



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

YEAR 2, NO. 3
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Update

ARES partnership engages in critical discussions and plans for future

On 2nd and 3rd October 2014, the ARES partnership met in Tallinn, Estonia, and engaged in deeper more critical and academic discussions than previously. The meeting was also dedicated to exploring future cooperation in a European multilateral project.



After reviewing the progress of the national and transnational activities of the project, the 12 participants engaged in a series of 2 hour workshops, each organised by one of the partners. Szczecińskie Centrum Edukacyjne did a quiz about films and presented how they work with Polish young adult trainees. GALE facilitated a workshop which challenged the heteronormativity of the participants and explored how this influences their education work. Seky offered a presentation by Hanna Kannel and discussion of her research "Reproducing or challenging heteronormativity? Representation of gender, LGBTQ characters and queerness in the Estonian television series Pilvede all". Rinova facilitated a discussion session on taking the work forward including future cooperation and funding opportunities.

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Follow us!

A SINGLE MAN: from Christopher Isherwood to Tom Ford

ENFAP TOSCANA presented two seminars (10th and 17th of December 2014) dedicated to “A SINGLE MAN” the novel (1964) by Christopher Isherwood, the openly gay British-born author, and the movie (2009) by Tom Ford, one of the most famous names in fashion and in luxury branding, at the Public Library in Pontassieve (Florence).

Comparing two plays

Through the two events, attended by a small group of adults, Stefano and Massimo compared the two plays, looking for the differences and the similarities through ‘*an unhappy single day in the life of an unhappy single man*’. The novel and the movie presented George Falconer, an “expatriate” Englishman in Los Angeles, a college professor teaching English literature. George, a discreet gay man, is adjusting to life on his own after the sudden death of his partner, and determines to persist in the routines of his daily life: the plot of “A Single Man” spans twenty-four hours in an ordinary day. As an Englishman and a professor living in suburban Southern California, he is an outsider in every way, and his internal reflections and interactions with others reveal a man who loves being alive despite everyday injustices and loneliness.

Inhibiting rules of the game

The discussion enabled the participants to reflect on some significant issues, that we hope will encourage you to read the novel and watch the movie. In the novel, participants especially liked the passage (*and the metaphoric message*) where George spies two men playing tennis on his way to his class. One, though

smaller, is “lithe, muscular; quick and graceful on his feet” and made for the game, while the other, though beautiful, “nobly made” with a classical body is doomed to lose – “the *rules of the game* inhibit it from functioning”. “And won’t this keep happening to him all through his life? Won’t he keep getting himself involved in the wrong kind of game, the kind of game he was never born to play, against an opponent who is quick and clever and merciless?”



They also loved the debate George has with his students concerning a work of Huxley. It starts when a student asks whether Huxley was anti-Semitic. In defending Huxley from that accusation, George leads his class through a discussion of the persecution of minorities in general and the various fallacies that often accompany it. But George’s passion takes over his little rant and they wondered whose persecution they were really talking about.

Homosexuality 'without scholarship'

It was not Isherwood and Tom Ford’s purpose to write or direct a novel/movie ‘about’ homosexuality; rather, they appear to want to present, without ‘scholarship,’ or explanation, a homosexual who is, so to speak, just like everyone else, who claims his rights to be allowed

to go about his homosexual life—a life curiously, in its little cottage, its domesticity, its social compromises, remote from angularity and singularity..

Screening and... reading workshops in Szczecin, Poland

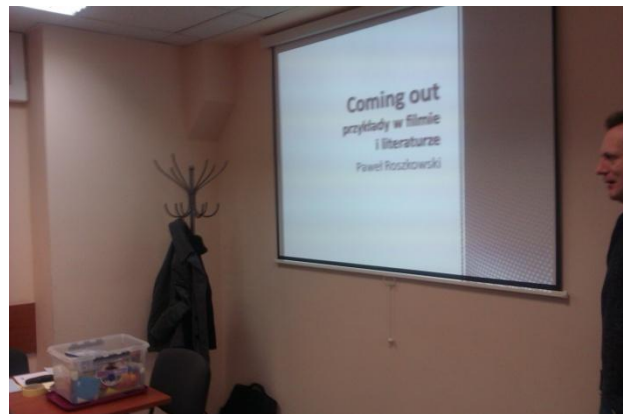
The Polish partner Szczecińskie Centrum Edukacyjne Sp. z o.o. (SCE) organised two workshops: one on 21st of November and the second on 22nd of November 2014. Both workshops took place in Szczecin and were led by Paweł Roszkowski and Tatiana Duklas.



