JLS: Using Technology to Empower Individuals and Communities for Development

Needs Assessment Report

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Executive Summary

The Jamaica Library Service (JLS), in collaboration with the Ministry of Education has received a grant from the Bill and Melinda Gates Foundation Global Libraries Initiative to support a project entitled *JLS: Using Technology to Empower Individuals and Communities for Development*. The duration of the project is three years and is being undertaken to impact the areas of digital inclusion and education.

As part of this initiative, this report presents the results of a set of Needs Assessments research conducted among users, non-users, staff and librarians of the Jamaica Library Services as well as among key stakeholders. The objective of this report is to present the preliminary analysis of data from the research.

1. Users and Non-users

1.1 Demographics

In terms of the demographics, users and non-users appear similar in most areas with a few notable exceptions. Both groups have similar distributions of male and females. Also, in terms of education, both groups are similar in terms of the reported percentage of persons who have completed up to secondary school; that is approximately 83% of users and 80% of non-users.

However, there is a more marked difference in terms of employment status. Among users 18.3% reported being employed (full time, part-time, or self-employed), while among non-users the proportion was 43.3%. Alternatively, 64.2% of users reported being a student compared to 42.7% of non-users. This is supported by a slightly different distribution in age

among both groups. Both groups consist of a majority of young persons and children, however the mean age for users was 18.8 and for non-users it was 23.3.

1.2 Library Visits

For users the most frequent response to which library they had used in the last twelve months was a Branch Library as opposed to the their Parish library. Note that there were no responses for Mobile Libraries or Postal Readers. Users were also asked if this was the library they used most frequently. Approximately, 95.3% responded in the affirmative. In contrast, non-users by definition did not visit a library within the last 12 months. When asked what some of the reasons were for this, the most frequent responses were: "I did not have the time", "I have no money for the library," "I buy books and read at home," "I get the information I need elsewhere," and "it was not convenient."

1.3 Library Membership

A minority of users stated that they were members (47% compared to 53% who said no). Based on the survey results for users, library membership is related to age and educational level. Thus children and those in primary/prep school are more likely to be a library member when compared to other educational levels. Indeed, students are more likely to be library members than all other employment categories. In addition, membership as with library visits varies by parish; specifically St. Ann and Kingston were the only parishes where persons were more likely to be library members than not. Finally, overall females were more likely to be library members than males.

Among non-users, the proportion of respondents who said they are members of a library was lower than users at 32%. For non-users, the groups that appear most likely to be members of a library are those who have completed up to secondary school education and vocational skills training. This is also the case for persons who are employed, adults, middle class, live in rural areas, and specifically in the parishes on St. Ann, St. Elizabeth, Portland, and Hanover. In sum, this suggests that the library members who are users are more likely to be children and students, while library members who are non-users are more likely to be adults and employed.

1.4   Library Services and Training

When non-users were asked what services they would like to access at their local library, the most frequent response was Wi-Fi (43.1% of respondents) followed by online books (37.9%) and then accessing library-related information on the smartphone (32.8%). This is similar to the most popular types of the services that users would like to access at their local library. However for users, using Skype appears to be the third highest requested service (42.4%).

In terms of training needs, the picture is similar. That is, the most popular training need among both users and non-users is in the use of online books followed by searching for information on the Internet and accessing library-related information on the smartphone (although not in the same order). Together these results suggest that the demand for services and training needs are similar for both users and non-users.

Another set of questions in both surveys ask about specific ICT training needs. Both users and non-users were asked: "Would you be interested in computer skills training from the library?" While there is a clear majority of users (76%) who are interested in computer skills training, a slight majority of non-users (40.2%) are not interested. However, a significant proportion of non-users (21.6%) is also unsure about this opportunity and perhaps need more information.

1.5   ICT Skills and Access

Among users, 95% of respondents stated that they know how to use a computer (hardware and software). This compares with 80.4% of non-users. Internet access is important among users with some 53.9% of respondents stating that they access the Internet on almost every visit or on every visit to the library. This compares with 37% of users who say that they access computers at their library on almost every visit or on every visit. The difference suggests that persons who bring their own devices and access the Internet via Wi-Fi are an important feature of library users.

1.6   Library and Community Relationships

The interesting result here is that a larger proportion of non-users (95.1%) considered the library to be important or very important to the community while 62.2% of users thought the same. When both users and non-users were asked why they felt this way, many pointed to the library as a place for people to gain knowledge, support educational needs of students, and provide Internet access, particularly to those who cannot afford it.

Both users and non-users were also asked if they thought the library could contribute more to the development of their community. Both groups were quite similar in their beliefs that their library could do more for community development.

1.7　Library Displays/Exhibitions

Both users and non-users were asked if they had ever viewed displays or exhibitions at their local library. Understandably, users were much more likely to have viewed an exhibition/display at their local library. Those users (57.4%) who viewed displays/exhibitions were more likely to be children or youth, and students. About half (50.9%) of these types of users came from St. Ann, St. Andrew, or St. Catherine.

1.8　National Reading Competition

Both users and non-users were asked questions about their awareness of the Competition. Perhaps unsurprisingly, a majority (59.4%) of users are aware of the competition while a significant majority of non-users (76.6%) are not familiar with the competition.

Those users that were not familiar with the competition were more likely to be male, and come from St. Andrew, Kingston, or St. Catherine. Similarly those non-users that that were not familiar with the competition are more likely to be those who completed primary or secondary school, live in urban communities, and a third of this group come from either St. Catherine, St. James, or St. Ann.

1.9　We Likkle but we Tallawah: Parents Reading with Babies and Toddlers Programme

Unlike the National Reading Competition, very few users are aware of this programme. Also, a much smaller percentage of non-users (9.2%) reported being familiar with the We Likkle but we Tallawah programme when compared to the National Reading Competition (23.4%).
When asked how relevant the We Likkle but we

Tallawah programme was to them, a similar pattern to that of the National Reading Competition emerges. Here a larger proportion of non-users (100%) than users (71.5%) thought the We Likkle but we Tallawah programme was relevant or very relevant to them. As with the results from the National Reading Competition, this also suggests that non-users are a potentially important target market who express interest in the JLS' programmes once they become aware of them.

2.　Library Staff and Librarians

2.1 Library Visits

Respondents appear unclear as to whether or not the number of persons using the services of libraries has changed. Forty one per cent believed the number has increased and 42% said it had decreased.

2.2 Main Purposes of the Library

The majority (58%) of staff are of the view that the main purposes of a library is to offer on loan books, magazines, newspapers and other materials such as DVDs and CDs for use at home.

2.3 Use of the Library

Most users visit the library to use the Internet and access the computers – 34%.

2.4 Satisfaction with ICT Services

Staff had positive reviews of the computer and Internet services that are available at the libraries. The highest level of satisfaction with the ICT services was with the quantity/availability of computers and other equipment such as printers and scanners. They were also satisfied with the service received from ICT support staff.

2.5 ICT Knowledge and Skills

In assessing their computer knowledge and skills, 60% of staff indicated that they would classify their computer literacy as intermediate; 24% as basic and 16% as possessing advanced knowledge and skills. Majority of staff (36%) taught themselves how to use information and communication technologies; 27% took a course privately and 17% learnt through training made available by the Jamaica Library Service.

2.6 Training Needs

The greatest need is for training in basic ICT knowledge e.g. Microsoft Suite of programmes followed by the ability to use hardware equipment such as scanners and digital devices

Introduction

As an agency of the Ministry of Education, the Jamaica Library Service's mandate is to enable national development through the creation and support of a knowledge-based society of culturally aware lifelong learners by providing universal access to information.

In seeking to fulfil this mandate, the JLS is cognisant that it must enhance access to information for users and potential users. The JLS is the single largest provider of free access to computers and the Internet in the country but its inventory of public access computers is inadequate as well as software, network resources and other types of technology to effectively meet the needs of the population. In addition, the JLS will need to upskill its staff and users to deliver efficient services.

Against this background, the JLS in collaboration with the Ministry of Education, in contributing to the achievement of the country's Vision 2030, has secured a grant from the Bill and Melinda Gates Foundation Global Libraries Initiative to support a project entitled JLS: Using Technology to Empower Individuals and Communities for Development. The duration of the project is three years and is being undertaken to impact the areas of digital inclusion and education.

Overall, the aim of this project is to identify the specific needs of library users, non-users, library managers and staff, and other stakeholders island wide, as well as to conduct a baseline impact study over a three year period with the aim of improving the quantity and types of ICT resources in public libraries.

Project Objectives and Key Outcomes

The project objectives are to:
a. Provide Jamaicans with increased access to ICT services
b. Provide ICT and other training programmes to promote personal, organizational and
c. national development
d. Provide new and enhanced programmes and services responsive to library users'/non-users'/stakeholders' needs
e. Promote programmes and services to existing and potential users to increase library usage
f. Create greater awareness of the value of public libraries in communities to build local and national support

On completion, the project is expected to have the following key outcomes:
a. Library users have increased access to technology
b. Library users increase their use of technology
c. Library users know how to use technology to fulfil their goals (including marginalised groups)
d. Library staff know how to manage technology in the library
e. Library users increase usage of the programmes and services in public libraries
f. Library users who are students improve their academic performance
g. Library staff have the training and resources necessary to deliver new/ enhanced programmes and services that meet user needs
h. Increased number of users and members of the library

i. Increased national budgetary allocation
j. Increased number of library staff who can confi-dently advocate for their libraries
k. Improved public library perception in communities

As part of this project, the JLS has contracted a consultant (the Centre for Leadership and Governance, the University of the West Indies, Mona) to undertake a Needs Assessment, a Baseline Impact Study, and two Subsequent Impact Studies in Jamaica.

This report presents the results of a set of Needs Assessments surveys administered to users, non-users, staff, and librarians of libraries in Jamaica as well as the views of stakeholders. The objective of this report is to present the results and preliminary analysis of data from all surveys and interviews. As noted in its Terms of Reference for this consultancy, the JLS and its partners will thereafter engage in a more detailed analysis of the data.

Methodology

Based on the TOR, the sampling procedures were developed in collaboration with   experts from the JLS, Global Libraries and the Centre for Leadership and Governance (CLG).

The Needs Assessment Study targeted three groups:

a. **Library users:** persons who utilise the services of the Jamaica Library Service.

b. **Non-users:** persons who do not utilise the services of the Jamaica Library Service in the last twelve (12) months.

c. **Staff:** persons who are employed to the Jamaica Library Service and occupy the following positions: library manager, IT manager/staff and other library staff.

The views of stakeholders were also captured to gage their perspectives of the library service in Jamaica and to gain insights into potential for partnerships.

Data collection was done over a six week period - July 07 to August 20 for the three groups and a focus group session was held in September for the stakeholders.

3.1. Survey Methods

Sampling - users

In accordance with the Terms of Reference a population total of one hundred and twenty-seven (i.e. N=127) libraries across all fourteen (14) Parishes in Jamaica was targeted when selecting library users

for the library users survey. These libraries included: Parish libraries (N=13), Branch libraries (N=105), Mobile libraries (N=6) and three (N=3) new libraries to be opened. A list of libraries was obtained from the JLS 2014 database. This database represents an exhaustive list of all public libraries in Jamaica, which served as the sample frame of users in this design. Although both quantitative and qualitative approaches to gathering data were employed for this aspect of the study, this report only addresses the needs assessment surveys.

From a total membership/ user population of 499,597,[1] a margin of error of 4% and a confidence level of 95%, a sample size of six hundred (n=643) library users across all parishes were used.

The data for the users' survey was collected exclusively by paper survey/ questionnaire. Questionnaires were self-administered to participants on library location/ sites. A random sampling design constitutive of quota sampling components in the initial stage, and a probability technique in the final phase, was used in the selection of the sample of users for this study.

In order to ensure the island-wide coverage/ dispersion of sample of users, all fourteen (14) parishes were included in the sampling process. Also, a proportional distribution of users in the sample in terms of gender and age was maintained.

In this design, the Primary Sampling Unit was the libraries in the various parishes. Accordingly, users lo-

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Data sourced from JLS as at March 2014.

cated at the various libraries were listed in this stage and classified according to gender and age. The distribution of users according gender and age then determined the appropriate ratio established to ensure proportional representation of users according to these characteristics in the sample of 643 users.

Sampling - non-users

A total of six hundred (n=600) non-users were sampled from an undetermined population (N) of non-users of the JLS services in Jamaica.

The data for the non-users survey was collected exclusively by paper survey/ questionnaire. Questionnaires were self-administered to participants within major towns and cities (MTCs) across parishes. As stated earlier, a combination of probability and non-probability sampling techniques were used to identify non-users in this study.

In order to ensure the island-wide coverage/ dispersion of sample of users, all fourteen (14) parishes were included in the sampling process. Here country-level, proportional distribution of non-users in the sample in terms of gender and age group was maintained.

In this design, the Primary Sampling Unit was the various parishes. Accordingly, non-users were listed in this stage and classified according to gender and age group. The distribution of non-users according to gender and age group were determined and the appropriate ratio established to ensure proportional representation of users according to these characteristics in the sample of 600 non-users.

Sampling - Staff

The sampling procedures were based on probability and non-probability sampling techniques. A total of one hundred and fifty-three (n=153) staff members were sampled for the quantitative component. These included: library managers, IT managers and at least 2 other staff members. As for the qualitative, a total of one hundred and thirteen (N=113) interviews were conducted and twelve (12) focus group sessions with senior management staff of the JLS. As for the former, interviews were exclusively conducted among library mangers while for the latter, focus group sessions were conducted among the JLS senior management team.

Method and procedures for quantitative data collection

Supported by the TOR, the data for the staff survey were collected exclusively through an online survey. Questionnaires were administered to library staff across all one hundred and twenty-seven (N=127) libraries in Jamaica using the Google Online Forms. These libraries included: Parish libraries (N=13), Branch libraries (N=105), Mobile libraries (N=6) and three (N=3) new libraries to be opened.

Method and procedures for qualitative data collection

As for the qualitative component, data were collected through interviews and focus group sessions. Supported by the TOR, the data for library managers were collected exclusively using semi-structured interviews. As for each focus group session, 3 staff members of the JLS were interviewed concurrently

Sampling - Stakeholders

A sampling frame was submitted by JLS of their stakeholders. From this list, six participants were recruited for a focus group session. The session lasted 90 minutes.

3.2. Socio-Demographic Summary of Users and Non-users

Table 1 below includes a summary of the main demographic variables in the user and non-user surveys. These include education, employment status, gender, community location - urban/rural, and parish (residence). A comparison of the two groups is also supported by Figures 1-5 below, which present the same data while in some cases ranking the results in descending order by percent of total respondents.

Table 1: Summary of Socio-Demographic Responses (User and non-users)				
	Users		Non-users	
	Total Persons	%	Total Persons	%
Education (highest reported level)				
No Formal Education	11	1.8	5	0.9
Primary / Prep School	148	23.6	118	20.4
All-Age School / Some Secondary	174	27.7	180	31.1
Completed Secondary School	193	30.7	157	27.2
Vocational / Skills Training	60	9.6	71	12.3
University Degree	35	5.6	36	6.2
Some Professional Training Beyond University	5	0.8	7	1.2
Graduate Degree (MSc, PhD etc.)	2	0.3	4	0.7
Total (n)	**628**	**100**	**578**	**100**
Employment Status				
Employed, Full-Time Job	56	9	132	23.3
Employed, Part-Time Job	30	4.8	39	6.9
Self-Employed	28	4.5	74	13.1
Unemployed, Out of work	90	14.4	67	11.8
Seasonally Employed	16	2.6	11	1.9
Student	401	64.2	242	42.7
Retired	4	0.6	2	0.4
Total	**625**	**100**	**567**	**100**
Gender				
Male	271	42.1	272	45
Female	372	57.9	328	55
Total	**643**	**100**	**600**	**100**

	Users		Non-users	
	Total Persons	%	Total Persons	%
Location of Community				
Urban	185	29	237	44.1
Rural	452	71	300	55.9
Total	**637**	**100**	**537**	**100**
Parish				
Clarendon	30	4.7	43	7.4
Hanover	40	6.2	34	5.8
Manchester	72	11.2	35	6 Portla
nd	36	5.6	34	5.8 Kings
ton & St. Andrew	96	14.9	42	13 St.
Ann	88	13.7	60	10.3 St.
Catherine	61	9.5	58	9.9
St. Elizabeth	62	9.6	43	7.4
St. James	40	6.2	65	11.1
St. Mary 35		5.4	33	5.7 St.
Thomas 34 Trelawny		24	5 West	
5.3 35 6		3.7 29		
moreland	25	3.9	39	6.7
Total	**639**	**100**	**584**	**100**

Table 1: Summary of Socio-Demographic Responses (User and non-users)

Across each of these variables both groups appear similar in most areas with a few notable exceptions. Both groups have similar distributions of male and females. Also, in terms of education, both groups are similar in terms the reported percentage of persons who have completed up to secondary school; that is approximately 83% of users and 80% of non-users. However, there is a more marked difference in terms of employment status. Among users 18.3% reported being employed (full time, part-time, or self-employed), while among non-users the proportion was 43.3%. Alternatively, 64.2% of users reported being a student compared to 42.7 of non-users. This is supported by a slightly different distribution in age among both groups (see Figure 1 and Figure 2 (below). Both groups consist of a majority of young persons and children, however the mean age for users was 18.8 and for non-users it was 23.3.

Figure 1: Age Distribution (User Survey)
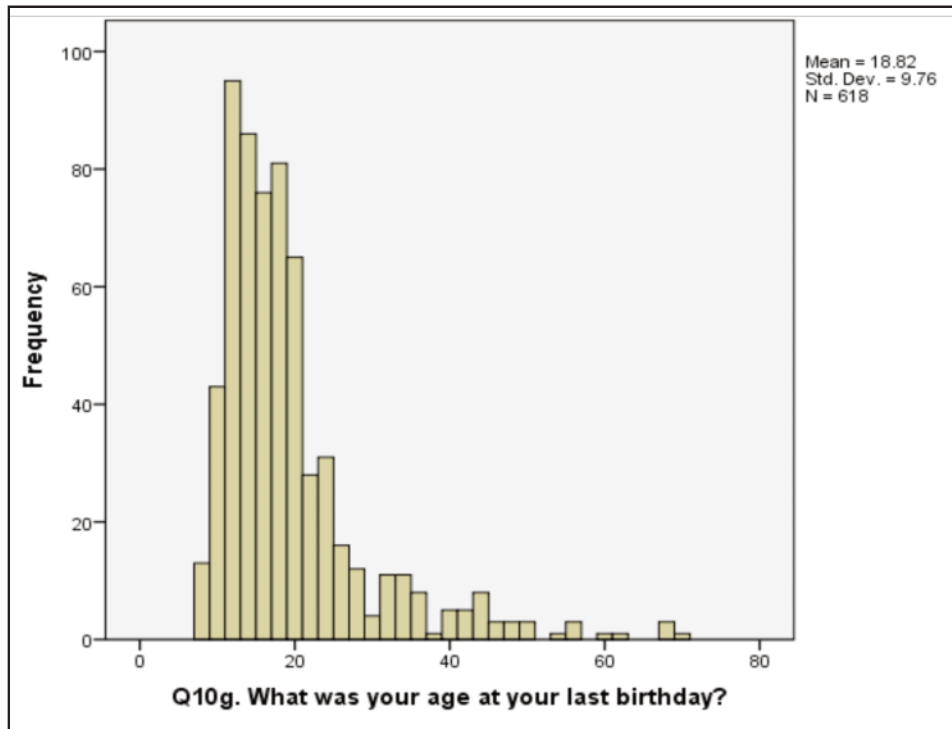
Figure 2: Age Distribution (Non-user Survey)
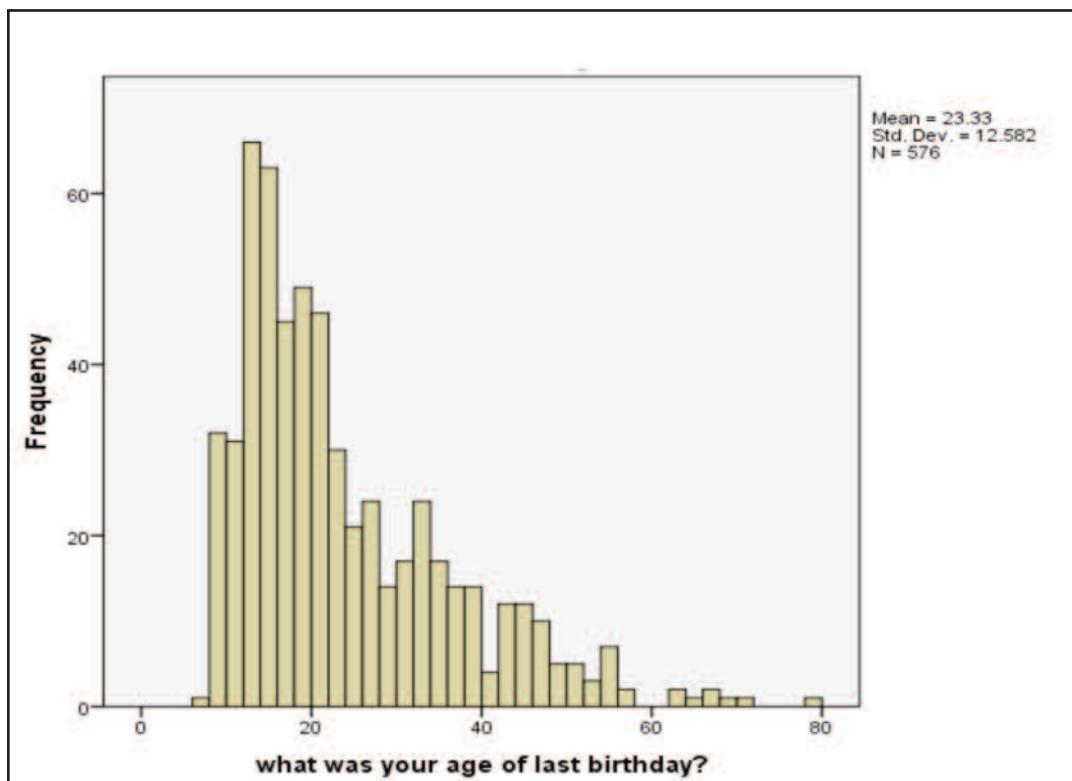
Another interesting difference appeared when respondents were asked to report the location of the community in which they live as urban or rural. Here 71% of users reported to live in a rural community compared to approximately 56% of non-users. Geographic differences are also evident in terms of the respondent's reported Parish of residence. As illustrated in Figure 3, approximately 50% of users come from only five parishes: St. Ann, Kingston and St. Andrew, Manchester, and St. Elizabeth. While in terms of non-users, the results were similar with approximately 51% coming from St. Ann, St. Catherine, St. Elizabeth, St. James, and Kingston and St. Andrew.

Finally, both surveys included questions on income. However, understandably the response rates for these questions were low: only 25% and 55% of respondents in the user and non-user surveys respectively answered this question. A related question asks: "Which would you say best represents your present position in Jamaican society?" and then provides four options in terms of social class. Given the problems associated with the perception of class the results from this question should be interpreted with caution. As illustrated in Figure 6, for both users and non-users, the majority of respondents report being from the middle-class. Also, both sets of respondents have a similar distribution in terms of class.

