



Bibliotekos pažangai



MARTYNAS  
MAZVYDAS  
NATIONAL  
LIBRARY OF  
LITHUANIA



## PROJECT "LIBRARIES FOR INNOVATION"

# THE RESEARCH OF PUBLIC INTERNET ACCESS USERS IN LIBRARIES INCLUDING CHILDREN AND THE REPRESENTATIVES OF HARD TO REACH TARGET GROUPS, 2011- 2012

*(Instruments 8,9 and 10)*

**CLIENT:** Martynas Mazvydas National Library of Lithuania

**CLIENT CONTACT PERSON:** Ugne Lipeikaite, Renata Sadunisvili

**THE CONTRACTOR:** Social Information Centre (SIC)

**PROJECT MANAGER:** Jurgita Verikiene

**REPORT PREPARED BY:** Sigita Sumskiene, Sandra Gaidele  
Research expertise manager: Ruta Gaudiesiene

**RESEARCH TEAM:** Recruitment coordinator of qualitative research projects:  
Ugne Staisiuniene

**CONTACTS:** SIC, Upes str. 21, LT-08128 Vilnius, Lithuania  
tel. (5) 205 45 12, fax. (5) 205 45 01, e-mail:  
[sigita.sumskiene@sic.lt](mailto:sigita.sumskiene@sic.lt)

# Content

1.	Research Methodology .....	<b>Error! Bookmark not defined.</b>
1.1.	Target Group and Sampling.....	<b>Error! Bookmark not defined.</b>
1.2.	The Research Instrument.....	<b>Error! Bookmark not defined.</b>
1.3.	Technical Report of Survey Conduction.....	3
2.	Summary of the Research Findings .....	<b>Error! Bookmark not defined.</b>
3.	Innovations and New Content in Public Libraries .....	9
3.1.	<i>Indicators 8B and 9A.</i> New Content and Services in Libraries/ Examples of Innovations in Libraries that Emerged due to the Project.....	9
3.2.	<i>Indicator 8C.</i> [Increased] Scope of Local Content Online .....	11
4.	The Practice and Usage of Information Technologies of the Visitors of Public Libraries .....	13
4.1.	<i>Indicators 3A and 3B.</i> [Improved] Knowledge and Skills of Public Internet Access Users to Use Information Technologies/[Changed] PIA Usage Practice .....	13
4.2.	<i>Indicator 3E.</i> [Improved] Knowledge and Skills of Users to Use the Internet Safely.....	16
5.	The Abilities and Motivation of Libraries' Staff to Use Information Technologies.....	19
5.1.	<i>Indicator 2A.</i> [Improved] Skills and Knowledge of Libraries' Staff to Use IT.....	19
6.	Specific, Hard to Reach Social Groups and the Experience of PIA Usage .....	21
6.1.	<i>Indicators 4B and 4C.</i> The Experience/ Activities of Hard to Reach Groups for which the Users Use Public Internet Access in Libraries the Most Often .....	21
6.2.	<i>Indicator 4D.</i> The Existence of Programs or Other Mechanisms to Involve Hard to Reach Target Groups.....	26
7.	Social Benefit Received by Individuals and the Community due to the IT .....	29
7.1.	<i>Indicator 7A.</i> The Benefit Received by Users and Its Perception .....	29
8.	Library in the Public Domain.....	<b>Error! Bookmark not defined.</b>
8.1.	<i>Indicator 5A.</i> The Reputation, Public Perception and the Profile .....	31
8.2.	<i>Indicator 5B.</i> [Expanded] Mission and the Areas of Competence of Libraries .....	36
8.3.	<i>Indicator 2B.</i> The Advocacy and Public Relation Skills of Libraries' Staff .....	38
9.	Conclusions (formulated based on the research data of 2008-2012) .....	41

# 1. Research Methodology

Two main qualitative research methods were used for the research :

- ✓ Structured in-depth interviews (referred as IDs further on in the report).
- ✓ Focused group discussions (referred as FGDs further in the report).

## 1.1. Target Group and Sampling

The target group of the qualitative research – public Internet access (referred as VIP further in the report) users in libraries:

- ✓ Seniors
- ✓ Rural residents
- ✓ The unemployed
- ✓ Children of 12-14 years old from families at social risk or children whose parents (one or both of them) have left for work abroad
- ✓ The disabled

The research encompassed the survey of PIA users in 8 Lithuanian counties (Marijampole, Alytus, Kaunas, Utena, Panevezys, Siauliai, Telsiai, Taurage). The urban vs. rural distribution remained 50 vs. 50.

During the research the following was conducted:

- ✓ 8 structured in-depth interviews (IDs) with the disabled PIA users
- ✓ 10 focused group discussions (FGDs).

## 1.2. The Research Instrument

While conducting the research, the standardized discussion guides provided by the Client were used (Instrument 8, Instrument 9 and Instrument 10).

In comparison to the research instruments of 2010-2011, while preparing for this study, the discussion guides were updated together with the Client.

## 1.3. Technical Report of the Survey Conduction

In total, the following were conducted :

- ✓ 8 structured in-depth interviews with the disabled (in Marijampole, Varena, Kaunas, Jurbarkas, Panevezys, Utena, Radviliskis, Telsiai)
- ✓ 2 focused group discussions with seniors (in total, 16 respondents participated) in Telsiai and Marijampole
- ✓ 2 focused group discussions with the unemployed (in total, 15 respondents participated) in Panevezys and Utena
- ✓ 2 focused group discussions with rural residents (in total, 15 respondents participated) in Kaunas and Siauliai
- ✓ 2 focused group discussions with children from families at social risk (in total, 16 respondents participated) in Varena and Radviliskis
- ✓ 2 focused group discussions with children whose parents left to work abroad (in total, 16 respondents participated) in Marijampole and Jurbarkas.

## 2. Summary of the Research Findings

### ***Innovations and New Content in Public Libraries (Indicators 8B, 9A and 8C)***

In comparison to the research data of 2010, it may be stated that the changes that were implemented in libraries during the last year remained tendentious and encompassed both traditional and modern services of libraries. According to the research representatives, the changes that took place in libraries, the novelties that were introduced have positive influence on both libraries' visitors and libraries as well. Due to these novelties, the numbers of libraries' visitors increased significantly, the novelties encourage communication, enhance community spirit and modern services encourage the usage of traditional services of libraries as well.

In terms of libraries' Internet websites, most of the research participants indicated that they had not visited the website of their library or they visited them occasionally. The most often, people are looking for information regarding events in libraries' websites. It was also mentioned occasionally that libraries' websites are visited in order to find some information about books or to extend the deadline for keeping them. While discussing the drawbacks of libraries' websites, the research representatives indicated that libraries' websites are rarely renewed and not sufficient amount of information is provided in those websites. Despite the latter, in the opinion of the research participants, libraries' websites are important: it is a useful communication channel, which, if explicated properly, has a potential to attract new visitors and form the image of the library.

**While evaluating the change that took place in libraries during the period of four years<sup>1</sup>**, one may note that after the implementation of the project "Libraries for Innovation" started, the main novelties and changes that took place in libraries were related to the development of modern services: technical bases were renewed (new computers, other IT), PIA was established, the quality of Internet connection improved and computer literacy courses were started to be organized for libraries' visitors. Also, during the four years, premises of some libraries were renovated which, in turn, strengthened the emerging image of a modern library. These novelties became obvious in 2009, remained tendentious during the entire Project implementation period and were implemented gradually: first of all, in urban areas and later in rural areas as well, which, in turn, is related to the priorities of the Project (starting from 2009, Project activities were oriented towards urban libraries, and starting from 2010 – towards rural libraries).

While comparing the data of the research of 2009<sup>2</sup>-2012, it may be noted that no major changes were recorded regarding libraries' Internet websites and the actualities remain the same. Although the potential benefits of libraries' websites are recognized (they are considered to be a required channel for communication which is helping to form the library's image and has potential to attract new visitors), a lot of research representatives do not visit libraries' Internet websites or visit them rarely. In such a way, the assumption of the research of 2010 is confirmed. It stated that an Internet website is perceived as a "hygienic" factor – as a matter-of-course, as an indispensable attribute. Meanwhile, low attendance of libraries' websites indicates that libraries did not create additional value during the Project implementation period which would encourage people to visit libraries' websites.

### ***The Skills and Practice of Public Libraries' Visitors to Use Information Technologies (Indicators 3A, 3B and 3E)***

The skills of PIA users to use the computer and Internet improved during the last year and currently meet their needs. Most of the research participants indicated that they improved their skills of using computer programs and online resources (e-banking, e-shopping, e-mail) during the last year. While comparing the evaluation of the skills of different target groups (referred as TG further in the report) representatives, it can be noted that the representatives of the children's target group expressed a greater self-confidence, evaluated their IT usage skills better and could name more programs that they were able to use. Although, in the opinion of the research representatives, their skills were improving while using the computer during the last year and they currently meet their needs, in terms of the need to improve, most of the research representatives expressed their willingness to develop their skills further on. According to

---

<sup>1</sup> The changes are identified while performing the comparative analysis of the research data of the qualitative studies of 2008, 2009, 2010 and 2011-2012.

<sup>2</sup> In the research report of 2008, there is no data regarding the changed contents in Internet websites of libraries.

the research representatives, their desire to improve is moved by the changing tendencies of modern technologies, IT development and inner curiosity and willingness to keep up with the novelties.

As opposed to the previous year, while discussing safe online behavior, most of the research representatives were aware of and could name various online threats. The representatives of the children's TG indicated that they found out about potential online threats from the libraries' staff, at school and from the information coming from the public environment the most often: TV, Internet or the press. In terms of the personal experience, most of the research representatives indicated that the most common threat for computers that they personally faced was viruses. According to the research representatives, they usually faced threats while using the Internet at home and it happened rarely in libraries. It can also be noted that library is generally perceived as a relatively safer place to use the computer and the Internet.

**According to the research data of 2008-2012**, the IT usage skills of public libraries' visitors were evaluated each year as improved. This tendency was common for all target groups of the research, but the most significant change was recorded in the TG of seniors. During the last four years their IT usage skills and knowledge strengthened the most.

It may also be noted that, during the Project implementation in four years, the motives to learn by users changed. According to the research data of 2008, the main motives to learn were of an obligatory nature and only a small share of the research representatives indicated that they were driven to learn by an inner desire and curiosity. In 2012, this motive became the main one. The emotions related to learning were changing accordingly as well. According to the research data of 2008, learning was related to negative emotions and the context of stress and in 2012 a completely different environment of learning was recorded – it was related to positive emotions (fun, cheerful, interesting and safe).

### ***The Abilities and Motivation of Libraries' Staff to Use Information Technologies (Indicator 2A)***

The abilities of libraries' staff to use the computer and computer programs were unanimously evaluated by the research representatives as strong skills. Libraries' staff solved issues important to visitors, they also visited computer literacy courses intended from them and increased their qualification and developed themselves. While evaluating the IT skills of libraries' staff and themselves the representatives of the TGs of the unemployed and rural residents indicated that the skills of the libraries' staff tended to be better or equal to their knowledge and skills and were behind their skills only in some particular, specific areas. According to the TG representatives of the children group, the skills of the children differ from those of the libraries' staff depending on the area of activities. Children are better at using social networks and playing computer games and libraries' staff is better at protecting themselves from viruses, using particular computer programs (eg. Excel, Word, antiviral programs), looking for information online and teaching others. Meanwhile, according to the representatives of the TGs of the seniors and the disabled, the IT usage skills of librarians are better than those of them. However, they are lower than the skills of libraries' visitors, especially, students.

In terms of the skills of the libraries' staff to train others computer literacy, most of the research representatives who participated in the courses indicated that this knowledge of libraries' staff is also well established. Librarians are able to clearly explain the training material, adapt to different paces of learning, they are willing to consult and train others not only during the courses, but also when they are finished.

Although there are no significant changes regarding the evaluation of the evaluation of the IT usage skills **comparing the research data of 2009<sup>3</sup>-2012** (in other words, the evaluation of the skills remained positive during entire Project implementation period), it may be noted that these skills were seen as becoming stronger and stronger during the Project implementation period (a more visible improvement in the competency of the libraries' staff was recorded in 2010). During the entire Project implementation period, the IT usage skills were considered as meeting the needs of most of the visitors. The skills of the latter were also referred to as improving. Thus, we can claim that the IT usage skills of the libraries' staff were improving during the whole Project implementation period and they kept up with the novelties established in libraries and remained sufficient while serving most of the visitors in libraries.

---

<sup>3</sup> In the research report of 2008, there is no data regarding the skills and motivation of libraries' staff to use IT.

## ***Specific, Hard to Reach Social Groups and PIA Usage Experience (Indicators 4B, 4C and 4D)***

While discussing the experience of the specific, hard to reach groups determined in the Project frame, the research representatives indicated that these groups have particular unique needs for public Internet access and libraries. In terms of the satisfaction of the unique needs of these groups, we can state that libraries satisfy most of the needs of the specific, hard to reach target groups by a social function and the creation of an environment favorable for communication. The libraries pay most attention to satisfy the needs of children and senior TG, meanwhile the least of attention is paid to satisfy the needs of disabled: only a few libraries have entrances, elevators and special computers adapted for disabled people.

While discussing the most common purposes of PIA usage, it may be noted that specific, hard to reach groups are using the Internet for the same purposes as other visitors in libraries - for searching for various information and for communication and leisure purposes. In comparison to the research data of the previous year, it can be noted that these purposes did not change during the year. Nevertheless, research representatives were able to provide more varied examples and situations where they used PIA. Also, the tendency of growing usage of the online resources (e-commerce, e-banking) that emerged during the previous year remained there during the last year as well. Some of the representatives of the TGs of the seniors, rural residents and the disabled indicated that they were purchasing or ordering goods and services online or were using online banking.

In terms of the programs/ mechanisms that exist in libraries and are intended to attract specific, hard to reach target groups, we can claim that the same as in 2010, the main attention was paid and activities directed towards all libraries' visitors in general, meanwhile, the attraction of specific, hard to reach groups depends on the level of activity of the groups themselves while participating in these activities in libraries. An exception could be made in terms of children and senior TG since libraries paid most attention to satisfy the needs of these TG. Meanwhile, the activities organized in libraries to attract other specific, hard to reach target groups are still more occasional and individual actions, but not programs/ mechanisms.

**While evaluating the changes that took place during the four years of Project implementation,** it can be noted that no major changes related to programs/ mechanisms intended to attract specific, hard to reach target groups. The tendencies remained the same during entire Project implementation period.

Meanwhile, the unique needs of the specific, difficult to reach target groups regarding public Internet access formed slowly during the four years. Based on the report of 2008, most of the research representatives could not name any unique needs of specific, hard to reach target groups for the PIA (the needs of the disabled was an exception). Meanwhile, according to the research data of 2012, the research representatives could indicate particular needs of specific, hard to reach target groups regarding the PIA (eg. seniors in particular require more attention and help from the librarian, they also need programs to be in Lithuanian; the needs of rural residents are related to the usage of e-services: online banking, e-mail, e-shops, online declarations, etc.; the disabled also require more attention and help from the libraries' staff and their needs are related to their disabilities). In such a way, we can assume that the unique needs of specific, hard to reach target groups formed together with the more frequent PIA usage practice and through the Project activities.

## ***The Benefit for Individuals and the Community Provided by IT (Indicator 7A)***

When discussing about information technologies, research participants indicated a lot of benefit provided by IT to both individuals and the community. While analyzing the research data, it can be noticed that the benefits named by the research representatives can be generally categorized to two main benefits of the improvement of the standard of living and the reduction of social disjuncture. The benefit of improvement of the standard of living is evident through the opportunity to communicate, to meet people despite the place of residence and the distance; various opportunities of information (including specific, hard to find information) search and finding; the opportunity to use various e-services, to perform various operations online; more varied leisure related opportunities; the opportunity to share practical experience and to consult; new job opportunities and economic benefit. Meanwhile the benefit of the reduction of social disjuncture is evident through the security of equal opportunities to reach information and the availability of services, despite from the place of residence (urban/ rural), income or other factors; increase of the self-esteem of special social groups. While evaluating the content of these two benefits, we can make an assumption that the benefit of the improvement of the standard of living is more related to the social and economic benefits of IT for individuals, meanwhile, the benefit of the reduction of social disjuncture is more related to social benefits provided to the community and social groups, however, it remains relevant in terms of each community individual separately.

While comparing the research data of 2008-2012, the dynamics of the perception of the users regarding the PIA and IT benefits to individuals and the community can be recorded that took place during the four years. Just after the Project started, research representatives emphasized the economic benefit of PIA and IT the most. In 2009, this perception changed – economical benefit became second-planned and research representatives emphasized social benefits of IT and PIA – the opportunity to communicate and the availability of information. During the Project implementation, the perception of the users regarding the economical and social benefits of IT and PIA to individuals and the community was slowly expanding and the research representatives indicated more various forms of how these benefits showed. This is best illustrated by the shift of economic benefit perception: in the beginning of the Project implementation, in 2008-2009, the economic benefit was firstly perceived through money and time saving, in 2012 besides these two benefits, economic benefit is also perceived as an opportunity to find job, an opportunity to earn money or improve the economic situation in other ways, also as an opportunity for personal development and increasing the qualification.

### ***Library in the Public Domain (Indicators 5A, 5B and 2B)***

Library is evaluated positively in the community. There was a tendency for this evaluation to grow during the last years. While discussing the evaluation of the library among separate members of the community, the representatives of all research target **groups indicated** that children, the youth and the seniors are evaluating the library the most positively. In terms of the people evaluating libraries the most positively, research representatives spontaneously attributed them the qualities of maturity, interest in reading books, using the computer and the Internet. Meanwhile, while discussing the people evaluating the libraries in the most unfavorable way, the research representatives unanimously described them as people who are not interested in anything, who do not like socializing, are conservative in terms of IT and spontaneously associated them to asocial people.

