

Six monthly progress report

(July – December)

Equality Budget 2017-20

Organisation: *Stonewall*
Project: *Enhancing Lesbian, Gay, Bisexual
and Transgender (LGBT) inclusion in Scottish public life*
Completed By: *[redacted]*
Period: *July – 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	<i>[redacted]</i>
Funding Programme	Equality intermediary and national projects
Amount of Grant Received	£290,000
Project Website (if applicable)	www.stonewallscotland.org.uk

1	In a few sentences, tell us about your funded project (see guidance note 1)
	This project directly addresses the issue of discrimination against LGBT people in Scotland by empowering LGBT people and allies to tackle discrimination. We are doing this by equipping public service providers to meet public sector equality duty, and by supporting post-16 education and training providers to meet the needs of LGBT young people as they prepare to enter the workforce.
2	What Fund Outcomes did you work towards? (see guidance note 2)
<input checked="" type="checkbox"/>	Discrimination against people who share protected characteristics is reduced, and multiple discrimination is addressed so that barriers to participation are reduced.
<input type="checkbox"/>	People covered by hate crime legislation experience lower levels of hate crime.
<input checked="" type="checkbox"/>	People and communities are supported to participate in and engage with services and civic society; their contribution is recognised and community cohesion is increased.
<input checked="" type="checkbox"/>	Current imbalances in representation in all aspects and levels of public life, including education and employment, are addressed to better reflect our communities.
3	How much progress has been made towards your project outcomes? (see guidance note 3a and 3b)
	Project Outcome 1: LGBT people and allies are empowered to create positive change in their workplaces and communities and tackle discrimination
	<p>What you actually did:</p> <p><u>1.1 Community Empowerment Programmes</u></p> <p>This year's community empowerment programme will take place in the second half of the year.</p> <p><u>1.2 Public Sector Trans Allies Programme</u></p> <p>Stonewall Scotland piloted our first ever Trans Allies programme in July 2018. Of the 29 attendees of the event, 22 submitted post-evaluation forms (75.9%)</p> <p>As a result of this programme 86.4% of respondents stated that they had identified achievable ways to step up as a trans ally in their workplace.</p> <p>Some of the positive qualitative feedback for this question under the Strongly Agree and Agree categories was as follows:</p> <p><i>'I can now be a trans ally and feel more knowledgeable about how to have conversations'</i></p> <p><i>'I will certainly assume a more vocal stance on challenging pronouns and identities in a supportive and educational way'</i></p> <p><i>'I have access to some great resources to help me step up – thanks!'</i></p>

'It is vital to keep myself educated and up to date on trans issue to be a good ally'

'I wrote down an action plan and am determined to follow through now!'

'Our organisation is just starting its journey of visibly promoting specific LGBT concerns. Once our trans policy is published I'm hoping this starts some mental health debates'

For those who Disagreed or Strongly Disagreed, there was a desire to learn more by having more time:

'I enjoyed this section of the day but feel more time could have been devoted to it'

'I would suggest that training to be delivered on two days – more focus on change in business would be beneficial'.

1.3 Alumni Engagement

We engaged with Stonewall Scotland Alumni in a variety of different ways over the last six months:

- Stonewall Scotland Alumni featured in Stonewall's *Starting Out Guide 2018-19*, our flagship LGBT careers guide. This included a profile on Claire McClean (Perthshire and Kinross Council), who is a Trans Allies and Role Models alumni.
- Alumni from our Leadership programme have established a Senior Leadership Alumni Network, consisting of senior LGBT leaders from multiple sectors in Scotland. Stonewall supported them to facilitate a kick-off meeting and we will continue to work with the group as the network develops its objectives, terms of reference and an action plan.
- Incorporated more information about alumni engagement as part of our programme content.

What difference you made as a result:

- As highlighted in the above qualitative feedback, participants in the programme were able to increase their confidence and knowledge on how to support trans colleagues. As a result, they will be able to ensure their workplaces are inclusive for trans individuals.
- The development of our Alumni programme over the last six-months has helped to ensure that we are able to continue to engage with LGBT role models and allies throughout Scotland after they have attended our programme, enabling us to continue to work with and support them, as well as providing critical volunteering opportunities for our work.

Project Outcome 2: Public services providers will be better equipped to meet the demands of the public sector equality duty in relation to LGBT and intersectional communities

What you actually did:

2.1 Research on the Experiences of LGBT People in Scotland

This year we have utilised the research from our LGBT in Britain report to produce a specific report *LGBT in Scotland – Health*, which explores the experiences of LGBT people when accessing healthcare across the country. This report was launched in January 2019. Key findings from the report include:

- Half of LGBT people (49 per cent) have experienced depression in the last year, including seven in ten trans people (72 per cent).
- More than half of trans people (52 per cent) have thought of taking their own life in the last year.
- One in six LGBT people (16 per cent) have deliberately harmed themselves in the last year.
- One in ten of LGBT people aged 18-24 (11 per cent) have taken drugs at least once a month in the last year.
- Four per cent of LGBT people have been pressured to access services to question or change their sexual orientation.
- One in seven trans people (14 per cent) have been pressured to access services to question or change their gender identity.
- One in four LGBT people (24 per cent) have witnessed discriminatory or negative remarks against LGBT people by healthcare staff.
- One in eight LGBT people (13 per cent) have received unequal treatment from healthcare staff because of their sexual orientation or gender identity.
- Almost two in five trans people (37 per cent) have avoided healthcare treatment for fear of discrimination.
- One in four LGBT people (27 per cent) have experienced healthcare staff having a lack of understanding of specific lesbian, gay and bi health needs.
- Nearly three in five trans people (59 per cent) have experienced healthcare staff having a lack of understanding of specific trans health needs.
- One in seven LGBT people (14 per cent) aren't out to any

The full report and recommendations can be found on our website.

