Libraries for Development – Final report

The first part of Libraries for Development project took place in 2012 – 2014, and the continuation project in 2015 – 2017. The partners were the Finnish Library Association (FLA), Tanzania Library Services Board (TLSB) and Namibia Library and Archives Service (NLAS).

The main development objective of the project was to promote the knowledge based society and public use of information technology through community libraries in Tanzania and Namibia. By so doing it was contributing to improving living conditions of community members.

FLA assisted TLSB and NLAS to extend the services of the information society down to the grassroots level through the libraries. The libraries gave community members tools for democratic participation, promoted literacy, spread health information and gave support to SME’s, especially female entrepreneurs.

The capacity building of TLSB and NLAS was promoted by improving the ICT and information retrieval skills of the personnel. Thereafter the staff members taught these skills to the community members. Special target groups were women, out of school and unemployed youth as well as SME’s, especially female entrepreneurs.

Decision makers were given information about the social value of libraries / the role of libraries in implementing development goals of Tanzania and Namibia respectively.

Seminars and workshops were arranged for decision makers, library personnel and community members in both countries. Library staff members were sent to commercial ICT courses, and they were taught information search by library ICT instructors and librarians as well as Finnish experts. Study tours to Finland and Namibia / Tanzania were also arranged.

The project was supported by the Finnish Ministry for Foreign Affairs and a number of individual donors.

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1. Impacts of the project

1.1. Did the project achieve its result objectives?

<table>
<thead>
<tr>
<th>The overall long-term development objective of the project was to promote the knowledge based society and public use of information technology through community / public libraries in Tanzania and Namibia.</th>
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<tr>
<td>It can be well noted that the objective has been well achieved. The public libraries in Tanzania and Namibia have increased the number of their users, and more and more community members are using the libraries' ICT resources in order to look for and even produce information.</td>
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<td>In the Libraries for Development Project Plan it was noted that if the project accomplishes the overall objective, it is also contributing to five important sub-objectives.</td>
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<td>The sub-objectives and an assessment of their accomplishment is listed below:</td>
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<td>- Bridging the digital divide in the society, with a special reference to women and most vulnerable groups</td>
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<td>- Contributing to improving living conditions of community members</td>
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respondents and 35 % of the Namibian respondents replied that they have been employed since they finished the library’s ICT training.

- **Supporting education, including literacy**
  - The use of ICT services has helped students in their studies and finding information about further studies:
    According to the questionnaire held in 2017, 71 % of the Tanzanian respondents have used the library to seek information about further education (Namibia: No data available unfortunately).
  - Facilities and tools have been provided for the purpose of distance study and e-learning:
    The internet and ICT services in libraries established in the 10 project libraries in Tanzania and 22 in Namibia create facilities for the purpose of distance study and e-learning.
  - Awareness of library use has been brought to kindergarten and primary school children, and a special attention to the children’s library services has been highlighted all through the project years. However, there is no data available on the number of the reached children, unfortunately.
  - New literates were not targeted to the extent that we had planned, thus supporting traditional literacy was just a minor part in the project.

- **Promoting the skills of the civic society, advancing democracy and human rights**
  - Community members have become able to look for information on issues such as civic rights and e-governance in the internet and apply it:
    According to the questionnaire held in 2017, 48 % of the Tanzanian and 43 % of the Namibian respondents looked for information about civic rights on the internet and found it.

- **Information on HIV / AIDS and other health issues, made available at the libraries and disseminated to the public, added knowledge about health issues for the community members.**
  - Community members have received relevant health information:
    According to the questionnaire held in 2017, 72 % of the Tanzanian and 71 % of the Namibian respondents said that they have used the library to look for health information.

The realisation of these objectives was followed by library statistics and questionnaires directed to the community members (in latter half of 2017) as well as to the library personnel, and they are further elaborated also in the following chapters.
1.2. How did the lives of the beneficiaries change as a result of the project?

The beneficiaries of the project were:

1) Personnel of TLSB and NLAS

According the latest questionnaire:
- 100 % of the Tanzanian and 96 % of the Namibian staff members felt that the training had improved their potential to work better.
- 97 % of the Tanzanian and 96 % of the Namibian staff members felt that they had improved their ICT skills.
- 92 % of the Tanzanian and 96 % of the Namibian staff members felt confident about teaching the ICT skills to users.

Additionally, the respondents made e.g. the following comments:
"It has made a big change for my work and for the users"
"It has helped my studies for the Bachelor’s Degree"
"I have got new friends through the training courses"
"This has made my work easy. I can do all my reports and work related things on computer and can help the customers with online projects”.

The ICT and information search skills of the personnel were considerably increased during the project. This is making a solid ground for the sustainability of the services.

2) Community members who were using libraries for ICT training

Altogether 21 113 community members have been trained in the project during the course of it (2012-2017).

