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THE PROJECT "LIBRARIES FOR INNOVATION"

15-74 y.o. Residents' Opinion Survey

(Instrument 3)

THE CLIENT:	**Martynas Mazvydas National Library of Lithuania**
THE CONTRACTOR:	**UAB "RAIT"** Naugarduko g. 68B, Vilnius Tel: +370 5 2691247 Fax: +370 5 2691248 Email: info@rait.lt
REPORT PREPARED BY:	Project manager: Gintaras Sumskas Assistant: Lina Matonyte

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ii. Summary

The representative survey of Lithuanian people (3rd 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

The main objective of the Lithuanians' opinion (3rd instrument) survey is to analyse the quantitative and qualitative indicators of Lithuanians' Internet usage:

- Determine the spread of the Internet, way of connection and popularity of public Internet access points;
- Define the most frequent Internet activities and assess the perception of their benefits;
- Discuss the image and reputation of libraries as well as the perception of their mission in society;
- Compare quantitative indicators to the results of previous surveys.

Survey Methodology

Target group
15-74 years old permanent residents of Lithuania.

Sample of the survey
N=1518. The results are analysed with 95% reliability, +/- 2,5% statistic error.

Collection of data
Face-to-face interview at the respondent's home.

Spread of Internet and Computer Usage Among Residents

Availability of a Computer Connected to the Internet

The data of the 2010 survey show that at least two thirds of respondents have a possibility to use a computer connected to the Internet at home or at work. 20% of respondents use computer connected to the Internet at work, whereas 64% of respondents have a possibility to use a computer with the Internet access at home.

The comparison of the results of the 2008 – 2010 surveys have shown that general computer and Internet usage is growing (the proportions of non-users of the Internet have decreased from 40% in 2008 and 37% in 2009 to 33% in 2010); however, this growth reflects only the increase in the use of the Internet at home (from 55% in 2008 and 59% in 2009 to 64% in 2010). The use of the Internet at work has been decreasing: from 27% in 2008 to 24% in 2009 and 20% in 2010. This phenomenon requires a broader study, although one of the possible explanations may be negative trends in the labour market (increase in unemployment continuing for several years and emigration of the potential labour market participants).
The comparison of the Internet use among rural and urban residents during the period of 2008 – 2010 shows a more rapid and steady growth of the Internet penetration in the urban areas (In 2010, 72% of respondents used the Internet at home, 69% in 2009 and 60% in 2008) and a slower growth in rural areas (48% in 2010, 38% in 2009 and 42% in 2008). The decrease in Internet usage at work was nearly the same both in rural and urban areas (both in the village and in the city the Internet usage in the workplace from 2008 to 2010 decreased by 7 pp).

Availability of Wireless Internet Connection

The data of the 2010 survey show that every fourth respondent (25%) can use the wireless Internet connection at home, 7% at work and 5% of respondents can use it elsewhere than at home or at work. 56% of respondents have no access to the wireless Internet whatsoever.

The penetration of the wireless connection in the period between the 2008 and 2010 surveys remained almost the same. The change of 2 or 3 percentage points does not exceed the maximum error permissible, i. e. +/- 3%.
In the comparative perspective of rural and urban areas, the dynamics of the development of the wireless connection correspond to the computer and Internet usage discussed in the previous section: the Internet usage at home is growing, whereas the usage at work is decreasing. Unfortunately, the values of changes do not exceed the maximum statistical errors as well, therefore, we cannot make broader generalisations.

Places of Internet Use

According to the data of the 2010 public opinion survey, the most popular place of Internet usage is home (60% mentions) and workplace (20% mentions). 12% of respondents use the Internet in libraries. The most popular place is home (respondents distinguished one place where they use the Internet most often). 50% of respondents access the Internet at home.
In the period between 2008 and 2010, a trend discussed previously was observed: the use of the Internet at home is increasing (from 51% in 2008 to 60% in 2010), whereas the use of the Internet at work is decreasing (from 25% in 2008 to 20% in 2010).
There is still a marked difference in the spread of the Internet between rural and urban areas. According to the users' proportions, the ratio between at-home Internet users in urban and rural areas is close to 3:2 (In 2008, 57% of urban respondents and 36% of rural respondents used the Internet at home, whereas in 2009, this ratio was 66% and 35% and in 2010, 68% and 42%, respectively). The ratio of at-work Internet users in urban and rural areas exceeds 2:1 (In 2008, 29% of urban respondents and 15% of rural respondents used the Internet at work, whereas in 2009, this ratio was 28% and 11%, and in 2010, 24% and 10%, respectively).

In the period between 2008 and 2010, the level of the Internet usage in libraries in rural and urban areas was very similar and steady (In 2008, 14% of urban respondents and 13% of rural respondents used the Internet in libraries, in 2009, 8% and 12%, and in 2010, 11% and 13%, respectively). However, there is one essential difference between rural and urban users of the Internet in libraries: the results of the studies show that libraries in rural areas are more likely to be the only Internet access point. When respondents were asked to distinguish one point of Internet access that they use most often, the percent of respondents in rural areas who mentioned libraries as compared to those in urban areas was several times greater. In the 2010 survey, 7% of rural respondents and 2% of urban respondents mentioned libraries as the most important Internet access point, whereas in 2009, 6% and 2%, respectively (In 2010, the national average was 3%). It is interesting that this difference was observed in the 2009 survey. In the initial situation analysis (2008) the library was the first choice of 5% of rural and 4% of urban respondents.

Frequency of Internet Usage

The data of the 2010 public opinion survey show that the majority (68%) of Internet users use it every day, 21% of them use it several times a week, 4% once a week, and 4% several times a month.
The comparison of the period between 2008 and 2010 shows an identical usage model: around 70% of the heavy users use the Internet every day, about 25% of moderate users use it several times or once a week, and fewer than 10% of respondents use the Internet quite passively – several times per month or less often.
Urban residents are heavier Internet users. According to the 2010 data, there were 72% heavy Internet users (using the Internet daily) in urban areas and 56% in rural areas, moderate users (using the Internet at least once a week) make up 19% in urban areas and 29% in rural areas, whereas light users (several times a month or less often) make up 10% in urban areas 15% in rural areas. These figures and the frequency ratio between rural-urban Internet usage remain steady during the entire 2008 – 2010 survey cycle.

Frequency of Internet Usage in Libraries

Those who use the Internet in libraries are lighter users. According to the 2010 data, 2% of respondents use the Internet in libraries every day, 36% of respondents use it once or several times a week (moderate users) and 62% use it less often (light users). The frequency of the Internet usage in libraries is the same in urban and rural areas. The majority of the users using the Internet in libraries can be classified as light users (using the Internet several times a month or less often).
It is quite difficult to analyse the changes in the frequency of Internet usage in the period of 2008 – 2010 due to a small number of respondents (the target group including those who use the Internet in libraries).

Public Internet Access Points

Awareness of Free Public Internet Access in Libraries

The data of the 2010 survey show that 72% of respondents are aware of public Internet access points.
In the period of 2008 – 2010, the awareness of public Internet access points increased from 60% in 2008 to 72% in 2010 (69% in 2009). The awareness of public Internet access points in rural and urban areas was growing at a different pace. In 2008, 61% of urban residents and 60% of rural residents were aware of public Internet access points. In 2009, the awareness of Internet access points increased to 70% in urban areas and to 66% in rural areas. In 2010, the awareness in urban areas was 74% and in rural areas 67%.

Use of Free Public Internet Access Points in Libraries

According to the data of 2010, 28% of respondents used public Internet access in libraries.
The number of rural and urban residents using public Internet access in libraries is almost the same: nearly every third respondent uses the Internet in libraries (counting on the number of those who are aware of public Internet access).
In the period of 2008 – 2010, a decrease in the popularity of public Internet access has been observed (a decrease of 2 pp per year). Although the awareness of public Internet access points is increasing at quite a fast pace, actual usage of access points is not changing and even decreasing. In addition, the ratio between those who are aware about the public access points and those who use public Internet access points is decreasing (53% in 2008[1], 43% in 2009 and 39% in 2010). This user "drop-out" factor does not allow to predict more accurately the number of future users depending on the number of those who are aware of public access points.

Reasons for not Using Free Public Internet Access Points in Libraries

The data of the 2010 survey show that the main reasons due to which people do not use the public Internet access in libraries are the following: 59% of respondents use the Internet in other places (younger respondents, urban residents, specialists, public servants, managers), 25% of respondents (younger groups) do not visit libraries, 13% do not know how to use the Internet (44 years old and older respondents, rural residents), 10% of respondents do not have time for that.
In the period of 2009 – 2010, the reasons for not using the Internet access points remained almost the same. Only one marked difference has been observed: In 2010, the number of those who do not visit libraries increased markedly (25% in 2010, 15% in 2009).
Two principle causes for limited use of Internet access in public libraries are the availability of alternative Internet access points and the generally low attendance of public libraries. In rural areas, computer literacy is a particularly acute problem. 34% of respondents reported not knowing how to use the Internet.

[1] Out of 100 of respondents who are aware of public Internet access points, 53 respondents use them.

Assessment of the Quality of Free Internet Access Services in Libraries

In the 2010 survey, when assessing the quality of services in public Internet access points, respondents distinguished the helpfulness and qualification of the staff, working hours and a possibility to work without distractions. The service and capacities that were evaluated least favourably: the speed of the Internet, software and a possibility to work with personal electronic devices.
In 2010, as compared with 2009, the libraries' computer equipment, Internet speed and software were rated poorer, however, the evaluation of all the areas related to the staff improved. Urban respondents accounted for the absolute majority of the overall negative assessments because after separating the responses of urban and rural respondents, it was clear that the majority of the areas received higher scores in 2010 in rural areas as compared to the year of 2009. Thus, public Internet access points were rated poorer only in urban areas.

Computer Literacy

According to the data of the 2010 survey, 52% of residents rate their computer literacy as sufficient and completely sufficient.
The results of the 2008 – 2010 surveys show that personal assessment of computer literacy have not changed.
Rural respondents rate their computer literacy lower than urban respondents.

Acquisition of Computer Literacy Skills

According to the data of the 2010 survey, 43% of respondents (15 – 44 years old male respondents, specialists and public servants, respondents whose income is more than 1000 LTL per family member) learned to use a computer on their own, 26% of respondents (the youngest respondents, 15 – 24 years of age) learned from their friends or relatives, 25% of respondents (youngest respondents, schoolchildren or students, respondents who have acquired elementary and secondary education) learned to use a computer in secondary school, 12% learned it at work (25 – 54 years old respondents, specialists, public servants, managers), 13% learned in the college/higher education institution, 11% at work, 9% in special courses (25 – 54 years old female respondents, respondents who have acquired college or higher education, specialists and public servants).

In the period of 2008 – 2010, the ways of learning to work on a computer did not change. The only consistent change is an evenly increasing number of persons who have learned the computer basics in secondary school (18% in 2008, 22% in 2009 and 25% in 2010).

The biggest difference observed between rural and urban areas was the number of those who know how to use a computer. In 2010, 24% of respondents from urban areas and 36% from rural areas did not know how to use a computer (25% in urban areas and 43% in rural areas in 2008, whereas in 2009, 22% in urban areas and 47% in rural areas). Comparing those who know how to work on a computer, the ways of developing computer literacy in urban and rural areas are almost the same. Urban respondents more often learn to use a computer at work (18% in urban areas and 10% in rural areas).

Computer Literacy Courses

The 2010 data show that out of all the respondents who have learned to use a computer in special courses, 49% of them mentioned their employer (as the organiser of the courses), 18% mentioned "Window to the Future", 14% labour exchange courses and 12% courses organised by the public library.

Computer courses were more often organised by the employer of urban residents (In 2010, 51% in urban areas and 42% in rural areas). The respondents from rural areas more often used the learning resources of "Window to the Future" (In 2010, 17% in urban areas and 30% in rural areas), labour exchange (In 2010, 15% in urban areas and 21% in rural areas) and libraries (In 2010 , 6% in urban areas and 11% in rural areas).
Comparing the activity of course organisers in 2008 – 2010, it has been observed that "Window to the Future" was mentioned increasingly less often (30% in 2008, 16% in 2009 and 18% in 2010), whereas public libraries were mentioned increasingly often (12% in 2010, 4% in 2009 and 6% in 2008).

Assessment of IT Skills

According to the 2010 data, basic computer skills were rated highest by respondents: general computer skills (favourable assessments make up 93%), surfing the Internet or using the search engines (favourable assessments make up 92%), use of the Internet (favourable assessments make up 88%). Interactive skills and those requiring special knowledge were rated poorer: participating in on-line chats or forums (favourable assessments make up 58%), use of file sharing programmes (favourable assessments make up 56%) and website design (26%).

In the period of 2008 – 2010, the evaluation of the majority of IT skills progressed towards positive direction. Particularly marked changes are observed in the area of computer telephoning: in 2008, 59% of respondents, used a computer for making phone calls, whereas in 2010, the number increased to 80%. However, there are areas whose ratings became poorer. In 2008, 58% of respondents rated their Internet database usage skills favourably, whereas in 2010, this number dropped to 41%.

When comparing the IT skills of rural and urban residents, general trends have been observed: higher ratings of skills among urban residents and decreasing differences between rural and urban areas each year. Take for instance, the website design skills. In 2008, 28% of respondents in urban areas and 16% in rural areas rated these skills favourably, whereas in 2009, the number increased to 27% (23% in urban areas).
The data of the 2010 survey show that 78% of respondents know how to copy or transfer a document or a storage device, 70% of respondents can use text copying or transfering functions in the text editor, 64% of respondents can zip files, 53% can connect or install new devices, 54% can use main arithmetic formulas in separate documents, 27% can connect computers to a local network, 31% can identify and solve computer problems, 23% can write a computer programme using the computer programming language. 12% of respondents do not know how to perform any of the above mentioned tasks.

Benefits, Objectives and Places of Internet use

The Internet is most widely used in the areas of work-commerce, communication and leisure as well as culture. It is less used in the following areas: health, learning and self-education, e-government. In the period of 2008 – 2010, no changes have been observed in the popularity of the areas comparing rural and urban residents.

Work and Business Activity: Popularity of the Internet

The data of the 2010 public opinion survey show that e-banking (44% of respondents use the Internet for this purpose constantly) and activities directly related to a job (43% of respondents use the Internet for this purpose constantly) are the most popular areas of the Internet usage related to work and commerce.
A potentially important area is search for the information related to goods and services. 33% of respondents use these Internet resources constantly. 79% of respondents used the Internet for these purposes at least once or several times (this area ranks first according to the smallest number of people who have never used the Internet for this purpose, i. e. 19%).
Comparing the changes in the Internet usage for work and business purposes in the period of 2008 – 2010, a previously discussed (the Internet at work) setback has been observed in the Internet usage development in the area directly related to job activities. The greatest decrease in use was recorded in the 2009 survey; however, in 2010, partial improvement was observed. A different situation exists in the use of e-banking. The data show that this area was increasingly popular in the period between 2008 and 2009, but in 2009 – 2010, the changes in the use of e-banking were again negative.

Work and Business Activity: Places of Internet Use

The 2010 survey of Lithuanian people shows that the most popular location to use the Internet for work and business purposes is home. Home is the most popular place even speaking about the tasks related to work or main activity (home – 63%, work – 41%).

Comparing the places of the Internet usage (the 2010 Lithuanians' opinion survey) in urban and rural areas, analogous trends have been observed. The main location of Internet usage is home: here the Internet is used for all activities. Urban residents are more likely to use the Internet for all purposes related to a job and commerce at work. Rural residents are more likely to use the Internet for work and commercial activities in libraries. According to the Internet usage, rural libraries rank higher than urban ones in all the areas except for a job and main activity.

In 2008 – 2010, the most popular places of Internet usage for work or commerce did not change: during the entire period, the most popular places is home and the workplace. An increase in the Internet activities in households has been observed (in particular in the period of 2008 – 2009) and decrease in the popularity of activities not directly related to a job in workplaces (e. g. use of e-banking decreased from 34% in 2008 to 17% in 2010).

Online Communication: Popularity of the Internet

According to the data of the 2010 Lithuanians' opinion survey, e-mail, the most popular means of Internet communication, is constantly used by 70% of respondents. 13% of respondents used it once or several times, and 16% do not use it at all. Internet phoning is becoming increasingly popular. 60% of respondents constantly use the Internet to make phone calls, 19 % of respondents use it sometimes, and 20% of them do not use it at all. 19% of respondents use discussion forums or e-mail conferences constantly, 20% of them sometimes, and 59% never. 7% of respondents constantly create blogs, whereas 12% of them sometimes engage in this activity. 36% of respondents constantly use social networking websites, 19% of them sometimes, and 44% never.

In the period of 2008 – 2010, there was a quite marked increase in the popularity of social networking websites (constant users: 13% in 2008, 23% in 2009 and 36% in 2010) and Internet phoning (constant users: 44% in 2008, 54% in 2009 and 60% in 2010). The popularity of discussion forums and creation of Internet blogs decreased in 2009 comparing with 2008, whereas in 2010, it remained at the same level as in 2009.
Comparing the results of the 2008 – 2010 surveys of rural and urban branches, a more rapid increase in the popularity of Internet phoning was observed in rural areas (In 2009, the number of constant users increased by 16 pp from 32% in 2008 to 48% in 2010).

Online Communication: Places of Internet Use

According to the data of the 2010 survey, respondents use the Internet for communication purposes mostly at home (from 84% to 93% of respondents use the Internet for various areas of communication). The workplace ranks second according to popularity. It was mentioned 7 – 9 times less often (e-mail with 25% users at work is an exception).
Comparing rural and urban areas, urban residents are more likely to use all modes of Internet communication at home and at work. Comparing the Internet usage for communication purposes in libraries, the opposite is observed: rural libraries rank higher in this area.

There were no significant changes in the Internet usage for communication purposes in the period of 2008 – 2010. A gradual development of the Internet usage for communication purposes at home and a stagnation (or even decline) in the workplace has been observed.

Leisure Time and Culture: Popularity of the Internet

The data of the 2010 survey show that the most popular on-line activity related to leisure and culture is reading newspapers and news portals. 60% of Internet users engage in these activities constantly. The activity that ranks second according to popularity is downloading games and playing and downloading pictures or music (constant users make up 36%). Listening to the radio or watching on-line television is the third leisure activity according to popularity.
There were no marked changes in the use of the Internet for leisure and cultural purposes in 2008 – 2010. The only marked change in 2010 was a decrease in the interest in the information related to culture or leisure (30% in 2009 and 21% in 2010).

Leisure Time and Culture: Places of Internet Use

According to the data of the 2010 public opinion survey, respondents use the Internet for leisure and culture mostly at home (from 85% to 93% of respondents use the Internet for various areas of communication).
Nearly every sixth respondent use the Internet for leisure and cultural purposes at work (games, the popularity of radio and on-line TV is lower).
The differences between rural and urban areas in the Internet usage for leisure and cultural purposes are analogous to the differences in the Internet usage areas discussed previously: urban areas rank first according to the Internet usage at home, whereas rural areas rank first according to the Internet usage in libraries. Particular differences between rural and urban areas have been observed in the use of libraries' Internet resources for communal activities and search of the information about events (5% in urban areas and 14% in rural areas) and in reading information portals (5% in urban areas and 13% in rural areas).
In the period of 2008 – 2010, the preferences of the places to use the Internet for leisure and cultural purposes did not change.

Learning and Education: Popularity of the Internet

The data of the 2010 public opinion survey show that downloading freely shared software for learning purposes is the most popular use of the Internet for learning and self-education purposes. 19% of respondents constantly download software for learning purposes, whereas 27% of them sometimes do it.
During the period of 2008 – 2010, the popularity of Internet resources intended for learning or self-education remained almost the same.
The use of the Internet for learning is similar among rural and urban respondents.

Learning and Education: Places of Internet Use

The majority of respondents use the Internet for learning or education purposes at home (depending on the area, from 59% to 89% of respondents). In the area of science – education, the difference between home and other Internet access points is not as marked as in other previously examined cases. Internet databases (LITLEX and others) are often used at work (29%). 20% of respondents use educational video broadcasts at work and 18% of them in educational institutions. In libraries, the resources of the catalogue of Internet publications is mostly used (22%).
The public Internet access of rural libraries is actively used for on-line courses (1% in urban areas and 8% in rural areas), for professional orientation and qualification improvement databases (4% in urban areas and 10% in rural areas). Urban libraries rank higher than rural ones in the use of library catalogues (24% in urban areas and 6% in rural areas).
In the period of 2008 – 2010, no marked changes were observed in choosing the location to use educational resources.

Health: Popularity of the Internet

According to the data of the 2010 public opinion survey, the most popular use of the Internet in the area of health is the search for information related to health (23% of respondents use the Internet for this purpose constantly). 8% of respondents constantly use the Internet for registration to specialists. The search for information on health insurance funds is not popular – constant users make up 2%.
In the period of 2008 – 2010, a growth of the popularity of the information related to health was observed (constant users of information make up 15% in 2008, 20% in 2009 and 23% in 2010). In 2010, the popularity of registration to doctors via the Internet increased.
The activity of rural and urban residents in the use of resources related to health information is similar.

Health: Places of Internet Use

Respondents use the Internet for health care purposes mostly at home (counting on the users of services: 91% of users search for information related to health, 89% of them register to specialists, and 93% follows the information of health insurance funds).
Rural respondents are more likely to search for information related to health in libraries than urban respondents (7% in rural areas and 93% in urban areas).
In the period of 2008 – 2010, general trends were observed: the use of the Internet for health purposes at home was increasing, whereas the use of the Internet for these purposes at work was decreasing.

Communication with Public Institutions: Popularity of the Internet

The data of the 2010 public opinion survey show that the most popular area of communication with public institutions is filling in electronic tax returns. 16% of respondents use this service constantly, 18% of them used it once or several times. The service ranking second according to popularity is registration of vehicles and search for information about them (constant users of the service make up 5%).
Comparing the results of the period 2008 – 2010, a marked growth of the popularity of vehicle registration via the Internet (from 2% constant users and 12% occasional users in 2008 to 6% and 23% in 2010, respectively) was observed.

The Internet usage among rural and urban respondents in the area of public services differs in some respects. The results of the survey show that the growth of the popularity of vehicle registration via the Internet in 2009 occurred only in cities, whereas in rural areas the popularity of these services remained almost the same. Another difference that has been observed is the decrease of the popularity of e-tax returns in rural areas. In 2009, the popularity of e-tax returns in urban areas was increasing (23% in 2009 and 17% in 2008), whereas in rural areas it decreased during the same period (the number of constant users decreased from 11% in 2008 to 5% in 2009).

Communication with Public Institutions: Places of Internet Use

According to the data of the 2010 public opinion survey, respondents use the Internet for communicating with public institutions mostly at home. The areas for which the Internet is used in communicating with public institutions in the workplaces are quire specific (construction permits, police reports). In libraries, respondents more often fill in forms for allowances and reports to the police.
The differences between rural and urban areas in the Internet usage when communicating with public institutions are analogous to those discussed previously: urban areas rank higher according to the Internet usage at home and at work.

Benefits of Internet Use

According to the data of 2010 public opinion survey, the main benefits of Internet use are the following: enriched leisure time (78%), improved communication with relatives (74%), assistance in performing job tasks (52%). The least mentioned benefits were economical (increase in income – 11%, assistance in generating money – 15%) and e-government benefit (12%)[2].
The 2008 and 2010 Lithuanians' opinion surveys show that urban respondents rank highest in all the discussed categories of the Internet benefits. The only two areas where rural and urban rankings of the Internet benefits are similar are enriched leisure time (79% in urban areas an 76% in rural areas) and improved communication with friends and relatives (78% in urban areas and 68% in rural areas).

Safe Use of the Internet

Awareness of the Safe Use of the Internet and Computer

The 2010 survey has shown that about a half of the Internet users rate their knowledge about safe computer usage as sufficient (they have a lot of knowledge and would be able to protect themselves). About 40% of respondents are aware about threats; however, their knowledge is not sufficient in order to protect themselves from potential dangers.
In the period of 2009 – 2010, a progresss in the knowledge about the Internet safety has been observed. The greatest increase was in the ratings of the knowledge about restrictions on illegal content on the Internet (by 11 pp) and threats to one's privacy (by 12 pp).
The oldest respondents (55 – 74 years old) and pensioners were least aware of the Internet threats, whereas the youngest ones (18 – 35 years old, students, schoolchildren) had the best knowledge of it.
Comparing the ratings of the knowledge and skills of rural and urban respondents in the area of the safe Internet, a more rapid progress of urban respondents has been observed: +15 pp in the area of privacy (+3 in rural areas), +13 pp in restrictions on illegal content (+7 in rural areas).

Knowledge Sources on the Safe Use of the Internet and Computer

According to the 2010 survey, the main sources of the information about the safe Internet are colleagues and friends (58%), the Internet (44%), personal experience (31%) and IT specialists (29%).
The rural and urban respondents emphasized different sources of the information about the safe Internet. In urban areas, respondents emphasized colleagues, family members, media, and the Internet, whereas in rural areas – books, computer courses and computer literacy courses.

Assistance when Facing Threats for the Safe Use of the Internet and Computer

In case of the Internet threats, respondents mostly ask help from IT specialists (34%) or colleagues, acquaintances (30%), family members (15%), o try to solve problems on their own (15%).
In urban areas, if threats related to safe Internet usage arise, respondents mostly ask help from their colleagues or acquaintances, IT specialists or try to solve problems themselves. The respondents from rural areas encounter the Internet threats less often: 15% of respondents have not encountered them (9% in urban areas). Rural respondents are more likely (9%) to ask help from their children than urban respondents. 5% of rural respondents (1% in urban areas) would ask help from the library staff in case of the Internet threats.

[2] The method of presenting questions differed in the 2008 and 2010 surveys (In 2008, the interviewer read out the statements and marked "Yes – No" answers, whereas in 2010, a card was shown to respondents and they were asked to indicate all answers that applied), whereas in 2009, the question was not included in the questionnaire. Due to these reasons, the comparison would not be accurate in the time dimension. Only the differences between rural and urban areas were compared.

Use of Public Library Services

Popularity of Libraries

The popularity of libraries during the entire survey period remained very stable. 37% of respondents visited the library in 2008 and 39% in 2010. According to the Lithuanians' survey, 34% of respondents visited the public library during the last 12 months. The attendance is the same in urban and rural areas.
The most common reasons for not visiting the library are the following: absence of need (50%), lack of time or other activities (33%), do not like reading (20%).
In the period of 2009 – 2010, different reasons for not visiting the library were emphasized. The principle reasons (lack of time, other activities or absence of need) in time perspective remain the same, however, the following reasons were emphasized more often: not interesting (14% in 2010 and 9% in 2009), do not like reading (20% in 2010 and 13% in 2009), use the Internet in other places (19% in 2010 and 17% in 2009).

The importance of the reasons for not visiting the library is the same in rural and urban areas. The main distinction of rural areas is general passivity, absence of interest ("I don't like reading", "it's not interesting").

Awareness and Use of Library Services

According to the data of the 2010 survey, the majority of respondents associated the library with traditional library functions: book lending – 98%, a possibility to read periodicals – 85%, lending other type of publications (language learning programmes, CD, DVD, art publications, music notes, etc) – 49%. 72% of respondents mentioned the "new" library functions, i. e. free Internet access, whereas 44% of them mentioned the possibility to use on-line information databases.
In the period of 2009 – 2010 (In 2008, the format of the question differed, therefore, only those of 2009 – 2010 were included in the analysis), the functions attributed to the library did not change among rural and urban respondents.
According to the data of the 2010 survey, the most popular library services used by respondents were traditional ones: book lending – 89%, possibility to read periodicals – 43%, lending other type of publications (language learning programmes, CD, DCD, art publications, music notes, etc). 25% of respondents use the Internet in libraries and 14% of them use on-line databases there.
In the period of 2009 – 2010, analogous trends were observed both in rural and urban areas: book lending and reading of periodicals was decreasing but the Internet usage was slowly increasing.

Assessment of General Library Changes

In 2010, the following changes of libraries were evaluated most favourably: abundance of computer equipment (50% positive ratings), a possibility to get help from librarians (48% positive ratings). The variety of periodicals and updating of the book assortment were evaluated less optimistically (38% and 42% positive ratings, respectively).
In the comparative time perspective (2009 – 2010), the highest evaluations of changes were related to the abundance of computer equipment, general atmosphere and a possibility to get help. There are no marked changes in the assessments of updating the book assortment and the variety of periodicals. The respondents from rural areas are less critical: their evaluations of changes are positive in all the areas.

Assessment of Changes in Library Service Quality

The data of the 2010 survey show that the changes in the quality of library services are evaluated quite positively. The changes related to the "new" library were evaluated most favourably: abundance of computer equipment (59% positive ratings) and quality of computer equipment (51%), possibility to get help on-line (57% positive ratings). It is interesting to note that updating of books is also evaluated very positively (improved by 50%), although, according to the data from "inside", (opinion of librarians and heads), the situation in this area has worsened recently.
Comparing the evaluations in time perspective, it is possible to explain the difference between librarians' and visitors' evaluation of book updating. In the period of 2008 – 2010, the evaluations of this area were consistently declining (from 66% positive ratings in 2008 to 50% in 2010). Thus, the vectors of evaluations of librarians and visitors in principle match, just the assessment of professionals is more critical.

The evaluations of rural and urban areas and their changes do not differ in time. In principle, the same trend is repeated: library services in rural areas are evaluated more favourably.

Image of Libraries

According to the data of the 2010 survey, the majority of respondents associate the library with books, press and reading (95%), source of knowledge and centre of information (26%), free Internet (9%), science, studies and education (8%), computers and information technologies (7%). Summarizing the above-mentioned associations, it has been observed that a dominating image of libraries is related to printed information (95%). 34% of respondents associate libraries with science and abstract knowledge, 16% of them associate them with information technologies and 11% with communication and leisure time.

The following areas of the image can be distinguished according to the evaluated image components:

Staff. Employees of high qualification work in libraries; librarians are willing to assist the visitor; librarians are funny and polite.
General environment. The general environment, openness, democracy and universality are evaluated very favourably: there is a good atmosphere in the library; the library is intended to all who are willing to visit it; the library provides a lot of services.
Infrastructure and hardware. Infrastructure, technical equipment and services of the library are evaluated favourably: modern equipment, innovations are being introduced in libraries; libraries are modern.
Sense of community. According to the peoples' opinion, it is one of the weakest features of libraries. A relatively large (comparing with particularly positive evaluations of other qualities) number of respondents believe that a library is neither a point of attraction for people, a popular place to spend time, a centre of community life nor a place to meet others.
Conservatism. Conservatism of libraries is emphasized: not very trendy, intended for older people.
The image of libraries differs in urban and rural areas. The general image is positive everywhere, however, the evaluations of rural libraries are higher in nearly all respects (except for the variety of services. Here, urban libraries are rated more favourably). In rural areas, the ratings of library qualities related to the mission of strengthening the library community are markedly higher: a popular, trendy, funny place, where one can meet other people.
In time perspective (2008 – 2010), the growth of the ratings of the qualities related to modernity has been observed: modernity, introduction of innovations, modern equipment.

Projects on the Implementation of Public Internet Access

Awareness of the Projects on the Implementation of Public Internet Access and Public Computer Literacy Education

According to the data of the 2010 survey, 13% of all respondents heard about projects or programmes indented for public Internet access installation or computer literacy development (spontaneous awareness – open question) (13% - "Window to the Future", 15% -"Libraries for Innovation", 4% - PIAP. The awareness of the projects does not differ in rural and urban areas.

After mentioning the titles of the projects (aided awareness), the following projects were mostly known: "Window to the Future" – 37%, "Libraries for Innovation" – 36%, and PIAP – 26%.
The project awareness was changing differently in the period of 2008 – 2010. The awareness of "Libraries for Innovation" and PIAP was consistently growing ("Libraries for Innovation": 17% in 2008, 25% in 2009, 36% in 2010 PIAP: 13% in 2008, 23% in 2009, 26% in 2010). The popularity of "Window to the Future" in the initial situation analysis was the highest: 34%. In 2009, the popularity increased to 41%, but in 2010, the awareness decreased to 37%.
The comparison of rural and urban results partially explains such dynamics of the awareness of "Window to the Future" . In rural areas, the awareness about the project in 2008 – 2010 was very stable, i. e. around 34 -35%, whereas in urban areas, the awareness changed unevenly: In 2008, only 16% of respondents knew the project "Window to the Future", whereas in 2009, the number surged to 44%.

The awareness about “Libraries for Innovation” was changing differently both in urban and rural areas as well. In 2008, the awareness of the project was two times greater in rural areas than in urban areas (34% in rural areas, 16% in urban areas). In 2009, as the awareness of the project in rural areas dropped to 26%, the popularity of the project in urban areas increased to 25%. In 2010, the popularity of the project both in urban and rural areas was increasing and currently it is almost equal. (35% in urban areas, 37% in rural areas).

Assessment of the Project “Libraries for Innovation”

In the 2010 and 2009 public opinion surveys, the project “Libraries for Innovation” was evaluated very favourably (In 2009, 78% positive ratings, whereas in 2009, 83%). Both rural and urban respondents evaluated the project positively.

Sources of Information about the Projects

According to the data of the 2010 survey, the project “Libraries for Innovation” is advertised most effectively. Respondents learned about the project mostly from television – 71%, posters in library – 28%, press – 39%, friends, relatives and acquaintances - 26%, the Internet – 24%, radio – 25%. Respondents learned about the project “Window to the Future” mostly from television – 54%, friends, relatives and acquaintances – 26%, the Internet – 22%, press – 31%, radio – 7%. Respondents learned about the project “PIAP” mostly from television – 52%, friends, relatives and acquaintances – 32%, the Internet – 23%, press – 31%, radio – 18%.
No differences were observed in the responses of rural and urban respondents regarding the information sources.
Comparing the data of the 2008 and 2010 surveys, a marked growth of the information support of “Libraries for Innovation” was observed. In 2010, 71% of respondents learned about the aforementioned project from TV (59% in 2009), 25% from the radio (17% in 2009), 24% from the Internet (17% in 2009), 28% from advertisements in the press (17% in 2009). The visibility of other projects encouraging the Internet development remained almost the same.

The Use of Free Internet Services Provided by the Projects

The data of the 2010 survey show that the Internet services provided by the project “Libraries for Innovation” were used by: the respondent himself/herself – 7%, family member – 4%, acquaintance –23%. The Internet services provided by the project “Window to the Future” were used by: the respondent himself/herself – 6%, family member – 6%, acquaintance – 18%. The Internet services provided by the project “PIAP” were used by: the respondent himself/herself – 10%, family member – 5%, acquaintance – 26%.
In the period of 2008 – 2010, the number of those who used the Internet services provided by the projects remained quite stable. The differences between rural and urban areas are not statistically significant as well.

1. Introduction of the Survey

1.1 The Representative Survey of Lithuanian People

The representative survey of Lithuanian people (3rd 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**

The main objective of the Lithuanians' opinion (3rd instrument) survey is to analyze the quantitative and qualitative indicators of Lithuanians' Internet usage:

- Determine the spread of the Internet, way of connection and popularity of public Internet access points;
- Define the most frequent Internet activities and assess the perception of their benefits;
- Discuss the image and reputation of libraries as well as the perception of their mission in society;
- Compare quantitative indicators to the results of previous surveys.

1.1.2 Indicators of Impact Assessment

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

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

1.1.3 **Survey Methodology**

Target group
15-74 years old permanent residents of Lithuania.

Sample of the survey
N=1518. The results are analysed with 95% reliability, +/- 2,5% statistic error.

Sampling
Stratified multi-stage probability sampling.

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

- Sampling frame. A necessary condition of representative sampling is equal possibilities to be included in the sample and to be interviewed. There are several frames including all the population of the survey and not violating a person's privacy: data of the address register, lists of addresses and boundaries of districts and constituencies compiled by the Supreme Electoral Commission (both without personal information). The advantage of the first frame is the fact that it is bound to the actual administrative divisions (wards, municipalities and districts). On the other hand, it is quite difficult to perform route sampling based on the address register because in order to do it is necessary to have very accurate information about the size of the population in primary sampling units (in this case, wards). The general census was carried out in 2001, thus the real demographic situation may be completely different.
  The Supreme Electoral Commission's lists of voters help solve the population size problem in the sampling scheme. They are constantly updated, therefore, it is a more relevant source of information about the population. The disadvantage of the voters' lists is that they indicate only the number of adults. It is not a huge problem because this number correlates with the general number of residents (besides, in most cases it corresponds to the target group).
    - Primary sampling units. The areas of 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 remaining 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 stars at the sampling point. In each sampling point, in a block of apartment houses, the interviewers go to each house, select every 5th apartment in it in Vilnius, Kaunas and Klaipėda and every 3rd apartment in other cities. In the block of private houses, interviewers select every 2nd 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 2nd 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.
•The 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.

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

Total number of respondents visited	3331
Number of respondents interviewed	1520
Out of reach	288
Refused	1036
Did not satisfy sample criteria	466
Other reasons	3
Locked stairway (coded doors)	18

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
Size of sample ⇓										
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 1000 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% $\pm$ 2,7%.

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 following methods of statistical analysis were used in order to reveal the relations between variables and determine statistically significant differences: T-test, Chi square criterion, correlation analysis). Only statistically significant differences between groups are distinguished in the report.

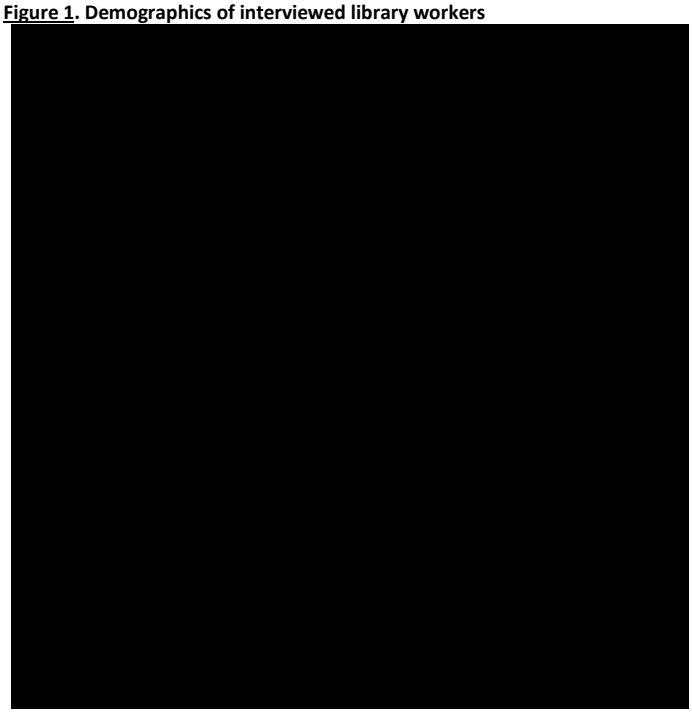
The following are the derivative values used for a more convenient interpretation of the evaluation scales and comparisons in time:

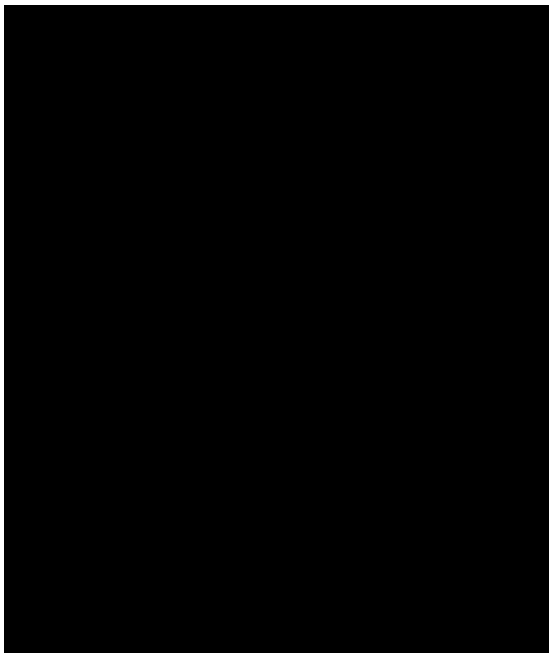
- ***Scale balance*** helps compare evaluations more objectively. The balance is calculated by subtracting negative evaluations from positive ones using conventional weights. Balance = (COMPLETELY SUFFICIENT + SUFFICIENT *1/2) – (COMPLETELY INSUFFICIENT + INSUFFICIENT *1/2). Theoretically, the balance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

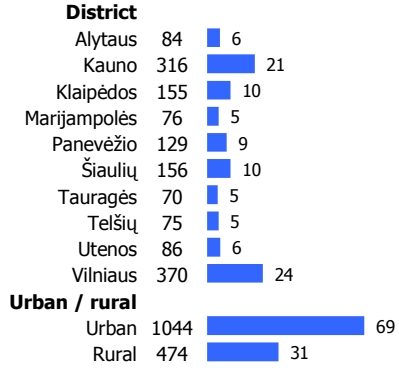
- **Evaluation balance**. An indicator widely used in accounting and international commerce (in payment balance). In the case of the survey, the evaluation balance of the later year is equated to debit, whereas the (loan) evaluation balance of the previous year is equated to credit. Positive balance 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 interviewed library workers







2. Spread of Internet and Computer Usage Among Residents

This chapter analyses the data of the people's opinion survey on the spread of Internet and computer usage.

2.1 Availability of a Computer Connected to the Internet

The data of the 2010 survey show that at least two thirds of respondents have a possibility to use a computer connected to the Internet at home or at work. 20% of respondents use computer connected to the Internet at work, whereas 64% of respondents have a possibility to use computer with the Internet access at home. (figure 2)

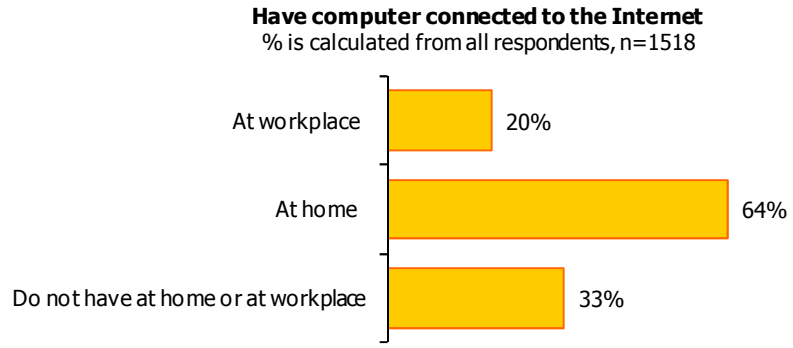
The groups who are more likely to use a computer or the Internet at work are 25 – 54 years old (they are the most active participants of the labour market) persons, respondents who have acquired higher

education, specialists and public servants, managers, and persons receiving higher income (more than 1000 LTL per family member), urban (mostly city) residents.

All the above-mentioned groups are more likely to use the Internet at home with an addition of students/schoolchildren and respondent groups of 18 – 24 years of age.

The respondents who are less likely to use a computer connected to the Internet are 55 year old respondents, village residents, unemployed persons and pensioners.

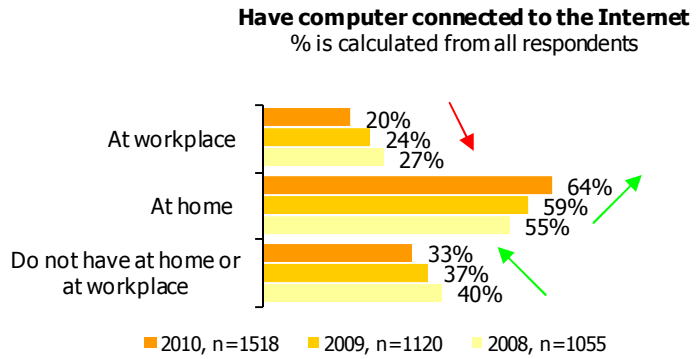
Figure 2. Do you have a computer connected to the Internet in your workplace or at home that you can use but not necessarily use it?



* respondents could indicate several answers

The comparison of the 2008 – 2010 survey shows interesting trends. General computer and Internet usage is increasing (proportions of non-users have decreased from 40 % in 2008, 37% in 2009 to 33% in 2010); however, this growth only reflects increasing Internet usage at home (from 55% in 2008, 59% in 2009 to 64% in 2010). Internet usage at work is decreasing: from 27% in 2008 to 24% in 2009 and 20% in 2010 (figure 3). This phenomenon requires a broader study, although one of the possible explanations may be negative trends in the labour market (increase in unemployment continuing for several years and emigration of the potential labour market participants).

Figure 3. Do you have a computer connected to the Internet in your workplace or at home that you can use but not necessarily use it? *Comparison of the period of 2008 – 2010*

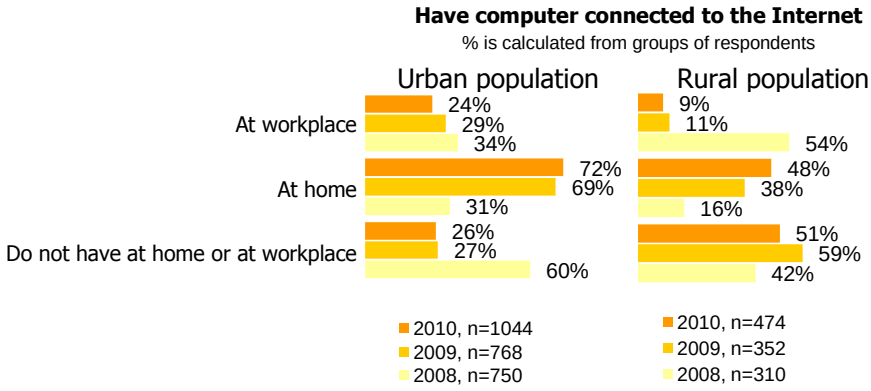


* respondents could indicate several answers

The comparison of the Internet usage among rural and urban residents during the period of 2008 – 2010 shows a more rapid and steady growth of the Internet penetration in urban areas (In 2010, 72% of

respondents used the Internet at home, 69% in 2009, and 60 % in 2008) and a slower growth in rural areas (48% in 2010, 38% in 2009 and 42% in 2008). The decrease in Internet usage at work was nearly the same both in rural and urban areas (both in the village and in the city the Internet usage in the workplace from 2008 to 2010 decreased by 7 pp). (figure 4)

Figure 4. Do you have a computer connected to the Internet in your workplace or at home that you can use but not necessarily use it? *Comparison of rural and urban areas of the period of 2008 – 2010*



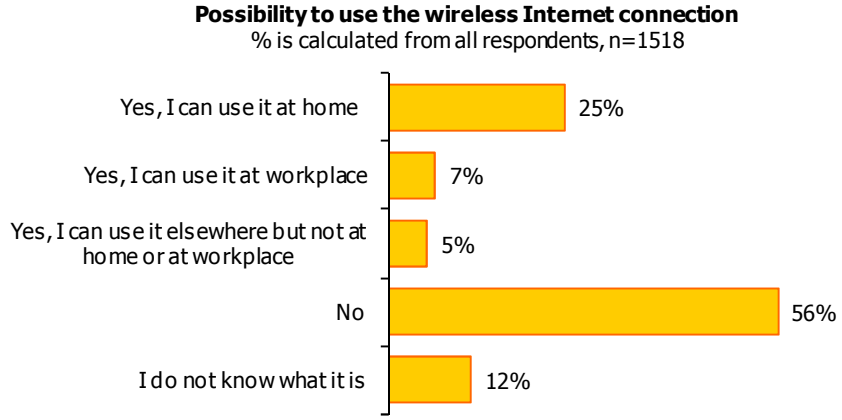
2.2 *Availability of Wireless Internet Connection*

The data of the 2010 survey show that every fourth respondent (25%) can use the wireless Internet connection at home, 7% at work and 5% of respondents can use it elsewhere than at home or at work. 56% of respondents have no access to the wireless Internet whatsoever. (figure 5)

The following groups of persons are more likely to use the wireless Internet in the workplace and at home: 25 – 34 years old respondents, respondents who have acquired higher education, specialists and public servants, managers, and persons receiving higher income (more than 1000 LTL per family member), urban (mostly city) residents, residents of Vilnius district.

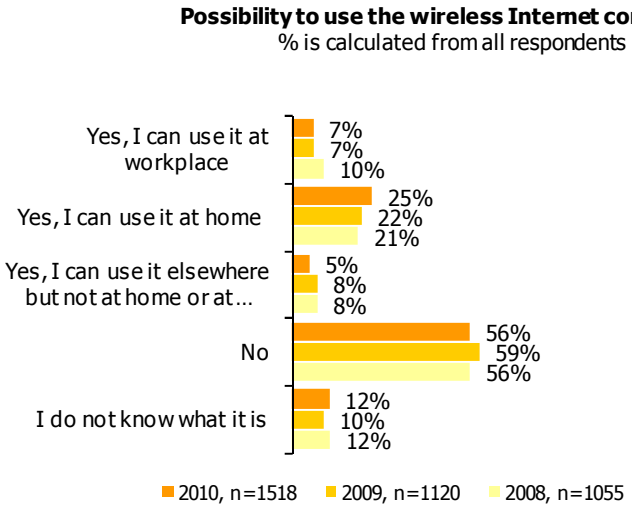
Respondents who mostly use the wireless Internet elsewhere than at home or at work belong to a quite specific group, i. e. 15 – 24 year old urban residents (more often students). Judging from a demographic picture, the owners of mobile devices (smartphones, computers, pocket PCs) can make up a marked part of this group.

Figure 5. Do you have the possibility to use wireless Internet connection?



