

PROJECT INTEGRATION
THROUGH DIALOGUE
TOOLKIT SUPPLEMENT 1

**ACTIVITY
MATERIALS**



I N T R O D U C T I O N

This Activity Manual is meant to be used in conjunction with the Project Integration through Dialogue Toolkit's main Handbook, and not as a stand-alone text. It contains some of the materials needed for the activities described in the Toolkit, which are intended to be fun, provoke conversation and inspire a lively dialogue.

The materials here are listed in the order in which they appear in the Handbook. Descriptions of the activities themselves are also in the Handbook.



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MODULE 1, ACTIVITY 1: “COOKING TOGETHER” GAME



For this activity, give one eating/cooking habit card to each of the three groups. Items marked with an “X” cannot be eaten or used by the respective group. Items marked with a heart are items that the group would love to have on the menu. Items which do not have an “X” or a heart are items which are acceptable for the group to have as part of the menu or to cook with.

GROUP 1



GROUP 2



GROUP 3



MODULE 3, ACTIVITY 1: “LET’S GO SHOPPING” ROLE-PLAYING GAME

Role-play: Case 1

2 people

Person A: Cashier

Person B: Customer

At the grocery store cash desk:

The cashier (Person A) does not return the customer's (Person B) greeting because he has had a bad day and is annoyed. The customer (person B) asks for a bag. The cashier responds that this is not his job and the customer should get the bag himself from below

the cash desk. The cashier then charges 15 cents for the bag. The customer does not understand why the cashier is so unfriendly or why he must pay for the bag.

OPEN – END:

How do you think the situation turned out?

Debrief:

How can we deal with this situation?

How did you (the customer) feel in this situation?

Why do you have to pay for bags?





Role-play: Case 2

2 people

Person A: Saleswoman

Person B: Customer

At the shoe store:

The customer (Person B) enters the shoe store and greets the saleswoman (Person A). The saleswoman asks how she can help. The customer does not understand but tries to ask for size 38 of a certain shoe. The saleswoman brings her size 37 instead of size 38. The customer does not notice and buys the shoes without checking the size. At home, the customer realizes she's bought the wrong shoe size.

OPEN – END:

How do you think the situation turned out?

Debrief:

- How could you deal with this situation?
- What happens if you buy the wrong product?
- What rights do you have? What are steps you can take to resolve the situation?

Role-play: Case 3

2 people

Person A: Employee

Person B: Customer

At the supermarket:

It is 6:58pm and the supermarket closes at 7pm. The customer (Person B) rushes into the supermarket to buy a bottle of milk before closing time. An employee (Person A) points out the time and says it is too late to enter the store. The customer says there's still two minutes left and asks the employee to be flexible since he only needs one item.

OPEN – END:

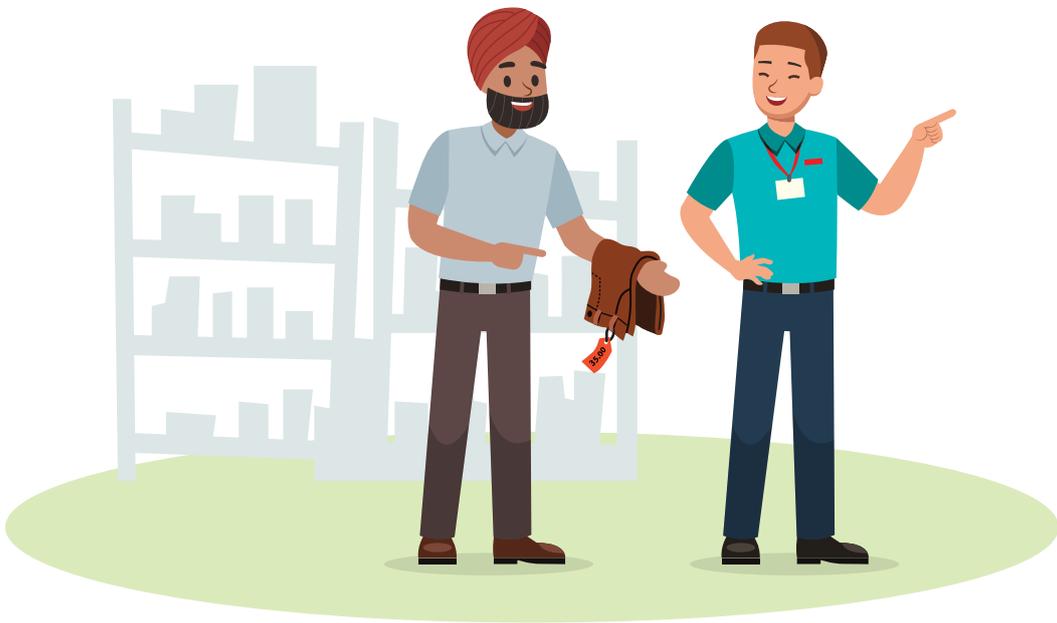
How could the situation have turned out?

Debrief:

- How would you handle this situation?
- Was the customer's response fair?
- What will you do differently next time in terms of opening hours?



MODULE 3, ACTIVITY 2: LINKING SHOPPING SENTENCES



Dialogue 1

<p>Can I help you?</p>	<p>Yes, can I try the trousers on?</p>
<p>Of course, the changing rooms are over there.</p>	<p>Thank you.</p>

Debrief: Could you ask more politely? Is this dialogue missing a greeting? What else can you think of? What forms of greetings are there in Austria?