According the latest questionnaire:
- 55 % of the Tanzanian and 36 % of the Namibian respondents had started or improved their small business
- 90 % of the Tanzanian and 97 % of the Namibian respondents felt that the training had improved their potential to be employed
- 27 % of the Tanzanian and 35 % of the Namibian respondents were employed since training
- 72 % of the Tanzanian and 71 % of the Namibian respondents looked for health information either through internet or printed material at libraries
- 48 % of the Tanzanian and 43 % of the Namibian respondents looked for and found information about civic rights.

Additionally, the respondents made e.g. the following comments:
“I can now look for work”
“ I am now near the world”
“ I can now gain information easily and quickly”
“ I can use computers and information for a change in my life”
“ It has increased awareness in everything”
“ I created Gmail accounts and it is very helpful, I can connect with the World, and sending reports of work was made much easier since I am working within an NGO”
“ I have learned Microsoft word, and I type letters and CV for other people and earn money”
“ Thank you that you brought such idea to a place like this, local community need to be encouraged to attend this kind of trainings”. 

Community libraries are public places of a special importance since they are open to all regardless of age, education or wealth. They are giving a possibility for self-advancement and study for all. Our project has offered free of charge training in ICT skills and information search to all irrespective of their background. Learning to use the services of the information society have empowered people to bridge the digital divide and become active citizens for the information society.

Basic ICT Trainees received their attendance certificates on March 2, 2018 at Mtwara Regional Library. The photo was posted to the Libraries for Development open Facebook group, which shows that the trainings are still actively going on even after the project has finished.
1.3. **Did the project have any other positive or possibly even negative effects and whom did they impact?**

As part of the library staff training, study tours were organized from partner countries to Finland on an annual basis from 2012 – 2016. Altogether 13 library professionals from Namibia and 13 from Tanzania travelled on a study tour to Finland during 2012-2016.

The participants of these tours learned a number of concrete working methods from Finnish libraries which they were able to implement at their own libraries. After returning home they have e.g. applied recycling methods to renew the library furniture; they have updated their book stock by discarding old and worn out material and thus made the collections to be more relevant and attractive; they have introduced music services to users; they have acquired a sewing machine for the customers and started various activities for children – just to mention a few practices.

However, apart from the above concrete facts, even more importantly, the participants were exposed to the Finnish library system which ranks among the best in the world. The participants witnessed the importance of the libraries in the society: the tight network, heavy use of the libraries and application of technology and information services which all were impressive for them. They could see how Finnish people appreciate their libraries and make good use of them. Most of the participants mentioned the commitment of Finnish librarians to their work, and the way they made new innovations to meet the changing needs of the community members. The participants clearly got a boost and new ideas for their work. They understood that their profession is a valuable one, and they are the ones who can work for the betterment of their communities. After returning home they also shared the ideas they had learned both individually with their colleagues and at various seminars.

South to South cooperation was promoted throughout the project by organizing study tours for Tanzanian personnel to Namibia and Namibian personnel to Tanzania. The partners were able to share ideas by giving lectures at seminars, holding discussions with colleagues and visiting a number of libraries.

No negative effects were identified.
1.4 How did the project affect the position of the most vulnerable groups of people?

Several vulnerable groups were selected as special target groups of the project. These included women, out of school and unemployed youth as well as farmers. Trainings for the above groups were organized at libraries, and in some cases librarians even travelled to the areas where the groups were functioning. It was unfortunately not possible to keep specified statistics on trainings or impact of the project on each of the above mentioned groups. However, according to our general statistics, all in all 7875 Tanzanian and 1705 Namibian representatives of the groups participated in the trainings during the course of 2012-2017.

Moreover, according to the latest questionnaire, the following impacts on the lives of the youth were found:

- 71 % of Tanzanian respondents looked for information about further education and 61 % started further education. Unfortunately, figures for Namibia are not available.
- 84 % of Tanzanian respondents and 54 % of Namibian respondents improved their grades at school

More than half of all trained people were women.

Kuva 1 Young women and attending an ICT training at one of the project libraries (Tanga) in Tanzania.
1.5 Has an evaluation of the project’s effects been prepared (if so, please append it to the report)? How have the recommendations given in the potential evaluation been processed with the partner?

The project was evaluated as follows:

- In 2013, the midterm evaluation of the first phase (2012 -2014) of the project. Conducted only in Namibia. Has been submitted to the Ministry at an earlier stage.

- In 2015, the final evaluation of the first phase of the project. Prepared by Professor Kingo Mchombu of the University of Namibia. Has been submitted to the Ministry at an earlier stage.

- In 2017, questionnaires conducted both in Namibia and Tanzania by the ICT instructor in Namibia and a Regional Librarian (with special ICT duties) in Tanzania. The questions and conducting the questionnaires were based on the previous evaluation. There were two separate questionnaires: One for library staff members, and one for library users. The summary of these are appended to this report.

