

Working with Same Sex Attracted and Transgender Young People:

A consultation with workers across Victoria¹

Executive Summary

The Department of Human Services (DHS) has recently completed a consultation with workers across the state to better understand the range of work that is occurring to support Same Sex Attracted and Transgender Youth (SSATY).² The purpose of this project was to understand the scope of activity that is occurring across the State in various settings, and the opportunities and challenges that this presents to improve supports to SSATY. The report is a summary of the views of the workers who participated in the consultation and does not represent Victorian Government or DHS policy.

In all 63 workers across the state who work with over 400 SSATY responded to a semi-structured questionnaire asking them about their experiences in working with SSATY. They worked in the following settings:

- 40 per cent were employed as youth workers
- 11 per cent were health professionals
- 8 per cent were school counsellors
- 8 per cent were secondary school nurses.

Nearly a fifth of the workers surveyed were employed in a school-based position, while 65 per cent conducted some of their SSATY work in schools.

Only 16 per cent of workers were employed to work specifically with SSATY, generally in part time positions. A third of workers (38 per cent) reported that their SSATY work was included in their job descriptions. DHS funds over half the work (51 per cent) either entirely or in part, (reflecting its funding for programs such as school focussed youth services, child & adolescent psychiatry and secondary school nurses), Local Government 16 per cent, and the Office for Youth, DVC and DET each funded around 6 per cent.

Some of the key issues raised were:

The need for cultural change

- Sixty seven per cent of workers identified homophobia (explicit and implicit) as a major difficulty in their work with SSATY
- Eighty per cent of respondents reported little or no community support for their work
- Workers called for greater leadership in combating homophobia and promoting diversity including:
 - A role for both the Commonwealth and State governments in addressing these issues.
 - Similar leadership across a range of other sectors and in particular education (including DE&T and individual schools).
 - Targeted community education.

¹ The project was undertaken by Dr Daniel Marshall. Interviews were conducted over a two-month period and the final report submitted to DHS in November 2005.

² Interviews were conducted over a two-month period in July to August 2005.

Co-ordinated government response and long-term funding

- Workers reported frustration with short-term funding and high staff turnover
- They called for the development of a coordinated and comprehensive government policy to address the needs of SSATY which would:
 - Rationalise and link a range of similar initiatives within and across different government departments
 - Include system-wide planning and long-term funding for state wide initiatives and locally based SSATY support groups
 - Mainstreaming community and youth services to better support SSATY
 - Result in a spread of programs and services across rural, regional and metropolitan areas

Resources

- Over 60 per cent of workers used the Rainbow Network as their primary resource for working with SSATY
- Other resources included the internet (30 per cent), co-workers (30 per cent), and other community organisations (e.g. the VAC, GLHV, the ALSO Foundation)
- Workers argued for a consolidation of existing resources, and in particular the Rainbow Network and the development of a centralised SSATY data base and resource directory.

Schools

- Nearly 60 per cent of respondents identified major barriers in schools in working effectively with SSATY. Barriers within the school environment included:
 - School-based homophobia and transphobia from students and staff
 - Lack of staff support
 - Poor professional development and training on SSATY issues
 - Difficulties promoting support for SSATY
 - Respondents recommended:
 - A whole-of-school approach to sexuality education
 - Mandating the inclusion of sexuality education in school curricula
 - SSATY professional development for all staff and not just welfare teachers
 - Targeting school principals as champions
 - Promoting local SSATY support groups in schools

Transgender young people

- Nearly a third of respondents work with transgender young people
- A number of workers commented on the lack of appropriate services for transgender young people

Introduction

The last ten years of Australian research has established that somewhere between 8% and 11% of young people experience sexual attraction towards people of their own sex (see Hillier et al. 1996; Lindsay et al. 1997). No study has been conducted in Australia to determine the size of Australia's transgender youth population. However, recent American research suggests that an estimated 1 in 11,900 males and 1 in 30,400 females are transgender (see Leonard 2002: 11). Significantly, anecdotal evidence gathered during the consultation for this report suggests that young transgender people comprise a significant, although insufficiently addressed, client-base for youth workers in the field.

There is significant activity across the State including general support groups, individual counselling, workforce training and artistic, activist and community development projects. Some workers are specifically funded for SSATY work while other workers address SSATY issues as part of their broader work with young people. Funding comes from diverse sources and is often unstable. Some common concerns were expressed around service development, community education, funding and minority populations within the SSATY cohort – especially transgender young people.

Data was collected with a questionnaire that was widely distributed across Victoria (See Appendix Five). Consultation with key stakeholders took place in preparation and execution of the project. During data collection respondents were asked for permission to be listed in a directory for SSATY workers. 91% of respondents agreed (see Appendix Two). Data was collected electronically and through interviews conducted across Melbourne and in Sale, Ballarat and Geelong. In total the project attracted 63 participants. Throughout this report, DHS regions are used to refer to geographic location.

Since the late 1990s a range of SSATY initiatives have "blossomed" and research in the sector has recently turned to reviewing the impact of the relatively new field of gay, lesbian, bisexual, transgender, intersex and queer (GLBTIQ) youth work. Recently, *Writing Themselves in Again: 6 years on: The second national report on the sexuality, health & wellbeing of same sex attracted young people in Australia* (Hillier et al. 2005) found that young people in 2004 were more likely to feel "great" or "pretty good" about their same sex attraction than young people were in 1998 (76% compared with 60%; Hillier et al. 2005: 19). The researchers argued that those who felt "great" about their same sex attraction usually did so because they were able to "reframe ways of thinking about their sexuality" (Hillier et al. 2005: 20).³ The researchers attributed this to several things, including most notably "the availability of funding for social support groups for same sex attracted young people and for community development projects which aim to create safe aware communities for these young people" (Hillier et al. 2005: 19).

More recently, Lynne Hillier and Netz Goren have been conducting a longitudinal evaluation of the impact of support groups for SSAY. Preliminary results from that study suggest that social support groups provide a "buffer" to shield the young people from the homophobic hostility they experience (Hillier and Goren 2005: 25). Hillier and Goren also report that young people attribute improvements in their wellbeing to their participation in SSAY social support groups (Hillier and Goren 2005: 25). *Working with SSATY* contributes to the current research effort to review support for SSATY by providing a statewide portrait of what support is available and by teasing out some of the central issues that workers on the ground are confronting.

³ Lynne Hillier and L. Harrison have argued that the positive impact of "reframing discourse" on the wellbeing of SSAY was also demonstrated in the earlier study *Writing Themselves In* (1998) (see Hillier and Harrison 2004).

What work is happening?

Workers' jobs and the work they do with SSATY people

Generally individual workers undertake multiple roles. These include:

- 78% of respondents work on an individual basis;
- 48% work with a support and recreational SSATY program/group;
- 32% provide GLBTIQ-affirmative health education in schools;
- 29% train other workers, including community education;
- 16% provide information for other agencies;
- 13% provide family therapy;
- 11% provide a drop-in service; and
- 10% manage or coordinate people who work with SSATY.

Position descriptions

- 40% are youth workers;
- 16% are coordinators or facilitators of an SSATY group or they are SSATY support workers for particular areas;
- 11% are other health professionals. These include Registered Psychiatric Nurses, Community Health Nurses, Rural Withdrawal Nurses, CAMHS team managers, psychologists, Community Health Workers and Mental Health Promotion Officers;
- 8% are school counsellors;
- 8% are Secondary School Nurses; and
- 8% are coordinators of SSATY workers.

Settings in which the work is conducted

Workers often conduct their work in multiple settings. These include:

- 76% - local community/youth centres;
- 65% - school, either as a school employee or as an invited external trainer/speaker;
- 16% - outreach to other places where young people congregate socially; and
- 14% - outreach to other health, justice and community settings.

The issue of confidentiality is particularly significant for this cohort.

The major focus of the work (multiple responses possible)

- 78% said the major focus is working with and supporting individuals;
- 49% said that it is working with an SSATY group;
- 32% said that it is improving services for SSATY; and
- 46% said that it is changing community attitudes.

Time spent on the work per week

- Almost 50% of all of the workers work less than two hours regularly every week on SSATY issues;
- 13% spend one to two days;
- 8% spend two to three days; and
- 5% spend three to five days.

The age-range of the SSATY people

There is a large variation in the age ranges people work with.

- *Almost half of the workers (49%) work with people aged 10-25;*
- *A third of workers (33%) work with people aged 10 to 18; and*
- *16% work with young people aged between 16 and 25.*

Gender

- *27% of workers work with more males than females;*
- *21% work with more females than males;*
- *43% said there is a fairly even gender mix; and*
- *Nearly a third (32%) reported that they work with transgender young people.*

The data above indicates that the work is multi-dimensional. Workers are working with a wide age-range of young people, especially in outer-metropolitan and regional areas. There is reasonable gender distribution, although many workers expressed concerns about the limited capacity to support transgender young people. There was concern expressed about stretched resources to respond to the diversity of needs with which young people are presenting.

Many workers raised issues surrounding age ranges. Despite the fact that nearly half the workers work with people as young as 10 or 12 there still persists a real concern among workers about working with pre-teen youth. As one worker remarked "we say 'under 21' instead of '12-17' otherwise parents would think we are recruiting."

Several workers reported working with GLBTIQ people older than their prescribed age range because those people have no other support. In other circumstances policy decisions precluded working with anyone other than the prescribed age group (especially post-school and pre-teen youth). In outer metropolitan or rural groups older people tended to stay in groups due to the paucity of other supports, whereas in the inner city they dropped away. Differences across age groups also pose challenges for workers because of the social differences and options for school-aged young people compared to post-school youth. Consequently some workers running groups are considering – or in the process of – splitting SSATY into age groups (eg 12-17 and 18-25).

Developing statewide support

Funding sources

- *There is a variety of funding sources.*
- *A third of the work (33%) is wholly funded by DHS.*
- *DHS funds just over half (51%) of the work, either entirely or in part.*
- *The other main funding sources include:*
 - *Local Government (16%);*
 - *Office for Youth, DVC (wholly funds 6%; funds 8% in part); and*
 - *DE&T (wholly funds 6%; funds 16% in part).*

Further funding

41% of workers have applied for further funding.

