

COMBATING STEREOTYPES



Projekt Vzdělávání a údržba občanské společnosti



NO HATE
SPEECH
MOVEMENT



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

This manual was prepared as part of the project: "Combat Stereotypes: Hate spreads if you don't speak up" with the financial support of European Youth Foundation.



Implemented by International Voluntary Projects (Projekte Vullnetare Nderkombetare)



Projekte Vullnetare Nderkombetare

Manual prepared by:

Oltiana Rama

Maire Rowland

Luis Bektashi

Genc Muca

Shane Owens

Translated by Dafina Medulaj

Tirana, Albania March 2017

CONTENT

CHAPTER ONE: THEORY

Introduction
Definitions
Stereotyping: The Effects
Identifying Stereotypes
Legal Framework

CHAPTER TWO: RESEARCH

Stereotyping in Albania
Results of survey
Personal stories

CHAPTER THREE: COMBAT

The Human Connection
Role of institutions
Reporting hate speech

CHAPTER FOUR: RESOURCES

Sample lesson plans and activities

CHAPTER FIVE: CONCLUSIONS

INTRODUCTION

DEAR READERS,

Humans love categories. In order to make sense of the complex world around us, we create categories and concepts of everything we experience and encounter in our lives. This is a necessary part of human thought that allows us to process information more efficiently. Without creating categories our entire lives would be a buzzing mass of confusion.

We frequently assign labels to refer to different groups of people. This label can be a specific name based on their nationality, ethnicity, religion etc. This is a natural element of our psychology but it becomes a problem when we base our entire belief system and dictate our behaviour around a specific group of people based on a label (stereotype) that we assign to them.

This manual was created in order to explore and develop research on the topic of stereotyping in Albania. It aims to challenge negative stereotyping that are prevalent in our society through presenting you with theory and research on the topic at a local level. Negative stereotyping can often lead to prejudice and discrimination towards minority communities. We created this booklet as a tool for young people and youth workers to combat hatred, racism, xenophobia, homophobia, sexism etc. The information presented and gathered in this publication has been created for young people by young people. It aims to explore this important topic in a way which is comprehensible and useful.

This manual was created during a national training workshop entitled “ Combat Stereotypes: Hate spreads if you don’t speak up” with the financial support of the European Youth Foundation. The training gathered 25 young people, 18 to 30 years old from throughout Albania from 13th to the 20th of January 2017. PVN together with these inspiring young people researched, discussed and finalised all of the findings that are presented in this booklet.

Included in this publication is data we have gathered by conducting a survey on the topic in Albania. We believe that this information will be useful and insightful for young people and youth workers. It will provide people with a better picture of the reality regarding stereotyping and prejudices in our society. It is our hope that it may lead to new ideas and concrete actions that will tackle the problems we face.

Our goal was to write and publish a booklet to provide educators, youth workers and young people in Albania with basic theory and information on stereotyping, prejudice and discrimination, give an insight into Albanian views on stereotyping, as well as offering resources and ideas for creating and implementing non-formal educational workshops.

We hope that you will find our research and the information provided useful

CHAPTER ONE: THEORY

BIASES DID NOT BEGIN WITH ONE INDIVIDUAL, NOR CAN THEY END WITH JUST ONE INDIVIDUAL. YET, IT ONLY TAKES ONE INDIVIDUAL TO PUT THE WHEELS OF CHANGE IN MOTION.

BIAS COMES IN MANY FORMS, THE TONE OF HURTFUL WORDS SPOKEN, INAPPROPRIATE COMMENTS, AND EACH BLOWS ANOTHER CHANCE.

ONCE AN INDIVIDUAL REALIZES HOW PREJUDICE, STEREOTYPES, AND DISCRIMINATION CAN HARM NOT ONLY OTHERS BUT ALSO HIM OR HERSELF, A LIGHT BULB GOES OFF AND THE NEED FOR CHANGE IS APPARENT.

HE OR SHE CANNOT CHANGE THE ENTIRE WORLD, BUT HE OR SHE CAN CHANGE HIS OR HER OWN PERSONAL BEHAVIORS AND PERCEPTIONS WHICH CAN CONTRIBUTE TO MAKING A CHANGE TO HIS OR HER ENTIRE WORLD.

DEFINITIONS

STEREOTYPE:

Stereotypes are oversimplified ideas about groups of people. Stereotypes can be based on race, ethnicity, age, gender, sexual orientation—almost any characteristic. They may be positive (usually about one’s own group, such as when women suggest they are less likely to complain about physical pain) but are often negative (usually toward other groups, such as when members of a dominant racial group suggest that a subordinate racial group is stupid or lazy). In either case, the stereotype is a generalization that doesn’t take individual differences into account.”

PREJUDICE:

Prejudice refers to beliefs, thoughts, feelings, and attitudes that someone holds about a group. A prejudice is not based on experience; instead, it is a prejudgment, originating outside of actual experience. Racism is a type of prejudice that is used to justify the belief that one racial category is somehow superior or inferior to others. The Ku Klux Klan is an example of a racist organization; its members’ belief in white supremacy has encouraged over a century of hate crime and hate speech.



DISCRIMINATION:

While prejudice refers to biased *thinking*, discrimination consists of *actions* against a group of people. Discrimination occurs when people are treated less favourably than other people are in a comparable situation only because they belong, or are perceived to belong to a certain group or category of people.

Discrimination differs from prejudice and stereotyping, in that it is not a belief, but rather the application of beliefs (Fiske, 2010). An example of discrimination is a female not getting a job because the hiring manager wanted a male to fill the position. People may be discriminated against because of their age, disability, ethnicity, origin, political belief, race, religion, sex or gender, sexual orientation, language, culture and on many other grounds.

HATE SPEECH:

“Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants and people of immigrant origin. For the purpose of the campaign, other forms of discrimination and prejudice, such as antigypsyism, christianophobia, islamophobia, misogyny, sexism and discrimination on the grounds of sexual orientation and gender identity fall clearly within the scope of hate speech.”



NO HATE SPEECH MOVEMENT

The No Hate Speech Movement was launched in March 2013 and is a key part of the Council of Europe's effort to promote human rights online. The movement was born from the Council of Europe's recognition that hate speech poses a threat to human rights and democracy. Despite being formed as a front against hate speech, the movement explicitly recognises and upholds the right to freedom of expression. Instead, the movement promotes responses to hate speech that focus on education, campaigns to raise awareness, working with victims, and thus foster the development of self-regulation among people who may otherwise engage in hate speech themselves. The No Hate Speech Movement aims to promote human rights online, encourage activism against hate speech, and contribute to making the internet and world places where all people can feel free from hate and fear.

STEREOTYPING: THE EFFECTS



NEGATIVE STEREOTYPING LEADS TO PREJUDICE

The importance of understanding and combating stereotypes has long been recognised, with a variety of studies being carried out on the topic. Negative stereotypes have understandably received particular attention. One study for example, carried out by the University College of London found that the human brain is predisposed to learn negative stereotypes, according to research that offers clues as to how prejudice emerges and spreads through society. (Spiers, Bradley, Love, Le Pelley, Gibb & Murphy, 2016) The study found that the brain responds more strongly to information about groups who are portrayed unfavourably, adding weight to the view that the negative depiction of ethnic or religious minorities in the media can fuel racial bias. Taking into account increased prejudice and support for far-right politics seen throughout the Western world in recent years, this study's conclusion deserves greater recognition. The increase in prejudice today is perhaps most evident with the spread of anti-Muslim posts online and in the media, often portraying Muslims as terrorists. These negative stereotypes lead to prejudice against Muslims and contribute to the rise in anti-Muslim sentiment.

Another all too common stereotype is that of African-Americans in the United States. Black Americans are often portrayed as violent in the US media, and as being predisposed to becoming criminals. This stereotype has contributed to much suffering by black Americans under a judicial system which all too often treats black citizens with extreme prejudice, often condemning many to police brutality and disproportionate prison terms in comparison with white people.

By being exposed to negative stereotypes repeatedly, people can become trapped in a bubble where they see only the bad in others and the world, as is the case with the examples above. This inevitably results in the development of prejudice and distrust for the "other", and as a result increased racism, extremism, and conflict.

The boom in prejudice and extreme politics in our times comes as peoples' lives are occupied more and more with social media. Social media has resulted in more people than ever before being exposed to negative stereotypes of peoples they have never even met, and thus they are much more likely to develop prejudice towards them.

A large, stylized, dark grey double-headed eagle logo is centered in the upper half of the page. The eagle has its wings spread, and its heads are turned towards each other. The background is a solid, vibrant red color.

HOW DO WE VIEW OURSELVES?

We not only label, categorise and stereotype other groups, we also create stereotypes for our own groups. This is called “autostereotyping”. We tend to view our own group in a positive way. Take a moment to think about how Albanians view themselves. If you were asked to list stereotypes that Albanians have about their fellow countrymen/women what would you say?

Often people will say that they believe that Albanians are very hospitable to guests, that we are passionate and brave etc etc. Do you believe that every positive stereotype you have listed is true of every individual Albanian you know?

If you are asked to list the stereotypes that other nationalities have about Albanians what would you say? Are these mostly positive or negative? Do you think that these are true about every individual Albanian that you know?

By exploring the way in which we stereotype ourselves and how our own religious or national group etc, is stereotyped we can begin to understand its limitations and the problems it can cause between different groups of people that have negative stereotypes of each other.

IMPACT OF BIAS ON THE LIVES OF THE INDIVIDUAL

Bias is a personal inclination or temperament based on unreasoned judgment or belief. Bias may be reflected in behavior (verbal, nonverbal, or written) that is threatening, harassing, intimidating, discriminatory or derogatory and is based on a person's real or perceived identity or group affiliation, including (but not limited to) race, age, disability status, gender, gender identity/expression, national origin, sexual orientation, or religion.

Biases impact not only the victim of the bias, but also every individual who witnesses the bias as well as the perpetrator (Rivers, Poteat, Noret, & Ashurst, 2009). It takes a strong individual to stand tall in the face of adversity. Individuals who fall victim to prejudices, stereotypes, and discrimination do so in various ways; some succumb to depression and withdrawal, while others give in to the stereotypes, often believing the stereotypes placed against them or others (Rivers, et al.). While it is understandable how prejudice, stereotypes, and discrimination can lead an individual to low self-esteem, mental breakdowns,

depression, and other lows, this is not always the outcome (Sinclair & Kunda, 1999). Individuals who do not fall victim to bias are often able to use such circumstances as motivating factors (Sinclair & Kunda, 1999). What was intended to hurt, degrade, belittle, and flat out stop these individuals, actually propels them forward. These individuals may suffer from moments of negativity, but they only give brief moments to the negative desires which could consume them. Individuals who are strong enough to overcome adversity are often driven by a desire to prove the stereotypes wrong (Fiske, 2010).

'OTHERING'

Othering is the process of casting a group, an individual or an object into the role of the 'other' and establishing one's own identity through opposition to and, frequently, a vilification of this Other.

When we categorise people as "others" we can begin to see them as different than ourselves. The process of "othering" creates a distance between us and others. We are no longer viewed as equal, we view the "other" as strange, foreign, lesser

EXAMPLE:

When a nation is in conflict with another nation over territory or ideology they come to see their own country as superior and demonise natives of the other country regardless of their individual beliefs or actions. This creates further division between the two nations and succeeds in generating tension that may result in discrimination, hate speech and even violence between the two nations

