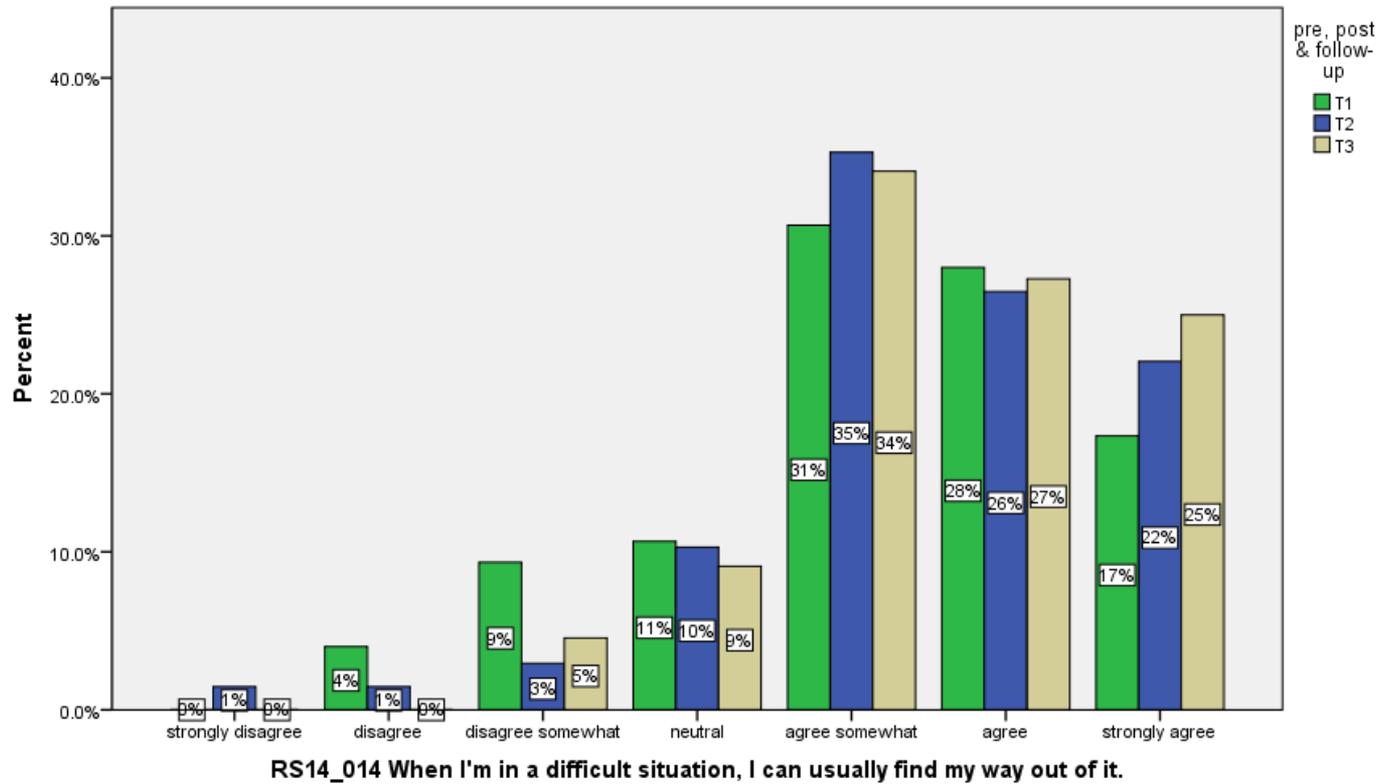


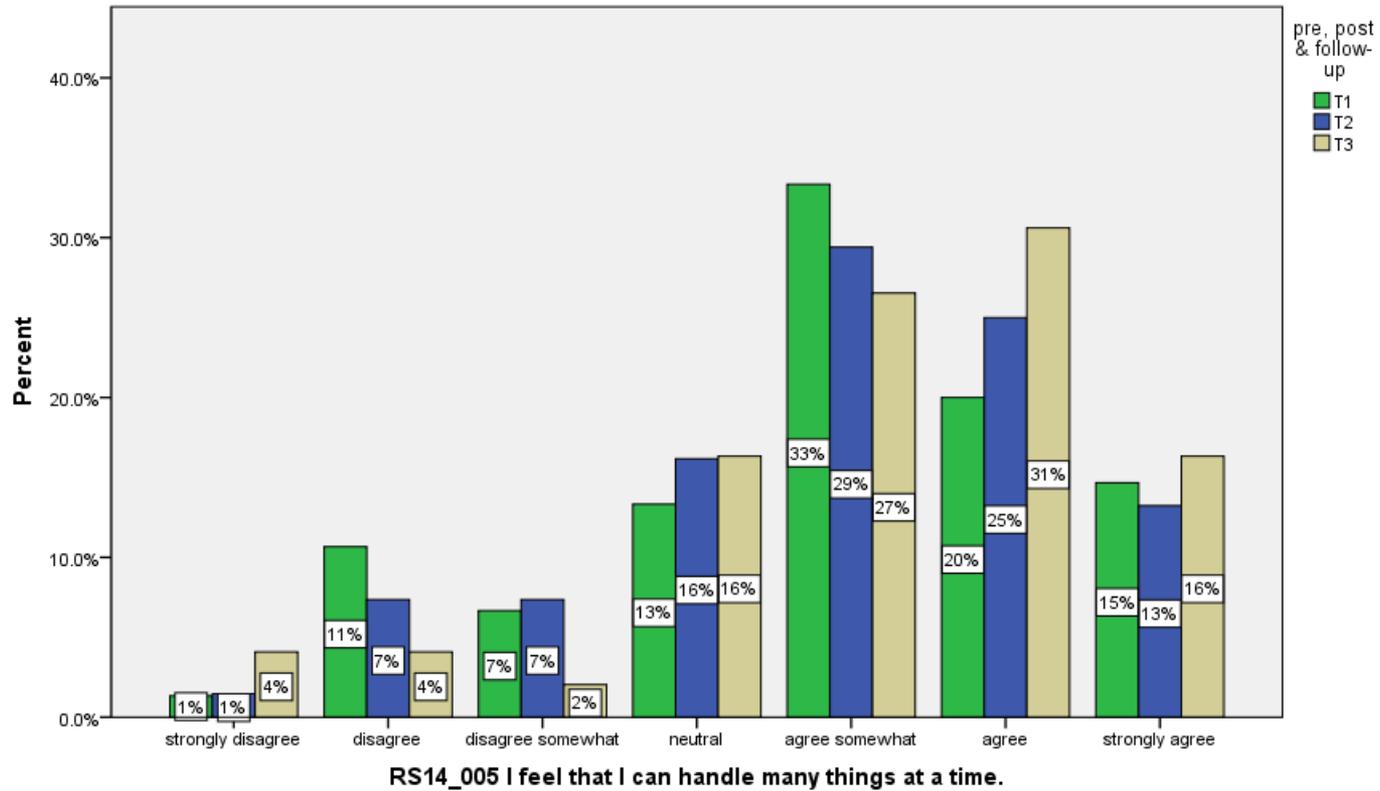
Programme 1 for Young LGBT Adults

- Programme 1:
 - T1 N=75
 - T2 N=70
 - T3 N=50
- **14-item Resilience Scale** ©2009 Gail M. Wagnild and Heather M. Young. Used by permission. All rights reserved. “The Resilience Scale” is an international trademark of Gail M. Wagnild & Heather M. Young, 1993.

