

# Young people and library services: improvement proposals

*-final report-*  
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# 1. Introduction

## ORIGIN OF THE DOCUMENT AND OBJECTIVE OF THE STUDY

This document is a response to the interest shown by Library Service Management Office (hereinafter, GSB) in improving services offered by libraries in the Municipal Libraries Network (hereinafter, XBM) to young people and is the result of this line of work described here.

## WORK PHASES AND METHOD

The work was conducted in three phases, each of which used a different method to suit the nature and goals of the tasks involved.

The first phase, obtaining information, consisted of approaching young people and public libraries through:

- a) available information: reading and consideration of socio-demographic data on young people and quantitative data on the use of library services by young people in the XBM, and
- b) unavailable information: knowledge of the objectives, conduct and conclusions of the study (the full title of which is 'Young people's attitudes and expectations with regard to public libraries', hereinafter *youth study*, on the use, needs and expectations of young people regarding public libraries.

The objectives of the study were:

- to find out young people's leisure and consumption habits in terms of culture (areas of interest, most frequent cultural activities and context);
- to find out how they rated public libraries (services they know, current use of services, communication with the library, rating of the service); and
- to explore their expectations and needs (exploration: how should services for young people be set up: offer, accessibility, communication, etc.).

This was the first user study by the GSB to use a qualitative methodology, through five groups based on three variables:

- their relationship with the library (active and non-active users),
- their stage in life (students, non-students, workers or unemployed) and
- place of residence (Barcelona, Terrassa, Sabadell, Viladecans, Olesa de Montserrat, Badalona, L'Hospitalet de Llobregat and Vilassar de Mar).

The second phase focussed on comparing the results of the collected information with professional experience and knowledge. Based on the study conclusions, the GSB set up a working group<sup>1</sup> consisting of GSB officials, librarians with experience in youth services and youth officers from the Barcelona Provincial Council Youth Plan Office. The aim of the group was to draw up a number of proposals for action in library services for young people to guide the design and management strategies for services aimed at these users. In this stage, the current situation of young people and possible reasons for their attitudes to the library service, their opinions and their user habits were explored and discussed.

The third phase consisted of producing action proposals in different areas of activity of the library services. This stage focussed on action, on identifying, selecting and prioritising viable proposals, combined into specific useful recommendations for inclusion in library action plans, being the main objective of this report.

The work began in the last quarter of 2013, with the design and execution of the *youth study*, whose results were made available in early 2014. The expert group working meetings consisted of two 5-hour sessions, on 27 April and 29 May. The first session looked at current relationships between public libraries and young people through the previously mentioned documentation and reflected on how the services approach and manage their collections. Reflections and work in the second session focussed on areas and their design, revitalisation of activities and communication, always in relation to young people. The work concluded at the end of the year with the production of this report.

## DOCUMENT STRUCTURE

The document structure mainly follows the development of the working groups, in accordance with the proposed methodology. The first section, *Starting point*, presents a brief analysis of the current situation and reality of relationships between young people and public libraries. The second and longest section, *Work proposals by area*, identifies six areas for possible intervention and systematically gathers action proposals formulated by the expert group in each area. It also includes brief references to experiences and good practices brought to the knowledge of the working group in relation to the formulated proposals. The main body of the document closes with a few brief *Conclusions* by way of basic recommendations when planning improvements and providing library services for young people. The *Annexes* provide details of the composition of the expert groups; a description of each team that took part in the group, with links to the main projects developed with and for young people; and a list or summary of the main contributions of the *youth study* by area.

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<sup>1</sup> The detailed make-up of the working group is given in Annex 1 to this document.

## 2. Starting point

### 2.1. Young people and public libraries

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#### SERVICES OFFERED BY THE XBM

Services provided by public libraries are aimed at the whole population, offering collections and services to cover all potential uses while providing pleasant, comfortable facilities for everyone. Young people are recipients of services offered by public libraries and work has now begun with them so they can also become creators of products and services. The collections on offer are general, for all publics, with no specific organisation by age group; however the XBM also has an offer more specifically for young people. With regard to areas, there is currently no policy of creating a differentiated area for young people, as has been the case with other groups (such as the traditional children's areas). With regard to activities, there has not generally been much diversity specifically aimed at young people in general, thus they have not been major consumers of our offer. This is where a paradigm shift is necessary: participation as a key idea in changing this situation and getting young people more involved with libraries.

#### STATISTICS ON LIBRARY USE AMONG YOUNG PEOPLE

One example of the capacity of the service for young people is provided by GSB statistics on their use of our services. It should be noted that in our database young people are categorised as being between 15 and 24 years of age.

On 31 December 2013, young people represented 9.3% of the population of the province of Barcelona but 16.9% of users registered with libraries, while last year they represented 12.8% of new card holders. Among the general population, 46% are card holders, while this figure rises to 75% of young people. This means that young people are more widely represented in our database than in the general population (7.6 points higher).

With regard to their registered activity, they represent 16.3% of active users. Thirteen percent of loan service users, 18% of Internet users and over 39% of Wi-Fi users are young people. In all cases, these uses are more highly represented by young people than they are among the general population (where, it should be remembered, they represent 9.3%).

However, data are only available on the use of services that require a card (through active user data), hence we are somewhat in the dark with regard to library uses that do not require a card. For this reason a study was commissioned on the needs and expectations of young users.

## THE YOUTH STUDY

This study shines a light on certain general aspects of the lives of young people:

- they are at a stage in life where they have a great need to socialise (seeking refuge among friends);
- time is shared with friends as a mobilising activity (they move as a group);
- their consumption of culture is immediate, with little depth.

With regard to expectations and needs, young people:

- grow and develop but feel that the library does not accompany them in this process (as it did during childhood);
- they see the library as a space that adapts poorly to their needs (excessive silence <-> excessive noise);
- a formal and academic tone/atmosphere (culture as a synonym for boredom, demands, restriction);
- content that does not match what they want (out of date and unfashionable collections); and
- minimal and poorly adapted email communication (they cannot choose what content to receive).

At the same time, they seem largely ignorant of library services with regard to activities, advantages of a library card and the Virtual Library, among others.

For more information, see the description and video of the presentation of the *youth study* at the 6th Conference on Promoting Reading, held on 31 March 2014 in El Prat de Llobregat<sup>2</sup>, or see Annex 3 summarising the main results of the *youth study*, structured into areas of work.

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<sup>2</sup> [http://www.biblioteca.elprat.cat/presentacio3\\_1/\\_5G1ICS7tAW67dY14DOg43cnYX6Q3Vn6hGMYM-NLXaX\\_i45M2hxFNsw](http://www.biblioteca.elprat.cat/presentacio3_1/_5G1ICS7tAW67dY14DOg43cnYX6Q3Vn6hGMYM-NLXaX_i45M2hxFNsw)

## 2.2. The municipal situation in terms of young people

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### YOUTH POLICIES

Youth policies may be defined as a set of actions carried out by local organisations to empower young people and help them fulfil their life project, always taking into account the diversity of life models.

Barcelona Provincial Council, through the Pla Jove (Youth Plan) Office, has been developing youth policies since 1984. Its work focuses on providing support in guidance, reflection and training of professionals, backing the implementation of municipal programmes and services and supporting organisations working in the youth-adolescent range. Since 1995 it has also promoted local youth plans<sup>3</sup> with the aim for providing municipalities with a strategic planning document to design youth policies that meet local needs.

One of the prior conditions when designing coherent, effective and efficient youth policies is to create good communication channels with young people. This requires human resources, budget and decision-making capacity (just like other local policies), but also reference areas. Reference areas are places where young people feel comfortable and where they can engage in their activities. A reference area is the ideal place to establish contacts and promote communication. These areas are of three types:

- Spontaneous youth reference areas: spontaneously adopted by young people as the own, such as public squares or bars.
- Public facilities: these are facilities that provide services or organise activities where young people are present. The clearest case is that of secondary schools, but also civic halls, sports facilities ... and libraries.
- Youth facilities: these are centres specifically planned for implementing youth policies. They specialise in providing attention for young people and often have a Punt d'Informació Juvenil (Youth Information Point, PIJ).

### PIJs

PIJs are services offering information, guidance, advice, accompaniment and help with bureaucratic procedures. Based on the principles established by the EYRICA Charter, they produce and facilitate information. The PIJs aim to provide a comprehensive and, more importantly, tailored service for young people.

Information is understood as the complete process of accessing knowledge, which is why it has become so important. Indeed the National Youth Plan of Catalonia<sup>4</sup> (PNJCat) establishes youth information as a key tool, given that in a situation of information overload<sup>5</sup> we face

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<sup>3</sup> In broad terms, the Local Youth Plan is a strategic planning tool to help define objectives and specify lines of work, action and resources in a given region to meet young people's needs and channel their initiatives. It consists of a diagnosis, providing an X-ray of the reality of municipalities and existing resources for young people, a proposal phase and an assessment system.