The penetration of the wireless connection in the period between the 2008 and 2010 surveys remained almost the same. The change of 2 or 3 percentage points do not exceed the maximum error permissible, i. e. +/- 3%. (figure 6)

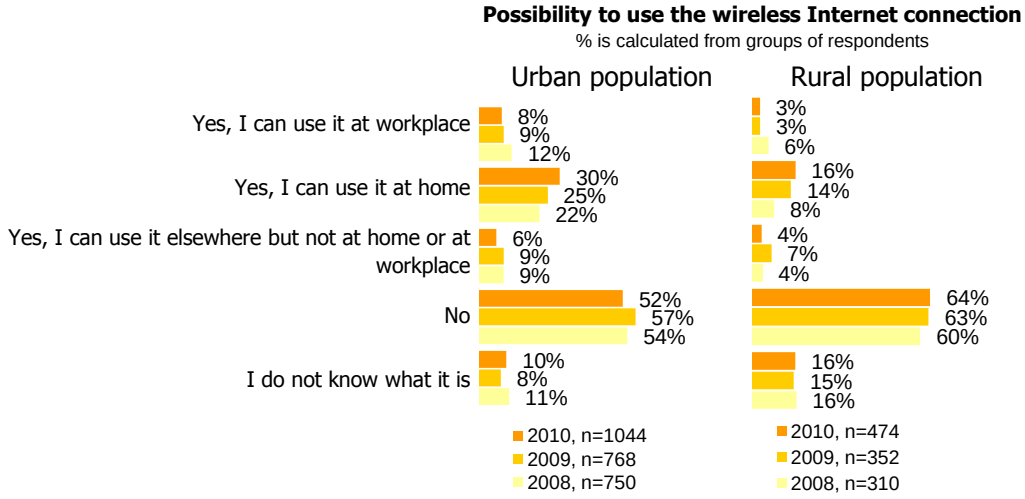
Figure 6. Do you have a possibility to use wireless Internet connection ? *Comparison of 2008 – 2010*



In the comparative perspective of rural and urban areas, the dynamics of the development of the wireless connection corresponds to the computer and Internet usage discussed in the previous section: the Internet usage at home is growing, whereas the usage at work is decreasing. Unfortunately, the values of changes do not exceed the maximum statistical errors[3] as well, therefore, we cannot make broader generalisations. (figure 7)

[3] Examining the rural and urban data separately, the number of cases (respondents) decreases and the probability of statistic error increases. E. g., when N = 352, the probability of statistic error is +/5,2% at 95% reliability

Figure 7. **Do you have a possibility to use wireless Internet connection ?** ***Comparison of rural and urban areas of 2008 – 2010***

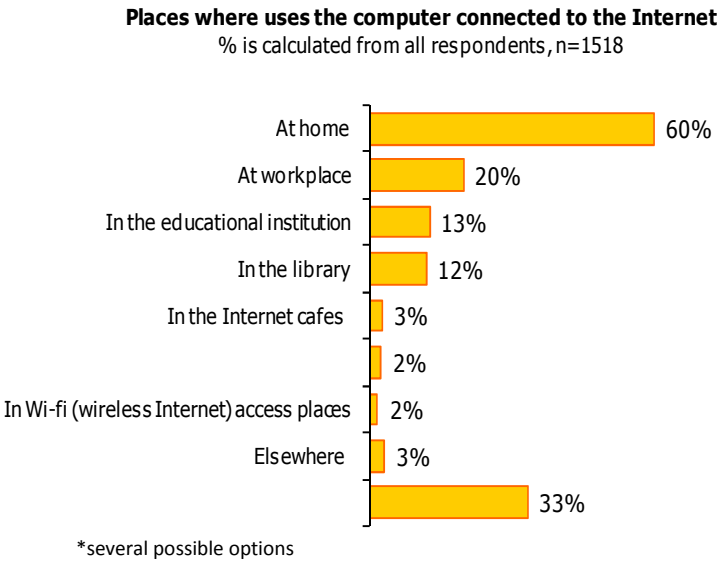


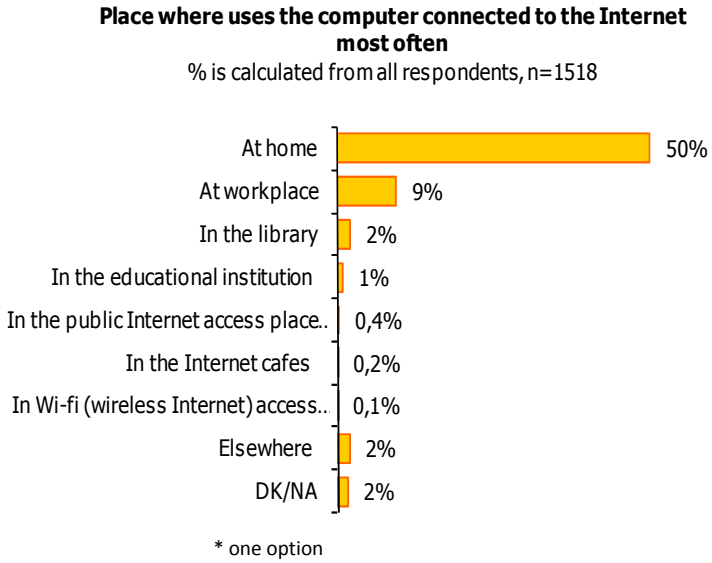
2.3 Places of Internet Use

According to the data of the 2010 Lithuanians' survey, the most popular place to use the Internet is home (60% mentions) and workplace (20% mentions). 12% of respondents use the Internet in libraries. The most popular place is home (respondents distinguished one place where they use the Internet most often). 50% of respondents access the Internet at home. (figure 8)

The oldest responds (55 – 74 years old) use the Internet least.

Figure 8. The most popular places and the place where the Internet is used most frequently





In the period between 2008 and 2010, a trend which was discussed previously is observed: the Internet usage at home is increasing (from 51% in 2008 to 60% in 2010), whereas use of the Internet at work is decreasing (from 25% in 2008 to 20% in 2010). (figure 9)

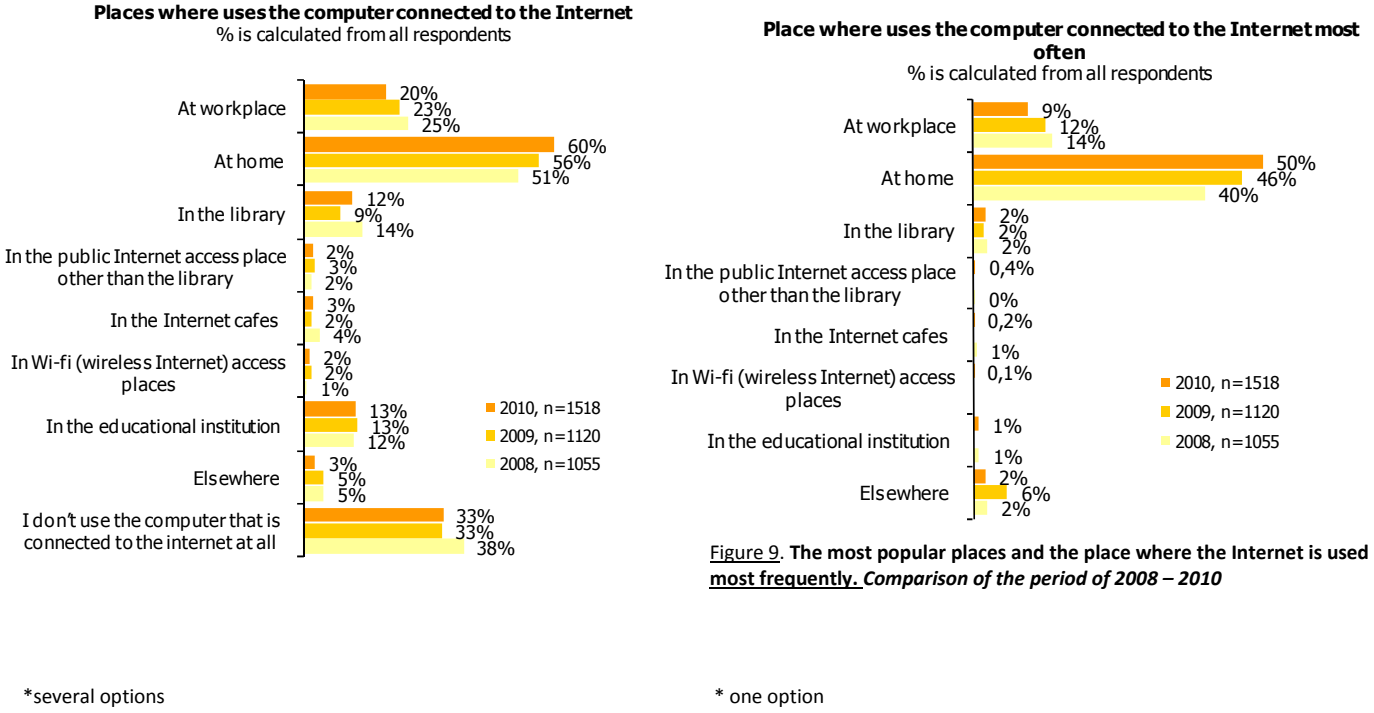


Figure 9. **The most popular places and the place where the Internet is used most frequently.** ***Comparison of the period of 2008 – 2010***

*several options

* one option

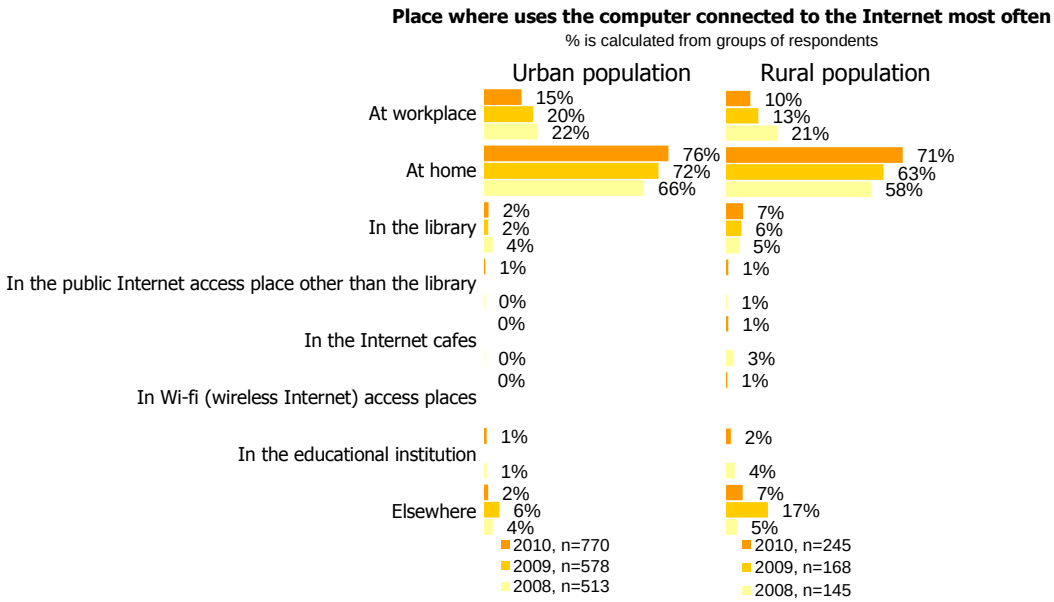
There is still a marked difference in the spread of the Internet between rural and urban areas. According to the users' proportions, the ratio between at-home Internet users in urban and rural areas is close to 3:2 (In 2008, 57% of urban respondents and 36% of rural respondents used the Internet at home, whereas in 2009 this ratio was 66% and 35% and in 2010, 68% and 42%, respectively). The ratio of at-work Internet users in urban and rural areas exceeds 2:1 (In 2008, 29% of urban respondents and 15% of rural respondents used the Internet at work, whereas in 2009, this ratio was 28% and 11% and in 2010, 24% and 10%, respectively). In the period between 2008 and 2010, the level of the Internet usage in libraries in rural and urban areas is very similar and steady (In 2008, 14% of urban respondents and 13% of rural respondents used the Internet in libraries, in 2009, 8% and 12% and in 2010, 11% and 13%, respectively).

However, there is one essential difference between rural and urban users of the Internet in libraries: the results of the studies show that libraries in rural areas are more likely to be the only Internet access point. When respondents were asked to distinguish one point of Internet access that they use most often, the percent of the respondents in rural areas who mentioned libraries as compared to those in urban areas was several times greater. In the 2010 survey, 7% of rural respondents and 2% of urban respondents mentioned libraries as the most important Internet access point, whereas in 2009, 6% and

2%, respectively. It is interesting that this difference was observed in the 2009 survey. In the initial situation analysis (2008), the library was the first choice of 5% of rural and 4% of urban respondents. (figure 10)

Figure 10. The most popular places and the place where the Internet is used most frequently. *Comparison of rural and urban areas of the period of 2008 – 2010*

*several possible options



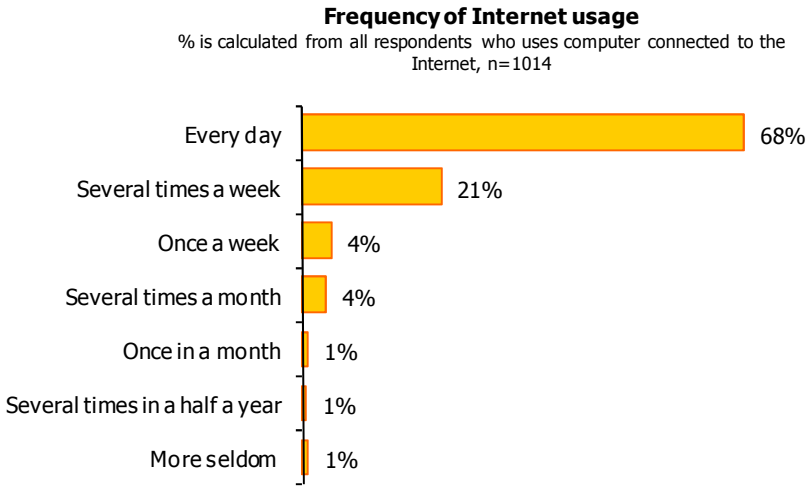
* one option

2.4 Frequency of Internet Usage

The data of the 2010 Lithuanians' survey show that the majority of the Internet users use it every day (68%), 21% of them use it several times a week, 4% once a week, and 4% several times a month. (figure 11).

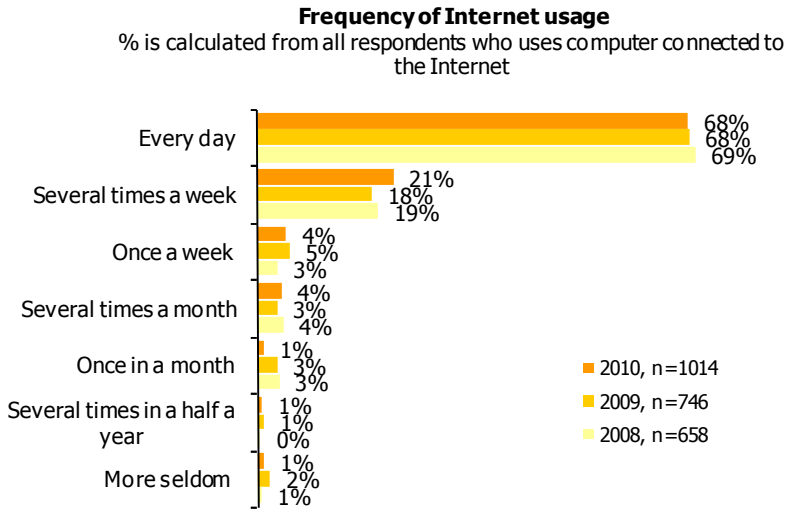
The following groups use the Internet most often: youngest respondents (15 – 24 years old), respondents who have acquired higher education, students, specialists and public servants, managers, persons receiving higher income (more than 700 LTL per family member), urban (mostly city) residents.

Figure 11. How often do you use the Internet?



The comparison of the period between 2008 and 2010 shows an identical usage model: around 70% of the heavy users use the Internet every day, about 25% of moderate users use it several times or once a week and fewer than 10% of respondents use the Internet quite passively – several times per month or less often. (figure 12).

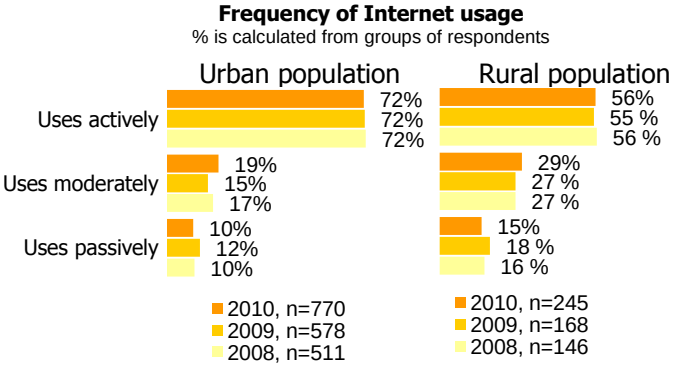
Figure 11. How often do you use the Internet? *Comparison of 2008 – 2010*



Urban residents are heavier Internet users. According to the 2010 data, there were 72% heavy Internet users (using the Internet daily) in urban areas and 56% in rural areas; moderate users (using the Internet at

least once a week) make up 19% in urban areas and 29% in rural areas, whereas light users (several times a month or less often) make up 10% in urban areas 15% in rural areas. These figures and the frequency ratio between rural-urban Internet usage remain steady during the entire 2008 – 2010 survey cycle. (figure 13)

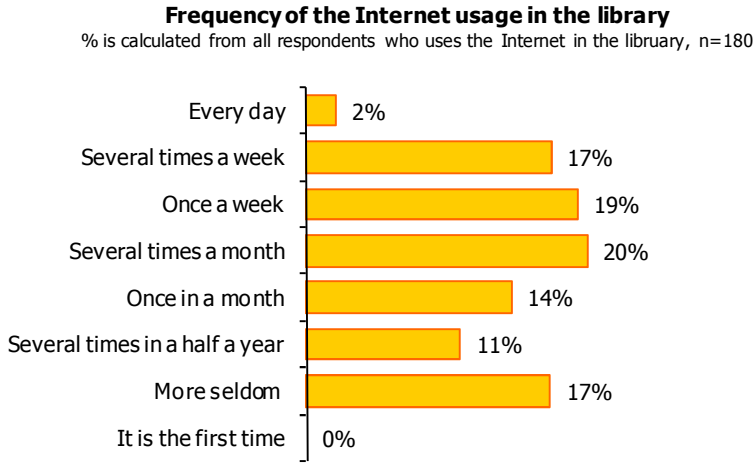
Figure 13. How often do you use the Internet? *Comparison of rural and urban areas of 2008 – 2010*



2.5 Frequency of Internet Usage in Libraries

Those who use the Internet in libraries are lighter users. According to the 2010 data, 2% of respondents[4] use the Internet in libraries every day, 36% of respondents use it once or several times a week (moderate users) and 62% use it less often (light users). (figure 14)

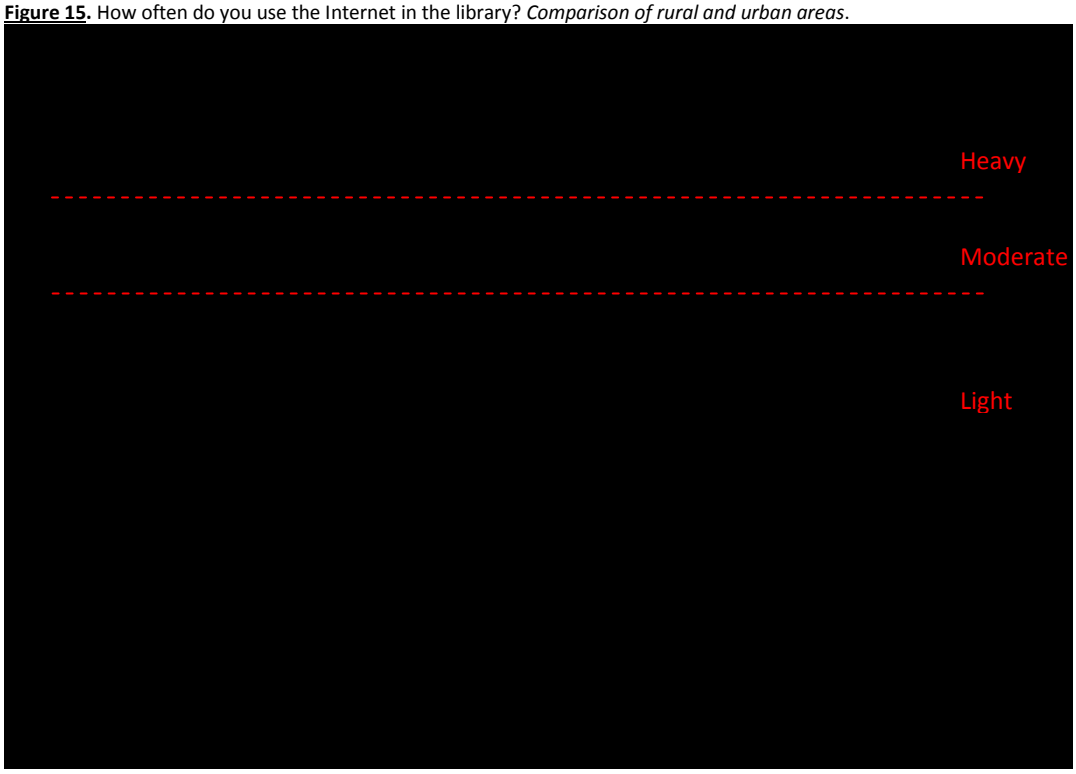
Figure 14. How often do you use the Internet in the library?



The frequency of the Internet usage in libraries is the same in urban and rural areas. The majority of the users using the Internet in libraries can be classified as light users (using the Internet several times a month or less often). (figure 15)

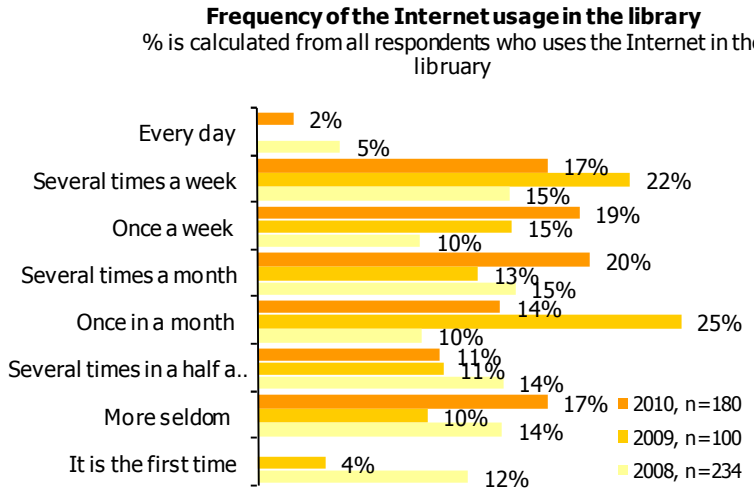
[4] This indicator is not suitable for comparisons with general activity of Internet usage because it is determined by the working hours of libraries

Figure 15. How often do you use the Internet in the library? *Comparison of rural and urban areas.*



It is quite difficult to analyse the changes in the frequency of the Internet usage in the period of 2008 – 2010 due to a small number of respondents (the target group including those who use the Internet in libraries). [5]

Figure 16. How often do you use the Internet in the library? *Comparison of the period of 2008 – 2010*



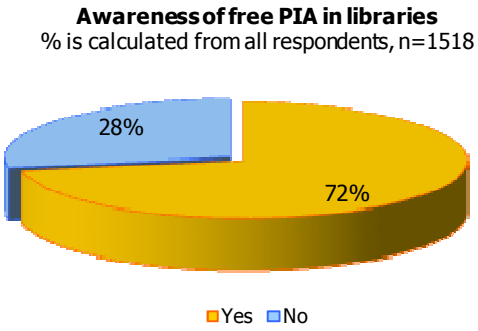
[5] Suppose in 2009, 100 respondents were included in the general sample of users using the Internet in libraries. When N=100, statistical error may reach +/-9,8% at a reliability of 95%.

3. Public Internet Access Points

3.1 Awareness of Free Public Internet Access in Libraries

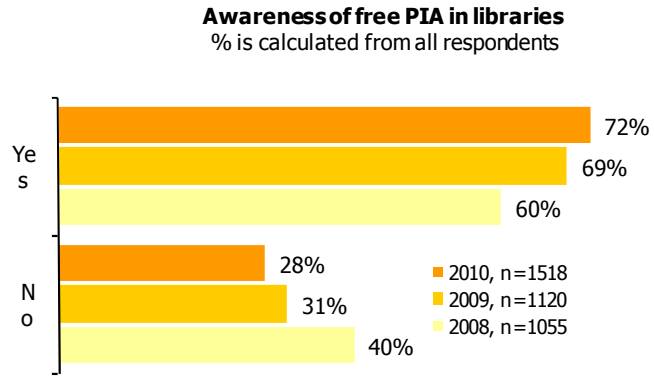
The data of the 2010 survey show that 72% of respondents are aware of public Internet access points. (figure 17). The following groups of respondents are more aware of public Internet access points: younger respondents (15 – 44 years old), respondents whose income is more than 1000 LTL per family member, persons who have acquired higher education, specialists and public servants, schoolchildren and students, respondents of Panevėžys district.

Figure 17. People's awareness of free Internet access in libraries



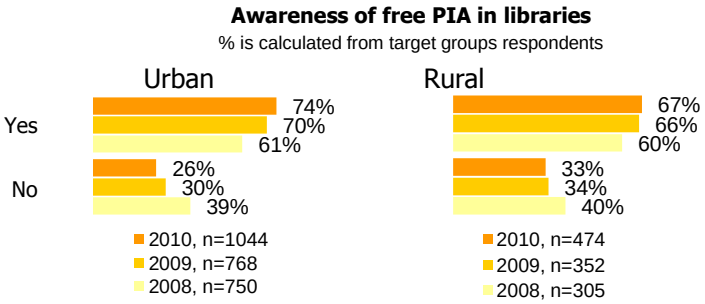
In the period of 2008 – 2010, the awareness of public Internet access points increased from 60% in 2008 to 72% in 2010. (figure 18)

Figure 18. People's awareness of free Internet access in libraries. *Comparison of 2008 – 2010*



The awareness of public Internet access points in rural and urban areas was growing at a different pace. In 2008, 61% of urban residents and 60% of rural residents were aware of public Internet access points. In 2009, the awareness of Internet access points increased to 70% in urban areas and to 66% in rural areas. In 2010, the awareness in urban areas was 74% and in rural areas 67%. (figure 19)

Figure 19. People's awareness of free Internet access in libraries. *Comparison of urban and rural areas of 2008 – 2010*

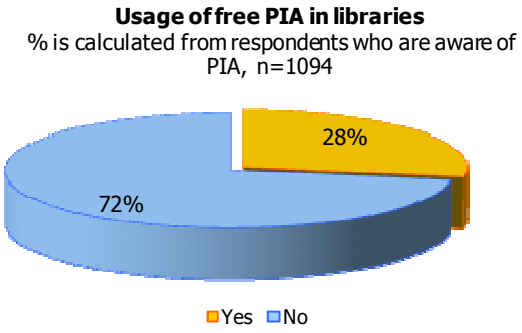


3.2 Use of Free Public Internet Access Points in Libraries

According to the data of 2010, 28% of respondents used public Internet access in libraries.

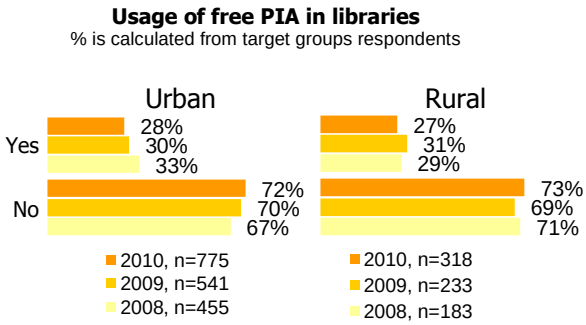
15 – 34 years old respondents, schoolchildren and students use public Internet access more often, whereas the oldest respondents (55 – 74 years old) respondents, pensioners do not use it at all. (figure 20)

Figure 20. Use of free public Internet access in libraries



The number of rural and urban residents using public Internet access in libraries is almost the same: nearly every third respondent uses the Internet in libraries (counting on the number of those who are aware of public Internet access). (figure 21)

Figure 21. Use of free public Internet access in libraries. *Comparison of rural and urban areas of 2008 – 2010*



In the period of 2008 and 2010, a decrease in the popularity of public Internet access has been observed (a decrease of 2 pp per year). (figure 22). The differences are too small to make conclusions based on statistical arguments (the variation of popularity does not exceed error limits), however, it can be concluded from these figures ***that the ratio between the number of those who are aware about Internet access and the number of Internet users is not a constant.*** It means that if the indicators of the awareness of Internet access change by a certain value, one cannot expect an analogous change in the number of users. Figure 23 indicates well the absence of linear dependence. Although the awareness about public Internet access points is increasing at quite a fast pace, actual usage of access points is not changing and even decreasing. In addition, the ratio between those who are aware of public access points and those who use public Internet access points is decreasing (53% in 2008, 43% in 2009 and 39% in 2010).

Figure 22. Use of free public Internet access in libraries. *Comparison of 2008 – 2010*

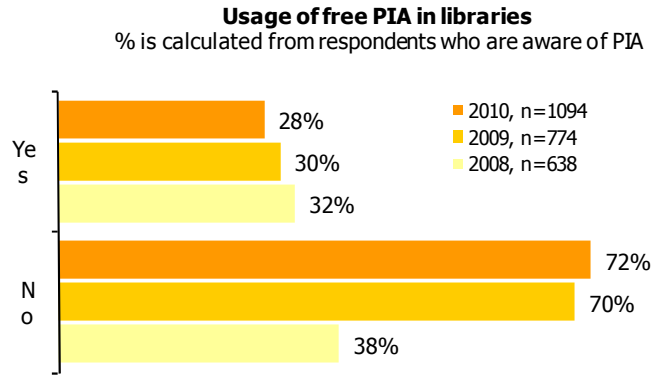
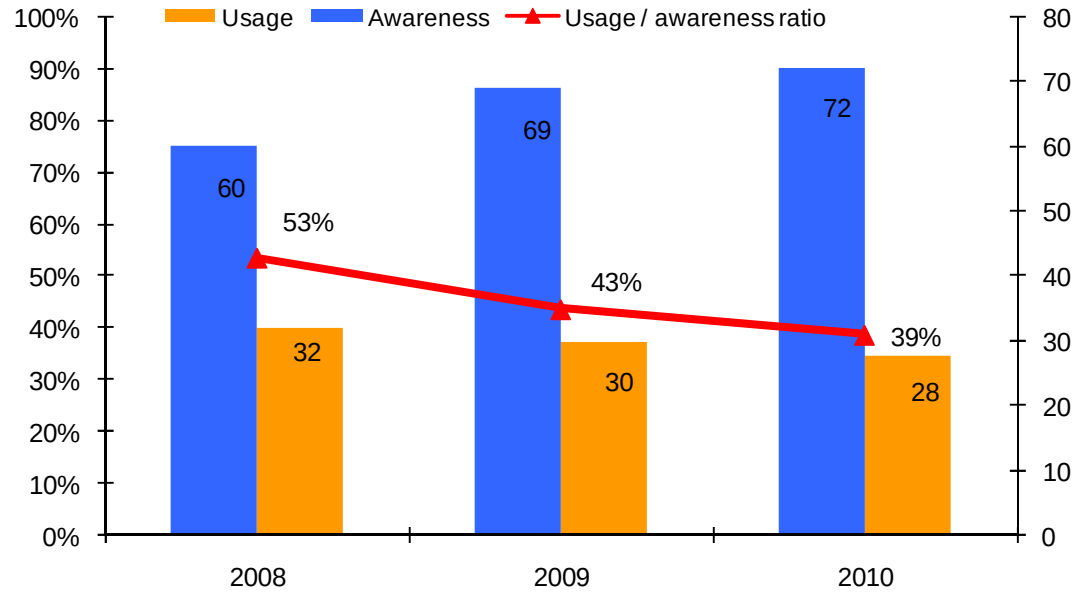


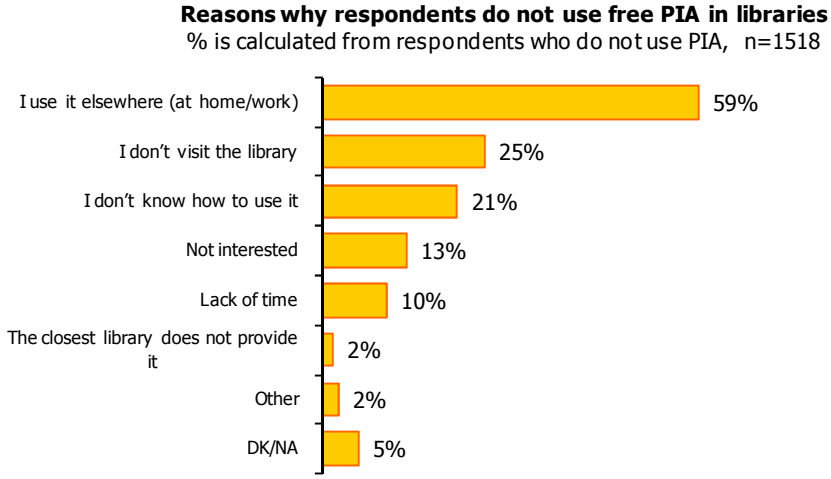
Figure 23. Awareness and usage of free public Internet access in libraries. *Comparison of 2008 – 2010*



3.3 Reasons for not Using Free Public Internet Access Points in Libraries

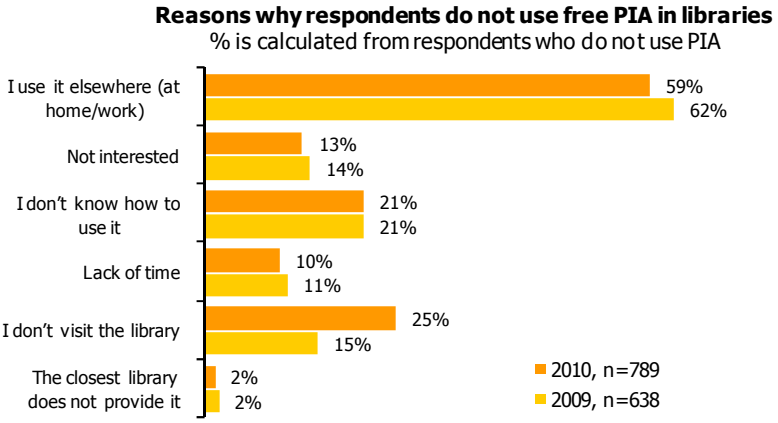
The data of the 2010 survey show that the main reasons due to which people do not use the public Internet access in libraries are the following: 59% of respondents use the Internet in other places (younger respondents, urban residents, specialists, public servants, managers), 25% of respondents (younger groups) do not visit libraries, 13% do not know how to use the Internet (44 years old and older respondents, rural residents), 10% of respondents do not have time for that. (figure 24).

Figure 24. Reasons for not using free public Internet access in libraries



In the period of 2009 – 2010, the reasons for not using the Internet access points remained almost the same. [6] Only one marked difference has been observed: In 2010, the number of those who do not visit libraries increased markedly (25% in 2010, whereas 15% in 2009). (Figure 25)

Figure 25. Reasons for not using free public Internet access in libraries. Comparision of 2009 – 2010

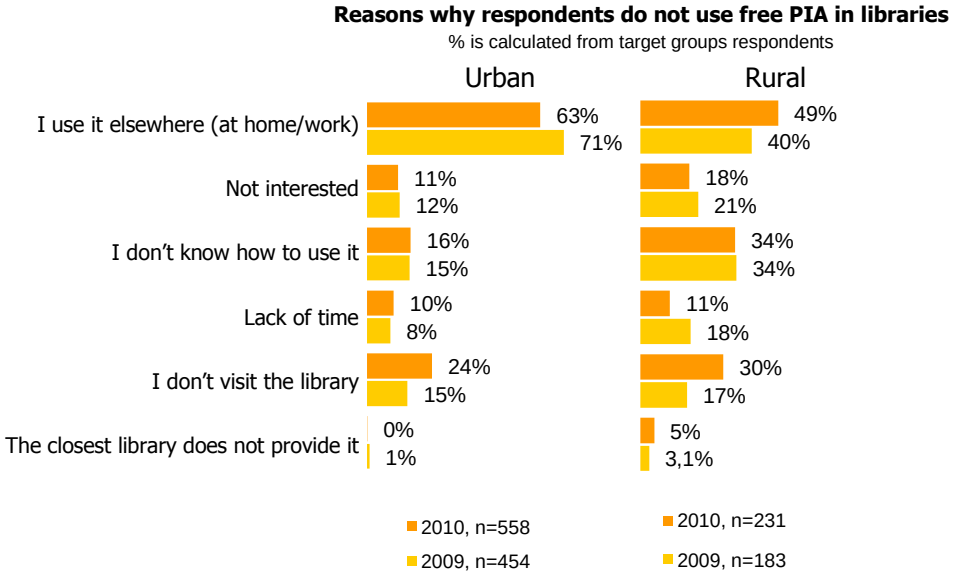


Two principle causes for limited use of Internet access in public libraries are the availability of alternative Internet access points and the generally low attendance of public libraries. In rural areas, computer literacy

[6] The period of 2009 – 2010 is compared because in the 2008 survey, the format of this question differed (open question).

is a particularly acute problem. 34% of respondents reported not knowing how to use the Internet. (figure 26)

Figure 26. Reasons for not using free public Internet access in libraries. Comparision of rural and urban areas of 2008 – 2010



3.4 The First Use of Free Public Internet Access in a Library

According to the 2010 data, the following number of respondents used public Internet access in a library for the first time: 10% in 2010, 22% in 2009, 15% in 2008, 41% in 2007 or earlier. (figure 119). The dynamics of involvement into usage is very similar in rural and urban areas. (figure 27)

Figure 27. The first use of free public Internet access in a library

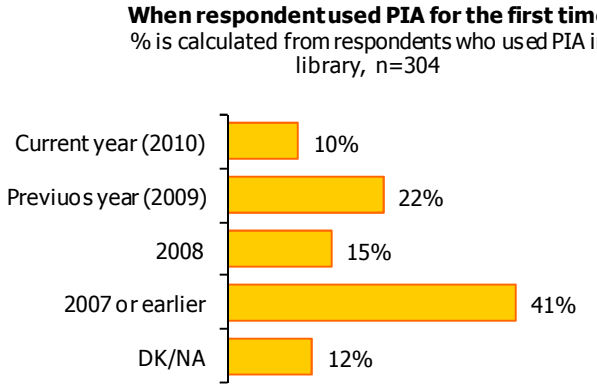
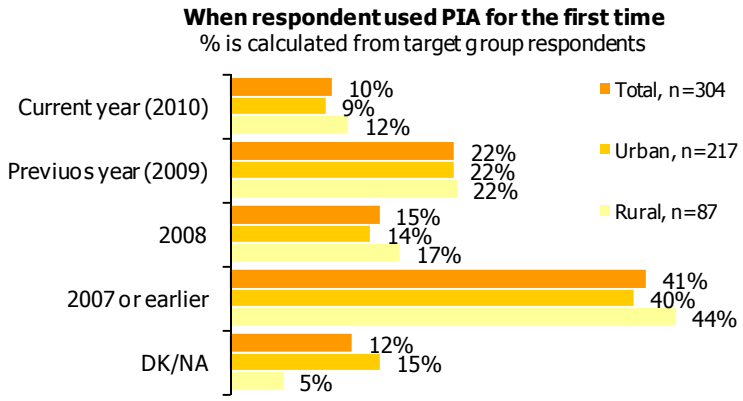


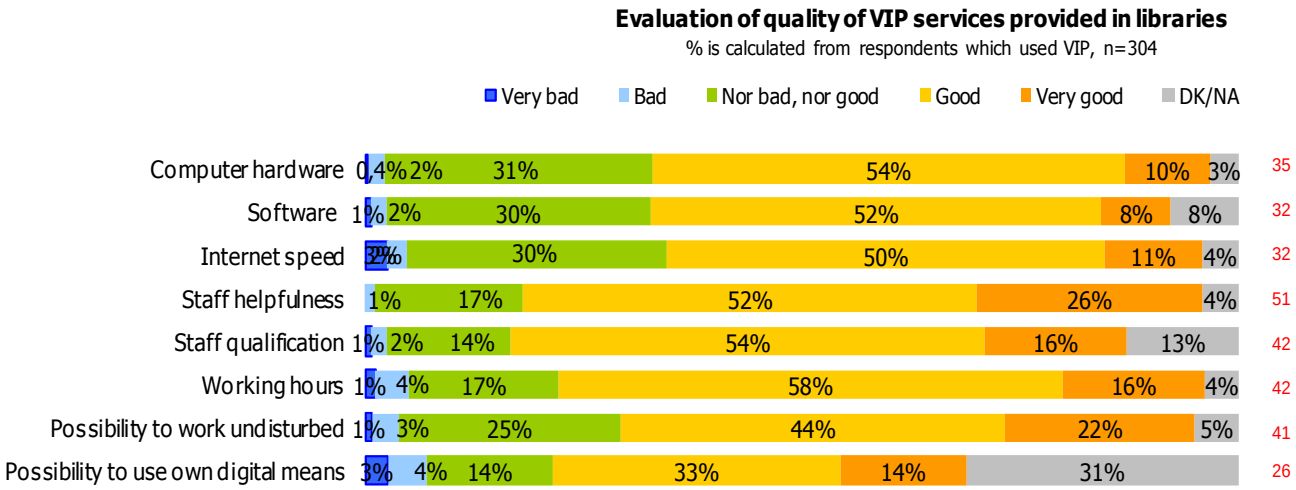
Figure 28. The first use of free public Internet access in a library . Comparison of rural and urban areas



3.5 Assessment of the Quality of Free Internet Access Services in Libraries

In the 2010 survey, when assessing the quality of services in the public Internet access points, respondents distinguished the helpfulness and qualification of the staff, working hours and a possibility to work without distractions. The service and capacities that were evaluated least favourably: the speed of the Internet, software and a possibility to work with personal electronic devices. (figure 29)

Figure 29. **Assessment of the quality of free Internet access services in libraries**



In 2010, as compared with 2009, the libraries' computer equipment, Internet speed, software were rated poorer. However, the evaluation of all the areas related to the staff improved. (figure 30). Urban respondents accounted for the absolute majority of the overall negative assessments because after separating the responses of urban and rural respondents, it was clear that the majority of the areas

received higher scores in 2010 in rural areas as compared to the year of 2009. Thus, public Internet access points were rated poorer only in urban areas. (figure 30).

Figure 30. **Assessment of the quality of free Internet access services in libraries. *Comparison of 2008 – 2010***

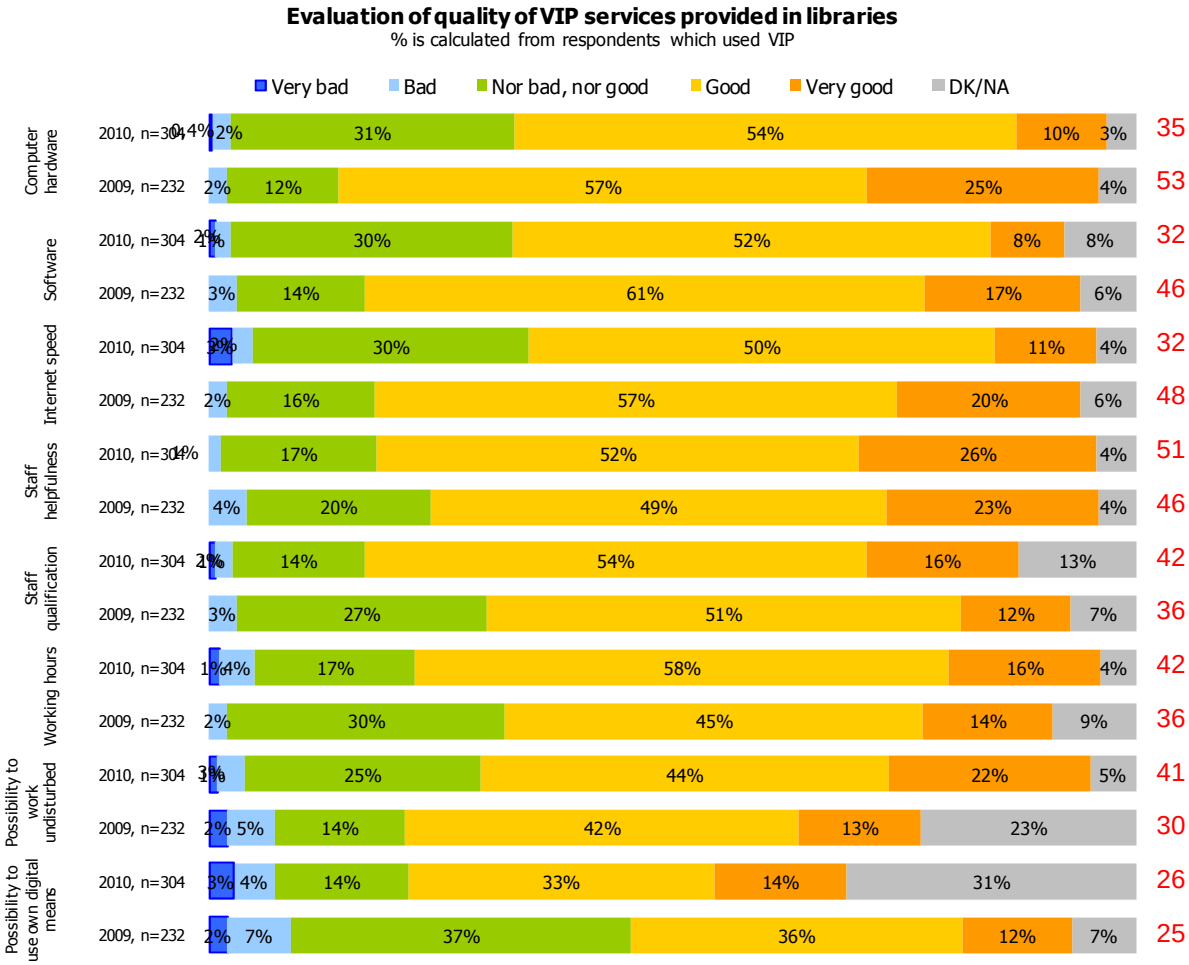
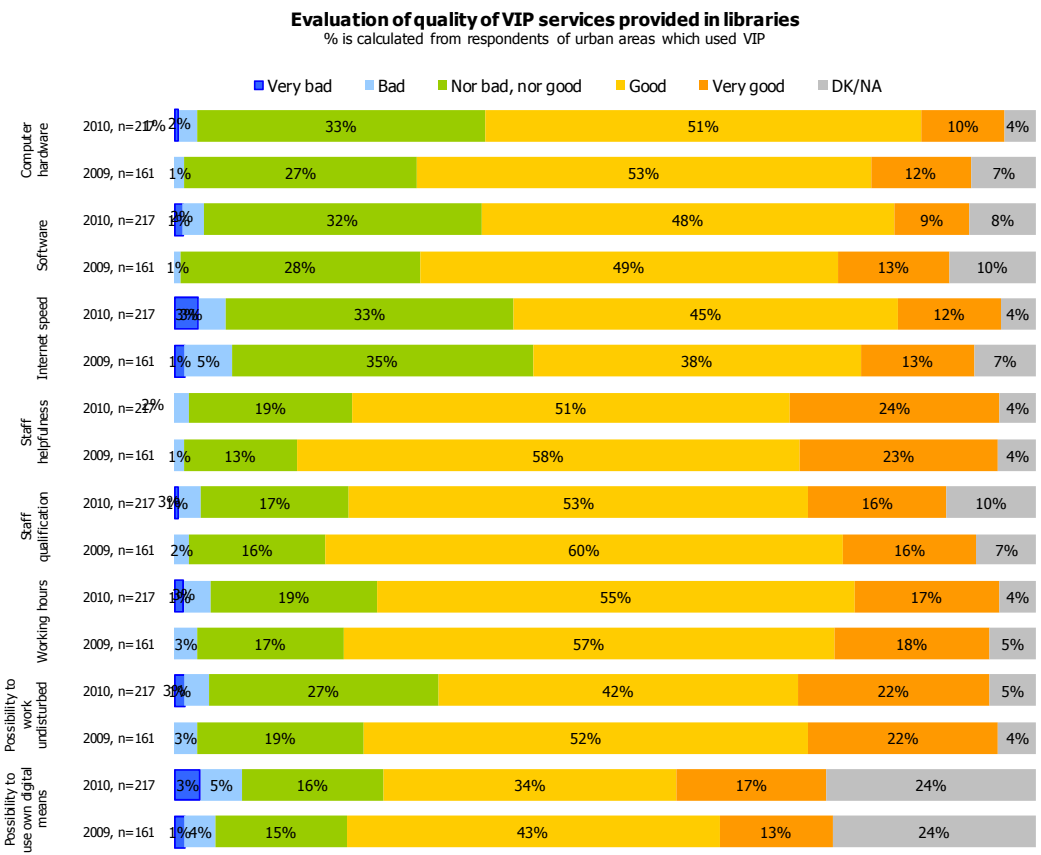
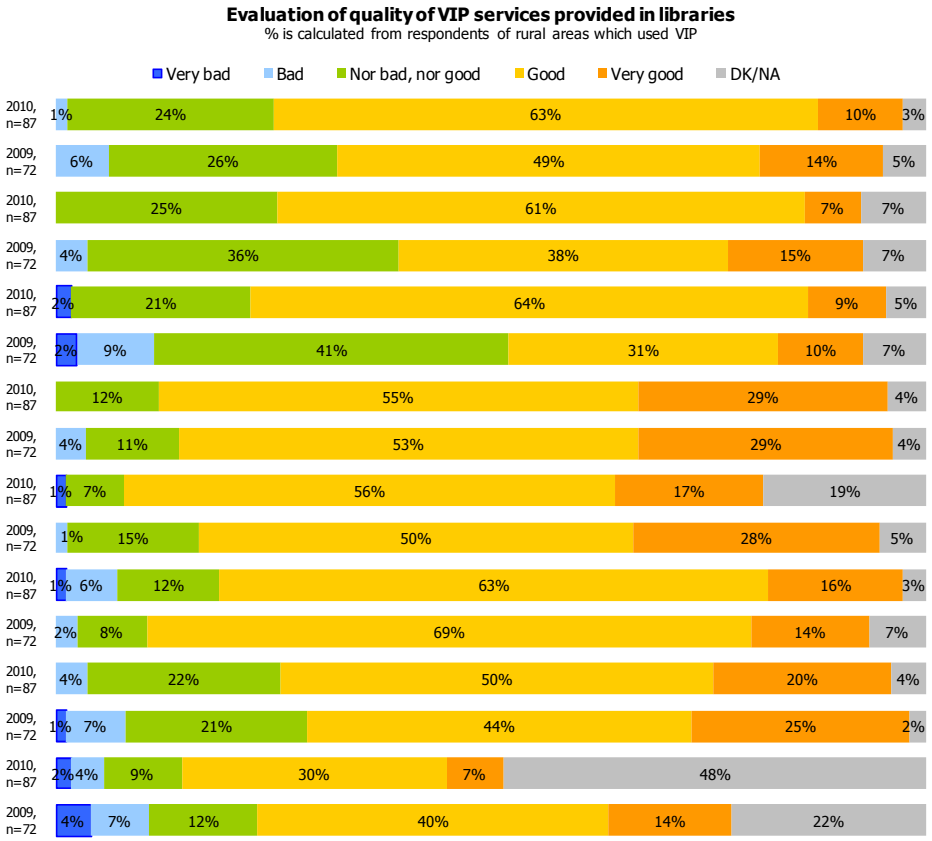


Figure 31. Assessment of the quality of free Internet access services in libraries. *Comparison of rural and urban areas of 2008 – 2010*

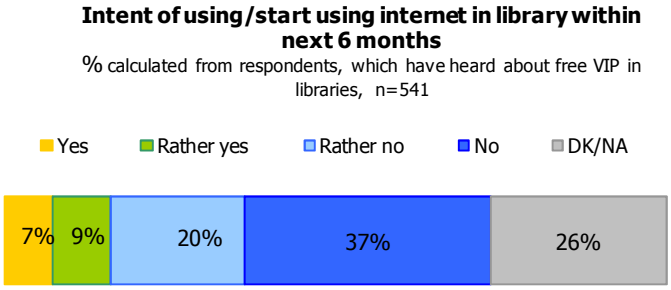




3.6 Intentions to Start Using the Internet in a Library in the Coming 6 Months

According to the data of the 2010 survey, the majority of respondents (57%) do not intend to use public Internet access in libraries in the coming 6 months (definitely not – 37%, probably not – 20%). 16% of respondents intended to use public Internet access services in libraries in the coming 6 months. The youngest (15 – 24 years old) respondents, students are more likely to use the Internet in libraries in the future. No statistically significant differences have been observed in the statistics of other demographic groups. (figure 32)

Figure 32. Intentions to use/start using the Internet in a library in the coming 6 months



The comparison of the 2008 – 2010 results show a negative trend in the usage of public Internet access: In 2008, those who were intending to use it made up 29%, 25% in 2009 and 16% in 2010 (33 – 34 figures).

