



Evaluation Report 2010

Summary

The year 2010 was the last year of funding by HIVOS of Empowerment to carry out the GALE project: the establishment and implementation of an international network of educators and trainers who deal with sexual diversity. The funding started in 2005 and since then, an international advisory committee, a website and regional strategy groups had been created, with regional action plans as a result. An international interactive website was built. At the end of 2010, there were 500 members across the world and mainly in the Global South. GALE organized a series of international expert meetings and international publications, and with the support of the Dutch government, became a formal collaborating partner of UNESCO.

In the years 2009 and 2010, GALE focused on concrete local projects. Eight projects were initiated in Burundi, Chile, China, Colombia, Indonesia, Latvia, Namibia, and Peru. The three projects in Latin America focused on pilot projects in schools, while the other projects focused on a variety of ways of storytelling, through interviews and publications (Burundi and Indonesia), through video (China), through media (Namibia), and through life stories (Latvia). In each project, it attempted to develop innovative methodologies which would enable LGBT people to be more empowered and which would enable heterosexuals to respect the human rights of LGBT people. The intention was to develop two international toolkits: one for storytelling and one for working with schools. These toolkits would arise from international collaboration between the GALE partners, and afterwards be available as continuously updated open source packages.

The implementation of the projects was not always easy. Several challenges had to be faced:

- The social environment was sometimes so negative and dangerous, that the project period had to be extended or the project had to stop completely
- The organizational capacity of some of the local partners was not always adequate for the management of a formal project
- Local partners tended to be so focused on their own local practices, that international collaboration and learning was sometimes difficult

As a result, some of the ambitious projects could not be finished within the allotted time period or budget. The international toolkits are ready, but not yet completely edited and translated in Spanish and French. Not all the projects were able (yet) to deliver their working methods in such a way that they could be published in the toolkits. At the same time, other projects have delivered inspiring and useful results, both on the methodological and product level. The projects which could not finish their planned tasks, have agreed to carry on the work and deliver results in 2011.

From 2011 on, GALE has to stand on its own feet. To formalize this, the Empowerment project GALE has ended and a GALE Foundation has been created. This Foundation, once

created to formalize the collaboration between HIVOS and Empowerment, is in 2011 an autonomous body. The GALE Foundation already has acquired participation in a European project, and has applied for two other European projects. GALE is also discussing with the Dutch government how the collaboration with UNESCO can be continued. The finished and almost finished projects and the now operational network of 500 educators are a good fundament for further strategies.

Reading guide

In this report, we follow the project plan outlined in the budget proposal to HIVOS. This project proposal had three main headings:

1. Project Indonesia
2. Project Storytelling
3. Project Schools

We will finish the report with short chapters on the African Media Manual and the budget. Finally, there are extensive annexes with this report. These are provided separately to prevent this document becoming too large.

Annexes:

1. Video by Queer Comrades: The Next Generation
2. Queer Comrades: project report
3. Queer Comrades: methodology
4. Humure: Rough interview reports from Burundi (French)
5. Living Library Methodology (Latvia)
6. GALE Summer School Storytelling 2010 short overview program
7. GALE Summer School Storytelling 2010 full program
8. Evaluation of the GALE-UEEH Summer School 2010
9. GALE Internal Report Workshops Summer School 2010
10. Toolkit Storytelling
11. Plan Andean Projects 2009-2010 (Spanish)
12. Intermediate Report Andean Projects July 2009-July 2010
13. Andean Projects Summary 2009-2010
14. Toolkit Working with Schools
15. African Media Manual (draft)
16. Dankmeijer, international article "LGBT, to be or not to be"
17. Accountants statement

Project Storytelling Indonesia

Indonesia is the largest Islamic country in the world. Although the country prides itself on tolerance to various communities and religions, the radical Islamists are continuously seizing more power and limiting open expressions of personal or local cultural identities, especially concerning the right to dress in your own cultural way, equal rights of women and equal rights of LGBT. This threat is increasingly felt by the LGBT groups in the country with whom GALE works. GALE works with a lesbian organization in Jakarta, the "Ardhanari Institute" and a national LGBT organization, "GaYA Susantara", based in Surabaya.

The funding for the story collection project was offered earlier by the Tides Foundation. The plan was to carry out interviews in five Indonesian regions, analyze the results and made a comic book based on the results, linking the personal stories with the Yogyakarta Principles.

However, the project was plagued by setbacks. The coordination of such a large project appeared to be a bit difficult for the Ardhanari Institute, which until then had mainly focused on small scale empowerment workshops for women.

Also, there was a major social setback. In March 2010, the project team organized a team meeting in conjunction with the Conference of the Asian branch of ILGA Asia, the International Lesbian and Gay Organization. This meeting was challenged by armed Islamists. The police was present, but did not intervene. The conference organizers had to pay "protection money" to the police and the Islamists in order to prevent an open attack and the participants fled and scattered around Surabaya. The meeting became impossible. The meeting participants and the GALE director had to go in hiding for a couple of days. GALE did not publicize these horrifying events on the request of our local partners, who judged that extra media attention or international pressure at that time would be an unsuitable strategy.

