

## Equality Impact Assessment Summary Report: LGBT Libraries Provision

| <b>SUMMARY</b>   |  |  |  |
|--|--|--|--|
| <b>1. Name of function / policy</b>  | LGBT Libraries Provision   |  |  |
| <b>2. Is the function / policy:</b>  | <input type="checkbox"/> New<br><input checked="" type="checkbox"/> Under Review   |  |  |
| <b>3. Name and Designation of Officer(s) completing assessment</b>   | Pam McClean, Access Services Co-ordinator, Libraries and Community Facilities<br>Alan Dickson, Policy and Research Officer<br>Derek Patrick, Young Person's Officer<br>Keiran McIvor, Assistant Policy and Research Officer  |  |  |
| <b>4. Date(s) of Assessment</b>  | October 2009 – March 2010  |  |  |
| <b>5. Partners – will the function / policy be implemented in partnership with others? [Provide details]</b>   | Glasgow's Learning<br>West of Scotland LGBT Forum<br>Glasgow Women's Library<br>LGBT Youth Scotland<br>GULGB Glasgow University Lesbian, Gay, Bisexual and Trans Students' Association<br>Glasgow<br>Private sector (book suppliers)<br>Gay Outdoor Scotland<br>Affirmation Scotland   |  |  |
| <b>6. Lead Officer / Service</b>   | Gordon Anderson – Service Development Manager, Libraries and Community Facilities  |  |  |
| <b>7. Aims of the function / policy</b>  | This Equality Impact Assessment is aimed at improving the stock policy in Glasgow Libraries for LGBT people by including written selection criteria for LGBT material, including under 18s. It also aims to provide greater access to information for LGBT users and potential users alike. It seeks to establish what the impact of this change to the stock policy will have on LGBT people and to propose a set of actions that will help take forward improvements and mitigate any negative impacts.  |  |  |
| <b>8. Screening Results</b>  | <table border="0"> <tr> <td> <b>Negative Impacts</b><br/>           Yes <input checked="" type="checkbox"/>      No <input type="checkbox"/><br/><br/>           If negative, is the impact:<br/>           Legal                      Yes <input checked="" type="checkbox"/><br/>           No <input type="checkbox"/><br/>           [i.e. it is not discriminatory under legislation]<br/>           Intended                      Yes <input type="checkbox"/><br/>           No <input checked="" type="checkbox"/><br/><br/>           Level of Impact    High <input checked="" type="checkbox"/><br/>           Low <input type="checkbox"/> </td> <td> <b>Positive Impacts</b><br/>           Yes <input checked="" type="checkbox"/>      No <input type="checkbox"/> </td> </tr> </table> | <b>Negative Impacts</b><br>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br><br>If negative, is the impact:<br>Legal                      Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/><br>[i.e. it is not discriminatory under legislation]<br>Intended                      Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/><br><br>Level of Impact    High <input checked="" type="checkbox"/><br>Low <input type="checkbox"/> | <b>Positive Impacts</b><br>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| <b>Negative Impacts</b><br>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br><br>If negative, is the impact:<br>Legal                      Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/><br>[i.e. it is not discriminatory under legislation]<br>Intended                      Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/><br><br>Level of Impact    High <input checked="" type="checkbox"/><br>Low <input type="checkbox"/> | <b>Positive Impacts</b><br>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>   |  |  |
| <b>9. Recommended Action</b>   | <input type="checkbox"/> Introduce / proceed with the policy / function<br><input type="checkbox"/> Withdraw the policy / function from use<br><input checked="" type="checkbox"/> Undertake a full Equality Impact Assessment   |  |  |