Image: Paweł in action

Paweł was leading the workshop with a new group, which he was well prepared for. The main topic of the

screening and reading was “Coming out”. Firstly, some data analysis were presented from national research in Poland (opinion poll 2013). Secondly, participants watched three scenes from the movie *Six Feet Under*. Finally, Paweł read some fragments from biographies of Michał Piróg (polish dancer, choreographer) and Jacek Poniedziałek (polish actor) and the foreword to the novel *Berek* by Marcin Szczygielski, written by his partner Tomasz Raczek. All ACM examples showed different sides of ‘coming out’ in relation to people’s feelings and reactions. The trainer wanted participants to consider why LGBT people come out, what kind of feelings and emotions they experience before, during and after coming out; what kind of reactions they can expect and why.



Tatiana led the second workshop with a group that participated in workshop number 2. This meant she could go deeper into LGBT themes and issues and the ensuing discussion was lively. The ACM chosen were proposed by the Italian coordinator of ARES project: *Still Landscape*, *Sin decir nada*, *Cuba y la noche*. The method used was the one that polish team presented during partners meeting in Estonia: one thesis is put forward, 3 answers are possible “yes”, “no”, “I don’t know”, and discussion takes place afterwards.

The thesis were as follows:

- Does a heterosexual majority have the right to give opinions on LGBT?

- Should parents accept psychosexual orientation choices of their children?
- Are female-female relationships happier than heterosexual relationships?
- Are social roles for men and women assigned to the partners in gay/lesbian relationships?
- Is trans sexuality a marginal problem in Poland?

The Netherlands integrate sexual diversity in care and social studies

GALE, its Dutch partner EduDiversity, COC Netherlands and Theatre AanZ ("Your Turn") are developing a project to fully integrate awareness of for sexual diversity in Care & Social Studies for young adults in the Netherlands. "Care & Social studies" qualifies young people to become a nurse or a social worker. This is important because nurses and social workers have to be sensitive to lesbian, gay, bisexual and transgender (LGBT) people, especially to vulnerable young and elderly LGBT people they work with.

teachers, follow-up coaching of teachers and course managers, a series of theatre performances for students, lessons and integrated visibility in the supervision of internships. An additional part of the project is an attempt to make visibility for sexual diversity a mandatory part of the national qualification criteria for nurses and social workers. The project uses interactive theatre as a very engaging way to motivate staff and students to engage with notions of sexual diversity, which they otherwise would find not relevant for schools or even dangerous to discuss.

Have a nice weekend

The training starts with a performance by AanZ of "Have a nice weekend", which is a scene set in the school staff room on a Friday afternoon. A new lesbian teacher asks her colleagues how to deal with male students who fall in love with her. These students also attempt to get her erotic attention. She gets mixed responses. One teacher encourages her to come out. Another advises her not to spoil her popularity. A third thinks she should keep her "personal affairs" out of the classroom. The play treats not only the coming-out of the lesbian teacher, but also how to teach about sexual diversity, how to work as a team on creating a safe environment and how to integrate adequate attention in a structural way in the



**SEKSUELE DIVERSITEIT IN HET MBO:
EEN DUURZAME AANPAK**

Project leaflet: "Sexual diversity in vocational schools: a sustainable strategy"

A multi-level approach

The project consists of a one-day training course for



school organization.

Scene from "Have a nice weekend"

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

In the discussion after the play, the teachers can vote for different strategies and each of these are played out in life. This results in a list of tailored strategies for the particular school where the training takes place. In the afternoon, teachers explore further how to practically implement their strategic choices in their classrooms and as a team effort.

