BUILDING CONSTRUCTIVE CLASSROOM NARRATIVES

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MISSION OF ORGANIZATION

SIT - Center for Counseling, Social Services and Research is a non-governmental organization whose mission is to promote and create an equal society for all. We therefore address some of the most challenging human rights issues in our society that prevent us from achieving equality, peace and development, including do- mestic violence and gender-based violence. We aim to achieve this by including people of all backgrounds, regardless of gender, sexual orientation and any other identity category. We envision an inclusive society where everyone feels safe, equal and can reach their potential regardless of their social identities.

Introduction to the manual

In the dynamic landscape of secondary education, fostering a cul- ture of inclusiveness and under- standing is paramount. Recogniz- ing the ever-increasing challenges posed by hate speech, both online and in real life, and the need to empower young people as resilient and understanding individ- uals, we created the manual "Building Constructive Narratives in Classroom". This comprehen- sive resource is tailored for secondary school teachers who want to equip their students with the knowl- edge and skills needed to deal with hate speech and its consequences.

This manual is structured into separate sections, each of which serves as an important element in the foundation of a more tolerant and harmonious society. The handbook opens with an exploration of hate speech, its manifestations, and the goal of limiting its impact. Based on the principles of respect for human rights and di- versity, the manual guides teachers through workshops designed to create a deep understanding of the importance of responsible speech in both online spheres and everyday communication.

Next, the manual deals with interconnections of effective dialogue and opposition to divisive narra- tives. By engaging in thought-pro- voking activities, students learn to conduct conversations with sensitivity and acceptance, promoting an environment where dif- ferent perspectives are not only tolerated, but also promoted.

Addressing the pervasive "bystander effect," the manual aims to empower students to move beyond passive observation and become active bystanders/responders. Through practical work- shops and real-life scenarios, participants are encouraged to inter- vene when they see acts of discrimination, thus contributing to the creation of safer and more supportive communities.
Finally, the manual transforms awareness into action by guiding students to build strong advocacy skills. By instilling a sense of re- sponsibility and emphasizing the impact of collective efforts, the handbook inspires young people to stand up for inclusion and fight back against intolerance.

IDENTIFYING HATE SPEECH

Although there is still no precise definition for the term "hate speech", in everyday language,

"hate speech" refers to offensive discourse that targets a group or an individual based on inherent characteristics (such as race, religion, or gender) and that may threaten social peace.

The UN Strategy and Action Plan on Hate Speech defines hate speech as "any kind of communication in speech, writing or con- duct that attacks or uses language that is de- rogatory or discrimina- tory in relation to a person or a group on the basis of who they are. In other words, based on religion, ethnicity, nationality, race, color, descent, sex or any other factor of their identity."[1]

The impact of the use of hate speech in different situations is more than visible, especially in school premises and around these institu- tions, considering the fact that this can be distributed in different forms - through photographs, animations, drawings, objects, ges- tures, and symbols both on the Internet and in everyday life. Based on the workshops held in various schools across Kosovo, it is obvi- ous that this kind of language use is quite widespread, and based on open group conversa- tions, it pushes many students to leave the social circle, gradually closing in on itself.

In the workshops held in primary schools in the municipalities of Pr- ishtina, Obiliq, Kamenica, Fushë Kosova, South Mitrovica, and Graçanica, the vast majority of students agreed that there is hate speech in their school.

In fact, a quote from a student from the municipality of Obiliq says: "I think we can't live without hate speech." This shows how normal- ized this phenomenon is among the youth and within schools, so much so that it is not even considered a possibility to live without the use of hate speech.

Therefore, it is recommended that young people be offered practi- cal instructions on how to devel- op a fruitful discussion based on the premises of active listening, respect for the interlocutor/s, and waiting in order to express their opinions.

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1 United Nations Strategy and Plan of Action on Hate Speech, retreived from: https://www.un.org/en/genocideprevention/documents/advising-and-mobilizing/Action_plan_on_hate_speech_EN.pdf

Active listening: when a person is aware and concentrated on what is being said, instead of passively listening to what the in- terlocutor is trying to mean. The purpose of active listening is to seek information, to listen to understand people, before trying to respond to situations.

Respecting the interlocutor: respect means accepting some- one else for who they are, even if we have differences or disagree- ments with what the other person is saying. Respecting the interloc- utors helps to build a healthy and peaceful communication.

Waiting for the order to express our opinion: in order to have a calm conversation and to reach understanding and compromise with the interlocutors, it is very important to create a speaking order and to be able to understand each other more clearly. So we can avoid the use of discriminatory, offen- sive or inappropriate language.

HATE SPEECH IN THE VIRTUAL WORLD

Statistics of the Regulatory Authority for Electronic and Postal Com- munications (ARKEP) from 2023 show that in Kosovo about 1,521,569 people use the Internet on their mobile phone, which means that the majority of the population has access to the Internet all the time and therefore they can be the target of online bullying, or target someone else to bully them in the virtual world.

CYBER HATE

Cyber hate is the hate speech we encounter online.

Considering the fact that on the Internet we can spread hate speech and insults and offending to other people with the thought that we will not have the same consequences as when we are interacting directly with people, whether through real or fake accounts, laws have been created which regulate and limit the use of such language in virtual space. Article 7 of the Universal Declaration of Human Rights2 guarantees legal protection without discrimination for all persons.

