SETTING UP AN LGBT YOUTH GROUP

The
Kite
Trust.

Gender and sexuality
Supporting young people

the PROUD Trust
home of LGBT+ youth

Stonewall
Acceptance without exception

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Foreword

LGBT youth groups are a vital part of our communities. While the experiences of LGBT young people in Britain have improved significantly in recent years, youth groups continue to provide a lifeline for those who cannot access the support, understanding or information that they need at home or at school. For many, an LGBT youth group will be the first place they truly feel that they can be themselves.

That in itself is no small achievement. But LGBT youth groups are, of course, so much more than this. Together, youth workers and LGBT young people play a major role in tackling discrimination and changing the hearts and minds of others in society. Whether running community campaigns, training teachers or improving our public services, LGBT youth groups are an astonishing force for change.

Despite serious funding cuts threatening this work, youth groups are continuing to find ways to thrive often through innovative partnership working. This guide shares some of that expertise and we hope that it will give you the resources, knowledge and enthusiasm to set up or build on your own youth services.

Stonewall is exceptionally grateful to The Proud Trust and The Kite Trust for sharing their wealth of knowledge and expertise in the writing of this guide. I'd also like to thank those LGBT youth groups across Britain who shared their experiences, and for the essential work that they carry out every day.

Ruth Hunt, Chief Executive, Stonewall

A little about the authors

The Proud Trust staff have over 25 years' experience of working with LGBT young people. hey work across the North West and beyond. The Proud Trust's areas of work include running LGBT youth groups, co-ordinating the regional network for LGBT youth groups and youth workers as well as delivering outreach, training and a schools programme.

The Kite Trust have over 20 years' experience working with LGBT young people. The Kite Trust provide local support for LGBT young people in Cambridgeshire through a range of face to face services, drop in groups and 1-2-1 support as well as a training and schools programme.

Get stuck in and give it a go, everyone starts from somewhere and we hope after reading through this guide that you will feel knowledgeable and confident in your next steps. And remember, if you don't know all the answers (no one ever knows all the answers) research the topic and ask young people – they are the experts in their own lives. Take it slowly, try not to run before you can walk. One group or session is a sound place to start. See where the need is, where young people are in their journeys and what your capacity is and go from there.

Amelia Lee, Strategic Director, The Proud Trust

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1 Introduction

Who is this guide for?

This guide provides individuals and groups, whether experienced or coming into the field afresh, with the knowledge, tools and confidence to set up and run a lesbian, gay, bisexual and trans (LGBT) youth group. For many LGBT young people, youth groups provide vital support, confidence, and an opportunity to meet other LGBT young people.

Whether you plan to start small, have the capacity to deliver multiple groups and types of support, or are looking to add an LGBT service to an existing youth provision, this guide offers practical advice on everything from finding funding to planning sessions and activities – and of course top tips for working with LGBT young people. If you are setting up an organisation from scratch, you should read all sections of the guide. If another organisation is hosting your group, focus on the chapters about delivering activities.

Setting up a group can seem daunting but there are lots of tools, experiences and expertise already out there. Remember, you don't need to know everything about LGBT young people or youth work to run a group, but you do need to know enough about the common issues affecting LGBT communities to support the young people you will work with.

Research outside of this guide is important too – where you need further information, the signposting section of this guide will help you to find it. Why not book onto some training to help reinforce what you have learnt – many local and national organisations run regular training days and talking to other participants will really help you to build your knowledge base.

LGBT, LGBT+, LGBTQ, LGBTQIA?

Decide how to describe your group by talking to the young people you work with. Being inclusive and avoiding labels is really important to making all young people feel welcome. See the terminology section for more about these acronyms.

What is youth work and why set up an LGBT youth group?

> Youth work addresses the needs identified by young people and is delivered through programmes of personal, social and political development. Key to this is the fact that young people choose to be involved in youth work, to meet friends, make new acquaintances, learn and have fun. **Bernard Davies,** youth work specialist

In consultation with youth workers, LGBT young people identified that they needed the following key things from an LGBT youth group and from youth workers:

- **Safety and a safe space to be themselves and explore their identity**
- **A fun social group and somewhere to make friends**
- **Confidentiality and anonymity**
- **Trained and knowledgeable staff of varied identities**
- **Having their own voice heard and seeing things change as a result**
- **Information and education**
- **A sense of belonging**

> *[Be]* enthusiastic and friendly, you should bring yourself to the same level as young people. Be sociable and aware of what is going on out there. You should know or have some insight on how to work with young people and how to tackle LGBT issues/common situations e.g. with how to relate to their families. LGBT young person

LGBT young people often face specific challenges at home and at school. Meeting other LGBT young people can be an invaluable source of support, confidence and self esteem. Conversations and interaction between youth workers and young people are key. Given sufficient time, a youth worker can help young people to achieve considerable growth and development, based on a reciprocal relationship.

> [I came along] to meet other people and feel less alone. I felt isolated and wanted to meet other people and get support. Coming along has given me a sense of belonging and confidence, and I am now proud of my identity, and I am more confident to tackle transphobia and homophobia. I am now trained as a peer supporter so I can give help to other young people. It is important to respect other people. Respect people's name and pronoun, and have fun. **Young person,** The Kite Trust, 18-25s LGBT youth group, Cambridge

> The group means to me, meeting actual trans young people outside of the internet. And my mum freaked out a bit about trans stuff. So it gives me a place to get support and reassures her. It is a normal thing to be, but the media sensationalises who we are, so it's good to be in a place where you feel normal.
> **Young person,** Afternoon Tea, trans youth group, Manchester

2 Getting started
Identifying needs and planning services

There are lots of different types of LGBT youth groups which provide different services and activities, from social get-togethers to campaigning. Developing a clear understanding of why your group exists, who it is for and what it is trying to achieve, is vital to success. Don't be overambitious if you're just starting out – there's always time to grow.

You may have a strong idea already, but a bit of research will help you to work out what LGBT young people in your area want from a group and how best to support them. To do this:

Involve and consult LGBT young people from the start

_Run focus groups with local youth clubs and schools
_Create anonymous online or paper surveys
_Support young people to do peer to peer research
_Run an informal 'taster event'

Contact your local authority and services

_Ask local youth workers, community groups, schools, the local youth parliament, health services, police and housing associations about their experience working with LGBT young people (involving them at this stage will also help you build useful partnerships down the line)

Map out and talk to local youth and LGBT services

_Look at how you might link up and avoid duplicating services that already exist

Review local and national research on the needs of LGBT young people

_Use local data from youth and health services, school surveys on young people, and research reports by Metro Youth Chances, PACE, Stonewall and the Government

Use this information to start planning your group's activities

1 **Agree aims and objectives** with LGBT young people, based on the issues they have identified – for instance to create a space where LGBT people can have discussion, to provide 1-2-1 mentoring.

2 **Map out available resources** including venue, staff, volunteers, funding for activities. Identify where you will need to find extra resources or funding.

3 **Make key decisions about the group** based on the interest you've received and your capacity

Size *4-6 members is a reasonable start*

Age range *Can you meet the needs of all ages? What is the priority in your area?*

Number of groups *Will you run different groups for different needs or for trans young people? Remember, one inclusive group is better than nothing.*

Type of sessions or activities *Educational, discussions, sports, counselling etc.*

Create a theory of change

Developing a theory of change for your project has many benefits. It will save you time in the long run as everyone will be clear about what you are trying to do, how you intend to do it and how you will monitor the effectiveness of your activities. All of these things will help increase funding and support for your group.

