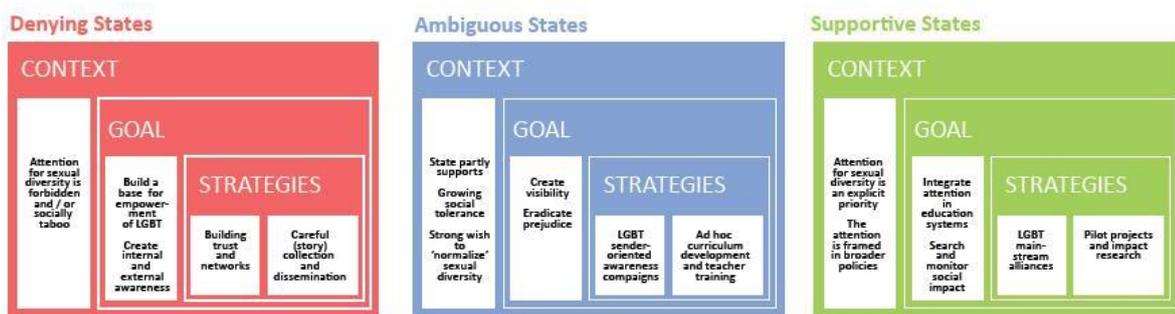


GALE

THE GLOBAL ALLIANCE FOR LGBT EDUCATION

GALE Strategy 2018-2022



From: Peter Dankmeijer, director

To: GALE members

Date: July 7, 2018

Status: Fifth version strategic plan, for feedback members

Content

- Introduction 3
 - Key questions..... 3
 - The acronym DESPOGI and the use of “sexual diversity” 3
 - Development of GALE 2007-2017 5
 - The shift to antibullying and schools 6
 - Global context 8
- Strategic objectives 10
 - Mission and goals..... 10
 - Strategic objectives 2018-2022 10
 - Concrete impacts 12
- Strategy 13
 - 1. Development of World Reports 13
 - 2. Stimulating and supporting Strategic Committees 14
 - 3. Organizing conferences 15
 - 4. Quality benchmarking 16
 - 5. Training 17
 - 6. Cooperation on global politics 18
- Regional and financial strategy 21
 - Funding challenges 21
 - Volunteer and organizational strategies 22
 - Link between global strategy and local projects 22
 - Alliances 24
 - Funding 26
- Annexes 28
 - Regional strategy in Australia and New Zealand 28
 - Regional strategy in Africa 28
 - Regional strategy in Asia and the Pacific 29
 - Regional strategy in the America's and the Caribbean 31
 - Regional strategy in Europe 32
 - Regional strategy in Middle East and North Africa (MENA) 35
 - How regional/local strategies will be scaled according to budget 35

Introduction

In this chapter, we start with the key questions the reader needs to consider when reading this third draft plan. We go on to explain where we come from and our context. We explain why we chose to use the acronym DESPOGI rather than other more well known terms, we describe the birth and development of GALE and we give a short overview of the global context.

Key questions

This is the third draft of the strategic plan of the GALE Foundation for the years 2018-2022. It will be put forward for advice to the GALE members. The final version of the plan will be decided on by the Supervisory Council in July.

A key issue is the lack of global funding for GALE. This makes our work largely voluntary. Currently there are 3 projects that partly pay a salary for the director. But these funds are restricted to carrying out these 3 projects in Europe. The maintenance of the website and the network is voluntary work. This is not feasible in the long run. In 2022 the director will withdraw and retire. We ask the members and the Supervisory Council to pay attention to this dilemma. How can we recruit more volunteers and give them rewarding tasks? How can we cooperate better with global funders and other global organizations? How can the Supervisory Council develop a timeline and strategy to secure that GALE will be sustainable after the current Director retires? These are key questions to be answered in this strategy document.

The acronym DESPOGI and the use of “sexual diversity”

There are different acronyms to label the target groups of people:

- who feel attracted to people of the same sex
- who want to change sex
- who do not want to be forced in limiting definitions of gender and sexuality

For educational purposes, GALE created the acronym **DESPOGI**: *Disadvantaged because of their Expression of Sexual Preference Or Gendered Identity*.

There are several reasons to not choose for acronyms like LGBTI, SOGI, MSM, or SSA.

1. Education to combat discrimination should not only focus on emancipating people who label themselves as a minority. It should deconstruct the limiting norms that create discredited identities and imagined minorities ([the norm of heterosexuality](#)). “DEPOGI” avoids labeling people in categories and focuses on the structural context of social exclusion.
2. We speak of sexual preference rather than of sexual orientation. We are aware it is politically correct to speak of sexual “orientation” in legal and international contexts. However, we are also aware that the term sexual “orientation” is historically based on the debate whether same-sex attraction is innate or a choice. This debate is based on the idea that same-sex attraction is *wrong*. The use of sexual “orientation” is chosen to avoid the prejudice that same-sex attracted people consciously make wrong choices. GALE is not interested in the question whether same-sex attracted people can change their feelings. This is a biased question. GALE prefers to refer to the free choice of same-sex attracted people and non-binary gendered people to identify the way they want to express themselves. This claim of freedom of expression aligns DESPOGI directly with the human rights framework: Everyone is entitled to all the rights and freedoms set forth in this [Declaration of Human Rights](#), *without distinction of any kind*, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. We speak of *expressing* sexual orientation and gendered identity, because our aim is emancipation. This does not just entail the right to be but also the right to express identity.
4. We speak of *gendered identity*. We want to include not only self-identified transsexual and intersex people, but also boys and girls who are excluded because they are perceived to not conform to the norm of heterosexuality. In this context, some heterosexual and self-identified cisgender students are also included in our target group.

We can use other acronyms when speak of specific target groups or quote sources. When we refer to the variation of sexual preferences and gender identities and their expressions, we use the term “sexual diversity”. Recently, this term has been criticized by activists for people with intersex conditions. They have proposed to use the term “sexual diversity and gender identity and sex conditions”. In her work on heteronormativity, GALE touches on all these identities and sensitivities. However, we also feel that overly complicated correct terms have several disadvantages. It makes our work with mainstream populations often difficult. It makes texts too long and more difficult to read. It reduces “sexual diversity” to sexual orientation, which is not how we use it. For now, we have decided

to keep using “sexual diversity” as a term encompassing the whole spectrum of DESPOGI *and* mainstream (heteronormative) target groups.

Development of GALE 2007-2017

GALE was founded by the Dutch gay activist on education Peter Dankmeijer in 2007. In 2005 he did a worldwide needs assessment and in 2006 and 2007 he convened three meetings with an informal global Advisory Council (10 people, two from each continent). Based on the needs assessment, the Advisory Council decided to focus on four strategic goals: combating heteronormativity in the police forces, schools, health care and the media.

GALE was created with the legal body of a foundation. The foundation was a cooperation between the funder HIVOS (a Dutch development fund) and Empowerment Lifestyle Service (the private but non-profit legal entity of Peter Dankmeijer). In this phase, HIVOS funded Empowerment with €450,000 for 6 regional strategy meetings and 10 small cooperation pilot projects in the period 2007-2010. Some of the Advisory Council members were involved in the implementation of projects and expert meetings. The projects were successful. However, in 2010 the banking crisis forced HIVOS and other international funders to change their policy. They decided not to fund global institutions like GALE any more. Global donors on DESPOGI issues now prefer to grant small budgets directly to grass roots NGOs operating in the most difficult contexts. Education about heteronormativity is usually not seen as a basic need. The opportunities for funding were drastically reduced.

