

1 Describe any specific policies in your country at national or regional level which are relevant to the provision of learning services by public libraries

- a) for children/schools
 - b) for adults
- Say how these policies are disseminated or promoted and by who (government, education or training bodies, local or central government etc)
 - Attach or give URLs for any relevant policy documents

Library Act and Library Decree:

http://www.minedu.fi/export/sites/default/OPM/Kirjastot/lait_ja_ohjeet/Library_act_and_degree.pdf

The Library Act (904/1998) and The Library Decree (1078/1998) came into force at the beginning of 1999. The salient points of this legislation are: it is the duty of local authorities to arrange library and information services, the library is a basic municipal service, the use and loan of library materials are free of charge for the client, the libraries put a sufficient number of library and information professionals and constantly renewed library material and equipment at the disposal of local inhabitants, the quality of and access to library services must be evaluated and the library personnel must be highly qualified.

Library Strategy 2010:

http://www.minedu.fi/OPM/Julkaisut/2003/library_strategy_2010_-_policy_for_access_to_knowledge_and_culture?lang=en

Library Strategy 2010 presents visions and objectives regarding access to knowledge and culture; it identifies challenges and development needs; it details measures aimed at securing information services for all citizens including pupils, and it outlines the roles of local authorities and the state. Though the Strategy emphasises public libraries and the specific obligations of the state, good results can be achieved only through more effective cooperation between municipalities, the state and other parties. Views presented in the Library Strategy can be used as a basis for the next government negotiations and for other decision-making.

Library Development Programme 2006-2010:

http://www.minedu.fi/export/sites/default/OPM/Kirjastot/linjaukset_ja_hankkeet/Librarydevelopmentprogram.pdf

Library Development Program 2006-2010 is a continuation of Library Strategy 2010, to ensure the accessibility of information and culture. It is also a response to the Provincial Policy Program 2006-2010 proposal "Provincial libraries will be developed into centers of culture, information and activity by means of a development program". The objective of this document is to clarify the future role and significance of the library and to associate the library more closely as a central actor within the regions and as part of the robust provincial areas. Libraries can build the future of the provincial regions with services which no other institution provides. Modern and diverse library services have a decisive role in the vitality and allure of provincial areas and in the prevention of marginalization and polarization of the population.

The National Knowledge Society Strategy:

http://www.tietoyhteiskuntaohjelma.fi/esittely/en_GB/introduction/

The National Information Society Policy in short:

http://www.arjentietoyhteiskunta.fi/files/29/National_Information_Society_Policy_in_short.ppt

The Strategy outlines a national vision and strategic intent concerning the kind of information society we want in Finland. The Strategy has been drafted to support the emergence of a Finland phenomenon, in other words, the transformation of Finland into an internationally attractive, human-centric and competitive knowledge and service society. It centres on understanding that developing knowledge, structures and business environments will make a good life possible for individuals and enterprises, even under conditions of increasing competition. The competitive factors of a transformed Finland are an open society, a good and safe living environment, the opportunity to flexibly combine work, family and leisure time, as well as the continuous development of knowledge.

Finnish Innovation System:

<http://www.research.fi/en/innovationsystem>

The national innovation system is an extensive entity comprising the producers and users of new information and knowledge and know-how and the various ways in which they interact. The role of scientific information in societal and economic development has been constantly growing, which increases the significance of cooperation and networking both between the public and private sectors and within the sectors. The development of action models and procedures highlights the importance of horizontal cooperation at all levels of the innovation system.

National Core Curriculum for Basic Education:

<http://www.oph.fi/english/page.asp?path=447,27598,37840,72101,72106>

All children are guaranteed opportunities for study and self-development according to their abilities, irrespective of their place of residence, language or financial status. In recent years, attention at all levels of education has focused on strengthening knowledge and skills required in the information society and on developing electronic services. The aim is to provide equal opportunities for all citizens to function in a knowledge-based society. Input has also been made into developing the use of information and communications technologies (ICT) and electronic materials in research.

IT-strategy, City of Helsinki:

The highest body with political authority, the City Council, took an explicit stand regarding the importance of citizen participation in 2002. The strategy that lists explicit goals regarding e-participation is the City of Helsinki's IT strategy. The strategy for the period 2003-2006 states e.g. that GIS based services are a central tool in implementing the City's e-Service strategy. The strategy includes also explicitly the goal of developing new web-GIS citizen services.

