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2ND NEWSLETTER



LTTA in Rincón de la Victoria, Spain

In 2021, our new project My-ID (My identity, My idea to be myself) has started its journey under the coordination of Fondazione Villa Montesca. The European project brings together organisations and secondary schools from Italy, Greece, the Netherlands, and Spain.

From 14 to 17 November we had an LTTA in Rincón de la Victoria (near Málaga, Spain) to introduce teachers into the My-ID teaching method. The day afterwards we had our second TPM where partners met, discussed the planning of next year. This newsletter focuses on these events.

Preparation of the LTTA

In the project proposal there was already a general plan for the LTTA, which stated that the training would be focused on transferring expertise of GALE to the partners about the My-ID teaching technology. Because the project is focused on developing classroom activities, the main part of the training needed to be focused on which type of methods and classroom activities are most suitable to teach about LGBTIQ+ topics.

Because the partnership only had anecdotal information about the level of expertise and skills among the teachers in the project, and because the more general needs assessment of the project showed that we have schools partners with very different focuses, levels and student populations, we decided to do a short specific needs assessment to tailor the draft LTTA program. Twenty-one respondents took part in the needs assessment. The assessment showed a wide range of experience of the participating teachers with teaching about LGBTIQ+ issues. Half of them did have some experience, while the other half had no experience at all. In other projects about LGBTIQ+ issues in schools, we found that discussing case studies can be challenging when participants do not have any experience with this. The results of this needs assessment showed that half of the participants did not have any experience with negative incidents nor positive events.

After discussion in the partnership, we decide the training needed to take the wide range of experiences of participants into account, as well as the different types of participating schools, their students levels and community backgrounds.

Program of the LTTA

The goal of the training was to introduce partners and teachers working in partners' schools in the My-ID teaching technology and to prepare them to develop and implement classroom activities focusing on sexual and gender diversity (LGBTIQ+ topics). The difference between the My-ID teaching technology and more traditional education about LGBTIQ+ issues is that traditional education focuses on giving information and instructions, while the My-ID technology focuses on handling emotions and changing attitudes. Offering knowledge has been shown to not very effective and sometimes even to be counterproductive when students have pre-existing prejudices and emotional resistance against such information. The My-ID method instead focuses first on exploring and dealing with negative attitudes with the ultimate goal of changing negative behaviour, like social distance, bullying and discrimination.

Within the My-ID method, the value of information about LGBTIQ+ topics is assessed according to how much it directly contributes to change of attitudes and behaviour.

The first day of the four-day training was an interactive introduction in the principles of heteronormativity and the needs to focus on emotions and attitudes rather than on transferring information about sexual orientation and gender identity. The second day started with a game in which the participating teachers had to match informational, attitudinal, skill and behavioural goals with 16 specific classroom activities.

This helped the participants to recognize that you don't just do an activity because it is nice and interesting, but that classroom activities needed to be chosen with care and implemented in a certain way to reach the desired goal. In the afternoon of the second day and the other days, we experimented with a range of different methods. We discussed different classroom discussion types like a brainstorm, an open discussion, debate and dialogue. After this was proceeded to more advanced classroom activity techniques like statement games, experiential games, role play and simulation games. The more advanced classroom activities require more skill from the teacher about are also more effective to teach about emotions and attitudes. At the end of training, each school started with the development of a spiral curriculum in which emotional and attitudinal goals were interwoven with the existing regular curriculum.



Evaluation of the LTTA

Eighty percent of the participants said that their personal goals were met by the training and that they rated their overall satisfaction with the training as high or very high. The trainer formulated six concrete objectives for the LTTA, and we asked the participants to what extent they thought these were reached for them.



The graph shows that all the objectives are quite well met. Some 20% (3 participants) felt more doubtful about whether their teaching can be enhanced with the experience of this LTTA. The participants of one school were consistently less positive about the training. It is not quite clear why the training did not meet their needs. This aspect will to be followed up after the training.

The second transnational project meeting



In the second transnational project meeting (TPM), the partnership discussed the planning of the project in 2023. The project had a slow start, so the planning has to be slightly reviewed. We agreed that there was still plenty of time to develop the classroom activities in December and January, and to pilot the activities in the period of February until May. If needed, some of the classroom activities can still be tried out in September.



Partners



Project coordinator

FONDAZIONE HALLGARTEN FRANCHETTI CENTRO STUDI VILLA MONTESCA – Italy
<https://www.montesca.eu>

Defoin

DEFOIN FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA - Spain
<https://defoin.es/>

GALE

STICHTING GLOBAL ALLIANCE FOR LGBT EDUCATION - Netherlands
www.gale.info



EUROTRAINING EDUCATIONAL ORGANIZATION - Greece
eurotraining.gr



CESIE – Italy
cesie.org



Centre d'Estudis Jaume Viladoms – Spain
www.jviladoms.cat/ca



IEDERSLAND COLLEGE- Netherlands
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