In her strategy, GALE attempted to act both on the local and the global level. We planned each local project to also have a global use. All developed good practices were globally disseminated and can be used in other contexts. GALE also explored which global conditions need to change to facilitate local opportunities. GALE applied for and got consultative status with UNESCO in 2008. The Dutch government was very helpful in providing additional access to UNESCO. In 2010, GALE discussed the future with the Dutch government. The Dutch government decided that GALE could be a partner in the Dutch strategy to help shape an international “equality” coalition of States, cities and NGO’s. In 2011, the Dutch government funded GALE with an annual budget of €50.000 for stimulation and cooperation. This was focused at supporting UNESCO with the anti-homophobic bullying research project (2011-2016). Accepting this grant implied that GALE had to set priorities. This project focused on schools only. The Advisory Council did not appreciate this change of strategy. The Advisory Council preferred GALE to focus on strengthening of internal procedures. But without any funding, the director assessed that a full year effort to mainly focus on internal

affairs would cripple the foundation. When the director decided to spread the review of internal procedures over a few years, the Advisory Council members withdrew.

In the Netherlands, a budget of €50.000 is sufficient to sustain one employee for a 0,4 part-time appointment and related travel and printing expenses. This Dutch government funding remained stable until it ended in 2017.

In 2011, Empowerment decided to change its legal status. The international activities were transferred to the GALE Foundation. The foundation was remodeled from a HIVOS-Empowerment cooperation to an autonomous foundation with a supervisory model. This means that the director is also the board of the foundation and has extensive management powers. The new Supervisory Council limited itself to a strategic advisory function and has the legal responsibility to check the financial accountability and reliability.

In 2017, an attempt was made to re-establish a democratically elected Advisory Council. This was only partially successful. About 10% of the 880 members voted and only 2 of the 10 candidates got enough votes to reach the set minimum of 10 votes per person. However, later research on this process showed that a 10% rate of voting in similar associations is not uncommon, and even rather high. Still, GALE would like to increase the involvement of members in the GALE strategy and activities.

The local (Dutch) activities of Empowerment were transferred to a new similar foundation Edu-Diverse (“EduDivers”).

The shift to antibullying and schools

In the years 2011-2017, GALE’s work had 2 focuses: global strategy and a European strategy. The global strategy was to stimulate and support UNESCO to engage with sexual diversity. This strategy got a big boost when – prompted by GALE – the Dutch government gave five-year funding to UNESCO. UNESCO focused on research in five countries in Africa and Asia. UNESCO also trained the UNESCO regional offices. The regional offices support projects and work with the national UNESCO Commissions. (National UNESCO Commissions represent countries at UNESCO and consist of representatives of Ministries of Education and Ministries of Foreign Affairs.)

The focus of GALE was to:

- develop a world map of the situation in countries
- offer facilitation of strategic workshops to bring government officials, education sector experts and DESPOGI activists together

- promote cooperation between NGOs and governments to create more coherent national strategies

The strategy to network with governments failed because UNESCO discouraged GALE initiatives in this area. UNESCO feared that GALE and other NGOs would antagonize sensitive governments.

GALE also wanted to work with UNESCO and other international partners to explore how we could:

- develop standardized tools for research
- prepare commitment for an international resolution on sexual diversity and education
- cooperate on a global follow-up strategy after 2016.

The first global strategy succeeded: a State-monitoring instrument was developed (the GALE Right to Education Checklist, 2012), 3 editions of a global map (2013, 2015, 2017) were published, a European country-to-country report was published (2017), 8 national strategic workshops were facilitated, 10 trainings were given, and two action guides were published (2012, 2017).

Especially the development of country assessments was received very well by NGOs. This cost more time than expected. Because of the momentum in Europe, a European report was published first. Other regions will follow. Each country assessment results in local discussion about the reliability of the assessment and about the recommendations. This takes time. But it is necessary because in this way GALE helps to start a movement towards improving the system in a strategic way.

The European strategy relies on European Community funding. GALE's interest is to:

- develop EU cooperation between DESPOGI NGOs on education
- between DESPOGI NGOs and mainstream NGOs and to develop instruments (research tools, good practices database, training, e-learning, stimulation of professional project development)
- to cooperate on mainstreaming of DESPOGI issues in government policies

The competition for European funding is fierce and only about 1 in 10 projects proposals gets granted. Four GALE proposals failed, but gradually GALE built networks and experience. We got involved as partner in other projects ([NISO](#), [ARES](#), [LEGOP](#)). In 2017 GALE finally got its own proposal granted. This project is not specifically focused on DESPOGI issues but on the development of a European Anti-Bullying Certification of schools (which includes attention for minority groups and structural forms of discriminatory bullying).

Global context

Before 2010, it was taboo on the global level to discuss sexual diversity. A report of the UN Special Rapporteur on Education on comprehensive sex education in 2010 included an explicit analysis of patriarchy and heteronormativity. It created fierce opposition of the then emerging “traditional values coalition” of States. It was ditched without considering it further. But at the World AIDS Conference in Mexico in the same year, statistical evidence showed for the first time that criminalization and stigma made Aids prevention less effective. The Ministries of Education of Latin America jointly pledged to implement comprehensive sex education including combating homophobia and gender violence. It also gave other UN agencies like UNAIDS (Aids prevention), UNESCO (education), UNDP (development support) and to a lesser extent UNFPA (family planning) and UNICEF (child rights) a legitimation to embark on research and small-scale prevention projects.

The UNESCO project of 2011-2016 should be seen in this context. UNESCO decided to focus on “homophobic bullying” because a focus on combating violence is internationally less controversial than a focus on education about same-sex relations. UNESCO was not the only UN body to focus more on DESPOGI. UNDP embarked on a series of national “explorations” of homophobia and transphobia, which was highly interactive with local and international NGOs.

At the same time, there was an international discussion about the end of the old Millennium Goals and the new Social Development Goals (SDGs). The attempt to include sexual diversity aspects in the SDGs failed because of political opposition of the traditional values lobby. In recent years, school bullying has become a topic of international discussion. In the international arena homophobic bullying does get some attention now. However, the trendsetting antibullying programs like Olweus and KiVa refuse to incorporate bullying based on discrimination in the definition of bullying. In 2015, the UN General Assembly adopted a unanimous resolution against bullying, but only after erasing all the references to homophobic bullying.

The technical need to set quality standards for development, Aids prevention, sexual education and to combat gender violence does urge UN agencies like UNAIDS, UNDP and UNESCO to more action. They explore how to measure and monitor homophobia and transphobia and search effective ways to promote sustainable development and universal health. For example, UNDP works with Outright International, ILGA and RFSL on developing a set of LGBT indicators for development. UNESCO develops renewed international

guidelines for sexual education. UNESCO also develops questions to integrate data on homophobia and transphobia in national and international monitoring research instruments.

These efforts are noticed by States in the traditional values coalition. The traditional values coalition continuously tries to limit human rights activities in their countries and in the global arena. Often, this happens with the argument that UN bodies adopt a “Western” perspective and use “invasive” strategies which disrupt traditional values in their countries. The traditional values coalition maintains that human rights are not universal but limited by local traditional values. These traditional values are often set or promoted by conservative totalitarian governments.