The role of the library is changing due to novelties. Today it is perceived as a provider of multiple modern services and the community attraction center. Also, in terms of the change of the library's role, research representatives indicated that library's image strengthened (especially in rural areas). It was also occasionally mentioned that the image of the librarian was changing together with the image of a modern library. Today, a librarian is perceived as modern, contemporary, and active.

While discussing about the library, research representatives distinguished two main missions of it. The same as during the previous year, it includes educational and social-communal mission. Nevertheless, in comparison to the research data of the previous year, it can be noted that, research representatives emphasized more the educational mission of the library during the last year. The same as during the previous year, the social-communal mission was more emphasized by TG representatives residing in rural areas and small towns reasoning it by a lowered number of cultural centers. While discussing the change of the mission of the library, most of the research representatives indicated that the mission of the library remained the same, however, due to new technologies, it changed and new means of its implementation emerged.

In terms of the publication of the libraries' services, the opinion of the research representatives was contradictory. Although most of the research representatives claimed that they had seen the advertisements of the library they were visiting, they also indicated that the advertising of libraries they were visiting was insufficient and spontaneously related it to limited funding of libraries. While analyzing the channels libraries' staff used for publication, it may be noted that libraries' staff, in order to reach the current libraries' visitors, are using not only the internal communication channels, but are also looking for external communication channels that could attract new visitors to libraries: they are cooperating with the local press and are using public information stands. Nevertheless, today the core channel for publicizing libraries' services (especially in rural areas) remains the "word of mouth" communication between libraries' staff and visitors and the television and radio, which can potentially reach a greater auditorium, are only used on occasions.

**Summarizing the research data of 2008-2012**, it may be noted that even though the evaluation of the library by the community remained the same during the entire Project implementation period, nevertheless, according to the research data, due to novelties introduced in libraries, the positive evaluation by the community was tendentially enhancing.

During the Project implementation period, the perception of the library in the community changed drastically. In 2008, library was firstly perceived as a space for reading and as a place to store information. Meanwhile, in 2012, library was perceived as a provider of modern services and the center of attraction of the community.

During the Project implementation period, the educational mission changed in two ways. From a passive education (storing information) it became active education (teaching, encouraging) and it expanded by including the provision of novelties to the community in its content. Another change related to the library's mission is that the social-communal mission of the library increased and enhanced during the Project implementation period.

There are no significant changes related to the advocacy skills of libraries' staff. The main communication channels used by libraries' staff during the entire Project implementation period included "word of mouth" communication (a librarian to visitors, visitors to other visitors) and also information and advertisements in libraries and public stands. While evaluating a more active sharing of thought by research participants in 2012, it can be claimed that libraries' staff started cooperating more actively with the local press and radio while publicizing the events organized in libraries.

### 3. Innovations and New Content in Public Libraries

#### 3.1. *Indicators 8B and 9A. New Contents and Services in Libraries / Examples of Innovations in Libraries that Emerged due to the Project*

*- Changes implemented in libraries during the last year were tendentious and encompassed both traditional and modern services of libraries-*

While discussing about the libraries, most of the research representatives indicated that during the last year a lot of changes took place in their libraries. In comparison to the research data of the previous year, it can be claimed that **the changes implemented in libraries during the last years remained tendentious and encompassed both traditional and modern services of libraries.** In summary, **the following changes indicated by the research representatives can be distinguished:**

- ✓ Changes related to **modern** services of libraries:
  - **Computer and IT base was renewed:** *"It changed a lot. We didn't have computers or Internet"; "There are more computers now"; "Our headphones were broken and we got new ones this week" – rural residents. "They changed all the computers"; "They were huge, now they are mobile ones" – seniors in rural areas. "Computerization is going on in libraries – it's an amazing thing" – seniors in urban areas. "Three computers and new modems and monitors", "Thin computers. Earlier it used to be small screens and they would glimmer, it was difficult to see" – the unemployed from rural areas. "New computer technologies appeared, it renewed and the computers have flat screens now and the boxes changed a bit as well" – the unemployed from urban areas. "We got new computers here" – children from rural areas whose parents are working abroad. "There was one room of computers and now there is a second one" – an urban disabled. "There are more computers" – the rural disabled. "It changed as we got three new computers" – the urban disabled.*
  - **Computer literacy courses are being organized:** *"Courses appeared"; "There are computers now, we had trainings, they showed us how to use online banking" – rural residents. "They [libraries' staff] are already teaching people from the very beginning till the end. They teach five people in a group" – seniors from rural areas. "Now we have these trainings, they teach us how to use the computer, even my wife went there" – the unemployed from rural areas. "There were these computer literacy courses, so those who wanted they could learn, for example, seniors" – the unemployed from urban areas. "This year there are trainings how to fulfill declarations" – seniors from rural areas. "They teach you to use the computer" – the disabled, urban areas.*
  - **Improved quality of Internet connection:** *"Faster Internet", "It doesn't differ anymore, if it's in the city or in a rural area, very good speed"; "You come to the library, watch some sort of movie, you want to show the same at home and you are waiting for that line to fulfill [download] and sometimes you need to wait for two hours and in libraries the speed is twice as faster" – the unemployed from the rural areas. "Better Internet" – rural children from families at social risk. "Internet has started working better" – urban children from families at social risk. "Here you go – the Internet is much faster..." – the rural disabled.*
  - (Mentioned occasionally by rural TG representatives) **Wireless Internet appeared:** *"Now we have wireless Internet" – rural residents.*
- ✓ Changes related to **traditional** services of libraries:
  - **Renewed libraries' premises:** *"New and nice premises", "They moved to new premises", "They took some part of our premises of cultural center and expanded the library. They renewed it and made it all fresh from scratch"; "Libraries wouldn't have heating and nobody would be going to them, you used to have the smell of mould there and there were no furniture. And now the premises look nice and there's nice furniture" – rural residents. "New furniture"; "Our library moved to newer premises" – urban seniors.*

"At first, it was broken, but then it moved to another side and it's fantastic" – urban children whose parents are working abroad.

- **More events are organized:** "There are more events, you can arrange exhibitions", "More and more events are organized in our place" – rural residents. "There were more contests, more of various events" – urban children whose parents are working abroad;
- **New books<sup>4</sup> appeared:** "The books are new" – rural residents. "New books appeared"; "There are more books about fishing now – the specialized ones. I mentioned to the librarian that I would like to get a particular book and she said they would get it, maybe someone else will be interested in reading it" – the urban unemployed. "They brought newer books" – urban children from families at social risk. "There are more books" – rural children from families at social risk. "You find more books there" – the rural disabled.
- **There is an opportunity to order books from other libraries:** "I can order books from other libraries and they send them over" – the rural disabled. "I asked the librarian and she ordered and got the book from another library" – the urban unemployed.
- **The qualification of libraries' staff improved:** "Libraries' staff increased their qualification" – rural residents. "The librarian is attending improvement courses, so that she could explain things, if needed" – the rural disabled.
- (Mentioned occasionally by rural TG representatives) **Libraries have a better heating<sup>5</sup>:** "It's warm in the library now, we used to be shaking from the cold before" – rural residents.

According to the research representatives, these changes that took place in libraries and **novelties that were introduced have a positive impact both on libraries' visitors and libraries themselves**. First of all, according to the research representatives, **due to these novelties, the number of visitors in libraries increased significantly** ("There are more visitors", "There are more visitors and readers in our library", "It attracted older people, they are sitting by the computer and they are interested in it", "Computers and toys attract a lot of children" – rural residents. "It attracts more people", "The librarian would be sitting on her own and now such a movement is going throughout all the day. Someone comes to talk to her, another one comes to change a book, the third one comes to pay the bills" – rural seniors. "There are many more people and much more action" – the unemployed. "There are more children in the library", "The libraries are much fuller, they became more popular" – rural children from families at social risk). Also, according to the research representatives, **novelties introduced in libraries are encouraging communication and community spirit** ("It is encouraging to communicate. Earlier the premises were like a dark and cold cave, so who would like to spend time there? Now it's different" – rural residents. "The communication and the knowledge comes from the village", "We discuss all the community issues" – rural seniors. "It's your leisure time – you go out, socialize a bit" – a rural disabled. "You don't close yourself at home with your wife then, you go out meet people and know them better and clear your mind" – an urban disabled) and **modern services encourage the usage of traditional services of libraries as well** ("You come to use the computer and then you are thinking you might want to check the books or read a newspaper or some other press, so you go and have a look at it" – urban seniors. "Others start reading books while waiting for the computer" – rural children whose parents are working abroad). (Please, look at indicator 7A for more information about the social benefit of IT to individuals and the community).

In terms of the influence of these novelties to the libraries' staff, according to some of the research representatives, **information technologies established in libraries naturally makes the work of the staff easier** ("The technologies made their work easier - they keep the document details in the computer" – rural residents). Nevertheless, most of the research representatives also indicated that **the workload of libraries' staff increased** after the number of libraries' visitors grew ("The workload increased – they are working and working non-stop", "The earlier librarians would be sitting and knitting. A modern librarian doesn't do that anymore, because she doesn't have time for this – rural residents. "They have more work to do", "There is more work for the librarians and they are loaded more. People come and tell them that they need this or that, that they don't know how this or that..." – urban seniors) and **the salaries remained unchanged that are evaluated as insufficient<sup>6</sup>** ("Their salaries should be increased", "We are hearing about low wages from the libraries' staff, from the press and the radio" – rural seniors. "The salary is low and the workload is growing" – urban seniors).

While discussing about the services provided by the libraries, most of the **representatives of the children's TG indicated that they valued modern services of libraries – computer and Internet – the most**. Meanwhile, **adult<sup>7</sup> research participants** indicated that they **mostly** valued **both**

---

<sup>4</sup> The funding of the fund of Books is not an area of the Project activities.

<sup>5</sup> Not an area of the Project activities.

<sup>6</sup> The funding of the salaries of libraries' staff is not an area of the Project activities.

<sup>7</sup> TG representatives of the unemployed, seniors, rural residents and the disabled are considered.

**traditional (books, press) and modern services (computers, Internet, printer)** of libraries (*"Newspapers and books are read by a lot of people" – rural seniors. "Copying services", "Internet most likely" – urban seniors. "There are few newspapers now, they don't subscribe for them anymore, so they come here to look at them, read them or read a magazine" – the rural unemployed. "I appreciate both Internet and books. It's hard to choose one. Internet is useful when I need it, it's vital. And a book is a book" – the urban unemployed. "The computer. It attracts me very much. Now I am looking everywhere if someone is giving a computer away as a present. So these things are important. I still don't have an opportunity to use it at home. Although we have Internet, we don't have a computer" – an urban disabled. "For checking emails and then there are books" – a rural disabled*). **Events** (*"I love events as I love trees. There was one for seniors, so I took part in it", "There was one about herbs... I appreciate events a lot", "Plus, there is socializing in the events" – urban seniors. "We appreciate the events as well, especially the older people" – the rural unemployed. "I also appreciate events, there are various ones, I like poetry events, we gather every year and there are more of events and meetings organized every year", "You meet the town residents and it's really very interesting", "I took part in there and I found out a lot of novelties" – rural residents*) and **computer literacy courses** (*"Courses are highly appreciated" – urban seniors. "Trainings", "I agree – trainings", "Excel and Word are very useful, they train you for free", "Adults appreciate that they have free Internet, but they tend to concentrate on books and press" – rural residents*) were as well mentioned as the most appreciated services by a dult research representatives.

According to the research representatives, **new books and press are still missing in libraries nowadays** (*"There are no magazines which would be of my interest, there's a lack of specialized literature", "They are complaining, especially women, that there are too few novels", "There's no press" – urban seniors. "Old people are missing new newspapers. We have out of date ones who have already been read" – rural children from families at social risk. "There is a lack of news papers and books", "There is a lack of news papers. Our library did not order "Lietuvos rytas" for this year anymore" – the rural disabled*). **Some libraries are in the lack of premises or they need renovation, they are not heated well enough** (*"It's a cubbyhole. They fixed one room from their own money, but that's all", "It's pretty cold, they are heating by electricity, so the librarian is sitting by one heater and doesn't allow turning the heating on much" – rural seniors. "There are no major changes. I'm not satisfied with the environment – the same curtains, Soviet type of floor... We need a more aesthetic view" – urban seniors. "The premises are a little too small", "The premises could be bigger, but there are no such opportunities" – the rural disabled*). It was also mentioned occasionally that not all the libraries are sufficiently provided with IT (*"There are no more headphones, because they were broken by someone" – rural residents. "In some places, they could have more computers" – urban seniors. "They could have a fax in the library" – the urban unemployed. "We have one shortage here – the one of headphones for communication on Skype" – the rural disabled*) or adapted for the disabled (*"They could build something to make it adapted to the disabled", "They are not disabled friendly now" – urban seniors*).

### **3.2. Indicator 8C. [Increased] Scope of Local Content Online**

*- the website of the library is perceived as a communication channel that can attract new visitors and shape the library's image -*

In terms of libraries' Internet websites, most **of the research representatives indicated that they have not visited the Internet website of their library or they visit it occasionally only** (*"No, I haven't visited it" – the urban unemployed. "I don't even know if my library has one" – the rural unemployed. "I visit it, but rarely", "I visit it occasionally" – urban seniors. "I don't – what would I be doing there?" – urban children whose parents are working abroad. "No, I don't know... Maybe there is one, but I doubt it" – the rural disabled. "I haven't visited it and I don't know anything about it. I somehow did not have a desire to visit it" – the urban disabled*). Meanwhile, most of the TG representatives of the rural residents or the representatives of other **TGs living in rural areas indicated that their libraries do not have individual websites and the information regarding the library is posted in the websites of the town community or the ward** (*"We don't have a separate website. We are joining the community website", "Well they showed it to me, but that is a website created by the village people, but not the library. The library is being advertised there, but village website is a village website" – rural residents. "I know that there is a municipality website, but I am not sure there is one of the library" – the rural unemployed*).

Only a small share of the research participants indicated that they were visiting library's website (*"I do visit it, I check it often" – urban seniors. "I visit it once a week" – the urban disabled*). **The most often**, according to them, libraries' websites are visited in order to **find information about events** (*"To check what sort of events are being organized, to check new information", "I am also going there for events – to see which ones are being described, which ones took place and which ones are being planned" – the urban*

unemployed. "We had an anniversary of the town, so there was a lot of info about it, a lot of photos", "Me? Also the same – I go there to check the news and events" – rural seniors. "According to the events that took place, you can find photos there..." – urban seniors) or, mentioned occasionally, **in order to get information about books or to extend the deadline for keeping them** ("To find out, if there is one book or another available, to look for books" – urban seniors. "You can extend the deadline online for keeping a book" – the rural unemployed).

While discussing **libraries' Internet websites**, research representatives named the **following shortcomings**:

- ✓ Libraries' Internet websites are **being rarely renewed** ("I better visit the "Culture" section in Utena, as there is a news section where I can find what I need. In the library's website there is nothing that would be super new, it's not being updated much" – the urban unemployed).
- ✓ **There is too little information** in libraries' Internet websites ("They could be more varied with more information", "More information is needed", "More information about the events, help and volunteering" – urban seniors).

Nevertheless, according to the research representatives, **libraries' Internet websites are useful**: it is a **communication channel that can attract new visitors** ("Nowadays you need to have it. As they say, if you are not online, you don't exist at all" – the rural unemployed. "The more bombastic the website, the more visitors it will attract" – the urban unemployed. "It's a communication channel, it's library's advertising. It's advertising for people" – the rural seniors. "The website is important, it would attract more readers and Internet users" – the urban disabled) and which **shapes library's image** ("It's a business card of the library", "It's important for the image", "We know then that our library is not sleeping, we can see that it's alive" – urban seniors. "All institutions have to have their websites. The same as "Topo centras" which sells telephones and computers – they need it. The same should be with libraries – a website would show the new books, inform about events. In other words, it is necessary" – the urban disabled).

*- changes that took place in libraries during the period of four years remain tendentious and are related to the development of modern services -*

**While evaluating changes that took place in libraries during the period of four years**, it can be noted that when the implementation of the project "Libraries for innovation" started, **the main novelties and changes that took place in libraries are related to the development of modern services**: renewed technical bases (new computers and other IT), established PIA, improved quality of the Internet connection or computer literacy courses that were started to be organized for libraries' visitors. Also, during the period of four years, premises of some libraries were renovated which, in turn, strengthened the emerging image of a modern library. These novelties **emerged in 2009 and remained tendentious during the entire Project implementation period** (they were implemented gradually: at first, in the urban and later on in rural areas), which, in turn, is related to the priorities of the Project (from 2009 the activities of the Project were more oriented towards urban libraries and from 2010 they were more oriented towards rural libraries).

While comparing the research data of 2009<sup>8</sup>-2012, it can be noted that **there are no drastic changes related to libraries' Internet websites and the actualities remain the same**: although Internet websites of libraries are considered to be a useful communication channel that is shaping the image of the library and has the potential to attract new visitors, nevertheless, **most of the research representatives do not visit libraries' websites or visit them rarely**. This supports the research assumption of 2010 which says that an Internet website of the library is perceived as a "hygienic" (matter-of-course) factor, an imperative attribute. Meanwhile, low rate of visits to libraries' websites indicates that libraries did not create unique additional value during the Project implementation period that would encourage more visits to libraries' websites.