Articles 4 and 5 of the Additional Protocol on Cybercrime regarding the criminalization of acts of a racist and xenophobic nature com- mitted through computer ₃ systems stipulate that :
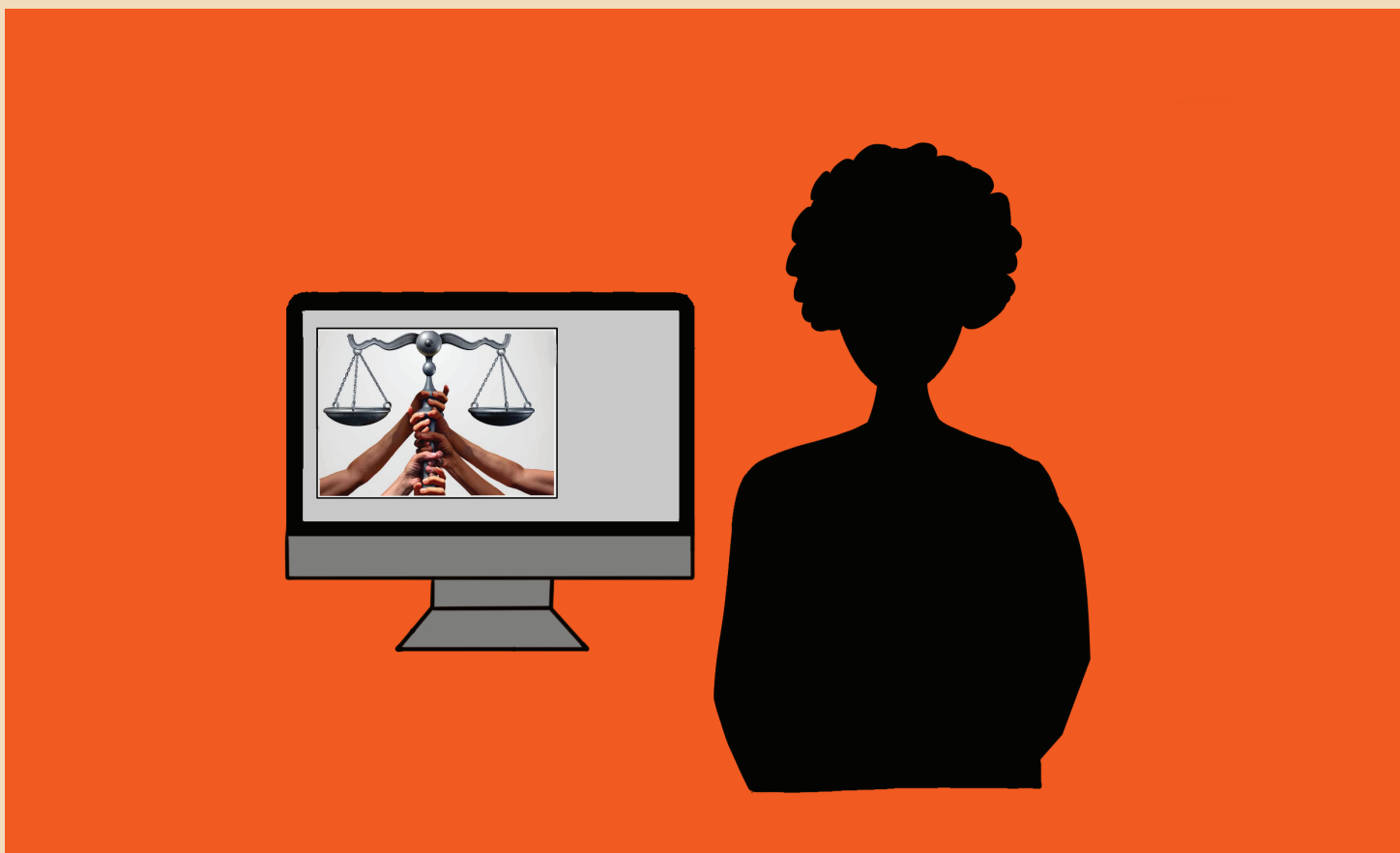
racist and xenophobic online insults and threats should be prosecuted under the state's criminal laws.

3 Protokolli shtesë për krimin kibernetik lidhur me kriminalizimin e akteve të natyrës raciste dhe ksenofobike të kryera nga sistemet komp-juterike, marrë nga: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168008160f

WORKSHOP 1

Restricting hate speech

Aim:

• Recognizing and distinguishing hate speech from protected forms of speech, and understanding the harm it can cause to people and communities.

• Creating strategies for countering hate speech, including report- ing, engaging in positive narratives, and supporting victims.

• Knowing the role of bystanders in addressing hate speech and learning how to be an active ally in the fight against hate speech

• Reflecting and discussing everyone's responsibilities in opposing hate speech and divisive narratives.

Necessary materials:

Printed materials (or web pages) with key definitions, examples, and key cases for reference.

Scenarios for role play activities.

Whiteboard or flipchart for brainstorming activities, visual presentation.

Markers, pens, and sticky notes to write down ideas, questions, and group responses during discussions.

Video projector and screen for displaying slides and multimedia content. Internet, laptop, evaluation form for the workshop.

Introduction (5 minutes):

Welcome and introduction
Begin with introduction of yourself. Clarify the purpose of the workshop: to equip participants with the knowledge and tools to recognize and oppose hate speech. Or choose an activity that encourages interaction and introduces the topic, such as a quick group discussion or a short video on the impact of hate speech.

Getting to know each other (5 minutes)

Ask for a brief introduction of each participant and a characteristic that best describes them.

Definition of hate speech (10 minutes):

Discuss with the students what is meant by hate speech.

Identify some well-known examples of hate speech, including situ- ations known by the media.

Consequences of Hate Speech (10 minutes):

Explain the consequences of hate speech on individuals and soci- ety.

Use statistics and concrete examples to illustrate its impact on so- ciety.

Role of Students (10 minutes):

Discuss the role of students in preventing and reducing hate speech.

Encourage them to share their experiences regarding this issue.

The Role of Education and Aware- ness (20 minutes):

Discuss tolerance and respect for differences.

If possible, do a practical exercise for certain situations to see how students might react in different situations.

Discuss the importance of education and awareness to reduce hate speech.

Suggest resources and materials they can use to expand their un- derstanding of the topic.

Conclusion (10 minutes):

Review the key points discussed in the workshop.

Encourage students to reflect on what they have learned and share their feelings about the topic.

WORKSHOP 2

Resolving divisive narratives

Aim:

• *Understanding the dominance of online hate speech, its conse- quences, and how it contributes to divisive narratives.*

• *Promoting safe online behavior by learning how to protect yourself from online hate and harass- ment, and understanding the importance of reporting and responsible online behavior.*

• *Reflection and discussion on online hate and the responsibility of individuals in combating divi- sive narratives.*

• *Realize that restricting hate speech means more positive expres- sion, not less expression.*

Introduction (5 minutes):

Welcome and introductory activity:

Start with a short introductory activity to create a positive atmo- sphere and encourage interaction between the students.

Session 1: Understanding online hate speech (15 minutes):

Definition: Define online hate speech and differentiate it from other forms of expression.

Examples: Present real-life examples of online hate speech and discuss their impact.

Discussion: Encourage students to share their experiences or ob- servations about hate speech online.

Session 2: Recognizing hate speech online (15 minutes):

Types and platforms: Explore different types of online hate speech and discuss where it usually occurs (social networks, forums, etc.)

Interactive activity: Engage students in an online simulation or share screenshots on social media for analysis, asking them to identify instances of hate speech.

Session 3: Strategies for countering hate speech online (15 minutes):

Reporting mechanisms: Provide information on how to report online hate speech on popular platforms.

Digital education: Discuss the importance of critical thinking online and how to identify disinformation.

Positive online behavior: Encourage students to promote positive engagement and model respectful online communication.

