Increasing Sexual Diversity Sensitivity in Vocational Training

Impact Research Report of the SENSE-project

Content

Executive Summary

In May 2021, the SENSE partnership evaluated the impact of their project. The project developed a "My-ID" method, that focuses both on increasing generic "deep" emotional diversity skills and on specific positive attitudes towards LGBTI issues in vocational education. It also aims to structurally integrate this approach in VET (Vocational Education and Training) courses.

Twenty-three participants (students, teachers, team leaders and NGO staff) took part in the research. Almost all participants think the project had a positive impact on LGBTI students, on heterosexual students and on VET teachers. A smaller majority agreed that the project also had impact on team leaders. This somewhat lower expectation was related to misogynistic and macho cultural challenges in the wider community, which cannot be resolved by team leaders within the school itself. This also is a reason for some doubt among the participants about the long-term sustainability of the project.

In total, 27 external stakeholders reflected on the project results. This group consisted of a mix of VET teachers and managers from other schools, and representatives from local authorities, national authorities and European organizations. A majority rated the products of the project as good or very good.

There is a debate about whether dealing with sexual diversity in VET requires specific competences. A large majority of the respondents favours specific attention to LGBTI sensitivity, which is not surprising because this is a selective audience. Still, it is worrying that 63% thinks that the topic of sexual diversity may be too controversial to be specific about it. We developed 11 competences for LGBTI sensitivity required of VET students and teachers, and almost all respondents support all competences.

After a discussion of the projects experiences and results, this report concludes with six recommendations for future policies and projects:

1. Use student participation to discuss gender and sexual diversity

2. Train teachers on how to deal with the emotional aspects of diversity and exclusion

3. Teacher training should be part of a wider integration strategy

4. There should be extra attention for religion in relation to sexual diversity in education

5. Integration of gender and sexuality in a "cultural" diversity policy requires specific consideration

6. Qualifications can be generic but require specific and formal sensitivity

Introduction

In this report we describe the results of the impact evaluation research we did at the end of the SENSE-project.

The SENSE project (Vocation and Sexual Sensitivity - Sexual Diversity in Social Domain Vocational Training) was a KA2 Erasmus+ project that ran from 2019 until 2021. It aimed to integrate sexual diversity sensitivity (a welcoming attitude to lesbian, gay, bisexual, transgender clients and clients with an intersex condition; LGBTI) in VET. The results are available on the Erasmus+ project results platform (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-NL01-KA202-038973) and on the website of GALE (https://www.gale.info/en/projects/sense-project).

The project developed 4 products to secure optimal integration of sexual diversity sensitivity in social domain VET courses:

 1. A manual for teachers on how to facilitate students in making a trigger for discussion on sexual diversity with their fellow students. In the pilots to test this method, three student teams in Greece and Italy made stop-motion (animation) video's, a team in Spain made a role play on stereotypes and an (LGBTI) student team in the Netherlands developed a question-and-answer website for students, which included an introductory stop-motion video.

2. A teacher training manual for teacher trainers, which addresses insecurities of teachers in dealing with sexual diversity and improves the pedagogic skills of VET teachers. The manual comes with a background reader for teachers, which goes into the My-ID educational technology which focuses on how to deal with emotions that come up during controversial issues, and offers concrete suggestions on how to answer frequently asked questions by students.

3. A curriculum consultancy manual, which provides guidance on how to structurally integrate sexual diversity sensitivity in a spiral curriculum. This manual includes concrete suggestions on how to integrate LGBTI issues in different subjects.

4. Two competence frameworks, which describe the needed diversity competences of VET students and their teachers. The frameworks both function as an underlying model for the other products, and as tool for discussion about the need for LGBTI sensitivity in VET and about possible specific qualifications. During the project, the partnership decided that the needed competences were actually generic competences, but that they need a specific sensitivity and attitudes to be implemented adequately. The emotions and attitudes of the professional (or pre-professional VET student) are key to this sensitivity. This clearly shows that VET qualifications cannot only be technical but also should focus on emotional skills and an open attitude.

The project originally had 7 partners. GALE (NL), CESIE (IT), FCS Villa Montesca (IT), EUROTraining (EL), DEFOIN (ES), ROC of Amsterdam (NL) and EfVET (the European forum of technical and Vocational Education and Training). During the project, Associazione Euroform and I.I.S. Liceo Città di Piero were added as partners; they were the schools working with CESIE and FCS Villa Montesca. Stichting EduDivers (NL), IES Cartuja (ES), IES Isabel la Católica de Guardahortuna (ES) and the coalition of schools in Città di Castello (IT) played important roles as associated partners.

In total, 523 participants were involved in the project. This was slightly less than planned, and the reason for this was that some of the pilot activities in schools could not take place as elaborate as planned because of Covid-19.

The project published five newsletters. In total 1,165.633 people were reached out to during the project lifetime, with 33,640 people actively reading pages, downloading files or participating in events. The project also had a scientific impact. A peer-reviewed academic article on the development of the My-ID educational technology was authored and will reach a large audience in at least hundred countries when it is published in 2021. A poster abstract on the project was accepted for the World Anti Bullying Conference in November 2021.

The project had considerable potential for follow-up: the used My-ID educational technology will be used in several follow-up projects, both projects that are already starting and some

projects that are being proposed. In addition the project has suggested further discussion on aligning the formulated competences with the EQF framework and more discussion on the need to integrate LGBTI sensitivity in formal qualification frameworks.

Development of the surveys

The quality monitoring strategy of the project was developed by GALE. Part of this strategy was to evaluate the impact of the project among the participants in schools and product developing NGOs and among stakeholders by asking their opinions by administering online service to them.

Because the surveys had to be administered in five languages, while the answers needed to be collected in one file, the questionnaires were developed in such a way that the answers were numbers rather than textual answers like "strongly agree" or "disagree".

Objectives participants

The project plan described 4 operational objectives related to the participants in VET courses:

1. To provide triggers to facilitate dialogue with students
2. To support teachers with training on how educate and support students
3. To support provide teachers and managers to develop a sustainable spiral curriculum
4. To support VET stakeholders with a competence framework on how to deal with sexual diversity within the larger context of diversity competences

On the level of the participating VET institutions, we expect the project would have impact on 3 target groups:

Students

1. LGBTI students will feel more safe and welcome at school
2. They know where to go when there is inappropriate teasing, bullying or social exclusion
3. The school responds to their signals and requests
4. Heterosexually identified students will be more aware of the importance of having diversity skills in the professional social domain
5. They will be aware such skills are not just technical but also embedded in a general open en welcoming attitude
6. They are also aware these skills include sexual diversity sensitivity

7. The level of intolerance in this area has gone down
8. The knowledge about how to deal with LGBTI clients and customers has increased

Teachers

1. VET teachers in the participating teams know how to help create a more safe and inclusive group climate
2. They have developed diversity skills and they role model the abovementioned impacts on students

Team leaders

1. VET course team leaders know how to assess the situation in their school
2. They know how to develop a strategy with high impact interventions
3. They have implemented and evaluated a tailored strategy to promote pro-social behavior and to combat bullying and social exclusion
4. They recognize this is an on-going process and have a plan for a sustainable process of re-evaluation and adaptation of the strategy

Objectives stakeholders

The operational objectives for external stakeholders were formulated in a somewhat broader way: we wanted to support VET stakeholders with a competence framework on how to deal with sexual diversity within the larger context of diversity competences.

The intention of the project was to use a competence framework to elicit a discussion among national and European stakeholders about whether specific LGBTI competences should be recognized as formal qualifications in the VET sector. This discussion would be a first step in advocacy for specific LGBTI sensitivity because we expected it would be controversial to suggest that generic vocational competences should be specified for specific target groups, and that this would be extra controversial when it would be related to LGBTI clients and customers.

Research results

Impact on participating students, teachers and team leaders

Respondents

In total, 23 respondents took part in the survey for participants in the project. This is 7% of the total number of the 523 participants. According to the partner organizations, the pressure to fulfil multiple tasks in the context of Covid-19 made it impossible to secure a larger number of respondents at the time we need to collect the responses. Because the number of respondents is low, the results presented in this report should be treated with care and seen only as a general indication of participant's opinions.

