



BSc in Psychology
Department of Psychology

Awareness of and Satisfaction with
LGBTQIA+ Resources in Iceland

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Foreword

Submitted in partial fulfillment of the requirements of the BSc Psychology degree, Reykjavik University, this thesis is presented in the style of an article for submission to a peer-reviewed journal.

Abstract

People of marginalized sexual and gender identity, or LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and other marginalized identities), have been shown to experience poorer mental health and well-being than heterosexual and cisgender people. Resources like education, advocacy, visibility, social support, events and mental health services can have a positive impact on LGBTQIA+ people's well-being and improve resilience. Iceland has shown an effort in being an LGBTQIA+ friendly place and various resources of support are currently available for LGBTQIA+ people. This study examined awareness of and satisfaction with those resources. An online questionnaire with 158 adult participants was used to measure participants' awareness and their ratings of importance and satisfaction with available LGBTQIA+ resources. Findings suggest a high awareness of available resources, especially among LGBTQIA+ participants. Results also indicate that LGBTQIA+ participants find many of the available support resources more important than non-LGBTQIA+ participants. A potential for increase and improvement of available LGBTQIA+ resources was found, particularly for more education, legal protection and government action for LGBTQIA+ people in Iceland. Results underline the importance of providing the LGBTQIA+ with appropriate support resources and educate the public.

Keywords: LGBTQIA+, Support, Resources, Awareness, Satisfaction

Útdráttur

Rannsóknir hafa sýnt að fólk sem tilheyrir jaðarsettum hópum út af kynhneigð eða kynvitund, eða hinsegin fólk, upplifi verri andlega heilsu og minni vellíðan en gagnkynhneigðir og sískynja einstaklingar. Hins vegar geta stuðningur og úrræði eins og fræðsla, stuðningur, sýnileiki, viðburðir og geðheilbrigðisþjónusta haft jákvæð áhrif á líðan og þrautseigju hinsegin fólks. Á Íslandi er boðið er upp á ýmis úrræði og fjölda möguleika til stuðnings fyrir hinsegin samfélagið. Þessi rannsókn kannar vitund um og ánægju með tiltæk úrræði. Með rafrænum spurningalista og 158 fullorðnum þátttakendum voru vitund þátttakenda, mat þeirra á mikilvægi sem og ánægja með tiltæk úrræði mæld. Niðurstöður benda til þess að vitund um samtök og tiltæk úrræða sé mikil, sérstaklega meðal hinsegin þátttakenda. Einnig sýna niðurstöður að hinsegin þátttakendur að telji flest tiltæk stuðningsúrræði vera mikilvægari en þátttakendur sem ekki eru hinsegin. Niðurstöður um mikilvægi og ánægju þátttakenda benda til þess að hægt sé að bæta stöðu stuðnings og úrræða á Íslandi. Þær sýna meðal annars þörf á aukinni menntun, lagalegri vernd og aðgerðum stjórnvalda fyrir LGBTQIA+ fólk á Íslandi. Mikilvægt er að huga að því að veita hinsegin fólki viðeigandi stuðning og mennta samfélagið.

Lykilhugtök: Hinsegin, Stuðningur, Úrræði, Vitund, Ánægja

Awareness of and Satisfaction with LGBTQIA+ Resources in Iceland

Identifying as anything other than cisgender and heterosexual and, thereby, belonging to the LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Aromantic/Agender (Merriam-Webster, n.d.) and other non-heterosexual and non-cisgender identities) community has been shown to be connected to various mental health issues (Arnarsson et al., 2015; Gísladóttir et al., 2018; Thorsteinsson et al., 2017). In Iceland, research on mental health in sexual minorities has, to date, focussed on adolescents and has shown that Icelandic LGBTQ+ youth struggle with mental health issues.

A study by Arnarsson et al. (2015) on students ages 15 to 16, using nationwide data from self-report anonymous questionnaires in grade 10 of Icelandic schools, found LGB (Lesbian, Gay and Bisexual) participants to be more likely to have thought about and attempted suicide than other participants, and those having had engaged in same-sex sexual activities being most at-risk for suicidality. In 2018, Gísladóttir et al. studied students from the ages of 16 to 20, and found similar results in measuring depressed mood, anger, and perceived stress. LGB participants were found to have generally poorer mental health than their heterosexual peers. A third study with LGB students in Iceland, by Thorsteinsson et al. (2017), revealed that LGB participants experienced lower life satisfaction, and were more likely to experience bullying as well as poorer general health than participants of unknown sexual orientation. While Thorsteinsson et al.'s results suggest that LGB adolescents' overall circumstances had improved since the start of the study in 2006, they also showed that LGB participants reported lower levels of social support from friends and family than participants with unknown sexual orientation. This shows an importance for people of marginalized sexual and gender identity to have resources to fall back on for support. Studying adolescents in the United Kingdom, a study by Rimes et al. (2019) showed that gay, lesbian and bisexual

students' increased suicidality were connected to stigma and discrimination associated with their marginalized identity.

There has been evidence for support resources being beneficial for the well-being of people of marginalized sexual and gender identity. A study on the effects of LGBTQ policies and resources on well-being of LGBTQ college students (Woodford et al., 2018) found that resources like LGBTQ student organisations and offering classes teaching LGBTQ issues were linked to lower levels of distress and perceived stress in LGBTQ students. Woodford et al. therefore concluded that LGBTQ resources and policies could be beneficial for students' well-being. Similarly, a review by Gilbert et al. (2021) highlights the importance of resource centers for LGBTQ+ college students on campus for their well-being. According to Gilbert et al., centers offering support resources, advocacy and education are essential.

A study by Eisenberg et al. (2021) showed that in schools and communities where LGBTQ+ support was high, the rate of reported past suicide attempts among adolescents of different genders and sexual orientations was lower than in communities with fewer numbers of LGBTQ+ resources. Examining what factors could act as sources of resilience for LGBTQ+ adolescents, Hammack et al. (2022) suggest a wide array of resources could be beneficial for adolescents' well-being. Not only mental health services, but also resources like events and organisations, social support from peers and visibility of LGBTQ+ people online and on television were found to be important factors of resilience. Hammack et al. also suggest that LGBTQ+ youth's needs for resources of support was not met, even in communities with a comparatively high number of support resources.