Geographical spread of the work

- *Over half of the workers work in metropolitan Victoria:*
 - *Nearly a third of the workers work in North and West (29%);*

- Southern (11%); and
- Eastern (11%).
- The remainder are located across rural Victoria:
 - The Grampians (13%);
 - Barwon-South Western (11%);
 - Gippsland (11%);
 - Loddon Mallee (10%); and
 - Hume (5%).

Therefore there is almost an even split between work conducted in metropolitan Victoria (51%) and work conducted elsewhere in the state. Outside of Melbourne, however, the work inevitably tends to occur in regional centres.

Length of time working with SSATY in current position

Reflecting the discontinuous nature of much of the funding for the work, almost half of the workers have not been in their current position for over two years. About a third have only been in the position for 12 months or less.

Workers' previous experience with SSATY

57% of workers have worked with SSATY before. Therefore a large number of workers have no prior work experience with SSATY. Workers have received experience across a broad range of vocational areas indicating that SSATY present at many services. More work needs to be conducted to measure the extent to which all workers in these settings have appropriate training for SSATY service provision. For a list of these settings see Appendix Three.

Resources

Key types of resources used in working with SSATY include SSATY research, anti-homophobia professional development opportunities, fiction and videos, magazines and newspapers, curriculum resources, other SSATY initiatives and resources produced by some of them. Some workers raised poor levels of literacy as a significant factor for information targeting young people. Please see Appendix Four for regional profiles of resources used.

- More workers (60%) source resources through the Rainbow Network than any other source. Other sources include:
 - the internet (30%);
 - co-workers (30%);
 - other community agencies (29%; including SECASA, FPV, Gay and Lesbian Switchboard and GLBTIQ newspapers);
 - SSATY professional development and training (19%; including conferences);
 - peak organisations (13%; including the National Association of People living with HIV/AIDS, Australia [NAPWA], GLHV and ARCSHS);
 - the Victorian AIDS Council (10%);
 - the ALSO Foundation (10%);
 - previous job (6%); and
 - DE&T (5%).

Organisational support for SSATY work

- 92% of workers are in paid positions. 8% are volunteers. 30% are given access to SSATY-specific professional development.

- 19% are given some type of positive recognition of, or moral support for, their SSATY work.

Many workers reported concern that their SSATY work is not supported by their organisation and that it is seen as an “add on” to their real work. Volunteers often reported having limited support.

Common features of responses from workers who feel supported by their organisation include allocation of SSATY work amongst all staff, a high visibility of SSATY in the service and clear prioritisation of SSATY issues in organisational principles, work plans, recruitment policies, community profiles and intake spaces. Where it is not supported there are concerns expressed about:

- Job descriptions;
- Resource allocation;
- Professional development;
- Staff homophobia; and
- Continuity of service provision.

Organisational recognition of SSATY work

- *Over a third of workers (38%) report that their SSAY work is included in their job description. Work with transgender youth is included less frequently.*

Clearly, the omission of references to SSATY in job descriptions does not preclude SSATY work occurring. Some workers report that it is impractical to include SSATY in their job description as their jobs are too broad for everything to be specified. These workers also indicated that while broad job descriptions permit them to include SSATY work, it also allows some of their colleagues to exclude SSATY work.

Most workers who report that they are able to do SSATY work although it is not specified in their job descriptions said that it is because SSATY fit under “at risk” youth. The exclusion of SSATY work in job descriptions sometimes translates to situations in which individual workers are delivering SSATY services on top of their other work, with no specific support for their work and motivated by little more than their own personal sense of responsibility.

Those workers who had lobbied for the inclusion of SSATY in their job description argued that it provided them with a sense of increased organisational support and that it helped enshrine SSATY work as part of the organisation’s core business and not just a personal choice by a sympathetic worker. However, the inclusion of SSATY work in job descriptions in no way guaranteed this type of support or service continuity without significant, wider-ranging cultural change within the organisation.

The submission of formal proposals to the organisation to allow SSATY work to occur

- *19% of workers had submitted a formal proposal to their organisation;*
- *44% said they did not have to submit a proposal as work with SSATY was already included; and*
- *33% said they did not have to submit a proposal as their SSATY work occurs incidentally.*

The proposals submitted by a fifth of respondents included:

- *reports for school principals summarising statistics and detailing difficulties faced by rural SSATY;*
- *policy and procedures documents detailing how workers would work with SSATY to combat political anxieties; and*
- *consultation documents/needs analyses demonstrating “why there is a need.”*

Timelines from proposal to permission ran from a few months to several years.

Other support

- 73% of workers indicated that their major sources of support apart from their employing or auspicing organisations were the Rainbow Network and personal SSATY worker contacts. Other sources included:
- other community organisations - 44% (Resourcing Health and Education in the Sex Industry (RhED), the ALSO foundation, VAC, youth support services, the Gay and Lesbian Switchboard, Clockwork (Geelong), GAIN (Geelong All Inclusive Network – adult GLBTIQ network, now defunct), GLG (a Geelong lesbian group), PFLAG, ARCSHS, Midsumma and St Martin’s youth theatre group);
- local council - 19%;
- social workers - 18%;
- volunteers - 13%;
- GPs, health workers and school nurses - 11%; and
- Gay and Lesbian Liaison Officers (VicPolice) - 3%.

The amount of time and resources

- *62% of workers reported that they do not have enough time and resources for their SSATY work.*
- *37% said they have enough time and resources. However, most acknowledged that this was because there was no effective outreach or promotion of the service.*
- *Some workers said that while they were time-poor they felt they had enough resources.*
- *Other workers said that while they have enough time the absence of sufficient funding undermines long-term planning and capacity building.*
- *Rural workers pointed to the need to increase resourcing for those areas.*

Promoting the work

The two most significant means of promoting SSATY work and referrals are:

- *school referrals (from SWCs, counsellors, nurses etc.) – 49%; and*
- *other referrals from youth agencies, GPs, social workers, Juvenile Justice and community organisations such as the VAC – 49%.*

Other ways of promotion include:

- *materials produced by workers (websites, posters, postcards, presentations, performances etc.) - 38%;*
- *the profile of the worker’s position (e.g. “all students have access to the school counsellor”) or because there was an existing contact list - 33%;*
- *word of mouth between SSATY – 33%;*
- *referrals from parents or carers - 10%;*
- *social circle of worker – 10%;*
- *GLBTIQ media (newspapers, ALSO directory, JOY FM) - 8%; and*
- *Local newspapers - 5%.*

The number of SSATY

- *Just over half (51%) of the workers work with 1-10 people.*
- *About 11% of workers work with more than 15 people.*

- 14% of workers discussed problems with a high turnover of young people that they work with.
- An aggregation of the reported number of SSATY accessing services suggests that just over 400 young people are currently accessing services captured by this survey.

The extent to which services are reaching SSATY

- 94% of workers said that there are young people who could use the service but are not.
- The small number of workers who felt that they were capturing all of the SSATY did so because they believe that the propensity of SSATY to attempt suicide and develop mental health issues means that they would all seek out formal support eventually.

What stops SSATY from accessing services?

- The biggest factor is the risk of exposure - 73%.

Workers reported that young people do not access services because they are afraid that accessing them will out them to family, friends, and community. Concerns about confidentiality and not knowing who to trust are a large component of this factor. Over a third of workers (35%) attributed young people's failure to engage with SSATY support to influences of family and religion, and this has clear links to anxieties about exposure.

- The second biggest reported factor (60%) is young people's reluctance to engage with the issue or their confusion associated with it;
- 59% of workers believe that young people do not access their services because they don't know about them;
- Over a third of workers (35%) cited transport issues as a main barrier to young people's access, and this includes issues around not having enough money for public transport;
- 22% of workers said that time trouble (work clashes etc.) keep some young people away;
- 18% of workers reported that the service was insufficiently developed to attract young people or that young people might feel uncomfortable approaching a particular worker;
- 14% cited other money issues – that is, not having money for social activities – as a barrier;
- 8% of workers claimed that some young people did not access their support service because they feel okay about their sexuality and don't feel the need to access the support provided; and
- 5% said that they might not like other young people in the group and this might keep them away.

The level of community support

- Approximately 20% said there is no broader community support for their work with SSATY.
- Nearly 60% of workers reported that community support for their work is between little and non-existent.
- Nearly a quarter of the total cohort said that support is "mixed" or they were "unsure" about the level of support.
- Workers reported that one of the reasons why they feel that community support is low or unclear is because it is largely invisible to the broader community. Some workers reflected on the community support offered by GLBTI community events such as Midsumma or GAYAZ and suggested that this support was somewhat compromised by the fact that the cash-strapped SSATY groups were asked to pay

fees to participate in their community events.

Worker networks

- *Just over half of the workers (52%) reported being part a network of similar workers on SSATY issues;*
- *Almost a third do not (29%); and*
- *Almost a fifth (19%) are unsure.*

In some parts of regional Victoria, workers were unaware of the Rainbow Network and suggestions by a worker to establish a SSAY mini-network within the regional youth service network were reportedly ignored. Other workers who knew about the Rainbow Network pointed out that it was difficult for part-time workers to get to meetings: "if you're full time you have flexibility, but if you're part-time you're limited".

In summary, funding is often diffuse and irregular, the pressure on workers to apply for additional funding is often significant, there are limits to the geographical spread of the work and half of the workers have not worked in their jobs very long raising issues of service continuity and capacity-building. Workers use various resources from various sources – some, like the Rainbow Network, are very important. Workers experienced different rates of organisational support and this is partly reflected in discussions about job descriptions – thus they seek out other support with worker networks being important in this regard. There are major issues with time, resources and promotion of services. Services also need to improve their use of electronic communication technologies. The value of mediated communication between workers and young people – expunged of the anxieties about meeting face to face – is evident in some workers' accounts of the efficacy of mobile telephones and SMS and their role in referrals, counselling support and group access.

