

GALE Report 2020

This is the 2020 GALE Annual Report. This is the 14th year of GALE's existence, the 10th year as an independent Foundation and the third year of the 2018-2022 strategic plan.

The World Report

No work was done yet on the World Report on the State of LGBTI Education.

A lot of individual people want to cooperate with GALE to map the right to education for [DESPOGI](#), but the current policy checklist requires considerable educational expertise to fill in. This is often not feasible for LGBTI grassroots activists or individuals.

In 2013 we worked with the University of Amsterdam to develop a survey to monitor the experience of individuals, but the data from this first version could not be translated to the policy checklist because not all checkpoints were covered and because the data could not be linked to school or government policies.

In 2020 we decided to develop a survey to cover all checkpoints and to include questions that link individual experiences to our policy assessment. For this we used existing standardized question batteries to make the questions of the GALE survey comparable to other standard measures. In addition the survey consists of a number of questions which helped to link the results of the questionnaire directly to score on the GALE checklist.

The second GALE survey is being pretested in December 2020 and January 2021. A videoclip is being made to promote filling in the survey, and an experimental campaign to map the DESPOGI right to education in some countries will start in February 2021.

Projects

1. ABC-project

The ABC-project aimed to develop a method to certify schools on the quality of their antibullying policy. In the course of the project it was discovered that a formal ISO-certification can only be developed by the certification institute. Because the partnership does not include such institute, the project decided to label the method a self-assessment.

EAN (the European Antibullying Network) found it important to establish a formal ISO-certification and approached an ISO-certification institute to work with them to produce a formal certificate. Although GALE was not opposing this extra work, we did not expect a formal certificate would be something schools were looking for, and GALE feared the attention for formal certification would be detrimental for dissemination and sustainability of the self-assessment methodology.

In 2019 we discovered that the involved schools were not eligible for recovering their travel expenses unless they were full partners. To repair this mistake in the project plan, we invited the schools to become full partners. This process cost a lot of time. In December 2019, the amendment was submitted. The amendment also contained a request to extend the project until May 31, 2020.

The planned conference and student and teacher meetings in Brussels in April could not take place because of the COVID-19 restrictions. GALE developed an interactive lesson plan, an online forum and six video statements to trigger discussions as an online replacement of the meetings in Brussels. Despite these attempts we got little response because schools were very preoccupied with the Corona epidemic. Erasmus+ encouraged all projects to replace life meetings with meetings online, but during the project period the Agency did not give formal guidelines or assurances on how these online meetings should be proven and to what extent the involved budget could be reclaimed.

In the first half of 2020, GALE worked on the dissemination of the self-assessment method and on sustainability by initiating a discussion on European policy on antibullying. The discussion was based on an [analysis of European policy](#). European stakeholders were relatively positive about the six recommendations we made, but were hesitant about adopting the recommendations in their work because of the limited influence of the European Union on education policies.

With Edu-Diverse, GALE also [analyzed the Dutch national policy on antibullying](#) and found it severely lacking. However, it turned out to be impossible to create a national discussion on this because there was a near unanimous complacency about the current policy among key stakeholders.

In March and April, the project was evaluated by an impact evaluation survey. The [impact report](#) showed that the respondents think the project was a success and that the methods is likely to be used by schools. There were two doubts. One doubt is whether principles will allow students and teachers to really participate in school policy, the other one was differences of opinion in scoring of schools. Contrary to our expectations, the external

stakeholders were most reticent about scoring, while the students and teachers are much more for scoring. Students even preferred scoring schools and making it mandatory to publish the results.

The project formally ended on May 31. In July, GALE submitted the final report.

2. 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 January 2020 the project was closed with a final conference in Heraklion. In the end of January the final report was submitted by the coordinator Villa Montesca. The project was approved by EACEA (the European Erasmus+ authority) with a high score.

3. 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.

In 2019, a kickoff meeting was held, draft products were developed an international teacher and students trainings were organized to initiate the implementation in pilot schools.

In 2019, the Dutch national agency informed the project partnership that travel of the schools could not be reimbursed if they were not partners. The partnership made an amendment to correct this, which got approved.

From October 2019 on the developed products were piloted in VET institutions. In 2020 the pilots got heavily delayed due to COVID-19 and the related challenges in schools. Because of this, we asked and got an extension until 31 May 2021. Also, project meetings that were planned could not take place and were replaced by regular online meetings. In late 2020 a European model for an LGBTI sensitive competence framework was developed.

4. Gender and Teen Boys Toolkit

This project aims to develop a toolkit for teachers and youth workers on how teen boys can learn more about gender. GALE is responsible for developing a starting module about the basic concepts related to gender and sexuality. In late 2020, the draft toolkit was developed. In 2021 the kit will be tested and disseminated.

Due to COVID-19, the planned life project meetings could not take place. Instead, a series of online meetings was organized to get a common view about our views on gender and boys, and the content of the 4 modules.

Fundraising and cooperation

Most international funders require beneficiary organizations to have a substantial financial buffer and/or to have 20-50% co-funding available. In 2019 it appeared GALE was not able to meet such criteria any more. The Supervisory Council confirmed that financial risks could not be taken.

Participation in proposals

I have been following the potential fundraising opportunities, but I did not see any really relevant ones that fall within the scope of what GALE can afford. Still, GALE was approached by several partners to participate in Erasmus+ project. In each case, I let them know that GALE could not expected to do pilots in Dutch schools because of my planned move to Spain, and that I only wanted to have an international training or consultancy role.

