



A need for more locus of control

An evaluation of the impact of integrating attention for sexual and gender diversity by the European “My-ID in high schools” project

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Co-funded by
the European Union

Summary: a need for more locus of control

The European My-ID project took part in 2022 and 2023 in Italy, Greece, Spain and the Netherlands. The project experimented with the “My-ID” pedagogy in high schools. The My-ID pedagogy holds that the fear and rejection of sexual and gender diversity is based on emotions, which get solidified in attitudes and which tend to be followed by negative behaviour. As a consequence, LGBTIQ+ exclusion needs to be combated by changing the related emotions, attitudes and behaviours in a systematic way. This focus on emotional intelligence is a more in-depth approach than traditional methods which rely more on providing ‘correct’ information, dispelling myths and showing positive role models. In this project, the 8 partners developed concrete classroom activities on sexual and gender diversity, developing tailored teacher training to help carry out such activities, and they developed 3 publications for cooperation with parents on this sensitive topic. This report describes the results of 4 evaluations.

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International training - The international training in November 2022 was highly appreciated by the participants, except by the Dutch team. Their school is very multicultural and has a majority of challenged students, which they require specifically tailored interventions.

Piloted classroom activities - Of the 36 developed activities, 12 were piloted in 18 pilot lessons with 295 students participating. Greek and Italian teachers found activities more challenging to use than Dutch and Spanish teachers. Still, the impact assessment by the Greek and Italian teachers makes clear that they thought the activities had a substantial impact and were positively evaluated. Spanish teachers were happy with the tools and had no problem facilitating them. Dutch teachers had more doubts about the impact because some of their students were quite rude in their responses in lessons. Many of them did not accept sexual diversity (being lesbian, gay or bisexual) based on their culture and religion and some students felt incapable of understanding gender diversity (being transgender or non-binary).

Impact evaluation - The impact evaluation survey was filled in by 172 respondents. The results are not representative of the national populations of the countries involved:

most participating schools were fairly progressive, with the exception of students of the Dutch school, where a substantial minority of ¼ of the students was very negative and even crude in their comments. Some of these students were supported and even reinforced in their negativity by their parents. Their teachers were LGBTIQ+ supportive, but found it challenging to control the most negative students and changing their attitudes to be more nuanced seemed an almost impossible task.

About 40% of all respondents across countries thought there was a high level of cis-normativity and hetero-normativity in their schools. The normativity was higher in the Netherlands and to some extent also in Italy. About half of the respondents think the project decreased the level of both cis- and hetero-normativity and we see this across all participating schools. There was a slightly larger (decreasing) effect on hetero-normativity, showing that gender diversity is more difficult to accept for students. Respondents noticed that attitudes became more supportive due to the project, but we still think that the approach to improve attitudes on sexual and gender diversity was not yet systematic enough in this project. Although we provided teachers with tools to make conscious choices for classroom activities and suggested flanking school interventions to create more positive and supportive attitudes, we get the impression that teachers chose activities more to tailor classroom activities to the perceived needs of their students (age, academic level, culture) than as a part of long-term planning of attitude change. The schools also did not have much time within the project to plan for school-wide culture change by establishing adapted school policies. This 'planning for effect' aspect - which is likely beyond the control of individual teachers and commonly takes more than a two-year project duration - should be a topic for follow-up projects.

The teachers rated themselves more confident in their skills after this project, but only one third of the students agreed with this. We recommend that in future training and coaching, there should be even more attention to the 'locus of control' (the confidence that the situation can be controlled and planned) of teachers and for even more practical ways of how they can create a safe class atmosphere and how to concretely facilitate activities. This is especially needed in cases where students disagree with each other, cannot 'understand' diversity or voice objections to sensitive topics.

The publications for parents were only available at the very end of the project and there was no time to really implement them. The focus of the project was on getting into dialogue with parents through focus groups, which formed the fundament of the publications. It is recommended to experiment more with implementation of

integrated sexual and gender diversity school policies and with informing and involving parents in the development and implementation of such policies.

The participating schools in Spain and Greece were very progressive and supportive and did not really face serious challenges in implementing the activities. However, the multicultural and challenged student population of the Dutch school and the wider conservative cultural context in Italy posed specific challenges. We conclude there is a dire need for alternative and tailored methods to guide socially and culturally challenged students to understand and accept differences that are beyond their current mental or cultural framework. There is also a dire need to experiment with activities that helps schools to handle restricting influences in very conservative contexts and extremist hate speech and intimidation towards minorities.

One third of the respondents thought that the project activities were sufficient to reach the goals of LGBTIQ+ safety and inclusion, but most school staff agreed that more work needs to be done to fully integrate supportive attention for sexual and gender diversity in school. When social, cultural and political circumstances are more challenging, stakeholders in schools tend to have more doubts about the sustainability of activities. This can be caused by loud objections of a minority of students or parents, but also because of a lack of 'locus of control'; or a lack of confidence that intimidating social, cultural and political challenges can be overcome.

Planned sustainability - The school partners intend to integrate the project results in their school with, but need more time than the project allowed for this. The project-funded NGOs focus on sustained general *promotion*, which is well within their locus of control.

For efforts to *mainstream* the results (adoption of the developed methods by other schools and in the formal school system), NGOs depend on the willingness of school partners, which limits their locus of control. This requires not only promoting awareness of sexual and gender diversity, but also overcoming structural barriers in education, like lack of regulations to give attention to sexuality and sexual/gender diversity and more general barriers like inadequate professionalization of teachers in the area of emotional intelligence and time to implement innovations. To broaden the locus of control NGOs, this would require more supportive educational policies and more funding.

There were some ideas to engage in commercial *marketing*, but these would encounter even more challenges. One of these challenges is that sexual and gender diversity is not a topic with a substantial market.

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1. Introduction

The My-ID project

The My-ID Project is an elaboration of the "My-ID" education technology on sexual and gender diversity to the high school sector. The project ran from December 2021 until December 2023.

The general objective of the project was to develop a comprehensive approach of inclusion of sexual orientation and gender identity in secondary schools. This was done by implementing the innovative My-ID pedagogy, which focuses on emotional intelligence in general and more specifically on how to respectfully deal with the challenge of LGBTIQ+ diversity.

The My-ID pedagogy

The My-ID pedagogy holds that the fear and rejection of sexual and gender diversity is based on emotions, which get solidified in attitudes and which tend to be followed by negative behavior like social distance, discrimination and violence. As a consequence, LGBTIQ+ exclusion need to be combated by changing the related emotions, attitudes and behaviours in a systematic way.

This is different from the approach in many traditional antidiscrimination programs. Traditional antidiscrimination programs often start from the belief that negative behavior towards LGBTIQ+ people is based on not knowing the facts or acting on distorted facts (prejudices and stereotypes). Educators

who use this approach believe that correcting information and dispelling myths will lead students to be more rational and to not discriminate.

However practice shows that education on sensitive issues does not function like this. Giving information to prejudiced people does not get accepted very easily. Students tend to reject information that does not fit into their prejudiced beliefs, and the more information an educator gives, the greater the risk becomes that students believe that the educator is trying to convince them that their closely held convictions are wrong.

The My-ID pedagogy focuses on developing activities and training teachers on how to give attention to emotions and how to deal with negative emotions that are socially not constructive. This is done by creating classroom cultures in which showing emotions and exchanging different views are encouraged and supported. It is also done by encouraging schools to develop a spiral curriculum in which students are gradually guided to have an open attention for situations and persons they are not used to, to ask inquisitive questions and to consider changing their beliefs, views and attitudes when needs arise for it. In the entire school culture, such a spiral curriculum towards positive and supportive prosocial attitudes should be supported by ways in which the school is guiding a set of mutually agreed behavioural rules, which are not (only) enforced or monitored by staff but also by students themselves.

The more specific objectives of the project were to integrate attention for LGBTIQ+ issues in school, to empower teachers to start teaching about these topics and to inform and mentor parents. We developed and piloted 36 concrete classroom activities, a guide for tailor-made teacher training and three publications for (how to cooperate with) parents.

Innovative aspects

The My-ID project in high schools was a follow-up and complementary to previous projects on the same pedagogy in vocational education - in the Netherlands and on the European level. While in vocational education the emphasis was on building professional diversity competences, in this project for high schools there was more attention for generic attitude change and how to tailor concrete activities to adolescent students, who often have a higher level of insecurity about sexuality and identity.

The innovative aspect then was to develop classroom activities that were more sensitive to those age and development related challenges but also to the challenges of students and their parents who feel negative towards LGBTIQ+ diversity due to cultural and religious reasons.

The teacher training was innovative compared to earlier versions of My-ID trainings, because the guide this project made allowed for more tailoring of the key concepts of the training to in-service trainings for specific schools and teacher teams.

Finally, this project was quite unique in developing a series of products focusing on cooperation with parents. The short leaflet for parents in general differs from comparable existing leaflets, because it does not only target supportive and willing parents, but also parents who have great difficulty to accept sexual and gender diversity. The guides for schools on how to cooperate with parents and our template for a brochure to inform parents are completely innovative, because such products had never been made before.

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Reading guide

This report is the impact evaluation of this project and its activities.

In chapter 2 we outline the research design of our impact evaluation. In chapters 3 to 6 we go into the more specific results of the evaluation of the international training that was done at the start of the project, an evaluation of the use of the classroom activities, the more general impact evaluation survey and the plans of partners to sustain the results. In chapter 6 we summarize our conclusions and make some recommendations for future projects and research.

2. Research design

The goal of the impact evaluation research was to explore to what extent the participants in the project and other stakeholders think that the short-term effect and longer term impacts of the project would be. The impact evaluation research design of this project consisted of four modules: a short-term effect evaluation survey after the initial international teacher training, a short survey teachers would fill in after each classroom activity they experimented with, a somewhat larger survey for all the project participants and stakeholders with more general questions about impact, and sheets that were filled in by project partner leaders about the concrete intentions they have to sustain the results of the project. In the following paragraphs we will highlight the structure of those four modules into some more depth.

International teacher training evaluation

Although the programme of the international teacher training was already described in quite detail in the project proposal, we decided to carry out a needs assessment before further tailoring the training to the needs of the participants. In the needs assessment we asked for the personal goals of the participants, their experience with working on the topic of sexual and gender diversity and their specific needs.


In the evaluation survey, which was distributed and filled in by all participants at the last day of the four-day training, we asked the participants if their personal goals were met, we asked them to list at least one positive and one negative aspect of the training, to rate to what extent they thought each of the official objectives of the training were met, and how the participants rated the quality of the trainer.

We consider the international teacher training as part of the impact evaluation because it was the team kick-off of the project in which the participants were introduced and trained for the first time in the My-ID pedagogy. A positive kick-off was likely to have a positive effect on the final impact of the entire project, while a negative kick-off might be a risk factor for adequate implementation.

Classroom activities evaluations

The My-ID project developed 36 classroom activities that translated the My-ID pedagogy into concrete didactic guidelines for teachers. A standard classroom activity description template secured that the descriptions of activities, which were made by all the partners, followed the same format and contained sufficiently clear information so that the new activities could also be implemented by teachers who were not involved in the project.

Because we realized that different classes of students with different teachers could have quite different experiences with implementing the activities, we decided that we wanted to evaluate each implementation of each activity separately. For this purpose we developed a short online survey with nine questions. We asked the teaches who implemented the activity (organization, not a name), to identify which activity had been implemented, the number of students who took part in the implementation, the reasons why the teacher chose to implement this particular activity, a score for the usability and for the estimated impact on the students, a short narrative description of the change teachers saw among students during or at the end of the activity and the suggestions the teacher had for improving the activity description.



↻ Objective

Students learn

↻ Indications of impact

The students show

↻ Duration

30-45 minutes

↻ Level

Ages 13-16, intermediate level

↻ Materials

Handout

↻ Version

Developed by {name},
version {date}

Title

Description

Preparation

Implementation

Step 1: (5'; introduction)

Step 2: (15'; trigger)

Step 3: (15'; discussion)

Step 4: (10'; debriefing) Use the comments written on the board for discussion and ask students:

↻ Q1

↻ Q2

Transfer to practice

Come back to this exercise when a LGBTI-student needs support by peers.

My-ID classroom activity template

Impact evaluation research

The survey for impact evaluation consisted of 18 questions divided over four sections.

The first section was a short introduction which outlined the goal of the survey and clarified that the survey was anonymous.

The second section contained 9 general questions asking for the opinion of the respondents on different aspects of the project, including their impression of the impact. One of these questions contained 9 statements participants could agree or disagree on: challenges of the classroom activities (1-2), informativity (3), the main goal levels according to the Krathwohl Taxonomy (4-7), and the perceived skill of teachers (8-9). The Krathwohl Taxonomy on affective goals was used as a guidance in the training and in the development of the classroom activities as a theoretical background for the choice of increasingly higher goals related to attitudes. In the impact evaluation we tried to map to what extent three of the five levels of attitudinal goals had been reached in the project.

The third section contained two questions specific for different groups of respondents: students, teachers, parents and other stakeholders.

The fourth section contained 6 questions about independent variables: function (student, teacher etc.), age, gender, sexual orientation, religious affiliation, and link to an organization. The impact evaluation survey closed with an open question where people could leave comments.

The impact evaluation survey was distributed among all active participants in the project and to interested external stakeholders.

Mapping sustainability

The My-ID project developed a marketing and sustainability plan with the aim to support the sustainability of the results beyond the project lifetime. This plan contained a number of possibilities to inspire and support the partners in detailing such a plan for each of their organizations. To monitor the planned strategies and interventions, we asked the partners to fill in a sheet which asked partners to detail not only their planned strategies but also their expected impact of them.

3. Effect of the international teacher training

Needs assessment

In the project proposal there was already a general plan for the international training, which stated that the training would be focused on transferring expertise of GALE (the Global Alliance for LGBTIQ+ Education, and the sexual and gender identity expert partner in this project) to the partners about the My-ID teaching approach. Because the project was focused on developing and piloting classroom activities, the main part of the training needed to be focused on which type of pedagogy and didactic methods are most suitable to teach about LGBTIQ+ topics.

Because the partnership only had anecdotal information about the level of expertise and skills of the teachers in the project, and because the more general needs assessment of the project showed that we had schools partners with very different focuses, levels and student populations, we decided to do a short needs assessment to tailor the international training program to real needs. The initial draft program was intended to cater for a broad range of schools.

Twenty-one respondents took part in the needs assessment. These included the teachers who were going to implement the pedagogy, but also some of the NGO project coordinators and school managers. Ten organizations were represented, 8 partner organizations and 2 associated partners (schools in Italy partnering with the local partner organizations). Nineteen people indicated they would take part in the international training; this included the trainer and staff from DEFOIN - who were in the training but were mainly involved in the logistics of the event and did not actively

participate in the training activities; these 3 respondents did not take part in the evaluation survey at the end of the training.

The needs assessment form contained an open question about the personal needs of the participants. Most participants did not have specific needs. Some specific needs that were mentioned, were:

- how to include trans and non-binary students in the classroom
- to get examples of practical cases and applications
- to get to know the difference between sexual identity and gender identity
- sharing experiences with colleagues from different countries
- a focus on parents

These needs showed that it was important to do some *expectation management* with the participants, because the project focused on teaching, and not on student counselling. Although the project in part focuses on parents, the partnership had agreed in advance that this would not be part of this international training, because the needs assessment among parents still needed to be planned and was an important part of the activities.

We also asked about the experience of the participants with teaching about LGBTIQ+ issues. Eight respondents said to have taught it often (2x) or a few times (6x), three said they taught it only one time, and nine respondents said they never taught LGBTIQ+ topics. This showed a wide range of expertise among the participants. It also showed that the Catalan and Dutch schools did have some experience, while the Italian and Greek schools did not have much experience.

In other projects, GALE found that discussing case studies is challenging when participants in a training do not have *any* experience with positive nor negative incidents in class relating to sexual and gender diversity. The results of this needs assessment showed that half of the participants did not have any experience with negative incidents or positive events. Again, this lack of experience was most prevalent in Italian and Greek schools.

After discussion in the partnership, it was decided that the draft program GALE developed did not need adaptation based on the results of the needs assessment because it needed to cover a wide range of experience; it should be useful both for unexperienced teachers and for somewhat more experienced teachers.

Evaluation

Twenty people took part in the training; 15 filled in the evaluation questionnaire. The trainer and the staff of DEFOIN did not fill in the questionnaire because they did not function as (full) participants, two other participants did not fill in the questionnaire for unknown reasons.

Almost all participants reported that they were well or very well informed about the goals of the training. One Dutch participant said to have been informed “more or less”, despite the detailed program being delivered in advance.

Eighty percent of the participants said that their personal goals were met by the training. Some quotes of their responses:

- My personal goals were definitely met. All my questions had satisfactory answers as well as my doubts.
- I set out to acquire knowledge and teaching tools on LGBTQ and I received them.
- The training was very useful to teach fellow teachers.
- A lot of practical solutions to be used in the classroom.

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One of the Dutch participants said her goals were not met, and her colleagues thought that their goals were only met “more or less”. They said:

- I hoped there was some more exchange between the schools.
- I hoped we would go more in-depth about what is behind the methods. For example, why does a specific activity work well?
- I would have like the training to go more in-depth. Explanation of why something works and how you can apply this yourself.

These comments were somewhat puzzling, because all these aspects were explicit parts of the program.

One teacher of the Catalan school rated that his goals were met well, but said he also thought that the training could have been be more focussed on *designing* activities.

Eighty percent of the participants said they rated their overall satisfaction with the training as high or very high. The Dutch participants rated their satisfaction with the training as average.

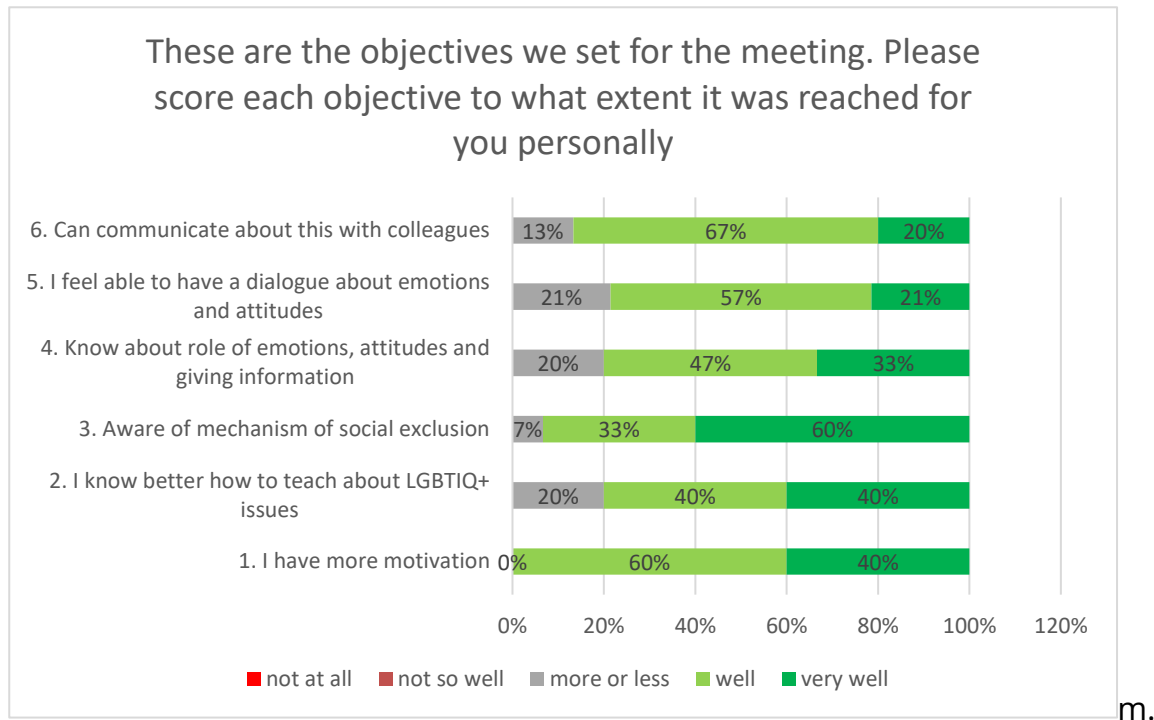
We asked the participants to list a positive aspect of the international training and one area of improvement. Fourteen participants mentioned a positive aspect (yellow: Italians; blue: Greeks; green: Catalans; red: Dutch):

The possibility to share all ideas, experiences and opinions with the colleagues of other countries.
1. To deal with a very different topic with great professionalism. 2. The comparison with teachers from different nationalities.
The clarity with which the topics were addressed.
The labs and practical [trying-out] of activities.
It was focussed on practical activities and labs.
Both cognitive, emotional & experimental training activities.
Overall activities. The trainer was very to the point, ready to give us more info and details.
Group / team spirit
Networking. Examples (practical) techniques for class application.
All the knowledge and the techniques that we learn.
Getting to know teachers/schools/projects from other countries and share experiences.
All international partners.
The contact with all the international colleagues.
Other countries, cultures.

Eight participants mentioned areas of improvement (yellow: Italians; green: Catalans; red: Dutch):

The techniques.
To face several aspects related to gender identity.
To face several aspects related to the gender identity.
Sometimes it could be done some practical practices instead of just theoretical.
Maybe it would be less theoretical and more practical to improve our skills.
Design specific activities for different subjects.
Going more in-depth and why things appear in such ways.
A somewhat more interactive way to provide knowledge and going more in-depth.

The trainer had formulated six formal objectives for the international training, and we asked the participants to what extent they thought these were reached.



The graph shows that all the objectives are mostly met well or very well. Some 20% (3 participants) felt more doubtful about whether they can better teach after this training, know the role of emotions and attitudes versus knowledge, and have a dialogue about emotions and attitudes. The Dutch participants consistently had doubts about objectives 2 and 4.

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Eighty percent of the participants (all participants except the Dutch) scored the trainer as very good.

- He is incredibly professional, empathic, sensitive and emotionally motivated.
- Peter is very professional.
- Excellent training, trainer proficient in the subject & techniques used.
- Congratulations Peter!

The 3 Dutch participants rated the trainer as good, average and bad. They commented:

- Somewhat more practical and more thinking - sharing -exchanging.
- Talk a bit less and offer more practical ways, more exchange would have been nice
- More practical. Last day I found very instructive. Less talk and more in-depth. [The last day was devoted to small working groups which worked a an outline of a spiral

curriculum about sexual and gender identity for each school and presentations of these to the other schools]

Two participants who rated the trainer as very good, still had some suggestions:

- Maybe activities would be adapted to our school reality and not so generalist.
- It would have been very nice to correct or know the answers or guidelines of some activities we were doing in class. Ex: taxonomy

In sum, the international teacher training was a successful kick-off for the project and for three out of the four participating schools it led to high motivation and increased skill.