Engaging students

Experience shows that the practical implementation of resolutions by teachers is not so easy. The young adults in these courses come from a variety of background and may have orthodox and very emotionally negative views on homosexuality and trans sexuality. To make the first steps easier for them, Theatre AanZ plays a series of performances of "No Face", a play especially made for these students. AanZ also manages the discussion right after the performance. Mentors are encouraged to then have an additional discussion with students. The format of such mentor group discussions is provided by EduDiversity, which also facilitates some of these discussions to role-model this to the teachers. The teachers are provided with extra formats and suggestions on how to give an additional lesson on providing sensitive care to LGBT elderly people and social work for LGBT teenagers. Since a large percentage of care and social studies is taken up by internships, EduDiversity offers suggestions on how to monitor and coach such sensitivity in internships.

LGBT students are engaged in the project by supporting them to create gay/straight alliances in their schools and they are invited to take part in a national feedback committee for the project.



Students engaged in discussion by voting for statements

Engaging course managers

To make sure the awareness does not just remain on the personal level of the teachers and students involved, the course managers are advised on how to integrate the attention in the courses in a structural way. This involves planning decisions and logistical coordination, reserving a budget and continued engagement of the staff by the management.

Ten pilots in schools will be run in 2015. A guide on how to implement this method will then become available. It is planned to roll-out the implementation of the method to all other Care & Social Studies in the Netherlands.

Matching talents in London

In August 2014 Rinova ran a pilot workshop with a partner organisation called Collage Arts. Rinova and Collage Arts are delivering a programme for young people called 'Talent Match' which aims to tackle youth unemployment through supporting them individually and holistically in developing skills and accessing support to enable them to take positive steps forwards in their lives and careers. It was felt that the ARES workshop would fit well with their age group and with

the fact that the programme involves developing 'life skills'. The project co-ordinator also thought the workshop would be really useful given some of the comments and views some of the group had expressed at various times. It would provide a forum in which to discuss these openly but also challenge ideas that could be deemed set, religiously narrow minded or homophobic.

Suggestions by Stonewall

Rinova worked closely with staff at Collage Arts in order to design and deliver the workshop. It was deemed important for the young people to not only think about what their personal views and experiences are, but to understand that, whatever their viewpoint, there are clear legal guidelines with regards to discrimination. The facilitator contacted Stonewall (a UK based high profile LGBT campaigning organisation) for information and support and they supplied us with educational materials and suggestions for ACM content, some of which they have developed themselves. The workshop was then designed based on these, on specific choices of film material and on the ARES needs and requirements. It was also decided to focus the learning towards having a practical application for the young people as job seekers.

LGBT and types of discrimination

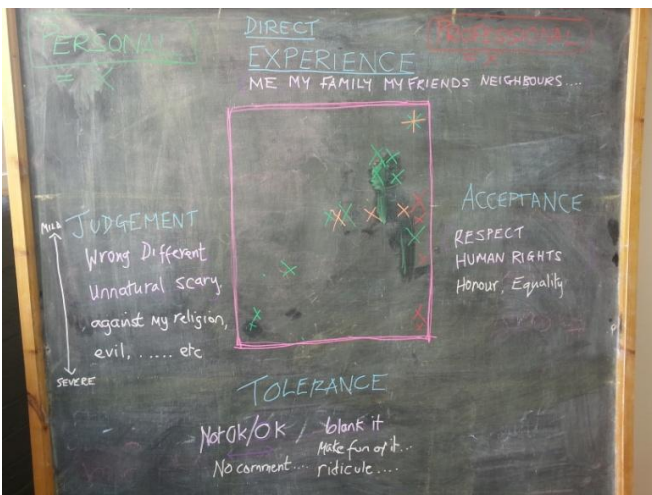
There was a mixed group of 8 young people taking part. The workshop was led by an experienced facilitator and trainer who allowed time for the group to explore different aspects of LGBT awareness and tied these into the legal individual and employment rights and responsibilities enshrined in UK law through the Equality Act 2010. This defines four types of potential offence:

1. Direct discrimination
2. Indirect discrimination
3. Harassment
4. Victimization

The workshop began with introductions and discussion of what LGBT means. Participants could also say something about their experience or knowledge of LGBT people and issues if they wished. We used a visual method for participants to record where they situated themselves in relation to: Experience; Acceptance; Tolerance; and Judgment, at the beginning and then again at the end of the workshop (see photo).