Respondents per organization

Legend:
- Associazione Euroform
- CESIE
- DEFOIN
- EfVET
- EUROTraining
- Fondazione Villa Montesca
- GALE
- Liceo Città di Piero
- ROC van Amsterdam
- Scuola Dante Alighieri
- Other
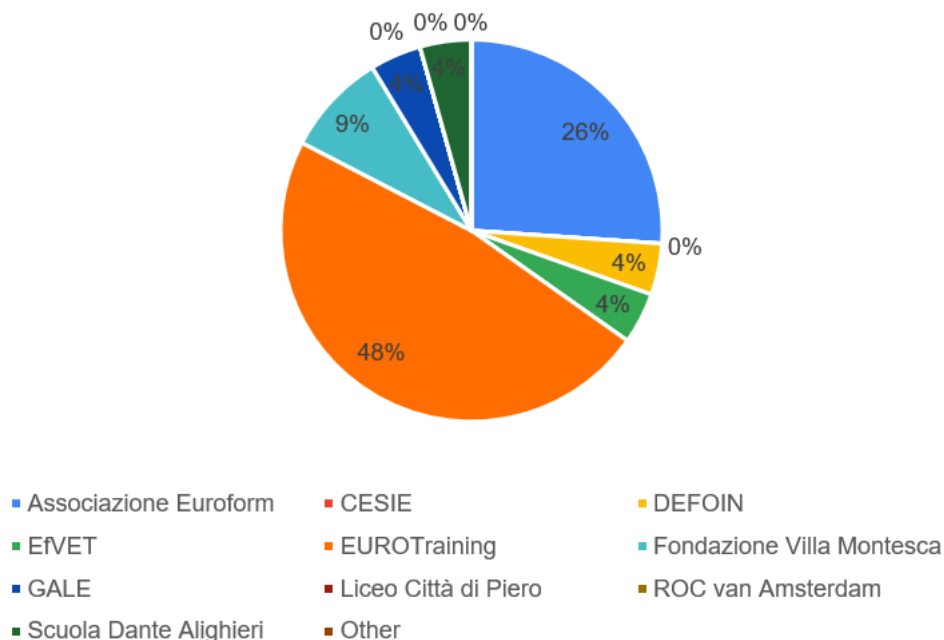
The participants were from Associazione Euroform (6), CESIE (no respondents), DEFOIN (1), EfVET (1), EUROTraining (11), Fondazione Villa Montesca (2), GALE (1), Liceo Città di Piero (no respondents), ROC van Amsterdam (no respondents) and 1 from Scuola Dante Alighieri. Associazione Euroform worked closely with CESIE. Fondazione Villa Montesca

worked closely with Liceo Cttà di Piero, but when this school had to cut back it's activities in the project because of COVID-19, Scuola Dante Alighieri took over the implementation of the project. The number of respondents per partner cannot be seen as a measure of commitment to the project, because the number of participants per partner was very different.

Of the respondents 43% identified as female, 57% as male and none of the participants identified as "other".

Functions of the respondents

■ student ■ teacher ■ team leader ■ NGO staff ■ other

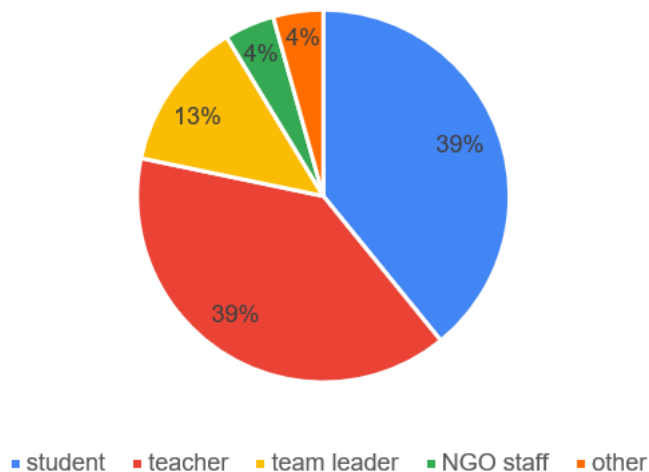Nine of the participants were students, 9 were teachers, 3 were VET team leaders, 1 was staff of non-school partners, and 1 said to be "other". This shows that students were underrepresented, teachers were well represented and NGO staff were underrepresented. The underrepresentation of students was due to the fact that schools were not able to ask all participating students to fill in the survey; this was mostly done by the students who were most active in the videoclip making teams.

The participants of ROC of Amsterdam did not take part in the evaluation. The project coordinator blamed this on the busyness in the institute at the end of the year and due to the pressures of Covid-19. It is unclear why the NGO project partners did not participate in the evaluation research. It may be that they were also very busy with the final tasks of the project, like translations, and were short of time.

Impact on LGBTI students

To measure the impact of the project on LGBTI students, we asked three questions:

1. Do you think this project helped LGBTI students to feel more safe and welcome at school? We also asked examples of this.
2. Do you think this project helped LGBTI students to know where to go when there is inappropriate teasing, bullying or social exclusion?
3. Do you think this project helped the school to respond to signals and requests of LGBTI students?

Impact of the project on LGBTI students
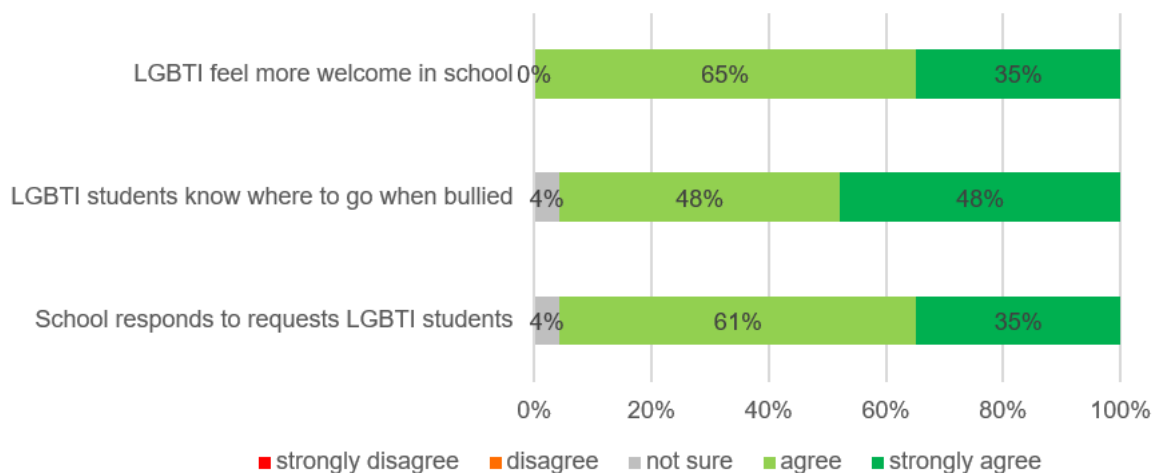
The results show that – except one (4%) – all participants believe that the project had a positive impact on LGBTI students, and reached it objectives. Over 1/3 is strongly convinced of this.

In the comments on this section, students and teachers explained their expectation was that the school was safer for LGBTI students because:

- The opportunities for open dialogue were appreciated
- Students mentioned that the cooperation on making a videoclip was fun and created an environment in which it did not matter "where you came from"
- Students developed a more nuanced view
- Teachers reported that the school environment was shown to be safe for LGBTI students

- The school role-modelled that they were open to sexual diversity, which was perceived as support for LGBTI students
- Of the Dutch group, which consisted in majority of LGBT students, it was reported that they expressed feeling more empowered
- In Euroform, some students talked openly about their sexual preferences
- A student said to feel more self-confident to talk about things that made her feel different

Impact on heterosexual cisgender students

To measure the impact of the project on heterosexual cisgender students, we asked four questions:

1. Do you think this project helped heterosexual students to be more aware of the importance of having diversity skills for their future profession? We asked examples of this.
2. Do you think this project helped heterosexual students to be aware that a positive attitude towards LGBTI people is important for a general open and welcoming working environment? We asked examples of this.
3. Do you think this project increased the level of tolerance towards LGBTI people? We asked examples of this.
4. Do you think this project increased the knowledge of students on how to deal with LGBTI clients and customers?

In the surveys, we only referred to heterosexual students rather than to heterosexual cisgender students, to avoid having to explain the term "cisgender". We did not want this very short questionnaire to turn in an educational instruments and therefore bias the results.

Impact of the project on heterosexual students

	not sure	agree	strongly agree
Students more aware of importance diversity skills	4%	39%	52%
Helped heterosexual students to see open attitude is important for professional work	4%	57%	39%
Increased tolerance towards LGBTI people	9%	64%	27%
More knowledge on how to deal with LGBTI clients	13%	61%	26%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ strongly disagree ■ disagree ■ not sure ■ agree ■ strongly agree
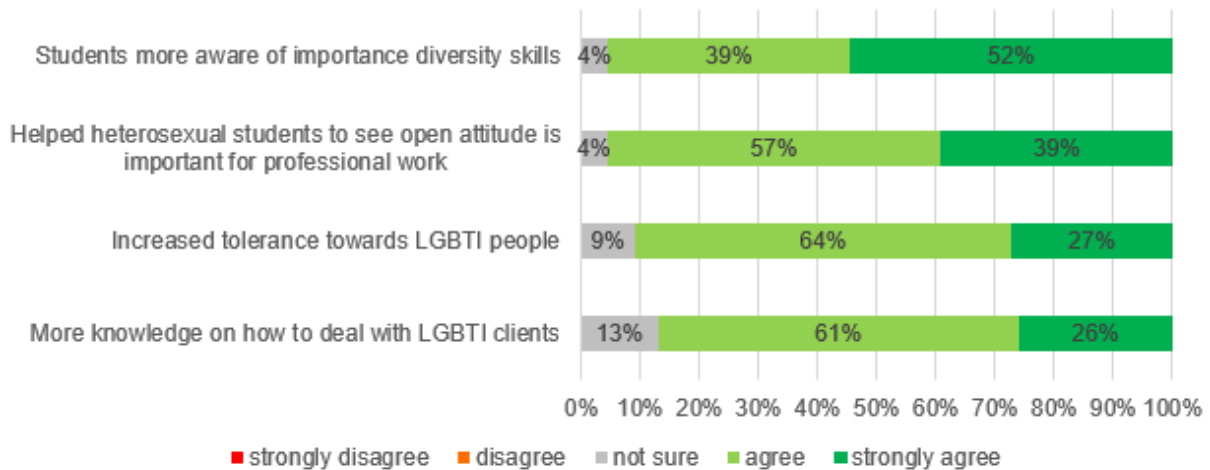
The results show that a large majority of the participants believe that the project had a positive impact on heterosexual students, and reached it objectives. Small numbers of 1 (4%), 2 (9%) and 3 (13%) respondents were doubtful. The respondents thought mostly that heterosexual students are now more aware of the importance of diversity skills and that an open attitude is part of that. There was a slightly less "strong agreement" that the project increased specific tolerance towards LGBTI people or more specific knowledge on how to deal with LGBTI clients, but still a large majority agreed with this.

