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MARTYNAS
MAZVYDAS
NATIONAL
LIBRARY OF
LITHUANIA



PROJECT "LIBRARIES FOR INNOVATION"

CHILDREN'S SURVEY

2011

(Instrument 11)

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Content

1. Children’s Survey in the Project Context	4
2. Research Methodology	5
2.1. The Survey Method.....	5
2.2. Target Group	5
2.3. Sample Size and Sampling	5
2.4. Technical Report of the Survey Conduction	6
2.5. The Research Instrument	6
2.6. Data Analysis.....	6
2.7. Statistical Data Bias.....	6
3. Summary of the Main Research Findings	8
4. The Characteristics of Children who Participated in the Survey.....	18
5. Using the Computer and the Internet.....	19
5.1. The Means of Leisure Time of Children	19
5.2. The Peculiarities of Children Reading Books	21
5.3. The Opportunity to Use the Internet at Home or at School.....	23
5.4. Places of Internet Usage.....	24
5.5. The Intensity of Internet Usage.....	26
5.6. The Evaluation of IT Usage Skills.....	28
5.7. The Evaluation of Internet Resources Usage Skills	29
5.8. The Knowledge and Skills of Safe Internet Usage	31
5.9. Approaches for Help Regarding Computer or Internet Usage	36
6. Purposes of Computer and Internet Usage.....	38
6.1. Purposes and Places of Computer Usage.....	38
6.2. Purposes and Places of Internet Usage	40
6.3. The Purposes due to which Internet is Used in Public Libraries and Other Places.....	44
7. Visiting the Library and Its Services.....	45
7.1. Visiting Public Libraries.....	45
7.2. Reasons not to Visit Public Libraries	45
7.3. The Intensity of Visiting Public Libraries	47
7.4. Libraries’ Services Used by Children.....	48
8. The Demand and Prospects of Public Internet Access in Libraries	51
8.1. Awareness of Free of Charge Internet	51
8.2. The Usage of Free of Charge Internet Access in Libraries.....	51
8.3. The Story of Using Public Internet Access in Libraries.....	52
8.4. Reasons Determining Internet Usage in Libraries.....	53
8.5. Reasons not to Use Public Internet Access in Libraries.....	56
8.6. The Evaluation of the Quality of Public Internet Access.....	58
8.7. The Benefit Provided by the Opportunity to Use Internet in Libraries.....	60
8.8. Intentions to Use Public Internet Access in the Future	61
9. Library Image.....	62

9.1.	Factors attracting Children to Libraries and Stopping Them from Visiting	62
9.2.	Library Associations	63
9.3.	The Evaluation of Library Imagery Qualities	64
10.	Conclusions	70

1.

Children's Survey in the Project Context

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

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

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

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

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

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

During the survey, such information was collected as well:

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

The research data is related with such Project supervision indicators (supervision indicators, for which the information during the research was at least partly collected by the libraries' staff, is printed in blue):

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

- 1A. The number of librarians/ sub-divisions/ departments providing PIA¹
- 1B. The number of computers intended for PIA
- 1C. The number of hours of public Internet access for users
- 1D. The usage rate of computerized work-stations intended for PIA
- 1E. The number of PIA users
- 1F. The number of PIA work-stations for 1000 citizens
- 1G. The number of librarians providing the free of charge Internet access through a wireless connection

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

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

¹ PIA – public Internet access

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

2. Research Methodology

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

2.1. The Survey Method

The main survey of children of age of 12-14 was conducted as a direct interview in respondent's home.

2.2. Target Group

The research target group is children of 12-14 years old.

2.3. Sample Size and Sampling

During the research, it was intended to interview 600 children. 608 residents were actually interviewed.

Respondents were chosen for the survey by using random route sampling (79 of primary sampling points). In the households, the respondents were recruited using the quota sampling. The composition of the target group according to the socio-demographic characteristics represents the general population of children of age 12-14 (representative sample of children of age of 12-14 was collected).

2.4. Technical Report of the Survey Conduction

The survey was conducted by 65 interviewers.

The survey was started on 26th September, 2011. It was planned to finish 17th October, 2011. It was finished 17th October, 2011.

Technical parameters of the survey conduction:

During the visit, there was no one at home	989
The survey was not conducted because of objective reasons.....	129
Members of the household refused to participate.....	169
Selected individual refused to participate.....	99
Selected individual did not meet the recruitment criteria.....	2469
The interview was not finished.....	0
The number of respondents interviewed	608

2.5. The Research Instrument

While conducting the survey a standardized questionnaire provided by the Client was used (Instrument 11).

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

2.6. Data Analysis

While analyzing the respondents’ answers to the questions, general distribution of the answers is presented in the report. Answer distribution according to various respondent characteristics is provided in a separate Appendix (Excel) and in the end of the report to distinguish the more important characteristics. In addition, the answers of repeatedly surveyed respondents from the previous and the last year are provided in the Appendix as well.

Statistically significant differences were calculated using the statistical data processing program SPSS. The variables were cross tabulated. Then, by using the χ^2 criterion, it was being inspected, whether statistical significant relation between the variables (the significance coefficient p is not greater than 0.05) existed. If a statistically significant relation existed, then it was being inspected in which cells (distribution of answers) it did (by using function “Adjusted Residuals”).

In graphical illustrations, the statistically significant changes are marked only for the research results of 2011. Green circles denote positive significant changes (increase in value) during the year and red (or yellow) circles denote negative significant changes (decrease in value).

2.7. Statistical Data Bias

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

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

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

3. Summary of the Main Research Findings

The Demand and Prospects of Public Internet Access in Libraries

The ways children spend their leisure time

Computer (85%), television (72%) and friends (82%) are the leisure time companions of most of the children. The most often, however, children are spending time with friends (37%). The main way of spending leisure time of 21% of the children is using the computer.

During the last year, children spend less time reading books (2011:37%, 2010:47%) or watching TV (2011:72%, 2010:85%). This tendency reflects the situation in both urban and rural areas. Considering the changes in "the most common activities for leisure time", it was noted that children indicated more often that they took sports (2011:18%, 2010:13%), were involved in music or arts (2011:13%, 2010:8%) and spent time with friends (2011: 37%, 2010: 28%) during their leisure time. Respectively, fewer children indicated that they spent their free time by the television (2011:8%, 2010:14%) or the computer (2011:21%, 2010:30%).

The ways children spend their free time are similar in urban and rural areas. Differences that were noticed did not reveal significant tendencies of spending leisure time.

During the last year, there were more children in urban areas who were usually involved in music and art (2011:14%, 2010:9%) during their free time and the number of those watching television decreased (2011:6%, 2010:11%). Meanwhile, in rural areas, in comparison to the situation in 2010, slightly more children indicated that they spent their leisure time with friends (2011:43%, 2010:24%) and slightly less children stated that they used the computer during their free time (2011:15%, 2010:34%).

Children's leisure spending ways haven't significantly changed during the whole period of Project implementation.

The peculiarities of children reading books

Every third child (30%) was reading books every day or almost every day, 25% - on an average, once per week, 19% - on an average, once a month and 12% - a few times per year. 14% of children indicated that they never or almost never read books.

Urban and rural children read books at a similar frequency.

16% of children read more than 15 books per year and 25% of children read 6-15 books or 3-5 books each per year. 3 and less books per year are read by every third child (30%) and 4% of children did not read a single book during the year.

The number of books read during one year generally does not differ between children living in urban and rural areas.

During the last year, children read literature required for studying (58%), science fiction (53%) or novels and adventure books (45%). 15% of children read detective books, 10% of children read practical books (handcrafts, cooking, animal care, etc.) and the same amount of children read books regarding personality development. 6% of children read literature regarding biographies and autobiographies and poetry.

Urban and rural children tend to read books of the same genre, however, urban children indicated slightly more often that they read science fiction (U:56%; R:65%) and rural children read literature intended for learning (U:55%; R:65%).

The main reason for reading books due to which 47% of children are reading books is the desire to expand one's knowledge. Children are also reading books, because they want to be well informed (22%), because reading helps to relax (21%) and to avoid boredom (18%).

In both urban and rural areas, children read books due to the same reasons. It was only noted that urban children read books less often in order to expand their knowledge (U:44%; R:56%).

During the last 12 months, 54% of children borrowed books from public libraries and 59% of children borrowed them from libraries at schools. 13% of children did not borrow books from any library during the last year.

Children living in urban areas tend to borrow books from public libraries (U:56%; R:65%) and children from rural areas – from school libraries (U:56%; R:65%).

The opportunity to use the Internet at home or school

Almost all children (99%) have the opportunity to use Internet at home or at school. The vast majority of children (75%) have such an opportunity both at home and at school.

During the Project implementation period, a tendency of a consistently growing share of children having the opportunity to use the Internet at home was recorded. During the last year, the number of children who are able to use Internet at home grew even more (2011: 87%, 2010: 83%).

Children living in rural areas have greater opportunities to use the Internet at school (U: 89%; R: 87%). Urban children have better opportunities to use the Internet at home (U: 92%; R: 76%).

Places of Internet usage

The main places where children use the Internet are home (86%) and school (69%). 27% of children have used the Internet in the public library. 4% of children used the Internet in the public library the most often.

During the last year, the number of children using the Internet at friends' home (2011:28%, 2010:43%) or public libraries (2011:27%, 2010:40%) slightly decreased.

Children living in urban areas use the Internet at home the most often (U:92%; R:74%). Children living in rural areas use the Internet at school (U:66%; R:74%) or public library (U:20%; R:40%) more often than the urban children.

Internet usage in public libraries, in comparison to 2010, is decreasing everywhere – in both urban (2011: 20%; 2010:31%) and rural areas (2011:40%; 2010:57%). Respectively, the number of children who use the Internet in public libraries the most often is diminishing as well (U: 2011:3%; 2010:7; R: 2011:8%; 2010:16%). The number of children who are using the Internet at friends' home is decreasing in both urban (2011:31%; 2010:47%) and rural (2011:23%; 2010:36%) areas.

In rural areas, the number of children who use the computer having Internet access at school the most often increased (2011:18%; 2010:10%).

Since the beginning of Project implementation, a tendency of growing Internet usage possibilities at home is apparent. During the past few years there were no significant changes regarding the most frequent computer usage locations.

The intensity of Internet usage

Children are active Internet users. Most of the children - 71% - use the Internet every day. Every fifth child (22%) uses the Internet at an average frequency – a few times per week. Only 6% of children use the Internet passively – less often than once a week.

In comparison to the situation in 2010, during the last year, children started using the Internet even more actively (2011:71%; 2010:67%).

There are slightly more active Internet users among urban children than among the ones in rural areas (U:73%; R:67%).

During the last year, the intensity of urban children using the Internet did not change and rural children started using the Internet more actively (active Internet users: 2011: 67%; 2010: 61%).

Since the beginning of Project implementation (i.e. since 2008) a constant and consistent increase of children Internet usage intenseness is apparent.

Internet usage in libraries

The intensity of Internet usage in libraries is lower. 39% of children who use the Internet in libraries use it once a week and the same number of them use the Internet in libraries a few times per month. 22% of children use the Internet in libraries a few times in half a year or less often.

In comparison to the situation in 2010, the intensity of children using Internet in public libraries decreased (Internet usage in libraries once a week or more often: 2011:39%; 2010:50%). A constant decrease of Internet usage intenseness in the library is apparent during the past four years as well.

Children living in rural areas use the Internet in libraries more actively than those living in urban areas (once a week or more often: U:32%; R:46%). However, in comparison to the previous year, rural children started using the service of public Internet access in libraries less often (using the Internet in the library once a week or more often: 2011:46%; 2010:62%).

Computer literacy of children

Most of the children (95%) have sufficient general computer usage skills and know how to use the main computer programs (76%). More than half of the children interviewed are able to eliminate technical problems and send e-mails with documents attached (64% of children each).

It was noted that during the Project implementation period there were no major changes regarding children using computers. However, during the last year, the evaluation of children's skills to send e-mails with documents attached slightly improved (evaluation of this skill as insufficient: 2011:18%; 2010:24%).

The evaluation of the skills of urban and rural children regarding computer usage generally does not differ, only children in urban areas evaluated their skills to send e-mails with attachments slightly better than children from rural areas (U:68; R:56).

During the last year, no significant changes in the evaluation of computer usage skills occurred either in urban or rural areas. Nevertheless, in rural areas children started evaluating their general computer usage skills as fully sufficient slightly more often (2011:53%; 2010:41%).

Internet usage skills

General Internet usage skills of children are also sufficient (88%). Children know how to use Internet search engines the best (95%). Approximately three fourths of children know how to use file exchange programs (76%) and online databases (75%). 63% of children evaluated their skills to participate in chats positively.

While comparing the evaluation of the Internet usage skills of children during the Project implementation period, no major changes were recorded. However, during the last year, slightly more children started evaluating their skills to help other people to use Internet (this skill was evaluated as insufficient: 2011:13%; 2010:18%) and online databases (this skill was evaluated as insufficient: 2011:13%; 2010:20%) better. Meanwhile, slightly fewer children evaluated their skills to use Internet for telephone conversations positively (the evaluation of this skill as fully sufficient: 2011:20%; 2010:27%).

While evaluating in general, both urban and rural children are sufficiently well skilled Internet users, however, urban children evaluated their skills to use the Internet for general purposes (U:90%; R:83%), to use the file exchange programs (U:81%; R:65%) and to participate in online chats and forums (U:68%; R:53%) slightly better.

Although neither in urban, nor in rural areas any major changes in evaluation of Internet usage skills occurred, nevertheless, slightly more of urban children evaluated their skills of using the Internet for general purposes as sufficient (this skill was evaluated as sufficient: 2011:44%; 2010:34%). Rural children started evaluating their skills of helping others to use the Internet (this skill was evaluated as insufficient: 2011:16%; 2010:24%) and the ability to use online databases (this skill was evaluated as insufficient: 2011:14%; 2010:22%) slightly better.

Knowledge about the threats of Internet usage

The vast majority of children are aware of the threats while using the Internet posed to the safety of the computer (90%). 79% of children are more or less aware of the threats regarding online acquaintanceships, 81% of children are aware of the harassment or sneering online and 80% of children are aware of the dependence on Internet. Slightly fewer children were aware of the possibility of personal data or identity theft while using the Internet (72%).

In comparison to the situation in 2010, during the last year, slightly more children indicated that they had sufficient knowledge regarding the threat of the personal data or identity theft (2011:41%; 2010:34%), the threats of online acquaintanceships (2011:49%; 2010:34%) or those of possible offensive comments, harassment or sneering (2011:50%; 2010:40%).

The knowledge of urban children regarding the Internet usage related threats are slightly better than that of rural children. Slightly more of urban children are aware of the threat of the personal data or identity theft (U:75%; R:67), the threats of online acquaintanceships (U:84%; R:70%) and the possibility of offensive comments, harassment or sneering online (U:84%; R:75%).

During the last year, in both urban and rural areas, children were better and better informed regarding the threats of online acquaintanceships and the possibility of offensive comments, harassment or sneering online.

The sources of information about online threats

The most often children find out about threats that they might face when using the Internet from peers or teachers (51% each) and family members (47%). 34% of children find out regarding these threats online and 35% of children find it out from their IT teacher. 27% of children claimed that they found out about Internet threats from the media, 9%, - from the libraries' staff and 3% of the surveyed found it out from books.

During the last year, the importance of such external information sources on Internet threats as teachers (2011:51%; 2010:39%) and the media (2011:27%; 2010:15%) increased. At the same time, children find out about online threats themselves more and more often. It is not found out from friends or classmates (2011:51%; 2010:64%), but from personal experience (2011:15%; 2010:0%).

While comparing the situation in urban and rural areas, urban children get the information regarding online threats from family members (U:50%; R:40%) and online (U:37%; R:29%) more often and rural children – from libraries' staff (U:6%; R:16%) and information technologies teachers (U:33%, R:39%) more often.

During the last year, in both urban and rural areas, the increasing influence of teachers and media sources informing children about the threats related to Internet usage meet the general tendencies. Both urban and rural children find out about online threats more and more often as well.

Facing online threats

Usually, the most children face online threats damaging the computer. More than half of the children have at least once faced viruses (59%). Every fifth child has faced offensive comments, harassment or sneering online (21%) and 14% of children feel dependent on the Internet. 8% of children faced the theft of personal data or identity and 6% of children suffered from online acquaintanceships.

During the last year, there were less children who faced computer threats (never faced them: 2011:41%; 2010:35%) or threats of online acquaintanceships (respectively: 2011:93%; 2010:86%).

Urban children indicated that they faced offensive comments, harassment (faced it at least once: U:25%; R:17%) and computer threats (respectively: U:62%; R:54%) slightly more often than the rural children. However, the frequency of facing other threats does not differ among urban and rural children.

During the last year, urban children faced the dangers of online acquaintanceships (never faced them: 2011:94%; 2010:85%) less and rural children faced less of offensive comments and harassment (never faced them: 2011:84%; 2010:79%).

Skills to fight online threats

Most of the children believe that they are more or less aware how to protect the computers from viruses (69%), how to fight with offensive comments and harassment online (65%) or how to get rid of the dependency on the Internet (64%). 59% of children would know how to avoid threats related to online acquaintanceships and 46% of them believe having sufficient knowledge how to protect themselves from the theft of personal data or identity online.

In comparison to the situation in 2010, more and more children believe that they do not have the knowledge and opportunities to fight against online threats.

The general tendency that children evaluate their skills to protect themselves against all online threats worse and worse reflects well in rural areas. Meanwhile, urban children evaluate their knowledge regarding all aspects of fighting online threats better. When comparing to 2010, only slightly more children indicated that they did not know how to avoid dependency on the Internet (2011:22%; 2010:15%) and how to fight against computer threats (2011:16%; 2010:11%).

Asking for help regarding using the computer or Internet

The most often, when facing difficulties in using the computer or Internet, children approach friends (43%) or parents (39%) for help. One third of the surveyed approach teachers (31%) in such cases, meanwhile, 16% of children ask for the help of libraries' staff.

In comparison to the previous year, during the last year, children asked the help of friends and classmates (2011:43%; 2010:56%) and the libraries staff (2011:16%; 2010:21%) slightly less often.

Children living in urban areas approach parents (U:42%; R:33%) or do not ask for help of anyone (U:9%; R:4%) regarding computer or Internet usage issues more often than rural children. Children living in rural areas, meanwhile, approached libraries staff for help much more often (U:10%; R:28%).

During the last years, children asked for the help of parents (2011:42%; 2010:51%), friends (2011:42%; 2010:53%) or libraries' staff (2011:10%; 2010:15%) regarding computer and Internet usage less often. Rural children discussed it with friends (2011:45%; 2010:60%) or looked for the answers in books or magazines (2011:2%; 2010:6%) less often.

Asking for help when facing Internet threats

When facing online threats, most of the children would approach family members (53%), one third of children would approach friends and relatives (25%) for help. Only 8% of children would ask for the help of teachers and 3% of children – for the help of libraries' staff.

There of is no difference between the behavior between urban and rural children while looking for help when facing online threats.

The Purposes of Using the Computer and Internet

The purposes and places of computer usage

The vast majority of children use the computer for playing computer games (93%) and the most of these children do that constantly (64%). 83% of children are writing texts or drawing, 36% of children are programming, however, these activities are more of an occasional and not of a permanent nature (28% and 7% of children, respectively, perform these activities all the time).

During the last year, there were more children who regularly wrote texts or drew on the computer (2011:28%; 2010:23%). There were more children who tried to program at least once or a few times (2011:29%; 2010:21%).

The purposes of computer usage of urban and rural children do not differ. It was only noted that children living in urban areas have a greater experience of programming. During the last year, in urban areas, the share of children who were constantly programming increased (2011:35%; 2010:22%). In rural areas, during the last year, more children used the computer for writing texts and drawing (2011:29%; 2010:12%) and slightly less of rural children played computer games constantly (2011:61%; 2010:68%).

Children's computer usage purposes haven't changed since the beginning of Project implementation.

Most of the children played computer games, wrote texts, drew and programmed not in libraries (92% - 98%).

There were less children playing computer games (2011:12%; 2010:17%), writing texts, drawing (2011:8%; 2010:12%) and programming (2011:8%; 2010:11%) in public libraries and the number of them performing these activities in other places was increasing.

Children living in rural areas used the computers in public libraries for performing all researched activities more often than the children living in urban areas (more often by 4-7 p.p.). During the last year, urban children used the computers for writing texts, drawing (2011:5%; 2010:9%) and playing computer games (2011:8%; 2010:12%) in libraries even less often. Rural children were programming (2011:13%; 2010:24%) and playing computer games (2011:19%; 2010:27%) in libraries less often during the last year.

During the past 4 years no significant variations, which would indicate the shift of places where children use computers for various purposes, were apparent.

The purposes and places of Internet usage

The most often, children use Internet for communication (95%). 92% of children have written emails to friends and relatives living in Lithuania (72% of children were doing it constantly), 85% of children have talked or wrote messages (59% of children were doing it constantly) and 58% of children have communicated with friends or relatives abroad. 57% of children tried to make friends online. 79% of Internet users were using the Internet for communication purposes all the time.

There is the same number of children who used the Internet for leisure related purposes as those who used it for communication purposes (95%). However, Internet is used for the latter purpose not as regularly - 66% of children using Internet use it for leisure related purposes constantly.

94% of children used the Internet for studying purposes, however, the lowest amount of children (50%) are doing it constantly.

During the last year, the share of children who constantly wrote to their relatives or acquaintances in Lithuania increased (2011:72%; 2010:65%). However, the share of children who constantly used the Internet for making new friends diminished (2011:19%; 2010:27%).

Urban and rural children are using the Internet for the same purposes, but it was noted that urban children used the Internet for general purposes, writing to relatives and friends living abroad, for talking or writing messages more often than those coming from rural areas.

When analysing in general the children's Internet usage purposes during the 4 year period, it is apparent that the Internet usage for studying purpose progressively increased, however the internet usage for new friend search purpose was on the decrease.

The same as using the computer, children usually use Internet for various purposes not in the library (at home, at friends' home or elsewhere) (88-92%). During the last year, Internet was used for all purposes not in the library by more children (more by 4-15 p.p.) and the number of children using the Internet in libraries decreased.

Rural children used the Internet for all the purposes in public libraries slightly more often than urban children (6-11 p.p.). During the last year, Internet usage in urban libraries did not change and it diminished in rural libraries (5-15 p.p.).

The purposes the Internet is used in public libraries and other places the most often

Children using the Internet in public libraries play computer games, look for information related to studies or hobbies and leisure time more often (in libraries: 21%, 18% and 16%, respectively; elsewhere: 83%, 85% and 81%, respectively).

Meanwhile, Internet is used for the social (communication) purposes in libraries relatively less often than in other places (in libraries: 9-14%; elsewhere: 55%-86%).

Both in libraries and other places, programming (in libraries: 5%; elsewhere: 34%) or writing to friends and relatives abroad (in libraries: 9%; elsewhere: 55%) are the least often performed activities.

Visiting the Library and Its Services

Visiting libraries

Most of the children of the age 12-14 (83%) have visited a public library at least once.

During the last year, the number of children visiting public libraries remained constant (2011:83%, 2010:80%).

The share of urban and rural children visiting libraries became equal after the urban children visiting libraries increased during the last year (2011:83%; 2010:75%).

Children's visits to the library haven't changed during the past 4 years.

Why children do not attend public libraries?

Children are not attending public libraries, because their need to visit a library is satisfied by the school library (63%) or they are not interested in books in general (16%). Some of the children do not have time for libraries, they have other things to do (15%), some of the children stated that they had a sufficient amount of books at home (13%) or that the library was in an inconvenient location (8%).

Both urban and rural children who are not attending public libraries indicated the most often that their needs were fully satisfied by the school library. Urban children indicated more often that they did not visit libraries, because they had enough books at home (U:16%; U:6%). Rural children indicated more often

the lack of time and the priority of other activities (U:13%; R:23%) being the reason for not visiting libraries.

During the past 4 years there were no significant changes which would indicate the reasons explaining nonattendance of public library.

The intensity of visiting public libraries

The attendance of public libraries by children during the last year was not intense. 19% of children visited libraries once a week or more often, 43% of children visited them once or a few times per month and 37% of children did not visit public libraries at all or visited them very rarely.

When analysing the changes of children's visits to the public libraries during the past four years, it is apparent that in 2011 the intensity of children visiting public libraries decreased and got back to the level of 2009-2008 (2011: 20%, 2010: 29%, 2009: 25%, 2008: 25% of children visited libraries once a week or more often).

There are three times as much children visiting libraries often (once a week or more often) in rural areas rather than in urban ones (U: 12%; R: 35%).

Libraries' services used by children

The main service of libraries which is used by children is taking books home (83%) (69% of children indicated that they used this service the most often). In libraries, children play computer games (25%) (11% of children do that the most often), use the Internet (22%) (8% of children do that the most often), read books and magazines (17%) (4% of children do that the most often) relatively often.

During the last year, the usage of various services of libraries by children diminished, except for the service allowing to take books home (the usage of this service remained the same).

Usage of almost all libraries' services (except for taking books home) is more often in rural libraries than in urban ones.

The survey data doesn't reveal any obvious tendencies of how changed children's usage in terms of libraries services, however it can be observed that usage intenseness of libraries services was slightly higher in 2010.

The Demand and Prospects of Internet Access in Libraries

The awareness of free of charge public Internet access in libraries

Most of the Lithuanian children (93%) are aware that one can use free of charge Internet access in libraries.

During the last year, the number of children who are aware of the free of charge Internet access did not change.

The awareness of public Internet access in urban and rural areas meets general tendencies.

When analysing free of charge Internet service awareness dynamics during the past 4 years, it is apparent that it have been constantly increasing since the beginning of the Project.

Using the free of charge Internet access

More than half of the children who are aware of the free of charge Internet used it at least once in libraries (56%) (52% of all the children).

In comparison to the previous year, this share remained unchanged.

The same as during the last year, Internet in libraries is used much more often in rural areas rather than in urban ones (U:48%; R:59%).

When analysing free of charge Internet service usage dynamics in a longer perspective, it is apparent that children's usage of this service haven't increased during the whole Project implementation period.

History of using free of charge public Internet access

14% of children using Internet access used Internet access in libraries for the first time in 2011. In comparison to the previous year, this number did not change.

The share of children attracted to use public Internet access did not differ dramatically between urban and rural libraries (U:12%; R:15%). In both urban and rural areas, the same amount of children used the Internet in libraries in 2011 and in 2010.

In general it is apparent that since the beginning of Project implementation, slightly more new free of charge Internet service users were attracted during the first year of Project implementation (2008-2009).

Reasons determining Internet usage in libraries

The main factor encouraging children to use the Internet in libraries is that this service is free of charge (58%). 28% of the interviewed are simply using other services of libraries and 24% of children claimed that library is a convenient place to use the Internet.

During the last year, there were less children who used the Internet in libraries, because it was for free (2011:58%; 2010:73%), due to the help provided by libraries' staff (2011:15%; 2010:24%) or because of the usage of other libraries' services (2011:13%; 2010:16%). There were more children who used the Internet in libraries, because the library was in a convenient location (2011:24%; 2010:16%).

Children living in rural areas, in comparison to those in urban areas, used Internet access less often because of the following reasons: the opportunity to use a printer, copying machine or a scanner (U:20%; R:5%), free of charge Internet (U:73%; R:51%) or because of the libraries' staff who are able to help (U:17%; R:13%). In 2011, the share of rural children indicating the mentioned reasons is smaller; it is also like that when comparing it with the situation of 2010 in rural areas. The situation in urban areas did not change during the year.

When analysing the change of reasons, which determine children's Internet usage at home and in the library, during the past 4 years it is apparent that while children's free of charge Internet service usage in the library gradually decreases the relevance of these reasons decreases as well.

Reasons not to use public Internet access in libraries

Most of the children (91%) do not use Internet in libraries, because they have an opportunity to use it at home or at school (27%).

During the last year, in comparison to the situation in 2010, there were slightly more children stating that they did not use free of charge Internet in the library, because they did not have time for that (2011:6%; 2010:1%).

Children living in urban areas often do not use public Internet access, because they can use the Internet at home (U:94%; R:83%). Meanwhile, children living in rural areas do not use public Internet access more often because they use the Internet at school (U:22%; R:42%). During the last year, in urban areas, the number of children who did not have the need to use the Internet slightly increased (2011:5%; 2010:1%). Meanwhile, there were slightly less children who lived in rural areas and did not use public Internet access in libraries, because they had Internet access at home (2011:83%; 2010:95%).

During the past 4 years the reasons given by children of why they don't use Internet in the libraries basically haven't changed.

The evaluation of the quality of public Internet access

The evaluations of the quality of aspects related to public Internet access (computers, software, Internet speed, etc.) are very high (they were evaluated as „good“ or „very good“ by most of the children (94% - 82%). Only the evaluation of the possibility to use the things brought to the library is different (slightly more than half of all the children (61%) evaluated such an opportunity as „good“ or „very good“, however, every fourth child (25%) did not evaluate this opportunity at all).

In comparison to the previous year, there were less children who evaluated Internet speed in libraries very well (2011:21%; 2010:30%).

In urban areas in 2011, in comparison to 2010, the share of children evaluating Internet speed very positively reduced (2011:14%; 2010:31%). Meanwhile, in rural areas, there were more children who evaluated the helpfulness of libraries' staff (2011:51%; 2010:32%) and their knowledge and skills (2011:47%; 2010:32%) positively.

When assessing in general the changes of public Internet access service quality since the beginning of Project implementation, it is apparent that the assessment of almost all service aspects improved since the 2008 (except for the remained library working hours and possibility to use computer and Internet undisturbed).

The benefit provided by the opportunity to use Internet in libraries

Internet in libraries mostly enriches the leisure time of children (92%). Most of the children (80%) are also using the social opportunities provided by Internet (communication and looking for friends). Children indicated the educational benefit provided by Internet slightly less often. 56% of children are using the Internet for doing their homework and preparing for their groups that they are attending, etc.

During the last year, more children claimed that Internet expanded their leisure opportunities (2011:78%; 2010:60%).

Public Internet access is providing the same benefit to children living in urban and rural areas. However, in rural areas, Internet enriches the leisure time of children slightly more often (U:71%; R:85%). Furthermore, the share of children believing that they have more things to do due to the Internet increased during the last year (2011:85%; 2010:57%). At the same time, the number of rural children for whom Internet helps to perform tasks for school diminished (2011:70%; 2010:56%).

During the past 4 years there were no apparent tendencies which would indicate the change of public Internet access benefit to the children who use it.

Intentions to use public Internet access

In the next half a year, almost every second child (46%) is intending to use Internet access in libraries. 16% of children who did not use Internet access in libraries before are intending to start using this service.

In comparison to the previous year, the share of children intending to use public Internet access did not change.

Children living in rural areas are intending to use public Internet access in libraries more often than those living in urban areas (U:41%; R:58%). Meanwhile, slightly more of urban children will probably not be using the Internet in libraries during the next six months (U:48%; R:38%).

During the past 4 years the number of children who intend to use public Internet access service haven't changed.

Library Image

Factors Attracting Children to Libraries and Stopping them from Visiting

Children like the traditional services related things in libraries the most: a great assortment of books (54%), affluence of magazines and the opportunity to read them (2%). Also, children are happy regarding the things related to public Internet access: the opportunity to use the computer (19%) and the Internet (7%).

The vast majority of children were not able to name the things that they did not like in public libraries (35%) or they stated that they liked everything (32%).

Children who indicated the things which they did not like (36%) expressed their dissatisfaction with the traditional libraries' services the most: small assortment of books (7%), shortage of books (2%) or the period of time allowed for reading books (1%). A similar share of children were dissatisfied with the

atmosphere in the library: it is difficult to concentrate when there were a lot of people, children in there (6%), the surroundings were not cozy, it was grim and cold there (2%) or there was not enough space in the premises (1%). Some of the children also made pretense of the things related to public Internet access – they were complaining about the queues by the computers (3%) and the shortage of computers (1%).