Furthermore, while not aimed directly at LGBTQIA+ people, resources aimed at decreasing their negative experiences and bias from other people, e.g. health care providers, have been researched. Lelutiu-Weinberger et al. (2022) found that a brief LGBTQ-affirmative training, both online and in-person, successfully reduced health care provider's

explicit and implicit bias towards LGBTQ people. Participants also showed increased competence in practicing in a LGBTQ-affirmative matter. This LGBTQ-affirmative practicing included beliefs, behavior, skills as well as intentions.

In Iceland, various resources are currently available for those of marginalized sexual and gender identity. They range from professional services like counselling to social resources like events (Samtökin '78, n.d.-b). Samtökin '78, an organisation fighting for LGBTQIA+ rights and working towards equality in Iceland offers a range of services, free of charge, and has a number of partner organisations in Iceland. Samtökin '78 offers services for people that are part of the LGBTQIA+ community, and their families. These services include social counselling, legal aid and assistance, support groups and open house events at the organisation's culture and service center. The organisation's services are not exclusive to those identifying as LGBTQIA+, but it also provides services aimed at the general public. Those services include, for example, services like educational presentations and workshops that can be booked for schools, work places (Samtökin '78, n.d.-b), or other educational materials, like the website otila.is, where information about LGBTQIA+ terms and issues can be accessed (Auðardóttir & Ellenberger, n.d.).

Anti-LGBTQIA+ incidents have also been occurring in Iceland. According to the ILGA Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans, and Intersex People 2023, hate speech and violence were not uncommon. The review also mentions discrimination like the Icelandic Swimming Association voting that transgender women should not be allowed to compete as female swimmers in the world championships. To improve the LGBTQIA+ community's situation, the Icelandic parliament has adopted a resolution to improve LGBTQ+ rights (Þingskjal 594, 2021–2022). The program contains 21 actions, including planned research and legal changes. One aim of the resolution is for Iceland to become a top ranked country on the ILGA-Europe rainbow map and index that

rates countries according to laws and policies protecting LGBTQ+ rights in Europe. Iceland currently ranks 5th out of the 49 countries (ILGA-Europe, n.d.-a) with an overall score of 71% (ILGA-Europe, n.d.-c), compared to a score of 61% in 2021 (ILGA-Europe, n.d.-b) and 47% in 2018 (ILGA-Europe, 2018). The 2022 parliamentary resolution (Þingskjal 594, 2021-2022) resolution shows the Icelandic government's effort to making Iceland an LGBTQIA+ friendly country.

Research about available LGBTQIA+ resources in Iceland has not yet been done, but based on existing research on the positive impact of LGBTQIA+ resources (Eisenberg et al., 2021; Gilbert et al., 2021; Hammack et al., 2022; Woodford et al., 2018), there is a need to examine what the awareness of and satisfaction with those resources in Iceland are in order to determine where change and improvement is possible and needed. That is why this study aims to answer the research question „What is the awareness of and satisfaction with available resources for LGBTQIA+ people in Iceland“. Resources that the study will look at are a range of organisations, projects and services offered for LGBTQIA+ people in Iceland, but also other things that support can be drawn from. These other resources include LGBTQIA+ events, spaces, representation and visibility. In order to answer the above mentioned research question, the study asks what differences can be found in people's awareness of resources among LGBTQIA+ people and non-LGBTQIA+ people. The study also aims to find out how people rate the importance and their satisfaction with available LGBTQIA+ resources in Iceland and how those ratings differ between LGBTQIA+ people and non-LGBTQIA+ people. Lastly, the study examines what additional resources of support are desired in Iceland. Hypotheses are, firstly, that available LGBTQIA+ resources are more known among LGBTQIA+ participants. The second hypothesis is that LGBTQIA+ participants rate the importance of support resources higher than those not belonging to the

LGBTQIA+ community. A third hypothesis is that LGBTQIA+ participants are less satisfied with available resources than non-LGBTQIA+ participants.

Method

Participants

The sample consisted of 158 adult individuals living in Iceland, ages ranging from 20 to 71 years ($M = 37,33$). The sample was obtained via convenience sampling. Inclusion criteria for participants were being 18 years or older and a resident of Iceland. Participation was completely voluntary and participants received no payment. Participants were excluded if they did not provide answers for questions Q9 (“How would you rate the importance of the following resources for LGBTQIA+ people in Iceland?”) and Q10 (“How satisfied are you with the state of the following resources for LGBTQIA+ people in Iceland?”). 69% of participants ($n = 109$) identified as female, 26,6% were male ($n = 42$) and 4,4% ($n = 7$) non-binary. 89,2% of the sample ($n = 141$) considered themselves to be cisgender.

For the purpose of a statistical comparison of LGBTQIA+ participants and non-LGBTQIA+ participants, each participants’ data sets were assigned to either group based on gender identity and sexual orientation. Participants that identified as both heterosexual and cisgender were placed in the non-LGBTQIA+ group while participants of marginalized sexual orientation and/or gender identity were placed in the LGBTQIA+ group.

Measures

An online questionnaire on the platform QuestionPro (<https://www.questionpro.com>) was used to gather data. The questionnaire can be seen in Appendix A. For demographic information, participants were asked to provide their gender identity, sexual orientation, age and if they considered themselves a native Icelandic.

Awareness of available resources was measured by asking participants to indicate whether or not they knew of 15 Icelandic LGBTQIA+ organisations and projects as well as if

they were familiar with the six major services offered by the organisation Samtökin '78. The list of organisations and projects derived were partner organisations and projects of Samtökin '78 (Samtökin '78, n.d.-a). The questionnaire also included a list of 12 resources and participants were asked to indicate which of those they would use or recommend for support.

Importance of available resources was measured using a 5-point Likert scale ranging from “Not important” to “Extremely important”. A sixth option (“I don’t know this resource”) was included. The scale consisted of 13 items representing health care, education, visibility and governmental and social resources.