Being LGBT in work

Participants were asked if there were any jobs or roles in which it might be an issue if you are LGBT. There was a lot of discussion about this. Religion was raised as an issue and some people spoke about their religious and cultural backgrounds and the views on gender and sexuality that these impart. There is no LGBT education in schools and the reason given was that people from some religious groups might find aspects of this offensive.



Workshop Exercise



Scene from "I am gay and Muslim"

Discussion of LGBT 'experience' is key

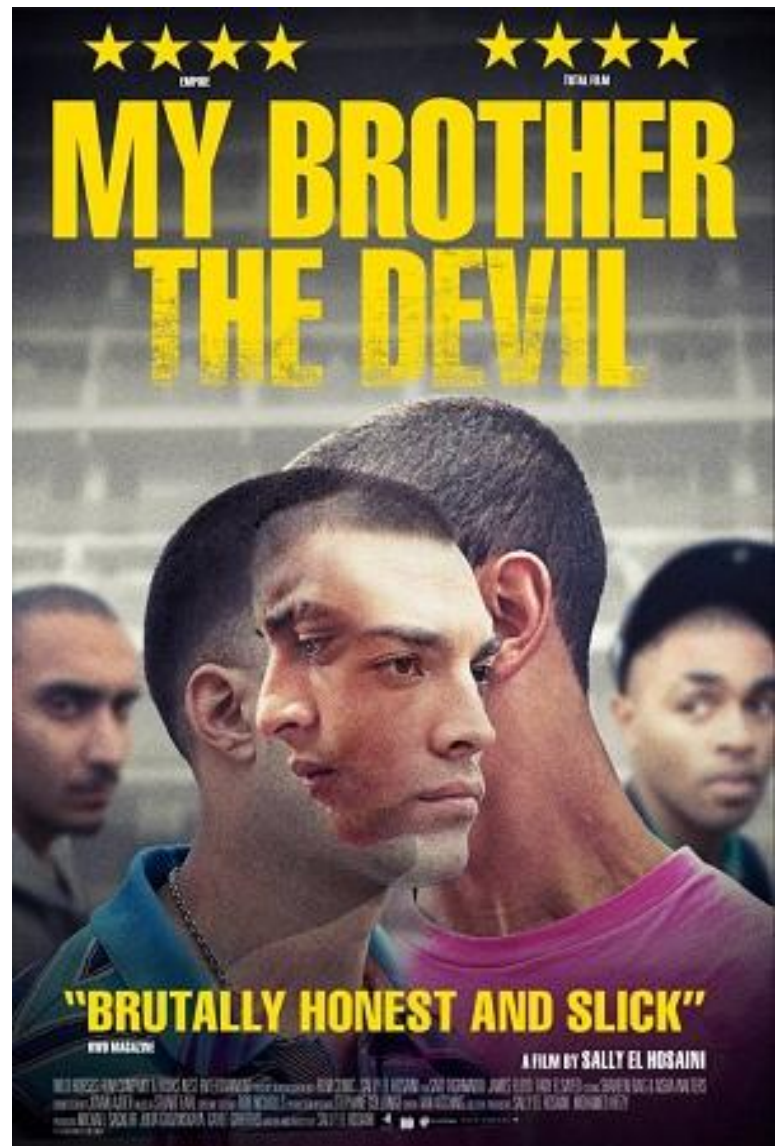
Discussion of LGBT 'experience' proved to be key. For example one young woman spoke about her best friend who had 'come out' to her a few years before and said she was gay although she had been pretending to be straight. The participant said that at first she was shocked but that eventually she realised that her friend was the same person regardless of her sexuality. She also said that nothing in her upbringing had prepared her for this or made her think about LGBT people positively; this included the fact that she came from a religious family (Muslim). The participants who said that they had direct experience of people who were gay for example, also seemed to be the most open minded.