<sup>4</sup> The National Youth Plan is the reference framework for youth policy in Catalonia, the tool for defining, promoting and coordinating youth policies around the country, guaranteeing young people's personal autonomy and the country's regional balance and social cohesion.

<sup>5</sup> Information overload: an excess of information means the recipient is unable to understand or assimilate it.



the challenge of converting information into knowledge and enabling young people to access resources and make the most appropriate decisions.

#### TARGETS

The targets for youth policies and PIJs are young people aged 12 to 30. Although the Law on Youth Policies considers young people as aged 16 to 29, certain topics are considered appropriate for younger or older ages. Thus, local reality means municipalities work with different age groups, normally 12 to 16 and 16 to 30.

#### YOUTH AGENTS

Finally, mention should also be made of the agents needed to implement youth policies. It requires all agents involved in young people's day-to-day development. Specific figures, such as youth workers, information providers and facilitators are important, as are officials in other departments who work with young people: education, culture, sports, health, social welfare, economic promotion and, of course, library teams.

Nor should we forget agents who are not in local councils but are still part of young people's daily lives: secondary school teachers; activity centres, trainers and more.

Local youth plans help provide an overview of all these agents and establish joint lines of action.

#### THE NEED FOR A CROSS-DEPARTMENTAL APPROACH.

Sadly, all too often there is a huge gap between theory and practice. There are numerous, very different, local realities: youth workers who are also information providers and facilitators; officials running different departments; officials working in different municipalities; and even situations where there are no youth workers.

Yet there are young people in all municipalities. Therefore, now more than ever, cross-departmental work is required to optimise existing, often very limited, resources. Our common goal is to accompany young people to the best of our ability from wherever we work. So, let's do it together.

### 3. Work proposals by area

Based on this initial question of whether the service offered to young people is pertinent, the expert group working sessions were structured in the following areas, as reflected in the structure of this document:

1. Initial proposals for libraries and young people
2. Improvement proposals in the SERVICES area
  - a. *Access to information, self-training*
  - b. *Opening hours*
  - c. *Volunteers*
  - d. *Service offer (Internet, Wi-Fi, loans)*
  - e. *The user card*
  - f. *The Virtual Library*
3. Improvement proposals in the COLLECTIONS area
  - a. *Content (topics, media)*
  - b. *Display, presentation, revitalisation*
  - c. *Access to collections*
4. Improvement proposals in AREAS
  - a. *Uses (silent areas, group areas)*
  - b. *Young people's area*
  - c. *Opening times and access*
5. Improvement proposals in the ACTIVITIES area
  - a. *What is being done (is it suitable for young people?)*
  - b. *What is not being done and what could be done to reach young people?*
6. Improvement proposals in the COMMUNICATION area
  - a. *Content (What are we saying to young people?)*
  - b. *Communication channels (email, Facebook, WhatsApp, websites)*
  - c. *Communication strategies*

### 3.1. Initial proposals for libraries and young people

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Why are we planning to improve library services for young people and is it necessary? This question opened the first expert group working session, as an initial reflection was considered necessary to ensure all members were on the same page. A number of principles arose from the discussion, which, depending on the work group, led to the consideration of this improvement in services for young people. Some of the ideas that arose were:

- Libraries need to be present in young people's lives and become part of their lives.
- Young people should feel they have their own space in the library; an integrating, dependable area where all users can come together.
- Useful services, a relevant collection and appropriate activities should be offered to young people.
- Effective communication to overcome the current lack of knowledge of services offered.
- Renew; be attractive and visible.
- Give them a greater say in what we offer; gain a better understanding of what they want through greater participation.
- Become prescribers of books for young people that are useful, practical and appropriate for their current tastes and trends.
- Update the formats of services and activities, matching them to the current needs of young people.

It is essential to:

- Network, especially at the municipal level (to improve effectiveness and efficiency, given the importance of saving resources). Be fully aware of the local supplementary offer so users can be referred to the right facilities when necessary.
- Work on the reality of the library, thinking about young people (information, training, leisure and culture), tailoring the offer for young people to facilitate cooperation and interaction with other users, bearing in mind at all times their stage in life, which determines their expectations with regard to public libraries.

## 3.2. Improvement proposals in the SERVICES area

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*In regard to SERVICES the **youth study** stresses that young people consider library services of little use to them. They find library opening hours very limited; opening times do not match their biorhythms and immediate needs; different opening times for different libraries cause confusion. They reject the concept of self-learning because it is individual. They rarely use the lending service (they research and find information online); they consider penalties for late returns too lenient. They are critical of the Internet and Wi-Fi service; they value the convenience of libraries providing Internet access but find the service saturated, available computers are poorly used there is no control of connection times. They are largely unaware of the XBM service offer, from the advantages of the library card to the Virtual Library. They value the study rooms (in high demand during exam periods) and the loan return boxes (impersonal returns free them from responsibility).*

In terms of services, the main conclusion from the work process is that the current offer should not be underrated, but it should be matched to young people's current demands wherever possible.

### WITH REGARD TO THE SERVICE OFFER:

1. Offer more dynamic and less rigid access to information, so they themselves can carry out their information search. For instance, use new formats when explaining how to search for information, such as a light-hearted, participative treasure hunt.
2. Schedule self-training activities and services for groups (as young people socialise in groups and reject individual activities), activities that supplement school work, in conjunction with civic halls or other centres.
3. Improve the Wi-Fi service coverage in the library and speed of data transmission, as the service is often saturated.
4. Provide infrastructure in the areas (basically sockets and consultation points, often informal) as support for work on mobile devices (smartphones, tablets, laptops, etc.).

### WITH REGARD TO THE USER CARD:

1. Carry out actions to improve knowledge of the library card and its uses.
2. Work to broaden the current cultural offer.
3. Work to ensure the advantages of the card are applicable to all municipalities, not just where the library is.

### WITH REGARD TO OPENING TIMES:

1. Plan flexible opening hours that adapt more closely to young people's needs, bearing in mind their routines. For instance, open libraries at night during specific periods of the academic year.
2. Consider opening up areas without having to offer the whole building, as somewhere with tables and chairs to study and work would probably be sufficient. Such areas should have Wi-Fi coverage.
3. Investigate radio frequency control methods to collect data on use of the areas (e.g. study rooms).

## Experience

The Antoni Martín Library is part of the Cèntric Espai Cultura cultural centre, where study rooms are open at night and on bank holidays; in exam periods, when the rooms are full, the whole library space is used. Normally only the ground floor is used, but frequently the first and second floors are also occupied. When this happens, there is no-one on watch in the main library areas and no problems have occurred.

Study rooms users have a Youth Service card and register when they enter, thus providing statistics on use (such as age, frequency of use and total users of the service), so trends, needs and other factors can be studied.

More information: [Espai Cèntric study rooms](#)

[http://www.centric.elprat.cat/presentacio1\\_1/\\_uAID6pePkNZEaffJhKxu1a7XMhBOe8A0roAjWUCoaV1TBg3WDL27nw](http://www.centric.elprat.cat/presentacio1_1/_uAID6pePkNZEaffJhKxu1a7XMhBOe8A0roAjWUCoaV1TBg3WDL27nw)

### WITH REGARD TO THE VIRTUAL LIBRARY:

1. Improve knowledge of this tool through user training. The Virtual Library provides ample autonomy for users and offers a large amount of resources that are largely unknown among the young public, even though they consider themselves experts in the Internet.
2. Promote young people's use of the Virtual Library through staff recommendations on available content (e.g. virtual loans, librarians' recommendations).

## Experience

Some libraries make use all training courses in municipal facilities and work with computers to provide a short **introduction to the Virtual Library** and search for information online, as a taster or sample of what can be found in municipal libraries. This action is aimed especially at young people.

### WITH REGARD TO VOLUNTEERS:

1. Encourage young people's free, spontaneous participation in the life of the library, on voluntary projects that favour their commitment and contribution to organising the library's affairs, making them their own.

## Recommendation

The online phenomenon of '**fan fiction**' consists of websites created by reader communities (generally young people) who share opinions, ideas and resources on the books they read. Libraries could use this resource to strengthen relations with young users and promote their collections while also boosting the lending service through activities linked to online book clubs. There are numerous examples on the Internet; some where users continue to write sequels to successful sagas, such as Harry Potter.

More information: <https://www.fanfiction.net> or <http://www.harrypottercat.cat>

### WITH REGARD TO NETWORKING:

1. Work directly with schools in the area to provide support services that complement the action of the library. For example, it has been proposed that pupils' actions in the library should be part of the school curriculum, from school visits to user training courses or other educational activities.

## Proposal

The Torre i Bages Library in Vilafranca del Penedès wanted to work on a **project** of extending **Wikipedia entries on local issues** by cooperating with local secondary schools on course assignments: teachers gain from it by creating new content and avoid having to search the Internet to ensure work was not being copied; the library gains from it by promoting local topics and its local collection; and pupils gain from it because they learn to summarise topics (the aim of the course assignment) which were also of interest to the town.