Associations related to the library

The most often children associate library with traditional functions performed by this institution – books and their affluence (69%). In one fifth of the cases (20%), library was described as the place to develop one's knowledge (related to news and information, education and school) and, in 11% of the cases, as the place where PIA services are provided (associated with computers and Internet).

The evaluation of imagery qualities of the library

Almost two thirds of children (63%) tend to evaluate libraries positively. Every fifth child has a negative attitude towards libraries (18%).

Library for children is firstly an institution having a fantastic personnel (librarians are cheerful and polite (88%) and they are good helpers) (90%). Moreover, children perceive the library as a modern institution (74%) equipped with the latest equipment (76%) where it feels good to spend time (76%). Half of the children believe that library is a place where it is the best to spend time on one's own (50%). Nevertheless, more than half of the children believe that library is unfashionable (56%) and an unpopular (55%) place to spend time.

The evaluation of the library image is related to the attendance of it. Children, who have visited a library at least once, attributed positive qualities to it (66% of children who positively evaluated the 6-9 aspects of the library image were those who have visited it and 53% of children – who have not visited a library).

Moreover, public Internet access has a great impact on the library image as well. Children who have used the Internet in the library at least once, perceived it more positively than the interviewed that have not used this service (75% of children who positively evaluated the 6-9 aspects of the library image, were those who used the Internet and 52% of children – who have not used it).

While comparing the image of the library among the children of 12-14 years old, libraries' staff and their directors, we see that people working in libraries have a more positive attitude towards libraries than children.

During the last year, the image of libraries' staff as cheerful and polite (2011:88%; 2010:84%) and being good helpers (2011:90%; 2010:89%) improved. Also, the image of the library as a place where it feels good to spend time (2011:80%; 2010:73%) improved as well.

A smaller share of urban children believe that this place is a popular (U:37%; R:60%) and a fashionable (U:39%; R:54%) place. It is more old-fashioned (U:29%; R:19%) and boring (U:38%; R:25%) instead and more intended for spending time on one's own (U:59%; R:27%). During the last year in both urban and rural areas, there were more children considering library as a place where it is good to spend time and where there is staff that is able to help. In urban areas, there were less children thinking that a library was a popular place to spend time (2011: 37%; 2010: 44%). Meanwhile, in rural areas, the number of children believing that library is a popular place, on the contrary, increased (2011: 60%; 2010: 56%). There were also more rural children believing that libraries' staff was cheerful and polite (2011:91%; 2010: 88%).

Since the beginning of Project implementation the general tendency of libraries image change is positive, i. e. the libraries image has improved. Since 2008 among the children mostly increased the perception that library is a trendy place, where one can spend a good and pleasant time also where cheerful and polite librarians work.

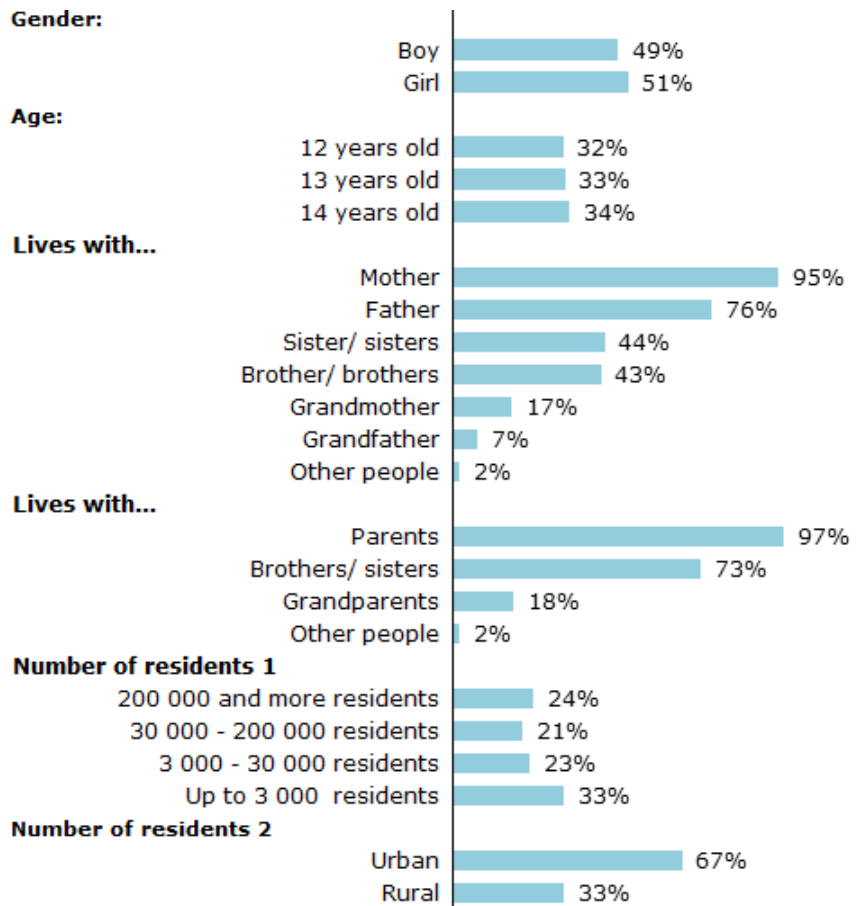
4. The Characteristics of Children who Participated in the Survey

During the research, gender and age quotas were applied, thus, an equal distribution of the interviewed is noticed according to these characteristics.

Most of the children interviewed indicated that they lived with their mother and father. 21% of the children lived families without a father and 2% of children lived in families with no mother. 3% of the children interviewed lived without parents being taken care of by their grandparents.

27% of families in Lithuania have one child of age 12-14. 57% of the surveyed children were living with brothers or sisters and 15% of children had both a brother and a sister.

18% of the children surveyed were living in "extended" families, e.g. grandparents were living together with them.



The vast majority of children were surveyed in urban areas (67%). Children living in rural areas (areas having less than 3000 residents) made one third of the respondents (33%).

5. Using the Computer and the Internet

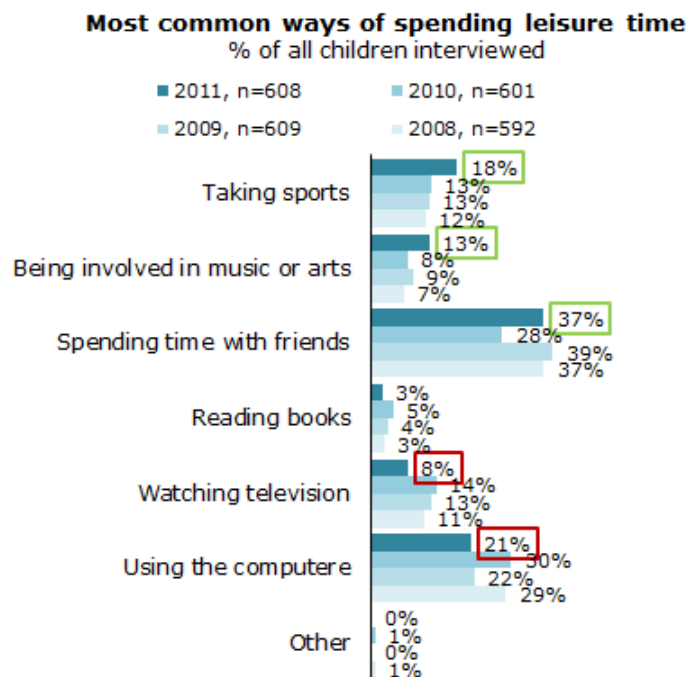
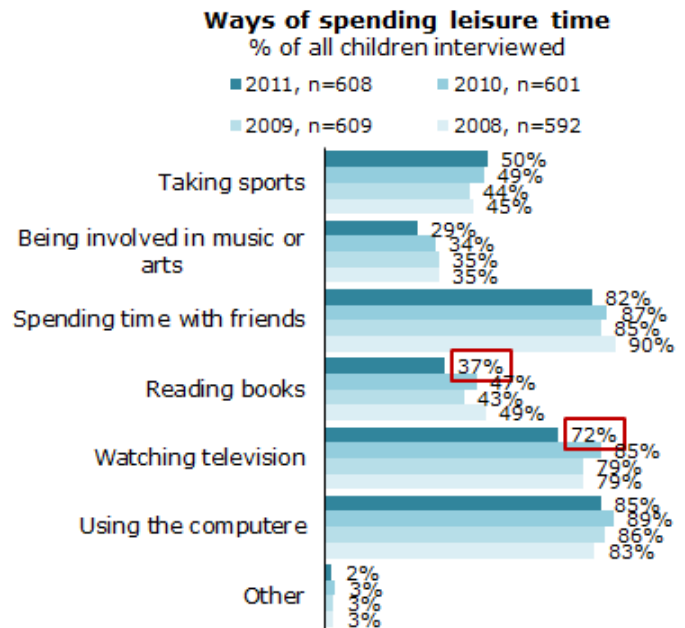
5.1. The Means of Leisure Time of Children

- Reading books is a way of spending leisure time which is becoming more and more rare -

Three leisure time activities are the most common for children of 12-14 years old: communication with their friends, using the computer and watching television. 72% - 85% of the children surveyed indicated that they spent their free time in such a way. Nevertheless, from all these three activities, it is the most common for children to spend time with their friends. After they were asked to indicate how they spent their free time the most often, more than one third of the children (37%) indicated they spent it with their friends. Meanwhile, watching television is not an activity that children perform the most often. Only 8% of children indicated that they usually watched television during their free time. Every fifth child (21%) spends his or her free time while sitting by the computer the most often.

Active leisure time is less popular. Every second child indicated that he or she was taking sports (50%). Another 29% of children indicated that they developed their artistic skills (they are involved in music or arts) and 37% of children read books during their free time. However, sports, artistic activities and reading books are commonly only alternatives for other activities (these activities were mentioned as the most common ones by 18%, 13% and 3% children, respectively).

Other ways to spend leisure time indicated by children included dancing (5 children), attending various groups (3 children), helping parents (2 children), listening to music (2 children), spending time in the library (1 child) or spending time outside, in the countryside (1 child).

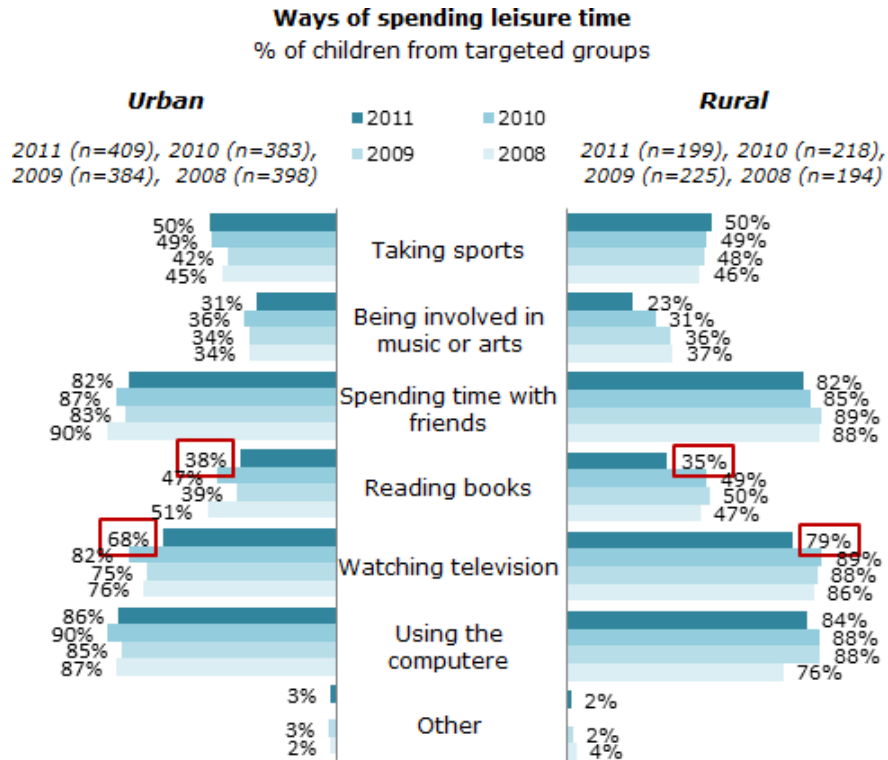


It is commonly the boys who tend to take sports or use the computer during the leisure time. Girls are involved in music or arts and reading books more often.

In a few years from the start of the Project implementation, the ways of spending free time of children of 12-14 years old generally did not change. Recorded fluctuations in answers cannot be named as major changes in the ways children spend their leisure time. It was noted that during the last year slightly less children claimed that they spent their free time by the television or by reading books. While evaluating the changes in the evaluations of the „most common activities for leisure“, it was noted that slightly more children indicated that they took sports, were involved in music, arts or spent their free time with friends. Respectively, fewer children indicated that they spent their free time by the television or computer. These latest tendencies, of course, are considered as positive.

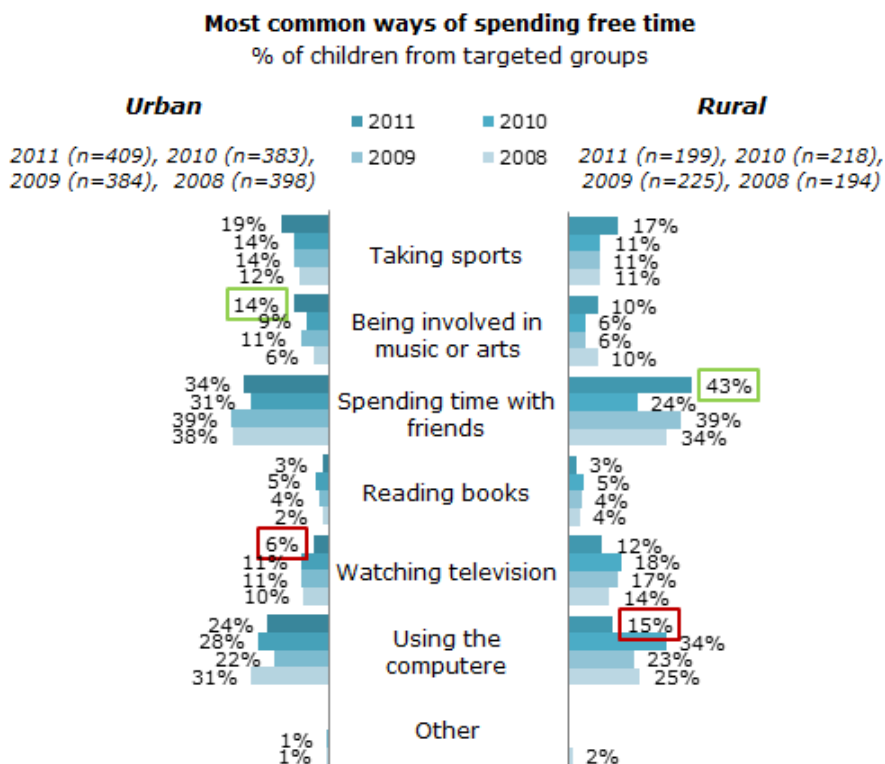
The ways children living in urban areas and rural areas spend their free time is mainly the same. Only one slight difference was noticed. Slightly more of rural children indicated that they spent their free time watching television.

During the last year, the number of children stating that they read books or watched television decreased in both urban and rural areas.



The most often used ways of spending free time indicated by children do not differ between children living in urban and rural areas. Both groups of children communicated with peers, used the computer or took sports the most often.

During the last year, in urban areas, there were more children who were involved in music or arts the most often and there were less of those who were watching television. In rural areas, in comparison to the situation in 2010, slightly more of children indicated that they spent their free time with friends and slightly less of those who indicated that they used the computer the most often.



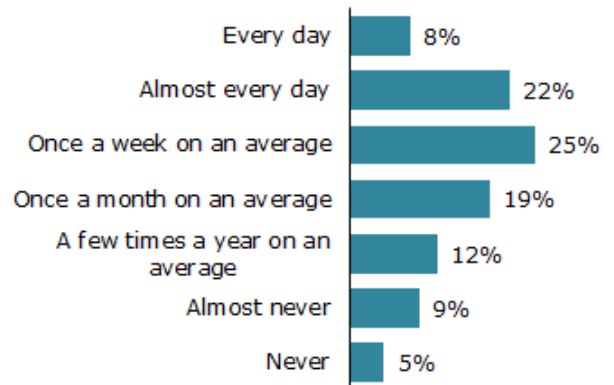
5.2. The Peculiarities of Children Reading Books

- Girls read books far more often than the boys -

During the last year of the Project implementation, children were given a few additional questions regarding how often they read books, how many books they read during the last year and what was their genre and what are their reasons to read books.

Almost every third child (30%) reads books often – every day or almost every day. 8% of the children claimed that they read books on a daily basis. 25% of children read books once a week on an average and 19% of children read books once a month on an average. 12% of children read books a few times per year and 14% of children indicated that they never or almost never read books.

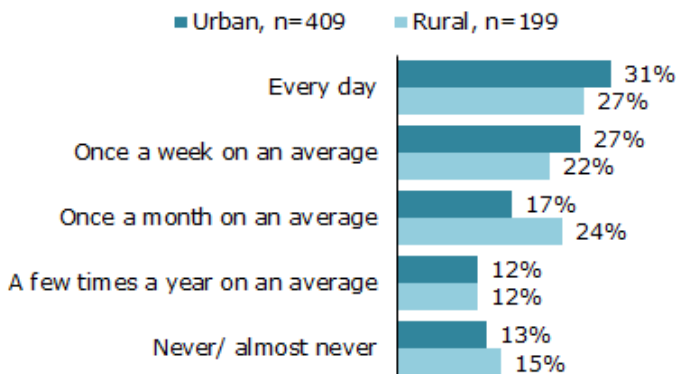
The frequency of reading books
% of all children interviewed, n=608



Girls read books far more often than boys (every day or nearly every day or once a week). Boys indicated more often that they read books a few times per year on an average, never or almost never.

Children from urban and rural areas read books at a similar frequency – neither more often, nor less often.

The frequency of reading books
% of targeted groups

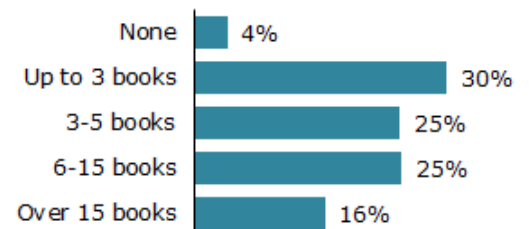


16% of children read more than 15 books per year, every fourth child (25%) reads from 6 to 15 books or from 3 to 5 books per year. Every third child (30%) reads up to 3 books a year and 4% of children do not read a single book during the year.

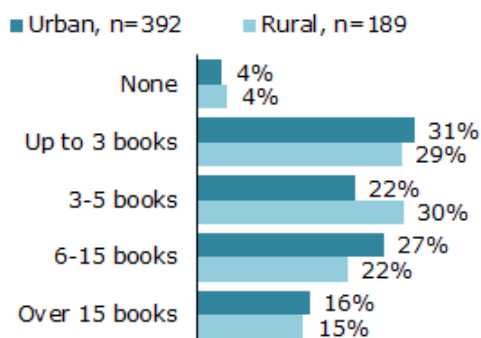
There is a consistent pattern of girls reading more books during the year more often as well.

The number of books read during one year does not differ between urban and rural children.

The number of books read in one year
% of children who read books, n=580



The number of books read in one year
% of children reading books

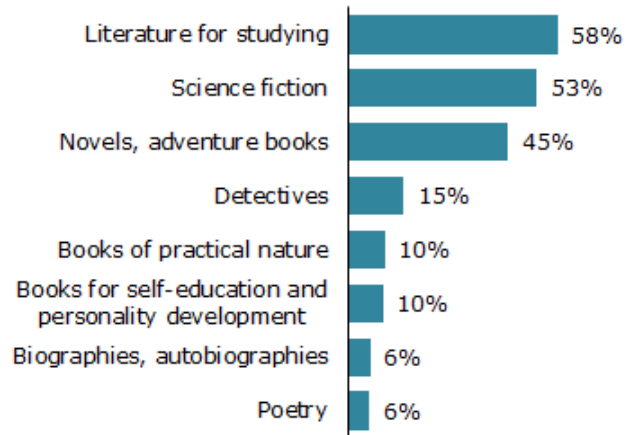


The greatest share of children during the last year read books intended for studying (58%), science fiction for leisure (53%) or novels and adventure books (45%). During the last year, 15% of the children aged 12-14 read detectives, 10% of children read practical books (handcrafts, cooking, pet care, etc.) and 10% of children read literature about self-education and personality development and 6% of children read books of biographical or autobiographical nature.

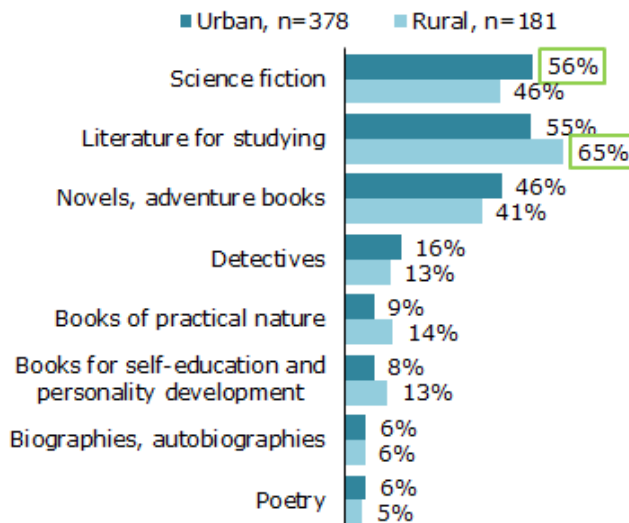
Boys more often indicated that they read science fiction and detectives and girls said that they read novels, biographical or practical literature and books for studying or self-education more often.

Urban and rural children tend to read books of the same genre. Urban children indicated slightly more often that they read science fiction and rural children – that they read literature intended for studying.

The genre of books read in one year
% of children reading books, n=559



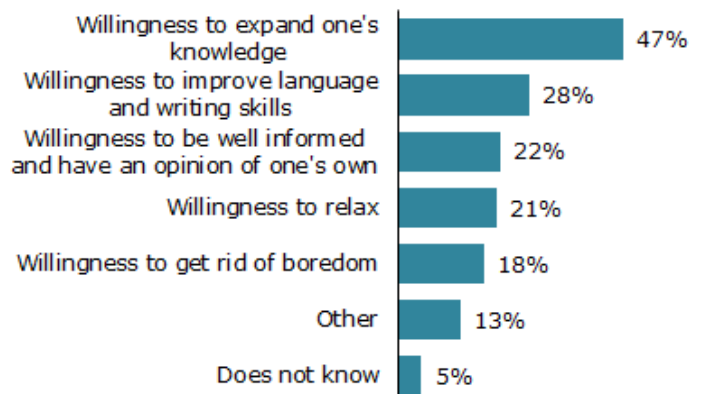
The genre of books read in one year
% of children from targeted groups



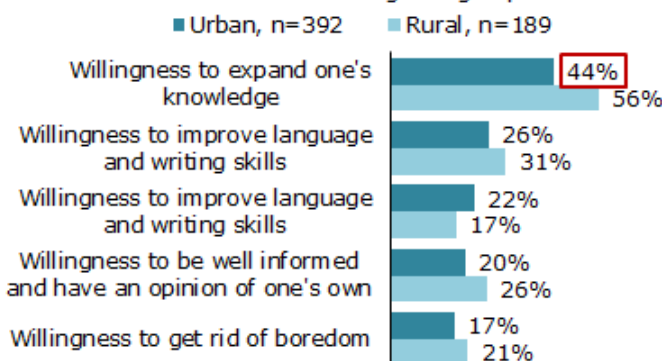
The main reason to read books due to which books are read by almost every second child (47%) is the desire to expand one's knowledge. 28% of children want to improve their language and writing skills while reading and 22% of children simply want to be well informed and have an opinion on various topics. Books help to relax only to every fifth child (21%) and for 18% of the children reading books helps to fight boredom. In any case, the following general tendency of reading books of children of 12-14 years old can be named – books are read in order to satisfy functional rather than emotional needs. Some of the children indicated other reasons why they are reading books: they needed it for school (45 children), it was interesting (14 children), parents were asking to read them (7 children), they needed to (5 children) or because they were simply spending their free time like that (2 children).

In both urban and rural areas, children were reading due to the same reasons. It was only noted that urban children read books slightly less often in order to expand their knowledge.

Reasons for reading books
% of children from targeted groups, n=581



Reasons for reading books
% of children from targeted groups

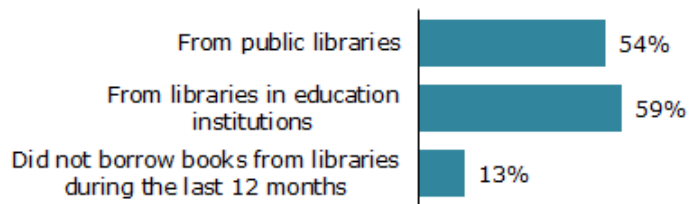


During the last 12 months, books from public libraries were borrowed by 54% of the children and 59% of children borrowed them from libraries in education institutions. 13% of children claimed not to have borrowed books from any of the libraries.

27% of the children borrowed books from BOTH public libraries and libraries in education institutions. 27% of the children borrowed books ONLY from public libraries and 32% of children borrowed books ONLY from libraries in educational institutions.

Borrowing books from libraries during the last 12 months

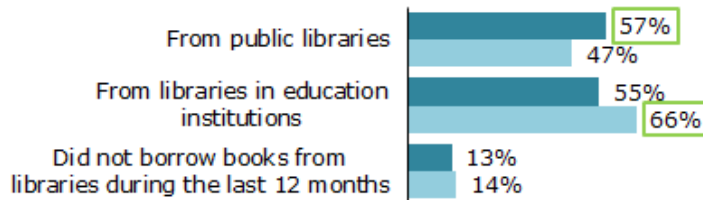
% of children from targeted group, n=581



Borrowing books from libraries during the last 12 months

% of children from targeted groups

Urban, n=392 Rural, n=189



Girls borrowed books from libraries more often than the boys did.

Children living in urban areas tend to borrow books from public libraries. Meanwhile, children from rural areas borrow books from school libraries more often.

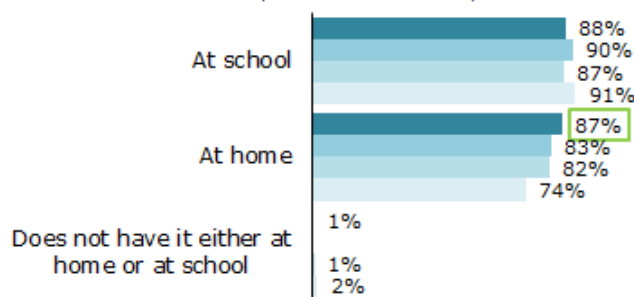
5.3. The Opportunity to Use the Internet at Home or at School

- All children have access to Internet either at home or at school -

Having a computer with Internet access

% of all children interviewed

2011, n=608 2010, n=601
2009, n=609 2008, n=592



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

87% of the surveyed children have the opportunity to use the Internet at home. 88% of children have the opportunity to use the Internet at school.

75% of the children surveyed have Internet access both at home and at school. 13% of the children can use the Internet at school only and 12% of children can use the Internet at home only.

Usually, children who are able to use the Internet at home spend their free time by the

computer more often.

During the Project implementation, a tendency of a steady growth of the number of children who are able to use the Internet at home was noticed. During the last year, the number of children who were able to use the Internet at home increased even more (from 83% in 2010 to 87% in 2011).

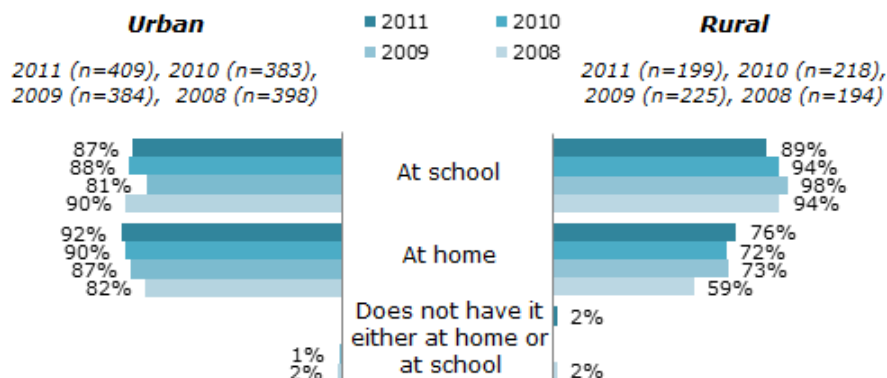
Urban children have the opportunity to use the Internet at home more often. Rural children have the opportunity to use the Internet at school slightly more often.

- During the last year, the opportunities for children from rural areas increased to use Internet at home -

During the last year, neither in urban areas, nor in urban ones any critical changes related to the opportunities of children to use computers with Internet access were recorded.

Having a computer with Internet access

% of children from targeted groups



5.4. Places of Internet Usage

- All children using the Internet in public libraries have the opportunity to use it at home and/ or at school -

The most often, Internet is used by children at home or at school (86% and 69%, respectively).

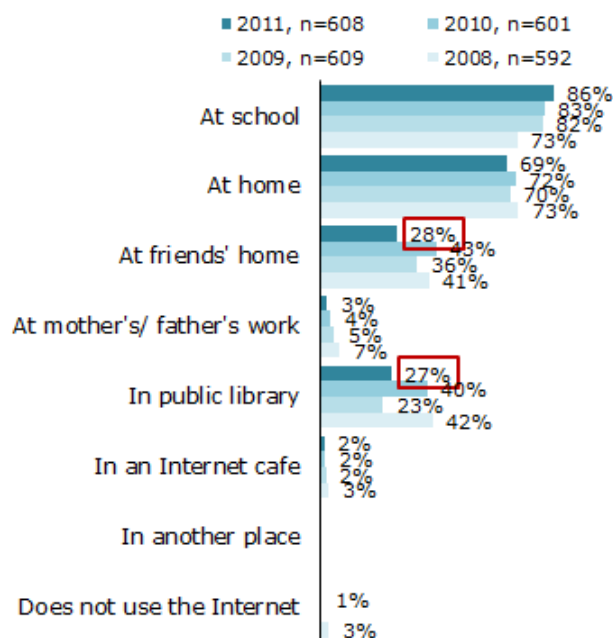
28% of the children interviewed used the Internet at friends' home and 27% of children used the Internet in public libraries. All Internet users at public libraries had the opportunity to use it at school as well (93%) and at home (74%). Usually, these children, in addition to using the Internet in the library, used it at school (85%), at home (74%), at friends' home (38%) and the most often – at home (69%). Only 16% of children using the Internet in libraries were considering them to be the main Internet usage place.

Not more than 5% of children used the Internet at parent's work, Internet cafes or other places.

Places where the children were using the Internet generally did not change during the Project implementation period. However, it was noted that during the last year, there were slightly less children who used the Internet at friends' home or in public libraries (from 40% in 2010 to 27% in 2011), however increasingly more children use Internet at home.

