BEAMS: Breaking down European Attitudes towards Migrant/Minority Stereotypes

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Chapter 3: Pilot Actions

Part 1: General introduction: main objectives and quantitative analysis

VORURTEILE PLATZEN LASSEN! BREAK DOWN STEREOTYPES!

Youth Brochure & Stop Motion Films & Final Event “Vienna meets Balkan”

In order to carry out the Workstream 3 (WS 3) activities (pilot actions) the Vienna Institute for International Dialogue and Cooperation (VIDC) established a cooperative relationship with FairPlay. Different Colours. One Game – an initiative that combats all forms of discrimination in sports, especially football. As football enjoys popularity around the globe, it has enormous potential to connect people. The FairPlay initiative uses this potential to spread positive values in society and to combat all forms of nationalism, racism and discrimination. Sports in general and football in particular are very popular among young people. Therefore, the “sports element” was very important in approaching the issue of prejudices and stereotypes by using elements of “sports culture,” in designing workshop methodologies and carrying out the pilot actions with children and young people. Thus, the activities carried out by the BEAMS-FairPlay workshop team were strongly linked to the finding of workstream 1 (WS 1) and workstream 2 (WS 2), particularly by using the images collected during WS 1 phase and the material produced during WS 2 (SC Süssenbrunn video). The images used for the pilot activities concerned, for example, the stereotypical representation of black athletes within and without the sports community and media, the representation of specific spectators and fan groups, the images used by media or advertisings, and the roles and the representation of women in sports (including those wearing religious symbols). However – and very importantly – they also focused on counter images and humoristic self-stereotyping images produced by migrant and minority groups or anti-racist campaigns. The sports topic was a good “icebreaker” to open discussion about stereotypes, prejudices and discrimination in the larger society, most notably by addressing the questions of “integration” of new generation immigrants, of access to the labour market for migrants and minorities, and the impact of discriminatory and racist behaviour on the human rights of the affected persons. Another important tool was the video produced during WS 2 following an open discussion on discrimination in football at the sports club SC Süssenbrunn, an amateur football club in Vienna, that brought together team players, fans and spectators.

The main objective of WS 3 was to produce 1) a youth brochure with the participation of young people and 2) two stop-motion films against racism focusing on football and media. To carry out the action, the BEAMS-FairPlay team worked in close cooperation with educational institutions and with migrant self organisations: the Schwarze Frauen Community (SFC) (Black Women’s Association), which is the first self organisation of Black women in Austria, the Vienna Business School (VBS), a private school focusing on economic studies, and the UKI (Unterstützungskomitee zur Integration von MigrantInnen/Committee for the integration of migrants), an NGO supporting migrants and refugees through language courses and labour market integration. Since many years it VIDC has aimed to promote migrants, minorities and their self organisations. It was therefore a prerequisite for the BEAMS project to work in close cooperation with different migrant organisations and to elaborate the specific activities and methodologies together with these organisations. The Austrian-Bosnian-Ghanaian-Argentinean BEAMS core workshop team also reflects the diversity of Austrian society.
The work on the youth brochure involved one class of VBS students and their teacher during their German classes as well as two classes of UKI students during their German and cultural studies classes. The pupils were all between the age of 15-19 years. The pupils from VBS are Austrian nationals, but many of them have a variety of migration backgrounds (from Turkey, former Yugoslavian countries, Egypt, Soudan, Afghanistan, etc.). Most of them were born in Austria with parents from abroad or arrived in Austria during their early childhood. They do form the new young generation summarized under the official term “Austrians with migration background”, a generation suffering the most from racism and labour market exclusion. The pupils of UKI are majority migrants and refugees, preparing for their school-leaving certificate, among them refugees from Somalia, Nigeria, and Afghanistan and many other countries. They were all born abroad and had been in Austria for a rather short time. Some of them were still waiting to be granted asylum; the majority of them had fled from Afghanistan as unaccompanied minors. The action was carried out by the BEAMS-FairPlay workshop-team in cooperation with the teachers of the school.

The film production involved 60 children (age 6-14) and young people (age 15-19) from the Black Women’s Association (SFC). The aim of the SFC was to empower women of African origin living in Austria and their children and to give visible migrants a voice and combat all forms of racism and discrimination in Austrian society. The action was lead by a film artist - originally from Argentina - in close cooperation with the BEAMS-SFC workshop team. The topics of the films were a) football & racism and b) media & racism. The development of the films and the films themselves as well as the youth brochure were presented in the hall of the District Administration of the 15th Vienna district on 23 June 2014.

