

Six monthly progress report

(July – December)

Equality Budget 2017-20

Organisation: LGBT Youth Scotland

Project: LGBT Youth Scotland's National Programmes
'Addressing discrimination, engaging with LGBTI young people and building the capacity of professional and public bodies'

Completed By: [redacted]

Period: 1st of July – 31st December 2018

Before completing this form please read the guidance provided at the end of this form.

Project Information

Name and Position of Main Contact Person	[redacted]
Funding Programme	Equality intermediary and national projects
Amount of Grant Received	£130,000.00
Project Website (if applicable)	www.lgbtyouth.org.uk

1	<p>In a few sentences, tell us about your funded project (see guidance note 1)</p>
	<p><i>LGBT Youth Scotland will provide a programme of work that aims to reduce the discrimination experienced by LGBTI young people and the wider community; to build the capacity of public bodies to meet their needs; to engage directly with communities and provide opportunities for LGBTI young people to engage in civic Scotland.</i></p> <p><i>This includes policy and influencing work, engaging with schools and education authorities, co-ordination of LGBT History Month and the implementation of the LGBT Charter.</i></p>
2	<p>What Fund Outcomes did you work towards? (see guidance note 2)</p>
<input checked="" type="checkbox"/>	<p>Discrimination against people who share protected characteristics is reduced, and multiple discrimination is addressed so that barriers to participation are reduced.</p>
<input type="checkbox"/>	<p>People covered by hate crime legislation experience lower levels of hate crime.</p>
<input checked="" type="checkbox"/>	<p>People and communities are supported to participate in and engage with services and civic society; their contribution is recognised and community cohesion is increased.</p>
<input checked="" type="checkbox"/>	<p>Current imbalances in representation in all aspects and levels of public life, including education and employment, are addressed to better reflect our communities.</p>
3	<p>How much progress has been made towards your project outcomes? (see guidance note 3a and 3b)</p>
	<p>Project Outcome 1: Better by Design:</p> <p><i>Improving LGBTI young people's participation and engagement in civic society</i> <i>LGBTI young people will report having increased confidence, skills and knowledge to engage with key decision makers; resulting in Scottish policies and legislation that reflect the needs and experiences of LGBTI young people.</i></p>
	<p>1. We will contribute to the implementation of new legislation and respond to national Scottish Government and Scottish Parliament consultations in line with the needs, views and identified priorities of LGBT young people</p> <p>What you actually did: LGBT Youth Scotland submitted responses to following consultations: Review of Part 1 of the Children (Scotland) Act 1995 (Scottish Government) – Sept 18 We responded to this using the principles of the UNCRC and consultation were held with members of the Gender Recognition Youth Commission as there were questions regarding the change of name.</p> <ul style="list-style-type: none"> ➤ Census (Amendment) (Scotland) Bill (Culture, Tourism, Europe and External Affairs Committee - Scottish Parliament) - Nov 18 <i>The response was based on previous consultations with LGBT young people used a human rights approach</i> ➤ Inquiry into mental health support available for young people (Public Petitions Committee – Scottish Parliament) – Dec 18 <i>Response developed from more than 80 responses from LGBTI young people as well as</i>

feedback from staff working directly with young people.

➤ The Regulation of Social Housing in Scotland (Housing Regulator) – Dec 18
The response was based on feedback from our Housing and Homeless Youth Commission and from staff working with young people who experience homelessness.

➤ The Future of Civil Partnerships in Scotland (Scottish Government) – Dec 18
Based on previous consultations with LGBT young people.

In addition, staff representatives attended the following policy meetings: Scottish Government's Mental Health Strategy Forum; The LGBTI Education Working Group; First Minister's Advisory Council on Women and Girls – Circle; The Children and Young People's Mental Health Task Force; Lord Bracadale's Hate Crime Review – Stakeholder's Event; Police Scotland's National Domestic Abuse Forum; the National Gender Identity Clinical Network; and attended several meetings with Christina McKelvie MSP Minister for Older People and Equalities.

