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MAŽVYDO BIBLIOTEKA



RINKOS ANALIZĖS ir TYRIMŲ GRUPĖ



Bibliotekos pažangai

## THE PROJECT "LIBRARIES FOR INNOVATION"

### 12-14 y.o. Children's Opinion Survey (Instrument 11)

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## ii. Summary

### Introduction of the Survey

The representative survey of Lithuanian children (11th instrument) is an integral part of the impact assessment of the project “Libraries for Innovation” implemented by the Ministry of Culture of the Republic of Lithuania, Martynas Mažvydas National Library of Lithuania and Bill & Melinda Gates Foundation. The 2010 survey is the second impact assessment of the project (In 2008, the initial situation analysis was carried out and in 2009, the first impact assessment of the project was performed).

### Objectives and Tasks

Analyse the quantitative and qualitative indicators of the Internet use of Lithuanian children:

Determine the spread of the Internet, way of connection and frequency of the use of public Internet access points;  
Examine the most frequent online activities of children;  
Define the libraries’ image, reputation and mission perceived by children;  
Compare quantitative indicators to the results of previous surveys.

### Methodology

Target group: 12 – 14 years old Lithuanian children.  
Sample of the survey: N=600.  
Sampling: stratified multi-stage probability sampling.

### The Most Popular Leisure Activities of Children

*Children’s leisure time habits are very similar in rural and urban areas: using a computer, spending time with friends, watching TV, working out or reading books. It is noteworthy that in the last year, spending time in front of the computer replaced spending time with friends which used to be a dominant leisure activity.*

According to the data of the 2010 survey, the usual leisure activities of the surveyed children are the following: using a computer – 89% (main activity of 30% respondents), spending time with friends – 87% (main activity of 28% respondents), watching TV – 85% (main activity of 14% respondents), sports – 49% (main activity of 14%), reading books – 47% (main activity of 5%), music and art classes – 34% (main activity of 8%).

In the period of 2008 – 2010, the most popular leisure activities of children (all the above mentioned) remained almost unchanged, however, during the last survey, the changes in the hierarchy (distinguished as the most frequent) of activities have been observed. In the previous surveys, leisure time in the company of friends was mentioned as the main activity (37% in 2008, 39% in 2009, whereas in 2010, using a computer became the main activity – 30% (leisure time with friends – 28%). The preferences of spending leisure time do not differ among urban and rural children.

### Computers and Internet

*Home and school cover the major part of the growing need of Internet use, schools in particular ensure equal access for rural and urban children. Public libraries are among the main places of Internet use and their importance is increasing each year.*



## Availability of the Computer and Internet

The Internet is easily accessible for children – the majority of them have it at home (83%) and can use it at school (90%). There are no respondents who do not have a possibility to use the Internet either at home or at school. In 2008 – 2010, the availability of the Internet in schools did not change (91% in 2008, 87% in 2009, 90% in 2010). Computers were increasingly used at home (74% in 2008, 82% in 2009, 83% in 2010). The availability of the Internet for rural and urban children differs. More urban children as compared to rural children have the Internet available at home (90% in 2010 in urban areas and 72% in rural areas). In schools, the Internet is equally accessible. According to the data of 2010, 88% of respondents in urban areas and 94% in rural areas can use the Internet in schools.

## Places of Internet Use

Places where children spend the major part of their time – home and school – are also distinguished as the main places of Internet use.

According to the results of the 2010 children's survey, children use the Internet mostly at home – 83% (the main place of use – 82%), school – 72% (the main place of use – 6%). 40% of respondents use the Internet in the public library (the library is the main place for 10% of respondents).

In the period of 2008 – 2010, the places of the Internet accessible for children (counting all alternatives) did not change in principle. However, the following changes have been observed: weakening of the position of the school as the main place of Internet use (14% in 2008, 10% in 2009, 6% in 2010) and growth of the popularity of the public library Internet access (the most frequent place of Internet use: 7% in 2008, 6% in 2009, 10% in 2010).

Comparing the rural and urban areas, previously discussed trends have been observed: urban children are more likely (have more opportunities) to use the Internet at home (89% in 2010)<sup>1</sup>, whereas rural children are more likely (fewer opportunities) to use it in schools (In 2010, 70% in urban areas and 75% in rural areas) and libraries (In 2010, 31% in urban areas and 57% in rural areas).

## Frequency of Internet Use

The majority of respondents are heavy Internet users and their share is growing over time.

67% of respondents use the Internet every day, 27% of them use it several times a week and 6% use it once a week or less often. The number of those who use the Internet every day has been constantly growing: 59% in 2008, 63% in 2009, and 67% in 2010. It can be assumed that this trend took place at the expense of those who use the Internet less often. The number of the latter users was decreasing each year – In 2008, 8% of respondents used the Internet once a week, 6% in 2009 and 4% in 2010.

The trends of the frequency of Internet use among rural and urban children are similar – the number of everyday users is increasing and a similar percent of users use the Internet several times or once a week. There are fewer everyday users of the Internet among rural children, however there are more respondents in rural areas using the Internet once or several times a week.

## Frequency of Computer Use for Individual Areas of Activity

A large portion of rural and urban respondents use the computer for non-Internet related activities: mostly they play computer games, write texts and draw using a computer.

The habits of computer use for non-Internet related activities among rural and urban children are very similar and analogously changed in time perspective – the number of those who constantly play computer games was increasing (from 57% in 2008 to 68% in 2010), the number of those who constantly draw or write using a computer remained stable (22 – 23%) as well as the number of respondents who engage in programming (8 – 6%).

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<sup>1</sup> Different wording of the question: 12. Is there a computer connected to the Internet in your school or at home that you can use but not necessarily use it? (90% positive answers) and 13.1. Where (in what places) do you use the Internet (option: 'at home' – 89% of respondents).

## Places of Computer Use

The use of the computer for other non-Internet related activities does not differ depending on the place of its use. The number of children who play in libraries (17%) is slightly higher than those who program (11%) and create texts or drawings (12%, whereas in *other places* computer games (74%) give way to more 'meaningful' activities, i. e. writing and drawing (85%) and programming (80%).

In time perspective, the respondents' habits of computer use for games, writing, drawing or programming did not change – around one tenth of respondents perform these activities in a library and the rest of them do it in other places. Rural children pursue these activities more often in libraries – 17% of rural children and 5% of urban children write texts and draw on the computer in libraries, 27% of rural and 12% of urban children play games, 24% of rural children and 5% of urban children program on the computer in libraries.

## Computer and Internet Proficiency

Children rate their computer skills as rather high. General computer literacy knowledge and basic Internet knowledge were evaluated highest, whereas website design skills were rated poorest. Urban respondents on average rated their computer knowledge higher than rural respondents.

In time perspective, computer and Internet proficiency was increasing, in particular it is worth emphasizing improved rating of the ability to use Internet data bases (from 16% in 2008 to 33% in 2010).

## Safe Internet

*As the Internet is becoming an integral part of everyday life, the majority of respondents reported having personally encountered dangers lurking in the Internet. They rate their readiness to fight against Internet threats higher than awareness of Internet-related threats.*

## Awareness of Internet-related Threats

Although each respondent reported having experience in computer and Internet use, a large portion of them said that they do not have sufficient knowledge on the issues related to Internet safety.

The awareness of urban children is on average higher in all the surveyed issues of Internet safety. 37% of urban respondents and 29% of rural respondents of the target group rated their knowledge about personal data theft as sufficient, 39% of urban respondents and 27% of rural respondents rated their knowledge on the dangers lurking in Internet acquaintances as sufficient, 45% of urban respondents and 37% of rural respondents reported having sufficient knowledge about offensive comments, 45% of urban and 30% of rural respondents had enough knowledge about Internet addiction, and 59% of urban and 45% of rural respondents of the target group reported having sufficient knowledge about computer threats.

## Experience of Internet Threats

The majority of respondents reported having personally experienced dangers lurking in the Internet.

Urban respondents who are more heavy Internet users reported having more negative experience. The following is the percentage of respondents who have actually (personally) experienced Internet threats at least once: computer threats – 62%, offensive comments – 22%, Internet addiction – 14%, dangers lurking in the Internet acquaintances – 9%, threats of identity theft – 6% of respondents.

Urban children on average more often reported having personally experienced Internet threats. 66% of urban and 54% of rural respondents have at least once personally experienced computer threats, 10% of urban and 8% of rural respondents have experienced the dangers of Internet acquaintances, 25% of urban and 16% of rural respondents experienced offensive comments, 17% of urban and 10% of rural respondents experienced Internet addiction, 7% of urban and 5% of rural respondents of the target faced the threat of Identity theft.

## Readiness to Combat Internet Threats

When children start heavily using the Internet, they search for information or are informed about the threats caused by the Internet and ways to cope with them.

According to the data of the 2010 survey, children evaluate their possibilities to prevent Internet threats quite favourably. For example, the children of rural areas who lag behind urban children in the indicators of awareness and actual experience of Internet threats, in the readiness to fight against threats rank lower than urban residents only in a few areas. The following is the percentage of children who are ready to fight against threats: computer threats – 72% of urban respondents and 72% of rural respondents, dangers of Internet acquaintances – 58% of urban respondents and 52% of rural respondents, offensive comments – 62% of urban respondents and 60% of rural respondents, Internet addiction – 61% of urban respondents and 59% of rural respondents, identity theft – 47% of urban respondents and 42% of rural respondents of the target group.

## Information Sources about Internet-related Threats

Children reported learning about Internet threats from three main sources: media, school, and family.

The main source of information about Internet-related threats can be called informal (“word of mouth”) – respondents most often indicated their friends (64%), and family members (46%). A quite important source of information attributed to formal education is teachers (39%), Informatics teachers (35%), librarians (12%). The third group consists of media (in general) channels: the Internet (35%), media (15%) and books (15%).

In rural and urban areas, three different sources of information on Internet-related threats were distinguished. In urban areas, respondents more often mentioned family members – 52% (37% in rural areas), whereas in rural areas they more often mentioned librarians – 21% (6% in urban areas).

## Library Attendance

*The majority of children are not loyal visitors of libraries, however, they have visited it at least once. The main reasons of the visit is lending books and computer games (the latter activity is becoming increasingly popular).*

### Attending Public Libraries

It can be stated that a library are a popular place familiar to respondents: according to the data of the 2010 survey, the majority of respondents (80%) have visited a library at least once.

In 2010 as compared to 2009, library attendance decreased by 5 pp. However, this change does not exceed the maximum statistical error, therefore, we cannot make broader generalizations.

Rural children visit libraries more often than urban children (The data of the 2010 survey show that 88% of rural respondents and 75% of urban respondents reported visiting the library).

### Intensity of Attending Public Libraries

According to the data of the 2010 survey, during the last year, the following percentage of respondents visited the library: every day – 3%, several times a week – 16%, once a week – 10%, several times a month – 19%, once a month – 19%, very rarely (just a few times) – 26%. 7 % of respondents did not visit the library during the past year.

In the dimension of time and location, the frequency of children’s use of the library is very constant: there are no changes in attendance in the period of 2008 – 2010, whereas in rural areas the attendance was higher in the surveyed year.

### Reasons for Not Visiting the Library

The main reasons for not visiting the library include: satisfaction with the school library – 49%, lack of interest in books – 17%, lack of time – 17%, rich home library – 13%, not on the way – 7%.

## Activities in the Library

The use of the libraries according to their traditional function – book lending – still dominates among respondents, although computer games are increasingly becoming the main reason for visiting the library.

According to the data of the 2010 survey, when visiting the library children most often: lend books – 84% (the main activity – 57%), play computer games – 38% (main activity – 20%), use the Internet – 34% (the main activity – 10%), read books and magazines – 25% (main activity – 3%). In 2010 as compared to the period of 2008 – 2009, the number of respondents, who visited the library only for books, decreased (In 2009, 74% of respondents mentioned book lending as the most frequent reason for visiting the library, whereas in 2010, only 57% of them mentioned it). Also the number of respondents, whose primary reason for visiting the library is computer games, has proportionally increased. These changes were more determined by rural respondents.

## Public Internet Access in Libraries

*Public Internet access in libraries is well-known to respondents and it is evaluated favourably. Its popularity is increasing, especially in rural areas. One of the main reasons for using public Internet access is free services.*

### Awareness of Public Internet Access in Libraries

Respondents were well-informed about the existence of public Internet access in libraries: nine out of ten respondents knew about the possibility to use the Internet in libraries.

In the period of 2008 – 2010, the awareness of Internet access in libraries increased to 91% (79% in 2008, 89% in 2009). The awareness of Internet access is higher in rural areas (In 2010, 95% in rural areas and 89% in urban areas).

### Use of Public Internet Access in a Library

According to the data of the 2010 survey, out of all respondents who are aware of public Internet access in libraries, 59% of them use the Internet in libraries. The ratio between those who are aware of Internet access and those who use it remained quite stable during the entire survey period – 54% in 2008, 55% in 2009, and 59% in 2010. Public Internet access is more popular in rural areas (According to the 2010 data, 68% in rural areas and 46% in urban areas).

### Reasons for Not Using Public Internet Access in Libraries

The main reasons for not using public Internet access in libraries are mostly related to a rather wide range of available alternatives rather than improperly provided public Internet access services.

Respondents mentioned the following main reasons for not using the Internet in a library: the Internet available at home – 92%, the Internet available at school – 21%, use the Internet in friends' houses – 8%, do not visit the library – 8%, inconvenience, lack of comfort – 6%, lack of computers or lines – 5%. Comparing 2009 and 2010, there are no many changes – the number of respondents who have the Internet at home increased from 86% to 92%, the use of the Internet in friends' houses decreased from 13% to 8%, and the reason “no Internet available in the closest library” was not mentioned any more (In 2009, 7% of respondents mentioned it).

### Frequency of Use and Assessment of Quality

In time perspective, as the number of weekly users of the Internet was increasing, the popularity of Internet access in libraries was also growing.

According to the 2010 data, 5% of respondents use the Internet in a library every day, 31% several times a week, 14% once a week, 18% several times a month, 15% once a month, 7% several times in half a year, 10% less often, 4% used the Internet only once, 52% never. In the period of 2008 – 2010, a growth of the popularity of Internet access in libraries has been observed. The number of everyday users has remained stable – 4-5%, however, the number of weekly visitors has increased (from 24% in 2009 to 31% in 2010), as well as the number of those who use the Internet several times a month – 18% (12% in 2009).

Rural children are more heavy users of Internet access in libraries. In 2010, 6% of respondents (3% in urban areas) used Internet access in libraries every day, 37% of them (25% in urban areas) several times a week, and 19% (9%) once a week.

#### Assessment of Public Internet Access Services

Public Internet access services are evaluated very favourably. The respondents emphasize the improvement of their quality. According to the data of the 2010 children's survey, the following library services were evaluated most favourably: computers – 94% positive ratings, helpfulness of librarians – 92% positive ratings, and knowledge and skills of librarians – 92% positive ratings. In 2008 – 2010, the evaluation of the quality of rural and urban library services was improving. Great progress has been observed in the evaluation of software and hardware: assessment of the quality of computers (the rating “very good”: 14% in 2008, 35% in 2010), software (the rating “very good”: 13% in 2008, 29% in 2010), speed of the Internet (the rating “very good”: 13% in 2008, 30% in 2010).

#### Benefits of Using Public Internet Access in Libraries

Respondents have emphasized social and knowledge development benefit that one gets while using public Internet access in a library.

According to the data of the representative children's survey of 2010, children distinguished the following benefits of using the computer and Internet: more interesting leisure time – 82%, improved communication with relatives and friends – 62%, assistance in finding new friends – 64%, assistance in performing school tasks – 55%.

In the period of 2008 – 2010, the following benefits of the Internet were mentioned: improved communication with relatives (54% in 2008, 58% in 2009, 82% in 2010), more interesting leisure time (77% in 2008 and 2009, 85% in 2010). In rural areas, assistance in preparing homework and performing school tasks was especially emphasized among the services provided by public libraries (48% in 2008, 61% in 2009, and 70% in 2010).

#### Reasons for Using the Internet in a Library

In time perspective, free Internet services have been increasingly emphasized.

Free Internet is undoubtedly the main reason for using public Internet access in libraries – 73%. Other reasons for using the Internet in libraries include use of additional library services – 31%, absence of the Internet at home – 24% and librarians' assistance – 24%. In the period of 2008 – 2010, free Internet became one of the main reason for using public Internet access (57% in 2008, 73% in 2010), whereas the reason “using other library services” declined (51% in 2008, 31% in 2010). The latter reason (the Internet as an additional service) was rarely mentioned in urban areas (59% in 2008, 26% in 2010).

#### Image of Libraries

*The image of libraries is favourable. Each year the number of positive ratings is increasing, in particular in respect to modern equipment and pleasant staff.*

#### The Most and Least Favourite Things in Libraries

When evaluating libraries, children mostly emphasized positive things – both modernity and tradition.

According to the 2010 data, children like most the following things in libraries: a wide choice of books – 50%, computers and variety and quality of computer equipment – 35%, peaceful atmosphere – 12%, helpful and pleasant staff – 9%. The things children do not like: frolic of children – 8%, queues at the computer – 7%, restrictions of computer use (games) – 4%, librarians' behaviour – 4%, old books – 3%, slow Internet – 3%.

Summarizing the thoughts of respondents, a conclusion can be made that children mostly like modernity (like new technical devices, very critical of aging technologies), however, they find traditional library features less important including abundance of books and a calmness of the place where one can concentrate and work.

## Image of Libraries

The staff and modern equipment of libraries are the most favourably (increasingly favourably each year) evaluated components of library image.

According to the data of the 2010 children's survey, respondents evaluate most favourably the staff of libraries (helpful, polite and funny) and modernity of libraries (newest equipment, libraries are modern). All the areas related to communication and popularity are evaluated poorly (unpopular, not trendy, not suitable for communication). In time perspective, positive changes in the library image have been observed. In 2008, the staff was the only positive feature of libraries evaluated positively, whereas in 2009 – 2010, the ratings related to modernity considerably increased (latest equipment, up-to-date).

## 1. Introduction of the Survey

### 1.1 Representative Survey of Lithuanian Children

The representative survey of Lithuanian children (11th instrument) is an integral part of the impact assessment of the project “Libraries for Innovation” implemented by the Ministry of Culture of the Republic of Lithuania, Martynas Mažvydas National Library of Lithuania and Bill & Melinda Gates Foundation. The 2010 survey is the second impact assessment of the project (In 2008, the initial situation analysis was carried out and in 2009, the first impact assessment of the project was performed).

#### 1.1.1 Objectives and Tasks

Analyse the quantitative and qualitative indicators of the Internet use of Lithuanian children:

- Determine the spread of the Internet, way of connection and frequency of the use of public Internet access points;
- Examine the most frequent online activities of children;
- Define the libraries’ image, reputation and mission perceived by children;
- Compare quantitative indicators to the results of previous surveys.

#### 1.1.2 Indicators of Impact Assessment

The survey of Lithuanian children analyses the following impact assessment indicators:

<b>3. Improved IT skills of public library visitors:</b>
3B. Changes in using public Internet access
<b>4. Improved access for specific groups, hard-to-reach social groups:</b>
4A. Percentage of users who do not have alternative Internet access
4C. Activities for which users use public Internet access in libraries most often
<b>5. Improved representation of libraries</b>
5A. Reputation, public perception and profile of the library
5B. Extended mission and competences of libraries
<b>7. Increased social benefits for individuals and communities through IT:</b>
7A. Benefits received by users and perception thereof

#### 1.2.3. Survey Methodology

*Target group*

12 – 14 years old Lithuanian children.

*Sample of the survey*

N=600. Results are analysed with 95% reliability, +/- 4% statistical error.

*Sampling*

Stratified multi-stage probability sampling will be used.

• Selection of the area: the areas are selected maintaining the proportions of the number of Lithuanian people in rural and urban areas based on the data of Lithuanian Department of Statistics.

- Primary sampling units. The areas of electoral districts were selected as the primary sampling units (2009). Using probability proportional to size method, out of 2035 districts, 50 areas were selected where the survey is to be carried out.

- All primary sampling units are arranged according to the administrative division (district, then municipalities) adding the information about their relative size (the number of registered voters). Then, in a separate column, cumulative frequency is calculated (estimated by summing up the simple frequencies of this interval and previous intervals). The last cumulative frequency is equal to the size of the sample). After performing these procedures, a sampling step is determined by dividing the total population size (the sum of voters) by the number of primary sampling units (50). The initial sampling point is selected randomly. It will be the first selected unit of primary sampling. The rest 48 units are selected by adding the estimated step to the previously selected point. Probability proportionate to size method increases the probability of larger areas to be included into the sample.

• Selection of the house and apartment: In a given area, a sampling point is selected (address, e.g. Draugystės str. 3) or several points. The number of points is determined by dividing the number of respondents to be interviewed in this area by 20. The survey starts at the sampling point. In each sampling point, in a block of apartment houses, the interviewers go to each house, select every 5<sup>th</sup> apartment in it in Vilnius, Kaunas and Klaipėda and every 3<sup>rd</sup> apartment in other cities. In the block of private houses, interviewers select every 2<sup>nd</sup> house. When the even/uneven side of the street ends, the interviewer goes back on the opposite side of the same street. When the street ends, he goes to the intersecting street. In the rural area, the interviewer selects a starting point, e. g. a bus stop or school, and goes to every 2<sup>nd</sup> house. If houses are not numbered, they are counted physically. Interviewers fill in the route sheet in order to be able to check if the route and the step is followed correctly.

• Selection of a respondent in an apartment/house takes place according to the target group criterion, i. e. 15 – 74 years old person. If there are several persons in a household who fall in this category, the upcoming birthday rule is applied. One respondent is selected and interviewed in a selected household. If nobody opens the door during the visit or the respondent satisfying the criteria is not at home, the interviewer comes back to the household second time and if the respondent is not at home again, the interviewer comes back third time (if there are still questionnaires that are not filled in). If the interviewer finally finds the respondent at home but he or she refuses to participate in the survey, the interviewer proceeds according to the step. If the selected respondent refuses to participate in the survey, the interviewer goes to the next house/apartment. After interviewing the respondent, the phone sheet is filled in where respondent provides his name and a telephone number. If he or she refuses to indicate his telephone, the interviewer asks him to indicate e-mail or home address.

• Selection of a respondent in an apartment/house takes place according to the target group criterion, i. e. 12 – 14 years old person. If there are several persons in a household who fall in this category, the upcoming birthday rule is applied. One respondent is selected and interviewed in a selected household.

\* Target group (children) may be interviewed only with the consent of official guardians.

### Data Collection Method

Face-to-face interview at a respondent's house using a pre-agreed questionnaire to be completed by a professional interviewer.

### Fieldwork Report

<b>Total number of respondents visited</b>	<b>9250</b>
<b>Number of 12- 14 year old respondents interviewed</b>	<b>601</b>
<b>Out of reach</b>	<b>103</b>
<b>Refused</b>	<b>299</b>
<b>Did not satisfy sample criteria</b>	<b>8197</b>
<b>Other reasons</b>	<b>17</b>
Locked stairwall (coded doors)	33

### Quality Control

The surveys of “RAIT” are conducted in accordance with ESOMAR requirements.

The control of the work is carried out in all the stages of the survey:

- data collection;
- entrance of data (the survey was carried out using a programmed questionnaire ensuring 100% control of data entrance);
- data coding (the survey was carried out using a programmed questionnaire ensuring 100% control of coding and routing);

### Statistical Data Error

In evaluating the results, it is necessary to take into consideration statistical error. It occurs due to the fact that we perform sampling rather than a continuous survey. This error is calculated mathematically. The following table presents errors at various numbers of respondents and distribution of responses.

Distribution of responses ⇒	50	45/55	40/60	35/65	30/70	25/75	20/80	15/85	10/90	5/95
Sample size ↓										
10	31	30.8	30.4	29.6	28.4	26.8	24.8	22.1	18.6	13.5
30	17.9	17.8	17.5	17.1	16.4	15.5	14.3	12.8	10.7	7.8
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
700	3.7	3.7	3.6	3.5	3.4	3.2	3	2.6	2.2	1.6
800	3.5	3.4	3.4	3.3	3.2	3	2.8	2.5	2.1	1.5
900	3.3	3.2	3.2	3.1	3	2.8	2.6	2.3	2	1.4
1000	3.1	3.1	3	3	2.8	2.7	2.5	2.2	1.9	1.4

### Example

Suppose that 400 respondents were asked what projects they know. Suppose, 25% of them said that they know X project. It means that we can claim with 95% reliability that the actual value is in the range of  $25\% \pm 4\%$ .

### 1.2. Methodological Remarks

The report presents the general distribution of responses, comparisons to the results of the 2008 and 2009 surveys and the dispersion of statistically significant responses in the demographic groups.

The target group of the survey is the participant of the project “Libraries for Innovation”, i. e. Librarians working (or those who will work) with public Internet access. Each respondent included into the sample represent one branch of the library participating in the project, thus the results of the survey reflect the situation of the branch of the libraries participating in the project.

The following are the derivative values used for a more convenient interpretation of the evaluation scales and comparisons in time:

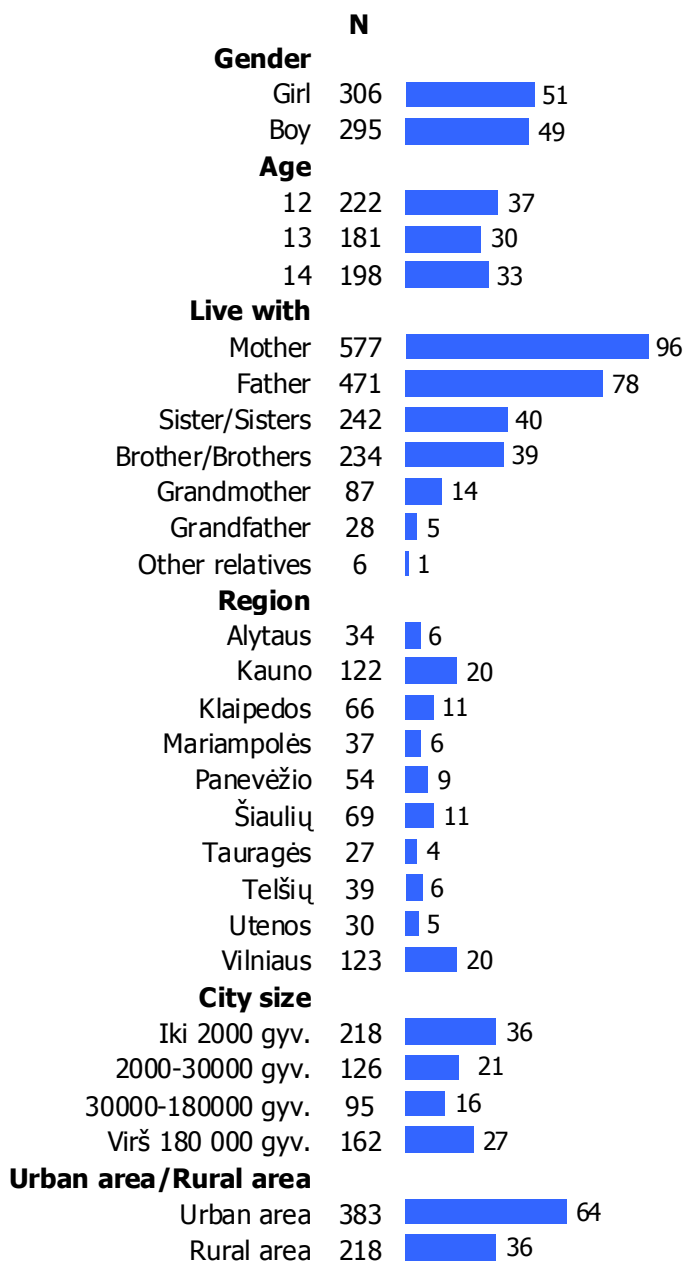
- **Scale balance** helps compare evaluations more objectively. The balance is calculated by subtracting negative evaluations from positive ones using conventional weights. Balance = (COMPLETELY SUFFICIENT + SUFFICIENT \*1/2) – (COMPLETELY INSUFFICIENT + INSUFFICIENT \*1/2). Theoretically, the balance may

acquire the values from – 100 to + 100. This is a difference between positive and negative responses in comparative share percentage. The balance of a Likert scale may acquire the values from -100 when all respondents chose the most negative option, to +100 when all respondents chose the most positive option. If the number of positive and negative responses is the same, the value of the balance is equal to 0. If the value of the balance is equal to -10, it means that the number of negative values was higher than positive ones by 10%.

- **Evaluation balance.** An indicator widely used in accounting and international commerce (in payment balance). In the case of the survey, the evaluation balance of the later year is equated to debit, whereas the (loan) evaluation balance of the previous year is equated to credit. Positive balance means that the evaluations of the specified period are higher than those of the previous period, whereas negative balance means that evaluations (balance) comparing to the previous period have decreased (0 would mean that there were no changes between the periods compared).

