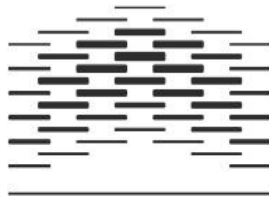




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**Implementation of e-Inclusion in public libraries:  
A case study of Tallinn Central Library**

Supervisor: Aira Lepik

## DECLARATION

*“I certify that all material in this dissertation which is not my own work has been identified and that no material is included for which a degree has previously been conferred upon me”*

(Signature of candidate)

Luis Mario Segura Hechavarría

(Submitted electronically)

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## **ABSTRACT**

This study aims to explore the e-Inclusion concept from the librarians' point of view and analyse how Tallinn Central Library (TCL) has implemented it in order to ensure an inclusive digital society that provides opportunities for all its users. Two e-Inclusion programmes launched by TCL were analysed. (Training courses for elderly people and Training courses for jobseekers). This research is a single-case study and follows a qualitative approach. Purposive sampling was used. Thus, participants selected were management staff of TCL and directors of seventeen branch libraries in Tallinn. The methods used for the collection of data were documentary analysis, written interviews and semi-structured interviews, containing questions constructed according to the issues related with the literature review and programmes mentioned above. The interviewees' responses provide detailed information about the performance of the training courses as well as the motivations of trainers and trainees and strengths and weaknesses among other relevant issues. The interviews were analysed using description analysis.

From the results of the thesis it can be concluded that, despite the fact that of Estonia is known as a leading country in terms of ICT, there are still many groups of the population excluded from the benefits offered by the digital information society, among them are elderly people and people who have lost their employment in the wake of the economic crisis of the recent years. A big part of the members of this latter group do not have the needed IT skills to find a new job and required for the modern Estonian society, and a considerable number of them belong to the Russian-speaking community. Therefore, they have language barriers and it makes even more difficult for them to overcome the digital divide. In order to remediate the above issues the work that TCL is doing to reduce the digital divide includes training courses for these groups of people can gain skills using computers.

Keywords: e-Inclusion, digital divide, public libraries, elderly people, jobseekers, Tallinn Central Library, Estonia, European Union.

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## **LIST OF ABBREVIATIONS**

**CECUP** - Central and Eastern European Copyright User Platform

**DERAL** - Distance Education in Rural Areas via Libraries

**EUIF**- Estonian Unemployment Insurance Fund

**EC** - European Commission

**ECLAS** - European Commission Catalogues

**EU** – European Union

**GDP** - Gross Domestic Product

**HERCULE** - Heritage and Culture through Libraries in Europe

**ICT** – Information and Communication Technologies

**IFLA** - International Federation of Library Associations and Institutions

**NGO** – Non-Governmental Organization

**OECD** – Organisation for Economic Co-operation and Development

**PubliCA** - Public Libraries Concerted Action

**PLDP** - Public Libraries Development Project

**TCL** – Tallinn Central Library

**PAIP** - Public Access Internet Points

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# **CHAPTER 1: INTRODUCTION**

This introductory chapter addresses the background of the research and the statement of the problem. It also identifies its aim, objectives, and research questions to be answered throughout this research. The methodology is highlighted and the outline of this research also is presented.

## **1.1 Background to the research**

The spectrum of possibilities brought forward by the Internet has been incredibly broad in the last few years bringing major changes in users of computer applications profiles. Factors such as immediacy, accessibility, and globalisation of the electronic services have been determinant to make the traditional users profiles change rapidly, as well as to facilitate that a greater number of users have benefit from electronic content.

The World Wide Web, particularly, as well as other information and communication technologies (ICT) are seen as environments that are offering everyone new opportunities to participate in the everyday. Dahlgren (2006) claims “to be able to read, write, speak, work a computer and get around on Internet can all be seen as important competencies for democratic practices” (p.26). However and unfortunately, nowadays not all people have access to electronic facilities for various reasons. Among others, the lack of technological skills or resources; physical limitations or simply some of those people are not aware that it is necessary for their lives.

With the advent of the Internet and its fast expansion, more and more electronic services are being implemented, for helping people find the information they need to make major decisions. In this framework, the e-Inclusion concept acquires a great significance for aiming at a real inclusive society for everyone.

A wide range of e-Inclusion initiatives has been launched in many countries, especially in Europe during the recent decades. These programmes have been focused in reducing the digital gap between rich and poor, young and old, educated and those have not a high education level, disabled people, and other groups of the society.

The phenomenon of e-Inclusion is becoming increasingly more important in our society in recent years. For the European Union (EU), it has been a priority issue in the recent decades, so they have worked on the creation of policies and initiatives that involve all member countries in order to reduce the digital divide between those who can use the Information and ICT and those who cannot do it. In this context, more and more institutions are being involved in order to work together to overcome this gap.

At the same time, the Member states of EU are tapping on the potential of ICT to transform the public sector, where concepts such as e-Inclusion and digital divide are brought to play an important role on the integration process of all their citizens.

According to Coleman & Götze (2001) these kinds of initiatives can serve to:

- encourage two-way communications between the government and citizens, educate citizens,
- educate citizens about the rationale and complexity of policy-making,
- legitimize government decisions,
- and provide opportunities for mutual learning.

Obviously, the e-Inclusion experiences vary dramatically from one government to another and, both between and within countries. For instance, in Estonia, this small European country has shown that its IT solutions developed within the construction of e-Government constitute an important part of its state administration. This country is unique in Europe in the sense that access to the Internet is legislated as a social right (Breuer & Trechse, 2006). Therefore, the government is aware that all Estonian citizens should have access to fair and full information and resources on equal terms.

In other words, the Estonian government uses information technology as an instrument for increasing administrative capacity and ensuring an innovative and convenient living

environment for citizens. Thus, this is a life-style that values simplicity, immediacy, comfort and economic savings.

On the other hand, the Estonian public libraries are playing an important role as well. They have been quick to adopt ICT in order to meet user demands, besides of offering people some kinds of training so they can use these tools successfully.

Given this background, this study seeks to explore the role of Estonian public libraries implementing the concept of e-Inclusion, especially through the experience of Tallinn Central Library.

Overcoming the digital gap between ICT and the citizens is a hard task. At the same time, this is a challenge that the Tallinn Central Library must face to help building a more fair and more participative democratic society, in which everyone of its citizen alike have full and equity of access to information.

## **1.2 Statement of the Problem**

On November 30, 2006 the Government of Estonia approved the Information Society Strategy 2013 development plan (Savisaar, 2006). This sets out the general framework, objectives and respective action fields for the employment of ICT in the development of knowledge-based economy and society in Estonia in 2007- 2013 (Seppam, 2011).

In order to support this initiative, and according to the real need to integrate more people in the e-benefits of the Information Society, Tallinn Central Library has created a range of programmes. These programmes play an important role in promoting digital inclusion among local people. The task of e-Inclusion must be a priority task for all public administrations to ensure that no one is left behind regarding the enjoyment of the benefits of ICT (European Commission, 2010).

### **1.3 Aims and Research Objectives**

The aim of this research is to explore the e-Inclusion concept from the librarians' point of view and analyse how Tallinn Central Library (TCL) has implemented it in order to ensure an inclusive digital society that provides opportunities for all its users.

As objectives for this research have been points out as follows:

- To develop a theoretical framework of the concepts of e-inclusion, digital divide, and public library through an extensive literature review.
- To explore several initiatives and legislations proposed by EU and some Estonian institutions regarding the issues of e-Inclusion.
- To explore, which e-Inclusion initiatives have been launched by TCL in order to reduce the digital gap between users and technology.
- To analyse the performance of these initiatives from the point of view of the librarians.
- To examine in what extend does TCL encourages partnership with other local and European institutions to bridge the digital gap.

In order to carry out the present thesis, and drawing from the aims and objectives, the following section contains the research questions of this study:

### **1.4 Research Questions**

For this study were chosen three research question, they are as follows.

- Research Question 1 (RQ 1): What e-Inclusion programmes have been implemented in TCL in order to involve groups that are likely to be socially excluded?

- Research Question 2 (RQ 2): What barriers must be faced by the librarians and the users of TCL while the e-Inclusion programmes are carried out?
- Research Question 3 (RQ 3): To what extent does TCL encourages e-Inclusion initiatives in partnership with other public and private institutions in order to bridge the digital gap?

## **1.5 Methodology**

This research is a single-case study and follows a qualitative approach. It gives a justification for the chosen method and stance that the researcher has taken. Documentary analysis, face-to-face interviews and written interviews through email, were used as data collection techniques in order to find the answers to the three research questions. Purposive sampling was used to select respondents for this study and to ensure that those who had the best knowledge about the e-Inclusion programmes in TCL could be interviewed.

The analysis procedure was described in three stages for the data collection which started from February until May 2012. Limitations and ethical considerations also are identified.

## **1.6 Outline of the Thesis**

This research is divided in five chapters. This present Chapter 1 provided the background for this research followed by the statement of the problem, research aims and objectives, research questions and a summary of the methodology. Finally, thesis outline and conclusions were presented.

Chapter 2 contains the literature review, which provides a theoretical framework based on key concepts of e-Inclusion, digital divide, and public libraries. Furthermore, different e-Inclusion initiatives launched by European Union and some states member

are explored. Moreover, the role of the Estonian public libraries in the information society is treated through the different undertaken projects in the recent years.

Chapter 3 presents a detailed account of the methodology used in this research and provides the necessary justifications for the methodological choices. Data collection instrument; semi-structured interview, written interview and documentary analysis methods are described. Furthermore, the limitation of the study and ethical consideration also are included.

Chapter 4 identifies the research findings through quotations from the interviewees in a descriptive form and some considerations and comments on their answers are indicated. This section is contextualised within a discussion that is framed on the literature review presented on the Chapter 2 conduct to the answers for the three research questions.

Chapter 5 provides a summary of the research and the conclusions from the findings. Moreover, the implications of the study and recommendations for future research are also included.

## **1.7 Conclusion**

This introductory chapter started by providing a background to this study, followed by the statement of the problem, aim, objectives and research questions. The methodology was briefly presented. An outline of how this thesis is organised was also provided. The following chapter reviews the relevant literature on the topics related to e-Inclusion and related to this research.



## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a review of the literature about the domain of e-Inclusion, digital divide, and public libraries. Peer reviewed articles have been selected mostly from EBSCOhost databases, Emerald, Google scholar, Mendeley and European Commission Catalogues (ECLAS) using a simple search technique, in both full text search, and keyword search, using Boolean operators. More than 40 sources were reviewed.

Terms and phrases such as “e-Inclusion”, “digital inclusion”, “digital divide”, “digital gap” and "public libraries" have been applied for the searching. Relevant articles in English and Spanish languages have been selected and reviewed. In addition, books, book chapters, organizational websites, official reports and blogs were also used for this review.

### **2.2 e-Inclusion: a conceptual approach**

Undoubtedly, our everyday lives have been revolutionised by the Internet. With the advent and fast expansion of the World Wide Web, more and more electronic services are being implemented, thus allowing people to find, more easily, the information they need to make major decisions. At the same time, new developments – such as e-Inclusion, and digital inclusion or digital integration, in the ICT – have emerged. These have great import in the structuring of an all-inclusive society.

In terms of equal access to information society, different wording, describing the same concept, has often been used: “e-Inclusion” or “digital inclusion”, for instance. For purposes of this thesis, both terms will be used interchangeably, putting more emphasis on “e-Inclusion” because this is the term more used in the European context, where this research is focused.

In the reviewed literature, different approaches have been proposed. They include a policy-and project-based approach (Kettmann, 2005), mostly implemented in the European Union (EU) and its Member States.

Abbott (2007) claims that e-Inclusion is a relatively new approach, widely used in Europe that can cover all aspects of the use of technology to ensure the inclusion of all members of the society.

However, since the beginning of this century, within the framework of the EU, this term has been used to encompass activities related to the achievement of an inclusive information society (European Commission, 2000).

Therefore, e-Inclusion aims to ensure that "no one is left behind" in enjoying the benefits of ICT. It means both inclusive ICT and the use of ICT to achieve wider inclusion objectives, focusing on the participation of all individuals and communities in all aspects of the information society. Thus, e-Inclusion policy aims at reducing gaps in ICT usage and promoting the use of ICT to overcome exclusion, and improve economic performance, employment opportunities, quality of life, social participation and cohesion (European Commission, 2010).

On the other hand, in 2004, a Working Group on e-Inclusion, which was established within the eEurope Advisory Group, defined this concept as follows:

“e-Inclusion refers to the effective participation of individuals and communities in all dimensions of the knowledge-based society and economy through their access to ICT, made possible by the removal of access and accessibility barriers and effectively enabled by the willingness and ability to reap social benefits from such access” (Kettmann, 2005, p. 53).

The same report points out that e-Inclusion refers to the degree in which ICT contributes to equalising and promoting participation in society at all levels (eEurope Advisory Group, 2005).

The concept of e-Inclusion induces “overcoming social and geographical differences, ensuring an inclusive digital society that provides opportunities for all, thus minimising the risk of ‘digital divide’” (European Commission, 2005).

Moreover, another report written by European Commission (EC) in 2006 and titled “e-inclusion: Creating a more inclusive Europe with technology” claims that e-Inclusion is about using ICT to remove the obstacles that limit or prevent people's participation in the economy and wider society. It also seeks to overcome barriers to ICT products and services that exclude people. e-Inclusion is an important aspect in building an inclusive Europe with greater social cohesion and mobility, highly participative democracies, better quality of life, and enhanced opportunities for employment and education (European Commission, Information Society and Media, 2006).

As we can note throughout the literature on this topic, several European authors have written about this topic, especially authors from the context of the EU. Undoubtedly, this concept always appears linked to the ICT and its constant effort to make an inclusive society for everyone, especially for those who could be socially excluded. Digital divide, minority groups, e-Government and social inclusion are some issues closely related to the e-Inclusion.