Major issues

Significant problems, barriers or frustrations

- *67% identified explicit and implicit homophobia, including discrimination, as a major difficulty in their work;*
- *57% identified schools, including the lack of staff support, need for changes in educational policy, school-based homophobia and difficulties attached to information provision about SSATY support services;*
- *41% indicated the fragile funding environment, including the impact of "the constant search for extra funding" on opportunities for service development, networking and professional development;*
- *40% identified geographical isolation and rurality;*
- *37% pointed to verbal and physical bullying experienced by SSATY, including bashing;*
- *35% indicated the lack or ad hoc nature of local support groups and SSATY-inclusive services, including SSATY-safe social events;*
- *30% reported the lack of family support for SSATY;*
- *25% identified the need for more workers, time and/or resources;*
- *25% pointed to the difficulties associated with attracting SSATY to the service;*
- *24% referred to "backlash anxiety": the fear held by people that publicly supporting SSATY would inspire the outrage of one vocal homophobic individual;*
- *22% expressed concerns about not being able to provide a quality service;*
- *About a fifth of the workers (21%) identified the difficulties the young people themselves are experiencing (mental illness, drugs and alcohol, depression, lack of confidence, overcoming their feeling of no safety, dropping out of school);*

- 19% cited harassment by news media and members of the public;
- 19% said that workplace issues were a major difficulty (including lack of organisational support for the work, not being taken seriously, being pigeon-holed as the "one-stop shop" for GLBTIQ issues);
- Almost a fifth of workers (18%) had received physical or verbal threats;
- 16% indicated the need for simultaneous micro and macro change;
- Some (6%) expressed concerns about the emotional weight of the work; and
- Fewer (3%) listed interpersonal dynamics of group participants as a major difficulty.

The least successful work

This is an accumulated list of the work that workers felt was least successful:

- Working with school staff, especially Principals;
- Offering schools professional development and resources;
- Community awareness-raising;
- Getting additional funding and retaining service funding;
- Promoting the service to potential new SSATY participants and those who could refer them on;
- Securing organisational support;
- Building capacity within other youth services;
- Working with some parent groups and religious families;
- Building partnerships with other groups;
- Developing successful "exiting" strategies for SSATY when they have outgrown the group; and
- Keeping track of some young people: "they lose housing, go into the homeless pool and disappear."

Workers raised a broad range of concerns about service development, minority SSATY populations, community education and funding.

Service development

Worker Support

- *The Rainbow Network and other associated networks such as the Same Sex Attracted Eastern Action Group (SEA) provide crucial worker support. However a significant number of workers across the state, and in Melbourne, did not know of the networks or could not participate in them.*
- *Most councils do not plan SSATY services.*
- *Some workers described work situations in which their SSATY work is seen as more "personal" than professional. This organisational allocation of SSATY work to individuals based on apparent affinities with the work sometimes created situations in which SSATY work ceased when individual workers left.*
- *Some workers also reported that this personalisation of their SSATY work meant that they were targets for workplace homophobia and they could not access all of the professional supports available to other workers as their work was somehow seen as less professional.*

The "One Contact" Issue

- *Some workers reported that it is common to receive many more telephone enquiries than actual people coming to the group or visiting the service. More research needs to be conducted to explore different platforms for service provision that address*

these issues.

Beyond The Group

- *The model of the SSATY social support group is not appropriate for all SSATY. Some out SSATY find the groups' preoccupations with sexual health unappealing, some isolated SSATY find the groups too threatening and transgender youth don't fit easily into the coming out confessional mode of these groups. Many workers pointed out that while the group may provide a safe space for those SSATY who access it it does not reform community and institutional homo- and transphobia that produce the need for the groups.*
- *The success of the Way Out project has led some workers to shift towards a gay/straight alliance model.*
- *Research on different models for SSATY needs to occur; creative programs (eg Y-GLAM, Breaking Through) could have broader application.*

Legal Issues

- *There are different practices across the sector regarding the collection of consent forms for participation in SSATY activities.*
- *Some workers expressed confusion over their legal obligations regarding the notification of parents of a young person's participation.*

Promoting the Service

- *Young people resist accessing support because they fear that visiting the student wellbeing area at school or the youth service in the local area will out them.*
- *Most SSATY are ignorant of services available.*

Limits Of Health-Based Support

- *The sexual health focus of SSATY funding constrains the services workers can provide.*
- *Some workers said that the health-centric approach to SSATY means that health workers emerge as support providers, when the problems SSATY need help with are not personal health ones but social, familial and cultural problems which promote their exclusion and disconnection. Consequently, there is a misfit between SSATY's needs and the solutions health workers can provide.*

The Overworked Worker

- *Due to the difficulty finding SSATY-inclusive workers across services such as mental health, general practice medicine, drugs and alcohol, financial aid and housing SSATY workers sometimes end up case-managing individuals by default although few workers are funded sufficiently to perform this role.*
- *The constant search for funding is a major issue for most workers.*

Core Business Versus Discrete Work

- *SSATY work needs to be seen as core business for all youth services.*

Rurality

- *All workers in non-metropolitan Melbourne, and some workers in outer-suburban areas within Melbourne, said that they have no appropriate services to refer SSATY people to.*
- *Lack of access to transport exacerbate the difficulties young people encounter in trying to find social support.*
- *While some regional centres have activities for adult gays and lesbians that some SSATY attended there are no social activities for SSATY beyond the handful of groups running.*

- *Community and parent attitudes were profiled as having greater significance in rural settings.*
- *Rural isolation impedes worker networking and the task of building community awareness is harder in rural areas.*

The Problem Of Numbers

- *Small visible SSATY populations in council youth services and schools encourage the view that the need for SSATY services is small.*
- *Population problems are often more acute in rural and outer-metropolitan areas where it is more difficult for workers to find enough SSATY to run an event or foster a sense of community.*

Safety

- *Many workers do not disclose the venue of group meetings as there have been situations in which meetings have been crashed by threatening youth and adults.*
- *Some workers reported that their areas are not safe enough for having groups meet at all (for example, some suburbs in Southern and North and West).*

Kids Are Doing It For Themselves: Young People As Co-Workers

- *There are several instances where SSATY initiatives have been instigated – and jointly run - by the young people themselves, mainly in non-metropolitan settings.*
- *Sometimes a worker trains up older SSATY to facilitate community development sessions with younger people, generally in schools (Youth worker, Eastern).*
- *There were also reports of young people who have started social support groups themselves.*
- *Minus 18 provides a high-profile example of youth-run SSATY initiatives.*

Minority SSATY populations

Needs of transgender youth

- *Workers who are keen to welcome young transgender people do not have access to transgender youth resources, research and support services because there is a paucity of all of these.*
- *Young transgender people themselves often feel alienated in SSAY groups.*
- *Creative programmes better support transgender young people because the content is less about sharing narratives of sexual discovery and normalising same-sex relationships and more about creating spaces in which young people could practise different experiences of gender and sexuality.*

Diversity

- *No workers said that their service reaches indigenous SSATY.*
- *Over 15% of workers reported that they work with homeless SSATY.*
- *Over 10% of workers reported that they work with SSATY in out of home care.*
- *Over 10% of workers reported that they work with SSATY experiencing financial disadvantage.*
- *Almost 10% reported working with SSATY from culturally and linguistically diverse (CALD) backgrounds.*
- *Nearly 8% said that they work with SSATY with disabilities.*
- *A small number of workers mentioned working with SSATY who have experience with the Juvenile Justice system and with SSATY who are or who have been involved*

in prostitution.

Community education

Leading the public debate

- *Workers share the desire for State and Federal Governments to acknowledge that "homophobia and transphobia are systemic problems", especially in schools.*

Parents

- *PFLAG currently receives no Government funding and there is no PFLAG branch in most parts of the state, including western metropolitan Melbourne.*
- *Resources for CALD parents need development.*
- *GLBTIQ parents need to be included in school communities.*

Backlash anxiety

- *24% of workers referred to "backlash anxiety" as a major difficulty.*
- *This is most usually demonstrated by concern over the "one person/voter phenomenon" – the anxiety that one parent or voter might object to anything that engages GLBTIQ issues positively.*

While these issues point towards the need for wide-ranging community education, the school environment clearly emerges as the major site for community education:

Schools: a statistical precis

- *Nearly a fifth of the workers surveyed are employed in a school-based position (e.g. as school counsellors).*
- *However, most (65%) workers conduct some of their SSATY work in schools.*
- *Almost half the workers report that they receive referrals from schools.*
- *Workers ranked issues in schools as the second biggest barrier to the provision of SSATY services – second only to homophobia, much of which was reported as occurring at school.*
- *5% of workers reported getting SSATY resources from DE&T.*
- *94% of workers reported that they were not reaching all of the SSATY.*
- *Over a quarter of the workers ranked difficulties in recruiting young people as a major frustration.*
- *Almost 60% of workers reported that ignorance keeps young people away from their services.*
- *6-16% of work is wholly or partly funded through the Department of Education and Training.*

Safety

- *Workers reported that issues in schools (57%) and bullying (37%) are major difficulties in their work.*
- *18% of workers themselves have been physically or verbally threatened.*

Battling teachers' fatigue

- *Teachers have little time for taking on extra responsibilities regarding SSATY.*
- *Some teachers treat the topic as "less important than other issues like self-harming students or students with behavioural problems - and seldom are links made between one and the other"*

Professional Development

- *SSATY-inclusive training for staff makes schools safer places for SSATY.*
- *Schools need more funding for time-release.*
- *SSATY professional development needs to be promoted as not just relevant to welfare staff.*
- *There is no systematic approach to the delivery of professional development in this area at all. Statewide distribution is uneven.*
- *External workers are relied upon to deliver this professional development.*
- *Workers who had conducted extensive professional development are generally employed for 3 or more days per week (under 5% of workers are employed for 3 or more days).*
- *Office for Youth funding precludes workers from delivering professional development as it does not (generally) feature youth involvement.*

Welfare workers are not enough

- *Student Welfare Coordinators, school counsellors and school nurses are leading much of the support for SSATY in schools.*
- *However, welfare workers cannot drive cultural change in schools.*
- *The common perception of SSATY as a welfare issue usually absolves teaching staff from engaging SSATY issues and pathologises SSATY as a "crisis" issue.*

Lack of sponsors, Principals and homophobia

- *Schools' responses to SSATY invariably rest on one motivated person – a champion or sponsor.*
- *These sponsors were seldom Principals and without Principal-led change, school-wide change is virtually impossible.*

Promoting external SSATY social support in schools

- *Advertising groups in schools only occurs in an ad hoc and vulnerable way – relying, again, on school-based champions and personal relations established between external and school-based workers.*
- *Students' access to services is determined by teachers' and welfare workers' value judgments.*
- *Some workers refuse to refer SSATY to appropriate services.*

Deferral to external workers

- *School staff expect external SSATY workers to address the needs of SSATY students.*
- *Some workers are disengaging from schools because of schools' reluctance to own the issue and change their culture.*

Trust

- *Young people hesitate from telling teachers and welfare workers because of anxieties that they will tell their parents or other workers or that telling the worker in the first instance will in some way out them to their fellow students.*
- *A school counsellor reported that she would work with students for many months before they would raise the issue – there is a period of testing during which unsolicited positive messages about GLBTIQ sexualities from the worker perform a critical function in enhancing the service's effectiveness.*

Embedding SSATY content in curriculum

- *SSATY students approach teachers or nurses if they discuss SSATY issues in class.*

Mandatory requirements

- *Without either formally mandating the inclusion of GLBTIQ content in schools or leading a public campaign for such inclusion the Government will continue to oversee an education system in which SSATY-inclusive curricula and support services only occur in an ad hoc way, if at all.*

Funding

Short-term funding

- A range of funding programs – such as School Focused Youth Services - are tied to new initiatives or programs.
- Government has not conducted system-wide planning for funding SSATY initiatives in the long term.