Satisfaction with these same 13 items was measured using a 5-point Likert scale ranging from “Very dissatisfied” to “Very satisfied”, as well as a sixth option (“I don’t know this resource”). A 5-point Likert scale was also used to measure overall satisfaction with the level of support provided for LGBTQIA+ people in Iceland.

Lastly, two open-ended questions allowed participants to suggest any resources not currently available that they thought should be offered, and if they had anything else to add.

Procedure

The questionnaire was distributed through social media. A link to the questionnaire was posted on social media accounts and in Facebook groups and everybody above the age of 18 and currently residing in Iceland was encouraged to participate. Informed consent was obtained by informing participants that by starting the questionnaire, they were agreeing to have read and understood the information about the nature of the study they were given beforehand. Withdrawing from participation was allowed at any point but no answers in the questionnaire were forced. This was done to minimize the number of participants dropping out. Participants were not paid for participating. Data collection took place from March 9, 2023 until March 20, 2023. Data processing and statistical analysis was carried out using SPSS. The tests used were Descriptive Statistics, chi-square tests and *t*-tests.

Results

Descriptive Statistics

The sample consisted of 158 participants. Table 1 shows demographic characteristics of the study's participants. Participants' ages ranged from 20 to 71 years-old ($M = 37,3$). The most frequent age group was 26 to 35 years ($n = 41$), closely followed by 25 years and younger ($n = 40$). Four participants did not disclose their age. The majority of participants ($n = 141$) considered themselves to be cisgender, while 17 did not identify as cisgender. Most participants, or 62,7% ($n = 99$), were heterosexual. Overall, 60,1% ($n = 95$) participants were not members of the LGBTQIA+ community and 39,9% ($n = 63$) were LGBTQIA+.

Table 1 *Demographic Characteristics of Participants*

Identity ^a	LGBTQIA+	Not LGBTQIA+	Total
	n	n	n
Gender identity			
Female	43	66	109
Male	13	29	42
Non-binary	7	0	7
Cisgender	46	95	141
Not cisgender	17	0	17
Sexual orientation			
Asexual	5	0	5
Bisexual	23	0	23
Gay	8	0	8
Heterosexual	4	95	99
Lesbian	8	0	8
Pansexual	7	0	7
Queer	3	0	3
Other ^b	5	0	5
Age			
< 25	19	21	40
26-35	19	22	41
36-45	10	13	23
46-55	9	27	36
> 55	6	8	14

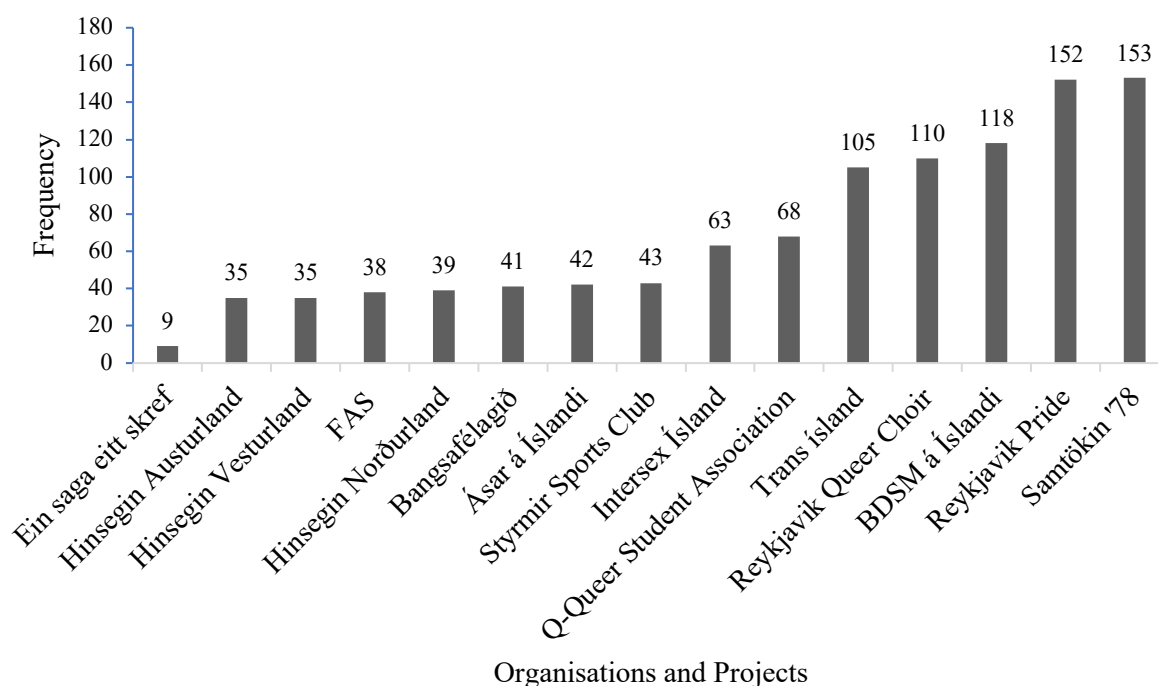
Note. N = 158.

^a Reflects if participants are considered a member of the LGBTQIA+ community based on sexual orientation and gender identity. ^b Other sexual orientations were specified as Asexual, aromantic ($n = 1$), Fluid ($n = 1$), BDSM ($n = 1$) and Omnisexual ($n = 2$).

Among all participants, *Samtökin '78* and *Reykjavík Pride* were the organisations that the largest number of participants was familiar with, as can be seen in Figure 1. *Ein saga eitt*

skref was least known among participants. Only nine participants indicated that they had known of *Ein saga eitt skref*, which is a collaborative project of the National Church and Samtökin '78 trying to uproot discrimination within the church (Ein saga eitt skref, n.d.).