Kettmann (2005) for example, after evaluating different concepts such as: eAdoption, e-Learning, e-Accessibility, e-Competences concludes that all of them refer to skills and knowledge of ICT, but e-Inclusion is the broadest notion of all, making its delimitation challenging.

In recent years, the most important initiatives that have been undertaken by the EU in the framework of e-Inclusion were analysed as follows.

### **2.3 e-Inclusion initiatives and European Union**

During the recent decades, the EU has assumed a series of action plans, policies, and projects to improve the life of their citizens by reducing the digital divide providing

easier access to electronic information. Moreover, they have worked on the presentation of proposals and have invited everyone involved (Member States, European Institutions and citizens in general) to contribute ideas about how to cooperate to close the gaps, acknowledging from the beginning that every person, without distinction, should have access to fair and full information with the confidence that their viewpoints and worries are heard and taken into account.

In that sense, for example, a project called Distance Education in Rural Areas via Libraries (DERAL) was implemented in the late 1990's. It aimed to encourage public libraries to play an increasingly important role transferring information, knowledge, and education to users with difficulties following normal courses of study. According to Kulturerbe Digital (1998) "this often applies to those living in rural areas, to the unemployed, and to elderly or disabled people who cannot normally attend university, college, or high school" (p. 1).

This initiative was "part of the European Union's fourth Framework research programme and it is classified under the Action Line: "Library services for access to networked information resources". (Shapcott, et al., 2001, p. 5) Four European countries were involved (Spain, Ireland, UK and Austria).

At the beginning of the first decade of the 2000s, other e-Inclusion projects were undertaken throughout the EU.

### **2.3.1 eEurope 2002 Action Plan: An Information Society for all**

One of the first initiatives launched by the European Commission at the beginning of 2000 was the eEurope 2002 Action Plan, with a series of objectives to develop the Information Society for everyone. In late 2002 they had achieved almost all of the 64 outlined objectives for this action plan (European Commission, Thematic Portal, 2003).

These objectives were grouped according to three key priorities:

- a cheaper, faster and secure Internet,

- investing in people and skills, as well as,
- stimulate the use of the Internet.

This Action Plan was focused on exploiting the advantages provided by the Internet and therefore on increasing connectivity. It was an integral part of the Lisbon Strategy, which was launched in March 2000 and which aimed to improve the productivity and competitiveness of the EU economy (Webb, 2009).

This Strategy, in the words of European leaders aimed to make EU by 2010 “the most dynamic and competitive knowledge economy in the world, capable of sustainable economic growth with more and better jobs, and greater social cohesion and respect for the environment” (Kok, et al., 2004, p.6).

The Strategy was re-launched in spring 2005 after initially moderate results, and became more focused on growth and jobs (Europe’s Information Society website, 2012a).

### **2.3.2 eEurope 2005: a new stage for increasing e-Inclusion throughout Europe**

After achieving the proposed targets in the previous Action Plan, the European Council launched a new initiative. This second phase was called eEurope 2005 Action Plan, which was more closely focused on exploiting broadband technologies to deliver online services in both the public and private sector (Europe’s Information Society – Thematic Portal, 2012).

eEurope attempted to provide a favourable environment for private investment, boosting productivity and creating new jobs to give everyone an opportunity to participate in the global information society. This initiative was based primarily on the following objectives to be achieved by 2005:

- modern online public services;
- e-Government services;

- e-Learning services;
- e-Health services.
- a dynamic e-business environment;
- a secure information infrastructure;
- widespread availability of broadband access at competitive prices;
- benchmarking and the dissemination of good practice.

The strategy eEurope 2005 follows the same approach to build a Europe more inclusive for all like eEurope 2002. It consists in defining clear objectives and to benchmark its progress regarding the previous stage.

Europe 2005 also aimed to encourage the development of services, applications and contents while speeding up the deployment of secure broadband Internet access. There is also the general aim of providing access for everyone in order to combat social exclusion, whether it is due to particular needs, a disability, age or illness.

This action plan called on the Member States to make some far-reaching commitments. It was also an invitation to the private sector to work with the Commission and the Member States to achieve the objectives of eEurope.

This stage of eEurope met the set goals by 2005 and highlighted the vital importance of an inclusive approach (e-Inclusion) for all stakeholders in the information society, and the need for this to be reflected throughout its implementation. As result of this strategy, a range of projects were implemented throughout Europe: for Instance, Ireland launched a campaign called "e-Inclusion: expanding the Information Society in Ireland" (O'Donnell, McQuillan & Malina, 2003, p. 1). This initiative focused on how to create a more inclusive information society in that European country.

Firstly in their report, O'Donnell, McQuillan & Malina (2003), consider that the key to an inclusive information society is to ensure that citizens from all demographic groups - such as the elderly and retired, housewives, people with disabilities, farmers, skilled tradesmen, the unemployed and others – have the opportunity to participate.

They pointed out three important ways to ensure that all Irish citizens could achieve a fair access to all resources in the Information Society. The three core issues were:

- “Citizens from all demographic groups should have the opportunity to use ICT - particularly the Internet - to improve the quality of their lives and their communities.
- Citizens from all demographic groups should have the opportunity to contribute to a knowledge-based economy and society.
- Citizens from all demographic groups should have the opportunity to use the Internet to engage with government services and participate in democratic processes.” (O’Donnell, McQuillan & Malina 2003, p. 7)

O’Donnell, McQuillan & Malina, (2003) conclude that “an inclusive information society also includes the active participation of the community and voluntary sector, which has a unique ability to reach out to and understand the needs of marginalised groups” (p. 7).

Under this campaign, Ireland launched new initiatives at the local, regional and national levels, all in accordance with European standards. One of these initiatives was: The National Action Plan against Poverty and Social Exclusion 2003–2005 (NAPincl), which aims:

“to build a fair and inclusive society and ensure that people have the resources and opportunities to live a life with dignity, and have access to the quality public services that underpin life chances and experiences” (Office for Social Inclusion, 2001, p. 1).

Other national-level strategies include the Government's Action Plan on the Information Society, “New Connections”, in which e-Inclusion is one of the important pillars amongst Telecommunications Infrastructure, Legal and Regulatory Environment, eGovernment, eBusiness, Research and Development and Lifelong Learning (Government Action Plan, 2002).

This action plan also involves the libraries as cooperating agencies to reduce the digital divide in the information society; for instance, Chomhairle Leabharlanna<sup>1</sup> have developed an Internet Users Guide for library users, and all library staff have been trained to provide instruction for their customers using PCs and the internet. Proposals are also being advanced to install optical scanning equipment to facilitate Internet access for the visually impaired (Government Action Plan, 2002).

Another project launched within the framework of this action plan was 'Equal skills', which was a project based on ICT literacy initiative piloted in the South West and Shannon regions during 2001 - 2002. It aimed to provide 100,000 people with the basic skills to use a PC, browse the Internet, and use email. Moreover, following the end of pilot phase, and after its evaluation and feedback, it has been extended and improved, and is now available nationwide.

This plan, together with other initiatives from other EU Member States, was part of the eEurope 2005 as it intended to meet the objectives set by the European Council at the Lisbon Strategy of 2000.

On the other hand, The European Commission's Digital Competitiveness Report, published in August 2009, shows that Europe's digital sector has made strong progress since 2005, when the next strategy i2010 was launched (Europe's Information Society, 2012).

### **2.3.3 i2010 initiative on e-Inclusion "To be part of the information society"**

As the previous stage has been closing, a new one has been opening. Therefore, i2010 would be the initiative marking the continuity of eEurope 2002 and eEurope 2005. This project has a strong emphasis on the e-Inclusion process as a key facilitator of the goals of economic and social progress. It is an initiative focused on the information society

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<sup>1</sup> Chomhairle Leabharlanna (The Library Council) is a state agency that provides advice, assistance and services to local authorities and central government in relation to the public library service.



for growth and jobs, and thus of the Lisbon agenda. Indeed, bridging broadband and accessibility gaps, or improving digital competences for i2010 allows new opportunities jobs and services (European Commission, 2007).

From the beginning, i2010 has been focused on digital inclusion issues, and thus it proposes a European Initiative on e-Inclusion comprising:

Firstly: an e-Inclusion campaign "e-Inclusion, be part of it!" to raise awareness and connect efforts during 2008, to be concluded by a Ministerial Conference, to demonstrate concrete progress and reinforce commitments; and

Secondly: a strategic framework for action to implement the Riga Ministerial Declaration<sup>2</sup> by:

1. "Providing conditions for everyone to take part in the information society by spreading broadband, accessibility and tackling competences gaps.
2. Accelerating effective participation of groups at risk of exclusion and improving quality of life.
3. Integrating e-Inclusion actions to maximise lasting impact" (European Commission, 2007, p.3).

Undoubtedly, the importance of e-Inclusion was recognised in i2010 and Member States, the European Commission, industry, and NGOs representing users have undertaken several actions to advance e-Inclusion (European Commission, 2007).

In other words, this initiative aimed to bridge the gap between the "haves and have not's" of the information society by addressing issues such as equal opportunities, ICT skills and regional disparities in Europe in terms of Internet access. i2010 was the EU policy framework for the information society and media (2005-2009). It promoted the positive contribution that ICT can make to the economy, society, and personal quality of life. The strategy is to be followed by a new initiative – the Digital Agenda – from 2010 to 2020 (Europe's Information Society Website, 2012)

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<sup>2</sup> Riga Ministerial Declaration: It can be accessed On [http://ec.europa.eu/information\\_society/events/ict\\_riga\\_2006/doc/declaration\\_riga.pdf](http://ec.europa.eu/information_society/events/ict_riga_2006/doc/declaration_riga.pdf)

### **2.3.4 eEurope 2020. The Digital Agenda for Europe (2010 – 2020)**

With the new Strategy Europe 2020, the Digital Agenda for Europe was made, together with others six flagship initiatives: Innovation Union, Youth on the move, Resource efficient Europe, an industrial policy for the globalisation era, an agenda for new skills and jobs and a European platform against poverty (European Commission, 2010).

This ongoing Digital Agenda is linked with e-Inclusion and involves all Member States. It aims to ensure very fast Internet access that will help enable citizens to buy, learn, create, socialise and interact online.

A clear target the European Digital Agenda is to bring Internet connections of 30 Mbps, or above available to all Europeans by 2020; and the possibility for half of the households to subscribe to connections of 100 Mbps or higher (European Commission, 2010).

In this new decade of eEurope, libraries have shown remarkable progress and have taken important roles, for instance, Europeana has been created (the portal of Europe's digital libraries 2008) and the Digital Agenda aims to find solutions for pan-European access to legal online content by simplifying copyright clearance, management and cross-border licensing. It will also promote large scale digitalisation of the rich collections of national libraries, archives and museums, and access to them by Europeans.

For many Europeans today, using the Internet has become an integral part of daily life e.g. to find jobs, pay taxes, holiday, travel and hotel bookings. However, according to European Commission, (2010), more than 150 million Europeans – some 30% of the entire Europe population - have never used the internet and say that they have no need for it, or that it is too expensive.

Factors like accessibility and usability can help members of disadvantaged social groups to participate on more equal terms in the digital society, including services of direct interest to them such as e-Learning, e-Government, e-Participation, among others.

## 2.4 Digital Divide

In recent decades, the notion of the Digital Divide has been widely developed in many contexts: Social exclusion, e-Government, e-Learning, e-Accessibility, e-Inclusion. It can be construed as a fuzzy concept because many approaches have addressed it problematically. For instance, according to the studies quoted by Kinney (2010), “the digital divide is best treated as a multifaceted concept, encompassing not just access to computers and technology but telecommunications infrastructure, economic conditions, information access, and information literacy” (Berot 2003, p. 114).

According to the Organisation for Economic Co-operation and Development (OECD, 2001), digital divide is defined as the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard to both their opportunities to access ICT, and to their use of the Internet for a wide variety of activities.

In a broad sense, Sebastián, et al., (2006) consider that digital gap or digital divide as the differential access to information ICT between and within states. However, and in a narrower sense, Mancinelli (2007) states that the term digital divide refers to the gap between those who can effectively use new ICT tools, such as the Internet, and those who cannot.

For other authors, like Kinney (2010), the notion of the digital divide has been focused largely on access to computers and the Internet. While electronic access is an important measure, it is not necessarily the most appropriate indicator of social or technological equality.

Kinney (2010) claims that several empirical studies have shown persistent disparities separating economic, racial, ethnic, and language groups in their access to computers and the Internet. While people in all categories of income, race, ethnicity, and language have seen an increase in access to technology over the past two decades, these increases have not affected everyone in the same way. Multiple digital divides persist, and new divides open as new technologies are introduced.

To understand the growing body of literature on the digital divide we must pay attention to how this concept is used, how it has been defined, and how it is measured. These should be important questions because digital divide is a very broad concept.

Several studies have approached the digital gap concerning the lack of user skills such as digital and media literacy, not only for employability but also for learning, participating, and being confident in the use of digital media information for personal purposes.

In this context, public libraries play an important role. The e-inclusion is a big challenge for the integration process of all citizens, regardless of race, sex, disability, language, religion, nationality, social condition or any other factor.

## **2.5 Public Libraries in the Information Society**

Throughout history, public libraries have been a focal point for the provision of information services to the community, as well as a natural place for people to go to learn and promote lifelong learning. They have always served to meet educational needs and social integration.

Several definitions of public library have been given, but all of them agree about its crucial role in the society. A definition was stated by McColvin (1956), who pointed out, regarding, the public library:

“it is provided by the local authority, the town, or county council, entirely or mostly at its own expense; governed and administered by the authority or a committee, wholly or largely appointed by itself; available free of any charge to all who live in its area; and offering a wide selection of materials chosen to embrace as completely as possible the varied interests of the individually and the community, free from bias or religion, political or other motives” (McColvin, 1956, p. 12).

Viswanathan (1990) calls it a centre of communal study, an information bureau, a continuation school and a training school for democracy.

