Evaluation of Multipurpose Community Learning Centres of BRAC in Rural Areas of Bangladesh

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(In cooperation with BRAC BEP/RED team)

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ABBREVIATION

BEP	BRAC Education Programme
CE	Continuing Education
FGD	Focus Group Discussions
GK	*Gonokendro*
MCLC	Multi-purpose Community Learning Centres
NGO	Non-Governmental Organisation
OLS	Ordinary Least Squares
PACE	Post-primary Basic and Continuing Education
PBEn	Post-primary Basic Education
RED	Research and Evaluation Division
UNESCO	United Nations Educational, Scientific and Cultural Organization

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EXECUTIVE SUMMARY

BRAC, the largest NGO in the world, is involved in various educational programmes as part of its general strategy of poverty reduction. Post-primary Basic and Continuing Education (PACE) is one of the major components of BRAC Education Programme (BEP). PACE interventions was started in 2001 for capacity development and improvement in teaching-learning in rural non-government secondary schools. PACE has two components – Post-primary Basic Education (PBEn) and Continuing Education (CE). The CE programme was started in 1995 with Multi-purpose Community Learning Centres (MCLC) of BRAC, locally known as *Gonokendro*, to provide access to reading and literacy materials to rural communities.

This study aimed to evaluate the Multipurpose Learning Centres or *Gonokendros* (GK) operated by BRAC jointly with the local community in rural areas of Bangladesh. Two main goals were process evaluation and impact assessment. The idea behind the process evaluation is to explore how the centres are utilised and how the users perceive the quality of services which may differ in different types of centres. In impact assessment, the focus has been on how the centres have benefited local community and the channels through which individuals are affected. Eighteen centres of different types and 900 respondents (450 students and 450 adults) were selected through stratified random sampling. Three control areas and 150 respondents were also selected for comparison. There are three types of GKs facility-wise - comprehensive GKs with computer, mobile library and fixed library; medium GKs with mobile library and fixed library; and limited GKs with fixed library only. These three types are also classified into old GKs established during 2002-2006 and young GKs established during 2007-2009. Out of 18 GKs, 10 fall in less advanced areas and 8 in advanced areas, all are rural. Three control areas are in less developed areas. Among the 18 centres one is situated outside of a school compound, whereas 17 GKs are attached to schools. Two centres are situated in the girls' schools.

Quantitative and qualitative data were collected through survey questionnaires, in-depth interviews, and focus group discussions (FGD) in both intervention and control areas. Results on process evaluation show that among the 900 respondents from GK areas, 737 (82%) were the users of library. Of them, 41% were general population and 59% were students. The rate of participation was high among the students, 99% of them visited the library because the libraries are located in schools. The rate of participation was 69% among general population.

There are gender differences. Among the student users, 60% were girls and 40% were boys because of two girls' schools in our sample. Among the general population, 63% were men and 37% were women. The rate of participation among

male and female students did not differ much but among adult population, 56% of women visited the libraries compared to 77% of men.

A higher proportion of users in limited GKs was observed compared to medium and comprehensive ones. It might be due to absence of mobile libraries in limited GKs that induced people to go to the centre. No significant differences between the old and new GKs were found. We ran two probit regressions to find out which factors affect the probability of being a member or user of GK. Regression results show that other library members in family, limited and comprehensive GKs, upper and middle socioeconomic status of the respondents, and females in intervention area are likely to affect probability positively. These variables are highly significant.

The intensity of use (daily visit and 1-2 days a week) was very high among students irrespective of sex. Among the general users, the intensity was higher among male than female. In limited and medium GKs, the intensity of use was higher than in comprehensive GKs. Also, in less advanced area, intensity of use was higher than in advanced area.

Overall, we found low participation and low intensity of use among female general population. One of the reasons is low level of education among adult women. The progress in gender equality in education that has been achieved in Bangladesh in recent years is limited to young girls. Adult literacy component within the GK programme is needed as mentioned by local population in FGDs as well.

The most used services are reading newspapers/books/magazines, children's corner, and computer where available. The users of GKs were generally satisfied with the services, with very high satisfaction found in GKs with comprehensive facilities. On the other hand, in limited GKs, a high percentage of users expressed moderate satisfaction. We had a small sample of mobile library members. Among them high satisfaction was observed as these libraries serve elderly and disadvantaged people, and women with somewhat lower education.

Feeling of ownership of GKs was strong among local people. Even if they were not totally independent, they felt they could manage financially. People valued their library a great deal and considered it as their own institution. Overall, although participation, especially among women was low, those who participated were highly satisfied and asked for more and better quality services. It shows that there is a genuine need for library in rural areas. The FGDs in control areas showed that women had no place to meet other people, children needed books, there was a lack of youth activities, and newspapers were not available.

Impact assessment in this study mainly concerns a comparison of GK areas with control areas with respect to reading ability, general knowledge and awareness, participation in social/cultural activities, interaction with children, empowerment of women and benefits enjoyed by youths.

- A significant difference between control and GK areas, especially for women in reading habits was observed.

- Reading test – only a few took the test. Average score in control area was lower than in GK area. However, the size of the sample was very small (49) for making any judgement.

- The pattern of interaction with children: a mild difference was observed with positive results in GK area.

- In GK areas, parents actively helped in school work whereas in control areas, parents helped in preparing them for going to school.

- Empowerment of women: mild difference was observed. Women in GK areas took part in a variety of activities outside home, whereas in control area, outside activities were mainly related to income earning and going to school or health clinic. Local leaders also confirmed that the impact of library had been very positive for women empowerment. They all noticed a change in behaviour and personality of women over time. Those who came to library regularly became more self-confident and could express themselves in a structured way.

- General knowledge test among students: there was significant difference between control and GK areas in mean scores. The OLS regression results confirmed that the major factors associated with high score were membership and use of library.

Main policy implications of the study are: inclusion of adult literacy component in the programme, expansion of library facilities, upgrading of existing facilities, more training facilities for all, and lab facilities for skill development among youths. More qualitative research on long term-basis is needed to assess the impact of library facilities on children, youth, women and community as a whole.

Section 1

INTRODUCTION, AIMS AND OBJECTIVES OF THE STUDY

Introduction

In poor countries, it is a challenging task to remove illiteracy through only formal school system. While universal access to basic education is essential for any literacy programme, it has to be complemented with general education programme, especially for those who are unable to continue beyond the basic level. In the absence of facilities for practicing literacy skills, many of these people may fall into illiteracy again resulting in wastage of public investment in education is wasted. In this respect, community libraries play a very important role (Fairbairn 2012; Krolak 2005; Norlund 1995). With modest investment, literacy level can be sustained and promoted. Besides improving literacy, libraries also encourage the involvement of all people in community affairs and contribute to inclusive socioeconomic development. Community learning centres are established in many countries for public education outside the formal school system. Studies of community learning centres in developing countries are found in UNESCO Report (2008); Chisita (2011); Elbert, *et al.* (2012); Curry, Thiessen and Kelley (2002); and Rahman (2008).

1.1 Multi-purpose community learning centres in rural Bangladesh and overall aim of the study

BRAC, the largest non-governmental organisation (NGO) in the world, is involved in various educational programmes as part of its general strategy of poverty reduction. Post-primary Basic and Continuing Education (PACE) is one of the major components of BRAC Education Programme (BEP). PACE interventions started in 2001 for capacity development and improvement in teaching-learning in rural non-government secondary schools. PACE has two components – post-primary basic education (PBEn) and continuing education (CE). The CE programme was started in 1995 with multi-purpose community learning centres (MCLC), locally known as *Gonokendro* (GK) to provide access to reading and literacy materials to rural communities.

Library and information systems are poorly developed in Bangladesh, especially in rural areas. BRAC took the initiative in mass education programme by establishing community learning centres. The purpose of this initiative is to create a knowledge-based and technologically oriented learning society. The MCLCs or GKs aim to serve a wide range of people across the country – children, student, men and women of different ages, elderly, differently able and poor, literate, neo-literate, semi-literate and illiterate people by providing them with various printed materials and opportunity to participate in different activities.

Besides creating reading habits among people, the GKs try to promote liberal ideas, social accountability, higher consciousness, and human values. These libraries give people access to a wider range of printed materials, skill development training, information technology and cultural activities that are important for human creativity and cognitive development.

Overall aim of the study

This study aims to evaluate the BRAC community learning centres or GKs as rural institutions for innovation and change. Community learning centres play an important educational role for local community in both developing and developed countries (UNESCO 2008). As such, BRAC multipurpose learning centres or GKs as initiated by BRAC is not an innovation. However, the approach and the processes through which these institutions are created or sustained may be unique in some ways. It is, therefore, important to find out if these institutions have brought any changes in the local community or for its members. More important is to understand the pathways of such change.

1.2 Background information on *Gonokendro* (this section is based on information provided by BEP, BRAC)

The set-up procedures, activities, and progress of the centres

Committee formation by the people: As the name suggests, the GKs are people's organisations where involvement of local people is ensured right from the beginning. Hence, before the establishment of GKs, the representatives from BRAC (generally programme organisers) contact the community people. A committee which works until the formation of trust is created through small and large group discussions. Usually, one-third member of the committee is women. The committee thus created, contributes in raising funds, enlisting members, forming youth committee and recruiting the librarian for GK.

Contribution of community in terms of resources for the establishment of GK: The community people participate in terms of space for the centre. They provide a 400-500 sq ft room free-of-cost mostly in the premise of a secondary school. The community also contributes financially. They raise a reserve fund amounting to US$ 700-800 to be deposited in a savings account of a local bank. They also collect US$ 150 for buying furniture (book shelves, tables, chairs) for the library.

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Initial involvement of BRAC in finance: BRAC provides US$ 500 as a grant for the purchase of stationery and additional furniture/fixtures at the time of establishment. BRAC also provides 1,000 books of different kinds, 1-2 daily newspapers, and bear the cost of librarian's salary and other expenses until a trust is formed.

Being member and paying subscription: Initially, 400-500 members are required to start a GK. Local people, school teachers, students, and community members are included as the members of GKs.

Gender equality goal: It is ensured that 50% of the members are female from the inception.

Involving community in the management of Gonokendro through trust formation: Within two years of library establishment, the community has to collect a minimum of US$ 1,000 with a matching fund of US$ 1,000 from BRAC. The total amount is deposited in a local bank and the GK is registered as a trust with the concerned government institution.

Local resource person is selected as a vehicle for attaining sustainability through greater community ownership, self-help, and acceptance of responsibility/social accountability.

Location: The goal of BRAC is to reach people in remote rural areas. Up to now, 95% of the GKS are located in rural areas at union level.

Activities and innovative approaches: They may not be innovative in terms of ideas but they are innovatively designed to fit the specific needs of rural inhabitants. In December 2012, the number of GKs stood at 2,545 of which 2,208 are trust formed. There are 1,117,248 members of which 50.7% are female.

Library: Open for 5-6 hours a day, 6 days a week, provides reading materials including books, newspapers and magazines. There are 1,000 books and 1-2 daily newspapers.

Mobile library: The mobile library service was introduced in September 2001 to reach adult men and women who, for various reasons, are unable to take direct advantage of library services of GKs. The mobile library is managed by a part-time assistant librarian (usually a woman) who carries about 100 books to the doorsteps of rural households by a rickshaw van once or twice a week. She also carries a list of 1,000 books available in GK for readers. Village women, female students who passed SSC and currently not engaged in any occupation, elderly persons, and people with disabilities are the members of mobile library. In December 2012, there were 690 mobile libraries with 43,054 members (67% female).

Skill development training: GKs play an important role in improving socioeconomic condition of rural communities by arranging skill development training for youth in collaboration with the directorate of youth under the ministry of youth and sports of

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Bangladesh. These training are selected on the basis of market surveys, and they include basic training on using computer, electrical work and electronics, livestock rearing, fisheries, poultry, tailoring, etc. Some of these training are institutional and are arranged in Youth Development Training Centres. Others are non-institutional training and takes place in the premises of GKs by inviting trainers from the Youth Development Training Centres. Up to December 2012, a total of 77,662 people have received training (57% are female).

Information technology: Access to information is an important pre-requisite for development. To provide basic computer skills and create access to information technology for the rural people, 1,215 GKs (4.7.7%) are currently equipped with computer and computer training facilities. Ten GKs are connected with internet. Fifty-six per cent of trainees were women.

Readers' forum: GKs form Readers' Forum to increase book transaction rate as well as to enhance reading habit among its members through competition. Two types of forums are formed – one for students and the other for general readers.

Children's corner: In rural Bangladesh, the need for learning of children from early age remains unaddressed apart from schools. Taking this into account most GKs have a special corner exclusively for children with child-friendly books, toys, maps, pictures, blackboards, and various indoor games. Storytelling and drawing sessions are organised by librarians every week.

Popular theatre: To familiarise the activities of MCLCs and increase community participation, popular theatre has been initiated since 2011 in collaboration with BRAC's community empowerment programme.

Socio-cultural activities: Organising socio-cultural activities is an important component of GKs which encourages local communities to bring issues pertaining to their lives and participate in the activities of GKs. This generally includes competition on drawing, essay writing and recitation, preparing wall magazines, publishing annual magazines and calendars, celebrating important days like Independence Day, Bengali New Year, and arranging different fair and exhibition, etc.

Micro museum: Micro museum is the most recent inclusion. In all GKs, a separate shelf is kept for exhibiting local historical items such as mementos of local martyrs who died in Liberation War, old copper utensils, coins, money, etc. Museums give both visitors and local people an idea of old traditions and heritage. Micro museums are still at pilot stage.

Crop collection: Some library committees accept donations in kind. The youth committee of the library collects grants from local community members who may contribute in cash or in seasonal crops during harvest. These are sold in the market to generate extra fund for the centre. This is one of the ways the centre makes people responsible and at the same be accountable to them.

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1.3 Major goals of the study

Evaluation is a broad term and can be done at different stages with different questions in mind. For example, continuous monitoring may be done during the implementation of the project such as setting-up of the centres (Baker, 2000). Process evaluation, on the other hand, deals with development of the centre(s) including the pattern of utilisation and expansion of services provided by the centre (Elbert *et al.* 2012). Impact assessment is *ex post* evaluation of effects the project, which is expected to generate for individuals and groups. It identifies some sort of causality between intervention and effects, and attributes the effects specifically to the intervention (Baker *op. cit.*). In this study, the process evaluation and impact assessment are focused.

Some specific questions related to process evaluation of GKs are:

- How is the pattern and intensity of overall utilisation of library services and among different types of users?

- Does the pattern of utilisation depend on the nature and diversity of services provided by the centre?

- How do the centres starting at different times perform in terms of utilisation and expansion of services?

- What are the most frequently used services?

- What is the level of satisfaction among users in different GKs and locations? What are the problems, opportunities and sustainability issues as perceived by organisers, community members and individual users?

Impact assessment of benefits

We are focusing on impact assessment rather than evaluation for methodological reasons. Conceptually, the latter refers to changes that can be measured and attributed strictly to the project/intervention in question. This requires bench-line information on measurable indicators. Since we do not have bench-line information and the indicators of benefits are qualitative in nature, impact assessment has been adopted. Impact assessment is a less rigorous approach and may be based on both qualitative and quantitative data collected from a cross-section. Our approach is also different from conventional impact evaluation such as randomised trial on another count. The latter focuses on the effect of intervention at a point in time when experiment is done on treatment and control group. It does not explain the processes through which changes take place because of the intervention (Woolcock 2009). In our case, the processes are important, because the effects of libraries/community centres take a long time to materialize. Our findings from process evaluation are expected to tell us how the library facilities are used. These can be considered as *output* of the intervention, *inputs* being the services of the library. We hypothesize that use of library over a long period of time will have different

impacts at individual, family and community levels. These are *outcomes* of the intervention. Using the words of Paul Shaffer, we use "applied mechanism-based approaches to forge causal links between program activities or outputs and development outcomes or impacts, drawing on theory or results of dialogic enquiry" (Shaffer 2013, p. 4).

Based on a theoretical discussion, first we have identified some *long-term* expected benefits that may arise from educational services provided by community library/centres and use of the services. This enables us to formulate specific questions related to our study of Ks G (Creech 2006).

Expected benefits are:

- Improving/sustaining literacy: One of the major goals of educational policy of Bangladesh is to promote literacy among its population. In poor countries including Bangladesh, a large number of people face the risk of falling into illiteracy in spite of their formal education mainly because of the lack of access to a literate environment. Community libraries can provide an excellent opportunity for poor people to continue learning according to their own need.

- Awareness of local community problems – inclusiveness: the ability to learn on your own terms can enhance interest in local affair and a sense of inclusiveness.

- Increased literacy and exposure to different educational material can lead to greater awareness of national and global issues.

- Promoting harmony in family life: opportunities provided by community centres for self-development through different activities can influence adult people in terms of their attitude to life, empowerment of women and gender equality at home. In short, the quality of life of individuals improves due to social interaction, and nurture of hobbies and interest.

- Empowerment of women at other levels: activities in community centres can enhance the ability of women to communicate, and collect and share information. This can lead to greater participation of women in social/cultural, economic, political spheres.

- Beneficial impact on children through better parenting: It is widely recognised that education of parents is an important factor in children´s achievement in school. Also, well-informed parents are expected to be aware of children´s needs and can contribute to their overall development.

- Promoting livelihood skills: community centres provide opportunities for developing skills demanded in the labour market and in self-employed activities like agriculture, fisheries, poultry and livestock. One important focus of BRAC multipurpose programme is to help the disadvantaged and disabled.

- Beneficial impact on students´ learning outcomes: Exposure to different educational materials and channels of learning can improve the knowledge base

as well as the ability to acquire and utilise information. This can have positive effects on learning outcomes.

- Beneficial impact on early childhood development: Previous BRAC research has shown that pre-school education facilitates learning in later phases including starting school at the right age, improved performance in primary school final exam and transition to secondary level (Ahmad and Haque 2011).

- Creating ambition and thirst for knowledge among young generation: exposure to different sources of information expands the vision of young people, and the ability to fulfil their dreams.

- Giving opportunities to talented youths: community learning centres can provide extra facilities to talented youths and encourage creative thinking and activities.

Most of the effects mentioned above are not directly observable or measurable. We have, therefore, limited ourselves to a few observable outcomes such as reading ability of people, general knowledge level among students, and participation of people in local meetings/cultural events. For assessing other effects, we have relied on qualitative information regarding empowerment of women, enlightened parenthood, favourable impact on youth, social cohesion, conflict resolution, and risk management at community level.

Section 2

METHODS AND DATA

2.1 Description of methods

Methods used in this study have been dictated by the nature of the questions raised. In social science research, basically two methods are used: quantitative and qualitative. Quantitative method based on large surveys is more widely used. The data covered by such research method are measurable and easy to collect on a large scale. The large data set enables statistical analysis and produce robust conclusions. However, social scientists realize that all socioeconomic phenomena are not measurable, and yet the changes in them can reflect a lot about human welfare. Thus, our knowledge base of a particular society or locality can be improved by a combination of both measurable and non-measurable indicators (Shaffer, 2012; Teddlie 2007; Rao and Woolcock 2003; Marsland *et al* 2000). For collecting information on non-measurable indicators, a different approach - qualitative one is needed (Chambers 1994). In the last few decades, substantial progress has been made in qualitative research methodology (Chambers 2008). Although there are still controversies among researchers regarding the appropriateness of qualitative approach, a combination of the two approaches is gaining ground, because together they are complementary rather than conflicting (Kanbur 2003; Woolcock M 2009; Trent University Working Paper Series for papers on Q2 and Quan/Qual research methods in poverty analysis 2012).

As this study requires both quantitative and qualitative data, we have followed a mixed research methodology having the following features:

Features of quantitative method:

• Survey questionnaire with some fixed-response, structured questions regarding library use

• Stratified random sampling method followed through all stages

• Number of respondents over 1,000 permitting statistical analysis

Features of qualitative method:

- Open-ended questions regarding the benefits of library and centre activities experienced/assumed by individuals

- Substantial probing was used to elicit opinion and perception about matters that are not measurable and not easily observable

- In-depth interviews besides survey instrument

- Focus group discussions consisting of few members representing the community

- Information derived are contextual in nature

- Results cannot always be generalized

Based on existing literature of qualitative research (Robert Chambers 1994: 2008; Polkinghorne 2005; Mack, Woodsong, MacQueen, Guest, Namey, 2005), we have identified the problems in collection and interpretation of qualitative information that would emerge specifically in our study. In designing the questionnaire, we discussed various issues such as relevance of questions, validity of specific assumptions and reliability of responses. We have tested the questions through different instruments – survey, in-depth interview and FGDs. We have carefully selected field investigators who are familiar with qualitative data collection and are used to work with rural people that can surmount the problem of communication gaps. We provided intensive training on methods. A short intensive course on methodology and training in collecting qualitative data specifically for our study was undertaken.

A major task was processing of qualitative data generated from open questions. Substantial time was devoted by field investigators, lead researcher and personnel from data entry unit of RED in constructing codes for the responses of each respondent. Thus, we could capture the essence of major ideas, opinions, vision and expectation of rural people. The richness of the information we received was beyond our expectation.

Limitations of our approach: Some of the limitations of our approach are lack of representativeness and rigor due to small size of sample (GK), and qualitative data that are difficult to measure and interpret. In spite of these limitations, our in-depth approach is expected to throw light on local-level phenomena/changes.

2.2 Study design – selection of study areas

Initially, three questions were considered for selection of study areas: urban/rural location, facilities available in the centre, and maturity of the centre. First of all, we were interested to know if the level of urbanisation affects utilisation of library services. We had two conflicting hypotheses. One, it may be expected that in more urban areas, utilisation will be greater because of easy communication and awareness of people. On the other hand, in remote areas, the initial impact may be

greater because no other facilities are available there. During the process of selection, we found that 95% of the centres were located in rural areas, and we had to drop urbanisation as the criterion of selection. Instead, we used only diversity and maturity. Three categories of diversity were identified – comprehensive, medium and limited facilities (defined below). However, even though we dropped urbanisation as a criterion of selection, we have tried to discern differences among the sample locations in terms of socioeconomic development in our analysis on the basis of community information on socioeconomic condition.