Heterosexual cisgender students commented the project made them think of how you can feel lonely when you are different, and that they became more aware of the influence of difference. They realized that this also has a relevance for your professional skills. One student mentioned that their group learned that "we should not just treat everyone the same but think about the different needs of everyone". Another student mentioned that he knew how this works, because he was bullied many times in the past, and another student said that from his work in the weekend, he experiences every week how important it is to take the needs of your clients into account.

Teachers also noted they became more aware of the need to include "soft" skills in VET and appreciated that practical examples were given to understand how to apply these skills in

practice. One teacher mentioned appreciating the awareness he got by working on a spiral curriculum.

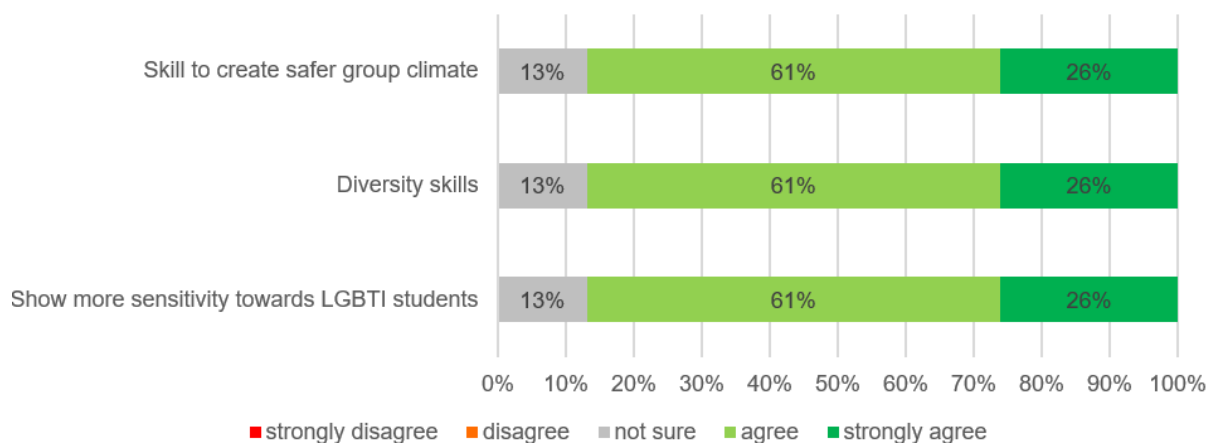## Impact on teachers

To measure the impact of the project on teachers, we asked three questions:

1. Do you think this project helped teachers to create a safer and inclusive group climate?
2. Do you think this project helped teachers to develop more diversity skills?
3. Do you think this project helped teachers to show more sensitivity towards LGBTI issues in school? We also asked examples of the influence of this project on teachers.

Impact of the project on teachers

	not sure	agree	strongly agree
Skill to create safer group climate	13%	61%	26%
Diversity skills	13%	61%	26%
Show more sensitivity towards LGBTI students	13%	61%	26%

■ strongly disagree ■ disagree ▪ not sure ■ agree ■ strongly agree

The results show a large majority of the participants believe the project had a positive impact on VET teachers, and reached it objectives. Despite this, "strong agreement" was less than for student goals. Three respondents were consistently doubtful that the objectives for teachers were reached. Two of these were students (of different schools) and one was VET team leader.

In the comments, teachers and team leaders noted that the training encouraged and enabled teachers to talk more about sexual diversity and enabled to do this. Several noted that the video making activities helped to engage the students and made it easier for teachers to

initiate dialogue without putting their own values at the center. One student noted that "even the teachers have talked about it more, even if they always tell us to be respectful but now we have talked about it more than before". One female teacher mentions that "even among us (teachers, ed.) there are many closed minds and many prejudices, it is still not safe to talk about certain issues, so this project was important because even the less open colleagues have at least heard more openly about sexual diversity."
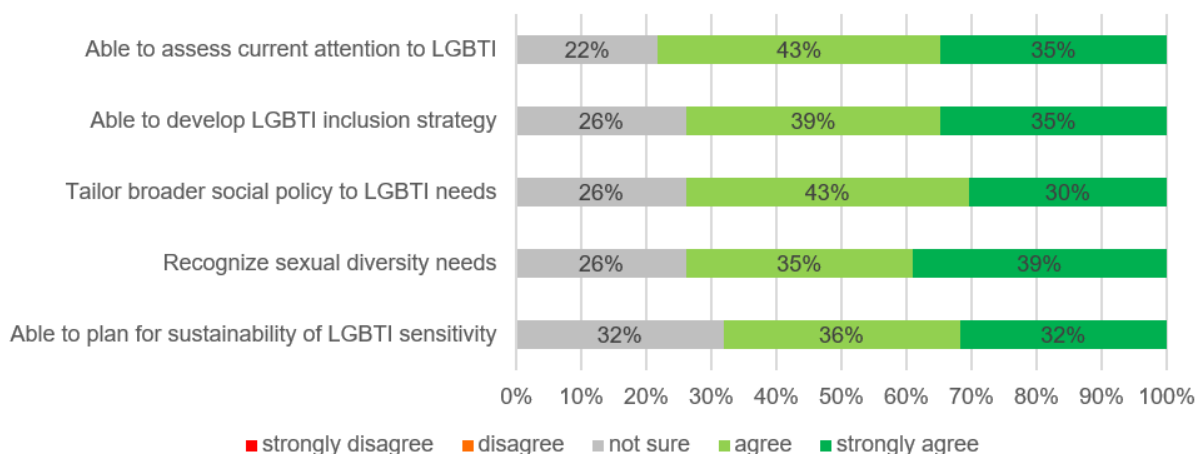
Impact on team leaders

Because this project had as an important goal to integrate sensitivity to LGBTI issues in VET courses, we asked 5 questions to VET team leaders. We believe that the role of team leaders is crucial for the sustainability of the results.

1. Do you think this project helped VET course team leaders on how to assess the attention to sexual diversity in their school?
2. Do you think this project helped VET team leaders to develop a strategy with high impact interventions for sexual diversity sensitivity?
3. Do you think this project helped VET team leaders to implement a tailored strategy to promote pro-social behavior and to combat bullying and social exclusion?
4. Do you think this project helped VET team leaders to recognize sexual diversity sensitivity?
5. Do you think this project helped VET team leaders to develop a plan for a sustainable process of re-evaluation and adaptation of the strategy?

In addition, we asked for examples of the influence of this project on VET team leaders.

Impact of the project on team leaders

	not sure	agree	strongly agree
Able to assess current attention to LGBTI	22%	43%	35%
Able to develop LGBTI inclusion strategy	26%	39%	35%
Tailor broader social policy to LGBTI needs	26%	43%	30%
Recognize sexual diversity needs	26%	35%	39%
Able to plan for sustainability of LGBTI sensitivity	32%	36%	32%

Legend: ■ strongly disagree ■ disagree ■ not sure ■ agree ■ strongly agree

A majority of at average 74% agreed that the project had impact on team leaders, with no-one disagreeing. About one quarter was unsure. Most of these were students and one teacher from the Euroform school. The teacher commented that just by participating in the project, the interest was proven, but this comment did not explain their scoring these objectives for team leaders as "unsure".

A teacher in Spain noted that inclusive language has been introduced in the school. Italian teachers of different school noted challenges in their schools that have to do with a general misogynistic and macho environment in the community around the school which they found hard to change. This is not only a school issue but a more general cultural and community issue.

