

## **GALE Report 2019**

This is the annual GALE report for 2019. This was the 13th year of GALE's existence, the 9th year as an independent Foundation and the second year of the 2018-2022 strategic plan.

### **1. Summary Report 2019**

A lack of global opportunities for funding forced the GALE foundation to focus on a few European projects. When in 2019 co-financing for such projects through GALE's sister organization Edu Diverse stopped, even doing European projects became financially unfeasible. The year 2019 therefore became mainly focused on the management of the remaining projects: Anti-Bullying Certification (2018-2019), HOMBAT: Training teachers to combat homo/transphobia in Lithuania, Greece and Cyprus (2017-2019), ALICE: Development of School-based Prosocial Learning Communities (2018-2019) and SENSE: Integration of LGBT-sensitivity in Vocational Training (2019-2020).

In 2018 it was decided GALE would not act as a coordinator to fundraise new projects because the foundation did not have the required financial buffer and the financial risk was too great. In early 2019, GALE still engaged as potential partners in a few European projects. Late 2019, it turned out that one of these projects was granted. This provides a small amount of work in 2020 and 2021. However, the staff rates in these projects are so low that the director has to cut his salary by half to prevent that the foundation goes into debt. This is not a situation that can be sustained.

In the end of 2019 the director had to decide there was no feasibility to exist financially as an independent foundation with substantial projects that require a financial buffer or co-funding. GALE decided to contact other national stakeholders in the area of education to explore if cooperation was possible to sustain the GALE heritage. Human Rights Watch, UNICEF, Amnesty International and Outright International rejected this request due to the same reasons GALE experienced challenges in the first place: they also had problems acquiring global funding. There will be a first contact with ILGA World in early 2020 about this. After exploring possibilities with ILGA, GALE will have to decide about whether the foundation should remain in existence in some way.

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## **2. Strategic context 2018-2022**

The grant of the Dutch government for GALE to work on the global level ended in 2017. This forced GALE to reconsider her global strategy. Until 2018, this strategy evolved towards a focus on the education system, making a World Report which reviews the education policies of States, and offering local partners assistance in making their own analysis, developing strategy and on capacity building on strategies and interventions.

GALE intended to keep her focus on the education system and focuses on:

1. the development of World Reports
2. stimulating strategic committees
3. organizing conferences
4. quality development and benchmarking
5. cooperation on global politics
6. capacity building (training and e-learning)

The fundraising strategy was to both aim for larger projects to realize these aims with donations from global funders and smaller scale participation in local projects (each with a global component relating to innovation, sharing of good practices and global advocacy).

However, it turned out that GALE was not able to access global opportunities for funding. This forced the GALE foundation to focus on a few European projects in 2018 and 2019. When in 2019 co-financing for such projects through GALE's sister organization Edu Diverse stopped, even doing European projects became financially unfeasible. It was decided GALE would not fundraise for new projects because the financial risk was too great. But over 2019, it also became clear that the extremely low staff costs for the current EU projects could not sustain GALE and the foundation had to decide that even being just a partner in such projects was financially unfeasible without co-funding.

Because of this, the strategic plan 2018-2022 cannot be implemented in any way we envisioned. GALE decided to contact other international stakeholders in the area of LGBTI rights and education to explore if cooperation was possible to sustain the GALE heritage. It depends on the outcome of this exploration if there is a space for GALE to continue her work.

### **3. The World Report**

In 2017, GALE finished a the European part of a World Report on the State of LGBTI Education. The director hoped to finish the full World Report in volunteer time, but after a serious calculation of the needed time investment (about 1000 hours) this turned out to be impossible. Although the director occasionally developed a country report, the funded projects had to get priority to get finished. This cost much more time than planned.