The strategy of the traditional values coalition is to delete any mention of DESPOGI target groups by calling DESPOGI rights a “controversial” topic. This polarized political environment makes UN bodies and members of the opposing “equality coalition” apprehensive to make “controversial” statements.

As a result, the more careful UN agencies are withdrawing from mentioning DESPOGI rights explicitly. For example, UNESCO’s new strategy blends comprehensive sexual education and combating violence into a strategy on “gender-based violence”. Sexual diversity is included in the strategy, but readers of the strategy documents must analyze them carefully to discover where and how. This makes DESPOGI human rights activism almost an undercover operation.

It remains difficult to put the human rights of DESPOGI on the global political agenda. There have been occasional general resolutions stating that SOGI rights are human rights. But the equality coalition integration of sexual diversity in other resolutions have failed. On a lower and concrete level NGOs and supportive governments have been able to insert their concerns about SOGI related discrimination. For example, this happens in the Universal Periodic Review of the Convention on Social and Economic Rights, in reviews of the Convention on the Rights of the Child and of CEDAW (convention against women’s discrimination). A notable exception has been the review of the Convention Against Discrimination in Education. This convention is reviewed every seven years, but the procedure does not offer space for NGOs comments, nor does it stimulate dialogue. Since 2016, GALE is exploring how we can open the reviews of this convention and make it a better instrument to combat discrimination. Our exploration showed there are a range of challenges. Improving this procedure will require a long-term effort.

Strategic objectives

We first describe our mission and continuous goals, then we go into the objectives of this strategic plan.

Mission and goals

The mission statement shared by the GALE Foundation and the GALE Association is:

We promote the full inclusion of people who are disadvantaged because of their sexual orientation, sexual identity and their expression by identifying, enhancing and sharing educational expertise.

Our overarching goals are (as documented in the Statutes):

1. GALE organizes a learning process and a learning community
2. GALE stimulates her members and partners to take part in her mission
3. GALE aims to make methods more effective and to develop high impact strategies

Strategic objectives 2018-2022

GALE will keep a focus on the school sector in the coming years. We will periodically update the World Report on the Implementation of the Right to Education for DESPOGI. GALE will use this effort to recruit volunteers, to engage in campaigns and to build capacity of local organizations and individuals. We formulate the following goals:

1. Stimulating national strategic action

GALE has found that there is much activism on education in a lot of countries, but that the impact of the actions remains very limited. Too few students are reached. Even if they are reached, the impact may be limited because partners are not expert enough. To address this lack of impact, GALE thinks it is imperative that the key partners cooperate on a joint strategy. The key partners are government officials, education sector experts and leaders and DESPOGI NGOs.

GALE discovered it works to make a country analysis, discuss it and jointly develop a strategy. The first strategic objective is to focus on this process of national strategic cooperation. Concrete objectives are:

- 1.1. GALE stimulates and supports NGOs and governments to do research on DESPOGI in education to assess the situation in their country.

- 1.2. GALE develops a worldwide overview on implementation of the right to education for DESPOGI.
- 1.3. GALE stimulates and supports the founding of national strategic educational “GALE” committees which initiate and raise the quality of national strategies on sexual diversity and education.

GALE creates an alternative discourse on how inclusion of sexual diversity is possible even in traditional contexts. GALE will focus on religious schools and on denying countries which base their resistance against human rights on culture and religion.

2. Raising the quality of education activities

Local activists have developed hundreds of activities and interventions to make schools more safe and inclusive. These include research on students and teachers, awareness campaigns, peer education, teacher training, gay straight alliances in schools, school consultancy and a range of other less well-known activities. Many activities are very colorful and visible and create a lot of enthusiasm. At the same time, they can also elicit resistance. Most activities have in common that we know little about the real impact of activities. There is little research on effects and even less discussion of the relative impact of different interventions. GALE is worried we invest a lot in interventions that may not work so well. Therefore, GALE sets objectives to organize a strategy to explore what works and to share this information with professionals and activists:

- 2.1. GALE collects bad, good and best practices. It describes them and makes them available through a global database.
- 2.2. GALE creates a peer review method to validate educational interventions. It stimulates a dialogue among developers about the quality and benchmarking of interventions.

3. International advocacy

The consultative status with UNESCO has taught GALE that influencing UNESCO is a challenge, on a technical level but especially on an intergovernmental and political level. Improving the procedure of the Convention Against Discrimination in Education remains a long-term priority. But short-term wins can be better accomplished by using the reviews of conventions that are already more open to inputs by NGOs. Therefore, we set the following objectives:

- 3.1. GALE stimulates NGOs to document discrimination in education against DESPOGI in ways that can be used in litigation, in NGO-input in reviews of conventions and in advocacy in general. These are included in country assessments.

- 3.2. GALE transfers concerns raised in the country assessments to the international dialogues in the context of the reviews of the Convention Against Discrimination in Education and other conventions that are relevant for education.
- 3.3. GALE pursues a strategy to open the procedure of the Convention Against Discrimination in Education for input by NGOs. It tries to open the dialogue about discrimination in education between governments and NGOs. It will mobilize NGOs and governments to include DESPOGI concerns in the reviews and recommendations.
- 3.4. GALE stimulate States that have not signed the Convention Against Discrimination in Education to sign it. When they have signed it, GALE stimulates them to implement it, report on it and to include sexual diversity.

Concrete impacts

What do we really want to see changed in the world as impacts of the GALE strategy? These are the concrete impacts we look for:

1. Every two or three years, a World Report has been published. The cooperation on the report has involved about 500 people all over the world. It has led to local awareness campaigns, strategic workshops, cooperation and follow-up steps.
2. In fifteen countries strategies on DESPOGI and education have been initiated, or the quality of existing initiatives has been enhanced.
3. The average quality of country assessments has been raised. In countries without research, some research has been done to base the assessment on. In countries with only one perspective (for example only the view of an NGO), the needs assessment is based two or three perspectives (education experts and government officials). The opinions of DESPOGI students and activists have been made more visible to decision makers.
4. GALE developed good practices to work on education and sexual diversity in denying countries and in religious schools. These are more visible. An alternative discourse on how inclusion of sexual diversity in traditional contexts is possible has been created.
5. Activists and developers of educational interventions on sexual diversity in schools have engaged in a global discussion on quality, effect and impact. A start has been made to

develop a benchmarking quality system (checkpoints for curricula, teacher training, youth participation, impact research).

6. GALE supported at last fifty interventions on improving the rights of DESPOGI in education in the review of the Convention Against Discrimination in Education and in the review of other relevant conventions (Right of the Child, Economic and Social Rights, CEDAW).

Strategy

The strategy for the next five years consists of 6 action points based on 3 strategic lines (strategic action, capacity building and global advocacy):

Strategic action

1. the development of World Reports
2. stimulating strategic committees

Capacity building

3. organizing conferences
4. training
5. quality benchmarking

International advocacy

6. cooperation on global politics

Due to the limited availability of funding, it is difficult to assure implementation of this strategic plan. In this plan we have given options for how we intend to operate depending on the level of funding (no funding, limited funding, adequate funding).

Strategic action

1. Development of World Reports

The most basic activity of GALE is the publication of country reports. We publish these in updated World Reports. The development of a country assessment is an interactive exercise. It follows this procedure:

- 1) local respondents fill in the GALE Right to Education Checklist and score their country
- 2) collect research and other data

- 3) write a draft assessment without score
- 4) compare the survey scores with the draft assessment and determine a score
- 5) do a final check with local experts
- 6) edit and publish the assessment

This way, the development of the country assessments becomes an interactive cooperation which raises the strategic awareness of all partners and creates interest in a political follow-up.

