity (or activities), complete with debriefing (allow as much time for debriefing as for the activity).
- 5 Ask participants how much they know about the topic, and gather any questions. Present the information, referring back to the activity outcomes if necessary. Take questions and make sure all questions are answered (if the information is not available, make a note to return to at the beginning of the next session). Distribute information handouts.
- 6 Closing activity: Ask participants what they learned, and what they will do with their new information or skills.

OPTION 2:

- 1 Welcome!
- 2 Icebreaker.
- 3 Introduce the topic for the day and what will be done. Remind participants of the ground rules (which are hanging on the wall), and show them (on the skills poster) which skills they will be emphasising today.
- 4 Ask participants how much they know about the topic, and gather any questions. Present basic information about the topic (enough to inform the following activity or activities without "ruining the punchline").
- 5 Activity (or activities).
- 6 Debriefing on a personal level; debriefing on an informational level. Did the activity result in new learning? Did it result in new questions? Discuss the questions within the group to see if answers or ideas can be found. If you are unable to answer a question, take a note to look it up for the next session.
- 7 Closing activity: Ask participants what they learned, and what they will do with their new information or skills.

EASY-TO-ADAPT ACTIVITIES

The activities described below are commonly used as icebreakers or energisers in a wide range of workshop settings. These examples are readily adaptable to any theme, so feel free to be creative. If you can't find what you need here, do a search engine hunt or take a look at some of the online resources listed below.

Patrice's Four Corners Game

This game was developed by Dr. Patrice Brodeur, KAICIID Senior Adviser, and is a variation of so-called "spectrum games", in which participants physically position themselves along a line between signs that say "yes" and "no". Like spectrum games, the Four Corner game works in any situation where the objective is for participants to learn more about each other and dialogue about different aspects of themselves. The objective is to start a conversation on a particular topic.

Start by setting up the room with signs in each of the four corners that say "Yes," "No", "Maybe" or "I don't know" (or some variation thereof – whatever works!). Then begin to ask questions/make statements that are related to the topic at hand. For example: "I speak German well". Ask participants to go stand next to the sign that best seems to describe them – and tell them that they can also stand at the mid-point between two signs (or three, or four signs) if it seems appropriate to their situation. Once everyone has picked a place to stand, ask participants why they chose to stand where they did (don't forget to be aware of power dynamics in the room – consider starting by asking the "outliers" who are standing in

unusual spots first). Even questions that seem quite straightforward ("Are you a parent?") can result in some very interesting answers. This game shows participants what they have in common, in which ways they might be different, and shows quite a bit about how each participant thinks.

The Alphabetical List Game

The dialogue facilitators usually play a version of this simple game as an icebreaker for the module on "Going Shopping". It is a fun way to practise vocabulary in the new language, and also test the group's memory skills. Participants sit in a circle. The first participant should say a word related to the theme which starts with the first letter of the alphabet. If the theme was "Fruits and Vegetables", he or she might start with "Apples". The next participant has to repeat the last word, and add another that begins with the next letter: "Apples, Bananas". The third would say, "Apples, Bananas, and Carrots" and so on. The game ends when everyone has had a turn, or until the group has reached the end of the alphabet, or – if everyone seems to be enjoying themselves – until the list is so long (multiple rounds through the alphabet) that no one can continue without making mistakes.

Two Truths and a Lie

In this example, participants are asked to think up three stories about themselves (or three "facts"). Two should be true, and one should be false. After everyone has come up with the stories, they should share them with the whole group. The group should vote on which one they think is pure fiction.

What am I?

This classic party game works best in small groups (otherwise it can take up too much time). Each participant receives a sticky note with a word or drawing of a famous person or of an object, which should be stuck to their forehead in such a way that they cannot see or read it. (Participants can write or draw these for one another, or facilitators can prepare them in advance). Each player has to guess what's on their forehead using only "yes" or "no" questions – for as long as they get "yes" answers, they can keep asking questions. As soon as they get a "no," it's the next player's turn. Depending on time, this game can be played until there is a "winner" (whoever guesses their word first) or until everyone has guessed correctly. As a vocabulary exercise, all of the words/drawings can be thematic. For example, typical school supplies (pencil, notebook, calculator, markers, eraser, and so on).