- In addition, sample ICT tests (Ms Word, Powerpoint, Information search) have been conducted to the project libraries’ staff both during 2014 and in 2017. The progress of their skills was followed thereby.

The many positive results of the impact of the services on the community members have been utilized when advocating the library services to decision makers and other stakeholders.

Improving the adult education methods of the staff was recommended by the evaluation in 2015. In 2016 teaching these methods to the staff were included in the staff training programme both in Tanzania and Namibia.
2. Project challenges

2.1. Did the project fail to achieve some of its objectives, if so, why?

Project objectives were listed above in 1.1. Most of the objectives were achieved and many even exceeded. Nevertheless, one of the aims of the project was to introduce library services to new literates. However, the personnel and financial resources were not enough to pay enough attention to this function which would have required quite a bit of outreach work to succeed. A number of individual librarians did contact new literates, either as groups or individuals, but at large, contacts with literacy classes were fairly few, especially towards the end of the project.

However, improving the library services at large supports both formal and informal education. The library services are advancing various types of literacy skills, and therefore even new literates will certainly eventually find their way to the libraries in the future.

2.2. What other challenges were encountered during the project?

Project risk management: evaluate the project’s risk management and the realisation of risks throughout the project.

By and large, the project succeeded according to plans and without major challenges. The funds were not misused and ICT equipment was not stolen. However, the following caused some concern to the project:

- The slow internet connection or cuts in its provision caused occasionally some problems. Especially in Tanzania, the libraries could not acquire high-speed connections since payment for them in the future would have been impossible. In the beginning of the project, there were frequent power cuts in the electricity supply in Tanzania, especially outside the capital area, and therefore generators were bought to some libraries. The use of a transferable generator made it possible to reach even some areas with no electricity at all. The project also acquired UPS (uninterrupted power supply) devices which helped to protect the computers during the power-cuts. Towards the end of the project the supply of electricity had, however, considerably improved.
The maintenance of the ICT equipment has posed some problems since the ICT instructors and technicians, due to pressure of work and even travelling distances, have not always been able to immediately attend to the problems. Therefore, the staff members were given in-service training on elements of how to maintain their equipment, and this is expected to help the situation to a certain degree.

The economic and political changes in the partner countries caused some concern for the project.

Namibia has suffered from an economic depression since 2016, and all the government expenditures have been severely cut. This has not yet caused major problems for the project activities, but campaigning by NLAS for more funds for the library services has somewhat slowed down.

In Tanzania, a new president took office in 2015, and this has caused many changes in the country. The government has strongly embarked on eradicating corruption, but on the other hand the civil society has been adversely affected (https://www.ulkopolitist.fi/2017/05/03/, 12.1.2018). The economic situation in Tanzania – where e.g. collecting taxes is still quite difficult – remains to be relatively weak, and therefore financing also the education sector, which the libraries are part of, is a big challenge for the government. Therefore, the TLSB administration is still forced to look for support from various other sponsors to cover the expenses of its functions.

The importance of collecting reliable statistics of the functions of the project was at first not quite clear to all members of staff, and explaining and reminding about this was a topic at a number of staff trainings in the beginning of the project. Towards the end of the project, the matter was quite well understood by the staff members.

Please also refer to the Project’s Risk analysis table, which has been updated by monitoring data notes. (Attached to the Libraries for Development yearly report to the Ministry for Foreign Affairs)
3. Sustainability

### 3.1. Are the project’s results sustainable? What are the main risks related to the sustainability?

Both TLSB and NLAS have included ICT services in their policies.

Moreover, in Namibia information services were included in the fifth National Development Plan of the Government which gives a good basis for the sustainability of the services. The project results had a great importance for NLAS when campaigning for inclusion of the ICT services in the plan.

Similarly, TLSB was included in a major project of the Ministry of Education, Literacy and Numeracy Education Support (LANES). The functions and results of the Libraries for Development Project played a big role in convincing the Ministry officials to include libraries in the functions of the new project and provide the necessary equipment for that.

According to the recent questionnaire, the skills of the library staff are now good and their attitudes positive towards offering the ICT services for the community members. However, the skills need to be continuously upheld and improved, and TLSB and NLAS have got a challenge in doing so.

During the project, a special attention was paid to informing the decision makers about the importance of library services. Also the media was involved on many levels. It is now a challenge for TLSB and NLAS to continue campaigning for more funds for libraries to be included in the government budgets. The general economic situation in Tanzania and Namibia, which was discussed above, will have a great impact on these efforts.

Some libraries both in Tanzania and Namibia were able to get support from a private sector and other donors. However, the sustainable development of the functions cannot rely on donations only, but the private sector can supplement the services by valuable material contributions (e.g. help in renovating the library buildings, furniture and ICT equipment).
3.2. **What was done to ensure sustainability in the project’s exit phase?**

*Provide concrete examples.*

As TLSB and NLAS are both government organizations, at least some kind of funding is guaranteed for them in the future from the government budgets.

