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TRAINING PROGRAMME | MODULE 4
SOCIAL INCLUSION:
Dealing with diversity
PLAN BE CONSORTIUM

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1. INTRODUCTION

Through this training module participants will explore phenomena of Social Inclusion, understanding it’s context, the defined strategies at EU level, and focusing on diversity and understanding how to deal with prejudices and stereotypes.

The focus will be to understand that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

In this particular case we will focus in what culture means and how it relates to everyday life, to identity beliefs, norms, rules, values that influence the behaviour of each person or group. The aim will be to understand that these set of regulations differ from group to group. Also that culture as phenomena contains national culture but all the other cultures that one chooses and connects to during life. Described topics are the essence of intercultural learning and are important part of becoming sensitive to differences of others.

In addition, participants will comprehend obstacles that occur during developing intercultural dialogue and conflict resolution and will find possibilities for overcoming these challenges. The focus will be on understanding and being aware of how stereotypes, prejudice, discrimination and violence can occur and finding solutions for nonviolent outcomes.

“There will be no equity without solidarity. There will be no justice without a social movement”

Joia Mukherjee
2. VOLUNTEERING WORK, DIVERSITY AND SOCIAL INCLUSION - HOW TO APPROACH THIS LEARNING MODULE?

A growing number of neighbourhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations, etc. For these reasons, today’s volunteers are more likely to face the challenges of interacting and working with people different from themselves. The ability to relate well to all types of people in the volunteering actions is a skill that is becoming increasingly important. Understanding, accepting, and valuing diverse backgrounds can help the volunteers to make a difference in this ever-changing society.

The success of voluntary projects on Social Inclusion depends in large part on how different value systems can be incorporated in the society.

**Diversity not only assumes that all individuals are unique, i.e., different, but that difference is indeed value-added.**

The volunteering projects developed should ensure a dual focus – not only on including people but also on strengthening the knowledge, skills and behaviours needed to fully accept, support and promote the differences in society.

The contents and activities in this publication will help the facilitators to understand how they can help senior volunteers in:
- Recognizing how we place self-imposed limits on the way we think;
- Discovering that, in many ways, people from different cultures and backgrounds hold similar values and beliefs;
- Become more aware of our own cultural viewpoints and the stereotypes we may have inadvertently picked up;
- Accept and respect the differences and similarities in people.

Please notice that, most of all, it’s important that the facilitator understands the processes here explained to be then able to adapt the deliveries for its learners. After testing this learning module, we recognize that different senior volunteering groups reacted differently to the topic, especially in relation to the concepts of Prejudice, Stereotypes and Discrimination, which may need to be simplified when being transferred to some groups of senior learners.

Both exercises and the case studies proposed are merely examples, that can be substituted by others more appropriate to each target group. In either case, the facilitator should allow enough time for discussion at the end of each activity. Debriefing is important for dealing with unresolved feelings or misunderstandings. Conducting activities in an atmosphere of warmth, trust, and acceptance is equally as important.
3. WHAT IS SOCIAL INCLUSION?

To better understand the meaning of Social Inclusion, we need to relate it with the concept of Social Exclusion. The difficulty of discussing such topic arises from the generality of the term, which means different things to different people.

Social Exclusion generally describes the phenomena where particular people have no recognition, no voice, no stake in, the society in which they live. The causes of social exclusion are multiple and usually appear connected with factors affecting a persons’ or communities’ social or economic circumstances, where the effect prevents people from participating fully in the society.

Social Inclusion is often used to describe the opposite effect to “social exclusion”. It usually results from the set of positive actions implemented with the aim to enable the opportunity for each person or community fully participate in society. It covers aspects that contribute to the capacity of enjoying a safe and productive life despite of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Some examples of situations which may lead to social exclusion:

- Unemployment
- Financial Problems
- Substance abuse or dependency (Alcohol; Drugs)
- Discrimination related to gender, race, ethnicity, religion or sexuality
- Low education level
- Crime (either as a victim of crime or as an offender rehabilitating into society)
- Old age
- Physical or mental disease
4. THE EUROPEAN PERSPECTIVE

With more than 120 million people in the EU at risk of poverty or social exclusion, EU leaders have pledged to bring at least 20 million people out of poverty and social exclusion by 2020. The fight against poverty and social exclusion is at the heart of the Europe 2020 strategy for smart, sustainable and inclusive growth.

