



29th August, 2012

Stigma and Discrimination Conference

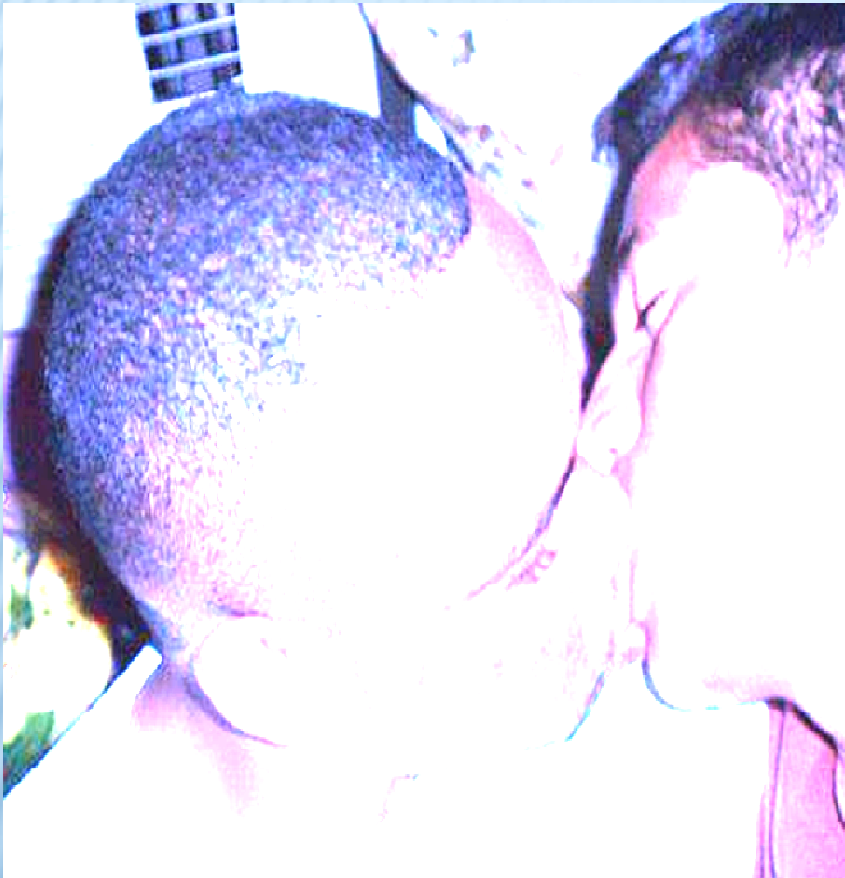
MSM INTIMACY AND HOMOPHOBIA IN EDUCATION



FOCUS GROUP RESEARCH-MSM INTIMACY

- ✘ Done 12th, November, 2011
- ✘ Done with 8 persons 18 to 35 years old.
- ✘ Done in a Private home in Cayo
- ✘ Used Youtube videos to on Sexual Health to frame discussion.
- ✘ Quoted themes of physiological sensations, stigma, gender roles and emotion,

INTIMACY-PHYSIOLOGICAL PERCEPTIONS



- ✘ “ If people have sex 2x a day, it triggers automatic lubrication”
- ✘ “Don’t have sex without drinking because it heightens the sensation.”

GENDER ROLES AND EMOTION



- ✘ “Fearful bottoms don’t know what they want”
- ✘ “A bottom can be turned off if a top asks to be topped”
- ✘ I don’t want to stay alone because it don’t provide emotional support and a safety net”
- ✘ “Bottoming takes away manhood”

GENDER ROLES AND EMOTION

- ✘ “Responsibility to lover to please them and given them what they want”
- ✘ “Hurt with lovers, high expectations from straight men, rejection of community and rejections of orientation plays into our destructive undertones of vulnerability or lack of assertiveness.”

DESIRE:

- ✘ “sweetheart communicates and provides safe-haven”

STIGMA-INTIMACY



- ✘ “We don’t have the environment to cultivate healthy relationships”
- ✘ “homophobia is perpetuated by the lack of exposure a straight acting man has to the fluidity of sexual expression.”

LUBE-COMMODITIES



- ✘ Perception of how lube impacts penetration influences how much lubrication or how little to be used in sexual intercourse.
- ✘ lube *"make a person slack,"* little reflection was made on how such feeling help to stigmatise or disempowered the bottom.

CONCLUSION

- ✘ Vulnerability is about the lack of assertiveness in sex roles, perceive sexual sensation inadequacies and inadequate knowledge about sexual health- e.g anal health.
- ✘ Emotional need for companionship or emotional connection, influences how individual judgment is made about personal protection.
- ✘ “We have settled for whatever intimacy,... as it is available”

HOMOPHOBIA IN EDUCATION



APPROACH TO RESEARCH

- ✘ Done between July and October, 2011
- ✘ The research was done in 5 of 6 districts.
- ✘ Of 200 calculated 143 were returned.
- ✘ *The instrument was a modified homophobic scale.*
- ✘ *The focus was primary and high school teachers.*
- ✘ *Qualitative community research*

FINDING-PERCEPTION OF MANAGEMENT

- ✖ 43.2% of educators were neutral or not sure on the question: Teachers felt that sexuality education would be discouraged at their school. However, 50.3% have no problem teaching sexuality education to gay and lesbian students.

FINDING-KNOWLEDGE GAP

- ✘ For example the statement “ students can become homosexual by associating with other gay people revealed that cumulatively, 42.7% strongly agree or were neutral about the belief.

FINDING-RIGHT TO WORK AND EDUCATION

- ✘ The statement a homosexual principal should be fired from their job for example, 69.2% disagree with the statement that above.
- ✘ *a male student who acts like a female* would have no problem finding a teacher to teach him. In fact, 79.7% reveal, as educators they would have no problems with such a student.

CONCLUSION

- ✘ Homophobia among teachers is influenced by limited knowledge about the origins of sexual orientation; cultural stereotyping; limited direct engagement of individuals in professional and social environments.
- ✘ However, judgment base on merits, rights and an intuitive value for supporting the dignity of the person be it a student or teacher does exists.

CONCLUSION

- ✖ What was surprising was the level of fairness among educators on the issue of firing homosexual principal; violence and teaching students who may not meet gender norms in the classroom.

NO MORE YARNS! DONE! SERIOUSLY!