In the end of the project, seminars were held both in Tanzania and Namibia. The importance of continuing and even improving the services after the project was then emphasized.

The seminar in Tanzania was attended by the Deputy Permanent Secretary of the Ministry of Education, and in Namibia by the Deputy Minister of Education. They were both impressed by the project results, and pledged their support for the libraries in the future.

The national televisions in both countries interviewed the representatives of TLSB and NLAS respectively as well as the FLA coordinator. This served to spread information about the project principles both to the decision makers and community members who were urged to continue to actively use the services.

The seminars were also attended by the staff members of the project libraries. They clearly expressed their willingness to continue and develop the services introduced during the project. The positive response from the community members had given a boost in their work, and this had convinced them about the importance of the ICT services. However, they were also urged to actively follow the changes in their societies and develop the library services to meet some new needs of people.
Hon. Anna Nghipondoka, the Deputy Minister of Education, Arts and Culture in Namibia, talking in the Libraries for Development End of the Project Seminar in Windhoek, October 31, 2017. She had been aware of the project over the course of it, and pledged her support for the work even in the future.

4. Wider applicability of the results

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<th>4.1. <strong>How can the outcomes of the project, operating models developed during it and methods proven effective be applied in other projects?</strong></th>
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<tr>
<td>The model developed during this project can no doubt be applied in other projects as well. Before this project, the model was first experimented at a small Greenwell Matongo library in Windhoek, Namibia, and due to the good results gained there, it was later expanded to other parts of Namibia as well as to Tanzania in the framework of the Libraries for Development project. The need for this type of library services certainly exists elsewhere, too. However, when applying the project principles, local special circumstances have to always be attended to.</td>
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<tr>
<td>The Finnish Library Association can always be approached for more information about the project principles.</td>
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The project is already now fairly well known on the international arena of libraries. The project has been presented via lectures, posters and films at the conferences of the International Federation of Libraries and Institutions in 2012, 2015 and 2017. These conferences are attended by thousands of librarians from all over the world, and many of them have shown a special interest towards the project principles.

The films Gateway to the World (Namibia 2013) and Street Librarian (Tanzania 2015) are based on the project work, and they can be freely viewed on the internet.

Books were published on the proceedings of the seminar held in Tanzania in 2012 (Libraries for Development: Issues and Prospects in Tanzania) and a symposium held in Namibia in 2013 (Strong libraries, strong societies: The role of libraries in socio-economic development).

The project model in a nutshell is described in a logical framework matrix which, along with other project material, is available on the website of the Finnish Library Association.

4.2. How will these experiences be used in the future and shared?

The Finnish Library Association intends to utilize the expertise gained during this project when planning possible new development cooperation projects.

The experiences of the project were already summarized and shared during a seminar “Kirjasto vientituotteena” (Library as an export product), organized by FLA in April, 2017 in Helsinki. The seminar was attended by 40 people, mainly Finnish library professionals. They were given background about various types of development cooperation in the library field, and they were encouraged to consider starting projects of their own.

Some Finnish librarians have already now used their experiences about Tanzania and Namibia in their work in Finland. Education about international affairs is an important task for libraries, and using first-hand information and material gained through this project has helped librarians in their work with children, organizing exhibitions and even in information retrieval.
5. Appendices to this report

- APPENDICE 1: Summary of questionnaire to the library users (p. 16-26)
- APPENDICE 2: Summary of questionnaire to the library staff (p. 27-34)
APPENDICE 1:

LIBRARIES FOR DEVELOPMENT

Summary of questionnaire for users / 2017

The questionnaire was conducted by Mr Abraham Itumalo (ICT instructor) in Namibia and Mr Edward Fungo (Regional Librarian / ICT Librarian) in Tanzania, in June – December, 2017.

Abbreviations:

T = Tanzania
N = Namibia

DEMOGRAPHIC DATA

1. What is your gender?
   - Male
     T: 27
     N: 167
   - Female
     T: 57
     N: 324
   Total: T: 84, N: 491, T + N: 575

2. What is your age?
   - Under 20
     T: 23
     N: 80
   - 20-29
     T: 43
     N: 146
   - 30-50
     T: 17
     N: 157
   - over 50
   - T: 1
   - N: 108

3. What is the level of formal education you have completed?
   - Never attended formal school
     T: -
N: -
  □ Attended a literacy class
   T: 2
   N: 17
  □ Primary education/first stage of basic education
   T: 11
   N: 5
  □ Secondary education (high school or equivalent)
   T: 27
   N: 296
  □ Vocational or trade school, college or university
   T: 44
   N: 173