### 1.3 Demographics of Respondents

Figure 1. Demographics of respondents

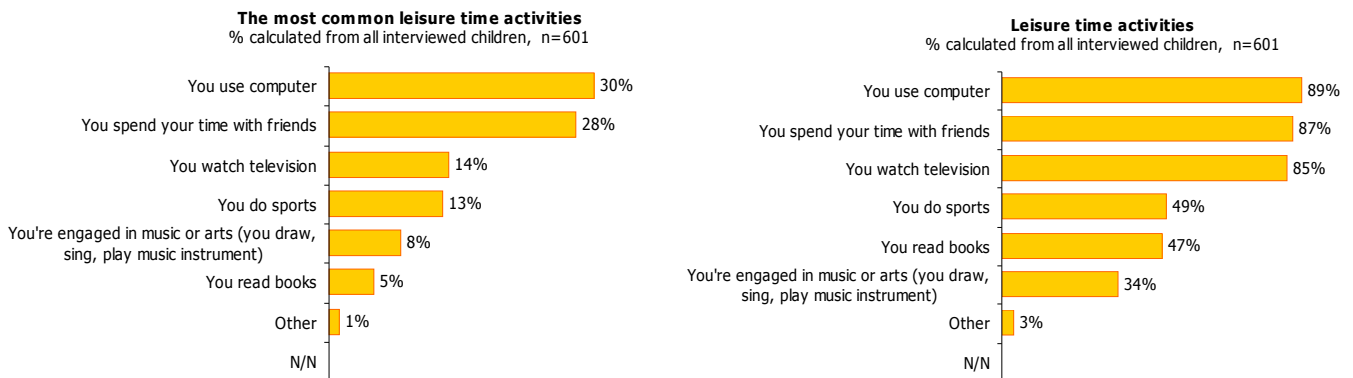


## 2. The Most Popular Leisure Activities of Children

According to the data of the 2010 survey, the usual leisure activities of the surveyed children are the following: using a computer – 89% (main activity of 30% respondents), spending time with friends – 87% (main activity of 28% respondents), watching TV – 85% (main activity of 14% respondents), sports – 49% (main activity of 14%), reading books – 47% (main activity of 5%), music and art classes – 34% (main activity of 8%). (Figure 2)

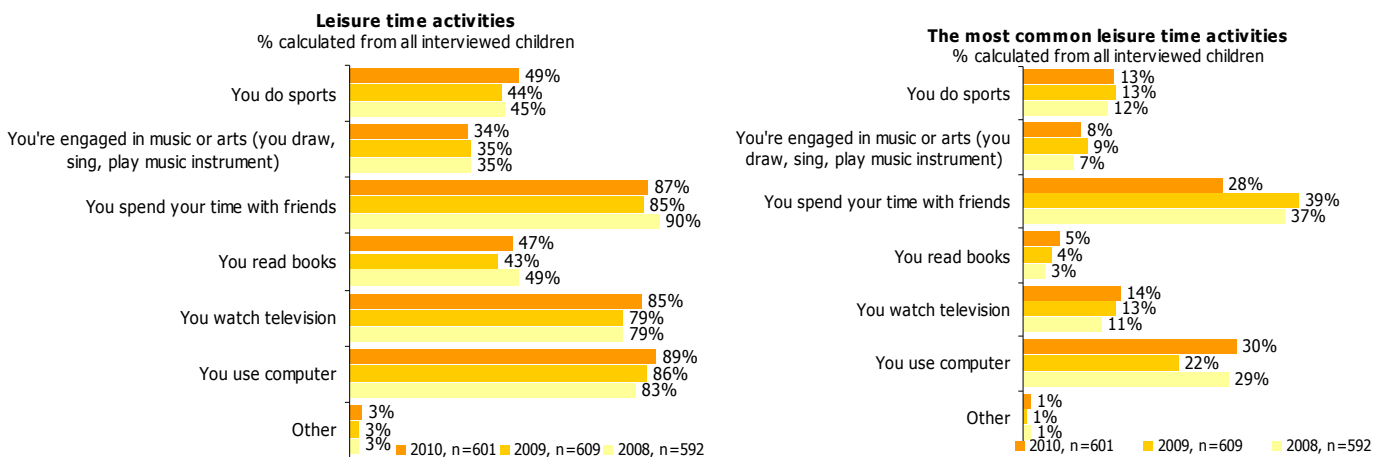
Boys are more likely to be interested in computers. TV watching is more popular in rural areas. During leisure time, boys more often participate in sports, whereas girls read or pursue music or art.

**Figure 2.** How do you usually spend your free time? The most popular and frequent activities



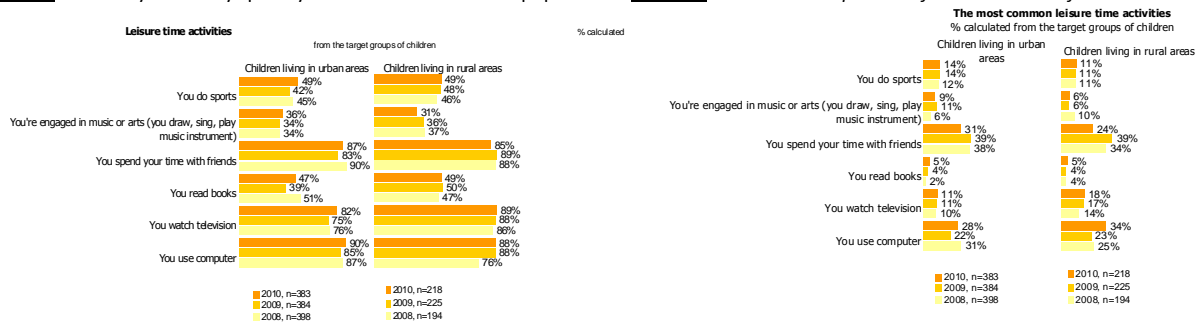
In the period of 2008 – 2010, the most popular leisure activities of children (all the above mentioned) remained almost unchanged, however, during the last survey, the changes in the hierarchy (distinguished as the most frequent) of activities have been observed. In the previous surveys, spending leisure time in the company of friends was distinguished as the main activity (37% in 2008, 39% in 2009, whereas in 2010, the main activity became using a computer – 30% (leisure time with friends – 28%). (Figure 3)

**Figure 3.** How do you usually spend your free time? The most popular and frequent activities . Comparison of 2008 to 2010



The preferences of spending leisure time do not differ among urban and rural children (Figure 4)

**Figure 4.** How do you usually spend your free time? The most popular and frequent activities . Comparison of 2008 to 2010 of rural and urban areas

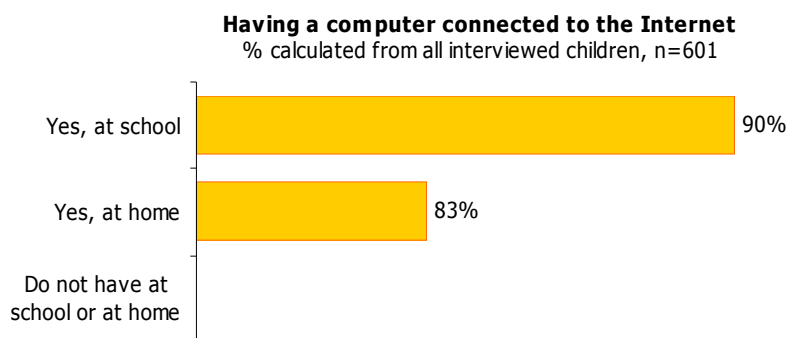


### 3. Computers and Internet

#### 3.1 Availability of the Computer and Internet

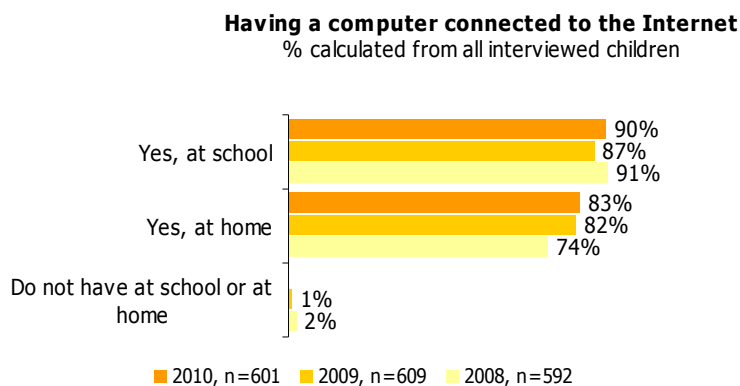
According to the data of the 2010 children’s survey, the accessibility of the Internet is high. 90% of respondents can use the computer connected to the Internet at school and 83% can use it at home. There are no respondents who do not have a possibility to use the Internet either at home or at school. (Figure 5)

**Figure 5.** Is there a computer connected to the Internet at your school or at home that you can use but not necessarily use it?



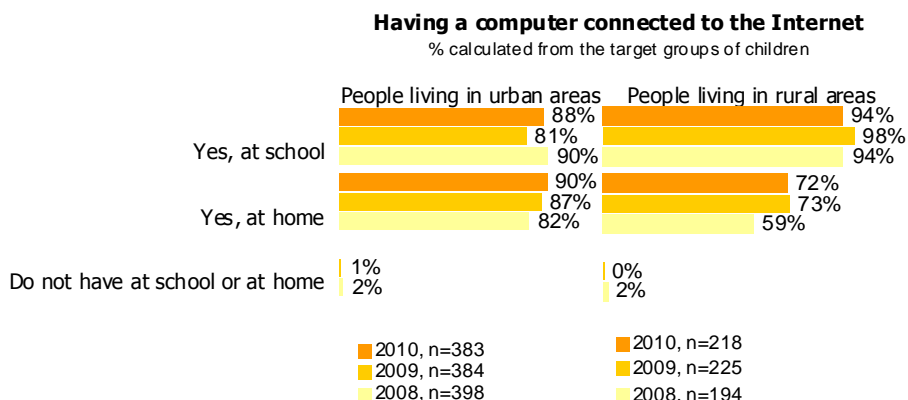
In 2008 – 2010, the availability of the Internet in schools did not change (91% in 2008, 87% in 2009, 90% in 2010). Computers were increasingly used at home ( 74% in 2008, 82% in 2009, 83% in 2010) (Figure 6).

**Figure 5.** Is there a computer connected to the Internet at your school or at home that you can use but not necessarily use it? *Comparison of 2008 to 2010*



The availability of the Internet for rural and urban children differs. More urban children as compared to rural children have the Internet available at home (90% in 2010 in urban areas and 72% in rural areas). In schools, the Internet is equally accessible. According to the data of 2010, 88% of respondents in urban areas and 94% in rural areas can use the Internet in schools. (Figure 7)

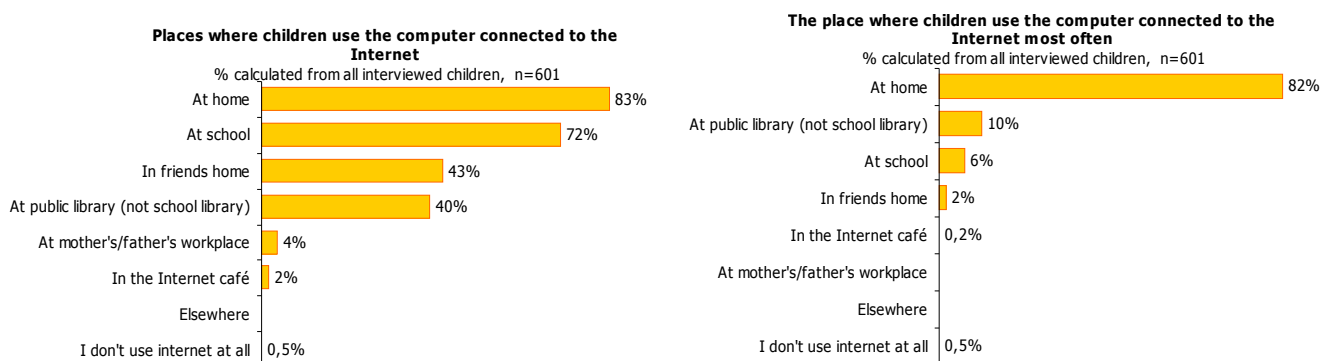
**Figure 6.** Is there a computer connected to the Internet at your school or at home that you can use but not necessarily use it? Comparison of 2008 to 2010 of rural and urban areas.



### 3.2 Places of Internet Use

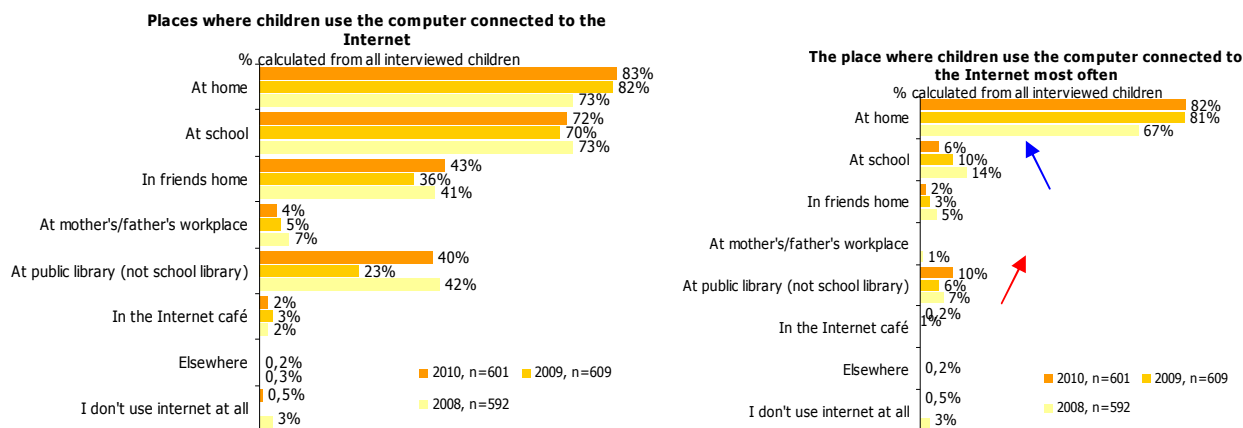
According to the results of the 2010 children’s survey, children use the Internet mostly at home – 83% (the main place of use – 82%), school – 72% (the main place of use – 6%). 40% of respondents use the Internet in the public library (the library is the main place for 10% of respondents). (Figure 8)

**Figure 7.** Where (in what places) do you use Internet?



In the period of 2008 – 2010, the places of the Internet accessible for children (counting all alternatives) did not change in principle. However, the following changes have been observed: weakening of the position of the school as the main place of Internet use (14% in 2008, 10% in 2009, 6% in 2010) and growth of the popularity of the public library Internet access (the most frequent place of Internet use: 7% in 2008, 6% in 2009, 10% in 2010). (Figure 9)

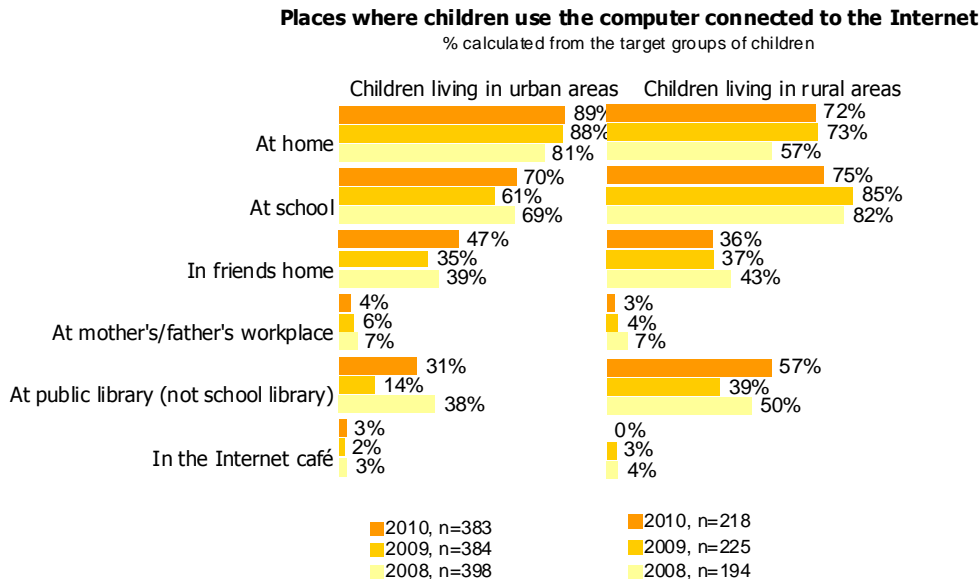
**Figure 8 .** Where (in what places) do you use the Internet? The most popular places and the most frequent place of use. 2008 to 2010



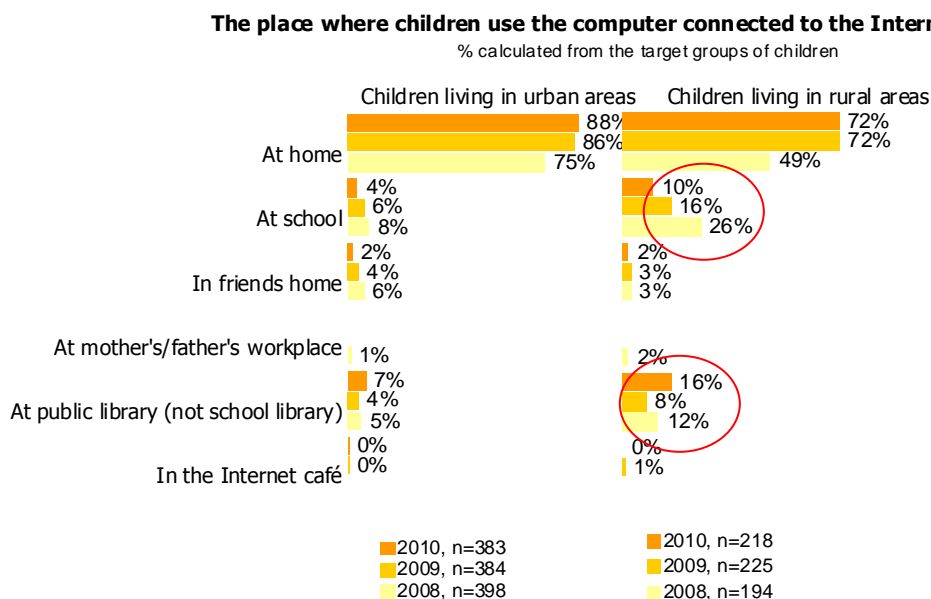
Comparing the rural and urban areas, previously discussed trends have been observed: urban children are more likely (have more opportunities) to use the Internet at home (89% in 2010), whereas rural children are more likely (have fewer opportunities) to use it in schools (In 2010, 70% in urban areas and 75% in rural areas) and libraries (In 2010, 31% in urban areas and 57% in rural areas).

In 2008 – 2010, the popularity of Internet access in schools was decreasing, whereas the popularity of Internet access in libraries was increasing (the trends are especially marked when asking about the main place of use, Figure 11)

**Figure 9.** Where (in what places) do you use the Internet? The most popular places (ALL PLACES). Comparison of 2008 to 2010 of rural and urban areas



**Figure 10.** Where (in what places) do you use the Internet? The most popular places and the most frequent place of use. Comparison of 2008 to 2010 of rural and urban areas

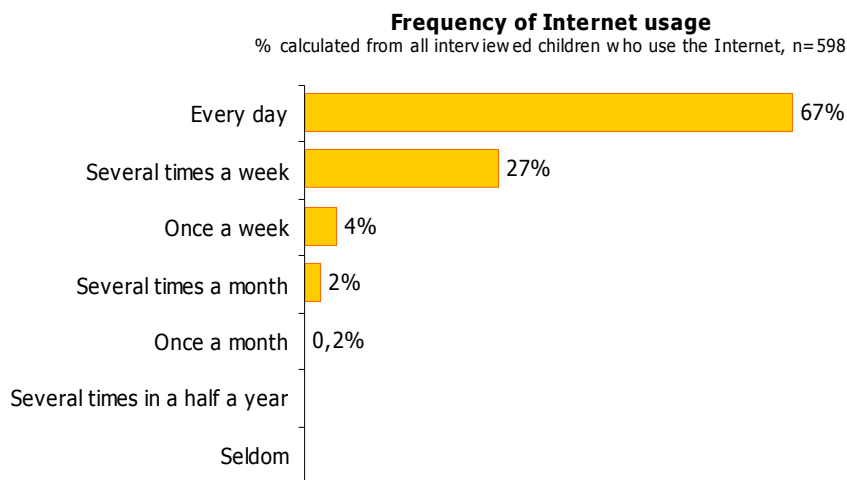


### 3.3. Frequency of Internet Use

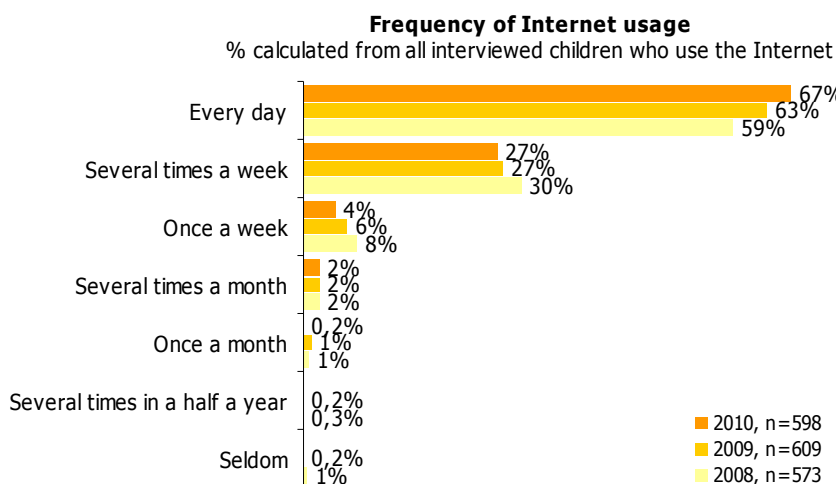
67% of respondents use the Internet every day, 27% of them use it several times a week and 6% use it once a week or less often. The number of those who use the Internet every day has been constantly growing: 59% in 2008, 63% in 2009, 67% in 2010. It can be assumed that this trend took place at the expense of those who use the Internet less often (once or several times a week). The number of the latter users was decreasing each year – In 2008, 8% of respondents used the Internet once a week, 6% in 2009 and 4% in 2010. (Figure 13)

The trends of the frequency of Internet use among rural and urban children are similar – the number of everyday users is increasing and a similar percent of users use the Internet several times or once a week. There are fewer everyday users of the Internet among rural children, however there are more respondents in rural areas using the Internet once or several times a week. (Figure 14)

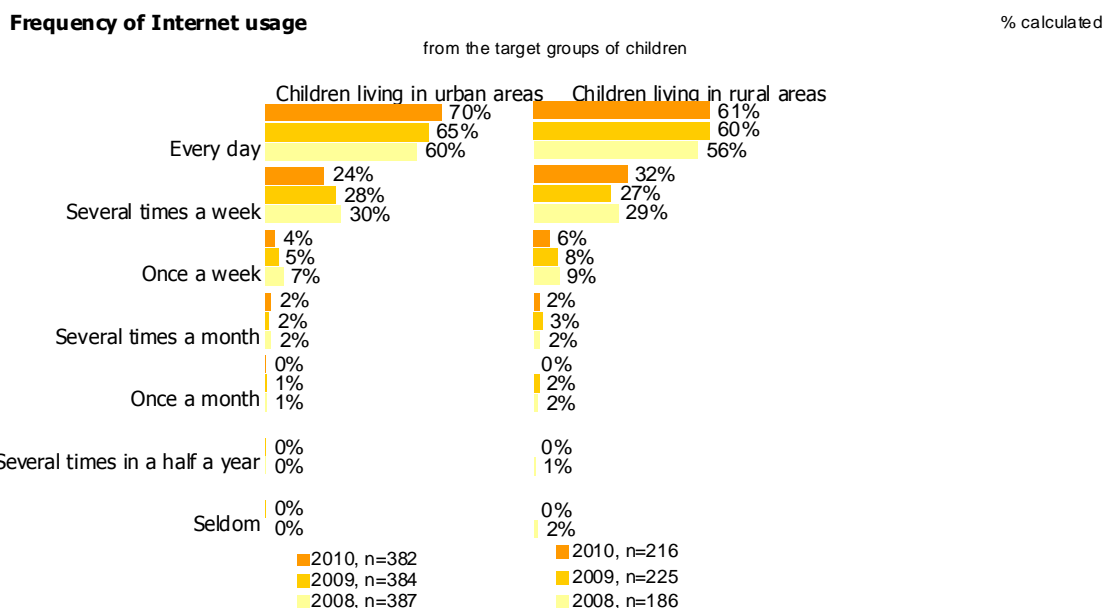
**Figure 11.** How often do you use the Internet?



**Figure 12.** How often do you use the Internet? 2008 – 2010



**Figure 13.** How often do you use the Internet? 2008 – 2010



### **3.4 Areas of Internet Use**

The following percentage of respondents use the Internet for general purposes (visit portals, send e-mails or short messages (SMS), etc): 48% constantly, 39% several times, and 12% never. (Figure 15)

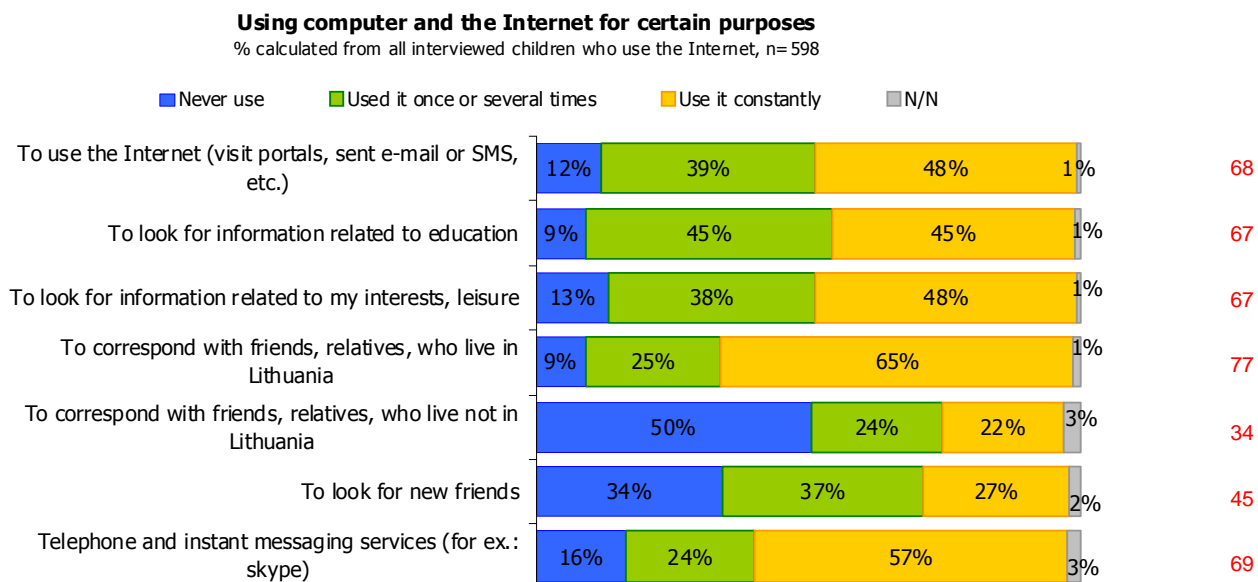
The following is the percentage of respondents who search for information related to studies on the Internet: 45% constantly, 45% several times, and 9% never. This activity is more popular among urban children: In 2010, 47% of rural children and 40% of urban children used the Internet for this purpose. However, it is important to emphasize, that in the period of 2008 – 2010, the number of respondents using the Internet for this purpose markedly increased among rural children – from 28% to 40%, whereas the number of urban children who use the Internet for study purposes remained quite stable (48% in 2008 and 47% in 2010). (Figure 17).

The following is the percentage of respondents who use information related to interests and leisure time on the Internet: 48% constantly, 38% once or several times, and 13% never. The following percentage of respondents exchange letters with friends or relatives who are living abroad: 65% constantly, 25% once or several times, and 9% never. Urban children use the Internet for this purpose more often – 69%, whereas in rural areas, 57% of children use the Internet for this activity.

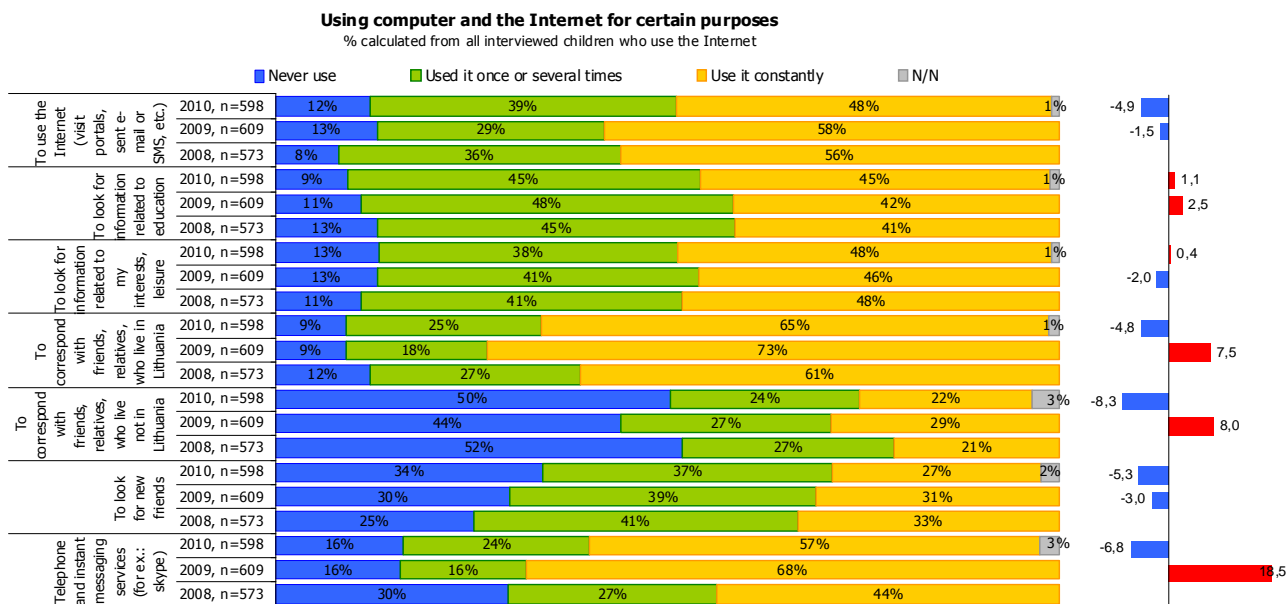
22% of respondents constantly exchange letters with friends or relatives via the Internet, 22% of them sometimes, 24% once or several times, and 50% never.

