

Working Plan 2010

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Preliminary Evaluation 2009

The formal evaluation of the year 2009 will be delivered in March 2010. However, to be able to assess how the work in progressing and will be put forward in 2010, we offer here a preliminary evaluation, taking into account some work still will be done in the month December.

After preparatory regional meetings in 2007 and 2008, the 2009 working plan of GALE had two main priorities: starting concrete projects and acquiring additional funding.

Growth of the Network

The number of participants in GALE grew in 2009 from 327 members to 417 members (on 19 November 2009). The website had between 1,100 and 1,700 unique visitors per month (a total of 15,555 visitors with over 70,000 page views). This means there is a consistent interest and growth of interest in GALE.

The website grew also in content. Most of there were still added by the moderators, but there is a slow growth of submissions by members.

Starting Projects

Five projects in Africa, Asia and Latin America have started. The start of these projects was in most cases delayed because of negotiations on the detailed content of the projects and some money transfer problems.

- An Indonesian/Philippine story collection project has started in September. This project will run until July 2010.
- Three Andean school projects have started in October, a first regional meeting takes place in December. These projects will run until December 2011.

Funding Activities

Empowerment has invested substantially amounts of time in acquisition of additional funding. A fundraising group has investigated the opportunities of 40 potential funds and contacted 9 funds with enquiries.

Toolboxes

In 2009, GALE developed two toolboxes for local projects: one on dealing with schools and teacher training and one on storytelling. The toolboxes are in the printing process and will be presented in

January and February. The toolboxes are first versions (1.0) and will be used, edited and adapted in local projects.

UNESCO and the Right to Education

GALE submitted a request to enter in operational relations in December 2008. In October 2009, UNESCO decided to grant GALE a formal status as operational partner, allowing the organization to be present at meetings, in working groups, to collaborate in some projects and to be eligible for funding. GALE intends to collaborate with UNESCO on research, teacher training, internet-based knowledge-sharing and intercultural dialogue. In December 2009, a virtual group for UNESCO officials was started by GALE and in November and December volunteers were recruited for a UNESCO working liaison group. The action plan of the liaison group is based on the 4 priorities which have been proposed in the request for operational relations.

In 2008, the International Advisory Committee advised to not only map educational interventions, but also the human right to education and training. The quick scan survey was edited to encompass this and 3 additional language versions of the survey form were put online. A European scan was started and preliminary results based on 40 respondents were presented at the ILGA Europe conference.

It was discussed how to support local or national advocacy and action on the right to education and training. Based on this, a project plan was developed and submitted to Wells Spring Advisors.

Activity Plan 2010

General Strategy

In 2010, GALE will focus on three priorities: strengthening the right to education, storytelling and working with schools. In this plan, these three priorities are worked out in 8 projects, which are interlinked and support each other. The projects focus on schools and storytelling. At this time, strengthening the right to education worldwide is too ambitious a plan to fit within the available budget. Additional funds need to be raised to implement the GALE right to education plan.

GALE operates as a global network of coordinators, and tries to bring the adagio "Think Global, Act Local" in practice. We clarify the international-local task division in the following short project descriptions under the bullets "Think global" and "Act local".

On the international networking level, GALE brings together experts and local implementation partners in virtual think tanks or development groups. Open formats for methodology are developed and made available to GALE-members in the shape of toolkits. Selected tools from these toolkits are edited for local use and implemented in local projects. During the projects, qualitative and if possible quantitative feedback is collected to monitor the effect of the implementation and provide feedback on the quality of the tools. With this feedback, each tool is enhanced. In this way, GALE continuously enhances her toolkits into more advanced versions.

In 2009, three toolkits 1.0 were developed (working with schools, storytelling, monitoring the right to education). In 2010, three local school projects and five local storytelling projects will be implemented. The results will be used to upgrade the schools and storytelling toolkits to versions 2.

GALE develops a five level approach to mobilize people to act on human rights and to become more professional in education and training.

1. Collecting stories: interviewing LGBT people, relating the stories to the Yogyakarta Principles, publishing them
2. Storytelling festivals: telling stories for small and trusted (LGBT) audiences
3. Panel sessions: telling stories for larger and possibly hostile (public) audiences in order the change attitudes
4. Training: using stories as a tool in competence training for professionals
5. Advocacy: using facts and stories to enhance the proper implementation of the right to education and training for sexually diverse people

Although each level implies acquiring more skills and access to mainstream organizations and to authorities, the 5-level approach does not mean educators need to progress through each level subsequently.

