



The My-ID project: Integrating Sexual and Gender Diversity in Vocational Education

Context

Dutch research among Vocational Education and Training (VET) students (Dankmeijer, 2014) showed that about 20% of the students held extremely negative views of LGBTI people. For example, 12% would not want to be a friend of an LGBTI student, 20% would rather not sit next to a gay/lesbian fellow student during the break and 31% would rather not share a room with a gay/lesbian fellow student. The vast majority (75%) of students indicated little attention is paid to LGBTI issues in their training, which was confirmed by their teachers. Following this research, a successful “My-ID” method was developed to integrate sexual and gender diversity in VET courses. In 2018, a proposal was made to the European Erasmus+ program to try out this method on the European level in the Netherlands, Greece, Italy, and Spain. The European project took place in 2019-2021.

Results

The project developed 4 products:

1. A manual for teachers on how to support students in making a trigger for discussion on sexual diversity with their fellow students.
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.
3. A curriculum consultancy manual, which provides guidance on how to structurally integrate sexual diversity sensitivity in a spiral curriculum.
4. Two competence frameworks, which describe the needed diversity competences of VET students and their teachers.



Student painting a letter box in rainbow colors. The letter box allows other students to pose all their questions anonymously and to get answers by fellow students.

Evaluation

The impact evaluation of the project had a limited number of participants due to limited access to project participants because of COVID-

19. However, both participants in the project and other stakeholders evaluated the project highly. The project was also highly scored by the Dutch Erasmus+ authority, with an 8.3 assessment.

The project made six recommendations:

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

The full impact evaluation study and other related project products can be found at <https://www.gale.info/en/projects/sense-project>.