The Finnish government has a special information society program, which strives to increase citizens' Internet transactions, among other things. In connection with this, the Finland Online campaign was implemented in 2005 throughout the whole country.

The self-government of municipalities in Finland is strong. Municipalities are responsible for organizing basic services, which also include library and information services. The Ministry of Education is responsible for outlining national library policies and for the development of legislation.

The thinking behind Finland's library strategy is based on the nationwide public library strategy compiled at the Ministry of Education. Library strategy 2010's subheading "The policies of the accessibility of information and culture" states essentially: the question concerns the realization of a cultural information society. Prerequisites for this are a cultural information society infrastructure, the fundamental rights of citizens and civics.

The Ministry of Education carries out the goals of library strategy by making annual and performance contracts with provincial administrative boards, the repository library, the central library for public libraries, the National Library of Finland and provincial libraries. Together with provincial administrative boards, the Ministry of Education directs the implementation of strategic goals by administrating and funding projects on a national, regional and local level.

One effective way to obtain the goals of Library Strategy is project administration. Projects are funded by Ministry of Education. Libraries can apply for funding from provincial administrative boards. Funding is directed to different kinds of joint projects, which can involve for example co-operation between schools and libraries, peer-to-peer education and other additional education for library staff, pedagogic competence, designing web-pages, reading promotion for children and youth, joint databases, travel funds for international co-operation or production of brochures and materials.

Also a library for immigrants and foreigners in Finland was established with a special stage grant in connection with Helsinki City Library to support library services for the foreign language population.

The Ministry of Education finances national information network services, the supply which is centralized. A library portal is being further constructed with centralized funding (www.libraries.fi/en-GB).

Traditionally, Finnish libraries have engaged in much cooperative work, for example in material and computer purchasing. Now the government is encouraging municipalities even further with funding for joint library establishments.

[length about 1000 words]

2 **Say in general what difference you think these policies have made to the strategies and services public libraries actually offer (and why)**

The policies clarify the role and significance of the public libraries in the changing society with globalised economy and digital revolution. As information and knowledge institutions, public libraries are probably among the institutions within the public sector that have been most actively involved in the digital revolution. The policies give perspective and prepare the concept of a new library now that the libraries are gradually transforming from more or less enclosed institutions to open-access "living-rooms".

The Ministry of Education is one of the most important governing bodies for public libraries in Finland. The Ministry develops conditions for education, know-how, lifelong learning, creativity and citizens' social participation and well-being. The Ministry's work in the library field is governed by aims set in the Government Programme.

Over the past 10 years libraries have made an effort on developing the virtual services and new customer-oriented activities; creating a new image for the library. Today nine out of ten Finnish public libraries offer Internet access and almost all of them free of charge, access to the catalogues is increasingly based on Internet protocol and the search interface has become a browser. Nothing stays still, routines are automated (check-in and check-out machines), use of electronic material is increasing, digitising of different kind of material has started, innovative IT-solutions and facilities, web 2.0-platforms and multimedia equipment open new possibilities for work and co-operation with partners, even commercial enterprises, broaden the selection of services (for example Meetingpoint/ Helsinki City Library). Library services are also brought into the middle of people, to different kinds of events and happenings, outskirts areas, or shopping malls to lower the threshold of the information (for example Netti-Nysse, internet-bus/ Tampere City Library). This is one way to realize the idea of the ubiquitous library.

All these new forms of services have also had an impact on the library network, which is more dense and stronger than before. The co-operation between public libraries, research libraries, specialist libraries and libraries at educational institutions has been a key factor in making the changes come true. Also public libraries are praiseworthy producers of networked library services in Finland, nation-wide. The public library portal www.libraries.fi, produced by public libraries and funded by the Ministry of Education, offers information about library services in Finland.

[length about 300 words]

3 Describe and categorise in your own way the types of learning services which public libraries offer and who they offer them for (eg adults, children, disadvantaged or excluded groups, ICT learners, etc). What sources of learning materials are being used? What are the qualifications and competencies of learning service managers?

The public libraries in Finland have a long tradition of offering learning services to groups and individuals. Services are targeted at day-care centers, schools, students and different groups among the adult and senior population. Libraries have actively taken on themselves a responsibility for lifelong learning even though there are no national policies, obligations or curriculums for these services.