Later in the year, three other LGBT meetings were obstructed this way by radical Islamist groups. The constant threats of violence intimidated the LGBT population. Many people went back in the closed and refused to participate in interviews. In the summer of 2010, the Ardhanari Institute decided to return the funding to the Tides Foundation, not being able to meet the agreed results in time.

The project leaders have shared their results with other storytellers during GALE International Summer School on Storytelling in Marseille. Their planned method will be part of the storytelling toolkit.

Later in 2010, the Ardhanari Institute managed to acquire a small sum from HIVOS South East Asia. This money will be used to make a small publication based on the few interviews that could be done in the Jakarta area. The plan is that it will be published in 2011.

In the mean time, another local LGBT organization in the Jakarta area (Pelangi Perempuan) also picked up the same idea, and published a comic book on the Yogyakarta Principles of their own:

<http://www.facebook.com/l/49870;www.pelangiperempuan.or.id/program/penerbitan-buku/yogyakarta-principles-comic/>. Also, already earlier, one of the participants of the expert meeting in 2008, took the idea of illustrating the Yogyakarta Principles by telling personal stories to the Asian office of the International Gay and Lesbian Human Rights Commission (IGLHRC), which organized a small South-East Asian campaign to celebrate the anniversary of the Yogyakarta Principles with a storytelling event.

So, even if the project of the Ardhanari Institute got blocked, GALE did manage to sow some seeds and stimulate news ideas for education in the area. GALE intends to look for new ways to follow-up these first initiatives, based on the needs and possibilities of local

organizations and contexts.

Project Storytelling and Peer Education

"Storytelling and Peer Education" is a two-year project in the context of GALE, The Global Alliance for LGBT Education, a program of the Dutch NGO Empowerment Lifestyle Services. The project was funded by HIVOS in 2009. In 2010, the project was additionally supported by the back donor Tides Foundation. The project consists of six products:

1. A pilot project in China
2. A pilot project in Latvia
3. A pilot project in Burundi
4. An international summer school
5. The publication of an international toolkit

A general overview

In 2 strategic expert meetings organized by GALE in 2008 in South East Asia, it became clear it would be very difficult to implement training or education programs in public institutions, like schools, police training institutions or media institutes. The attitudes of governments and partly the public are still so negative towards sexual diversity, that a public approach would fail. Also, the people who are willing to engage in education about LGBT (lesbian, gay, bisexual, transgender) issues, are usually LGBT activists. Many of them are, because of stigmatization and ostracization, of lower social classes and often have limited training, for example to carry out education. Lack of access to general institutions and lack of training necessitates a more basic and direct approach.

The Asian partners suggested to start with simple story collection and storytelling projects. Storytelling is a traditional way of education in both Asia and Africa by which not only technical skills are transferred, but also history, values and norms. By using traditional and more modern techniques and by including LGBT issues, storytelling could be a valuable tool and first step towards more professional education. Different ways and levels of storytelling could also serve as supporting a growing quality of education (see table).

<i>Levels</i>	<i>Intended support by GALE</i>
<p>TRAINING (higher risk, much interaction, focus on attitude and behaviour change)</p> <p>Theme: Using stories as a tool in training for professionals</p> <p>Activities:</p> <ul style="list-style-type: none"> • Explore the needs and stories of the professional group you selected to train • Link the professional needs and stories to LGBT needs and stories • Develop the training with a focus on professional development and pride • Carry out the training, include evaluation and stories by the participants • Improve the training and offer it to other institutions which train this professional group 	<p>Examples of professional issues</p> <p>Evidence based training development</p> <p>Train the trainer</p>
<p>PANEL SESSIONS (higher risk, much interaction, focus on attitude change)</p>	<p>Manual on how to organize an storytelling/panel session volunteer group</p>

<p>Theme: Telling stories for larger and possibly hostile (public) audiences</p> <p>Activities:</p> <ul style="list-style-type: none"> • Recruit LGBT volunteers • Train them • Develop one or several basic formats to do a panel session • Write and call to schools and local community and youth centres and offer panel sessions • Match lesbian/gay/trans volunteers to go to sessions in pairs • Evaluate the sessions and improve your formats • Create continuity in your panel session groups 	<p>Manual for storytellers</p> <p>Training for storytellers</p>
<p>STORYTELLING FESTIVAL (little risk, more interaction, focus empowerment)</p> <p>Theme: Telling stories for small and trusted (LGBT) audiences</p> <p>Activities:</p> <ul style="list-style-type: none"> • Reaching out to LGBT people • Brief them about festival and how to tell their story • Organize festival, only stories or also dialogue among the storytellers and public? • Invitations, PR • Festival evening • Document stories • Publication (article in own newspaper, impression in mainstream media) 	<p>Guide on how to organize a storytelling festival</p> <p>Manual for storytellers</p>
<p>HIDDEN STORIES (little risk and interaction, focus visibility/awareness)</p> <p>Theme: Collecting LGBT stories, publishing them</p> <p>Activities:</p> <ul style="list-style-type: none"> • Train interviewers • Reaching out to LGBT people • Interviewing them • Write down interviews • Analyzing the day to day experiences to human rights principles • Making a publication (document, booklet, comic book, exhibition, video, web pages) • Presenting the publication (for example, at a round table with officials) 	<p>Guide on how to create for story collection projects</p> <p>Manual on outreach, interviewing and reporting</p> <p>Brokering between local project ideas and potential funders</p>