Sustainability

We asked one specific question about sustainability in general: "Do you think that what was learned and developed in this project will still be used next year?" [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

Sustainability of the projects results

0% 0%
35%
35%
30%

■ strongly disagree ■ disagree ■ not sure ■ agree ■ strongly agree
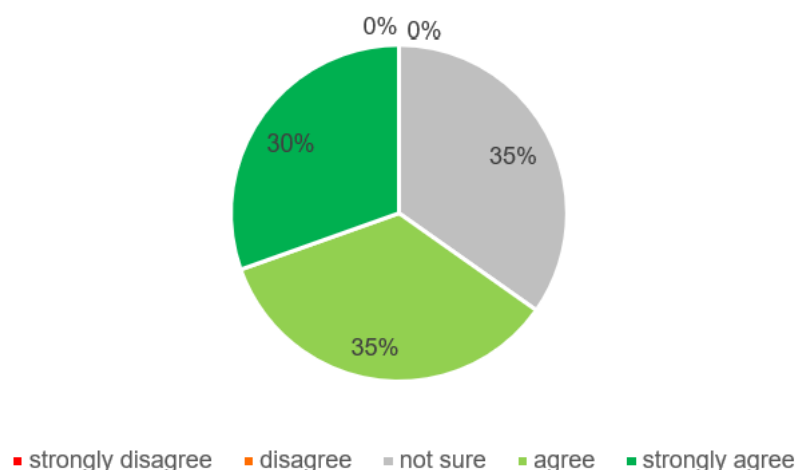
The specific question about the general expectation of the sustainability of the project reflects the earlier responses on the objectives relating to team leaders. While 2/3 of the respondents is positive, slightly over 1/3 is not sure. Reviewing all the comments made by participants,

the only argument explicitly made related to sustainability is that the school is part of a local and national culture that does not appreciate difference and which is macho, sexist and homophobic.

In the discussion chapter, we will look in more dept at this by also discussing experiences in the project and the discussions in the multipliers.

Impact on external stakeholders

Respondents

In total, 27 respondents took part in the survey for stakeholders. This is 60% of the stakeholders we had more or less intensive contact with during the project.

Countries respondents

- Greece
- Italy
- Spain
- Netherlands
- Other countries in Europe
- Other countries outside Europe
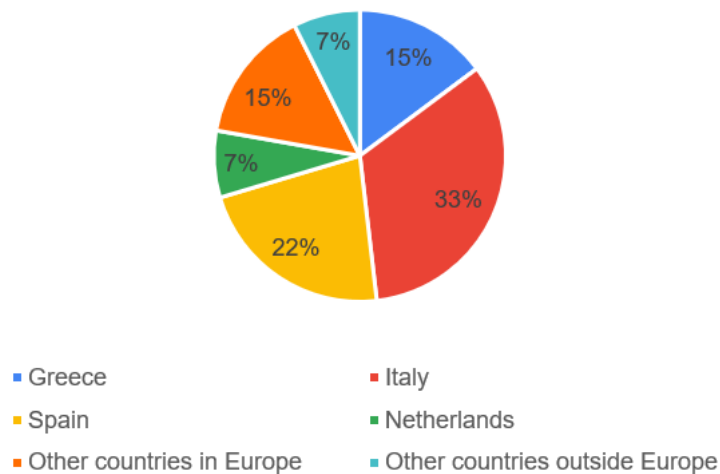
There were 4 participants from Greece, 9 from Italy, 6 from Spain, 2 from the Netherlands, 4 from other European countries and 2 from countries outside Europe.

Of the stakeholders, 48% identified as female, 44% as male and14% (2 respondents) as other.

Functions of the respondents
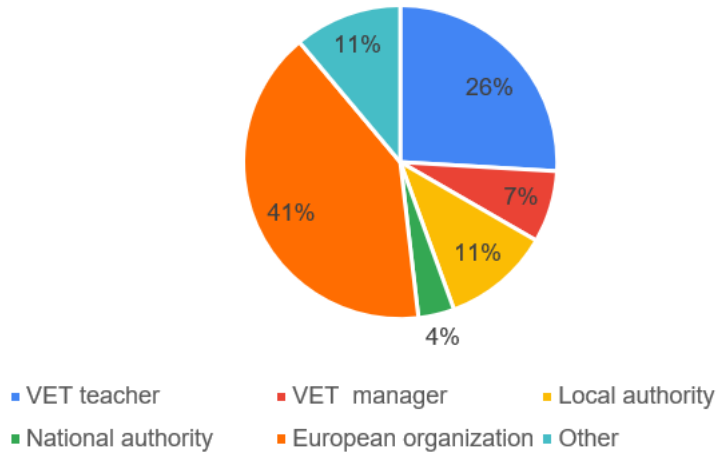
Seven of the respondents were VET teachers, 2 were VET managers, 3 were from local authorities, 1 from a national authority, 11 from European organizations, and 3 others.

Review of the products

We started by asking the stakeholders if they were able to have a look at the products.

Able to read the products?
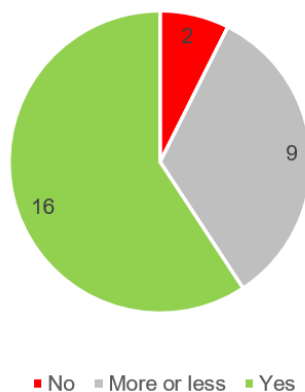
Sixteen of the 27 stakeholders were able to read the products, 13 read them and 3 studied them thoroughly. Nine read them "more or less" and 2 did not read them.

We then asked the stakeholders to rate the quality of the products on a 5-point scale from very bad to very good.

Stakeholder's rating of the products

A large majority of 70-90% rates the products good or very good. About 7-22% rates them as OK.

One Italian teacher thinks the teacher training program and the reader are "very bad". This respondent does not give an explanation of his low score. The trigger manual is also scored "bad" by him and by another teacher, also without explanation.

Almost all stakeholders rated the products, so we wondered if this graph may be skewed because 2 did not read the products at all and 9 only went through them "more or less". But when we looked only at the 16 respondents who read the products well, all products are rated OK or more positive, with the exception of the already mentioned Italian teacher who thinks the trigger manual is "bad".

Should sexual diversity related competences be specific?

There is a debate about to what extent specific aspects of competences for dealing with sexual diversity in VET should be made explicit or even mandatory in formal qualification frameworks. We asked the stakeholders to give their level of agreement with five statements about this.

1. I think specific competences related to sexual diversity are important for students
2. I think specific competences related to sexual diversity are important for teachers
3. I think specific competences related to sexual diversity may help to recognize specific needs of LGBTI students, clients and customers
4. I think specific competences related to sexual diversity are too controversial

5. I think key sexual diversity related competences should be integrated in the formal accreditation frameworks of vocations where diversity plays a role

Opinions of the need to have specific competences
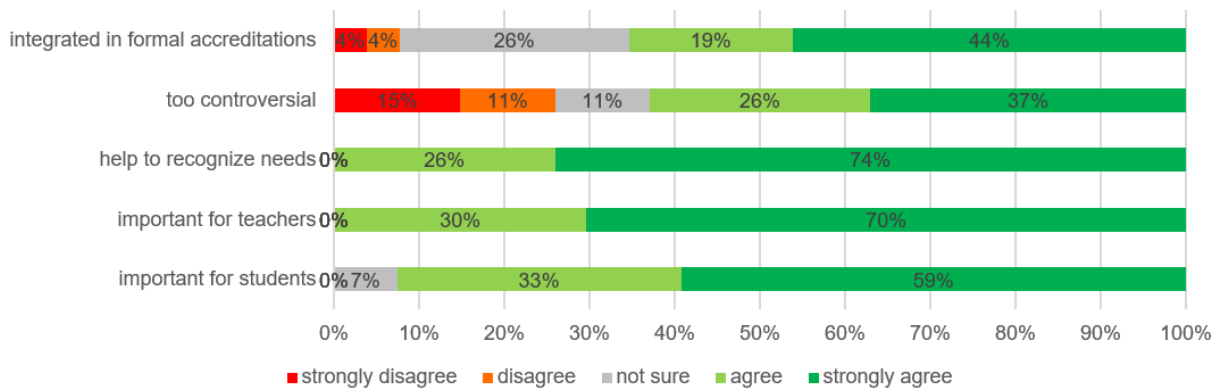
Their responses show that a large majority of the respondents favours specific attention to LGBTI sensitivity, which is not a surprise because this audience has been selected as a vanguard of whom we expected they would be open for multiplication and advocacy in this area. Still, it is worrying that 63% thinks that the topic of sexual diversity is too controversial to be specific about it. Although 63% is favourable towards integration in formal qualification/accreditation frameworks, 33% doubts this, and 2 respondents being against it.

The respondents did not comment with reasons why specific competences are important. One respondent does not agree with the term "competence" and would like us to use more specific definitions, but does not suggest an alternative term.