IFLA/UNESCO Public Library Manifesto (1994, p. 1), for example, defines the Public Library as “The local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups;” and “a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.”

Feather and Sturges (1997) state: “Libraries that are provided through public funding for public use and the public good are public libraries” (p. 388).

On the other hand, Article 2 in the Estonian Public Libraries Act (1998) states that the purpose of public libraries is to guarantee inhabitants free and unlimited access to information, knowledge, culture and achievements of human thought and to support life-long learning and individual development.

Moreover, Parvathamma and Reddy (2009) agree that public libraries have been noted to improve literacy through the various information and educational services they render over time. They are also well known to stimulate imaginative thoughts and expand personal horizons while empowering the citizen, and providing access to the reality of a common cultural heritage.

Nevertheless, for the International Federation of Library Associations and Institutions (IFLA), public libraries are a more general concept. They are institutions “which serve the whole community in the context of the information society and ensure free and equal access to information at the local level. It also includes mobile libraries” (IFLA, 2012).

In this framework, we can understand the crucial role of the public libraries developing their potential as a community meeting place in the digital society. Audunson and Bakken (2005, p. 14-15) summarise three main characteristics of the public library that have special significance concerning the challenges confronting the digitised society:

1. “Public libraries are institutions based on literature and culture as well as on information technology, expert in information seeking and retrieval. There are not many institutions with these twin roots.
2. Public libraries are institutions based in the municipalities and local communities of importance for community identity and cohesion, as well as being gateways to the virtual world, providing both computers and assistance to use them in the search for information and knowledge. In this way libraries become bridges between the physical local community and virtual and global networks.
3. Public libraries are institutions involved in most of the municipalities’ tasks towards the population, as a complementary resource. Public libraries develop services for elderly persons, for immigrants and ethnic minorities, for pre-school children, lifelong learners, persons with disabilities, etc. Also, when using the library, the person is not a client, not a consumer – but a citizen. There is a profound difference” Cited by Aabø, (2005, 14-15 p).

Public libraries have not changed their social mission since they were created. Nevertheless, they have evolved throughout time by adapting to current circumstances. Nowadays we cannot see them isolated from the ICT. Most of the public libraries around the world are equipped with computers and Internet connections, and thus are making a greater contribution providing equitable access to information for everyone, both electronically and paper-based.

In addition, a great number of the public libraries have computerised their operations, such as: lending administration, cataloguing, user’s registration among others. The provision of Internet access, however, is only one part of bridging the digital divide. The next challenge for the public libraries is to attract more people and teach them how to use all these technological tools that are key factors in the integration of people through e-Inclusion programmes.

In recent decades, a range of projects have been developed in the European context regarding to public libraries and ICT:

For instance, PLAIL was a project which was ran for two years - February 1994 until February 1996 - aimed at training public librarians to give proper assistance to adult independent learners, and it focused more specifically on the following objectives:

“...to improve the professional expertise and to raise the level of competence of public library staff as regards its abilities, and to apply and exploit new technologies in a public library setting in order to facilitate cost effective access for customers to appropriate information and study support” (PLAIL, 1997).

Another European project was Public Libraries Concerted Action (PubliCA), which started in January 1997 and finished in December 2000. It focused on support, development, and enhancement of public library services throughout the European Union (15 countries in that time). An extension (PubliCA-CEE) covered the 10 candidate countries which were joined in 2004.

PubliCA would “enable a coherent approach to the development of new services to meet the needs of the citizens in the Information Society, while ensuring that the new services are integrated with traditional public library services” (PubliCA, 2001, Jan.1st). In addition, PubliCA aimed also at reducing the disparity between the public libraries of the EU member states by establishing training centres over Europe.

The programme Heritage and Culture through Libraries in Europe (HERCULE), however, developed the concept of young European citizens as information consumers and producers in the emerging Information Society. It generated a Web site for European schoolchildren as library users. The site contains signposts to learning resources linked to school curricula, validated by teachers and mapped by librarians.

The Web site is also a place for the viewing and exchange of multimedia cultural material produced by children and supported by Arts workers. This project began in September 1999 and was designed to take into account the needs of children with disabilities.

On the whole, all these projects - mentioned above - were created to enhance the work of public libraries in Europe in different ways, and they were supported, mainly, in ICT - and in order to build a fair society.

To conclude, according to Gill, et al. (1997), these types of libraries have been established, supported and funded by the community, either through local, regional or national government or through some other form of community organization. They provide access to knowledge, information and work of the imagination through a range of resources and service both traditional and electronic; and are equally available to all members of the community regardless of race, nationality, age, gender, religion, language.

In the next sections, an analysis of the state of the question of public libraries in Estonia in recent decades is provided.

## **2.6 Estonian Public libraries into Information Society**

Estonia, despite being a small country, has a wide public library system. Veskus, (2011) points out that there is a broad network of 557 public libraries located throughout the length and breadth of the country. They are part of the public sector and are subordinated to the local authorities and governed by the Ministry of Culture.

Furthermore, Veskus, (2004) considers that the network of Estonian public libraries has been relatively stable since its creation in the 1920s and its role and importance in the Estonian society has been increasing constantly. She claims public libraries are very popular in the country, and their use is increasing.

Since Estonia re-established its independence in the early 90s, it has placed greater emphasis on creating its libraries as a place where citizens can freely access their collections, resources and services, but also tries to take advantage of the opportunities brought by the age of the information society driven by ICT, making a more inclusive society for everyone, regardless of sex, age, race, nationality, social condition, or other motives of exclusion.

Valm (1999) states that the turning point for public libraries of Estonia was in 1996 when the financial support from the Open Estonia Foundation enabled the launch of an



automation project for public libraries. This resulted in over 300 public libraries operating the new system.

Moreover, in 1998, the Estonian Parliament approved the Public Libraries Act, in which details the responsibilities of each level of government. It states that the public libraries are established by the local government body, and that the county or city library is responsible for the coordination of library services. The financing of the public libraries for the purchases of books, computers, electronic devices, for Internet connection, and for the costs related to government-initiated programmes comes from the State (Estonian Public Libraries Act, 1998).

Other programmes and initiatives have been undertaken in Estonia in order to overcome the digital divide on the public libraries. For example, in 2000, the Estonian Ministry of Culture started the “Internetisation” process of public libraries and the goal of the project was to equip all public libraries in Estonia with a permanent Internet connection by the end of the year 2002 (Veskus, 2004).

Furthermore, the Ministry of Culture, together with a private firm and a state-owned foundation, began a programme based on joining as many public libraries as possible in an internet-based information network (Lagerspetz & Tali, 2012).

Since 1995, Estonia participated in several international projects concerning public libraries, some of them already mentioned above: PubliCA and HERCULE, and – amongst others – Public Libraries Development Project (PLDP), Excel, Libecon/2000 and Central and Eastern European Copyright User Platform (CECUP).

According to Valm (1999), "this number may seem rather small but in reality it is optimum considering the profound changes in our library society, IT development in particular".

The project PLDP was launched in 1996 within the European Union Phare Programme<sup>3</sup> and supported local authorities giving them the means to support libraries, specially,

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<sup>3</sup> The Programme of Community aid to the countries of Central and Eastern Europe (Phare) is the main financial instrument of the pre-accession strategy for the Central and Eastern European countries (CEECs) which have applied

public libraries. Fourteen Central and East European countries, including Estonia, were invited to join the project.

The main goals were:

- “ to develop the knowledge and skills of the Central and East European partner countries for modern public library management and reader services;
- to identify to what extent the public libraries of these states, with the existing technology and staffing, can support their government reform programmes in providing information on the basic problems of the public (e.g. employment, health care, social welfare, economic activities);
- to identify if public libraries can supply services to other local institutions (schools, colleges, hospitals, businesses, etc.);
- to demonstrate the advantages of the widely used new services and their impact on readers' needs” (Valm, 1999).

Excel was another project initiated by the European Union Telematics for Libraries Programme. This initiative aimed at encouraging the establishment of standardised library networks and helping information suppliers and publishers. Poland, Hungary and Estonia were the countries chosen to implement this project.

Finally, CECUP addressed technological developments of digitisation and enhanced electronic services. Developments that also confront libraries in Central and Eastern Europe, where they must also deal with the problems of infringement of copyright laws (Telematic for Library Project CECUP, 1999).

In Estonia the CECUP project was focused on organising and coordinating several training programmes and thus it contributed to the development of libraries as equal partners in the field of copyright.

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for membership of the European Union. Since 1994, Phare's tasks have been adapted to the priorities and needs of each CEEC. The revamped Phare programme, with a budget of over EUR 10 billion for the period 2000-2006 (about 1.5 billion per year), has two main priorities, namely institutional and capacity-building and investment financing. Although the Phare programme was originally reserved for the countries of Central and Eastern Europe, it is set to be extended to the applicant countries of the western Balkans.

On the other hand, in 2001, Estonia's most influential companies<sup>4</sup> established a Look@World Foundation<sup>5</sup> and its main objective was to lead Estonians to the Internet. This institution was created as a non-profit organization and its goal was – and is - to serve the public interest by supporting education, science and culture via encouraging and popularising use of the Internet. By this goal the Foundation aims to raise the quality of life in Estonia, and also the competitiveness of Estonia in Europe. Look@World Foundation has launched several projects in Estonia in which Public Libraries have participated, for instance:

- 2002-2004: 102 697 participants were trained to use computers and the Internet. It was in collaboration with other institutions and public libraries such as Tallinn Central Library. In the same period, 442 Public Access Internet Points (PAIP) were set up successfully.
- Computer Security 2009 project (Arvutikaitse 2009) started in May 2006. The objective of the project was to raise Internet users' awareness about security and other means of authentication in electronic services. The target of the project was reached 400 000 ID-card users in January 2010 (20 000 users in 2006).
- Come Along! (April 2009 - November 2011). 100 000 people received help and advice for using the Internet and e-services: hands-on trainings in classes and mobile counseling. 35 Computer Clubs across Estonia were opened with Microsoft Grant. Almost 300 instructors and organizations took part, and the training sessions were held in almost 300 locations throughout Estonia (in Eussian and Estonian).
- New beginning – volunteers fixing up used computers (250 computers in 2009 and 200 in 2011)

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<sup>4</sup> AS Hansapank, AS Eesti Ühispank, AS Eesti Telefon, AS EMT, IBM Eesti OÜ, Oracle Nederlands BV Eesti filiaal, AS Microlink, IT Grupp AS, AS Baltic Computer System ja AS Starman

<sup>5</sup> Vaata Maailma Sihtasutus in Estonian.

- Training 100 unemployed persons to work as customer support specialists at IT helpdesk (1.3.0102.10-0284) (from May 2010 until June 2011), co-funded by then European Social Fund.
- Training long-term unemployed persons to work as customer support specialists by IT-training and work practice (Pikaajaliste töötute ettevalmistamine IT-kasutajatoe spetsialistideks läbi erialakoolituse ja tööpraktika, 1.3.0102.11-0377): Training 65 long-term unemployed persons to work as customer support specialists at IT helpdesk (from June 2011 until June 2012), by co-funded European Social Fund (Look@World Foundation, 2012).<sup>6</sup>

The work of this foundation has been and continues to be a key piece in the process of e-Inclusion in the Estonian society because it ensures that fewer people are left behind to enjoy the benefits of ICT.

In the next section, another Estonian initiative in term of Information Society is described.

### **2.6.1 Estonian Information Society Strategy 2013**

On November 2006, the Government of Estonia approved the Estonian Information Society Strategy 2013. It is a development plan, which sets out the general framework, objectives and respective action fields for the use of ICT in the development of knowledge-based economy and society in Estonia during 2007- 2013.

For the elaboration of this strategy several international documents and EU-level, most notably the i2010, - which were mentioned previously - and some eGovernment action plans, were taken into consideration (Estonian Information Society Strategy, 2006).

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<sup>6</sup> This information was gathered from a power point presentation of the Look@World Foundation. It was provided by the director of Tallinn Central Library.

This strategy concerns “a certain part of the population, in particular the economically underprivileged and the elderly, for whom access to the internet is often restricted by the lack of home PCs. Survey results reveal that for half of non-users, lack of home PCs, due to high computer prices, is the main reason for not using the internet”. (Estonian Information Society Strategy, 2006, p.7).

## **2.7 Conclusion**

This chapter contained varied information from the literature; first it presented a range of approaches about e-Inclusion concept focusing mostly in the European Union context. Then, it presented the literature about some initiatives developed by the European Union and some experiences from States member like Ireland. A section dedicated to the digital divide was included. And finally it developed a theoretical framework on public libraries. Several concepts were cited by different authors and numerous e-Inclusion projects conducted in Europe were addressed. The last subsection summarized some experiences related with the public libraries and the e-Inclusion in the Estonian context.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This chapter discusses the methodology and data collection techniques employed in this research. It gives a justification for the chosen method and stance that the author has taken. The research design is indicated, as well as the population and the sampling technique. Finally, the ethical considerations and the limitations of the study are highlighted.

### **3.2 Methodology**

This study is based in a qualitative research and supported on understanding of an interpretivist approach. Strauss and Corbin (1990) define qualitative research as any kind of investigation that produces findings not arrived at by means of statistical procedures, or other means of quantification. On the other hand, Myers (2009) states that qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomenon. He claims that some examples of qualitative methods could be action research, case study research, and ethnography (Myers, 2009).

Therefore, the qualitative method used for this research was a single-case study based on a constructivist standpoint. This paradigm is a metatheoretical perspective that has been interpreted differently within philosophy and social sciences (Talja et al., 2005). Other authors like Guba & Lincoln (1989) claim the following statement:

“Constructivism is a research paradigm that denies the existence of an objective reality, asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there are individuals (although clearly many constructions will be shared)” (p.43).

Hence, the perceptions and point of view of all the respondents in this research are needed in order to explore the various possible interpretations of the phenomenon of the e-Inclusion at TCL.

