



Artistic Education System
for Social Inclusion of young
Lesbian, Gay, Bisexual
and Transgender adults



Lifelong
Learning
Programme

1st CASE STUDY (Amsterdam Film Days 2014)

Country	NETHERLANDS
Partner Organisation	GALE
Type of the EVENT	
Title	Amsterdam Film Festival 2014
Date/Period	17 th – 18 th March 2014
Venue	Het Ketelhuis Cinema
LGBT Movies delivered/presented/discussed (list and/or description)	<p>Short LGBT movies presented:</p> <p>17 March, 17:45 - Films with boys as main character</p> <ol style="list-style-type: none"> 1. Bob (http://www.youtube.com/watch?v=TM2TAtOuM8U; 3:00) A guinea pig sees another attractive guinea pig and follows his beloved all over the world. However, it turns out he is just walking in a treadmill before a screen with travel commercials, and when he finally meets the other guinea pig, the guinea pig introduces himself: "Hi! I am Bob!" 2. Medo de quê (http://www.youtube.com/watch?v=xmKgrRlwC6o; 9:15) Brazilian animation about a boy who discovers his homosexuality. Without text. This used to be official high school education material released by the government, until the Evangelical party managed to forbid its use for students. 3. Probabilidade (http://www.youtube.com/watch?v=W-4o5FHeaXY; 7:38) Brazilian photo story with Brazilian spoken text about bisexuality at school. Part of the package that was forbidden on instigation of the Evangelical

party.

4. Encontro Bianca (http://www.youtube.com/watch?v=ZW__mUyjGvo; 3:42) Brazilian photo story with Brazilian spoken text about transgender (m/v) student.
5. Ruben (<http://defilmruben.nl/> (clip), 14:29) Short drama about a gay boy who is bullied and almost commits suicide.
6. Uitgesproken (<http://www.rozeinbeeld.nl/film>, 13:14) Short drama about a boy whose best friend turns out to be gay and who has to choose between his homophobic peer group or his best friend.
7. Stand Up! - Don't Stand for Homophobic Bullying (<http://www.youtube.com/watch?v=lrJxqvalFxm>; 4:24) Irish campaign clip which show how a gay student is supported by his straight friends.

18 March, 17:45 - Films with girls as main character

1. Torpedo (<http://www.youtube.com/watch?v=DlmR4Xr5IJM>; 3:58) Brazilian photo story with Brazilian spoken text about being lesbian at school. Part of the package that was forbidden on instigation of the Evangelical party.
2. Donkey girl (<http://www.zapp.nl/zappbios/1492-donkey-girl>, Rainbow video; 13:00) 12 year Moroccan girl on her donkey meets a Dutch girl with a motor bike. A romantic friendship develops. No spoken text.
3. Van Lucas naar Luus (<http://www.youtube.com/watch?v=cqeLVggcika>; 18:00) Short documentary about Luus who recently was Lucas. She and her class friends tell how it happened.
4. Congratulations Daisy Graham (Canada, 2007;

	<p>http://www.ovguide.com/congratulations-daisy-graham-9202a8c04000641f8000000095205d7,15:00) The old Daisy gets a bad diagnosis from her physician. She won't be able to keep on taking care of her wife who is demented. However, no-one knows about this, so she has a dilemma. Then she takes her gun, which has only one shot left.</p> <p>5. Stephen The Lesbian (http://www.youtube.com/watch?v=qCTbFNoEsDM; 2:48) Comic animation: Stephen tries to flirt with a lesbian, but when he 'discovers' lesbians are discriminated, he starts a campaign against lesbophobia.</p> <p>6. Gay Women Will Marry Your Boyfriends (http://www.youtube.com/watch?v=roBe8LnuG3U; 3:00) Short clip which is a parody on US commercials against same-sex marriage. The clip features lesbians who explain a range of arguments why lesbian will seduce straight guy's girls friends if people don't vote for same-sex marriage.</p>
<p>Training and Learning approach (to describe)</p>	<p>Presentation, discussion and debate among experts educators and participants.</p>
<p>Main Target groups/participants involved (number; young/adult). The participants' age can be learnt from the "data analysis evaluation form" directly.</p>	<ul style="list-style-type: none"> - The screening on 17 March had 10 participants, the screening on 18 March 5 participants. On 17 March there were mostly male film makers, teachers and activists. On 18 March there were female teachers and students. - We did not use a survey at these screenings. - A impression of the discussion on 17 March is summarized in the video clip GALE made. - The screening of 18 March was not videotaped or reported because of objections from the Muslim women present.
<p>Commenting on what you think worked or did not work so well; how you might learn from this and adapt next time; the quality of the discussions; the engagement levels of the participants; if the ACM content used was effective, etc.</p>	<p>The following aspects of the two events organized by the ARES project during the Amsterdam Film Days most appreciated by participants and should be maintained in the future:</p> <p>Positive</p> <ul style="list-style-type: none"> ▪ Short movies are best usable in classes. ▪ Sensitive issues can sometimes be better dealt with a less confronting animations or photo story than a realistic film.

- The perspective of the narrator and the main character makes a big difference in how the audience is involved and engaged in the film.
- It helps when the film maker has a specific goal and tells the story from a perspective that supports the goal. For example, telling a discrimination story from the perspective of a gay person may have less impact with a straight audience than telling the story from a straight [perspective].

Negative

- Showing 6 films in one hour is interesting but a bit of overload. Showing 2 or three allows for a better discussion.
- Films that are not made for educational purposes are often not usable.
- It is easy to find films about gay boys and men, recently there is more video's about transsexual children, but usable films about lesbian girls, bisexuals and intersex are difficult to find and if available often too long to use in the classroom.
- Some films may transmit wrong messages (for example "Stephen the Lesbian" reinforces the stereotype that lesbians even need men to emancipate).

Recommendations

- Develop more short lesbian, bisexual and intersex films.
- Take into account that not all films are educational just because they communicate something.
- Stimulate discussion about goals and filmic methods to make an educational film.
- Develop a list of criteria to assess the impact of educational films.
- Create discussion between teachers and film makers.
- Look at differences in this across cultures and countries.