HATE SPEECH AND ITS CONSEQUENCES

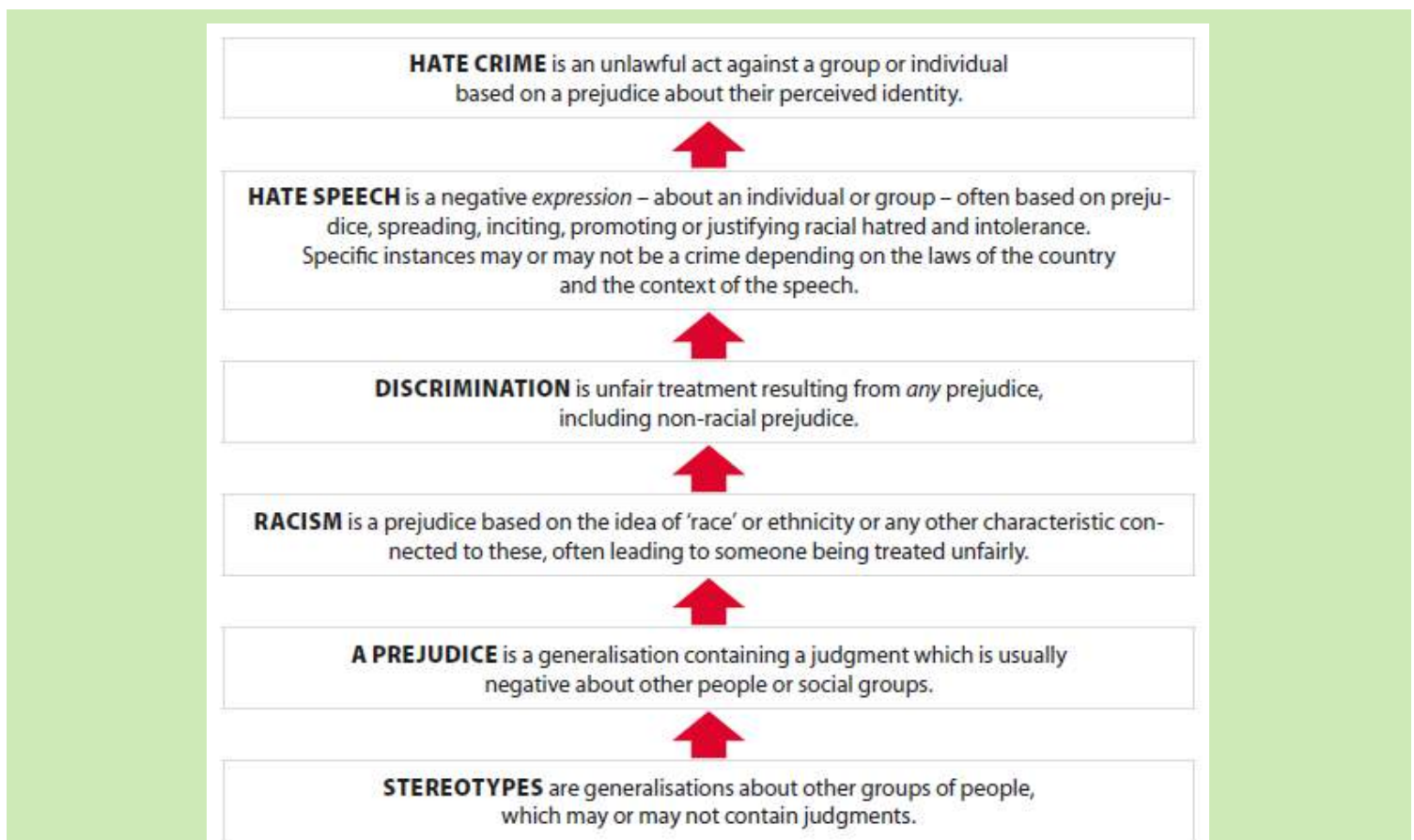
Hate speech can occur in different circumstances around the context “we” and “the others” and usually derives from certain social stigmas and prejudices. Hate speech derives its “legitimacy” in perceiving people from certain groups as inferior to “us” based on their skin color, religion, ethnicity, sexual orientation and etc. Often, these criteria are very subjective and, like in cases of bullying, come from a personal perception. Hate speech is also largely defined by the social and historical context, when representatives of the target group either comprise of a marginalized community or groups with a history of violent confrontations.

Following Nelson Mandela's words, people learn how to hate: indeed, we learn to feel more superior towards certain social groups from our environment, family, friends, media and political context. Often, when we don't have a personal contact with people from the group that we do not like, we fear the unknown – and, when we feel endangered, as a natural reaction, fear is often accompanied by aggression and hatred. These

phenomena are widely used by populist media that builds on the “popular” fears of “the others”: in a modern context, we can easily observe, how the refugees in Europe are seen as a hostile group because of the perceived risks of cultural expansion, growth of criminal rate, unemployment, etc.

Words can hurt stronger than bullets, and hate speech consequences can be very traumatic: at the personal level, they escalate from the feeling of isolation, depression and can lead to suicidal attempts in the most dramatic cases, while at the community level hate speech usually paves the way to hate crimes, such as destruction of property, belonging to the target group and physical attacks. The recent history of the 2nd World War carries the tragic example of genocide as the utmost consequence of hate speech and dehumanization of the entire groups of population, such as Jews, Roma, LGBT.

Hate speech has deep roots in the society and derives from stereotypes, prejudices, racism and discrimination, as you can see on the picture below.



A group of diverse people standing together, showing their hands and lower bodies. The image is cropped to focus on the lower half of the individuals, highlighting their clothing and hand positions. The background is a solid light color.

IDENTIFYING STEREOTYPES

Stereotypes are all around us. They help us to categorise and decipher, to make some kind of sense out of a layered and complex world. However, in order to think critically when we encounter negative stereotypes that may lead to prejudice and discrimination we should try to develop skills to identify these stereotypes both online and offline.

All forms of media, from TV shows and films to newspapers and TV reports, frequently use and promote negative stereotypes to tell stories. Through the all-reaching tentacles of the media, stereotypes creep their way into our lives by polluting our screens, shouting from our speakers and eventually weaving their way into our everyday conversations. The media industry typically uses simplified labels to present a story in a certain way. Unfortunately for many news outlets with tight deadlines, it is easier to rely on well-known stereotypes to tell a story than to delve deep into the intricacies and background of a particular group of people or their situation. It is important for us to learn how to identify when stereotypes are being used in media so that we can become savvier and more objective about the information that we consume.

In the news certain people in our society are often shown in one particular way. Prominent female figures, for example, are regularly overtly sexualised. Women in the public eye, regardless of their occupation and merit, are frequently scrutinised over their appearance whereas male figures escape this type of critique. This enforces the idea that women are solely to be seen through the lens of the “male gaze”, that they are objects of

desire and not equal to their male counterparts.

When the public is constantly bombarded with stereotypes of women as weak and sexualised we begin to internalise this view. We may begin to believe this narrative and begin to act with prejudice or even discriminate because we see women as less capable and less equal than men.

Another prominent example of media stereotyping in Europe can be found in the coverage of refugees fleeing war torn countries seeking asylum. Online news portals, newspapers and TV news reports covering the arrival of thousands of people on flimsy boats from North Africa and the Middle East regularly show images of clamouring, desperate crowds of people. The headlines are often sensationalist and inflammatory describing the crowds of refugees as “swarming”, “flooding” and “invading” Europe. In this way the media successfully dehumanises these groups of people, they perpetuate the idea that all refugees are dangerous, violent terrorists who are intent on disrupting the 'European' way of life.

Currently this negative view of refugees is rampant in our media. Rather than speaking to these people or getting a sense of their difficulties, it is easier and more dramatic for news outlets to produce an over simplified version of the stories that stoke prejudices. The negative stereotyping of refugees is having a dramatic effect on populations throughout the continent, and has led to the increase in the support in the number of far-right political groups and organisations that regularly spout hate speech about refugees and Islam.

EXAMPLES IN MEDIA:



The film *Taken* (2008) featured a storyline about a brave white American former CIA agent (Liam Neeson) on the hunt for his kidnapped daughter from a gang of dangerous, human traffickers from Albania. The lead villain, Marko from Tropoja, (Arben Bajraktaraj) is the film's main personification of this stereotype of Albanians as evil criminals. African-Americans are also regularly stereotyped in Hollywood films as drug dealers and dangerous gangsters. The continued interpretation of groups of people in a particular way can affect the way that we perceive certain groups. If we are constantly being presented with images of Black Americans as criminals, for example, we begin to form a belief that all black Americans are gangsters and thugs. Such simplified portrayals of groups of people rarely explore historical, socio-economic factors and other difficulties that may have contributed to reasons for someone to turn to criminality. Films also, rarely show us the systemic discriminatory practices that make life more difficult for minority groups/people of different race, religion etc. It is worth keeping this in mind when you watch movies or TV shows!

LEGAL FRAMEWORK

To realize the principle of equality, it is not enough for the state to declare that is against discrimination, it is also necessary to create an efficient and powerful legal system that prohibit discrimination. Like other countries, even our state has established legal mechanisms which can be used in cases of discrimination. These mechanisms are as follows:- Procedure before the Commissioner for the protection of equality based on discrimination complaints. - Judicial processes for protection from discrimination.- Criminal Law for protection against discrimination - Legal protection for those discriminated against.

- Articles 16, 18 and 20 of the Constitution of the Republic of Albania deal with subject of discrimination.
- In article 18 it is stated that, "All are equal before the law and that no one can be discriminated against for reasons such as gender, race, religion, ethnicity, language, political opinions, religious or philosophical beliefs, economic, educational, and social or ancestry".
- The law no. 10 221, dated 04.02.2010, "Of protection from discrimination", further strengthens article 18 of the Constitution. This law ensures protection from discrimination. The purpose of this law is to ensure the right of everyone to equality before the law and to equal protection of the law, equality of opportunities and allows people to exercise the rights and freedoms of the individual as well as providing effective protection from discrimination
- The law "Of Protection from Discrimination" obligates the Council of Ministers and the Ministry of Education to adopt positive measures to encourage the education of minorities or girls that ensure and improve their levels of education.
- The law "Of Protection from Discrimination" foresees the creation of the Commissioner for Protection from Discrimination, whose competences are in accordance with Directive 2006/54 / EC of the European Parliament and the Council of Europe, which in article 20 provides that these bodies inter alia should provide independent assistance to the victims of discrimination through addressing issues or assistance in court.
- KMD III. Established institutional framework for the protection of the rights of Roma in Albania. Albania has already drafted legislation in accordance with international laws and has established mechanisms for protecting the Roma community against discrimination.
- Convention on the Elimination of all forms of Racial Discrimination - CERD, in which Albania has adhered in 1994. The Convention establishes the obligation of States parties to prohibit and eliminate racial discrimination in all its forms and to guarantee the right of everyone for equality before the law regardless of race, colour, national or ethnic origin, especially regarding to the enjoyment of these rights.



- European Convention for the Protection of Human Rights and Fundamental Freedoms, ratified by Albania in 1996 (Law no. 8137/1996), article 14 provides for "prohibition of discrimination". Protocol Nr. 12, article 1, refers to the general prohibition of discrimination by extending the scope of application of article 14 even when a person is discriminated against in the enjoyment of any right or benefit under national legislation.
- The Convention of the Council of Europe for the Protection of National Minorities. This convention ensures the application of the principles of equality and non-discrimination for people belonging to national minorities. This convention prohibits any discrimination based on belonging to a national minority, setting an obligation to the parties to this convention, to guarantee to the people belonging to national minorities the rights of equality before the law and equal protection under the law.
- European Social Charter, a Council of Europe treaty, approved in 1961 and revised in 1963, has become part of domestic legislation with its ratification by Albania in 2002. "Any discrimination based on any causes such as sex, race, colour, ethnicity, ethnic or social origin, language, religion or belief, political or other opinion, association with a national minority, residence, birth, disability, age, and sexual orientation shall be prohibited "

CHAPTER TWO: RESEARCH

**“BE THE REASON FOR SOMEONE TO SMILE.
BE THE REASON SOMEONE FEELS LOVED
AND BELIEVES IN THE GOODNESS IN
PEOPLE.” ROY T. BENNETT**

STEREOTYPING IN ALBANIA

RESEARCH RESULTS

In this chapter we aim to explore how Albanian young people view themselves and their society by presenting evidence from our research and offering analysis as youth workers working in Albania. As part of our project we conducted a survey on the topic of stereotyping and discrimination and distributed it amongst young people. We believe that it is important to collect information about this subject in order to gain a better understanding of the level of information that young people have about stereotypes, prejudice, discrimination and hate speech. We envision that the research presented will provide educators, youth workers and civil societies with information that will help them create more effective and relevant action plans and activities on these topics in the future.

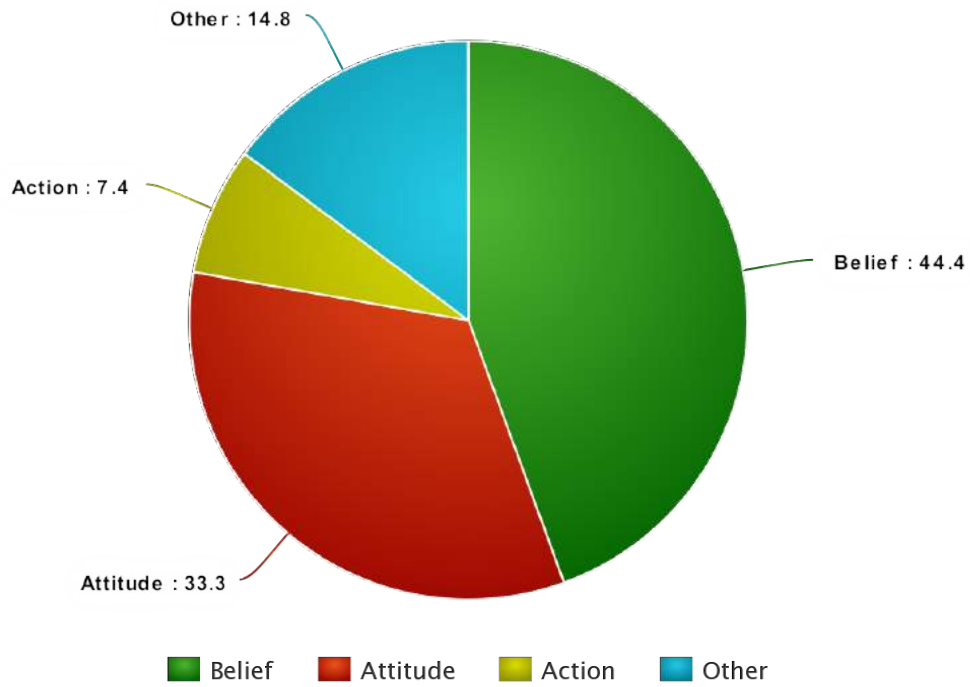
This chapter presents some of the data collected from:

- Questions answered during the selection process of participants in training, completed by 217 young people, aged 18-30 years old.
- 25 interviews, questionnaires, pre- tests and observations, which were conducted by young people during one week training.
- 100 semi-structured questionnaires, completed by young people, selected randomly in the streets, cafes, homes, schools, universities. The questionnaires were completed during and after the training of young participants.

