



# REGION WITHOUT PREJUDICES AND STEREOTYPES





## REGION WITHOUT PREJUDICES AND STEREOTYPES

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## 1. About the project

Project ***Region without prejudices and stereotypes*** gathered students from Montenegro, Serbia and Albania in order to fight common prejudice and stereotypes especially those on national and religious level. Partners in the project are Secondary Vocational School “Spasoje Raspopović” from Podgorica, Gymnazium “Stevan Jakovljević” from Vlasotince, Gymnasium “Sadik Stavileci” from Tirana county and NGO New Vision from Tirana. We have had many workshops in our schools and local communities, four-day online training, conducted research and peer education. Project is supported by RYCO within Third Open Call.



**Secondary Vocational School “Spasoje Raspopović”** from Podgorica is the first vocational secondary school in Montenegro, established in 1946. In school qualifications are obtained at the level of education in the sectors: Metallurgy and chemical industry; Agriculture, Food and Services. The school is modernly equipped, following contemporary tendencies in education. Teachers and students regularly improve their knowledge and skills.



**Gymnasium Stevan Jakovljević** is situated in Vlasotince, Serbia. It offers general and broad education, awarding students a High school diploma. In our school students can choose between the Socio-Linguistics Course and Science-Mathematics Course. At the moment, 334 students attend our gymnasium and 38 teachers teach them. There are 12 classes all together. The school is famous in Serbia for the international and eTwinning projects it participates in.



**Gymnasium “Sadik Stavileci”**, Kashar is located on the outskirts of Tirana, Albania, provides general education for the Kashar area and surroundings. In the final year students can choose to profile in Natural Sciences or Social Sciences. The school is attended by 212 students and 28 teachers. There are 3 classes for the first year, 3 classes for the second year and 2 classes for the third year. The school is a participant in the “Community Center School” program and in various national and international programs.

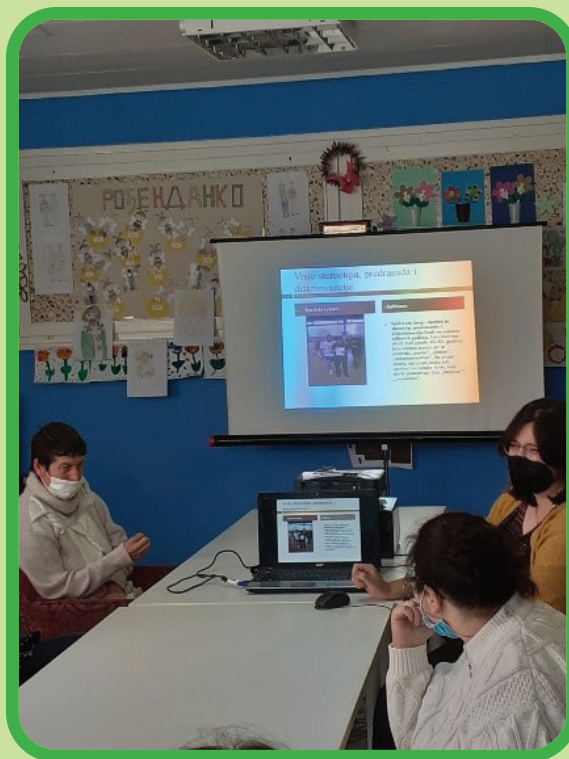
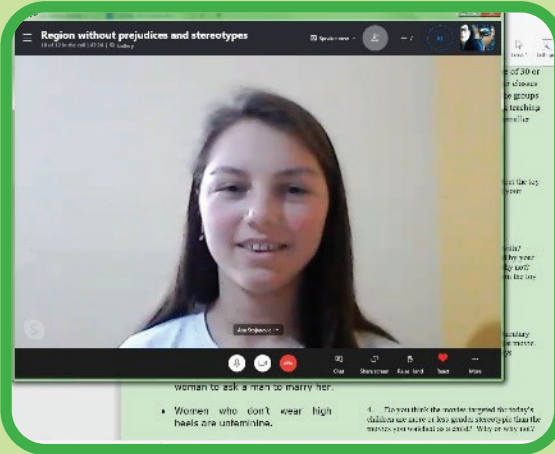


**New Vision** is a non-governmental organisation established in Tirana, Albania. It was founded in 2012 by a group of young people who wanted to address the social issues which affect young people in Albania and abroad. New Vision supports youth initiatives and encourage inclusiveness and participation of youth through creative methods. New Vision organization works in 3 main fields: Education, youth activism and promotion of voluntarism.

## 2. Local workshops

In our schools and local communities we have organized 18 workshops. Some of the workshops were in school, and some were online due to respect of the health measures. We had lot of fun in our process of learning about different cultures, religions, prejudices, stereotypes, different worldviews...





### 3. Online training

As part of the “Region without prejudices and stereotypes” project, supported by the Regional Youth Cooperation Office (RYCO), a four-day online training was organized in February.

Students from three secondary schools participated in the training: Secondary Vocational School “Spasoje Raspopović” from Podgorica, Gymnasium “Sadik Stavileci” from Tirana and Gymnasium “Stevan Jakovljević” from Vlasotince.

The aim of the training was for students from three schools to connect, expand their knowledge, share experiences and discuss prejudices and stereotypes on religious, national and cultural grounds.

**RWPS**

**REGION WITHOUT PREJUDICES AND STEREOTYPES**

**RYCO**  
Regional Youth Cooperation Office

**ONLINE TRAINING**  
12-13 FEBRUARY  
19-20 FEBRUARY

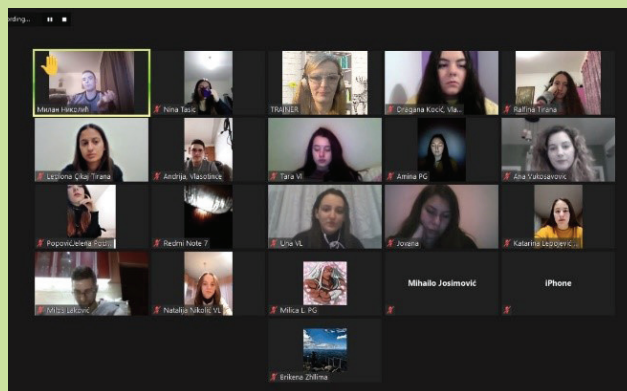
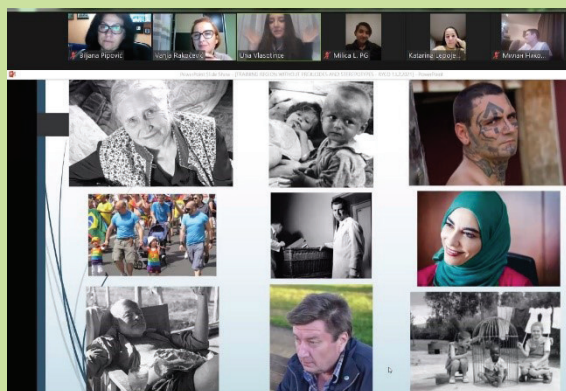
**Vanja Rakocovic**

