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MARTYNAS  
MAZVYDAS  
NATIONAL  
LIBRARY OF  
LITHUANIA



## PROJECT "LIBRARIES FOR INNOVATION"

# CHILDREN'S SURVEY

## 2009

*(Instrument 11)*

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# 1. Children's Survey in the Project Context

When initiating the project "Libraries for Innovation", such main direct goals were set:

- ✓ To provide the Lithuanian population a possibility to use computers and the Internet free of charge in any public library in the country.
- ✓ To ensure the availability of information sources for all citizen groups.

The main goals of the research are related to technical provision for public libraries and ensuring the ability of all social groups of population to use it. The main goals have indirect derivative goals which are as important:

- ✓ Expanding the communication boundaries of Lithuanian population.
- ✓ Expanding the social and cultural capital of local communities.
- ✓ Reducing social disjuncture of the population in the rural areas, the elderly, groups of social risk and the disabled.
- ✓ Developing informational abilities of Lithuanian population.
- ✓ Developing the competences of librarians to provide professional help to visitors to of technology acquirement by organizing special training programs.
- ✓ Enhancing the perception of a public library as a cultural, information and technology centre.

During the children's of age 12-14 survey, the following information was collected:

- The ways children spend their free time.
- How often and having what purposes the children use the computer and the Internet?
- How the children evaluate their skills to use the computer and the Internet?

During the survey, such information was collected as well:

- Do children visit public libraries?
- How often and having what purposes children visit public libraries?
- What do public libraries associate with?
- What are the main factors attracting to and stopping from visiting the public libraries?

The research data is related with such Project supervision indicators (supervision indicators, for which the information during the research was at least partly collected from children, is printed in green):

## 1. An improved access to consumers and their possibilities to use the computer and the Internet

- 1A. The number of librarians/ sub-divisions/ departments providing the public Internet access
- 1B. The number of computers intended for public Internet access
- 1C. The number of hours of public Internet access for users
- 1D. The usage coefficient of computerized work-stations intended for public Internet access
- 1E. The number of Public Internet access users
- 1F. The number of public Internet access work-stations for 1000 residents
- 1G. The number of librarians providing the free of charge Internet access through a wireless connection

## 2. Improved skills and motivation of the library staff to use IT

- 2A. Improved knowledge and skills of the librarians to use IT
- 2B. Improved library presentation and public relation skills
- 2C. Improved knowledge and skills of the librarians to use the Internet resources and electronic services
- 2D. Improved knowledge and skills of the librarians to serve consumers with special needs
- 2E. The number of librarians having consumer training and consulting experience

- 2F. The number of trained librarians
- 2G. The number of hours intended for the librarian IT training
- 3. Improved skills of public library visitors to use IT**
  - 3A. Improved knowledge and skills of public Internet access consumers to use IT**
  - 3B. Varied public Internet access usage practice**
  - 3C. The number of residents trained to use IT
  - 3D. The number of hours intended for citizen IT training
- 4. Improved access for the specific groups and hard to reach social groups**
  - 4A. The percentage of consumers who do not have an alternative Internet access**
  - 4B. The experience of hard to reach groups
  - 4C. Activities, for which the consumers are using the public Internet access in the libraries the most often**
  - 4D. The existence of programs or other mechanisms to involve hard to reach groups
- 5. Improved representation of libraries**
  - 5A. The reputation, public understanding and profile of the library**
  - 5B. Expanded mission and the areas of competence of the library**
  - 5C. Increased number of library visitors (visits)**
- 6. Increased local, regional and national library financial support**
  - 6A. Library funding
  - 6B. Public Internet access funding
- 7. Increased social benefit for individuals and communities through IT**
  - 7A. The benefit received by consumers and its perception**
  - 7B. Librarians' perception of the public Internet access provided benefit to the community
  - 7C. Stakeholders' perception of the public Internet access benefit
- 8. Increased supply and usage of relevant content**
  - 8A. The number of libraries having an Internet webpage
  - 8B. New contents and services in the library**
  - 8C. Increased scope of local content in the Internet
- 9. Innovations emerged in the library network**
  - 9A. Examples of innovations emerged in the libraries due to the Project
- 10. Enhanced help to the librarians**
  - 10A. Improved technical maintenance in the libraries
  - 10B. Improved methodical help to the librarians

## **2. Research Methodology**

Methodological research implementation guidelines, technical report of the survey conduction and the descriptions of data analysis principles are presented further in the report.

### **2.1. The Survey Methods**

The main survey of children of age of 12-14 was conducted as a direct interview in respondent's home. Repeated survey of children of age 13-15 (using the contact information of respondents collected in 2008) was conducted either by phone or by email.

## 2.2. Target Groups

Two target groups were distinguished during the research:

1. The main target group – children of 12-14 years old.
2. Repeated target group – children of 13-15 years old who participated in an analogous research in 2008 and agreed to participate in the research in 2009.

## 2.3. Sample Size and Sampling

### THE MAIN TARGET GROUP

During the research, it was intended to interview 600 children. 609 residents were actually interviewed.

Respondents were chosen for the survey by using random route sampling (78 of primary sampling points). In the households, the respondents were recruited using the quota sampling. The composition of the target group according the socio-demographic characteristics represents the general population of children of age 12-14 (representative sample of children of age of 12-14 was collected).

### REPEATED TARGET GROUP

Entire sampling was used for the repeated survey target group recruitment. In other words, all the respondents who participated in the survey in 2008 were intended to be contacted.

According to the Client requirements for the survey, it was intended to survey 100 members of the repeated survey. 206 contacts were provided for this survey. 68 respondents were surveyed repeatedly.

## 2.4. Technical Report of the Survey Conduction

### THE MAIN TARGET GROUP

The survey was conducted by 76 interviewers.

The survey was started on 15<sup>th</sup> October, 2009. It was planned to finish on 3<sup>rd</sup> November, 2009. It was finished on 6<sup>th</sup> November, 2009.

#### *Technical parameters of the main survey conduction:*

During the visit, there were no individuals of age 15-74 at home .....	2564
No one was home .....	570
The survey was not conducted because of objective reasons .....	12
Members of the household refused to participate .....	95
Selected individual refused to participate .....	25
Selected individual did not meet the recruitment criteria .....	291
The interview was not finished .....	1
Parents did not give the permission to survey individuals of 12-14 years old .....	51
The number of respondents surveyed .....	609

### REPEATED TARGET GROUP

The survey was started on 2<sup>nd</sup> November, 2009. It was planned to finish on 9<sup>th</sup> November, 2009. It was finished on 9<sup>th</sup> November, 2009.

*The characteristics of contact database of respondents from repeated target group provided to the Contractors:*

Provided telephone numbers of the respondents .....	170
Provided emails .....	31
Provided Skype contacts.....	4
Total of provided contacts .....	206

*Technical parameters of the repeated survey conduction:*

*Searching for the respondent by phone:*

Wrong, out-dated telephone number .....	83
There was no suitable respondent .....	6
The respondent refused to participate in the survey .....	12
Discontinued, unfinished interview .....	1
Respondents surveyed .....	68

*Searching for the respondent by email:*

Request sent, no answer .....	14
Request sent, information about invalid email received .....	17
Fulfilled questionnaires .....	0

*Searching for the respondent by Skype:*

Unsuccessful attempts to get in touch (did not ad as a friend).....	4
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## **2.5. The Research Instrument**

While conducting the survey, the standardized questionnaande provided by the Client was used (Instrument 11).

Children were surveyed only after getting the permission from the parents or caregivers (by letting the parents or the caregivers to get acquainted with the research instrument).

## **2.6. Data Analysis**

While analyzing the respondents' answers to the questions, general distribution of the answers is presented in the report. Answer distribution according various respondent characteristics is provided in a separate Appendix (Exel) and in the end of the report to distinguish the more important characteristics. In addition, the answers of 2008 and 2009 of repeatedly surveyed respondents are provided in the Appendix as well.

Statitically significant differences were calculated using the statistical data processing program SPSS. The variables were cross tabulated. Then, by using the  $\chi^2$  criterion, it was being inspected, whether statistical significant relation between the variables (the significance coefficient p is not greater than 0.05) existed. If a statistically significant relation existed, then it was being inspected in which cells (by using function "Adjusted Residuals").

In graphical illustrations, the statistically significant changes are market only for the research results of 2009. Green circles denote positive significant changes (increase in value) during the year and red (or yellow) circles denote negative significant changes (decrease in value).

## 2.7. Statistical Data Bias

When evaluating the results, it is necessary to pay attention to statistical bias. It occurs due to the fact that respondent sampling is done. This bias is calculated mathematically. The table below presents the biases when there is a different number of respondents and the distribution of answers. The biggest statistical bias while considering the answers of all respondents (600 people) is equal to  $\pm 4\%$  (when the confidence level equals to 95%).

Sample Size	Distribution of Answers									
	50	45/55	40/60	35/65	30/70	25/75	20/80	15/85	10/90	5/95
50	13.9	13.8	13.6	13.2	12.7	12	11.1	9.9	8.3	6
75	11.3	11.3	11.1	10.8	10.4	9.8	9.1	8.1	6.8	4.9
100	9.8	9.8	9.6	9.3	9	8.5	7.8	7	5.9	4.3
150	8	8	7.8	7.6	7.3	6.9	6.4	5.7	4.8	3.5
200	6.9	6.9	6.8	6.6	6.4	6	5.5	4.9	4.2	3
300	5.7	5.6	5.5	5.4	5.2	4.9	4.5	4	3.4	2.5
400	4.9	4.9	4.8	4.7	4.5	4.2	3.9	3.5	2.9	2.1
500	4.4	4.4	4.3	4.2	4	3.8	3.5	3.1	2.6	1.9
600	4	4	3.9	3.8	3.7	3.5	3.2	2.9	2.4	1.7

Example: Suppose that 600 children were asked, if they use a computer in the library. Suppose that 36% of them told that they do so. It means that with the probability of 95% we can allege that  $36\% \pm 3,8\%$  of the children use computer in the library.

### 3. Summary of the Main Research Findings

#### *Using the Computer and the Internet*

##### Children's leisure time

**Computer (86%), television (79%) and friends (85%)** are the "satellites" of most of the children's leisure time activities. Nevertheless, **most often**, children spend their free time **with friends (39%)**. The main leisure time activity for **22%** of the children is using the computer.

*2009 vs. 2008:* during the last year, children living in urban areas spent less time with friends (2009:83%, 2008:90%) and read books less often (39% in 2009 and 51% in 2008). Children living in rural areas started using the computer for their leisure time more often (88% in 2009 and 76% in 2008).

In urban areas, the number of children whose main "friend" during leisure time is the computer is decreasing (22% in 2009 and 31% in 2008). The number of children who are most often involved in music and painting slightly increased (11% in 2009 and 6% in 2008).

*Urban vs. rural:* the ways children from urban and rural areas spend their free time are similar. Recorded differences do not reveal significant tendencies in other ways of spending free time.

##### The opportunity to use the Internet at home or school

**Almost all children have the opportunity to use the Internet at home or at school (99%)**. The vast majority (**70%**) of children have such an opportunity both at home and at school.

*2009 vs. 2008:* **the opportunities** to use the Internet **at home increased** (82% in 2009 and 74% in 2008). The opportunities to use the Internet increased both in urban (87% in 2009 and 82% in 2008) and rural areas (U:73%; R:59%).

*Urban vs. rural:* children living in **rural areas** have greater opportunities to use the Internet **at school** (U:81%; R:98%), while the children from **urban areas** have bigger opportunities to use the Internet **at home** (U:87%; R:73%).

##### Places of Internet usage

**The main places**, where the Internet is used by children is **home (82%) and school (70%)**. **23%** of children **have used** the Internet in a **public library**. **6%** of children use the Internet in the public library **to most often**.

*2009 vs. 2008:* using the Internet **at home increased** (82% in 2009 and 73% in 2008) and using it in the **public library decreased** (23% in 2009 and 42% in 2008).

Usage of the Internet at home increased in both urban (88% in 2009 and 81% in 2008) and rural areas (73% in 2009 and 57% in 2008). Using the Internet in the public library is diminishing everywhere – both in urban (14% in 2009 and 38% in 2008) and rural areas (39% in 2009 and 50% in 2008). Using the Internet in the public library in urban areas diminished dramatically.

*Urban vs. rural:* children living in **urban areas** more often use the Internet **at home** (U:88%; R:73%), while children living in **rural areas** use the Internet **at school** (U:61%; R:85%) or in the **public library** (U:14%; R:39%) more often (in comparison to children from urban areas).

##### The intensity of using the Internet

**Children are active Internet users**. Internet is used **every day** by **most** of the children - **63%**. Every fourth child (**27%**) uses the Internet averagely actively – a few times per week. Only **9%** of children use the Internet passively– less often than once a week.

*2009 vs. 2008:* the intensity of using the Internet did not change during the exploratory period.

*Urban vs. rural:* Internet is used at the same level of activity both in urban and rural areas.

## Using the Internet in libraries

**The intensity of using the Internet in the libraries is lower.** A greater share of children who use the Internet in the libraries use it once a week or more often (**42%**), **29%** of these children use the public Internet access less often – a few times or once a month. The same share of children (**29%**) use the Internet in the libraries once in half a year or less often.

*2009 vs. 2008:* the intensity of children using public Internet access in the libraries did not change.

*Urban vs. rural:* children living in rural areas use the Internet in the libraries more intensively than children from urban areas.

## Computer literacy of children

**Most of the children (95%) have sufficient general computer usage skills and know how to use the main computer programs (78%). 62%** of children know how to send emails with attached documents and a similar share of children are able to remove the main technical problems (**61%**).

*2009 vs. 2008:* general computer usage skills (95% in 2009 and 79% in 2008) and abilities of children to use the main computer programs (79% in 2009 and 72% in 2008) improved.

*Urban vs. rural:* computer literacy skills of children living in urban and rural areas do not differ.

## The skills of using the computer

**General Internet usage skills of children are also sufficient (87%).** Children know how to use Internet **search engines the best (96%)**. More than two thirds of children know how to use the file exchange programs (73%), online databases (71%) and communicate in discussion websites (71%).

*2009 vs. 2008:* children's skills to use search engines (96% in 2009 and 89% in 2008), Internet databases (71% in 2009 and 53% in 2008) and file exchange programs (73% in 2009 and 63% in 2008) improved.

*Urban vs. rural:* the Internet usage skills of children in urban areas are more advanced than those of children living in rural areas.

## Purposes of Using the Computer and the Internet

### Purposes of using the computer

**The vast majority of children use the computer for playing computer games (93%)** and the greatest share of children **do it constantly (72%)**. **81%** of children use the computer for writing texts and drawing and **40%** of children program, however, these activities are more incidental rather than of an ongoing nature.

Most of the children play computer games, write texts, draw and program **at home** (94% - 96%).

*2009 vs. 2008:* the number of children who constantly play computer games (72% in 2009 and 57% in 2008) and program (40% in 2009 and 32% in 2008) grew.

**In public libraries,** the number of children who are playing computer games, writing texts, drawing and programming **is diminishing** and the share of children doing this **at home is increasing**.

*Urban vs. rural:* computer usage skills of children from urban and rural areas do not differ. Children from both urban and rural areas use the computers in public libraries less often and at home more often.

### Purposes of using the Internet

Children most often **use the Internet for communication purposes (95%)**. **91%** of children have **written** to friends or relatives who live in Lithuania (73% of children do it constantly), **84%** of children have used Internet for **talking or sending messages** (68% of children do it constantly); and **56%** of children have communicated **with friends or relatives abroad**. **70%** of children have tried to make friends online. **83%** of users use the Internet for communication purposes **regularly**.

A relatively grand share (**97%**) of children has used the Internet for purposes related with **leisure time**. However, Internet is used not as often for this particular purpose. In other words, **70%** of children who use the Internet use it for leisure related purposes constantly.

**89%** of children have used the Internet for **education** purposes. However, the least children (**42%**) do it constantly.

Internet, the same as the computer, is mostly used by children **at home**. Using the Internet in a **public library is declining**.

*2009 vs. 2008:* more and more children use the Internet for communicating with friends or relatives who live abroad (56% in 2009 and 48% in 2008) and for chatting and writing messages (84% in 2009 and 71% in 2008).

*Urban vs. rural:* the purposes of using the Internet among the children living in urban and rural areas does not differ.

## **Visiting Libraries and the Services of Libraries**

### **Visiting libraries**

**Most of the children** of 12-14 years old (**85%**) **have visited a public library**.

*2009 vs. 2008:* the number of children who visited public libraries remained the same (85% in 2009 and 83% in 2008).

*Urban vs. rural:* libraries are visited more by children from rural areas rather than urban areas (U:81%; R:92%).

### **The intensity of visiting libraries**

**During the last year**, children **did not visit** the libraries **intensively**. **23%** of children visited them once a week or more often, **33%** of children visited the library once or a few times per month and **44%** of the children did not visit the public library or visited it very rarely.

*2009 vs. 2008:* the share of children who did not visit the library or visited it very rarely was greater this year in comparison to the year before (44% in 2009 and 37% in 2008).

*Urban vs. rural:* children in rural areas visit the libraries more intensively.

### **Libraries services for children**

**The core service** of the library used by children is **taking books home (88%)** (74% of children reported that they use this service the most often). Services related with public Internet access are used by one third (**33%**) of children who visit public libraries (18% of children use these services the most often).

*2009 vs. 2008:* using various services provided by libraries diminished, except the service of bringing books home.

*Urban vs. rural:* using almost all the services provided by libraries (except bringing books home) is more common in rural rather than urban areas.

### **Why children do not visit public libraries?**

Children do not visit public libraries, because their **need** to visit libraries **is satisfied by the school library (62%)** or children have plenty of books at home (**20%**). Every fourth child (**26%**) does not visit libraries, because he/ she does not read books; **15%** of children do not have time for libraries and **10%** of children claim that the library is not on their way.

*Urban vs. rural:* the reasons for not visiting the library are the same both in urban and rural areas. In rural areas, the problem of an inconvenient location of the library is more immense (U:10%; R:24%).

## **The Demand and Perspectives of Public Internet Access in libraries**

### **The awareness of free of charge public Internet access in libraries**

In **2009**, public Internet access in libraries was **used for the first time** by **one fifth** of children using public Internet access (**21%**). The share of those who started using the free of charge public Internet access in libraries **last year** is slightly **bigger** - **27%**.

*Urban vs. rural:* in **2008**, **more children from rural areas** (U:22%; R:31%) were attracted to use the free of charge Internet access. In **2009**, the attraction of children to use the public Internet access was **the same** both in urban and rural libraries (U:20%; R:22%).

### **Why do children use the free of charge Internet access in libraries?**

**The major factor** encouraging children to use the Internet in is that this service is **free of charge (63%)**. Only **28%** of children use the Internet in the library because of **social motives** (having the opportunity to communicate, receive a piece of advice and to spend some time in a nice environment in the library). **56%** of children stated that they used the Internet because of **"technical reasons"** (reasons related with opportunities to use the computer or the Internet at home – quality or speed). **49%** of children used the Internet only because they used other services provided by the library, because the library is in a convenient location or because they have time before the bus comes or the lessons start.

*Urban vs. rural:* children in rural areas use the Internet more often, because they do not have the opportunity to use it at home (U:24%; R:45%). Children from urban areas use the Internet in the libraries because of the better quality of the computers (U:12%; R:3%).

### **Why children do not use free of charge Internet access in libraries?**

Most (**86%**) of the children do not use the Internet in the libraries, because they **have the opportunity to use it at home**. One fourth (**25%**) of children **uses** the Internet access **at school**.

*Urban vs. rural:* children from urban areas who do not use the Internet in the libraries have Internet access at home (U:90%; R:77%). Children from rural areas do not use the public Internet access, because they use the Internet at school (U:24%; R:30%) or because there is no public Internet access in the nearest library (U:1%; R:21%).

### **Evaluation of public Internet access quality**

**Evaluations of all aspects** related to public Internet access (computers, software, Internet speed, etc.) **are very high** (most of the children (94% - 78%) evaluated them as "Good" or "Very good")

*2009 vs. 2008:* no essential changes in evaluations were recorded.

*Urban vs. rural:* no essential changes in evaluations were recorded.

### **The benefit provided by the Internet in the libraries**

Internet in the libraries **mostly enriches the leisure time of the children (92%)**. **Most (83%)** of the children also use the **social** opportunities provided by the Internet (communication and search for friends). **Educational benefits** provided to the children by the Internet were recorded **less often - 63%** of children used the Internet for doing homework, for preparation for the after school activities, etc.

*2009 vs. 2008:* during the last year, more children used educational opportunities provided by the Internet (63% in 2009 and 51% in 2008).

*Urban vs. rural:* benefits provided by the Internet are the same for children both in urban and rural areas.

## Intentions to use the public Internet access

During the next six months, **every second child (46%) is planning to use** the public Internet access in the library. **68%** of children who were using the Internet in the libraries before were going to use the Internet **further on. One fourth of children (25%) who were not using public Internet access in the libraries before** were planning to start using it.

*2009 vs. 2008:* the share of those intending to start using public Internet access remained the same.

*Urban vs. rural:* among children living in rural areas, there are more children who are planning to use the public Internet access in public libraries during the next six months (U:32%; R:57%).

## The Image of the Library

### Factors attracting children to libraries and turning them away

Spontaneously **library associates with books** for most of the children (**71%**).

Most children (**64%**) like that **libraries have a lot of books the most. Every fifth (19%)** child is attracted by the fact that he/ she can **use the computer and the Internet free of charge.**

**Most (69%)** of the children **could not point what they did not like** in libraries. Mostly, children expressed their dissatisfaction with the library environment. They were disturbed by a large amount of people in the library (4%), cold environment lacking coziness (3%) and the lack of space (2%). Some children were dissatisfied with traditional services of the library, e.g., a small choice or the lack of books (5%) and out-dated books (3%). A similar share of children had pretensions for aspects related with public Internet access, such as, queues by the computers (3%), the scarcity of (1%) or the absence of computers (2%) and slow speed (1%).

### The evaluation of imagery qualities to the library

**Slightly more than a half (55%)** of children **tends to evaluate libraries positively. Every fifth child** has a **negative attitude** towards libraries (**18%**). First of all, library is an institution having wonderful personnel (libraries' staff is cheerful and polite and helpful to visitors) (**95%**). Moreover, children perceive the library as a modern institution (**70%**) provided with the newest equipment (**73%**) where it is nice to spend time (**76%**). Library is a place where it is best to spend some time alone (**60%**). Nevertheless, a substantial share of children believes that library is an unpopular (**63%**) and an unfashionable (**62%**) place to spend time.

**The evaluation** of library's **image is related to visiting** the library. Children who **have visited** the library at least once more often perceive this institution as a popular place intended for communication where it is nice to spend time, where cheerful, polite and helpful staff works (58% of those who have visited a library and 40% of those who have not visited a library).

Furthermore, **public Internet access also has a great impact on the image of the library.** Children who **have used** the Internet in the library **perceive it more positively** than the ones who have not used it (69% of those who have used the Internet in the library and 42% of those who did not perceive the library more positively). Children who have used public Internet access in the library believe more often that library is a fashionable, popular and modern place provided with the newest equipment. Moreover, one can communicate with other people and it is fun to spend time in the library in general.

While comparing the image of the library among the children of age 12-14, residents of age 15-74, the libraries' staff and libraries' directors, we noticed that the opinion of **children is similar to that of Lithuanian residents.** Meanwhile, **people working in libraries have a substantially more positive attitude** towards their workplace.

*Urban vs. rural:* **children living in rural areas have a more positive attitude towards libraries than children from urban areas** (U:49%; R:66%). Children in urban areas more often have a less positive or neutral attitude towards libraries. Children in rural areas more often identify the library with a popular and modern place intended for communicating with people and where it is nice and fun to spend time and where one can consult the staff. Moreover, during last year, children living in rural areas more often perceived the library as a modern place provided with the latest equipment. However, library was less often evaluated as a popular place.

Urban residents are more skeptical about libraries. In their opinion, library is unpopular and, more importantly, old-fashioned and boring place and more intended for being alone. More children living in urban areas believe that it is not nice to spend time there and the libraries' staff is not always able to help.

*2009 vs. 2008:* during the last year, the image of the library as a **popular, modern place provided with the latest equipment** and where it is **nice to spend time improved**. Moreover, slightly more children, during the current year, believed that cheerful and helpful **staff** works in the library. However, during the last year, there were **fewer** children who considered the library to be a **popular place**.


## 4. Summary of Repeated Children's Survey

While analyzing the repeated children's survey, a few aspects should be emphasized:

1. The uniqueness of repeated surveyed respondents. Among the respondents, who agreed to participated in the survey repeatedly, there were more female respondents (Re:68%; C:50%<sup>1</sup>), residents of small towns (3-30 thousand residents) (Re:31%; C:20%) and less children living with their siblings (Re:34%; C:37%), residents of big cities (Re:10%; C:23%), children of 13 years old (Re:16%; C:33%); and the ages differed in general (Re: 13-16 years olds; C: 12-14 years old).  
**Conclusion:** the social group surveyed repeatedly is rather specific and can not be equalled to the profile of children of the entande country. The changes in behavior or opinion of this group can not be equaled to the changes in behavior or opinion of all the Lithuanian children.
2. It was stated neither in the Technical assignment, nor separately by the Client how to conduct the comparison of the results of the repeated survey. Therefore, after evaluating the feasible possibilities and the objectives of the research, the Contractor suggested the Client evaluating the similarities of answers of the repeated group in 2008 and 2009<sup>2</sup>.
3. The evaluation of the changes in repeatedly surveyed children's opinion and behavior was problematic because of the following aspects:
  - a. A very small sample of the repeated research (n=68). A different opinion of a few respondents would determine the differences in repeated survey sample results. However, while considering the changes using the criteria of common sense, in most cases it was obvious that the identified changes name the individual changes rather than the tendency changes in the opinion and behavior of the residents.
  - b. The changes in opinion and behavior of repeatedly surveyed respondents were influenced by the changed proportions of the surveyed who answered particular questions. For example, if the respondent answers to one of the screening questions in the beginning of the questionnaande differently than in 2008, some particular questions are not asked. If there are several respondents of this type, the record of differences in opinion or behavior in the following questions is programmed.

**The summary of data analysis:** in most of the cases, the answers of repeatedly surveyed respondents did not differ from the answers last year. The identified changes were either similar to the changes in answers of the general population, or were more of a fragmentary nature, thus, they did not reveal the tendencies in repeatedly surveyed respondents opinion or behavior changes.

**Recommendations for the researches of 2010:** we suggest stating that the repeated survey of Lithuanian children did not serve the purpose and refusing to conduct it in the researches of 2010.

Summarized evaluation of the results of repeatedly surveyed respondents is presented in every chapter in the report and is marked with  sign.

In the Appendix II of the report, the comparison of answers of 2008 and 2009 of the repeatedly surveyed respondents is presented in the tables. The recorded greater meanings of the answers are marked in red.

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<sup>1</sup> "Re" denotes the distribution of repeated respondents, "C" denotes the distribution of all Lithuanian children.

<sup>2</sup> Significant changes in answers of the repeatedly surveyed respondents during the year were calculated using the McNemar non-parametric criterion (for binary variables) and the Margina Homogeneity (for categorical variables) criterion, which analyse the answers of everyone researched during the current and previous year and also notes the significance of the change of the answers.

## 5. The Characteristics of Children, who Participated in the Survey

During the research, gender and age quotas were applied; therefore, equal distribution of the surveyed according to these characteristics was recorded.

The overall majority of the surveyed stated that they lived with their mother or father.

There were not a lot of families in Lithuania who would raise only one child. 75% of the surveyed stated that they lived with their siblings.

18% of the surveyed children lived in "extended" families. In other words, the grandparents lived together with the surveyed.

Slightly more children were surveyed in urban areas (63%). Children from rural areas constituted 37% of all surveyed respondents.

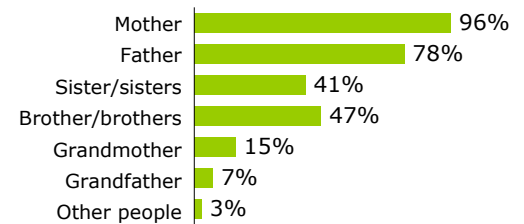
### Gender:



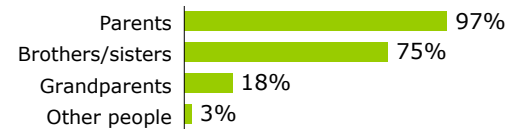
### Age:



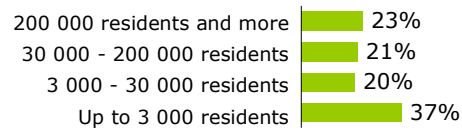
### Lives with...



### Lives with...



### Size of residence 1



### Size of residence 2





67 children who participated in this research last year were surveyed repeatedly.

Children who agreed to participate in the survey repeatedly differed from the rest of the surveyed in terms of their socio-demographic characteristics.

In comparison to all the surveyed, among the repeatedly surveyed children there were more female respondents and residents from small towns (3-30 thousand residents) and less children living together with their siblings.

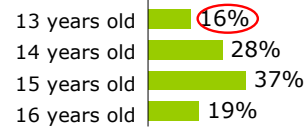
During the exploratory period, the age of repeatedly surveyed children changed significantly. There were no children of 12 years old; however, there were some children of 15-16 years old. Age is very important in the research and it may have critical impact on the answers, because the skills and experience of children of such age change quickly.

Because of this reason, the answers of the repeatedly surveyed respondents will not be compared with the answers of the whole entity of the surveyed. However, the change of the own answers during the current year will be analyzed.

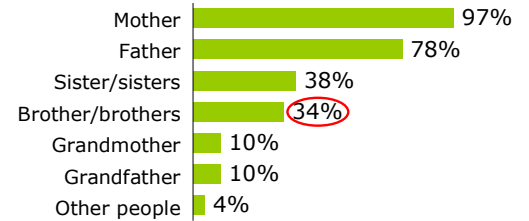
**Gender:**



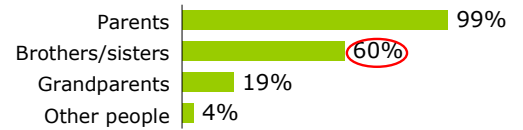
**Age:**



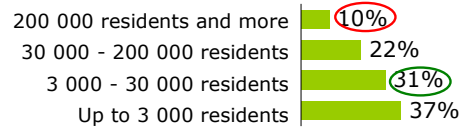
**Lives with...**



**Lives with...**



**Size of residence 1**



**Size of residence 2**



## 6. Using the Computer and the Internet

### 6.1. The Means of Leisure Time

- Computer is an integral part of a child's life -


Children of age 12-14 the most often use the computer, spend time with friends and watch television during their leisure time. 79% - 86% of surveyed children stated so. The most intensive activity out of the three mentioned was communicating with friends, because more than one third of respondents (37%) reported it to be the most often performed leisure activity. Meanwhile, watching television was less regular. 13% of respondents recalled it as the most often performed leisure activity.

Active leisure time is not very popular. Less than half of the surveyed children (44%) take sports. 35% of respondents stated that during the spare time they developed their music or artistic skills and 43% of children read books. However, sports, activities related to art and reading books were most often the alternatives for other activities and children were involved in them only in extreme cases. 13%, 9% and 4% children respectively, mentioned these activities as the ones in which they were involved the most often.

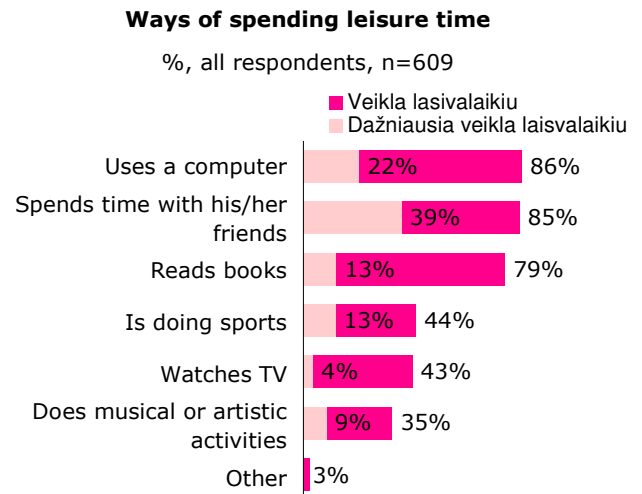
"Other" means of spending leisure time included dances, countryside trips, helping parents, listening to the music, doing homework and engaging in social activities.

Boys more often took sports and used the computer. Girls, in turn, more often performed activities related with music and art and read books.

In comparison to the research data of the previous year, children read books and spent time with friends less and less often. Moreover, the popularity of the computer as the main leisure time activity decreased during the exploratory year.