What difference you made as a result:

➤ The Suicide Action Plan was published in August 2018 which specifically notes 'LGBT adults and young people' as an 'at risk groups'. This follows 3 meetings with civil servants and a consultation response that was submitted in April 2018. To support this we led on a paper that mapped key research findings regarding LGBT people's experiences of mental health working closely with the LGBT sector.

<https://bit.ly/2SgXwjW>

➤ The LGBTI Education Working Group's recommendations were agreed by John Swinney in Parliament in Nov 2018. This received strong media support and international interest. LGBT Youth Scotland influenced and drafted many of these recommendations and looks forward to engaging with the Implementation Group.

<https://www.gov.scot/news/lgbti-education/>

2. We will create opportunities for LGBTI young people to have their views heard and upskill them to engage with key decision makers

What you actually did:

➤ Members of the Gender Recognition Youth Commission met with 10 MSPs regarding Gender Recognition.

These were often challenging meetings where transgender young people explained their life experiences to MSP; key areas of difficulty included recognising non-binary identities and age of gender recognition.

➤ 2 new MSYPs (Members of the Scottish Youth Parliament) were elected
The previous members had to step down due to University commitments. New elections will begin in the next quarter.

➤ A new Youth Commission was set up for LGBT Care Experienced Young People
This was launched as part of Care Experienced Week during October and will align with work related to the Independent Care Review.

➤ 80 LGBT young people took part in a consultation on youth mental health services (see above)

- 3 Development Days were delivered engaging with engaging with 40 young people. young people

Development day topics included: a skills audit, blogging, preparing questions on gender recognition for the First Minister, meeting with the Children and Young People's Commissioner's office to discuss gender recognition, positive social action in the face of negative media, writing to the Cabinet Secretary and planning for the meeting scheduled on Feb 27th.

What difference you made as a result:

- Last (funded) year, members of the Housing and Homeless Youth commission met with the Housing Regulator and as a result, the new Regulatory Framework now explicitly states: "landlords must collect data relating to each of the protected characteristics for their existing tenants, new tenants, people on waiting lists, governing body members and staff".

Previously the requirement focused solely on disability and race.

- Young people involved in Youth Commissions reported an increase in confidence for group work, working with their peers and facilitating workshops and had the following reflections:

"It was good to have a chance to meet (MSPs) them and humanise trans people. There was always a moment of realisation that I could almost feel from all of the MSPs .Trans people are real. I liked just being there as a trans person as it humanised the issue and made it conceivable and made it less of an abstract thing that doesn't affect any of the MSPs.

3. We will use an evidence based approach, developing new research and sharing the findings widely with public bodies, key decision makers and the general public.

To be reported on in Q3 & 4. Analysing the distribution on findings and identifying priorities for the development research briefings.

Project Outcome 2: Time to Shine

Addressing HBT bullying and supporting best practice in education settings

Increased innovation and improved practice in LGBTI inclusive education; resulting in strengthened partnerships with schools and improved LGBTI inclusion in schools across Scotland

1. We will build capacity of teachers and schools to better meet the needs of LGBTI young people.

What you actually did:

- Between July and December we provided 46 schools with practical support and guidance to achieve the LGBT Schools Charter and 13 schools were awarded.
- Since July 2018 LGBT Youth Scotland has delivered training to 1,150 teachers, educationalists and ITE students.

This included training inputs in 3 of the teaching institutions: Strathclyde University – BA in Education, University of Glasgow – School of Education and University of Edinburgh – Childhood Practice BA.

- 5 local authorities agreed to seminars on homophobic, biphobic and transphobic bullying (the Western Isles, the Scottish Borders, Falkirk, Stirling and East Dunbartonshire).

We are particularly pleased that the Western Isles have come on board.