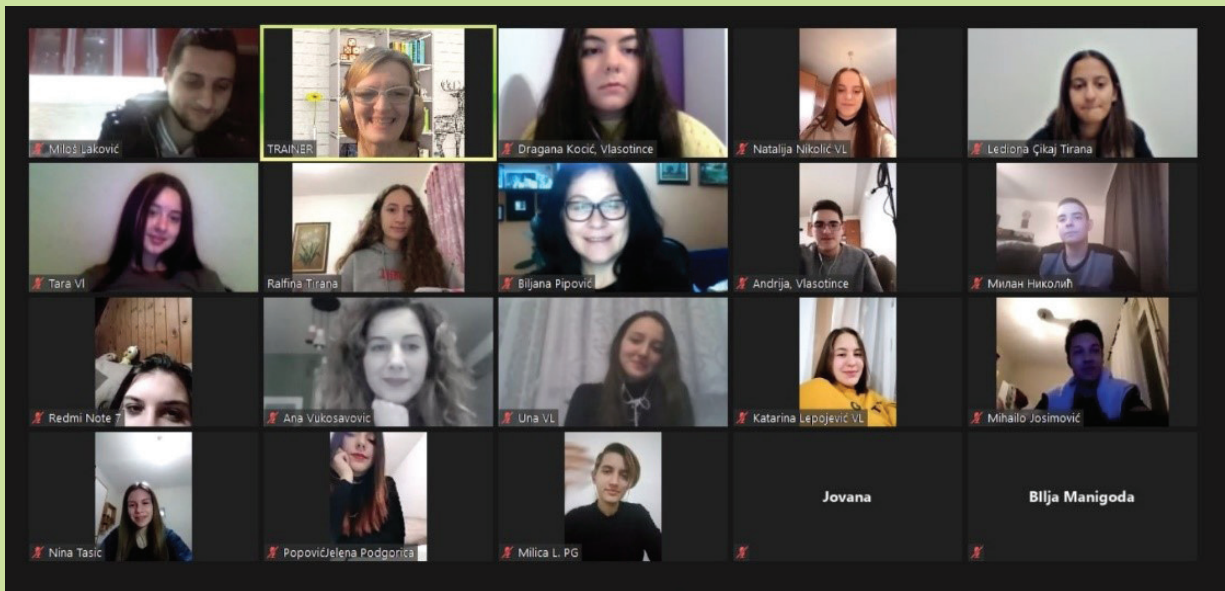
**Aleksandra Gligorovic**

**newvision**  
TRIANE 2012

**NAPRAVITRON**

AGENDA	
Date: 12-13, 19-20. 2. 2021	
Trainers: Aleksandra Gligorović, Vanja Rakočević	
IT platform: Zoom	
12. 2. 2021	Join Zoom Meeting: <a href="https://us02web.zoom.us/j/86498599752">https://us02web.zoom.us/j/86498599752</a>
17:30-18:45	Meeting ID: 864 9859 9752
18:45-19:00	Session I - Perception and belonging to a group
19:00-20:00	Break
19:00-20:00	Session II - Prejudices as barriers, experiences
13. 2. 2021	Join Zoom Meeting: <a href="https://us02web.zoom.us/j/83238383395">https://us02web.zoom.us/j/83238383395</a>
17:00-18:15	Meeting ID: 832 3838 3395
18:15-18:30	Session I - Prejudices and Stereotypes
18:30-19:30	Break
18:30-19:30	Session II - Labelling
19. 2. 2021	Join Zoom Meeting: <a href="https://us02web.zoom.us/j/89024868298">https://us02web.zoom.us/j/89024868298</a>
17:00-18:15	Meeting ID: 890 2486 8298
18:15-18:30	Session I - Culture and Cultural Diversity
18:30-19:30	Break
18:30-19:30	Session II - Discrimination and Power
20. 2. 2021	Join Zoom Meeting: <a href="https://us02web.zoom.us/j/89024868298">https://us02web.zoom.us/j/89024868298</a>
17:00-18:15	Meeting ID: 890 2486 8298
18:15-18:30	Session I - Planning activities at the school level - analysis of the environment, problem identification, action plan (first part)
18:30-19:30	Break
18:30-19:30	Session II - Planning activities at the school level - analysis of the environment, problem identification, action plan (second part)





“I think that this training was an exceptional opportunity to learn a lot about the customs, culture, behavior and way of thinking of people of other nationalities. The participants I worked with left a very good impression on me with their decency and kindness, and I am very glad that I became friends with some of them and got in touch on social networks. The moderators of the online training were very patient and fun, they allowed each of the participants in this project to express their opinion and position. Most important of all, we have learned to respect people of other religions, nationalities and sexual orientations even more. As for stereotypes and prejudices, I will try to point out to everyone that we are all equal and that hatred or racism should not exist among people.” Katarina Lepojević conveys her impressions.

Mihailo Josimović, a second grade student at the “Spasoje Raspopović” believes that the training was useful for him, because he learned something about other cultures and their customs, and that “others” are no different from us.

“I met interesting and friendly people. I don’t think it’s okay to present people of other faiths and nations as bad people that we should stay away from, quite the opposite, we should develop friendly relations, just like in this training,” said Mihailo.

#### 4. Examples of good practice-activities for workshops

##### ***Jump into someone else's shoes***

Students write on stickers members of marginalized social groups or groups that is minority in the society, in example: teenager/youth of Roma community, LGBT rights activist, member on national minority, member of religious minority, Elderly, Feminist... Students drag out randomly stickers and have to represent one of the category. Their task is to try to „put in someones else's shoes“ and to understand what is it like to be in their position. While they are in someone else's shoes students ask them different questions deeply questioning the experience of the person who is in the role.