What are the key challenges?

Today, EU countries are far from reaching the 2020 target and the worsening social situation caused by the economic crisis is undermining the sustainability of social protection systems. Millions of Europeans are still on the side-lines, both from the labour market and from social inclusion and integration. Their numbers are increasing, as witnessed by the statistics from 2011:

- 24% of all the EU population (over 120 million people), are at risk of poverty or social exclusion – this includes 27% of all children in Europe, 20.5% of those over 65, and 9% of those with a job
- Close to 9% of all Europeans live in severe material deprivation - they do not have the resources to own a washing machine, a car, a telephone, to heat their homes or face unexpected expenses
- 17% of Europeans live on less than 60% of their country's average household income
- 10% of Europeans live in households where no one has a job
- There is a wide gap in performance between the welfare systems in different EU countries - the best reduced the risk of poverty by 60%, the least effective by less than 15% (EU average 35%)
- 12 million more women than men are living in poverty in the EU

Specific populations such as the Roma are especially challenged: two-thirds are unemployed, one in two children attends kindergarten and only 15% complete secondary school.
How does poverty and social exclusion affect Europe?

- Almost every fourth person in the EU was still at risk of social exclusion in 2014.
- More than 30% of young people aged 18 to 24 and 27.8% of children aged less than 18 were at risk in 2014. At 17.8%, the rate was considerably lower among the elderly aged 65 or over.
- Of all groups examined, unemployed people faced greatest risk of poverty or social exclusion, at 66.7% in 2014.
- Almost 50% of all single parents were at risk in 2014. This was double the average and higher than for any other household type analysed.
- 35% of adults with at most lower secondary educational attainment were at risk of poverty or social exclusion in 2014. 63.8% of children of parents with pre-primary and lower secondary education were at risk as well.
- In 2014, 40.1% of adults born in a country outside the EU-28 and 24.8% of those born in a different EU-28 country than the reporting one were at risk of poverty or social exclusion. For native citizens, however, only 22.5% of the population faced this risk.
- EU-28 citizens in rural areas were on average more likely to live in poverty or social exclusion than those living in urban areas (27.2% compared with 24.3%) in 2014.

5. DIVERSITY AND SOCIAL INCLUSION

Diversity in the context of this training course refers to differences of all kinds. Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity goes wider. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations and health issues, between others.

A growing number of neighbourhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations, etc. For these reasons, today’s volunteers are more likely to face the challenges of interacting and working with people different from themselves. The ability to relate well to all types of people in the volunteering actions is a skill that is becoming increasingly important. Understanding, accepting, and valuing diverse backgrounds can help the volunteers to make a difference in this ever-changing society.

Diversity not only assumes that all individuals are unique, i.e., different, but that difference is indeed value-added.

The volunteering projects developed should ensure a dual focus – not only on including people but also on strengthening the knowledge, skills and
behaviours needed to fully accept, support and promote the differences in society.

That’s why it is important that the volunteers are able to:

- Recognize how we place self-imposed limits on the way we think;
- Discover that, in many ways, people from different cultures and backgrounds hold similar values and beliefs;
- Become more aware of our own cultural viewpoints and the stereotypes we may have inadvertently picked up;
- Accept and respect the differences and similarities in people.

What does Diversity mean?

Diversity in the context of this training refers to differences of all kinds. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

How does Diversity look like?

Diversity is not just about our external appearance. Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity goes wider. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations and health issues, between others. I’m sure that you can think of lots more differences that all add to the diversity of human beings in our world.

Dimensions of Diversity

The “Dimensions of Diversity” wheel shows the complexity of the diversity filters through which all of us process stimuli and information. That in turn leads to the assumptions that we make (usually about the behaviours of other people), which ultimately drive our own behaviours, which in turn have an impact on others.
1. **Personality**: This includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other two layers throughout one's lifetime and career choices.

