INCLUSIVE AND RIGHT-BASED APPROACH AGAINST DISCRIMINATION, PREJUDICES AND STEREOTYPES

In the world where people of various cultures, races and ethnic backgrounds live together by speaking different languages, we need to understand each other and live in harmony. In this context, the subject of "cultural diversity" and "respect for differences" has become one of the most important issues of our globalizing world. The main factors that prevent individuals and/or groups with diverse characteristics from living together peacefully are prejudices, stereotypes, discrimination and hate speech. Therefore, it is important to start a clear understanding these concepts.

Discrimination: It is a process that includes all negative attitudes and behaviors that are fed from prejudices against a group or members of a group. This may also lead to evaluating people based on their social background rather than their personal characteristics, and attitudes of dislike, contempt, avoidance and hate. These thoughts, feelings and opinions are based on immature and unproven judgments.

However, according to the inclusive, rights-based and egalitarian approach, people are equal in terms of being human, wherever they are born and with what skin color, gender, sexual orientation, ethnicity, religion or sect they have. This principle is first of all a human right issue and it has been included in the legal system as "prohibition of discrimination" to prevent its violation.

Prejudices: It means any negative "preliminary idea" that does not rely on any knowledge, experience or evidence. Prejudices are attitudes closely related to discrimination that cause us to put a physical or social distance between us and other people or groups we approach in this way. When prejudices turn into behavior, discrimination occurs.

Stereotypes: Prejudice and stereotype are different but complementary concepts. Stereotypes are images that we create in our minds as a set of pre-formed impressions, references, that fill in the information gaps about a particular object or group, thus making it easier to decide about them. For example, it is a stereotype to think that every 'blonde' foreign tourist is German and that all Japanese are 'hardworking'. Negative stereotypes create biases.

Hate Speech: Any form of expression that carries discriminatory elements, that spreads, promotes, defends or justifies racist hatred, xenophobia, homophobia, intolerance or other forms of hate. It is very important to establish a balance between freedom of expression and hate speech.

In hierarchically organized societies, the doctrine of "having power" forms a kind of consensus about who is above and who is below, and this structure normalizes in the minds of individuals. Our minds are shaped by the idea that authoritarian, unitarian hierarchy is natural. Thus, prejudice and discrimination against "below", "disadvantaged", "different" groups become widespread.

Children often learn to differentiate groups, to dislike and even hate those who do not like them, and the concepts of "strong-powerless" mostly from their parents, other adults, peers and mass media. This learning starts at a very early age, contrary to popular belief. At the age of 1, they notice the differences. At the age of 2, they talk about differences and ask questions about them. At the age of 3, they develop prejudices and show that they are uncomfortable with certain features of people. At the age of 4, they create their own theories about the causes of different characteristics of people. At the age of 5, their minds are full of questions; they wonder if their characteristics are permanent or changeable.

Since social generalizations, stereotyped attitudes and prejudice might affect children's self-perceptions and attitudes towards other people, it is important for children to not to be affected by discriminatory attitudes around them, and to tolerate "others". Accordingly, all adults who interact with the child have a great role in the skills provided to the child. Hisar School creates inclusive, rights-based, egalitarian educational environments and learning opportunities at every grade level. Similarly, supporting the child in and out of the school setting will have a holistic effect.

DIMENSIONS OF DISCRIMINATION

Discrimination can appear in many different aspects of life, in different dimensions and ways. Below you can find information about the types of discrimination we encounter the most. To be able to approach everyone equally, we have to be conscious about these dimensions so we can avoid categorizing people or to oversympathize with them.

Disability Discrimination: Based on the judgments that people with disabilities are "in need" or "helpless", people with disabilities have been perceived throughout history with the feelings of pity and compassion. It is the disability discrimination that makes it difficult for them to exercise their rights such as education, travel, employment, participation in their community based on these stereotypes.

Age-Based Discrimination: People may face discrimination in their career, interpersonal relationships or services just because of their age. For example, some

people may not be accepted for a job because they are "old", while others may be degraded in their settings because they are considered as "young".

Gender Discrimination: Gender-based discrimination is deprivation and restrictions that prevent the recognition, use and enjoyment of the fundamental freedoms of people in the political, economic, social, and cultural areas depending on their gender roles such as femininity and masculinity.

Discrimination Based on Sexual Orientation and Gender Identity: Individuals with different sexual orientation other than heterosexuality might be subjected to basic human rights violations. It may even reach a life threatening situation. This discrimination is a violation of human rights ranging from seeing homosexuality as a "disease" and thus trying to "treat", to killing trans and gay people.