Figure 1 Participants' Knowledge of Organisations and Projects

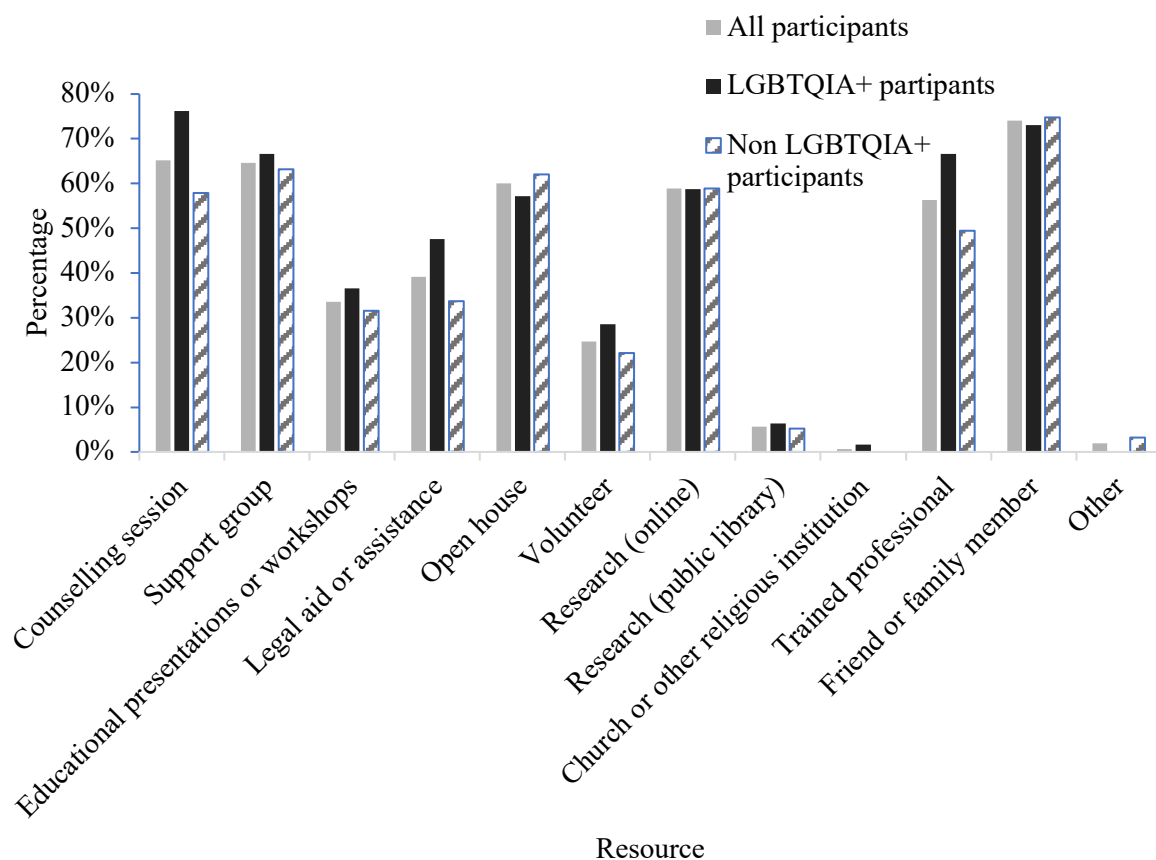


Asking about the services offered by *Samtökin '78*, a large majority of participants was aware of all services except *Legal aid*, which 48,7% of participants ($n = 77$) knew about, while all other services were known by between 79,7% (*Open houses* and *Educational materials*, $n = 126$) and 87,3% of participants (*Support groups*, $n = 138$).

Figure 2 illustrates the percentage of participants who would use or recommend different resources if they or someone they cared about was LGBTQIA+ and in need of support. The highest percentages among all participants were found for *Talking to a friend or family member* (74,1%). When looking at LGBTQIA+ participants and non-LGBTQIA+ participants separately, LGBTQIA+ participants most frequently indicated that they would use or recommend *Counselling sessions* while non-LGBTQIA+ participants, *Talk to a friend or family member* had the highest percentage. For all resources except *Attending open houses*,

Research online and *Talking to a friend or family*, percentages were higher among LGBTQIA+ participants than non-LGBTQIA+ participants (see Appendix B). The lowest frequencies were found for *Go to church or other religious institution* and *Research at the public library*. One participant each suggested they would join Facebook groups, talk to their child's school about how they are supporting youth, and talk to a peer that they know has been in a similar situation.

Figure 2 *Participants' Willingness to Use or Recommend Resources*



Chi-Square tests, statistical level of significance specified at $p > .05$, were performed to examine the relationship between LGBTQIA+ identity and awareness of resources. Results of all chi-square tests can be seen in Appendix B. The relation between LGBTQIA+ identity and most organisations and projects was significant with percentages higher among LGBTQIA+ participants than non-LGBTQIA+ participants, making the first hypothesis true

for those. No significant relation was found between LGBTQIA+ identity and knowing of *FAS, Íþróttafélagið Styrmir, Hinsegindagar, Trans Ísland* and *Samtökin '78*.

Chi-Square tests for the relationship between LGBTQIA+ identity and awareness of resources offered by Samtökin '78 revealed significant relations for all resources except *Support groups* and *Legal aid and assistance*.

The relation between LGBTQIA+ identity and if participants would use or recommend certain resources was also examined using Chi-Square tests. Those tests revealed no significant relation between those variables but two. *Talking to a trained professional* as well as *Book a counselling session* showed a significant relationship. LGBTQIA+ participants were statistically significantly more likely to use or recommend those two resources for support than non-LGBTQIA+ participants. Although non-significant, percentages of participants willing to use or recommend available resources were higher among LGBTQIA+ participants than non-LGBTQIA+ participants for all resources except *Going to an open house* and *Talking to a friend*.

Importance

In Table 2, mean ratings are illustrated for importance of and satisfaction with different available resources for LGBTQIA+ people in Iceland. The lowest mean rating in all groups was for *LGBTQIA+ entertainment (e.g. drag shows)*. The highest mean ratings were found for *Online educational resources*, as well as *Legal protection*. For all resources, total mean ratings were above 3 („Moderately important“) and among LGBTQIA+ participants, all mean ratings were above 4 („Very important“). The resource with the highest amount of missing values („I don't know this resource“) were *Government interventions* and *LGBTQIA+ inclusive school curriculums* among non-LGBTQIA+ participants.