**More information:** [Original Wikiprojecte](#) by the Víctor Balaguer Library Museum in Vilanova i la Geltrú (<http://ca.wikipedia.org/wiki/Viquiprojecte:BMVB>)

### 3.3. Improvement proposals in the COLLECTIONS area

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In regard to COLLECTIONS the **youth study** shows that young people value library collections because of their very high quality, where they can find a wide variety of materials and save on their own resources. But at the same time young people state that there are few contemporary books in libraries, little specialisation and few examples of ‘fashionable’ books. They want duplicate copies of obligatory reading texts. They have not discovered the self-training or language collections, among others, which would be particularly interesting for people looking for jobs or who are currently out of work and not studying. They see the music collection as outdated (their source being the Internet). Spending money on such areas as video games is neither expected nor wanted, as they feel this harms the purchase of new novels, for instance.

With regard to the collection offered to young people, these are the proposals to bear in mind:

WITH REGARD TO THE COLLECTION CONTENT, TOPICS AND MEDIA:

1. Get young people to participate in the selection of documents.
2. Use the participative budget system (as far as possible) to make young people feel responsible for part of the library.

#### Experience

Libraries in Manlleu organised the **Serpent de Llibres** (Book Snake) activity to promote reading. This has led to a **group of super-readers**, who help library staff select and acquire books for the fiction collection as their reward.

More information: <http://www.bibliotecamanlleu.cat>  
<http://serpentdellibres.blogspot.com.es>

3. Increase available copies by duplicating copies of obligatory reading texts and bestsellers.
4. Create libraries that meet their needs and specific demands, with modern, more ‘fashionable’ material (such as fantasy literature, travel guides, books on sex, job-seeking, among others).

#### Experience

The J.A. Barbero Library in Trinitat Vella (Barcelona) is working to **create a centre of youth interest** that meets their real needs and interests. This is being done with the participation of young people in everything from the creation to the adaptation and maintenance of this part of the collection.

More information: <http://www.bcn.cat/bibtrinitatvella> and  
<http://www.facebook.com/bibtrinitatvella>

5. Work towards specialising collections rather than creating identical libraries, as specialisations can bring us closer to young people<sup>6</sup>.

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<sup>6</sup> The list of special collections is available through the **restricted access** (<https://sawsp2.diba.cat/vus/login.asp>) using the Bibliocodis app: the ‘special collection codes’ (displaying the specialisation options created so far) or the ‘code condensation’ (displaying the special collections in each library) can be viewed.

6. Share materials so that the library can 'adopt' or 'house' a collection that is not its own but which can be used by loaning materials that users temporarily provide for the library. Other models involve producing batches of obligatory reading texts taken around regions or zones; or improve management of underused collections in libraries through the [CEPSE](#)<sup>7</sup> services. Another possibility is for libraries to lend large batches from collections for long periods.

#### Experience

Libraries in the Bages and Berguedà region **exchange collections** to minimise gaps in their own collections. For instance, a batch of 100 DVDs or 50 novels of a given genre might be exchanged, either to strengthen the collection with regard to a specific activity or temporarily cover a gap in the collection.

7. Raise awareness of the potential of the Virtual Library. With regard to support, work to ensure the Virtual Library fills gaps in the physical library collections. This means using the tool as their own website, posting content and, above all, publicising its existence among users.

#### WITH REGARD TO DISPLAYING, PRESENTING AND REVITALISING THE COLLECTION:

1. Produce bookshop-style displays (visual display cases), thinking in terms of sales, using marketing techniques, creating expectations about new acquisitions soon to arrive (e.g. using social media such as Instagram to publicise book covers before they arrive).
2. Revitalise the collection through young people, making book trailers or book movies on YouTube, communicating through the social media, or other ideas: recommendations that make young people borrow more books. Work with young people to strengthen the collection.

#### Experience

The **Experts Club** is a monthly meeting organised by the Castelldefels library with around 20 adolescent users. Meetings feature the presentation of new acquisitions arising from recommendations by the group (in the previous meeting) and any others that might have arrived. The young people collect comments (on likes and dislikes) and post them on the website, along with their own reviews. They also recommend books to other young people on local radio. The library has managed to get one of the books chosen by the young people included on obligatory reading list for this year at the secondary school.

The meeting discusses a variety of topics over the term: a session on new books; a topic-based session (based on the GSB travelling backpacks: science fiction, fantasy and so on); a third, variable activity (new books for the summer, meeting a young author, film, etc.). An example of this third type is the **Corredor de la mort** (Death Row), celebrating Halloween by giving these young people the chance to save youth fiction that have never been borrowed: save them or send them to death row, i.e. cull them.

More information: <http://www.bibliotecacentral.org/tag/club-dels-experts>

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<sup>7</sup> CEPSE (Government of Catalonia Central Lending Service)

<http://www20.gencat.cat/portal/site/Biblioteques/menuitem.6ac196a374f5a5b009671410b0c0e1a0/?vgnnextoid=fe3b0b5003a44410VgnVCM2000009b0c1e0aRCRD&vgnnextchannel=fe3b0b5003a44410VgnVCM2000009b0c1e0aRCRD>



The Joan Oliver Library in Sant Antoni (Barcelona) has worked with libraries in Medellin (Colombia) to create **Letras al mar** (Letters to the Sea), a project where young people's participation is essential, as they are the stars of a captivating and enthusiastic virtual book club:

More information: <http://www.letrasalmar.net>, <http://www.bcn.cat/bibjoanoliver> and <https://www.youtube.com/watch?v=ufK9oTUKLG8&feature=youtu.be>

WITH REGARD TO ACCESS TO THE COLLECTION:

1. Work on library extension services; get the collection to young people through batch loans to youth organisations; take part in their activities.
2. Provide better access to the collection by improving the inter-library loans service: study the possibility of providing it free to unemployed people or students, by paying the cost through municipal budgets, among other ideas.
3. Explain searches on the Aladí catalogue to facilitate understanding of how the collection is organised and thus strengthen more direct and effective access to the collection, promoting user autonomy.
4. Study the possibility of using more icons on spines, making it easier to access content.
5. Organise more centres of interest.
6. Use the 'matching pairs' technique (e.g. 'if you liked the film, you'll like the book'), linking films or TV series to books, music, comics and so on. This is a very effective system that boosts borrowing.

An example of collection recommendations is **Natural Partners 2.0** run by the COBDC Library and Comic Group and presented in a highly attractive format that connects users with the end product offered by library services in the online environment

More information: <http://www.cobdc.net/comic/parelles-de-fet> and <http://www.cobdc.net/document/grups-de-treball/parelles-de-fet-2-0>

### 3.4. Improvement proposals in Areas

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*In regard to the AREAS the **youth study** states that young people want a place to meet up spontaneously and informally. Some think libraries are too quiet, regulated and strict, which they do not like, as they are looking for somewhere to meet and interact with others, in areas designed especially for them (free areas). But students also want to be able to concentrate and carry out group work, as the areas available for families are insufficient. There is a general demand for opening hours to be adapted to study times (basically nights during exam periods).*

On the subject of areas, the discussion centres on whether an area should be offered to young people. The choice most likely depends on the situation in each municipality where the facilities are located, so it is not always possible to provide a single guideline. The group outlined three situations:

- a) No separate area for young people is offered but spaces are created by use.
- b) The offer for young people is grouped into an intermediate area, with relaxed, easy transit to the rest of the library.
- c) A completely separate area is created (with specific furniture and resources and physically separated, if no other youth areas are available in the municipality).

However, it should be stressed that the majority opinion is that **differentiating spaces by use** is more important than by type of user. The model chosen will obviously be based on the situation in each municipality (the offer of existing areas) and a policy of coordination between services, offer of activities and the collection will be prioritised. In this context, it is important to:

1. Organise library areas in accordance with the different uses planned for the library area and not by type of user. This proposal does not just meet the needs of the young public but also those of all publics.
2. Place the stress on two types of area in particular: group work areas and quiet areas. These must be areas with sound treatment in order to combine the different uses harmoniously (young people demand strict maintenance of silence while also requiring areas where the rule is not applied), with good Wi-Fi coverage (capacity for the increasing number of devices connected at the same time) and sockets for users' mobile devices. Ideally there would also be desktop computers to provide a greater and better service.
3. Establish clear rules that help differentiate the uses of each area and thus avoid conflict among users. Some libraries formalise the use of areas through a provision document for the area or room that is going to be used for study or work, so that young people are responsible for both the use and the area.

In Barcelona, the Library Consortium facilities open at night **during final exam periods**, between May and June, as well as offering rooms for work and study throughout the year.