The teachers of the Dutch school felt more doubtful and were more critical of the training. Their comments that the training needed to be more in-depth did not relate to the theory - which was far more in-depth than other trainings about sexual and gender identity usually have - but because they thought they would have gained from more exchange of experiences in the other schools. However, these hopes might be in vain because the teachers in Greece and Italy did not have that much experience in teaching about sexual and gender diversity, and the students of the Spanish school were far more multicultural and progressive than the Dutch school. It is unlikely that they would have gotten practical solutions for the challenging situation in their own school if there would have been even more exchange of the experiences of the participating schools. But their ratings and remarks still made clear that their school needed specific attention in this project.

4. Evaluation of the classroom activities

Of the 36 developed activities, 12 were piloted in classrooms. Seven activities were piloted once, 4 activities were piloted two times and 3 activities were piloted three times; in total 18 pilot lessons with 295 students participating.

Activities piloted

Here we give an overview of the activities that were piloted, with a summary of each activity. The numbers behind the titles refer to the number of the activity in the classroom activity compendium.

The Gender Bread Person (1): This is a basic starting activity to explain the difference between biological sex, gender, gender expression, and sexual orientation. It features an image of a nondescript person, with the brains, the heart and the genitals symbolizing gender, sexual orientation and biological sex. This activity could potentially be used in a completely informative way, but the My-ID activity description proposes teachers to ask students to reflect on their own sexual and gender development and to reflect on whether biological sex, gender, gender expression and sexual orientation are rigid and natural - or more fluid and subject to social choices and norms. This activity could be used in different school subjects and was chosen to pilot two times.

Sexual Characteristics (2): This is an interactive teaching session in which students learn the difference between primary and secondary sexual characteristics and between biological sex (male, female and intersex) and gender. The activity is going somewhat deeper than the Genderbread Person exercise. Like the Genderbread Person exercise this activity could be used mostly informative, but (preferably) the teacher could choose to critically question traditional perspectives on biological sex and gender. This activity was piloted once.

My Ideal Partner (4): In this activity, students are asked to brainstorm about aspects that they would value in their future partners and to have a dialogue on this. The activity was originally developed with a focus on heteronormative expectations (asking girls/boys what type or boys/girls and which type of relationship they would choose). Without specific intervention of the teacher, it could be expected that this activity remained on this level and would strengthen a heteronormative perspective. Therefore, we added some specific discussion questions so that the teacher could introduce sexual and gender identity in the dialogue. This activity was developed for the subject biology and was piloted three times.

LGBTIQ+ Glossary (18): This activity is a sorting game in which students discuss and match 15 terms with basic definitions of sexual orientation and gender identity. They also explore other labels. This activity was developed for the subject of language (Italian) but it is usable also in other languages. It is a fun game, and it could inspire openness and curiosity in the various modern terms used, but in its core this activity is mostly informational. It was piloted twice.

Unpacking LGBTQI+ Terminology (12): By learning about LGBTQI+ terminology in the Greek language, students gain a better understanding of diverse identities. This activity is a variation of the previous activity “LGBTIQ+ Glossary”. It starts by reviewing a news item (video) in Greek about the LGBTQI+ Euro Pride in 2020. The teacher asks the students if they have heard about the LGBTQI+ community and if they know the related terms. A vocabulary list is written on the blackboard and students work out definitions of the terms, and they have to add notes about the social and cultural context. This activity was piloted once.

Love Letter (35): Students watch videos about love stories, select a few, and write a non-heteronormative love story themselves. This activity was developed for the subject of language (Spanish), but in the translation could be used in any class or any country. It was piloted twice.

Scientists as Role Models (7): Students are presented with famous STEM scientists that were LGBTQI+. Teachers spark classroom discussions and provide LGBTQI+ students with role models that have achieved wide acknowledgement through the fields of sciences. The aim is to dispel stereotypes that LGBTQI+ people cannot have a high level career or that they are not suited for ‘hard’, sciences. This activity was developed for the subject of chemistry. It was piloted once.

The Table of LGBTIQ+ elements (6): For this activity students are given 34 cards representing parts of the Table of Elements, but in this table each card representing an LGBTIQ+ label. Students have to research what is behind the labels and discuss if such labels are just as natural as chemical elements. Although the presentation of labels and the research is mainly informative, the main effect of this activity is aimed at helping students to understand there is nothing threatening about different labels and that labels are not set (of the Table of Elements is also still being expanded when a new element is discovered). This activity was developed for the subject of chemistry. It was piloted once.

LGBTIQ+ and Statistics LGBTIQ+ (22): This activity applies statistical analysis to different studies about LGBTIQ+ topics: equal marriage, transsexuality, acceptance towards same-sex relations and so on. Students are asked to explore the Internet for statistics relating to LGBTIQ+ people. They are asked to review the statistical tables and graphs critically, for example by asking questions about the source and the samples. They then look at the text of the related news items to see if the statistical data are correctly interpreted or abused to give a partial or biased image. This activity was developed for higher levels of math and piloted once.

Universal Human Rights (27): Students are asked to guess which 5 rights out of a list of 10 are *official* Human Rights. After an explanation, the students divide in groups and explore examples of what these rights means in everyday life. Because this activity has a generic perspective, the teacher has to take care that the sources that students use contain information about LGBTIQ+ and that this information comes out in the classroom dialogue. This activity was piloted once.

Imagine Being a Parent (30): Students are asked to imagine they are a parent giving advice to their son or daughter. They fill in sheets with questions about what they think their children should know and what they should do when they have a relationship. This activity is debriefed by discussing the role of social norms in giving advice, differences in gender and if the advice would be different with LGBT children. This activity was developed for social studies or health studies/sex education. It was piloted once.

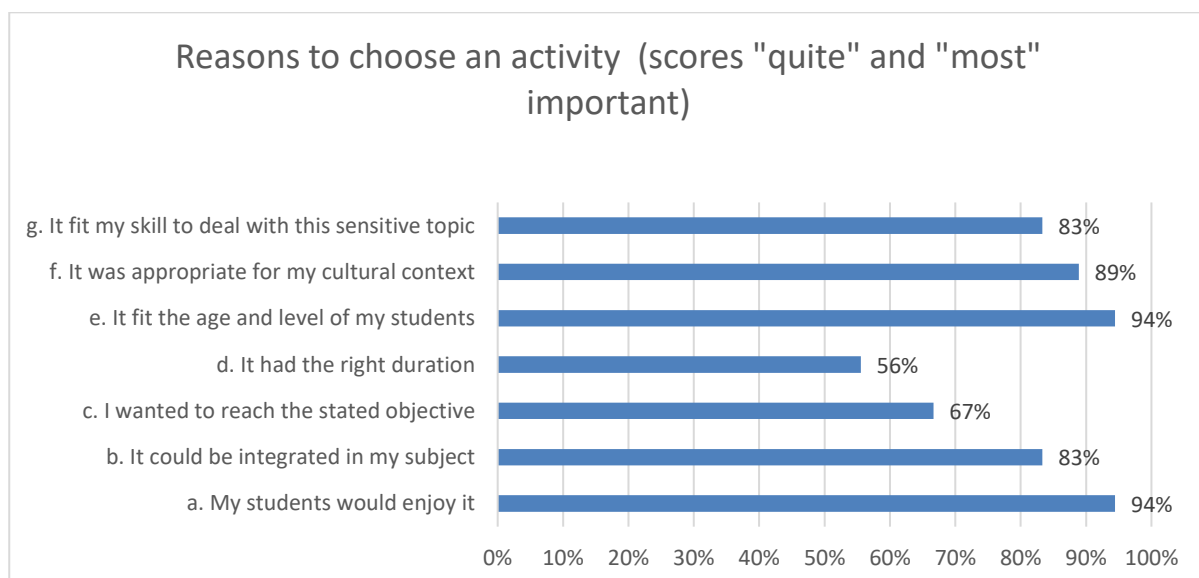
Exploring Greek literature (13): Students read a poem by the Greek poet Constantine P. Cavafy, who lived from 1863 to 1933. Cavafy is widely considered one of the greatest Greek poets of the modern era and is renowned for his lyrical and sensual poetry that explores themes of love, desire, and identity. Many of his poems touch on same-sex

love and desire, often exploring the experiences of marginalized individuals in society. After the reading, the teacher asks students to explore and express their feelings and to empathize with experiences and feelings of people who belong to the LGBTQI+ community. The activity ends with a comparison of the situation of LGBTQI+ people in the 19th and early 20th century with the current situation. This activity was piloted once.

Reasons to choose an activity

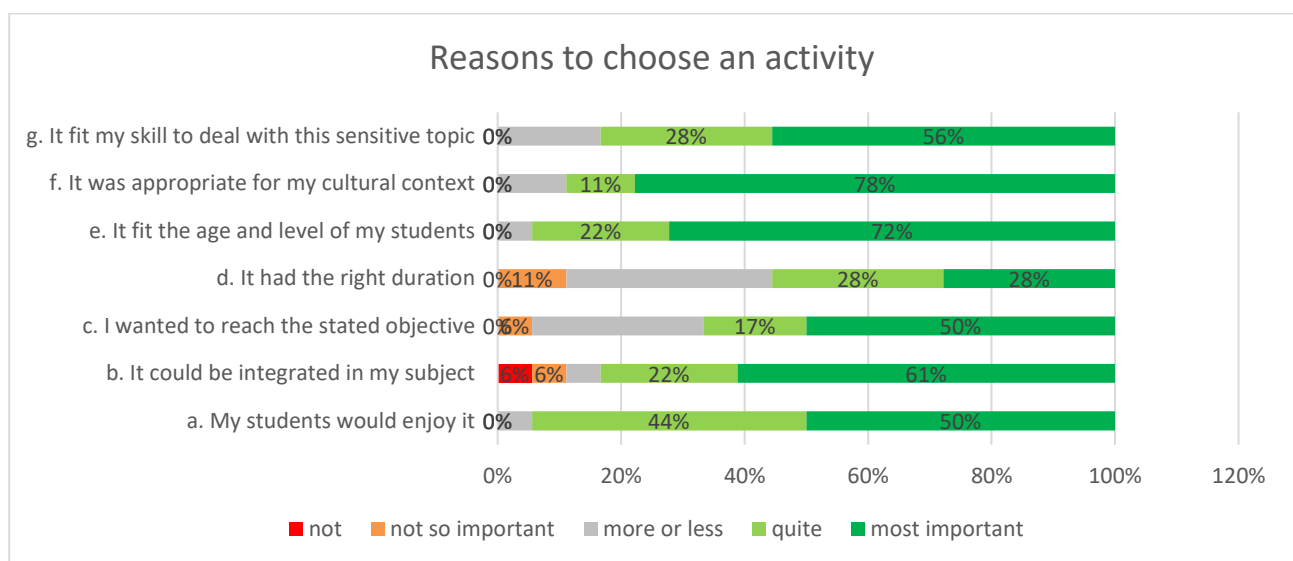
We asked the teachers who implemented activities why they chose each activity. Although this question is not directly related to impact, the project partners decided to include this question because they were curious about the background of choices. The choice for the right activity is important: one of our project publications was a guide on how to choose and then implement activities. The partners were interested in whether such guidance was reflected in the actual choices of teachers.

The question contained seven reasons we considered to be typical reasons for choices, and in addition we added a space for open answers. Ideally, we would like to see teachers choose an activity based on the objective of the activity and the level and needs of the students, while other reasons could be considered of secondary importance. But we realized that in practice, time restraints and other considerations could play a role.



When we look at the answers in general, we see that most of the given reasons scored very high. This leads us to the conclusion that commonly a combination of reasons was at play, without specific reasons being dominant.

If we look at the more detailed rating of each reason, we see that appropriateness for the cultural context, the age and level of the students and the possible integration in the subject scored highest. It is also notable that choosing an activity because it had a specific objective did not score very high: only 50% scored this as the 'most' important priority, 17% as a 'quite' important reason and the rest was doubtful or did not think it was an important reason. It is also clear that the reason that students would enjoy the activity scored high.



Other reasons teachers mentioned were:

to improve my knowledge

This activity allows you to talk about this topic in a clear and simple way, also adding knowledge

To provide a complete understanding of terminology, help students gain clarity on the meaning of words in use and the importance of using terms appropriately.

Reflection on the concept of gender identity, inclusion and bullying.

To provide a complete understanding of terminology, help students gain clarity on the meaning of words in use and the importance of using terms appropriately.

Because it is inherent to the problem and to my subject

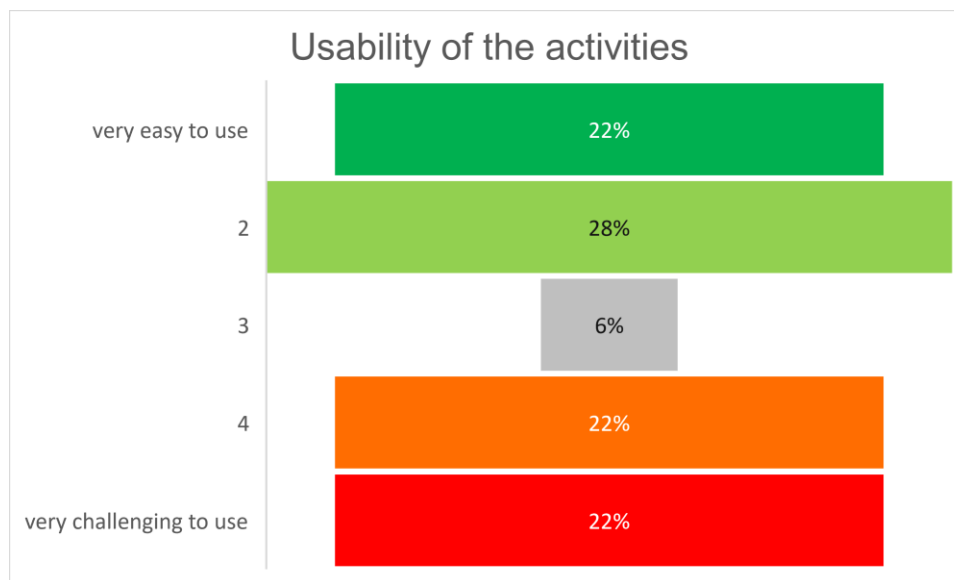
It is consistent with the age of the students and the reflection between "right" and identity recognition

In these comments we recognize the wish of teachers to improve understanding (of information) and reflection on knowledge ('understanding'). We would like to note that while a certain minimum of information about sexual and gender diversity is necessary, it is still insufficient to create real attitudinal or behavioural change. The answers on this

question therefore create some doubt as to whether the teachers' recognition of the need to *plan the lesson with an eye on effect* rather than on enjoyment of the activity, had really taken hold after this project.

Usability of the activities

We asked the implementing teachers to what extent they rated the usability of the activities. If they would rate the usability high, this would add to a higher expectation of ultimate impact on students. But if they rated the usability low, this could be a possible impediment towards successful implementation. From research we know that classroom activities that are more focused on attitude change and which use more interactive didactics, are often more challenging for teachers.

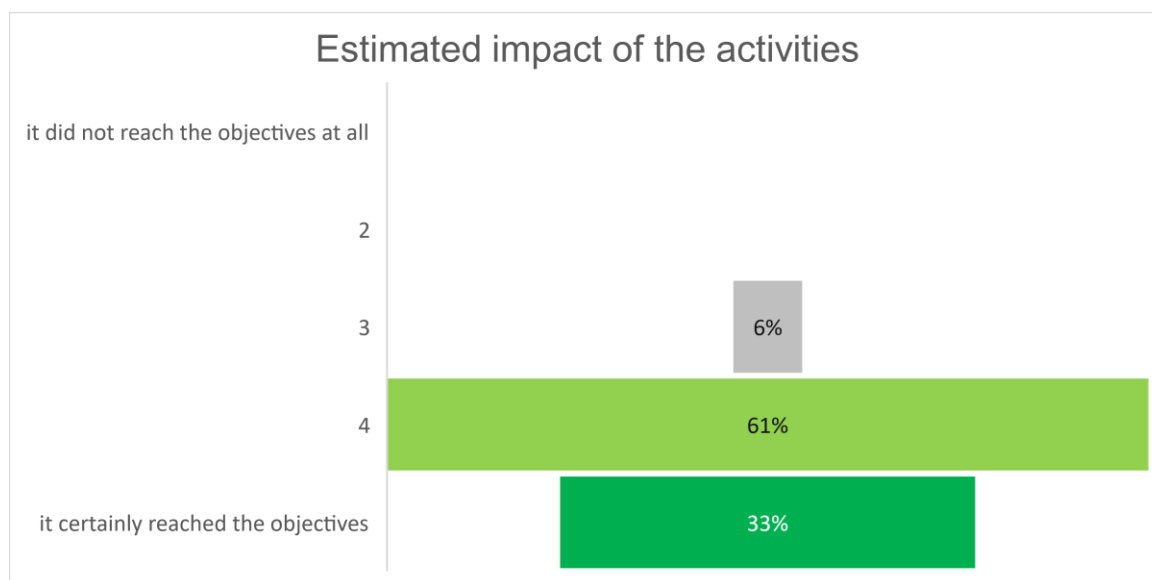


The answers of the teachers on this question were almost evenly distributed among “easy to use” and “challenging to use”. When we look at the ratings of teachers in different countries, we see that the Greek teachers often scored activities “challenging to use” and that Italian teachers often scored that they found activities “very challenging to use”. The Dutch and Spanish teachers scored predominantly “easy” or “very easy” to use. From this, we would expect that the implementation could have had less impact in Greece and Italy than in Spain and the Netherlands. However, we will see this was not the case.

Estimated impact of the activities

We asked the implementing teachers whether they thought that the activity produced the impacts of the objectives that were stated in the activity description. They could answer this question on a scale from 1 to 5, with 1 representing “it did not reach the objectives at all” and 5 “it certainly reached the objectives”.

Only one Dutch teacher (6%) was doubtful, while all the other teachers scored that all the piloted activities reached the stated objectives fully or almost fully. In the comments at the end of the questionnaire, the Dutch teachers noted that there was a lot of fuss in class and that students really could not understand the concept of “non-binary”. “Students don't understand non-binary. They can still understand transgender or intersex, but they have little understanding [of non-binary].”



To further explain what kind of impact they saw, we asked teachers to write down some observations about how they saw the impact realized in class. This question linked to the activity descriptions, which not only had a formulation of the objective (for example: “Students explore what they would like to see in future partners, and they nuance their expectations”), but also on how teachers could expect to see concrete impact in the classroom after the activity (for example: “The students indicate that some of their original superficial expectations may not be what they really want in partners. They recognize that social pressures are playing a role in partner choice.”) (Examples taken from activity 4: “My ideal partner”.)

Remarks were:

All the students were very motivated during the activity, specially all the lady's sector. Most of the students showed some curiosity for the activity and the fact that a LGBTIQ+ topic was introduced in their subject.

It was really surprising for the students discovering how transgender or gay/lesbian people have developed successful scientific careers. Most of the class had an important positive mental change when they observed that LGBTIQ prejudices didn't affect on the professional career of the scientists.

They have been aware that for some of their colleagues gender is not an important aspect, also some personality traits were not entirely positive and they interpreted them as such (e.g. jealous).

None of the students discussed the transsexual theme, only homosexuality

Students are quite aware of these issues. However, they found that the opinions expressed at the national level are much more negative compared to their own opinion. Through discussions it was easy to change the opinion of the students who had a more negative predisposition towards the LGTB community.

By focusing on the work and not on the sexuality of the artist the students were made to understand that sexuality is something unique but independent of one's activities and professional training and thus must remain a community.

It gave us an opportunity to discuss diversity issues. All students took it seriously, while non-heterosexual students felt comfortable in the classroom and actively participated in the discussion.

interest and involvement

The debate was initially of little interest [but] in the end [it resulted in] the construction and expression of one's own and non-trivial opinion

Greater attention to the issue of rights

Greater clarity on terminology and the serenity of having been able to discuss this issue openly and calmly with the group

The initial curiosity has transformed into awareness; it was like putting the pieces of a puzzle into place.

Attitude in which people thought about later. Less childish and nice topics were offered regarding My-ID.

Started thinking more about the inner self. It's not just appearance that matters.

Fuzz [students were loud and obnoxious]

Our general impression of these remarks is that the implementing teachers noticed important changes in the students relating to understanding and attitudes. In some cases the students already had positive attitudes but their awareness that their own attitudes might be more positive than others increased their understanding of the social and political situation and the importance of support for equality and diversity. This positive impression from the remarks across countries contradicts our expectation that the implementation would probably be more challenging in Italy and Greece than in Spain and the Netherlands.

One Dutch teacher remarked only "fuzz", with which (s)he pointed at the difficulty of teaching about sexual orientation and gender identity in a multicultural classroom with students who have difficulty with learning in general. We will revisit this specific school situation in the next chapter.

Suggestions

We asked the implementing teachers to make suggestions for the improvement of the activities they tried out. Most of the comments expressed satisfaction with the activity descriptions rather than improvements. There were a few comments about activities could be longer or shorter, or that the indicated age level could be changed. There were some requests to develop more activities.

Remarks:

I believe that the card is adequate and does not require suggestions

I did the lesson plan exactly as suggested because I considered it complete. Thank you very much for the opportunity given to me

Future expansion with addition of more literary texts and poems

I think that the specific lesson plan is not for the ages of 16-17 that I applied it because it was too simple for them. Because I am a physicist I would like there to be corresponding lesson plans for physics as well!

Students don't understand non-binary. They can still understand transgender or intersex, but they have little understanding.

I have no comments about the activity, it was really well structured.

The activity could be extended to two sessions, thus, students would have more time to prepare and present the oral presentations.

The activity should be larger

The activity lasted 2 hours, so completing all the steps in a single session was very difficult. We recommend that you should extend further.

Shorten the preparation time for groups over 16 years old. Also include some more detailed explanation regarding what is not strictly normative.

The math activities are all correct and interesting

Make more material available

I consider it an already complete and exhaustive activity, very well studied.

The activity was exhaustive as proposed.