In the past 6 months a total of **20 schools** in 10 local authority areas have been highlighted on our twitter account showcasing LGBT inclusive practice to more than 15,000 followers. Key areas to highlight include:

- Downfield Primary School in Dundee was the first primary school in Scotland to receive an LGBT Schools Charter award. This resulted in strong social media engagement and an article in Diva Magazine
- North Lanarkshire Education, Youth and Children's Services supported 4 schools to complete the LGBT Schools Charter in the past 6 months. Their awards were celebrated at a council-led event with strong youth participation.

What difference you made as a result:

- A total of 33 schools in Scotland have now successfully completed the LGBT Charter programme, this equates to almost 10% of secondary schools in Scotland.
- School engaged with the charter report a decrease in the use of the word "gay" as a derogatory term; wider attendance at LGBT pupil groups/ GSAs; visibility of LGBT campaigns and community within the school; more inclusive policies which reflect best practice under the equalities act.
- Participants who attended the training showed a significant increase in knowledge regarding LGBT identities, understanding of the issues that affect LGBT people (25% increase) and confidence to support LGBT young people (27% increase)
- We asked training participants what they learnt and if they would do anything differently as a result; they said:

"Ensuring my classroom/school is a safe place for everyone and the pupils and parents know that- posters, talking about it, LGBT flags, celebrating LGBT figures/celebrities and school policy etc. Nipping negative uses of LGBT terms e.g. "gay" in the bud and using the methods we were shown."

"To talk about it in an open and sincere way, as I would any other concern that a child brought to me. I want to ensure all children under my responsibility (be it in my own class or wider school community) feel that they can talk to me without fear of judgement and know that they are safe to open up to me."

"Making sure to find out what the schools inclusion and anti-bullying policy is. Being available for children to talk to me about any issues or thought. Knowing who to contact if I need more information."

"Confidence in dealing with any situations that arise / curricular requirements. Its not something I would have ever shied away from but I now feel more informed and likel have support behind me."

"As I am doing my Catholic teaching certificate it has been a concern of mine, however I now know that there are places out there for me to seek advice."

2. We will develop (and support) resources for schools which aim to reduce homophobic, biphobic and transphobic bullying, guide practice and improve curriculum inclusion:

What you actually did:

- In November 2018 we launched our guide to including LGBT voices and identities across all areas of the curriculum. <https://www.lgbtyouth.org.uk/media/1585/lgbtys-curriculum-inclusion.pdf>
- We provided feedback on new Relationships, Sexual Health and Parenthood education materials produced by TASC and supported by a partnership of NHS Boards.
- See Q5. For more information on the roll out of LGBT Youth Scotland's Guidance on Supporting Transgender Young People in School, developed in partnership with the Scottish Trans Alliance.

What difference you made as a result:

- In term of reach there has been 301 unique downloads of the Curriculum Inclusion resource since its launch on-line on the 21st of November 2018. The launch was also supported by images of 4 schools using the resource materials on our social media account reaching 17,000 followers.
- There has also been 449 unique downloads of the Supporting Trans Young People Guidance since we began tracking on the 24th of July 2018.

3. We will identify opportunities to engage with key partners and stakeholders in the field of education including young people, parents and partners.

What you actually did:

- Partnership work continues with Education Scotland and the SQA through the Scottish Governments LGBTI Education Working Group.

Recommendations from this group were launched in Parliament on the 8th of November with young people and staff present. Moving forward LGBT Youth Scotland will continue to be a key member of the Implementation Group, ensuring that young people's interests are at the heart of their delivery.

- We have begun discussions with North Lanarkshire Council regarding a Service Level Agreement to implement the LGBT Schools Charter in the area. This includes working with schools in rural and semi-rural area.
- LGBT Youth Scotland continued to engage in RAMBIS meetings (Recording & Monitoring Bullying in Schools Working Group).
- We worked with the General Teaching Council for Scotland to support them through the LGBT Charter programme.

What difference you made as a result:

- The General Teaching Council for Scotland were awarded their Bronze level LGBT Charter at the beginning of November.

This is a significant achievement as the GTCS sets the professional standards expected of all teachers, accredits 'Initial Teaching Education' programmes, and advises the Scottish Government on matters relating to teacher professionalism. This work therefore denotes significant progress and meaningful partnership.