Concerning to case studies, Yin (2009) claims that “it is an empirical enquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident” (p.18) and he believes that this type of studies can be used for different objectives, depending on the researcher’s goal. Moreover, he points out three different purposes for which case studies can be employed: descriptive, explanatory, or casual and exploratory.

Yin considers that the explanatory or casual case studies are intended to investigate and explain the characteristics of phenomenon in more depth, e.g. its interrelationships, by asking “how” and “why” questions.

The main purpose of this qualitative research was to explore the e-Inclusion phenomenon and analyse how it has been implemented by TCL in order to develop the library services: according to the needs of its user, and ensuring an inclusive digital society that provides opportunities for all Tallinn residents.

In regard to the above Yin’s statements, this research was developed on the framework of an explanatory case study, because the inquiry would address matters in the field, and the process of understanding the object of the research through direct interaction between the researcher and the participants. This object would be the way in which TCL has implemented innovative programmes in the in order to reduce the digital divide for all its users.

### **3.3 Explanatory nature of the study**

This research presents a study of the development of the e-Inclusion concept and its implementation in TCL and its branch libraries. The researcher focused on the issues, of identifying and analyzing the e-Inclusion programmes launched by TCL on their

implementation in the real-life situation from librarians' points of view. It allowed the direct interaction between the researcher and the participants through semi-structured interviews conducted in English, (face-to-face), and in written e-mail interviews in Estonian, in order to understand how the TCL works to reduce the digital divide of its users who are disadvantaged in terms of digital inclusion at Information Society.

Tallinn Central Library was chosen as the object of this research because it is one of the most important public libraries in Estonia. According to Seppam (2011) TCL is the biggest public library in Estonia with 17 branch libraries, and a mobile library. Another reason was that it is a public library located in the capital of the country, thus allowing the chance to find a variety of types and greater number of users, as well as a higher percentage of English-speaking librarians. The researcher, therefore, considered that TCL could be the right place to explore how is being addressed some e-Inclusion programmes in order to reduce the digital exclusion.

In chapter 4; section 4.2 addresses - in-depth - the structure and main features of the Tallinn Central Library and its branch libraries.

### **3.4 Sampling and data collection technique**

Despite the fact that the main goal of this research is to know how the TCL implements e-Inclusion programmes for all its user groups susceptible to be digitally excluded, the scope of this investigation was restricted to librarians who are involved in this process.

This research took a sampling of all heads of the branch libraries as well as, the Chief librarian of the Estonian Literature department, the Chief librarian of the services in Foreign Languages, the Deputy-Director and the Director of TCL. The purposive sampling has been used in order to ensure that those who had the best knowledge of this topic could be interviewed. For that reason, the participants were chosen from those who were directly involved in the e-Inclusion through their participation on different computers training courses.



According to Patton, (as cited in Pickard, 2007, p.64): “the logic of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research”.

On the other hand, Yin (2009, p. 48) indicates that the rationale for a representative case “is to capture the circumstances and conditions of an everyday or commonplace situation”.

In addition, Trochim (2006) states that purposive sampling is useful when it is necessary to reach a targeted sample in a short time, and the opinions of the target population are readily accessible. Therefore, this method has been chosen to explore, from point of view of TCL librarians, the following research questions:

- Research Question 1 (RQ 1): What e-Inclusion programmes have been implemented in TCL in order to involve groups that are likely to be socially excluded?
- Research Question 2 (RQ 2): What barriers must be faced by the librarians and the users of TCL while the e-Inclusion programmes are carried out?
- Research Question 3 (RQ 3): To what extent does TCL encourages e-Inclusion initiatives in partnership with other public and private institutions in order to bridge the digital gap?

The researcher’s decision to use purposive sampling in this study is supported by Pickard’s (2007) stating that, “qualitative case study research always uses purposive sampling to identify information-rich sources within the case” (p. 88).

### **3.5 Data Collection Instruments**

To identify the most appropriate techniques for this research, different methods were analysed before starting data collection. Questionnaires, interviews, focus groups,

observational studies, documentary analysis, and action research are the most common methods for collecting people's attitudes towards certain topics in empirical researches (Payne & Payne, 2004).

According to Patton (2003), he claims that three kinds of data collection techniques are included in qualitative researches. These methods are: (1) open-ended interviews; (2) direct observation; and (3) written documents. Further, he describes these methods as follows:

Interviews: "Open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge. Data consist of verbatim quotations with sufficient context to be interpretable,

Observations: Fieldwork descriptions of activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or any other aspect of observable human experience. Data consist of field notes: rich, detailed descriptions, including the context within which the observations were made"

Documents: Written materials and other documents from organizational, or program records; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs, and memorabilia; and written responses to open-ended surveys. Data consist of excerpts from documents captured in a way that records and preserves context" (Patton, 2003, p. 2).

Yin (2009) considers that for case studies, the sources of evidence or data collection techniques could be derived from documentation, archival records, interviews, direct observations, participant observation, and physical artifacts.

For this work, the researcher decided to use documentary analysis, semi-structured interviews - and written interviews - to gather his data. This decision was taken because, compared to questionnaires, the semi-structured interviews give much more scope for individual points of view, opinions, and suggestions. Moreover, the sample (librarians of TCL) is relatively small, thus making it easier to conduct face-to-face semi-structured

interviews in English, allowing direct and reliable results. For the other group of librarians, written interviews in Estonian were used to obtain more accurate data. In this way, using the mother tongue, the participants could better express themselves. The researcher was supported by an interpreter to translate these interviews.

A meeting was held between the researcher, the supervisor of the research, and the managers of the TCL, – to discuss the data collection methods, the interviews schedule, and the sample of respondents.

Moreover, the documentary analysis would also be present because this research was necessarily reviewing several documents from TCL: documents that will be listed in the following section. These were in the Estonian language, and had – before analysis – to be translated into English. This represented challenging and detailed work.

### **3.5.1 Documentary analyse**

The documentary analyse was used as data collection technique for answering the above research questions. The type of documents collected came from many sources including TCL statute, acts, development plans, reports, papers, presentations and annual reports, both written, paper and electronic. The advantage from this technique was wide-ranging; covering long periods of time, events, and settings (Yin, 2003).

Describing a conceptual framework of e-Inclusion programmes launched by TCL and its branch libraries was provided by broad range of data collected from documents. According to Yin (2003), the researcher can make inferences from the documents being collected, and in this case, the collected data informed the design of the questions for the next stage of this research: interviewing the participants.

### **3.5.2 Interviewing process**

Interviewing is other of the most common methods for collecting data in qualitative research. It allows respondents to provide rich, contextual descriptions from their point

of views. Yin (2009) claims that interview as a data collection technique is also one of the most significant sources of obtaining case study information.

Consequently, as we already mentioned previously, the semi-structured interview was selected for this investigation because it seems to be the best technique to collect personal opinions, and is more flexible than standardised methods; In addition it also offered flexibility to approach disparate respondents differently while still covering the same areas of data collection (Noor, 2008).

Despite that, the main questions were sent in advance, by email, to the respondents, giving them prior knowledge of the topic of the interview. The questions sent were basic scripted questions, because – in semi-structured interviews – although some questions are predetermined, the interviewer is free to ask for clarification, can change the order of the questions, and can give explanations or leave out questions that may appear redundant (Griffie 2005). Thus, the main job is to get the interviewee to talk freely and openly whilst ensuring that the researcher gets in-depth information on the research topic.

By contrast, when questionnaires or written interviews are applied, it is frequent that people do not like to write much explaining their insights and thoughts.

Nevertheless, written interviews were applied in Estonian language for a group of participants because in that way they could express better their thoughts and emotions in their mother tongue. An interpreter was used for the translation of these data.

The interview questions were compiled in such a way that the researcher identified different themes (for example, the perception of the librarians about the e-Inclusion concept and its implementation in public libraries, their motivations, the programmes launched by Tallinn Central Library and their assessment, the partnerships with TCL to close the digital gap, etc.). It was based on the research questions while reviewing different literature for the study.

Some questions were applied in both interviews: face-to-face and written. These questions were focused basically on describing approaches such as: understanding of

the e-Inclusion concept, the role of the public libraries into this process, the strengths and weaknesses of the project, the motivations of trainers and pupils during the course, the level of involvement of the librarian, the used channels by TCL to attract potential users, their professional background and time worked for TCL.

Twenty nine questions were designed, but not all of them were applied to all the respondents. From those, questions were selected to be sent by email to the chiefs of branch libraries – pertaining to issues above mentioned.

On the other hand, face-to-face interviews were taken using questions from the general list - not necessarily in the same order -, and other questions arising during the interviewing process. In the case of the managers of the library and chiefs of department, the researcher focused more in issues related to the partnership with other institutions; especially those involving working together to close the digital gap, and those of specific projects of e-Inclusion undertaken by TCL as well as, the channels to promote them. In addition, their vision as supervisors was taken account.

For their implementation the questions were divided in two groups. A range of questions were applied only for the first group of respondents. The sample was formed by Director, Deputy-Director and both Heads of Estonian Literature Section and Department of Foreign Languages Literature. (Appendix 1)

The second group of questions was applied to some heads of branch libraries face-to-face, and the same questions were sent by email to rest of heads of branch libraries in Estonian language. (Appendix 2)

The questions were the same but the level of involvement in each person was different, so the researcher does not followed a fix structure to apply the inquiries.

Eight face-to-face interviews were conducted between 10th and 25th of May, 2012. Every single interview lasted about 1 hour and they took place in the main building of TCL and in other different branch libraries around Tallinn. (Table 1)

Table 1: Schedule of face-to-face interviews

<b>N°</b>	<b>DATE</b>	<b>TIME</b>	<b>ADDRESS</b>	<b>INTERVIEWEE</b>
<b>1</b>	Friday, 11.05.2012	11:00	Main building (Estonia pst 8; the 4th floor)	Director of TCL
<b>2</b>	Friday, 11.05.2012	13:00	Main building (Estonia pst 8; the 4th floor)	Deputy Director of TCL
<b>3</b>	Tuesday, 15.05.2012	13:00	Main building (Estonia pst 8; the 4th floor)	Chief Librarian for Information Services, Department of Estonian Literature
<b>4</b>	Friday, 18.05.2012	12:00	Department of Literature in Foreign Languages (Liivalaia 40)	Chief Librarian the Department of Literature in Foreign Languages
<b>5</b>	Tuesday, 22.05.2012	10:10	Väike-Õismäe Library (Õismäe tee 115a)	Librarian of Väike- Õismäe and Nurmenuku branch libraries
<b>6</b>	Wednesday, 23.05.2012	11:00	Kadrioru Library (L. Koidula 12a)	Head of Branch Library
<b>7</b>	Thursday, 24.05.2012	15:10	Sõle Library (Location: Sõle 47b)	Head of Branch Library
<b>8</b>	Friday, 25.05.2012	10:10	Pirita Library (Location: Metsavahi tee 19)	Head of Branch Library

The interviews were all recorded on a digital voice recorder and loaded to the computer. This allowed for easier transcription. Complementing the recordings, written notes were taken simultaneously.

To sum up, Kvale and Brinkmann (2009) argue that semi-structured interviews enjoy its popularity because they are flexible, accessible and intelligible and, more important, capable of disclosing important and often hidden facets of human and organisational

behavior. They claim that the semi-structured interviews are the most effective and convenient means of gathering information (Kvale and Brinkmann, 2009).

### 3.6 Data collection and analysis procedure

Different stages were carried out for the data collection. The following table summarises the data collection process within this study. It outlines the data collection time period, which was from February until May 2012. It also shows the data collection techniques, sampling, and methods of delivery for the RQ1, RQ2, and RQ3. The analysis procedure for each stage was highlighted briefly.

Table 2: Data Collection Process

	<b>RQ 1</b>	<b>RQ 2</b>	<b>RQ 3</b>
<b>Time / period</b>	March – May 2012	April – May 2012	May 2012
<b>DATA COLLECTION TECHNIQUES</b>	Documentation and Interviews.	Interviews and Documentation.	Interviews
<b>SAMPLING</b>	Purposive <ul style="list-style-type: none"> <li>• Director</li> <li>• Deputy-Director</li> </ul>		Purposive <ul style="list-style-type: none"> <li>• Chiefs of Departments,</li> <li>• Chiefs of Branch Libraries,</li> <li>• Librarians</li> </ul>
<b>METHODS OF DELIVERY</b>	Examining documents Semi-structured interview face-to-face and written interviews through emails.	Examining documents Semi-structured interview face-to-face.	Semi-structured interview face-to-face and written interviews through emails.
	<b>Explanation building</b>		

ANALYSIS	Stage 1	Stage 2	Stage 3
PROCEDURE	-Gather documents	-Examine questions for interview	-Transcribing interviews
STAGE	-Accumulate literature review	-Gather institutional documents in Estonian.	-Translate written interviews
	-Translation of documents	-Translate documents from Estonian to English	- Analyse the data of interviews.
	- Identify the answers of RQ 1	-Conduct face-to-face interviews.	
	- Create questions for interviews in stage 2.	-Translate to questions from English to Estonian.	
		-Send interviews written in Estonian through email.	

This section has presented a particular approach concerning the data collection and analysis procedure in way of table to summarise the timeline and the tasks carried out in the research. It is important highlight that February was used for develop MA project proposal and preliminary literature review. These processes identified in the above table have been divided in different stages and their finding and discussion will be presented in the chapter 4.

### 3.7 Limitations of the study

This research met some limitations while it was conducted. For instance, the researcher faced language difficulties, as some of the relevant information/data was found in several documents written in the Estonian language, as well as in the seventeen written interviews. He was supported by an unofficial interpreter. Although, the researcher paid special attention to writing and looking for the clearest possible ways to express his approaches and statements; carefully trying not to lose, alter, or change the meanings of the responses.



On the other hand, time was another constraint, because the author consumed much time in the interviews and translations and transcribing. The time to carry out this investigation was relatively short; it was from the beginning of February until the end of June 2012.