Places where a computer with Internet access is used

% of all children interviewed

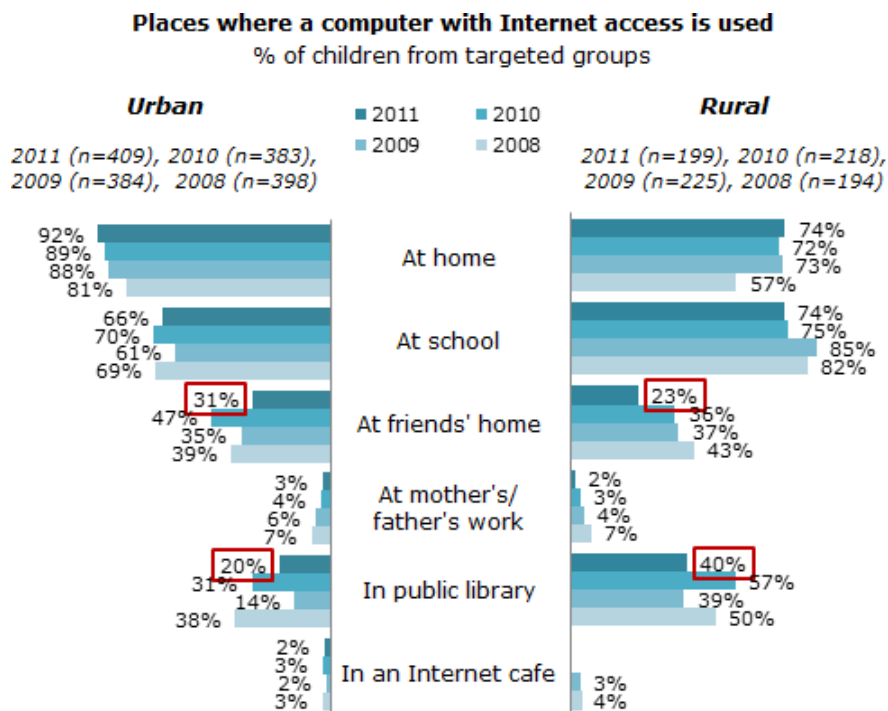


- Rural children are using the Internet in public libraries slightly more often -

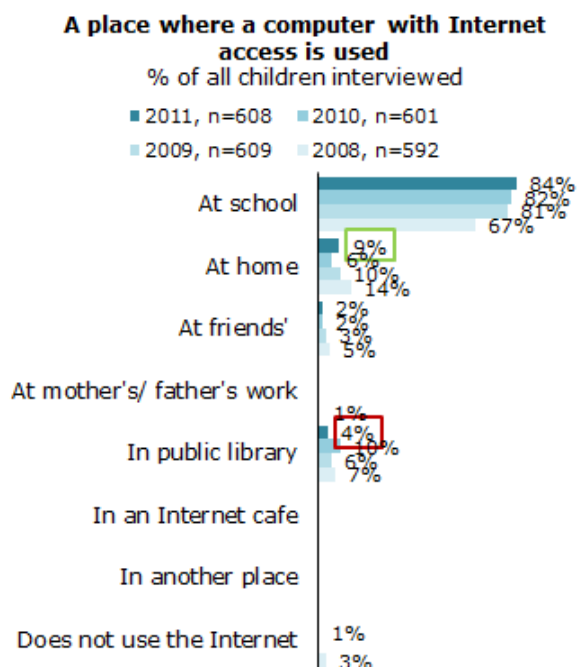
While comparing the choice of Internet usage places of urban and rural children, it was noted that urban children used the Internet at home slightly more often and those living in rural areas used it at schools and public libraries more often.

During the last year, both urban and rural children used the Internet at friends' home and in public libraries slightly less often.

- More and more children are using the Internet at home. Internet usage in public libraries is decreasing -



- Only 4% of children indicated public Internet access as the main Internet usage place -



The most often children indicate home as the main Internet usage place (84%).

Every tenth child interviewed (9%) indicated school as the main Internet usage place. Only 2% of children use the Internet at friends' home and only 4% of children use it in public libraries the most often.

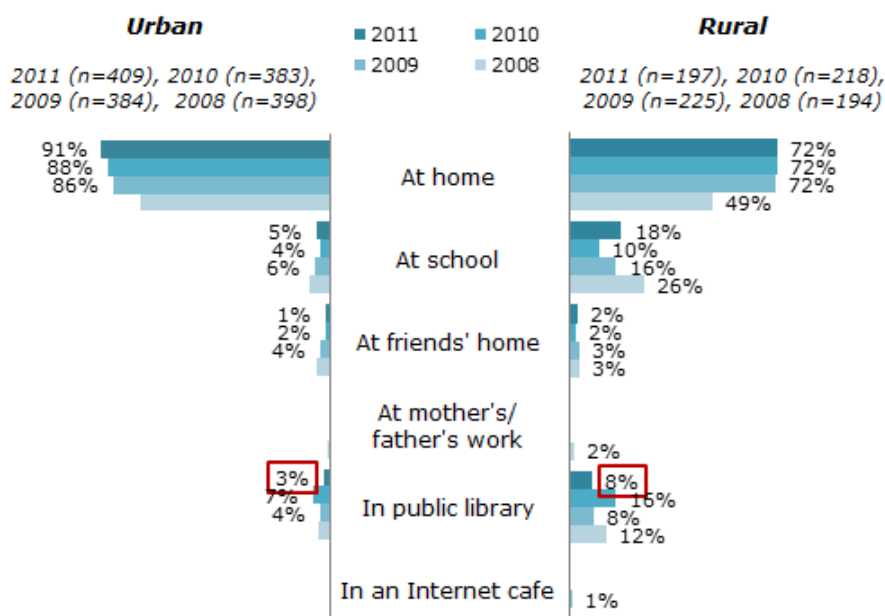
During the last year, the number of children who named public library as the main place for Internet usage diminished even more. However, slightly more children indicated school as the main Internet usage place.

During the past few years there were no apparent significant changes regarding the most frequent computer usage places.

There were more children among urban ones who named home as the main Internet usage place. Among the rural ones, there were more children who indicated school as the major place to use the Internet.

During the last year, the number of children indicating public library as the main place to use the Internet diminished in both urban and rural areas. In rural areas, there were more children who used the computer with Internet access at school the most often.

A place where a computer with Internet access is used the most often
% of children from targeted groups



5.5. The Intensity of Internet Usage

- Children are especially active Internet users -

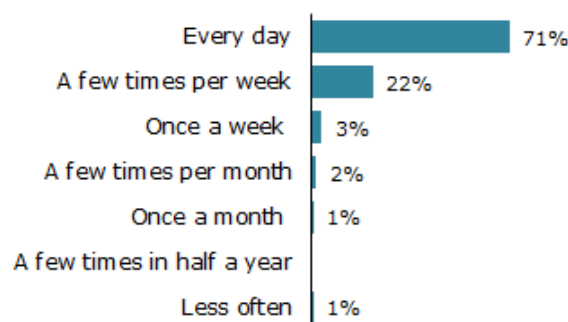
Internet plays a vital role in the life of the children today. All children of 12-14 years old are using it and they are using it sufficiently actively.

Most of the children (71%) use the Internet every day. Another 22% of children claimed that they used Internet at least once a week. Only 7% of children used the Internet once a week or less often.

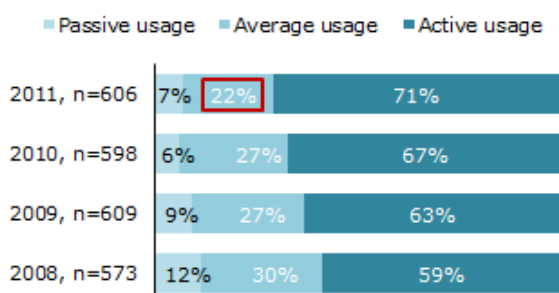
The intensity of Internet usage can be grouped into:

- ➔ Active usage – Internet is used on a daily basis.
- ➔ Usage at average frequency – Internet is used a few times per week.
- ➔ Passive usage – Internet is used not more often than once a week.

The frequency of Internet usage
% of the surveyed who use the computer with Internet access, n=606



The intensity of Internet usage
% of the surveyed who use the computer with Internet access



During the last year, the share of children using the Internet actively increased even more. We may hypothesize that this increase formed, because children who were using the Internet on an average frequency started using in even more actively – every day. The share of passive Internet users did not change during the year.

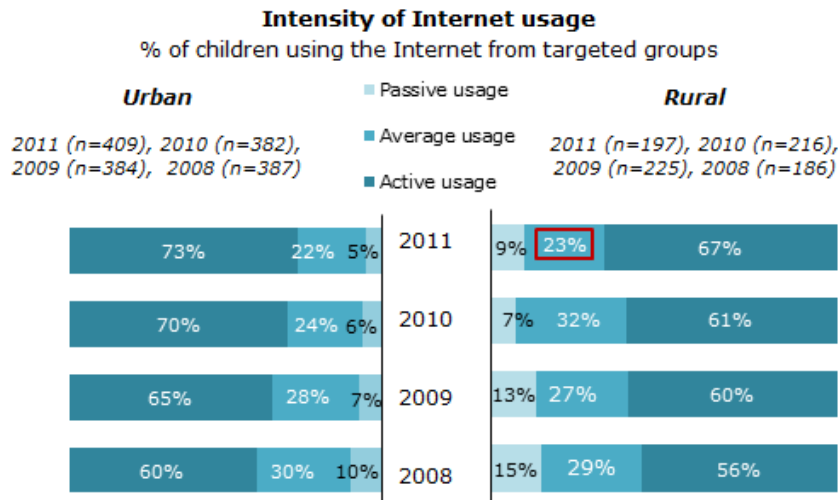
Since the beginning of Project implementation (i.e. since 2008) a constant and consistent increase of children Internet usage intensity is apparent.

No difference in the intensity of Internet usage was recorded between genders.

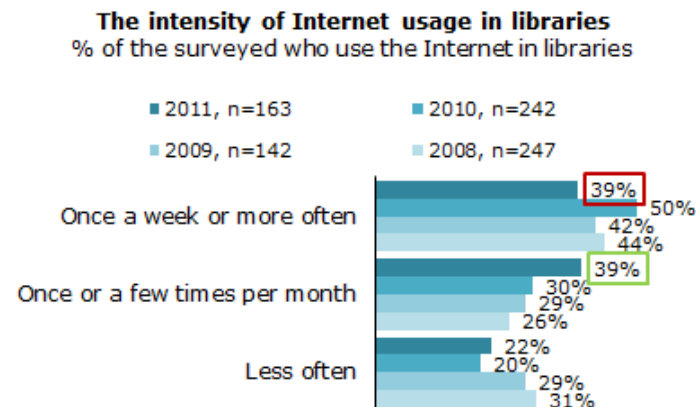
- There are more active Internet users among urban children, but the intensity of Internet usage among rural children is also growing
-

There are more active Internet users among urban children than among rural ones.

During the last year, the intensity of Internet usage among urban children did not change and rural children started using the Internet more actively.



- Rural children use the Internet in libraries more often, however, during the last year, the intensity of Internet usage decreased -

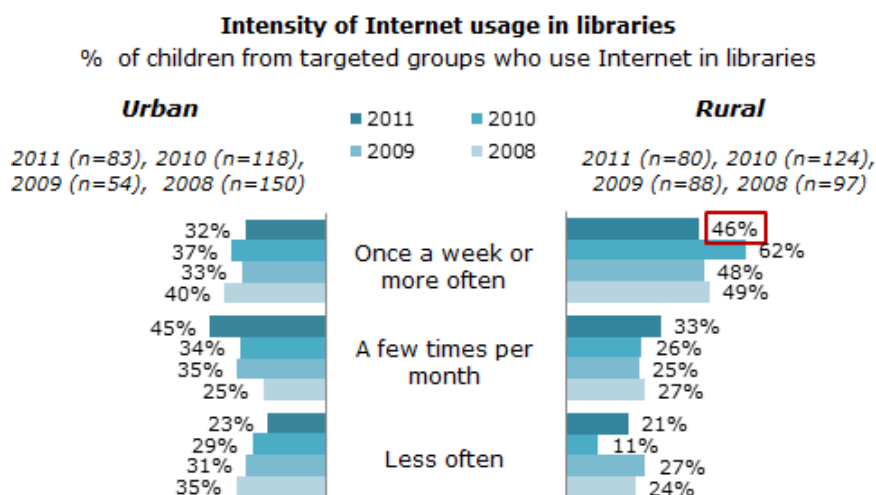


In libraries, Internet is used less often than in other places (at home, at school, etc.). 39% of children using the Internet in libraries used it once or a few times per week. Another 39% of children used public Internet access in public libraries at least once a month and 22% of children used the Internet in libraries a few times in half a year or less often.

While comparing with the situation in 2010, the intensity of children using the Internet in public library decreased. A constant decrease of Internet usage intenseness in the library is apparent during the past four years.

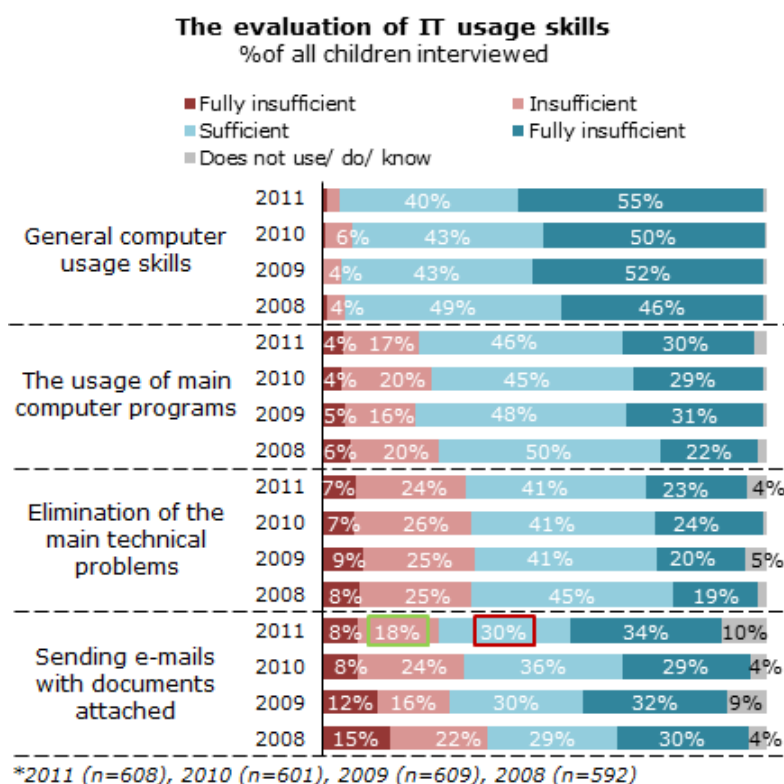
Rural children using the Internet in public libraries used the Internet there much more often than urban children (once a week or more often). Among urban children, in turn, there were more children who used the Internet in public libraries and they were doing it a few times or once a month.

During the last year, the frequency of Internet usage in public libraries did not change among urban children and rural children started using the Internet in public libraries less often.



5.6. The Evaluation of IT Usage Skills

- Children's computer usage skills were evaluated positively and it this evaluation is not changing –



Children have good computer literacy skills. Almost all (95%) children of 12-14 years old claimed that their skills to use the computer are sufficient. Three out of four (76%) children also indicated that they had sufficient skills of using the main computer programs. More than half of the surveyed were able to eliminate the main technical problems and send e-mails with documents attached (64% of children each). In fact, the skills of children of sending an e-mail with an attachment were slightly stronger than the ones of eliminating technical problems.

The evaluation of computer usage skills depends on a few factors:

a) Children who are at least two years older (14 years old) evaluate the computer usage skills better than younger children (12 years old)

b) Urban children evaluate their skills slightly better than rural children

c) Children who do not have Internet

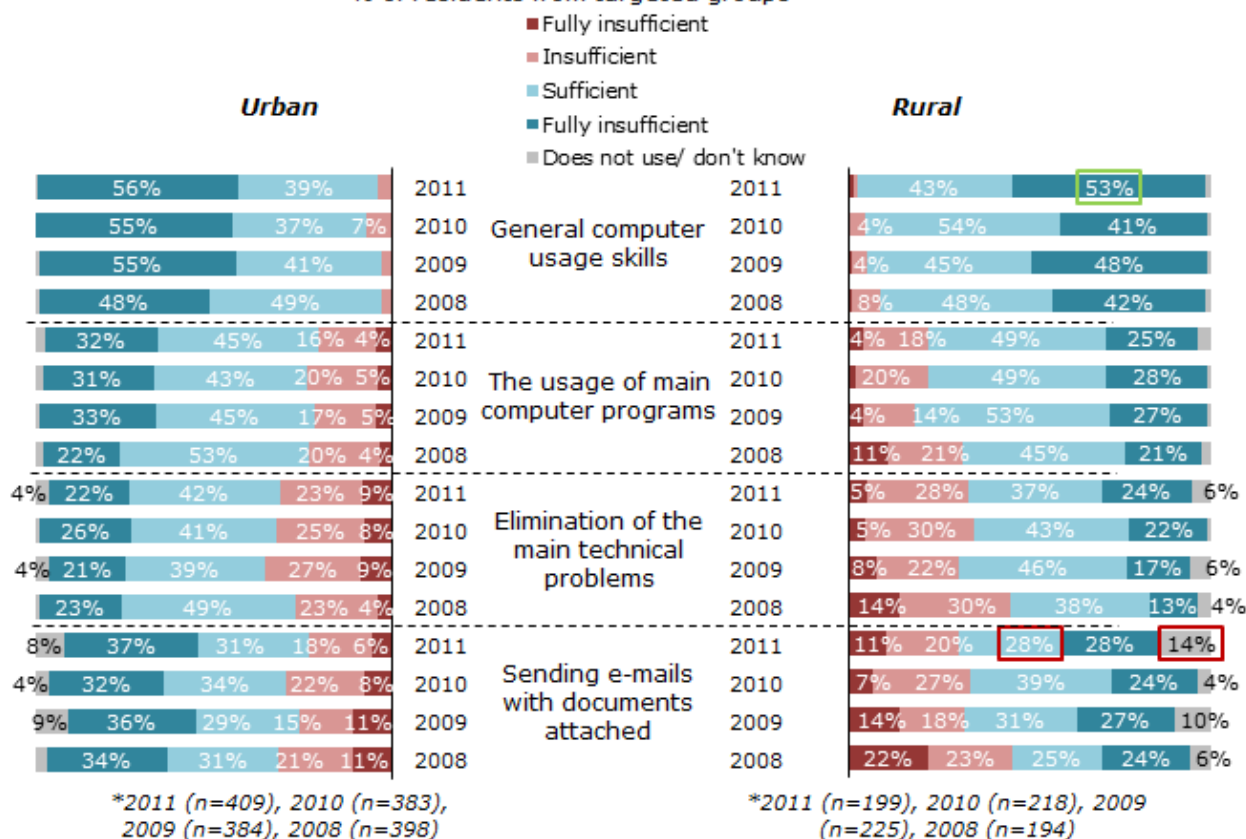
access at home do not visit libraries and use the Internet less often in general evaluated their skills worse than their peers.

When evaluating how the evaluation of computer usage skills was changing during the Project implementation period, it was noted that no significant changes (neither positive, nor negative) occurred. The recorded changes in the evaluation of the skills of children could be considered more as occasional fluctuations rather than the tendencies of changing evaluations of skills. In any case, it was noted that during the last year the evaluation of skills of sending an e-mail with an attachment slightly increased.

The evaluation of computer usage skills of urban and rural children generally does not differ. A similar share of children in both urban and rural areas evaluated their general computer usage skills, the skills of using the main computer programs and eliminating technical problems as sufficient. It was only recorded that urban children evaluated their skills of sending an e-mail with an attached document slightly better than children from rural areas.

During the last year, no significant changes in the evaluation of computer usage skills were recorded either in urban or rural areas.

The evaluation of IT usage skills % of residents from targeted groups



5.7. The Evaluation of Internet Resources Usage Skills

- Children's Internet usage skills were evaluated positively and it this evaluation is not changing –

While collecting information regarding, if children were able to use the Internet and if their skills to use various Internet opportunities were sufficient, children were asked to indicate how they evaluated their skills of using the Internet for general purposes, the ability to use online search engines, databases, file exchange programs, Internet for telephone conversations (during telephone conversations or when participating in discussion websites) and to create websites, etc.

Generally, the same as previous year, we can state that children believe that they know how to use the Internet and they have sufficient skills for that. Of course, children are evaluating general Internet usage skills (88%) and abilities to use online search engines (Google, Yahoo, etc.) the best (95%). Most of the children (79%) also believe that they could help, teach and give a piece of advice for another person regarding how to use the Internet. Three fourths of children were claiming that they have sufficient skills to use file exchange programs and online databases, but they evaluated their skills to use Internet for telephone conversations and to participate in chats and forums slightly worse (it could have partly been influenced by the fact that less children indicated that they used Internet for these purposes during the last year).

Children evaluated the skills of creating a website the worst. Only 26% of children considered that these skills were sufficient.

The evaluation of skills of using Internet resources, analogical to evaluating the skills of using the computer, depends on a few factors:

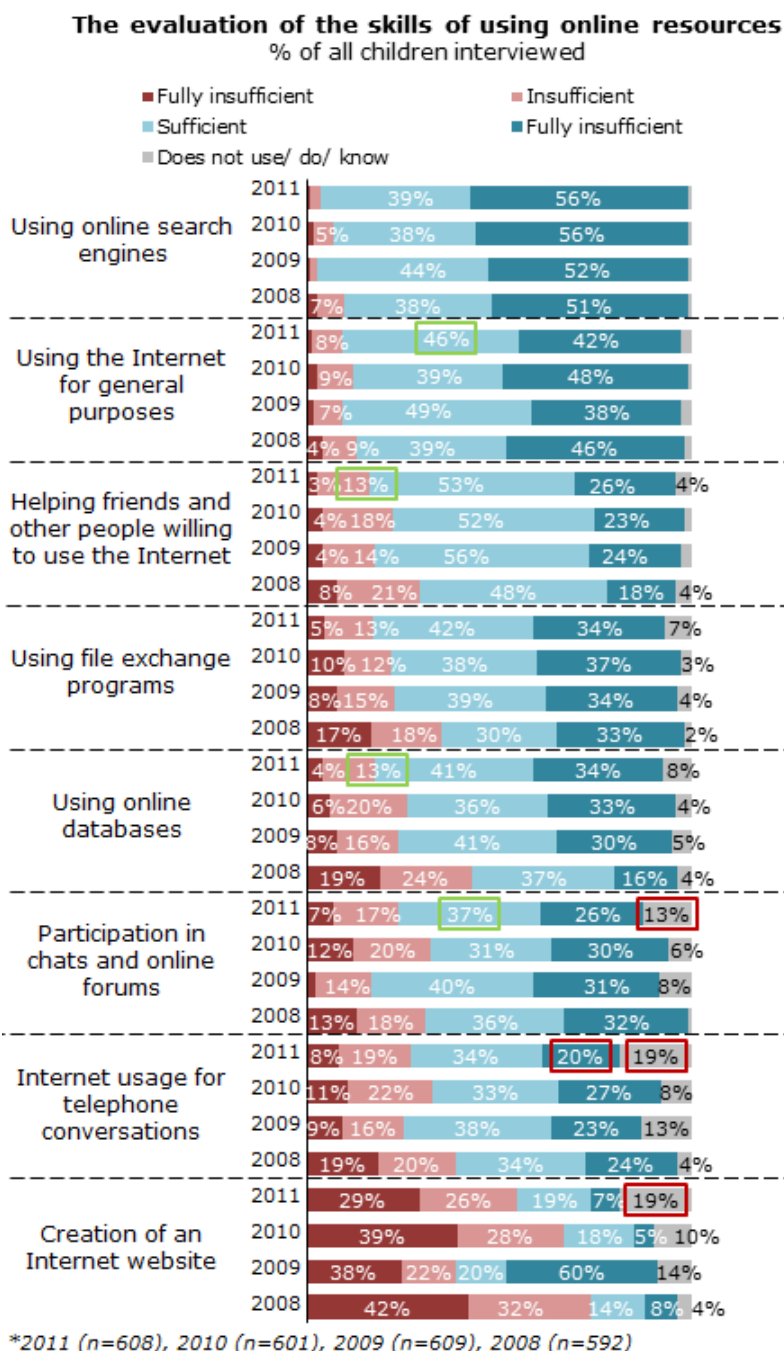
- The age of children. Even a difference of two years in the range of 12-14 years old determines the differences in the evaluation of skills. Older children tend to evaluate their skills better.
- The opportunity to use the Internet at home. Children who had the opportunity to use the Internet at home, evaluated their skills more positively than those who did not have such an opportunity.

- c) The intensity of Internet usage. Children who use the Internet more often tend to evaluate their Internet usage skills as sufficient more often than the children who use the Internet less often or rarely.

While comparing the evaluation of children's skills to use the Internet during the Project implementation period, it was noticed that no changes regarding the ability to use the Internet occurred among the children of 12-14 years old. However, during the last year, slightly more children started considering their skills to use the Internet for general purposes, the ability to help others who want to use the Internet and the ability to use online databases as sufficient. Meanwhile, slightly fewer children indicated that they positively evaluated the skills to use the Internet for telephone conversations, participate in forums and chats and create Internet websites.

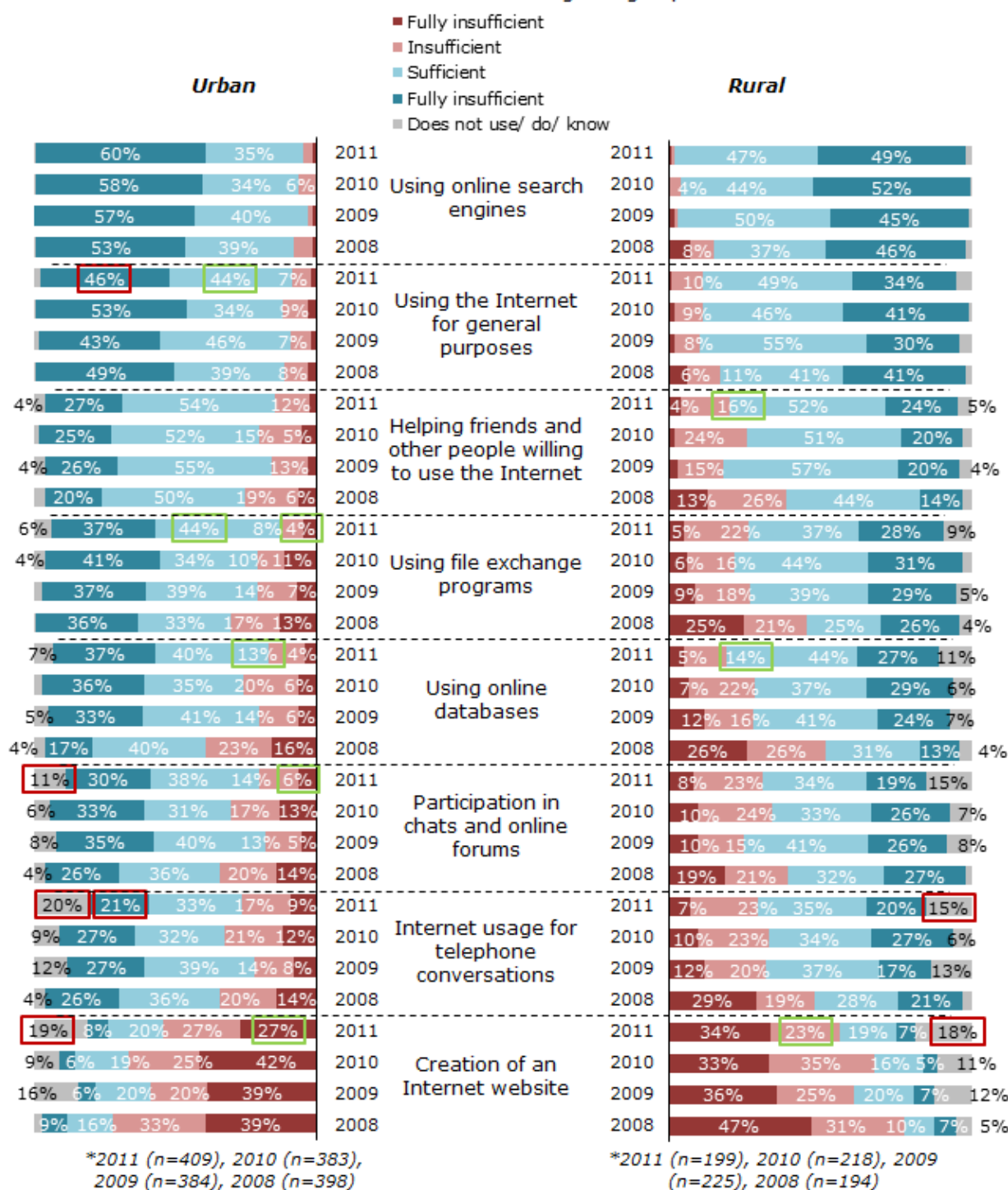
There are no major differences in Internet usage between urban and rural children. Both urban and rural children rather well skilled Internet users. Only small differences, which are not major, were noticed - urban children evaluated their skills to use Internet for general purposes, file exchange programs or participate in chats and forums online slightly better than rural children.

During the last year, again, neither in urban areas, nor in rural ones any major changes in evaluation of the skills of Internet usage emerged. Only slightly more of urban children referred their skills of using the file exchange programs and online databases as sufficient and rural children were slightly more positive in evaluating their skills to help people not knowing how to use the Internet and the ability to use online databases.



The evaluation of the skills of using online resources

% of residents from targeted groups



5.8. The Knowledge and Skills of Safe Internet Usage

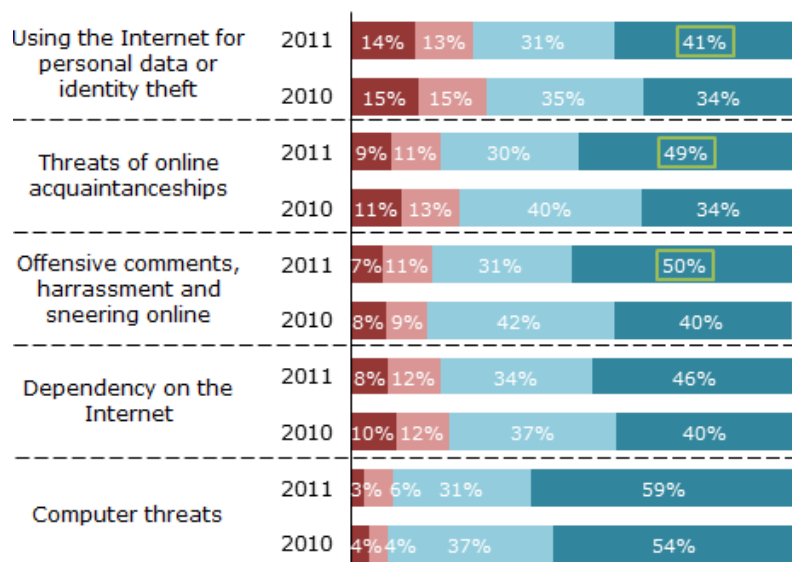
During the studies with children evaluating the impact of the project "Libraries for Innovation" in 2010 and 2011, the following information was gathered as well: whether children were aware of the threats that may arise while using the Internet, whether they faced these sort of threats ever and how they evaluated their knowledge in order to avoid these threats.

Most of the children believe that they are aware about the threat posed to computer safety while using the Internet (various viruses, etc.). 90% of children believe that they are more or less aware of that. 80% of

Knowledge about online threats

% of all children interviewed

■ I do not know ■ I rather do not know
 ■ I rather know ■ I know sufficiently
 ■ Not answered



2011 (n=608), 2010 (n=601)

Although, in general, most urban and rural children are informed about the threats related to Internet usage, the knowledge of urban children is slightly better. Slightly more of urban children are aware of the threats of the personal data or identity theft, online acquaintanceships and the possibility of offensive comments, harassment or sneering online.

During the last year, all children (both urban and rural) improved their knowledge about the threats related to online acquaintanceships and the offensive sort of communication.

children are aware of the threats of online acquaintanceships, of the possible offensive comments, harassment or sneering online and the dependency on the Internet. Relevantly fewer children (72%) are aware of the possibility of the personal data or identity theft while using the Internet.