In addition, GALE knows from her worldwide needs assessment that in Europe and French speaking Canada, there is a long-standing tradition with young people going into schools and youth centers to tell their personal history and coming-out story. This kind of peer education has a tremendous impact on secondary school students, because is it authentic and personal, and because it breaks common stereotyped prejudices. This kind of peer education has grown in quality over the years, although there has been little or no contact or collaboration between the local volunteers groups who offer such panel sessions. It seemed these experiences could be useful to be exchanged, they may be also transferable to other cultures.

These assessments lead to the plan to develop several ways of storytelling to cater for different contexts and to exchange experiences with these methods. In five pilot projects, GALE partners experimented with several storytelling methods. The experiences of each pilot project and of peer education methods as used in Europe, were shared and discussed in an international summer school in Marseille, France in June 2010. This event also served as a basis for permanent networking of storytellers and peer educators. Of each method, a methodology was written en published in an international toolkit, which will appear in April 2011.

Pilot in China: using video

The situation in China's policy is strongly family-oriented. The public thinks same-sex relationships are strange and inappropriate. The government considers education about sexual diversity inappropriate, bans events, publications and films about it, and it exercises censorship of online communications and videos about sexual diversity. With the financial support of GALE, the Chinese organization "Queer Comrades" make a 1,5 hour documentary about upbringing, school experiences, relationships and sexual diversity in schools. The video was made specifically for the Chinese version of YouTube and subtitles in Mandarin and English. The video will also be used as teaching material in universities. With similar videos for the makers of the boundaries of censorship and reach a large audience.

During the GALE International Summer School on Storytelling in Marseille, Queer Comrades provided training on this method. They also wrote an elaborate method description and make a short impression of the summer school itself.

GALE is planning more follow-up projects with Queer Comrades.

Pilot in Latvia: living library

Although Latvia is a European country, it does not have a European atmosphere yet. The population is very hostile towards LGBT people. Despite European directives, the government is adoption laws that prohibit free information on LGBT issues. It is impossible to enter schools with relevant information about LGBT issues. It is also impossible to openly disseminate positive or neutral information about sexual diversity. Our Latvian partner is a mainstream youth association "Ars Tolerantia" which offers education on tolerance. Ars Tolerantia experimented with the "Living Library" method. In a living library, the books are life people. Representatives from minority communities tell their stories as if they were living books. The advantage of this method is that the education is not only about LGBT issues (so it is less offensive) and that it is possible to organize the event outside the school setting. This makes it more difficult to be banned by authorities.

The living library by Ars Tolerantia, which was organized on December 10, 2010 was one of the first times that public education about LGBT issues was given in Latvia. The event was quite successful, with two dozen visitors. Also Ars Tolerantia reached many more people during the promotion before and after the event via popular internet communities, which are very popular among Latvian youth. Ars Tolerantia wrote a methodology. As a follow-up, GALE is attempting to implement the method European wide with EU funding.

Pilot in Burundi: story collection

In Burundi, a small African country, same-sex relations are forbidden and people may be put in jail when caught. The public is very hostile and LGBT people are at risk to be lynched when they would come out.

GALE is working with a local gay rights organization "Humure" which for security reasons does not identify as an LGBT organization. During the project, we had to fear for the life of one of the partners GALE, luckily it turned out that the aggression was not targeted at our local partners. It was impossible to get one of the Humure representatives to the summer school. The Belgian Embassy, who is responsible to take care of Burundian visas to the Schengen countries, was not willing to provide a visa.

Humure collected 25 gay and lesbian stories and documented them. It took a lot of time to find people to be interviewed. At the time of this report, the results are not yet published. Humure intends, with GALE collaboration, to rework the interviews and develop a publication and a methodology tool in 2011.

The International Summer School on Storytelling

In July 2010, GALE organized an International Summer School on Storytelling in Marseille. Peer educators, collectors of stories and storytellers from around the world

shared their experiences. Based on the Summer School and various local projects GALE collected data to develop a toolkit on storytelling.

The GALE Summer School was part of an annual French event, which celebrates and debates queer identities and the construction of identities. This life experimental environment seemed to be an ideal context to discuss life stories, and methods to educate about sexual diversity and LGBT issues. Especially the question whether you need to categorize as L, G, B or T and educate about identities, was an interesting topic.

There were about 25 international GALE participants, among a further 150 French-speaking participants. The "queer" interactions created a strong atmosphere of intercultural exchange and enhanced the sense of experimenting with personal and political identities and reflections on personal and educational ideology.