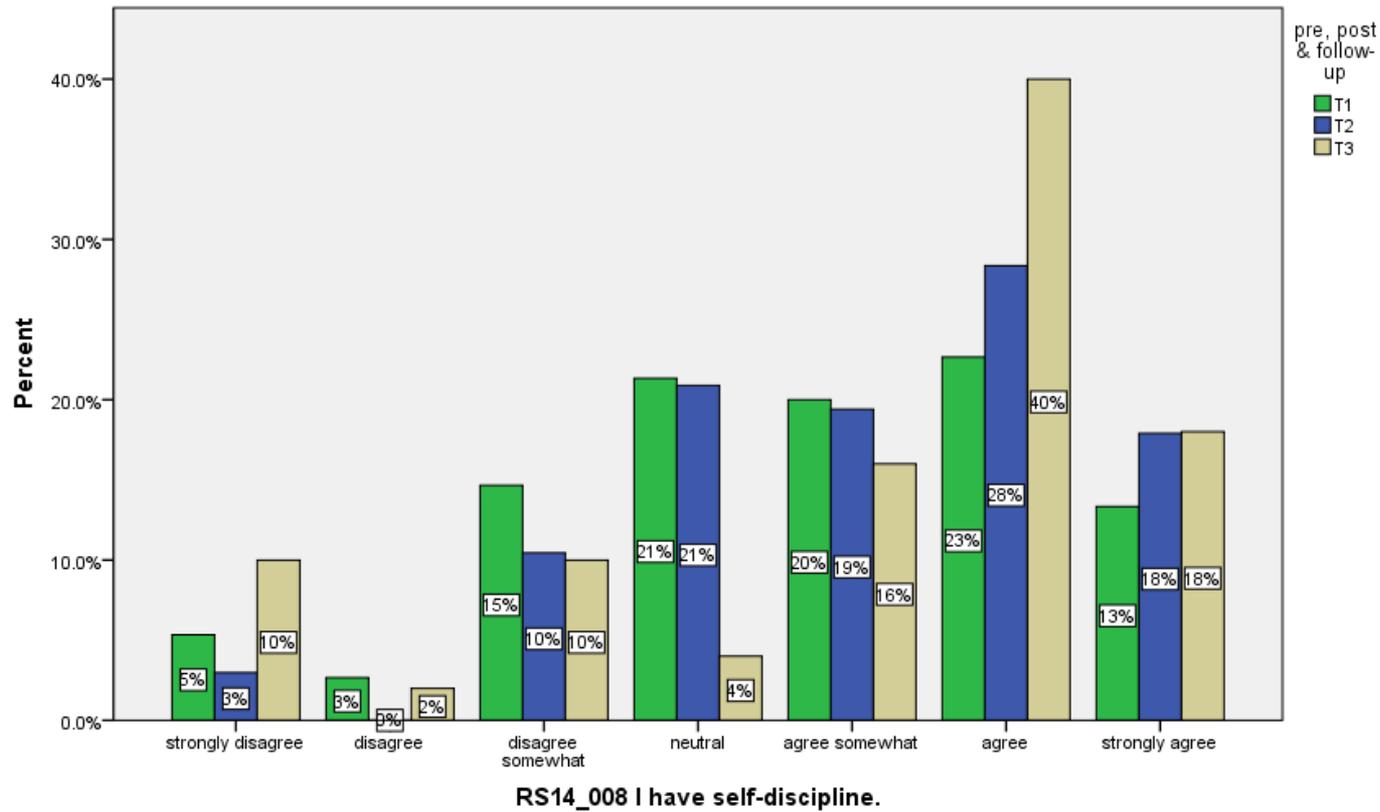
Increase in agreement



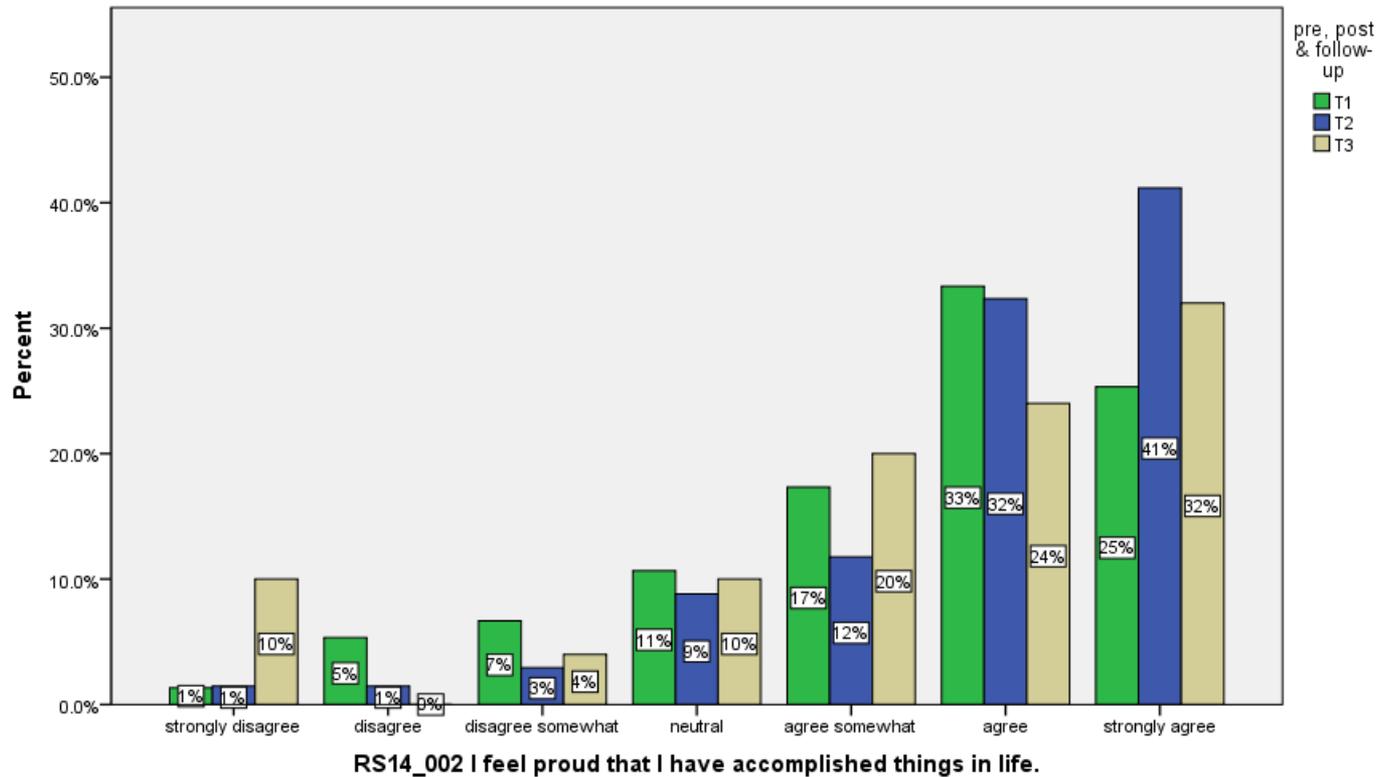
Increase in agreement



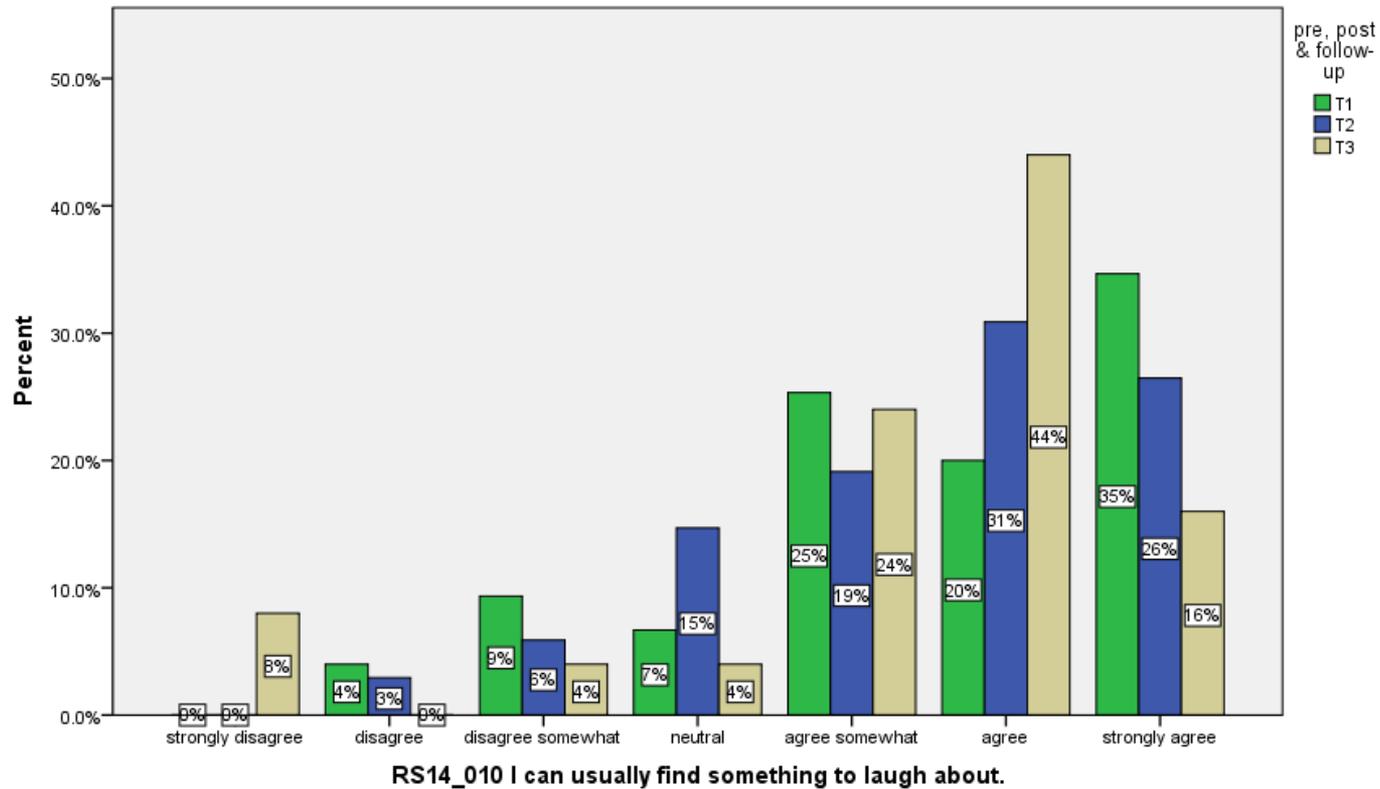
Increase in agreement



Decrease in strength of agreement



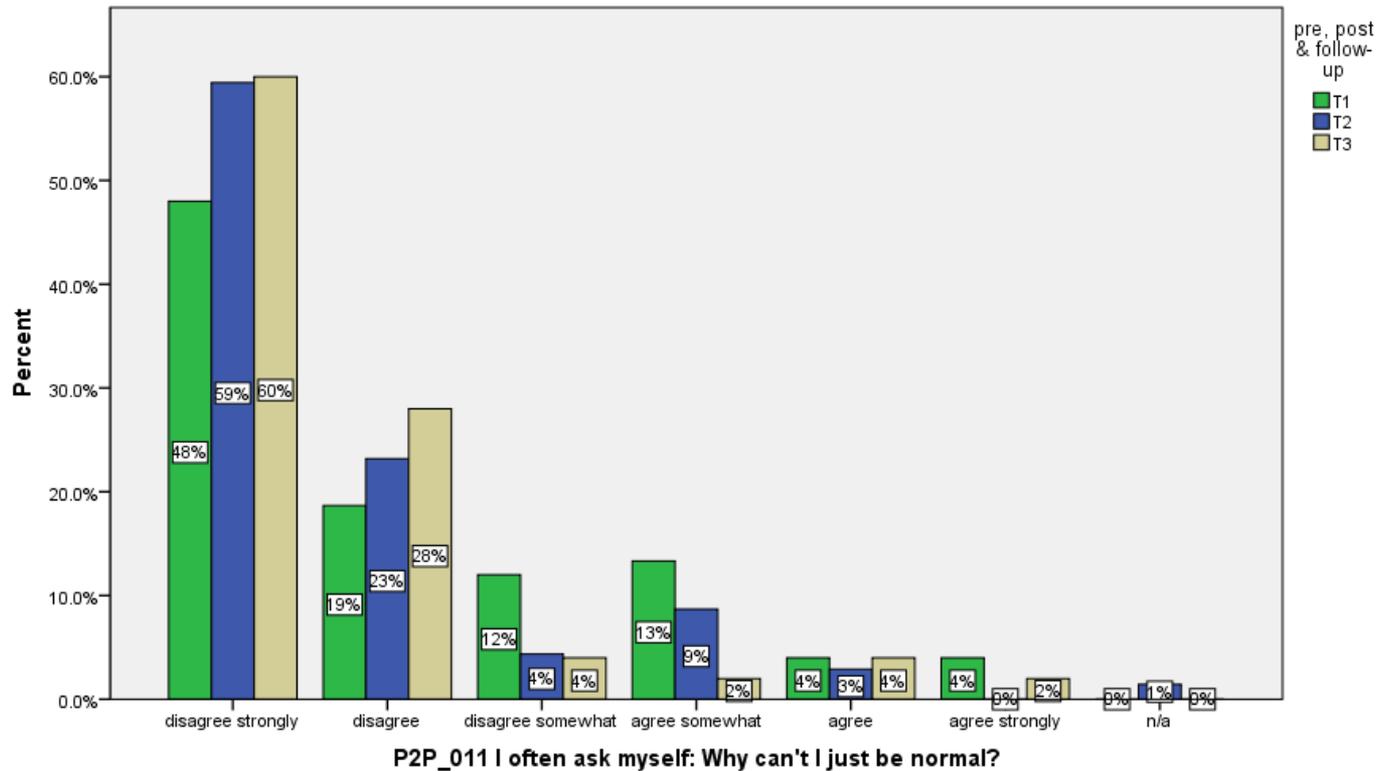