The pilot actions took place between January/February and June 2014 in Vienna in the schools (VBS, UKI) and in the location of the SFC, which is part of an arts work and culture house in Vienna, known under the name “WUK - Werkstätten- und Kulturhaus”, which is also an important meeting point for artist, migrant and minority organisations, NGOs and cultural producers.

The youth brochure and the films were produced before the final event, “Vienna meets Balkan”, an international youth tournament which took place in Vienna from 7 to 9 June 2014. The aim was to produce the brochure in three languages (German, English and Bosnian/Croatian/Serbian) and distribute them to participants and spectators during the event. During the tournament a number of side events were organised for the participating children on the issue of anti-discrimination in football and on fair play. Two out of 10 workshops were organised and carried out by the BEAMS project: the first was a BEAMS workshop on stereotypisation within football with a specific focus on gender and awareness raising on discrimination and racism in, for example, sports stadiums. The workshops took place at the FAC football ground following the second round of the tournament, and all children participated in the workshops. The brochure and the films formed an important tool for this workshop. The second BEAMS workshop focused on Brazil where the FIFA World Cup took place. In this workshop the children learned how to play Samba music and received an introduction to this famous musical and percussive tradition of Brazil. In total, 32 youth football teams from 25 clubs with over 300 children participated at the “Vienna meets Balkan” tournament and the workshops. The brochure was also presented at the final public event at the Arena Brazil. For this purpose, the BEAMS project joined the campaign NOSSO JOGO (OUR GAME), an initiative for global fair play. “Nosso Jogo” (www.nossojogo.at) is a cooperation between VIDC/FairPlay and five other NGOs, working in the area of development cooperation and anti-racism, established in the context of the FIFA World Cup 2014. The aim of Nosso Jogo was to take a critical look at the background of this mass event by carrying out a series of different actions standing up for human rights and diversity. At the final public event
“Arena Karlsplatz”, on Saturday, 7th June 2014, 20:00 the BEAMS project and the children who were participating at the Vienna meets Balkan tournamen organised, a parade showing “Racism the Red Card”. The parade was musically accompanied by the percussion group SambAttac. It was programmed as “Vienna meets Balkan meets SambAttac” opening for, Brazilian singer Célia Mara, the main music act. On stage, the children were welcomed by FairPlay initiator Kurt Wachter and the most courageous of them gave interviews to moderator Irma Halilovic and made public statements against racism and intolerance. That day there were an estimated 1500 to 2000 spectators at Arena Karlsplatz Festival. You can find more details about the “Vienna meets Balkan” international youth tournament in the report on the website www.footballforequality.org (see links).

Cooperation with African Students

On 3rd May 2014 (10:00 -18:00), VIDC organised a training weekend for African students living in Austria in cooperation with the Association of African students (VAS - Verein der afrikanischen Studentinnen & Studenten). At the beginning of the session, Helene Trauner gave an introduction to the BEAMS project and its specific focus on stereotypisation and its related activities. Under the guidance of workshop trainer Ara Karapetyan - born in Armenia, grown up in Russia and Czech Republic - the participants learned about different moderation techniques and theories. In a series of practical exercises they elaborated how to present themselves and others during discussion, how to intervene during conflicting situations and how to argue when embarrassing dialogues occur. Since December 2013, VAS Austria has been supporter of the “Afrika Club”, an informal discussion forum among Africa-interested people initiated by VIDC. In one of the forums it was stated that despite a range of public discussions concerning topics about the African continent within the NGO development cooperation community, little offers are extended to members of African communities in Austria to moderate these or similar events. The BEAMS workshop should therefore provide support to African students by offering professional training and the opportunities to become moderators. The students therefore will also have the chance to break down stereotypes by becoming actors and bringing their skills into Austrian society. A detailed report of the one-day training can be found on the VIDC/BEAMS website: www.vidc.org/themen/sicherheit/beams