---

<sup>8</sup> There are no data about the changed contents in libraries' Internet websites in the research report of 2008.

## 4. The Practice and Usage of Information Technologies of the Visitors of Public Libraries

### 4.1. *Indicators 3A and 3B.* [Improved] Knowledge and Skills of Public Internet Access Users to Use Information Technologies/[Changed] PIA Usage Practice

*- the abilities of libraries' visitors to use the computer improved during the last year and they meet the needs of libraries' visitors today -*

Although not all the libraries provide the opportunity to use such IT as a web-camera, microphone, fax or a scanner, (*"The librarian has it, but he doesn't let us use it, unless you agree with him and it costs some money..." - the rural unemployed*), according to the research representatives, most of the libraries are provided with various information technologies<sup>9</sup> and can provide the opportunity for libraries' visitors to use them.

In terms of the IT availability, the research representatives indicated that **most of them were able to use information technologies not only in libraries**, but elsewhere as well. The most often, it was **at home, at school or at work**. Nevertheless, **some research participants indicated that library is the only place where they have the opportunity to use some of the IT** (the most often it was a computer and a printer). While discussing the information technologies available in libraries, the research representatives unanimously claimed that the most important of those was a computer (irrespective of the possibility to use it elsewhere). Meanwhile, rural research representatives emphasized the importance of a printer, as the possibility to use it in another place in rural areas is very limited (*"I am only using the printer in the library, because it's the only place where I can get something printed out..." - rural residents. "I don't know really, maybe there is a printer in the area, but I am not sure. There's nowhere else except the library" - the rural disabled*). Web-camera and a microphone in libraries, according to the research representatives, are not so important, as they are exceptionally used for communication online (*"This is not a necessity" - rural residents*) and it is difficult to do it in the library due to the lack of privacy (*Please, see indicators 4B and 4C for more information about online communication*).

According to the most of the research representatives, **their skills to use the computer meet their current needs** (*"It's sufficient to satisfy my needs today" - rural residents. "We know as much as we need", "If you make a mistake somewhere, you eventually find it, you just need to have a good eye" - rural seniors*) and **these skills improved during the last year**. While comparing the evaluation of the skills of different TG representatives, it may be noted that **the representatives of the children's TG expressed a greater confidence in themselves and evaluated their IT usage skills better** (*"We know how to use the computer very well", "We are good at using it" - rural children whose parents are working abroad. "Of course, we know how to use it" - rural children from families at social risk*).

While analyzing research data the following factors that encouraged the participants to use computers in libraries can be distinguished:

- **Computer literacy courses** (*"I went to the library to exchange books and there were new computers. Librarian told me I'd have to start learning. So I started. Then I became really curious"- rural seniors. "We heard that courses are being organized... We didn't have any doubts, I thought there would be a queue by it and I was wishing to make it through" - urban seniors. "When the courses were organized, I went there. I thought why not to try, maybe I'd get involved. I started attending the courses and I started using the computer and Internet after the courses" - the rural unemployed. "When I found out that the librarian will start teaching us - I got myself on the list of participants immediately", "I used to say to the manager how envious I was of the children who knew how to use it. She told me to wait and I was the first one to start learning" - rural seniors*).
- **A librarian** (*"I am fed up with waiting in a long queue to pay the bills, so the librarian gave me an idea that I could pay them in the library" - rural residents. "The manager of the library convinced me to do it" - rural seniors. "A librarian seated me by the computer for the first time and told me to read an article and write my comment. This is how I started" - the rural unemployed. "I spoke to the librarian on her way to work and she offered me to come in and use the Internet" - rural children from families at social risk*).

<sup>9</sup> During the FGD with the research representatives, the purposefully discussed main IT used in libraries included the computer, printer, scanner, fax, microphone and a web-camera.

- **A particular need or purpose** ("I needed information. For the start, I knew how to turn on the computer and how to deal with it a little", "I wanted to talk to my relatives" – rural residents. "There is a necessity to keep in touch with the closest ones. Only necessity, nothing else. Later on, I started reading newspapers and worldwide news online. When you start, you want more and more" – rural seniors. "I went to the library for a book, we were discussing something and we needed more information, so we took a seat by a computer" – rural residents. "I often take books and it happened once that I couldn't find a particular book, so they advised me to sit by the computer and find it in Google" – rural children from families at social risk).
- **Limited opportunities to use the computer/ Internet at home** ("I quit my job and we didn't have a computer at home. I was used to using it, so I went to the library. Afterwards we established Internet connection at home as well" – rural residents. "I don't have Internet at home" – rural seniors. "There were connection problems at home, so I went to the library", "My son moved out and took the computer with him", "The computer was broken and I went to the library later", "I don't have a computer at home. I have a lot of things to do at work, so I can check the information online only sometimes, but you don't have time for this, so I started doing this in the library" – rural residents).
- **Inner desire to improve and acknowledge novelties** ("I wanted to learn. I knew that the system would be implemented in our library and I wanted to visit it. We were one of the first ones to do it. Then others started talking that they needed to do it as well", "I went there and asked them to turn it on and show it to me. My husband works in Kaunas and I don't know how to use it. I thought it can't be like that, I need to learn" – rural residents. "Curiosity. We saw it for the first time and I wanted to learn to use it badly", "I wanted to learn it a lot" – rural seniors).
- **Particular benefit** ("I came there and asked what that box could do. Can I find my ex-class-mates? She pressed the button and found them. I could even see a photo and from then on it shows a new class-mate every time", "I was encouraged by high Internet speed. We are living at the outskirts of the town, so it's slow at our end" – rural residents).

While discussing these factors, it is important to note that in most of the cases the research participants were encouraged by a group of factors rather than by a single one factor (e.g. a librarian + desire to improve + a particular benefit). It is also important to note that some of the adult research participants, while discussing how they started to using computers in a libraries, indicated that **they started using computers in libraries more actively due to the encouragement created by computer literacy courses**. Bearing in mind the latter and that research representatives referred to computer literacy courses as one of the most valued libraries' services, it can be claimed that, **in the context of innovations implemented in libraries, free of charge computer literacy courses had an undoubted influence on the assimilation of these novelties among the libraries' visitors**.

While discussing the IT usage knowledge, most of the research participants indicated that **their skills to use the computer currently meet their needs** ("It suffices to satisfy my needs now" – rural residents. "We know as much as we need", "If you make mistakes somewhere, you eventually find it out, you just need to have a good eye" – rural seniors) and **these skills improved during the last year**. While comparing the evaluation of skills of different TGs, it may be noted that **the representatives of the children's TG expressed greater self-confidence and evaluated their IT usage skills more positively** ("We know how to use the computer very well", "We really know how to use it" – rural children whose parents are working abroad. "Of course, we know how" – rural children from families at social risk).

In summary, we can distinguish the following skills and knowledge that the research representatives **improved during the last year**:

- ✓ **Computer program usage skills** ("Oh, we know how to create slides and how to scan and tell stories and include pictures, write down interesting thoughts, create a book, insert page numbers or write in headers and footers...", "We need to make advertisements, so we want to include some pictures, so I learnt how to do it..." – rural residents. "I learnt how to make copies. Although it seems I had to know it far before, but somehow my head was not working", "I can use both Word and Power Point", "I attended the courses organized by the job center, so I learnt to use Word, include pictures, etc." – the rural unemployed. "We learnt to type text", "I learnt to send photos on Skype" – urban seniors. "I learnt and improved my skills of using Word and Excel in the library", "I learnt to insert pages" – the urban disabled).
- ✓ Skills of using **online resources, e-banking, e-shops and e-mail** ("I learnt to use online banking when I wanted to use my credit card for buying tickets, so I had to learn how to do it", "I dared to buy online, so there's nothing scary about it, I did it a few times and improved my skills" – rural residents. "I started surfing the net more and learnt how to use the Internet websites", "I learnt how to download movies" – the rural unemployed. "I learnt how to make a family tree", "I learnt how to create my e-mail and a Skype account" – urban seniors. "I learnt how to find information", "I learnt how to use online banking" – rural seniors). On the other hand, it can be noted that people are still uneasy about using online banking ("I have a few fears, I am afraid of dealing with my money online...", "No, I'm afraid of sending it there" – rural residents. "There are

viruses in computers, so if it takes my money, uses my data? It's somewhat not safe..." – the rural unemployed).

- ✓ (Mentioned occasionally by the TG of rural residents) Specific **work related programs and skills** ("I learnt to use more of the programs I need at work – the ones related to accounting, for example..." – rural residents).
- ✓ (Mentioned occasionally) Skills to use **various IT** ("I learnt how to use the scanner and to make digital versions of documents" – the rural unemployed).

While comparing the IT usage skills of the representatives of different TGs, it may be noted that the representatives of the TG of children **could name more programs that they were able to use** ("Program Pascal, Photoshop", "Sony Vegas", "Word, Excel, Power Point, Opera" – rural children whose parents are working abroad. "Power Point, Zemule, Torrent, Excel", "We learnt to create video clips" – urban children from families at social risk. "Paint, Anglonas", "Word", "We know how to use Photoshop well", "Power Point" – urban children whose parents are working abroad). The main places where the research representatives learnt to use IT were tendentious: library, work, home or school ("A librarian taught me. She made me sit by the computer, she taught me how to read newspapers online and to make comments there..." – the rural unemployed. "At school it was the basics and at work I needed more of it" – the urban unemployed. "I did it at home" – rural residents. "My grandson showed me how to do it at home" – rural seniors).

Although, according to the research representatives, their computer usage skills were improving during the last year and they currently meet their needs, however, in terms of the need to improve more, **most of the research representatives expressed their wish to keep on improving their abilities regardless of their current level of knowledge**. According to the research representatives, their willingness to improve is influenced by **changing tendencies of modern technologies, IT development and inner curiosity and desire to keep up with the novelties** ("It's interesting, there are various technologies in the world", "You can't know everything, it's impossible...", "The programs are changing. I have learnt using them for the first time in 2002, so there has been 10 years now and I need to update my knowledge", "The desire for improvement remains" – rural residents. "I'd like to learn something" – the urban unemployed. "A person always wants for more knowledge" – urban seniors). It was also mentioned occasionally that the need for improvement is often driven by the desire to keep up with the children ("I don't want to lag behind children, because they are advanced. When my son was little, he already said <Mom, are you totally crazy?>, I don't want it to be this way..." – rural residents).

Although **most of the respondents expressed their willingness to improve in the area of the IT usage**, it was difficult for them to name particular knowledge and skills of IT usage that they would like to improve/ learn ("You don't know what else you would like to know unless you face it" – rural residents. "You don't know what you are missing. Sometimes you are surfing the net, get lost among all the information and realize that there is something that you don't know, that you are missing something..." – urban seniors. "I want to improve, but I can't express what that is in particular" – the rural disabled). Most of the research representatives indicate that they wanted **to update the general computer usage skills** ("I'd like to go through the basics again" – rural residents). Only a small share of research participants indicated particular knowledge and skills which they would like to improve:

- ✓ **Computer program usage skills** ("I'd like to review how to use Excel, as I have forgotten how to use it already" – rural residents. "I don't know well enough how to use Word, I need it now", "I'd like to learn how to use Excel, it's necessary for me now", "I would quite like to learn how to use Photoshop" – the urban unemployed. "I'd like to learn using more how to use all these programs" – the rural disabled).
- ✓ Skills how to use **online resources or e-mail** ("How to send documents or papers that we've written?..." – rural residents).
- ✓ **The English language knowledge** ("I am being limited online when searching for something by not understanding English, I'd like to learn it" – the urban unemployed. "Sometimes it limits you a lot, then I try to use the online translator...", "It would be amazing – the English language courses" – urban seniors).
- ✓ Particular **specific skills** ("I'd like to learn programming", "I'd like to know how to download everything to an iPod. I don't know it myself and it's tiring to be asking my grandchildren to do that all the time" – the rural unemployed).

Also, while comparing the knowledge that representatives of different TGs would like to improve, it can be noted that the desires of the representatives of the TG of children include **more sophisticated skills and knowledge** ("I'd like to learn more of the programming and coding", "I'd like to create something similar to a game", "I'd like to learn to paint nicely with Paint or Photoshop" – rural children whose parents are working abroad. "I'd like to improve my skills in using the Excel", "I'd like to learn to create a website", "To learn to create blogs" – urban children from families at social risk).

## 4.2. **Indicator 3E. [Improved] Knowledge and Skills of Users to Use the Internet Safely**

*- the knowledge of libraries' visitors regarding safe behavior online improved during the last year. The research representatives could name more and more various threats related to online activities and named various means how to protect themselves from these threats*

-

As opposed to the previous year, while discussing about safe online behavior, **most of the research participants were aware of and could name various online threats and dangers** ("You are the lucky one, etc. – these are viruses", "If there is some advertisement, it can be fraud", "In one. It you might be writing to an adult and that person might offer you some stuff...", "We are aware of sending the money – they empty your account", "They are playing with young girls by creating fake profiles", "Viruses, dependency, pedophiles, hackers..." – urban children whose parents are working abroad. "It happens that you are writing to someone on Facebook and people pretend to be someone else than they really are" – rural children from families at social risk. "You can't give your personal ID number or phone or the details of your bank account or cards. You have to be very careful when registering in online websites" – the urban disabled). **The representatives of the children TG indicated that they heard of the potential online threats mostly from the libraries' staff, at school or from publicly available information:** TV, Internet, press ("The librarian asked each of us to write down ten threats on a piece of paper", "We hear it on TV, find it online or in the newspapers", "Libraries' staff tell us", "There is a list of things on a piece of paper in the library what you are not allowed to do (by the computer)", "The information is there posted in the library" – urban children whose parents are working abroad. "I've heard about it in the library", "Me too", "There was something about it at school as well" – urban children from families at social risk).

In terms of personal experience, most of the research representatives indicated that **personally they faced computer threats – viruses – the most often** ("I faced viruses, Trojans", "The screen of my computer at home went all black and everything disappeared. Everything was lost, we were fixing the computer and installing the programs again", "Children brought a virus some time ago" – rural residents. "I downloaded a virus. It seemed that the e-mail had been infected" – rural children whose parents are working abroad). **Representatives of the children's TG indicated that they have faced sexual harassment, offensive comments online** ("I had a chance to face it... erotic photos. That person said "Send me a photo, I'll send you a top-up worth 50 Lt", "As if I would come to Kaunas, etc.", "I was offended, so I threatened that person" – urban children whose parents left to work abroad) and some of the children indicated that they felt **psychological dependency** on the computer and Internet ("It happens that you are sitting by the computer, playing and it is still bright outside. You look again in a second and it's getting dark, but I say to myself that I'll play a bit longer. You look through the window and it's completely dark", "We are playing as much as we can", "No, we aren't limiting ourselves", "My grandma comes and then it's over" – rural children whose parents are working abroad. "I am dependent and I am fighting so that they don't get me away from the computer", "Our teacher did not allow us to use the computer for half a year, so it was fine, but I started using it again and I just wouldn't leave it" – rural children from families at social risk).

While discussing **particular ways which can protect from online threats, research participants indicated the following means:**

- ✓ **The revelation of data posing threat to the safety of a person and/ or wealth.** According to the research representatives, the main mean in order to protect from this threat is cautious and responsible management of personal data. Also, according to the research representatives, this threat can be fought by choosing the right password and logging off from various personal tabs in the right way. The representatives of the TG of the seniors indicated that an additional mean of protection could be the supervision of a reliable person while performing more complex operations ("It's important not to reveal the data", "Don't send the e-banking codes by e-mail", "Passwords have to be numbers and not birthday dates. The longer, the better, it doesn't have to remind of your work" – rural residents. "It's not something that you do on your own. You do it with reliable people who supervise you, with your closest people", "You need to keep the passwords in a safe place and not share with anyone" – rural seniors. "You need to change the passwords. Use letters, numbers, but don't use the year or month of birth", "You can't make it too complicated, because later on you might not remember" – urban seniors. "You always have to log off, so that nobody changes your password while you are still logged on to your mail", "When leaving, always press the button "End"", "You need to open a special account and transfer as much money as the good costs, so that they don't take more, because you are providing your details" – the rural

unemployed. "You can't neglect the codes and passwords of the accounts", "You can't leave the computer on, you have to log off, because others might sit by it and use your data" – urban children from families at social risk. "The password has to include numbers, it has to be long and unrelated to anything" – rural children from families at social risk. "You have to write down the data in a way that only you would understand it, but nobody else" – the urban disabled).