Insufficient funding for systemic change

- *The ultimate success of SSATY support at the micro-level of the individual ultimately relies on cultural change at a macro-level. Workers therefore argue that they need to be supported by other workers – such as community development workers and school staff – working in concert with them.*
- *It takes a long time to build relationships with schools and it is difficult to find funding for longer than one year.*
- *Philanthropic organisations have raised concerns about the viability of continuing to fund SSATY services in place of the government.*
- *The limited nature of funding means that there is no meaningful context for strategic planning.*

Ad hoc funding erodes service capacity

- Workers reported job insecurity, the endless cycle of competitive funding and the constant turnover of SSATY workers institutionalised by short-term funding erodes worker morale, undermines the embedding of SSATY services in auspicing agencies as workers are constantly on the move and deters people from staying in the sector or from joining it.

The need for fundraising support

- *The constant hunt for funds uses up workers' time that they should use for direct service provision.*
- *Currently no funding can be used to employ funding support as the funding is tied to project outcomes.*

Lack of group funding

- While most workers receive a wage, groups seldom receive funds.

An economic rationalist approach to youth services

- *Workers reported that councils expect young people to be moved through services quickly which undermines the quality of the help available.*
- *"There is an emerging user-pays approach to training in some community agencies: they charge to be on reference groups and they don't want to create a community response as it will cut into their market share".*

Strategies for building capacity

The value of the work

- *87% said that the most valuable aspect of their work is that it provides a safe environment (either an inclusive social space or a supportive one-on-one relationship);*
- *52% cited the provision of useful information (including safe sex, other SSATY services);*

- 51% indicated the provision of opportunities for SSATY to find friends and partners;
- 46% referred to the development of a sense of community, including the development of links with existing GLBTIQ communities;
- 38% of workers said they provide spaces for SSATY to have fun;
- 22% cited their enhancement of SSATY's skills (combating homophobia and social skills);
- A fifth of workers (21%) mentioned improved health outcomes;
- 11% reported the GLBTIQ-affirmative advocacy they conducted with SSATY as a key value of the work; and
- A small amount of workers (3%) mentioned school retention.

The most successful work

This is an accumulated list of the work that workers felt was most successful:

- *Providing support to young people – especially those at risk of self-harm;*
- *Community education in schools;*
- *Keeping the group afloat financially;*
- *Getting the support of local school coordinators and welfare teachers;*
- *Enabling young people to come together socially;*
- *Developing resources;*
- *Raising awareness with other colleagues;*
- *Building the Rainbow Network and getting (temporary) funding for the Rainbow Network Coordinator position;*
- *Capacity building work through training workers so it's not just "one worker, one agency"; and*
- *Being a visible presence for those SSATY who never present: "It's hard to know what has been successful. Success could be a young person seeing a poster and realising that it's okay to be queer"*

Capacity building

Strategies for developing service capacity include:

- *Attend conferences;*
- *Hold forums and launches;*
- *Give media interviews;*
- *Distribute flyers about the program;*
- *Discuss SSATY work in team meetings, at Youth Network meetings and at schools as part of generic youth work spiels;*
- *Participate in the Rainbow and SEA Networks; innovate your own networks where necessary;*
- *Post successes on the local district website;*
- *In Barwon-South Western, Secondary School Nurses allocate portfolio responsibilities for SSAY issues;*
- *Share resources and feedback about professional development with other colleagues, teachers and networks (eg RYANS);*
- *In Loddon Mallee, a project has been "funded to look for and support areas that are ready for SSATY support. We identified certain criteria that need to be present: first,*

is there an employed worker on the ground who has SSATY as part of their brief? Second, is there an interested group of young people? Third, is there a supporting agency? There are 4 communities that are ready for this (Wodonga; Colac; Central/East Gippsland – say Sale, Traralgon; Ballarat);

- *Some School Nurses encourage other school staff to participate in classes about GLBTIQ issues;*
- *Secure appropriate levels of funding. In the Grampians a "newly funded worker will be able to grab the SSATY project by the horns and scope resources, schools and populations of SSATY and link with other groups and agencies";*
- *Promote good practice models;*
- *Hold public celebrations;*
- *Involve other workers in the group;*
- *Build alliances with other bodies;*
- *Develop mentoring strategies. A North and West group has just received three years funding to start a mentoring project in which they will mentor 2 people per year over the next three years, building towards planned transitions;*
- *Build networks interstate and internationally;*
- *Participate in relevant steering committees, reference groups and working parties; and*
- *Skill-share with young people so they can carry the work on if the group is defunded.*

More established workers are developing strategies for capacity building. Across all of the regions, workers raised concerns about the need for capacity building. Some said that they had not "really tried" to share their success or were "not sure" how they would go about doing this. Others said that they were "yet to come to this juncture" or that they hadn't "thought about that yet" or that, with their limited experience, "there isn't much building."

One worker suggested that it is difficult for her to share success stories without breaking client confidentiality and many workers pointed to the fragile funding context as eroding effective capacity building: "people can't wait around to see if their part-time, limited-funding youth work position is going to be re-funded or the contract renewed, so people leave – you can't afford to wait around until you're unemployed." However many successful strategies for capacity building have been employed by workers and they are summarised in the table (above).

Suggested actions by workers

Workers recommended a series of actions for improving SSATY services in the following areas:

- *Service development;*
- *The geographical distribution of services;*
- *Worker support;*
- *Community education; and*
- *Funding.*

Recommended actions in the area of service development focused on increased promotion and coordination of current SSATY services. Workers also pointed out that further research is needed in the areas of transgender youth issues and non-group service delivery models. Workers are keen to see increased linkages between government departments, the mainstreaming of SSATY support in youth services and the exploration of non-health based frameworks for delivering SSATY services.

Workers are very concerned about current geographical gaps and they suggested that generalist youth workers in these areas are provided with immediate support and resources.

With regard to worker support, workers are keen for existing worker networks to consolidate their current role and for information about resources and services to be centralised. Workers also suggested that there needs to be increased support for SSATY who take on leadership roles in services (e.g. as peer educators) and that workers are keen to consult with government over SSATY services. Some workers are keen for clarifications about the legal context of their SSATY work.

In terms of community education, workers suggested that community awareness of SSATY issues needs to be raised. In particular, increased education and support around SSATY issues for parents and CALD communities was seen as valuable. Many workers' proposed actions centre on schools as the major community site where young people congregate. Their suggestions range from an anti-homophobia statement by the Minister of Education and Training, to audits of school policy, SSATY professional development for principals and the increased promotion of SSATY services in schools. Workers were also keen to work collaboratively with schools and school employees and they suggested that the inclusion of sexual diversity in schools' strategic plans could better support SSATY.

Workers suggested that funding of SSATY services could be improved by changes to current funding frameworks and the provision of worker support around funding. In terms of current funding frameworks, workers were keen to see state-wide service planning, an increase in local government's acceptance of its role in delivering SSATY services, a strategic approach to promoting non-government investment in the sector, and a relaxing of some of the funding constraints (especially regarding age limits and limits placed on what type of work the worker can do). In terms of worker support, workers' ideas include the allocation of new funds to employ people to do some of the funding legwork on behalf of the workers and the centralisation of information about possible funding sources.

Conclusion

In conclusion, significant work is happening in areas across the state, more densely concentrated in parts of metropolitan Melbourne. However, there are persisting problems about the extent to which good work is being consolidated. There is a common call for moving away from ad hoc approaches to professional development, service promotion and service delivery, with a need for better coordination across these three areas of activity.

There are significant gaps in the geographical distribution of services. Workers argued that more can be done to better resource existing workers to provide outreach support to under-serviced areas, and building capacity in mainstream community and youth services to better support SSATY. Targeted community education campaigns are also required – especially in schools, the common site where young people congregate.

Finally, another clear message is that young same sex attracted and transgender people are actively demanding more from their services and communities and that, in some cases, they have been active in the determination of their own support structures. There is an opportunity to harness the enthusiasm, expertise and expectation in the SSATY service sector that can help DHS action a policy and program response to the issues raised in this report.

Appendices

Appendix One	<i>References</i>
Appendix Two	The SSATY Workers' Directory
Appendix Three	Prior work experience
Appendix Four	Resources used by workers
Appendix Five	The Questionnaire

Acknowledgments

- All of the workers who gave up their valuable time so generously to participate in this project
- Ian Seal, Rowena Allen, Anne Mitchell, Felicity Martin, Sue Hackney, Aimee Beck, Chris Ellard and Lynne Hillier.

For further information please contact Liam Leonard, Diversity Unit, Department of Human Services, ph: 9616 7071.

Appendix One

References

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Lindsay, J., Smith, AMA & Rosenthal, D. (1997) *Secondary Students, HIV/AIDS and sexual health*. Centre for the Study of STDs, La Trobe University, Melbourne.