The number of respondents who search for new friends on the Internet: constantly – 27%, once or several times – 37%, and never – 34%. The number of respondents who use online phone calls: constantly – 57%, once or several times – 34%, and never – 16%. (Figure 15). Looking from the perspective of 2008 – 2010, the biggest growth was observed in the popularity of online phone calls – from 44% to 57% everyday users. (Figure 16). The popularity of online phone calls was rapidly growing as children were increasingly using the Internet for this purpose – from 46% in 2008 to 64% in 2010 (Figure 17).

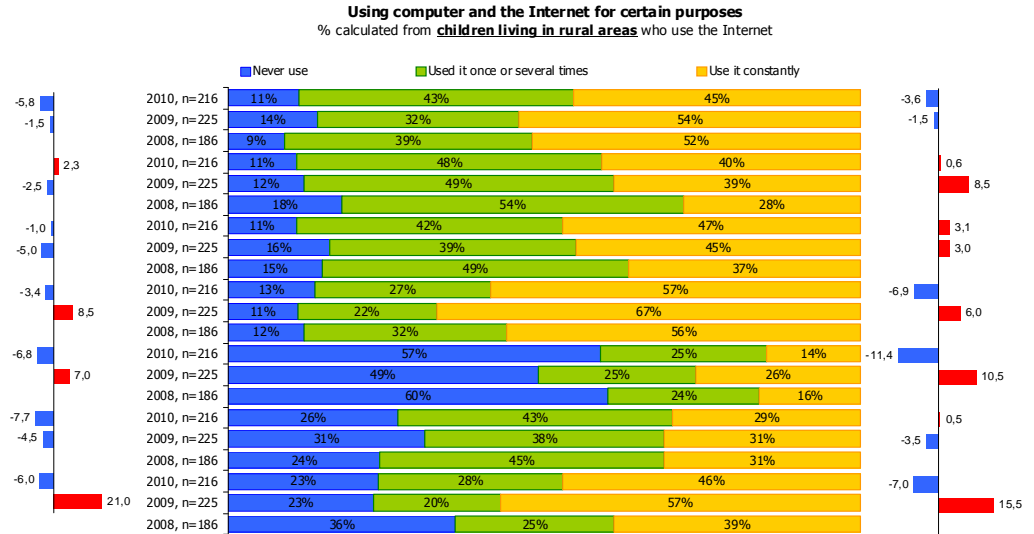
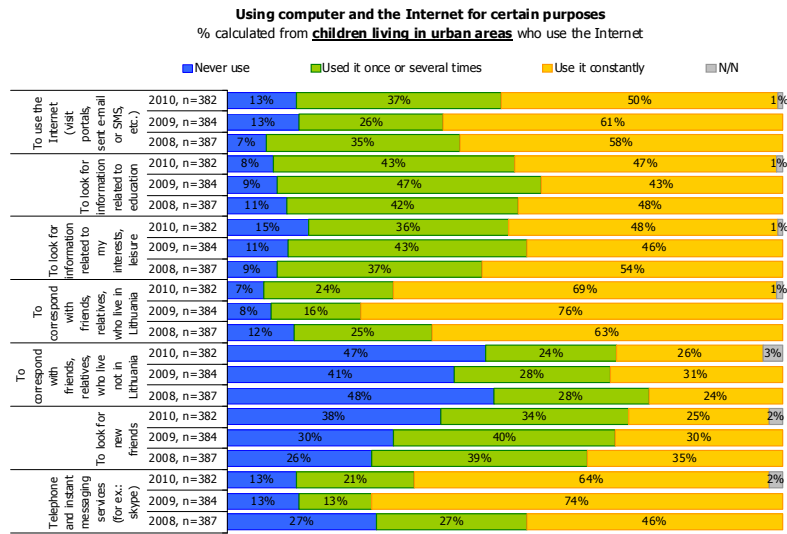
**Figure 14.** Areas of Internet use



**Figure 15.** Areas of Internet Use. Comparison of 2008 to 2010



**Figure 16.** Areas of Internet use. Comparison of 2008 to 2010 of rural and urban areas



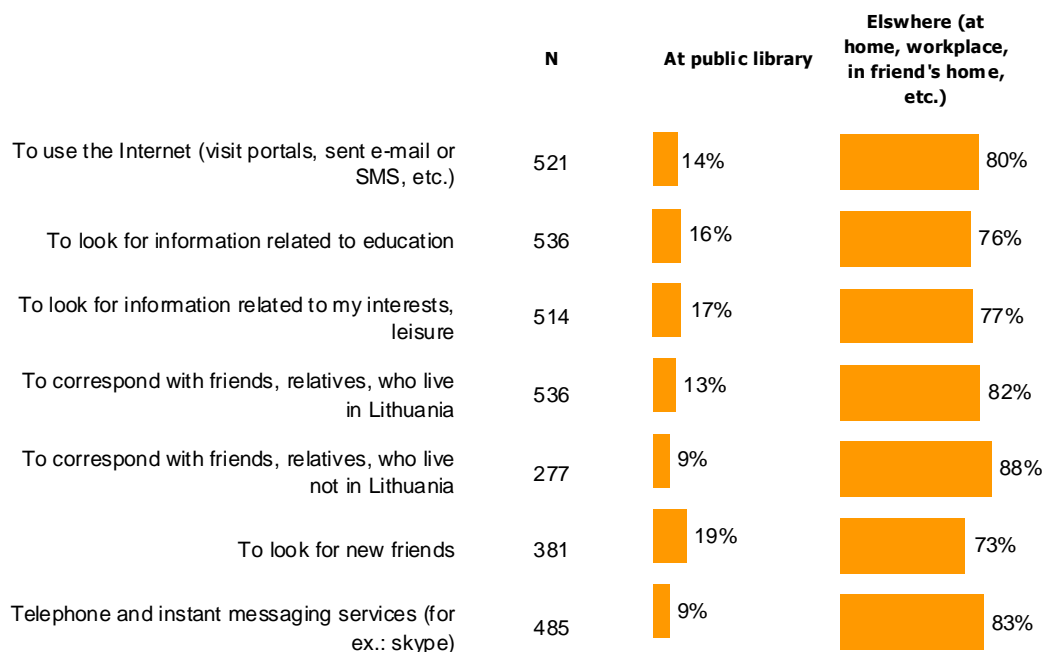
### **3.5 Places of Internet Use**

Respondents use the Internet in the library for the following Internet-related activities: search for new friends – 19% of respondents, search for information (in portals, catalogues, search engines) related to their interests and leisure time – 17% of respondents, search for information related to their studies – 16% of respondents, use the Internet (visit websites, send e-mails, etc) – 14% of respondents, exchange messages or letters with friends or relatives who live in Lithuania – 13% of respondents (mostly the respondents from rural areas), make phone calls or chat (e. g. on skype) – 9%, exchange letters with friends and relatives who live outside Lithuania – 9% (Figure 18). Rural children several times more often engage in these activities in libraries than urban children: In 2010, 25% of rural children and 8% of urban children used the Internet in libraries, visited websites, wrote e-mails, 27% of rural children and 10% of urban children searched for information related to their studies, 31% of rural children and 8% of urban children searched for information related to free time, 25% of rural children and 7% of urban children kept in touch with their friends residing in Lithuania, 19% of rural children and 5% of urban children kept in touch with their friends living outside Lithuania, 29% of rural children and 12% of urban children searched new friends, 16% of rural children and 6% of urban children used phone calls. (Figure 20).

More than four fifths of respondents do not visit the library for these Internet-related purposes. When analysing the period of three years, it has been observed that the proportion of those who use these services in the library has been decreasing (e. g. the number of those who search for information related to their studies decreased from 24% in 2008 to 16% in 2010, the number of respondents who use the Internet, visit various websites and send e-mails decreased from 21% in 2008 to 14% in 2010) or changed within the error limits (e. g. the number of respondents who search for new friends increased from 16% in 2008 to 19% in 2010. (Figure 20).

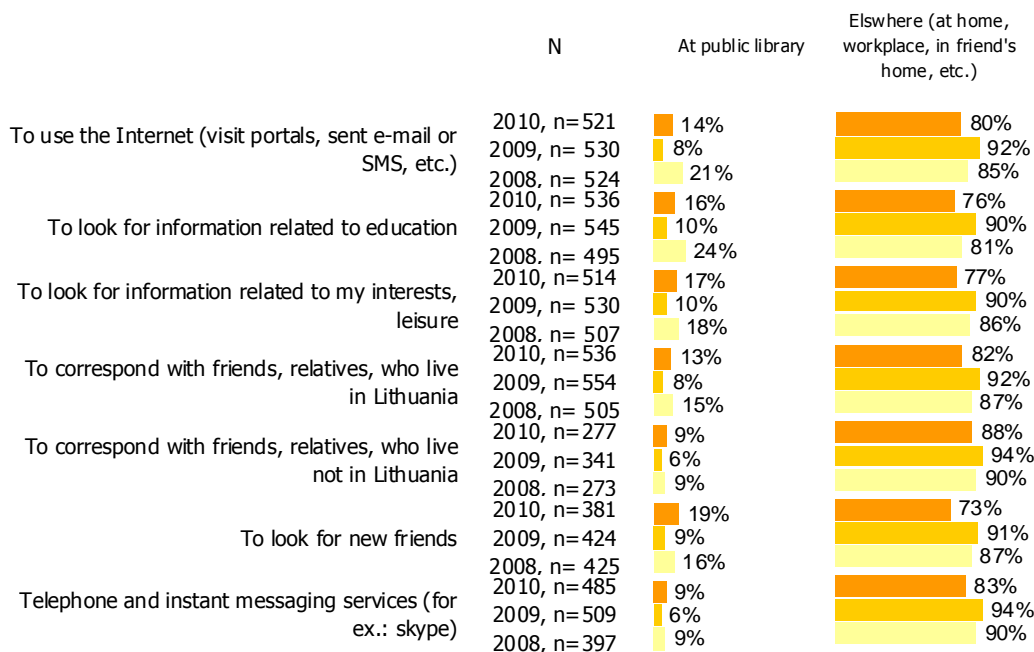
**Figure 17.** Where (in what places) do you use the computer and Internet most often when performing the following activities?

**The place where uses computer / internet for certain purposes most often**  
 % calculated from all interviewed children, who use the Internet for specific purposes



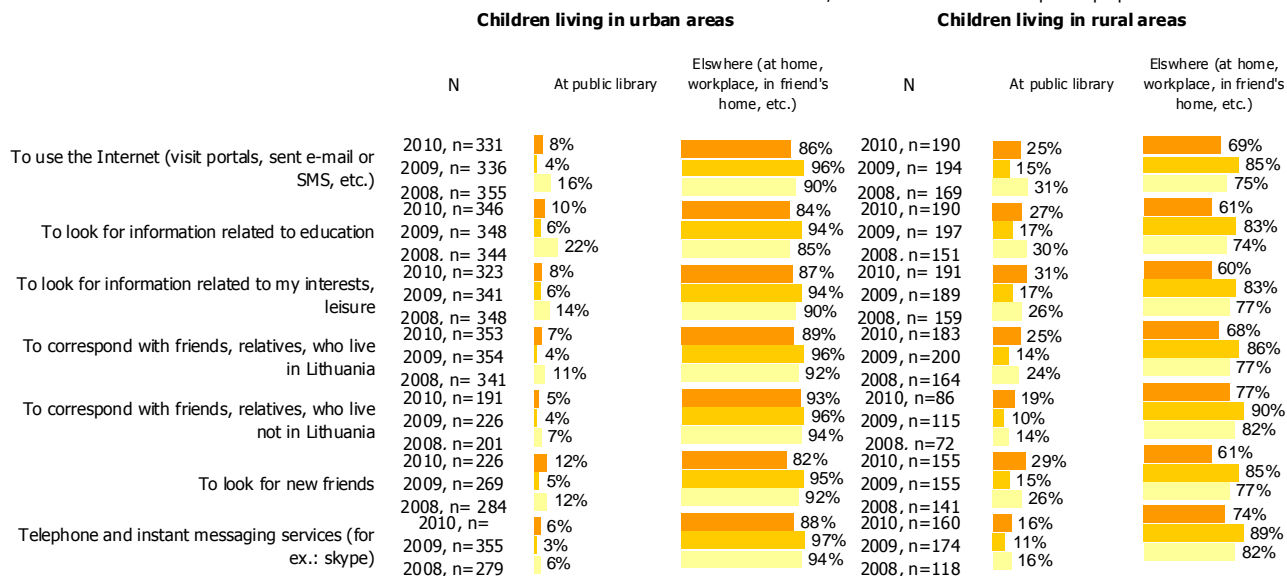
**Figure 18.** Where (in what places) do you use the computer and Internet most often when performing the following activities? *Comparison of 2008 to 2010*

**The place where uses computer / internet for certain purposes most often**  
 % calculated from all interviewed children, who use the Internet for specific purposes



**Figure 19.** Where (in what places) do you use the computer and Internet most often when performing the following activities? Comparison of 2008 to 2010 of rural and urban areas

**The place where uses computer / internet for certain purposes most often**  
 % calculated from all interviewed children, who use the Internet for specific purposes



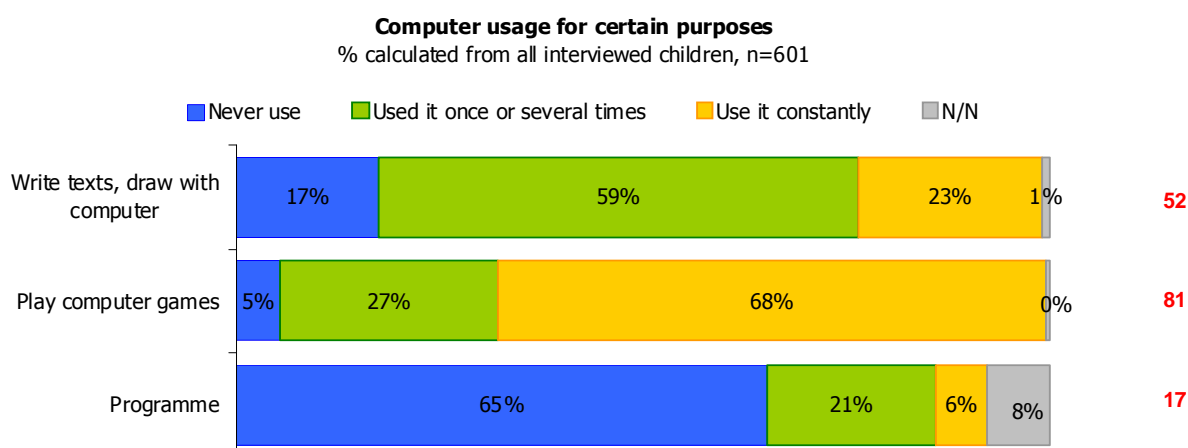
### 3.6 Frequency of Computer Use for Individual Areas of Activity

According to the data of the 2010 children’s survey, a large portion of respondents use the computer for non-Internet related activities as well.

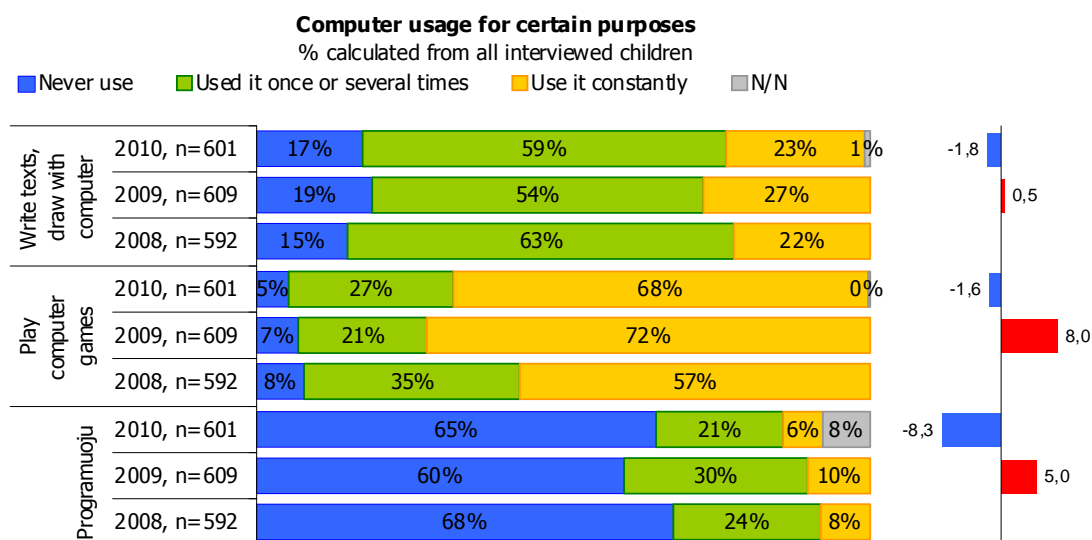
The following percentage of respondents use the computer for writing texts and drawing: 23% constantly, 59% sometimes, and 17% never. 68% of respondents constantly play computer games, 27% of them sometimes, and 5% never. The latter activity has been increasing in popularity: In 2008, 57% of respondents played computer games, whereas in 2010, 68% of them engaged in this activity. The percentage of respondents who engage in programming: 6% constantly, 21% sometimes, 65% never. (Figure 21).

The habits of computer use for non-Internet related activities among rural and urban children are very similar and changed analogously in time perspective (Figures 22 – 23)

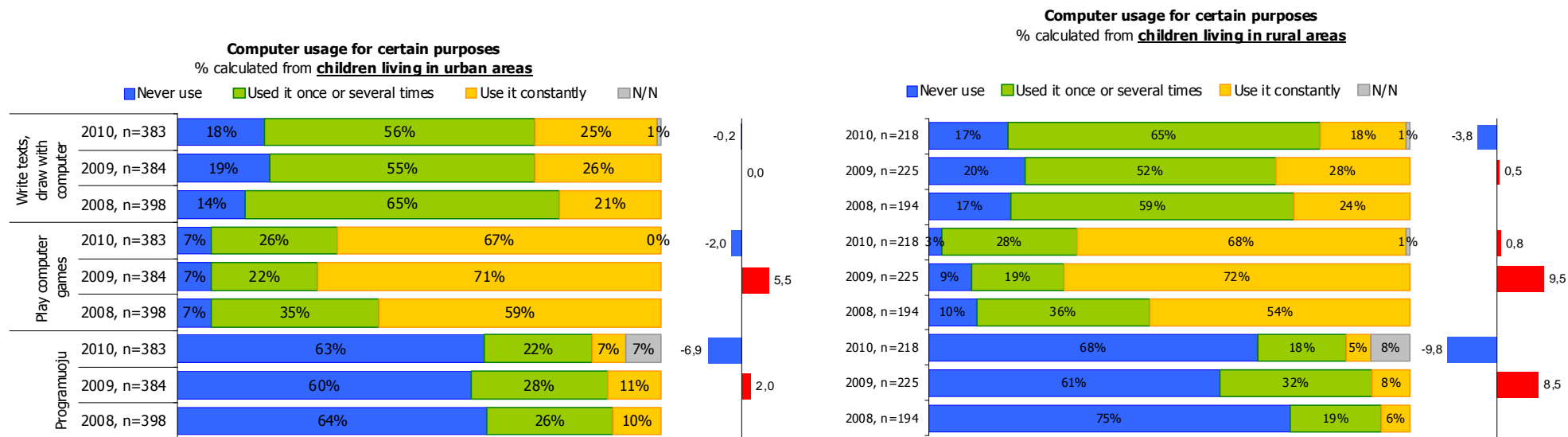
**Figure 20.** Frequency of computer use for individual areas of activity.



**Figure 21.** Frequency of computer use for individual areas of activity. Comparison of 2008 to 2010



**Figure 22.** Frequency of computer use for individual areas of activity. Comparison of 2008 to 2010 of rural and urban areas



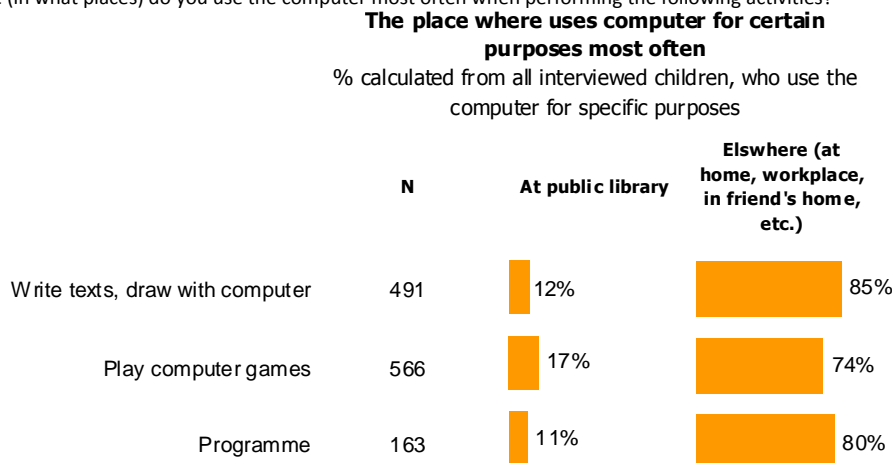
### 3.7 Places of Computer Use

The following percentage of respondents engage in the above mentioned activities in libraries: 17% play computer games, 12% write texts, draw on the computer, 11% program. In other places: play computer games – 74% of respondents, write texts, draw on the computer – 85% of respondents, program – 80% of respondents (Figure 24)

In time perspective, the respondents' habits of computer use for other purposes did not change – around one tenth of respondents perform these activities in a library and the rest of them do it in other places. (Figure 25)

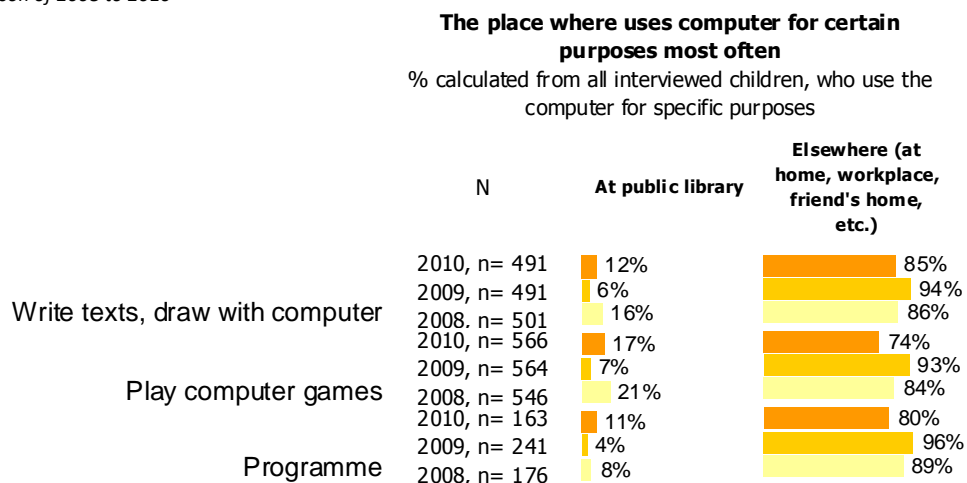
Rural children pursue these activities more often in libraries – 17% of rural children and 5% of urban children write texts and draw on the computer in libraries, 27% of rural and 12% of urban children play games, 24% of rural children and 5% of urban children program on the computer in libraries. (Figure 26)

**Figure 23.** Where (in what places) do you use the computer most often when performing the following activities?

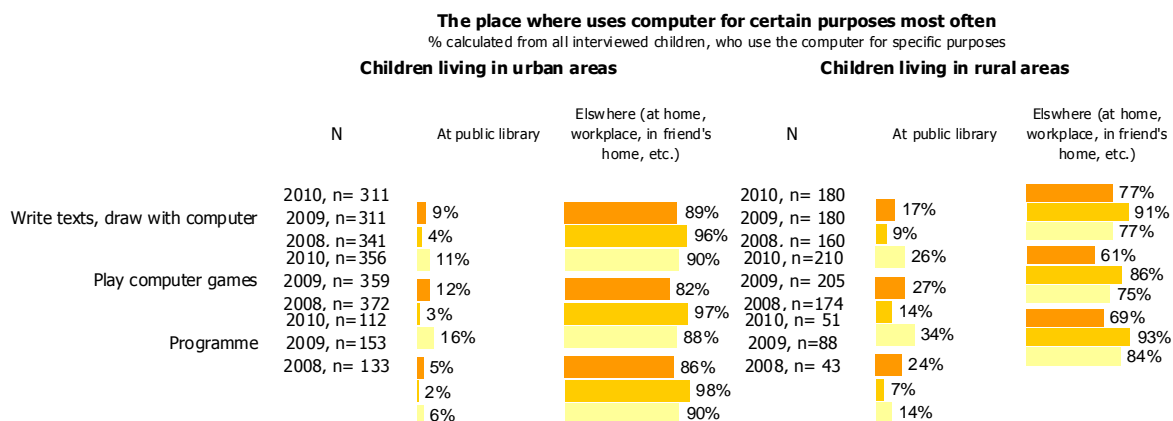


**Figure 24.** Where (in what places) do you use the computer most often when performing the following activities?

Comparison of 2008 to 2010



**Figure 25.** Where (in what places) do you use the computer most often when performing the following activities? *Comparison of 2008 to 2010 of rural and urban areas*



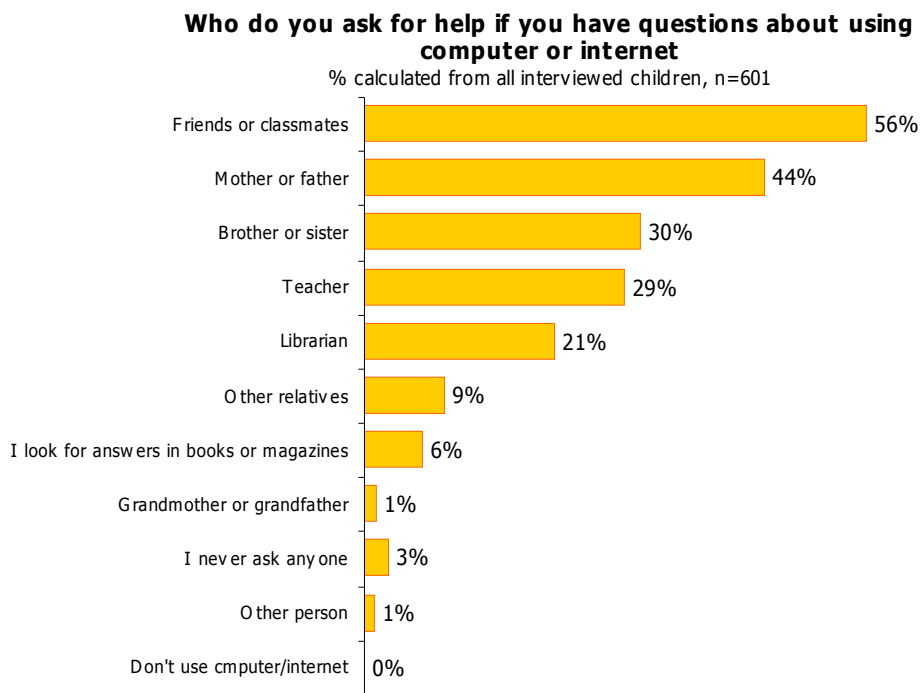
### 3.8 Assistance When Using the Internet

If assistance is required when using the computer or Internet, respondents mostly ask help from: friends or classmates – 56%, mother or father – 44%, teacher – 29%, sibling – 30%, librarian – 21%. (Figure 27).

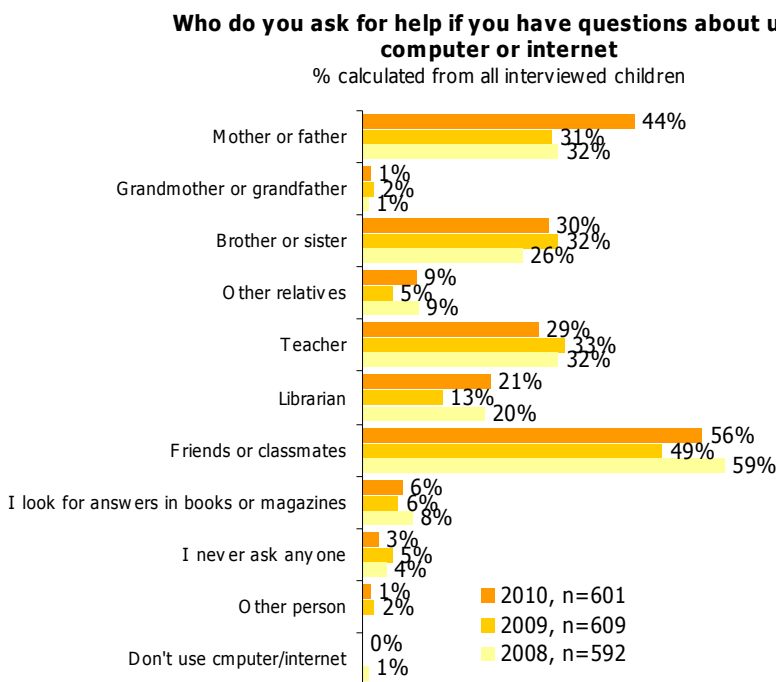
In time perspective, friends and classmates remained significant consultants; the significance of parents increased from 32% in 2008 to 44% in 2010; the significance of teachers, siblings also remained unchanged – one third of respondents ask help from them regarding the issues of Internet use. The role of librarians also remained the same – about one fifth of children ask help from them. (Figure 28)

Parents are poorer helpers for rural children than urban children – one third of rural children (33%), and more than a half of urban children (51%) ask help from them. However, rural children two times more often receive help from librarians – 15% of urban children and 31% of rural children reported that they ask help from librarians. There is no statistical differences in the role of teachers, classmates and siblings among rural and urban children. (Figure 29).