- ✓ **Threats of online dating and the threat of sexual harassment of the under ages**, according to the adult<sup>10</sup> research representatives, are interrelated and especially relevant when discussing about children. In order to protect from these threats, it is necessary to talk both publicly and personally with the children and to inform them about potential threats and teach them not to communicate and not to trust strangers and to control them as much as possible – to observe who they are communicating with online and (mentioned occasionally) limit online activities ("We put the computer in the room where we are always present, so we can observe what our child is doing", "You have to teach children and talk to them", "We can also discuss it – not to preach, but to simply discuss it when something happens", "We sit down and discuss with our teenager that until she is 18 years old we are responsible for her and we have the right to check her friends at any time, if there is a stranger, we check and we delete it", "You need to control, but not to show that you are doing so, so that they trust you" – rural residents. "You have to talk to children, you have to tell them, you have to discuss more at home what the dangers are", "You have to talk and talk and talk openly", "You can't forbid, you have to explain" – urban seniors. "You have to control where the child is sneaking in online if it's at home", "I am not allowing my daughter to put any of her pictures online" – the rural unemployed). Meanwhile, the representatives of the TG of the children indicated that, in order to protect themselves from these threats, they need to limit their personal information, not to communicate with and not meet strangers ("Not to go to meet them, not to visit inappropriate websites", "If strangers are asking to delete something and not to tell anyone" – urban children whose parents left to work abroad. "Don't tell where you are living, don't give your telephone number", "You can't reveal your place of residence, your e-mail or the names of your friends" – rural children whose parents are working abroad. "Don't provide your personal information and don't upload your photos", "Not to go to meet people in places that are not public", "Don't trust people who you do not know" – urban children from families at social risk). Despite this, some of the representatives of the TG of children confessed that they sometimes communicated with strangers online ("We sometimes talk to strangers – you watch how this person is communicating. If it's simple and usual, then it's not scary" – rural children whose parents are working abroad).
- ✓ **Offensive comments, harassment and sneering online**, according to adult research participants, are relevant to both children and adults. The best way to protect from this threat by yourselves, according to the adult research participants, is not to react to or block offensive people ("You block the people who are being offensive, because if you start writing them back, a discussion arises and you become involved in the issue" – rural residents. "You simply don't write back and that's all. You block that person and that's it" – the urban disabled). Meanwhile, according to the adult research participants, it is more difficult to protect children from this threat. You need to both limit the access to some particular contents online and to talk to children and teach them not to react to sneering and offensive comments online ("My child took a video two years ago how he was fighting with someone at school and he wanted to upload it to the Internet <...> I told him he can't do it and he said that there are a lot of similar videos online already and that it wasn't a big deal, as there was no blood. I don't like it that anyone can put anything online. There has to be some filter or censorship...", "I've seen that there is some sort of teddy bear that helps to limit Internet access. Parents can install it and it helps limiting online access", "Children face sneering, it is popular and you can't protect yourself from it in anyway", "You are telling them not to be too sensitive about it and not to take such things seriously" – rural residents). Meanwhile, in the opinion of the representatives of the TG of the children, one ought not to react to offensive comments or to retaliate ("You either don't pay any attention or fight back fiercely", "I was offended, so I threatened back" – rural children whose parents are working abroad. "I refuse to communicate and I tell them to go away", "It happens that they are abusive, but that's rare" – urban children from families at social risk. "I block them in one. It and that's all", "It happens that sick people write to me on Facebook, but you don't reply and that's all" – urban children from families at social risk).
- ✓ Although most of the research participants claimed that they did not feel **psychological dependency** to the computer or Internet, nevertheless, they indicated as well that it was a potential threat relevant to both the adults and children (*It's complicated. You sit down for half an hour and you stay there for two hours*", "If I wasn't limited by farm work, keeping everything in order at home, this dependency might be higher...", "If I had time, I might stay there for three hours even" – rural residents. "I used to play Counter Strike before, so I would stay there during the nights even" – the rural unemployed). Conscious and purposeful usage of a computer or

---

<sup>10</sup> Representatives of the TGs of the unemployed, seniors, rural residents and the disabled are beared in mind.

Internet for particular purposes, according to the research representatives, is one of the main means to protect oneself from this threat (*"I am using the computer for either work or information, nothing else", "I am striving to be working at work only. I turn the computer off and I don't waste time, I am not checking it anymore" – rural residents. "You have to limit that constant usage, you have to stay connected less, only for work purposes" – the rural disabled. "It's only about the main thing that I need. I check it and that's all, then I disconnect from the Internet" – the urban disabled*). According to the research participants, children can be protected from this threat by being limited the time allowed for using the computer and Internet and their availability (*"You strictly tell the children that the time is over and that's it", "Limiting is the only choice", "I am not buying the computer in order my child not to be sitting by it for hours" – rural residents. "You have to allow children to use the computer only when they know what they need it for, for example, to find information for their paper" – the urban unemployed*).

- ✓ In order to protect oneself from **computer threats and viruses**, according to the research representatives, it is vital to have an anti-virus program, surf the net cautiously and limit the contents downloaded from the Internet (*"Antivirus program is essential", "Download as less as you can", "Avoid weird online websites" – rural residents. "You need to have an antivirus program" – seniors. "You get various e-mails in Gmail from somewhere, so we delete them immediately, we don't even read them", "It's the best not to open bizarre e-mails" – the urban unemployed. "Download an antivirus program", "Don't press on advertisement tabs and don't read suspicious e-mails", "Scan the computers using the antivirus program", "Don't download games", "Don't visit foreign places and don't use eMule" – rural children whose parents are working abroad. "Don't accept files sent by Facebook or Skype, accept them only from reliable people" – rural children from families at social risk. "You get something in your inbox and you don't know who is sending you those things, so it's better to delete these e-mails and not read them, because you never know what is going to happen afterwards" – the urban disabled*).

According to research representatives, **they faced the threats the most often while using the Internet at home and it happened rarely in the libraries**. In terms of various computer and Internet related threats, it turned out that **library is generally perceived as a safer place for Internet and computer usage**. According to the research participants, in libraries, antivirus programs are used, some Internet content is blocked and libraries' staff who are overseeing the activity of libraries' users online are able to restrict access to particular online content (*"Everything is blocked in the library" – rural children whose parents are working abroad. "The librarian told me that she can see some of the things and she is restrictive about what is doing what" – rural residents*).

While discussing the actions when the threat is faced in the library, **most of the representatives of the children's TG indicated that they have not approached a librarian for help regarding a computer (virus) threat due to the likely unfavorable reaction of the librarian** (*"I never tell anyone anything" – urban children whose parents are working abroad. "I turn off and I don't tell anyone, it's embarrassing" – urban children from families at social risk*), however, it was occasionally mentioned that a librarian is **approached after noticing that the computer which is being used was damaged by other libraries' visitors** (*"You come to the library and the same computer you used before is not working. If you don't tell them it's not working, they would accuse you for that, as they have lists of who used which computer before" – rural children from families at social risk*).

Summarizing and looking at the data of the previous year, it may be claimed that the **knowledge of libraries' visitors regarding safe online behavior improved significantly during the last year**. Research participants could indicate a number of various threats related to online activities and they were aware of different means of protection against them.

*- changes that took place during the period of four years include not only the improved IT usage skills of libraries' visitors, but the changed motives of learning, a significantly better knowledge of safe Internet usage and a more smooth organization of trainings as well -*

Based on the research data of 2008-2012, **the IT usage skills of the visitors of public libraries were evaluated each year as improved**. This tendency is common among all research target groups, however, **the most significant change is recorded in the TG of seniors – their IT usage skills and knowledge improved the most during these four years**. According to the research data of 2008-2009, the IT usage skills of seniors were evaluated as very weak, meanwhile, starting with 2010 they were evaluated as improved – seniors were able to perform more and more activities individually and their abilities were evaluated as the ones meeting their needs.

While considering the changes related to the IT usage skills of public libraries, it is important to note that **the changes which took place during the four years included the trainings and their organization as well**. According to the research data of 2008, the training process in libraries was **hectic, inconsistent** and dependent in many cases on the personal relationship between the trainer and the trainee (in other words – on the kindness of the librarian). Meanwhile, when the Project was progressing, the situation changed dramatically. In 2012, **trainings in libraries were evaluated as consistent, well-planned** (length, timings, methodical material) and **available to all libraries' visitors who were interested to attend them**.

It can also be noted that, **during the Project implementation period in four years, the motives of the trainees changed**. Based on the research data of 2008, the main motives for learning were of an obligatory nature and only a tiny share of research participants indicated that they were driven to learn by the inner desire and curiosity. Meanwhile, in 2012, this motive became the key one. **Emotions related to learning were changing accordingly**. According to the research data of 2008, learning was associated to negative emotions and stress. In 2012, meanwhile, a completely different learning atmosphere is recorded and it is related to positive emotions (fun, cheerful, interesting and safe).

While comparing the research data of 2010<sup>11</sup>-2012, a dramatic change is recorded – **the knowledge of PIA users how to use the Internet safely improved significantly**. Based on the research data of 2010, this knowledge of PIA users was rather poor and the research participants knew only a few online threats. In 2012, meanwhile, **PIA users could not only name a lot of various threats, but also knew the ways how to protect themselves from these threats**.

## **5. The Abilities and Motivation of Libraries' Staff to Use Information Technologies**

### **5.1. Indicator 2A. [Improved] Skills and Knowledge of Libraries' Staff to Use Information Technologies**

- *the research participants consider that the abilities of libraries' staff to use the computer are strong. In most of the cases, libraries' staff solve the issues that the visitors face, attend courses intended for libraries' staff to increase their qualification and are improving -*

**The computer and computer program usage skills of libraries' staff**, according to the research representatives, were **evaluated unanimously as strong skills** (*"They know that very well", "They used to call my child to help them clean the mouse and now she knows how to do it and deals with that herself", "They are computer literate, everything is fine with them" – the rural unemployed. "There hasn't been a case when they wouldn't help", "I haven't noticed that our librarians wouldn't know anything" – rural seniors. "A librarian is like a professor in the university now", "They are strong now and well-equipped with knowledge", "Yes, indeed, they will tell you anything you need to know" – urban seniors. "They are making posters, advertisements, they are making the font bigger, they are inserting pictures – they can do everything" – rural residents*).

**The main factors indicating that the skills of libraries' staff while using the computer are strong**, according to the research representatives, are the following:

- ✓ **In most of the cases, libraries' staff solve the issues that the libraries' visitors face:** they are able to answer various PIA and computer usage related questions of visitors and, when facing difficulties, consults with others and tries to help the visitors by any means (*"They help you on anything you need, they answer your questions", "I needed something once and the librarian was trying to find out herself how to explain that to me and even called the municipality employee. She was running around trying to find out and eventually she found it out and helped me" – the rural unemployed. "A specialist from Vilnius visited us. There were technical issues, so, imagine, our librarian found out how to fix that...", "We also organized a broadcast in the library with the North Pole on Skype, so whatever we asked for, it was provided. We needed multimedia and she*

---

<sup>11</sup> In the reports of the research of 2008 or 2009, there is no data regarding the knowledge and skills of users how to safely use the Internet.

arranged everything perfectly... We used to say "we would like" this and that and here you go!.. – "rural residents. "If you ask for this and that – she helps you – the rural disabled).

- ✓ **Libraries' staff attends computer literacy courses intended for them**, they are increasing their qualification and improving ("There were some problems in the beginning and now they've improved. They are going to courses and improving", "They are actually going to other places to attend courses" – the rural unemployed. "They know everything", "They even started attending the courses, so they can do anything" – rural seniors. "They've gone through a few stages and they knew something before as well", "When a certain project is implemented, the librarians themselves are attending the courses, so that they could train others" – urban seniors. "They increased their qualification, "They went through long courses, learnt things and know now things really well now" – rural residents. "The librarian is attending the courses to improve, so that she could explain things when necessary" – the rural disabled. "They also increased their qualification, attended courses" – the urban disabled).

In such cases when the libraries' staff are unable to help, according to the research participants, they approach people around for help ("The librarian sometimes asks the children to come and help" – the rural unemployed. "It happens that when there is a virus or when the computer gets blocked, she can't log-in herself, so she calls the IT person and asks what to do. She solves the problem" – rural seniors).

**When the representatives of the TGs of the unemployed and rural residents compare their own IT usage skills and knowledge with the ones of the libraries' staff, they indicated the skills of libraries' staff were tendentially better or equal to their knowledge and skills** ("They know more than us and they are working towards it", "They know the general information" – the rural unemployed". "In some cases she knows better, but I would make it faster" – the urban unemployed. "The librarian knows how to do things better than me", "They are advanced in using Word, they can do anything", "I know that the librarian is aware of these subtleties which may be irrelevant to me" – rural residents) and only **lagged behind the user skills in particular, specific areas** ("Well, the youth is aware of everything and sometimes when you need to download something the librarians are saying that they have never done that and that they don't know how to do it" – the rural unemployed. "I know how to use the programs which the librarian hasn't even opened ever. For example, she doesn't know much about AutoCad or Photoshop", "Specific programs, programs for work that they are not using", "I'm using Excel often, therefore, I might know more" – rural residents). **The evaluation of the representatives of the TGs of children from families at social risk and children whose parents are working abroad differed.** Some of the representatives of these TGs indicated that their skills to use the computer are better than those of the libraries' staff and some others claimed, on the contrary, that the skills of librarians are more superior to those of themselves. While analyzing particular areas where these skills differ, the following tendency may be noted: **according to the representatives of the TG of children, children know how to use social networks and play computer games better than the libraries' staff, meanwhile, librarians are better skilled in protecting themselves from viruses, using particular programs, looking for information online and training others** ("We know better how to do things on social networks, we type faster and play computer games, but the librarian is better in looking for information and in using Word or Excel" – rural children from families at social risk. "When computer gets full of viruses, the librarians know how to get rid of them and how to protect the computer from them better", "We are better in using Facebook" – urban children whose parents are working abroad. "We know how to play computer games better", "They have better skills of training others" – rural children whose parents are working abroad). Meanwhile, **in the opinion of the representatives of the seniors and the disabled, the IT usage skills of libraries' staff are better than those of themselves, however, they are not as good as those of visitors, especially, students** ("Our skills are much lower than those of librarians", "Our skills are much lower, there's no doubt", "Young students probably know better" – rural seniors. "Maybe the students are superior indeed, they don't even need librarians" – urban seniors. "The librarian knows better. Unless there is a student studying technologies knows more than her, but, in general, I don't think so" – the rural disabled. "Students might know better" – the urban disabled).

Research participants also indicated that **the skills of individual libraries' staff differ** ("Not all the librarians are of the same level, they can't all know everything. If one of them knows how to print and I need to know how to use a particular program, she might not know how to use it..." – the urban unemployed. "There are younger and older libraries' staff. The older ones don't know very well and the younger ones know more" – rural children from families at social risk). It was also mentioned occasionally by the representatives of the TGs of the unemployed and children that **libraries' staff lacks the English language knowledge** ("They don't know much English, so if you need to say or write something in English, they won't help you. She doesn't know" – the urban unemployed. "The librarians don't know much English" – urban children whose parents are working abroad).

In terms of the **abilities of libraries' staff to train others computer literacy**, most of the research participants who participated in the courses indicated that **this knowledge of librarians is also strong: librarians are able to clearly provide the training material, to adapt to different paces of training, consults others willingly and are also training others not only during the courses, but after them as well** ("Slowly, with no rush, I liked it", "She approached everyone", "You learn something

new each day", "Well, they teach and show, you can even go and ask for something after the courses are over. You can even call from home, they will always help you", "You need to practice, not only read books. They trained us how to register, I liked it very much", "They introduce you to the things, they provide you with the material, books, you see everything live" – the rural unemployed. "Our librarian is very patient, she is flexible to adapt to everyone" – rural seniors. "If you ask the librarian something, she will stay after the courses and she'll explain things to you. The lecturer, instead, only stays as long as he needs to and goes", "A librarian will stay overtime until she makes it clear to everyone", "She knows who learns things faster, who learns slower..." – rural residents). Nevertheless, according to the representatives of the TG of residents, **the knowledge of libraries' staff is sufficient to teach beginners and users at an intermediate level**, meanwhile, the competence of libraries' staff is insufficient for training advanced users and a lecturer is required ("Our librarian is training seniors and beginners and a more professional lecturer is required to trained advanced visitors" – rural residents). While discussing the length of the trainings, most of the representatives of the **TG of seniors** indicated that **not enough time is devoted to trainings** ("I'd say there are too few hours intended for that. If you start from scratch, it's not enough time", "The time intended for trainings was... two or three months... it could have been longer", "Once a week – this is nothing... It should be more times per week", "They should extend it" – urban seniors).

While discussing in general the computer literacy trainings, most of the research participants emphasized that **they especially liked informal communication during the trainings, the trainings encouraged the community spirit**, some of the groups formed during the courses keep on meeting after the courses are over and based on these meetings groups and clubs of like-minded people formed ("We all knew each other, so it was friendly, no stress whatsoever", "Let's say our librarian was our former literature teacher, so it's very easy to learn things when you do it with someone you know", "There was a help desk and we were drinking coffee" – the rural unemployed. "My group in the trainings was so cool that we tried to unify after the courses and we are trying to meet in the library for two hours or so at least once a week" – rural seniors. "There are courses and then there's a very nice ending of it, communication" – rural residents).