Note

This directory only includes workers who participated in the project **Working with Same Sex Attracted and Transgender Young People: A consultation with workers across Victoria**.

It has been compiled by Dr Daniel Marshall, Social Policy Unit, Department of Human Services.

Please note that in some circumstances workers may have changed since the production of the directory (August-October 2005). In this case please request the contact details for the new SSATY worker from the relevant organisation.

For alterations or additions to the directory please contact Felicity Martin, coordinator of the Rainbow Network, f.martin@latrobe.edu.au; 03 9285 5203.

Hume Region

<i>Name</i>	<i>Aden Hemmerling</i>
<i>Location</i>	<i>Wodonga</i>
<i>Job title</i>	<i>Youth Diversity Project Worker</i>
<i>Email</i>	Ahemmerling@uhchs.vic.gov.au
<i>Telephone</i>	<i>0404 277 300</i>
<i>Post</i>	<i>12 Stanley St PO Box 173 Wodonga Vic 3689</i>
<i>Support type</i>	<i>Social support group</i>
<i>Age-range</i>	<i>14-25</i>

<i>Name</i>	<i>Damien Stevens</i>
<i>Location</i>	<i>Uniting Care, Cutting Edge 136 Maude St Shepparton</i>
<i>Job title</i>	<i>Diversity/Outlink Project Officer</i>
<i>Email</i>	Damien@cuttingedge.unitingcare.org.au
<i>Telephone</i>	<i>0418 511 562, 03 5831 6150</i>
<i>Post</i>	<i>PO Box 1697 Shepparton 3630</i>
<i>Support type</i>	<i>Individual support/suicide prevention; monthly group meeting; social events</i>
<i>Age-range</i>	<i>15-25</i>
<i>Resources developed</i>	<i>"Diversity" program brochure, "Camp Camp" flyers, cover/school letters</i>

<i>Name</i>	<i>Frank Haans</i>
<i>Location</i>	<i>22 Moyle St, Seymour, Vic 3660</i>
<i>Job title</i>	<i>Clinical Manager - Registered Psychiatric Nurse</i>
<i>Email</i>	Frank.haans@gvhealth.org.au or info@ru12.info
<i>Telephone</i>	<i>0407856391</i>
<i>Post</i>	<i>PO Box 800, Seymour 3661</i>
<i>Support type</i>	<i>Treatment for mental disorders, counselling and support</i>
<i>Age-range</i>	<i>16-25</i>
<i>Other details</i>	<i>Covers Shires of Mitchell, Murrindindi, Strathbogie and Shepparton.</i>

Barwon-South Western Region

Name	Kelly Stacey
Location	DHS – Barwon
Job title	Secondary School Nurse (SSN)
Email	kelly.stacey@dhs.vic.gov.au
Telephone	0438 516 711
Post	DHS – BSW Region PO Box 760 Geelong 3220
Support type	Individual support for students, school health classes & health promotion activities, school cultural change; referral to other support services
Age-range	12-18

Name	Wendy Lever
Location	Brophy Family & Youth Services, Wbool 3280
Job title	Wild Project Coordinator
Email	wendy@brophy.org.au
Telephone	5561 8888
Post	150 Liebig St, Warrnambool 3280
Support type	Outdoor adventure program for YP at risk of leaving school, abusing drugs and alcohol or developing emotional or mental health issues.
Age-range	12-18
Other details	Involved in Wbool's Sexual Diversity Working Party

Name	Christine Gowans
Location	Geelong, Colac, Apollo Bay
Job title	Team leader, SSN Program, BSW region
Email	Christine.gowans@dhs.vic.gov.au
Telephone	0409 178 393 03 5226 4540
Post	Barwon-South Western Region 2 nd floor, State Government Offices Cnr. Lt. Malop and Fenwick Streets Geelong 3220
Support type	Nursing/counselling/referral
Age-range	12-18
Other details	In Barwon South-Western region 2 nurses hold the SSAY portfolio are given preference for SSATY PD training etc; currently on maternity leave.

Name	Susanne Prosser
Location	City of Greater Geelong, Community & Recreation
Job title	Youth Development Officer, Youth Development
Email	sprosser@geelongcity.vic.gov.au
Telephone	03 5227 0977
Post	Old Post Office Cnr Ryrie and Gheringhap Streets/PO Box 104 Geelong 3220
Support type	Runs PD for teachers and coordinates PFLAG. Runs GASP - a weekly social support group
Age-range	16-22
Resources developed	SWEET card – SSATY friendly services in Geelong. Postcard, poster.
Other details	GASP run since 1996;a SSATY theatre project; like to work on same sex specific safe sex resource

Loddon Mallee Region

Name	Robyn Northey
Location	Swan Hill
Job title	Community Health Nurse
Email	chn@swanhillhosp.vic.gov.au
Telephone	5033 9337
Post	PO Box 483, Swan Hill
Support type	Community Health Nurse

Name	Angela Casey
Location	Bendigo Community Health Services
Job title	Social worker youth counselling
Email	angelacasey@bchs.com.au
Telephone	03-54 419800 or 54 300 500
Post	P.O.Box 169 Eaglehawk 3556
Support type	Social work and youth counselling
Age-range	15-25
Resources developed	List of useful websites

Name	Cindy May
Location	Kyabram
Job title	Outreach Youth Worker
Email	youthworker@kyhealth.com.au
Telephone	0408355697 or (03) 58520045
Post	P O Box 564 Kyabram 3619
Support type	Counselling
Age-range	10-25

Name	Maree McCorquodale
Location	Daylesford/Kyneton/ Castlemaine/Gisborne
Job title	Rural Withdrawal Nurse
Email	mareem@cobaw.vic.gov.au
Telephone	5421 1666
Post	Cobaw CHS PO Box 146 KYNETON 3444
Support type	Support YP in alcohol and other drug withdrawal
Age-range	10-25

Name	Kathy Crouch
Location	Mildura CAMHS, 107 Pine Ave
Job title	CAMHS Clinical Team Manager
Email	CrouchK@ramsayhealth.com.au
Telephone	5018 7900
Post	107 Pine Ave. Mildura 3500
Support type	Mental health support
Age-range	15-20

Name	Sue Hackney
Location	Cobaw Community Health Service, Kyneton, with outreach to other rural areas
Job title	"WayOut", Central Victoria Youth & Sexual Diversity Project Coordinator
Email	shackney@cobaw.vic.gov.au
Telephone	tel. 5421 1619mobile: 0428 347 407
Post	Cobaw Community Health Service PO Box 146 KYNETON VIC 3444

<i>Support type</i>	<i>Gay/Straight Alliance; support for other projects – sharing learnings of pilot project and supporting initiatives in rural areas statewide</i>
<i>Age-range</i>	<i>14-26</i>
<i>Resources developed</i>	<i>T-shirts, stickers and posters, SFYS survey, conference presentations with YP,</i>
<i>Other details</i>	<i>Ran as a pilot group for 3 and a half years until this year, now refunded as statewide project.</i>

Gippsland Region

<i>Name</i>	<i>Rochelle Parker</i>
<i>Location</i>	<i>South Gippsland / Leongatha</i>
<i>Job title</i>	<i>Youth Worker</i>
<i>Email</i>	<i>rochelle.parker@kilmany.org.au</i>
<i>Telephone</i>	<i>56625150</i>
<i>Post</i>	<i>51a McCartin Street Leongatha 3953</i>
<i>Support type</i>	<i>Counselling</i>
<i>Age-range</i>	<i>15-20</i>

<i>Name</i>	<i>Melanie Mitchell</i>
<i>Location</i>	<i>Yarram and District Health Service</i>
<i>Job title</i>	<i>Youth Worker</i>
<i>Email</i>	<i>melanie.mitchell@ydhs.com.au</i>
<i>Telephone</i>	<i>03 51820270</i>
<i>Post</i>	<i>PO Box 61, Yarram, 3971</i>
<i>Support type</i>	<i>Counselling</i>
<i>Age-range</i>	<i>15-25</i>

<i>Name</i>	<i>Liz Jones</i>
<i>Location</i>	<i>Quantum Support Services - Gippsland</i>
<i>Job title</i>	<i>Co-ordinator, Specialist Adolescent and Family Support Program</i>
<i>Email</i>	<i>liz.jones@quantum.org.au</i>
<i>Telephone</i>	<i>03-51202000</i>
<i>Post</i>	<i>P.O. Box 222 Morwell VIC 3844</i>
<i>Support type</i>	<i>Family therapy, one on one support</i>
<i>Age-range</i>	<i>12-18</i>

<i>Name</i>	<i>Stacey Kneebone</i>
<i>Location</i>	<i>Sale</i>
<i>Job title</i>	<i>Youth Housing and Support worker</i>
<i>Email</i>	<i>Staceyk@kilmany.org .au</i>
<i>Telephone</i>	<i>(03) 51447777</i>
<i>Post</i>	<i>PO Box 1074, Sale 3850</i>
<i>Support type</i>	<i>Supports a youth group in Sale for SSATY people in the Wellington Shire.</i>
<i>Age-range</i>	<i>16-25</i>
<i>Resources developed</i>	<i>Brochures</i>

<i>Name</i>	<i>Kerry Morrell</i>
<i>Location</i>	<i>Warragul Regional College</i>
<i>Job title</i>	<i>Secondary School Nurse</i>
<i>Email</i>	<i>kerry.morrell@dhs.vic.gov.au</i>
<i>Telephone</i>	<i>0438805427</i>

Post	PO Box 213 Warragul 3820
Support type	Counselling/health education
Age-range	15-17

Name	Fee O'Donnell
Location	Traralgon College
Job title	Student Welfare Co-ordinator
Email	Odonnell.fiona.m@edumail.vic.gov.au
Telephone	03 5176 2240
Post	PO Box 1790 Traralgon
Support type	Individual support; group support (GLSGTC – Gay and Lesbian Support Group, Traralgon College); support for GLSGTC's theatre production.
Age-range	14-17
Resources developed	Proposal to campus principal to include support group on campus. Material associated with theatre production. Poster.