A theory of change describes:

1_The need you are trying to address

2_The changes you want to make (your outcomes)

3_What you plan to do (your activities)

Example theory of change for an LGBT youth group		
Identify the problem	**Clarify the problem or needs you are addressing and their underlying causes**	**Poor mental health among LGBT young people due to lack of support, acceptance and inclusion at home/ school/in the community**
	Who is affected? Who are you hoping your work will make a difference to?	**LGBT young people, their families & friends. Local health services and schools**
Agree long-term intended impact	**What is the difference you are hoping to achieve to address the needs?**	**To improve the mental health of LGBT young people in the local area**
Map outcomes *(changes you want to make)*	**Identify the outcomes that are necessary for achieving your long-term impact**	_ **To increase LGBT young people's social and peer support networks, confidence and self-esteem** _ **Increase involvement and connection to their community**
Identify outputs	**List the services, products and activities you will deliver to achieve the outcomes**	_ **Provide a friendly space for LGBT young people to meet other young people and partake in group activities** _ **Sessions based on an enjoyable, youth focussed curriculum** _ **Sessions on mental and physical wellbeing** _ **Local community projects and partnership work** _ **1-2-1 support for young people and opportunities for peer-to-peer support**
List your assumptions	**What are the 'givens' underlying your theory?**	_ **Young people attend and contribute to sessions** _ **Young people bond and form friendships** _ **Young people trust staff and volunteers** _ **Some young people are able to support other young people**
Specify indicators and targets to use for monitoring and evaluation	**Develop indicators that will be used to assess progress and achievements, and to test the theory**	_ **Ask young people to fill in regular self-assessment questionnaires to record improvements in mental health, well-being, inclusion/isolation** _ **Record information from 1-2-1s to track young people's progress** _ **Recorded number of referrals to mental health services**

3 Getting practical
First steps to setting up

Once you've completed your research, here are five key steps to get you started. Don't be tempted to rush – taking time over the practicalities is essential to running a safe and successful group. If you are being hosted by another organisation, skip steps 1 and 2.

First steps to setting up

1 Choose a 'legal structure' for your organisation

2 Develop policies and procedures and a simple 'constitution' describing your aims and rules for how the group will run

3 Find staff and volunteers with the right skills to run the group and a small committee to help with decision making

4 Find a venue that's safe, accessible and suitable for your group's activities

5 Build partnerships with your local council and local services

Choose a legal structure

If you are setting up your own organisation from scratch, you'll need to pick a legal structure. This is simpler if you are being helped or 'hosted' by another organisation. Many groups set up in partnership e.g. with the support of their local authority, school or another local service and then might become a charity as they grow.

It is important to agree a structure for your group as you move from an individual trying to achieve something worthwhile to a group with shared aims and objectives. On the next page are four types of groups for you to consider. If you don't think any of these fit your model, you can find out details of other types by seeking advice from your local Council for Voluntary Service (CVS).

Constitution and committee

A **'constitution'** is a document containing the purposes, rules and decision making structures of your organisation. Use the simple template on page 8, and look at other youth group's templates online as a starting point.

Your **management committee** will be responsible for reviewing and refreshing policies regularly to make sure your group is up to date with new requirements. Aim to have at least a **Chairperson, Treasurer and Secretary** but ideally more. Think about including a young person representative. Be aware that Companies House and the Charities Commission set a lower age limit for trustees/company directors.

FOR TEMPLATE CONSTITUTION SEE PAGE 8

Legal structures compared

Legal structure	Advantages	Disadvantages
Unincorporated association Membership organisation	_Quick and easy to set up _You can write your own set of rules (constitution) _No approval needed to set up _No need to submit accounts _Good for small groups	_Some funders prefer a more formal structure _You can be liable for any debt _Can't enter into contracts such as leasing buildings
Charitable Trust *Not a membership organisation but run by small group of people known as Trustees. Aims of the trust must be charitable and needs to register with Charities Commission if annual turnover is more than £5000.*	_Funders more reassured _Simple to set up _Regulated by Charities Commission _Access to more grant funding	_Not a separate legal structure – (unincorporated) so trustees may be personally liable for debt _Individual trustees are responsible for contracts _Must submit accounts to Charities Commission
Charitable Incorporated Organisation (CIO) Incorporated organisation. There are two types of CIO: _An ***association*** *CIO is suitable for groups with a wide membership who have voting rights.* _A ***foundation*** *CIO is run solely by its trustees and doesn't have voting members.*	_You can enter into contracts _Trustees have some protection	_Existing unincorporated charities can become CIOs but the process is complicated and can take a long time _You will have to submit annual accounts and reports to Charities Commission _More regulations
Charitable Company Limited company with charitable aims. Incorporated organisation. There are two types of limited company: _***Company limited by guarantee:*** *No shareholders and any surplus is re-invested in the company. Recommended by the Charity Commission.* _***Company limited by shares:*** *More usually found in the commercial sector, where its members (shareholders) invest money in the hope of gaining a profit.*	_The company can take on legal obligations _The company and not its members are responsible for any debts. However directors have a legal duty to act prudently _Bank may be more likely to give a loan	_Must register with both Charities Commission and Companies House, and submit annual accounts to both bodies _Companies House charge a small fee to submit annual accounts and also impose fines if submissions are late _Can be expensive to set up

Template Constitution

Name: The name of the group/organisation shall be *<insert name>*

Aim: To provide lesbian, gay, bi and trans young people a safe space to meet, socialise, access support, develop skills and confidence through a range of leisure and educational activities and feel empowered to be active members of the group and within their community.

Membership: Membership of the group will be people who complete a membership form and are approved by the Management Committee. All members are entitled to vote at annual general meetings.

Management Committee: Group activities will be overseen by a Management Committee comprising a Chair, a Secretary, a Treasurer and four people. All committee members will be elected annually. Two young people from the youth group/a separate youth group management group will feed into the committee.

Discipline: Members may be removed from the Committee for failing to follow the Code of Conduct.

Resignation: Members may resign by giving *<insert weeks>* notice to the Secretary.

Financial Management: A bank account will be opened in the name of the organisation. Cheques will be signed by at least two designated signatories. The financial year will run from *XX* to *XX*. The Management Committee is responsible for maintaining monies and proper accounts and overseeing legal requirements. All monies shall be used for the purposes of the group, excluding expenses incurred by Management Committee or volunteers.

Annual General Meeting: A general meeting will be held on *<insert date>* with 21 days' notice given. The Management Committee will present an annual report, accounts and elect the committee for the next year.

Dissolution: If the Management Committee determines that due to expenditure, or on other grounds, the organisation must be dissolved, it will call a meeting with all members with power to vote. If a simple majority agrees, the Committee has the power to dispose of assets, after settling debts, to another organisation which has similar aims to this organisation.

Adoption: This Constitution was adopted at the first Management Committee meeting on *<insert date>*

Signed _____ *[Print name]* _____
Chair of Meeting

Signed _____ *[Print name]* _____
Secretary of Meeting

Policies and procedures

Getting policies and procedures in place can seem overwhelming, but there are lots of models, templates and checklists already out there for you to use or adapt. Your local CVS can help too. As your group grows, clear policies are key to ensuring you deliver a high quality service.

Create policies and procedures in the areas listed below as a minimum, and follow the key tips.
Each policy should be explained to all staff and volunteers at an induction and through training. Use the further information and signposting section of this guide for more details, templates and to keep on top of any new requirements.

Safeguarding and child protection

_See chapter 8, *Keeping young people safe*

Data protection

_Hold young people's data securely and destroy after required period
_Register with the Information Commissioner
_Create written permission forms for holding data for young people (or parents/carers to sign for under 16s)
_Create image consent forms for young people (or parents/carers to sign for under 16s)

Confidentiality and consent

_Create a form for young people to sign on how their information will be stored and what will happen if they disclose issues of concern to staff or volunteers
_Train staff and volunteers on how to keep information and data confidential
_Create consent forms for trips for young people to sign (or parents/carers for under 16s)

Health and safety

_Risk assess all activities and venues and use a form to record this
_Be aware of building procedures, including fire drills, hazards, first aid
_Keep an accident log
_Never work alone with young people

Equal opportunities

_Create a clear statement on the group's commitment to equality and non-discrimination and expectations or staff behaviour

Insurance

You will need to purchase:
_Public liability insurance if running services for young people
_Employer's liability insurance if employing staff
_Insurance for additional activities such as events as needed

Quality assurance

As a voluntary or community organisation you will be accountable to funders and the wider public. There are different systems to help ensure you are providing quality services. PQASSO (Practical Quality Assurance System for Small Organisations) provided by the National Council for Voluntary Organisations (NCVO) helps organisations establish sound governance practices, financial and risk management procedures, and robust ways to measure outcomes. It also sets a path to continuous improvement.