Table 1: Summary of pilot actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Participant</th>
<th>Number (age group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth brochure</td>
<td>Class 1 A (Vienna Business School)</td>
<td>20 pupils (15-17 years)</td>
</tr>
<tr>
<td>Youth brochure</td>
<td>Class HS 1 and Class HS 2 (UKI)</td>
<td>21 + 19 pupils (15-19 years)</td>
</tr>
<tr>
<td>Stop Motion Films</td>
<td>Schwarze Frauen Community (SFC)</td>
<td>60 children and youth (6-19 years)</td>
</tr>
<tr>
<td>Moderation training for African students “Break down racist stereotypes”</td>
<td>VAS (Verein der afrikanischen Studentinnen &amp; Studenten) Assoziation of African students</td>
<td>13 students</td>
</tr>
<tr>
<td>Vienna meets Balkan – youth tournament 7.-9. June 2014</td>
<td>Children participating in tournament</td>
<td>32 youth football teams from 25 clubs with over 300 children (10-12 years)</td>
</tr>
</tbody>
</table>
Breaking down European Attitudes towards Migrant/Minority Stereotypes

Cigán – Film Presentation & Discussion

On Monday, 16 June 2014 (19:00 - 21:30) VIDC organised the presentation of the Slovak/Czech film “Cigán” (SK/CZ 2011, 107 min, Slovak and Romany with English subtitles), directed by Martin Šulík in cooperation with the Karl-Renner Institute and the Slovak Institute. The film was followed by a discussion with the director as well as Marek Leščák, screenwriter, and director of photography. After a brief introduction and welcome by Gerhard Marchl, Karl-Renner Institute and Helene Trauner, VIDC/BEAMS project, the discussion was moderated by Gilda Horvath, ORF journalist from the editorial office for Roma affairs.

“Cigán” is a Czech-Slovak co-production directed by Martin Šulík. The film was selected as the Slovak entry for the “best foreign language film” at the 84th Academy Awards. The film was made in an actual Romani settlement in eastern Slovakia and the main roles were played by Romani people who were not professional actors. “Cigán” is a story of the fourteen-year-old Roma boy Adam (Jan Mizigar) who finds himself in conflict with the cultural, racial, and social prejudices of larger society and with the unwritten laws of his own community. The interesting discussion gave attention to the making of the film, especially the cooperation with the Rom communities in that area, and also provided insight into the situation of the Roma in Central and Eastern Europe. (www.vidc.org/themen/sicherheit/beams/cigan).

Part 2: Approaches, tools and resources

The Creation of the Youth Brochure “Break down Stereotypes!”

One of the important elements of the BEAMS pilot action was concrete cooperation with young people in order to raise awareness of stereotypical conceptions, discrimination and racism as well as to inspire activism. For that purpose, we addressed ourselves to educational institutions as well as NGOs and youth organisations. Working together with public schools in Austria is a challenging task, as there is a whole administrative apparatus to overcome and preparation needs a minimum of one-year planning in advance. Furthermore, those public schools that are open to collaborate with external actors are often overruled by project activities including those funded by the EU. Therefore the choice to cooperate with a private funded school with public status, such as the Vienna Business School, was made easily. Thanks to the cooperativeness of the directorate of the Vienna Business School, a long-term cooperation was established. However, it was due to the enormous engagement and flexibility of the German teacher Maximilian Sekira that the creation of the BEAMS brochure became a part of the general German curriculum. Last but not least, the BEAMS-FairPlay project encountered a class of very interested, engaged and open minded young persons and it was a wonderful and enlightening experience to work with them! After a series of preparation meetings between the teacher and the BEAMS-FairPlay project team, we established a raw plan for the proximate months and it was anticipated to visit the class during its double period of German lessons. Intensive work started at the beginning of April until the end of May 2014 with five 2-hour units as well as additional supervision (personal or via email) of different peer groups according to their topics and tasks (interviews). Another partner who joined us in the BEAMS pilot action activities was the UKI, a migrant and refugee supporting non-governmental institution working in the secondary and further educational sector. UKI provides German lessons for migrants and refugees, preparatory classes for the compulsory school leaving certificate, and vocational training and support towards the integration of migrants and refugees into the labour market. The cooperation with the two classes at UKI was also very fruitful. The majority of people in the classes were young refugees who were fleeing from countries such as
Afghanistan or Somali and each had their own specific history of flight. The BEAMS team’s major concern therefore was to establish a trustful ambience during the cooperation work. One major premise was to be particularly sensitive to self-determination of the content of the brochure. Therefore it was extremely positive that the BEAMS project team could establish an excellent relationship with many of the participants, leading to very personal and touching contributions on the part of these young people. As well as it was realized with the VBS, the pilot action would not have been successful without the engagement of the teachers of the UKI classes, who also adapted their curriculum to accomodate the BEAMS action and thus contributed significantly to the final positive result.