##### ***Onion ring of prejudice***

Students stand face to-face in two concentric circles and get opinion about assigned prejudice or stereotype (e.g. All Muslims are terrorist). Teacher clap his/her hand; the outer circle students move two steps right two change partners. In this excersice students can exchange opinions in pairs.

##### ***Choose your employee***

This workshop was conducted in order to see are there any prejudices or stereotypes in this specific situation. It was done in two groups of students and they had a task to find and give a job to an engineer who will need to send the people to the Moon. There were 6 candidates for this job.

There was a catch in this task, as the students needed to do this in 5 steps, and in every step first they had one information about every candidate, then in next step they had another thing about them. So first they had names, second step surnames, third sexual orientation, etc. In every step they needed to remove one of the candidates.

At the end of the task they had some questions to respond, like how they feel, did they wanted to change their desicion after seeing every information about the candidates and similar. The goal of these questions was to give students closer look at their prejudices and stereotypes they may have to the any religion or culture.

The second activity was conducted in order to see what are they thinking about prejudices and stereotypes that are common in our society. Students were asked to choose a group they feel that they are most connected with. There were 3 groups, all diversed and connected to our society stereotypes. After they finish choosing their groups, they were asked to explain why are they end up in this specific group and can they maybe change their opinion. They had presentaton of each group and we asked them did they felt any sterotype

or prejudice from other people because they belong to these specific groups. We got some interesting and amazing answers, the students shared their experience and they told how they felt when others were criticise them just because they are part of the specific society groups.

### ***Creating a story***

We started this workshop by creating a story and all the students needed to be involved. They were asked to tell one sentence connected to prejudices or stereotypes. One student started and then the others need to continue this one by one. The idea was that every sentence has to be connected with the one told before. At the end when we connect all of them we got a funny story about the topic of the workshop.

At next part of the workshop the students were separated in groups and they got a task to choose with whom would they like to hang out. There were many offered answers, like some people with a specific religion, culture or different characters and attributes. It was a hard task but very effective in realizing how many prejudices and stereotypes students have.

### ***Comfort in social situations***

The students read the statements and rate what they think their comfort level would be in each situation using the scale given (very comfortable, comfortable, neutral, uncomfortable, very uncomfortable). There are six sections. There are no right or wrong answers. They should be honest with themselves and not over-think the situations.

Comfort in Social Situations				
1	2	3	4	5
Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
<b>Section A:</b>				
_____	Your best friend starts dating a Latino-American.			
_____	You go into a Japanese restaurant where all the patrons and employees are Asian.			
_____	You realize you are the only person of your race when you visit a community.			
_____	A Saudi Arabian sits down next to you on a crowded bus.			
_____	Your new doctor went to medical school in India.			
Total: _____				



When the students have discussed all the statements and computed their answers, they are told that sections represent their attitude towards race, gender, sexuality, disability, ableism and ageism. Higher numbers indicate greater discomfort with social situations in that section. Discussion follows.

### ***Discussion Questions***

On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?

Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?

What experiences have you had that may have contributed to the way you answered the questions?

What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?

### ***Experience and perception of prejudices***

The workshop started with an energizer to break the ice between the students. All participants were placed in the place of a character as an example: a Roma in Tirana, a Christian who lived in a country where 90% of the population was Muslim, an Albanian who lived in Greece, LGBT rights activist, etc. The purpose of this energizer was that based on the questions that were asked to show if there were prejudices against them in the places where they lived. Some of the questions were: Do you have the right to vote? Get paid over \$ 10 / hour? Do you have the right to express your opinion freely? Do you have the right to practice your religion? etc.

In the next phase of the workshop, several cases of prejudices and stereotypes in society and the impact they have brought were discussed. The students were introduced to various cases which they had previously abused and themselves due to their ignorance that it is a prejudice.

Afterwards, some of the students started sharing their experiences with these two phenomena. Based on the storytelling of the students, it was noticed that these two phenomena were very common in our society and no appropriate measures were taken to prevent them.

At the end of the workshop there was a reflection , where all students gave an awareness message about the phenomenon of prejudice.

### ***Prejudices in school***

Some teachers and school psychology were also part of this meeting, as the meeting was entitled “Prejudices and Stereotypes in Sadik Stavileci school”. The purpose of this meeting was for all school actors to give examples of these two phenomena in school and how it has changed over the years.

As a start, the students gave their examples of these two phenomena experienced in this school. They also showed that this phenomenon has increased more by passing from the lower educational cycle to the secondary cycle. One of the main reason for this phenomenon is the culture of the population in this area and the great impact that parents have on young people.

Afterwards, the pedagogical staff shared their experience during the years of this phenomenon in the “Sadik Stavileci” school. It was noticed that during the last years the first changes had started to be noticed, reducing these phenomena in the school. But, still there is a lot of work to reduce this phenomenon as much as possible.

After this discussion, the young people, in collaboration with the teachers, were divided into groups. The purpose was to find a possible solution to reduce this phenomenon in school through this cooperation.

In conclusion, this was a very valuable session because it brought together young people and the main actors of their education, teachers, to interact together in reducing the phenomenon of stereotypes and discrimination.

### ***With whom would you travel?***

The workshops starts with a Kahoot quiz Free your Mind (Public quiz by the user Gimnazija “Stevan Jakovljevic”) to make the students think about the topic of prejudices and stereotypes and discover what previous knowledge the students have regarding the topic in question. The quiz consists of 20 questions and the last one introduces the song Free your mind by En Vogue. The lyrics of the song are used to start a discussion on the topic and students express their opinion and say how they feel about discrimination, prejudices and stereotypes.

To explore further the ways students behave and how they act in real life situations, the students are given the following Scenario:

#### **The scenario**

You have begun a long train journey which is going to last for several days. You are sharing a sleeping compartment with three other people.

Which of the following passengers would you prefer to share your compartment with?

With which of the passengers would you not want to share your compartment?

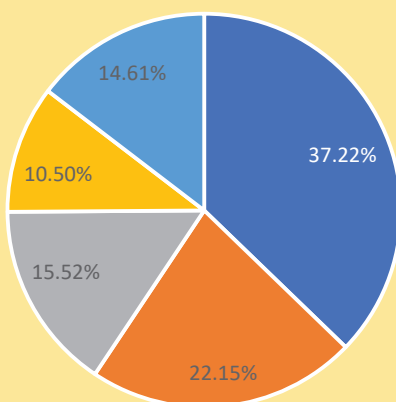
- a fat Swiss banker
- an Italian disc jockey who takes drugs
- an African selling exotic articles
- a gypsy who has just come out of prison
- a feminist German rock singer
- a homosexual foreign student
- a young Romanian woman carrying a young child
- an English skinhead who is drunk
- an HIV positive prostitute
- a very poor refugee
- an armed foreign soldier
- a young woman who only speaks French

The students work individually first and rely on personal preferences, but then they have to make a decision as a group giving explanation for their choice.