Figure 3: Parish of Residence as % of total responses (users vs. non-users)
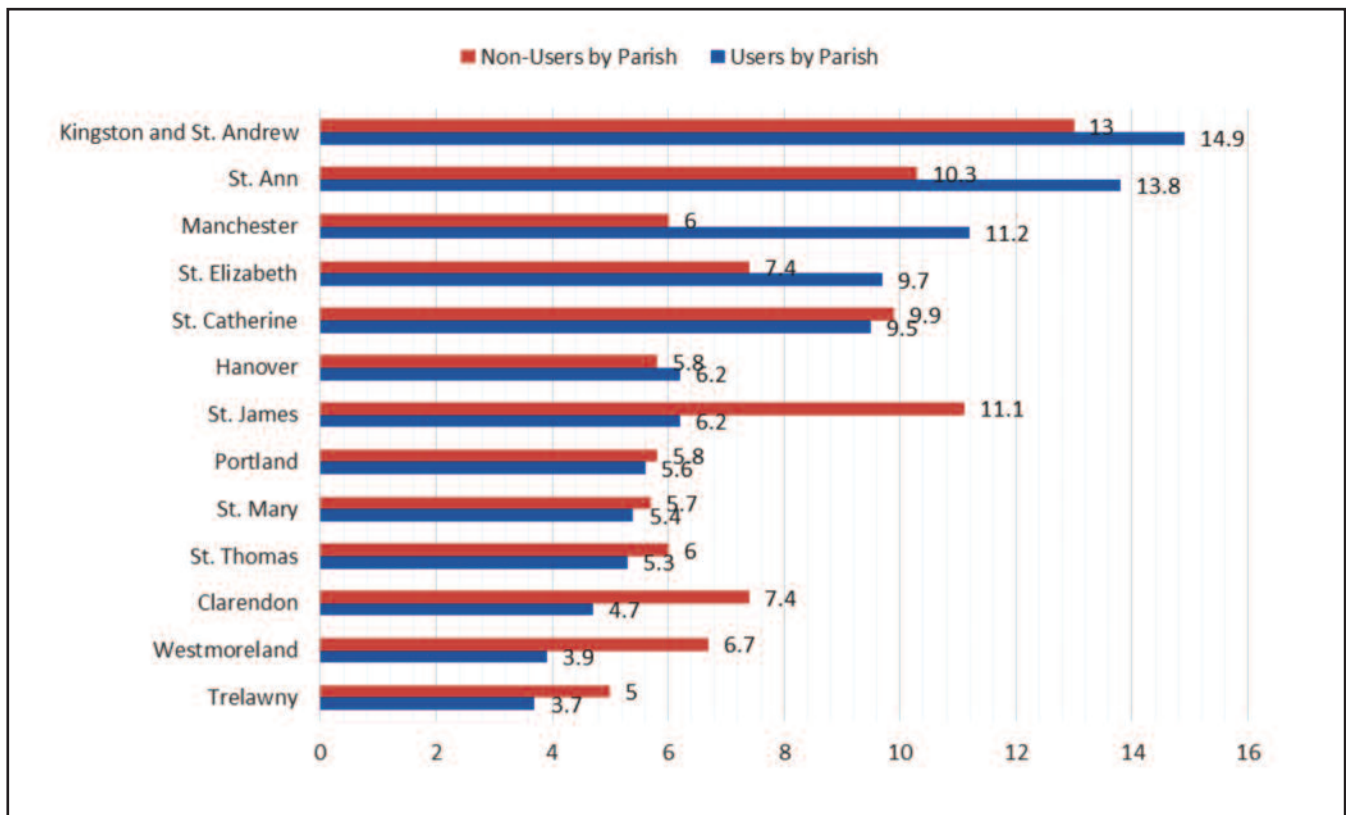
Figure 4: Highest Level of Education Completed as % of total responses (users vs non-users)
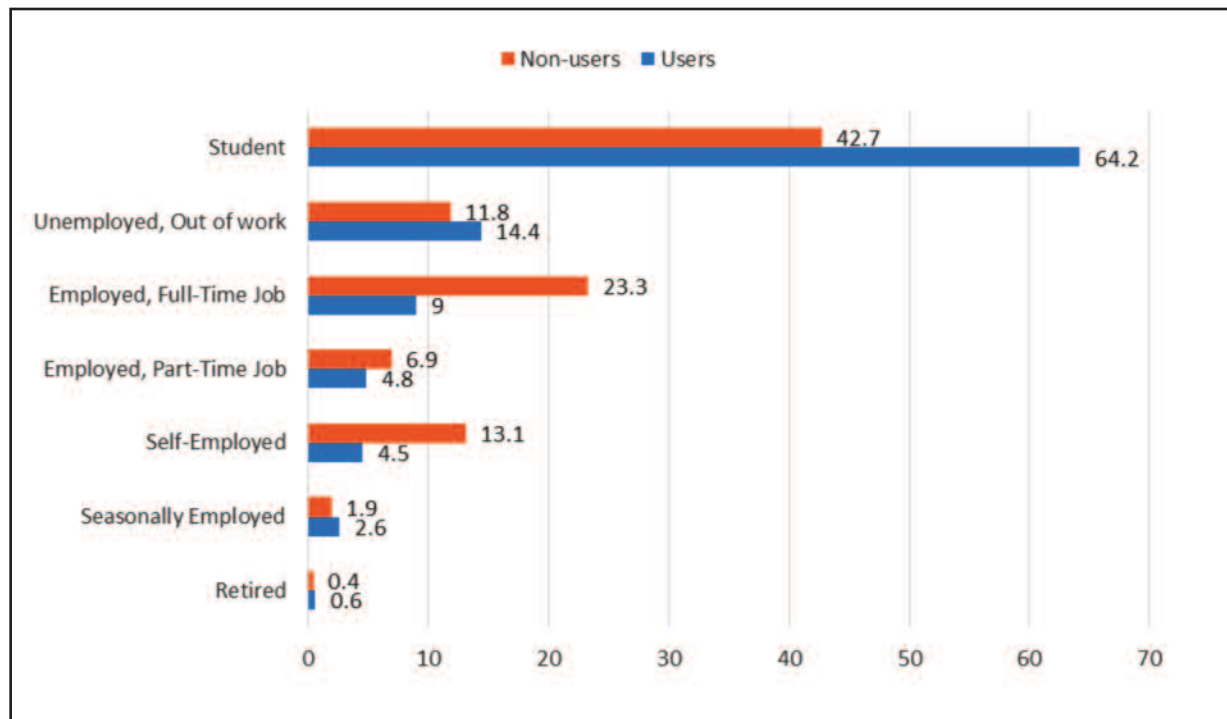
Figure 5: Employment Status % of total responses (users vs. non-users)
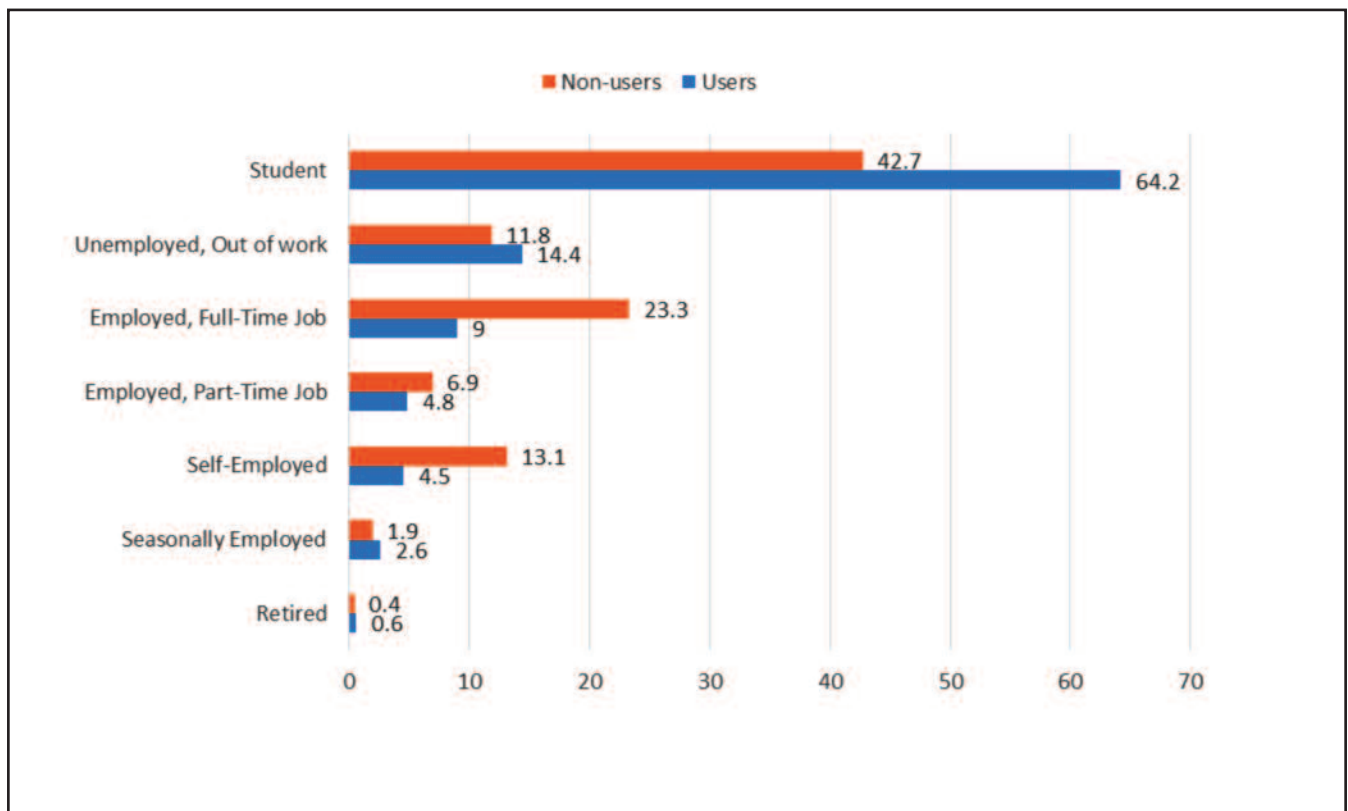
Figure 6: Reported Social Class as a % of total responses (users vs. non-users)
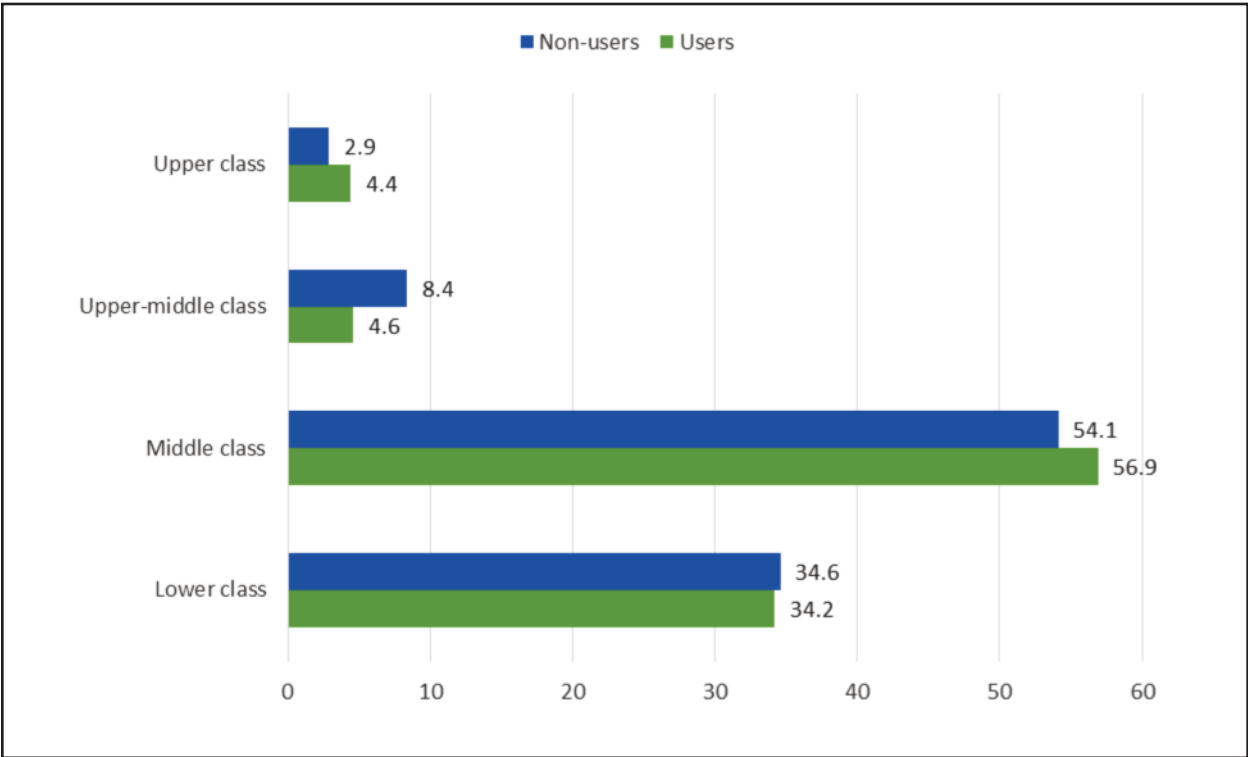
Key Findings

Section A – Users and Non-Users

4.1. Overview of Library Use in Jamaica

One of the significant set of questions from the survey exercise was about library use. This was broken down into two areas: library visits and membership.

Library Visits

For users the most frequent response to which library they had used in the last 12 months was a Branch library as opposed to their Parish library (see Figure 7). Note that there were no responses for Mobile Libraries or Postal Readers. Users were also asked if this was the library they used most frequently. Approximately, 95.3% responded in the affirmative. The type of library (Branch/Parish) that a respondent visited frequently varied by perceived social class,

parish, and age groups (children 14 years or younger, youth 15 to 25 years, adults 25 to 59 years, and senior citizens 60+ years) . That is, persons who described themselves as middle class were more likely to visit their Main/Parish library, while those who describe themselves as lower class were more likely to visit their Branch library. Also, people living in St. Ann, St. Elizabeth, St. Andrew and Kingston were much more likely to visit their Branch library, while conversely those in Westmoreland, Clarendon, Hanover, and St. Catherine were more likely to visit their Main/Parish library. As regards age, the main differences were in terms of adult and senior citizens who were much more likely to visit their Branch library.

Figure 7: Type of library used in the last 12 months (% of total responses) – Question 1b (User)
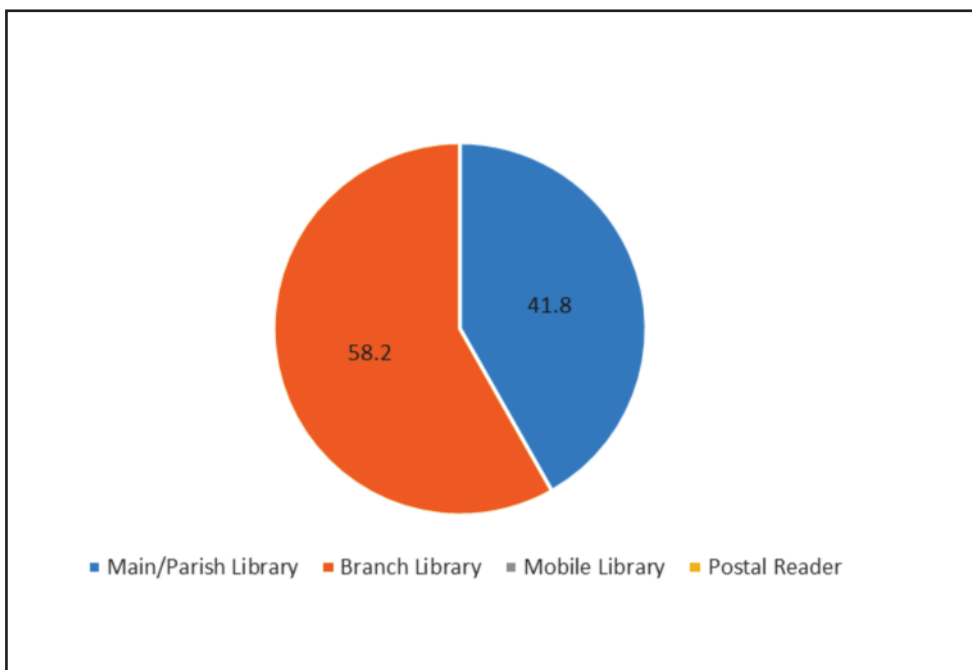
In the focus group discussions, conducted in parish libraries across the country as part of this study, participants were asked the reasons for their most recent visit to the library. In response there were a range of answers with very few persons mentioning borrowing books:

- "to meet some friends it's a nice meeting place," (Clarendon)
- "Reports and research, reading, photocopying," (St. Elizabeth)
- "Research, reading books, read articles and find out information, resumes and application letters," (Kingston and St. Andrew)
- "for the children programmes on the weekend I would take my child," (St. James)
- "To use the internet and social media," (St. Mary)

In contrast, non-users by definition did not visit a library within the last 12 months. When asked what were some of the reasons for this, the most frequent responses were: I did not have the time, I have no money for the library, I buy books and read at home, I get the information I need elsewhere, and it was not convenient (see Figure 8).

Library Membership
A related question concerns library membership (Figure 9). Here a slight minority of users stated that they were members (47% compared to 53% who said no). Based on the survey results for users library membership is related to age and educational level. Thus children and those in primary/prep school are more likely to be a library member when compared to other educational levels. Indeed, students are more likely to be library members than all other employment categories. In addition, membership as with library visits varied by parish; specifically St. Ann and Kingston were the only parishes where persons were more likely to be library members than not. Finally, overall females were more likely to be library members than males.

Figure 8: Reasons for not visiting a library in the last twelve months (% of total responses) – Question 1b (Non-user)
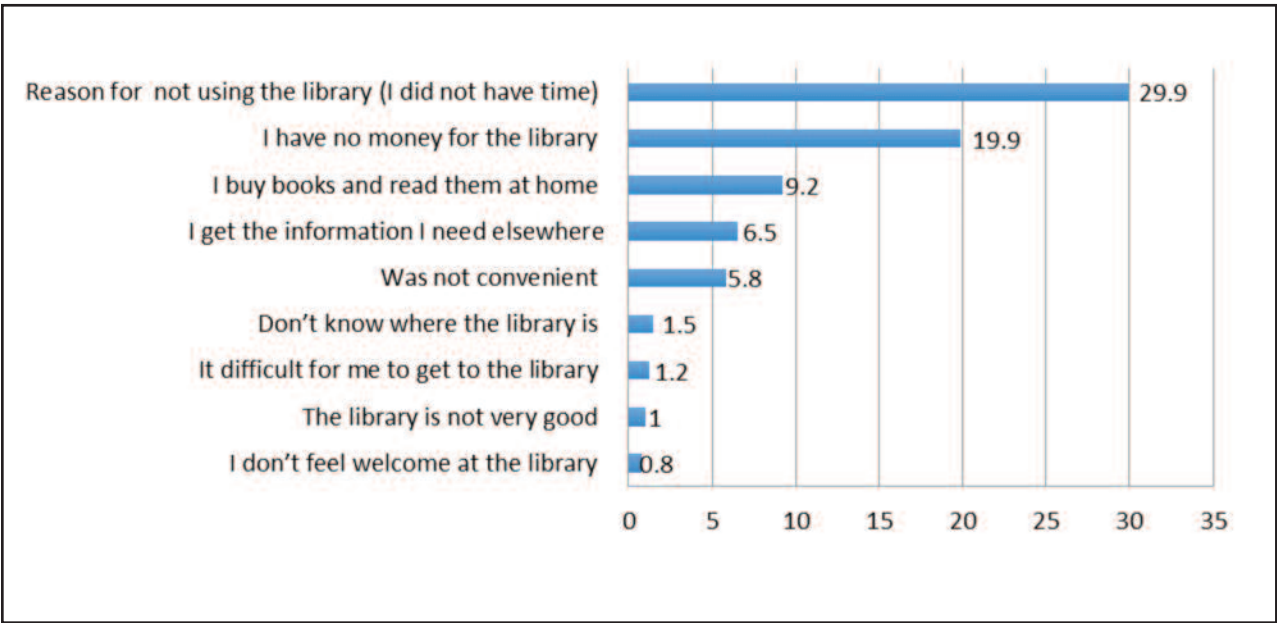
Figure 9: Are you currently a member of any library in Jamaica? (% of total responses) – Question 1e (User)
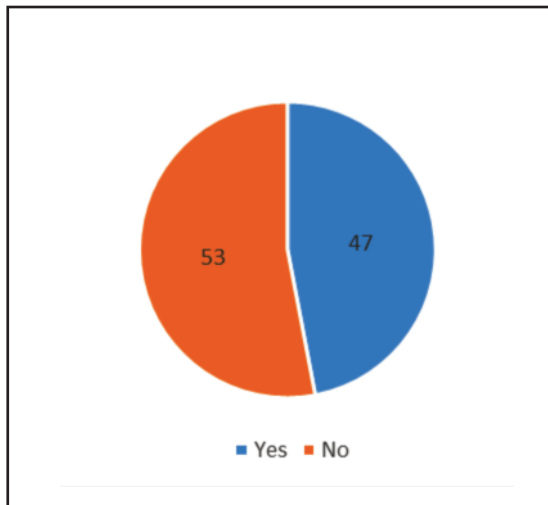
When asked "What encouraged you to become a member of this library?" many of the responses among users concerned reading. For example:

- "I enjoy reading"
- "My passion for reading and the opportunities membership offers"

Other users suggested that becoming a library member was related to computer and Internet access at their library. For example:

- "I get free internet access and to hang out with friends"
- "I get to read books and to use the computer"

Some users also mentioned the need for training and learning. For example:

- "I wanted to learn to read better"
- "I wanted to learn more about our culture and history"

A similar question was raised in the parish focus group discussions. Here responses also focused on the importance of reading while pointing to additional benefits:

- "It's not just about the internet and I think reading is a form of bonding when I take my nieces.

I would want persons to develop good reading habits," (St. Elizabeth).

- "I joined from age 6 and I didn't have internet at that time and even now that I have the internet I still come and use the library because I have that connection to the library and it's like a "hide-out" for me in a sense where I can relax and read a book," (Clarendon).

8 "I was at the library one day and I saw a science book the big bang theory and I started to read it and from there I just developed a love for reading because it was so interesting and after that I decided to join the library," (St. James).

- "I became a member after I did the computer course here because I realized that there was so much information at the library that by you not being at the library you would miss out on it and the staff is wonderful," (St. Mary).

Participants in the focus group discussions were also asked what would encourage more people to become members of the library. Some of the responses included:

- "Put books on the internet for example on a library page and make it available to members so more persons would join the library as this would be easier as you would be able to access books from your home especially if you have to travel from far," (Clarendon).
- "Programmes for different age groups- have activities for the children, based on the number of books they read they give prizes, quizzes, spelling, Math, have other competitions which are internal," (St. Elizabeth).
- "More books because if for example if you are 20,25 or even 30 if you were coming to the library every day you would have read majority of the books in the library. Also by going into the

schools and inform them of the various pro-grammes that the library has to offer and intro-duce more technology usage within the library as younger persons gravitate more to technol-ogy," (Hanover).

- "have an area for the kindergarten level and have them love and use the library that way when they grow up they will continue to use the library," (St. James).
- "Expand the services of the library by having a programme that teaches persons to read as there a many persons who cannot read and make join-ing the library a criteria for becoming a part of that programme. In this area math for example is not emphasize so the library could have a mini library or section dedicated to math and have voluntary tutors to expand the scope especially for high school children who are struggling with math," (St. Mary).

When asked in the survey what kind of libraries they were members of, users (Figure 10) responded in a similar pattern to the types of libraries they visit.

Among non-users, the proportion of respondents who said they are members of a library was lower than users at 32% (Figure 11). For non-users, the groups that appear most likely to be members of a library are those who have completed secondary school education and vocational skills training. This is also the case for persons who are employed, adults, middle class, live in rural areas, and specifi-cally in the parishes on St. Ann, St. Elizabeth, Portland, and Hanover. In sum, this suggests that the library members who are users are more likely to be children and students, while library members who are non-users are more likely to be adults and em-ployed.

Of those non-users who reported being library mem-bers, the types of libraries that they were members of were similar to those of users (Figure 12).

Figure 11: Are you currently a member of any library in Jamaica? (% of total responses) – Question 1c (Non-user)
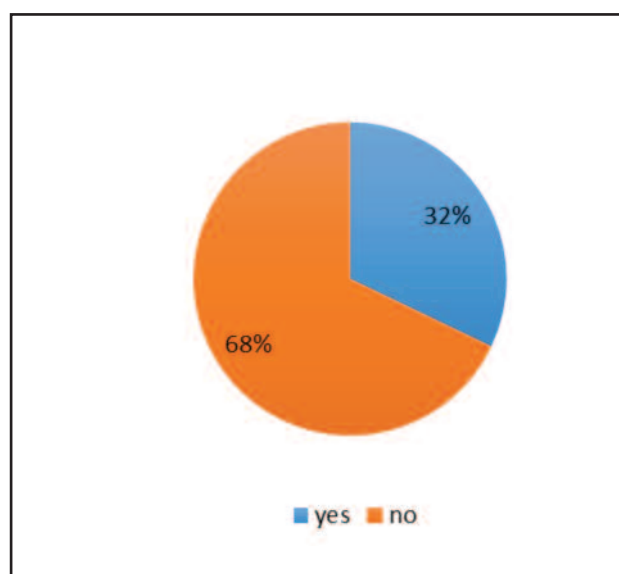
Figure 10: Library Membership – Type of Library (% of total responses) – Question 1f (User)

0.3%

41.5%

58.2%

■ Main/Parish Library ■ Branch Library ■ Book Mobile or Mobile Library

32%

68%

■ yes ■ no
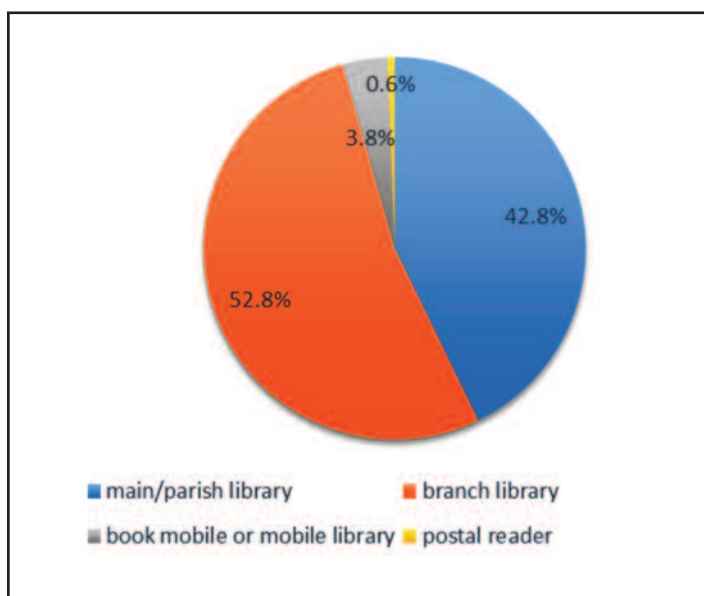
Non-users who stated they were not library members were also asked "Why have you NOT become a member of a library?" Here some of the survey responses concerned having alternative sources of Internet access such as at home, they were no longer in school (which links back to the relationship between students and library membership), and the most frequent response: not having enough time.

The parish-wide focus group discussions also reiterated these points while pointing to other factors such as the perceived level of services at the library, and a difficult application process:
- "Because I have internet at my home and if I need any information I would use Google," (Trelawny).
- "I was not pleased with the service of the library hence my reason for not joining and because I had the use of my school library and internet at school and at home I never really used the public library," (St. Mary).

- "because the process is too complicated you have to have proof of address a light bill but what happens if you don't have a light bill in your name," (St. James).
- "I tried on several occasion but didn't know how to and later on I got the internet at home and I have a lot of books at home so there was never any great need to join the library," (Clarendon)

Going further, when non-users were asked in the survey if they were aware of the steps to becoming a library member, a majority (73%) said no (Figure 13). In fact, a majority on non-users (65%) also reported not being aware of the opening hours of their local library (Figure 14). That said, some 80% of non-users stated that the local library's opening hours were convenient (Figure 15).

Figure 13: Are you aware of the steps to become a member of the library? (% of total responses)- Question 1ei (Non-User)

19
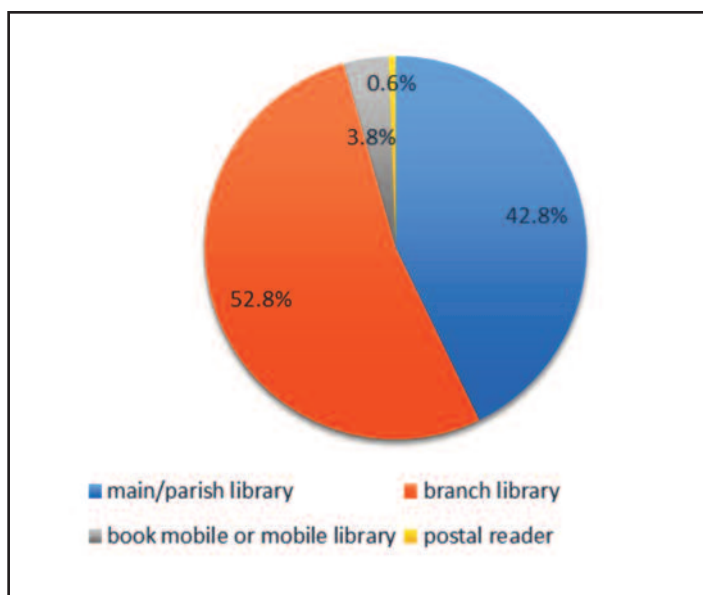
Figure 14: Are you familiar with the opening hours of your local library (% of total responses) - Question 1m (Non-User)
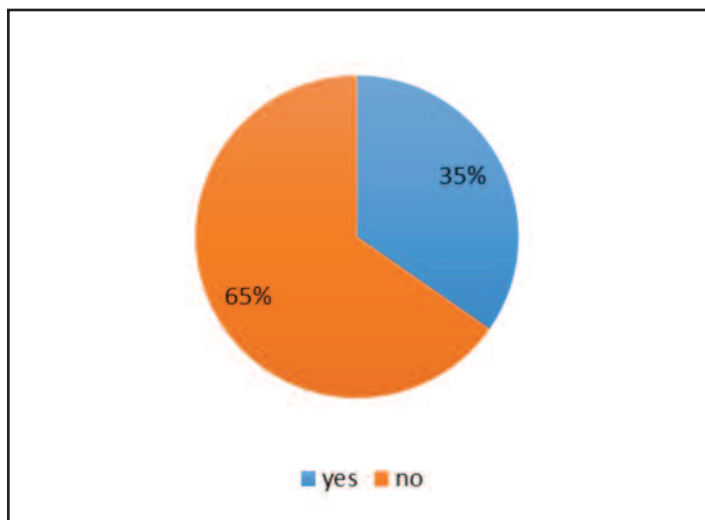
Figure 15: Do you think that the opening hours of this library are convenient? (% of total responses)- Question 1n (Non-User)
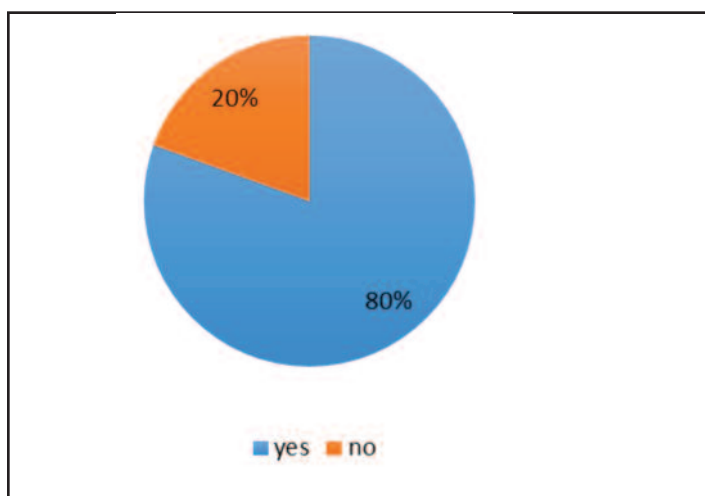
4.2. Library Services and Training

This section examines responses about the perceived purposes of a library, and demand for services and training opportunities.

