

Colophon

The objective of the National Day of Dialogue Initiative is to realise Days of Dialogue everywhere in the Netherlands. The initiators from Rotterdam and Amsterdam – where a Day of Dialogue has already taken place several times – want to inspire, advise and support other towns in the practical organisation of the Day of Dialogue. This handbook is part of the 'Day of Dialogue across the Netherlands' programme that started in the Netherlands in May 2006.

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Argus Rotterdam

Original handbook in Dutch made possible by

Oranje Fonds

Rabobank Nederland

English translation made possible by

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More information about the Day of Dialogue in Europe

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May 2008

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Art.1

Art.1 is the national association against discrimination (sex, race, age, disability, etc.). Art.1 contributes to the equal treatment of everyone in the Netherlands. This page includes general information about the methodology of Art.1 and other relevant information. Art.1 is one of the initiators of the Rotterdam Day of Dialogue, member of the Platform 'In Dialogue'. Go to www.art1.nl for more information.

Nieuwe Maan

Took the initiative for the Day of Dialogue in Amsterdam at the end of 2004. The immediate cause was the murder of Theo van Gogh, which led to tensions on the streets of Amsterdam. Nieuwe Maan visualises social issues and strongly positions the parties involved. From this focus on social trends we advise organisations on various subjects, such as diversity & integration, participation, religion & society, sustainable development, corporate social responsibility, youth & family.

The Oranje Fonds

The Oranje Fonds is the largest social fund in the Kingdom of the Netherlands. Annually, we spend around €20 million on organisations and projects that strengthen social coherence and participation. The Oranje Fonds also initiates its own projects on various subjects we want to give extra support to. The Prince of Orange and Princess Máxima are the patrons of the Oranje Fonds. Go to www.oranjefonds.nl for more information.

ARIC Berlin

The Antiracist Intercultural Information Centre (ARiC Berlin) aims to improve understanding among people with diverse backgrounds and to contribute to intercultural dialogue. The organisation provides consultation services and access to information. Furthermore, ARiC Berlin realises projects, which have the goal to raise awareness for topics such as racism, xenophobia and antidiscrimination. These projects include, since 2003, the Berlin Days of Intercultural Dialogue. For more information, check www.aric.de.

ENAR

European Network Against Racism (ENAR) is an EU-wide network of more than 600 organisations working to combat racism in all EU member states and acts as the voice of the anti-racist movement in Europe. ENAR is determined to fight racism, xenophobia, anti-Semitism and Islamophobia, to promote equality of treatment between European Union citizens and third country nationals, and to link local/regional/national initiatives with European Union initiatives. For more information, check www.enar-eu.org.

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Foreword

If this handbook lies in front of you, you are considering organising a Day of Dialogue in your country or town – probably in cooperation with partners.

The Day of Dialogue is an instrument that wants to reinforce social ties in a city, because of which people meet and get to know one another and new networks originate. It is a tried and tested concept. In Rotterdam, the Day of Dialogue was devised and first organised after the attacks in America on 11 September 2001. In Rotterdam, it turned out that dialogue brought people closer together, provided them with new insights and raised issues that were left undiscussed until then. Rotterdam continued the Day of Dialogue and other towns, such as Schiedam, Amsterdam and Hengelo and, on an international level, Berlin, Essen and Brussels followed.

We, Art.1 in cooperation with Stichting In Dialoog from Rotterdam and Nieuwe Maan from Amsterdam, have each strongly developed our own experience with the Day of Dialogue in both towns. We took the initiative in the Netherlands for a 'The Netherlands in Dialogue' in 2005, and we place our knowledge and experience at the disposal of others to enable the Day of Dialogue in more towns across the Netherlands and Europe. We do this with the conviction that the concept will also lead to positive results in other towns, provided that it is properly translated into the local context.

In 2008 during the EU year of Intercultural Dialogue, ENAR – the European Network Against – has strongly supported the idea of disseminating throughout Europe this good practice emanating from the Network: the DoD are easy, practical, effective, and enhance social cohesion as well as cross-cultural and cross-generational exchanges. By allowing this dialogue methodology to become more widely available, ENAR fulfils its mission of cross-fertilisation and knowledge transfer between its members with the aim of giving a higher gear to the strengthening of social cohesion everywhere in Europe. Together with ENAR and Aric Berlin, Nieuwe Maan and Art.1 organized a European Seminar in May 2008 in the Netherlands.

The advantages of this approach are:

- ▶ Other towns do not need to reinvent the wheel. It is already a tried and tested concept.
- ▶ It's easier to recruit partners/sponsors locally when it's a national initiative with national visibility.
- ▶ In the Netherlands at this point, there is more strength of communication because it is a national initiative, while the local aspect is preserved.
- ▶ Knowledge and experience concerning the approach of the Day of Dialogue and its consequences are exchanged with other towns.
- ▶ In the Netherlands, the results are compiled and evaluated on a national level and can be used for national policy.

The Dutch initiative is supported by partners of the "Netherlands in Dialogue". These are – apart from Art.1 and Nieuwe Maan – the Oranje Fonds, Rabobank Nederland, Albert Heijn, The Dutch Red Cross, COC Netherlands and Ymere. We are very grateful to the Oranje Fonds for the programme's financial support from the start in 2005.

What does our service in the Netherlands consist of?

In the meantime, we in the Netherlands can look back on the country's first successful Day of Dialogue. Originating from the programme: '*Day of Dialogue across the Netherlands*' in the 2006/2009 period, fifty towns were supported in organising their first Day of Dialogue. Our service to these towns consisted of:

1. A Day of Dialogue information workshop
2. The transfer of knowledge through a one-day workshop for five participating towns
3. This handbook, with practical step-by-step plans for organising the Day of Dialogue

4. Tailor-made advice and support in the start-up and organisation in five towns
5. Monitoring, evaluation and further methodology development
6. Publication and communication of the results achieved in five towns
7. Offering website and logo

What are the consequences in the Netherlands?

Art.1 and Nieuwe Maan started in 2006 with a two-year advice project in cooperation with the Oranje Fonds and are now executing a three-year follow-up project. During this new 2008-2010 period, the focus lies on strengthening and deepening dialogue in the Netherlands. In the meantime, there are 60 dialogue towns. During the coming period, Art.1 and Nieuwe Maan want to:

- ▶ Introduce the Day of Dialogue to other towns;
- ▶ Perform a quality check with the current dialogue towns
- ▶ Continue to monitor the quality of the dialogue methodology;
- ▶ Offer dialogue training for facilitators and *train-the-trainer*;
- ▶ Organise an exchange of knowledge on the subject, methodology, organisation of the day itself, means of communication, etc;
- ▶ Increase visibility of the Days of Dialogue in the Netherlands and provide increased familiarity of the dialogue as a means of communication;
- ▶ Set up a sustainable organisational structure.
- ▶ Introduce the Day of Dialogue in other European cities
- ▶ Organize an international cooperation between 6 or more European cities with a Day of Dialogue.