- As a result of the LGBTI Education Practice Group, chaired by LGBT Youth Scotland, the Scottish Catholic Education Service committed to developing a series of lesson plans on equality, the first of which will focus on LGBT inclusion.
- As a result of our engagement with the RAMBIS group - processes for recording and monitoring bullying are LGBT inclusive.

Guidance produced as part of the Scottish Government RAMBIS group specifically refers to all protected characteristics and questions developed for SEEMIS includes questions pertaining to homophobic, biphobic and transphobic bullying. This is being piloted in key local authorities across Scotland as part of a staged approach.

Project Outcome 3: Area 3: Productive Partnerships **Driving change and supporting best practice in public services & the third sector**

Organisations and professionals have an increased understanding of the rights of LGBTI people and have the skills and knowledge to develop more inclusive services; with professionals having increased skills and knowledge

1. We will co-ordinate and implement the LGBT Charter of Rights in Scotland

What you actually did:

- Between July and December 37 organisations were awarded the LGBT Charter. This included: 27 Bronze awards (13 schools charter and 14 general charter), 9 Silver Awards (4 schools and 5 general), 1 Gold Award (1 school).
- Charter Awards were received within 13 local authority areas including: Aberdeen, Glasgow, West Lothian, East Lothian, North Lanarkshire, East Ayrshire, Dundee City, East Dumbarton, Forth Valley, Fife, Argyll & Bute, Dumfries and Galloway, and Inverclyde.
- Our initial findings show that from June 2017 we delivered training to 45 organisations in 12 local authority areas.
- To support organisations to complete the charter we updated our resources which include new versions of the standards, new rights posters and a new Charter Workbooks to make it easier for organisations to work alongside their charter managers and achieve the Charter. They are currently in the process of being rolled out to new clients.
- At the end of December there were 75 organisations working towards a Charter (46 schools and 29 general).

What difference you made as a result:

- Training participants reported a 25% increase in confidence to support LGBT people, a 25% increase in understanding key issues affecting LGBT people, and a 27% increase in understanding of LGBT identities.

Training participants also highlighted the following learning:

“Cleared up my misunderstanding of intersex - thank you!”

“I will be more conscious of pronouns and feel more confident in providing information and support I have gained more confidence in the area.”

“I will be more mindful about the language I use to speak to people and the type of environment I create.”

“I thought the video was amazing, I felt it gave me a much better idea of how people might be feeling/what they might go through - more impact coming from the young people themselves.”

“The trainer was knowledgeable about the topic and could answer most questions. Very thorough and well explained.”

2. We will reach out to and work in partnership with children and youth services, equalities organisations and international LGBTI organisations in order to improve services responses for LGBTI young people

What you actually did:

- We supported the Scottish Youth Parliament, Children in Scotland and Children 1st to improve their services/ responses to LGBTI young people through the LGBT Charter.
- We worked with Youth Link Scotland to ensure their new website ‘Action on Prejudice’ was LGBT inclusive
<https://www.youthlinkscotland.org/search-results/?searchTerm=LGBT>
- We delivered a ½ day training to 15 staff at Duke of Edinburgh.

What difference you made as a result:

Children in Scotland reported the following impacts:

- Staff and volunteers feel confident in responding to a person who ‘comes out’ to them
- They developed a Equality, Diversity & Human Right Policy with additional supporting documents (gender identity, protected characteristics, legal framework)
- LGBT awareness has increased within the organisation and staff feel more confident to challenge comments or jokes.

Excerpt from Simon Massey's blog posted on the CiS website (27.10.17):

As a children's sector organisation, we are now absolutely clear about the impact of homophobia on children, young people and families and the need to be LGBT inclusive in what we do!

The Scottish Youth Parliament reported the following:

- Staff very much enjoyed the LGBT inclusive training delivered by LGBT Youth

Scotland and 100% of staff attended.