The 2018 World Report is the first edition, which is still flawed in several ways.

In many countries, there is not any awareness or research. By assisting local partners to do some research and small targeted awareness campaigns, we aim to raise local awareness about DESPOGI and education. This will also raise the quality of the Report.

Another flaw is that in most countries, the Report is based only on the perspective of NGO peer experts. Education strategy can only be of a high impact when it is carried out in cooperation between DESPOGI people, the government, and the education sector itself.

Therefore, it is a priority to help make contacts and facilitate cooperation. GALE can stimulate local partners to contact experts with other perspectives.

A third flaw is that some countries are federations where education policy is decentralized to states, regions or provinces. In such cases, it would be good if not only the federation but also the regions are assessed. GALE is not able to do this but will stimulate and assist local partners to develop more local assessments.

To strengthen the cooperation and to lessen the (volunteer) work burden of the director, volunteer "reporters" will be recruited to help update the country assessments.

When we find no funding, we will rely on volunteer work. In this situation, the first World report will be completed in 2018 and a second version will be published in 2022. Updates of country reports will be published continuously on the website world map. When we find limited funding, we will make a third update in 2020. With adequate funding, we will update the world map continuously with new information and publish annual country assessments and a report.

2. Stimulating and supporting Strategic Committees

The experiments with strategic workshops were quite successful in the past years. They worked best when local participants were from different sectors and when they looked for

structural solutions to improve the education system. The workshops were most successful in denying and lower-end ambiguous countries when they were preceded by a basic peer education or teacher training. This training is about how to deal with difficult questions and negative comments. Activists feel fear and anger when confronted with such responses. These emotions make it difficult for them to think on a strategic level. A preceding workshop helps to take away the fear. It clears the way for self-esteem and a more rational assessment.

The cooperation process on country assessments will be used to stimulate local partners to found national or local strategic committees. The key tasks of such committees are to:

- 1) cooperate on research and monitoring
- 2) to agree on recommendations
- 3) to cooperate on strategic and concrete follow-up projects

GALE will stimulate founding of strategic committees by asking local "reporters" to become "ambassadors" and organize the workshops and follow-up activities. Such initiatives will be shared as GALE news and ambassadors will be supported by a mailing list and a closed Facebook platform. GALE will also provide resources to organize the workshop, to facilitate the extra day of basic training, to do research, on how to set priorities and how to manage cooperation. This support will be based on the [GALE Advocacy Guide](#) and the [GALE Committee Guide](#).

When we find no funding, we will stimulate local partners to cooperate. We can provide some tools and online networking spaces to facilitate their work. When we find limited funding, we will launch a targeted campaign for strategic action and provide some capacity building tools, which will partly be (free) e-learning. With adequate funding, we will develop a full package of capacity building tools and support, including local resources to implement this priority.

Capacity building

3. Organizing conferences

The lack of funding to organize international meetings since 2010 has made it difficult to form proper working relationships with GALE members. In the next five years, GALE will make a conscious effort to create more life networking by organizing conferences and workshops. We may try to organize this in the context of existing conferences, like that of ILGA. But the

audience at ILGA conferences is often more political (not educators and trainers). It is focused on identity-based political advocacy and capacity building (and less on mainstreaming). For example, activists may think visibility and representation strategies are effective education strategies. This is only true in some specific – already accepting – contexts. Such differences in views may make it difficult to have an in-depth discussion on education strategies. It is therefore necessary to look for ways to organize our own meetings.

The aim of the conferences will be to:

- 1) exchange bad, good and best practices
- 2) to discuss how to raise the quality of methods and activities
- 3) to stimulate and support strategic operation
- 4) to strengthen the bonds and cooperation within GALE

An important strategic function of the conferences will be to get the most active members and partners together. They will evaluate past cooperation and plan new projects in the following years.

GALE is aiming to organize two international conferences; one in 2019 and one in 2022. The 2019 conference may coincide with the final conference of the Anti-Bullying Certification project which is planned in December 2019 in Brussels. For the second conference, a call will be made to "rainbow" cities to offer a bid for hosting the conference.

When we find no funding, we will invite GALE members to Europe in December 2019 for a conference on their own costs. When we find limited funding, we will make this conference larger and will provide scholarships. We will also organize small pre-conferences in connection with ILGA- or other conferences in other world regions. With adequate funding, we will organize two world conferences (one in Europe, one in the South) and a series of smaller meetings in regions.

4. Quality benchmarking

Currently, most work on sexual diversity in education is done by DESPOGI volunteers or professionals. DESPOGI volunteers often have limited expertise on effective education. Mainstream professionals often have limited expertise on sexual diversity. A lack of cooperation has led to educational interventions and materials with broad range of quality. In discussions on quality, it is common that partners find it difficult to agree on quality

standards.

GALE will create a process in which activists and experts engage in dialogue on which methods are effective and how to implement them with high impact. We hope we can gradually agree on quality standards and on how to check and test them. We call this a "benchmarking process".

The building of the GALE database is essential in this area. We will involve members and experts in writing and reviewing bad, good and best practices. GALE will give priority to describe:

- 1) peer education sessions
- 2) teacher training
- 3) student level curricula
- 4) teacher guides to implement student level curricula
- 5) interventions in religious schools and communities

Life discussion on this can also take place during conferences, in method development projects and online.

When we find no funding, we will ask interns to write bad, good and best practice descriptions. We will ask members to review the quality of them and to identify quality criteria. We will study and publish articles on criteria, effect and impact to stimulate the discussion.

When we find limited funding, we will more systematically map current interventions, review them and add more interventions. We intend to cooperate on this with universities and LGBTIQ+ documentation centers like IHLIA (International Gay and Lesbian Information center and Archive, Amsterdam) and other documentation centers/archives. With adequate funding, we will not only map interventions. We will also do research to test them. We will organize a conference and workshops on quality benchmarking and assessment.

5. Training

Training will take two forms: life and online.

In 2016, GALE developed e-courses for secondary school teachers: "Sexual Diversity in Schools for Beginners". In addition, a course for companies was developed. In 2017, the e-courses were moved to a new e-platform, sexualdiversityacademy.org. The possibility of payment was introduced to maintain the platform. In new projects, GALE aims to create e-

learning as a tool, so the Sexual Diversity Academy can be developed further.

Concretely we are looking to develop courses for:

- 1) DESPOGI activist youth
- 2) Peer educators
- 3) GALE reporters
- 4) GALE ambassadors
- 5) Primary school teachers
- 6) Advanced secondary school teachers
- 7) Vocational school teachers
- 8) Principals
- 9) Activist researchers

In the past 5 years, GALE has developed several life courses. We already mentioned the one-day workshop on how to deal with difficult questions and comments. We also developed an extended version of this workshop (2-3 days). This is mainly used to assist activists to develop their own course for a specific target group. We also developed a 3-day course for activists on doing (simple) research on education. Finally, we developed an international 5-day course. This course is offered annually. We will keep offering these courses and improve them over time. This can be done by integrating them in projects. They can also be given with small embassy funding. In Europe, NGOs can apply for Erasmus+ funding to attend such courses; GALE will offer online templates to submit Erasmus+ funding proposals.