More information: [Study rooms](#)<sup>8</sup> and [night study rooms](#)<sup>9</sup>

4. Networking with local facilities and services offering activities to young people. Refer, inform, cooperate... while always knowing the reason why. Cooperation with the local environment is enriching for everyone. It is important to bear in mind the existing offer of study areas in the municipality to coordinate proposals, times and services. Some libraries that do not have enough space vary the use of areas at different times (not necessarily at night).

Next to the Navarcles Library is the Katna Punt Jove (Youth Point) which rather than a broad youth public has a specific one: basically PC users (there are no time limits and printing is cheaper than in the library). Young people value the diverse offer of areas (library/Katna) depending on their needs at a given time or period (silence, group work, leisure, etc.) Currently the library areas enable all these uses and what it needed is user training by clearly outlining the uses required of each area. They have done this jointly with Katna and Navarcles recommends it as a useful and highly positive experience.

More information: <https://ca-es.facebook.com/KatnaNavarcles> and <http://lacreueta.cat/katna/index>

If a library, in responding to a local need, opts for **differentiated areas for young users**; the area must emphasise flexibility, where young people feel a degree of freedom from rules. Open spaces, for leisure time, where people can talk and read, with music, casual furniture near the café area. Informal corners or areas such as patios, terraces or hallways (which are generally underused), fitted with adequate Wi-Fi coverage, could be used. A good idea is to get young people to participate in creating their own spaces.

The J.A. Barbero (Barcelona) has managed to create different areas, involving young people involved from the initial idea to the final execution, through an **urban illustration workshop**: murals inside and outside the building.

More information: <http://www.bcn.cat/bibtrinitatvella>, [Binomio](#), [Binomio I on Youtube](#) and the [Binomio II Project](#)<sup>10</sup>

<sup>8</sup> Study rooms in Barcelona

([http://w110.bcn.cat/portal/site/Biblioteques/menuitem.d643af84323b134fa0c5a0c5a2ef8a0c/?vgnnextoid=6f1cd81481209210VgnVCM10000074fea8c0RCRD&vgnnextchannel=6f1cd81481209210VgnVCM10000074fea8c0RCRD&lang=ca\\_ES](http://w110.bcn.cat/portal/site/Biblioteques/menuitem.d643af84323b134fa0c5a0c5a2ef8a0c/?vgnnextoid=6f1cd81481209210VgnVCM10000074fea8c0RCRD&vgnnextchannel=6f1cd81481209210VgnVCM10000074fea8c0RCRD&lang=ca_ES))

<sup>9</sup> Night study rooms in Barcelona

([http://w110.bcn.cat/portal/site/Joves/menuitem.fcc7c99428df85297ca47ca4a2ef8a0c/?vgnnextoid=19624c10a86a8210VgnVCM10000074fea8c0RCRD&vgnnextchannel=19624c10a86a8210VgnVCM10000074fea8c0RCRD&lang=ca\\_ES](http://w110.bcn.cat/portal/site/Joves/menuitem.fcc7c99428df85297ca47ca4a2ef8a0c/?vgnnextoid=19624c10a86a8210VgnVCM10000074fea8c0RCRD&vgnnextchannel=19624c10a86a8210VgnVCM10000074fea8c0RCRD&lang=ca_ES))

<sup>10</sup> [The Binomio Project](#)

([http://w110.bcn.cat/portal/site/Biblioteques/menuitem.3319272b478a144fa0c5a0c5a2ef8a0c/?vgnnextoid=921312cf5a8e0410VgnVCM1000001947900aRCRD&vgnnextchannel=40e73c3d93639210VgnVCM10000074fea8c0RCRD&vgnnextfmt=fmtDetail&lang=ca\\_ES](http://w110.bcn.cat/portal/site/Biblioteques/menuitem.3319272b478a144fa0c5a0c5a2ef8a0c/?vgnnextoid=921312cf5a8e0410VgnVCM1000001947900aRCRD&vgnnextchannel=40e73c3d93639210VgnVCM10000074fea8c0RCRD&vgnnextfmt=fmtDetail&lang=ca_ES)), [Binomio I on Youtube](#)

(<https://www.youtube.com/watch?v=QsfMhGnaA3A>), [C:\Users\mensalgm\Downloads\ HYPERLINK](#)  
([https://www.youtube.com/watch?v=NpBaNX\\_L9Hc](https://www.youtube.com/watch?v=NpBaNX_L9Hc))

### 3.5. Improvement proposals in the ACTIVITIES area

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In regard to *ACTIVITIES*, the **youth study** states that young people feel libraries do nothing for them. They think the content is unrelated to their interests, with activities scheduled for children and adults only. They associate libraries with culture (in a negative sense, as a temple of learning, boring and distant). Many of them recognise they are a long way from finding reading a pleasure due to the boring nature of school reading lists (only some young working people have found pleasure in reading). When asked, they suggest activities that are useful for them, in line with their interests (cooking, photography, travel) or needs (university trips, languages, job-seeking). They demand a different model from the teacher/pupil or speaker/audience one. A model that is too academic and formal generates resistance: an interactive model is required, where young people decide from the start what to do and how to do it and are involved in everything from creation to execution.

With regard to activities, basic recommendations are: encourage young people's participation; networking; and change the format of scheduled activities.

#### ENCOURAGING YOUNG PEOPLE'S PARTICIPATION:

1. Ask young people's opinions, question and pay attention to them to increase libraries' understanding of their youth public (in terms of tastes, interests and needs) and thereby schedule useful activities. Few libraries allow young people to decide on a programme that interests them.
2. Schedule activities that offer school credits, if possible, such as Catalan classes.
3. Bear in mind that young people are generally less committed than adults. Thus it is necessary to design activities that do not involve a lot of commitment or prior work.
4. Young people's participation in programming: work on joint programmes or at least programmes based on their direct demands.
5. Having the library participate in activities organised by young people is worthwhile, as it promotes relations with the youth public, thereby practising what it preaches. Be present in what they do, find time to be with them: areas for conversation on topics that interest them. Many libraries consider it essential to actively participate in young people's activities in the neighbourhood or municipality: hip-hop activities, Youth Week, town festivals, exhibitions of young people's art and more.

#### Experience

The Navarcles Library highlights young readers who are in the news (such as athletes) on its Facebook page, sometimes with a short interview, interacting with the pages of a number of associations (cyclists, basketball, football and so forth) and publicising events. For instance, through ***the old photo*** they post on Thursdays, if an association organises a race, the library posts an old photo of the event to publicise it.

More information: [Sant Valentí Library Facebook page \(https://ca-es.facebook.com/bnavarcles\)](https://ca-es.facebook.com/bnavarcles)

#### FOSTERING NETWORKING:

1. Networking, in the sense of setting aside ownership ('our' areas, 'our' resources and 'our' users) to work more closely with youth associations and organisations,

exchanging resources, offering areas, scheduling events together or scheduling associations' events in the library areas, including at night.

2. Work with municipal youth experts as a basic tool to get to know our public. Currently, there is not enough cooperation with people and organisations with expertise in dealing with young people.
3. Using liaison personnel, among young people themselves (through their leaders, or 'antennae') or well-placed adults (secondary school teachers, etc.).

### Experience

The Manlleu libraries work with language, interculturality and social cohesion advisors (**LIC advisors**) to increase the effectiveness of reading promotion activities in schools.

More information: [LIC advisors](http://aula2interculturalitatgrup9.wikispaces.com/5.2+Assessor+i+coordinador+LIC)  
(<http://aula2interculturalitatgrup9.wikispaces.com/5.2+Assessor+i+coordinador+LIC>)

Other municipalities (such as Igualada, Premià de Mar and El Prat de Llobregat) have implemented '**antennae**' or '**correspondents**', a project promoted by a number of local councils involving the creation of a group of volunteer students who decentralise information from PIJs and youth services to bring them to their schools. Their main functions are: updating information platforms; explaining resources and activities to the other students; cooperating on youth event and activities; and conveying the requests of their peers.

More information: [The PIJ al teu IES \(Igualada: http://igualadajove.cat/pij/kdm-el-pij-al-teu-ies/\)](http://igualadajove.cat/pij/kdm-el-pij-al-teu-ies/) [PIJ a l'IES Valerià Pujol \(Premià: http://pijlaflletxa.wordpress.com/2014/07/22/corresponsals-1314/\)](http://pijlaflletxa.wordpress.com/2014/07/22/corresponsals-1314/)

4. Extending school visits to the end of secondary school period, the point when young people and libraries lose contact with each other. A good opportunity is to organise in-depth educational visits at key moments for them, when they start preparing their course or research assignments and need information.
5. Using obligatory reading lists, organising related activities in conjunction with schools, both looking at the texts in greater depth and carrying out a activity that is attractive and fun, so reading becomes enjoyable.

### Proposal

Igualada Central Library has proposed **book clubs for obligatory texts** in secondary schools, as a supplementary activity to earn points or improve marks. A pilot test was carried out (in conjunction with secondary school teachers) on *\_Mecanoscrit del segon origen\_* by Manuel de Pedrolo, which was required reading, and students came to the library for a book club activity to improve their marks.