Evaluation of the student competences

In the project partnership we had several discussions on the specific competences LGBTI sensitivity would require of VET students and teachers. We asked the stakeholders' opinions on our proposed versions. They could rate the 11 formulated competences on a scale from "very irrelevant" to "very relevant". In the question we noted that "of course all competencies are important and relevant, but we encourage you to indicate which competences you think are most needed to provide further support to students". The competences rated were:

1. Coping skills, for example students learned to feel at ease with an LGBTI client
2. Self-esteem, for example students learned to be proud of their LGBTI identity

3. Self-control, for example students learned to not to give in to instinctual fears of things that are different from their own sexual/gender identity or experience

4. Self-awareness, for example students learned to overcome trauma due to discrimination or realized that a heterosexual identity is often seen as "better" than other sexual identities

5. Self-confidence, for example students learned to make informed decisions about coming-out or about how to support LGBTI clients

6. Accepting feedback, for example students learned to seriously consider critical comments or requests of LGBTI clients

7. Diversity awareness, for example students learned to recognize specific needs of LGBTI clients, as well as needs of other marginalized groups

8. Respect and dignity awareness, for example students learned to recognize sexual and gender stereotypes and avoid acting upon them

9. Respect for others, for example students learned to respect LGBTI people and do not feel superior to them

10. Adaptable, for example students learned to adapt to new professional demands and to meet the needs of LGBTI clients who are used to a tolerant and supportive environment

11. Empathy, for example students learned to imagine to be in the position of an LGBTI client or customer

Relevance of student competences
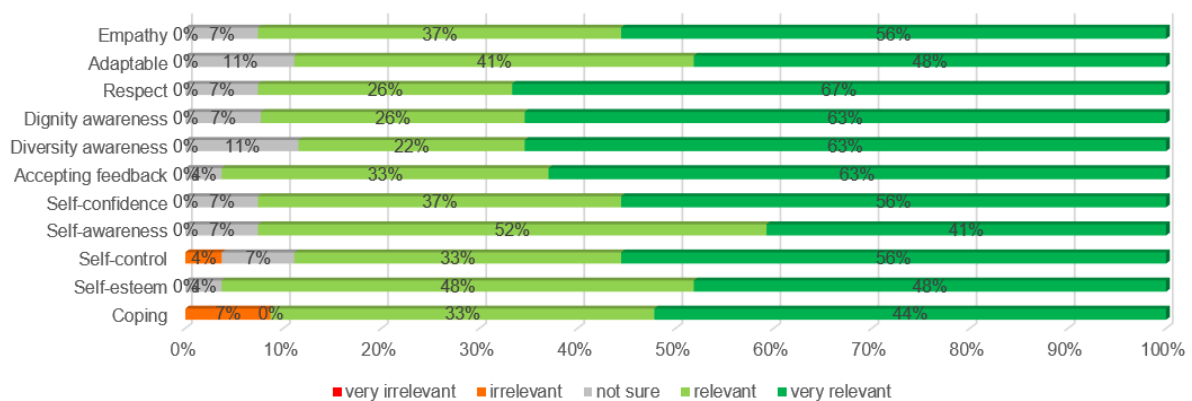
A general overview of the scoring of the competences shows that almost all respondents support all competences. At average, 90% agreed with the competences, with only 7% being unsure (1-3 respondents). Only two respondents think that coping is irrelevant, and one thinks self-control is irrelevant. These scores are not explained. During the development of the competences, we discovered specific research that supports especially these competences: it seems that especially male youth has difficulty dealing with diversity and with homosexuality when there "adult" coping and self-control skills have not sufficiently developed, and when they keep being stuck in inadequate adolescent defence mechanisms. It is probable that teachers are not aware of such mechanisms; they were also a surprise find by the partnership. This stresses the importance of adequate information for teachers about how homophobia and transphobia works out in young people.

One teacher makes the general comment that he thinks that there is no need for specific competences. Another teacher gives a complement for the excellent job of formulating and explaining the competences.

Evaluation of the teacher competences

With the same formulation as for students, we asked the respondents to rate the same competences as being relevant for teachers. With each competence we gave specific way the competence would be applied for teachers:

1. Coping skills, teachers are willing and able to support students to feel more at ease with an LGBTI client
2. Self-esteem, teachers are willing and able to support students to be proud of their LGBTI identity
3. Self-control, teachers are willing and able to train students not to give in to instinctual fears of things that are different from their own experience
4. Self-awareness, teachers are willing and able to help LGBTI students to overcome trauma due to discrimination, and to help heterosexual students see that a heterosexual identity is often seen as "better" than other sexual identities, if these traumas or views could be detrimental for their future professional performance

5. Self-confidence, teachers are willing and able to train students to make informed decisions about coming out or about how to support LGBTI clients

6. Accepting feedback, teachers are willing and able to train students to get critical feedback from LGBTI clients

7. Diversity awareness, teachers are willing and able to train students to recognize specific needs of LGBTI clients

8. Respect and dignity awareness, teachers are willing and able to train students to recognize stereotypes and stimulated to not act upon them

9. Respect for others, teachers are willing and able to train respect for LGBTI people, including not feeling superior just because of being cisgender or heterosexual

10. Adaptable, teachers are willing and able to train students to change their professional behavior to meet the needs of LGBTI clients who are used to a tolerant environment

11. Empathy, teachers are willing and able to offer activities in which students learn to imagine to be in the position of an LGBTI client or customer

Relevance of teacher's competences to teach students...
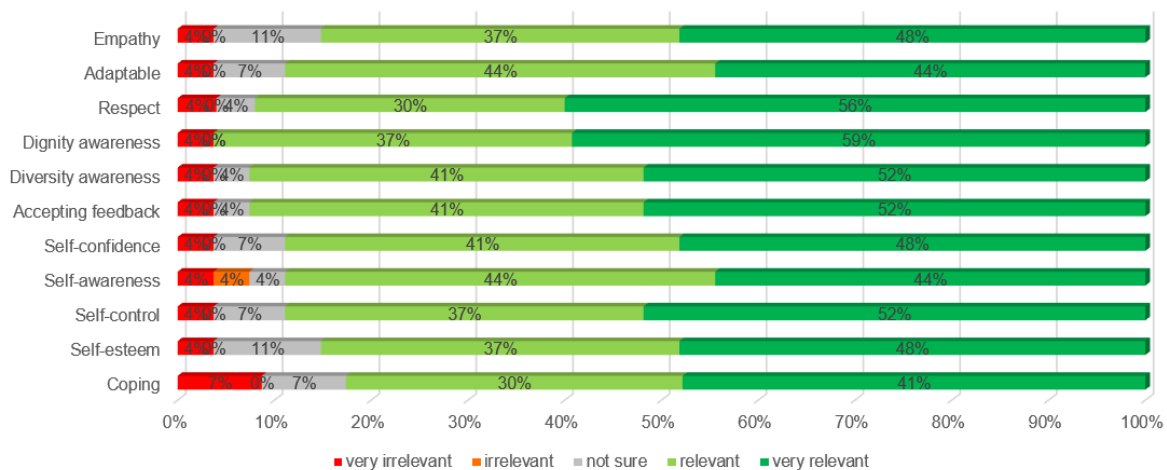
The scoring of the teacher competences is slightly less positive. This is mainly because 1 Spanish teacher consistently scored all competences as "very irrelevant". However, this teacher also indicated he did not read any of the products. He did not make any comments. In the final comments, five respondents gave compliments for the project as a whole and for raising the topic.

Conclusion, discussion and recommendations

Conclusion

Although the number of respondents in this evaluation research is limited and cannot be taken as given a representative view of the impact of the project, the results give the general impression that the activities and results of the project have been received well. The participants believe the project had a major impact on LGBTI students and also on heterosexual students and teachers. A majority also thought the project had an important impact on team leaders, although there were some doubts about the sustainability of the project because of social pressure of sexist and macho cultures in society. The external stakeholders gave a high rating to the developed products and they also found all the formulated specific competences for LGBTI sensitivity in vocational education relevant. The only doubt whether such competences could be integrated in formal qualification frameworks for vocational students and for teachers was again attributed to the perceived social pressure in a heteronormative culture against giving attention to LGBTI sensitivity.

Discussion

Small and selective audience

To some extent we could have expected these results, because the participating schools and the involved stakeholders have been selectively recruited for the project, and a positive attitude could be expected. After all, this project was meant as a try-out of whether the successful Dutch "My-ID" educational technology[1] could be implemented in other countries. The different circumstances in the participating countries were sufficient challenge to make this an interesting project that we could learn from.

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[1] Elfering, Sanne; Bianca Leest; Lieselotte Rossen (2016). *Heeft seksuele diversiteit in het mbo (g)een gezicht? De verankering van de aandacht voor seksuele diversiteit in het mbo.* Nijmegen: ITS, Radboud Universiteit

Still, even in schools that were recruited based on their interests in the topic of the project, there were minorities of students and teachers that were less enthusiastic about the topic. This was shown in the interviews done as a needs assessment for the discussion triggers. But somehow, these students apparently did not take part in the evaluation research.