Dialogue 2

<p>Who's next?</p>	<p>Me.</p>
<p>How can I help?</p>	<p>Two rolls, please, and a bottle of milk.</p>
<p>Great. Anything else?</p>	<p>Yes, please. I would also like a shopping bag!</p>
<p>Great. That'll be 6 euros 50, please.</p>	<p>Does the bag cost money?</p>
<p>Yes, 15 cents!</p>	<p>Uh-huh... okay, here you go.</p>
<p>Thank you and goodbye.</p>	<p>Goodbye.</p>

Debrief: Could you ask more politely? Is this dialogue missing a greeting? What else can you think of? What forms of greetings are available? Why does this bag cost money?

Dialogue 3

I'm looking for chocolate, please.
Where can I find it?

At the back all the way to the right.

Is there chocolate without
alcohol as well?

Yes, of course, just look
at the ingredients.

OK, thanks.

You're welcome.



Debrief: Always look at the ingredients: Gelatine, alcohol, information on ingredients (e.g. if you have an allergy).



Dialogue 4

I bought this bottle yesterday.

OK, and what's the problem?

The expiry date of the drink
has passed.

I'm so sorry. These things happen! You get
the money back and a new drink of course!

Thank you very much.



Debrief: Always keep the expiry date in mind -> have the right to get money back and get new items.

Dialogue 5

<p>Until what time are you open today?</p>	<p>Until 6 pm, just because today is Saturday!</p>
<p>Fine, and the other days?</p>	<p>All other days until 7 pm, except Sunday, when we are closed!</p>
<p>I see, thank you!</p>	

Debrief: Opening hours in Austria, different shops have different opening hours. Billa/Spar/Hofer -> different prices sometimes and different quality.



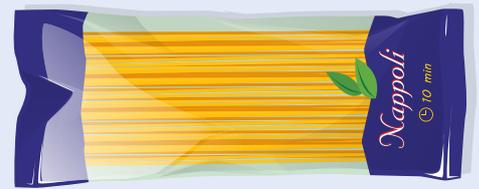
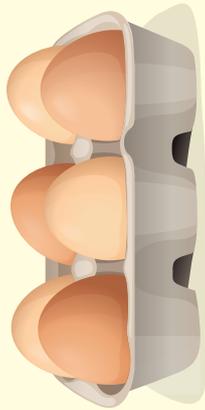
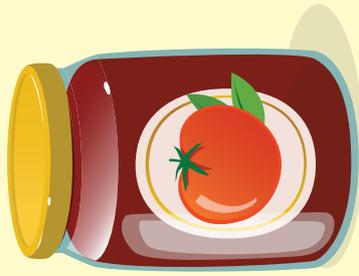
Dialogue 6

<p>I'd like to return these trousers.</p>	<p>No problem. Do you still have the receipt?</p>
<p>No, unfortunately I forgot to bring it!</p>	<p>I'm sorry, then you can't exchange or return the trousers!</p>
<p>Why not?</p>	<p>Because you need the receipt to return them. You have to do this within 14 days.</p>
<p>I see! I didn't know that.</p>	<p>No problem. Bring the receipt, then you can exchange it!</p>
<p>OK, thanks. Bye!</p>	

MODULE 3, ACTIVITY 4: PRODUCTS PURCHASED



Shopping is an essential part of people's everyday lives. In this next activity, participants will learn new shopping vocabulary, find out more about shopping customs in their host country, and learn more about the types of products available.





TOMATO SAUCE

BROCCOLI

AVOCADO

ONIONS



EGGS

PASTA

PISTACHIOS

CHILLIES





MILK

PUMPKINS

BUTTER

FRENCH FRIES

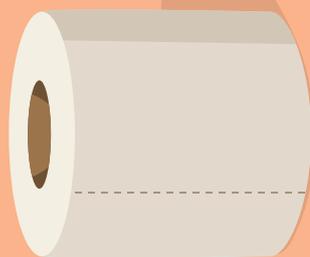
CHOCOLATE CAKE

FROZEN PIZZA

ICE CREAM

SOUR CREAM







FLOUR

MASCARPONE

FISH STICKS

TOILET PAPER

ANTIPERSPIRANT

HAND SANITIZER

MAKE UP REMOVER

SANITARY PAD



MODULE 4, ACTIVITY 1: QUIZ “HOW CAN PARENTS EFFECTIVELY SUPPORT THEIR CHILDREN?”

1 A healthy parent-child relationship is very important. If your child gets bad grades, parents should...

- A. reward them anyway in order to persuade the child to do better next time.
- B. be very angry with the child so that the child learns to try harder next time.
- C. find a way to help the child improve his/her grades without damaging the healthy parent-child relationship.

2 Homework is essential. Parents can support their children by...

- A. making sure tasks are completed regularly and on time, whether those tasks are done at the park or on the bus ride home.
- B. setting up a quiet workplace where the children can do their homework everyday.
- C. always offering a snack while they do their homework.

3 School-age children often lose their school supplies. Parents can help...

- A. by setting up a clear system at home and making sure the child knows the system in order to keep track of schoolwork and supplies.
- B. by constantly reminding their children to pack and keep track of their belongings.
- C. by always taking responsibility for the school supplies themselves.



4 It is expected that parents will assist with homework, especially with primary-age students. Parents should preferably...

- A. participate in and check the homework.
- B. discuss the homework beforehand and check the results afterwards.
- C. if the child doesn't understand, take over the homework task and complete it themselves.