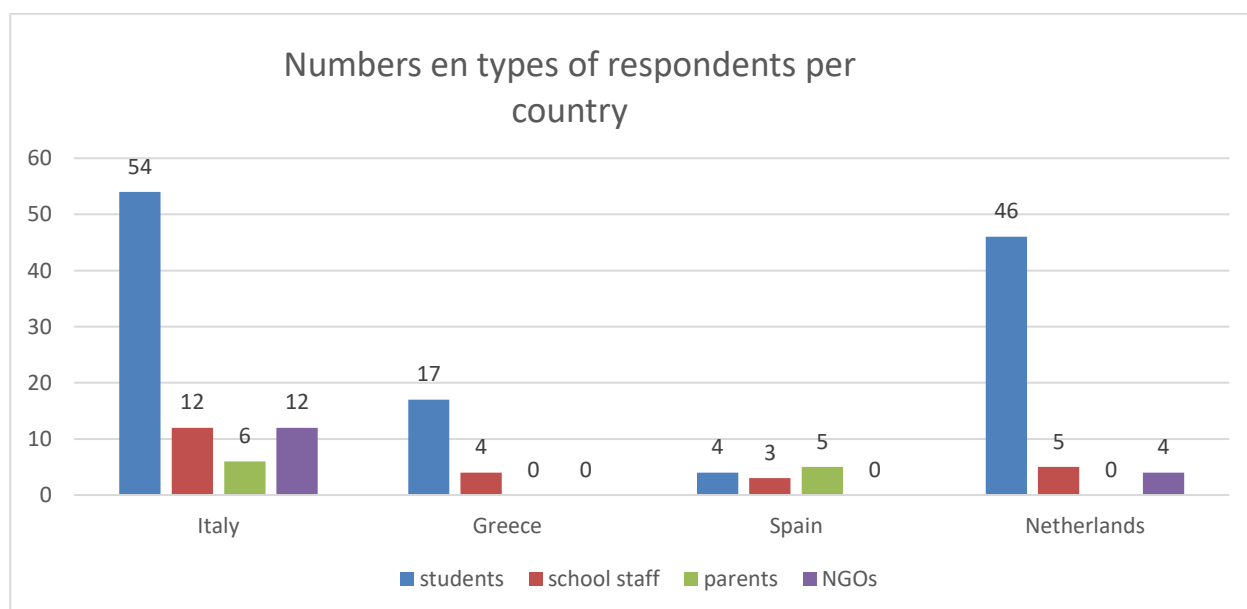
5. Results of the impact survey

Between October 2023 and January 2024, the impact survey was distributed among all participants in the project, mailed to important local and national stakeholders and disseminated through social media to other interested stakeholders.

Respondents

The survey was filled in by 172 respondents. Of these, 121 were students, 24 were teachers and 5 were other school staff. Eleven parents took part in the research. Of the partner NGOs, 6 staff took part. There were 2 respondents who did not fill in this question.

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In the original data file, there were a lot of missing or obviously incorrect answers by obnoxious (Dutch) students. We could see that some answers were incorrect, because they did not respond to other answers or because the multiple choice answers in the questionnaire were replaced by rude comments. A considerable number of students failed to fill in the organization they belonged to.

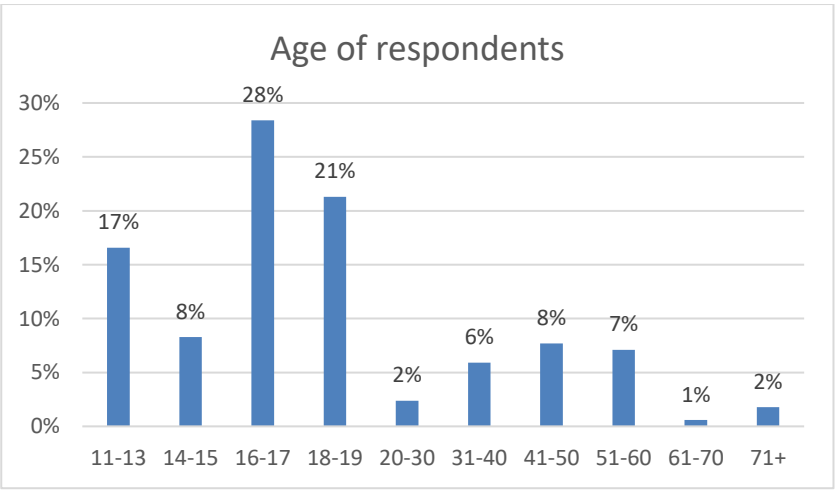
The researcher tried to correct answers where possible. Many missing values could be filled in by the researcher based on the automatic registration of the time the questionnaire was submitted. All the students filled in the survey during lessons, which we could see because the time indications of submissions of a certain class were all submitted within the same timeframe of a few minutes. So if a respondent filled in to be an “international stakeholder”, but we could see from the time indication and from the type of comments that they were part of a class filling in the survey, we changed the indication of their function to “student”. We only did this for values where we had reliable indications as to which country they came from and which function they had based on their time reference and other answers.

We generated a new value column to score countries (to compare across countries). Our original intention was to code countries based on the organization the respondents said to belong to. When respondent did not fill in the organization they came from, we could also check their country in other ways. When students answered questions in Italian or Dutch, it was obvious they came from the country of the language. When this was not obvious, the time of submission indicated to which class a student belonged. This way we could reliably score all the respondents as belonging to a specific country.

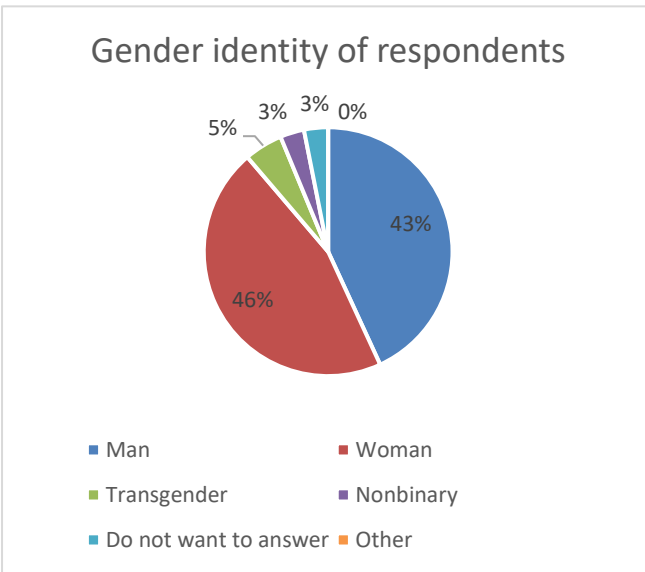
The students from the Dutch school were a special case: based on submission time, crude comments by respondents and obviously incorrect answers, we suspect 12 of the 46 Dutch students answered unreliably on questions about independent variables like organization, age, religious affiliation and gender and sexual orientation. For example, some students filled in they were “NGO-staff” or “international stakeholder” and others made comments like: “a man is a man is a man” and “fuck LGBT”. Based on the comparison between the submission time and other answers, we filled in some missing values and corrected some answers in cases where we could be quite sure about the correct answer. We kept records of these changes in case our judgments need to be checked. We cannot be sure whether these ‘obstructive’ students filled in the other questions (which were mostly about the opinions) more seriously.

In all countries, all the piloting teachers filled in the impact evaluation survey. In Italy and the Netherlands, most of the involved students and some other teachers also took part in the research. In Greece some of the involved students took part (17 of 22-40 participating students) and in Spain only 4 of the 60-90 involved students could be surveyed. This means that we can say little about the ultimate impact on Spanish students, and that the statistical significance of the results in Italy and the Netherlands is better than that in Greece due to the low number of student respondents. There were no parents responding from Greece nor from the Netherlands and the number from other countries was too low for statistical analysis.

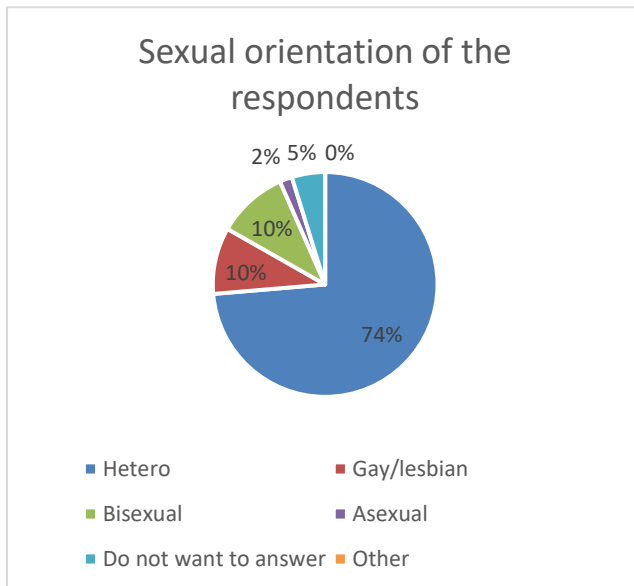
In the following analysis, we try to see if there are differences between the experiences of students, school staff, parents and NGOs. The percentages given for NGOs in this report only relate to the staff of partner NGOs. The percentages given for parents and partner NGOs should be taken with caution because of the low number of respondents and the probable (positive) bias of these groups due to their recruitment.



The age of the students ranged from 11 to 19, with most students being 16 to 19. The other respondents range from 20 to over 70.



43% (69) of the respondents identified as a man and 46% (73) identified as a woman. 17% (30) respondents identified as transgender or non-binary, does not want to say or does not fill in the question.



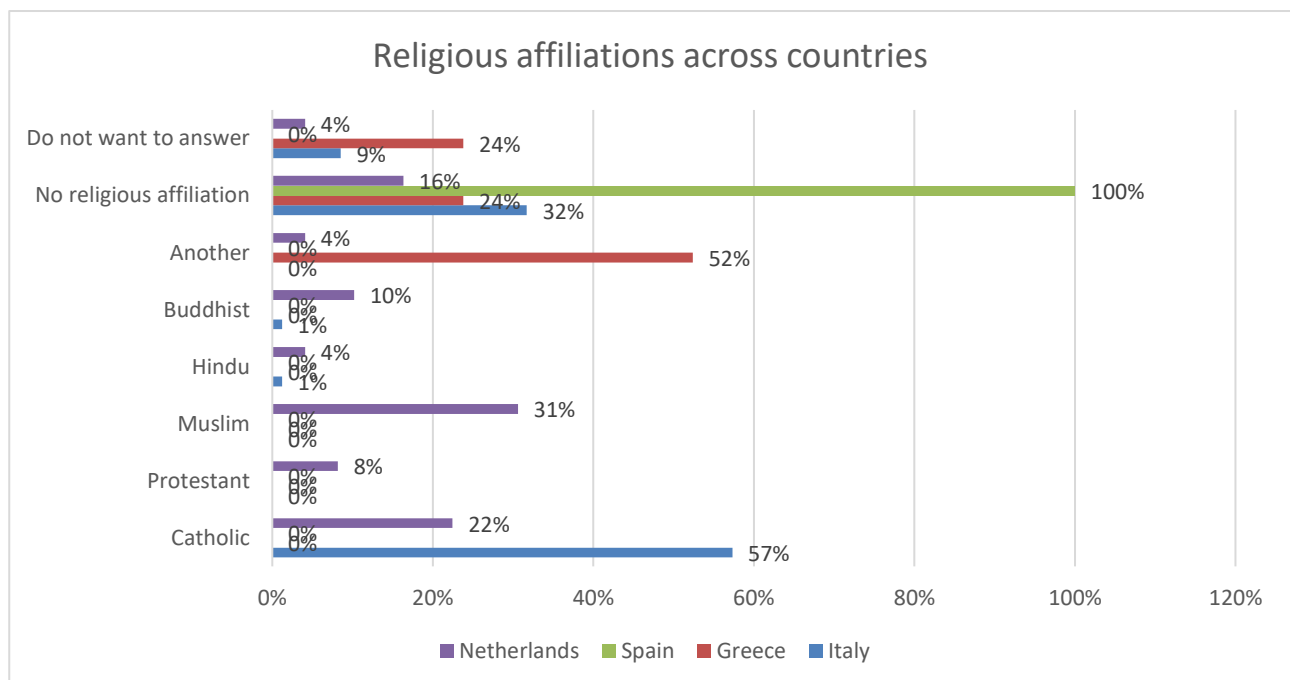
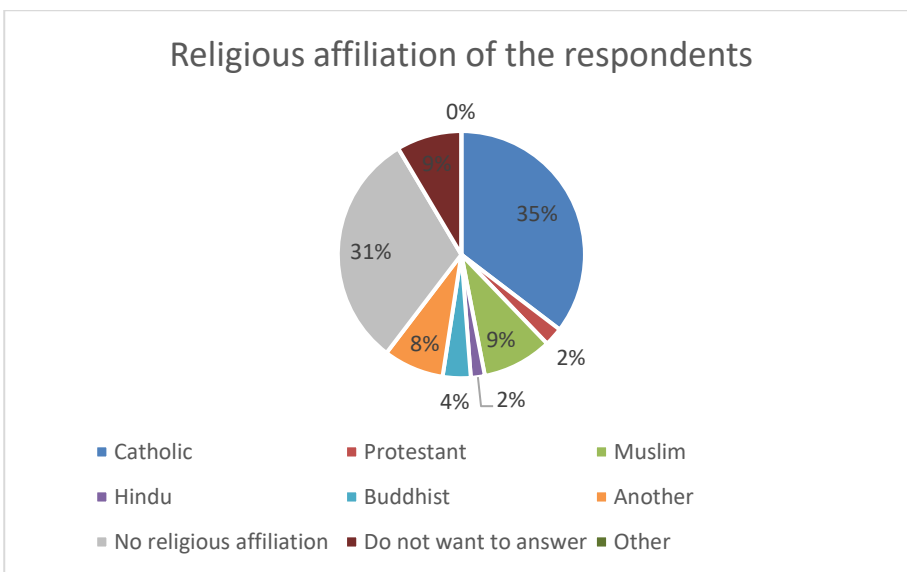
74% (123) of the respondents identified as heterosexual. 10% (16) identified as gay or lesbian, 10% (17) identified as bisexual and 2% (3) identified as asexual. 5% (8) of the answering respondents did not want to say, and 3% (5) of all respondents did not answer to this question.

These are rather high percentages of respondents who refused to answer, identified as not stereotypically male or female (17%) or with a non-heterosexual orientation (28%). In Greece and Spain, about one quarter of the respondents reports to be gay or lesbian, while in Italy 16% reports to be non-heterosexual and in the Netherlands this is even 43%.

Most of the trans, non-binary and non-heterosexual respondents are students. Italy has 2 transgender and 2 non-binary respondents, and the Netherlands has 6 transgender respondents and 3 non-binary respondents. Because about one third of the Dutch students may be unreliable in their answers, this may be overstated. In various remarks, it was clear that about one third of the students from the Dutch school were upset by

the questions about independent variables. They made remarks like: “gay is a disease”, “I am not for homo's”, “I would rather die than give my ass to men” and “fucking LGBT”.

35% of the respondents is Catholic and 31% does not have a religious affiliation. There are smaller numbers of other religions. All respondents from Spain (from DEFOIN and Jaume Viladoms Centre Educatiu) indicate to have no religious affiliation, which indicates that members of these organizations are probably not typical for Spain as a country. 15 of the 34 Dutch students indicate to be Muslim, other countries report no Muslim students.



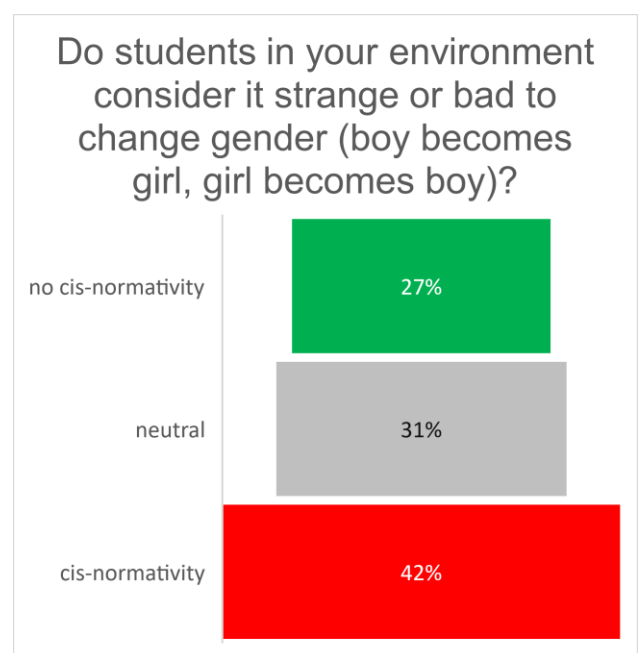
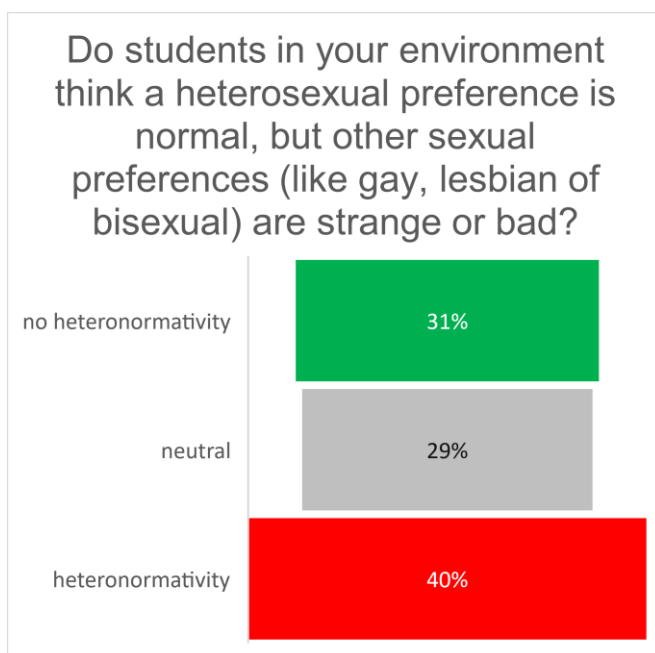
Opinions on impact

The general starting questions of the questionnaire were meant for all respondents . However, the Spanish students did not fill in these questions. Because not only a few but none of the Spanish students filled in these questions, we suspect that the teachers instructed them to only answer the specific student questions and independent variables due to a misunderstanding in the instruction. They may have thought that only the specific questions for students in the questionnaire were relevant for the evaluation by students.

Perceived cis- and heteronormativity

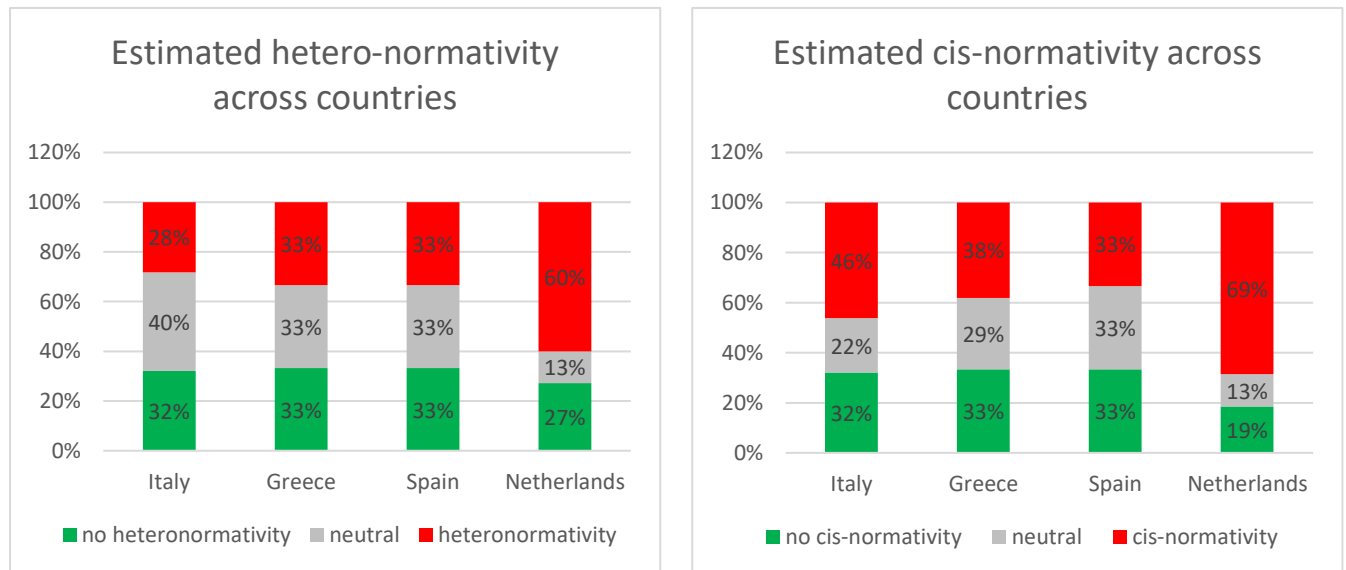
We asked respondents for the level of hetero-normativity and cis-normativity in their environment. We did this with the questions “Do students in your environment think a heterosexual preference is normal, but other sexual preferences (like gay, lesbian or bisexual) are strange or bad?” and “Do students in your environment consider it strange or bad to change gender (boy becomes girl, girl becomes boy)?” Respondents could score their assessment on a five point scale ranging from (1) “no one thinks that” to (5) “most think that”. In the graphs below we collapsed scores 1-2 (low normativity) and 3-5 (high normativity).