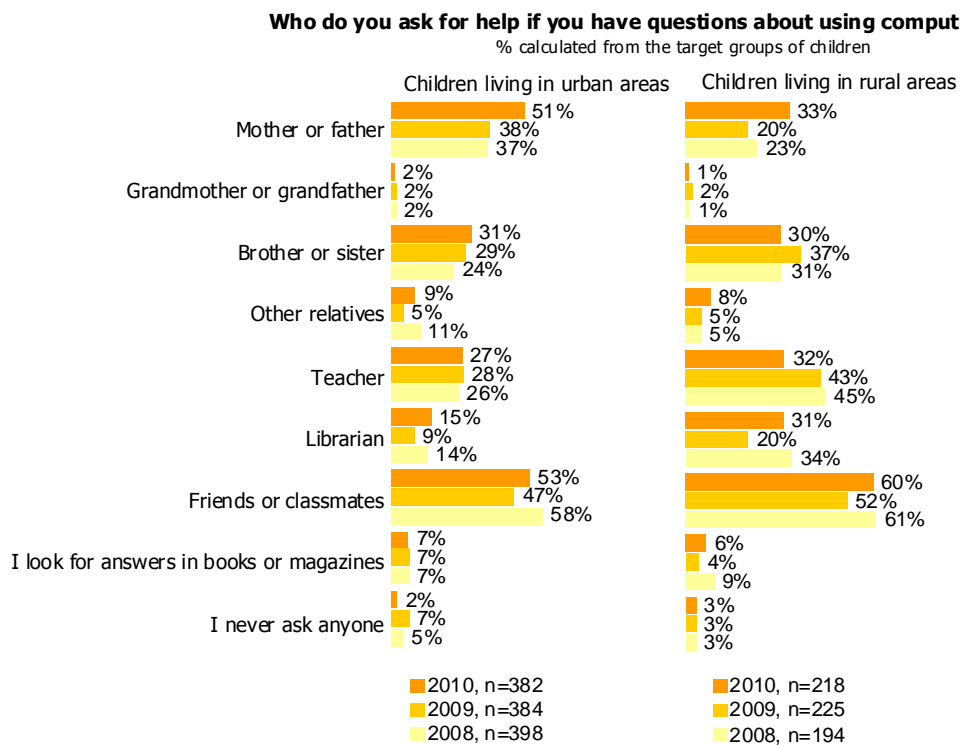
**Figure 26.** If you have questions regarding the computer or Internet use, who do you ask for help?



**Figure 27.** If you have questions regarding the computer or Internet use, who do you ask for help? *Comparison of 2008 to 2010*



**Figure 28.** If you have questions regarding the computer or Internet use, who do you ask for help? *Comparison of 2008 to 2010 of rural and urban areas*



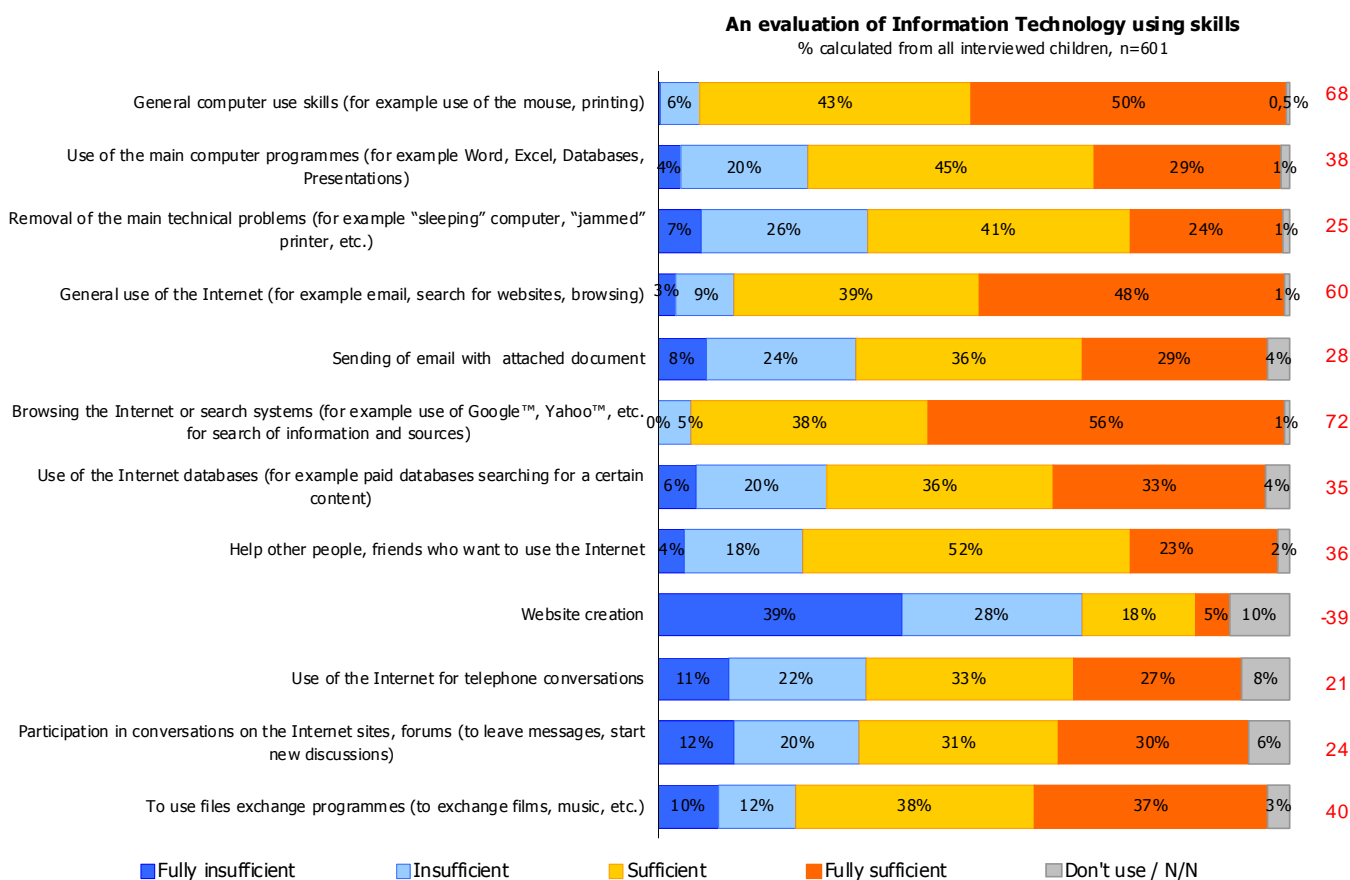
### 3.9 Computer and Internet Proficiency

Children rate their computer skills as rather high. General computer literacy knowledge and basic Internet knowledge were evaluated highest, whereas website design skills were rated poorest. Urban respondents on average rated their computer knowledge higher than rural respondents. (Figure 30)

In time perspective, computer and Internet proficiency was increasing, in particular it is worth emphasizing improved rating of the ability to use Internet data bases (from 16% in 2008 to 33% in 2010). (Figure 30)

Comparing the trends of rural and urban areas, it has been observed that in 2010 as compared to 2008, the ratings of the following abilities increased: the ability to use file sharing programs (from 36% to 41% in urban areas, and from 26% to 31% in rural areas), assist other Internet users (from 20% to 25% in urban areas, and from 14% to 20% in rural areas); use Internet databases (from 17% to 36% in urban areas, and from 13% to 29% in rural areas); use search engines (from 53% to 58% in urban areas, and from 46% to 51% in rural areas); troubleshoot main technical problems (from 13% to 22% in rural areas), use the main programs (from 21% to 28% in rural areas, and from 22% to 31% in urban areas). (Figures 31 – 32).

**Figure 29.** How would you evaluate your computer and Internet skills?



**Figure 30.** How would you evaluate your computer and Internet skills? Comparison of 2008 to 2010

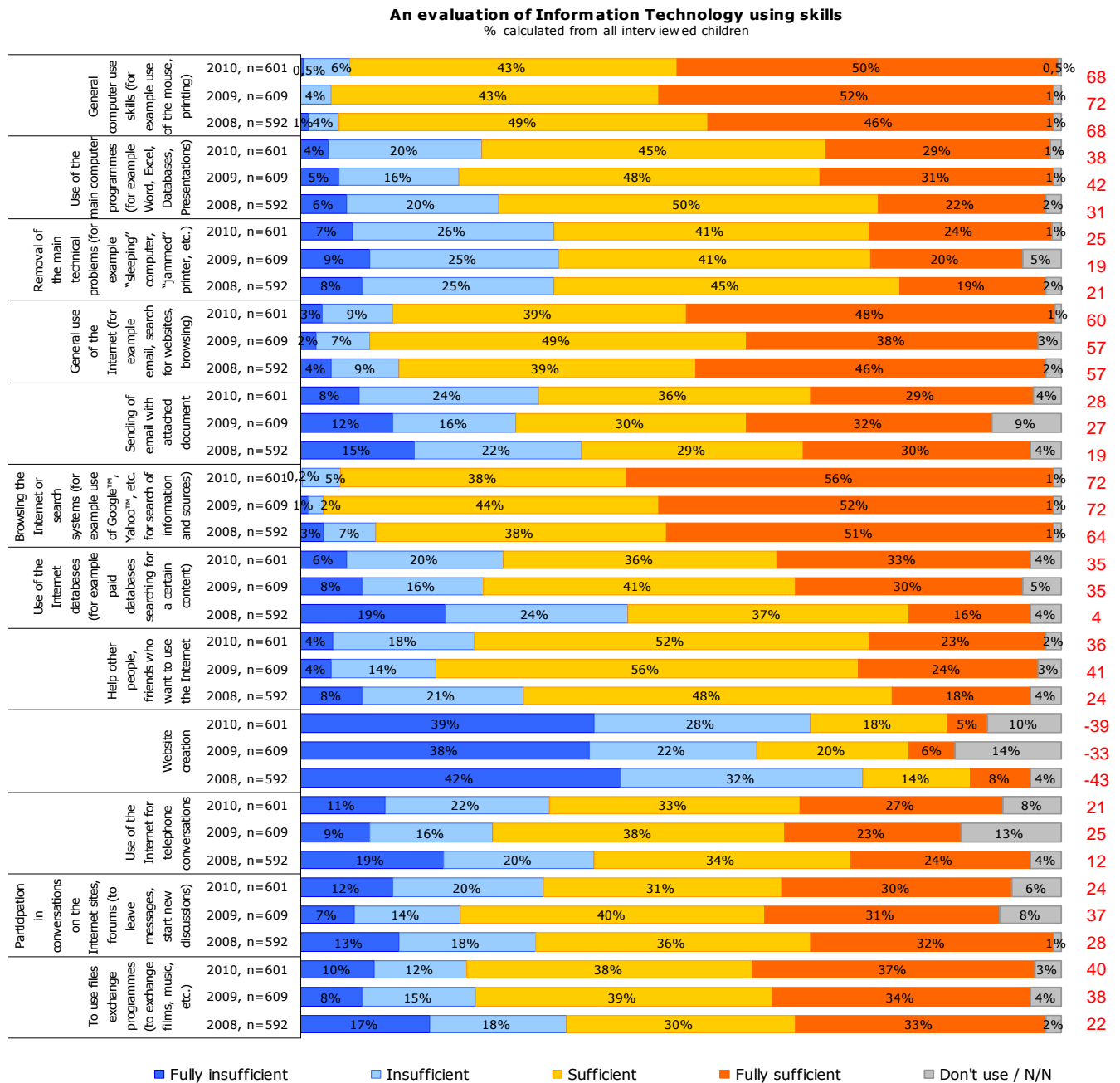
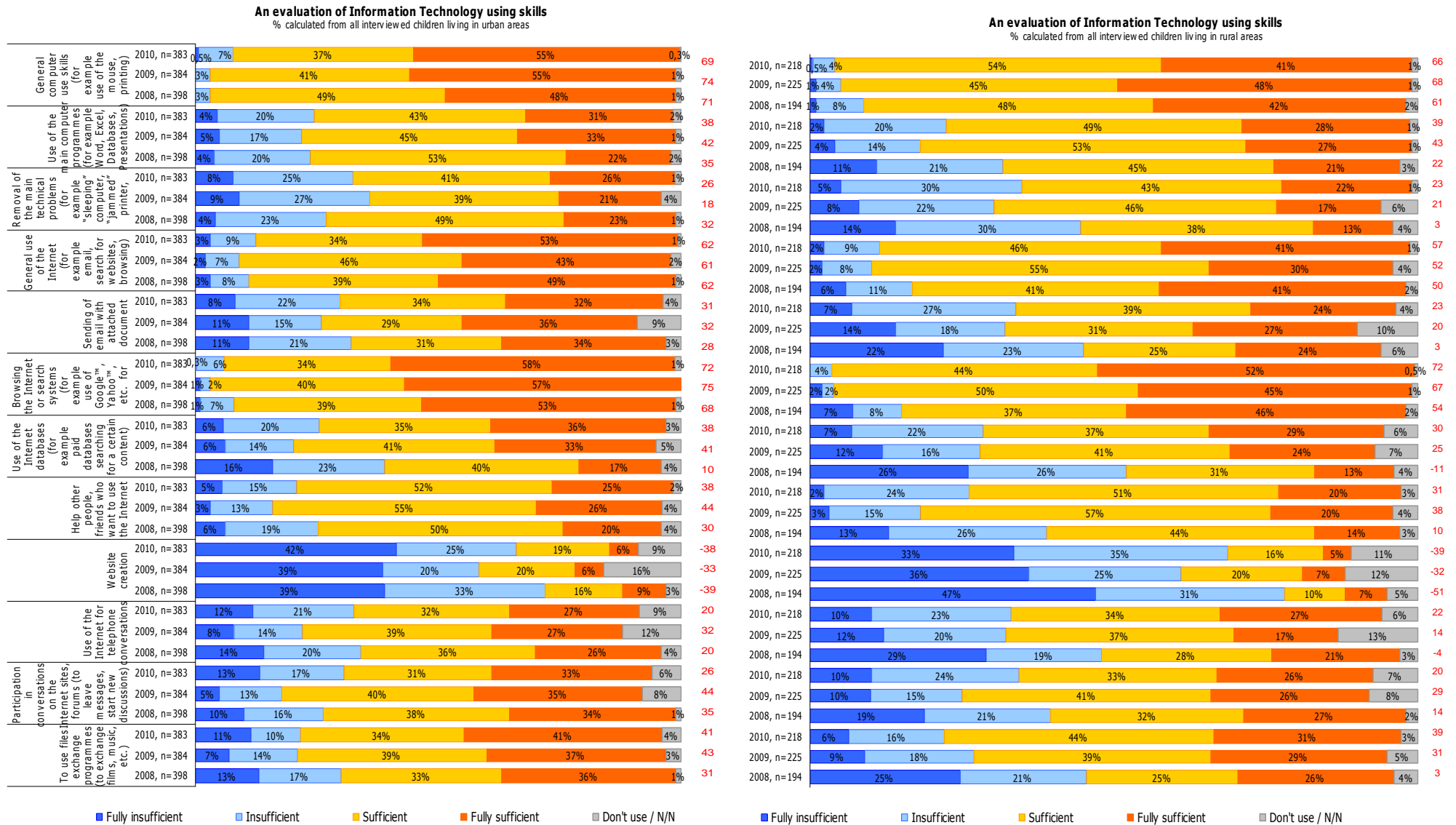


Figure 31. How would you evaluate your computer and Internet skills? 2008 to 2010.

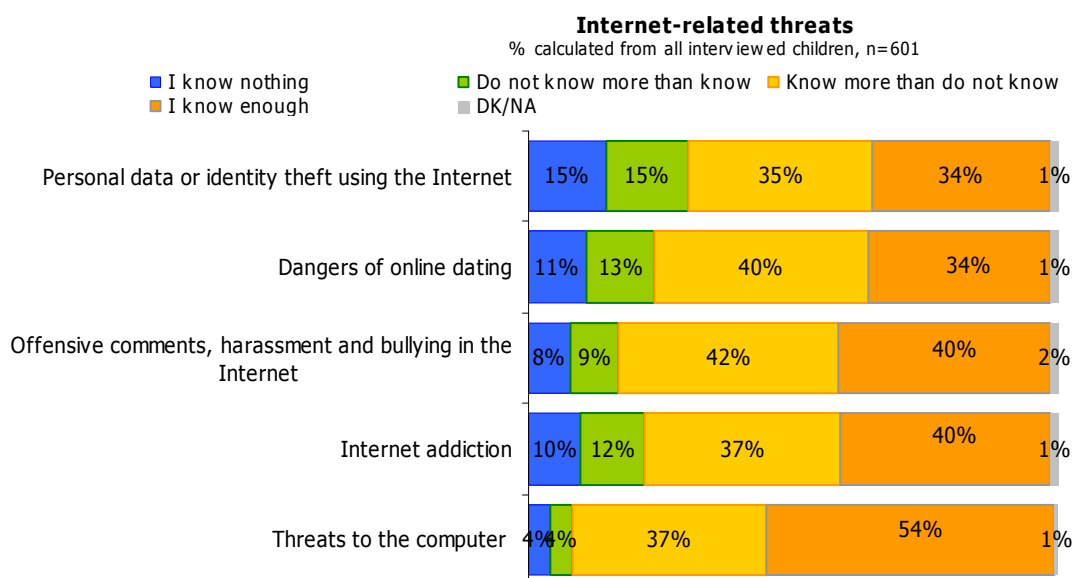


## 4. Safe Internet

### 4.1 Awareness of Internet-related Threats

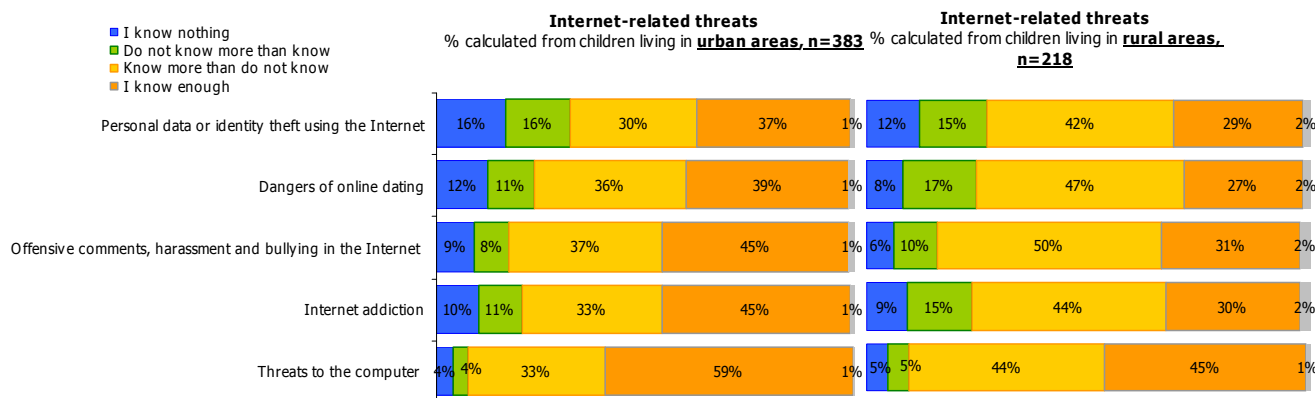
The representative children’s survey of 2010 has shown that children are sufficiently informed about computer threats – 91% of respondents (know a little or sufficiently), offensive comments or abuse on the Internet – 82% of respondents (know a little or sufficiently). Respondents were least informed about the following issues: personal data theft – 69% of respondents (know a little or sufficiently), dangers lurking in Internet acquaintances – 74% (know a little or sufficiently), Internet addiction – 77% (know a little or sufficiently). (Figure 33).

**Figure 32.** Have you heard about the following Internet-related threats?



The awareness of urban children is on average higher in all the surveyed issues of Internet safety. 37% of urban respondents and 29% of rural respondents of the target group rated their knowledge on personal data theft as sufficient, 39% of urban respondents and 27% of rural respondents rated their knowledge on the dangers lurking in Internet acquaintances as sufficient, 45% of urban respondents and 37% of rural respondents reported having sufficient knowledge about offensive comments, 45% of urban and 30% of rural respondents had sufficient knowledge about Internet addiction, and 59% of urban and 45% of rural respondents of the target group reported having sufficient knowledge about computer threats. (Figure 34)

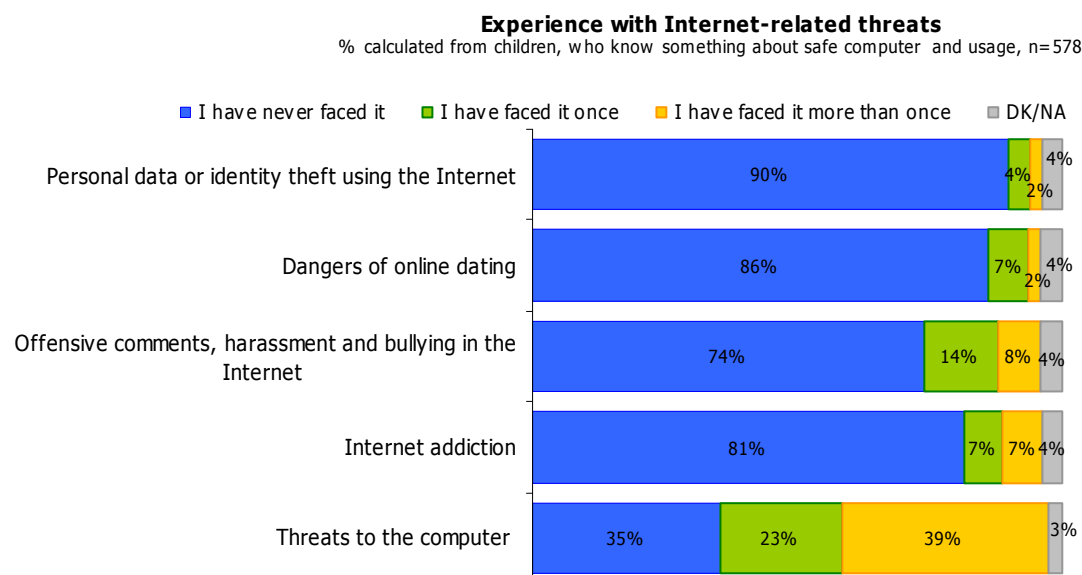
**Figure 33.** Have you heard about the following Internet-related threats? 2008 – 2010



## 4.2 Experience of Internet Threats

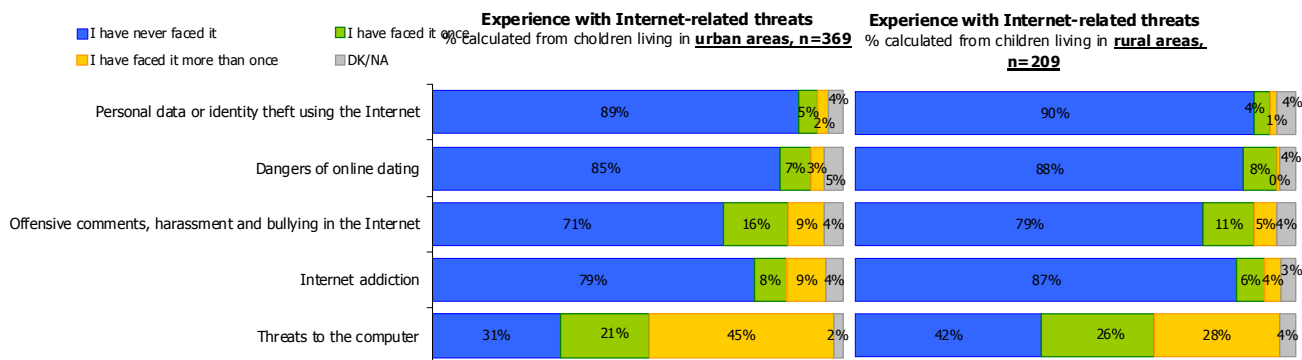
The following is the percentage of respondents who have actually (personally) experienced Internet threats at least once: computer threats – 62%, offensive comments – 22%, Internet addiction – 14%, dangers lurking in Internet acquaintances – 9%, threats of identity theft – 6% of respondents. (Figure 35)

**Figure 34.** Have you personally experienced the following Internet threats?



Urban children on average more often reported having personally experienced Internet threats. 66% of urban respondents and 54% of rural respondents have at least once personally experienced computer threats, 10% of urban and 8% of rural respondents have experienced the dangers of Internet acquaintances, 25% of urban and 16% of rural respondents experienced offensive comments, 17% of urban and 10% of rural respondents experienced Internet addiction, 7% of urban and 5% of rural respondents of the target faced the threat of Identity theft. (Figure 36)

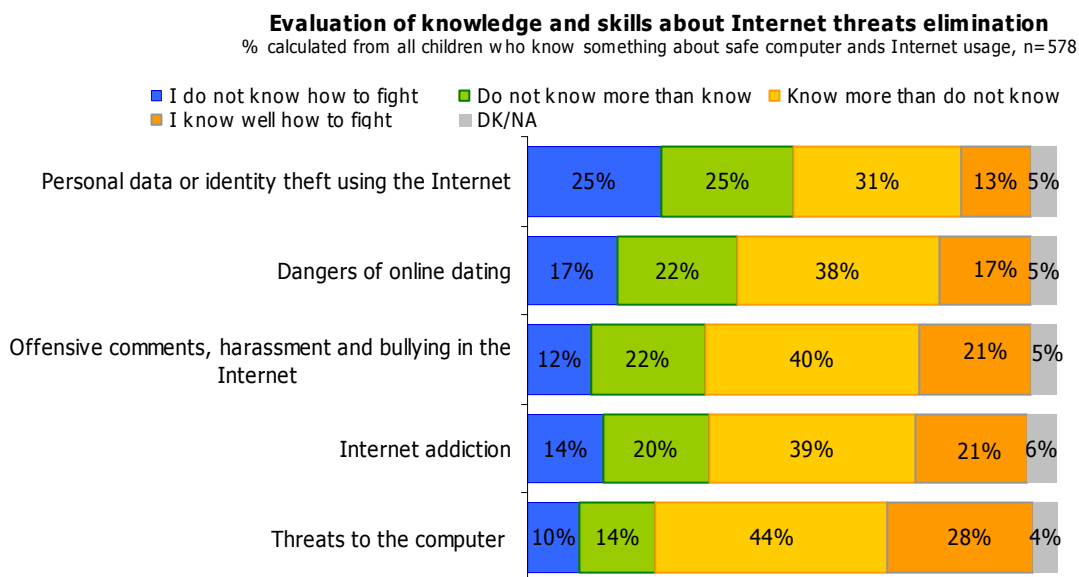
**Figure 35.** Have you personally experienced the following Internet threats?



### 4.3 Readiness to Combat Internet Threats

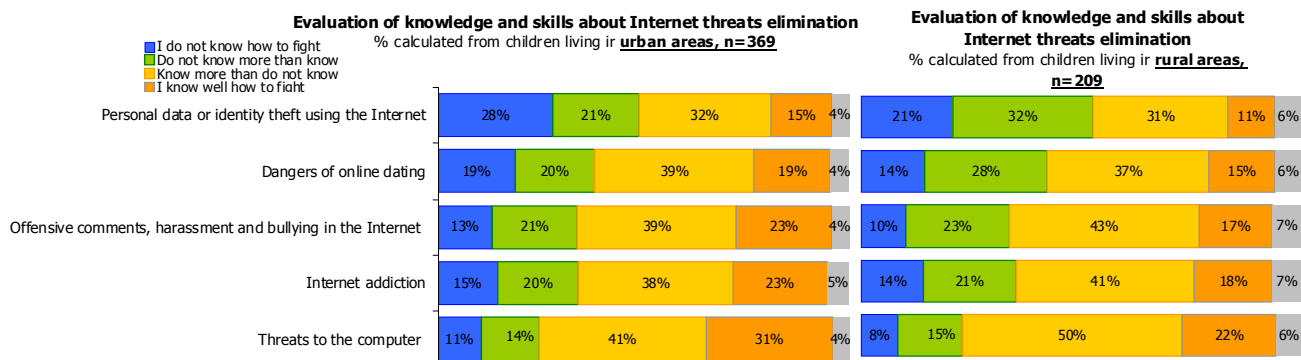
According to the data of the survey of 2010, the children assess their ability to prevent Internet threats rather favourably. The weakest areas are the prevention of threats related to personal data theft and online dating, respectively 50% and 39% of respondents did not know or probably did not know how to combat these threats. 34% of the respondents did not know how to avoid offensive comments and how to avoid the threat of Internet addiction. The respondents believe that they have adequate knowledge for fighting computer threats – 24% did not know how to combat these problems (Figure 37).