The strategic plan calls for local conferences where activists and researchers from (a section of) a continent will be invited for an international meeting which is in part a training and in part concrete work on developing a country report. Such conferences would also function as a strengthening of the GALE network and involvement of organizations in the strategy plan. This plan also became unfeasible due to time and funding restraints. A first conference was planned in conjunction with the European Antibullying Network (EAN) conference in November 2019, but EAN strongly resisted GALE attempts to create a synergy between to two initiatives. As a consequence, the initiative for a first conference had to be canceled.

### **4. Projects**

#### **4.1. ABC-project**

The Anti Bullying Certification project started on January 1, 2018 and ends in December 2019 (Erasmus+ KA2). Its aim is to develop a certification system to benchmark the antibullying quality of a secondary school. The certification system consists on a time plan for the certification procedure and criteria for or levels of quality, surveys for students and staff, teacher and student training, guides for school visitations by teachers and students and a toolkit with selected interventions that a school can use to improve the quality.

In 2018, the project had two exchange meetings and aft products were developed. In 2019, the products were tested in schools. A third exchange meeting took place in March in Liverpool.

Shortly after this meeting, a financial problem occurred. The trips from the schools involved to Palermo (2018) and Liverpool (2019) were declared inadmissible for funding by Erasmus+ on the ground that the attending schools were not formal partners of the project.

This created serious problems in the partnership. Wee organized an extra partner meeting in July 2019 in Brussels to decide about how to solve the problems.

After lengthy discussions, Erasmus+ announced in mid-October that the schools could become partners and that the costs already incurred could still be claimed by making an amendment to the project. This is an exceptional arrangement. GALE was finally able to file the amendment in December and it is hoped it will be awarded in January. The amendment add the schools to the project as partners and requests an extension of the project lifetime. Due to the delays (working to find a financial solution, in the meantime not getting the second prepayment, postponing the final conference that should have been taken place in November 2019), the project could not be finished before the formal end date of 30 December. The amendment requests an extension until 31 May 2020.

The European Antibullying Network EAN (one of the partners in the ABC-project) made an independent proposal for an ISO certification of antibullying policies of schools. The EAN secretariat believes that the tools for self-reflection and self-regulation of schools are not enough. EAN thinks there should be a formal standard to hold schools accountable. Although GALE has always promoted the development of formal certification tools – provided that they are LGBTI-inclusive -, in this project it became clear that European countries and the European Union will not accept any certification. It is also unlikely that schools will pay the real costs for being certified if it does not include consultancy on how to improve their antibullying policy. But EAN wants to separate the consultancy developed by the ABC-project from the formal certification. In this context, GALE has serious doubts that a certificate delivered by EAN will have real impact on the quality of schools. In addition, it remains to be seen if the formal certification will include evidence based criteria for effective antibullying policy and if it will be truly inclusive of LGBTI students and staff.

## **4.2. HOMBAT-project**

The "HOMBAT" project ("Combating Homophobia", EU REC Program) focused on developing and delivering teacher training on sexual diversity in South-Cyprus, Greece and Lithuania. The role of GALE was to function as expert, to train trainers and to facilitate

strategic workshops in each of the three countries. In 2018, GALE organized a training for the trainers from the three countries, an exchange meeting and strategic workshops in each of the countries. In 2019, the role of GALE was to help disseminate the results. In September, a successful final conference of the project took place in Athens.

### **4.3. ALICE-project**

The “ALICE” project (Erasmus+ KA3) aimed to experiment with Education Caring Communities of students and staff and create a European network of such communities. The role of GALE was to bring in expertise about diversity and pilot the method in the Netherlands. In 2019, GALE developed a chapter for pedagogic manual and organized the pilots in two schools.

The pilot in a lower vocational school and in a democratic school were not without challenges. Internal management problems and the disenfranchised background of the students were challenges in the vocational school, while students in the democratic school questioned whether they should be “taught” prosociality. One of the partners of the project did not agree with the part of the manual chapter on diversity, that was written by GALE. This chapter claims schools should support LGBT pupils, but the partner believed that high school pupils “are not ready for self-labeling”, and that the topic of homophobia should not even be mentioned in this teacher manual. When GALE, with the support of partners, refused to change this, the discussion intensified and the project leader decided to make the entire chapter an (optional) “addendum”. At the urging of GALE, the project leader decided that the diversity chapter will remain an integral part of the English version, but that an exception will be made for partners who deem it necessary to keep it only as an addendum.