*- the IT usage skills of libraries' staff were improving during the entire period of Project implementation, they did not lag behind the novelties established in libraries and remained sufficient while serving most of the libraries' visitors -*

It may be noted that, **during the Project implementation, the IT usage skills of libraries' staff were perceived as strengthening** (a more obvious improvement of the competency of libraries' staff was noted in 2010). As the IT usage skills of the libraries' staff were evaluated as the ones meeting the needs of most of the visitors during entire Project implementation period and the skills of the visitors were also considered as improved, it may be claimed that **the skills of libraries' staff to use IT were improving during the entire Project implementation period, did not lag behind the novelties established in libraries ad remained sufficient while serving most of the libraries' visitors.**

## **6. Specific, Hard to Reach Social Groups and the Experience of PIA Usage**

### **6.1. Indicators 4B and 4C. The Experience/ Activities of Hard to Reach Groups for which the Users Use Public Internet Access in Libraries the Most Often**

*- libraries satisfy the needs of most of the specific, hard to reach target groups by performing the social function and the creation of the environment favorable for socializing. Libraries pay the most attention to satisfy the needs of children and senior TGs, however the needs of the disabled TG are least satisfied -*

While discussing the experience of the specific, hard to reach target groups (children from families at social risk, children whose parents are working abroad, seniors, the unemployed, rural residents and the disabled) in the Project frame, research participants indicated the following **unique needs of these groups** regarding public Internet access in libraries:

- ✓ **Children from families at social risk and children whose parents are working abroad:**
  - Public Internet access and the library in general, according to the representatives of the TG of children, satisfies **their need for occupation after school** (*"There wouldn't be what to do while waiting for the bus..." – rural children from families at social risk. "There wouldn't be gatherings and activities after school" – urban children whose parents are working abroad*).
  - the TG of children **has a unique need for IT novelties** (*"There could be wide-screen monitors, we've got used to them already and here they are so tiny", "We had headphones here, but now they're gone, someone took it", "Library is the best for me, as the computers are smart, very good, wide-screen" – rural children whose parents are working abroad. "There could be more computers" – urban children from families at social risk*).
  - The representatives of the children's TG also **expressed the need for privacy while using the computer and public Internet access in libraries** to isolate themselves from both other children and older libraries' visitors. Although some representatives of the children's TG mentioned occasionally that libraries used some means to ensure privacy (*"Earlier they used to let bunches of people sit by the Internet and now they separated it and you have more privacy by the computer" – rural children from families at social risk*), however, currently, according to the representatives of the children's TG, libraries are only partly satisfying this need (*"If there were no oldies, we could relax more", "Sometimes a visitor starts organizing things, molesting people, sending us home" – urban children whose parents are working abroad. "It happens that they shout sometimes, you can't concentrate due to the noise", "Earlier they used to let bunches of people sit by the Internet and now they separated it and you have more privacy by the computer" – rural children from families at social risk*).
  - the representatives of the children's TG expressed **a need for events intended for children** (*"More events for teenagers and children", "Some sort of assignments, like who is going to find something online faster – that person gets a prize", "Let's say they could be showing more interesting movies at 3 p.m. on Thursdays, "I'd like that all children got together and did something, that there were some events" – rural children whose parents are working abroad*).
  - according to the TG representatives of rural residents, **children from families at social risk find the following function of the library important – library as a social space that diminishes the social disjuncture of these children and would make their integration into the society easier** (*"These events for children or a week of Northern tales. Children from asocial families come and it's integration, they realize that a different type of communication exists... And a librarian is able to make them talk at least a little bit", "There are children from difficult families who do not have computers and they attend libraries, stay at the computers and in this way they are being drawn out of that environment" – rural residents*).
- ✓ **Seniors:**
  - in terms of the unique needs of seniors for public Internet access and the computer, most of the TG representatives, including the seniors, indicated that **seniors in particular require more attention and help from the librarian**, especially when performing more complex operations, for example, when using online banking (*"The most help is needed for seniors, that's no doubt" – rural seniors. "We sometimes can't see" – urban seniors. "Seniors need the most help, as the children learn faster, they get trained at school as well and the seniors need to be taught something in particular" – rural residents*).
  - the representatives of this TG also mentioned occasionally that they **had a need for the English language courses** (*"I'm limited by the English language", "It would be amazing, if there were English courses" – urban seniors*).
  - according to the representatives of the unemployed, **older libraries' visitors need programs in Lithuanian** (*"Windows should be made in Lithuanian for the older people. I know it a little now, but others know what they need, but they don't understand, they say – at least it was in Russian" – the rural unemployed*).
  - in terms of the needs of this TG for libraries, both seniors and the representatives of other TGs indicated that **the function of the library as a favorable social environment is**

**especially important for the seniors** where they can meet and socialize (*"We organized some events through the "Bociu Union", we tried to do it with the library, we didn't believe there can be such a big hustle and bustle... Masses of people came and seniors need activities and events desperately"* – urban seniors. *"A club of old ladies gathers here every night and they discuss what they read in magazines"* – rural children whose parents are working abroad).

✓ **The unemployed:**

- the main need of the representatives of this TG for public Internet access is **its availability** (*"To me it's the most relevant that there's free Internet access", "Money is an always relevant issue and here it's free of charge"* – the urban unemployed. *"It's important for those receiving low income and who do not have the opportunity elsewhere to get it for free"* – the rural unemployed).
- according to the representatives of the TG of rural residents, the unemployed need additional **attention and help from a librarian while looking for a job** (*"Even to help in writing a CV for the unemployed", "The requirements for CV are changing every few years"* – rural residents).
- in terms of **specific events intended for those looking for a job, the unemployed indicated that they did not have such a need** (*"It would hardly help", "They would not tell me anything new, it's not necessary", "We didn't know ourselves"* – the rural unemployed).
- the representatives of the TG of the unemployed also indicated that they are limited by the lack of English knowledge while using the computer and PIA and they **expressed their need for English language courses** (*"Well, I'd like to improve my knowledge", "When you are looking for something, it's often described in English, so you have to know a little bit of English for that"* – the urban unemployed).

✓ **Rural residents:**

- according to the representatives of TG of seniors, rural residents **need more attention from the libraries staff**, because they have fewer opportunities to learn and use computers or PIA (*"Rural residents know less, they don't have computers..."* – urban seniors).
- **unique needs of the representatives of the TG of rural residents for public Internet access are related to the usage of e-services:** online banking, e-mail, e-shops, online declarations, etc. (*"We are paying for the apartment, for the heating", "We are paying and we're paying in the library, we are buying online, we're buying cars", "You don't need to go anywhere and waste time"* – rural residents).
- while discussing in general about the needs for the libraries, the needs of this TG are related to **the function of the library as a social space:** community projects and various events are especially important to rural residents (*"In general, the communication with the librarian is nice, we are organizing events, we're thinking where to get more interesting people from... Now we're inviting people regarding speed reading and the memory development"* – rural residents).

✓ **The disabled:**

- in the opinion of the TG representatives of rural residents, **the disabled also need more attention and help from the libraries' staff** (*"You have to give the most of attention to the disabled. Those who can't work come to libraries"* – rural residents).
- the **unique needs** of this specific, hard to reach target group **are related to their disabilities** (*"Access, lifts, etc."* – rural residents).

In terms of the satisfaction of these unique needs, it may be claimed that **libraries satisfy most of the needs of specific, hard to reach target groups by performing the social function – by creating a favorable environment for socializing.** In terms of specific, hard to reach social groups needs, libraries pay the most attention to satisfy the needs of children and senior TGs, however the needs of disabled TG are least satisfied. Only a few libraries have entrances, elevators and special computers adapted for the disabled (*Please, look at the Indicator 4D for more information about the activities intended to attract specific, hard to reach social groups*).

While discussing the most common purposes of PIA usage in libraries, it may be noted that **specific, hard to reach groups use the Internet for the same purposes as other libraries' visitors: looking for various information, communication and leisure purposes** (e.g.: hobbies, games). With regards to the PIA usage purposes of particular special, hard to reach groups, the following tendencies can be distinguished:

✓ **Children from families at social risk and children whose parents are working abroad** unanimously indicated that they used PIA in libraries for:

- leisure (games) (*"We play", "Guys play games" – rural children from families at social risk; "My friends come over and we play CounterStrike"– urban children whose parents are working abroad*);
- communication (social websites) (*"I socialize in social websites", "E-mail, social websites, Facebook", "I sometimes write an e-mail to my cousin in the States", "I socialize" – rural children from families at social risk*);
- looking for information (studies) (*"I look for information", "My activities include Lithuanian Union of Rifles, I am a volunteer – there is a website of the team, so I am looking for information about hiking and events" – rural children from families at social risk. "I study", "When I need information for my papers", "I go and visit the website of my school to check what sort of contests were organized and who won what" – rural children from families at social risk*).

Children whose parents are working abroad also claimed that they did not use the Internet for communicating with their parents due to the lack of privacy in libraries (*"You won't be talking to them when anyone can hear you – everybody is watching, they can see the messages. We miss privacy while talking to them", "It's aggravating that there are people behind your back", "It could be set up in a way that nobody could see my screen" – urban children whose parents are working abroad*).

✓ **Seniors** are using PIA most frequently for:

- reading press online, (*"I mostly read press", "I read all the news", "I usually read periodicals" – urban seniors*);
- communicating/ writing e-mails, (*"It's for communication, I check e-mails", "I communicate with my son" – urban seniors*);
- leisure time (games) (*"I play games the most often, e.g. Sudoku", "I play Poker", "I really love playing games. Childish ones the most often where I have to feed chicken", "I play cards – if I make it, I win" – urban seniors*);
- buying/ordering goods or services online (*"I order tickets to events", "I order Avon" – urban seniors*);
- looking for information regarding leisure time (hobbies) (*"I check for books online and when I go to a bookstore I know which one I want", "I chose a telephone online", "I check which medicine is the right one, how much it costs, which ones are cheaper", "I look for recipes", "I am looking for information" – rural seniors*);
- watching TV programs/ listen to the radio online (*"I watch programs", "I am listening to radio programs. Sometimes I get to hear the last word only, so I get curious and I write down the date and time and listen to it online", "I like it, I listen to concerts", "I watched something about animals..." – rural seniors*).

The representatives of the TG of the seniors claimed that they did not use Skype online in libraries either due to lack of privacy (*"It's not comfortable or nice to talk there in the library", "We are not using it in public" – urban seniors*).

✓ **The unemployed** indicated that they used the PIA in libraries the most often for:

- reviewing job advertisements (in urban areas) (*"Job ads", "I am checking the website of the job center regularly" – urban unemployed*);
- reading press (*"I always check lrytas.lt and bernardinai.lt", "I post advertisements for car sale", "Advertisements who sells what" – rural unemployed; "I am checking the news and look for information", "For looking at the newspapers", "I am looking for information or check the things I want in the ads" – urban unemployed*);
- looking for information (for treating health problems, for hobbies) (*"I log-in to see my child's grades", "I am looking for answers to some medical questions. When you're sick, you are looking for symptoms and how to treat them", "I got sick a year ago, so I am looking for treatment methods of this disease. I've found various articles and you nearly become a professional of that area", "I got sick, I checked the anatomy of the human body and more or less found out what was hurting, so I went to the pharmacy and asked for medicine to relief liver pain" – rural unemployed; "I keep the track of real estate prices" – urban unemployed*);
- communication (*"Social network Netloger" "E-mail" – rural unemployed; "mostly social networks – since I lived in Scandinavia, I have many friends there" – urban unemployed*);

- leisure (*"Films and music, Youtube", "sometimes I play games" – urban unemployed; "I watch movies" – rural unemployed*).

As opposed to the unemployed in urban areas, the unemployed from rural areas indicated that they usually get information regarding job opportunities from their acquaintances and use the Internet for that purpose less often, as they found out about the available job which they are interested from other sources faster than online (*"I'd like to get a job in Raguva, but I know there is none available. People over there know that I want a job there, so when it's available someone will definitely call me. I am not looking for it anywhere else much, because I don't want to drive", "I am not looking for it online, I'm trying to count on other sources – acquaintances, neighbors, they know everything and share it with me", "I hear it from friends" – the rural unemployed*).

✓ **Rural residents** most frequently use PIA for:

- looking for various information (news, events, medicine, weather) (*"Mostly for information– less for news", "You sometimes need some sort of knowledge. My mum is elderly, so I sometimes need medical information", "you look for information, it's interesting, I also check the weather forecast, because I walk a lot, so that I know what to wear", "Information, of course, to find out the news...", "We also check the events where and what is going on we look for information" – rural residents*);
- communication (mostly by e-mail) (*"More for forums, printing and skype occasionally to get in touch with friends and relatives in Moscow", "I write e-mails to my old friends, I have new friends on Facebook, sending photos" – rural residents*);
- for work related activities (*"Communication, work related issues, work e-mail, you reply those... you write to the people you know or, if I need to reply to something quickly, I go to my mail. For example, one painter sent me photos of the paintings and I didn't have to go to Vilnius to see them and I knew what she was offering", "I am teaching human safety, there are no books for this, so I look for information online and download it" – rural residents*);
- also they use online resources (e.g., paying bills) (*"I pay the bills", "We are paying for everything – for the apartment, for electricity, for everything" – rural residents*).

✓ **The disabled** most frequently use PIA for:

- communication (*"I use Skype. When we are talking with my brother, he's on another side of Lithuania, in Radviliskis, he hardly ever picks up the phone, he's very busy, but it's been a year and a half since we've been in touch through Skype. He lets me listen to the music and if I like it I ask him to send me the file with the song" – the rural disabled; "Dating portals to talk to people", "I keep in touch with relatives and friends", "E-mail", "For communication. Facebook, e-mail, writing e-mails" – urban disabled*);
- leisure time (*"I look online or in the press at the patterns how to knit with a crochet" – the rural disabled; "You find out the weather forecast, spend some time in one.lt with friends", "I play all sorts of games: with bubbles, with snakes, building houses", "I download music creation programs online" – the urban disabled*);
- looking for information (news, medicine related information) (*"information or the press – I'm a curious person, so you just open Google and find the information" – the rural disabled; "Information", "I look for information", "news and information", "The search for information, let's say, recipes..." – urban disabled*);
- for using online resources: making appointments at doctors', performing online banking operations (*"online banking", "There are health problems, so I like that you can go to santa.lt and pick your doctor. Then you see immediately the working hours and then you can make an appointment, you can see what times are already booked on Monday or that you can't make an appointment on Friday..." – the urban disabled; "I even made an appointment with the doctor online yesterday" – the rural disabled*).

In comparison to the research data of the previous year, we can note that although, **during the last year, the major PIA usage skills** of specific, hard to reach social groups **remained the same** as the previous year (communication, information search and the ways of spending leisure time dominate), **the research participants were not able to indicate more varied examples or situations where they used PIA**. Meanwhile, during the previous year, **the emerged growing tendency of the usage of online resources (e-commerce, online banking) remained recognizable during the last year as well**: some representatives of the TGs of seniors, rural residents and the disabled claimed that they bought/ordered goods or services online or used the services of online banking.

## 6.2. **Indicator 4D. The Existence of Programs or Other Mechanisms to Involve Hard to Reach Target Groups**

- *although particular activities to attract specific, hard to reach groups are being organized in libraries, they are more individual and occasional actions, rather than continuous programs/ mechanisms -*

While discussing the needs of specific, hard to reach groups, research participants indicated the following activities which, according to their notion, are intended for the attraction of specific, hard to reach groups:

- ✓ **Children from families at social risk or whose parents are working abroad.** The research participants did not identify any means intended for these groups. According to the research participants, there are no means intended exceptionally for these children TGs. The means and activities used and organized in libraries are intended for all children in general. Nevertheless, as the research participants claimed, the most attention is paid to attract children TG to the libraries (*"The most events are organized for children, because they are the most frequent visitors" – rural residents*). In general, we can distinguish the following means of children's attraction:
  - **Events, contests and exhibitions of paintings and handcrafts are organized** (*"There was a contest of paintings, we needed to make postcards", "They organize contests and reading days", "There was a contest for fast searching, I liked it" – rural children whose parents are working abroad. "My brother participated in an activity where he needed to read a book and draw a picture and they gave sweets for each of the picture", "The librarians would come to school and would tell us that there is a contest going on", "In our library they are inviting the small ones to go and listen to fairy tales" – rural children from families at social risk. "There was a day of angels, it got children together", "Events for children or a week of Northern tales", "There are fairy tale readings for children sometimes" – rural residents. "To me the drawings of children is very beautiful, now they are being shown in libraries, I saw they were cutting paper castles and hills and were coloring them afterwards" – the rural unemployed. "Sometimes there are such readings when the librarians read tales to the little ones and decide, for example, that they would be reading something for a few Fridays" – the rural unemployed*).
  - **Spaces and toy places established especially for children** (*"Our toy room where children can play", "You can play table games" – urban children from families at social risk. "There are rooms for children" – the urban unemployed. "We have a room for kids with toys and books" – rural seniors*).

Nevertheless, some of the representatives of the children's TG indicated that today they were still missing events and activities intended for children (*"More activities to be done with children are missing", "So that there were things to do, maybe to something with paper, for example", "We need events with prizes", "There should be a competition how to find something online, contests and quizzes" – rural children whose parents are working abroad*).

- ✓ In order to attract the TG of **seniors**, according to the research data, **events intended for seniors** (*"Before Christmas they organized "Let's warm up the souls for seniors, so there were a lot of people, we participated and were happily heading towards the cultural center", "I appreciate events about trees. There were some for seniors, I participated in them" – urban seniors*) and **computer literacy courses are organized for seniors in libraries** (*"We learnt together in computer literacy courses and now we still get together sometimes" – urban seniors. "All our seniors learnt things, were interested in them, were coming here", "Our librarian is teaching seniors" – rural residents*). According to the research data, this TG can be considered as a group of active Internet users. According to research participants, seniors actively participate in the events organized by libraries that are intended for all libraries' visitors, they also form clubs and groups (*"They are organizing meetings with actors, they organize events, it's interesting, I take part in them as well", "Recently there was a meeting with Dolorosa Kazragyte, even movie directors from Suvalkija came", "Selemonas Paltanavičius has been here, it was a very interesting event", "Plus, there is communication" – rural seniors. "Seniors do such activities together with others... I've been to Italy and I've seen the knit works they have, so the knit works of our women from Kacergine are fantastic, you can't compare" – rural residents*).
- ✓ To attract the TG of the **unemployed**, special **events intended for the unemployed** are also organized. The main attention in them is paid to help and consultations while looking for work (*"I've heard there are particular days and hours for that" – the rural unemployed. "They learnt how to write a CV. The librarian had an example and taught me how to write it" – rural residents*).

Nevertheless, according to the TG representatives of the unemployed, such events are organized more often in urban libraries, meanwhile, in rural libraries there are no events organized that are intended for the unemployed (*"It probably happens more often in urban areas" – the rural unemployed*). Speaking in general of the need of such events, TG representatives from rural areas indicated that they have doubts regarding the popularity and effectiveness of such events (*"They could hardly help", "If you want to find a job, you can find it everywhere", "They don't tell you anything new there, it's useless", "We can find everything by ourselves", "We have a community Upyte, there is a farm, so you can get a seasonal job there" – rural unemployed*).