**Figure 37.** How would you assess your knowledge and skills to combat the following Internet threats?



An interesting trend was noticed: the children of rural areas, who are behind the respondents of towns regarding the indices awareness and actual cases of facing Internet threats (see paragraphs 4.1-4.2), were behind the town residents only in a few areas of the readiness to combat Internet threats. The respondents of the target group are ready to combat Internet threats as follows: computer threats – 72% in towns, 72% in villages; online dating threats – 58% in towns, 52% in villages; offensive comments – 62% in towns, 60% in villages; Internet addiction – 61% in towns, 59% in villages; personal data theft – 47% in towns and 42% in villages (Figure 38).

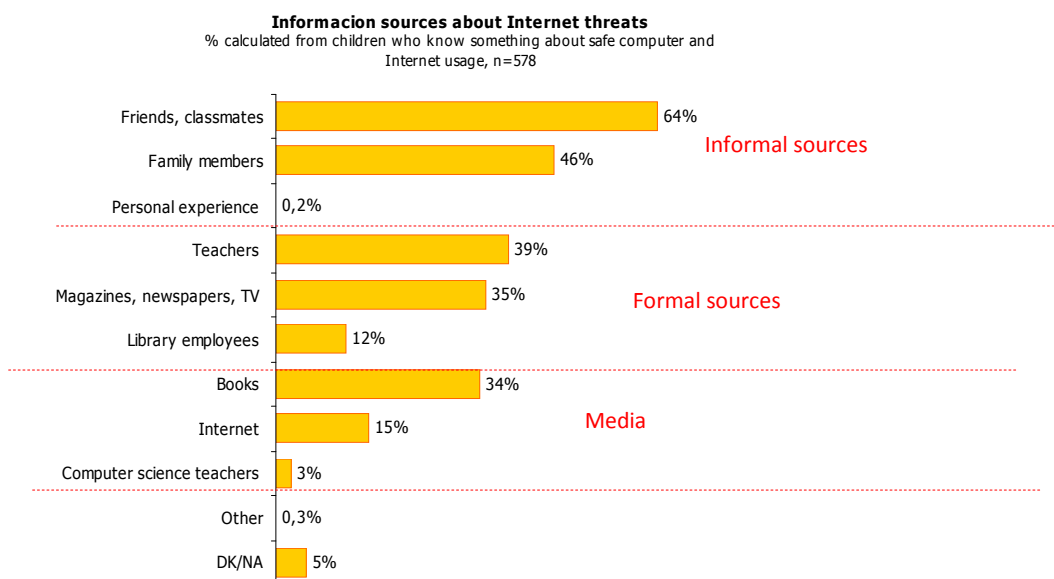
**Figure 38.** How would you assess your knowledge and skills to combat the following Internet threats? Comparison of urban and rural areas in 2008-2010



#### 4.4 Information Sources About Internet-related Threats

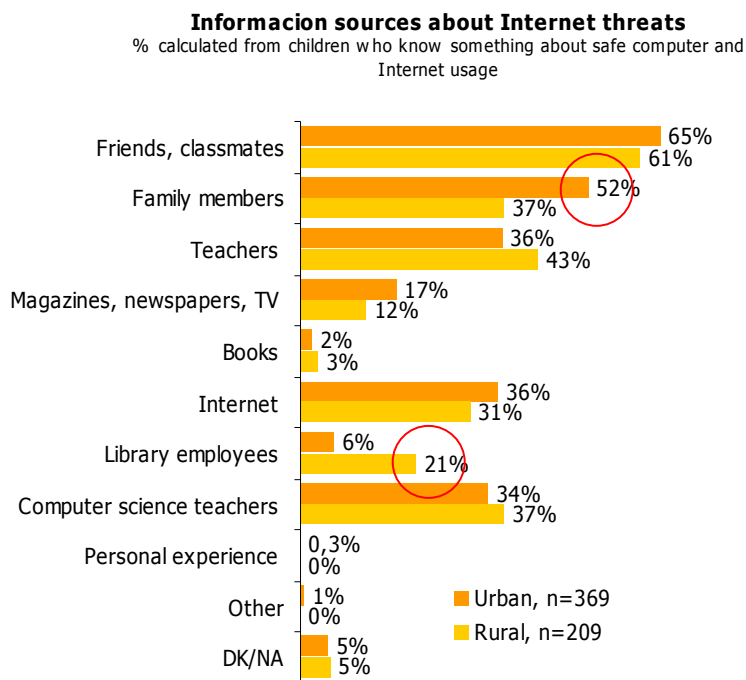
The main sources of information about the Internet-related threats are informal (“by word of mouth”): friends (64%) and family members (46%). The important sources of information attributable to formal education are the teachers (39%), computer science teachers (35%), and librarians (12%). The third relative group consists of the media (in the broad sense) channels: Internet (35%), the media (15%), books (15%) (Figure 39).

**Figure 39.** Where do you learn about the Internet threats?



In urban and rural areas different sources of information about Internet threats were emphasized. In towns, family members were mentioned more – 52% (32% in villages), and in villages – the librarians – 21% (6% in towns) (Figure 40).

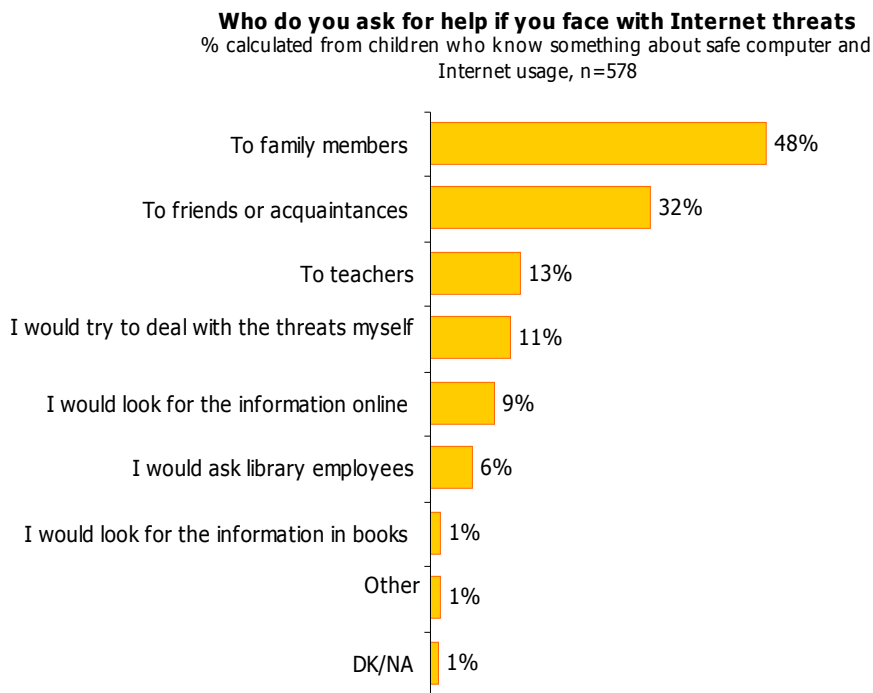
**Figure 40.** Where do you learn about the Internet threats? 2008 – 2010



#### 4.5 Help When Facing Internet Threats

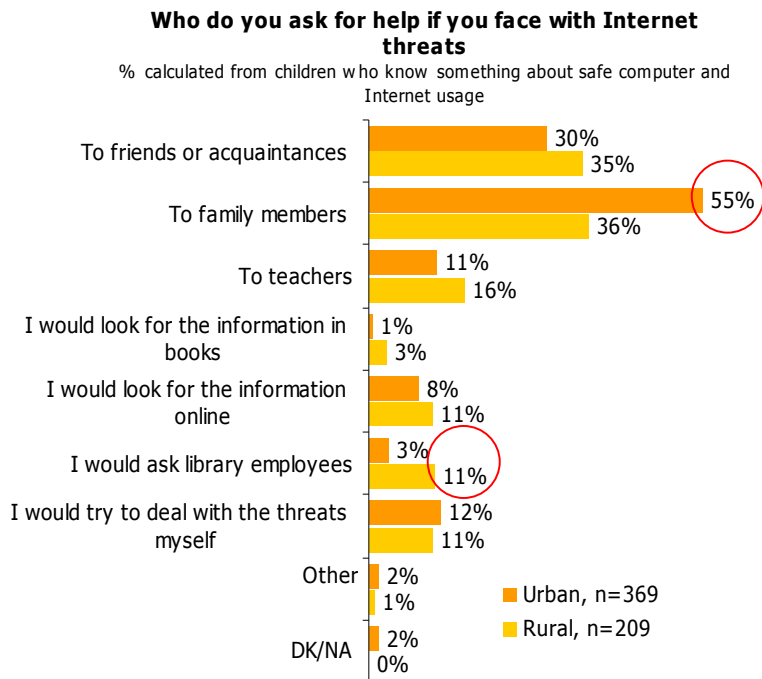
Family members (48%) and friends (32%) were mentioned as the main helpers when faced with hazards on the Internet (Figure 41).

**Figure 41.** When you face or if you would face dangerous, unpleasant or confusing things on the Internet, who would you ask for help or advice first?



The division between urban and rural areas is also observed when analysing the sources of aid in potentially unsafe cases on the Internet. In towns, the majority of the target group respondents would turn to their family members for help – 55% (36% in villages), and in villages – to the librarians – 11% (3% in towns) (Figure 42).

**Figure 42.** When you face or if you would face dangerous, unpleasant or confusing things on the Internet, who would you ask for help or advice first? Comparison of urban and rural areas

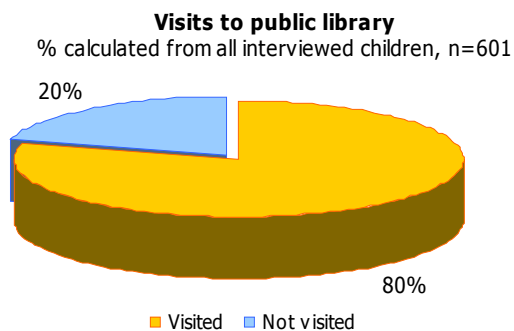


## 5. Library Attendance

### 5.1 Attending Public Libraries

According to the data of the survey of 2010, the majority of respondents (80%) have visited a library at least once (Figure 43). The women and the respondents of rural areas have attended the public libraries on the average more often.

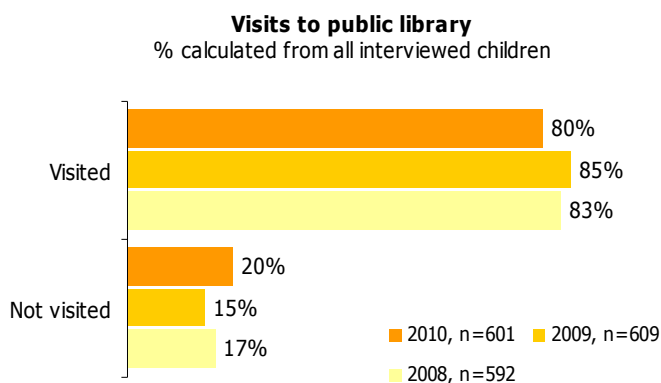
**Figure 43.** Have you ever been to a public library?



In comparison to 2009, the attendance of libraries in 2010 decreased by 5 per cent, but the change does not exceed the limits of statistical error and therefore, further generalisations should not be made (Figure 44).

The children of rural areas are attending the public libraries more often than in towns (according to the data of the survey of 2010, 88% in villages and 75% in towns) (Figure 45).

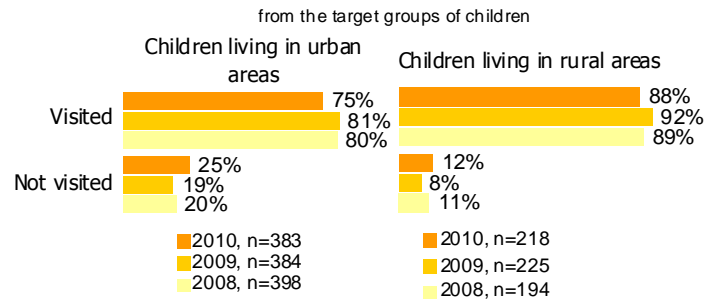
**Figure 44.** Have you ever been to a public library? 2008 – 2010



**figure 45.** Have you ever been to a public library? *Comparison of town and village libraries in 2008-2010*

**Visits to public library**

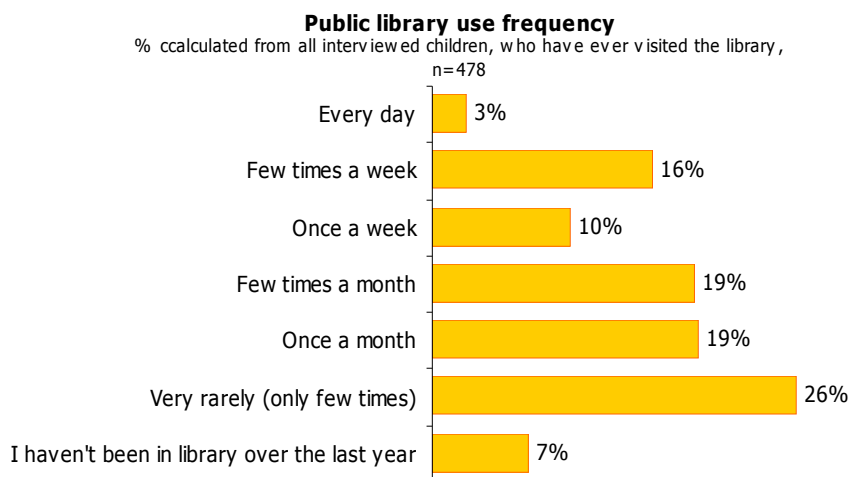
% calculated



**5.2 Intensity of Attending Public Libraries**

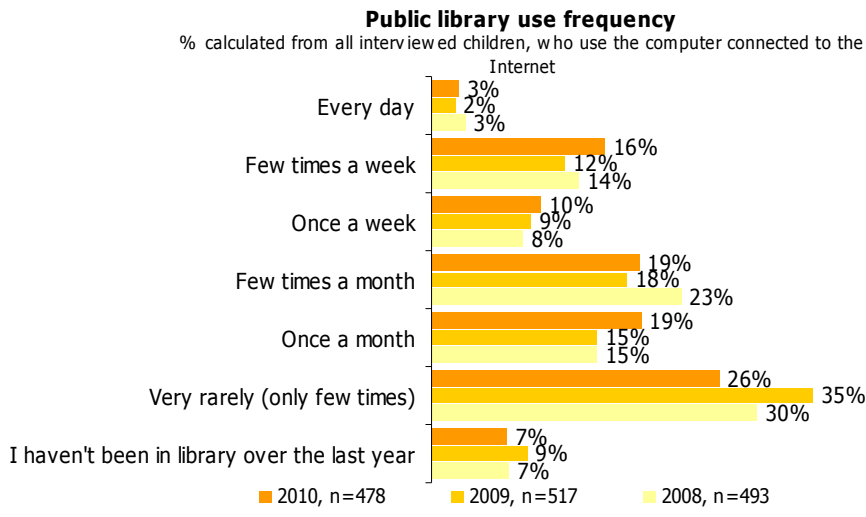
According to the data of the survey of 2010, during last year, the respondents have attended public libraries: 3% every day, 16% several times per week, 10 % once per week, 19% several times per month, 19% once per month, 26% very seldom (just a few times), and 7% have not been to a library during the last year (Figure 46).

**Figure 46.** How often have you visited the public library during the last year?

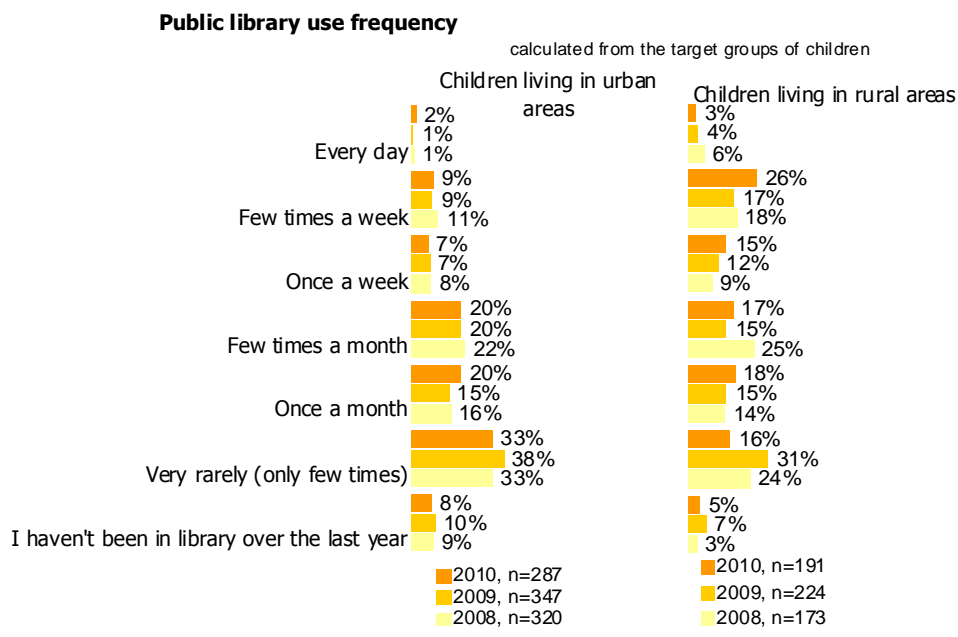


In time and space dimensions, the frequency of attending the library by children is very constant: there are no changes of attendance in the period of 2008-2010, and the attendance in rural areas was more active in all surveyed years (Figures 47-48).

**Figure 47.** How often have you visited the public library during the last year? 2008 – 2010



**Figure 48.** How often have you visited the public library during the last year? 2008 – 2010



### 5.3 Reasons for Not Visiting the Library

The main reasons for not visiting the library: satisfaction with school library – 49%, lack of interest in books – 17%, lack of time – 17%, rich home library – 13%, out of the way – 7% (Figure 49).

Figure 49. Why have you never been to a library?

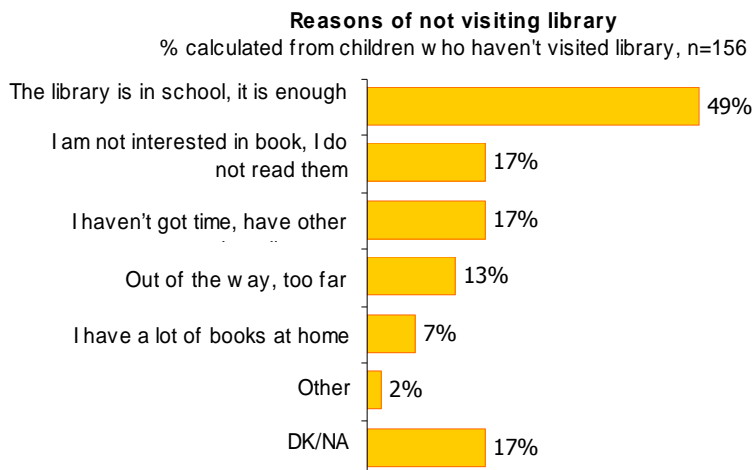
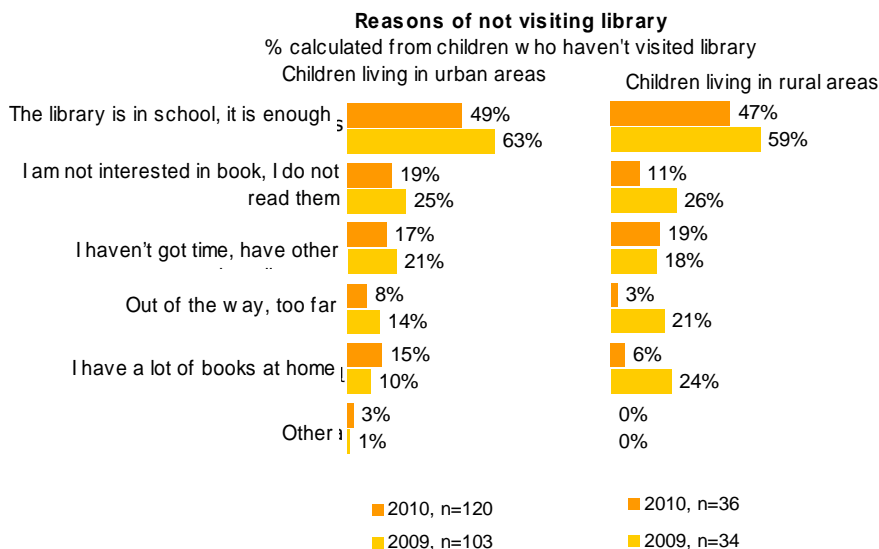


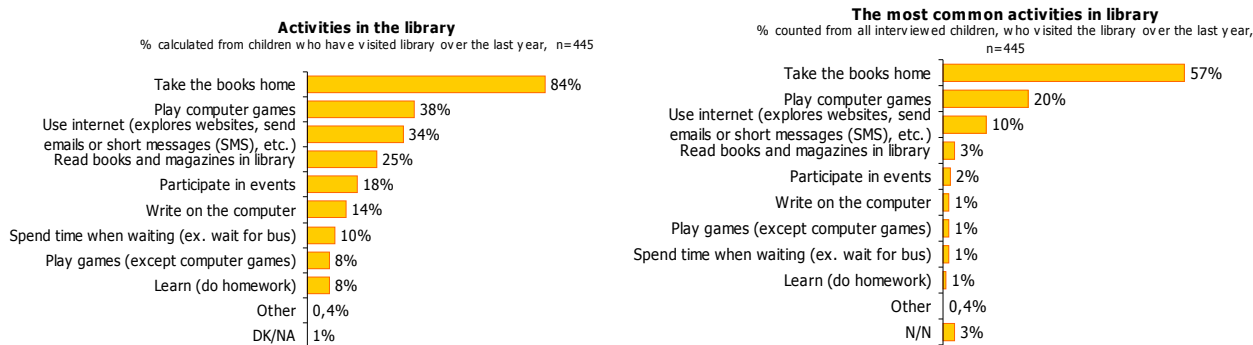
Figure 50. Why have you never been to a library? Comparison of urban and rural areas in 2009-2010



### 5.4 Activities in the Library

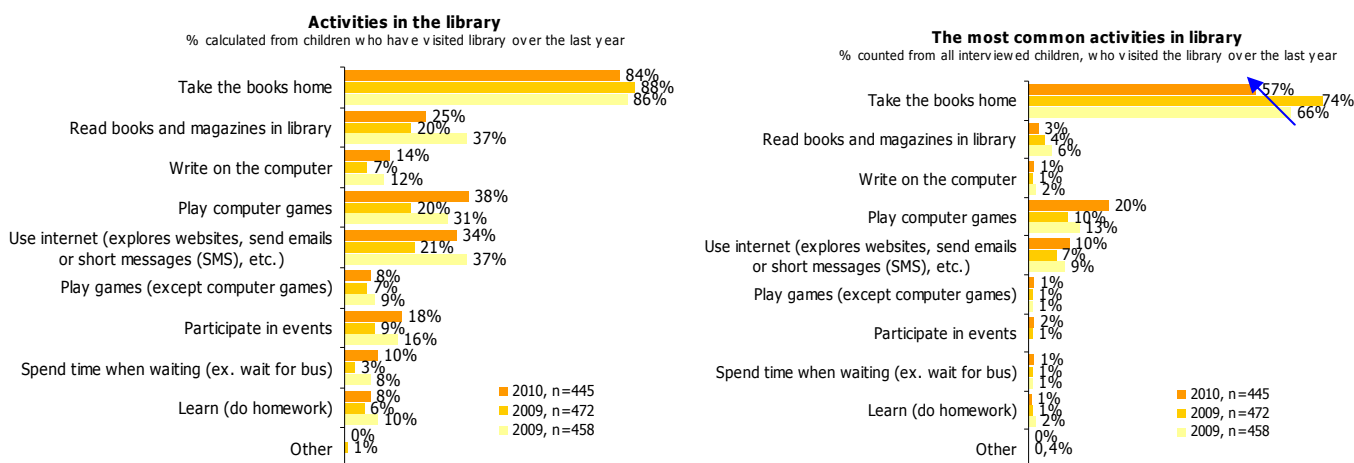
According to the data of the survey of 2010, the children attending the libraries most often: borrow books to take home – 84% (most frequent activity – 57%), play computer games – 38% (most frequent activity – 20%), use the Internet – 34% (most frequent activity – 10%), read books and magazines in the library – 25% (most frequent activity – 3%) (Figure 51).

**Figure 51.** What do you usually do in the library? Most popular and most frequent activities.

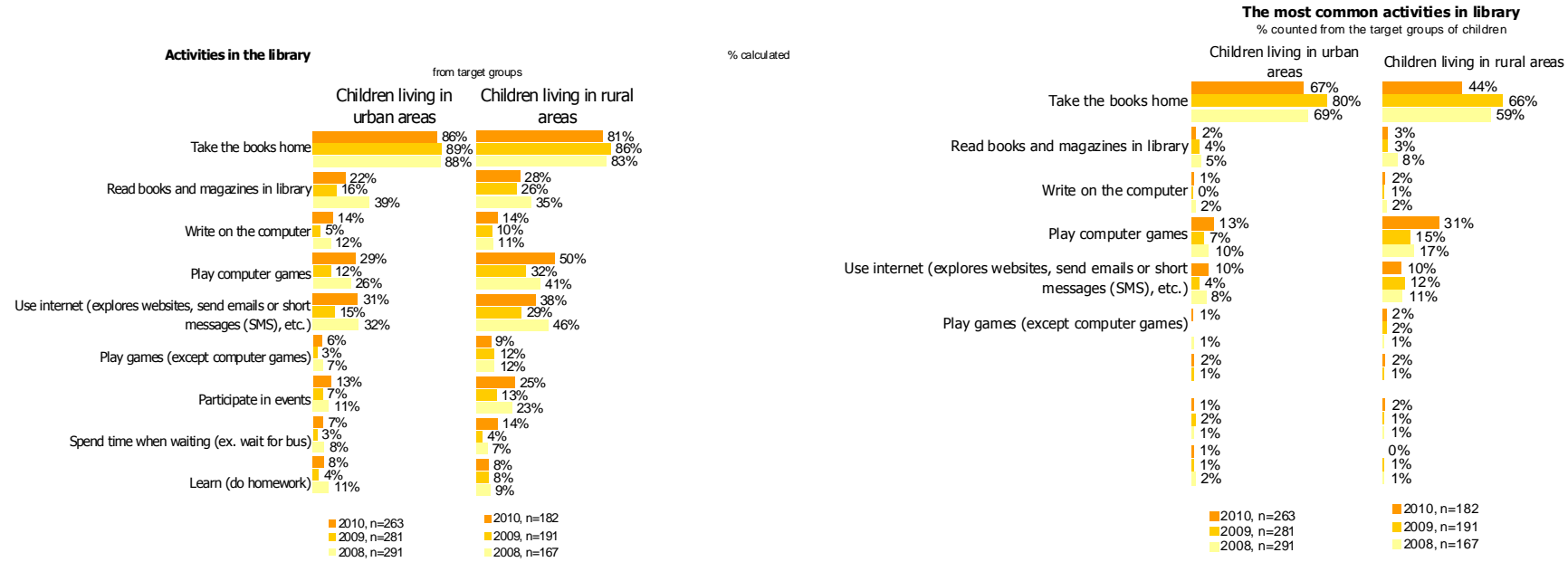


In comparison to the period of 2008-2009, in 2010, the number of respondents who used to come to libraries just for the books has especially decreased (in 2009, borrowing books as the most frequent reason for attending a library was mentioned by 74% of respondents, and in 2010 – just 57%). The number of respondents whose aim of visiting a library is computer games has respectively increased (Figure 52). These changes were determined by the respondents from rural areas (Figure 53).

**Figure 52.** What do you usually do in the library? Most popular and most frequent activities. Comparison of 2008-2010



**Figure 53.** What do you usually do in the library? Most popular and most frequent activities. *Comparison of urban and rural areas in 2008-2010*

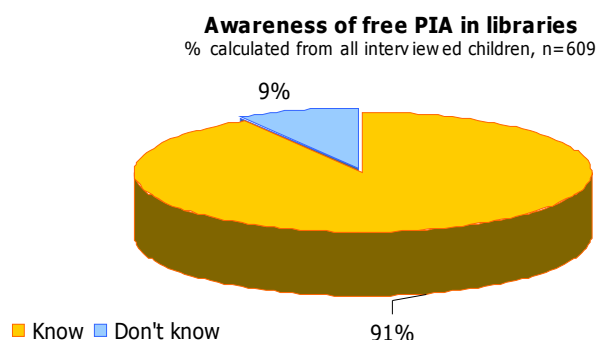


## 6. Public Internet Access in Libraries

### 6.1 Awareness of Public Internet Access in Libraries

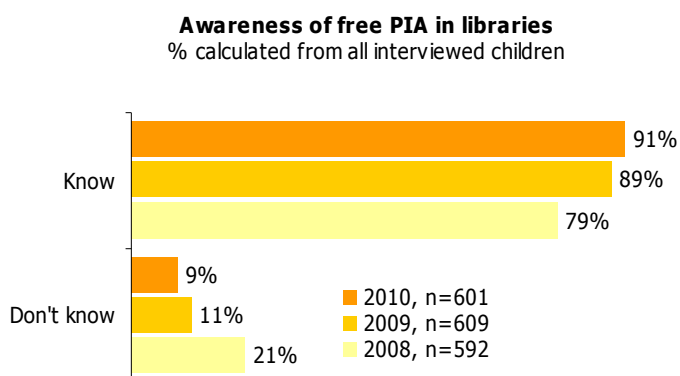
According to the data of the survey of 2010, 91% of respondents are aware of the possibility to use Internet in the libraries (Figure 54).