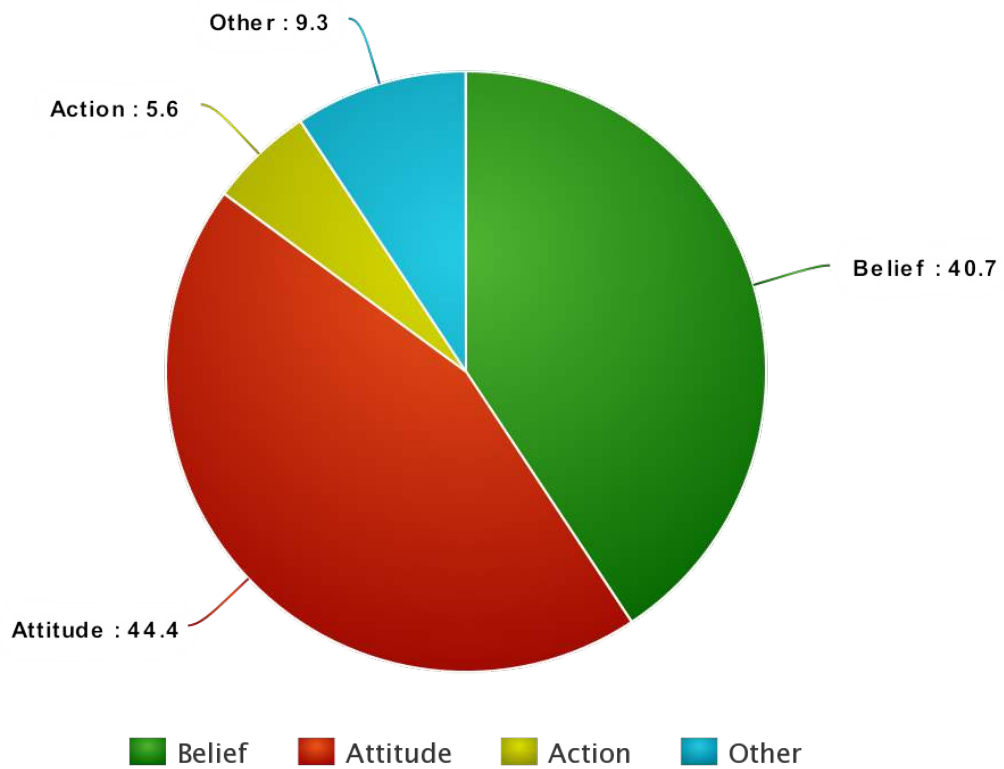


PERCEPTIONS

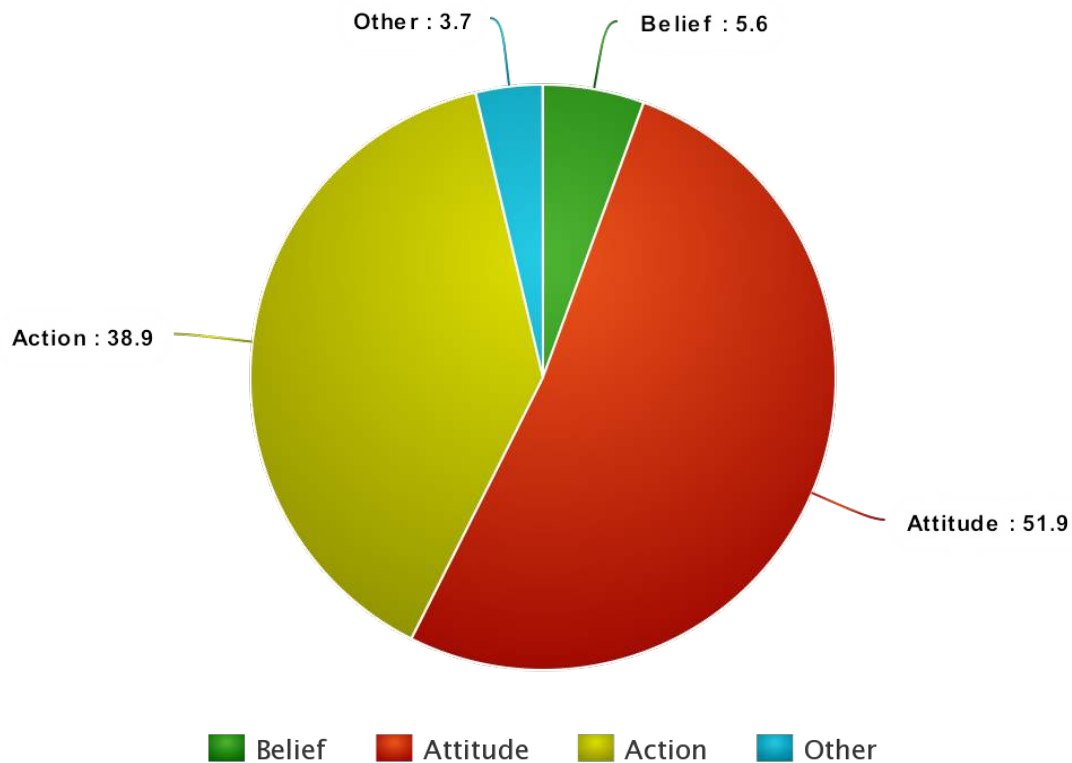
What do you understand by the term "stereotypes"?



What do you understand by the term "prejudice"?



What do you understand by the term "discrimination"?



Collected data shows that a significant number of young people do not have a clear idea of the definitions of stereotypes, discriminations and prejudices. 44.4% of young people think that stereotyping is a belief we have, and 49% consider the stereotype as behavior or action. 44.4% think that prejudice is an attitude, and about 49% categorize it as belief or action. Discrimination is perceived as an action from about 39.5% of young people and 51.9% categorized it as behavior. Referring to the question of whether there is a difference between these three terms, there are about 94.3% who believed that there is. Considering the answers in general, the correspondents appear to be confused about the terms due to lack of information on the topic.

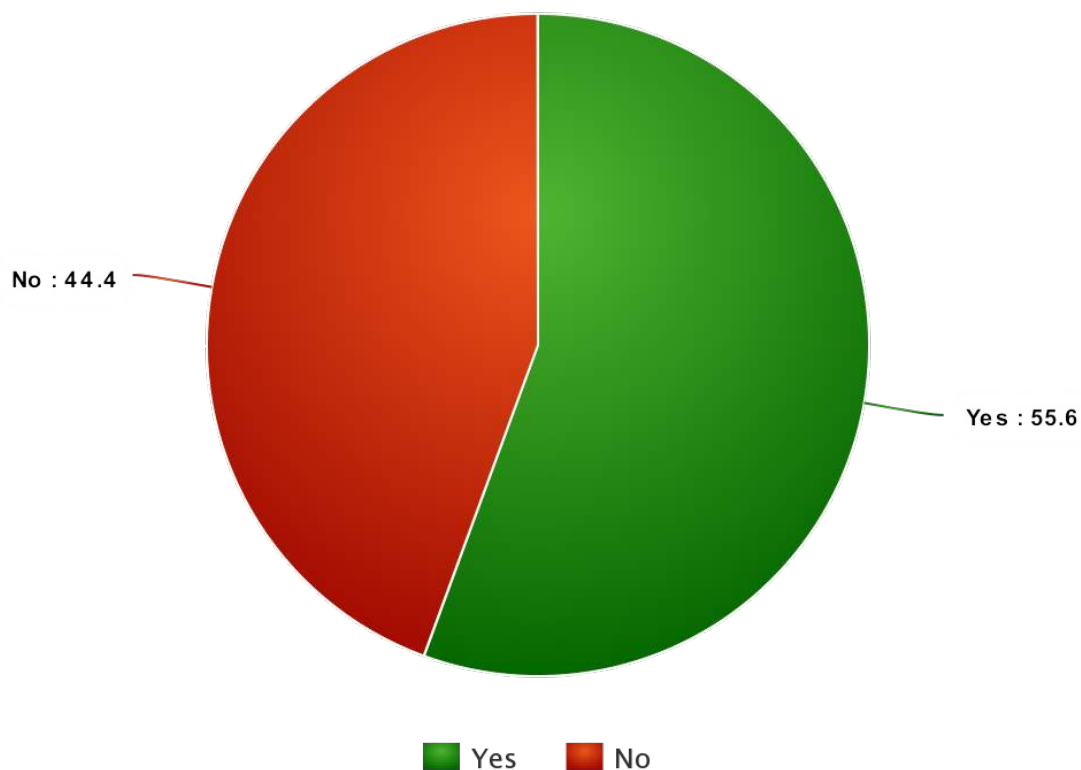
From what is observed in the graphic, the interviewees have vague ideas about what is hate speech. This is considered a relatively new term for Albanian youth and we noticed a need for more information. As half of the respondents to the survey had difficulties defining the terms, consequently, this leads to the low number with the ability to identify concrete cases of stereotyping, discrimination etc in real life.

If this survey had been widely distributed, specifically among young people from remote areas in Albania or rural areas where information is less accessible, the results would be very different.

Negative stereotyping and discriminations are phenomena that affect different classes of society, communities, genders, ethnicities, nationalities etc. Often people feel like they cannot avoid being treated this way. Our research shows that. 55.6% of respondents have felt discriminated against in their lives.

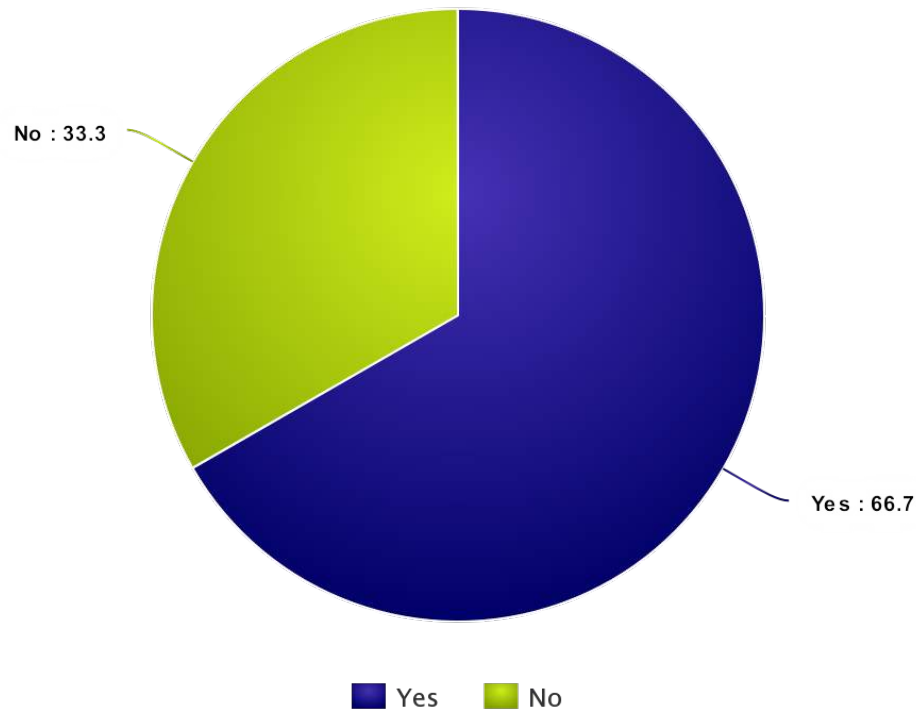
'EVERYONE IS STEREOTYPED IN SOME WAY ... FOR EXAMPLE; I AM LABELED AS A POOR OR SENSITIVE GIRL, WITHOUT KNOWING ME, ONLY BECAUSE I AM A WOMAN. I HAVE BEEN LABELED WITH OFFENSIVE NAMES FROM PEOPLE THAT DIDN'T KNOW ME AT ALL! THE MOST TYPICAL CASE IS WHEN I TALK TO PEOPLE ABOUT MY PROFESSION, IN THE FIELD OF INFORMATION TECHNOLOGY, AND PREDOMINANT REACTION FROM THEM IS 'THAT SEEMS LIKE MAN'S WORK!'

Have you ever felt stereotyped, prejudiced or discriminated against?



Most of the respondents feel that they are stereotyped, discriminated, prejudiced against by other people or groups. The reduction of discrimination is a process and a positive indicator begins by learning how to identify and accept these phenomena.

Have you ever stereotyped, prejudiced or discriminated against others?



If we look to the data, we find that the most discriminated against group in Albania are the LGBT community. They are followed by Roma and Egyptians, women, disabled people and the elderly. The results show that homophobia is very prevalent in Albanian society and that LGBT people continue to face discrimination in their daily lives.

During our training sessions, young participants received information about the discrimination experienced by each of these different groups. We achieved this by conducting free and open discussions where we observed that negative stereotyping and biases were very prevalent among the group when they spoke about minorities, people of different races, ethnicities, sexual orientations etc. During the training we invited various representatives of these communities to share their personal stories. These invited speakers spoke about the challenges they faced and how it felt not to be accepted in society. After these meetings we noticed an immediate change in the tone and attitudes of the young people. We believe that from listening and talking to a member of a minority in such a way helped to change their perceptions and gave them some “food for thought”.

'GENERALLY, BESIDES CURIOSITY, MAN HAS TWO SPECIFIC BEHAVIORS TOWARDS THE UNKNOWN: FEAR AND PREJUDICE. NARROW-MINDED OR IGNORANT PEOPLE OFTEN PREJUDICE. SOMETIME AGO, I WAS ONE OF THOSE PEOPLE. MOST OF MY BEHAVIOURS I TOOK FROM THE ENVIRONMENT IN WHICH I GREW UP ... I ALSO HELD CERTAIN BELIEFS ABOUT DIFFERENT GROUPS OF PEOPLE. THOUGH I HAVE NEVER DISCRIMINATED ANYONE.'