4. What is your current occupational status?
   □ Self-employed
     T: 12
     N: 83
   □ Employed
     T: 6
     N: 194
   □ Unemployed looking for a job
     T: 26
     N: 102
   □ Full-time /Part-time Student
     T: 34
     N: 29
   □ Distance-learning Student
     T: 6
     N: 71
   □ Other (please specify)
     T: -
     N: 12 (e.g. retired)

5. Which region do you currently live in?
   T: Arusha 6, Dar 21, Dodoma 11, Kilimanjaro 1, Morogoro 24, Tanga21
   N: All the project regions

COMPUTER USAGE BEFORE AND AFTER TRAINING

6. How did you use computers before taking IT training at the library? Please tick one
   □ Never used a computer before
     T: 31
     N: 93
7. Where did you first use Internet? Please tick one

- At home
  T: 19
  N: 43
- At a friend’s/neighbor’s house
  T: 4
  N: 10
- At work
  T: 2
  N: 43
- At school
  T: 17
  N: 89
- At the public/community library
  T: 24
  N: 245
- At an Internet café
  T: 14
  N: 24
- Other (please specify)
  T: -
  N: 37 (mobile phone)

8. How do you feel now about using computers after the training? Please tick one

- Use without help
  T: 37
  N: 311
- Use with little help
  T: 47
  N: 139
- I am not able to use computers
  T: -
  N: -
- Other (Specify):
  T: -
  N: 41

9. Overall how helpful did you find the course / courses at the library? Please tick one
10. **What additional topics would you like to have seen covered in the courses?**

   T: None, Powerpoint, Access, Excel, Graphic design, Creating a blog, Youtube, Accounting, Database, Antivirus, Maintenance, Programming, Installing software. How to search market online

   N: Excel, Access, Database, Publisher, Advanced IT training, Typing skills, Pastel

11. **What did you like most about the courses?**

   T: All, Good teachers, Internet, Word, Email, Preparing presentation, Looking for work, Preparing business cards, Powerpoint, Excel

   N: Most respondents liked everything, some highlighted internet and email

12. **What did you like least about the courses?**

   T: None, Poor network, Lack of computers and teachers, Short time, Excel, Word, Powerpoint

   N: The short duration of the course

13. **Additional comments or suggestions?**

   T: Very useful, It helped me to make business, More computers and time for training, More subjects, Improve training, Expand to villages, Advertise the training more

   N: “The course was fruitful I can do my own assignment now”

   “Improve internet connectivity”

   “Keep up doing this training because you are helping the nation”

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**ICT TRAINING – IMPACT ON YOUR LIFE**

14. **How do you feel the training you received has changed your IT skills? Please tick one**

   □ I obtained basic IT skills
   
   T: 27 (33 %)
   
   N: 201 (41 %)

   □ I have slightly improved my IT skills
15. After the training, did you use the internet to look for income related information, such as job announcements, writing a CV, job training, etc.? Please tick one or more

☐ Yes, through computers available in the library
  T: 27 (33 %)
  N: 341 (70 %)

☐ Yes, with the help of a library staff member
  T: 7 (9 %)
  N: 8 (2 %)

☐ Yes, through computers available elsewhere (e.g. at Internet café, at a friend’s house)
  T: 16 (20 %)
  N: 40 (8 %)

☐ Yes, through a smart phone
  T: 20 (25 %)
  N: 102 (20 %)

☐ No
  T: 11 (13 %)
  N: -

16. Do you feel that what you learned in the training has improved your potential to be employed? Please tick one

☐ Yes
  T: 70 (90 %)
  N: 446 (97 %)

☐ No
  T: 8 (10 %)
  N: 15 (3 %)

☐ Not applicable
  T: 5
  N: 30

17. Were you employed since you finished the ICT training? Please tick one

☐ Yes
  T: 13 (26,5 %)
  N: 135 (35 %)

☐ No
  T: 36 (73,5 %)
  N: 247 (65 %)
Not applicable (I was already employed during the time of the ICT training / I am not looking for employment at the moment.)
T: 24
N: 109

18. Did you successfully start or improve your small business as a result of this training? Please tick one

☐ Yes
   T: 30 (54,5 %)
   N: 150 (36 %)

☐ No
   T: 25 (45,5 %)
   N: 264 (64 %)

☐ Not applicable
   T: 25
   N: 77

19. Did you use the library to look for information for your current education or learning, such as doing assignments and preparing for exams? Please tick one or more

☐ Yes, on the Internet through computers available in the library
   T: 34 (50 %)
   N:

☐ Yes, in printed resources available in the library
   T: 24 (35 %)
   N:

☐ Yes, with the help of a library staff member
   T: 8 (12 %)
   N:

☐ No
   T: 2 (3 %)
   N:

☐ Not applicable
   T: 16
   N:

20. Did you manage to improve your grades (school/college/university marks or results) through research in the library? Please tick one

☐ Yes
   T: 52 (84 %)
   N: 217 (54 %)

☐ No
   T: 10 (16 %)
   N: 185 (46 %)