#### INNOVATING IN FORMATS AND CONTENT:

1. Scheduling activities on topics that interest them (because it affects them). Ask for young people's opinions on the activities they want and, above all, act on their recommendations.

2. Provide areas in the library where young people can exchange knowledge, in a practical sense. For instance, to hold presentations of research work for their final school certificate.
3. Provide support through training, such as for searching for information related to assignments (course assignments, research work, university papers).
4. Change the 'speaker-listener', 'teacher-pupil' format and consider talks with peer participation in a completely practical way, thus changing the format of activities carried up until now: book movies, fan fiction (as a place for meeting up) reading treasure hunts, displays of their activities (art, theatre, origami or whatever is in fashion at the time), sexuality, drugs, music, making video games, scratch, book clubs (Manga, comic, youth fiction) do-it-yourself activities, creativity and other workshops (street art, graffiti, urban painting), travel, experimenting with cutting-edge technology, topics that go beyond the immediate present (which they already know about), training, research, approach to work and many other topics.

### Recommendation

An example of a very different format is a proposed activity on the **Little Red Riding Hood** story, seen from a point of view other than the traditional one. A video showing you don't need to do something new when you can design new ways of doing things (and above all do them with young people, if possible). What we do in libraries is good, but it can be improved.

More information: <http://vimeo.com/3514904>

Music: Slagsmålsklubben ([smk.just.nu](http://smk.just.nu)) Animation: Tomas Nilsson ([tomas-nilsson.se](http://tomas-nilsson.se))

5. Offer libraries as a place to conduct work that benefits the community is an original way of bringing young people to the library.
6. Use youth volunteers not just to put cover on books and push trolleys around but to create activities (participating in designing and running activities), reinforcing web environments.

### Experience

The Can Casacuberta Library in Badalona organises an activity to promote the local collection and library through **literary geocaching**, a game that consists of hiding and finding treasures by GPS. It works as a treasure hunt with clues that participants have to solve to find the *caché*, or treasure.

More information: [Geocaching: 'Literary route round the Badalona city centre streets'](http://badalona.cat/portalWeb/badalona.portal?nfpb=true&pageLabel=detall_noticia&DocName=AJB036487#wlp_detall_noticia) ([http://badalona.cat/portalWeb/badalona.portal?nfpb=true&pageLabel=detall\\_noticia&DocName=AJB036487#wlp\\_detall\\_noticia](http://badalona.cat/portalWeb/badalona.portal?nfpb=true&pageLabel=detall_noticia&DocName=AJB036487#wlp_detall_noticia)) and [Talk at the 6th National Public Library Congress](http://badabiblios.cat/wp-content/uploads/Geocaching.pdf) (<http://badabiblios.cat/wp-content/uploads/Geocaching.pdf>)

7. Promoting the virtual world is another way of changing formats. As well as the Virtual Library, libraries can also work with virtual book clubs, virtual interviews and so on, in a highly informal and flexible framework where participation is the key to success.

The Les Voltes library in Sant Vicenç dels Horts, through its **Manga Reading Club** (which is completely online) has a blog on the subject of comics, which also links to external events (the Manga Show and 'matching pairs', even online comic lending from the Virtual Library). This is a good example of online work supplemented by a Facebook page.

More information: [Club de Lectura Manga On-line \(http://mangaalabiblioteca.blogspot.com.es\)](http://mangaalabiblioteca.blogspot.com.es) ; [Les Voltes Facebook page \(https://www.facebook.com/pages/Club-de-Lectura-Manga-On-line-Biblioteca-Municipal-Les-Voltes/299502540138649\)](https://www.facebook.com/pages/Club-de-Lectura-Manga-On-line-Biblioteca-Municipal-Les-Voltes/299502540138649)

### 3.6. Improvement proposals in the COMMUNICATION area

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In regard to COMMUNICATION the **youth study** shows that young people receive no communication from the library. They are just sent courtesy notices. They show a completely lack of knowledge of the Virtual Library and the library social media profiles. They'd like to receive information (on activities, collections, etc.), but by carefully selecting what they receive (they hate 'noise'). They are very interested in learning about the advantages of the library card (discounts), which they are completely unaware of. They also show interest when they are fully informed of the services available at public libraries, which initially they show little interest in. They suggest attractive communication that grabs their attention and has an impact, so they look at it and assess the benefits of the activity or collection. The study suggests that libraries should be proactive in communication, strengthening interaction and sending information tailored to each target public.

In the area of communication, strategies and proposals for improvements are required because the message from public libraries is clearly not reaching a broad youth public.

#### WHAT TO COMMUNICATE?

1. Having a communication strategy is more important than getting the channel right, as nowadays these vary greatly, change frequently, and go out of date after just a few years. Follow a pre-established strategy: it's not necessary to say everything to everyone.
2. Reflect on the current concept of the public library we are conveying (in general and, especially, to young people).
3. Communicate key aspects of the library (advantages of the library card, existence of the Virtual Library) and those that are part of the essence of the library (activities, new acquisitions, news).
4. Improve or strengthen the image of the library to then communicate it (effectively).
5. Clearly explain who we are and what we have; and ask directly, 'what can I do for you now, what would you like me to do for you?'

#### Proposal

The Manlleu library proposes offering a **reference librarian**, a tailored, personalised service to answer queries on how to look for information for research assignments or the correct way of writing bibliographic references, among other things, thus strengthening the role of personal consultant, in the same way as people have their own GP.

#### HOW TO COMMUNICATE?:

1. Communicate by selective dissemination of information, a notification service (new acquisitions to the document collection, activities or whatever we are doing), where young people can choose what information they want from a broad selection (going further than what is currently on offer).
2. Provide information via short, fast, clear and direct messages that are eye-catching to young people.



3. Explain that we are ‘transforming things’ to meet their needs (thinking about what interests young people) and explaining it in colloquial language.
4. Identifying possible information senders among users (‘word-of-mouth’: using youth group leaders, making use of ‘antennae’ or liaisons such as LIC advisors).

#### WHAT CHANNELS TO COMMUNICATE OVER?

1. Use their tools: Facebook, WhatsApp, Instagram, Pinterest, Twitter, or other newer apps such as Snapchat (an app for sending messages, photos and short videos that are automatically destroyed shortly after being viewed by the receiver). The social media platform that best mobilises young people at any given moment should be used.
2. Provide libraries with adequate resources to do their job. Currently, at the very least this means corporate mobiles (many XBM personnel create WhatsApp groups on their personal phones).

#### Recommendation

A noteworthy communication campaign in terms of youth strategy, although not in the field of libraries, was that of the **Museum Night**, whose latest campaign used a programme style common among young people, thus reaching them more successfully.

More information: [Museum Night \(http://premsa.bcn.cat/2014/05/13/la-nit-dels-museus-2014\)](http://premsa.bcn.cat/2014/05/13/la-nit-dels-museus-2014)

3. Participating in the social media. At the 3rd Public Library Summer School (University of Barcelona, 2014) there was much discussion on the social media, especially what and how many platforms to use. In general, participants preferred to a platform that provided a variety of tabs for different profiles: children, young people, adults (as a minimum): a single resource offering information selected for each target.

#### Experience

The Can Mulà Library in Mollet del Vallès has set up a website on the [Weebly](http://www.weebly.com/?lang=es) platform (<http://www.weebly.com/?lang=es>), which permits **multiple blogs on a single platform**, thus permitting segmentation of the message to different user profiles, activities, etc., with simpler, more user-friendly management and maintenance.

More information: [Biblioteca Can Mulà \(http://bibliotecacanmula.weebly.com\)](http://bibliotecacanmula.weebly.com)

### 3.7. Improvement proposal in the HUMAN RESOURCES area

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Although this was not initially considered as an area for reflection, because library managers have little room for manoeuvre, a number of reflections worth mentioning arose from both the study and the working group session.

The *youth study* does not explicitly discuss HUMAN RESOURCES, but young people are generally highly critical of library staff and this was made clear in the recordings of the study sessions, which captured comments such as *'they always give you nasty looks'*, or other young people stating that library staff were *'not very friendly'*; or did not meet their expectations because *'they are very unfriendly'*. In general, they want staff to be less harsh, unfriendly, obnoxious and dry in order to connect better with young people.

*(L'Ester diu que hi ha dues versions ...)*

The expert group thinks that professionals need to change their mentality: become flexible, not demand too much commitment with activities that last a long time. A reboot is required: we are 'frightened' of young people, or find them hard work because of the conflicts they can cause. The staff profile for public libraries needs to adapt, recruiting more outgoing professionals who are more familiar with young people. Specialist youth staff, who treat young people 'nicely', with the ability to surprise them and excite their curiosity, connecting more closely with their stage in life, fine-tuning antennae with the aim of grabbing their attention and getting them more involved in managing and scheduling library activity. *Incorporating the figure of facilitator, a youth worker, into the library team is an option already being putting into practice in some places, with very positive results.* *(L'Ester diu que no ho podem dir...)*

## 4. Conclusions: some advice

### ***It's much better if we do it together***

Participation and cooperation

**1**

Work directly with users (participation) and network in the municipality (cooperation, building links; a win-win situation). Set aside the idea of ownership, of 'our' areas, 'our' resources and 'our' users.

