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# SPACE PLANNING FOR THE YOUTH IN SAARENKYLÄ BRANCH OF ROVANIEMI CITY LIBRARY



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MASTER'S THESIS | ABSTRACT

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# SPACE PLANNING FOR THE YOUTH IN SAARENKYLÄ BRANCH OF ROVANIEMI CITY LIBRARY

Libraries have always been the building blocks in everyone's personal and professional development and they still continue to do so. Almost every county in Finland has its own library and lots of capital is spent on its establishment, effective and efficient running, development and flourishment of its various sections namely: children's section, youth section, newspaper / reading section, music and video section, main lobby, regional section, personnel / HR section, exhibition section, and cafeteria forming the basic ingredients of almost every library in Finland, everything woven around a unique theme depending on the history and influence of the library.

Libraries spend lots of sums in acquiring books, games, DVD's, Blu-rays, videos and cd's especially targeted for the youth as they form the promising customer segment for today and tomorrow. Saarenkylä library which is located in the quiet and peaceful suburb of Rovaniemi city is facing an acute problem where the youth are / teenage population is not visiting the library and using its services resulting in 'lost customer segment'.

The problem observed in the target organization is effective space planning and utilization in the youth section of Saarenkylä city library. The staff has brought forward this important concern which needs immediate attention in order not to lose its dynamic customer segment – the *youth!* Space is limited but needs to be revamped according to the youth demand and inclination keeping in mind the resources available / budget of the library.

The possible solution is derived via inspection and analysis of the space available, comparison with the main city library, specific questionnaire (open and closed ended questions) for the school children of four nearby schools (around 270) in its vicinity and interviews of library personnel. Based on these parameters, a solution plan is devised and presented to the management of Saarenkylä branch and also to the main city library.

## KEYWORDS:

Youth, libraries, space planning, customer segment.

Dinesh Narula

## TILASUUNNITTELU NUORISOLLE ROVANIEMEN SAARENKYLÄN KIRJASTOSSA

Kirjastot ovat aina olleet jokaisen henkilökohtaisen ja ammatillisen kehityksen rakennuspalikka ja ovat sitä edelleen. Suomessa melkein jokaisessa kylässä on kirjasto ja paljon rahaa on käytetty niiden perustamiseen, niiden tehokkaaseen toimintaan, kehittämiseen ja kasvamiseen. Kirjastoissa on yleensä muun muassa lasten ja nuorten osasto, aikuistenosasto, lehtisali, lukusali, musiikkiosasto, henkilökunta tilat ja kahvila (perus asiat) ja sen lisäksi kuullakin paikkakunnalla on osasto jossa on heidän omia erityispiirteitä ja osaamista, kuten esimerkiksi Lappi-osasto.

Kirjastot laittavat paljon rahaa kirjoihin, peleihin, musiikkiin, videoihin ja eri laiteisiin joita nuoret yleensä käyttävät koska he ovat tulevaisuudessa kirjaston käyttäjiä. Rovaniemen Saarenkylän kirjasto sijaitsee rauhallisella maakunnan alueella (Saarenkylä) ja siellä henkilökunta on huomannut akuutin ongelman. Nuoret asiakkaat eivät käytä kirjaston palveluita juuri lainkaan ja siksi henkilökunta pelkää, että he ovat menettäneet yhden tärkeimmistä asiakassegmenteistään.

Kirjaston henkilökunnan kanssa olemme yhdessä havainneet että kirjaston nuoriso tilasuunnitelma pitäisi olla tehokas jotta nuoret asiakkaat viihtyisivät. Ja näin ollen käyttäisivät tiloja hyväkseen tehokkaasti ja jatkuvasti. Kaikki tämä pitäisi olla nuoriso halukkuuden ja kirjaston varojen mukaista.

Ratkaisu on suunniteltu tutustumalla ja tarkistamalla kyseisiä tiloja. Tietoja on saatu tekemällä asiakaskysely ja haastatteleamalla kirjaston henkilökuntaa. Tehtyjen selvitysten ja analyysien perusteella ehdotuksia on annettu sekä Saarenkylän kirjastolle että pääkirjastolle.

### ASIASANAT:

Nuoret, kouluikäiset, murrosikäiset, tilasuunnittelu, pientilat, kirjastot, Rovaniemi.

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## **LIST OF ABBREVIATIONS (OR) SYMBOLS**

YSA Yleinen suomalainen asiasanasto (Vesa 2014)

IL Information literacy

# 1 INTRODUCTION

Libraries have always been the building blocks of society. People from all walks of life and various backgrounds find themselves via libraries. *Why?* – Libraries hold information and knowledge needed in being and being called as *'literate' and 'civilized'*. In Finland, the library culture is given prime importance as almost every county and city has one or many libraries at its disposal. People take profound pride in their own library and regard them as part of their existence.

Information Literacy (IL): Every day we are all bombarded by tons of information emerging from various directions (Data smog), the effect of which many of us simply refuse to go with the trend as it is found next to impossible to be abreast with all the emerging trends and modifications in the world which we call as our own. IL skills are those skills which provide us with the necessary tools and familiarize us with the technology that is used thereby providing us with the solutions in the form of information that is reliable and trustworthy. IL skills are needs because of data smog that begun in the 21<sup>st</sup> century and this concern is important and needs to be addressed and handled right at the grass root level: taught in the schools teaching the students how to search and where to search for information that is considered reliable and trustworthy that they can use in their lifelong learning, for instance: Last year's IL theme is interactive learning and the courses organized for the school children of various ages and from different classes in joint co-operation with various libraries all over the country. Rovaniemi city library organized different kind of IL- themed courses such as:

1. For 3<sup>rd</sup> grade (9 year old) pupils: Library visits or short trips focusing on getting acquaintance with the basic library services and its usage.
2. For 4<sup>th</sup> and 7<sup>th</sup> grade pupils: Advanced library *'adventure'* trips for 4<sup>th</sup> and 7<sup>th</sup> grade pupils.

This theme of IL, according to me, is incredible as children are taught about reliable information sources as information network is vast and enormous in terms

of new data and sources available and *cropping* in from various directions and in various languages all the time.

Libraries would like to continue to play an active and dominant role in the life of youth of today. This is the time where the youth (10 – 16 year olds) learn important *ingredient* of their lives: learning to be independent and think as an individual. In this delicate process, libraries are one of the places which serve their purpose. It is this place that takes them away from home and school while continuing in instilling the sense of being independent. During this phase, the youth do not crave for games such as Wii, Xbox, PlayStation, etc. but rather a sense of quietness which gives them the freedom to discover themselves while reading, completing assignments individually or in small groups, *being on their own* but yet confident and gathering strength to be *sure* and inquisitive at the same time.

The concept of youth center has always been the core areas of the cultural center of almost any city / place in Finland. This concept dates back in 1940s, even earlier than this, the concept of 'gathering places' (*seurantalo*) was known. Their metamorphosis came from gathering places, to youth organizations, youth centers, youth café, youth workshops (Lehtonen 2013, p.13.) Keeping in the mind, the recently constructed state-of-the-art Kaisa House / *Kaisa talo*, where the facilities are made top-notch keeping in mind the youth segment's group work needs and also individual study needs (Kaisa House 2012, p. 46.) This research also tries to find out if the youth still crave for their '*own*' place in the libraries in this modern technological age.

The libraries are the building blocks and are often regarded as the cultural pillars of the city. Keeping this in mind, it would really be a major achievement in reviving the youth department of the library: be it the entertainment aspect of the space, the group work space, the privacy feature and indeed the vibrancy of the colors.

This thesis builds its theme on this background and strongly intends to answer some of the key questions on an important target group – *the youth*, and its impact on Saarenkylä branch of Rovaniemi city library.

## 2 INTEREST AND RESEARCH OBJECTIVES OF THE THESIS

Library culture has always fascinated me for the sheer sense of knowledge and its unique customer service culture, which is informative and encouraging. Hence I approached my city library, Rovaniemi, to discover business trends and opportunities in this information and knowledge hub. After a couple of brainstorming sessions with personnel from various departments such as Head of Music section (Mr. Marko Niemelä), Head of communications (Ms. Seija Ålander) and the Director of the library (Ms. Salla Erho), I couldn't find some specific business-related research question in these departments. Hence, I approached the smaller but incredibly active Saarenkylä branch of Rovaniemi city library. I discussed the topic with Head of the library (Mr. Seppo Ylijurva) and he expressed a serious concern which has been affecting the branch as they are acutely losing one of their important customer segments – the youth!

Mr. Ylijurva enlightened me with the facts that the youth visiting and being in the library has reduced considerably and expressed serious concern on this falling customer segment. It could be many reasons such as: not getting that '*homely*' and '*cozy*' feeling, the place being inadequate in meeting their concerns, and so on. We had various assumptions and hence decided to research this topic and assist in falling business opportunity of Saarenkylä city library's youth section.

The research objectives outlined are as follows:

- To find out and understand the main cause of reducing / diminishing youth customers (aged 10 – 16 years old) in Saarenkylä branch of Rovaniemi city library,
- To understand the needs and wants of the youth residing in the vicinity of Saarenkylä (Saarenkylä, Syväsenvaara, and Nivavaara regions of Rovaniemi),



*Map of Saarenkylä, Rovaniemi (The library is highlighted in yellow in the center)*

- To understand of the current space utilization and design of the youth section of Saarenkylä branch of Rovaniemi city library from the eyes of the youth in question,
- To evaluate, plan, and accomplish revamping of space of the youth section of Saarenkylä branch of Rovaniemi city library based on the feedback from the youth, thereby increasing the youth visits to the section in question.