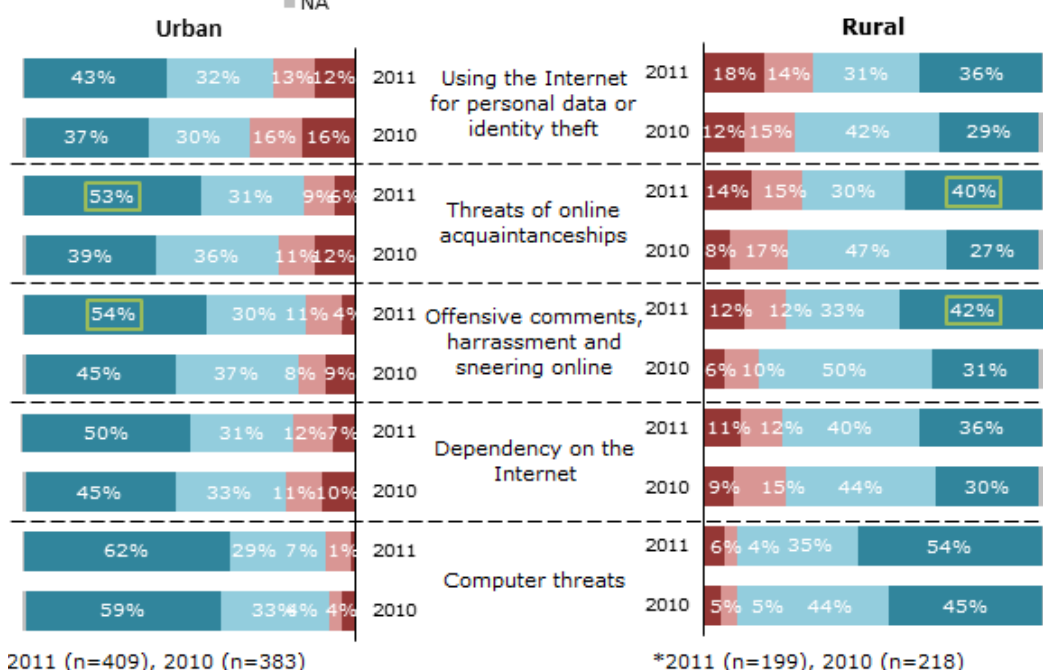
How well the children are informed about the threats that may arise while using the Internet depends on their age, having/ not having Internet access at home and the intensity of Internet usage. Also, it was noted that the knowledge about the online threats is better of those children who are visiting libraries.

During the last year, the knowledge of children regarding the online threats slightly improved. More children indicated that they new sufficiently regarding the threat of the personal data or identity theft, online acquaintanceships, regarding possible offensive comments, harassment or sneering.

Knowledge about online threats

% of children from targeted groups

■ I do not know ■ I rather do not know
 ■ I rather know ■ I know sufficiently
 ■ NA



Children find out about the threats that they may face while using the Internet mostly from the closest people: friends, classmates (51%), teachers (51%) or family members (47%). Every third child finds out regarding the Internet threats online (34%) or from the IT teacher (35%). 27% of the children stated that they found out about online threats from the media: magazines, newspapers or television. 9% of children claimed that they found out about the online threats from libraries staff and 3% of children – from books.

Two children interviewed indicated that they attended a special class/ event regarding Internet threats.

The reception of information regarding online threats is related the most with the fact where the child can use and uses the Internet. Those who had Internet access at school stated that they found out about online threats from their teachers the most often. Those who had Internet access at home slightly more often received the information about online threats from the family members. Those who did not have Internet access at home or used the public Internet access in libraries found out about online threats from libraries' staff.

While observing the change of the information sources for children to find out regarding Internet threats during the last year, it was noted that:

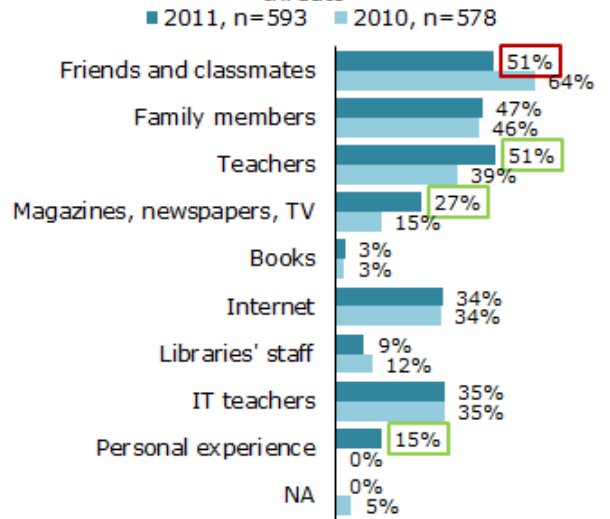
- 1) The flow of related information from the external sources – teachers and the media – increased.
- 2) As the experience of children to use Internet is growing, more and more children find out about online threats themselves by facing them directly while using the Internet.

The sources of information regarding online threats are mainly the same for urban and rural children. However, there are slight differences. Urban children receive the information about the online threats from family members and the Internet slightly more often and rural children – from libraries' staff and IT teachers.

During the last year, in both urban and rural areas, the influence of teachers and media sources increased while informing children regarding the threats related to Internet usage. Also, urban and rural children find out about online threats from their personal experience more and more often.

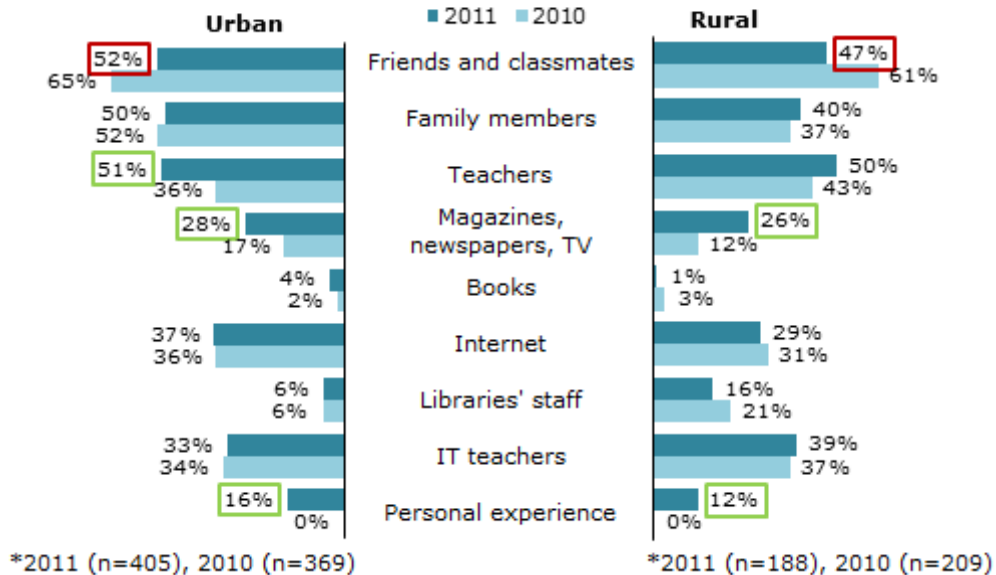
The sources of information about online threats

% of all children who know something about online threats



The sources of information about online threats

% of children from target groups who know something about online threats



The most often and the most children stated that they faced Internet threats for the computer. Every fourth child (26%) claimed that he/she faced viruses once and every third child (33%) faced viruses more than once.

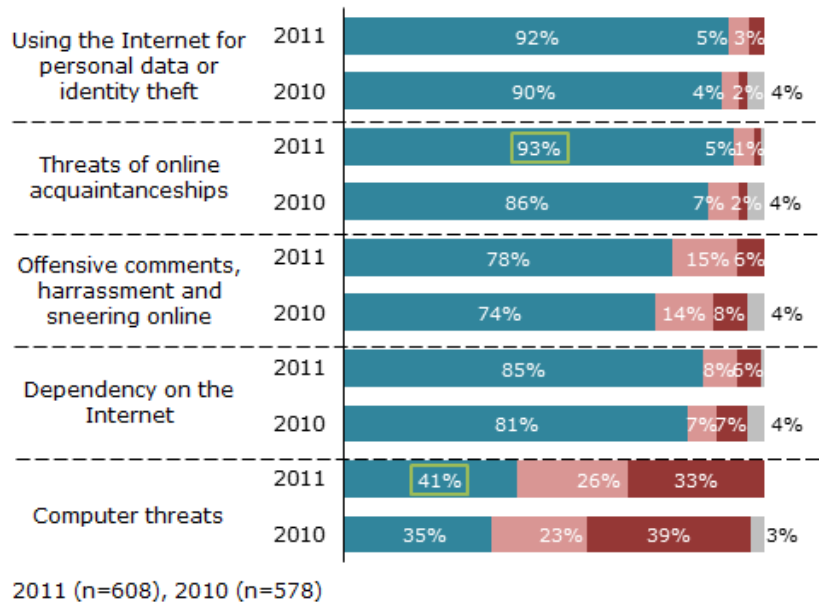
Every fifth child (21%) stated that he/she faced offensive comments, harassment or sneering online. 14% of children felt dependent on the Internet. 8% of children experienced theft of personal data or identity and 6% of children suffered from online acquaintanceships.

Children who were using the Internet often (every day) or those who had Internet access at home indicated that they faced threats online more often. Boys indicated that they felt dependent on the Internet more often.

It was noted that during the last year, there were less children who faced computer threats or threats related to online acquaintanceships.

Experience of facing online threats
% of all children interviewed

■ I have never faced it ■ I faced it once
■ I faced it more than once ■ NA

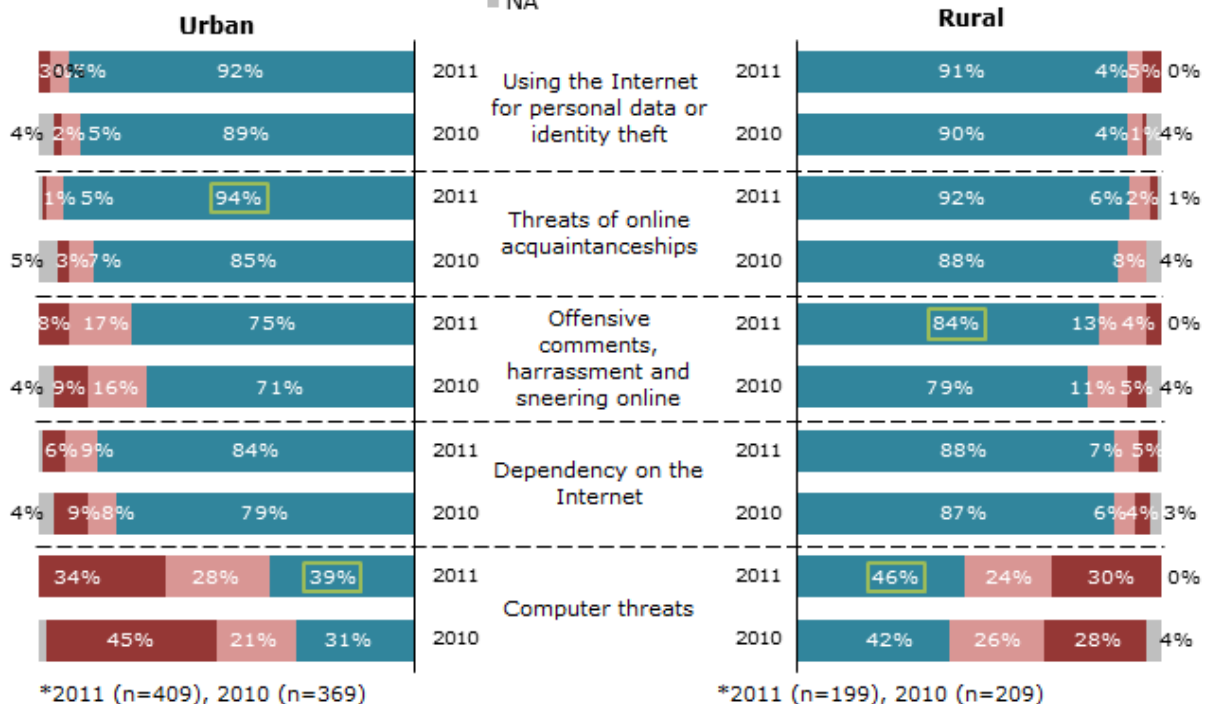


Internet threats that urban and rural children face and their frequency is the same. It was only noted that urban children indicated slightly more often that they faced offensive comments, harassment and computer threats more often than rural children.

During the last year, urban children faced threats regarding online acquaintanceships less and less often. Rural children, in turn, faced less of offensive comments and harassment.

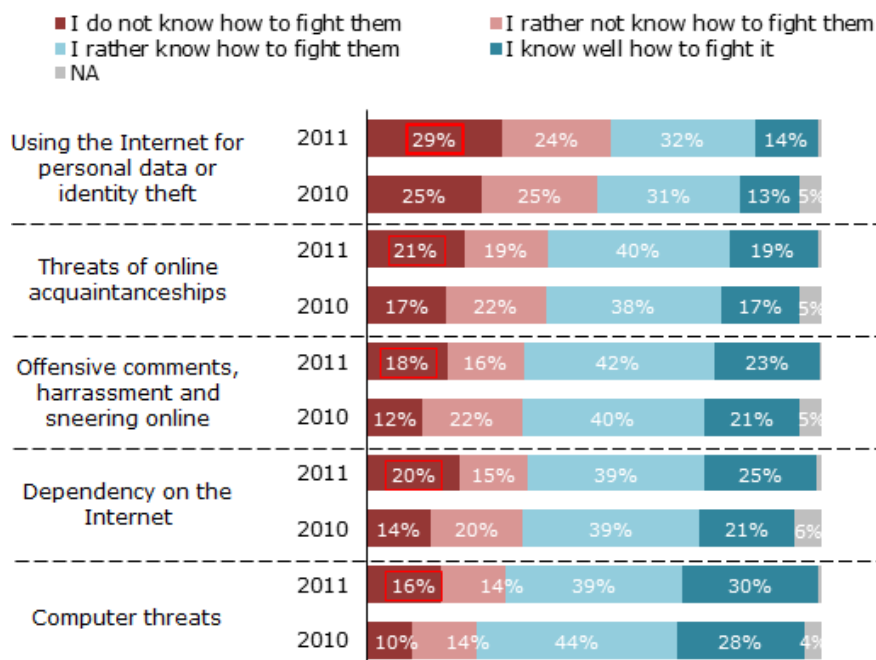
Experience of facing online threats
% of children from targeted groups

■ I have never faced it
■ I faced it once
■ I faced it more than once
■ NA



Skills of fighting online threats

% of all children interviewed



*2011 (n=608), 2010 (n=578)

greater knowledge of the possibilities to fight online threats. It was noted that children attending libraries also indicate more often that they knew how to fight these threats.

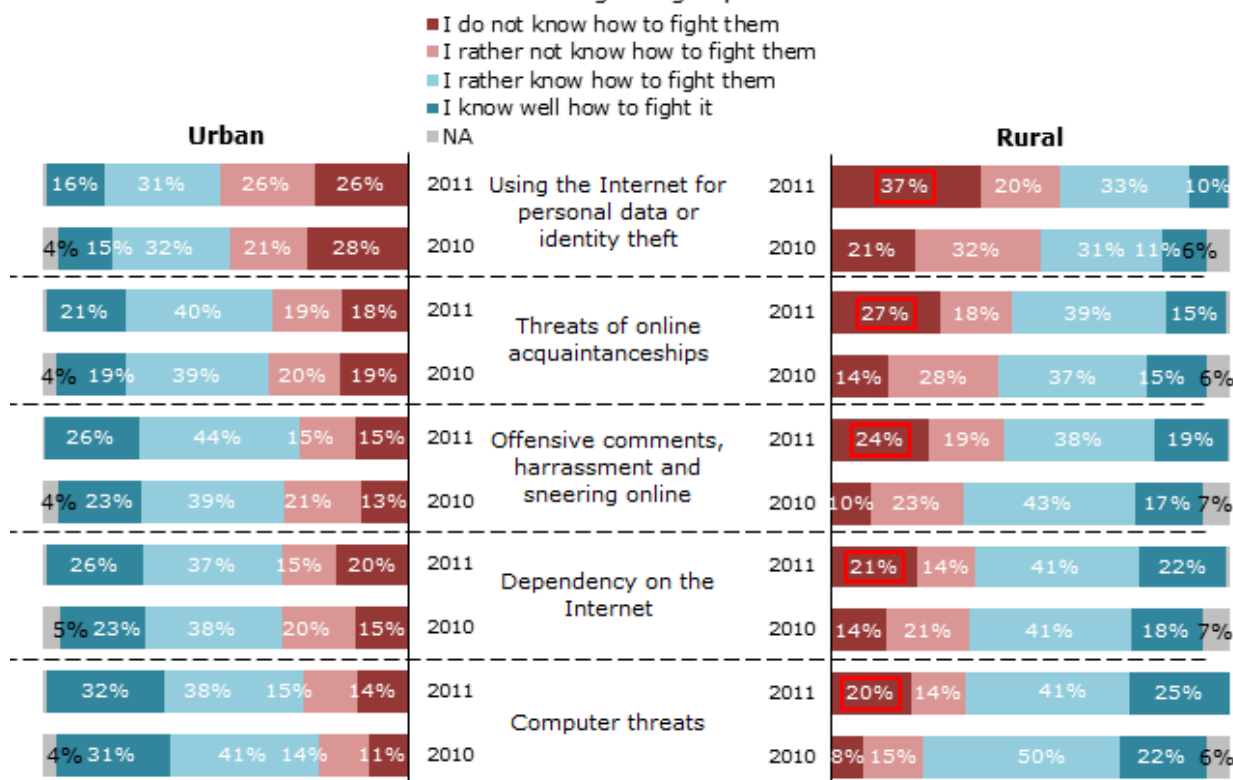
During the last year, a tendency of changing evaluations of the skills to fight online threats was noticed. More and more children believe that they do not have the knowledge and opportunities to fight online threats. This tendency is more prevalent among rural children. Urban children evaluated their skills to fight online threats better in all cases.

According to the children's evaluation, they are aware how to protect themselves from various computer viruses (69% of children are more or less aware of it). A similar share of children believes that they know how to fight offensive comments, harassment online or how to fight the dependency on the Internet (65% and 64%, respectively). Slightly more than half of the children (59%) would know how to avoid threats related to online acquaintanceships and the least amount of children (46%) believe that they have sufficient knowledge and opportunities to protect themselves from the threat of personal data or identity theft.

Older children (14 years old) having Internet access at home and using the Internet more often believe that they have

Skills of fighting online threats

% of children from targeted groups

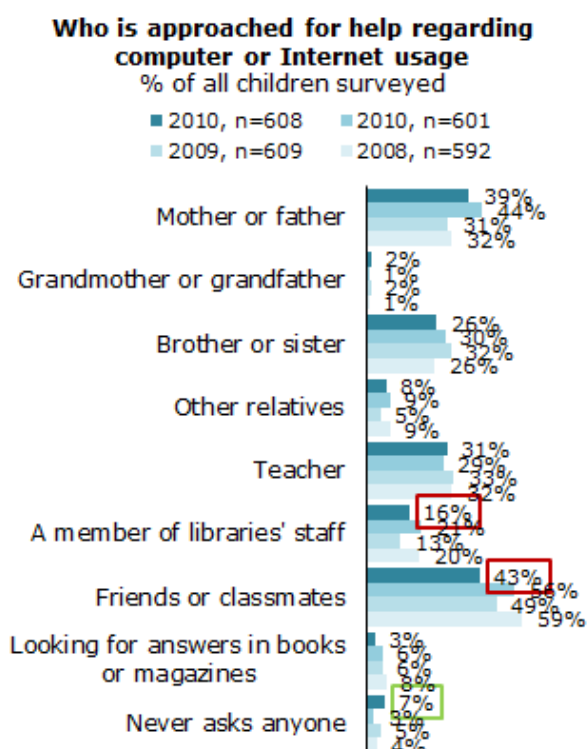


*2011 (n=409), 2010 (n=369)

*2011 (n=199), 2010 (n=209)

5.9. Approaches for Help Regarding Computer or Internet Usage

- When questions regarding computer and Internet usage arise, children approach relatives more often than the teachers or libraries' staff -



The most often, when facing trouble while using the computer and Internet, children approached friends (43%) or parents (39%). One third of the surveyed approached their teacher in such cases (31%).

16% of children approach a member of libraries' staff. However, there are more children (44%) who approach libraries' staff for help among those children who use the Internet in libraries.

While looking for answers related to computer and Internet usage, it is not common to approach grandparents, other relatives or to use books.

If we grouped the people who can help in the situation mentioned to those from the closest circle and people from external environment, we would see that children approach the closest people regarding how to use the computer and Internet much more often (82% and 38%, respectively)².

Other people that are approached regarding the issues of computer and Internet usage, according to children, included computer specialists, relatives and friends of parents. Moreover, answers to the questions mentioned are searched for online as well.

While analyzing the tendencies of children approaching someone for help regarding using the computer or the Internet according to various characteristics, it was recorded that:

- 1) Girls tend to ask the help of parents or teachers.
- 2) Younger children (12 years old) ask the closest people (parents, brothers, sisters) for help more often and older ones approach their friends.
- 3) Those who have the opportunity to use the Internet at school approach teachers and libraries' staff for help more often and those who have Internet access at home approach parents, sisters, brothers or do not approach anyone at all.
- 4) Those who do not have Internet access at home, who are using Internet access in libraries and who use the Internet more rarely than their peers approach libraries' staff more often.

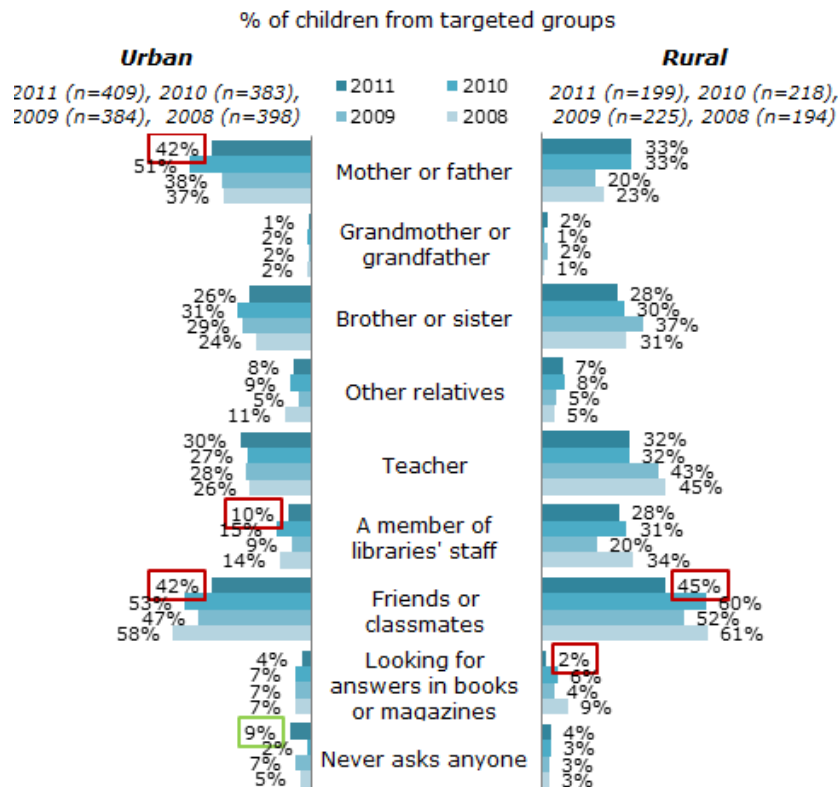
In comparison to the previous year, during the last year, children stated slightly less often that they approached friends, classmates and libraries' staff for help. The fact that less and less children are approaching libraries' staff for help is influenced by the lower usage of public Internet access in libraries. There are no apparent significant changes which would indicate the shift of children's practice while searching for help concerning computer or Internet use.

Children living in urban areas approach parents or no one at all regarding computer and Internet usage more often. It shows that not only children, but also the adults have better computer and Internet literacy skills in urban areas. Children living in rural areas, meanwhile, are using public Internet access in libraries, therefore, they approach libraries' staff for help more often.

During the last year, urban children approached parents, friends and libraries' staff for help regarding computer and Internet usage less often. Rural children discussed these issues less with their friends or looked for answers in books or magazines.

² If one of the persons is approached – mother or father, sister or brother, grandparents, other relatives or friends – approaching people from the closest circle is recorded. If teachers or libraries' staff are approached, then approaching people from external environment is recorded.

Who is approached for help regarding computer or Internet usage

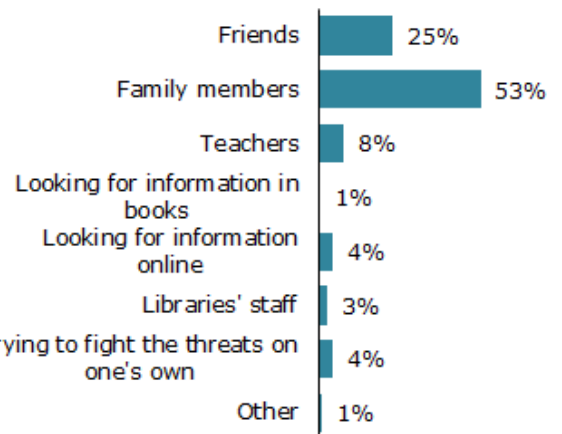


If children needed help in the case of facing online threats³, most of the children (53%) would approach members of the family and 25% of children would approach friends and relatives. Only 8% of children believe that they would look for help at teachers' and 3% - at libraries' staff.

Those who have the opportunity to use the Internet at home would approach family members for help more often or they would be looking for information online themselves. Those who do not have Internet at home and are using it in the library or at school would approach teachers or libraries' staff more often.

Who would be approached for help in the case of an online threat?

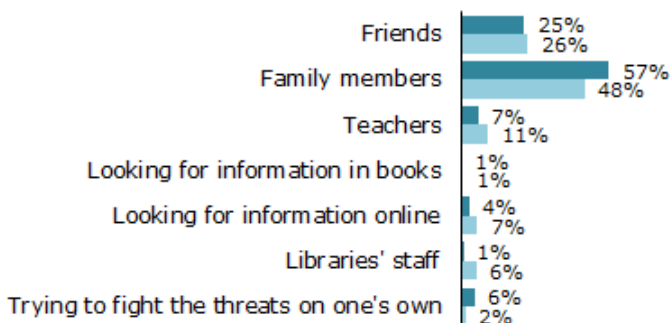
% of all children surveyed, n=608



Who would be approached for help in the case of an online threat

% of children from targeted groups

■ Urban, n=403 ■ Rural, n=198



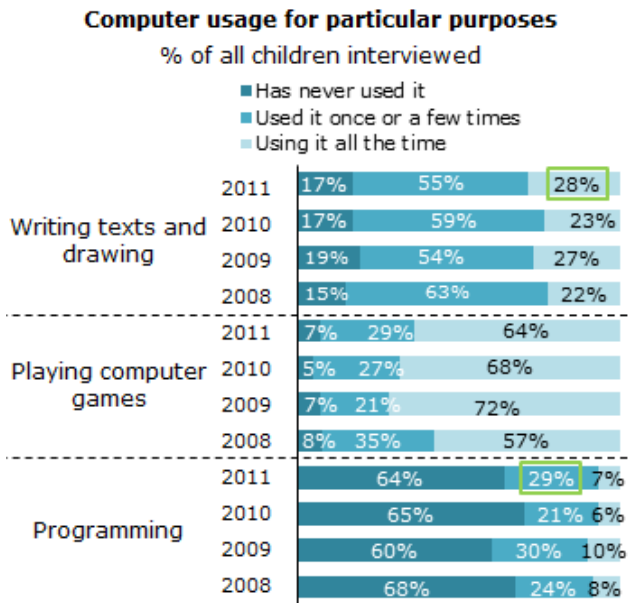
There was no difference recorded between the behavior of urban and rural children while looking for help when facing online threats.

³ The comparison of data with the year of 2010 is not provided due to the changed type of the question. In 2011, this question is of a single answer type and it was a multiple answer type of question in 2010. Bearing in mind these changes, the comparison of data is not appropriate.

6. Purposes of Computer and Internet Usage

6.1. Purposes and Places of Computer Usage

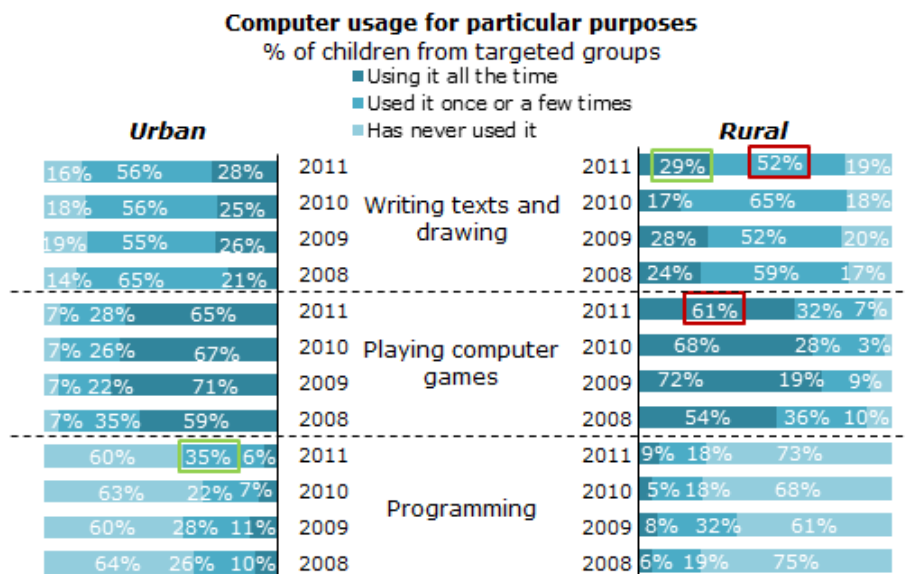
- Computer is a means for playing games for children -



*2011 (n=608), 2010 (n=601), 2009 (n=609), 2008 (n=592)

who tried to program once or a few times as well. Children's computer usage purposes haven't changed during the past 4 years.

The purposes of using the computer and Internet by children living in urban and rural areas mainly do not differ. It was only noticed that children living in urban areas have a bigger experience of programming. During the last year, the number of urban children who were programming increased. In rural areas, during the last year, more children used the computer for writing texts and drawing and slightly less of rural children played computer games.



*2011 (n=409), 2010 (n=382), 2009 (n=384), 2008 (n=387)

*2011 (n=197), 2010 (n=216), 2009 (n=225), 2008 (n=186)

- Computer usage in public libraries is reducing -

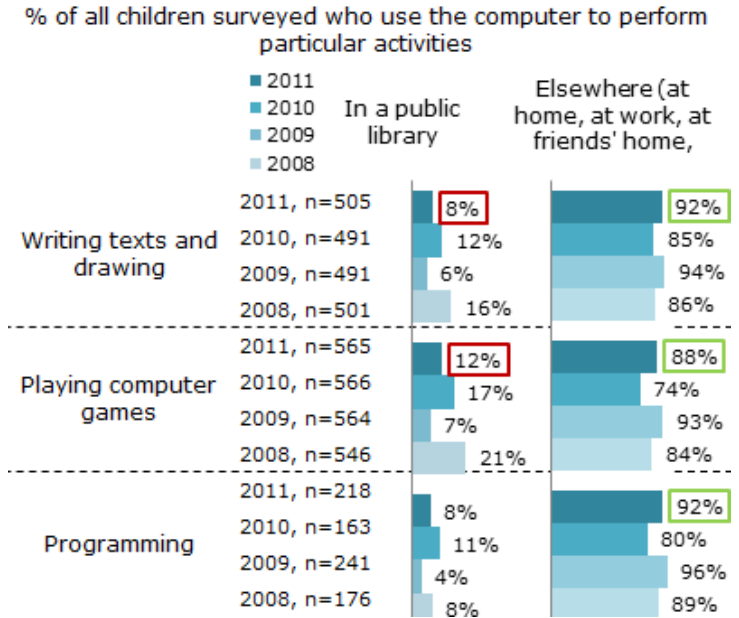
Only a small share of children (up to 12%) used the computers for writing, drawing, programming or playing computer games in a public library.

Furthermore, a tendency was noticed that during the last year, children performed these activities in public libraries less often. It is the most likely that these activities are moved to the home environment, because the share of children using computers having Internet access at home is increasing. The usage of public Internet access in libraries is diminishing. During the past 4 years no significant variations, which would indicate the shift of places where children use computers for various purposes, were apparent.