What is our service in Europe?

Individual advise and workshops are available. Please get in touch with us if you want to get more information – info@nederlandindialoog.nl.

What is expected of you?

You can flesh out the concept we offer you in your own town and your own way. To guarantee quality, we stipulate some conditions regarding the use of the 'Day of Dialogue' concept. These conditions are:

1. The Day of Dialogue is about dialogue, not debate or discussion. In the preparation you must emphasise the dialogue methodology and train facilitators in this methodology.
2. The format of the 'Day of Dialogue' originates from organisations and individuals in your town who also organise dialogue tables. The number of dialogue tables depends on the town's size and the subject, but to qualify for the Day of Dialogue you should aim for 15 tables, criss-cross through the town.
3. You must follow the set-up of the 'Day of Dialogue' as described in this handbook. You are free to chose the organisation, subject, how you recruit participants, how much freedom you give table organisers, etc.
4. You must inform the Dutch initiative group about the initiative you want to set up.
5. You must involve the Dutch initiative group where you think it is relevant for the quality and success of your Day of Dialogue.
6. You must cooperate on the further development of the 'Day of Dialogue' by sharing your experiences with the Dutch initiative group. The information you provide may be used for publication.
7. You are responsible for financing the project.

Good luck with the Day of Dialogue in your country, or town!

Art.1 - national association against discrimination Nieuwe Maan

Sigrun Scheve Olga Plokhooij

1. Why a dialogue?

Before we lead you through the practical preparation of the Day of Dialogue, we give the 'why' of the Day of Dialogue a moment's thought. What are the arguments for organising a Day of Dialogue? Why is it important to hold on to dialogue and to not lapse into debate? What can the Day of Dialogue lead to? These are important questions in the early phase of the project, as you will need to convince potential partners of the project's use. Broad local support is a precondition for success. This is why this chapter will deal with theory and background. You can find a number of other references to literature and articles in chapter 7.

New connections

The objective of the Day of Dialogue is to make new connections through dialogue, criss-cross throughout society in a town that results in the creation of new insights, ideas, opportunities and projects that contribute to the social relationships within the town. Arguments concerning the 'result' of the 'Day of Dialogue' are:

- ▶ In the current social climate, there is increasing distance between inhabitants. The Day of Dialogue decreases the distance between the various communities and increases knowledge about each other.
- ▶ The Day of Dialogue promotes cooperation between citizens, organisations, companies and schools. In other words: new networks are created in society, making it a stronger civil society.
- ▶ The Day of Dialogue gives people an opportunity to learn to talk to each other in a different way. Prejudices are removed due to this personal experience. The educational experience can be applied in various areas, which could result in a positive spin-off.
- ▶ The results of the Day of Dialogue can include new ideas and initiatives that can help the town and its inhabitants (and the local authorities)

The reason for dialogue

Dialogue is uniquely suited for bringing citizens with different backgrounds into contact with each other and generating more understanding. This is why dialogue is also an instrument to break through the isolation and segregation of communities and to get rid of prejudice. Below is a description of what dialogue constitutes and the differences between dialogue and other types of conversation.

The idea behind the Day of Dialogue is simple and effective: people get together and – in a safe and pleasant setting – exchange experiences on the basis of a subject. The success of a good dialogue lies in the experience of a personal meeting with former strangers: sharing experiences results in involvement and recognition that enables learning about oneself and each other. Sometimes, and depending on the intention, the foundation is laid for further steps: small, individual plans to do something about the subject, joint initiatives and campaigns aimed at changing the neighbourhood/organisation or society.

Dialogue versus debate or discussion

According to the dictionary, dialogue is a 'conversation, consultation'. It's therefore substantially different to a debate ('argument') or a discussion ('dispute'). While a dialogue is based on talking and listening, a debate deals with statements chosen in advance. A dialogue is not always preferable to a debate: a debate is appropriate in parliament or during electoral meetings. Gaining clarity about different (political) points of view, their differences and similarities can be mainly realised through debate. The greater the differences, the livelier and more interesting the debate.

The opinion and presence of an audience has great influence on the debate: participants in a debate want to be proved right and prove this publicly. They take points of view and want to convince their opponents. This is why a debate, just like a dialogue, but for different reasons, benefits from good facilitatorship, a clear formula, a time limit and set rules. Other

than in dialogue, the facilitator will try to keep up the pace by asking provocative questions and bring up sensitive issues and critical questions.

Dialogue differs from debate through its very different intention and objective: listening *to* and talking *with* each other are at the forefront and it focuses on getting to know each other and making contact. Differences and similarities are of course recognised, but the dialogue mainly centres around the meeting itself and being open to each other.

Participants in a dialogue are expected – no matter how hesitant and difficult - to talk about themselves and their experiences in relation to the subject, as well as showing genuine interest in the story of the others. It does not concern a battle with arguments or proving one's right but a personal meeting and exchange. Participants in a dialogue want to get to know each other. Instead of feeling superior, participants need to be willing to show their vulnerability. There is a risk of participants being hurt or misjudged because of their openness. Dialogue without equality and (a minimum of) respect, trust and safety is impossible; vice versa, inequality, unsafety but also ridicule or rhetoric attacks undermine any form of real dialogue.

This should be taken into account when choosing a setting, the facilitator and during preparation. In particular, the facilitator has a crucial role when it comes to creating a sense of mutual trust and a safe environment.

	<u>Debate /discussion</u>	<u>dialogue</u>
similarities	group conversation facilitator has crucial role theme or subject rules time limit and structure	
differences	usually with and for audience	without audience
	based on battle with arguments	based on meeting and exchange
	impersonal	personal
	wanting to convince participants	participants want to get to know each other
	aiming for victory	showing vulnerability
	using rhetorical means, ridicule	authentic relating
	facilitator is also a feeder, provocateur, and critical analyst	facilitator is a guide and supporter
	respect for others' opinions is important	respect, equality, trust and safety are important

Dialogue = listening and sharing experiences

It's all about listening and sharing experiences. But this is not as easy as it sounds and can't be achieved immediately. How people listen and share is essential for a successful dialogue. Attention and authenticity are key here: listening attentively means being open to another person's story and trying to listen to each other as unbiased as possible. Listening attentively is an art that requires practice: we usually only listen selectively, i.e. some of our attention is focused on our own reactions (associations, judgements, emotions) and thoughts. We are also often distracted because we are trying to formulate a reply or response when 'listening'.

Authentic recounting stands for authenticity and dependability of the story. Someone who authentically recounts his experiences is credible. He or she speaks as a person and not from a position or role, in accordance with what he or she remembers and feels; and also doesn't embroider to impress or to achieve certain effects. Chapter 4 deals with how the facilitators can stimulate attention and authenticity in dialogue.