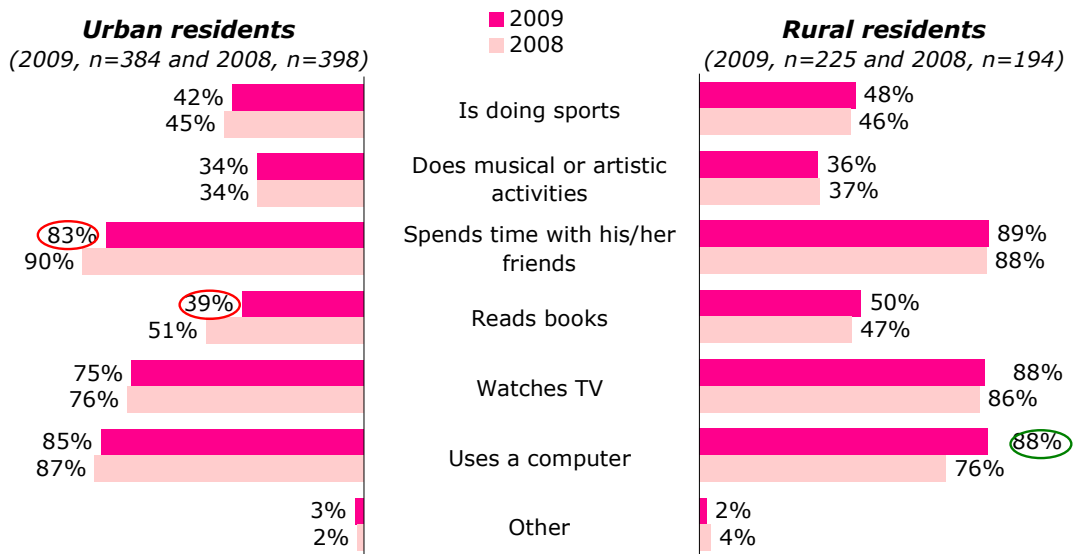
 During the current year, repeatedly surveyed children less often stated that they took sports, were involved in music or arts, watched television or used the during their leisure time (more information in Appendix II, Table 1.1).

The ways children spend their leisure time in urban and rural areas slightly differ. Children in rural areas slightly more often than children from urban areas spent time with friends, watched television or read books. Moreover, they more and more often used the computer during their spare time. Children from urban areas read books and spent time with friends less often.



### Ways of spending leisure time

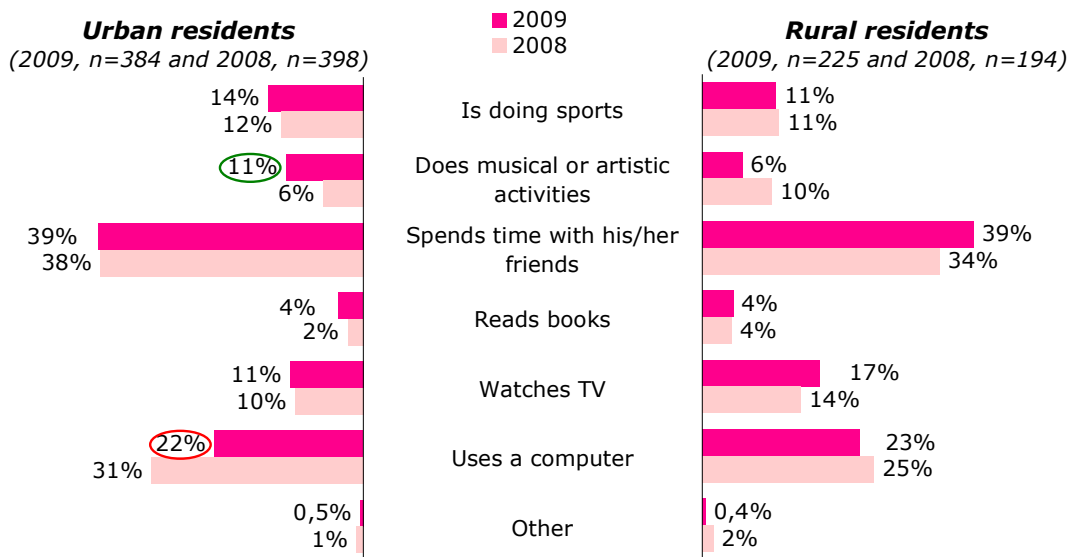
%, children of target groups



In terms of the activities performed the most often, the answers of children from urban and rural areas differed as well. Children in rural areas more often stated that their main way of spending the leisure time was watching television, meanwhile, children in urban areas more often developed their artistic skills (music or art). Moreover, developing artistic skills is becoming more and more popular in urban areas and the share of children spending their time by the computer the most often is diminishing.

### Most often mentioned ways of spending leisure time

%, children of target groups



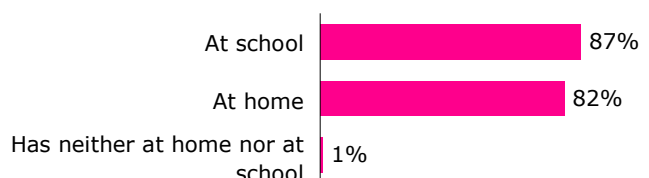
## 6.2. The Opportunity to Use the Internet at Home or at School

- Almost all children are able to use the Internet at home or at school -

Almost all children of 12-14 years old in Lithuania have the opportunity to use the Internet at home or at school (99%).

### Possession of a computer connected to the Internet

%, all respondents, n=609




82% of the surveyed children have the opportunity to use the Internet at home. At school, Internet access is surely available for 87% of the children.

70% of the surveyed children have Internet access both at home and at school.

Commonly, children who are able to use the Internet at home spend their free time using the computer the most often.

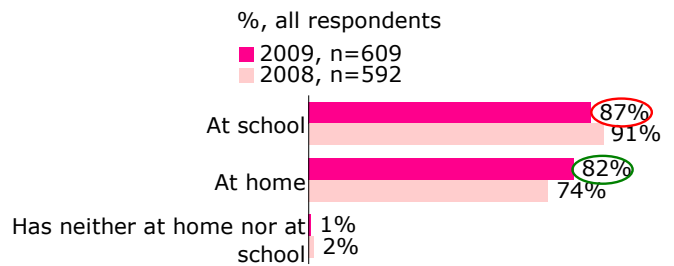
During the last year, the number of children who were able to use the computer at home slightly increased. Internet access in schools was provided to a smaller part of children.

 During this year, the repeatedly surveyed children also stated having Internet access at home more often (more information in Appendix II, Table 1.3).

Urban citizens more often have the opportunity to use the Internet at home. The number of children who are able to use the Internet at home is increasing both in urban and rural areas.

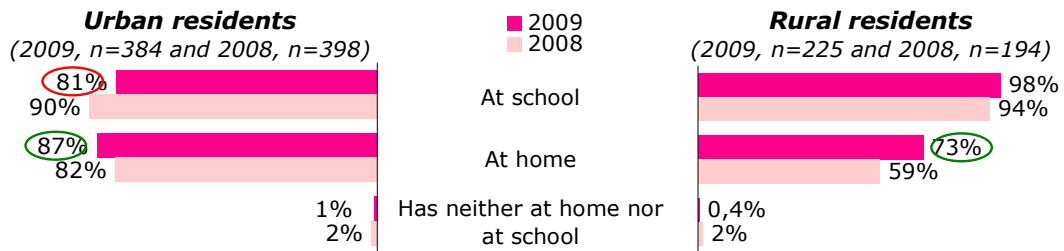
The diminished Internet access in schools was recorded only in urban areas. Moreover, fewer children in urban areas in general stated that they had the opportunity to use the Internet at school. It might be so, because the Internet access at school for children in urban areas is less relevant, therefore, they are aware about it less. Children in rural areas, meanwhile, less often have Internet access at home; therefore, the opportunity to use the Internet at school is especially relevant for them.

### Possession of a computer connected to the Internet



### Possession of a computer connected to the Internet

%, children of target groups



## 6.3. Places of Using the Internet

- Most of the children use the Internet at home or at school and every other child use public Internet access in the library -

The most often children use the Internet at home or at school (82% and 70%, respectively).

Slightly more than one third of the surveyed use the Internet at friends' place.

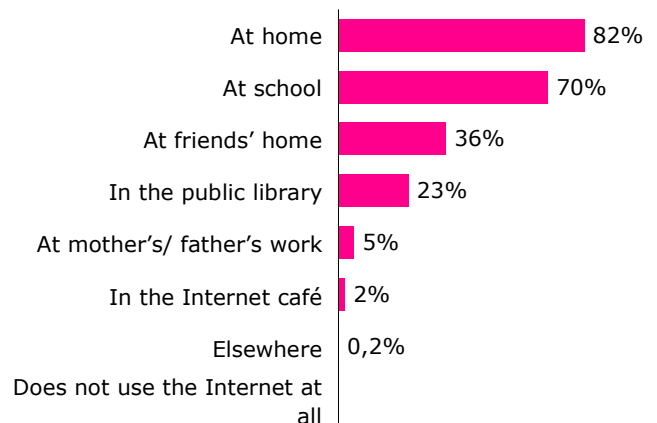
23% of children use the Internet in the public library. Those who use the Internet in the public library usually less often have the opportunity to use it at home. Moreover, these children use the Internet at school rather often.

Not more than 5% of children use the Internet in parents' workplaces, Internet cafes and other places.


In general, it is common to use the Internet in a few places. Only 25% of respondents use the Internet in one place, which is more often at home.

### Places where the computer connected to the Internet is used

%, all respondents, n=609



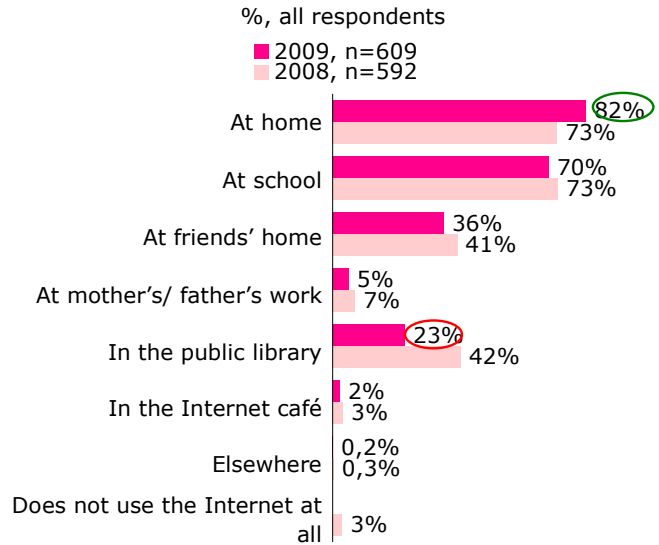
During the last year, using the Internet at home increased. It might have influenced the diminished public Internet access usage in libraries.

 During the current year, the repeatedly surveyed children also stated that they used the Internet more often at home and less often in other places (at school, at friends' home, in the public library) (more information in Appendix II, Table 1.4).

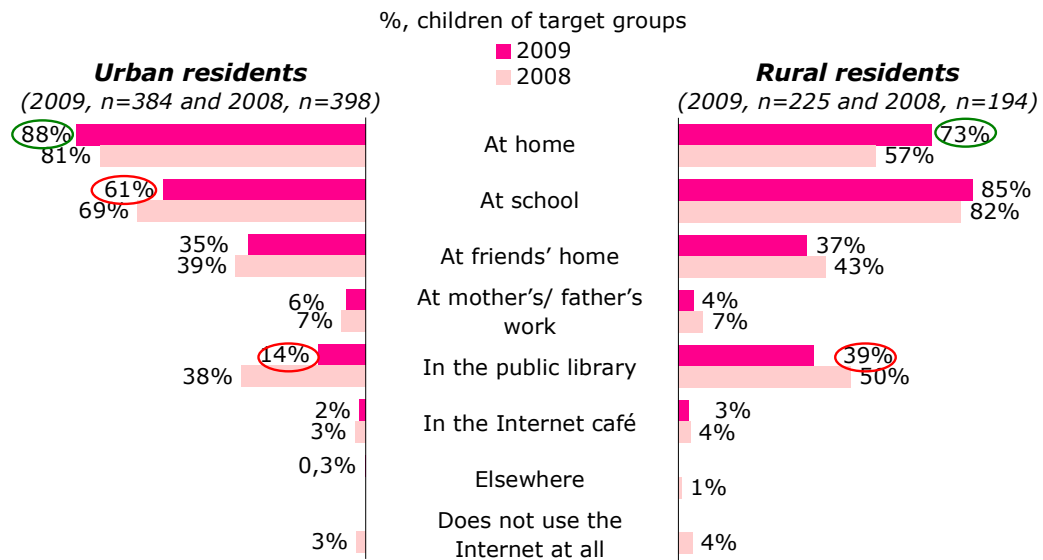
Children in urban areas more often have Internet access at home, thus, they use it at home more often, in comparison to children from rural areas. The latter, in turn, more often choose the Internet at school or in the public library.

During the last year, both in urban and rural areas the number of children using the Internet in the public library decreased and the number of children using the Internet at home grew. In urban areas, using the Internet at school diminished as well.

**Places where the computer connected to the Internet is used**



**Places where the computer connected to the Internet is used**

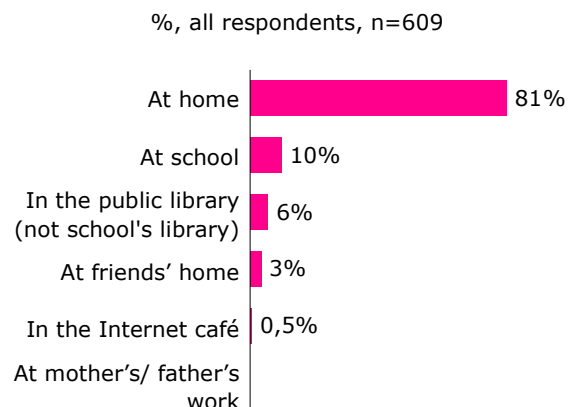


- 6% of children named the public Internet access as the main place of using the Internet -


Despite the children's habits to use the Internet in a few places, home is commonly named as the main Internet access (81%). It implies that almost all children having Internet at home, more often use it at home.

Every other surveyed child stated that school was the main Internet usage place. 6% of children used it in the public library and 3% of children used it at friends' place the most often.

**Place where the computer connected to the Internet is most frequently used**



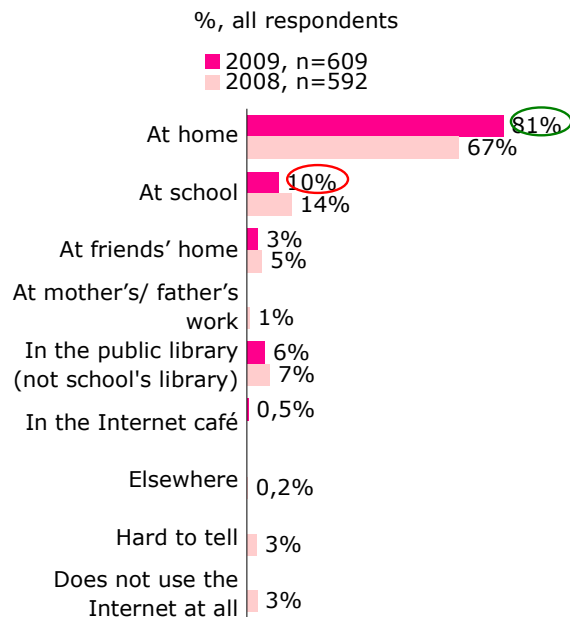
During the current year, the number of children who used the Internet at home the most often increased. However, school was named as the main Internet access place less often.

 Repeatedly surveyed respondents used the Internet in the same places both last year and during the current year (more information in Appendix II, Table 1.5).

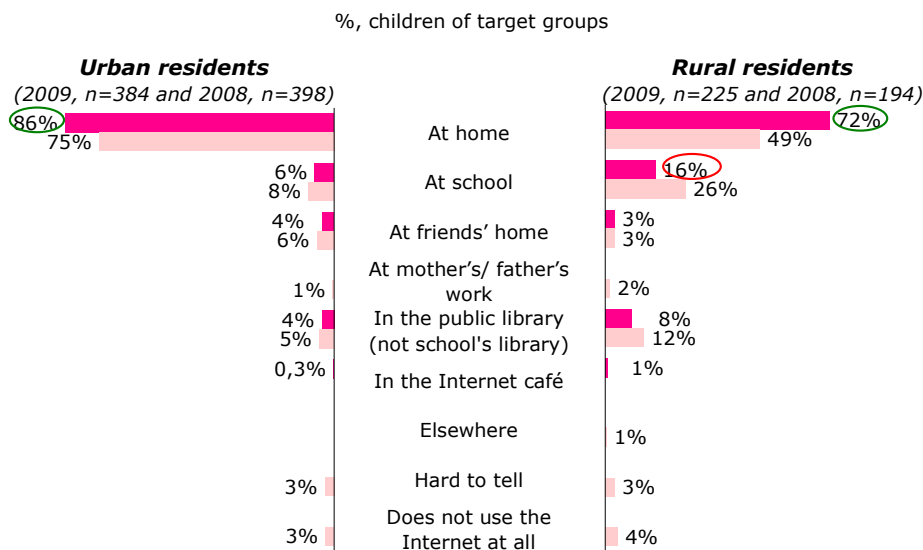
Children living in urban areas reported home to be the place of the most often Internet usage. Meanwhile, children in rural areas use the Internet at school or in the library the most often.

During the last year, both in urban and rural areas the number of children who used the Internet at home more often increased. This change was greater in rural areas. Moreover, during the current year, rural residents stated that school was the main place for Internet access less often.

### Place where the computer connected to the Internet is most frequently used



### Place where the computer connected to the Internet is most frequently used



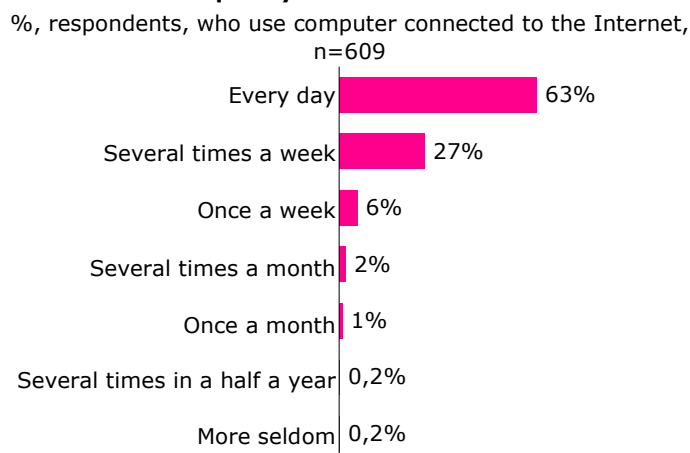
## 6.4. The Intensity of Internet Usage

- More than half of the children are active Internet users -

Internet takes a very important place in children's lives nowadays. All children of 12-14 years old are using it and the usage is rather active.

Most of the Lithuanian children (63%) use the Internet every day. Slightly more than one third of the surveyed stated that they used the Internet at least once a week. Only one tenth of children used the Internet less than once a week.

### Frequency of the Internet use



In general, the intensity of Internet usage can be divided into three categories:

- ➔ Active usage – Internet is used every day.
- ➔ Usage of average frequency – Internet is used a few times per week.
- ➔ Passive usage – Internet is used not more than once a week.

Children who use the Internet at home commonly are active Internet users. Children who use the Internet in the library are slightly more passive Internet users.

Boys commonly use the Internet every day and girls more often stated that they used the Internet a few times per week. To add, boys having the Internet at home used it every day more often.

While comparing the activeness of Internet usage of children and all residents<sup>3</sup>, it should first be remembered that even one third of the surveyed residents did not use the Internet at all and there were not many children who did not use the Internet.

However, while comparing the activity of Internet usage among those who use it, residents were slightly more often passive users than children.

In general, the intensity of using the Internet heavily depends on the age of the individual. The intensity of Internet usage is growing until 15-24 years old. From 25 years old using the Internet starts declining and the most passive Internet users are people of age 65-74.

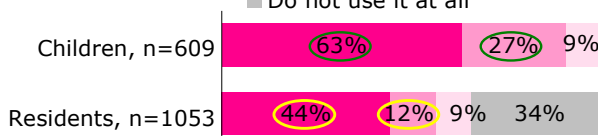
**Intensity of the Internet use**  
%, respondents who are using computer connected to the Internet, n=609

- Use it actively
- Use it often but not very actively
- Use it passively



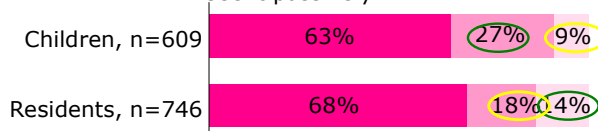
**Intensity of the Internet use**  
%, respondents of target groups, who use Internet

- Use it actively
- Use it often but not very actively
- Use it passively
- Do not use it at all



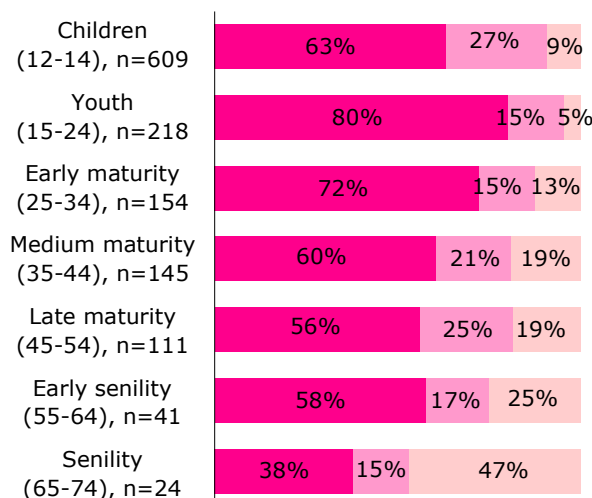
**Intensity of the Internet use**  
%, respondents of target groups, who use Internet

- Use it actively
- Use it often but not very actively
- Use it passively




**Intensity of the Internet use**  
%, respondents of target groups, who use the Internet

- Use it actively
- Use it often but not very actively
- Use it passively



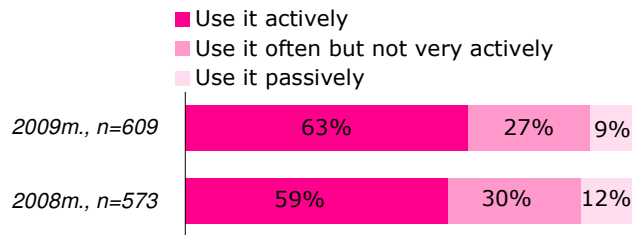
<sup>3</sup> Based on the data of "Lithuanian residents' survey 2009". Project "Libraries for Innovation".

In comparison to the last year, intensity of Internet usage of children did not change considering either all of the surveyed or the respondents in urban and rural areas separately.

 During the current year, repeatedly surveyed children used the Internet more intensively, in comparison to the previous year (more information in Appendix II, Table 1.6).

Significant differences in the intensity of Internet usage between children living in urban and rural areas were not recorded.

**Intensity of the Internet use**  
%, respondents who are using computer connected to the Internet



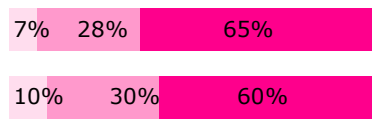
**Intensity of the Internet use**

%, children of target groups, who use Internet

■ Use it actively  
■ Use it often but not very actively  
■ Use it passively

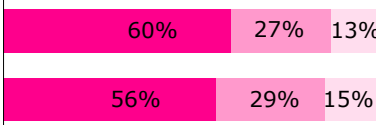
**Urban residents**

(2009, n=384 and 2008, n=387)



**Rural residents**

(2009, n=225 and 2008, n=186)




In the libraries Internet is used slightly less often than in other places (at home, at school, etc.). 42% of children who use the Internet in the library use it once or a few times per week. Another third of them (29%) use public Internet access at least once a month and the same share use the Internet in the library even less often.

Commonly, children who can use the Internet at home use it in the library the least often.

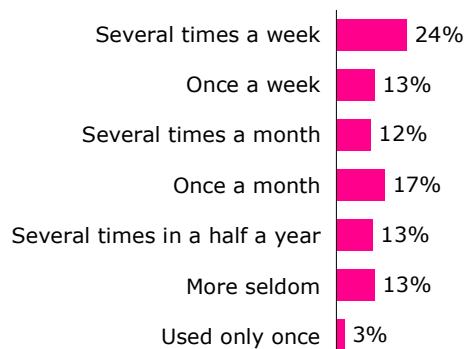
In urban libraries the Internet is used by children as often as in rural libraries.

In comparison to the previous year, the intensity of using the Internet in the libraries did not change either in terms of entire country or in urban and rural areas separately.

 Repeatedly surveyed children more often than last year used the Internet in the library once or a few times per month (more information in Appendix II, Table 1.7).

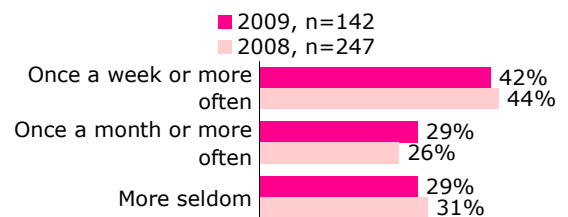
**Frequency of the Internet use in the library**

%, respondents who used Internet in the library, n=143



**Frequency of the Internet use in the library**

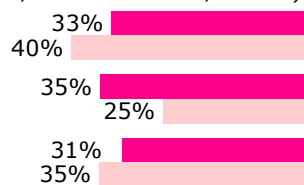
%, respondents who use the Internet in the library



**Frequency of the Internet use in the library**

%, children of target groups, who use the Internet in the library

**Urban residents**  
(2009, n=54 and 2008, n=150)



■ 2009  
■ 2008

**Rural residents**  
(2009, n=88 and 2008, n=97)




## 6.5. Evaluation of IT Usage Skills

### - Children have good computer usage skills -

Children have good computer usage skills. 95% of children have sufficient general computer usage skills. Moreover, most of the children are able to use the main computer programs (78%). More than half of the surveyed are able to eliminate main technical problems and send emails with attached documents (61% and 62%, respectively).

Children of age 13-14 are the ones who more often have sufficient skills of using the main computer programs. Boys and respondents of 14 years old, meanwhile, are the ones who eliminate technical problems more often. Children who have Internet at home and respondents of 14 years old more often can send emails with attached documents.

During the last year, computer literacy skills of children improved. There were more children who evaluated computer and the main computer programs usage skills as fully sufficient. The skills of eliminating the main technical problems and sending emails with attached documents did not change substantially during the last year.

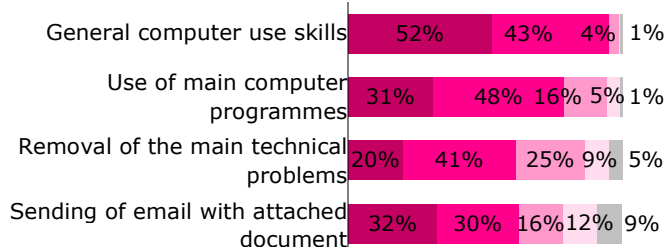
 During the current year, repeatedly surveyed children more often stated that they were able to send an email with attached document (more information in Appendix II, Table 1.8).

While comparing the computer literacy of urban and rural children, it was recorded that urban children slightly more often stated their skills of sending an email to be fully sufficient. Moreover, during the current year, the number of children who evaluated their general computer usage skills and skills of using the main computer programs as fully sufficient in urban areas increased. No such changes in rural areas were recorded.

#### Evaluation of personal IT skills

%, all respondents, n=609

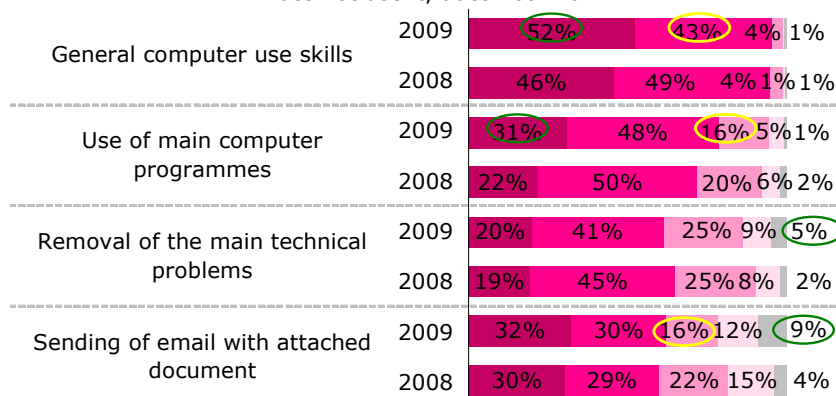
- Fully sufficient
- Sufficient
- Insufficient
- Fully insufficient
- Does not use it, does not know



#### Evaluation of personal IT skills

%, all respondents

- Fully sufficient
- Sufficient
- Insufficient
- Fully insufficient
- Does not use it, does not know



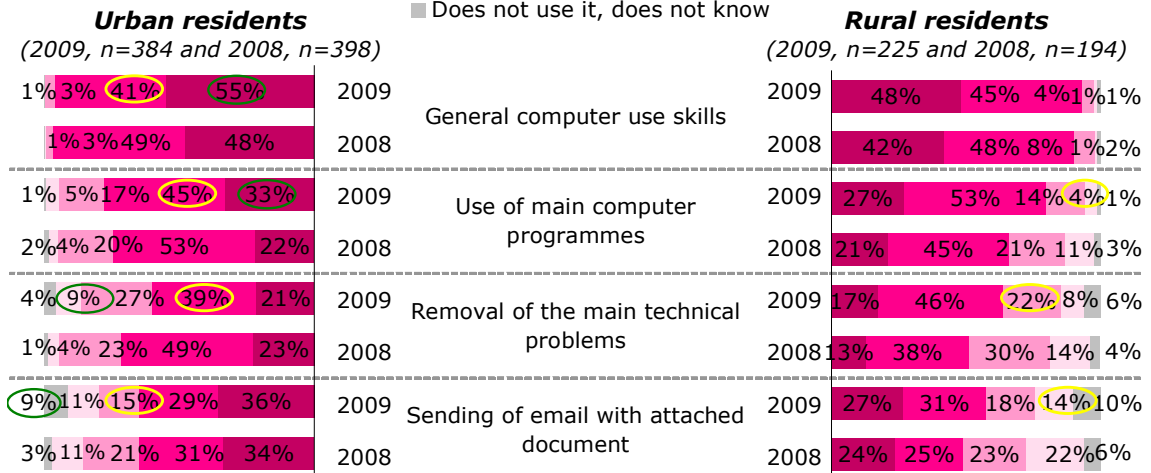
2009, n=609

2008, n=592

### Evaluation of personal IT skills

%, residents of target groups

- Fully sufficient
- Sufficient
- Insufficient
- Fully insufficient
- Does not use it, does not know



## 6.6. The Evaluation of Internet Resources Usage Skills

- The Internet usage skills of children are improving -

The skills of using the Internet resources are also rather sufficient. Children know the best how to use the Internet search engines (96% of children have sufficient skills). The skills to use the Internet for general purposes are also rather well developed (87%).

More than two thirds of children know how to use the file exchange programs, Internet databases and they participate in chats in different websites (73%, 71% and 71%, respectively).

Another 61% of the surveyed are able to use the Internet telephony. However, children know the least how to create Internet websites. Nevertheless, children who use public Internet access also have slightly better Internet webpage creation skills.

Good Internet usage skills are also based on the fact that even 80% of children would be able to help friends or other people to use the Internet.

Almost all children using the Internet every day have better Internet resource usage skills, in comparison to other children (except creating a website or using the Internet telephony). Children of 14 years old

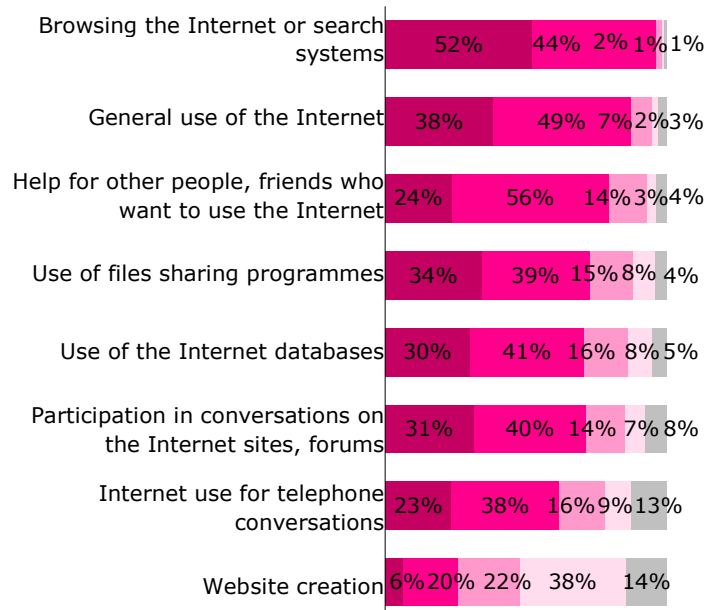
and respondents who are able to use the Internet at home have better skills of using the Internet for general purposes, Internet databases and file exchange programs. Children who have Internet access at home also are more often able to use the Internet for telephone conversations and participate in discussion forums.

During the last year, the skills of children to use Internet search engines, Internet databases and file exchange programs improved. In addition, during the current year, the number of children who could help other people willing to use the Internet increased.

### Evaluation of the Internet resources use skills

%, all respondents, n=609

- Fully sufficient
- Sufficient
- Insufficient
- Fully insufficient
- Does not use it, does not know





Children who were surveyed repeatedly know better how to use Internet databases, participate in Internet discussions, use the file exchange programs and help other people who are willing to use the Internet (more information in Appendix II, Table 1.8).

The skills of children in urban and rural areas to use the Internet resources differ. Children in urban areas more often stated that they had fully sufficient skills of Internet usage for general purposes, using the Internet search engines or Internet databases. Moreover, children in urban areas had more developed skills of using the Internet telephony, participating in discussions in Internet websites and using the file exchange programs.