When we find no funding, we will offer e-courses and life training for a cost-covering fee. When we find limited funding, training or e-learning will be offered free to the audience which is covered by the projects granted. With adequate funding, we will make e-courses free for GALE members, organize train the trainer trainings in various regions and support a network of trainers with quality standards, ongoing training, resources, marketing and effect evaluation.

International advocacy

6. Cooperation on global politics

One way to influence governments is to engage in dialogue with them in the context of international Conventions and Recommendations. The GALE Right to Education Checklist

outlines which aspects of international Conventions are most relevant for sexual diversity. The country reports therefore offer a review of data that can be used in the Convention monitoring procedures.

Of the five relevant Conventions, four are very important and three of these are already well accessible for NGOs. These are the **Convention on Social and Cultural Rights**, the **Convention on the Rights of the Child** and the **CEDAW Convention on the rights of women**. There are already a few international NGOs working on integrating SOGI rights into the monitoring of these Conventions. GALE is not aiming to make this a priority of its own work because it requires specific expertise and it is expensive and time consuming. Instead, GALE intends to cooperate with organizations who already engage in the monitoring procedures. GALE will supply them with information and connect them with local activists. Only when the global partners are not interested in such cooperation, GALE will look for other ways to get stimulate global advocacy on education.

The two other Conventions are managed by UNESCO. The monitoring procedures of these are very long-term (every 4-7 years). Currently, the role of NGOs is minimal in UNESCO procedures. This is especially disappointing in the case of the [Convention Against Discrimination in Education \(CADE\)](#). This potentially could be the most relevant instrument to address DESPOGI discrimination in schools.

However, making the voices of DESPOGI students and supportive partners heard in the monitoring of this Convention faces three challenges:

- 1) The monitoring procedure of CADE must to be open for NGOs in general. This requires a priority of UNESCO and maybe additional funding.
- 2) States must be encouraged to sign CADE and report on it. Currently, this often does not happen. We need to raise the importance of this Convention.
- 3) A question on sexual diversity need to be integrated in the questionnaire for States to secure attention for this type of discrimination.

It is clear these challenges are well beyond GALE's potential. Therefore, we will work with other global NGOs, UNESCO, local partners and with Permanent Representatives to UNESCO to raise the importance of and priority for this Convention. This is a long-term challenge and strategy. The 10th consultation of the CADE is sometime between 2022 and 2024. This is outside of the scope of this strategic plan. However, GALE already can prepare for this because the guidelines for the consultation starts one year before the CADE survey is sent to States. After this, it takes another year for the summary report to be discussed by the

UNESCO General Board and the General Conference. GALE will recommend UNESCO to open the consultation to NGOs and to include a question about DESPOGI students. GALE will support local partners to make CADE shadow reports and collect the data to compile and publish a global shadow report.

The last convention is the **Convention on Technical and Vocational Education**. Engaging in this consultation is not a priority for GALE. The CTVE has been ratified only by a limited number of States and there are few references to diversity in it.

When we find no funding, we will work with volunteers or interns in Paris and online contacts with Permanent Representatives to UNESCO on opening the CADE consultation to NGOs. We will inform active international NGOs about country files that may be useful in other monitoring mechanisms. When we find limited funding, we will actively take part in UNESCO conferences in Paris and advocate more systematically and on site for improved monitoring with Permanent Representatives. With adequate funding, we will form an alliance of Right to Education NGOs and UNESCO to create conditions that make it possible to monitor the Convention against Discrimination in Education more fully and to include NGOs in the review.

Another important areas of international politics are the **Social Development Goals (SDGs)**. Although the lead slogan of the SDGs is “Leave non-one behind”, The LGBTI movement failed to overcome international resistance against explicitly mentioning SOGIESC aspects. Still, there is an international movement to include such aspects. This movement is led by UNDP in cooperation with the World Bank and UNESCO and is supported by an NGO coalition of Outright International (USA), RFSL (Sweden) and ILGA. A key instrument in this endeavor is the development of an LGBT Development Index, which includes indicators for successful development. GALE engaged with Outright International and UNESCO to develop the education indicators in 2017. Some important indicators were included, like non-discrimination, antibullying, educational attainment and sexual education. Other indicators that feature in the GALE Checklist, like quality of teachers, human rights education and the right to come out (self-expression) were rejected by the SDG working group.

A next step will be to advocate the integration of these indicators and related survey questions in large-scale international research. GALE will take a consultancy position in this by publishing reviews of scientifically reliable survey questions and guidelines on how to convince researchers this will add to the quality of their surveys and not lead to unwanted loss of respondents. Further steps will be to analyze research results and promote the use of

them in policies. Here the GALE World Map and country analyses will play a role again. In many cases it will not be possible to integrate questions in existing large-scale surveys. Therefore, GALE will also stimulate small-scale research that includes the SDG indicators, as well as the GALE indicators that are currently not included in the LGBT Development Index.

Regional and financial strategy

In this chapter we look at specific priorities in regions and at financial possibilities. Regions differ in levels of development and priorities and therefore also in funding potential. The priorities of GALE in regions have been initiated in a series of regional strategy meetings that were held in 2007-2009. In this plan we still rely in part of the directions given then. But we also base ourselves on the work done for the World Report and on results of national strategy meetings we co-organized and facilitated between 2012 and 2017.

Funding challenges

Implementation of this strategy plan largely depends on possible funding. GALE does not have exploitation funding, nor does it have significant own income. Members do not pay a fee. Many of them would not be able to afford a fee. The international transfer costs would be considerable. The staff costs for administration of fees would be higher than the fees themselves. This means that GALE income must come via project budgets. The maintenance of the website platform is part of the overhead costs. Funding will largely depend on local and regional cooperation.

In 2017, the grant of the Dutch government ended. At the time of adoption of this plan, the new Dutch international policy and available budget were unclear.

Other global international donors for SOGI-related funding are American and West-European. Many donate to their national LGBTI organizations or directly to local recipients in development countries. Because of the global banking crisis, most large development organizations have less budget. They focus their funding on smaller budgets which go directly to grass roots organizations in the South. Many donors are hesitant to fund international organizations because “regranting” involves the risk of creating an extra layer of bureaucracy and a lower percentage of grants benefitting target groups directly. GALE must show that the cooperation framework of the foundation with local organizations provides added quality and is not a drain on local benefits.

Volunteer and organizational strategies

During the needs assessment in 2004-2005, respondents stated they preferred to be member of a task-oriented and external-oriented organization. They warned not to get stuck in internal debates about identity-based representation and political correctness. They preferred to focus on concrete work to combat heteronormativity.

GALE needs to build a continuous and stronger bond with her members. We must accept that most members are in the network to make use of the database and to keep informed, in short, as consumers rather than active members. To strengthen the bond, GALE needs to go back to the original need for concrete education action. We need to involve the most active members as partners. To do this, we will develop two pathways:

1. A pathway for volunteers. This includes concrete activities volunteers can undertake in their own country. Volunteer activities need to be relatively simple, free or low-cost, and be personally rewarding on the short term. For this, GALE will develop a method for story collection and storytelling.
2. A pathway for allied organizations. This focuses on forging partnerships to develop strategies and to find funding to carry out projects that implement the strategy. For this GALE will look for 3-4 reliable partners in each region with whom to apply for projects. Local partners and the GALE Foundation would jointly develop and implement methods. The GALE Foundation would be responsible for:
 - organizing peer reviews
 - translations in world languages
 - dissemination of innovations
 - channeling advocacy on the global levelLocal partners would be responsible for implementation and regional dissemination and advocacy.