2. **Internal dimensions**: These include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents). This dimension is the layer in which many divisions between and among people exist and which forms the core of many diversity efforts. These dimensions include the first things we see in other people, such as race or gender and on which we make many assumptions and base judgments.

3. **External dimensions**: These include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about whom we like to be with.
The centre of the wheel represents internal dimensions that are usually most permanent or visible. The outside of the wheel represents dimensions that are acquired and change over the course of a lifetime. The combinations of all of these dimensions influence our values, beliefs, behaviours, experiences and expectations and make us all unique as individuals.

While inclusion of everyone ensures that all people can take part, the focus on diversity ensures that everybody can take part on their own terms, recognizing the value of differences in norms, beliefs, attitudes and life experience.

Where can we find Diversity?

You don't need to go anywhere to find diversity. Just look around you, at your family and friends and you will find it. Every single person you know is different. How about your brothers, sisters, sons, daughters and cousins?
- Do they all look alike? Do they all sound alike? Do they have the same skills and talents, and share the same interests?
- They might have some similarities (you may all have the same colour hair), but lots of differences too.

And the best thing about diversity is that it makes the world a very interesting place, and full of interesting and different people. How boring it would be if everything and everyone were the same?!

What can be challenging about Diversity?

- Some people are afraid of diversity;
- Some people are afraid of change;
- Some people want everyone to be the same as themselves;
- Some people don't want to accept that others do not have the same beliefs as themselves;
- Some people are unkind to others who seem different in some way.

There are three words that can somehow describe this unkindness: Stereotypes, Prejudices and Discrimination.
## Strategies for dealing with Diversity

### Prepare the stage to use Diversity in a creative way

- **Strengthen the prerequisites for positive use of diversity** - e.g., nurture respect, make quality dialogue available, build tolerance for ambiguity and dissonance, encourage an expanded definition of diversity, make sure "bridge people" and facilitators are around to help, etc.

### Manifest Diversity

- **Enjoy and celebrate diversity** - Variety is the spice of life. Sameness is downright boring. Flaunt your collective diversity among yourselves and collectively in your community and to others. Be downright juicy and exciting!
- **Translate differences into uniqueness** - We need more multi-culturalism that attempts to spread a broad understanding of many cultures, or which helps diverse people get grounded in their own diverse cultures, not as superior to others, but as intensely valid and their own. Also, people's stories are particularly powerful at opening our hearts and minds to each other as unique beings with much in common, rather than seeing our differences as problems.
- **Help/let differences self-organize** - People use their different passions to help them gather together in groups for dialogue and action. Open Space Methodology is a good example.
- **Set aside differences to focus on common ground** - This doesn't mean denying our differences - just don't let them get in the way of all we have in common. Log conflicts and help people move on to discover and build common ground.

### Use Diversity as an Added Value

- **Connect differences to create synergy** - Use differences to deal with strengths and weaknesses and create emergent phenomena. People's different personality types and learning styles, for example can be used together to great advantage. The fast-moving person can help get things done, while the reflective person can make sure that what's done makes sense.
- **Use diversity as a resource for resilience and adaptation** - Biodiversity is a good model here. If your corn has diverse strains, some of them will surely survive an attacking bug, resulting in more resilient strains for the future. If you've got solar power and grid power, you're in good shape for both cloudy days and blackouts.
- **Use differences to increase understanding of complex issues** - Everyone has a piece of the Big Picture. If people really listen to each other, they'll get a bigger picture of what's going on. The trick is to include truly diverse perspectives in the conversation -- and then listen.
- **Work through differences to resolve conflict** - Usually this requires, again, the conflicted people hearing each other well, and feeling heard. Then they can start to see each other as fellow human beings and work together to find good solutions. Nonviolent Communication is a good tool for this.
- **Highlight differences for broad social benefit** - For example, some websites, public issue briefing books and civic minded journalists describe what diverse people think about certain public issues so that citizens can understand the different perspectives and trade-offs and make up their own minds.
6. STEREOTYPES, PREJUDICES AND DISCRIMINATION

Stereotypes, prejudice, and discrimination are understood as related but different concepts.