1. **Comprehensive: Services available**

    a)   Library

    b)   Computer

    c)   Mobile unit

2. **Medium: Services available**

    a)   Library

    b)   Mobile unit

3. **Limited: Services available**

    Library

The maturity of a centre is judged by its year of establishment. We have defined as follows:

1. Mature: Established during 2002-2006

2. Young: Established during 2007-2009

A stratified random sampling procedure was followed in selecting the sites and the respondents. First, from a total of 2,500 GKs, we have made a list of those established during 2002-2006, and those established during 2007-2009. The number of such centres is 1,385. Out of these, we have found 844 centres both old and new, which fulfilled our criteria with comprehensive facilities, medium facilities and limited facilities. We have now a list of 6 unique categories of GK.

- Comprehensive, young

- Comprehensive mature

- Medium young

- Medium mature

- Limited young

- Limited mature

In the next stage, we randomly selected three GKs from each category. Thus, 18 GKs were selected (Chart 3.1 in Section 3). We have selected one GK outside the school compound. First, we randomly selected one such GK, Washin in Sirajganj, out of a list of 10 GKs outside the school. Later on, we replaced one randomly selected GK from our list with this out of school GK. Hence, our method was partly purposive. This is to discern any differences with the GKs which are situated in school. In addition, three locations were selected as control.

2.3 Selection of respondents

Further stratification was done for selection of respondents. The stratum is general population or students of secondary school. Respondents from each category (comprising users and non-users) were selected randomly as follows:

- 25 students in each intervention area were selected randomly from the classes in school representing both user and non-users
- 25 members from the general public representing users and non-users were selected
- 25 students and 25 persons from the general public randomly selected from control areas

To summarise, 17 locations with GKs in school compound, one location with GK outside the school compound, and three control areas were selected. Taking 50 respondents from each location, a total of 1,050 respondents were selected from 21 locations.

2.4 Instruments of data collection

Survey

A survey questionnaire was used for adults and students, consisting of both fixed response structured and open-ended questions.

In-depth interview

In-depth interviews were conducted with 18 librarians about library use, future of GKs - challenges and opportunities, and changes in the lives of librarians as a result of their work as librarian in GK.

Focus group discussion (FGD)

FGDs in 6 areas (3 GKs from the sample and 3 in control) were done concerning the role of libraries and associated activities for the development of community, sustainability of centres, social interaction of members, and linkage with the outside environment, gender equality, children and youths, risk management, etc. Additional two FGDs were done (one GK area and one without GK) during the field test of questionnaire.

PART I

PROCESS EVALUATION (BASED ON SURVEY AND IN-DEPTTH INTERVIEWS WITH LIBRARIANS)

Section 3

DESCRIPTION OF STUDY AREA AND RESPONDENTS

3.1 Description of GK and control areas

Altogether 18 GKs are classified into two groups – old, established during 2002-2006 and new, established during 2007-2009 (Chart 1). The nine GKs from each group are further divided into comprehensive, medium and limited. Since more than 95% of the centres are in rural areas according to BRAC criterion, 17 out of 18 centres fall in rural areas. One GK, in Mithapukur, Rangpur is located in semi-urban area. There are, however, differences in socioeconomic development in these 17 locations. We have classified the communities/locations of GKs as advanced and less advanced according to the criteria below (Appendix 1):

- Distance from *upazila* centre
- Physical infrastructure
- Market place
- Means of transport
- Educational institutions
- Educational status of general population
- Socio-economic condition of the area
- Mobility of women

Most of the areas have almost similar distance from *Upazila* centre with one linking paved road. But the quality of roads within villages and means of communication differ. Some use mainly van, others use auto-rickshaw and motorcycle. Differences were observed mainly in cases of large market place in the village, socioeconomic condition reflected in quality of housing, literacy level of general population, mobility of women, and presence of different institutions like college, health clinic, etc, in or nearby villages. Ten out of 18 GK areas are classified as less developed, 8 as advanced. Three control areas were selected purposively, the last three in Chart 1 above. These areas had no GK nearby, and were less advanced according to our criteria of socioeconomic development. Seventeen centres were located in

secondary school compound. One centre, Washin in Sirajganj is situated in a union office, out of school.

Chart 3.1 List of selected GKs and control sites

Year	Category/Criteria		Sl	Name of *Gonokendro*	A/LA	Opening date	*Upazila*	District	Place			Computer	Mobile Library
									PACE High School	Non-PACE High School	Union *Parisad*		
2002-2006	Comprehensive	Rural	1	Alok Sattra	LA	10.06.06	Godagari	Rajshahi					
			2	Jamalganj	A	30.05.04	Akkelpur	Joypurhat					
		Semi Urban	3	Mithapukur	A	31.05.02	Mithapukur	Rangpur					
	Medium	Rural	4	Melabari	A	31.12.06	Phulbari	Dinajpur					
			5	Barasimla	LA	05.07.02	Kaliganj	Satkhira					
			6	Barigaon	A	16.06.02	Dhamrai	Dhaka					
	Limited Only Gk	Rural	7	Aranagor	A	29.06.06	Dhamoirhat	Naogaon					
			8	Umedpur	LA	31.05.03	Shailkupa	Jhenaidah					
			9	Pokkhali	LA	30.06.05	Cox's Bazar	Cox's Bazar					
2007-2009	Comprehensive	Rural	10	Mostobapur	LA	12.03.07	Kaliganj	Jhenaidah					
			11	Panchapalli	LA	31.10.08	Magura	Magura					
			12	Bainja	LA	07.06.07	Purbodhala	Netrakona					
	Medium	Rural	13	Chaklahat	A	10.04.07	Panchagarh	Panchagarh					
			14	Hatoshoripur	LA	16.01.07	Kushtia	Kushtia					
			15	Amtoli	LA	07.08.08	Daulatpur	Dhaka					
	Limited	Rural	16	Hamir Qursha	A	12.11.07	Bagmara	Rajshahi					
			17	K.D Sahapara	A	31.12.08	Paikgachha	Khulna					
		Out of School	18	Washin	LA	27.11.03	Tarash	Sirajganj					

Control Area

19	Bannal Lakhkh Hazi	LA	Dhamrai	Dhaka
20	Lalua Majhira	LA	Tarash	Sirajganj
21	Bororia	LA	Purbadhala	Netrakona

Note: Comprehensive=*Gonokendro* with Computer and Mobil unit: Medium= *Gonokendro* with Mobile unit: Limited=only *Gonokendro*; A= advanced area; LA= Less advanced area

3.2 Description of respondents

We have 1,050 respondents of which 51.9% were female (Table 3.1). In GK area, the share of female respondents was higher (53.2%). A low share of female respondents in control area, especially among adult population was observed (34.7% vs. 65.3%). The low share of female in control area is partly due to our method of selection and partly the area itself where there was no library. General members were selected randomly from a group of male and female who were requested to come to school on a particular day. The same procedure was followed in GK areas. But in GK areas, women are used to coming to library situated in school. This is contrary to control areas. If the selection were done from the whole population, probably, the distribution of male and female respondents would have been different.

For students, male/female differences ran in the opposite direction. The share of girls was much higher than boys, especially in GK area (61.6% vs. 38.4%). This is because in our sample of 18 GKs, two GKs were situated in girls' schools.

There were 737 respondents who were users of GK (70.2%) and 313 were non-users (29.8%) including the ones from control areas (Table 3.2). Among the users, most of the respondents belonged to age group 11-15 years, because mostly students from secondary school use library. Because of the high presence of students, the percentage of married respondents was low (36.6%). There were 300 children (aged 0-11 years) from married respondents, 145 from users, and 155 from non-users.

Table 3.1 Distribution of respondents by gender and category

Types of respondents	Male		Female		Total
	No	%	No	%	No
Student respondents in GK	173	38.4	277	61.6	450
General respondents in GK	248	55.1	202	44.9	450
All respondents in GK	421	46.8	479	53.2	900
Student respondents in Control	35	46.7	40	53.3	75
General respondents in control area	49	65.3	26	34.7	75
All control	84	56.0	66	44.0	150
All respondents	505	48.1	545	51.9	1050

Table 3.2 Demographic characteristics of respondents

Characteristics	User		Non-user		Total	
	No	%	No	%	No	%
Age (in years)						
11 to 15	374	35.6	85	8.1	459	43.7
16 to 24	160	15.2	60	5.7	220	21.0
25 to 39	88	8.4	86	8.2	174	16.6
40 to 60	97	9.2	66	6.3	163	15.5
above 60	18	1.7	16	1.5	34	3.2

(Table 3.2 continued...)

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(...continued Table 3.2)

Sex						
Male	362	34.5	143	13.6	505	48.1
Female	375	35.7	170	16.2	545	51.9
Marital status						
Married	203	19.3	181	17.2	384	36.6
Single	530	50.5	128	12.2	658	62.7
widow/widower	3	0.3	2	0.2	5	0.5
Separated	0	0.0	1	0.1	1	0.1
Divorced	1	0.1	1	0.1	2	0.2
Total	737	70.2	313	29.8	1050	100.0
No of children of respondents						
0-5 yrs	63	21	61	20	124	41.3
6-11 yrs	82	27	94	31	176	58.7
	145	48	155	52	300	100

3.3 Socioeconomic background of user and non-user respondents in different locations

Among the total respondents, a high percentage (63.1%) had just completed primary level, 15.4% completed SSC, 7.6% completed HSC, and 6.7% hold BA degree (Table 3.3). About 4% of the respondents never attended school and/or had below primary education. There are 41 respondents in this group and 38 of them are non-users. Hence, the percentage having lowest level of education is higher among non-users. The users of GK had at least primary education. In fact, more than 65% of the user respondents belonged to this group. This is partly because most of the users were students of secondary school and had just completed primary level. Among the general respondents, the percentage having completed primary level is lower and correspondingly above primary is higher compared to all respondents (Table 32a). The level of education among the respondents in advanced areas is somewhat higher compared to less advanced areas except in the case of BA degree.

There are differences in the level of education of adult men and women (general respondents). The proportion of women having completed primary and below primary education is higher (43%) than men (28%) in this group. Correspondingly, the proportion of men having higher level of education is greater than that of women, especially beyond SSC level (Table 3.3a).

Table 3.3 Educational background of respondents

Education	User		Non user		Advanced area		Less advanced area		Total	
	No	%	No	%	No	%	No	%	No	%
Never attended/below primary	3	0.4	38	12.1	12	3.0	29	4.5	41	3.9
Primary completed	485	65.8	178	56.9	245	61.3	418	64.3	663	63.1
SSC	105	14.2	57	18.2	68	17.0	94	14.5	162	15.4
HSC	60	8.1	20	6.4	36	9.0	44	6.8	80	7.6
College	6	0.8	1	0.3	3	0.8	4	0.6	7	0.7
BA	58	7.9	12	3.8	23	5.8	47	7.2	70	6.7
MA	19	2.6	7	2.2	12	3.0	14	2.2	26	2.5
PhD	1	0.1	0	0.0	1	0.3	0	0.0	1	0.1
Total	737	100.0	313	100.0	400	100.0	650	100.0	1050	100.0

Table 3.3a Educational background of respondents by gender

Educational background	All respondents						General respondents					
	Male		Female		Total		Male		female		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Never attended/ below primary	18	3.6	23	4.2	41	3.9	18	6.1	23	10.1	41	7.8
Primary completed	272	53.9	391	71.7	663	63.1	65	21.9	75	32.9	140	26.7
SSC	84	16.6	78	14.3	162	15.4	83	27.9	77	33.8	160	30.5
HSC	57	11.3	23	4.2	80	7.6	57	19.2	23	10.1	80	15.2
College	6	1.2	1	0.2	7	0.7	6	2.0	1	0.44	7	1.3
BA	47	9.3	23	4.2	70	6.7	47	15.8	23	10.1	70	13.3
MA	20	4.0	6	1.1	26	2.5	20	6.7	6	2.63	26	5.0
PhD	1	0.2	0	0.0	1	0.1	1	0.3	0	0	1	0.2
Total	505	100	545	100	1050	100.0	297	100	228	100	525	100

Economic status of the respondents was judged by three criteria: quality of dwelling, own perception of poverty status, and land owned by household. Most of the respondents (55.3%) came from poor housing condition (Table 3.4). This percentage is high among the non-users, 73.5%, while for users it is 47.6%. However, the perception of own economic status is somewhat different from housing condition. Most of them (57.8%) considered themselves as middle class, while 33.5% had housing of mixed quality. The percentage of middle class is higher among users of GK (61.3%) compared to non-users (49.7%). There is a large gap between users and non-users in average land owned, 179.3 and 126.2 respectively. In all, our data suggest that users of GK came from relatively well-off households, but not from the richest category.

In less advanced areas, average land owned was higher than in advanced areas. But poverty is higher in less advanced areas judging from the quality of housing and self-assessment of poverty status. In some locations such as Cox's Bazar (less advanced area), the distribution of land was highly unequal as reported by our field investigators.

Table 3.4 Economic background of respondents

Economic background	User		Non-user		Advanced area		Less advanced area		Total	
	No	%	No	%	No	%	No	%	No	%
Quality of house										
Concrete	103	14.0	14	4.5	62	15.5	55	8.5	117	11.1
Mixed	283	38.4	69	22.0	137	34.3	215	33.1	352	33.5
Others	351	47.6	230	73.5	201	50.3	380	58.5	581	55.3
Total	737	100.0	313	100.0	400	100.0	650	100.0	1050	100.0
Economic status										
Rich	36	4.9	4	1.3	18	4.5	22	3.4	40	3.8
Middle class	451	61.3	154	49.7	254	63.5	351	54.3	605	57.8
Poor	215	29.2	119	38.4	100	25.0	234	36.2	334	31.9
Very poor	34	4.6	33	10.6	28	7.0	39	6.0	67	6.4
Total	736	100.0	310	100.0	400	100.0	646	100.0	1046	100.0
Average distance from house to GK (in km)	1.2		0.9		1.3		1.0		1.1	
Average land owned (decimal)	179.3		126.2		139.5		178.1		163.4	

Section 4

PATTERN OF USE OF LIBRARY

4.1 Overall pattern of use: number of different types of users and non-users

Table 3.1 shows that altogether there were 737 users, 50.9% being female. The number of users was more than that of members (Table 4.1). There were 597 GK members, 55.1% being female. There were some members who did not use GK facilities (out of 42, 39 are women).

Among the users, 58.6% were students and the rest were from general population (Table 4.1). Gender differences were observed in types of users – general and students. In our sample, 60.4% of student users are female and 39.6% male, whereas in case of general users, 37.4% are female and 62.6% male. High percentage of female students was due to two girls' schools in the sample. Among non-users, 63.8% were female. The number of mobile library users was 42, of them 39 were women.

Participation rate (defined as users/total number in own category, derived from Table 3.1) was higher among students (96%) than among adults (69%).The rate of participation among boys was 99% and for girls 94% whereas among male adults it was 77% and among female, 56% (Table 4.1). Low rate of participation among women as usual may be related to low level of education among women as we observed in section 3.

It appears that use of library among adult women was less common compared to adult men in our sample. This was also confirmed by information from GK librarians. The average number of male members from 18 GK was 708 and for women 295. Average number of female students was 3,492 and for male students 3,003.

Table 4.1 Types of members and users by gender

Type of respondents	Male		Female		Total
	No	%	No	%	
GK members	284	47.6	313	52.4	597
Mobile members	3	7.1	39	92.9	42
All members	287	44.9	352	55.1	639
Non members	134	51.3	127	48.7	261
Student member	148	39.1	231	60.9	379
General member	139	53.5	121	46.5	260
All users	362	49.1	375	50.9	737
Non users	59	36.2	104	63.8	163
Student user	171	39.6	261	60.4	432 (58.6%)
General user	191	62.6	114	37.4	305 (41.4%)
Student rate of participation	99%		94%		96%
General rate of participation	77%		56%		69%

The respondents were asked about sources from which they came to know about GK. The most important source was teachers, followed by librarians. This is due to high proportion of students in the sample. BRAC staff, relatives and friends was less important than teacher and librarian (Table 4.2).

4.2 Pattern of use by type of users in different GKs

Table 4.2 Sources of information about GK

Sources of information	Responses	Percent
BRAC staff	105	11.5
LRP	2	0.2
Children	51	5.6
Relative/friends	106	11.6
Teacher	323	35.5
Librarian	295	32.4
Meetings	15	1.6
Own initiative/sign board	5	0.5
Neighbours/family members	9	1.0
Total	911	100

The number of members and users was much greater in GKs with limited facilities than in comprehensive GKs (Table 4.3). The difference with medium GK was little. The number of respondents was same (300) for all categories of GK; hence the percentage of users is greater in limited GKs. We assume that it was due to the absence of mobile library in limited GKs that induced people to use the main library. There were no significant gaps between old and young GKs with respect to both members and users. Percentage of users was little higher in advanced areas than less advanced areas, but the gap was substantial in case of members (49% in less advanced area and 62% in advanced area).

The share of student-users in out of school GKs was 46%, whereas in the rest of 17 GKs situated in schools, it was 59%. Correspondingly, the share of general users was 54% in out of school GKs, which is substantially higher than other GKs (41%) situated in school. Overall, the participation rate was higher, 86% in out of school than in other 17 GKs on average, 81%. It appears that the location, out of school, did have some impact on the pattern of use by different categories of users. General population tended to visit library more that could affect the rate of participation.

Overall, we see that the percentages of both members and users were lower in comprehensive GKs. The difference was quite large. The differences between old and new and with medium category of GK were not significant. Librarian data confirmed low proportion of users in comprehensive GKs. This needs further investigation.

Table 4.3 Number of members and users by GK type

Type of GK (no of respondents)	Member (%)	User (%)
Comprehensive (300)	170 (57)	226 (75)
Medium (300)	205 (68)	247 (82)
Limited (300)	222 (74)	264 (88)
Old GK (450)	295 (66)	374 (83)
Young GK (450)	302 (67)	363 (81)
Advanced (400)	246 (62)	337 (84)
Less advanced (500)	351 (49)	400 (80)
Out of school (50)	36 (72)	43 (86)

4.3 Frequency of use

The libraries appeared to be intensively used considering the high percentage of users visiting daily and 1-2 times a week in all categories of GKs (Table 4.4). Students used library more intensively compared to general users, which is quite expected. The percentage of students using library daily varied between 58 and 79% taking all types of GKs concerned. For general users, the percentage varied between 11 and 28%. However, a high percentage (46-55%) of general users went to library 1-2 times a week. This is quite impressive.

The intensity of use varied a great deal among different types and location of GKs which we found difficult to explain. In GKs with limited facilities, 79% of the students used library daily compared to 64% in comprehensive GKs and 58% in medium ones. A different pattern was observed for general users. Among them, the proportion visiting library daily was highest in medium GKs followed by limited GKs. The low intensity of visits in comprehensive GKs becomes more pronounced when daily users and those

Table 4.4 Frequency of visit by types and location of GK

Intensity of use	Student (%)	General (%)	Total (%)
Comprehensive			
Daily	91 (64)	15 (18)	106 (47)
1-2 times in a week	48 (34)	33 (39)	81 (36)
1-2 times in a month	3 (2)	30 (36)	33 (15)
1-2 times in a year	0 (0)	6 (7)	6 (3)
Total	142 (100)	84 (100)	226 (100)
Medium			
Daily	84 (58)	22 (22)	106 (43)
1-2 times in a week	61 (42)	55 (55)	116 (47)
1-2 times in a month	1 (1)	22 (22)	23 (9)
1-2 times in a year	0 (0)	2 (2)	2 (1)
Total	146 (100)	101 (100)	247 (100)
Limited only Gk			
Daily	113 (79)	23 (19)	136 (52)
1-2 times in a week	24 (17)	66 (55)	90 (34)
1-2 times in a month	6 (4)	27 (23)	33 (13)
1-2 times in a year	1 (1)	4 (3)	5 (2)
Total	144 (100)	120 (100)	264 (100)
old(2002-2006)			
Daily	134 (62)	34 (22)	168 (45)
1-2 times in a week	78 (36)	76 (48)	154 (41)
1-2 times in a month	5 (2)	39 (25)	44 (12)
1-2 times in a year	0 (0)	8 (5)	8 (2)
Total	217 (100)	157 (100)	374 (100)

(Table 4.4 continued...)

visiting 1-2 times weekly are combined (Table 4.4).

The intensity of use in terms of daily visit among students was greater in young GKs and in less advanced areas. Among general population in advanced area, the percentage using library daily was much lower than in less advanced area. This may be due to availability of services in other places besides the library. The percentages of members and users were little higher in advanced area compared to less advanced area. It appears that being a member or user did not necessarily lead to high intensity of use.

(...Continued Table 4.4)			
Intensity of use	Student (%)	General (%)	Total (%)
Young(2007-2009)			
Daily	154 (72)	26 (18)	180 (50)
1-2 times in a week	55 (26)	78 (53)	133 (37)
1-2 times in a month	5 (2)	40 (27)	45 (12)
1-2 times in a year	1 (1)	4 (3)	5 (1)
Total	215 (100)	148 (100)	363 (100)
Advanced area			
Daily	116 (61)	16 (11)	132 (39)
1-2 times in a week	71 (37)	81 (55)	152 (45)
1-2 times in a month	3 (2)	40 (27)	43 (13)
1-2 times in a year	0 (0)	10 (7)	10 (0)
Total	190 (100)	147 (100)	337 (100)
Less advanced area			
Daily	172 (71)	44 (28)	216 (54)
1-2 times in a week	62 (26)	73 (46)	135 (34)
1-2 times in a month	7 (3)	39 (25)	46 (12)
1-2 times in a year	1 (0)	2 (1)	3 (1)
Total	242 (100)	158 (100)	400 (100)

There were no differences in the intensity of use among male and female students, but differences were observed among male and female general users/members. A large gap between male (23.6%) and female (13.2%) general users using the library daily was found. However, the difference became narrow when 1-2 times weekly visits were considered. Membership in the library made a difference – both male and female general members tended to visit more intensively than general users (Table 4.5).