Public Internet access in libraries is more often used by children who do not have the opportunity to use it at home. These children usually use the Internet in libraries a few times per week or less often.

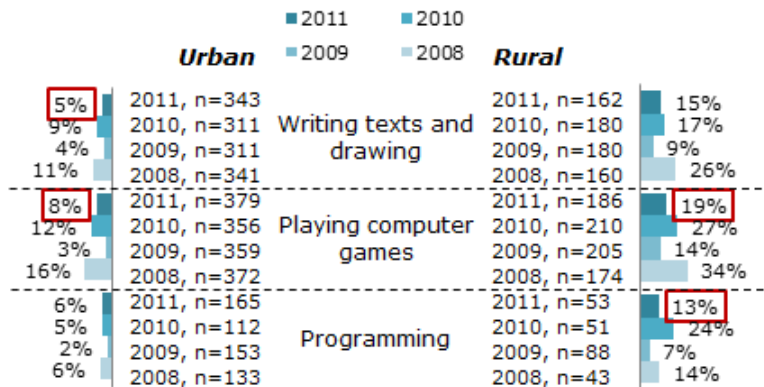
Children living in rural areas use the computer for all researched activities more often than urban children. During the last year, urban children used the computers in libraries for writing texts, drawing and playing computer games even less frequently. Rural children programmed and played computer games less often in libraries during the last year. Children are using computers for all researched purposes in other places (at home, at the places where their parents work or at friends') more and more often.

The place where the computer is used to perform particular activities the most often



Computer in the public library is used the most often to perform particular activities

% of all children surveyed who use the computer to perform particular activities



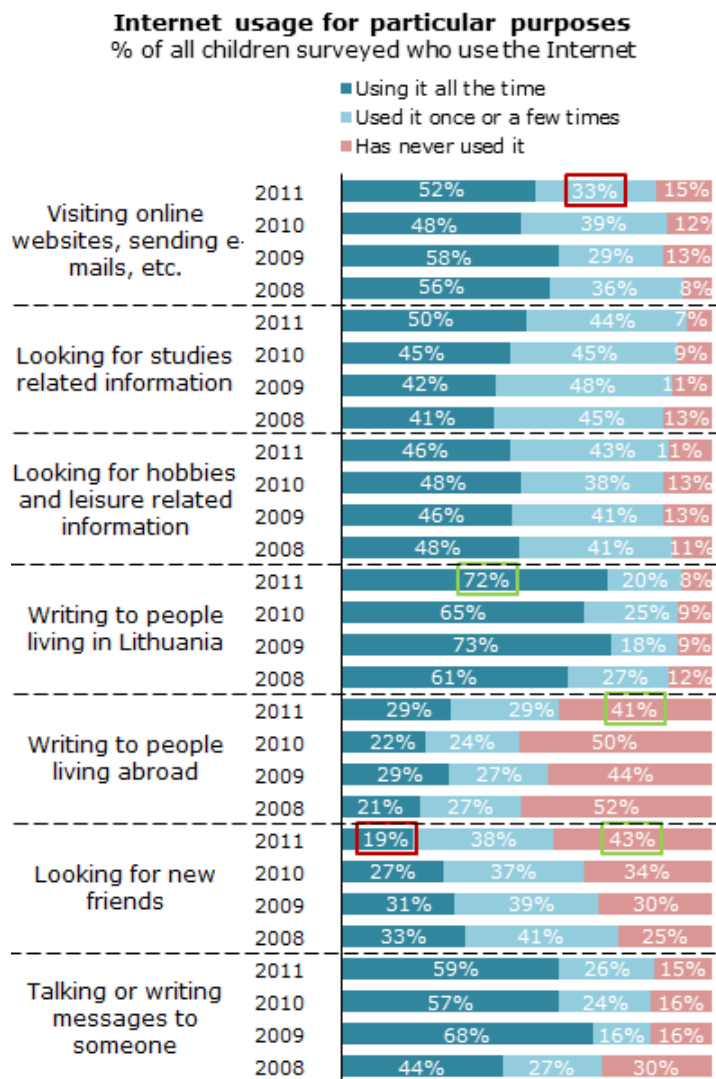
Computer located elsewhere (at home, at friends' home, etc.) is used the most often to perform particular activities

% of all children surveyed who use the computer to perform particular activities



6.2. Purposes and Places of Internet Usage

- Children use the Internet for all purposes. The most actively they use it for social (communication) purposes -



*2011 (n=606), 2010 (n=598), 2009 (n=609), 2008 (n=573)

While analyzing the Internet usage purposes of children, they were classified into three groups⁴:

- ➔ Leisure related purposes – using the Internet for visiting various Internet websites, sending e-mails, looking for information related to hobbies and leisure time.
- ➔ Studying related purposes – looking for information required for studies.
- ➔ Communication related purposes – writing to friends and relatives in Lithuania and abroad, looking for friends or speaking and writing messages online in general.

In general we can claim that children are using the Internet for the purposes from all three groups, however, the intensity of using each of these groups varies. 95% of children are using the Internet for communication and leisure purposes and 94% of children are using it for education purposes. However, the activity that is of a regular nature the most is communication online. Even 79% of children constantly use various Internet opportunities for communication. Internet usage for educational purposes is an activity of more occasional nature which is performed by children when they need it. 50% of children are using the Internet constantly for educational purposes. 66% of children use the Internet regularly for varying their leisure time.

While analyzing Internet usage purposes in more detail, it was noticed that most of the children use the Internet for:

- 1) Writing to relatives and friends living in Lithuania.
- 2) Looking for information related to hobbies and leisure time.
- 3) Looking for information required for studies.

The most actively performed activity – writing to friends and relatives who are living in Lithuania (even 72% of children are doing it regularly). In the context of analyzed Internet usage purposes, children used the Internet for writing to relatives and friends not living in Lithuania and for the search of new friends relatively less often.

More frequent Internet usage for various purposes is determined by the possibility to use the Internet at home. If there is such an opportunity, children are using the Internet more often which means that they use it for various purposes more often. It was also noticed that girls indicated that they used Internet for general purposes (looking at various websites, sending e-mails) and for studying slightly more often than

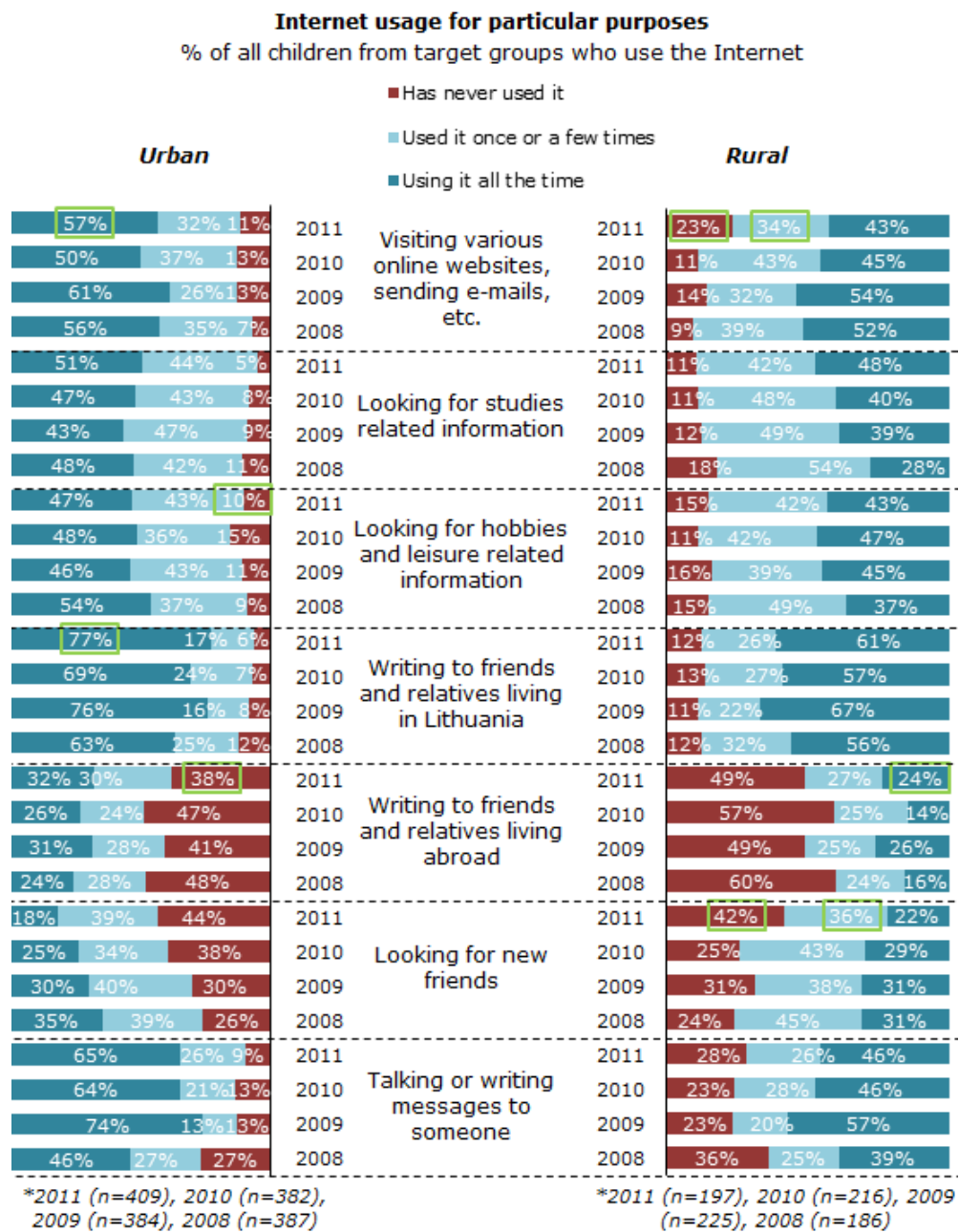
⁴ Respondents who mentioned that they used at least one of the purposes from the group regularly were considered as regular users of the entire purpose group. If the respondent used at least one of the purposes from the group, however, did not use any regularly, he/ she is considered as the one using the group once or a few times.

boys. Older children (14 years old) are using the Internet for general purposes, communication with relatives and friends not living in Lithuania and for the search of new friends more often.

While analyzing in general what are the purposes that children used the Internet during the period of 4 years, it was recorded that Internet usage for educational purposes is growing gradually, however, Internet is used for the search of new friends less and less often. During the last year, more and more children were writing to relatives and friends living both in Lithuania and abroad.

Although the research data shows that urban and rural children use the Internet for the same purposes, it was noticed that urban children used the Internet for general purposes, for writing to relatives and friends living abroad and for speaking or writing messages more often than the rural children.

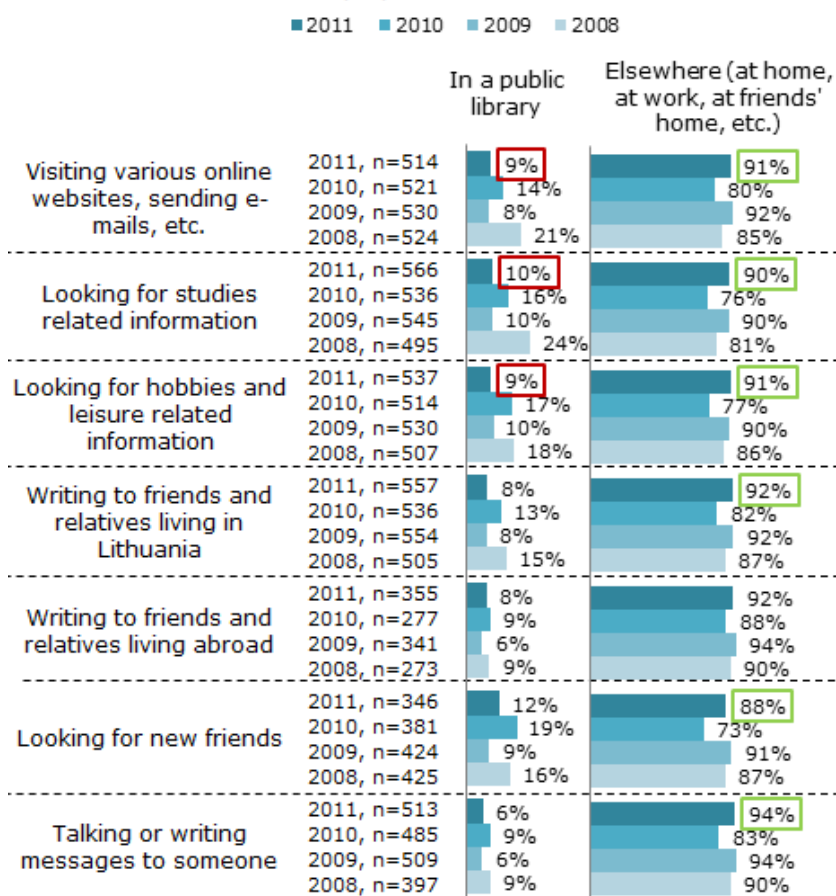
During the last year, urban children were also visiting various Internet websites, looking for information related to hobbies and leisure time, were writing to relatives and friends living both in Lithuania and abroad slightly more often. During the last year, rural children also started visiting various Internet websites, write to relatives and friends living abroad or looking for new friends more often as well.



- Children are using Internet for various purposes in public libraries less and less -

The place where Internet is used for particular purposes the most often

% of all children surveyed who use computer/ Internet for particular purposes



The same as using the computer, Internet is usually used for various purposes at home. In public libraries, it is more common to look for new friends and studies or leisure related information. However, not more than one tenth child interviewed who uses the Internet for respective purposes does that.

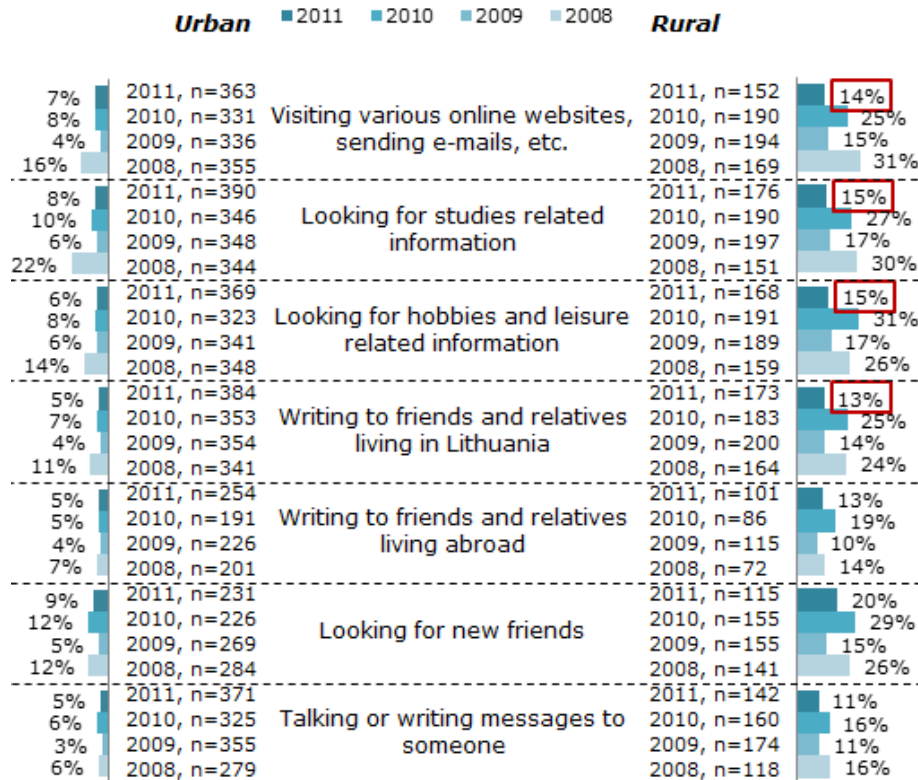
As it has been mentioned, Internet usage is relocated more and more often to the home environment, thus, Internet is used for various purposes, looking for information and communicating with other people in public libraries less and less often.

Internet in public libraries is more used by children who do not have the opportunity to use it at home.

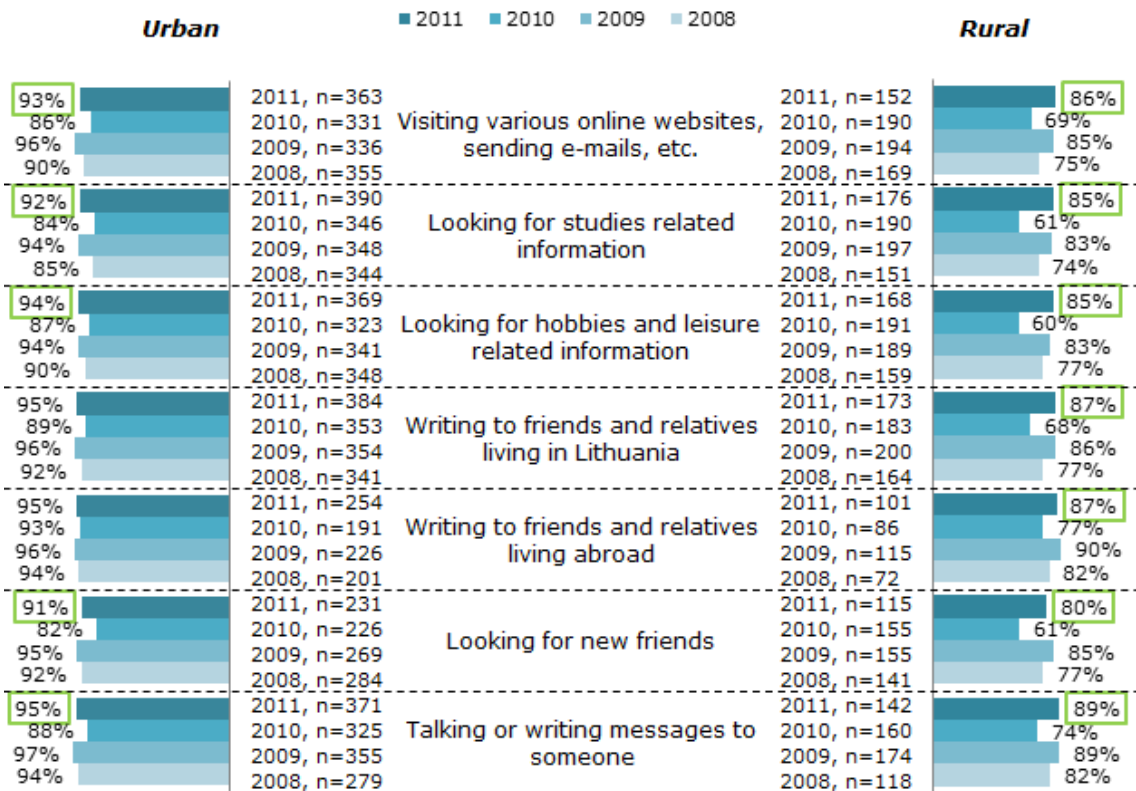
Although rural children are using the Internet in public libraries for all purposes slightly more often than urban children, it was noted that, during the last year, Internet usage in rural public libraries diminished as well.

Internet usage for various purposes by urban children did not change in libraries, because it was minimal initially.

Internet available in public libraries is used the most frequently
 % of all children surveyed who use computer/ Internet for particular purposes



Internet available elsewhere (at home, at work, at friends' home, etc.) is used the most often
 % of all children surveyed who use computer/ Internet for particular purposes



6.3. The Purposes due to which Internet is Used in Public Libraries and Other Places

- In public libraries, Internet is mostly used for information search and for communication – in other places -

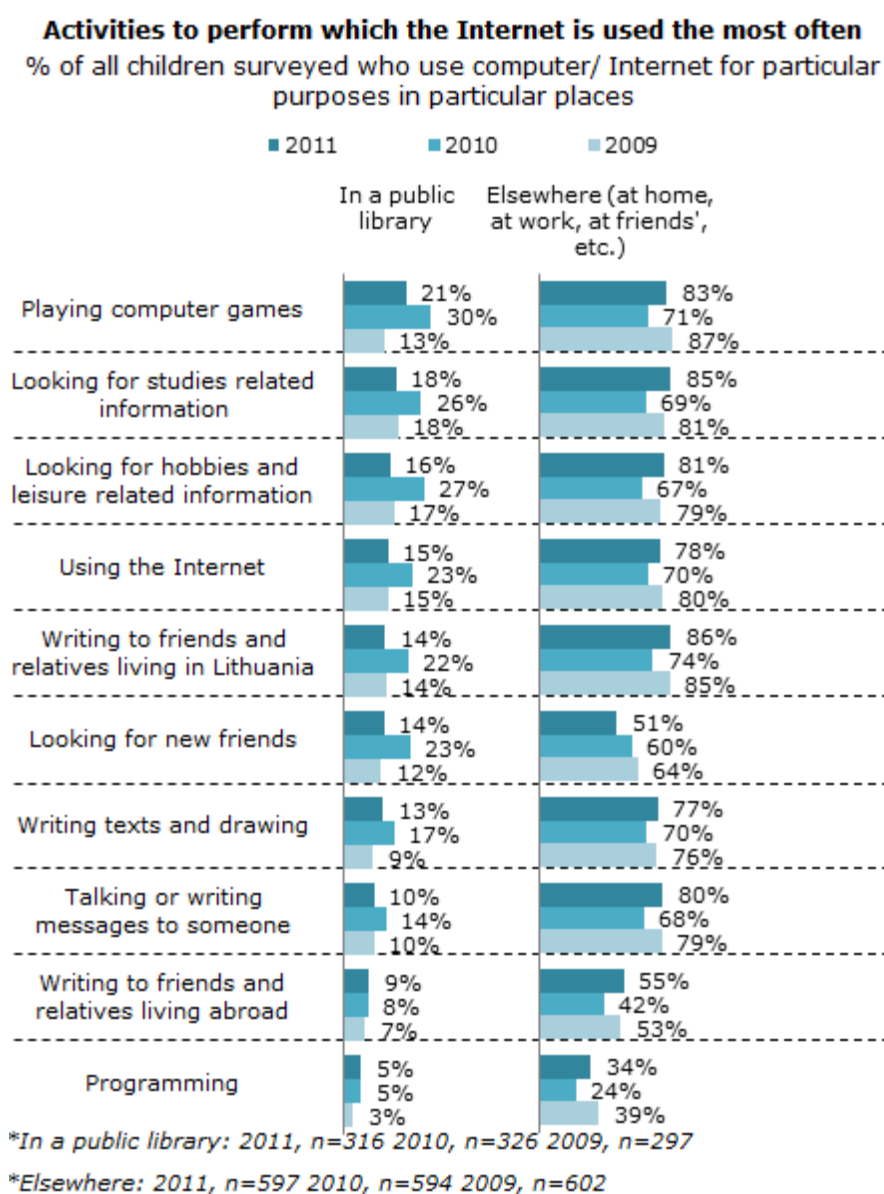
While analyzing Internet usage for various goals, it is useful to see for what purposes Internet is used by the users of this particular service – by the users visiting public libraries.

Children using the Internet in public libraries play computer games, look for studies, hobbies or leisure related information more often (21%, 18% and 16%, respectively).

Another 15% of public Internet access users visit Internet cafes or write e-mails.

Meanwhile, social (communication) purposes are less frequent in public libraries than other places.

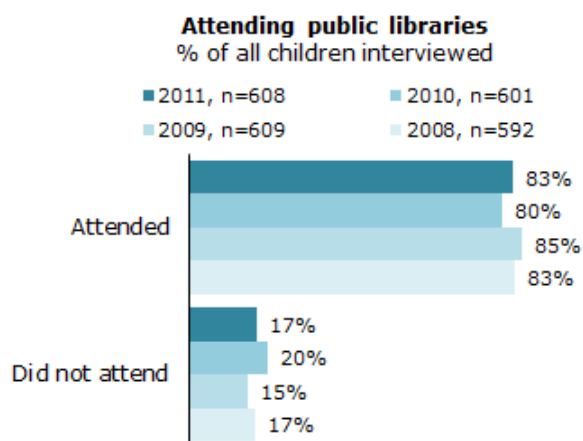
In both libraries and other places, programming or writing to friends and relatives living abroad is the least common.



7. Visiting the Library and Its Services

7.1. Visiting Public Libraries

- Most of the children have visited a library at least once -



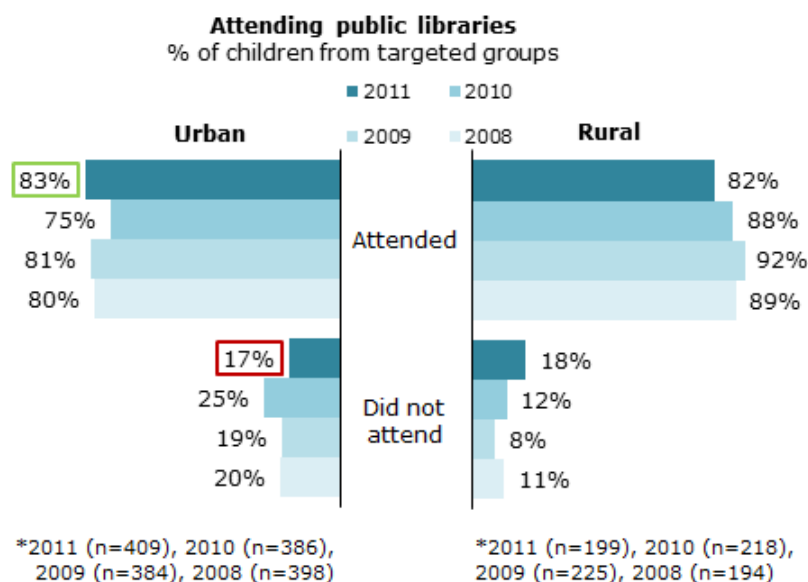
Most of the Lithuanian children (83%) have visited a library at least once. Only 17% of the children surveyed claimed that they have never visited a public library.

Girls visited libraries more often than boys. All children who visited a library at least once borrowed books and used public Internet access.

The number of children who visited a public library did not change neither during the last year, nor during the entire Project implementation period.

Visiting public libraries by urban and rural children equaled. In 2008, there were more urban children who visited public libraries and the research data of the last year shows that the same share of urban and rural children are visiting libraries.

During the last year, the share of rural children visiting public libraries did not change, however, the share of urban children increased.



7.2. Reasons not to Visit Public Libraries

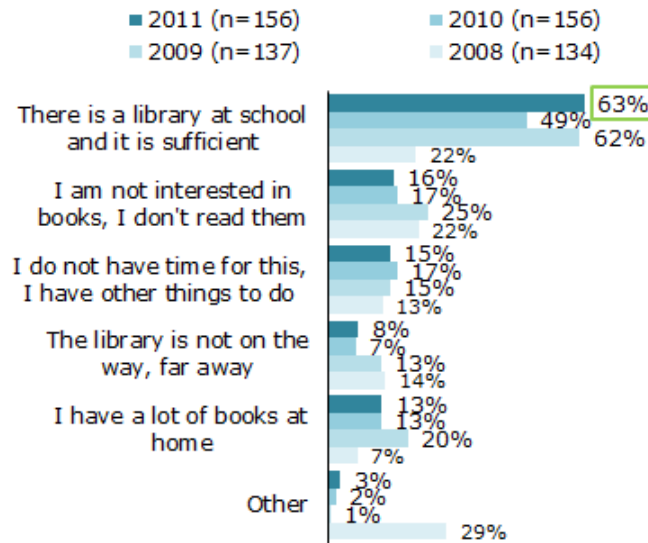
- The most often, public libraries are not attended, because school libraries are sufficient -

Children usually do not visit public libraries, because their needs are fully satisfied by the school library (63%). 16% of children who do not attend libraries are not interested in books at all, another 15% of children have more interesting things to do and there is no time left for libraries. 13% of children claimed that they had a lot of books at home and public library was not relevant to them. Sometimes it is the external factors that influence children not to visit public libraries, for example, an inconvenient location of the library (8%).

When indicating other reasons not to attend public libraries, 2 children claimed that they borrowed books from friends, 2 were complaining that they were not able to find necessary literature in libraries' funds and 1 child stated that he/ she did not visit public libraries, because "the library needs mother's signature and she does not have time to go there".

In 2011 a greater number of children indicated that they haven't been visiting in the public libraries since their school libraries suffice them. The exclusion of the remaining reasons basically hasn't changed. During the past 4 years there were no significant changes which would indicate the reasons explaining nonattendance of public library.

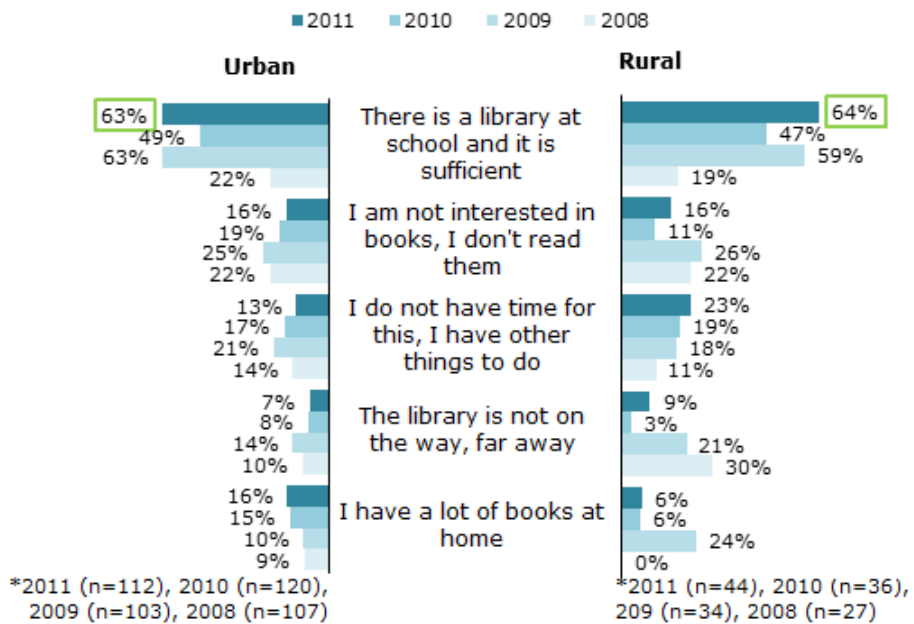
Reasons not to visit public libraries
% of all children who did not attend public libraries



Both urban and rural children who do not attend public libraries indicated the most often that their needs were fully satisfied by the school library. Although naming other reasons is similar between urban and rural children, it was noticed that rural children indicated slightly more often that they did not visit public libraries, because they did not have time and urban children stated more often that they had enough books at home.

During the last year, more of both urban and rural children indicated that they did not attend public libraries, because the school library was sufficient.

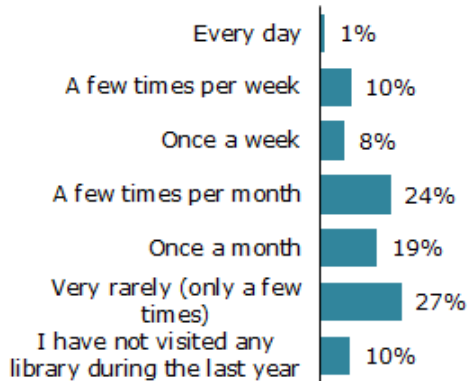
Reasons not to visit public libraries
% of children from targeted groups who are not attending libraries



7.3. The Intensity of Visiting Public Libraries

- The intensity of children visiting public libraries is decreasing -

The intensity of visiting public libraries (during the last year)
% of all children interviewed who visited public libraries, n=503



Children do not attend public libraries often. Only approximately every fifth child (19%) who is visiting libraries attends them at least once a week. 43% of the children surveyed visit a public library once a month or a few times per month and another 27% of children indicated that they visited it only a few times.

Every tenth child who was in the library (10%) stated not to have visited it during the last year.