Decrease in 'strongly agree' category



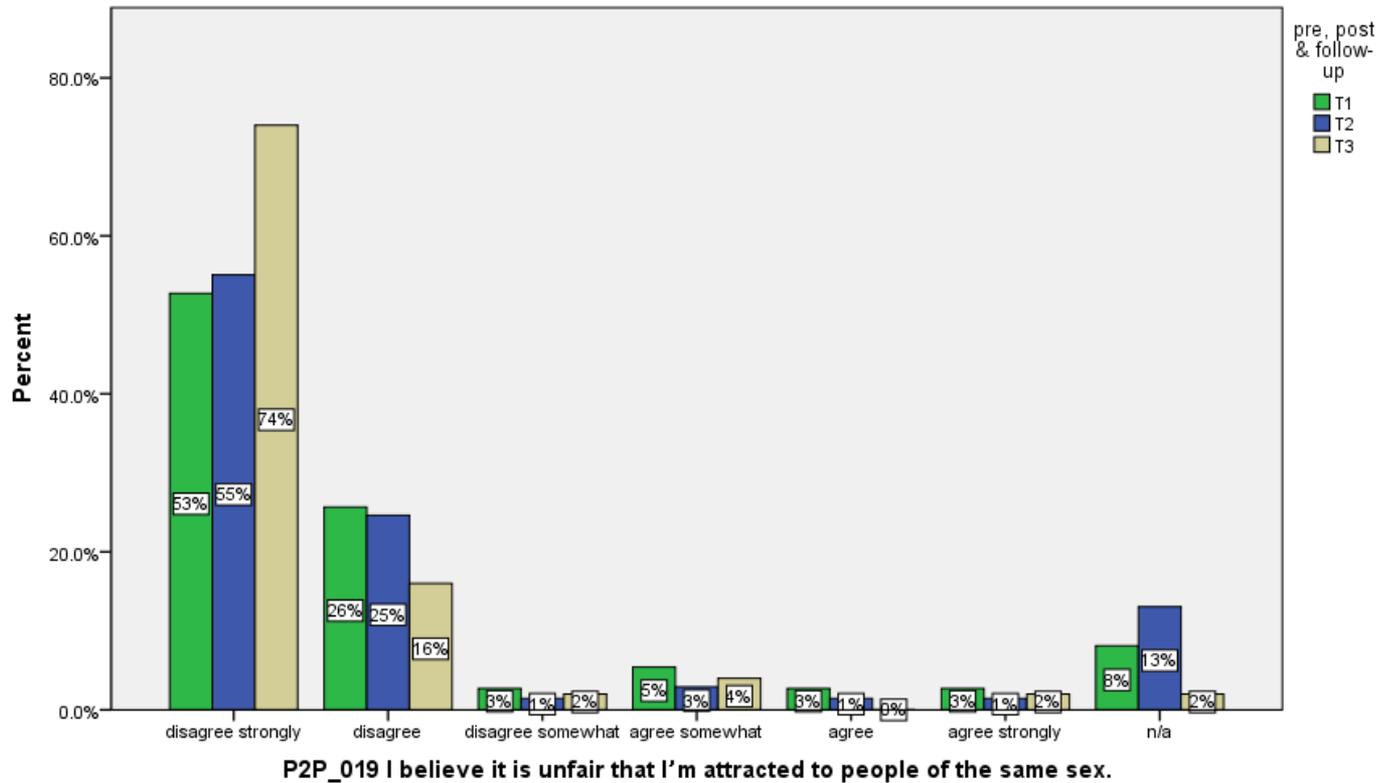
Programme 1 for Young LGBT Adults

- 42 quantitative items on the P2P questionnaire
- Asked about their experience within the LGBT community and sense of own identity
- Data collection stages: T1, T2, T3