Stereotypes are regarded as the most cognitive component and often occur without conscious awareness, whereas prejudice is the affective component of stereotyping and discrimination is one of the behavioural components of prejudicial reactions.

Prejudice and stereotyping are generally considered to be the product of adaptive processes that simplify an otherwise complex world so that people can devote more cognitive resources to other tasks. However, despite any cognitively adaptive function they may serve, using these mental shortcuts when making decisions about other individuals can have serious negative ramifications.

Check this short video https://www.youtube.com/watch?v=9mGxJkFVQpI

Let’s have a closer look to the topic...

What are Stereotypes?

Stereotypes are beliefs about people based on their membership in a particular group, and is something that we believe to be true about a particular group of people. By stereotyping we infer that a person has a full range of characteristics and abilities that we assume all members of that group have.

We may get these ideas from our own experience, people in our family, the people we know, the groups we belong to, what we see or read in the news or on social media and maybe even from movies.

We all stereotype people we meet to some extent, because of these experiences and expectations. When we see people we automatically look for something familiar about them that we can relate to. The use of stereotypes is a major way in which we simplify our social world; since they reduce the amount of processing (i.e. thinking) we have to do when we meet a new person. It makes us feel comfortable.
The Stability of Stereotypes

Stereotypes are not easily changed, for the following reasons:

- When people encounter instances that disconfirm their stereotypes of a particular group, they tend to assume that those instances are atypical subtypes of the group. Example: Ben stereotypes gay men as being unathletic. When he meets Al, an athletic gay man, he assumes that Al is not a typical representative of gay people.

- People’s perceptions are influenced by their expectations. Example: Liz has a stereotype of elderly people as mentally unstable. When she sees an elderly woman sitting on a park bench alone, talking out loud, she thinks that the woman is talking to herself because she is unstable. Liz fails to notice that the woman is actually talking on a cell phone.

- People selectively recall instances that confirm their stereotypes and forget about disconfirming instances. Example: Paul has a stereotype of Latin Americans as academically unmotivated. As evidence for his belief, he cites instances when some of his Latin American classmates failed to read required class material. He fails to recall all the times his Latin American classmates did complete their assignments.

<table>
<thead>
<tr>
<th>Functions of Stereotypes</th>
<th>Dangers of Stereotypes</th>
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<tr>
<td>Stereotypes have several important functions:</td>
<td>Stereotypes can lead to distortions of reality for several reasons:</td>
</tr>
<tr>
<td>• They allow people to quickly process new information about an event or person.</td>
<td>• They cause people to exaggerate differences among groups.</td>
</tr>
<tr>
<td>• They organize people’s past experiences.</td>
<td>• They lead people to focus selectively on information that agrees with the stereotype and ignore information that disagrees with it.</td>
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<tr>
<td>• They help people to meaningfully assess differences between individuals and groups.</td>
<td>• They tend to make people see other groups as overly homogenous, even though people can easily see that the groups they belong to are heterogeneous.</td>
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<tr>
<td>• They help people to make predictions about other people’s behaviour.</td>
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Stereotyping can help us relate to others in our world but it can also lead to Prejudice…
What are prejudices?

The classic definition of prejudice is the one put forth by the famous Harvard psychologist, Gordon Allport, who published *The Nature of Prejudice* in 1954: "Prejudice is an antipathy based on faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group or an individual of that group".

Prejudice is a faulty and inflexible generalization precisely because it's purely arbitrary, not subject to change, and usually develops prior to any actual real contact with the object of the prejudice. It's the same as passing judgment on someone before you've ever met them.

As most people today use the word(s), "prejudice" refers to a negative or hostile attitude toward another social group, usually racially defined. "Discrimination", on the other hand, refers to an unfavourable action, behaviour, outcome, or treatment. The distinction is simple: **prejudice is a thought or attitude; discrimination is the expression of that thought or attitude.** However, prejudice does not automatically lead to discrimination.