Session 4: Digital empathy and cyber-bully- ing (10 minutes):

Online empathy: Emphasize the importance of considering the human influence behind screens.

Cyber-bullying: Discuss the fine line between free speech and cy- ber-bullying, emphasizing responsible digital behavior.

Interactive activity: Online scenarios and solutions (10 minutes):

Put students into small groups and give them online hate speech scenarios.

Each group brainstorms and presents solutions or responses to combat hate speech online.

Facilitate a brief discussion on the presented solutions.

Conclusion and Questions and Answers (5 minutes):

Repeat key points from the workshop.

Provide resources: Share links with websites or tools that provide guidance on combating online hate speech.

Questions and answers: Let the students ask questions and ex- press their opinions on this topic.

Closing (5 minutes):

Express gratitude for participation.

Remind students of workshop goals and encourage ongoing con- versations about online hate speech.

Provide contact details for further enquiries.

Try to adapt the workshop based on the students' knowledge of online platforms and technology.

Additionally, consider including visuals, multimedia projects, and relevant case studies to increase engagement and understanding.

Restriction of hate speech

How do we identify hate speech that can be restricted and distin- guish it from protected speech?

Hate speech is a phenomenon that does not exist independently, however, it is closely related to social, cultural, and political con- texts. In order to address hate speech in its various forms, it is important to create a better understanding of identifying the phenom- enon, but also understanding the difference between restricted hate speech and protected speech.4

According to the United Nations strategy and action plan against hate speech,

"Addressing hate speech does not mean limiting or banning freedom of speech. It means that hate speech does not escalate into something more dangerous, especially incitement to discrimination, hostility and violence, which is prohibited under in- ternational law."

If we begin to explore the concept of "protected speech," we must first consider what protected means. The term protected means that something is kept safe or protected from harm or danger. It's like putting a shield around something to make sure it stays safe and protected. So when we talk about "protected speech," we mean that people have the right to express their thoughts and ideas safely and respectfully, without causing harm or danger to others. Protected speech refers to the idea that people can be able to express their opinions freely while being polite and respectful to others. This includes open conversations, learning and respecting each other's opinions, beliefs and values.

Moreover, the opposite of what protected speech represents is re- stricted hate speech, which, if we consider the word restricted, the related word means "not easily accessible or permissible." This happens when people say hurtful things about others based on their race, religion, background, or things that make them who they are. It's like saying mean things, making threats, or telling lies to make certain groups of people look bad or hurt them. This type of speech often makes people feel upset, scared or hurt, and is often intended to harm or intimidate a group of people which further leads to division and tension between social groups. It can also lead to people being excluded from various conversations or com- munities, as hate speech can be offensive.

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4 Klasifikimi dhe identifikimi i intensitetit të gjuhës së urrejtjes, marrë nga:
https://items.ssrc.org/disinformation-democracy-and-con- flict-prevention/classifying-and-identifying-the-intensity-of-hate-speech/

Restricting hate speech is indeed an important part of protecting human rights and is a topic of ongoing debate about the balance be- tween freedom of expression and the prevention of harm. While freedom of speech is a fundamental human right that must be respect- ed, there are compelling reasons for setting limits on the kinds of speech that incite hatred, discrimination, and violence.

"Tackling hate speech does not mean limiting or banning free- dom of speech. It means that hate speech does not escalate into something more dangerous, especially incitement to discrimina- tion, hostility and violence, which is prohibited under international law. 5

...said the Secretary General of the United Nations, António Guterres.

5 Gjuha e urrejtjes kundër gjuhës së lirë, marrë nga:
https://www.un.org/en/hate-speech/understanding-hate-speech/hate-speech-versus-freedom-of-speech

The restriction of expressions that harm others is also foreseen by the Constitution of the Republic of Kosovo . Article 40 of the Consti-
tution, point 1 says: "Freedom of expression is guaranteed. Freedom of expression includes the right to express, disseminate and receive information, opinions and other messages without being hindered by anyone."

Whereas point 2 of this article defines: "Freedom of expression may be limited by law in cases where such a thing is necessary to prevent the incitement and provocation of violence and hostilities based on racial, national, ethnic or religious hatred."

The intersection between the freedom to freely share thought and being restricted involves a complex and often controversial balanc- ing act. It revolves around finding the right balance between protect- ing the right to free expression and addressing the potential harms that can come from unrestricted speech, such as hate speech, in- citement to violence, and misinformation.

Therefore, protecting individuals or groups from this harm is a legiti- mate goal of any society that aims to create an inclusive and just so- ciety. Hate speech not only incites violence and discrimination, it also harms society by creating division, and when people feel target- ed or marginalized because of their identity, it can create a sense of fear and distrust. This polarization of groups often creates an "us versus them," in which individuals distinguish the group they believe they belong to, or the "in-group" from the "out-group."

6 Kushtetuta e Kosovës, marrë nga: https://gzk.rks-gov.net/ActDetail.aspx?ActID=3293

While it is important to protect freedom of expression, there is a line that must be drawn when speech becomes a direct incitement to acts of hatred and violence.

It is therefore important to recognize that restricting hate speech ensures that these rights are protected and that people can participate in society without being subjected to discrimination and polarisation.

Every individual has the right to live free from discrimination and the fear that comes from this type of speech, therefore, limiting hate speech is not about infringing on freedom of expression, but about protecting the rights and well-being of individuals and the stability of a diverse and inclusive society. By finding the right balance, soci- eties can ensure that individuals can express their views and opinions, while also ensuring that the harm caused by hate speech is minimized while designing laws and policies that are effective in dealing with hate speech and respect democratic values such as transparency and accountability.

WORKSHOP 3

The difference between freedom of expression and the restriction of hate speech

Objective:

To help students understand the difference between hate speech that can be restricted and speech that is protected under the law by encouraging critical thinking and responsible communication.

Introduction (5 minutes):

Welcome and introductory activity: Start with a short introduction and an opening activity to create a comfortable environment.

Explain the purpose of the workshop: Emphasize the importance of understanding the limits of free speech and the impact of hate speech on individuals and society

Session 1: Meaning of free speech (5 minutes):

Define the word free: Give a simple definition of free speech and its importance in a democratic society.

Discuss the law: Briefly explain the law and its role in protecting free speech.

Give examples of protected speech: Illustrate examples of speech that is generally protected, such as political opinions and peaceful protests.

Session 2: Identification of hate speech (15 minutes):

Define unlimited hate speech: Clearly define hate speech which is unrestricted and highlight its potential harm.

Give examples: Share real-life examples of unrestricted hate speech, including instances online and in everyday life.