Partly based in these reflections, the GALE director, peter Dankmeijer, wrote an academic article for an international book that will appear in 2011: "LGBT, to be or not to be?".

The summer school was a massive event to organize. GALE organized a total of 25 workshops (see annexes for the full program, and detailed descriptions and reports of the workshops). Of these, 17 workshops were prepared and facilitated by the participants themselves, based on their expertise. Themes covered were:

1. How to tell you story effectively
2. Interviewing
3. Reporting interviews
4. Using role play
5. Connecting life stories to human rights
6. Dealing with macho's
7. Dealing with fundamentalism
8. Teacher training
9. Production of a storytelling festival
10. Webcasting: how to tell you story on video
11. Webcasting: technical methodology

In addition, 8 joint workshops with all GALE participants were organized to get acquainted, to learn to form a team and to discuss possible follow-up projects of the summer school.

The Summer School was very successful way to exchange experiences around storytelling and peer education for the first time on a international scale. However, intercultural communication was difficult at times. The European participants already work with a range of storytelling and peer education methods which include storytelling, but the participants from other countries had no experience with it and had a hard time understanding what it actually was about. For some participants, high quality education should include academic aspects and formal presentations. The Summer School was prepared as very interactive 'hands-on' event, but especially some Latin American participants got very frustrated about this. They rated the quality of the workshops as low because of their (perceived) lack of academic quality. This is partly a bit unfair: most workshop facilitators and content did have a scientific and theoretical background, but the facilitators were asked to offer interactive workshops and not presentations.

There has been quite some discussion in the GALE team about this effect. Already in the expert meeting on teacher training in 2008, it was clear that international learning workshops require specific needs to cater for educational experience and needs of a diversity of participants. If some participants think they can only learn from presentations which include statistics and quotes of internationally well known theoreticians, while others learn by having an informal conversation and forming a

consensus opinion, while others again prefer a 5-step program with strong directions on what to do by the facilitator, developing a program that suits all of them is difficult. These learning experiences have been integrated in the toolkits on storytelling and working with school.

There has also been quite a bit of discussion about the collaboration with UEEH, the Euro-Mediterranean Summer University on Homosexualities. UEEH is a "queer" French collective, which already for 30 years organizes a summer school in Marseille. GALE has had contact with UEEH since the start of GALE and there was mutual interest to cooperate. UEEH wanted to make the event more international and GALE liked the physical and emotional environment: the event is organized in the university buildings of Luminy, which is in a beautiful mountain range on the coast, and the open, curious and experimental attitude of the UEEH participants was expected to provide a good context for learning.

However, there are substantial differences between the working styles and objectives of UEEH and GALE. UEEH is mostly a vacation camp, focused at personal learning about your own identity. It is organized as an anarchistic collective, in which all participants are expected to participate fully in a democratic process to shape the summer school program and the logistics. This implies as little as possible is planned in advance, while during the summer school, daily plenary meetings are held to discuss the program and logistics. Most participants are well empowered and know their way around the event. GALE, as an international and more traditionally planning organization, is primarily focused on (mostly professional) sharing of expertise. GALE feels the need to prepare her international program and finances months in advance and felt the international participants needed to be carefully guided and introduced in the GALE program and in the working methods of UEEH. Combining these different perspectives and methods posed a challenge, which energized some people but frustrated other people.

A dilemma in evaluating this cooperation is that it has both its advantages and disadvantages, but that advantages and disadvantages are difficult to compare or weighed against each other. Most participants agreed the collaboration with UEEH stimulated a unique context for learning. The summer school was not only about technical aspects of storytelling and peer education, but also about how your personal story relates to your sexual orientation and gender performance choices, and how such choices are related to social freedom, oppression or stigma. The UEEH context raised important and fundamental questions about these issues, which would have been difficult to raise in the context of a regular conference hotel setting. On the other hand, the sometimes chaotic organization of UEEH, was a serious drawback for the GALE staff to maintain minimum standards of comfort and organization for the GALE participants. One main learning point here is the management of expectations. When participants expect to be invited to an international academic conference or to a formal course on education, this kind of summer school may well be a disappointment. Another learning point is that if we cooperate with UEEH again, the GALE program could be partly academic and well organized, and partly interactive and fully part of the UEEH working system.

The toolkit

During the pilot projects and the summer school, experiences were collected to develop a toolkit on storytelling and peer education. The development of this toolkit is taking more time than expected. GALE had to hire extra manpower to edit and translate tools. Toolkit 1.0 will be finalized in March (in English), French and Spanish translations will follow in the 2 months afterwards. The toolkits will be published in a limited paper edition, and be downloadable for free from the GALE website both as PDF and (editable) Microsoft Word versions. The toolkits may be presented formally at a meeting at UNESCO on IDAHO (17 May 2011).