WHY WE STEREOTYPE

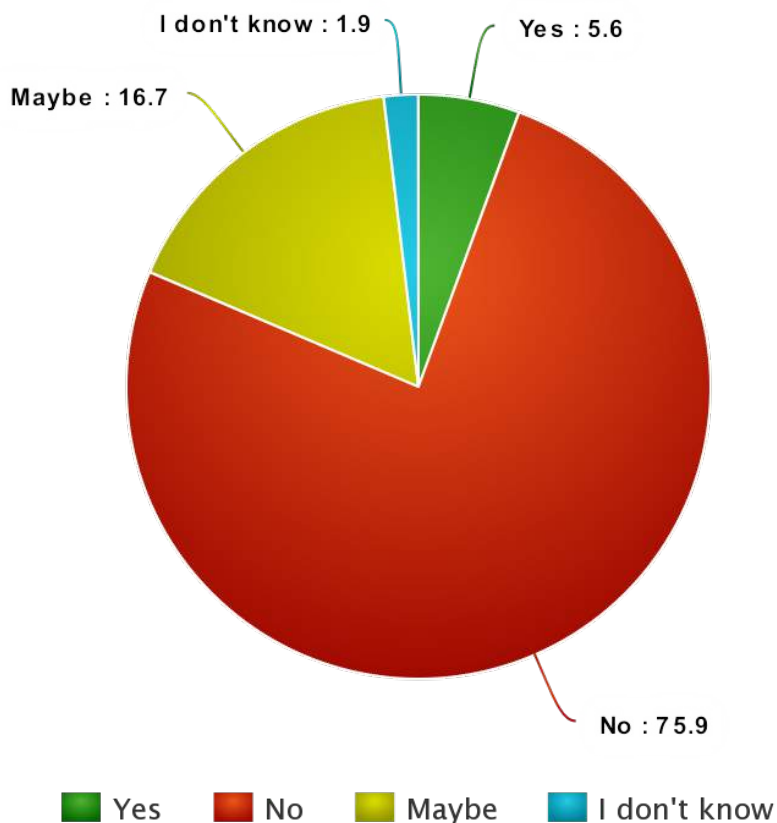
The creation of stereotypes, prejudices and discriminations occur for different reasons. According to young people involved in this study, the lack of information that individuals have about different groups or individuals who are considered different from the majority population is one of the main reason people stereotype. There are also about 75% of young people who think that we create stereotypes because we want to feel superior to others.

Other reasons such as: the mentality, the culture, the way we educate our family, feeling inferior, selfishness, etc, were also mentioned.

'I THINK THIS IS THE MODEL THAT WE HAVE BEEN RECEIVING FROM THE FAMILY. IT IS THE WAY OUR PARENTS SPEAK ABOUT CERTAIN PEOPLE IN FRONT OF THEIR CHILDREN, TEACHING THEM TO BE TREATED AS BELONGINGS OF A GROUP NOT AS UNIQUE INDIVIDUALS.'

THE EFFECTS

Do you think there is a positive aspect to stereotyping, prejudice, discrimination?

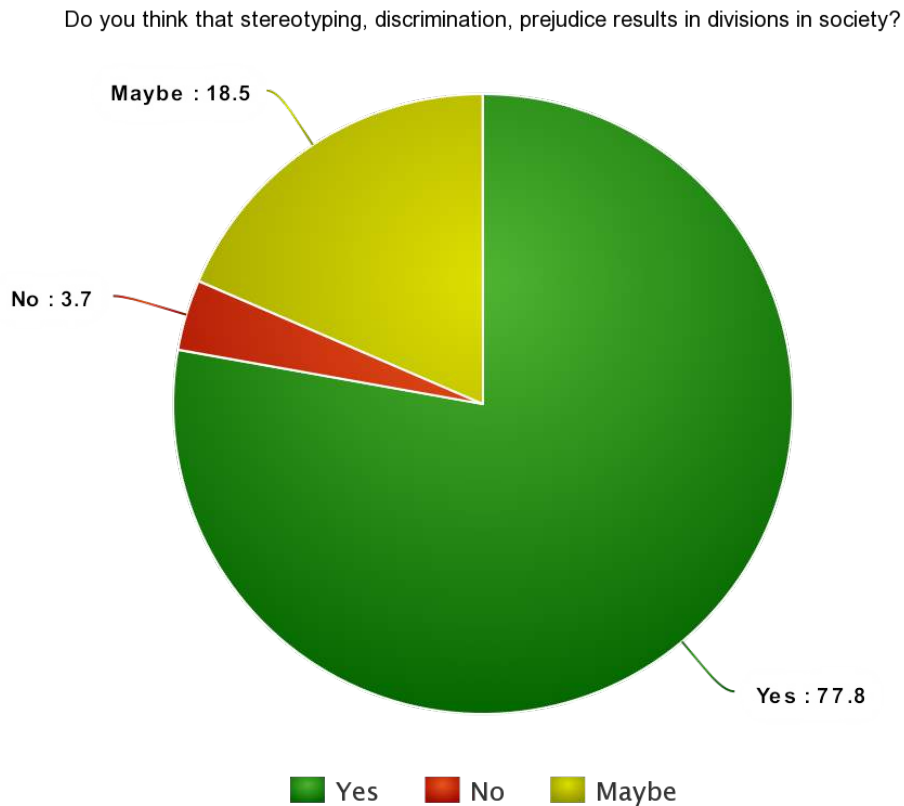


75.9% of respondents think that stereotypes and discrimination have no positive effects, while a very small proportion (5.6%) believe that there are positive effects.

Some of the negative effects listed were: psychological disorders, low self-esteem and in general an inactive society without diversity.

Stereotypes, prejudices and discriminations create walls that prevent us from seeing the people around us for who they really are and deny us the opportunity to collaborate efficiently, create successful relations and to live in harmony.

Stereotypes, prejudices, discriminations create negative behaviours such as hate, violence, murders, etc.



There are 77% of young people surveyed who think that stereotypes, prejudices and discrimination cause serious divisions in society. There are also a small number of those who think that these phenomena do not create any divisions. It is notable from this answer that there is a portion of young people who do not believe that discrimination is damaging to society and therefore do not recognise the pain, hurt and even violence that can result from discriminating others.

We are arriving to a point in our society where most young people are aware of the effects that stereotyping, prejudices and discriminations can cause. Through awareness raising, acceptance and recognition of prejudices, youth workers and young people can play a role in reducing the damage that can occur from spreading hate which will in turn result in a more peaceful and harmonious society for all.

STEREOTYPES IN THE MEDIA



Visual, social and written media play a primary role both in creating, spreading and strengthening stereotypes as well as in reducing them.

Based on the responses given during the interviews and questionnaires carried out, social media is one of the main culprits in the dissemination of stereotypes. Television shows and films were listed as the second highest and there are a few cases where young people have identified stereotypes or prejudice in books.

Young people involved in this study have identified a number of films, broadcasts, etc., where stereotypes are scattered in many different forms, such as:

'STEREOTYPES ABOUT ROMA AS LAZY PEOPLE, GREEKS AS GAYS, SERBS OR RUSSIANS AS RACIST, AMERICANS AS OPEN- MINDED AND PRIVILEGED IN A GLOBAL SOCIETY, CHINESE STEREOTYPED AS PEOPLE WHO DO NOT KNOW HOW TO DRIVE CARS;'

'ON TALK TV SHOWS THERE ARE A LOW NUMBER OF WOMEN DISCUSSING POLITICS, SPORTS, OR TOPICS RELATED TO SEXUALITY. MEN ON TELEVISION EXPRESS THEMSELVES FREELY WITHOUT HESITATING WHILE IF WOMEN SPEAK IN THIS WAY THEY ARE HUMILIATED AND INSULTED. USUALLY WOMEN ARE INVITED ON WHEN THERE ARE TREATED TOPICS OF FAMILY, CHILDCARE, HOUSEWORK, ETC.'

THE ROLE OF INSTITUTIONS AND YOUTH WORKERS

Referring to the interviews, young people consider themselves as ambassadors, people who can make a difference in their future society. Also, they feel that they need to be involved in more workshops and trainings on these topics, they need to meet more representatives from different communities, need to volunteer more and be to more openminded in general.

The youth workers role is to inform, be aware and to actively combat these phenomena. Organizing awareness raising activities that engage with young people directly is an important factor in the fight against discrimination.

'FIRST, YOUNG PEOPLE SHOULD BE AWARE OF THEIR ACTIONS AND THOUGHTS. IF THEY THINK THAT SOMEONE IS DIFFERENT, MAKE THEM AWARE OF BEING AWARE OF THEIR DIFFERENCES. THERE SHOULD BE AWARENESS CAMPAIGNS BY YOUNG PEOPLE FOR YOUNG PEOPLE.'

'THIS AWARENESS STARTS IN EARLY CHILDHOOD THAT'S WHY IT WOULD BE GOOD TO CREATE STRONGER AND STRONGER CONNECTIONS BETWEEN STUDENTS FROM DIFFERENT SCHOOLS, THROUGH ACTIVITIES. STUDENTS WILL INTERACT WITH NEW SOCIAL GROUPS, DURING THE HOURS OF DEBATE ON SUCH TOPICS. THE GREATEST VICTORY IS TO ACCEPT NEW AND DIFFERENT THINGS.'

When we put the question "what would each of them do to combat these phenomena?", we received very general, vague and not specified answers...

'IT'S VERY DIFFICULT TO TRY TO CHANGE A NATION WHICH HAS BEEN ISOLATED FOR DECADES AND GUIDE IT TOWARDS A CIVILISED MENTALITY. I THINK THAT AT LEAST WHAT CAN BE DONE, ARE AWARENESS CAMPAIGNS. WE HAVE BEEN YEARS IN ALBANIA FIGHTING "PREJUDICE" AS PHENOMENA.'

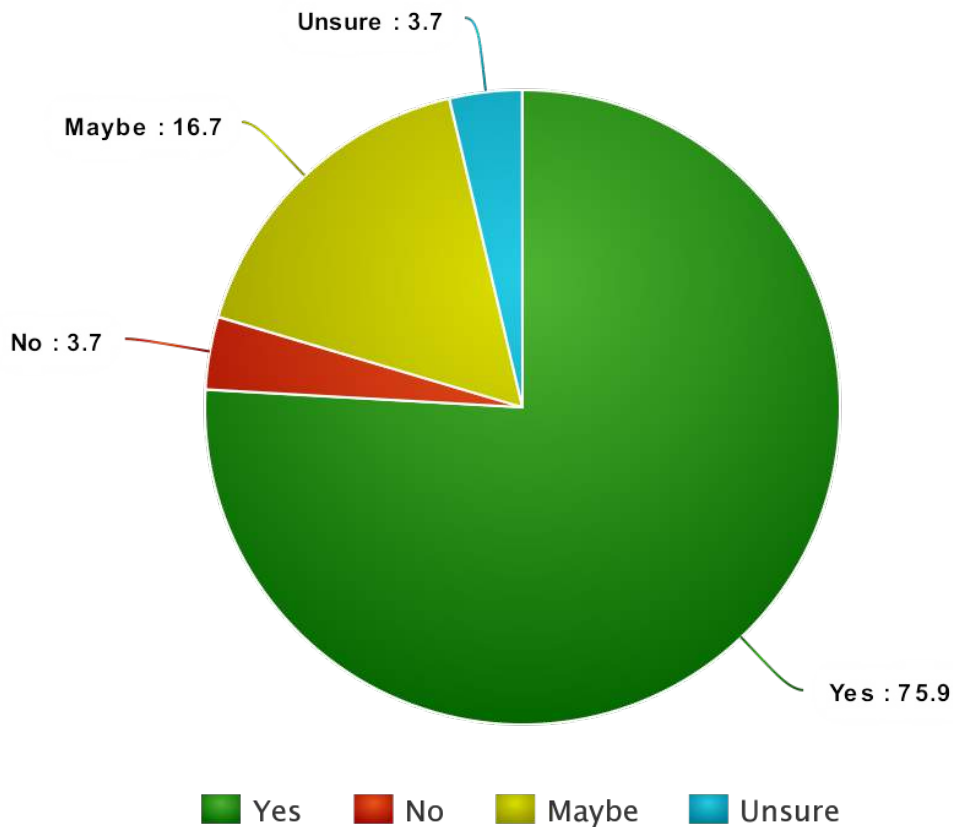
'CREATE A BLOG BECAUSE YOUNG PEOPLE ARE ADDICTED TO THE INTERNET, TALK WITH FRIENDS TO BECOME MORE AWARE...'

Referring to quantitative data collected, when young people are asked what are some ways to reduce discrimination, 45% of them think that training on the subject is the best way to achieve this. For youth the most important institutions are: schools, universities and the media.

REACTING TO HATE

Even though data indicates that 75.9% were able to identify hate speech, 44% said they would not do anything if they encountered it. Civic activism is still critical, especially for young people. Youth workers have a duty to give information about how and where to report hate speech. Spreading clear information about where and how to report incidences of hate speech/discrimination can increase citizens' participation in the fight against hate.

If you encountered hate speech do you think you can identify it?