Discuss the impact: Talk about the negative consequences of hate speech on individuals and communities.

Activity: Case studies (10 minutes):

Share with students in small groups.

Give each group a case study that includes a speaking script.

Ask them to discuss whether they think it constitutes protected speech or whether it should be restricted and why.

Have each group share their thoughts with the whole class.

Questions and discussions (5 minutes):

Repeat key points from the workshop.

Questions and answers: Let the students ask questions and ex- press their opinions on this topic.

Closing (5 minutes):

Express gratitude for participation.

Remind the students the goals of the workshop and encourage on- going conversations about limiting expressions that offend others, regardless of whether there is a view that freedom of expression cannot be limited.

Provide contact details for further enquiries.

Building effective dialogue and dealing with divisive narratives

In a world characterized by different perspectives and opinions, the art of constructive dialogue is a powerful tool for fostering un- derstanding and unity. Addressing divisive narratives requires a thoughtful and empathetic approach, one that transcends differ- ences and builds bridges between people. Some steps that can help us build constructive dialogue are as follows:

Active listening

The foundation of any constructive dialogue is active listening. Before voicing your opinions, take the time to really listen to what the other person is saying. Give them your full attention and don't try to formulate your answer while they are talking. By understand- ing their perspective, you lay the groundwork for a more meaning- ful exchange.
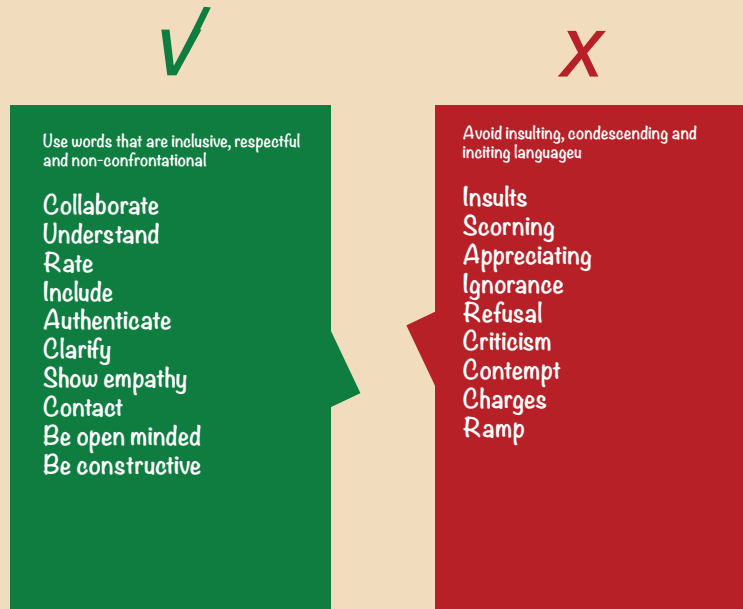
Look for common ground

Even in the most polarized discussions, there is often common ground to be discovered. Look for shared values, experiences, or goals that can serve as a basis for bonding. Highlighting similarities helps humanize the conversation and creates a sense of unity, making it easier to explore differences without animosity or divi- siveness.

Empathy and understanding

Approach the conversation with empathy. Try to understand the emotions and experiences that shape the other person's perspec- tive. Empathy creates a space for mutual respect and opens the door to finding solutions that accept different perspectives. It should always be kept in mind that everyone's reality is shaped by unique circumstances.

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Use words that are inclusive, respectful and non-confrontational

Collaborate
Understand
Rate
Include
Authenticate
Clarify
Show empathy
Contact
Be open minded
Be constructive

Avoid insulting, condescending and inciting languageu

Insults
Scorning
Appreciating
Ignorance
Refusal
Criticism
Contempt
Charges
Ramp

Choose your words wisely

Language has the power to either escalate or defuse a situation. Use words that are inclusive, respectful and non-confrontational. Avoid dis- missive, condescending, or inflammatory language that may elicit a de- fensive response. Craft your thoughts in a way that sparks the conversa- tion rather than ending the dialogue.

Stay calm and open minded

Emotions can run high in divisive discussions, but maintaining a calm demeanor is essential. Try not to react impulsively but try to approach the conversation with an open mind. Stay focused on the goal of understanding and finding common ground rather than in- citing conflict.

Accept differences with respect

Not all disagreements can be resolved, and that's okay. It is import- ant to accept differences with respect and without judgment. A healthy dialogue does not necessarily mean complete agreement, but involves finding ways to peacefully coexist despite differing opinions.

Work together to find common solutions

The purpose of constructive dialogue is to find common sense solutions and move forward together. Collaborate on ideas that ac- knowledge different perspectives and work toward a shared vision. This collaborative approach reinforces the idea that different view- points can enrich our collective under-standing.

In a world filled with diverse voices, cultivating constructive dialogue is a powerful force for positive change.

It is important to internalize values that contribute to the cultiva- tion of understanding and inclusiveness such as active listening, sensitivity and commitment to diversity, in order to mini-mize divi- sive narratives and build an accepting, inclusive and harmonious society.

A very interesting and effective method for dealing with these narratives is Artivism (combining art with activism).

Artivism [7] *:*

Is a combination of art and activism and has been adopted to demon- strate a productive and value-filled attitude to engage in socio-spatial issues through art projects. Artivism is also a deliber- ate attempt to bring about the transformation of certain social meanings through community engagement.

Some of the ways of combining artivism to solve social problems are:

Storytelling:

Seeks to highlight how to use stories to challenge dominant nar- ratives by penetrating the shared intersubjective space within which identity dynamics and cultural conditioning unfold.

Creating movies:

Film is able to transport people to another world, and when it's done well, people can find them- selves in that same world, enthralled and inspired by the characters, places and ideas that each piece reflects.

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[7] Platforma "Artivist Stafetë", Marrë nga: https://artiviststafete.eu/platform/

In the context of participatory democracy, films have a dual purpose: for the creator and for the audience. For the creator, they provide a window into their own reality—an opportunity to share unique experiences from a unique perspective, showing stories in a personally nuanced light. For the audience, a central aspect of film representations lies in the motiva- tion to create (fictitious) connections with others.

Podcasts:

Are a platform for fresh stories and humanizing voices allowing the perspectives of invisible groups of marginalized communities to gain new meaning in the public sphere.

Connecting walls:

Walls are the epitome of separation. Over the centuries, people have walled off the "other", separating and differentiating themselves for one reason or another. Artivism enables the transformation of these walls and partitions into walls/spaces that bring us closer and unite us.

WORKSHOP 4

"Story about change: Dismantling di- visive narratives"

Introduction (5 minutes):

Start with an introductory activity to create a positive and open at- mosphere.