This research is divided into many processes: meeting with library personnel, field work, analysis of the results, revision meetings with the personnel, coordination with the thesis supervisor, and constant re-evaluation of the results. The research can also witness last-minute suggestions and revisions along with

entire pathway. The literature reviews for the research are decided in coordination with the supervisor and is done alongside with other processes.

### 3 LITERATURE REVIEW

Libraries are often seen from an art historical viewpoint: architecture and functionality being the pillars and the guiding light (Aaltonen 2012, 11.). The principles of public libraries here in Finland and in the Nordic countries have been greatly influenced by the American library style. Also, libraries are seen from functionality point of view. The architecture usually observes the library and its construction from aesthetical point of view but the user / library user rationally sees it i.e. observes, appreciates and values the functionality aspect of the library. This has always been an issue of debate. However, Finland is known for its clever inspiration and unique take on functionality. The exception holds true in case of libraries as well. The internationally well-known, Finnish architect brought this unique feature of functionality in his works, be it planning of the entire city, as in the case of Rovaniemi city architecture, innovatively designed by Alvar Aalto in the shape of reindeer antlers or in the case of library as seen in Rovaniemi city main library.

#### **Rovaniemi city library:**

The Rovaniemi library was completely destroyed during the war and only one book was found in 1944 in the school yard. Hence, it is referred as the *pearl* ("*Helmi*" – *Figure 1*) (Ekman 2014).

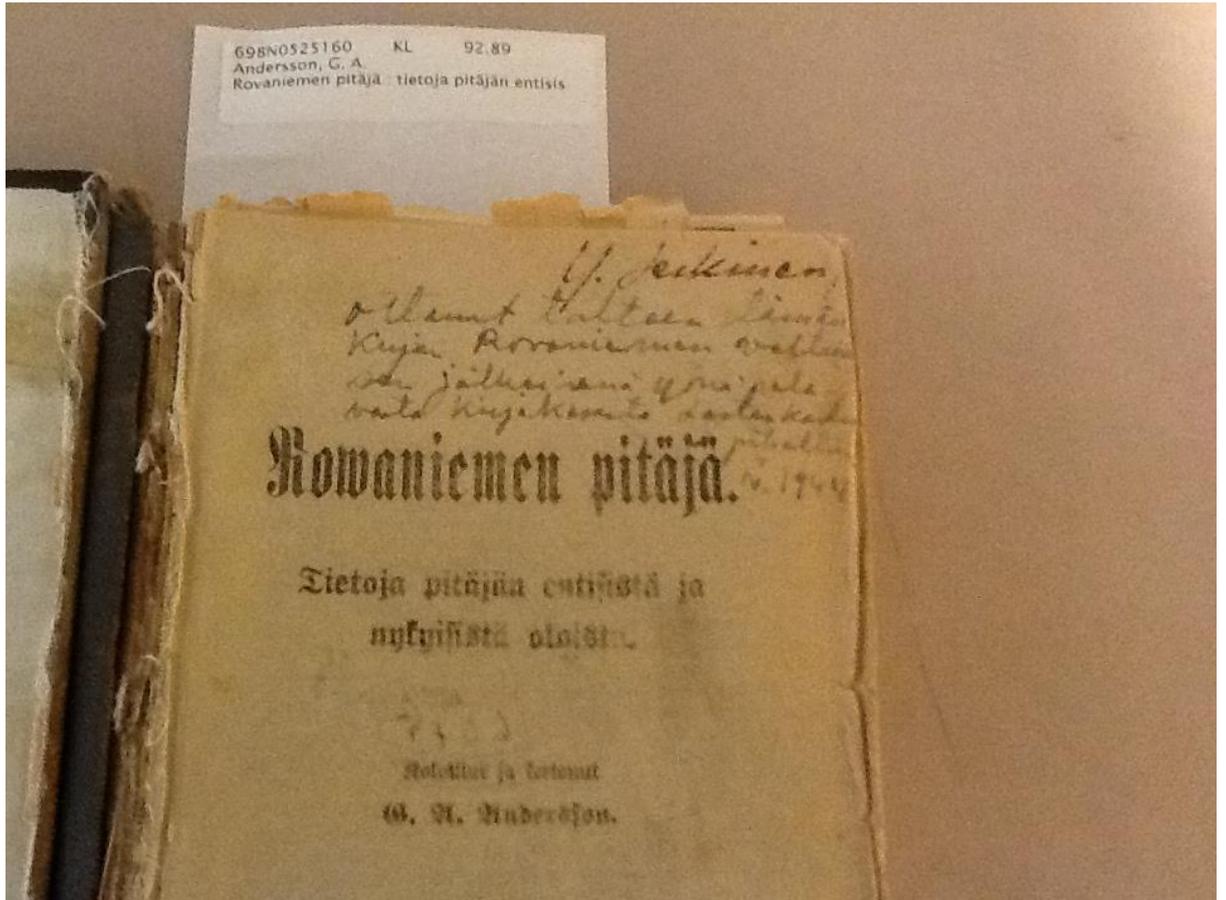


Figure 1. This is called 'Helmi' (pearl). This book was the only book left after the war in 1944 and was found in the school yard.

The library comprises of Aalto Sali, lending department, *taidesali* downstairs (for music and video), *lehtisali* (newspapers and reading room), *viisasten kivi, taikakehä ja satu huone*, the youth section consisting on music and PlayStation, meeting room, research room and last but not the least, the Lapland Department. There was a coffee shop which is closed now and converted to the youth section. There are of course, the usual services such as copying, converting VHS to DVDs, internet browsing nodes and lending automats.

Rovaniemi city library is now a part of the *Lapin kirjasto* (Lapland library) network comprising of 15 libraries and *Lapin ammattiopisto* libraries. Amongst all these libraries, Rovaniemi city library is the biggest. Rovaniemi library has celebrated 150 glorious years (Vuontisjärvi, 11) since it was first established way

back in 1860 and the Sami library in 1990. The Rovaniemi main city library was designed by Alvar Aalto from 1961-1965 (*Figure 2*).



*Figure 2. Rovaniemi main City Library.*

The library has an antique colonnade and a fan-shaped section in the main elevation. The essential characteristics of the library are the usage of indirect natural light in combination with exceptionally wide range of special light fixtures. The fan-shaped section has large top windows (*Figure 3*) and several smaller top windows and skylights are spread throughout the building.



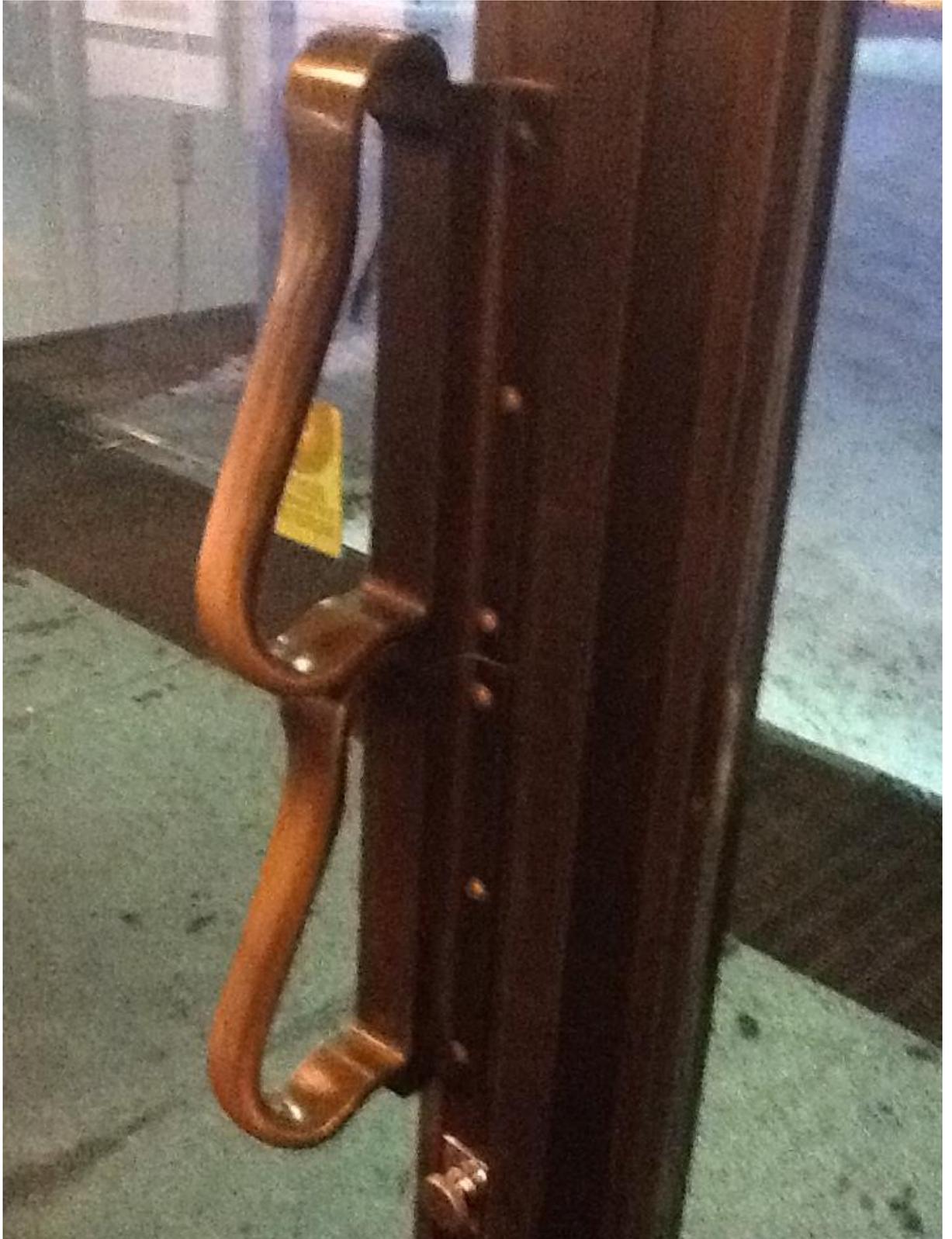
*Figure 3. Unique light settings and large windows designed by Alvar Aalto.*

The library at the entrance has a beautiful display of various *coat of arms* 'vaakuna' of various districts included in Lapland (*Figure 4*).