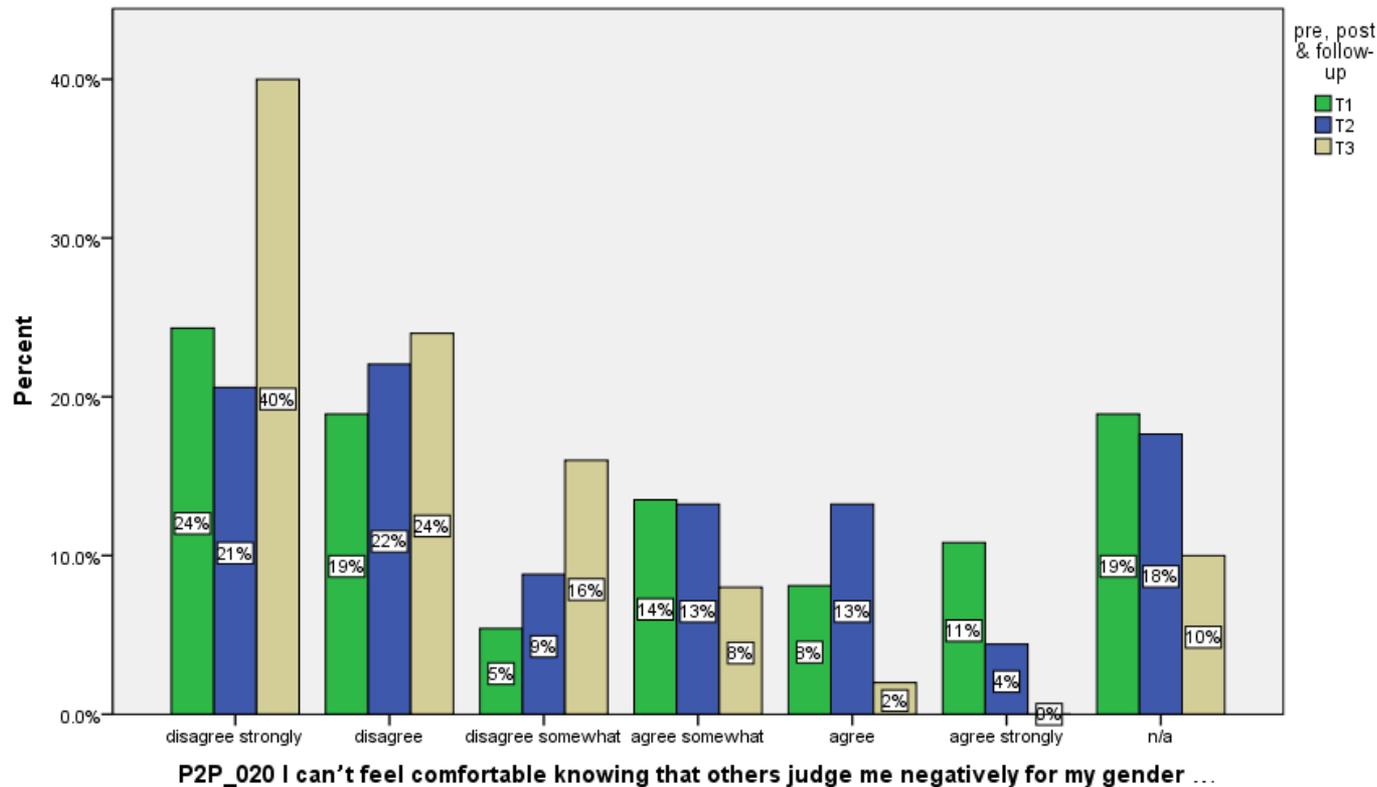
At T3 stage **88%** disagreed or strongly disagreed with often asking themselves: Why can't I just be normal?



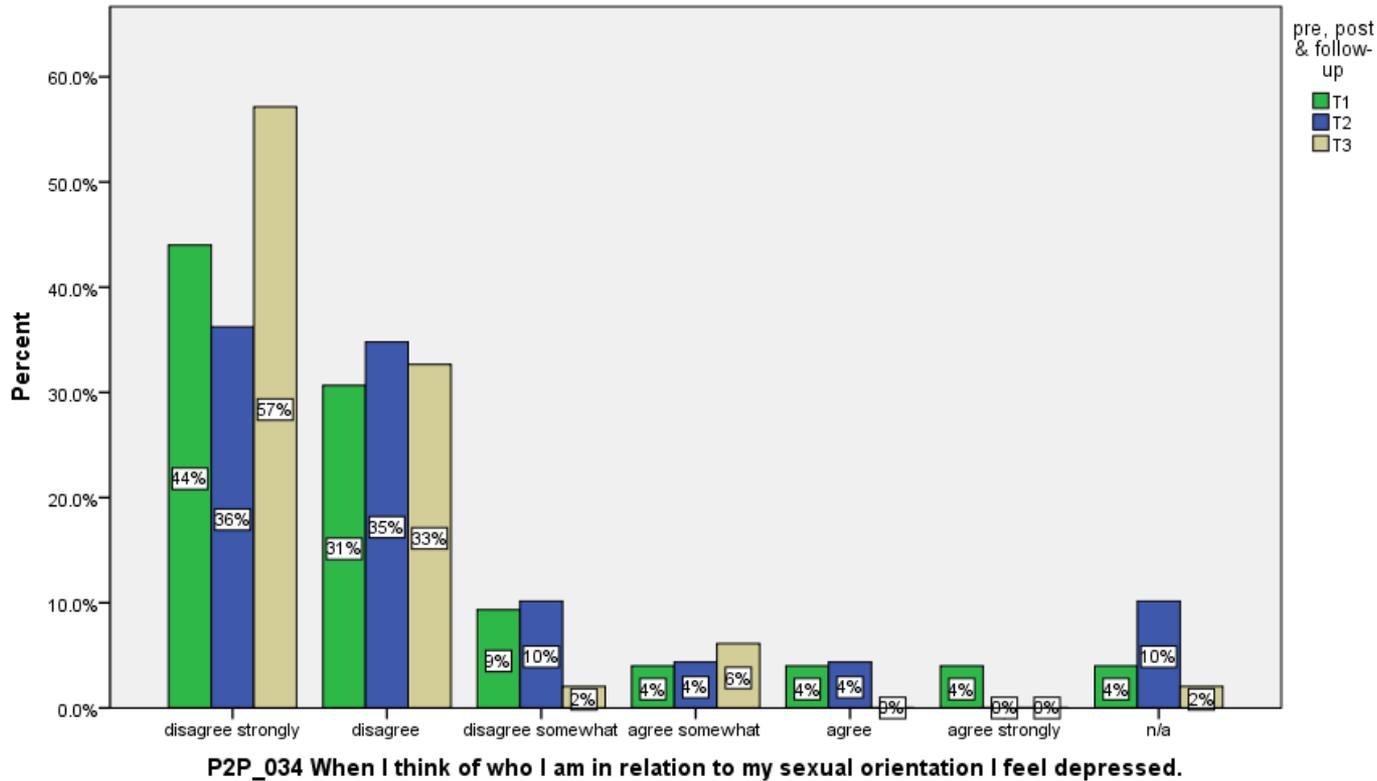
At T3 stage **90%** disagreed or strongly disagreed with believing same sex attraction was unfair



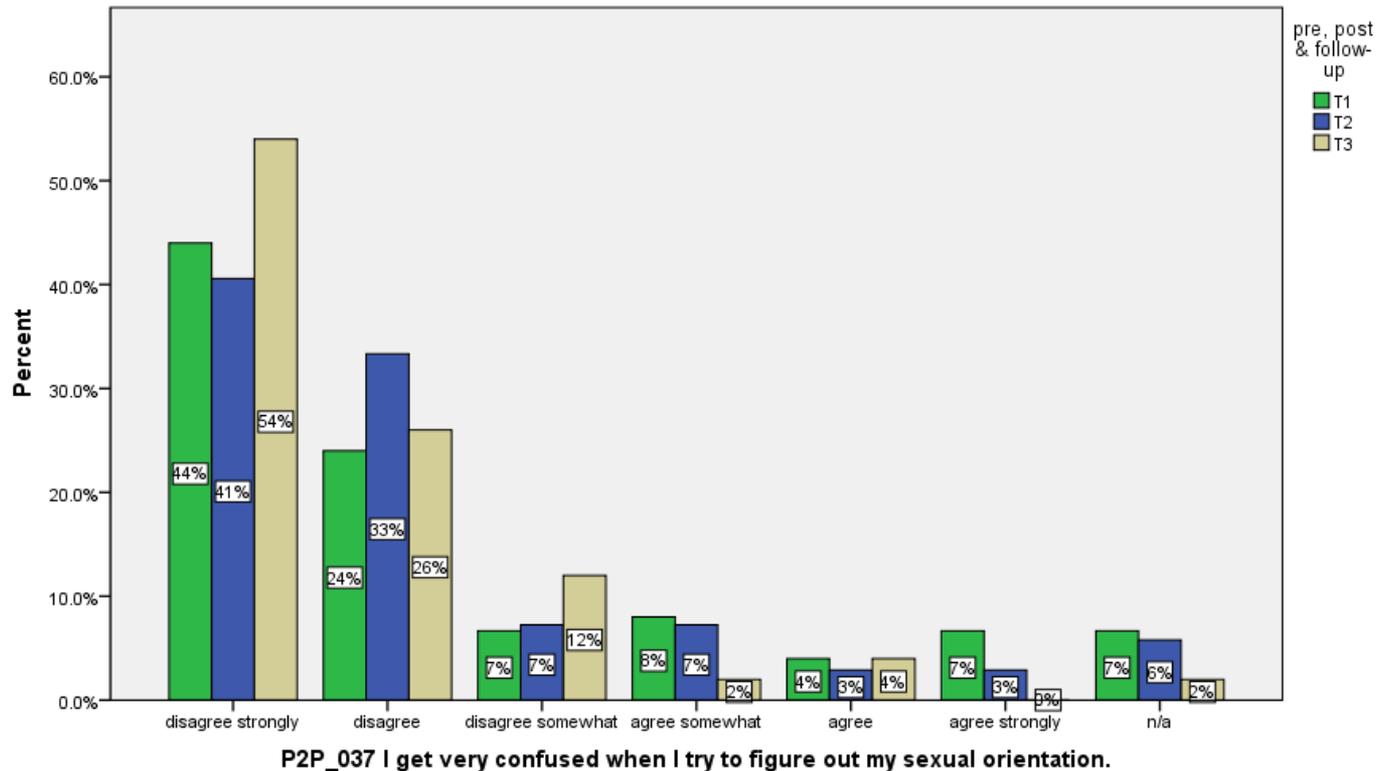
At T3 stage **64%** disagreed or strongly disagreed with not feeling comfortable with other peoples' judgements



At T3 stage **90%** disagreed or strongly disagreed with feeling depressed about sexual orientation



At T3 stage **80%** disagreed or strongly disagreed with getting very confused about sexual orientation



Programme 1 for Young LGBT Adults (T3)

“I am finding myself challenging people’s views and actions more.”