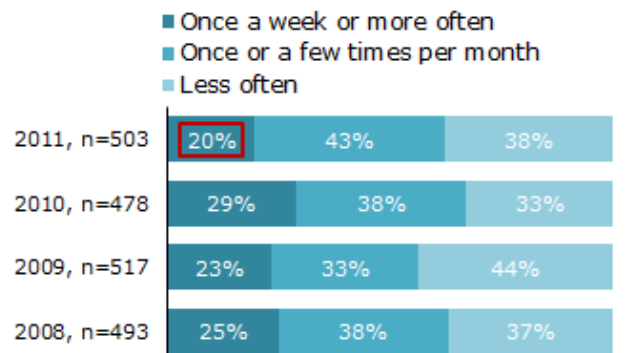
Children who do not have Internet access at home visited public libraries more frequently (once a week or more often). These children were both borrowing books and using public Internet access. Children who have Internet access at home and use the Internet every day are attending the libraries the least often. These children often do not use the service of the book dispense either.

During the last year, the intensity of children visiting public libraries decreased. The percentage of children who visited libraries at least once a week or more often decreased from 29% to 20%. When analysing the children's visits to the libraries during the last 4 years it is apparent that the intenseness of children's visits hasn't significantly changed, except the year of 2010: during this year slightly more children indicated more frequent visits to the library.

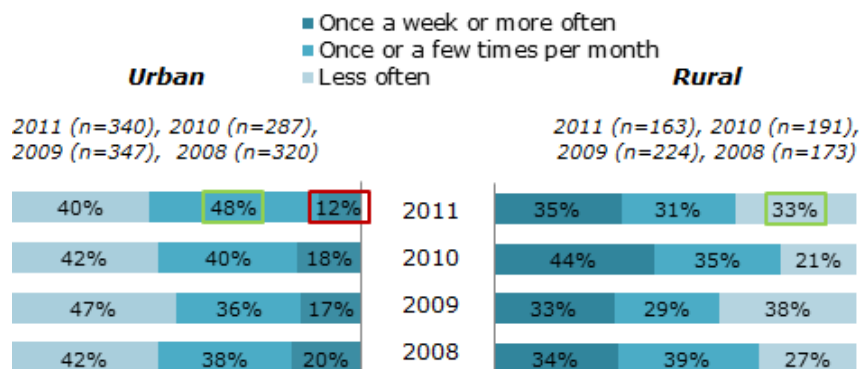
While comparing the intensity of urban and rural children of visiting public libraries, huge differences were recorded. There are three times as more rural children visiting libraries often (at least once a week or more often) than urban children (35% and 12%, respectively). Urban children, in turn, are more characterized by average or rare intensity of visiting libraries.

It was noticed during the entire Project implementation period that the attendance of public libraries by urban children generally did not change. During the last year, only a slightly diminished intensity of children attending libraries was noticed. While analyzing the public library attendance of children, it was noted that in 2010, visiting public libraries by children had especially intensified. Even 44% of children claimed that they visited public libraries once a week or more often. In 2011, the frequency of children attending public libraries diminished and returned back to the level of 2009. 35% of rural children indicated that they visited libraries at least once a week or more often.

The frequency of visiting public libraries (during the last year)
% of all children interviewed who have ever visited a public library

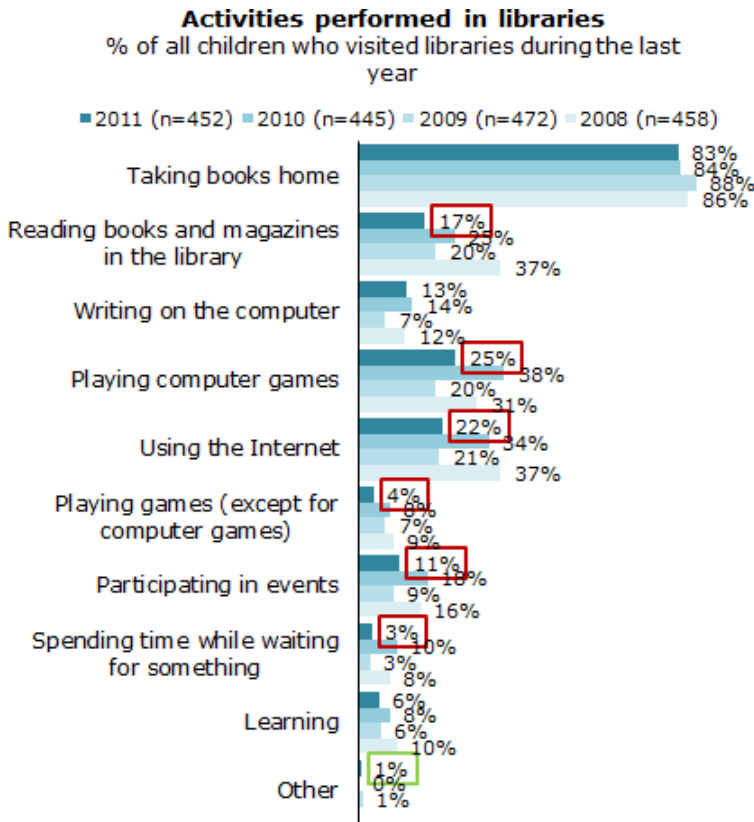


The intensity of visiting public libraries
% of children from target groups who visited public libraries



7.4. Libraries' Services Used by Children

- 4 out of 10 children who visited a library during the last year used the services related to public Internet access -



The service of public libraries that is used by most of the children is taking books home. This service was used by 83% of children who visited the libraries during the last year. 17% of children who visited public libraries during the last year read books or magazines in the libraries without taking them home.

From the latest services, the most popular among children are those which are related to computers and Internet. 25% of children indicated that they played computer games in public libraries, 22% of children used the Internet and 13% of children used the computer for writing.

11% of children who visited libraries during the last year participated in libraries' events.

Girls took books home or read books and magazines in libraries and participated in events organized by libraries more often. Boys indicated that they played computer games or searched the Internet more often. Younger children (12 years old) indicated more often that they played computer games in libraries and participated in events organized by

libraries. The choice of the services of a public library depends also on the opportunity of children to use Internet at home. Those who had Internet access at home tend to use the service of book dispense the most often and those who did not have Internet access at home used all services related to computer and Internet more often: they wrote, played computer games and surf the net. It was also noted that those who were using public Internet access use other services provided by public libraries as well.

Summarizing the activities of children in public libraries, they can be categorized into a few groups:

- ➔ Using traditional services of libraries (taking books home, reading books or magazines).
- ➔ Using public Internet access related services (writing on the computer, playing computer games and using the Internet).
- ➔ Spending free time (playing games (not computer games) and participating in events).
- ➔ Spending time in the library due to functional factors (studying or spending time waiting for a bus, etc.).

Most of the children are using the traditional services provided by libraries (87%). 40% of the children who attended the libraries used services related to public Internet access. The activities related to leisure time or those influenced by functional factors in libraries are performed rarely (13% and 9%, respectively).

According to a few children, other activities included visiting libraries in order to acknowledge the library, to look around and to meet friends or to do handcrafts.

During the last year, when the intensity of children visiting public libraries decreased, the usage of various services offered by libraries diminished as well. Only the usage of the main service of libraries – taking books home – remained unchanged. In the perspective of the past four years it is apparent that children's usage of almost all services offered in the library is decreasing (except the book borrowing service).

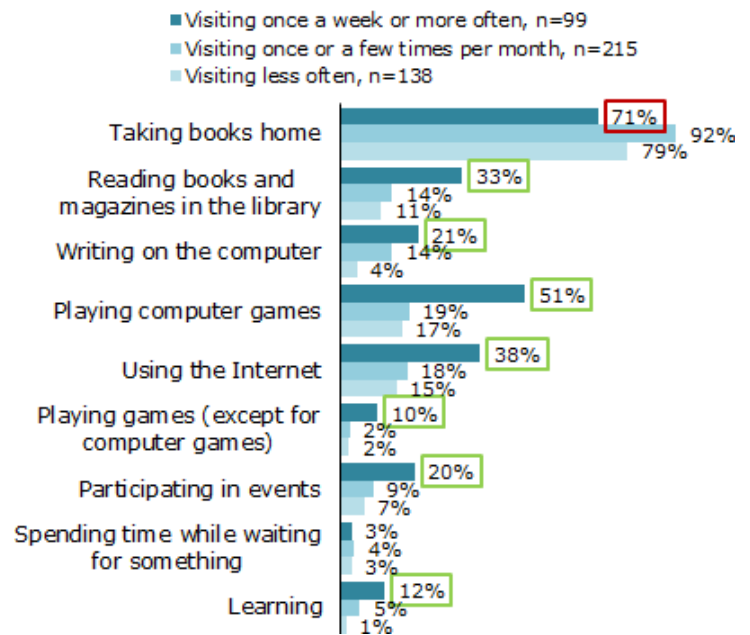
- More active libraries' visitors use the service of public Internet access more often -

Activities that children are performing in libraries depend heavily on the frequency of library visits.

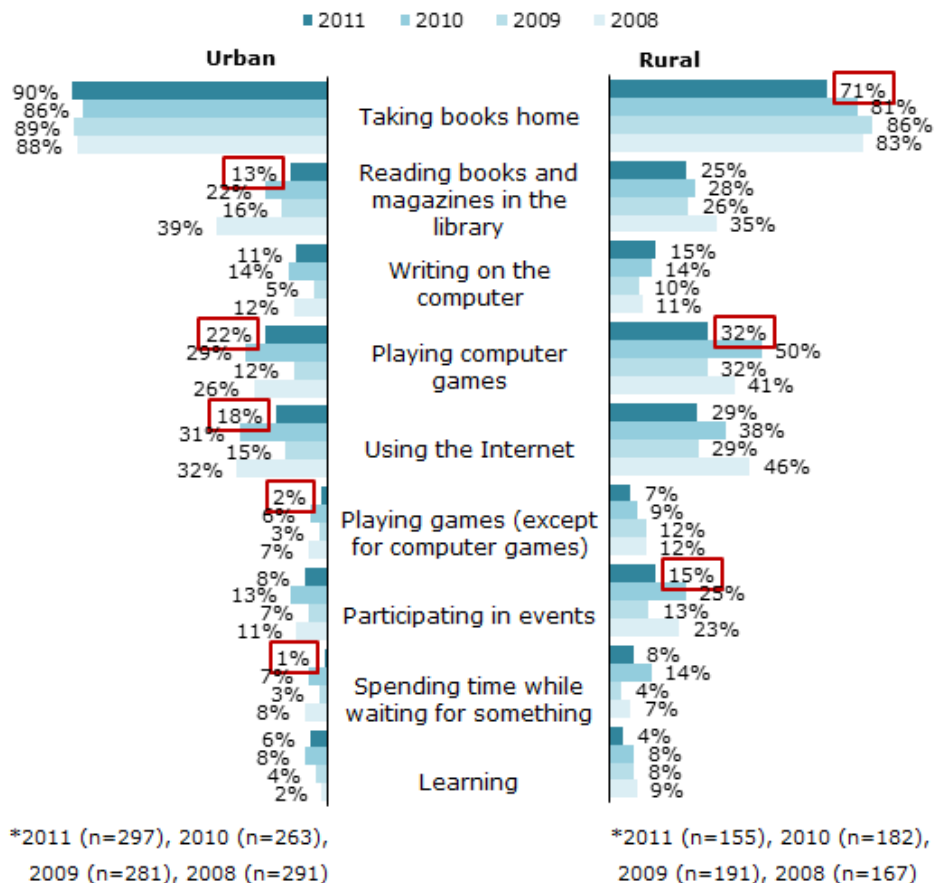
Children who are visiting libraries the most often (at least once a week) took books home slightly less often. However, they read them in the library more often as well as played and wrote using the computer, learnt or participated in events organized by libraries. These children were involved more in the life of libraries and they acknowledged the libraries' services better. Children who visit libraries once a month or a few times per month take books home more often, however, they play computer games and use the Internet less often. Children visiting libraries the least often are the least involved into the life of libraries. They are mainly using a single service of libraries – taking books home.

Urban and rural children are mainly using the same libraries' services, however, rural children are more active visitors of libraries, thus, they are using all services more often. Urban children take books home slightly more often.

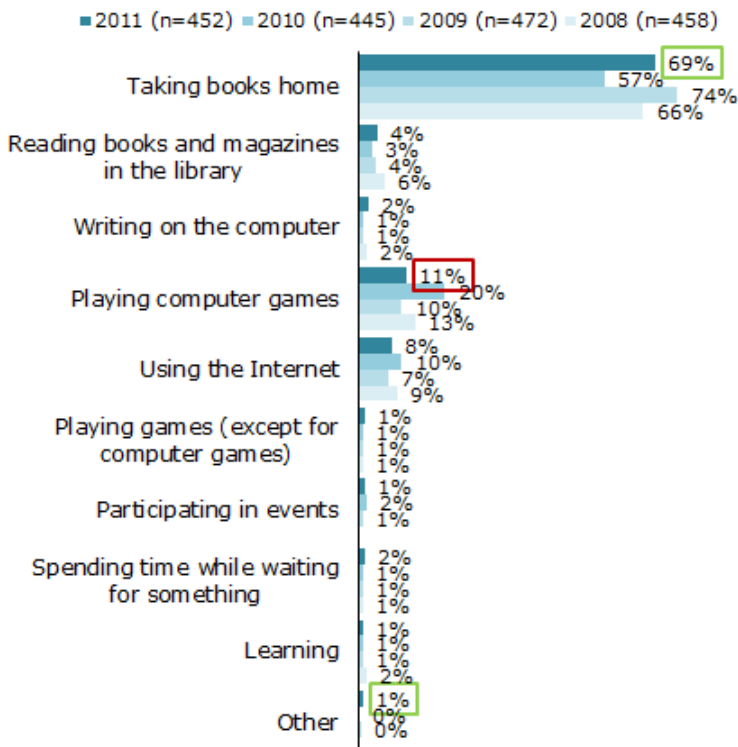
Activities performed in libraries according to the frequency of libraries' visits
% of children from targeted groups



Activities performed in libraries
% of children from target groups who visited libraries during the last year



Activity performed the most often in libraries
 % of children from target groups who visited libraries during the last year



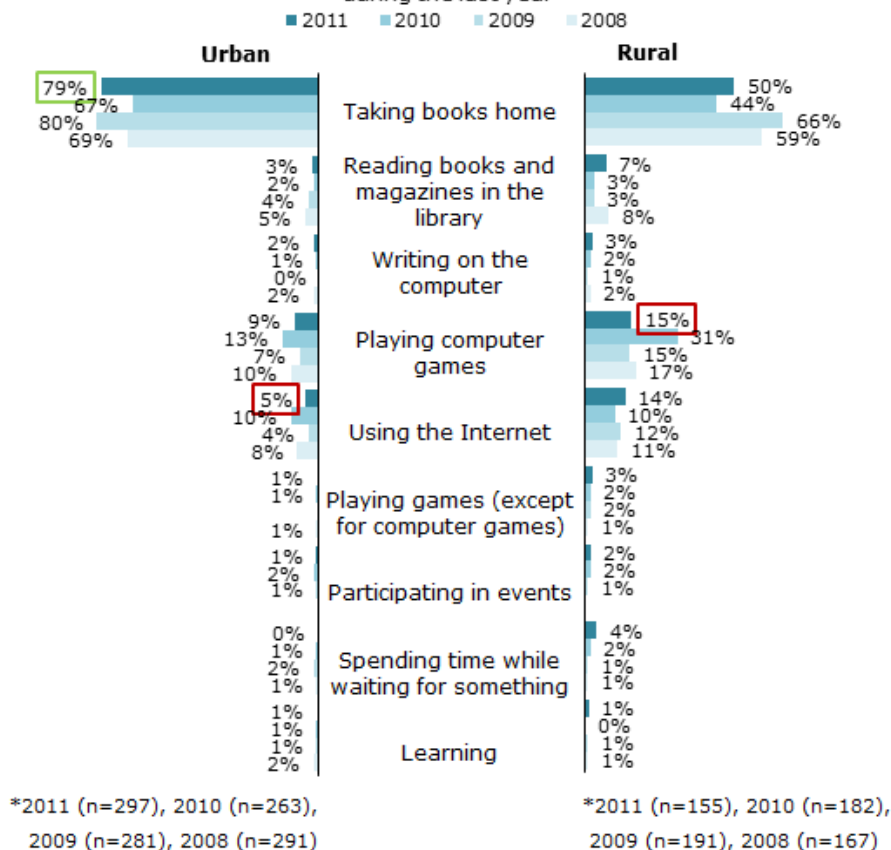
During the last year, when analyzing the usage of services by children, it was noticed that there are no services the usage of which would have increased. On the contrary, a tendency of diminishing usage of various services was noticed. During the last year, urban children played computer (and other) games, used the Internet, spend time after school less often. Rural children borrowed books to take them home, played computer games or participated in events organized by libraries slightly less often.

While participating with children during the research, information regarding which service was used the most frequently by children who visited libraries during the last year. The research data confirmed the hypothesis that the most popular service of libraries among children is borrowing books and taking them home. Even 69% of children used this service the most often. The usage of other libraries' services is substantially lower. 11% of children play computer games, 8% of children use the Internet and 2% - write using the computer the most often.

During the last year, no huge changes regarding the most frequent activities in public libraries occurred. Only slightly more children indicated taking books home as their main activity and slightly less children indicated playing computer games as their major activity.

The tendencies of urban and rural children regarding the most frequently used activities match the tendencies of activities mostly used in libraries.

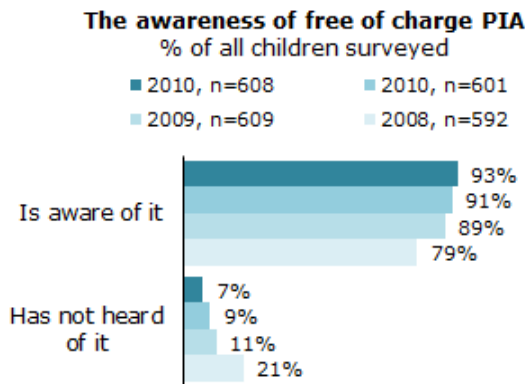
Activity performed the most often in libraries
 % of children from target groups who visited libraries during the last year



8. The Demand and Prospects of Public Internet Access in Libraries

8.1. Awareness of Free of Charge Internet

- The vast majority of children are aware that they can use Internet free of charge in libraries -



Most of the Lithuanian children of 12-14 years old are aware that they can use free of charge Internet in libraries (93%).

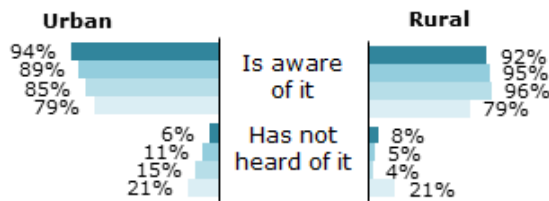
Free of charge Internet is known slightly better by the children who are attending libraries and who have Internet access at school.

Meanwhile, children living in bigger cities, those not attending libraries and those not having Internet access at school know about the opportunity to use the Internet in libraries less often.

The number of children who are aware of the free of charge Internet service in libraries did not change neither in urban, nor in rural areas during the last year. However when

analysing free of charge Internet service awareness dynamics during the past 4 years, it is apparent that it has been constantly increasing since the beginning of the Project.

The awareness of free of charge PIA access
% of children from targeted groups



*2011 (n=409), 2010 (n=383), 2009 (n=384), 2008 (n=398)

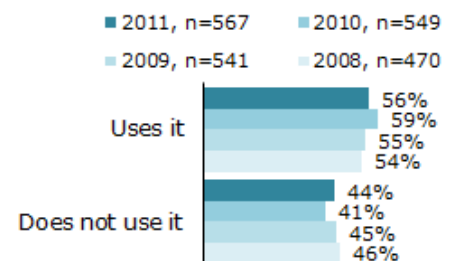
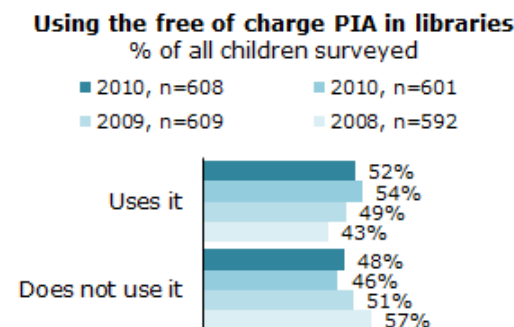
*2011 (n=199), 2010 (n=218), 2009 (n=225), 2008 (n=194)

8.2. The Usage of Free of Charge Internet Access in Libraries

- Public Internet access is used by every other child who is aware of such an opportunity -

Free of charge Internet is used in libraries by more than half of the children who are aware of it (56%). They make 52% of all Lithuanian children of the age 12-14.

Using the free of charge PIA in libraries
% of children surveyed who were aware of the opportunity to use the free of charge Internet in libraries

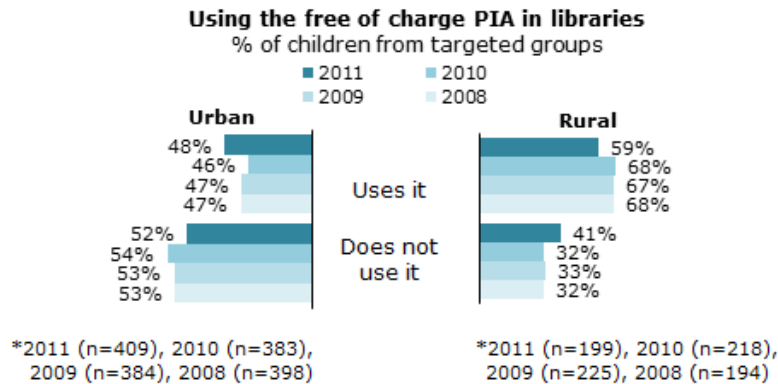


Children who do not have Internet access at home are more frequent Internet users in libraries, whereas when analysing the free of charge Internet service usage dynamics in a longer perspective, it is apparent that children's usage of this service hasn't increased during the whole Project implementation period.

Children who are aware of the opportunity to use free Internet in the library used this service during the last year as often as during the previous year.

Internet is used in rural libraries much more often than in urban ones. As Internet usage is related to the opportunity to use it at home and rural children have such an opportunity less often than the urban children, public Internet access is more popular in rural libraries.

Internet usage, in comparison to the situation of 2010, did not change neither in urban, nor in rural libraries.



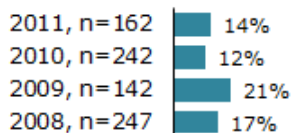
8.3. The Story of Using Public Internet Access in Libraries

- One sixth of children using public Internet access started using it during the last year (2011) -

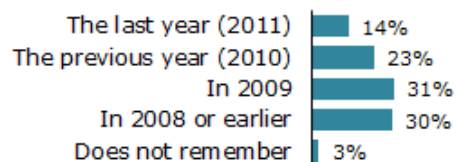
One sixth of children using the Internet in libraries only started using in the last year (14%). 23% of children started using public Internet access during the previous year and more than half of the children were using it from some time earlier.

Moreover, in comparison to the situation of 2010, the number of children who used public Internet access for the first time during the current research year, did not change. In general it is apparent that since the beginning of Project implementation, slightly more new free of charge Internet service users were attracted during the first year of Project implementation (2008-2009).

Using the PIA in libraries for the first time during the current research year
% of all children surveyed who use the Internet in libraries

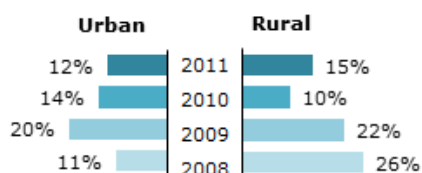


When did you first use PIA in a library?
% of all the children surveyed who are using Internet in libraries, n=162



Children living in big cities indicated more often that they used the public Internet access for the first time in 2008 or earlier, meanwhile, the children of smaller towns stated slightly more often that they started using public Internet access in 2010 onwards.

Using the PIA in libraries for the first time during the current research year
% of all children surveyed who use the Internet in libraries



*2011 (n=82), 2010 (n=118), 2009 (n=54), 2008 (n=150)

*2011 (n=80), 2010 (n=124), 2009 (n=88), 2008 (n=97)

In both urban and rural areas, public Internet access was used for the first time in libraries in 2011 by as much children as in 2010.

8.4. Reasons Determining Internet Usage in Libraries

- Free Internet is the most common factor determining public Internet access usage in libraries -

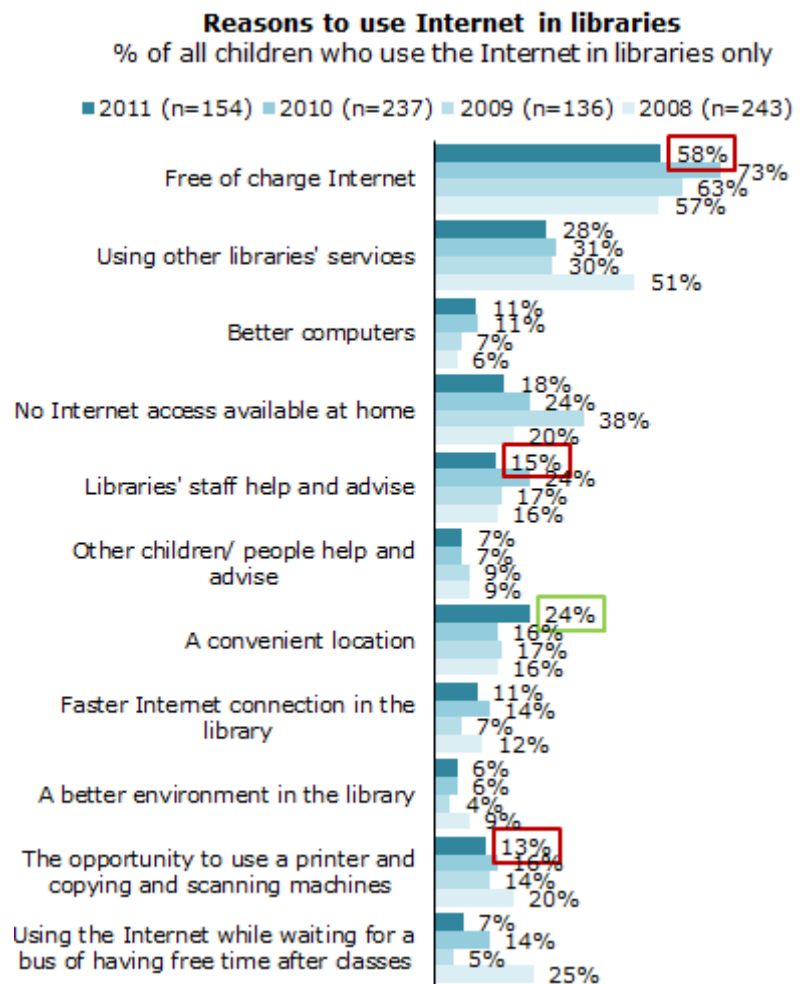
Children who are using Internet in libraries and also have the opportunity to use it elsewhere (for example, at home, at school, etc.) were asked why they chose Internet access in libraries.

Free of charge Internet (58%) determined this choice the most often. 28% of the surveyed simply used other libraries' services and 24% of children claimed that library is a convenient place to use the Internet.

The remaining reasons were mentioned by not more than 18% of the surveyed.

Other reasons indicated by children included the fact that a child does not always have the possibility to use the Internet at home (no Internet access or the computer is occupied by someone else), that it is fun to spend time with friends in the library or Internet is used in the library, because something urgent is needed for school.

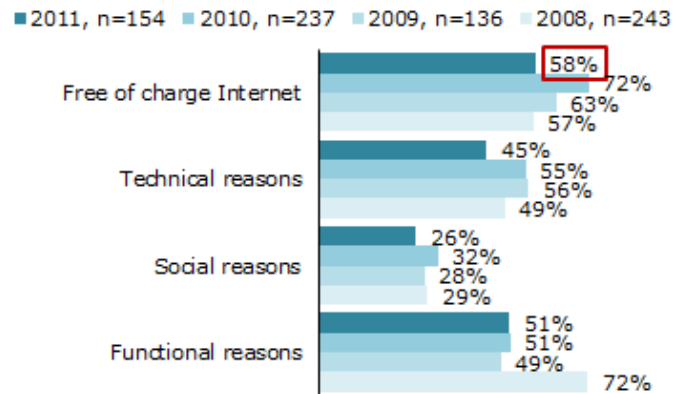
During the last year, there were less children who used the Internet in libraries due to the fact that Internet is free, due to the help provided by libraries' staff or because children used other services of libraries. Moreover, there were more children who used Internet in libraries, because library was a convenient place. When analysing the change of reasons, which determine children's Internet usage at home and in the library, during the past 4 years it is apparent that while children's free of charge Internet service usage in the library gradually decreases the relevance of these reasons decreases as well.



Summarizing the data, all motives to choose public Internet access in libraries were classified into 4 groups⁵:

- ➔ Technical factors – no Internet at home, the opportunity to use the printer, a copying and scanning machine, Internet speed and a better quality of computers.
- ➔ Functional factors – using other services of libraries, the convenience of the location or using the Internet while waiting for a bus or having some free time in between classes.
- ➔ Social factors – the opportunity to get some help from libraries’ staff and advice from other people and a better environment of libraries.
- ➔ Free of charge Internet – the financial aspect distinguishes from all the categories, therefore, it is presented in the analysis as a separate unit.

Reasons to use the Internet in libraries as well
% of all children who use the Internet not only in libraries



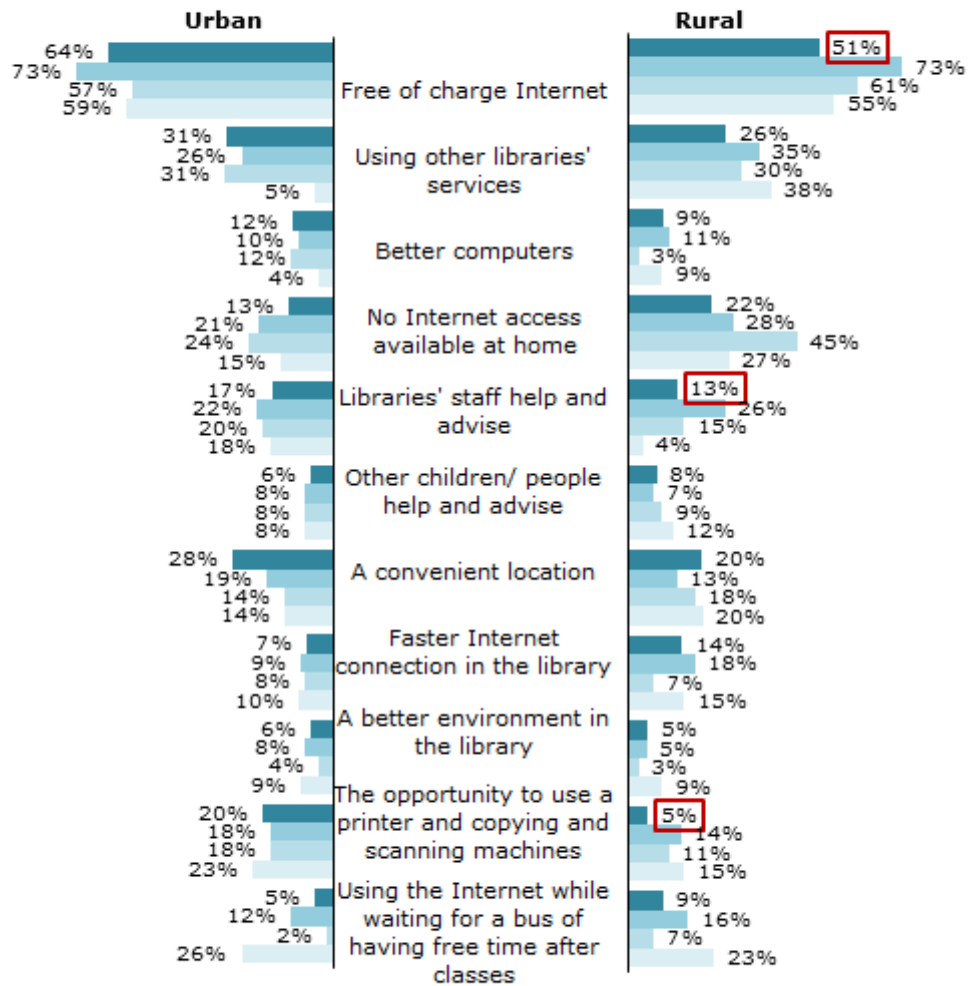
While analyzing in general, the financial factor remains the most solid and determining the decision of the most children to use Internet in libraries. Functional factors take the second place. 51% of children use the Internet due to functional factors. 45% of the surveyed used the Internet in libraries due to technical reasons. In comparison to the previous year, there were fewer children using the Internet in libraries due to financial reasons. Social factors have the least influence in choosing to use Internet in libraries (26%).