The non-user survey asked respondents what they thought was the main purpose of a library. Figure 16 summarises the responses where subjects could choose more than one option (leading to a sum greater than 100%). Here the most frequent response was to loan books, etc. followed by reference services.

The non-user survey also asked respondents if they were familiar with the services offered at their local library and 62% said they did not (Figure 17).

Figure 18 summarises the survey responses to what kinds of services users and non-users would like to access at their local libraries (subjects could choose more than one option (leading to a sum greater than 100%).

When non-users were asked what services they would like to access at their local library, the most frequent response was Wi-Fi (43.1% of respondents) followed by online books (37.9%) and then accessing library-related information on asmartphone (32.8%). This is similar to the most popular types of the services that users would like to access at their local library. However for users, using Skype appears to be the third highest requested service (42.4%).

As part of the parish wide focus group discussions, participants were also asked what services they thought should be emphasized by the library. In general, many persons also felt that various types of

Figure 16: In your opinion what are the main purposes of a library? (% of respondents)- Question 1l (Non-User)
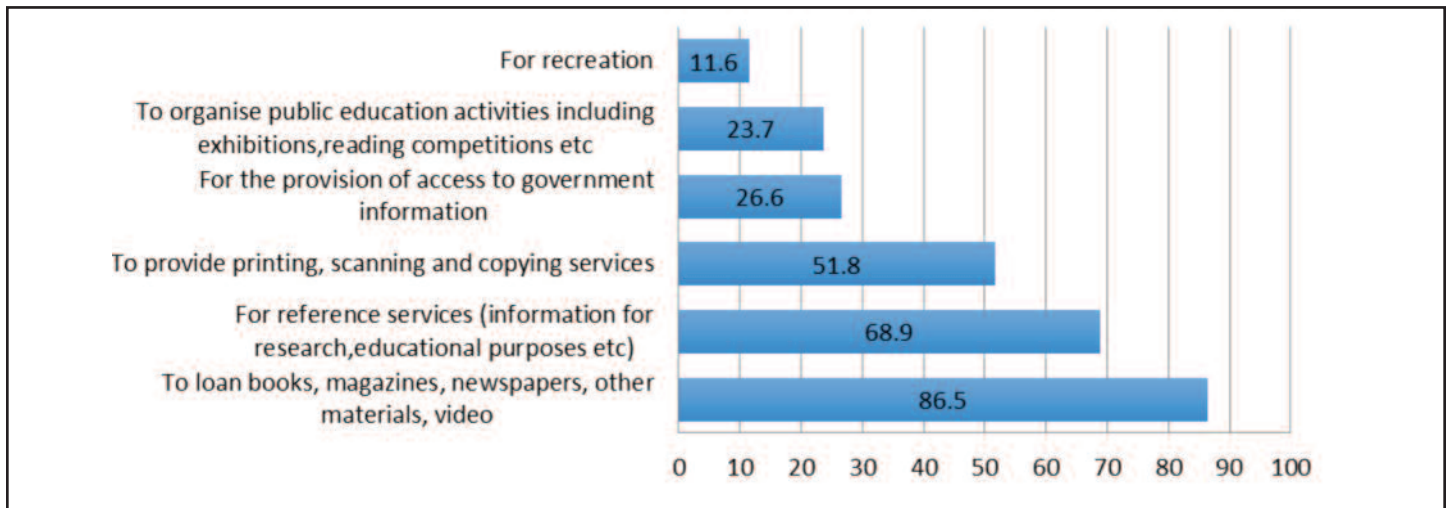
Figure 17: Are you familiar with the services that are usually offered at your local library? (% of total responses)- Question 2a (Non-User)
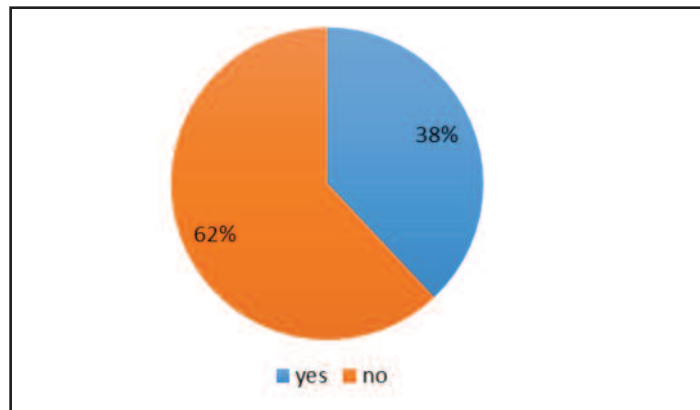
Figure 18: Would you be interested in accessing any of the following services from the library? (% of respondents)- Question 2a (User) and Question 2b (Non-User).
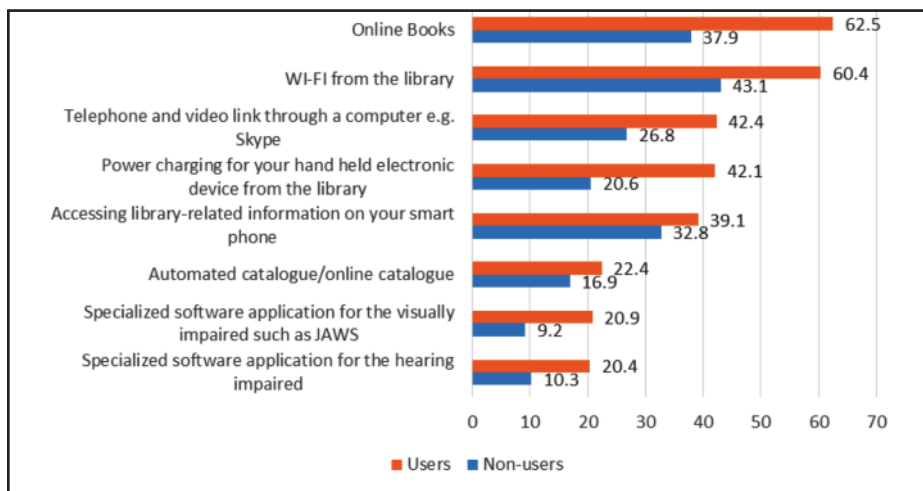
computer training were important. Others pointed to supplemental services:

- "being able to purchase book online through the library books that are not easily available in the parish or in the county so you could pay the library and they purchase the book intended for you," (St. Mary)
- "Typing services as not everyone can type fast so have someone at the library can type for persons," (St. Mary)
- "having persons for example IT persons wear a name tag so they are easily identifiable so that whenever there is an IT problem you can know exactly who to go to," (St. James).

However, some comments were pointed to both productive and unproductive uses of the computer at the libraries:

- "Me would a say computer training because most of the pickney them that come here don't know how to use the computer, the only thing them know to do is jack in them flask drive and play game," (Springfield).

The focus groups discussions also explored a related issue. Participants were asked what materials they thought should be emphasized at the library. Here responses included a range of suggestions:

- "Text books especially for those who cannot afford the books they should be able to come to the library and be able to find the various text and use them," (Clarendon).
- "Encyclopaedias and up-to-date encyclopaedias; when you go to the libraries the encyclopaedias are outdated and no up-to-date relevant and current books on current affairs," (Marcus Garvey Youth Centre).
- "Get CXC books in the library by the Ministry of Education," (Kingston and St. Andrew)

- "I think there should be balance as children's books are important but so are research materials and books for general reading. As for community events the library could play an important role in educating the community generally or topics as they could have panel discussions and invite the community so that members of the community can be up-to-date with various issues and matters in the society. I don't think there should be an overemphasis on any one aspect and of course the technology aspect is also very important," (Hanover).

Apart from existing services, focus group participants were also asked what new material or services should be provided at the library. Here again there were a wide range of responses:

- "Toys for children," (St. James)
- "More materials and training of the staff for them to be able to better facilitate persons who are physically, mentally or socially challenged so for example have braille books and audio for the blind.," (St. Mary)
- "EBSCO search engine, online journals," (St. Elizabeth)
- "More large print books for the older persons," (Hanover)

In terms of training needs the overall survey responses are summarised in Figure 19. The most popular training need among both users and non-users is in the use of online books followed by searching for information on the Internet and accessing library related information on the smartphone (although not in the same order). Together these results suggest that the demand for services and training needs are similar for both users and non-users.

Figure 19: Would you be interested in being trained by a library in any of the following? (% of respondents)- Question 2b (User) and Question 2c (Non-User).
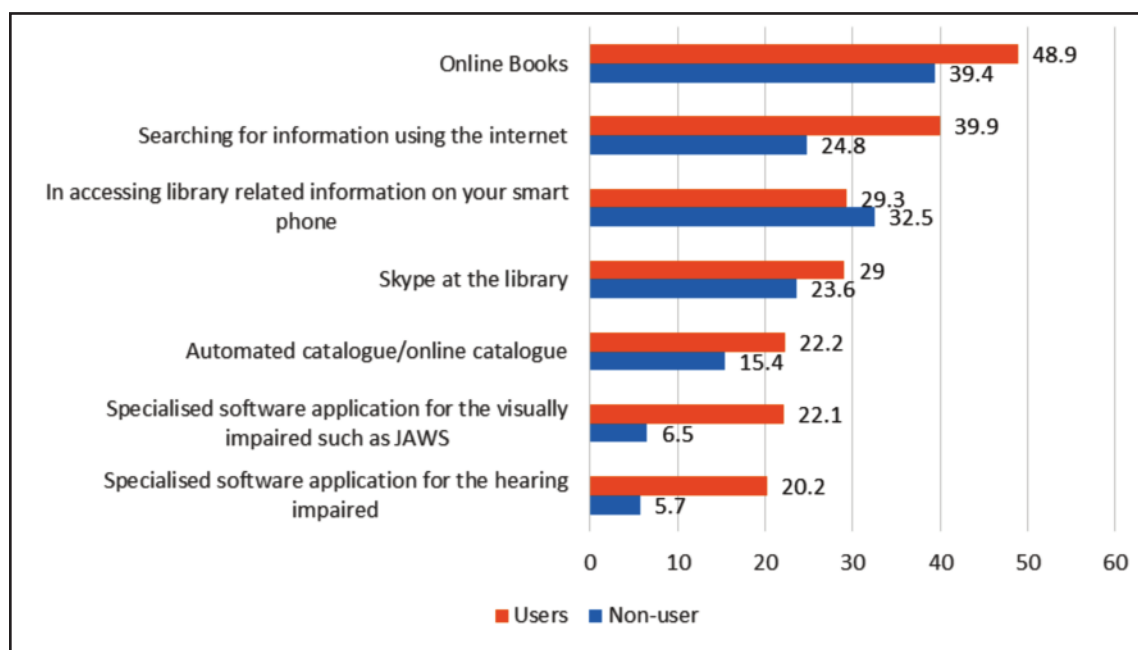
Those users interested in the two most popular types of training (how to use online books, and searching for information on the Internet) where more likely to be children, report having a primary/prep school level of education, and be from the parishes of Kingston, St. Ann, Portland, and St. Catherine. There were no discernible differences among those users interested in accessing library related information on the smartphone.

For non-users, those respondents interested in training in how to use online books were also more likely to be children and be from St. Mary, St. Ann, and Manchester. However, for the other two popular training interests - searching for information on the Internet and accessing library related information on the smartphone) there appear to be fewer differences among non-users. For example, among non-users interested in training in searching for information on the Internet, only parish differences were evident with those in Manchester more likely to express interest in this type of training than non-users from other parishes. Finally, non-users interested in accessing library-related information on the smartphone were more likely to be male.

Another set of questions in both surveys ask about specific ICT training needs. Both users and non-users were asked: "Would you be interested in computer skills training from the library?" The results are summarised in Figure 20 below. While there is a clear majority of users (76%) who are interested in computer skills training, a slight majority of non-users (40.2%) are not interested. However, a significant proportion of non-users (21.6%) are also unsure about this opportunity and perhaps need more information.

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Those non-users that are interested in computer skills training are more likely to be children, at the primary/prep school level of education, live in rural areas, and live in St. Mary, St. Ann, Portland, and Manchester.

The specific types of ICT skills that users and non-users are interested in are listed in Figure 21 along with the percentage of responses in each case (subjects could choose more than one option leading to a sum greater than 100%). Non-users overall were less interested in ICT skills training at libraries, however where they were interested the most popular options were also computer programming and webpage development.

The most popular requested types of ICT skills training among users were computer programming and webpage development. In terms of computer programming, there were no discernible differences (other than by parish – Hanover and St. Ann) among the user sub-groups, suggesting that this is a popular choice across different sub-groups (age, gender, education, etc.). Webpage development was also

more likely to be chosen by users in St. Ann and Hanover and by youth.

Non-users overall were less interested in ICT skills training at libraries, however where they were interested the most popular options were also computer programming and webpage development.

Focus group participants were also asked about their interests in ICT training at their library. In addition to the survey responses, they also mentioned specific applications or computer programming skills:

- "learning how to use Adobe Illustrator and Adobe Photoshop, learning how to edit photos as I could use it to promote parties or even get a job from it," (Clarendon).
- "Yes I could learn how to use AutoCAD and to do graphics," (St. Mary).
- "How to do programming for example how to write in Pascal this would be beneficial especially for those persons doing IT at CXC if they don't understand something someone at the library could explain to them," (Trelawny)

Figure 20: Would you be interested in computer skills training from the library? (% of total responses) - Question 5e (User) and Question 5e (Non-User).
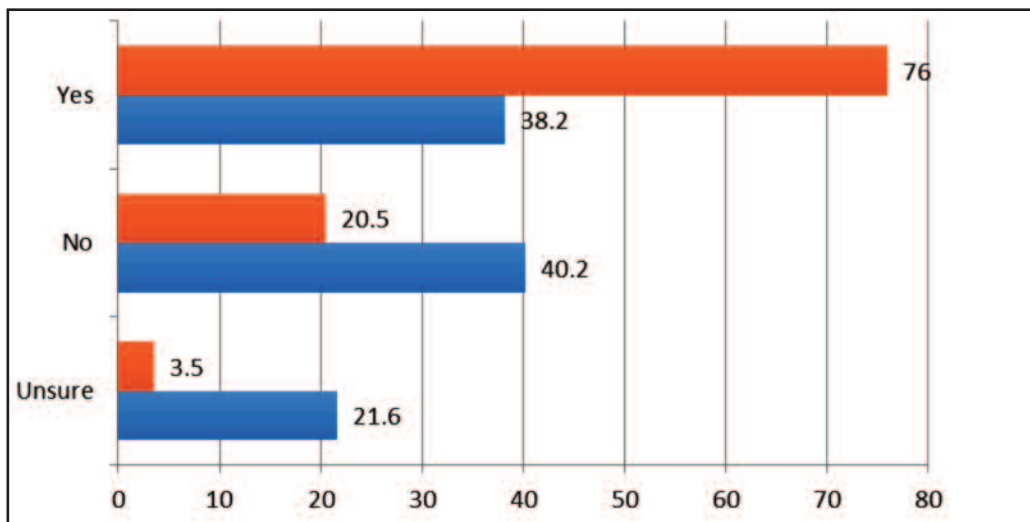
Figure 21: Interests in possible ICT training offered at libraries (% of respondents) - Question 5f (User) and Question 5f (Non-User).

4.3. ICT Skills and Access

ICT Knowledge and Skills

Among users, 95% of respondents stated that they know how to use a computer (hardware and software). This compares with 80.4% of non-users (Figure 22).

Figure 23 summarises the answers to a related question on the respondent's level of computer knowledge (Basic, Intermediate, or Advanced) from both users and non-users. In this case both groups appear to have similar distributions in terms of the level of computer knowledge.

Figure 22: Do you know how to use a computer (hardware and software)? (% of total responses) - Question 5a (User) and Question 5a (Non-User).

Users who have a primary/prep school level of education, are children, and live in Kingston, St. Andrew, St. Ann, or Westmoreland are more likely to state that they have a Basic level of computer knowledge. Those users who have completed secondary school or have completed university, are youth, and live in Hanover are more likely to state they have an intermediate level of level of computer knowledge.

For non-users, apart from education and age other factors appear to be also relevant in understanding the differences between reported levels of computer knowledge. For example, those non-users who are employed full-time are more likely to report having intermediate or advanced computer skills while students and the seasonally employed are more likely to report having basic or intermediate computer skills. Finally, there is a difference in terms of gender. As il-

Figure 23: How would you describe the level of your knowledge and use of computers? (% of total responses) - Question 5d (User) and Question 5d (Non-User).

lustrated in Figure 24, a larger proportion of female non-users describe themselves as having an intermediate level of computer skills, while larger proportions of males report having basic and advanced levels of computer skills.

In turning to the specific computer skill proficiencies of users and non-users, the responses are fairly similar (Figure 25). The main differences are in terms of the ability to use accounting software and the use of general hardware technologies.

Finally, both users and non-users were asked where they acquired their computer skills. This is illustrated in Figure 26 where subjects could choose more than one option (leading to a sum greater than 100%). Apart from teaching themselves, doing training courses, many respondents (both users and non-users) noted that they also learned their computer skills from other sources. The most common was school, followed by friends, family, and the library which was mentioned by a few persons.

ICT Access

For users questions about ICT access were concerned with access and use at libraries. For non-users, the focus was on access in general. Figure 27 below summarises the responses to two questions on frequency of computer use and Internet access at libraries among users.

Internet access is important among users with some 53.9% of respondents stating that they access the Internet on almost every visit or on every visit to the library. This compares with 37% of users who say that they access computers at their library on almost every visit or on every visit. The difference suggests that persons who bring their own devices and access the Internet via Wi-Fi are an important feature of library users.

Users who are students, children or youth, living in rural areas, and in the parishes of St. Catherine, Manchester, and St. Andrew are more likely to access library computers on almost every visit on more. These factors also explain differences among users who access the Internet access at libraries on almost every visit or more.

Figure 24: How would you describe the level of your knowledge and use of computers? (% of total responses by gender) - Question 5d (Non-User).
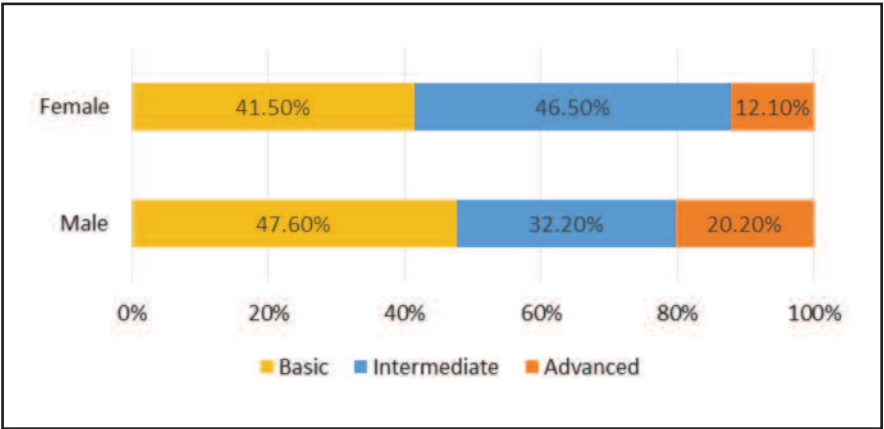
Figure 25: Please explain the extent of what you know about using computers? Do you know how to…? (% of total responses) - Question 5b (User) and Question 5b (Non-User).
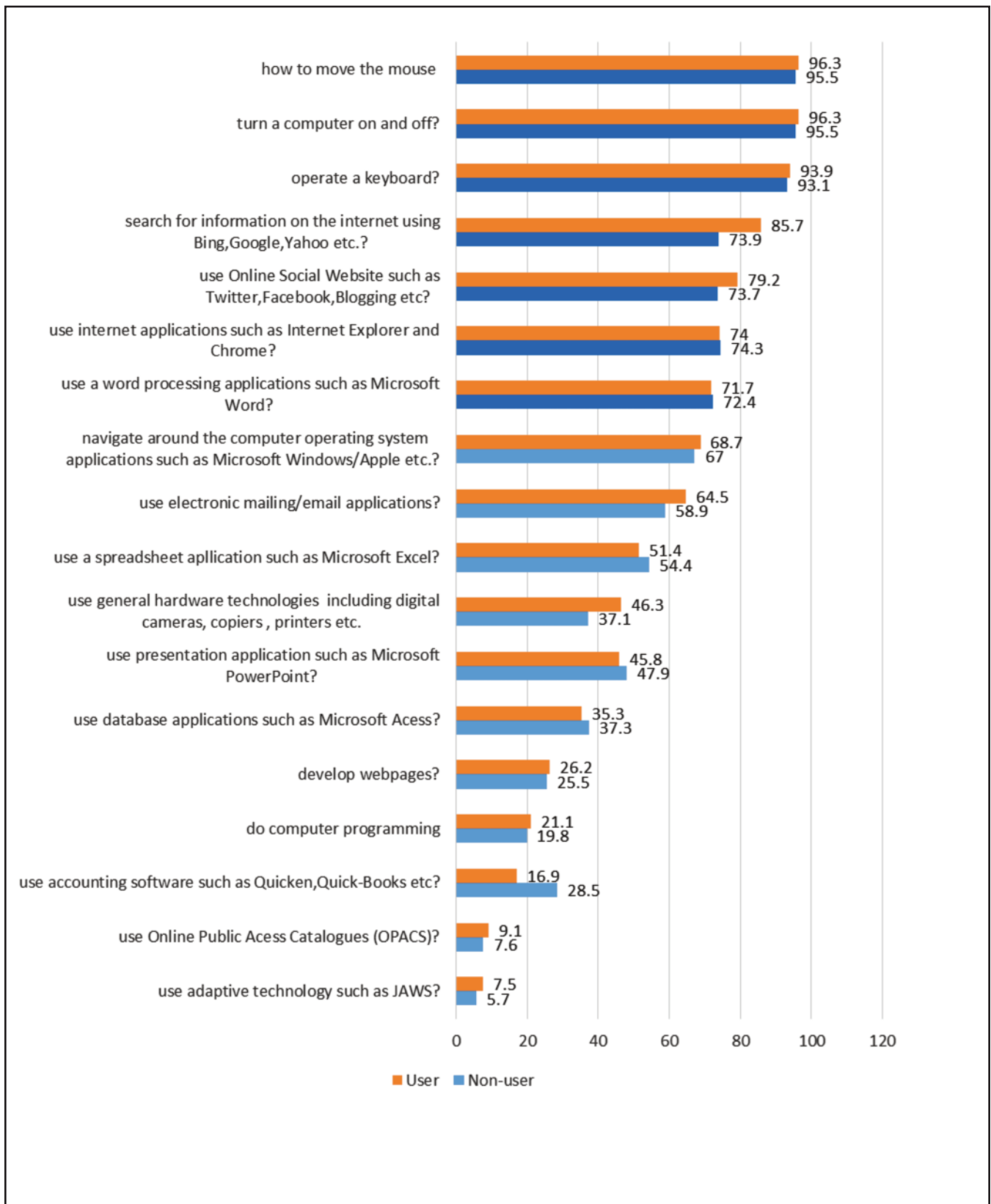
Figure 26: How did you learn to use this/these technologies? (% of respondents) - Question 5c (User) and Question 5c (Non-User).
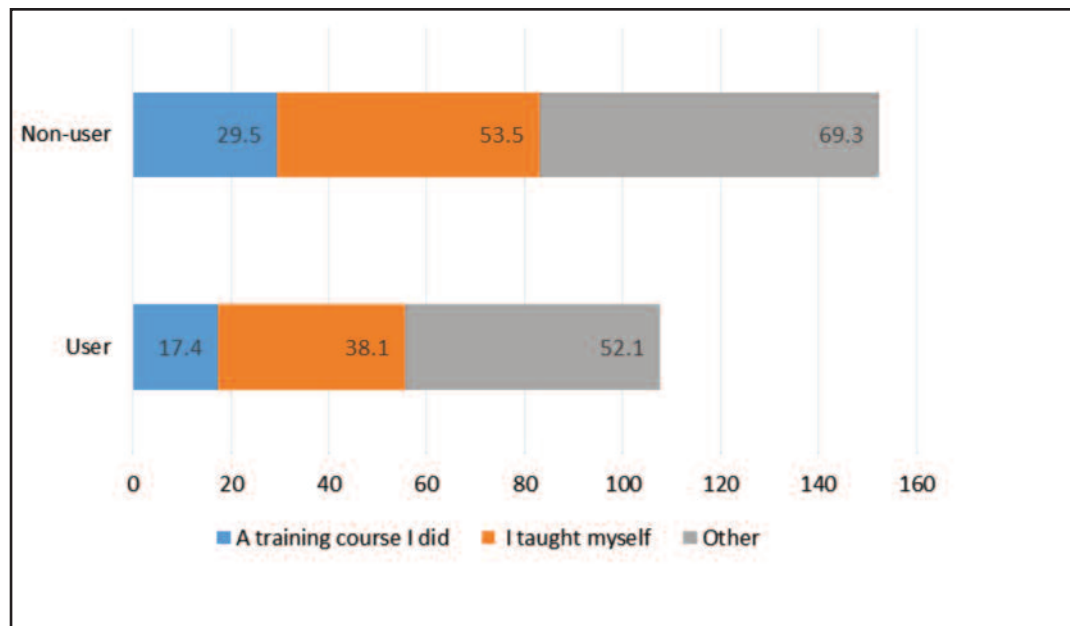
Figure 27: How often do you use the computers at the library you visit most frequently? How often do you access the Internet at the library you visit most frequently? (% of total responses) - Question 6a and Question 6b (User).
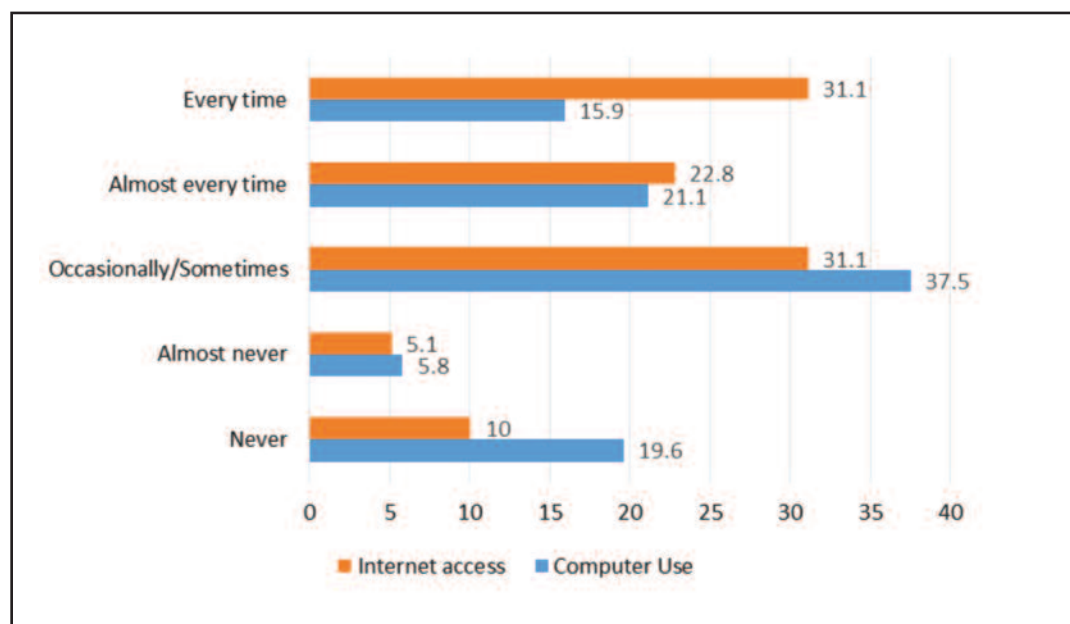
Users were also asked about the reasons they used computers generally. Figure 28 summarises the responses to this question, where subjects could choose more than one option (leading to a sum greater than 100%). Apart from educational needs (78.7%) most of the responses are consistent with public access computer use in general and not libraries in particular.