PQASSO provides us with a simple yet effective system to ensure we are working towards best practice and involves everyone in the organisation to meet the standards set out. We have chosen to self-assess which has given us the freedom to take our time in completing it. This takes the pressure off having to do it all at once. **Lara Jaffey,** Executive Director, The Kite Trust

Finding a venue

Many LGBT youth groups are hosted at venues managed by other organisations (particularly when starting out), often for free or a small charge. Think about local spaces, (e.g. community centres, schools, village halls, parks) as well as local business or charity spaces – that you could use. If you are leasing a property, make sure you seek legal advice. Remember to consider:

Accessibility for people using public transport and those with access needs

Flexibility to do the activities you are running – for instance, are there tables, kitchen facilities, space for activities, and a 1-2-1 room for confidential chats?

Confidentiality to ensure safe access for young people who aren't 'out'

IN PRACTICE

Oldham LGBT youth group found a space at a local theatre for the group to meet free of charge. As a new group, the anonymous venue worked well as young people wouldn't be identified accessing an LGBT space. They didn't need many resources as they mostly held discussions, team building games and activities. As the group grew, it moved to a bigger room at sexual health organisation _Brook_, at a community rate of £15/session and finally to a much bigger space with more facilities.

Building partnerships

The most effective LGBT youth groups work with local services from the get-go, from using their research to inform which services to provide, to actually co-delivering services. This has many benefits for the group (including joint funding bids, events or services) and for young people (including access to health professionals). Some groups are run entirely by a local authority.

IN PRACTICE

Partner agencies in the third and public sector have always played a role in Yorkshire Mixtures, a group set up by Kirklees Council and The Brunswick Centre (an HIV support group) and the only provision for LGBT young people in the area. An advisory group was established at the outset, which included The Brunswick Centre, Huddersfield University, Housing Services, Community Engagement Service, West Yorkshire Police and young people themselves.

4 Managing finances

When you begin, you may only be dealing with very small sums of money or even relying on goodwill and donations. As you grow, setting up systems to track and record all of your income and expenditure will be key to effective financial management (ensuring you don't run into money trouble). These systems should be overseen by your Treasurer and laid out in a financial policy. This can seem overwhelming if you have not managed a group's finances before, so it is worth seeking advice from others and starting simple.

1. Assign roles and responsibilities

TREASURER

Manages overall income and expenditure

Checks and pays invoices and bills

Keeps the group informed about the funding situation

Advises on fundraising and coordinating funding applications

Prepares and presents annual accounts to the committee

COMMITTEE

Sets who can spend, how much they can spend and who can authorise expenditure

Records and deposits cash and cheques

Checks compliance with legal requirements

Approves and monitors budgets, with regular meetings to discuss

Ensures accurate records are kept and authorises purchases

STAFF AND VOLUNTEERS

Know how much can be spent with and without authorisation

Fill out and submit income and expenditure forms

2. Set up basic financial systems

_Create a petty cash system
_Keep a cashbook to record all transactions, bank fees, cheque numbers
_Develop income and expenditure forms for staff and volunteers – use codes for different types of expense to help you keep track of them

3. Keep check on your finances

_File all financial paperwork including: bank statements, _expenditure_ (including invoices, receipts) and **_income_** (including membership fees, donations, receipts, grants)

_Regularly 'reconcile' your bank statements and cashbook using a bank reconciliation form. This helps you to check that your own financial records match what your bank account says

_Review legal requirements such as tax and national insurance contributionsif you employ people. Large groups, especially if regulated by another body such as the Charity Commission or Companies House need to follow specific financial requirements and should seek expert advice

WHO ELSE CAN HELP YOU MANAGE YOUR FINANCES?

Small Charities Coalition, National Council for Voluntary Organisations, The Charity Commission, Cash Online, HMRC

4. Predict cashflow and budget

_**Try to think ahead about all of the different types of income and expenditure you will have.** This will include **capital costs** such as equipment, and **running costs** such as venue hire, utilities, wages.

_**Create a cashflow forecast** with expected income and expenditure for each month. That way you can identify where you might be short and readjust. Throughout the year, your treasurer should regularly compare the cashflow forecast with actual spending to check you're on track.

_**Set a budget** – this is a simple exercise you should complete monthly and annually (see example below)

Example annual budget for a youth group

Cost	Example	Your calculation
Direct costs		
Venue hire	48 sessions at £20 a session = £960	
Staff wage	6 hours per week at £10 an hour x 53 weeks = £3,120	
Refreshments	£10 a week for 48 weeks = £480	
Activity costs	£10 a week for 48 weeks = £480	
Travel (for young people and volunteers)	£10 a week for 48 weeks = £480	
Indirect costs		
Public Liability Insurance costs	£200 for the year	
Cost of employing staff member (e.g. employees' national insurance)	25% of staff wage £780	
Management and governance of the organisation	25% of staff wage £780	
Office costs (e.g. telephone and stationery)	Variable so overestimate slightly (e.g. £500)	
Total		

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UNDERSTANDING COSTS **Direct costs** relate clearly to the project, for instance salaries for project workers, volunteer expenses, or a dedicated laptop for the project. **Indirect costs** are costs incurred by the organisation, without which the activity wouldn't happen administrating the organisation (aka 'core costs'). If you are part of a larger organisation, you might only have direct costs to think about. When applying for funding, you should aim for full cost recovery (funding to cover direct and indirect costs).

5 Finding funding

No matter the type or size of your group(s), you will need a mix of different funding streams to keep going in the long run. This section will help you to understand and prioritise different funding opportunities and present a case to funders that your group is a good idea.

Types of funding compared

Type of Funding	Benefits	Challenges
Voluntary donations Donations from individuals, businesses, fundraising events, crowd funding and legacies	Often unrestricted i.e. can be used for any aspect of your work. The LGBT community and allies are natural donors.	Donations are often one-off. Can be time-consuming to acquire. Not sustainable as single income stream.
Grants 'Restricted' funds i.e. to be used for specific activities. Public bodies, trusts and foundations (e.g. The Big Lottery Fund) often provide grants.	Process of applying for a grant helps ensure you have robust systems and clear objectives. May be able to get full cost recovery.	Not many funders offer LGBT-specific grants, but many fund youth work activities. Can be time-consuming to write/research. Usually one-off. Must report to funder on project progress and finances.
Earned Earned income is selling products or services to customers – for instance by providing training, publications, selling advice.	After the cost of supplying the activity, surplus income is unrestricted. Earned income often helps you achieve your own aims – for example, delivering LGBT awareness training is a win/win situation.	Organisational reputation at stake as customers expect high quality services. Rules and regulations about trading as an organisation or charity.
Contracts Payment to you for the provision of goods or services. Purchaser could be from the public, private or voluntary sector. Services are mostly commissioned or purchased through a competitive tender process.	Repeat contracts help make your group sustainable, strengthen local relationships and your reputation.	Commissioning and purchasing services can be complicated. Get advice from your local voluntary and community sector organisation (VCS).

WHERE TO FIND FUNDING
_ Use the *'Funder Finder'* at www.lgbtconsortium.org.uk
_ Ask your local authority about partnership funding opportunities with local public health, policing or youth services
_ Ask about how to apply for Youth Opportunity Fund funding

Applying for funding – Top Ten Tips

1 Pick the right funder All funders have specific requirements and areas of interest so make sure your project actually meets these before you start. Shape your bid to address areas the funder is interested in, for instance – health, education, community engagement.