GALE will consider creating a global partner cooperation committee or replace the Advisory Council with a committee of representatives of local partners and the GALE Foundation. In the longer term, the current Dutch members of the GALE Foundation Supervisory Board could be replaced with representatives of cooperating partners.

Link between global strategy and local projects

In each region, the six global strategic action points can be translated in concrete action points and activities on the local level. The following list of local actions can function as a

framework and inspiration for cooperation between local partners and the GALE Foundation:

1. Develop a national or regional strategy

- 3.5. RESEARCH. Do or advocate for research to assess the needs of DESPOGI students. Use the GALE Right to Education Checklist as a guide to cover all issues. Use the GALE model surveys for denying, ambiguous and supportive countries as a template to collect data. Follow a GALE course on doing research and making the results have impact.
- 3.6. ASSESSMENT. Make a draft country of local assessment of the situation. Discuss the assessment in a strategic workshop. Publish the assessment and the recommendations. Share the results with GALE to put it on the World Map.
- 3.7. ACTION. Create a national or strategic educational “GALE” committee. The Committee get relevant partners together. The Committee initiates national or local strategies on sexual diversity and education. The Committee raises the quality of methods and activities on sexual diversity and education.

4. Raise the quality of education activities

- 4.1. DESCRIPTIONS. Describe your bad, good and best practices in such a way that other activists and professionals can learn from them. Share descriptions and research on activities with GALE for publication in the global database.
- 4.2. PEER REVIEWS. Send your good practices to GALE to get feedback and recommendations through a peer review method. Take part in a global dialogue among developers about the quality and benchmarking of methods and activities.
- 4.3. CONFERENCE. Visit the GALE conference in December 2019 and in 2022.

5. Think and act global as well

- 5.1. MONITOR. Monitor discrimination in education. Describe discrimination events in a way that can be used for litigation, for NGO-input in reviews of conventions and in advocacy.
- 5.2. SHARE. Share anonymized descriptions with GALE and with other global partners who can use the information for global advocacy.
- 5.3. SIGN CADE. Stimulate your State to sign the Convention Against Discrimination in Education (CADE). Many governments who signed it, do not seriously implement it or report on it. Stimulate the government to implement and report on it and to include sexual diversity.
- 5.4. CADE ADVOCACY. Write an NGO review of DESPOGI discrimination in education.

Offer recommendations. Publish it at the appropriate time (2022) so it can play a role in the review of the Convention Against Discrimination in Education (CADE). Discuss the review with the government and other national partners.

Alliances

In this strategy plan, GALE has limited its focus from training all professional groups and the public to youth, and more specifically to the school system. It has also shifted its attention from a rather broad and diffuse perspective on “advocacy for DESPOGI in general” and “piloting a range of methods” to systematically working on “more strategic action in the education field” and to “raise the quality of educational activities”.

These strategy choices position GALE clearly in global and local contexts. It gives partners and donors a view on what to expect and how they can cooperate with GALE.

The Global Assessment on LGBTIQ+ Education Needs showed that representatives of NGOs expect LGBTIQ+ NGOs who work on the global level to cooperate more intensively. The Assessment also made clear they see GALE as a key partner in education.

Based on the Needs Assessment and on the strategy described here, we can outline the following ambitions for cooperation.

UNESCO: focuses on supporting States by facilitating the consultations on Conventions and Recommendations and providing them with technical guidelines, developing standardized instruments and training of officials. GALE looks forward to cooperating on:

- 1) Provide relevant data (research, good practices)
- 2) Stimulate the use of the technical guidelines on sexual education
- 3) Stimulate the use of the UNESCO standardized questions in large-scale monitoring research
- 4) Report on the results on large-scale monitoring research in countries and stimulate the use of the data for strategic follow-up
- 5) Jointly offer capacity building training
- 6) Assist with raising the status of the Convention Against Discrimination in Education to enhance the quality of the consultation by:
 - a. stimulate more States to sign the Convention
 - b. increase the number of reports in the consultation
 - c. include the voice of NGOs in a transparent consultation procedure
 - d. include specific attention for vulnerable groups like DESPOGI in the questionnaire

The independent expert on SOGI: focuses on raising awareness of violence and discrimination against persons based on their sexual orientation or gender identity, and to address these. The first Independent Expert Vitit Muntarbhorn included attention for DESPOGI students and education in his action plan. The second Independent Expert Victor Madrigal-Borloz. GALE looks forward to cooperating on:

- 1) Provide the Independent Expert with information in general and for country visits
- 2) Assist the Independent Expert in developing strategic recommendations to address discrimination in education

UNDP: focuses on supporting States in the implementation of the Sustainable Development Goals. GALE looks forward to cooperating on:

- 1) Provide relevant data (research, good practices)
- 2) Stimulate and support the use of the UNDP/World Bank LGBT Development Index
- 3) Jointly offer capacity building training

UNICEF: focuses on supporting States to protect children's rights by monitoring child rights, supporting youth to make their voice heard and to implement projects that support the position of youth. GALE looks forward to cooperating on:

- 1) Provide relevant data on DESPOGI youth rights (research, good practices)
- 2) Assisting in making DESPOGI voices heard in UNICEF strategies and events
- 3) Jointly offer capacity building training

UNFPA and UNAIDS: focus on supporting States to combat Aids and to provide adequate family planning services including sexual education in schools. GALE looks forward to cooperating on:

- 1) Provide data on good practices on integrating DESPOGI in sex education and to reduce harmful heteronormativity in such programs
- 2) Jointly offer capacity building training

ILGA, Outright International, RFSL: focus on international advocacy and on networking and capacity building among LGBTIQ+ identified member organizations and partners. GALE looks forward to cooperating on:

- 1) Collect discrimination information on education
- 2) Use the information to facilitate national and international advocacy
- 3) Combine opportunities for networking (workshops, pre-conferences) to discuss

educational action

- 4) To strengthen the implementation of the Sustainable Development Goals
- 5) Jointly offer capacity building training

IGLYO: focuses on networking and capacity building among LGBTIQ+ identified member organizations and making the voice of LGBTIQ+ youth heard. IGLYO focuses on the European region. GALE looks forward to cooperating on:

- 1) Collect youth views on discrimination in schools
- 2) Combine opportunities for networking (workshops, pre-conferences) to discuss educational action
- 3) Jointly offer capacity building training
- 4) To discuss standards for safe schools and how to implement them

GATE: focuses on advocacy for transgender issues and on networking and capacity building for transgender organizations. GALE looks forward to cooperating on:

- 1) Collect trans youth views on discrimination in schools
- 2) Collecting good practices of integration of trans students in schools
- 3) Developing educational interventions that integrate attention for transgender issues in the wider context of combating heteronormativity and promoting safer schools

Funding

To be able to be successful in fundraising, GALE needs to focus on strengthening alliances with strategic donors and partners (HIVOS, ILGA, UNESCO, PNUD, Dutch Government, Astraea, Outright Action, etc.) but also with new potential donors and new partners (Institute of International Education, HREA, MCC, AJWS, ICCO, Hirshfield-Eddy Foundation, the new Independent Expert on SOGI – Victor Madrigal from Costa Rica, elected a few days ago -, New Zealand, Norway, Sweden – they all have programs and funding for LGBTIQ issues – CIDH, OEA) among others.

The strategy towards donors and funders needs to be determined in cooperation with local actors and is therefore an ongoing process. International projects need to have a direct impact or meaningfulness for local organizations and their constituencies.