## 5. Survey

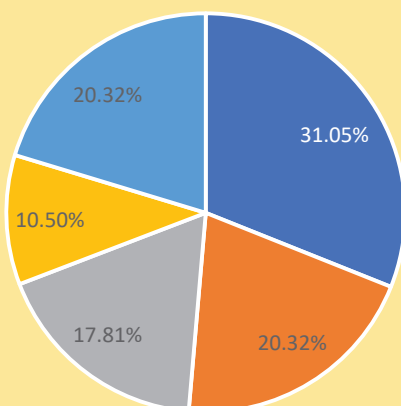
The aim of the research was to examine the attitudes of secondary school students from Montenegro, Albania and Serbia on the topic of national and religious prejudices and stereotypes. For the purposes of this research, an online questionnaire was created which included a sample of 438 respondents. Students from all four grades of secondary school were represented in the research, as well as that the number of boys and girls was relatively proportional. The questionnaire was written in English. Completion of the questionnaire was anonymous and voluntary.

Nationality is important part of my identity



■ strongly agree ■ slightly agree ■ neither agree nor disagree ■ slightly disagree ■ strongly disagree

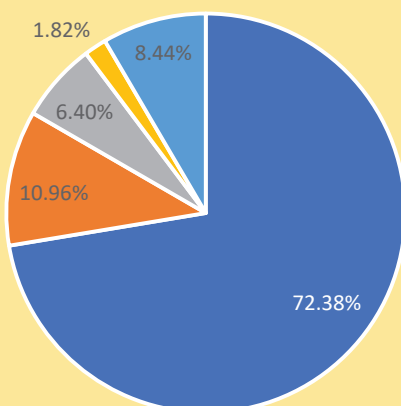
## Religion is important part of my identity



■ strongly agree ■ slightly agree ■ neither agree nor disagree ■ slightly disagree ■ strongly disagree

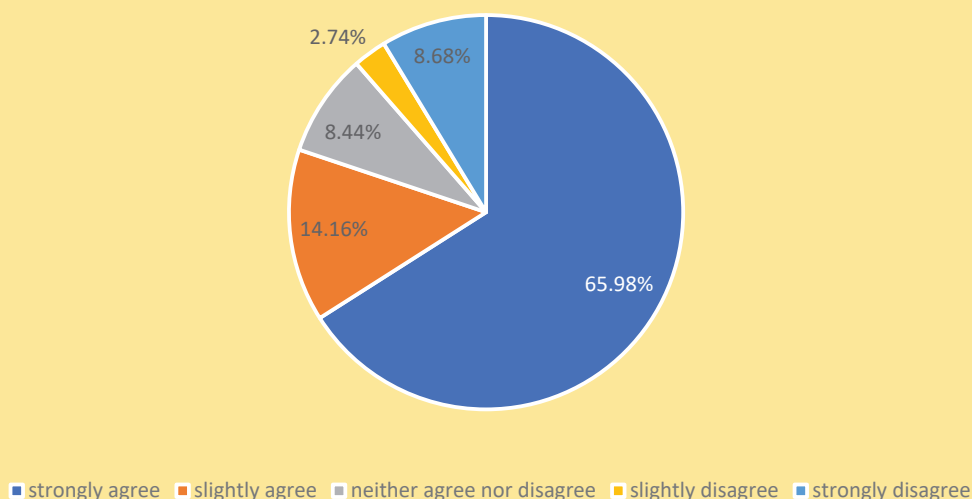
More than half of the surveyed secondary school students believe that nationality and religion are an important part of their identity. This can be explained by the current socio-historical context in the region, which nurtured the ideology of communism for a good part of the 20th century, and after the collapse of which there was a complete change in society, political and ideological climate. In environments where atheism and brotherhood and unity were once emphasized, religion and the influence of religious institutions and leaders are growing stronger, and nationalism is also coming to the fore, which often turns into ethnocentrism and chauvinism.

## I respect members of other nationalities



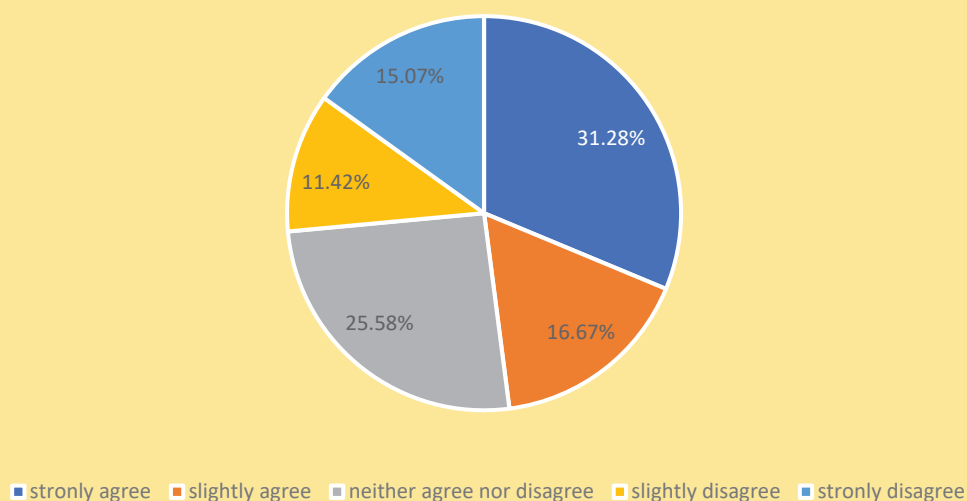
■ strongly agree ■ slightly agree ■ neither agree nor disagree ■ slightly disagree ■ strongly disagree

## I respect adherents of other religions

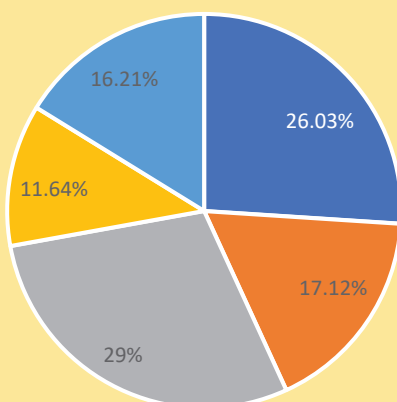


More than 90% of young people (surveyed secondary school students) show a high degree of respect for members of other nationalities and religions. The percentages are almost identical, which can be explained by the fact that young people do not make major differences between nationality and religion, often understand it as inseparable categories.