Briefly introduce the purpose of the workshop: Using storytelling as a tool to build effective dialogue and address divisive narra- tives.

Understanding Disruptive Stories (10 minutes)

Discuss the concept of divisive narratives and their impact on communities.

Give brief examples of how storytelling has historically been used to address social issues and pro- mote understanding.

Elements of Effective Storytelling (5 minutes)

Introduce the main elements of the story: characters, setting, con- flict, resolution.
Emphasize the power of relatable characters and authentic stories.

Interactive activity: Creating a short story
(15 minutes)

In small groups or pairs, guide students to work on creating a short story that deals with a divisive narrative.

Encourage creativity and diversity of perspectives.

Provide guidelines or themes to guide the story creation process.

Presentation and reflection (5 minutes)

Each group briefly presents their short story for the rest of the work- shop.

Facilitate a discussion on the different approaches chosen by each group.

Discuss common themes and possible solutions proposed in the stories.

Tips for dealing with disruptive narra- tives (5 minutes)

Give practical advice on how to approach storytelling when dealing with sensitive topics.

Discuss the importance of empathy, research and different per- spectives.

Emphasize the role of constructive dialogue in the story.

Conclusion (3 minutes)

Summarize key points from the workshop.

Encourage students to continue using storytelling as a tool to foster understanding and unity.

Provide resources for further exploration and engagement.

Aktiviteti mbyllës (2 minuta)

Collect brief reflections or comments from students.

Thank the students for their participation and creativity.

Tailor the workshop based on the specific needs and interests of the students.

WORKSHOP 5

"Amplifying voices, bridging divides"

Introduction (5 minutes):

Welcome the students and create a positive atmosphere through an introductory activity.

Introduce the purpose of the workshop: Using podcasting as a cre- ative tool to foster dialogue and address divisive narratives.

Understanding Disruptive Stories (10 minutes)

Discuss the concept of divisive narratives and their impact on com- munity.

Present examples of podcasts that have effectively addressed and challenged divisive issues.

Podcast basics (10 minutes):

Briefly explain the main elements of a podcast: structure, scripting, recording and editing.

Share insights on how storytelling should engage the audience, in- terviewing techniques, and creat- ing a compelling narrative.

Interactive activity: Compilation of the podcast episode (15 minutes)

Put the students into small groups and give a topic or divisive issue.

Instruct each group to compile a short podcast episode that elabo- rates on the chosen topic.

Encourage them to consider multiple perspectives and construc- tive solutions.

Presentation and reflection (5 minutes)

Each group briefly presents the podcast episode outline for the rest of the workshop.

Facilitate a discussion on the different approaches chosen by each group.

Discuss the challenges and opportunities of using the podcast as a medium for dialogue.

Tips for handling disruptive narra- tives via podcast (5 minutes):

Give practical advice on how to approach podcasts when dealing with sensitive topics.

Emphasize the importance of interview techniques, sensitivity and respect.

Conclusion and call to action (3 minutes)

Summarize key points from the workshop.

Encourage students to continue exploring the podcast as a tool to amplify diverse voices and foster understanding.

Provide resources for further exploration and engagement.

Closing activity (2 minutes)

Collect brief reflections or comments from students.

Thank the students for their participation and enthusiasm.

Tailor the workshop based on the specific needs and interests of the students.

WORKSHOP 6

Breaking divisive narratives

Introduction (5 minutes):

Welcome the students and start the workshop with a short activity to create a positive atmosphere.

State the objective of the workshop: Using film as a creative medium to foster dialogue and address divisive narratives.

Understanding the disruptive narratives (10 minutes)

Discuss the concept of divisive narratives and their impact on com- munity.

Present short examples of films that have effectively addressed and challenged divisive issues.

The basics of filmmaking (10 minutes):

Briefly explain the basic aspects of filmmaking: narration, cinema- tography, editing and sound.

Share insights on the power of visual storytelling and its potential impact on audiences.

Interactive activity: Short film concept (15 minutes)

Divide students into small groups and assign each group a divisive topic or issue.

Instruct each group to develop a short film concept that addresses the assigned topic.

Encourage creative storytelling and the careful representation of diverse perspectives.

Presentation and reflection (5 minutes)

Each group briefly presents their short film concept for the remain- der of the workshop.

Facilitate a discussion on the different approaches chosen by each group.

Discuss the challenges and opportunities of using the film as a medium for dialogue.

Tips for handling disruptive narratives through filmmaking (10 minutes):

Give practical advice on how to approach filmmaking when dealing with sensitive subjects.

Emphasize the importance of storytelling, empathy and responsi- ble representation.

Conclusion and Call to Action (3 minutaes)

Summarize key points from the workshop.

Encourage students to explore filmmaking as a means of convey- ing diverse voices and fostering understanding.

Provide resources for further exploration and engagement.

Closing activity (2 minuta)

Collect brief reflections or comments from students.

Thank students for their active participation and creativity.

Tailor the workshop to the specific needs and interests of the stu- dents.

Respect for human rights and diver- sity

Considering the violations of rights and endangerment of human life around the world, the General Assembly of the United Nations Or- ganization announced the Universal Declaration of Human Rights [8] , Article 1 of which defines:

"All people are born free and equal in dignity and rights. They are endowed with reason and conscience and should behave towards each other in a brotherly spirit."

Based on this principle, it should be borne in mind that each of us must respect others to the maxi- mum, regardless of their national or religious origin, race, gender, economic or political status, or any other characteristic.

Very important aspects of human rights are diversity, gender equali- ty, and social harmony. In the complex dynamics of human societ- ies, these principles are closely interrelated and as such form the foundation for a just and harmonious world. These three pillars rein- force each other and their pro- motion is essential for creating inclu- sive and equitable communities.

[8] Universal Declaration of Human Rights, retrieved from
https://unmik.unmissions.org/sites/default/files/regul - tions/03albanian/Ahri/AUniversalDeclarationHumanRights- final.pdf

Inherent dignity and equality:

Human rights, protected by international declarations and conventions, are based on the belief in the inherent dignity and worth of every individ- ual.

Regardless of race, ethnicity, gender or any other characteristic, every person is entitled to the same fundamental rights and freedoms. This com- mitment to universal equality serves as a starting point for the promotion of diversity and gender equality within societies.

Acceptance of the diversity:

According to Mannix and Neale 9 the word has been used to refer to so many kinds of differences between people that our definition of it—vari- ation based on any attribute that another person might use to detect individual differences—while accurate, may also be so broad that it weakens the rigor of theoretical and empirical work in this field. Diversi- ty is not simply an acceptance of difference, but a recognition of the richness that arises from different perspectives, experiences and identi- ties.
Human rights provide the opportunity to protect the rights of individu- als, regardless of their back- ground. Accepting diversity involves ac- knowledging and respecting the unique qualities that each person offers to society, whether cultural, ethnic, religious or gender-related.