2. What is a Day of Dialogue?

Day of Dialogue – the concept

The concept of the Day of Dialogue is based on three cornerstones:

1. It's a social initiative for the town's civilians and organisations.
2. Talks are set in mixed groups consisting of six to eight people at (minimum 15, in the Netherlands 30) tables all over town.
3. The dialogue is about one central subject and follow set questions that were drawn up according to the dialogue methodology.
4. The talks are led by facilitators, who have had dialogue training provided by the project bureau.
5. The dialogue centres around the individual role and responsibility for the participants' town.
6. A central project bureau coordinates the Day of Dialogue, supports participating organisations and takes care of communication and publicity.

The Day of Dialogue summarised

During the Day of Dialogue, residents of a town talk to each other at a dialogue table (with nibbles or a meal) about a (topical) subject. In Rotterdam and Amsterdam subjects included living together, belonging, growing up, work and identity. The six to eight participants at the table exchange personal experiences. In two to three hours, they talk about their personal experiences with the subject, led by a trained facilitator. The dialogue can also touch on what they can contribute to their town and what they expect of one another (also see talk formula in chapter 3).

The dialogue tables are spread across town. They can be found in the market, in church, at the municipality, at schools, banks, in supermarkets, etc. The Day of Dialogue is for everyone, working or not working, young or old, immigrant or native, schoolboy/girl or taxi driver, imam or mayor. This diversity of participants is what makes these talks so interesting and educational. The meeting and the talk are the Day of Dialogue's main objective.

The Day of Dialogue in six steps

With the help of diagram 2 (see tab 8), you can create a programme for the Day of Dialogue in your town. Below is an explanation of the various aspects of the Day of Dialogue.

1. Dialogue tables

During the Day of Dialogue citizens talk to one another at dialogue tables of six to eight participants and a facilitator. The talks last two to three hours and a meal or nibbles are served during or before the talk. The tables are placed by a variety of organisations (schools, municipal services, companies, banks, social organisations, immigrant organisations, cafes, cultural organisations, etc.) in town, in their own location at a time that suits them best between 9 a.m. and 3 p.m. (starting time) or at a fixed time (e.g. all tables are available from 2 p.m. to 5 p.m.). Another possibility is spreading the dialogue over several days, like in Berlin. Calling it the 'Day' of Dialogue is then a slight problem.

2. Organisations/companies/schools/individuals invite

The organisations taking part in the Day of Dialogue organise one or more tables in their own location. They invite six to eight participants per table (assisted by the project organisation if necessary) and try to include as many people from different backgrounds as possible (age, culture, education, man/woman, profession, neighbourhood) at a table. They also provide a facilitator, who takes dialogue training organised by the project organisation. The organisations themselves decide who is invited to the tables. They can choose a certain target group of importance to them, e.g. a housing corporation invites residents; a

shopkeeper invites his customers or schoolboys/girls; a community centre invites random locals; a sports club invites youngsters. Getting enough people at the table or inviting a diverse audience can be tricky for organisations. The project organisation can help here.

3. The dialogue conversation

The conversation is held on the basis of four questions concerning a central theme, such as 'Belonging'. The subject must be accessible to and have meaning for all. Everyone can talk about this subject from their own experience, whether young or old, with children or childless. The talks are based on the dialogue method, which consists of four steps:

1. Becoming acquainted
2. Exchanging experiences
3. Imagining
4. Doing

The dialogue's rules are:

- ▶ Do not take a stand, but share your personal experience
- ▶ Speak with head and heart
- ▶ Listen to gain an insight
- ▶ Ask in-depth questions
- ▶ Make connections to discover common ground

Not only do the talks lead to insight and understanding of others, they can also lead to useful ideas to take on oneself or with each other. Matters that make your neighbourhood or town more pleasant and liveable.

4. Result

The most important result of the dialogue tables is that people have concentrated on fellow town residents and gained more insight into and understanding of each other. To crystallise the result, the talk can end with a specific task, but this isn't obligatory. Writing down the result at the end of the conversation stimulates successive dialogue.

5. Initial meeting (as desired)

The first Day of Dialogue can be shaped by a breakfast meeting in a central part of town. The participating organisations, facilitators and a prominent local resident (e.g. an alderman) are invited to the breakfast. The press is also invited and is given a list of tables they can visit. The kick-off of the first dialogue table can also take place at the location of the organising participants.

6. Final meeting (as desired)

The Day of Dialogue can end with a final meeting in the presence of, for instance, the mayor. This is a good time for the participants, table organisers and facilitators to see whether they are part of a larger whole. The final meeting offers the opportunity to meet other participants, visualise the result and is a good press moment. To make the final meeting attractive for participants, the following could be included:

- ▶ A performance of a cabaret performer or columnist who gives his/her comment on the Day of Dialogue
- ▶ Participants recount their experiences of the Day to – for instance – the mayor
- ▶ Speed dating: two people talking for five minutes about the most important experience of the participants
- ▶ A band or solo artist
- ▶ An enjoyable drink with nibbles

The final meeting can also be part of another event, but make sure the event you cooperate with fits in with the Day of Dialogue.

3. Conversation method and facilitators' role

Choice of subject

For a conversation according to the dialogue method, finding a suitable subject is first and foremost important. Whether a subject is suitable depends on the target group and the objectives. If you want to reach a wide audience you should take account of various cultural backgrounds and language and abstraction levels. If the dialogue method is used for specific target groups such as youngsters or the elderly, the subject can fit in with their specific living environment (see chapter 5 on the various forms of application). A subject must be formulated in an appealing and inviting way so people are motivated to take part. Most suitable are subjects relating to values, norms, traditions, virtues, etc. which everyone has experience with or an opinion about. But topical subjects that concern many people such as work or growing up are also broad enough to rouse interest.

Examples of previous dialogue day subjects in Rotterdam and Amsterdam:

- ▶ Meet the other and show who you are
- ▶ Respect for each others values
- ▶ Belonging!
- ▶ Living together in Amsterdam
- ▶ Amsterdam works
- ▶ Growing up in Amsterdam

Conversational formula: four questions

A conversational formula consisting of four rounds of questions is part of the subject. The questions are formulated in such a way that they invite people to talk about personal experiences, convictions, ideas, sources of inspiration, wishes, desires and action points. These questions have a specific content and order to tap the present positive strengths of the participants.

Question 1: participants introduce themselves and are stimulated to say something about themselves on the basis of the subject or a sub-theme (*introduction*)

Question 2: participants share their personal experience of the subject or sub-theme with each other (*experience*)

Question 3: participants freely express their wishes/desires concerning the subject or sub-theme (*desires*)

Question 4: participants say what they can do to bring their wish/desire closer (*action*)

Conversational formula examples

Living together in Amsterdam (2004)

1. Introduce yourself (who you are and what you do). Describe a moment when you really felt like a resident of Amsterdam.
2. Many different cultures live together in Amsterdam. Give an example (you were involved in) where living together did not go well. Also give an example of when it did go well.
3. What do you expect, on the basis of your experiences, of the people you live with?
4. What can you do to ensure living together in Amsterdam goes well? What can we do together?