Local collaboration between youth information points, other local agents and the libraries themselves is essential. Inter-relating, building synergies to share resources and users and thus supplement, disseminate and promote the services of all.

Prior planning, based on the needs of the potential public and effective organisation of services and associated resources (areas, collections, staff, etc.). Local analysis of the target public and resources will help define the goals coherently.

### ***Think before acting***

Prior planning

**2**

### ***Quality over quantity***

Holdings

**3**

With a prior project, accurate selection and constant updating, supplementing physical and online resources (Virtual Library); prioritising quality over quantity and consulting specialist publishers and bookshops.

Offering support in basic processes; scheduling useful activities (for information, training and leisure). Designing, organising and facilitating activities, always in line with the needs and desires expressed by users.

- Promoting creativity (co-creation)
- Promoting social inclusion
- Promoting intergenerational activity

### ***Being very active***

Facilitating

**4**

***It's a good investment***  
Budget and human resources

5

Working with young people is an investment in the future. A programme of specific activities for young people should be offered. And reluctance among staff must be overcome, so people work enthusiastically with the young public; staff are involved with them and see them as an opportunity and not something to be tolerated.

Having a clear message to convey through the communication strategy. Simple dissemination and communication that is clear to the user, through short, spontaneous texts with a clear, simple and direct structure.

***Everyone should know about it***

Publicity

6

***The person who knows should be the one to speak***

Connection

7

And behind it all, staff with the right training and information, attending to and boosting the service. Young people should participate in activities, because success will be more powerfully transmitted if it comes from them (do-it-yourself activities). Make the most of 'antennae', natural leaders, to convey our message, our position and our usefulness as a facility for young people.

## 5. Annexes

### Annex 1: Composition of the working group

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The expert group was made up of:

- The Municipal Libraries Network:
  - Armengod Martínez, Emma (Trinitat Vella Library in Barcelona)
  - Del Campo Balada, Núria (Torras i Bages Library in Vilafranca del Penedès)
  - López Téllez, Cristina (Antonio Martín Library in El Prat de Llobregat)
  - Medina Blanes, Mònica (Sagrada Família Library in Barcelona)
  - Sabate González, Eva Maria (Igualada Central Library)
  - Serra i Coma, Montserrat (Sant Valentí Library in Navarclés)
  - Silvestre Gusi, Núria (Bisbe Morgades Library in Manlleu)
  - Úbeda Hernández, Jorge (Districte 3 Library in Terrassa)
  
- From the Library Services Management Office
  - Gelpí i Lluch, Agnès (GSB Statistics and Quality Unit)
    - working group coordinator
  - Omella Claparols, Ester (GSB Planning, Assessment and Quality Section)
  - Paños Grande, Esperança (USB Facilitating and Library Services Unit)
  - Poblet Barbero, Mariona (GSB Library Communication)
  
- From the youth area:
  - Igual Cuní, Montserrat (Barcelona Provincial Council Pla Jove Office)

## 5. Annexes

### **Annex 2:** Experiences with young people in participating libraries

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Descriptive files on each facility that took part in the working group is provided below. They contain a brief explanation of the project for young people implemented by each library, together with links for further information.

They appear in the following order:

1. Barcelona. Sagrada Família Library Josep M. Ainaud de Lasarte.
2. Barcelona. Trinitat Vella Library J.A. Barbero.
3. Igualada. Central Library
4. Manlleu. Municipal library.
5. Navarcles. Sant Valentí Library.
6. El Prat de Llobregat. Antonio Martín Library.
7. Terrassa. Districte 3 Library.
8. Vilafranca del Penedès. Torras i Bages Library.

Description of the project with young people	<p><i>The Espai Jove</i> (Young People's Area) at Sagrada Família Library aims to be a reference site for topics of interest to young people aged 14 to 35. The central pillar of this collection for young people is <i>The Shop Window</i>. A highly diverse collection, intended as a reflection of current street culture trends: music, fashion, street art, film, etc. Imported books, documentaries, fashion, skating and illustration magazines.</p> <p>The <i>Espai Jove</i> collection includes another section containing fantasy fiction, comics, video games for the latest platforms and even role-playing games. In addition to all this, there is a selection of LGBT documents, aimed at providing guidance and reference for the youngest users. Different services and activities for young people have been developed from this collection.</p> <p>In addition, temporary exhibitions are scheduled, covering things happening in the city, news, events and more.</p> <p>The physical space that houses the collection has been carefully prepared, with its own differentiating personality, but this came later. First of all the collection was created, then over time different projects have been added, such as workshops and artistic interventions, which have decorated the area through contributions by the young people themselves. The <i>Espai Jove</i> also has an exhibition area where young artists can show their work.</p>
Strengths and weaknesses	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- The professionalism of the staff, who they have been fully aware of the needs and interests of adolescents and young people.</li> <li>- The incipient presence of young people from the Chinese community through the creation of a Chinese collection.</li> <li>- The library volunteers project.</li> <li>- The night-time study room that attracts students in particular.</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- The lack of secondary schools in the district.</li> <li>- The low attendance of young people at activities.</li> <li>- The lack of areas for group work.</li> </ul>
Partnerships in the youth area at the municipal and supramunicipal level	<p>At the city level, Barcelona City Council: Immigrant family reunion policy, the Repesca (academic recovery) programme, night-time study rooms; the Festival of Science, Technology, the Barcelona Young People's Research Exhibition, and more.</p> <p>With the district, this year with the 1st Eixample Young People's Art Exhibition.</p> <p>At the neighbourhood level: with a number of committees and working groups in the Sagrada Família Community Plan and all the initiatives arising in relation to young people.</p> <p>With all organisations, associations, services, etc. at the neighbourhood, district and city levels, who work with young people or run specific projects for this group. Current collaborative projects with Casa Àsia, Institut Confuci, Espai 210, Sagrada Família Civic Hall, Eixample Libraries, La Formiga Association, Inspiraciència and more.</p>
How to extrapolate this experience to other services	Creating areas and collections similar to the <i>Espai Jove</i> is possible in all the other libraries in the network.
Link to the Virtual Library	<a href="#">Sagrada Família Library in Barcelona</a>
Other links of interest	Short story prize organised by the Sagrada Família Civic Hall with a youth

	category: <a href="http://premielatsenfemeni.cat">http://premielatsenfemeni.cat</a>
<b>J.A. Barbero Library Trinitat Vella</b>	
<b>Barcelona</b>	
Description of the project with young people	<p>Work is conducted with young people in the library on a daily basis. Since the library opened (March 2012), it has worked with the XARXA JOVE DE TRINITAT (Trinitat Young People's Network), consisting of organisations and facilities who work with young people in the district (Trinitat Vella and Baró de Vivir Youth Facilitation Service; Youth workers from the 'A Partir del Carrer' (From the Street) project. Women's Attention and Information Point; Garcilaso Youth Information Point; Jove, Informa't i Participa (Young People, Take Part and Learn) Programme; the Espai Via Barcino and Sala Jove de Trinitat Vella youth centres). Networking is a basic part of working with young people in order to carry out activities that cover their educational and leisure needs. The Xarxa Jove organises joint activities and publicises others carried out by the different services.</p> <p>Since May 2012, a youth worker has been at the library 18 hours a week, dealing with children and young people's issues: helping mediate in conflicts and serving as a link between young people and the Xarxa Jove. She also helps library staff learn to mediate between young people and run projects that are appropriate for them.</p>
Strengths and weaknesses	<p>The STRENGTHS are based on the daily work with a group of young people, which permits bonds of trust to be created between the library and young people and reduce daily conflicts. The work with the Xarxa Jove permits the organisation of and participation in different youth projects and activities, which help change the image of the library as a place 'you only go to study'. It helps generate dialogues with them and contribute to peaceful co-existence in the library, making it suitable for everyone.</p> <p>The WEAK POINTS relate above all to the professional profiles, as this type of district and its users mean the library has a clearly educational and social function and not everyone has the right profile or tools to do this.</p>
Partnerships in the youth area at the municipal and supramunicipal level	<p>Most organisations in the Xarxa Jove de Trinitat are linked to the youth department of the Barcelona Sant Andreu District.</p>
How to extrapolate this experience to other services (points to bear in mind)	<p>In this case, it was clear from the start that networking was necessary to carry out the work among young people attending the library. Collaboration with organisations, services and facilities who work with this group of users is a basic and very important element, as many of them can offer activities, training, etc. that the library cannot. Coordination and communication are fundamental.</p> <p>It is very important to make the library visible in the different activities carried out with other services (in Trinitat Vella, being seen participating and providing support has helped). It is also true that the Trinitat Vella neighbourhood is 'small' and thus it is easier to deal directly with users. For libraries in larger areas (such as administrative districts in the city of Barcelona) this work could be a little harder.</p>
Link to the Virtual Library	<a href="#">J. Barbero Library Trinitat Vella, Barcelona</a>
Other links of interest	<a href="http://www.bcn.cat/bibtrinitatvella">http://www.bcn.cat/bibtrinitatvella</a> <a href="http://www.facebook.com/bibtrinitatvella">http://www.facebook.com/bibtrinitatvella</a>