**NO HATE
SPEECH
MOVEMENT**

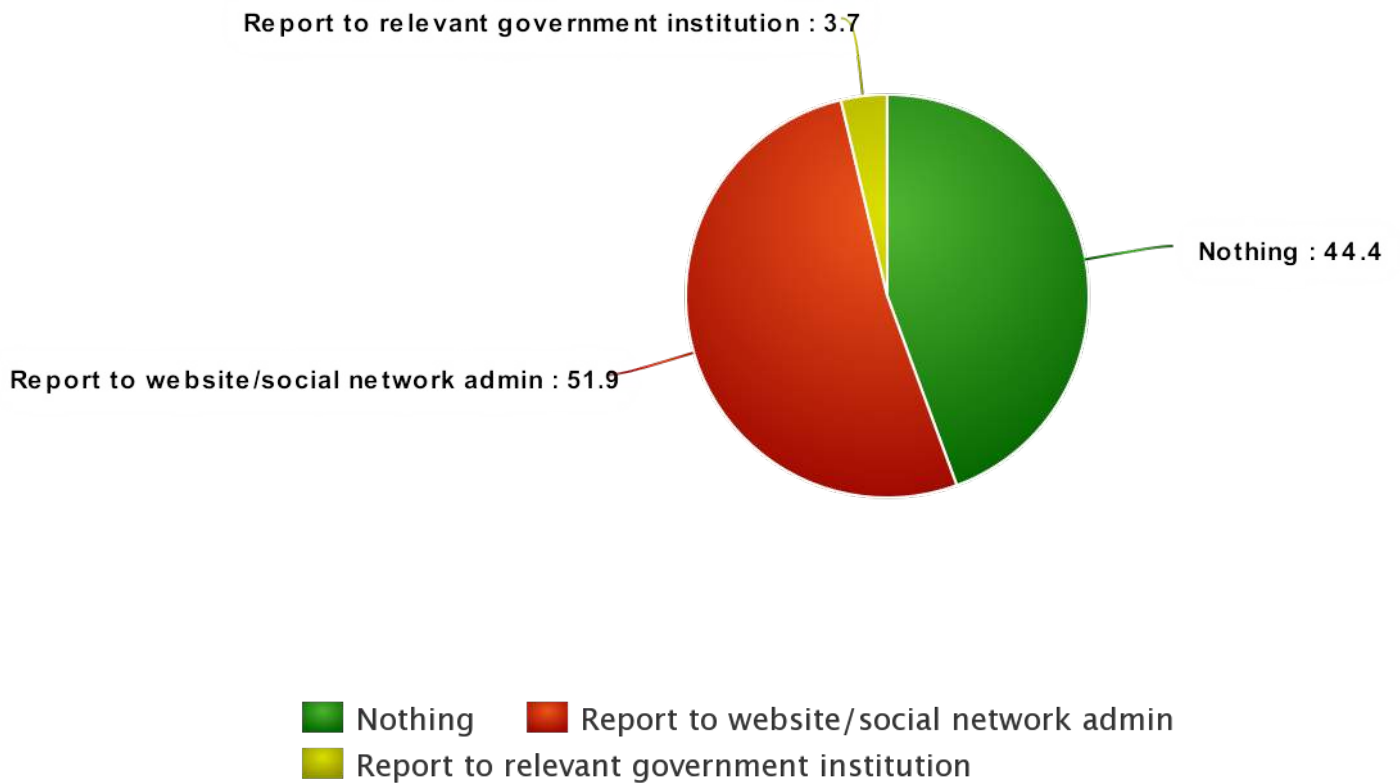
Report hate at Hate Speech Watch is a user-generated repository to trace, share and discuss online hate speech content. Instances of hate speech signaled there are not reported to judicial authorities, regulatory bodies or internet providers.

www.nohatespeechmovement.org

Again, we noted, lack of information is a major factor in the preventing young people from reporting discrimination and hate speech. They simply do not know the legal protections or the facilities to report hate speech offered online by social media companies.

A large number of those surveyed say that they do not know where to report hate speech. The same result comes from discussions with young people during the training. Those who think they know where to report mainly mentioned media (television) and the police. A negligible number of people knew that in order to report incidences they need to contact institutions that deal directly with these issues like Anti-Discrimination Commissioner or the People's Advocate (Ombudsman).

What would you do if you encountered hate speech?



PERSONAL STORIES



Xhemal Kodragjini is an 18 year old high school student from Tirana who participated in our training session on “Combating Stereotypes”. Here he shares his personal experience of the training and what he learned...

This training made me feel total culture shock! Reflecting, I realised that I had prejudiced and discriminated against a lot of people before without ever thinking that I was. Now, when I walk in the streets of Tirana, I respect people, smile to all of them, and of course I do not prejudice them at all.

I do not stare at Roma, LGBT or disabled people. I think they have their own place in this world, same as us, I think they have the right to express their opinions in their society/community as everyone else does. During the workshop we met and listened to a member of the Roma community (Albanian), who was a graduate of Oxford University, a disabled man in a wheelchair that fought and continues fights for the rights of his community and the three LGBT young people, who live between fear, discrimination, non-acceptance from their family and society. These stories shocked me. After listening to all of them I began to think “I don't have the right to judge these people”. They had so many experiences in their lives and I really felt like they knew much more than me! They were grateful for their lives, they didn't treat other communities differently and they respected each other. Their stories made me cry.

'This training shocked me, it made me understand how “close-minded” I had been before. The experience has turned me into a totally positive person'

During the workshop I had a lot of arguments in almost every discussion! I expressed my opinion on situations, how to react when seeing people "different" from us, how to combat stereotypes. I shared my experiences, related with this topic. I gave my contribution in organizing roleplays and different activities, I also prepared some videos to visualize the meaning and use of stereotyping, discrimination, and hate speech.

This training shocked me, it made me understand how “close-minded” I had been before. The experience has turned me into a totally positive person and now and in the future I promise to take care of disabled, LGBT, Roma people, Down Syndrome children, etc. for the rest of my life. I understood volunteering doesn't mean that I have to give money to these people, but that I should give them love...

Kristjana Ndoj- Participant in training. - writes about the prevalence and problems of gender stereotypes.



One of the most prejudicial, discriminatory problems that has accompanied and still continues to accompany me is gender inequity. Often, it happened to prejudge myself, giving others the chance to "break me" or "use me", but as I grew up the world taught me to spare myself this feeling. Over the years, women have been fighting for their position in society, for freedom and for the right to vote. The word "female" itself, carries a lack of evolution. Therefore, defining a woman as a "female", means defining her as a living creature, not as a human being.

Prejudices and stereotypes of women are broadly found in books, texts and lectures, diminishing their value as instruments of enlightenment and emancipation of the soul of society. The most ordinary gender prejudices and stereotypes deformations are those where the woman is totally or partially identified with her reproductive functions. Motherhood automatically transfers her that caring role lifelong. Ignoring women in many areas as well as in texts may seem like a human error. Bringing stereotypes of traditionalist lifestyle in articles and publications may look like the work of "guilty without guilt" persons. As long as young people will continue to neglect the fact that attention to gender, civic and democratic education is not a matter of preference but an obligation, girls and women will continue to appear as second class citizens.

The treatment of women and girls as unnecessary and not as equal people breeds totalitarianism. It represents a totalitarian effort. Gender education also highlights important issues such as the relationship between husband and wife. Typically, these reports are in favour of men. This fosters stereotypes, affecting not only men and women, but also many other aspects of society, including education, the practices of formal and informal education of the younger generation. Textbook authors, academics and

teachers should be aware and should ensure that the themes that deal with male and female figures must transmit the right ideology of their roles and social rights. No one should be attributed prior expectations and duties because he/she is a male or a female, man or woman, boy or girl. Students must be transmitted ideologies that better

'No one should be attributed prior expectations and duties because he/she is a male or a female, man or woman, boy or girl'

shape the citizens of the future. Society, especially the Albanian one, perceives the wife in a predefined role within the family. The portrayal of boys and girls growing up and becoming empowered and emancipated together is the enlightenment that textbooks should bring.

Gender education, unlike many other aspects of education, has no predetermined standards and cannot be directly measured, as dates, lists, categories and countries can. Because of this fact, gender education becomes a special commitment. It is not the preachy feminist education, but an invitation to every student to have the chance to learn to behave in accordance with his gender identity.

We live in a time when we are in constant communication online and offline and yet we still fail to communicate about important issues. Silence is silence. As such it should be broken. After the silence is broken, the shells of prejudice and rotten gender discrimination fall. New energies break out. Breaking the silence is the prologue of everything. It needs to pierce the crowds that don't know how to listen. Instead of silence we are required to communicate at various levels, from local to global, from interactive to virtual. Communication has become the typical forms of today's' existence and operation. Through open and interactive communication, we can pose equality and equal visions for everybody. It was due to the open communication and collaboration that the training "Combating stereotypes; Hatred spreads if you don't speak up" was enlightening, effective and productive.

Sokol Murataj - My life after the car accident: A “book” from our Human Library activity.



"I am Sokol Murataj, father of two children. I had a normal life like everyone else, until it changed forever. In 1997 I suffered a car accident, which marked my life. It was a very difficult accident, which kept me in a coma for several days. For two months, the doctors could not say whether I would live or die.

'THE DOCTOR CAME LATER, GIVING ME THE MOST TERRIBLE NEWS: I WAS PARALYZED FOR LIFE.'

However, I tightly grabbed after the memory of my family and, above all, the reason I wanted to become a better person, my eldest son. I wanted to live just to come and see him grow, to take him to school, to kiss him goodnight, to caress and hug him. But when I opened my eyes the reality was quite different. It was like a movie script moment. When I opened my eyes, I see my dad crying for joy over me. Afterwards, everybody came and was enormously happy. But I immediately realized that something was wrong. I could not move. I could not command my body. The doctor came later, giving me the most terrible news: I was paralyzed for life. My father fell into complete despair, while my wife began to abandon me. I was hospitalised for one year. At the end of this period, my father passed away. I underwent huge trauma. My wife turned away from me and my father died. Everybody was wondering how I got through it, but I did. I had to fight for my life. It was too soon to give up. And I won. Life won.

In In 2001 I left Albania to go to Denmark, seeking political and humanitarian asylum from the Danish state. The camp doctor noticed my problems and immediately sent me to a rehabilitation centre for Spinal Injuries. I was treated there for two years with full treatments three months yearly. I sought international recognition of the problems of Disabled People, paraplegic and tetraplegic and together with the Danish Association of Paraplegics

'EVERYBODY WAS WONDERING HOW I GOT THROUGH IT, BUT I DID. I HAD TO FIGHT FOR MY LIFE. IT WAS TOO SOON TO GIVE UP. AND I WON. LIFE WON.'

Ryk.dk and ISCoS.org.uk developed a project for a similar rehabilitation centre in Albania. In May 2003 the Danish state notified me that my request for political and humanitarian asylum was rejected. After great efforts and the lobbying by the Danish supporting NGOs, where I reach my goal and won the trust of ISCoS.org.uk, being involved in an ambitious project, I had to come back to Albania. I returned to Tirana in January 2004 and tried with all my heart to keep my projects moving forward. I immediately began getting active in various associations. Work did not go so well, but I managed!

As an unyielding activist, after many years of work supporting ISCOS, I managed to organize on 31 May 2014 the successful Seminar - www.sci.al - further with the support by Escif.org I drafted the association. Currently, I am President of the "Association of Peoples with Spinal Cord Injuries of Albania" (SHPDSHKSH) and I tried as much as I could, to help people who have been in such troubles. When flooding occurred in South Albania, I provided transport with my vehicle for food deliveries and I went there to help in person. At that time, even the media made my gesture public, but I did not do it for fame. I felt right doing this work. One must be and endorse solidarity. Today, I keep on helping with what I can to everyone who's in need, but I cannot do it alone. I have my needs; I have my impossibilities although I always try to do my best. That's why I decided to make an appeal to you and anyone who can help our community. Give us a hand by supporting us through your contributions of time, dedication, commitment, volunteering for this social category (disabled people).

In March 2006, after I had had a trail of difficulties and victories, I had received the appropriate medical and emotional treatment; I was feeling physically better, more relaxed and able to care for myself and others. In this moment, I decided to look for that part of me I was denied for years, the love that made me wake up from a coma with the desire to live, who I wanted to raise but was denied. I decided I look for my son through the tv show "With an open heart". I wanted to know him, to offer him my love, to fulfil the obligations as a father for his upbringing. I found him; I spoke to him with a lot of emotions. During my TV outputs, among many spectators, a girl had followed me, who had asked for my contacts in the newsroom. She had been impressed by my story, my personality, and asked me to meet her. I did not think, I would find the love of my life, Mimoza, and make a life, get married and have an 8 year old son.

Throughout life, there are moments that neglect you, exclude you, discriminate you; there are people who treat you with mercy, compassion, love. What we all need, regardless of who we are and what group we belong, is love. I could pass through my difficulties by facing them with love, recognizing them, accepting them and so it is easier to work with them. Thus, I concentrated on the solution and how good I felt after I did it. This is positive thinking.

I have a clear message for the young people. Follow your dream and never give in to the difficulties that life poses, always live in the moment and gain life experiences without fear.

'THROUGHOUT LIFE, THERE ARE MOMENTS THAT NEGLECT YOU, EXCLUDE YOU, DISCRIMINATE YOU; THERE ARE PEOPLE WHO TREAT YOU WITH MERCY, COMPASSION, LOVE.'