Children living in rural areas, in comparison to the situation in urban areas and to the situation in rural areas in 2010, used public Internet access in libraries due to the opportunity to use printers, copying machines and scanners slightly less often. In rural areas, the share of children who used the Internet in libraries, because it is for free or because libraries’ staff was able to help diminished.

⁵ The group is formed by adding up all respondents who mentioned at least one reason from the group.

Activity performed the most often in libraries
 % from children of targeted groups who visited libraries during the last year

■ 2011 ■ 2010 ■ 2009 ■ 2008



*2011 (n=76), 2010 (n=117), 2009 (n=49), 2008 (n=146)

*2011 (n=78), 2010 (n=120), 2009 (n=87), 2008 (n=97)

8.5. Reasons not to Use Public Internet Access in Libraries

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

The most often, Internet is not used in libraries, because it is used in other places – Internet access available at home (91%) or it is used at school (27%). Another 8% of children claimed that it is more fun to use the Internet at friends' home.

Not more than every tenth child is not using public Internet access in libraries due to the lack of the need for it (does not want – 4%) or due to external factors (does not visit libraries – 7%, does not have time – 6%, vacant workstations are missing – 4%, it is not convenient or cozy in the library – 4%).

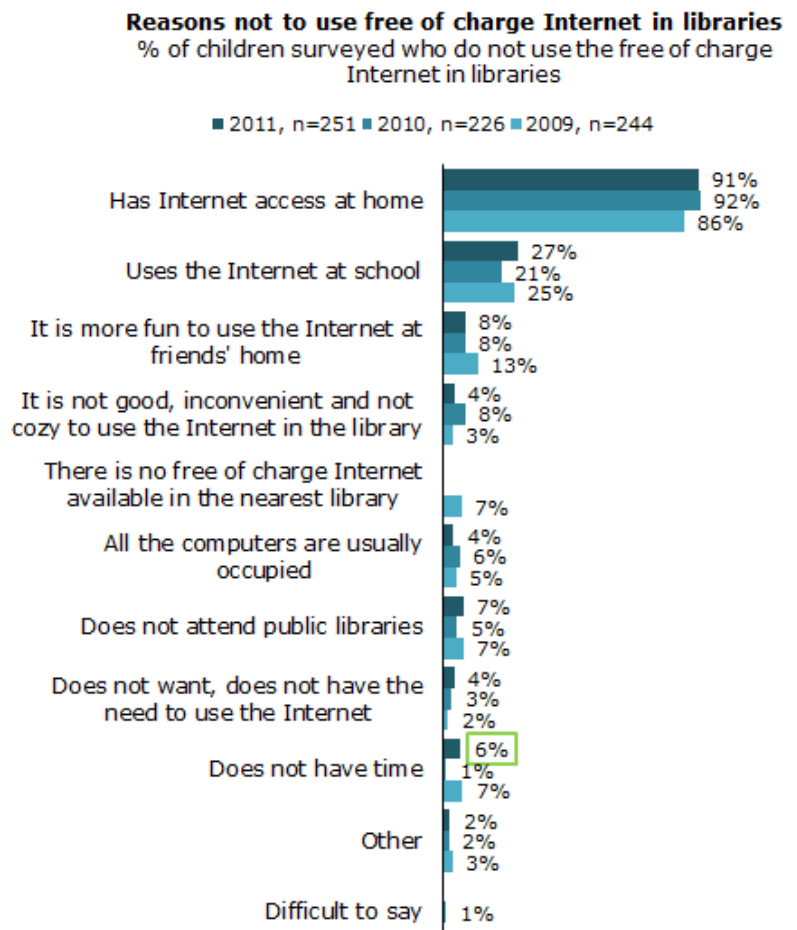
During the last year, in comparison to the situation in 2010, there were slightly more of children claiming that they did not use free Internet in libraries, because they did not have time.

Compared to the situation in 2010, the number of children who indicate that they don't use free of charge Internet in the library due to the lack of time has increased during this year. Whereas the reasons indicated by children of why they don't use Internet in the libraries basically haven't changed during the past 4 years.

Children who do not have Internet access at (a few times per week) did not use the Internet in libraries due to its usage at school more often. Meanwhile, children who are active Internet users (using it every day) do not feel the need for public Internet access more often due to the opportunity to use it at home.

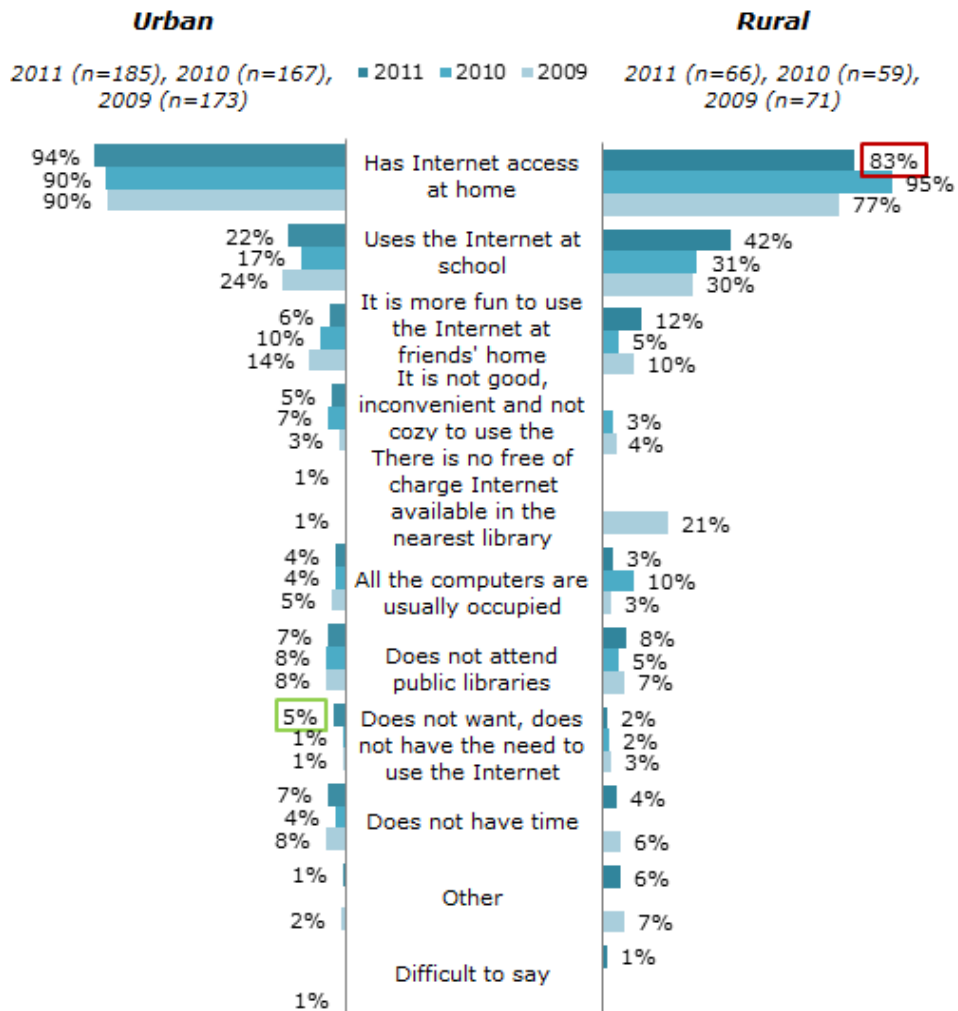
Children living in urban areas do not use the public Internet access, because they are able to use Internet at home more often. Meanwhile, rural children do not use public Internet access in libraries, because they use the Internet at school.

During the last year, the number of children diminished who lived in rural areas and did not use public Internet access in libraries, because they had Internet access at home. Meanwhile, in urban areas, the number of children who do not have the need for using the Internet increased.



Reasons why free of charge Internet is not used in public libraries

% of children from targeted groups who are not using the Internet in public libraries



8.6. The Evaluation of the Quality of Public Internet Access

- The vast majority of children evaluated the services provided in libraries and libraries' material base positively -

In general, the evaluation of the service of public Internet access is evaluated positively by children.

Two aspects related to the personnel were evaluated especially positively – the abilities and skills of libraries staff (91% of children evaluated them as good or very good) and helpfulness (94%). Furthermore, the vast majority of children evaluated the opening hours of libraries positively (88%) as well as the opportunity to work without being disturbed (85%).

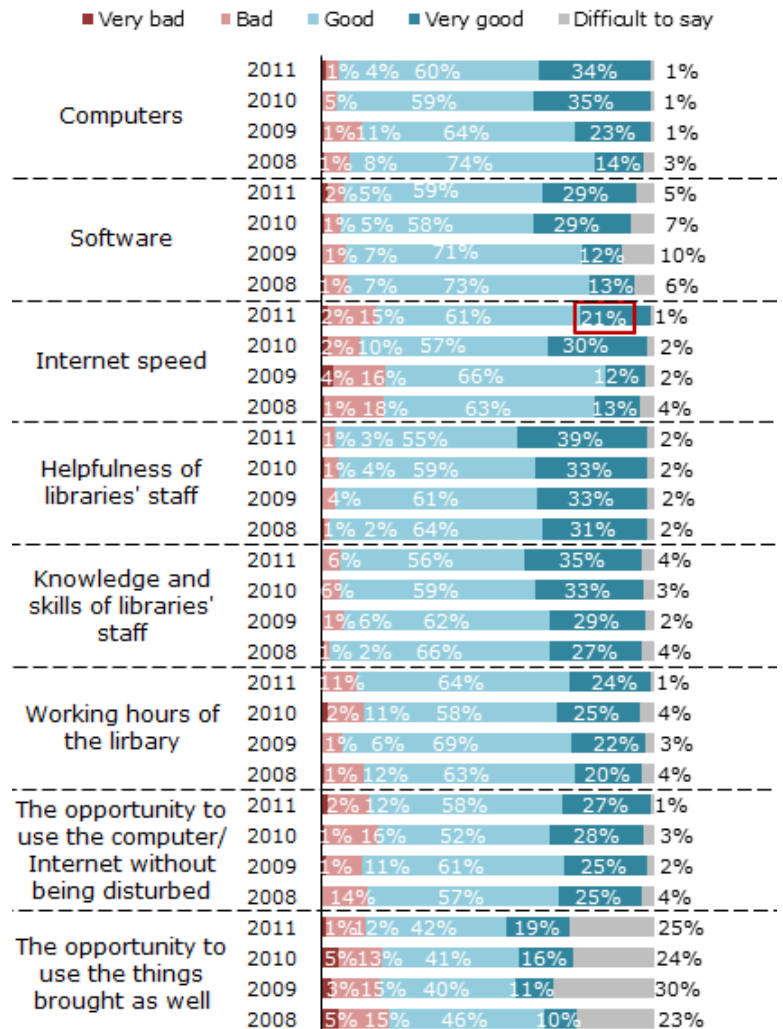
82%-94% of children evaluated information technologies present in libraries positively (computers, software and Internet speed).

The opportunity to use the things brought in the library was evaluated relatively worse. More than half of the children (61%) evaluated such an opportunity as good or very good. It was influenced by low information of children about such opportunities or simply the fact that children do not have pocket PCs, photo cameras, mp3 players and similar devices. Almost every third child did not evaluate such an opportunity.

Children who visited libraries once or a few times per month evaluated the helpfulness of libraries' staff more positively. Children using public Internet access in libraries less than once a month evaluated the opening hours of libraries slightly worse.

In comparison to the previous year, the number of children evaluating the Internet speed in libraries very positively decreased slightly. When assessing in general the changes of public Internet access service quality since the beginning of Project implementation, it is apparent that the assessment of almost all service aspects improved since the 2008 (except for the remained library working hours and possibility to use computer and Internet undisturbed).

The evaluation of services provided in public libraries
% of all children using PIA

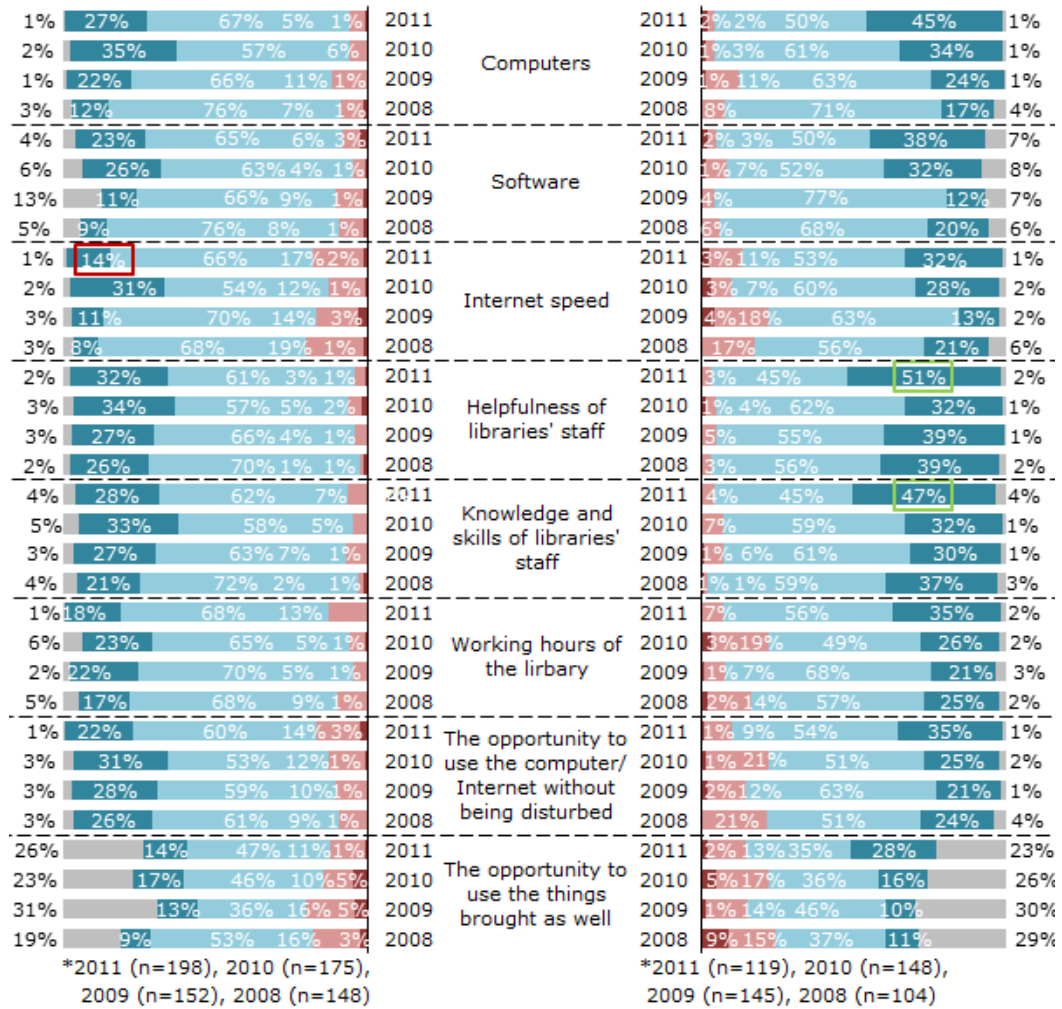


*2011 (n=316), 2010 (n=304), 2009 (n=297), 2008 (n=252)

In urban areas, in comparison to 2010, the share of children evaluating the speed of Internet very positively diminished. Meanwhile, in rural libraries, the number of children who evaluated the helpfulness, knowledge and skills of libraries' staff very positively increased.

The evaluation of Internet access services provided in libraries
 % of children from targeted groups who are using PIA

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



8.7. The Benefit Provided by the Opportunity to Use Internet in Libraries

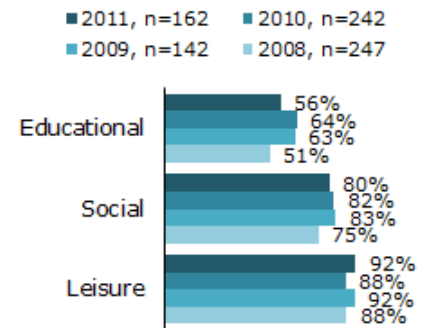
- Children using public Internet access in libraries vary their leisure time or create and maintain their social networks the most often -

The benefits provided by public Internet access can be classified into three groups⁶:

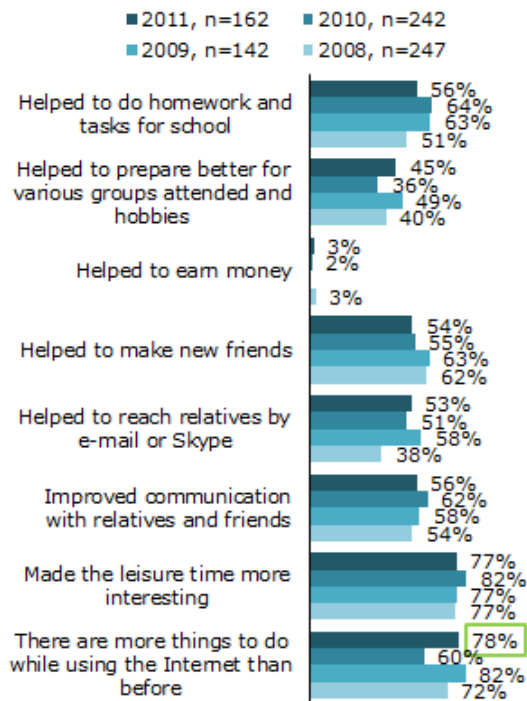
- ➔ Social: help in making new friends, while communicating with relatives and the improvement of communication.
- ➔ Educational: help in performing tasks for school, help while preparing for attending various groups and leisure time activities.
- ➔ Leisure: more varied activities and enriched leisure time.

The opportunity to use the Internet in libraries enriches the leisure time (92%) and communication (80 %) of children. Educational opportunities provided by Internet are used by a smaller share of the surveyed (56%). During the Project implementation the benefit of public Internet access usage hasn't changed.

The benefit provided by public Internet access in libraries
% of all children surveyed who use the Internet in libraries



Opportunities to use the benefits provided by Internet in libraries
% of all children surveyed who use the Internet in libraries



When analyzing in more detail, we see that 78% of children stated that Internet enriched their activities. Another 77% claimed that it varied their leisure time. Half of the children surveyed stated that Internet helped them to make new friends (54%), communicate with the closest people (53%) or enriched communication in general (56%). 45% of children claimed that public Internet access helped them to do their homework and prepare for attending various groups.

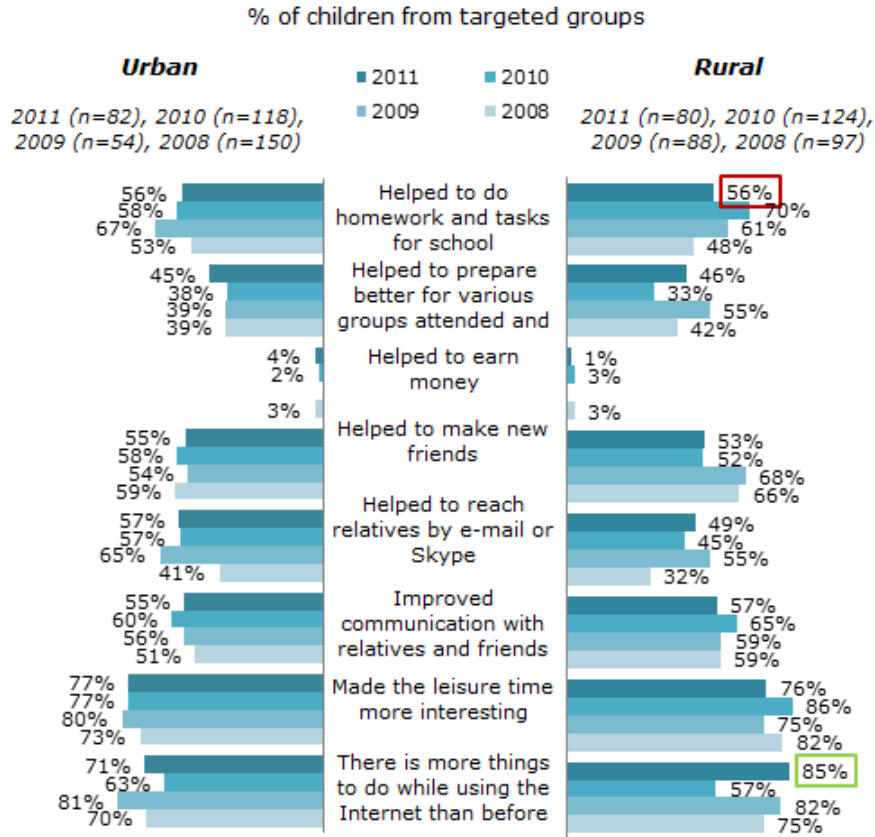
Children of 14 years old claimed slightly more often that Internet enriched their leisure time. Meanwhile children of younger age stated less often that Internet in libraries made their free time more exciting.

During the last year, slightly more children claimed that Internet expanded their leisure time opportunities. During the past 4 years there were no apparent tendencies which would indicate the change of public Internet access benefit to the children who use it.

Public Internet access provides the same benefits for urban and rural residents, however, in rural areas, Internet enriches the leisure time of children slightly more often. Moreover, in rural areas, when comparing to the situation in 2010, there are more and more children who believe that they have more things to do due to the Internet. Nevertheless, during the last year, there were less children who used the Internet in rural libraries and for whom Internet helped to do tasks for school.

⁶ The group is formed by adding up all respondents who mentioned at least one benefit from the group.

Opportunities to use the benefits provided by Internet in libraries



8.8. Intentions to Use Public Internet Access in the Future

- One sixth of children who have not used public Internet access before planned to use it in the next half a year -

During the next half a year, almost every second child of 12-14 years old (46%) is intending to use public Internet access in libraries.

Children who do not have Internet access at home, Internet users using it at an average frequency (a few times per week) and current users of public Internet access intended to start using the Internet more often.

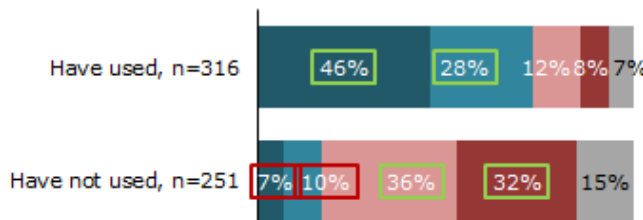
17% of children who have never used public Internet access in libraries, it is likely, will start using it in the next 6 months.

The number of children who intend to use public Internet access service hasn't changed neither during the last, nor during the past 4 years.

Intentions to use / start using Internet in libraries during the next 6 months

% of target group

- Will use PIA
- Will most likely use PIA
- Will most likely not use PIA
- Will not use PIA
- Difficult to say

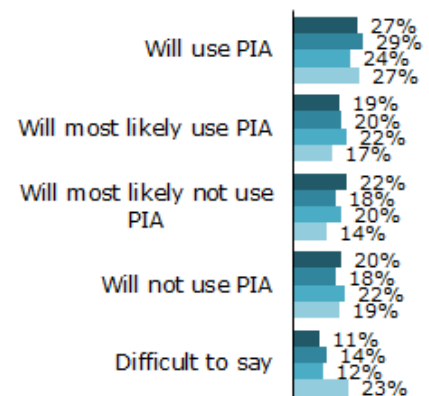


Nevertheless, when comparing to the previous year, the share of children intending to use public Internet access is almost not changing.

Intentions to use/ start using Internet in libraries during the next 6 months

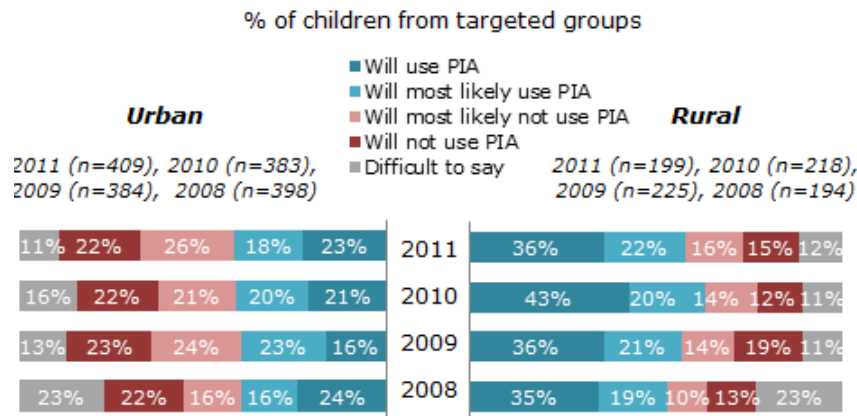
% of all children interviewed

- 2011, n=608
- 2010, n=601
- 2009, n=609
- 2008, n=592



Children living in rural areas intended to use public Internet access more often, because, as it has been mentioned more than once, their opportunities to use the Internet are slightly more restricted than those of urban children. Meanwhile, slightly more of urban children will most likely not use the Internet in libraries during the next 6 months.

Intentions to use / start using Internet in libraries during the next 6 months



9. Library Image

9.1. Factors attracting Children to Libraries and Stopping Them from Visiting

- The main factor of children attraction to libraries is books -

During the previous year, children who visited libraries were asked to indicate what they liked and disliked in libraries.

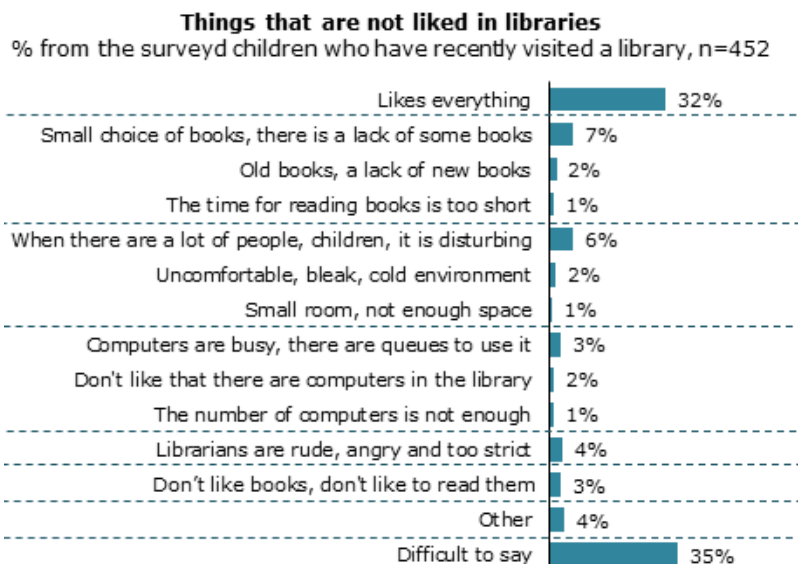
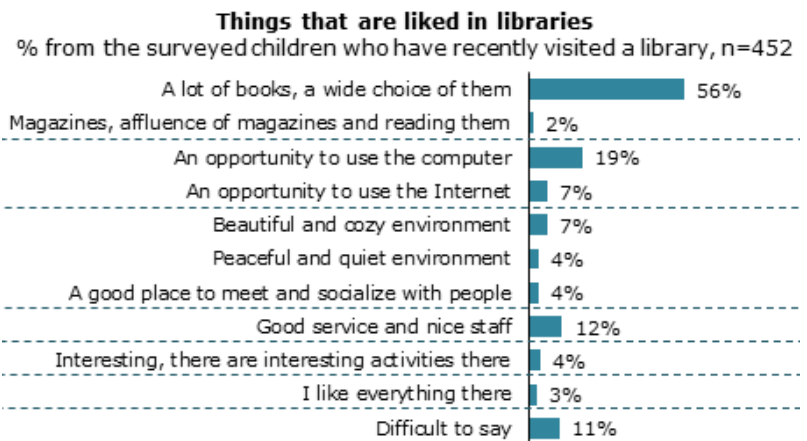
The most often children liked things related to traditional services: a big assortment of books (54%), the affluence of magazines and the opportunity to read them (2%).

Some of the children were happy with the public Internet access related things – the opportunity to use the computer (19%) and Internet (7%).

Some children were happy with the environment and atmosphere in libraries. 7% of the surveyed who visited libraries during the last year stated that they liked the nice and cozy environment of libraries, 4% of children were satisfied with the calm and peaceful atmosphere and another 4% of respondents believed that library is a good place to meet and socialize with people.

12% of the children surveyed claimed that they liked how the personnel worked there. Another 4% mentioned that it is interesting to be in libraries, there are interesting activities going on there.

When children were asked about the things they disliked, most of the research participants could not name particular



things. 32% of them claimed that they liked everything in libraries, and another 35% of respondents simply could not name the aspects they disliked.

Nevertheless, 36% of children are not happy with libraries' services.

Usually, children expressed their dissatisfaction with traditional libraries' services: small choice of books (7%), their shortage (2%) or the time allowed for reading books (1%).

A similar share of children were unsatisfied with the atmosphere in libraries: it was difficult to concentrate when there were a lot of people, children over there (6%), the atmosphere was not cozy, grim and cold (2%) or the premises were too tight (1%).

Some children were also pretentious regarding the things related to public Internet access. They were complaining about queues by the computers (3%) or the shortage of computers (1%). Some children, on the contrary, expressed their dissatisfaction with the presence of computers in libraries (2%).

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

Summarizing all the things that children liked and disliked in libraries, we can distinguish the following main expectations of children in libraries:

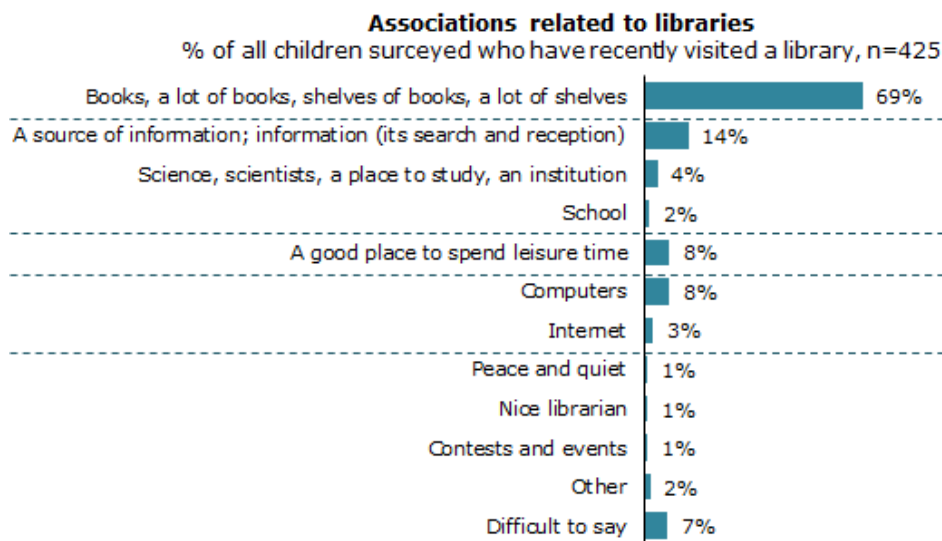
- Children are fascinated by the affluence of books and magazines, however, it is also relevant for children that it met their needs and funds are renewed in a timely manner.
- The opportunity to use the Internet is acceptable and attractive to children, but it has to be justified by a reasonable number of computers.
- In libraries, children need coziness, peace and also the opportunity to communicate with other people. Although these qualities are not easily combined together and there is a lack of space in libraries, it would be wonderful, if separate spaces could be created for concentration and communication.
- Children notice nice and helpful staff and they are put off by impolite, strict and angry libraries' staff.

