

## **GALE Report 2022**

*10-1-2023, final*

This is the 2022 GALE Interim Report. This is the 16th year of GALE's existence, the 12th year as an independent Foundation and the fifth and final year of the 2018-2022 strategic plan.

### **Strategic context**

The core grant of the Dutch government for GALE to work on the global level ended in 2017. In 2018 GALE reconsidered her global strategy to focus on 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 the development of World Reports, stimulating strategic committees, organizing conferences, quality development and benchmarking, cooperation on global politics, and capacity building (training and e-learning). However, the implementation of this strategy was dependent on available funding.

Global funding turned out to be challenging to raise. This forced the GALE foundation to focus on a few European projects. When in 2019 the possibility for co-financing for such projects through GALE's sister organization Edu-Diverse stopped, even doing European projects became financially challenging. The years 2020-2021 were also limited in scope because of the COVID-19 epidemic and used to reflect on the future of the foundation. It was attempted to forge a structural cooperation with another globally operating organization, like ILGA World, Outright Action International, Amnesty International or with UN organizations like UNICEF, but these attempts failed.

### **Summary first half of 2022**

In 2022, the GALE Foundation finished current projects and prepare it's dissolution or transition. The projects that were applied for in 2021 and 2022 were not awarded. This means the paid activities of the foundation will cease after the current projects finish and are financially closed in 2023.

The director intends to keep furthering the core objectives of GALE’s work. The original idea to replace GALE by a private entity “Sexual Diversity Academy” has been abandoned because it would create new challenges and substantial costs. Instead, it was proposed to the Supervisory Council to change the GALE Statutes into a format with a one-person board. This will allow the director to sustain future activities within the same legal entity but on a smaller scale and mostly unfunded, while keeping the same track record and without having the burdens of creating a new organization.

In 2022, GALE was engaged in five projects: one global project, three European projects, one Dutch project:

1. MAPPING the Right to Education in countries (without budget)
2. G.EDU: Toolkit on Gender for Teen Boys (2020 - January 2022)
3. UNIQUE: EqUal iNclusIon of LGBTIQ stUdents in VET (2021 – January/May 2023)
4. RAINBO: developing digital support for service providers who offer services to LGBTIQI in times of COVID-19 (2021 – May 2023)
5. My-ID: introducing the GALE My-ID technology in high schools (2022-2023)
6. Training Dutch municipal health SCHOOL ADVISORS: Development of e-learning for Dutch local health authority school advisors on supporting schools during adoption of sexual education (2021 – June/December 2022)

Three projects that were submitted in 2021 to the Erasmus+ program were rejected. A European project on supporting LGBTIQ+ panel session educators (written by GALE, but submitted by ArciGay in Italy) was submitted to the Erasmus+ program, but was rejected.

## Projects

### 1. World Mapping

In 2017, GALE finished 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 for.

In early 2021 a video clip “Free LGBT in schools: help map the LGBTIQ Right to Education” was developed. Local activists could be invited to cooperate with this by initiating local

recruiting campaigns and to use the data for presentations and follow-up awareness campaigns. There was no time to do this in 2022.

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

The G(ender).edu project aimed to develop a toolkit on how teen boys can learn more about gender. The project was an Erasmus+ KA2 cooperation between four partners from Cyprus, Spain and the Netherlands (GALE). The main body of the toolkit is an e-learning website <https://geducyprusplatform.com> 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 was responsible for developing the introductory module which sets out basic gender concepts. For this, GALE developed a new teaching technology based on creating a creative cognitive dissonance in learners, rather than just focus on offering information. The technology consisted of showing students images of cisgender-heteronormative looking people and then telling them that the depicted persons were actually not cisgender or heterosexual. After making students this way aware that “what you think you see is not always true”, the method proceeds to show some less cisgender-heteronormative looking people to make students also more used to seeing non-heteronormative images.

In 2020-2021, the toolkit was developed, and tested. The test of the new teaching technology GALE developed for the introductory module showed that the material itself was effective but that it was difficult to implement by untrained teachers, especially when teachers don't understand teaching techniques other than transferring knowledge. In addition, some responses from LGBTIQ+ activists were negative, either because they did not agree with the showing of heteronormative looking transgenders or intersex people, or because they did not agree with showing non-heteronormative images of LGBTIQ+ people. This showed how within the LGBTQI+ movements there is still dissension about how to show images of LGBTIQ+ people and also that the responding activists did not really understand or appreciate the teaching mechanism of creating creative cognitive dissonance as a way to create a learning space that facilitates attitude change. Activists often seem to prefer to bluntly tell people what to feel or what to do, rather than to reflect more deeply how they can facilitate true attitude change.