CHAPTER THREE: **COMBATING**

“IF YOU DON’T LIKE SOMETHING, CHANGE IT. IF YOU CAN’T CHANGE IT, CHANGE YOUR ATTITUDE.” **MAYA ANGELOU**

A photograph of two women standing in a field of tall grass and yellow wildflowers. They are holding hands and leaning back, looking up towards the sky. The woman on the left is wearing a white dress, and the woman on the right is wearing a white t-shirt and blue pants. The background is a bright, sunny sky.

COMBATING STEREOTYPES

This chapter aims to take a look at how individuals can work together to combat the spread of negative stereotyping and ultimately defeat prejudice and discrimination in our societies. It is entirely possible to overcome prejudices that we may have by connecting with others, listening to the needs and experiences of those of different ethnicities, race, sexual orientation etc. We want to challenge the idea that people's views of the world are written in stone, we would like to empower young people, educators and youth workers to question their worlds and open their minds to differences. We hope that the information we have provided will offer guidance. Remember that as an individual you have the power to change your own world and to be a role model and figure of guidance to others in your life.

Individuals are often afraid of what they do not know. The best defense against stereotypes is knowledge. Education and familiarisation with the object of a prejudice or stereotype allows the truth to be discovered and applied (Fowers & Richardson, 1996; Rudman, Ashmore, & Gary, 2001). Being educated allows an individual the ability to embrace and accept differences in others, and aids in bringing society together (Plant & Devine, 2009). Arming individuals with knowledge and information can ease the burden of not knowing. Possessing the truth can defend against the prejudices, stereotypes, and

discriminations that plague today's society (Plant & Devine).

One way for an individual to conquer a prejudice or stereotype is to spend time with the individuals he or she is stereotyping (Fowers & Richardson, 1996; Tausch & Hewstone, 2010). Spending time with these individuals allows both groups to begin to understand and to know the individual on a more personal level. This may also make individuals who stereotype others less likely to do so in the future if they find the stereotype to be false (Fowers & Richardson).

VOLUNTEER

We often get stuck in our bubbles. Going to school, work, home, activities, dinner with neighborhood friends, etc. We don't take the time to get out, to see what is really going on in our city. One way to do that is to volunteer. It is beneficial on several fronts. First, you may meet other volunteers from an entirely different walk of life with a similar passion to help. Second, you will often have the opportunity to interact with people you are helping, which will open your eyes to the fact that they are real people, with the same goals and aspirations you have

OPEN UP YOUR WORLD



TRAVEL

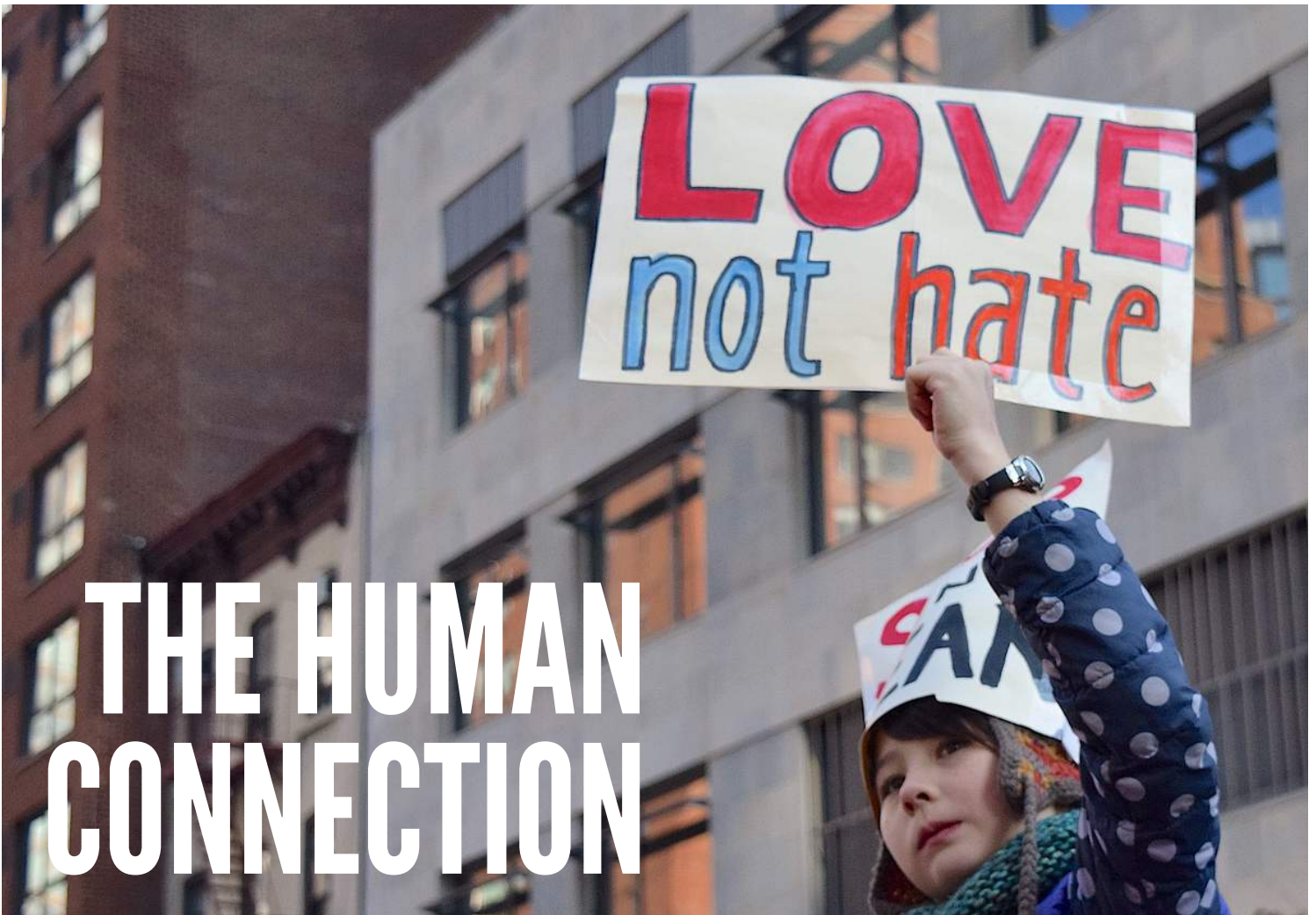
Get out of the country. We don't mean a trip to an all inclusive resort. Go experience a different culture, meet new people and see how life is somewhere else. There is nothing quite as eye opening as visiting a place where you are the odd one out.

MAKE FRIENDS

This could sound superficial, but we mean genuinely. It may be harder than you think, but we promise it will have a powerful impact on your world-view. Not the idea having the friend, but what you learn about the cultural differences. The things you may never have considered before or even realized were challenges for people.

LISTEN

The single most important skill in life, listening, is also critical to recognize and seeing your prejudice. Words matter. Listening to the words you use to describe other people, the words your friends and family use and pay attention to the way people of different backgrounds describe things. This requires making a conscious effort and setting aside the idea that you know what someone is about to say. Respect the people you interact with regardless of what you believe you know about them.



THE HUMAN CONNECTION

According to philosopher Levinas (1969) the way in which to conquer our tendency to “other” is with a face-to-face encounter with the “other”. A human connection is one of the concrete ways of overcoming our negative view of the “other” to establish a relationship. By doing this, instead of having an abstract idea of those that we are “othering” we establish a personal connection. If we want to combat prejudice effectively we need to encourage and facilitate dialogue between peoples of different backgrounds.

One way such dialogue can be facilitated is through a Human Library. A Human Library is an event where people of various minority groups are invited to share their personal experiences and the challenges that have resulted from their status as a minority.

Examples of relevant minority groups include the disabled, and LGBT communities, as well as those of different religious backgrounds or ethnicity, such as Muslims or Roma. By giving minorities such a safe space in which to address the wider society, we can help to combat prejudice and hate towards the “other” by giving minority communities a human face with which others can relate to on a personal level as Levinas advocated.

In ways like this we can slowly change society’s perception of minorities and encourage people to open up to one another and see the similarities they share over the differences. In doing so people will come to value the friendships they will build with those they once regarded as the “other” and old prejudices will fade.

THE ROLE OF INSTITUTIONS & ORGANISATIONS

EDUCATE

Education needs to be the absolute priority in combating discriminatory behaviours. In a survey of young people, 85% could not make the distinction between stereotypes, prejudice, and discrimination. The survey's findings clearly show that a majority of young people would not be able to recognize when they discriminate against others and are discriminated against themselves. The fact that this lack of understanding persists among young people shows clear implications for other age groups. The media and institutes of education all have a primary role in increasing awareness necessary to remedy this.

ENCOURAGE AND CATER FOR DIALOGUE

Often times, simply hearing about the experiences of others can affect the attitudes of those who discriminate. Those who discriminate may think more deeply and be more considerate before acting in future after listening to the personal stories of those they discriminate against. Many discriminate because they have problems in their own lives, or are influenced by false beliefs about others and never take the time to think about people and their feelings. In addition, the sharing of personal stories can show how discrimination can be overcome and can serve to inspire those suffering because of discrimination.

ENCOURAGE PEOPLE TO REPORT DISCRIMINATION

If individuals are informed what discrimination is they will be able to report any kind of discrimination they experience or witness. In Albania people can report cases of discrimination to the Commissioner Against Discrimination. People need to be more aware that such authorities exist and how they can be used to improve their lives and the lives of others.

ESTABLISH AND MAINTAIN COLLABORATION

Cooperation should be encouraged between different actors in society. Key examples of such actors include government institutions, the private sector, media, schools, universities, and NGOs. Cooperation between different groups such as these will always lead to progress. Each actor can contribute in their own way, whether in the form of expert advice, funding, publicity, volunteers, etc. It is in this way that real progress will be made towards successfully combating discrimination in all its forms

PROVIDE TRAININGS AND INCREASE MOBILITY

Human rights training seminars and mobility programmes can play an essential role in combatting discrimination and should be encouraged. Schools and universities are best placed to collaborate with NGOs to organize trainings and invite people from different backgrounds to share experiences. In addition, NGOs working with people in need, minorities, etc, can and should involve more young people from all backgrounds as volunteers, and should be supported to this end. This will, over time, help to break down barriers between people and combat discrimination at its root. Young people should be made aware that such opportunities exist and encouraged to take part.

IMPLEMENT THE LEGAL FRAMEWORK

As stated in the first chapter, there are many legal mechanisms to report and fight discrimination. According to the data assembled from our survey and perceptions from the training itself, government institutions should do more to promote these mechanisms and ensure that they are trustworthy.



COMBATING HATE SPEECH: THE ROLE OF YOUNG PEOPLE AND EDUCATORS

Solutions against hate speech start with understanding of your personal responsibility in not becoming the one, who initiates or spreads hate speech, as well, as understanding that you possess power to respond to hate speech and to support the targeted person. Often, what was shared and perceived as a joke with no intention to hurt anyone, can be very harmful. In many cases, a simple counterargument can change the situation by making the person understand the harmful impact of the statement and empower the targeted person, who will understand that she/he is not alone.

Beginning at a very young age, education that teaches respect of diversity and promotes the values of equality and non-violent communication is an essential cornerstone of the fight against hate speech and discriminative behaviors. Teachers and non-formal educators play a crucial role in this process, because they can challenge social stigmas and contribute to shaping future-oriented values and attitudes among children and young people, values that are based on the principles of equality and respect for diversity.

In order to make this happen, it is very important to ensure that teachers and educators themselves are aware of the forms of hate speech, the harm it can cause, and have the capacity to identify its occurrences in the classroom/groups and respond to it in an adequate and constructive manner. Comparing to the role of parents and family, the teacher or educator has an opportunity to observe

group dynamics and relationships between different students. They can also monitor their attitudes towards representatives of minority groups. Therefore, it is up to the teacher/educator to maintain inclusive and tolerant environment in the classroom, develop respect for diversity and make students aware of potential impacts of their behavior, as well, towards representatives of vulnerable groups.

Young people have a great potential and responsibility when it comes to prevention of hate speech in peer-to-peer environment. However, their role becomes even more important, when it comes to prevention of hate speech and discrimination online. Young people are natural "digital natives" and spend significant amount of their time online and mainly on diverse social media. According to statistics of the Council of Europe, over 80% of youngsters witnessed hate speech online and a third of them were targeted at least once by hateful comments online or offline. As young people are the most exposed to hate speech online, their reaction is often the one that makes the difference – especially, when it comes to peer-to-peer communication.

Nobody is secure from becoming a target of hate speech, and each one of us has a responsibility to react - whether through individual interaction, or through building up a community reaction by liaising with your peers, colleagues, friends and other relevant people at the level of your school, neighborhood or even your local communities.

REPORTING HATE SPEECH

THE WORLD WILL NOT BE DESTROYED BY THOSE, WHO DO EVIL, BUT BY THOSE, WHO WATCH THEM WITHOUT DOING ANYTHING". ALBERT EINSTEIN

While some countries prosecute hate speech as an administrative or even a criminal offense, which makes it possible for you to report hate speech directly to the local police, in many countries it is not yet the case. There are several simple steps that will help you understand how and where is the most appropriate to report hate speech:

If you observe hate speech and hateful behaviors in your class/group, depending on the situation, you should try to talk to the offender and victim of hate speech, as well, as with your classmates, whose interference can help to resolve the case. If the situation continues, to report the case to the school teacher and alarm the parents.

In some cases, especially, when a victim of hate speech belongs to one of the marginalized groups, you can contact the NGO that works with that particular group and will be able to provide qualified support.

You can report hateful statements on social media through inbuilt reporting tools, which are specific for every network. It is usually not the case with private websites, online forums, etc.