*Figure 4. The various coat of arms (Vaakuna).*

The library as at least ten new types of light fitting and also part of the furniture and light fittings are standard models of Artek (*Figure 5*).



*Figure 5. Alvar Aalto's unique design on entrance doors of the library.*

The Lapland department / Lapponica:

The Lapponica Hall consists of Lapland department and art exhibition center. This exhibition is however not just limited to Lapland alone as it could be from all over Finland (*Figure 6 and 7*).



*Figure 6. Lapland department.*



*Figure 7. The Lapland department (exhibition hall and library section).*

The hall at its entrance has information leaflets on Lapland, articles and magazines on issues concerning Lapland and its history such as gold panning, the Laestadian movement in Lapland. As we go further, we immediately notice The Sami special collection (*Figure 8*) includes 8000 titles (including rare books) emphasizing on Finnish Sami, Inari, Skolt and Northern Sami.



*Figure 8. The Sami collection.*

This Sami specialist library works in co-operation with Sami libraries, Sami organizations and other Sami actors – participating in partnership ventures that promote Sami language and culture in Lapland and rest of Finland. Its main task is to acquire and maintain a Sami language and Sami-themed collection. It is responsible for registering Finnish Sami language publications with the national bibliography service. It is responsible for Finland’s contribution to the joint Scandinavian bibliography work concerning the Sami, thus achieving a common cross-border Sami bibliography covering four nations as the principal goal of this partnership. The Sami collection of the Lapland department is one of the biggest in Scandinavia. Laponica database has information on this collection. Laponica also houses Lapland department collections (Northern specialist library) of Rovaniemi city library, the information service and network library ser-

vice. The department provides expert regional information service including replies to queries online with “Ask about Lapland” service which is maintained by Lapland’s libraries, research facilities and museums.

### **Saarenkylä branch of Rovaniemi city library:**

Since there is no documented literature showcasing the beginning of Saarenkylä branch of Rovaniemi city library, Seppo Ylijurva, who is the branch Head of the library, enlightened me with the facts that the branch was opened in 1975 together with the functioning of three separate entities under one building: it had library, child health center (*Neuvola*) and Dental clinic. Then in 1996, after renovation, the space of the child health center was handed over to the library section thereby providing the extension for library. This extension now serves as child and youth section and the newspaper hall of the branch. (*Figure 9*) (*Figure 10 a & b*)



*Figure 9. Saarenkylä library.*

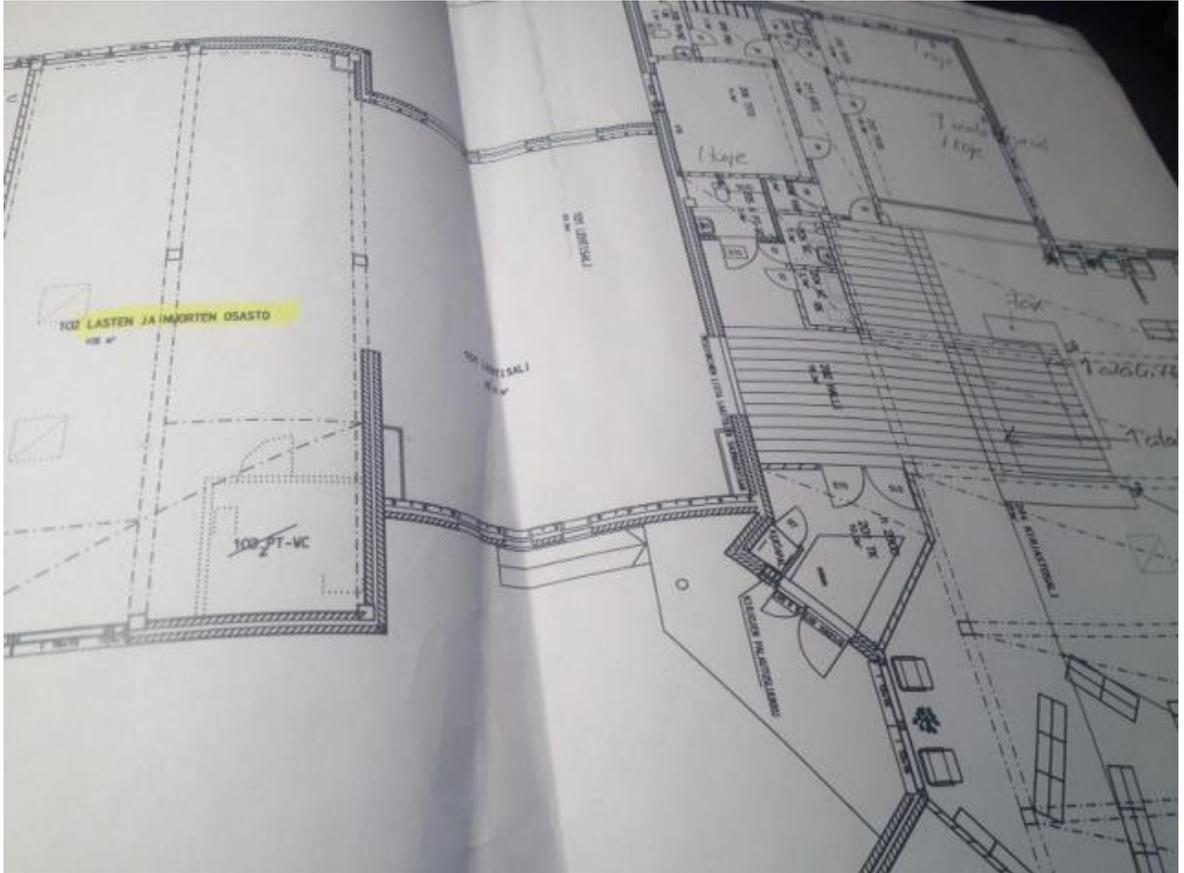


Figure 10 a. General Layout plan of Saarenkylä library.



Figure 10 b. General Layout plan (children and youth department marked in yellow).

### **Youth department of Saarenkylä:**

The youth department of Saarenkylä shares the hall space with the reading room, exhibition hall and the children's section. The youth section is on the right side whereas the children's section is on the left side. Here the game playing area is included in the children's section unlike in the main city library it is included in the youth section.

The current situation of the youth department is that it consists of two areas: sofa area and the other is the web browsing area. The entire area consists of three book shelves which can be dismantled into smaller portions as per the need and space requirement (Figure 11 a & b).



*Figure 11 a. Youth department of Saarenkylä library.*



*Figure 11 b. Youth department of Saarenkylä library .*

The sofa area consists of an old black sofa with a center table and a rest chair (*Figure 11 c*) whereas the computer browsing area consists of a computer station with a chair along with a small round table with three chairs (*Figure 11 d*).



*Figure 11 c. Youth department of Saarenkylä library.*



*Figure 11 d. Youth department of Saarenkylä library.*

This area almost goes unnoticed to visitors as it is 'hidden' via the 'dominating' book shelves. This concern is one of the hindering factors that make the department unnoticed and uninviting. This concern I want to address in the conclusion of my work. Also, at the moment there are no kitchen aided appliances such as small refrigerator or a microwave oven.

### **Evolution of libraries and space utilization:**

It is very important to reflect the past, present and the future in the world of libraries. It is equally important to pay attention to the minutest details in the landmark trends in library design, the usage of innovative furniture such as tables and chairs and the trends in service design. Also, it is equally important to learn about information literacy in the context of learning and how the information literacy plays an important role in libraries today. Also, since my topic is closely connected with the youth and the impact on their learning, their usage of technology and the impact of surroundings on the youth.

In the western civilization, the history of libraries is often associated with monasteries. Slowly it accessed and stretched its wings to the universities where several modifications and amendments took place. The most functional ground plan was a rectangular space consisting of a façade and many windows. There were cubicles comprising of fixed benches and desks (Aaltonen 2012, p.14-15.)

With the increase in the number of books and the universality of the libraries, they were designed on a large scale by well-known architects for example Bibliotheca Laurenziana in Florence by Michelangelo. With the increase in the number of books, the usually long rectangular space was expanded: the height of the reading rooms / library halls was increased to accommodate the bookshelves and more wall space. By 1809, the reading and writing room libraries were evolved into decorative storage rooms but at the turn of 18<sup>th</sup> and 19<sup>th</sup> centuries, the need for functionality and fire protection were recognized. Leopoldo

Santa presented modern library structure comprising of reading room, catalogue room, room for library assistants and the librarian, catalogue room and storage room for ordinary and rare books all in a rectangular structure in his 1816 publication.