Name	Aimee Beck
Location	Sale and surrounding areas
Job title	Youth counsellor
Email	Aimee.Beck@cghs.com.au
Telephone	51 438 833
Post	Community Health, Central Gippsland Health Service, Sale 3850
Support type	Social support group meets fortnightly between 6&8pm hours in Sale; individual counselling.
Age-range	12-19 = group, 12-25 for one on one counselling.
Resources developed	Brochure
Other details	Runs group with Stacey Kneebone

Grampians Region

Name	Asha Buckmaster
Location	Ballarat
Job title	Student Support Worker
Email	abuckmaster@ballaratsc.edu.au
Telephone	5336 7200
Post	Ballarat Secondary College - Barkly Senior Campus PO Box 1877 Ballarat Mail Centre Vic 3354
Support type	Counselling
Age-range	16-18

Name	Sue Mitchell
Location	Daylesford
Job title	psychologist
Email	suem@hhs.vic.gov.au
Telephone	(03) 5348 2523
Post	PO Box 465 Daylesford 3460
Support type	Psychologist
Age-range	13-25

Name	Karen Snibson
Location	Sebastopol College, Ballarat
Job title	Student Services Manager

<i>Email</i>	<i>snibson@sebas.vic.edu.au</i>
<i>Telephone</i>	<i>53-293 293</i>
<i>Post</i>	<i>Sebastopol College po box 49 Sebastopol 3356</i>
<i>Support type</i>	<i>One on one, referral to other supports as required.</i>
<i>Age-range</i>	<i>13-18</i>

<i>Name</i>	<i>Matt Venn</i>
<i>Location</i>	<i>Grampians Community Health Centre (Wimmera, Mallee, Grampians, Rural City of Horsham, Northern Grampians Shire, Rural City of Ararat, Pyrenees Shire, Ballarat, Southern Grampians Shire (Dunkeld, Hamilton))</i>
<i>Job title</i>	<i>Community and Men's Health Worker</i>
<i>Email</i>	<i>Matt.v@gchc.org.au</i>
<i>Telephone</i>	<i>5352 2555</i>
<i>Post</i>	<i>60 High St, Ararat, VIC 3377</i>
<i>Support type</i>	<i>One on one support, community development, info dissemination, referral</i>
<i>Age-range</i>	<i>19-25</i>
<i>Resources developed</i>	<i>Online community / Web page (http://mc2.vicnet.net.au/home/walss/index.html)</i>

<i>Name</i>	<i>Warren Bowen</i>
<i>Location</i>	<i>Ballarat</i>
<i>Job title</i>	<i>Volunteer community worker</i>
<i>Email</i>	<i>warren_bowen44@hotmail.com</i>
<i>Telephone</i>	<i>0417 393 196</i>
<i>Support type</i>	<i>Individual social support</i>
<i>Age-range</i>	<i>13-25</i>
<i>Resources developed</i>	<i>Involved with a group of SSAY putting together a film on gay suicide</i>
<i>Other details</i>	<i>Set up Zaque, social support group in Ballarat</i>

<i>Name</i>	<i>Eric Hayes</i>
<i>Location</i>	<i>Mt Clear College, Ballarat</i>
<i>Job title</i>	<i>Student Counsellor</i>
<i>Email</i>	<i>Hayes.eric.1@edumail.vic.gov.au</i>
<i>Telephone</i>	<i>5337 2039</i>
<i>Support type</i>	<i>Student counselling</i>
<i>Age-range</i>	<i>12-18</i>

<i>Name</i>	<i>Jess Murphy</i>
<i>Location</i>	<i>Wendouree Campus, Ballarat Secondary College</i>
<i>Job title</i>	<i>School Counsellor</i>
<i>Email</i>	<i>jmurphy@ballarat.vic.edu.au</i>
<i>Telephone</i>	<i>03 5336 7200</i>
<i>Post</i>	<i>PO Box 1877 Ballarat Mail Centre 3354</i>
<i>Support type</i>	<i>Counselling</i>
<i>Age-range</i>	<i>12-16</i>

<i>Name</i>	<i>Mary Jane Rigby</i>
<i>Location</i>	<i>City of Ballarat</i>

Job title	Youth Services Officer
Email	maryjanerigby@ballarat.vic.gov.au
Telephone	03 5320 5644
Post	City of Ballarat PO Box 655 Ballarat Victoria Australia 3353
Support type	Zaque – social support group runs once a week for an hour
Age-range	12-25
Resources developed	Queery Resource Pack; Brochure; is developing Way Out-esque merchandise

Eastern Metropolitan Region

Name	Senior Constable Lisa Keyte
Location	Knox Police Complex. Covers Region 4 in Vic Police which covers a large metro and rural area, basically from Hawthorne through to Wodonga.
Job title	Gay and Lesbian Liaison Officer
Email	lisa.keyte@police.vic.gov.au
Telephone	9881 7093
Post	414 Burwood Hwy, Wantirna Sth, 3152
Support type	Community liaison
Age-range	14-18

Name	Michelle Ramage
Location	City of Monash
Job title	Youth and Family Support Worker
Email	Micheller@monash.vic.gov.au
Telephone	03 9561 7359
Post	Monash Youth and Family Services 14 Bogong Avenue Glen Waverley Vic 3150
Support type	Social support group Pride and Diversity; meets weekly for 2.5 hours; individual support
Age-range	14-25
Resources developed	Pamphlet, "My Friend is Gay", evaluation report

Name	Kate Clark
Location	City of Boroondara Youth Services
Job title	Youth Project Worker
Email	kate.clark@boroondara.vic.gov.au
Telephone	9882 2621
Post	City of Boroondara Youth Services 35 Fairholm Grove, Camberwell
Support type	Social support group NQS: Not Quite Straight. Meets weekly; 2 hours
Age-range	14-18 years old
Resources developed	Brochure, modified a peer resource ("queer peer") programme for schools, Celebrating Diversity, Diversity poster, protocol document

Name	Lara Mantegna
Location	City of Whitehorse
Job title	Youth Development Worker
Email	lmantegna@refsvic.com.au

Telephone	9877 4788
Post	PO Box 181 Nunawading 3131
Support type	Individual
Age-range	14-21
Resources developed	Brochures, resource for schools, action research for evaluation and a final evaluation report

Name	Rebecca Infanti
Location	Lilydale, outpost work to Healesville
Job title	Youth and Family Counsellor
Email	r.infanti@yarraranges.vic.gov.au
Telephone	03 9294 6716
Post	Youth Services Shire of Yarra Ranges Anderson St PO Box 105 Lilydale Vic 3140
Support type	Group – Unsure/Unstraight for SSA – fortnightly meetings
Age-range	16-20
Resources developed	Brochure; See "Evaluation report: Eastern Region Gay and Lesbian Youth Project" by Shelley Walker and Lynne Hillier.

North and West Metropolitan Region

Name	Fiona Eveleigh
Location	Glenroy
Job title	Senior Education Youth Worker
Email	fiona.eveleigh@anglicarevic.org.au
Telephone	03-93060000
Post	3046
Support type	Individual support
Age-range	11-16

Name	Maria Bololia
Location	Fitzroy, City of Yarra
Job title	Youth Activity Officer
Email	bololiam@yarracity.vic.gov.au
Telephone	9416 2200
Post	Yarra Community Youth Centre 156 Napier St. Fitz 3065
Support type	Generalist Youth Worker co facilitating SSA support group with Mark Camilleri(FPV) @ Princes Hill High School on a fortnightly basis. PD for staff from Princess Hill, Melbourne Girls, Collingwood College.
Age-range	12-25

Name	Anne Boscutti
Location	Austin CAMHS, Heidelberg VIC
Job title	Mental Health Promotion Officer
Email	Anne.Boscutti@austin.org.au
Telephone	0394965108
Post	Austin CAMHS, Marian Drummond Building, Austin Hospital, Heidelberg 3084.

<i>Support type</i>	<i>Promotes wellbeing and resilience in young people through provision of education and support to youth services. Refer www.youthmentalhealth.org for more info</i>
<i>Age-range</i>	<i>12-25</i>
<i>Resources developed</i>	<i>www.youthmentalhealth.org</i>

<i>Name</i>	<i>Sandra Di Giantomasso</i>
<i>Location</i>	<i>Melbourne Citymission; Maribyrnong and part of Brimbank (ie Sunshine, Deer Park)</i>
<i>Job title</i>	<i>School Focused Youth Service Coordinator</i>
<i>Email</i>	<i>sdigi@mcm.org.au</i>
<i>Telephone</i>	<i>9680 8238</i>
<i>Post</i>	<i>214 Nicholson St, Footscray 3011</i>
<i>Support type</i>	<i>SFYS</i>
<i>Age-range</i>	<i>10-18</i>

<i>Name</i>	<i>Olivia Hodgetts</i>
<i>Location</i>	<i>Lowther Hall AGS</i>
<i>Job title</i>	<i>Head of Grant House (Yr 11/12 Coordinator)</i>
<i>Email</i>	<i>hodgetts0@lowtherhall.vic.edu.au</i>
<i>Telephone</i>	<i>9337 5011</i>
<i>Post</i>	<i>PO Box 178 Essendon 3040</i>
<i>Support type</i>	<i>Counselling; some group work for students at that school</i>
<i>Age-range</i>	<i>12-18</i>

<i>Name</i>	<i>Jodi Brown</i>
<i>Location</i>	<i>Essendon Youth Accommodation Group; City of Moonee Valley</i>
<i>Job title</i>	<i>Youth Support Worker</i>
<i>Email</i>	<i>eyag@tpg.com.au</i>
<i>Telephone</i>	<i>(03) 9375 2642</i>
<i>Post</i>	<i>PO Box 485, MOONEE PONDS 3039</i>
<i>Support type</i>	<i>Homelessness assistance - supporting individual young people.</i>
<i>Age-range</i>	<i>15-25</i>

<i>Name</i>	<i>Cynthia Alessi</i>
<i>Location</i>	<i>City of Whittlesea</i>
<i>Job title</i>	<i>Youth Services Officer</i>
<i>Email</i>	<i>cynthia.alessi@whittlesea.vic.gov.au</i>
<i>Telephone</i>	<i>03 9401 6615</i>
<i>Post</i>	<i>Locked Bag 1, MDC Bundoora 3083</i>
<i>Support type</i>	<i>Working in schools with young people, attending steering committees, running workshops and programs. Is a member of the GLOW (Gays and Lesbians of Whittlesea) steering committee for CoW, runs an art program for and with SSATY people.</i>
<i>Age-range</i>	<i>12-25</i>

<i>Name</i>	<i>Anna Duff</i>
<i>Location</i>	<i>Moonee Valley City Council</i>
<i>Job title</i>	<i>Youth Project Worker</i>
<i>Email</i>	<i>aduff@mvcc.vic.gov.au</i>

Telephone	03 9243 8715
Post	PO Box 126 Moonee Ponds 3039
Support type	Eight hours a week co-facilitating SSATY social support group. Anna has also worked with schools around bullying issues and speaking with school staff about the needs of SSA young people. Anna has also co-facilitated STEP training (working with SSA young people) with professionals with young people in the region.
Age-range	14-21

Name	Vassi Bouzalas
Location	Plenty Valley Community Health, Whittlesea and Epping
Job title	Social Worker/Counsellor
Email	Vassi.bouzalas@pvchs.org.au
Telephone	9716 9444 / 9409 8787
Post	40-42 Walnut St PO Box 82 Whittlesea 3757 Or The Northern Hospital 187 Cooper St Epping 3076
Support type	Social worker/counselling
Age-range	13-18
Resources developed	Poster; brochure
Other details	Contact for GLOW.