By supporting human rights, societies create an environment where diverse voices are heard, valued and integrated, fostering a sense of belonging for all.

9 What changes make a difference?: Promise and reality, retrieved from:: https://journals.sagepub.com/-doi/10.1111/j.1529-1006.2005.00022.x

Gender equality as a human right:

Gender equality, according to EIGE, means that: "the interests, needs and priorities of women and men are taken into account thus recognizing the diversity of different groups of women and men. Gender equality is an issue that should concern and fully engage both men and women.
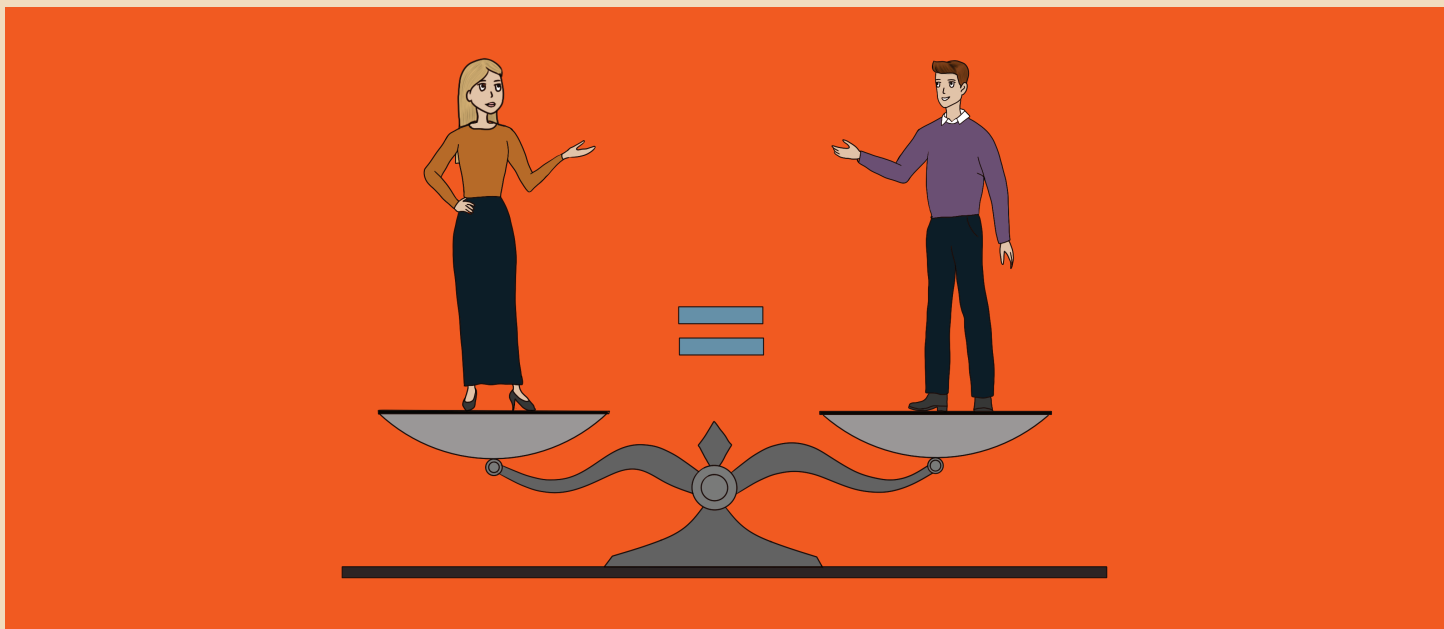
Equality between women and men is seen as a matter of human rights and as a prerequisite and indicator of sustainable develop- ment with people at the center."[10]

Gender equality is an indispensable component of human rights dis- course. Human rights require the elimination of discrimination based on gender and the guarantee of equal opportunities for all. When societies prioritize gender equality, they not only adhere to the principles of jus- tice, but also unlock the full potential of their population. Empowering women and eliminating gender-based stereotypes contribute to a more inclusive and dynamic social structure.

Social Harmony and Progress:

Supporting and promoting human rights, diversity and gender equality are not only moral imperatives; they are essential to the overall well-be- ing and progress of societies. Inclusive societies that respect human rights are more resilient, innovative and adaptable. By embracing diver- sity and ensuring gender equality, societies harness the collective strength of their populations, fostering a sense of unity and common purpose.

10   lEuropean Institute for Gender Equality - Definition of gender equality, retrieved from:: gender equality | Europe- an Institute for Gender Equality (europa.eu)

The Role of Education and Advocacy:

Education plays a key role in instilling the values of human rights, di- versity and gender equality. By promoting awareness and under- standing, societies can create a culture that actively rejects discrim- ination and prejudice. Advocacy efforts are essential to challenging systemic barriers and promoting policies that reinforce these princi- ples, ensuring they are not just lofty ideals, but principles we act on, embedded in everyday life.

In conclusion, the interconnection of human rights, diversity and gender equality forms the foundation of a just and inclusive society

By upholding these principles, societies pave the way for social progress, where every individual, regardless of background or iden- tity, can progress and contribute to the collective progress of hu- manity. Promoting these ideals helps us move closer to a world where the rights of all are respected, diversity is celebrated and gender equality is a reality for all.

Different formal and informal groups and organizations, local and foreign, work and advocate for these topics on a daily basis. For people of young ages, it is also vitally important to attend various trainings and workshops that elaborate on these topics and help to reduce the gender stereotypes that exist in society, to change the deep patriarchal mentality with which Kosovo is still identified, and promoting healthy lifestyle values.

WORKSHOP 7

DIVERSITY - THE ROAD TO HUMAN RIGHTS

Objective:

Fostering awareness, understanding and appreciation of human rights and diversity among high school students.

Duration: 45 minutes

Introduction (5 minutes):

Welcome and introductory activity:

Greet the students and do a quick introductory activity to create a positive and inclusive energy.

Session 1: Meaning of Human Rights (10 minutes):

Definition of Human Rights:

Briefly explain what human rights are and why they are essential.

Universal Declaration of Human Rights (UDHR):

Introduce the main principles of UDHR.

Discuss the importance of these rights in a global context.

Session 2: Power of Diversity (10 minutes):

Definition of Diversity:

Define diversity and discuss its different dimensions (e.g. race, eth- nicity, gender, religion).

Benefits of diversity:

Explore the positive impact of diversity on individuals and commu- nities.