In January 2022, the final conference was held (online). The project was successfully evaluated and the final payment was made.

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

The Unique project (“EqUal iNcluslon of LGBTIQ stUdents in VET”, see also the official website <https://www.uniqueproject.eu/>) focuses on developing on training of VET (vocational education and training) teachers in Europe. This Erasmus+ KA3 project has 9 partners from Greece, the Netherlands, Poland, Cyprus, Croatia, Bulgaria and Germany. The project is implemented in 2021 and 2022, and was planned to end in January 2023. In December 2022 an extension of five months was requested and granted. 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 face-to-face and 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

The ambassadors are recruited, trained and supported to work in Greece, Poland, Cyprus and Croatia (not in the Netherlands). The role of GALE in this project is to coordinate the dissemination of the project and to organize the training of the ambassadors. I

In May 2022, a very successful transnational training for trainers of ambassadors was organized in Amsterdam by GALE, as well as a European project meeting. In May and June, students’ contests which asked students to develop LGBTIQ+ related art were developed in Greece, Croatia and Cyprus based on a format suggested by GALE.

After a lengthy internal negotiation on the content of the online course for teachers and ambassadors, a decision was made on the final structure of this Massive Open Online Course (MOOC). The disagreements were about whether the course should be organized top-down (prioritizing the formulations of the project proposal) or bottom-up (prioritizing answering the questions of participants) and whether the focus should be informative (cognitive focus) or whether it should also empower the ambassadors in dealing with their own emotions and attitudes and those of others (affective focus). In the end, it was decided to go for the second strategy while still adhering to the project proposal.

The teacher training in Amsterdam was dedicated to an approach with substantial attention for an affective focus. The final MOOC will be a compromise between attention for emotions

and informative parts; the willing partners include a more affective focus, while others, who feel more comfortable with a purely informational approach will restrict themselves to offering knowledge.

GALE also produced guidelines for the way to recruit, organize and coach ambassadors, how to organize life meetings (round tables), how to film short promotional video clips and how the final policy recommendations will be formulated.

In the remaining part of the project in 2023 the MOOC will come online and ambassadors will be recruited and trained in Greece, Cyprus and Croatia by local partners, advocacy recommendations will be formulated (by GALE, with the help of a transnational advocacy committee), the project will be evaluated, and demonstration meeting and a final conference will be organized in Brussels by GALE and NAVETS. GALE will remain in charge of coordinating the dissemination of the project, which will be more pronounced in the following months.

#### **4. Rainbo project**

The [RAINBO project](#) aims to equip professionals in Europe with the necessary resources as to be able to cope with the online technologies and social distancing to better serve the excluded LGBTQI population as a result of the new situation that emerged from COVID-19 crisis. This is an Erasmus+ KA2 project and it is coordinated by Career Change Wales and has another 6 partners: AKMI and Symplexis (Greece), NOVEL GROUP (Luxemburg), SPEL (Portugal), HIP (Romania) and GALE.

The main task of GALE was to play an important role in the needs analysis, which largely took place in 2021 and was finalized early 2022. GALE both published a [literature review on the situation worldwide](#) and a [Dutch national report](#). In late 2022 GALE advised on the development of the online resource and develop two units itself. In 2023, the MOOC will be tested as and presented in May 2003 history at a final conference in Cardiff. The online resource will not be tested in the Netherlands, although it will be available in Dutch.

#### **5. Health Authorities Advising on Sex Education (GSA project)**

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

started in 2020 and was supposed to last until June 2022, this was extended to the end of 2022 and late 2022 it also became clear that it will be prolonged for another two years. GALE was invited to participate in this project 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 early 2022, the focus was on finalizing specialist e-modules on gender and sexual diversity, on cultural diversity, on the sustainability of adequate sexual education in schools and the long term sustainability of municipal health advising to schools.

Working on behalf of the Foundation for School and Safety, GALE is proud to have developed a completely innovative [Consultancy Model on how to introduce and anchor sexual education in schools](#). This was based on earlier internal models developed by Edu-Diverse and GALE and it was [translated in English](#) for use in the UNIQUE project.