Communities have deal of autonomy in Finland and they can draw up their own curriculum for basic education, based on the National Core Curriculum. This

municipal autonomy also makes it possible for the public libraries to make up their own policies and programs for the learning services they offer, which some libraries have done. The learning services can roughly be divided in two categories, reading promotion and information literacy promotion or media education. This categorization is, of course, artificial. Reading promotion is one form of media education, but in the Finnish public libraries reading promotion has a very prominent position, which is why it is functional to place it in a category of its own.

Reading promotion is practiced in several different ways to diverse target groups. Perhaps the most widely spread practice is book talk or tipsters and elementary school classes the most popular target group. Book talk is, as the name says, a way of talking about books. The tipster shows a book and gives a small tidbit on the content to tickle the audience's curiosity. A very rough estimate would be that 80% of the public libraries in Finland have tipsters that visit schools. Book talk started out as a way of inspiring school children to read, but has spread to other target groups as well. One branch library in the Helsinki e.g. co-operated with a local support group for dementia patients and their spouses. Other forms of reading promotion are traditional story telling sessions and book circles. Some of them are held in other languages than the major languages Finnish and Swedish.

The range of information literacy promotion or media education is best explained through the target groups to which the services are rendered. Some libraries offer guidance on computer use and Internet safety to pre-school groups, but for most libraries the youngest target groups are elementary and secondary school classes. The instruction they are offered varies from library to library, instruction in library use and library catalogue use being the most common content. Some libraries also offer instruction in Internet use, Internet safety, information retrieval and copy right issues. In some municipalities the schools and the libraries plan these sessions together to ensure that the instruction correlates with the school curriculum.

A few libraries also offer after-school learning services to children and youth. These encompass e.g. homework help and offering a safe environment and guidance on console and/or Internet based games.

Many libraries also offer adults guidance on library use and library catalogue use. Finland is a country with one of the world's highest computer and Internet use rates. Not being able to use a computer or understand how the Internet functions can for many lead to becoming an outsider in society. For that reason many public libraries have for several years now offered both ITC courses and personal guidance.

Some of the learning services aimed at adults are planned for special groups, seniors and immigrants being the most popular target groups. The learning materials used during courses and class visits are produced by the libraries themselves.

Another important aspect of the libraries' media education is information seeking guidance given through the different information services. Information is not only passed on to the customers, but the information seeker is also guided through the retrieval process. Two examples of services that have consciously developed this way of working are the iGS on air service and the Borrow a Librarian service. The Information Gas Station – iGS (<http://igs.kirjastot.fi/en-GB/iGS/>) is the Helsinki City Library's virtual reference service.

Through The Borrow a Librarian service customers can make an appointment with a librarian for personal information retrieval services.

Link libraries and other virtual services that offer customers tips on information retrieval can be seen as "passive" learning services. Two examples are the national

libraries.fi Search Services web page (http://www.libraries.fi/en-GB/search_services/) and the Hämeenlinna City Library's link library Makupalat (<http://www.makupalat.fi/>).

Booklists and user guides are in many cases also published on the libraries' homepages. A few libraries have gone a step further and produced Internet based "information literacy packages" to help students develop their information seeking skills. Three examples are Tiedon lähde (<http://city.porvoo.fi/tiedonlahde/>), Veturi (<http://www3.jkl.fi/kirjasto/veturi/etusivu.htm>) and Informaatiolukutaito lukio-opetukseen (<http://informaatiolukutaito.libvantaa.fi/index.htm>). The Tampere City Library has also produced Internet based games for practicing ICT use, http://www.tampere.fi/kirjasto/nettynysse/hiiri_uusi/hiirihukassa.html.

Learning service managers are usually librarians or information specialists. There are no formal norms of qualification and pedagogical studies are a benefit, but seldom a requirement when recruiting personnel.

[length about 750 words]

4 Describe up to ten cases where public libraries have successfully introduced learning services of various kinds, including as far as possible

- Name and location of the library
- Contact details (including email address)
- Type of learning service (s)
- When service(s) began
- Target group (s)
- How service(s) is/are delivered (scheduled classes, 'walk-in', e-Learning etc)
- What type of technologies are deployed (PCs, broadband, games, other learning software, Web 2.0 etc)
- Whether service(s) offered in partnership with other organisation(s)
- Extent of service(s): opening hours, number and frequency of events etc)
- Use of service (number of users per day, month, year etc)
- Funding of learning services (from public budgets, at cost to user etc)
- Any information on user evaluation of learning services
- Attach any publicity material, images etc
- Provide URLs for any websites pointing to learning services

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In the year 2001 Aura library began to plan the co-operation of the libraries and schools. The aim of this project was to provide teaching of information retrieval and book talk. The target group was pupils at comprehensive schools in the area of two municipalities: Aura and Pöytyä. These learning services were offered in partnership of the libraries and the comprehensive schools of two municipalities (Aura and Pöytyä). The schools of Aura and Pöytyä agreed to pay almost 30 % of the salary of the book talker. This kind of agreement was a new and innovative way of organizing the co-operation of libraries and schools. Sharing of the costs bound these both sides to an active co-operation.