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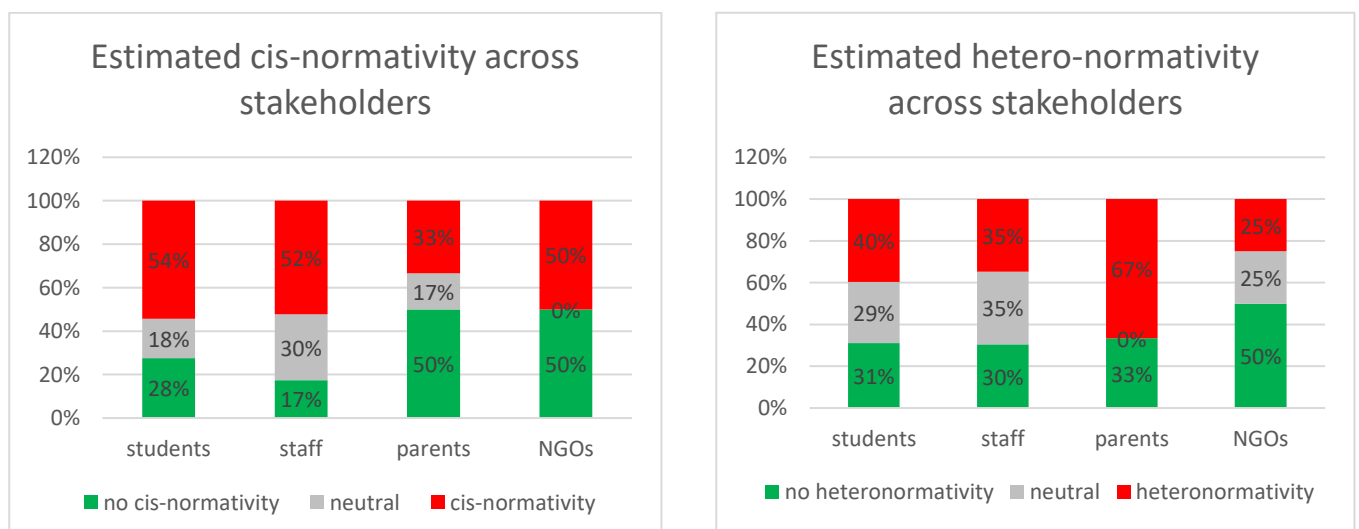


The responses show that about 40% of the respondents think there is a rather or very high level of cis-normativity and hetero-normativity, while about 30% is neutral and 30% thinks there is hardly any or no cis-heteronormativity. The responses for cis-normativity and hetero-normativity are very similar.

When we compare these results across countries, we see a difference between the Netherlands and the other countries. The Dutch respondents indicated there is twice as much cis-normativity (69%) and hetero-normativity (60%) in their school.



When we compare these results across stakeholders, we see that the students and teachers assess the current cis-normativity a bit higher than the current hetero-normativity.



Parents assess hetero-normativity as more prevalent than cis-normativity, while project partner staff assesses this the other way around. But we should consider these percentages with great caution because of the low number of parents and staff respondents.

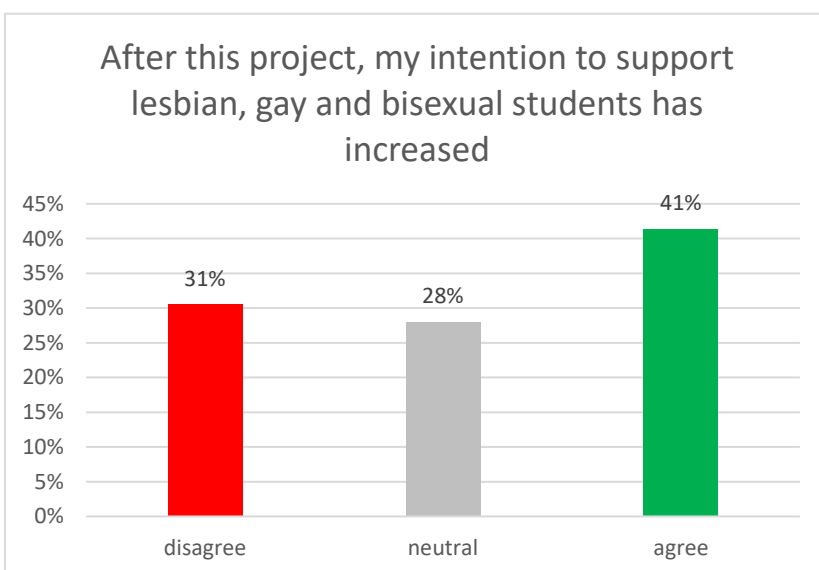
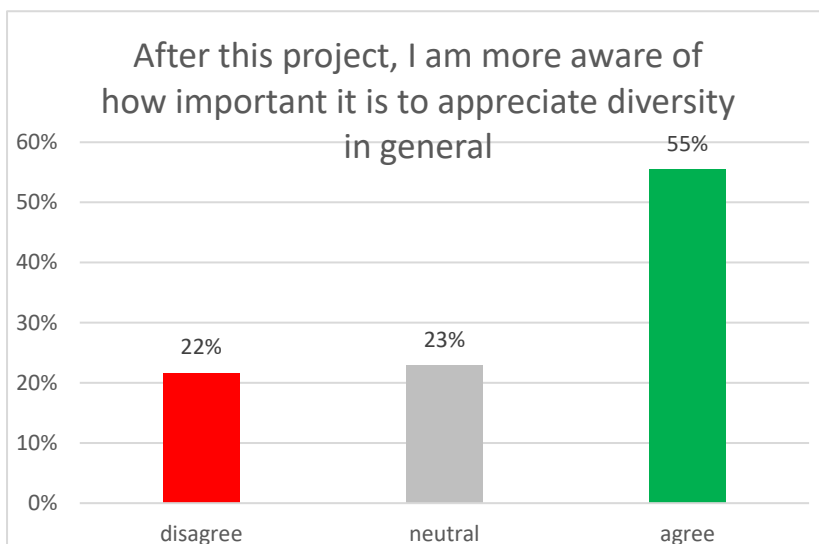
Awareness and support for diversity

To see the difference between awareness of the importance of diversity *in general* and *more specific* sexual orientation and gender identity issues we asked two questions about awareness of the importance to appreciate diversity in general and about the intention of respondents to support lesbian, gay and bisexual students and trans and

non-binary students. The respondents could score their opinion on a five point scale running from “I don’t agree at all” to “I fully agree”.

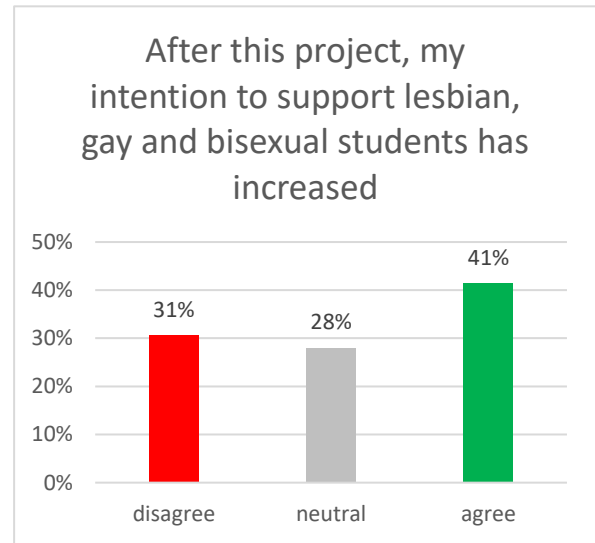
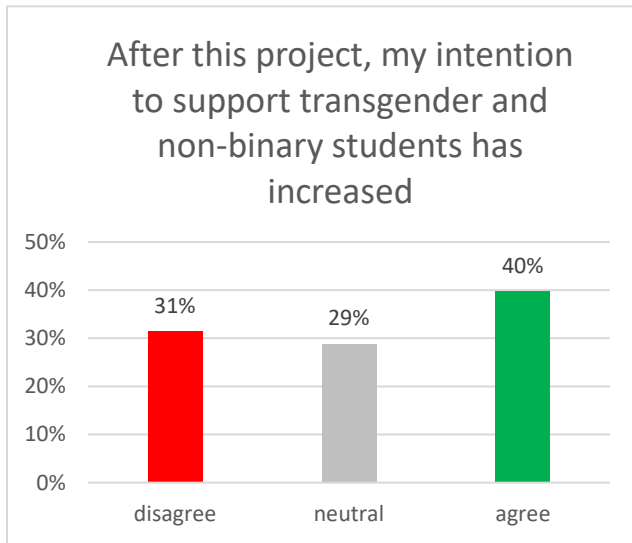
About half of the respondents agrees that the project has increase the awareness about diversity in general. The other half is divided between this agreement and doubt.

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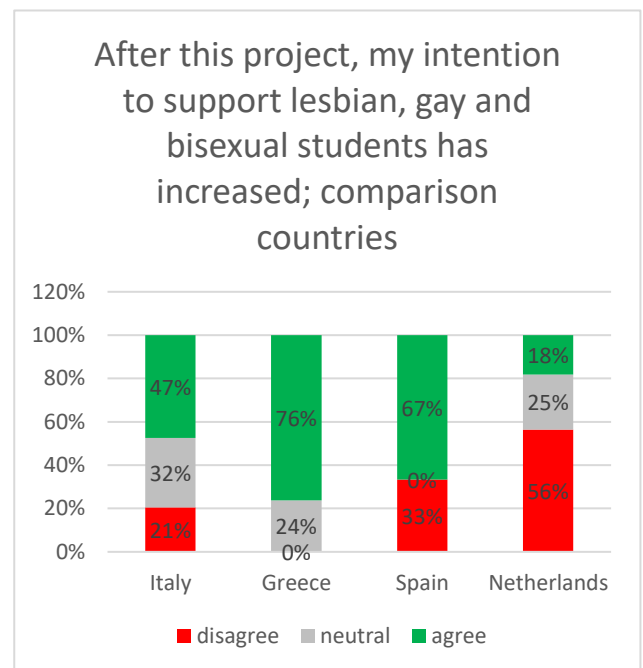
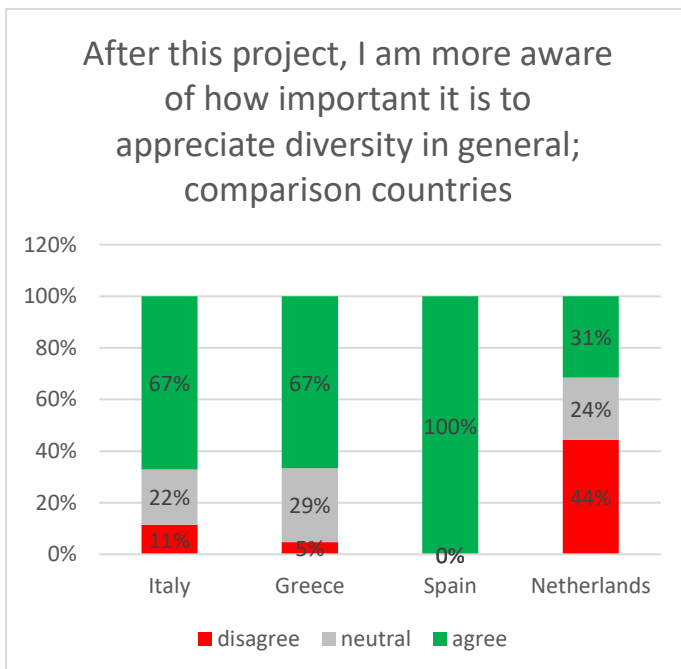


When we compare this self-assessment about diversity in general with a more specific intention to support LGBTIQ+

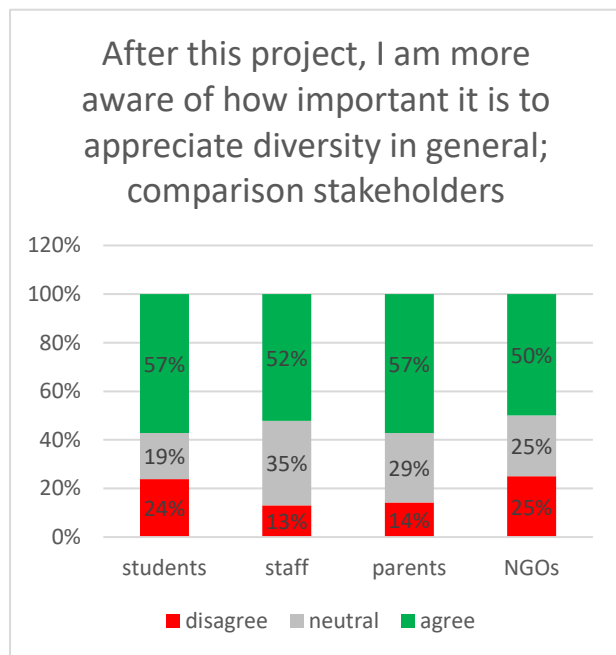
students, we see that the agreement for specific support is slightly less than awareness for diversity in general.



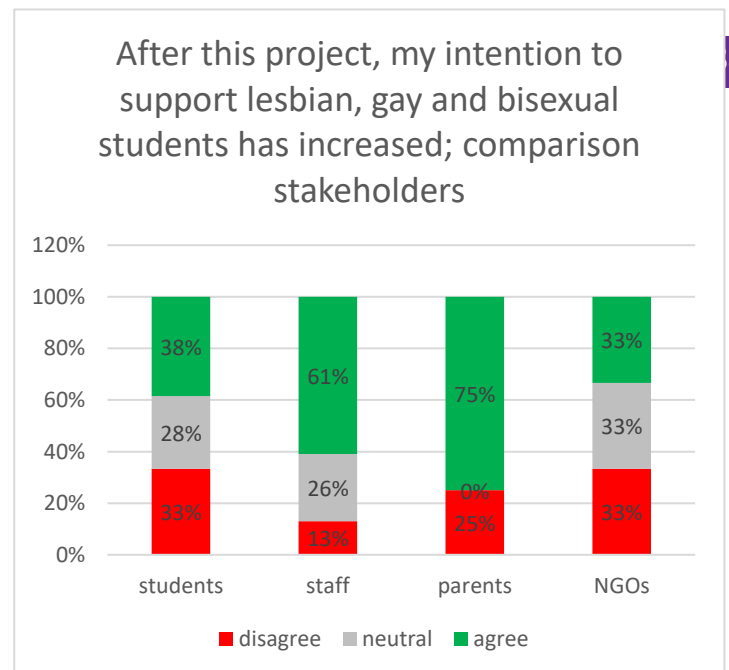
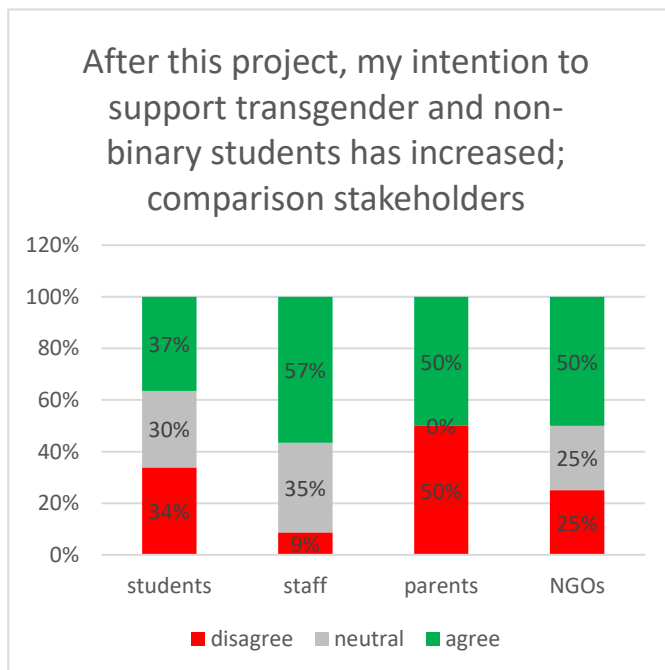
A comparison across countries shows that respondents in the Netherlands are less confident that the project increased their awareness in general and even less that the project increased their intention to support LGBTIQ + students.



If we compare the results across stakeholders, we see that there are no large differences between the assessments of stakeholders for their awareness to appreciate diversity in general.



It may be that the support for LGBTIQ+ students by school staff is a little bit higher than in other groups, but considering the number of parents and NGO respondents, this is not a very large difference.

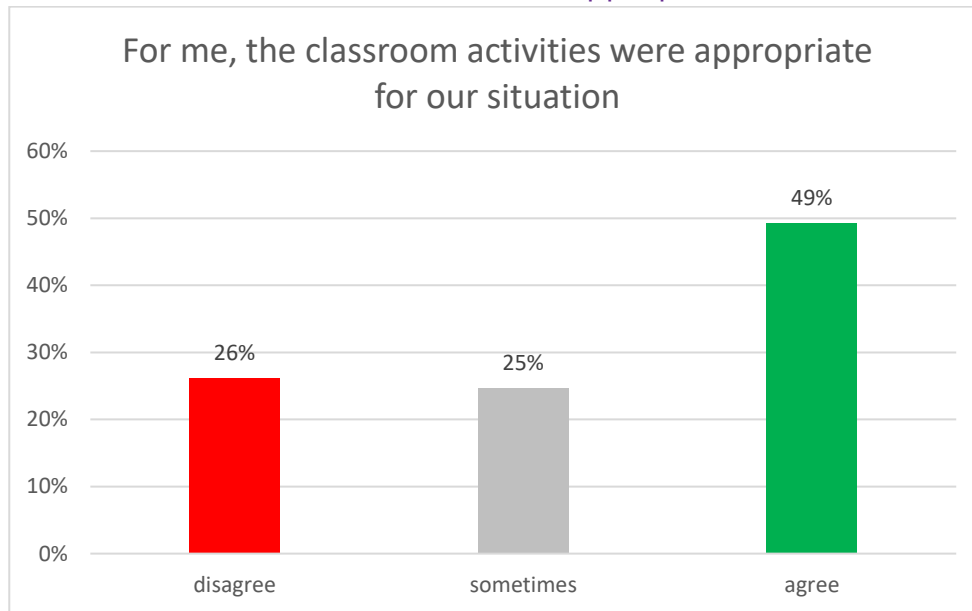


Appropriateness and comfort

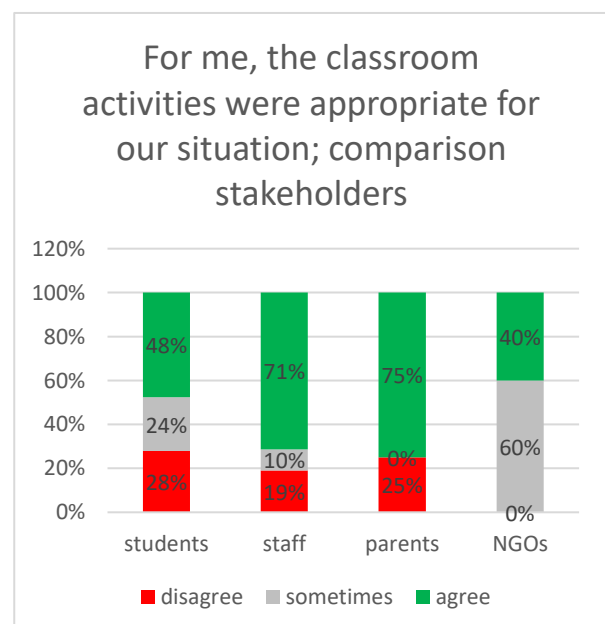
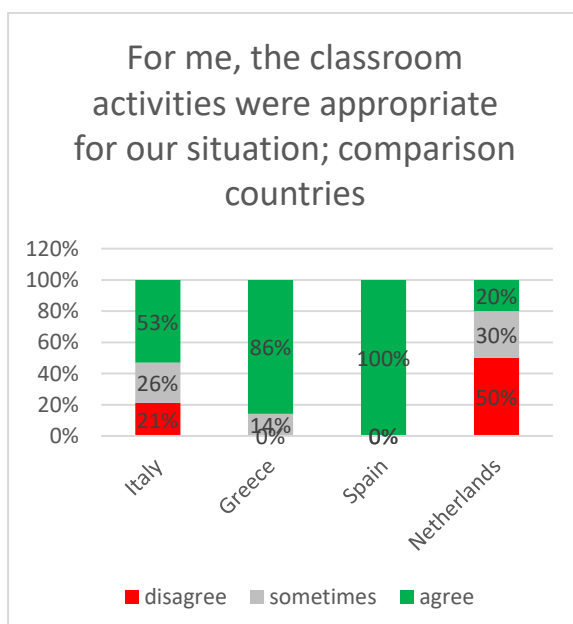
We explained to the respondents that the activities in the classroom were a very important part of this project. We asked them to give their opinion on nine statements about the classroom activities. Each of the statements could be scored on a six point

scale running from 0 to 5: 0=I cannot judge this; 1=I don't agree at all; 2=I don't agree; 3=sometimes; 4=I agree; 5=I fully agree. In the following graphs, we collapsed the scores for I don't agree at all/I don't agree and I agree/I fully agree. We ignored the respondents who could not judge statements.

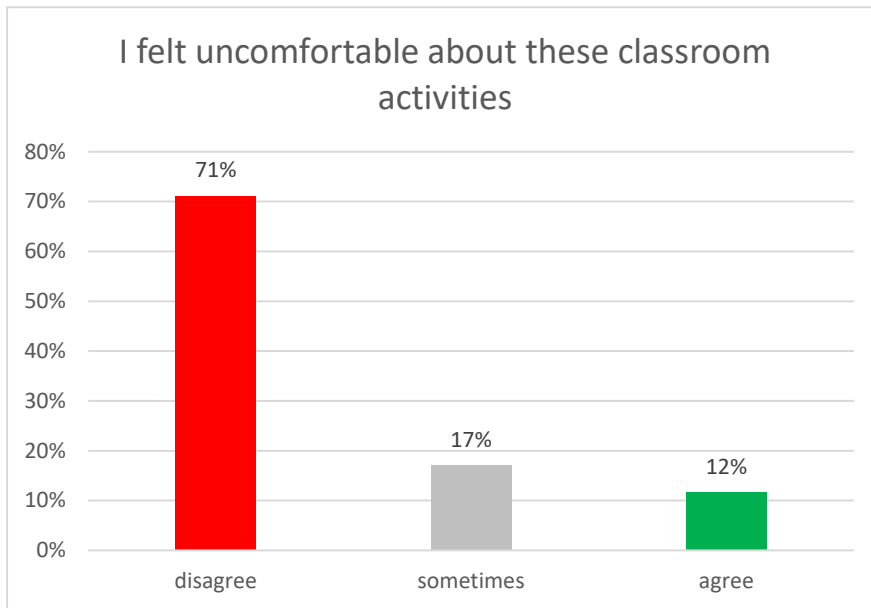
1) For me, the classroom activities were appropriate for our situation



About half of the respondents agree that the classroom activities were appropriate for their situation. Here we see again that in the Netherlands, and to some degree in Italy, respondents more strongly disagree with this than in other countries. There is more disagreement among students than among school staff. There were only two parents and for staff answering this question, so these percentages are not reliable.