- Our online materials (website, Facebook, etc) specifically outline that our service welcomes for LGBT young people.
- Our service marks key LGBT cultural events (e.g. LGBT History Month, Pride, International Day against homophobia and transphobia).

3. We will deliver specific work to improve domestic abuse services for gay, bisexual and transgender men and those with non-binary gender identities

What you actually did:

- Seminars to be delivered in Q3.
- We continue to deliver a project called 'Fearless' which supports LGBT people experiencing domestic abuse, working with SACRO, Shakti Women's Aid and Respect UK (funded by the Big Lottery).
- During the past 6 months we supported 4 LGBT survivors. This included 2 lesbian women, 1 trans man and 1 bisexual man. One client was supported through court processes following making a report to police. Two clients referred to MARAC as high risk cases.

What difference you made as a result:

Fearless service users report feeling safer, increased confidence, reduced isolation and increased awareness of available support. Evidence of this includes:

- Reviews are carried out with clients every 6 weeks and demonstrate that all 4 clients reduced their risk level through safety planning.
- One client was supported to access legal representation for immigration issues
- 4 clients supported to access safe housing through homelessness provision.
 - 2 rehoused
 - 2 awaiting offers
- 3 clients supported to access additional support/ services in order to reduce isolation, including onward referrals to LGBT Health & Wellbeing, Mental Health services, counselling, self-defence classes and social groups.
- 2 clients have now left the service and do not require further support.

Project Outcome 4: Digital Story Telling

Promoting LGBTI community cohesion and communicating key messages regarding LGBTI people in order to reduce discrimination and prejudice

There will be improved visibility of LGBTI communities and their experiences; and LGBTI communities will report that they have improved connections as a direct result of LGBT History Month

1. We will co-ordinate the implementation of LGBT History Month in Scotland engaging with local authorities' schools, community groups, and key stakeholders.

To be reported on after Q3

What you actually did:

What difference you made as a result:

2. Promote the broader LGBT cultural calendar throughout the year through new media and engage directly with press outlets regarding LGBTI people's lives

What you actually did:

- We used Twitter, Facebook and Instagram to draw attention to events in the LGBT cultural calendar, including: Pride events around Scotland (5 of which were new in 2018), IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia) and Trans Day of Remembrance.
- A large proportion of our social media output in 2018 tagged/mentioned the Year of Young People, either by drawing attention to specific events (for example our LGBT National Youth Gathering run in partnership with Dumfries and Galloway Council) or to youth work-related news stories and case studies.
- We worked with press contacts at BBC Scotland News, STV News and Commonsense to ensure that the lived experiences of trans young people were represented in their coverage of the Gender Recognition Act consultation.
- We also developed an awareness-raising campaign, [#OurLives: Trans Youth in Focus](#), to draw attention to the lack of trans youth voices in the media at the time; and to provide a platform for young people to blog or engage in filmmaking. Our leadership team also had a number of letters and comment pieces published in newspapers challenging misinformation and sharing findings from our 2017 research.

What difference you made as a result:

- Our tweets are seen ("impressions") between 150,000 to 450,000 times per month and we currently have more than 17,000 followers.
- Analysis of our campaign will be carried out in Q4.

Project Outcome 5: Virtual Reality/ Youth Work Changes Lives

Improving connections between LGBTI young people through innovative practice, national events and digital platforms

LGBTI young people are better connected with their allies (supportive peers, teachers and youth workers) in the wider community; we will also be able to report extension of services for LGBTI young people in rural and remote areas

1. We will increase service-reach for LGBTI young people in rural and remote areas through digital support and group work:

What you actually did:

- In the period 1 July to 31 December 2018, we recorded a total of 257 live chat, email or text support interactions. These include any support-related conversations with young people as well as those with teachers, parents, youth workers or others about young people they are supporting.
- The service has been promoted through simple but effective Instagram Story posts as well as Facebook ads. This, combined with the vastly improved consistency and frequency of shifts, has led to a healthy boost in numbers overall and we anticipate

continued growth throughout the next year.