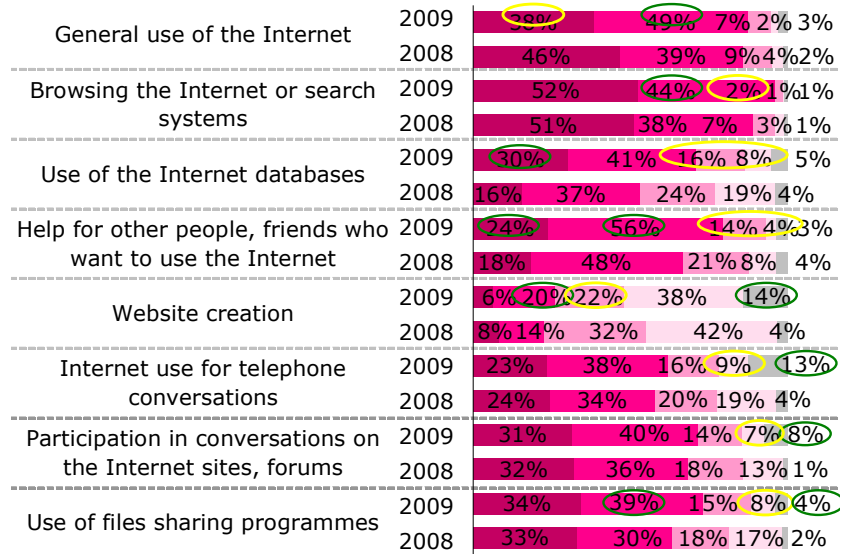
During the current year, both in rural and urban areas children knew better how to find relevant information in the Internet and to use the Internet databases. In rural areas, there were also more children whose abilities to create Internet websites, participate in discussion forums and use the file exchange programs improved.

During the current year, children from both urban and rural areas more often could help other people who are willing to use the Internet.

### Evaluation of the Internet resources use skills

%, all respondents

- Fully sufficient
- Sufficient
- Insufficient
- Fully insufficient
- Does not use it, does not know

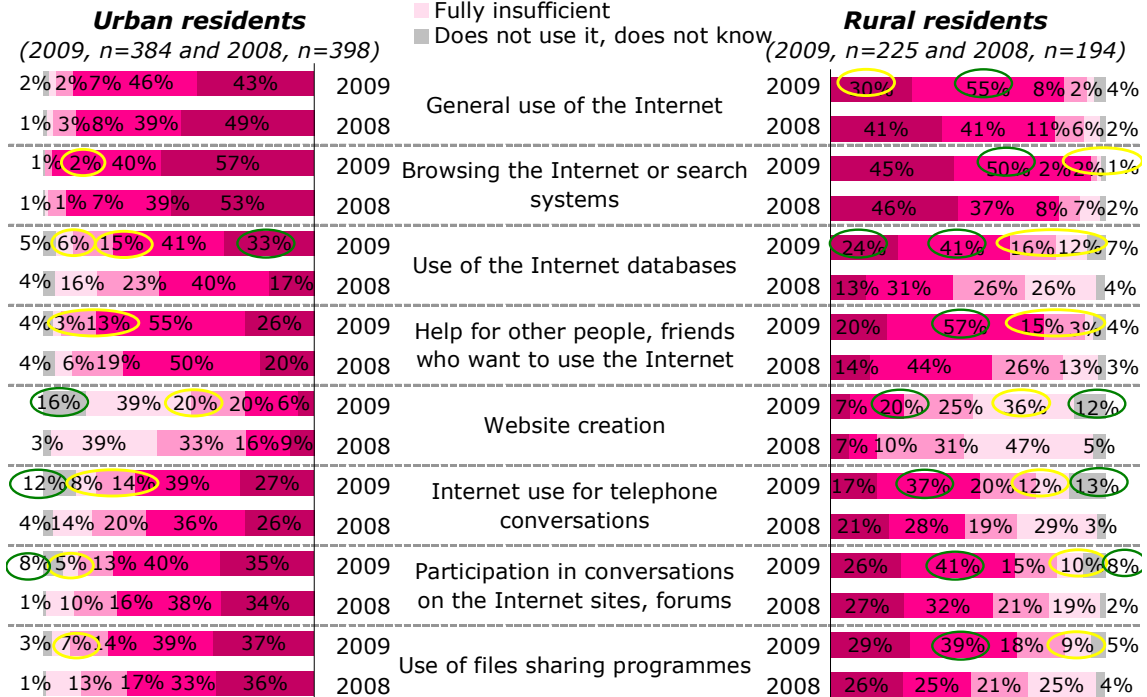


2009m., n=609  
2008m., n=592

### Evaluation of the Internet resources use skills

%, children of target groups

- Fully sufficient
- Sufficient
- Insufficient
- Fully insufficient
- Does not use it, does not know



## 6.7. Who is Asked for Help when Questions Regarding Using the Computer or the Internet Arise?

- When children have questions regarding computer or Internet usage they more often search for help among peers rather than ask for it from adults -

The most often, when facing difficulties while using the computer or the Internet, children ask for help from friends or classmates. One third of the surveyed appealed to teachers, brothers or sisters and parents in such cases (33%, 32% and 31%, respectively).

13% of children appealed to the libraries' staff. Nonetheless, there were far more children who would appeal to a librarian (42%) among those who used the Internet in the library.

It is not very popular to appeal to grandparents, other relatives or to use books while looking for answers regarding using the computer or the Internet.

If we grouped the individuals who could help in mentioned situations into adults and peers, we would find that children more often look for help at the peers rather than at adults' (69% and 60%, respectively)<sup>4</sup>.

"Other" people, who are appealed for help about using the computer or the Internet, include computer specialists. Children also search for the answers to relevant questions online.

Boys are slightly more subject to finding out the relevant answers themselves, because they more often replied that they never asked for help while using the computer or the Internet. Children of 14 years old slightly more often stated that they appealed to friends and classmates. Children who do not have Internet access at home more often expect help from teachers and libraries' staff. Children who use the Internet the least often (once a week or less often) also appeal for help to the libraries' staff.

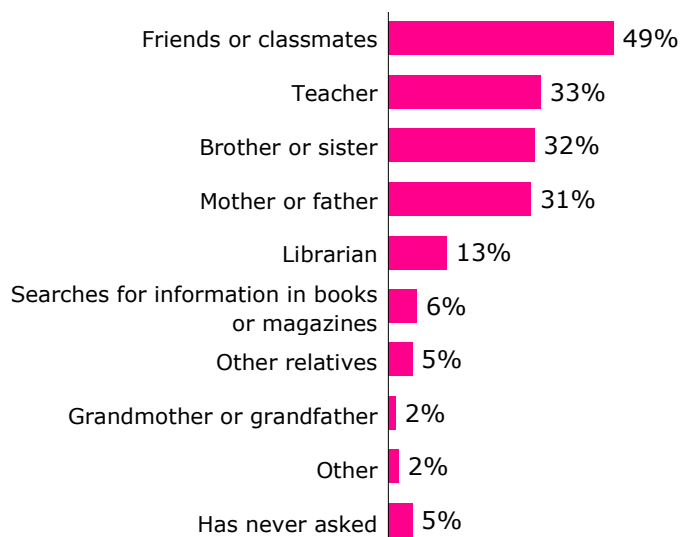
In comparison to the previous year, during the current year, children slightly more often stated that they asked their brothers or sisters to help them. However, they used the help of other relatives, librarians, friends and classmates less often.



During the current year, repeatedly surveyed children more often appealed to their friends and classmates to help them with computer and Internet usage (more information in Appendix II, Table 1.9).

Who is addressed when the problems occur in using a computer or the Internet?

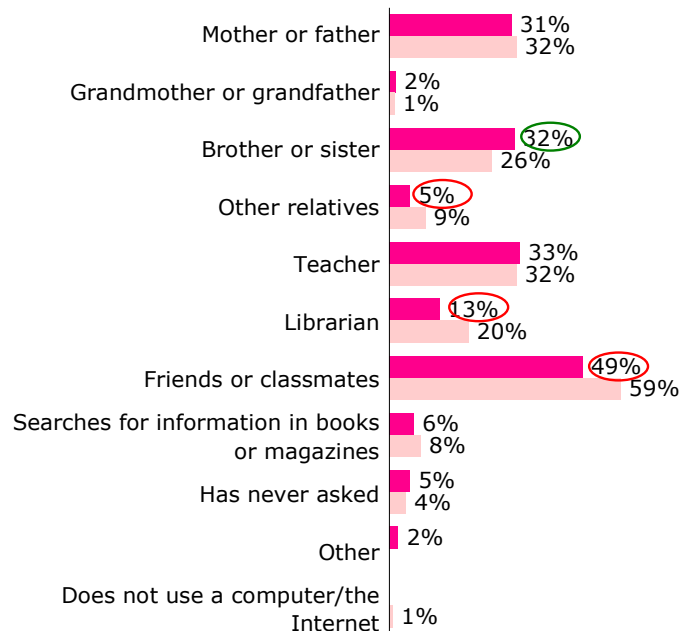
%, all respondents, n=609



Who is addressed when the problems occur in using a computer or the Internet?

%, all respondents

■ 2009, n=609  
■ 2008, n=592

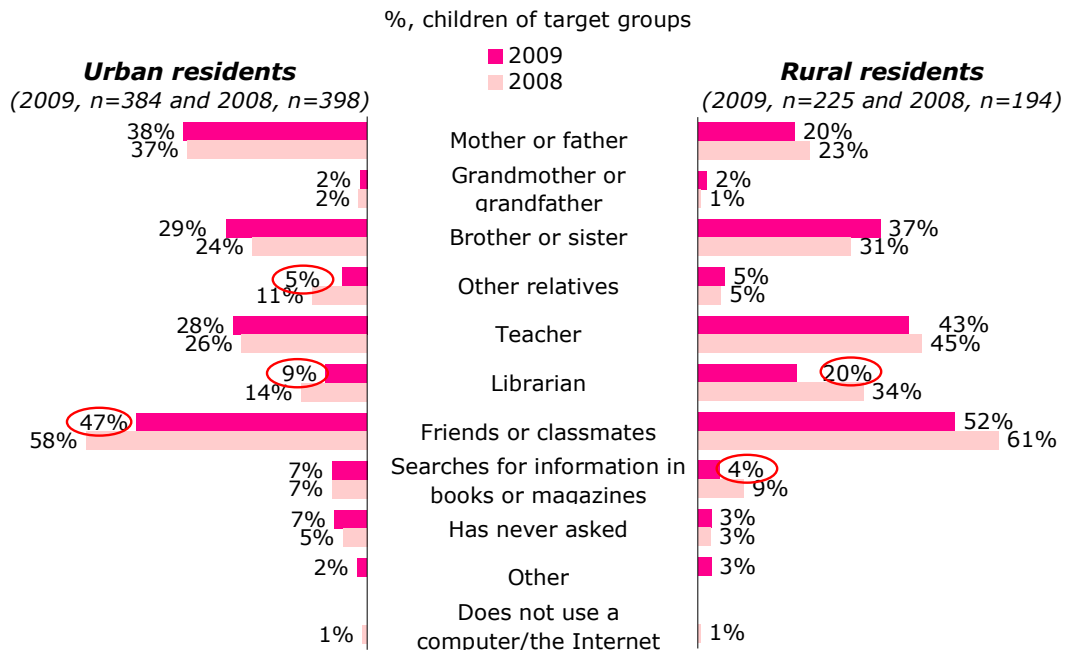


<sup>4</sup> If one of the following individuals were appealed to, it was recorded as appealing to adults – mother, father, teacher, grandparents, other relatives and libraries' staff. Appeals to brothers, sisters, friends and classmates were recorded as appeals to peers.

Children living in urban areas more often than children in rural areas appeal to parents, if they have Internet usage related questions. It indicates that not only children living in urban areas, but also the adults are of a more advanced computer and Internet literacy. Meanwhile, children living in rural areas more often expect help from teachers, libraries' staff and brothers and sisters.

During the last year, both in urban and rural areas children less often appealed to the libraries' staff. In urban areas, there were also less children who appealed for help to others' relatives and friends; in rural areas children less often looked for answers in books.

### Who is addressed when the problems occur in using a computer or the Internet?



## 7. Purposes Computer and Internet Usage

### 7.1. Purposes of Using the Computer

- For children, computer is a means of playing -

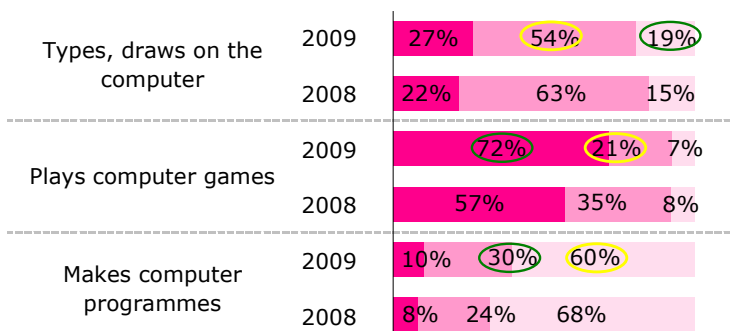
While using the computer, the most often (93%) children play computer games. Even 72% of children play computer games constantly.

A relevantly big share (81%) of the surveyed used the computer for writing texts and drawing, but these activities were not performed constantly (27%)

#### Computer use for particular purposes

%, all respondents

■ Constantly ■ Used once or several times ■ Never used

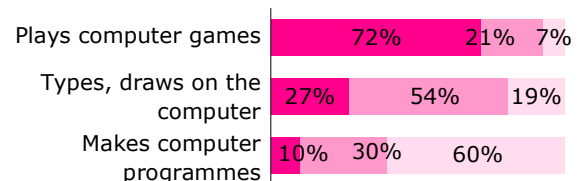


2009, n=609  
2008, n=592

#### Computer use for particular purposes

%, all respondents, n=609

■ Constantly  
■ Used once or several times  
■ Never used




of children perform them constantly).

40% of the surveyed have used the computer for programming, however, only every tenth surveyed child does that constantly.

Boys and children using the Internet every day more often stated that they played computer games or programmed every day.

The further it goes the more involved to constant computer games the children are. During the last year, the number of children

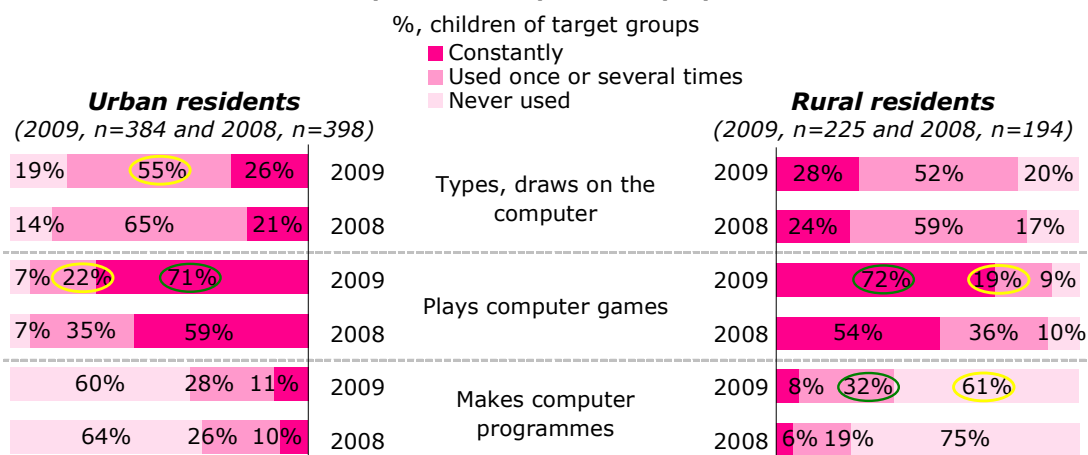
playing computer games constantly increased. During the current year, a greater share of children stated that they used the computer for programming at least once. Slightly fewer children used the computer for writing texts and drawing.

 Children who were surveyed for the second time, more often claimed that they did not play computer games (more information in Appendix II, Table 2.1).

The purposes of using the computer do not differ in urban and rural areas. The number of children playing computer games increased both in urban and rural areas, during the last year.


During the last year, slightly more often children living in rural areas were involved in computer programming.

### Computer use for particular purposes



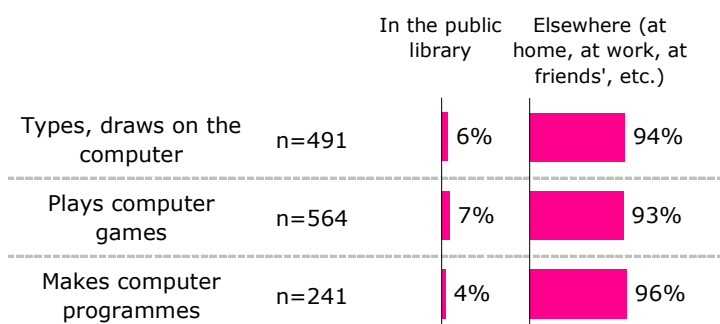
In the public library, only a small share of children (under 7%) use computers for writing, drawing, programming or playing computer games.

What is more, a tendency was noticed that during the last year, children performed these activities in public libraries less often. It is the most likely that these activities were moved to home environment, because the share of children who used the computer connected to the Internet at home was increasing.

 Since repeatedly surveyed children during the current year stated that they played computer games less often in general, there were less of them playing computer games in the public library as well (more information in Appendix II, Table 2.2).

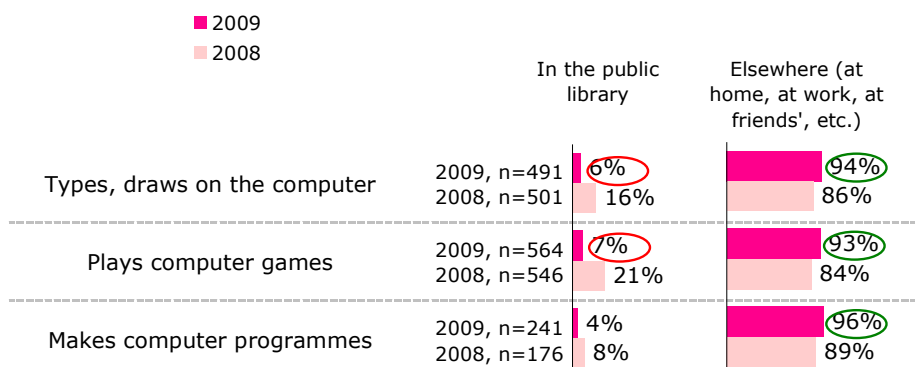
### Place where the computer is most frequently used for particular purposes

%, respondents who use computer for certain activities



### Place where the computer is most frequently used for particular purposes

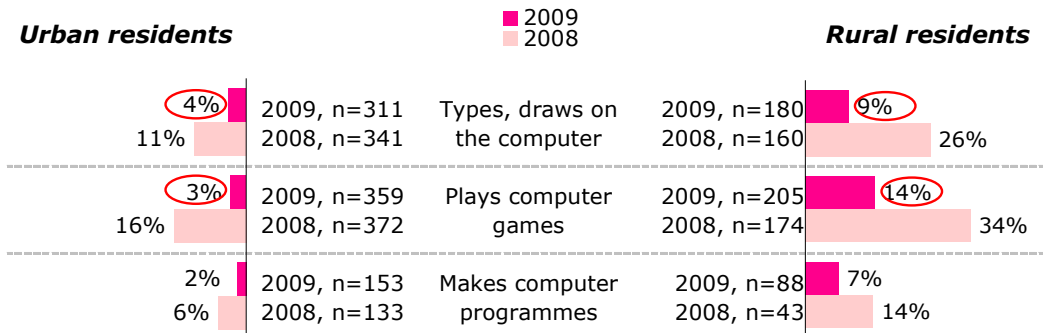
%, respondents who use computer for certain activities



Children from rural areas more often than children from urban areas use the computer for writing texts, drawing and playing computer games in the public library. However, children living both in urban and rural areas during the last year performed these activities in the public libraries less often than the year before.

### Most frequently uses computer in the public library to do certain activities

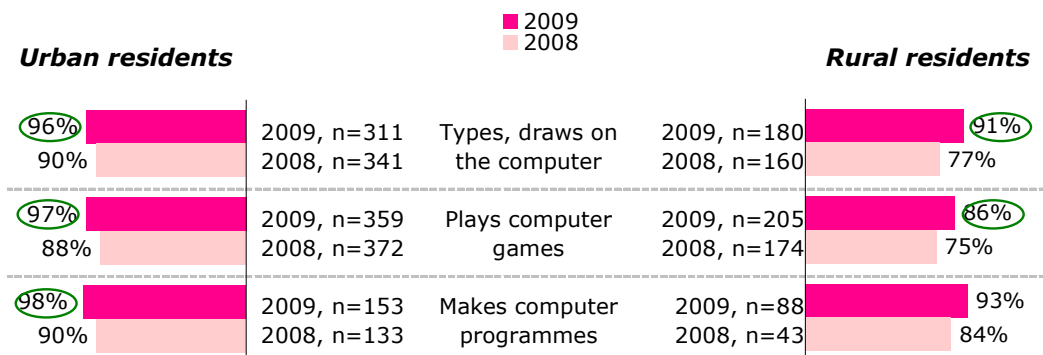
%, respondents who use computer for certain activities



Children from urban areas more often than children from rural areas use the computer for working or playing in other places rather than the public libraries.

### Most frequently uses computer elsewhere (at home, at work, at friends', etc.) to do certain activities

%, respondents who use computer for certain activities



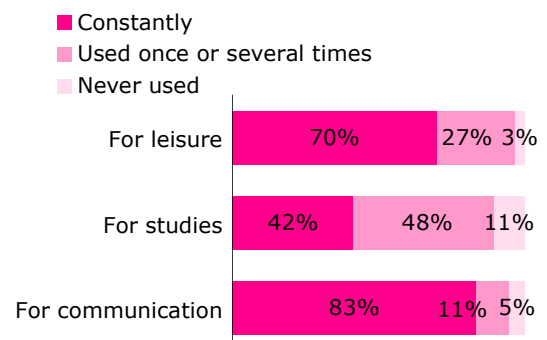
## 7.2. The Purposes of Using the Internet and the Computer

- Children use the Internet for communication and for leisure time related purposes the most often and this tendency is intensifying -

While analyzing the purposes of using the computer and the Internet, they can be grouped into three groups<sup>5</sup>:

### Computer and the Internet use for particular purposes

%, respondents who use the Internet, n=609



<sup>5</sup> Respondents, who claimed that they used at least one of the purposes of the group regularly, were considered as those who used the whole group of purposes regularly. If the respondent has used at least one of the purposes of the group, but none of them was used regularly, the respondent was considered as the one who the group of purposes once or a few times.

- ➔ Leisure related purposes – using the internet while visiting different websites, sending emails or text messages (SMS), searching for information related with hobbies and spare time.
- ➔ Education related purposes – searching for information regarding studies.
- ➔ Communication related purposes – writing to friends and relatives in Lithuania or abroad, searching for friends and chatting and sending messages via the Internet in general.

Children usually use the Internet for communication with other people (95%) or for leisure related purposes (97%). However, the Internet is more often used regularly for communication purposes (83%), rather than for leisure related purposes (70%). Even though the search for studies related information is rather common among children (89%), it is not regular (42%).

95% of the surveyed have used the Internet for communication related purposes and even 83% of children did it constantly. 91% of children have written to friends and relatives who lived in Lithuania and 73% of the surveyed did it constantly. Another 84% of the surveyed used the Internet for chatting or writing messages in general and 68% of children did it constantly. 56% of children have communicated with friends or relatives abroad and 70% of respondents have used the Internet for starting social contacts – making friends.

87% of Lithuanian children of age 12-14 used the Internet for general purposes (e.g., visited various websites, sent emails, etc.). More than half of the children (58%) did it constantly. 87% of children have looked for leisure related information in the Internet, however, 46% of respondents did it constantly.

Children who used the Internet every day more often stated that they used the following activities in the Internet regularly – looking for information related with spare time, writing to friends in Lithuania or looking for new friends, visiting various websites, sending emails or text messages and simply communicating via the Internet.

Children of age of 14 more often stated that they looked for studies related information in the Internet regularly. Children, who have Internet access at home, more often regularly wrote to friends in Lithuania, spoke online or wrote text messages.

During the last year, using the Internet for social (communication) purposes grew. Children used the Internet more and more often for communicating with friends and relatives, who lived abroad, spoke or sent messages. A slightly smaller share of the surveyed used the Internet for general purposes (e.g., visited various websites, sent emails, etc.).

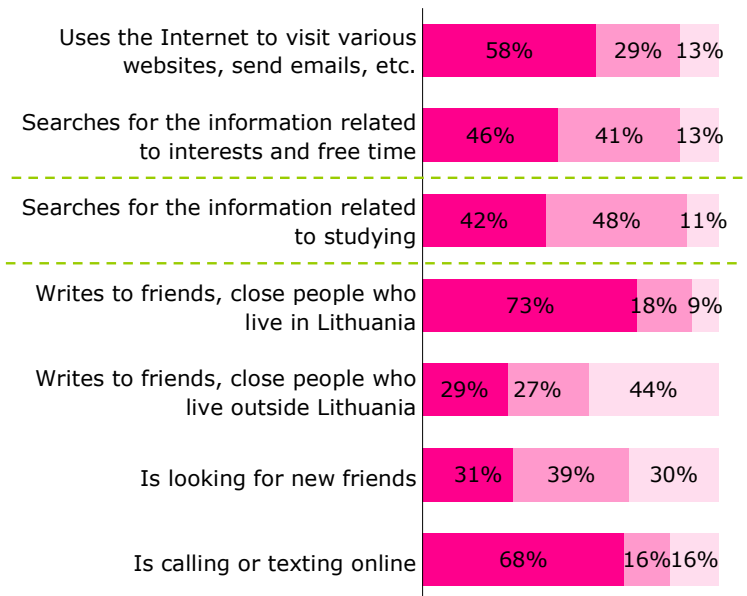


During the current year,

### Computer and the Internet use for particular purposes

%, all respondents who use the Internet, n=609

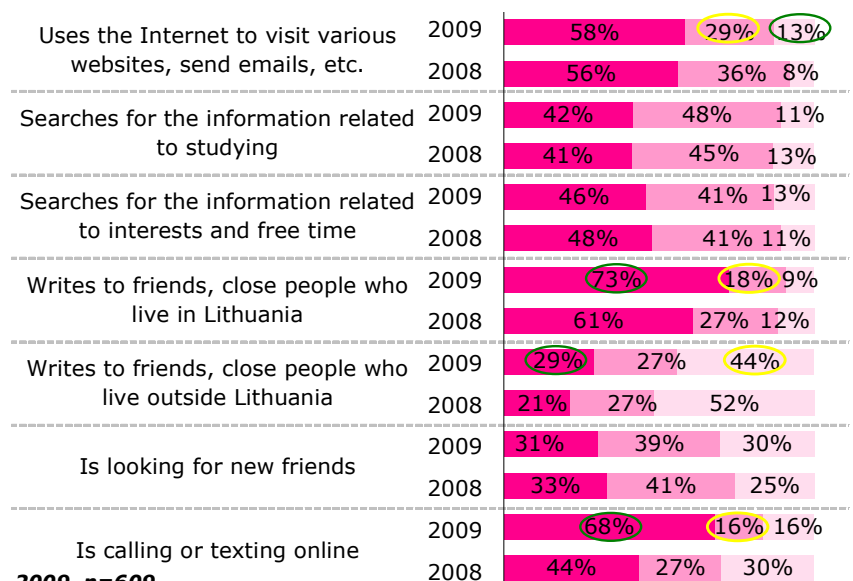
■ Constantly ■ Used once or several times ■ Never used



### Computer and the Internet use for particular purposes

%, all respondents who use the Internet

■ Constantly ■ Used once or several times ■ Never used



2009, n=609  
2008, n=573

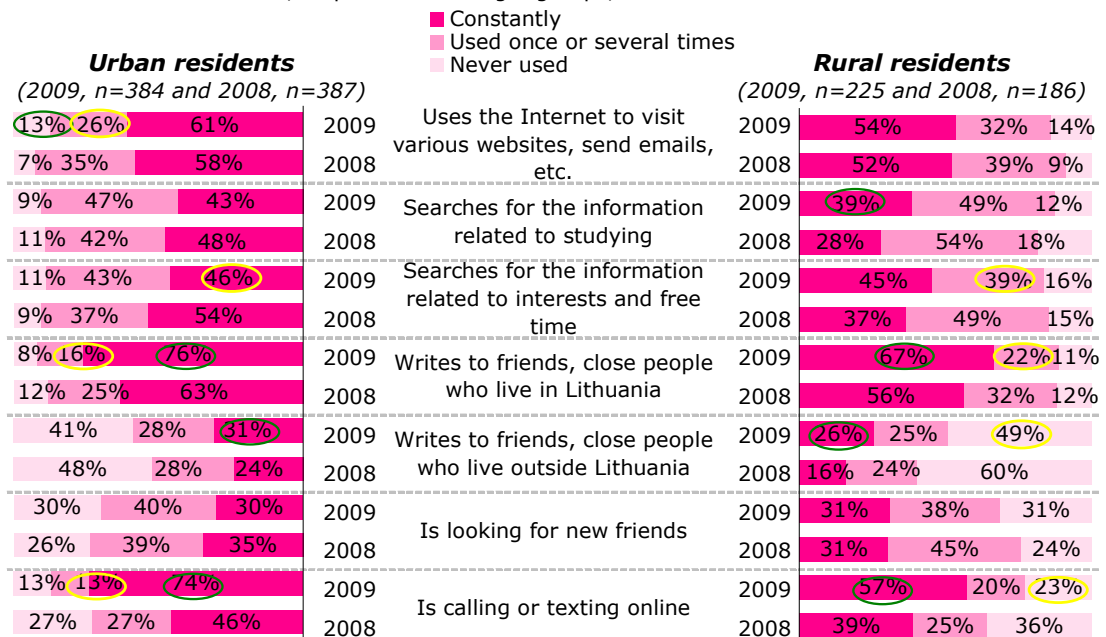
repeatedly surveyed children used the Internet for communication slightly more often (wrote to friends and relatives in Lithuania, spoke online or sent messages) (more information in Appendix II, Table 2.3).

Children from urban areas more often used the Internet for communication with other people (writing to friends and relatives in Lithuania, speaking online or sending messages), in comparison to the children in rural areas.

Using the Internet for social (communication) purposes was growing both in urban and rural areas. During the current year, children living in urban and rural areas both slightly more often used the Internet for speaking online, writing messages and writing to friends and relatives who live in Lithuania or abroad. During the last year, children living in rural areas looked for information related to studies online more intensively. Meanwhile, children in urban areas stated less often that they used the Internet for general purposes (e.g., visited various websites, sent emails, etc.).

### Computer and the Internet use for particular purposes

%, respondents of target groups, who use the Internet



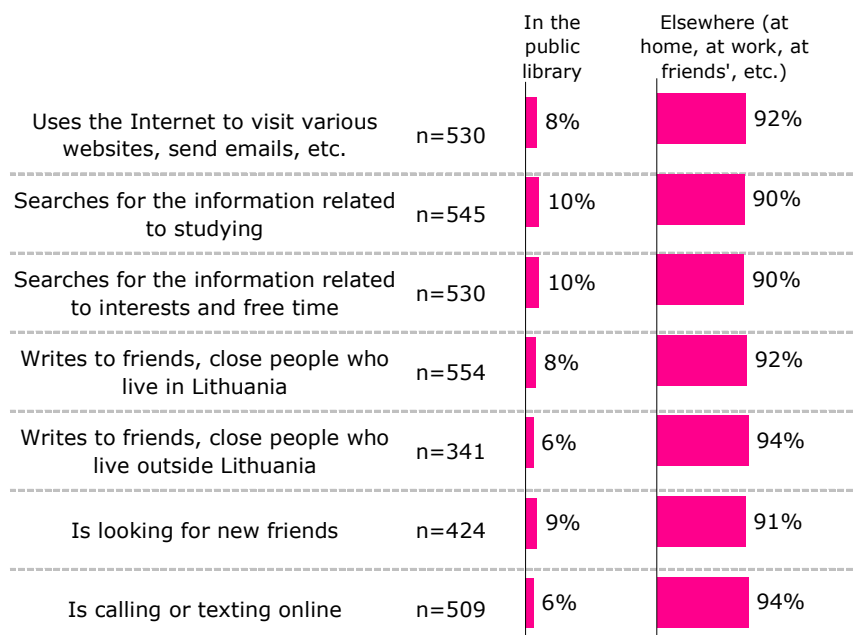
The computer is mostly used at home, so the Internet for various purposes is also used at home. In the public library, children slightly more often look for information related to studies and spare time or try to make new friends. However, it is being done by not more than every tenth surveyed child, who uses the Internet for particular purposes.

### - Internet usage in the public library by children is reducing -

As it has been mentioned before, using the Internet is becoming more located at home. That is the reason why the Internet is used less often for general purposes, looking for information or communication with other people in the public library.