**Figure 54.** Do you know that you can use the Internet free of charge in a library?

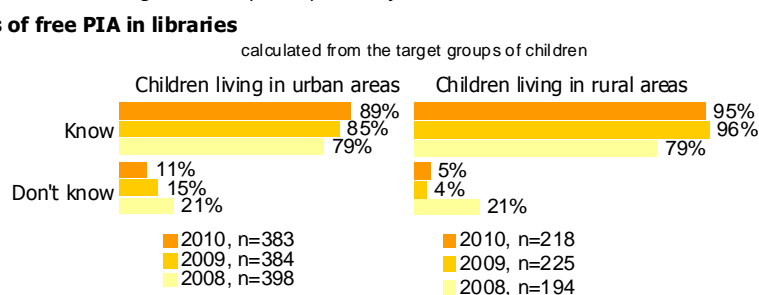


The awareness of Internet access in libraries has increased to 91% in the period of 2008-2010 (in 2008 – 79%, in 2009 – 89%). The awareness of Internet access is higher in rural areas (in 2010, 95% in villages and 89% in towns) (Figures 55-56).

**Figure 55.** Do you know that you can use the Internet free of charge in a library? *Comparison of 2008-2010*



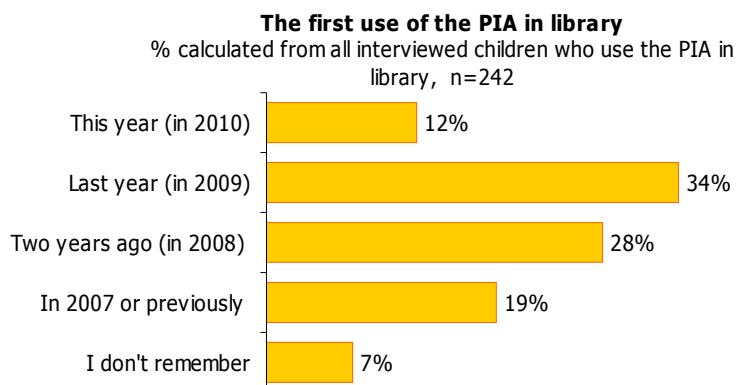
**Figure 56.** Do you know that you can use the Internet free of charge in a library? *Comparison of urban and rural areas in 2008-2010.*



## 6.2 The First Use of the Internet in a Public Library

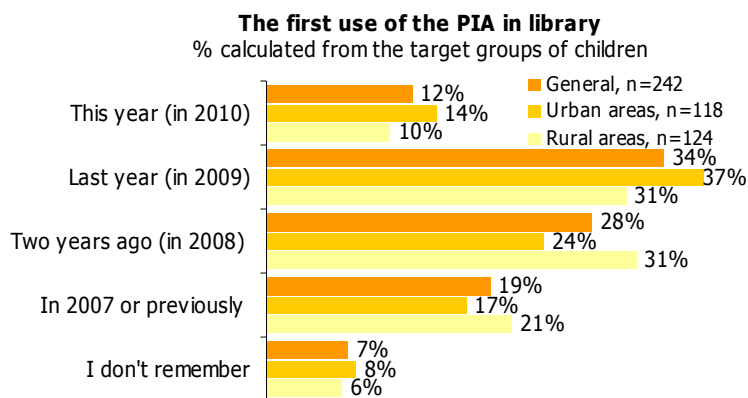
According to the data of 2010, the majority of respondents used the Internet in a library for the first time: in 2009 – 34%, in 2008 – 28%, and in 2006 – 19% of respondents (Figure 57).

**Figure 57.** When did you first use the Internet in a public library?



The same trend is observed in urban and rural areas: the majority of respondents have used the Internet access in libraries for the first time in 2008-2009 (Figure 58).

**Figure 58.** When did you first use the Internet in a public library? Comparison of urban and rural areas.

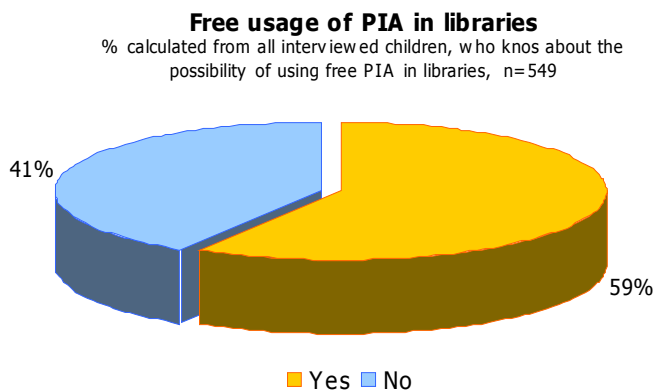


## 6.3 Use of Public Internet Access in a Library

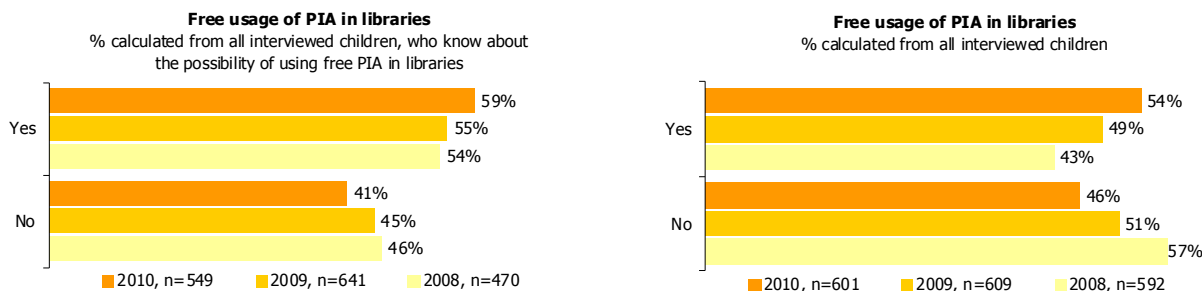
According to the data of 2010, 59% of respondents were using the Internet in the libraries (of those who are aware of public Internet access in libraries). The ratio of respondents who are aware and who are using the Internet access is rather constant throughout the survey period: 54% in 2008, 55% in 2009, and 59% in 2010 (Figures 59-60).

Public Internet access is more popular in villages (according to the data of 2010, 68% in villages and 46% in towns) (Figure 61).

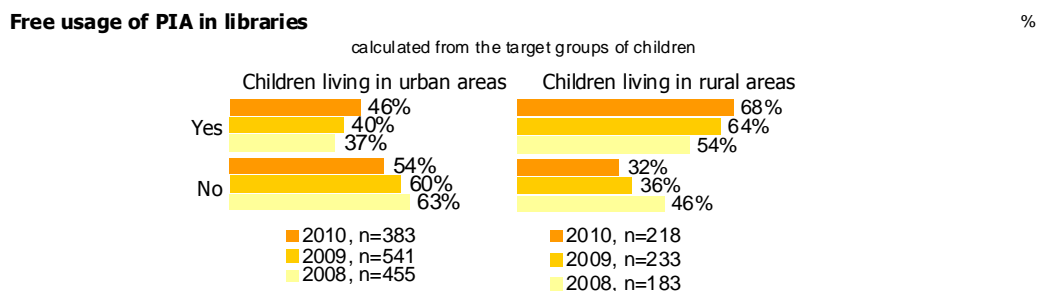
**Figure 59.** Have you ever used free Internet in a library?



**Figure 60.** Have you ever used free Internet in a library? Comparison of 2008-2010.



**Figure 61.** Have you ever used free Internet in a library? Comparison of urban and rural areas in 2008-2010.



### 6.4 Reasons for Not Using Public Internet Access in Libraries

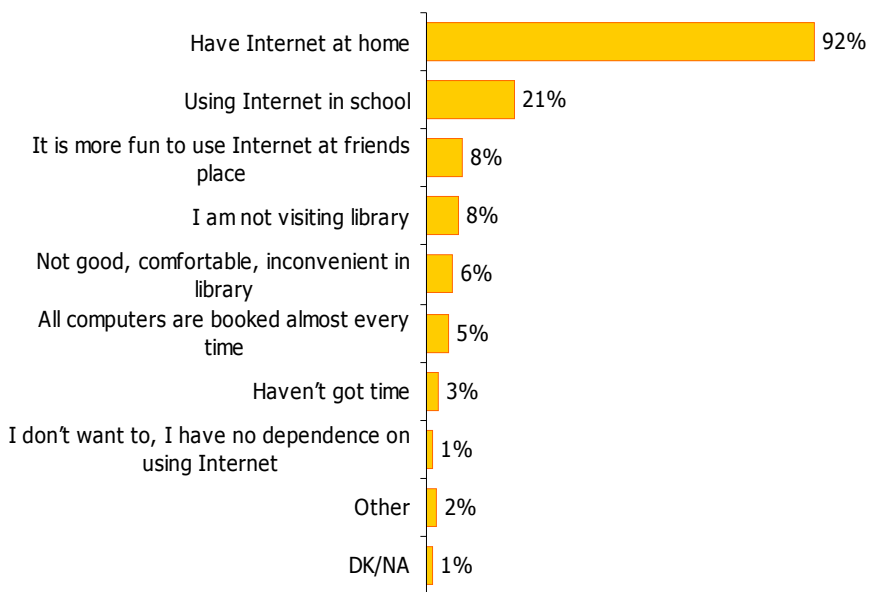
The respondents indicated the following reasons for not using the Internet in libraries: Internet access at home – 92%, possibility to use the Internet at school – 21%, using the Internet at the friends' – 8%, not attending the library – 8%, inconvenience, lack of comfort – 6%, lack of computers or queues – 5% (Figure 62).

Comparing the year 2009 and 2010, there are not many changes: the number of respondents having Internet access at home increased from 86% to 92%, using the Internet at the friends' decreased from 13% to 8%, and the reason “there is no Internet in the nearest library” disappeared (in 2009, it was mentioned by 7% of the respondents) (Figure 64).

**Figure 62.** Why are you not using free Internet in the library?

**Reasons for not using free Internet in library**

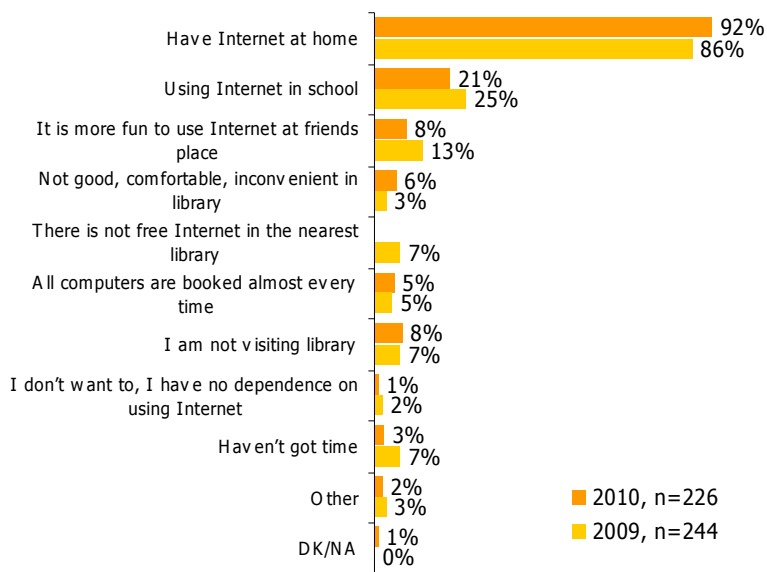
% calculated from children who are not using free internet in library, n=226



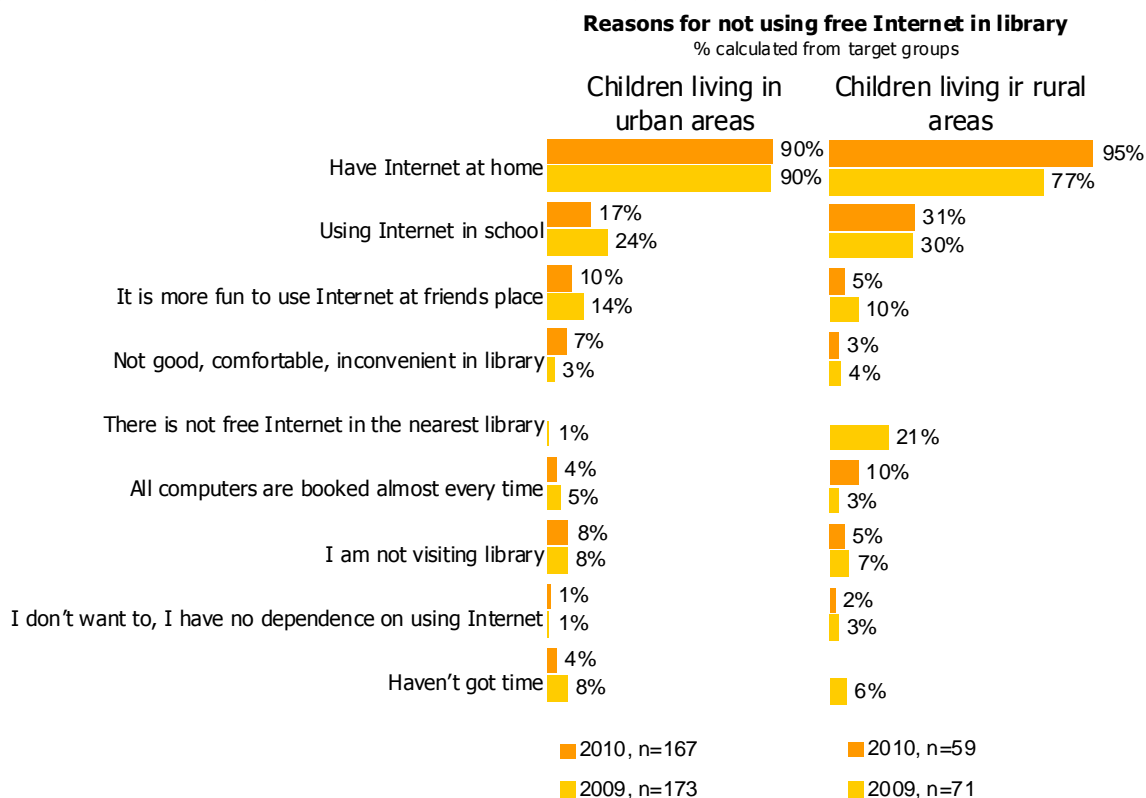
**Figure 63.** Why are you not using free Internet in the library? Comparison of 2008-2010

**Reasons for not using free Internet in library**

% calculated from children who are not using free internet in library



**Figure 64.** Why are you not using free Internet in the library? Comparison of urban and rural areas in 2008-2010.



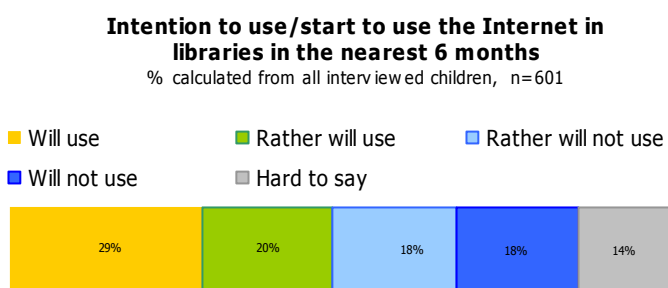
### 6.5 Intention to Use Public Internet Access in Libraries

In the nearest 6 months, 29% of respondents were definitely going to use the Internet in a library, 20% were probably going to use it, 18% - probably not, and 18% - definitely not (14% could not decide) (Figure 65).

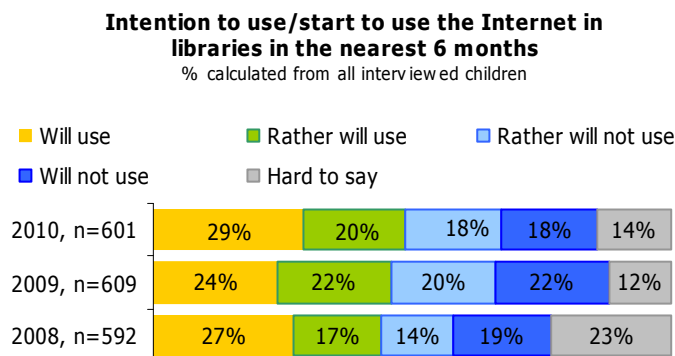
In the perspective of time, the intention to use the Internet has not changed, except for the decreased number of undecided respondents (from 23% in 2008 to 14% in 2010) (Figure 66).

Among the residents of villages, the number of respondents going to use the Internet was double – 43% (21% in towns), and the number of respondents who were probably or definitely not going to use the Internet was nearly half as small – 26% (45% in towns) (Figure 67).

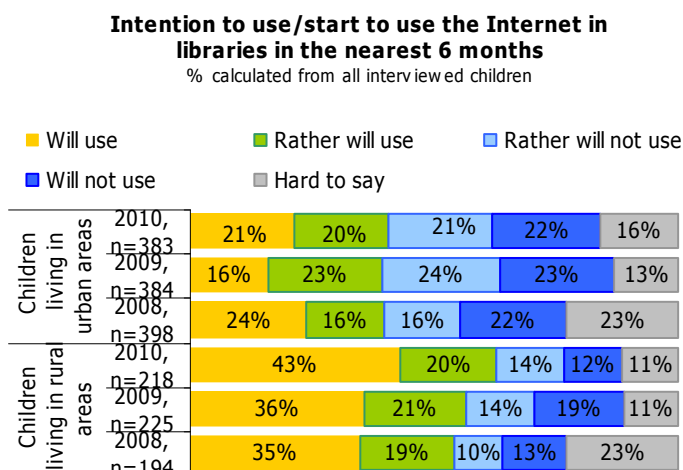
**Figure 65.** Are you going to use free Internet in a public library in the next 6 months?



**Figure 66.** Are you going to use free Internet in a public library in the next 6 months? *Comparison of 2008-2010*



**Figure 67.** Are you going to use free Internet in a public library in the next 6 months? *Comparison of urban and rural areas in 2008-2010*

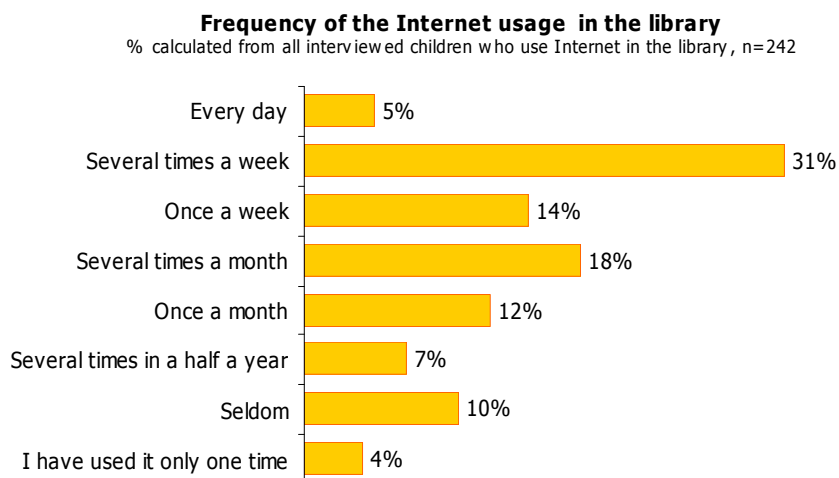


## 6.6 Frequency of Use and Assessment of Quality

### 6.6.1 Frequency of Internet Use in a Public Library

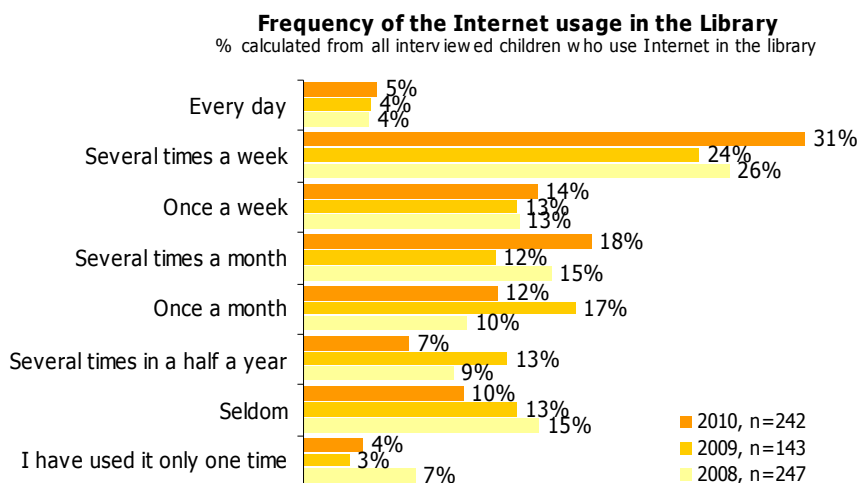
According to the data of 2010, 5% of respondents are using the Internet in a library every day, 31% - several times per week, 14% - once per week, 18% - several times per month, 15% - once per month, 7% - several times in 6 months, 10% - more seldom, 4% - only once, 52% - never (Figure 68).

**Figure 68.** How often do you use the Internet in a public library?



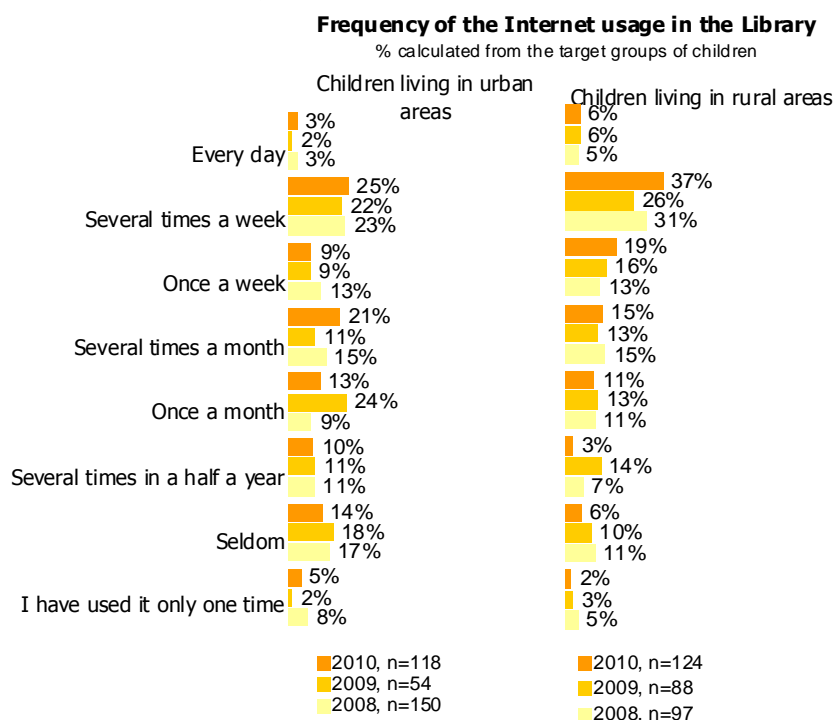
In the perspective of time, the growth of popularity of Internet access in libraries is observed in the period of 2008-2010. The number of daily users remained constant 4-5%, but the number of respondents using it every week has increased (from 24% in 2009 to 31% in 2010) as well as using several times per month – 18% (12% in 2009) (Figure 69).

**Figure 69.** How often do you use the Internet in a public library? Comparison of 2008-2010



The children of rural areas are more active users of public Internet access in libraries. In 2010, the Internet access in libraries was used by 6% of respondents every day (3% in towns), 37% - several times per week (25% in towns), 19% - once per week (9% in towns) (Figure 70).

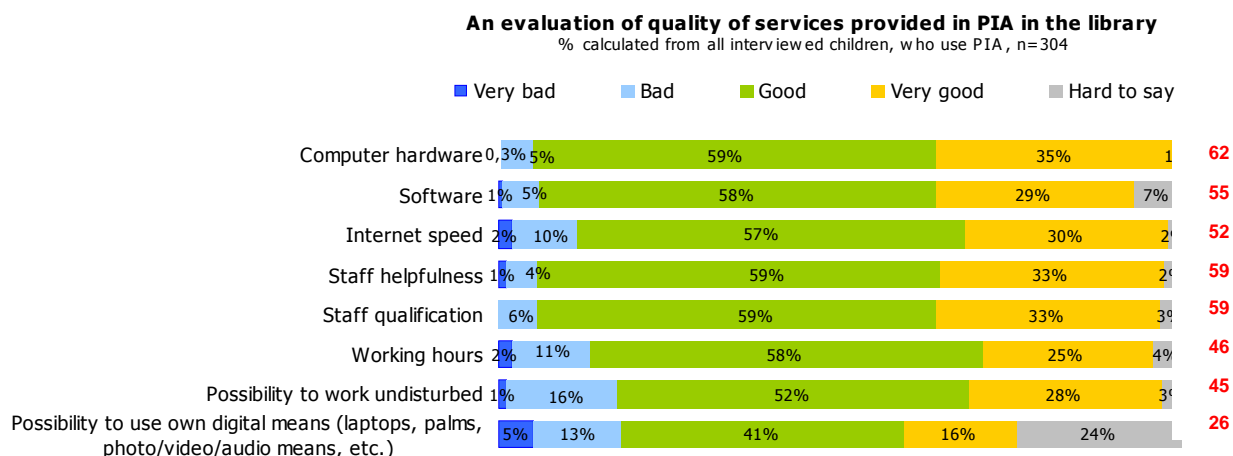
**Figure 70.** How often do you use the Internet in a public library? Comparison of urban and rural areas in 2008-2010



## 6.6.2 Assessment of Public Internet Access Services

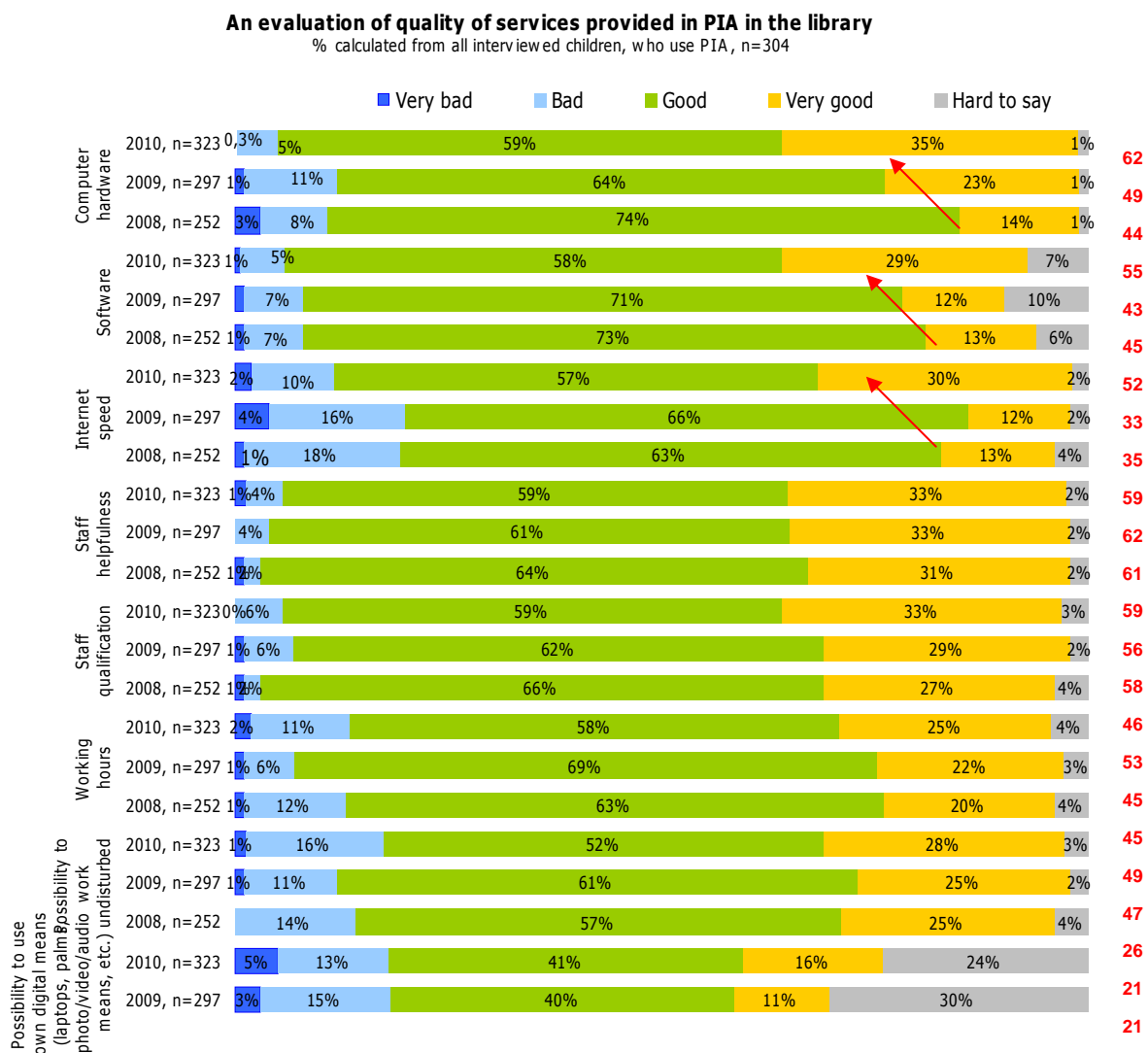
According to the data of children's survey of 2010, the following services of the libraries were assessed most favourably: computers – 94% of positive responses, helpfulness of librarians – 92%, and knowledge and skills of librarians – 92%. The least favourable assessment was that of the possibility to use one's own items – 57% of positive responses (Figure 71).