- In November and December, the Digital Youth Work Officer met youth groups in Scotland's more remote or deprived areas in Tayside, Forth Valley, Inverness, Dumfries and Ayr. He used the opportunity to speak about the digital service with young people and to identify gaps and opportunities for group work.
- We began working with the NHS Tayside's Cool2Talk team last year with a view to greater collaboration in 2019. This includes cross-promotion, training and quality control. Where they require greater insight into LGBT matters, we will benefit from their 14-year experience in providing an effective digital counselling service to young people.

What difference you made as a result:

Going forward, we are implementing more stringent reporting methods to ensure our data is as accurate and effective as possible. As well as the existing post-interaction records we keep, we'll also be asking service users to fill out brief surveys after speaking with us.

"Thank you!! ... You have truly helped a random stranger from Preston pans out here." A quote from a young person dealing with a toxic relationship and self-harm.

2. We will deliver national events which aim to bring LGBTI young people together and improve knowledge and understand of their rights

What you actually did:

- In October LGBT Youth Scotland hosted this year's IGLYO Annual Members' Conference in Edinburgh.
- We welcomed over 75 delegates from across Europe to a 3-day event at the Festival Theatre from the 4th to the 7th of October. The Assembly was preceded by a pre-conference day that explored the landscape of Scottish LGBTQI life. More than 70 young people attended the event.

What difference you made as a result:

- Evaluation data showed that participants rated their learning at 7.8 out of 10, key learning included:

"[Understanding] the state of LGBTQI rights in Scotland",

Gender recognition throughout the world" and "How to be an intersex ally".

- The majority of participants felt part of a global LGBTQI Community with young people rating this 9.3 out of 10.

"It's the first time I attended and international LGBTQI event and I'm really experiencing the feeling of a word wide collective."

4 Has the project enabled your organisation to maintain and/or develop connections, networks and partnerships? (see guidance note 4)

Outcome 1 - The Gender Recognition Youth Commission made new links with MSPs. This increased MSPs knowledge of the lives of transgender young people and of the work of LGBT Youth Scotland.

Outcome 2 - Over the past 12 months we have forged new links with the GTCS through

the LGBT Charter programme. This is significant progress and sends a strong message to schools and teachers across Scotland regarding LGBT inclusion.

We are also pleased that the Western Isles Education Department agreed to a seminar on homophobic bullying in January.

Outcome 3 - The project has enabled us to engage with 46 LGBT Charter clients including new schools and gender-based violence organisations. See outcome 3 for more information on impact.

We are particularly pleased with our partnership work with Children in Scotland. Children in Scotland have been particularly proud of their LGBT Charter Mark status and have shared this widely on their social media accounts. This allowed us to share key messages regarding LGBT inclusion with the children's sector and reach a new audience.

Outcome 4 - We have forged new relationships with Pink Saltire and Glasgow Gallery of Modern Art as part of LGBT History Month. More information will be reported after Q3.

Outcome 5 - We have been working with Youth Link to identify and share good practice regarding digital youth work. This work was show-cased on a European platform:

<https://www.digitalyouthwork.eu/?material=digital-equality-inclusion-network-dk>

Our conference in partnership with IGLYO reached out to delegates from across Europe from a wide range of LGBTI organisations. This event shared the knowledge of Scotland's contribution to LGBTI equality widely. We were also delighted to have Christina McKelvie (Minister for Older People and Equalities) in attendance. This was well received by delegates and they were suitably impressed by Scotland's leadership.

5 Have there been any significant challenges or changes? (see guidance note 5)

Staff Capacity & Recruitment

Our Policy and Research Manager left post in May 2018. Unfortunately the first round of recruitment wasn't successful and as result it took 6 months to replace her post.

In addition to this our Head of Programmes reduced her working week to four days in order to manage her health and life commitments. This had a significant impact on our capacity and staff stress. We are however pleased by our overall performance.