## I get along best with the members of my nationality



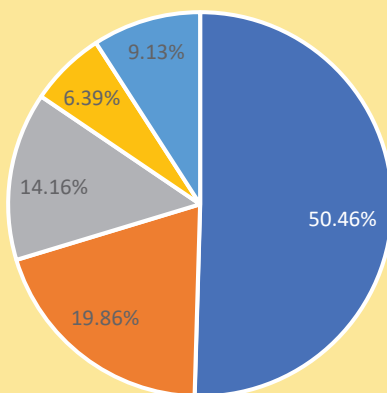
I get along best with the adherents of my religion



■ strongly agree ■ slightly agree ■ neither agree nor disagree ■ slightly disagree ■ strongly disagree

In the case of these claims, respondents responses were divided. More than a quarter of the respondents do not have a clearly defined position on this issue, which can be explained by their youth and inexperience, and also by the fact that most of them live in environments characterized by a predominantly homogeneous national and religious structure.

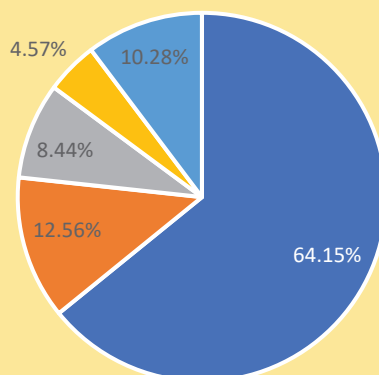
Co-existence of different nationalities and religions in one country I see as cultural wealth



■ strongly agree ■ slightly agree ■ neither agree nor disagree ■ slightly disagree ■ strongly disagree

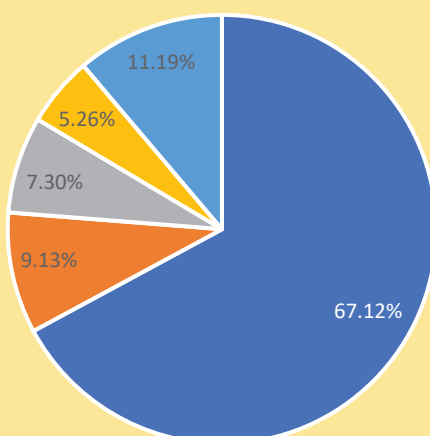
Regardless of the still precisely undefined position on the issue of the previous two statements, the surveyed students believe that the coexistence of different nationalities represents a cultural treasure (70.32%).

## I have friends of other nationality



■ strongly agree ■ slightly agree ■ neither agree nor disagree ■ slightly disagree ■ strongly disagree

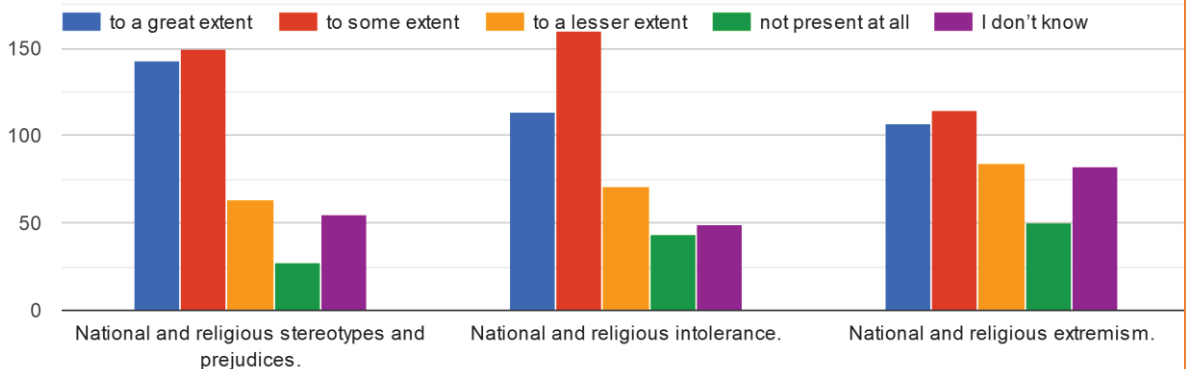
## I have friends of other religion



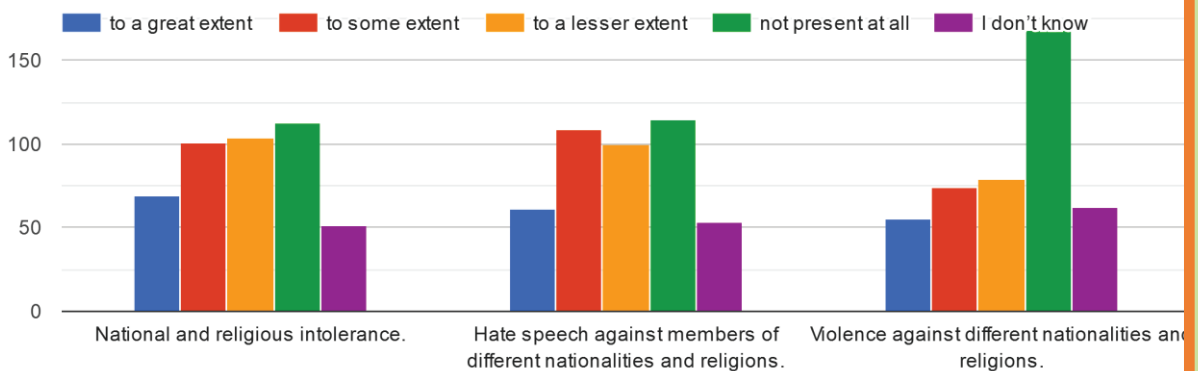
■ strongly agree ■ slightly agree ■ neither agree or disagree ■ slightly disagree ■ strongly disagree

As many as 5/6 of the respondents have friends of other nationalities and religions. As we have already stated that the most of the respondents from our research live in relatively homogeneous national and religious environments, this result is a consequence of the existence of increasingly popular social networks which, despite numerous negatives, still have positive effects on growing and nurturing various friendships.