Access to ICTs among non-users was assessed first in terms of computer and Internet access. These results are summarized in Figure 29 below. Presumably the difference between the two types of ICT access could be explained by the use of smartphones. Going further, non-users were also asked where they access these ICTs (Figure 30). The responses are fairly similar and point to the home as being the most important access point for ICTs for non-users.

Figure 28: Please, indicate for what purposes during the last year you used the computer. (% of respondents) - Question 7d (User).a
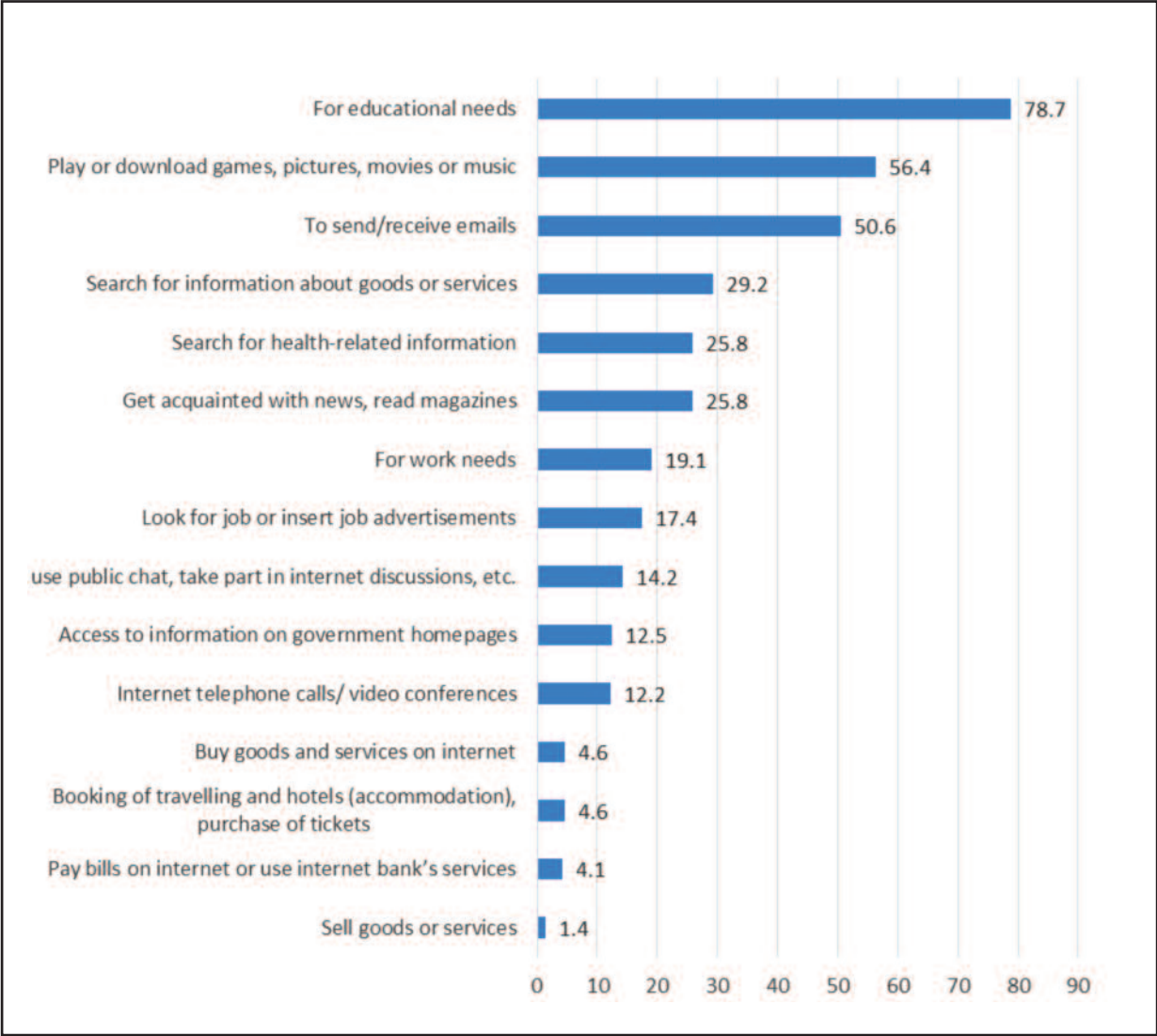
Figure 29: Do you have access to a computer? Do you have access to the Internet? (% of total responses) - Question 6a and Question 7a (Non-user).
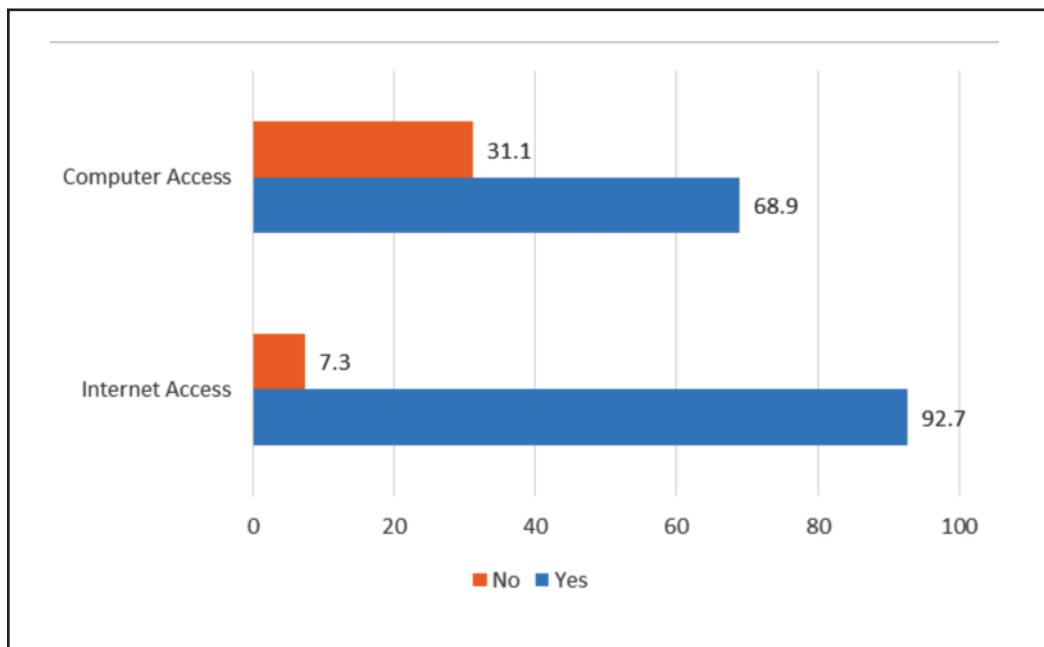
Figure 30: Where do you access this computer? Where do you normally access the Internet? (% of total responses) - Question 6b and Question 7b (Non-user).
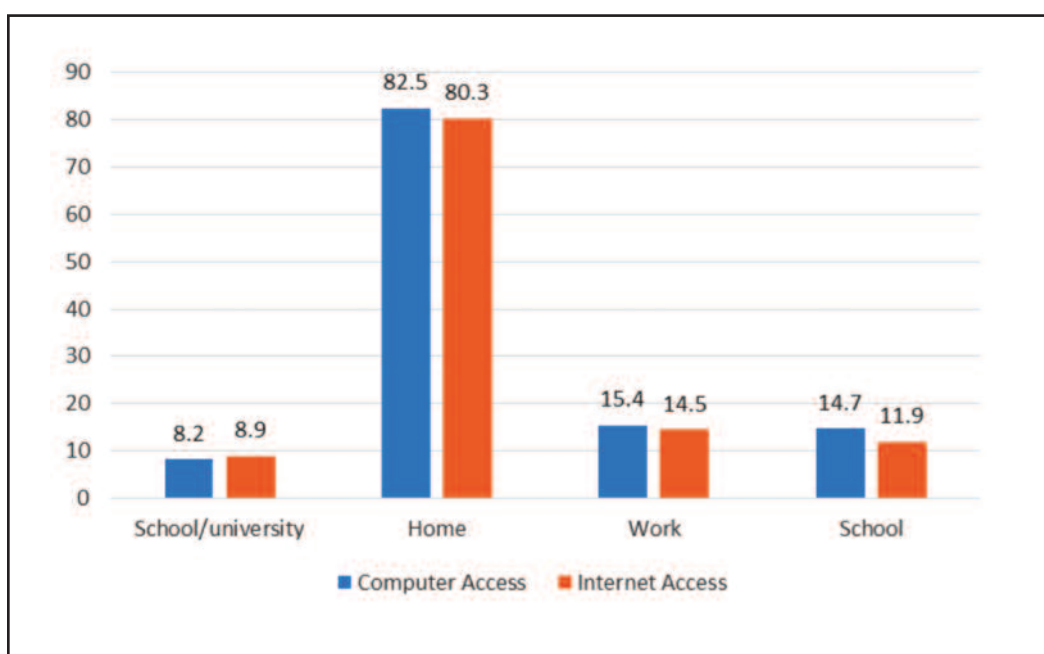
A related set of questions then asked if the non-user was aware that they could access these same ICTs (computers and the Internet) at the public library. These responses are summarised in Figure 31. Of note is that while only a small percentage (22.3%) of non-users were not aware that they could access computers at the public library, as much as 43.7% of non-users were not aware they could freely access the Internet at the public library.

In addition, non-users were asked about their knowledge of specific services offered at public libraries (Figure 32). Subjects could choose more than one option (leading to a sum greater than 100%). Interestingly, although 38.2% of non-users stated that they would be interested in computer skills training from the library (Figure 20), only 5.4% of non-users report being aware of such services.

Regardless of their awareness about ICT services offered at the library the vast majority of non-users did not associate any risk with their use (Figure 33). The only notable difference among sub-groups in this case was in terms of parish – non-users from rural areas or from St. Thomas, Manchester or St. Mary, were more likely to believe that there were some risks associated with Internet access or with computer use at public libraries.

Figure 31: Are you aware that the public library in your community provides access to computers? Are you aware that the public libraries in Jamaica offer free access to the Internet? (% of total responses) - Question 6bi and Question 7bi (Non-user).
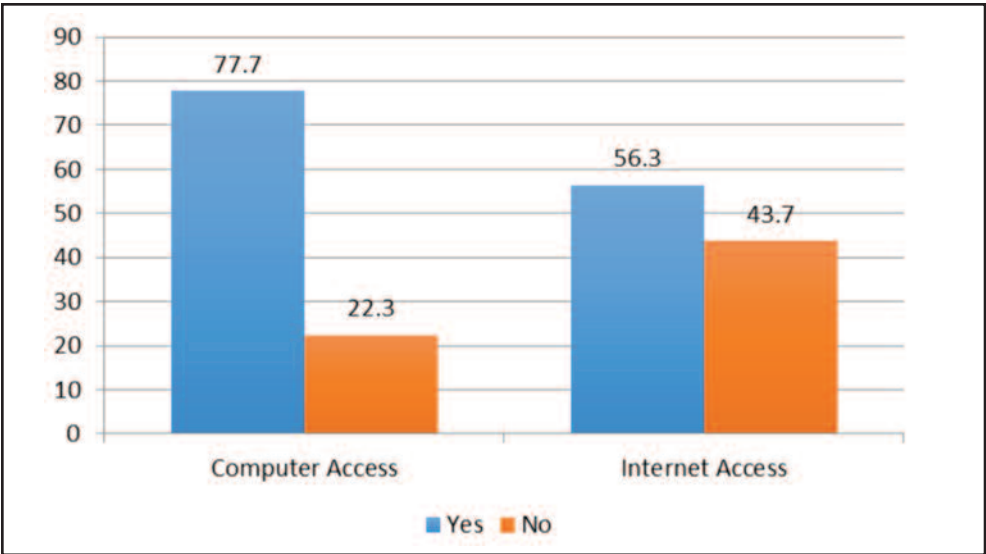
Figure 32: Are you aware that public libraries in Jamaica offer the following services? (% of YES responses) - Question 7l (Non-user).
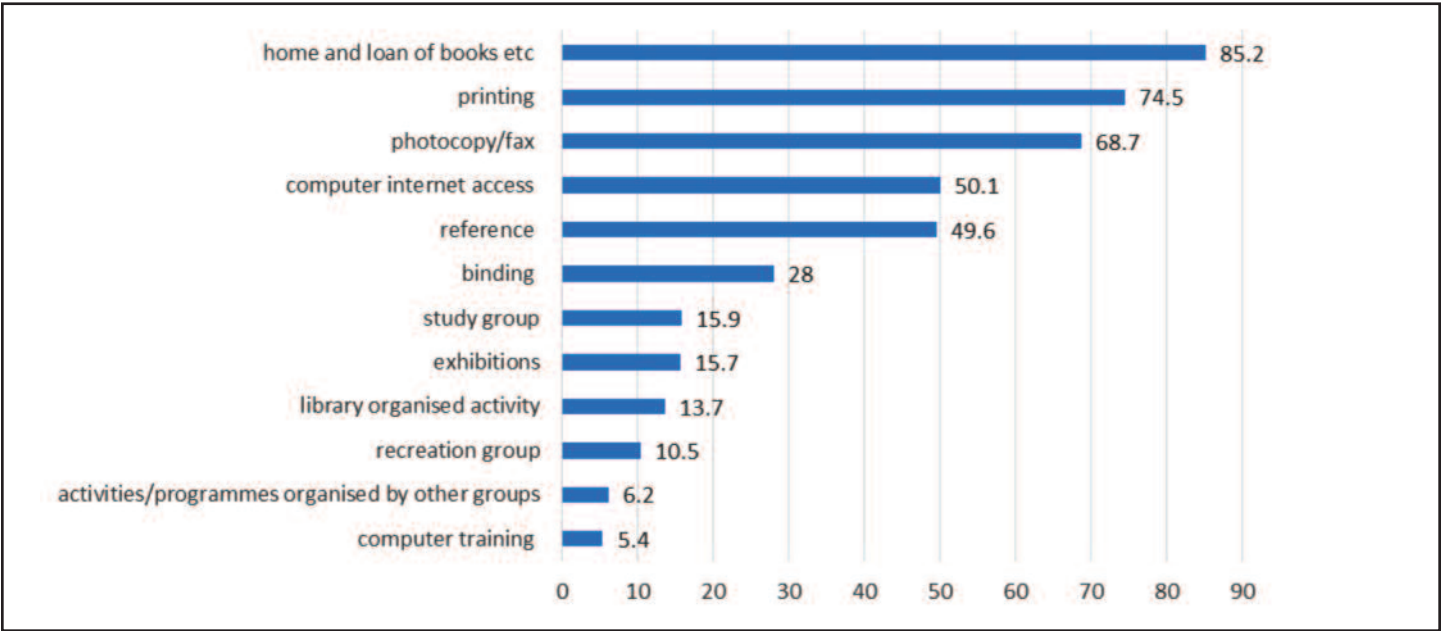
Figure 33: Do you believe that there are any risks associated with using the computers at your local library? Do you think that there are any risks associated with you using the Internet at your local library? (% of total responses) - Question 6bii and Question 7c (Non-user).
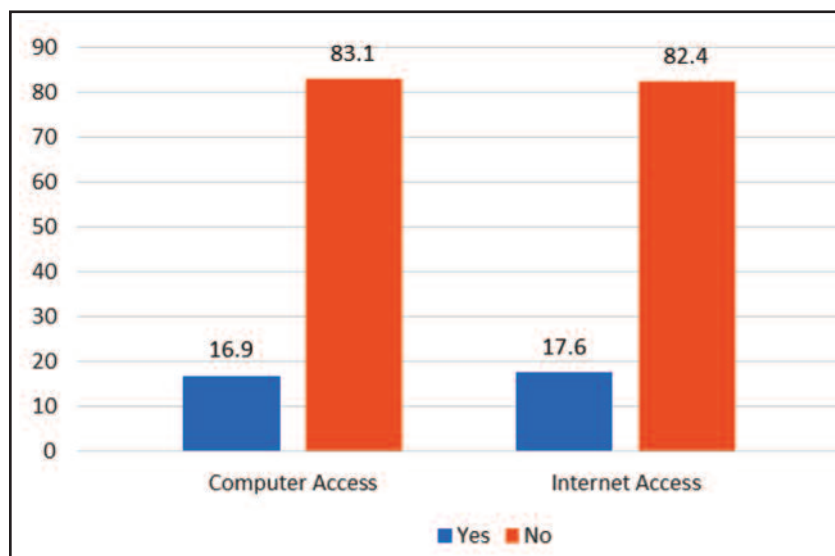
Figure 34: Do you believe that libraries in Jamaica should offer the public access to computers? (% of total responses) - Question 7j. (Non-user).
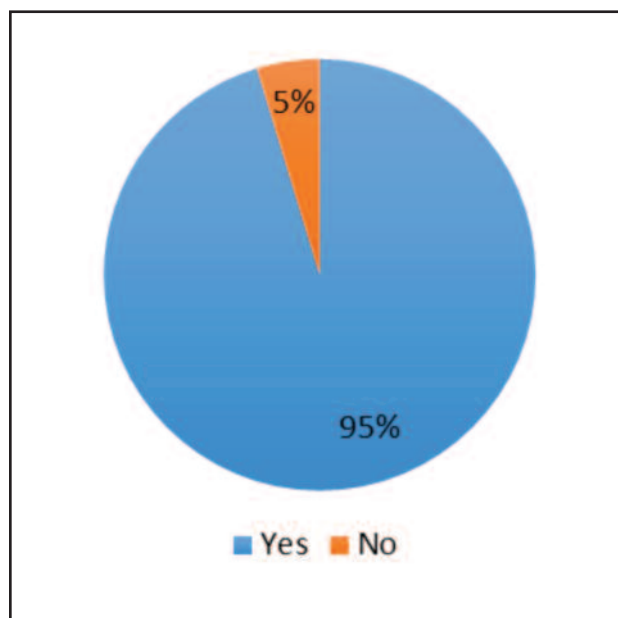
When asked what they thought the risks of accessing the Internet at the library were these non-users were mostly concerned with the level of security on library computers. They mentioned vulnerability to computer viruses, cybercrime, hacking, and the loss of private information.

In general, non-users overwhelming believe that libraries in Jamaica should offer public access to computers (Figure 34). When asked to explain their opinion many non-users who support having public access computers at libraries were concerned with the lack of access to and affordability of computers among the population. Some of the comments included:

- "Not everyone can afford a computer and I think it is everyone's right to be computer literate"
- "All Jamaicans should be able to access information on the internet freely and be computer literate"
- "In line with library functions to increase education"

The few who did not agree were concerned about computer viruses and the security risks that both adult and children face online.

4.4. Existing and Potential Impacts of ICT use at Libraries

In this section we review views about the potential relationships and development impacts of libraries and ICTs.

Library and Community Relationships

One set of questions in both the User and Non-user surveys sought to assess what kinds of perceived relationships there were between the community and the library. This is illustrated in Figure 35.

The interesting result here is that a larger proportion of non-users (95.1%) considered the library to be important or very important to the community while 62.2% of users thought the same. When both users and non-users were asked why they felt this way, many pointed to the library as a place for people to gain knowledge, support educational needs of students, and provide Internet access, particularly to those who cannot afford it.

Perhaps the difference here is that non-users are viewing the importance of the library in terms of other persons and not themselves. Recall that non-users are less likely to be students when compared to users. Also, 92.7% of non-users have access to the Internet mostly from home (Figure 29 and Figure 30). Since supporting students and Internet access are seen as some of the reasons why the library is important for the community, it may explain why non-users are more likely than users to view the library as important. This finding could also point to potential ways to engage non-users outside of normal membership.

In the focus group discussions, participants were asked the reasons for whether or not they thought the library might be important to the community. Most persons did feel the library was important (as with the survey results) and there were a range of reasons focusing on Internet access, reading resources, and student support:

Figure 35: How important do you think the library is for your community? (% of total responses) - Question 3a (User) and Question 3a (Non-user).
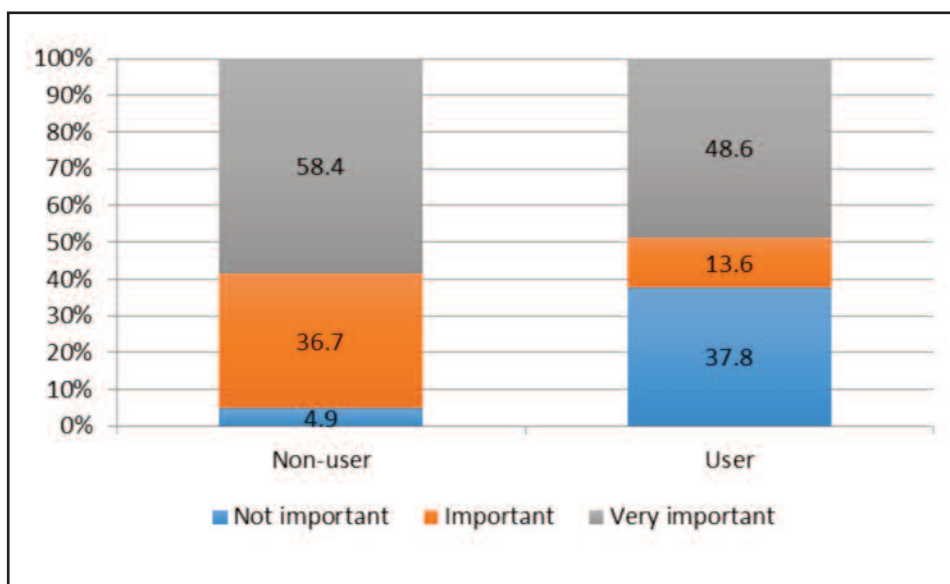
- "yes because it allows you to access the internet if you don't have the internet at home and it provides a wide range of knowledge because of the many books it has and persons have access to newspapers archives," (Clarendon)
- "I think the library is like a pillar of the community for example you would have a school or a church or a facility that will enhance other peoples life it is in this way that the library is important to elevate the minds and hearts of both young and old," (St. James).
- "it is important as it also provides a place where you can come and get away from your worries you can come an read a book or you can just come an meditate as the library is quite and you can go outside and listen to the ocean or look out to sea," (St. Mary).
- "I think the library is important because it provides information on a wide variety of subjects and it also provides activities for children and young children have access to books freely. As

for the adults they are free to read and as for myself I use the reading as a form of relaxation and recreation so I come in and get a book. For those who are studying they have access to very valuable information both on from the internet and from books," (Hanover).

Alternatively, there were some critical comments such as:
- "I would say no because everything that you can do at the library you can do at your house and in any event as you can see the library doesn't have the books that you need to do research," (St. James).

Both users and non-users were also asked in the surveys if they thought the library could contribute more to the development of their community (Figure 36). Both groups were quite similar in their beliefs that their library could do more for community development.

Figure 36: Do you think that the library can contribute more to the development of your community? (% of total respondents) - Question 4a (User) and Question 4a (Non-user).
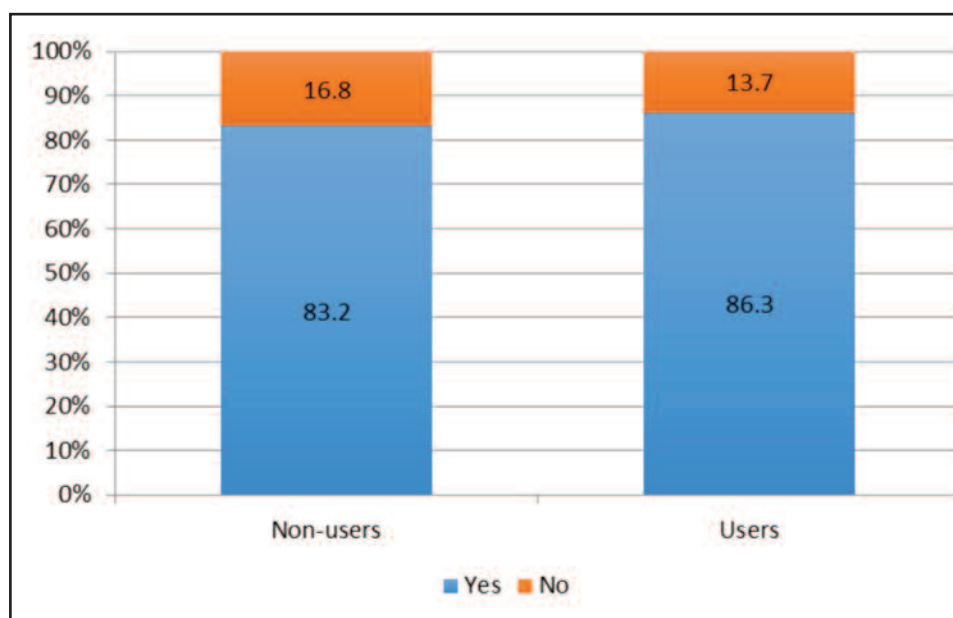
Together these results (Figure 35 and Figure 36) point to the unrealised potential role that libraries could play in community development. The majorities of both users and Non-user view their libraries as being important or very important to the community and both groups overwhelming think that libraries can do much more in this regard.