The trigger

In the Dutch project that was replicated and re-developed in the SENSE project, the trigger for students to start discussing gender and sexual diversity was a performance by a professional theatre group. This theatre group was very successful, partly because each scene was based on a needs assessment among students. A large part of the play was actually made up by quotes from the students themselves. The Dutch experiences showed the key importance of providing a good trigger for discussion among students, because teachers usually find it extremely difficult to bring up this topic in an adequate way. However, the theatre play was logistically difficult to plan (time and location needed to be planned for all the actors and the attending students to be able to attend) and it was an expensive intervention (over €1.000 per performance), which were challenges for replication and sustainability. Because the SENSE project was multilingual, it would have been difficult to replicate a professional theatre performance. In addition, the Dutch theatre group refused to take part in this project. So we needed to find an alternative as a trigger for discussion.

In an earlier cooperation of GALE with some film makers, we got acquainted with a teacher who worked together with the filmmakers. Students were asked to use parts of a short educational film about LGBTI issues and to rearrange the film scenes. This small do-it-yourself project ended by asking the students to make their own video clip in which they re-filmed a crucial scene of the educational video. During these lessons, it was discovered that it was easier to discuss gender and sexual diversity with students by focusing on technically making the video rather than directly on the topic of sexual diversity itself. Of course, hidden under the technical filming there was constant discussion about how the actors felt and how their emotions and behavior were perceived by others. But the indirect way of approaching the subject made in a less confrontational for students. This was the reason why we suggested in the project proposal that the students could make their own trigger for discussion with fellow students. Having learned from the Dutch theatre play experience, we

planned the development of the trigger by coaching the students to do a short needs assessment first.

In practice, it turned out to be difficult for VET students to do the needs assessment entirely by themselves. In some cases, the NGO partners helped the school and students by organizing a focus group and making a report.

The actual development of the triggers took much more time than we expected; in many cases it took almost an (academic) year to finalize the products. This does not mean that the principle of asking the students to develop a discussion trigger themselves has failed. On the contrary, as an educational tool it was highly successful and motivating, while it took away the fear of the teachers that they would be criticized for bringing up the topic or forcing an opinion upon the students. In Italian schools, the principle of asking students to develop a videoclip also motivating that the students suggested to repeat the development of videos in each class as an educational experience. In Spain, the trigger was a live role-play with students, which is an ongoing educational tool. In the Netherlands, an interactive question-and-answer website was being developed that can be used in various ways in curricula. In sum, we could conclude that involving students in the actual development of discussion triggers, or make the entire curriculum a form of student participation, it is a highly successful way of teaching students about sexual and gender diversity.

Training

Most participants and stakeholders appreciated the teacher training. It should be noted that the teacher training is different from what traditional teacher training on LGBTI issues offers. During a worldwide teacher training expert meeting, organized in 2008 in Poland[2] by GALE, it became clear that at the time there were three dominant models of teacher training on homophobia.

1. The most common and traditional one usually started with a trigger to elicit emotional empathy, mainly by presenting visual images of heavily discriminated LGBT people.

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[2] Uliasz, Lech (2008). *TEACHER EXPERT MEETING Warsaw, November 10-13. Warsaw,* Campaign Against Homophobia & GALE

The representativeness of this trigger would then be followed by "proof" of discrimination of LGBT people by presenting statistics and outlining the national legislation. Then the training would go on to discussion of prejudice and promoting the intention of teachers to counter prejudice. This model appeared to be mainly used in Anglo-Saxon countries.

2. A second, and less frequent type of teacher training would focus on a critical analysis of heteronormativity in society, by discussing personal histories and experiences of the teachers and how they see heteronormative influences among students. It would encourage teachers to engage in both personal and political activism to combat heterosexism. This type of training was more dominant in Europe and parts of South America.

Both of these types of trainings were mainly developed and given by lesbian and gay activists.

3. A third and less frequent type of training would focus on practical challenges teachers face in the classroom. It would start to identify homophobic and transphobic comments of students and the type of questions students ask. Then it would proceed to discuss these case studies in depth by linking school practice with fact-based and theoretical framework to explain daily practices, in order to battle learn to handle them. With these instruments, some studies would be worked out in depth and if there was time, skill building exercises would be done. This training was developed by gays and lesbians who themselves had educational experience in classroom, and who had been trained as teachers themselves. Their school-based experience made this type of training more concrete and linked to teacher classroom practice.

All the aforementioned trainings has the disadvantage that they were offered as ad-hoc trainings for interested teachers without organizational or political framework.

The "My-ID" training that was used in the SENSE project was based on the third type of training but - in the Netherlands - it was framed in a national policy to encourage LGBTI sensitivity in VET institutions. The training was given in the context of a wider contract with

VET institutions to implement a holistic policy on LGBTI issues. The training ended with a brainstorm on how to develop a spiral curriculum in which LGBTI issues were integrated in the wider existing curriculum on social skills and citizenship. The follow-up of the training was arranged by setting up a course committee dedicated to work out the spiral curriculum into a concrete roster with classroom activities that would be integrated sustainably in the VET course. The My-ID training was also innovative because it promoted the awareness that "information" or "correction of prejudices" is not effective to create a more tolerant school environment and a positive attitude of students, because *cognitive information* only has a very limited influence on attitudes and then only in specific circumstances[3]. Instead, it focused on the underlying basic fears and aggression around difference in general, and made the link to specific difference around LGBTI issues. The skills focused on, were generic in a way that they taught teachers on how to deal with these basic instinctual fears and aggressions, while at the same time relating them to specific LGBTI case studies. This focus on emotional intelligence was labelled a "deep diversity" approach.

In the current follow-up of the LGBTI project in VET in the Netherlands - in which GALE is not involved anymore - the deep diversity approach has been abandoned in favour of an even more practical approach on how to deal with homophobic and transphobic incidents. This is done with a technical plan to engage in dialogue with students, and telling them when certain opinions become socially unacceptable[4]. However, the technical dialogue instructions do not include attention to the underlying fears and anger elicited by heteronormativity. In addition, the function of the training as a kick-off to develop a spiral curriculum has also been abandoned. Although the new Dutch training is evaluated positively by teachers[5], it remains

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[3] Fabrigar, Leandre & Petty, Richard & Smith, Steven & Crites, Stephen. (2006). Understanding knowledge effects on attitude-behavior consistency: The role of relevance, complexity, and amount of knowledge. *Journal of personality and social psychology. 90. 556-77*. 10.1037/0022-3514.90.4.556.

[4] Radstake, Hester (2016). *Het begeleiden van gesprekken over maatschappelijk gevoelige onderwerpen in de klas. Handleiding bij de docenttraining Je hebt makkelijk praten*. Utrecht: Stichting School en Veiligheid

[5] Broekroelofs, René en Hanneke Felten (2021). Evaluatie van de docententraining 'Dialoog onder druk' Onderdeel van de evaluatie van het project Begrenzen en uitnodigen. Deel 2. Utrecht: MOVISIE

to be seen to what extent it leads to sustainable skills of teachers and if it gets any follow-up in VET courses. The My-ID approach may still prove to be valuable in the Netherlands.

In the SENSE project, we noted some ambiguity in the way the "deep diversity" approach was being accepted in different countries. In seemed it was more easily adopted in the Netherlands, Spain and Italy, while the Greek partners felt more challenged to teach about "emotions". Especially in vocational training, this approach can seem less technical and "soft" and therefore of low status or even unacceptable.

The work on a spiral curriculum was challenging due to the extra work of schools on developing online lessons during the Covid-19 epidemic. We made this effort less time-consuming and possible to do online by offering a workshop format in which the spiral curriculum could be developed by filling in a relatively simple matrix (a roster for where and how classroom activities on sexual diversity sensitivity should be implemented). This helped to make the principle and practice of the spiral curriculum concrete for teachers and team leaders. The further implementation and sustainability of the spiral curriculum largely depends on the way the team leaders can continue to keep an eye on the implementation of the agreed matrix.

Religion

During the development of video clips by students, which were meant as triggers for discussion with other students, it became clear that a small number of students were strongly against sexual and gender diversity, and there are no indications that the project changed this. The students who were extremely opposed to sexual and gender diversity based their arguments on religion, which is an argument based on a deeper felt threat than just religious texts. Such deeply felt threats were difficult to deal with by teachers and by schools. Looking at the responses from students in this evaluation research, we expect that the more extremely negative students did not take part in this research. Still, based on previous Dutch research, we expect there may be a consistent minority of about 15% of vocational students

who strongly oppose sexual and gender diversity[6]. The challenge on how to deal with this is not just an individual challenge because such students are usually supported by parents, the wider community and religious institutions. How to deal with this intolerance remains to be explored further.

Intercultural context

Another aspect that should be noted is that the students and teachers of the Dutch partner in the project did not take part in this evaluation research. This was due to the participants of this partner being overwhelmed by the consequences of Covid-19. This was a pity and created an important lacune in the research.