“I have no problems talking about LGBT issues. I feel stronger and less ignorant.”

“Every activity of the course allowed me to increase the confidence in myself.”

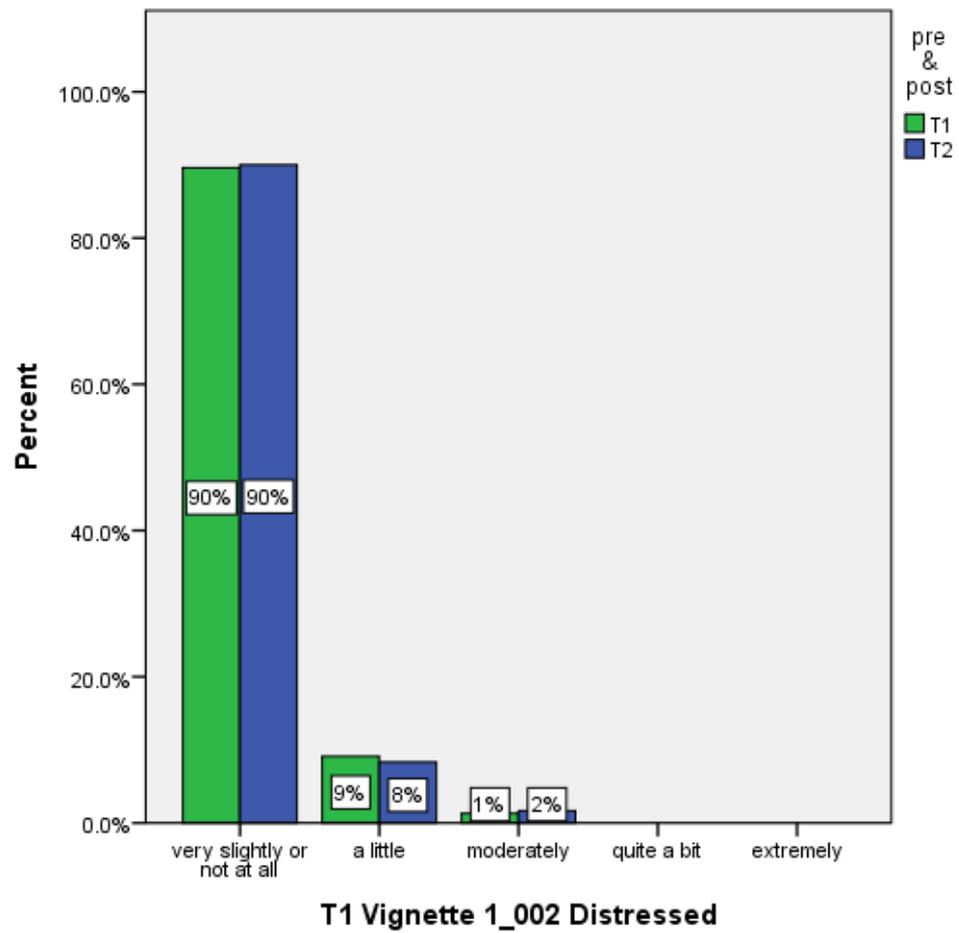
“I had a big change on a personal level.”

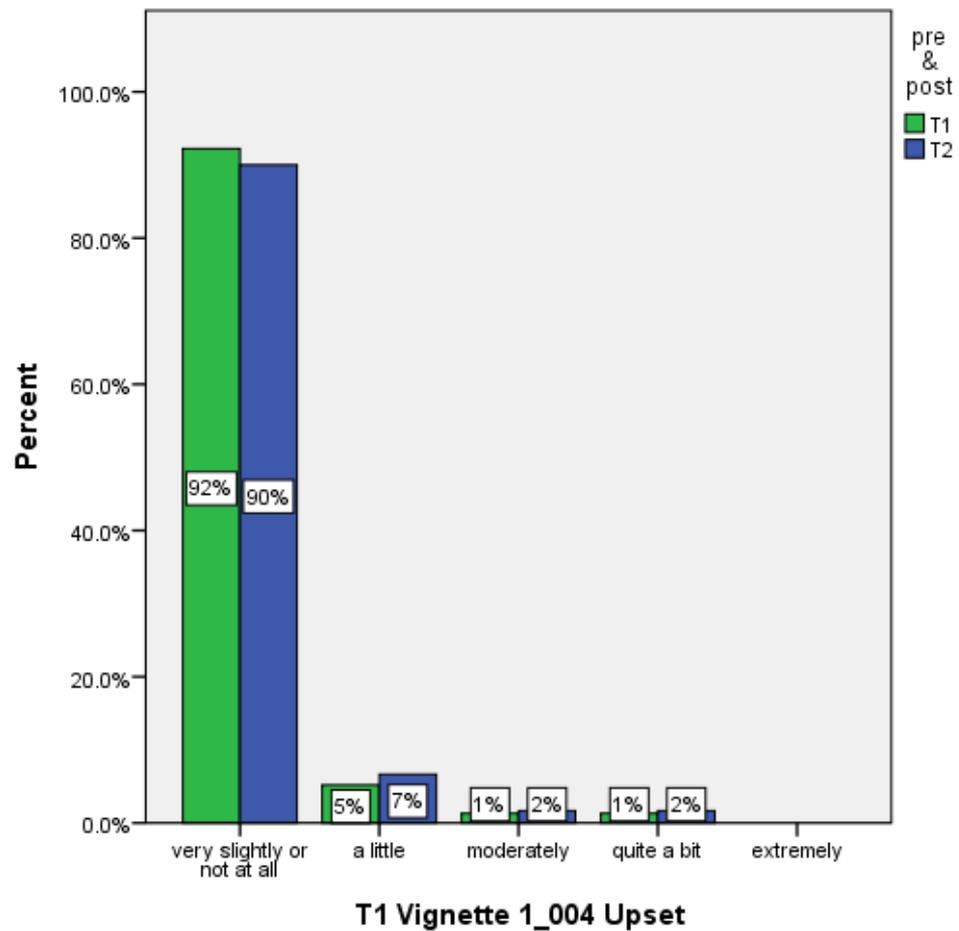
“I feel more free to talk about my trans condition without being afraid of being judged by others. I even took part of a women's volleyball team.”

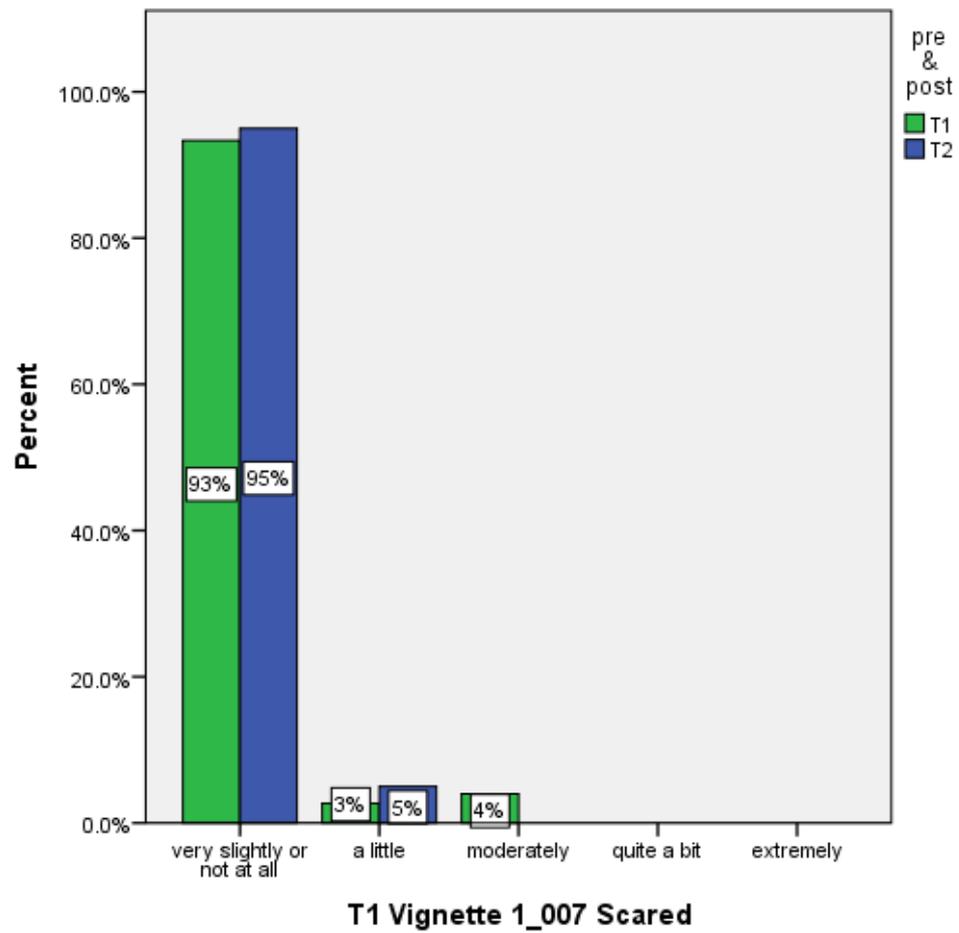
“I don't look down more when I am among people to avoid their looks.”