Table 2 *Descriptive Statistics for Ratings of Importance and Satisfaction with Available Resources*

Resource	Importance			Satisfaction		
	n	M	SD	n	M	SD
Openly LGBTQIA+ celebrities	147	4.29	0.87	135	3.61	0.90
LGBTQIA+ characters and storylines	148	4.25	0.99	140	2.91	0.97
Online educational resources	149	4.53	0.71	115	3.38	0.91
Social media	151	4.17	0.95	127	3.32	0.96
Books	150	4.08	0.89	110	3.05	0.88
Inclusive school curriculums	144	4.15	1.07	111	2.68	1.00
Counselling/therapy	150	4.49	0.78	114	3.20	0.93
Support groups	153	4.44	0.71	110	3.58	0.81
LGBTQIA+ spaces	148	4.05	1.02	121	3.32	0.88
Pride events	153	4.33	0.96	145	4.18	0.79
LGBTQIA+ entertainment	151	3.86	1.12	122	3.70	0.87
Government interventions	145	4.15	1.06	118	2.68	0.92
Legal protection	150	4.55	0.76	107	2.99	0.80

Note. n = number of participants, M = Mean, SD = Standard deviation.

Satisfaction

LGBTQIA+ inclusive school curriculums had the lowest overall mean rating of satisfaction ($M = 2.68$) and the lowest mean rating among non-LGBTQIA+ participants. LGBTQIA+ participants' lowest mean rating, however, was found for *Government interventions* with a mean rating of 2.43. The highest rated resource was *Pride events*, mean ratings for that resource being above 4 („Satisfied“) in all groups. In all items concerning satisfaction with available resources, the frequency of missing values („I don't know this value“) was quite high, ranging from 11 for *Pride events* to 48 for *Legal protection*. The mean rating of overall satisfaction with the state of support provided was 3.24.

39 participants provided an answer to the item asking if they thought any resources should be available that were currently not available in Iceland. The most common answer was „I don't know“ but of those that had suggestions, education and some form of protection against hate speech were the ones most frequently named. This included legal protection and the police taking action against hate speech and education in schools, but also educating government officials and healthcare providers. Other common answers were asking for changes in health care and more LGBTQIA+ spaces and inclusivity, e.g. inclusive swimming pools and gyms, and financial support in health care. One participant mentioned the need for an intersectional approach to LGBTQIA+ matters, especially regarding immigrants and asylum seekers. Another one suggested that more balanced media coverage was needed.

T-Tests

In order to examine possible differences between participants identifying as LGBTQIA+ and those not identifying as LGBTQIA+, *t*-tests were performed. Tests were performed for ratings of importance and satisfaction with different available resources, as well as overall satisfaction with available resources. The statistical level of significance was specified at $p > .05$.

Assumptions

Ratings of importance and satisfaction were measured on ordinal scales. The observations were independent, as all observations were assigned to one of two groups. Based on their sexual orientation and gender identity, they were either assigned to participants identifying as LGBTQIA+ or those not identifying as LGBTQIA+. The Kolmogorov-Smirnov test of normality was significant for all items tested, $p < .001$. The distribution of all items of Importance and Satisfaction must, therefore, be considered different from a normal distribution.

Differences in Ratings of Importance

Results of *t*-tests for the difference of ratings of importance of available resources for participants identifying as LGBTQIA+ and participants not identifying as LGBTQIA+ are shown in Table 3. Statistically significant differences were found for most resources. Mean ratings of importance for these resources were higher among LGBTQIA+ participants, making the the second hypothesis true for those resources. The largest effect size within those was found for *Government interventions*. No significant difference was found for *Counselling/therapy*, *Support groups*, *Pride events* and *LGBTQIA+ entertainment*.

Table 3 Results of *t*-Tests for Difference in Rating of Importance of Resources

Resource	LGBTQIA+		Not LGBTQIA+		df	t	p	Cohen's d
	M	SD	M	SD				
Openly LGBTQIA+ celebrities	4.48	0.76	4.17	0.92	145	2.168	.32	0.366
LGBTQIA+ characters & storylines	4.52	0.84	4.08	1.04	146	2.695	.008	0.454
Online educational resources	4.75	0.54	4.39	0.78	146.2	3.301	.001	0.515
Social media	4.41	0.85	4.02	0.98	149	2.470	.015	0.412
Books	4.36	0.85	3.90	0.87	148	3.162	.002	0.528
Inclusive school curriculums	4.47	0.76	3.94	1.20	141.9	3.263	.001	0.509
Counselling/therapy	4.63	0.69	4.41	0.83	148	1.694	.092	0.283
Support groups	4.45	0.70	4.44	0.71	151	0.078	.938	0.013
LGBTQIA+ spaces	4.26	0.94	3.91	1.05	146	2.062	.041	0.348
Pride events	4.47	0.87	4.24	1.00	151	1.455	.148	0.241
LGBTQIA+ entertainment	4.00	1.00	3.77	1.18	149	1.241	.216	0.206
Government interventions	4.54	0.76	3.90	1.15	142.9	4.089	<.001	0.639
Legal protection	4.70	0.62	4.46	0.82	145.8	2.072	.04	0.327

Note. M = Mean, SD = Standard deviation. Mean values are shown for each resource for LGBTQIA+ (n = 63) and non-LGBTQIA+ (n = 95) participants, as well as the results of *t*-tests comparing the means of both groups. Importance ranges from 1 = *Not important* to 5 = *Extremely important*. Significant *p*-values are highlighted in bold.

Levene's test for equality of variances was significant for *Online educational resources*, *Inclusive school curriculums*, *Government interventions* and *Legal protection*.

Therefore, homogeneity of variances was violated for those items.

Differences in Ratings of Satisfaction

Table 4 shows results of *t*-tests for the difference in levels of satisfaction for LGBTQIA+ participants and non-LGBTQIA+ participants. Statistically significant differences were found for the items *Support groups* and *Government interventions*. Effect sizes for both were moderate, but positive for *Support groups* while negative for *Government interventions*. Thus, the third hypothesis was true only for *Government interventions*.