- The types of learning services at the moment are: information retrieval teaching, book talk and reading competitions. Classes have their own regular library hour every two weeks. These regular visits ensure that every pupil has an opportunity to loan books. Tipster visits every class grade from 1st to 6th once a year in. Reading competitions for the pupils in the ages of 10-11 takes place once a year. The aim of book talking and reading competitions are to inspire and encourage reading. The teaching of information retrieval is provided once a year to the school grades 7 to 9 and to the upper secondary school. There are 11 comprehensive schools, 1 upper secondary school and 3 libraries associated in this co-operation project of two municipalities' education departments.

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- The Helsinki City Library has several successfully introduced learning services. The Bokbiten-project, that lasted from September 2006 to May 2008, is one of them. The aim with the project Bokbiten was to educate the staff in the Finnish Swedish daycare centers in Helsinki, and to provide them with better knowledge and proficiency of ITC and children's literature, so that they in their everyday pedagogical work can use computers and books in a more diversified and efficient way with the children. Those who took part in the project were educated to be the "culture coordinators" in their daycare centers.
- The target group was the staff in the Finnish Swedish daycare centers in Helsinki. One person from every daycare center took part in the project, totally 45 persons.
- There were lessons once a month about new children's books, how to locate and find information on the Internet, and how to use the library's database HelMet, two larger seminars open to the whole staff of Finnish Swedish day-care centers in Helsinki, visits to the Helsinki Book Fair, book shops and publishing houses, meetings

with many book professionals like authors, illustrators and publishers, book talking-events and tipster-trainings and exhibitions. The library also packed many book bags on several themes that the day care centers could order and borrow. The book bags were very popular.

- The project was planned and realized in partnership with the Culture Center and Social Service's Center in Helsinki and partly also with NIFIN, The Nordic Institute in Finland.
- The project didn't have any specific funding. It was planned and carried out by the staff of the partnerships mentioned above (about 5 persons) as a part of their ordinary work.
- The analysis of the written evaluation is under work, but the verbal feedback has been very good and the project was highly appreciated by the participants.

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Another example of learning services at the Helsinki City Library is the Meetingpoint, that was opened on the 1st of June, 2005.

All the age groups are welcome from anywhere in the world. Though we are a part of Helsinki City Library and primarily serve the customers of Helsinki City Library we often render services to people who do not have a library card.

We have scheduled classes, bookable multimedia computers, 'walk-in' computers in the lobby, a bookable video editing workstation, 12 laptops (in two units of 6 each) for classes in various locations, bookable 'laptop doctor' service where our 'laptop doctors' fix customer laptop software problems and give advice on hardware problems, we organize media days to various libraries where we show and advise in the use of Web 2.0 content to the public and last but not least we have scheduled information hours on various topics (reaching from Skype usage to Vista basics). Our facilities also include Helsinki job recruitment services which are somewhat integrated into our own services.

Primarily we use laptops for educational purposes and paired with a dataprojector these form a formidable package for arranging classes anywhere. We also have multimedia desktop computers which have professional photo editing tools available for customer use and we also advice in the use of the software. All the multimedia desktops include a scanner and printing possibility. For the 'laptop

doctor' service we often utilize our wireless broadband network, but also have a wired network for customer use if needed.

We have partnerships with some commercial companies, but mainly work with public and third party organizations. Regardless of connection our services always remain free of charge.

We are open Mondays, Thursdays and Fridays from 11:00 to 18:00 and Tuesdays to Wednesdays from 11 to 20:00.

On an average we have 6000 customers per month making it around 300 per day and 66000 per year.

Our budget is solely dependant on the Innovation Fund of Helsinki City and services are delivered to customers without expense.

We are a part of Helsinki City Library's user evaluation system, but also use evaluation forms to receive user input and evaluation for various classes and customer situations.