**Figure 71.** Assessment of the quality of public Internet access services in libraries

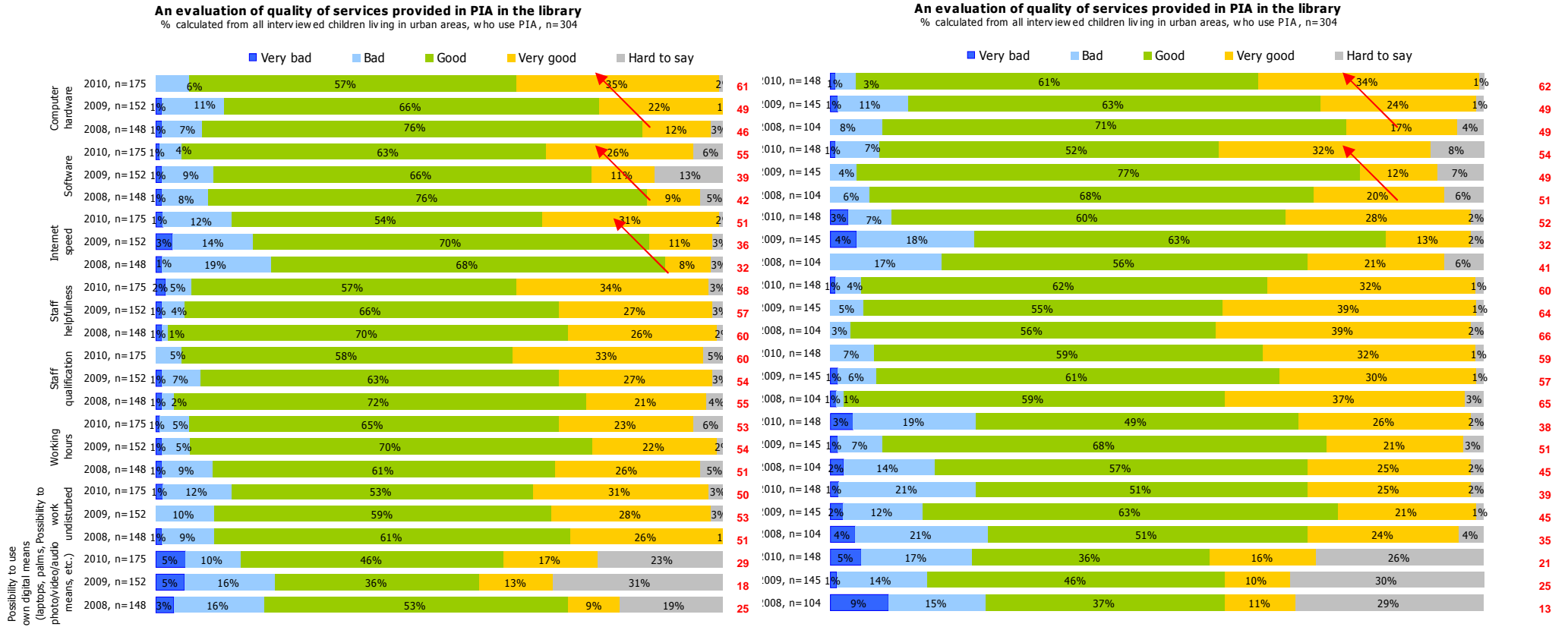


The assessment of the quality of library services in villages and towns have improved over 2008-2010. Especially great advance is observed in the assessment of hardware and software: assessment of computer quality (“very good” responses in 2008 – 14%, in 2010 – 35%), software (“very good” responses in 2008 – 13%, in 2010 – 29%), Internet speed (“very good” responses in 2008 – 13%, in 2010 – 30%) (Figures 72-73).

Figure 72. Assessment of the quality of public Internet access services in libraries 2008 – 2010



**Figure 73.** Assessment of the quality of public Internet access services in libraries . *Comparison of urban and rural areas in 2008-2010.*

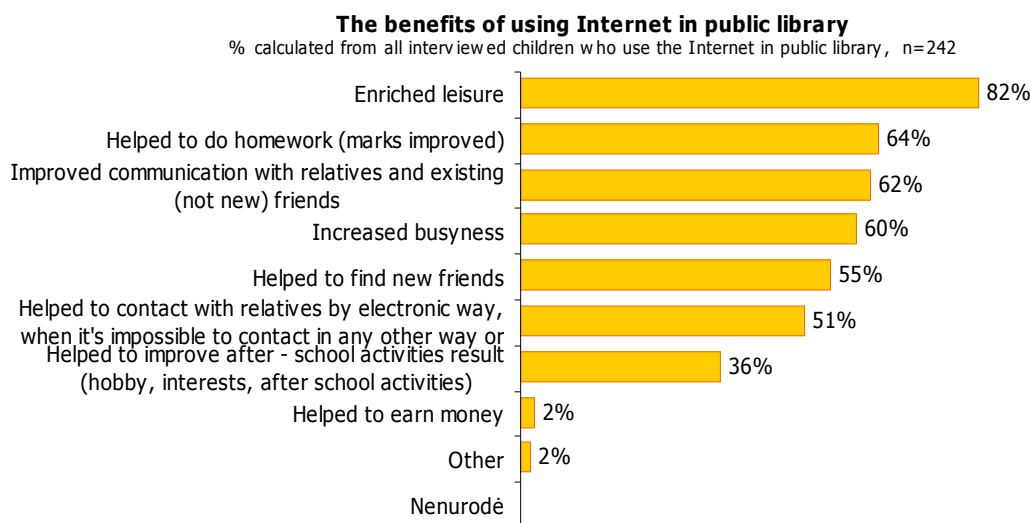


## 6.7 Benefits of Using Public Internet Access in Libraries

### 6.7.1 Benefits of Using the Internet in a Public Library

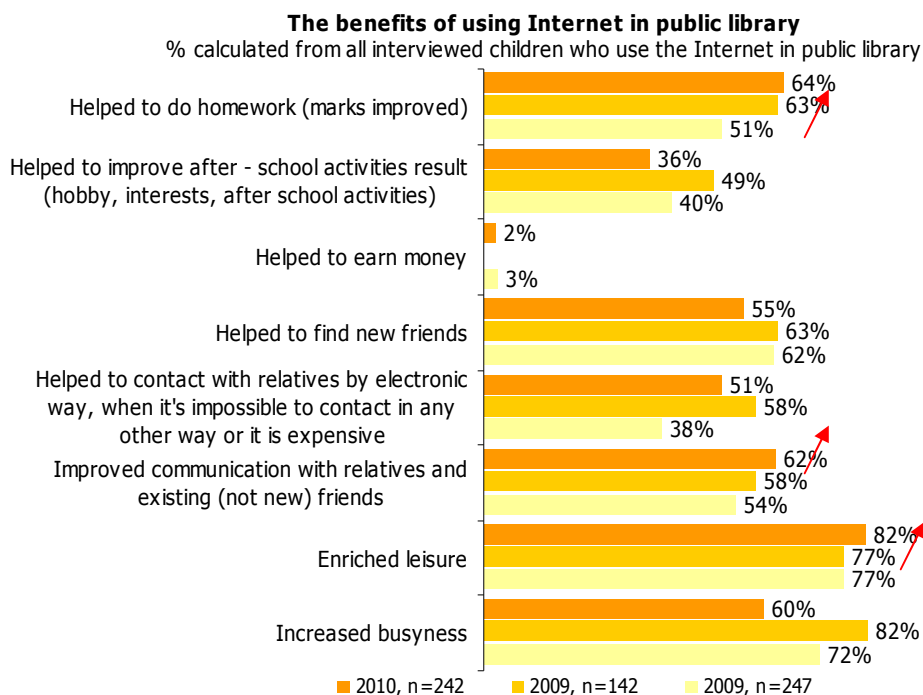
According to the data of a representative survey of children of 2010, the children distinguished the following benefits of using the computer and the Internet: more interesting leisure – 82%, help in performing school tasks – 55%, better communication with close people and friends – 62%, help in finding new friends – 64% (Figure 74).

**Figure 74.** The benefit of using the Internet in a public library



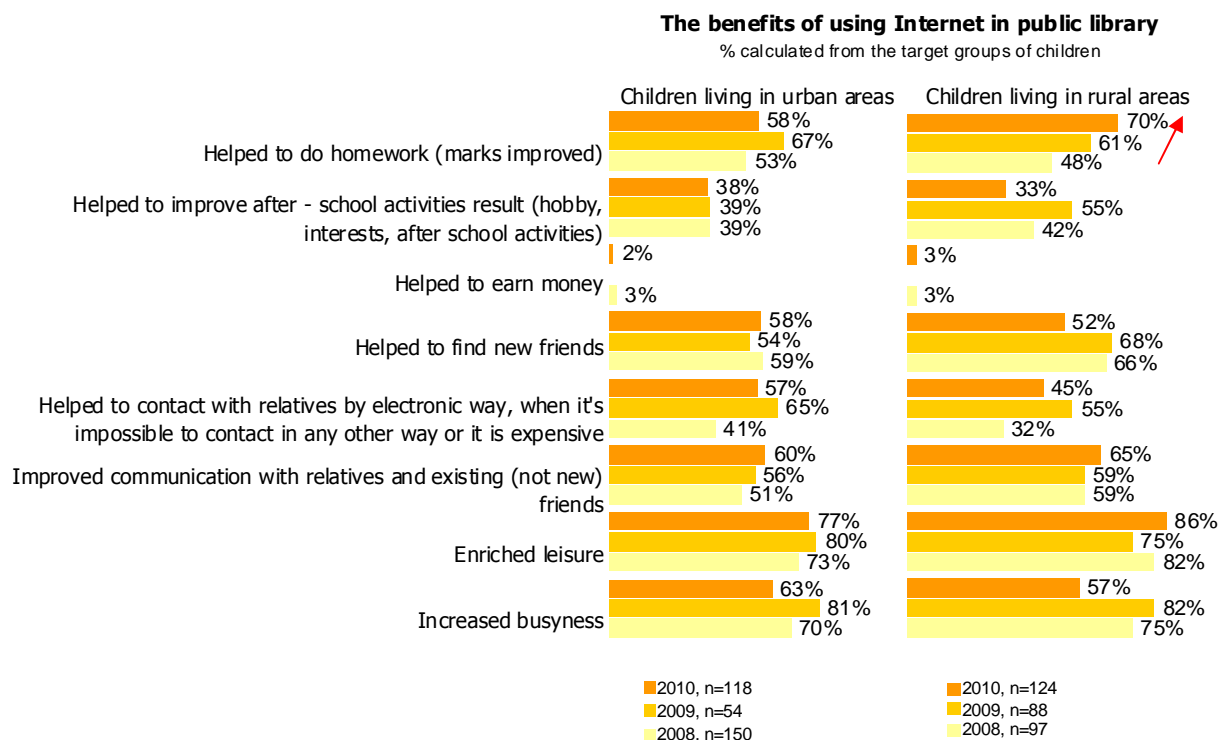
In the perspective of 2008-2010, the following benefits are attributed to the Internet: better communication with close people (in 2008 – 54%, in 2009 – 58%, in 2010 – 82%) and more interesting leisure (in 2008 and 2009 – 77%, in 2010 – 85%) (Figure 75).

**Figure 75.** The benefit of using the Internet in a public library . Comparison of 2008-2010



In the villages, help in performing school tasks and doing homework was especially distinguished among the benefits of a library (in 2008 – 48%, in 2009 – 61%, in 2010 – 70%) (Figure 76).

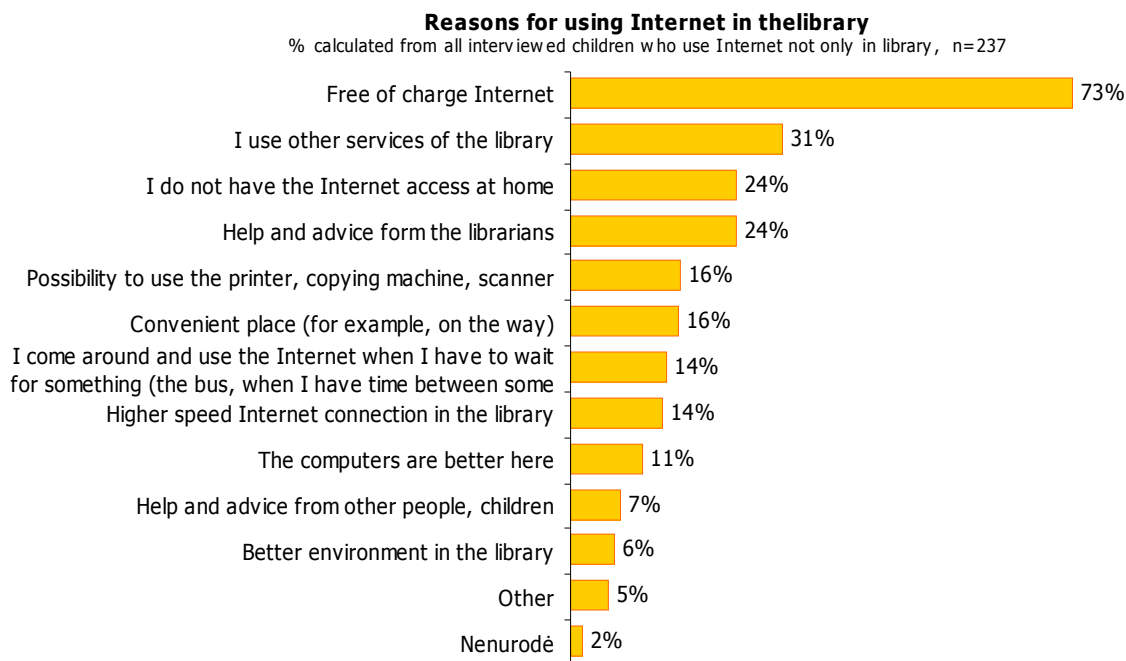
**Figure 76.** The benefit of using the Internet in a public library . Comparison of urban and rural areas in 2008-2010



### 6.7.2 Reasons for Using the Internet in a Library

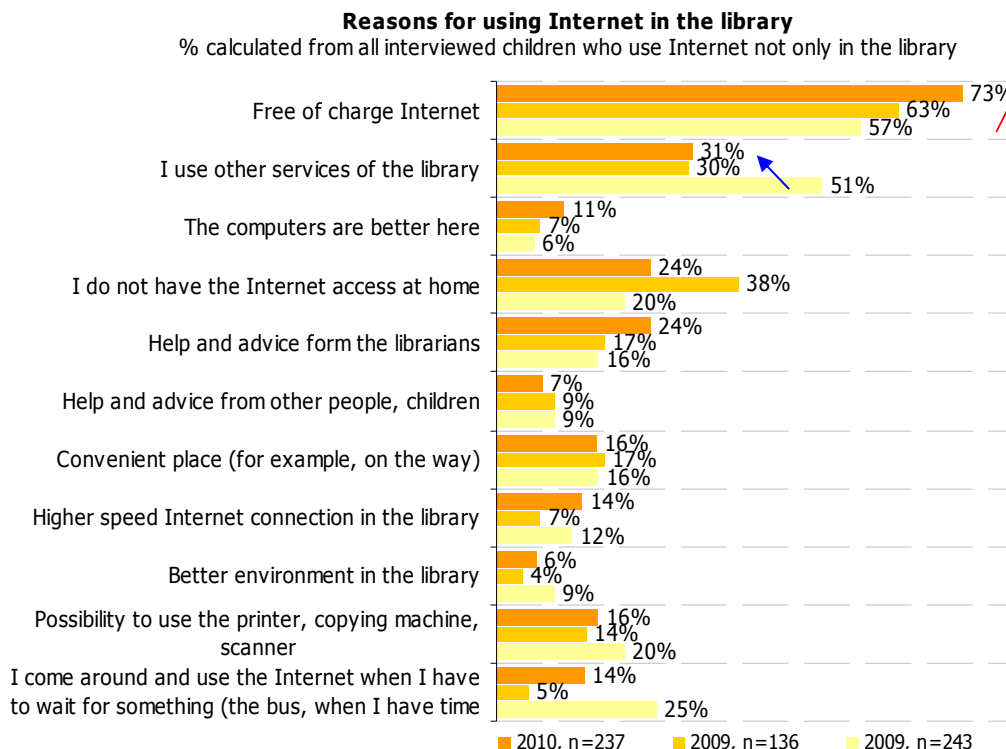
The fact that the Internet is free of charge is doubtless the main reason for using public Internet access in libraries – 73%. Other motives to use the Internet in libraries was using other services of of libraries – 31%, having no Internet access at home – 24%, and librarians' aid – 24% (Figure 77).

Figure 77. The reasons for using the Internet in a library.

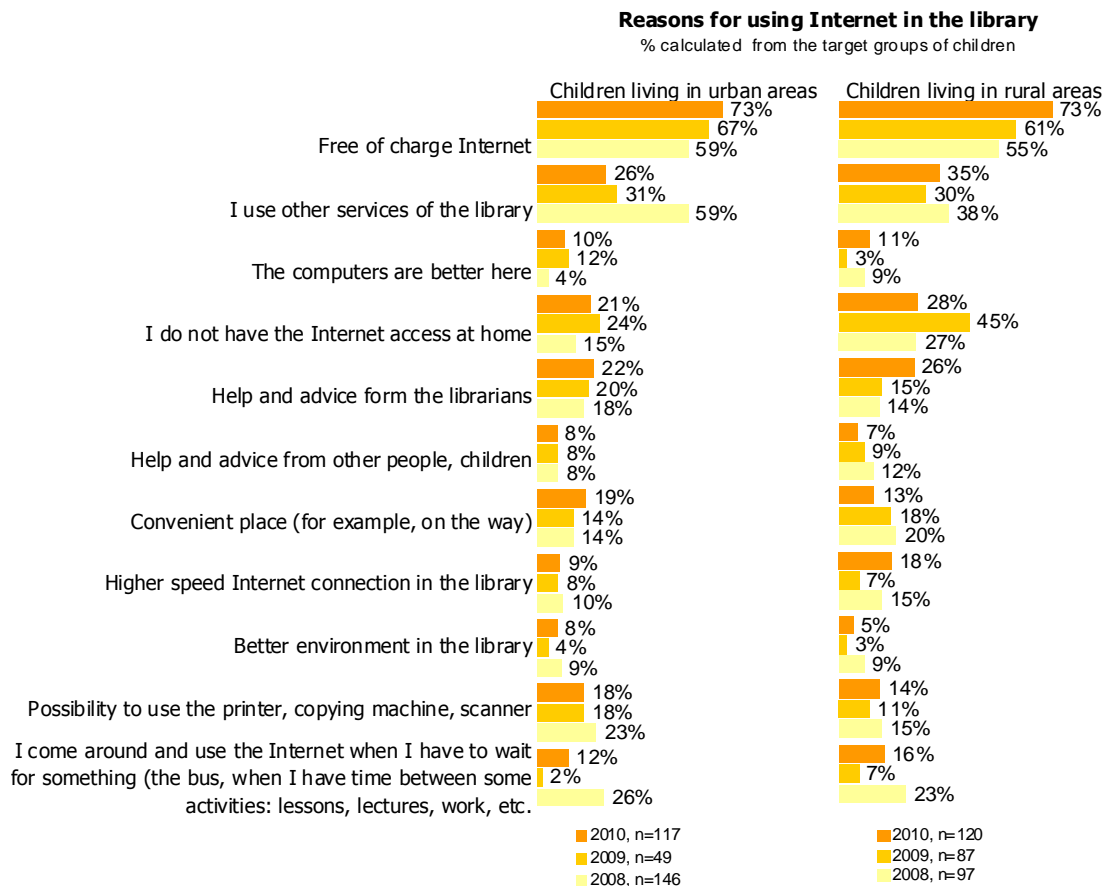


In the period of 2008-2010, no charge for the Internet has become the leading reason for the use of public Internet access (57% in 2008, 73% in 2010), and the argument of using other library services has diminished (51% in 2008, 31% in 2010). The latter reason (the Internet as an additional service) is especially indistinct in towns (59% in 2008 and 26% in 2010) (Figure 79).

**Figure 78.** The reasons for using the Internet in a library. Comparison of 2008-2010



**Figure 79.** The reasons for using the Internet in a library. Comparison of urban and rural areas in 2008-2010



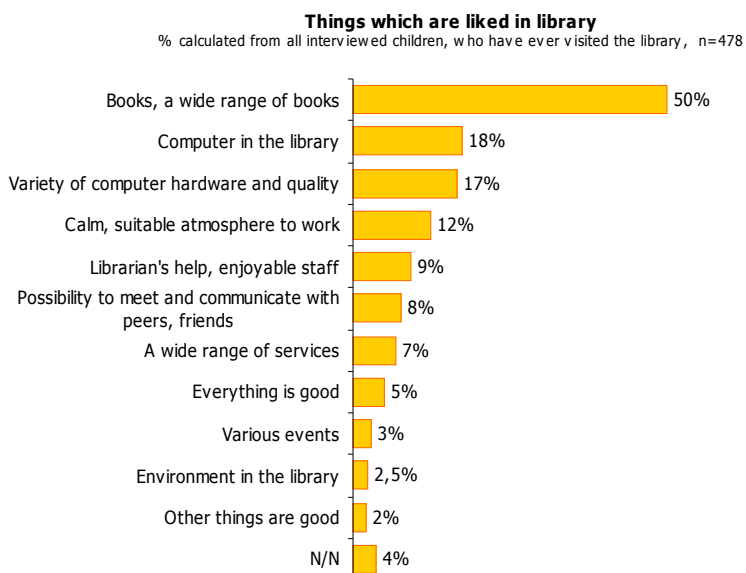
## 7. Image of Libraries

### 7.1 The Most and Least Favourite Things in Libraries

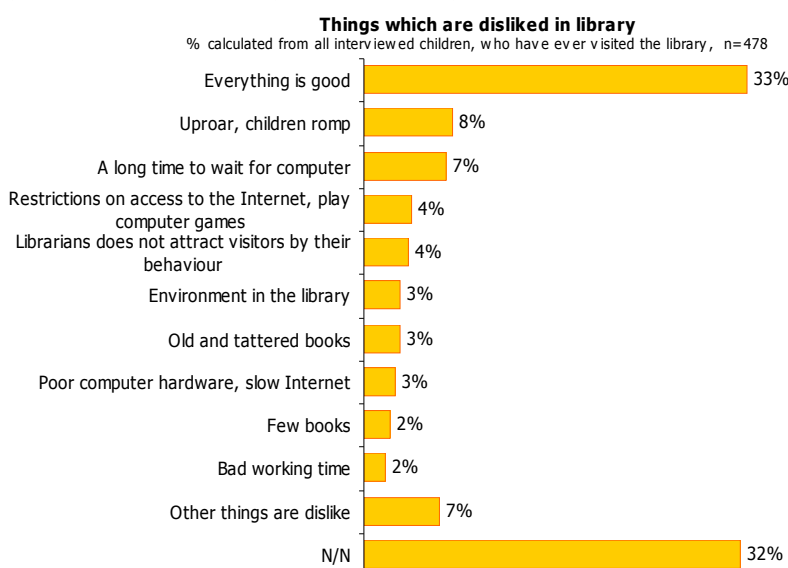
According to the data of the survey of 2010, the most favourite things of children in libraries are the following: vast selection of books – 50%, computers and the variety and quality of computer equipment – 35%, calm environment – 12%, helpful and kind staff – 9% (Figure 80). The least favourite things are the frolic of children – 8%, queues at the computers – 7%, restrictions of computer use (games) – 4%, behaviour of librarians – 4%, old books – 3%, and slow Internet – 3% (Figure 81).

*To sum up the thoughts of respondents, we can assume that the children are most impressed by the modernity (they like new equipment, are very critical of out-of-date technology), but “traditional” features of a library are of lower importance to them: abundance of books, a calm place to concentrate and work.*

**Figure 80.** Please indicate what you like in a library.



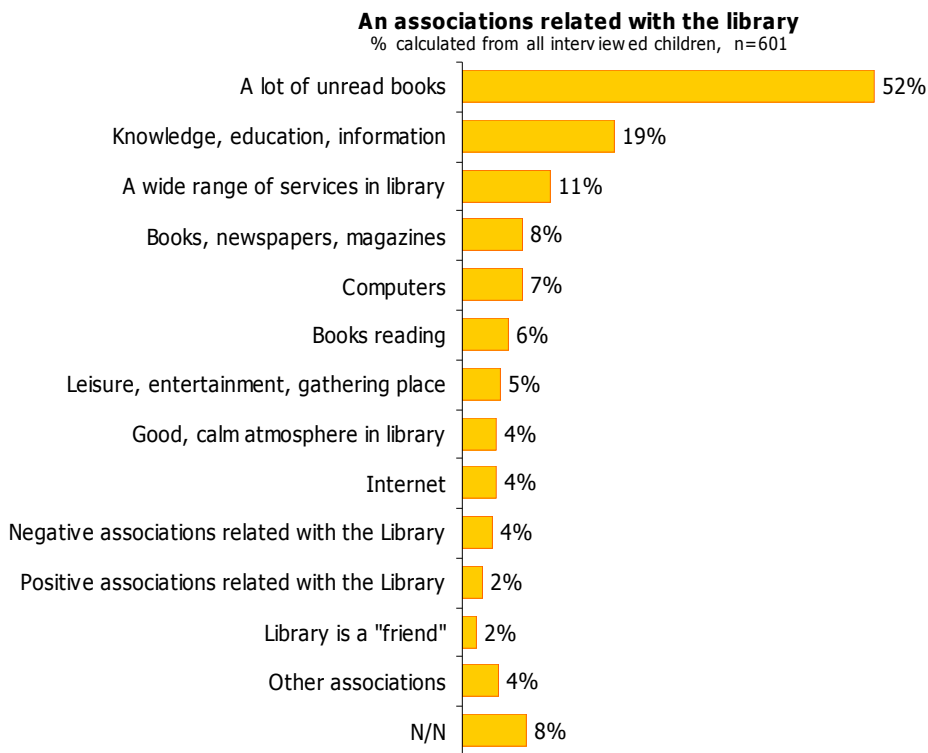
**Figure 81.** Please indicate what you dislike in a library.



## 7.2 Associations with Libraries

According to the data of 2010, the majority of surveyed children associate libraries with the features traditionally attributed to libraries: a lot of unread books – 52%, knowledge, science and information – 19%; 11% of respondents associate the libraries with computers and Internet (7% - computers, 4% - Internet) (Figure 82).

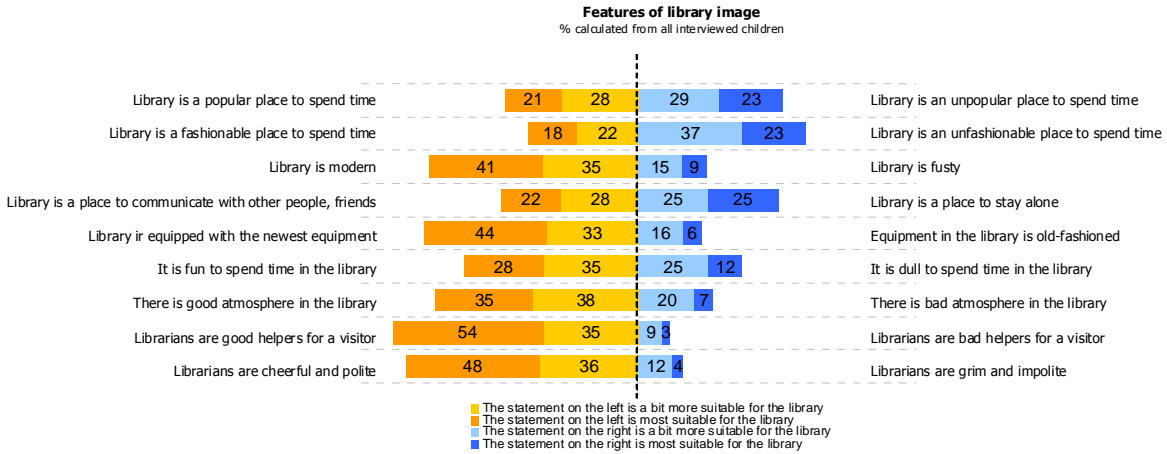
**Figure 82.** What do you think when you are thinking of a library?