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| <b>IMPACT</b>  |   |
|--|---|
| <b>10. Summary of POSITIVE impacts and affected groups</b>                                 | <ul style="list-style-type: none"> <li>• Potential for service improvement to LGBT community - greater diverse range of material, improved levels of reading and progression</li> <li>• Greater consistency in approach to meeting LGBT needs</li> <li>• Improved access to information, particularly for young people</li> <li>• Increased sharing of information</li> </ul>   |
| <b>11. Summary of NEGATIVE impacts and affected groups</b>                                 | <ul style="list-style-type: none"> <li>• Risk of LGBT needs assessment being viewed as one off action/impact – possible that material becomes irrelevant - need to maintain engagement with LGBT community</li> <li>• Unrealistic to house LGBT material in all libraries. Consideration be given to house stock in three libraries (GoMA, Mitchell and West End)</li> <li>• Possible complaints from parents in relation to sexual content of material – frontline staff need to be aware of stock/equality policy and be able to respond appropriately</li> <li>• Possible complaints from homophobic users - frontline staff need to be aware of stock/equality policy and respond appropriately</li> <li>• Diversity training for staff - LGBT issues require to be covered, to keep staff up to date, in Glasgow Life Equality Action Plan</li> <li>• LGBT community not homogeneous – minority needs may be concealed (i.e.) transgender people</li> <li>• Mainstream suppliers may have limited range – may need to source material via specialist suppliers</li> <li>• Budget restrictions – not possible to specify % level of book fund allocation for LGBT material</li> </ul> |
| <b>EVIDENCE</b>  |   |
| <b>12. Summary of information / evidence already available</b>                             | <p>The accessibility of reliable, and robust data and research in relation to sexual orientation remains a problem in trying to access such information, not just for Glasgow but across Scotland and the UK. The 2011 Census will include some relevant information.</p> <p>UK Government estimates that around 6% of the population are lesbians, bisexuals, gay men or transgender people. This amounts to approximately 36,000 people within the Glasgow City Council area.</p> <p>In a report by the Gender Identity Research and Education Society (June 2009) the estimated prevalence of people who have presented with gender dysphoria (16 year and over) in the Strathclyde Police Area is 14 per 100,000 population (based on a sample of 1196 people across the UK), so that's approx 84 people in Glasgow.</p>  |
| <b>13. Additional information / evidence required and proposed method(s) for gathering</b> | <p>Further literature review required to explore barriers to volunteering for LGBT people, faith groups, and older people. EIA sub-group to be established, ensuring input from key partners and Equality Networks Forum.</p> <p>Undertake a LGBT Literature Review through desk based research and internet search to identify library needs of LGBT people and any barriers to accessing services. EIA sub group to be established to oversee process, including undertaking with::</p> <ul style="list-style-type: none"> <li>• UK Libraries by circulating a questionnaire to libraries across the UK to identify current practise in regard to LGBT provision.</li> <li>• LGBT people, including young people, to get their opinions relating to LGBT provision. Circulate a questionnaire via Glasgow University Lesbian, Gay, Bisexual and Trans Students' Association (GULGB), Glasgow Women's library, LGBT Centre, Gay Outdoor Scotland and Affirmation Scotland.</li> </ul>  |

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| RECOMMENDATIONS  |   |
|--|---|
| <p><b>14. Overall Recommendation</b></p> <p>[If a full EIA has <b>not</b> been recommended, provide reasons]</p> | <p>Undertake a full EIA. Following gathering of further information/evidence outlined above, it is recommended that:</p> <ol style="list-style-type: none"> <li>1. The Libraries Stock Policy is amended to include written selection criteria for LGBT material, including under 18s</li> <li>2. The policy is made publicly available on the Glasgow Life website on the library pages</li> <li>3. Consideration be given to the needs of LGBT literacy learners to assist progression. Discuss with Glasgow's Learning initiative.</li> <li>4. Consideration is given to developing a specific section for LGBT material (in addition to mainstream section, with use being monitored), booklists and online links to other websites, promotion at events, and explore use of new technology</li> <li>5. Opportunities are provided to include book reviews by users on Glasgow Life website</li> <li>6. Consideration is given to setting up a LGBT user/reading group</li> <li>7. Use of material and requests are monitored from across the branch library network to ensure responsiveness/access to LGBT material</li> <li>8. Staff have up-to-date knowledge of stock/equality policy and have opportunities for training. Link with Learning and Development, as part of Glasgow Life Equality Action Plan.</li> <li>9. Future reviews of stock policy to include EQIAs for other equality groups</li> <li>10. Adapt staff guidance currently being developed for transgender people wishing to access sporting facilities and events, for library use.</li> <li>11. Explore further the links between The Mitchell Library and the Glasgow Women's Library.</li> <li>12. Encourage requests and also consult with the LGBT community regarding not only new stock but also material to develop stock from 1960s onwards or earlier e.g. American material.</li> <li>13. Encourage library suppliers to look beyond the normal book sources.</li> </ol> |
| <p><b>Name and Designation of service manager verifying the assessment</b></p>                                   | <p>Gordon Anderson,<br/>Service Development Manager,<br/>Libraries and Community<br/>Facilities</p> <p><b>Signature:</b> Gordon Anderson</p> <p><b>Date:</b> 7/5/2010</p>   |