

## GALE Report 2021

This is the 2021 report of GALE. This report is internal for the Supervisory Council.

This is the 15th year of GALE's existence, the 11th year as an independent Foundation and the fourth year of the 2018-2022 strategic plan.

### Strategic context

Due to international challenges to get funding, GALE focused on European projects. Because the COVID-19 epidemic remained a challenge to work in schools, most activities in schools ceased. In 2020, an opportunity arose to structurally cooperate with ILGA World, but this did not come to fruition. Still, some new projects were acquired in Europe and some new projects were proposed.

### Summary 2021

In 2021, GALE was engaged in seven projects: one global project, three European projects, and two Dutch projects.

1. FREE LGBT: Mapping the Right to Education based on own experiences of LGBTIQ (currently without budget)
2. SENSE/ My-ID: Integration of LGBT-sensitivity in Vocational Training (2019-2020, extended to May 2021)
3. G.EDU: Toolkit on Gender for Teen Boys (2020-2022)
4. UNIQUE: EqUal iNclusIon of LGBTIQ stUdents in VET (2021-2022)
5. RAINBO: Raising the digital literacy of professionals to address inequalities and exclusion of LGBTQI community (2021-2023)
6. GSA: Development of e-learning for Dutch local health authority school advisors on supporting schools during adoption of sexual education (2021-2022)
7. Gay and School: Consultancy on the updated website

GALE took part in 4 proposals for new European projects and was engaged in preparing 2 own proposals.

On the global level, GALE continued to maintain contact with ILGA World to explore if a cooperation is possible to merge. However, this did not seem to be feasible.

## **World Mapping**

In 2017, GALE finished a the European part of a World Report on the State of LGBTI Education. Making and checking a country assessment costs at average 3 days' work, for which GALE did not find funding until now.

In 2020, GALE took part in an online workshop of ILGA Europe on how to develop a short video clip for online campaigning. This workshop inspired to make a video clip to encourage LGBTIQ people to fill in the survey to help mapping the right to education in their country. In the end of 2020, the GALE developed a second version of the world map survey. This is a questionnaire that can be filled in by individuals and of which the results of feed directly into the GALE mapping checklist. The first version was developed in 2013, and based on internationally recognized question batteries, but the type of questions were not translatable enough to the GALE checklist, which is about government policy.

The world map survey was pretested in December 2020 and January 2021.

In December, an intern did some work on the mapping.

### **1. Free LGBT campaign: mapping**

The renewed mapping campaign was supposed to start in February 2021, but was postponed until the director has more free time, since this is a voluntary commitment.

## **European projects**

### **2. SENSE-project: LGBT sensitivity in VET**

The "SENSE" project (Erasmus+ KA2) developed a "My-ID" 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 is now being redeveloped in one Dutch vocational school (ROC of Amsterdam) and in Greece, Italy and Spain. The project ended in May 2021 and the final report was approved with a high score of 83 out of 100 point by Erasmus+. Small-scale impact research showed that the participants were almost unanimously enthusiastic about the project.

### **3. G.EDU: Toolkit for Teen Boys on Gender**

The G(ender).edu project aims to develop a toolkit on how teen boys can learn more about gender. The main body of the toolkit is an e-learning website and a mobile app version for 15-16 year old boys. Another part is a guide for teachers and youth workers on how to use the toolkit online and in life training. GALE is responsible for developing the introductory module which sets out basic gender concepts. In May 2021, the module was rewritten after the coordinator changed the terms of the text. In October, we tested the module live with 10 boys in a lower vocational school in Amsterdam. In early 2022 the project will be finished with national and European expert meetings.

### **4. Unique-project: Inclusion of LGBTIQ in VET**

The Unique project (“EqUal iNcluslon of LGBTIQ stUdents in VET”) focuses on developing on training of VET (vocational training) teachers in Europe. The project undertakes the following activities:

1. Mapping non-discriminatory educational strategies in VET, taking into account discrimination levels related with gender-based diversity in VET institutions
2. Developing e-learning training for VET teachers which promotes using gender-based diversity curricula
3. Pilot testing of the training material
4. A promotion campaign to advocate the use of the e-learning

In this project, the burden of GALE’s 20% co-funding is carried by the other partners.