My brother the Devil

The selected film clips were then shown. The first was 'My Brother the Devil' and a selection of excerpts was shown. This film concerns a young man and his brother living in Hackney, London in contemporary times. In contrast 'The Kids are All Right' was also selected which portrayed an American family where the parents are a female couple with two teenage children. Lastly a trailer was shown for 'The Lavender Scare', a documentary about the witch-hunt against LGBT people in the States during the McCarthy era.

After we had watched all of the film clips each person talked about their reactions and thoughts. The first film

had been the most powerful and engaging. There were questions about the different aspects, characters and the plot. There was a strong empathy with the central character who was not only trying to get out of gang life but also was also discovering that he was attracted to other men. He was seen as someone who was really struggling against multiple forces and was isolated by his experiences.





Scene from "The kids are all right"

Uncomfortable

Although several of the young people found this uncomfortable viewing, one participant who had earlier said he had never met anyone who was gay and also wouldn't employ someone who was gay, professed to having some sympathy with the character.

At the end of the workshop each person was asked to reflect on the workshop and what stood out for them or what they might take away. One young man said he would be more careful about the language he used, for example using the term 'gay' in a derogatory way. He said he realised that this might be offensive to some people.

Engaged and moved

Given that the workshop was a pilot, learning for both participants and staff was central. As well as immediate feedback, all of the participants completed feedback forms and the data from these was analysed. Overall the format of showing film clips followed by discussion was clearly successful. The young people were engaged with and moved by the film content, with several young people saying that it had changed their attitudes about gay people and about the language they used that could be offensive. Some also said that they found relating LGBT issues to equalities law was very useful.

A workshop to challenge our own heteronormativity

During the second ARES exchange meeting, GALE organized a short workshop which was meant to challenge our own heteronormativity and to explore how this influences our position in the fight against homophobia.

Heteronormativity self-test

The workshop started with privately filling in a "heteronormativity self-test", which asked the participants to score themselves on their tolerance towards non-normative expression of sexual orientation, gender, sexuality and peer conformity. Without discussing this, the workshop went right on to show four few short films/fragments: "The Cost of Gender Non-conformity" (a testimonial of a transgender woman), a short interview statement by Judith Butler on gender conformity and sexual orientation, "Darkroom" (a short impression of men having sex in a darkroom and their thoughts during the process), and five TV ads "Meet Norman" (about a dog which does not bark but bellows like a cow, ad of the campaign "Born Different").



Peter Dankmeijer facilitates the workshop

Each fragment challenges different aspects of the norm of heterosexuality.

The participants reflected on the emotions they felt during the films. It turned out that for some, the non-normative sex in a darkroom was most challenging. Peter Dankmeijer, the facilitator, notes that research shows that non-conforming gender behavior is usually more challenging amongst young people.

Stages of affective development

The workshop then proceeded with a theoretical framing of the results of the self-test and the feelings elicited by the short films. GALE has developed a heuristic theory of heteronormativity by classifying a range of potential negative emotions and prejudices in four categories: sexual preference, gender, sexuality and partnerships in peer processes. Using the taxonomy of Krahtwohl, GALE distinguishes five 'stages' of affective development: attention, interest, appreciation, reorganization of your values system and characterization.

that are slightly controversial because they challenge the heteronorm, but were still acceptable to trainees. This was a didactic strategy to enable the education process. And others again made a strategic choice to create more tolerance by stressing the similarities between heterosexuals and homosexuals, while themselves not feeling challenged by non-normative

Changing values



Test Your Level of Heteronormative Tolerance

	Sexual Orientation	Gendered Behaviour	Sexuality & Partnerships	(Non) Conformity	
5					Characterization
4				Reorganization	
3			Appreciation		
2		Interest			
1	Attention				

expressions.