Table 4.5 Frequency of visit by type of users/members and by gender

Intensity of use	General users (%)			Total users	General members (%)		
	Male	Female	All		Male	Female	All
Daily	23.6	13.2	19.7	47.2	29.6	19.3	25.7
1-2 times weekly	52.4	47.4	50.5	38.9	51.9	48.2	50.5
1-2 times monthly	22.0	32.5	25.9	12.1	17.8	25.3	20.6
1-2 times yearly	2.1	7.0	3.9	1.8	0.7	7.2	3.2
Total	100	100	100	100	100	100	100

Overall, we found low participation and low intensity of use among female general population. This is confirmed by data provided by librarians (Section 13 below). We think that one of the reasons is low level of education among adult women. The progress in gender equality in education that has been achieved in Bangladesh in recent years is limited to young girls. Adult literacy programme within the GK programme is needed as mentioned by local population in FGDs as well. The Bangladesh Literacy Survey, 2010 reports that literacy rate in age group 15-24 is 78.67% for males and 78.86% for females, whereas in the group 24+ of male and

female are 58.47% and 46.84% respectively (BBS 2011). An adult literacy component within the GK programme is needed as mentioned by local population in FGDs as well.

Reasons for not visiting library

The respondents who visited library before were asked about the reasons for not visiting now. The number was   only 66 and 73% of them mentioned lack of time in general and a further 12% referred to exam as the reason. Among personal reasons, shyness and lack of company were mentioned. Library related problems were non-availability of preferred books and magazines, poor atmosphere, and distance of library.

4.4 Facilities and services mostly used

There were multiple responses to the question on types of services used. Total responses vary between 590 and 611 highest in comprehensive GKs (Table 4.6). In general, we found that reading books, magazines and newspapers were the most common activities, (75-87%). The percentage is higher in medium and limited GKs without having computers (Table 4.6). A similar pattern was observed among students. The share of responses for books, magazines and newspapers was lower in GKs (comprehensive) with computer facilities, compared to other GKs. In these GKs, 11.6% of student responses were for computer use (it seems to be low because it is the percentage of different services used, not percentage of users, which is higher) (Table 4.10). Watching TV was also mentioned, more in comprehensive and limited GKs than in medium ones. Instead, meeting people was more important in medium GKs. Besides, other types of uses were mentioned, but the number of responses was very few for such cases.

Table 4.6 Use of services by GK category

GK category	Student user		General user		Total	
	No	%	No	%	No	%
Comprehensive						
Read newspapers	126	29.9	62	32.6	188	30.8
Read magazines	60	14.3	24	12.6	84	13.7
Read books	138	32.8	68	35.8	206	33.7
Use computer (if available)	49	11.6	14	7.4	63	10.3
Meet people	8	1.9	3	1.6	11	1.8
Take the child to children's corner	0	0.0	1	0.5	1	0.2
Participate book forum	0	0.0	1	0.5	1	0.2
Participate skill training programme	2	0.5	0	0.0	2	0.3
Watch TV	34	8.1	16	8.4	50	8.2
Participate in social/cultural activities	0	0.0	1	0.5	1	0.2
Games/sports	3	0.7	0	0.0	3	0.5
Drawing/art	1	0.2	0	0.0	1	0.2
Total responses	421	100	190	100	611	100

(Table 4.6 continued...)

(...continued Table 4.6)

GK category	Student user		General user		Total	
	No	%	No	%	No	%
Medium						
Read newspapers	133	34.9	84	38.0	217	36.0
Read magazines	67	17.6	27	12.2	94	15.6
Read books	138	36.2	83	37.6	221	36.7
Use computer (if available)	0	0.0	2	0.9	2	0.3
Meet people	24	6.3	7	3.2	31	5.1
Take the child to children's corner	1	0.3	3	1.4	4	0.7
Watch TV	12	3.1	5	2.3	17	2.8
Participate in social/cultural activities	2	0.5	7	3.2	9	1.5
Games/sports	4	1.0	3	1.4	7	1.2
Total responses	381	100	221	100	602	100
Limited Only Gk						
Read newspapers	105	31.9	87	33.3	192	32.5
Read magazines	34	10.3	31	11.9	65	11.0
Read books	142	43.2	105	40.2	247	41.9
Meet people	12	3.6	8	3.1	20	3.4
Take the child to children's corner	2	0.6	1	0.4	3	0.5
Watch TV	21	6.4	16	6.1	37	6.3
Participate in social/cultural activities	5	1.5	11	4.2	16	2.7
Games/sports	8	2.4	2	0.8	10	1.7
Total responses	329	100	261	100	590	100

4.5 Types of books read

Among the male users as a whole, the story books were most popular. Of the total responses, 55.7% were for story books. The percentage of responses was higher among students (61.4%) than the general members (48.4%). The students also read books on general knowledge, science/technology and history. General members read religious books whereas students read books on general knowledge, history and science/technology. On the other hand, adult male users read religious books, biography and dictionary (Table 4.7).

Among the female users, a higher percentage (61.3%) of total responses was for storybooks, especially among students (65.9%). Among the adult females, after story books the next important items were religious and cook books. For students, books on general knowledge, religion, and textbooks were the next important items. Although the number was very few, a variety of topics were mentioned.

Table 4.7 Types of books read by male users

Types of books read	General	%	Student	%	Total users	%
Do not read	9	4.2	0	0	13	2.3
Story	104	48.4	143	61.4	314	55.7
Religious	45	20.9	7	3.0	70	12.4
Textbooks	6	2.8	10	4.3	18	3.2
General knowledge	6	2.8	17	7.3	30	5.3

(Table 4.7 continued...)

(...continued Table 4.7)

History	8	3.7	12	5.2	25	4.4
Geography	0	0.0	2	0.9	3	0.5
Travel	4	1.9	5	2.1	9	1.6
Health	6	2.8	5	2.1	11	2.0
Cookery	0	0.0	0	0.0	0	0.0
Dictionary	11	5.1	8	3.4	25	4.4
Biography	11	5.1	9	3.9	24	4.3
Poetry	1	0.5	2	0.9	5	0.9
Fiction/humour/quiz	0	0.0	0	0.0	1	0.2
Science/technology	3	1.4	12	5.2	14	2.5
Liberation war	1	0.5	1	0.4	2	0.4
Total	215	100.0	233	100	564	100

Table 4.8 Types of books read by female users

Types of books read	General	%	Student	%	Total Users	%
Do not read	0	0.0	0	0	4	0.7
Story	71	47.7	226	65.9	351	61.3
Religious	29	19.5	16	4.7	54	9.4
Textbooks	4	2.7	14	4.1	18	3.1
General knowledge	8	5.4	18	5.2	31	5.4
History	4	2.7	10	2.9	15	2.6
Geography	1	0.7	3	0.9	2	0.3
Travel	0	0.0	2	0.6	3	0.5
Health	7	4.7	6	1.7	14	2.4
Cook book	17	11.4	11	3.2	31	5.4
Dictionary	4	2.7	4	1.2	8	1.4
Biography	4	2.7	13	3.8	20	3.5
Poetry	0	0.0	5	1.5	6	1.0
Fiction/humour/quiz	0	0.0	5	1.5	5	0.9
Science/technology	0	0.0	10	2.9	11	1.9
Liberation war	0	0.0	0	0	0	0.0
Total	149	100.0	343	100	573	100.0

Borrowing of books

Only the library members are eligible for borrowing books. Most of the members (76%) borrowed 2-4 books in a month. Male members borrowed more books. The proportion of borrowing more than 5 books is higher among male members compared to female members (Table 4.9).

Table 4.9 Number of books borrowed monthly by male and female members

No of books	Male	Percent	Female	Percent	Total	Percent
1	5	2.3	12	4.2	17	3.4
2	50	22.5	71	24.9	121	23.9
3	60	27.0	77	27.0	137	27.0
4	53	23.9	75	26.3	128	25.2
5	27	12.2	26	9.1	53	10.5
6 and above	27	12.2	24	8.4	51	10.1
	222	100.0	285	100.0	507	100.0

While the majority of borrowers read the borrowed books themselves, a high percentage (40.7%) mentioned that family members were reading the books. It indicates that benefits of library reach a wide circle and are not limited to members only. This is largely confirmed by library data (section 13).

4.6 Use of computer programmes

Computers are available only in six comprehensive GKs in our sample. There were 226 users in these GK areas. However, 256 respondents answered the question on computer use. It appeared that 30 respondents had access to computers elsewhere. Out of 256, 152 did not use (59%) and 104 (41%) used computer. A slightly higher percentage of males than females did not use computer (60% male and 59% female). There were 123 responses as some users used several programmes. Among the programmes, MSWord is mostly used. Men use CDs and women use more Word programme.

There were some differences in the pattern of use of computer programmes among general members and students. Students used MSWord and Power point programmes more than the general users. General users used Excel, CD and Access more than students.

Table 4.10 Use of computer programmes by type of users

Programmes	Student		General		Total
	No	%	No	%	
Word	71	75.5	23	24.5	94
Excel	9	64.3	5	35.7	14
Power point	5	83.3	1	16.7	6
Access	1	33.3	2	66.7	3
CD	3	50.0	3	50.0	6
Total responses	89		34		123
Total no of respondents using computer	79		25		104
Total no of respondents not using computer	80		72		152
Total no of respondents	159		97		256

No significant differences were observed among male and female

4.7 Factors determining the probability of being a member or user

The decision to become a member and user of GK would depend on several factors – the type of GK in terms of facilities, age or maturity of GK and its location, and personal characteristics of the person in context such as education, age, family background. We assumed that GKs with a variety of facilities would attract more members and users. Maturity of GKs may have contrasting effects. On the one hand, old GKs are more known to people because of the time factor. On the other hand, the new ones may have an initial effect inducing people to become members. In advanced areas, physical infrastructure and communication are supposed to be better than in less advanced areas which may facilitate going to library. On the other hand, diverse opportunities available outside of library may reduce interest in GKs.

As far as personal characteristics are concerned, it is the status - student or adult, which is decisive. School libraries are mainly used by students. Among the general population, a minimum level of education above primary level is important because only those who can read would be interested to go to library. For students, parent's education may have positive impacts. Other family or personal characteristics are socioeconomic position of family, number of members visiting library, all may have positive impact.

Probit 1. Factors affecting the probability of being a member of GK

We ran a probit model taking membership as a dependent variable. Independent variables selected are the ones discussed above. The factors which turned out to be highly significant (at 1% and 5% level of significance) are: age of respondent, other library members in the family, type of GK, socioeconomic status of respondent, female in intervention area (Table 4.11).

The results obtained are largely according to our theoretical expectations. Age has a negative sign indicating that probability of becoming a member is higher among younger respondents because students generally become members. If there is a library member in the household, it encourages others to become a member. The probability of being a member is affected by type of facilities available in the GKs. There is no mobile library in limited GKs which probably induces people to become GK member. In comprehensive GKs, it is the availability of computer which affects membership. Socioeconomic class plays a role. The respondents from upper and poor classes compared to the very poor have higher probability of becoming a member. This is expected because the very poor lack enough education to be able to use library facilities. The probability of being a member is high if the respondent is a female from intervention (GK) area compared to women from control area. This is supported by our data with a high proportion of female members because of two girls' schools in the sample. Lastly, the likelihood of becoming a member if the respondent is a student has a positive sign but it is not significant. Marginal effects (probability of becoming a member compared to the base case) are high for the variables *household library member, comprehensive GK and limited GK.* We also ran a model with additional variables like education of respondents, distance to GK, and location and maturity of GK. They turned out to be insignificant and did not improve the results. Hence, they are dropped from the final model.

Table 4.11 Result of probit analysis (Member)

Independent variables	dy/dx	P>|z|
Age of the respondent	-0.020***	0.002
Age squared of the respondent	0.000***	0.007
Female Intervention	0.039**	0.567
Upper class	0.167***	0.009
Poor	0.131**	0.033
Any other household member library member	0.233***	0.000
Comprehensive	0.147***	0.000
Limited	0.217***	0.000
Old	0.115	0.000
Student	0.102*	0.075

Note: Level of significance ***= 1%, **=5%, *=10%

Probit 2. Factors affecting the probability of being a user of GK

We also ran a probit model to identify the factors affecting the use of library. We have similar theoretical argument behind the choice of variables with the exception that being a member is entered as an independent variable. The variables entered are:

- Sex
- Library membership, respondent is a library member
- Any other library member in the household
- Having education at SSC level
- Limited GK
- Comprehensive GK
- Advanced area
- Upper class
- Poor
- Mother's education

We did not find any correlation between father's education and library user. Hence, it was not included in the model.

Almost all variables (except GK being old) that are entered in the model have turned out to be significant at 1% level (Table 4.12). As expected, own membership and any other member in the family are important factors affecting library visits. Since the libraries are situated in schools, students are more likely to visit (variable, education below SSC). Sex has a negative sign meaning that probability is less if the respondent is a female. This is expected because women have lower education and they have sometimes restrictions in going out. This is also supported by our data that rate of participation is lower among women than men. In limited GK, the absence of mobile library induces people to use GK. On the other hand, in comprehensive GK, computer availability attracts users. In advanced areas, ease of communication enhances the probability of being a user. Upper and poor have more education than the very poor, which enables them to use library. Mother's education dummy 2 (as defined, it is 1 if mother has above 12 years education oth-

Table 4.12 Results of probit analysis (User)

Independent variables	dy/dx	P>|z|
Sex	-0.137***	0.000
Library membership	0.513***	0.000
Any other household member library member	0.176***	0.000
SSC	0.095***	0.001
Comprehensive	0.079***	0.002
Limited	0.159***	0.000
Old	0.047	0.127
Advanced	0.161***	0.000
Mother's education dummy 1	0.054	0.101
Mother's education dummy 2*	-0.126***	0.000
Upper class*	0.262***	0.000
Poor*	0.142***	0.000

Note: level of significance ***= 1%, **=5%, *=10%

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erwise 0) is highly significant and shows a negative sign. It needs some explanation. It shows that the probability of visiting school is lower compared to the base case which is mothers having lower than 12 years education. Given the reality of Bangladesh, we assume that for educated households, the need for going to GK may be less because they have other alternatives for the services provided by GK.

Overall, both models are robust and we checked for multi-collinearity and heteroskedasticity. Results in general support our hypotheses described above. In our data, we could not see any consistent pattern in the intensity of utilisation by GK types. We speculate that the number of library visits for adult men and women may depend on many idiosyncratic factors, not necessarily due to GK type and locations. Hence, we did not try any rigorous analysis.

The list of variables entered in the model and a detailed description are given in the table below.

Table 4.13 Descriptive statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
Library membership (= 1 if member of library; 0 - otherwise)	1050	0.61	0.49	0	1
Visit *Gonokendro* (=1 if the respondent visits *Gonokendro*; 0 - otherwise)	1050	0.70	0.46	0	1
Age of the respondent	1050	24.76	15.26	11	90
Age squared of the respondent	1050	845.45	1111.87	121	8100
Female Intervention (=1 if the respondent was female and from the intervention area; 0 - otherwise)	1050	0.05	0.22	0	1
Upper class (=1 if the household considered its economic status to be of upper class; 0 - otherwise)	1050	0.61	0.49	0	1
Poor (=1 if the household considered its economic status to be of poor; 0 - otherwise)	1050	0.32	0.47	0	1
Any other household member library member (=1 if any other member of the household is a library member; 0 - otherwise)	1050	0.22	0.42	0	1
Comprehensive (=1 if the library had comprehensive facilities; 0 - otherwise)	1050	0.29	0.45	0	1
Limited (=1 if the library had limited facilities; 0 - otherwise)	1050	0.29	0.45	0	1
Old (=1 if the library was established between 2002-2006; 0 - otherwise)	1050	0.43	0.50	0	1
Student (=1 if the respondent was a student; 0 - otherwise)	1050	0.50	0.50	0	1
Sex (1 = if female; otherwise - 0)	1050	0.52	0.50	0	1
Library membership (= 1 if member of library; 0 - otherwise)	1050	0.61	0.49	0	1
SSC (=1 if the education level was below SSC; 0 - otherwise)	1050	0.37	0.48	0	1
Advanced (= 1 if the socioeconomic condition of the survey area was advanced; 0 - otherwise)	1050	0.38	0.49	0	1
Mother's education dummy 1 (=1 if the mothers education is from class 9 to 12; 0 - otherwise)	1050	0.14	0.35	0	1
Mother's education dummy 2 (= 1 if the mothers education is above class 12; 0 - otherwise)	1050	0.51	0.50	0	1

Section 5

USER SATISFACTION AND SUGGESTIONS FOR IMPROVEMENT

5.1 Satisfaction with library services

The user respondents were asked about their satisfaction level where degrees of satisfaction are indicated as very high, high and no satisfaction. Users were generally satisfied. Overall, 49% reported very high satisfaction, 51% reported high satisfaction, and one respondent answered as not satisfied. However, differences among GKs were observed with respect to very high and high satisfaction. The degree of very high satisfaction is much lower in GKs with limited facilities compared to other categories where more facilities like mobile library and computers were available. The percentages are 31% among students and 41% general users for very high satisfaction. The degree of moderate satisfaction is correspondingly high in these areas (Table 5.1).

The percentage experiencing very high satisfaction was higher in old GKs particularly among general users – 48% of general users were highly satisfied in GKs established between 2002 and 2006 whereas the corresponding percentage for the new ones (2007-2009) was 39.

Very high level of satisfaction was also observed in advanced areas compared to less advanced areas. In the latter case, physical infrastructure and communication was poor which may affect satisfaction level. There was a difference between intensity of use and level of satisfaction. In limited GKs both percentages of users and the intensity of use were higher than in other GKs (Section 4), but the percentage of users with high level of satisfaction was lower. Similarly, in less advanced areas, the proportion of high level of satisfaction was lower but the proportion using library daily were higher than in advanced area (Section 4). It appears that satisfaction level was affected by facilities available although it did affect the use of library as such. Interest in reading books was higher in areas where services were limited. Although participation of women in library activities was low in terms of number of users and intensity of use, there was a great appreciation of library facilities among women as confirmed by our FGDs and librarian information.

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Table 5.1 Degree of satisfaction among different users by types of GK

Type of GK	Student (%)			General (%)			Overall		
	Very high	High	Not satisfied	Very high	High	Not satisfied	Very high	High	Not satisfied
Comprehensive	53	47	0	43	57	0	49	51	0
Medium	56	43	1	47	53	0	53	47	0
Limited only GK	31	69	0	41	59	0	35	65	0
Category total	47	53	0	44	56	0	45	55	0
Old	48	52	0	48	52	0	48	52	0
Young	45	54	1	39	61	0	43	57	0
Maturity total	47	53	0	43	57	0	45	55	0
Advanced	51	49	0	50	50	0	50	50	0
Less advanced	43	56	1	37	63	0	41	59	0
Location Total	47	53	0	43	57	0	45	55	0

5.2 Most liked aspects – overall and by GK

In section 4, we discussed the pattern of use of facilities, and found that reading books and newspapers was the most common activity among users. The respondents (users) were asked about various aspects of GK they preferred. Multiple responses were recorded. It shows that reading opportunity and availability of books and magazines were the most preferred aspects in all GKs by type, maturity and location. Reading opportunity was more appreciated in GKs without computer and in less advanced areas. Good management and congenial atmosphere of the GKs were also mentioned by a number of respondents, around 14-15% of total responses, except in medium facility GKs.

As the users were generally satisfied with library services, responses regarding the negative aspects were few. About 70% of the responses were for *no disliked aspects.* There are, however, some comments which are worth mentioning. A number of respondents complained about poor atmosphere of library, especially high noise level, inadequate seats, lack of electricity and safety features. Some mentioned the lack of availability of desired books, TV, musical instrument and sport items. Low honorarium of librarian and poor mobile services were also mentioned by a few. The pattern of dissatisfaction with different aspects of GKs did not vary much among categories of GK and type of users. However, the number students complaining about availability of books and other facilities was higher in GKs with limited facilities compared to other GKs.

5.3 Suggestions of users for improvement of GK services

The user respondents were asked for suggestions regarding improvement of library services. We got a long list of demands both from the survey and FGDs. There were 1,738 responses. Nearly 43% mentioned about computer, TV, internet, and related training facilities. The next highest responses were for more books and newspapers

(34.4%), and for library furniture (14.4%). There was a high demand for different types of books, and sport/musical items (Table 5.2).

Suggestions were also given regarding how to increase the number of members. Forty-one percent of the responses were for greater publicity and 15% for books. Others (41%) include internet connection, arranging award-winning competition/debates, organizing meetings, recreation opportunities/ satellite TV/games/musical instruments, documentary films/books exhibition, increased number of computers, BRAC financial support/Tiffin/reduced membership fees, ffurniture/fans/sports goods/electricity, clean water, training facilities, and suitable opening hours/library space.

Table 5.2 Suggestions for improvement of GK services

Suggestions for improvement	Responses	Percent
More books and newspapers	598	34.4
Computer/TV/internet/trainer related	743	42.8
Management related	55	3.2
Furniture related	251	14.4
Publicity of library	50	2.9
Atmosphere of GK	41	2.4
Total	1738	100.0

Section 6

OWNERSHIP, GOVERNANCE, MANAGEMENT AND SUSTAINABILITY ISSUES

One important idea behind the GK programme is ownership of community members in the institution. By ownership we mean three things: the centre is to be used by community members who consider the organization as their own property; they are responsible for its management; and legally, it belongs to the community. We know that the centres (GKs) are used by the community members and legally, these are community property ensured by the formation of Trust. It is not known, however, if the users/members are aware of their rights and responsibilities.

We asked the users about their views on ownership, and what role they played in running the centres. An overwhelming majority (97-98%) of the users from all categories were aware that the centres were for the community and were owned by the community. But only around 60.2% of the respondents in all GK categories identified their role in management. Around 34.6% played no role and 5.2% had not responded (Table 6.1).   The percentage was a bit higher in young GKs and in less advanced areas.

Table 6.1 Perception about community ownership and governance

Types of GK	Opinion about ownership			Opinion about own role		
	yes	No	No reply	yes	No	No reply
Category						
Comprehensive	97.8	2.2	0.0	61.3	32.9	5.8
Medium	98.4	1.6	0.0	59.9	34.8	5.3
Limited only GK	95.5	3.4	1.1	59.6	35.8	4.5
Year of establishment						
old(2002-2006)	96.2	3.5	0.3	57.1	37.8	5.1
Young(2007-2009)	98.1	1.4	0.5	63.5	31.3	5.2
Socioeconomic condition						
Advanced area	96.7	3.0	0.3	52.8	42.1	5.0
Less advanced area	97.5	2.0	0.5	66.5	28.3	5.3
Total (737)	97.2	2.4	0.4	60.2	34.6	5.2

When questioned regarding the specific role they played we received 505 responses. Of these responses, 44.4% helped in management by taking active part in meetings and organisation of meetings. Another 36.4% en-couraged others to become members, dis-cussed library matters and made publicity for the library. A small percentage of engagement was related to maintaining discipline and financial support (Table 6.2).