Read my Lips

A volunteer from the group puts on headphones that are playing (fairly loud) music. Another volunteer has to come up with a simple sentence – for example, something thematic or in the new language – and say it out loud. The volunteer has to try and guess the sentence just by reading the other participants' lips. Participants can rotate roles.

Websites with training and workshop materials:⁷¹

Typing key words like "icebreaker" or "energiser" into any search engine will lead you to a wealth of ideas. Below is a very small sample of the many websites that offer training resources for free:

- **Icebreaker Ideas:** <https://icebreakerideas.com>

- **Institute for Humane Education:**

<https://humaneeducation.org>

Offers a number of resources such as activities, short films, or guides to global issues.

- **Salto Youth Toolbox for Training:**

<https://www.salto-youth.net/tools/toolbox/>

Online database of games and activities, searchable by topic, time available and other useful filters.

- **Seeds for Change UK website:**

<https://seedsforchange.org.uk>

Workshop facilitation activities and tips for sowing social change.

- **Training Course Material:**

<https://www.trainingcoursematerial.com>

Sells training material, but also offers a bank of free games and activities.

⁷¹ Please note that KAICIID does not have any existing relationship with these institutions or websites, and cannot vouch for or take responsibility for the content therein. Websites were last accessed in Sept. 2018, and links and content may have changed.

ABOUT THE TEAM

This toolkit was drafted by the Project Integration through Dialogue Team. KAICIID thanks, in particular, Dialogue Facilitator Nadine Kelani for her work in gathering and editing activities produced by the rest of the team.



Naomi Hunt is the former Programme Manager of KAICIID's PSR Programme. Previously she worked in the fields of press freedom, freedom of expression and media ethics in her role as a Senior Press Freedom Adviser at the International Press Institute (IPI). Naomi has a Master's Degree in Advanced International Studies from the Diplomatische Akademie Wien, and a Bachelor's Degree in International Relations and German Language/Literature from Boston University.



Elaine Magliulo is the team assistant for KAICIID's Global Practices Hub. She has supported the PSR Programme since 2016, assisting with Project Integration through Dialogue. Elaine has a Bachelor's degree in International Relations and Psychology from Webster University, Vienna.



Badi Niyazi is the Project Coordinator for KAICIID's PSR Programme. Previously, Badi taught German and history, as well as developed integration projects with newly arrived students in Austria. He was also part of the NGO Committee on Peace and the NGO Committee on the Status of Women at the UN. He holds a Master's degree in Political Science from the University of Vienna and a Bachelor's degree in German and History from the University College for Teacher Education in Vienna.

DIALOGUE FACILITATION TEAM



Ruham Al-Bezra migrated to Austria after completing her studies in Syria. She holds a Master's degree in Sociology (with a background in philological and cultural studies in English and American Literature) and a diploma in integration coaching and intercultural competence. She has also served as an interpreter for several Austrian municipal authorities and schools. For the past five years, she has worked with International Human Relief in Vienna as a coach and trainer for refugees from the Arab region.



Born and raised in Austria, **Nadine Kelani** is currently in her final year of Bachelor's studies in spatial planning at the Technical University in Vienna. She has worked as an Arabic interpreter in Caritas' Asylum Centre, and engaged in voluntary work with refugees. She is also a board member of the student society "Multicultural Society in Austria."



Forouzan Noyan was born in Afghanistan, and after several moves, has been living in Vienna for over ten years. As a mother of two children, she completed her education in 2012 in Vienna as a childcare worker. For the past eight years, she has worked on a voluntary basis in Vienna helping asylum seekers successfully navigate administrative channels.

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