Slowly the libraries became more familiar with the general public which presented the demand for public libraries which were clearly different in comparison with scientific libraries and where the common man / public could find something of their interest. In the US, it was suggested that public libraries should be located within the community (as mention by Sievänen-Allen in Aaltonen 2012, p.22). In the earlier days, the funding body governed via their guidelines as to how the library buildings should be as seen in Carnegie foundation which funded 2509 library projects. Here too, the rectangle structure came into prominence called as 'Carnegie rectangles' and the functionality was established via furniture's and not via walls. Here, the librarian's desk was located in the center of the hall. The ground floor consisted of an art exhibition hall, auditorium and a lecture room. By 1912, an open ground plan started to become a norm removing the obstacle between the reader and the reading material (Aaltonen 2012, p.22-24.)

### **At the Finnish front:**

In the Finnish society, the rich and the affluent upper class were absent that could build monumental libraries. However, the first public library was built in 1840: The Helsinki University public library, under the reign of Russian emperor Nicolas I. It was Carl Ludwig Engel's plan of having Helsinki University along with library as part of the town plan. It comprised of three rectangular spaces, a cupola structure in the center and Corinthian pillars supporting the balconies and a gallery formed by bookshelves and balconies circling the room (Aaltonen 2012, p.26-27.)

The 18<sup>th</sup> century witnessed the up sprung for the need for libraries since the reading interest increased amongst the citizens of Finland. The contributor to this movement was the pioneer in the field of library – Kaarle Werkko. In the earlier times, there used to be small bookcases in the classroom serving as library for school children (Aaltonen 2012, p.29-33.)

In the Nordic countries, Helsinki library was the first built public library, although its roots date back to 1882 but slowly metamorphosis took place in the public library scene. Room plans received many make-overs to make the place functional. Even as of today, reading rooms play a central role in the library premises and its activities. Helsinki university library as the National library serves an extraordinary and a dynamic task preserving and maintaining databases in the form of books, newspapers, electronic media such as radio and television programs, microfilming and its transfer, manuscripts, etc. thereby playing the role of a cultural ambassador for the generations in the past and for the future generations to come (Bibliotheca Academica 2001, p.91.) Slowly and steadily the library culture gained momentum and got established all over Finland, in nearby cities and towns and slowly all over.

### **Library designs:**

Reading rooms always occupied the central stage in libraries premises and activities. Butterfly-models are quite common, where the book shelves fan-out making it easy to perform surveillance in the lending room. The reading rooms have always been given prime importance: reading rooms for adults, children's reading rooms, storytelling rooms, newspapers reading rooms. According to American library association in 1914, the floor plan had a lending department, two reading halls, open shelves, book stacks, children's reading room, and an office. This plan was also given to Helsinki city library director Uno Therman

(Aaltonen 2012, p.117.) Libraries are often remembered by their designs and effective and clever utilization of space / hall. The hall is generally a space besides the entrance door and beyond this space; it is an intermediate area / room. In certain cases, objects are placed into space in order to distinguish such as positioning of a carpet denotes that the space is a living room (Taylor, ed., 2013, p.43.) Libraries all over the world are known for the majestic and vivid display of Hall and the way that space is distributed according to various functional aspects.

All over Finland, libraries are uniquely designed possessing or rather showcasing the inspiration of the architect as in the case of Rovaniemi city library, designed by the famous architect Alvar Aalto in 1966 as a fan-shaped hall where sunlight or light emits via the tall windows and these windows are placed above the bookshelves. The inspiration and the functionality aspect of the architect can also be observed via Seinäjoki library plan where the noisy children's section and the reading section are located on opposite ends. In order to create the effect and feeling of spaciousness in libraries, especially the main hall, patterns such as recesses and solid wall book-shelves are used as in the case of Kuopio library, Rovaniemi, and Kittilä libraries to name a few. Also as in seen in Viipuri library, excellent and an intelligent use of two rectangles are used (Aaltonen 2012, p.83, 106-114.)

Libraries and the designer's inspiration are seen in library designs across Finland. Location and the modernism often go hand in hand. The works of Alvar Aalto on the other hand uses geographical locations and regional characters in his design: the plan of Rovaniemi city is in the shape of reindeer antlers and reindeer being the prominent character in Lapland. Some architects take inspiration from the surrounding landscape, whereas some take light as their source of inspiration in designing the library. Some libraries such as the Helsinki Töölö library's reading section has a park in front of it whereas the Kulosaari branch had other services such as children's daycare center, clinic and a school associated with the library. Certain libraries have carved a niche such as the Kouvo-la library designed by Juhani Kivikoski, projects the library as a closed tall struc-

ture which has small glass perforations on the roof for light to enter beautifully inside the library. The inside of the library is very practical in its ground plan as the planning is done in such a manner that it given quite an open and spacious feeling (Aaltonen 2012, p.118-123.)

The customers of the library are taken into account in different perspectives for instance in some libraries, the children's department is furnished in a subdued manner. In Saarenkylä, for instance, the children's department occupies lot more space and facilities as compared to the youth section. On the other hand, children's department in Ylivieska has a fireplace providing a warm and cozy atmosphere to its visitors, especially during story telling sessions in the library during the dark, cold winter months (Aaltonen 2012, p.126-127.)

The modernism aspects and the consumer-centered approach can also be seen in the world of libraries as right from the 80s one can notice the upsurge in creativity and functionality of library services, which still continues to be positioned at the helm of the agenda. Examples can be seen in the case of Jyväskylä main library as in the 1980, it was the biggest public library in Finland i.e. around 200 new libraries were built during the 80s. The consumer-centered approach were seen much before the 80s as libraries were first associated with museums, then slowly, with children's school and now with shopping malls as in the case of Espoo's Leppavaara library located in the premises of Sello shopping mall in 2003. In Turku library's case, beautiful extension is made i.e. the old library and the new library stand together in 2007, a commercial bank located in conjunction with the main library in the case of Nummi-Pusula (Aaltonen 2012, p.174-177.) The appearance of the construction too holds an important place i.e. if the place radiates an uncomfortable or a shabby reflection where the entrance or the area is not clearly marked, that puts offs the customers. In some cases this results in lost customer segments as majority of them are either unaware of the facilities or put down by the shabby / overstocked appearance of the area in question (Maurer & Weeks 2010, p. 24).

### **The Kaisa House:**

The Kaisa House marks the landmark in architectural history of libraries. It was inaugurated in 2012 and it is University of Helsinki's main library building. The infrastructure of teaching is developed in such a way that it will bring 50 leading universities of the world with the University of Helsinki. Needless to mention, it houses state of the art technology and hi-end expertise both the educational and the pedagogical point of view (Kaisa House 2012, p. 11.)

The 15-year long project comprises of tedious task of merging 160 separate libraries and book collections into single body of five service units, each of which having a distinct faculty of expertise. The services are multi-dimensional ranging from city library, library management, general library services with American Resource Center and the info counter of Library of Statistics being as service providers. There are indeed other occupants as different faculties which were located in 10 separate locations with users featuring from all walks of learning, teachers, researchers, information seekers, all making a total of 1 million visits per year and around 2.5 million undergraduate loans per year. The shelf-space is about 30,000 meters. The helping hand is also provided by the National Library of Finland in digitalization services to students and researchers. The library has over 800 different reading places and around 136 ATK-places / computer stations and search stations. The library will continue to evolve during the 2020s and 2030s. The house is of a modern international caliber where for every task, places are designed accordingly: group work and individual study. (Kaisa House 2012, p. 25, 40, 46.)

### **Information Literacy:**

According to Finnish Ministry of Education (4:2000), there are nine dimensions of Information literacy. These help the individual in the growing years to be in-

formation literate and make use of the available technology in an effective manner. They are:

- Visual information literacy: The eyes are the windows to the mind. The person learns via sight through various media and what takes place in the surroundings.

Television information literacy: It relates with information gained via watching television: the art of viewing television, the science behind it and the ways of viewing television. It deals with the abilities to perceive visual cues and audio cues to perceive and access the information simultaneously and also manage the language accessing capabilities of the individual.

Computer information literacy: This dimension deals with the ability to comprehend the tasks behind the term 'computer', its mechanisms and technical accomplishments.

Intervention information literacy: This dimension deals with the capabilities to comprehend various types of texts, their styles and the way / manner the texts are spoken and their differences.

Technological information literacy: This dimension generally covers that the individual can handle and understand everyday technological applications in a manner that the individual can survive and face various day to day challenging situations.

Multi information literacy: This dimension generally deals with the comprehension of foreign languages and the processing of information in foreign languages.

- Media information literacy: This dimension reflects the various means via which media conveys information to us both on individual level and environmental level.

Internet information literacy: This is a wide dimension that demands not just technical literacy but also a strong basic information literacy. It includes many aspects such as reliability, net-etiquette, net behavior, ethics, functionality aspect, and dependability amongst many others (Koulu kirjastossa 2000, p. 58–59.)

Information literacy is actively seen and practiced in libraries today in Finland. This can be witnessed in libraries in the form of ‘*search-and-find*’ exercises performed in libraries with 4<sup>th</sup> grade and 7<sup>th</sup> grade pupils with the assistance of teachers and library personnel. These exercises encourage the youth to understand the importance of libraries in imparting information, in encouraging them to diversify their interests on various topics and be aware of the various departments, in assisting them with the search tool of the library via the internet and instilling in their young minds – the interest, motivation, necessity and above all the importance of library and information.

### **Small spaces and its furniture:**

Japan is one of the leading innovative examples where limited space is innovative utilized via its simplicity and practicality approach. Compactness and flexibility have been the key components and the foundations of Japanese design. The examples can be seen in motorcycles, sound systems, modems, alarm radios. The concepts of today are emphasized on comfort, elimination and concealment (Brown 1996, p.9-11.)