2 Be clear and specific about your aims, activities and intended outcomes. Show clear links between each. Your theory of change should help with this.

3 Provide strong evidence including national and local data, surveys and young people's voices to demonstrate the needs and issues facing LGBT young people in your area, and then explain how your activities will solve that problem or meet those needs.

4 Prove that you are reliable Reassure funders that you have good project and financial management systems in place. Showcase the skills and experience of your staff, other successful projects you've run and any support you have from local partners.

5 Be realistic and upfront about what you will achieve, how much it will cost and the time it will take. Be ambitious but do not overpromise. Often youth groups engage small numbers of young people but have a deep impact on people's lives – tell this story rather than over-promising high numbers of members.

6 Deliver value for money Show how your group has a big impact on young people's lives at little cost and saves money for public services – for instance, improving the lives of LGBT young people means they are less likely to engage in risky behaviours and use costly resources like police or health services. Highlight the steps you will take to keep costs as low as possible e.g. sourcing donations and volunteers, whilst maintaining quality and safety.

7 Demonstrate impact Use data e.g. attendee numbers, referrals to/from public services, as well as direct feedback e.g. quotes from young people, parents and carers, local schools or services, to show the difference you are making.

8 Make it sustainable Explain how you will keep your group going beyond the funding you're applying for, and how your group's activities will have long-term effects.

9 Work in partnership Joint funding bids show funders that you will have a wider reach, impact and better sustainability. Partnering with local services or bigger organisations can also open funding opportunities unavailable to smaller groups and help to save costs.

10 Track and share progress Share successes and milestones with funders, through reports, and notify them of any changes or delays to the project. Building strong relationships is key to future funding.

◼ Worksop out on Wednesdays (W.O.W) group worked with EDEN Film Productions to secure funding from the Heritage Lottery Fund to research, record and produce a short film. Young people were directly involved in securing the funding by taking part in a video explaining why they felt funding should be granted.

◼ The Gap Youth Club are members of the Jack Petchey Youth Achievement Scheme which enables peer recognition via youth nominations. Winners choose how to spend award monies on their club. This has included an LGBTQ+ prom & photo booth, Christmas party, music equipment and offsite trips. They also receive staff funding through a partnership agreement with Wandsworth Council, and additional funding through the Battersea Crime Prevention Panel who are keen to support local initiatives.

Fundraising and donations

Fundraising is a creative way to get to know the local community, and can form part of the activities led by, or run for, young people themselves. Create a simple leaflet encouraging people to donate and explaining what activities they will be supporting.

Local businesses or charities may be able to donate resources, volunteers, equipment or meeting space.

You could also charge a small membership fee or proportion of costs towards residential trips to help, but be careful not to put people off attending altogether.

◼ Yorkshire Mixtures' members pay a small contribution to attend. Funds are saved in a protected bank account managed by young people who make decisions on how the money will be spent.

Sometimes your best resources are the ones you get for free! The Liverpool LGBT youth group often get free food donated by Fairshare, and this saves a lot of money that would otherwise have been spent on refreshments. So before you ask for money, think: 'What can I get for free?'. This might be a venue, or a volunteer to help keep the accounts of the group, free fliers from a local printers, or someone from a local sexual health organisation who can give free information sessions for the young people in your group.

Amelia Lee, Strategic Director, The Proud Trust

6 Advertising and promoting the group

In the beginning, let people know who you are, what you are offering and where to find more information. Once the group is up and running, advertise and promote your activities, successes and impact.

First of all, you need to get the word out to the right people. Different ways to do this include flyers, posters, email bulletins, a Facebook page or sharing graphic for promoting your group online. Advertise your group in ways that can be accessed by young people who aren't open about or aren't sure whether they're LGBT.

Design and branding

_**Pick one or two ways to advertise** to get started, for example an e-flyer or Facebook page.

_**Decide on key colours, font and layout** and stick to them – consistent branding is important, particularly if you start to expand the services you offer.

_**Ask for young people's input** and look at what's worked for other LGBT youth groups. Use friendly, welcoming messages that reflect your group's ethos.

_**Keep it brief** Focus on what you are offering, who it's for, and how people can contact you to find out more.

_**Think about safety** Avoid advertising the location if it is not an LGBT dedicated space. Not all young people will want others to know they are going to an LGBT group and may worry about being seen or 'outed'.

Rainbows and rainbow colours are often the immediate go to but try not to go overboard. Flyers which seem very 'obviously LGBT' can be a deterrent to some young people picking it up. **Trafford Youth Council,** Trafford, Greater Manchester

_**Keep it informal, friendly and clear** to ensure all young people understand and feel welcome. Write out 'lesbian, gay, bisexual, trans' rather than using 'LGBT'.

_**Find someone with design skills** A volunteer with design software or a local design firm may be willing to help for free.

_**Be inclusive** Think about the different types of people that might want to attend and make sure imagery and language reflects all different ages, ethnicities and identities. Mention if the venue is accessible.

With so many identities it can be hard to find an acronym that is inclusive. After consultation with young people in our groups, we chose to use LGBT+ to include all LGBT identities. **Amelia Lee,** The Proud Trust

Having a group name and logo is a nice touch, but this is something young people can help you design once the group has formed. In the meantime, '*[name of your town/school]*'s LGBT youth group' in an attractive, clear font should get people interested.

Where to advertise

Get your flyer out as widely as possible. Hard copies of the flyer are very important but you should also email a version to every contact who works with young people in your area:

- **_Schools**
- **_Colleges**
- **_Youth groups**
- **_Libraries**
- **_Community centres**
- **_Youth music/social venues**
- **_Coffee shops**

Coming along to an LGBT group can seem a huge mountain to climb, especially for young people who have never met anyone LGBT before. Try dropping into local youth groups, schools and colleges to talk to young people. Often groups offer a phone or email conversation with a youth worker before coming along. This helps young people to find out about the group and to feel comfortable.

IN PRACTICE

_ Gap Youth Club members completed a Youth Opportunity Fund bid and received a small grant to produce new flyers & posters. Members developed a new design, ensuring it was welcoming and inviting to potential new members, and that the wording would be understandable to both LGBTQ+ youth and referring professionals. Gap members and staff visited schools and local service providers to distribute posters and talk about their youth club.

Online promotion

At first

Create a webpage with brief details about your group. This could be housed on a partner organisation's website e.g. the local council, VCS, LGBT Consortium, another youth organisation's website or Facebook. When creating a Facebook page, make sure everyone is able to see it as 'public', not just those who 'like' it. Set up a Twitter account and tweet about your site or page. Free website-making sites could help you make your own webpage, e.g. **www.wix.com** or **www.sitey.com**.

On an ongoing basis

- **_Use social media sites** like Twitter, Tumblr and Facebook.

- **_'Follow' LGBT organisations**, other local and national LGBT services and youth groups' Twitter feeds – link into conversations on key youth or LGBT issues and build your group's visibility.

- **_Tweet important information** about the group, impact reports, information about new projects or photos with others.

- **_Feature short blogs** written by staff, volunteers or young people about their experiences on Tumblr or Facebook.

- **_Ask young people** which social media sites will be most useful in reaching your target audience and prioritise accordingly.

- **_Get young people involved** in promoting the group online too.

Talking to the press

Local press can be a great way to advertise your group. They might also promote an event or project you are running locally or share the impact of your work. Keep a list of local press contacts, their email addresses and a draft press release template with your logo at the top and a paragraph at the bottom with general information about your group and how to contact you. When you have something you'd like to share, add in 3 or 4 lines about it to your template and send it out to your contacts.

Establish how you want to engage with media from the outset. Develop a simple policy so it's clear what you will actively engage with the press for, how to respond to unwanted media attention and which staff member is responsible for this. Don't feel under pressure to say yes if approached about something – it's up to you with whom and how you talk about your group.