For both users and non-users some of the suggestions to improve the library's impact on community development include:
- "By reaching more members of the community through book mobiles"
- "Distribute more books to the community"
- "Homework resource centre"
- "Install more computers and put in more books so that more people will utilise the library"

The last comment was a common suggestion among users who viewed the library as an important ICT space in the community, which is perhaps informed by the national role the library already plays in providing ICT access.

General Library/ICT Impacts

Given the unique perspective of users, this group was asked to further elaborate on the specific impacts of the library's services on themselves and the community. Figure 37 summarize the responses to a question on how has using computers at the library helped users (subjects could choose more than one option leading to a sum greater than 100%). The most frequent response was to study which is expected given the profile of the average user. A small percentage of users (9.3%) reported finding a job, and an even smaller proportion (2.5%) reported increasing their income as a result of using computers at the library.

Figure 37: When thinking about the last year, what has the use of the library's computer helped you to do? (% of total respondents) – Question 7a (User)
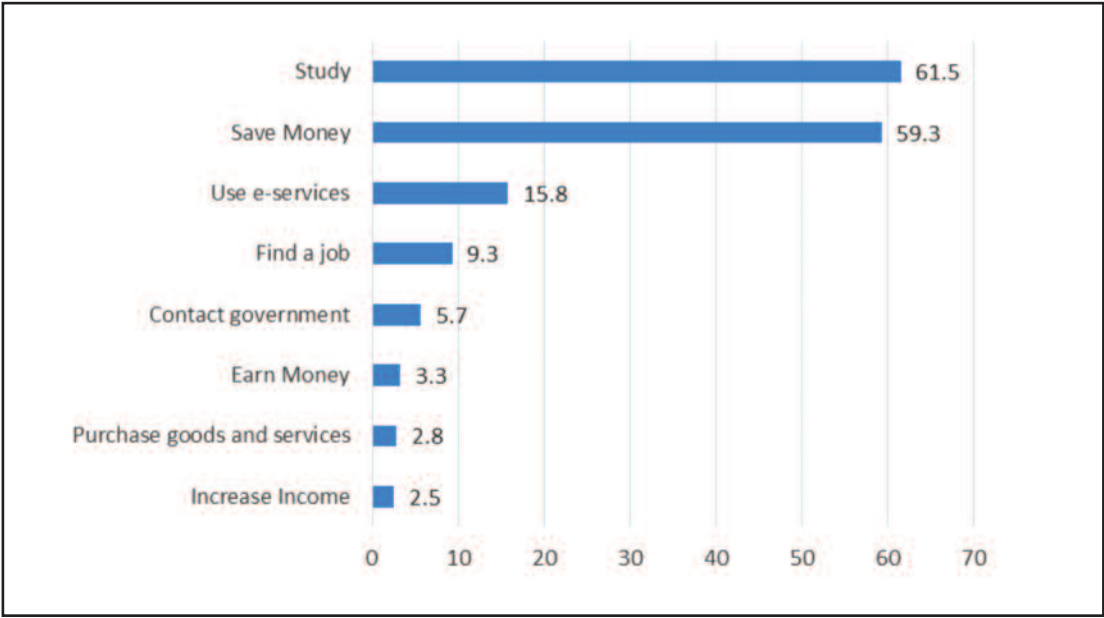
When asked to list how access to computers and the Internet have influenced their lives comments by users included being able to do their homework, keeping in touch with friends/family via email, Facebook, etc., being able to do research, and new opportunities to meet people.

A related question (7c) asked users specifically about ways in which the programme being supported by the Bill and Melinda Gates Foundation and the Government of Jamaica would affect their lives. Although some users stated that they did not know, most of the responses reinforced some of the above comments about impacts on their lives. These included the following:

- "As long as we as youngsters can get access and not the bigger students and adults alone it will be educationally beneficial to me."
- "Currently the library resources being supplied at the branch is not sufficient to service the public. Therefore with additional equipment will allow more access time for everyone."
- "I will have more time to do my homework research and to play games"
- "I will be better able to use the computer and have time to access the internet to do my school research."
- "I will have more opportunities to use the computers."

The focus groups discussions also addressed this issue by asking participants what they thought might be some of the potential impacts of the new programme being supported by the Bill and Melinda Gates Foundation and the Government of Jamaica. In general, the focus group responses reiterated those of the surveys. Some additional points raised included the impacts on the participants' work:

- "With staff being trained they would be able to better assist customers and we could get our work done quicker. So training of the staff will have a lot to do with how fast and efficient we work," (Clarendon).
- "Some persons use 4-5 turns on the computers before they find what it is they are looking for if the librarian is trained and can better assist the customer then they will use less time to search for what they want and someone else could get the use of the computer" (Pondside).
- "With more computers you will have less time to wait for a computer to become available for you to use and you will work at a faster pace and get your work done in time," (Hanover).

Alternatively some participants were concerned about the prospects of additional computing resources:

- "There will be more persons using the library and if it is that they are doing irrelevant things and you need the use of the computer to do something important then in that way my work would be affected as I would have to wait until they are finish before I can have access to the computer," (St. Mary).
- "It makes no sense adding computers to a dysfunctional system. They need to maintain the computers better hence they keep breaking down. The other point to note is usage. Improve the printing system," (Kingston and St. Andrew).

Going further, participants in the focus group discussions were also asked what they thought the possible impacts on the new project would be on their educational activities. Again there was a range of responses:

- "Students would be more equipped to do work

and be more confident comfortable especially when you are doing research," (Clarendon).

- "Get to do online courses and get an online degree I would be happy," (Marcus Garvey Youth Centre)

However, again some persons were still concerned about the library getting more computer resources:

- "No work will be done if you are not strong enough to say that you are going to take one hour and watch or do something entertaining and then study. So with these improvements more time will be spent doing something other than study if the person is not motivated to study," (Trelawny)

Finally, focus group participants were asked about the impacts of the new project on the local community. Here most responses were positive:

- "Yes there will be a boom in business activity as when a person is more educated they could use the technology to do and conduct business or to do transaction over the internet," (Clarendon).

- "People will spend less time on the street," (Pondside)

- "Having more computers here because we come here now but the computers are turned off we have two computers here to get access we will have to wait a long time to get access to a computer so having more computers here now persons who come here will invite their friends who will have to travel to Montego Bay to come here and do their research. So getting more computers and internet is one of the basic things the library need at the moment and like most people at home who are not computer literate can come at times when they have computer training here so they can come out and learn to use the computer," (Springfield).

- "The community will become more intellectually developed and more technologically savvy which could result in persons being employed which would result in a higher standard of living for some persons," (St. Mary).

There were however, several comments suggesting that both internal and external factors can limit the potential impact of the new project including competing sources of Internet access, loss of jobs, more visitors and so less computer availability, illegal computer activities, and the limited sustainability of most development interventions. The specific comments include:

- "It will affect the local community but not to a large extent as now everyone has a smart phone and has access to a computer in their home. So coming to the library is not something that is first place because you have your smart phone or other devices that you use to access the internet," (Hanover).

- "Some persons will be out of a job for example when I would go to a tutor for them to tutor me as it relates to using the computer and paying them to help me when you come to the library it is for free and when I learn it for free I would teach someone else for free so the there would be no jobs for the tutors out there who are currently being paid to do these things," (Clarendon).

- "Seeing that the library is opened to everyone even those who are considered as a lower class…you will not only have to deal with more persons but also their personalities so your staff will now have to be trained to deal with conflict resolution as someone coming in may have a temper or may be coming in from a hard day's work and it so happens that you are there to

receive all this anger so staff training should not just be in computer but in how to manage and deal with persons.," (Clarendon).

- "Vandalism and theft and as such the security systems that are in place will have to be improved," (St. Mary)

- "Having security for the computers as children and adults will want to go on porn sites and adults could leave it open and children can come in and view it… and then there are the scammers who will come in to use the computers for their illegal work and those who come to use the library for educational purposes cannot get through (as there is not enough computers) so there will have to be someone monitoring the computers to see what each person is doing," (Pondside).

- "That these programmes will not be maintained and after a few months it fades out so there has to be proper structure to ensure that there is a way in keeping this programme going," (St. James)

4.5. Other Library Initiatives

The JLS has also implemented several other initiatives that are not ICT specific. Both users and non-users were asked about the frequency with which they participated in these programs and the possible ways in which they might have benefitted.

Library Displays/Exhibitions

Both users and non-users were asked if they had ever viewed displays or exhibitions at their local library (Figure 38). Understandably, users were much more likely to have viewed an exhibition/display at their local library. Those users (57.4%) who did view displays/exhibitions were more likely to be children or youth and students. About half (50.9%) of these types of users came from St. Ann, St. Andrew, or St. Catherine.

Those users and non-users who had viewed displays/exhibitions at their local library were also asked how they would rate the quality of the displays. These responses are summarized in Figure 39

Figure 38: Have you ever viewed any of the displays/exhibitions at your local library? (% of total respondents) - Question 8a (User) and Question 8a (Non-user)
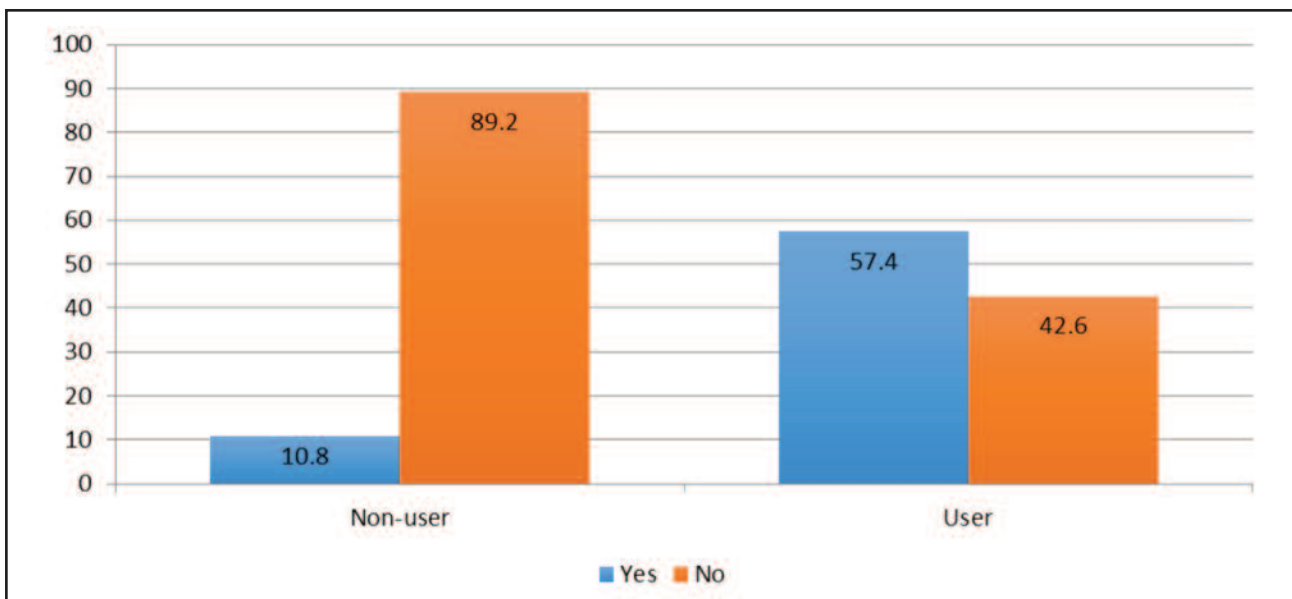
below. The distribution of "Excellent" and "Very Good" responses between the two groups were fairly similar. However, a larger proportion of users than non-users rated the displays as "Good" and a larger proportion of non-users than users rated the displays as "Poor" or "Fair."

Both users and non-users were also asked to offer suggestions for improving the quality of displays at their local library. Some of the suggestions by users included:

- "Advertise them more and longer time-frame for viewing"
- "Better creativity thus making it more interesting for persons to view. Advertise more about exhibitions."
- "Instead of using just paper some of the displays can be placed on an electronic screen"
- "Interactive screen would be a great idea"
- "It is inside the library and not everyone comes inside. They could have them outside"
- "Make it more entertaining"
- "Make the displays more colourful to attract children"
- "More pictures need to be used"
- "Provide visual and more interactive displays to catch the attention of others regardless of age"
- "Web page for the information by exhibition"

Some of the suggestions from the few non-users who viewed displays included making the displays more colourful and vibrant, getting more sponsorship, making it more interactive.

Going further, the surveys asked those users who had viewed displays at their local library if the displays had contributed to their life in any way. In response, 67.9% of this group of users said yes (Figure 40).

Figure 39: How would you rate the quality of the display? (% of total respondents) - Question 8b (User) and Question 8b (Non-user)
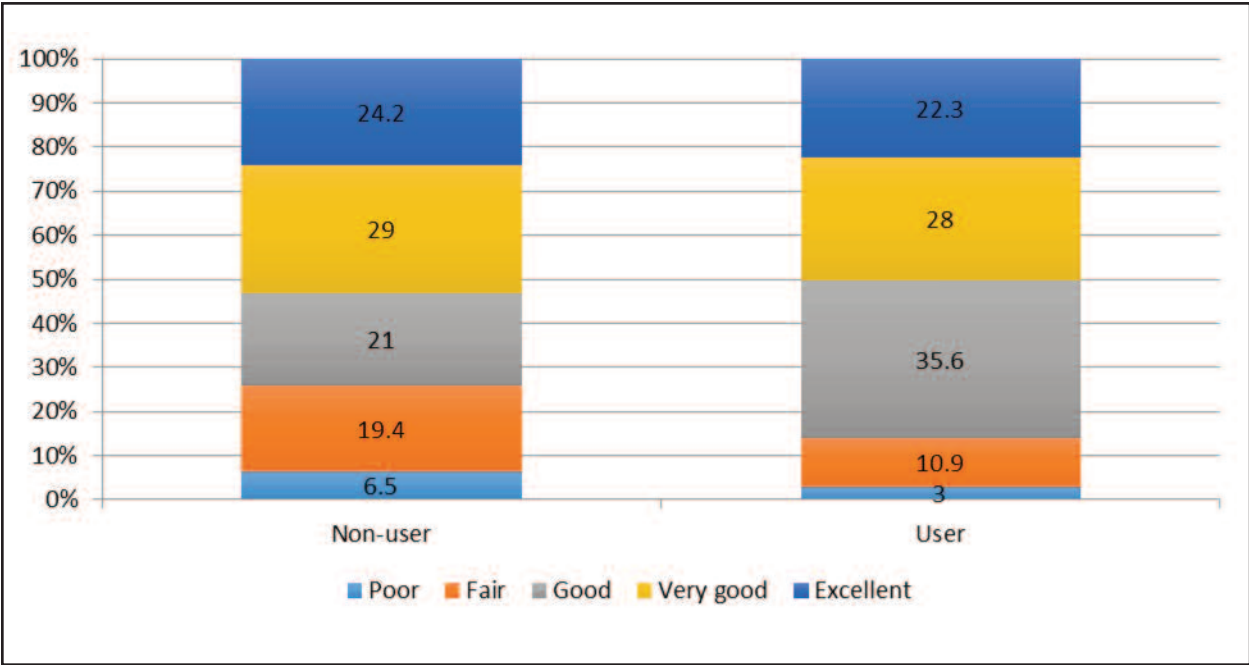
When asked to be more specific, this group of users offered several examples:

- "Actually used information on hurricanes for my SBAs"
- "Because it provides good information most times with illustrations"
- "Encouraging thoughts from Marcus Garvey"
- "For the cancer awareness month, it informs you of the types of cancer it gives updates"
- "Helped me to improve Spanish and English"
- "I get to learn interesting things like sign language"
- "I learn about the Prime Ministers, culture and economy"
- "I learned a lot about footballers and the world cup"
- "I've learned more about Nelson Mandela and our national heroes"
- "It has helped me to become a more aware of my roots and learn more about the arts"

- "It has taught me about how to prepare for hurricane"

The survey similarly asked non-users who had viewed displays at their local library if they had received any valuable information (Figure 41). Here a similar but smaller percentage of non-users said yes (60%).

When asked to be more specific this group of non-users offered several examples such as:

- "How to care for books how to treat the library"
- "Making us know more about the history of our country"
- "Marcus Garvey Display help us to understand where we are coming from"
- "I learn about Jamaica's culture and history"

Figure 40: Have any of these displays contributed to your life in any way? (% of total respondents) - Question 8d (User)
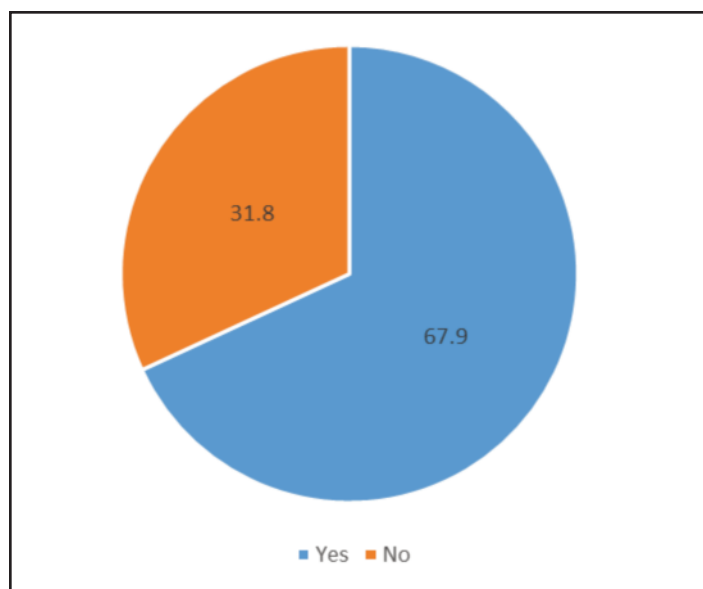
Figure 41: Have you received any valuable information from any of these displays? (% of total respondents) - Question 8d (Non-user)
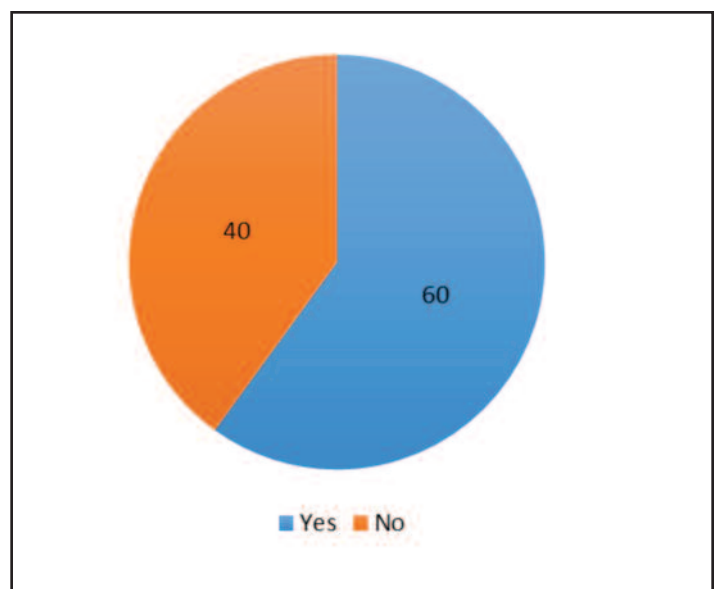
National Reading Competition

A similar set of questions relates to the JLS' National Reading Competition. Both users and non-users were asked questions about their awareness of the Competition. These results are summarized in Figure 42 below. Perhaps unsurprisingly, a majority (59.4%) of users are aware of the competition while a significant majority of non-users (76.6%) are not familiar with the competition.

Those users that are not familiar with the competition are more likely to be male, and come from St. Andrew, Kingston, or St. Catherine. Similarly those non-users that that are not familiar with the competition are more likely to be those who have completed primary or secondary school, come from urban communities, and a third of this group comes from either St. Catherine, St. James, or St. Ann.

Those users and non-users who reported being aware of the National Reading Competition were asked how relevant they thought the competition was to them (Figure 43). Interestingly, unlike the questions about displays/exhibitions a larger proportion of non-users (84.6%) than users (72.7%) reported that the competition was relevant or very relevant to them.

When asked why they felt this way, users who reported that the competition was relevant or very relevant to them stated that it:
- "Can help improve my spelling"
- "Encourage my family to enter as it helps them with their reading"
- "Gives children a chance to express self especially these who are quiet"
- "Help me to read better"
- "Help students to be confident"

Figure 42: Are you familiar with the National Reading Competition put on by the library? (% of total respondents) - Question 9a (User) and Question 9a (Non-user)

Figure 43: How relevant is the National Reading Competition to you? (% of total respondents) - Question 9b (User) and Question 9b (Non-user)
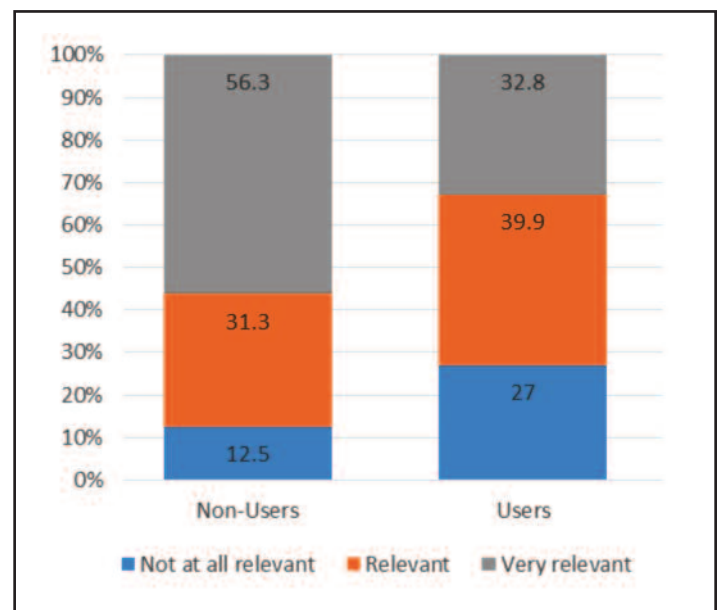
- "It can help with my vocabulary"
- "It can improve my comprehension skills"
- "It is fun and productive way of getting people to get involved in reading"
- "It will help me to read better at school"

For non-users, when asked why they felt the National Reading Competition was relevant or very relevant to them they had similar responses:
- "Helps the children to read properly"
- "Helps to foster reading and literacy"
- "Aided my son in the past to be a better reader"
- "Help my daughters to break of being shy and read well"
- "Help to build my vocabulary"

Although, only 23.4% of non-users (Figure 42) reported being aware of the National Reading Competition, presumably a large number of non-users upon hearing about this competition appreciated its relevance to them. Indeed, this finding points

to another possible area for further investigation and outreach by the JLS among non-users.

While awareness is one thing, both users and non-users were also asked if they had ever participated in the National Reading Competition (Figure 44). Here the results are similar in that 80.5% of users and 92.5% of non-users had not participated in the competition. However, almost twice the proportion of users (19.2%) had participated in the competition compared to only 7.5% of non-users.

When asked why they had not participated some of the common responses among users included:
- "Always being held near the date of my final examinations"
- "Because of time constraints"
- "Don't know. Sometimes I just don't like to read"
- "Haven't given it much thought because I can already read"
- I don't know what procedures to take to enter it"
- "It is for children"

Figure 44: Have you ever participated in the National Reading Competition? (% of total respondents) - Question 9d (User) and Question 9d (Non-user)
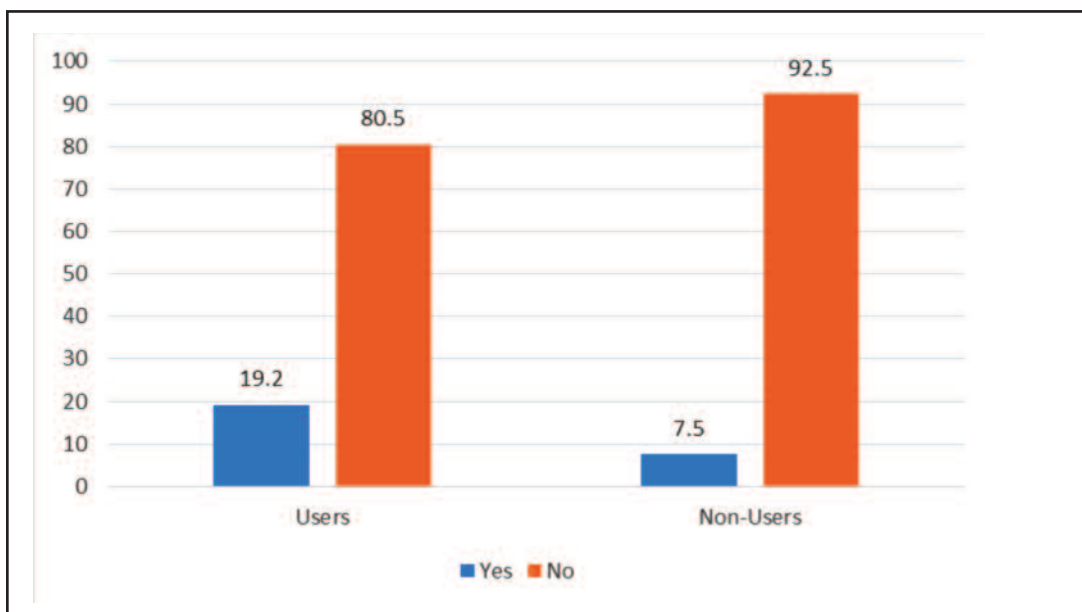
These echo responses among non-users who did not participate in the competition. They also suggested they had little time. However, several also said that it was for children or that they were too old.

Both users and non-users were then asked what would encourage you to participate in the National Reading Competition. Here users suggestions appeared to focus on incentives to participate and included:

- "A cash prize"
- "Adult participation. Adults should be able to enter"
- "Better prizes"
- "If I could win a computer or tablet"
- "If it included books I like to read e.g. romantic novels"
- "More time, time allotted to working people to participate"

In addition to better awards, some non-users also suggested the following:

- "Being able to read the text online"
- "Advertise it better"
- "If adults could participate and I had the time I would"

Finally, both users and non-users were asked about how the National Reading Competition could be improved. Some of the common responses about users looked at publicity, better prizes (again), and the types of books in the competition. For example:

- "Advertise earlier and introduce more interesting books"
- "Bring in new books"
- "Better Prizes"
- "Certificates could be provided. Travelling expenses can also be provided for contestants"

- "Give the general public the opportunity to enter if you are a member or not"
- "Use computers as well as books in the competition"

Suggestions from non-users were similar and included having better prizes and better publicity.