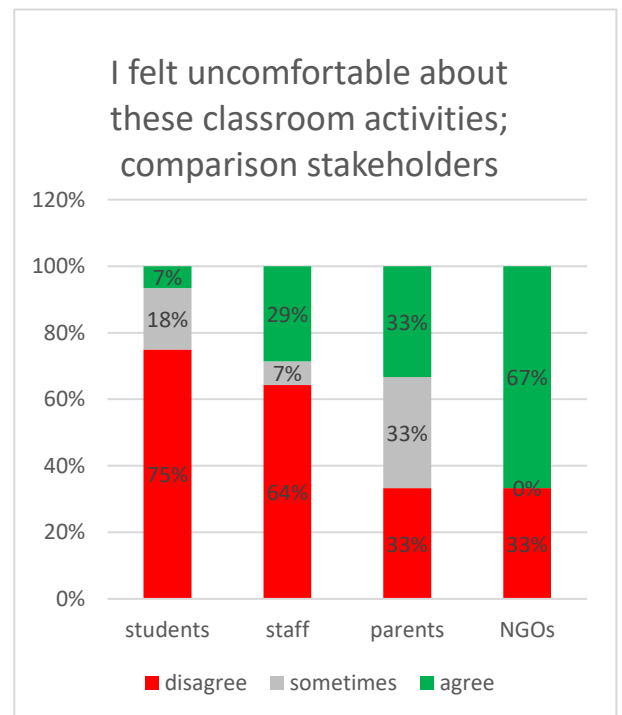
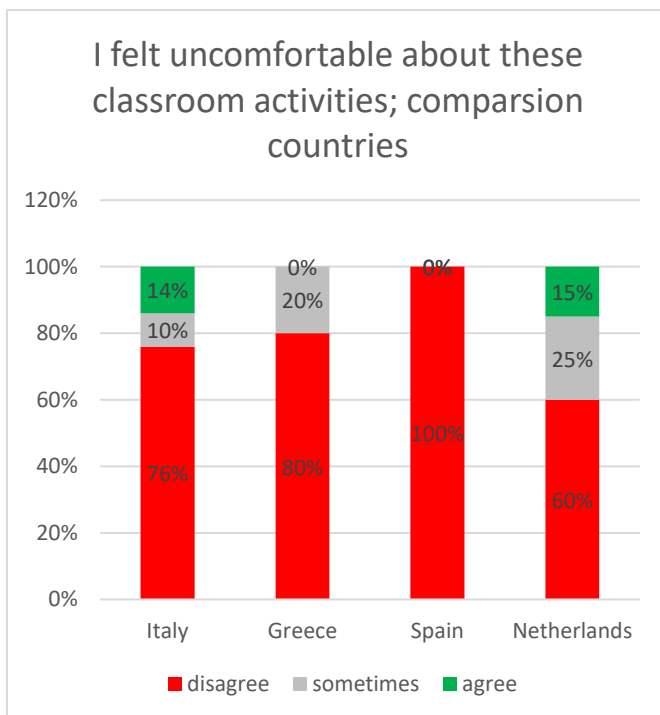
2) I felt uncomfortable about these classroom activities



A majority of the respondents did not feel uncomfortable about the implementation of the activities. 75% of the students did not feel uncomfortable during activities.

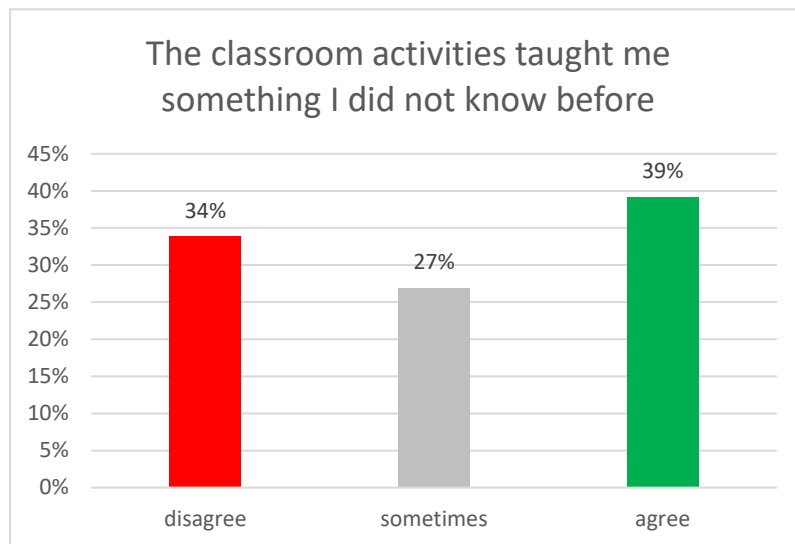
There was slightly more discomfort in Italy in the Netherlands than in Greece and Spain. Students did not feel

uncomfortable with the activities, but almost 1/3 of the school staff did. The percentages for parents and NGOs are only based on two respondents of each category.



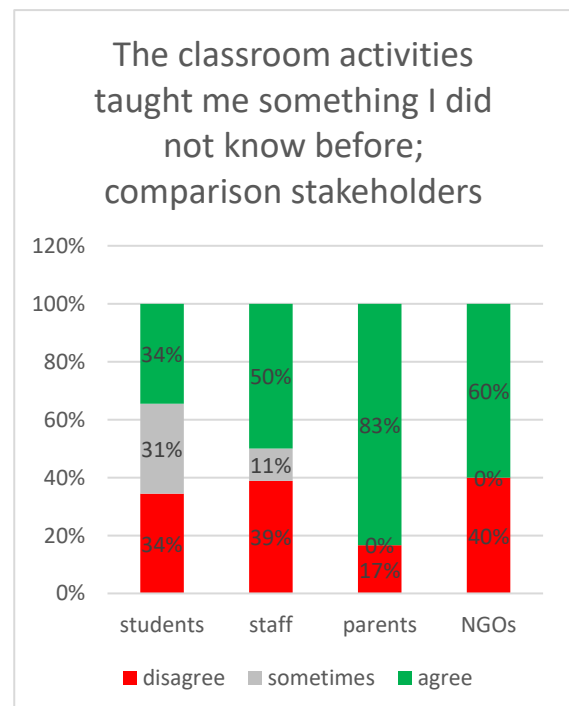
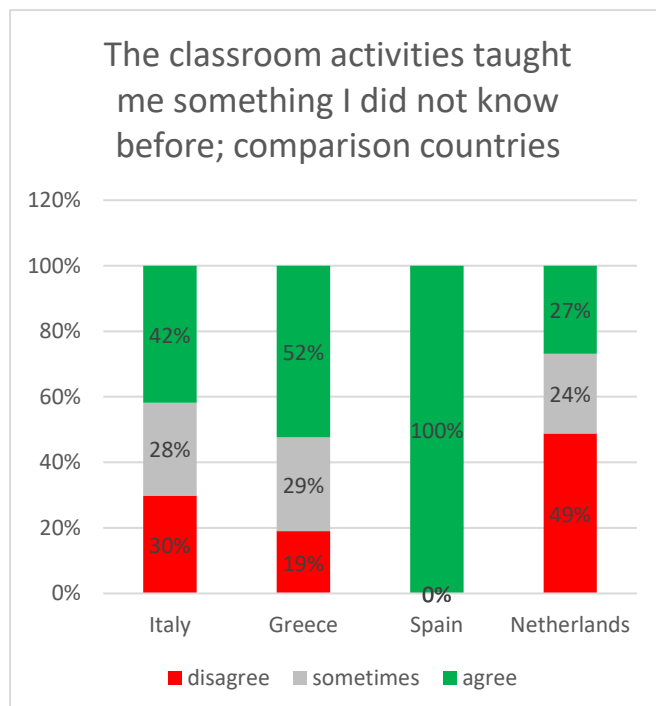
New insights

3) The classroom activities taught me something I did not know before



The opinions about whether the classroom activities taught something that the respondents did not know before were divided; about one third disagreed and agreed and slightly less than one third doubted it.

Here again we see that the Dutch respondents disagree more with this than in other countries.



The 100% score in Spain is based on only one respondent.

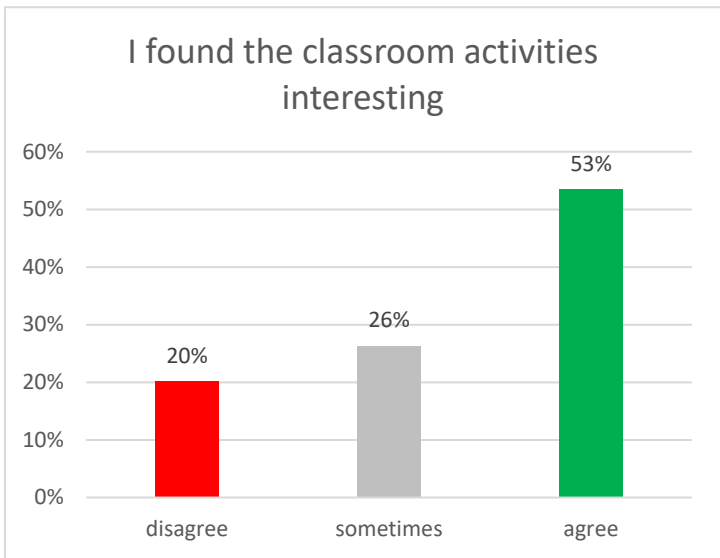
Reaching levels of attitudinal goals

The statements 4 tot 7 tried to assess if the main goal levels of the Krathwohl Taxonomy were reached. The Krathwohl Taxonomy on affective goals was used as a guidance in the training and the classroom activities as a theoretical background for the systematic implementation of goals related to attitudes and as a help for teachers. A formulation of the levels and their meaning was slightly adapted by us to fit the topics of sexual and gender diversity.

Levels of Krathwohl Taxonomy and use in this evaluation

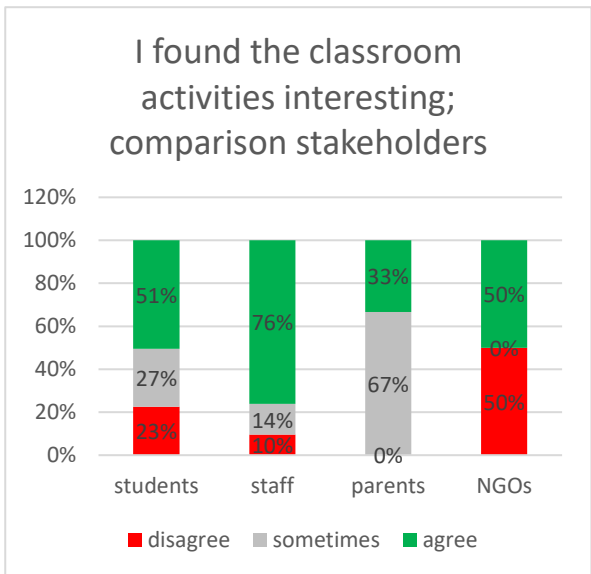
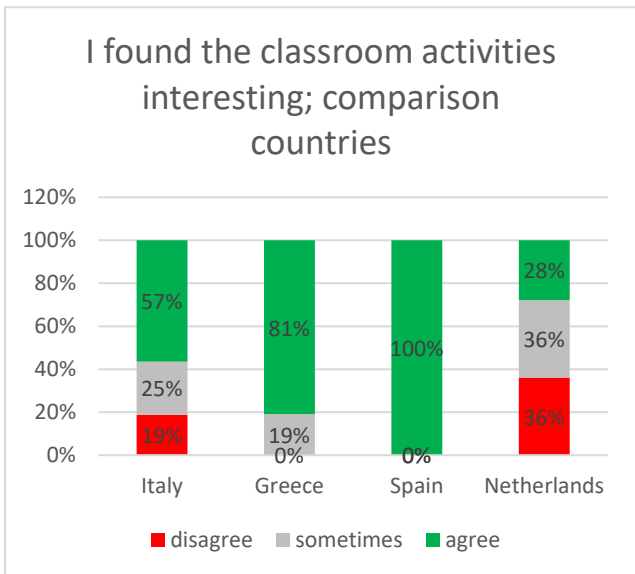
Level	Meaning	Way it was measured
1. Attention	Getting passive attention of the students for the topic (i.e. listening)	Not measured, we assumed that doing the activity was adequate for triggering attention.
2. Interest	Getting active attention of the students for the topic (i.e. active participation in the lesson, asking questions, discussion)	"I found the activities interesting"
3. Appreciation	Developing a positive opinion (i.e. assessing facts and prejudices, formulating grounded opinion)	"These activities did not change my already quite supportive attitude towards LGBTIQ+" and "The classroom activities helped to make my opinion on LGBTIQ+ more positive"
4. Reorganisation	Reflecting on and reorganizing one's normative framework (i.e. recognizing that opinions are part of a broader framework of values and reevaluating one's broader normative framework rating to gender and sexuality)	"After these activities, I reconsidered the general way I am thinking about sex and gender"
5. Characterisation	Making new positive attitudes a core aspect of one's character (i.e. developing a personal way of viewing situations, developing skills to act on this and to resist social pressures; consistently acting on new supportive views)	Not measured, we assumed that characterisation was beyond the scope of a few lessons and this project.

4. I found the classroom activities interesting



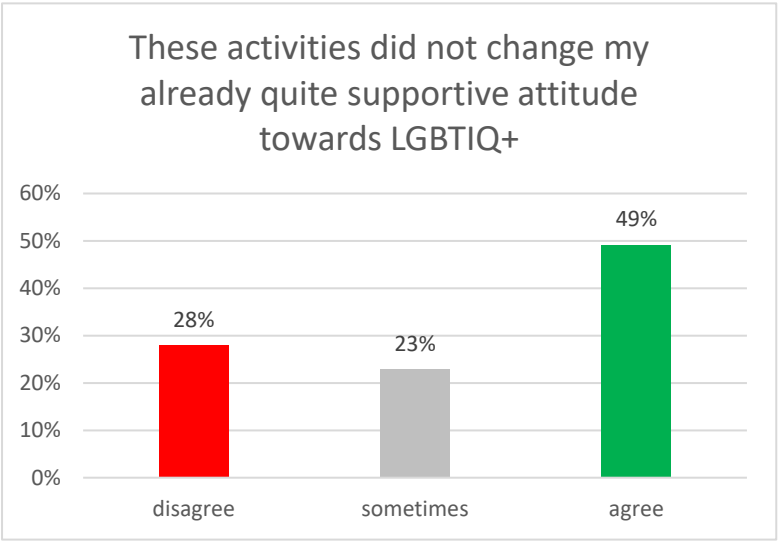
About half the respondents found the classroom activities interesting, with 1/5 not finding them interesting.

The Dutch respondents and to some extent the Italian respondents found the activities not so interesting or only in some cases. School staff found the classroom activities more interesting than the students. Half of the students found the classroom activities interesting.



The scores of parents and NGOs are not reliable.

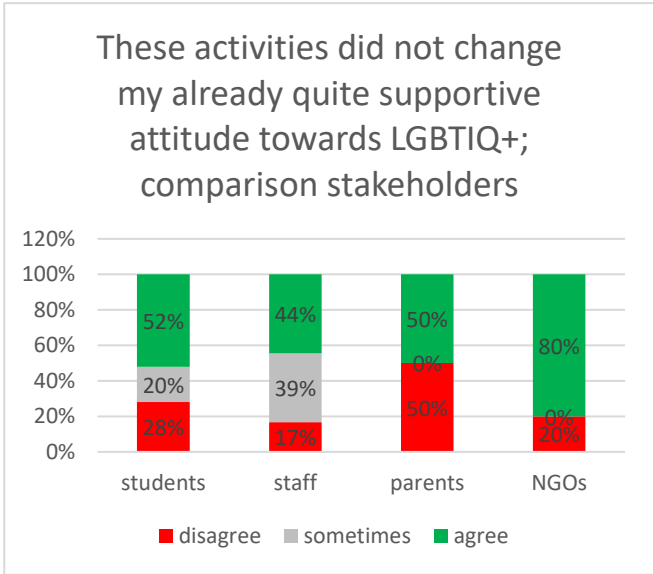
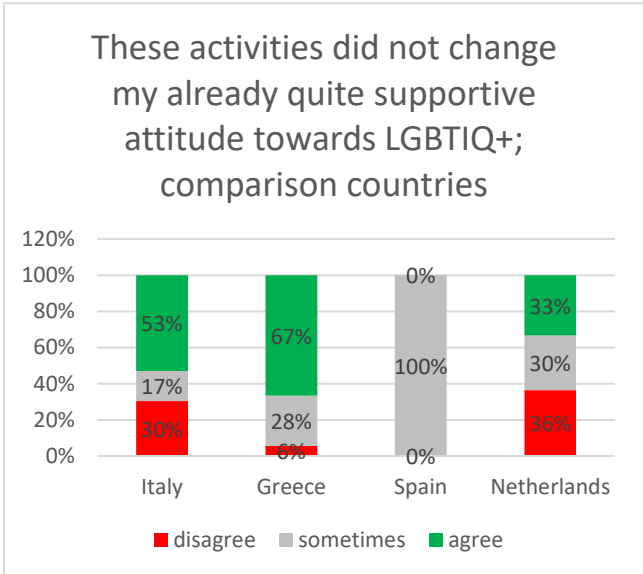
5. These activities did not change my already quite supportive attitude towards LGBTIQ+



About half of the respondents thought that the project did not change their supportive attitude towards LGBTIQ+ because they already had a quite supportive attitude before the project.

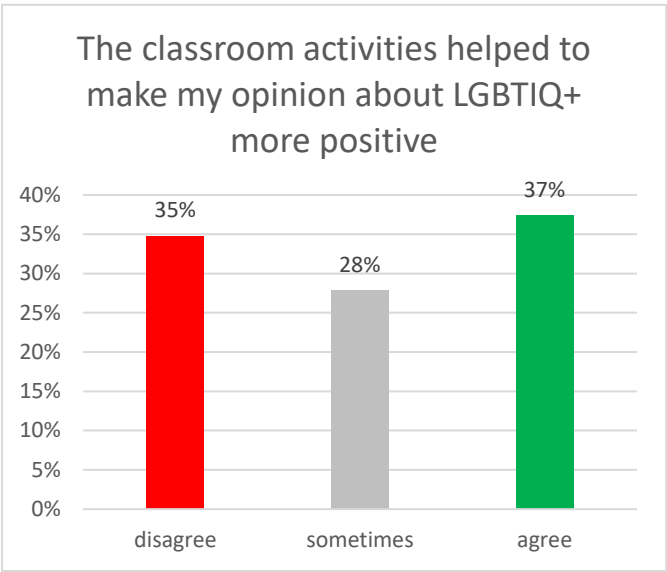
This was most true for Greece and for Italy and least true for the Netherlands. But both in the Netherlands and in Italy, there was a group of respondents who

thought they did not have an already supportive attitude before the project.



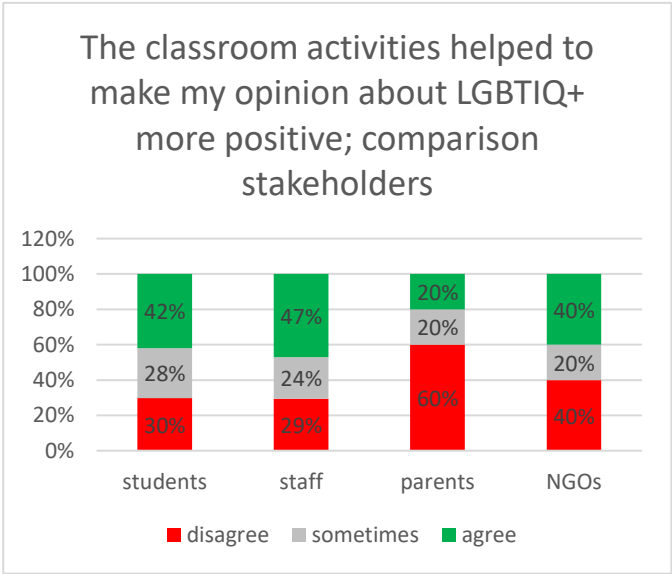
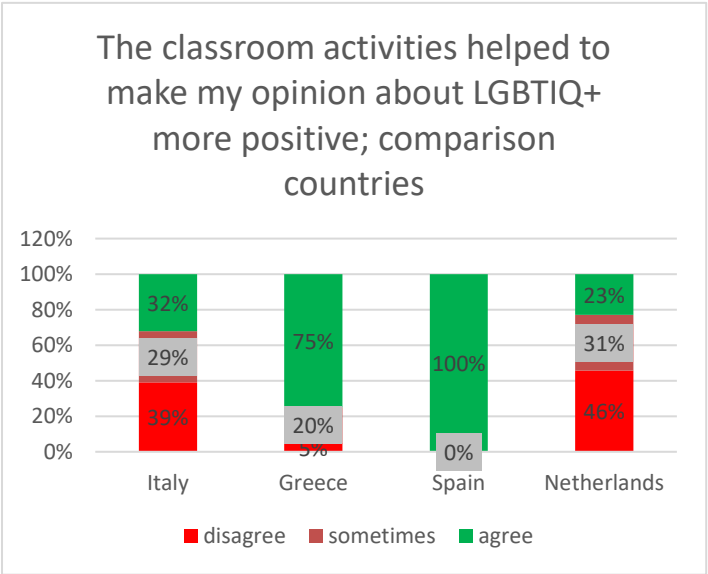
The 100% score in Spain was based on only one respondent.

6. The classroom activities helped to make my opinion on LGBTIQ+ more positive



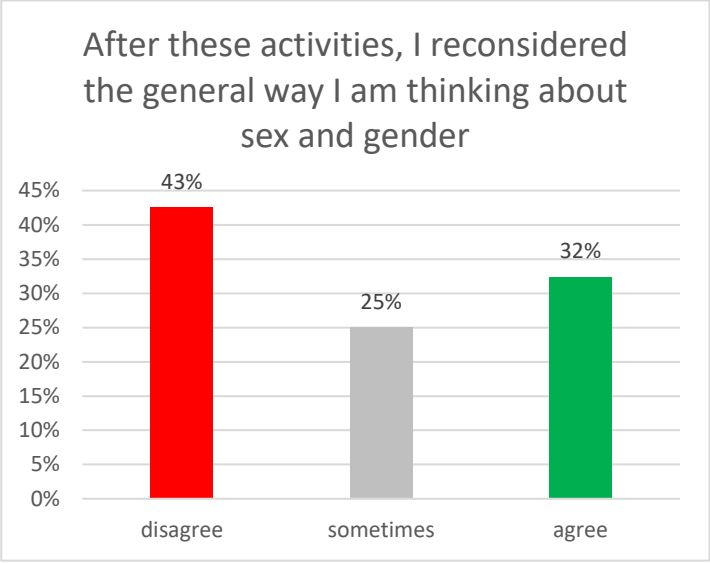
The statement that classroom activities helped to make the respondents opinion on LGBTIQ+ more positive was scored ambiguously, with about one third agreeing and disagreeing.