Table 6.2 Types of role in GK

Opinions	Frequency	Percent
Maintain discipline	42	8.3
Encourage all to use computers	26	5.1
Help in management/meetings related activities	224	44.4
Encourage others to become member/discussion about library/publicity	184	36.4
Financial/material support	29	5.7
Total(444 respondents)	505	100

That the users take responsibility was also reflected in their behaviour of seeking information about the library. Around 63% of 736 respondents tried to seek information, 33% sought no information, and 5% of respondents did not reply. A variety of responses were recorded. Most responses were related to books and magazines. Many asked about computer/TV and internet-related questions. Quite a few asked specifically some library-related questions such as benefits of being a library member, purpose of library, who manages the library and sources of finance of the library (Table 6.3)

Table 6.3 Types of information sought

Opinion	Frequency	Percent
Computer/TV/internet	88	13.8
Books/magazines	232	36.4
Who manages/who took the initiative	54	8.5
Source of finance	60	9.4
Purpose of library	47	7.4
Whether students are going to the library or not	8	1.3
How is the library managed/information dissemination/about recreation facilities	38	6.0
About benefits of being a library member	62	9.7
How to become a member	26	4.1
Related to training	5	0.8
Sport items related	18	2.8
Total (463 respondents)	638	100

Most of the respondents (88%) experienced easy access to information. The few who did not think it was easy mentioned that they did not get good response from the concerned people. Main sources of information according to the respondents were management/librarian (60.2%), followed by teachers (22.3%) the reason being that were always available (Table 6.).

Besides the perception of ownership, we were interested to know how much people value the presence of GK in their community. Since we did not have counterfactual such as what would people do if there were no GK, we asked instead what they would do if the GK no longer existed. According to our field investigators, there was a strong reaction (almost a fear) among the respondents to this question. Ninety-five per cent wants to try earnestly so that the GK would survive.

Table 6.4 Means of communication

Options	Responses	Percent
Management/librarian	579	60.2
BRAC staff	62	6.5
Teachers	214	22.3
Community leaders	22	2.3
Family members/parents	46	4.8
Relatives	7	0.7
Neighbours/friends/senior school mates	30	3.1
Do not ask anybody	1	0.1
Total(736 respondents)	961	100

Our interpretation of the responses regarding ownership and sustainability is that rural people valued highly the presence of GK in their village, and would fight for its existence. This is confirmed by our FGDs in both GK and control. In control areas, an acute need for a library was felt among all groups of people.

Section 7

UTILIZATION OF MOBILE LIBRARY

7.1 Survey data

In our sample there are 12 GKs with mobile library – 6 in comprehensive GKs and 6 in medium facility GKs with young and old equally distributed. Forty-two respondents were mobile library users, three males and 39 females. Most of them were young girls and women aged 16-39 years. A majority (52.4%) had education below primary level. Another 33% had completed primary education (Table 7.1). Three women had B.A. degree. Another three had SSC, HSC and college education, respectively. Compared to the users of GK, mobile library users had lower level of education. Since mobile members were mostly adult females, we compared with female general users. Among mobile members, 14% had above SSC education, whereas the corresponding percentage for female general users is 57 (Table 3.2a). Information from librarians also shows a lower education of mobile members compared to general users of GK. However, there is a discrepancy between survey data and information from the librarians on education level of members. In survey data, a high percentage of members (52.4%) had below primary education whereas according to librarian report 33.3% had education under-5 and a large majority had between class 6 and 10, and there are no members above class 10. Survey data should be more reliable because information was collected directly from the respondents.

Table 7.1 Background information of mobile users

Characteristics	Male	Female	Total	Percent
Age (years)				
11 to 15	0	2	2	4.8
16 to 24	1	13	14	33.3
25 to 39	1	18	19	45.2
40 to 60	0	6	6	14.3
Above 60	1	0	1	2.4
Total	3	39	42	100.0
Education				
Never attended/below primary	1	21	22	52.4
Primary completed	2	12	14	33.3
SSC	0	1	1	2.4
HSC	0	1	1	2.4
College	0	1	1	2.4
BA	0	3	3	7.1
Total	3	39	42	100

Most of the mobile members borrowed story books and fiction (52% of total 71 responses). Twenty percent borrow religious books and 7% cook books. The pattern is almost similar to borrowing habits of GK members.

Almost 80% of the members borrowed 2-4 books in a month, and 12% borrowed 5-8 books. Similar to members of GK, the books were read not only by members themselves but also other family members and children. It means that mobile library users exceeded the number of members.

Members of mobile library considered it an advantage to have the books delivered at home. It saved their time and it was also convenient for the elderly people. Most of them were satisfied with mobile services. A few of them mentioned some problems related to availability of many books/preferred books, and place to sit. They suggested ways of increasing mobile members such as greater publicity and increased number of books.

Similar to GK users, mobile users were also asked about their opinion if the library closed down. Like the GK members a large majority of mobile members (73%) wanted to prevent any such eventuality. However, the percentage of this group was higher for GK members. More than 25% of the mobile members would try other alternatives, or do nothing as they felt they had no power.

Mobile libraries play an important role in reaching women with low education, elderly and differently able persons, confirmed by librarians. We have found that low level education may hinder women utilising the services of GK. Sometimes women face family restrictions to go out. However, availability of mobile library may be instrumental in keeping women at home. Our data show that in GKs without mobile library the participation of women was greater. Moreover, in GKs, different types of services were offered which were not possible in mobile library. Since mobile library meets the needs of elderly and disabled persons which GKs cannot meet, it is important to keep those. Attracting women to join GKs can be done through adult literacy programme and more publicity of GK services.

Section 8

OPINIONS OF NON-USERS FROM GK AND RESPONDENTS FROM CONTROL AREA

So far we have discussed activities and perception of users of GK. A minority of our respondents were non-users - 163 from GK areas and 150 from control areas. Out of total 313, 271 responded to question regarding any knowledge of GK or other library, 121 from GK area and 150 from control area. Overall, more than half of the respondents had no knowledge about it. In control areas, the knowledge level was lower as expected. Twenty-one per cent had knowledge and 79% did not have any knowledge of any library or GK. In GK areas, on the other hand, 76% had knowledge.

Those who knew about any library or GK had heard through several sources. Most important sources were teacher, headmaster, and BRAC staff. Some knew through their own experience, being a student or seeing signboards, local people, friends and relatives/librarian.

We asked if they had ever visited a library. A majority of the respondents sometimes visited a library (61%), 37% in control areas and 63% in GK areas. Those who never visited gave several reasons. Fifty-four percent felt that they had no time. Another 18% felt no need for going to library. Ten per cent had no knowledge that GK was for all. In control areas, the main reason was distance to library and in GK areas lack of time. A few of the respondents mentioned illiteracy as the reason for not visiting library.

The reasons for not becoming a member were somewhat different in GK and control areas. In GK areas, 41% mentioned no time, 25% were not interested, and another 17% not having any knowledge of rules and regulations of GK. In control areas, on the other hand, 62% mentioned about distance from home and 31% had no comments. As expected, the requirements for becoming member differed between GK and control areas. In control areas, 61% wanted a library in the village. In GK areas, most of the respondents wanted more information about membership, convenient opening hours, and more facilities like TV/computer, books and magazines, sport goods, training facilities, etc.

We posed a separate question to the respondents from control areas only regarding their perception of benefits of a library. All the respondents from the three areas (150) responded and total responses were 301 (Table 8.1). About 80% of the responses were related to education: opportunities of reading and learning, promoting knowledge/talent and help in home work of children. The rest were meeting people and youth/community development.

Table 8.1 Perceived benefits from a library in control area

Expected benefits	Frequency	Percent
More opportunities for reading and learning	163	54.2
Can help children in their homework	56	18.6
Meet other people	19	6.3
Can participate in diverse social activities	5	1.7
Youth development/community development	20	6.6
Increased knowledge/promote talent	18	6.0
Computer/sport facilities	4	1.3
Information about job opportunities	1	0.3
Women can go out	1	0.3
No comments	14	4.7
Total (150 respondents)	301	100

Summing-up process evaluation

Participation and intensity of use was generally high, especially among students. Although participation among adults especially women was low, those who participated were highly satisfied and asked for more and better quality services. People were very open in suggesting how to improve the quality of services. It shows that there is a genuine need for library in rural areas. If one member in the family goes to library it affects other members. Given the high interest among general population even among the poor (we noticed in FGDs) and in control areas, an expansion of the programme is urgently needed. FGDs in control areas show that women had no place to meet other people, children need books, lack of youth activities, and newspapers were not available.

PART II

IMPACT ASSESSMENT: BENEFITS OF GK ON INDIVIDUAL, FAMILY AND COMMUNITY

Section 9

Introduction

Impact assessment in this study mainly concerns a comparison of GK areas with control areas regarding reading ability, general knowledge and awareness, participation in social/cultural activities, interaction with children, empowerment of women and benefits enjoyed by youths. In the following section, we discuss reading habits, reading ability, social awareness and livelihood skills.

9.1 Reading habits of respondents and links with GK

We investigated reading habits of all respondents irrespective of their member or user status to find out if Gk has any role to play. The respondents were asked if they read newspapers, books and magazines and where they read. Almost all responded (1,049). Results show that 79% read newspapers and 78% read books. There was a wide difference in reading habits between GK areas and control areas (Table 9.1). In GK areas, more than 85% of respondents read newspapers whereas in control areas the corresponding figure was 42%. The difference in reading habits in case of books and magazines was large as well, although the percentage of readers in control areas was slightly higher for books and magazines (Table 9.1). The gaps between control and GK areas were more pronounced in case of women and more for newspapers (Table 9.1).

To ascertain if the difference in reading habits can be attributed to GK, we need to see places of reading newspapers. We received multiple responses as people used different places for reading. The largest percentage of responses in control areas was for shops (44.3%) followed by home (36%) and other libraries (11.4%). In GK areas, on the other hand, 58.1% of the responses were for GK, 19% home and 15.9% for shops (9.2).

Books and magazines were mostly read at home in control areas (79%). About 15% of the responses were for other libraries. In GK areas, 56.2% of the responses were reported at GK and 36.9% at home. The importance of home as a reading place was higher in case of books because shops were not used for this purpose. People used different alternatives and multiple responses were recorded.

Table 9.1 Read newspapers and books/magazines in GK and control area

Gender	Read newspaper		Read books or magazines		Total
	No	%	No	%	
GK					
Male	395	93.8	362	86.0	421
female	374	78.2	391	81.8	478
Total	769	85.5	753	83.8	899
Control					
Male	44	52.4	45	53.6	84
female	19	28.8	28	42.4	66
Total	63	42.0	73	48.7	150

Table 9.2 Places of reading newspapers and books/magazines (multiple responses)

Responses	GK (%)	Control (%)	Total (%)
Newspapers			
Home	19.0	35.7	20.0
At office	2.2	2.9	2.3
GK	58.1	4.3	54.8
Shop	15.9	44.3	17.6
Other libraries/college/public	2.5	11.4	3.1
Hostel	0.2	0	0.2
Anywhere/online	2.1	1.4	2.1
Total (832 respondents)	1076 (100)	70 (100)	1146 (100)
Books/Magazines			
Home	36.9	79.0	39.8
At office	1.2	0	1.1
GK	56.2	0	52.3
Shop	2.6	4.9	2.8
Other libraries/college/public	2.6	14.8	3.5
Hostel	0.1	0	0.1
BRAC/ADP	0.2	0	0.2
Anywhere/online	0.1	1.2	0.2
Asrayan Foundation	0.1	0	0.1
Total (826 respondents)	1069 (100)	81 (100)	1150 (100%)

9.2 Reading ability and reading test

One of the main goals of GK programme is to improve reading ability and reduce illiteracy among adult population in rural areas. We assume that reading opportunities facilitated by GK can contribute to improve reading ability among adult population who has lower than primary education. Our assumption is that ability to read among such a group would be greater in GK areas compared to control areas without any GK or library. This assumption is based on reading habits of people as described above. We constructed a reading ability test and adult respondents with lower than primary education was asked to take the test. The number of respondents who fulfill our criteria and took the test was very small in both GK (23) and control area (12).

From such a small sample, it is difficult to say anything conclusively. Results, however, show that the percentage of respondents answering all questions right was 52% in GK areas and 25% in control areas. Mean score was 4.1 in GK area and 3.7 in control area.

Reading test

Preventing child marriage once again

One child marriage was recently prevented in Kahalu *upazila* in Bogra district with police intervention. It is stated that guardians of both bride and bridegroom arranged the date of marriage of the daughter of Daulat Mian with Russel, the son of Badsha Mian of village Kutubpur under Bakulia union. But trouble arose as the bride and the groom were under-aged. It was known that Russel was 16 years old and Selima was 14 years old. Russel's father Badsha Mian came to the bride's house with 70 guests and had lunch there. The bride's father borrowed 12,000 taka for wedding expenses, and he spent 9,000 taka on food. The bride and the groom were dressed for wedding. Police was informed at that moment, and they came and stopped the wedding.

Please put a tick mark (√) in the box beside the correct answer.

1. *Upazila* where the incident took place:

   Mymensingh ☐   Jessore ☐   Bogra ☐   Narshingdi ☐

2. Name of the bride groom:

   Badha Mian ☐   Russel ☐   Akbar ☐   Selim ☐

3. Money spent on food by bride's father:

   15,000 ☐   12,000 ☐   10,000 ☐   9,000 ☐

4. Who stopped the marriage?

   Chairman ☐   OC ☐   Local Leader ☐   Teacher ☐

5. Reason for stopping the marriage:

   No dowry was given ☐   Bride and groom were under-aged ☐

   Bride's father didn't have money ☐   quarrel arose between two parties ☐

9.3 Awareness about benefits of basic education

We wanted to find out if people in GK areas and in control areas had different perception and awareness regarding the benefits of basic education and reading ability. There was some difference in awareness with a higher percentage in GK area

(91) compared to control area (80). Twenty per cent in control area and 9% in GK area answered *'do not know'*. The respondents were asked to name specific advantages. Multiple responses were received from 1,049 respondents (Table 9.3). On the whole, the results show that benefits fell on both individual and society. In control areas, community benefits weighed higher than individual benefits compared to GK areas where more responses came for personal benefits. We assume that this difference is due to actual/personal experience of improved reading ability in GK areas.

Table 9.3 Perceived advantages of reading ability

Responses	GK (%)	Control (%)	Total (%)
Explain to others	13.8	15.8	14.1
To prevent child marriage	10.1	7.6	9.7
Help to build up sound society	14.8	25.7	16.2
Prevent dowry/violence against women	8.1	9.4	8.3
To send children to school	0.3	0.6	0.3
To understand the topic of discussion/awareness about social problems	35.8	33.3	35.5
To know about civic responsibility	3.8	2.9	3.7
Useful in practical life/legal matters/unemployment/illiteracy	13.4	4.7	12.2
Total	100	100	100

9.4 Role of library in social awareness and information acquisition

We assume that visiting library and reading opportunities can promote participation in social activities and facilitates acquisition of information. We asked the respondents how often they took part in meetings and social gatherings. Overall 61% participated occasionally and 39% regularly. There was a small difference between GK areas and control areas – 39% in GK area participated regularly whereas in control area it was 37%. Some background information is needed to interpret the answer to the question. In control areas, there were few occasions of social gathering (as confirmed by FGDs). By regularity they meant going to school meetings and any festivals held in schools. In GK areas, there were more occasions of social activities.

There was also a small difference in perception about the role of GK in information acquisition. Ninety-six per cent of GK respondents and 90% of control area respondents perceived the positive role of GK or a library.

Differences between GK and control areas were significant with respect to interest in national and global news. In control areas, 76% of the respondents were interested in news about Bangladesh and the corresponding number for GK areas was 94%. The difference was significantly more in the case of news about other countries (Table 9.4). Only 31.3% of the respondents in control areas were interested in global news, whereas in GK areas it was double, 62.1%. The means of acquiring information were almost the same for GK and control area. A large majority

depended on TV or internet, and GK respondents used newspapers more than those in control areas in control areas, they depended on mobile phone, neighbours, and friends instead.

Table 9.4 Interest in news about Bangladesh and other countries

Response	GK	Control	Total
News about Bangladesh	93.9%	76%	91.3%
News about Other Countries	62.1%	31.3%	57.7%
Total	899 (100%)	150 (100%)	1049 (100%)

9.5 Benefits in terms of livelihood skills

One of the major objectives of GK programme is to provide skill training to adults, youths, and particularly the disadvantaged people of the community. We asked the users of GK about their knowledge and participation in such programmes. Only 95 out of 606 (16%) had knowledge of training programmes. Out them, 20 (21%) received training. The highest percentage received computer training followed by tailoring, mentor training, poultry/cattle rearing and management. They knew about employment creation mostly in poultry, livestock, fisheries, farming, tailoring in order of importance. Twenty percent of the respondents mentioned about other training opportunities in the village.

According to librarians' data, women were 30% among the members who received training. FGDs and interviews with some librarians, however, indicated that women and general population highly appreciated GK services in opening up income earning opportunities through various training programmes. We met two women who became very successful, one in poultry and another in tailoring. A large group of 617 respondents (44%) agreed that disabled persons also benefited from GK. Specific benefits were the opportunity to read and borrow books, no fees required, computer training, etc.

Female empowerment through skill training – a case study

The GK in Barigaon village under Dhamrai *upazila* was established in 2002. Shufali Sarkar comes from Barigaw and living with her two children and husband in Gopalpur in the same *upazila*. As her husband had no job, the family was living in extreme hardship. Later on, the family moved to Shufali's parental home in Barigaon. Shufali became a member of Barigaw GK which had youth training programme. As a member, Shufali received training in poultry and livestock rearing. Shufali has the quality of an entrepreneur. On her own initiative, she borrowed Tk. 250,000 from friends, relative and a bank in February 2011 to start a poultry farm with 1,000 chicks. Within 6 months, 95% of them started producing eggs. Since that time Shufali had been earning Tk. 35,000–40,000 monthly after paying all production costs. She had paid back up her loan and had a savings of Tk. 30,000. Her success is an inspiration for other women in the village. It also shows how GK training programme can open up livelihood opportunities for rural women.

Section 10

BENEFITS OF GK IN ACQUISITION OF KNOWLEDGE, AND CHILD DEVELOPMENT

We assumed that visiting GK and access to reading material enhanced knowledge and awareness among parents about child development. This may be reflected in their interaction with children in different activities. First, we asked the respondents (parents) if they agreed about the role of GK in school activities and acquisition of knowledge.

10.1 Knowledge acquisition

There were 239 respondents, 193 from GK areas and 46 from control areas. More than 90% of all respondents from both GK and control areas recognized the positive role of GK or library. The main channels were knowledge acquisition/learning (72.9% of all responses) and access to information (23.8%). In control areas, the proportion of responses was more for knowledge acquisition (Table 10.1).

Table 10.1 Perceived role of GK or library in school work and acquisition of knowledge

Role of GK or library	GK	Control	Total
Access to information	26.1%	7 (13.7%)	23.8%
Computer use	73.2%	2 (3.9%)	93.3%
Knowledge acquisition/learning skills	70.6%	42 (82.4%)	72.9%
Total	218 (100%)	51 (100%)	269 (100%)

10.2 Interaction with children

Parents interacted with children in reading books to them, helping them in school work, playing with them, and discussing different matters. The number of parents answered was 241, 195 from GK areas and 46 from control areas (Table 10.2). Overall, 56.4% read books occasionally, slightly being higher in GK areas. The percentage for 'never read' was higher in control areas (28.3%) compared to GK areas (22.6%). Overall, 20% read regularly to children, 17.4% in control areas and 20.5% in GK area. It appeared that interaction was somewhat higher in GK areas in reading books.

On the other hand, in control areas more parents (74%) regularly helped children in doing their home work compared to that in GK areas (67%). The proportion of 'do not help' was also much higher in GK areas than in control areas. It may appear that due to absence of any library in control areas, parents needed to help their children. There was, however, a difference in types of help rendered in control areas. More help was given in preparing children for going to school, whereas in GK areas more help was found in actual school work (Table 10.3). When we asked the same question to the students (section 12) we got a similar picture after probing about the types of help. Most of the parents in control areas helped children in going to school, but not with home work. It should be noted that these parents of students were not the same persons who responded to our question in Table 10.2. Moreover, it appeared that in control areas parental help in school-related matters was mainly preparation for going to school. But in GK areas where it was for home work (Table 10.2).

The percentage of parents playing with children was higher in GK area (69%) compared to control area (57%). The responses regarding discussion with children did not differ much between GK and control areas. Discussion was mainly related to school work/exam/library/cultural activities.

Table 10.2 Interaction of parents with children

Ways of interaction	GK (%)	Control (%)	Total (%)
Reading books to children			
Read everyday	20.5	17.4	19.9
Read occasionally	56.9	54.3	56.4
Never read	22.6	28.3	23.7
Total	195 (100)	46 (100)	241 (100)
Help children in school work			
Regularly	66.7	73.9	68.0
Occasionally	23.6	23.9	23.7
Do not help	9.7	2.2	8.3
Total	195 (100)	46 (100)	241 (100)
Play with children			
Yes	68.7	56.5	66.4
No	31.3	43.5	33.6
Total	195 (100)	46 (100)	241 (100)
Children discuss with parents			
Yes	91.3	89.1	90.9
No	7.2	6.5	7.1
No comments	1.5	4.3	2.1
Total	195 (100)	46 (100)	241 (100)

10.3   Parent's opinion regarding helping students

Parents' Opinion	GK	Percent	control	Percent	Total	Percent
Parents help in preparation for going to school	116	47.2	35	53.0	151	48.4
Parents help in homework	130	52.8	31	47.0	161	51.6
Total (176-GK, 45-control)	246	100	66	100	312	100

The number of respondents with children going to children's corner was 65. Most of them (85%) had positive opinion about it. The most important benefits were considered to be improvement in cognitive development, followed by entertainment of children and interest of children in going to school. From our FGDs we found children's corner to be very popular among women. It was good for not only children but also women who accompanied children to library. We found illiterate women interested in learning how to read and write. They wanted to learn from their children as one librarian mentioned. Such interest in reading skills due to children's corner suggests spill-over effects of GK intervention.