Discrimination Based on Poverty: The poor may face discrimination in different ways. Expressions such as "the poor are ignorant" or "the poor are lazy" contain stereotypes expressed without thinking about the poor.

Racism and Discrimination: It is any kind of discrimination, exclusion and restriction for not recognizing or weakening the basic rights and freedoms of people of different races, colors, lineages or ethnic backgrounds in the political, economic, social and cultural fields.

Minorities and Discrimination: These are all the discriminatory behaviors faced in business and social life by groups that have a different religious, ethnic or linguistic identity, who want to preserve their identity and who are smaller than other dominating groups of the society.

OUR GOAL AS SCHOOL AND FAMILY

An African proverb says "It takes a village to raise a child." Children grow and develop under the influence of family, society and culture, and their needs can be met in this context most effectively. The positive development of the child is closely related to the family, educators and rest of the relationships established in the society in which he grew up. Therefore, in order to eliminate discrimination and raise children with an inclusive approach, our primary goal should be to transform the mental and social structures that cause these problems to arise in the society they live in. In order to achieve this transformation, we must act with the same consciousness all together.

Positive Identity and Self Value Development: Children should be encouraged to form their self-identities confidently by focusing on their daily life experiences at home, school, and society. In all kinds of activities, it should be ensured that none of them see others superior or inferior when defining their own and other identities.

Diversity and Empathy: The goal is to encourage each individual to interact comfortably with people from various backgrounds.

Diagnosing Prejudices and Discrimination: The goal is to support each individuals development of critical thinking skills about discrimination and to establish concepts and awareness against discrimination.

Defending Self and Others Against Prejudices: It is among our goals to transfer protection skills against discrimination against themselves and others.

FAMILY PARTICIPATION IN INCLUSIVE APPROACH

- Children take their environment, especially family members, as a model in their socialization and learning processes. For this reason, we must start from ourselves by questioning the culture we belong to, the effects of this culture on our beliefs, goals and relationships with our environment. While doing this, it is important to realize our prejudices and stereotypes, and to adopt an inclusive approach with greater awareness.
- Language shapes the way we interpret the world, determines how we think and act, and reflects our prejudices and stereotypes we have. Accordingly, the language used, while communicating with the child and the environment, should be regulated accordingly and discriminatory discourses should be avoided.
- Children should be taught that basically every individual is different and valuable with their individual characteristics and skills, and deserves respect. In doing so, the development of a group and self-identity based on knowledge, self-esteem and self-respect should be supported. The child should know him/herself and his/her family and know that s/he is accepted with respect in the society s/he lives in.
- With the development of identity and self-esteem, children should be encouraged to establish natural, sensitive and inclusive communication and relationships with surrounding individuals and groups. For example, you can introduce your own family culture with your children to their friends and plan activities that will allow them to get to know different cultures.
- Children should not be compared with their siblings or peers in the physical, emotional, social or academic fields, or they should not be forced to fit into a socially created "ideal type".
- Establish a communication where each individual and each idea are taken into consideration and respected within the family.
- It should be emphasized that it is important to see the difference between incomplete images and messages that are not appropriate for children and youth.

- Gender equality should be given high importance. Sexist words, expressions, proverbs, idioms, etc., which are located in the language expressions should be avoided. In addition, all discriminatory and sexist attitudes should be questioned and avoided while selecting the color of babies' rooms and clothes, defining the roles and responsibilities of women and men in the family, choosing toys, career and teaching the way people express their feelings (eg. "men do not cry"). Attitudes defending gender equality should be exhibited.
- Games and toys are the most important learning and socializing tools for children. While choosing toys with your children, you can buy toys, dolls, puppets with various features or you can make that kind of toys together. Dolls with the "ideal body" defined by popular culture do not reflect the variety. At the same time, they negatively affect children's perception and self-esteem.
- Gender discrimination should be avoided while choosing toys. children's toy selection should not be directed based on prejudices like "Girls play with babies and boys play with cars.".
- It is important to pay attention to the content in the books they read, the movie or series they watch and the language they use. Resources that respect diversity and use inclusive language should be provided.
- The development of children's ability to oppose discriminatory attitudes towards themselves and others should be supported. When faced with situations like these, it should be ensured that children know what options they have and take an active role in cases against inequalities and unfairness.

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