Central Library	Igalada
Description of the project with young people	<p>Book club for young adults: ' TERRITORI FANTÀSTIC ' (Fantasy Land): a group for young people that celebrated its 15th anniversary in April and May 2014, coinciding with the 15th anniversary of the opening of the library.</p> <p>BOOK CLUB with easy reading materials for young people with special education needs, at the transition to adulthood stage (young people with learning difficulties aged 16 to 20). Project in conjunction with the Àuria School of Igalada.</p> <p>Project in conjunction with secondary schools for research assignments: 'APRENEM A INVESTIGAR' (Learning to Research): presentation of the Virtual Library and visit to the local and special collections at the library.</p>
Strengths and weaknesses	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- Involving young people in the work of the library: participating in purchasing; making recommendations on Facebook. (Young participants in the book club)</li> <li>- Participating in the name of the library in book-trailer competitions organised by the Government of Catalonia and Barcelona Provincial Council.</li> <li>- Working with a very strong organisation in Igalada in the field of special education, the Apinas Foundation with its Auria School. Providing uses for easy reading materials.</li> <li>- Finding out how young people who have grown up with their town's library see its service.</li> <li>- Bringing young people closer to the library through organised school visits. Project in conjunction with secondary schools. Showing the resources available in the library (online and physical)</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- Low participation, little diversity among the group of young people.</li> <li>- Activities not open to the public, concentrated in collaboration with other organisations.</li> <li>- Lack of involvement of the <a href="#">Kaserna</a>, an important municipal facility for youth work and promoting activities.</li> </ul>
Partnerships in the youth area at the municipal and supramunicipal level	<p>Igalada Town Council  Àuria School  Various Igalada and L'Anoia secondary schools</p>
How to extrapolate this experience to other services (points to bear in mind)	<p>Organising book clubs for obligatory secondary school texts, as a supplementary activity to earn points or improve marks (a pilot test has been run: a book club was organised with a group from the institute on <u>Mecanoscrit del segon origen</u> by Manuel de Pedrolo, which was required reading, and students came to the library for the book club activity to improve their marks).</p> <p>Seeking collaboration in activities run by the Kaserna (providing areas, etc.).</p>
Link to the Virtual Library	<p><a href="#">Igalada Central Library</a></p>
Other links of interest	<p><a href="http://www.apinas.cat">http://www.apinas.cat</a> ; <a href="#">Library Facebook page</a>; <a href="#">Central Library</a></p>

Municipal library	Manlleu
Description of the project with young people	<p>Three projects with young people:</p> <ul style="list-style-type: none"> <li>- SERPENT DE LLIBRES (Book snake): the librarian and a reading facilitator go to all secondary schools twice a year to recommend three youth novels, one comic and one poem to all classes in the first and second year of compulsory secondary education. They describe the start of the books, but not the end.</li> <li>- SUPER-READER GROUP: around 20 young regular readers aged 12 to 17 are members of a group that advises on youth novel purchases for the library.</li> <li>- LEARNING/SERVICE IN THE LIBRARY, in conjunction with the La Salle Manlleu school (teamwork project for fourth year secondary school students). Two project have arisen: Revitalisation campaign for the travel section and the 'Voices of Manlleu' literary route.</li> </ul>
Strengths and weaknesses	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- Presence of schools in the library, reinforcing its relationship with secondary schools.</li> <li>- Better relations between young people and the library.</li> <li>- A general action to promote reading among young people is carried out: all young people have access to non-obligatory book recommendations (important in highly diverse societies).</li> <li>- Young people participate in the internal organisation of the library.</li> <li>- Projects are carried out under the watch of young people.</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- Youth book loans have not increased much, so other external factors must be taken into account.</li> <li>- Young people are not committed and they lack perseverance, they need to be constantly encouraged.</li> </ul>
Partnerships in the youth area at the municipal and supramunicipal level	<p>Joint work with the Town Council Education Department and all secondary schools in the city. The language, interculturality and social cohesion (LIC) official in the region also recently became involved (the Catalan Electronic Education Network, XTEC). Ràdio Manlleu (young people recommend texts)</p>
Link to the Virtual Library	<p><a href="#">Mossèn Blancafort Library</a> and <a href="#">Bisbe Morgades Library in Manlleu</a></p>
Other links of interest	<p><a href="http://www.bibliotecamanlleu.cat">www.bibliotecamanlleu.cat</a>  <a href="http://serpentdelibres.blogspot.com.es">http://serpentdelibres.blogspot.com.es</a>  <a href="https://www.facebook.com/pages/Superlectors/242235475969998">https://www.facebook.com/pages/Superlectors/242235475969998</a>  <a href="http://rutaliterariamanlleu.wordpress.com">http://rutaliterariamanlleu.wordpress.com</a></p>

## Sant Valentí Library

## Navarcles

<p>Description of the project with young people</p>	<p>The new library in Navarcles has no specific project for young people but in November 2013, a lack of library habits was detected among the Navarcles youth, which led to the implementation of a number of actions to change this. Some years ago a centre for young people was set up, the 'Katna', one of its aims being to take people away from the library to avoid them causing 'problems'. Given this situation, contacts were made to establish new dynamics. The new library and Katna Youth Point now share a area in the La Creueta Cultural Centre (CCC).</p> <p>PROJECTS:</p> <ul style="list-style-type: none"> <li>- Creating <i>alliances and links</i> between the young people visiting the Katna and the library.</li> <li>- A <i>project to learn about the library</i> among all students up to the fourth year of secondary school (September to December 2014) and <i>training sessions on what the library had to offer</i> was initiated through a variety of courses and workshops for young people: The 'Gradua't' course (to help students complete their compulsory secondary education), workshops and other courses.</li> <li>- A series of travel talks were started, titled '<i>Navarclins voltant pel món</i>' (People from Navarcles around the world), in which young people (aged 25-35) explained their time abroad in the areas of international cooperation, studying or work. The talks took place each month. (December 2013 to June 2014)</li> <li>- The Navarcles secondary schools does not offer the final stage school certificate, so the St. Fruitós secondary school linked to Navarcles was contacted, as it offers the subject <i>work placement in companies</i>. The Navarcles secondary school was contacted as a another site for the <i>Roda project</i>. And the Celobert area was offered to the <i>secondary school theatre workshop</i>.</li> <li>- As part of the first anniversary of the facility, everyone in the CCC filmed a <a href="#">lip dub</a>.</li> </ul>
<p>Strengths and weaknesses</p>	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- Having a Youth Information Point (PIJ) next to the library, a new facility with numerous areas offering a wide range of possibilities.</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- the poor perception of the library among young people</li> </ul>
<p>Partnerships in the youth area at the municipal and supramunicipal level</p>	<p>Regular meetings have been initiated with the Katna Youth Point to established joint dynamics. Contacts have also been established with the Navarcles and Sant Fruitós secondary schools. And links to various groups and organisations are regularly posted on Facebook, publicising events involving young people (short interviews).</p>
<p>How to extrapolate this experience to other services (points to bear in mind)</p>	<p>The 'People from Navarcles around the world' talks were aimed at 18-30 year olds but the public tended to be over 30. Another activity needs to be designed for this younger public.</p>
<p>Link to the Virtual Library</p>	<p><a href="#">Sant Valentí Library in Navarcles</a></p>