### **3.8 Ethical considerations**

Before conducting the semi-structured interviews, the purpose of this study was explained to each interviewee, and they approved that their responses can be used in the context of this research. The anonymity of the respondents was maintained and hence the information acquired from interviews at TCL was used with proper care. Some quotes are used with the consent of the interviewee to show her identity. (It means just their job position within TCL. Personal names and data are not used).

The privacy statement also claims, among other things, that collected information and personal details will not be given to third parties (see Appendix 3). All interviews were recorded in audio format, following the consent of the participants and then transcribed for analysis. The transcription was done with great care ensuring not alteration of the meaning of the answers.

### **3.9 Conclusions**

This chapter presented the methodology of this study. The methodological approach of this research was qualitative and the method for the collection of data was a semi-structured interview face-to-face and written interviews through e-mail. The sampling strategy was purposive, and participants were chosen from a meeting held with the managers of Tallinn Central Library. The data analysis, the limitation of the study, as well as the ethical considerations, were also explained.

## **CHAPTER 4: FINDINGS AND DISCUSSION**

### **4.1 Introduction**

This chapter attempts to identify the findings of this research and the three research questions as they appear Chapter 1 (See section 1.4). It starts by describing the structure and main features of Tallinn Central Library, and its branch libraries where this research was carried out. Furthermore, it presents the results of the interviews with especial emphasis on the relevant information provided by the interviewees which helped answering the research questions. Significant extracts of the interviewees' responses to the interview questions are quoted following the order of the research questions in order to aid in the interpretation of this data. Therefore this chapter identifies the e-Inclusion programmes launched by TCL and shows how they have been implemented based on the point of view of the librarians.

### **4.2 Overview of Tallinn Central Library and its branch libraries**

Tallinn Central Library is the biggest public library of Estonia. It was founded by the Municipality of Tallinn and opened for the citizens on October, 1907. It consists of a main building which hosts the department of Estonian literature (Estonia pst 8), the department of foreign literature (Liivalaia 40), 17 branch libraries and a library bus. Its collection consist of over 1, 035, 557 items<sup>7</sup>, which are mostly in Estonian and Russian, but materials in other languages can also be found.

In words of Seppam (2011, p.3), “the aim of Tallinn Central Library is to develop library services according to the needs of our users, helping to increase person’s activity in community, society in general and satisfaction with life”. She argues that TCL

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<sup>7</sup> This data was obtained from a point power presentation downloaded the TCL website.

operates as a part of the community, offering opportunities for lifelong learning and coping with life (Seppam, 2011).

According to Tallinn Central Library Website (2012) The total collection is over 1, 035, 557 items including all the branch libraries. 57% of them are in Estonian, 38% in Russian, and the rest are in English, German, Finnish, French and other languages. The number of users was 88 794. (These data belong to 2005, global updated data were not found)

On the other hand, and more recent data show that the full collection at main building of TCL and its other departments is composed by 335,118 items (Last update December 2011). And it is distributed as follows:

- Main building: 174 668 items in the Department of Estonian Literature (It includes homelending, reading room and children and youth services)
- Music department: 18 032 items, and
- Department of Foreign Languages: 142 218 items.

The branch libraries of TCL are very important institutions as focal points for the provision of information services to the Tallinn communities. Furthermore, they are a natural place for residents and visitors to go to learn and promote lifelong learning using free of charge services. These kinds of institutions have been created in order to support educational needs and to contribute to the social integration of their users. Seventeen branch libraries are spread all around the city of Tallinn. They offer a wide range of services under the coordination of main Library. The current structure of the Tallinn Central Library is showed in the following chart.

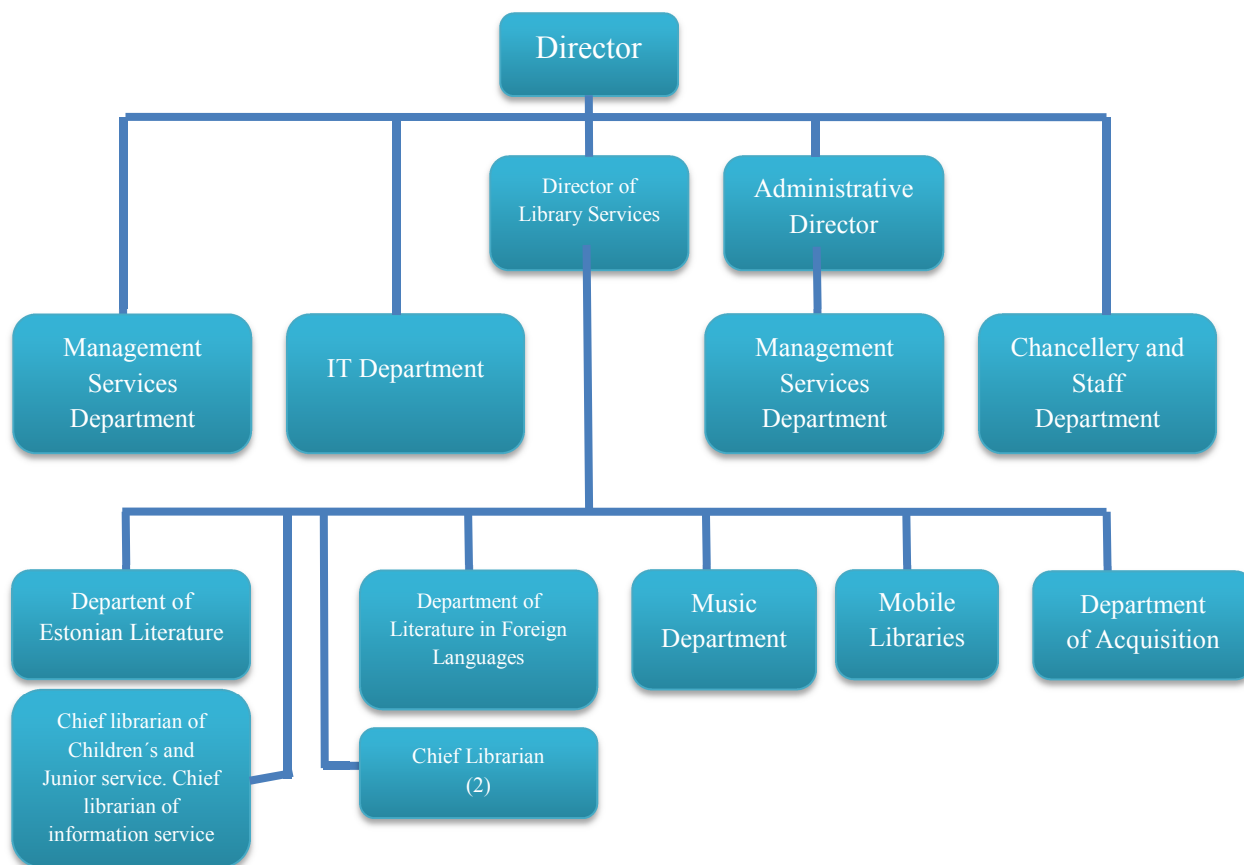


Figure 1: Structure of Tallinn Central Library.

According to the Article 4, paragraph 2 of the Estonian Public Library Act (1998), it states that in cities with over 10,000 inhabitants there shall be at least one public library for an average population of 15,000 inhabitants. In the city of Tallinn, there are branch libraries in seven out of eight city districts. There are not any branch libraries in Kristiine district and on the other hand, in Lasnamäe with its 112,047 inhabitants there are only 2 branch libraries (Holm and Seppam, 2008). However, TCL has a library bus which covers these parts of the city and all places of difficult access. It works from Monday till Thursday making 26 stops of 30 minutes every one.

### 4.3 Data analysis

Twenty-five interviews were analysed in this study. Eight of them were conducted in a face-to-face modality and seventeen were done through email as written interviews. Three of the respondents participated in both interviews. They are chiefs of branch libraries. As the written interviews were sent by the Deputy-Director to all heads of

branch libraries, they got this interview as well. When the researcher got all the written interviews filled, he decided to analyse these also because he could get relevant complementary information. But, the total number of participants was 22.

A code was assigned to every interview in order to facilitate its analysis and the anonymity of the participants in written interviews.

The notation was as follows: WI-1, WI-2, WI-3 and so on, up to WI-17. The symbology (WI) means Written Interview and the numbers were assigned from 1 to 17 to the extent that each email was received with the answers.

### **4.3.1 The e-Inclusion in public libraries and the librarians of TCL**

In response to the interview question “How do you understand the concept of e-Inclusion?” all of the interviewees gave some detailed descriptions about it focusing in their personal experiences and how they perceived this concept.

The most common answer was: to include more people in the benefits of the digital society. However, other interesting considerations were collected such as:

- "no one is left behind" in enjoying the benefits of ICT, (Deputy – Director, WI-6, 16)
- creating opportunities all participants in the information society, (WI-3)
- ensuring better access for everyone to electronic services, (Chief of Estonian Literature Department, WI-4, 5, 6, 9, 11, 12, 15, 16)
- full participating in the public life and making-decisions, (WI-3, 10, 12, 16)
- reducing digital divide, (WI-2, 3, 5, 7, 9, 10)
- free access to IT for everyone, (Head of Foreign Language Department, WI-8)
- improving economic performance, (Director, WI-16)
- better quality of life, (Director, WI-14, 16)
- more opportunities for everyone, etc. (Director, WI-12, 16)

The previous statements relate to the definitions referred to in Chapter 2 of the literature review, especially that offered by the European Commission (See section 2.2). So, as we can note that the interviewees have a clear idea about this concept because it has been covered properly with their answers.

However, one of the most comprehensive answers was offered by interviewee WI-13, who stated “e-Inclusion are the services that strengthen the European social model, and are dealing with people with disabilities, the elderly and asocial people. It helps to overcome the socioeconomic, educational, geographical, cultural and gender barriers and to prevent a [sic] ‘digital exclusion’ risks.” She concluded that “[...] the aim of e-Inclusion is to ensure better access to public e-services”.

On the other hand, in reference to the questions "How do you see the role of a library in this concept?" The answers were quite similar, for instance, some interviewees (WI-3,4,7,11,12,13,16) referred to the traditional value of the library as one the few public institutions around the world that offers free services for everyone, facilitating the freely use of the library and its services to economically disadvantaged people, whenever they wish.

This strength of public libraries has been supported in Chapter 2 by the following sources: McColvin (1956, p. 12), Estonian Public Libraries Act (1998) and IFLA (2012), (See section 2.5).

In addition, a considerable part of the respondents agreed that user training, the technological component, the human and material resources are key factors to take into account for a real inclusion of the public library in the digital environment. For instance, the respondent WI-4 pointed out that “[...] the lack of money and human resources are important limitations for the library performance [...]” Nevertheless, other participants put more emphasis on the role of the librarian as a teacher, because this function has been increasing in recent years in all branch libraries of Tallinn Central Library in order to help people to use computers and be involved in all e-processes of the Estonian society. Concerning this issue, the Deputy-Director claims:

[...] when today we think in a public library, it is not only a place where we can borrow books. Today the public library reacts to what is going on in society. For instance, we see around us, in our community, there are problems with the economy, people are losing the job and or role as a public library is to react to this thing. We can help our community somehow [...]

Furthermore, she illustrates through one example how the library and librarians are facing the digital divide, when she says:

“If you want to apply for a job, you need to know how to use IT, and so this is how the library can help the person. Of course we have a lot of young people who know computers very well, but the reality is that the young person goes to home to the parents, the young person are [sic] tired, parents ask them for help, they have not time to teach them and elderly people have a lack of knowledge, so they must go someplace where can get this kind of help. Courses maybe are too expensive and then these persons need someone who teaches them and they come to the library because they trust the librarian [...]

Certainly, e-Inclusion is still a new term for many societies, but for the librarians of TCL, it is a way of life because they are working every day on it. Their job as teacher-librarians is a clear way to illustrate it. They have been involved in different programs and with different target groups according to the needs of Tallinn’s society for many years.

#### **4.4 Librarians as teachers in Tallinn Central Library**

The so-called Information Age is an era of change brought by the introduction of information technologies. It has affected all the fields of knowledge as well as professions and institutions. ICT have been introduced in the everyday work of the library and, consequently, the librarians have had to expand their functions. They have come a long way from the time when they were considered caretakers of book collections. Nowadays, their tasks have diversified, and they can be seen as information providers, consultants, curators, policy designers, reference librarians, production

specialists and one of the latest roles is as teachers. In other words, the perception about the librarians has evolved from keeper of the books to multitasking specialists.

The role of librarians as teachers is becoming more important in the 21st century. According to Scheirer (2000) their mission is to facilitate access to materials in all formats. They are professionals who are constantly evolving, looking for new ways to find information and presenting it to their user communities to reach more people.

Due to the fact that ICT have penetrated into the everyday of Estonian society, more and more people need to be included in the benefits of the digital services. Therefore, Tallinn Central Library has launched several initiatives in order to help people use computers and their applications to make their lives easier.

The documentary analysis and the interview, both methods were used to answer the first research question (RQ 1) of this study; "What e-Inclusion programmes have been implemented in TCL in order to involve groups that are likely to be socially excluded?"

These techniques of data collection brought into this research, detailed information about two interesting e-Inclusion projects undertaken by TCL. These projects were two different types of training courses that are analysed in the following sections.

#### **4.5 Training courses as way to reduce a digital divide in Tallinn Central Library**

Unfortunately, not everyone has had the same opportunities in their lives, in the same way that we have not lived under the same circumstances. Information technology appeared to make our lives easier, but at the same time marks off a big gap between rich and poor, young and old, educated and those have not a high education level, disabled people and other groups of the society.

Despite the fact that Estonia is known as an ICT based country and there are several things that people can do electronically, a considerable number of the elderly people do



not even know how to use a computer mouse. At the same time, some people who are looking for a job do not know how to find job ads from the Internet, how to compile a CV or how to post it to different job portals, for instance.