Figure 33. Intentions to use/start using the Internet in a library in the coming 6 months. Comparision of 2008 – 2010

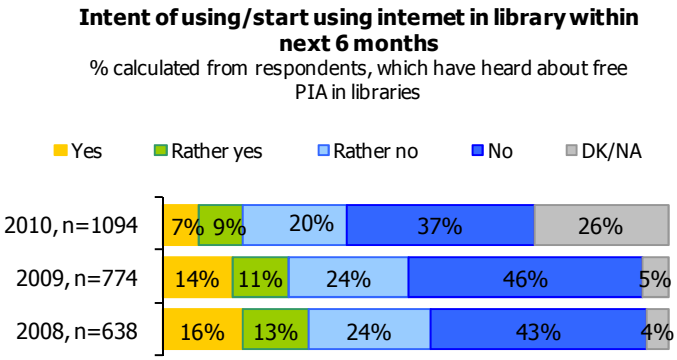
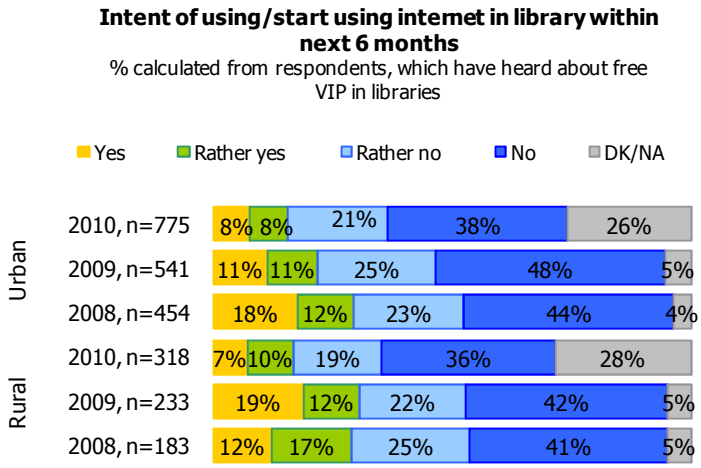


Figure 34. Intentions to use/start using the Internet in a library in the coming 6 months. Comparision of rural and urban areas of 2008 – 2010



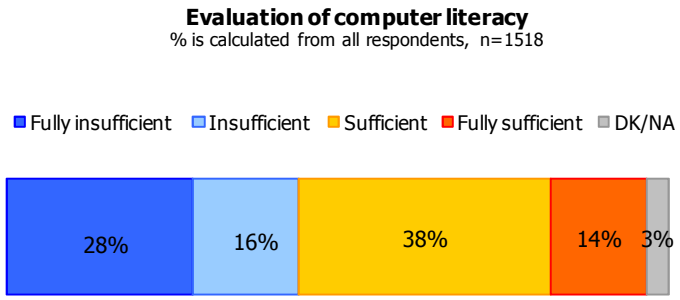
4. Computer Literacy

4.1 Computer Literacy

4.1.1 Assessment of the Respondents' Computer Literacy Skills

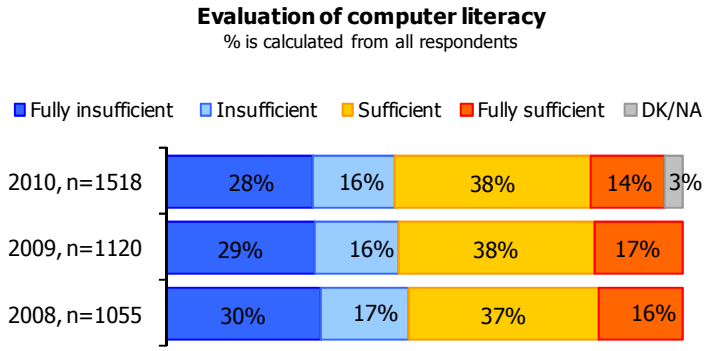
According to the data of the public opinion survey of 2010**,** 52% of the population assess their computer literacy skills as sufficient and fully sufficient (Figure 35). A better assessment of their knowledge was given by the younger (15-34 years old) respondents with the highest income (more than 1000 LTL for one family member), persons with higher education, professionals and servants, managers, students and pupils, the residents of larger towns (over 30,000 population), and metropolitan residents. The knowledge as insufficient and completely insufficient was assessed more often by the respondents of 55 to 74 years old and the retired people.

Figure 35. Assessment of the respondents' computer literacy skills



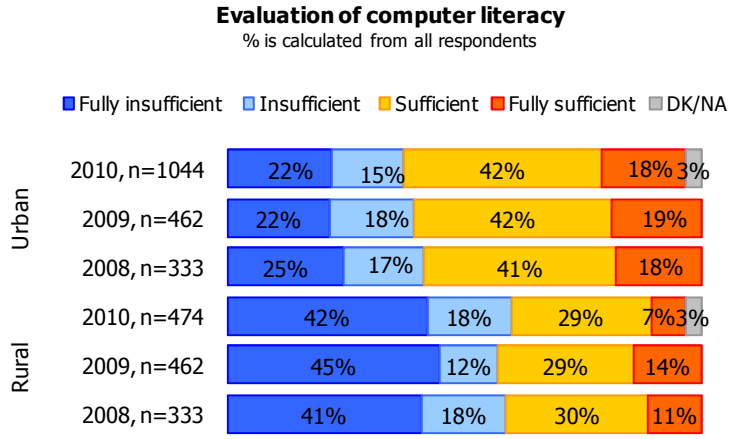
Data of the surveys that were carried out over the period of 2008 to 2010 shows that personal assessments of computer literacy are constant (Figure 36).

Figure 36. Assessment of the respondents' computer literacy skills. *Comparison of 2008 to 2010*



Respondents from the rural areas assess their computer literacy by a lower score than urban respondents (Figure 37).

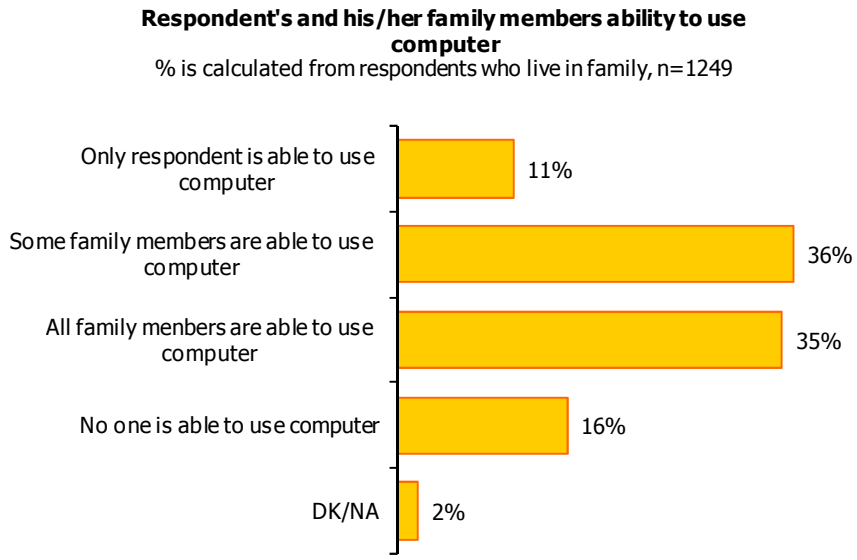
Figure 37. Assessment of the respondents' computer literacy skills. *Comparison of the rural and urban areas of 2008 to 2010.*



4.1.2 Assessment of Computer Literacy Skills of the Respondents' Family Members

According to the data of the public opinion survey of 2010**,** 35% of the respondents, talking about computer literacy skills of their family members, said that everyone in the family know how to use a computer, 36% - that some family members know how to use a computer, 11% of the respondents said that only the respondent himself knows how to use a computer, and 16% of the respondents - that none of family members know how to use a computer (Figure 38).

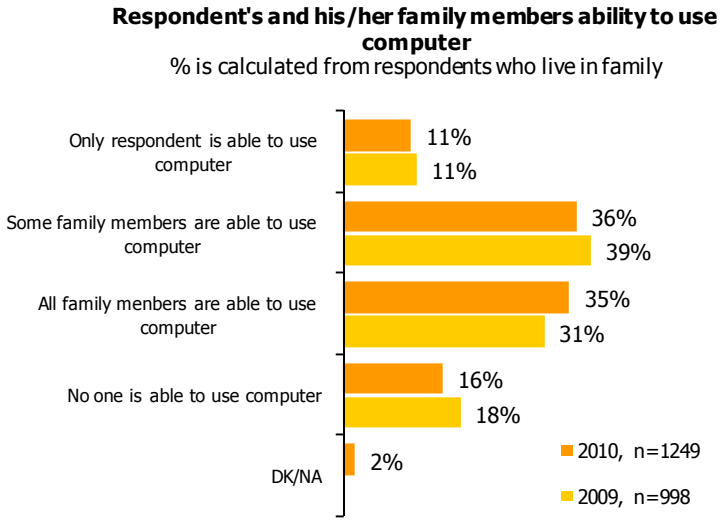
Figure 38. Assessment of computer literacy skills of the respondents' family* members



* families that consist of two or more members

The assessments of computer literacy of the respondent's family members over the period of 2009 to 2010[7] remain unchanged. (Figure 39).

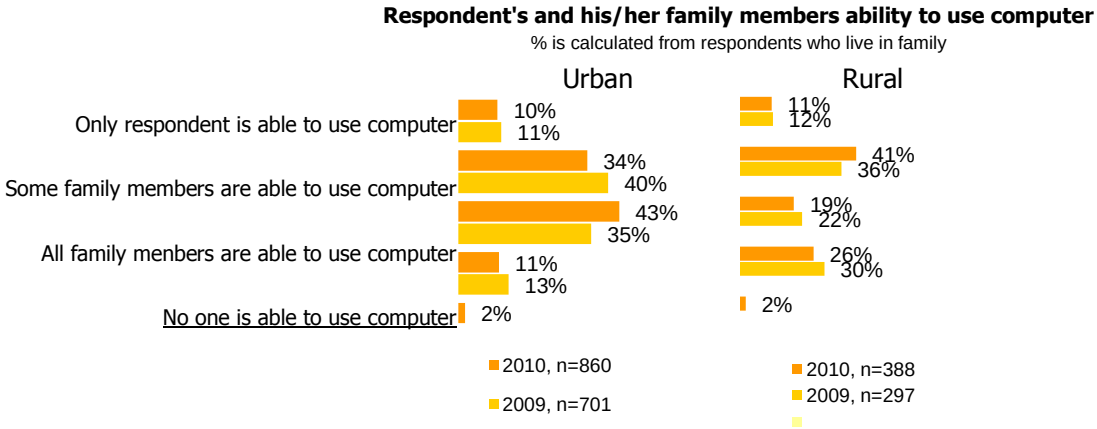
Figure 39. Assessment of computer literacy skills of respondents' family members. *Comparison of 2009 to 2010*



A general trend, which was observed in rural - urban cross-section, revealed that computer literacy is higher in urban areas (more than double the number of families, where all the members know how to use a computer, and half of the families, in which none of the family members know how to use a computer) (Figure 40).

[7] The form of the question, used in the survey of 2008, does not allow to compare the data with the surveys of 2009 and 2010.

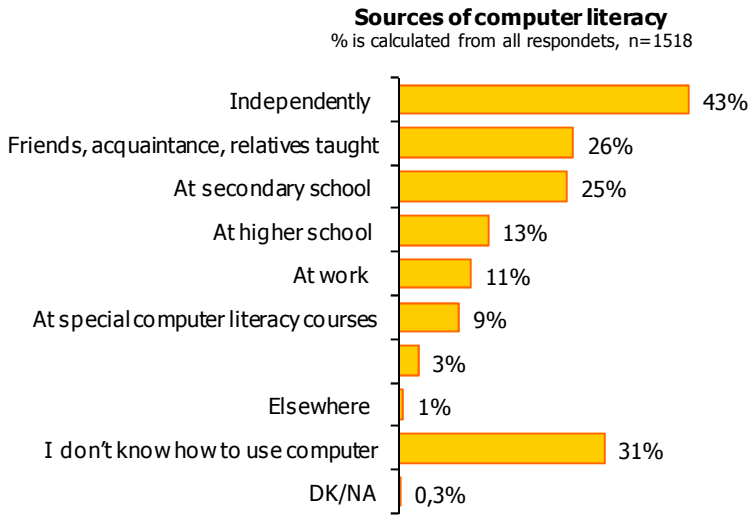
Figure 40. Assessment of computer literacy skills of respondents' family members. *Comparison of the rural and urban areas of 2009 to 2010.*



4.1.3 Acquisition of Computer Literacy Skills

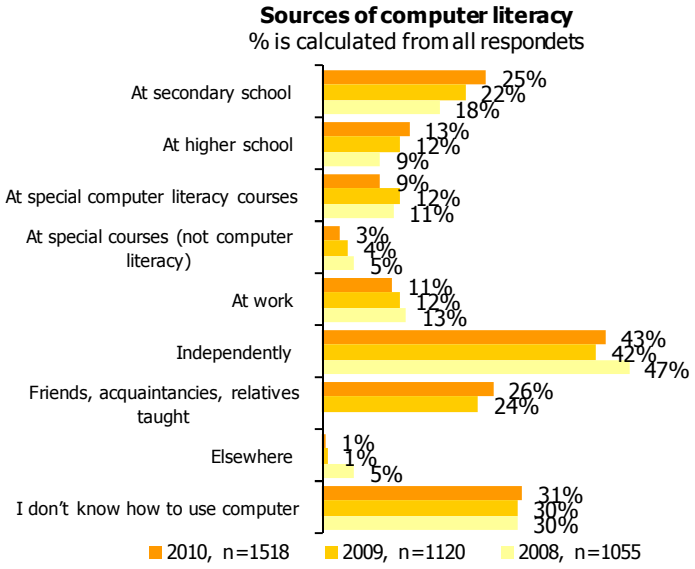
According to the data of the public opinion survey of 2010**,** 43% of the respondents have learned to use the computer through their individual effort (men, respondents of 15 to 44 years old, specialists and servants, who earn more than 1000 LTL per family member), 26% of the respondents have been taught by friends and relatives (the youngest (15-24 years old) respondents), 25% of the respondents – in secondary school (the youngest respondents that have completed primary and lower secondary education, pupils and students), 12% of the respondents – at work (respondents of 25 to 54 years old, specialists, servants, managers), 13% of the respondents – in upper/higher education school, 11% of the respondents – at work, and 9% of the respondents – in special training courses (women, respondents of 25 to 54 years old, respondents with upper and higher education, specialists and servants) (Figure 41).

Figure 41. Acquisition of computer literacy skills



Resources of the acquisition of computer literacy skills remain almost unchanged over the period of 2008 to 2010. The only consistent and purposeful change is a gradually increasing number of persons, who have acquired computing basics in secondary school (18% of the respondents in 2008, 22% of the respondents in 2009, 25% of the respondents in 2010) (Figure 42).

Figure 42. Acquisition of computer literacy skills. *Comparison of 2008 to 2010*



The main difference between the respondents of rural and urban areas is the total number of persons able to use a computer. In 2010, 24% of the respondents in urban areas and 36% of the respondents in rural areas were unable to use computers. Comparing only those, who are able to use computers, the sources of the acquisition of computer literacy in urban and rural areas are almost identical. The workplace is the only place, where the respondents from urban areas have learned to use a computer more often (in urban areas – 18%, in rural areas – 10%)[8] (Figure 44).

[8] Among those, who have learned to use computer in high school, the difference between urban and rural areas is also very sharp, but such comparison would not be precise , because there ar no high schools that would be located in rural areas.

Figure 43. **Ability to use a computer**

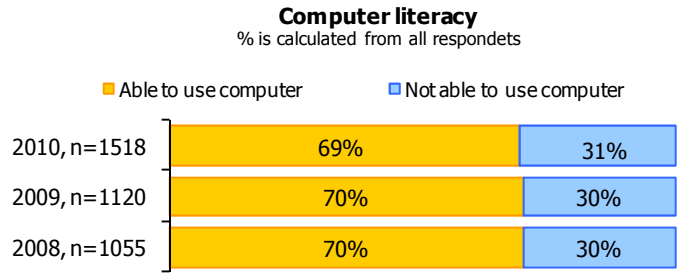
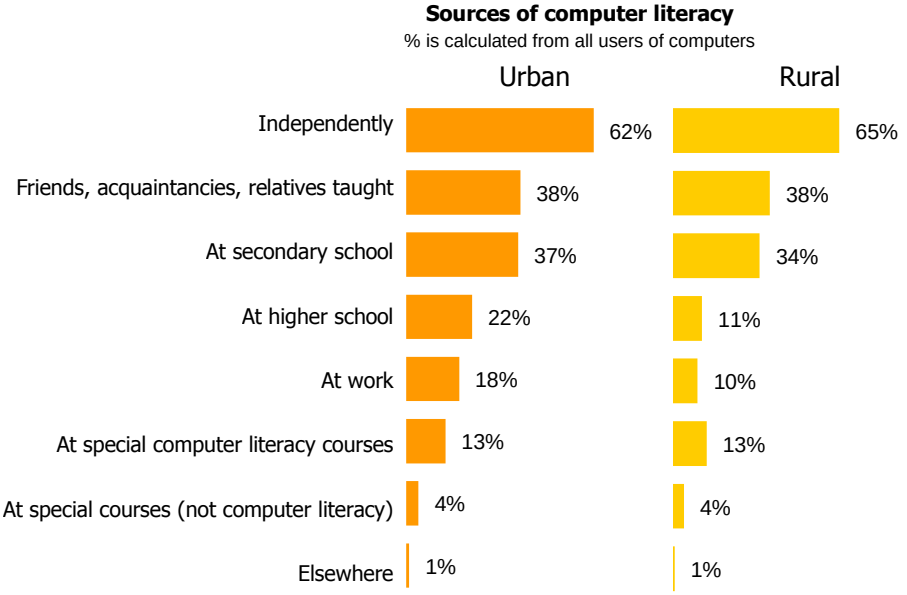


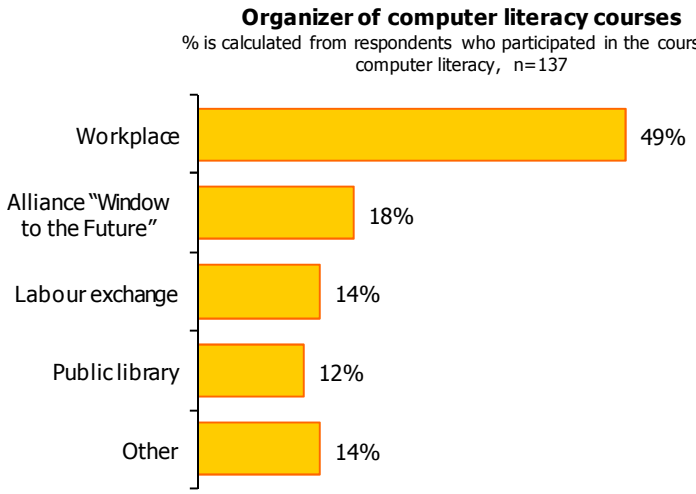
Figure 44. Acquisition of computer literacy skills. Comparison of the rural and urban areas of 2008 to 2010.



4.1.4 Computer Literacy Courses

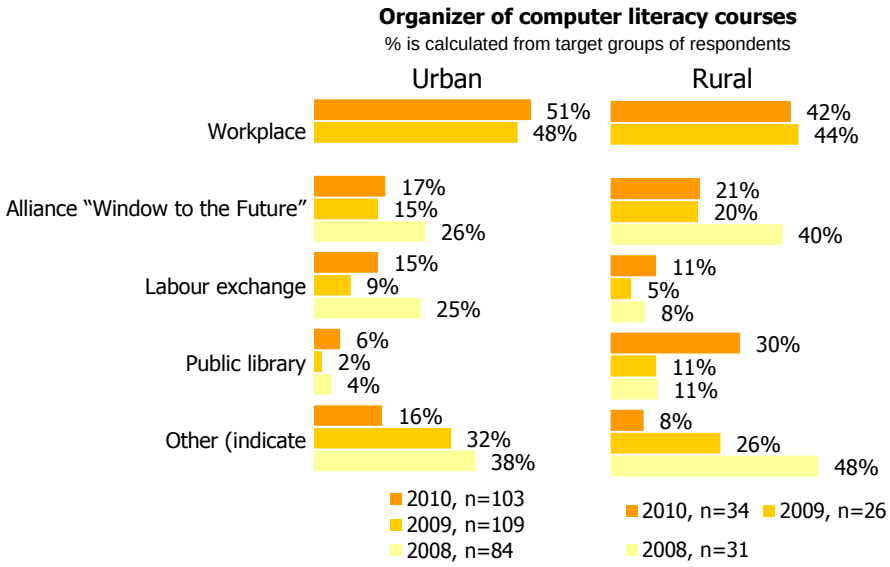
According to the data of the public opinion survey of 2010**,** 49% of respondents (from those who have learned to use computer in the specialized training courses) indicated that the courses were organized by their employer, 18% – by organisation "Langas į ateitį“ (Window to the Future), 14% - by labour exchange, and 12% - by public library. Due to a small number of respondents (137), these results cannot be compared according to the target demographic groups (Figure 45).

Figure 45. Organizer of the computer literacy training courses



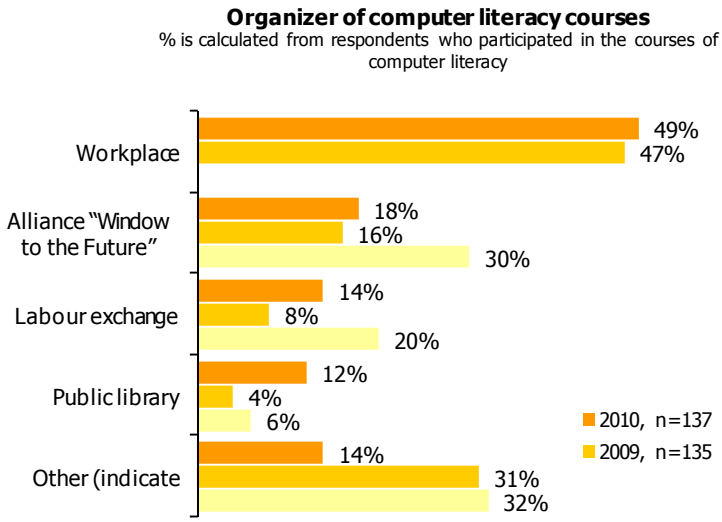
The computer literacy training courses for urban residents were organized mostly by their employer (according to the data of 2010, 51% of the respondents in urban areas, and 42% of the respondents in rural areas). The respondents from rural areas have used the courses that were organized by „Window to the Future“ more often (according to the data of 2010, 17% of the respondents in urban areas, and 30% of the respondents in rural areas), as well as by the labour exchange (according to the data of 2010, 15% of the respondents in urban areas, and 21% of the respondents in rural areas) and training resources of libraries (according to the data of 2010, 6% of the respondents in urban areas, and 11% of the respondents in rural areas) (Figure 46).

Figure 46. Organizer of the computer literacy training courses. *Comparison of rural and urban areas*



Comparing the activity of the course organizers, it is noted that „Window to the Future“ is mentioned decreasingly over the period of 2008 to 2010 (mentioned by 30% of the respondents in 2008, by 16% of the respondents in 2009, and by 18% of the respondents in 2010), and the public libraries are mentioned increasingly (mentioned by 12% of the respondents in 2010, by 4% of the respondents in 2009, and by 6% of the respondents in 2008). (Figure 47).

Figure 47. Organizer of the computer literacy training courses *Comparison of 2008 to 2010*

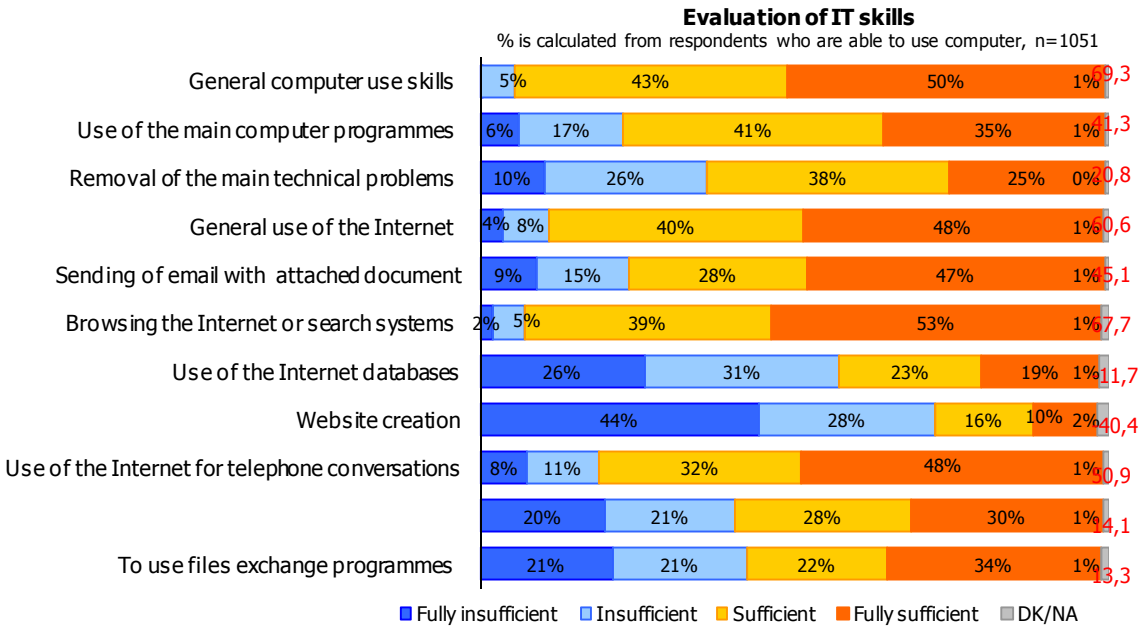


* the answer option „employer“ was missed in the questionnaire of 2008

4.2 Assessment of IT Skills

According to the data of the public opinion survey of 2010**,** the following basic computer skills were assessed at the highest score by the respondents: general skills of computer use (93% positive evaluations), browsing the Internet or search engines (92% positive evaluations), and Internet use (88% positive evaluations). The following interactive skills and those requiring specialized knowledge are assessed less favourably: participation in chats or forums (58% positive evaluations), the use of file exchange programs (56% positive evaluations), and website development (26%) (Figure 48). Better self-assessments were given by the younger respondents, respondents with higher education, specialists and servants, managers, students and pupils, and urban residents.

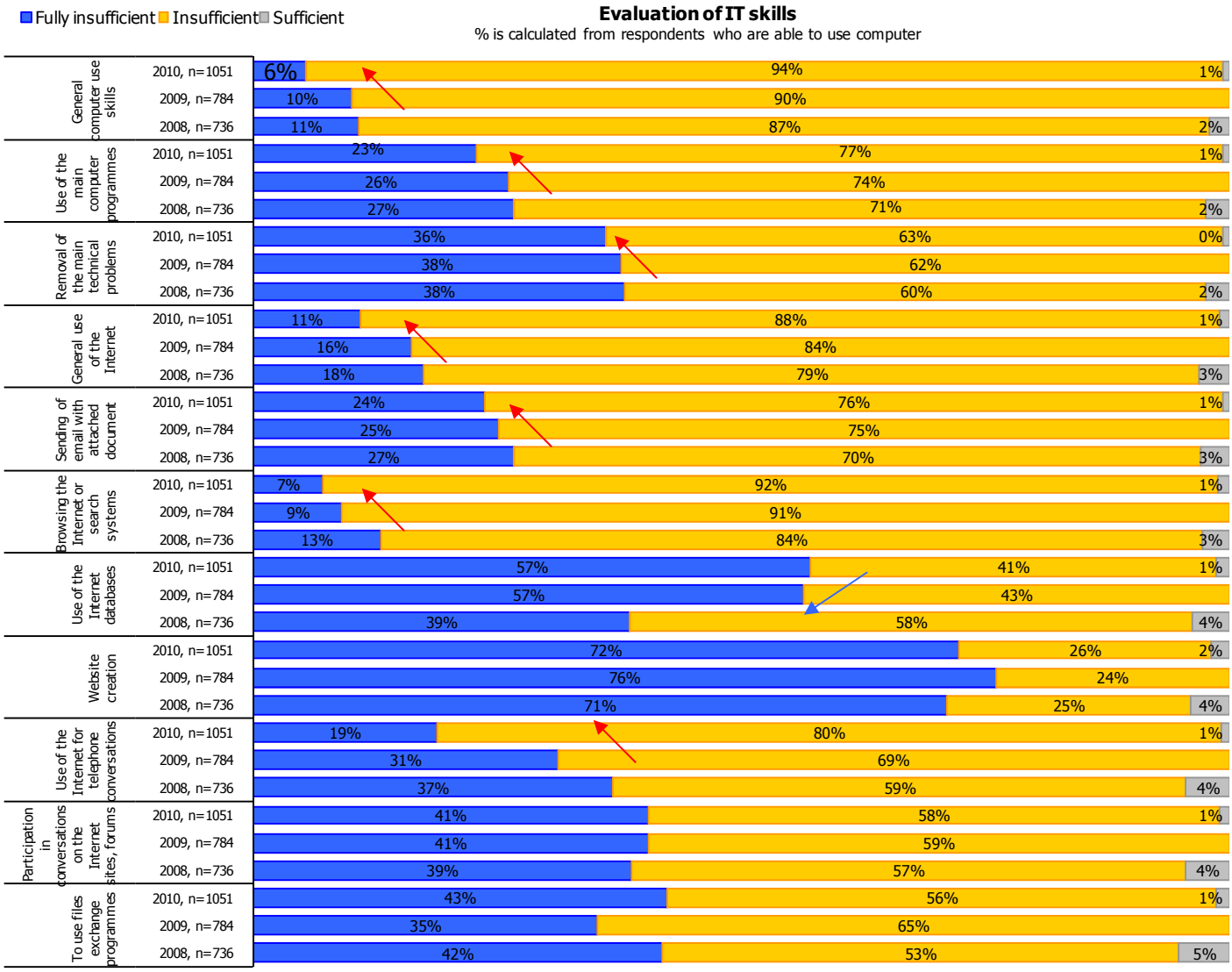
Figure 48. Assessment of the respondent's IT skills



The assessments of IT skills in many fields over the period of 2008 to 2010 have progressed in a positive direction. Particularly dramatic changes are observed in the field of computer telephony – in 2008 the Internet-based telephone calls were used by 59% of the respondents, and in 2010 – even by 80% of the respondents (Figure 49).

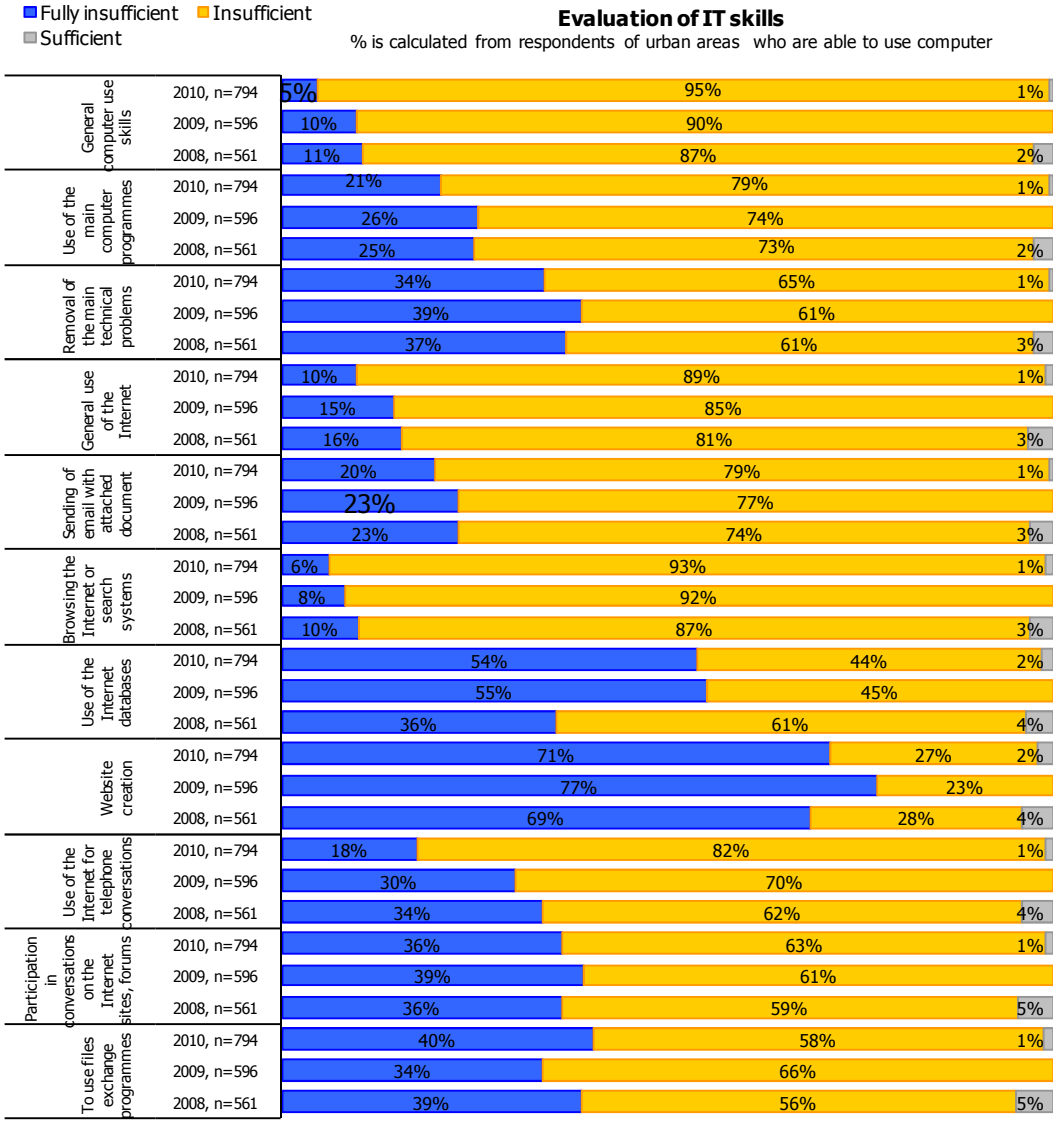
Nevertheless, there are some areas where self-assessment of the respondents' skills have decreased. In 2008, their own knowledge in the field of the use of online databases was favourably assessed by 58% of the respondents , and in 2010 – only by 41% of the respondents.

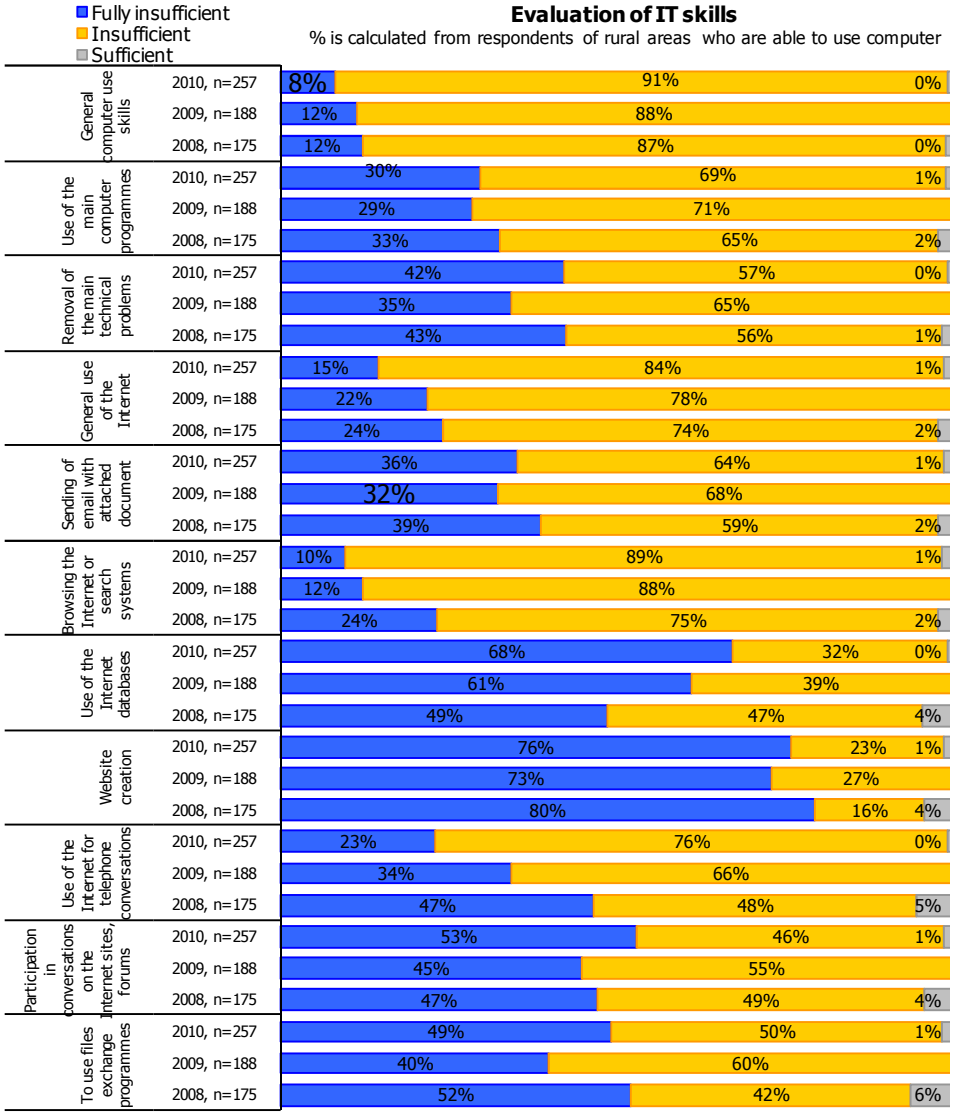
Figure 49. Assessment of the respondent's IT skills. *Comparison of 2008 to 2010*



Comparing the IT skills of the respondents in urban and rural areas, the higher skills assessments were given by urban respondents, and at the same time - the annually declining differences were observed as a general trend. For example, in 2008, the website development skills were assessed favourably by 28% of the respondents in urban areas and by 16% of the respondents in rural areas. In 2009, this figure in rural areas has already reached 27% (in urban areas – 23% of the respondents) (Figure 50).

Figure 50. Assessment of the respondent's IT skills. Comparison between rural and urban areas *of 2008 to 2010*

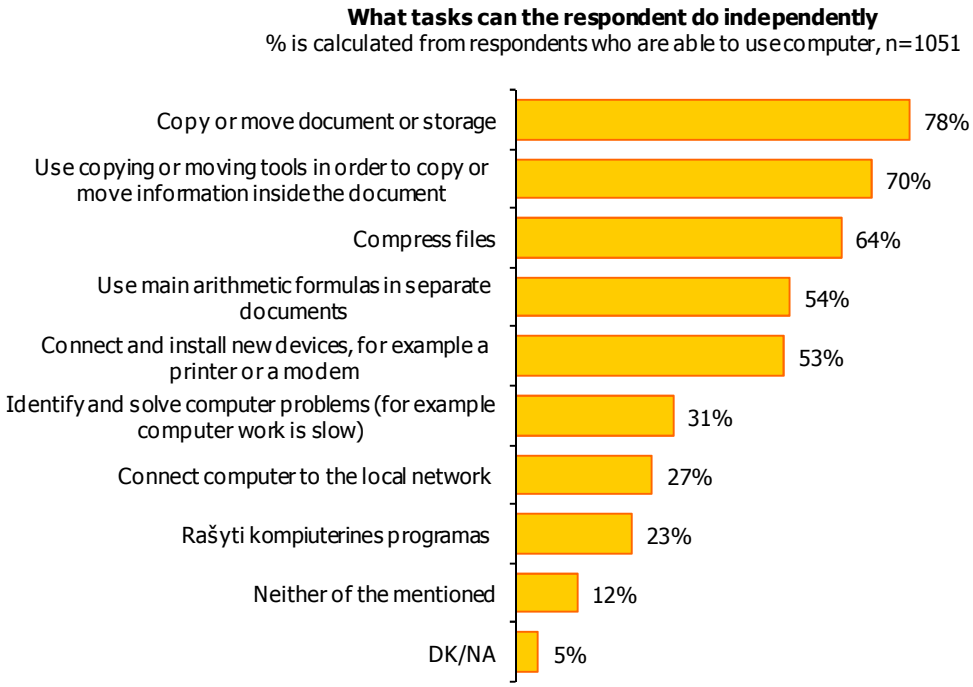




According to the data of the public opinion survey of 2010**,** 78% of the respondents are able to copy or move a document or file, 70% of the respondents are able to use text copy or transfer functions in a text editor, 64% – to compress the files, 53% – to connect and install new hardware, 54% – to use basic arithmetic formulas in individual documents, 27% – to connect computers to the local area network , 31% – to identify and solve some computer problems, 23% – to write a computer program using a programming language. None of the above mentioned operations can be performed by 12% of the respondents (Figure 51).

Better self-assessments were given by men, younger respondents (15 – 34 years old), specialists and servants, managers, students and pupils, and urban residents. Men more often (with statistical significance) stated that they can perform the following operations that require specific knowledge: write computer programs, connect computers to the local area network, to identify and solve some computer problems, and to connect new devices.

Figure 51. Tasks, that respondents can perform independently on computer



Skills of the urban respondents are higher in all IT related fields. Particularly apparent differences are observed in the abilities to use formulas in documents (difference is equal to 10 percentage points) and solve computer problems (difference is equal to 12 percentage points) (Figure 52).

Figure 52. Tasks, that respondents can perform independently on computer. *Comparison of the rural and urban areas of 2008 to 2010*.

* The right column shows the difference of self-dependent IT skills between the urban and rural respondents in 2010

5. **5. Objectives and Places of Internet Use**

The popularity of the fields and places of Internet use is discussed is the present chapter.

The Internet is most widely used in the fields of work or business activity, communication, leisure time activities, and culture. The health, education and learning, and e-government services are less popular fields of Internet use (Figure 53).

The comparison of the rural and urban areas over the period of 2008 to 2010 didn't reveal any changes in the fields of popularity (Figures 54 and 55).

Figure 53. How often do You use the Internet for the following activities?

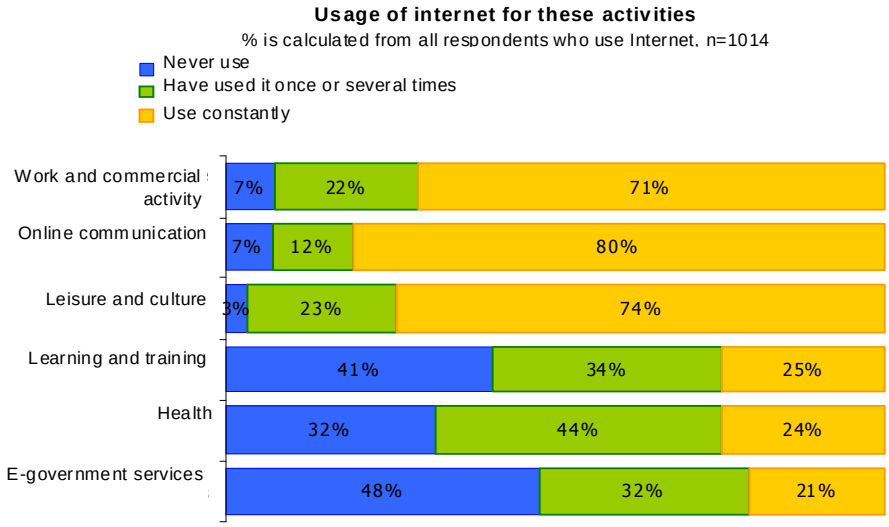


Figure 54. How often do You use the Internet for the following activities? *Comparison of 2008 to 2010*

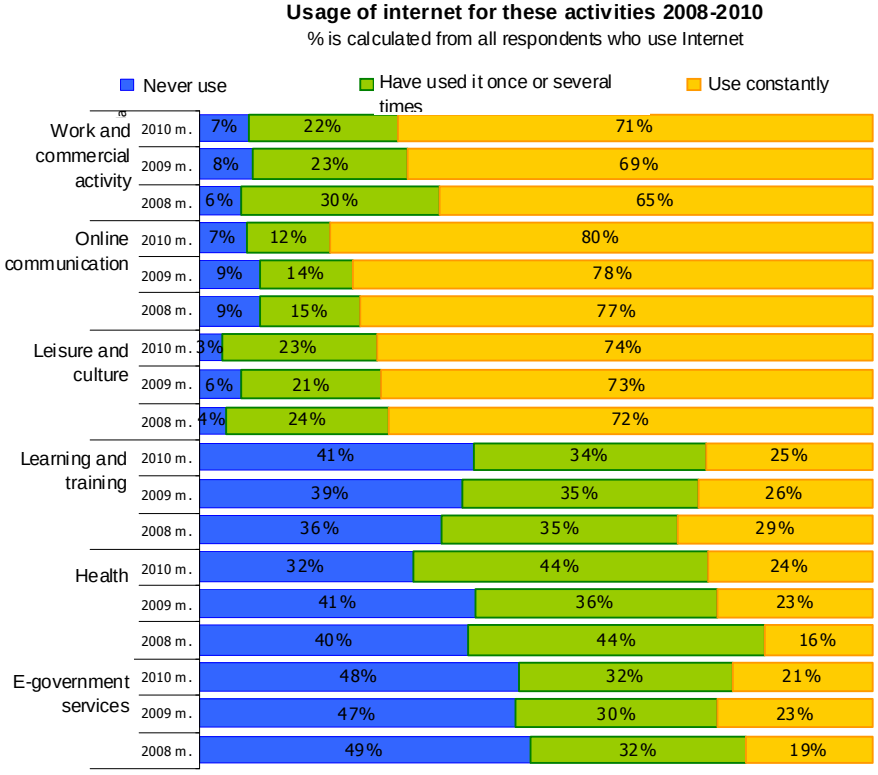
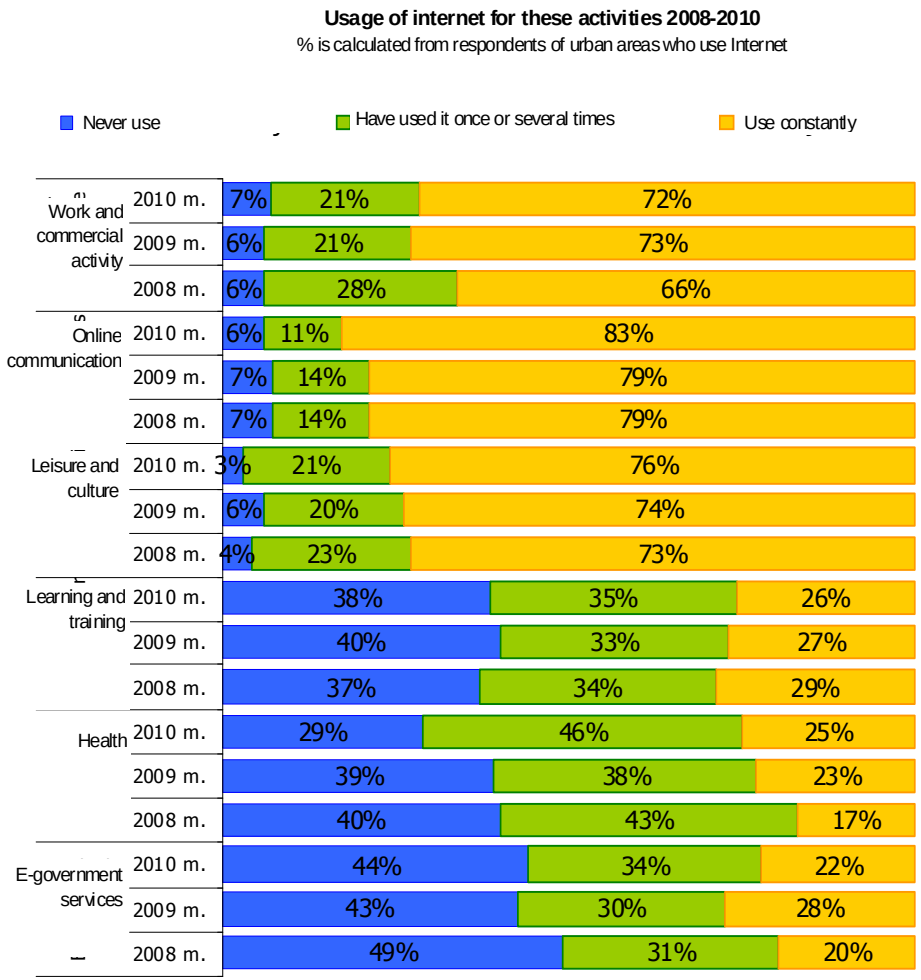
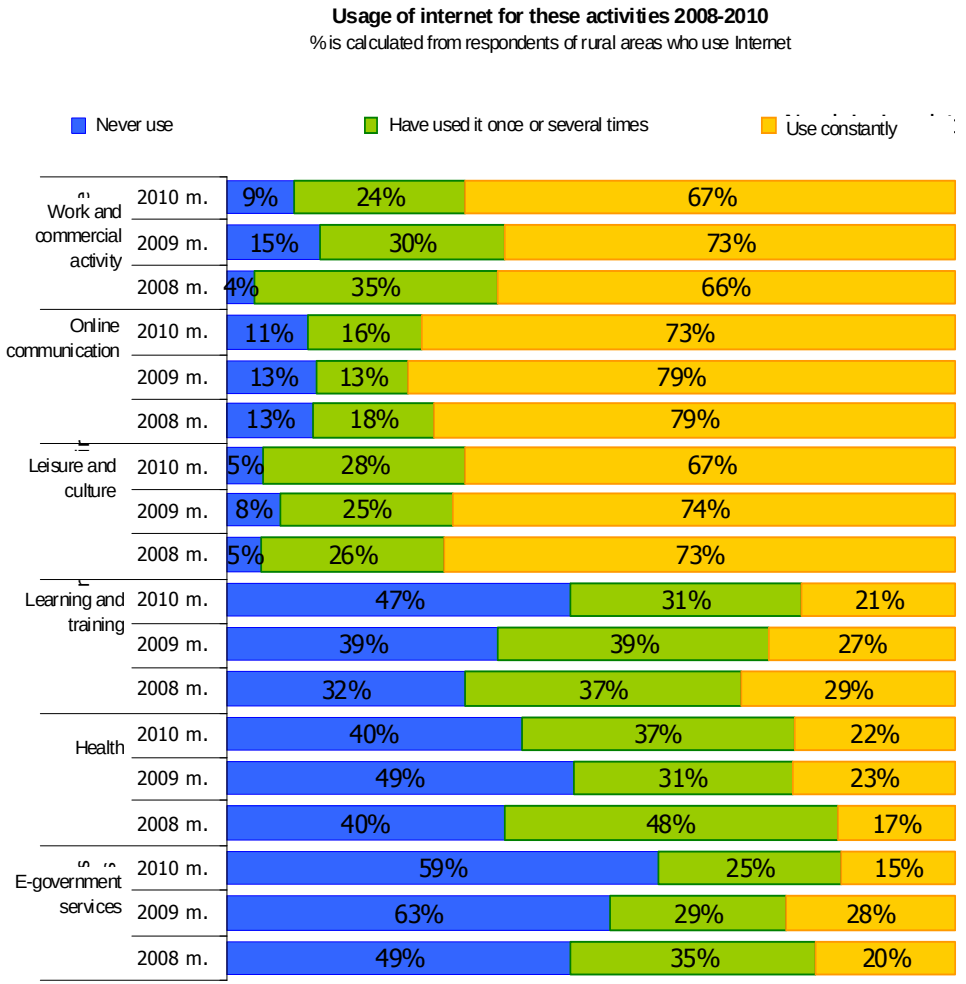


Figure 55. How often do You use the Internet for the following activities? *Comparison of the rural and urban areas of 2008 to 2010.*





5.1 ***Work and Business Activity***

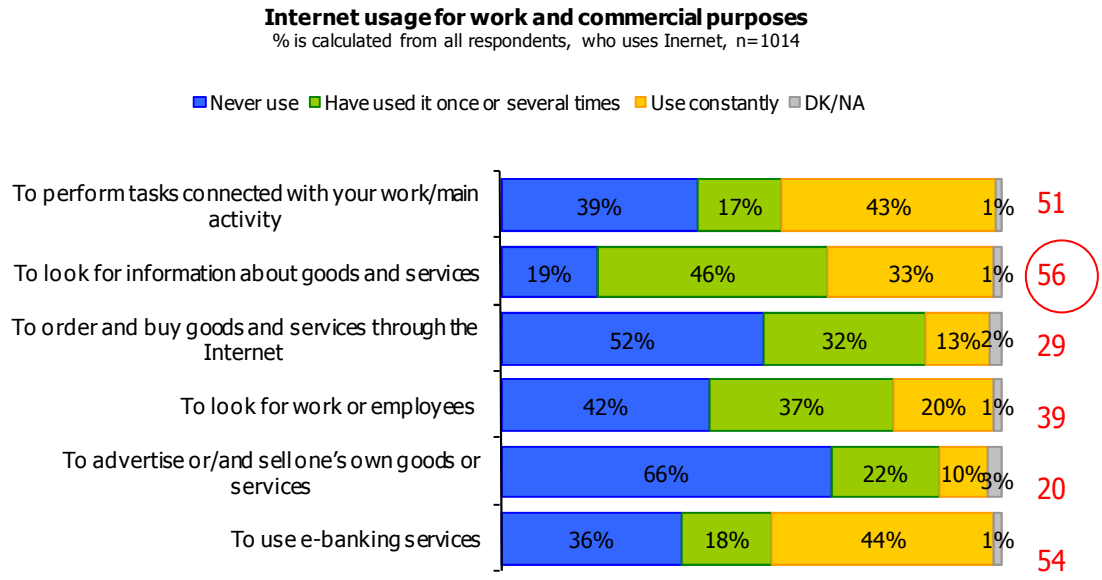
5.1.1 Work and Business Activity: Popularity of the Internet

According to the data of the public opinion survey of 2010, the online banking services (that are used by 44% of the respondents on regular basis) and activities related to direct occupation (used by 43% of respondents on regular basis) are the most popular areas of Internet use related to work and business activity.