Section 11

BENEFITS IN FAMILY LIFE AND EMPOWERMENT OF WOMEN

We assumed that one of the many benefits of going to GK or library was having positive impact on family life and empowerment of women.

11.1 Family relationship

We asked a direct question to the respondents about their opinion on family relationship. It was an open question and out of 151 respondents who answered, 62.3% mentioned increased mutual tolerance between husband and wife as the important benefit of going to GK (Table 11.1). Another 12.5% mentioned about awareness among children about their responsibility to parents, and 7.3% about parental responsibility. A small percentage saw no role of GK. The majority of women were from GK areas (316 GK, 63 control areas).

Table 11.1 Role of GK in family relationships

Comments	Percent
Increase mutual tolerance	62.3
Responsibility of children to parents	12.6
Parental responsibility	7.3
Friendly interaction between parents children/resolution of family conflicts	4.6
Library has no role to play	8.6
Total (151)	100

The impact of GK on family relationship and empowerment of women were assumed to be reflected in decision making in the family. Through empowerment we expected joint decisions, and wives making own decisions in a number of areas. We posed four questions: 1) areas where husbands and wives take joint decisions, 2) areas where husband takes decision alone, 3) areas where wife takes decision alone, and 4) other persons/family members with whom they discuss. The response to the first three questions was very low both in GK and control area. Highest responses from 55 respondents regarding joint decisions were for family and financial matters (42 men, 13 female). The most important area where husbands took decisions alone

was for professional/political role. For wives, most important areas were household maintenance/daily shopping, kitchen matters/social entertainment.

With such a small number of respondents, it is not meaningful to compare GK and control areas. However, those who responded answered quite elaborately and the answers reflected separate spheres of decision-making for husband and wife.

In contrast to low responses to decision making by husbands and wives, almost all respondents (97%) answered to the question related to other family members (total 384 married respondents, male female equally distributed). More than 70% of both male and female respondents discussed with other family members. Men discussed mostly with brother/sister, father/mother whereas women discussed more with mother-in-law. This is mainly due to household pattern in Bangladesh where women live with their in-laws. We do not expect that GK use would have any effect on this particular issue (Table 11.2).

Table 11.2 Discussing with others

Discuss with whom	Male		Female		Total	
	No	%	No	%	No	%
Friends	22	10.3	3	1.7	25	6.5
Mother/father	55	25.8	33	19.1	88	22.8
Children	31	14.6	8	4.6	39	10.1
Brother/sister	63	29.6	39	22.5	102	26.4
Father-in-law	9	4.2	28	16.2	37	9.6
Mother-in-law	6	2.8	44	25.4	50	13.0
Elderly people	27	12.7	18	10.4	45	11.6
Total	213	100	173	100	386	100

11.2 Empowerment of women

From our field visits, FGDs and interviews with librarians, we noticed significant impact on women who used GK. We asked the respondents about their opinion on the role of GK in female empowerment. Out of 900 respondents from GK areas, 798 (88.7%) responded *yes* to the question. In control areas also, a high percentage (89.3) also responded *yes* (Table 11.3). With further probing, we received information on specific areas of empowerment. The most important ones were education and ability to express own opinion, awareness about own rights, increased social interaction/free mobility, making decisions and lastly, employment opportunities. The answers indicated that in GK areas, respondents spoke from their experience whereas in control areas, it was theoretical assumption.

Table 11.3 Aspects of empowerment (multiple responses)

Aspects/Fields of women empowerment	Gk (%)	Control (%)
Making decisions	21	14
Awareness about own rights	32	34
Social interaction and activities/voting/free mobility/marketing	34	24
Women's opinions getting importance	22	22
Women getting education/skill/ability to express own opinion	39	50
Gender equality in case of employment	3	8
Employment opportunities	17	17
Sports	0.4	0
Total (932 respondents)	100 (798)	100 (134)

Empowerment of women as a result of visiting GK is expected to be reflected in their activities outside of home. All female respondents (545) replied to the question on outside activities of women. Our results show that a small percentage of women did not take part in outside activities in both GK and control areas. However, the percentage was higher in control area (16.5% against 11.4%) than in GK area (Table 11.4). Overall, going out for educational and health purposes was most common. There were some differences between GK and control areas. In control areas, participation was more in income earning activities whereas in GK areas, marketing and participation in social activities were more important compared to control area. It may be concluded that women in GK areas tended to go out more and for a variety of activities compared to women in control area, although the differences were not very wide.

Table 11.4 Outside activities of women in GK and control area

	% GK (479)	% Control (66)	% Total (545)
Category			
No participation outside	11.4	16.5	12.0
Participation in GK	2.5	0.0	2.3
Social/cultural/religious activities/games in school and outside	13.1	10.1	12.8
Educational matters/going to school/college/visit health clinic	37.0	35.4	36.9
Marketing	21.5	13.9	20.6
Various income earning activities	9.4	15.2	10.0
Family related, taking food to the field for father	1.3	1.3	1.3
No comment	3.7	7.6	4.1
Total	100	100	100

11.3 Community perception about role of GK/library in empowerment of women

Local leaders also confirmed that the impact of library had been very positive for female empowerment. They all noticed a change in behaviour and personality of women overtime. Those who come to library regularly became more self-confident and expressive. One community leader pointed out a woman present in our FGD session, and said how shy and introvert she was in the beginning. Now she had overcome her shyness and participated freely in group activities. Some women also said that they became more courageous as a result of visiting the library, meeting different people, and reading books. They were able to engage in discussion with their husbands and in-laws and they could think logically, argue and express in a structured way as reported by the local leaders. School teachers also appreciated services provided by libraries as these improved their knowledge and quality of teaching. Our in-depth interviews with librarians (all are female) indicated that empowerment of women in the community also came through effects of GKs on the lives of librarians (Section 13).

Section 12

BENEFITS OF GK OR A LIBRARY AS PERCEIVED BY STUDENTS

As students are the main users of GK, we included a separate section for eliciting their opinions regarding the effects of library through parents, role of library in promoting talents/creativity, and facilitating fulfillment of ambition.

12.1 Benefits from parents being a member of GK or library

The first question relates to the impact of library through parents as users. Out of 450 student respondents, only 80 (18%) had parents visiting GK. Of them, 95% experienced positive benefits out of this. Benefits came mainly due to reading books together and sharing knowledge. Some mentioned about parents taking more responsibility such as taking them to school and being aware of different matters related to children.

12.2 Interaction of parents with children in GK and control areas

A large proportion of parents helped children in school work with a higher percentage in control area (Table 12.1), similar to the responses of parent respondents discussed in Section 10. However, as mentioned before, types of specific help related to school differed in GK and control area. In GK area, the proportion of respondents explaining school work and supervision was higher than that in control area. On the contrary, general financial help such as buying books and stationery, and paying tuition fees were more common in control area (Table 12.2). These gaps are statistically significant.

Table 12.1 Parents help in school works

Responses	GK	Percent	Control	Percent	Total	Percent
Parents help in school work	375	83.3	68	90.7	443	84.4
Parents do not help	75	16.7	7	9.3	82	15.6
Total	450	100	75	100	525	100

Table 12.2 Types of parental help in school works

Types of Help	GK	Percent	Control	Percent	Total	Percent
Explain school work	128	22.5*	10	8.9	138	20.3
Supervision	206	36.3*	31	27.4	237	34.8
Financial support	217	38.2	70	61.9*	287	42.1
Attendance in school meetings	17	3	2	1.8	19	2.8
Total (375 in GK, 68 in Control)	568	100	113	100	681	100

* indicates significant differences in two areas at <0.01 level of significance with chi-square.

12.3 Role of GK/library in promoting talent

All students (525) responded to the question on the role of GK or library in fulfilling ambition in life. Almost all students both in GK and control area (83-84%) agreed about the positive role a GK or a library could play in encouraging talented youths, and generally helped students fulfill their ambition in life. The effects mainly came from increased knowledge through books, newspapers, computer, and internet. The students were quite open and clear about their ambition in life. Most of them preferred to become teachers, medical doctors, and engineers/technicians/ scientists. In response to a question whether fulfilling their ambition without a library was possible or not, 59% answered 'yes' (Table 12.3). There were differences in answers from GK and control areas. In GK areas, library was perceived (29.8%) to play a more important role compared to control areas (20%). Sources of help other than GK or a library as mentioned were parents/other relatives, teachers, other educational institutions, coaching, and own effort (Table 12.4).

Table 12.3 Feasibility of fulfilling ambition without library services

Responses	GK	Percent	Control	Percent	Total	Percent
Possible to fulfil ambition without GK/library	261	58.0	46	61.3	307	58.5
Not possible	134	29.8	15	20.0	149	28.4
Do not know	55	12.2	14	18.6	69	13.1
Total	450	100	75	100	525	100

Table 12.4 Ways of fulfilling ambition without any library services

Channels of fulfilling ambition	GK	Percent	Control	Percent	Total	Percent
Teacher/any learned person	75	18.4	13	20.3	88	18.7
Coaching/model test	30	7.4	3	4.7	33	7.0
Different notes, guide books	47	11.5	5	7.8	52	11.0
Encouragement from elder brothers or sisters	12	2.9	2	3.1	14	3.0
Educational/other institutions	99	24.3	22	34.4	121	25.7
Through money	8	2.0	0	0.0	8	1.7
Parents/other relatives	85	20.9	11	17.2	96	20.4
Own effort/education	42	10.3	3	4.7	45	9.6
TV/magazines, computer, internet	7	1.7	0	0.0	7	1.5
Training facilities for sports/others supported by any other organization	2	0.5	5	7.8	7	1.5
Total	407	100	64	100	471	100

12.4 General knowledge test 22

We assumed that using the services provided by GK, especially reading opportunities could improve general knowledge of students. To verify this assumption, we conducted a general knowledge test. The number of students taking the test was 450 in GK area and 75 in control area. The proportion of students having all right answers was 54% in GK area and 16% in control area. Percentages with 4 and 5 right answers were 82 in GK area and 35 in control (derived from figures in Table 12.5). Correspondingly, mean scores also varied widely, 3.05 in control area and 4.29 in GK area (12.6). The t-test for equality of means shows that the gap in average scores in GK and control area is highly significant. The differences between girls from GK area and control were especially pronounced. Mean scores for girls in GK and control area were 4.28 and 2.77, respectively. There were no significant differences in average scores of students from different types of GK area, and among users and non-users in GK area. We assume that the non-users (only 18) were influenced by library users because of close association with the users indicating spill-over effects.

Table 12.5 No of students by answers on general knowledge test

No. of questions answered	Control	GK	Total
All wrong	0	2	2
1 right	7	4	11
2 right	20	20	40
3 right	22	55	77
4 right	14	125	139
All right	12	244	256
Total examinee	75	450	525

Table 12.6 Average scores on general knowledge

Area	Mean	N	Sd.
Control	3.05	75	1.2
GK	4.29	450	1.0
Total	4.11	525	1.1

12.5 Factors affecting scores in general knowledge test among students of class VI-class IX

Our data show that there were no significant variations among students from different GK areas and among male and female students in the scores they received in the test. However, significant differences were observed among students from GK and control areas, especially among girls. Our hypotheses are that students from control areas, especially girls, are not exposed to different types of knowledge and information besides their school work. Going to library and meeting people facilitates access to information. We also expect that parent's education would affect positively and so would a library member in the family because of sharing knowledge.

We ran an OLS regression model to find out significant factors related to general knowledge. We considered library membership, visit to library, membership of parents or any other member, education of parents, and education (or class) of the respondents themselves. A number of factors with expected signs turned out to be significant. The model explains 32% of variations in the scores (Table 12.7).

Library visit is highly significant with highest coefficient values followed by library membership and father's education. Mother's education variables are not significant

and have negative signs. Students at higher classes have higher scores. Father's education dummy 2 is highly significant. When fathers have high education, general knowledge of students improves. We assume that educated fathers are likely to have greater mobility, social network, and a more enlightened atmosphere at work that influence children's learning. Advanced area and old GK variables are highly significant with negative signs. The reason behind worse performance of students in advanced area compared to less advanced area may be that the former group is exposed to various types of entertainment that do not necessarily contribute to general knowledge, such as video games, films, etc. On the other hand, in less advanced areas, lack of such opportunities may induce young people to go to library and mingle with others. According to our data, the intensity of use is higher in less advanced areas (Section 4, Table 4.4).

GK being old would affect scores negatively. Our data on intensity of use by GK types (Table 4.4) show that the proportion of students visiting library daily was higher in young GKs (72%) compared to old GKs (62%).

In conclusion, our main hypothesis that GK affects general knowledge among young people in a positive way has been confirmed by our data.

Table 12.7 OLS regression on factors affecting scores in general knowledge test

Independent variables	Coefficient	P>|t|
Sex	-0.001	0.994
Library membership	0.628***	0.001
Any other household member library member	0.156	0.107
Father's education dummy 1	0.174	0.100
Father's education dummy 2	0.415***	0.006
Mother's education dummy 1	-0.051	0.643
Mother's education dummy 2	-0.026	0.906
Number of parents member of library	-0.025	0.872
Advanced	-0.331***	0.000
Old	-0.310***	0.000
Education level	0.085***	0.007
Visit *Gonokendro*	0.873***	0.000
Constant	2.378	0.000

Number of obs = 525
$F_{(12, 512)} = 18.64$
Prob > F = 0.0000
R-squared = 0.3162
Root MSE = .9082

Table 12.8 Descriptive statistics for the student model (dependent variable: knowledge score)

Variable	Obs	Mean	Std. Dev.	Min	Max
Students knowledge score	525	4.11	1.09	0	5
Sex (1 = if female; otherwise - 0)	525	0.60	0.49	0	1
Library membership (= 1 if member of library; 0 - otherwise)	525	0.73	0.45	0	1
Any other household member library member (=1 if any other member of the household is a library member; 0 - otherwise)	525	0.25	0.43	0	1
Father's education dummy 1 (=1 if the fathers education is from class 9 to 12; 0 - otherwise)	525	0.29	0.45	0	1
Father's education dummy 2 (= 1 if the fathers education is above class 12; 0 - otherwise)	525	0.11	0.31	0	1
Mother's education dummy 1 (=1 if the mothers education is from class 9 to 12; 0 - otherwise)	525	0.28	0.45	0	1
Mother's education dummy 2 (= 1 if the mothers education is above class 12; 0 - otherwise)	525	0.03	0.17	0	1
Education level (class currently enrolled in)	525	8.28	1.37	6	10
Visit *Gonokendro* (=1 if the respondent visits GK; 0 – otherwise	525	0.82	0.38	0	1
Number of parents member of library (0 - none; 1 - either father or mother; and 2 - both father and mother)	525	0.12	0.364032	0	2
Advanced (= 1 if the socioeconomic condition of the survey area was advanced; 0 - otherwise)	525	0.38	0.49	0	1
Old (=1 if the library was established between 2002-2006; 0 - otherwise)	525	0.43	0.50	0	1

Question for students: general knowledge

Put a tick mark on correct answer:

1. Every year the children of Bangladesh take polio vaccine, vitamin A capsule and de-worming tablets supplied free of cost by the government throughout the country. At what age a child becomes old enough to take de-worming tablets?

     a)   1 year   b) 2 years   c) 1 month   d) 6 months

2. Earthquake may turn into a natural disaster. So, what needs to be done during earthquake?

     a)   Shut down doors and windows quickly
     b)   Go out to an open space as soon as possible
     c)   Come into the house immediately
     d)   Inform people house to house

3. Professor Dr. Md. Yunus is the first Bangladeshi who got the Nobel Prize. For which category did he and the Grameen Bank got the prize?

     a) Literature b) Peace c) Industry   d) Economics

4. According to law, child marriage is a punishable offence. From which age a man and women become eligible for marriage?

    a) both are 16 years old   b) man 18 years, women 16 years
    c) both are 18 years old   d) man 21 years, women 18 years

5. Which one is the International Mother Language Day?

    a) 21st February   b) 14th February   c) 21st December d) 1st May

Section 13

INFORMATION FROM LIBRARIANS

We conducted in-depth interviews with 18 librarians from the sample GKs. Questions were related to personal background of librarians, GK members and services, and their perception on the impact of GKs on their lives and the community they serve.

13.1 Personal background of librarians

Most of the librarians belonged to age group 25-32 years (61%) and the rest were between 17-24 years. Of them, 50% passed SSC, 11% passed HSC, and 22% had education below SSC. More than half belonged to middle class and the rest were from poor families according to their own perception. Occupational background (household head) was mainly farming followed by private service and business. Most of them worked for 4 to 5 years. Others worked for 1-3 years, over 5 years, and less than a year.

With respect to training seven types were mentioned: basic library training, advanced computer/internet, basic computer, refresher course, computer hardware, child development, and management. Eighty-three per cent received one or more types of training.

Table 13.1 Background information on librarians

Characteristics		Percent
Age group		
	17-24	39
	25-32	61
Education		
	Class VIII	5.6
	Class IX	16.7
	SSC	50.0
	Class XI	11.1
	HSC	11.1
	B. A.	5.6
Economic status		
	Middle class	56.6
	Poor	44.4
Occupation of households		
	Farming	39
	Private service	28
	Business	22
Length of service		
	Less than a year	3
	1-3 years	4
	4-5 years	8
	Over 5 years	3

In one comprehensive GK the librarian had all types of training. In another comprehensive GK, the librarian had training in all except child development and management. Eight librarians had training only in library. The rest had training in library and in advanced and basic computer.

13.2 Information on GKs

Number and distribution of members/users by type: In total there were 7,498 members in 18 GKs with 6,095 students and general members (Table 13.2). The share of adult members (13.3%) was much lower than that in our sample (41%). The share of females among adult members was also lower (29% against 37% in our sample).

Table 13.2 Distribution of members by type

Type	General		Student	
No	Male	Female	Male	female
No of members	708	295	3003	3492
Percent	71	29	46	54

(Total no. of members = 7498)

13.3 Pattern of utilisation of library

On average of 18 libraries, 80% of students used library with no significant difference among boys and girls. Among the general population 33% went to library. This was an average estimate from the responses of 18 librarians. There was a large variation in responses with respect to general users. Maximum was 60% as reported by three centres, and minimum was 8%. Around 40% of the centres reported that the proportion of users varied between 50 and 60%. This is contrary to the survey data on the use pattern. In the survey of 18 GKs, a higher rate of participation of adults (69%) was observed.

Wide variations in the intensity of use among different centres were reported by librarians. Maximum number was 80 and minimum 20 (Table 13.3). Only three centres had low regular visitors – two had 20 and one had 25. All the three centres are from advanced area and established during 2002-2006. This is also confirmed by our survey data where intensity of use was lower in advanced areas and old GKs.

Table 13.3 Number of regular visitors

Regular visitors	Percent
Max	80
Minimum	20
Mean	52.50
Mode	60
Std. Deviation	16.019

All the centres had children's corner and it was highly appreciated by both parents and children from class I-VI.

Mobile libraries were present in 12 centres. On average, female members were 26 and male members were 11 with a high degree of variation. Most of the mobile users were women and their education level was mostly SSC. The minimum education level was read up to Class III and maximum was Class X. As mentioned in Section 7, this is contrary to what our data on mobile library. In our survey data, 36 of 42

members (86%) had just completed primary education and below primary. As mentioned before, survey data are more reliable because they are reported by the respondents themselves, whereas librarian information was based on their assumption. No records were kept on education of members.

In response to the question on trends in the use of GK, all librarians mentioned an increasing trend and it is mainly because of public interest in reading books and newspapers and also computer/TV (Table 13.4).

Table 13.4 Reasons for increased use of library

Reasons	Responses	
	N	Percent
Public interest in reading books and newspapers	17	56.7
Children's corner/sport/game facilities	3	10
Social and cultural activities/musical instruments	3	10
Computer/TV	7	23.3
Total	30	100

A variety of books are available, on average 293 books. People read mostly storybooks, magazines, religious books (general population), and biography. In mobile library, there was extra demand for religious books, story/novel and health/cook books.

Most common activities were reading books (64%) and using children's corner (36%). There is a high demand for different computer/internet/TV, musical/sport items and different types of new books (Table 13.5).

Table 13.5 Demand for extra services

Demands	Responses	
	N	Percent
Newly published books/ magazines/English paper	11	24.4
Religious books	5	11.1
Reference books/dictionary/science	2	4.4
Computer, satellite TV/internet	14	31.1
Musical and sport items	11	24.4
Access to safe water	2	4.4
Total	45	100

These are somewhat different from the survey. In survey data, books and computer have more importance. There are differences between survey data and librarian information in the use of computer programmes. In survey data, a high percentage (76%) was for MS Word. In librarian data, a more equal distribution among programmes was observed with Excel, graphics and CDs gaining substantial importance (Table 13.6). Only students use computer.

Table 13.6 Computer programme mostly used

Most used items	Responses	
	N	Percent
MSWord	5	38.5
PPT	1	7.7
Printing facilities	1	7.7
Excel/graphics	3	23.1
CD	3	23.1

Total no of persons (both members and non-members) trained were 187. Of them 68% were members. Among the members trained 30% were women. This is much lower than average figures (57%) for all GKs as reported by BRAC (Section 1).

GKs are supposed to have similar objectives and guidelines as set by BRAC together with local organisers. We asked the librarians what steps they took to fulfil the objectives. There were 40 responses from 18 librarians. Of these, 28% had named publicity in different forms, communication with people, and meetings followed by increase in members. Other steps include computer/TV/internet, training facilities and raising funds for books (Table 13.7).

13.4 Steps to be taken to fulfil the objectives of the programme

Table 13.7 Opinions of librarians about the steps

Steps	Responses	
	N	Percent
Publicity/communications/meeting	11	27.5
Encourage reading habits	8	20
Increase number of members/renewal of membership	5	12.5
Training facilities	3	7.5
Introduce mobile unit	2	5
TV/computer/internet	3	7.5
Celebrate important national events	2	5
Librarian should be active in management and polite in dealings	2	5
Raising funds/books	3	7.5
Increase number of services and improve quality of services	1	2.5
Total	40	100

We also asked about the indicators they used to measure performance. Out of 51 responses the main ones were for increased number of members (23.5%), regular issue of books (21.6%), computer/TV/micro museums, and increased reading habits among users (Table 13.8).