The content of the toolkit is divided in 4 sections:

1. Background information

2. Storytelling methods
3. Start a volunteer education team
4. Peer-education
5. Exercises

Some of the tools are still drafts and need final editing. We also expect that some tools will be added when the projects in Indonesia and Burundi have been finalized.

Project Working with Schools

"Working with schools" is a two-year project in the context of GALE, The Global Alliance for LGBT Education, a program of the Dutch NGO Empowerment Lifestyle Services. The project was funded by HIVOS in 2009. In 2010, the project was additionally supported by the back donor All Jewish World Service. The project consists of four products:

1. A pilot project in Peru
2. A pilot project in Colombia
3. A pilot project in Chile
4. The publication of an international toolkit

A note on planning: delays due to financial concerns

The funding of the GALE project "Working with schools" extends over two years, the budget being available in 2009 and 2010. However, the project suffered three delays, which necessitates the project activities to prolong the activity period until the summer of 2011.

First, the plan to initiate the 3 local projects in Peru, Chile and Colombia was agreed on with HIVOS in the summer of 2009, which was an alteration of the original working plan. While the budget was available for the financial year 2009, the formal contracts were made after the summer 2009 and the projects started only in late 2009. The second delay occurred in the first semester of 2010, when the HIVOS accountant and the Empowerment accountant did not agree on the way the 2009 accounts were presented. HIVOS stopped payments until this administrative problem was solved. Because Empowerment did not have funds to prepay the local partners, payments for 2010 could only be made from August 2010 on, when the HIVOS payments were received. Thirdly, there have been bank problems with delayed the transfers of the funds to the Chilean partner and the Colombian partner. This in turn delayed their activities.

The project management makes sure the delay in the project activities does not have consequences for the donors.

General report

The Andean team consists by a member of Colombia Diversa, Hernando Muñoz, three Peruvian researchers, Diana Bazàn, Giancarlo Cornejo and Violeta Barrientos, and from Chile, Alejandro Guajardo, Iris Hernández and Cristian Rojas.

In all three projects, pilot schools were selected. To avoid getting overly positive results by selecting a probably progressive school in a capital, schools were selected in smaller towns in the countryside. In each of these schools, preliminary baseline studies were carried out. The three countries discussed collaboration on the questionnaires, but due to different starting dates of the projects and the expectation the national contexts would be quite different, they decided to make use questionnaires.

The results of the baseline survey were available in early 2010. The project team met in Lima to discuss the findings and plan the next phase of the project. It was decided that the quantitative survey results did not yield concrete enough information to tailor the implementation phase adequately. It was decided to use some of the transnational budget (meant to hire additional expertise and to have several project team meetings) to do additional focus group meetings to collect more qualitative data.

In each country, 3 focus groups were carried out: 1 with teachers and 2 with students. The responses were – to some surprise of the coordinators – quite similar in every country. Main conclusions were:

- Sex education only focuses on biological reproduction
- Education is heteronormative, there is a heavy influence towards this by the Catholic Church
- The image that men should be macho is paramount
- There are still a range of stereotypes:
 - LGBT can exist, but it is bad and better to hide it or be careful
 - There is tolerance, but as long as LGBT keep to their own world
 - LGBT are sick, „faillado“
 - Gays are conservative
 - Gays take good care of their bodies and are fashionable
 - Gays are good friends
 - Gay is OK but don't touch me
 - Gay = cross-dressing
 - Travesti = crazy gays who cross-dress

Lesbians and gays are visible to an extent, but bisexuals and transgenders are not. Teachers are scared, they don't know how to deal with sexual diversity. At the same time, teachers have similar prejudices as the students. There are also wider issues at stake: there is a context of general violence in the school. Teachers are tired of dealing with this all, they feel too much is asked of them. "We are not formally obliged to treat these subjects". They feel they cannot change the world. But there are some "vanguardista" teachers who want to teach kids to have better sex.

Another surprising finding was that young people think all young people like and have sex from a young age on (9-11 years old). There is a peer pressure to have sex and competition who has the most sex. There seems to be no difference in this respect between young heterosexual and gay and lesbian youth.

In all three countries there is a de centralization going on of the school system. Municipalities get more influence. The main content of the curriculum comes from the Ministry, but funding and other directives come from the local authorities. In addition the projects researched how homophobia was part, or could be part, of the sex education curriculum.

The focus group results reinforced the conclusions from the baseline assessment. A new recommendation is to develop audiovisual material (this was suggested by the students: no books, no manuals, no card games, use video, especially with life histories/stories of LGBT people). Because of this recommendation, the project coordinators decided to develop a video.

The 3 partners decided to collaborate more closely during the implementation phase in 2011, because the situations in each country seem more similar than expected. The team will develop concrete materials and the GALE office will write some methodological tools based on these experiences in order to make the experiences transferrable to third parties.