Belonging (Rotterdam 2005)

1. What does belonging mean to you?
2. When did you feel you really belonged? Where was this? Why was this?
3. What would Rotterdam look like if everyone belonged?
4. How can you make others feel they belong?

The questions allow the possibility of negative feelings, opinions and experiences concerning the subject, but are formulated in such a way that they enable a positive

approach: the emphasis lies on what is possible, what is going well and how this can be used or extended to benefit the development or circumstances of a person, group, organisation and society.

The role of facilitator

The facilitator has a central role in the dialogue method. He or she steers the dialogue and ensures that the participants feel at ease and the conversation is worthwhile. The facilitator makes sure that all rounds are completed on time and that everyone has their say. In turn, (this doesn't have to consist of going over the people one by one) everyone gets the opportunity to answer the question. The facilitator asks informative questions if necessary (see: the art of asking questions).

The most important rule during a conversation according to the dialogue method is that participants listen to each other and don't try to be proven right. They may – just like the facilitator – ask informative questions to gain a better understanding of someone else's story or to get more information from the other. But they may not attack the other's story, judge his or her experience or interrupt. Ensuring dialogue instead of debate is the facilitator's main task.

Sometimes participants have trouble sticking to the rules: for instance, if participants are personally affected by the story or opinion of someone else or if they find it hard to listen and control themselves. This is why the facilitator's role is so important. He or she must prevent discussion or debate, dominant people from taking over the conversation or participants omitting the personal touch and starting to talk about this subject in general terms. If this does happen, the facilitator has to interfere and steer the conversation.

The facilitator is therefore the leader of the conversation: he or she must follow the talk with concentration and steer it in the right direction by asking informative questions. The conversational formula and time must also be taken into account. A complex task, which is why a conversation according to the dialogue method works better with a limited number of participants. The best experiences gained in Rotterdam and Amsterdam were in groups of six to eight people. Larger groups are not only difficult for the facilitator but also for maintaining the dialogue method. Participants also tend to pull out sooner if the group becomes inconveniently big and they are expected to listen to too many stories.

The facilitator not only has important tasks during the dialogue but also in preparation:

- ▶ He or she must check on time whether everything has been arranged (location, food, décor) and whether the environment is quiet and pleasant (no noise, not too hot or too cold, clean).
- ▶ The facilitator must also contact the participants well in advance to become acquainted with them and get them to agree with the dialogue conversation. They are given an initial explanation about the objectives and participants are given the opportunity to ask questions and express any concerns. Eating preferences are also discussed. The facilitator lets the participants know that he or she appreciates their participation, that their presence is being counted on and that they should come on time.

Conversational rules

To ensure that the dialogue runs smoothly and to give participants footing, it may be useful to agree on conversational rules in advance. Depending on the target group, language and content may have to be adapted. It is also advisable to train facilitators in the use and observance of the rules. Important: Good conversational rules promote speaking and have an orientational purpose – they should not frighten people and do not always have to be met word for word.

- ▶ Let the other person tell his/her story. Don't tell your story at this time. Don't share your opinion about their experiences.
- ▶ Appreciate the story of others; do not judge.

- ▶ Try to be really curious about the experiences, thoughts and feelings of others. Try to be open and really listen to what the other is saying.
- ▶ Some people will need more time to think about their answer. Let people search, stammer or be silent for a while.
- ▶ Speak for yourself: use the "me" position, avoid "you" or "one".
- ▶ In the event of generalities, ask for specific examples and an explanation if you don't understand something.
- ▶ Treat the other as you want to be treated: with respect and kindness.

The conversational rules should be discussed with the participants at the start of the dialogue or as a hand-out with the invitation. Another possibility is designing placemats with the rules (see example in this leaflet) or informing the participants of the essence of the conversational rules in the preliminary phase.

Continuing to ask questions / The art of asking questions

The questions of the conversational formula are a guideline for each round of conversation and steer a talk in a certain direction. To many people this guideline is sufficient, but some participants may need an extra stimulus to express themselves clearly. Then it can be useful to continue asking questions and add other questions to support the dialogue. For example:

- ▶ Could you tell me more about this?
- ▶ What made the situation so special for you?
- ▶ What do you mean exactly?
- ▶ How did that feel?
- ▶ Which other feelings did this evoke?
- ▶ How did this affect you?
- ▶ Why do you find that?
- ▶ Did this change you? If so, how?

The rule of thumb for continuing to ask questions is: Use open questions instead of closed ones. i.e., questions that begin with the five Ws (Who, What, When, Why, Which, Where) or questions beginning with How/In what respect?

Often just repeating value and feeling-based words is enough to invite people to say more about something. (Kessels 1997)

"...that was very special to you..."; "You were amazed"; "Unforgettable!"

You also help the other by repeating what you've understood, giving a brief summary or suggesting a formulation.

"You therefore say... Is this correct?" "Did I understand properly that ..." "Are you trying to say that ..."

Make sure there is enough time and that it doesn't become an interrogation. Many people aren't used to talking about themselves and sometimes just need time to express themselves. The trick is to find the right balance between stimulating and supporting and leaving space.

Training for facilitators

As preparation for the Day of Dialogue the project organisation provides training for facilitators. We advise you to use experienced local trainers (conversational techniques, communication and dialogue). As part of the 'Day of Dialogue across the Netherlands' programme, you can choose training given by experienced trainers from Rotterdam or Amsterdam. Local trainers are recommended to be present at the training, so they can give the training the following year. This training can be given free of charge as part of the tailor-made programme.

Content training for facilitators

As described previously, the facilitator plays a crucial role in the Day of Dialogue. This is why it's important to pay sufficient attention to a good selection and preparation of facilitators. Facilitators training is based on a facilitators competence profile. This establishes what knowledge and skills facilitators need to have to properly guide a dialogue. A certain attitude a facilitator needs is also listed.

Competence profile dialogue table facilitator

He or she must possess

- ▶ Communication skills:
 - Being able to actively listen to others → LSC (listening, summarising, continuing to ask questions)
 - Being able to give and receive feedback
- ▶ Knowledge about
 - The background and objectives of the Day of Dialogue
 - The dialogue methodology and the specific role of facilitator
- ▶ An attitude characterised by
 - Sufficient fighting spirit/assertiveness to lead and intervene
 - Empathy and an interest in others
 - Willingness to self-reflect
 - Treating others with respect being capable of keeping a professional distance

In the facilitators training, participants are given the opportunity to practice leading a dialogue conversation and receive individual feedback about their strengths and weaknesses as a facilitator. Backgrounds of the dialogue methodology and its possible pitfalls are dealt with and tips and advice are given about how to deal with difficult conversations. The training is accessible and mainly geared towards learning through experience and doing. All participants receive a reader with theory, background information and handy checklists.