5 Starting school can be stressful for young children. Therefore children should...

- A. not have a fixed evening routine so they can relax at home. Decisions should be made on a daily basis regarding the best times for children to finish their homework, eat and sleep.
- B. have a regular daily routine with a fixed bedtime.
- C. only do homework and chores, and avoid free time.

6 It is very important for school-age children (6-13 years) and teenagers (14-17 years) to get enough sleep. The Sleep Foundation recommends...

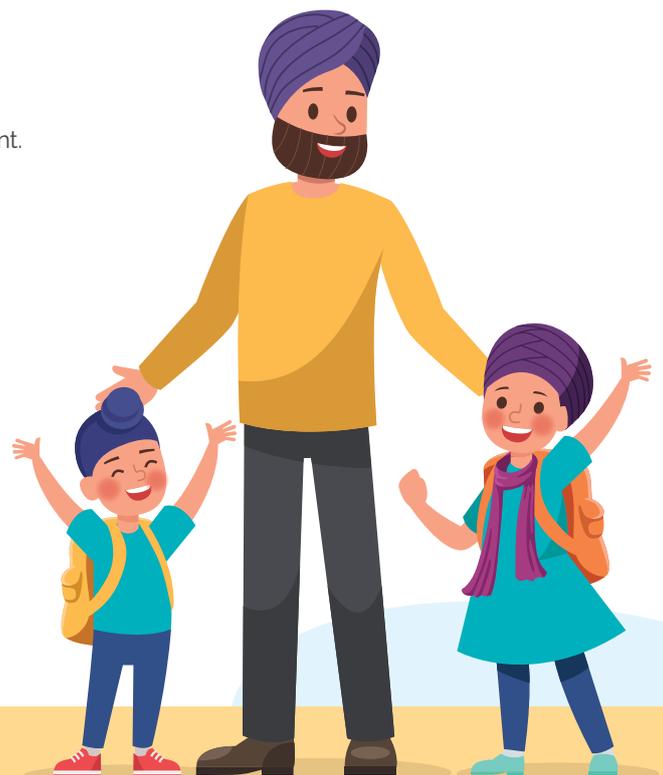
- A. 8-10 hours for school-age children and 7-9 hours for teenagers.
- B. 9-11 hours for school-age children and 8-10 hours for teenagers.
- C. 10-12 hours for school-age children and 9-11 hours for teenagers.

7 The transition from elementary school to middle school includes important changes for children (e.g. new classmates, changes in the school system, a new rhythm of life, and increased responsibility). Parents should...

- A. become even more involved in daily school life and the child's new responsibilities.
- B. stay in the background, when possible, but always be present.
- C. trust children to cope with the new situation by themselves.

8 If there is a drop in performance after transferring to a new school, the parents should...

- A. immediately arrange a conversation with the teacher
- B. make an appointment with the school psychologists and get advice
- C. give the child time to cope with the new adjustments.



NOTE:

Facilitators should take care to provide the context of this quiz, which is based on recommendations from the City School Council of Vienna, Austria. The “right” answers are recommendations from that body, but that doesn’t mean that the participants’ own instincts and rules are “wrong”. The purpose of the quiz is to understand what is recommended here in Austria, and not to judge their own parenting practices. This quiz should open the path to dialogue, not end it.

**Most questions are based on tips and recommendations from the City of Vienna’s website “School Entrance and Entry from a School Psychological Perspective”:

<https://www.wien.gv.at/bildung/stadtschulrat/schulpsychologie/schuleintritt.html>

Sleep recommendations were provided by “The Sleep Foundation”:

<https://sleepfoundation.org/excessivesleepiness/content/how-much-sleep-do-babies-and-kids-need>

ANSWERS

- 1. ANSWER: C.** The healthy parent-child relationship must not be made dependent on grades in school. Parents should praise the child’s efforts, because praise inspires. Punishment is frightening, and fear leads to disinclination to learn and a negative sentiment towards school.
- 2. ANSWER: B.** Children should do their homework everyday in the same place, so that they know this is their “workplace”. The room should be as quiet as possible. At primary school age, a parent or other caregiver should always be close by so that the child has a feeling of security. Eating while learning can be distracting.
- 3. ANSWER: A.** The child’s personal responsibility is supported when there is good order at home. A good system means that everyone knows where school supplies belong and can be found.
- 4. ANSWER: B.** Children should learn to complete their tasks independently, but parents should discuss and check them.
- 5. ANSWER: B.** A predictable routine supports the child’s independence. It is particularly important to ensure that the child goes to bed and gets up on time. That way, the child has time to have breakfast and travel to school in peace.
- 6. ANSWER: B.** School-age children are recommended to get up to 12-hours of sleep per night. Teenagers are recommended to get up to 11 hours of sleep per night.
- 7. ANSWER: B.** As children grow up, they need to be able to exert more independence. This does not mean, however, that parents should leave their children on their own.
- 8. ANSWER: C.** Parents should not immediately panic. If performance and behaviour problems persist for a long period of time, parents should arrange a discussion with teachers and/or school administrators. Sometimes a consultation with an educational psychologist may be necessary to ensure there are not more complex issues which need to be addressed.



MODULE 4, ACTIVITY 2: HURRAH! I AM HERE

- 1** The Al-Qader family has been in Austria for two months. They arrived in July with their two children: a one-year-old girl named Sara and a three-year-old boy named Ali.

The family wants to register their son at the local Kindergarten so that he can start learning German.

Can you help them answer the following questions?:

- Where can the Al-Qader family register their son for Kindergarten?
- What documents or other items do they need to bring?
- Are there criteria that they have to meet in order to get a spot for their son?
- Are there any discounts that the family could apply for? If so, what and where?