We Likkle but we Tallawah: Parents Reading with Babies and Toddlers Programme

The third JLS initiative that the surveys assessed was the "We Likkle but we Tallawah: Parents Reading with Babies and Toddlers Programme." As with the questions on the National Reading Competition, the surveys began by awareness of the programme, its perceived relevance, participation, and suggestions for improvement.

Figure 45 summarises the level of reported familiarity with the We Likkle but we Tallawah programme. Unlike the National Reading Competition, very few users are aware of this programme. Also, a much smaller percentage of non-users (9.2%) reported being familiar with the We Likkle but we Tallawah programme when compared to the National Reading Competition (23.4%, Figure 42).

Those minority of users that are familiar with the We Likkle but we Tallawah programme are more likely to report having completed primary/prep school or secondary school and more likely to come from the parishes of Hanover, Manchester, and St. Elizabeth. For non-users there were no statistically significant differences between sub-groups (age, occupation, level of education, parish, etc.) in terms of whether or not they were familiar with the programme.

When asked how relevant the We Likkle but we Tallawah programme was to them, a similar pattern to that of the National Reading Competition

emerges. Here a larger proportion of non-users (100%) than users (71.5%) thought the We Likkle but we Tallawah programme was relevant or very relevant to them (Figure 46). As with the results from the National Reading Competition, this also suggests that non-users are a potentially important target market who express interest in the JLS programmes once they become aware of them.

When asked to explain their opinions on the relevance of the We Likkle but we Tallawah programme to them, users focused the parent child relationship. They thought that the program was relevant for parents helping their children to read, helps to build the parent child bond, makes parents spend more time with their children, and also helps children to learn from an early age.

Similarly, non-users also mentioned the importance of children learning to read from early on. As one Non-user noted:
- "My youngest daughter and my wife are a part of it and I can see the difference."

In terms of participation in the We Likkle but we Tallawah programme, the majority of users did not participate (89.7%, Figure 47). Of those that did participate (9%), there were no statistically significant variables that could differentiate them from other sub-groups of users. As with the National Reading Competition, there is a discrepancy between the low levels of familiarity and participation on the one hand and the high levels of perceived relevance on the other hand.

Figure 45: Are you familiar with the 'We Likkle but we Tallawah: Parents Reading with Babies and Toddlers Programme' put on by the library? (% of total respondents) - Question 9h (User) and Question 9h (Non-user)
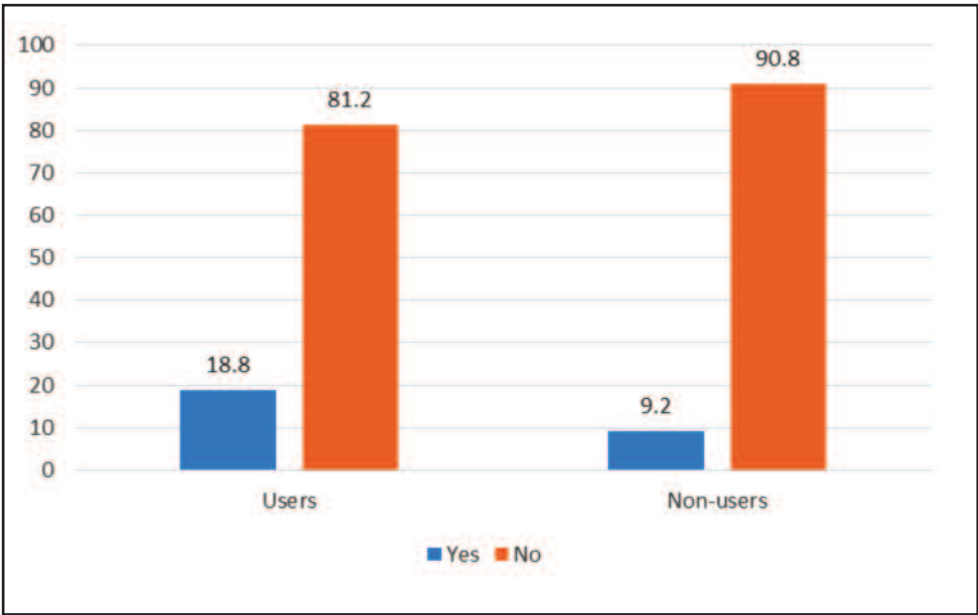
Figure 46: How relevant is the 'We Likkle but we Tallawah: Parents Reading with Babies and Toddlers Programme' to you? (% of total respondents) - Question 9i (User) and Question 9i (Non-user)

Figure 47: Have you ever participated in the 'We Likkle but we Tallawah: Parents Reading with Babies and Toddlers Programme'? (% of total respondents) - Question 9k (User)
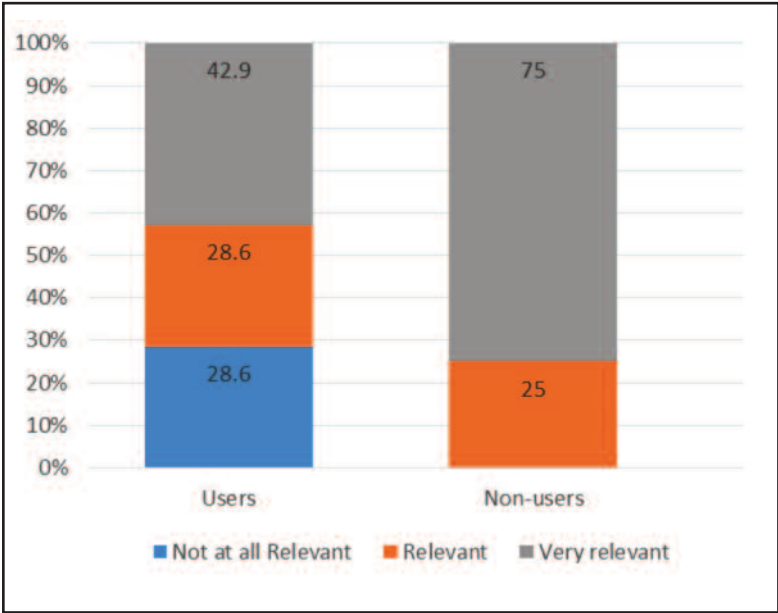
Both users and non-users were again asked why they did not participate in the programme. For users, the main concerns were that they were not aware of the programme, they were not old enough, and similarly they were not parents. Of the few non-users that did respond to why they did not participate in the programme, concerns included a lack of time and work. These differences perhaps relate to some main differences between users and non-users in terms of age and occupation status.

In terms of what might encourage users to participate in the We Likkle but we Tallawah programme, of the few responses received some suggestions included greater publicity and seeing other adults getting involved. Among non-users, there were also very few responses some of which included having awards and more publicity.

Finally, users and non-users were asked to offer suggestions to improve the We Likkle but we Tallawah programme. Again there were very few responses, with one Non-user suggesting advertising. users also appeared to be concerned about the publicity of the programme. Suggestions included:

- "I would suggest that it be available at every library"
- "Encourage more parents to start reading with babies at an earlier stage"
- "One word MARKETING."

Section B - Staff

4.6 Profile of Library Staff Surveyed

Table 2: Profile of Staff	
Positions	**# of Respondents**
Library Assistant	54
Records Clerk	14
Library Aide	11
Cleaner/Attendant	9
Porter	9
Librarian	8
Secretary	8
Part Time Librarians/Assistant	6
Senior Librarian	6
Accounting Clerk	3
Branch Manager	3
Regional Director	3
Administrative Officer	2
Rural Development Librarian	2
Client System Support Officer	1
Gardener	1
Record Information Manager	1
Technical Operators	1
Telephone Operator	1

Years of Service

The mean age of respondent is eight years and a median of six years of service.

4.7 Role and Function of the Library

Respondents painted a mixed view as to whether or not the number of persons using the services of libraries has changed. Forty one per cent believed the number has increased with 42% saying it had decreased; six per cent thought it has remained the same and 11% did not know what changes had taken place.

Staff gave reasons as to why they felt more or less people were using the services of the libraries or that there has not been a change in numbers as outlined in the table below.

Figure 48: Years of Service

47
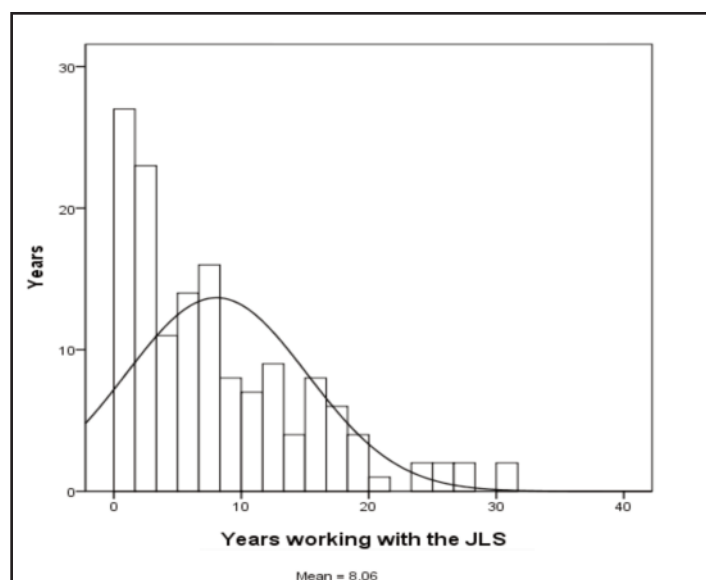
REASONS FOR PERSPECTIVE

Staff were then asked to make suggestions as to initiatives and ideas that could lead to increased use of the library. Among the major reasons were - the provision of more, new computers in libraries; access to more books; access to Internet/Wi-Fi; changing the way persons feel about reading; making all services member exclusive; and promoting the services of libraries.
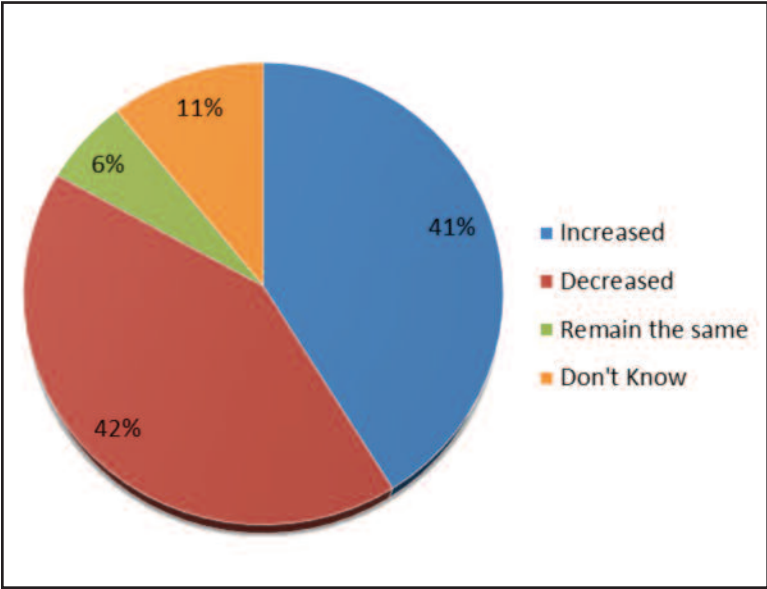
The majority (58%) of staff are of the view that the main purposes of a library is to offer on loan books, magazines, newspapers and other materials such as DVDs and CDs for use at home. That view was followed by printing, scanning and copying services at 27%.

Despite the fact that staff view the library as mainly a place to access books and other resources, they observed that most users visit the library to use the Internet and access the computers – 34%. Figure 51 captures the main activities of users.

As regards the adequacy of opening hours, a significant majority (77%) are of the view that the opening hours are convenient for users.

Figure 49: Use of Library

Figure 50: Main Purposes of the Library – Staff
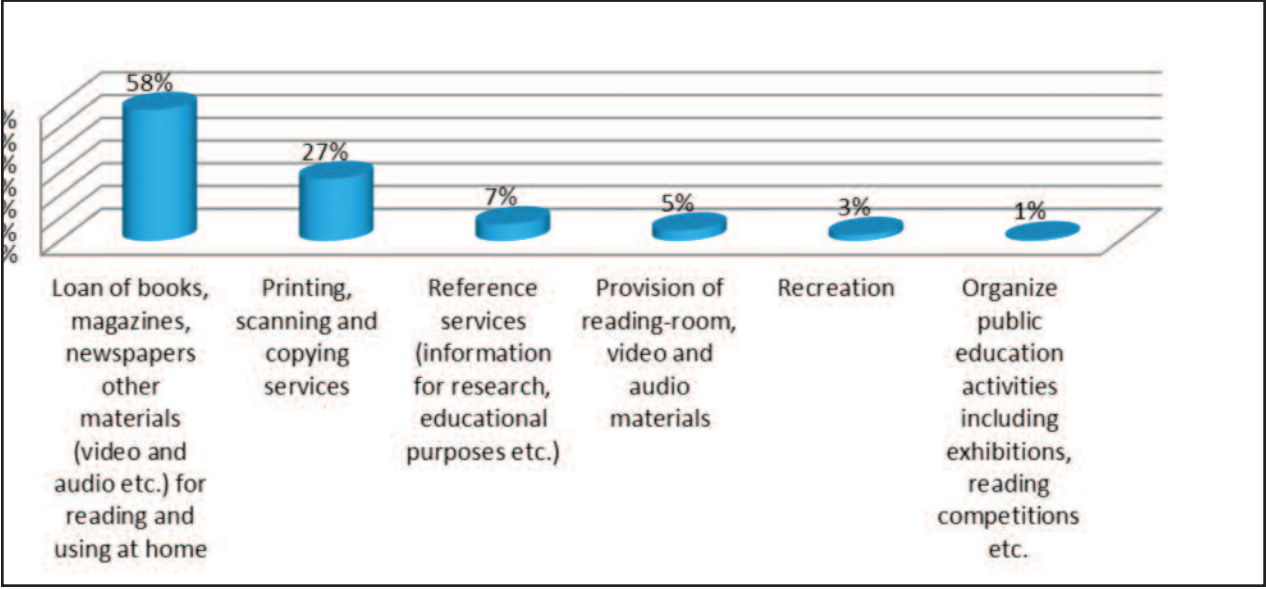
Table 3: Perspectives on Library Visits

More users	Less users	Unchanged
Access to Internet/Wi-Fi	Need for current information	Breakdown of machines/ infra-structure
More books and/or computers	Need for more computers	Poor library conditions
Upgrading of the library	Persons have access to computers and Internet elsewhere	Lack of computers
Access to computers	Poor service and malfunctioning equipment	Staff efficiency
Free service/access	Decrease in use of books	Changing location
To keep abreast with use of technology	Library closed to address indiscipline	Repeat customers
Good customer service, easily accessible	Lack of books	
Increased knowledge of the Internet	Lack of Internet/Wi-Fi	
Installation of computers	Lack of resources in general	
Only library in the area	Service charges too high	
Use for research and email	Limited technology	
New location since December 2013	Persons gravitate to computers rather than reading	
Offering new services	Aggressive marketing of library resources	
Improvement of services	More social services	
Attainment of more knowledge		
Proper infrastructure and equipment		
Library is a valuable asset in the community		
Services and programmes being offered		
Library offers additional services		

Figure 51: Library Services
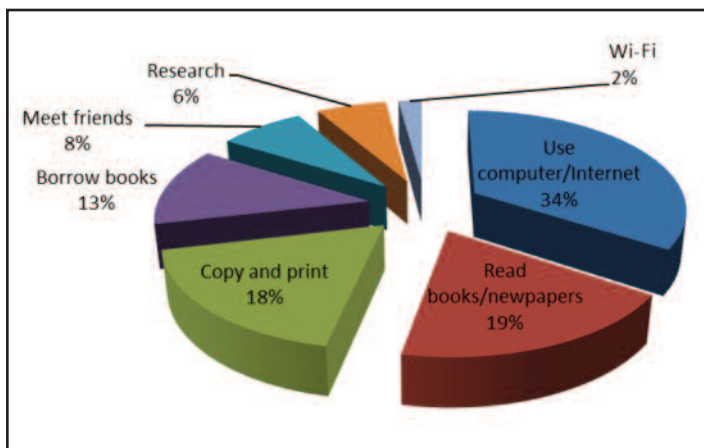
Unsurprisingly, the overwhelming majority (93%) of library staff see the library as an important institution in the community.

Below is a summary of the reasons given as to why they believe the library is important to the community.

Figure 52: Opening Hours

Figure 54: Importance Explained
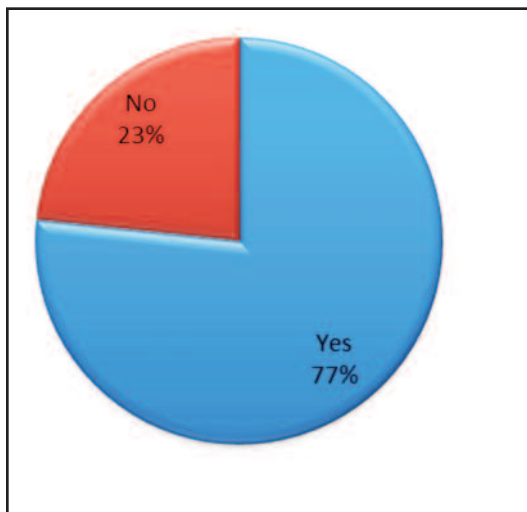
Figure 53: Importance of the Library to Communities
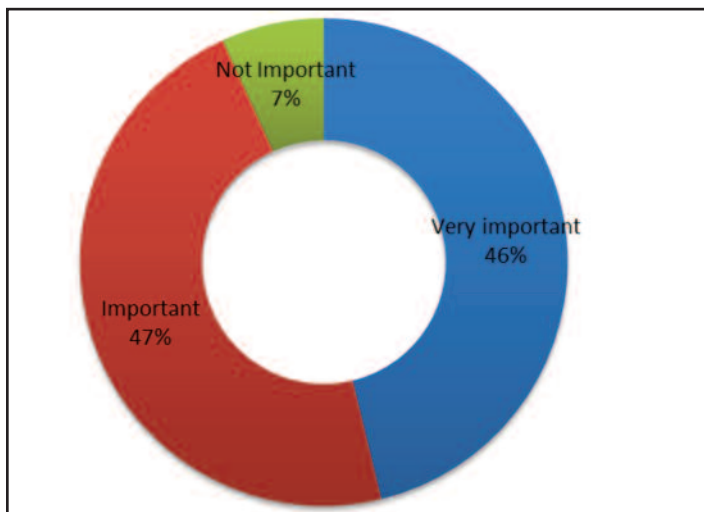
databases as well as the provision of information for the community and PACs and Internet skills training as the three most important ways in which libraries use public access computers and Internet services to contribute to the development of surrounding communities.

Based on the responses, it appears that the promotion of public access computers is mostly done through word-of-mouth (78%).

Figure 55: PACs and Community Development
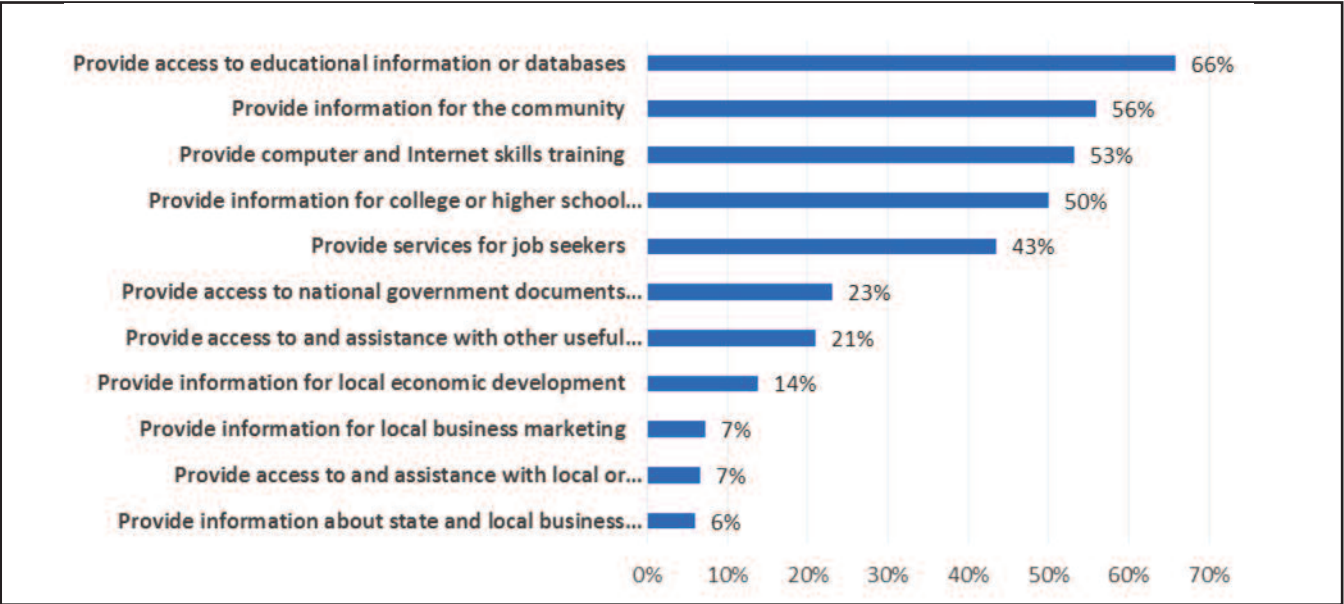
Figure 56: Promoting PACs
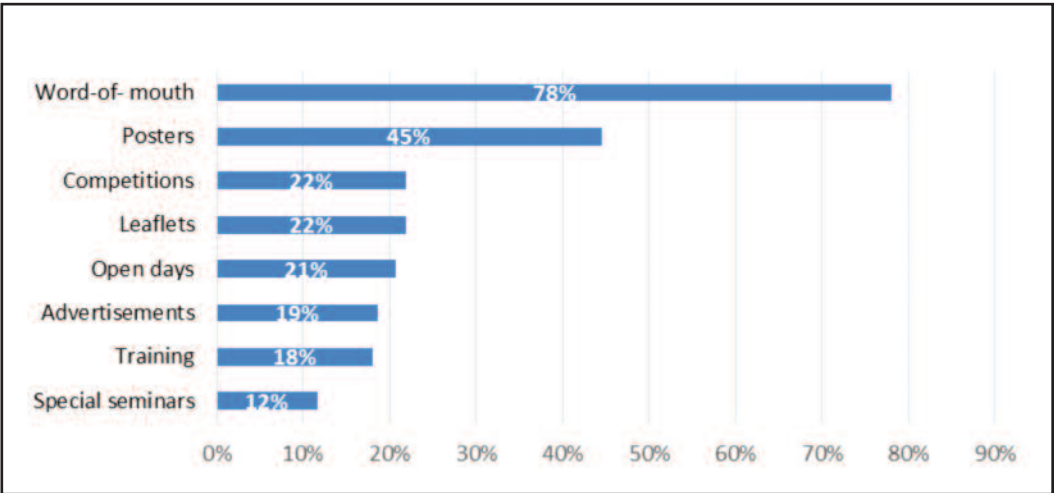
4.8 Computer Knowledge and Skills

In assessing their computer knowledge and skills, 60% of staff indicated that they would classify their computer literacy as intermediate; 24% as basic and 16% as possessing advanced knowledge and skills.

Figure 57: Level of Computer Literacy- Staff

Figure 58 provides a breakdown of the extent of computer literacy among respondents.

In assessing basic IT functions, a third of staff know how to copy or move a folder or document; 21% can connect and install new equipment such as a printer and 13% know how to connect a computer to a local network.

Of significance is that majority of staff (36%) taught themselves how to use information and communication technologies; 27% took a course privately while 17% learnt through training made available by the Jamaica Library Service.

Figure 58: Computer Literacy Explained

Additionally, there is a high level of competence in the use of social media, searching for information on the Internet and video sharing channels as detailed in Figure 60.

In looking at the softer set of skills, there was a high level of mastery in most areas except for motivating colleagues and delivering a presentation with 14% and 16% respectively indicating some level of difficulty in undertaking those activities.