Potentially a very important area is the search for information related to goods and services. The above mentioned Internet resources regularly are used by 33% of the respondents, but even 79% of the respondents have used the Internet for these purposes at least once or several times (this area leads the field with the lowest number of those who have never used - 19% of the respondents) (Figure 56).

The socio-demographic profile of the active Internet users in the field of work and business activity reflects the general characteristics of the active Internet user. They are the 15-44 years old respondents, the respondents with higher education, students, specialists and servants, managers, the respondents with higher income (more than 700 LTL per family member), urban (mostly metropolitan) residents.

Figure 56. How often do You use the Internet for work and business purposes?

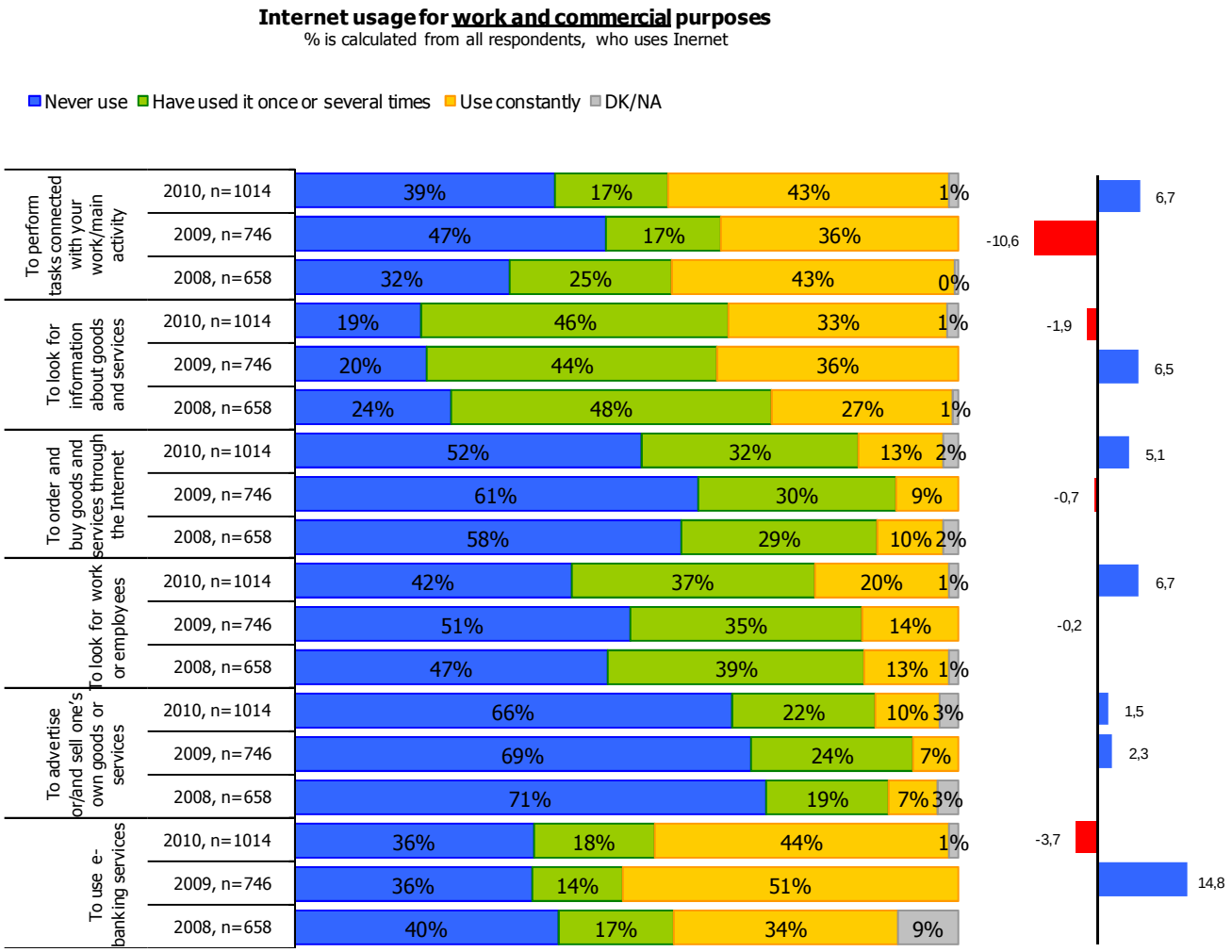


*** The right column shows the engagement factor** [9]

[9] A range scale with different assessment intervals has been used to measure the frequency of Internet use, so calculation of the average assessments and its interpretation would not be accurate. In order to reflect the popularity of the particular field in a more clear and vivid way, an implicit value - engagement factor that was obtained by summing weighted response rate, has been used. The conditional weights are the following: "used a few times" - 0.5, "used continuously" – 1. This way, the frequency of use is = "Used once or several times" X 0.5 + "Using continuously".

Evaluating the changes in Internet use for work and business purposes over the period of 2008 to 2010, the previously described (↑*Internet use at Work*) regression of Internet use in the field, related to direct professional activity, is also observed. The biggest downturn in the use (-10.6 percentage points) was measured in the survey of 2009, but in 2010 a partial recovery was observed (+6.7 percentage points). Different situation is observed in the use of the online banking services. A balance of assessment shows the obvious increase in popularity of this area (+14.8 percentage points) over the period of 2008 to 2009, but over the period of 2009 to 2010 these changes became negative (-3.7 percentage points) (Figure 58).

Figure 58. How often do You use the Internet for work and business purposes? *Comparison of 2008 to 2010*



*. Right column shows the balance of the field popularity that reveals the changes in the engagement, comparing it with the previous period. The positive *balance* means a growth of comparative indicators over the period, compared to the previous period, and the negative balance shows a decrease of the indicators. *The balance* that is close or equal to 0 means that the changes compared with previous years were not observed. [10]

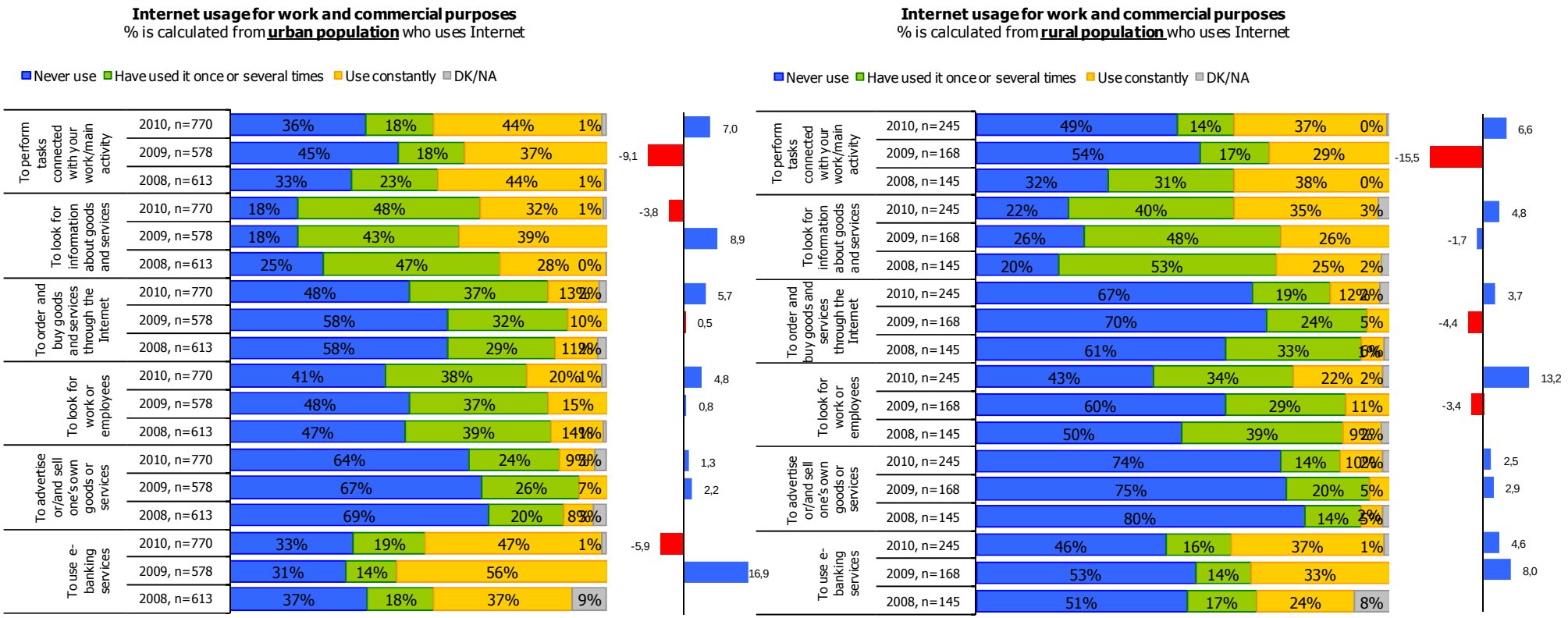
[10] For more information see Chapter 1.2. "Methodological remarks"

Some differences in urban and rural areas were observed over the period of 2008 to 2010.

General use of the Internet for work and business purposes is more common in urban areas, but the differences are decreasing annually. Over the period of 2009 to 2010, the popularity of search for information on goods and services has increased in rural areas, but decreased in the cities (respectively, -3.8 percentage points in urban and +4.8 percentage points in rural areas).

In rural areas, the use of the online banking services has grown over the period of 2009 to 2010, compared with the urban areas (+4.8 percentage points), where the balance in urban areas was negative (-5.9 percentage points) (Figure 58).

Figure 58. How often do You use the Internet for work and business purposes? *Comparison of the rural and urban areas of 2008 to 2010.*

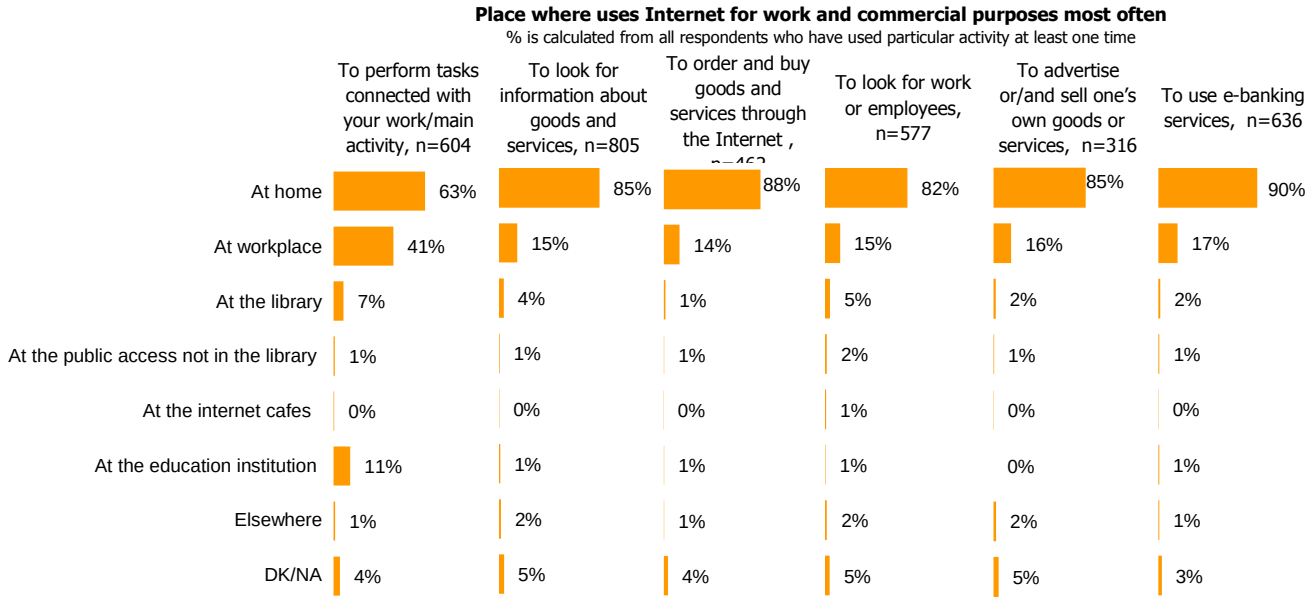


* Right column shows the balance of the field popularity that reveals the changes in the engagement, comparing it with the previous period. The positive *balance* means a growth of comparative indicators over the period, compared to the previous period, and the negative balance shows a decrease of the indicators. *The balance* that is close or equal to 0 means that the changes compared with previous years were not observed.

5.1.2 Work and Business Activity: Places of Internet Use

A survey of Lithuanian population of 2010 has showed that the most popular place of Internet use for work and business purposes is home. Home is the most popular place even having in mind the work and tasks, related to the main activity (at home – 63%, at work - 41%) (Figure 59).

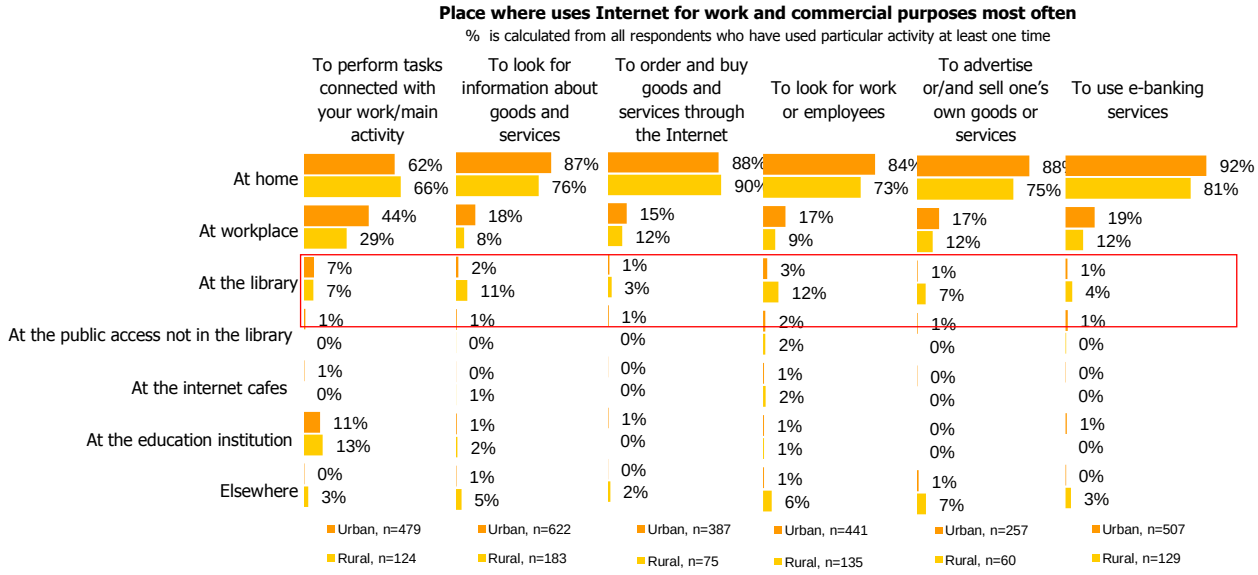
Figure 59. Work and business activity: places of Internet usage



The similar trends are observed by comparing the places of Internet use in urban and rural areas (according to the data of the public opinion survey of 2010). The main "base" for Internet use is home – here the Internet is used for all activities. At work, the Internet for work and business related purposes only is more frequently used by urban residents.

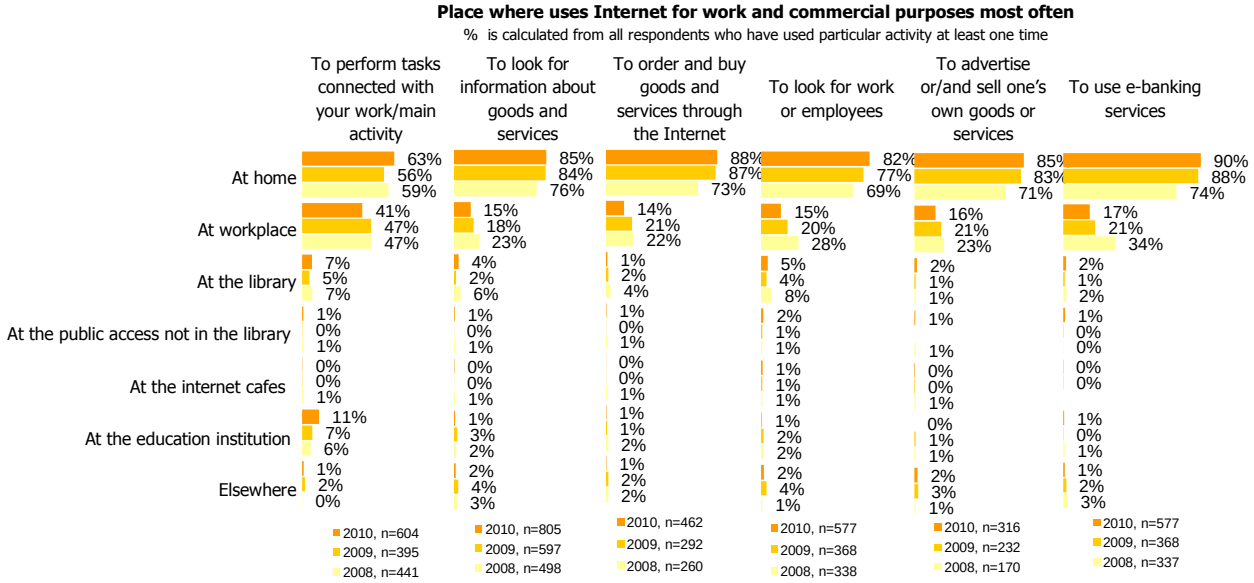
The Internet for work and business activities at the public libraries is more frequently used in rural areas. The rural libraries take the lead as the place of Internet use in all fields, except for the direct occupation and the main activity (Figure 60).

Figure 60. Work and business activity: places of Internet usage. *Comparison of rural and urban areas*



The most popular places of Internet use for work and business activities remain almost unchanged over the period of 2008 to 2010: these places are home and workplace. Again, the spread of the Internet related activities is observed in households (especially over the period of 2008 to 2009), as well as, the declined popularity of Internet use for activities at the workplace not related to direct occupation[11] is observed (i.e., the use of online banking services have decreased from 34% in 2008 to 17% in 2010) (Figure 61).

Figure 61. Work and business activity: places of Internet use. *2008 – Comparison of 2008 to 2010*



[11] Internet use for direct work activities has remained almost unchanged

5.2 Online Communication

5.2.1 Online Communication: Popularity of the Internet

According to the data of the public opinion survey of 2010, e-mail - the most popular online communication tool - is regularly used by 70% of the respondents, once or several times it was used by 13% of the respondents, and never used by 16% of the respondents. The Internet for this purpose more frequently is used by the youngest respondents (15-35 years old), respondents with higher education, as well as, by specialists and managers, and metropolitan residents.

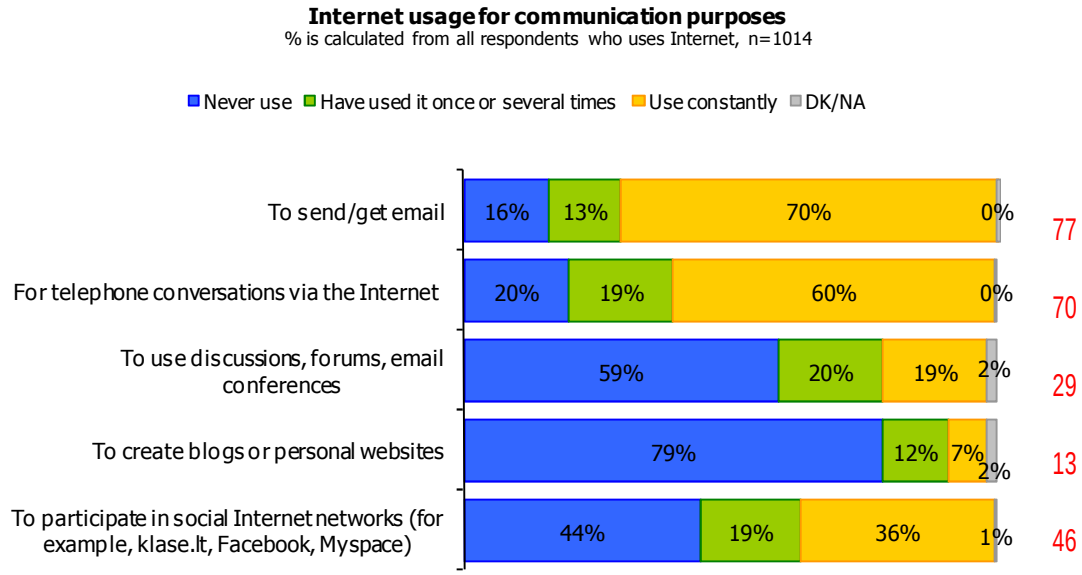
Internet -based telephony is gaining popularity rapidly. Internet-based phone conversations were regularly used by 60% of the respondents, sometimes – by 19% of the respondents, and never used – by 20% of the respondents. The Internet-based telephony is more frequently used by the youngest respondents (15-24 years old), urban residents, students and pupils.

Discussion forums and mailing lists were regularly used by 19% of the respondents, sometimes – by 20% of the respondents, and never used – by 59% of the respondents. More frequently these tools were used by the youngest respondents (15-24 years old), urban residents, students and pupils.

Blogs are actively developed by 7% of the respondents, sometimes – by 12% of the respondents. More frequently blogs are used by the youngest respondents (15-24 years old), urban residents, students and pupils.

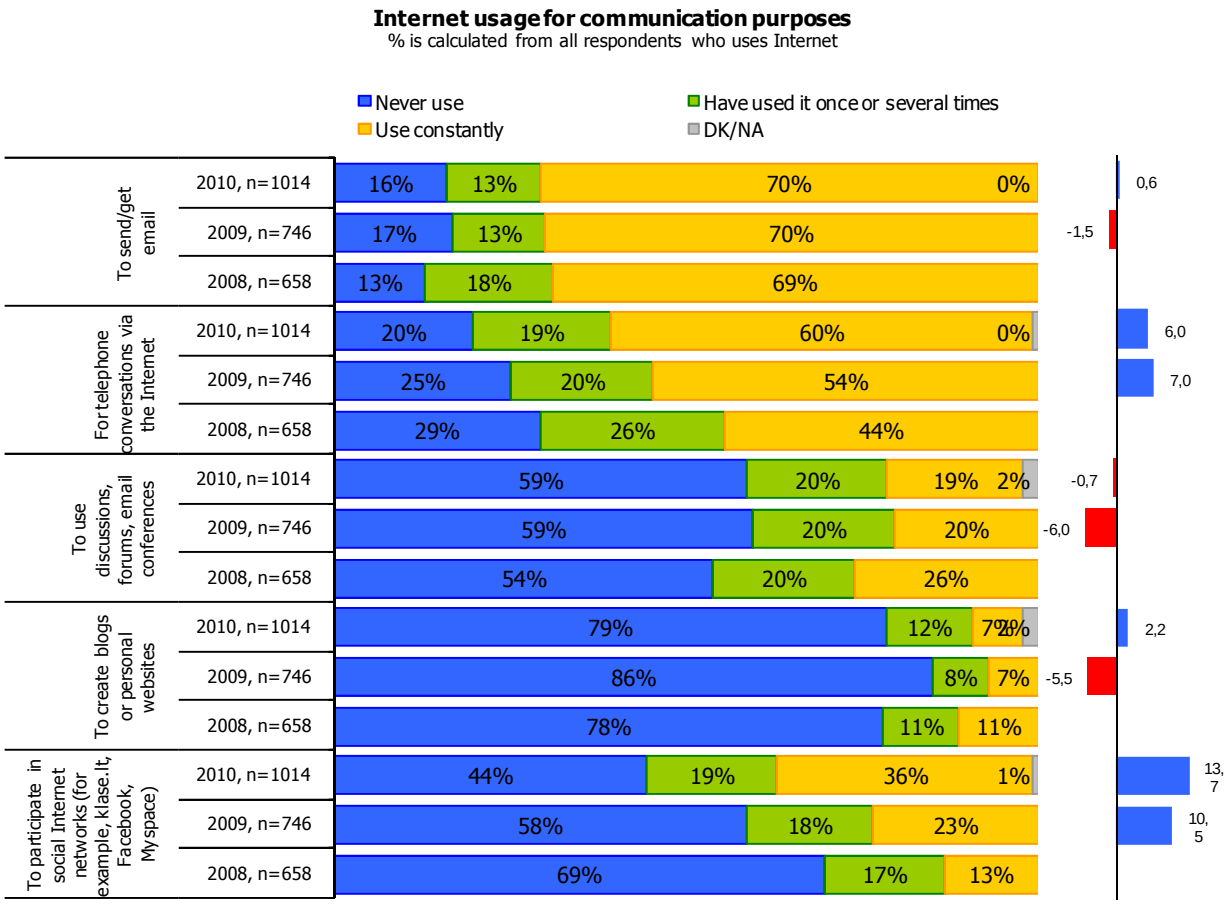
Online social networks were regularly used by 36% of the respondents, sometimes – by 19% of the respondents, and never used – by 44% of the respondents. This tool that is rapidly gaining popularity is used more frequently by the respondents of 15 to 34 years old and urban citizens (Figure 62).

Figure 62. How often do you use the Internet for communication purposes?



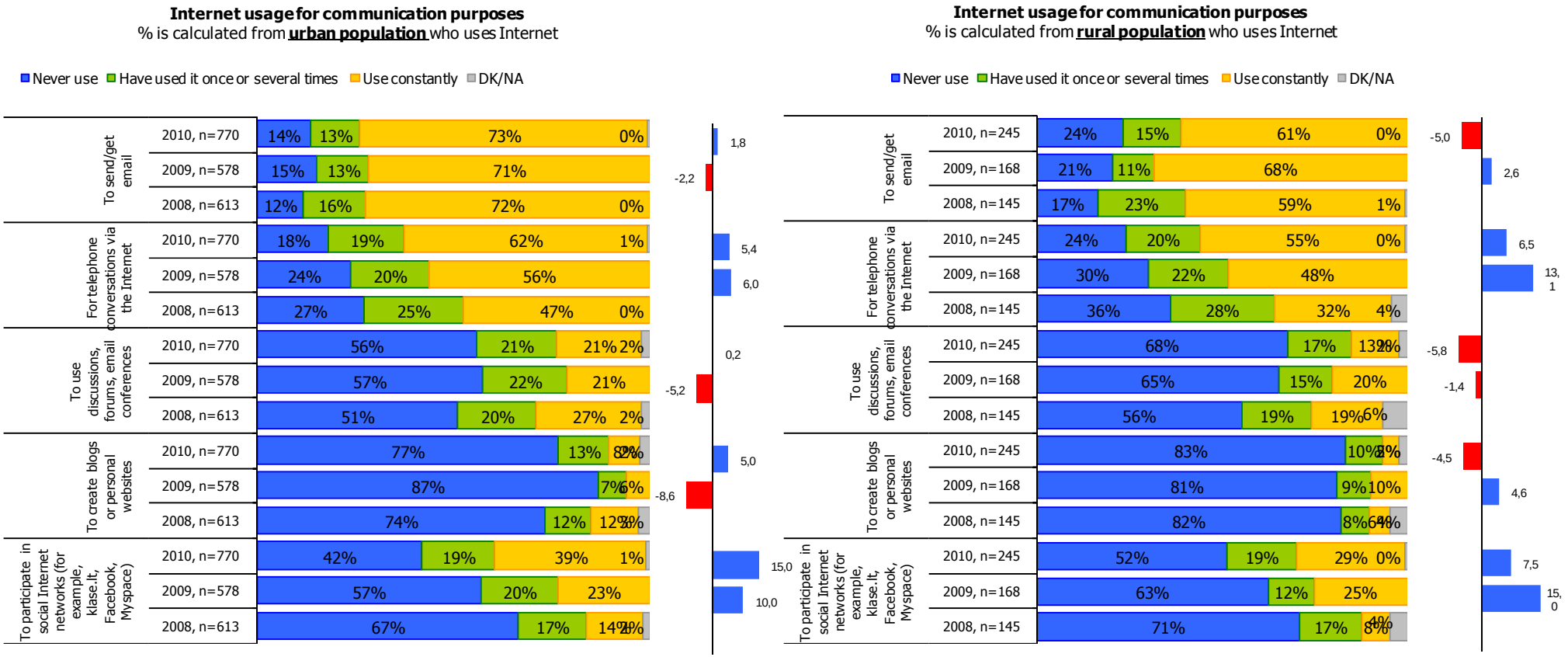
A quite significant growth in popularity of the social sites (that are regularly used by 13% of the respondents in 2008, by 23% of the respondents in 2009, and by 36% of the respondents in 2010), and the Internet -based telephony (regularly used by 44% of the respondents in 2008, by 54% of the respondents in 2009, and by 60% of the respondents in 2010) has been observed over the period of 2008 to 2010. The popularity of discussion forums and WebPages development has decreased in 2009 (compared with 2008) and in 2010 remained at the level of 2009 (Figure 63).

Figure 63. How often do You use the Internet for communication purposes? *Comparison of 2008 to 2010*



A more rapid growth in popularity of the Internet-based telephony in rural areas was observed over the period of 2008 to 2010 by comparing the survey results in rural and urban branches (in 2009 the proportion of regular users has increased even by 16 percentage points: from 32% in 2008 to 48% in 2010) (Figure 64).

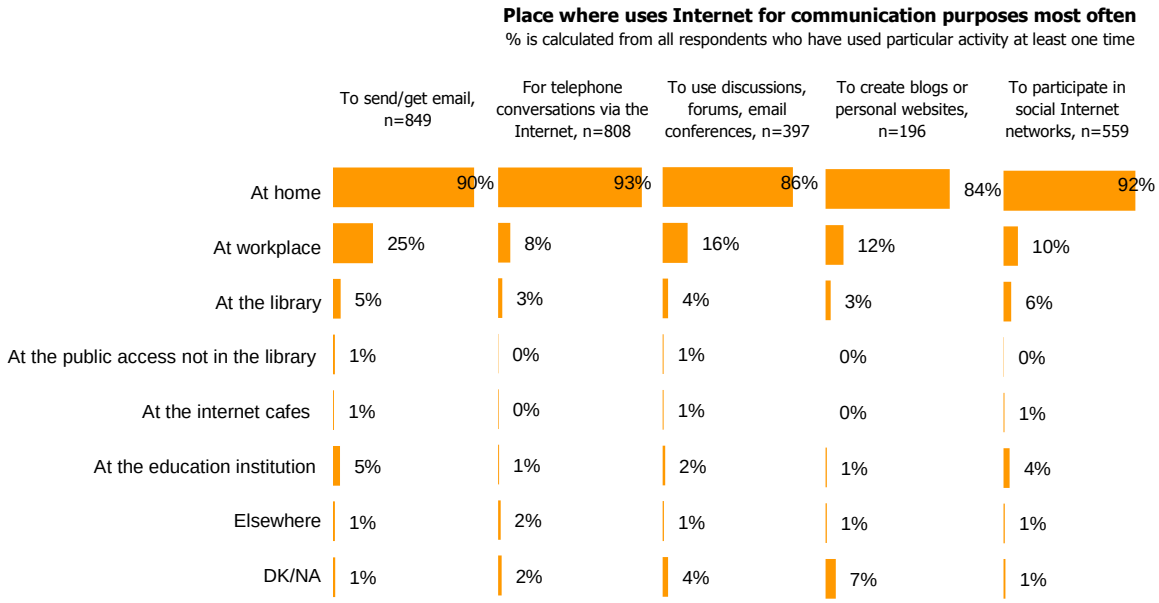
Figure 64. How often do You use the Internet for communication purposes? *Comparison of 2008 to 2010*



5.2.2 Online Communication: Places of Internet Use

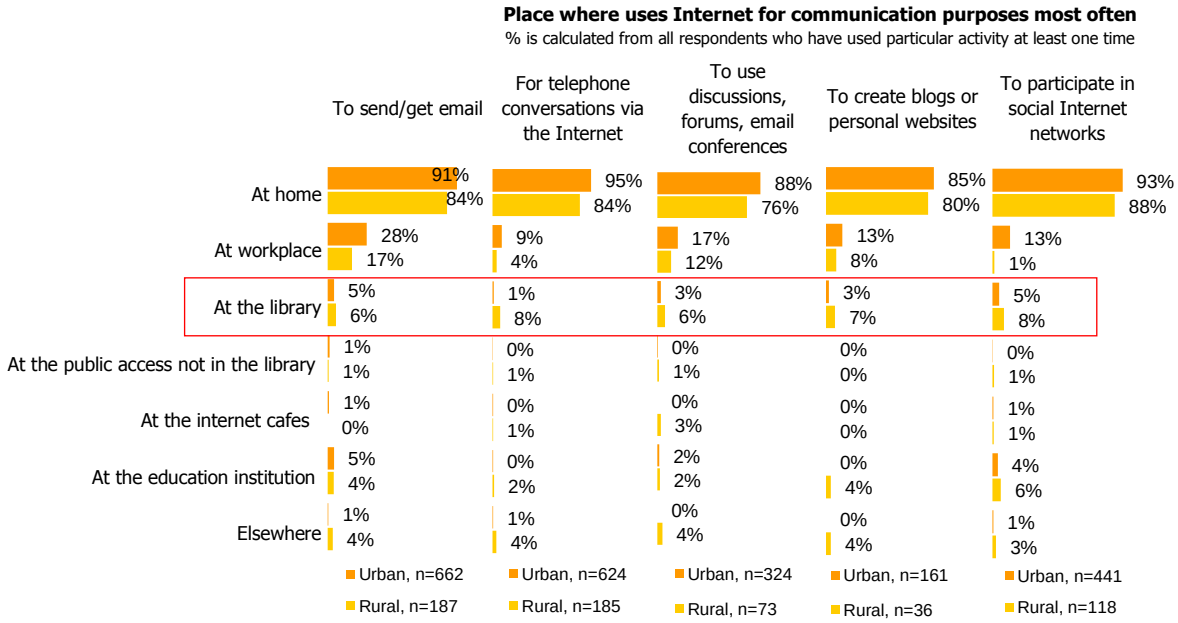
According to the data of the public opinion survey of 2010, the Internet for communication purposes is more often used at home (the Internet is used at home for various areas of communication by 84% to 93% of the respondents). The workplace – the second most popular place – is mentioned 7-9 times less (e-mail with 25% of the users at work constitutes an exception). (Figure 65).

Figure 65. Communication: places of Internet use



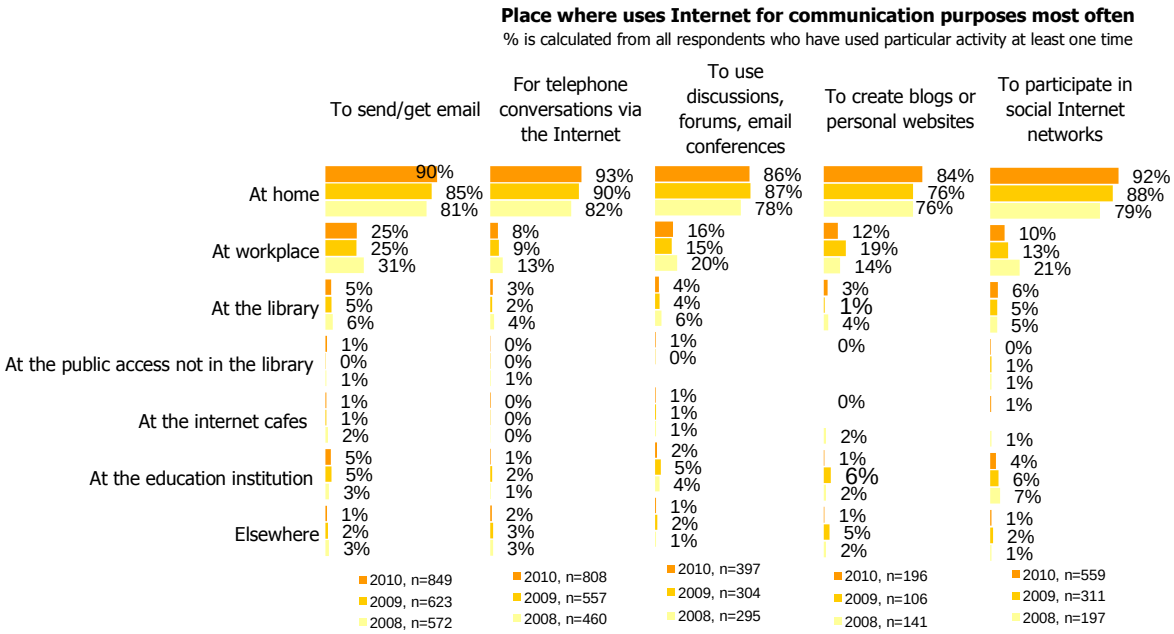
Comparing the rural and urban areas, it can be stated that all online forms of communication at home and at work were used more often by urban residents. Comparing the use of the Internet for communication purposes at the libraries, an opposite view is observed, because the rural libraries take the lead in this area (Figure 66).

Figure 66. Communication: places of Internet use, *Comparison of rural and urban areas*



No significant changes in the use of the Internet for communication purposes occurred over the period of 2008 to 2010, even a gradual expansion of Internet use for communication purposes at home and a respective stagnation (or even decline) at the workplace is observed (Figure 67).

Figure 67. Communication: places of Internet use . *2008 – Comparison of 2008 to 2010*



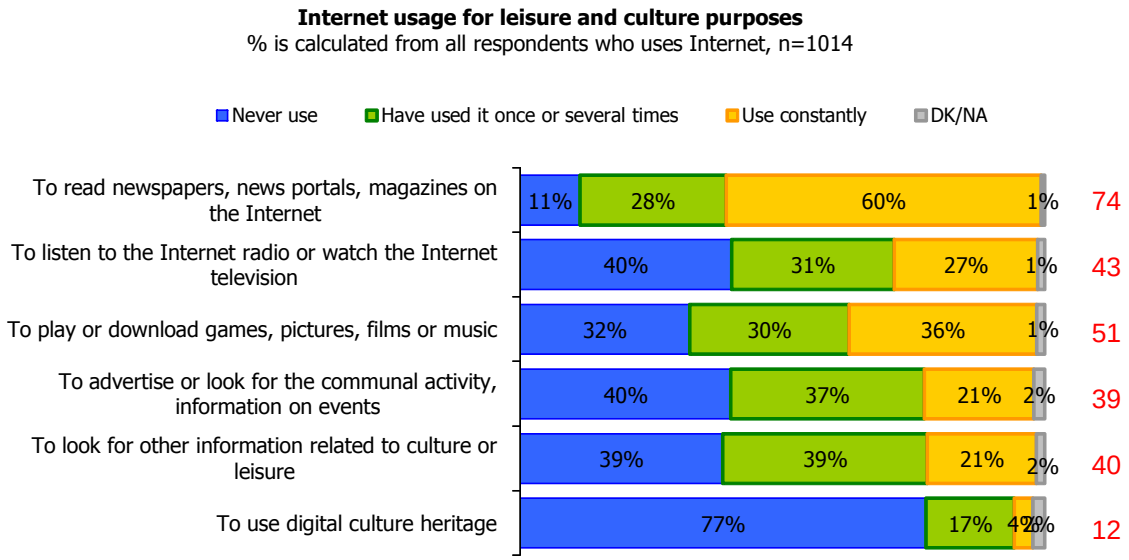
5.3 Leisure Time and Culture

5.3 Leisure Time and Culture: Popularity of the Internet

According to the data of the public opinion survey of 2010, the most popular Internet activity, related to leisure time and culture, is online reading of newspaper and news portals. 60% of the respondents, who use the Internet, do it regularly. The second most popular leisure time activity is downloading of games and playing online, as well as downloading of video or music (36% of regular users). Listening to the radio or watching Internet TV is the third most popular leisure time Internet activity (Figure 68).

The Internet for leisure time activities and cultural purposes is more often used by the younger respondents, respondents with higher education, specialists, higher-income respondents, and urban residents. Game playing and downloading of music and movies is more typical of the younger respondents (15–24 years old), students and pupils.

Figure 68. How often do You use the Internet for leisure time activities and cultural purposes?



Internet use for cultural purposes over the period of 2008 to 2010 have changed insignificantly. The only significant change in 2010 is a decreased interest in cultural or leisure-related information (in 2009 – 30%, in 2010 – 21%). (Figure 69).