- 2** Hanna has been in Austria for two years. Her son will turn 6-years-old this summer. She recently received a letter from the school council that her son needs to register for school and she should start looking for a spot. She lives in the fourth district of Vienna and does not know how the Austrian school system works in Austria.

Can you help her answer these questions?:

- How old does a child need to be to attend school?
- How can she register for a school in Austria?
- Which schools would be the best fit for her child? Is there more than one option? If so, where can she find out information about them?
- How many total schools can she register at?
- Does the child have to be admitted to a school even if he/she is 6-years-old?
- What should she do if she misses the registration deadline? Will the child stay at home for another year?



3 The Daher family has four children and has lived in Austria for two years.

Their eldest daughter is finishing the 4th grade which means this is her last year in elementary school. Mrs. Daher needs to find a new school for her daughter; however, she heard from her daughter's teacher that there are many different types of schools in Vienna which each have their own strengths.

Can you help her by answering the following questions?:

- What's the next grade called?
- What are the different school options available?
- Is there an entrance examination in order to change schools?
- What other factors may affect her decision (the school's reputation, the neighborhood, the other siblings etc.)
- Is there after-school care?
- How long does this stage of school last?

4 Luna has turned 15-years-old and is finishing her last year of middle school. She and her family are now looking at different options.

Can you give Luna advice about what to do next?

- Will her grades affect her future options?
- Now that she is 15-years-old, does she need to continue with school or is she legally no longer obliged to do so?
- What options are available for Luna?
- If she wants to go to university, can she do this with a secondary school diploma?
- What are her interests?
- What other types of schools are there?



MODULE 5, ACTIVITY 1: “TRAINING AND EDUCATION OPPORTUNITIES”



The training and education system in the new country can be difficult to navigate for newly arrived adults. Participants have the opportunity in this session to become familiar with the different building blocks of the training and education system for adults in Austria.

Baker	Architect
Flight attendant	Doctor
Florist	
A-levels	9 year obligation to attend school



**Completed
professional
apprenticeship
or A-levels**

**9 year obligation
to attend school**

A-levels

- Design-oriented abilities
- Good eye for detail
- Planning and design abilities
- Technical understanding
- Systematic method of working
- Good eyesight (able to read a lot or work on a computer)

- Very good English skills and a second foreign language
- Aged between 18 and 26 years of age
- Unrestricted permission to work in Austria
- Good physical constitution
- Good capacity for reactions and responses
- Good observation skills
- Representative ability
- Inter-cultural competency
- Understanding for children and young people
- Well-kept appearance

- Manual dexterity
- Good physical constitution - standing upright
- Feeling for colours and shapes
- Commercial understanding
- Sales talent
- Organisational ability
- Powers of persuasion
- Environmental awareness
- Well-kept appearance

- Manual dexterity
- Good physical constitution
- Good sense of taste
- Good eye for detail
- Manual dexterity
- Customer service orientation
- Creativity
- Resilience

- Good physical constitution
- Manual dexterity
- Insensitivity to smells
- Capacity to make decisions
- Good memory
- Readiness to listen
- Attentiveness/patience
- Discretion
- Stamina /and staying power

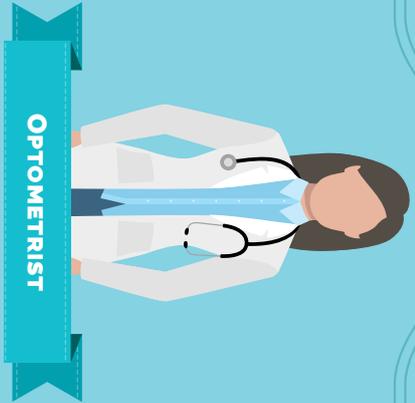
MODULE 6, ACTIVITY 1: WHERE SHOULD I GO WITH MY SYMPTOMS?



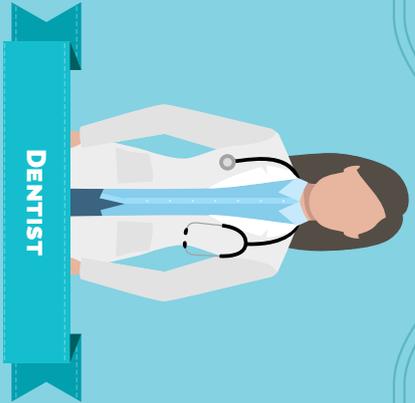
In this activity, participants will learn about the types of doctors available in their new host country, as well as which doctor they should see for specific symptoms.