Methodology:

The action carried out within the regular classes comprised different steps and a set of methods. The methods and materials were slightly adapted according to the needs and interests of the classes. Usually there was a team of 2-3 BEAMS workshop leader/educators carrying out the workshops in the classes:

**Introduction phase**

- Presentation of BEAMS project and team members.
- BEAMS Introductory workshop including elements leading to the topic of stereotypes/racism (games, PC material, videos, literature) and following discussion.
- Warming Up Games introducing topic of stereotypes/racism.
- Definitions of terms (stereotypes, prejudice, racism, human rights).
- Elaboration of a road map (ideas, opinions) – schedule for the next months.
- Elaboration of concept of brochure (discussion process between pupils, trainers and teacher).

In the BEAMS introductory workshops, the project as well as the team members were presented. As a warm-up exercise we used a set of games which we adapted to the specific contexts of each class. One example of such an exercise is called “2 verities – 1 lie,” with the objective of getting to know one another better. This exercise may also be used if participants already know each other (school classes) as it contributes to team building in general: Everyone thinks of three facts about themselves. Then the group has to determine which of the 3 facts is the lie. Another warm-up to start a workshop is an exercise that begins with the question: “How are you today?” or “What positive thing has happened to you today?” Participants go around in the room and, following a sign, they break up into pairs and are invited to tell each other one positive event they experienced that day (even if it is 7:45 h in the morning!). Then, we introduced the relevant terms of the BEAMS project like “prejudice”, “stereotype”, “racism”, “discrimination” etc. and clarified the differences of the specific terminology through discussion with the class. To visualize certain issues, we used various stereotypical images and materials that we analyzed and discussed. Also, the BEAMS-video (SC Süssenbrunn) was shown as introductory example of racism and discrimination in the area of sports (football). Another important part was to present the project’s aim – the creation of a brochure - and the upcoming event, the “Vienna meets Balkan” youth tournament in June 2014. At the end of each workshop the class was given homework to prepare further inputs, ideas or specific interests which would be incorporated into the brochure. Generally, the first two sessions were dedicated to more thematic discussion to let the class get familiar with the subject and get an idea about the content of the youth brochure and the different elements it needs, like texts, pictures, group photo, research, etc. We also held several photo sessions where the students took pictures.
themselves and were encouraged to shoot pictures from their families and friends; from this one group photo for the brochure cover was made. One important element of the workshops was the videos we showed. The young people were especially susceptible to videos trying to break down stereotypes with a sense of humour, or when topics were addressed by young artists representing the younger generation. A selection of the video input we used follows:

Table 2: video examples

<table>
<thead>
<tr>
<th>Video</th>
<th>Link</th>
<th>Topics addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Süssenbrunn</td>
<td><a href="http://www.youtube.com/watch?v=BwemiHSNv3g">http://www.youtube.com/watch?v=BwemiHSNv3g</a></td>
<td>football &amp; discrimination</td>
</tr>
<tr>
<td>Producer: VIDC/BEAMS project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUMA Video-Spots with Samuel Eto'o</td>
<td><a href="http://www.youtube.com/watch?v=C0PSmRY-dhc">http://www.youtube.com/watch?v=C0PSmRY-dhc</a></td>
<td>Stereotypical video connecting African football players with “wilderness”</td>
</tr>
<tr>
<td>Producer: Puma</td>
<td><a href="http://www.youtube.com/watch?v=Vn20GnfunUA">http://www.youtube.com/watch?v=Vn20GnfunUA</a></td>
<td></td>
</tr>
<tr>
<td>“I am the Osu-Bua”</td>
<td><a href="http://www.youtube.com/watch?v=t3pNwtcSOb0">http://www.youtube.com/watch?v=t3pNwtcSOb0</a></td>
<td>new generation, self-stereotypisaton, Austrian “folklore”, diversity</td>
</tr>
<tr>
<td>Producer: Cedrick Mugiraneza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Hey Mr. Nazi”</td>
<td><a href="https://www.youtube.com/watch?v=O-YaEEaG180">https://www.youtube.com/watch?v=O-YaEEaG180</a></td>
<td>Video addressing xenophobia in Germany</td>
</tr>
<tr>
<td>Producer: Blumio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indi Cowie: Crossbar Challenge &amp; High School Soccer Freestyle Training</td>
<td><a href="https://www.youtube.com/watch?v=kMLXeW4lfcI">https://www.youtube.com/watch?v=kMLXeW4lfcI</a></td>
<td>football &amp; gender</td>
</tr>
<tr>
<td>Producer: Indi Cowie</td>
<td><a href="https://www.youtube.com/watch?v=8AXYr2uiG0k">https://www.youtube.com/watch?v=8AXYr2uiG0k</a></td>
<td></td>
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<tr>
<td>Animation against racism - “Red card to racism”</td>
<td><a href="https://www.youtube.com/watch?v=mtF5LEM1LxI">https://www.youtube.com/watch?v=mtF5LEM1LxI</a></td>
<td>football &amp; racism</td>
</tr>
<tr>
<td>Producer: VIDC/BEAMS project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Animation against racism and prejudices”</td>
<td><a href="https://www.youtube.com/watch?v=30yco_Q6ifs">https://www.youtube.com/watch?v=30yco_Q6ifs</a></td>
<td>racism in media and society, diversity</td>
</tr>
<tr>
<td>Producer: VIDC/BEAMS project</td>
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</table>