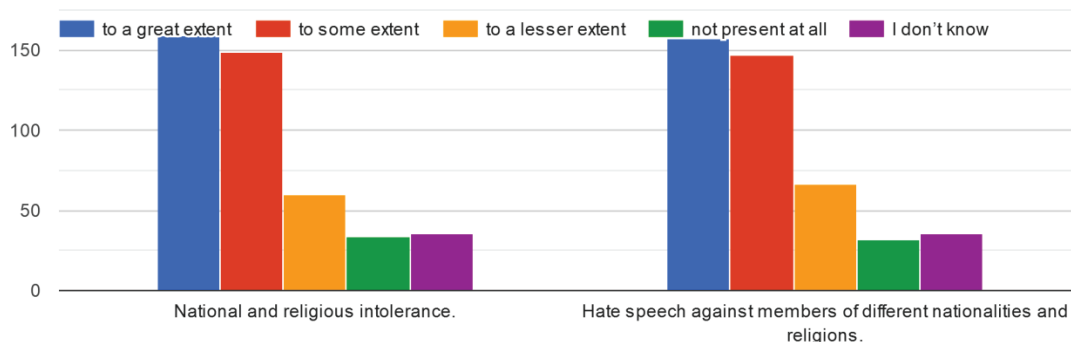
In your opinion, to what extent is the following behaviour present? (1 to a great extent, 2 to some extent, 3 to a lesser extent, 4 not present at all, 5 I don't know)



In your opinion, to what extent is the given behaviour present in your school? (1 to a great extent, 2 to some extent, 3 to a lesser extent, 4 not present at all, 5 I don't know)



To what extent is the following behaviour present on social networks? (1 to a great extent, 2 to some extent, 3 to a lesser extent, 4 not present at all, 5 I don't know)



Students recognize the existence of religious and national prejudices and stereotypes as well as intolerance in society to a much greater degree than in their school environment. Special attention should be paid to social media, where these problems are far more present and emphasised according to students' perceptions. This can certainly be explained by the fact that the virtual space is a place where everyone can express opinions and views anonymously and without any sanction, as well as the abuse of social networks.

Part of the questionnaire also included Bogardus' social distance scale towards Montenegrins, Serbs, Albanians, Roma, Americans, Germans and Russians. Eight of them were offered as voting options, which are related to different relationships that the respondents would enter into or not. The questions ranged from whether they would mind if members of any of these nationalities lived in their place or neighborhood, through whether they would mind having colleagues of other nationalities at work, to socialize with them (both in real and virtual world), all the way to those issues that imply closer and more personal relationships (such as dating, marrying members of other nationalities or whether they mind having representatives of these nationalities in the governing structure of the state). The results of the research gave somewhere the expected results. Namely, in total, the students showed the greatest social distance towards the Roma, which was the case in some similar research. Such results are a consequence of traditionally ingrained prejudices and stereotypes that accompany this ethnic group, as well as due to their characteristic way of life. This distance is especially obvious when asked whether they would marry a person of Roma ethnicity, where more than 53% of respondents said they would not enter into this type of relationship.

Regarding other results related to the scale of social distance, it is interesting to point out that students did not show a negative attitude regarding the presence of representatives of other nationalities in the government, which is not the case when conducting the same public opinion polls with adult citizens. Students recognize the importance of multiculturalism and tolerance, state that

they would associate with members of other nationalities and religions, but are also aware that religious and national prejudices stereotypes are present in their environments, and especially on social networks. Such results are gratifying because it seems that the efforts made in reducing prejudices and stereotypes in the school environment are finally giving results.

Some of the suggestions given by students for overcoming these prejudices and stereotypes indicate a high degree of awareness and critical judgment about these social phenomena. Here are some of them:

- *I would educate people about it. I would talk about it on TV and on social medias where I know people will see it, I would try and explain people that every religion and nationality is equally beautiful and should be respected.*
- *I dont know. I really dont care about religions and nationality... My best friends are of other religion...*
- *Teach children the importance of respect for othere religions and nations. If they realise that in their young age we will see a lot less of national and religious extremism.*
- *I would make something like group of people or socialistic party(political) and show far-right people and racist how good people of other nationalities/ religion can be. Also if you are member of my nation or religion doesn't make you better person in my eyes.*
- *In addition to looking for the causes of prejudice, it is important to address ways in which their use can be reduced. Empathy towards members of other groups stands out as one of the best solutions. Imagining ourselves in the place of another person helps us to imagine how we would think and act in the same situation, and better understand other people's feelings and needs. In addition, it is necessary to introduce laws and regulations that guarantee equal treatment for all, raise awareness of people to get involved in the process of combating prejudice, then explain to them that beliefs are often wrong, and that they should be in contact with different groups.*
- *Organize as many common events as possible and increase tolerance between members of different nationalities and religions.*
- *Religion is no longer an important factor in our lives and I see it as integrated within culture of a nation. I, for example, see the Serbian tradition of Slava as part of Serbian people's cultural heritage, and not an tradition of faith. Orthodoxy is, after all, core part of Serbian national body for centuries now and I don't think it would be wrong to call Serbs an primarly Orthodox culture, but this opens the door for Agnosticism and Atheism to enter the arena. Abandoning of religion is a key to many problems.*
- *I think that social networks are the right solution and that we can use them to spread awareness among people in the fastest and most efficient way.*

**Analyzed the data – Milosava Mrdak-Mitrović, Sociologist**

- **Segment of focus group report**

Following their experiences, we continued the discussion on phenomena/cases in their nearest environment in terms of: national and religious stereotypes and prejudices/intolerance and extremism. Most of them said that their friends come from different religious or national backgrounds and that they try to cultivate the relations that they are open to all people, no matter on their origin or backgrounds: “I like to meet new friends and I don’t care about their nationality or religion or anything like that because the main thing is that we can talk to each other, and this changes our mind. So if someone don’t like that, I can understand, but I don’t have a problem with that.” They like to meet new people and they are happy because of that, for instance for this chance to speak with youth from the region. Although the internet connects them much faster, it is nice to have settings like this opportunities where they can exchange their views and believes: “Now I have six new friends – 3 from Montenegro and 3 from Albania!