Table 4 Results of *t*-Tests for the Difference in Satisfaction with Resources

Resource	LGBTQIA+		Not LGBTQIA+		df	t	p	Cohen's d
	M	SD	M	SD				
Openly LGBTQIA+ celebrities	3.66	0.88	3.58	0.91	133	0.499	.619	0.087
LGBTQIA+ characters and storylines	2.79	1.0	3.00	0.95	138	-1.263	.209	-0.217
Online educational resources	3.54	0.97	3.25	0.85	113	1.720	.088	0.321
Social media	3.37	0.99	3.29	0.94	125	0.482	.631	0.086
Books	3.20	0.97	2.93	0.79	93.4	1.569	.120	0.307
Inclusive school curriculums	2.65	1.03	2.69	0.99	109	-0.211	.834	-0.040
Counselling/therapy	3.30	0.95	3.11	0.92	112	1.069	.287	0.201
Support groups	3.76	0.8	3.43	0.79	108	2.152	.034	0.412
LGBTQIA+ spaces	3.24	0.98	3.39	0.78	102.5	-0.963	.338	-0.180
Pride events	4.20	0.68	4.16	0.86	143	0.265	.791	0.045
LGBTQIA+ entertainment	3.85	0.79	3.57	0.92	120	1.769	.080	0.322
Government interventions	2.43	0.84	2.88	0.94	116	-2.658	.009	-0.492
Legal protection	2.84	0.79	3.12	0.78	105	-1.857	.066	-0.360

Note. M = Mean, SD = Standard deviation. Mean values are shown for each resource for LGBTQIA+ (n = 63) and non-LGBTQIA+ (n = 95) participants, as well as results of *t*-tests comparing the means of both groups. Satisfaction ranges from 1 = *Very dissatisfied* to 5 = *Very satisfied*. Significant *p*-values are highlighted in bold.

Levene's test for equality of variances was significant for *Books* and *LGBTQIA+ spaces*. Homogeneity of variances was therefore violated for those items.

The difference in overall satisfaction with the state of support provided for LGBTQIA+ people in Iceland was not found to be significant at the specified $p < 0.05$ level, $t(148) = 0.173$, $p = 0.863$.

Discussion

This study examined how aware people in Iceland are of different available LGBTQIA+ resources as well as their level of satisfaction with available LGBTQIA+ resources.

Awareness of LGBTQIA+ Resources

The study's findings indicate that Icelandic residents are generally well aware of organisations and resources available for LGBTQIA+ people. This is especially true for people that identify as being of marginalized gender or sexual identity themselves. Organisations like Samtökin '78 and Reykjavík Pride seem to be well established in the Icelandic population, as are services that Samtökin '78 offers. The resources available are generally better known within the LGBTQIA+ community, including both LGBTQIA+ organisations, projects and resources that Samtökin '78 offers to LGBTQIA+ people and their loved ones. This could be explained by the fact that those who identify with marginalized gender and sexual identities have experienced a need for support firsthand, maybe having experience with the resources and used them before. This poses an opportunity for increasing awareness among the general public, who, although they might not need to access LGBTQIA+ resources for themselves, could potentially provide better support to loved ones with more knowledge of what resources are available.

Lesser known organisations are those that present as catering to relatively small, delimited groups within the LGBTQIA+ community, instead of the community in its entirety.

Interest groups for specific parts of the country, like *Hinsegin Austurland* (Hinsegin Austurland, 2021), *Hinsegin Vesturland* (Hinsegin Vesturland, n.d.), and *Hinsegin Norðurland* (Hinsegin frá Ö til A, n.d.), but also an organisation speaking to family members of LGBTQIA+ people, *FAS* (Samtökin '78, 2009), are organisations that comparatively few people were familiar with, in contrast to other organisations, addressing the entire LGBTQIA+ community. However, what seems to have gotten by far the least attention in Iceland is the project *Ein saga eitt skref*, working towards minimizing discrimination in the church (Ein saga eitt skref, n.d.). From this and from the strikingly low number of people that saw church as an option to draw LGBTQIA+ support from, it could be concluded that the relevance of church as a LGBTQIA+ resource is not high in Iceland.

LGBTQIA+ resources that proved to be more likely to be used or recommended, particularly by LGBTQIA+ individuals, were resources of professional nature of some kind, or resources involving a trained professional. These resources are *Counselling* and *Talking to a trained professional*, which were found to be likely to be used by a majority of LGBTQIA+ community members. This implies that people of marginalized gender and sexual identity, who are therefore affected firsthand, might have a stronger need for professional support than other forms of resources.

However, these conclusions are not completely in line with people's rating of LGBTQIA+ resources' importance. While most frequently indicating a willingness to use or recommend *Counselling* and *Talking to a trained professional* as well as *Support groups*, these resources are not also found most important by members of the LGBTQIA+ community. This suggests a discrepancy in what people would personally use or recommend and what is thought to be important in a more global sense, for the LGBTQIA+ community in general. This discrepancy calls for further studying.

Importance of and Satisfaction with LGBTQIA+ Resources

Overall, the results of this study suggest that people in Iceland perceive resources of support for LGBTQIA+ people to be important, although LGBTQIA+ people themselves assess the importance of those support resources higher than non-LGBTQIA+ people. Especially *Government interventions*, and forms of educations like *Online resources*, *Books* and *LGBTQIA+ inclusive school curriculums* are found generally more important by LGBTQIA+ participants. This indicates that those who are not personally in need of those resources find them to be of less importance and might underestimate their value.

Contrary to expectations, LGBTQIA+ and non-LGBTQIA+ people in Iceland seem to agree on their satisfaction with most available resources. However, this could be explained by a large number of participants not knowing the resources well enough to judge their satisfaction with them. What results show quite clearly is that people in Iceland place a high value on LGBTQIA+ resources. Those affected personally, and possibly having experience with needing the support, find them even more important and are more likely to use or recommend a lot of the available resources. Even though also non-LGBTQIA+ people place a lot of importance on available resources, they seem to underestimate how important they really are to those who might have a need for the support. This illustrates the importance of including those affected into decision making processes regarding LGBTQIA+ resources.