FAMILY DOCTOR



OPTOMETRIST



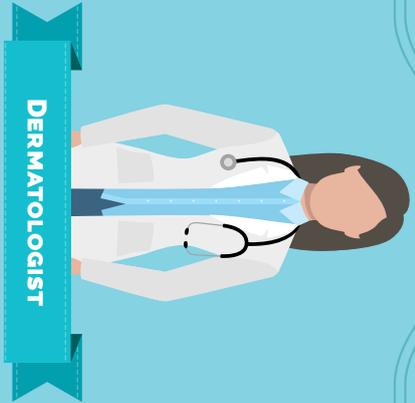
DENTIST



INTERNIST



**GYNAECOLOGIST/
OBSTETRICIAN**



DERMATOLOGIST



PAEDIATRICIAN

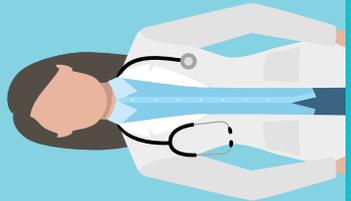




**GO TO THE HOSPITAL
OR CALL AN AMBULANCE**



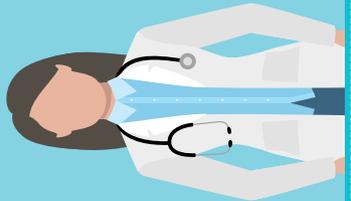
**ORTHOPAEDIC
SPECIALIST**



ENT DOCTOR



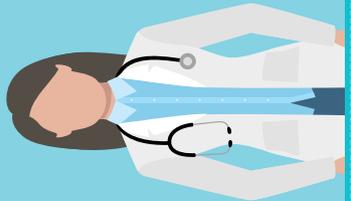
GENERAL SURGEON



NEUROLOGIST



UROLOGIST



**RESPIROLOGIST/
LUNG DOCTOR**



SYMPTOMS

General complaints,
sick leave, prescriptions



SYMPTOM

Toothache



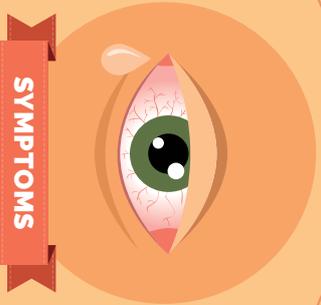
SYMPTOMS

Pregnancy, irregular
menstrual cycles



SYMPTOMS

Child has a fever or infection,
Or vaccinations or inoculations
are needed.



SYMPTOMS

Vision or other
sight problems



SYMPTOMS

Heart problems, diabetic
disorders, rheumatism...



SYMPTOMS

Skin disorders, allergies,
changes to birthmarks, and also
with venereal diseases,
which are classified as sexually
transmitted diseases





SYMPTOMS

Accident-related injuries:
broken hand, broken foot etc.



SYMPTOMS

Joint pain, back pain,
sore knees



SYMPTOMS

Complaints with kidneys,
urinary issues, prostate
glands, urethra, penis,
testicles, adrenal glands etc.



SYMPTOMS

Stomach problems. Need
for operations (including
birthmark removal, appendix
removal, thyroid glands, gall
bladder, hernias etc.)



SYMPTOMS

Neurological disorders relating
to the brain, spinal cord, sensory
system or musculature.



SYMPTOMS

Hearing difficulties,
snoring, sinusitis, etc.



SYMPTOMS

Breathing problems,
asthma, allergies

MODULE 6, ACTIVITY 2: HELPFUL PHRASES FOR THE DOCTOR'S OFFICE

SCENE: AT THE CLINIC - Put the dialogue in the correct order

 <p>Hello, Doctor!</p>	<p>Hello! What's wrong with you?</p>
<p>I feel weak, and yesterday evening I had a temperature.</p>	<p>What was your temperature?</p>
<p>38.5° Centigrade. But today I only have a slight temperature of 37.4° Centigrade.</p>	<p>Please take off your clothes from the waist up</p> 
<p>Yes, right away!</p>	<p>Yes, your lungs are alright. You have a cold.</p>
<p>Do you have any other symptoms?</p>	<p>I am coughing and sneezing today!</p>
<p>I will prescribe some tablets for you. You must rest for three days and then come back on Monday for a check-up.</p>	<p>Thank you, Doctor. See you on Monday!</p>

SCENE: MAKING AN APPOINTMENT AT THE DOCTOR'S - Put the dialogue in the correct order

Hello, Dr. Krause's practice.	Hello, this is Mr. Armin Völler here. I'd like to make an appointment with the doctor.
What are your complaints?	I am coughing, I have a cold and a sore throat.
Do you also have a temperature?	Yes, I think so.
Then please come for an appointment at 3pm today. Have you been to our office before?	No, I have not been living in Vienna for very long.
Can you please repeat your name to me again!	Ahmadi, A-h-m-a-d-i.
What is your date of birth?	21.3.1980.
Who are you insured by?	I have public insurance with WGKK.
Thanks, see you this afternoon then.	Thanks, you too. Goodbye!



MODULE 8, ACTIVITY 3: MARRIAGE QUIZ

Scene: Ahmad is 30-years-old. He has lived in Vienna, Austria for almost 25 years. He met Aisha, who is 17-years-old, at the birthday party of a mutual friend. Aisha has lived in Vienna for the past year. The two say they are in love and they have decided to get married in Austria.

Unfortunately, neither of them know how to legally get married in Austria.

Can you advise them on how to get married, and also what similarities and differences there are between Austria and your home country?

QUESTIONS:

1 At what age is it legal to get married in Austria?

- A. 16
- B. 18
- C. 20

2 Is your marriage legally recognized if you get married at a religious site - for example, a mosque or a church?

- A. Yes
- B. No
- C. A couple needs to get married officially as well as religiously, in order for the marriage to be considered legitimate



3 Which municipal authority do they need to go to in order to officially get married?

- A. to the district municipal authorities
- B. to the police
- C. to a matrimonial office

4 In principle is there a (statutory) dowry which women are required to have?

- A. Yes
- B. No
- C. Only for Muslims

5 What rights do women have in a marriage in Austria?

- A. Exactly the same as men
- B. Everything belongs to her
- C. She can divorce her husband; however, her husband is not allowed to divorce her.

ANSWERS

Answer 1: B. From the age of 18, with limited exceptions.