Using photos of young people

Always seek young people's permission before including photos of them. Create a photo consent form for people to sign, ideally when joining the group. Include an opt out to remove images at a later date, but remind young people that once printed materials are out in the world, often they cannot be removed. Ask young people to agree with each other that they will not post pictures of others in the group on social media without permission. If the young person is under 16, seek permission from their parent or guardian, according to your consent policy. If someone gives consent for a photo to be posted but changes their mind, remove the image wherever possible.

7 Delivering a group day-to-day

Tips for planning activities and sessions

1 **Involve LGBT young people in planning, delivery and evaluation.** Discuss how often to run the group (e.g. weekly/monthly) and the type of activities. This will ensure sessions are relevant and engaging.

2 **Think about different needs and interests.** Provide a balance of fun and educational content, LGBT-focused and general youth work. Be aware of different abilities, learning difficulties and access needs.

3 **Plan ahead for key dates** such as LGBT History Month (Feb) and International Day Against Homophobia, Biphobia and Transphobia (17 May). Create an annual plan and do more detailed planning every 3 months.

Create your own curriculum

Decide on a set of key areas for your group to focus on. This will make sessions easier to plan and ensures a range of educational and recreational needs are met.

IN PRACTICE

The Proud Trust staff and young people identified five key curriculum areas:

- *Health and wellbeing e.g. how to stay emotionally well, sports tasters*
- *Social and political awareness e.g. discussions about LGBT rights and anti-discrimination*
- *Sex and relationships education e.g. understanding consent, pleasure, healthy relationships*
- *Independence and life skills e.g. cooking on a budget, assertiveness skills*
- *Trips, visits and events e.g. Pride events, team building residentials*

Our young people decided a carousel of activity worked best, so each month we have four differently themed sessions, one per week. We have one dedicated to a 'geek hour', one watching a film, and two are debating and crafts. This gave the sessions a structure to work to and everyone knew what to expect. We have topical themes for each month or session depending on what is happening in the year calendar, e.g. World AIDS day, Black History Month, Disability Awareness Month or LGBT History Month.

Cliodhna, LGBT youth worker, WYnotLGBTQ? LGBT youth group

Run campaigns

Campaigns can be big or small, focused on general awareness-raising or tackling a specific issue. Groups often use key dates to run campaigns.

_ **Allsorts Youth Project run local, national and international campaigns including reducing stigma posters on World Aids Day and banner making for World Mental Health Day.**

_ **Worksop out on Wednesdays (W.O.W) campaigned to tackle hate crime and encourage people to challenge and report homophobia. This included helping to arrange a hate crime event, promoting Stonewall's No Bystanders campaign, delivering presentations in schools, and supporting Nottinghamshire police with staff training and advertising campaigns.**

_ **The Gap Youth Club ran a campaign in schools, colleges and youth services. Members took part in a film campaign, recording their experiences of homophobia biphobia and transphobia and the things that positively affected their lives. They also developed staff training activities, which are used in LGBTQ+ awareness raising. Several youth members have been trained to assist delivery.**

Run community projects

_ **Yorkshire Mixtures created a drama project *'I'm So Gay, Get Over It'* as a tool for informal education, eventually winning a Philip Lawrence Award.**

_ **Ellesmere Port Utopia Youth Group developed the Pink Box Project to help local schools and other youth groups learn about LGBT identities and how to create inclusive spaces. They created a workshop to introduce what LGBT stands for and what young people can do to combat homophobia, biphobia and transphobia. The session ended with a request that the group creates a piece of art in response to what they had learnt. Every local group received a pink box and a blank A3 canvas to make their artistic responses. Ellesmere Port Utopia then hosted an event and invited all youth groups to submit their art. Attendees voted on a winning piece – this image was used on all publicity for the Pink Box competition the following year. The Pink Box Project is now a North-West regional event that launches during, and takes the theme of, LGBT history month. Over 18 towns and cities have taken part.**

Set up online groups

▆ Fusion, a group for black, asian and minority ethnic (BAME) LGBT young people, has a Facebook group that gives young people a way to stay in touch with other BAME LGBT people between sessions. It is accessible only to group members and moderated by a lead youth worker, who shares interesting articles such as BAME LGBT representation in the media and logistical information e.g. meeting times and trips.

Having a Facebook group allows young people to connect with each other between sessions. It allows us to communicate messages to them and provides a space where interesting articles, videos and information can be shared! By having the settings of the group set to secret, it means it doesn't show up in a young person's newsfeed so there is no risk of being 'outed' when they join the group. Staff also have worker profiles, which help to set and keep safe boundaries with young people.

Matty, youth worker, Inside Out Group, Rochdale

Create peer leadership programmes

Peer leaders are young people in the group responsible for helping other young people engage with activities. They can also run or co-run games and activities. Peer leader programmes help prepare young people to be active citizens, and to go into youth work or volunteer with the group once they are too old to attend. Peer leaders need training and it won't be appropriate for all young people – be aware of group dynamics and safeguarding when electing and training leaders.

▆ The Proud Trust developed a participation policy on how people can be involved in the organisation. This includes:

- *leadership roles for young people in the youth groups (young leaders)*
- *helping deliver outreach training in schools (peer educators)*
- *representing the organisation at conferences and events, and developing and running campaigns (LGBT ambassadors), supporting peers in a 1-2-1 befriending or support relationship (peer supporters)*

Giving young people roles in the group allows them to explore responsibility and develop leadership skills in a safe environment.

I had gay friends before I came along to the group. I am really comfortable with myself now, and help others in the group, supporting them on the journey to be more confident. What I gained was opportunities to get involved with policy and political changes… I also help out by running the LGBT society at my sixth form, and people believe that I know what I am talking about, and listen to what we have to say, and take us seriously. I try to help other people and make sure their voices get heard.

Young person, The Kite Trust 18-25s LGBT youth group, Cambridgeshire

Provide health and wellbeing services

Many groups provide services as well as running activities. Even small groups can find ways to provide services, especially by working with local bodies.

_ A volunteer art therapist visits Gap Youth Club monthly to explore themes around LGBTQ+ identities. As the Gap runs for just two hours a week, they decided the group wasn't suitable for 'counselling' sessions. Instead, a volunteer Emotional Wellbeing Advisor visits fortnightly to speak to members and signpost to appropriate services. Gap also launched Free2Talk – a 1:1 mentoring service to support LGBTQ+ young people aged 13-18 outside of weekly sessions.

_ W.O.W works closely with the Nottinghamshire C-card scheme (a sexual health service) and the Terrence Higgins Trust. They also arrange monthly visits from a sexual health nurse from the local GUM service. This ensures young people accessing the W.O.W service are well informed around sexual health and how to access sexual health services.

_ The Young Transgender Centre of Excellence (YTCE) holds a weekly social/support group for trans people aged 13-18 and a monthly support group for parents and carers of trans young people. Young people know that colleagues are not trained counsellors, but feel able to talk in an environment where they are respected and free from judgement.

Influence and improve local services

LGBT young people are well placed to help public services become more LGBT-inclusive, either through consultation or training. This not only develops LGBT young people's own skills and confidence but may in some cases provide a source of income for the group. Be careful to avoid 'over-consultation' though.

_ Young LGBT+ in Herts, led by Who not What (WnW), are directly involved in the current Children and Adolescent Mental Health Services (CAMHS) Transformation work. WnW members are all trained as 'Young Commissioners' and work in equal partnership with adult commissioners when new services are being designed and delivered. They are involved in assessing tender bids, interviewing prospective service deliverers, and quality assuring existing services for young people.

_ WnW has also identified gaps in services, by talking to peers. As a result, Hertfordshire now has local LGBT+ groups in seven of the ten districts, increasing support and social opportunities for young people. Having recognised that young trans people who needed specific support, the group worked with Youth Connexions and the Herts LGBT Partnership, to secure financial support from Public Health Herts. Youth Connexions then commissioned Gendered Intelligence, a London-based charity for trans young people, to deliver this project.