The products that will be delivered in 2011:

1. A comparative report of the research and the focus groups (March-April)
2. An academic article by 3 author (of all projects) on homophobia in schools for an international peer-reviewed journal. The team also wants to publish versions of this in local university journals.
3. A pilot plan for implementation on the school level, complete with concrete materials:
 - a. A teacher training of 4 hours on basic LGBT issues
 - b. A video to show students in class

- c. A teacher training to use the video
- d. Implementation in one group and evaluation

There was no budget planned for development of a video, but the team decided to use the money from the regional budget (experts, meetings) for this.

Although the project has not ended yet, the results already have an impact in a large part of Latin America. During August 2010, two international presentations were made. Iris Hernandez in coordination with APROFA organized a meeting in Santiago de Chile with UNESCO officers from the HIV program and invited several Latin American activists and members of ILGA Latin America working in education. The meeting was a good place to be informed of different experiences and to convince UNESCO about the importance of sexuality diversity as a subject in school. The GALE Project presentation was a review of the regional survey made at the school this year.

Later in August, Iris Hernandez and Violeta Barrientos prepared a presentation for the Segundo Encuentro de Sexualidad y Sociedad in Mexico DF organized by the UNAM and the Fundación Arco Iris. They presented as part of the sexuality and education panel. The presentation was a reflection on the obstacles or possibilities for carrying out a project on sexual diversity in education in Peru or Chile and was well appreciated by the participants because of its political perspective.

Some other organizations were inspired by the result and also started educational projects, funded by Fundación Triángulo from Spain.

Also, a debate started in Latin America about how sex education should be designed. The Ministers of Education of Latin America issued a statement with the agreement to establish education against homophobia in all schools. The project results were mentioned in a position paper by UNFPA on the integration of sex education as an integral part of the Right to Education¹.

Specific results in Chile

The situation in Chile is very hostile towards LGBT people, especially in the countryside. The Catholic Church plays an important role in society. LGBT organizations have little foothold in Chile. GALE is working with a gay-friendly organization APROFA which deals with sexual development and human rights. The project leader is an internationally known lesbian LGBT rights activist, Toli Hernandez. Before this project, a LGBT organization developed an educational guide for teachers, but the content was not based on needs of students, teachers or on an analysis of challenges and opportunities. APROFA experimented by carrying out a pilot project in a countryside high school. This area is a few hours' drive from Santiago de Chile, the capital. A preliminary study was done. During the study, several public debates with schools, educational organizations and politicians took place. A major step forward was the involvement of the Chilean UNESCO Committee in these debates. Also, Ms Hernandez delivered presentations at international conferences in Mexico and Rio de Janeiro (ILGA).

Specific results in Colombia

Colombia is a country with a long history of civil war. Both government forces and rebels occupied parts of the countryside and armed gangs introduced strict and conservative moral standards in those areas. "Abnormal" behavior such as homosexuality, transsexuality or independent behavior of women could lead to summary execution. Many countryside inhabitants, who had no education or skills except farming, fled to cities. These internal refugees are called Displaced Persons. Currently, environmental and progressive emancipation movements in Colombia have united in a peace movement, which not only seeks to stop the civil war, but also the realization of full citizenship.

¹ Although in the reference the study was erroneously ascribed to ILGA, rather than to GALE.

The national LGBT organization Colombia Diversa is the GALE partner in Colombia. Colombia Diversa carried out a range of public teacher trainings in different cities and did a preliminary study for a pilot project in a school in Medellin.

The project coordinator in Colombia, Hernando Munoz, is a very experienced educator, who has done presentations for thousands of teachers. Because of his experience, he can gain the trust of principals and get access to schools.

A concrete example of how sexual diversity plays a role was given by Mr. Munoz. In the Medellin pilot school there was one boy of 13 or 14 years old who is very effeminate. He is bullied all the time and name-called „Candela“ (flaming queen). There are some other gay kids, but they behave more heteronormative (or as Hernando says: more serious) and are bullied much less.

Specific results in Peru

Peru is one of the poorest countries in Latin America. The general population is very conservative and hostile towards LGBT people. The Catholic Church plays a major role in promoting homophobic attitudes. GALE is working with a local organization for women and human rights and a local development organization. The coordinator is a known lesbian women's activist, Violeta Barrientos, who also sits on the advisory committee of GALE.

With support of GALE and the local development organization PACT, the organization "Ciudadanía, Desarrollo y Género" carried out a pilot project in a countryside high school near Lima. In Peru, Diana Bazan and Violeta Barrientos have some contacts in the Ministry of Education that could facilitate the introduction of the discussion in the Ministry.

After the first Regional Meeting in October that established a logical framework for the regional project, the Peruvian team took part in the discussions to elaborate the survey that would be used to collect school pupils information. The base of the survey was made by the Chilean team. It took nearly two months to develop it.

According to the regional group agreement, the team looked for an important public school at a popular and low class level and chose the "Augusto B. Leguia" center, the most important school –because of the pupils population- at the north of Lima city. There were not difficulties to take contact with the school authorities as the team received help from a neighbor who knew them.

In January the first survey model was tested among 15 students but schools started their courses in April. In May, the team applied the survey to a hundred pupils of 15 years old after the authorities signed an authorization for it. Results were presented at the second Regional Meeting end of June 2010.