**Implementation phase**

- Collection & selection of topics for the brochure (long process) – elaboration of a page plan according to the selected topics.
- Group work & individual work at home in accordance with teachers/creating of peer groups according to topics.
- Homework: personal essays (“my life in Austria”). All pupils have been given a topic for an essay to write in order to choose the best essays to be published in the brochure.
- Preparation of interviews with experts carried out by the pupils (with support by VIDC and FairPlay providing contacts).
Research: work on Glossary (defining stereotype, prejudice, discrimination, racism, a.o.).

By the end of the second session the road map was finalised and a first raw concept of the brochure was designed in conjunction with the classes. The students were invited to draft their ideas for the brochure and – in groups or individually – focus on concrete topics and elements. The BEAMS-FairPlay workshop team provided a set of thematic areas to be chosen by the pupils. It was our aim to encourage also pupils to involve their social networks and families. So we had pupils, who played in a football club or other sports club or they used their networks within a variety of their migrant or refugee communities. The articles about Afghan national woman´s football team and the one about the Turkish club Besiktas fan initiative against racism for example illustrate the diverse backgrounds within the classes.

The following set of issues were postponed for the brochure:

**Proposed issues to be addressed within the brochure**

- Conducting interviews with experts in the area of sport (SK Rapid Wien, Federal Football Association, expert of FairPlay, University Vienna, sports persons, fan-initiatives, …).
- Associational live in Vienna (culture, sports, music).
- Sports and development.
- Personal experiences as migrant or person with migration background (positive/negative aspects of my live in Austria, critical comments, …).
- FIFA World Cup 2014 in Brazil (e.g. from a critical perspective, the problems of „mass events“).
- Participation of Bosnia and Herzegovina at the Word Cup for the first time.
- Article on racism/discrimination towards Black persons.
- Article on racism/discrimination towards Sinti and Roma.
- Media Analysis (monitoring newspapers for 1 week).
- Create a riddle on the BEMAS topics.
- Make a photo stream on a chosen topic.
- Artistic contributions (drawing, comic, …).
- Women within Sports (football).
- Compulsory: Glossary (stereotype, prejudices, racism, discrimination and other relevant terms).

The pupils had to choose one or more topics and under the guidance of the BEAMS team and the teachers carried out their work. Most of them joined into peer groups to do their research or to conduct interviews. One important element was the writing of a biographical essay entitled “my life in Austria,” which was also part of the homework for the German lessons. At UKI we used a specific exercise, called **“drawing a football ground together”**, to get into this topic. First, the pupils had to separate into groups of 4-5 people and every group received a sheet of flip chart paper and one pen. Following a sign by the workshop leader, each group had to draw a football ground under the conditions that 1) every participant in a group has to keep in touch with the pen, and 2) the pen must not get off the paper. The challenge is not to lose the pen.
Finally, they had to write on one side of the football ground all the positive aspects of “life in Austria” and the more negative ones on the other. The papers were then presented to the forum and discussed. This exercise constituted one icebreaker for the elaboration of the topics addressed in the biographical essays.