Theories on prejudice reduction

Theories of prejudice reduction can be roughly divided into two camps:

- theories of intergroup contact, whereby association with other groups reduces negative attitudes and promote inclusivity;
- and theories which focus on how exposure to information about other groups can challenge the way people think about them – (sometimes referred to as education' interventions).

Lab-based and field studies have continually confirmed the effectiveness of contact, highlighting its ability to challenge prejudice by reducing intergroup anxiety and increasing empathy for other groups (the two underlying mechanisms).

However, highly prejudiced people are more likely to deliberately avoid intergroup contact, so thinking about how to promote opportunities for contact and remove barriers for those less likely to seek it is vital. This is why interventions are often deployed, usually based on some form of focused education.

So, how do we reduce social prejudice?

Given our diverse and multi-ethnic world, it is of great importance to understand ways to reduce social prejudice. In the 1950’s, Gordon Allport introduced the intergroup-contact hypothesis. In this view, intergroup contact under positive conditions can reduce social prejudice. The necessary
conditions include cooperation towards shared goals, equal status between groups, and the support of local authorities and cultural norms. Considerable research since then has supported these ideas. In a 2003 review, Stephen Wright and Donald Taylor also noted the effectiveness of identification with a super-ordinate group. In other words, different groups can come together as part of one overarching group, for example as part of one community or of a common humanity.

"Prejudice is an antipathy based on faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group or an individual of that group".

Prejudice means judging someone or having an idea about them before you actually know anything about them. It can also mean having an opinion about something without knowing anything about it.

- It seems a bit silly to have an opinion on something or someone you know nothing about!
- Unfortunately, we don't always see that we are being prejudiced.
- We don't always see that we have strong ideas about certain people, their culture or their religion.
- Unfortunately, we don't always see that we have been influenced by family, friends and the media to have ideas about something or someone of whom we have no personal experience.

**Recognising prejudice**

As soon as you hear people making comments like, **all** men, **all** people of one race, **all** girls, **all** boys, **all** people of a particular religion, **all** people with one ear bigger than the other, or whatever, then you can tell that there is some prejudice there. How can anyone know **all people who**…?

If you catch yourself saying stuff like that, then **think**! This is the first step to combat Prejudice!

**How can we help to reduce prejudice through volunteering projects?**
Positive emotional experiences with members of different groups can reduce negative stereotypes. Having close friends from different groups is especially effective in this regard. There may be several reasons for this. For one, it is near impossible to hold onto a simplistic, negative stereotype of someone you know well. Secondly, a close relationship promotes identification with the other person and of the groups they belong to. In other words, your relationships with other people become part of who you are.

**Prejudice and Discrimination**

If prejudice describes attitudes and opinions, discrimination refers to actual behaviour towards another group or individual. Discrimination can be seen in practices that disqualify members of one group from opportunities open to others. Discrimination is an action which is an unfair treatment directed against someone. It can be based on many characteristics: age, sex, height, weight, skin colour, clothing, speech, income, education, marital status, sexual orientation, disease, disability, religion and politics.

**Check this short video**
https://www.youtube.com/watch?v=jD8tjhVO1Tc

We live in a time where we quickly put people in boxes. Maybe we have more in common than what we think? Introducing All That We Share. The English version.
7. **PRACTICAL EXERCISE “5 THINGS THAT I AM”**

Each participant gets 5 post its. They should draw a line dividing it in 2. Individually, on the top half they should write 1 thing that they are or that it’s part of whom they are (for example: dancer, immigrant, football fan). These should not be psychological characteristics if possible. No name in the post its.

All the post its are randomly placed on the wall so that everyone can read them. In a free flow participants need to find for each post it a synonym and write it on the bottom half. This synonym should be radical, extreme and not political correct, based in a real opinion but very exaggerated (for example: gay, uneducated, violent).

Participants collect again their post its, cut away the top half with the initial things and attach the synonyms to their chest. They can then walk around presenting their new identity.