Figure 69. How often do You use the Internet for leisure time activities and cultural purposes? *Comparison of 2008 to 2010*

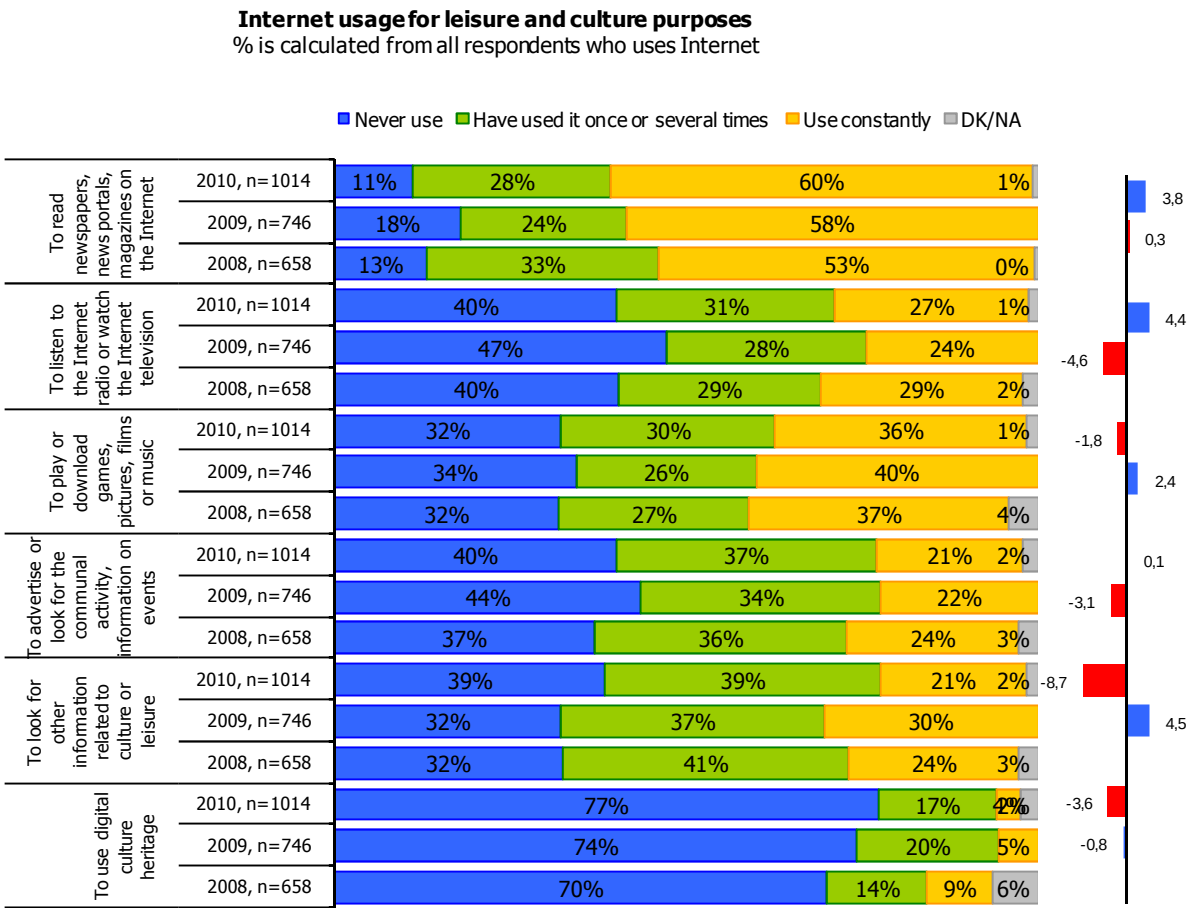
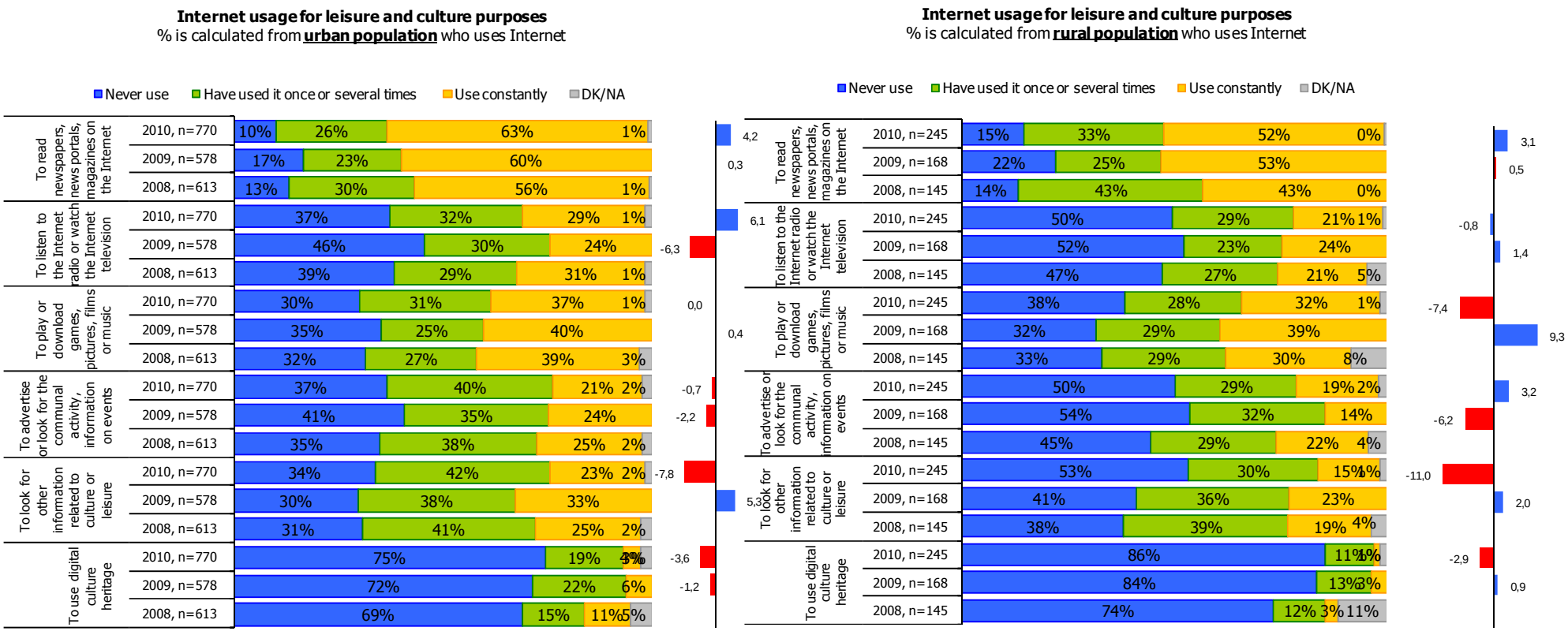


Figure 70. How often do You use the Internet for leisure time activities and cultural purposes? *Comparison of the rural and urban areas of 2008 to 2010.*

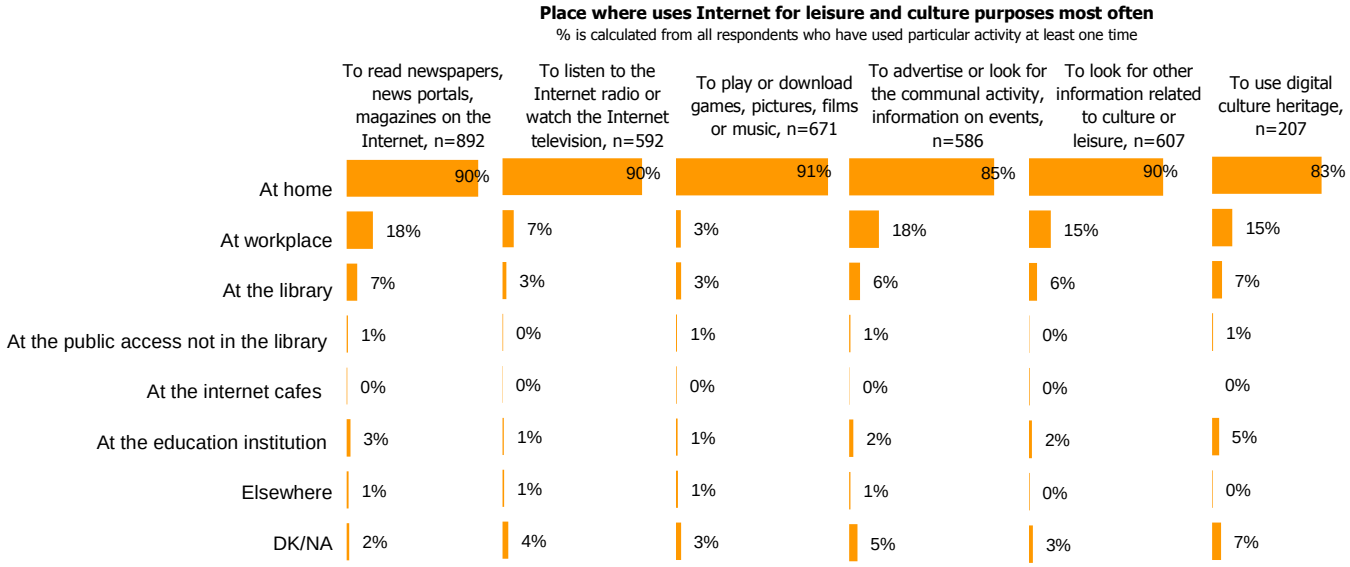


5.3 Leisure Time and Culture: Places of Internet Use

According to the data of the public opinion survey of 2010, the Internet for leisure time activities and cultural purposes is more often used at home (the Internet is used at home for various areas of communication by 85% – 93% of the respondents).

Almost every sixth respondent uses Internet at the workplace for leisure time activities and cultural purposes (a popularity of games, Internet radio and Internet TV is lower) (Figure 71).

Figure 71. Leisure time and culture: places of Internet use



Differences in Internet use for leisure time activities and cultural purposes in urban and rural areas are similar to those described above: urban areas take the lead according to Internet use at home, and the rural areas – according to Internet use at the public libraries. Especially obvious are the differences between rural and urban libraries in the use of the Internet resources for communal activities, for information search on events (5% in urban areas and 14% in rural areas), and for reading the news portals (5% in urban areas and 13% in rural areas). (Figure 72).

The preferred places of Internet use for leisure time activities and cultural purposes have remained unchanged over the period of 2008 to 2010 (Figure 73).

Figure 72. Leisure time and culture: Internet use at the library. *Comparison of the rural and urban areas of 2009 to 2010.*

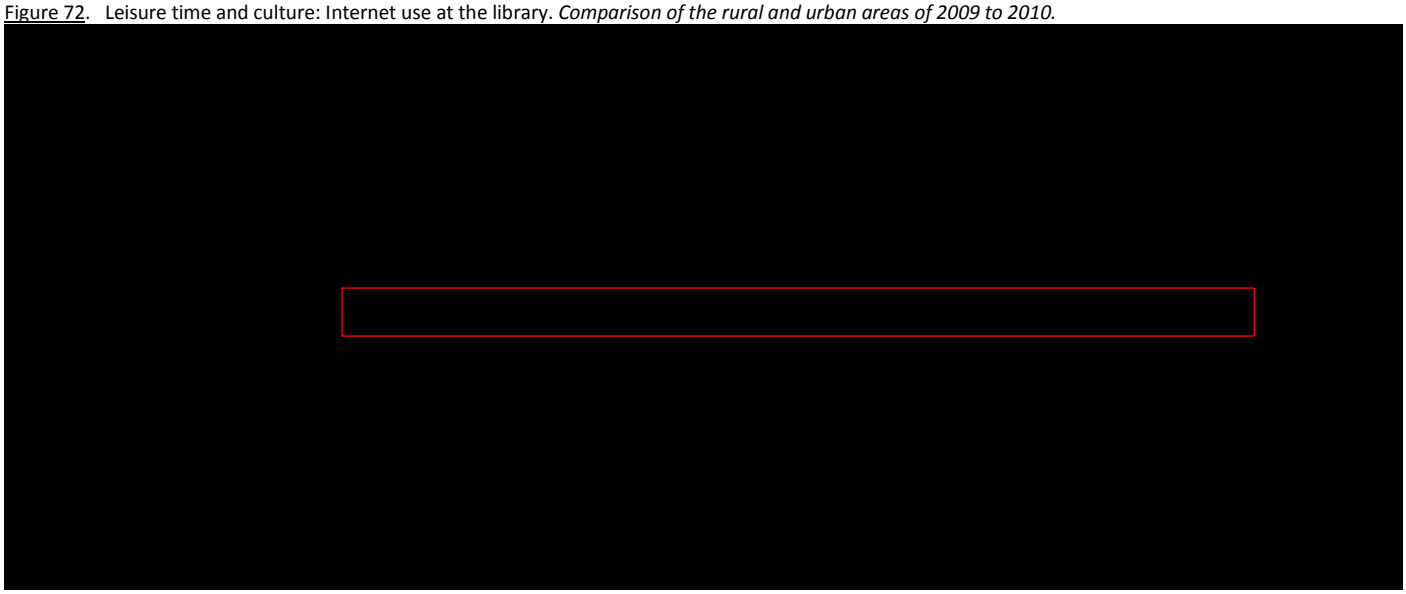
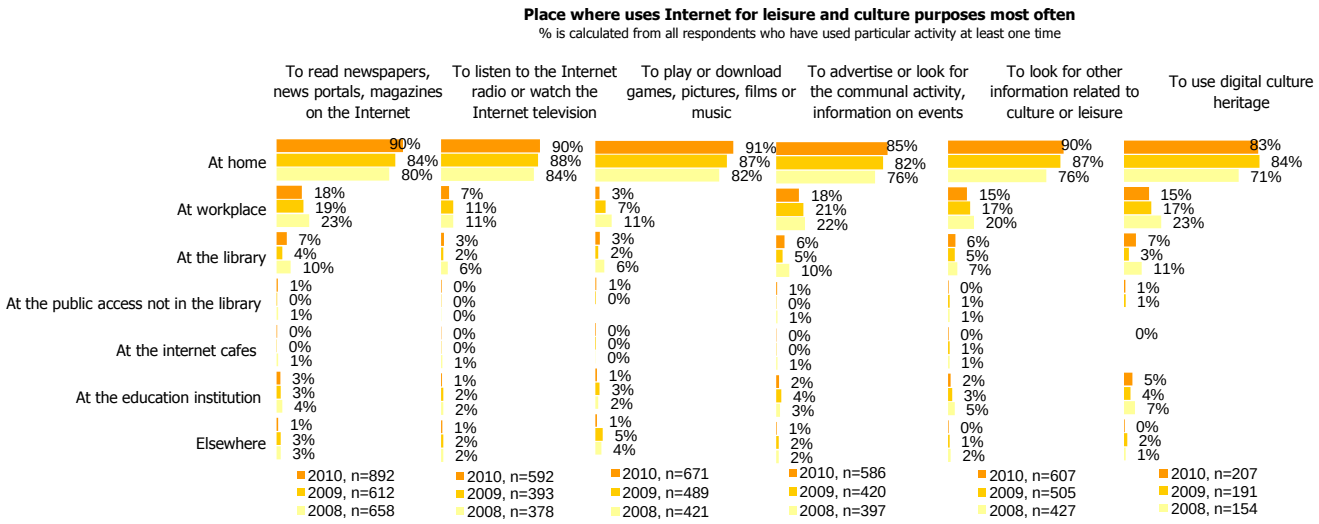


Figure 73. Leisure time and culture: Internet use at the library. *Comparison of 2008 to 2010*

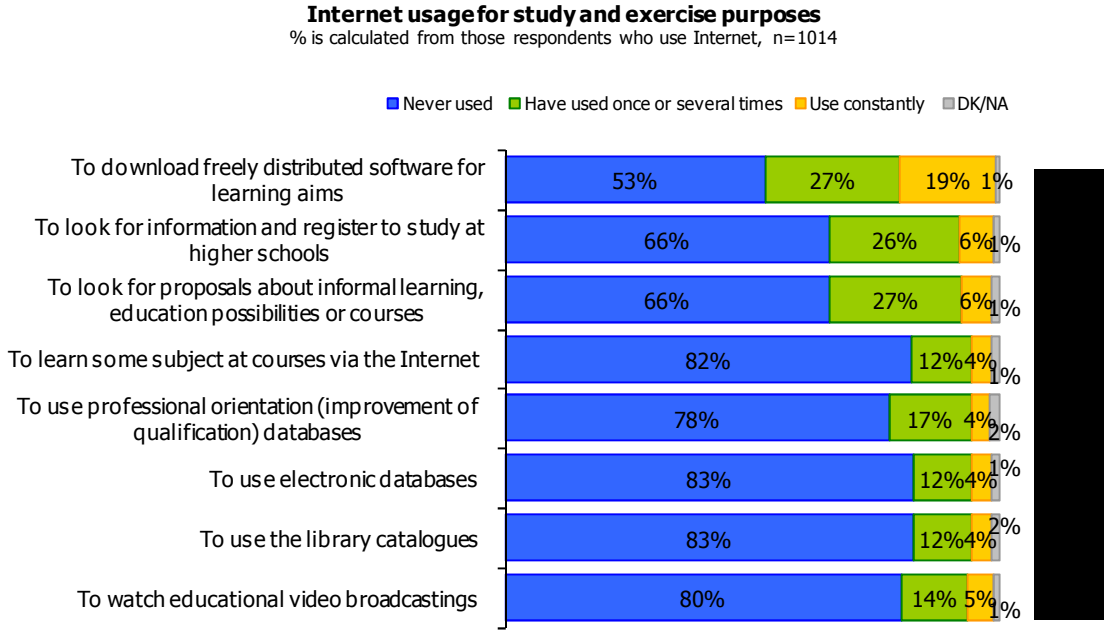


5.4. Learning and Education

5.4. Learning and Education: Popularity of the Internet

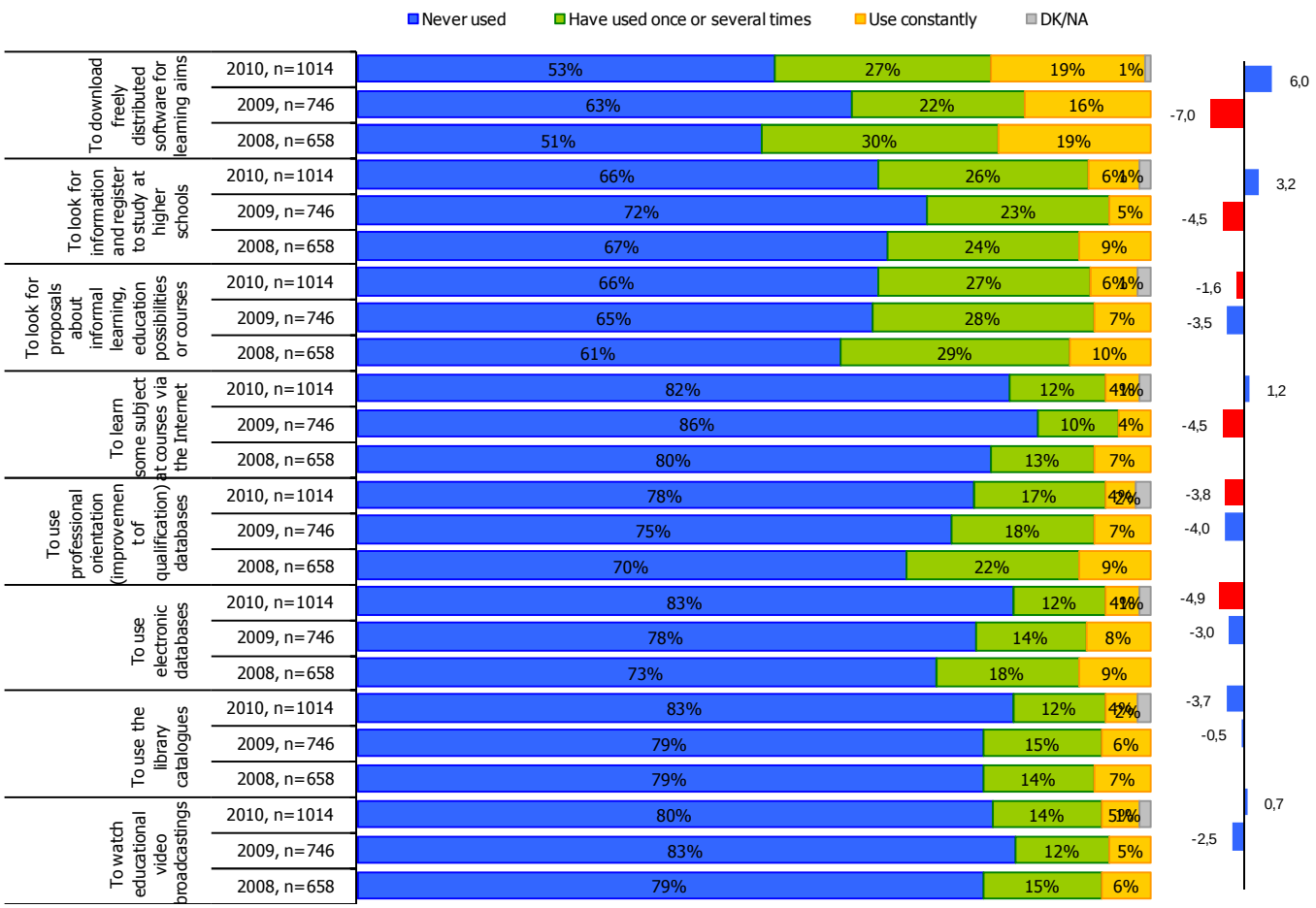
According to the data of the public opinion survey of 2010, the downloading of free software that is required for learning objectives is the most popular use of the Internet for education and learning purposes. The software, intended for learning objectives, is regularly downloaded by 19% of the respondents, sometimes – by 27% of the respondents. For this purpose the Internet is more frequently used by the youngest respondents (15-24 years old), students and pupils. Other Internet resources intended for education and learning are not popular (some of them, such as information, related to studying at the high school, is quite specific and intended for a narrow audience) (Figure 74).

Figure 74. How often do you use the Internet for learning and educational purposes?



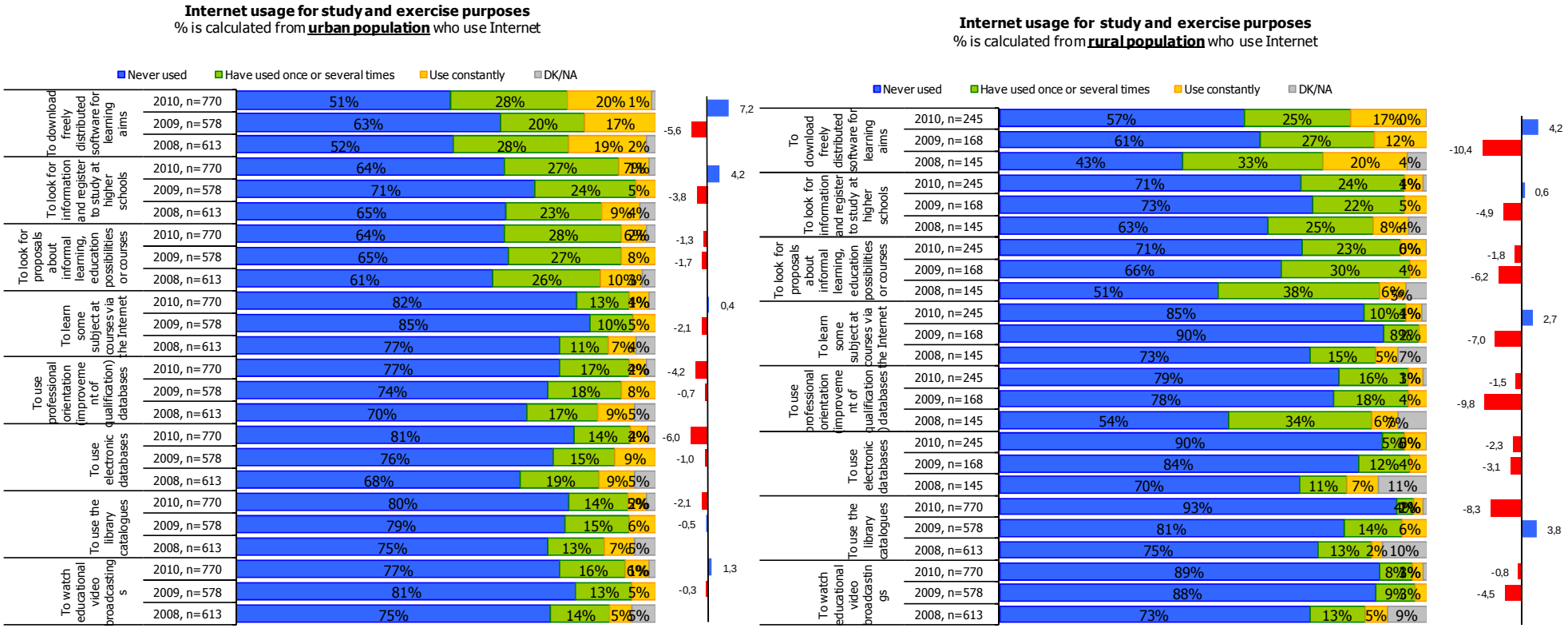
Over the period of 2008 to 2010, the popularity of the use of the Internet resources for education and learning purposes remain almost unchanged (Figure 75).

Figure 75. How often do You use the Internet for learning and educational purposes? *Comparison of 2008 to 2010*



Internet use for learning and educational purposes is very similar between urban and rural residents (Figure 76). As was already mentioned, the scientific Internet resources have quite a specific group of the users – they are the respondents of 15 – 24 years old, students and pupils.

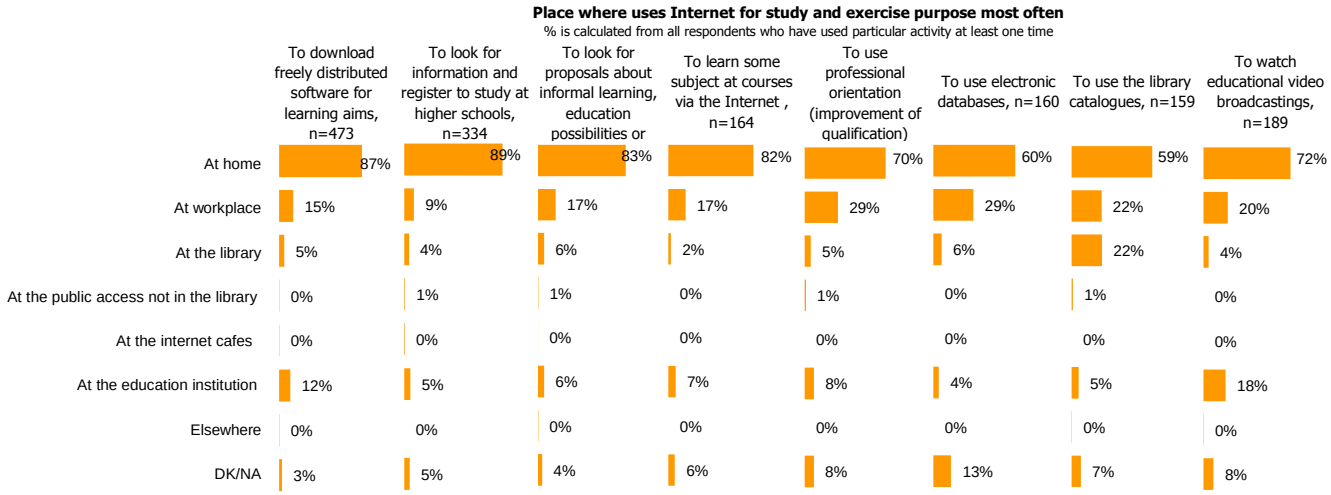
Figure 76. How often do You use the Internet for learning and educational purposes? *Comparison of the rural and urban areas of 2008 to 2010.*



5.4.2 Learning and Education: Places of Internet Use

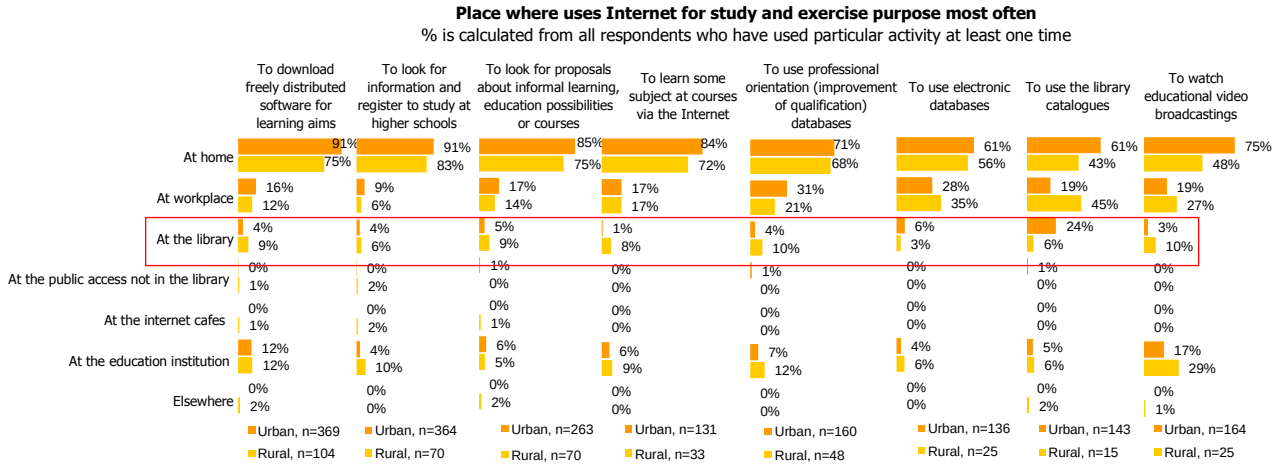
The majority of respondents use the Internet for learning and educational purposes at home (from 59% to 89% of respondents, depending on the area), but the gap between the Internet access at home and other places in the field of learning and education is not so apparent as in the above mentioned cases. The Internet databases (LITLEX, etc.) are often used at work (29%), the educational video broadcasts - at work (by 20% of the respondents) and at the educational institutions (by 18% o the respondents). At the libraries, mostly the resources of the online publications catalogue are used (used by 22% of the respondents) (Figure 77).

Figure 77. Learning and education: places of Internet use



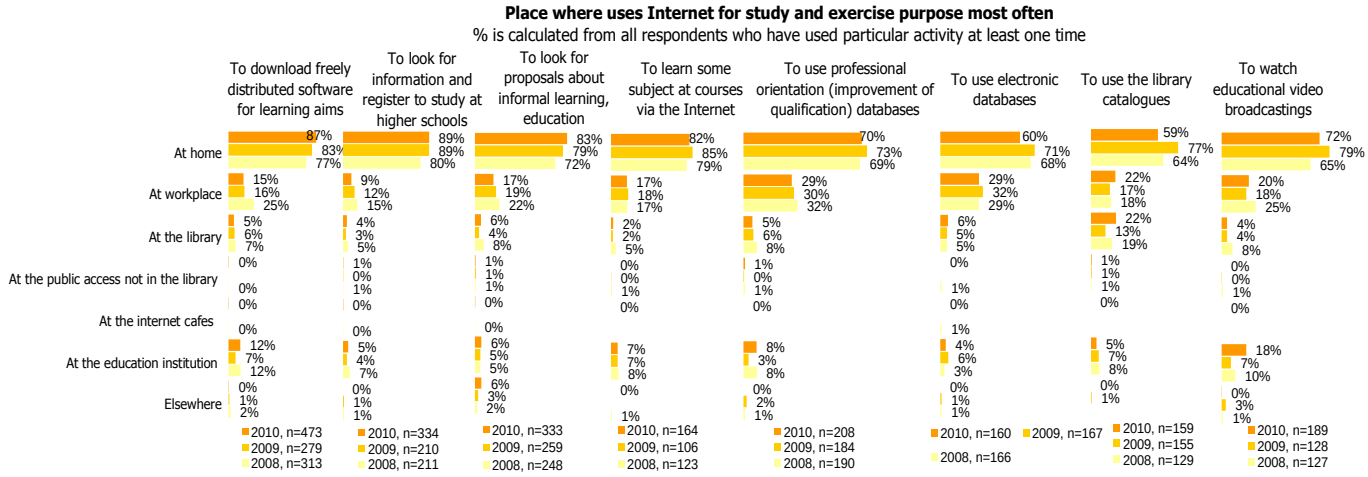
The public Internet access points at the rural libraries are actively exploited for online training courses (used by 1% of the respondents in urban areas, and by 8% of the respondents in rural areas), and for the use of vocational orientation and qualification improvement databases (used by 4% of the respondents in urban areas, and by 10% of the respondents in rural areas). The urban libraries exceed the rural libraries by using online library catalogues (used by 24% of the respondents in urban areas, and by 6% of the respondents in rural areas) (Figure 78).

Figure 78. Learning and education: Internet use at the library. *Comparison of rural and urban areas*



Over the period of 2008 to 2010, there are no significant changes in choosing the place for the use of the educational resources (Figure 79).

Figure 79. Learning and education: Internet use at the library. *Comparison of 2008 to 2010*



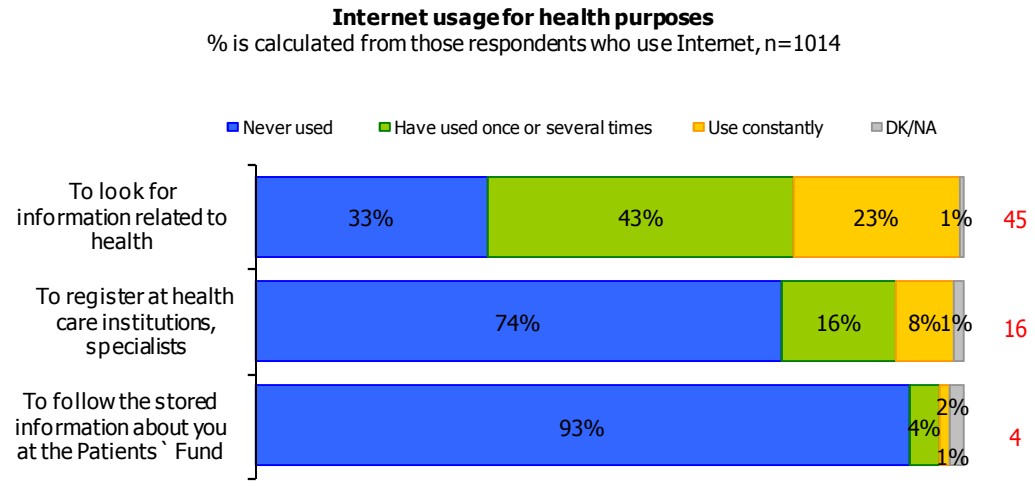
5.5 Health

5.5.1 Health: Popularity of the Internet

According to the data of the public opinion survey of 2010, the most popular area of Internet use in the field of health is a search for health-related information (regularly used by 23% of the respondents). The online registration service to register in a healthcare institution or for a visit to the specialists is used regularly by 8% of the respondents. A search for information on sickness funds is unpopular - regularly used only by 2% of the respondents (Figure 80).

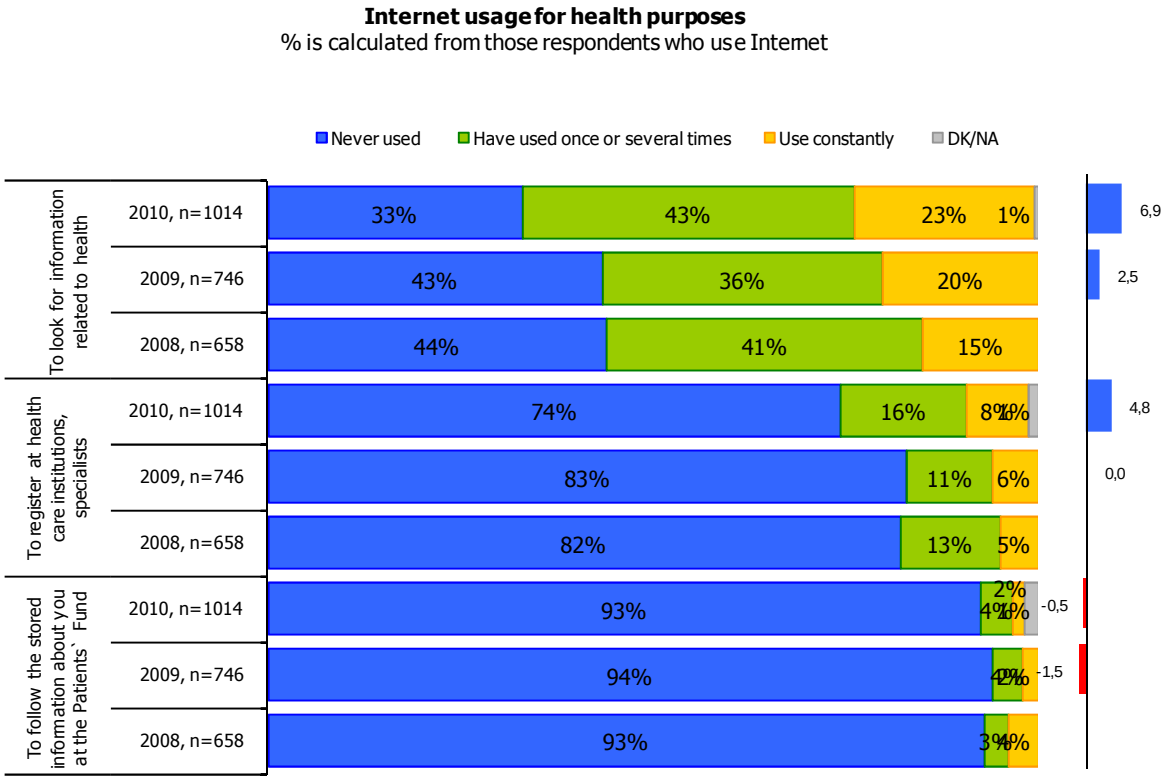
The health-related Internet resources are used by women more often (especially by housewives and those who are on maternity leave), and by persons with higher education.

Figure 80. How often do You use the Internet for health-related purposes?



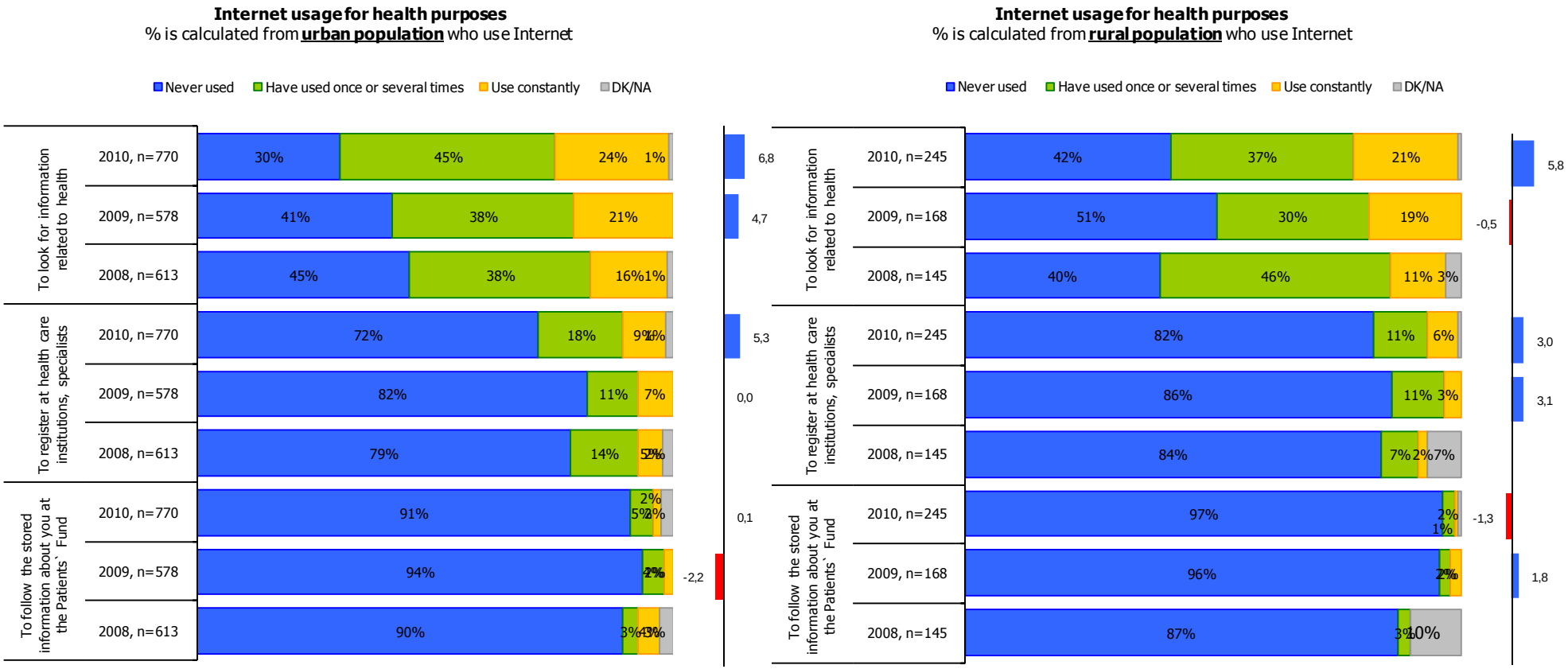
Over the period of 2008 to 2010, a growth in popularity of health-related information is observed (in 2008 this information was regularly used by 15% of the respondents, in 2009 – by 20 % of the respondents, in 2010 – by 23% of the respondents). In 2010, the popularity of the online specialist registration was also increased (Figure 81).

Figure 81. How often do You use the Internet for health-related purposes at the library? *Comparison of 2008 to 2010*



The activity of the rural and urban residents, in terms of using the health-related information resources, is similar (Figure 82).

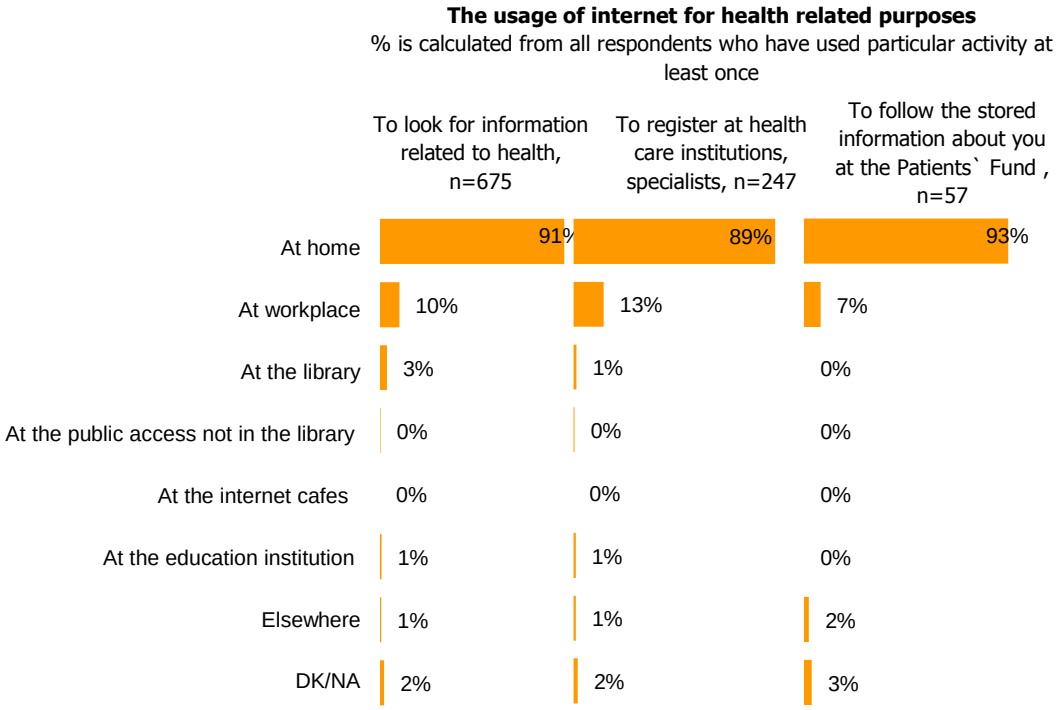
Figure 82. How often do You use the Internet for health-related purposes at the library? *Comparison of rural and urban areas*



5.5.2 Health: Places of Internet Use

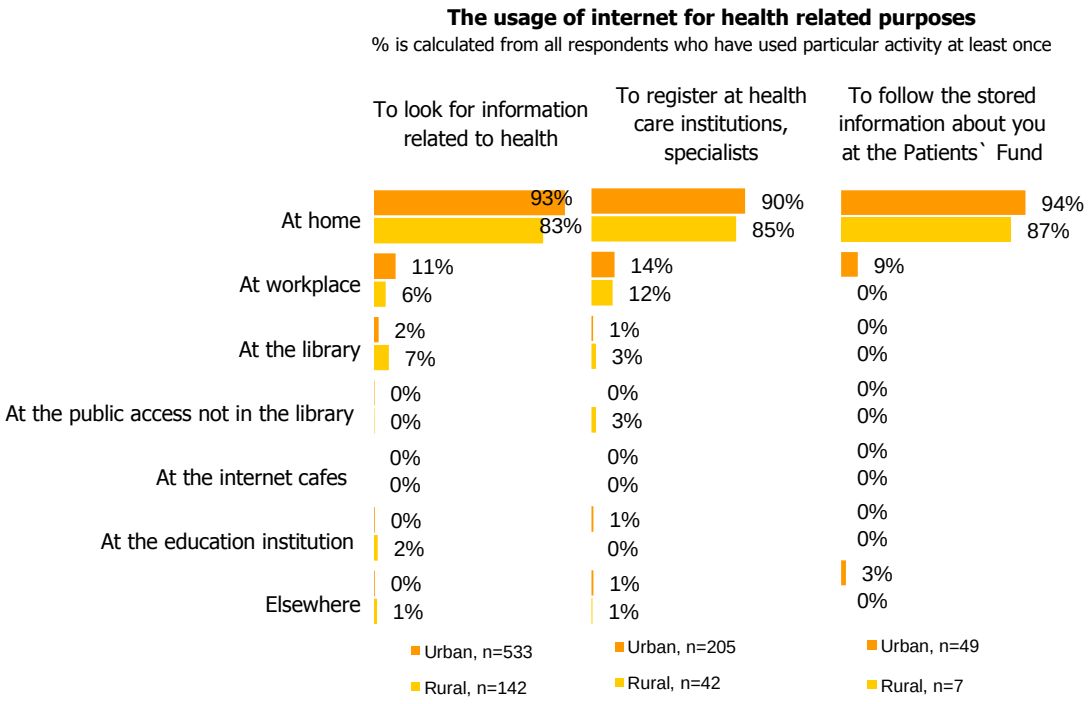
A search for health-related information is mainly performed from the home computer (Figure 83).

Figure 83. The health-related purposes: places of Internet use



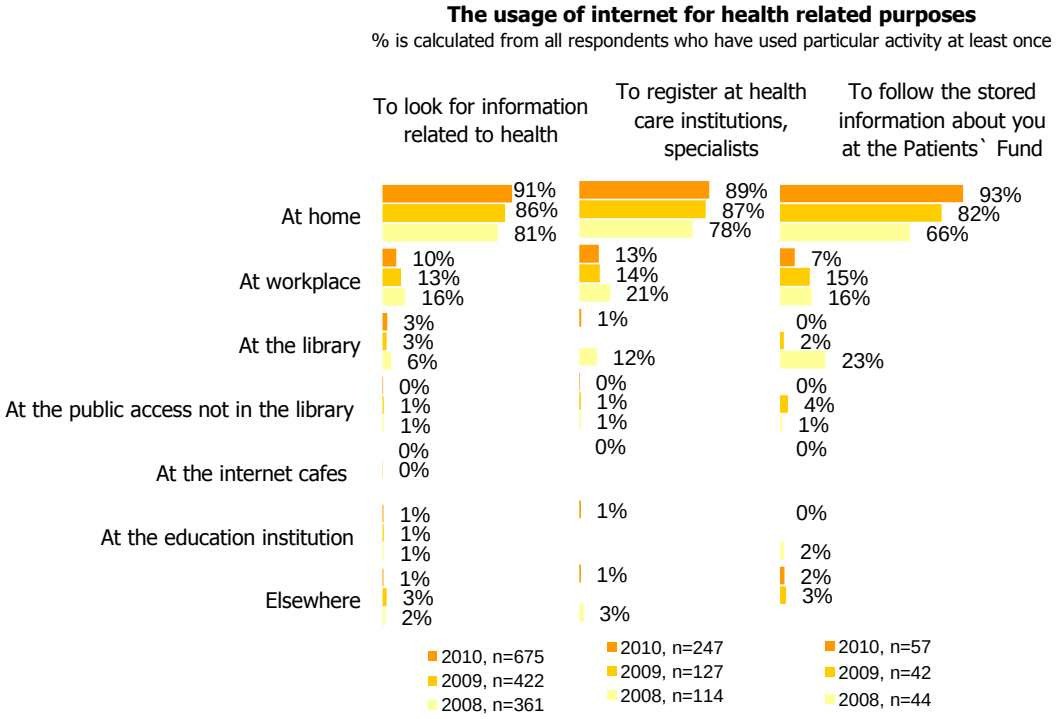
The search for health-related information is more often performed at the Internet access points of the city branches (7% in urban areas and 2% in rural areas) (Figure 84).

Figure 84. The health-related purposes: Internet use at the library. *Comparison of rural and urban areas*



Over the period of 2008 to 2010, the following general trend was observed: Internet use for health-related purposes at home is gaining popularity, and its use at the workplaces is declining (Figure 85).

Figure 85. The health-related purposes: Internet use at the library. *Comparison of 2008 to 2010*



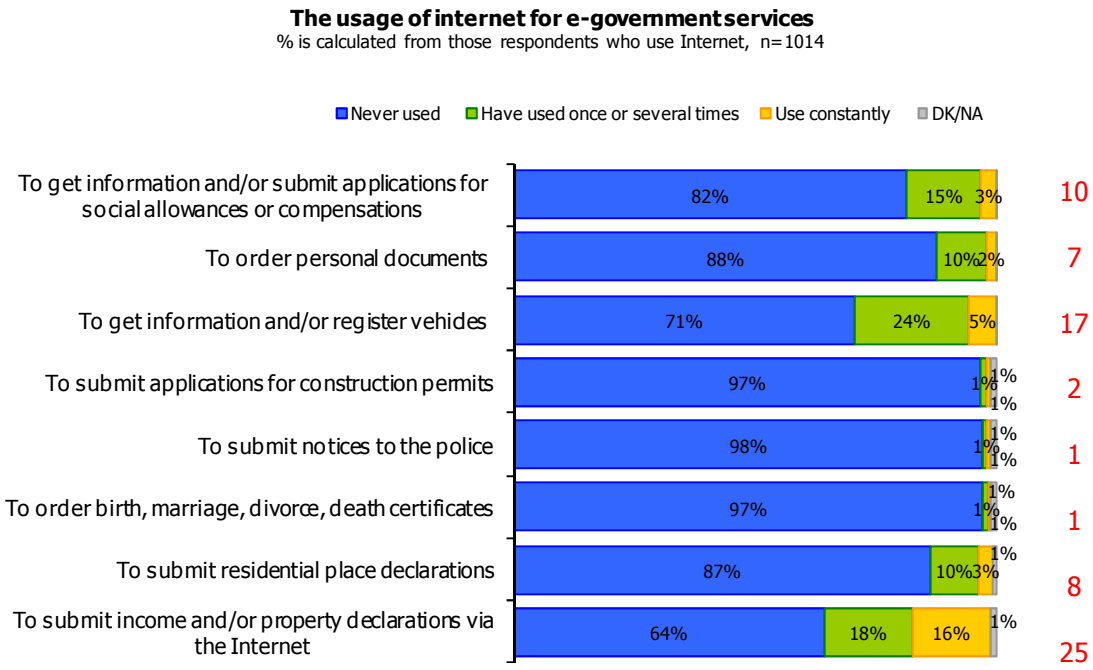
5.6 E-government Services

5.6 E-government Services: Popularity of the Internet

According to the data of the public opinion survey of 2010, the most popular area of communication with the public authorities is the filling in of the electronic declarations of income and assets. This service was regularly used by 16% of the respondents, once or a few times – by 18% of the respondents. Most often this service is used by the highest-income respondents.

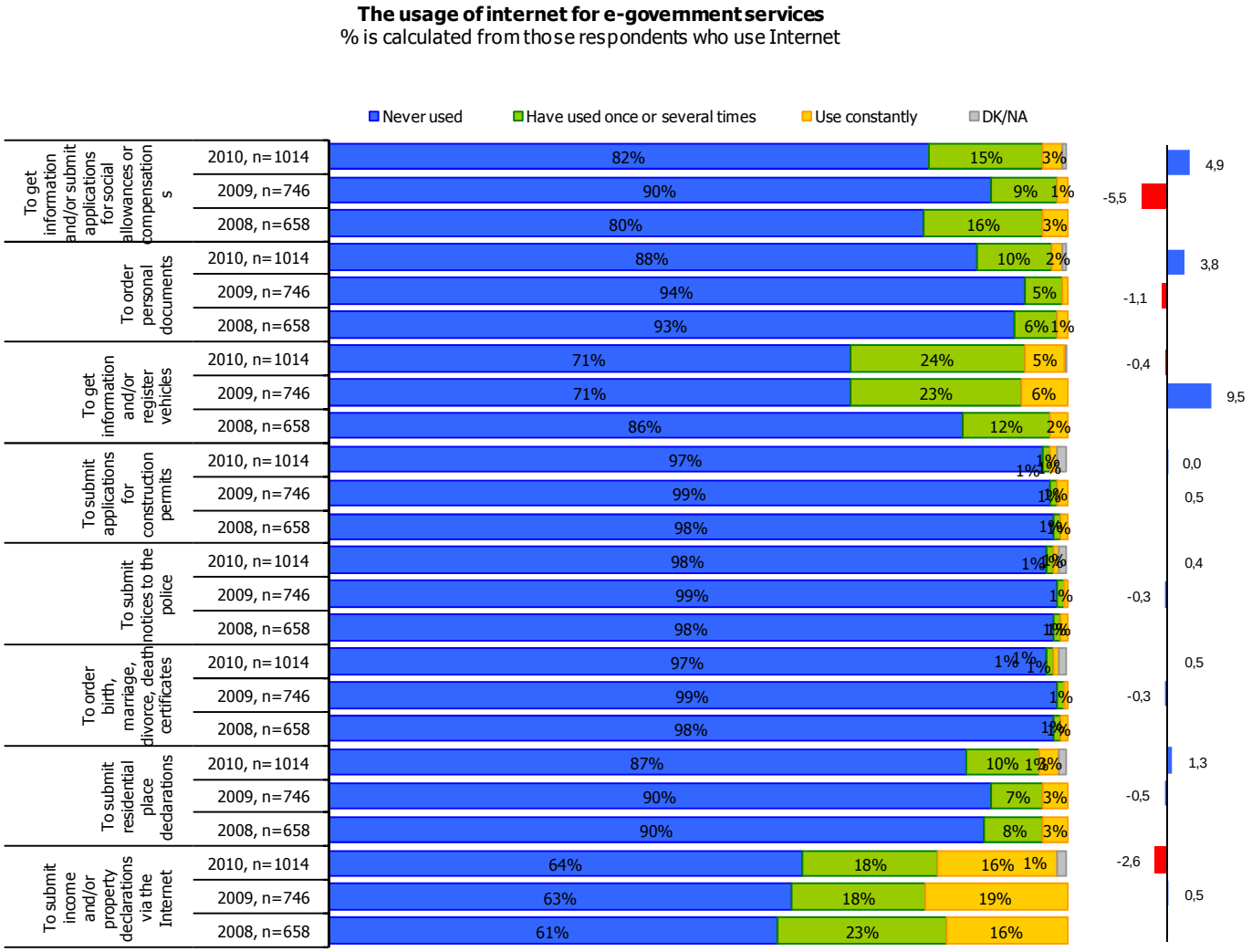
The second most popular service is a vehicle registration and the search of information about them (this service is regularly used by 5% of the respondents) (Figure 86).