### Place where computer and the Internet are most frequently used for particular purposes

%, respondents who use computer/the Internet for particular purposes

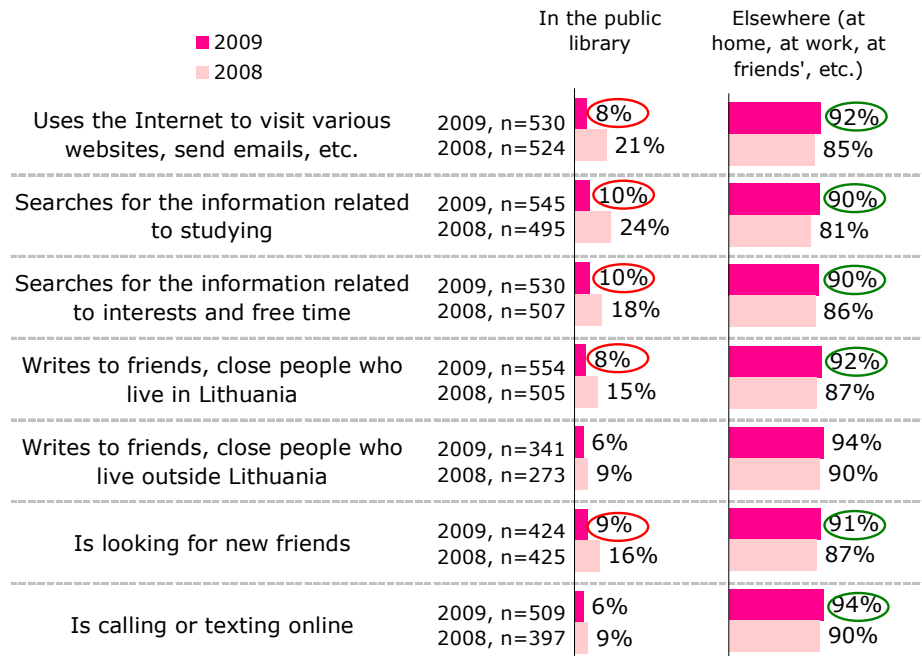




Repeatedly surveyed children used the Internet less in the public library for visiting various websites, sending emails, writing to friends and relatives in Lithuania and looking for new friends (more information in Appendix II, Table 2.4).

**Place where computer and the Internet are most frequently used for particular purposes**

%, respondents who use computer/the Internet for particular purposes



Children in rural areas used the Internet in libraries for various purposes more, in comparison to urban children. However, in both urban and rural libraries, the number of children using the Internet for general purposes, looking for information and communication was diminishing.

**Most frequently uses computer/the Internet in the public library**

%, respondents who use computer/the Internet for particular purposes

**Urban residents**

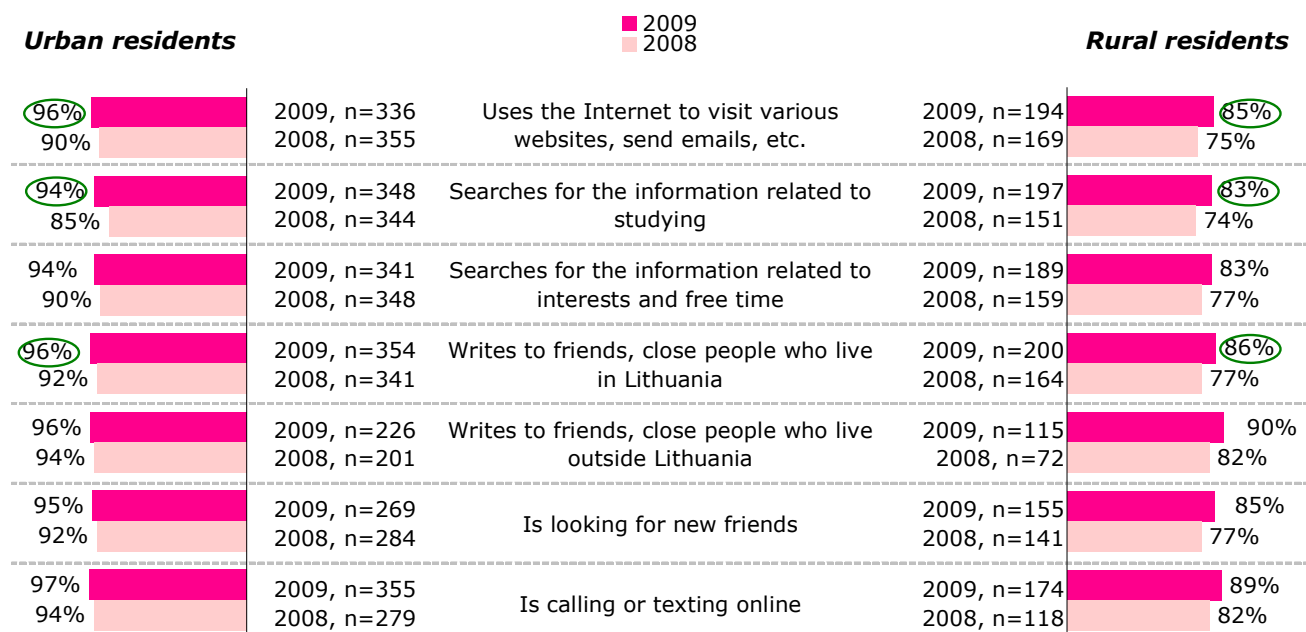
**Rural residents**



Children in urban areas slightly more often than rural residents used the Internet for various purposes in other places (not in the library). During the last year, more children from urban areas (in comparison to children from rural areas) used the Internet somewhere else (not in the library) for general purposes, searched for information related to studies or wrote to friends and relatives in Lithuania.

### Most frequently uses computer/the Internet elsewhere (at home, at work, at friends', etc.)

%, respondents who use computer/the Internet for particular purposes



### 7.3. The Purposes of Using the Internet in Public Libraries and Other Places

- In the public library, the Internet is more often used for information search and in other places it is used for communicating and playing games -

While analyzing the usage of the computer and the Internet for various purposes, it is logical to look at the purposes because of which the Internet is used in the public library by its users.

Children, who use the Internet in the public library, more often look for information related to studies or hobbies and leisure time (18% and 17%, respectively).

Another 15% of public Internet access users visit Internet websites or write emails.

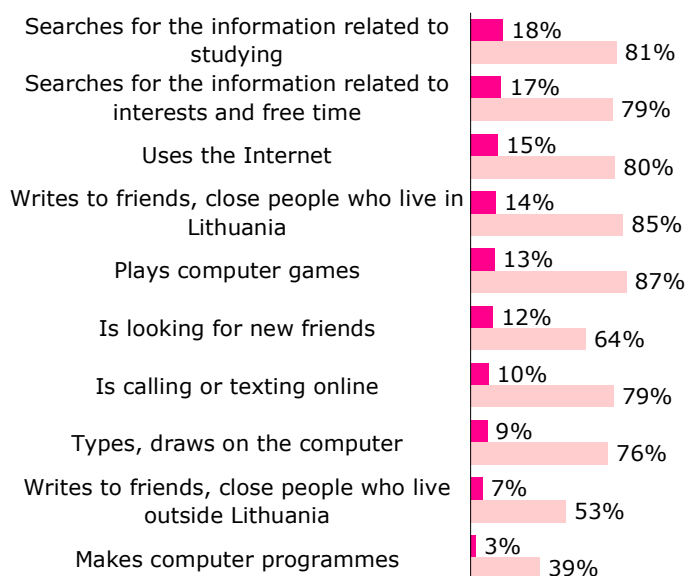
Meanwhile, Internet for social (communication) purposes in libraries is used slightly less often than in other places. Moreover, only 13% of library's visitors play computer games, and in other places children play the computer games the most often.

Both in libraries and other places children program and write to friends or relatives abroad the least.

#### Activities most frequently done with computer's/Internet's help

%, respondents who use computer/the Internet for particular purposes

■ In the public library, n=297  
■ Elsewhere (not in the public library), n=602



## 8. Visiting the Library and its Services


### 8.1. Visiting the Public Library

- Most of the children visit public libraries -

Most of Lithuanian children (85%) have visited a public library. Only 15% of the surveyed claimed that they had never visited a public library.

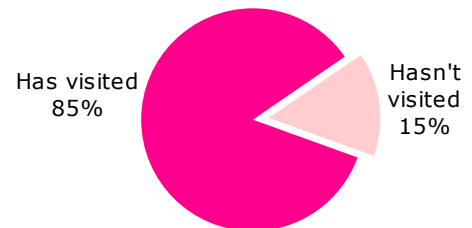
While comparing the library visits of children according various socio-demographic characteristics, no significant changes were recorded.

The number of children who visited a public library during the last year did not change.

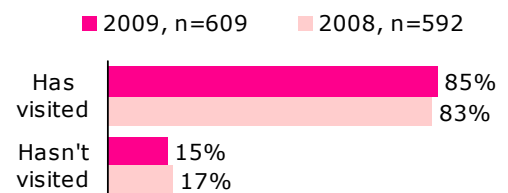
 During the current year, repeatedly surveyed children visited public libraries as often as the year before (more information in Appendix II, Table 3.1).

Children in rural areas visited public library more often than children from urban areas. However, the number of visitors remained constant both in rural and urban areas.

**Have you ever visited a public library?**  
%, all respondents, n=609

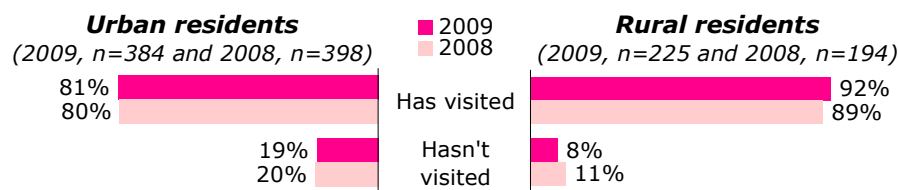


**Have you ever visited a public library?**  
%, all respondents



**Have you ever visited a public library?**

%, children of target groups



### 8.2. Reasons not to Visit a Public Library

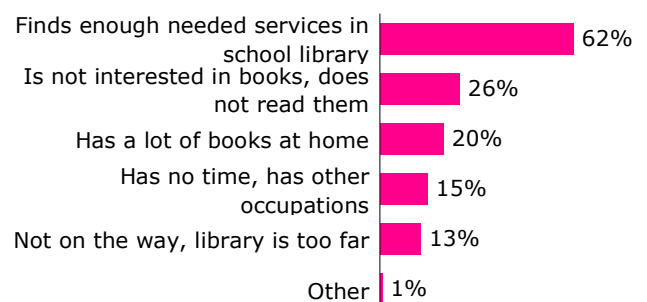
- The most often public libraries are not visited, because the school libraries are satisfactory -

The most often children do not visit public libraries, because their needs are fully satisfied in school libraries (62%). Every fourth child who does not visit libraries is not interested in books in general (26%). More often this reason for not visiting the library was stated by boys. Another 15% of children have more interesting activities and no time is left for the library. One fifth of the children claimed that they had a lot of books at home; therefore, public library was not relevant to them. Sometimes external reasons, such as, an inconvenient location of the public library determine that children do not visit it (13%).

Not visiting urban or rural libraries is most often determined by the same reasons; however, the location of the library is more relevant in rural areas.

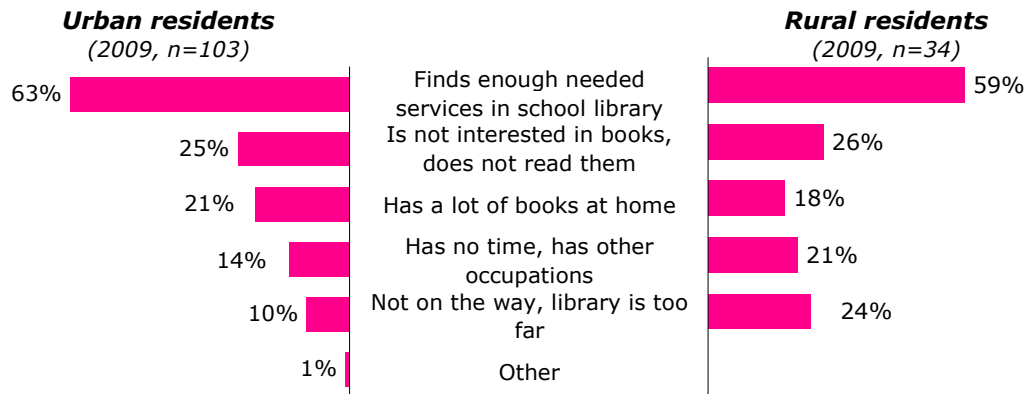
**Reasons of not attending the library**

%, respondents, who never visited or have not attended public library during last one year, n=137



### Reasons of not attending the library

%, children of target groups who never visited or have not attended public library during last one year



### 8.3. Intensity of Visiting the Public Libraries


- Only every fifth child who visits libraries is a constant visitor -

Children do not visit public libraries often. Only slightly more than one fifth of the libraries' visitors (23%) visit them at least once a week. One third of the surveyed (33%) visit libraries once or a few times per month and 35% of the surveyed claimed that they visited them only a few times.

Every tenth (9%) child who has visited a public library stated that he/ she did not visit any public library during the last year

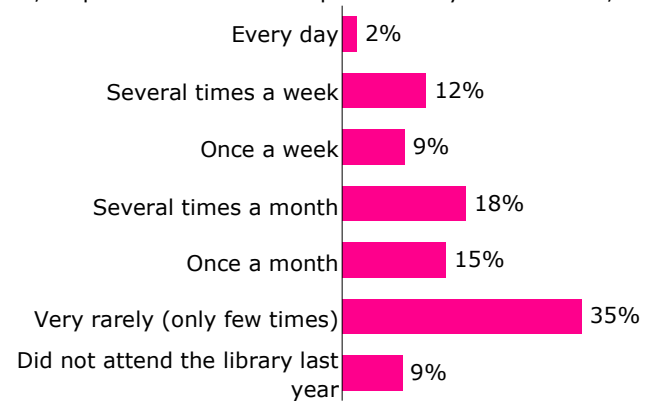
Children who do not have Internet access at home and respondents who use public Internet access in the library visit the library more often than once a month. Girls more often claimed that they visited the library once a month or a few times per month. Meanwhile, boys more often visited the libraries only a few times per year.

In comparison to the previous year, during the current year, slightly more children stated that they visited the library less often than once a month.

 The repeatedly surveyed children visited public libraries last year and current year at the same frequency (more information in Appendix II, Table 3.2).

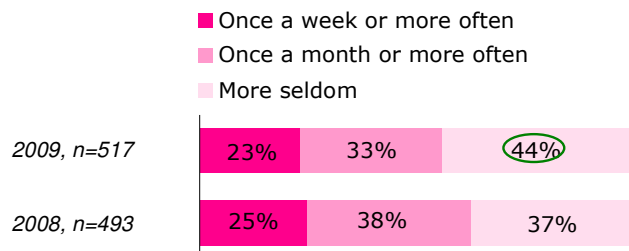
#### Frequency of the visits in the public library (during last one year)

%, respondents who visited public library at least once, n=517



#### Frequency of the visits in the public library (during last one year)

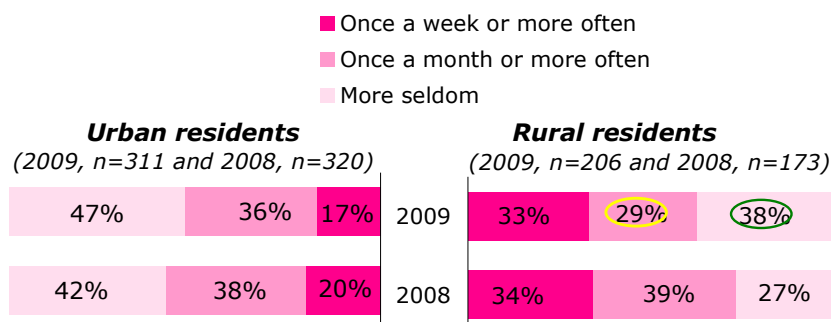
%, respondents who visited public library at least once



Children living in rural areas visited the libraries more often than children in urban areas. However, the intensity of visiting the library during the last year slightly decreased.

### Frequency of the visits in the public library (during last one year)

%, children of target groups who have ever visited public library



## 8.4. Libraries' Services Used by Children

- Every third child who visited a library during the last three years used the public Internet access and every fifth child used this service regularly -

The most prevalent service provided by the library is taking books home. This service was used by 88% of the children who visited the library during the last few years. 74% of the surveyed used this service constantly.

Every fifth child of age of 12-14, who visited the library during the current year, used the services of the reading room and played computer games. These activities were named as the most often performed by 7%, 4% and 10% of the surveyed, respectively.

Not more than every fifth child participated in events organized by the library, wrote texts, studied or simply spent time in the library while waiting for something.

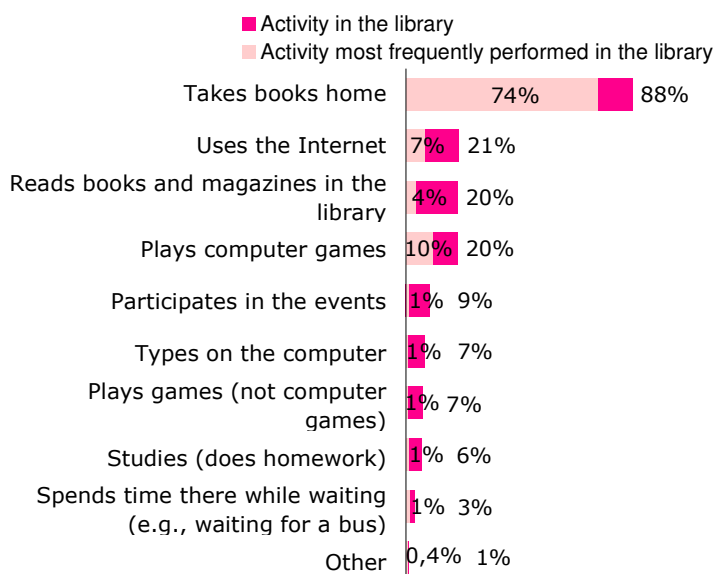
Girls more often read books or magazines in the libraries and participated in the events. Meanwhile, boys more often played computer games.

In general, activities performed by children in the libraries can be grouped into three groups:

- ➔ Using traditional services of the library (taking books home, reading books and magazines).
- ➔ Using public Internet access related

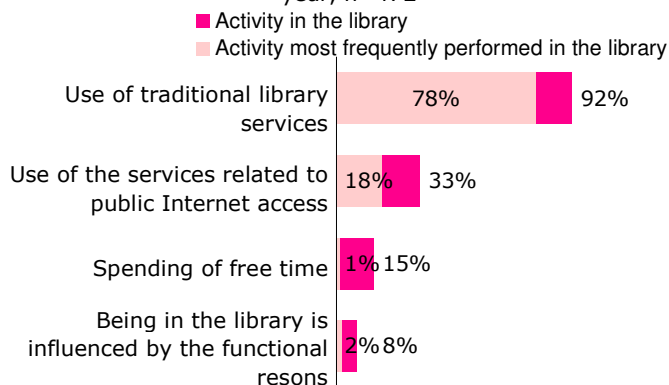
### Activities done in the library

%, respondents who visited the library during the last one year, n=472



### Activities done in the library

%, respondents who visited the library during the last one year, n=472



services (writing, playing computer games and using the Internet).

- ➔ Spending leisure time (playing games (excluding computer games) and participating in events).
- ➔ Spending time in the library because of the functional factors (studying or waiting for the bus, etc.).

Commonly, children use the traditional services of the library (92%). One third of the surveyed (33%) use services related with public Internet access and even more than half of them (18%) do it constantly.

Leisure time and staying in the library because of the functional factors happens rarely (15% and 8%, respectively).

“Other” activities mentioned by children include visiting the library because of the willingness to get acquainted with it and to look around, to print relevant documents or to participate in rehearsals which took place in the library.

## - More active libraries’ visitors use the services of public Internet access more often -

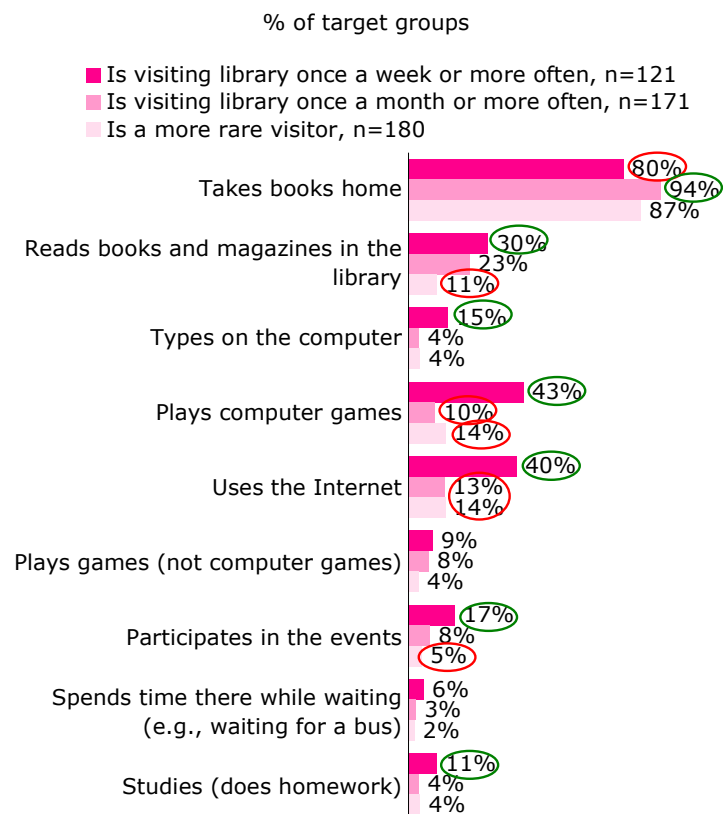
Activities performed by children in the libraries heavily depend on how often they visit the libraries.

Children who visit the libraries the most actively (at least once a week) slightly rarer take books home and more often read them in the library, they also use the computer for writing or playing, they study and participate in events organized by the library. These children are more involved in the library’s life and are better aware of all the services provided by the library.


Children who visit libraries once or a few times per month more often take books home, but they play the computer games or use the Internet less often.

Children who visit the libraries the least often (less often than once a month) are the least involved into the library’s life. They are aware of and they mainly use only one service of the library – taking books home. They read books and magazines, play computer games, use the Internet or participate in the library’s events less often than other children.

**Activities done in the library in relation to the frequency of the visits**

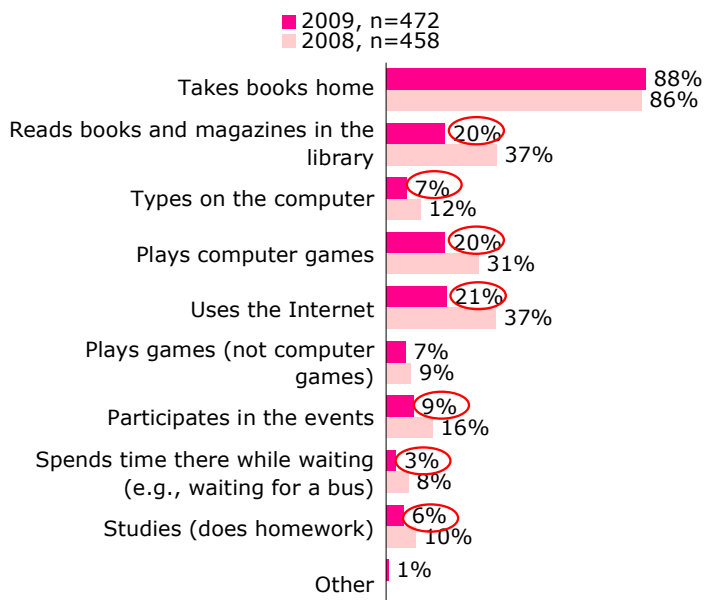


In comparison to the previous year, the number of children who used the service of taking books home grew. Nevertheless, general usage of this service did not change. Meanwhile, using almost all other services slightly decreased (except playing games (excluding computer games)).

 During the current year, repeatedly surveyed children less often participated in events organized by the library. To add, they more often denoted that they read books or magazines in the library. However, they often spent time in the library while waiting for something (more information in Appendix II, Table 3.3 and 3.4).

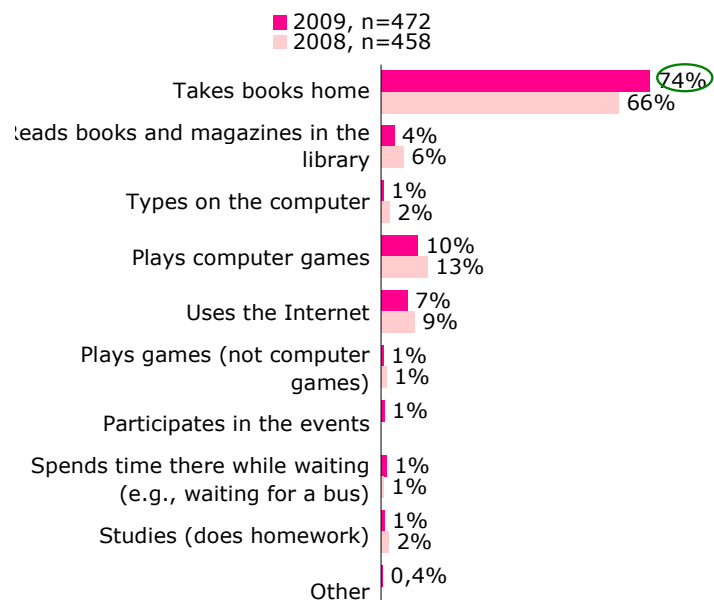
### Activities done in the library

%, respondents who visited the library during the last one year



### Activities most often done in the library

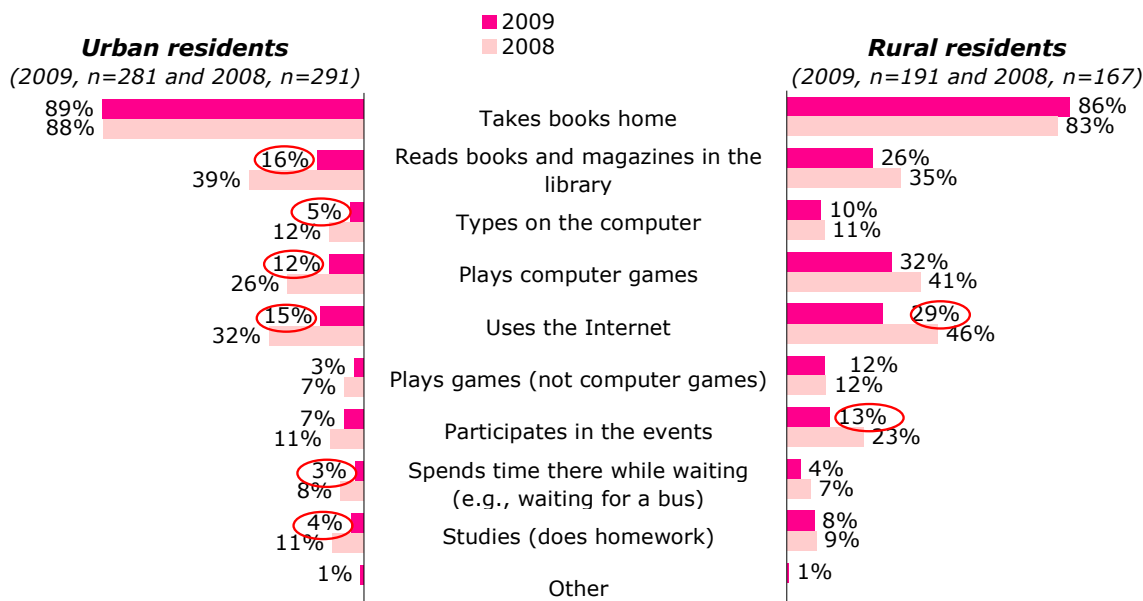
%, respondents who visited the library during the last one year



Children in rural areas have fewer opportunities to use Internet access and to spend leisure time, therefore, they use the services provided by libraries more often. An assumption can be made that rural libraries have a greater meaning in children's lives and in reducing the social disjunction of the children. Children in rural areas read books and newspapers, write, use the Internet play games (excluding computer games) and participate in events organized by the library more often than children in urban areas. Moreover, in rural areas the computer games in libraries are played more often.

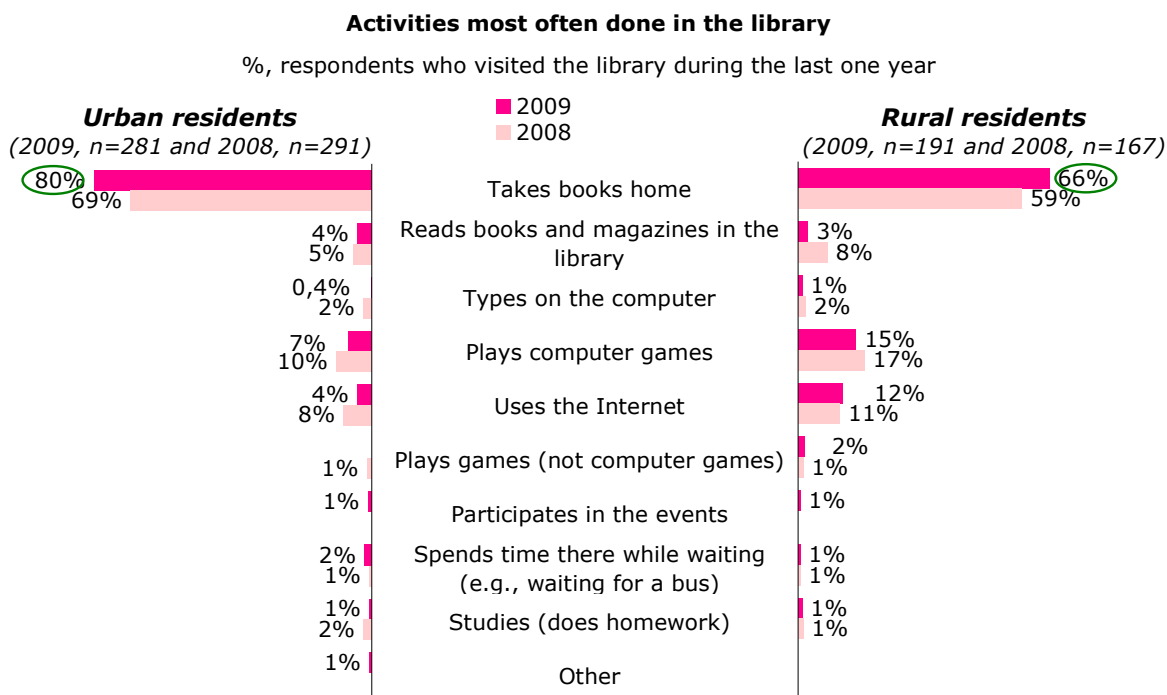
### Activities done in the library

%, children of target group who visited the library during the last one year



During the last year, the number of children who used the Internet or participated in events decreased. In urban areas, during the current year, almost all services provided by the libraries (except taking books home, playing games (excluding computer games) and participating in events) were used by a smaller amount of children.

The number of children who used the service of book dispense was increasing in both urban and rural areas. However, there were more such children in urban rather than in rural areas. In rural libraries, a greater share of children mentioned that they played computer games and used the Internet in the library more often.



## 9. Public Internet Access Demand in the Library and Its Perspectives

### 9.1. Awareness of Free of Charge Public Internet Access

- There are more and more children who are aware that it is possible to use the free of charge Internet in the library -

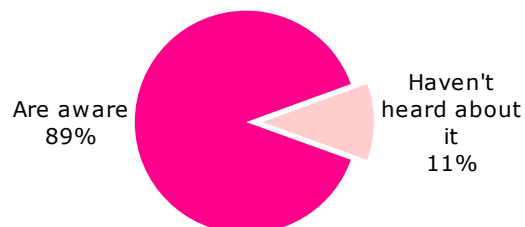
Most of the Lithuanian children of age 12-14 are aware that they can use the free of charge Internet in the library (89%).

Children who visit the library, those who do not have Internet access at home and individuals using the Internet the least often know slightly more often about the free of charge Internet access in the library. An assumption can be made that the demand for the free of charge Internet is more felt by children who are aware of this service.

Meanwhile, children living in big cities, those who do not visit libraries and those who do not have Internet access at school know less often about the opportunity to use the Internet in the library.

When comparing children with all Lithuanian residents, children are more aware of the public Internet access in the library.

**Awareness of free of charge public Internet access in the public libraries**  
%, all respondents, n=609



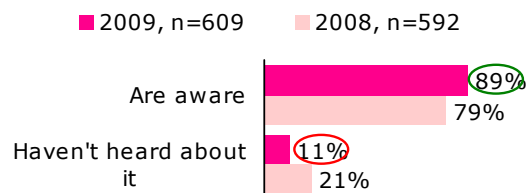
**Awareness of free of charge public Internet access in the public libraries**  
%, all respondents



During the current year, in comparison to the previous year, the awareness of public Internet access among children grew.

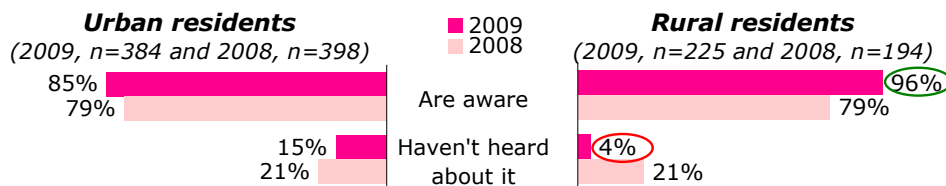
During this year, repeatedly surveyed children also more often stated that they knew about free of charge Internet access in libraries (more information in Appendix II, Table 4.1).

**Awareness of free of charge public Internet access in the public libraries**  
%, all respondents



Children living in rural areas slightly more often were aware of the opportunity to use the Internet in the library. Moreover, the awareness of public Internet access increased in rural areas during the current year. Such changes in urban areas were not recorded.

**Awareness of free of charge public Internet access in the public libraries**  
%, children of target groups



## 9.2. Using Free of Charge Internet Access in the Library

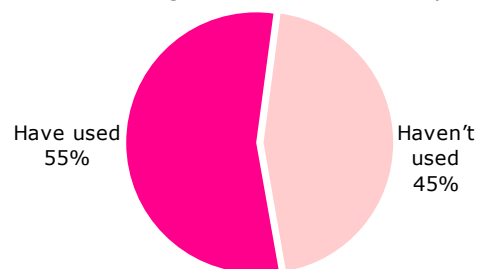
- Every other child who is aware of the Internet access in the library uses it -

More than half of the children (55%) who are aware of the free of charge Internet access in the library use it. They constitute 49% of all Lithuanian children aged 12-14.