Table 13.8 Indicators of performance

Indicator of success	Responses	
	N	Percent
Regular issue of books	11	21.6
reading habits among users	7	13.7
Maintaining opening hours/good management of library	5	9.8
Increased number of member/user	12	23.5
Computer/TV/micro museum	7	13.7
Training facilities	2	3.9
Social awareness	3	5.9
Empowerment of women	4	7.8
Total	51	100

The librarians were very confident about sustainability of the centres. They also added that it was important to raise local funds, increase number of members, computer/TV/internet and training facilities, and awareness among committee members.

13.5 Personal experience of librarians

Fifty percent of the librarians experienced no problem in carrying out their duties. Those who faced problems sometimes consulted BRAC staff or committee members or headmasters. Ninety-four per cent thought that library was a safe place to work. Both librarians and general population considered that the honorarium for the librarians was too low as found in the survey and FGDs. The librarians were asked about non-monetary incentives that they considered important good work. We expected an answer that would reflect librarians' own gain. However, most of the responses we received were related to services of library. About 32% of the responses were for librarian themselves such as for more training for librarians, extra personal benefits regarding their children, and opportunity for running a small shop (Table 13.9).

Table 13.9 Non-monetary incentives to the librarian

Incentives	Responses	
	N	Percent
More training facilities for librarian	6	18.8
Extra personal benefits for librarian/children's education	2	6.3
Renewal membership	2	6.3
TV/computer/internet/sport items	10	31.3
More books/papers	5	15.6
Frequent meeting of committee members/active committee and BRAC staff	3	9.4
Opportunity to run a small stationery shop	2	6.3
Smoke-free environment	2	6.3
Total	32	100

One of many benefits of library or community centres is empowerment of women. In this respect, changes in the lives of librarians are important impacts. All librarians mentioned that meeting different people had enriched their lives. They appreciated that sometimes people came just to visit them. Sixteen out of 18 librarians felt an enhanced status in society and family. Although the honorarium of librarian is meagre, 50% of them mentioned that they had benefited economically. Fifty percent of them thought improving skill was important and another 18% mentioned awareness about child development (Table 13.10).

Table 13.10 Changes in lives of librarians

Changes	No of Librarians
Economic benefits	9
Enhanced social/family status	16
Meet different people	18
Improved skill	9
Own awareness about child development	3
Reading habits	1
Increased ability to express	1
Additional opportunities for earning income	2
Total (18 librarians)	59

The librarians are aware of their social roles, and are very positive about the effects of library on the local community. Multiple responses on various benefits are reported. The highest number was for empowerment of women followed by impact on youths, participation in social activities and in creative work Table 13.11).

Table 13.11 Opinions of librarians on impact of GK on the community

Impact	No of responses
Reduce illiteracy	8
Changing behaviour and activities of youths	12
Participation in creative work	9
Participation in social and cultural activities	11
Empowerment of women	13
Reading habits	6
Cognitive and non-cognitive development of youths	1
Increased income earning opportunities	1
Total	61

Section 14

SUMMARY, CONCLUSIONS AND POLICY RECOMMENDATIONS

The main objective of this study was to evaluate the *Gonokendros* (GK), the multipurpose learning centres operated by BRAC jointly with local community in rural areas of Bangladesh. Two types of evaluations were done - the process evaluation and the impact assessment. In process evaluation, we wanted to explore how the centres were utilised and how the users perceived the quality of services which might differ with the types of centres. In impact assessment, we wanted to know if the centres benefited local community, and to identify the channels through which individuals were affected. Eighteen centres of different types and 900 respondents were selected through stratified random sampling. Three control areas and 150 respondents were also selected for comparison.

14.1 Summary of findings

Process evaluation

Overall pattern of utilisation

- In our sample of 450 students and 450 adults, there were 737 users and 597 members. Among the users, the proportion of women was 51%. The proportion of students in total users was 59% and the rest were general population.

- The proportion of girls among student users was high (60%) because of inclusion of two girls' schools.

- The proportion of women among general users was low (37%).

- The rate of participation (number of users/total number in own category) among students was very high (96%) with 99% boys and 94% Girls.

- Among the general users, the participation rate was also quite high (69%), with 56% women and 77% men.

Pattern of use by GK types

- A higher proportion of users were observed in limited GKs compared to medium and comprehensive ones.

- No significant differences were found between the old and new GKs, but participation was slightly higher with the former.

We ran two probit regressions to find out which factors affect the probability of being a member or user of GK. The most significant factors behind the probability of being a member of GK are age of respondent with a negative sign, other library members in the family, type of GK, socioeconomic status of respondent, and female in intervention area are likely to affect positively.

On the other hand, the most significant factors behind the probability of using GK are female with negative sign, library membership, respondent is a library member, any other library member in the family, having education up to SSC level, limited and comprehensive GKs instead of medium GK, advanced area, and upper class and poor rather than very poor. These variables affect the probability of using library in a positive direction. Mother's education above 12 years was highly significant but had a negative sign indicating a possible influence of access to other source of information (besides GK) among students of educated mother.

As far as intensity of utilisation in terms of number visits to library is concerned,

- a high frequency of use among students visiting the library daily was observed;

- a reasonably high proportion of general users also used library either daily or 1-2 times a week;

- women visit library less frequently than men.

We could not see any consistent pattern in the intensity of utilisation by GK types. We speculated that the number of visits to library by adult men and women may depend on many idiosyncratic factors, not necessarily due to GK type. However, frequency of use was more in less developed areas and in young GKs.

Utilisation of services of GKs

- Reading books, newspapers and magazines was the most important activity,

- Use of computer was also common where it was available,

- Children's corner was very popular and utilised extensively, and

- Social/cultural activities were arranged in the centre and people participated regularly.

Computer was available only in few centres in our sample. In such centres, 41% used computer of which the share of female was 51%.

Satisfaction with GK services and suggestions for improvement

- The level of satisfaction was quite high among both student and general users.

- In limited GKs, the proportion of highly satisfied users was less than in other categories.

- Interest in reading books was higher in areas where services were limited.

- There was a high demand for different types of books, computers/internet/TV and sport/musical items.

- Although participation of women in library activities is low both in terms of number of users and intensity of use, there is a great appreciation of library facilities among women.

GK training programme for livelihood skills

- The number of persons received training was 20 in our sample.

- But the percentage of women receiving training among the few was high.

- According to librarian data, 30% were women among the members who received training.

Ownership and governance

Feeling of ownership was found strong among the local people. Even if they were not totally independent, they could manage financially. People valued the library a great deal and considered it as their own institution.

Impact assessment

Differences between control area and GK area

Survey findings:

- A significant difference between control and GK areas, especially for women in reading habits was observed.

- Reading test – only a few took the test. Average score in control area was lower than that in GK area. However, the sample size was very small (49) for making any judgement.

- The pattern of interaction with children: a mild difference was observed with positive results in GK area.

- In GK area parents actively helped in school work, whereas in control area parents helped preparing them for going to school.

- Mild difference was observed in women's empowerment. Women in GK areas took part in a variety of activities outside home, whereas in control area outside activities were mainly related to income earning. Local leaders also confirmed that the impact of library was very positive for women's empowerment. They all noticed a change in behaviour and personality of women over time. Those who came to the library regularly had become more self-confident and expressive.

- General knowledge test among students: there was significant difference between control and GK areas in mean scores. Results of regression confirmed that major factors associated with score are membership and use of library.

14.2 Conclusions

Although the main objective of this study was not to evaluate the performance of GKs in terms of BRAC goals, it would be interesting to see how far the objectives of the programme are fulfilled. One of the main goals of BRAC´s GK programme is to reach rural people. This goal has been achieved because more than 95% of the centres are located in rural areas and some of the areas are quite remote. In our sample of 18 centres 10 fall in less advanced area.

There are four outcome objectives of BRAC:

1. *People (at least 50% of them being women) in rural communities, including neo-literates, semi-literates youth, adult and children, accessed GKs for enhancing knowledge and skills required for improved living.*

2. *Children and youths in rural communities (at least 50% of them being female) gained knowledge and skills on computer offered by GK for accessing relevant information.*

3. *People (at least 50% of being women) in rural communities, including literate/neo-literate, semi-literate youths/adults acquired livelihood skills and using them for income generation, including wage or self-employment.*

4. *Rural communities developed ownership including financial sustainability, achieved for operating the existing GKs with active involvement of the community by forming trusts.*

From the use pattern of our sample population, we see that the rate of utilisation of library services was quite high. It may seem that the first outcome objective of BRAC programme has been achieved. However, we need to look at the characteristics of the users for proper assessment. First, educational attainment of users versus non-users shows that the former group had a higher level of education. It means that services of GKs did not reach the semi-literate people. It is understandable that people who can read and write are more likely to use library services. To reach the very poor and illiterate, the programme has to consider introducing adult education within the centre. This shortcoming of the programme can be overcome with reasonable cost. People from intervention areas suggested that the adult literacy classes might be organized within the library 2-3 times a week in the evening.

Secondly, while the share of women in total users was 51% because of including two girls' schools in our sample, among general users 37% was women. This is also due to lower level of education of women than men.

The second outcome objective is related to computer access. Computer is available only in a few centres (6 out of 18) in our sample. In these centres, 41% of the respondents used computer of which female share was 51%. It seems from our data that the gender part of the second outcome objective of having 50% female users was fulfilled. Since computer was available in 48% of the GKs (according to BRAC information), the overall objective is yet to be fulfilled.

The third outcome objective is about training facilities for livelihood skills. Out of 95 respondents 20 (21%) received training. The highest percentage received computer training followed by tailoring, mentor training, poultry/cattle-rearing and management. With such a small sample, it is difficult to say whether the third outcome objective of BRAC related to livelihood skill training has been fulfilled or not. FGDs and interviews with some librarians, however, indicate that women and general population highly appreciated GK services in opening up income earning opportunities through various training programmes. According to BRAC's latest statistics, the share of women among those who have received training is 57%.

It appears from our survey data and FGDs that the fourth outcome objective related to ownership was largely fulfilled as reflected in the eagerness and enthusiasm of local people in protecting the institution. However, due to poverty they are still dependent on external financial help for improved modern services.

The overriding goal of GK programme is poverty alleviation. As poverty has many dimensions, the impact of GKs can be observed in different spheres. Our impact assessment has focused on individual, family and community and their interactions. That a library has had impact on people (enhancing desire to learn, greater social and familial network, nurture of hobbies and interest, increased mobility of women, directing children and youths to joyful and creative activities, assisting them in achieving their dreams, acquiring livelihood skills) was not difficult for us to discern. The survey, FGDs, and interviews have confirmed that these positive changes have come through GKs. Moreover, in control areas, the library services not provided by any other organisation, locally organised or externally assisted. This is reflected in the felt needs of people, their behaviour, life style and frustration.

We have also identified several spill-over effects such as children going to children' corner affects mothers; one library member in the family encourages others to become member, several members of the family can read books if one member goes to library and borrow books; and user students affects non-user students.

The study raises some interesting policy dilemma. We have seen that people were not only satisfied with existing services but they had a long list of demand. But how much they will use the services is a crucial question. *Are there strong links between existence of facilities (inputs) and use of facilities (outputs)?* Our results indicate that

in less developed areas and in GKs with limited facilities, people used library more than in advanced and comprehensive GKs. If this is the case, what should be the policy of BRAC with respect to expansion versus upgrading of existing centres?

Links between the use of facilities and outcomes (impact on individual, family and society)

Another important question is, does visiting library lead to intended beneficial outcome as we have assumed and have also found in this study? Some impacts are easily discernable and can be attributed to library visit, for example, when women visit library regularly, it helps them interact with outside world and increases their self-confidence. There is a link between input (services), output (use of services), and outcome (changes in behaviour). This is confirmed in our study. However, how much library visits contribute to their ability to read and to acquire knowledge and information is difficult to measure. A more in-depth study (that was not possible in our study due to time constraint) is needed for addressing such questions. Similar is the case with impact on children as a result of parents' increased reading habits, exposure of mothers to outside world, etc.

14.3 Recommendations for policy and research

Although the study was based on a small sample, 18 centres out of 2,500, the results have interesting policy implications. Our study clearly shows that among the general population, women participated less in library activities, and this is strongly related to their low level of education. Adult literacy component needs to be added to the existing programme.

Secondly, we observed that the users of GK appreciated the services provided by GKs but they had a long list of demand. They wanted computers, internet facility, different training programmes, better collection of books, newspapers, sport goods, musical instruments, better furniture, more space, etc. On the other hand, there is a need for basic facilities as library is non-existent in large parts of rural Bangladesh. In such cases, expansion of the programme is urgently needed. At the same time, uplifting of the programme is important for improving the quality of education and giving opportunities to youths in rural areas to compete with their urban counterpart.

Thirdly, there was a strong demand for practical education and training which could help youths find jobs or self-employment (FGD). Computer-based, practical work and skills are required to enter the labour market. To fulfil these objectives, lab facilities in schools should be developed. As found in our study the lab facilities are rudimentary and underused in rural schools. GKs may promote science-based practical education together with skill development programme. Development of lab facilities can create demand for teachers with technical and science education.

Research needs:

- Find out more about local circumstances and needs of people – demand side analysis

- Investigate why use of library is lower in advanced area and in comprehensive GKs

- Explore how to match supply of services with demand that is likely to change with socioeconomic development and growth of alternative opportunities

- Find out if there are interventions other than GKs to fulfil similar objectives

Process evaluation can be linked with impact assessment through long-term qualitative research. Observation of two groups - users and non-users regarding changes in their behaviour, their interaction with others and subsequent impacts on family and society may be part of future research initiatives.

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APPENDIX

Appendix 1

Community description

Sl	Description of Location	Distance from upazila centre	Physical infrastructure	Market place	Means of transport	Educational institutions	literacy rate	Socioeconomic condition	Mobility of women
1	Aloksattra, Godagari, Rajshahi (LA)	32 km	Roads, dwellings: Mostly mud houses	Not in the vicinity	van, trolly	primary and secondary schools	about 58%	mostly agriculture	does not seem to be conservative
2	Gamalganj, Joypurhat (A), Girls' School library	12 km	very good	quite urbanised with many non-farm activities	all kinds	many educational institutions including college	75%	mostly middle class engaged in business and small enterprises	very progressive, girls play volley ball
3	Mithapukur, Rangpur (Semi-urban) (A)	Upazila Sadar	80% pucca roads, 98% sanitary latrine	in the village	all kinds	schools, college, health clinic, youth club	80%, people with high education	agriculture-based	free mobility and women work in different areas
4	Melabari GK, Phulbari, Dinajpur (A)	10 km	mostly pucca roads, housing condition mixed	market in the village	van, rickshaw	primary and secondary school	about 55%	middle class, agri-based	women participate in different activities and move freely outside
5	Borosimla, Kaliganj, Satkhira (LA)	5 km	mixed pucca and kutcha roads, dwellings some pucca and mixed, but mostly kuccha	not in the vicinity	van, rickshaw	primary and secondary schools	low	mostly agriculture and fisheries, and some salaried people	conservative
6	Barigaon, Dhamrai, Manikganj (A)	6.5 km	mostly kuccha roads	1.5 km away	tempo, van, rickshaw, motorcycles	primary and secondary schools	about 70%	mostly farmers but some people are in service and business	free
7	Aranagor, Dhamoirhat, Naogaon (A)	13 km	One pucca road linking to Upazila centre, rest kuccha	2.5 km	van	primary, secondary schools, college, community clinic, BRAC Primary school	70%	middle class mostly	rather free

(Appendix 1 continued....)

(....Continued Appendix 1)

8	Umedpur, Shailkupa, Jhenaidah (LA)	10 km	one pucca road, rest kutcha, mostly tin house	in the village	mostly van	primary school, boys' secondary and girls' secondary	60%	agri-based	conservative, limited mobility
9	Pokkhali, Cox's Bazar (LA)	35 km	mixed	no big market nearby	van, CNG auto	no primary school, one pre-school, one seconadry school	30%	mostly engaged in shrimp cultivation and salt, highly unequal land distribution, high economic inequality	Conservative
10	Mostabapur, Kaliganj, Jhenaidah, (LA)	10 km	one main road pucca, and rest mud roads, mud and tin houses mostly	4 km away	van, tempo	primary and secondary schools	50-52%	Poor agri-based	limited
11	Panchapalli, Magura (LA)	8 km	mostly Kutcha, poor housing condition	no market	van	primary and secondary schools	53%	poor, mainly farming	free movement
12	Bainja, Netrakona (LA)	22 km	mixed	small market	bus, tempo, van	1 pre-primary, 1 orimary, 1 secondary school	32%	middle class and poor	free but women do not work outside
13	Chaklahat, Panchagarh (A)	missing information	60% pucca, 80% sanitary toilet, no information on housing	one small and one large market	bus, auto rickshaw, van, motorcycle	primary and secondary school, madrasa	80%	agri-based	progressive
14	Hotoshharipur, Kushtia (LA)	6 km	1 main road pucca	a small market place	boats	pre-primary school, U.P office	45%	poor, agri-based	conservative
15	Amtoli, Manikganj, Daulatpur (LA)	9 km	mostly kutcha roads, poor housing	a small one	van auto rickshaw	-	48%	poor	free movement
16	Hamir Qursha, Bagmara, Rajshahi (A)	12 km	mostly pucca roads, mixed housing	big market	auto, trolly and van	-	under 50%	agri-based	has improved recently
17	Shahapara, Paikgachha, Khulna (A)	10 km	good roads	5 km away	auto, van	primary and secondary school	high literacy	agriculture and non-agri mixed	progressive

(Appendix 1 continued....)

(....Continued Appendix 1)

18	Washin, Sirajganj (LA)	4 km	mixed quality of roads, flood-prone area, boats are used during rainy season	no market within 4 km	van and motorized vehicle	1 primary and 1 secondary school	62%	agriculture but	women do not work outside
Control Area									
19	Banno Lakhkho Haji High School, Manikganj (LA) (05.12.12)	17 km	mostly kuccha roads	no market	auto	primary, secondary, madrasa and 2 mosques	60%	poor, agri-based	free
20	Lalua Majhira High School, Tarash, Sirajganj (LA)	6 km	poor quality of roads, flood-prone area, boats are used during rainy season	no market nearby	boats and motor cycles	1 govt primary and 1 secondary school	52%	mostly farmers	Most women are housewives, but not conservative
21	Bororia High School, Bororia, Netrakona (LA) (24.12.12)	22 km	mixed	no market nearby	bus, CNG, van, rickshaw	1 primary, 1 secondary school and 1 madrasa	40%,	mostly poor engaged in agriculture, very few in service sector	women do not work, but not conservative

Appendix 2 FGDs in survey areas

FGD 1. 05-12-12 Manikganj Barigaon: *Gonokendro* with mobile library and children's corner Librarian: Anjali Mazumdar

- Educational status of the population: 40% can read and write, 90-95% can sign with the help of their children.

- Q1. The centre is running since 2002, it is well-visited and interest is growing. Main visitors: students, general members of whom most of them are teachers and guardians of students. The library is mainly used by students, and among the general public, mainly those who can read and write. There is only one disadvantaged person -mentally handicapped at present not visiting the library.

- Q2. The need for a library in the community is strongly felt beyond all doubts.

- Q3. Services offered by the centre: books, newspapers, magazines, children's play and training programmes in tailoring and poultry farm.

- Q4 Use of the library – mainly books, newspapers, magazines, story books used by primary children

- Q5. Benefits of library use: **individual level**: awareness, ability to express own ideas in structured ways, especially for women, increased outside activities of women.

At **community level**: increased social awareness and positive community related values, increased social networks, reduced social degeneration.

Family level: more interaction with children. Because of the Children's corner, many women accompany their children to the library even though they cannot read and write. This creates a desire to learn.

- Q6. Location no problem, people can visit the centre easily within half an hour on foot. The centre needs better and more furniture, larger building in order to attract more visitors.

- Q7. Additional steps to increase membership and number of visits: adult education, skill training programmes, opportunities for practical work and vocational education for students, children's park, computer, new books, more publicity through leaflets, attracting children books and toys can encourage mothers to come to the library.

- Q8-11. Ownership and governance: people consider that it is their own organisation, it is for public use and it has to be maintained by the people themselves. However, there is a strong feeling of dependence on external funds and initiative. Expansion and sustainability of the centre depends on how the above steps are taken. Since these measures need fund which the community cannot raise on their own, external help is needed.

- Some young people expressed the need for an active role of librarian in publicity work related to the library. There are no leaders who can take initiative in organizing unemployed youths.

FGD 2. Washin, Sirajganj (out of school) (Date 19.12.12)

1. Established in 2003 with the joint effort of BRAC and local community

2. Library is good for everybody

3. Services include recreation, sports, art competition, reading books, skill development programmes

4. Use of the library: many visitors from the general public because it is near Upazila office, but more student visitors. There are many women and girls visitors from schools and madrasas, Girls' club. Two disadvantaged persons, one of them comes to the centre. They get extra facilities. When children and students are using the library, general people are less likely to come. Among regular visitors are women and students, irregular visitors are those who work outside the village visit the library during their vacation. Many visitors have completed SSC or HSC. Almost no illiterate.

5. Personal and family gains from library: adults read, read out to grand children, encourage them to read, reading books increases the ability to impart knowledge. Reading books is a pleasure.

6. Gains for the community: young people spend their leisure time in the library which is good for their overall development, women can come out and get the opportunity to read and learn.

7. No comments : seems to be all right

8. How to increase the number of visitors and improve quality of services: TV, computer, electricity, internet, regular supply of daily newspapers. There is no place where newspapers are available regularly although literacy level is quite high in this village.

9. Reopening of mobile unit, it is important for women folks, more new books, books and material for art and painting, diverse magazines.

10. It is organisation owned by the community

11. Community members can participate in different activities. Running of the organisation needs skilled people and needs to be strengthened commented by a young man. Now it si run by elderly people.

12. The library can be sustainable without external help. The community will ensure its survival.

FGD 3 BRAC Bainja *Gonokendro*, Purbodhala, Netrakona, Date: 24.12.12

1. Established in 2007, going well

2. Many benefits- people can develop their reading habits, good for youths, girls and women get the opportunity to come out and watch TV.

3. Newspapers and magazines available, debate competition, readers' forum are some of the important services.

4. 40% general public and 60% students of the school. Among the public more male, among the students, male/female equal.

   I classes –rich and poor come, but most of them have completed primary education or more. People with low education come to watch TV. Their number is small.