During the workshops, there was much discussion about stereotypes, discrimination and racism, and the majority of the pupils felt a personal concern about this subject. For instance, in the VBS we had an important discussion about experiences of the pupils when returning to the country of origin of their parents (e.g. Turkey, Egypt, Serbia, Croatia, Soudan, etc.) during holidays. Many of them experience multiple discrimination both in Austria and in their parent’s home country, being perceived here as “foreigners” and there as “Europeans”. Following the discussion we also made a list of all languages spoken within the classes, and the results showed that some of them speak up to 4 languages! In the UKI we had a lively discussion about women in sports, especially in football and in combination with religion, notably Islam. Many of the refugees in the UKI classes are from Afghanistan and had experienced discrimination in Austria with regards to religion and the connection often stressed in, for example, mass media between “terrorism” and “Islam.” Thus it was a specific concern for one group of them to write an article about the Afghan women’s national football team, showing a different, more positive and differentiated image of their country. According to the discussions that took place in the classes, the glossary was enlarged to a wide range of terms in the field of stereotypes, discrimination, migration and human rights. Therefore, it was important to clarify more terms with regards to the context of Austria, for example: who is a “migrant,” what is a “migration background,” what is the difference between an “asylum seeker” and a “refugee,” what does “citizenship” mean, and who is a “foreigner,” or what does “bullying” mean? Although we worked with classes from different educational institutions, we tried to apply feedback from specific elements from one class to another, so pupils born in Austria learned about the specific forms of discrimination and racism towards refugees, and refugees found out that discrimination and racism also exists within Austrian society among different groups. In the next step, interview questionnaires were prepared and discussed in a forum. If the pupils expressed interest to conduct an interview with specific experts, the BEAMS-FairPlay team helped to get in contact with that person. In other cases, the pupils established contacts to experts completely on their own. One challenge was the organisation of interviews without having the possibility to communicate with the pupils outside school. We have to remember that pupils at the age of 15 and 16 do generally not possess a personal computer or have easy access to internet or email. And time was pressing. So the pupils also had to invest much of their leisure time for their work on the brochure. It was an an additional value that the students not only examined issues about stereotypes, racism etc., but also they learned how to produce a brochure, what is needed for an article (drafting, editing, choosing or taking photographs, layout, etc.), how time consuming such a production is and that precise planning is essential.

It was specifically encouraging that the BEAMS-FairPlay team managed to conduct an interview with one of the protagonists of our collected popular culture products, Ösi Bua a.k.a Cedrick Mugiraneza, who grew up in Austria of parents who were fleeing from Burundi. As mentioned above, the video he produced - “I am the Ösi-Bua“ (“I am the Austrian-boy”) - was much appreciated by the young people, as it plays with the typical Austrian clichés (traditional folkloristic costumes, style of music, alpine landscape) in a very humoristic way. In his video he mixes elements of “Volksmusik” and reggae, and also mixes elements of youth culture and modern popular music. Ösi Bua is also one example of the young generation of Austrians using modern social media tools to produce popular culture. Ösi Bua created a private music video and published it on YouTube. Fortunately, it became well known to a wider audience. As he said himself, it was not his primary intention to produce an antiracism video, but it turned out
to be one by challenging typical stereotypes towards migrants and refugees and more specifically countering prejudices against the “new Austrians”.

The Production of Stop-Motion Films:

As mentioned above two stop motion films were produced in cooperation with the children of the Black Women’s Association (SFC) and under the guidance of a filmmaker/artist, the BEAMS-FairPlay workshop-team and the educators of the SFC. The aim of the pilot actions was to deal with the issues of prejudices and stereotypes concerning migrants and minorities, in particular in sports and in media, but also in wider society. The SFC is meeting regularly every second Saturday in a month and carrying out different actions starting from 11:00 in the morning to 17:00 in the afternoon. The SFC educators offer different workshops for the women and for their children separately. Sometimes, there are also separate activities for boys and girls, according to the age group (children – youth) and depending on specific needs or interests. In a series of preparatory meetings, the BEAMS team and the SFC educators team decided to make stop motion films, defined the content of these films (to make two films with two different focuses) and discussed scheduling and location. In accordance with the SFC leader it was finally agreed that the BEAMS pilot action would be incorporated into the regular meetings of the SFC activities with the children. Activities started in January 2014 and were carried out every month until May with a final public presentation in June 2014 and an additional presentation of the film in December 2014 at the SFC Christmas celebration (“Kwanza-festivity”). In contrast to the school classes, the children from the SFC were much more heterogeneous concerning the age group, ranging from 6 to 19 years. Another difference was that there were many more SFC children in number, therefore during the practical work the children had to be divided into different groups according to their age. For the workshops, more emphasis has been given to interactive games, handicraft work and creativity. The different steps for the production of the films consisted of:

- Workshops addressing content (stereotypes, racism etc.) adapted for different age groups with specific methods using interactive games, music, images, videos.
- Creative workshops: Creating stories and screenplays, designing and producing the characters and figures used for the films (emphasis on handicraft).
- Technical workshops: Shooting the films in team work.