Training and being trained

Part of the advice Art.1 and Nieuwe Maan offer in the Netherlands is a 'train the trainer' afternoon. If a town decides to provide training in your town, we will prepare your trainer(s) during a 2.5-hour crash course. This crash course is compulsory because training is important to properly pass on the concept of the Day of Dialogue.

- ▶ If you want support in setting up this training, we would like to get in touch with you in order to mutually agree on the cooperation and quote. We ask you to contact:

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4. How to organise A Day of Dialogue?

The initiative for the Day of Dialogue can come from several parties in a town. It doesn't really matter who takes the first initiative, this can be a social organisation, an entrepreneur or a municipality. For a successful Day of Dialogue it is important to acquire support early on from various parties in the town (municipality, organisations, schools, companies) and to set up or hire a project organisation that will organise the Day of Dialogue.

Project organisation

Ideally, the project organisation has access to an extensive network of organisations and people who are capable of connecting people and organisations. The project organisation must stimulate major parties in the town to each activate their own network and environment. Specifically, the project bureau has the following tasks:

- ▶ The project bureau ensures that a subject is chosen with partner organisations. The subject must fit in with current affairs.
- ▶ The project bureau recruits organisations in town and stimulates them to organise one or more tables during the Day of Dialogue.
- ▶ The project bureau ensures that the facilitators of the dialogue tables have had training in guiding dialogue at least a week before the Day of Dialogue.
- ▶ The project bureau helps the participating organisations to achieve diversity (age, sex, ethnicity, educational level) at the tables, by facilitating the exchange of participants and recruiting individual participants.
- ▶ The project bureau provides communication and publicity (see chapter 6)
- ▶ The project bureau organises the opening ceremony (e.g. breakfast) and final meeting.
- ▶ The project bureau arranges (on behalf of several parties, if necessary) and manages the budget.

Platform

If there is enough support, formalising the involvement of the various parties of the Day of Dialogue in a Platform can commence. However, this is not necessary for the organisation of a first Day of Dialogue and may be time consuming. An ad-hoc initiative group then suffices. In Amsterdam and Rotterdam, after the success of the first Day of Dialogue, the parties decided to unite structurally in a Platform. The chosen legal form was a foundation, with an executive committee.

If there is a Platform, this leads to more support as well as a gain on an organisational level. The Platform's role consists of:

- ▶ Deciding the subject
- ▶ Developing questions on the subject and trying them out
- ▶ Conjuring up new angles and target groups
- ▶ Making new connections / tapping networks
- ▶ Thinking about communication, partly through the channels of the Platform's partners
- ▶ Thinking about and helping out in the breakfast and final meetings (sponsoring in kind)
- ▶ Thinking about obtaining financial means
- ▶ Ambassador function for the Day of Dialogue

Guidelines for preparing the Day of Dialogue

The intensity of preparation depends on your ambitions with the Day of Dialogue. We spur you on to be ambitious.

Planning

You can follow the following planning for the preparation:

Four months in advance (but sooner if possible!)

- ▶ Creating the initiative group
- ▶ Determining the date
- ▶ Obtaining networks and support
- ▶ Drawing up a budget and acquiring means
- ▶ Establishing project organisation
- ▶ Organising mayor or alderman for opening or closing

Three months in advance

- ▶ Project plan with vision and ambition (see diagram 1)
- ▶ Briefing design bureau for means of communication
- ▶ Website online
- ▶ Finding and arranging locations for training, opening and final meeting, central dialogue location

Two months in advance

- ▶ Sending an invitation and e-mail to as many organisations in town as possible
- ▶ Recruiting facilitators
- ▶ Spreading leaflets (and posters) via the network
- ▶ Preparing training with trainers

Two months to two weeks in advance

- ▶ Matching presentations of organisations, participants and facilitators

Two weeks to one week in advance

- ▶ Training facilitators
- ▶ Press invite and publicity

Drawing up a budget

Each town will need to draw up a budget, depending on the ambitions (number of tables to realise) and participation of the organisations. As the scale can differ, we can't provide a specified indication but we can give an indication in consultation with you.

Recruiting participants

The recruitment of participants begins with getting local organisations interested in organising a table. They invite (in principle) participants themselves. The recruitment can be approached as follows:

- ▶ A letter of invitation is sent on behalf of the initiators to:
 - Their own network
 - All relevant organisations in town. Create a file of organisations from various sectors. The municipality can help. Remember: immigrant organisations, schools, social institutions, libraries, youth centres, community centres, women's groups, welfare organisations, senior citizen organisations, the volunteer centre, municipal departments, companies, banks, etc.
 - Make the right phone calls. For instance, if you want to involve youngsters, focus on youth work and schools. After the first registrations you can estimate which sector requires the most attention.
- ▶ Use key figures to reach certain groups. For example, to involve immigrants it's advisable to invite people in person as well as in writing. Through key figures who personally invite people in a network within their own organisations, mosques and immigrant organisations, you will achieve more (also see chapter 6 about communication).
- ▶ Request, for instance, the central library as a central registration location.

- ▶ Include an appeal on your own website and ask others to do the same.
- ▶ Ask local media to place an appeal.

Registration

The easiest way is to provide registration via a form on a website you develop for the Day of Dialogue in your town. The registration form must of course be adapted to your local situation and plans. For those who don't have internet access it's important to also mention a phone number and/or address on all means of communication.

Informing participating organisations

If organisations have registered to organise a table, they need to be informed about what is expected of them and what they can expect. Individual citizens who register as participants or facilitators must also be informed properly. The participants receive information on the project organisation after registration:

- ▶ Organisations that organise one or more dialogue tables: organisational instructions, questions for the conversation
- ▶ Individuals who take part in a dialogue table: instructions for participation, questions for the conversation
- ▶ facilitators: instructions on how to chair, questions for the conversation
- ▶ And an invitation for training facilitators
- ▶ Also include these instructions on the website.

5. Transferring the concept to different sectors

The Dialogue method is perfect for a 'translation' to specific target groups or sectors. There are several arguments for such a 'translation':

- ▶ The question of the more general (day of) dialogue is not suitable for a specific target group. The language and/or educational level are too difficult/high or questions don't fit in with the social world/environment. For example, children or youngsters or people who don't speak the language properly
- ▶ The dialogue is used for a meeting between specific groups. For instance, in community or social activation work.
- ▶ The dialogue is used for a specific subject or activity. For example, Universal Children's Day or the topic of parental involvement.
- ▶ The dialogue is used in a specific setting, such as, secondary education.

The box below gives an impression of the opportunities for specific uses and tips and matters to take into consideration in the 'translation' on the basis of specific examples.