This was especially disappointing because in a way, the Dutch partner was an "outlier" among the school partners. It is a large institution with a considerably conservative student population with immigrant backgrounds who often struggle with poverty and discrimination. In many cases they have extremely negative attitudes about gender and sexual diversity based on their Islamic religion. In the final conference organized with a panel of managers of this institute, the managers expressed their fear that *any* attention to gender and sexual diversity would create a strong resistance among these students and their communities. In the needs assessment research of the another project on LGBTI and VET[7], some teachers, managers and trainers of this institute were interviewed. These interviews showed the ambiguity of the teachers and managers. This VET institute already works for years on a diversity policy focusing on intercultural and class challenges. Gender and sexual diversity is officially part of this policy, but in practice this is mainly visible by periodically offering a theatre play ion sexual diversity to students. It is not integrated in the daily practices of teachers. In the

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[6] Dankmeijer, Peter (2014) *Het probleem is groter dan soms lijkt: Seksuele diversiteit in het MBO, voorlichting en verkenning*. Amsterdam: EduDivers (accessed 2-1-2021 https://www.gale.info/doc/dankmeijer-publicaties/Dankmeijer-2014-Het-probleem-is-groter-dan-soms-lijkt.pdf)

[7] The UNIQUE project, https://www.gale.info/en/projects/unique-project; Dankmeijer, Peter (2021). *Willing to do "something" but not able to implement in systemic change. An Analysis of the Policy and Implementation of Integration of LGBTIQ Sensitivity in Vocational Education and Training in the Netherlands*. Amsterdam: GALE

interviews, it was observed that teachers often avoid discussing the subject in their lessons because they fear the negative responses of the students and of their Islamic communities. In the context of the "diversity policy", teachers make a serious effort to make authentic connections with their students. But they don't want "to mess up" these tender connections by bringing up controversial topics.

The managerial intention to consider LGBTI issues as part of this wider "cultural" diversity policy is challenging because of the strong feelings of the student population (and some of the teachers) towards the topic. In a recent celebration of the liberation of the Netherlands from the German occupation in WWII, a member of Parliament (Miss Arib) spoke about freedom and tolerance and specifically mentioned LGBTI people. This elicited a host of extremely negative and offensive comments by Muslim students. The management is extremely conscious of the risks of the institute becoming estranged from these students and their communities. Even the "question and answer website" that was developed by LGBTI and heterosexual students - which is a bottom-up students initiative and which was presented as a way to continue to connect to what students want to know themselves - was seen as a potential risk. This implies that even a passive helpdesk can be seen as a threatening form of visibility[8].

Specific sensitivity

During the project, the partners had ongoing discussion about what LGBTI sensitivity in vocational education actually is. This discussion focused on the formulation of competences.

A key question was whether such competences, skills or qualifications should be formulated in a specific way or whether they are really generic and just need to be applied specifically. There are different answers to this question. For example, in the Netherlands, the national grassroots lesbian, bisexual and gay organization COC has promoted to include LGBTI sensitivity in the national formal qualification frameworks for vocational students. This resulted in the national framework for qualifications to be reformulated as follows:

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[8] Comments made in the final conference of the SENSE project in the Netherlands, https://www.gale.info/doc/project-sense/SENSE-E1-Multiplier-Report-18-May-2021.pdf

"The participant recognizes and acknowledges the basic values of our society such as human rights and acceptance of diversity (including ethnic, religious, *sexual and gender diversity*), learns to deal with value dilemmas and uses the basic values as a guideline and starting point in his opinion formation and in his actions."[9]

In a way, the Dutch qualification framework chooses to formulate a generic competence while specifying it with a few essential topics that need to be taken into account.

In the SENSE project, the partners chose to do more or less the same. We formulated 11 generic competences that seemed especially relevant for gender and sexual diversity in and gave specific (but not exhaustive) points of attention of how they should be applied to LGBTI issues. This framing of specific LGBTI sensitivity in wider generic context has the advantage that gender and sexual diversity does not become a "separate" and "extra" topic, while at the same time preventing the topic being dropped or "forgotten" due to a range of external real or perceived threats.

Recommendations

Based on the results of this impact evaluation and discussion, we would like to make the following six recommendations.

1. Use student participation to discuss gender and sexual diversity

The experiences with developing the triggers and positive evaluations of students and teachers with this experiment shows that student participation is an excellent way to involve students in discussing LGBTI issues without forcing them to uncritically adopt the opinion of adults. Of course, the student participation should be facilitated well and it is clear that student participation takes time, both in hours but especially in duration.

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[9] Koninklijk Besluit 163 (2019). *Besluit van 16 april 2019 tot wijziging van het Examen- en kwalificatiebesluit beroepsopleidingen WEB met betrekking tot de kwalificatie-eisen voor loopbaan en burgerschap*. Den Haag: Staatsblad van het Koninkrijk der Nederlanden

The ideas to ask students to do role-play about real vocational situations with clients, develop their own videoclip, or to develop and host a question-and-answer website all seem worthy for replication in other educational sectors and other countries. More in general, student peer participation is a good method to approach the topic of gender and sexual diversity and diversity in general.

2. Train teachers on how to deal with the emotional aspects of diversity and exclusion
In training, fears of diversity should be linked to teacher skills to deal with emotions. This "deep diversity" approach in this project was valued and is worthy of replication, but was not understood completely in all the countries. In future projects, the challenge of adopting education about emotional intelligence in countries and in educational sectors where discussion on the cognitive level and technological skills are valued over reflecting on experiences and on emotions-based attitudes and skills, specific attention should be given on how to implement emotional intelligence education in such environments. It is recommended to develop specific projects and experiments with introducing soft skills in schools that focus on technical skills and in educational systems work cognitive learning is overvalued and emotional skills are undervalued.

3. Teacher training should be part of a wider integration strategy
Teacher training should be part of a wider strategy to reform the curriculum and improve the school culture
The transfer of learning experiences of teacher training to school practice will be greatly assisted when the training is part of a wider effort to make the school culture more safe and welcoming, and when the curriculum is focused on promoting more client-friendly attitudes and behavior, including sensitivity for LGBTI clients. The link between the training and a spiral curriculum is a great help for teachers and team leaders to see the relevance of the training and how it can be implemented in everyday teaching.

4. There should be extra attention for religion in relation to sexual diversity in education
In the project it became clear that students with strong religious backgrounds remain difficult to reach, and their attitudes remain client-unfriendly towards LGBTI clients or customers. This is unacceptable. In future projects, specific attention should be given on how students

with a religious motivation can be trained to relate in at least a tolerant way to LGBTI clients or customers, but preferably also to adequately take care of all the specific needs of all clients; even though these needs may not be aligned with their personal views.

5. Integration of gender and sexuality in a "cultural" diversity policy requires specific consideration

In some VET institutions, there is an intention to integrate all diversity in a wider policy which was originally based only on cultural diversity. However, integrating gender and sexuality in a wider "cultural" policy cannot be done by just adding it. Many "cultural" values that are included and appreciated in an "intercultural policy" are at odds with an inclusive gender and sexuality perspective. Acceptance of LGBTI relationships and visibility is at odds with the teachings of the Catholic Church and with views of Greek Orthodox patriarchs. Discussion of sexuality and homosexuality are at odds with large parts of Islamic orthodoxy. The promotion by schools of tolerance and welcoming attitude towards gender and sexual diversity is at risk to be in conflict with the values and norms of the surrounding community, or at least of part of it. Proper integration of gender and sexuality in diversity policies therefore needs adequate consideration, a clear underlying vision and - if possible - some kind of agreement about client-friendliness with the community that delivers students to the institute.

6. Qualifications can be generic but require specific and formal sensitivity

The discussions in this project on competences led to the conclusion that in principle, gender and sexual sensitivity are part of more general competences. However, all participants and stakeholders agreed that just *saying* that skills to be client-friendly are generic does not mean that we don't need specific elaboration of competences on LGBTI sensitivity. If qualifications and competences are only formulated in a generic way, no justice is done to the controversial nature of gender and sexual diversity. Therefore specification is necessary for teachers and students to understand how to be LGBTI sensitive in a controversial environment. In addition, a special mention of sexual diversity in the formal frameworks of student vocational qualifications will help to avoid the subject to be "forgotten" or avoided due to external fears and threats.

Annexes

Annex 1: Impact Evaluation Survey for Participants

Introduction

In the past two years, you have participated in the European SENSE (My-ID) project. This project developed a method to integrate attention for sexual diversity (lesbian, gay, bisexual, transgender and intersex or "LGBTI" issues) in vocational training. In this short questionnaire we ask a few questions to evaluate to what extent we succeeded.

This survey has 27 questions and it will take you about 10-15 minutes to fill in.

Please be honest in your answers. Note that the survey is anonymous and that we have a high standard in considering privacy (https://www.gale.info/doc/accountability/GALE-Privacy-Statement.pdf). None of your answers will be traced back to you.

A few questions to help us analyze the answers

1. From which project partner are you?
   - ☐ Associazione Euroform
   - ☐ CESIE
   - ☐ DEFOIN
   - ☐ EfVET
   - ☐ EUROTraining
   - ☐ Fondazione Villa Montesca
   - ☐ GALE
   - ☐ Liceo Città di Piero
   - ☐ ROC van Amsterdam
   - ☐ Other

2. What is your gender [1 = female, 2 = male, 3 = other]

3. I am a [1 = student, 2 = teacher, 3 = VET team leader, 4 = staff of non-school partners, 5 = other]

Did we succeed?