According to www.help.gv.at, „Heiraten von Jugendlichen“ (*Young people getting married*): “In principle, men and women can get married as soon as they have reached the age of 18. Young people, who are between 16 and 18 years of age need a special authorisation in order to be able to get married. The court must declare a person to be of marriage age, if they appear to be mature enough to get married and the future marital spouse is already of age. In principle the person’s legal guardian must give their approval. If he/she refuses on unjustified grounds, then the court may substitute this approval, on application from the person not yet fully of age.”

Answer 2: B. People must get married in a registry office.

Answer 3: A. To the district municipal authorities

Answer 4: A. What many Austrians do not know, is that an “endowment” is statutorily prescribed for sons as well as for daughters. This, however, is often not demanded by the future spouse.

<http://www.partnerschaftsgesetz.at/rechtliches/rechte-pflichten-zu-dritten/ausstattung>

Answer 5: A. Men and women have equal rights and entitlements. More information on the history of equal rights in Austria can be found here:

<https://www.demokratiewebstatt.at/angekommen-demokratie-und-sprache-ueben/frauenrechte-und-gleichberechtigung-in-oesterreich/>

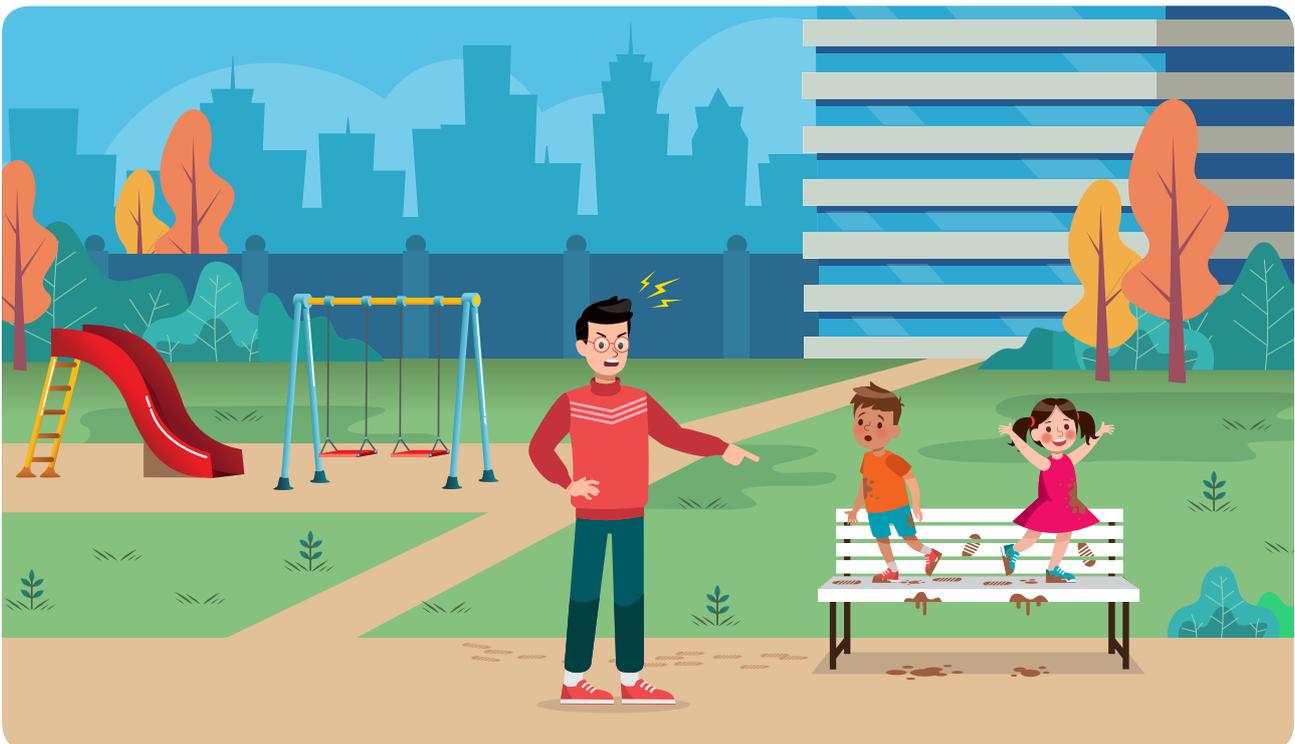
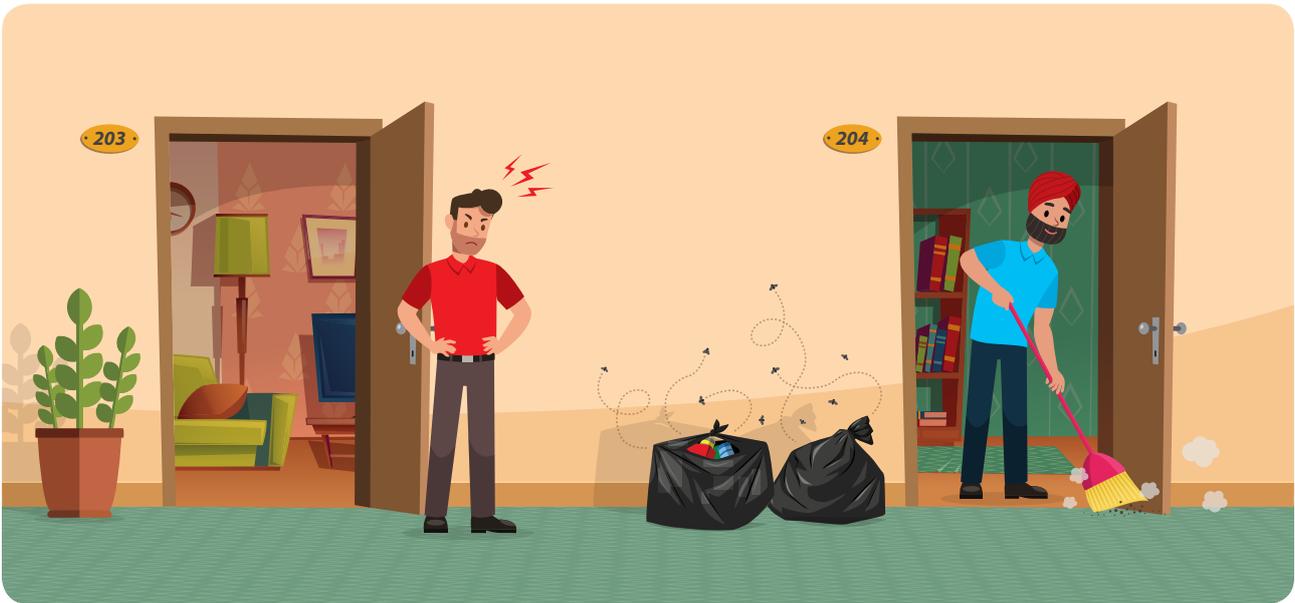
MODULE 10, ACTIVITY 1: ROLE PLAY CONFLICT SITUATION