Fundraising Strategy

GALE has the ambition to work worldwide, but the current available funds force the alliance in this phase to focus on small scale pilot projects. We expect the quest for additional funding to become somewhat easier now GALE is an operational partner of UNESCO and, secondly, because of GALE's

growing overview of good practices and stakeholders. Thirdly, due to the stronger focus that GALE will pursue in 2010. Finally, in 2008 and 2009, a lot of contacts with potential donors have been made and building trust and a relationship with donors costs time. GALE hopes to reap concrete fruits of these efforts in 2010.

GALE proposes to use the core funding from HIVOS for:

1. Support of the Indonesian / Philippine story collection project
2. Four small scale storytelling projects and a summer school on storytelling
3. Three school projects; in Chile, Colombia and Peru

The additional fundraising strategy is along 4 lines.

1. Finding major funding for a more full scale global research on the right to education and training, including a quick scan, documenting and rating interventions and stimulation of national think tanks. GALE is mainly looking to US donors for this.
2. Finding European funding for the GALE Europe Programme as agreed in Bonn, 2007 and for storytelling projects in Eastern Europe. The strategy here is to find small scale basic funding from some private funders, which can serve as co-funding for larger projects from European Community Programmes (mainly the Long Life Learning Programme, Citizens for Europe and possibly new employment programmes).
3. Finding small scale funding for Right to Education, Storytelling and Schools projects. For these small scale projects, we invite partners based on our quick scan research and provide them with model formats for project proposals and potential donors (available in December 2009). These proposals are part of partnerships and part of the budget in the proposals is reserved for GALE experts and management.
4. Funding for research, e-learning and training for additional activities related to this working plan, which may be available from some donors.

The fundraising activities are coordinated in the GALE Fundraising Group.

Storytelling

Storytelling can be a powerful tool to empower people, to educate and to put social issues on the agenda. However, story collection and storytelling are not always easy to do. The stories about daily life need to be put in context of human rights and presented in specific ways to empower LGBT audiences and to educate mainstream audiences.

Trans/Sign and the Kartiki network have developed a lot of expertise on collecting and analyzing stories. Empowerment Lifestyle Services has developed expertise on storytelling as an educational method. Empowerment and Trans/Sign will collaborate on how to enhance these experiences in collaboration with local partners in Indonesia, the Philippines, Burundi, Latvia, Chile, Colombia and Peru. GALE also looks forward to collaborating with two additional partners (maybe Poland and Morocco).

Partners from these countries, storytelling volunteers from Europe and Canada and representatives from youth groups will be brought together at a summer school where they will take part in a training and toolkit development program. For the summer school, we are looking forward to collaborate with the Université d'Été Euroméditerranée contre l'Homophobie (UEEH) and IGLYO.

1. Story collection project Indonesia and Philippines

The Ardhenari Institute and ISIS Manila develop a method to collect stories and use these as illustrations of (challenges to proper implementation of) the Yogyakarta Principles.

- **Think global:** GALE provides a budget (Tides Foundation/HIVOS) and assists in developing interview and reporting strategies and publishes results.
- **Act local:** the local partners carry out interviews, analyze them, and report on them.
- **Results:** development of replicable story collection method
- **Products:** a part of the Storytelling Toolkit 1.2 (story collection tools), booklets in Spanish and Bahasa Indonesia, articles on the GALE website.

2. Storytelling projects

In 4 countries, small scale storytelling projects will be created. Experienced storytelling volunteers from Europe and Canada will be virtually connected (in a storytelling web-based group) to support starting groups in these and other interested countries. In these projects and contacts, volunteers will try out different ways of storytelling in their own practice. The local GALE partner organizations will adapt 1.0 versions of tools from the GALE Storytelling Toolkit, document their experiences and update the tools. The intention is to enhance the tools to be reusable and editable by volunteers or professionals in other countries.

In July, a summer school for story collectors and storytellers will be organized. This will probably be in collaboration with the Université d'Été Euroméditerranée contre l'Homophobie (UEEH), which is annually organized in Marseille. The goal of this summer school is to exchange experiences on storytelling, work on a second version of the storytelling toolkit and make connections for future projects. The summer school will also be organized in collaboration with IGLYO and Trans/Sign.

- **Think global:** GALE organizes the summer school and provides scholarships to participants from the South, toolkit 1.0 is available as a starting tool for local projects.
- **Act local:** Four local partners develop storytelling projects, which become parts of the (international) GALE storytelling toolkit. These partners take part in the summer school and discuss the storytelling tools. Volunteers from Europe, Canada and other parts of the world are also invited to take part in the summer school, however, they have to pay their own way. For some participants, GALE will look for scholarships in collaboration with IGLYO.
- **Result:** strengthening story collection and storytelling methodology.
- **Products:** four short reports of storytelling projects, a storytelling toolkit 2.0, plans for new small scale projects in late 2010-2011.