Figure 59: Performing ICT-related Tasks
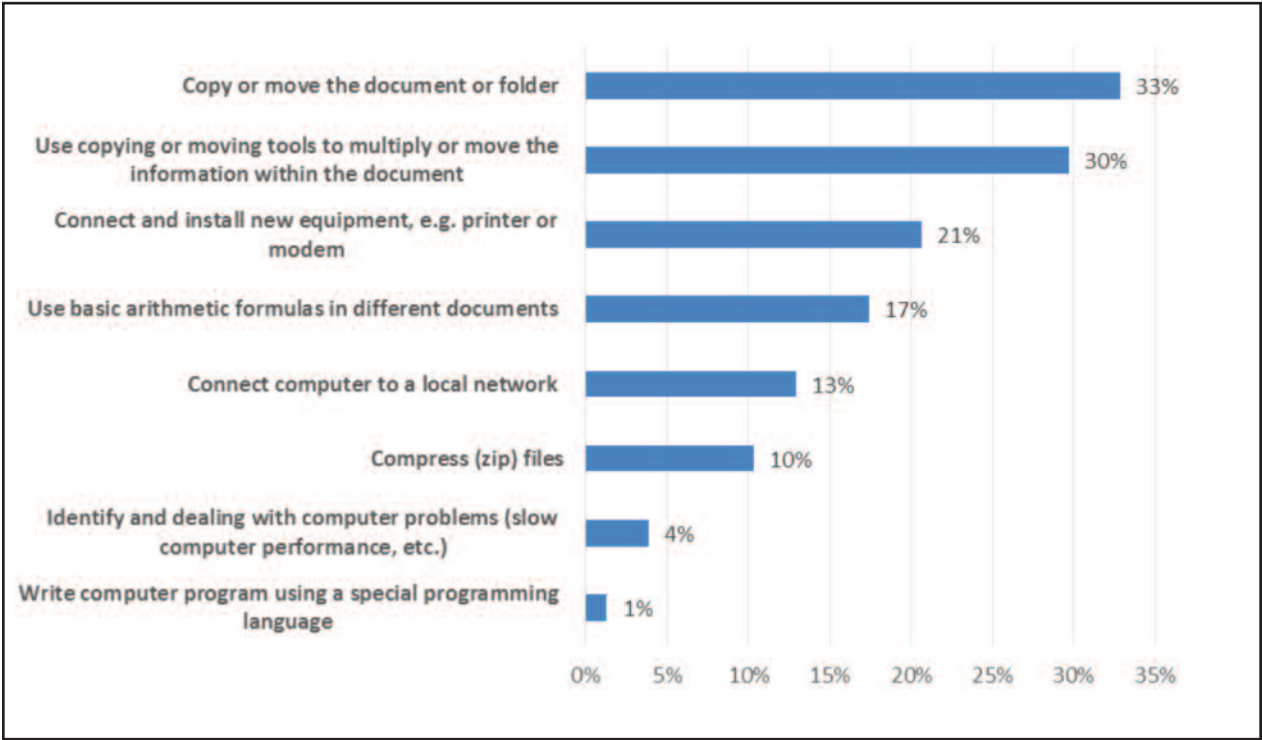
Figure 60: How Staff Acquired ICT Skills
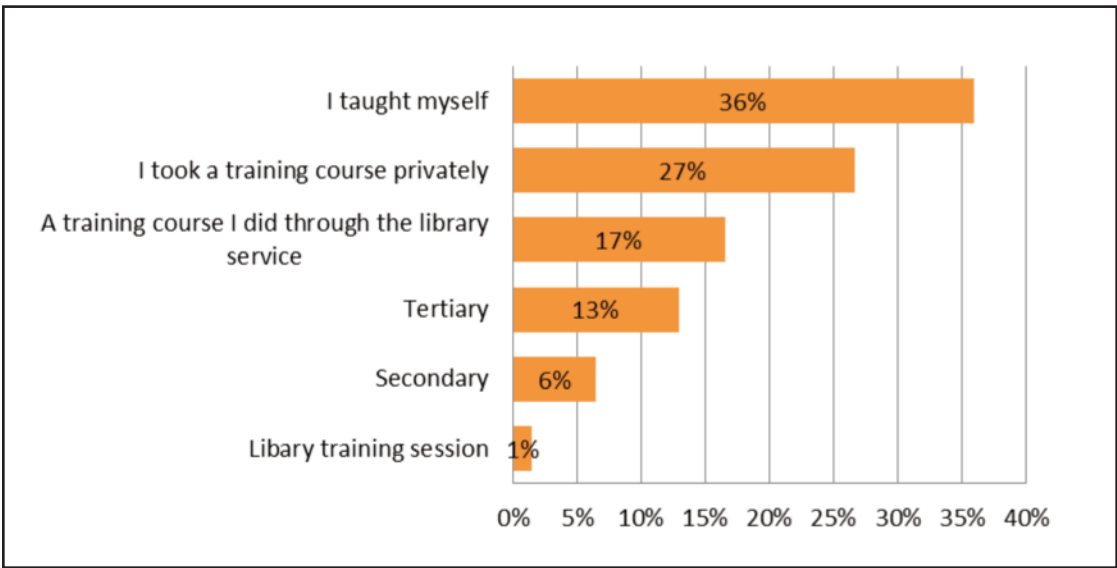
Figure 61: ICT Knowledge and Abilities
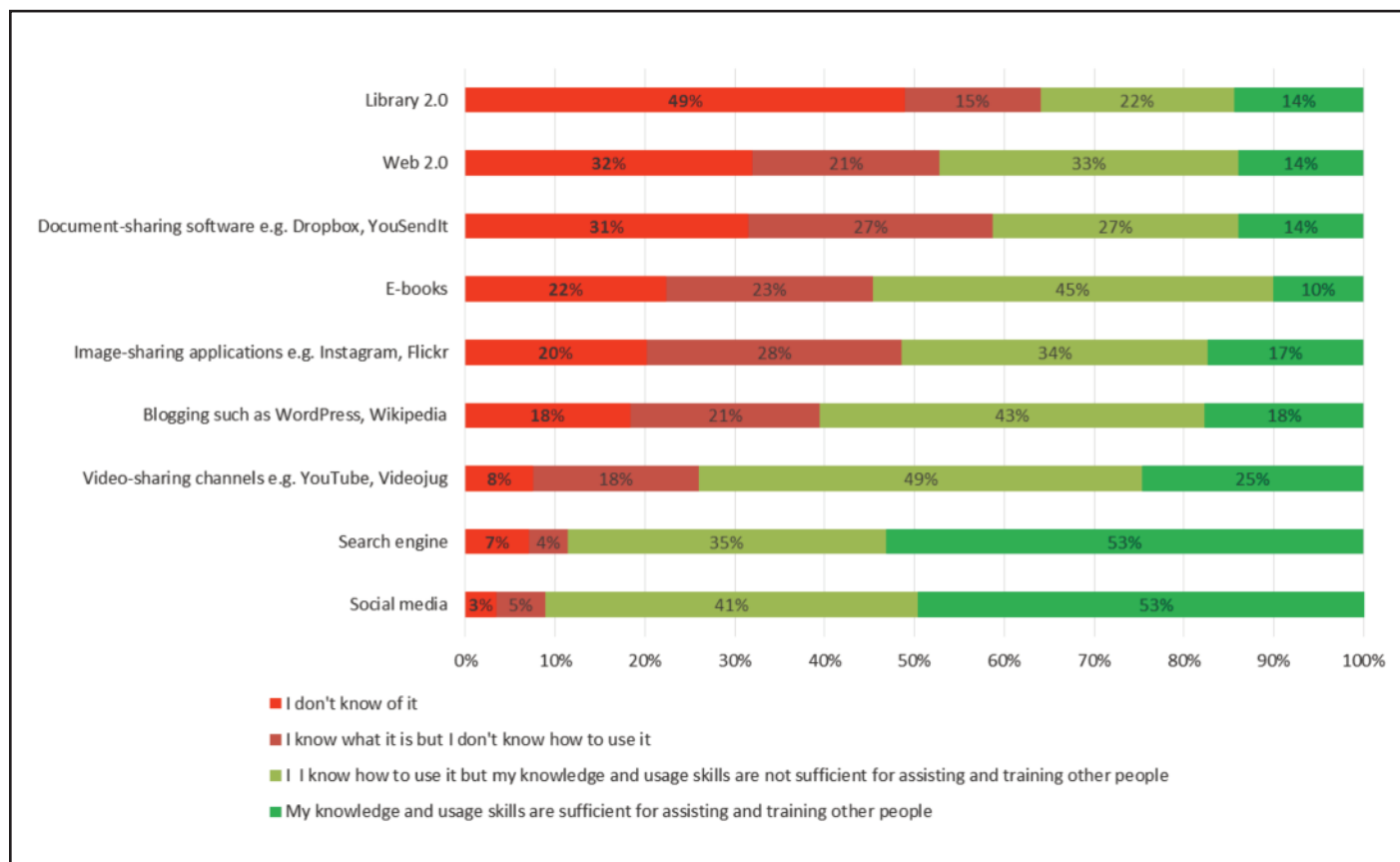
Figure 62: Service- Related Skills
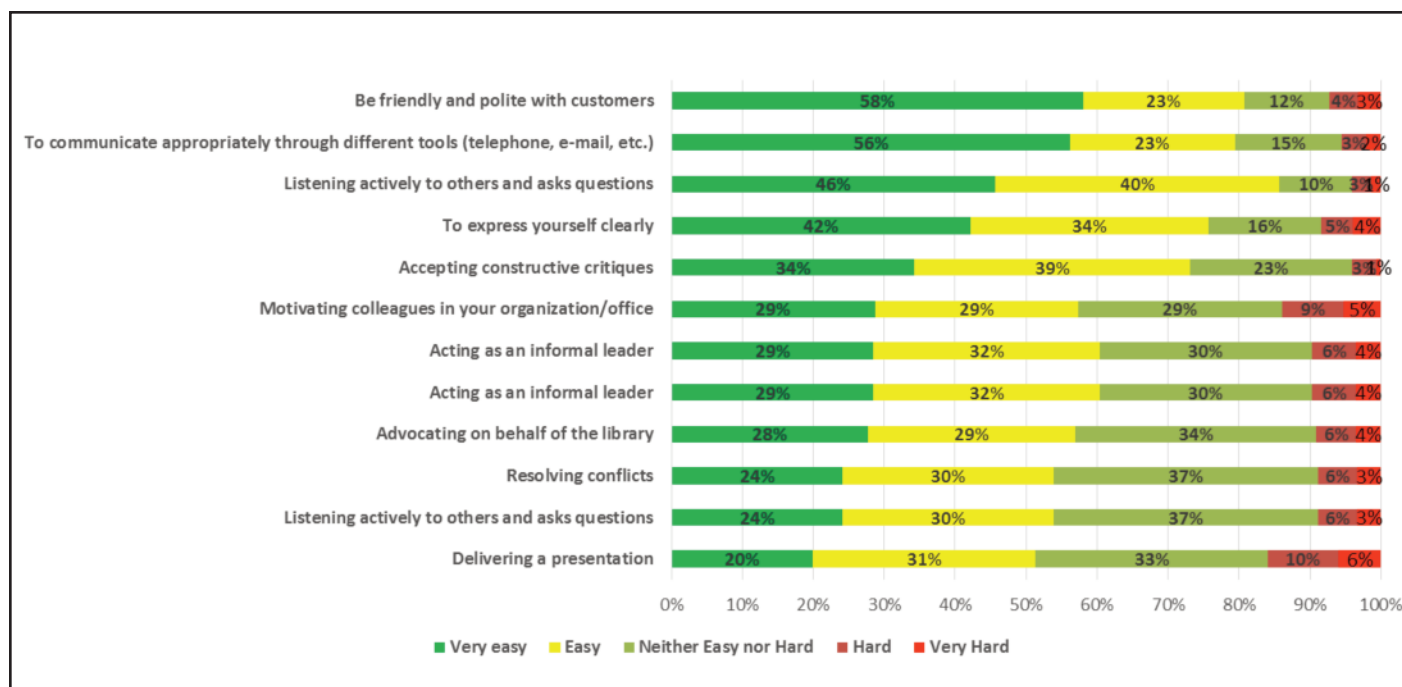
In terms of the importance of ICT knowledge and skills to their job functions, in each case less than 10% of staff considered knowledge of operating systems and library software as well as knowledge on searching for information on the Internet as important.

Staff were asked to prioritise their training needs in order to develop a training plan for the roll out of more PACs. The greatest need is for training in basic ICT knowledge e.g. Microsoft Suite of programmes followed by the ability to use hardware equipment such as scanners and digital devices.

Figure 63: Importance of ICT Skills to Job
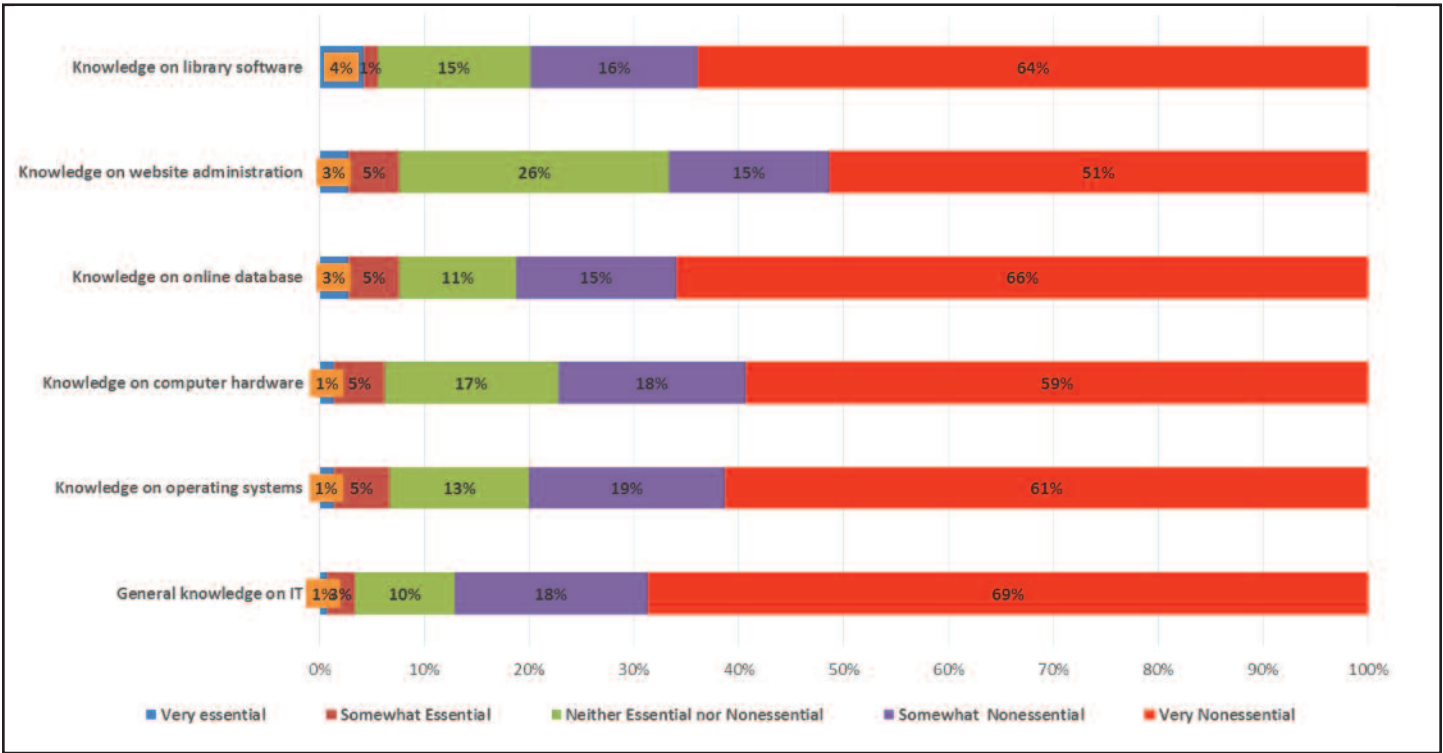
Figure 64: ICT Training Priorities
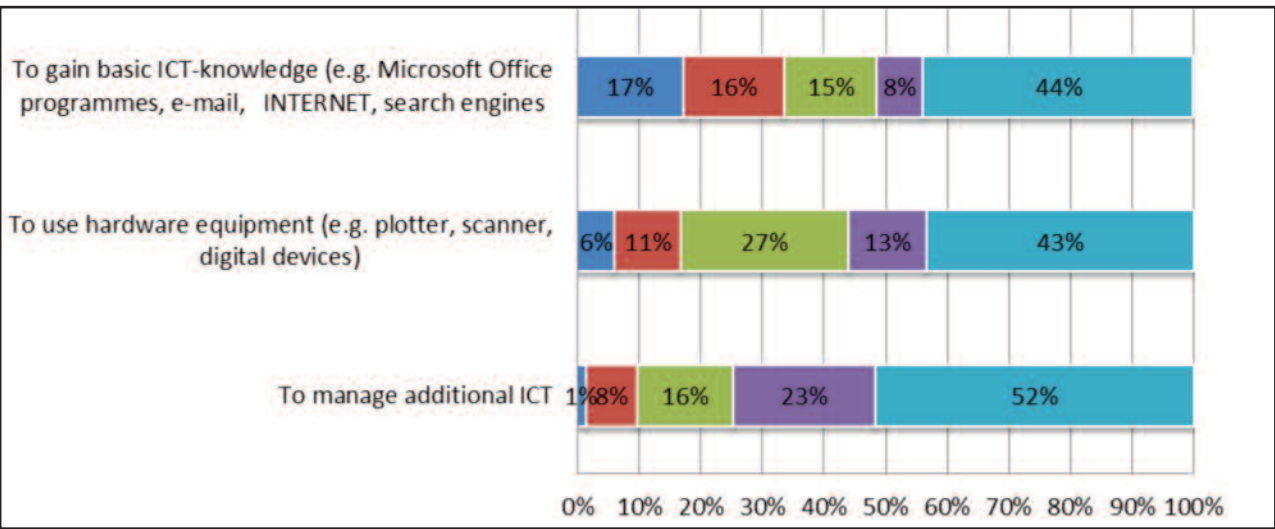
Figures 65 and 66 highlight the requisite training needs of staff as stated by them.

Twenty five percent of respondents provide assistance to persons with special needs (e.g. visual impairment, physical disabilities) with some amount of frequency; 59% provide this on rare occasions while 15% have not performed such tasks.

Figure 65: Staff Training Needs 1
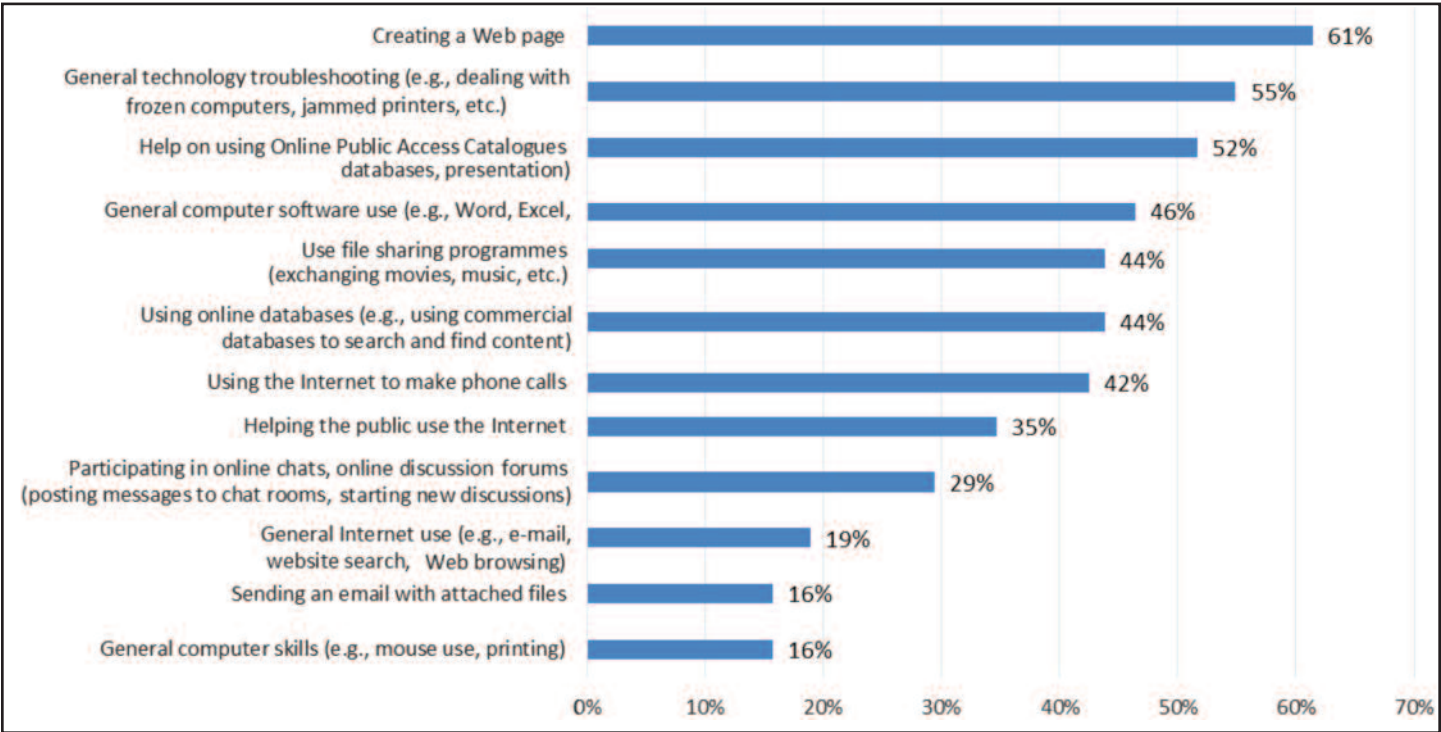
Figure 66: Staff Training Needs 2
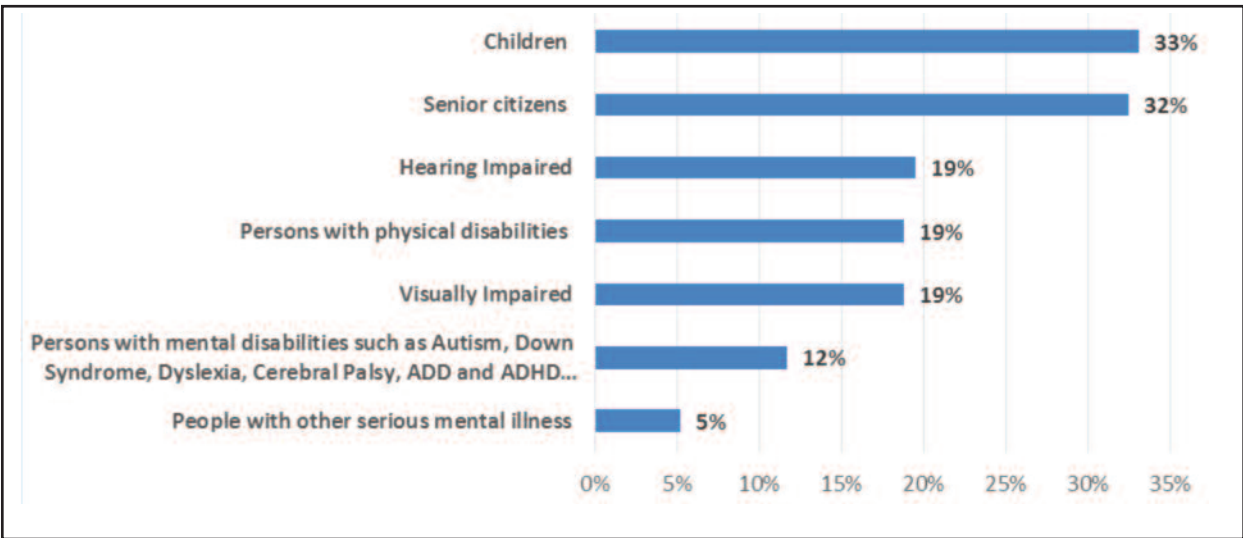
Figure 67: Assistance to Special Groups

Category	Percentage
Rarely	59%
Never	15%
Daily	7%
Several times a month	6%
Several times in 6 months	3%
Once a month	3%
Several times a week	3%
Once a week	3%
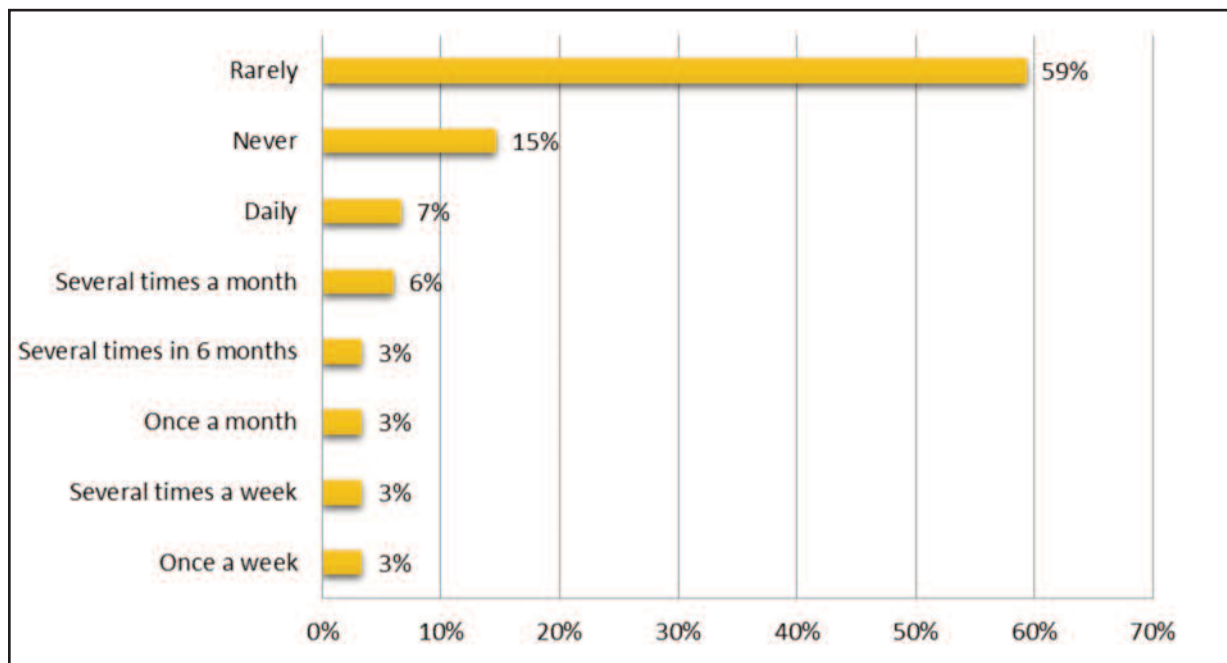
4.9 Assessment of ICT in Libraries

Staff had positive reviews of the computer and Internet services that are available at the libraries. As outlined in the diagram below, no one felt the ICT facilities were poor.

The highest level of satisfaction with the ICT services was with the quantity/availability of computers and other equipment such as printers and scanners. They were also satisfied with the service received from ICT support staff.

Figure 68: Assessment of ICTs
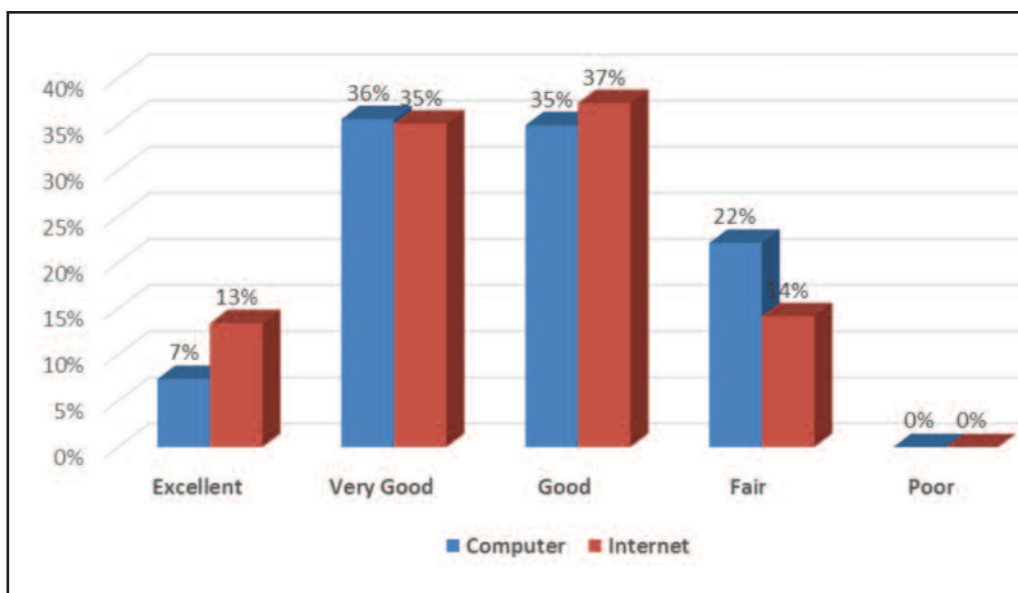
Figure 69: Evaluation of ICT Services
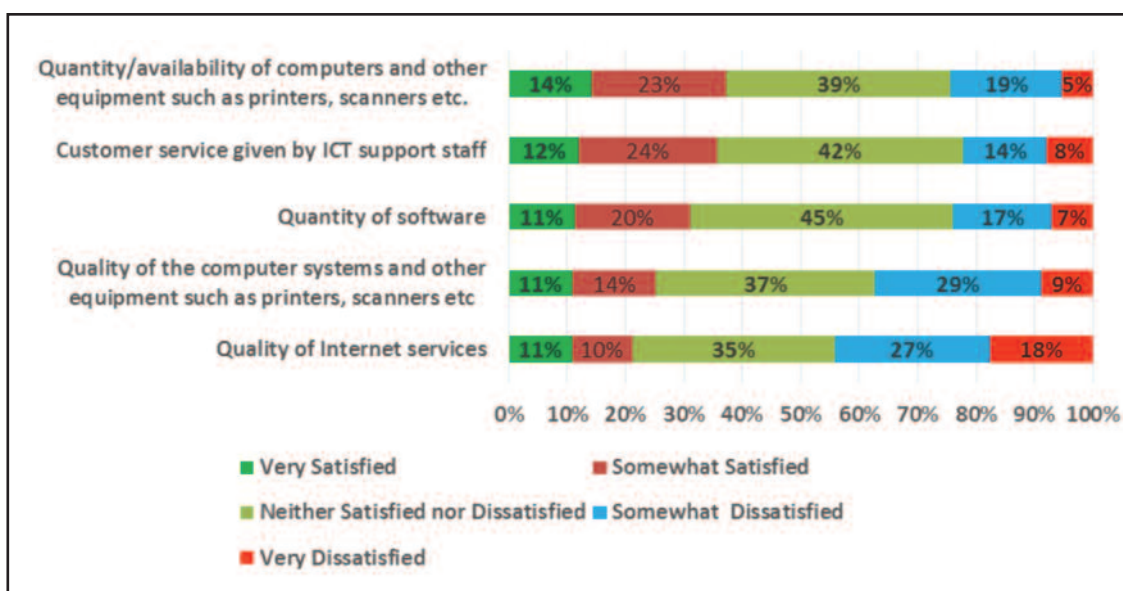
Section B.2 - Library Managers and IT Personnel

This section of the report presents the key findings of interviews conducted with library managers and IT personnel. The data set has verbatim responses. The key themes are presented here to give an indication of the general trends.