## 7.3 Image of Libraries

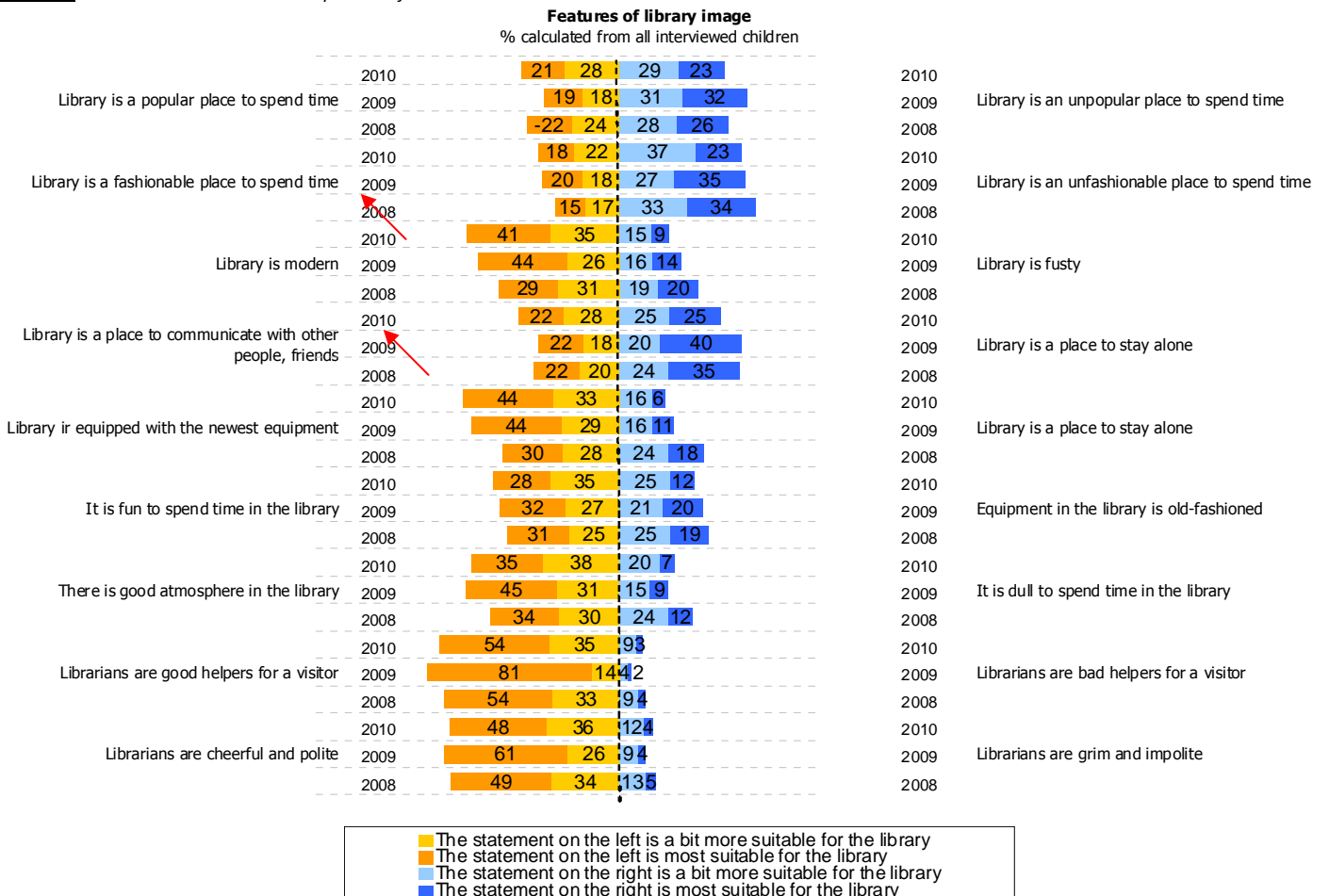
According to the data of children's survey of 2010, the staff of the libraries (good helpers, polite and cheerful) and modernity of libraries (state-of-the-art equipment, the libraries are modern) are assessed most favourably. All areas related to communication and popularity (not popular, not fashionable, not suitable for communication) are assessed unfavourably (Figure 83).

**Figure 83.** Assessment of libraries.

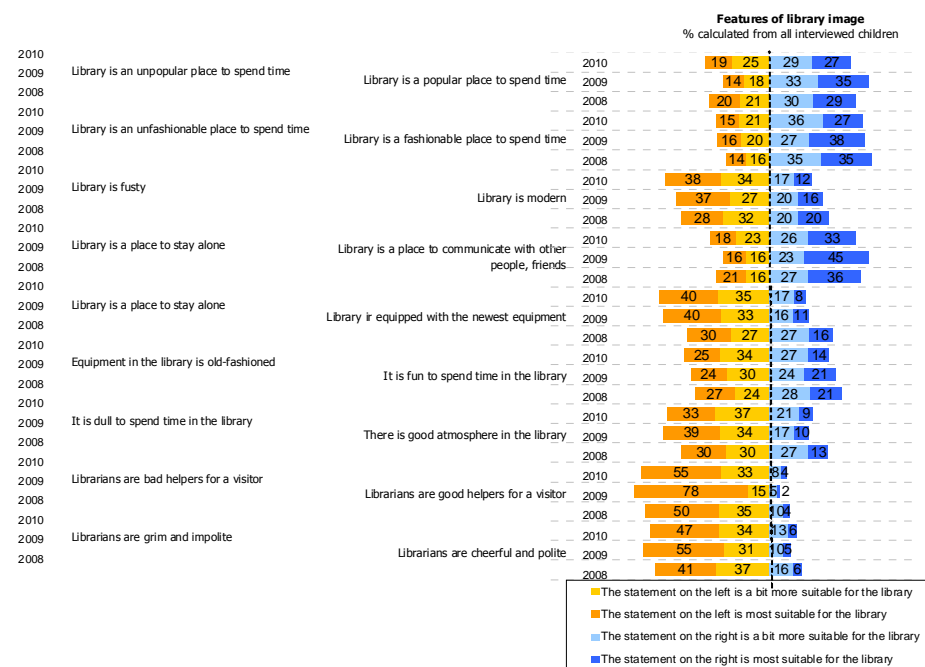
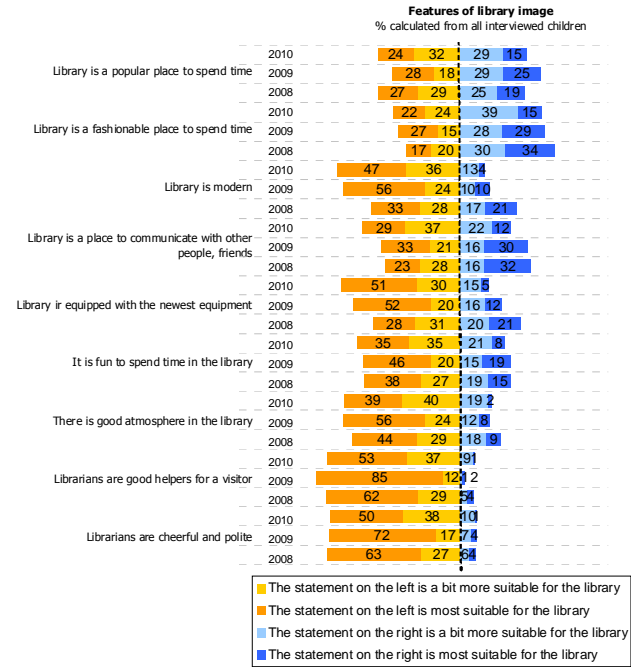


In the perspective of time, the positive trend of change of libraries' image is observed. In 2008, assessment of staff was the only positively assessed feature of libraries, meanwhile in 2009-2010, the assessment related to modernity has significantly improved (state-of-the-art equipment, modernity) (Figures 84-85).

**Figure 84.** Assessment of libraries. Comparison of 2008-2010



**Figure 85. Assessment of libraries. Comparison of 2008-2010.**



## 9. The Main Results

### **The possibility to use the computer and Internet. Internet available to everyone in 2010.**

According to the data of children's survey of 2010, the availability of Internet is maximum: there was not a single respondent who could not use the Internet at school or at home. 90% of respondents can use a computer with Internet connection at school and 83% - at home.

In 2008-2010, the possibility to use the Internet at school has not changed (in 2008 – 91%, in 2009 – 87%, in 2010 – 90%), meanwhile computer use at home was growing every year (in 2008 – 74%, in 2009 – 82%, in 2010 – 83%).

The possibilities of children in villages and towns to use the Internet are different: a larger share of children in towns can use the Internet at home than in villages (in 2010, 90% in towns, 72% in villages).

### **Public Internet access in libraries. High awareness and a stable proportion of Internet users.**

The awareness of Internet access in libraries has increased to 91% in the period of 2008-2010 (in 2008 – 79%, in 2009 – 89%). The respondents of rural areas are more aware of public Internet access (in 2010, 96% in villages and 89% in towns).

According to the data of 2010, 59% of respondents were using the Internet in the libraries (of those who are aware of public Internet access in libraries). The ratio of respondents who are aware and who are using the Internet access is rather constant throughout the survey period: 54% in 2008, 55% in 2009, and 59% in 2010 (Figures 59-60). Public Internet access is more popular in villages (according to the data of 2010, it was used by 68% of respondents in villages and 46% in towns).

### **Public Internet access services. Improvement of the technical base and favourable assessment of librarians.**

According to the data of children's survey of 2010, the following services of the libraries were assessed most favourably: computers – 94% of positive responses, helpfulness of librarians – 92%, and knowledge and skills of librarians – 92%. The least favourable assessment was that of the possibility to use one's own equipment – 57% of positive responses. The assessment of the quality of library services in villages and towns have improved over 2008-2010. Especially great advance is observed in the assessment of hardware and software: assessment of computer quality ("very good" responses in 2008 – 14%, in 2010 – 35%), software ("very good" responses in 2008 – 13%, in 2010 – 29%), Internet speed ("very good" responses in 2008 – 13%, in 2010 – 30%).

### **Internet in libraries. From "added value" to the source of attraction.**

In the period of 2008-2010, no charge for the Internet has become the leading reason for the use of public Internet access (57% in 2008, 73% in 2010), and the argument of using other library services has diminished (51% in 2008, 31% in 2010). The latter reason (the Internet as an additional service) is especially indistinct in towns (59% in 2008 and 26% in 2010).

### **Image of libraries. Excellent staff, rapidly improving technical case, but... not a part of youth subculture.**

According to the data of children's survey of 2010, the staff of the libraries (*good helpers, polite and cheerful*) and modernity of libraries (*state-of-the-art equipment, the libraries are modern*) are assessed most favourably. In the perspective of time, the positive trend of change of libraries' image is observed: in 2008, the assessment of staff was the only positively assessed feature of libraries, meanwhile in 2009-2010, the assessment related to modernity has significantly improved (*state-of-the-art equipment, modernity*). However, all areas related to communication and popularity are assessed unfavourably, stating that the library is the place that is *not popular, not fashionable, not suitable for communication*.

### **Image of libraries 2. The niche of image: modernity + tradition**

According to the data of the survey of 2010, the most favourite things of children in libraries are the following: vast selection of books – 50%, computers and the variety and quality of computer equipment – 35%, calm environment – 12%, helpful and kind staff – 9% (Figure 80). The least favourite things are the frolic of children – 8%, queues at the computers – 7%, restrictions of computer use (games) – 4%, behaviour of librarians – 4%, old books – 3%, and slow Internet – 3%.

The children are most impressed by the modernity (they like new equipment, are very critical of out-of-date technology), but “traditional” features of a library are of no lower importance to them: abundance of books, a calm place to concentrate and work.

## Appendix A. Questionnaire

### QUESTIONNAIRE FOR 12-14 YEAR-OLD CHILDREN. 2010 Instrument 11

#### FOR THE PARENTS/GUARDIANS:

Hello,

I am \_\_\_\_\_, an interviewer for RAIT, UAB, the market and public opinion research group. We are currently conducting a survey of Lithuanian children, where we ask them about their library attendance, use of computers and Internet. In the survey, we communicate with children of 12-14 years of age. Do you have children of such age? Would you agree that we would talk?

Could you please sign the document confirming that you do not object that your child participated in this survey?

#### FOR CHILDREN:

Hello,

I am \_\_\_\_\_, a interviewer for **RAIT**, UAB, the market and public opinion research group. We are currently conducting a survey of Lithuanian children, where we ask them about their library attendance, use of computers and Internet.

Your answers to each question are important to us, because only this way we can get the impression of the general opinion of Lithuanian children. No one will know about your answers, they will be used only for the research.

Answering the questions will be simple. Most often I will read a question for you and give the variants of answers. You will have to choose the most appropriate answer from those I read to you.

**Thank you for participating in the survey!**

INTERVIEWER, PLEASE INDICATE THE PRECISE TIME OF STARTING THE INTERVIEW.

Beginning of the interview: \_\_\_\_\_hours\_\_\_\_\_minutes

#### AT THE BEGINNING FEW QUESTIONS ABOUT YOUR HOBBIES

**1. How do you usually spend your free time? (MULTIPLE ANSWERS)**

**2. And what do you do mostly? (SINGLE ANSWER)**

		<b>1. How do you usually spend your free time?</b>	<b>2. And what do you do mostly?</b>
1.	You do sports	1	1
2.	You're engaged in music or arts (you draw, sing, play music instrument)	2	2
3.	You spend your time with friends	3	3
4.	You read books	4	4
5.	You watch television	5	5
6.	You use computer	6	6
7.	Other ( <i>specify</i> ) _____	7	7

#### AND NOW I WOULD LIKE TO ASK YOU ABOUT LIBRARIES

*INTERVIEWER! EXPLAIN TO RESPONDENT: NOW LETS TALK ABOUT PUBLIC LIBRARIES. PUBLIC LIBRARY IS A LIBRARY THAT IS APPROACHABLE TO EVERYONE; IT IS NOT SCHOOL'S LIBRARY WHERE ONLY PUPILS CAN GO. ALL THE TIME I WILL BE ASKING YOU ABOUT PUBLIC LIBRARY.*

**3. Have you ever been to public library (other than school's library)?**

1. Yes -> *SKIP TO QUESTION 4*

2. No -> *SKIP TO QUESTION 5*

**4. How often did you go to public library over the last year? (SINGLE ANSWER)**

1.	Everyday	1	-> <i>SKIP TO QUESTION 6.</i>
2.	Few times a week	2	
3.	Once a week	3	
4.	Few times a month	4	
5.	Once a month	5	
6.	Very rarely (only few times)	6	
7.	I haven't been in library over the last year	7	

**5. Why have you never been to the library?(GALIMI KELI ATSAKYMAI)**

1. The library is in school, it is enough
2. I am not interested in book, I do not read them
3. I haven't got time, have other beguilements
4. Out of the way, too far
5. I have a lot of books at home
6. Other: \_\_\_\_\_

FOR CHILDREN WHO VISITED LIBRARY FOR LAST YEAR (4kl≠7)

**6. What do you usually do in the library?** (MULTIPLE ANSWERS)

**7. What do you mostly do in the library?** (SINGLE ANSWER)

		<b>6. What do you usually do in the library?</b>	<b>7. What do you mostly do in the library?</b>
1.	Take the books home	1	1
2.	Read books and magazines in library	2	2
3.	Write on the computer	3	3
4.	Play computer games	4	4
5.	Use internet (explores websites, send emails or short messages (SMS), etc.)	5	5
6.	Play games (except computer games)	6	6
7.	Play computer games	7	7
8.	Participate in events	8	8
9.	Spend time when waiting (ex. wait for bus)	9	9
10.	Learn (do homework)	10	10
11.	other ( <i>specify</i> ) _____	11	11

**8. Please tell me, what do you like in library?** (WRITE DOWN)

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**9. Please tell me, what you don't like in library?** (WRITE DOWN)

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ASK ALL

**10. What do you associate library with?** WRITE EXACT RESPONDENT'S ANSWER

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**11. Which of the statements, out of listed pairs of statements, in your opinion, suits library as such, on the whole?** (AN ANSWER FOR EACH LINE. **ROTATION** OF STATEMENTS: READ STATEMENTS FROM THE BEGINNING FOR ONE RESPONDENT, FROM THE END – TO ANOTHER ONE.)

	The statement on the left is most suitable for the library	The statement on the left is a bit more suitable for the library	The statement on the right is a bit more suitable for the library	The statement on the right is most suitable for the library	
Library is a popular place to spend time	1	2	3	4	Library is an unpopular place to spend time
Library is a fashionable place to spend time	1	2	3	4	Library is an unfashionable place to spend time
Library is modern	1	2	3	4	Library is fusty
Library is a place to communicate with other people, friends	1	2	3	4	Library is a place to stay alone
Library is equipped with the newest equipment	1	2	3	4	Equipment in the library is old-fashioned
It is fun to spend time in the library	1	2	3	4	It is dull to spend time in the library
There is good atmosphere in the library	1	2	3	4	There is bad atmosphere in the library
Librarians are good helpers for a visitor	1	2	3	4	Librarians are bad helpers for a visitor
Librarians are cheerful and polite	1	2	3	4	Librarians are grim and impolite

**NOW WE WOULD LIKE TO ASK YOU ABOUT COMPUTERS AND THE INTERNET**

**12. Do you have the computer connected to the Internet at home or at school that you can use? (MULTIPLE ANSWERS)**

1	Yes, at school	1
2	Yes, at home	2
0	Do not have at school or at home	0

**13.1. Where (in what places) do you use the computer connected to the Internet? (MULTIPLE ANSWERS)**

**13.2. Where do you use the computer connected to the Internet most often? (SINGLE ANSWER)**

		<b>13.1. Where (in what places) do you use the computer connected to the Internet?</b>	<b>13.2. Where do you use the computer connected to the Internet most often?</b>
1.	At home	1	1
2.	At school	2	2
3.	In friends home	3	3
4.	At mother's/father's workplace	4	4
5.	At public library (not school library)	5	5
6.	In the Internet cafe	6	6
7.	Elsewhere (INDICATE)_____	7	7
8.	I don't use internet at all	8 -> ASK 22 QUESTION	

**14. How often do you use the Internet in general? (MARK ONLY ONE STATEMENT)**

1	Every day	1
2	Several times a week	2
3	Once a week	3
4	Several times a month	4
5	Once in a month	5
6	Several times in a half a year	6
7	Seldom	7

*15 ASK THOSE, WHO USE THE INTERNET ALSO IN THE*

**15. How often do you use the Internet in the library? (ONE ANSWER)**

1	Every day	1	-> 16
2	Several times a week	2	
3	Once a week	3	
4	Several times a month	4	
5	Once in a month	5	
6	Several times in a half a year	6	
7	Seldom	7	
8	I have used it only one time	8	-> 20
9	Never	9	

**16. When did you first use the Internet in a public library? (ONE ANSWER)**

- |                     |                                |
|---------------------|--------------------------------|
| 1. This year (2010) | 3. The year before last (2008) |
| 2. Last year (2009) | 4. In 2007 or before           |

*QUEST. 17, 18 AND 19 ASK THOSE, WHO USE THE INTERNET ALSO IN THE LIBRARY SEE QUEST. 15. (15≠9)*

**17. Did using computer with connected Internet? For you: (ONE ANSWER IN EACH ROW)**

		<b>Yes</b>	<b>No</b>	<b>DK/NA</b>
1.	Helped to do homework (marks improved)	1	2	99
2.	Helped to improve after – school activities results (hobby, interests, after school activities)	1	2	99
3.	Helped to earn money	1	2	99
4.	Helped to find new friends	1	2	99
5.	Helped to contact with relatives by electronic way, when it's impossible to contact in any other way or it is expensive	1	2	99
6.	Improved communication with relatives and existing (not new) friends	1	2	99
7.	Enriched leisure	1	2	99
8.	Increased busyness	1	2	99
9.	Other (SPECIFY)_____	1	2	99

ASK THOSE, WHO USE THE INTERNET IN THE LIBRARY AND ELSEWHERE

**19. You have mentioned that you can use the Internet ELSEWHERE, please indicate three main reasons why you use it HERE (in the library)? (NO MORE THAN 3 ANSWER VARIANTS)**

1. Free of charge Internet
2. I use other services of the library
3. The computers are better here
4. I do not have the Internet access at home
5. Help and advice from the librarians
6. Help and advice from other library visitors
7. Convenient place (for example, on the way)
8. Higher speed Internet connection in the library
9. Better environment in the library
10. Possibility to use the printer, copying machine, scanner
11. I come around and use the Internet when I have a break, have to wait for something (the bus, when I have time between some activities: lessons, lectures, work, etc.)
12. Other (*SPECIFY*) \_\_\_\_\_

ASK ONLY THOSE, WHO USE THE INTERNET (13.1#8)

**20. How often do you use the computer with the Internet access for these listed aims? Rate the frequency in points from 1 to 3, where 1 – never use, 2 – have used once or several times, 3 – use constantly. (READ EVERY STATEMENT, MARK ABOUT EACH STATEMENT, ONE ANSWER IN EACH ROW). STATEMENT ROTATION)**

	Never use	Used it once or several times	Use it constantly	DK/NA
1. To use the Internet (visit portals, sent e-mail or SMS etc.).	1	2	3	99
2. To look for information (in portals, catalogues, search systems) related to education.	1	2	3	99
3. To look for information (in portals, catalogues, search systems) related to my interests, leisure.	1	2	3	99
4. To correspond with friends, relatives, who live in Lithuania.	1	2	3	99
5. To correspond with friends, relatives, who live not in Lithuania.	1	2	3	99
6. To look for new friends.	1	2	3	99
7. Telephone and instant messaging services (for ex.: skype)	1	2	3	99

ASK ONLY ABOUT THOSE ACTIVITIES WHICH ARE USED, SEE QUEST, 20

**21. Where (in what places) do you use the computer with the Internet access for the listed aims most often? In the library or other places (at home, at work, at friends' or elsewhere)? (ASK ABOUT EVERY ACTIVITY, WHICH USES, MULTIPLE ANSWERS IN A ROW. STATEMENT ROTATION).**

	At public library	Elsewhere (at home, workplace, in friend's home, etc.)	DK/NA
1. To use the Internet (visit portals, sent e-mail or SMS etc.).	1	2	99
2. To look for information (in portals, catalogues, search systems) related to education	1	2	99
3. To look for information (in portals, catalogues, search systems) related to my interests, leisure	1	2	99
4. To correspond with friends, relatives, who live in Lithuania.	1	2	99
5. To correspond with friends, relatives, who live not in Lithuania	1	2	99
6. To look for new friends	1	2	99
7. Telephone and instant messaging services (for ex.: skype)	1	2	99

ASK EVERYONE

**22. Now I will read out other occupations and please tell how often do you use the computer for these occupations. Assess the frequency by grades from 1 to 3, where 1 means 'I have never used it', 2 - 'I have used it once or several times', and 3 - 'I am constantly using it'.**

	I have never used it	I have used it once or several times	I am constantly using it
Writing texts, drawing	1	2	3
Playing computer games	1	2	3
Programming	1	2	3

ASK ONLY ABOUT THE ACTIVITIES, FOR WHICH THEY USE THE COMPUTER, SEE Q22.

**23. Where (in what places) do you most often use the computer for these activities? Is it a library or some other place (at home, at work, at the friends', etc.)?**

	<b>In a public library</b>	<b>Other place (at home, at the friends', etc.)</b>
1. Writing texts, drawing	1	2
2. Playing computer games	1	2
3. Programming	1	2

ASK EVERYONE

**24. If you have questions about using the computer, who do you ask, who do you turn for help to? (SEVERAL ANSWERS ARE POSSIBLE)**

1.	Mom or dad	1
2.	Grandma or grandpa	2
3.	Brother or sister	3
4.	Other relatives	4
5.	Teacher	5
6.	Librarian	6
7.	Friends or classmates	7
8.	Look for answers in books or magazines	8
9.	I have never asked anyone	9
10.	Another person: _____	10
11.	I do not use the computer/Internet	11

**25. How would you rate your IT use skills in the scale of 4 points, where 1 – fully insufficient, 4 – fully sufficient?**

(MARK ABOUT EACH STATEMENT, ONE ANSWER IN EACH ROW. STATEMENT **ROTATION**)

		Fully insufficient	Insufficient	Sufficient	Fully sufficient	DK/NA
1.	General computer use skills (for example use of the mouse, printing)	1	2	3	4	99
2.	Use of the main computer programs (for example Word, Excel, Databases, Presentations)	1	2	3	4	99
3.	Removal of the main technical problems (for example "sleeping" computer, "jammed" printer, etc.)	1	2	3	4	99
4.	General use of the Internet (for example email, search for websites, browsing)	1	2	3	4	99
5.	Sending of email with attached document	1	2	3	4	99
6.	Browsing the Internet or search systems (for example use of Google™, Yahoo™, etc. for search of information and sources)	1	2	3	4	99
7.	Use of the Internet databases (for example paid databases searching for a certain content)	1	2	3	4	99
8.	Help for people who want to use the Internet	1	2	3	4	99
9.	Website creation	1	2	3	4	99
10.	Use of the Internet for telephone conversations	1	2	3	4	99
11.	Participation in conversations on the Internet sites, forums (to leave messages, start new discussions)	1	2	3	4	99
12.	To use files exchange programs (to exchange films, music, etc.	1	2	3	4	99

You probably know that Internet can be not only useful, but also harmful. I would like to ask you several questions about the dangers of Internet.

**s1. Have you heard of these Internet-related threats? Assess your knowledge by a grade, where 1 means 'I know nothing', and 4 means 'I know enough'. (MARK ONE ANSWER FOR EACH STATEMENT IN EACH LINE)**

		I know nothing	Do not know more than know	Know more than do not know	I know enough	N/N
1	Personal data or identity theft using the Internet (illegal disclosure of the name, surname, bank accounts, and other sensitive data)	1	2	3	4	99
2	Dangers of online dating	1	2	3	4	99
3	Offensive comments, harassment and bullying in the Internet	1	2	3	4	99
4	Internet addiction (cannot live without the Internet)	1	2	3	4	99
5	Threats to the computer (e.g. viruses)	1	2	3	4	99
6	Other (indicate) _____	1	2	3	4	99

ASK THOSE, WHO KNOW SOMETHING ABOUT SAFE COMPUTER USE.

**s2. Where did you learn about Internet threats? (SEVERAL ANSWERS ARE POSSIBLE)**

1. Friends, classmates;
2. Family members;
3. Teachers;
4. Magazines, newspapers, TV;
5. Books;
6. Internet;
7. Library employees;
8. Computer science teachers;
9. Personal experience;
10. Other (indicate): \_\_\_\_\_

99.N/N

**s3. Have you yourself faced these Internet threats? (MARK ONE ANSWER FOR EACH STATEMENT IN EACH LINE)**

		I have never faced it	I have faced it once	I have faced it more than once	N/N
1	Personal data or identity theft using the Internet (illegal disclosure of the name, surname, bank accounts, and other sensitive data)	1	2	3	99
2	Dangers of online dating	1	2	3	99
3	Offensive comments, harassment and bullying in the Internet	1	2	3	99
4	Internet addiction (cannot live without the Internet)	1	2	3	99
5	Threats to the computer (e.g. viruses)	1	2	3	99
7	Other (indicate) _____	1	2	3	99

**s4. How would you assess your knowledge and skills to fight these Internet threats? Assess your knowledge by a grade, where 1 means 'I do not know how to fight' and 4 means 'I know well how to fight'. (MARK ONE ANSWER FOR EACH STATEMENT IN EACH LINE)**

		I do not know how to fight	Do not know more than know	Know more than do not know	I know well how to fight	N/N
1	Personal data or identity theft using the Internet (illegal disclosure of the name, surname, bank accounts, and other sensitive data)	1	2	3	4	99
2	Dangers of online dating	1	2	3	4	99
3	Offensive comments, harassment and bullying in the Internet	1	2	3	4	99
4	Internet addiction (cannot live without the Internet)	1	2	3	4	99
5	Threats to the computer (e.g. viruses)	1	2	3	4	99
7	Other (indicate) _____	1	2	3	4	99

**s5. When you face or if you would face dangerous, unpleasant or confusing things on the Internet, who would you ask for help or advice first? (ONE ANSWER VARIANT)**

1. To friends or acquaintances;
2. To family members;
3. To teachers;
4. I would look for the information in books;
5. I would look for the information online;
6. I would ask library employees;
7. I would try to deal with the threats myself;
8. Other (indicate) \_\_\_\_\_

**NOW WE WOULD LIKE TO ASK ABOUT THE INTERNET IN PUBLIC ACCESS PLACES**

ASK ALL

**26. Do you know that you can use free of charge Internet connection in the library?**

1. Yes
2. No -> SKIP TO QUEST. 30

**27. Did you use free of charge Internet in the library?**

1. Yes-> SKIP TO QUEST. -29
2. No

**28. Why are you not using free Internet in the library?**

1. Have Internet at home
2. Using Internet in school
3. It is more fun to use Internet at friends place

4. Not good, comfortable, inconvenient in library
5. There is not free Internet in the nearest library
6. All computers are booked almost every time
7. I am not visiting library
8. I don't want to, I have no dependence on using Internet
9. Haven't got time
10. Other: \_\_\_\_\_
11. DK/NA

**29. How do you rate quality of services provided in public Internet access in the library, in which you use the Internet most often? Rate in the scale of 4 points, where 1 – very bad, 4 – very good.**

(MARK ABOUT EACH FACTOR, ONE ANSWER IN EACH ROW. STATEMENT **ROTATION**)

		Very bad	Bad	Good	Very good	N/N
1.	Computer hardware	1	2	3	4	99
2.	Software	1	2	3	4	99
3.	Internet speed	1	2	3	4	99
4.	Staff helpfulness	1	2	3	4	99
5.	Staff qualification	1	2	3	4	99
6.	Working hours	1	2	3	4	99
7.	Possibility to work undisturbed	1	2	3	4	99
8.	Possibility to use own digital means (laptops, palms, photo/video/audio means, etc.)	1	2	3	4	99

ASK ALL

**30. Do you think of using the internet in the library in the nearest 6 months?**

1. Yes    2. Rather yes    3. Rather no    4. No

**DAR KELI KLAUSIMAI APIE TAVE**

**D1. Respondent's gender** (INTERVIEWER CODES)

1. Girl
2. Boy

**D2. How old are you?** \_\_\_\_\_ (tell me, how many years you had over the last birthday)

**D3. Who do you live with?** (MULTIPLE ANSWERS)

1.	Mother	1
2.	Father	2
3.	Sister	3
4.	Brother	4
5.	Grandmother	5
6.	Grandfather	6
7.	Other relatives	7

**THANK YOU FOR COOPERATION!**

INTERVIEWER FILLS IN

**D11. The name of the settlement where you live:** (WRITE DOWN) \_\_\_\_\_

**D12. Region:** 1. Alytaus    3. Klaipėdos    5. Panevezio    7. Taurages    9. Utenos  
2. Kauno    4. Marijampolės    6. Šiauliai    8. Telsiai    10. Vilniaus

**D13. Municipality:** \_\_\_\_\_