In the spring of 2021, GALE took part in the mapping by doing a series of interviews on the development of LGBT interventions in vocational education and a desk research on the Dutch good practices and the European policy. In the second part of 2021, the project was delayed because of COVID-10 restrictions and a planned project meeting in Amsterdam in December had to be canceled.

### **5. RAIBO-project: digital competences in times of COVID-19**

The RAINBO-project focuses on researching how LGBTI people are affected by the COVID-19 epidemic, if they are experiencing less or lower quality services, and it will develop an online course for service providers to improve their services for LGBTI people in times of

COVID-19. The role of GALE is mainly to assist the development of the needs analysis research. In addition GALE will advise on the curriculum. This project is totally digital and runs from June 2021 until June 2023.

GALE spent a lot of time in the summer on a comprehensive literature review on COVID-19 and LGBTIQ+ people. This was finished in December. In addition, GALE has a large stake in developing the survey for LGBTIQ+ people and for service providers. It was a challenge to reach LGBTIQ+ people and service providers to participate in focus groups or interviews due to COVID-19 restrictions, but most of the needs assessment was finished on time before the end of the year.

## **6. Health Authorities Advising on Sex Education**

The Dutch government initiated a large program to train local health authority advisors on how to approach and advise schools to adopt and implement sexual education. The project is carried out by the Dutch family planning association Rutgers and the national Foundation for School Safety. It started in 2020 and will last until the end of 2022. GALE was invited by the national Foundation for School and Safety as a subcontractor to participate because of its extensive expertise on implementation of sensitive attention to sexual diversity in schools. The main focus of the project is to develop e-learning and online and life exchanges and specialist workshops.

In the first half of 2021, the basic course for health authority professionals was updated and enriched with video tutorials. GALE also developed the beginning of an overview of effective interventions in the area of sexuality and school safety, and a draft for a specialist module on gender and sexual diversity. In the end of the year, a second draft of this specialist module was finalized. In November and December another specialist module and a manual on organizational integration of policy on sex education (“sustaining change”) was developed.

## **7. Gay and School**

The national Foundation for School and Safety decided to built a reviewed website “gendi.nl” on gender and sexual diversity and asked GALE for advice. GALE offered advice on the outline as a whole and wrote some specific draft texts on the ultimate goals for sexual diversity education.

## **Fundraising**

Most international funders require beneficiary organizations to have a substantial financial buffer and/or to have 20-50% co-funding available. Because of its reduced budget, GALE could not meet such criteria in 2021. New fundraising could therefore only take place when there was no co-funding or financial guarantee required.

In March a series of new European tenders was launched. The main launch was the renewed Erasmus+ program. GALE was asked by many partners to participate as a partner in projects. Ultimately, a few of these proposals failed to be submitted, but still GALE took part in five submitted proposals.

One of the proposals was submitted by the Austrian development organization “Südwind”, but was written by GALE. This proposal was called “Connecting Letters” and it involved supporting LGBTIQ students and former students to write a letter in nonviolent communication language to their school or former school and offering school managers and teachers of the schools support in answering these letters in a nonviolent communication way. Professional nonviolent communication certified trainers have been involved, as well as a Dutch Democratic school that uses nonviolent communication and a Belgian university specialized in nonviolent communication. All the partners are very inspired and enthusiastic about this project.

Another project “My-ID” was a follow-up of the SENSE project for vocational education, but this time for high schools. The project focused more on developing concrete classroom activities. For this project, GALE recruited a lower vocational school in Amsterdam as a full partner. GALE also invested substantial time in developing this project, which was submitted by Villa Montesca in Italy.

Two other projects GALE participates in focus on recruiting and training volunteers that will function as guides in museums to point out LGBT issues in exhibitions (“MUSE”) and supporting early school leavers with LGBTI backgrounds to participate in Adult Education programs (“TEASE”). These projects were developed without GALE being able to influence the content (except for two conditions: no co-funding and no Dutch school implementation).

GALE was also invited to take part in a project focused on sexual education by a French organization, and to a project of the municipality of Athens to get engaged in LGBTI policy. These projects could not be fully developed in time and were not submitted for this tender.