Figure 86. How often do You use the Internet for communication with the public authorities?



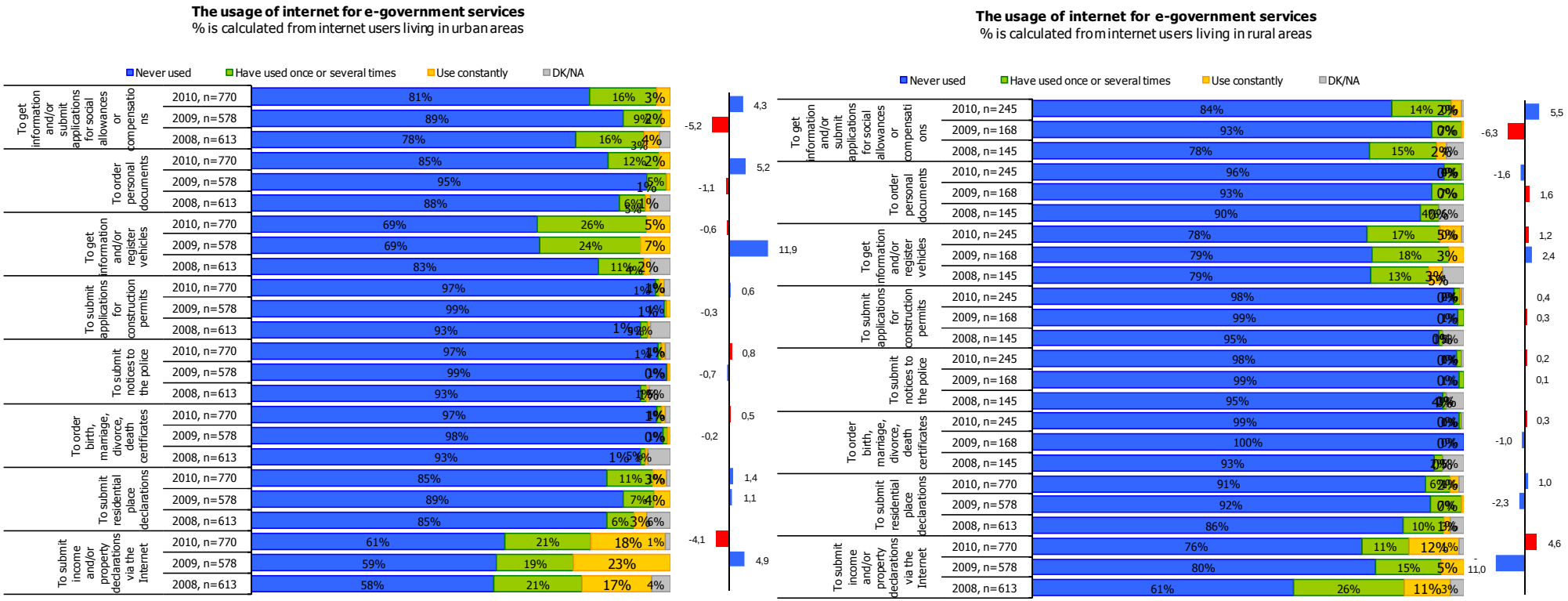
Comparing the results over the period of 2008 to 2010, a significant growth in popularity of online vehicle registration is observed (from 2% of regular users and 12% of accidental users in 2008, to 6% of regular users and 23% of accidental users in 2010) (Figure 87).

Figure 87. How often do You use the Internet for communication with the public authorities at the library? *Comparison of 2008 to 2010*



Internet use in the field of public services differs between the urban and rural residents in some respects. The survey results show the growth in popularity of the motor vehicle registration in 2009, that is more typical to the cities; in rural areas the popularity of this service remains almost unchanged. The other observed difference is the decline in popularity of the electronic declaration of income and assets in rural areas. In 2009, growth in popularity of electronic declaration was observed in urban areas (used regularly by 23% of the respondents in 2009, and by 17% of the respondents in 2008), and in rural areas over the same period its popularity has decreased (from 11% of regular users in 2008 to 5% of regular users in 2009) (Figure 88).

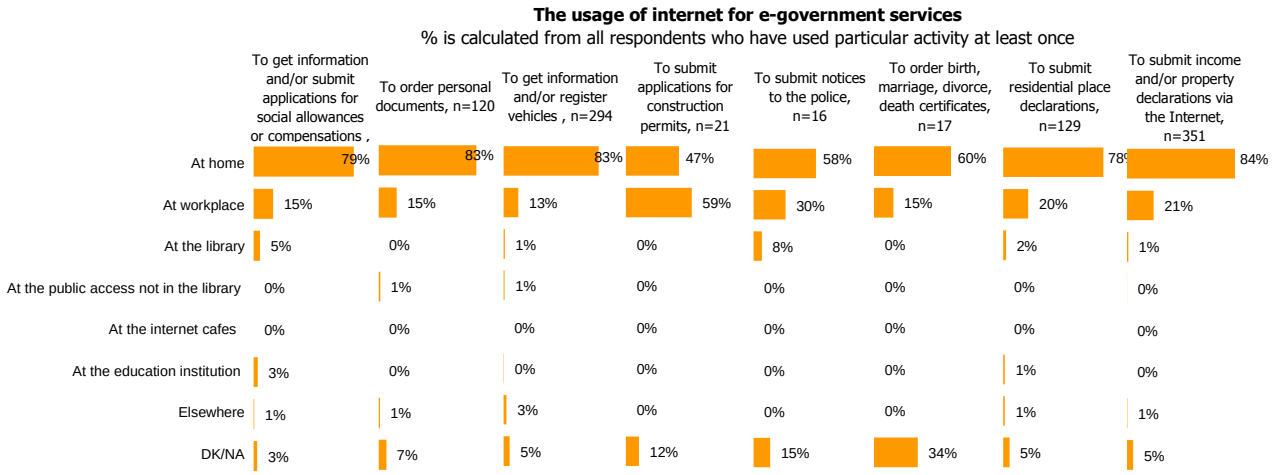
Figure 88. How often do You use the Internet for communication with the public authorities at the library? *Comparison of rural and urban areas*



5.6.2 E-government Services: Places of Internet Use

According to the data of the public opinion survey of 2010, the Internet for communication with the public authorities is more often used at home. The areas of communication of the public authorities at the workplace are quite specific (construction permits, police reports) (Figure 89).

Figure 89. Communication with the public authorities: places of Internet use



The differences in the use of the Internet for communication with the public authorities in urban and rural areas are similar to those described above: the urban areas take the lead according to Internet use at home and at work. (Figure 90).

Figure 90. Communication with the public authorities: Internet use at the library. *Comparison of rural and urban areas*

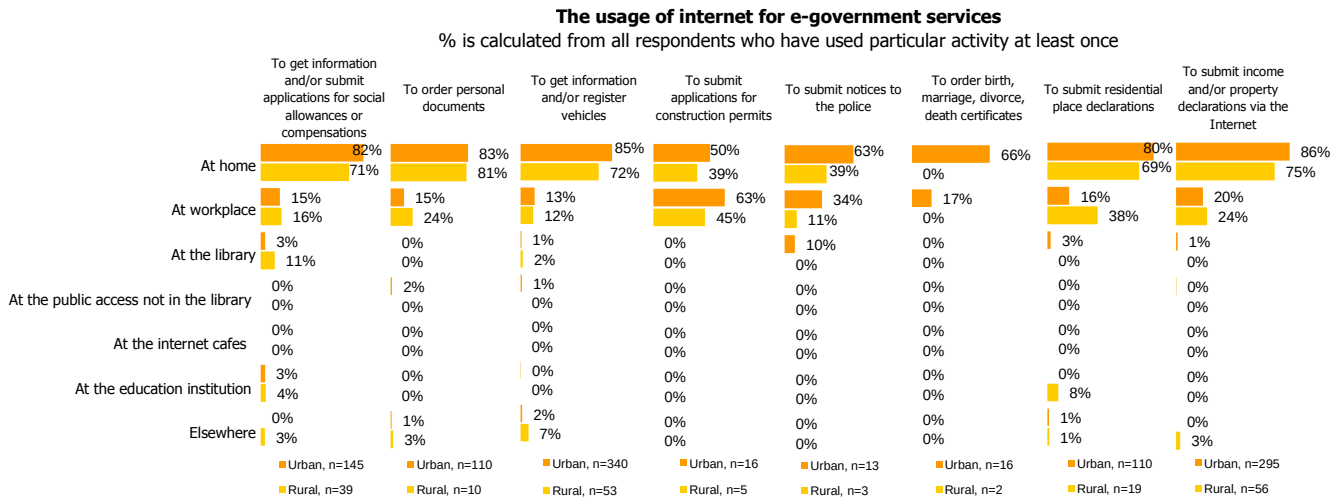
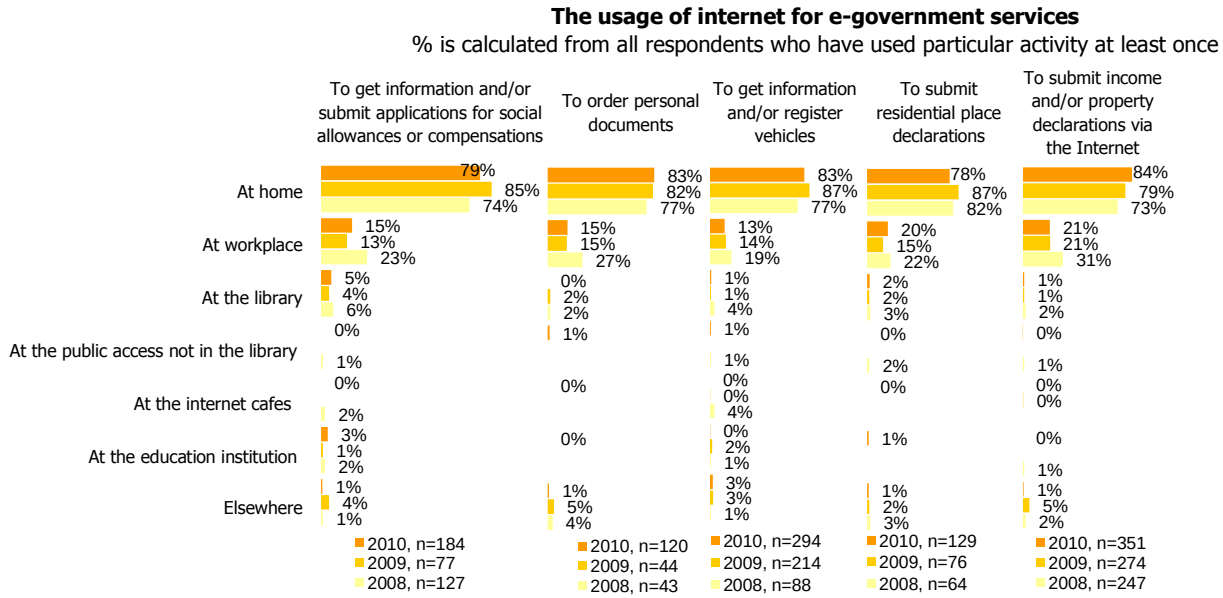


Figure 91. Communication with the public authorities: Internet use at the library. *Comparison of 2008 to 2010*

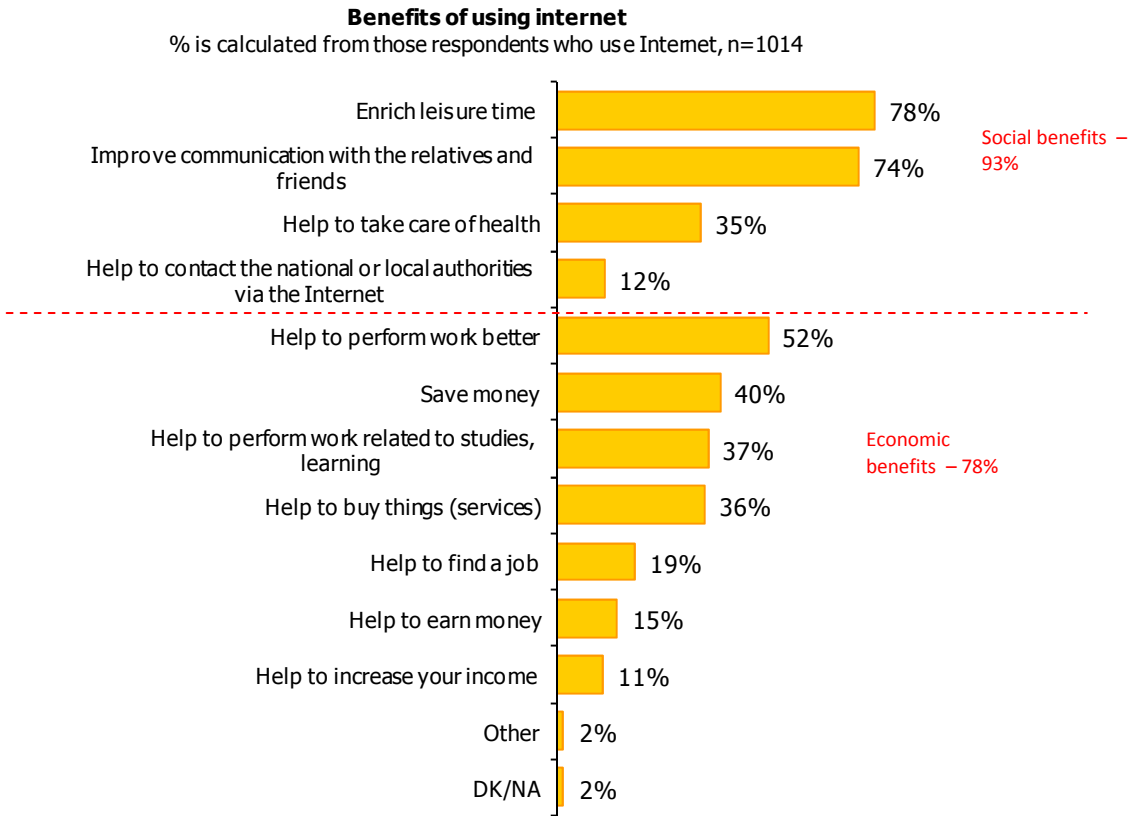


5.7. Benefits of Internet Use

According to the data of the public opinion survey of 2010, the main benefits of Internet use are the following: leisure time enrichment (78%), improved communication with family members (74%), and assistance for better work performance (52%). The economic benefits (income increase - 11%; help by earning money - 15%) and the benefits of e-government (12%) were mentioned most rarely (Figure 92).

The benefits of Internet use were mentioned by the younger respondents (15–34 years old), students and pupils, servants, and urban residents more often.

Figure 92. Benefits of Internet use

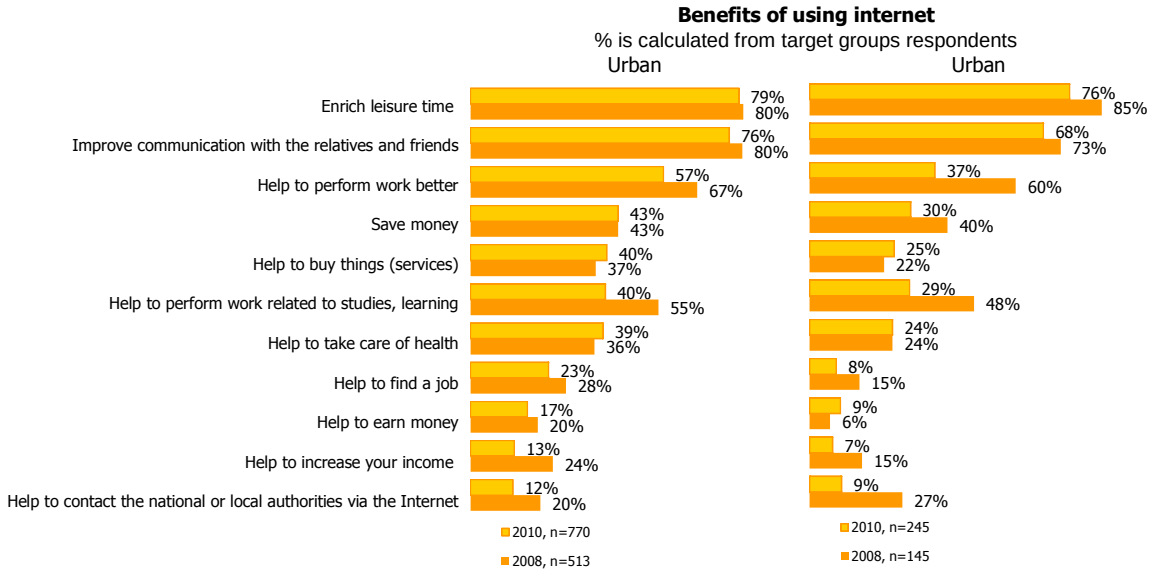


* the proportions reflect the respondents, who indicated at least one economic or social benefit.

The public opinion surveys of 2008 and 2010 revealed that in all of the discussed categories of the Internet benefits the urban respondents take the lead12. The only two aspects, where the assessments of the benefits of Internet use are similar in rural and urban areas, are the enriched entertainment (indicated by 79% of the respondents in urban areas and by 76% of the respondents in rural areas) and the improved communication with friends and family members (indicated by 76% of the respondents in urban areas and by 68% of the respondents in rural areas) (Figure 93).

[12] The ways, which the questions have been submitted in the surveys of 2008 and 2010, were different (in 2008, the statement have been read, as the respondent should indicate "Yes/No", and in 2010, the respondents were shown the same card and asked to list all applicable answers) The question was not included in the questionnaire of 2009. For these reasons, the time dimension of the comparison would be not precise. Only comparisons between rural and urban areas were performed.

Figure 93. Benefits of Internet use. *Comparison of the rural and urban areas of 2008 to 2010.*



The most popular areas of Internet use are leisure time activities and culture (used by 97% of the respondents), online communication (used by 93% of the respondents), and professional activity (used by 93% of the respondents). They are equally popular both in urban and rural areas. The differences between respondents of rural and urban areas are observed in the less popular areas of Internet use, such as health, learning and education, and communication with the public authorities.

6. Safe Use of the Internet

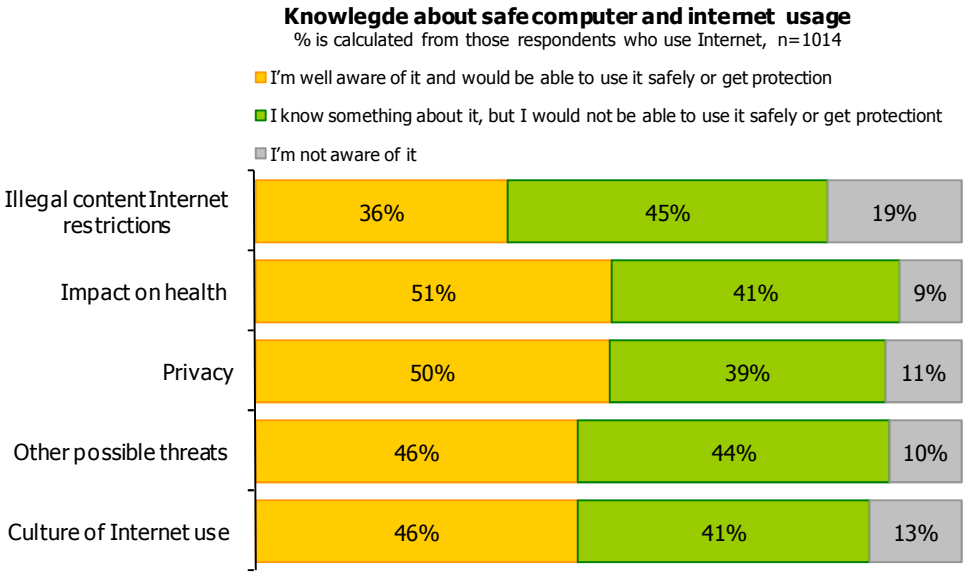
The security awareness of the Internet users and their readiness to avoid the Internet -related threats or respond to these threats are discussed in the present chapter.

6.1 Awareness of the Safe Use of the Internet and Computer

The public opinion survey of 2010 revealed that about a half of the Internet users assess their knowledge on the safe use of computers as sufficient (they have a lot of knowledge and are able to protect themselves). About 40% of the respondents are aware of the threats, but their knowledge is insufficient to guard them against possible dangers (Figure 94).

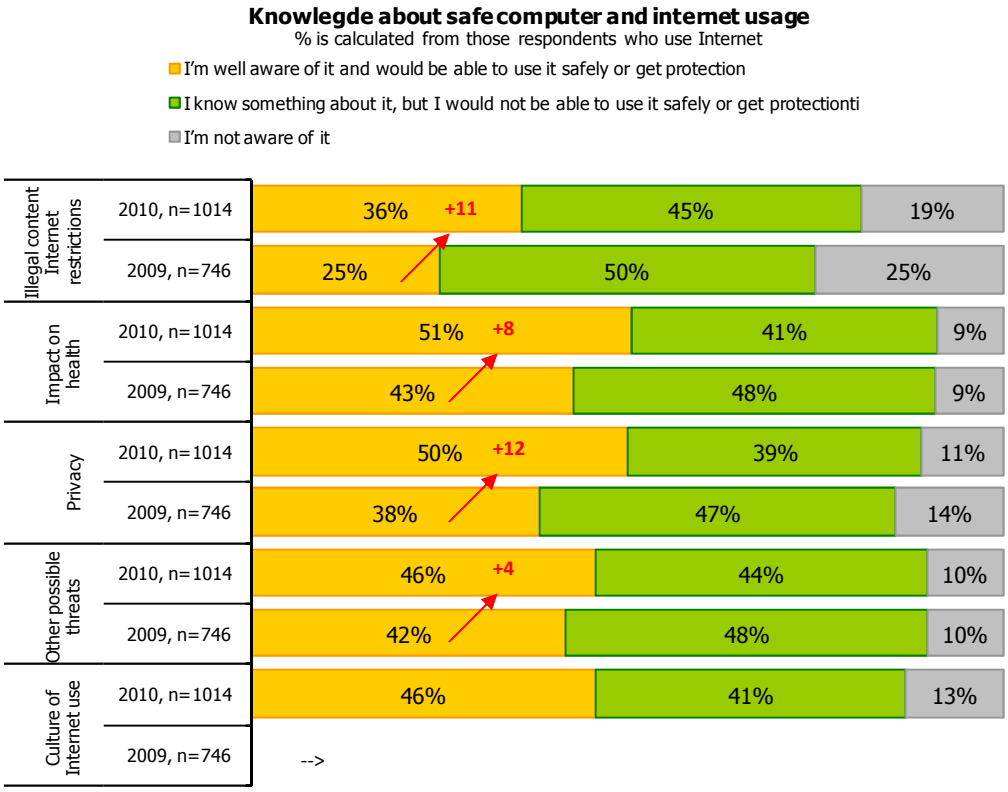
The youngest respondents (15-24 years old), students and pupils, specialists, managers, and urban residents are more aware about the Internet safety; the least informed are the respondents of 65 to 74 years old, and the retired.

Figure 94. Awareness of safe Internet and computer usage



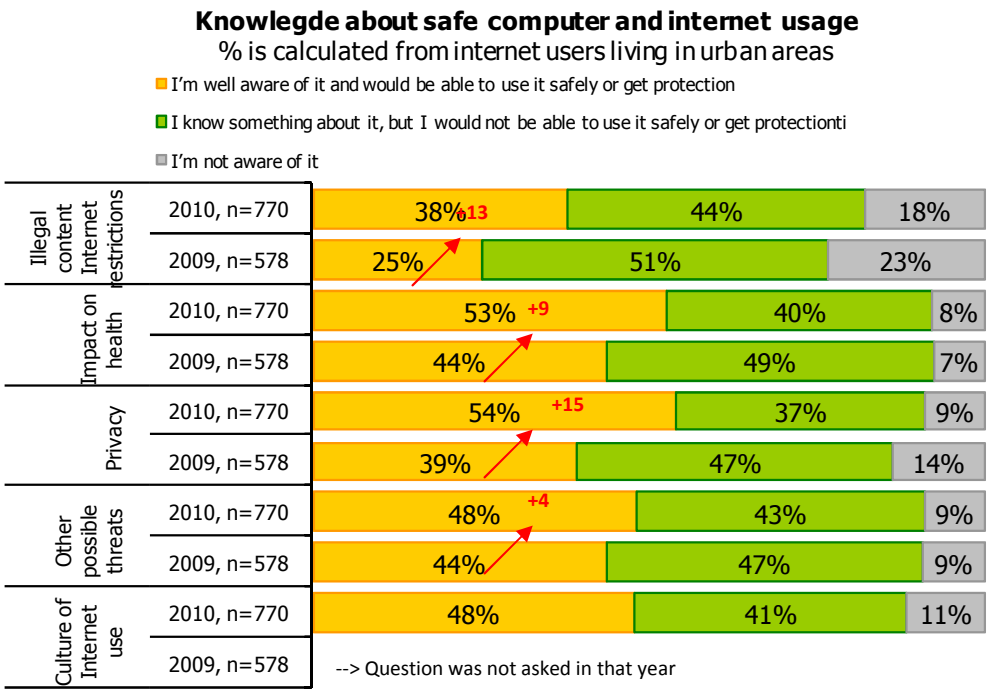
Over the period of 2009 to 2010, the progress in awareness of the safe use of the Internet was observed in all fields. The most significant increase was observed in the assessments of awareness of illegal Internet content restrictions (11 percentage points) and threats to privacy (12 percentage points) (Figure 95).

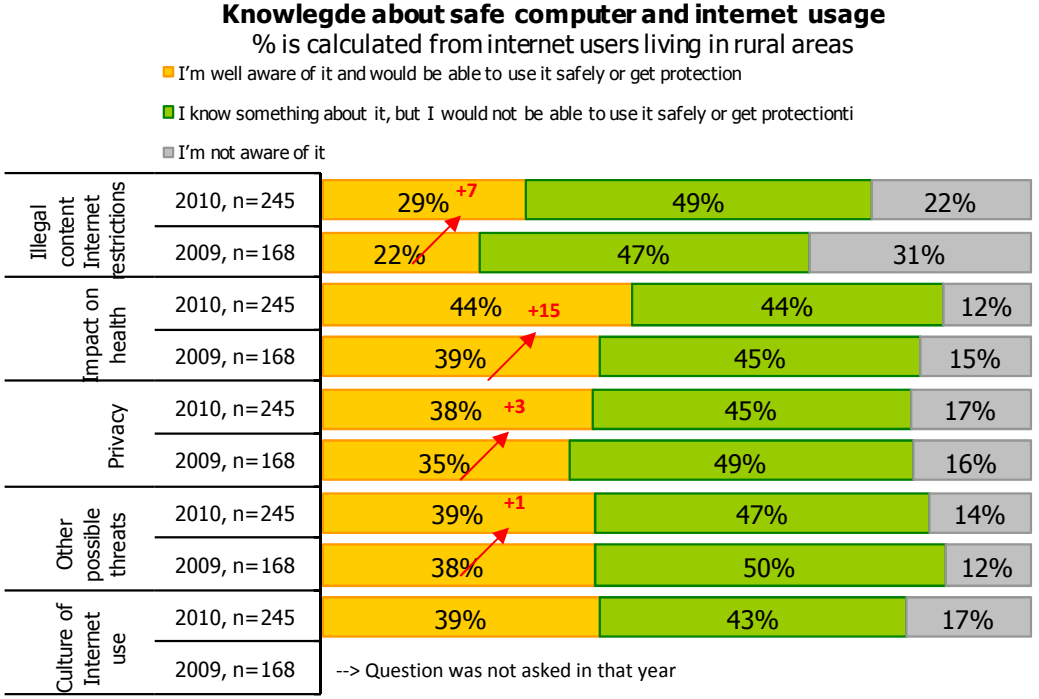
Figure 95. Awareness of safe Internet and computer usage. *Comparison of 2009 to 2010*



Comparing the assessments of knowledge and skills in the field of Internet safety, given by the urban and rural respondents, a faster progress is observed by urban respondents: +15 percentage points in the area of privacy (in rural areas – +3 percentage points), and +13 percentage points in restriction of illegal content (in rural areas – +7 percentage points) (Figure 96).

Figure 96. Awareness of safe Internet and computer usage. *Comparison of rural and urban areas*



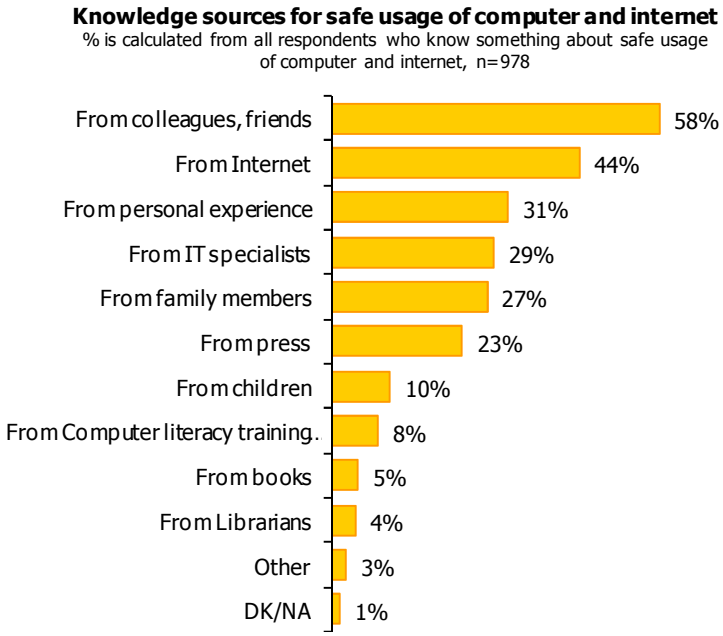


6.2 Knowledge Sources on the Safe Use of the Internet and Computer

According to the data of the public opinion survey of 2010, the main information sources regarding the safe Internet use are the following: friends and colleagues (58%), the Internet (44%), personal experience (31%), and IT specialists (29%) (Figure 97).

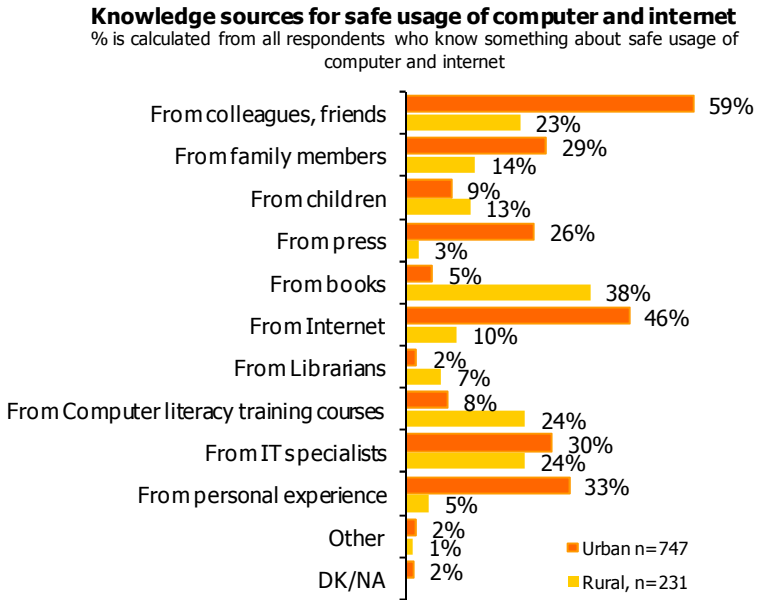
The youngest respondents (15-24 years old), students and pupils are more likely than other demographic groups to solve the problems on their own or search for solutions on the Internet . The older respondents, specialists, servants, and managers, who are facing the Internet threats, are more likely to refer to IT professionals.

Figure 97. Knowledge sources on the safe use of the Internet and computer



The rural and urban respondents highlighted the different information sources on the Internet safety. The colleagues, family members, media, and the Internet are mentioned more often in urban areas, and in rural areas the main information sources are books, computer classes, and computer literacy courses (Figure 98).

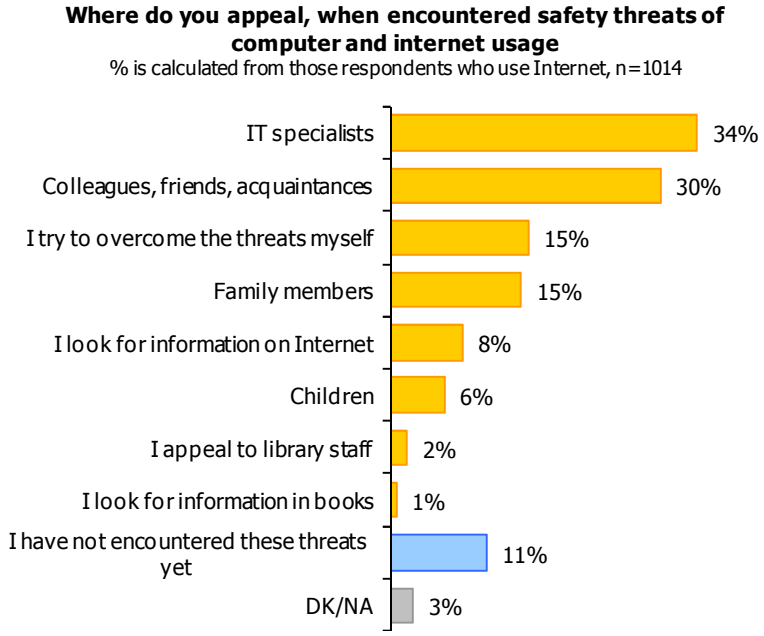
Figure 98. Knowledge sources on the safe use of the Internet and computer. *Comparison of rural and urban areas*



6.3 Assistance when Facing Threats for the Safe use of the Internet and Computer

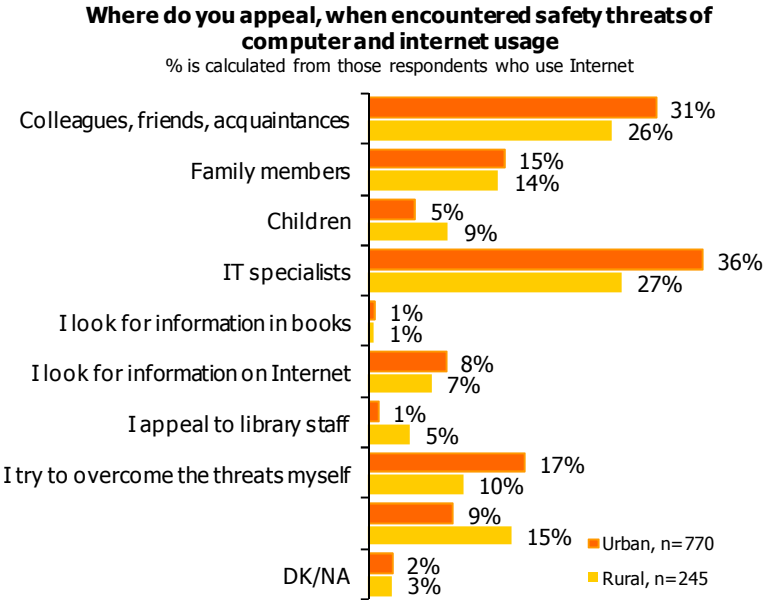
The respondents, who are facing the threats for the safe use of the Internet usually refer to IT professionals (34%), colleagues or friends (30%), family members (15%), or try to solve problems on their own (15%) (Figure 99). The youngest respondents (15-24 years old), students and pupils are more likely than other demographic groups to solve the problems on their own or search for solutions on the Internet . The older respondents, specialists, servants, and managers, who are facing the Internet threats, are more likely to refer to IT professionals.

Figure 99. Assistance when facing threats for the safe use of the Internet and computer



In urban areas, the respondents who are facing the threats to Internet safety usually refer to IT professionals, colleagues, or friends or try to solve these problems on their own. The respondents in rural areas face the Internet threats more rarely, and 15% of the rural respondents has never faced them (in urban areas – 9% of the respondents). The respondents in rural areas would seek help from children (9%) more often than urban respondents. When facing the Internet threats, 5% (in urban areas - 1%) of the respondents would turn to the librarians for help (Figure 100).

Figure 100. Assistance when facing threats for the safe use of the Internet and computer. *Comparison of rural and urban areas*

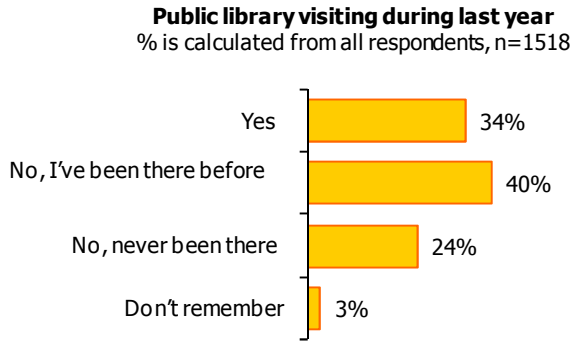


7. Use of Public Library Services

7.1 Popularity of Libraries

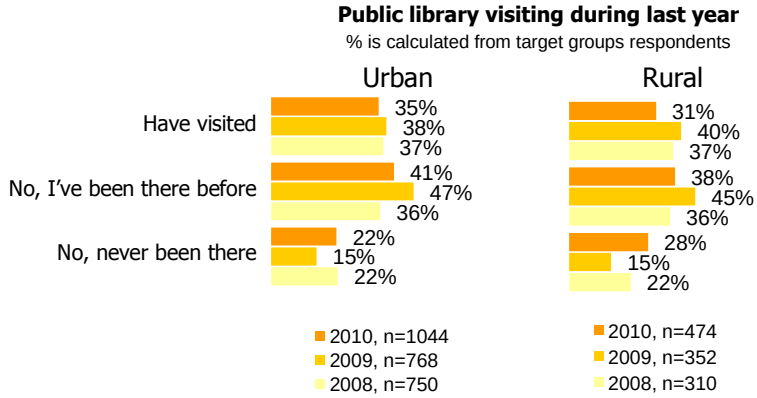
Popularity of the libraries has been quite consistent throughout the survey period. According to the population survey of 2010, 37% of the respondents visited libraries in 2008, and 39% of the respondents – in 2009. 34% of the respondents visited the public library within the last 12 months (Figure 101). Those who visited libraries more frequently in recent years were the respondents of 15 to 24 years old, respondents with higher education, specialists and servants, students and pupils.

Figure 101. Library attendance



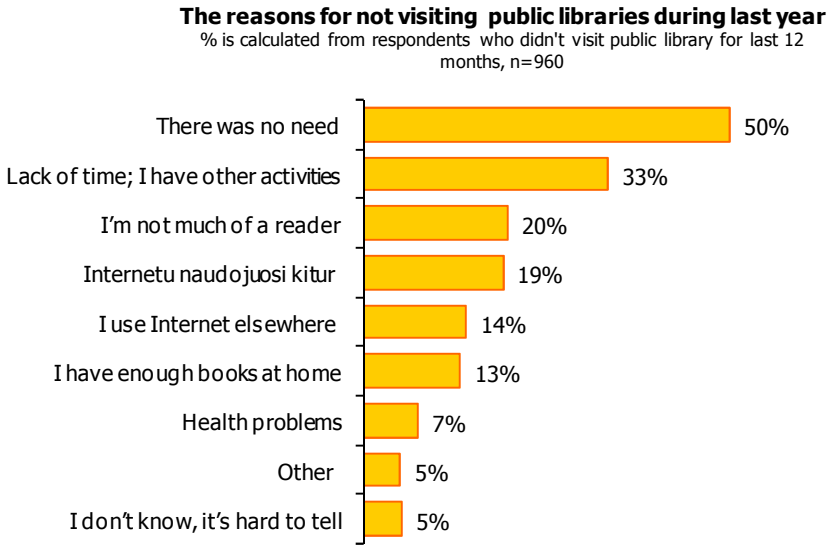
The attendance in urban and rural areas remains the same. (Figure 102).

Figure 102. Library attendance. *Comparison of the rural and urban areas of 2009 to 2010.*



The most common reasons of non-attendance to libraries are the following: lack of demand - 50%; lack of time or other activities - 33%; dislike for reading - 20%. (Figure 103)

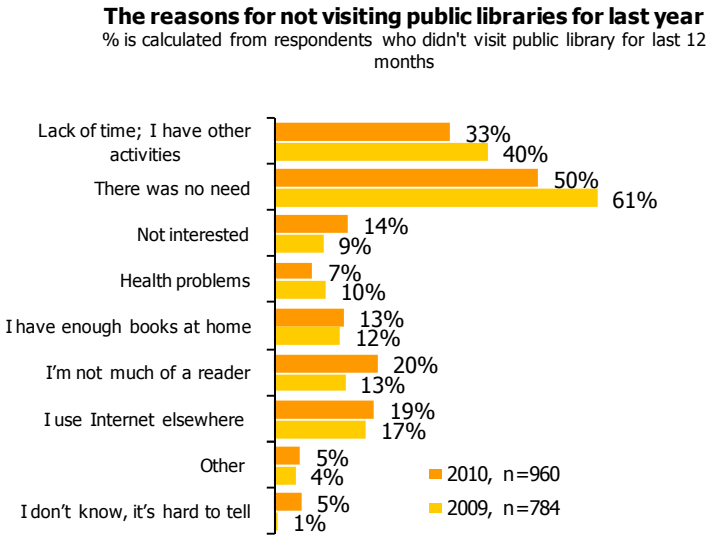
Figure 103. Reasons of libraries non-attendance



Over the period of 2009 to 2010, the different reasons of non-attendance to libraries were highlighted. The main reasons (lack of time, other activities and lack of demand) remain the same in the long run; however, the following reasons are highlighted more frequently: not interested (14% of the respondents in 2010; 9%

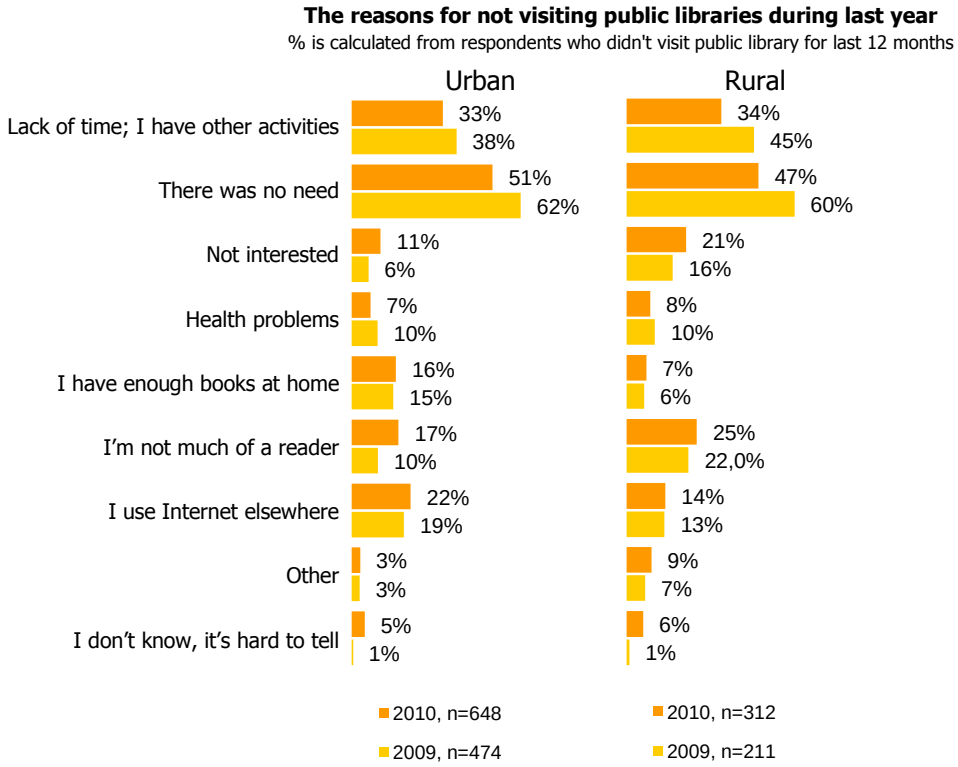
of the respondents in 2009), dislikes reading (20% of the respondents in 2010; 13% in 2009), uses Internet elsewhere (19% of the respondents in 2010; and 17% of the respondents in 2009). (Figure 104).

Figure 104 Reasons of non-attendance to libraries. *Comparison of 2008 to 2010*



The significance of reasons for non-attendance to libraries in urban and rural areas is very similar. The main distinguishing features of rural areas is total inactivity and lack of interest ("I don't like to read"; "not interested"). (Figure 105)

Figure 105. Reasons of non-attendance to libraries. *Comparison of the rural and urban areas 2008 to 2010*



7.2 Awareness and Use of Library Services

According to the data of the public opinion survey of 2010, the majority of the respondents linked libraries with the traditional library functions: issuing books - 98% of the respondents; the possibility to read the periodical press - 85% of the respondents; issuing other publications (language learning programs, CDs, DVDs, art publications, notes, etc.) - 49% of the respondents. The "new" library function – the possibility to use free Internet – was mentioned by 72% of the respondents; the possibility to use information databases on Internet - 44% of the respondents. (Figure 106).

Over the period of 2009 to 2010, in a comparative perspective of rural and urban areas, the functions attributed to libraries also remained almost unchanged (Figures 106 - 108).