Discuss about:
- How did you felt in this new identity. Is it true? Is it possible that someone sees and identifies you in that way?
- Was it easy to find synonyms? Which things were the easiest to find an extreme for?
- What is the origin of this “automatic synonyms” process?
- Is there any relation between this activity and real life?

Remember: The first step to reduce stereotypes and prejudices is to recognize them!
8. PRACTICAL EXERCISE “LAYORS OF DIVERSITY”

"The Three Layers of Diversity" is not only a useful model, but it can also be used as a reflective tool to develop your own understanding of the impact of diversity on your life:

1. Read over the factors on the three dimensions. Think about how the various factors influenced the choices and decisions you made up to this point in your life.
   - Which have had a positive impact?
   - Which have had a negative impact?
   - Which are you proud of?
   - Which do you try to hide from others?

2. Looking at the factors again, think about those you have difficulty in accepting in other people.
   - Which of the factors do you make snap judgments on?
   - Which influence your decisions in a negative manner?
   - What factors cause you to try to avoid contact with others?

3. To explore your values, create a list with the names of individuals you associate with frequently (family, work, community organizations). Next to each person’s name, write some of the factors from the dimensions that you are both aware of and those you assume to be true about the person.

   For example: Jason: white, middle-class, college degree, single, Catholic. You can select different factors for each person.

   Then ask yourself: how do I treat this person differently, both in a positive and a negative manner, based on what I know, or the assumptions I am making, about the person? Where are my biases coming out?
9. CASE STUDY “GTO LX”

The GTO LX is a non-governmental organization committed to encourage active and informed participation of citizens in building society.

Working directly with disadvantaged populations, they form community groups of Forum Theatre, and create shows from real situations lived by themselves, and which are subsequently presented to the community. In Forum Theatre the viewer is encouraged to step in to improvise, as protagonist, alternative solutions to the problem staged. Therefore, the community is involved directly and actively in the analysis, discussion and exploration strategies of action against common problems, causing social inclusion, community awareness and citizen participation.

The methodology Theatre of the Oppressed was developed by Augusto Boal in Brazil in the mid-60s, and is now practiced in over 70 countries. It is a methodology and a theatrical practice whose aim is the democratization of the theater as a tool capable of causing the empowerment of participants through the analysis and dramatization of reality and conduct of the subjects modes.

“Multiplies” is the network of the GTO LX Oppressed Theatre groups. Trained and certified by the GTO LX, these multipliers groups use this methodology to intervene in their community.

The network covers several active groups in various parts of the country, constituted by different kinds of population such as youth in risk, school community, teenage mothers, women, elderly, mentally disadvantaged, immigrants or returnees.

In addition to tracking the process of empowerment of groups, from mobilization to autonomy, the GTO LX regularly organizes meetings, festivals and training that enable the sharing of experiences between different network groups.

Further information at http://www.gtolx.org/
10. CASE STUDY “NFE”

The National Foundation for the Elderly (NFE) is a charity that promotes quality of life for older persons in the Netherlands. The primary focus of NFE is on preventing isolation. NFE supports seniors through meaningful projects and services that aim at improving social inclusion, active healthy ageing, and safety and security. The NFE has a large network of activity centers and community buses across the Netherlands that organizes activities for seniors that are at risk of exclusion. These activities range from, e.g., sports, shopping, summer days on the beach, etc., increasing social contacts in a concrete and simple manner.

The organization promotes actively senior rights and performs social research on important cases related to quality care, senior discrimination and older adults abuse. It organizes national campaigns, training, and networking sessions between care professionals to raise awareness and interchange best practices. The NFE works as a trusted intermediary between private and public services and older persons, helping seniors to find the path towards support and care, creating an extensive knowledge base for research and innovation.

NFE has already participated in European projects with the main objective to promote older adults’ wellbeing through ICT and has experience in user-centred innovation and iterative processes of development with the active involvement of older persons in focus groups, interviews and pilot trials. It uses its large network of welfare organizations to disseminate and leverage results of research projects into society.

Further information at https://www.ouderenfonds.nl/ onze-organisatie/english/
11. WEBLIOGRAPHY

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