9.2. Library Associations

- The most often, children associate libraries with books -

The most often, children associate libraries with their traditional functions – books and their affluence (69%).

Some respondents perceive libraries' functions more widely than the storage and lending of books solely. 14% of children relate libraries with news and information. Another 4% of the surveyed compared libraries with education and 2% of respondents – with school. Associations with either the source of information or education institution indicated that libraries are perceived as performing the function of knowledge expansion.



Public Internet access for children is also one of the parts of the libraries' image. 8% of the children claimed that library related to computers and another 3% mentioned Internet.

Another 8% of children stated that they associated libraries with good places to spend their leisure time, 1% of children each related libraries with peace and silence, nice staff and contests or events organized.

9.3. The Evaluation of Library Imagery Qualities

- Library has a positive image -

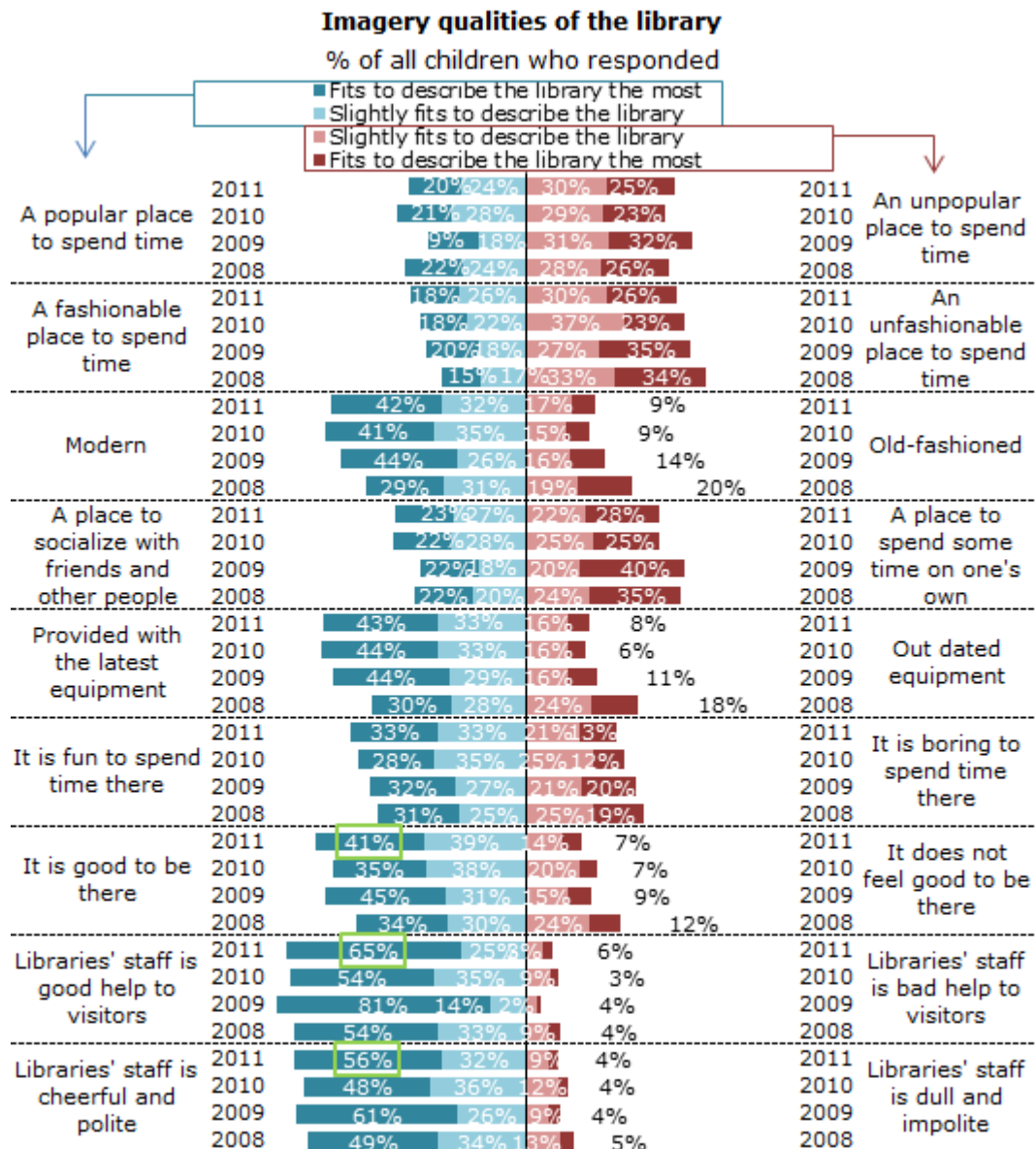
Children perceive libraries rather positively. In their opinion, cheerful and polite staff is employed who are able to help visitors. Moreover, children perceive libraries as modern institutions provided with the latest equipment where it feels good to spend time. Usually library is perceived as a place to spend some time on one's own.

However, library, in the opinion of children, is not a popular or fashionable place.

Children of 12 years old see the library as a popular and fashionable place where it is fun to spend time. Children who do not have Internet at home also believe that library is a modern and a popular place where it is fun to spend time. Girls more often believed that there was good atmosphere in libraries and it was fun to spend time there. Children who used the Internet often (at least once a week) mentioned more often that library is popular.

During the last year, the image of libraries staff as cheerful and polite and helpers strengthened more. Also, the image of library as a place where it is good to spend time improved.

Since the beginning of Project implementation the general tendency of libraries image change is positive, i. e. the libraries image has improved. Since 2008 among the children mostly increased the perception that library is a trendy place, where one can spend a good and pleasant time also where cheerful and polite librarians work.



*2011 (n=608), 2010 (n=589-582**), 2009 (n=609), 2008 (n=592)

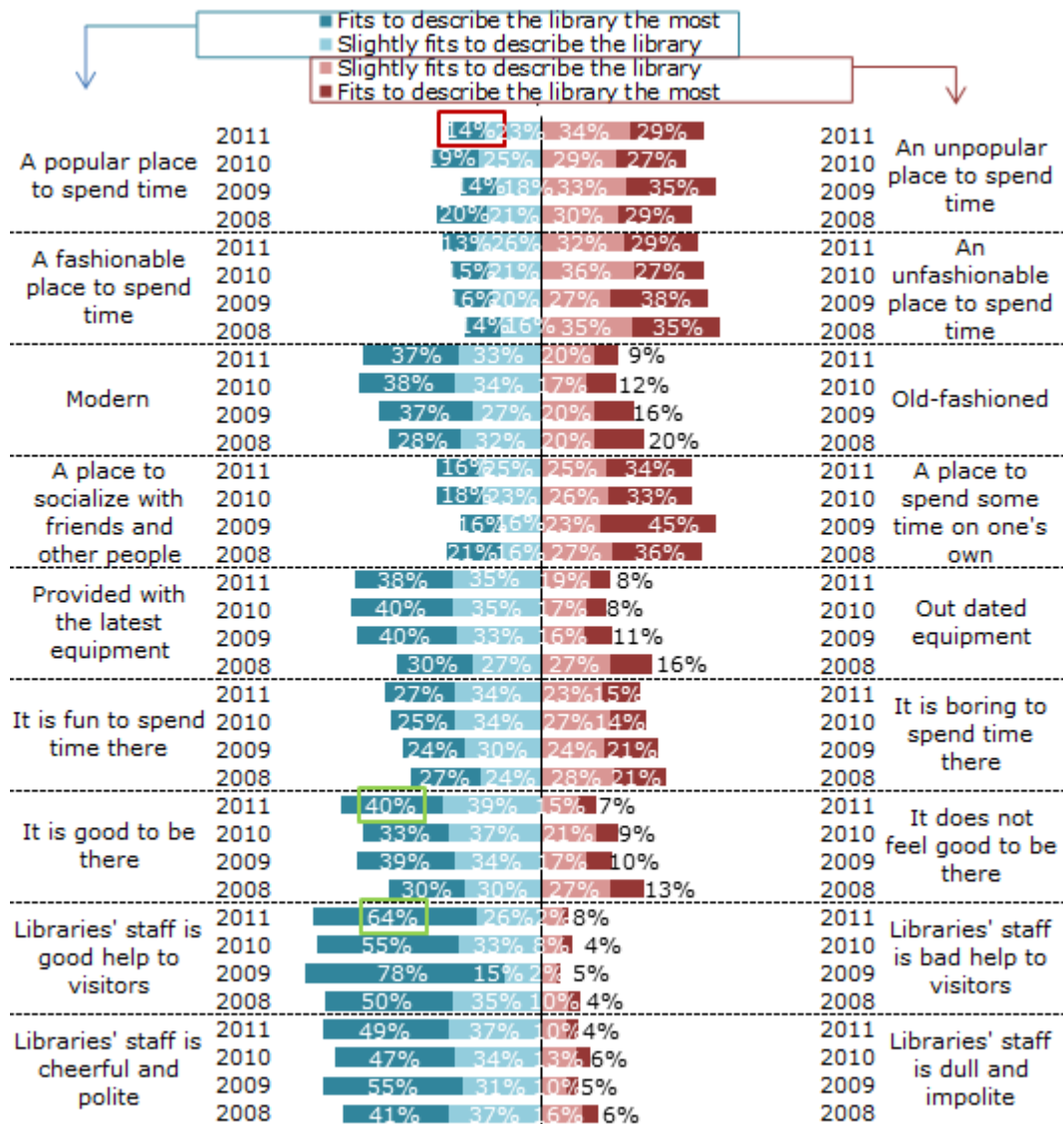
** In 2010, the number of children who answered the question was smaller than the entire sample size (n=601)

Urban residents were slightly more skeptical regarding libraries. A smaller share of urban children agreed that this place is popular and fashionable. It was seen rather as old-fashioned and boring and more intended for spending some time on one's own. They also tend to agree more to the statement that library is provided with the latest equipment and it is good to spend time there and that libraries' staff is ready to help.

During the last year, in urban areas, there were more people considering library as a place where it was good to spend time and where cheerful and polite staff was employed who are able to help visitors. However, the share of those believing that a library is a popular place to spend time diminished.

Imagery qualities of the library: URBAN

% of all urban children who responded



*2011 (n=409), 2010 (n=375-369**), 2009 (n=384), 2008 (n=398)

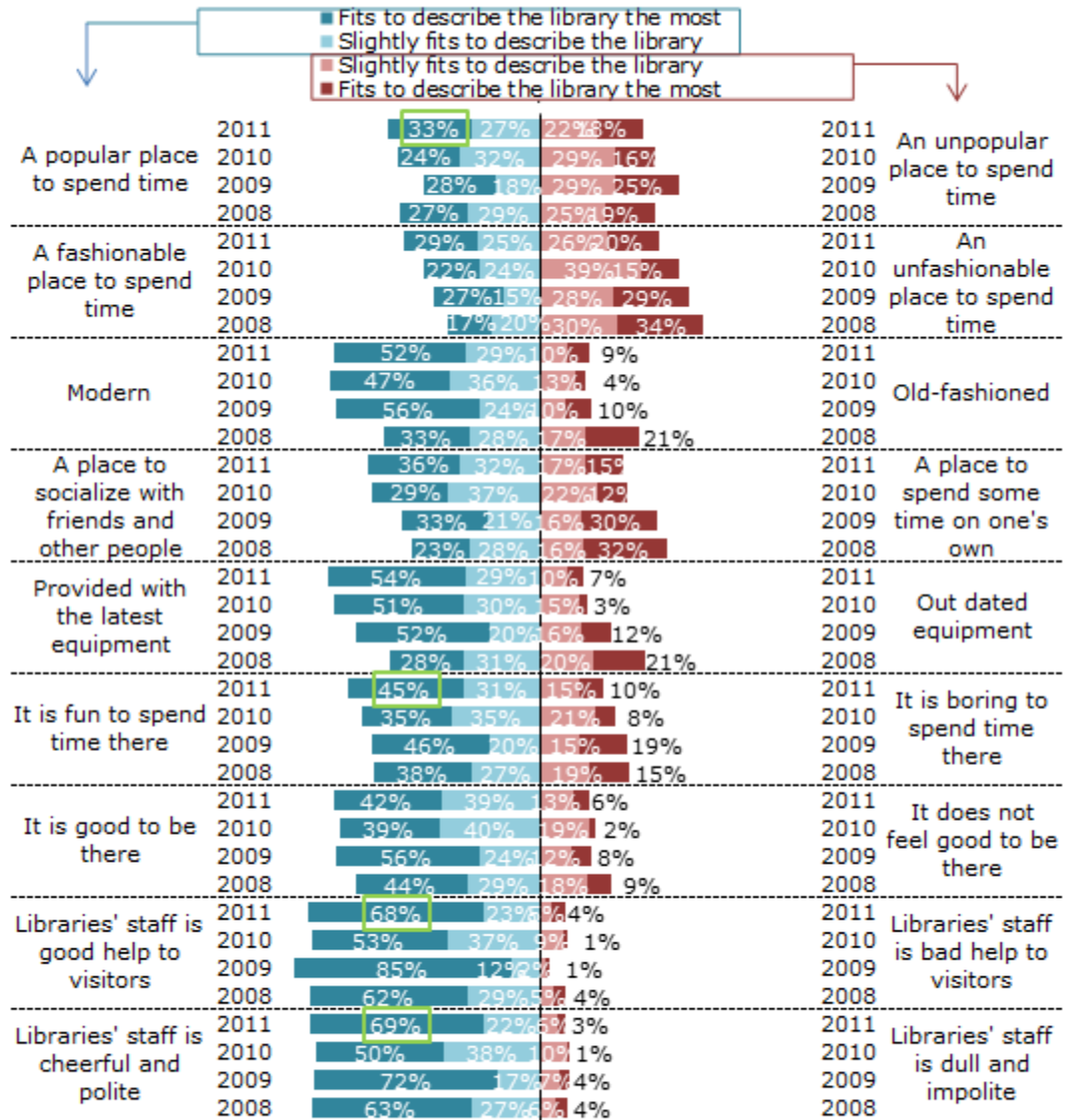
** In 2010, the number of children who answered the question was smaller than the entire sample size (n=601)

Rural children perceive the library slightly differently than urban children. They identify the library with a popular and modern place which is intended to communicate with other people, where it is fun to spend time, where it feels good to be at and where one can consult libraries staff more often. Moreover, children living in rural areas perceive the library as a modern place provided with the latest equipment where it feels good to spend time more often.

The same as in urban areas, in rural areas the number of children believing that libraries' staff are cheerful and polite and provide good help increased. In rural areas, however, the share of those believing that library is a popular place where it is fun to spend time also increased.

Imagery qualities of the library: RURAL

% of all rural children who responded

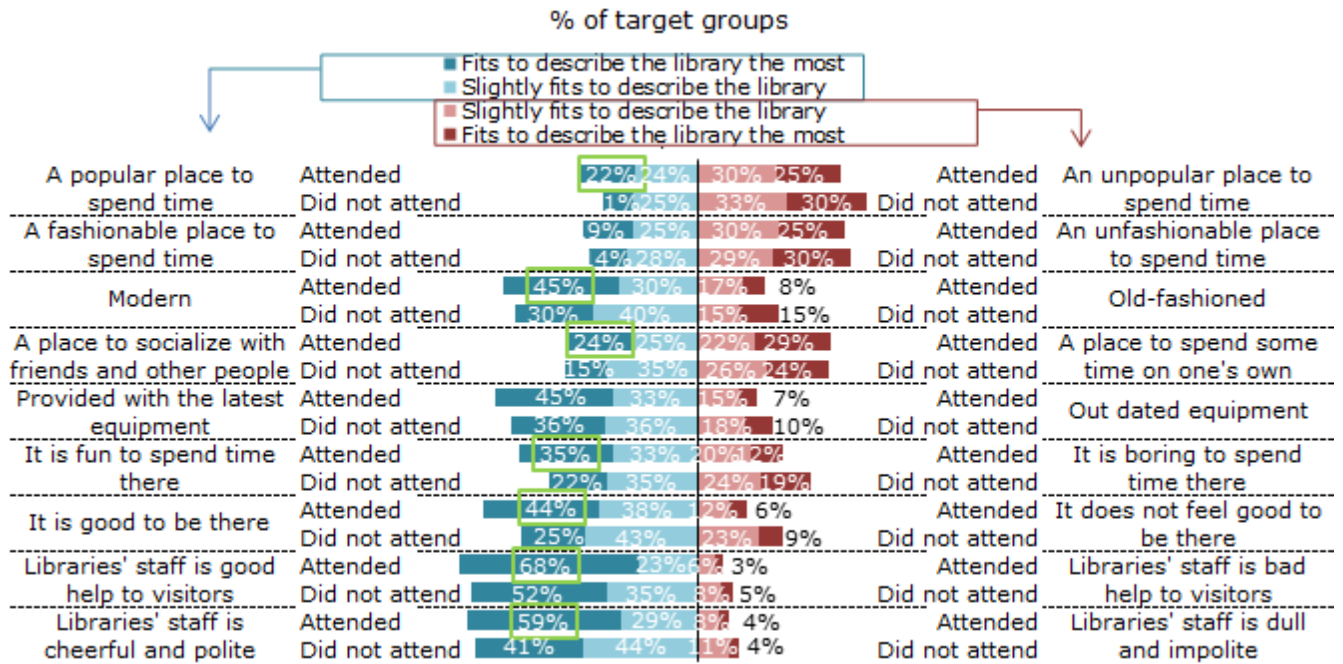


*2011 (n=199), 2010 (n=218-215**), 2009 (n=225), 2008 (n=194)

** In 2010, the number of children who answered the question was smaller than the entire sample size (n=601)

The image of the library is also related to visiting it. Children who claimed to have attended a library evaluated this institution more positively than those who have never visited it. Those who visited a library at least once perceived it as a popular, modern place intended for socializing where it was fun and good to be and where cheerful, polite and helpful staff was employed.

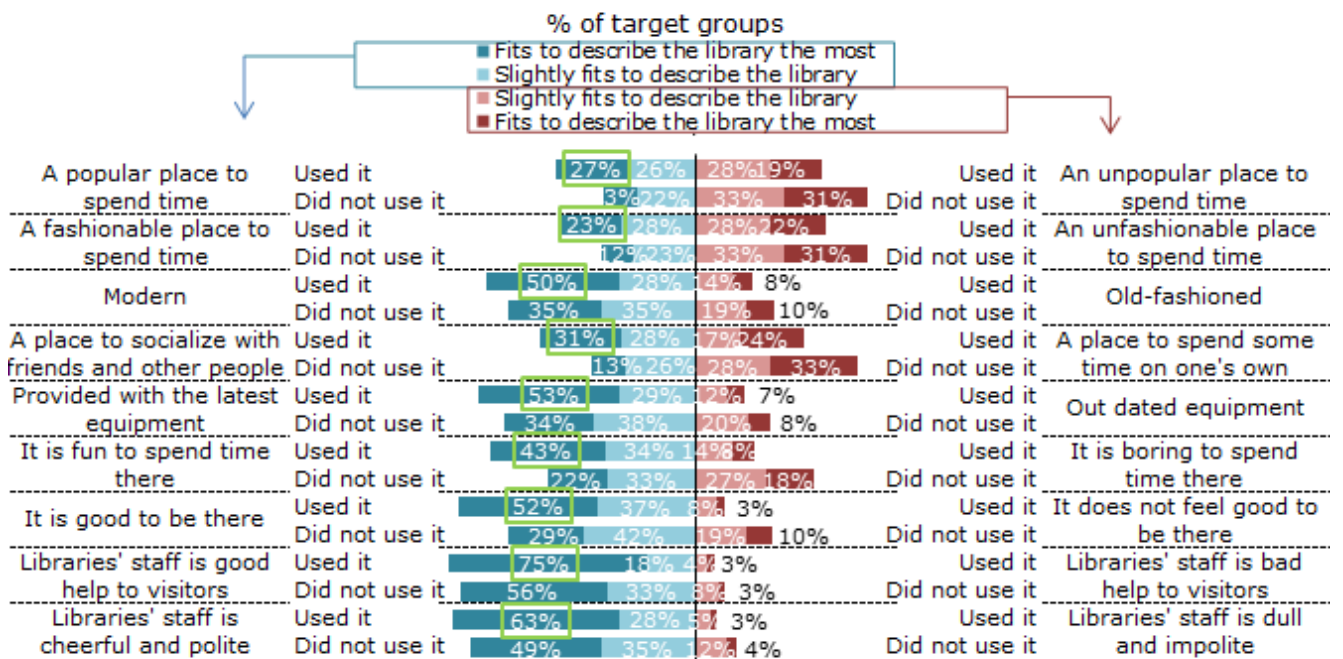
Imagery qualities of the library and attending libraries



*Attended (n=502), Did not attend (n=105)

Moreover, public Internet access has a great influence on the library's image. Children who used Internet in the library at least once evaluated it more positively in most of the aspects than the surveyed that have not used this service. Children who have used public Internet access in libraries believed more often that library was a modern, popular and contemporary place provided with the latest equipment. Moreover, one can socialize with other people and it is fun and feels good to spend time there in general and libraries' staff is cheerful, polite and able to help.

Imagery qualities of the library and the usage of PIA in libraries

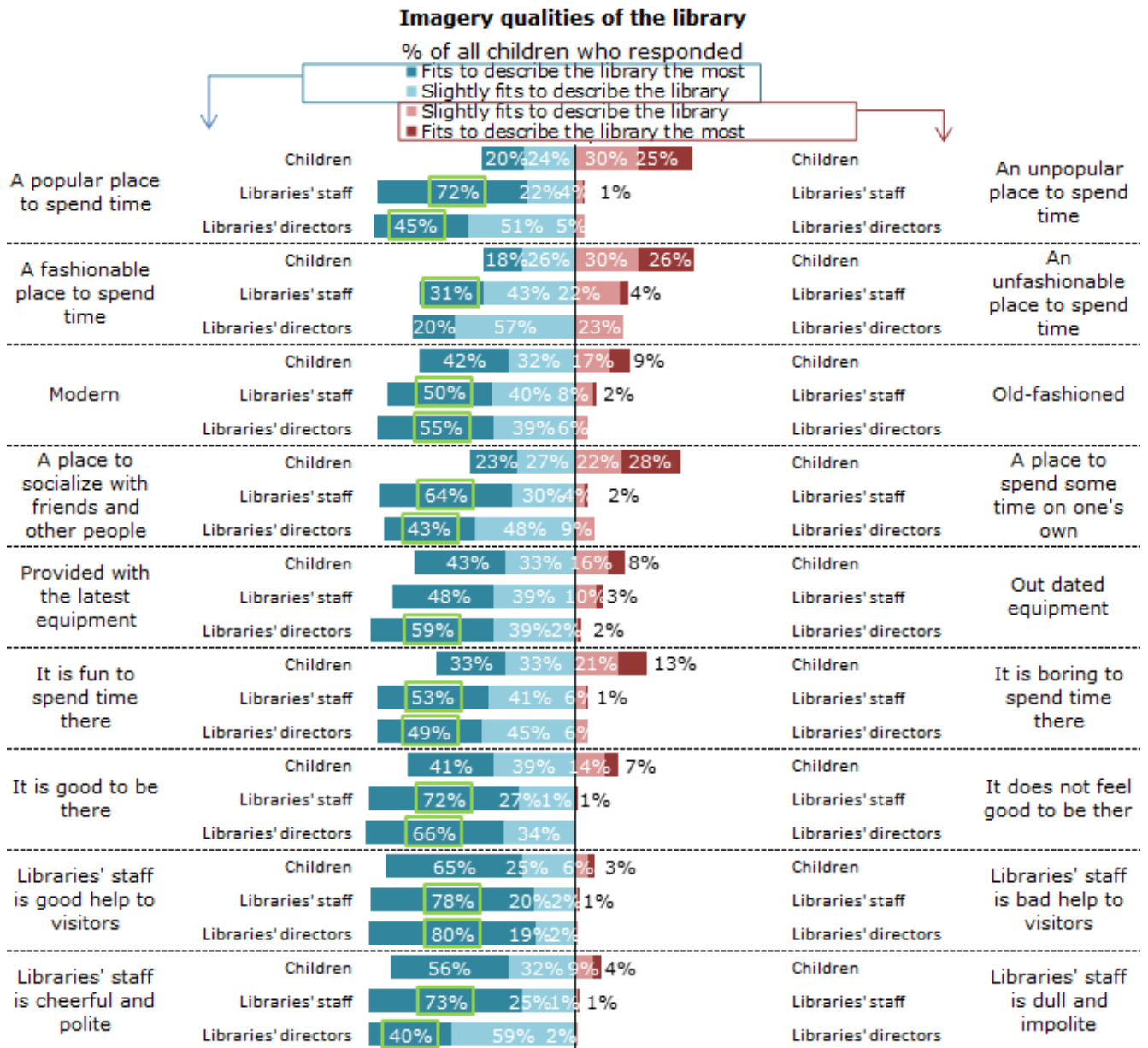


*Used it (n=317), not used it (n=251)

When comparing the attitude of children and libraries' directors and staff towards libraries, differences in evaluations emerge. Individuals working in libraries (libraries' staff and directors) distinguish by an especially positive attitude towards their workplace. Meanwhile, children of 12-14 years old evaluate the library positively, but they are more skeptical than libraries' staff and directors.

The greatest difference in attitudes was noticed while evaluating the following qualities of libraries: popularity, fashion and if it is fun to spend time in libraries. A bigger share of children, rather than libraries' staff and directors, tends not to agree with this statement. A greater share of children also agrees that the library is a place intended to be on one's own.

The attitudes differentiated the least while evaluating the atmosphere and the libraries' staff. In terms of these qualities, the vast majority of the representatives of all groups evaluated libraries very positively.



*Children (n=608), libraries' staff (n=620), libraries' directors (n=65)

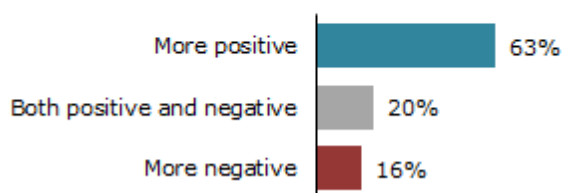
Summarizing according to the frequency of children attributing positive qualities to libraries we can group them into the following groups⁷:

- ➔ Children having a more positive attitude
- ➔ Children having both positive and negative attitude
- ➔ Children having a more negative attitude

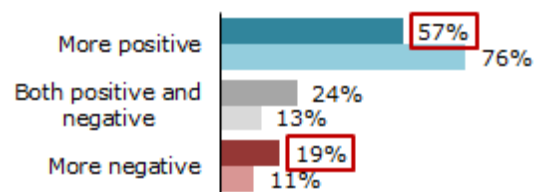
There are more than half of the children (63%) having a positive attitude towards libraries. Meanwhile, only every fifth child (16%) was characterized by a more negative attitude.

Children of 12 years old visiting libraries frequently have a positive attitude towards libraries. Meanwhile older children visiting libraries less often are more skeptical about libraries. There are more children having positive attitude towards libraries in rural areas. Meanwhile, there are more children who are skeptical about libraries in urban areas. The most skeptical are residents of big cities.

The distribution of the attitude of children towards libraries
% of all children interviewed, n=608

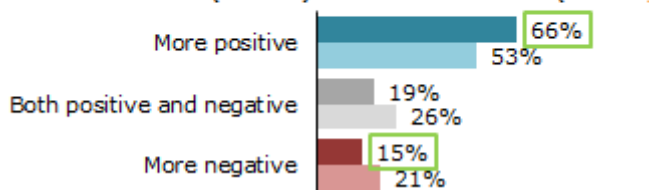


The distribution of the attitude of the children towards libraries
% of children from targeted groups
■ Urban, n=409 ■ Rural, n=199

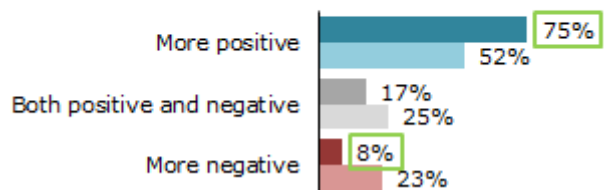


As it has been mentioned before, the evaluation of libraries is related to their attendance and the usage of public Internet access. Children who visited libraries and especially those who used public Internet access have better opinion about libraries.

The distribution of the attitude towards libraries and attendance of libraries
% of children from targeted groups
■ Attended it (n=502) ■ Did not attend it (n=106)



The distribution of the attitude towards libraries and PIA usage
% of children from targeted groups
■ Used it (n=317) ■ Did not use it (n=250)



⁷ The groups were distinguished while calculating how many times (out of 9 possible) the child chose the positive side of the imagery quality while describing the library. Children having a more positive attitude towards libraries attributed 6-9 positive qualities. Children having a more neutral attitude towards libraries attributed 4-5 positive qualities. Children having a more negative attitude towards libraries attributed 3-0 positive qualities.

10. Conclusions

Using the Computer and the Internet

Computer and Internet is an integral part of children's daily life. Children use the Internet actively and the further it goes, the more actively they are using it. The choice of alternative Internet access places is growing gradually. More and more children (especially in rural areas) get the opportunity to use the Internet at home. It considerably changes their practice of Internet usage. They are using the Internet less and less often in libraries and they are transforming the nature of Internet usage from average to active.

Also, it is important to note that children can be considered as skilled users of the computer and Internet who have sufficient skills of using these technologies as well. Children are not the target group for which special attention should be paid in public libraries in order to develop their computer or Internet usage skills.



Internet is available to most of the children, even if there is no service of public Internet access in libraries. Due to fast Internet penetration in the country (in the households), the Internet service in libraries cannot be considered as a weighty factor reducing the social disjuncture of children.

Using Public Internet Access

Children use the Internet to satisfy their social (communication) and leisure needs the most often. The vast majority of children are doing this all the time. When there is a need, Internet is used for education purposes, however, this means of Internet usage is not of a regular nature.

Children using the Internet in public libraries play computer games, look for information for studies and leisure time more frequently. Meanwhile, when using Internet at home, it satisfies social (communication) needs more often than in the library. Using the Internet in the library is not the most popular service provided by libraries to children. The main function of the library is to provide children with fiction for leisure time or required readings for studying. Internet is often used only as an additional source of information (it is possible, but not essential) and a way of spending free time in the library. The greatest number of children from the libraries borrows the works of fiction for their free time or the literature necessary for their studies. The Internet in the libraries is frequently used as supplementary (however not necessary) source of information.



The potential of public Internet access to attract children to libraries is low. Internet in the library is perceived more as an inevitable element of libraries' services, but not as a crucial service.

Expanded Mission of Libraries and the Image of Library

The attendance of public libraries by children is not increasing. Although most of the children visited a library at least once, visiting or not visiting libraries is determined by a wide network of school libraries and having books and Internet access at home.

Almost all children are aware that free of charge Internet is available in public libraries, however, only every second child used it. On an average, 14% of children use the free of charge Internet in public libraries for the first time every year. A similar share of children who did not use this service was intending to start using it the next year. However, considering that the number of Internet users in libraries is not changing, we can record the yearly "circulation" of approximately 14-16% of children ("new" Internet users). The free of charge Internet in libraries attracts less and less children, if children have the opportunity to use the Internet at home or at school.

Although the most often children perceive the library as an institution providing the traditional services of book dispense, public Internet access has become an integral part of the library that expanded the spectrum of services of this institution and provided new shades for its image.

Even though, in general, the library image in the eyes of children is rather positive, nevertheless, almost every other child is not considering library to be a fashionable or popular place to spend time.

Children visiting libraries and using public Internet access have a better opinion on the library than those who do not attend libraries and/ or not using PIA. It can be undoubtedly claimed that Internet access in libraries has a positive influence to the library image by making it more modern and contemporary.



Public Internet access is not the main factor attracting children to libraries. Nevertheless, it helps to create and strengthen the more positive image of the library.