☐ Not applicable
   T: 16
   N: 89

21. Did you use the library to seek information about further education, for example, getting into a school, a course, a polytechnic, a college or a university? Please tick one
22. Did you start further education (get into a school, course, college, university) as a result of the information you found at the library? *Please tick one*

- □ Yes
  - T: 45 (71 %)
- □ No
  - T: 18 (29 %)
- □ Not applicable
  - T: 17

23. Did you use the library to look for health information? *Please tick one or more*

- □ Yes, on the Internet through computers available in the library
  - T: 36 (43 %)
  - N: 187 (38 %)
- □ Yes, in printed resources available in the library
  - T: 16 (19 %)
  - N: 88 (18 %)
- □ Yes, with the help of a library staff member
  - T: 8 (9,5 %)
  - N: 74 (15 %)
- □ No
  - T: 24 (28,5 %)

All in all, 71,5 % of Tanzanian respondents looked for health information
N: 142 (29 %).

All in all, 71 % of Namibian respondents looked for health information

24. Did you look for information about civic rights on the internet? *Please tick one*

- □ Yes, I found it on the Internet
  - T: 39 (48 %)
  - N: 211 (43 %)
- □ Yes, I looked but didn’t find any
  - T: 10 (12 %)
  - N: 6 (1,2 %)
- □ No
  - T: 32 (40 %)
25. Did you look for information about government services on the internet? *Please tick one*

- [ ] Yes, I found it on the Internet
  - T: 29 (38 %)
  - N: 274 (55.8 %)
- [ ] Yes, I looked but didn’t find any
  - T: 13 (17 %)
  - N: 274 (55.8 %)
- [ ] No
  - T: 35 (45 %)
  - N: 274 (55.8 %)

*Type of info you searched for:*
T: Budget, Govt departments, Govt announcements, Reports, Govt support for refugees in TZ, Passport application, Form IV results, The meaning of civic education.

26. Could you briefly describe the main positive change or changes in your life as a result of attending the training?

**T:**
- “I can now use advertisement of my business through internet”
- “I have improved my business”
- “I can now get friends from abroad”
- “I am now near the world”
- “I learned to look for work”
- “I was employed”
- “I can now gain information easily and quickly”
- “I can now shop online”
- “I can use computers and information for a change in my life”
- “It has increased awareness in everything”

**N:**
- “I have more confidence in using computer, I can access the net on my own”
- “I created my Gmail accounts and it is very helpful, I can connect with the World and able to send reports of work was made much easier since I am working within an NGO”
- “I got skills on how to search for all information”
- “Thank you that you brought such idea to a place like this, local community need to be encouraged to attend this kind of trainings”
- “I have learnt Microsoft word, and I type letters and CV for other people and earn money”

**ACCESS, SKILLS AND LIBRARY USE**
27. Thinking back over the last 12 months, did you use the library more than you have in the past, less than you have in the past, or about the same amount? Please tick one

- More
  T: 28
  N: 
- Less
  T: 39
  N: 
- About the same
  T: 13
  N: 

28. What purposes do you mostly use the library for? Please tick one or more

- Using a computer
  T: 35
  N: 212
- Studying / Doing homework
  T: 19
  N: 73
- Reading newspapers
  T: 9
  N: 103
- Reading books
  T: 21
  N: 66
- Borrowing books
  T: 9
  N: 22
- Meeting with friends
  T: 1
  N: 15

29. Where do you currently use the Internet? Please tick one or more

- At home through a computer
  T: 14
  N: 18
- At a friend’s/neighbor’s house
  T: 3
  N: 6
- At work
  T: 4
  N: 68
- At school
  T: 13
  N: 28
- At the public/community library
  T: 17
  N: 190
At an Internet café
  T: 5
  N:

Through my smart phone
  T: 31
  N: 171

Other (please specify)

I don’t use the internet
  T: 2
  N: 10

30. Any other comments?

T: “Others should join the training, too!”

“ I have now ability to search information online, also preparing my product in high quality”

“Training is very important, helps my business”

“ I have no fear of using computer now!”

“ Good because time is selected according to users’ needs”

“ These services to schools!”

“ Services to be taken to far-away places”

“ Good! Congratulations!”

More computers, more time for training, internet and electricity problems, improve teaching.

N: “It was great assistance from the librarian, I would like a follow up course”

“Thank you very much for your training I appreciate it a lot”

“Bring other different courses to improve our skills”

“I thank Otjiwarongo community library a lot for giving the nation computer training course for free, we had the chance to learn more about the computers.”

“Thank you, that you brought such idea to this place, local people need to be encouraged to attend”

“I would like to attend the computer classes again provided computer maintenance is included in.”

