

APPENDIX 4.

Impact Survey

Librarians' cumulative answer sheet composite from 16 respondents – 31 December 2014

Note: Other than librarians/information professionals, the following answered these questions: Researcher/Professor, professor, researcher, researcher/medical staff, , 1 lecturer (who did training) and 1 records and archives officer, another researcher, research program coordinator (answered no but talked with administrators)

Note: did not include several researchers who answered 'no' and did not answer any of questions – assumption is that questions were not for them to answer.

1. Have you gone on to train others on HINARI? **Yes – 25 No – 10**

2. If yes, continue below. If not, please tell us why?

- **Because we and the whole staff of the faculty are involved in committees of academic accreditation since more than 6 months. They decide to start training in the coming month**
- **I am so Sorry; because there is no internet line for our laboratory till 1/8/2014. Also, the training of complete course was located in the first priorities of training subjects and action plane for (training and researches department) for our staff and medical students in our laboratory and branches. Finally, I am in final step for my theses witting and I will give my discussion after two months. And I will give you a complete report after applying the training courses on Research4Life (R4L) programmes**
- **Individual trainings for some of our library users interested in research**
- **I am helping students in computer Lab**
- **INTENT TO ESTABLISH TRAINING IN CIFAS CLEARLY DISPLAYED, AND PARTICIPANTS HAVE ALREADY BEEN approached by CIFAS FOR TRAINING TEAM. IT REMAINS TO FIND SOME FUNDING. TARGET AUDIENCE: CAREGIVERS AND TEACHERS HUEH FMP- UEH**
- **Rarely, but yes, usually, others contact me to save their time in writing scientific researches.**
- **Lack of time. Training is planned for December 2014. However, employees have been informed about the subscription and were provided with the username and password at their request.**

3. How many training sessions have you taught? **None 3 1-3 17 4-6 2**
7-10 3 >11 3

4. Estimate the number of people have you taught in total? **None** 3 **1-10** 10 **11-20** 7 **21-30** 5
>30 4

5. How many presentations on R4L have you done? **None** 7 **1-3** 16 **4-6** 3 **7-10** 1 **>11** 1

6. Where did you get the training materials? **HINARI Website** 18 **ITOCA** 2 **At the course** 13

OARE Website 5 **AGORA Website** 8 **Other** 2 - Through regular checks on other R4 Life librarians and their experiences

7. Which topics did you cover during the training sessions?

• **1) HINARI/E-Resources and Internet Searching 2) GOOGLE Tips on Searching the Internet HINARI Short Course 3) E-book Resources for HINARI Users**

• **We covered infectious diseases**

• **Internet concept and searching resource, HINAR and Cochrane Library;**

• **Health Info. On the Internet, PUBMED search through HINARI, E-Books, Information Literacy, EBM, Reference Management Software, Authorship skills, etc.**

• **Searching and downloading pdf files from journals on HINARI and searching PubMed using HINARI**

• **Searching for e-books**

• **Introduction to HINARI, login, accessing journals by title and by subject; search inside HINARI full-text using PubMed**

• **Evidence based practice/Evidence based Medicine**

• **How to search e-resources and how to evaluate we resources**

• **Relevant Journals with Free articles , e- resources, such as other sites not necessarily on Health and Medicine. Education, Computers, IT in general, Libraries, E-Books and so many other useful topics for university level research.**

• **HINARI Basics and PUBMED Modules**

• **Health Science, Environment, Waste management**

• **DO RESEARCH FROM HINARI, UNDERSTAND THE INTERFACE AND HINARI MyNCBI**

• **How to publicize your research**

• **Searching different medical e-books and journals resources for different subjects such as evidence based medicine, family medicine, different published experiments, etc.**

- **Topics in field of medicine**

7. At your institution how many discussions with administrators (e.g. department heads, deans, graduate coordinators) & IT staff have you had? **None** 10 **1-3** 16 **4-6** 4 **7-10** 0
>11 1

8. In your marketing activities, do you include promotion of HINARI? **Yes** 22 **No** 9

9. Do you make use of a marketing plan in your library to promote e-resources? **Yes** 18 **No** 13

10. What were the most effective tools to promote HINARI?

- **The most effective tools were the scientific lectures and the current information websites**
- **Notice in all library, train librarian and computer laboratory assistant and introduce how to access this resource in smart phone. Where:-In computer lab**
- **Individual promotions, e-mails**
- **Conducting training, using website**
- **Workshops, Training, Posters, Notices**
- **Individual trainings to the users interested in research**
- **Home page of the Central Medical Library, Sending information by e-mail, Presentation given to the students**
- **Library Brochure _and Notices on Noticeboards and the staff / student network**
- **Allowed our staff members to use the site for their searching but students had limited access**
- **Newsletter, email**
- **Direct communication/oral**
- **Thematic guides and specialized databases**
- **Putting up a notice on our Institution's website that we have access to the Research4Life program**
- **Sending a circular mail to all our employees with info about the HINARI program**

11. What challenges, if any, do you face in using the programme?

- **The main challenge that we face at our institution is the lack of electricity and slow internet network line.**

- In my institution slow Internet connection. Some resources do not have full materials in HINARI
- Failure of Internet connection for practical sessions, lack of funding,
- Computer access level
- Many of our library users are not interested in learning how to use HINARI, they want someone else to do the job for them
- Indifference of the authorities to involve us, the librarians, into the teaching process in the subject related to the basics of scientific work, which can definitely include training on HINARI and similar programs. Indifference of the faculty staff and students to learn more about how to use HINARI, and about the specific features of this program. They are happy only if they can receive the articles they are in need. On the other hand, I think we have to be given access to a larger number of publishers, since for e.g. Elsevier and Springer publish essential peer reviewed journals containing articles that might help our doctors in their scientific and practical work. Additionally, access to a larger number of scientific/medical e-books would be much appreciated.
- The challenge was if electric off in Yemen
- Sometimes my search seems a bit complicated and takes time, but, so far, I found what I needed.
- Lack of Internet access at some localities.

Tabulated 12/30/2014