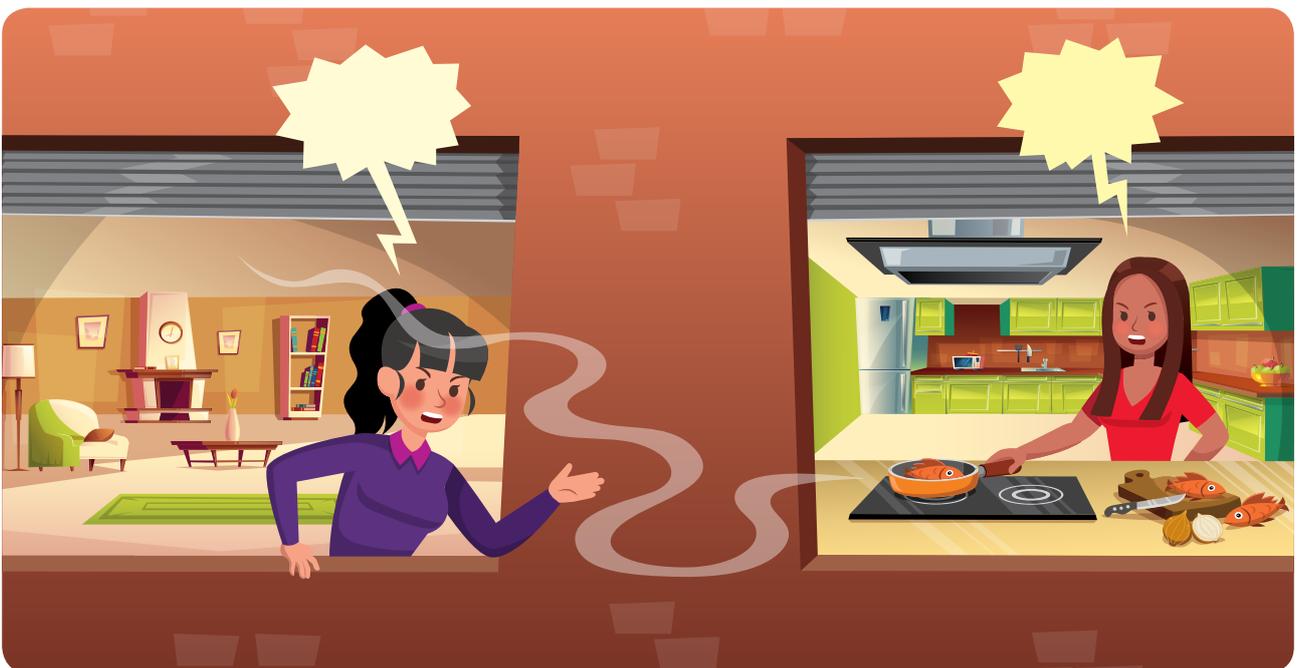
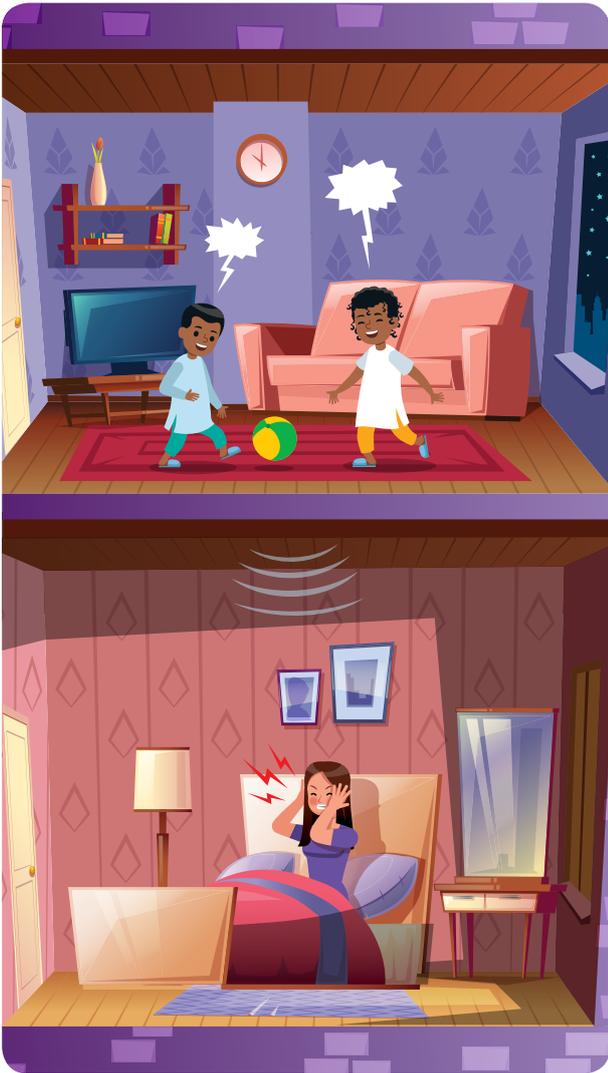
Scene 1: It's 11pm and the family in the upstairs apartment is still wide awake. They are talking and listening to music. The kids are running around and playing. A couple downstairs is already in bed and can't sleep because of the noise. They have to go to work in the morning...