The pilot were completed at schools in October and November; the final conference will take place in Heraklion on 9 and 10 January.

### **4.4. SENSE-project**

The “SENSE” project (Erasmus+ KA2) aims to develop a method to trigger sensitivity about LGBTI-issues in social work vocational training, to train teachers, to develop a teacher competence assessment tool and to develop a manual for consultancy of vocational schools.

The method was tested in the Netherlands and highly successful and will now to redeveloped in one Dutch vocational school (ROC of Amsterdam) and in Greece, Italy and Spain.

The project has started and has decided to use “My-ID” as a brand label. Edu Diverse has redeveloped the design to English for this on its own costs. Edu Diverse took care of the Dutch translation of the manual.

In October, exchanges between students and teachers took place and drafts of the products were made. The manual to develop a trigger for discussion of sexual diversity and for a teacher training were published. Two newsletters were released.

The rejection of travel costs from non-partnered schools in the ABC-project also had consequences for SENSE, where the same cooperation with schools was used. However, there were fewer travel costs in this project and these had not yet been incurred yet. An amendment was made to make participating schools formal partners. This amendment was prepared in close cooperation with the Erasmus+ Agency and was adopted.

#### **4.5. Sexual Diversity in Schools Training**

GALE planned to offer the training “Sexual & Gender Diversity in Schools” once more in Barcelona. However, due to the demands of other projects, there was not time available to organize this.

#### **4.6. Sexual Diversity Academy Courses**

GALE intended to promote the use of the e-courses and aim to make the Sexual Diversity Academy cost-efficient. This did not succeed due to time constraints. There were no participants in courses in 2019.

### **5. Additional activities**

GALE was invited to take part in several activities, which did not yield income.

1. In April, GALE took part in an international workshop on teacher competences on peace education of the UPPER project.

2. In April, GALE took part in an international conference on LGBT seniors. Based on requests of some participants, GALE created a mailing list for potential partners to work on a global cooperation in this area, but this was not followed up by the people we were interested.
3. GALE did 4 workshops at the European Homo'nopoly Conference in Leuven (may 2019).
4. GALE took part and did a presentation at the World Antibullying Forum in Dublin (June 2019).
5. GALE did a presentation and workshop on the History of LGBT Sex Education in the context of the Inspire 2019 conference in October, Athens.
6. GALE did a presentation and took part in a panel during the Estonian LGBT Conference in November.
7. GALE did a presentation during the National Debate "Alternative policy on including non-discrimination in education" in Bucharest, Rumania.
8. GALE took part in a financial workshop and several workshops on impact organized by the Erasmus+ agency (April, May, June, September, and December).

## **6. Fundraising**

Due to limited available staff time and challenges to finance the required co-funding of projects. GALE was careful in committing to new projects that may pose financial risks or are not financially sustainable enough. Despite this, we did engage in several fundraising activities.

### **6.1. Global**

GALE did not have time to fundraise a global project to finish the World Report, organize a World Conference and aid to create strategic committees.

### **6.2. Europe**

In Europe, GALE took part in the IDEAS network meeting in late 2018 to find partners for project applications in early 2019. GALE formulated 5 project outlines to recruit partners on. Most of these outlined projects were based on a strategic plan which GALE developed for EAN. However, EAN did not really commit to the proposed strategic plan and EAN members



were not willing to become lead partners in projects, leaving all the preparation to GALE. This was not feasible, especially not because it became clear in late 2018 that GALE could not provide the financial security to be a project leader. Therefore, GALE had to decide not to submit own proposals. With this, and the lack of enthusiasm of EAN members, the proposed EAN strategic plan also became unrealistic.