Name	Felicity Martin
Location	Banyule and Nillumbik
Job title	SSATY people's support project worker
Email	egg@nchs.org.au
Telephone	9430 9153
Post	Nillumbik Community Health Service 917 Main Road, Eltham. 3095.
Support type	Training in community agencies, PD in schools – students and staff, facilitate a social support group.
Age-range	14-21
Resources developed	Brochures, posters, "Celebrate Diversity: Becoming Myself"; Office of Youth reports, annual report for the Nillumbik Community Health Service, articles in Nillumbik Leader.
Other details	Now Rainbow Network coordinator, funded by Reichstein and auspiced by GLHV www.rainbownetwork.net.au (online from early 2006).

Name	Carol Espinoza
Location	City of Moonee Valley
Job title	Youth services coordinator
Email	cespinoza@mvcc.vic.gov.au
Telephone	9243 8888

Post	PO Box 126 Moonee Ponds 3039
Support type	Run training in schools – Pride and Prejudice across the state, Safer in schools (smaller) pilot targeting 2 local SC focusing on safety, STEP training. Run “Reading Out Loud” – getting queer youth fiction in local public libraries – next step is school libraries; Variety Pack is run out of the council – runs fortnightly
Age-range	14-25
Resources developed	Lit review of SSATY resources and models in 2003, Pride and Prejudice, lit review, brochures, website, safer in schools report, pride and prejudice materials and public articles.

Name	Viv Ray
Location	Darebin
Job title	Volunteer coordinator
Email	kaleidoscope@infoxchange.net.au
Telephone	0408 483 980
Support type	Buddy programme for kids of SSA parents
Age-range	9+

Name	Christopher Lynch
Location	Maribyrnong Youth Services
Job title	Youth Counsellor
Email	Christopher.lynch@maribyrnong.vic.gov.au
Telephone	9688 0131; 0407 320 596
Support type	Counselling; Out’n’about social support group
Age-range	21 and under

Name	Daniela Beardsley
Location	Hobsons Bay City Council, Laverton; Wyndham
Job title	Youth and Community Support Officer
Email	dbeardsley@hobsonsbay.vic.gov.au
Telephone	9932 3008
Post	Laverton Civic Complex Corner Railway Ave and Crown St Laverton
Support type	Social support group – Proud 21 and under living in Wyndham and Hobsons Bay
Age-range	16-19 / 21 and under

Name	Karan Courtney
Location	Melton
Job title	Health promotion coordinator
Email	karanch@djhs.org.au
Telephone	8746 1100
Post	PO Box 3 Melton 3337
Support type	Contact person for SSATY – a social/support group for SSAY people in Mentone; youth counsellor. MSSAY no longer runs.
Age-range	14-19
Resources developed	MSSAY Group Narrative Report, resource kit to support teacher training

Name	Liz Alexander
Location	Good Shepherd Youth and Family Service, St Albans
Job title	Generation Q worker: SSAT Youth Support worker
Email	
Telephone	9364 3200
Post	354 Main Road West, St Albans
Support type	Generation Q – SSATY social support group; meet weekly for 2 hours
Age-range	14-20
Resources developed	Liz has worked in a number of positions supporting SSATY. Including developing or helping to develop: <ul style="list-style-type: none"> • A tool kit for working with SSATY, the Queer Youth Friendly Booklet [in the West], 2004. • STEP training – a collection of overheads available • the SSAFE project – a website, • a parent book, • a resource for schools "Making Sense" • Reports to funding bodies.

Name	Vicky Guglielmo
Location	Mainly attracts young people from Northern suburbs, however, although it's a question of whoever can get there; current membership comes from Werribee, Croydon, East Melbourne, Eltham, Brunswick, Collingwood.
Job title	Artistic co-ordinator
Email	vickyg@mchs.org.au
Telephone	9355 9920 (Mondays); fax: 9355 9993
Support type	Y-GLAM theatre support group, meets weekly
Age-range	13 or 14-25
Resources developed	Anti-homophobia community service announcement that was screened on SBS, postcards, published papers, Just One Day (2000) – film, 500 copies sold, 2000 copies distributed nationally; 9 new theatre works
Other details	Y_GLAM has run since 1998.

Name	Mark Camilleri
Location	Action Centre, Melbourne
Job title	Community educator
Email	yakaction@hotmail.com
Telephone	9654 4766 or 1800 013 952 or 9660 4704
Post	Action Centre, Level 1 94 Elizabeth St Melbourne
Support type	Support/chat
Age-range	12- 25
Resources developed	SSAFE website
Other details	1 st and 3 rd Friday of each month

Southern Metropolitan Region

Name	Pauline Huynh
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Location	Greater Dandenong Community Health Service; Springvale
Job title	Spectrum Coordinator
Email	Michelle.lomman@southernhealth.org.au
Telephone	8558 9152
Post	55 Buckingham Ave Springvale 3171
Support type	Spectrum is a confidential support and recreational program for SSAY, transgender young people and young people questioning their gender and sexual identity which runs weekly in the City of Greater Dandenong. Features recreational activities and community development activities.
Age-range	17-24
Resources developed	Posters, brochures, business cards and spectrum website www.southernhealth.org.au/spectrum

Name	Gina Greco
Location	Positive Living Centre, Prahran
Job title	Youth Access Officer
Email	gina_greco@vicaids.asn.au
Telephone	03 9863 0444
Post	51 Commercial Rd, Prahran
Support type	Runs Fresh – a social group for young people living with HIV, specifically targeted at men under 30 who have sex with men.
Age-range	Under 30.
Resources developed	Flyers, postcards, business card, merchandise, newsletters, currently developing a poster & picture book. For website: http://www.vicaids.asn.au/content/ContentPage.asp?SectionID=26

Name	Deborah Jepsen
Location	Caulfield
Job title	Educational Psychologist/School Counsellor
Email	Djepsen@shelford.vic.edu.au
Telephone	9524 7333
Post	3 Hood Cres. Caulfield 3161
Support type	Counselling for students at Shelford
Age-range	12-17

Name	Laurie Adamec
Location	Frankston Youth Resource Centre
Job title	Welfare/youth worker
Email	Florence.adamec@frankston.vic.gov.au
Telephone	9770 6222
Post	9 Ross Smith Avenue West, Frankston 3199
Support type	YAP is a support group that has run since 1999 and has recently been restructured around the format of the school term with weekly meetings focusing on coming out (term 1), relationships (with partners, teachers, parents) (term 2), GLBTIQ community and history (term 3) and "anything goes" (term 4) (students choose what they want to do – this will probably include painting the pride banner as they march every year. The meet once a week for 8 weeks per term

	<i>for an hour and a half. 4-5.30 pm</i>
<i>Age-range</i>	<i>16-21</i>
<i>Resources developed</i>	<p>http://youth.frankston.vic.gov.au "Young and Proud, Speaking Out Loud: A research project with a same-sex attracted young people's social support group in Frankston" by Zoe Quinn, December 2004. "YAP" brochure and fliers Currently developing a homophobia schools resource. <i>The manual detailing the new term structure of events is a work in progress.</i></p>

<i>Name</i>	<i>Kiri Bear</i>
<i>Location</i>	<i>Cranbourne Youth Information Centre and the Y Zone, Pakenham.</i>
<i>Job title</i>	<i>Casey and Cardinia SSAY support worker</i>
<i>Email</i>	Kiri.bear@connections.org.au
<i>Telephone</i>	<i>0409 569 900</i>
<i>Post</i>	<i>53 Webb St Narre Warren 3805</i>
<i>Support type</i>	<i>Rainbow Express – a social support group that runs every fortnight in the City of Casey and the Shire of Cardinia. 5-7pm</i>
<i>Age-range</i>	<i>14-21</i>
<i>Resources developed</i>	<i>"Top 10" lists of gay and lesbian fiction, produced and paid for by the Casey-Cardinia Library Corporation, after Kiri approached them; a poster that's been distributed to schools</i>

<i>Name</i>	<i>Viv Ray</i>
<i>Location</i>	<i>Mornington Peninsula</i>
<i>Job title</i>	<i>Kaleidoscope Project worker</i>
<i>Email</i>	kaleidoscope@infoxchange.net.au
<i>Telephone</i>	<i>0408 483 980</i>
<i>Support type</i>	<i>Kaleidoscope: formerly a SSAY support group; meetings weekly, now moving towards a gay/straight alliance model</i>
<i>Age-range</i>	<i>14-22</i>
<i>Resources developed</i>	<i>Manual and directory, www.gaylesbianyouth.info (7770 hits up to 1 august 2005), magnets, cards, brochures</i>