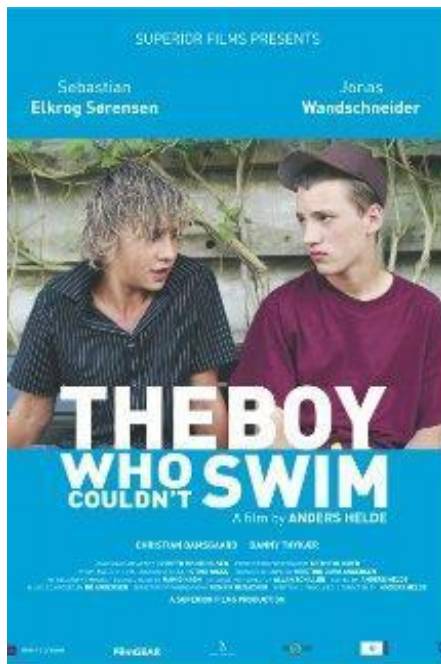
Above: The heteronormativity self-test explained

The participants then reflected again on their position within and towards the norm of heterosexuality within the ARES project. This clarified how some participants chose to discuss films with young adults that showed 'normal' (i.e. heteronormative) role models because they felt these were the appropriate images of LGBT people. Others made another choice by showing films

Discomfort with some scenes in Estonia

On the 3rd of October, on the second day of project ARES' transnational meeting, SEKY organized a movie night at ARTIS Cinema. It was visited by more than 80 people and was very successful. During the event 5 LGBT short-movies were watched and the guests were asked to leave feedback about the event on our website.

The feedback we received was very constructive and helpful. As many noted, they had not really been interested in short movies before, but after seeing how powerful their message can be, they wish to see more.



Statement games work well

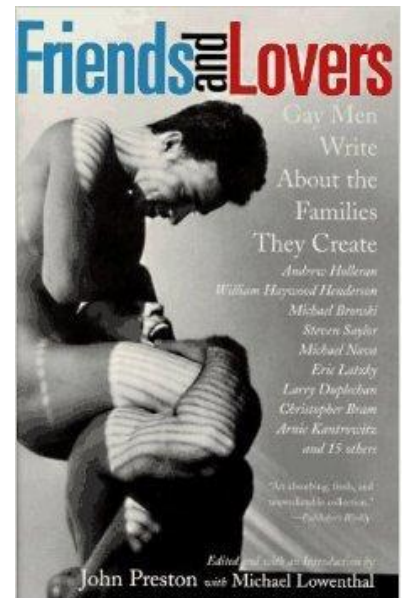
On the 18th of December, SEKY organized a movie night at Nordea Concert Hall for high school students. We were happy to see more than 30 teenagers there.

We showed 6 short movies, including The Boy Who Couldn't Swim (Denmark, 2011) and Baby Shark (France, 2005). Although we noticed that some of the viewers seemed to be uncomfortable watching certain scenes, by the end of the evening we had managed to get all the

participants talking, discussing their point of views and open their minds. We managed this by using a workshop that made the students choose their opinion of a given statement- for or against. This worked well and the feedback we received was extremely positive.

Reading short stories

In addition, SEKY in cooperation with the OMA centre organized a Story Night on the 22nd of December. During this workshop, the participants were given 4 LGBT short stories to read. The stories were about the lives and families that gay men create for themselves. A discussion ensued, where everyone had the chance to share their opinions and we discussed the difference of same-sex and heterosexual love. Participants were mostly young women and they were very open to the topic of LGBT relationships. This was our first workshop using literature and we found that it works rather well, especially if the participants are not very comfortable with visual scenes. As this evening was so productive, it will become a regular at the OMA Centre during the next few months.



Film to discuss partnership law

To start off the year of 2015 on an accepting note, SEKY is organizing a string of movie nights all through January and February. As this year it will be decided whether same-sex couples will be granted the legal right to register their cohabitation in Estonia, SEKY will use media to show people, that same-sex couples live ordinary lives equal to those of heterosexual couples. We will be showing short movies and documentaries depicting the lives of untraditional families.