When unnecessary objects are removed or placed in a way that creates space: nothingness – enough space to move about thereby enabling the elimination of certain objects, the place proves to be non-claustrophobic, uncluttered and well lit (Brown 1996, p.13.) In order to make the most out of small spaces, one factor that deserves attention is the layout of the area in question. The layout includes that various areas of the space are defined and their interconnection. For this imagination and visualization is of utmost beneficial. The separation of privacy

with living space should not be so solidly in a way that privacy ends up in some sort of compartments. This same idea can be used in the laying out the floor plan of the youth department of Saarenkylä branch (Brown 1996, p.21.)

People generally have this urge or habit to find their personal space even in public spaces such as library. This personal space is widest at the front while at the back and sides it is narrow. Many students develop a kind of favoritism to their specific space / place and hence they leave something like a 'mark' or a 'drawing' that signifies their longing for that space / place (Cohen & Cohen 1979, p.19-20.)

The furniture used in libraries speaks volumes to its customers: comfort, security and at the same time does not remind them of being at home i.e. *'homely' but not the same as being at home*. The chair is usually seen in the light of changes in society. In spite of its main function is to sit, some chairs are designed for specific purpose for example the chair of a boss is separate from that of a receptionist (Fiell 2002, p. 7-10.) Revolutionary and vibrant models most often are *'show stoppers'* and grab the attention and become instant favorite amongst the classy and the masses alike for example, the *'egg chair'* model by Arne Jacobsen in 1957 and *'ball or globe chair'* model by Eero Aarnio in 1932 (Fiell 2002, p. 84,93.) The sofa models form a range of comfort and trendy appeal especially in public spaces such as libraries and are considered instant favorites such as *'Suzanne seat'* by Kazuhide Takahama, *'Malitte seating system'* by Roberto Matta in 1966 and trendy bean-bag seating arrangements such as *'Fatboy'* in 2002 and *'Sacco chair'* by Franco Teodoro in 1968 (Fiell 2002, p.96, 99,106.)

Sofa has always remained a place to feel comfortable and relaxed with group of friends and family. Sofa brings people together where they can enjoy themselves and have a conversation. It exhibits coziness, comfortability, a place to exhibit hospitality towards guests and friends, and also a chance for the owner to show self-sufficiency to the guests and visitors (Sarantola-Weiss, ed. 1999, p. 142.)

### **Service design and its trends:**

According to the UK Design Council 2010, '*service design is all about making the service you deliver useful, usable, efficient, effective and desirable.*'

(Stickdorn & Schneider 2010, p31). This concept of service design was overlooked before as only product design dominated the minds of the general public. Service design is a young area of expertise which is slowly evolving as the needs diversify and the importance of services is better understood, valued and appreciated. Here the basic tools are inherited from other fields and disciplines. Services do not exist as a separate entity / in isolation but rather they are networked in socio-cultural systems and also contexts. In some places, we are the service providers whereas in some, we play the role of service users. For example – while booking a holiday service comprises of many nested phases which ultimately help in realizing the entire journey. This concept is service design thinking can be applicable to public services such as libraries as well (Miettinen & Valtonen, ed. 2013, p.167.)

According to Birgit Mager, the service design process constitutes of four phases namely the research phase, creation phase, the appraisal phase and the application phase. Here, a lot of emphasis is based on getting the customer's experience. This is done via various methods such as interviews, surveys, questionnaires, 'mystery shopping', and feedback from the personnel and their insights (Miettinen, ed., 2011, p. 99-102.) The design process itself does not limit to a certain area of functionality but it takes into account the wholeness of the system. Concrete and radical ideas take place when the user / customer / the target group for whom the services are being designed are involved in the process of service planning, development and in application of the ideas (Miettinen, ed. 2014, p.85-86.) The customer takes the central role in the service design process as the customer is always an important part of the process. The customer's experience is indeed subjective and it is difficult to know as to what thoughts are in the customer's mind. Hence, the target of service design pro-

cess is to optimize the customer's experience. This can be enhanced by effective communication with the customers, feedbacks in relation with the service design process, discovering the hindrances in the process and removing them effectively. All these steps help in enhancing the customer's experience in the service design process. The customers feel valued since their feedbacks are not simply acknowledged but also worked upon thereby delivering positive experiences for the customers (Tuulaniemi 2011, p. 26.)

### **Youth :- Technology and surroundings:**

The youth of today are more networked and they are aware of the technological advancements than the youth of the 90s. They use and plan their daily timetable based on their favorite television programs and they organize them via emails and cell phones. The media culture holds its own place in the minds and hearts of the youth as compared to their homes and schools. In the schools, the youth have restricted use of media. Hence, places like streets, youth centers and their personal spaces are these unique places that provide the youth with the necessary 'freedom' that they need to find themselves and build their identities (Kangas & Kuure ed. 2003, p.30.) According to Lee Rainie, the youth have a different information ecosystem and have different priorities when it comes to the usage of library services. They are connected to friends / buddies, family and others round the clock through social networks and digital services. But often it is seen that the youth use the library services for school related work or doing homework but beyond that is missing. This void or lack results in fewer opportunities for the youth to link with the resources that support personal growth. Also in the future (2020), the youth would be more responsive and effectively display multitasking abilities and would be able to collectively search information via various resources. The results will be positive due to the changing learning behavior and cognition among the youth (Braun, 2014, p.5.) The facilities play a crucial role in learning and hence the contemporary libraries are

designed accordingly consisting of group study spaces, computer laboratories and cafes. These offer intentional learning possibilities for the youth in the libraries (Bennett, 2008, p. 9.)

The youth is a tender but yet dominant age which shapes the character of the person. During this age, the young are subjected to various media, various socio-cultural activities, they are in transition between two age groups: the childhood and adulthood. The children are supervised during their leisure activities by their parents but when they step into the youth, this structured leisure is moved to independent activities lead or dominated by peer-based as they are more into common activities / group activities involving peers / friends since during this age marks the onset of intimate relationships and the youth are also gaining independence financially as they start earning some income (Cieslik & Simpson 2013, p.62.) This give the youth the need to be somewhere which is not home nor school but rather places like library, youth organizations and these group activities form, shape and influence the person's behavior, thinking and teaches them new ways of looking at things. The youth seek *out-of-home* leisure activities and this is getting popular not just in Western Europe but also in the east. Important technological gadgets have already gaining importance throughout east and the west and hold an important place in the youth's minds (Puuronen ed. 2001, p.18.) Often in small villages, certain places always hold importance and become like a '*ritual*' that spans generations: be it going to a certain school, or organization and these places then get the tag of a '*local*' place. These can be youth organizations, local libraries, local festivities and traditions which pass from one generation to the next. These hold collective value and dominance amongst the local residents (Hoikkala & Paju 2013, p. 107.) Thinking of local libraries on these tracks, the libraries hold great importance for the youth and their collective group activities and belonging to the local society.

It would be interesting to note the results via questionnaires as to what is desired amongst the youth and if this nature of group work and collectively 'hanging out' place still holds an important place amongst the youth as it did in the earlier days.

## 4 RESEARCH METHODOLOGY

Defining the core problem is not always easy especially at the problem formulating stage (Kananen 2011.) In this research, I want to find out the answers to the questions that dwell on the current trends and the needs of the youth. My subject groups are specific: the youth, aged from 11 to 16 years of age. The focus of attention is also specific: Youth section of Saarenkylä branch of Rovaniemi city library. The idea is to find out what the youth of today like or favor in the library, what is / are the reasons behind the declining importance of library in the hearts and minds of the youth, what are the preventive measures that the library staff can be or provide the youth so that their visits would increase in the library and they could enjoy being in the library after their school or on weekends. The library staff wants them to feel themselves comfortable and feel welcomed in their *very own* nearby library.

In order to achieve the answers to all the above questions, I decided, after consultations with the Saarenkylä's library staff, to prepare a closed-ended questionnaire targeted at the youth of the nearby schools or located in the vicinity of the library in question. This questionnaire has a character: it does not primarily intend to find the numerical survey but rather intends to dig up the relevant objections that are imposed or suggested by the students. Every answered questionnaire would provide valuable insights to the library staff in improving the youth space in the Saarenkylä library. Hence, it would not base its final analysis solely on number / quantity but further investigate the possible reasons for the decline in the number of visits to the library.

The detailed research plan for the thesis is mentioned in the Gantt chart (enclosed in references / bibliography). Visits to four schools were made and research permission was obtained by Mervi Pöykiöniemi, person in-charge for handling Education Services / *Koulutuspalvelut* in Rovaniemi city (*Figure 12*).

 <b>Rovaniemi</b> Koulutuspalvelut koulutuspalvelujen johtaja Mari Vuorisalo	Viranhaltijapäätös  8.12.2014/221 §
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Dno KAUPKIRJ: 2177 /2012

**Tutkimuslupa/ Narula Dinesh**

**Asia** Turun ammattikorkeakoulussa tradenomin ylempää ammattikorkeakoulututkintoa (International Business Management) suorittava Dinesh Narula hakee tutkimuslupaa opinnäytetyönsä aiheiston keräämiseen Saarenkylän alueen kouluissa.

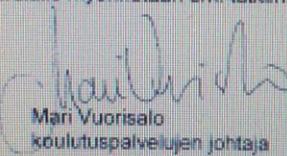
Opinnäytetyön aiheena on Space planning for the youth in Saarenkylä branch of Rovaniemi city library / Tilasuunnittelu nuorisolle Rovaniemen Saarenkylän kirjastossa.

Työhön liittyen kartoitetaan alueen lapsille ja nuorille tehtävällä kyselyllä mielipiteitä Saarenkylän kirjaston nuorten osaston parantamiseksi. Kysely tehdään otantana alueen kouluilla.