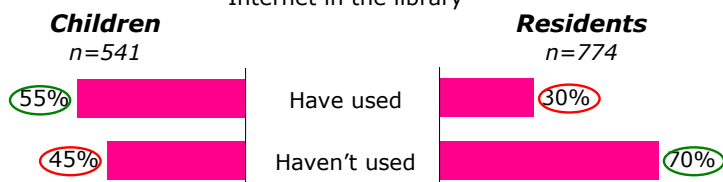
Children who do not have Internet access at home use the Internet access in the libraries slightly more often.

In comparison to all Lithuanian residents, children not only more are aware of the public Internet access in the libraries, but they also use it more often.


**The use of free of charge Internet in the libraries**  
%, respondents who are aware of possibility to use free of charge Internet in the library, n=541



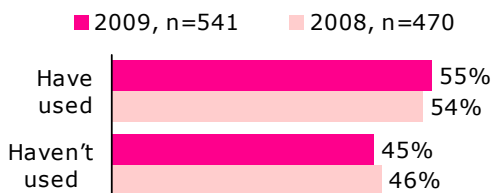
**The use of free of charge Internet in the libraries**  
%, respondents who are aware of possibility to use free of charge Internet in the library



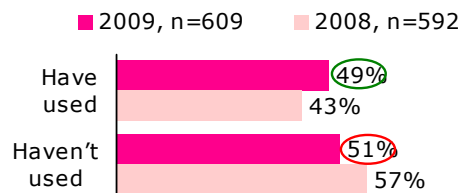
Children, who are aware of the opportunity to use the Internet in the library, during the current year, used this service as often as last year. Since, the awareness of public Internet access in the libraries increased during this year, general share of users (children) of this service grew as well.

 During the current year, repeatedly surveyed children used the public Internet access more often as well, in comparison to the year before (more information in Appendix II, Table 4.2).

**The use of free of charge Internet in the libraries**  
%, respondents who are aware of possibility to use free of charge Internet in the library



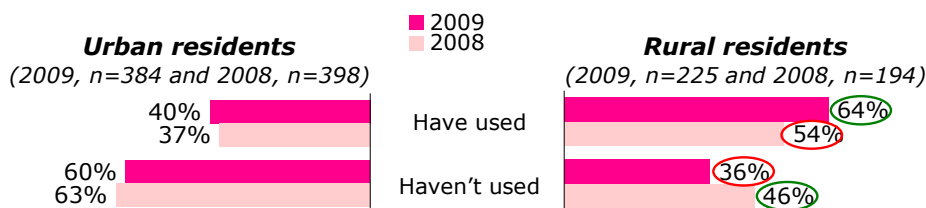
**The use of free of charge Internet in the libraries**  
%, all respondents



Internet in the libraries is more often used in rural rather than urban areas. Internet usage is related with the opportunity to use it at home and children from rural areas less often have such an opportunity, in comparison to children in urban areas. Thus, it public Internet access in libraries becomes more popular in rural areas.

Using the Internet in libraries was growing only in rural libraries. In urban areas it did not change.

**The use of free of charge Internet in the libraries**  
%, children of target groups




### 9.3. The Story of Using Public Internet Access in the Libraries

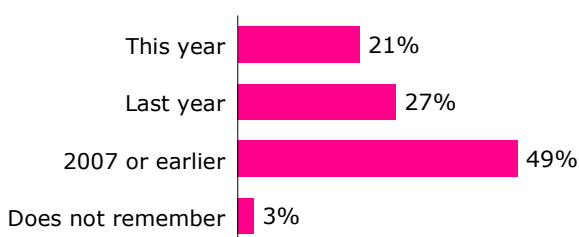
- One fifth of children who use public Internet access started using it this year (2009) -

One fifth of children who use the Internet in libraries only started using it during the current year (21%). There were 27% of children who started using the public Internet access in the library last year and almost half of children started using it earlier before.

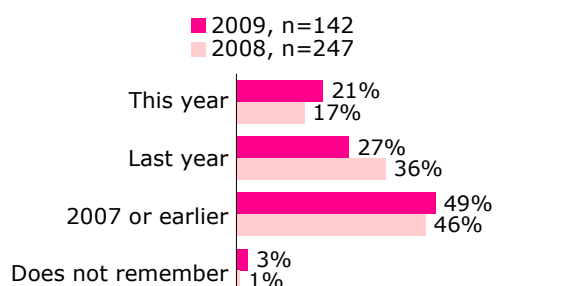
To add, the shares of children who started using the public Internet access this year, last year or earlier before did not change.

 No differences in the length of using public Internet access were recorded among the repeatedly surveyed children (more information in Appendix II, Table 4.3).

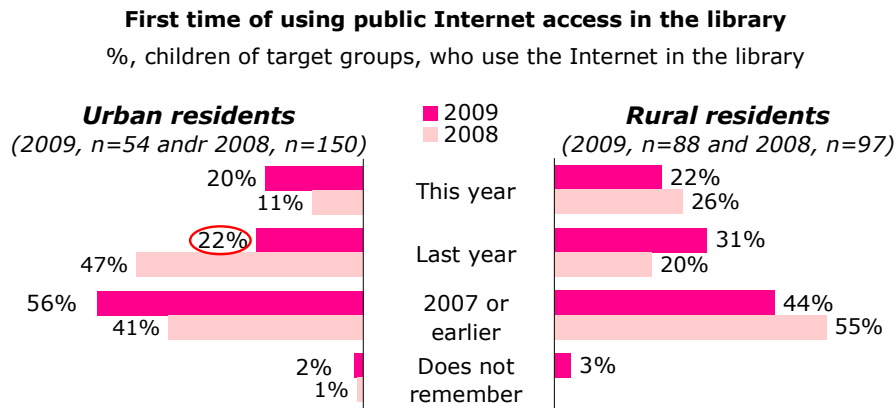
**First time of using public Internet access in the library**  
%, respondents who use the Internet in the library, n=142



**First time of using public Internet access in the library**  
%, respondents who use the Internet in the library



The length of using public Internet access in rural and urban areas among children did not differ. However, during this year, children in urban areas less often claimed that they started using the Internet in the library last year.



## 9.4. Factors Determining Internet Usage in the Library

- Free of charge Internet is the most common factor determining public Internet access usage in the library -

Respondents who use the Internet in the library even though they have the opportunity to use in other places (e.g., at home, at school, etc.) were asked why they choose Internet access in the library.

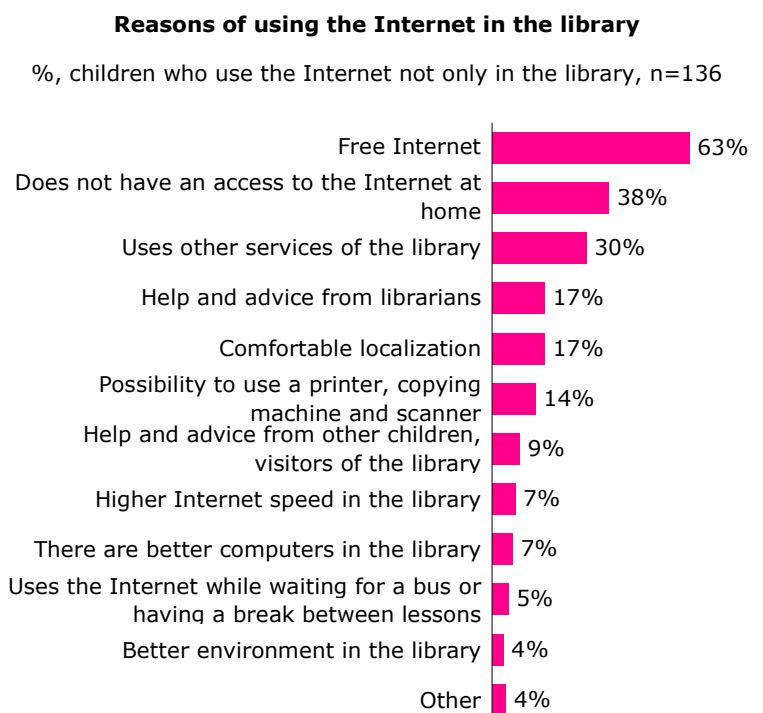
The most often such a decision was based on the free of charge Internet (63%). Another 38% of respondents did not have Internet access at home and that is why they used it in the library, the same as in other alternative Internet access places. 30% of the surveyed simply used other services of the library.


All the rest reasons were mentioned by 17% of the surveyed.

“Other” reasons named by children included that it was fun to spend time with friends or they used the Internet in the library, when they quickly needed something for school.

During the last year, the number of children who used the Internet in the library because of a better environment or because they needed to use other services of the library decreased. However, the number of children who used the Internet in the library increased, because they did not have Internet at home.

From the first sight, the latter change slightly contradicts the earlier discussed results which stated the growing Internet usage at home and diminishing popularity of public Internet access in the library influenced by the growing Internet usage at home. However, these data are not contradictory, but rather supplementary. The penetration of using the Internet in the library can not be directly compared with the reasons which determine the choice of this service. These are different “values” which do not necessarily are interdependent, though they can be determined by similar consequences. When looking at the situation in the abstract, we record a general tendency of growing Internet importance in children’s lives. Because of the growing need for the Internet, it is more often established at home and if there is no Internet access at home, alternative Internet access places are used rather than using Internet incidentally visited the library.



 Repeatedly surveyed children used the free of charge Internet in the library because of the same reasons both during the current year and last year (more information in Appendix II, Table 4.4).

In general, all motives of choosing public Internet access in the library were grouped into four groups<sup>6</sup>:

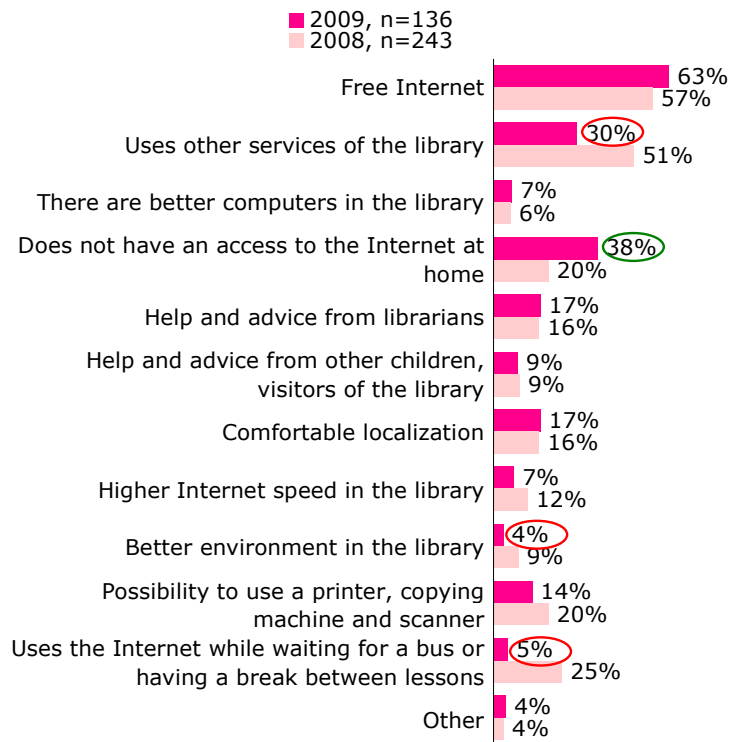
- ➔ Technical factors – having no Internet connection at home, opportunity to use the printer, the copying machine and scanner, Internet speed and better quality of computers.
- ➔ Functional factors – using other services of the library, convenient location of using the Internet while waiting for the bus or having a break between classes.
- ➔ Social factors – the opportunity to get help from the libraries' staff, a piece of advice from people and better environment in the library.
- ➔ Free of charge Internet – the financial aspect is distinct from all categories; therefore, it is presented as a separate unit in the analysis.

When analyzing in general, the financial factor remains the strongest and the one which determines the decision of the greater share of the children to use the Internet in the library. Technical factors take the second place. 56% of children used the Internet in the library because of the technical factors. 49% of the surveyed used the Internet in the library, because of the functional reasons. In comparison to the previous year, the share of those who used the Internet in the library because of the functional reasons diminished. Social factors had the least impact (28%) on children's choice to use the public Internet access in the libraries.

Children in rural areas used the Internet in the libraries more often because they did not have Internet access at home. To add, the share of children using the Internet because of this reason in particular grew. Children living in urban areas more often used the public Internet access in the libraries because of better computers during the current year. However, the share of those using the Internet diminished as other services of the library were used. Moreover, in both urban and rural areas fewer children used the Internet when accidentally popping in the library.

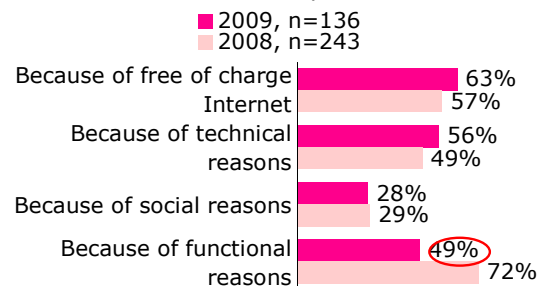
### Reasons of using the Internet in the library

%, children who use the Internet not only in the library



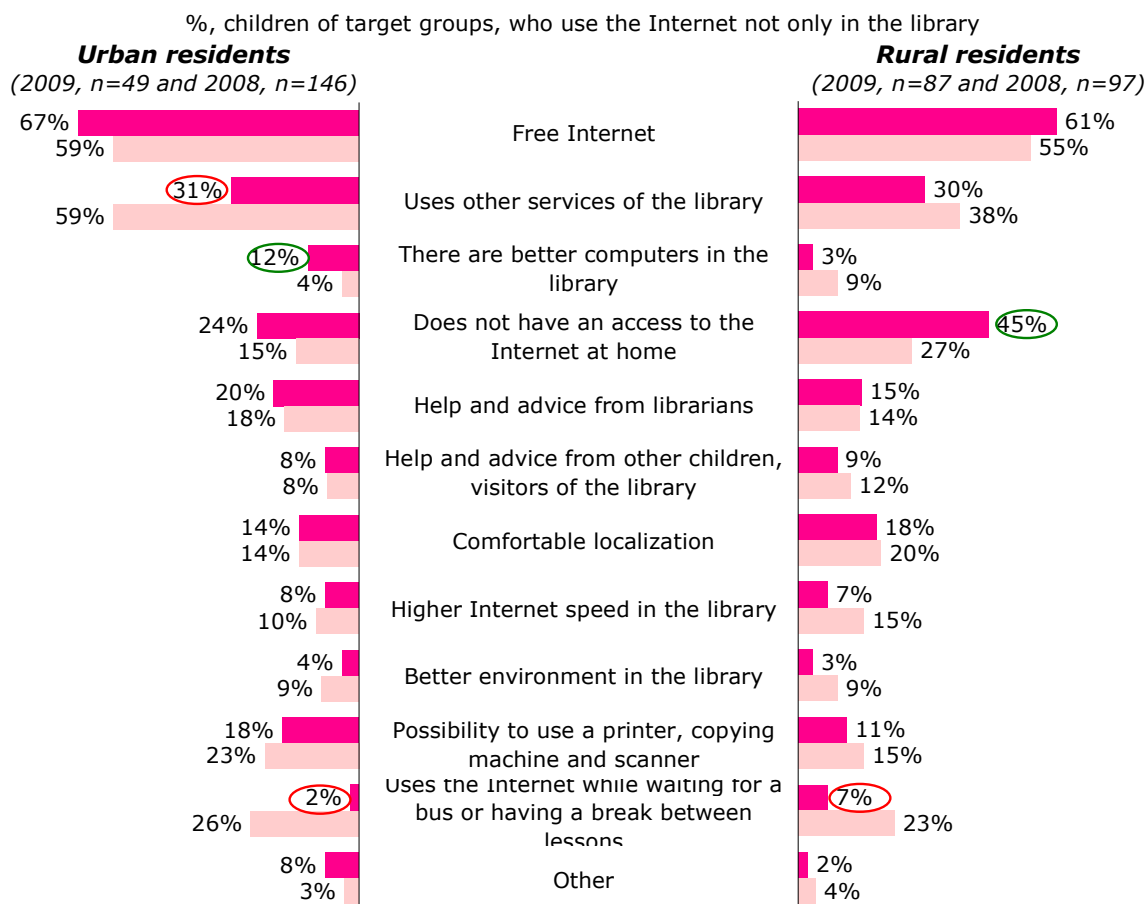
### Reasons of using the Internet in the library

%, children who use the Internet not only in the library



<sup>6</sup> The group is formed by adding all respondents who named at least one reason from the group of reasons.

### Reasons of using the Internet in the library



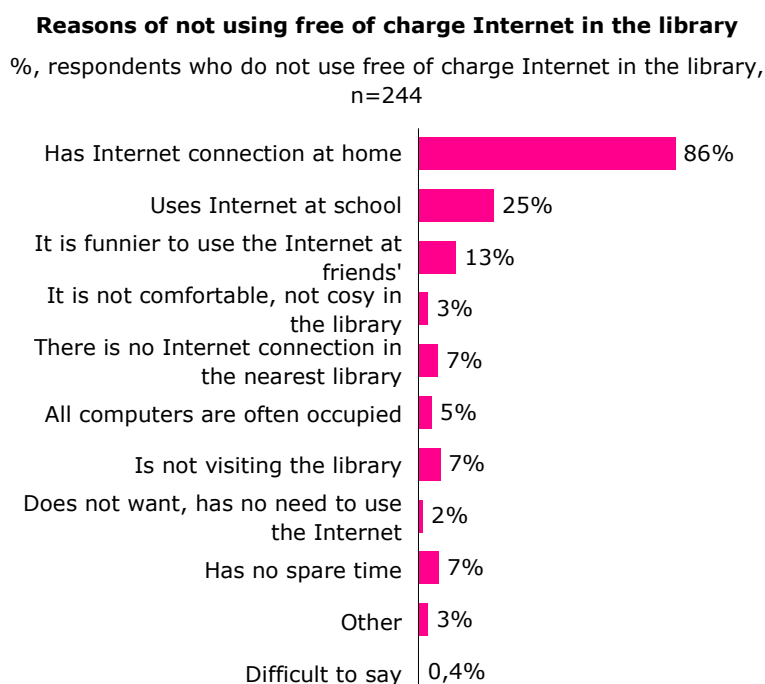
## 9.5. Reasons not to Use Public Internet Access in the Library

- Internet in the library is commonly not used because the need for it is satisfied at home -

Most often the Internet in the library is not used, because it is used in other places – having Internet access at home (86%) or using it at school (25%). 13% of children stated that it is more fun to use the Internet at friends’.

Not more than every tenth child did not use public Internet access in the library because of the lack of need for it (did not want to – 2%) or because of external factors (did not visit libraries – 7%, did not have time – 7%, the most closely located library did not provide such service – 7%, lack of free workplaces by the computers – 5% or it was not comfortable and cozy in the library – 3%).

Children not having Internet at home and averagely active Internet users

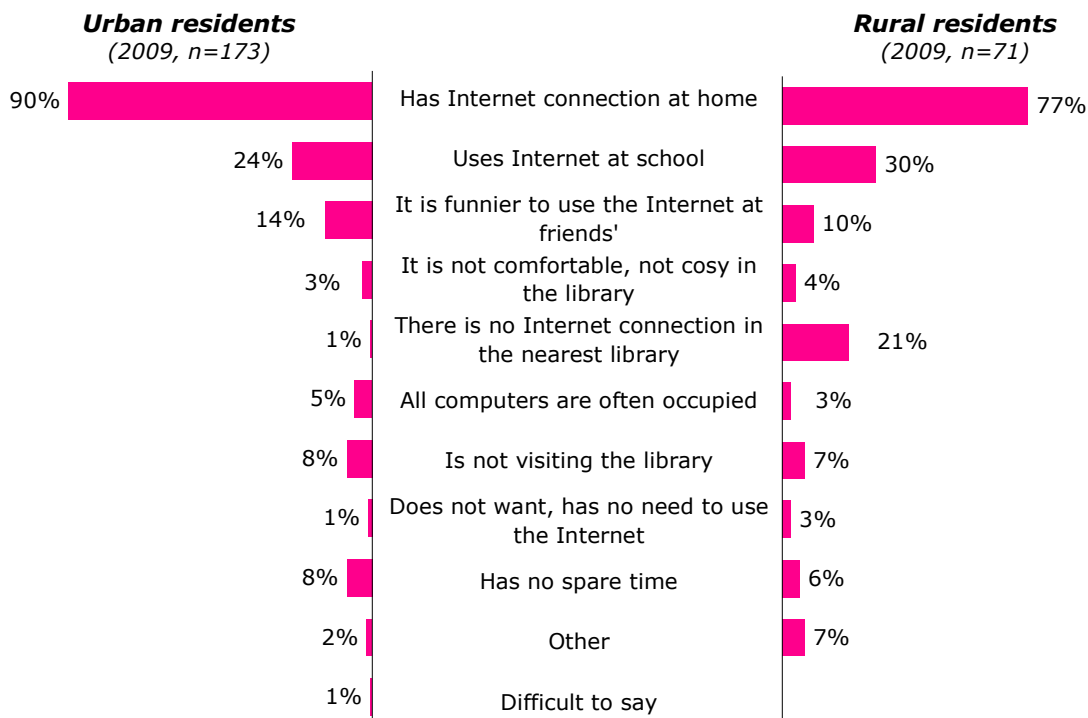


(use it a few times per week) slightly more often did not use the Internet in the library, because they used it at school. Meanwhile, children who were active Internet users (used it every day) more often did not feel the need for public Internet access because they were able to use the Internet at home.

Children in urban areas more often did not use the public Internet access, because they could use the Internet at home. Meanwhile, children in rural areas more often could not use the public Internet access in the library, because the nearest library did not provide such service.

### Reasons of not using free of charge Internet in the library

%, children of target groups, who do not use free of charge Internet in the library



## 9.6. Evaluation of Public Internet Access Quality

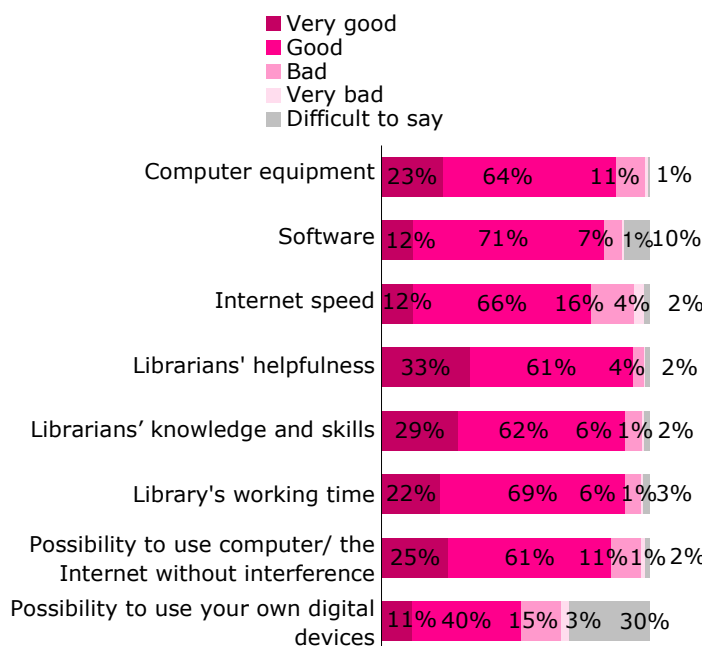
- The vast majority of children evaluate the public Internet access service provided by the library and library's material base positively -

In general, children evaluate the quality of public Internet access services provided by the library well.

The aspects related with personnel were evaluated especially well. They included the knowledge and skills (91% of children evaluated it well or very well) and complaisance (94%) of libraries' staff. Moreover, the vast majority of children (91%) evaluated the open hours and the opportunity to spend some time without being interrupted (86%) positively.

### Evaluation of the quality of public Internet access services provided in the library

%, respondents who use the Internet in the library, n=297



78%-87% of children evaluated the information technologies (computers, software and Internet speed) in the libraries positively. However, software and Internet speed were evaluated by children very positively less often than the aspects discussed before.

The opportunity to use the things brought was evaluated relatively worse. Only every second child (51 %) evaluated such opportunity as well or very well. It was influenced by low information of children about such opportunities or by the fact that children did not have pocket PCs, cameras, mp3 players or similar devices. Almost every third child simply did not evaluate this quality.

Children using public Internet access in the library (once or a few times per month) evaluated the quality of software, the complaisance of the libraries' staff and the opportunity to use the things brought together more positively. Children who used the public Internet access less often than once a month slightly more often evaluated the opportunity to use the computer or the Internet without being interrupted well.

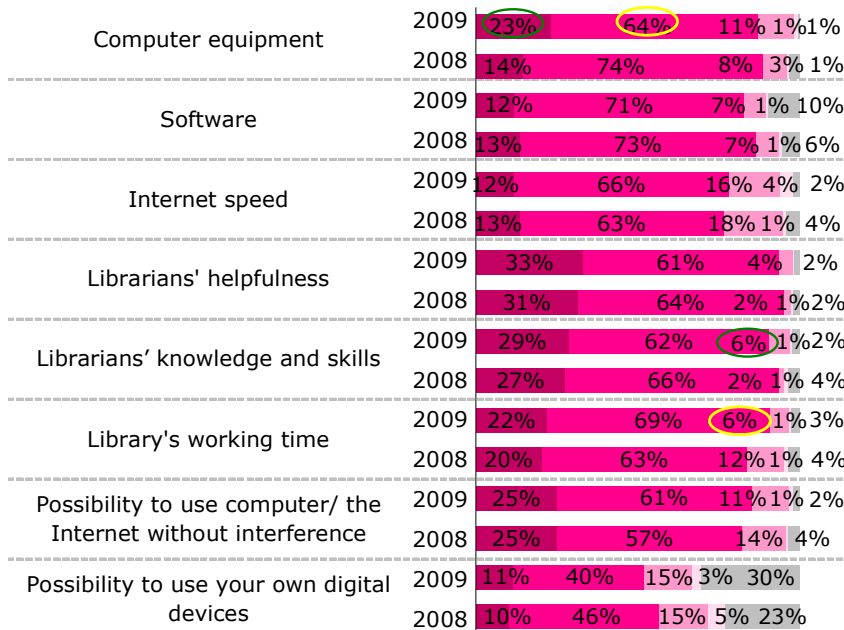
In comparison to the previous year, there were slightly more children who evaluated the open hours of the library positively or very positively. Moreover, during the current year, more children evaluated the computers in the library very positively, even though the general share of children who evaluated computers positively did not change.

The knowledge and skills of the libraries' staff were evaluated as insufficient by more children during the current year.

### Evaluation of the quality of public Internet access services provided in the library

%, respondents who use the Internet in the library

- Very good
- Good
- Bad
- Very bad
- Difficult to say



2009, n=297

2008, n=252



During the current year, repeatedly surveyed children more often evaluated the complaisance of the libraries' staff and the open hours of the library very positively (more information in Appendix II, Table 4.5).

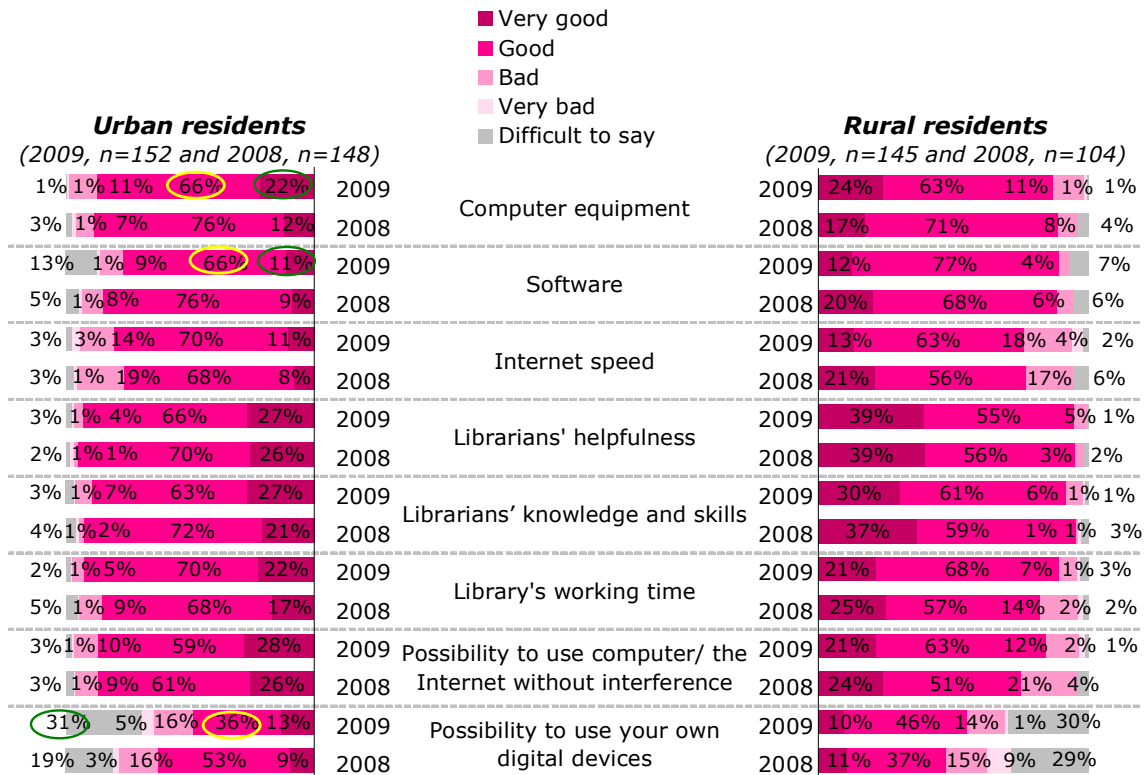
Children living in rural areas evaluated the software of public Internet access positively more often. Moreover, they more often gave excellent evaluations to the librarians for their complaisance (general positive evaluation of the complaisance of the staff does not differ in urban and rural areas).

In urban areas, the number of children who evaluated the computers and software of public Internet access very positively increased (general aspects of these evaluations did not change).

Children both from urban and rural areas evaluated the open hours of the library better during the current year.

**Evaluation of the quality of public Internet access services provided in the library**

%, children of target groups, who use the Internet in the library



## 9.7. The Benefit of the Opportunity to Use the Public Internet Access

- Children who use public Internet access in the libraries the most often do it for varying their leisure time or creating and enhancing their social networks -

Benefits provided by public Internet access can be divided into three groups<sup>7</sup>:


- ➔ Social benefit includes help while making new friends, communicating with relatives and enhancing the communication.
- ➔ Educational benefit includes help while fulfilling various tasks for school, getting ready for after class activities or hobbies.
- ➔ Leisure benefit includes expanding the activities and enriching leisure time.

Opportunity to use the Internet in the library enriches the leisure time (92%) and communication (83%) of children. Educational opportunities provided by the Internet were used by a smaller share of the surveyed (63%), however, this number was growing in the perspective of the whole year.

While analyzing more specifically, we noticed that 82% of children stated that Internet enriched their activities and for 77% of the children in varied their leisure time. Slightly more than half of the surveyed children stated that Internet helped them to make new friends (63%), communicate with relatives (58%) or enriched the communication in general (58%). 63% of children claimed that public Internet access helped them to do their homework or to prepare for after class activities.

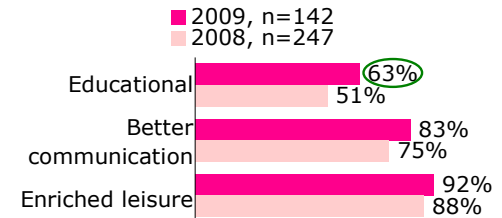
14 year olds slightly more often stated that Internet enriched their leisure. Meanwhile, younger children claimed less often that Internet in the library made their leisure more interesting.

During the current year, slightly more children reported that Internet helped them to fulfill tasks for school, to contact relatives and expanded the leisure.

 During the current year, the benefits provided to the repeatedly surveyed children by the Internet were the same as the year before (more information in Appendix II, Table 4.6).