Discussing their options and possibilities to reduce prejudices and stereotypes in their environment, young people see themselves as a change. They think that they should talk to their peers and this can motivate the change: “I am the change.” What is interesting is that they recognize themselves as those who can help a lot in educating children, those younger than them. Young people noticed that they need a chance and opportunity to do something, in terms of educating peers or organizing different activities, especially in school environment: “Workshops, class activities, talk to each other and widening the circle of peers who do not have prejudices and stereotypes– It is that simple.”

- ***Focus groups were conducted by Vanja Rakočević, pedagogist***

## 6. Peer education

During last month of our project implementation students went to local schools to do workshops with their peers.





**Workshops in Gymnasium “Slobodan Škerović” in Podgorica**



**Workshops in Gymnasium “Stevan Jakovljević” with semi-graduates students of Elementary School “8. Oktobar” and Elementary School “Siniša Janić”**

7. Students work on prejudices and stereotypes



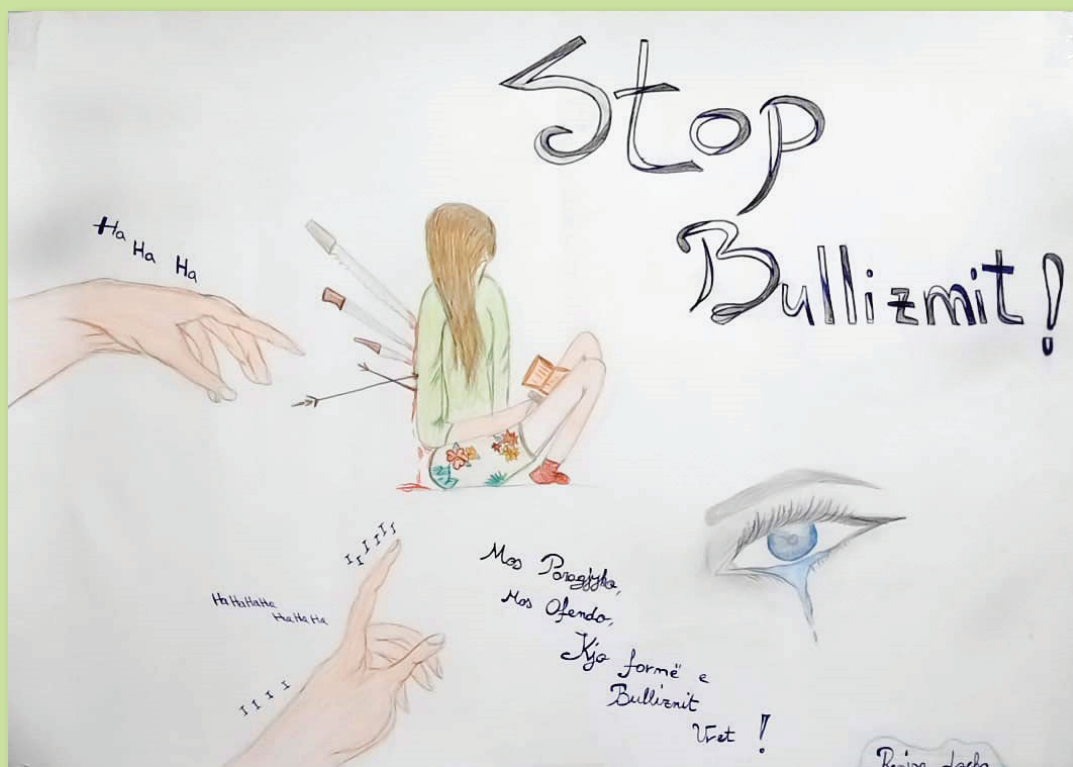
**Miljana Racković**



*Jelena Popović*



*Anastasija Orešković*




**Renisa Locka**



**Miljana Racković**

When I look at a  
person, I see a  
person, not a rank, not  
a class, not a title.



don't let society label  
you, break the  
stereotype!

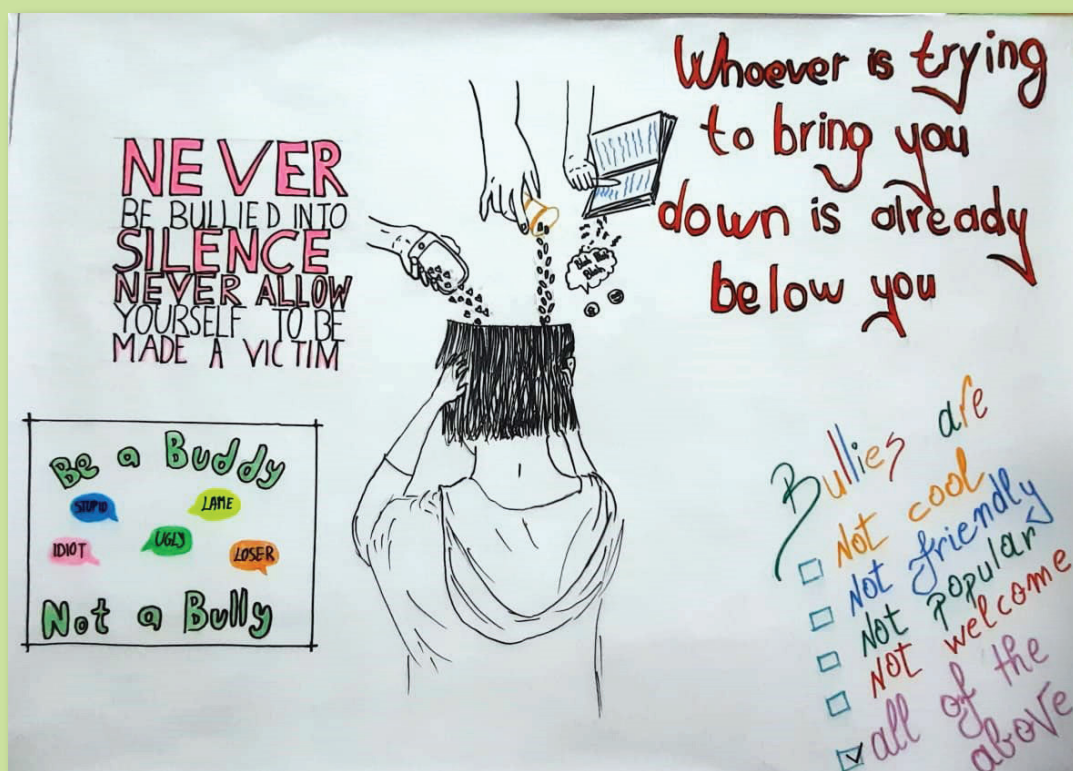


don't let society label  
you, break the  
stereotype!