“This is helpful to us as an NGO to serve the community and report directly to Our Donar Community Since, the one we tried to install at work is weak not working.”
“I need advance training”

“Computer basic training is great we would like libraries to continue giving this type of training”

“I like the IT program very much, but the training time is too short for us elders”

“The course was good, I would like to thanks the librarian for such training that they gave to me...now I know what to do on the computer on my own”
APPENDICE 2:

LIBRARIES FOR DEVELOPMENT

Summary of staff questionnaire 2017

DEMOGRAPHIC DATA

31. What is your gender?
   - Male
     - Tanzania: 11
     - Namibia: 3
     - Total: 14
   - Female
     - Tanzania: 25
     - Namibia: 22
     - Total: 47

   Total male & female (Tanzania & Namibia): 61

32. What is your age?
   - Under 29
     - Tanzania: 5
     - Namibia: 6
     - Total: 11
   - 30-49
     - Tanzania: 27
     - Namibia: 17
     - Total: 44
   - Over 50
     - Tanzania: 4
     - Namibia: 2
     - Total: 6

33. What is the level of formal education you have completed?
   - Primary education/first stage of basic education
     - Tanzania: -
     - Namibia: -
     - Total: -
   - Secondary education (high school or equivalent)
     - Tanzania: 4
     - Namibia: -
     - Total: 4
   - Post-secondary non-tertiary education (vocational or trade school)
     - Tanzania: 5
Namibia: 2

*Total: 7*

☐ Tertiary education (college/university degree) or higher
  Tanzania: 27
  Namibia: 23
  *Total: 50*

34. **What is your current position at the library?**

*Tanzania:*
  Regional librarian: 1, Acting Head of Library 1, Principal librarian: 2, Library assistants: 25,
  Principal library attendant: 2, Attendant: 3, Secretary: 2

*Namibia:*
  Assistant librarians: 18, Librarians: 6, Senior librarians: 1

35. **Which region do you currently work in?**

*Tanzania:*
  6 project libraries (Dar es Salaam: 4 staff, Morogoro: 6 staff, Tanga: 5 staff, Dodoma: 11
  staff, Arusha: 5 staff, Kilimanjaro: 4 staff)

*Namibia:*
  All the 22 project libraries

**COMPUTER USAGE BEFORE AND AFTER TRAINING**

36. **How did you use computers before taking IT training at the library / computer college?** *Please tick one*

☐ Never used a computer before
  Tanzania: 2
  Namibia: -
  *Total: 2*

☐ Very little use
  Tanzania: 29
  Namibia: 5
  *Total: 34*

☐ Use every month
  Tanzania: -
  Namibia: 7
  *Total: 7*

☐ Frequently
  Tanzania: 5
  Namibia: 13
  *Total: 18*

37. **How did you gain your computer skills?** *Please tick one or more*

☐ At primary / secondary school
  Tanzania: 2
Namibia: 3

Total: 5

- At University
  Tanzania: 5
  Namibia: 10

Total: 15

- At computer college
  Tanzania: 19
  Namibia: 5

Total: 24

- I was trained at the library by an instructor or a colleague
  Tanzania: 10
  Namibia: 6

Total: 16

- Other
  Namibia: 1

Total: 1

38. How do you feel now about using computers? Please tick one

- Use without help
  Tanzania: 29
  Namibia: 22

Total: 51

- Use with little help
  Tanzania: 7
  Namibia: 3

Total: 10

- I am not able to use computers
  Tanzania: -
  Namibia: -

39. Comments or suggestions about the training

Tanzania:

- Training was found good and useful by most

- More time for training was required

- More computers and services to be extended to more libraries was required

- Projectors were requested by many

- “After training we don’t have computer on the table, we forget”

Namibia:
• “Training is a good initiative because it make our work easier, most users can use the computer on their own especially when libraries are under staffed”.

• “Most of the users are mostly interested in getting information online instead of books and with them being trained it is easy for them”.

• “Most user are demanding advance training such as publisher and excel but staff are not really fully capacited to give training on that, some of the staff members need training in advance IT skills”.

• “Most users were able to change their grades”

ICT TRAINING – IMPACT ON YOUR WORK

40. How do you feel the training you received has changed your IT skills? Please tick one
   □ I obtained basic IT skills
      Tanzania: 14
      Namibia: 6
      **Total: 20**
   □ I have slightly improved my IT skills
      Tanzania: 8
      Namibia: 2
      **Total: 10**
   □ I have significantly improved my IT skills
      Tanzania: 13
      Namibia: 16
      **Total: 29**
   □ My IT skills remained the same
      Tanzania: 1
      Namibia: 1
      **Total: 2**

41. Do you feel what you learned in the training has improved your potential to do your work better? Please tick one
   □ Yes
      Tanzania: 36
      Namibia: 24
      **Total: 60**
   □ No
      Tanzania: -
      Namibia: 1
      **Total: 1**

42. Are you using the internet to look for information requested by library users? Please tick one
☐ Yes, on the Internet through computers available in the library
Tanzania: 34
Namibia: 17
**Total: 51**