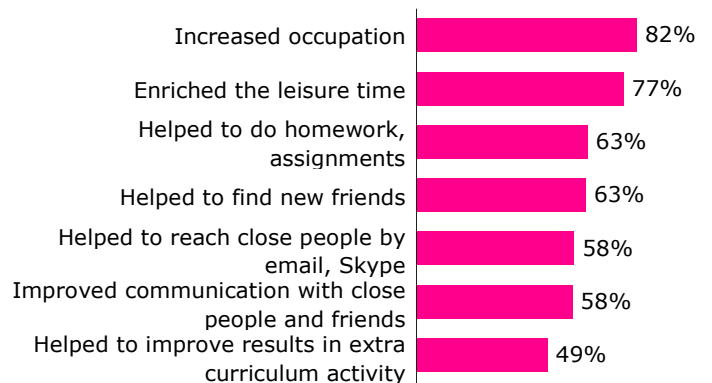
### Benefits gained from the possibility to use the Internet in public library

%, respondents who use the Internet in the library



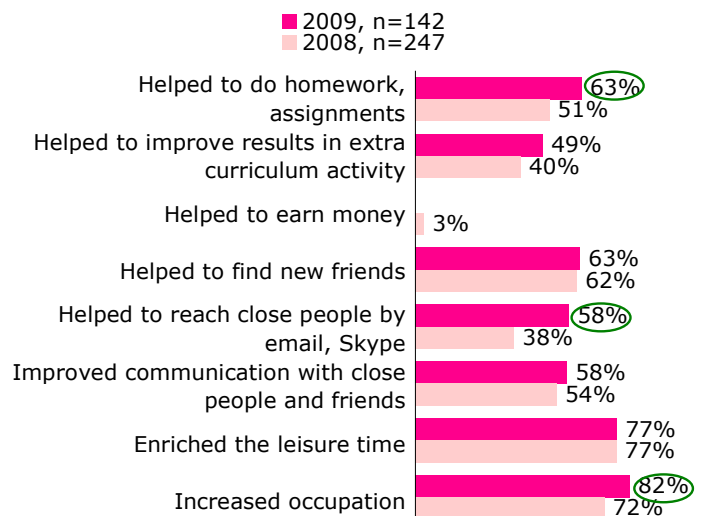
### Benefits gained from the possibility to use the Internet in public library

%, respondents who use the Internet in the library, n=142



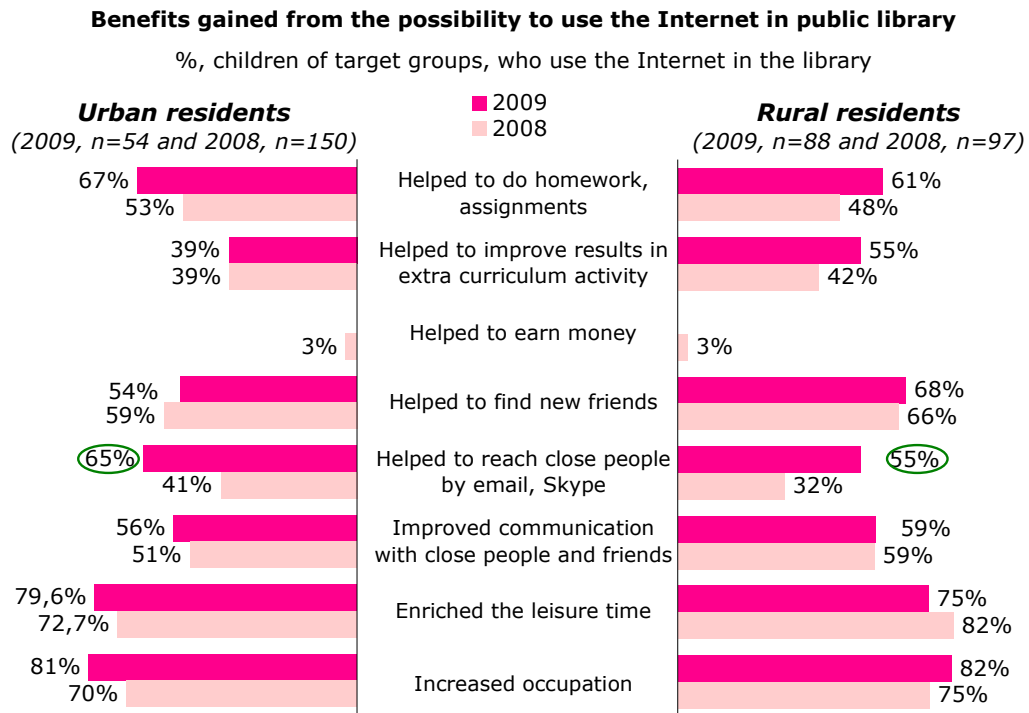
### Benefits gained from the possibility to use the Internet in public library

%, respondents who use the Internet in the library



<sup>7</sup> The group is formed by adding all respondents who named at least one benefit from the group of benefits.

Public Internet access provides the same benefits to children living in urban and rural areas. To add, both in urban and rural areas the number of children who thought that Internet helped them to get in touch with their relatives was increasing.



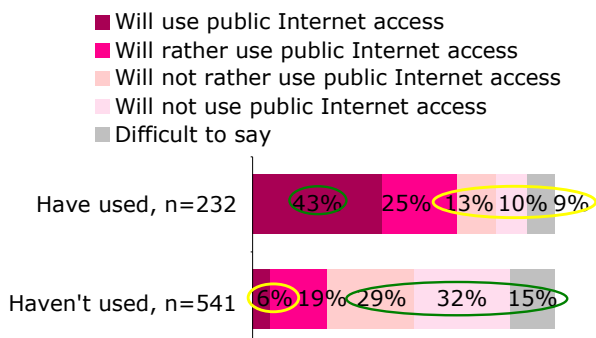
## 9.8. Intentions to Use Public Internet Access in the Future

- One fourth of children who have not used the public Internet access before are planning to do it during the next half a year -

During the next half a year, almost every other child of age 12-14 (46%) intends to use the public Internet access in the library.

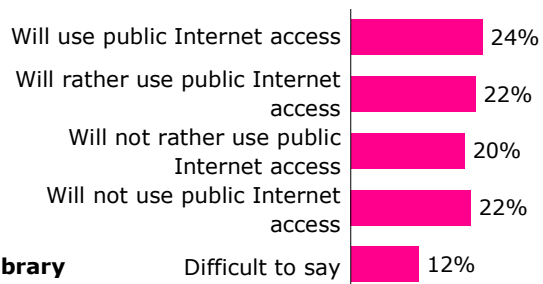
Children who do not have Internet access at home, averagely active Internet users (a few times per week), current users of public Internet access (especially those who use the Internet in the library at least once a month) are the ones who intend to start using the Internet more often.

**Intention to use/start using Internet in the library during the next 6 months in relation to the current use of public Internet access**  
% of target group



**Intention to use/start using Internet in the library during the next 6 months**

%, all respondents, n=609

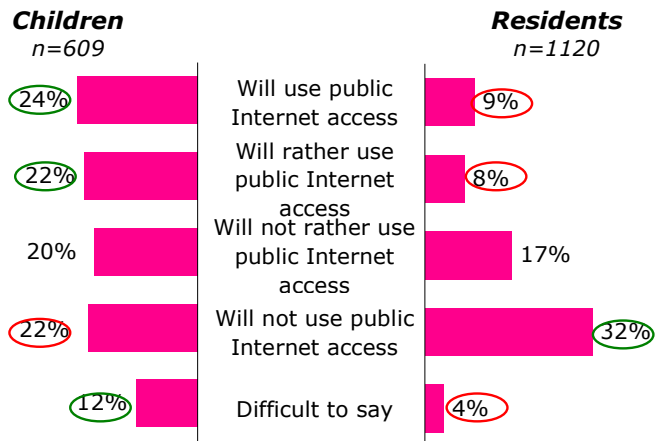


It is likely that even one fourth of children who have never used public Internet access in the library will start using it during the next six months.


In comparison to Lithuanian residents of age 15-74, the share of children intending to use public Internet access is relevantly greater.

**Intention to use/start using Internet in the library during the next 6 months**

%, all respondents

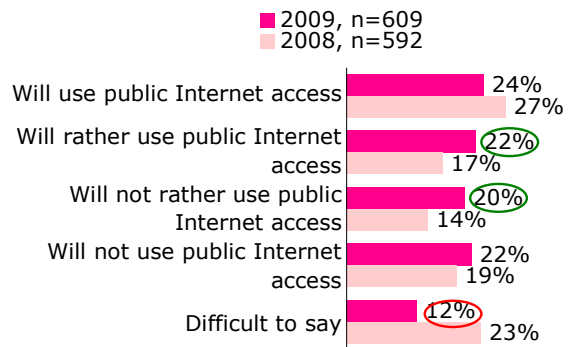


Nevertheless, while comparing to the previous year, the share of children who intend to use public Internet access almost did not change. However, the number of children who have doubts (those who answered that they were probably going to or not going to use it) was increasing.

 During the current year, repeatedly surveyed children less often did not know if they were going to use the public Internet access or not. Moreover, there number of children who said that they were probably not going to use the Internet in the library increased (more information in Appendix II, Table 4.7).

**Intention to use/start using Internet in the library during the next 6 months**

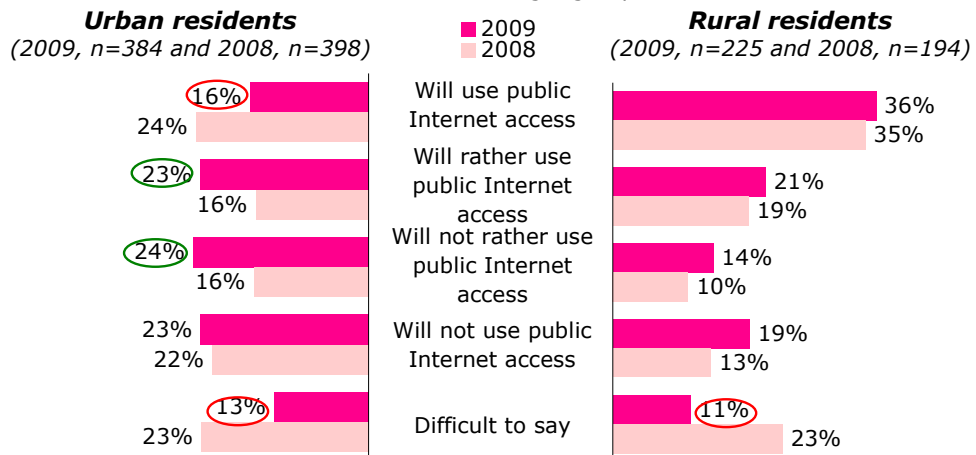
%, all respondents



Children living in rural areas slightly more often intended to use the public Internet access in the library, because, as it has been mentioned before, their opportunities to use the Internet are limited. Meanwhile, slightly more children living in urban areas were probably not going to use the Internet in a public library during the next 6 months. The share of children intending to use the Internet in the library during the next six months was diminishing in general and the number of children having doubts was increasing (those who answered that they were probably going to or not going to use it).

**Intention to use/start using Internet in the library during the next 6 months**

%, children of target groups



## 10. Library Image

### 10.1. Factors Attracting Children to Libraries and Stopping them from Visiting

- The strongest attracting factor is books -

During the last year, children who visited libraries were asked to spontaneously name what they liked or did not like in the library.

The most often children liked things related to traditional services – a wide assortment of books (64%), abundance of magazines and the opportunity to read them (3%).

Some children were happy about the public Internet access related things – the opportunity to use the computer (13%) and the Internet (6%).

Some children were happy about the library's environment and atmosphere. 5% of those who visited the library during the last year stated that they liked beautiful and cozy environment in the library, 4% of children were satisfied with silent and peaceful atmosphere and 3% of respondents believed that library is an appropriate place for meeting and communicating with someone.

8% of the surveyed children claimed that they liked the way the libraries' staff works. 5% of children expressed their satisfaction with the fact that it is interesting to be in the library and one can find interesting activities there.

When asked what aspects children did not like, even 37% of them claimed that they liked everything in the library and 32% of respondents could not name any aspects they did not like.

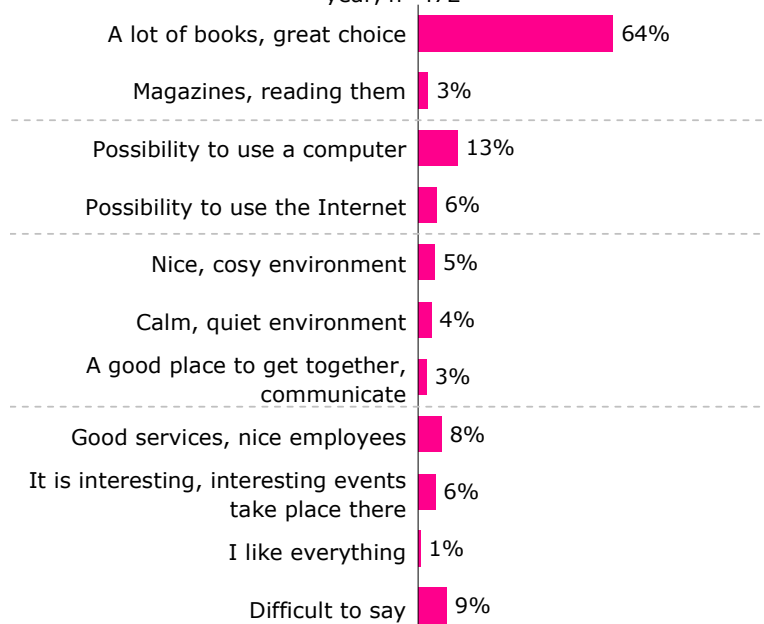
Nevertheless, 31% of children were not satisfied with the services provided by the libraries.

The most often children expressed their dissatisfaction about the environment in the library. They were unhappy with too many people in the library (4%), uncomfortable and not cozy environment (3%) and the lack of space (2%).

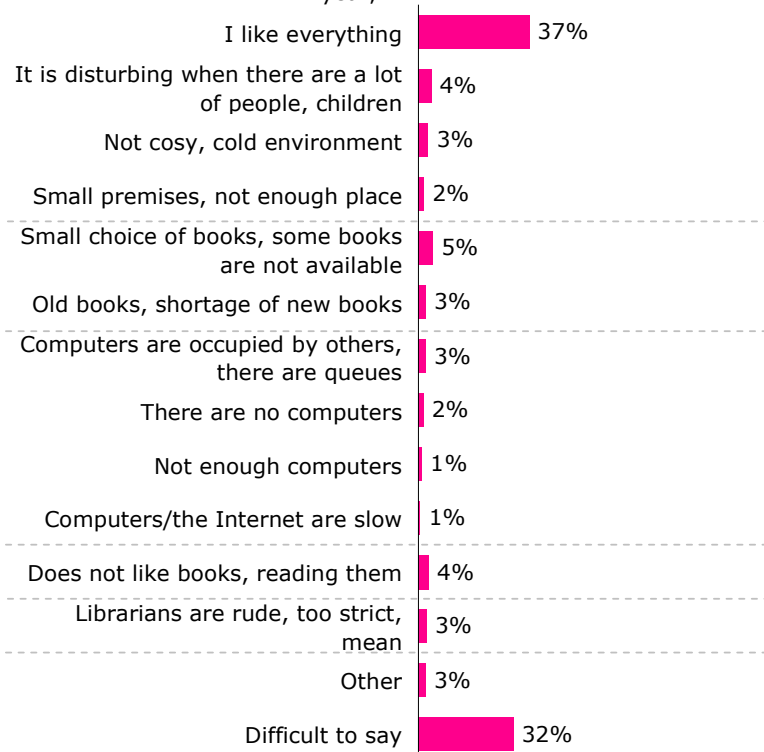
Some children were unsatisfied with the traditional services of the library – a small assortment of books and the lack of books (5%) or dated books (3%).

A similar share of children had pretensions about the public Internet access related aspects. They complained

**Things that the respondent like about the library**  
%, respondents, who visited the public library during the last one year, n=472



**Things that are not liked in the library**  
%, respondents, who visited the public library during the last one year, n=472



about queues by the computers (3%), the lack of computers (1%) or absence of computers (2%) and computers being slow (1%).

Another 4% of the surveyed claimed that they did not like books in general and they did not like reading them. 3% of children were unhappy with strict and angry libraries' staff.

After summarizing all aspects which were liked and not liked by children, core expectations for the activities of the libraries can be distinguished:

- Children were charmed by the affluence of books and magazines in the library, but it was also relevant to them that the affluence was renewed timely.
- The opportunity to use the computer and the Internet was acceptable and attractive to children; however, it has to be based on a sufficient number of computers and technical qualities which would satisfy the needs of the children.
- Children needed coziness and peace in the library and also the opportunity to communicate with other people at the same time. Even though these aspects are difficult to combine and the lack of space is felt in the libraries, in the ideal case, it would be excellent, if the spaces were distinguished enabling children to concentrate and to communicate openly.
- Children felt amiability to nice and helpful staff and were deterred by impolite librarians who were too strict and angry.

## 10.2. Library Associations

### - The most often library is associated with books -

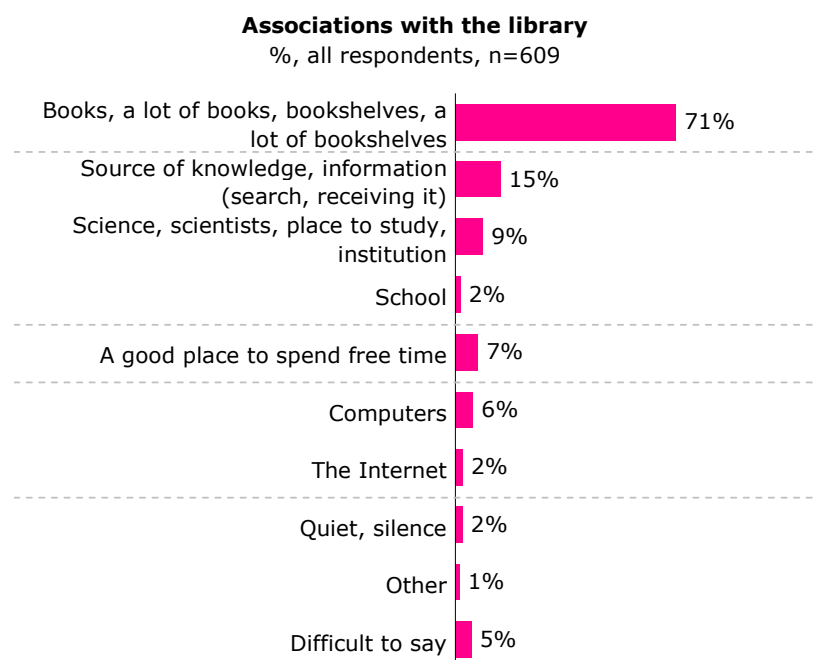
For children, the most often library associated with traditional functions of this institution, such as, books and the affluence of them (71%).

Some respondents perceived the library in broader terms. 15% of children related the library with knowledge and information. 9% of the surveyed compared the library with studies and 2% of respondents related it to school. The associations both with the source of information and studies mainly point to the opportunity to know provided by the library and this opportunity is vital in a child's life.

7% of children claimed that library associated with a good place to spend leisure time.

Public Internet access established in the public library also left its impact in children's mind. 6% of children claimed that library associated with computers and for 2% of them library associated with the Internet.

Another 2% of children compared the library with peace and silence.



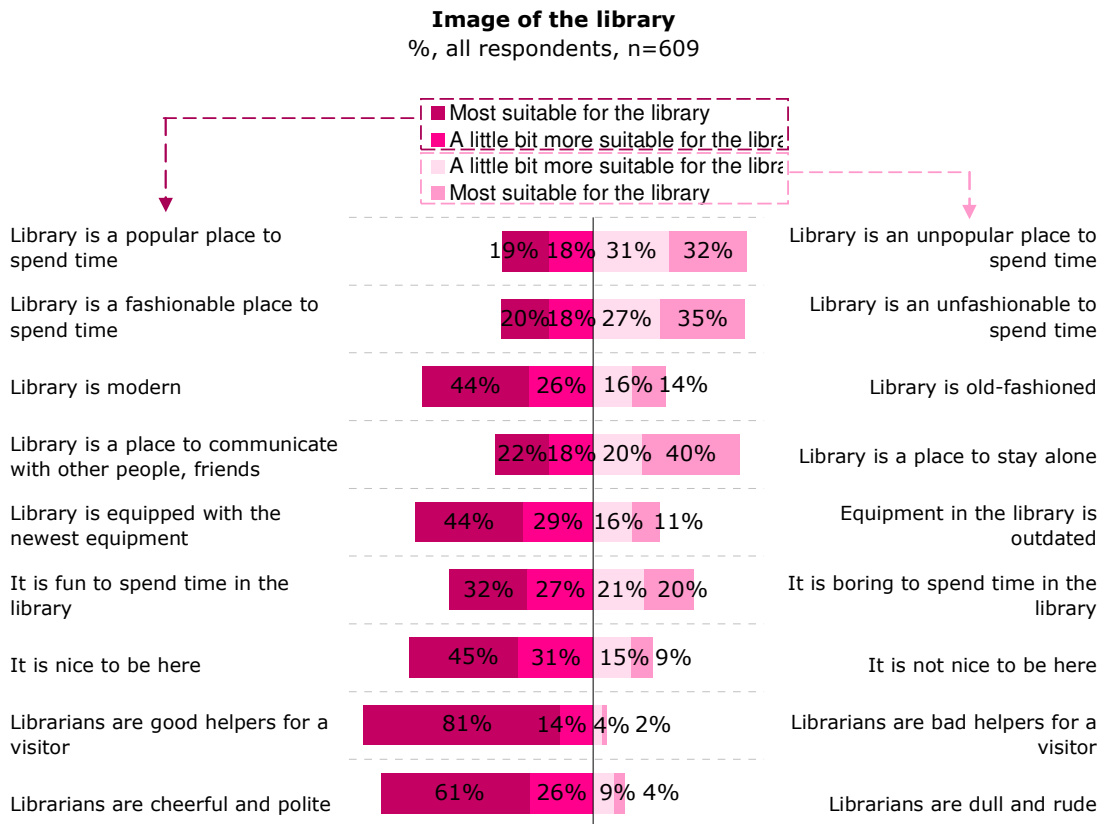
### 10.3. Evaluation of Library's Imagery Qualities

#### - Library's image is positive -

Children perceive the library relatively positively. In their opinion, cheerful and polite staff works in the library, who are able to help the visitors. Moreover, children perceive the library as a modern institution provided with the newest equipment, where it is nice to spend time. Commonly children see the library as a place to spend some time.


However, in children's eyes, library is not a popular and fashionable place.

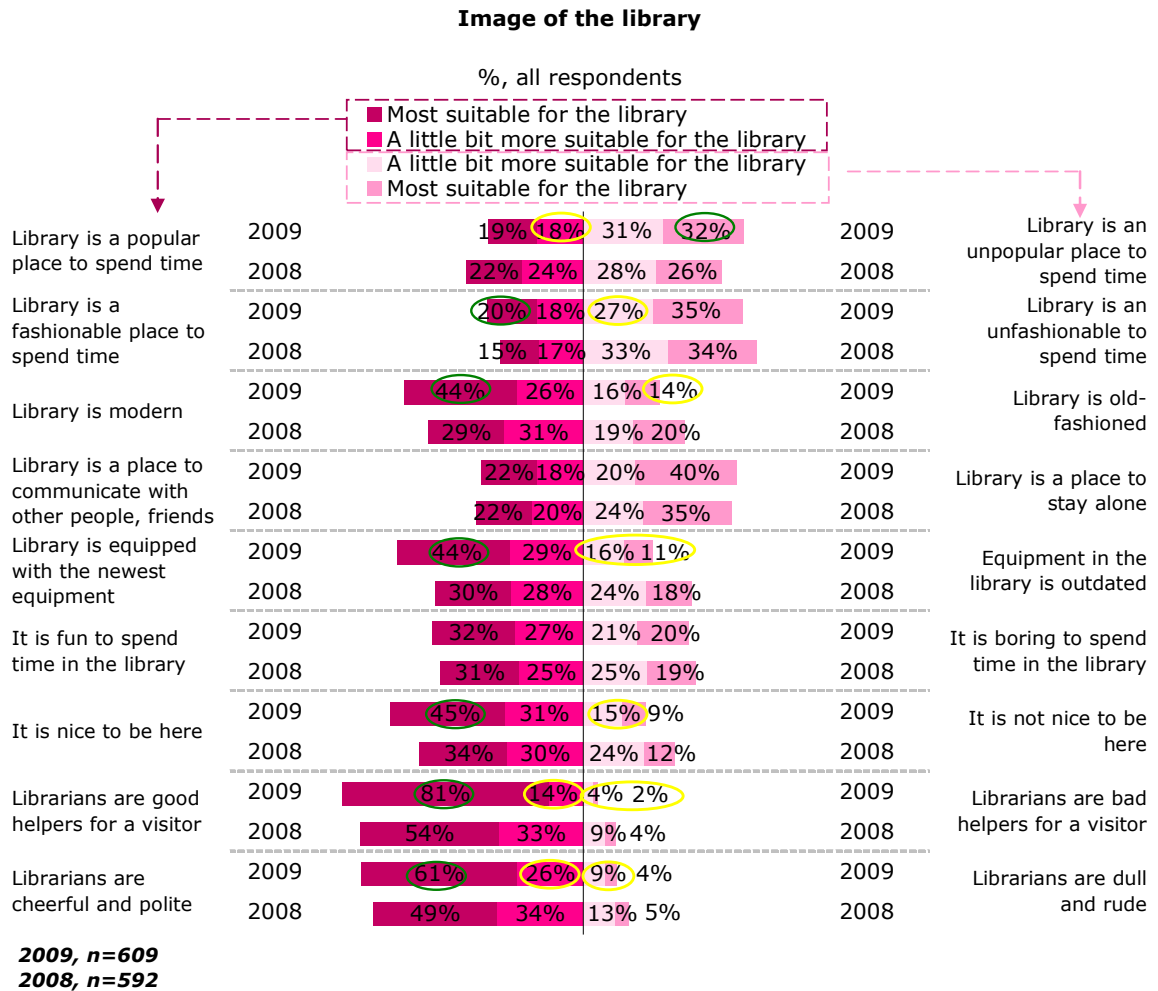
Children of 12 years old slightly more often attributed the qualities of popularity, fashion and spending time in a fun way to the image of the library. Children who do not have Internet at home more often believed that library was a place provided with the latest equipment and a popular place intended for communication where it was nice to spend time. Girls slightly more often believed that library had a good atmosphere and it was nice to spend time there. Children who used the Internet averagely actively (a few times per week) more often mentioned that library was popular. More often the residents of smaller cities thought that library was provided with the latest equipment.



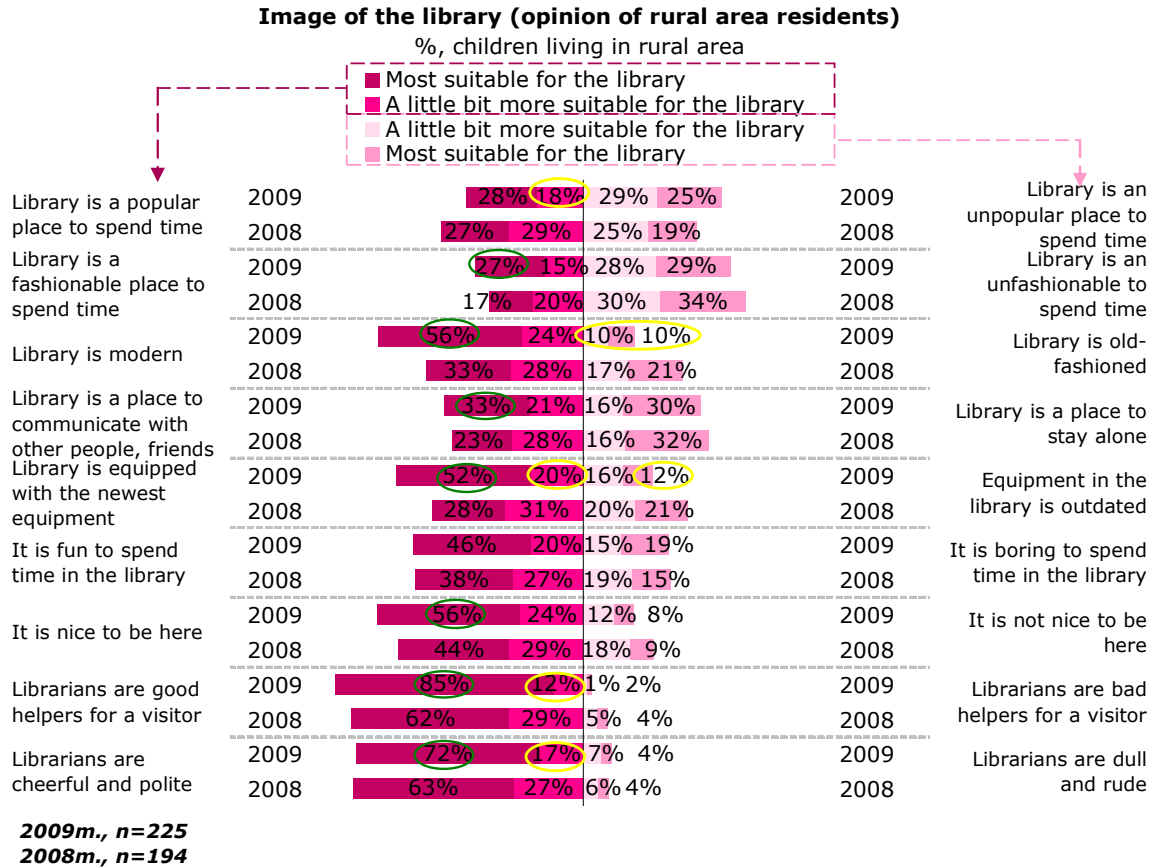
During the last year, the image of the library as a popular, modern place provided with the latest equipment where it is nice to spend time improved. To add, slightly more children, during the current year, believed that cheerful, polite and helpful staff works in the libraries.

However, during the last year, the number of children, who considered library to be a popular place diminished.

 During the current year, repeatedly surveyed children more often perceived the library as fashionable institution provided with the newest equipment and where employees who are able to help work (more information in Appendix II, Table 5.1).



Children from rural areas perceived the library slightly differently than children in urban areas. Children from rural areas more often identified the library with a popular and modern place intended for communicating with other people, where it was fun and nice to spend time and where one could consult the library's staff. Moreover, during the last year, children from rural areas more often perceived the library as a modern place provided with the latest equipment where it was nice to spend time, but this institution was evaluated as a popular place less and less often.

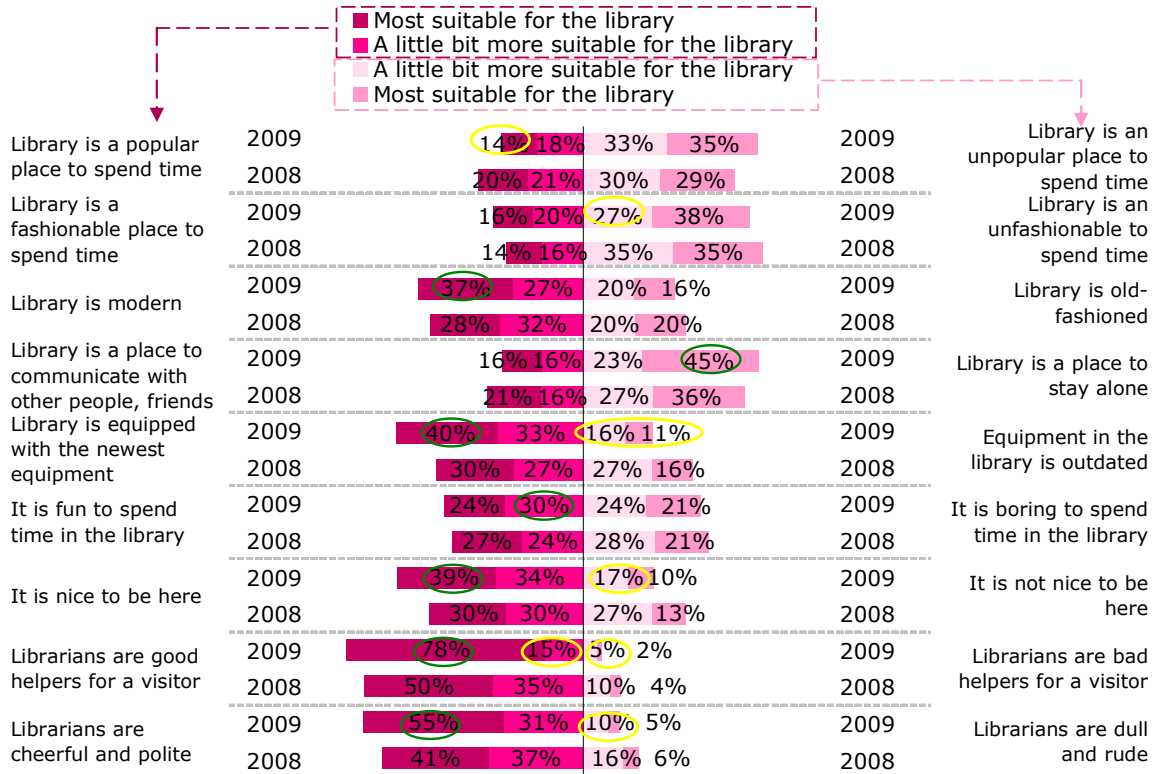


Urban residents evaluated libraries more skeptically. In their opinion, this place was less popular, slightly old-fashioned and boring, intended for spending some time alone, it was not nice to spend time there and the librarians often were not able to help.

During the last year, there were more children in urban areas who thought that library was a modern institution provided with the newest equipment. Moreover, the library was slightly more often evaluated as a place where it was nice to spend time and where cheerful and polite staff worked who was able to help the visitors.