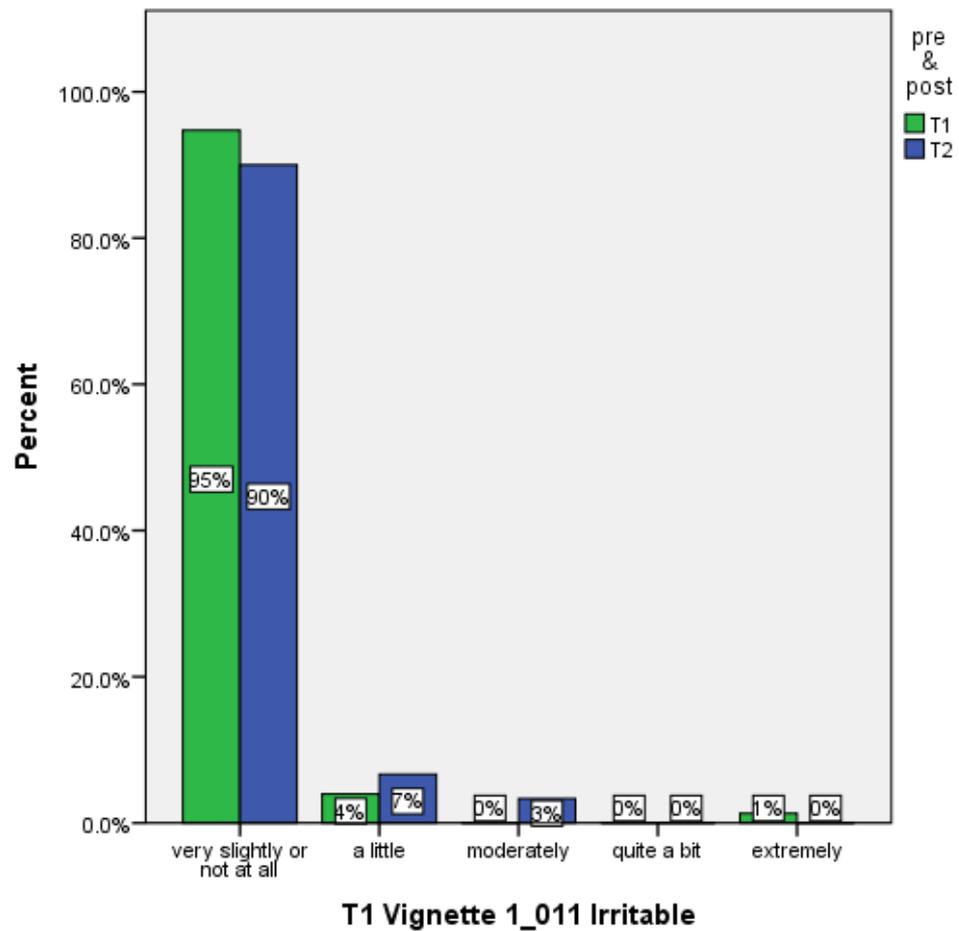
Programme 2 for Providers

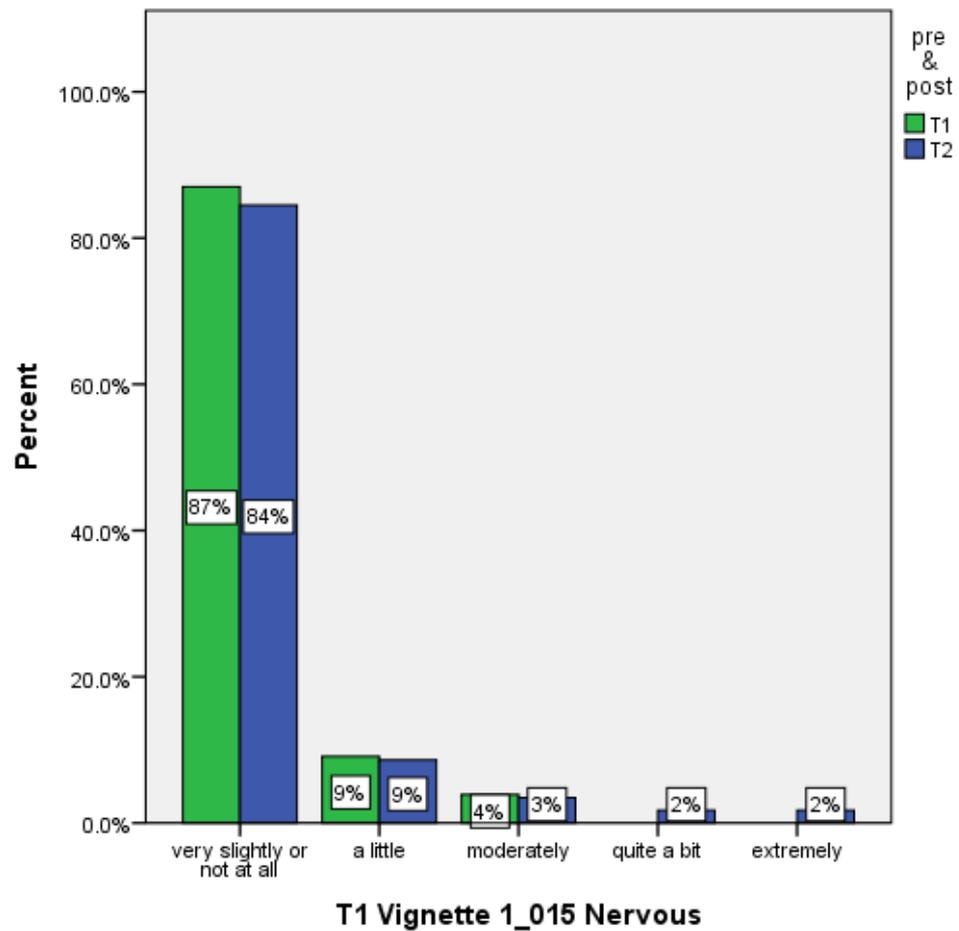
- T1 N=80
- T2 N=60
- Vignettes especially useful when exploring sensitive subjects (Barter and Renold, 1999; Bryman, 2008) such as LGBTQI
- Participants can project their views onto hypothetical, less personal scenarios