1. Youth formula Day of Dialogue Rotterdam 2005
2. Dialogue and community structure
3. Parent-child dialogue
4. Pilot Dialogue in secondary education

Box 1: Youth formula Day of Dialogue – Subject ‘Belonging’

In the autumn of 2004, the third annual day was held in Rotterdam under the name 'Rotterdam Deug(d)t!' That year was the first time when an adapted conversational formula was created for youth tables. This adapted formula also turned out to be useful for tables where the majority of participants still had a lot of trouble with the Dutch language. The adaptations specifically concerned:

- ▶ **The use of language:** simple and unambiguous words were chosen.
- ▶ **Limitation of the subject choice:** instead of letting participants choose from 52 virtues, a preselection of 12 virtues was chosen for youngsters.
- ▶ **Limitation in the conversation:** the questions were less general. The subject was transferred to the immediate living environment of youngsters, e.g., the youth conversation wasn't about Rotterdam but about their own school or neighbourhood

Concrete 2004

All 'normal' tables had placemats stating the 52 virtues to inspire the conversation. Twelve virtues were selected from the 52 that were close to the living environment of the youngsters. These were placed on cards in simple words.

In the 'normal' conversational formula participants were asked to introduce themselves and explain which virtue they chose and why. In the youth formula this introductory round was limited to introducing oneself on the basis of questions such as: what type of school do you go to? Thinking about the future of Rotterdam was reduced to thinking about the future of their own neighbourhood or school.

Conversational formula Day of Dialogue 2004

1. Explain who you are and choose a virtue. Why did you choose this specific virtue?
2. Talk about a situation in which you had a positive experience with this virtue.
3. Which virtue inspires you the most?
4. Which virtue is important to Rotterdam? What are you going to do about it?

Adapted conversational formula Youth Tables 2004

1. Introduce yourself by giving your name and saying something about yourself, like what type of school you go to, whether you are working, which music you like and what your hobbies are.
2. Choose one of the cards that appeals to you most. In turn, explain why: do you have this virtue, are you good at it or do you still need to learn it?
3. You've listened to each other. Which story appealed to you most? Think about it and remember which story you chose. Tell each other what you chose and why.

Virtue cards youth formula

Being helpful	Being modest
Being reliable	Being honest
Being patient	Being enthusiastic
Being obedient	Being brave
Being responsible	Showing respect
Being tidy	Having discipline

Concrete 2005

The conversational formula was also adapted to youngsters in 2005:

Youth formula Day of Dialogue 2005 – subject: Belonging

Many youngsters find answering two questions at once difficult. This is why the introductory round is divided into two short rounds. The subject must be broken down for youngsters: not too abstract, not about the whole of Rotterdam but very concrete. Depending on the type of table, choose: a youth table with locals or a real school table for the limitation of the question. Talk about their neighbourhood or school.

The talk usually begins with an introduction by playing a short piece of music, a poem or rap that says something about the subject. Asking one of the youngsters to prepare this can be fun.

Say something in advance about the formula behind the Dialogue and its importance: i.e. don't discuss with one another from your own position but communicate with each other personally and openly, putting listening first.

1a Introductory round

Everyone introduces themselves. Say your name and – for example – which school you go to and in which class or say something about your neighbourhood.

1b Subject

You can belong to many things; a football club, a church, a mosque, your family, your neighbourhood or town, your friends. To what do you belong?

2 Experience

You said to what you belong. For example, (repeat several answers if necessary). How does it feel to be part of it? Can you explain this? Can you give an example? Can you say why?

3 Desire

How would your neighbourhood or school look if everyone belonged? What would need to change? E.g. people need to be nicer to each other, we shouldn't tease each other, etc.

4 Action

What can you do to ensure that everyone belongs to your neighbourhood or school? What are you going to do about it?

Box 2: Dialogue in community work or social activation work

A community work organisation in the Rotterdam borough Noord used dialogue as a method to discuss harassment between youngsters and the elderly. There was no large square round the youngsters' school. Because of this, youngsters hung around the borough, among other places, in front of the entrance of the old people's home. The elderly who lived there found this harassment and were at times even afraid of the youngsters. The youngsters did not like the elderly and found them old moans. They got to know each other in a dialogue. Because everyone takes part in a dialogue similarly and you need to listen to each other attentively, there was an opportunity to actually find out about one another.

In practice it turned out to concern a nuisance rather than harassment. The feelings of unsafety had largely vanished after the talk. The elderly got to know the youngsters and their education and now understood that the youngsters hung around there because there simply were few other places. The youngsters, who at first didn't know anything about the home's residents, now realised why the home's residents didn't like people hanging round, and were even scared. They now step aside to let someone through.

Dialogue can also be an excellent method in meetings between people with different religious backgrounds. This is helped by the aforementioned equality during participation, listening to each other. Not having to judge each other and asking in-depth questions out of interest are important aspects of a respectful meeting.

Box 3: Parent-child dialogue

A parent-child dialogue was organised in Rotterdam in the framework of Universal Children's Day in 2005. The request initially came from a local neighbourhood and playground association that wanted to start talks in playgrounds between children who play there and local parents. A number of primary schools also used the parent-child dialogue as part of parental involvement in so-called parent rooms and coffee mornings. The chosen subject was the rights of children, about which both parents and children can talk.

In practice, the talks were most enjoyable when parents and their own children weren't at the same table. These talks were much more open. It also turned out that politicians, administrators, people from the business world and representatives of other social organisations really enjoy guiding these types of talks. It brings them into contact with people they don't see every day or only on a professional level. People they often need to take decisions about or create a policy for.

Parent-child dialogue as part of the 2005 week of rights of children

Subject

The rights of children was chosen as the topic: A right to choose your own friends. The table facilitators were asked to keep the rights of children as a guideline during the dialogue. The dialogue questions were as follows:

- 1a Who are you?
- 1b Who are your friends? (*introduction*)
- 2 When were you very glad to have a friend? Can you tell us more about this? Examples can be during illness, a special moment, on my birthday (*experience*)
- 3 Who would you like to be friends with? For example: other nationalities, neighbours, classmates or children from other classes, yourself, family (*desires*)
- 4 What can you do to be a good friend? Examples include sending a postcard, sharing, expressing ones appreciation, phoning, etc. (*doing*)

Table arrangement

The tables consist of parents and (their) children. Ideally, there are four children and four parents per table plus a table facilitator. This is a good idea because children communicate differently when they are near their parents. You could also choose to advise parents and their children to continue the conversation at home. The table facilitators are chosen in consultation with the organising body (school, playground). They can be trained local facilitators or new facilitators from the welfare sector or politicians/administrators. Table facilitators of the organisation's choice may also be trained.

Box 4: Pilot dialogue in secondary education

In the spring of 2005, a pilot using dialogue in secondary education was organised in Rotterdam. The Dialogue offers opportunities to talk to one another openly. To get rid of one's prejudice and really listen to each other. Such an open talk doesn't happen often. Many youngsters don't know each other. They remain in their own subculture or only see the methods of their own 'black' or 'white' school. Sometimes the school is alienated from the neighbourhood it's in and locals find students who 'hang around' a nuisance and are considered as 'old moans' by the students. Parents of students are also often alienated from each other.