The deadline for the production of the films was end of May, because films were to be part of the workshops during the “Vienna meets Balkan” youth tournament 7 - 9 June 2014.

For the introductory workshops children were split into two groups. To get into the subject, we started with an interactive warm-up game with “balloons” on which it is written: “Smash prejudices!” This game is a wonderful icebreaker and is a lot of fun! To begin, everybody sits on the floor in a circle and starts to blow up the balloons, which have minimum 2 different colours. Then, everybody stands up and runs around throwing up the balloons in the air while music is playing. The balloons may not fall down to the floor. Educators are preparing questions and after a stop-sign (switch off music), participants group together according to the colour of the balloons. Then educators ask questions and participants answer by pairs: For example: What is your favourite sport? The question-answer session is always alternated with a playing-with-balloons session. Other questions may be: Do you like football? Did you ever travel outside Austria/Europe? How many languages do you speak? What do you associate with terms like stereotype/prejudices/discrimination/racism? Finally participants join again in the circle for a debriefing and start to sit on the balloons (and - with younger children - smash them! 😊). Another warm-up exercise with team-building benefits is “play catch in chain”. Two children go together taking their hands and try to catch another child, who then joins the chain and so forth.
Breaking down European Attitudes towards Migrant/Minority Stereotypes

The chain gets longer and longer until no one is left. The exercise ends with a reflexion on inclusion and exclusion and on what the children had experienced during the game. After this exercises participants were shown short video examples, one about racism and discrimination in football (SC Süssnenbrunn), another one showing a girl playing excellent football (Indi Cowie). The boys were particularly impressed by the latter.

Then creative workshops started by again dividing the children in groups in order to address the needs of the group and to assist them with the art work. The filmmaker and artist Natalia Hecht explained the different steps of the film production to the children. To get into the subject, the educators led discussions on the issues of prejudices, stereotypes, discrimination and racism by using BEAMS image collection and materials. We also had to adapt our methods to the group, as sometimes one group needed more discussion before starting with the creative work. One group started with the design of the figures without having developed a screenplay beforehand, the other group first elaborated screenplays before working on the figures. It was interesting to see that both approaches had results. In the group working on football & racism we had an in-depth discussion about racism in football and sports and worked a lot with the images. Following the discussion, the children started to design figures representing football players for a football match and different elements of a pitch (footballs, tribune, goals, spectators, and the ground). The other group started with developing screenplays, including more textual elements, and then systematically started to design the figures of their screenplays. The development of the figures needed much time and more than one session. After an adequate number of figures were produced, they were put together, forming different sequences. One interesting result was that the film which was developed without a screenplay ultimately developed a “story,” however, the other one – developed with screenplays - consisted of a series of “sequences”. In the last sessions the groups started to work on the technical implementation of the film by again using the images and additional materials as basis for the film. For more information on the implementation of this pilot action, see Toolkit “Stop Motion Films” [www.beams-project.eu](http://www.beams-project.eu).

Output of the Pilot Actions

Youth brochure:

The youth brochure contains a description of the BEAMS project and activities, focusing on the pilot actions, the contributions from the pupils of the Vienna Business School and the UKI, including interviews with experts, football professionals and artists, links to BEAMS materials, the description of the FairPlay activities and the Vienna meets Balkan youth tournament, a glossary and the preamble by the City of Vienna. Editors: VIDC/FairPlay, 28 pages, Vienna, Austria, June 2014, available in three languages.
Breaking down European Attitudes towards Migrant/Minority Stereotypes

Download of the youth brochure:

BREAK DOWN STEREOTYPES ! In English:

VORURTEILE PLATZEN LASSEN! In German

POGAZIMO PREDRASUDE! In Bosnian/Croatian/Serbian

Stop Motion Films:
Two stop motion films on “Football & Racism” and “Against Racism & Prejudices” produced by VIDC in cooperation with the children of the Schwarze Frauen Community/Black Women’s Community (SFC) in the frame of the BEAMS – Pilot Action activities. Artistic direction: Natalia Hecht.