- ✓ Research participants could not indicate the means to attract **rural residents**. According to the research data, this TG attends the events organized by libraries actively and contributes to their organization.
- ✓ Most of the research participants could not indicate the means to attract **the disabled**. (*"I haven't heard that there was something for the disabled... but it would be very nice", "I haven't heard of it. Maybe there are some things going on..." – rural unemployed*). According to the research data, **most of the libraries are not adapted to people having movement disabilities** (elevators, special entrances) (*"We only have the entrance to the building adapted" – rural seniors*. *"They could make it, so that libraries were adapted to the disabled", "Our libraries are not adapted", "If they can climb the stairs themselves, that's fine, but if not – then it's really tough" – urban seniors*. *"There is a young guy in a wheelchair, but there are steps to get to the library, he wouldn't be able to come in", "The community could adapt the entrance for the disabled, there are only two steps" – the rural unemployed*) and do not have **computers for people having low vision or the blind** (*"There's nothing like that in our library", "There is a computer for low sight people..." – urban seniors*). It was mentioned occasionally that sometimes events are being organized for the disabled (*"The event was called "For the disabled" or something or other... For the community of the disabled. In order to encourage them to fight their disability and not to give up. These are the events we have... But I didn't go there, I don't advertise the disability so that everyone can see it" – the urban disabled*).

In general, we can claim that the same as in 2010, **the most attention was paid and the most activities in libraries were intended for all libraries visitors in general**. Meanwhile, **the attraction of specific, hard to reach target groups, depends on the activity of the groups** while participating in these libraries activities. TGs of children and seniors can be distinguished as those, who's needs to satisfy libraries pay the most attention. Meanwhile, activities intended for other specific, hard to reach groups are more **individual, occasional actions, but not programs/ mechanisms**.

While discussing **the promotions<sup>12</sup> organized due to the project "Libraries for Innovation"**, most of the research participants indicated that they have heard or participated in events "Safe Behavior Online", "Brain Battles of Gustavas", "Autumn Goodies" or "The Secrets of Health". Research participants evaluated these promotions positively:

- ✓ **"Brain Battles of Gustavas"**. While evaluating the reactions of the research participants, it can be stated that this promotion received the most attention, especially from the young visitors of libraries and, in turn, was evaluated positively (*"I liked it a lot, there were questions, you needed to choose a name for your team..."*, *"My friends and I liked answering the questions" – rural children from families at social risk*. *"I liked collecting points, we won some prizes" – urban children whose parents are working abroad*. *"We were under siege here, there were children participating here, I liked it a lot, we wanted to outcompete one another when answering the questions, there was ardor" – rural residents*. *"In spring there were "Brain Battles of Gustavas". People gathered and communicated directly, the whole country was online, everyone was told about it" – the rural unemployed*).
- ✓ **"Safe Behavior Online"**. It was evaluated positively by both children and adult research participants. According to them, the information provided during the event was useful and delivered in an interesting way (*"I liked it very much, I even received presents", "I liked that I had to answer questions", "It was interesting to me, very useful and it wasn't too long" – rural children whose parents are working abroad*. *"We found out a lot", "We were sitting by the computers, we needed to answer questions, I loved it" – urban children from families at social risk*. *"I've heard there were a lot of people, the youth liked it the most", "When you have a teenage daughter, all these "Safe Behavior Online" helped me a lot while communicating with her, I read what to say to her, how to communicate" – rural residents*. *"We participated, we've been there. I consider it to be very positive, it's useful information" – urban seniors*).

---

<sup>12</sup> During the research, the purposefully discussed events organized due to the Project included "Postcard from the homeland", "Safe behavior online", "Brain battles of Gustavas", "Family battles", "Library and partners", "Let's create a modern library", "Let's learn to draw on the computer", "Career path – the profession of the librarian", "A volunteer in the library", "Internet advises you", "Autumn goodies", "The secrets of health".

- ✓ **"The Secrets of Health"** received the most attention from the adult libraries' visitors. This translation was evaluated especially positively by the representatives of the TGs of the unemployed, seniors and the disabled. According to them, the information received during the event was relevant, interesting and useful (*"It was about herbs, I liked it a lot..." – urban seniors. "I was there, I liked it and it was valuable" – rural residents. "A pharmacist was talking and the dietologist women spoke as well. I wanted to write down a few recipes and they told me they are there online somewhere", "I liked it a lot, I received a lot of information"– the urban unemployed. "You find out about herbs. Before I wouldn't have imagined that some sort of grass could be a herb. You learn that they exist. You learn something in the end", "I also liked it a lot when they were talking in the library about herbs", "Very good, I need to revise, especially the last one about herbs" – the rural unemployed*).
- ✓ **"Autumn Goodies"** and the contest of recipes received great attention of the adults and older libraries' visitors. Research participants evaluated this event positively. According to them, the information received during the event was interesting and useful (*"I liked it a lot, it was very useful information" – urban seniors. "I wrote down the recipes and I loved it", "It was about conservation, I enjoyed it a lot" – rural residents*). Nevertheless, some of the representatives of the TG of seniors mentioned occasionally that this translation lacked interactivity (*"I didn't like it there that they were talking among each other, they were talking there and they mainly did not tell us anything. They could communicate more with the auditorium, they could involve them more" – rural seniors*).

Although most of the research participants claimed that they heard of the other events of the Project only occasionally and only a few of them indicated that they participated in them, in general, such **initiatives of the Project were evaluated positively both by children and the adult TG representatives** (*"I participate in all of them, I like it. Common events are good" – the rural disabled*).

*- the initiatives organized during the Project implementation encouraged libraries to provide more attention to specific, hard to reach groups, however, these activities of libraries remained single, occasional and did not emerge as continuous actions or programs -*

**After summarizing the data of the research of 2008-2012**, it can be noted that:

- ✓ There were no significant changes in terms of the programs/ mechanisms for the attraction of specific, hard to reach target groups. Although during the period of four years, due to the initiatives of the Project "Libraries for Innovation", various events and activities were organized for specific, difficult to reach target groups and it encouraged libraries to organize individual activities for these groups, however, **libraries have not individually created any programs or continuous activities to attract specific, hard to reach groups and their actions remained oriented towards all libraries' visitors** commonly dividing them into children and adults.
- ✓ **The needs of specific, difficult to reach target groups for public Internet access formed in a slow pace during the period of four years.** According to the research data of 2008, most of the research representatives could not indicate unique needs of specific, hard to reach target groups for PIA (the needs of the disabled is an exception). Meanwhile, according to the research data of 2012, research participants could indicate particular needs of specific, hard to reach target groups regarding the PIA. Thus, we can make an assumption that the **unique needs of specific, hard to reach target groups regarding PIA formed together with the practice of more frequent PIA usage and with the help of the project "Libraries for Innovation"**.

## 7. Social Benefit Received by Individuals and the Community due to the IT

### 7.1. Indicator 7A. The Benefit Received by Users and Its Perception

*- the main benefits provided by IT to the community and individuals are expressed through the improvement of the standard of life and the reduction of social disjuncture -*

While discussing information technologies, research participants indicated a lot of benefits provided by IT to both individuals and the community. When analyzing the research data, it can be noticed that the benefits named by the research participants can be grouped into two **main benefits of the improvement of the standard of life and reduction of social disjuncture**. While evaluating the contents of these both benefits, we can assume that **the benefit of the improvement of the quality of life is more related to social and economical IT benefits to individuals**, meanwhile, **the benefit of the reduction of social disjuncture is more related to social benefits provided to the community and social groups**. Nevertheless, it remains relevant while discussing separate individuals of the community.

Generalized **benefits provided by the IT** are provided below:

- ✓ **IT improves the standard of life of separate individuals and provides:**
  - **The opportunity to communicate**, to meet people **despite the place of residence and the distance**: *"They meet, there's passion... I know people like that who found a husband..."*, *"I graduated from school in Ukraine and I am starting to find the friends from my youth"*, *"We communicate through Skype or by e-mail. One being in one part of the world, another – in another one"*, *"We find classmates, we advertise class meetings"*, *"I keep in touch with my brother who has been in Ireland for five years. I can see him, I can talk to him, I can laugh together with him"*, *"I come to the library and I see when people of age of 50 come and talk to their children who have left abroad"*, *"One had just got a grandson and I heard him discussing today that he'll see his grandson on Skype"*, *"People miss seeing faces, especially of those who have left" – rural residents.* *"We are talking with the family. We visited our daughter two years ago and our granddaughter was in France. During the dinner we talked and daddy even started crying" – rural seniors.* *"The family was gone, so the grandma would communicate with the granddaughter on Skype, she would recite poems to her" – the rural unemployed.* *"You can see an old friend on the camera who you haven't seen for a long time"*, *You can speak on the microphone and use a video camera with the friends who are abroad" – rural children from families at social risk.* *"My mom found my dad on one.It" – rural children whose parents are working abroad.* *"My friend left to live abroad, so I can get in touch with her"*, *"We talk with my brother who is located on another side of Lithuania, in Radviliskis. He hardly ever answers the phone, very busy, so we have kept in touch on Skype for one and a half years now" – the rural disabled.*
  - **Various opportunities of information** (including specific, hard to find information) **search and finding it**: *"There are books which you can't find in the library. I went to the Oxford university's website and it's good that you can read books which are expensive and that are difficult to get"*, *"In general, the training material, for example, regarding medicine which is hardly available anywhere else is available online"*, *"It makes the search for information faster" – rural residents.* *"They were hunting and the dog was missing. A pedigree Lithuanian beagle. Half a year later they found out online that people found it next to Jurbarkas, by the river Nemunas. They went to see that dog and it was indeed their dog" – rural seniors.* *"We are checking the weather every day, because my husband is a farmer and he needs it" – the rural unemployed.*
  - **The opportunity to use various e-services, to perform various operations online** (more emphasized by TG representatives from rural areas): *"For paying bills, for checking the bank accounts"*, *"There are no more books where they write your marks. Now it's all online: the remarks from teachers, info what they are doing during the classes on a daily basis – you always know what's the homework and if they've done it"*, *"It's so nice to pay the bills like that"*, *"Seniors pay the bills"*, *"To fulfill a declaration, a librarian explains you, because you forget each year and this is the point where they explain it to you"*, *"We pay for the apartment, for heating, we buy online, we buy cars" – rural residents.* *"We pay for the collective aerial, I have a bill and I don't have how to pay it. Details of a few banks were*

indicated and the Post office of Dauksiai doesn't accept it, so I paid it online and I'm happy" – rural seniors. "You can make an online appointment to the clinics" – the rural unemployed. "You can buy tickets online" – rural children from families at social risk.

- **More varied leisure related opportunities:** "I like looking for addresses, looking at maps. When I need to go somewhere, I make routs. You can watch good movies that were awarded in Cannes", "A little women of 60 years old likes to sew, knit, so she runs to the computer, checks the patterns and goes for them" – rural residents. "I'm a collector of post stamps and I keep in touch with people from 15 countries and then we exchange post stamps... You send an envelope with post stamps to capitalist countries... Then we get in touch online to confirm that we received the mail. I also find the people who want to exchange post stamps online as well" – urban seniors. "I do patchwork, and there's plenty of information about it, it's fantastic" – the urban unemployed. "You can watch old movies" – rural children from families at social risk.
- **The opportunity to share practical experience and to consult** regarding various questions: "I bought an item and I have a problem. You look up in the club and find out different opinions and it turns out to be true – how to do this and that technically, how to eliminate faults. Forums are very useful stuff" – rural residents. "When something happens at home, I look up what I can do, how I remove a spot, for example. If I succeed, I share my experience", "You can also make you heal. You feel where it hurts, you read about it and you become healthy again. For example, how to treat cough – I took some pills, it didn't help. I read that you need to put some honey on a cabbage leaf and put it on your chest. I'll try it when I get back home" – the rural unemployed.
- (Mentioned occasionally) **New job opportunities:** "The husband of my granddaughter was working in an international customs in Vilnius. He went to Denmark and he is still employed at the same place, only through a computer. So it turns out he is "carrying his job" with him..." – rural seniors.
- Includes **economic benefit as well** which is expressed through:
  - **Saving money:** "Reading books and magazines costs a lot, if you buy them from the book stores and this is very good for people"; "In terms of money, you would pay lot even for your phone calls, but you have e-mail and Skype instead..." – rural residents. "Last summer my son invited me to go to the States. I said the prices in travelling agencies were horrific. I told him I was not coming. Less than half an hour later my son called me that he found tickets for half price in the States, he sent them to me, I printed them out and that's it", "I like solving crosswords, so I send my answers online, because the envelope costs a lot and here it's free" – rural seniors.
  - **Saving time:** "To make appointments at doctors', to pay the bills... It's much faster", "It makes it quicker, it saves time", "You can do a lot of other stuff during the time that you would waste here" – rural residents. "You can request something quickly and it takes long for real letters to reach the destination...", "Earlier I used to go to the town to pay the bills, but now I don't need it anymore, I pay it at home", "When you come to the town, there are so many people there before the holidays that you would need to wait for a few hours in the bank" – rural seniors. "Time is saved and there is all information online that you find in books, but the difference is you find it online in two minutes – it's an advantage" – the rural unemployed. "In case you don't find it in one library, you have to go to another one" – the rural disabled.
  - **An opportunity to find a job:** "To get employed abroad, you fill in information and check the employer, if they are reliable. When the unemployed come, they get help in finding ads, they make calls, more than one person found a job just sitting there next to me" – rural residents. "There was a casting for a movie, they were looking for elderly actors and I sent my photo" – rural seniors. "You can find a decent job, you have to send your CV" – the urban unemployed. "My mum find a job on a computer" – rural children whose parents left to work abroad. "You can be looking for a job on a computer" – urban children from families at social risk.
  - **An opportunity to earn money or improve the economic situation in other ways:** "My child is doing business on the computer. He goes back home after work (he's in the UK) and puts ads online and sells stuff", "Online they help by providing goods, there's a charity website. I wrote down what I need and I already got a "Thank you for contacting us". Now I'm waiting for an answer" – rural seniors.
  - (Mentioned occasionally) **An opportunity for personal development and increasing the qualification:** "We were learning, we graduated from these ACDL courses. I needed to help a lot at work, so I am writing great report, so it was very

*useful, I needed it”, “Me personally, I am developing my English, it’s very good to be learning a language” – rural residents. “Earlier you had to have encyclopedias which are required according to your specialty. Now you go online and find everything you need in a second, my knowledge is expanding in this way...” – urban seniors.*

✓ **IT reduce social disjuncture in the community:**

- **It ensures equal opportunities to reach information and the availability** of services, despite from the place of residence (urban/ rural), income or other factors: *“Children don’t have Internet online, they do their homework for school and can learn. There are assignments where you require Internet, so if you don’t have access to it, it’s no good” – rural residents. “My nephew of 25 years old had multiple sclerosis and he has a university degree, so he is working from home. Computer provides such an opportunity” – rural seniors. “A window to the world, especially for those who are living further away”, “It’s publicly available, especially for those who don’t have it at home” – urban seniors. “You can find out many things, you can discover the world”, “You can buy the things online which are not available in town” – rural children from families at social risk. “It’s available for everyone. Children and come and sit by the computers. You can even print something out, you don’t have to go into town. Some people even write down the projects here. You can write about the village. There are some bright minded people here” – the rural disabled.*
- **It increases the self-esteem of special social groups:** *“A woman who is already 50 years old learnt to use the computer. You should have seen her joy and how she’s confident in herself now” – rural residents. “You write a CV, you print it and you can take it like a real document to places, you look more serious” – the rural unemployed.*

In summary, we can claim that the benefits provided by IT to the community are varied and the **opportunity to use these information technologies, especially the computer, public Internet access in libraries add to the improvement of the standard of life of the individuals and the community and to the reduction of social disjuncture in communities**, especially in rural areas where the opportunities to use various IT are still limited (*“It reduces social distance, you sit there and talk to the entire world” – rural residents*).

*- during the Project implementation, the perception of the benefits of IT and PIA was gradually expanding and included more varied forms in which these benefits were expressed -*

While comparing the research data of 2008-2012, **dynamics of the perception of the benefit of IT and PIA to individuals and the community can be recorded that took place in four years.** When the Project started, research participants emphasized the economical benefit of IT and PIA the most. Meanwhile, in 2009, this perception changed – economic benefit became second-planned and the research participants emphasized social benefits of IT and PIA – opportunity to communicate and the availability of information. During the Project implementation, the perception of users about the economic and social benefits of IT and PIA to individuals and the community was slowly expanding and research participants indicated more varied forms in which these benefits were expressed. It is illustrated the best by the change of the perception of the forms of economical benefit. In the beginning of the project implementation in 2008-2009, economical benefit was perceived as saving money as time. In 2012, despite these main forms, economical benefit was also perceived as the opportunity to find a job, earn money or improve economical situation, as the opportunity of personal improvement or the increase of qualification.