Referring to the above, one librarian of the Nurmenuku branch library expressed:

[...] some unemployed people were working for maybe 20 years in the same job and with the economic crisis they lost their jobs, and now they find a new situation, the society has changed and the market labour is now quite different. People need to know basic skills to find job, most the announcements are available through Internet, for the job application they need an electronic CV and the big problem is that a big part of them are Russian speaking and they haven't enough knowledge of Estonian language [...]

Obviously this situation contributes that many people are actually digitally excluded in the society, for this reason a considerable number of librarians and volunteers are working together in all branch libraries over Tallinn to reduce this digital divide in the city.

Moreover, when the researcher asked to the interviewees their opinion about which groups of users could be the most digitally excluded in their branch library, the answers were quite similar. Nineteen of twenty-three interviewees agreed that the more excluded group in Tallinn's society is the elderly people, including middle aged (+45 years old) and the retired. They stated some arguments on this issue, such as:

In words of the Deputy-Director, she states the most potential excluded persons for TCL are:

[...] definitely, elderly because it is not only about having a computer, they don't have knowledge. A lot of them have computers at home and Internet connection but they don't know how to use it [sic]. They are afraid to use it [sic]. They don't know if push [sic] some bottom and something wrong happens into the computer. This is a generation who has also fear of computers. It is a difficult group [...]

On the other hand, the second most important group mentioned in the responses was the unemployed. The respondents highlighted more often as trend this group, the Russian

speaking community, who in many cases could integrate three groups of exclusion (Elderly, unemployed and those who have not knowledge of Estonian language).

In reference to this issue, the Chief of Department of Estonian Literature believes:

[...] Second of all, in Estonia we have had the economic crisis and a lot of people becoming unemployed. [...] as we see in the library, unemployed people come to the library and, they for example want to apply for a job. They want to fill out an application or some information that they need to send by email or in online form and, they come to the library and they don't know how to make their CV and so on. This is a thing that we see in our everyday work a lot people became unemployed and they haven't worked with the computers previously. But now the since the conditions have change in the labour market, they need computers skills to get a job [...]

Meanwhile, the participant WI-5 stated with absolute certainty that the most excluded persons are the Russian population, those who are no able to speak Estonian or English.

The Deputy- Director supported this statement when she agreed:

[...] another difficult group in Estonia, I think is the Russian population/elderly because they don't only have [sic] afraid for the information technology, they also have language barriers. For instance if we teach them how to apply a for job, then one thing is how to compile the CV but another thing is to find information about it, and a lot of information is only in Estonian [...]

Other groups pointed out in the interviews were disabled people and housewives who speak only Russian were, but the average of the responses referring to these groups was very low.

On the other hand, with the intention of finding answers to the first research question of this study (RQ 1), the researcher analysed two programs launched by TCL that aim to bridge the digital gap and include more people in the benefits of information society. These initiatives include individual and group training courses which are offered by

librarians and volunteers of TCL mostly for elderly people and unemployed and they are detailed below.

#### **4.5.1 Computer courses for beginners ‘50+-’**

In 2006, Tallinn Central Library started to offer training courses for middle aged and older people. The project was called ‘50+-’ and the idea was taken from Helsinki City Library, which came developing this successful experience for several years (Holm, 2010).

These courses have been focused on teaching older people how to gain basic computers skills by approaching issues such as:

- How create and use e-mail, msn and/or Skype
- How to find newspapers on the Internet,
- How to use the electronic catalog ‘ESTER’
- How to use the ID card in order to make electronic operations,
- How to access the home pages of the local governments, Pension Policy Unit, banks, among others (Holm, 2010).

The ‘50+-’ training course aims to include this group of people in the benefits of the Information Society. This experience has been carried out in all branch libraries around Tallinn by librarians and volunteers who offer individual and group training courses. Several professionals involved in these types of courses were interviewed for this research and their opinions were very different according their own experiences, the particularities of the libraries, the features of the every single user, among others. Hence, they shared very interesting points of views.

Regarding to these courses, over 95 percent of participants said that they felt more comfortable with individual training. (Only, the Staff management of TCL was not answered about this issue because they do not participate as trainers). The respondents stated they prefer more individual courses for the next reasons:

Firstly, because trainers have to interact with participants that have different levels of knowledge or capacities and to keep the rhythm of teaching is quite complicated for them. (WI-1, 2-17)

Secondly, the time of the course is too short (1 hour in most of the branch libraries), and it does not allow trainers to advance in the way that they would like or expect. (Head of Foreign Literature Department, WI-3, 5-9, 10, 13, 15)

Thirdly, some branch libraries do not have an assigned place to give the group training courses. They would have to use the computers of the reading room and that can disturb other readers. (WI-5, 6, 8, 12)

Finally, the trainers consider that the individual courses are most effective because in that way they can customise it to the needs of the learner, teaching them what they need and want to learn. For instance, the respondent WI-11 would prefer to teach just one person because she considers it is very effective for both teacher and student.

Furthermore, some questions were designed to evaluate the performance of the courses and motivation of the trainers and students. Therefore, concerning motivation, it is necessary for any work performance because if people do not feel inclined to engage themselves in work behavior, they will not put in necessary efforts to perform well.

The answers of the interviews reflected that most of the librarians feel motivated when they are teaching this type of courses because, basically, they feel useful themselves seeing how they are able to teach to others new things to make their life easier. Some related statements from the respondents are presented below:

WI-5 stated “dealing with needy groups is rewarding because we can offer them a possibility to get a new knowledge to those persons who have not been able to explore or learn a certain topic or tools”

WI-6 pointed out that “I feel motivated because in this way I can be useful to other people, and help them sharing the knowledge. I personally like to help people”

For WI-9 “[...] It is very inspiring and stimulating to see how people acquire new skills and thus contribute to reducing the digital divide in society. It is comforting if you know that you can contribute to improving someone's life”

By contrast, other respondents reported not feeling motivated with these courses because it means for them just a part of their job duties. Another reason that influences the demotivation of some participants is the overwork. It does not allow them to get more time to prepare better courses. And finally, three librarians remarked that other factor to be considered also as possible source of demotivation could be the low salaries in relation to the amount of work they do.

When the researcher asked the opposite question, in order to know if they thought the participants were motivated with the courses, generally, the answers were positive because they claim that the users are enrolled in the courses for their own decision to hone their skills, so the trainees are happy because can do things with the Internet that they could not previously.

In this respect, the respondent WI-6 stated: “I think the trainees are very motivated because they can get new knowledge. In addition, for older people, it is important to get away from home and communicate with other people”

For instance, the director of TCL said that she feels that trainees are motivated because very often some people participate in training courses for several times. She mentioned an example in Nurmenuku library about one student who has taken around eight courses until today. On the other hand, when the researcher asked the same question to the interviewee WI-5, she answered as follows:

“Well, it depends of the users of course. How motivated he/she is actually learns [sic]. What reasons do they have? I mean when they came the first question which I do is what do you want to know? For what do you want to know this? I mean if you want to know because everybody does and you don't and you have no idea what are the possibilities, so, of course he/she is not particular [sic] motivated, but if the person comes and say I want to use email because I have a friend in America and they want to communicate, it is like that purpose [...] Then, this kind of learner could be motivated.”

Undoubtedly, a picture is worth a thousand words. So, an image about elderly people attending computer course is shown below. It has been provided by Tallinn Central Library.

Figure 2: Elderly attending computer courses for beginners 50+- at TCL



Photo taken by Anneli Kengsepp

To summarise, other opinions regarding elderly people were collected. These were focused on: elderly people are afraid to use the computers, others think that they do not need it for their life because they are old and it is only for young people, nobody spends time teaching them, normally, their incomes are very low and they do not know that in the libraries can access free computer courses. Otherwise, pay to attend courses in other institutions is not their priority.

In recent years, another experience is being carried out by librarians of TCL in order to reduce the digital divide. It consists in training courses for unemployed. This initiative is analysed in the next section.

#### **4.5.2 Training courses for Jobseekers**

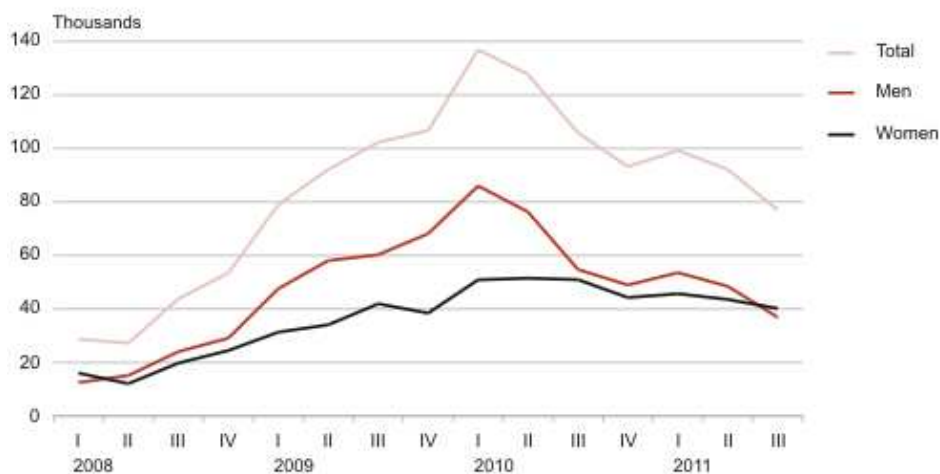
As result of the economic crisis started in 2008, a big number of people lost their jobs in Estonia. According to Statistics Estonia, (2008):

“The unemployment rate which had remained near 4% in the last four quarters increased to the highest level of the last two years in the 3rd quarter of 2008. The number of unemployed people grew to 44,000. Nearly half of them have got unemployed due to reduction, closing down or bankruptcy of enterprise, of which 11,000 had lost a job during the last six months”.

A lot of these unemployed people were working for the same company for several years (Statistics Estonia, 2011) and now, they discover that their situation has changed drastically and must seek for a new job in a labour market that is totally different that some years ago.

The following chart shows how the unemployment has behaved in Estonia by gender from 1st quarter 2008 until 3rd quarter 2011.

Figure 3: Unemployed by gender, 1st quarter 2008 – 3rd quarter 2011



The above Chart has been taken from the Statistics Estonia Website (Statistics Estonia, 2011)

Certainly, Estonian society has evolved and every day the world is becoming more digitized. Basic IT skills are needed to find even a non-qualified job. Besides this, we must consider that many of these current unemployed in Estonia, are 50 years and older, and a big part of them belong to the Russian speaking community who have not enough command of Estonian language. Hence, there are many barriers to make them feel excluded themselves. In that sense, TCL has also organised training of courses for these groups of users in order to overcome the digital divide.

Nowadays, courses for job seekers are held in most of the branch libraries of TCL in regular times, and every library is ready to instruct people who are looking for a job. To adapt the most suitable course for a job seeker, the librarians try to know person's expectations and skills before starting the course.

These courses are designed basically, to teach the learner how to compile a CV, how to send it to the companies, where to find job vacancies, how to write a letter of motivation, how to face a job interview successfully, how to navigate through job portals and so on. They can be offered in two modalities, (individual training and group course), but according to Holm, (2010):

"It is possible to take part in group instruction, but mostly the instruction is delivered one-on-one. Already the first courses made it clear that it is very difficult for a librarian to divide attention between different students, as the interests, needs and skills of the job hunters differ greatly".

The information gathered through the interviews has been very valuable to this research because most of the trainers have also participated in both e-Inclusion programmes launched by TCL. Thus, their standpoints are based on the experience of working with different types of users. Then, we will present more in depth approaches of their responses. Immediately below, there is a picture about unemployed attending a group training course.

Figure 4: Unemployed attending jobseeker courses at TCL



Photo taken by Julia Maltseva



When the researcher asked to the interviewees if they believe that the pupils are motivated during the lessons; the answers were totally different regarding to the same question addressed for elderly people courses. Then, some librarians stated as follows:

“It depends of every person and of their purpose. Those who coming from Employment Office, their goal is find a job. They are worried, no motivated. However, people who want learn for their own decision, of course, they are motivated" WI-15

A different opinion was claimed by WI-5 who said: “[...] yes, definitely they are motivate [sic] because, when jobseekers turn to the library, they have a strong desire and need to change something in their lives.”

The chief of the Estonian Literature department, in reference this topic, stated:

“[...] for jobseeker courses, we expect people to come to the class a bit prepared [...] They have to fill out the CV, and write general information about when they went to school, what year they graduated, and so on, but sometimes people don't take this information with them and they don't remember that information when they come to us, and then it is quite difficult to make a resume if you haven't these data with you” [...] Secondly, for jobseeker, people must have to have basic computer skills, because sometimes they come and give to the librarian all their information and they expect the librarian fill out their CV online and send application, and it doesn't work in that way, we don't seek job for them, but we teach them how to find job. [...]

As we can note, different approaches have been collected about this sensitive topic, which is affecting some group of people. Then, in the next section will be treated some strengths and weaknesses found by librarian in both training courses above mentioned.

### **4.5.3 Strengths and weaknesses of the training courses offered by TCL**

All the projects that we undertake in our life have advantages and disadvantages. As follows, table 3 shows the strengths and weaknesses of both training courses, which

have been developed in the previous sections. This information contained on the table summarises the insights of the respondents of the interview.