Other links of interest	<a href="http://www.lacreueta.cat">http://www.lacreueta.cat</a> , <a href="https://www.facebook.com/bnavarcles">https://www.facebook.com/bnavarcles</a>
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Antonio Martín Library		El Prat de Llobregat
Description of the project with young people	<p>BUFET LLIBRE (Open Buffet) is an area for young people in the library, who represent the majority, but basically use it to study and work on individual or group assignments. The BUFET LLIBRE was based on the idea and proposal to attract them to reading and broaden their exclusively academic use of the area.</p> <p>The aim was to create an area of interest to young people, providing attractive content for the young community: fantasy, horror, science fiction, magazines, exhibitions, reading guides and book recommendations, music, electronic resources and more. Creating a corner to show that the library offers so much more than just a place to study.</p> <p>The BUFET LLIBRE also incorporates other projects targeting young people, such as the <b>COMIC CLUB</b>, in conjunction with Joves.Prat in the El Lloro buildings as part of the El Prat Reading Promotion Plan; <b>MODULACIONS</b>, which organises exhibitions by young local artists in conjunction with the <i>Unzip</i> Visual Arts Programme and Joves.Prat; and the cycle of <b>PIULADES MUSICALS</b> (Musical Tweets), in conjunction with <i>La Capsa</i>], Joves.Prat and music and education organisations in El Prat. <b>DECORATING THE AREA</b>, every six months a group of young people paint the windows.</p> <p>Other projects pending incorporation: Paraula poètica (Poetic Word) and Lectures psicotròniques (Psychotronic Readings)</p>	
Strengths and weaknesses	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- Networking with other cultural agents</li> <li>- Highly motivated teamwork</li> <li>- Creating a cross-sector working group to work with young people in culture in the municipality this year</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- The project has only been running for a short time</li> <li>- Limited budget for acquisitions</li> <li>- Low visibility of the new service among young people</li> </ul>	
Partnerships in the youth area at the municipal and supramunicipal level	<p>The library works with the 'El Lloro' Youth Service; the Secondary Schools Antenes (Antennae) Project; Ministry of Education; El Prat Arts School; Visual Arts Programme: UNZIP; The capsa] Cultural Project; El Prat Town Council; Municipal Music School; and the Cèntric Espai Cultural centre</p>	
Link to the Virtual Library	<p><a href="#">Antonio Martín Library in El Prat de Llobregat</a></p>	

Other links of interest	<a href="http://www.biblioteca.elprat.cat">http://www.biblioteca.elprat.cat</a> , <a href="#">Bufet Llibre</a> , <a href="#">Club del Còmic</a> , <a href="#">Musical Tweets</a> , <a href="#">Modulacions</a> and <a href="#">Recomanacions per estar al dia</a>
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Districte 3 Library		Terrassa
Description of the project with young people	ICT PAIRS: this is a study project that aims to train adults in new technologies. The training sessions are run by young people from the Can Jofresa secondary school in Terrassa. It involves forming pairs (adult-young person) to share IT knowledge. The students take the role of IT teachers and the adults are their students.	
Strengths and weaknesses	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- This meets the demand for computer courses from a part of the public.</li> <li>- Raising young people's awareness of their skills, reinforcing their self-esteem and communication.</li> <li>- Contributing to mutual understanding of different personal realities.</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- Lack of commitment on the part of the young people.</li> </ul>	
Partnerships in the youth area at the municipal and supramunicipal level	<p>In conjunction with the Santa Eulàlia secondary school. Information and Internet security sessions are organised at the school.</p> <p>Collaboration with the Mossos d'Esquadra police force. They took part in talks on Internet security, explaining the unexpected risks of Internet use to young people.</p>	
How to extrapolate this experience to other services (points to bear in mind)	<p>Talks are offered to different schools to publicise our project and increase the number of young people available to teach adults.</p> <p>The project also needs to be explained to other libraries in the XBM by producing a tutorial explaining who to run this initiative.</p>	
Link to the Virtual Library	<a href="#">Districte 3 Library in Terrassa</a>	
Other links of interest	<a href="http://www.terrassa.cat/biblioteques">www.terrassa.cat/biblioteques</a> <a href="http://blogs.terrassa.cat/biblioteques/">http://blogs.terrassa.cat/biblioteques/</a> <a href="https://www.facebook.com/bct.xarxa">https://www.facebook.com/bct.xarxa</a> <a href="https://www.youtube.com/user/bctxarxa">https://www.youtube.com/user/bctxarxa</a> <a href="https://picasaweb.google.com/107744837155741873188">https://picasaweb.google.com/107744837155741873188</a>	

Torras i Bages Library	Vilafranca del Penedès
Description of the project with young people	<p>OPERACIÓ CÒMIC is a cross-sector initiative started in 2008 between the Culture Service and Youth Office of the Vilafranca Town Council and the Torras i Bages Library.</p> <p>The original aims were mainly to raise awareness and foster a taste for reading and artistic creation, publicising and attracting people to the library services for young people and promoting comic art among young people while offering an area where they could present their creative projects.</p> <p>The current aims are:</p> <ul style="list-style-type: none"> <li>- Promoting comic art among young people.</li> <li>- Offering young creators a place where they can present their creative work.</li> <li>- Publicising this sort of artistic expression among young people.</li> <li>- Promoting comic reading among young people.</li> </ul>
Strengths and weaknesses	<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>- Revitalising the library's comic section.</li> <li>- Raising awareness of the comic literary genre.</li> <li>- Displaying young people's creativity</li> <li>- Working with local youth bodies</li> </ul> <p>WEAKNESSES:</p> <ul style="list-style-type: none"> <li>- Publicity/participation needs to be improved</li> <li>- Loyalty needs to be developed among the young public</li> <li>- Low budget for prizes (they are awarded through sponsorships)</li> </ul>
Partnerships in the youth area at the municipal and supramunicipal level	Organised in conjunction with the Vilafranca Town Council Youth Service and the Arsenal Municipal Arts School
How to extrapolate this experience to other services (points to bear in mind)	A version of competition could be held for short stories/mobile messages/book trailers.
Link to the Virtual Library	<a href="#">Torras i Bages Library in Vilafranca del Penedès</a>
Other links of interest	<a href="#">News story in 'La Fura'</a>

## 5. Annexes

### Annex 3: Abstract of the paper:

#### 'Attitudes and expectations of young people with regard to public libraries'

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Below is a summary and recap of this working document, including the main ideas from the youth study organised by work areas. If you need more information, you can request it from the Library Management Service Statistics and Quality Unit<sup>11</sup>.

The SERVICES area stresses that young people consider library services of little use to them. They find library opening hours very limited; opening times do not match their biorhythms and immediate needs; different opening times for different libraries causes confusion. They reject the concept of self-learning because it is individual. They rarely use the lending service (they search and find information online); they consider penalties for late returns too lenient. They are critical of the Internet and Wi-Fi service; they value the convenience of libraries providing Internet access but find the service saturated, available computers are poorly used there is no control of connection times. They are largely unaware of the XBM service offer, from the advantages of the library card to the Virtual Library. They value the study rooms (in high demand during exam periods) and the loan return boxes (impersonal returns free them from responsibility).

The COLLECTION area shows that young people value the library collections because of their very high quality, where they can find a wide variety of materials and save on their own resources. But at the same time young people state that there are few contemporary books in libraries, little specialisation and few examples of 'fashionable' books. They want duplicate copies of obligatory reading texts. They have not discovered the self-training or language collections, among others, which would be particularly interesting for people looking for jobs or who are currently out of work and not studying. They see the music collection as outdated (their source being the Internet). Spending money on such areas as video games is neither expected nor wanted, as they feel this harms the purchase of new novels, for instance.

In regard to AREAS, the study states that young people want a place to meet up spontaneously and informally. Some think libraries are too quiet, regulated and strict, which they do not like as they are looking for somewhere to meet and interact with others, in areas designed especially for them (free areas). But students also

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<sup>11</sup><mailto:gsb.estadistiques@diba.cat>

want to be able to concentrate and carry out group work, as the areas available for families are insufficient. There is a general demand for opening hours to be adapted to study times (basically nights during exam periods).

The *ACTIVITIES* area states that young people feel libraries do nothing for them. They think the content is unrelated to their interests, with activities scheduled for children and adults only. They associate libraries with culture (in a negative sense, as a temple of learning, boring and distant). Many of them recognise they are a long way from finding reading a pleasure due to the boring nature of school reading lists (only some young working people have found pleasure in reading). When asked, they suggest activities that are useful for them, in line with their interests (cooking, photography, travel) or needs (university trips, languages, job-seeking). They demand a different model to the teacher/pupil or speaker/audience one. A model that is too academic and formal generates resistance: an interactive model is required, where young people decide from the start what to do and how to do it and are involved in everything from creation to execution.

The *COMMUNICATION* area shows that young people receive no communication from the library. They are just sent courtesy notices. They show a complete lack of knowledge of the Virtual Library and the library social media profiles. They'd like to receive information (on activities, collections, etc.), but by carefully selecting what they receive (they hate 'noise'). They are very interested in learning about the advantages of the library card (discounts), which they are completely unaware of. They also show interest when they are fully informed of the services available at public libraries, which initially they show little interest in. They suggest attractive communication that grabs their attention and has an impact, so they look at it and assess the benefits of the activity or collection. The study suggests that libraries should be proactive in communication, strengthening interaction and sending information tailored to each target public.

Although the *youth study* does not explicitly discuss HUMAN RESOURCES, young people are generally highly critical of library staff. Listening to the recordings of the study sessions, one hears comments such as 'they always give you nasty looks'; other young people say that library staff are 'not very friendly'; or they did not meet their expectations (because 'they are unfriendly'). In conclusion, to connect better with the youth public, staff need to change their attitude completely from their stereotype (the old view of librarians as unfriendly and unpleasant, which is completely untrue).