## **8. Library in a Public Domain**

### **8.1. Indicator 5A. The Reputation, Public Perception and the Profile of the Library**

#### **THE EVALUATION OF THE LIBRARY BY THE COMMUNITY**

*- positive evaluation of the library is especially evident in rural communities and the tendency of improving evaluations is related to*

## *the novelties implemented due to the project "Libraries for Innovation" -*

According to all research participants, **community evaluates the library positively and this evaluation was tendentiously improving** during the last years (*"The evaluation by the community was changing to the good" – urban seniors. "The newer the premises and the computers, the better the evaluation" – rural residents*). According to the research representatives, positive evaluation of the library in the community formed historically (*"When they wanted to close the library's branch, the community was collecting signatures and they didn't close it" – rural unemployed. "This evaluation was always positive..." – rural residents*), however, the improving evaluation by the community, according to the research representatives, was also **influenced by the following factors**:

- ✓ **Computers and Internet** established in libraries (*"When they established computers, the attitude changed dramatically" – rural seniors. "It improved, there is no doubt, as Internet is relevant" – the rural unemployed. "We have a cultural center, but it's empty, nobody is going there, because there's no Internet there", "When the computers appeared, the perception improved at once" – rural residents*).
- ✓ **Improved service** in libraries (*"The service is improving – they know which book is given to whom and when it's going to be returned" – rural seniors. "Librarians are friendly" – rural residents*).
- ✓ **A wider spectrum of services** provided (*"You can order any book. If they don't have one, they get in touch with another library and you get it" – rural seniors. "Earlier, if you wanted to print something or make a copy, you had to go to Panevezys – they wouldn't have done that at school and it wasn't yet available in libraries" – the rural unemployed. "All technologies involve the youth, if there were books only, they would only come in case someone told them to" – rural residents*).
- ✓ **Events** organized in libraries more often (*"There weren't as many events before. When they emerged, they started appreciating them more" – urban seniors. "Library became more attractive – I am watching and I can see that these gatherings and events make people to make friends", "They come up with something – someone brings jam, someone brings something else...", "We appreciate it, because there are a lot of events everywhere now" – the rural unemployed*).
- ✓ **The renovation of libraries' premises** (*"Earlier you would come for a second as it was cold and you only wanted to get a book as fast as you could and run away. Now you come like a decent person, it's comfortable, there are settees, it's warm, so you can sit down and read, the lightening is good, comfortable tables" – rural residents*).

It was also mentioned occasionally that the evaluation of libraries' by the community **depends on the initiative of libraries' staff** (*"Four years ago it was very simple – there was an old librarian who wouldn't even clean the dust..." – the rural unemployed. "A lot of things really depend on the librarian. They are improving and are friendly" – rural residents*).

In terms of the evaluation of the library by urban and rural communities, a tendency was noticed that **positive evaluation of the library is much more expressed in rural communities**. According to the research representatives, it is determined by a decreased number of cultural centers and other public sector service providers (*"Community events are going on together with the library. The community and the library are working together. No event passes without the involvement of the library", "As we don't have cultural centers, it's the biggest cultural place for us. We evaluate it very positively – there is a place to meet", "If we didn't have the library or school, there would be nothing in Silai. Library is almost the last thing that is left. There is no kindergarten and no post office anymore" – rural unemployed. "Library is the only place where everyone is gathering, there is no other place", "There's nowhere to go, especially for children. Although not only for children, for others as well" – rural residents*).

While discussing the evaluation of the library among different community members, the representatives of all research target groups indicated tendentiously that **children/the youth and seniors are evaluating the library the most positively**. Such an opinion was expressed by the representatives of the TGs of children and seniors (*"The youth and seniors", "People of our age" – rural seniors. "Seniors and teenagers evaluate it the most positively" – rural children from families at social risk*). In terms of the people having the most positive attitude towards libraries, research participants spontaneously attributed them such qualities as maturity, the hobby of reading books, using the computer and Internet (*"It's people who are mature, who understand what they need" – the urban unemployed. "Those who love reading and books love computer and Internet" – urban children whose parents are working abroad*). However, while discussing **people who are evaluating the library the least favorably**, research participants

unanimously described them as people who are **not interested in anything, who do not like to socialize** and who are the most conservative towards IT (*"Conservative people who do not recognize Internet" – the urban unemployed. "It's those who don't like reading and who don't like gatherings" – urban children whose parents are working abroad*) and spontaneously related them to asocial people. Nevertheless, in terms of asocial people, the opinion of research participants was contradictory (*"Asocial people are not interested in anything except just standing by the corner..." – urban seniors. "Even those who drink a lot read books", "Our library manager invites people from the bar and even those manage to combine bar and books" – the unemployed. "I know one drunkard who comes after the recovery after drinking and books are treasure for him. He comes, picks them up and brings them back..." – rural residents*), thus, an assumption can be made that the state of being asocial is perceived as something opposite libraries' values, therefore, asocial people are spontaneously classified as people who evaluate libraries' unfavorably.

## THE ROLE OF THE LIBRARY AND ITS CHANGES

*- library has become a provider of multiple modern services, the center for community attraction and the importance of its role was increasing further on during the year -*

The role of library was changing due to novelties. Today it is perceived as a **provider of multiple modern services** (*"Well, the library became modern, there are no more mice running around..." – the rural unemployed. "It goes in pace with life and attracts others", "It's becoming more modern" – rural residents. "It provides more services", "There's more multi-functionality" – the urban unemployed. "There are a lot of opportunities what to do here. There are a lot of things" – the urban disabled*) and the **center for community attraction** (*"It's the core", "No event goes on without the library", "It become the center" – urban seniors. "The poor librarian in my village used to complain that nobody visited her in ages and now the life is in full swing" – the rural unemployed. "The center of communication and attraction", "The center of attraction" – rural residents. "Library is like a center, because there is nowhere else to go", "It's a center of attraction where you go and visit" – the rural disabled*).

In terms of the **change of the library's role**, research participants indicated that **it has been strengthening** (*"Earlier the image was weaker when there were no computers" – rural residents. "It became more important" – the rural disabled. "It became visible", "It became more important: there are a lot of opportunities what to do there, there's everything" – the urban disabled. "It became more important" – the rural disabled*), **especially in rural areas** where, according to the research representatives, after reducing the number of public service providers, library has become the last and only center of attraction and culture of the community (*"The major center is the library. They closed schools, so all that's left are libraries", "They are making the villages suffer, they closed everything, so all that we have is the library. Library is the last resort that is left and which makes people get together", "No event takes place without a library" – urban seniors*). According to the research representatives, these changes were gradual and encompass a longer period of one year and are related to the activities and initiatives of the project "Libraries for Innovation" (*"It started when the "Libraries for Innovation" appeared" – the rural residents. "When the "Libraries for Innovation" started, they brought computers" – the urban disabled. "It changed when computers and Internet emerged" – rural residents*). It was also mentioned occasionally that the importance of the role of the library to the community increased due to a **worse economic situation** (*"The image of the library is stronger, people are attending it more actively, because they can't afford buying books" – urban seniors*).

It was mentioned occasionally as well that **the image of the librarian was changing** together with the changing image of the library. Today a librarian is perceived as modern, contemporary and active (*"Before you knew that a librarian was knitting. A modern librarian doesn't do that anymore, because there's no time for it" – rural residents*).

## THE EVALUATION AND CHANGE OF THE EMOTIONAL IMAGE OF THE LIBRARY

*- perceived library's changes remain tendentious and include modernity, increasing self-confidence, youthfulness and being more open -*

In order to ensure the continuity of the research and the comparability of the results, projective technique of the third person as used during the qualitative research with the hard to reach groups of public Internet users. While using this technique, research participants were asked to describe what the library was at the present moment like if she turned to be a person. After summarizing the research data (FGDs with seniors and rural residents and the IDs with the disabled), we can distinguish the following **tendencies of the perception of the library's personality** expressed by adult research participants:

- ✓ **The personality of the library is tendentially associated to a woman**, however, research participants mentioned occasionally associations of men (*"The profession of a librarian is very old, the first ones were in monasteries, so it seems that it should be a man" – rural residents*). While discussing this topic, research participants indicated that the image of male/ female librarian is **determined by a particular librarian** who the TG representatives know (*"I can imagine my librarian very clearly", "I imagined a man, because we have a male librarian" – the rural unemployed*). In such a case, we may assume that the female image is determined by the fact that most of the librarians are females. Meanwhile, research participants tended to relate the usage of information technologies in libraries more to a male (*"There isn't a single woman in the world who would have created a website" – the urban unemployed*).
- ✓ In terms of the age of the library's personality, two tendencies emerged. Library was perceived as a person of **average** (35-40-50 years old) or **elderly age** (over 100 years old).

Meanwhile, the personality of the library imagined by the TG of **children** was **associated equally to a female or male person** and the perceived **age – younger** – was between 20 and 40 years.

In terms of the **character of the personality of the library**, adult research participants indicated that the library's personality is:

- ✓ **Intellectual, wise and interesting** (*"She knows something more, she can do something more complex", "Very spiritual, interesting, inexhaustible, there's wisdom, there's power", "An oracle" – rural residents. "You can discuss different other topics, rather than books, she could tell you a lot of things and to listen to you as well as help you" – the rural unemployed*).
- ✓ **Composed, calm**, quiet and spiritual (*"She's calm, she knows a lot, she can share it, but she is not importunate" – rural residents. "She is mature, composed, there's peacefulness" – the rural unemployed*).
- ✓ **Generous, helpful and kind-hearted** (*"Ability to communicate and embrace with warmth like a mother does", "Long blond hair – like a sun in our world which you can nestle against and touch" – rural residents. "Generous, she's like take me and read me" – the rural unemployed*).
- ✓ Related to **traditions and being Lithuanian like** (*"It has to be a Lithuanian girl with strong cues. With Lithuanian traditions, national clothes, because books don't have to glister, their covers have to be slightly used" – the unemployed. "A woman from a Lithuanian village..." – rural residents*).
- ✓ **Charismatic, friendly**, cheerful, sociable and open (*"She would attract people by just being there" – the urban unemployed. "Discreet, with a smile... tolerant", "Open, friendly, sociable, communicative..." – the urban disabled. "Likes to socialize and is open" – the rural disabled*).
- ✓ **Progressive and businesslike** (*"Gets novelties quickly", "He wouldn't go after something that shines nicely, but would remain in a competitive environment, would retain the traditions and would be progressive" – the urban unemployed*).

Meanwhile, while discussing the character traits of the library's personality, representatives of the children's TG emphasized **friendliness and nice communication** (*"Nice and good", "Friendly and helpful", "You can talk to her with no shyness" – rural children from families at social risk. "She likes children", "Cheerful" – urban children from families at social risk*) the most and, as opposed to other TG representatives, described the library as an **active, energetic and agile personality** (*"Very active", "Agile" – rural children from families at social risk. "Very active and cheerful" – urban children whose parents are working abroad. "Agile and happy" – rural children whose parents are working abroad*) and stressed its **versatility** (*"A lot of books, a lot of everything online" – rural children from families at social risk. "Varied – there are a lot of books, stories, Internet, etc." – urban children whose parents are working abroad*).

In terms of **how the library/personality changed during the last year**, adult research participants indicated **the following changes**:

- ✓ Library **gained more knowledge and was becoming more and more modern** (*"They know how to use Windows 7 now" – urban seniors. "She added the new knowledge to the one she had, the knowledge expanded, she accepted the modernity and she liked it", "She is wiser" – rural residents. "She changed and improved", "A person has to be the same, only with increased*

qualification" – the urban unemployed. "It was becoming more modern: more of the latest news, more new areas", "Now it became much more modern" – the urban unemployed).

- ✓ There is **increased self confidence**, higher status and value ("She is more self-confident" – rural residents. "She is more valuable", "There's status, value and the authority formed, more honour" – the rural unemployed).
- ✓ **It became younger** (or at least not growing older), however, more mature at the same time ("I can say that she became slightly younger" – the urban disabled. "It got mature, but didn't grow old", "She's not older, but more knowledgeable. She didn't grow older, she was only getting more mature" – the rural unemployed).
- ✓ It became **more sociable, more open**, more energetic ("Visitors used to socialize among themselves before and the librarian would stay away from them" – rural residents. "He's even more open" – the rural unemployed. "Well, she was very closed before, now she's much more open and welcoming" – the urban disabled).
- ✓ (Mentioned occasionally) **Improved daily duties** ("The daily activities improved" – rural seniors).

The representatives of the children's TGs, the same as other TG representatives, related the main library changes to **becoming more modern and youthful** ("It looked older a year ago", "It was ramshackle and old", "To me she looks younger and more beautiful" – rural children from families at social risk. "He improved with the computers, he became more modern" – rural children whose parents are working abroad. "She became younger and beautiful", "I also saw her becoming younger" – urban children from families at social risk).

In general, we can claim that the main changes related to the library are positive and were evaluated respectively positively by all the research representatives. On the other hand, it was mentioned occasionally that the **library becoming more modern** was related to the assimilation to the Western culture, thus, **was evaluated as a potential threat to the Lithuanian traditions** ("I can only see a threat, I am talking about assimilation – our nation is vanishing. It seems it has more Western qualities. In my opinion, it's a negative shade, you all know what they show in movies..." – the urban unemployed).

## **THE EVALUATION OF THE EMOTIONAL IMAGE OF THE LIBRARY – the assignment of creating a collage of an "Ideal Library"**

During the FGD with children, a projective technique – **creation of a collage** – was applied. The children had to show an ideal library. While discussing the collages created, the following most visible **expectations of children for libraries** formed:

- ✓ **A modern library:** new technologies, programs ("Libraries have to introduce novelties to others", "A library has to be modern", "This is a building... A universal, refurbished and modern library", "More computers, there has to be enough of them for everyone", "Fast Internet speed", "There has to be the latest equipment", "Libraries are places for novelties" – urban children from families at social risk. "Children try the new Windows here, there have to be the latest programs in libraries", "There are headsets, laptops, computers for playing 3D games", "There has to be Internet", "There have to be super computers and a lot of them – for everyone" – rural children from families at social risk. "There have to be latest technologies", "Either this way or another way, the up to date technologies are important" – rural children whose parents are working abroad).
- ✓ **Library is a popular place liked by people of various ages:** from little children to seniors ("Everything is new there, that's why a lot of people gathered", "In an ideal library, people are giving books to the library as presents", "Not only the adults are reading, but the little ones as well" – rural children from families at social risk. "Older ones also attend libraries", "Even the little children are interested in it", "This computer is cheerful, because it's being used by someone" – urban children whose parents are working abroad).
- ✓ **A wide variety of books** ("There are a lot of books", "A lot of books, a great variety", "There have to be a lot of books – you have to find whichever one you like. If there is none, you should be able to order it online", "Books for children and adults", "There are old books, showpieces, encyclopedias...", "There is the oldest book there", "Historical, older books... They are more sophisticated – books for the older" – rural children from families at social risk. "Beautiful, interesting hard-covered books", "Colorful leather books", "There have to be ancient books", "There has to be a lot of books, from A to Z", "You can find all sorts of old prints that are not available anywhere else" – rural children whose parents are working abroad).
- ✓ **Favorable environment for studying** both individually or with the help of a librarian ("For example, a kid comes and he doesn't know what to do, so they help him to get to know things", "It's a lesson in the library", "A boy was learning words, so he learnt a lot", "They come to learn

and prepare for tests, etc., in libraries”, “If they need to explain something, they do” – urban children from families at social risk. “A librarian is teaching a child”, “There has to be a place where it’s peaceful and calm, if a person wants to improve something...”, “There is a good place to study”, “There are tables to do the homework at while waiting for the bus”, “We need to let children study and play separately” – rural children from families at social risk. “This is an older person... He wants to be younger – he’s improving”, “There has to be help in an ideal library” – urban children whose parents are working abroad).

- ✓ **Nice and “pulled up” libraries’ staff** who are **strict and ensuring order** as well (“A new geared up librarian is by the computers”, “Some librarians are cheerful, others are fierce”, “You need a strict librarian as well: if someone makes something wrong, she comes and disciplines”, “There has to be an angry one and the good one”, “If the children are not listening, you need a stricter one”, “If they are making noise in the reading room, you have to let them know” – rural children from families at social risk. “This is a children’s librarian – she is very nice with children and this is a librarian of adults – she stays by the computers and is much stricter” – urban children whose parents are working abroad).
- ✓ **Cozy and nice atmosphere and surroundings** (“Everything is alright, cheerful and nice”, “It’s a non-smoking area there”, “You can’t have such views on the walls, we removed them... They evoke negative emotions, it’s nonsense” – rural children from families at social risk. “There should be flowers”, “Children lie down here... In a good library, there has to be a separate area where you can sit down and relax”, “Only one person is waiting by the computers and sitting so comfortably” – urban children from families at social risk. “You can be creative here” – rural children whose parents are working abroad).
- ✓ **Various leisure opportunities:** films, table games, means for drawing, newspapers, magazines (“There has to be magazines... The adults read them”, “Children can draw”, “There has to be an area for reading for small children”, “You can play Monopolis”, “There is a children’s room”, “There is a separate area where you can listen to music”, “There has to be a games room”, “We are watching movies at school, there could be something like that in libraries also” – rural children from families at social risk. “There are more activities for children”, “There are crayons of different colors, it develops your artistic skills” – urban children whose parents are working abroad).
- ✓ **Exhibitions and events** (“We have gatherings here where they make drawings and there are exhibitions going on” – rural children from families at social risk. “There has to be more activities, exhibitions of children’s crafts, etc., in an ideal library”, “There are exhibitions of the nice things children draw”, “The librarian was organizing a contest” – rural children whose parents are working abroad).
- ✓ **Ensured privacy and security** while using the computer (“You can use Skype in libraries – it’s private and you can communicate with other people”, “You can’t stay in bulk by the computer, there has to be some privacy in the library”, “There are no infected computers in the library” – rural children from families at social risk. “Friends come to ask what you are doing, it shouldn’t be that way, it is wrong when they come and look at what you’re doing” – urban children whose parents are working abroad).
- ✓ (Mentioned occasionally) **The English language** is encouraged to be used in libraries (“It would be good, if most of the people could know good English and there were books in English” – urban children whose parents are working abroad).