**Image of the library (opinion of urban area residents)**

%, children living in urban area



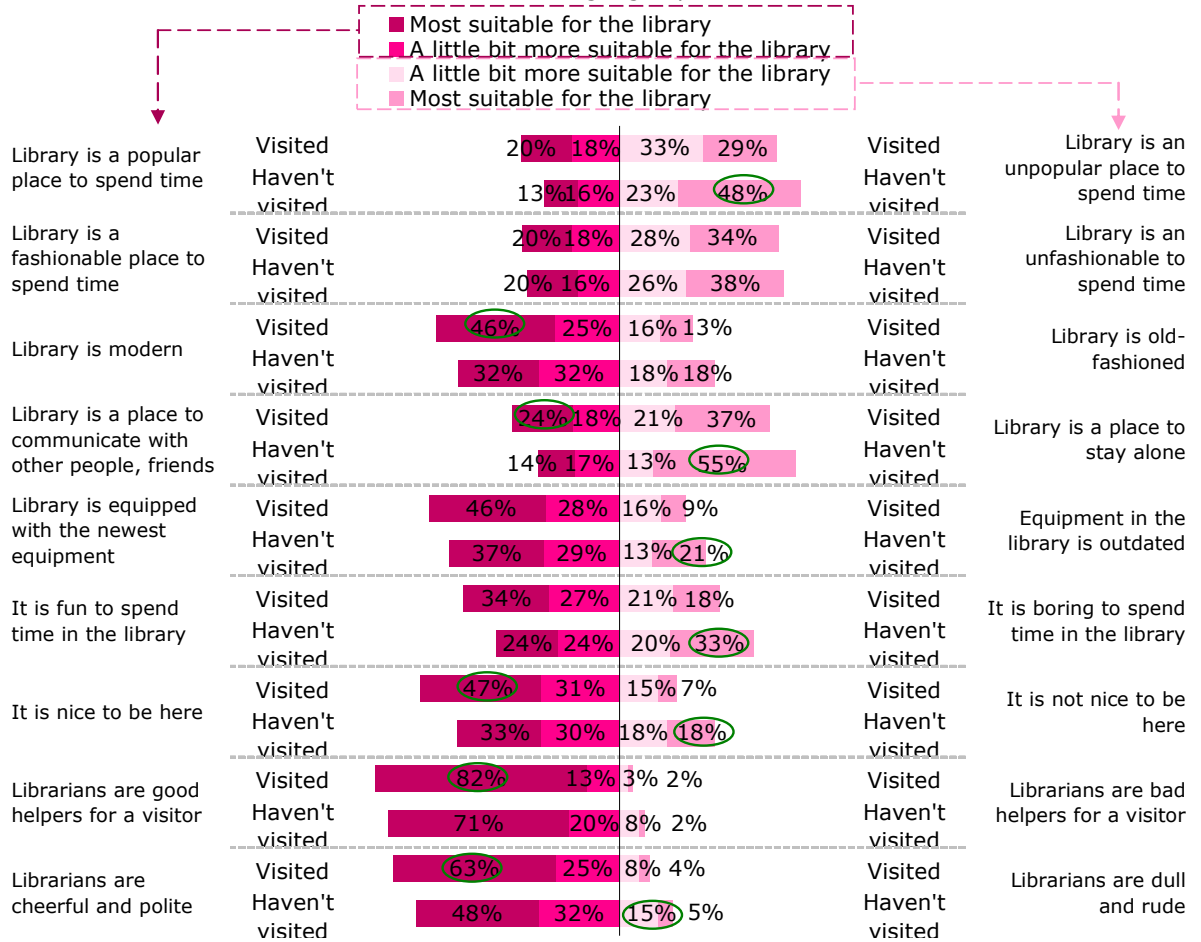
2009m., n=384

2008m., n=398

Library image is related with visiting it. Children who stated that they have visited the library some time ago more often perceived this institution as popular place intended for communication where it was nice to spend time and where cheerful, polite and helpful staff worked.

**Image of the library in relation to visiting the library**

% of target groups

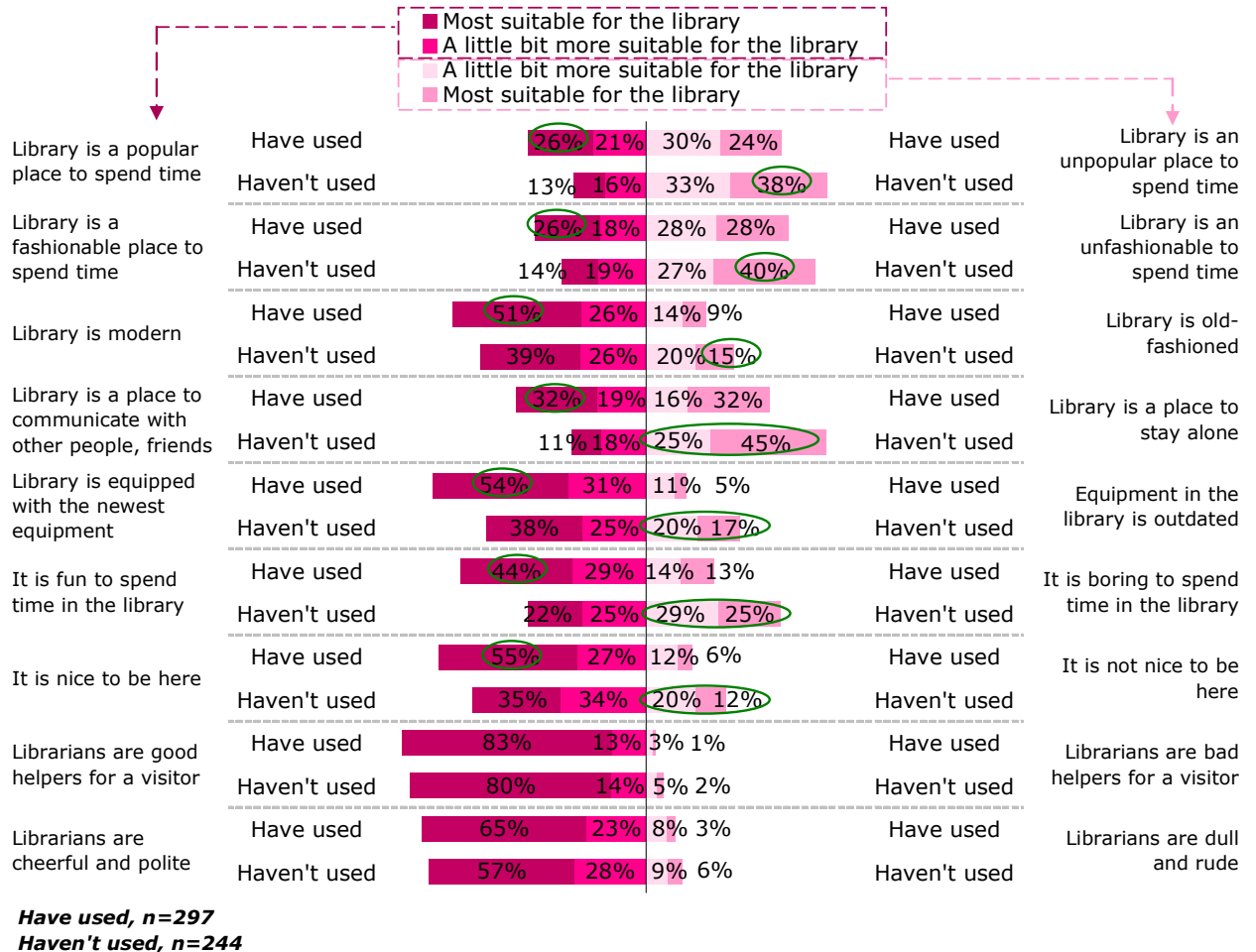


Visited, n=517

Haven't visited, n=92

In addition, public Internet access had a great impact on library image. Children who have used the Internet in the library perceived the library more positively rather than the surveyed, who have never used this service. Children who have used public Internet access in the library more often believed that library was a fashionable, popular and modern place provided with the latest equipment. Moreover, one could communicate with other people there and it was fun and nice to spend time in the library in general. Both public Internet access users and nonusers evaluated the libraries' staff the same.

**Image of the library in relation to the use of public Internet access in the library**  
%, of target groups

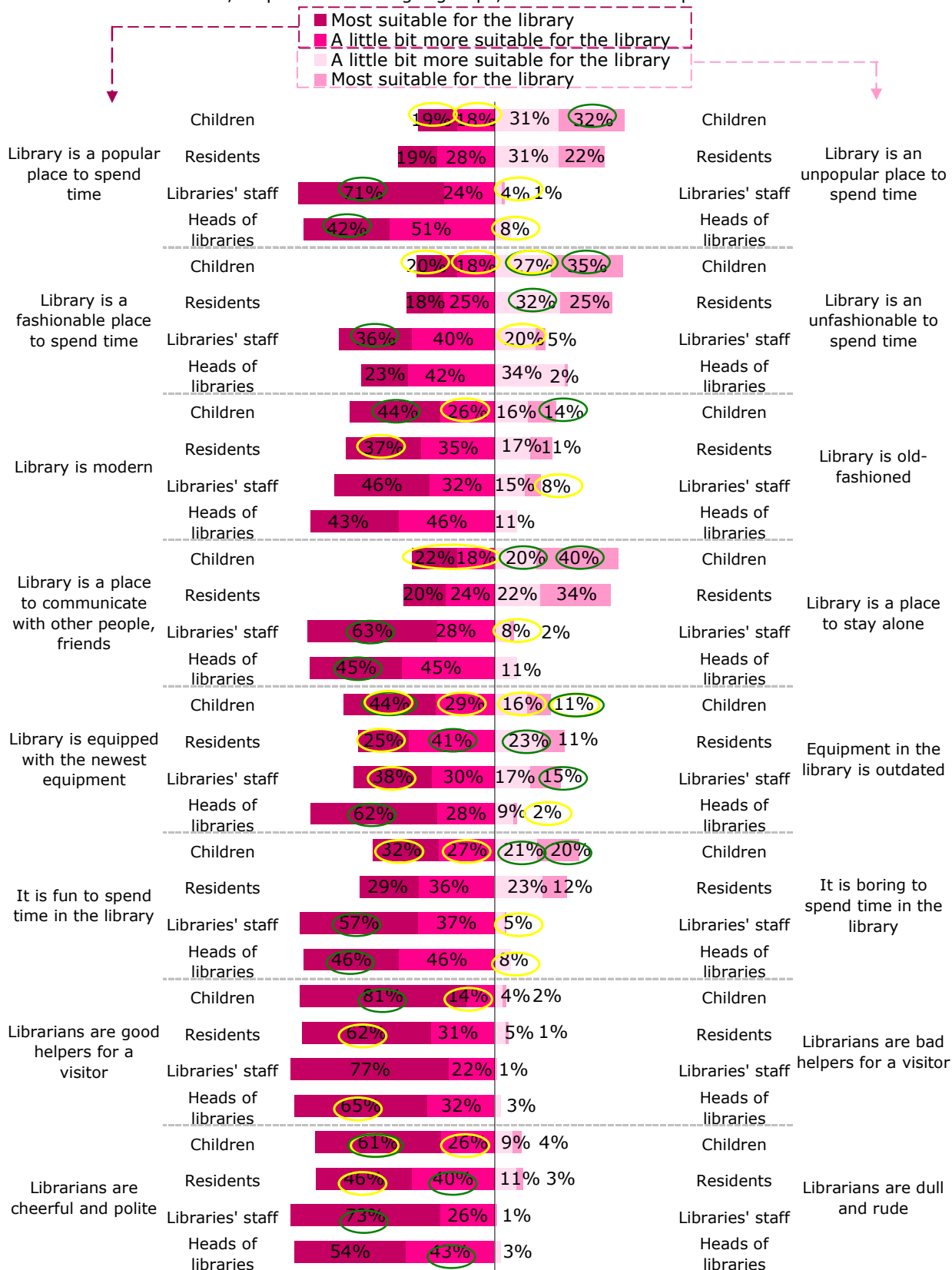


When comparing the library image among children of age 12-14, Lithuanian residents of age 15-74, libraries' staff and libraries' directors, we noticed that the opinion of children is similar to the general opinion of the residents. Meanwhile, people working in libraries (libraries' staff and directors) distinguish by a far more positive attitude towards libraries.

In the eyes of children and residents, library was less often a fashionable and popular place where it was fun to spend time and where cheerful and polite staff worked. In addition, children more often than libraries' directors and employees believed that library was intended for spending some time alone.

### Image of the library

% respondents of target groups, who answered the question



**Children, n=609**

**Residents, n=1120**

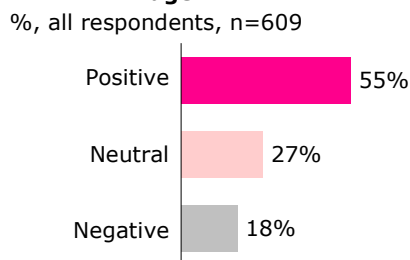
**Libraries' staff, n=611**

**Heads of libraries, n=65**

In general, while looking at how often children attributed positive qualities to libraries, we can group them into the following groups<sup>8</sup>:

- ➔ Children having a more positive attitude towards libraries.
- ➔ Children having a more neutral attitude towards libraries (both positive and negative attitude were common).
- ➔ Children having a more negative attitude towards libraries

### Children segmentation according their perception of library's image



There was more than a half (55%) of children who more often had a positive attitude towards the library. Only every fifth child (18%) had a more negative attitude.

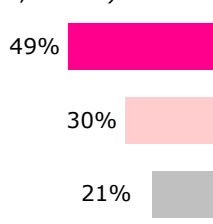
More often girls and children of age of 12 had positive attitude towards the library. Boys, residents of the biggest cities and children of 14 years old had a more skeptical attitude towards libraries.

In rural areas, there were more children who had a positive attitude towards libraries. In urban areas, however, there were slightly more respondents having a negative attitude towards libraries.

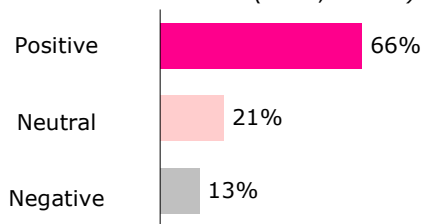
### Children segmentation according their perception of library's image

%, children of target groups

#### Urban residents (2009, n=384)



#### Rural residents (2009, n=225)

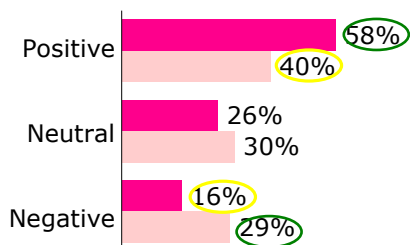


As it has been mentioned before, the way children perceive the library is closely related to visiting it and using public Internet access. Children who have visited a library and who have used public Internet access in the library have better opinion about libraries.

### Children segmentation according their perception of library's image

% of target groups

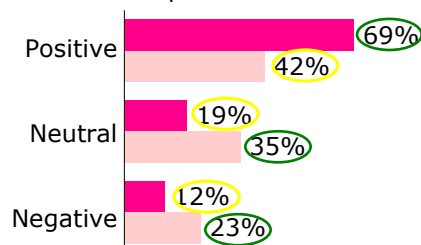
- Visited the library, n=517
- Did not visit the library, n=92



### Children segmentation according their perception of library's image

% of target groups

- Have used public Internet access, n=297
- Haven't used public Internet access, n=244



<sup>8</sup> The groups were distinguished while calculating how many times (out of 9 possible) the child chose the positive side of the imagery quality while describing the library. Children having a more positive attitude towards libraries attributed 6-9 positive qualities. Children having a more neutral attitude towards libraries attributed 4-5 positive qualities. Children having a more negative attitude towards libraries attributed 3-0 positive qualities.

# 11. Conclusions and Generalization

## ***Using the Computer and the Internet***

Computer and the Internet are integral parts of children's lives nowadays. During the research, all surveyed children claimed that they had some opportunities to use the Internet at home or at school. Children use the Internet very intensively and this peculiarity especially might determine that Internet is being established at home more and more often in order to provide the child the opportunity to use it every day.

Children use the Internet not only for communicating and playing games, but also for educational purposes. In addition, the exploratory age of 12-14 years old is the time when the main computer and Internet usage skills develop. Thus, if children do not have sufficient opportunities to use the computer or the Internet, the risk upsurges that, because of the information isolation, these children will be pushed to the peripheries of the society. Moreover, limitations to use the computer and the Internet may influence the future perspectives of the children.



Internet is an integral part of leisure, communication and development of children

## ***Using Public Internet Access***

Public Internet access in the library is one of the alternatives which may influence the reduction of social disjuncture of children who are included in the risk group. Internet access in the libraries is especially relevant for children living in rural areas and children who do not have an opportunity to use the Internet at home.

Currently, every other child has used the Internet in the library and 13% of all Lithuanian children who have not tried it yet are planning to use it during the next six months.

Commonly, Internet in the public library is more often used for information search. Meanwhile, in other places (not in the public library) the Internet is more often used for communicating or playing games.

The core factor stopping children from using the public Internet access usage is the growing Internet penetration in the personal environment.



The potential of public Internet access in the libraries is not immense; however, this service is essential

## ***Expanded Mission of the Libraries' Staff and Library Image***

Even though children the most often perceive library as an institution providing traditional service of book dispenses, public Internet access became an integral part of it. It expanded the spectrum of services provided by the library and provided new "colors" to its image.

In general, the image of the library, from children's point of view, is rather positive. Nevertheless, children who visit libraries have a more positive opinion about the library than those who do not visit it. It shows the lower privities about the activities of the library of the latter.

Children who use public Internet access also have a more favorable opinion about the library than those who do not use the Internet in the libraries. Thus, Internet access in the library has positive influence on the image of the library.



Public Internet access helps to create and strengthen more positive image of the library

## 12. Appendix I. Summary of the Tabulation Results According to Various Children Characteristics

	<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
	<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>
<b>Ways to spend leisure time</b>								
<b>How do you usually spend your leisure time?</b>		more often read books and watch TV	more often use the computer	more often read books		more often watch TV		more often watch TV and use the computer
<b>What do you do the most often during your spare time?</b>			more often use the computer	more often are involved in music and art	more often watch TV	more often watch TV		
<b>Opportunity to use the Internet at home or at school</b>								
<b>Is there a computer at school or at home which is connected to the Internet and which you can use, but you do not necessarily use it?</b>	more often there is at home	more often there is at school	more often there is at home	more often there is at school		more often there is at school	more often there is at school	
<b>Places of using the Internet</b>								
<b>Where (what places) do you use the Internet?</b>	more often at home	more often at school and in the public library	more often at home		more often in the public library	more often at school	more often at school	more often at friends'
<b>Where (what places) do you use the Internet the most often?</b>	more often at home	more often at school	more often at home	more often at school and in the public library	more often at school and in the public library	more often at school and in the public library		
<b>Intensity of using the Internet</b>								
<b>How often do you usually use the Internet?</b>						more often a few times per week		
<b>How often do you use the Internet IN THE PUBLIC LIBRARY?</b>			less often	more often once a week and more often				

<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>

***Evaluation of IT usage skills***

<b>General computer usage skills</b>							
<b>Using the main computer programs</b>					more often <b>insufficient</b>		more often <b>insufficient</b>
<b>Eliminating the main technical problems</b>					more often <b>insufficient</b>		
<b>Sending emails with attached documents</b>			more often <b>sufficient</b>		more often <b>insufficient</b>		

***Evaluation of Internet resources' usage skills***

<b>Using the Internet for general purposes</b>			more often <b>sufficient</b>	more often <b>insufficient</b>	more often <b>insufficient</b>		
<b>Using Internet search engines</b>			more often <b>sufficient</b>				
<b>Using online databases</b>			more often <b>sufficient</b>		more often <b>insufficient</b>		
<b>Helping friends and other people who are willing to use the Internet</b>			more often <b>sufficient</b>		more often <b>insufficient</b>	more often <b>insufficient</b>	
<b>Creating an Internet website</b>							more often <b>sufficient</b>
<b>Using Internet for telephone conversations</b>		more often <b>insufficient</b>			more often <b>insufficient</b>		more often <b>sufficient</b>
<b>Participating in chats in Internet websites and forums</b>			more often <b>sufficient</b>	more often <b>insufficient</b>	more often <b>insufficient</b>	more often <b>insufficient</b>	more often <b>sufficient</b>
<b>Using the file exchange programs</b>			more often <b>sufficient</b>		more often <b>insufficient</b>	more often <b>insufficient</b>	

<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>

***Who is appealed to for help?***

<b>When you have questions regarding the computer or Internet usage who do you appeal to for?</b>	more often to <b>mother or father</b>	more often to <b>the teacher and the librarian</b>			more often to <b>the librarian</b>	more often to <b>the teacher and the librarian</b>	more often to <b>the librarian</b>	more often to <b>the librarian</b>
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***Purposes of using the computer***

<b>Writing texts, drawing</b>					more often <b>have never used</b>			
<b>Playing computer games</b>			more often <b>use it constantly</b>	more often <b>used it once or a few times</b>	more often <b>have never used</b>			
<b>Programming</b>					more often <b>have never used</b>		more often <b>used it once or a few times</b>	

***The places of using the computer for particular purposes***

<b>Writing texts, drawing</b>			more often <b>elsewhere</b>	more often <b>in the public library</b>		more often <b>in the public library</b>		
<b>Playing computer games</b>	more often <b>elsewhere</b>	more often <b>in the public library</b>	more often <b>elsewhere</b>	more often <b>in the public library</b>	more often <b>in the public library</b>	more often <b>in the public library</b>		
<b>Programming</b>								

	Place of residence		Activity of using the Internet			Activity of using public Internet access		
	Urban	Rural	Every day	A few times per week	Once a week or less often	Once a week and more often	Once or a few times per month	Less often
<b>Purposes of using the Internet and the computer</b>								
Using the Internet for visiting various websites, sending emails, etc.			more often use it constantly	more often used it once or a few times	more often have never used	more often used it once or a few times	more often used it once or a few times	
Looking for studies related information					more often have never used	more often have never used		
Looking for hobbies and leisure related information			more often use it constantly	more often used it once or a few times	more often have never used and used it once or a few times		more often used it once or a few times	more often have never used
Writing to friends and relatives who live in Lithuania			more often use it constantly	more often used it once or a few times	more often have never used and used it once or a few times		more often used it once or a few times	
Writing to friends and relatives who live abroad					more often have never used			
Looking for new friends			more often use it constantly		more often have never used			
Speaking or writing messages	more often use it constantly	more often have never used	more often use it constantly	more often have never used	more often have never used	more often have never used	more often used it once or a few times	

<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>

***The places of using the computer for particular purposes***

<b>Using the Internet for visiting various websites, sending emails, etc.</b>	more often elsewhere	more often in the public library	more often elsewhere	more often in the public library	more often in the public library	more often in the public library		
<b>Looking for studies related information</b>	more often elsewhere	more often in the public library	more often elsewhere	more often in the public library	more often in the public library	more often in the public library	more often in the public library	
<b>Looking for hobbies and leisure related information</b>	more often elsewhere	more often in the public library	more often elsewhere	more often in the public library	more often in the public library	more often in the public library		
<b>Writing to friends and relatives who live in Lithuania</b>	more often elsewhere	more often in the public library	more often elsewhere	more often in the public library		more often in the public library		
<b>Writing to friends and relatives who live abroad</b>			more often elsewhere	more often in the public library				
<b>Looking for new friends</b>	more often elsewhere	more often in the public library	more often elsewhere	more often in the public library	more often in the public library	more often in the public library		
<b>Speaking or writing messages</b>	more often elsewhere	more often in the public library	more often elsewhere	more often in the public library		more often in the public library		

***Visiting the public library***

<b>Have you ever visited a public library (other library than the library at school)?</b>		more often have visited						
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***Intensity of visiting the public library***

<b>How often did you visit the public library during the last year?</b>		more often once a week and more often	less often	more often once a week and more often		more often once a week and more often	more often once or a few times per month	less often
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	<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
	<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>
<b><i>Libraries' services used by children</i></b>								
<b>What do you usually do in the library?</b>		more often <b>read books and magazines, play computer (not only) games and use the Internet</b>		more often <b>use the Internet and participate in events</b>	more often <b>play computer games and use the Internet</b>	more often <b>write, play computer games, use the Internet and participate in events</b>	more often <b>read books and magazines, play computer games and use the Internet</b>	more often <b>read books and magazines, play computer games and use the Internet</b>
<b>What do you do in the library the most often?</b>	more often <b>taking books home</b>	more often <b>play computer games and use the Internet</b>		more often <b>use the Internet</b>		more often <b>play computer games and use the Internet</b>		

	<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
	<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>
<b><i>Awareness and usage of public Internet access</i></b>								
<b>Are you aware that you can use free of charge Internet access in the public library?</b>	more often <b>are not aware</b>	more often <b>are aware</b>			more often <b>are aware</b>			
<b>Have you ever used the free of charge Internet access in the public library?</b>	more often <b>have not used</b>	more often <b>have used</b>						
<b>Why do you use the Internet in the library?</b>				more often <b>do not have Internet access at home</b>		more often <b>do not have Internet access at home</b>		
<b>Why you do not use the public Internet access in the library?</b>		more often <b>there is no free of charge Internet access in the nearest library</b>	more often <b>have Internet connection at home</b>	more often <b>use the Internet at school and using the Internet at friends' is more fun</b>				

	<i>Place of residence</i>		<i>Activity of using the Internet</i>			<i>Activity of using public Internet access</i>		
	<i>Urban</i>	<i>Rural</i>	<i>Every day</i>	<i>A few times per week</i>	<i>Once a week or less often</i>	<i>Once a week and more often</i>	<i>Once or a few times per month</i>	<i>Less often</i>
<b><i>Evaluation of public Internet access quality</i></b>								
<b>Computers</b>								
<b>Software</b>		more often <b>good</b>					more often <b>good</b>	
<b>Internet speed</b>								
<b>Complaisance of the libraries' staff</b>							more often <b>good</b>	
<b>Knowledge and skills of the libraries' staff</b>								
<b>Open hours</b>								
<b>Ability to use the computer and the Internet without being interrupted</b>								more often <b>good</b>
<b>Ability to use the things brought together as well</b>							more often <b>good</b>	

	Place of residence		Activity of using the Internet			Activity of using public Internet access		
	Urban	Rural	Every day	A few times per week	Once a week or less often	Once a week and more often	Once or a few times per month	Less often
<b>The benefit of the opportunity to use the Internet in the library</b>								
Helped to do the relevant tasks and homework								
Helped to better prepare for the after school classes, hobbies, leisure time								
Helped to earn money								
Helped to make new friends								more often <b>no</b>
Helped to contact by email and Skype with relatives who are unavailable by other communication means or it is expensive to use them				more often <b>yes</b>				
Improved communication with friends and relatives								
Made the leisure time more interesting								
When I use the Internet, I have more what to do than before								
Other								
<b>Intentions to use public Internet access in the future</b>								
Do you think you are going to come to use the free of charge public Internet access in the public library during the next half a year?		more often <b>yes</b>		more often <b>yes</b>		more often <b>yes</b>	more often <b>yes</b>	more often <b>yes</b>

	Place of residence		Activity of using the Internet			Activity of using public Internet access		
	Urban	Rural	Every day	A few times per week	Once a week or less often	Once a week and more often	Once or a few times per month	Less often
<b>Imagery qualities of the library</b>								
Library is a popular place to spend time		more often believe it is <b>popular</b>		more often believe it is <b>popular</b>		more often believe it is <b>popular</b>	more often believe it is <b>popular</b>	
Library is a fashionable place to spend time						more often believe it is <b>fashionable</b>		
Library is modern	more often believe it is <b>old-fashioned</b>	more often believe it is <b>modern</b>				more often believe it is <b>modern</b>	more often believe it is <b>modern</b>	
Library is a place for communication	more often believe it is a place <b>to spend some time alone</b>	more often believe it is a place for <b>communication</b>				more often believe it is a place for <b>communication</b>	more often believe it is a place for <b>communication</b>	
Library is provided with the newest equipment						more often believe that it is <b>provided with the newest equipment</b>	more often believe that it is <b>provided with the newest equipment</b>	more often believe that it is <b>provided with the newest equipment</b>
It is fun to spend time in the library		more often believe that it is <b>fun to spend time</b> there				more often believe that it is <b>fun to spend time</b> there	more often believe that it is <b>fun to spend time</b> there	
It is nice to spend time in the library				more often believe that it is <b>nice to be there</b>		more often believe that it is <b>nice to be there</b>	more often believe that it is <b>nice to be there</b>	
Qualifications of libraries' staff								
Personalities of libraries' staff							more often believe that they are <b>cheerful and polite</b>	

# 13. Appendix II. the Comparison of Repeatedly Surveyed Respondents' Answers of Previous and Current year

## Using the Computer and the Internet

1.1. Table. Ways to spend leisure time

	2009	2008
Taking sports	22%	37%
Engaging in music or arts	18%	44%
Spending time with friends	79%	81%
Reading books	24%	37%
Watching TV	38%	74%
Using the computer	54%	71%
Other		6%

1.2. Table. The most often ways to spend leisure time

	2009	2008
Taking sports	10%	12%
Engaging in music or arts	6%	16%
Spending time with friends	54%	38%
Reading books	4%	9%
Watching TV	4%	24%
Using the computer	21%	1%
Other		12%

1.3. Table. The opportunity to use the Internet at home or at school

	2009	2008
At school	97%	96%
At home	85%	74%
Neither at home, nor at school	1%	

1.4. Table. Places of using the Internet

	2009	2008
At home	85%	71%
At school	37%	81%
At friends' home	22%	46%
At mother's/ father's work	3%	7%
In the public library (not at school)	10%	34%
Internet cafe		4%
Elsewhere		
I do not use the computer connected to the Internet		

1.5. Table. Places of using the Internet the most often

	2009	2008
At home	84%	65%
At school	6%	28%
At friends' home	7%	1%
At mother's/ father's work		
In the public library (not at school)	3%	4%

Internet cafe		
Elsewhere		

1.6. Table. Intensity of using the Internet

	2009	2008
Active	74%	60%
Averagely active	19%	24%
Passive	7%	16%

1.7. Table. The frequency of using the Internet in the library

	2009	2008
Once a week and more often	14%	43%
Once or a few times per month	43%	26%
Less often	43%	30%

1.8. Table. The evaluation of IT and Internet resources' usage skills

	2009				2008			
	Fully insufficient	Insufficient	Sufficient	Fully sufficient	Fully insufficient	Insufficient	Sufficient	Fully sufficient
General computer usage skills		6%	31%	63%		3%	54%	43%
Using the main computer programs	1%	7%	56%	35%	6%	16%	47%	31%
Eliminating the main technical problems	6%	21%	50%	24%	6%	29%	47%	18%
Using the Internet for general purposes		4%	40%	56%	1%	3%	41%	54%
Sending emails with attached documents	7%	16%	35%	41%	13%	26%	24%	35%
Using Internet search engines		6%	35%	59%		1%	34%	65%
Using Internet databases		16%	56%	28%	16%	21%	38%	22%
Helping friends and other people to use the Internet		9%	62%	29%	10%	18%	54%	18%
Creating an Internet website	16%	44%	31%	6%	41%	32%	12%	15%
Using Internet for telephone conversations	6%	26%	40%	28%	22%	22%	26%	29%
Participating in chats im Internet websites and forums		7%	51%	41%	13%	18%	29%	40%
Using file exchange programs	3%	9%	43%	46%	18%	15%	26%	40%

1.9. Table. Who is appealed to for help about using the computer or the Internet

	2009	2008
Mother or father	16%	25%
Grandmother or grandfather		
Brother or sister	26%	29%
Other relatives	4%	7%
Teacher	29%	35%
Librarian	6%	18%
Friends or classmates	50%	66%
Looking for answers in books and magazines	7%	9%
I never asked anyone	4%	3%
I do not use the computer/ Internet		

# Purposes of Using the Computer and the Internet

2.1. Table. Using the computer for particular purposes

	2009			2008		
	I use it constantly	I have used it once or a few times	I have never used it	I use it constantly	I have used it once or a few times	I have never used it
Writing text and drawing	7%	76%	16%	19%	69%	12%
Playing computer games	29%	41%	29%	44%	43%	13%
Programming	9%	47%	44%	10%	25%	53%

2.2. Table. Places of using the computer for particular purposes

	2009		2008	
	In the public library	Elsewhere	In the public library	Elsewhere
Writing text and drawing	7%	93%	13%	87%
Playing computer games	2%	98%	15%	92%
Programming	10%	90%	8%	92%

2.3. Table. Using the computer and the Internet for particular purposes

	2009			2008		
	I use it constantly	I have used it once or a few times	I have never used it	I use it constantly	I have used it once or a few times	I have never used it
Using the Internet for visiting various websites, sending emails, text messages etc.	60%	35%	4%	53%	40%	4%
Looking for studies related information	34%	59%	7%	32%	53%	15%
Looking for hobbies and leisure related information	44%	50%	6%	40%	46%	13%
Writing to friends and relatives who live in Lithuania	74%	22%	4%	68%	28%	4%
Writing to friends and relatives who live abroad	35%	53%	12%	22%	29%	49%
Looking for new friends	35%	44%	21%	25%	49%	26%
Speaking or writing messages	69%	21%	10%	40%	22%	35%

2.4. Table. Places of using the computer and the Internet for particular purposes

	2009		2008	
	In the public library	Elsewhere	In the public library	Elsewhere
Using the Internet for visiting various websites, sending emails, text messages etc.	5%	95%	17%	87%
Looking for studies related information	11%	89%	21%	86%
Looking for hobbies and leisure related information	5%	95%	12%	93%
Writing to friends and relatives who live in Lithuania	3%	97%	19%	86%
Writing to friends and relatives who live abroad	5%	95%	3%	97%
Looking for new friends	2%	98%	16%	88%
Speaking or writing messages	5%	95%	12%	91%

## Visiting the Library and Services Provided by the Library

3.1. Table. Visiting the public library

	2009	2008
Yes	79%	88%
No	21%	12%

3.2. Table. The frequency of visiting the public library dažnis (during the last year)

	2009	2008
Once a week and more often	13%	28%
Once or a few times per month	46%	27%
Less often	41%	45%