Table 3: Strengths and weaknesses of the training courses offered by TCL

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>- Free of charge (WI-3, 7, 15, Head of Foreign Language Department)</li> <li>- Individual courses because trainers are dedicated only to a user, so the courses are more effective. (WI-3, 6, 9, 16)</li> <li>- Be able to teach people excluded of e-Services. (WI-4, 8, 12)</li> <li>- Every student has a computer at their disposal. WI-13</li> </ul>	<ul style="list-style-type: none"> <li>- Short time for the training courses. (WI-7, Head of Foreign Language Department)</li> <li>- Courses in group. (WI-7, 8, 9, 16)</li> <li>- Librarians do not have training as a teacher. They teach based on their experience. (WI-10, 12)</li> <li>- Many branch libraries do not have the appropriate rooms for courses. (WI-3, 10)</li> <li>- No be able to solve all computer-related questions of the trainees. (WI-6)</li> <li>- Many of the trainees do not have computer or Internet at home to practice those they have learned. (WI-5)</li> <li>- The librarians are overworked with other tasks most of the time and they cannot devote enough time to prepare the lessons. (WI-1, 3)</li> <li>- Lack of staff to teach training courses and perform other library tasks at the same time. (WI-6,11, 14)</li> <li>- More and newer computers. (WI-2, 13)</li> <li>- Sometimes the unemployed people come to the library without any information about his/her previous work experiences, date, year of graduation, etc. In that sense, it is very difficult to librarian can help his/her. (Head of Estonian Literature Department, WI-5)</li> <li>- Needs and skills of the participants differ greatly. (Director, Head of Estonian Literature Department, WI-2, 5, 6, 7, 8, 12, 14, 16, 17.)</li> </ul>

In order to answer the second research question (RQ 2), the participants were asked questions regarding:

- Their level of involvement of these programmes. (All of them had participated as teachers except the Director and Deputy-Director of TCL who has been coordinators of the programmes).
- Their motivations and the motivation of the participants of training courses, (See sections 4.5.1 and 4.5.2), and
- The strengths and weaknesses of the training courses offered by TCL, in order to determinate which barriers the librarians and the users of TCL must face while the e-Inclusion programmes are carried out?

The answers of the latter question are summarised on the table above. However, despite of finding various strengths in both courses, the interviewees mentioned a greater number of limitations or barriers than strengths for the successful performance of the courses.

#### **4.6 Partnership between Tallinn Central Library and other Institutions**

In order to answer the third research question (RQ 3) of this study, a range of interview questions were designed. These inquiries tried to cover issues related with partnerships between TCL and other institutions to overcome the digital gap; level of involvement of the Tallinn City Council with TCL in terms of e-Inclusion; as well as, the development and implication of European policies about e-Inclusion matters in the work of TCL.

In addition, several documents were analysed (See 3.5.1). The data collection showed that institutions have somehow established certain sorts of partnership with TCL are as follows:

- Tallinn City Council

- Estonian Unemployment Insurance Fund
- Ombudsman, and
- Look@World Foundation

Public libraries are institutions that belong to the public sector and are subordinated to the local authorities Veskus (2004) (See section 2.6). Therefore, the Tallinn City Council is one of the major partners of TCL - despite the fact that-, these institutions do not have a direct collaboration in terms of e-Inclusion joint programmes. The interviewed staff managers of TCL agreed that nowadays they do not have any programmes in cooperation with Tallinn City Council. However, there is clear evidence, highlighted by Tallinn Central Library (2011), indicating that these institutions have a narrow relationship. The City Council encourages programmes to organise training courses in cultural centres, including libraries, as well as providing and replacing computers to TCL.

On the other hand, the Tallinn City Council wants to improve access to the Internet, by providing more and newest equipment and improving, connection speed at libraries. In addition to setting up new Internet stations in different parts around the city so that economically disadvantaged people could have access to it. Through these points people can access directly to the home page of the library as well. Furthermore, these terminals have already the ID reader embedded (Tallinn Central Library, 2011).

Moreover, and according to Resolution 276/2010 of Tallinn City Council:

“In Estonia, the conjunction of the global economic crisis and end of the local real estate boom had a dramatic impact on both GDP<sup>8</sup> and employment. Several thousand companies have gone bankrupt, tens of thousands of people have been laid off, and the economic condition of thousands of families has worsened. The limited solutions provided by the national government for increasing employment are insufficient” (Tallinn City Council, 2010, p.3).

Thus, local governments have sought ways to help eradicate this problem, in that sense they have searched for support in public libraries as institutions that disseminate

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<sup>8</sup> Gross Domestic Product

knowledge, support the citizens, and struggle to reduce the gap of social exclusion. In that sense, Tallinn City Council and TLC are working together in some areas. For instance, TCL is the city's partner in the "Second Tallinn City aid package for city residents and entrepreneurs 2011-2012". One part of the package concerns increasing the employability of disabled people. The city wishes to increase the employment of less competitive people and will create 16 jobs for them in city agencies, two of them in TCL (Seppam, 2011).

On the other hand, another institution, which could be partner of TCL in certain way, is the Estonian Unemployment Insurance Fund (EUIF). When the interviewees were asked about possible partnerships between both institutions, some of them (WI-3, 5, 8, 9, 16) mentioned EUIF as a promoter of the training courses of TCL, despite the fact that TCL and EUIF do not have an official collaboration agreement. EUIF knows about the training courses for jobseekers that offered in all branch libraries of TCL, so they recommend unemployed people to attend them, because it is a useful way to gain skills to find a job.

Moreover, the Development Plan for 2011 of TCL stated that an agreement between TCL and the Ombudsman was signed in order to offer some courses for the users about their rights as citizens and procedures (Tallinn Central Library, 2011).

Apart from this, Look@World Foundation was other institution, which most of the interviewees pointed out as partner in the struggle for the bridging the digital divide (WI-2, 6-16). In addition, in all the face-to-face interviewees also pointed this institution. (See more information about this foundation in the section 2.6)

The Look@World Foundation and TCL have had a narrow collaboration in the project Come Alone!<sup>9</sup> Look@World launched this project together with other private Estonian companies such as: EMT<sup>10</sup>, Elion, and Microlink; in order to connect people to the Internet. The aim of this initiative was to arrange basic computer courses for 100,000

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<sup>9</sup> In Estonian, Ole kaasas!

<sup>10</sup> AS EMT is Estonia's and one of the largest Baltic's mobile operators. Founded on April 1991 as an Estonian (Eesti Telekom) Swedish-Finnish (TeliaSonera) joint company. Its headquarter is in Tallinn. Its website is <https://www.emt.ee/>.

people in three years (From 2009 until 2012), and to facilitate that 50,000 more families to use the Internet.

This project was divided in two kinds of training courses. On one side, basic computer courses and Internet for beginners; and on the other side, courses about using the ID card, mobile ID and other e-Services.

The basic courses are focused at those who have no prior knowledge on how to use a computer and the Internet, whom want to search for information on the Internet, to send and receive e-mails, and start using Internet banking. On the other hand, the additional courses on ID card, mobile ID and e-Services were designed for those who have the knowledge on how to use the most widespread applications on the Internet (Internet banking, e-mail etc.), but they are eager to find out about the e-Services of the state and different enterprises. Furthermore, they are willing to use the ID card to enter the e-Service portals, to learn to give digital signatures and to start using mobile ID, among others.

According to Holm (2010), TCL was invited by the Look@World Foundation to join this project after they heard about the trainings they offered jobseekers offered in all branch libraries. In this respect, she claims:

"...the benefits of joining the project for our library were, first and foremost, to add to the list of user training courses offered by our library a computer course with fixed format, slideshow and special resources for every participant to take home. The fact, that the librarians-instructors participating in the project are getting paid, is not of least importance, as the project is part-financed by the European Regional Development Fund in the framework of the information society development measures" Holm (2010, p.3).

The Chief of Estonian Literature Department states that the Look@World Foundation:

"[...] provides info technological support persons in order to complete that training courses. They have 3 persons as interns in TCL, who came from Unemployed Estonian Office [...] this internship was during 3 months, they were

at TCL for three times per week with their own laptops and for try to help users installing antivirus, spyware, and so on.”

Another interesting reflection, which many interviewees remarked in their answers, was about their level of satisfaction with this project (WI-3, 6, 9, 14, 16). Some of them feel satisfied and motivated for economic reasons(WI-3,5, 6, 9), because "to be involved in this project as a teacher means gain a new experience, but the most important thing is to earn extra money" as WI-3 stated, for example.

WI-5 claimed: “Come Alone project paid extra salary per persons; it means that while [sic] more people you teach, more money you get. Come Alone was developed in [sic] everywhere”. For example, and according this respondent, she taught on Monday in Nurmenuku Library and some days in the Main building.

When the researcher asked her to assess the project according to her personal experience, she said that it was very enriching and positive, but, she also added that:

“[...] on the first month it was a bit crazy because the librarians hadn’t any methodology or theoretical training. We got a bit of training, but it wasn’t enough. That was very diverse. That was a problem, persons from 40’s years old 50’s years old, all together. And the users were different also, with different knowledge, different level, different understanding and we were in the centre of that [...] I taught 10 people at the same time four times a day, for example on Monday. It was for 4 hours, practically no stop. Just 30 minutes of break [...]”

According to the answers of the interviewees WI-2, 4, 7, 9, 14, 16, this project was a challenging task in the beginning because for some of them it was their first experience as trainers and they do not have the methodology to conduct it. However, it was not extremely difficult because in their day-by-day activities they were used to dealing with all types of users. Most importantly, they are working to contribute to improving peoples' lives.

This big e-Inclusion project took place in the Main building of TCL and in the branch libraries’ of Nõmme, Laagna, Pirita, Kännukuke, Sääse, Nurmenuku and Pelguranna.

The courses were held beyond the working hours of the library, in the library's classrooms or in the reading rooms. They were taught in Estonian and in Russian, and the number of computers in the libraries ranged from 3 to 12. All the rooms for the courses were equipped with presentation devices (Holm, 2010).

According to figures provided by management of TCL:

- 14 teacher-librarians were involved in this project
- 480 people participated in 80 basic computers courses and,
- 151 ID-trainings were held for 750 people.

It is relevant to note, a report from TCL, which showed that the oldest participant was over 90 years old. He wanted to get some knowledge on how to use the computer who some relative gave to him as a gift (Holm, 2010).

Summarising, and in words of Holm (2010),

“[...] joining the Come Alone! project gives our libraries the possibility to connect with our communities [...] the first registrations to the courses showed peoples' willingness to take part in the courses held in community libraries. The courses take place in familiar environment and the librarian in charge is known. These factors encourage the novice computer user to order the training. Although the courses are not taking place in all our libraries, there are advertisements in every library and the librarians help people in signing to the courses [...]”

Concerning to the interview questions:

How do you see the role of EU policy in the process of implementation of e-Inclusion in TCL? And,

Do you know any European e-Inclusion program that has been implemented in TCL?

The respondents left unanswered the former question and they did not show that they were aware of any program. On the other hand, the staff managers of TCL confirmed



that TCL has not being involved yet in any European initiative. On the contrary, they stated that the idea of the training courses for the elderly people came from the successful experience of their colleagues from the Helsinki Central Library with a similar programme.

## **4.7 Conclusions**

This chapter presented the findings of this study following by the order of the three research questions. It provided an overview about the target institution where the research was held. The analysis of e-Inclusion programmes launched by TCL was focused on two training courses programme: Computer courses for beginners '50+-' and training courses for jobseekers. Then, the discussion of interviewees' responses to the interview questions was supported with quotes from the interviewees. The following chapter summarises the conclusions about research questions and the implications for further research.

## CHAPTER 5 CONCLUSIONS

### 5.1 Introduction

This final chapter presents general conclusions as well as conclusions about the findings of this study in relation to the research questions. Implications for theory and practice have been suggested in the form of ideas for further research on this area of study.

The idea of this research topic emerged during the researcher's internship period in the Royal Library of Belgium and his subsequent visit for Christmas holidays to his home country. The researcher confirmed that the e-Inclusion is a very important issue which has been poorly developed in Cuba because the government and Cubans institutions do not have paid attention to this. The choice for Estonia was because it is internationally well known as a leading country in terms of ICT. And the reason to focus this research in a public library was for the own interest of the researcher and because public library play an important role as a natural place for integrate people and promote lifelong learning. Tallinn Central Library was the chosen institution because is the biggest public library in Estonia with 17 branch libraries and it is located in the capital of Estonia, which means, the chance to find a variety of types and greater number of users, as well as a higher percentage of English-speaking librarians. For that reasons, the researcher considered that TCL could be the right place to explore how is being addressed some e-Inclusion programmes in order to reduce the digital exclusion.

The literature review of this thesis allowed detecting different views and approaches from authors with respect to digital inclusion. It is noteworthy that most of the documents and definitions about this issue found for this dissertation came from European institutions. For example in the section 2.2 were used 23 citations and 22 of them belong to EU institutions or authors linked with them. On the other hand, the EU has been worked seriously on making policies and projects linked with public libraries, but interestingly Tallinn Central Library despite of the fact, it is one of the largest public libraries Estonia, in the words of the Director of the library "...until nowadays, we

haven't worked in any European project aimed to public libraries". On the other hand, the Deputy Director agreed with this statement.

Concerning to digital divide, another concept which have a narrow relation with e-Inclusion, the literature review showed that it can be construed as a fuzzy concept because many approaches have addressed it problematically. (Kinney, 2010) and (Berot, 2003) It a very broad concept, but undoubtedly it cannot see isolate to e-Inclusion because both of them walk in parallel.

According to the methodology, we can conclude that the case study was the best method to address this research because allowed the researcher collect personal opinions from the interviewees a in easy way through the semi-structured interviews face-to-face and written interviews, this methods also offered flexibility to approach disparate respondents differently while still covering the same areas of interest for this research. On the other hand this research met an important limitation while it was conducted. It was the language difficulties, as some of the relevant information/data was found in several documents written in the Estonian language, as well as in the seventeen written interviews. It was necessary the support of an interpreter. Although, the researcher paid special attention to writing and looking for the clearest possible ways to express his approaches and statements; carefully trying not to lose, alter, or change the meanings of the responses. The time consumed for do the translations and transcribing was a lot. Therefore, the researcher could not deepen the analysis procedure as he would like. The time to carry out this investigation was relatively short; it was from the beginning of February until then end of June 2012.

From the results of the thesis it can be concluded that, despite the fact that of Estonia is known as a leading country in terms of ICT, there are still many groups of the population excluded from the benefits offered by the digital information society, among them are elderly people and people who have lost their employment in the wake of the economic crisis of the recent years. A big part of the members of this latter group do not have the needed IT skills to find a new job and required for the modern Estonian society, and a considerable number of them belong to the Russian-speaking community. Therefore, they have language barriers and it makes even more difficult for them to overcome the digital divide. In order to remediate the above issues the work that TCL is

doing to reduce the digital divide includes training courses for these groups of people can gain skills using computers.