In late 2010 several focus groups and interviews with teachers and the school administration were carried out and decisions were made on how to develop teaching material.

International advocacy for inclusive sexuality education

The former Special Rapporteur on Education proposed in 2010 to explicitly incorporate the right to sexual education in the Right to Education. This proposal is being backed by several other UN agencies, which combat HIV, discrimination and child abuse. A range of research reports that appeared since 2008 have clearly shown how homophobia and transphobia are among the most serious hindrances to implement effective HIV-prevention. UNESCO and UNAIDS have established international guidelines for sexuality education, which also include same-sex relations and gender perspectives. GALE is the only international organization with a specific focus on LGBT issues to be a formal

partner of UNESCO and collaborates with UNESCO to implement these guidelines. Some countries, notably the Islamic countries and the Vatican, attempt to block this proposal. The discussion of the Special Rapporteur Report ended disappointing, with the new Rapporteur not willing to back the Report in the face of considerable resistance.

The GALE office in Amsterdam has linked with UNESCO to work on a strategic approach to strengthen the evidence base for sex education, the inclusion of LGBT issues in sex education and the need to include LGBT and sex education as an integral right to education. International guidelines and support for this will be very important to facilitate adequate implementation of inclusive sexuality education. In 2011, GALE will have discussions with the Dutch government on how to further this cause and the collaboration with UNESCO in general: the Dutch government is very keen on incorporating educational issues in her foreign policy.

Toolkit

GALE already organized the first international expert meeting on teacher training on sexual diversity in Warsaw in 2008. This meeting showed many similarities in how homophobia and heteronormativity work out in different countries. Teachers' embarrassment about sexuality and their hesitation to discuss controversial topics in general present a bottleneck in most countries. Based on this expert meeting, ongoing consultation with UNESCO, UNAIDS and UNFPA and local projects, GALE started to develop a toolkit for working with schools on sexual diversity. The toolkit is partly based on the experiences of the Andean pilot projects, but also on other good practices and the collaboration with UNESCO. GALE had to hire extra manpower to edit and translate tools. Toolkit 1.0 will be finalized in March (in English), French and Spanish translations will follow in the 2 months afterwards. The toolkits will be published in a limited paper edition, and be downloadable for free from the GALE website both as PDF and (editable) Microsoft Word versions.

The content of the toolkit is divided in 4 sections:

1. General information
2. Tools for managers
3. Tools for teachers
4. Tools for students
5. Tools for parents

For the detailed content of the toolkit, see the attachments to this report. Some of the tools are still drafts and need final editing. We also expect that some tools will be added when the projects in Latin America have been finalized.

The African Media Manual

Thanks to the financial support of HIVOS, The Rainbow Project (Namibia) has started working on a manual on sexual diversity in southern Africa in 2008. TRP initiated cooperation with LGBTI grass roots organizations in South Africa, Zimbabwe and Botswana and with human rights monitoring organizations.

We regret TRP was slow in delivering results and went bankrupt in January 2010. Although the Media Manual Project seemed to be ended by this, GALE was contacted in early 2010 by a consultant who was hired to develop the manual for TRP. The manual was half-finished, but the bankruptcy of TRP left the project in a vacuum.

The GALE staff has been in contact with the consultant to comment on the manual and see how the manual could be finished and how implementation could be arranged. GALE approached Behind The Mask about a collaboration on this, but got no response. In 2011, GALE will continue attempts to revive this valuable start with a follow-up project.

Vision on the future

In 2010, it became clear HIVOS stops funding international organizations and will focus on local projects. This means the funding of GALE as a network will not be furthered.

GALE has already been active in fundraising for a longer time. A vast number of international donors has been charted and approached in a systematic way. This is not easy in a time of economic crisis. Many international donors are limiting their funding or/and focusing on concrete local projects. There is less willingness to finance an international which in turn funds local projects. This is not only an unwillingness of donors; it also poses problems for GALE, which by some partners tends to be seen as a donor rather than a partner. This has limited the cooperation and led to problems in learning from each other and co-producing toolkits. In sum, GALE needs to look for different strategies to give shape to the adagio "think global, act local".

It becomes clear that GALE needs to make contracts with local organizations in which the cooperation is better negotiated beforehand, preferably before the proposals for funding are made. The partners should be co-proposers and manage project together with equal status. This also implies that the GALE Foundation is clearly a separate entity than the GALE Network (as constituted by the website members).

The efforts of the GALE Foundation to acquire new projects and funds have resulted in the start of a new European project and 2 proposals for other European projects. The decision to focus on Europe was taken after a risk assessment where it was most necessary to expand the GALE network and where financial opportunities were still available. GALE will continue to strengthen the European strategy in 2011.

Next to this, we will explore how to continue the already started initiatives in Asia, Africa and Latin America, but with a clearer role of the GALE staff in providing models of good practice, and with training and support to carry out projects.