Again, the disagreement was largest in the Netherlands and in Italy. School staff were most positive about this, while still a substantial percentage 42% of the students agree with this.



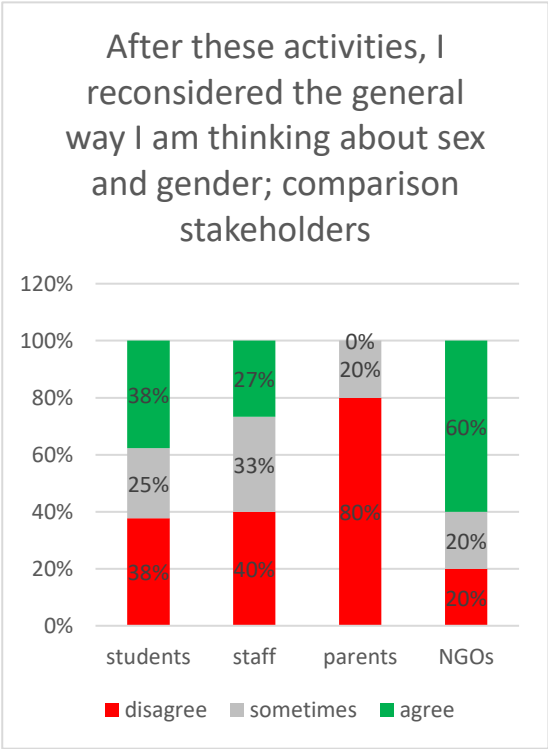
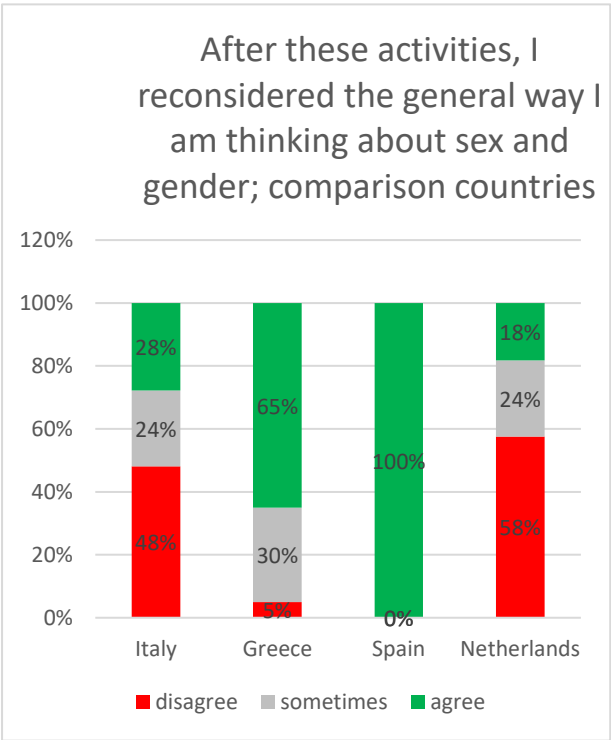
The 100% score in Spain was based on only one respondent.

7. After these activities, I reconsidered the general way I am thinking about sex and gender



About 1/3 of the respondents agreed that they reconsidered their general way they were thinking about sex and gender after the activities.

This was more the case in Greece than in the Netherlands and Italy. Slightly more students agree with this (38%) than school staff (27%).



The 100% score in Spain was based on only one respondent.

When looking at the previous results we can summarize how the levels of the taxonomy of Krathwohl were reached.

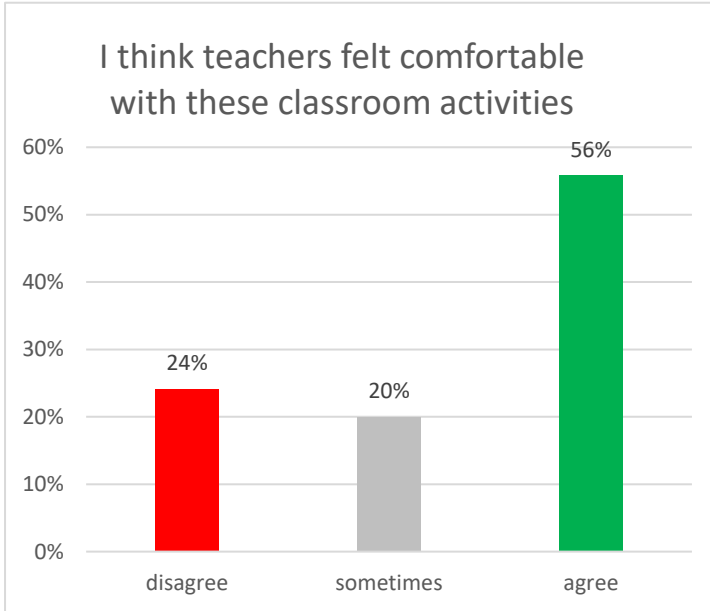
Levels of Krathwohl Taxonomy and use in this evaluation
--

Level	Way it was measured	Results: agreement
1. Attention	Not measured, we assumed that doing the activity was adequate for triggering attention.	
2. Interest	"I found the activities interesting"	All: 53%, students: 49%
3. Appreciation	"The classroom activities helped to make my opinion on LGBTIQ+ more positive"	All: 37%, students: 39%
4. Reorganisation	"After these activities, I reconsidered the general way I am thinking about sex and gender"	All: 32%, students: 35%
5. Characterisation	Not measured, we assumed that characterisation was beyond the scope of a few lessons and this project.	

We see that about half of the participants reached the level of interest, slightly over one third reached the level of appreciation and another one third reached the level of reorganization. When considering these percentages, we need to take into account that half of the participants stated that they already had a rather positive attitude before the project started, so we think we reached rather good results in the area of attitude change.

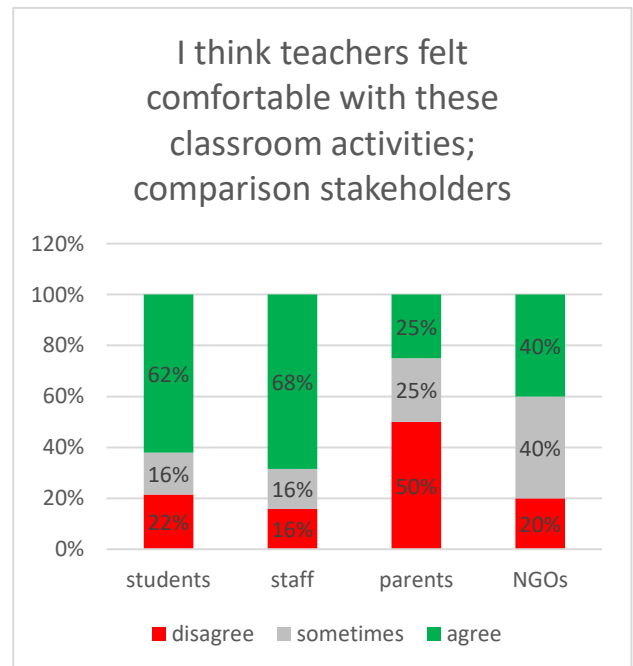
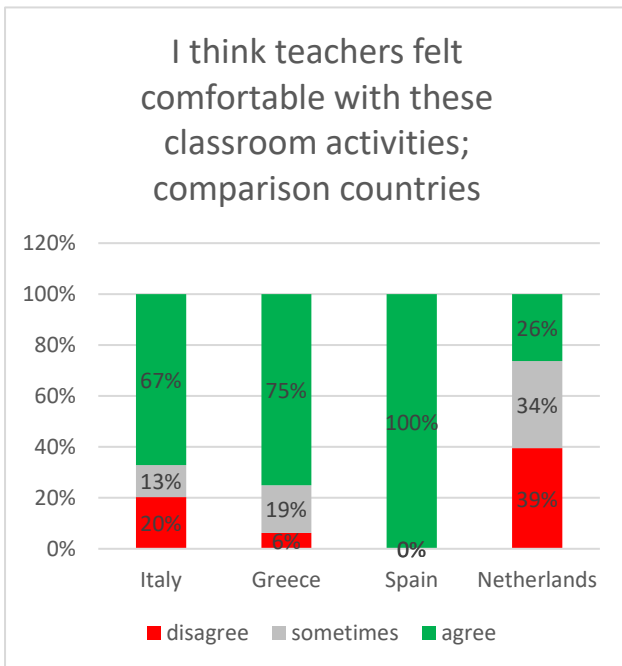
Comfort and skill of teachers

8. I think the teachers felt comfortable with these classroom activities



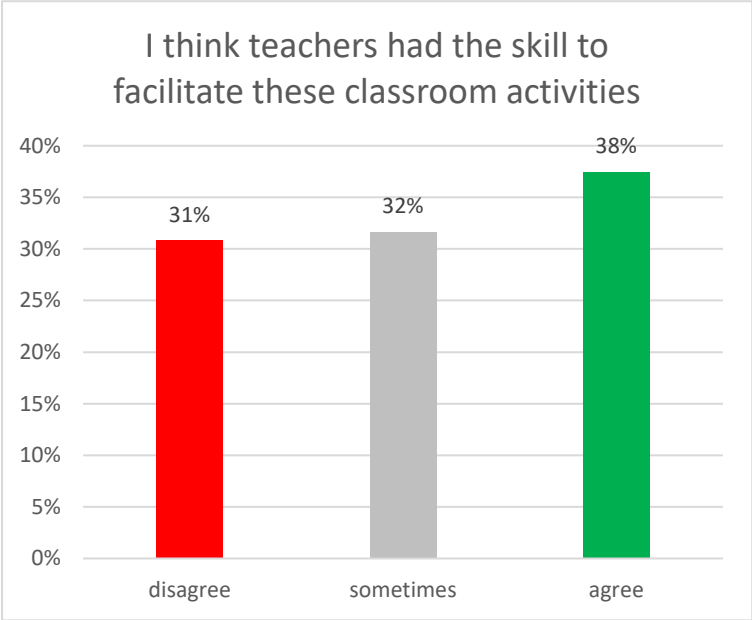
Slightly over 50% of the respondents agreed with the statement that teachers felt comfortable with these classroom activities. A quarter of the respondents disagreed.

The agreement was high in Italy and Greece, but quite low in the Netherlands. About 2/3 of the students (62%) and teachers (68%) more or less equally agreed that teachers felt comfortable.



The 100% score in Spain was based on only two respondents.

9. I think the teachers had the skill to facilitate these classroom activities

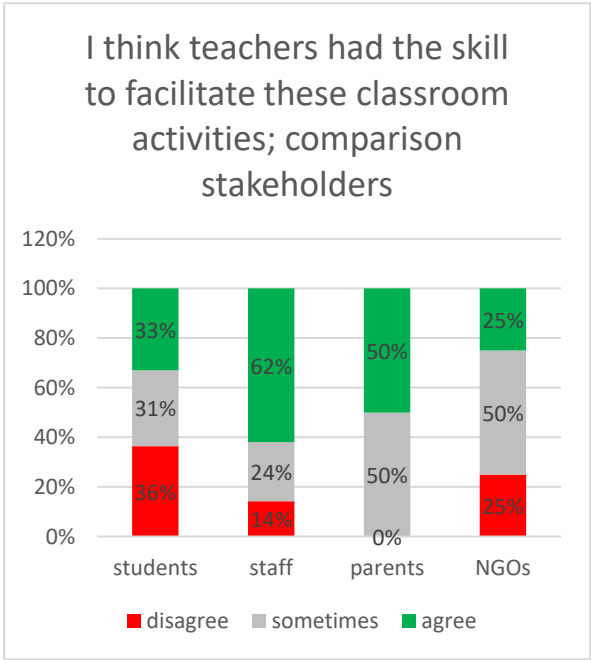
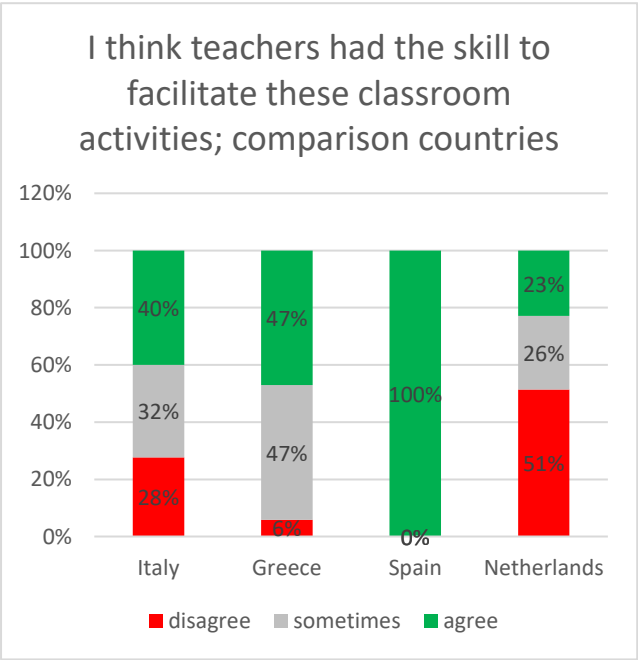


The opinions of the respondents about whether the teachers at the skill to facilitate a classroom activities were divided; about one third disagreed, one third scored “sometimes” and a little bit over one third agreed.

The respondents in Greece were most confident in this with 47% while in Italy the respondents were less confident (41%) and in the Netherlands even less

confident (23%). The school staff rated themselves more confident in their skills (62%), but only one third of the students agreed with them.

The 100% score in Spain was based on only three respondents.



We asked respondents if they had specific comments about the classroom activities. These were their comments.

The interventions of the students were very interesting
There is no need to do these activities, they are a waste of time
Never done any activities
Debate
I think that the way Francesco managed the business was truly a great experience
I think this project should be re-proposed in the exact same way
All unanimously positive
The activities put me in the situation and allowed me to understand better
Interesting
My attitude towards LGBTI+ people was already very positive. The same goes for children who have a positive attitude. The activities helped most students who had doubts and I believe they should be included in the curriculum.
Projects on the gender question like this should be done more often
I think it's right but without exaggerating since no gender distinctions should be made because a person is still a person
Homo is a disease
Gay is a disease
I did not offer classroom activities
Good level
lgbtq is not allowed in my religion
Be quiet
Nice
Good
I usually like it but the children in my class are childish and start to laugh about it while there is nothing funny about it
Not always bully
I have no opinion
I think lgbtq+ does not teach me anything about life
I don't like about the gay things questions and all
I don't understand it

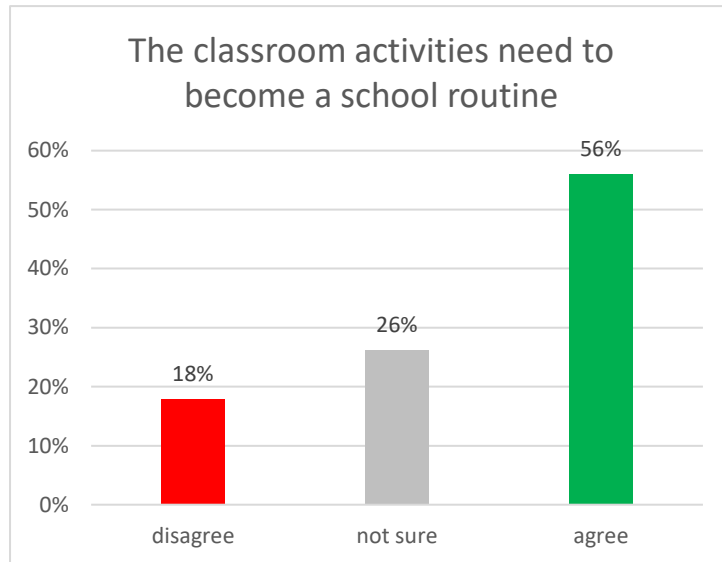
Our general impression of these comments is that they are ambiguous, which on closer view is mainly due to the type of the respondents. Teachers and NGO staff were quite positive in their comments, but some of the students of the Dutch school (the remarks marked orange) used this open question to vent their discomfort with the activities and their more general objections towards sexual diversity.

Sustainability

To get a view of the sustainability of the activities we asked the respondents whether they thought that the project activities should become a regular part of the school routines. This could again be scored on a six point scale running from 0 to 5 (0 meaning: "I cannot judge this"). In our presentation of the results we ignored the 0-

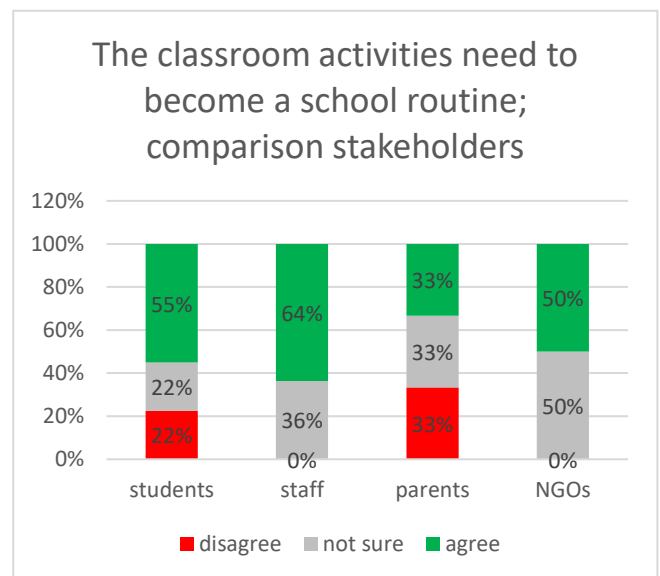
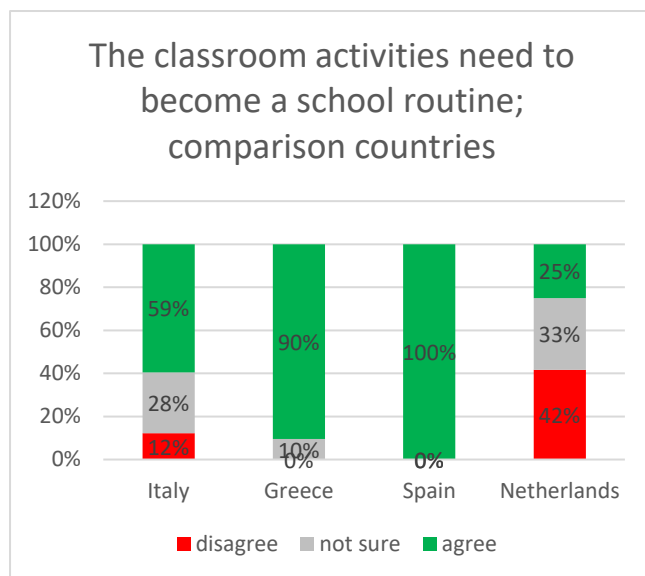
scores. The scores for Spain are given by only three teachers who all agree with all statements.

The activities in the classroom

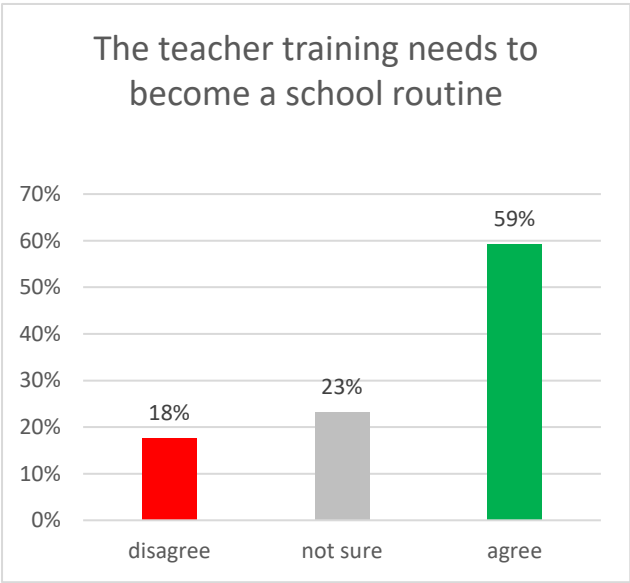


Slightly over half of the respondents agreed that the classroom activities need to become integrated in the regular curriculum and used sustainably. 18% disagreed and one quarter was not sure.

The Greek and Spanish respondents agreed that the classroom activities should be sustained, and over half of the Italian respondents did. But only one quarter of the Dutch respondent agreed. 55% of the students and 64% of the teachers agreed.

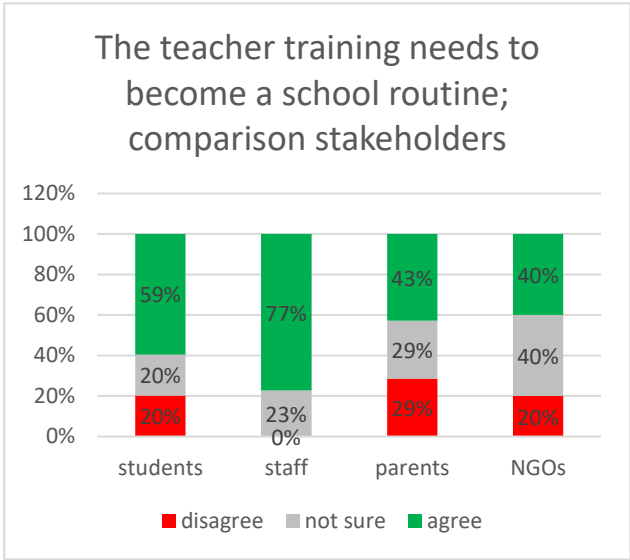
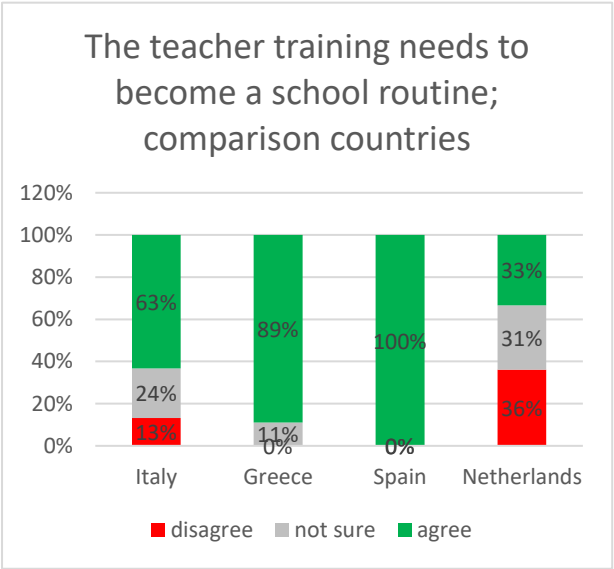


The teacher training

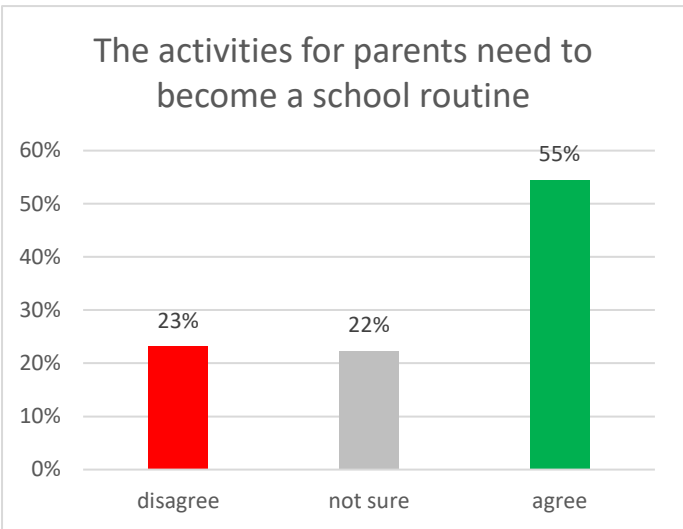


About 60% of the respondents agreed that the teacher training should become a school routine.