## 8.2. **Indicator 5B. [Expanded] Mission and the Areas of Competence of Libraries**

*- the provision of novelties to the community and individuals is becoming to be perceived as a part of libraries’ mission -*

While discussing about the libraries, the research representatives distinguished **two main missions of libraries**. The same as during the last year, it was the **educational mission** and the **socio-communal mission**. Nevertheless, in comparison to the data of the previous year, we can note that, as opposed to the previous year, during the last year, the research representatives **emphasized the educational mission of the library more** (“Education and improvement”, “To educate and teach” – rural residents. “To educate people in different ways” – urban seniors. “The educational mission” – rural seniors. “Educational” – the unemployed. “So that a person develops more skills, so that he gets more information and so that he’s more educated” – the urban disabled. “To teach children”, “To give knowledge” – rural children from families at social risk. “To educate everyone who’s interested”, “Library is educating everyone” – urban children whose parents are working abroad. “So that more people use the Internet,

read and become educated”, “Library’s mission – education, developing more skills. So that they get new skills and information and so that a person is educated” – the urban disabled).

While analyzing the research data, we can distinguish **a few shapes of the library’s mission** that were indicated by research participants:

- ✓ Education through the **encouragement of reading** (“Encouraging people to read” – the urban disabled. “There has to be more varied books for different people” – rural children whose parents are working abroad. “To teach children reading, to provide people with knowledge”, “To make them interested by giving books” – urban children whose parents are working abroad. “To evoke people with literature”, “You can even teach some to read” – urban children from families at social risk. “To promote the ideas of Petkevicaite” – the rural unemployed).
- ✓ Education through **introducing novelties and encouraging their acceptance** (“To encourage that more people used the Internet and would get educated...” – the rural disabled. “You can make progress” – the urban unemployed. “To train people to behave online”, “To train people to create e-mail” – urban children from families at social risk. “To teach to use computers”, “To teach to use the Internet”, “We had a tradition before that during consultations old people were taught to use the Internet” – rural children whose parents are working abroad. “The mission of the library is not only books and magazines, but computers as well” – the urban disabled). While discussing the trainings in libraries and at school, representatives of the children’s TG indicated that the main difference was the practical nature of the contents provided in libraries (“They don’t train you at school how to log-in Facebook and in libraries they teach you step by step how to do this and that. They teach you practical stuff” – urban children from families at social risk).
- ✓ Education through **the provision of information** (“To provide information”, “So that people know more news from the world” – urban children whose parents are working abroad. “To provide information and educate” – the urban unemployed. “To gather information and to share it with people” – rural seniors. “Spreading the information” – the urban disabled).

In summary, we can claim that the **educational mission of the library is of a complex nature and includes informational mission and is related to the provision and encouragement of novelties.**

Meanwhile, the **socio-communal** mission of the library, according to the research participants, is expressed through:

- ✓ **Encouragement of communication and the creation of favorable social space** (“The center of communication and attraction” “The attraction of people is going on...”, “To encourage people communication” – rural residents. “Libraries were also the light, the center of attraction”, “They’re creating a good and favorable environment” – urban seniors. “The center of communication”, “Social space” – the rural unemployed. “To spend time” – rural children from families at social risk. “To socialize with a person, to help him, if he doesn’t know or understand something” – the rural disabled).
- ✓ **The reduction of social disjuncture** (“People are reserved, they know and understand a lot, but they are staying at home in sadness if, for example, the spouse is dead... Now you can go to the library and meet like-minded people”, “The mission of the reduction of social distance... Events for children or the week of Northern tales. Children from asocial families come over and there’s integration, they see that a different type of communication exists... And a librarian can get them speak a little”, “They improve in a way they can’t do elsewhere”, “They are attracted by some sort of activities – either drawing or cutting something...” – rural residents. “To help others, so that those who don’t have Internet or books or who are worse off would feel better” – rural children whose parents are working abroad).

The same as during the previous year, **the importance of the socio-communal mission was more emphasized by TG representatives living in villages or small towns** grounding it by a decreased number of cultural centers (“Library is a social space, because there are no community center anymore” – rural residents).

While discussing the change of the mission of the library, most of the research participants indicated that **the mission of the library remained the same**, however, due to various new technologies, it **changed and new means of its implementation emerged** (“The mission is the same, it’s only that the library is transforming, becoming more adapted to the current lifetime” – the urban unemployed. “The mission is the same, but delivered in a better way”, “The same purpose – to educate people, but Internet speed improved...” – the rural disabled. “They didn’t teach how to use a computer before” – urban children whose parents are working abroad. “It didn’t change through the year” – urban children from families at social risk. “Internet helped libraries a lot and computers as well. The mission expanded, it wasn’t like this before, it expanded during the last year...” – urban seniors).

### 8.3. **Indicator 2B. The Advocacy and Public Relation Skills of Libraries' Staff**

*- the main channel for publicizing libraries' services (especially in rural areas) today is the "word of mouth" communication between a librarian and libraries' visitors -*

In terms of the publication of libraries' services, the **opinion of research participants** was **controversial**. Although most of the research participants claimed that they have seen the advertising of the library they were attending and **evaluated the efforts of the library's staff to promote the library positively**, nevertheless, they also indicated that **the libraries they were attending were not being advertised sufficiently** (*"There's few advertising of the library", "There's a big lack of information" – urban seniors*) and **related this spontaneously to limited funding<sup>13</sup> of libraries** (*"They don't have money" – urban seniors. "Sometimes the library doesn't have the possibilities, it's tough with the funding", "There aren't many opportunities, and library has to pay a lot for things. If you invite people, you have to treat them. Librarians are looking for support on their own", "Sometimes the municipality supports it or someone else, but it's very limited..." – rural residents*). The opinion that libraries do not advertise themselves sufficiently was **expressed especially strongly by the representatives of the children's TG** (*"They look very reserved", "They don't succeed in advertising themselves, few advertising", "I also think it's no good... You simply need more advertising, so that more people come" – urban children from families at social risk. "I haven't seen libraries' commercials" – rural children whose parents are working abroad*). Also, most of the representatives of this target group indicated that **the advertising of the library they were attending was often boring and not interesting** (*"Quite boring", "Average" – urban children from families at social risk. "They are not very well in advertising themselves, information is boring" – rural children from families at social risk. "A boring and short commercial", "Not very interesting, they lack cheerfulness" – children whose parents are working abroad*).

While discussing the contents of the services advertised, research participants unanimously indicated that **libraries usually promote events** and it was also mentioned occasionally that free of charge Internet and new books in libraries were advertised as well (*"They let you know what events are taking place there" – the rural unemployed. "It's usually about events", "About the latest books"; "It's about the ability to access the Internet" – rural residents*).

In terms of the publication of libraries' services, research participants indicated the following communication **channels and the ways to hear and find out about the library** they were attending:

- ✓ **A librarian:** according to research representatives, libraries' staff are actively promoting libraries' services, invite to events personally and provides information to visitors (*"The librarian invites us" – the rural unemployed. "The librarians advertise it themselves, they talk to people" – urban seniors. "The librarians would come to school and would tell that there was a contest organized" – rural children from families at social risk. "They call to quite a lot of people, they tell them that this or that event is being organized..." – the urban disabled*).
- ✓ **"Word of mouth" information:** information, news about libraries and events is shared among visitors by "word of mouth" (*"They find out through other people", "People find it out due to word of mouth", "People learn about it themselves faster" – the rural unemployed. "People find out from other people, from the word of mouth, this advertising goes through people" – rural residents. "They found something out that they need from one another. If you need something, you'll find out eventually" – the rural disabled*).
- ✓ **Advertisements on stands:** the most often used public stands are located in urban areas (next to the ward, at schools) and they are intended to inform the community about the events that are taking place in the library (*"The events. They are inviting us to participate there – the ads by the shop", "We have that by the shop and by the municipality", "We have three boards on the street" – the rural unemployed. "The ad board in the town center" – urban seniors. "There are ads about events on ad boards", "They write about it in shops, they give you leaflets", "I've seen ads on the board more than once in town, next to the ward" – rural residents. "There's advertising on stands quite often" – the urban disabled*).
- ✓ **Local press:** according to the research representatives, local press is also the most frequently used mean to promote information about events taking place in libraries (*"In our area of Zarasai, the information was printed out", "They write about the events in newspapers and I think that this*

---

<sup>13</sup> Library funding is not the area of Project activities.

information is sufficient" – the urban unemployed. "You can often find an article in the news paper about it..." – rural seniors. "There's some info in newspapers. They wrote an article about our librarian – she became a librarian of the year and was given a in Radviliskis", "They put info to newspapers when there are events organized", "In newspapers, in "Teviskes zinios" you can find information about events" – rural residents. "I've read in the newspaper that a library was opened, that "Libraries for Innovation" are introducing Internet" – rural children from families at social risk. "In local newspapers they say about the event and invite you to come", "I have seen it in the newspaper "Sviesa" I think" – the urban disabled).

- ✓ **The website of the library or the community** is used for publicizing information about the library and its services and also about the information about the past and future events ("We have a website of our library, so you can read about things there" – the urban unemployed. "When you go online, you find the most beautiful pictures", "Plunge created a movie and uploaded it in their website" – urban seniors. "There is information in the community website and photos from the events" – rural residents).
- ✓ **Advertising in libraries:** the most often, it is advertisements on stands, on the door, etc. ("In the library itself" – rural seniors. "They were advertising computers, there was a poster on the window", "When you come to the library, there is a poster saying "Free of charge Internet here"" – urban children whose parents are working abroad).
- ✓ (Mentioned occasionally) **Advertising during various events** ("We had a discussion in the community, so the librarian gave prizes to the best readers. Libraries communicate with people and that's advertising" – urban seniors. "My classmate plays in the puppet-play, so there was a commercial through him – they were inviting to come to libraries" – rural children from families at social risk. "There are community gatherings and they tell you about books, you can order the one you like" – the rural disabled).
- ✓ (Mentioned occasionally) **Local radio** ("There was a radio show where a librarian used to talk about Internet", "There was an interview with a librarian on the radio" – rural residents).
- ✓ (Mentioned occasionally) **Local television** ("There was a library opening, so they filmed it and showed it on the TV" – rural children from families at social risk).
- ✓ (Mentioned occasionally) **Advertisements in social websites** ("I saw an advertisement of the Silale library on Facebook" – urban children whose parents are working abroad).

In general, we can state that **librarians use not only the local channels for promoting libraries** that help to reach current libraries' visitors (e.g. advertisements in libraries or libraries' websites), **but are also looking for external communication channels** that could attract new visitors: they collaborate with the local press and they use public stands for delivering information. Nevertheless, according to the research representatives, **the main channel of promoting libraries' services** (especially in rural areas) **is still "word of mouth" communication between a librarian and libraries' visitors** and the television and radio which have the potential to reach a greater auditorium are used on rare cases.

On the other hand, while discussing the promotion of the usage of libraries' services and their benefits **an opinion emerged that library is a value by itself** and advertising is related to commercial activities, private sector that does not go along with the library, **thus, libraries do not have to advertise themselves or promote their services** ("The word "library" speaks for itself. You know what you can find there. It's the same as a "church"" – urban seniors. "I don't think a library should be advertised" – rural children from families at social risk", "The library is a community of a public nature. Is the situation so bad that they need to advertise? Is it necessary to dive in the private sector?", "I don't think you need to advertise it that much, people know where it is", "It's been functioning for 52 years and it doesn't need advertising", "Library is not a company, it's not like one day it's here and it's gone tomorrow" – the urban unemployed).

- *during the Project implementation, positive evaluation of the library by the community was enhancing and the changes that took place encompassed the perception of the role of the library, emotional image of the library and its mission -*

While generalizing the data of the research of 2008-2012, the following changes and tendencies related to libraries in public area can be noticed :

- ✓ Although the evaluation of libraries by the community remained positive during entire Project implementation period, however, based on research data, **due to novelties introduced in libraries, the positive evaluation of libraries in the communities was enhancing tendentiously.**
- ✓ **During the Project implementation period, the perception of the role of the library in the eyes of the community changed significantly.** In 2008, library was primarily perceived as a space for reading and the storage of information. Meanwhile, in 2012, library is seen as a provider of modern services and the center of the attraction of the community.
- ✓ While evaluating the changes of emotional image of the library, it can be noted that they remained tendentious during the Project implementation. **The library personality was perceived as becoming more youthful, more interesting, developing and with increased qualification during the entire period of Project implementation.**
- ✓ Although the educational-informational mission of the library was considered as the main mission of the library during the entire Project implementation period, however, the contents and means of this mission changed during the Project implementation. In 2008, the content of the educational mission was passive. In other words, education was perceived as creating favorable conditions to read (providing books, press and environment for reading). In 2012, meanwhile, the educational mission is active by its content and includes not only the encouragement of reading, but, the most importantly, training about the novelties, providing them and encouraging their acceptance. Thus, we can state that **the educational mission of the library was changing in two ways during the Project implementation: from being passive to active (educating while training) and by expanding its content and including the provision of novelties to the community in it.** Another change related to library's mission is that the socio-communal mission of the library emerged and strengthened during the Project implementation period.
- ✓ While analyzing the data of 2008-2012, **there are no significant changes related to the advocacy skills of libraries' staff.** The main communication channels used by libraries' staff during entire Project implementation period were the "word of mouth" communication (a librarian to visitors, visitors – to other visitors) and information and advertisements in libraries and public stands. **While evaluating the more active expression of the opinion of the research participants in 2012, it may be stated that libraries' staff started to cooperate more actively with the local press and the radio while promoting the events that take place in libraries.**

## 9. **Conclusions** (formulated based on the research data of 2008-2012)

**During the implementation of the project "Libraries for Innovation", due to novelties introduced in libraries during the four years, significant changes took place in libraries.** Libraries started providing modern services, the flow of libraries' visitors, especially children, increased, due to computer literacy courses organized in libraries the usage of modern services by people of various age was encouraged, especially that of older visitors, positive evaluation of libraries enhanced in the community, the perceived image of the library and the perception of the library's mission changed. It all leads to the conclusion that **the project "Libraries for Innovation" hugely contributed to the revitalization of the library sector and formulated a tone and direction for further development of libraries' activities.**

After summarizing the research data of 2008-2009, the following generalizations and conclusions can be made:

- ✓ The main novelties and changes that emerged during the implementation period of the project "Libraries for Innovation" were implemented gradually – firstly, in urban and only then in rural areas and **remained tendentious during entire Project implementation period and are related with the development of modern services: the renewal of the technical base, the emergence of new PIA points and computer literacy courses.**
- ✓ Considering both the data of the research of 2012 and the data of the previous researches of Project impact evaluation, it can be stated that, **in the context of novelties implemented in libraries, free of charge computer literacy courses that were started to be organized in libraries had an undoubted influence on assimilation of these novelties among the libraries' visitors.** Most of the research representatives of 2012 indicated that computer literacy courses organized in libraries encouraged them to use computers in libraries. Respectively, in the Project process, the changes related to improving IT usage skills of PIA users can be recorded.
- ✓ Due to project "Libraries for Innovation", the IT usage skills of libraries' visitors (especially seniors) were improving, meanwhile, the PIA usage practice has become more intense and more varied. Bearing in mind that the **Project contributed actively towards the idea of the IT penetration and acceptance by encouraging and creating the conditions for libraries' visitors to use IT.** Respectively, **the opportunity to use various IT, especially the computer and PIA in libraries, contributed to both the improvement of the standard of life of separate individuals of the community and the reduction of social disjuncture in communities,** especially in rural areas where the opportunities to use various IT today remain limited.
- ✓ During the Project implementation period, **the IT usage skills of the libraries' staff were improving, they did not lag behind the novelties introduced in libraries and remained sufficient while serving most of the libraries' visitors.** The image of the librarian changed respectively during the Project implementation period. The image became more contemporary, more attractive and more modern. Thus, we can state that the **Project contributed to the creation/ renewal of the image of the librarian among the community members.**
- ✓ While discussing the unique needs of specific, hard to reach groups, it was noticed that although library has the opportunity to satisfy the needs of most of the specific, hard to reach groups today (the disabled is an exception), however, the activities organized in libraries are directed towards all libraries' visitors the most often. **Although more attention was started to be paid to specific, hard to reach groups during the Project implementation period, however, programs/ mechanisms intended to attract these groups were not created by libraries during the Project implementation period and their actions remained individual and occasional.**
- ✓ **Due to the Project, the image of the library changed significantly** – from a passive administrator of services, it became **a provider of multiple modern services and the center of the attraction of the community.** The perception of the mission of the library changed respectively. Although the main mission did not change and was associated to education the most during the entire Project implementation period, however, the contents of this mission changed, education was beginning to be perceived through **introducing/ training about the novelties and encouraging their acceptance.** Thus, it can be stated that **due to the Project novelties, their provision and encouragement were beginning to be perceived as a part of the library's mission which, in turn, may indicate an emerging particular expectation of libraries' visitors for libraries.**

- ✓ The advocacy skills and skills of promoting libraries of libraries' staff changed just slightly during the entire Project implementation period. Although, according to the research data of the last year, libraries started communicating more actively with television and radio, nevertheless, the main communication channels used by libraries during the entire Project implementation period remained the same: "word of mouth" communication and also providing the information in libraries and public stands. Meanwhile, although the websites of libraries are perceived as a required channel of communication, they remain unpopular even among current libraries' visitors. Thus, we can claim that **libraries are not able to ensure efficient promotion of their services for the community today. The means and channels used by libraries staff are intended to inform current libraries' user, however, they are insufficient in order to reach new libraries' visitors.**