Kajaani Public Library – Kainuu Regional Library

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- The library project of immigrants : Hand in hand to library

The idea of this project is reach immigrants and introduce library's services and materials to them. The library will support immigrants by offering material in their native language. The library will also support them by offering material for studying Finnish. The library will organize campaigns together with immigrants. The library will also give guidance in Finnish work life by taking immigrants as trainees.

- Project began 4.2.2008
- The target group is immigrants, especially women. The library will work e.g. together with net cafés to reach immigrant women and will encourage them to come to the library.
- Scheduled classes when immigrants come together with their Finnish teacher. 'Walk in' when they come one by one and ask for guidance. It is

important to consider how well immigrants speak Finnish and come to the same level with them.

- PCs for guiding immigrants e.g. to use library services over the internet.
- Schools, day care centers, multicultural center, net cafés etc.
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Mon–Fri	10–20
Sat	10–15
Sun only newspaper reading room	12–16
Events	1-5 per month

- Ministry of Education, budget is 30 000 euros.
- Positive comments from immigrants and library workers.

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- Multiculturalism-project, started 1 November 2007
- Aimed at immigrants and other customers with non-Finnish backgrounds
- Methods of delivering services: Walk-in presentations at branch libraries and Multicultural Centre Kompassi, tutorials, foreign-language storytelling hours, acquisition of multicultural library materials (language courses, foreign-language fiction for adults and children etc.)
- Services offered in partnership with Multicultural Centre Kompassi and Kuopio Vocational Adult Education Centre.
- Extent of services: 15 tutorials for 200 persons in total
- Funding: A grant of 30,000 euros from Finnish Ministry of Education. (Part of labour costs from library budget).
- User evaluation to come at the end of project (December 2008)
- Kuopio City Library multicultural pages: <http://iis.kuopio.fi/kirjasto/monikulttuuri/>

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1. Co-operation with the Department of Education, City of Oulu, to develop school libraries aim to improve ways to teach pupils how to use library and search information. One big goal is also to inspire school children to read and love literature.

- Systematic co-operation began in year 1996 when first workgroup between education and library was founded. Since then the co-operation has been active: first the workgroup developed school libraries and now (autumn 2008) we are starting systematic library visits with classes.
 - First it was important to create active co-operation between the Education Office and teachers, work together developing school libraries and finally organise a systematic plan for school children's library visits.
 - We have scheduled classes, because we need to prepare the visits.
 - We use PCs and different kind of web pages, www-services and databases and so on. Also books are important: how to use the table of contents, the index etc.
 - Library staff takes care of the visits.
 - Our opening hours: main library: 10-20 and Saturdays 10-17; branch libraries mostly 11-19. We have 15 units and two library busses. Last year 2007 we had 409 groups and 8322 participants (children and young people).
 - Funding comes from public budgets.
 - Participants are school children, mostly from primary school (lower level of comprehensive school). Upper level has not been as active as the lower one.
 - We have some material to give: reading suggestions and guides on how to search information in our library database and how to find a book from the shelves.
 - Our reading suggestions are also available through internet: <http://www.oulu.ouka.fi/kirjasto/lapset/lukuvih.html> .
2. Information searching and using the internet; open lessons for the citizens: introduction to the home pages and databases of Oulu City Library.
- These sessions are open to everyone, you can just come and join even if you have never used a computer. In practise, most of the participants are retired or elderly people.
 - Year 2003
 - Service is delivered by scheduled classes, where you can make a reservation or just walk in if there's a vacancy.
 - PCs and different kind of web pages, www-services and databases and so on.
 - We do this with our own library staff. Our opening hours: main library: 10-20 and Saturdays 10-17. In the main library there is a classroom with 12 computers. Year 2007 there was 53 sessions. There have been approximately 10 participants per learning session.
 - Funding comes from public budgets.
 - Participants are mostly adults and mostly elderly people, retired.
 - We have some material to give: guides on how to search information in our library database and how to find a book from the shelves.

**Tampere City Library – Pirkanmaa Regional Library,
Internet bus Netti-Nysse,
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The Tampere City Library has several learning services, one example is the Netti-Nysse internet-bus. The purpose of the Internet bus is to lower the threshold of the information society by providing instructed access to information technology for all. The service encourages the residents of Tampere to start using computers and the Internet and to give them the initial instruction necessary to do so. Groups of neighbours, clubs, societies - any group of people who wants to learn the use the

computer and the Internet can book the Netti-Nysse and have it come to their own neighbourhood. Basic instruction is 10 hours and the group meets five times. Instruction is free of charge. The service began June 2001. Netti-Nysse is on the road, two shifts a day from morning until evening. A normal day consists of meetings with four groups and the Netti-Nysse will meet them anywhere a 15 meter bus will fit to park.