A GALE intern finished his research on LGBTI volunteer peer educators and produced a draft report. The report came too late to use the results for a European proposal, so this proposal was postponed. During this research, a significant number of potential partners became interested in a European project and GALE initiated contact with these organizations from September on to explore if they want to cooperate in a joint project for the next Erasmus + tender in early 2022. GALE developed an outline and a log frame for such a project.

GALE facilitated the project “NetHate” (which aims to reduce hate speech online) by offering an internship for an academic staff worker (Tegan Snyman) of the project. Part of this internship was to research if it would be possible to redevelop a project proposal that was originally conceived in 2016. This “Religion and Diversity” (REDIV) project aimed to empower Christian LGBTI groups to link with religious schools. In 2016 the attempt to develop this project was dropped because the Christian LGBTI groups were too weak to partner in such a project and because it was not a priority for them at the time. In the autumn of 2021 Tegan Snyman reached out to Christian LGBTI groups to check if there was interest now. This exploration showed there was more interest than in 2016, but that there were still not enough potential partners able to join a stable partnership.

## **Internal policy**

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 platform members form an association which has no legal entity. The GALE members elect a GALE Association Committee, which advises the Board/director.

## **The GALE Foundation Supervisory Council**

The GALE Foundation Supervisory Council has a minimum of 3 members. In 2021, these are: Isolde de Groot, Hans van Dinteren and one vacancy. Next to their function in the Supervisory Council, the members have the following additional functions:

1. Isolde de Groot: Assistant Professor, University of Humanistic Studies, Utrecht.
2. Hans van Dinteren: trainer/consultant at Van Dinteren Consultancy, member of the disputes committee Stichting Zorggeschil, member of the disputes committee Kwaliteitsinstituut Mondzorg, member of the disputes committee Wet Zorg en Dwang, member of the objection committee job evaluation of Stichting Sint Josephscholen, member Commissie Burgerkracht Gemeente Arnhem.

The Supervisory Council met once in December 2021. The accounts of 2020, the narrative report of 2021 and the 2022 plan were approved.

## **GALE Association Committee**

In the beginning of 2017, the GALE platform members GALE chose two members for a GALE Association Committee. In 2021 it was supposed to discuss scenarios for the future of GALE. However, only one of the two members showed interest in giving advice and feedback on policy. It seems (most of) the GALE members are not interested in participating in strategic discussions. The Association Committee de facto ceased to exist.

## **GALE membership**

At the end of 2021, GALE had 960 members from 104 countries. It was planned to expand the number of members and the representation from countries, especially from the poorer countries, but the director did not get to this (unpaid) work.

## **Director**

The director did a 4-day course on non-violent communication.

The reduced contract of the director (27 hours a week) puts less stress on him, although he still works about 40 hours (overhead hours are not registered as paid hours and done outside formal working times).

## Budget

After a period of needing large loans to sustain the liquidity of the foundation, GALE is coming back to a more stable situation. This is partly due to cutting the staff costs (paying the director a minimum income), to European funders finally making back-payments for finished projects and because the Health Authority project has a high rate of payment, while the director does this work largely in his free time.

Because the enduring COVID-19 epidemic, no costs were made for travel. The remaining costs are mainly salary costs.

The Dutch sister-organization of GALE, the Edu-Diverse (EduDivers) Foundation was liquidated and the small balance was donated to GALE. The final costs of the last years accounts and the liquidation of EduDivers will more or less be covered by this donation.

In late 2021, €30,000 loans to Empowerment were repaid.

Only one unpaid debt to Empowerment of €14,580 remains. This unpaid invoice for office rent and secretarial costs dates from 2015 and will only be paid when the budget of GALE allows it.

GALE ended this financial year with a net positive income of €72.738 and a liquidity of €28.544. The net result over 2021 was €22.848.

## Signatures

The undersigned approve this work plan.

Isolde de Groot, Raad van Toezicht / Supervisory Council





Hans van Dinteren, Raad van Toezicht / Supervisory Council

A handwritten signature in black ink, appearing to read 'Hans van Dinteren', enclosed within a rectangular box.

Peter Dankmeijer, bestuurder / Board & Director

A handwritten signature in blue ink, appearing to read 'P. Dankmeijer', enclosed within a rectangular box.