5. Personal gains from library use: increased knowledge, improve language skills, increased awareness, teachers have access to books that help in teaching, general population have access to reading material, pastime, awareness about health, increased self-confidence Gains for the family: sharing reading experience with the family members, reading books on agriculture help in agricultural activities. Knowledge about upbringing of children. Gains for the community: Community members learn to work together, People take part in community activities initiated by *Gonokendro*.

6. No problem with the centre. Atmosphere is good but needs expansion so that more people can come. Location of the centre is good, but a separate room or building would be preferable. Satellite TV desired. No problem with opening hours but evening would be better for watching TV.

7. How to increase the number of visitors. Needs more sports goods, extra librarian, more computers, sport goods such as volley ball, football, carom, chess, more books, English to English dictionary, books on general knowledge and information, religious books, satellite TV.

8. Library is considered as organisation owned by the community because local people get the benefits.

9. Community people can participate in library matters.

10. Without external help the centre would be established.

11. Now it can run on its own but BRAC assistance can improve the services. The library will sustain.

FGD 4. Manikganj Control Area (Date 05.12.12)
Name of the School – Banno Lakhkho Haji High School

1. The school was established in 1969 with the donation of land (373 decimals) by one local person. It was in operation for 20 years, but subsequently remained closed for 15 years, and restarted again in 2004 and still in operation.

2. It is a rather poor community with high illiteracy, especially among women, low age at marriage. There are micro credit programmes, but not many women take loans, those who take do not use for own work but their husbands utilise it. There are problems with terms of repayment of loans, too short period. Most investments take long time in generating any income. Some women work at garments and other factories.

3. There is no place in the village where people can meet and spend their leisure time. The school ground (not a playground, it looks like an abandoned land) is used for meeting, festivals few times in a year. There is a community feeling, people work together in dealing with natural calamities.

4. They strongly feel the need for a library especially for children and youths who lack opportunities for improved learning. The library is also needed for women who have no place to go otherwise. Village people are willing to take initiative in starting a library, but they need help from outside because of their poverty.

5. There is a problem of leadership. The person whose grandfather once donated the land for the school tries to dominate in the discussion of any improvement of the school. This discourages people to take any initiative.

6. The head master of the school reports that results of SSC exam are good, and the lack of high achievement is due to socioeconomic background of children, coming from very poor families with parents having no education. Besides, the school has no library, an additional disadvantage.

FGD 5. Control Area Sirajganj, Lalua Majhira High School, Lalua Majhira, Tarash, Sirajganj (date 19.12.12)

1. There is no place where village people can meet. Sometimes they meet at somebody's house or at school.

2. Any opportunity for reading daily newspapers. No, if anyone buys from Tarash, they can share only once in a while.

3. All irrespective of age, sex and economic status can participate in sports and cultural activities, which take place mainly in the school compound.

4. How people spend time, meet others for a chatt, read books, watch TV

5. Girls watch TV

6. Condition of village: *Chalan Beel* area, there is electricity, working people, high literacy, social cohesion exists, people deal jointly with disasters, some women are engaged in NGO activities, but most of them are housewives engaged in poultry raising, lack of income earning opportunities for women.

7. People discuss about social problems

8. Literacy rate 80%

9. Very aware of the need for a library or community centre.

10. Need organisational help from outside in establishing a centre

11. Local people can take initiative.

12. Need to find out how much local people can contribute in terms of providing space, labour, financial help

13. Outside help is needed in terms of organisation and finance.

14. Additional comments: library with books, computers, TV, most help is needed in finance. World Vision was approached for a library, but contributed only building and some furniture. Once the local community took the initiative and approached BRAC but it was beyond BRAC's target for that year. They will try again.

FGD 6. Control Area, Bororia High School, Bororia, Netrakona (24.12.12)

1. Any place for people to meet: only men can meet in the market place. Women have no such opportunity.

2. No place to read newspapers especially for women - men can read at the market place.

3. Little opportunity for taking part in cultural activities, watching TV or sports – once or twice a year

4. Those who have watch TV, those who do not have TV just stay at home

5. Girls watch TV if they have otherwise do nothing

6. This is the only area where no women came for our meeting. When we asked the reason, men replied that women did not want to come because they have work to do at home. The village lacks leadership. Here both men and women get married at an early age.

7. Local people discuss politics and mainly with MPs.

8. The rate of literacy 80%. Most people are engaged in agriculture. Most of them have primary education. Female literacy is higher.

9. The need for a library is strongly felt by the people who came to the meeting.

10. How to establish a library? There is lack initiative and local resources as mentioned.

11. There is no one who can take the initiative. Even if they do, it is never fulfilled.

12. No help from the local community is mentioned

13. Financial help from outside is crucial as commented by the participants.

14. They request for financial and organisational help from BRAC or any other organisation.

Additional FGDs 14th and 15th November

Inputs from FGDs and interview with librarians

Points of comparison between intervention and control areas
The need for library centre is felt in both areas – intervention and control

- Chapulia *Gonokendro*: Intervention area, library services are much appreciated need more books/newspapers of different types, computer and internet

- Benefits that are observed and recognised by the local community

  o Increased social interaction

  o Reading habits among women, men and youths, activities of young children helping early childhood development, academic performance of students, increased curiosity to know

  o Empowerment of women in terms of expressing their voice both within the household and outside, increased interest in gainful activities, awareness of children´s educational and other needs

Sukundi: People in control areas expressed the need for a place where they can gather and mingle, read and take part in different social activities. This need is felt especially by women and young girls who have no opportunity to go outside the house. However, the lack of local initiative is observed. A push from external agents is needed.

Saidpur library: In a remote area where a centre with only library facilities was visited, the librarian had worked since 1997. She feels proud of her work, highly devoted person, and she appreciates the fact that because of her work as librarian, she enjoys enormous respect and contacts from local people. This compensates the low monetary remuneration she gets as a librarian. (name Umme Kulsum)

Appendix 3
Check lists for FGDs

Control Area

1. Is there any place in the village where people can meet?

2. Is there any place where people can read newspapers and magazines

3. Are there opportunities for taking part in sports, cultural activities or watch TV together?

4. How do village people spend their leisure time?

5. How do young boys and girls spend their leisure time?

6. Please state the situation of the village in terms of

   o Social cohesion

   o Activities and behavior of youths

   o Participation of people in community activities

   o Disaster management

7. Do village people discuss about community problems?

8. What is the literacy level in this village

9. Do people feel the need for a library?

10. In which ways a library or GK may be established?

11. Can local people take the initiative?

12. What kind of help can be rendered by local people?

13. What kind of help do you require from outside?

14. Please state if there are other comments

GK Area

1. How long has this GK been in operation? How is it going?
2. Why is MCLC (GK) important for you?
3. What kind of services do you get here?
4. What is the pattern of use among people of different category
   o General population\
   o Students
   o Girls and adult women
   o Poor and rich
   o Differently able persons
5. What are the impacts of GK on different levels
   o Individual (enrichment of life in general)
   o Family (relationships among family members, interaction with children)
   o Community (Social cohesion, activities and behaviour of youths

   o participation of people in community activities disaster management)

6. Are there any problems in this centre related to
   o Atmosphere of GK
   o location of GK
   o services

- o opening hours
- o Any other

7.   What can be done to improve the services and increase the number of users?

8.   How do people feel about the ownership and governance of the centre?

9.   How committees do members and general population take part in different activities of GK including management?

10. Is it possible to open a centre without external help? Can this GK survive without external help? What kind of help, when and for how long is assistance needed

Appendix 4

Questionnaire Layout of Survey

Sl no	Description	Field name	Code/remark
	Questionnaire Serial number	Idno	
		Category	
	Year of Establishment	Year	
	Socio Economical condition	Criteria	
1	Name of GK	q1	1=Alok Sattra, 2 =Jamalgonj, 3=Mithapukur, 4= Melabari, 5=Borosimla, 6=Barigaw, 7= Aranagor, 8=Umedpur, 9='Pokkhali, 10= Mostobapur,11=Panchapalli, 12=Bainja,13= Chaklahat 14=Hatoshoripur, 15 =Amtoli, 16=Hamir Qursha, 17=KD Sahapara, 18=Washin,19=Bannal Lakhkh Hazi, 20=Lalua Majhira, 21=Bororia
3	Age	q3	As Recorded
4	Sex	q4	1= Male, 2 =Female
5	Are you a member of GK/mobile library	q5	1= yes, 2= no, 3=not applicable (control area)
6	If reply is yes, which library	q6	1= GK, 2= mobile library
7	If the reply is yes, mention type of member	q7	1=general, 2= student of secondary school.
8	If the reply is yes, the length of time of membership in months	q8	As Recorded
9	How did you come to know about GK	q9_1 q9_2 q9_3 q9_4	1= BRAC staff, 2= LRP, 3=children, 4=relative/friends; 5=teacher, 6=librarian, 7= meetings, 8= own initiative/sign board, 9= neighbours/family members.
10	If student, name class	q10	
11	Occupation	q11	1= farmer, 2= casual labour/farm/non-farm, 3= skilled work, 4= govt. service; 5= private service, 6= business, 7=unemployed, 8= retired, 9= disabled, 10= housewife, 11= college/university student, 12= self-employed/embroidery, 13= religious leader.

(Appendix 4 continued....)

(....Continued Appendix 4)

12	Educational status	q12	0=below class I/never went to school, 1= Class I, 2= Class II, 3= Class III; 4= Class IV; 5= Class V; 6= Class VI; 7= Class VII; 8= Class VIII; 9= Class IX; 10= SSC/Dakhil; 11= Class XI; 12= HSC/Aleem; 13= Class XIII; 14= B. A./Fazeel; 15= Class XV; 16= M. A.; 18= Ph. D.; 20= religious education
13	Marital status	q13	1= Married; 2= Single; 3= widow/widower; 4= separated; 5= divorced.
14	No of children 0-5	m0_5c2	
	No of member 0-5	m0_5c3	
	No of school giong member 0-5	m0_5c4	
	No of members visit children corner 0-5	m0_5c5	
	No of members visit Ganokendro 0-5	m0_5c6	
	No of children 6-11	m6_11c2	
	No of member 6-11	m6_11c3	
	No of school giong member 6-11	m6_11c4	
	No of members visit children corner 6-11	m6_11c5	
	No of members visit Ganokendro 6-11	m6_11c6	
	No of children 12-16	m12_16c2	
	No of member 12-16	m12_16c3	
	No of school giong member 12-16	m12_16c4	
	No of members visit children corner 12-16	m12_16c5	
	No of members visit Ganokendro 12-16	m12_16c6	
	No of children >16	m17_hic2	
	No of member>16	m17_hic3	
	No of school giong member>16	m17_hic4	
	No of members visit children corner>16	m17_hic5	
	No of members visit Ganokendro>16	m17_hic6	
15	If the respondent is student, father's education	q15	0=below class I/never went to school; 1= Class I; 2= Class II; 3= Class III; 4= Class IV; 5= Class V; 6= Class VI; 7= Class VII; 8= Class VIII; 9= Class IX; 10= SSC/Dakhil; 11= Class XI; 12= HSC/Aleem; 13= Class XIII; 14= B. A./Fazeel; 15= Class XV; 16= M. A.; 18= Ph. D.; 20= religious education
16	If the respondent is student, mother's	q16	0=below class I/never went to school; 1= Class I; 2= Class II; 3= Class III; 4= Class IV; 5= Class V; 6= Class VI; 7= Class VII; 8= Class VIII; 9= Class IX; 10= SSC/Dakhil; 11= Class XI; 12= HSC/Aleem; 13= Class XIII; 14= B. A./Fazeel; 15= Class XV; 16= M. A.; 18= Ph. D.; 20= religious education

(Appendix 4 continued....)

(....Continued Appendix 4)

17	If respondent is a student ask, are your parents library members	q17	1= Yes 2= no
18	If reply is yes, then who is member	q18	1= father; 2= mother; 3= both
19	Housing condition	q19	1= all Concrete (pucca); 2= concrete/tin shade; 3= thatched/mud/bamboo roof (kuccha)
20	Asset position of the family owned land in decimal	q20	As Recorded
21	Economic status of family	q21	1= rich; 2 = middle class; 3= poor; 4= very poor
22	Links with any other NGO/library programme	q22	1= yes; 2= no
23	If the reply is yes, type of services provided by the organisation	q231 q232	1= micro credit/any monetary support/income earning activities; 2= religious and other books; 3= humanitarian services/culture/sport
24	How far is the GK from your house	q24	As Recorded
25	Do you visit GK	q25	1= yes; 2= no
26	If yes, how often	q26	1= daily; 2= 1-2 times in a week; 3= 1-2 times in a month; 4= 1-2 times in a year
27	If you are not going now, give reasons	q271 q272 q273	1= no time; 2= no good atmosphere in the library; 3= too few books; 4= no good books available; 5= too few magazines; 6=inadequate seating arrangement; 7= library not always open; 8= GK far from home; 9= friends do not go; 10= feel hesitant to go alone; 11= disinterest; 12= not a member; 13=no time due to exam.
28	Which activities do you take part	q281 q282 q283 q284 q285	1= Read newspapers 2= Read magazines 3= Read books 4= Use computer (if available) 5= Meet people 6= Take the child to Children's Corner, 7= Participate Book Forum 8= Participate Skill Training Programme, 9= Watch TV, 10 = participate in social/cultural activities 11= games/sports,12= drawing/art
29	Which sections of newspapers do you usually read	q291 q292 q293 q294 q295	0= do not read; 1= national politics, 2= other news of the country; 3= sports; 4=culture/recreation; 5= world news; 6= agriculture; 7=business/ finance; 8= job vacancies; 9= read all sections; 10= academic page/health; 11= headlines/editorial; 12= horoscope; 13= religious.
30	What type of books do you read	q301 q302 q303 q304	1= story; 2= religious; 3= textbooks; 4= general knowledge; 5= history; 6= geography; 7= travel; 8= health; 9= cookery; 10= dictionary; 11= biography; 12= poetry; 13= fiction/humour/quiz; 14= science/technology; 15= liberation war.
31	Do you borrow books	q31	1= yes; 2= no

(Appendix 4 continued....)

(....Continued Appendix 4)

32	How many books do you borrow in a month	q32	
33	What type of books do you borrow	q331 q332 q333 q334	1= story; 2= religious; 3= textbooks; 4= general knowledge; 5= history; 6= geography; 7= travel; 8= health; 9= cookery; 10= dictionary; 11= biography; 12= science; 13= quiz; 14= poetry/drama .
34	Who read the books you borrow	q341 q342 q343	1= myself; 2= children; 3= family members; 4= others
35	What do you use computer for	q351 q352 q353 q354	0= do not use; 1= Word; 2= Excel; 3= Power point; 4= Access; 5= CD
36	Are you satisfied with services provided by the library how much	q36	1= very high; 2= high; 3= not at all satisfied; 4= no comments
37	Which aspects do you like	q371 q372 q373 q374	1= reading opportunity; 2= Children's Corner/play; 3= congenial atmosphere/good management; 4= increased public awareness; 5= increased desire for learning/increased knowledge; 6= ability to borrow for home use; 7= use of computer/TV; 8= many books and magazines available; 9= meeting friends; 10= good behaviour of librarian; 11= poor and disadvantaged persons can come; 12= cultural activities; 13= likes all things; 14= training facilities
38	Which aspects of GK you do not like	q381 q382	1= reading opportunity; 2= Children's Corner/play; 3= congenial atmosphere/good management; 4= increased public awareness; 5= increased desire for learning/increased knowledge; 6= ability to borrow for home use; 7= use of computer/TV; 8= many books and magazines available; 9= meeting friends; 10= good behaviour of librarian; 11= poor and disadvantaged persons can come; 12= cultural activities; 13= likes all things; 14= training facilities
39	What other steps can be taken to improve library services	q391 q392 q393 q394 q395 q396	1= more books; 2= more newspapers; 3= computer; 4= longer opening hours; 5= improved borrowing rules; 6= furniture; 7= salary of librarian; 8= good management 9= library environment; 10= holding meetings with local people from time to time; 11= satellite connection for TV; 12= improvement in mobile unit; 13= opportunities for volunteer service; 14= TV/audio; 15= musical instrument; 16= sports items; 17= internet connection; 18= projector-based educational activities/ competition/debates; 19= more publicity; 20= skilled computer and other trainer; 21= electricity; 22= no comments

(Appendix 4 continued....)

(....Continued Appendix 4)

40	How to increase the number of members	q401 q402 q403 q404 q405	1= publicity of library services; 2= internet connection; 3= arranging award-winning competition/debates; 4= organizing meetings; 5= recreation opportunities/ satellite TV/games / musical instruments; 6= documentary films/books exhibition; 7= more books on religion, liberation war; 8= increased number of computers; 9= BRAC financial support/ tiffin/ reduced membership fees; 10= furniture/fans/sports goods/electricity; 11= clean water; 12= no suggestions; 13= training facilities; 14= suitable opening hours/library space
41	Do you feel that the centre is an organisation owned by your community	q41	1= yes; 2= no 3= do not know
42	Do you have any role how the centre is operated	q42	1= yes; 2= no; 3= no reply
43	If yes, how	q431 q432 q433	1= maintain discipline; 2= encourage all to use computers; 3=help in management/meetings related activities; 4= encourage others to become member/discussion about library/publicity; 5= financial/material support
44	Have you tried to gather information about GK	q44	1= yes; 2= no; 3= no comment
45	If yes, about what	q451 q452 q453	? 1= computer/TV/internet; 2= books/magazines; 3= who manages/ who took the initiative; 4= source of finance; 5= purpose of library; 6= whether students are going to the library or not; 7= how is the library managed/information dissemination/ about recreation facilities; 8= about benefits of being a library member; 9= how to become a member; 10= related to training; 11= sport items related
46	Is access to information easy	q46	1= yes; 2= no; 3= do not know
47	If not easy, why	q47	
48	To whom you express your comments	q481 q482 q483	1= management/librarian; 2= BRAC staff; 3= teachers; 4= community leaders; 5= family members/parents; 6=relatives; 7= neighbours/friends/ senior school mates; 8= do not ask anybody
49	What will you do if the library closes down	q491 q492	1= do nothing, no power to bring change, 2= will read newspaper elsewhere; 3= will find out where such services are given; 4= will try so that library will not close down
50	What type of books you borrow from mobile library	q501 q502 q503	0= do not borrow books; 1= story/ fiction; 2= religious books; 3= textbooks; 4= general knowledge; 5= history; 6= geography; 7= travel; 8= health; 9= cookery; 10= dictionary; 11= others
51	How many books you borrow in a month	q51	

(Appendix 4 continued....)

(....Continued Appendix 4)

52	Who read the books	q521 q522 q523	1= read myself; 2= children; 3=other family members; 4= others
53	What are the advantages of mobile library	q531 q532 q533 q534	1= receive books at home; 2= saves time; 3= convenient for the elderly; 4= convenient for handicapped persons; 5= others
54	Are there any problems	q541 q542	1= lacks adequate number and preferred types of books; 2=no place to sit; 3= no problem
55	How to increase the number of members	q551 q552	1=publicity; 2= increase number books/new books/play items; 3=TV, computer, internet
56	If the mobile library closes down what will you do	q561 q562	1= will do nothing. No power to change; 2= find out where such services are available; 3= try so that the mobile unit will not close down; 4= others
57	Do you know about GK or any other library	q57	1= yes; 2= no
58	If the reply is yes, how did you come to know	q581 q582 q583	1= local people; 2= while being a student/own initiative; 3= through librarian; 4= through teacher/ headmaster/BRAC Staff; 5= through family/relatives
59	Where is the library located	q59	1= own village/school; 2=another village.
60	Have you ever visited GK or any library	q60	1= yes; 2= no
61	If not, why	q611 q612	1= no need; 2= nobody informed me; 3= no time; 4= no knowledge that GK is for all; 5= illiterate; 6=GK is situated in girls' school; 7= due to long distance from home.
62	If you have heard about GK or library, yet you have not become a member, why	q621 q622	1= not interested; 2= do not know about library rules/regulation/ opportunities; 3= no time; 4= far from home; 5= cannot read and write; 6= library situated in girls' school, inconvenient for men; 7= inadequate facilities; 8= no magazines; 9= no comments; 10= family restrictions.
63	What kind of facilities will make you interested in being a member	q631 q632	1= adult education; 2= information on membership; 3= text book guide/religious books/biography of writers; 4= TV/computer//internet/ video games; 5= sports goods; 6= training facilities; 7= convenient opening hours; 8= financial support; 9= no comment; 10= near home/own village.
64	What benefits would come from a library in your village	q641 q642 q643 q644	1= more opportunities for reading and learning; 2= meet other people; 3= can participate in diverse social activities; 4= can help children in their homework; 5= women can go out; 6=youth development/community development; 7=increased knowledge/promote talent; 8=computer/sport facilities; 9=no comments; 10= information about job opportunities.
65	Do you read newspapers	q65	1= yes; 2= no

(Appendix 4 continued....)

(....Continued Appendix 4)

66	If yes, where do you read	q661 q662 q663 q664	1=home; 2=at office; 3=GK; 4=shop; 5=other libraries/college/public; 6=hostel; 7=BRAC/ADP; 8=anywhere/online; 9=Asrayan Foundation.
67	Do you read books or magazines	q67	1= yes; 2= no.
68	If yes, where do you read	q681 q682 q683	1=at home; 2=at office; 3=GK; 4=shop; 5=other libraries/ If yes college/public; 6=hostel; 7=BRAC/ADP; 8=anywhere/online; 9=Asrayan Foundation.
69	Do the facilities of GK or any library improve your reading ability	q69	1= yes; 2= no; 3= no comments
70	Reading test score	q70	0= all wrong; 1= 1 right; 2= 2 right; 3= 3 right; 4= 4 right; 5= all right; 6= no answer at all; 7= did not want to take the test.
71	Do you think ability to read help you participate in the discussion of social problems	q71	1= yes; 2= no; 3= do not know.
72	If the reply is	q721 q722 q723 q724	1= explain to others; 2= to prevent child marriage; 3= help to build up sound society; 4= prevent dowry/ violence against women; 5= to send children to school; 6= to understand the topic of discussion/awareness about social problems; 7= to know about civic responsibility; 8= useful in practical life/legal matters/ unemployment/illiteracy.
73	If the reply is no	q73	
74	Do you go to meetings in school or anywhere in the village	q74	1= yes; 2= no
75	If the reply is yes, then how often	q75	1=regularly; 2= occasionally.
76	How many times in a year do you go to meetings	q76	
77	In this respect, does GK or library play any role	q77	1= yes; 2= no; 3= no comments.
78	Are you interested in news about Bangladesh	q78	1= yes; 2= no; 3= no comments.
79	Are you interested in news from other countries	q79	1= yes; 2= no; 3= no comments.
80	If yes, what do you know	q801 q802 q803	1= US presidential election; 2= Malala incident/news in the sub-continent; 3= Middle East news; 4= health related/news ideas /invention; 5= Rohinga issues; 6= the film on Islam/Mohammed; 7= sports; 8= employment abroad; 9= global news/end of the universe on 12.12.21 /Sandy/ Tsunami/ natural disasters/new year celebrations.
81	How do you get the news	q811 q812 q813	1= TV/internet; 2= newspapers; 3= radio; 4= mobile phone; 5= neighbour/relatives/family members.
82	Do you know about skill development programme of GK	q82	1= yes; 2= no.