If you find hate speech online (disregarding, whether it was on social media or private website), you can report it to the Hate Speech Watch on the platform of the No Hate Speech Movement (www.nohatespeechmovement.org) by filling an online form. Hate Speech Watch is a tool that serves to increase awareness about occurrences, forms and targets of hate speech across Europe, as well as to identify the most pressing issues and to develop coordinated community actions. It is important to understand that Hate Speech Watch is not a censorship tool and targets hate speech without diminishing freedom of expression.

REMEMBER:

No matter where you face hate speech, don't stay indifferent and react appropriately (of course, without endangering your personal safety). Don't be a bystander, each one of us makes a difference! "



CHAPTER FOUR: **RESOURCES**

**“THE HIGHEST RESULT OF EDUCATION IS
TOLERANCE.” HELEN KELLER**

LESSON PLANS



This chapter presents youth workers and educators with concrete activities such as energizers, working groups, games, and reflective exercises. You may adapt each activity to the needs of the group you are working with, taking into consideration the size of the group, the context, and available space. It is our hope that you will be able to use these resources to approach sensitive topics like prejudice, discrimination and hate speech to young people in a way that is clear, interesting and that encourages discussion.

TIPS FOR FACILITATORS

Conduct workshops in groups of 2-3. try to ensure that there is a mix of male and female facilitators. This is necessary in order to provide a gender perspective and balance when you are discussing the topics.

Be prepared. Make sure that your team are

aware of what they are doing before you begin. Go through your lesson plan together and assign different roles to each facilitator,

Be polite, tolerant and respectful: Speak to each other and the students in a respectful manner. Frequently when you are conducting workshops on sensitive topics some people may say offensive or incorrect comments. Instead of confronting these people directly, find a way to cool down the discussion and make a point to have a word with these students privately if possible.

Be sensitive. Be aware that there may be members of minority groups or victims of discrimination and hate speech present.

Never force students to speak if they are feeling uncomfortable about a topic.

Ensure that you treat all participants equally, conduct your workshop in a friendly manner and have fun!

ACTIVITY: TALKING IT OUT

Theme: To reflect on personal prejudices/ negative stereotypes.

Materials: Paper, pens. Chalk/whiteboard marker

Time: 40/45

Group: 10+

OBJECTIVE:

- To discuss stereotyping, prejudice and discrimination
- To reflect upon how we stereotype each other
- To allow open discussion and opinions about beliefs we hold which are false, to question where and why we have those beliefs

STEPS:

Write on the board the following made up statements under the title "True Facts"

- If all immigrants went back to their own country, there would be enough jobs for everyone
- Girls are worse at video games than boys
- -cientific studies show that black people have smaller brains than white people

Ask students for their reactions. After tell them that these are all untrue. If people believed them, ask them why. Ask students if they have ever heard any statements like this in real life or online.

Hand out pieces of paper to participants and ask them to write down any negative statements or stereotypes about a particular group of people that they have ever heard people say are true ..

examples: A woman's place is in the home. Gayness is a sickness. Men should play sports and be strong. All Roma people are lazy etc etc

Students don't need to believe these statements when they write them down, they may just be something they have heard or read, they should be written anonymously. Collect

Place three chairs at the front of the class, explain that only the three people sitting in the chairs will be discussing, the rest of the students will be observers. If anyone wants to take part in the conversation they should put up their hand and take the place of someone on the chairs.

Tell students that they don't have to express just their own opinions but they can discuss other opinions that they have heard about the particular group.

elect three students to start and pick out a statement to begin the discussion. Change students once conversation is exhausted.

DISCUSSION:

Has anyone found out anything they didn't know before?

Has anyone's opinion changed on a particular group or issue?

Why do you think people think negatively about particular group?

ENERGISERS:

Energiser are short games that help participants get their blood pumping. Before or after an activity it is advisable to have an energiser. For a list of useful energiser games visit SALTO Youth website and brows through their toolkit of energisers.

Remember when you are planning your energiser to keep in mind the size of the room you will be using and the number of people that will be involved

ACTIVITY: CONFRONTING CYBERBULLYING

Theme: To reflect on the scale of cyberbullying as a problem, and identify solutions

Materials: 4 sheets of A4 paper, pens/markers

Time: 40/45

OBJECTIVE:

To understand the different forms bullying can take, and the connections between online and offline bullying.

To identify different ways of responding to bullying, cyberbullying, and hate speech online

To raise awareness of the importance of responding

STEPS:

Make 4 signs using the A4 paper and stick one in each corner of the room. The signs should read: 1. Nothing, 2. Respond to the bully, 3. Report the behaviour, 4. Something else. Ensure there is enough space for people to move around.

Begin by asking the participants what they understand by bullying. Prompt them to think about the ways in which people can be bullied.

Point out the signs in each corner of the room. Explain that you will read out a number of scenarios. Everyone should choose which of the following options is the best choice:

- Do nothing
- Respond to the bully (E.g: engage them in discussion, hit back at them, etc.)
- Report the behaviour (E.g: to a teacher, parent, other authority)
- Something else (E.g: bring others into the discussion, set up a "solidarity group", etc.)

Tell them to go to the corner/sign which they think is the best option for the scenario at hand. Tell them to be honest!

Read out the first scenario and give participants time to select their corner. Once everyone is in

position, ask a few from each group to explain their choice. Continue until you feel that enough cases have been discussed

DISCUSSION:

Has anyone learned anything new?

Has anyone's opinion on the issues changed?

Why do you think people bully others?

SCENARIOS:

You have received a number of abusive emails and text messages from addresses or numbers you don't recognise. Some have been threatening: it seems that the bullies know you. What do you do?

A group of kids in your class have been spreading a hurtful rumour about you on social networking sites. Many kids now won't play with you or even speak to you. Even your friends are starting to think the rumours may be true. What do you do?

Some people from your school have edited some photos of yours and posted them online with nasty comments. You think you know who it is. What do you do?

A boy from a different country has just joined your class. Your friends make fun of him and have started posting racist jokes about him on their social networks. They keep telling you to re-tweet or re-post the jokes. What do you do?

ACTIVITY: UNDERSTANDING HATE SPEECH

Theme: To reflect on the impact online hate speech can have on its victims and society

Materials: Photocopies of hate speech examples, paper and pens, flipchart

Time: 60

Group: 10=

OBJECTIVE:

To understand different forms of hate speech online and their consequences for victims online and in society

To explore possible responses to hate speech online.

STEPS:

Make copies of the examples of hate speech

Prepare two flipchart papers, with the titles: "Consequences for victims", and "consequences for society"

Ask participants what they understand by online hate speech. Ask if anyone has ever seen examples of hate speech online. What do they think the victims feel? How do they themselves feel?

Explain to the participants that they will analyse some examples of hate speech online, with an emphasis on the impact on individuals and society.

Divide participants into groups and give each

group one example of hate speech online.

Ask them to discuss their case and prepare to respond. They have 15 minutes.

Go through each of the examples asking for the group's responses making note of their responses on a flipchart.

Review the flipchart sheets and reflect with the group.

DISCUSSION:

Were there any cases where you could not reach agreement?

What are the dangers in being overly restrictive of freedom of expression?

What are the dangers of being too forgiving of abusive material?

What were your feelings about the example your group analysed?

What were the most common consequences of hate speech listed by the groups?

What tools or methods can you think of for addressing hate speech online?

What can we do if we come across examples like these online?

Did your opinion on anything change because of the exercise?

NOTE:

Examples of Hate Speech for this activity can be found online free in No Hate Speech Movement's Bookmarks publication. Website for free download: <https://www.nohatespeechmovement.org/bookmarks>

ACTIVITY: FREEDOM UNLIMITED

Theme: Freedom of expression, democracy and participation, human rights

Materials: Flipchart and markers

Time: 40/45

Group: 12+

OBJECTIVE:

To explore the concept of freedom of expression

To understand why freedom of expression is important for everyone

To examine why freedom of expression may need to be restricted in order to protect human rights

STEPS:

Photocopy of the cases handout provided at the end of this lesson plan

Ask participants what Freedom of Expression means to them. Collect ideas on a flipchart, inviting discussion on some of the following: Does freedom of expression mean we can say whatever we want? If you think certain "expressions" should be banned, how should we decide if they should be banned?

Don't attempt to resolve any issues yet. Instead, gather opinions and explain that these are often controversial questions which will be explained throughout the activity.

ACTIVITY: WORD WEB

Theme: Stereotypes, discrimination, hate speech

Materials: Flipchart and markers

Time: 40/45

Group: 10+

OBJECTIVE:

To gain an understanding of the level of understanding the group have about the topics

To encourage group to discuss topics amongst themselves and work together.

STEPS:

Ask whether anyone was ever prevented from saying something in their lives. How did it make them feel?

Provide some brief information about freedom of expression.

Tell participants they will work in groups of 4-5 and will discuss a number of cases in which people post things which are harmful to others online. The groups need to decide whether any material should be taken offline.

Divide participants into groups of 4-5. Give each a copy of the cases (below), allowing them 20 minutes to discuss the cases. They should try to provide explanations for their decisions.

Go through each case, taking responses from each group, and discuss briefly their decisions.

DISCUSSION:

Were there any cases where you could not reach agreement?

What are the dangers in being overly restrictive of freedom of expression?

What are the dangers of being too forgiving of abusive material?

On each page of flip char write words related with the workshops topics, for example: Stereotype, prejudice, discrimination, no hate speech, inclusion. Set up the room by putting 5 tables in different places – corners Put each sheet of papaer on a table and divider groups into 5 smaller groups. Each group will rotate after 5-7 mins to another table and writes the key words related with the word they see on the paper. After visiting each table, they go back at the table where they started and then will make a definition based on the key words

ACTIVITY: IDENTITY MOLECULES

Theme: To reflect on personal identity and know personal prejudices

Materials: Paper, pens

Time: 40/45

Group: 10+

OBJECTIVE:

To explore the topic of identity from the point of self description, which aspects are important for ourselves?

The idea is that you draw a picture, a molecule of your identities. We all have multiple aspects of identity, so try to think of the ones that are most important for you right now.

STEPS:

Write your own example on the flipchart e.g.: brother, white, Turkish, migrant, free lancer, vegan... Make up your mind on five social groups, with which you identify yourself at the moment /which compose your identity > avoid character traits, adjectives, words related to appearance – five nouns in five circles

Give each participant a piece of paper to draw a circle in the middle (him/her name) and 5 others around which are the groups he/she identified him/her selves

Implementation: (Single work + Small groups + Positioning) *Small Group Questions:*

Why are those groups important for you

Was it easy to choose?

Which positive and negative experiences did you make, being connected to those social groups?

In the end everybody chooses for him-/herself one or two groups, which are a primary source of identification right now, maybe also just here in this group! (writing in down on moderation cards)

Positioning: All are standing in a circle. Who feels ready steps into the middle of the circle and says

the identity he or she chose. Whoever also belongs there, steps up into the middle (or halfway there). *It is allowed to lie, if it becomes too personal!*

Have a look around... Who is standing where? How do I feel in my position?

To the card giver: Do you want to say something why you are standing there? Which

meaning has this part of your identity for you?

Does anyone else want to comment their

position? Then the next person can step up to the centre with their identity... "

DISCUSSION:

How was this exercise for you?

Was it easy to think of and decide for 5 groups

How was the exchange in the small groups?

Anything you would like to share about it?

Did anything surprise you? (Similarity, difference, something which you did not expect?)

How did you feel during with the positioning? How was it to make your identities visible in the group?

How was it to be in the middle/outside with many others? How was it to be somewhere alone? In which way your primary molecule might change during time?

Is it always your choice in daily life, which molecules play an important role?

Did you choose a molecule that is kind of "mainstream", or one with which you stand out from others? Did you choose belonging to this molecule by yourself, or are you associated with it by others? Does that influence how you feel about belonging to that group?

Which categories were represented in the molecules? Which not? Why? (→ minority aspects are felt much stronger and more intensely, whereas dominant memberships are often seen as "normal").

ACTIVITY: FRESH START

Theme: To realize how we are using images for instant decisions and develop a critical and reflexive attitude

Materials: Paper, pens

Time: 30

Group: 10+

OBJECTIVE:

We all have images and biases about other people in our mind, that we are using every day to deal with the world. These biases are sometimes based on our own personal experiences, but more often they are based on an assumed knowledge that is socially constructed and shared via the media, advertisements, school books, family etc. These images in our heads often come out automatically, instantly, whether we want them or not.

Such biases and prejudices on themselves are not yet discrimination – but usually they contain certain behavioral orientations and suggest a discriminatory behavior. The attention of the participants should be directed at the ways how they use their biases to come to a decision – in the exercise as well as in the “real world”.

It is not possible to get rid of prejudices completely. Therefore it is crucial to develop a consciousness for one’s images, biases and prejudices to be able to reflect one’s behavior and maybe change it. Therefore we need to get to know first our own prejudices and images about groups of others in order to be able to react in a different way and not to be guided by them.

Not: free of prejudices, but: aware of prejudices!

STEPS:

This is an experiment about founding a new society on an isolated island. You act as the jury and you choose what people are allowed on your island.

Please think and choose on your own whom you would send. Then, after about 5 minutes come together in small groups. In the small group you are asked to discuss your answers. Present your arguments and try to come to a joint decision in the

group. For this process you have 20 minutes

Implementation: (Single work + Small groups)

HANDOUTS:

A group of people is given the chance to try a new form of social living on an isolated island. They stay on the island for some years and won’t have any contact to other people. The basic infrastructure (e.g. houses, streets etc.) is provided. The persons participate voluntarily in this project.