## 6. My-ID in High Schools

“My-ID” is a project which aims to integrate LGBTI issues in high schools, using the GALE “My-ID” methodology. The My-ID technology was earlier developed in the Netherlands for vocational schools and taken to the EU level in the “SENSE” project. The “My-ID for high schools” project is an elaboration of the “My-ID” VET educating technology to the high school sector. The “My-ID” method is based on an analysis of heteronormativity and evidence-grounded methods to educate in a way which really changes negative attitudes and the underlying negative emotions towards gender and sexual diversity. The project employs three key strategies to support high schools in implementing the My-ID method:

1. Developing concrete classroom activities to integrate in a spiral curriculum
2. Training to empower teachers
3. Guidance on how to inform and cooperate with parents

The project runs from November 2021 until 1 November 2023 and is implemented by 10 partners: [Hallgarten-Franchetti Foundation, study centre Villa Montesca](#) (Italy, Città di Castello; coordinator), [CESIE](#) (Italy, Palermo), [GALE](#) (international, based in the Netherlands, Amsterdam), [Iedersland College](#) (Netherlands, Amsterdam), [EUROTraining](#) (Greece, Athens), [Doukas College](#) (Greece, Athens), [DEFOIN](#) (Spain, Málaga), [Jaume Viladoms College](#) (Spain, Sabadell), [Scuola Alighieri Pascoli Città di Castello](#) (Italy, associated partner), [I.I.S. Liceo Città di Piero Sansepolcro](#) (Italy, associated partner).

The project started with a kick-off meeting in Italy in May 2022. In the summer of 2022, the partners engaged in a needs assessment among students and teachers. In October, the assessments were discussed. In November, GALE trained the other partners in the My-ID technology (in Málaga). After the training, project meeting was held to discuss follow-up activities. In 2023, the partners will develop classroom activities on sexual and gender diversity for different subjects and they will train their own teachers to be able to implement these materials.

## **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 can currently not meet such criteria. New fundraising can therefore currently only take place when there is no co-funding or financial guarantee required.

In 2021, GALE participated in 4 proposals.

1. Connecting Letters: a non-violent communication project which encourages students to write connecting letters to their school to become more sensitive to LGBT issues. This project was rejected. It may be resubmitted but would need participation or more schools as full partners.
2. My-ID in high schools: a project which aims to integrate LGBTI issues in vocational high schools, using the GALE “My-ID” methodology. This project was awarded and started slightly delayed in May 2022.
3. MUSE: a project which aims to support museums in offering LGBT related content. This project was rejected.
4. TEASE: a project aimed at supporting early school leavers coming from LGBTI backgrounds and attracting them to Adult Education programs, creating updated curricula and properly cultivating educators’ competences to make adult education as meaningful and effective as possible. This project was rejected.

In 2021, GALE explored if an earlier (2016) attempt to develop a proposal on connecting Christian LGBT groups to religious schools would get enough support to be submitted in 2022. This exploration did not result in enough enthusiasm to create a strong enough partnership.

In 2021, GALE also explored the possibility to redevelop a proposal from 2009 to create a European network of LGBTIQ+ peer educators and enhance their work. GALE found adequate partners and formed an enthusiastic consortium. A proposal was submitted in March with the Italian LGBT organizations ArciGay as formal leader, although GALE wrote the proposal. The participating voluntary panel educator groups were afraid to commit to a higher level of time investment. In addition, the cooperation between voluntary activist organizations and two universities who participated for research was a challenge. This was attempted to be solved by giving the more professional organization a larger part of the budget. In August, we got the news that the project was rejected, mainly because of the “imbalance of input” by voluntary organizations versus professional NGOs and universities. Although all partners are in favor of trying to resubmit the project, GALE thinks it will be very challenging to overcome these imbalances.

In 2022, GALE did not focus on funding anymore.

## **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 Foundation Supervisory Council**

The GALE Foundation Supervisory Council has a minimum of 3 members. In 2022, 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 three times twice in October (live) and December (twice online) to discuss the 2021 financial report, a change in the Statutes of the GALE foundation, the 2022 report and the plan for 2023. The earlier plan to liquidate GALE and to leave some of the activities to Peter Dankmeijer under the name of “Sexual Diversity Academy” has been abandoned in favor of a change of the GALE Foundation Statutes to a model with one board member.

## **GALE membership**

Currently, GALE has 971 members from 104 countries. There were 11 new members in 2022.

## **Budget**

GALE had a positive balance throughout 2022. This is mainly due to the director having reduced his salary to 50% in 2020 and is doing paid work in unpaid hours. In addition, the high hour rate of the project for the Foundation for School and Safety and extra work for this project helped to build sustainability. The final balance of 28,500 and prospective income will sustain GALE throughout 2023.