Activity 1: Small group discussions (5 minutes):

Put students in small groups.

Assign each group a human rights topic or dimension of diversity to discuss.

Encourage them to share knowledge and thoughts within their groups.

Session 3: Overcoming stereotypes and prejudices (10 minutes)

Discussing stereotypes:

Define stereotypes and discuss their impact on individuals.

Share examples and encourage reflection.

Breaking prejudices:

Identify strategies to overcome prejudice and foster understand- ing.

Activity 2: Role play (5 minutes):

Make short role play scenarios related to challenging stereotypes and prejudices.

Then facilitate a brief discussion, highlighting key points.

Closing and Questions and Answers (5 minutes)

Summary:

Summarize key points from the workshop.

Leave space for questions and let students to share their thoughts.

The "bystander" effect and being an active by- stander

The term "bystander effect" is used in psychology to describe the emotional state of one or more people who witness violent events but do not react at those moments for some reason.

Social psychologists Bibb Latané and John Darley made the term famous after the murder of a 28-year-old girl outside her New York apartment in 1964. She was stabbed to death in the presence of many people who did not take any action to save her or call the police.

Sipas Latané dhe Darley "efekti i kalimtarëve u atribuohet dy faktorëve: përhapjes së përgjegjësisë dhe ndikimit social. Përhapja e perceptuar e përgjegjësisë do të thotë se sa më shumë shikues të ketë, aq më pak përgjegjësi personale do të ndiejnë individët për të ndërmarrë veprime. Ndikimi social nënkupton që individët monitorojnë sjelljen e njerëzve përreth për të përcaktuar se si të veprojnë."[11]

Kjo nënkupton se sa më shumë njerëz që janë dëshmitarë në një ngjarje të tillë, aq më pak do të marrin përgjegjësi personale për të vepruar, duke pritur që veprimet t'i ndërmarrë personi tjetër.

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11 Efekti i kalimtarëve - marrë nga: https://www.psychologytoday.com/us/basics/bystander-effect

Prandaj është me rëndësi ta kuptojmë se secili/a nga ne kemi përgjegjësi dhe obligim që të reagojmë arsyeshëm në situata kur dikush është në nevojë dhe që kjo është njëra nga arsyet kryesore që dhuna ndalet në shumicën e rasteve.

Kjo na bart në grupin e kalimtarëve aktiv, që është e kundërta e asaj që u përmend më lart.

Secili/a që has në situata të dhunës, duhet ta ketë parasysh që të kujdeset që situata të mos eskalojë më shumë, dhe që të reagojë në mënyrë të tillë që të mos lëndohet vetë, por as të mos lejojë që viktima/t të lëndohen më tutje.

Nëse nuk mund të ndërhyni direkt, krijoni një shpërqendrim që vëmendja e ushtruesve të dhunës të largohet nga viktima derisa të mund ta lajmëroni dhunën tek organet kompetente.

PUNËTORIA 8
Të qenit kalimtar aktiv

Hyrja (5 minuta):

Mirëpritni pjesëmarrësit dhe krijoni një mjedis gjithëpërfshirës.

Shpjegoni shkurt rëndësinë e të qenit një vëzhgues aktiv.

Ndani një skenar të përshtatshëm me të cilin mund të ndërlidhen për të tërhequr vëmendjen e nxënësve/eve.

Aktivitet hyrës (10 minuta)

Bëni një aktivitet hyrës për t'u ndihmuar nxënësve/eve të ndihen rehat dhe të përfshirë/a.

Zgjidhni një aktivitet që promovon komunikimin dhe bashkëpunimin, duke nxitur një ndjenjë komuniteti.

Kuptimi i sjelljes së kalimtarit (10 minuta)

Diskutoni efektin e kalimtarit dhe pse njerëzit mund të hezitojnë të ndërhyjnë.

Përdorni shembuj ose ngjarje të jetës reale për të ilustruar ndikimin e sjelljes së kalimtarit/ëve.

Theksoni fuqinë e veprimeve individuale dhe efektin e shumëzimit që mund të kenë.

Karakteristikat e një kalimtari aktiv (5 minuta)

Theksoni cilësitë e një kalimtari aktiv: ndërgjegjësimi, ndjeshmëria, guximi dhe përgjegjësia.

Diskutoni rolin e secilës karakteristikë për të bërë një ndryshim pozitiv.

Strategjitë për ndërhyrje (5 minuta)

Prezantoni qasjen "3 D-të": Drejt, Shpërqendrim, Delegim.

Drejt: Trajtojeni situatën drejtpërdrejt.

Shpërqendroni: Ndërhyni në mënyrë indirekte duke devijuar vëmendjen.

Delegoni: Kërkoni ndihmë nga figura autoritare ose individë përgjegjës.

Jepni shembuj praktik për secilën strategji.

Aktivitet me role (10 minuta)

Ndajini nxënësit/et në grupe të vogla dhe caktoni skenarë.

Kërkojini secilit grup të luajë me role duke përdorur strategjitë e diskutuara.

Inkurajoni kreativitetin dhe të menduarit kritik.

Reflektim dhe pyetje dhe përgjigje (5 minuta)

Udhëhiqni një diskutim të shkurtër mbi përvojën e lojës me role.

Kërkojuni nxënësve/eve të ndajnë mendimet dhe ndjenjat e tyre rreth të qenit kalimtar aktiv.

Adresoni çdo pyetje ose shqetësim që ata/o mund të kenë.

Mbyllja (5 minuta)

Përmblidhni pikat kryesore nga punëtoria.

Theksoni ndikimin pozitiv që mund të kenë nxënësit/et duke qenë kalimtarë aktivë.

Nxitini ata/o të zbatojnë atë që kanë mësuar në jetën e tyre të përditshme.

Siguroni burime për informacion dhe mbështetje të mëtejshme.

Ndërtimi i avokimit të fuqishëm dhe ndihma për t'u bërë reagues aktiv

Sipas Stewart dhe MacIntyre (2013), në thelb, avokimi mund t'u ndihmojë individëve të marrin informacionin që u nevojitet, të kuptojnë të drejtat e tyre, të bëjnë zgjedhjet e tyre dhe ndoshta, më e rëndësishmja, të shprehin mendimet e tyre.[12]

Avokimi është një mjet i fuqishëm për të nxitur ndryshime pozitive në shoqëri dhe një nga format e tij më me ndikim është nxitja e një kulture të njerëzve aktivë. Reaguesit aktivë janë individë që jo vetëm dëshmojnë padrejtësi, por ndërhyjnë në mënyrë aktive dhe flasin kundër saj. Ky seksion eksploron elementet kryesore të krijimit të avokimit me një fokus të veçantë në fuqizimin e njerëzve për t'u bërë reagues aktivë.