Tutkimusluvan myöntämisehdot:

1. Hakija sopii käytännön järjestelyistä koulujen kanssa
2. Hakija toimittaa kopion tutkimusraportista mukana oleville kouluille.

**Päätös** Dinesh Narulalle myönnetään em. tutkimuslupa.

**Allekirjoitus**   
 Mari Vuorisalo  
 koulutuspalvelujen johtaja

**Toimeenpano** Ote: Dinesh Narula, rehtorit Mikko Paananen, Olavi Tammimies, Harri Tormänen, Hannu Virkkunen, Saarenkylän kirjasto Seppo Ylijurva

**Muutoksenhakuosoitus**

Päätökseen liittyvästi voi tehdä kirjallisen oikaisuvaatimuksen. Oikaisuvaatimus on tehtävä 14 päivän kuluessa päätöksen tiedoksisaannista. Asianosaisen katsotaan saaneen päätöksensä tiedon, jollei muuta näytetä, seitsemän (7) päivän kuluessa kirjeen lähettämisestä. Kunnan jäsenen katsotaan saaneen tiedon päätöksestä, kun päätös on asetettu yleisesti nähtäväksi.

**Valitusviranomainen** Rovaniemen kaupunki  
 Palvelujohtokunta  
 Postiosoite: PL 8216, 96101 Rovaniemi  
 Käyntiosoite: Hallituskatu 7

Figure 12. Research permission granted / tutkimuslupa myönnetty!

The research was backed up via personnel interviews from main city library and Saarenkylä branch.

(See Gantt chart)

### **The target group:**

The questionnaire is targeted on the youth: students from 5<sup>th</sup> grade to 10<sup>th</sup> grades of four nearby schools are sent questionnaires. They have not been told about the person doing this research. The idea behind this is to get as honest unbiased answers as possible. The ideal group was the students from the 7<sup>th</sup> grade until the 10<sup>th</sup> grade. However, we decided to include the 5<sup>th</sup> and 6<sup>th</sup> grade as well.

Since almost all the grades have at least two divisions, we decided to take one each from every grade of each of the four schools. The four schools are as follows:

- Saaren School (*ala-aste* / primary school): 5<sup>th</sup> and 6<sup>th</sup> grades: at least 50 questionnaires supplied (Ala-aste, 2014).
- Syväsenvaara School (*ala-aste* / primary school): 5<sup>th</sup> and 6<sup>th</sup> grades: at least 40 questionnaires supplied,
- Nivavaara School (*ala-aste* / primary school): 5<sup>th</sup> and 6<sup>th</sup> grades: at least 50 questionnaires supplied
- Napapiiri School (*ylä-aste* / junior high school): 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades: at least 80 questionnaires supplied (Ylä-aste, 2014).

Total number of questionnaires expected: 220.

All these above mentioned schools are located in close proximity of the subject (Saarenkylä library). Hence we decided to include all these schools as the location could be one of the determining factors responsible to our research questions.

### **Research method:**

The research method that I am applying here is qualitative as my research questions are *what?* and *how?* (As mentioned by Töttö (2000, 75) in Kananen 2011, 35). This research aims at tapping an unknown area. Also the aim is to gather deep understanding in relation with the reasons for library visits and its usage habits by the youth near Saarenkylä library. above all, this research aims at providing insightful suggestions on how to design the library space according to the needs and wants of the youth residing near Saarenkylä library (as mentioned by Trochim and Donnelly (2008) in Kananen 2011, 41). Hence this research inclines more on the qualitative aspect of research. This research can be thought of as '*a development process*' (Action research) as it wants to change the face of the youth department of Saarenkylä library from what it is as of today (Kananen 2011, 34). After analyzing the answers of the questionnaires and the personal interviews of the city library staff (youth section and in general), this research aims at answering or providing a further investigative argument as to *why* the youth are not using the services or not visiting the library. Hence it attempts to answer to some extent to the question *why*, *which* is a feature of qualitative research. Hence this research method is mainly **qualitative research method. However, the data received via the answered questionnaires provide numerical values.**

### **Data Collection:**

The data collection for this research takes place via questionnaires drafted with the co-operation of the staff of Saarenkylä city library:

- Mr. Seppo Ylijurva: Head of the Saarenkylä branch

- Ms. Minttu Luomala: Person in-charge of the youth section of Saarenkylä branch.

The questionnaires are delivered in person to the principals of the four schools in question before the Christmas break.

### **Questionnaire:**

The questionnaire is drafted in a simple, easy to understand manner, and is short. The questionnaire fits in one A4 sheet paper (Ariel font, font size 12). The language is Finnish (refer Appendix 1 on page **65**). However, it is drafted in English as well (refer Appendix 1 on page **66**). The questionnaire has been drafted carefully to include closed ended questions / dichotomous questions akin to structured questions that have limited number of alternatives and also that it aims at seeking information on these alternatives only (Kananen 2011, 55.) The reason behind this assumes the facts that youth of this age group generally do not wish to spend more time on answering questions or giving feedback if the questionnaire is more than one page in length and if it has lots of open-ended questions. The questionnaire mentions in its heading in bold, the subject: Improvement suggestions for the youth section of Saarenkylä library. Although, in the end, there is one field where they can freely write their comments and also use the back side of the paper, if they intend to do so.

The questions are designed keeping in mind the youth section of Rovaniemi main city library, for example – the main city library's youth section has their own coffee machine, Fatboy relaxing beanbags, privacy, separate table and chairs, a refrigerator and a microwave. Hence the questions are put forward in a direct manner to get the replies as straightforward as possible. The questionnaire begins with the basic information section such as grade, age and sex. It is then followed by the visiting habits of the youth: once a week, once a month or rarely and if the answer is 'yes', then question is applied to its youth section. It

then focuses on the borrowed material: books, games, newspapers, music, movies and comics. It then places forward one of the main questions of the research: reason for visiting the youth section or the Saarenkylä library in general. The options mentioned are: to loans books, etc., to complete homework; to meet friends, to read, to play or to simply spend time. The next important question is the comparison question (with the main city library): the things that the youth would want in the youth section of Saarenkylä library – privacy, refrigerator, microwave, coffee machine, vibrant colors, sofa, Fatboy, anything else. The options for each of these (except for anything else) are either yes or no, which the target group can simply tick mark as appropriate. The final question is put forward in a straightforward manner: the readiness to frequently visit the youth section of Saarenkylä library if these things were provided.

The second part of data collection is via two interviews conducted with personnel from Rovaniemi main city library and its Saarenkylä branch:

- Ms. Liisa Tastula: Person in-charge of the youth section of Rovaniemi main city library (refer Appendix 2 on page **68**).
- Mr. Seppo Ylijurva and Ms. Minttu Luomala: Personnel from Saarenkylä branch (refer Appendix 2 on page **73**).

The questions are mainly here open-ended in nature. The idea behind these interviews is to get an insight as to what led to the redesigning of the youth department in the main library, how did the change - process take place, about the final result in which it is as of today, any changes that were regretted / appreciated i.e. criticism in relation to their youth department redesigning. The second part of the interview is to get insights from the personnel of concerned place in question i.e. Saarenkylä branch. This is quite relevant as these people have actually observed and handled everyday work situations in the branch and are more aware of the library usage habits of the youth visiting the Saarenkylä branch.

## 5 NEW KNOWLEDGE GENERATION

The analysis of the data consists of two parts: the questionnaire that was submitted to four nearby schools and the two interviews from the personnel of Rovaniemi main city library.

### **The questionnaire's findings and analysis:**

The schools in the vicinity of the Saarenkylä library are:

*(The striking features are highlighted in bold in the text below. These are highlighted as they could provide valuable insights for the management to formulate and design their future library services for the pupils.)*

- **Saaren School:** 5<sup>th</sup> and 6<sup>th</sup> grades – age group 11-12 years: The total number of questionnaires answered were 63. An interesting differentiation was tested amongst those who visited the library one time / week or one time / month against those who visited rarely the library. The number was 26 against 37. However, no contrasting difference was observed in the preferences of the pupils: both the group's lending behavior was books and comics being the main lending material. The reasons for visiting the library were mainly books lending, reading, spending time with friends. The things desired were comfort and seating material: sofa and Fatboy topped the list followed by privacy and then vibrant colors. However, an interesting difference was observed: those who visited rarely desired vibrant colors in contrast with those who visited frequently as they opted for kitchen electrical appliances such as coffee machine, water-boiling machine, etc. A very interesting and useful feature of this questionnaire was this space of providing additional comment where the

students could mention those things that they found were actually missing in the Saarenkylä branch at the moment. From this school, additional comments were: *a place / facility where students could enjoy if they had something to eat, a bigger space, a separate TV and PC, movie shows for the youth, massage chair, **table football**, more fiction books, and others preferences on books were from various themes like dragon, horse, Manga, Goosebumps, Rick Riordan and also one of the striking comments were to **continue with the entire series**: if the library starts getting certain series which is available in parts, then only certain parts were available and the others were missing.*

**Syväsenvaara School:** 5<sup>th</sup> grade – age group: 11 – 12 years: The total number of questionnaires answered were 37. Here too, the differentiation was based on those visiting often against those visiting rarely. Here books, papers, comics, games, music and movies were the main lending material. The reasons for visiting were: loaning books, papers; reading; meeting friends; spending time and doing homework in case of pupils who visited frequently. In case of pupils who rarely visited the reasons were: loaning books, papers; spending time; meeting friends; reading and playing games. The things desired were again comfortable place to sit i.e. sofa and Fatboy topped the charts followed by vibrant colors and privacy. Here the additional comments section had suggestions like *happy faces, calming soothing music in the background, energetic posters or peppy posters, more reading places, **personal spaces with tables**, quiet reading places, swing / suspension ropes.*