International projects that GALE is looking to cooperate on, are:

- 1) Discrimination documentation projects in different regions and countries. These

projects include:

- a. Collecting data on the situation in schools
 - b. Analyzing and assessing the situation
 - c. Engaging in dialogue with NGOs, educational experts and officials and government officials about the situation
 - d. Developing recommendations to develop or improve a strategy
- 2) Two world conferences and possibly other local conferences or pre-conferences on education
 - 3) Collection, description and sharing of bad, good and best practices to combat heteronormativity in education, to support DESPOGI students and to create safe schools for all
 - 4) Peer review of methods and activities to assess their usability, effect and impact
 - 5) Research on methods to assess their usability, effect and impact
 - 6) Piloting methods to support religious schools to protect DESPOGI students and to create a safe and inspiring schools environment and curriculum for them and their peers
 - 7) Development and implementation of online and life training on research, strategic development, volunteering, peer education and teacher training
 - 8) Support for UNESCO to raise the status of the Convention Against Discrimination in Education and to include vulnerable groups like DESPOGI in the consultations.

More details of intentions are provided in the Annexes on regional strategies.

Annexes

In the annexes, we give an overview of strategies and activities that have been developed in different regions and opportunities to build on this work and take it a step further. The annexes also give a preliminary view of GALE priorities. These priorities must be shaped and detailed with local partners.

Regional strategy in Australia and New Zealand

Australia and New Zealand have a variety of educational strategies. In some Australian states, DESPOGI educational strategies and methods are politically contested. Local partners could benefit from a more joint strategic action.

However, the local partners are professional enough to engage in this themselves. GALE does not see a strategic benefit for the local partners or for her global goals to prioritize GALE action in this region.

Regional strategy in Africa

Most countries in Africa are scored on the GALE World Map as "denying". Access to the education system is largely forbidden. Criminalization of same-sex relations is even a risk for self-organization. Local activists have indicated that their interest lies in a combination of self-organization and empowerment activities. Such activities are safer when they take place below the government radar and stay out of the media. Activists have also indicated an interest in rediscovering pre-colonial same-sex relationship arrangements and creating some awareness that same-sex relations and trans identities are not "un-African".

In the period 2008-2011, GALE initiated projects in Southern Africa and Burundi. The project in South Africa, Namibia and Zimbabwe focused on developing a media manual and on training media professionals. The project in Burundi focused on small-scale research. Both projects were challenged by a lack of capacity in the cooperating organizations. Although the projects yielded some results, we have learned that a good pre-assessment of the context with the partners. To be able to build a trusted relationship and build capacity, it is preferable to start with small-scale cooperation.

An educational strategy can have a focus on small scale projects. Such projects can focus on:

- 1) internal storytelling for empowerment

- 2) small scale research
- 3) documentation of discrimination in schools
- 4) anonymous storytelling to create mainstream awareness
- 5) There is also a need to share experiences with such methods. Informal peer reviews of methods and regional conferences or workshops can support this.
- 6) It also could mean working with universities to rediscover the pre-colonial past and work with media to disseminate such information.
- 7) In some African countries there is a fierce rejection of same-sex relations. The religious context of this rejection needs to be researched more in-depth. Based on a sound analysis, local partners can develop more effective awareness and education campaigns.
- 8) The media form an important role in opinion-forming and many media are prejudiced, do not have guidelines for integrity of reporting, and entice to violence. Although GALE's main strategy is to focus on schools, a follow-up of the media project would be useful.

Mainstream partners like UN organizations, universities, human rights NGOs and open-minded churches and media can be important partners in this. We will systematically look for such contacts and stimulate or co-organize cooperation.

Regional strategy in Asia and the Pacific

Asia and the Pacific are large regions with a variety of "denying" and "ambiguous" countries.

Local educational needs include:

- 1) a focus on transgender identities
- 2) a tradition of respect for classes of people with high social status
- 3) a placement of transgender people in lower status groups
- 4) a type of tolerance under a cloak of silence
- 5) a growing threat of traditionalist Muslim, Hindu and Christian orthodoxies, which are often very intolerant towards DESPOGI and human rights in general

Local activists have expressed interest in raising the status of people who define as third gender or who do not conform to heteronormative standards. The rights of same-sex loving people are commonly subsumed under this priority. The traditional context of third gender or trans people is to assign them a lower social status. They are therefore economically and socially disadvantaged. Their struggle to raise status is not just about recognition of identity but as much about social and economic emancipation. Cooperation with other organizations

working on gender, development and wider social inequality like caste is important to reach such goals.

In two GALE strategic meetings in 2007 and 2008, Asian representatives developed an Asian strategy with two action points:

- 1) Local storytelling projects to empower at the grass roots level and to build a basis for later peer education. This first action point was pursued in Indonesia. A peer education training was given and method for peer education for high schools and universities were developed. The project had to be stopped after militant Muslim threats to the ILGA Asia Conference in Surabaya. The Indonesian authorities forbade the peer education in universities.
- 2) A mainstreaming strategy by stimulating inclusion of sexual diversity in gender mainstreaming training of officials. A proposal for a gender mainstreaming project did not get funded. A teacher training of trainers was given with the teacher group “Chetana” in one province in Nepal. A follow-up plan to scale up this effort to other provinces was not funded.

In strategic workshops in Indonesia, Vietnam, South-Korea, China and Nepal, it became clear that Asian school systems are often an integral part of the State policy. Activists often feel the State policy is at odds with human rights and DESPOGI concerns. One way out of this apparent dilemma is that activists overcome their “enemy perspective” and link into the positive aspects of the State policy. Researching the school system and results and analyzing how to improve the system in general can offer opportunities for NGO-State dialogue.

The GALE strategy in Asia remains to focus on storytelling and gender mainstreaming, and if possible on teacher training. Story collection can be used to document educational discrimination. Country assessments can be used to forge cooperation with mainstream NGOs that work on antibullying, gender mainstreaming, human rights and health. Public awareness campaigns may be difficult, but training of professionals and university students is less controversial and possible. Such trainings may work best in Asia when they have a broader focus than human rights for DESPOGI. These could to be peer reviewed or researched on effect. Other regions, including Europe, could learn from such mainstreaming strategies, if they turn out to be effective.

Teacher training, peer education and gender training can relatively easy be combined in Asia. Such concrete activities are most effective when they are embedded in a strategic framework. Such a strategic framework analyzes how Asian activists can use their limited

resources to still create some impact in the short run and in the longer run.

GALE has working no contacts yet in the Pacific. GALE will focus on building a network based on the efforts the develop the World Report.

Regional strategy in the America's and the Caribbean

In 2007, a strategic workshop in Latin America led to the conclusion that we needed to map the situation first. In 2008 a quick scan was done in Latin America. The conclusions were:

- 1) Popular attitudes are still quite conservative.
- 2) Catholic / evangelical Churches still have a substantial influence on politics and social life.
- 3) Many countries in South and Middle America have become "ambiguous" rather than "denying".
- 4) Activists are looking for ways to be more visible, how to access schools and how to structurally improve the school system.
- 5) This often happens with a blend of comprehensive sex education and human rights education. Such curricula have a focus on personal development, empowerment and democracy.
- 6) Local activists have expressed needs to get more information and tools on what to do.
- 7) In countries where small scale education campaigns and teacher trainings appear to have limited impact, there is a need to act more strategically.