Edukimi dhe ndërgjegjësimi:

Themeli i avokimit të lartë qëndron në edukim dhe ndërgjegjësim. Duke u ofruar individëve njohuri rreth çështjeve të ndryshme sociale, paragjykimeve dhe padrejtësive sistematike, ne mund të kultivojmë një kuptim të thellë të çështjeve në fjalë.

Punëtoritë, seminaret dhe programet arsimore mund të luajnë një rol vendimtar në pajisjen e njerëzve me informacionin që u nevojitet për të identifikuar rastet e padrejtësisë dhe diskriminimit.

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[12] Avokimi: modelet dhe efektiviteti, marrë nga: https://www.iriss.org.uk/sites/default/files/iriss-insight-20.pdf

Promovimi i kulturës së empatisë:

Reaguesit aktivë shpesh kanë një ndjenjë të fortë ndjeshmërie, duke kuptuar përvojat e atyre që përballen me fatkeqësi.

Përpjekjet e avokimit duhet të synojnë të nxisin ndjeshmërinë duke inkurajuar biseda të hapura, duke ndarë histori personale dhe duke promovuar një kulturë të gjithëpërfshirjes.

Kur individët mund të lidhen emocionalisht me përvojat e të tjerëve, ata kanë më shumë gjasa të mbajnë qëndrim kundër padrejtësisë.

Sigurimi i mjeteve për ndërhyrje:

Krijimi i avokuesve kërkon mjete praktike për ndërhyrje. Kjo përfshin mësimin e aftësive efektive të komunikimit, teknikat e zgjidhjes së konflikteve dhe metodat jokonfrontuese për sfidimin e sjelljeve diskriminuese. Fuqizimi i individëve me këto mjete i pajisë ata për të vepruar në situata sfiduese me besim dhe këmbëngulje.

Ndërtimi i rrjeteve mbështetëse:

Avokimi është shpesh më efektiv kur individët punojnë së bashku. Krijimi i rrjeteve mbështetëse dhe i komuniteteve të individëve me të njëjtin mendim krijon një forcë kolektive që i inkurajon njerëzit të bëhen reagues aktivë. Platformat e rrjetëzimit, grupet e komunitetit lokal dhe forumet në internet mund të shërbejnë si hapësira për shkëmbimin e përvojave, strategjive dhe burimeve.

Krijimi dhe përforcimi i shembujve pozitivë:

Theksimi i tregimeve të reaguesve të suksesshëm mund të frymëzojë dhe motivojë të tjerët të ndërmarrin veprime të ngjashme. Duke analizuar dhe komentuar shembuj pozitivë të individëve që kanë bërë një ndryshim, përpjekjet e avokimit mund të tregojnë ndikimin e prekshëm që mund të kenë reaguesit aktivë në krijimin e ndryshimeve pozitive.

Inkurajimi i sjelljes së përgjegjshme të kalimtarëve:

Një aspekt kyç i avokimit të reaguesve është inkurajimi i sjelljes së përgjegjshme të kalimtarëve. Kjo përfshin nxitjen e individëve që të mos mbeten dëshmitarë pasivë të padrejtësisë, por të ndërhyjnë ose t'i raportojnë incidentet kur ato ndodhin. Duke rrënjosur ndjenjën e përgjegjësisë tek kalimtarët, iniciativat e avokimit mund të kontribuojnë në krijimin e një komuniteti më të sigurtë dhe më të drejtë.

Në udhëtimin drejt nxitjes së reaguesve aktivë, avokimi bëhet një mjet i fuqishëm për ndryshim. Duke kombinuar edukimin, ndjeshmërinë, mjetet praktike, mbështetjen e komunitetit, shembujt pozitivë dhe ndjenjën e përgjegjësisë, ne mund të kultivojmë një shoqëri ku individët ngrihen në mënyrë aktive kundër padrejtësisë, duke kontribuar në një botë më të barabartë dhe më gjithëpërfshirëse.

PËRMBLEDHJE:

Si përfundim, manuali "Ndërtimi i narrativave konstruktive brenda klasës" është një burim gjithëpërf-shirës i krijuar për të fuqizuar mësimdhënësit/et dhe nxënësit/et e shkollave të mesme për të trajtuar gjuhën e urrejtjes si në internet ashtu edhe në jetën reale. Duke ofruar një qasje të strukturuar, ky manual pajis mësimdhënësit/et t'i udhëzojnë nxënësit/et përmes të kuptuarit të koncepteve kyçe, duke njohur rëndësinë e respektimit të të drejtave të njeriut dhe diversitetit dhe duke iu kundërvënë në mënyrë aktive narrativave përçarëse.

Manuali trajton sfidën e kufizimit të gjuhës së urrejtjes përmes një sërë punëtorish interaktive, duke theksuar rolin e qytetarisë dixhitale të përgjegjshme dhe promovimin e dialogut të shëndetshëm. Pjesëmarrësit/et mësojnë të bëjnë dallimin midis lirisë së shprehjes dhe gjuhës së dëmshme, duke nxitur një mjedis ku mbizotëron gjithëpërfshirja.

Për më tepër, manuali thellohet në "efektin e kalimtarëve", duke i nxitur nxënësit/et të lëvizin përtej vëzhgimit pasiv dhe të bëhen kalimtarë aktivë. Duke promovuar ndjeshmërinë dhe duke mësuar strategji praktike, manuali inkurajon individët të ndërhyjnë kur shohin diskriminim, duke kontribuar kështu në krijimin e komuniteteve më të sigurta dhe më mbështetëse.

Së fundi, seksioni i avokimit i pajis nxënësit/et me informacion për të qenë agjentë proaktivë të ndry-shimit. Duke kultivuar një ndjenjë të fortë përgjegjësie dhe duke kuptuar fuqinë e veprimit kolektiv, manuali frymëzon të rinjtë/rejat që të kontribuojnë në mënyrë aktive në një shoqëri që vlerëson toler-ancën, barazinë dhe unitetin.

Duke u përfshirë në këto punëtori, nxënësit/et e shkollave të mesme jo vetëm që janë të aftësuar për t'u thelluar në kompleksitetin e gjuhës së urrejtjes, por gjithashtu fuqizohen për të qenë promovues të gjithëpërfshirjes, duke bërë një ndikim të qëndrueshëm në shkollat dhe komunitetet e tyre. Së bashku, le të ndërtojmë një të ardhme ku mbizotëron respekti, mirëkuptimi dhe pranimi.

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