3.3. Table. Activities performed in the library

	2009	2008
Taking books home	85%	88%
Reading books and magazines in the library	11%	42%
Writing		11%
Playing computer games	4%	25%
Using the Internet (visiting various webpages, sending emails or text messages)	17%	30%
Playing games (excluding computer games)		7%
Participating in events	4%	19%
Waiting	9%	5%
Studying (doing homework)	11%	9%

3.4. Table. Activities performed in the library the most often

	2009	2008
Taking books home	77%	72%
Reading books and magazines in the library	2%	11%
Writing		2%
Playing computer games		4%
Using the Internet (visiting various webpages, sending emails or text messages)	13%	9%
Playing games (excluding computer games)		
Participating in events		
Waiting	9%	
Studying (doing homework)		

## Demand and Perspectives of Public Internet Access

4.1. Table. Awareness of the free of charge Internet access in the libraries

	2009	2008
Are aware	94%	84%
Have not heard of it	6%	16%

4.2. Table Using the free of charge Internet access in the library

	2009	2008
Have used the public Internet access	74%	38%
Have not used the public Internet access	26%	62%

4.3. Table. When did the respondent use the public Internet access in the library for the first time?

	2009	2008
During the current year	14%	22%
Last year		39%
Earlier before	86%	39%
I do not remember		

4.4. Table. Reasons determining public Internet access usage in the library

	2009	2008
Free of charge Internet	14%	52%
Other libraries' services	29%	44%
Better computers		13%
I do not have Internet access at home	29%	30%
The libraries' staff give a piece of advice and help me	43%	17%
Other people and children give a piece of advice and help me		4%
Convenient location (on the way)		17%
Greater Internet speed in the library		17%
Better environment in the library	14%	4%
The opportunity to use the printer, copying machine and the scanner	29%	13%
Coming and using the Internet while waiting for the bus or when having extra time between classes	14%	26%

4.5. Table. The evaluation of library's equipment and services

	2009				2008			
	Fully unsatisfactory	Unsatisfactory	Satisfactory	Fully satisfactory	Fully unsatisfactory	Unsatisfactory	Satisfactory	Fully satisfactory
Computers	6%	8%	54%	32%		12%	81%	8%
Software		12%	62%	24%		12%	77%	12%
Internet speed	4%	26%	56%	14%		15%	73%	12%
Complaisance of library's staff		10%	48%	42%			81%	19%
knowledge and skills of library's staff		10%	60%	28%			85%	12%
Open hours		6%	68%	26%		15%	73%	12%
Opportunity to use the computer and the Internet without being interrupted		14%	50%	36%		12%	54%	35%
Opportunity to use the things brought together as well	4%	18%	56%	16%	8%	15%	42%	12%

4.6. Table. The benefit of using the Internet in the public library

	2009	2008
Helped to fulfill relevant school tasks and homework	86%	48%
Helped to better prepare for the after school classes, hobbies, leisure time	86%	26%
Helped to earn money		4%
Helped to make new friends	71%	57%
Helped to contact by email and Skype with relatives	57%	22%
Improved communication with friends and relatives	43%	39%
Made the leisure time more interesting	57%	57%
When I use the Internet, I have more what to do than before	71%	48%

4.7. Table. Intentions to use the public Internet access in the future

	2009	2008
Is going to use the public Internet access	24%	22%
Probably is going to use the public Internet access	29%	22%
Probably is not going to use the public Internet access	35%	18%
Is not going to use the public Internet access	10%	19%
Difficult to say	1%	19%

# Library Image

5.1. Table. Library image

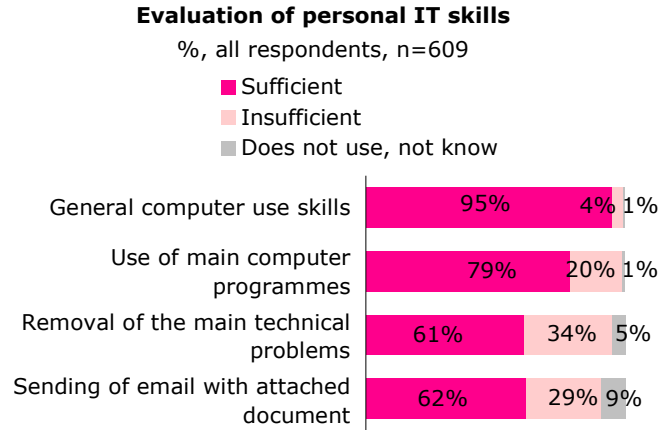
	2009				2008				
	The statement on the left fits to describe library the most	The statement on the left fits to describe library more	The statement on the right fits to describe library more	The statement on the right fits to describe library the most	The statement on the left fits to describe library the most	The statement on the left fits to describe library more	The statement on the right fits to describe library more	The statement on the right fits to describe library the most	
Library is a popular place to spend time	9%	24%	46%	22%	12%	24%	35%	28%	Library is an unpopular place to spend time
Library is a fashionable place to spend time	7%	28%	41%	24%	6%	21%	31%	41%	Library is an unfashionable place to spend time
Library is modern	24%	41%	22%	13%	24%	34%	21%	21%	Library is old-fashioned
Library is a place to communicate with friends and other people	12%	12%	49%	28%	12%	26%	18%	43%	Library is a place to spend some time alone
Library is provided with the newest equipment	32%	38%	21%	9%	28%	29%	22%	18%	Library's equipment is old
It is fun to spend time in the library	32%	31%	24%	13%	28%	29%	21%	21%	It is boring to spend time in the library
It is nice to spend time in the library	35%	46%	16%	3%	38%	29%	21%	9%	It is not nice to spend time in the library
Librarians are good helpers to visitors	79%	19%	1%		62%	26%	7%	3%	Librarians are bad helpers to visitors
Librarians are cheerful and polite	51%	43%	6%		51%	31%	12%	3%	Librarians are dull and rude

# 14. Appendix III. The Graphs of Summarized Data

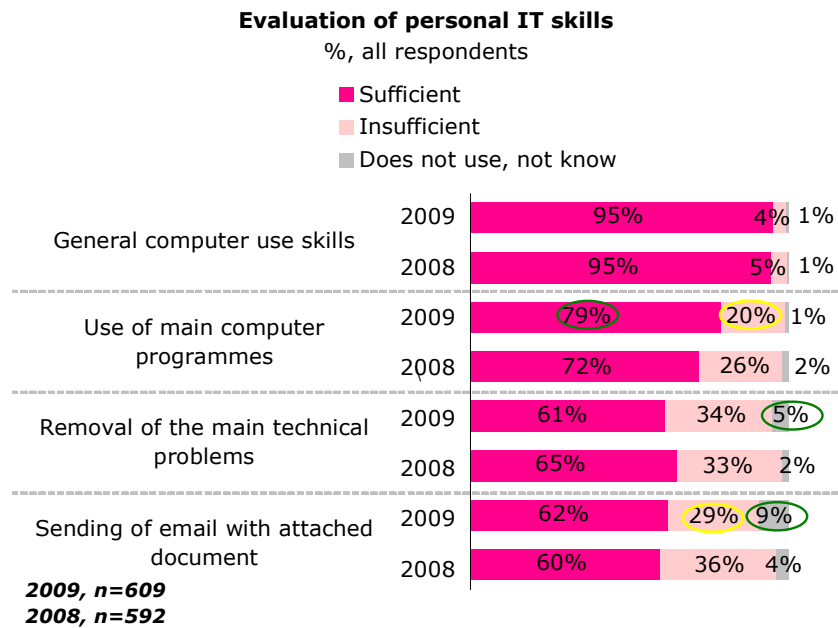
In order to make the analysis of data easier, some information is presented in generalized graphs in this Appendix.

## Using the Computer and the Internet

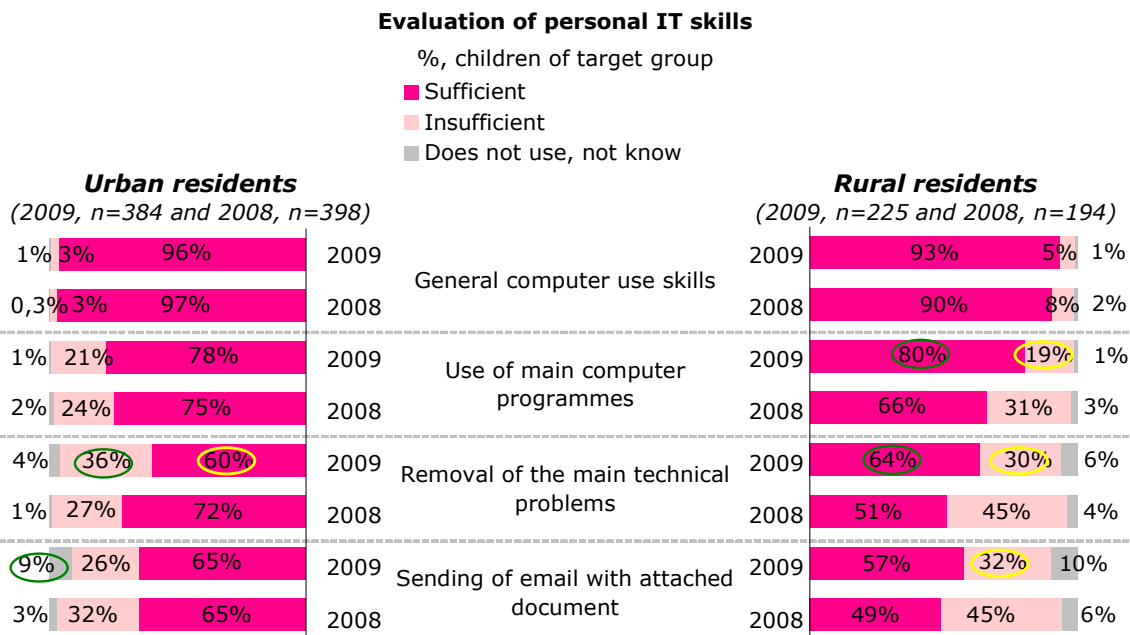
Graph 1



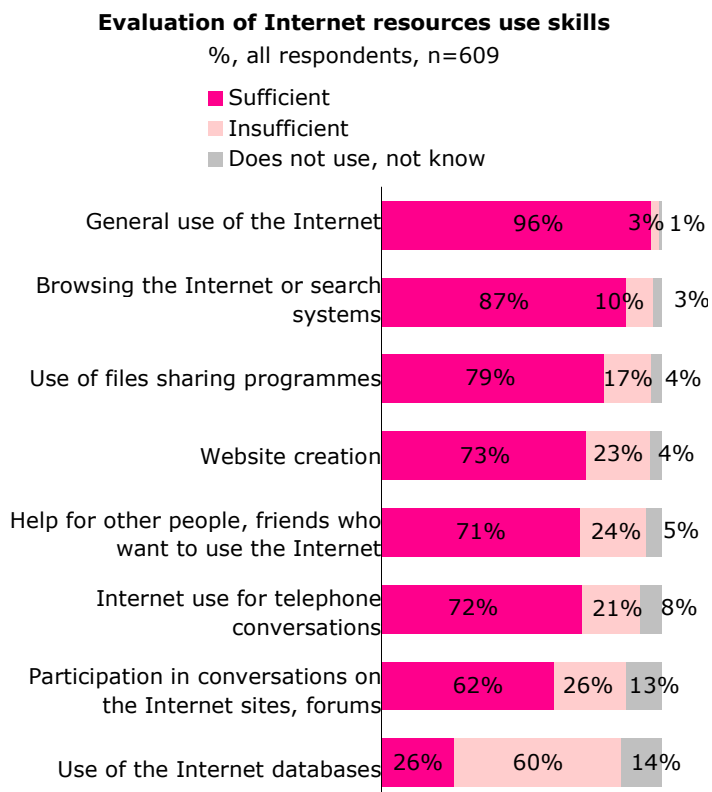
Graph 2



Graph 3



Graph 4

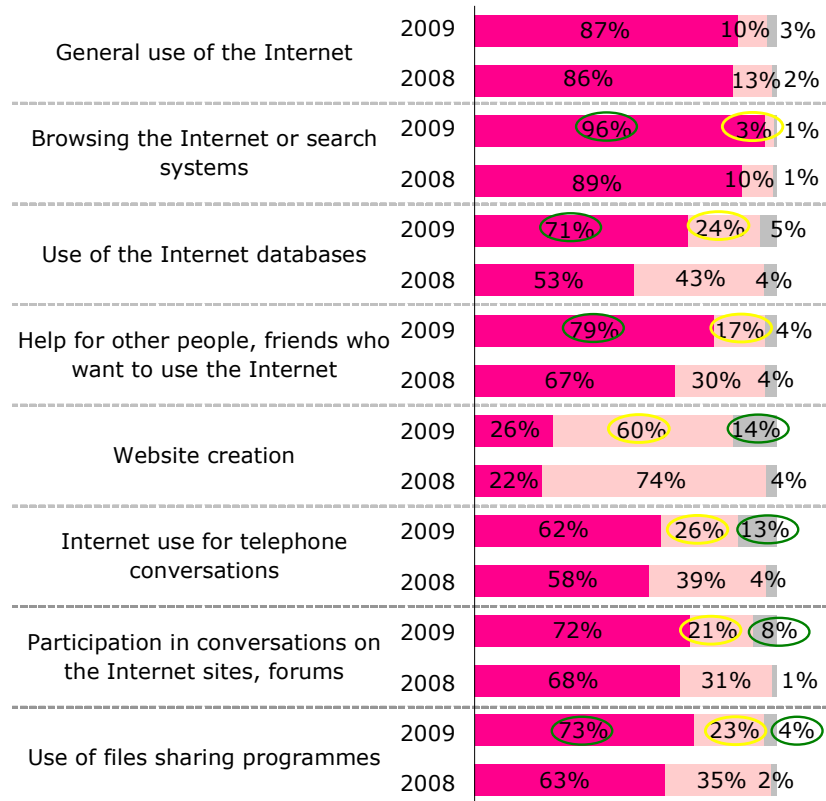


Graph 5

**Evaluation of Internet resources use skills**

%, all respondents

- Sufficient
- Insufficient
- Does not use, not know



**2009, n=609**

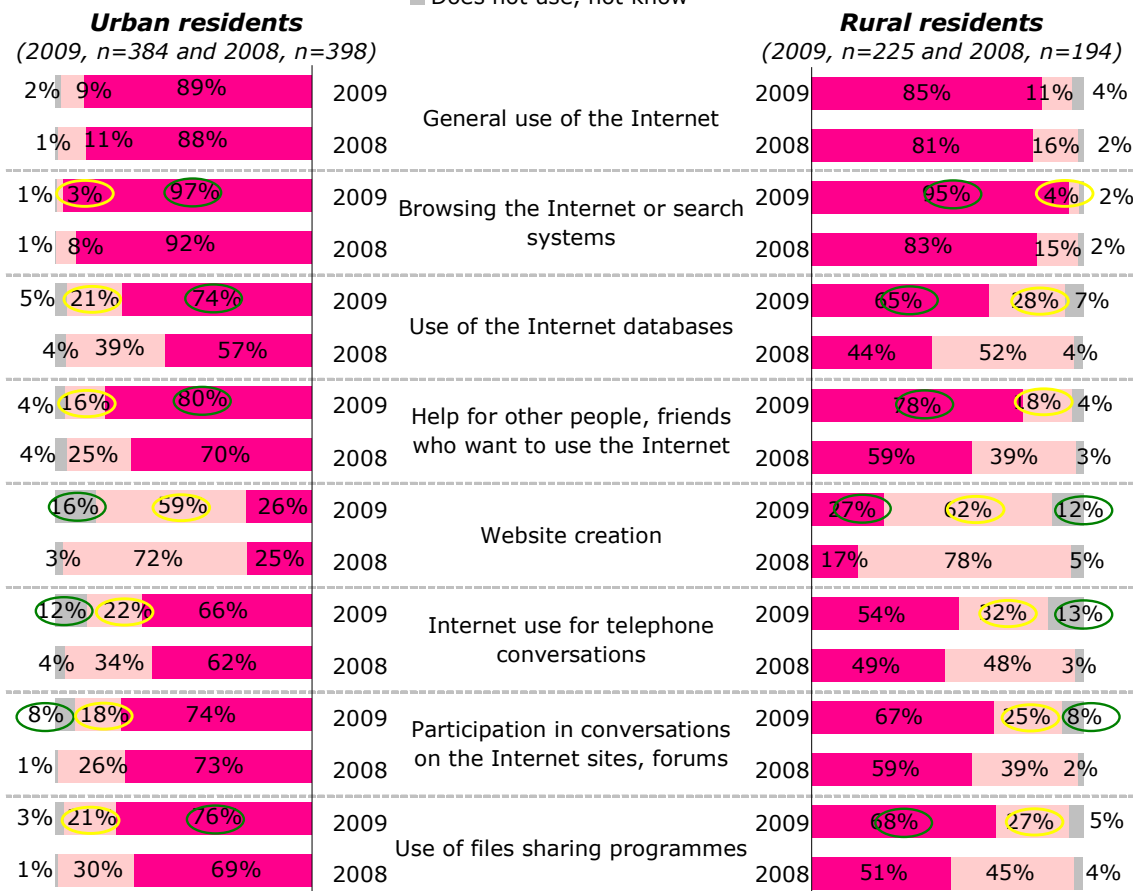
**2008, n=592**

Graph 6

**Evaluation of Internet resources use skills**

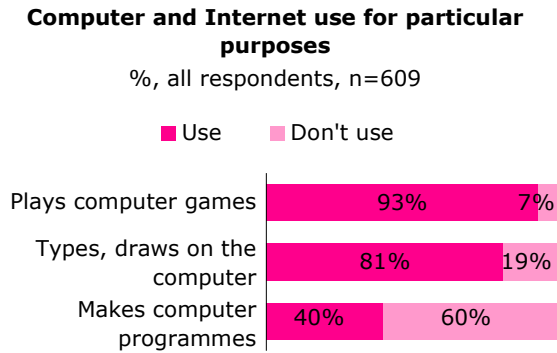
%, children of target groups

- Sufficient
- Insufficient
- Does not use, not know

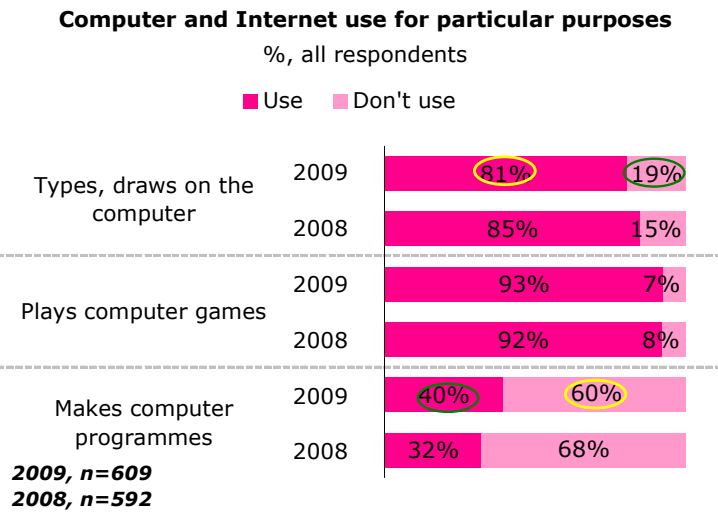


# Purposes of Using the Computer and the Internet

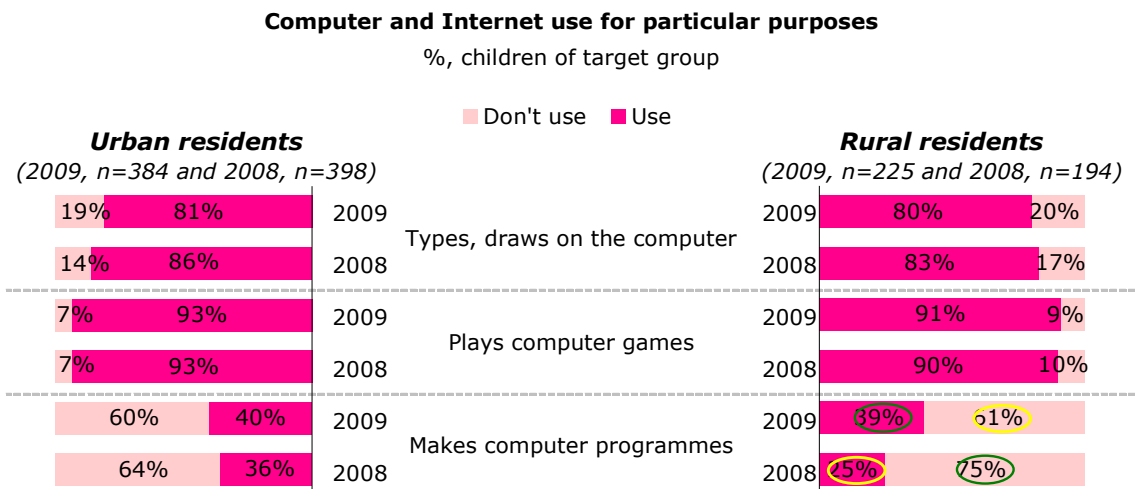
Graph 7



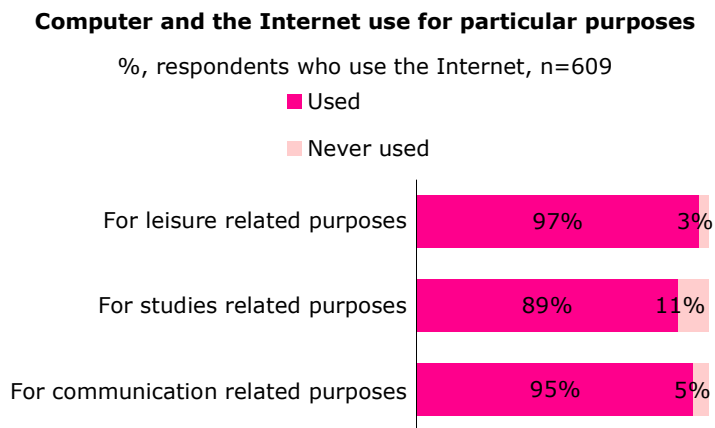
Graph 8



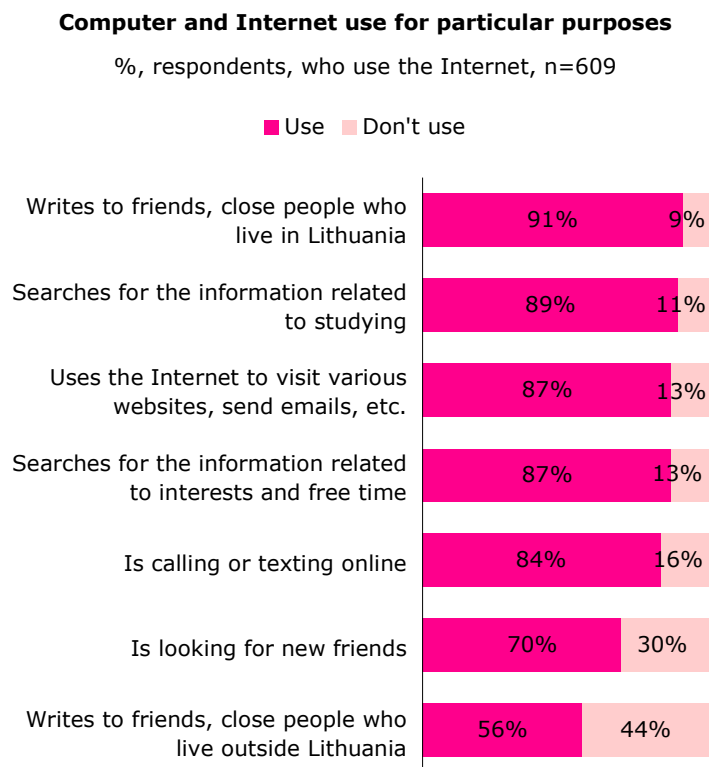
Graph 9



Graph 10

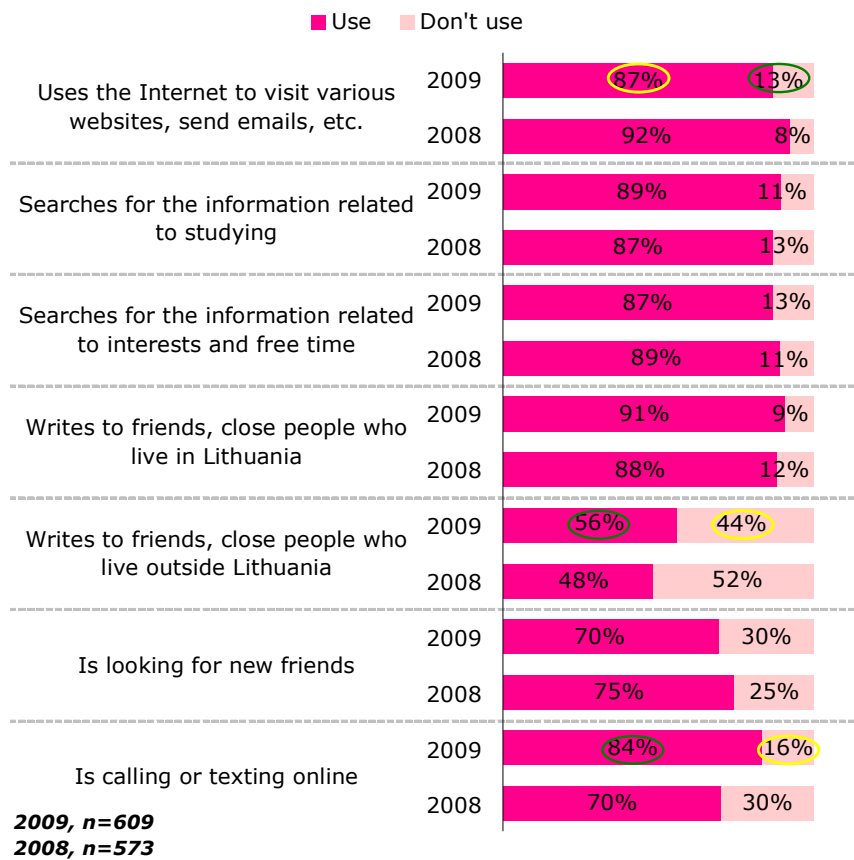


Graph 11



Graph 12

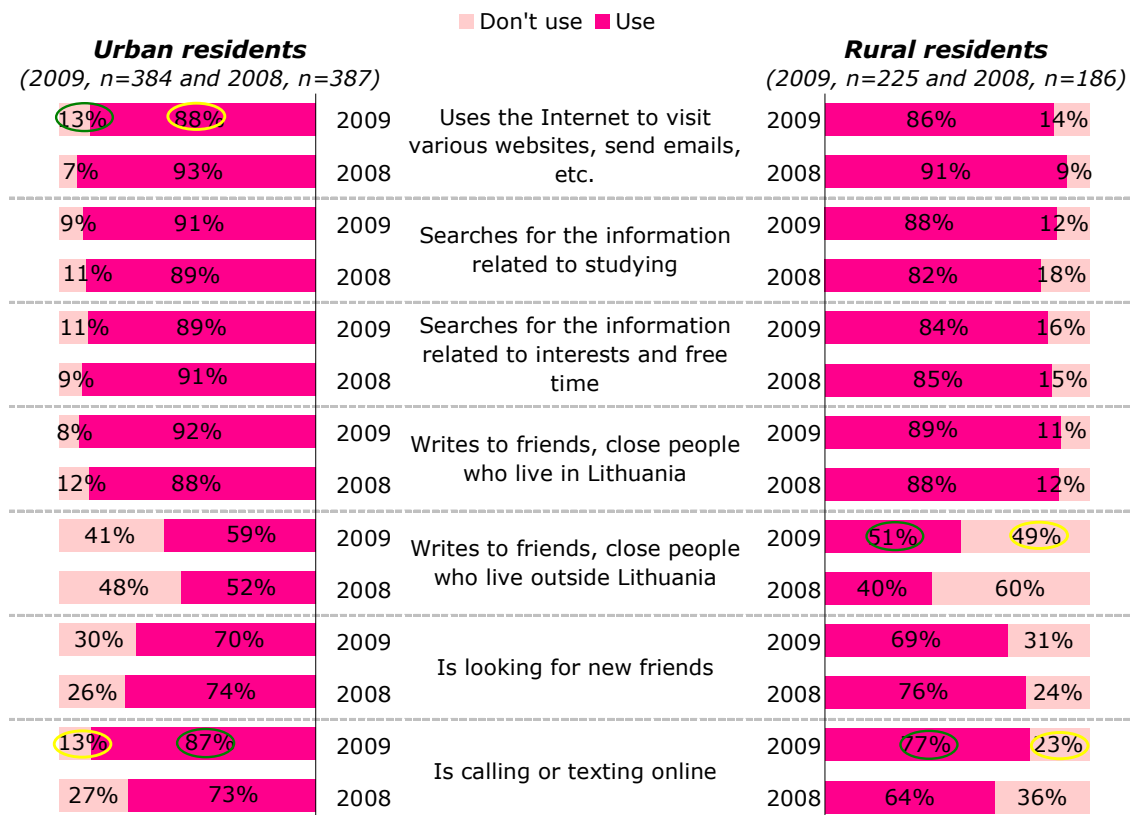
**Computer and Internet use for particular purposes**  
 %, respondents, who use the Internet



Graph 13

**Computer and Internet use for particular purposes**

%, children of target group, who use the Internet

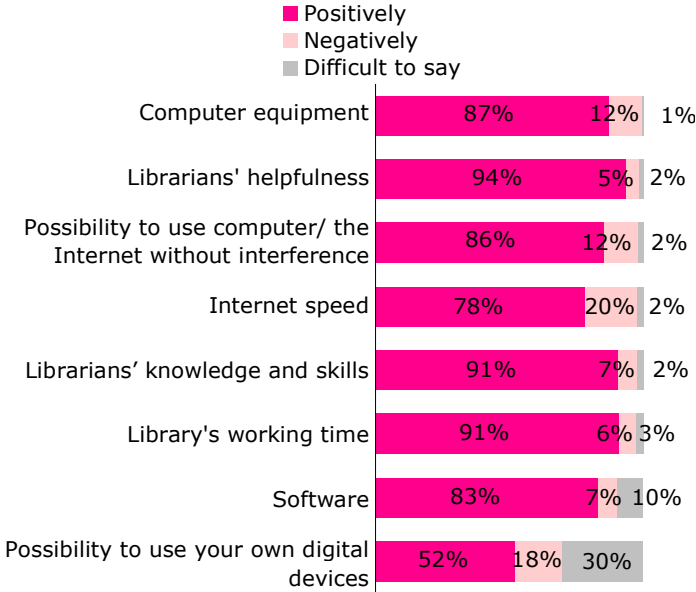


# Demand and Perspectives of Public Internet Access in the Libraries

Graph 14

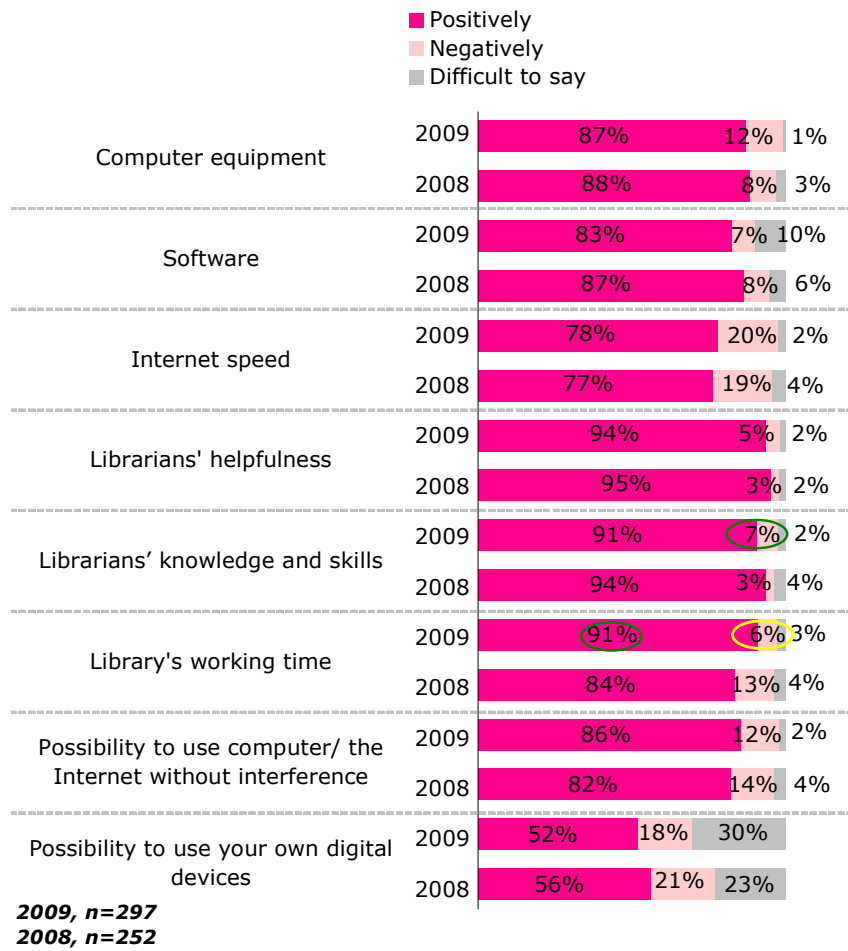
## Evaluation of the public library as the Internet provider

%, respondents, who use the Internet in the library, n=297



Graph 15

**Evaluation of the public library's as the Internet provider**  
 %, respondents, who use the Internet in the library



Graph 16

**Evaluation of the public library's as the Internet provider**

%, children of target group, who use the Internet in the library

- Positively
- Negatively
- Difficult to say