## **5.2. Conclusion to the Research Questions**

This section includes a summary of the most significant results gleaned from the data analysis as they pertain to the three research questions of this study.

### **5.2.1 Research Question 1**

(RQ 1) What e-Inclusion programmes have been implemented in TCL in order to involve groups that are likely to be socially excluded?

The literature review showed that in recent years, the issue of e-Inclusion is becoming increasingly more important Over Europe (Government Action Plan, 2002), (European Commission, 2007) and many initiatives and projects have been launched with the intention to include more people (For example: DERAL, New Connections, Equal skills, PLAIL, PubliCA, PLDP, CECUP, Come Alone!). In this sense, public libraries play an important role. Therefore, the findings of this study indicated that since some years ago, Tallinn Central Library is developing two kinds of training courses as e-Inclusion programmes:

- Courses for elderly people so-called '50+-', and
- jobseeker courses for the unemployed.

Both programmes are currently ongoing and aim at reducing gaps in ICT usage, in order to teach the participant how to use the computers to improve their quality of life, to find better employment opportunities and to get a fair and inclusive social participation. (See sections 4.5.1 and 4.5.2)

## 5.2.2 Research Question 2

(RQ 2) What barriers must be faced by the librarians and the users of TCL while the e-Inclusion programmes are carried out?

During the development the training courses taught by TCL, the trainers found a considerable number of barriers. Obviously, these obstacles affect the good performance of these courses. So, as they were identified through this study, it could allow decision-makers to take actions in order to improve the quality of these programmes for the future intakes.

According to the results of this research, the barriers affecting trainers and trainees and listed below:

- Short time for the training courses: it is a really important limitation for learners, because most of the courses last about one hour and, as most participants do not have prior computer skills, they need time to digest and relate the knowledge learned in the course to their body of knowledge practices.
- Courses in groups: this modality represents a challenging limitation for both learners and teachers because every single user has a different level of knowledge and different capacities, which differs greatly. In addition, it affects the quality and performance of the course when people with different levels of knowledge are put together to learn very punctual skills.
- Librarians do not have pedagogical formation: they teach based on their experience as librarians, which can present gaps when they need some pedagogical approaches and more self-confidence by the time of delivering the courses.
- Several branch libraries do not have the appropriate rooms for courses: it means that the lessons are given in the reading rooms or where the user computers are located. Therefore, it can disturb other users.

- The trainers are not able to solve all computer-related questions of the trainees: of course, they cannot do it because they are not IT experts and they teach according to their personal experiences.
- Many of the trainees do not have computer or Internet at home: this fact strongly influences the achievement of true digital inclusion of the trainees because they cannot practice what they have learned in classes. Hence, when they come to the library for the next session, they have already forgotten many things and then, the teachers must re-teach the same things to the same user. It means the courses could not flow as planned.
- The librarians are overworked with other tasks most of the time: it is sometimes difficult for the librarians to find the time for delivering individual classes. Moreover they cannot devote enough time to prepare their lessons.
- Lack of staff to teach training courses and perform other library tasks at the same time: this could affect directly the scheduling of regular courses.
- More and newer computers: if the aim is to include more people in the use of ICT through training courses in the libraries, the computers and technological devices should be a priority for TCL.
- Some unemployed people come to the library without any information about his/her previous work experiences, date, year of graduation, etc.: this barrier affects the completion of the jobseeker course because the lack the basic information is missing. It is entirely the responsibility of every student. In that sense, it is very difficult to librarian can help them. Perhaps the requirement of this information should be explicitly stated as mandatory for people taking this course in order for it to be more successful.

### 5.2.3 Research Question 3

(RQ 3): To what extent does TCL encourages e-Inclusion initiatives in partnership with other public and private institutions in order to bridge the digital gap?

The result of the study revealed in the section 4.6 provided insights into some of the partnership that TCL has following institutions: Tallinn City Council, Estonian Unemployment Insurance Fund, Ombudsman, and Look@World Foundation. However in the terms of the e-Inclusion, the closest collaboration was with the last one.

The Look@World Foundation was created by some of the most prestigious Estonian private companies as a non-profit organization (section 2.6). It has launched important e-Inclusion projects across the country and TCL has been invited to participate on one of them: 'Come Alone!' TCL's participation in this project (section 4.6), in addition to provide prestige to the institution, it came to reinforce the work already done since 2006 when its librarians started to give training courses for users digitally excluded, i.e. elderly people and later, - when the economic crisis came to Estonia - the unemployed. The aim of 'Come Alone!' was to arrange basic computer courses for 100,000 people in all Estonia in three years and TCL contributed in teaching around 1,230 of them with only 14 trainers.

On the other hand, and in respect to the other partner institutions mentioned above, TCL does not established any agreements in terms of e-Inclusion collaboration.

Due to the fact that the literature review of this research provided information about several initiatives and projects of e-Inclusion in public libraries undertaken across the European Union, it was expected to find more involvement of TCL in some these projects. Unfortunately, until the time this study was conducted, it showed that they have not been involved. This could be an important point to work for the future.

### **5.3 Implications for Further Research**

This study focused on analysing and implementing the e-Inclusion concept in Tallinn Central Library from the librarians' point of view. Under this focus, it was determined that its implementation has been based on two training courses for elderly people and unemployed. New research could focus on evaluating the same aim but from the users' point of view.

Further research could also offer a new vision about of how these programs have been evaluated or rated by the trainees. Furthermore, could find out to what extent the courses have been effective for them. In that sense, TCL could get feedback from the beneficiaries of these initiatives and they could develop strategies to improve on the weaknesses.

### **5.4 Conclusions**

The aim of this research was to explore the e-Inclusion concept from the librarians' point of view and analyse how TCL has implemented it in order to ensure an inclusive digital society that provides opportunities for all its citizens.

To conclude, this thesis was organised into five chapters.

Chapter one covered the main introduction, background to the research, the research problem, aim, research objectives and research questions, followed by the methodology, the outline of the thesis, and a short conclusion of the salient points raised in the chapter.

Chapter two presented a literature review, giving an overview of the concepts of e-Inclusion, digital divide and public libraries, as well as presented relevant e-Inclusion initiatives for this study.



Chapter three covered the methodology with all its the related aspects, and also described the features of single case study. It also included the sampling strategy and the techniques used. Data collection instrument; semi-structured interview, written interview and documentary analysis methods are described. Ethical consideration and research limitations were also covered in this chapter.

Chapter four covered the data analysis as well as the presentation and discussion of findings.

This final chapter presented the conclusions in relation to the research questions of this study and implications for further research were also given.

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## Appendix 1: Semi-structured interview

*Conversation is a basic mode of human interaction. Human beings talk to each other... Through conversations we get to know other people, get to know about their experiences, feelings, and hopes and the world they live in.* (Kvale, 1996, p.5)

### Questions:

- 1 How do you understand the concept of e-Inclusion?
- 2 How do you see the role for a library in this concept? How libraries might position themselves for the digital age?
- 3 Do you think this phenomenon is important enough to be implemented in Public Libraries? Why?
- 4 Do you consider some partnerships (partner organizations, co-operation partners, e-Inclusion stakeholders) for implementation of the e-Inclusion concept in public libraries?
- 5 As far as users are concerned, which groups do you consider could be the most digitally excluded in your library? Why?
- 6 Disadvantaged individuals often lack the IT knowledge and skills necessary to access the Internet. Does Tallinn Central Library offer any programme to include this kind of users?
  - 6.1 Could you mention which ones and describe them briefly?
- 7 Currently, are you involved in this programme implemented by TCL to integrate digitally excluded groups in the Information Society? If yes (7.1) if No (8)
  - 7.1 How did you get to find out about this project?
  - 7.2 What is your involvement in this project?
  - 7.3 How can target users access to this programme?
  - 7.4 What are the major difficulties presented by users when participating in e-Inclusion programmes?
  - 7.5 What are the strengths and weaknesses of this/these project/s?
  - 7.6 If you were in charge of the project, what would you do to improve it?
  - 7.7 Are you feeling motivated when you are doing this kind of task? Why?
  - 7.8 Do you think participants are motivated with the course?
    - 7.8.1 Why do you believe this?

- 8 What do you feel (as a professional) when you contribute to make life easier to people at risk of digital exclusion?
- 9 What channels are used by TCL in order to attract digitally excluded users?
- 10 Do you think our society is aware of the need to implement this concept?
- 11 As far as I could find out, TCL has a Bookmobile (Bookbus), which works from Monday till Thursday making 26 stops of 30 minutes every one. Do you offer any external eInclusion service through this way? Please, make a brief comment about it.
- 12 Does Tallinn Central Library has any partnership with other institution in order to work together to close the digital gap?
  - 12.1 Which institution?
  - 12.2 What kind of cooperation do they have?
- 13 To what extent does the Tallinn City Council encourages e-Inclusion initiatives in partnership with TCL?
- 14 How do you see the role of EU policy in the process of implementation of e-Inclusion in TCL?
- 15 Do you know any European e-Inclusion program that has been implemented in TCL?
- 16 How long have you been working for TCL?
- 17 What is your current and previous background?

## Appendix 2: Written interview (In Estonian language)

Küsimused raamatukogu filiaalide juhatajatele

küsimused

1. Kuidas mõistate e-kaasatuse kontseptsiooni?<sup>11</sup>
2. Millises rollis te näete raamatukogu sellise kontseptsiooni puhul? Kuidas peaksid raamatukogud ennast positsioneerima, et digitaalajastuga kaasas käia?
3. Kas te arvate, et e-kaasatus on piisavalt oluline valdkond, millega avalikud raamatukogud tegelema peaksid? Miks?
4. Millised lugejagrupid raamatukogus on teie arvates kõige rohkem digitaalsete võimaluste kasutamisest välja jäänud teie haruraamatukogus? Miks?
5. Kas teie raamatukogu pakub kursuseid või programme, et kaasata ka inimesi, kellel puuduvad vajalikud oskused ja teadmised arvuti või interneti kasutamiseks?
  - 5.1 Kas te võiksite loetleda, milliseid kursuseid või programme te pakute ja kirjeldada neid lühidalt?
6. Kas ka teie olete ka praegu osaline mõnes sellises kursuses või projektis, mis aitab inimestel omandada vajalikke teadmisi ja oskusi arvuti ja interneti kasutamiseks?

Kui jah (6.1) kui ei (7)

  - 6.1 Kuidas jõudis teieni informatsioon selliste kursuste või projektide kohta?
  - 6.2 Millised on teie ülesanded selliste kursuste või projektide puhul?
  - 6.3 Kuidas saavad sihtrühma liikmed sellistel kursustel osaleda?
  - 6.4 Millised on peamised probleemid, mida inimesed, kes e-kaasatuse kursustel või projektides osalevad, on välja toonud?
  - 6.5 Millised on selliste kursuste või projektide tugevused ja nõrkused?
  - 6.6 Kui te oleksite kursuste eest vastutav isik, siis mida teeksite, et neid paremaks muuta?
  - 6.7 Kas tunnete end motiveeritult kui tegelete selliste ülesannetega? Miks?
  - 6.8 Kas arvate, et kursustel osalejad on motiveeritud?
    - 6.8.1 Miks te seda arvate?

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<sup>11</sup> teenused, mis tugevdavad Euroopa sotsiaalset mudelit, tegelevad puuetega, eakate ja asotsiaalsete inimeste erivajadustega, aitavad üle saada sotsiaalmajanduslikest, hariduslikest, geograafilistest, kultuurilistest ja soolistest barjääridest ning ennetada "digitaalse tõrjutuse" riske. Eesmärk on tagada parem ligipääs avaliku sektori pakutavatele e-teenustele

7. Kuidas te tunnete aidates kursuste sihtrühma (st digitaalsete võimaluste kasutamisest eemale jäänud) kuuluvaid inimesi ?
8. Milliseid kanaleid kasutatakse Tallinna Keskraamatukogus, et teavitada digitaalsetest võimalustest eemale jäänud inimesi vastavatest kursustest või projektidest?
9. Kas teie arvates on meie ühiskond teadlik nimetatud kontseptsiooni st e-kaasatuse rakendamise vajadusest?
10. Kas teie arvates on teie haruraamatukogu tehnoloogilised võimalused piisavad tagamaks kasutajatele võimalused niinimetatud digitaalse lünga (digitaalse lõhe) ületamiseks?
11. Kas Tallinna Keskraamatukogu teeb koostööd mõne teise institutsiooniga sihtgrupi (st digitaalsete võimaluste kasutamisest eemale jäänud inimeste) koolitamisel või kaasamisel?
  - 11.1 Millise institutsiooniga?
  - 11.2 Milles see koostöö väljendub?
12. Milline on teie erialane haridus, erialane taust?
13. Kui kaua te olete Tallinna Keskraamatukogus töötanud?
14. Kas soovite veel lisada midagi seoses antud teemaga, mida eelnevad küsimused ei puudutanud?

### **Appendix 3: Privacy statement**

I, Luis Mario Segura Hechavarria, current student of the Erasmus Mundus International Master in Digital Library Learning DILL (2010-2012); declare the following privacy statement for the participants of the interview for my master thesis which has the title: *Implementation of e-Inclusion in public libraries: A case study of Tallinn Central Library*

- No personal data which can help to identify the participants will be used in the definitive work.
- No personal data of the participants is needed for the completion of this study. The data that will be included in this work is the educational level and sex of the participants in order to differentiate profiles and make conclusions about the data obtained by the classification of participants.
- The interviews will be recorded in audio and/or video, depending on the participant's choice; such recordings will be destroyed when the study is finished.
- The interview recordings will not be handed under any circumstances to third parties.

Signature: \_\_\_\_\_

Tallinn 11.05.2012