The staff of Netti-Nysse has actively developed basic learning materials as well. "Catch the mouse" is an online edutainment type of program to practise the use of the computer mouse. At the moment it is available in Finnish, Swedish, Spanish, French and Polish. In development are "From the cottage to the world"- an Internet navigation learning tool and "Hands on" - a keyboard learning tool. All of the tools are situated in a Finnish cottage environment and a humorous tone has not been overlooked. Also the "Computers for help and joy" ABC leaflet was made by the staff of Netti-Nysse in cooperation with a plain-language specialist. All materials are free for anyone to use. "Computers for help and joy II" encourages people to take the next step and to start using the computer as a tool for creating their own digital stories, photos, online writing and so on.

Netti-Nysse participates in different types of events, and functions as an Internet access point. Netti-Nysse has over 1000 basic instruction visits per year - that is over 90 different groups and 5000-12 000 other visitors per year. The learning groups vary from senior NGOs, truck drivers, homecare workers, people with hearing problems, Lions clubs, immigrants, outdoor winter swimmers to unemployed youth. In other words, the Netti-Nysse serves a variety of groups and people. People without basic computer skills can still be found in every age and social class.

During the last two years, the customers of Netti-Nysse are getting older. For a long time, the amount of working age people was over 50%. Nowadays more than half of the course participants have been over 56 years old and about two thirds are women.

More than 80% of our customers say that they will use a computer after the course, less than 20 % might use them if support and free access are available and only about 2 % have doubts. Normally these 2% have some physical problems/illnesses that make the use of the mouse or difficult problems with eye sight. There is no follow up research what really happens after the course in Netti-Nysse.

The Internet bus service concept has raised a lot of interest and has also received public recognition. In 2001 the European Commission recognized the City of Tampere for its eGovernment application Netti-Nysse. The Internet bus service also won a national prize of innovative adult education practises in the same year. The Millennium Technology Prize- foundation gave us a Special Recognition Award for a people-centred application that exploits the World Wide Web and Internet Technology in 2004.

Further information, links to learning materials etc.:

www.tampere.fi/kirjasto/nettinysse

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Another example of learning services at the Tampere Public Library are the NetSquares.

Courses and individual guidance

Courses:

Basics of computer and Internet (2x4h)

How to get and use e-mail (2x2h)

How to search information in Internet (2x2h)

Theme Courses (2h) e.g.

Blog

Skype

Save a File

Digital Photo

Communication in Internet : MSM Messenger, chatting, etc.

Information Security

etc.

Computer Game -workshop for teenagers (in partnership with Tampere City Youth Department)

Services began in 2003 September. Courses and services are free of charge and open for all.

We have scheduled classes (preliminary enrollment) as well as 'walk-in' for individual guidance.

We use PC's, Internet, games, learning programs, Computer Train -cd (produced in Tampere City library within EU learning partnership -project called Stepping Stones into the Digital World).

We were open for 2369 hours/year 2007.

We produced 73 courses with 611 participants (2007).

We had also 27 groups of pre-schoolers (346 children) and 35 school-classes with 354 pupils visiting us.

We offer schools and day-care centers media education and information searching - lessons.

Individual guidance was given for 177 persons all together for 133 hours. (2007)

81 609 visitors all together at Sampola NetSquare in 2007.

Funding: Part of Tampere City Library's budget.

We ask and get feedback of our courses and individual guidance from our users 'face-to-face' and with feed-back form.

www.tampere.fi/kirjasto/sampola/tietotori

[length about 300 words]

5 Describe any evaluation or impact assessment frameworks in use at national, regional or institutional level which are relevant to learning through public libraries

- Summarise the results of any data collection exercises which have used these frameworks.
- Attach or send URLs for any reports or statistical outputs which make use of this data

At the national level the best URL source is Finnish Library Statistics
<http://tilastot.kirjastot.fi>
(the information is available in English)

One of the Helsinki City Library's Balanced Scorecard indicators is:
- learning of information retrieval: number of participants, number of learning sessions

The annual game plan of HCL includes steps like:
-improving the co-operation with schools
-improving the skills needed in the information society (information literacy)
-personal training of internet and the guidance of internet to different groups (seniors, immigrants etc.)

In addition we have surveys made by different research institutions concerning the use of library services and the impact of the services to the customers.

[no prescribed length]