☐ Yes, with the help of other library staff members
Tanzania: 2
Namibia: 8
**Total: 10**

☐ No
Tanzania: -
Namibia: -

43. **Could you briefly describe the main positive change or changes in your work as a result of attending the training? In which way or ways has your life improved / changed as a result of the service?**

Tanzania:
- It has made a big change for my work and for the users (17 comments)
- “It has helped my studies for the Bachelor’s Degree”
- “When there are no books, internet helps”
- “I have got new friends through the training courses”

Namibia:
- I am able to troubleshoot a lot of technical problems myself”.
- “Doing work at the Library has become really easy, as one just uses the computer to type their reports in word and send it via Email on the internet, also using excel to present information in forms of graphs which was not the case before”.
- “Can complete administrative work electronically”
- “It has make my work essay I can do all my reports and work related things on computer and can help the customers with online projects”.

44. **Are you conducting ICT training for users? Please tick one**

☐ Yes
Tanzania: 28
Namibia: 24
**Total: 52**

☐ No
Tanzania: 8
Namibia: 1
**Total: 9**
45. How are your skills of teaching IT for users? Please tick one

- I feel confident teaching the basics
  - Tanzania: 19
  - Namibia: 16
  **Total: 35**

- I feel confident answering most of the questions by the students
  - Tanzania: 8
  - Namibia: 6
  **Total: 14**

- I feel confident teaching advanced skills
  - Tanzania: 6
  - Namibia: 2
  **Total: 8**

- I don’t feel confident in teaching and lack many skills
  - Tanzania: 3
  - Namibia: 1
  **Total: 4**

46. In your opinion, how important the ICT services at the library are for the community members? Please comment and give examples:

Tanzania:
- “Users don’t have own equipment and are coming to the library to use the computers”
- “Students have gained by using Google because there are not enough books”
- “We can now use Koha library system”
- “Users have found jobs for themselves”
- “Entrepreneurs have gained by using the internet and computers”
- “World news are now available for users”
- “More users are now coming to the library”
- “Users have found information about agriculture”
- “Training has been useful for secretarial work”

Namibia:
- “Very important. Most needed & most requested service. e.g. I quickly need to complete an application online”
• “They are very important, some are now able to apply for jobs because they have been trained in basics ICT training which is a must have these days, and some had computer assignments that they were doing with Namcol but could not complete them because they did not know how to use the computers at all but after having to train them they realized the assignments were easy and they completed them”

• “Users gain skills to apply in their work places, cleaner got promoted to office job”.

• “Since this is a Mining town people use to do businesses and for them it is very important to have ICT skills. Like last year there was a training for business people in the Town Hall and they were ask to draft something on “How to manage your finance” and they were eager to use the computers in the Library”.

• “The training enable them to help themselves when looking for information on the internet, sending emails and typing any document”

• “ICT services are very important to the users because after acquiring the skills, they can search for information, type their assignments and communicate with others on social networks”.
• “After the training users know how to open the computer, search for information, and also to shut down after using the computers”.

• “The community make use of the ICT SERVICE and they do appreciate the services”

• “The importance of ICT usage can’t be de-evaluated, most community members (including school learners) use ICT facilities at the library not only for information search, but also for connecting with friends and relatives far away from them. ICT facilities not only help with teaching and learning, but is the most prevalent tool used to network”.

• “Teachers use our ICT facilities to research teaching topics, nurses use our online databases to do research”.

• “It allows clients to type and print their assignments, reading news and access their student portals and many more”.

• “It is very important because not all of the people can afford the internet cafe and it helps most of the learners to do school work”

• “Very important, the training is changing the users’ confidences with computer, they are able to type their needs, and they are getting job promotion at work because of what they can now do”.

47. Any other comments?
   Tansania:
   • More training for staff, all the staff to be included
• More resources for the maintenance of the equipment
• More computers, especially laptops for outreach programmes
• Internet connection is unreliable
• Services to be extended to all the regions
• Free training is important for the poor

Namibia:
• “Thank you for allowing our community members access to this service please. thank you”
• “Impact of the training is very good, users request for advanced training as well and we request some training materials such as a laptop and projector to deliver these services on time and effectively”
• “Thank you for the opportunity to develop me, striving for vision 2030”
• “These questionnaire is very helpful even for staff members to know what is actually required from us as library staff”.
• “I feel I need an in depth computer training”
• “Users only complain about the duration of the ICT training”
• “I still need a training because I only have little knowledge of ICT”
• “I hope the Government should also train the Junior librarians at Rossing Foundation in ICT, because the Rossing Foundation and Government are in partnership”
• “Training content needs to be updated and or revised, either a team needs to be selected to revise the training content and integrate it into the current course”
• “I still need training in some programs like Excel, Publisher and Access”
• “The knowledge of ICT is improving so many people’s lives in terms of new jobs”