Deliver training and workshops

■ **Allsorts Youth Project provides tailored support to schools, based on issues identified through school data, such as health and wellbeing surveys. They provide targeted training for:**
• All students *e.g. LGBT awareness assemblies, LGBT awareness and challenging homo/bi/transphobia workshops in PSHE lessons*

• LGBTU allies groups, peer mentors and student councils *on supporting and advocating for other students on LGBT issues*

• School staff *(senior leadership, governors, teachers, pastoral staff)*
e.g. on developing an LGBT inclusive curriculum, making your school an LGBTU safe space

■ **W.O.W has trained staff from local organisations, including the Youth Service, Women's Aid, Sports Club leaders and MIND, on working with young LGBT+ people. Sessions are particularly successful as they are delivered in partnership with the young people accessing W.O.W. who give attendees information around the real-life experiences of discrimination they face.**

8 Keeping Young People Safe

Before you begin working with young people, it is essential to develop a **safeguarding framework and policy**. This should be clearly communicated to all staff, volunteers and young people, and reinforced through a programme of education and training.

Your local Safeguarding Children's Board and the NSPCC provide useful templates and guidance on implementing your policy.

Safeguarding Checklist

Do you have a safeguarding policy? *Does it contain…*

… a statement about your organisation's commitment to safeguarding and safeguarding training?

… information on confidentiality, information sharing & record keeping?

… clear definitions of what constitutes Child Abuse?

… a designated lead person on safeguarding issues?

Do you have safeguarding procedures? *Is it clear what to do…*

… when a young person discloses that they are at risk?

… when you observe signs and symptoms that give cause for concern?

… if you have concerns about a staff member or volunteer (or an allegation is made against staff/volunteers)?

… to ensure all those working with children have current DBS checks?

Other policies, procedures and training:

How do you ensure everyone's aware of the code of conduct and safeguarding policies?

Has someone in your organisation received training on Safer Recruitment?

How does your organisation keep up to date on safeguarding issues?

Do you have health & safety procedures for activities with young people?

Do you have guidance on how to manage children and young people's behaviour?

Does the organisation have a system to record child protection concerns and actions, existing injuries, etc.?

Do you have a complaints procedure?

Do you have an e-safety policy?

Does your management committee/board of trustees know their legal safeguarding duties?

How do you ensure the right staff:young person ratios for different activities?

Write a code of conduct

All staff and young people should be aware of appropriate and expected behaviour. A code of conduct also provides reassurance for young people who are nervous or anxious, especially new members. Include:

- **_how staff and young people should behave, treat each other, the group space (including online) and each other**
- **_not accepting any form of discrimination, abusive language or behaviour**
- **_no consumption of alcohol/drugs by young people and adults**
- **_sanctions and procedures for managing conflict**
- **_rules for day trips e.g. visit to Pride or overnight trips**

Ask young people to create their own version of the code of conduct together.

We create group agreements with all of our groups so they have ownership over behaviour within the space and can be held accountable to a code of behaviour that they have shaped and agreed to. It's a great activity to do in the early stages of your group forming and should be reviewed each term. The agreement is visible in each session. Creating it with the group ensures it addresses the needs of the whole group. It also helps it feel less like a mean or unfair rules system. Young people are more likely to respect the agreement if they've created it. The young people help decide what the consequences of breaking the code should be too.
Chloe, Youth Worker, Fusion BAME LGBT youth group, Manchester

Set boundaries

You should also take steps to set clear boundaries between staff, volunteers and young people.

- **_Have a separate youth group phone rather than staff using personal phones**
- **_Inform the group when staff will be available/unavailable e.g. out of hours, staff holidays**
- **_Provide a list of services that young people can access outside of the group**

Confidentiality

All young people will feel differently about being LGBT and who they are 'out' to; some will be out to everyone; others to a few or just the group. Think carefully about whether parents/carers need to know that they are attending the group and how you can protect young people from being 'outed' to family, friends or peers.

Laws have changed but socially we are not there yet. We are not at a point of equality, so we need confidentiality and a safe space. Safe space means everyone in the room has some sort of shared experience and then they know not to tell other people and out you… They just get it. **Young person,** The Kite Trust

- **_Avoid putting 'LGBT'** on consent forms or publicity about residential trips
- **_Set staff guidelines** e.g. if a parent or carer calls, don't mention LGBT unless they do and use the name of the child that the parents/carers know, even if different to the one they use in the group.
- **_Let young people self-consent if they are over 16**
- **_Provide appropriate support without involving parents/carers,** provided that the young person is aware of the implications of their actions

Remember you **cannot** guarantee absolute confidentiality to a young person – staff must pass on appropriate information if a young person is at risk.

Online Safety

Online spaces can be particularly useful as not all young people will be able to make it to sessions for practical or other reasons e.g. not being 'out', confidence or anxiety, transport, travel expenses or curfews. However, you should implement clear safeguards for online groups:

- **_Ensure staff and volunteers create a Facebook 'worker' profile separate from their personal profile**
- **_Establish times that staff will/will not respond to posts**
- **_Create private groups so that young people can be members without other Facebook friends knowing**

Signposting and referrals

There is no way of knowing exactly what issues or concerns young people, or their parents, carers or teachers, may approach you with. Keep a list of local support agencies that you can refer to. **Remember to seek confirmation from a young person that they are comfortable being referred to another organisation.** See p32 for organisations you can contact for support and use Stonewall's *What's in my area* database.

Issue	Key Contact(s)
School bullying	School nurse/pastoral lead
Abuse in the family/at home	Social services, local authority safeguarding children's team, Local Area Designated Officer, youth homelessness services
Mental health issues	Young people's mental health support organisations or CAMHS (child and adolescent mental health services)
Sexual health issues	Young people's sexual health organisations, Genito-Urinary Medicine (GUM) clinic or GP
Gender identity and transitioning (social and /or medical)	National/local trans support groups and gender identity clinics (NHS)
Seeking asylum in the UK	Local or national asylum seeker support
Hate crime	Local hate crime/LGBT liaison officer

Attend local youth network meetings to access information on young people, events in the local area, share information about your group and develop working relationships with local youth leaders. Some groups even offer briefing sessions or training on LGBT issues to empower other youth workers.

9 Staff and volunteers

A strong and supported staff and volunteer team is at the heart of any successful youth group. The size of your team will vary depending on your service, and will grow as your group increases its activities. When recruiting, think about the skills you need for the activities you plan to run. This will include:

_Commitment to the values and mission of the group

_Experience and/or understanding of working with LGBT young people

_Specific expertise or skills such as teaching, counselling, coaching sports

A diverse staff team in terms of skills, backgrounds and identities will benefit the group e.g. trans and cisgender, LGB and straight, older and younger and staff from black, asian and minority ethnic backgrounds. Advertise posts to as wide a network as possible, including local youth services, newsletters, voluntary and community sector support organisation (VCS) and LGBT community groups.

Volunteers

Volunteers bring vital support to a staff team, particularly where resources are scarce. However it is important that everyone understands volunteers shouldn't be taking on the responsibilities of a paid worker. Let volunteers know they are valued through individual/group supervisions, catch-up meetings, events and team away days. Don't forget to budget for and cover their expenses.

Support, training and development

Provide a clear induction and training for all staff and volunteers on organisational policies, procedures and their roles and responsibilities

Schedule regular supervisions for staff and volunteers to discuss their individual concerns and progress

Hold team meetings for staff and volunteers to discuss concerns, feed back on work plans, new ideas and set goals

Provide ongoing training opportunities in different areas such as courses, shadowing, mentoring or skills swaps

▄ At The Proud Trust, key training is given to volunteers in the groups, such as safeguarding and child protection, health and safety, and youth work skills. Volunteers and paid staff have the same access to training. They often attend free or low cost opportunities for external training ranging from NVQs in youth work to Sports Leader and Outdoor Education training, through to job shadowing/placements at other organisations, including Stonewall. The Proud Trust also takes placement students each year from youth and community work or related courses at college or university level.