Safer Schools and Training

In a number of schools in Andean countries, experiments are being carried out in collaboration between schools and local GALE partner organizations. In these experiments, the GALE Schools Toolkit 1.0 is adapted, implemented and evaluated.

3. Andean school projects

The Andean countries Chile, Colombia and Peru will implement two year school projects. These projects will result in input for a reviewed toolbox and evidence based methods.

- **Think global:** GALE carries out a documentation project to analyze and rate the success of existing school and teacher training projects and interventions. GALE encourages exchange of experiences between the local partners and the transnational (virtual) group of educational experts.
- **Act local:** The local partners develop questionnaires which are partly the same and contain questions that allow for scientific cross-cultural comparison, develop, monitor and evaluate ways to approach schools and to collaborate with them, develop ways to interactively and effectively discuss heteronormativity and homophobia with students, school staff and (if possible) parents, evaluate the working processes in the collaboration and collaborate on follow-up plans to enhance the experiences or/and promote the transfer to other schools.
- **Results:** learning experiences in how to work with schools, shown effects in one or 3 to 6 schools.
- **Products:** reviewed school toolkit 2.0 with at least local and transnational baseline questionnaire on the student level, baseline questionnaire on the school staff level, a short guide on how to reach out and collaborate with schools on LGBT issues, a manual on how to discuss heteronormativity and homophobia with students, school staff and (if possible) parents, a manual to replicate school projects, a joint report which elicits interest of the public, authorities and potential donors

Strengthening the Right to Education and Training

GALE has started in 2008 and 2009 to map stakeholders, methods and the implementation of the right to education and training in several countries. A good start has been made in Latin America and Europe. The results of these quick scans are a sound fundament for the development of new projects in these regions and for and acquisition of funds. In the end of 2009, formats for small projects were developed to support local organizations to collaborate with GALE and to acquire funding to start national or regional quick scans and think tanks.

In early 2010, the quick scan in Europe will be finalized and published. The available HIVOS-budget does not allow for more activities.

Therefore, GALE will look for additional funds to:

- (a) carry out the quick scan worldwide,
- (b) to experiment with "Educate Us Right" sessions, and
- (c) to develop and continue "Educate Us Right" sessions in national or local GALE think tanks.

We hope to collaborate on these with UNESCO, Education International (trade unions) and, where possible, with other transnational human rights and educational institutions and networks.

Although we will not implement these projects as part of the HIVOS budget, we do give a short description here to clarify our intentions.

a. Global quick scan of the right to education and training

- **Think global:** GALE provides a survey, an action guide, North-South/East-West volunteer peer support, budget and where possible support by UNESCO officials (UNESCO group on website, volunteer liaison officers) and Education International representatives.
- **Act local:** local partners research rights, contact stakeholders and develop a website text for their own country.
- **Result:** overview of proper implementation right to education and stakeholders, action priorities.
- **Products:** world report, country pages; focus on countries who are up for review in the UPR.

b. Educate Us Right Sessions

- **Think global:** GALE provides a format for the organization of local or national "Educate Us Right" sessions (name may vary to cultural preferences) and some action ideas and exchange with other country groups. GALE encourages to do this especially in countries who are up for review in the Universal Periodic Review (UPR) of human right policy. Although the UPR often will be perceived to be a procedure which is far removed from daily concerns of citizens and educators, it may provide an extra impetus to come together, a focal point and deadline for discussion and a report and a stimulus to elaborate the single meeting into a regional or national think tank.
- **Act local:** The local partners recruits participants (potential volunteers), organizes a meeting, and makes a short public report and a short evaluation on the effect of the session.
- **Result:** 10 "Educate Us Right", learning how to maximize effect from such sessions.
- **Products:** "Educate Us Right" guide, 10 "Educate Us Right" reports, 10 short evaluations of sessions.

c. Creation of national think tanks/advocacy groups

- **Think global:** GALE provides format and some action ideas, exchange with other country groups, provides training in collaboration with COC Netherlands on how to strategically deal with UPR, coaching, startup budget and support acquisition follow-up budget.
- **Act local:** local partner recruits volunteers, organizes meetings, makes action plan and starts implementing it, while building a local group with a strong commitment to advancing proper implementation of the right to education and training for sexually diverse staff and students.
- **Result:** advocacy by a number of country groups and support by allies.
- **Product:** think tank guide, action plans, guide on how to advance the Right to Education in the UPR, paragraphs in UPR's of the Human Right Council.