GALE was asked to take part in 6 proposals by others: Stacey, Nethate, Hate Speech, Apollo, Same Kind of Different and Toolkit on Gender and Teen Boys. Only Nethate (Horizon) and Toolkit on Gender and Teen Boys (Erasmus+ KA2) were granted. GALE has only a non-financial role in Nethate and will provide coaching for an intern of the project. The Gender and Teen Boys project will yield 888 hours of work in 2020 and 2021, but at a low rate of € 33,47 (including tax and employers costs) per hour.

### **6.3. Central America**

With local activists, GALE started to develop a project “Queer Young People Promoting Safer Families and Schools in Central America”. This project mobilizes LGBTIQ young people to lay the basis for such a long-term strategy and at the same time give young people the opportunity to make connections, to feel safer and to raise their voice right now. However, the local contact person did not respond to further queries about next steps and the initiative was put on hold until there is more commitment.

### **6.4. Asia and Africa**

In 2018, GALE developed with Nepalese organizations a proposal to combat gender-based violence including LGBTI-issues. The project was rejected.

There were a few inquiries of organizations from Africa to develop cooperation. It was difficult to assess the reliability of the organizations in question and they expected a complete lead by GALE, which was impossible due to time constraints and lack of information. These initiatives were put on hold.

## **7. Internal policy**

### **7.1. GALE Structure**

GALE is an informal Internet platform which is supported by a foundation under Dutch law. The legal entity of GALE is the GALE Foundation. Formally, the director of the GALE Foundation is also the Board. He is responsible for day to day decisions and making strategic proposals. The Supervisory Council advises the director and has final supervision of the budget. The Council met 2 times in 2019 and worked closely with the Supervisory Council of the Edu Diverse (EduDivers; "diversity education") Foundation, a sister organization in the Netherlands with whom we share the office and staff. The GALE Foundation also takes care of the salary administration for Edu Diverse. The platform members form an association which has no legal entity. The GALE members elect a GALE Association Committee, which advises the Board/director.

### **7.2. The GALE Foundation Supervisory Council**

The GALE Foundation Supervisory Board has a minimum of 3 members. On 1-1-2019, Irene Hemelaar left the Council because of personal reasons. Although she was still present at the first meeting of 2019, we were formally one council member short. Shortly after, Hans van Dinteren joined the Council. There are now 3 members in the GALE Supervisory Council,: Leila Lohman, Isolde de Groot and Hans van Dinteren. Next to their function in the Supervisory Council, the members have the following additional functions:

1. Leila Lohman: Board Member, European Lesbian\* Conference
2. Isolde de Groot: Assistant Professor, University of Humanistic Studies, Utrecht; Guest Lecturer Citizenship Education, Marnix Academie (Teacher Education Institute), Utrecht; Research Affiliate (Nov and June), Institute of Education, University College London, UK.
3. Hans van Dinteren: trainer/consultant at Van Dinteren Consultancy, member of the Geschillencommissie Stichting Zorggeschil, member Commissie Burgerkracht Gemeente Arnhem.

### **7.3. GALE Association Committee**

In the beginning of 2017, the GALE platform members GALE chose two members for a GALE Association Committee. The Committee advised on the strategic plan 2018-2022 which was published in early 2019.

### **7.4. GALE membership**

At the end of 2019, GALE had 906 members from 104 countries. This is a few members less than in 2018. This is due to a review of the members list and the deletion of double entries. Normally, there is a growth of about 10% of the members each year. This did not happen in 2019 because due to a software update of the website, new members could not register. We only discovered this after a complaint in late 2019, after which the glitch was repaired. We apologize to the potential members who unsuccessfully tried to become member in 2019. The strategic plan aimed to raise the number of members to 1300 in 2022.

### **7.5. Public relations**

GALE published 3 GALE Updates (member's newsletters) and 3 issues of LGBT Education in 2019. There were more regular news items on the GALE Facebook page and on Twitter (gale\_info).