(Appendix 4 continued....)

(....Continued Appendix 4)

83	Have you received any training	q83	1= yes; 2= no.
84	If yes, which are those	q84	1= computer; 2= mentor training; 3= management; 4= tailoring; 5= poultry/cattle raising.
85	Do you think skill development help creating employment opportunities	q85	1= yes; 2= no; 3= no comments.
86	If the reply is yes, in which fields	q861 q862 q863	1= poultry; 2= livestock; 3= farming/vegetable growing/ gardening; 4= fisheries; 5= tailoring; 6= job opportunities.
87	Are there training facilities in the village besides GK	q87	1= yes; 2= no; 3= do not know.
88	If yes, where	q881 q882	1= school; 2= union office; 3= club; 4= home; 5= market/shop; 6= NGO.
89	If yes, in which fields training are given	q891 q892	1= computer; 2= fisheries/farming/ vegetable growing/tailoring; 3= information on safe water, sanitation, hygiene; 4= dowry/child marriage/eve teasing; 5= general health/child and maternal health/ education; 6= no specific knowledge.
90	Do you think disabled persons can benefit from GK training programme	q90	1= yes; 2= no; 3= do not know.
91	If the reply is yes, explain how	q911 q912 q913	1= disadvantaged persons can come/read/borrow books/get encouragement; 2= no fees needed; 3= free training in computer use; 4= books delivered at home; 5= opportunities for play/recreation/ TV/CD.
92	Does any of your children go to school	q92	1= yes; 2= no
93	If yes, does GK or library help in school work and acquisition of knowledge	q93	1= yes: 2= no; 3= do not know.
94	If the reply is yes, explain how	q941 q942	1= access to information; 2= computer use; 3= knowledge acquisition/learning skills.
95	Do you read books to your children	q95	1= read every day; 2= read occasionally; 3= never read; 4= other comments.
96	Do you help your children in school work	q96	1= regularly; 2= occasionally; 3= do not help.
97	If yes, how do you help	q971 q972	1= preparation for going to school; 2=help in homework.
98	Do you play with your children	q98	1= yes; 2= no.
99	If yes, what kind of play	q991 q992 q993 q994	1= ludo/chess; 2= football; 3= skipping; 4= badminton; 5= cricket; 6= volleyball; 7= carom; 8= hide and seek.
100	Do your school going children discuss with you different matters	q100	1=yes; 2= no; 3= no comment
101	If yes, about which subjects	q1011 q1012 q1013	1= cultural functions in school; 2= computer related; 3= related to school work/exam/library/cultural activities; 4= share story books; 5= national/international news; 6= sports; 7= personal problems/health/friends/any other.

(Appendix 4 continued....)

(....Continued Appendix 4)

102	Does going to Children's Corner help in any way	q102	1= yes; 2= no; 3= not applicable.
103	If yes, how	q1031 q1032 q1033	1= entertainment of children; 2= interest in going to school; 3= improve cognitive development; 4= interaction with others
104	Is your family relationship good?	q104	1= yes; 2= no; 3= no comments
105	Does GK play any role in family relationships	q1051 q1052 q1053	1= increase mutual tolerance; 2= responsibility of children to parents; 3= parental responsibility; 4= friendly interaction between parents children/resolution of family conflicts; 5= library has no role to play.
106	In which matters husband and wife take joint decisions	q1061 q1062 q1063	1= in all matters; 2= education of children/any activity regarding children; 3= family matters; 4= business/investment/purchase/sale; 5= voting.
107	In which matters husband takes decisions alone	q1071 q1072 q1073	1= private matters; 2= professional/political role; 3= purchase/sale/barga of land; 4= sale/purchase of livestock/poultry/farm products; 5= borrowing/lending/donation; 6= rearing of poultry/livestock/kitchen gardening; 7= kitchen/social entertainment; 8= household maintenance/daily shopping; 9= children's education/health; 10= in all matters.
108	In which matters wife takes decisions alone	q1081 q1082 q1083	1= private matters; 2= professional/political role; 3= purchase/sale/barga of land; 4= sale/purchase of livestock/ poultry/farm products; 5= borrowing/lending/donation; 6= rearing of poultry/livestock/kitchen gardening; 7= kitchen/social entertainment; 8= household maintenance/daily shopping; 9= children's education/health; 10= in all matters.
109	Do you discuss with anybody else	q109	1= yes; 2= no; 3= no comments
110	If yes, with whom	q1101 q1102 q1103 q1104	1= friends; 2= mother/father; 3= children; 4= brother/sister; 5= father-in law; 6= mother in law; 7= elderly people.
111	Do you think women become empowered if they go to GK or any library	q111	1= yes; 2= no; 3= no comments.
112	If the reply is yes, then in which fields	q1121 q1122 q1123 q1124	1= making decisions; 2= awareness about own rights; 3= social interaction and activities/voting/free mobility/ marketing; 4= women's opinions getting importance; 5= women getting education/skill/ability to express own opinion; 6= gender equality in case of employment; 7= employment opportunities; 8= sports.
113	In which outside activities do you take part	q1131 q1132 q1133 q1134	1= no participation outside; 2= participation in GK; 3= social/ cultural/religious activities/games in school and outside; 4= educational matters/going to school/college/visit health clinic; 5= marketing; 6= various income earning activities; 7= family related, taking food to the field for father.

(Appendix 4 continued....)

(....Continued Appendix 4)

114	Does any of your parents go to GK or any library regularly	q114	1= yes; 2= no.
115	Does it help if they go to library	q115	1= yes; 2= no.
116	If yes, how does it help	q1161 q1162	1= reading books and sharing knowledge; 2= accompany children to school and back home; 3= awareness of parents on different matters; 4= do not know how.
117	Do your parents help in school work	q117	1= yes; 2= no
118	If yes, how	q1181 q1182 q1183	1= explain school work; 2= supervision; 3= financial support / tuition fees; 4= buy books/ stationery; 5= school dress; 6= attendance in school meetings.
119	Do you discuss with your parents diverse matters	q119	1= yes; 2= no.
120	If yes, which matters	q1201 q1202 q1203	1= school work; 2= family related/financial/purchase of clothing 3= sports/games/recreation; 4= health/personal/about friends; 5= books/newspapers/magazines; 6= incidents in school or on the streets; 7= comments on parents' behaviour; 8= political matter/news; 9= farming related; 10= library/school related; 11= related to career planning.
121	Does going to GK or library help you in acquiring ambition and knowledge	q121	1= yes; 2= no; 3= do not know.
122	Are services provided by GK or any library essential for talented students	q122	1= yes; 2= no; 3= do not know.
123	What is your ambition in life	q1231 q1232 q1233	1= engineer/scientists/technician; 2= teacher; 3= physician; 4= police officer/BDR; 5= military/army; 6= lawyer; 7= bank/finance service; 8= agriculturist; 9= sportsman; 10= NGO service; 11= govt. service; 12= magistrate; 13= do not know; 14= social work; 15= nursing; 16= journalist; 17= politician; 18= musician/artist; 19= business.
124	Does GK or any library help fulfil your ambition	q124	1= yes; 2= no; 3= do not know.
125	If yes, how	q1251 q1252	1= increasing knowledge through reading books/news papers/ computer/internet; 2= discuss with other people; 3= developing reading habits/encouragement.
126	Is it possible to fulfil your ambition without the services of GK or any library	q126	1= yes; 2= no; 3= do not know.

(Appendix 4 continued....)

(....Continued Appendix 4)

127	If yes, how	q1271 q1272 q1273 q1274	1= teacher/any learned person; 2= coaching/model test; 3= different notes, guide books; 4= encouragement from elder brothers or sisters; 5= educational/other institutions; 6= through money; 7= parents/other relatives; 8= own effort/education; 9= TV/magazines, computer, internet; 10= training facilities for sports/others supported by any other organization.
128	Scores on general knowledge test	q128	0= all wrong; 1= 1 right; 2= 2 right; 3= 3 right; 4= 4 right; 5= all right; 6= no answer at all; 7= did not want to take the test.

Librarian Questionnaire Layout

Sl no	Description	Field name	Code/remark
	Name of GK	gk	1=Alok Sattra, 2 =Jamalgonj, 3=Mithapukur, 4= Melabari, 5=Borosimla, 6=Barigaw, 7= Aranagor, 8=Umedpur, 9='Pokkhali, 10= Mostobapur,11=Panchapalli, 12=Bainja,13= Chaklahat 14=Hatoshoripur, 15 =Amtoli, 16=Hamir Qursha, 17=KD Sahapara, 18=Washin,19=Bannal Lakhkh Hazi, 20=Lalua Majhira, 21=Bororia
2	Sex	q2	1=Male, 2=Female.
6	Age	q6	As Recorded
7	Education	q7	0= below class I/no formal school; 1= class I; 2= class II; 3= class III…..10= SSC/Dakhil; 11= class IX; 12= HSC/Alim; 13= class XIII; 14= graduate/Fazil; 15= class XV; 16= M. A./Kamil; 18=Ph. D.; 20= religious education
8	No of months	q8	As Recorded
9	Any training	q9	1= yes; 2= no
10	If yes how traning	q101 q102 q103 q104 q105 q106 q107	1= basic library training; 2= advanced computer/internet; 3= basic computer; 4= refresher course; 5= computer hardware; 6= child development; 7= management
11	Mention your marital status	q11	1= married; 2= single; 3= widow/widower; 4= separated; 5= divorced
12	How many children do you have boys	q12b	As Recorded
	How many children do you have girls	q12g	As Recorded

(Librarian questionnaire continued....)

(.... Continued Librarian questionnaire)

13	Occupation of your household head	q13	1= farming; 2= agricultural labour; 3= casual labour; 4= skilled labour; 5= govt. service; 6= private service; 7= business; 8= unemployed; 9= retired; 10= disabled
14	What is the socioeconomic status of the family of your family	q14	1= rich; 2= middle class; 3= poor; 4= very poor
15	Location of GK	q15	1= school compound; 2= outside school
16	Number of general members male	q16m	As Recorded
	Number of general members female	q16f	As Recorded
17	Number of student member boys	q17b	As Recorded
	Number of student member girls	q17g	As Recorded
18	Please mention educational status of the visitors of the GK student member boys	q18b	1=Class6-Class10, 2=SSC-BA, 3=Class7-Class8, 4=HSC, 5= SSC, 6= Class8-Class9, 7=Class10, 8=Class9, 9=Class8, 10=Class5-Class12, 11=Class7, 12=Class6-Class8, 13=Class7-Class9, 14=Class9-HSC, 15=Class5-Class10, 16=Class6-Class9, 17=Class1-Class5, 18=Hons, 19= Class3-Class10, 20=Class3-MA, 21= Class8-HSC.
	Please mention educational status of the visitors of the GK student member girls	q18g	1=Class6-Class10, 2=SSC-BA, 3=Class7-Class8, 4=HSC, 5= SSC, 6= Class8-Class9, 7=Class10, 8=Class9, 9=Class8, 10=Class5-Class12, 11=Class7, 12=Class6-Class8, 13=Class7-Class9, 14=Class9-HSC, 15=Class5-Class10, 16=Class6-Class9, 17=Class1-Class5, 18=Hons, 19= Class3-Class10, 20=Class3-MA, 21= Class8-HSC.
	Please mention educational status of the visitors of the GK general member male	q18m	1=Class6-Class10, 2=SSC-BA, 3=Class7-Class8, 4=HSC, 5= SSC, 6= Class8-Class9, 7=Class10, 8=Class9, 9=Class8, 10=Class5-Class12, 11=Class7, 12=Class6-Class8, 13=Class7-Class9, 14=Class9-HSC, 15=Class5-Class10, 16=Class6-Class9, 17=Class1-Class5, 18=Hons, 19= Class3-Class10, 20=Class3-MA, 21= Class8-HSC.
	Please mention educational status of the visitors of the GK general member female	q18f	1=Class6-Class10, 2=SSC-BA, 3=Class7-Class8, 4=HSC, 5= SSC, 6= Class8-Class9, 7=Class10, 8=Class9, 9=Class8, 10=Class5-Class12, 11=Class7, 12=Class6-Class8, 13=Class7-Class9, 14=Class9-HSC, 15=Class5-Class10, 16=Class6-Class9, 17=Class1-Class5, 18=Hons, 19= Class3-Class10, 20=Class3-MA, 21= Class8-HSC.
19	Mention total number of books of the library	q19	As Recorded

(Librarian questionnaire continued....)

(.... Continued Librarian questionnaire)

20	What types of books are there	q201 q202 q203 q204 q205 q206 q207 q208 q209 q2010 q2011 q2012 q2013 q2014 q2015 q2016 q2017 q2018 q2019 q2020 q2021	1= story; 2= novel; 3= non-fiction; 4= nursery rhymes; 5= poetry; 6= essay; 7= religious; 8= cookery; 9= health/treatment; 10= history; 11= agriculture related; 12= industrial skill; 13= science/technology; 14= liberation war; 15= biography; 16= politics; 17= economy related; 18= computer; 19= travel; 20= sports; 21= general knowledge/quiz; 22=dictionary; 23= textbook/grammar; 24= magazine, 25= newspaper; 26= beauty care; 27= detective/science fiction; 28= different charts
21	Is there a Children's Corner	q21	1= yes; 2= no
22	If yes, on average how many children visit daily boys	q22b	As Recorded
	If yes, on average how many children visit daily girls	q22g	As Recorded
23	Under 10 years boys	q231	As Recorded
	Under 10 years girls	q232	As Recorded
	Over 10 and under 15 years boys	q233	As Recorded
	Over 10 and under 15 years girls	q234	As Recorded
24	Which class children visiting Children's Corner go to	q24	1 =Class1- Class6, 2='Class1- Class3, 3=Class3-Class6, 4= Class3 -Class4.
25	Is there a computer in GK	q25	1= yes; 2= no
26	What is the total investment of the GK	q26	As Recorded
27	Are there musical instruments	q27	1= yes; 2= no
28	How many members are mobile library male	q28m	As Recorded
	How many members are mobile library female	q28f	As Recorded
29	What is the educational status of the majority of members	q29	1= Class8, 2=Class8-Class10, 3= Class8-Class9, 4 =Class6-Class8, 5= Class5, 6=Class5-Class10, 7= Class6-Class10, 8=Class9-Class10, 9 =Class4-Class8, 10=Class3-Class10.
30	How many books do you issue on the day of book delivery	q30	As Recorded

(Librarian questionnaire continued....)

(.... Continued Librarian questionnaire)

31	What type of books the readers like	q311 q312 q313 q314 q315 q316 q317 q318 q319	1= story; 2= novel; 3= non-fiction; 4= nursery rhymes; 5= poetry; 6= essay; 7= religious; 8= cookery; 9= health/treatment; 10= history; 11= agriculture related; 12= industrial skill; 13= science/technology; 14= liberation war; 15= biography; 16= politics; 17= economy related; 18= computer; 19= travel; 20= sports; 21= general knowledge/quiz; 22=dictionary; 23= textbook/grammar; 24= magazine, 25= newspaper; 26= beauty care; 27= detective/science fiction; 28= different charts.
32	What type of books are demanded that are not available in the mobile library	q321 q322 q323 q324 q325	1= story; 2= novel; 3= non-fiction; 4= nursery rhymes; 5= poetry; 6= essay; 7= religious; 8= cookery; 9= health/treatment; 10= history; 11= agriculture related; 12= industrial skill; 13= science/technology; 14= liberation war; 15= biography; 16= politics; 17= economy related; 18= computer; 19= travel; 20= sports; 21= general knowledge/quiz; 22=dictionary; 23= textbook/grammar; 24= magazine, 25= newspaper; 26= beauty care; 27= detective/science fiction; 28= different charts.
33	How persons use the library regularly	q33	As Recorded
34	How many persons use occasionally	q34	As Recorded
35	Number of users according to intensity of use	q35	1= daily; 2= 1-2 days in a week; 3= 1-2 days in a month; 4= once in six months; 5= 1-2 days in a year.
36	What is the current trend in the use of the library	q36	1= increasing; 2= decreasing; 3= unchanged
37	What are the reasons behind the increasing trend	q371 q372 q373	1= more interest among the general public in reading books and newspapers; 2= children's corner/sport/game facilities; 3= social and cultural activities/musical instruments; 4= computer/TV; 5= good management/diverse services; 6= clear information about GK/mobile unit; 7= good publicity work.
38	What percentage of general public uses the library	q38	As Recorded
39	What percentage of students uses the library	q39	As Recorded
40	Which facilities are used more often	q401 q402 q403	1= read books and newspapers; 2= toys/children's activities/drawing; TV/computer/CD; 4= mobile unit.
41	Is there any excess demand for any services	q41	1= yes; 2= no

(Librarian questionnaire continued....)

(.... Continued Librarian questionnaire)

42	If yes, which are those	q421 q422 q423 q424	1=newly published books/magazines/English paper; 2= religious books; 3= reference books/ dictionary/science; 4= computer, satellite TV/internet; 5= musical and sport items; 6= access to safe water.
43	What types of reading material are used	q431 q432 q433 q434 q435 q436 q437 q438 q439 q4310	1= story; 2= novel; 3= non-fiction; 4= nursery rhymes; 5= poetry; 6= essay; 7= religious books; 8= cookery; 9= health/treatment; 10= history; 11= agriculture related; 12= industrial skill; 13= science/technology; 14= liberation war; 15= biography; 16= politics; 17= economy related; 18= computer; 19= travel; 20= sports; 21= general knowledge/quiz; 22=dictionary; 23= textbook/grammar; 24= magazine, 25= newspaper; 26= beauty care; 27= detective/science fiction; 28= different charts.
44	Is there a computer in the GK	q44	1= yes; 2= no
45	If yes, which programmes are used mostly	q451 q452 q453 q454	1= MS Word; 2= PPT; 3= printing facilities; 4= Excel/graphics; 5= CD
46	Which types of members use the computer	q46	1= general member; 2= student member; 3= disadvantaged
47	In this Gk which types of training are given	q471 q472 q473	1= vegetable growing; 2= horticulture; 3= computer; 4= block print/batik; 5= embroidery; 6= beautician; 7= refrigerator repair; 8= electrical engineering; 9=livestock; 10= poultry; 11= fishery; 12= cane/bamboo work; 13= tailoring; 14= cow fattening; 15= electronics; 16= others
48	How many persons received training so far	q48	As Recorded
49	How many of them are general members male	q49m	As Recorded
	How many of them are general members female	q49f	As Recorded
50	How many male student	q50ms	As Recorded
	How many female student	q50fs	As Recorded
51	How many disabled male	q51m	As Recorded
	How many disabled female	q51f	As Recorded
52	How many small children come to the GK	q52	As Recorded
53	What are the goals and objectives of this centre	q53	

(Librarian questionnaire continued....)

(.... Continued Librarian questionnaire)

54	How many persons received training so far	q541 q542 q543 q544 q545 q546	1= publicity/communications/meeting; 2= encourage reading habits; 3= increase number of members/renewal of membership; 4= training facilities; 5= introduce mobile unit; 6= TV/computer/internet; 7= celebrate important national events; 8= librarian should be active in management and polite in dealings; 9= raising funds/books; 10= increase number of services and improve quality of services
55	What are the indicators of success of the GK	q551 q552 q553 q554 q555	1= regular issue of books; 2= encourage reading habits among users; 3= maintaining opening hours/good management of library; 4= increased number of member/user; 5= computer/ TV/ micro museum; 6= training facilities; 7= social awareness; 8= empowerment of women.
56	Do you think all libraries have similar standard and quality	q56	1= yes; 2= no
57	How to increase the number of general members	q571 q572 q573 q574	1= publicity/meeting; 2= encourage people to read; 3= TV/computer/internet/sport and musical instruments; 4= more newspapers/books; 5= social and cultural activities; 6= more training facilities
58	What is your opinion about the sustainability of this GK	q58	1= will sustain; 2= will not sustain
59	How to make the centre independent/self sustaining	q591 q592 q593 q594	1= raise local funds/investment; 2= TV/computer/internet facilities; 3= training facilities; 4= increase number of members/renewal of membership; 5= awareness raising among committee members; 6= good maintenance
60	Can you carry out your work/responsibilities without any trouble	q60	1= yes; 2= no
61	If the reply is no, what do you do	q611 q612	1= ask BRAC staff; 2= ask headmaster/committee members/chairman
62	Is the location of the library safe for you	q62	1= yes; 2= no
63	What non-monetary benefits would make you more interested in your work	q631 q632 q633	1= more training facilities for librarian; 2= extra personal benefits for librarian/children's education; 3= renewal membership; 4= TV/computer/internet/sport items; 5= more books/papers; 6= frequent meeting of committee members/active committee and BRAC staff; 7= opportunity to run a small stationery shop; 8= smoke-free environment.

(Librarian questionnaire continued....)

(.... Continued Librarian questionnaire)

64	What changes in your life do you experience because of your work as librarian	q641 q642 q643 q644 q645 q646	1= economic benefits; 2= enhanced social/family status; 3= meet different people; 4= improved skill; 5= own awareness about child development; 6= reading habits; 7= increased ability to express; 8= additional opportunities for earning income.
65	What are the impacts of GK in your community	q651 q652 q653 q654 q655	1= reduce illiteracy; 2= changing behavior and activities of youths; 3= participation in creative work; 4= participation of all in social and cultural activities; 5= empowerment of women; 6= development of reading habits; 7= cognitive and non-cognitive development of youths; 8= increased income earning opportunities.