But only eight people are allowed to go. It is your task to choose those eight people out of the list below:

1. A school boy, in apprenticeship for becoming a tailor
2. A white factory worker
3. A 60 year old secretary
4. A business manager with a physical disability
5. A pregnant teacher
6. A criminal who just left prison
7. A wealthy lawyer
8. A high rank army officer
9. A jobless engineer
10. An illegalized immigrant
11. An organic food farmer
12. A former sex worker
13. A taxi driver who used to study sociology
14. A heterosexual conservative politician
15. The owner of a takeaway restaurant
16. A divorced psychotherapist
17. A female graffiti artist
18. A student, HIV-positive
19. A homosexual doctor
20. A black musician

Please think and choose first on your own whom you would send. Then discuss your decisions in the small group. Present your arguments and try to find a joint decision for eight people in the group together.

ACTIVITY: LABELS

Theme: To reflect on the different roles and labels in daily life

Materials: Sticky paper to put on foreheads

Time: 50

Group: 10+

STEPS:

Write on the board the following made up Divide participants in groups composed of 5-6 participants. Get each of them stick in forehead a paper with a label (some labels suggestions below), by combining positive, neutral and negative labels.

Participants are NOT ALLOWED to tell others what their labels say.

Each group will have to prepare a task, for example organise a music festival as a team. They participants will be instructed to treat and communicate with the members of the group according to the labels they have.

The groups will have 20 min to discuss together about the task.

Facilitators observe each group how the process is going on, how they are communicating among participants, what are they feeling etc.

After 20 min working in the smaller groups participants may discuss and share their feelings together in the large group.

DISCUSSION:

-How was this game for you

-How did you feel on the way other were treating you

-Did you guess what was your role and why they have been talking to you on that way ?

-Think about those people who "lives" with this labels in their daily life

Some suggested tasks for the groups:

-Prepare a workshop on no hate speech

-Prepare a work camp on inclusion

-Prepare a festival against racism

-Prepare a human library on diversity

-Prepare a community awareness raising against discrimination

Suggested labels

-Roma women

-Disable

-LGBT

-Stupid

-Talkative

-Kind

-Smart

-Mentally disable

-Full

-Idiot

Explain that only the three people sitting in the chairs will be discussing, the rest of the students will be observers. If anyone wants to take part in the conversation they should put up their hand and take the place of someone on the chairs.

Tell students that they don't have to express just their own opinions but they can discuss other opinions that they have heard about the particular group.

Select three students to start and pick out a statement to begin the discussion. Change students once conversation is exhausted.

NOTE:

After the discussion small groups you may explain to participants: Some labels may seem "harmful" for participants. Explain to them not to take the labels personally (they have been randomly chosen), by explaining that these are labels that some people struggle to shake in real life.

ACTIVITY: THE POWER FLOWER

Theme: Power relations in society and my own position

Materials: Printed flowers or draw them, pens

Time: 60

Group: 10+

STEPS:

Participants are invited to make up their minds on their individual positioning within power

relations in the society they live in. Therefore they should fill out the "power flower". How they do this, is explained on the working sheet. In the small group you are asked to present each other your power flower. Be sure to keep your own barriers. Show only, what you would like to show to the others. You might discuss similarities and differences within the group or experiences, which are connected to certain power categories.

Implementation (Single work + Small groups)

DISCUSSION:

- Where was it difficult to decide which petal to mark? Where was it easy? Why?

- It is important to know one's own position in conditions of dominance, if we discuss structures of oppression. Reflecting the own position enables to better empathize and feel with others, and to act responsibly.

- We are all positioned at the intersection of various lines of difference, and are sometimes more on the privileged, and sometimes more on the marginalized side.

- It is not about provoking a guilty conscience because of privileges we have but didn't do anything to get them, but we would like to encourage to a responsible dealing with the own privileges, with the on positioning.

- It is important to keep in mind that those in the dominant position often don't see their power, whereas those in marginalized positions often feel their powerlessness very strongly.

Anti-Bias is about looking for ways to take steps against those structures.

Here we will mention some important power-categories, which might differentiate a society into privileged and non-privileged:

language, colour of skin, gender, sexual orientation, health, religion, social background, financial situation, appearance, citizenship, geographical background, place of residence, education, family situation, age

Categories: Look at the categories on the list. They are our suggestion for categories that have an influence in society, and have an effect on how much power a person might have. This Power Flower is based on structures in Germany. We tried to open it up for other countries. You can discuss whether the categories are suitable for your country, too, or if the power relations are structured differently. You can fill in those categories that you believe to be important for your own society into the inner circle of the flower.

Privileged and non-privileged groups: The inner petals symbolize the socially more privileged groups, the outer petals stand for the less privileged groups. Think about it, which is the privileged and not-privileged group in your own country, and write down the term you find for these groups. For example: In Germany the category "Education": privileged are people who graduated from school, especially from high school. Not privileged are people who didn't finish school (or who don't have a school certificate).

Your own position: Please mark those petals, to which you feel an affiliation (sense of belonging, membership). Where you are not sure, which petal fits to you, paint the one that fits a bit better. If necessary, you may draw a new, third petal, in case that you don't belong to any of the two categories.

ACTIVITY: TAKE A STEP FORWARD

Theme: Discrimination and Intolerance • Poverty • General Human Rights

Materials: Role cards • An open space (a corridor, large room or outdoors) • soft/relaxing music

Time: 60

Group: 10 - 25

OBJECTIVE:

To raise awareness about inequality of opportunity
To develop imagination and critical thinking. To foster empathy with others who are less fortunate

STEPS:

Write on the board the following made up Read the instructions carefully. Review the list of "situations and events" and adapt it to the group that you are working with. • Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier; cut out the strips, fold them over and put them in a hat.

Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.

Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.

Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.

Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?

What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in

your holidays? What excites you and what are you afraid of?

Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)

Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

DISCUSSION:

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

ACTIVITY: TAKE A STEP FORWARD

ROLE CARDS:

You are an unemployed single mother.

You are the president of a party-political youth organisation (whose "mother" party is now in power).

You are the daughter of the local bank manager.

You study economics at university.

You are the son of a Chinese immigrant who runs a successful fast food business.

You are an Arab Muslim girl living with your parents who are devoutly religious people.

You are the daughter of the American ambassador to the country where you are now living.

You are a soldier in army, doing compulsory military service. You are the owner of a successful import-export company. You are a disabled young man who can only move in a wheelchair.

You are a retired worker from a factory that makes shoes.

You are a 17-year-old Roma (Gypsy) girl who never finished primary school.

You are the girlfriend of a young artist who is addicted to heroin.

You are an HIV positive, middle-aged prostitute. You are a 22-year-old lesbian.

You are an unemployed university graduate waiting for the first opportunity to work.

You are a fashion model of African origin.

You are a 24-year-old refugee from Afghanistan.

You are a homeless young man, 27 years old.

You are an illegal immigrant from Mali. You are the 19-year-old son of a farmer

SITUATIONS:

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live
- You feel that your opinion on social and political issues matters and your views are listened to.

- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

EXAMPLES:

For this activity can be found online free in Compass, Manual for Human rights Education with Young People, produced by Council of Europe. Website for free download: <https://www.coe.int/compass>

ACTIVITY: TALKING IT OUT

Theme: To reflect on personal identity and know personal prejudices

Materials: Paper, pens, chalk, whiteboard marker

Time: 40/45

Group: 10+

OBJECTIVE:

To discuss stereotyping, prejudice and discrimination

To reflect upon how we stereotype each other

To allow open discussion and opinions about beliefs we hold which are false, to question where and why we have those beliefs

STEPS:

Write on the board the following made up statements under the title "True Facts"

- If all immigrants went back to their own country, there would be enough jobs for everyone
- Girls are less good at video games than boys
- Scientific studies show that black people have smaller brains than white people

Ask students for their reactions. After tell them that these are all untrue. If people believed them, ask them why. Ask students if they have ever heard any statements like this in real life or online.

Hand out pieces of paper to participants and ask them to write down any negative statements or stereotypes about a particular group of people that they have ever heard people say are true .. examples: A woman's place is in the home. Gayness is a sickness. Men should play sports and be strong. All Roma people are lazy etc etc

Students don't need to believe these statements when they write them down, they may just be something they have heard or read, they should be written anonymously. Collect all statements.

Place three chairs at the front of the class, explain that only the three people sitting in the chairs will be discussing, the rest of the students will be observers. If anyone wants to take part in the

conversation they should put up their hand and take the place of someone on the chairs.

Tell students that they don't have to express just their own opinions but they can discuss other opinions that they have heard about the particular group.

Select three students to start and pick out a statement to begin the discussion. Change students once conversation is exhausted.

DISCUSSION:

How was this exercise for you?

Has anyone found out anything they didn't know before?

Has anyone's opinion changed on a particular group or issue?

Why do you think people think negatively about particular groups/races/countries?

CHAPTER FIVE: CONCLUSIONS

**“YOU MUST BE THE CHANGE YOU WANT TO SEE
IN THE WORLD” GANDHI**

RECOMMENDATIONS



- Young people in Albania need to be better informed about the topics of stereotyping, prejudice and discrimination, their meanings and their negative consequences. Trainings on these subjects at a local, national and international level are a necessity.
- There should be an increase in awareness raising campaigns and civic activism in order to combat against discrimination and hate speech.
- There needs to be more activities that encourage young people to reflect upon their own beliefs and opinions towards members of different minorities. In this regard, we recommend activities similar to the “Human Library”. Activities like this allow young people to speak and listen to people who suffer from discrimination in our society. This can have a profound influence on young people, it encourages them to reflect upon their own thoughts and can change negative attitudes gradually.
- In-depth studies should be carried out on the national level with different target groups, engaging a higher number of respondents, including those in rural areas. There is a scarcity of data available in Albania that measures the perception and the level of information about these topics in rural areas. In general the mentality in these parts of country is more closed than in urban areas and populations are almost homogeneous. Studies are also needed of older groups in society who generally have a different outlook than young people.
- Broader cooperation between young people, discriminated groups, civil society organizations and government institutions at local and national level is necessary. Mutual cooperation can bring very significant results in the prevention of discrimination as well as increase the levels of reporting incidents of discrimination and hate speech.
- It is important to have more activities related to diversity and tolerance in primary and secondary schools. Non-formal education methods should be promoted and used in activities with children and young people. By educating and raising the level of information at an early age, we foresee that there will be a significant improvement in the situation.

- It is important to widely promote positive examples, challenges and achievements of those who come from the most discriminated communities. Looking at concrete examples of achievements of various members of different minorities, will make young people reflect upon and challenge any negative perceptions they may have of others.
- Media should play a more active role in decreasing stereotypes, prejudices and discrimination. An increase in the level of media literacy among young people is needed in order to equip them with the critical thinking skills to recognize harmful stereotyping, hate speech etc that is spread through media both online and offline.
- Young people should be encouraged to engage in more voluntary activities in Albania and abroad. They should be informed about the possibilities offered by many European programs such as trainings by the Council of Europe, projects from Erasmus+ Program, students exchange between universities, summer camps, long-term volunteering opportunities, etc. Also, PVN should work harder to inform and engage young people in exchange activities in Albania and abroad with its range of partner organisations in different countries.
- Young people should have more information on the mechanisms through which cases of discrimination and hate speech can be reported and what procedures a citizen should follow in respective institutions.
- Information on the legal framework surrounding this topic should be more widespread in Albania in order to ensure that laws are being followed, implemented and respected by citizens and the authorities.

CONCLUSIONS

Young people have a lack of information about stereotypes, prejudice, discrimination and hate speech. They find it difficult to distinguish between these terms.

Young people are often indifferent or unresponsive when they are confronted with incidences of discrimination.

Young people do not have information on where or how to report a case of discrimination if they face or witness it.

About 50% of the interviewed young people have felt discriminated against and have discriminated against other groups or individuals.

Schools and universities are perceived as institutions that have a primary role in reducing discrimination.

Results of our research show that the LGBT community suffer the most discrimination in Albania.

There are few concrete ideas or initiatives that young people can take to combat stereotypes, prejudices, discriminations and hate speech.

Face-to-face meetings with members of minority communities that suffer from discrimination, such as LGBT, disabled people, Roma and Egyptian, give the greatest impact and can result in personal reflection and a change in attitudes.

About half of the young people involved in this research believe that education and trainings are the best way to reduce negative stereotyping, prejudice, discrimination and hate speech.

ACKNOWLEDGEMENTS

BIBLIOGRAPHY

- Brander,P De Witte,L, Ghanea,N, Gomes,R, Keen,E, Nikitina,A, Pinkeviciute,J. (2012). Background Information on Global Human Rights Themes. In: Brander,P, Keen,E, Juhász,V, Schneider,
- A Compass Manual for human rights education with young people. 2nd ed. Hungary: Council of Europe Publishing. p474-486.
- Social Biases: Prejudice, Stereotyping, and Discrimination/Keene | 3 www.jghcs.info [ISSN 2161-0231 (Online)] JOURNAL OF LAW ENFORCEMENT/VOLUME 1, NUMBER 3
- Gabriel,Y. (2012). The Other and Othering. Last accessed 12th Jan 2017.

PHOTOS FROM TRAINING IN TIRANA





Projekt Vzdělávání Načrtně