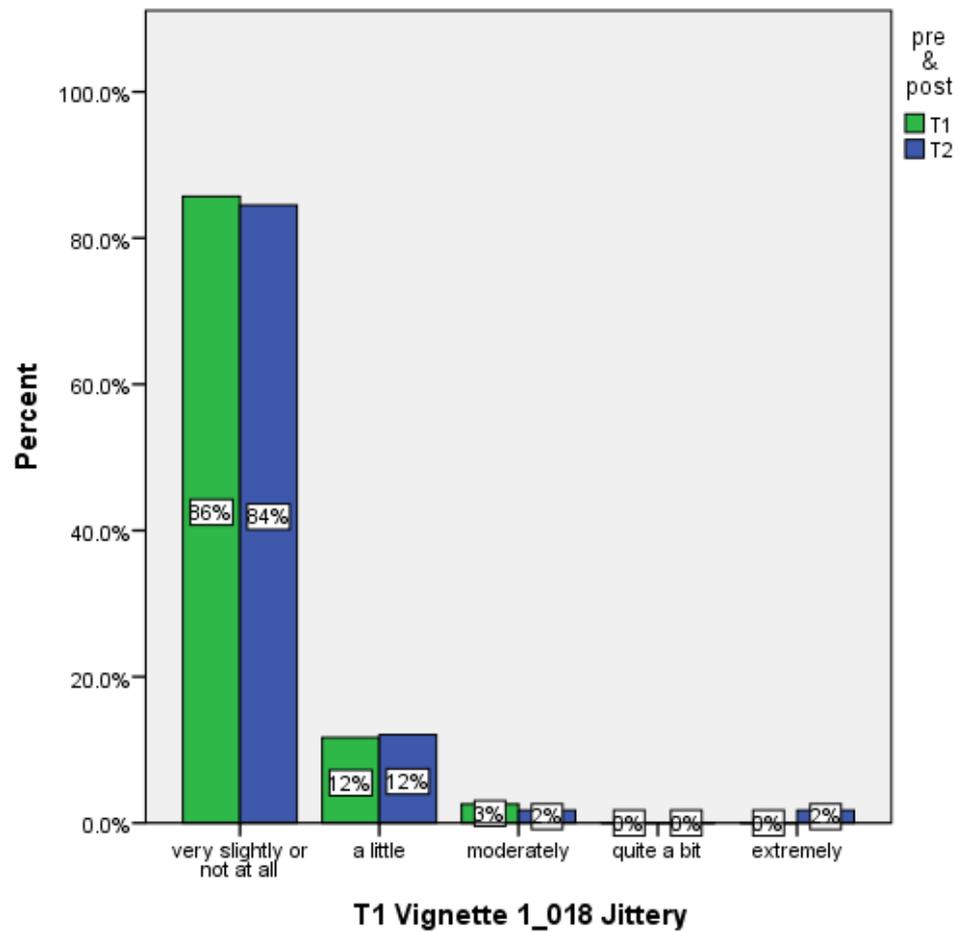


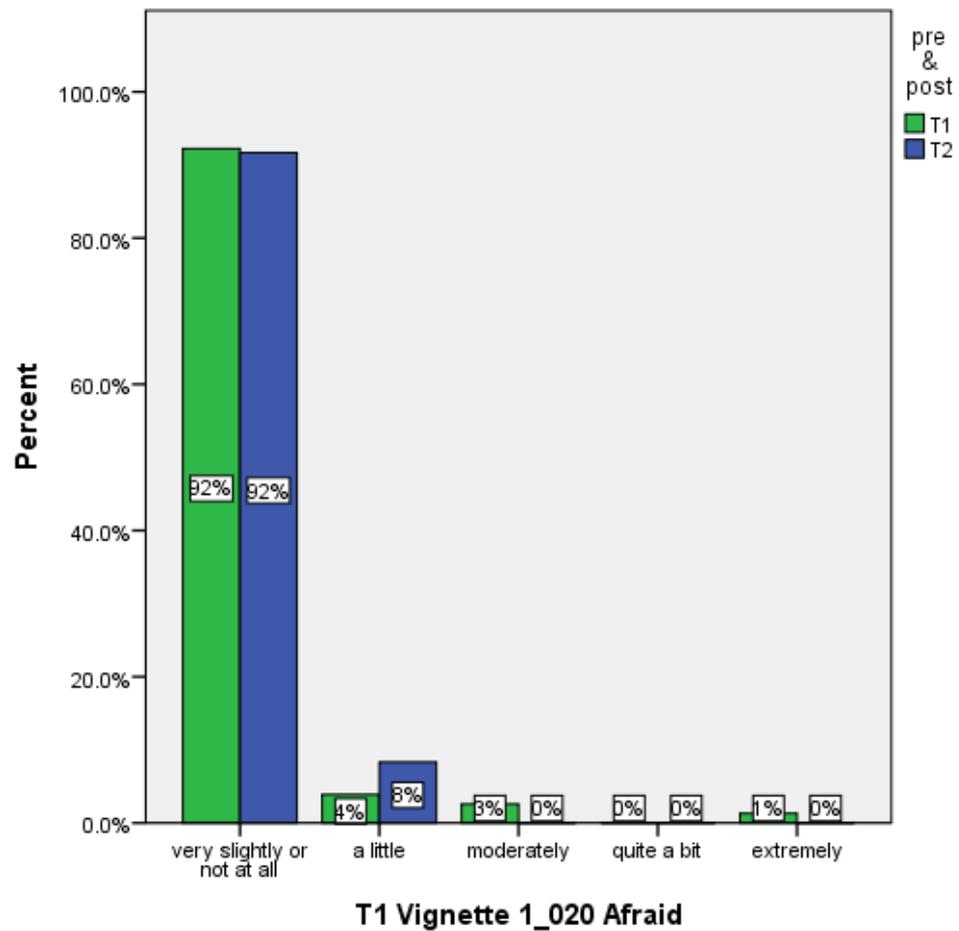




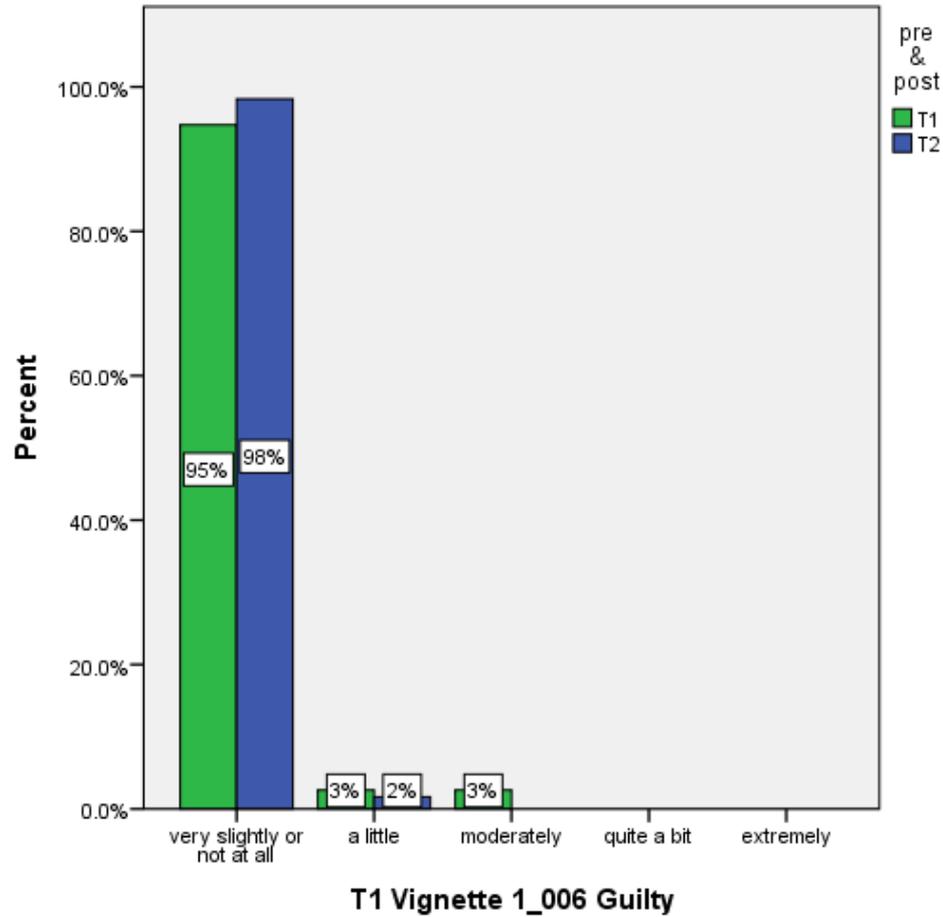




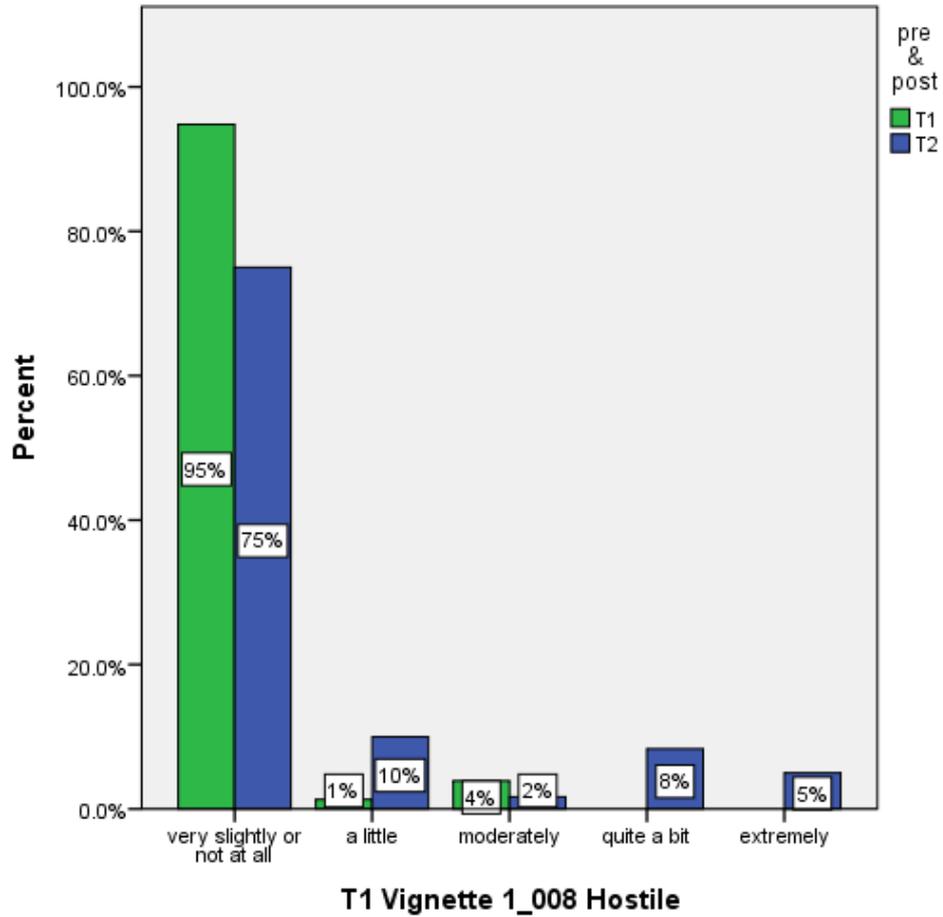




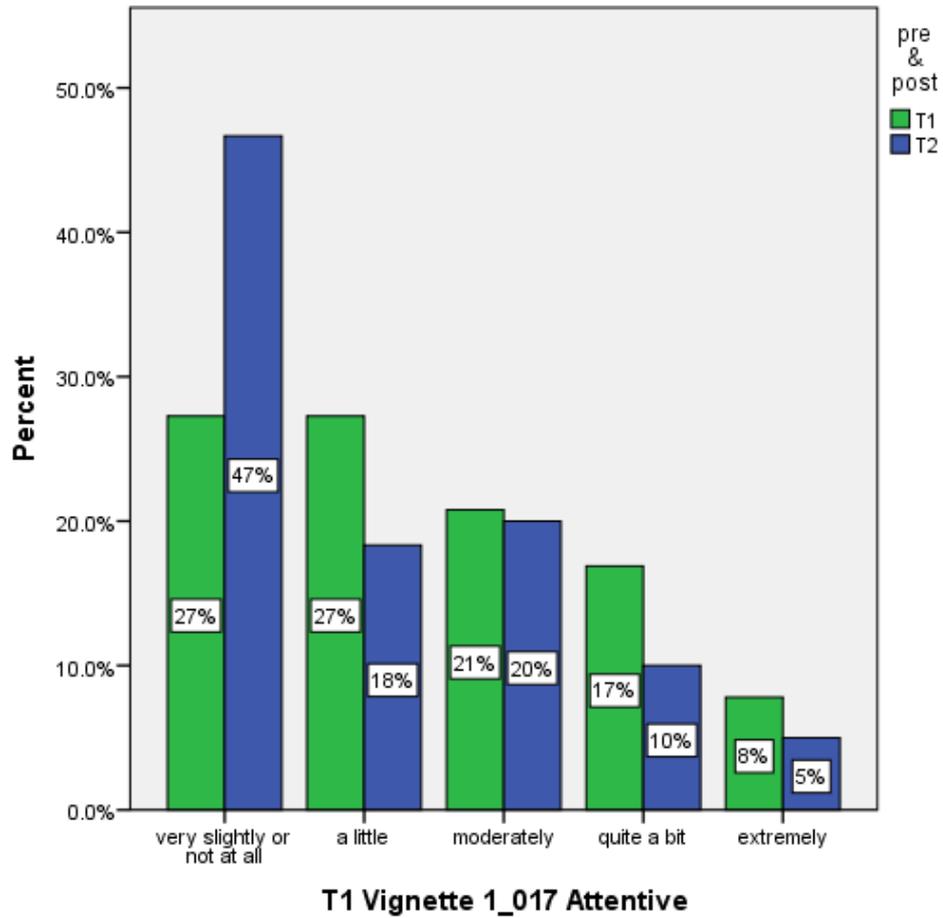
Lowest standard deviation in total for T1 & T2 (.281)



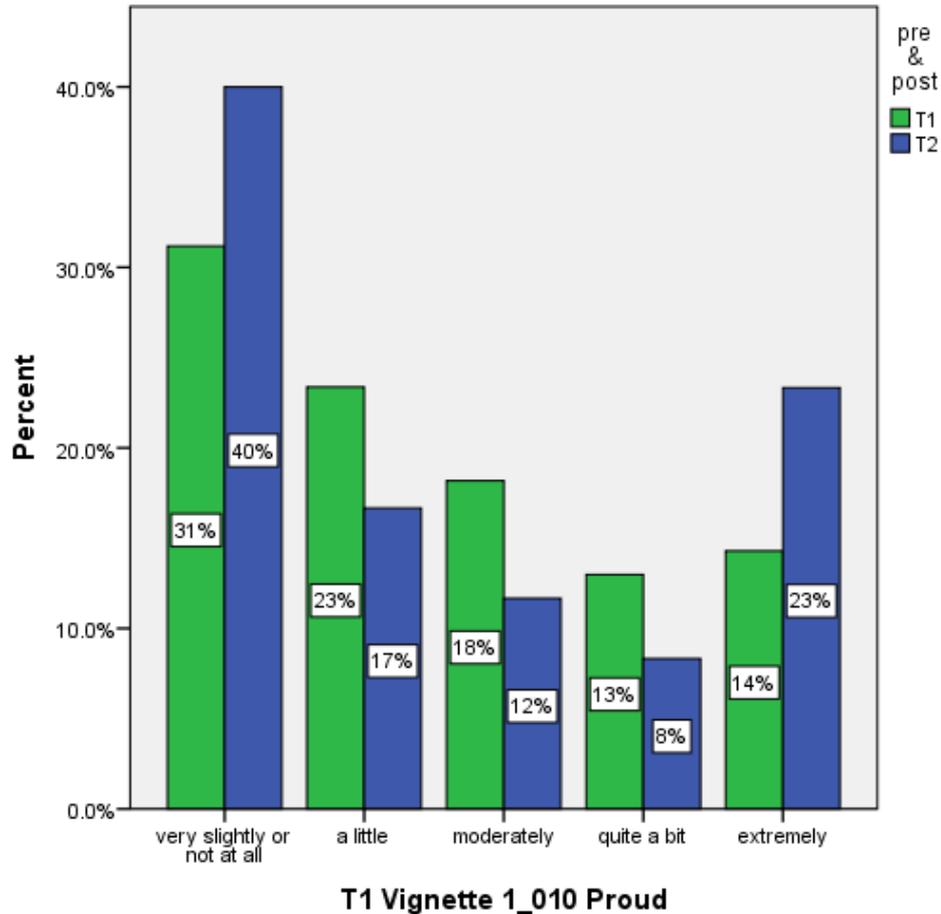
Difficult to account for



Difficult to account for



Proud: 23% is highest % for 'extremely' response at T1 & T2, highest standard deviation at T2 (1.629) and overall (1.509)



Programme 2 for Providers (T3)

“My knowledge increased both at the cognitive level [and] at an emotional level.”

“This course has been interesting, challenging and difficult. The course has stimulated my desire to continue to learn and to inform me both from a professional and personal point of view.”

“We were able to create an atmosphere of sharing and discussion, each of us was able to express their opinions without fear.”

“I would like to organize a training day at the institution I work for.”

“I would suggest this course to people away from LGBT issues, the people who show high levels of homo transphobia.”

Programme 3

for leading P2P empowerment group

“Giving others the knowledge and ability to help others and themselves.” (T1)

“I am now aware of the power of my ability to express and influence those around me.” (T2)

“I would like to address myself to target people hard to reach, I would like to organize a series of activities and initiatives in favour of acceptance of differences.” (T3)

Key findings to date

Young LGBT adults:

- Growth in confidence, sense of empowerment, manifested in multiple forms:



Internally: self-esteem, self-belief
Externally: interacting with others



- Less confusion and decreased feelings of depression about sexual orientation
- **Group/cohort effect:** decreases in strength of agreement with several items on the resilience scale at the follow-up data collection stage may be influenced by the group finishing, suggestive of resilience being more easily sustainable collectively rather than individually

Providers:

- Increased knowledge, understanding, 'know-how' skills
- Recognised the need to continue awareness raising through sustained efforts, especially reaching those who could benefit from efforts to develop awareness

References

Barter, C. and Renold, E. (1999) 'The Use of Vignettes in Qualitative Research', *Social Research Update*, Issue 25, University of Surrey, Guildford, England.

Bryman, A. (2008) *Social Research Methods*, 3rd edition. Oxford: Oxford University Press, England.

Thank you for listening!