Guidance for Trans Young People

Following the launch of our Guidance: 'Supporting Trans Young People in Schools' we have been persistently challenged by anti-transgender campaigners including the Christian Institute and a group called 'Women and Girls in Scotland'. Their work has included:

- A letter to the Scottish Government challenging their support of the Guidance
- A letter to all local authorities challenging their support of the Guidance
- On-going social media creating fear and 'moral panic' as well as approaches to the press
- Phone calls and e-mails to our local and national offices
- Phone calls and e-mails to our supporting partners including the Children and Young People Commissioner for Scotland.

This has been a significant amount of work in being re-assuring to our partners, challenging negativity and trying to limit negative press. Given the amount of work we deliver we can struggle to respond to media enquiries within the timeframe that they expect.

	<p>Only one local authority out of 17 have removed their logo from the Guidance (Orkney Council). This position may change if this continues.</p> <p>Digital Youth Work Numbers in digital youth work are lower than expected due a change of staff, lack of volunteers and shifts, and some level of under-reporting.</p> <p>In October, however, we began seeing a significant increase in interactions as our new Digital Youth Work Officer entered the role. He has built a team of five volunteers and recruited an additional sessional worker. This has allowed us to increase the number of live chat shifts per week from two to three.</p>
6	What have you learned? (see guidance note 6)
	<p>The Press We have learnt that sometimes no response is the best response and by responding sometimes we create the story. So whilst there has been some negative press coverage regarding our Guidance we have worked hard in the background to be clear that we will not platform prejudice as a legitimate view point.</p>

Guidance notes for six monthly progress report

Guidance note 1: About your funded project (no more than 250 words)

Please tell us about the part of your project that is funded by the Scottish Government grant. Please give us a brief outline of the project and, if the grant is providing part funding of the project alongside other grants, please tell us about the project as a whole.

Guidance note 2: What Fund Outcomes did you work towards?

The Fund Outcomes were set by the Scottish Government in application documentation. Please tick the relevant Fund Outcomes that you are working towards (you should be working towards a minimum of one and a maximum of three fund outcomes). Refer to your original application or re-profiling form if the original outcomes have changed.

Guidance note 3: How much progress has been made towards your Project Outcomes?

Project Outcomes were set individually by each organisation. In sections 3a and 3b, please tell us about each of your outcomes separately – no more than one page of A4 per outcome.

Guidance note 3a: What you actually did

Here we are interested in hearing about the activities you undertook to achieve the project outcomes. Please give a brief description of what you did under each, and the reason why you did this particular activity. For example, in addition to saying 'we provide group work', tell us about what the group does, who typically participated, how it supported the individuals involved and what happened during a session. You may wish to describe your activities in separate paragraphs or, if you prefer, you can use bullet points to identify key information.

We have provided separate headings in this section. If you would prefer to include the evidence of your work (what difference we made as a result) after each activity rather than in separate sections then please feel free to write as one narrative.

Guidance note 3b: What difference you made as a result

This section is where you provide your **evidence** of the difference you have made through your activities. This could include quotes and other soft evidence, hard evidence and statistics, links to electronic files/case studies/websites/videos, observations, questionnaire results, the media, or through relevant sections of anonymised support plans charting progress.

Guidance note 4: Has the project enabled your organisation to maintain and/or develop connections, networks and partnerships? (no more than 500 words)

Has the grant allowed your organisation to engage with other organisations, develop new connections and/or participate in new networks, including any funded through Equality Budget funding? If so, please give examples describing the relationships and what impact this has had on your work.

Guidance note 5: Have there been any significant challenges or changes? (no more than 500 words)

We are aware that you will experience many challenges due to the very nature of your work. However, this section is for capturing unforeseen challenges or changes to your circumstances, e.g. staffing issues, funding challenges, environmental or organisational changes, and partnership working. You may also want to talk about increased demand for your service or activities if appropriate.

Guidance note 6: What have you learned? (no more than 500 words)

What have you learned since the project started? What you have done, or what do you intend to do, as a result of this learning? Have you made, or do you intend to make, any changes to the way you operate as a result? For example, you may have changed or refined your outcomes.