Figure 106. Awareness of library services

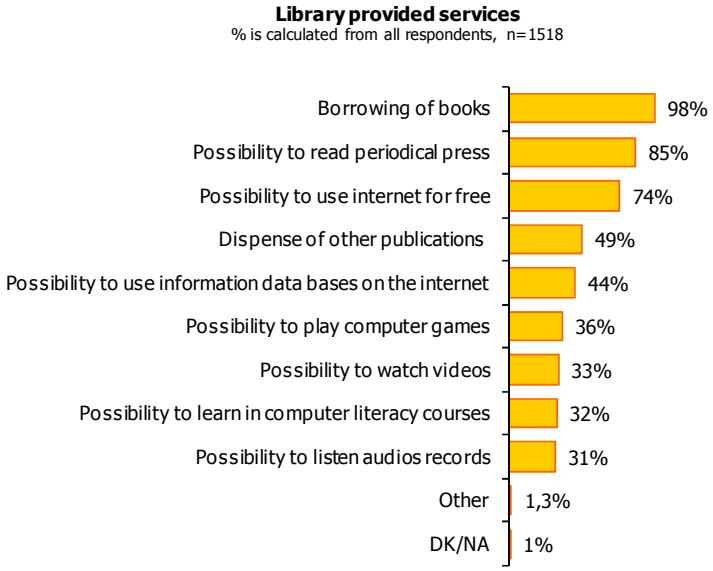


Figure 107. Awareness of library services. *Comparison of 2009 to 2010*

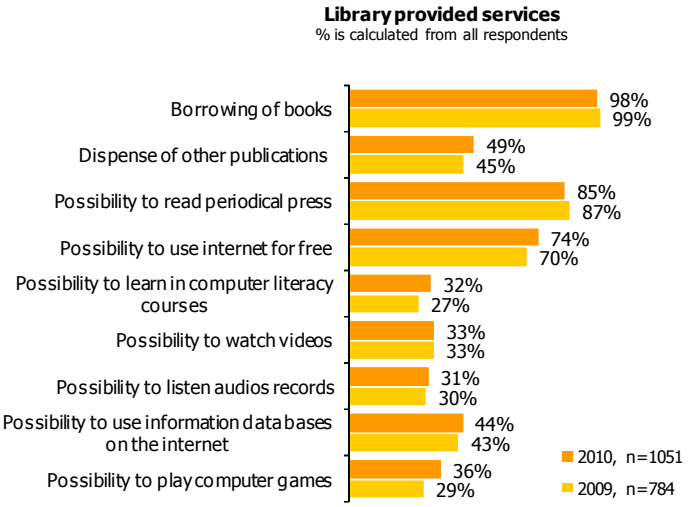
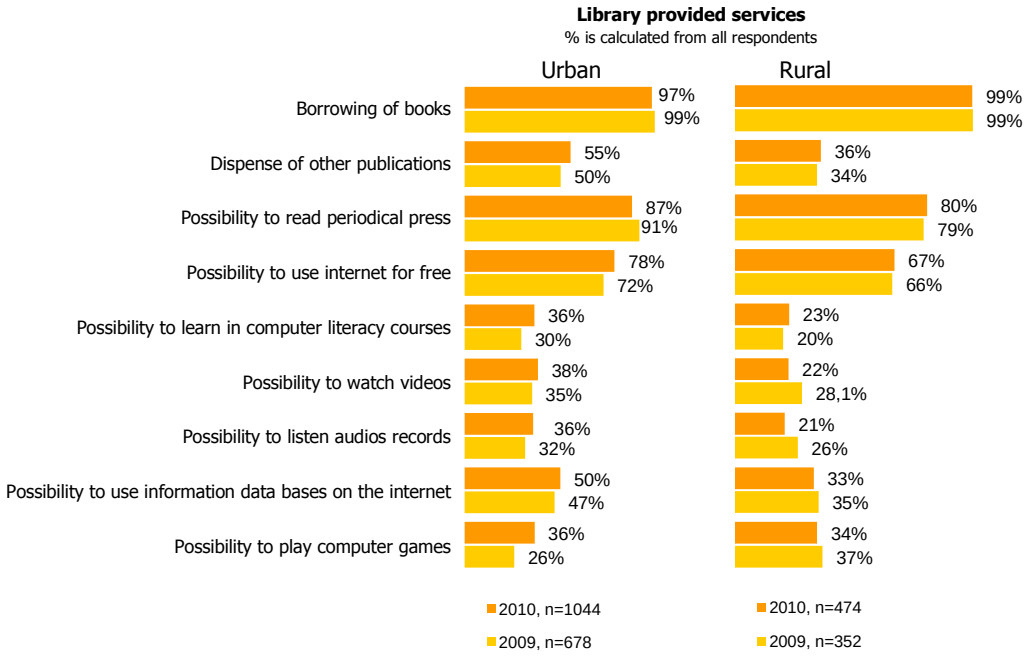
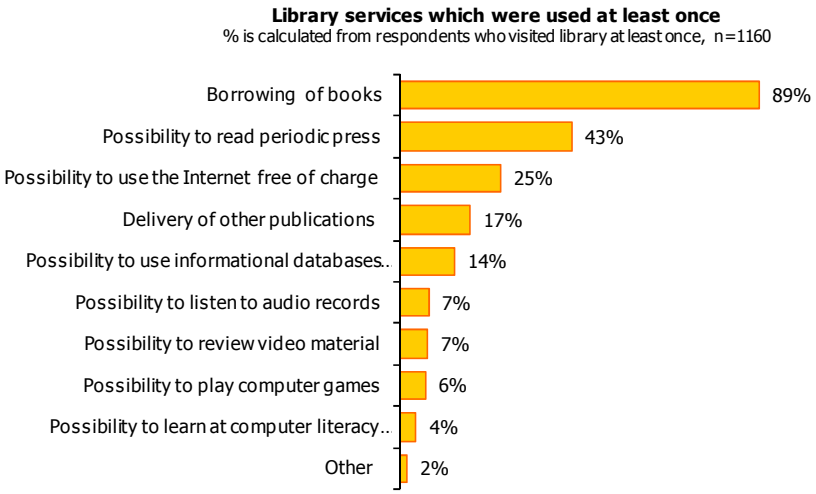


Figure108**.** Awareness of library services. Comparison *of the rural and urban areas of 2008 to 2010*



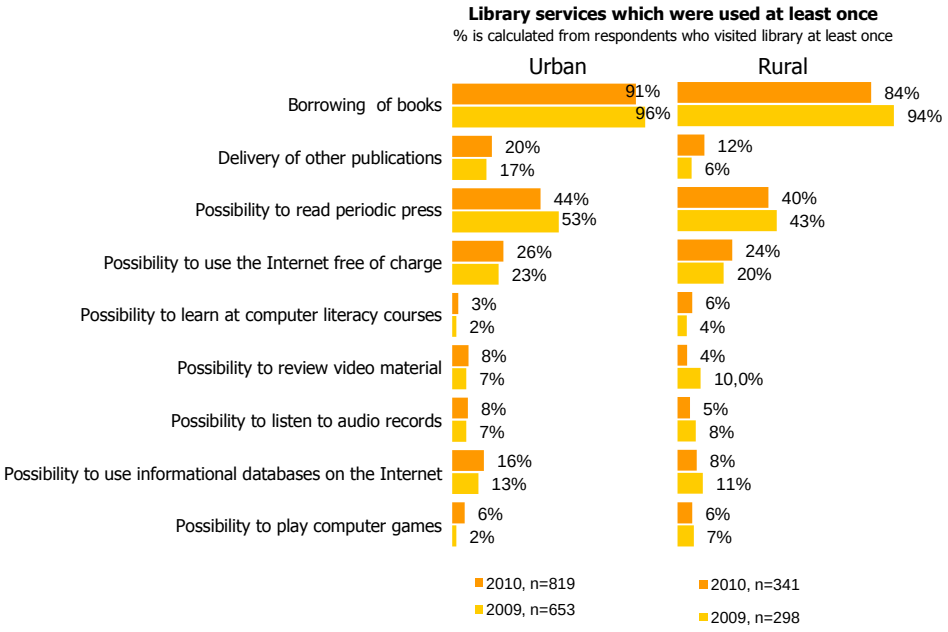
According to the data of the public opinion survey of 2010, the most popular library services used by the respondents are the "traditional" ones: issuing books – by 89% of the respondents; the possibility to read the periodical press – by 43% of the respondents; issuing other publications (language learning programs, CDs, DVDs, art publications, notes, etc.) – by 17% of the respondents. Internet and online databases are used in libraries by 25% and 14% of the respondents. (Figure 109)

Figure 109**.** The use of specific library services



Over the period of 2009 to 2010, similar trends were noted both in rural and urban areas – the decreasing use of books issue and reading periodicals; and slow growth of the Internet use (Figure 110).

Figure 110**.** The use of specific library services. *Comparison of rural and urban areas*

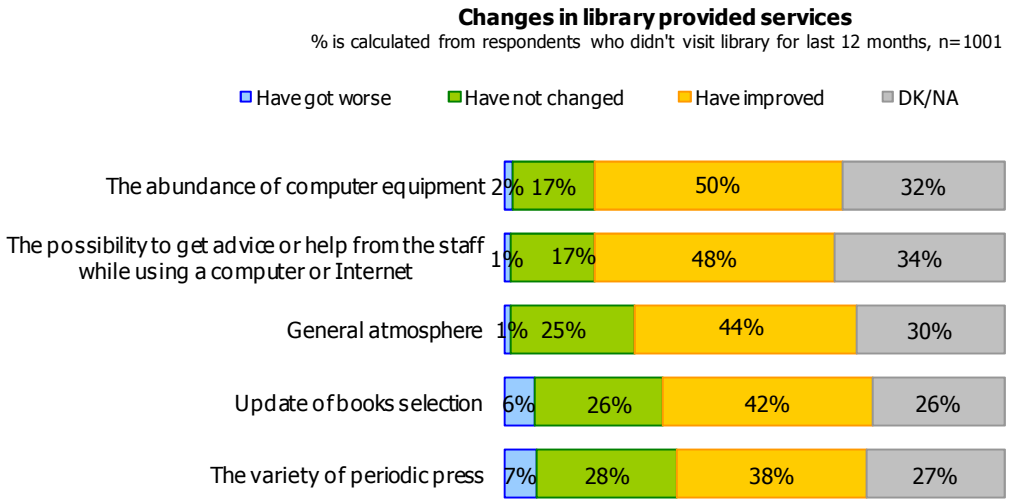


7.3 Assessment of General Library Changes

7.3.1 Assessment of General Library Changes

Most favorably assessed library changes in 2010 are the following: abundance of computer equipment (50% positive evaluations); the possibility to obtain assistance from librarians (48% positive evaluations). The assessment of the diversity of periodic press (38% positive evaluations) and the update of books selection (42% positive evaluations) is less optimistic (Figure 111).

Figure 111**.** Assessment of library service changes



In the comparative long run (2009 - 2010), the highest assessments of positive changes are related to the abundance of computer equipment, the general atmosphere and the possibility to get assistance. No major changes in the assessment of update of books selection and diversity of periodic press have been noticed. Rural respondents are less critical - their assessment of changes is positive in all areas. (Figures 112-113)

Figure 112. Assessment of library service changes. *Comparison of 2008 to 2010*

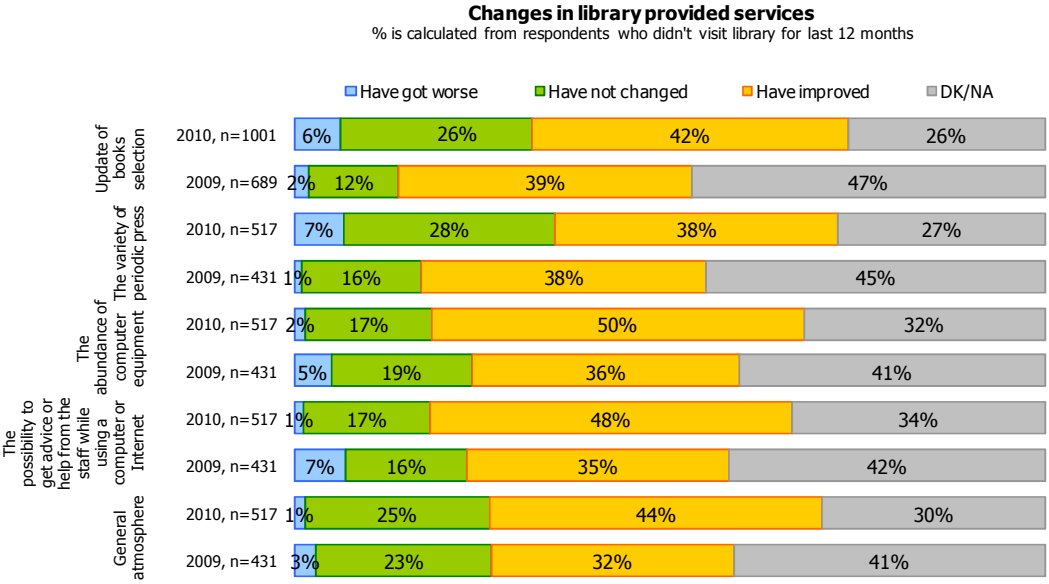
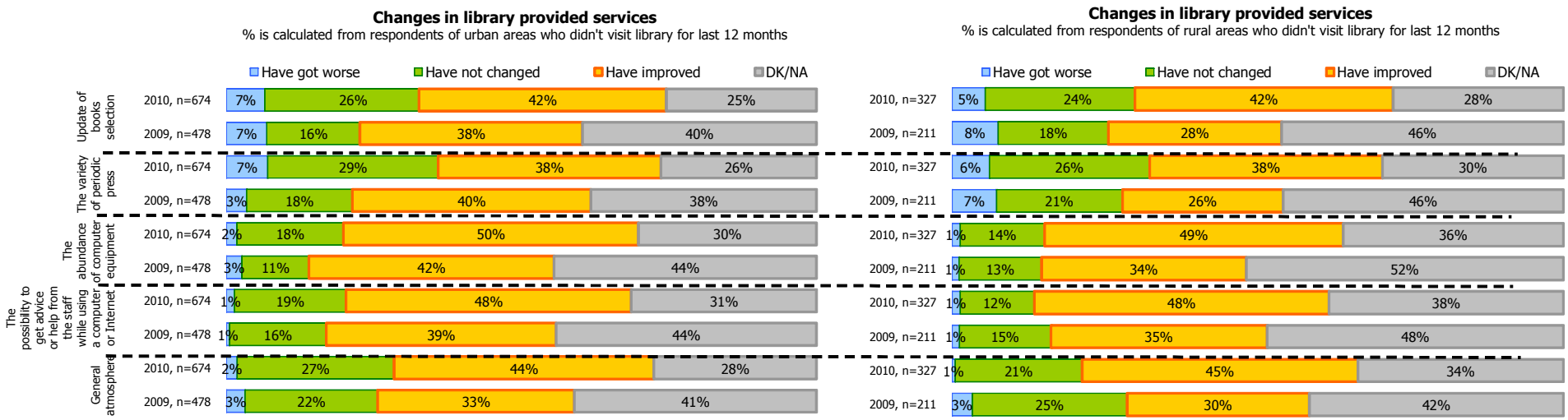


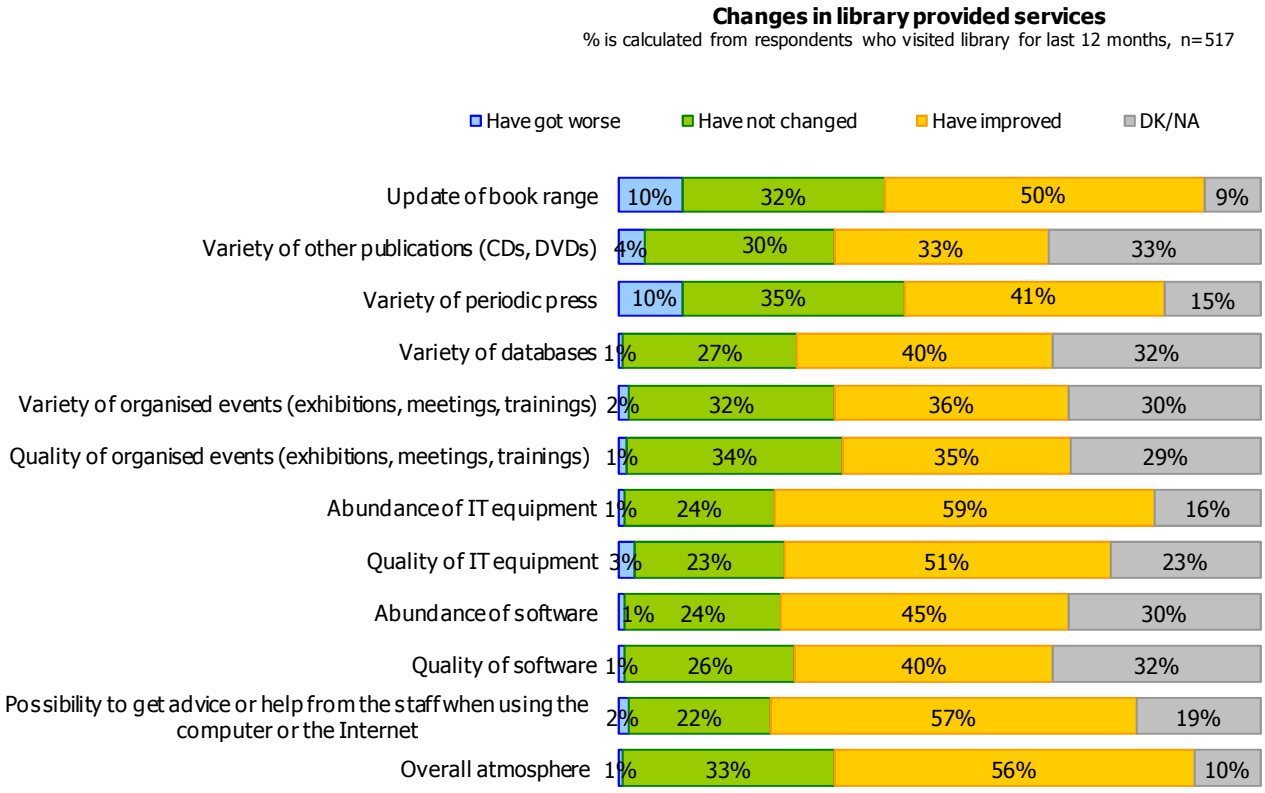
Figure 113. Assessment of library service changes. *Comparison of rural and urban areas*



7.3.2 Assessment of Changes in Library Service Quality

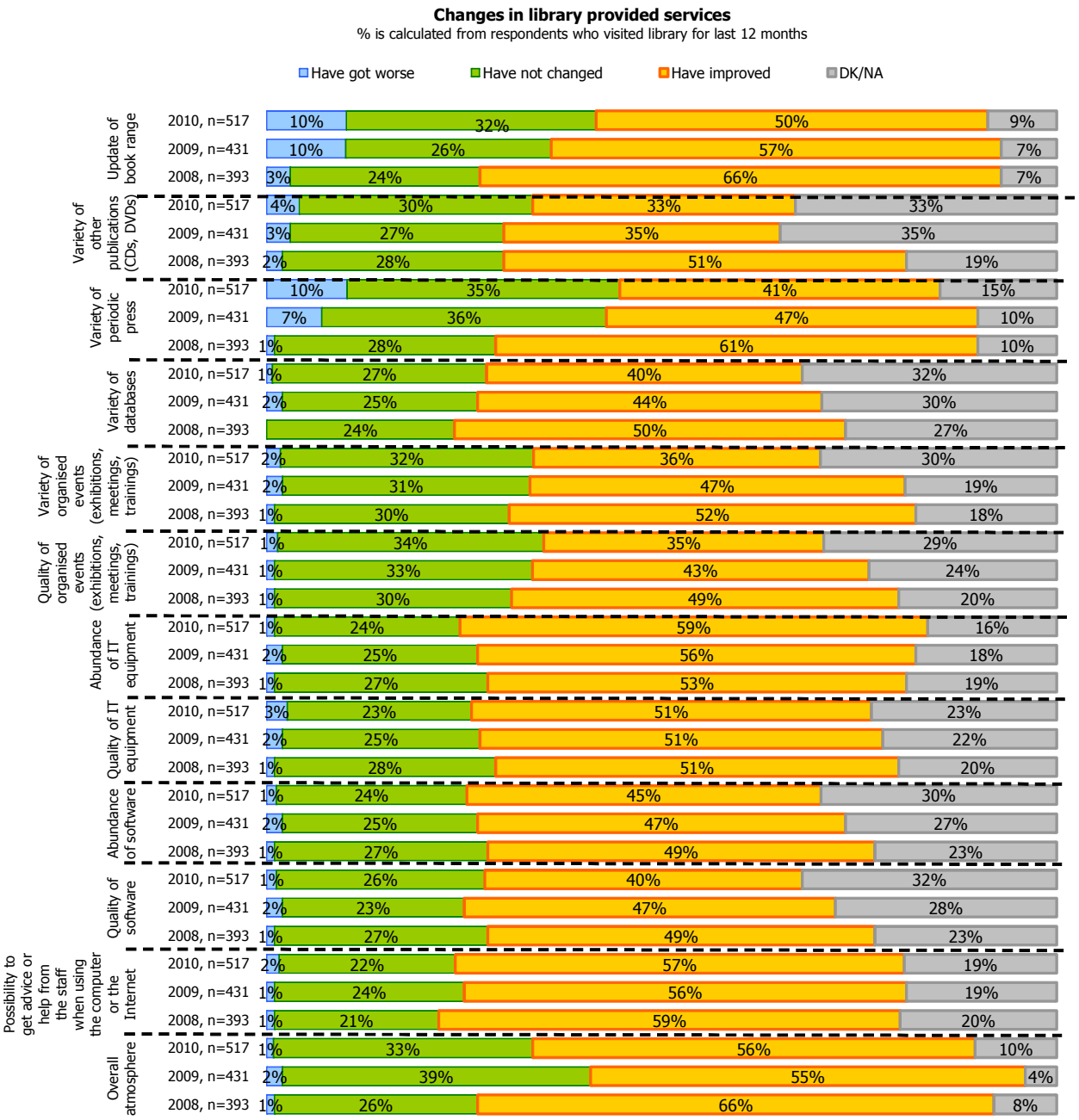
The survey of 2010 revealed that the assessment of changes in library service quality is rather positive. The "new" library-related changes are assessed most favorably - an abundance of computer equipment (59% of positive evaluations) and quality (51% of positive evaluations); the possibility of online assistance (57% of positive evaluations). Interestingly, the update of books is also seen as very positive (50% improvement), although the in-house data (the opinion of librarians and management) show that the situation in this particular area has deteriorated notably during the last period. (Figure 114)

Figure 114**.** Assessment of library service changes



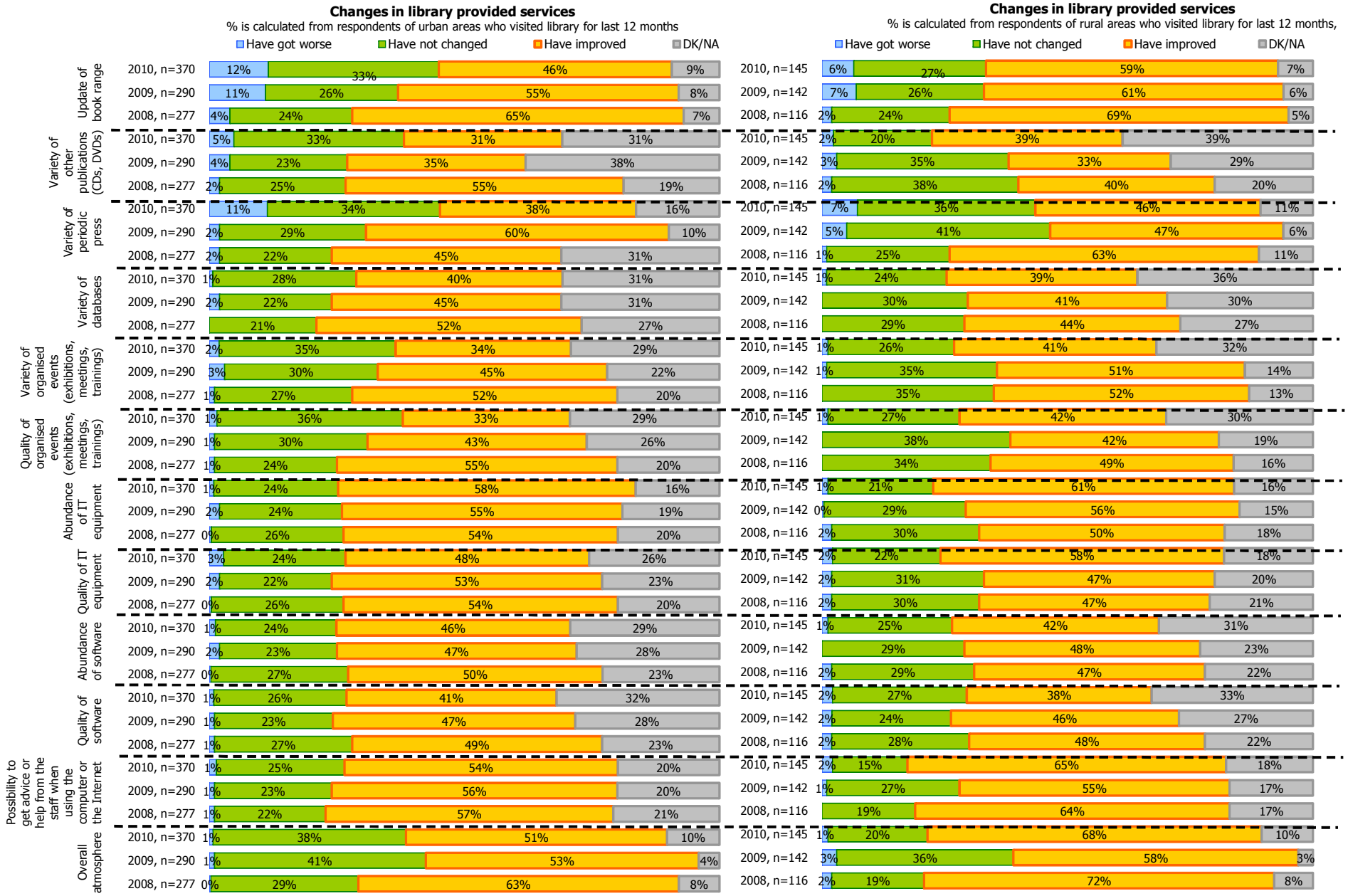
When comparing the assessments over time, the above-mentioned difference of librarians and visitors' assessment on books' upgrade can be easily explained. In 2008 – 2010, the evaluations of this area deteriorated consistently (from 66% of positive evaluations in 2008 to 50% in 2010). Thus, vectors of both librarians and visitors' assessments are essentially the same, only professional assessment is more critical. (Figure 115).

Figure 115. Assessment of library service changes. *Comparison of 2008 to 2010*



The assessments in rural and urban areas, and their changes remain unchanged over time. Essentially, the same trend repeats - library services are assessed more positive in rural areas. (Figure 116)

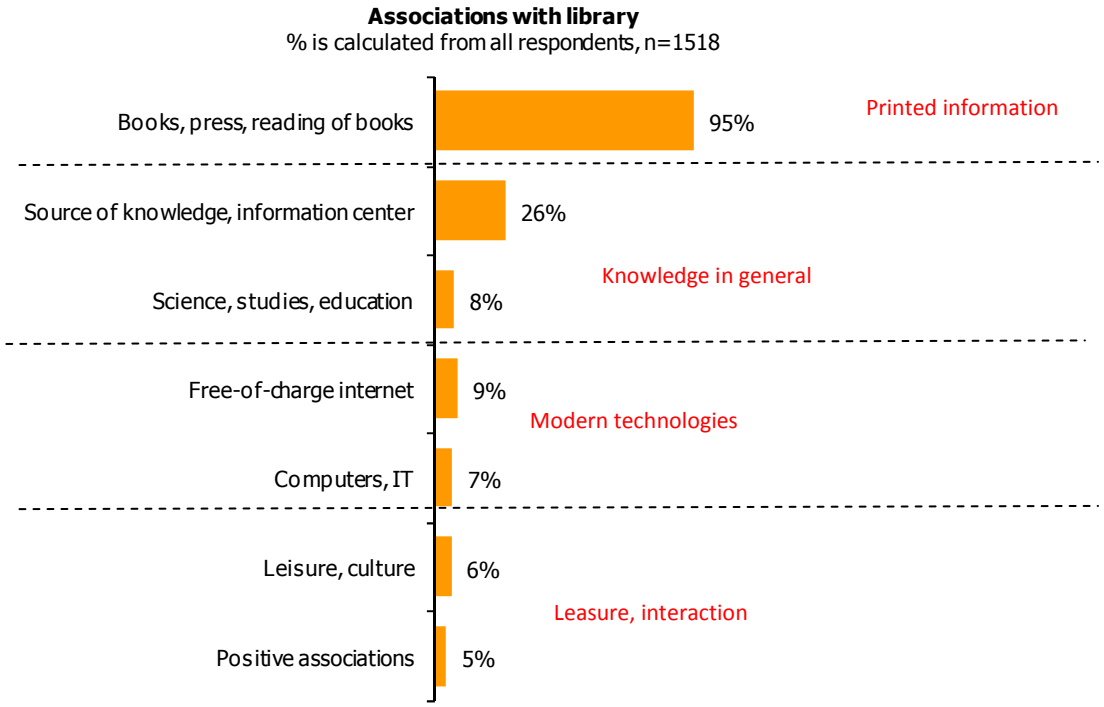
Figure 116. Assessment of library service changes. *Comparison of rural and urban areas*



8. Image of Libraries

According to the data of the public opinion survey of 2010, most respondents associated library with books, press and reading: 95% - the source of knowledge; 26% - information center; 9% - free Internet; 8% - science, study, education; 7% - computers and information technology. The summary of the above listed associations shows that the prevailing image of libraries is associated with the printed information – by 95% of the respondents; science and abstract knowledge – by 34% of the respondents; information technology – by 16% of the respondents; and communication, leisure time activities – by 11% of the respondents. (Figure 117)

Figure 117. Associations with the library



The data of the survey of 2010 confirms the general trend of all surveys that the strongest part of library is its staff. [13]

Staff. Libraries with highly qualified staff; librarians are good at assisting visitors; librarians are cheerful and polite.

General environment. General environment, openness, democracy and universality has received strong support: good atmosphere in library; library is designed for everyone; library offers many services.

Infrastructure and hardware. Library infrastructure, hardware and services have received strong support: modern equipment; novelties are not implemented in libraries; libraries are modern.

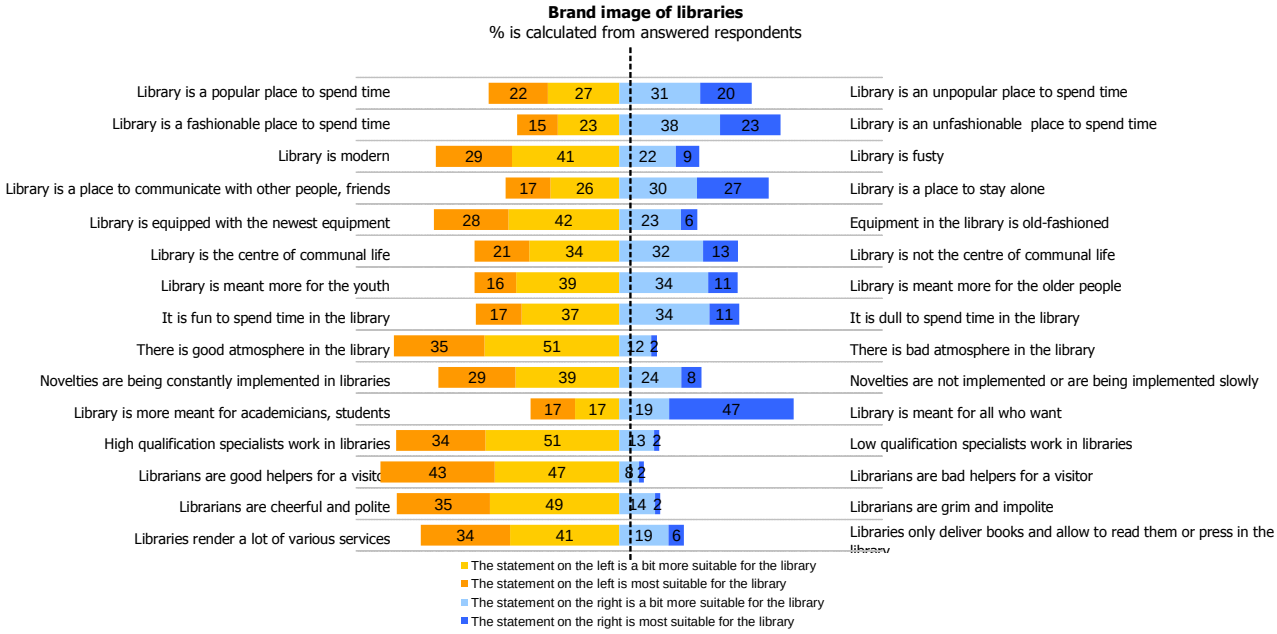
[13] Observation indicator 5A. „The Library's Reputation, Public Perception and Profile"

Sense of community: according to the population's opinion, it is one of the weakest features of libraries. Relatively (in comparison with the very positive evaluation of other properties), many respondents believe that libraries are not the centers of people attraction, a popular place to spend time, community center, or a place to communicate.

Conservatism: libraries are not trendy; they are designed more for older people.

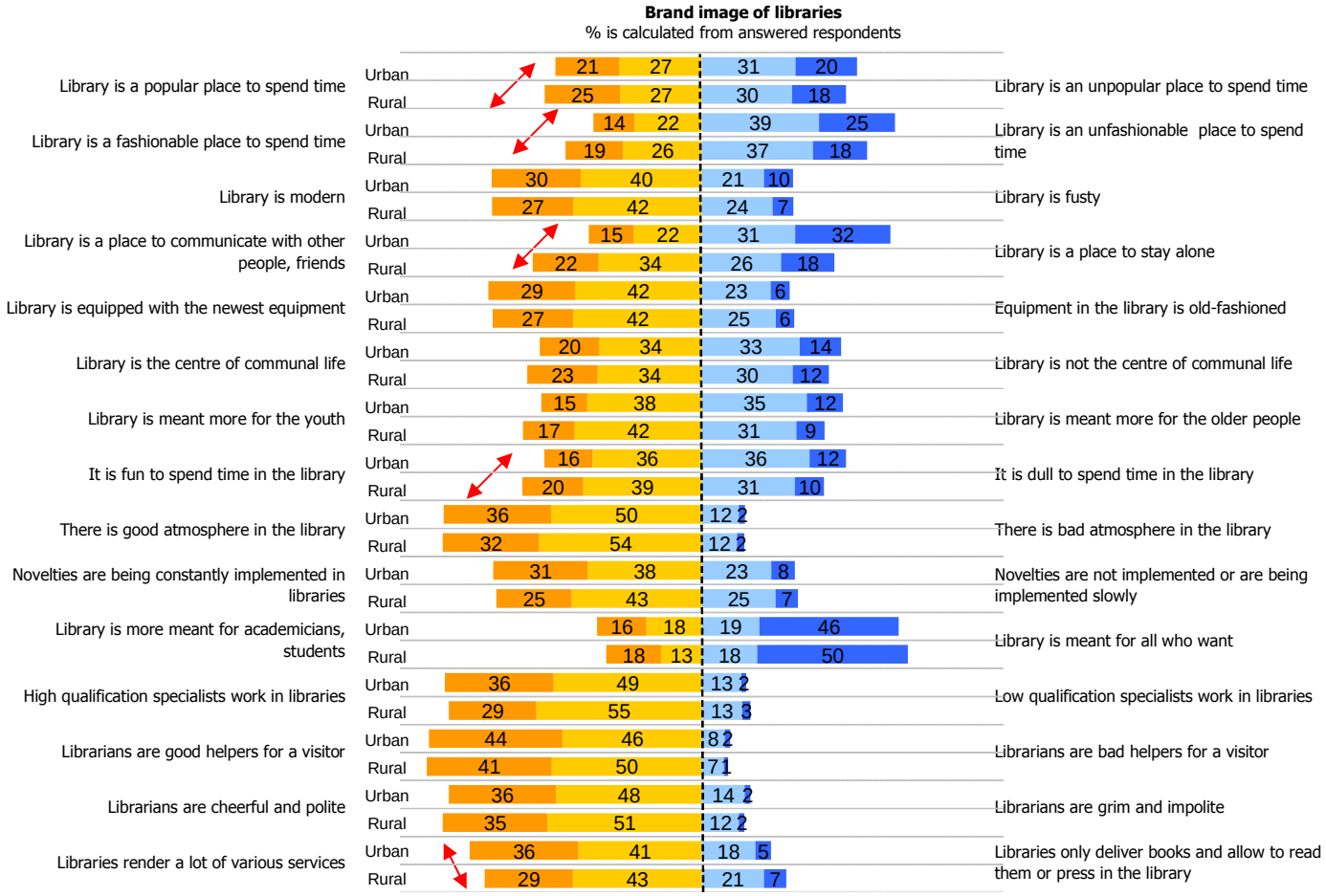
(Figure 118)

Figure 118**.** Library image



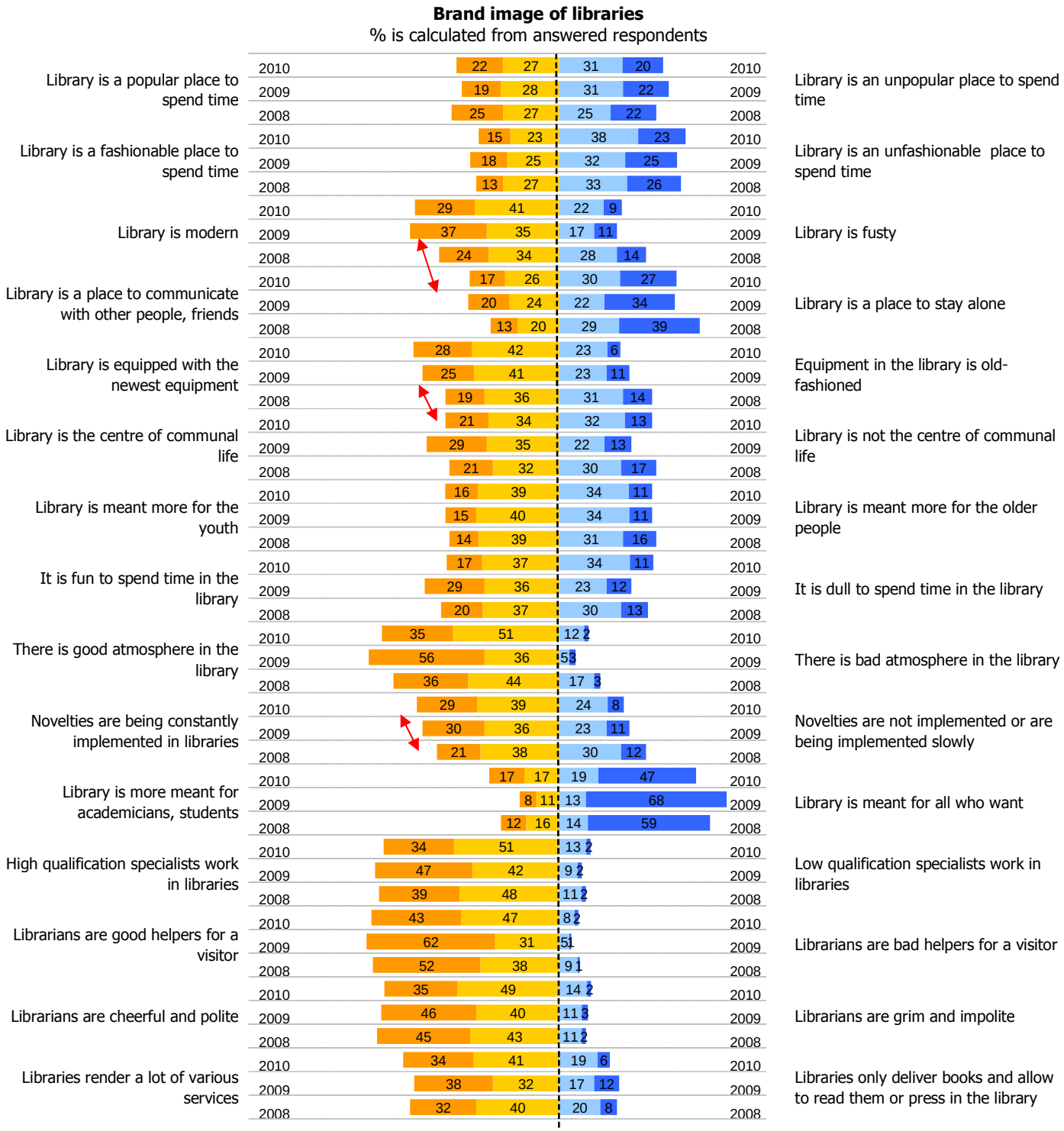
The image of libraries is different in urban and rural areas. The overall image is quite positive everywhere, but library assessments in rural areas are higher in almost all aspects (exception - the range of services, where urban libraries receive stronger support). Rural areas stand out in particular with the higher assessments of library features related to the mission of building stronger library community: popular, trendy, fun place, a place to interact with people. (Figure 119)

Figure 119**.** Library image. *Comparison of rural and urban areas*



In the long run, (over the period of 2008 to 2010) the growth of assessments of the modernity-related features: modernity, implementation of novelties, modern equipment. (Figure 120)

Figure 120. Library image. *Comparison of 2008 to 2010*



9. Projects on the Implementation of Public Internet Access

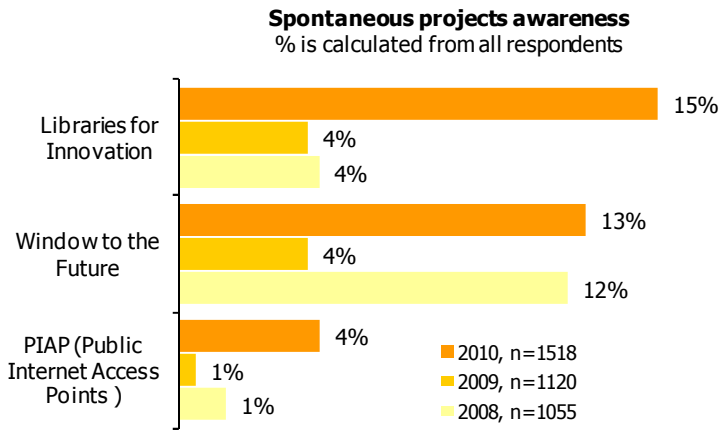
9.1 Awareness of the Projects on the Implementation of Public Internet Access and Public Computer Literacy Education.

9.1.1 Spontaneous Project Awareness

According to the data of the public opinion survey of 2010, 12% of all the respondents were aware of the projects or programs for the implementation of public Internet access and computer literacy education (spontaneous awareness - an open question). (13% - “Langas į ateitį” (Window to the Future); 15% - “Bibliotekos pažangai” (Libraries for Innovation); 4% - RIAP (Rural Internet Access Points)).

“Langas į ateitį” and “Bibliotekos pažangai” are better-known among specialists and servants, persons with higher education, students and pupils. Project awareness in rural and urban areas is the same. (Figure 121)

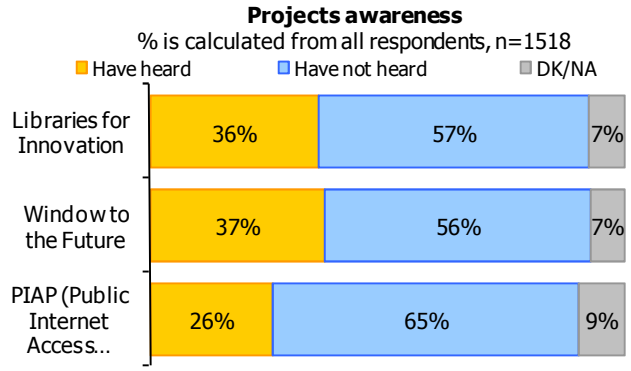
Figure 121. What projects or programs for the implementation of public Internet access and computer literacy education have You heard of? *Comparison of 2008 to 2010*



9.1.2 Aided Project Awareness

After mentioning the names of the projects (prompted awareness), the most familiar ones appeared to be “Window to the Future” – mentioned by 37% of the respondents, “Libraries for Innovation” – mentioned by 36% of the respondents, and RIAP – mentioned by 26% of the respondents (Figure 122),

Figure 122. Respondents’ awareness of the specific projects on public Internet access



Project awareness varied differently over the period of 2008 to 2009. “Libraries for Innovation” and RIAP awareness grew consistently (“Libraries for Innovation”: 17% - in 2008, 25% - in 2009, and 36% - in 2010; RIAP: 13% - in 2008, 23% - in 2009, and 26% - in 2010). The popularity of the project “Window to the Future” was the highest in the first analysis of the situation – 34%; its popularity grew up to 41% in 2009; however, awareness decreased in 2010 – mentioned only by 37% of the respondents (Figure 123).

The comparison between the results of rural and urban areas explains partially the dynamics of “Window to the Future” awareness. Over the period of 2008 to 2010, the project awareness in rural areas was very stable – around 34-35%; meanwhile, awareness in urban areas varied very inconsistently –, only 16% of the respondents were aware of the project “Window to the Future” ,in 2008, while in 2009 it was mentioned by 44% of the respondents.

The awareness of “Libraries for Innovation” also varied differently in rural and urban areas. In 2008, the project awareness was two times higher in rural areas than in urban areas (34% - in rural areas, 16% - in urban areas). In 2009, the decrease of the project awareness in rural areas for up to 26% raised the popularity of the project in urban areas up to 25%. In 2010, the project popularity grew both in urban and rural areas; currently, it is almost equal (mentioned by 35% of the respondents in urban areas; and by 37% of the respondents in rural areas) (Figure 124).

Figure 123. Respondents’ awareness of the specific projects on public Internet access. *Comparison of 2008 to 2010*

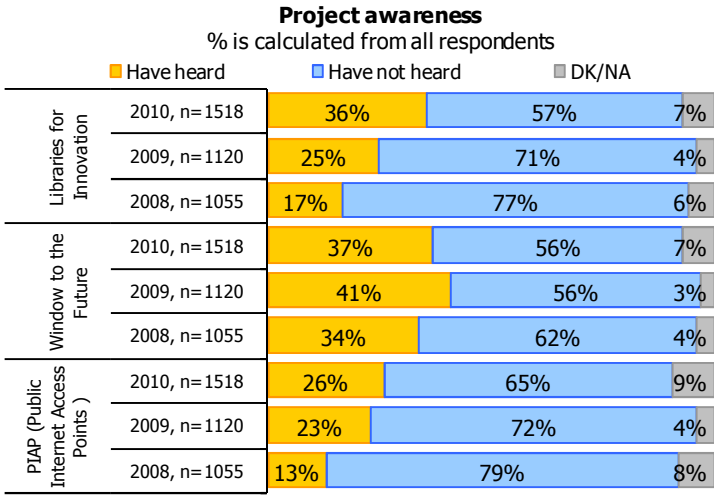
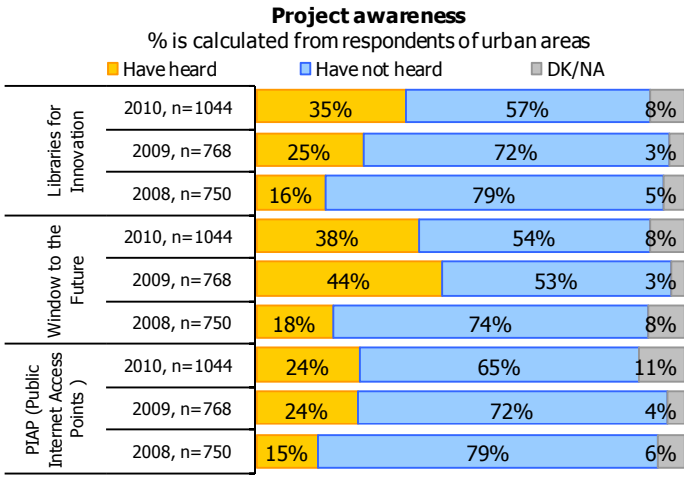
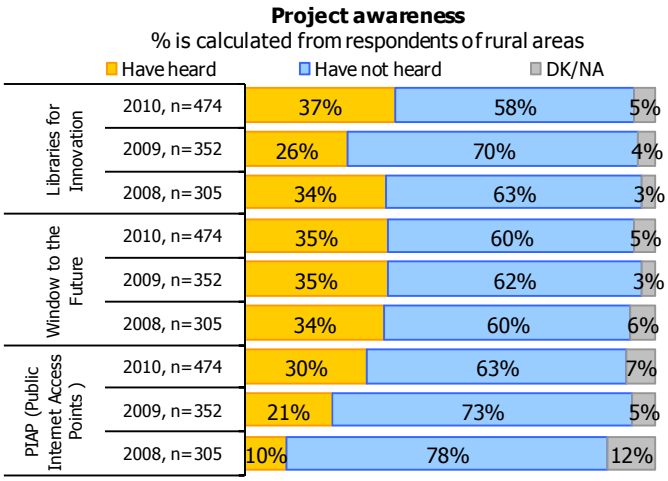


Figure 124. Respondents' awareness of the specific projects on public Internet access. *Comparison of 2008 to 2010 of rural and urban areas*





9.1 Assessment of the project "Libraries for Innovation"

Both in 2010 and 2009, the assessment of the project "Libraries for Innovation" is seen very favorably in the survey (in 2009 - 78%; in 2010 - 83% of positive evaluations). The project assessment by rural and urban respondents was equally positive (Figures 125 to 127).

Figure 125. Assessment of "Libraries for Innovation"

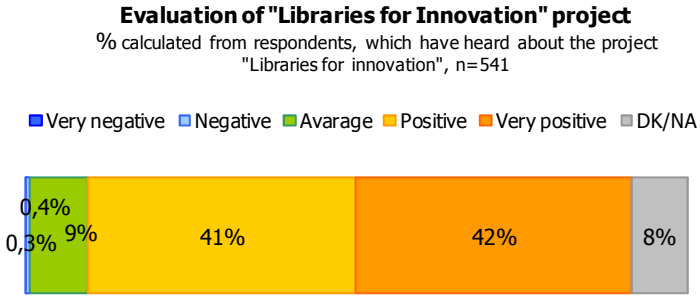


Figure 126 Assessment of "Libraries for Innovation". *Comparison of 2009 to 2010*

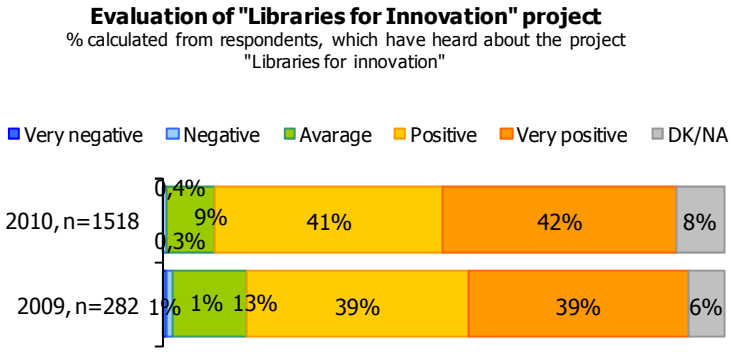
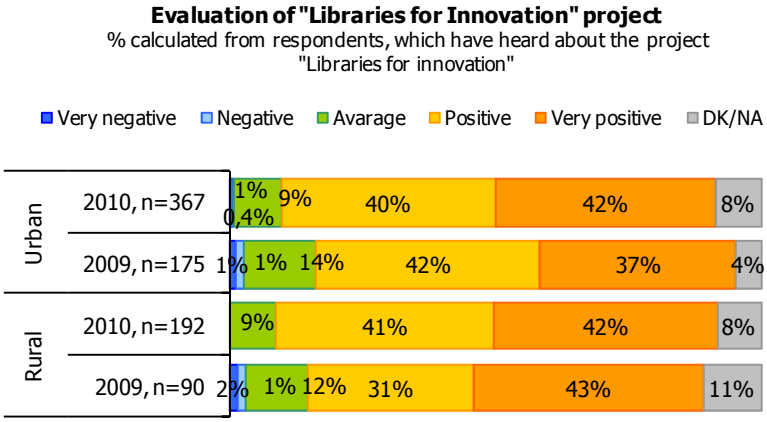


Figure 127**.** Assessment of "Bibliotekos pažangai". *Comparison of 2009 to 2010 of rural and urban areas*

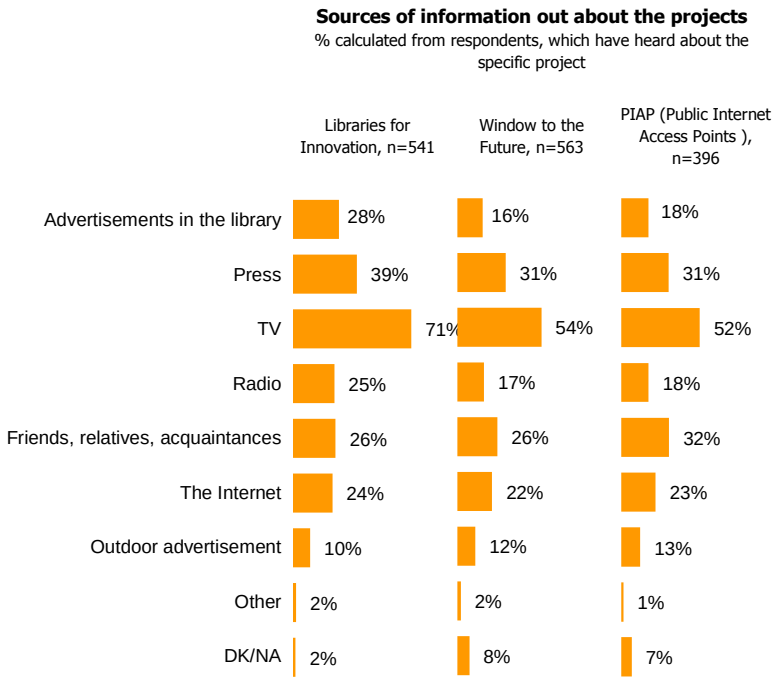


9.3 Sources of Information about the Projects

According to the data of the public opinion survey of 2010, "Libraries for Innovation" is the most effective advertising project. The respondents learn about "Libraries for Innovation" mainly from television - 71% of the respondents; advertisement in the library - 28% of the respondents; the press - 39% of the respondents; friends, relatives and acquaintances - 26% of the respondents; Internet - 24% of the respondents; radio - 25% of the respondents.