- **Nivavaara School:** 5<sup>th</sup> and 6<sup>th</sup> grades – age groups: 10, 11 and 12 years: The total number of questionnaires answered were 41. The number of 12 years old was 22 followed by 11 years old (18) and one was 10 years old. Here the classification is tested based on the age groups as against the based on visits in the previous two schools. Both in 11 and 12 years old pupil's groups, the library visits were rarely as compared to often. Books and comics topped for 11 years old group. The reasons for

visiting the library were loaning books followed by reading for 11 years old as compared to loaning books and playing games for 12 years old group. The things that were desired here comfort meaning seating comfort and the ease to feel comfortable and be relaxed topped the charts here i.e. sofa and Fatboy followed by privacy for 11 year olds whereas practicality ranked for the 12 year olds i.e. the kitchen necessities (coffee machine, water boiling machine, etc.). In the additional comments section, *some very good practical insights were brought up / suggested / desired such as separate coat hanging stand for the youth department, additional seating equipments such as **chairs**, hot chocolate machine, more PCs, and **wider spaces amongst shelves**.*

Generally the trend observed amongst girls was the inclination towards vibrant colors for the 11 year olds whereas for the 12 year olds, girls were inclined towards the need for privacy. Indeed, a general trend of seriousness in replying was observed amongst girls.

- **Nivavaara Primary High School:** 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades – age groups 13 – 17 years: The total number of questionnaires answered were 131. From the research point of view, this school was an ideal contender as the focus of study mainly / primarily focusses on the youth and the youth are mainly considered amongst those age groups that are no longer children but not yet adults as well, hence the assumption would be generally implied from the nature of youth would be those that have way passed the stage of PC games and are getting or trying to get on the serious side of getting control of their lives. There was no other school i.e. primary high school in the vicinity of Saarenkylä branch. Hence this school was the only option. As a result, the questionnaires handed over to this school were considerably more in number. Hence the analysis is done in detail based on each grade.

- a. **7<sup>th</sup> grade:** age group: 13 years: The total number of questionnaires answered was 43. Here the majority visited the library branch rarely as compared to once a month visitors. The items loaned were mainly books, movies, comics, newspapers and games. The reasons behind visits were loaning books, papers, doing homework, spending time with friends, playing and reading. The things desired by this group were **comfort** i.e. sofa, Fatboy, kitchen equipments followed by privacy. In other comments, interesting inputs were provided / desired in the form of *automat machines (snacks / sweets), **more books in English, reservation system** whereby they could reserve the movie and the time and visit in with their friends in an all exclusive movie viewing experience, **places** where they could enjoy their own meals, **sound books and radio dock stations (earphone enabled)** amongst others.*
- b. **8<sup>th</sup> grade:** age group: 14 years: Here the total number of questionnaires answered was 44. The 'rarely' visitors outnumbered the frequent ones by more than 50%. The items loaned were books, movies, newspapers, comics and games. The reasons for visiting the branch library were loaning books, papers, reading, spending time with friends, doing homework and then playing games. The things desired were again comfort ranking on top i.e. sofa and Fatboy, followed by kitchen equipment, privacy and colors. In the additional comments section, *tablets, exercise possibilities and karaoke were desired.*
- c. **9<sup>th</sup> grade:** age group: 14 – 15 years: Here the total number of questionnaires answered was 36. Again the rare visitors were more in number than the frequent visitors. Books, movies, comics, newspapers and games were the loan items here. The reasons for the library visit were loaning books, papers, reading, meeting friends, doing homework and spending time. The things

desired were comfort and privacy followed by kitchen equipments and vibrant colors. In other comments, quite practical and basic needs were exhibited such as department being **spacious and the possibility to enjoy own meals in the premises** (making it warm, tables, chairs, and refrigerator) and a small kiosk were desired.

- d. **10<sup>th</sup> grade:** age group: 15 – 17 years: Here the total number of questionnaires answered was 8. The number is small. However, it could provide a very important insight to the library branch personnel when they redesign the youth department. The number of young boys and young girls was approximately equal. More than half loaned books, followed by movies, music and games. The reasons behind the visit were loaning books, papers, followed by meeting friends and playing games. The things desired were **privacy, kitchen equipments such as microwave, refrigerator and comfort** i.e. Fatboy. In other comments, the desired items were a **kiosk, drink – automat and a TV** for the youth department.

### **Analysis:**

Almost all the pupils expressed their concern that they would frequent the department. From the above findings, inference can be made that privacy and comfort ranks on the top priorities to be kept in mind while redesigning the youth department of the Saarenkylä branch of Rovaniemi city library. The comparison factor also contributes to these preferences as every student has visited the main city library's youth department and when they visit the Saarenkylä branch, these comparisons result in desiring or wishing for things like small individual tables and chairs (privacy), kitchen corner, and comfort (sofa and Fatboy).

The above findings suggest a clear *void* in the design and services at the moment in the youth department. Because of the three overwhelming shelves, the space is practically unknown to majority of the youth. But those who visit the department have clearly expressed a *longing* for betterment. The focus of interest has been pupils from the 9<sup>th</sup> and 10<sup>th</sup> grades and from their replies, it can be inferred that the space should be clearly visible and not hidden. It should be spacious and should have adequate privacy in order to do individual or group work. The personnel should understand their demand and need for their own space and visibility in the library so that the space is known and the services are better utilized thereby increasing the visits to the library.

### **The interview analysis:**

The interviews were held with personnel from the main Rovaniemi city library. They were:

Ms. Liisa Tastula: Person in-charge of the youth department of Rovaniemi main city library. Interview date and time: 9 January 2015, 1100 – 1145 hrs. And,

Mr. Seppo Ylijurva and Ms. Minttu Luomala: Personnel from Saarenkylä library. Interview date and time: 9 February 2015, 1520 – 1600 hrs.

The interview held with Ms. Tastula was of utmost importance as it had the potential to provide accurate insights into the functioning and running of a youth department. She is an expert especially in handling the needs of the youth department of the library. Moreover, she has been along all the way when the youth department was getting its own place in the library from 2012 – 2013.

From the interview, some points became crystal clear. These points too were in conjunction with the responses received from the youth via the questionnaires answered. They are:

- Separate demarcation of the peace and vibrancy: the department has to have a peaceful and quiet place where the young customers could just be. That doesn't mean that vibrant colors should be eliminated. The room can very well be divided into two separate areas: individual seating arrangement could be counted for the peace whereas the sofa / Fatboy area could vouch for vibrancy.
- The vibrancy area could have the energy and the peppy posters which the youth showed the desire for via questionnaires answered. I am not including the game play area here as it is taken care of in the children's section in Saarenkylä library unlike in the main city library.
- Privacy: This area is one of the highlights that cannot be emphasized enough and it became very evident in the interview with Liisa towards the end. Also, this aspect of having one's own personal space especially became evident with the older youth – the students from the 10<sup>th</sup> standard (10.Ik).
- Comfort: This feature came at the forefront amongst the students via questionnaires answered from four separate schools. This comfort in practical terms implies place where the youth could just be or relax with friends without doing anything. This in practical realization means comfortable seating equipments such as sofa and Fatboy. Because of the space constraints, not much equipment can be accommodated in Saarenkylä library's youth department. Hence, whatever should be, should be very chic and comfortable and in line with what the youth like.

The interview with the Saarenkylä personnel namely Mr. Ylijurva and Ms. Luomala brought to light some interesting facts and viewpoints especially regarding the views on privacy. Mr. Ylijurva is the branch head whereas Ms. Luomala is in-charge of the youth department in Saarenkylä branch. Two main areas that lead the discussion were:

Privacy: I had a different understanding of privacy: separate work stations, aloof from everyone – much on the lines of university students. But during the interview discussion, Minttu highlighted the fact that separate work stations were not the solution. Also the questionnaires did not clearly mention nor explain the practicalities behind the term ‘privacy’ as understood by the youth / school students. Minttu suggested that privacy was needed to be understood from the youth’s point of view: doing together in a group but yet in their own surroundings – a long table that could be divided into say, three or four sub-tables where the customers could work in a group in their ‘own’ department.

- Comfort: The personnel suggested and were of the opinion that sofa should be changed and something new should be brought in that is vibrant and trendy. Also, suggestion on beanbag – Fatboy was mutually agreed upon and necessary equipments such as a small refrigerator and a microwave would further enhance the customers experience to feel valued for and entertained in the youth department.

## 6 CONCLUSION AND ACHIEVEMENT OF RESEARCH OBJECTIVES

From the new knowledge generation results, analysis and discussion on the current situation of the youth department, I want to put forward the following suggestions. They are:

- **Dismantling**: The book shelves in the youth section need to be dismantled or if possible, reduction in the number of books can be considered to give way for the space needed. The idea behind this is not just to have room for activities but at the same time, not make the customers get the feeling of *being in a congested atmosphere!* I checked with the library personnel at Saarenkylä and received the confirmation that all the shelves can be dismantled into groups of two, for example. The current situation of the youth department is that the central space has three increasingly placed long book shelves (refer Figure 11). The longest one has next to it a sofa and a comfortable chair. This area is referred to as the 'relaxing' area, which is mainly for socializing or sitting together with group of friends. The point is - this demarcation is necessary to separate the quiet / activity area from the relaxing / socializing area but it does not have to be a long continuous book shelf: it can be dismantled or rather, should be dismantled into smaller portions so that both the areas are '*divided*'.