<i>Name</i>	<i>Mark Camilleri</i>
<i>Location</i>	<i>Port Phillip/Stonnington</i>
<i>Job title</i>	<i>Community educator</i>
<i>Email</i>	mcamilleri@ischs.org.au
<i>Telephone</i>	<i>9534 0981</i>
<i>Post</i>	<i>Inner South Community Health Service</i>
<i>Support type</i>	<i>SSASY – Same Sex Attracted Southern Youth social and support group</i>
<i>Age-range</i>	<i>Under 26 years old</i>
<i>Resources developed</i>	<i>SSAFE website</i>
<i>Other details</i>	<i>4-6pm Thursdays. Started in Nov 2004.</i>

No Specified Region

<i>Name</i>	<i>Sally Goldner</i>
<i>Email</i>	laughagenda@bigpond.com
<i>Telephone</i>	<i>03 9517 6613</i>
<i>Support type</i>	<i>Developing "New Agenda" – support for transgender young people; mentoring</i>
<i>Age-range</i>	<i>12-25</i>

<i>Name</i>	<i>Mark Robinson</i>
<i>Job title</i>	<i>Co-convenor</i>
<i>Email</i>	mark@minus18.org
<i>Telephone</i>	<i>0400 964 687</i>
<i>Support type</i>	<i>Co-convenes Minus 18 which organises regular social events and dance parties for SSATY</i>
<i>Age-range</i>	<i>13-23</i>

<i>Name</i>	<i>Aren Aizura</i>
<i>Location</i>	<i>Inner-city Melbourne</i>
<i>Job title</i>	<i>Co-organiser, Trans Melbourne Gender Project</i>
<i>Email</i>	alchemic@antimedia.net
<i>Telephone</i>	<i>03 9384 3216</i>
<i>Post</i>	<i>12 Eewn St, Coburg Vic 3058</i>
<i>Support type</i>	<i>Social support for young transgender people.</i>
<i>Resources developed</i>	<i>Currently working with GLHV on a resource.</i>

Appendix Three

Prior Work Experience

The areas in which workers had accrued their SSATY experience were:

- *street sex worker support*
- *acute paediatric and adolescent health*
- *child protection*
- *school-based vocational programs and other labour market programs*
- *homeless youth support*
- *community health nursing*
- *youth housing*
- *adult education*
- *drugs and alcohol services*
- *disability services*
- *community health recreation youth work*
- *refugee support*
- *women's refuges*
- *school focused youth services (SFYS)*
- *community arts and radio*

Appendix Four

Resources used by workers

Resources by region

In Southern, people listed sex education and suicide prevention materials, other SSATY groups, SSAY community news, Depression materials and treatment, information on HIV/AIDS progression and alternative therapies, Resourcing Health and Education in the Sex Industry (<http://www.sexworker.org.au/>), Affirming Diversity (NZ), Safety in our Schools, STEP Manual, Pride and Prejudice, Y-GLAM video, Purple Bus, The Way Out Project, Catching On ("a little bit"), Both my mum's names are Judy and speakers from FPV and VAC.

In Hume, workers listed The Way Out Project, Pride and Prejudice, ACON, GLHV, Over the Rainbow, Out There and specific mental health strategies.

In Barwon-South Western, workers listed SSAFE resources, Catching On, ALSORTS resources, GASP program, coordinator and coordinator-run PD, Writing Themselves in (old and new), STEP resources, Mindmatters, ARCSHS, My friend is gay, Minus 18, Gay and lesbian switchboard, Pride and Prejudice and Talking Sexual Health. One worker suggested that "sometimes resources like Alsorts are too wordy, not youth friendly, no pics – literacy is a big question for some people I work with" (Group coordinator, Barwon-South Western).

In Loddon Mallee, people used books written for young people on being SSATY, Pride and Prejudice, unspecified websites, the Nicholas and Howard research and ARCSHS data ("the suicide data is very important – its important that young people know it too"), the STEP manual, Talking Sexual Health, and gay/straight alliance materials from the United States.

In Gippsland, workers reported employing a strengths based approach, family mediation/family therapy models, classroom discussion groups, role playing, videos (a sexual awareness series), a SSAY folder written by Ian Seal, Purple Bus, posters from The Way Out Project and Freedom – a programme developed in WA about providing safe environments for SSAY.

In the Grampians, workers listed the curriculum, gaining access to community resources, family support, Taking Young People Seriously (DVC), and youth at risk "experimental-based" training.

In Eastern, people mentioned Purple Bus, guest speakers from the Action Centre, the PEP program, the Way Out Report and video, the Youth Participation model in schools, Celebrating Diversity, the longitudinal evaluation of SSAY groups currently being conducted by Lynne Hillier and Netz Goren, the STEP program, Pride and Prejudice, Catching On, Mindmatters, Talking Sexual Health, ARCSHS, Writing Themselves in Again, and diversity training devised by Shelley Walker.

In North and West, workers used SSA magazines (MCV/Melbourne Star/Purple Bus), websites for Minus18 and the Also Foundation, brochures about Y-GLAM, Not Quite Straight, Bit Bent, the Gay and Lesbian Switchboard, STEP training, whole school approaches to diversity, common sense, networks, Pride and Prejudice, positive attitudes ("diversity and tolerance are more useful than suicide and bullying"), the ALSORTS resource, books from Hares and Hyenas, The Way Out Project, Catching On, Talking Sexual Health, games and activities, community development, empathy activities, Writing themselves in and Writing themselves in again, MESH (training program from Tasmania which is based on group work in which school staff participate on equal level and not leaders with students), SSAFE

resources, videos, DVDs, community cultural development models, a strengths based approach, youth participation models, group therapy models and issues-based fun.

Resources by list

Affirming Diversity (NZ)
Safety in our Schools
STEP Manual
Pride and Prejudice
Y-GLAM video
Breaking Through
Purple Bus
Making Sense
The Way Out Project
Catching On
Both my mum's names are Judy
Over the Rainbow
Out There
GLHV posters
ALSORTS resources
GASP program
Mindmatters
My friend is gay
Kaleidoscope Manual
Minus 18
Gay and lesbian switchboard
Talking Sexual Health
Freedom – a programme developed in WA about providing safe environments for SSAY.
Taking Young People Seriously (DVC)
Celebrating Diversity
The longitudinal evaluation of SSAY groups currently being conducted by Lynne Hillier and Netz Goren
Diversity training devised by Shelley Walker.
MCV/Melbourne Star
The Also Foundation
Resourcing Health and Education in the Sex Industry
(<http://www.sexworker.org.au/>)
Writing themselves in *and* Writing themselves in again
MESH (training program from Tasmania which is based on group work in which school staff participate on equal level and not leaders with students)

Appendix Five

The Questionnaire

Consent to include participant's details in the SSATY directory

Are you happy to be a contact person on our directory? Yes No

If Yes, please fill in your contact details (NB: no individual will be identified in the report):

Name	
Location	
Job title	
Email	
Telephone	
Post	

Consultation with Same Sex Attracted and Transgender Youth (SSATY) workers across Victoria: The Questionnaire

Do you work with SSATY people or does part of your work address SSATY people's issues? If not, you do not need to complete the questionnaire. If you would like further information about working with SSATY please contact Daniel.Marshall@dhs.vic.gov.au

The deadline for survey submissions is AUGUST 30, 2005.

Please note: To submit the survey please save it as a Word document and email it to me as an attachment. Alternatively, you can print it out after filling in your responses and send it through the post. The survey will take about 45 minutes to complete.

Talking about your work

- Can you tell me about your job generally and the nature of your work with SSATY people?

--

1.a What is your official job title?

--

1.b Who funds your work?

--

1.c Where do you usually work? (eg suburb, town, LGA)

--

1.d In what settings do you conduct your work (for example, schools, community centres)?

--

1.e What is the focus of your work with SSATY? (eg working with and supporting individuals, working with groups, service development and/or changing community attitudes)?

--

1.f Roughly how much time a week do you spend working on SSATY issues?

1.g Was your SSATY focused work included in your job description?
 Yes No

1.h If yes, please describe how it appears in your job description.

1.i If not, how does it fit in as part of your work?

1.j Did you have to put together a formal proposal to your organisation to have SSATY issues included as part of your work? Yes No

1.k If yes, please describe what happened.

1.l Have you applied for funds to support your work with SSATY people?
 Yes No

1.m If yes, please list the funding bodies you have applied to.

1.n How long have you been working with SSATY people in your current position?

1.o Have you worked with SSATY people in other settings?
 Yes No

1.p If yes, please specify.

1.q What is the age-range of the SSATY people you work with?

1.r Roughly how many SSATY people are you currently working with?

1.s Mark the statement which best reflects your work:
 I work with more males than females.
 I work with more females than males.
 There is a fairly even mix of males and females that I work with

1.t How did you find the young people – or how did they find you?

SUPPORT & RESOURCES

2 Which resources (eg sex education, curriculum, suicide prevention resources etc), or models do you find most useful in your work with SSATY people? .

2.a How did you find out about and get access to these resources?

2.b Have you produced any resources to support you work with SSATY people (eg brochures, posters)? Yes No

2.c If yes, please list them.

3 What sort of support does your organisation provide for your work with SSATY (e.g. resources, recognition or informal support from other staff, in-kind support etc.)?

3.a What other support have you drawn on to do your SSATY work (e.g. GLBTIQ community organisations, local contacts, other colleagues etc.)?

4 Do you have enough time and resources to carry out your work with SSATY?
Yes No

4.a Please elaborate

DIFFICULTIES AND SUCCESSES

5 What are the most significant problems, barriers or frustrations you face in your work with SSATY people?

6 Do you think there are young people in your area who could use the SSATY support or service you provide but don't? Yes No

6.a If yes, what's stopping them?

7 What do you think is the value of your work to SSATY people?

7.a What do you think these young people might say are the most important things you provide them with?

8 What is the level of community support for the work your organisation undertakes with SSATY?

9 Are you a member of a network of people who work on SSATY issues?
Yes No Unsure

10 What part of your work has been the most successful and the least successful?

10.a How do you build on your successes and share them with other workers?

WRAPPING UP

11 Please list any workers you know of in your area who work with SSATY who aren't listed on the Rainbow Network's list. Please include their email addresses.

12 Any other comments?

Thank you for taking the time to complete this questionnaire!