Since there have been some recent developments in the improvement of the state of LGBTQIA+ issues in Iceland (Þingskjal 594, 2021–2022), this study's findings underline that acting on the plans that have been made and including the LGBTQIA+ community in the processes is important. The LGBTI action programme (Þingskjal 594, 2021–2022) does plan for revisions and amendments of laws regarding hate speech and crime, which is one of the themes of resources participants thought should be available in Iceland.

There were however other forms of resources than those managed by government action that this study found to be of high importance and substantially lower satisfaction. Visibility of LGBTQIA+ people and representation, in form of *Openly LGBTQIA+ celebrities* and *LGBTQIA+ characters and storylines on television*, showed substantial room for improvement. For LGBTQIA+ people, this especially applies to representation on television as this was one of the resources that LGBTQIA+ people were least satisfied with.

Particularly important in the light of the recent backlash in LGBTQIA+ rights in Iceland (ILGA-Europe, 2023), findings indicate a need for more support. Legal protection, government intervention and visibility in mainstream media proved to be not quite satisfactory. Also inclusion in school curriculums is a resource where improvements were found to be possible and desired. As Woodford et al. (2018) showed, offering as much as one class teaching LGBTQ issues was beneficial for LGBTQ college students' well-being, further illustrating the need for change in school curriculums and an opportunity to profit from the benefits of more inclusive curriculums.

The results of this study accentuate how important sources of support are for people of marginalized identity, and that they seem to feel a need for more support. Overall satisfaction with the state of support suggests room for improvement. This is illustrated by the fact that people rate resources' importance quite high but satisfaction is much lower. This is also in line with findings from Eisenberg et al. (2021), that suggested that even in communities where LGBTQ support was objectively high, the need for support was still not met. This is confirmed by the fact that although Iceland seems to offer a high level of support, in form of various LGBTQIA+ resources, is not reflected in complete satisfaction with those resources.

Concerning the satisfaction among people of all genders and sexual orientation, *Government interventions* and *LGBTQIA+ inclusive school curriculums* were the resources

that people were least satisfied with. This is especially interesting and important to note because these resources are not necessarily aimed directly at those who might need support themselves, but rather at the people around them and society as a whole. This applies, for example, to all children and adolescents in schools, as well as teachers and staff, and other people who might receive government issued trainings. As Lelutiu-Weinberger et al. (2022) found for health care providers, through educating and training people, bias toward people of marginalized sexual and gender identity can be decreased. As people of marginalized gender and sexual identity's mental health has been shown to be connected to bias and discrimination they experience (Rimes et al., 2019), working towards decreasing bias within the society might therefore decrease the amount of negative experience and reduce the need they develop for resources of support because of those negative experiences. This should be studied further to determine the impact of training and educating non-LGBTQIA+ people to reduce bias in Iceland. Trainings, e.g. for government staff, but also for police officers in Iceland, are also included in the implementations planned according to the LGBTI action programme (Þingskjal 594, 2021–2022) giving hope for an improvement of the overall situation and experiences of LGBTQIA+ people in Iceland.

Limitations and Future Research

The study's sample size was smaller than desirable, which might have led to inaccuracies in results. The data was not normally distributed. Especially in data analysis of ratings of satisfaction, a large number of missing values could have skewed the results, leading to a lack of statistical significance. It is possible that a large proportion of the sample consists of people that have positive attitudes towards the LGBTQIA+ community and therefore presenting a more accepting view on the matter than it is in reality. Further studying should, therefore, be done with a larger and more representative sample to see if the results of this study are confirmed. Another limitation is the fact that research in Iceland has

focussed largely on LGBTQIA+ adolescents instead of adult LGBTQIA+ individuals. The experiences of adolescents and adults might be significantly different and research on adult LGBTQIA+ people's experiences and well-being is needed in Iceland.

It should be kept in mind that the LGBTQIA+ resources included in this study were not an exhaustive list of available resources in Iceland. The questionnaire was created with the goal of depicting an overall picture, using a variety of resources as examples for different areas of support.

Seeing as the findings suggest a need for more inclusion of LGBTQIA+ issues in school curriculums, it would be interesting to study if that is explained by participants' age. Because most participants are likely to not have attended school in some years, further studying is needed to examine if the perception of school curriculums have changed since.

Furthermore, more detailed research on the available resources and their impact, particularly on LGBTQIA+ people's mental well-being is needed to examine whether or not the resources are in fact offering support that is beneficial for mental well-being, and which of the available resources are most impactful. This could be beneficial for decisions regarding which resources specifically should be supported the most, and also to see which resources are most suitable and most helpful for which group of gender and sexual identity.

Research should also be done around resources educating and training the general public and not only the LGBTQIA+ community itself. This could help improve the overall situation of LGBTQIA+ people in Iceland and find potential ways to reduce the overall need for resources of support for LGBTQIA+ people.

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Appendix A

Questionnaire

Q1 What is your gender?

1. Female
2. Male
3. Non-binary
4. Other (please specify)
5. Prefer not to say

Q2 Do you consider yourself cisgender? (“Cisgender”; describes a person whose gender identity is the same as the sex that was assigned to them at birth)

1. Yes
2. No
3. Prefer not to say

Q3 What is your sexual orientation?

1. Asexual
2. Bisexual
3. Gay
4. Heterosexual or straight
5. Lesbian
6. Pansexual
7. Queer
8. Other (please specify) _____

Q4 What is your age? _____

Q5 Do you consider yourself a native Icelandic?

1. Yes
2. No

Q6 Do you know of the following organisations/projects in Iceland?