Forms

The pilot that was held in June was a major success and offers many starting points to use dialogue. Experiences of the Day of Dialogue itself with youth tables and dialogue tables with youth ambassadors offer starting points.

The evaluation put forward several useful forms:

1. The Dialogue used **in lower secondary professional education** in meetings with locals gave youngsters enough safety to share their story with others: other pupils, table facilitators or, for example, local residents. The youngsters really felt appreciated and taken seriously. They frequently told endearing stories during the talk and returned to school with a positive attitude.
2. The Dialogue was used in an **exchange between two schools** and offers possibilities to make contact and learn from each other (What are our differences?). The evaluation indicated that it's important to make it a reciprocal visit that takes place with the same pupil group. In preparation, teachers could already start a Dialogue.
3. The evaluation indicated that it's best to use external facilitators in school Dialogues. It turned out to be easy to find politicians, managers and people of social organisations willing to be facilitators of a table. This is often a great opportunity for them to **come into contact with youngsters**.

Keys to success

The Dialogue in education offers opportunities because:

- ▶ The Dialogue is a very **concrete** activity schools can **set up themselves**.
- ▶ It's a formula that **invites** participants to contribute their **own ideas**.
- ▶ Schools find it a methodology that offers **many possibilities**.
- ▶ The Dialogue can **get rid of the feeling** of 'being on your own'.
- ▶ The Dialogue can result in multicultural projects and **contact between schools**, such as *friendship schools*.
- ▶ The Dialogue can induce **meetings between pupils with various (ethnic and cultural) backgrounds**.

Table set up

The simplest variant is to divide the class into groups of six to nine pupils. Each group forms its own 'Dialogue table'. Each table has a facilitator. This can be a teacher but it can also be someone from a political party or a social organisation. Older pupils could also chair a table. He or she who chairs a table must have taken facilitator training to be familiar with the Dialogue formula.

Possible variants

- One class exchanges thoughts with another.
- The school exchanges thoughts with another school.
- A school exchanges thoughts with a social organisation, such as a nursing home.
- All pupils take along someone they know, for instance, father or mother, grandparent, neighbour or friend.
- The pupils are assigned to involve someone from the neighbourhood/borough in the Dialogue, from, for example, the mosque, sports club, community centre, etc.
- Before the Dialogue, the pupils take a group walk through the neighbourhood and are given a task, such as 'explain why you belong to the neighbourhood' or 'explain why the neighbourhood is part of you'.

The atmosphere

As part of the education you can opt for eating sandwiches prepared at home (accompanied by chips). You can also put some bottles of soft drinks and a snack on the table. If the school teaches cooking, these pupils could prepare something tasty, or the pupils can be asked to bring something (simple and inexpensive) from home.

Preliminary talk

Depending on the choice of variant and further interpretation, there could be a preliminary talk with pupils. Some teachers will choose to discuss with the pupils whether they would like to take part in the Dialogue. Sometimes things need preparation, such as approaching another participant. Sometimes the teacher wants to give an advanced explanation about the formula behind the Dialogue and its importance: don't start arguing or talking from your own stand, but communicate openly and personally and ensure that listening comes first. Preparation may also be required for the decor and the snacks.

6. Communication, press and advertising

In preparation for the Day of Dialogue we advise you to draw up a communication plan concerning which communication messages and means will be used. We have some suggestions to help you get started.

The communication message consists of the following elements:

- ▶ The reason for the Day of Dialogue in your town
- ▶ The overall objective the initiators are aiming for with the Day of Dialogue
- ▶ The concrete objectives for this Day of Dialogue
- ▶ The initiator: who are the initiators, who is involved?

Example of overall objective of the Day of Dialogue:

Strengthening the ties between people in the town.

Example of concrete objectives of the Day of Dialogue:

- ▶ High quality dialogue facilitated by trained facilitators
- ▶ Pleasant conversation in a good atmosphere
- ▶ Good spread of tables across the boroughs
- ▶ Table diversity
- ▶ Expected results of the tables

Means of communication

Communication is used in the preparation of and recruitment for the Day of Dialogue and during the Day of Dialogue.

Preparation / Recruitment

Invitation letter

The initiators send an invitation requesting participation in the Day of Dialogue to as many organisations in town as possible. Apart from the message of communication (see above), the letter provides clear information about how organisations and individuals can join. Think about who should sign the letter. Refer to the website.

Website

A project of the extent of the Day of Dialogue needs a website. You can launch a separate website, but you can also join an existing website in your borough. If you choose to join, remember that the project may be associated with one party. If you include the information in the municipality's website, the Day of Dialogue will be associated with local policy and seen less as a social initiative. If you want to create a new website you can use the Dutch developed design, see www.nederlandindialogue.nl, but you can also make a website with local designers. The choice is yours.

Important items on the website are:

Home	Reason and objectives of the Day of Dialogue, invitation to join in
News	The latest news about participants, training, leaflets, etc.
The Dialogue	Explanation about the methodology and the questions
Instructions	Explanation about how organisations, individuals and facilitators can join in (see diagram 4b)
Registration form	Separate form for organisations that organise tables and individual participants

Participants	The list of participating organisations that organise tables must be updated continually
Programme	Times and locations of first and final meetings and special or open tables
Press	Information for the press; after the Day of Dialogue: press reports
Contact	Clear contact information: name, address and telephone numbers

Leaflet and poster

The main objective of the leaflet is to recruit people to join the Day of Dialogue. It's also handy if the leaflet can be used by organisations to invite participants to their table. The following information should be included in the leaflet:

- ▶ What is the Day of Dialogue?
- ▶ Why organise a Day of Dialogue?
- ▶ How can I participate in a dialogue table?
- ▶ Registration possibility ---> refer to the website /reply card / telephone number

To recruit via notice boards, shop windows, etc. we advise A3 format. You may use the developed design for this file. This could save expenses.

Other means

Depending on the ambitions of the Day of Dialogue, more means can be used, such as:

- ▶ A website link that is made public on as many local websites as possible, so people are tempted to go to your website.
- ▶ (Free) advertisements or stoppers in local media (approach a local newspaper as partner and request sponsoring in kind)
- ▶ Free publicity on the local TV channel. Invites to programme makers for an item about the Day of Dialogue
- ▶ Free publicity in local media, by offering interviews with initiators, the alderman or mayor that emphasises the importance, etc.

During the Day of Dialogue

Nameplates

By providing participant nameplates to all organisations that organise tables, the participants see that this isn't just a talk, but a conversation in the framework of the Day of Dialogue. There is an example in the file.

Decor breakfast and final meeting

You can give the breakfast and final meeting the signature of Day of Dialogue with limited means, for instance, by using the corporate identity colour in the table cloths, badges or by hanging up lots of Day of Dialogue posters. If you want to take a more professional approach, you can make reusable banners. Or serve cakes with the dialogue logo. You'll probably devise much more in a creative brainstorm session.