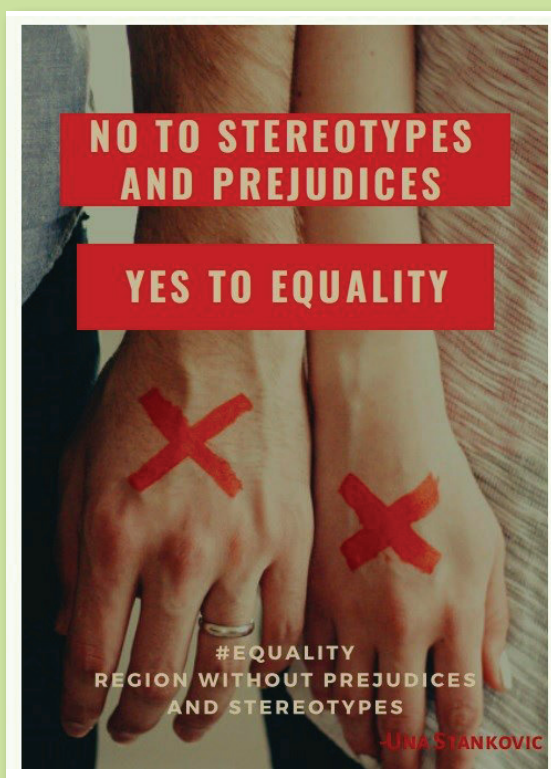
**Tara Mitrović**



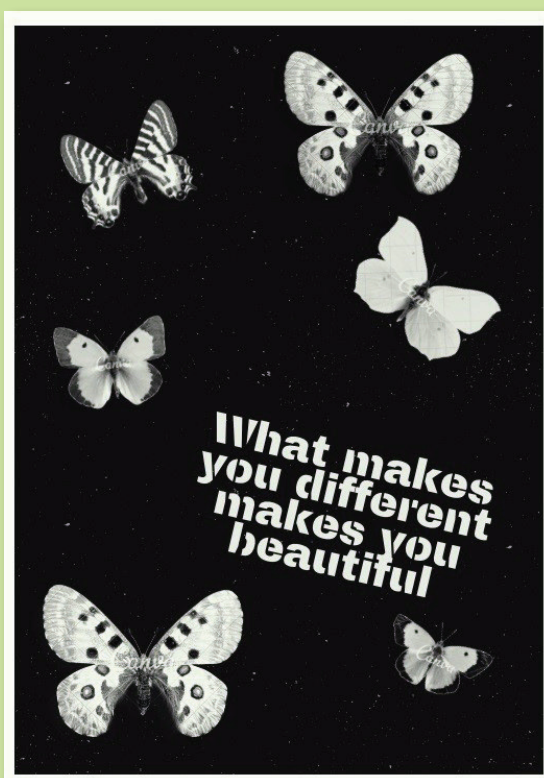
## Ornela Lika



Egera Locka



Una Stanković



Andrija Stanković



*Andrija Stanković*



"No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite."

- Nelson Mandela

*Students of Gymnasium Stevan Jakovljević (Team work)*

Dragana Kocić

### What are prejudices and stereotypes?

- ❖ Prejudice is an affective feeling towards a person based on their perceived group membership. The word is often used to refer to a preconceived, usually unfavorable, evaluation of another person based on that person's gender, beliefs, values, social class, age, disability... Some of the most well-known types of prejudice include: racism, sexism, ageism, homophobia, nationalism...
- ❖ Stereotype is a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside. For example: Girls are not good at sports.

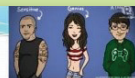
**STEREOTYPES**  
Everyone is different. ...LIVE WITH IT!

### What are the effects of prejudices and stereotypes?

Prejudices and stereotypes can lead and contribute to bullying, not treating others with respect, and other forms of discrimination. It can make the victim feel less than fully human. When people are undervalued by others, their self-esteem suffers and they stop trying to improve themselves. These create an atmosphere of fear for what might happen at any moment and fear for what the future might hold. In extreme cases this can lead a person to take their own life.



### Message



We deal with this topic because we encounter prejudices and stereotypes every day, in order to change people's way of looking at today's world and things that are different and new.

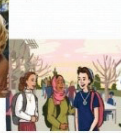
Each of us should think about our own life, not about someone else's life; each of us is a tailor of his own destiny. If we are satisfied and fulfilled with ourselves and our lives, we will not have the need for stereotypes and prejudices.



## BREAKING STEREOTYPES

### How can we reduce prejudice and stereotype?

- Gaining public support and awareness for anti-prejudice social norms.
- Increasing contact with members of other social groups.
- Making people aware of the inconsistencies in their own beliefs.
- Passing laws and regulations that require fair and equal treatment for all groups of people.
- We should not judge anyone on the basis of their appearance.
- We should travel more and learn about different cultures, etc...



Dragana Kocić



## Stereotypes and prejudices (essay)

*Every day we meet members of different nationalities, sexual orientation, different looks or behavior. Therefore, ready-made stories about the members of these groups are waiting for us in our environment. Even children know that, for example, the Japanese are hardworking, that women are worse drivers than men, that boys are not allowed to play with dolls, and girls are not allowed to play with cars ... We can call all that stereotypes and prejudices. These are assumptions and stories that are, more or less, wrong, while some of them are completely wrong! Negative attitudes, accompanied by strong, negative feelings, and often not logically based and not based on personal experience.*

## Impact of prejudices and discrimination

*When a group thinks it is stronger than another, it gives itself the right to dominate others. That group aims to prove that the group that is under domination is worthless and that in some way it deserves to be under someone's control. It seems that people cannot live with the knowledge of inflicting pain on those who are equal to them, so they are forced to rationalize their behavior by presenting them as "inferior".*

## Attributing guilt to the victim

*We often come across comments such as "Given the dress, she asked to be raped", "They should find a job, not complain about poverty", "They don't go to the doctor, it's in their culture". .. These are examples of "attributing guilt to the victim". It is the root of social problems and is associated with the characteristics of a group or individual. This has led to these "victims" being endangered and exposed to unequal treatment. That is why we should never judge in advance, because we are not aware of someone's problem, suffering and pain. We do not have to agree with people and their affiliations or origins, but we must understand and support them because, after all, we are all equal regardless of our affiliations, faith, or roots.*

**Nina Tasic**

Handwriting practice area with 18 horizontal dashed lines on a light green background.