	Yes	No
Ásar á Íslandi	<input type="radio"/>	<input type="radio"/>
Bangsafélagið	<input type="radio"/>	<input type="radio"/>
BDSM á Íslandi	<input type="radio"/>	<input type="radio"/>
Ein saga eitt skref	<input type="radio"/>	<input type="radio"/>
FAS (Félag aðstandenda og foreldra)	<input type="radio"/>	<input type="radio"/>
Intersex Ísland	<input type="radio"/>	<input type="radio"/>
Íþróttafélagið Styrmir (Styrmir Sports Club)	<input type="radio"/>	<input type="radio"/>
Hinsegin Norðurland	<input type="radio"/>	<input type="radio"/>
Hinsegin Austurland	<input type="radio"/>	<input type="radio"/>
Hinsegin Vesturland	<input type="radio"/>	<input type="radio"/>
Hinsegin dagar (Reykjavík Pride)	<input type="radio"/>	<input type="radio"/>
Hinsegin kórinn (Reykjavik Queer Choir)	<input type="radio"/>	<input type="radio"/>
Q-félag hinsegin stúdenta (Q -Queer Student Association Iceland)	<input type="radio"/>	<input type="radio"/>
Trans Ísland	<input type="radio"/>	<input type="radio"/>
Samtökin '78	<input type="radio"/>	<input type="radio"/>

Q7 Samtökin '78 is an organisation that fights for equal rights for LGBTQIA+ people in Iceland. Did you know that Samtökin '78 offers the following services?

	Yes	No
Social counselling	<input type="radio"/>	<input type="radio"/>
Support groups	<input type="radio"/>	<input type="radio"/>
Educational presentations and workshops (for work places, schools and other organisations)	<input type="radio"/>	<input type="radio"/>
Educational materials (e.g. the website otilla.is)	<input type="radio"/>	<input type="radio"/>
Legal aid and assistance	<input type="radio"/>	<input type="radio"/>
Open houses	<input type="radio"/>	<input type="radio"/>

Q8 If you are/were LGBTQIA+; yourself, or someone you care about is/was LGBTQIA+; and in need of support, which of the following resources in Iceland would you use or recommend?

1. Book a counselling session
2. Join a support group
3. Book or attend an educational presentation or workshop
4. Seek legal aid or assistance (e.g. from Samtökin '78)
5. Attend an open house (e.g. at Samtökin '78)
6. Volunteer (e.g. at Samtökin '78)
7. Research online
8. Research at the public library
9. Go to church or other religious institution
10. Talk to a trained professional
11. Talk to a friend or family member
12. Other (please specify) _____

Q11 Please indicate:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Overall, how satisfied are you with the level of support provided for LGBTQIA+ people in Iceland?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Are there any resources that you think should be offered to LGBTQIA+ people in Iceland that are not currently available? _____

Q13 Anything else you would like to add? _____

Appendix B

Results from Chi-Square Tests

Table B1 *Results of Chi-Square Tests for the Relation of Identity and Awareness of Organisations and Projects*

Organisation or Project	LGBTQIA+		Not LGBTQIA+		df	Pearson Chi-Square Value	p
	n	%	n	%			
Ásar á Íslandi	30	48.4	12	12.8	1	24.09	< .001
Bangsafélagið	28	45.9	13	14.0	1	19.22	< .001
BDSM á Íslandi	53	85.5	65	69.1	1	5.41	.020
Ein saga eitt skref	8	13.1	1	1.1	1	9.70	.002
FAS	20	32.8	18	19.4	1	3.58	.059
Intersex Ísland	36	59.0	27	29.0	1	13.70	< .001
Styrmir Sports Club	20	32.8	23	25.0	1	1.10	.294
Hinsegin Norðurland	25	41.0	14	15.1	1	13.10	< .001
Hinsegin Austurland	27	44.3	8	8.6	1	26.67	< .001
Hinsegin Vesturland	23	37.7	12	12.9	1	12.90	< .001
Reykjavik Pride	62	100.0	90	95.7	1	2.71	.100
Reykjavik Queer Choir	55	88.7	55	58.5	1	16.39	< .001
Q-Queer Student Association	41	67.2	27	28.7	1	22.26	< .001
Trans ísland	47	75.8	58	62.4	1	3.08	.079
Samtökin '78	61	100.0	92	97.9	1	1.32	.252

Note. n = Number of participants aware of the organisation/project within the group,
% = Percentage within the group. Significant *p*-values are highlighted in bold.

Table B2 *Results of Chi-Square Tests for the Relation of Identity and Awareness of Resources Offered by Samtökin '78.*

Resource	LGBTQIA+		Not LGBTQIA+		df	Pearson Chi-Square Value	p
	n	%	n	%			
Social counselling	58	92.1	75	78.9	1	4.89	.027
Support groups	57	91.9	81	85.3	1	1.57	.210
Education presentations & workshops	58	95.1	72	76.6	1	9.35	.002
Education materials	57	93.4	69	73.4	1	9.77	.002
Legal aid & assistance	36	58.1	41	43.6	1	3.12	.077
Open houses	56	88.9	70	73.7	1	5.42	.020

Note. n = Number of participants aware of the resource within the group,
% = Percentage within the group. Significant *p*-values are highlighted in bold.

Table B3 *Results of Chi-Square Tests for the Willingness to Use or Recommend Resources*

Resource	LGBTQIA+		Not LGBTQIA+		df	Pearson Chi-Square Value	p
	n	%	n	%			
Counselling session	48	76.2	55	57.9	1	5.59	.018
Support group	42	66.7	60	63.2	1	0.20	.652
Educational presentations or workshops	23	36.5	30	31.6	1	0.41	.521
Legal aid or assistance	30	47.6	32	33.7	1	3.09	.079
Open house	36	57.1	59	62.1	1	0.39	.533
Volunteer	18	28.6	21	22.1	1	0.85	.356
Research (online)	37	58.7	56	58.9	1	0.00	.978
Research (public library)	4	6.3	5	5.3	1	0.08	.773
Church or other religious institution	1	1.6	0	0.0	1	1.52	.218
Trained professional	42	66.7	47	49.5	1	4.55	.033
Friend or family member	46	73.0	71	74.7	1	0.06	.809

Note. n = Number of participants indicating they would use or recommend the resource, % = Percentage within the group. Significant *p*-values are highlighted in bold.