Here again we see that the Greeks almost fully agree with this, the Italians agree somewhat less and only one third of the Dutch agree. The statement is mostly agreed on by school staff and somewhat less by students.



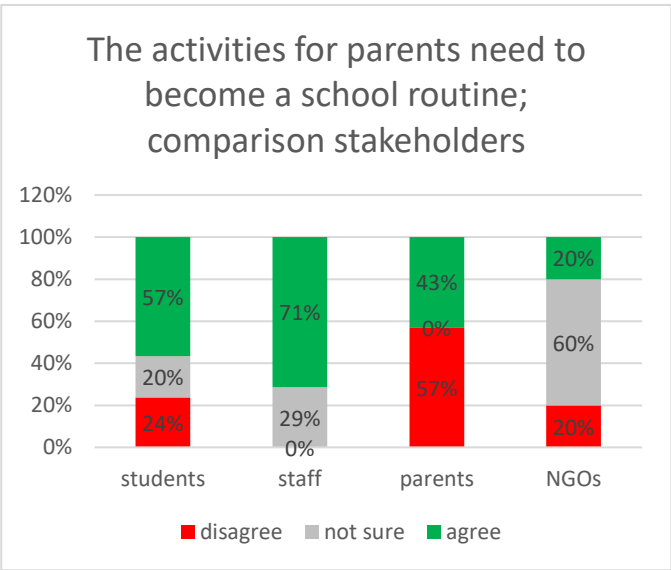
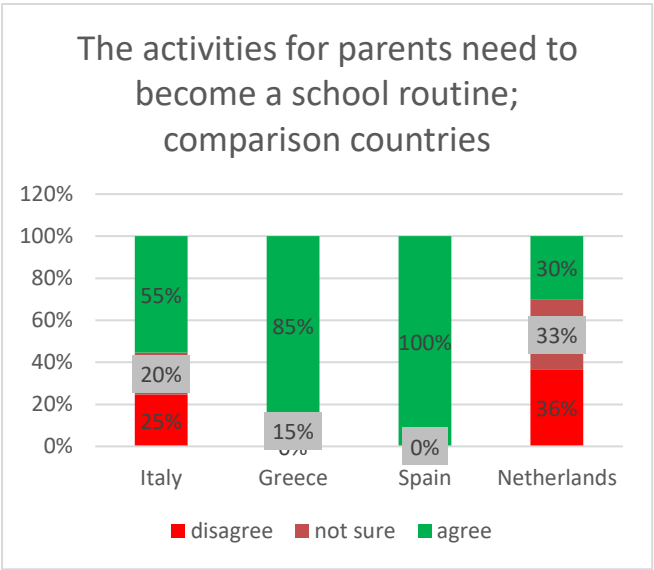
The publications for parents



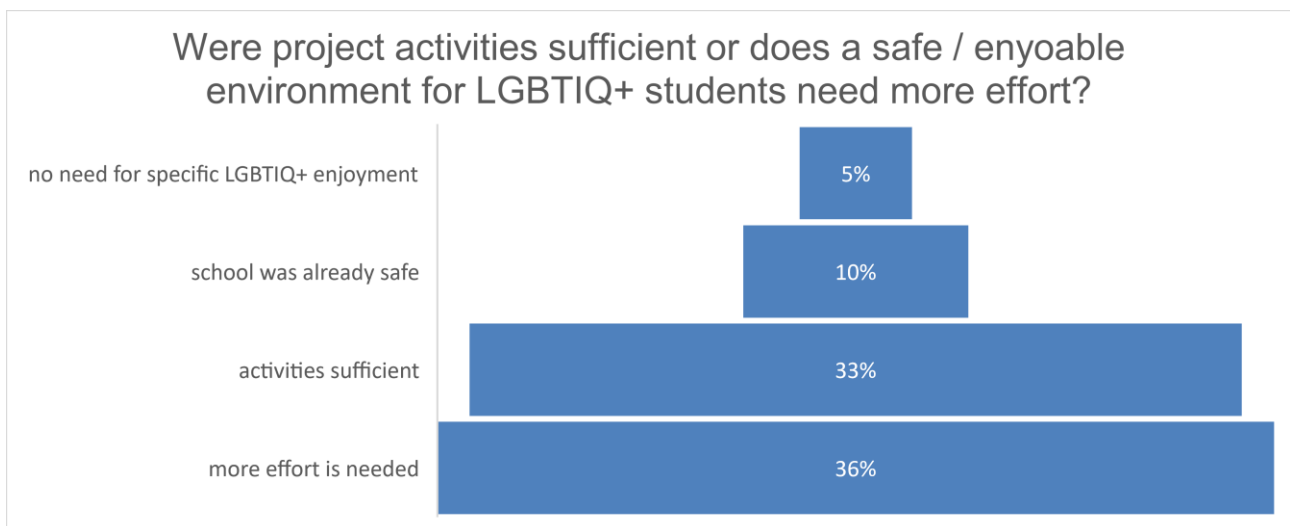
Slightly over half of the respondents thought the activities for parents need to become part of the school routine. 23% did not agree.

Again, the Greek respondents agreed most with this statement, about half of the Italian respondents agreed and only 30% of the Dutch agreed. A majority of the school staff agreed and about half of the students agreed. 2

(Italian) parents completely disagreed, while 2 other parents agreed. However, 7 of the 11 parents did not answer this question (among them the 5 Spanish parents; this may be due to the fact that these publications had not yet been translated when the impact questionnaire was filled in Spain).

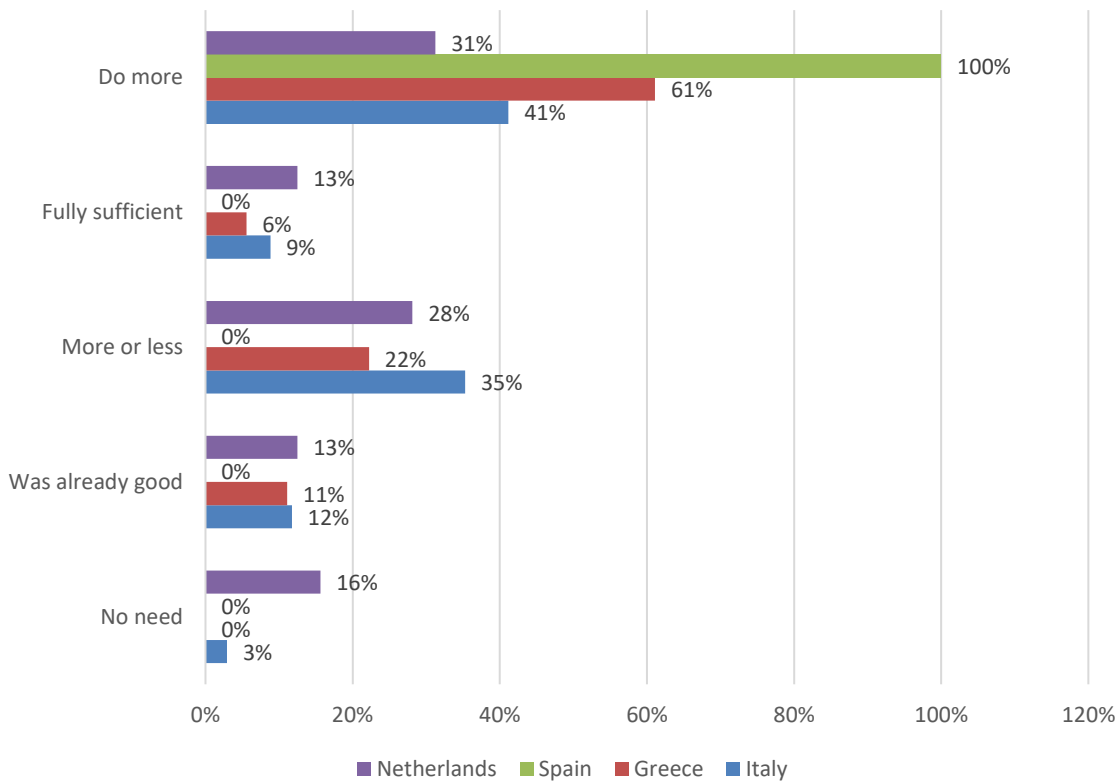


The final general question about impact was if respondents thought the project activities on their own were enough to establish a safe and enjoyable school environment for LGBTIQ+ students, or if they thought that would require an extra effort. The respondents could rate this question on a six point scale, with 0 denoting that they cannot judge this and the other scores representing a scale going from being negative on the need for diversity to fully positive: 1=Sorry, but I don't think the school needs to be enjoyable specifically for LGBTIQ+ students; 2=I think the school was ALREADY safe and enjoyable for LGBTIQ+ students before the project; 3=I think the project activities were MORE OR LESS sufficient in providing a safe and enjoyable school culture for LGBTIQ+ students; 4=I think the project activities were FULLY SUFFICIENT to provide a safe and enjoyable school culture for LGBTIQ+ students; 5=I think we NEED TO DO MORE to make the school culture really enjoyable for all LGBTIQ+ students, other.



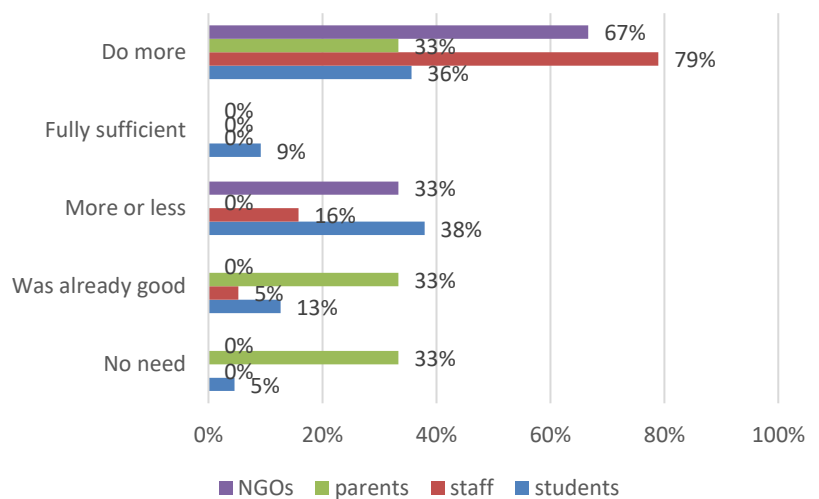
The results show that 10% thought that the school was already safe, one third of the respondents thought that the activities were sufficient and 36% thought that more effort is needed.

Comparison across countries on whether the project activities on their own were enough to establish a safe and enjoyable school environment for LGBTIQ+ students



A comparison across countries shows that 16% of the Dutch respondents saw no need - these are partly Dutch students and a few parents from other countries. Most school staff agreed that more needs to be done. About one third of the students think that more should be done and another third thinks that the activities were more or less sufficient.

Comparison across stakeholders on whether the project activities on their own were enough to establish a safe and enjoyable school environment for LGBTIQ+ students



Specific impact on various stakeholders

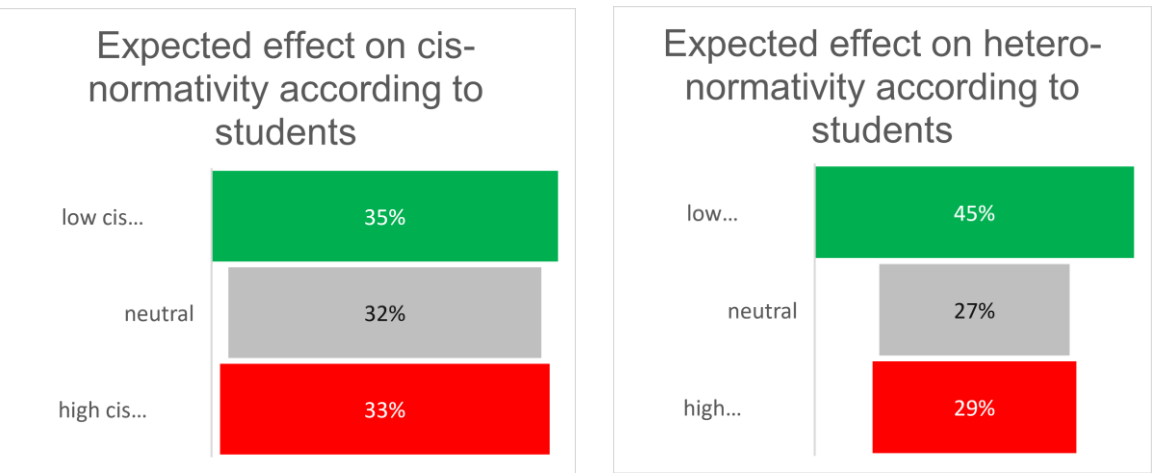
Each of the respondents of specific stakeholder categories were asked two questions that were specifically relevant for their position.

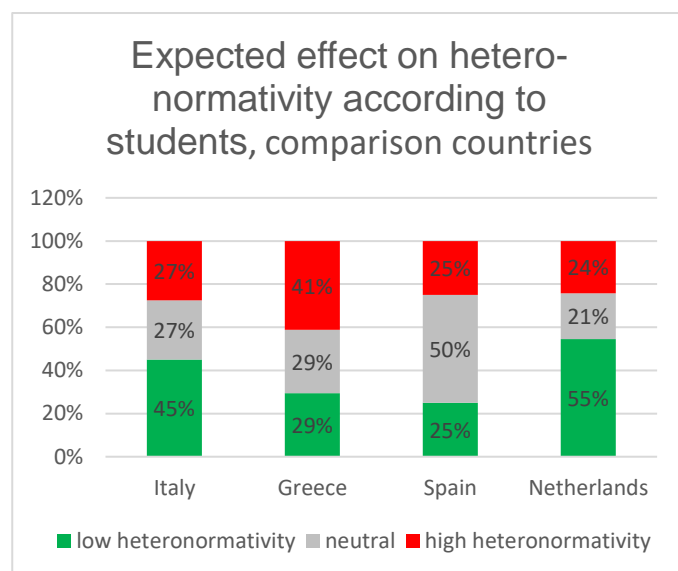
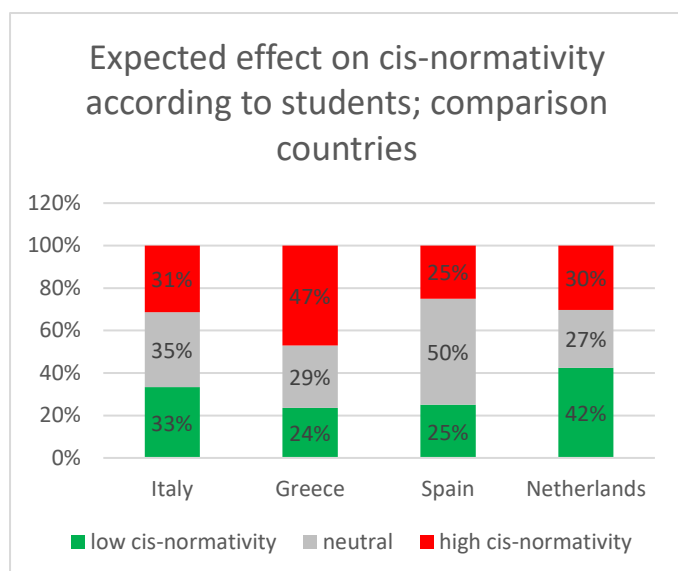
Although the questionnaire clearly stated that these questions were only relevant for when the respondent was a student, a teacher, a parent, or another stakeholder, a considerable number of respondents filled in these questions also for the category that they did not belong to themselves. In the analysis below we ignored all the answers that were misplaced.

Students

For the students, we asked two questions about cis- and hetero-heteronormativity: “After this project, how many students in your environment think now that a heterosexual preference is normal, but other sexual preferences (like gay, lesbian or bisexual) are strange or bad?” and “After this project, how many students in your environment consider it now strange or bad to change gender (boy becomes girl, girl becomes boy)?”

The results show that 35-45% of the students expect that the level of cis-normativity and hetero-normativity have decreased, with the somewhat greater effect on hetero-normativity.

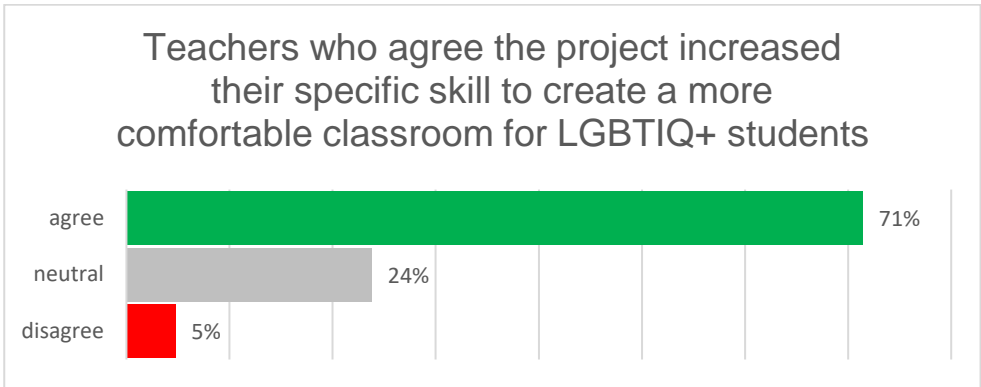
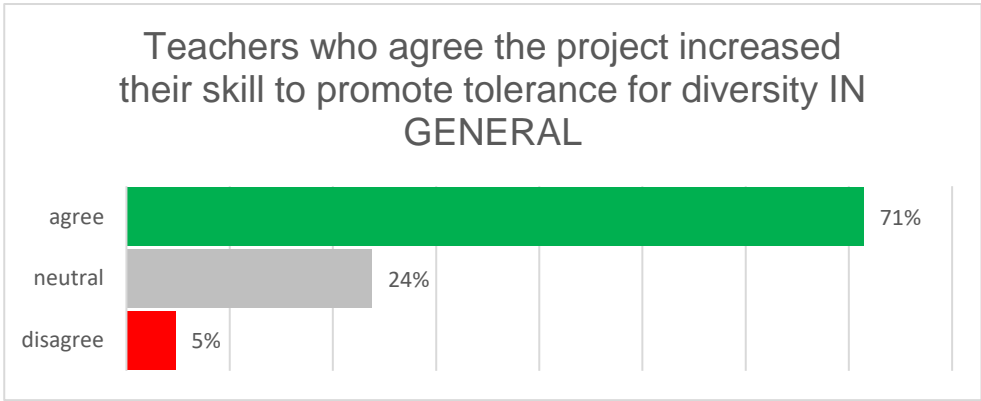




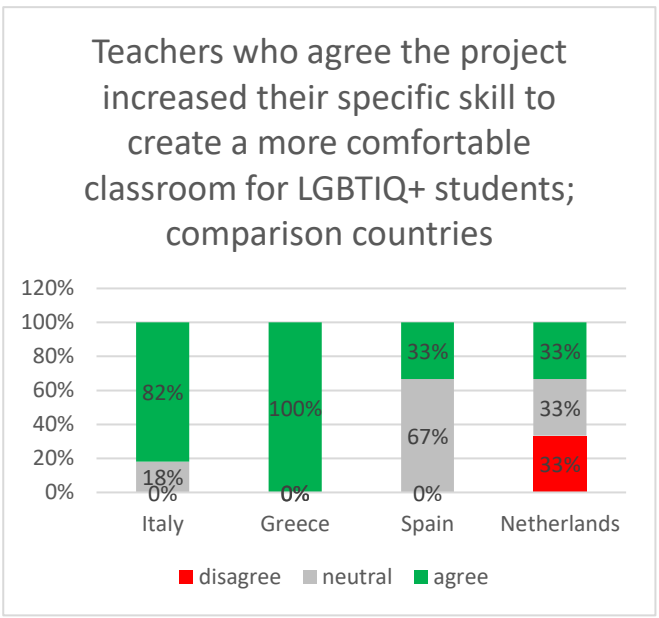
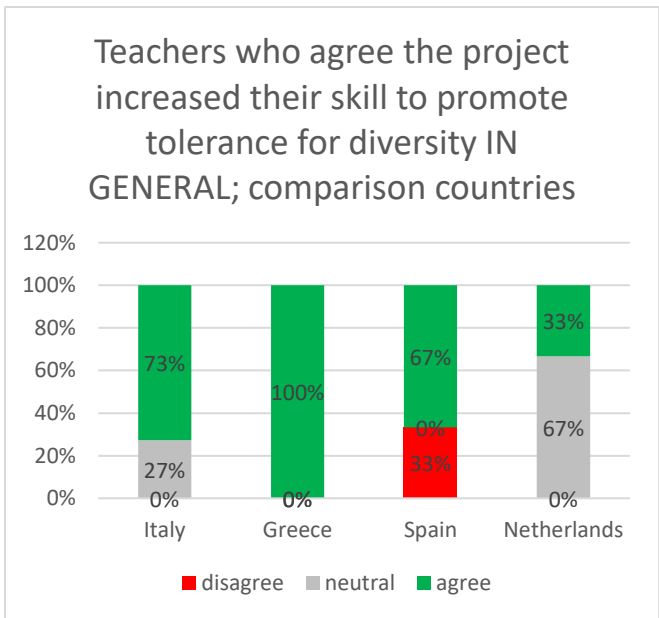
When we compare countries, we see that in the Netherlands, it was expected that hetero-normativity decreased substantially due to the project (55%), while cis-normativity also decreased substantially but somewhat less (42%). In the other countries, the decrease in cis-normativity and hetero-normativity happened too but was less substantial - accept in Italy where hetero-normativity decreased by 45%. These effects could be mediated by the fact that in the other countries the starting level of tolerance/acceptance was higher than the Netherlands.