4. Do you think this project helped LGBTI students to feel more safe and welcome at school?
[1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

5. Can you give an example of this? {paragraph}

6. Do you think this project helped LGBTI students to know where to go when there is inappropriate teasing, bullying or social exclusion? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

7. Do you think this project helped the school to respond to signals and requests of LGBTI students? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

8. Do you think this project helped heterosexual students to be more aware of the importance of having diversity skills for their future profession? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

9. Can you give an example of this? {paragraph}

10. Do you think this project helped heterosexual students to be aware that a positive attitude towards LGBTI people is important for a general open and welcoming working environment?
[1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

11. Can you give an example of this? {paragraph}

12. Do you think this project increased the level of tolerance towards LGBTI people? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

13. Can you give an example of this? {paragraph}

14. Do you think this project increased the knowledge of students on how to deal with LGBTI clients and customers? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

15. Do you think this project helped teachers to create a safer and inclusive group climate? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

16. Do you think this project helped teachers to develop more diversity skills? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

17. Do you think this project helped teachers to show more sensitivity towards LGBTI issues in school? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

18. Can you give an example of the influence of this project on teachers? {paragraph}

19. Do you think this project helped VET course team leaders on how to assess the attention to sexual diversity in their school? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

20. Do you think this project helped VET team leaders to develop a strategy with high impact interventions for sexual diversity sensitivity? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

21. Do you think this project helped VET team leaders to implement a tailored strategy to promote pro-social behavior and to combat bullying and social exclusion? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

22. Do you think this project helped VET team leaders to recognize sexual diversity sensitivity? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

23. Do you think this project helped VET team leaders to develop a plan for a sustainable process of re-evaluation and adaptation of the strategy? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

24. Can you give an example of the influence of this project on VET team leaders? {paragraph}

25. Do you think that what was learned and developed in this project will still be used next year? [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]

Final questions
26. Do you have any other comments you would like to make? {paragraph}

27. If you would like to get a copy of the research report, give here your email. The email will be saved separately and only used to send you the report. You can get all the information and products of the project on https://www.gale.info/en/projects/sense-project. {paragraph}

Thank you so much for filling in this survey!
It will show us the impact our project had, and help to prepare follow-up initiatives. If you would like to contact us, we can be reached at info@gale.info.

Annex 2: Impact Evaluation Survey for Stakeholders

Introduction

in the past two years, a European partnership worked on the European SENSE (My-ID) project. This project developed a method to integrate attention for sexual diversity (lesbian, gay, bisexual, transgender and intersex or "LGBTI" issues) in vocational training. In this short questionnaire we ask VET stakeholders their opinion.

This survey has 13 questions and it will take you about 10-15 minutes to fill in.

Note that the survey is anonymous and that we have a high standard in considering privacy (https://www.gale.info/doc/accountability/GALE-Privacy-Statement.pdf). None of your answers will be traced back to you.

A few questions to help us analyze the answers

1. From which country are you? Choose from this list [1 = Greece, 2 = Italy, 3 = Spain, 4 = Netherlands, 5 = other in Europe, 6 = other outside Europe]

2. What is your gender [1 = female, 2 = male, 3 = other]

3. I am a [1 = VET teacher, 2 = VET manager, 3 = from a local authority, 4 = from a national authority, 5 = from a European organization, 6 = other]

Your opinion on the project

In this project we developed four products:

1. Students developed videoclips, roleplay and a question-and-answer website about sexual diversity, which functions as trigger for discussion with other students

2. The partners developed a teacher training and the reader for teachers

3. The schools experimented to integrate sensitivity for sexual diversity in a sustainable way in their curriculum (and the NGO partners made a manual for this "Spiral Curriculum Consultancy")

4. The partnership developed a framework for a student and teacher competences, which includes guidelines on how to implement the competences

The products are available on https://www.gale.info/en/projects/sense-project.

4. Were you able to have a look at the products? [1 = not at all, 2 = not really, 3 = more or less, 4 = I read them, 5 = I studied them thoroughly]

5. If you got an impression, how do you rate the products? [0 = I did not see them, 1 = very bad, 2 = bad, 3 = OK, 4 = good, 5 = very good]
{multiple choice grid; rows:

       1 = trigger manual

       2 = teacher training manual

       3 = teacher training reader

       4 = curriculum development manual

       5 = framework for student competences

       6 = framework for teacher competences

columns: 0, 1, 2, 3, 4, 5}

6. There is a debate about to what extent specific aspects of competences for dealing with sexual diversity in VET should be made explicit. In the following statements we would like to ask you to clarify your position on this. [1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree]
{multiple choice grid; rows:

       1 = I think specific competences related to sexual diversity are important for students

       2 = I think specific competences related to sexual diversity are important for teachers

       3 = I think specific competences related to sexual diversity may help to recognize specific needs of LGBTI students, clients and customers

       4 = I think specific competences related to sexual diversity are too controversial

       5 = I think key sexual diversity related competences should be integrated in the formal accreditation frameworks of vocations where diversity plays a role

Columns: 1, 2, 3, 4, 5}

7. Do you have any comments you want to add to your scores in the previous question?
{paragraph}

8. In the following statements we ask your opinion of the relevance of the STUDENT competences we formulated [1 = very irrelevant, 2 = irrelevant, 3 = not sure, 4 = relevant, 5 = very relevant]

{multiple choice grid; rows:

1 = Coping skills, for example students learned to feel at ease with an LGBTI client

2 = Self-esteem, for example students learned to be proud of their LGBTI identity

3 = Self-control, for example students learned to not to give in to instinctual fears of things that are different from their own sexual/gender identity or experience

4 = Self-awareness, for example students learned to overcome trauma due to discrimination or realized that a heterosexual identity is often seen as "better" than other sexual identities

5 = Self-confidence, for example students learned to make informed decisions about coming-out or about how to support LGBTI clients

6 = Accepting feedback, for example students learned to seriously consider critical comments or requests of LGBTI clients

7 = Diversity awareness, for example students learned to recognize specific needs of LGBTI clients, as well as needs of other marginalized groups

8= Respect and dignity awareness, for example students learned to recognize sexual and gender stereotypes and avoid acting upon them

9 = Respect for others, for example students learned to respect LGBTI people and do not feel superior to them

10 = Adaptable, for example students learned to adapt to new professional demands and to meet the needs of LGBTI clients who are used to a tolerant and supportive environment

11 = Empathy, for example students learned to imagine to be in the position of an LGBTI client or customer

Columns: 1, 2, 3, 4, 5}

9. Do you have any comments you want to add to clarify your opinion on these specific sexual diversity competences we formulated for students? {paragraph}

10. In the following statements we ask your opinion of the relevance of the TEACHER competences we formulated. Of course all competencies are important and relevant, but try to indicate which competences you think are most needed to provide further support to teachers. [1 = very irrelevant, 2 = irrelevant, 3 = not sure, 4 = relevant, 5 = very relevant] {multiple choice grid; rows:

> 1 = Coping skills, teachers are willing and able to support students to feel more at ease with an LGBTI client
>
> 2 = Self-esteem, teachers are willing and able to support students to be proud of their LGBTI identity
>
> 3 = Self-control, teachers are willing and able to train students not to give in to instinctual fears of things that are different from their own experience
>
> 4 = Self-awareness, teachers are willing and able to help LGBTI students to overcome trauma due to discrimination, and to help heterosexual students see that a heterosexual identity is often seen as "better" than other sexual identities, if these traumas or views could be detrimental for their future professional performance
>
> 5 = Self-confidence, teachers are willing and able to train students to make informed decisions about coming out or about how to support LGBTI clients
>
> 6 = Accepting feedback, teachers are willing and able to train students to get critical feedback from LGBTI clients
>
> 7 = Diversity awareness, teachers are willing and able to train students to recognize specific needs of LGBTI clients
>
> 8= Respect and dignity awareness, teachers are willing and able to train students to recognize stereotypes and stimulated to not act upon them
>
> 9 = Respect for others, teachers are willing and able to train respect for LGBTI people, including not feeling superior just because of being cisgender or heterosexual
>
> 10 = Adaptable, teachers are willing and able to train students to change their professional behavior to meet the needs of LGBTI clients who are used to a tolerant environment
>
> 11 = Empathy, teachers are willing and able to offer activities in which students learn to imagine to be in the position of an LGBTI client or customer

Columns: 1, 2, 3, 4, 5}

11. Do you have any comments you want to add to clarify your opinion on these specific sexual diversity competences we formulated for teachers? {paragraph}

Final questions

12. Do you have any other comments you would like to make? {paragraph}

13. If you would like to get a copy of the research report, give here your email. The email will be saved separately and only used to send you the report. You can get all the information and products of the project on https://www.gale.info/en/projects/sense-project. {paragraph}

Thank you so much for filling in this survey!

It will show us the impact our project had, and help to prepare follow-up initiatives. If you would like to contact us, we can be reached at info@gale.info.

Colophon

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