



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



Lifelong  
Learning  
Programme

### 3<sup>rd</sup> CASE STUDY (Workshop Geen Gezicht 2014)

Country	NETHERLANDS
Partner Organisation	GALE
<b>Type of the EVENT</b>	
Title	Theater performance "Geen gezicht" ("No face) by Theater AanZ
Date/Period	November 2013-May 2014
Venue	30 vocational schools all over the Netherlands
ACM delivered: "Geen gezicht" (No face) by Theater AanZ. This is a 30' performance (drama, song) about sexual diversity.	The performance has specific attention for Muslim culture, religion (Islam and Christianity) and the dilemma of students whether to choose for their own feelings and identity or to be loyal to their family, culture and religion.
Training and Learning approach (to describe)	Presentation, discussion and debate among students, discussion leader and actors.
Main Target groups/participants involved (number; young/adult). <i>The participants' age can be learnt from the "data analysis evaluation form" directly.</i> <i>In this study, we did not use the joint ARES data analysis form. We developed our own survey to get more specific information about the attitude and intended behaviour of students and the situation in their school</i>	<ul style="list-style-type: none"> <li>- MBO students (vocational education) of 15-25 of age, in their first study year</li> <li>- Average 60 students per performance</li> <li>- The statistics are based on responses of 2828 students (of whom 118 LGBT) and 159 teachers who attended the performance and 129 LGBT students who did not attend the performance.</li> </ul> <p><b>Main results:</b></p> <ul style="list-style-type: none"> <li>- Vocational students are older but not more tolerant than high school students.</li> <li>- Negative vocational students are more negative than high school students.</li> <li>- There are strong differences of opinions of whether LGBT students can come out at the vocational school: 15% say not at all, and 15% say it is possible to all people. Almost 50% thinks it depends on the school location,</li> </ul>

	<p>your class and the type of vocational course (for example nursing, educating, security guard or computer technician).</p> <ul style="list-style-type: none"> <li>- Students say the attention for sexual diversity in school is minimal and often depends on the incidental coming-out of fellow students.</li> <li>- 15% of the straight students intends to discriminate future LGBT clients or customers; but their teachers and the LGBT students think this may be twice as high in reality.</li> <li>- Many students and teachers intend to treat clients and customers in "an equal way", but there is hardly any awareness that diversity policy also requires specific attention to the diversity of each client - which is actually a qualification requirement in the Dutch vocational school system.</li> <li>- Both teachers and students like to keep on using "Geen gezicht" as a method for awareness raising about (sexual) diversity. They also like to embed this better in the curriculum and the school safety program, but have no clue how to do that.</li> <li>-</li> </ul>
<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><b>A)</b> The following aspects of "Geen gezicht" were most appreciated by the participants:</p> <ul style="list-style-type: none"> <li>▪ The theatre play is based on interview with students and therefore represents very realistic situations.</li> <li>▪ The actors are highly qualified and some of them have personal experience (one of the actors is a gay Muslim)</li> <li>▪ The performance appeals to emotions by displaying conflict situations and expressing emotions through song</li> <li>▪ The students are allowed and encouraged to express their feelings and opinions and are not punished for negative opinions.</li> <li>▪ Students are encouraged to exchange views and allow opposing views with respect for each other.</li> </ul> <ul style="list-style-type: none"> <li>• We recommended to start pilots focussing on embedding sexual diversity in the curriculum and the school safety program, starting with vocational training where it is most relevant (social work, education and care sector settings). The</li> </ul>

	Ministry welcomed the recommendation and the pilots started late 2014.
--	--