MODULE 10, ACTIVITY 2: BE A GOOD NEIGHBOR





MODULE 12, ACTIVITY 1: “WHAT CHILDREN OFTEN HEAR AS THEY GROW UP”



SENTENCES THAT COULD BE SELECTED

(6 PER GROUP)

If that's what you want

Don't you have eyes in your head?

Be tidy

I expected more sense from you

You shouldn't talk that way

Can you tell me what this is all about?

Hands off!

You can't tell me that

Get away from there

This is how you thank me

Well you got what you deserved!

This is not for children

Next time, you should be more careful

How dare you!

You won't get any special treatment

You might as well make some effort

Why won't you listen to me?

If you don't like it, learn to deal with it.

Not so fast, you'll fall down

Someday, when you're older...

Stop your yapping

You always do everything wrong

Go to your room

Apologise

I'm telling your father what you did!

Don't yell like that



Are you sure you want to eat that?

You can't say that

Is that the best idea you can think of?

One day you'll thank me.

Go to hell

**Do you always have to walk
three steps behind us?**

**Do I have to tell you
everything three times?**

Why are you always tired?

Stop that

Who did you get this from?

But I like it

**If you act like a child,
I'll treat you like one.**

There's no way around this.

Can't you make your own decision?

Don't talk such nonsense

You don't even believe that yourself

Be careful

Shame on you

Where are your manners?

This isn't good for you.

Can't you control yourself?

Stop acting like a child

I only want what's best for you

I didn't expect that from you

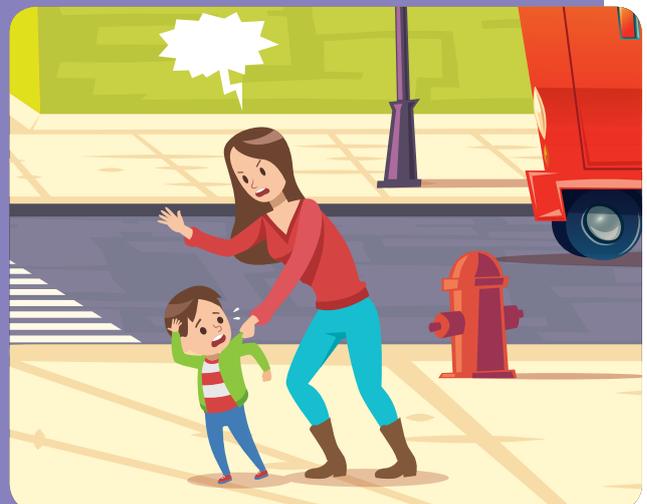
Look at me when I'm talking to you



MODULE 12, ACTIVITY 2: ROLE-PLAYING PARENT AND CHILD SITUATIONS

Situation 1:

A mother and child are on the street. The child is being difficult and does not want to hold hands. Instead he tries to run away. The mother loses her patience and hits him, yelling that they are always late because of his behaviour.



Situation 2:

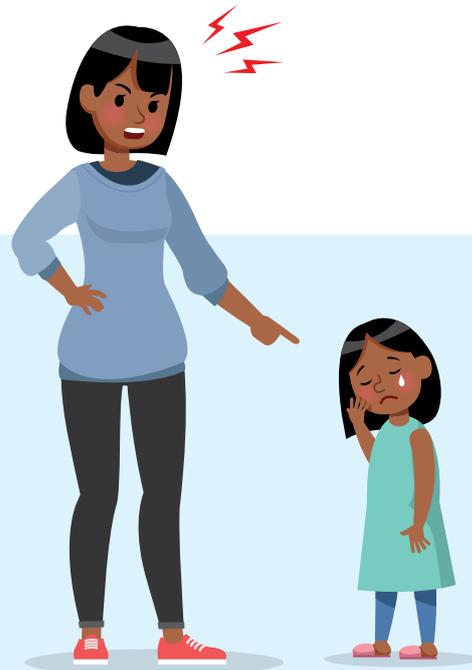
A boy has lost the pocket money he received from his father. The father is very angry and scolds the boy, telling him: "You are NEVER getting money from me again!"

**Situation 3:**

A mother and her daughter do homework together. The little girl does not complete the task correctly and begins to cry. The mother complains that she spends tons of money on tutoring but the girl still learns nothing and doesn't take the tasks seriously etc. The mother then says she's leaving because she's had enough.



MODULE 12, ACTIVITY 3: FAMILY SCENES







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