GALE was approached by several partners to participate in European projects and agreed to participate in the following proposals:

- Oracle: role modeling LGBT in high schools (GALE as independent evaluator, €11.000 as subcontractor, not as partner). Erasmus+ KA2 This project was rejected by the Erasmus agency.
- Ready: GALE will lead the development of a Handbook on implementing LGBT/Disability friendly youth environments (€ 35.000; 100% funding). This Erasmus+ KA2 project was rejected by the Erasmus agency.
- Youth and Gender Mainstreaming: led by VOLT Europe (€14.560). This Erasmus+ KA3 project was rejected by the Erasmus agency.

- Unique: Equal inclusion of LGBTQ learners to VET society (€ 41.392). The co-funding for this Erasmus+ KA3 project by GALE has been taken over by other partners. The project was approved and will start in 2021.

Cooperation with ILGA

In 2019, GALE took the initiative to inquire with a range of international organizations if they were willing to closely cooperate or even merge with GALE. In early 2020, ILGA World responded to this with a cautious positive response. GALE and ILGA agreed to cooperate with the ILGA Africa and ILGA Asia regions on a proposal in the context of a global tender of Oxfam IBIS “Education Out Loud” on networking with grassroots organizations on national and global educational policy. A concept note for this proposal was submitted in the end of January 2020. This proposal was rejected. A few months afterwards, a similar tender was opened for an Oxfam IBIS tender which was more task-oriented. The original proposal was slightly reviewed and submitted for this tender. There were 172 submission, of which only 10 will be granted a budget to detail the short outline into a full fledged project proposal (in January 2021).

Other cooperation

The cooperation with the European Antibullying Network (EAN) became less intensive when it appeared the network was more focused on developing a formal certification than on supporting the self-assessment method is delivered in the ABC-project. The GALE director stepped down from the board.

The cooperation with UNESCO expressed itself in several participations in surveys and attention in news items.

Internal affairs

Accounts

GALE is slightly behind in delivering the formal accountants declarations. This is due to that starting 2017 we decided to get more in-depth accountants declarations than before. In 2020

the declaration of 2018 was published. In 2021 the declarations of 2019 and 2020 will be published.

My-ID

In May 2020, GALE developed a My-ID version of the ABC-project products under the name Gaynergy label (<https://www.gale.info/nl/projects/mijnid/downloads>). The SENSE-project products will also mostly be in the My-ID design.

Edu-Diverse

The Edu-Diverse foundation was originally the (Dutch) mother organization of GALE, where GALE started as a project in 2006. In 2011 the GALE foundation started to become independent but the cooperation with Edu-Diverse remained strong. The roles reversed, and GALE became the organization where the staff costs of both GALE and Edu-Diverse were managed.

However, after 2016 the situation of LGBTI education in the Netherlands deteriorated. The grassroots organization COC Netherlands decided that the bottom-up approach she advocated by promoting school-based Gay Straight Alliance groups should spearpoint the national policy and she aimed for a monopoly of the national budget for LGBTI emancipation in education. Edu-Diverse, which advocated mainstreaming and structural integration of attention for LGBTI issues in all school routines and policies, became victim of this policy when in 2018 the government decided to only deal with COC Netherlands from then on. In 2020, when during the discussion of national antibullying policies (see the paragraph on the ABC-project) it turned out that there was no way whatsoever to improve such policies in general and certainly not specifically for LGBTI, Edu-Diverse was faced with both insurmountable challenges in the area of budget and the area of policy. In the face of such challenges, Edu-Diverse stopped activities on October 10, 2020 and the board liquidated the foundation. The board decided to donate the small remaining budget of Edu-Diverse to GALE.

Membership

The GALE membership remained stable at a little bit over 900 members. Like in previous years, the membership in the poor areas of the world remains underrepresented.

	2020	2019	growth
Total number of members	938	906	32
Gender			
male	358	39%	
female	316	34%	
transgender	31	3%	
I do not identify with these categories	36	4%	
	741	80%	
not filled in	186	20%	
total	927	100%	
missing	11		
Sexual orientation			
same sex attracted	389	42%	
other sex attracted	146	16%	
attracted to both sexes	78	8%	
I do not identify with these categories	80	9%	
	693	75%	
not filled in	235	25%	
total	928	100%	
missing	10		
Regions			
Africa	74	8%	
Asia	86	9%	
Australia and New Zealand	21	2%	
Caribbean	13	1%	
Europe	256	27%	
Latin America	337	36%	
MENA	13	1%	
North America	134	14%	
Oceania	0	0%	
	934	100%	
not filled in	3	0%	
total	937	100%	
missing	1		

Public relations

In 2020, GALE produced only two issues of GALE Update (for members) and LGBT Education (for non-members). However, six issues of newsletters for the ABC-project and the sense-project were published and a large number of people were reached through online media like Twitter, Facebook and LinkedIn. A series of articles related to the ABC-project were published on the large website for LGBT people in businesses in the United States.

Budget

GALE was able to repay €40,000 of loans that were made by Empowerment to bridge a lack of liquidity due to several late back-payments of projects. In addition, Edu-Diverse decided to not claim a loan of €10,000 made in 2019 for the same reason.

To adapt the GALE staff costs to the rates of the Erasmus+ KA2 projects, the salary of the director Peter Dankmeijer was cut in February from €80.568 (gross including employer cost) to €46.136.