BEAMS Project: Stop Motion Film „Football & Racism“ (3:27 min, 2014)
https://www.youtube.com/watch?v=Z-2edD9lNDU

BEAMS Project: Stop Motion Film “Against Racism & Prejudices” (7:12 min, 2014)
https://www.youtube.com/watch?v=0UnOhOeW32U

Links:
Description of the Vienna meets Balkan youth tournament on the website of VIDC/BEAMS project:
http://www.vidc.org/themen/sicherheit/beams/

Detailed description of the Vienna meets Balkan youth tournament on the website of FairPlay (in German):

Detailed description of the Vienna meets Balkan youth tournament on the website of FairPlay International (in English). Report in English can be downloaded from there.

The program of Arena Karlsplatz Festival to be found on the bottom of the following page:
Part 3: Main conclusions, replicability and transferability of the action

The work on the youth brochure was a wonderful experience for the classes and the feedback of the pupils were absolutely positive. Comments were: “I very much liked the project”; “We’ve learned a lot about racism and prejudice”; “Working together was a lot of fun”; “I liked that we could choose what we wanted to write about.” It was their ideas, their interests and their concerns about issues of migration, racism and stereotypes that developed into the content of the brochure. Many of them wrote very personal stories on the topics, pointing to their different cultural backgrounds, their experiences to be member of the so called “second generation immigrants” or not, their specific, manifold experiences about exclusion, or to the young persons' flight history. But discrimination does not only occur from the part of members of a majority towards migrants or members of minorities: One girl (15 years) got the point: “Why do many Austrians call people from the former Federal Republic of Yugoslavia ‘Tschuschen’ or ‘Jugos’? In our opinion only racists say that. Many racist people from the Balkans call the Austrians ‘Schwabos’[…] We shouldn’t always only look at the origin but at how people behave in society and how they treat others. What counts is the character, much more than the origin.”

This work helped to valuate the diversity of the pupils and they were very proud of the final result, which they also evaluated in the brochure. The same went with the work on the film. In many discussions and working sessions, the children and youth developed a sense on the power of stereotypical images, what such images can do to people and that we can show different images to counter stereotypes.

The work on the brochure was very time consuming because the brochure was to be presented at the final event (youth tournament). As a result the competition, which was running simultaneously, did not work out well due to the fact that planning a far reaching competition needs a huge campaign for adequate promotion. As additional resources in time and money were not available within the BEAMS project, there was too little return. So this constituted the most critical point we encountered in the BEAMS project.

One of the very positive results was the cooperation with external actors, which went very well, especially the cooperation with the teachers. As already mentioned above, working with official educational institutions in Austria is a challenge if you are an NGO. Cooperation completely depends on the engagement of the teachers and their will to sacrifice their leisure time to an additional project outside of the compulsory curriculum. So for all projects carried out in educational institutions, the cooperation with those stakeholders is a crucial point and success very much depends on it.

One of the strengths of the VIDC pilot action was the cooperation with people and organisations belonging to migrant and minority groups. If an organisation is working in the field of awareness-raising against discrimination and racism, it is an important prerequisite to form partnerships with members of those communities mostly affected by discrimination, racism and human rights abuses. It has therefore, for many years been an important objective of VIDC to integrate people of discriminated communities not only in the implementation but also in the processes of designing and decision making processes before implementing an awareness raising activity. VIDC paid much attention to this in the composition of the workshops teams, in the selection of cooperation partners, and in working together with target groups.

Approaching the issues of discrimination and racism with children and young people in a creative manner - by producing a film or making a brochure - is very promising. It is important to visit schools and offer workshops against racism and discrimination but working on a cultural
product needs much more time. But this has the positive consequence that pupils will go much deeper into the subjects. One of our most important experiences was that there should be as much as possible time contributed to discussion.

As the youth brochure has been produced in connection with FairPlay and the “Vienna meets Balkan” youth tournament, it has sports as one important element of approaching issues of stereotypes, discrimination and racism. One important focus of FairPlay is to offer trainings and workshops for young people on the issues of “sports and racism/discrimination” and they hold these on a regular basis. The BEAMS materials, particularly the BEAMS youth brochure and the videos, will be used by the FairPlay workshop leaders as workshop material for the ongoing workshops in the future.