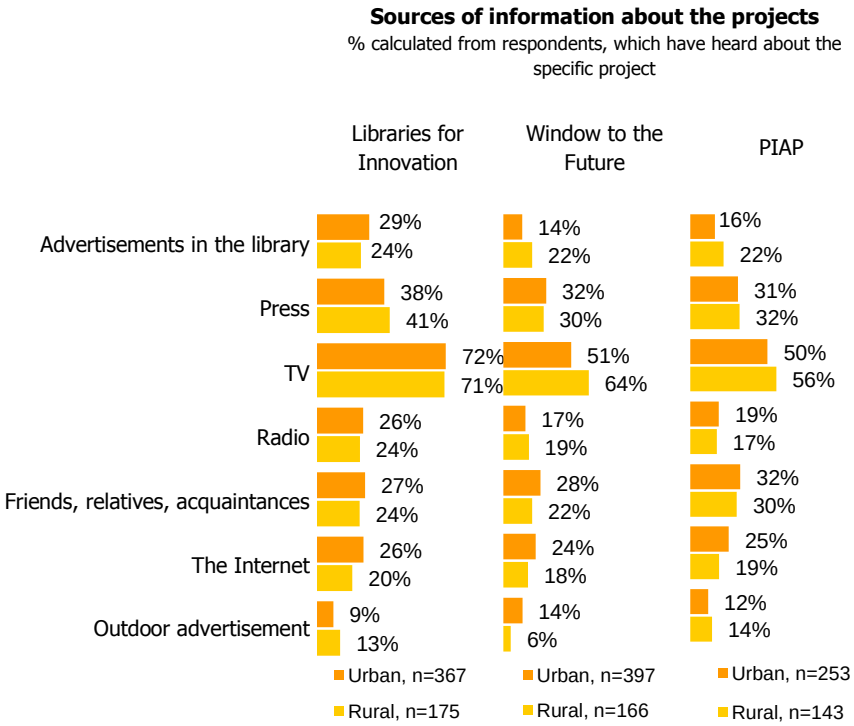
The respondents learnt about "Window to the Future" mostly from television - 54% of the respondents; friends, relatives and acquaintances - 26% of the respondents; Internet - 22% of the respondents; the press - 31% of the respondents; radio - 7% of the respondents. The respondents learnt about the RIAP project mostly from television - 52% of the respondents; friends, relatives and acquaintances - 32% of the respondents; Internet - 23% of the respondents; the press - 31% of the respondents; radio - 18% of the respondents. (Figure 128)

Figure 128. How did You hear about these projects?



No differences were found in the dispersion of rural – urban respondents' answers about information sources (Figure 129).

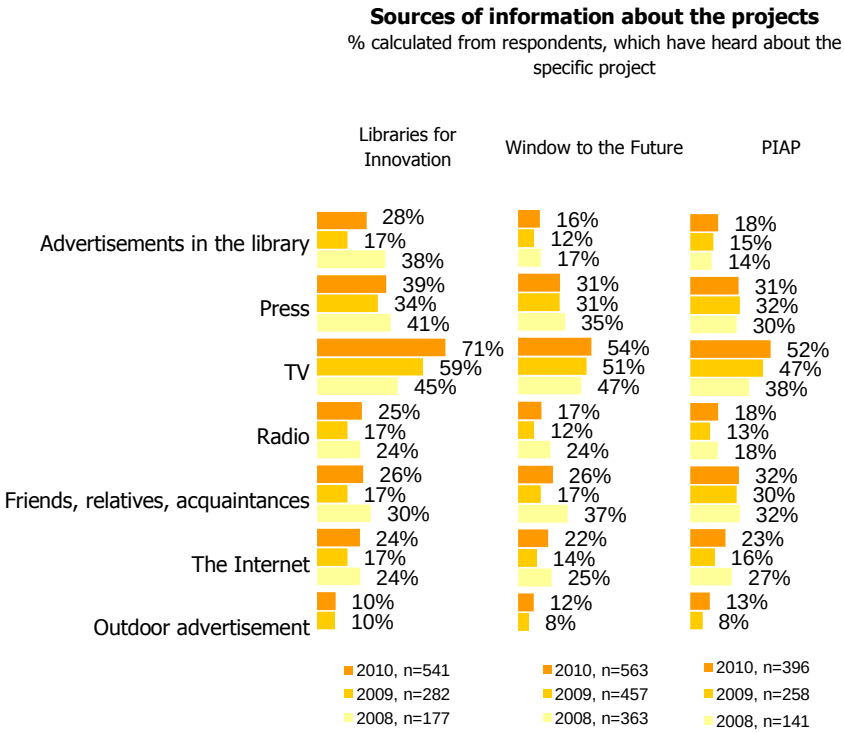
Figure 129. How did You hear about these projects? *Comparison of rural and urban areas*



Comparing the results of the surveys over the period of 2008 to 2010, a distinct growth of the information support for "Libraries for Innovation" were noticed in 2010. 71% of the respondents learnt about the project from TV (in 2009 - 59% of the respondents); 25% of the respondents – from radio (in 2009 - 17% of the respondents); 24% of the respondents – from Internet (in 2009 - 17% of the respondents); and 28% of

the respondents – from press ads (in 2009 - 17% of the respondents). The efficiency of advertisement of other projects promoting Internet development remained almost the same (Figure 130).

igure 130. How did You hear about these projects? *Comparison of 2008 to 2010*

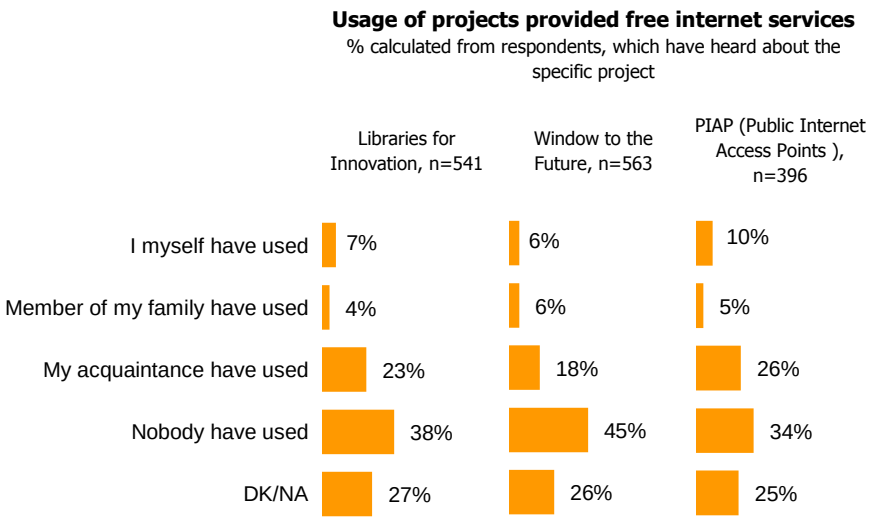


*The 2008 survey data on the press, TV and radio were not included in the comparison due to different formations of the question (in 2008, questions were about the national press, TV and radio)

9.4 The Use of Free Internet Services Provided by the Projects

According to the data of the public opinion survey of 2010, Internet services provided by "Libraries for Innovation" were used by: the respondent - 7%, his/her family member - 4%, and his/her acquaintance - 23%. Internet services provided by "Window to the Future" were used by: the respondent - 6%, his/her family member - 6%, and his/her acquaintance - 18%. Internet services provided by RIAP were used by: the respondent - 10%, his/her family member - 5%, and his/her acquaintance - 26% (Figure 131).

Figure 131. The use of free Internet services provided by the projects



Over the period of 2008 to 2010, the use of free Internet services provided by the above mentioned projects remained relatively stable. Rural and urban differences are not statistically significant (Figure 132).

Figure 132. The use of free Internet services provided by the projects. *Comparison of rural and urban areas*

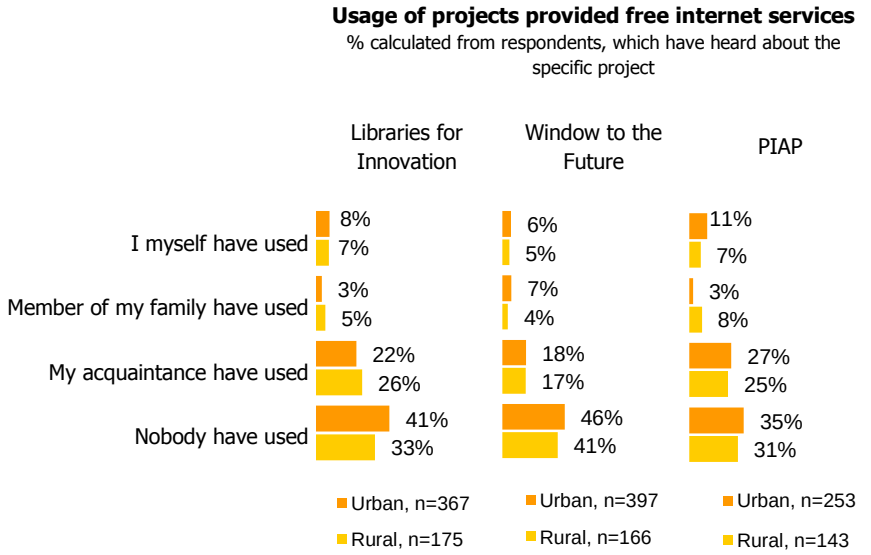
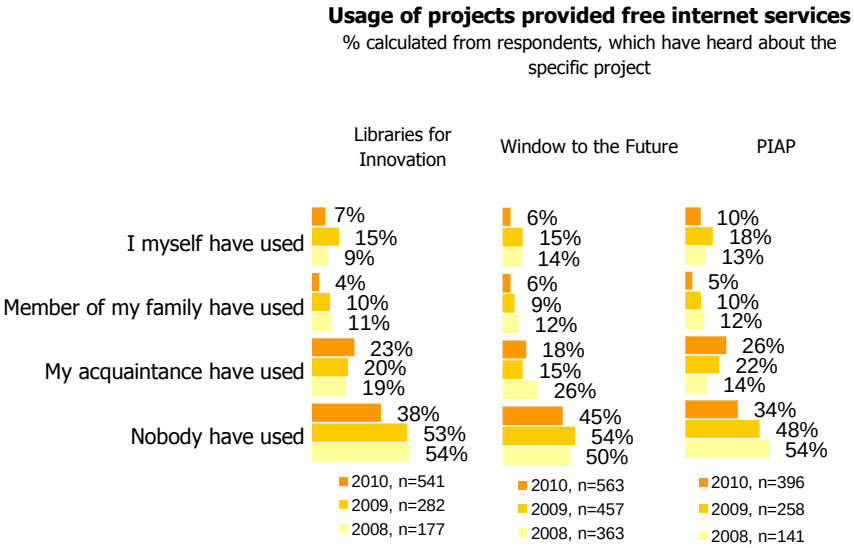


Figure 133**.** Use of free Internet services provided by the projects. *Comparison of 2008 to 2010*



10. Summary of Results and Discussion

Although the survey included a large amount of information, all the results can be reduced into several universal trends (that can be applied to absolute majority of the subjects dealt).

Urbanization (city – village), age and the situation in the labor market (employment) are the three "major" variables that explain the dispersion of many questions and answers.

These combinations of demographic factors allow to distinguish three groups of involvement in the use of new technologies:
"own" – those involved and committed to new technologies, having the best knowledge of and trying new technological opportunities. These are the youngest respondents of 15 to 24 years old, mostly urban residents, students and pupils.
"workers" – those, who use technology quite purposefully, frequently for purposes of work or selected areas. These often are persons of 24 to 44 years old, specialists, servants and managers.
"aliens" – people that are "near" to new technologies. According to the demographic characteristics, these are persons of 55 to 74 years old, pensioners and mostly rural residents.

Technologies / Internet = City

City is the leader in technology and Internet access, use, and benefit from the use of technology.

Libraries / public Internet access = Village

Library positions - awareness, necessity, image and authority is undoubtedly stronger in rural areas. Currently, library is one of a few existing attraction centers for rural community, thus libraries' image will remain quite strong. Ironically, one of the greatest threats to the library's popularity may become Internet that popularizes them today. Internet at home is becoming more and more popular, so in the short term, this service will become less relevant. Visitors will be attracted only by the "added value" – assistance and training.

Assessment of the new content is improving, but at the same time assessment of the changes in the "traditional" quality of library service is becoming weaker.

The survey of 2010 revealed quite positive assessment of the changes in the library service quality. The "new" library-related changes have received most support - the abundance of computer equipment (59% of positive evaluations) and quality (51% of positive evaluations), access to online assistance (57% of positive evaluations). Interestingly, the books update is also seen as very positive (50% improvement); although the in-house data (the opinion of librarians and management) show that the situation in this particular area has deteriorated notably in the last period.

When comparing evaluations over time, the above-mentioned difference of librarians and visitors' evaluation on books upgrade can be easily explained. Over the period of 2008 to 2010, the assessments of this area deteriorated consistently (from 66% of positive evaluations in 2008 to 50% – in 2010). Thus, vectors of both librarians and visitors' assessments are essentially the same, only professional assessment is more critical.

Rural and urban library images are different. City – technologies; village – the sense of community

Urban respondents emphasized the material aspects of the library image - modernity, innovations, modern equipment. Rural areas stand out in particular with the higher evaluation of library features related to the mission of building stronger library community: popular, trendy, fun place, a place to interact with people.
Due to the survey specifics (complex impact measurement model), separate target group surveys allow to analyse a relatively narrow field of analysis, and the results of the analysis are difficult (and inappropriate) to put into the traditional research model (problems, hypotheses testing, conclusions). The analysis of the survey data showed a number of phenomena that needed further analysis.
Why is it worth (necessary) to discuss them? The impact evaluation does not take place in laboratory environment, and evaluation of (changing) environmental factors may help to avoid false interpretation of the results. These trends are important in the evaluation of the project, because they directly concern the general changes of the Internet use.

Internet. Internet activities are no longer "tied"?

Comparison of the survey results over the period of 2008 to 2010 reveal interesting trends. The total use of computers and Internet is growing (the proportion of those *not using* Internet is reducing from 40% of the respondents in 2008, 37% of the respondents in 2009 up to 33% of the respondents in 2010); however, this growth reflects only the *growing* use of Internet at home (from 55% of the respondents in 2008, 59% of the respondents in 2009 up to 64% of the respondents in 2010).
Internet use at work *is decreasing* - from 27% of the respondents in 2008, up to 24% of the respondents in 2009, and 20% of the respondents in 2010. This phenomenon requires a broader study, although one of the possible explanations could be negative trends in the labor market (a few year-long decline in the number of employees, and emigration of the potential labor market participants).
Other reason for this phenomenon is mobile development of jobs.

Public internet access. Increasing awareness ≠ Increasing use

Over the period of 2008 to 2010, the increase of public Internet access awareness and regress of use at the same is observed. These figures suggest that ***the proportion of the number of those aware of Internet access and the number of Internet users is not a constant***. I.e. analogous change in the number of users (there is no linear dependence) cannot be expected when awareness rates of Internet access change in certain extent. The fast growth of public Internet access awareness almost does not change the actual use of access, which is even decreasing. There is also a decrease in the ratio between those who know and those who use the Internet access (53% of the respondents in 2008, and 39% of the respondents in 2010). Given the development of alternatives for Internet (development of mobile Internet; home Internet access becoming cheaper and prevalent) it can be assumed that there is particular consumer "inflation", i.e. the use may remain the same even if access awareness is growing. The consumer "drop" factor does not allow to accurately predict the number of future users, depending on the number of those who are aware.

Annex A. Survey Questionnaire

2010 QUESTIONNAIRE OF 15 - 74 YEAR-OLD RESIDENTS
Instrument 3

Hello,
I am _____, an interviewer of UAB Rait, a market and public opinion research company. Currently, we carry out a survey of Lithuanian residents about the use of computers and Internet.

Your answers matter to us, because this is the only way to obtain a full picture of the total opinion of the Lithuanian residents. The survey is anonymous. It is very important that You answer these questions, because You fell among the respondents according to a random selection method. Would You agree to answer the questions?

Thank You for participating in this survey!

I1. Interview date: _____ day _____ month, 2010
I2. Interview starts at: _____hour_____ minutes

SELECTION

0. HOW MANY 15–74 YEARS OLDS LIVE IN YOUR HOUSE? *(INCLUDING THE PERSON TO WHOM YOU SPEAK, IF HE/SHE FALLS INTO THE 15-74 YEAR RANGE)*
WRITE DOWN THE NUMBER: _____

0.1 WRITE DOWN DATES OF BIRTH OF YOUR 15-74 YEARS OLD FAMILY MEMBERS; CIRCLE GENDER; MARK THE ONE YOU SELECTED FOR QUESTIONING.

	DATE OF BIRTH (WRITE DOWN)		*GENDER (CIRCLE)*		SELECTED *(CIRCLE)*
	Month	*Day*	*Male*	*Female*	
1st family member			1	2	1
2nd family member			1	2	2
3rd family member			1	2	3
4th family member			1	2	4
5th family member			1	2	5
6th family member			1	2	6
7th family member			1	2	7
8th family member			1	2	8

D2. How old were you on your last birthday *(INDICATE)* _____

INTERNET USAGE HABITS

1. Do you have the computer connected to the Internet at workplace, at home that you can use? *(SEVERAL ANSWERS ARE POSSIBLE)*

1	At workplace
2	At home
3	Do not have at home or at workplace

2. Do you have a possibility to use the wireless Internet connection? *(SEVERAL ANSWERS ARE POSSIBLE)*

1	Yes, I can use it at workplace
2	Yes, I can use it at home
3	Yes, I can use it elsewhere but not at home or at workplace
4	No
5	I do not know what it is

SHOW CARD ***3***

3. Where (in what places) do you use the computer connected to the Internet? *(SEVERAL ANSWERS ARE POSSIBLE)*

4. Where do you use the computer connected to the Internet most often? *(MARK ONLY ONE ANSWER)*

		3. Uses the computer connected to the Internet:	**4. Uses the computer connected to the Internet most often:** *(SINGLE ANSWER)*
1.	At workplace	1	1
2.	At home	2	2
3.	In the library	3	3
4.	In the public Internet access place other than the library (for example, in the community centre, culture house, etc.)	4	4
5.	In the Internet cafes	5	5
6.	In Wi-fi (wireless Internet) access places	6	6
7.	In the educational institution (school, university, college, other...)	7	7
8.	Elsewhere *(INDICATE)*_____	8	8
9.	I don't use the computer that is connected to the internet at all	-> *SKIP TO* ***19***	

SHOW CARD ***5***

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

		Uses the Internet in general
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.	More seldom	7

SHOW CARD ***6***

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

		Uses the Internet in the library
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.	More seldom	7
8.	It is the first time	8

ASK ALL THOSE WHO USE INTERNET (SEE 3 Q.)

SHOW CARD ***7/ 9 / 11 / 13 / 15 / 17***

7. 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. (*MARK ABOUT EACH STATEMENT, ONE ANSWER IN EACH ROW.* ***ROTATION*** *OF STATEMENTS: FOR ONE RESPONDENT READ THE STATEMENTS FROM THE BEGINNING, FOR THE OTHER – FROM THE END)*

	Never use	**Have used it once or several times**	**Use constantly**
1. To perform tasks connected with your work/main activity (including agricultural activity)	1	2	3
2. To look for information about goods and services	1	2	3
3. To order and buy goods and services through the Internet (for example, clothes, tickets, insurance services, etc.)	1	2	3
4. To look for work or employees (for example, review of work advertisements, CVs sending, consultations on career issues)	1	2	3
5. To advertise or/and sell one's own goods or services (for example, cars, agricultural production, tourism services, etc.)	1	2	3
6. To use e-banking services	1	2	3

ASK ONLY ABOUT ACTIVITIES RESPONDENT USES (Look at question 7)
SHOW CARD ***8/ 10 / 12 / 14 / 16 / 18***

8. Where (in what places) do you use the computer with the Internet access for the listed aims most often? *(MARK ABOUT EACH ACTIVITY WHICH IS USED, SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW.* ***ROTATION*** *OF STATEMENTS: FOR ONE RESPONDENT READ THE STATEMENTS FROM THE BEGINNING, FOR THE OTHER – FROM THE END)*

	1. At home	2. At workplace	3. At the library	4. At the public access not in the library	5. At the internet cafes	6. At the education institution (school, university…)	7. Elsewhere. Where?
1. To perform tasks connected with your work/main activity (including agricultural activity)	1	2	3	4	5	6	7
2. To look for information about goods and services	1	2	3	4	5	6	7
3. To order and buy goods and services through the Internet (for example, clothes, tickets, insurance services, etc.)	1	2	3	4	5	6	7
4. To look for work or employees (for example, review of work advertisements, CVs sending, consultations on career issues)	1	2	3	4	5	6	7
5. To advertise or/and sell one's own goods or services (for example, cars, agricultural production, tourism services, etc.)	1	2	3	4	5	6	7
6. To use e-banking services	1	2	3	4	5	6	7

ASK ALL THOSE WHO USE INTERNET
SHOW CARD ***7/ 9 / 11 / 13 / 15 / 17***

9. How often do you use the computer with the Internet access for the listed aims related to communication? Rate the frequency in points from 1 to 3, where 1 – never use, 2 – have used once or several times, 3 – use constantly. *(MARK ABOUT EACH STATEMENT, ONE ANSWER IN EACH ROW.* ***ROTATION*** *OF STATEMENTS: FOR ONE RESPONDENT READ THE STATEMENTS FROM THE BEGINNING, FOR THE OTHER – FROM THE END)*

	Never use	Have used it once or several times	Use constantly
1. To send/get email	1	2	3
2. For telephone conversations via the Internet	1	2	3
3. To use discussions, forums, email conferences	1	2	3
4. To create blogs or personal websites	1	2	3
5. To participate in social Internet networks (for example, klase.lt, Facebook, Myspace)	1	2	3

ASK ONLY ABOUT ACTIVITIES RESPONDENT USES (Look at question 9)
SHOW CARD ***8/ 10 / 12 / 14 / 16 / 18***

10. Where (in what places) do you use the computer with the Internet access for the listed aims related to communication most often?)? *(MARK ABOUT EACH ACTIVITY WHICH IS USED, SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW.* ***ROTATION*** *OF STATEMENTS: FOR ONE RESPONDENT READ THE STATEMENTS FROM THE BEGINNING, FOR THE OTHER – FROM THE END)*

	1. At home	2. At workplace	3. At the library	4. At the public access not in the library	5. At the internet cafes	6. At the education institution (school, university…)	7. Elsewhere. Where?
1. To send/get email	1	2	3	4	5	6	7
2. For telephone conversations via the Internet	1	2	3	4	5	6	7
3. To use discussions, forums, email conferences	1	2	3	4	5	6	7
4. To create blogs or personal websites	1	2	3	4	5	6	7
5. To participate in social Internet networks (for example, klase.lt, Facebook, Myspace)	1	2	3	4	5	6	7

ASK ALL THOSE WHO USE INTERNET
SHOW CARD ***7/ 9 / 11 / 13 / 15 / 17***

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

	Never use	Have used it once or several times	Use constantly
1. To read newspapers, news portals, magazines on the Internet	1	2	3
2. To listen to the Internet radio or watch the Internet television	1	2	3
3. To play or download games, pictures, films or music	1	2	3
4. To advertise or look for the communal activity, information on events	1	2	3
5. To look for other information related to culture or leisure (for example, culture heritage, exhibitions, plays)	1	2	3
6. To use digital culture heritage (virtual exhibitions, digital collections of the libraries, etc.).	1	2	3

ASK ONLY ABOUT ACTIVITIES RESPONDENT USES (Look at question 11)
SHOW CARD ***8/ 10 / 12 / 14 / 16 / 18***

12. Where (in what places) do you use the computer with the Internet access for the listed aims related to leisure, culture most often? *(MARK ABOUT EACH ACTIVITY WHICH IS USED, SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW.* ***ROTATION*** *OF STATEMENTS*

	1. At home	2. At workplace	3. At the library	4. At the public access not in the library	5. At the internet cafes	6. At the education institution (school, university...)	7. Elsewhere. Where?
1. To read newspapers, news portals, magazines on the Internet	1	2	3	4	5	6	7
2. To listen to the Internet radio or watch the Internet television	1	2	3	4	5	6	7
3. To play or download games, pictures, films or music	1	2	3	4	5	6	7
4. To advertise or look for the communal activity, information on events	1	2	3	4	5	6	7
5. To look for other information related to culture or leisure (for example, culture heritage, exhibitions, plays)	1	2	3	4	5	6	7
6. To use digital culture heritage (virtual exhibitions, digital collections of the libraries, etc.).	1	2	3	4	5	6	7

ASK ALL THOSE WHO USE INTERNET
SHOW CARD ***7/ 9 / 11 / 13 / 15 / 17***

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

	Never used	Have used once or several times	Use constantly
1. To download freely distributed software for learning aims	1	2	3
2. To look for information and register to study at higher schools	1	2	3
3. To look for proposals about informal learning, education possibilities or courses	1	2	3
4. To learn some subject at courses via the Internet (distance learning)	1	2	3
5. To use professional orientation (improvement of qualification) databases	1	2	3
6. To use electronic databases (for example LITLEX)	1	2	3
7. To use the library catalogues (for example LIBIS)	1	2	3
8. To watch educational video broadcastings (lectures, conferences, etc.)	1	2	3

ASK ONLY ABOUT ACTIVITIES RESPONDENT USES (Look at question 13)
SHOW CARD ***8/ 10 / 12 / 14 / 16 / 18***

14. Where (in what places) do you use the computer with the Internet access for the listed aims related to learning, education most often? *(MARK ABOUT EACH ACTIVITY WHICH IS USED, SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW.* ***ROTATION*** *OF STATEMENTS*

	1. At home	2. At workplace	3. At the library	4. At the public access not in the library	5. At the internet cafes	6. At the education institution (school, university…)	7. Elsewhere. Where?
1. To download freely distributed software for learning aims	1	2	3	4	5	6	7
2. To look for information and register to study at higher schools	1	2	3	4	5	6	7
3. To look for proposals about informal learning, education possibilities or courses	1	2	3	4	5	6	7
4. To learn some subject at courses via the Internet (distance learning)	1	2	3	4	5	6	7
5. To use professional orientation (improvement of qualification) databases	1	2	3	4	5	6	7
6. To use electronic databases (for example LITLEX)	1	2	3	4	5	6	7
7. To use the library catalogues (for example LIBIS)	1	2	3	4	5	6	7
8. To watch educational video broadcastings (lectures, conferences, etc.)	1	2	3	4	5	6	7

ASK ALL THOSE WHO USE INTERNET
SHOW CARD ***7/ 9 / 11 / 13 / 15 / 17***

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

	Never used	Have used once or several times	Use constantly
1. To look for information related to health (for example injuries, diseases, nutrition, medicine, health improvement, etc.)	1	2	3
2. To register at health care institutions, specialists	1	2	3
3. To follow the stored information about you at the Patients` Fund (for example recipes of compensated drugs)	1	2	3

ASK ONLY ABOUT ACTIVITIES RESPONDENT USES (Look at question 15)
SHOW CARD ***8/ 10 / 12 / 14 / 16 / 18***

16. Where (in what places) do you use the computer with the Internet access for the listed aims related to health most often? *(MARK ABOUT EACH ACTIVITY WHICH IS USED, SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW.* ***ROTATION*** *OF STATEMENTS*

	1. At home	2. At workplace	3. At the library	4. At the public access not in the library	5. At the internet cafes	6. At the education institution (school, university…)	7. Elsewhere. Where?
1. To look for information related to health (for example injuries, diseases, nutrition, medicine, health improvement, etc.)	1	2	3	4	5	6	7
2. To register at health care institutions, specialists	1	2	3	4	5	6	7
3. To follow the stored information about you at the Patients` Fund (for example recipes of compensated drugs)	1	2	3	4	5	6	7

ASK ALL THOSE WHO USE INTERNET SHOW CARD ***7/ 9 / 11 / 13 / 15 / 17***

17. How often do you use the computer with the Internet access when addressing various public institutions for the 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. *(MARK ABOUT EACH STATEMENT, ONE ANSWER IN EACH ROW.* ***ROTATION*** *OF STATEMENTS*

	Never used	Have used once or several times	Use constantly
1. To get information and/or submit applications for social allowances or compensations (for example unemployment benefits, scholarships, etc.)	1	2	3
2. To order personal documents (for example passports, identity cards, driver's licenses, etc.)	1	2	3
3. To get information and/or register vehicles	1	2	3
4. To submit applications for construction permits	1	2	3
5. To submit notices to the police	1	2	3
6. To order birth, marriage, divorce, death certificates	1	2	3
7. To submit residential place declarations	1	2	3
8. To submit income and/or property declarations via the Internet	1	2	3

ASK ONLY ABOUT ACTIVITIES RESPONDENT USES (Look at question 17)
SHOW CARD ***8/ 10 / 12 / 14 / 16 / 18***

18. Where (in what places) do you use the computer with the Internet access when addressing various public institutions for the listed aims most often? *(MARK ABOUT EACH ACTIVITY WHICH IS USED, SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW.* ***ROTATION*** *OF STATEMENTS*

	1. At home	2. At workplace	3. At the library	4. At the public access not in the library	5. At the internet cafes	6. At the education institution (school, university…)	7. Elsewhere. Where?
1. To get information and/or submit applications for social allowances or compensations (for example unemployment benefits, scholarships, etc.)	1	2	3	4	5	6	7
2. To order personal documents (for example passports, identity cards, driver's licenses, etc.)	1	2	3	4	5	6	7
3. To get information and/or register vehicles	1	2	3	4	5	6	7
4. To submit applications for construction permits	1	2	3	4	5	6	7
5. To submit notices to the police	1	2	3	4	5	6	7
6. To order birth, marriage, divorce, death certificates	1	2	3	4	5	6	7
7. To submit residential place declarations	1	2	3	4	5	6	7
8. To submit income and/or property declarations via the Internet	1	2	3	4	5	6	7

QUESTION FOR ALL INTERNET USERS

18a. How much do You know about the following aspects of SAFE computer and Internet USE? *EACH ANSWER IN EVERY ROW*

	1. I'm well aware of it and would be able to use it safely or get protection	2. I know something about it, but I would not be able to use it safely or get protection	3. I'm not aware of it
1. **Illegal content Internet restrictions** (publication of pornography or information inciting racial and national hatred)	1	2	3
2. **Impact on health** (the recommended duration of use; seating and screen position; dependence on Internet)	1	2	3
3. **Privacy** (personal data storage; communication online; virtual dating; online registration)	1	2	3
4. **Other possible threats** (viruses and tracking programs; online scams; e-mail spam)	1	2	3
5. **Culture of Internet use** (ethical comments; ridicule; Communication on forums)	1	2	3

18.2 QUESTION FOR THOSE WHO KNOW SOMETHING ABOUT THE SAFE COMPUTER AND INTERNET USE.
*SHOW THE CARD **18.2***

18.2. How did You learn about the SAFE computer and Internet USE, i.e. about protection from potential threats? *(MULTIPLE ANSWERS)*

1. From colleagues, friends
2. From family members
3. From children
4. From press
5. From books
6. From Internet
7. From Librarians
8. From Computer literacy training courses
9. From IT specialists
10. From personal experience
11. Other (specify) _____ 99.DK/NA

QUESTION FOR ALL INTERNET USERS
*SHOW THE CARD **18.3***

18.3 Who is the first one You appeal to when You facing the SAFE computer and Internet USE threats ? (*ONE ANSWER*)

1. Colleagues, friends, acquaintances
2. Family members
3. Children
4. IT specialists
5. I look for information in books
6. I look for information on Internet
7. I appeal to library staff
8. I try to overcome the threats myself
9. Other (specify) _____
0. I have not encountered these threats yet

99. DK/NA

18.4. Did the use of the Internet for you? *MULTIPLE ANSWERS. SHOW THE CARD **18.4***

1.	Save money	1
2.	Help to buy things (services)	2
3.	Help to earn money	3
4.	Help to find a job	4
5.	Help to increase your income	5
6.	Help to perform work related to studies, learning	6
7.	Help to contact the national or local authorities via the Internet	7
8.	Improve communication with the relatives and friends	8
9.	Help to take care of health	9
10.	Help to perform work better	10
11.	Enrich leisure time	11
12.	Other (indicate) _____	12

THE FOLLOWING QUESTIONS ARE FOR ALL RESPONDENTS

COMPUTER LITERACY

19. Rate your computer literacy (skills to use computer) *(MARK ONLY ONE STATEMENT*)

1. Fully insufficient 2. Insufficient 3. Sufficient 4. Fully sufficient

20. Which of the statements describes computer literacy of your family members the best? (*SINGLE ANSWER*)

1. Only me is literate
2. Only few members of family are literate
3. All family members are literate
4. No one is literate
5. I don't live with family members
6. I live alone

SHOW CARD ***21***

21. Where did (do) you learn to work on computer? *(MARK ALL APPLICABLE VARIANTS*)

1. At secondary school
2. At higher school
3. At special computer literacy courses -> quest. 22.
4. At special courses (not computer literacy)
5. At work
6. Independently
7. Friends, acquaintance, relatives taught
8. Elsewhere *(INDICATE)*_____
9. I don't know how to use PC. -> quest. 25

QUESTION 22 ASK THOSE WHO LEARNED TO WORK ON COMPUTER AT SPECIAL COMPUTER LITERACY COURSES

22. Who organized computer literacy courses where you learned or improved your knowledge of work on computer? *(SEVERAL ANSWERS ARE POSSIBLE)*

1. Labour exchange
2. Public library
3. Alliance "Window to the Future"
4. Workplace
5. Other (indicate) _____

SHOW CARD ***23***

23. Which from the below mentioned actions related to work on computer have you performed independently? (*MARK EACH APPLICABLE STATEMENT)*

1 Copy or move document or storage
2. Use copying or moving tools in order to copy or move information inside the document
3. Use main arithmetic formulas in separate documents
4. Compress files
5. Connect and install new devices, for example a printer or a modem
6. Write a computer programme using programming language
7. Connect computer to the local network
8. Identify and solve computer problems (for example computer work is slow)
9. Neither of the mentioned.

TO SHOW CARD ***24***

24. 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.* ***ROTATION*** *OF STATEMENTS*

		Fully insufficient	**Insufficient**	**Sufficient**	**Fully sufficient**
1.	General computer use skills (for example use of the mouse, printing)	1	2	3	4
2.	Use of the main computer programmes (for example Word, Excel, Databases, Presentations)	1	2	3	4
3.	Removal of the main technical problems (for example "sleeping" computer, "jammed" printer, etc.)	1	2	3	4
4.	General use of the Internet (for example email, search for websites, browsing)	1	2	3	4
5.	Sending of email with attached document	1	2	3	4
6.	Browsing the Internet or search systems (for example use of Google™, Yahoo™)	1	2	3	4
7.	Use of the Internet databases	1	2	3	4
8.	Website creation	1	2	3	4
9.	Use of the Internet for telephone conversations (for example Skype)	1	2	3	4
10.	Participation in conversations on the Internet sites, forums (to leave messages, start new discussions)	1	2	3	4
11.	To use files exchange programmes (to exchange films, music, etc.)	1	2	3	4

LIBRARY SERVICES

ASK ALL

25. What does the library associate with for you? *INDICATE*

_____

_____

SHOW CARD ***26***

26. Which statement from the listed pairs of statements in your opinion is more suitable for library, the institution as such, in general? *(ONE ANSWER IN EACH ROW.* ***ROTATION*** *OF STATEMENTS*

	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
Library is the centre of communal life	1	2	3	4	Library is not the centre of communal life
Library is meant more for the youth	1	2	3	4	Library is meant more for the older people
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
Novelties are being constantly implemented in libraries	1	2	3	4	Novelties are not implemented or are being implemented slowly
Library is more meant for academicians, students	1	2	3	4	Library is meant for all who want
High qualification specialists work in libraries	1	2	3	4	Low qualification specialists work in libraries
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
Libraries render a lot of various services	1	2	3	4	Libraries only deliver books and allow to read them or press in the library

27. Have you been in the public library during the last year (12 months)? *(SINGLE ANSWER)*

1. Yes → *SKIP TO QUESTION 29*
2. NO, I've been there before
3. No, never been there
4. *Don't remember (DON'T READ)* → *SKIP TO QUESTION 29*

28. Please, specify the reasons for not visiting library during the last years. *MULTIPLE ANSWERS*

1. Lack of time; I have other activities
2. There was no need
3. Not interested
4. Health problems
5. I have enough books at home
6. I'm not much of a reader
7. I use Internet elsewhere (at work/home)
8. Other (*specify*):_____
9. I don't know, it's hard to tell

*SHOW CARD **29***

29. What library's services have you ever used? *MULTIPLE ANSWERS*

1.	Dispense of books	1
2.	Dispense of other publications (programs for language learning, CD, DVD, art publications, notes, etc.)	2
3.	Possibility to read periodical press	3
4.	Possibility to use internet for free	4
5.	Possibility to learn in computer literacy courses	5
6.	Possibility to watch videos	6
7.	Possibility to listen audios records	7
8.	Possibility to use information data bases on the internet	8
9.	Possibility to play computer games	9
10.	Other (SPECIFY)_____	10

*SHOW CARD **30***

30. What services rendered by the libraries do you use? *MULTIPLE ANSWERS*

1.	Delivery of books	1
2.	Delivery of other publications (language learning programmes, CDs, DVDs, art publications, sheet music, etc.)	2
3.	Possibility to read periodic press	3
4.	Possibility to use the Internet free of charge	4
5.	Possibility to learn at computer literacy courses	5
6.	Possibility to review video material	6
7.	Possibility to listen to audio records	7
8.	Possibility to use informational databases on the Internet	8
9.	Possibility to play computer games	9
10.	Other (indicate)_____	10

QUESTION 31A ASK THOSE WHO VISITED LIBRARY FOR LAST 12 MONTHS (27=1)
*SHOW CARD **31***

31. Have the below mentioned services rendered in the libraries in your opinion got worse, not changed or improved during the last one year? *(MARK ABOUT EACH SERVICE, ONE ANSWER IN EACH ROW. **ROTATION** OF STATEMENTS*

		Have got worse	**Have not changed**	**Have improved**
1.	Update of the assortment of books	1	2	3
2.	Variety of other publications (CDs, DVDs)	1	2	3
3.	Variety of periodic press	1	2	3
4.	Variety of databases	1	2	3
5.	Variety of organised events (exhibitions, meetings, trainings)	1	2	3
6.	Quality of organised events (exhibitions, meetings, trainings)	1	2	3
7.	Abundance of IT equipment	1	2	3
8.	Quality of IT equipment	1	2	3
9.	Abundance of software	1	2	3
10.	Quality of software	1	2	3
11.	Possibility to get advice or help from the staff when using the computer or the Internet	1	2	3
12.	Overall atmosphere	1	2	3
13.	Other (indicate)_____	1	2	3

31B QUESTION FOR THESE RESPONDENTS, WHO HAVE NOT VISITED LIBRARY DURING THE LAST YEARS OR DON'T REMEMBER VISITING (27=2-3-4)

*SHOW THE CARD **31B***

31B. Having in mind THE FACT THAT YOU KNOW OR HAVE HEARD ABOUT LIBRARIES, do You think library services have deteriorated, unchanged or improved during the last one year?

	*STATEMENT **ROTATION*** ↓	**1. Deteriorated**	**2. Unchanged**	**3. Improved**	*99. N/N*
1	Update of books selection	1	2	3	*99*
2	The variety of periodic press	1	2	3	*99*
3	The abundance of computer equipment	1	2	3	*99*
4	The possibility to get advice or help from the staff while using a computer or Internet	1	2	3	*99*
5	General atmosphere	1	2	3	*99*

PUBLIC INTERNET ACCESS

ASK ALL

32. Have you heard about free of charge public internet access in libraries?

1. Yes 2. No → *SKIP TO QUESTION 37*

33. Have you used free of charge public internet access in the library?

1. Yes -> *SKIP TO QUESTION 35* 2. No

34. Why You don't use free public Internet access at the library? (*MULTIPLE ANSWERS)*

1. I use it elsewhere (at home/work)
2. Not interested
3. I don't know how to use it
4. Lack of time
5. I don't visit the library
6. The closest library does not provide it
7. Other *(specify)*:_____
8. I don't know, it's hard to tell

35 AND 36 QUESTIONS FOR THESE RESPONDENTS WHO USED PIA IN LIBRARY

35. When did you use the Internet in the public access in the library independently it was free of charge or paid for the first time? (*MARK ONLY ONE STATEMENT*)

1. Current year (in 2010) 2. Previuos year (2009) 3. 2008 4. 2007 or earlier

*SHOW CARD **36***

36. How do you rate the quality of services in the public Internet access in this library? Rate in the scale of 5 points, where 1 – very bad, 5 – very good? (*MARK ABOUT EACH FACTOR, ONE ANSWER IN EACH ROW*)

		Very bad	Bad	Nor bad, nor good	Good	Very good	DK/NA
1.	Computer hardware	1	2	3	4	5	*99*
2.	Software	1	2	3	4	5	*99*
3.	Internet speed	1	2	3	4	5	*99*
4.	Staff helpfulness	1	2	3	4	5	*99*
5.	Staff qualification	1	2	3	4	5	*99*
6.	Working hours	1	2	3	4	5	*99*
7.	Possibility to work undisturbed	1	2	3	4	5	*99*
8.	Possibility to use own digital means (laptops, palms, photo/video/audio means, etc.)	1	2	3	4	5	*99*

36.1 QUESTION FOR THESE RESPONDENTS WHO HAVE HEARD ABOUT FREE PIA IN LIBRARIES (32KL = 1)

36.1. Are you thinking of using the internet in the library in the nearest 6 months?

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

INFORMATION ABOUT THE PROJECTS ON IMPLEMENTATION OF PUBLIC INTERNET ACCESS

ASK ALL

37. What projects, programmes meant for implementing the public internet access and foster computer literacy of the society have you heard of? *(INDICATE)*

_____
_____

38. Have you heard of these projects? *(ONE ANSWER IN EACH ROW)*

		Have heard	Have not heard	DK/NA
1.	Libraries for Innovation	1	2	99
2.	Window to the Future	1	2	99
3.	PIAP (Public Internet Access Points)	1	2	99
4.	Other *(INDICATE)*	1	2	99

38.1 QUESTION FOR THESE RESPONDENTS WHO HAVE HEARD ABOUT PROJECT "LIBRARIES FOR INNOVATION"

38.1. Based on what do you know or have heard about the project "Libraries for Innovation ", how you appreciate, this project positive or negative? Rate in the scale of 5 points, where 1 – very negative, 5 – very positive?

	Very negative	Negative	Average	Positive	Very positive	DK/NA
Libraries for Innovation	1	2	3	4	5	6

QUESTIONS 39 AND 40 ASK ABOUT PROJECTS RESPONDENT KNOWS, OTHERS ASK QUESTION 38.
SHOW CARD ***39***

39. From what sources did you learn about these projects? *(SEVERAL ANSWERS ARE POSSIBLE IN EACH COLUMN)*

		Libraries for Innovation	Window to the Future	PIAP (Public Internet Access Points)	DK/NA
1.	Local press	1	1	1	99
2.	Republic press	2	2	2	99
3.	Advertisements in the library	3	3	3	99
4.	Lithuanian National Television (LRT)	4	4	4	99
5.	Lithuanian National Radio (LRT)	5	5	5	99
6.	Regional television	6	6	6	99
7.	Regional radio	7	7	7	99
8.	Other televisions	8	8	8	99
9.	Other radios	9	9	9	99
10.	Friends, relatives, acquaintances	10	10	10	99
11.	The Internet	11	11	11	99
12.	Other (indicate) _____	12	12	12	99

40. Have you, your acquaintances, relatives ever used the free Internet services provided by these projects?
(SEVERAL ANSWERS ARE POSSIBLE IN EACH ROW, AT LEAST ONE ANSWER IN A ROW)

		I myself have used	Member of my family have used	My acquaintance have used	Nobody have used	DK/NA
1.	Libraries for Innovation	1	2	3	4	99
2.	Window to the Future	1	2	3	4	99
3.	PIAP (Public Internet Access Points)	1	2	3	4	99

Some final questions about yourself

ASK ALL

D1. Gender *MARK:* 1. Male 2. Female

GD3. What is your education? *(MARK ONE VARIANT, THE LAST OBTAINED)*

1. Primary
2. Basic
3. Secondary, special secondary
4. High
5. Higher
6. Scientific degree (master degree, doctor's degree)

D4. What is your marital status? *(MARK ONE VARIANT***)**
1. Married;
2. Live not married
3. Divorced;
4. Widower/widow
5. Single

D5. Would you please indicate what average income of one family member per month is? *INCOME IS CALCULATED ADDING INCOME RECEIVED BY ALL FAMILY MEMBERS – SALARY, WAGES, BENEFITS, SCHOLARSHIPS, ETC. AND DIVIDING THEM FROM THE NUMBER OF MEMBERS.*

SHOW CARD **D5**

1	0	-	100	Litas
2	101	-	200	Litas
3	201	-	300	Litas
4	301	-	400	Litas
5	401	-	500	Litas
6	501	-	600	Litas
7	601	-	700	Litas
8	701	-	800	Litas
9	801	-	900	Litas
10	901	-	1000	Litas
11	1001	-	1100	Litas
12	1101	-	1200	Litas
13	1201	-	1300	Litas
14	1301	-	1400	Litas
15	1401	-	1500	Litas

16	1501	-	1600	Litas
17	1601	-	1700	Litas
18	1701	-	1800	Litas
19	1801	-	1900	Litas
20	1901	-	2000	Litas
21	2001	-	2100	Litas
22	2101	-	2200	Litas
23	2201	-	2300	Litas
24	2301	-	2400	Litas
25	2401	-	2500	Litas
26	2501	-	2600	Litas
27	2601	-	2700	Litas
28	2701	-	2800	Litas
29	2801	-	2900	Litas

30	2901	-	3000	Litas
31	3001	-	3100	Litas
32	3101	-	3200	Litas
33	3201	-	3300	Litas
34	3301	-	3400	Litas
35	3401	-	3500	Litas
36	3501	-	3600	Litas
37	3601	-	3700	Litas
38	3701	-	3800	Litas
39	3801	-	3900	Litas
40	3901	-	4000	Litas
41	4001		And more	Litas
98	Refuses to indicate			
99	Does not know			

D7. Are you employed at the moment?

1. Employed → GO TO QUESTION *D8*
2. Unemployed → GO TO QUESTION *D10*

ONLY FOR THE EMPLOYED

D8. Where do you work at the moment? *(MARK ONE VARIANT, THE MAIN WORKPLACE)*

1. In a state institution;
2. In a private company;
3. In my own company, I work for myself.
4. Other *(WRITE IN)* _____

D9. What is your main occupation at the moment: *(MARK ONE VARIANT, THE MAIN WORKPLACE)*

1. Worker, technical worker
2. Specialist, office employee
3. Top and middle manager
4. Farmer
5. Other *(WRITE IN)* _____

ONLY FOR THE UNEMPLOYED

D10. Are you are unemployed because you are? *(MARK ONE VARIANT, THE MAIN REASON)*

1. Pensioner due to age
2. Pensioner due to disability
3. Housewife, on maternity leave
4. Schoolboy or schoolgirl
5. Student
6. Other *(WRITE IN)* _____
99. DK/NA

FOR ALL

D11. Name of the place you live in: *(WRITE IN)*_____

D12. Region: 1. Alytaus 2. Kauno 3. Klaipedos 4. Marijampoles 5. Panevezio 6. Siaulių 7. Taurages 8. Telsiu 9. Utenos 10. Vilniaus

D13. Municipality:

1	Alytaus m. sav	17	Neringos sav.	33	Akmenes r. sav.	49	Telsiai
2	Alytaus r. sav.	18	Palangos m. sav.	34	Joniskio r. sav.	50	Anyksciu r. sav.
3	Druskininku sav.	19	Skuodo r. sav.	35	Kelmes r. sav.	51	Ignalinos r. sav.
4	Lazdiju r. sav.	20	Silutes r. sav.	36	Pakruojo r. sav.	52	Moletu r. sav.
5	Varenos r. sav.	21	Kalvarijos sav.	37	Radviliskio r. sav.	53	Utenos r. sav.
6	Birstono sav.	22	Kazlu Rūdos sav.	38	Siauliu m. sav.	54	Utena
7	Jonavos r. sav.	23	Marijampoles sav.	39	Siauliu r. sav.	55	Visagino sav.
8	Kaisiadoriu r. sav.	24	Marijampole	40	Jurbarko r. sav.	56	Zarasu r. sav.
9	Kauno m. sav.	25	Sakiu r. sav.	41	Pagegiu sav.	57	Elektrenu sav.
10	Kauno r. sav.	26	Vilkaviskio r. sav.	42	Silales r. sav.	58	Salcininku r. sav.
11	Kedainiu r. sav.	27	Birzu r. sav.	43	Taurages r. sav.	59	Sirvintu r. sav.
12	Prienu r. sav.	28	Kupiskio r. sav.	44	Taurage	60	Svencioniu r. sav.
13	Raseiniu r. sav.	29	Panevezio m. sav.	45	Mazeikiu r. sav.	61	Traku r. sav.
14	Klaipedos m. sav.	30	Panevezio r. sav.	46	Plunges r. sav.	62	Ukmerges r. sav.
15	Klaipedos r. sav.	31	Pasvalio r. sav.	47	Rietavo sav.	63	Vilniaus m. sav.
16	Kretingos r. sav.	32	Rokiskio r. sav.	48	Telsiu r. sav.	64	Vilniaus r. sav.

THANK YOU FOR COOPERATION!

D14. If you would like to participate in similar studies, please indicate how we can contact you: Your data will be used only for the purpose of the survey.

1. I would like to participate -> D15
2. I do not want to participate -> end INTERVIEW

D15. I agree to give my contact data to participate in similar studies in the future
Respondent's signature (or respondent parents signature) _____
D16. Your name *(Respondent name)*_____
D17. Respondent contacts :
1. Mobile/Tel:_____
1. E-mail: _____
2. Skype/MSN: _____

THANK YOU FOR COOPERATION!