2.2 Community Engagement

Our key community engagement over the past six months has focused on a number of different community groups:

- Stonewall Scotland attended this year's BiTastic event, which took place in Stirling on 22nd September 2018. Supported two Stonewall Alumni to deliver workshops on the topics of 'Subcultures of the Bi+ community' and 'Polari: Speaking Queer under Oppression'.
- Stonewall has been working with the LGBT Unity BAME Asylum Seeker group in Glasgow, providing them with a free market place and covering travel costs for our Workplace Conference in November.
- Stonewall Scotland attended this year's BiCon, where a member of staff received an award recognising their service to the bi community.

- Continued to meet with a variety of community groups, including NUS Scotland, Deaf Action and several faith groups.

What difference you made as a result:

- The *LGBT in Scotland – Health* report has provided vital evidence for the experiences of LGBT people in Scotland when accessing healthcare services. We will utilise the findings of this work as part of our partnership with NHS Scotland, as well as in our wider work with healthcare institutions to help ensure that LGBT people in Scotland receive improved healthcare provision.
- Community engagement activities over the last six months has enabled Stonewall to work with new groups and ensure that our work is representative of and reaching out to the full diversity of Scotland’s LGBT community. In particular, we have made our first steps in working more closely with the Scottish BAME LGBT community, which will ensure that we are able to develop community empowerment programmes in consultation and partnership with BAME groups.

Project Outcome 3: Post 16 education and training providers will be better equipped to meet the needs of LGBT students and staff, and LGBT young people will be confident learners and better prepared for entering the workforce

What you actually did:

3.1 Training for College and University Staff

Stonewall has begun working on plan for this activity, which we are planning on rolling out in 2019.

3.2 School Role Models

We have engaged a number of schools to participate in our School Role Model programme, but no visits have occurred over the last six-months. However, we have scheduled three visits to take place in February (including in Kinlochleven and Hillpark Secondary School in Glasgow). We are also delivering a training session for School Role Models in January.

3.3 Work Placement Scheme

We have made significant progress on this activity over the last six-months. We have recruited six placement organisations for the first pilot of the scheme;

- RBS (finance)
- Golden Jubilee Foundation (NHS)
- Queens Cross Housing (Social Housing)
- Perth & Kinross Council (Public Sector)
- Skills Development Scotland (Education)
- Burness Paul LLP (Legal)

We have also developed a new resource to support organisations and young people engaging this scheme. Finally, advertising for the programme has begun and we will look to confirm participants between January and February in 2019.

3.4 Young Leaders and Young Campaigners

Two young people from Scotland attended Stonewall's Young Campaigners programme in October this year.

The Stonewall Young Campaigners Programme provides young LGBT people with a critical opportunity to develop as campaigners, working with them to identify goals for LGBT-inclusions and working with them to create a plan for campaigns that will create change within their targeted community. As a result of the Young Campaigners' Programme in October, 100 per cent of participants said they have a network of other young campaigners they can draw on for support and 100 per cent said they have the skills and confidence to plan a campaign to support LGBTQ people.

What difference you made as a result:

- The Work Placement Scheme will represent the first time Stonewall Scotland has run a programme with this focus. It will provide a vital opportunity to support both LGBT young people to gain vital experience with LGBT-friendly employers, and Scottish employers to create more inclusive environments for LGBT people in their workplace.
- One of the Scottish delegates is now carrying out work in their old secondary school to make life for its LGBTQ+ students better. This includes talking to teachers about an Equality Forum (with a view of spreading this to other local schools), as well as producing a resource that will be handed around the school to support LGBTQ+ students. The second delegate is working closely with their university to influence trans inclusion at events and for students attending the university and staying in accommodation. Following on from the programme, we will continue to work with these young people throughout the year as they deliver their campaign, providing them with additional support and guidance.

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

As highlighted in the community section above, this year we have been able to develop new networks and partnerships with a number of different organisations. This includes developing partnerships with a number of BAME LGBT groups, which will prove critical to our work on BAME LGBT inclusion. We have also continued to work with a number of national-level organisations (like Deaf Action and the NUS) to ensure they are able to offer services that are intersectional and inclusive of Scotland's LGBT community.

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

In line with the above, it is worth highlighting that despite the work undertaken over the last six-months in engaging with BAME LGBT groups, we have not progressed with this work as quickly as we had originally envisioned. As a result, during this reporting period we have had an emphasis with building strong relationships with BAME groups so that we can develop a strong and high-impact community empowerment programme in Year 3 of the project.

6	<p>What have you learned? (see guidance note 6)</p> <p>The LGBT in Scotland: Health Report shows the extent of the health inequalities faced by LGBT people. It highlights experiences of poor mental health, substance abuse, discrimination in healthcare environments, and challenges in accessing health services.</p> <p>Fortunately, we've seen strong commitments from NHS Scotland to ensure health services meet the needs of LGBT people. Over the last two years, we've worked in partnership with all 22 Health Boards to upskill NHS Scotland to better understand the healthcare needs and barriers to access of LGBT people, and to develop inclusive workplaces in which LGBT staff members are supported and valued. This ongoing work is critical to ensuring our services continue to improve.</p> <p>But there's much more to be done, not least ensuring that healthcare staff receive comprehensive and effective training on the physical and mental health needs of LGBT patients, so they have greater awareness and understanding, and are better able to tackle discrimination and harassment. Effective monitoring of sexual orientation and gender identity will highlight inequalities in LGBT patients' experiences and outcomes and help address them through the development of targeted services and initiatives.</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.