Press

Create moments for the press during the Day when they get to see or hear something interesting. The dialogue tables themselves will not be of much interest to the press, so try to focus attention on special locations and people. Inform the press through:

- ▶ Invitation to initial meeting and final meeting
- ▶ A list with dialogue tables the press can visit (inform organisations in advance!), think about original locations, special table arrangements, a prominent person who joins in, etc.
- ▶ Round noon: press report + photo, emphasising table talks
- ▶ The next morning: press report + photo, emphasising the final meeting

Fact sheet Day of Dialogue Amsterdam

Dates when the DoD was held:

- ▶ 21 December 2004
- ▶ 21 June 2005
- ▶ 21 December 2005
- ▶ 21 September 2006
- ▶ 27 September 2007
- ▶ Next one: 4 November 2008

Cause for the Day of Dialogue in this community

- ▶ The good experiences in Rotterdam
- ▶ The immediate cause was the murder on Theo van Gogh in November 2004
- ▶ The realisation of many organisations and businesses that we need to continue communicating

Who took the initiative?

Nieuwe Maan Communicatie Adviesgroep, with the financial support of the Municipality of Amsterdam and lots of support from Amsterdam's social organisations and businesses.

Number of tables / Number of participants:

- ▶ On average 90 organising parties (organisations, companies, schools, etc.), 120 tables and 1000 participants
- ▶ Breakfast meeting approx. 80 participants; final meeting varying from 150-300 participants

Typification of the organisations that took/take part

Social organisations, businesses, educational facilities, schools, municipal departments
The following organisations are a member of the Platform Amsterdam Dialogue:

Founding Partners (financial support):

AWV – Albert Heijn – Cordaan – ING Bank - Nieuwe Maan Communication Advice Group - Politie Amsterdam-Amstelland – Rabobank Amsterdam en Omstreken – Randstad – Ymere

Partners: Amsterdam met hart en ziel – COC Amsterdam – De Balie – Felix Meritis – Het Nieuwe Trivium – Instituut voor Publiek en Politiek – Kamer van Koophandel Amsterdam – Marokkaanse Vrouwenvereniging Nederland (MVVN) – Marokkaans Ondernemers Netwerk (MON) – Meldpunt Discriminatie Amsterdam – Nova College (Esprit Scholengroep) – ROC van Amsterdam, Zuidoost – Stedelijk Jongerenwerk Amsterdam – Vrijwilligerscentrale Amsterdam

Supported by: Municipality of Amsterdam

Subject

- ▶ 2004: Living together in Amsterdam
- ▶ 2005: Growing up in Amsterdam (21 June) and Amsterdam works! (21 December)
- ▶ 2006: Identity: are you a citizen of Amsterdam?
- ▶ 2007: Taking care of Amsterdam!

Special matters, such as press attention, original locations, prominent interest, etc.

- ▶ In Amsterdam, the Day of Dialogue is a social initiative with major involvement of the mayor and aldermen. Particularly Mayor Cohen and alderman Aboutaleb support the Day of Dialogue and were present at the breakfast and final meeting. The entire bench of Mayor and Aldermen invited citizens of Amsterdam to the Day of Dialogue of 21 June on the town hall roof.
- ▶ The final meeting of the Day of Dialogue on 21 December 2005 was attended by HRH Princess Máxima.

Also see www.amsterdamdialoog.nl

Fact sheet Day of Dialogue Schiedam

Dates when the DoD was held:

- ▶ Saturday 24 May 2003: 1st Day of Dialogue Schiedam
- ▶ Friday 30 January 2004: Return Day of Dialogue Schiedam
- ▶ Saturday 15 May 2004: 2nd Day of Dialogue Schiedam
- ▶ Saturday 4 June 2005: 3rd Day of Dialogue Schiedam
- ▶ 8, 12 and 15 November, end of December 2005: dialogue group discussions in the boroughs
- ▶ Saturday 25 March 2006: 4th Day of Dialogue Schiedam
- ▶ 21 June 2006: dialogue barbecue in Schiedam Noord
- ▶ 24 March 2007: subject Friendship

Cause for the Day of Dialogue in this community

- ▶ Following the experiences in Rotterdam, a Day of Dialogue in Schiedam was also organised.
- ▶ The idea is similar to the approach in Rotterdam. The objective of the DoD in Schiedam: "strengthening contact between various communities, stimulating dialogue between cultures and promoting social cohesion in urban society".

Who took the initiative?

Stichting RADAR

Number of tables / Number of participants:

- ▶ On average 20-25 tables between 160–200 participants; in 2006 spread across 11 locations and all boroughs in Schiedam.
- ▶ Every year the talks ended with a final meeting; around 80-100 people present.
- ▶ Return day (Jan. 2004): 10 conversation tables with 80 participants; small meetings (Nov/Dec 2005) for talks with 8-10 participants.

Typification of the organisations that took/take part

A large number of organisations joined the Day of Dialogue over the years, including: representatives of cultural work (all community centres), children and youth work, community work, housing associations (liveability department), municipality of Schiedam, local police, refugee aid, churches (such as board of churches), mosque, immigrant organisations, work for the elderly, resident's association and others.

Subject

Various subjects, such as:

- ▶ 2003: 'Join in and meet each other'
- ▶ 2004: 'Being young'
- ▶ 2005: 'What do you mean by *different*'?
- ▶ 2006: each location devised its own sub-theme in line with the subject 'For each other?'

Example of questions

2005

1. Introduce yourself.
 - a. Who are you, what do you do, etc.
 - b. To what extent do you consider yourself 'different' from others? To what extent do others consider you as 'different'? In what sense are you special? (Approximately 30 minutes)
2. Tell something about a time you felt you really belonged. Were there any times you felt you didn't belong at all? Explain more about these situations: who were you with, why did you feel this way, what did the others do, etc. (Approximately 1 hour)
3. What do you mean by *different*? Is it important to be similar or different to others? Who would you like to be like? (Approximately 1 hour)
4. As a Platform we hope you want to do something together as a group after the summer. Choose an activity together (Approximately 30 minutes)

Most important results

- ▶ Support from a large number of social organisations.

- ▶ Organisationally there is currently a platform that mainly consists of 'workers' that organise a Day of Dialogue once a year and there is now also a volunteer working group who organise smaller dialogue meetings throughout the year.
- ▶ Annual participation of about 200 people (mixed age, sex and origin).
- ▶ Each year participants are asked to complete an evaluation form; this form indicates that over 80% of participants find the Day of Dialogue in Schiedam a success and over 80% want it to continue the following year. This is why a 5th Day Dialogue of in Schiedam was organised in 2007.

Special matters, such as press attention, original locations, prominent interest, etc.

- ▶ The last two years, the final meeting was organised in the municipality's council office. Mayor Scheeres gave a brief speech each time. Every year, several town councillors join the dialogue.

Also see www.schiedamindialoog.nl