▄ All staff at Allsorts have at least Level 2 counselling training and can deliver one-to-one sessions, including visiting young people within their schools.

Youth group staff, especially group leaders, should be equipped to support young people with special educational needs or disabilities (SEND) so that all LGBT young people feel welcome, understood and supported. Access targeted SEND training through your local authority or other community groups.

Training and development is essential to the safe and effective running of your group. It is also a key reason people volunteer and a great way to keep staff motivated and improve your group at the same time. Some local authorities, local CVS and online sites provide training for free or discounted rates. You could also link up with other local charities and arrange skill swaps.

▄ Staff from the Young Transgender Centre for Excellence (YTCE) in Leicester have trained professionals outside of their group to support young trans people. In return they have been offered resources and guidance includng on how to support young people with mental health and wellbeing needs.

Young volunteers

Offering volunteering opportunities to LGBT young people is a great way to help them build confidence and interpersonal skills. They could even become part of the staff team in time, but remember to take appropriate safeguarding precautions, including a mandatory time gap between attending the group and becoming a staff member.

The Kite Trust have given me the opportunity to gain valuable practical experience of working in the charity sector. Since volunteering I have now accepted a paid position with a company in their finance department.
Jake, previous member, The Kite Trust LGBT youth group, Cambridgeshire

10 Measuring impact

What is monitoring and evaluation?

Implementing simple, clear ways to measure the group's impact will help you deliver high quality services and continually improve your group.

Monitoring is about keeping track of what is going on in your group and the progress you are making towards your aims. You will do this in different ways for different things. Some things you might monitor from the beginning e.g. who is attending your service. Other things you might monitor for a fixed period of time e.g. a particular project.

Evaluation is a more in-depth process of reflecting on what has gone well and what could be improved on in your group. It means looking at the information you have collected against the aims and objectives you have set, or looking at a particular project or activity in more detail. Evaluation will help you work out how the group can be developed or improved in the future. It is vital to involve young people, staff and volunteers.

Why do it?

1 It will help you deliver the most effective service

Is your youth group having the impact you want it to? Monitoring and evaluation will tell you how well the needs of young people are being met, where there are gaps in services, and how well resources are being used. All of this will help you improve and ensure the best possible service for young people.

2 It will help you attract and retain funders

It is not enough to say that you think your group makes a difference – you need evidence. Sharing the information you collect during monitoring and evaluation will help prove to funders that your group is worth spending money on because of the positive impact it's having.

Deciding what to measure

When deciding what to measure, keep in mind:

1 The aims and objectives **you** have set for your group – use your theory of change

2 The outputs or outcomes that **your funders** want to see

Understanding outputs, outcomes and impact

Your outputs, outcomes and impact should link directly to the **need** identified when you start your group (see chapter 1). This might be, for example, LGBT young people need a safe space to talk about their identity and to build their confidence and self esteem.

Outputs are the immediate results of your activities

Example: *Young people attend ten sessions on positive mental health*

Outcomes are the changes that you make over time to address the needs, aims and objectives you have identified

Examples: *Young people; feel that their confidence and self esteem has improved, feel more confident to challenge homophobia, biphobia and transphobia at school*

Impact is any long term change that you make, and may happen after the project itself

Example: *Young people; feel happier and achieve more at school, have improved relationships with their friends and family*

!

Don't forget

All information must be stored in accordance with data protection guidance, and treated with sensitivity. Check with young people, staff and volunteers with whom and how the information they have provided will be shared.

How to do it

1 Involve young people

Ask young people what they'd most like to get out of the group when planning your outcomes. Provide a list to get them thinking:

_Confidence, self-esteem, friendship, mental health, ability to self-advocate, practical skills (cooking, management) listening and communication skills, volunteering skills.

2 Collect information

Once you have decided what to measure, decide **how** you will collect your information.

How to collect information on:

… who attends your group: *registers* and *sign-up sheets* that record people's names and other demographic information about them

… the services and activities you offer: *session plans, monthly and quarterly plans, session notes* detailing what took place, *photos of activities and trips*

… how young people feel about the group: *verbal evaluation* – at the end of every session ask each young person a question related to the outcomes, for example one thing they have learnt from the session and one thing they enjoyed. Record their responses and log them on your evaluation system or in session files. *Questionnaires or online poll* – ask young people to fill out a simple questionnaire on a regular basis. Use the same questions each time, so you can measure the distance travelled by that young person. They might put 3 out of 10 for confidence when they start coming along, but after six months of attending the group this will hopefully have risen. *Photo story or film* – with the young people where they show the impact the group has on them

… how volunteers and staff feel about the group: *case studies* – ask volunteers and staff to write down their experiences of facilitating or helping with the group and the impact it has had on them

3 Evaluate

Set different points in the year to stop and evaluate the information you are gathering in greater depth. This will allow you to reflect on whether you are happy with your group's activities and the impact it is having, rather than simply whether you are meeting project outcomes. E.g. Does the group meet the needs of some members better than others? Have you set the right outcomes? Is there a need for new services?

Sit down with staff, volunteers and young people to discuss what you might add or change about the activities or projects you offer.

Use one evaluation tool so that your data is consistent. The Significant Change Model and the Young Foundation Capability Framework are useful models to adapt.

About ten years ago, workers at Manchester's LGBT youth group noticed that the group was mostly made up of gay and bisexual young men. This was confirmed from the data on initial contact forms that every new young person filled in: 70% of people attending were young men. Workers then undertook an evaluation with young women in the group, and these young women said they would like a separate space just for lesbian and bisexual women. So the group applied for some funding and set up a young women's group. This has helped meet the needs of young women. Since then, lots of groups in the country have undergone a similar process with young trans people, and now deliver separate trans groups too. **Myrtle Finley,** The Young Women's Health Project Coordinator, The Proud Trust, Manchester

4 Share information

Collect the information together and present it to others. Remember to highlight your successes and to think about your audience. Is it for staff and volunteers, young people, parents/carers, or funders? You could produce a formal report, visual display, a webpage or communicate through social media, discussion or workshops.

IN PRACTICE

_ At W.O.W membership forms and monitoring systems are flexible and tailored to the identities of the young people. Information is recorded, monitored and compiled to provide annual statistics on the young people who have attended. These are used to inform potential funders and other local organisations of the need for the service.

_ At The Gap Youth Club, weekly attendance and membership demographics are monitored to ensure they are reaching as wide a range of LGBTQ+ young people as possible. Regular surveys and voting tools are used to evaluate the service and to allow members to determine the programme of activities.

11 Key signposting and Glossary

Stonewall

A national LGBT charity working to achieve acceptance without exception for LGBT people. **www.stonewall.org.uk**

The Kite Trust

The LGBT youth organisation for Cambridgeshire, providing support for schools, training and face-to-face support. **www.thekitetrust.org.uk**

The Proud Trust

The LGBT youth work network organisation for the North West and deliverer of training in schools. **www.theproudtrust.org**

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National Organisations

BeLonG To

The national organisation in Ireland for LGBT young people, aged between 14 and 23. **www.belongto.org**

Brook

The UK's largest young people's sexual health charity who provide sexual health services, support and advice to young people under the age of 25. **www.brook.org.uk**

Gendered Intelligence

Based in London Gendered Intelligence (GI) work predominantly with the trans community, particularly specialising in supporting young trans people aged 8-25. **www.genderedintelligence.co.uk**

Gender Identity Development Services

The Gender Identity Development Service (GIDS) is for children and young people, and their families, who experience difficulties in the development of their gender identity. It's a national specialised service, based in London and Leeds, and the only one of its kind in Great Britain. **www.gids.nhs.uk**

GIRES

A charity that hears, helps, empowers and gives a voice to trans and gender non-conforming individuals, including those who are non-binary and non-gender, as well as their families. **www.gires.org.uk**