Teachers

We asked the teachers about whether they thought their key skills to teach about diversity and specific LGBTIQ+ issues had increased due to the project. We asked them to score the statement "After this project, I feel better able to promote tolerance for diversity in general among my students". We also asked to score this statement "After this project, I feel better able to create a more comfortable context for LGBTIQ+ students in my classrooms".



Most of the teachers think that both their general and specific skills have increased.



However, when we look closer, we see that the over half Dutch teachers have strong doubts or don't agree whether their skills to teach about diversity in general or about LGBTIQ+ specific have increased. In Spain, some teachers also have some doubts.

Parents

We asked the parents whether they were aware of the school policy and whether they supported it. More specifically we asked them to score their opinion on the statements “After this project, I am better aware of how the school of my child teaches about tolerance and diversity in general” and “I support the school’s policy and activities on sexual and gender diversity”.

When considering the answers, we should keep in mind that only 10 parents filled in this question: 5 from Italy and 5 from Spain. The responses therefore are not adequate to give a representative view of parent’s opinions.

Most of the parents stated that they are more aware of how the school teaches about diversity in general. The parents in Spain were more aware than the parents in Italy. One parent in Spain supported the school policy with a score of 4 out of 5, and 4 scored they completely agreed with the school policy. In Italy, the parents were divided, with one parent not supporting school policy on sexual and gender diversity at all.

Other stakeholders

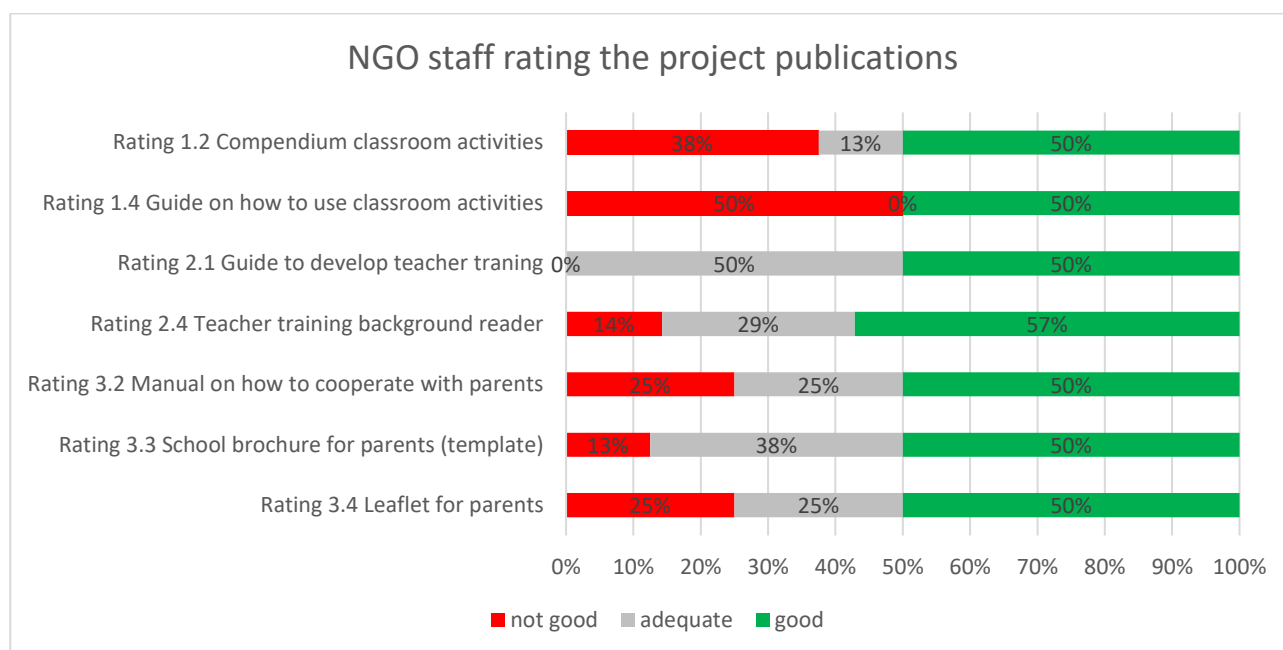
We asked the NGO partners and other external stakeholders to rate the products of this project on a six point scale. “0” stood for not having reviewed a product, while a score from 1 to 5 was a scale running from “not good at all” to “very good”.

Most of the products were only completely finished and translated towards the very end of the project. This meant that was little time to recruit external stakeholders to review the products. The percentages given here therefore mainly refer to the opinions of the staff of the participating NGOs, who were the main codevelopers of the products.

The project developed seven main publications:

1. The publication with 36 classroom activities (1.2)
2. The publication about how to use the classroom activities (1.4)
3. The manual on how to develop a teacher training (2.1)
4. The background reader for teachers (2.4)
5. The manual for schools on how to cooperate with parents on LGBTIQ+ issues (3.2)

6. The handbook for parents of a school (3.3)
7. e. The short brochure about sexual and gender diversity for parents in general (3.4)



Except for publication 2.1, which seems to have escaped the attention of half of the NGO staff, each publication was rated by eight NGO partner staff members.

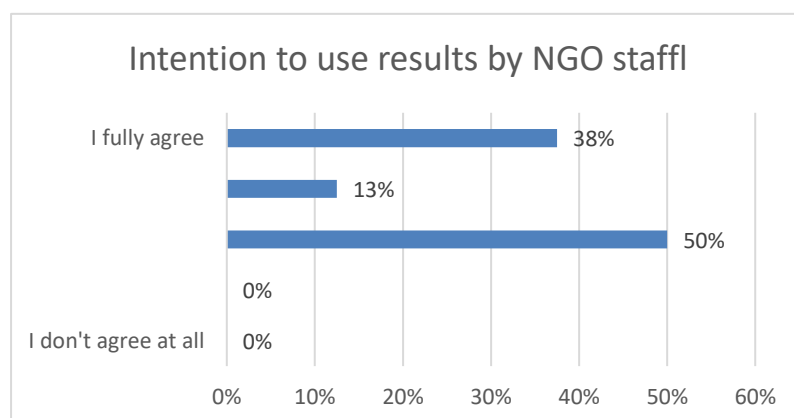
60

The results were rather disappointing. Most of the publications were rated positively by about 50% of the NGO staff, while another 13-50% was doubtful. For each of the publications, one or two NGO staff members rated the quality low. Note that the number of respondents was very low; 50% stands for 4 respondents.

We also asked the NGO partners whether they intended to use the My-ID method (with a focus on dealing with adverse emotions towards sexual and gender diversity) in future activities and projects. They could rate this on a five point scale from “I don’t agree at all” to “I fully agree”.

Four NGO staff were doubtful about this, another 4 were more positive.

These results are rather strange, because in project meetings and ongoing communication during the project, there have been no negative comments about the publications on which



partner staff expressed doubts. There has only been some discussion on publication 3.2. The reasons for the rather divided scores by NGO staff remain unclear; they were not explained in comments.

Comments

In the final comments section the respondents delivered 4 comments.

Top

Thank you very much for this questionnaire, I felt very protected.

Fuck lgbtq

I don't get it

The last two comments were made by Dutch students.

6. Planned actions for sustainability

We asked the participating partner organizations to reflect on the results and to think of ways how they would sustain the results of the project. For this we developed the sustainability and marketing plan, and a sheet which listed examples of what partner organizations could do. In addition, the template for a brochure to inform parents about school policy contained a concrete description of an all-round school policy on sexual and gender diversity. The intentions of this template were that schools could use this draft text both as an example of how they could inform their parents, but also of how they could formulate a more comprehensive school policy if they did not have that yet.

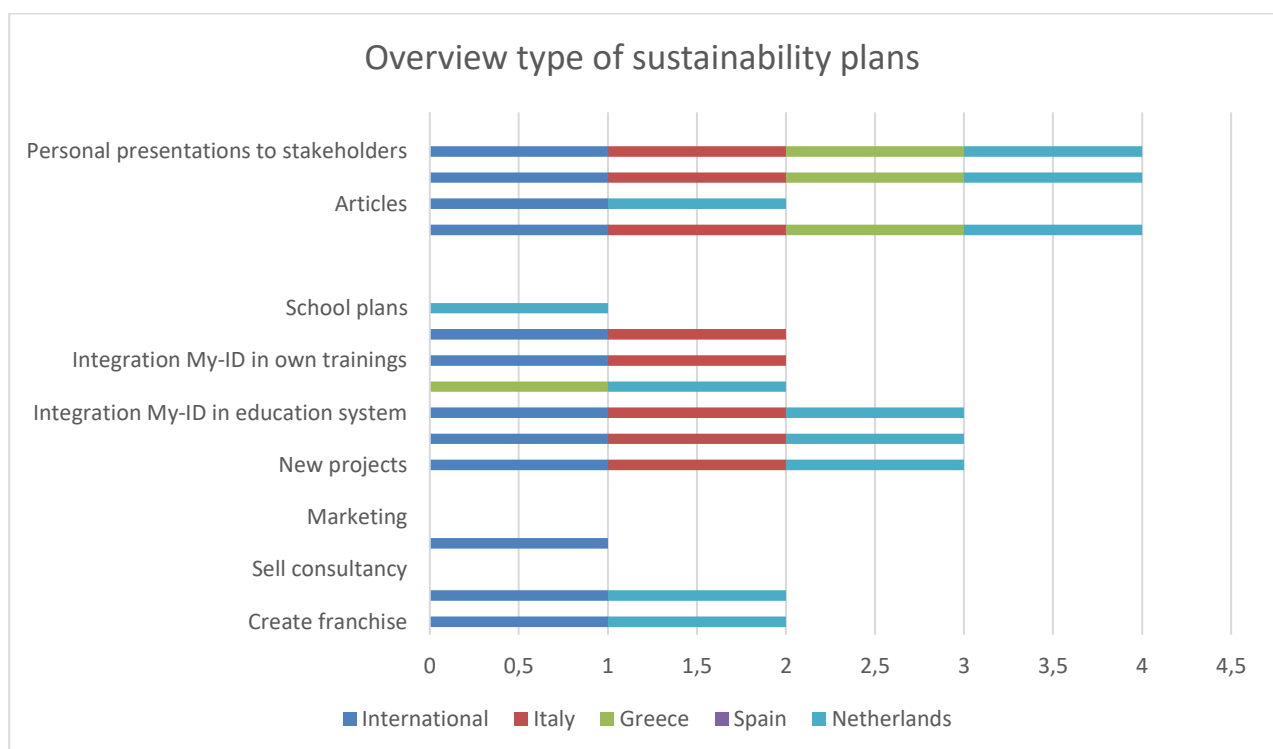
62

Only the NGO partners fill in the sheet with intended follow-up actions. From the project meetings, we know that all the participating schools intend to integrate the results of the project in their regular school policy, but obviously they did not have the time yet to work this out into a concrete policy. This is logical, because even in the template for the brochure for parents we outline the process and procedure the development of policy should go through to be grounded, and this procedure would take several months - which was well beyond the project lifetime. With the knowledge after the project, we now realize that the goal “to integrate” attention for sexual and gender diversity in school policy is too ambitious for a two-year project. We think that most project partnership may underestimate the work that still needs to be done for full integration after successfully testing innovations. The teacher training reader contains an article on the full trajectory that would be needed for this.

Therefore we will focus here on the intentions of the NGO partners. In the overview below, we show the described intentions in the 3 general categories. In the concrete

sheets delivered by NGO partners, these more general categories are detailed with more concrete actions.

We distinguish three main strategies for sustainability: the general *promotion* of the project results, *mainstreaming* or integration in regular policies and routines, and *marketing* (selling products and services). The NGO partners are mainly organizations that promote social improvement and work within project formats and funding. This means their capacity to do general promotion through their networks and contacts is high, for mainstreaming they are dependent on the organizations that they support within the context of projects, and most or the partner NGOs have no or little experience with commercial marketing in the area of non-discrimination.



These characteristics are visible in the way they intend to sustain the results of the project. There is a heavy focus on more general promotion and specific promotion in networks of educational and scientific stakeholders.

To a certain extent, there are also efforts to mainstream, but these efforts are often less concrete and dependent on the willingness of other partners to work with the NGOs to work on this topic and on integration. Moreover, because these partner NGOs rely on project funding, they need to acquire new projects to be able to implement these intentions.

Although there are some ideas to engage in marketing, these ideas remain rather vague and dependent on the willingness of other partners to engage in the development of commercial products and services and to market them. This would require new project funding and to some extent improved skills and the decision to develop a marketing infrastructure by the NGO. Apart from the related costs, this would encounter the difficulty that most project funding requires partners to make the results freely available - which means it cannot be used for the preparation of commercialization. Moreover, the 'selling' of products assumes there is a market of interested buyers, which is a challenge on the topic of sexual and gender diversity.

7. Conclusions

In this chapter we summarize the findings and our own conclusions from the three parts of the evaluation.

Evaluation of the international training

The evaluation of the international training showed that most participants highly appreciated the training and with a high motivation to develop and try out activities. However this was with the exception of the Dutch team, who were critical as to whether the training was concrete enough for them to implement in their school practice. This had to do with that their school, The Dutch school, is very multicultural with challenged students, and that the training was necessarily designed to be applicable to various school situations. Possibly, the training could have been more tailored to immigrant and Muslim students, but this would not have been applicable in the other 3 schools.

65

Evaluation of the piloted activities

Of the 36 developed activities, 12 were piloted in classrooms. Seven activities were piloted once, 4 activities were piloted two times and 3 activities were piloted three times; in total 18 pilot lessons with 295 students participating.

A combination of reasons to choose an activity was at play, without specific reasons being dominant. However, when studying the different reasons, some doubt arises whether teachers chose activities based on the goal of the activity or because it fitted the needs of the group and the expected enjoyment of the activity by students. It may be future projects need more attention for how teachers and school can plan and coordinate their activities for maximum effect on attitude and behavioural change.

When we look at the ratings of teachers in different countries, we see that Greek and Italian teachers found activities more challenging to use than Dutch and Spanish

teachers. But the comments and impact ratings of the Greek and Italian teachers make clear that they still think the activities had a substantial impact and were positively evaluated.

Impact evaluation

Respondents

The impact evaluation survey was filled in by 172 respondents. Of these, 121 were students, 24 were teachers and 5 were other school staff. Eleven parents took part in the research. Of the partner NGOs, 6 staff took part. There were two notable religious influences: none of the participants in Spain reported any religious evaluation, while half of the Dutch students was Muslim. Rather high percentages of respondents indicate that they were not stereotypically male or female (17%) or had a non-heterosexual orientation (28%) (we included the respondents who did not want to answer these questions).

We should note that these results are mainly generated by the four schools participating in the project, which are not representative of the national populations of the countries involved. Most schools - including the students - are fairly progressive which is probably due to their conscious choice to take part in this project. It should also be noted that the Dutch school is a very multicultural and has a lot of students who have difficulty learning and who sometimes have behavioural challenges. Half of the Dutch students are Muslim and another part of the student population is from other non-European cultures in which sexuality is taboo and LGBTIQ+ expressions are strongly condemned. These aspects of the Dutch student population heavily influenced the answers from the Dutch respondents.

Normativity

About 40% of the respondents thought there were rather high levels of cis-normativity and hetero-normativity in their schools, while about 30% was neutral and 30% thought there was hardly any or no cis-heteronormativity. The responses for cis-normativity and

hetero-normativity were very similar. The normativity was higher in the Netherlands and to some extent also in Italy.

About half of the respondents agreed that the project decreased the level of both cis- and hetero-normativity. The effect was slightly larger for hetero-normativity. In the project, we envisioned that cis- and hetero-normativity could be systematically reduced by offering lessons that are planned to reach increasingly higher levels of attitudinal goals (according to the Krathwohl taxonomy). The Krathwohl taxonomy of affective goals has five levels: attention, interest, appreciation, reorganisation and characterisation. Our results show that half of the participants reached the level of interest, slightly over one third reached the level of appreciation and another one third reached the level of reorganization. We think that these results are quite good. But at the same time we realize that the teachers may have chosen the activities more based on their subject and their capacity to motivate the students, rather than as a part of the spiral curriculum that systematically increases attitudinal goals emotional intelligence. Because the project focused on concrete classroom activities, there was less time and attention for developing a spiral curriculum and measures for a supportive flanking school culture.

The activities

The impact evaluation shows that the majority of the teachers thought that the classroom activities and the training were quite good to create a interest of the students and to potentially reach the goals. They were also interesting and usable for the teachers themselves. The school staff rated themselves more confident in their skills after this project (62%), but only one third of the students agreed with them. This may indicate that in the future we still need to have more attention to increase the skills of teachers; especially to the comfort to use activities based on discussing emotions and attitudes.

One criticism of the Dutch teachers of the international teacher training was that it remained to theoretical and that is was not 'in-depth enough'. In future teacher training and coaching, it would be wise to give more attention of the 'locus of control' of teachers (the confidence that the situation can be controlled by them) and for even more practical ways in how they can create a safe class atmosphere and how they can facilitate attitudinal activities, especially in cases where students strongly disagree with each other, cannot 'understand' diversity or voice objections to topics.

The publications for parents were only developed at the very end of the project and there was no time to really implement them. So our impression of these interventions is mainly based on the contact with parents during the needs assessment before we made the publications. It is recommended to experiment further with implementing the publications for parents in future projects. The information and involvement of parents should be part of more attention for development and full integration of implementation of school policy.

Cultural differences

From a range of results, it became clear that the schools in Spain and Greece were very progressive and supportive and did not really experience serious challenges in implementing the activities. However, the specific student population of the Dutch school and the wider conservative cultural context in Italy posed specific challenges.

A number of students of the Dutch school made use of the questionnaire to show their objections to sexual and gender identity in a rather crude way. Apart from provoking comments, they may have not fill in the questionnaire reliably. It should be noted that this was true for about one quarter of the students of the school, which is a sizable percentage - but still a minority. Other students in the school might hold a doubtful or negative opinion, but were not that obnoxious. Still, it was clear the loud and obnoxious students pose a challenge for teachers. Some students indicated that they “did not understand” the topic, and teachers explained that for many students sexual diversity was still understandable (although objected to), but that gender diversity and especially the idea of being non-binary was almost impossible to comprehend for the students. We conclude there is a dire need for alternative and tailored methods to guide such challenged students to understand and accept differences that are beyond their current mental framework.

In Italy, the participating schools were progressive but from more conservative regions. In addition to the regional conservative influence, the current populist government is legitimizing objections towards equal treatment and awareness of discrimination. In the impact evaluation this showed by teachers sometimes expressing insecurity about their skills to teach about this topic. At the same time we see that the Italian students were fairly open and interested in discussing sexual and gender diversity. Although the number of parents in this evaluation was very limited, the Italian results show that

parents may have a wide range of different opinions. We think it should be a mistake to rely only on expectations that parents may be objecting and conservative.

Sustainability

Slightly over half of the respondents agreed that the project activities need to become sustained in the school. About 1/5 disagreed. The Greek and Spanish respondents fully agreed that the classroom activities should be sustained, and over half of the Italian respondents did. But only one quarter of the Dutch respondents agreed. This showed the need to give extra attention to the challenging situation in that school. We think their doubt has more to do with a lack of 'locus of control' than with a lack of motivation to support LGBTIQ+ students or to decrease cis/heteronormativity.

One third of the respondents thought that the project activities were sufficient to reach the goals of LGBTIQ+ safety and inclusion, while most school staff agreed that more needs to be done. Students are more divided on this. We think these results reflect the situations schools, teachers and students are in. When social, cultural and political circumstances are more challenging, schools and teachers, but also students tend to have more doubts about the sustainability of activities. This can be due to objections, but also because of a lack of 'locus of control', or a lack of confidence that social, cultural and political challenges can be overcome.

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Planned sustainability

We asked the participating partner organizations to reflect on the results and to think of ways how they would sustain the results of the project.

Only the NGO partners filled in the sheet with intended follow-up actions. The process of follow-up policy development in schools will take several months beyond the project lifetime.

The fact that the NGOs are project-based organizations is reflected in the way they intend to sustain the results of the project. There is a heavy focus on more general promotion and specific promotion in networks of educational and scientific stakeholders. To a certain extent, there are also efforts to mainstreaming, but these efforts are dependent on the willingness of other partners to work with the NGOs to

work on this topic and on integration. Although there are some ideas to engage in commercial marketing, these ideas remain rather vague and would encounter several practical challenges. One of these challenges is that sexual and gender diversity is not a topic with a substantial market.

8. More information

Deliverable

Project acronym	My-ID
Project title	My-ID – My Identity, My Idea to be Myself
Erasmus+ project nr.	2021-1-IT02-KA220-SCH-000034423
Project duration	1 November 2021 – 30 November 2023
Result/deliverable	Impact Evaluation Report
Dissemination level	Public
Copyright	Free to quote with reference to source
Date	30 November 2023, revised 25 January 2024

Summary of the My-ID project

The My-ID project is an elaboration of the "My-ID" education technology on sexual and gender diversity to the high school sector. The "My-ID" method is based on an analysis of heteronormativity and evidence-grounded methods to educate in a way which sustainably changes negative attitudes and the underlying negative emotions towards gender and sexual diversity. The project runs from November 2021 until 1 November 2023.

The project employs three key strategies to support high schools in implementing the My-ID method:

1. Developing concrete classroom activities to integrate in a spiral curriculum
2. Training to empower teachers
3. Guidance on how to inform and mentor parents

Citation and contributors

Citation of this publication:

Dankmeijer, Peter (2024) *A need for more locus of control. An evaluation of the impact of integrating attention for sexual and gender diversity by the European “My-ID in high schools” project.* Amsterdam: GALE

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Co-funded by
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