1. What would you say is the main service that this library provides to users?
   Main themes: Book lending Internet; computer usage

2. Do you think this library meets the needs of all users?
   Main themes: It was widely felt that libraries do not meet the needs of all users. Insufficient computers, scanners, fax machines and photo-copiers; and lack of access to the Internet were cited as the reasons libraries have not been able to meet the needs of users.

3. Does the library have any services or activities to improve knowledge of and access for special users such as persons with visual disabilities and senior citizens? If so, what are these?
   Main themes: There are no services provided for senior citizens and the disabled community at most libraries but such services are offered at some parish libraries. Training services are also provided for senior citizens at some main/parish libraries

4. What would you say are the strengths of this particular library?
   Main themes: Easily accessible because of location; good customer service; computers with Internet access

5. What are the main challenges facing the library?
   Main themes: Lack of access to the Internet; shortage of computers, scanners and photo-copiers; limited staff; small space; shortage of books

6. How have you been dealing with these challenges?
   Main themes: Escalating problems to superiors; good customer service; referral to other libraries

7. Does the library have a website? (If not ask why not)
   Main themes: No. The general JLS website used for the library; JLS policy does not allow us to have our own website

8. Are you satisfied with the opening hours of this library?
   Main theme: Yes

9. Are you satisfied with the library facilities both in terms of what you offer to the public and for staff?
   Main themes: Mixed views. On the positive sided – accessibility; customer service. On the negative side – small space; more computers; staff facilities; photocopiers; fax machines

10. What is a complete list of all services (including IT services) offered at the library?
    Main themes: Book lending; photocopying; printing; faxing; laminating; scanning; public access computing; Internet access

11. How many computers are there in the library?
    a. for use by library users
        i. how many have Internet access?
    b. for use by staff
        i. how many have Internet access?
    c. for use by both library users and staff
    d. Number of servers

12. Thinking about providing computer and Internet access to the general public in this library, what do you think are the main priorities in terms of computers and other technology? Prompt: How many computers need to be replaced/provided?

    Main themes: More space; more computers; Internet access to facilitate social media and email; research

Table 4: Availability of Computers

STATISTICS							
	No of computers	For use by library users	For use by staff	Used by both library users and staff	Have Internet access - users?	Have Internet access - staff?	Number of servers
Sum	689	480	220	201	419	229	70
Mean	7	5	2	3	4	2	1
Median	4	3	1	1	3	1	1
Mode	3	4	1	0	0	1	1
Std. Deviation	10	5	5	6	5	5	1
Minimum	0	0	0	0	0	0	0
Maximum	59	30	29	30	30	30	5

Table 5: Computer Need Assessment

COMPUTER NEEDS ASSESSMENT

Name and type of Library	Monthly average number of patrons in the Library	New Computers	Replacements/ Repairs	Printers/ Scanners/ Photocopiers/ Laminating Machine	Wi-Fi/Internet Needed or to be Upgraded	More Space Needed	Other
Richmond Branch Library		TBD	1				
Southfield Branch Library	3000	5	1				
Mount Zion Branch Library	105. The number varies.						
Gayle Branch Library	350	4					
Retreat Branch Library	50 per day	5	1				
Runaway Branch Library	Sometimes over 100	3				Yes	
Chapleton Branch Library	2600	3		1			
Brown's Town Branch Library	500					Yes	
Shortwood Branch/Public Library	2,000	10					
Harbour View Branch/Public Library	2,500	4	1				
Riversdale Branch Library	2000-3000						
Stony Hill Branch /Public Library	4,798	4	2				
Waterford Branch Library	–	TBD				yes	
Newport Branch Library	768	TBD	6				
Claremont Branch Library	1800 computer users, 5000 photocopying customers	4	3				
Linton Park Branch Library	200						
Balaclava Branch Library	400	TBD	2				
Seaforth Branch Library	–	8	2				

COMPUTER NEEDS ASSESSMENT

Name and type of Library	Monthly average number of patrons in the Library	New Computers	Replacements/ Repairs	Printers/ Scanners/ Photocopiers/ Laminating Machine	Wi-Fi/Internet Needed or to be Upgraded	More Space Needed	Other
Clarks Town Branch/Public Library	950	10			Yes		
Albert Town Branch/Public Library	2000	10					
Frankfield Branch Library	About 1300		2			Yes	
James Hill Branch Library	700	0	0		Yes		
Springfield Branch Library	50						
Huntley Branch Library	1000	10		2			
Cheswick Branch Library	over 4000 persons	6	2				
Bamboo Branch Library	900-1000	TBD			Yes		
Bellefield Branch Library	2,460	15	1				
Discovery Bay Branch Library	250 - 300	Yes					Plug outlets
Clare McWhinnie Branch Library	1200	3	1				
Islington Branch Library	200	6	2				
Hopeton Branch Library	950		1		Yes		
Majesty Gardens Branch Library	2,470		1				
High Holborn Street Branch Library/Public	400		1				
Lancaster Branch Library	781	6					
Beeston Spring Branch Library	150	1			Yes		
Mount Pleasant Branch Library	Not sure	4	3				
Negril Branch Library	600 (more when school is in session)	TBD					

COMPUTER NEEDS ASSESSMENT

Name and type of Library	Monthly average number of patrons in the Library	New Computers	Replacements/ Repairs	Printers/ Scanners/ Photocopiers/ Laminating Machine	Wi-Fi/Internet Needed or to be Upgraded	More Space Needed	Other
Darliston Branch Library	250	20					
Junction Branch Library	610	2	2				
Elderslie Branch Library	200	5	1				
Santa Cruz Branch Library	3000	6	4				
Warminster Branch Library	800	5	5				
Maidstone Branch Library	540	10		Yes			
Old Harbour Branch /Public Library	2000-3000	10			Yes		
Grange Hill Branch Library	300	15					
Sturge Town Branch Library	250-300	3				Yes	
Lottery Branch Library	250			Yes			
Somerton Branch Library	20						
Maroon Town Branch Library	300	TBD					
Malvern Branch Library	850	8	3				
Red Bank Branch Library	400	4		Yes			
Point Hill Branch/Public Library	500	5		Yes		Yes	
Kitson Town Branch /Public Library	300	2					
Duncans Branch /Public Library	1000 +	TBD			Yes		
Wakefield Branch /Public Library	750	10			Yes		
Yallahs Branch Library	2000	4	3				
Nain Branch Library	700-800	4	3				

COMPUTER NEEDS ASSESSMENT

Name and type of Library	Monthly average number of patrons in the Library	New Computers	Replacements/ Repairs	Printers/ Scanners/ Photocopiers/ Laminating Machine	Wi-Fi/Internet Needed or to be Upgraded	More Space Needed	Other
Linstead Branch /Public Library	1400	6			Yes		
St. Leonard's Branch Library	150	3				Yes	
Petersfield Branch Library	350	4					
Louisville Branch Library	600	10	4				
Hector's River Branch Library		3	2				
Cross Keys Branch Library	450	TBD			Yes		
Marlie Hill Branch Library	88	5		Yes			
Wood Park Branch Library	20	4	1		Yes		
Broad Leaf Branch Library	430	TBD	1	Yes			
Port Royal Branch Library/Public	98	TBD	1				
Bombay Branch Library	1000	TBD			Yes		
Chatham Branch Library	228						
Porus Branch Library	1,164	10	2	Yes			
Tivoli Gardens Branch Library/Public	250	TBD					
Parks Road Branch Library	1400	TBD					
Port Morant Branch Library		3	2				
Greater Portmore Branch Library	4000+						
St. Catherine Parish Library	5000-6000	30				Yes	
St. Mary Parish Library	45,000	20	6				

COMPUTER NEEDS ASSESSMENT

Name and type of Library	Monthly average number of patrons in the Library	New Computers	Replacements/ Repairs	Printers/ Scanners/ Photocopiers/ Laminating Machine	Wi-Fi/Internet Needed or to be Upgraded	More Space Needed	Other
St. Ann Parish Library	7000	TBD	8				Laptops and tablets
St Thomas Parish Library	3200	TBD	32				
Clarendon Parish Library	5500	5	2				
Trelawny Parish Library/Public Library	2256	12					
Tom Redcam Parish Library/Public	12,000	20	25				Software
Manchester Parish Library	2948	30	30				
St. James Parish Library	15,000	TBD		Yes			
Bethel Town Branch Library	3500	10					
Bridgeport Branch Library	35						Software
Hellshire Park Branch Library	600				Yes		MS Suite
Buff Bay Branch Library							
Bog Walk Branch Library	2000-3000	TBD					
Annotto Bay Branch Library	1200	20					
Christiana Branch Library	6,000	10	TBD				
Kellits Branch Library	About 2000	4	1				
Lionel Town Branch Library	1112	TBD					Chairs
Highgate Branch Library	130	2	2				

COMPUTER NEEDS ASSESSMENT

Name and type of Library	Monthly average number of patrons in the Library	New Computers	Replacements/ Repairs	Printers/ Scanners/ Photocopiers/ Laminating Machine	Wi-Fi/Internet Needed or to be Upgraded	More Space Needed	Other
Pennants Branch Library	700	TBD	1	Yes			
Anchovy Library	600		2				
Oracabessa Branch Library	50 per day	8	1				
Cambridge Branch Library	450	TBD		Yes			
Spauldings Branch Library	1900	3	2			Yes	
Guys Hill Branch /Public Library	466	4			Yes	Yes	
Mile Gully Branch Library (full time)	700	3	1	Yes			
Mt. Salem Branch Library	260	TBD	1				
Whitehouse Branch Library	800	5					
Total		465	183				

13. Is the library building secure enough to safely keep computers? If not, what needs to be done to make it secure?

Main themes: The library is secured by burglar bars; safe because library is close to the police station; protected by security companies - Hawkeye and King Alarm

14. How many hours per month is the power/electricity off during business hours?

Main themes: five (5) hours; a few hours

15. Would you say you have enough staff to meet the current needs of this library?

Main themes: Yes- 47 libraries; No – 51 libraries

16. What necessary expertise/manpower do you currently lack?

Main themes: IT/Client System Support Officer; library assistants; security; ground person; cleaning assistant; children's librarian

17. What would you say are the strengths of the staff at this library?

Main themes: Good customer service; team work; skilled staff; ability to work with limited resources; ICT skills

18. What would you say are the priority training needs of yourself and your staff

Main themes: ICT; customer service

19. Do you believe that you have staff who would be interested in promoting the work of the library and building support for it?

Main themes: Most respondents are positive about staff promoting the work of the library and building support for the library

20. How do you see the role of the library changing in the next five years?

Main themes: impact of ICTs; staff must be tech savvy; ICT improvements; greater access to the Internet

i. Are you prepared for these changes?

Yes 62; No 26 (actual numbers)

21. What would you say are the main challenges this library faces?

Main themes: lack of computers; lack of books; lack of access to the Internet; lack of space; staff shortage

22. How do you see the role of librarians changing in the near future?

Main theme: the need for greater ICT skills to meet the needs of users

i. How prepared are you for these changes?
Prepared – 19; preparing – 4;
not prepared - 9

23. In the near future, the library will be equipped with computers and Internet services. What are some of the advantages and disadvantages in providing services to residents?

Main themes: Advantages – more users; better access to computers; more access to information. Disadvantages – none

24. Do you think that providing more public access computers to public libraries in Jamaica and staff training in computer skills will make any real difference to your library?

Main theme: Yes

25. Will new computers and staff training create any opportunities to attract more users or develop better services? What type of users/services?

Main themes: Yes. Attracting the working class; attracting college users and all age groups in general. Services – school based assessments, assignments; research; emailing and Wi-Fi

26. Have you had any activity to promote the services of the library? What have you done and when was this?

    Main themes: school outreach programmes; child month activities; reading competitions; career days; summer programmes; National Reading Competition; story hour sessions

27. How do you promote public access computing to users?

    Main themes: Flyers on notice boards; word-of-mouth; Jamaica day; career days; exhibitions/displaying signs; public meetings; posters; PTAs; school visits

28. What are the primary ICT needs of this library?

    Main themes: Internet; more computers; more photocopy machines/scanners/printers; strong Wi-Fi router

29. What software applications and other types of technology are required for the library to meet the needs of users and for staff to effectively deliver the service?

    Main themes: More computers; Microsoft software; Internet; laptops/tablets

30. What is the basic configuration of the user PACs (operating system, network setup, etc.)?

    Main themes: Windows 7; Microsoft XP; Windows 2007/Windows XP; Windows 2010; Windows operating system; Windows 2008; Windows 8; basic configuration for user PACs/configuring Wi-Fi to connect the library.

31. What is the basic configuration of the server?

    Main themes: No server at this branch; computers are networked connected/LIME modem

32. What are the network security measures in place for the PACs?

    Main themes: Norton antivirus; firewall; password system; AVAST

33. Is there a UPS or any other power conditioning throughout the library?

    Main themes: UPS system all in place

34. How is the library connected to the Internet? (provider name, cable, Wi-Fi)

    Main themes: Wi-Fi used as a connection to the Internet; Lime fibre optic cable; FLOW fibre optic cable; DSL network/modem/cable

35. Are you satisfied with the connectivity in terms of cost, capacity, and reliability?

    Main themes: Need more speed with the Internet; satisfied with cost and reliability

36. How many times per month on average is there a serious computer equipment failure?

    Main themes: Once per month; hardly any failures

37. Who do you contact for a problem you cannot fix locally?

    Main themes: Parish library ICT technical person; IT department at the JLS headquarters

38. Describe the current ICT system performance and any performance-related issues (e.g. power cuts and surges; slow operating speeds

    Main themes: Irregular power cuts; slow Internet services; old computers are slow

39. How many hours per week is the Internet off during opening hours?

Main theme: Always on during opening hours

40. What do you think are the priority areas for computer training of the general public /users in your library area? (list specific skills)

Main themes: Basic ICT computer training in E-mail; Excel; Microsoft Word; Power Point; Internet basics; E-governance; Accessing RVG documents; conducting research; browsing the Internet

Section C - Stakeholders

Focus Group discussions were held with key stakeholders of the Jamaica Library Service to ascertain, among other things, local needs and priorities and how they may partner with the JLS to help achieve the objectives of the Service. Stakeholders participating in the discussions were:

1. Sugar Transformation Unit (STU)
2. Jamaica Foundation for Lifelong Learning (JFLL)
3. National Library of Jamaica
4. E-Learning Jamaica
5. Colgate Palmolive
6. Lime Foundation

Areas of Partnerships

In terms of partnerships, the stakeholders have provided direct funding, construction of libraries, provision of computers and equipment as in the case of the STU based on the fact that the JLS has libraries within sugar dependent areas. In the case of the JFLL, they have partnered with the JLS to deliver the high school diploma equivalency programme geared towards adult learners 17 years and older who require their high school diploma. At a strategic level, the relationship with the National Library is symbiotic in that they monitor trends and issues and see how best to satisfy the needs of Jamaicans for information from the libraries.

The relationship with E-Learning Jamaica holds potential if the satellite libraries became technology hubs. This would create a strong partnership as resource persons within the libraries can become facilitators of learners whether student, in schools learners or adult learners. Additionally if the objective of having more readers and skilled persons in the country through reading is made a strategic priority then technology

could easily be used as the vehicle through which to achieve this thereby creating a win-win scenario.

The JFLL noted that in the future it would also want some reading competitions that specifically focus on the Jamaica Foundation for Lifelong Learning and the JLS and have some school challenge quiz competitions.

Strategic Importance of Libraries in Jamaica

All stakeholders recognise the library as an important institution in the development of the individual and the country as a whole. However, it was also recognised that 20% of Jamaica's adult population is illiterate. In light of this, the JFLL has established strategic partnerships with the Jamaica Library Service through its network of libraries.

The Library of the Future

There was a consensus that the existing network of libraries will need to be improved to meet the needs of residents and contribute to social and economic development in Jamaica. Among the shortcomings cited were inadequate computers, ineffective process to assist libraries, and long service queues. On the positive side the libraries are comfortable and conducive to reading. To be relevant in the future, stakeholders recommended the following:

1. Lectures and workshops, depending on what is being explored on a monthly basis Book clubs, facilitating continued education
2. Amendment of archaic rules to be more customer friendly rather than institution friendly.
3. A high proportion of trained librarians; not every person that works in the library has the same level of knowledge and skills to assist users. It must be ensured that qualified personnel are there.

4. Greater use of ICTs such as smart tv to go to another country to access information; communicate with librarians from other countries about books and materials. It is the idea of using technology to disseminate information, share and create knowledge, use the library as a hub to create knowledge
5. More pre- school reading sessions; promotion of pre-natal reading
6. Magazine stands need to have more things that are current

Making the Library a Successful Institution

1. Serving the needs of the communities
2. Customer friendly- persons who will walk with you to find a book; show that you are willing to serve
3. Public Education campaign for the library which emphasises the importance of the library in community learning and development; access to free Internet and making the library fun and market it in such a way that persons want to visit the libraries.
4. Diversify library offerings. For example the library could supply certain resources such as a video on the dissection of a frog. Do a video on it and allow a Biology class from a school to come to the library and see the presentation. Essentially the technology, the values and the intent align with each other to identify some micro events that could use the space of the library.
5. Visionary leadership: : Leadership is going to be extremely important in defining the space, advocacy, and helping the library fulfil its roles.
6. Extended opening hours

Building the brand of the Jamaica Library Service through greater interest

1. Produce case studies of how libraries have changed lives and made a difference. This could spark interests in the library

2. Getting corporate involvement. If we are having a 5K run or a SIGMA we could start at the library. Before the run there could be a reading session or something to get the library engaged, some in-spirational reading material from the library.

3. Market the library as a place where you can get access to knowledge about CXC subject areas. Source professionals in the various subject areas to come and answer questions and provide exam tips. English Literature, History etc

4. Multi-media presentations would be ideal to do these presentations.

5. There need to be field trips to the library, a movie about something inspirational or fun, educa-tional

6. Most popular users of the library are ages 8 to 14. We need to find out what is it these patrons or children are interested in, what medium they want it to be presented and what are the fun things they want to do. In terms of advocacy we cannot advocate until we have a product. You can't sell what you don't have. So we need to find out what models we are going to use to cre-ate this hybrid because we are different. We might not get a Barnes and Noble but we can get a great mix of what we have available mixed with the demand. We have to look at the infra-structure we do have and look at the space to see what we can do with it.

7. It would be good if some of the library resources that are available at the University of the West Indies Mona, be available to Tom Redcam library for online journals and e- books. If we could add some more Suites to the other libraries across the island, that would be good. The government could do some negotiating with purchases of these resources.

8. If we are in an information age, it can't be that libraries in the rural areas do not have at least a network. Libraries need to offer more than just books. People tend to get bored easily and not everyone enjoys sitting down and reading a book.

9. Plays and dramas could be other means to im-part knowledge

10. The opening hours are extremely important. Not everything can be done between 9 to 5pm. There may be community members who are willing to volunteer some time at the library in the evenings. There are persons who are study-ing who would love to use the library. It would be ideal for students who need community serv-ice hours who could volunteer at the library. This could be a means for persons wanting to come back to the library. We are very creative people and we can create our own Jamaican style of li-brary operations.

5. Summary and Conclusions

This section brings together the main observations for each group as well as the rollout of more public access computers.

Users and Non-users

The preliminary analyses of the user and non-user surveys highlight a few important points that can augment the JLS' efforts in meeting the needs of its members and the society as a whole. As such these points are worth repeating here.

First, in reaching out to both users and non-users, there appears to be few but significant differences in terms of gender. For example, among users overall females were more likely to be library members than males. Also, male users were more likely to be not familiar with the National Reading Competition. There were no gender differences in terms of perceived contribution and importance of the local library to the community, nor were there differences in terms of the perceived relevance of programs such as the National Reading Competition. This suggests that both males and females viewed the importance of the library in similar ways.

However, there are potential areas for targeted marketing and specialised training programmes for male and female non-users. For example, as illustrated in Figure 24, a larger proportion of female non-users describe themselves as having an intermediate level of computer skills, while larger proportions of males report having basic and advanced levels of computer skills. Also, non-users interested in accessing library related information on the smartphone were more likely to be men. This suggests that one way to reach out to males and address the imbalance in terms of membership could be via a smartphone app.

Second, an overall finding was that library members who are users are more likely to be children and students, while library members who are non-users are more likely to be adults and employed. In terms of outreach to non-users in particular the concerns of adults and the employed (i.e., those who less time during day) will be have to be accommodated. This might include developing new programs that address these needs. Recall for example two comments by a User and a Non-user about encouraging participation in the National Reading Competition: "Adult participation. Adults should be able to enter" and "If adults could participate and I had the time I would."

Third, differences across parishes were numerous. Indeed, parish differences appeared more often in understanding training needs, ICT access, perceived impacts, etc. than any other grouping variable. Another finding was the large difference in the number of User and Non-users in some parishes (e.g, St. James). To better under how different parishes it will definitely be useful to conduct additional analysis on this issue. One option could be to develop detailed user and non-user profiles for each parish, particularly in terms of training and other needs.

Fourth, the results suggest that there are significant gaps in the awareness of various JLS initiatives among both users and non-users, which if addressed could encourage greater use. For example, when asked about computer skills training opportunities at the local library a significant proportion of non-

users were unsure and perhaps need more information. Another example, is that while only a small percentage (22.3%) of non-users were not aware that they could access computers at the public library, 43.7% of non-users were not aware they could freely access the Internet at the public library. Other examples support this point. Consider the finding that a larger proportion of non-users (95.1%) considered the library to be important or very important to the community while only 62.2% of users thought the same. Also, among non-users there is a discrepancy between the low levels of familiarity and participation in the We Likkle but we Tallawah programme and the National Reading Competition on the one hand and the high levels of perceived relevance of both these programmes on the other hand. These finding suggest that although they are not actively involved non-users do appreciate some of the important work of the libraries. Perhaps this points to the need for alternative ways to engage non-users outside of normal membership for example, in terms of sponsorship, mentorship, volunteering, or other "part-time" activities.

Staff

The following conclusions are worthy of highlighting as it is hoped that if these visible shortcomings are addressed the Jamaica Library Service will be better able to meet the needs of not just users and potential users but also that of its staff

Firstly, given that the views of staff were mixed on the use and main purposes of the library, it is believed that monthly user reports, if not done, should be compiled and shared with the general staff. Library membership, plans etc. must be a routine agenda item at staff meetings. In essence, greater communication and information sharing should be

a priority especially with the impending changes. Secondly, the positive views of the ICT services among staff must be harnessed and used in building the image and brand of the JLS.

As regards ICT training, most staff have some level of competence. It is of note that approximately 17% received training through the JLS. This suggests that staff are recruited with basic ICT literacy. The additional training under this project is likely to be well-received and should be spread as widely as possible. To make the programme more far-reaching, those at the advanced level could be equipped with the knowledge and skills to conduct internal workshops for other staff.

Managers and ICT Personnel

It was widely felt that libraries do not meet the needs of all users. Insufficient computers, scanners, fax machines and photocopiers; and lack of access to the Internet were cited as the reasons libraries have not been able to meet the needs of users. In addition, there is a general shortage of shortage of computers, scanners and photocopiers; limited staff; small space; and shortage of books as highlighted by Library Managers. It therefore means that this greater roll out of public access computers will greatly enhance the capacity of libraries to meet the needs of users. Nonetheless, the programme should be handled in a holistic manner by ensuring appropriate staffing numbers with the requisite training.

Library Managers are positive towards greater public access computers. They have also cited a range of activities that are used to promote the services of the libraries such as flyers on notice boards; word-of-mouth; exhibitions/displaying signs; public meetings; PTAs; and school visits. Most respondents are

positive about staff promoting the work of the library and building support for the library.

In addition they are generally prepared for greater reliance on ICTs as well as greater access for users. Basic ICT computer training in E-mail; Excel; Microsoft Word; Power Point; Internet basics; E-governance; Accessing RVG documents; conducting research; browsing the Internet are considered the priority training areas for users.

In the final analysis greater public access computers coupled with the appropriate training for users and staff, provision of more space, appropriate marketing and public relations strategies and the right leadership at all levels will transform the not just how the library is seen by all but will position the service to make an even bigger and sustainable impact on the socio-economic development of the individual and Jamaica as a whole.

Stakeholders

Stakeholders value the work of the Jamaica Library Service and the role it plays in the development of the individual and the country as a whole. Nevertheless, they emphasised that the existing network of libraries will need to be improved to meet the needs of residents and contribute more to the social and economic development of Jamaica.

PACs

As regards the roll out of more public access computers, based on stated need 465 new computers are needed and 183 to be repaired or replaced. It is important to note that some libraries were not able to give a clear indication or did not answer at all. As such, a formula[3] needs to be worked out to determine the adequate number of computers. Also, a number of libraries observed that there is a space shortage.[4] This must be addressed before computers are delivered.

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3. This could be done based on the number of visitors including growth/decline projections and the capacity of the library

4. A minimum allowance of 35 square feet per public access computer station is recommended. A moderate allowance of 45 square feet per public access computer station is recommended. And an optimum allocation of 50 square feet is recommended.

6. Appendices

A.   User Questionnaire
B.   Non-user questionnaire
C.   Staff questionnaire
D.   Library Managers and IT Staff Interview Guide
E.   Focus Group Schedule