LGBT Consortium

A national membership organisation focusing on the development and support of LGBT groups, projects and organisations. **www.lgbtconsortium.org.uk**

LGBT Youth Scotland

The largest youth and community-based organisation for LGBT young people in Scotland. **www.lgbtyouth.org.uk**

Mermaids

Family and individual support for teenagers and children dealing with gender issues. **www.mermaidsuk.org.uk**

Stonewall Cymru and Stonewall Scotland

Working to achieve equality for LGBT people in all aspects of life in Wales and Scotland. **www.stonewallcymru.org.uk** **www.stonewallscotland.org.uk**

Terrence Higgins Trust (THT)

The largest voluntary sector provider of HIV and sexual health services in the UK, running services out of local centres across Great Britain. **www.tht.org.uk**

The Albert Kennedy Trust (AKT)

Provide a range of services to meet the individual needs of those who would otherwise be homeless or living in a hostile environment in London, Newcastle and Manchester. **www.akt.org.uk**

Staff and volunteer resources

Advisory, Conciliation and Arbitration Service (ACAS)

ACAS provide information, advice, training, conciliation and other services for employers and employees to help prevent or resolve workplace problems. **www.acas.org.uk**

The National Council for Voluntary Organisations (NCVO)

NCVO work to connect organisations to people, partners and resources, represent them to government and support voluntary organisations. **www.ncvo.org.uk**

Local support

Search for your local voluntary and community sector support organisation (VCS) and arrange a meeting. VCS help support local community and voluntary groups and organisations by:

_**Holding local network meetings**
_**Providing help with funding applications**
_**Delivering training**
_**Advertising local groups, vacancies and events**
_**Helping with lobbying and campaigning**

You may also have a VCS who coordinate the youth sector in your area; meet with them too and regularly attend network meetings. Use Stonewall's *What's in my area* database.

Terminology

Language is ever-changing. We have listed some commonly used terms below and recommend you revisit this list regularly to update with new words and, sometimes, new definitions for words already here.

Remember that meanings and significance of words can be different for different people. If you're unsure, it's best to ask people in an appropriate and sensitive manner.

Identity is important for young people and knowing the key, most common identities will be integral in young people having trust and faith in you as a leader. Bearing this in mind, there is lots to know and language is constantly developing so don't worry if you have to ask a young person to clarify what they mean. Don't assume the young people will know any of these words as some of them won't. **Rachel Williams,** Phoenix Chester LGBT youth group

You could use this glossary in an exercise with your group. Ask young people to have a go at matching the words to their definition and then discuss them – do they agree with the definitions given? Would they add to or change any of the words or definitions? Should your group have a list of definitions that your young people have created?

GLOSSARY

ALLY

A person who fights for and supports others in their fight for equality, despite not necessarily being affected themselves e.g. a straight and/or cisgender person who believes in and fights for equality for LGBT people.

ASEXUAL

A person of any gender or sexual orientation who does not experience sexual attraction.

AROMANTIC

A person of any gender or sexual orientation who does not experience romantic attraction.

BIPHOBIA

Discrimination against and/or fear or dislike of bisexual people (including those perceived to be bisexual) or bisexuality. Includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts about bisexual people.

BISEXUAL

Refers to a person of any gender who experiences romantic and/or sexual attraction to people of more than one gender.

CIS / CISGENDER

A person whose gender aligns with the sex they were assigned at birth. e.g. a person who was assigned female at birth and who identifies as a woman.

CROSS-DRESSER

A person who dresses in clothes normally associated with another gender. People cross-dress either privately or publically. Many cross-dressers do not identify as trans, and many find the term transvestite (sometimes used as an alternative) offensive.

GAY

Refers to a man who experiences romantic and/or sexual attraction to other men. Often *'gay'* is used by women who are attracted to women too.

GENDER

Often expressed in terms of masculinity and femininity, gender is largely culturally determined, based on the sex assigned at birth.

GENDER BINARY

The idea that there are only two genders - male and female. This is inaccurate and excludes other gender identities.

GENDER EXPRESSION

Refers to how a person outwardly presents their gender. For example, through what they wear, how they speak or how they act.

GENDER IDENTITY

A person's deeply held, internal sense of their own gender i.e. how they feel inside about their gender and who they are. They may identify as a man, a woman, both, neither or in another way. For trans people, their sense of who they are does not match the sex that they were assigned at birth.

GENDER FLUID

A person whose gender is not static and changes throughout their life. This could be on a daily / weekly / monthly basis and will be different for everyone.

GENDER QUEER

A person whose gender identity is neither male or female, is between or beyond genders, or is a combination of genders.

HETEROSEXUAL / STRAIGHT

A person who is attracted to people of a different gender to their own e.g. a man who is attracted to women.

HETEROSEXISM / HETERONORMATIVITY

The assumption that everyone is heterosexual, and that heterosexuality is superior. An emphasis on heterosexual being *'the norm'* and a valued position in society. The media often reinforces heteronormativity through images used or the way characters are portrayed.

HOMOPHOBIA

Discrimination against and/or fear or dislike of lesbian and gay people (including those perceived to be gay or lesbian) and homosexuality. This includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts about lesbian and gay people.

INTERSEX
A person is assigned intersex, often at birth, when their sex characteristics don't align with medical definitions of *male'* or *'female'*. The external and internal body as well as chromosomes and hormones can all be factors when assigning someone as intersex.

LESBIAN
A woman who experiences romantic and/or sexual attraction to other women.

LGBT/ LGBTQ/LGBTQIA
An acronym for lesbian, gay, bisexual, transgender and questioning or queer. There is also sometimes an A for asexual and/or an I for intersex.

NON-BINARY
An umbrella term for people whose gender identity does not fit into the gender binary of male or female. A non-binary person might consider themselves to be neither male nor female, both, or sometimes male and sometimes female.

OUT / COMING OUT
LGBT people living openly and telling people about their sexual orientation and/or gender identity. This is a process; it is not something that just happens on one occasion. Some people will be out in some places and to some people but not others.

PANSEXUAL
A person of any gender who experiences romantic and/or sexual attraction to people regardless of their gender identity.

PRONOUNS
Words used to refer to someone when not using their name e.g. he, she, his, hers, they it. They usually suggest a person's gender. Pronouns are important to everyone for this reason. Some people prefer pronouns that don't indicate their gender (also known as gender neutral pronouns) e.g. they, them, theirs / xe, xem, xyrs, ze, zir

QUEER
In the past a derogatory term for LGBT people, now reclaimed particularly by LGBT people who don't identify with traditional categories or who challenge stereotypes around gender identity and sexual orientation e.g. through lifestyle, politics or appearance. However, some people still use this word as an insult or to offend.

QUESTIONING
A word used to describe people who are unsure or exploring their sexual orientation or gender identity.

SEX ASSIGNED AT BIRTH
People are assigned a sex at birth, based on sex characteristics (genitalia). A person may be assigned *'male'*, *'female'* or *'intersex'*. This does not necessarily reflect how a person will identify or feel about themselves.

SEXUAL ORIENTATION
A word to describe who a person is romantically and/or sexually attracted to, commonly based on gender. Sometimes the word *'sexuality'* is used instead.

TRANS
An umbrella term to describe people gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms — including (but not limited to) transgender, transsexual, gender-queer, gender-fluid, non-binary, gender variant, cross-dresser, genderless, agender, transman, transwoman, trans masculine, trans feminine and neutrois.

TRANSITION
The process or steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning might involve things such as telling friends and family, dressing differently or changing official documents.

TRANSPHOBIA
Discrimination against and/or fear or dislike of trans people (including those perceived to be trans). This includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts.

TRANSSEXUAL
An older term still preferred by some people who have transitioned to live as a different gender than the sex society assigned them at birth. Many trans people do not identify with this word and prefer the word transgender.

Acknowledgments

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