In 2008, the Latin American quick scan was discussed at an expert meeting. In 2008 there was also an attempt to create a national strategic committee in Brazil. The committee failed. But in 2010, a Brazilian activist leader founded a national educational organization on sexuality (IBDSEX).

Some Latin American countries are looking for inspiration to the USA. This may be a risk for the cultural sensitivity of Latin American strategies. The US context is characterized by a strong attention for identity politics (compared to other global regions). For the Latin American context, issues like gender, machismo, fluent sexualities, explicit sex education, peace and true democracy are more essential factors. There is a need to develop methods and activities on this. There is also a need on a cultural dialogue on how to integrate

DESPOGI issues in such wider concerns.

In the Caribbean, there is a mix of very "denying" and some more "ambiguous" countries. Educational strategies currently focus on training the police. Other than in Latin America, sexual education is often controversial. However, Cuba and some Middle-American countries, there is a focus on integrating sexual diversity in sexual education in similar ways as in Latin America.

In Latin America, GALE can stimulate exchange of good practices and assist to raise the quality of methods and activities. GALE can stimulate reviews, comparisons and benchmarking. GALE can also assist with monitoring and evaluation research. In the Caribbean, a strategy focused on storytelling may be more adequate in denying countries.

In North America, there is a variety of educational strategies. In several US states, these are contested. GALE has found that US organizations are very well resourced (compared to other regions), but often not open for two-way international cooperation. Therefore, GALE does not see does not see a current need to prioritize activities in the USA. On the global level, GALE looks forward to strengthening cooperation with Outright International, Human Rights Watch and Arc International.

Both the USA and Canada are federal states. Educational policy is decentralized to the states. GALE does not have the resources to make State-level assessments for the World Report, although this would be beneficial for local strategies. GALE will stimulate the USA and Canada to develop their own State assessments as extensions of the GALE World Map. This does not have a high priority for the GALE Foundation. Both countries have enough resources in these States to develop their own assessment, or to make use of GALE Foundation advice on this.

Regional strategy in Europe

The GALE Report on Europe covers the Council of Europe area (49 States). GALE's first strategy in Europe was established during a regional strategy meeting in 2007, a teacher training expert meeting in 2008 and a European summer school for peer educators in 2011.

Peer-education is the most well-established intervention in Europe. There are hundreds of groups working with mostly secondary schools. Peer-education by gays, lesbians and sometimes by bisexuals is typically European in that it is based on identity politics. The peer

sessions in school commonly focus on coming-out testimonials. Testimonials are usually followed by questions and answers. Advanced groups also engage in a more structured dialogue about heteronormativity.

The GALE peer-education summer school of 2011 was intended to create a European network of peer-education groups and to follow it up with a European peer-education support strategy. GALE developed a "SOGI-peer" proposal for EU funding. This proposal was rejected because there are no hard data showing the need for a European SOGI Peer Education Network. Establishing a European SOGI Peer Education Network is still on the agenda of GALE. However, it has become a secondary priority because peer education groups find it difficult to cooperate. Most volunteer groups are only focused on offering their own peer sessions. They don't have time for cooperation. Sometimes they even see teacher trainers and safer school consultants as competitors in their outreach to schools. Part of the necessary data to develop a new EU proposal have been collected during the development of the European Report. GALE still needs to do a needs assessment among peer-education groups.

The 2007 European strategy meeting developed a strategy with three priorities:

- 1) mapping the situation and good practices in countries
- 2) developing teacher training and marketing the training
- 3) developing and offering capacity building on local "safer schools" programs

The mapping started with a "quick scan" in 2008. The quick scan collected good practices. During this project, GALE discovered that the original mapping method was not tailored to create a dialogue on improvement. To correct this, GALE created the GALE Checklist on which the current World Report is based. New GALE European Maps were published in 2015 and 2016, and the first full European Report was published in 2017.

The teacher training priority was followed up with an expert meeting in 2008. This meeting also included experts from Brazil and the USA. In 2015 the first GALE European teacher training was held in Sitges. GALE tries to offer this training annually. European organizations can apply for EU Erasmus+ funding to attend the training.

GALE developed European proposals to start holistic "safer school consultancy projects". These were rejected. However, GALE participated in several other European projects which focused on aspects of safer school programs.

For the development of an integral safer school program it is difficult to find funding. Developing an evidence-based program requires a large investment. Authorities think sexual diversity is a too small aspect to legitimate such an investment. But it also became clear that a program focused on only sexual diversity cannot be effective. Reducing heteronormativity requires a wider program than just giving information on LGBTIQ+ identities and stimulating “tolerance” towards those identities. GALE concluded that a more effective program is only sustainable when sexual diversity is embedded in wider attitude change and skill building. GALE works closely together with her Dutch sister organization Edu-Diverse on developing such a program.

This "My ID" program which combines:

- nondiscrimination on SOGI
- citizenship skills
- youth empowerment
- democratic attitude
- learning pro-social behavior
- antibullying policies
- sex education.

To be able to access funding, the Edu-Diverse strategic plan divides the “My ID” program in five fundable and separately marketable modules:

- 1) diagnosis/certification
- 2) teacher training
- 3) creation of a socially safe environment
- 4) development of a spiral curriculum
- 5) youth participation

Parts of this program are now being developed in the Netherlands, and in cooperation with GALE in other European countries.

Because of the investment in the “My ID” program it became clear GALE needed to engage not only with DESPOGI partners but also with mainstream partners. A major step towards this was to become member of the European Antibullying Network (EAN). The GALE director got elected in the board of EAN. In this context, GALE developed the Antibullying Certification project proposal, that was granted in 2017 and will run until 2020. The Antibullying Certification project develops the certification module of the "My ID" program. It will also include a European mainstreaming strategy to engage European stakeholders in a

dialogue on antibullying quality standards.

In the context of the European Report, GALE will engage with the Council of Europe to explore cooperation opportunities.

GALE allies with ILGA Europe and IGLYO (global LGBT youth organization, but mainly active in Europe due to their EU funding). This cooperation needs to be strengthened and new cooperation with Transgender Europe would be interesting.

Regional strategy in Middle East and North Africa (MENA)

In 2013, GALE applied for funding of a multi-year cooperation project with four MENA countries. Most of the countries in the region are in "denying" contexts. It is very dangerous to be open about any human rights initiative related to sexual diversity. The project therefore focused on very careful internal empowerment through mutual storytelling, participatory research and "under the radar" informal education of supportive officials. The application failed because the country needs assessments where not in-depth enough. In a next funding cycle, this project will be rewritten and submitted again. However, in most of the participating countries the situation has worsened, and the country needs assessments will require an extra investment in the years ahead of the funding date.

How regional/local strategies will be scaled according to budget

When there is no budget, GALE will engage in discussion about the regional strategy with local partners in the context of the development of the World Report. If local partners are interested, a discussion forum (mailing list, a non-public Facebook page) will be created. This dialogue should lead to concrete joint project proposals to donors who are active in the regions. Before the project proposals are submitted, a check will be made of the legal status and the managerial and financial reliability of the partners, and if this is weak, agreements should be made in the proposal on how to deal with risks arising from this.

When there is a small budget, we will develop small scale projects with partners, capacity building and discuss progress in a local conference or a workshop in the context of another conference.

With more adequate budget, GALE will create a regional partnership network which is wider than just project partnerships, and jointly build capacity to develop and implement the

strategy and projects.