HIVOS has invested substantially in GALE as a network. Now GALE has become an independent foundation, a worldwide network and an expertise center with a view on continued existence and added value to LGBTI emancipation.

Financial report

Donor: HIVOS	senior:	€ 60
Reference number: WW256H01	project worker	€ 50
	webmoderator:	€ 40

Budget & realization

item	budget	details budget	realized	extra information
Budgeted salaries Empowerment				
coordination	€ 32,580.00		€ 30,180.00	(op basis van uren * tarief)
project worker	€ 8,400.00		€ 8,625.00	(op basis van uren * tarief)
webmoderator	€ 1,600.00		€ 1,860.00	(op basis van uren * tarief)
SUBTOTAL WAGES	€ 42,580.00		€ 40,665.00	
Non-budgeted salaries Empowerment				
Editing, translation, design	€ 20,000.00		€ 16,301.08	hours D. Jaspers
Summer school	€ 21,000.00		€ 8,135.33	hours D. Jaspers
SUBTOTAL EXTRA WAGES			€ 24,436.41	total wages Empowerment: € 65,101.41
Activity costs				
1. Indonesia/Philipines				
*gale pr	€ 3,600.00	€ 600.00	€ 1,730.11	website, newsletter
*travel		€ 3,000.00		2x, May, November
2. Storytelling projects				
	€ 60,000.00		€ 64,878.23	
*3 project contracts		15,000.00		3 projects each 5000
*coach salaries		€ 1,600.00		1 project, 20 hours*80 eur
*summerschool 9 days		€ 35,000.00		2 scholarships each
*translation toolkit		€ 1,500.00		5 1400 average
*publication toolkit		€ 2,200.00		
*gale pr		€ 4,700.00		website, newsletter
3. Andean schools				
	€ 48,163.00		€ 53,218.74	
*travel Dankmeijer		€ 863.00		1 trip
*Peru (incl coordination)		€ 25,000.00		see Andean project plan
*Colombia		€ 7,000.00		see Andean project plan
*Chile		€ 7,000.00		see Andean project plan
*writing/editing		€ 3,000.00		see Andean project plan

toolkit			
*translation toolkit		€ 1,500.00	
*publication toolkit		€ 2,200.00	
*gale pr		€ 1,600.00	website, newsletter

SUBTOTAL ACTIVITIES € 111,763.00 € 119,827.08

TOTAL COSTS € 154,343.00 € 184,928.49

Overview per project	Wages (Empowerment)	Activities	Total	
1. Indonesia/Philippines	€ 8,240.00	€ 3,600.00	€ 11,840.00	
2. Storytelling projects	€ 24,580.00	€ 60,000.00	€ 84,580.00	Tides
3. Andean schools	€ 9,760.00	€ 48,163.00	€ 57,923.00	AJWS

Revenues

HIVOS 2009	€ 54,342.00	€ 54,342.00	
HIVOS 2010	€ 48,386.00	€ 48,368.00	
AJWS	€ 25,000.00	€ 26,221.18	\$35,853.00
Tides Foundation	€ 26,615.00	€ 25,279.34	\$35,000.00
TOTAL REVENUE	€ 154,343.00	€ 154,210.52	
Balance	€ 0.00	-€ 30,717.97	

Salary costs

As can be seen in this overview, Empowerment spent over 30.000 euro more on the project this year than planned. This is mainly due to hiring extra staff to work on the toolkits. It was planned that the project coordinators and workshop facilitators of the summer school would deliver tools for the toolkit, which would need only limited editing. This turned out to be an unrealistic expectation. Some tools were not delivered at all, in which cases the GALE staff decided to use the available materials to write it themselves. In other cases, tools needed heavy editing. Most tools were also longer than expected, which in turn required more translation. Translations have partly been prepaid in 2010.

The GALE director spent 132 hours extra and unpaid work for GALE in 2010, in addition to 503 paid hours. Co-worker Marinus Schouten spent 30 hours overwork on the summer school, which was paid for by Empowerment and does not appear in this overview. It is expected that together, they will spend an additional 150 hours in 2011 which are directly related to the final reporting, editing and publication of the toolkits.

Activity Costs

The activity costs were more or less like budgeted, but with some shifts. The summer school costs were a bit less than we expected, but it should be taken into account that this budget has been raised half way the year because of the decision to invite more participants. Partly because the costs of the UEEH were low and partly because the invited participant from Burundi could not come due to refusal of his VISA, costs were lower than the reviewed budget.

On the other hand, the tools in the toolkits are more elaborate than expected. This considerably raised the budget for translations in Spanish and French. There is a risk

that Empowerment has to finance an additional amount for translations, when forthcoming tools require more translation.

Note on the accountants statement

In the accountants statement (page 7, projectkosten GALE), the salaries are given as € 90.897,40. This is a substantial higher amount than given above. The explanation for this is the different method of presentation by the accountant. The external coaching salaries and salaries through contracts with Peru, Colombia, Chile, Latvia, China and Burundi have been added in the accountant overview, while in this overview only the salaries for GALE staff have been presented.