**Creation of empty space**: The dismantling will result in creation of empty space which is necessary to create activity area which is missing at the moment as the three long shelves occupy almost all the space making the youth department almost unknown or unnoticeable to the customers. After this dismantling or removal of the smallest and medium book shelves, the space generated would have a clear entrance and would contain a designer table that can be broken down into three

groups if group work needs to be done and simple yet compact wooden chairs. However, the side book shelves and the computer station at the adjacent side would retain their positions. One needs to remember that space is limited and the changes need to be done keeping in mind that the book shelves need to be accommodated and activity area needs to be generated.

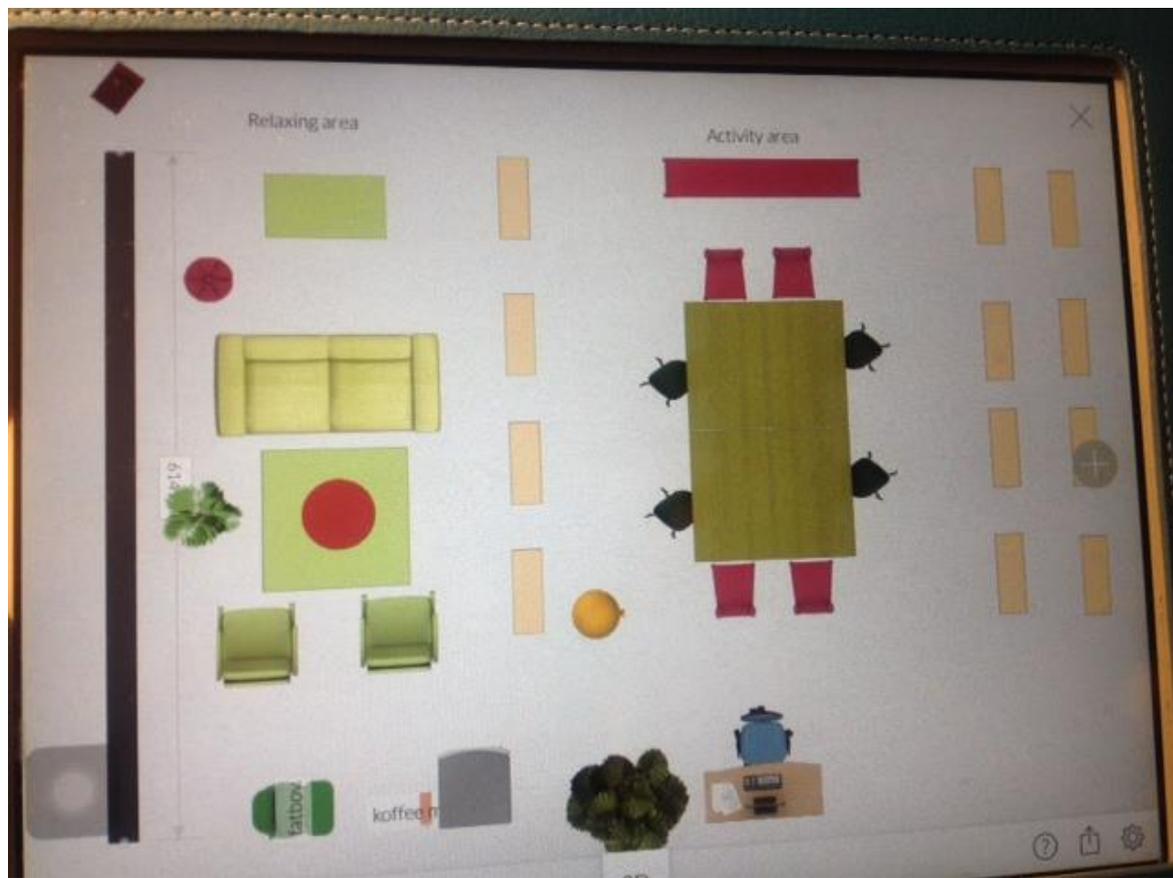
**The Layout plan:** I prepared the layout plan suggestion for redesigning the youth department of Saarenkylä library. For this purpose, I used the Roomle application. From the four pictures below, I have shown the 2D and 3D layout plans. As from the pictures, two areas are visible: Relaxing area and activity area.

- **Relaxing area:** This area is the first one to catch the eye as soon as one approaches the youth department. This department is welcoming one as contrast to the current situation where it is hidden. It features a brochure stand at its entrance followed by a subtle green colored carpet and the department's very own coat hanger in vibrant dark pink color. This color finalization and suggestion is from the library personnel. It then features a relaxing and comfy green colored sofa along with two separate chairs and a round center table. Behind the chairs, sits the spring-green colored Fatboy which is a favorite amongst the youth and as per the questionnaire analysis. Next to Fatboy, there is a small refrigerator and on top of this refrigerator is vibrant red-colored coffee machine.

**Activity area:** This area features two main highlights: the computer station and the table area. In the figures below, I have placed a rectangular table which can be sub-divided into four smaller tables, should the need be in case of group work. However, the library personnel wanted to place a movable round table that can be divided into three smaller tables. Since I could not find a round table to show in the figures, I have placed a rectangular table. There is an elegant lamp and in front of the table, there is a vibrant dark pink colored advertisement / display rack. This

rack serve two purposes: it gives the desired privacy to the customers at the computer station and to the groups working and using the table/s, and also provides space to display new arrivals and advertisements relating to the youth department.

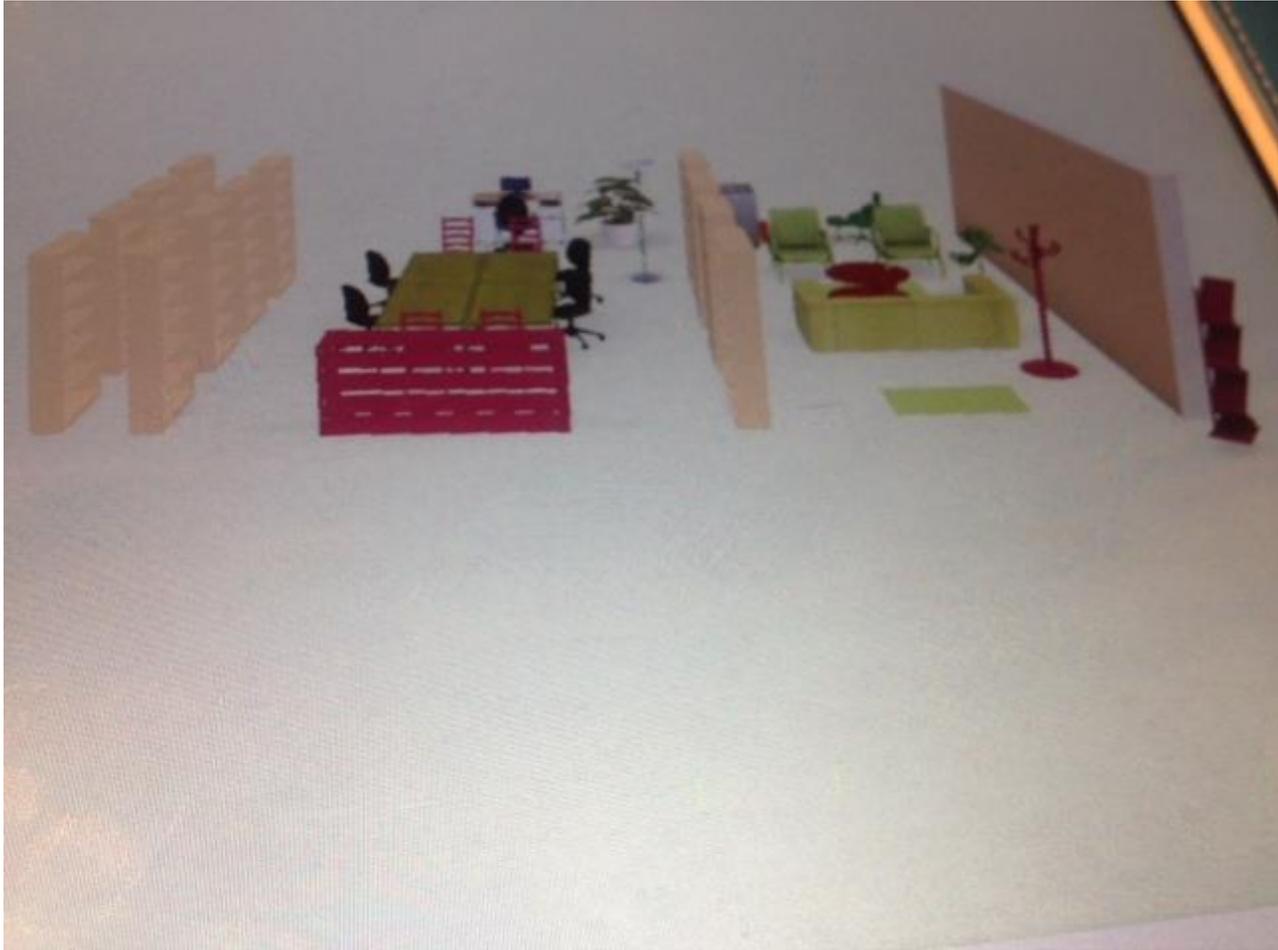
This division of two areas is made possible by shifting the center and the third long book shelves close to each other. I consulted with Seppo and Minttu on this and the possibility to dismantle the shelves and effective utilization of book shelves - transferring the material (books / magazines, etc.) that do not circulate to the storage room so that the plan execution can be possible.



2-D picture



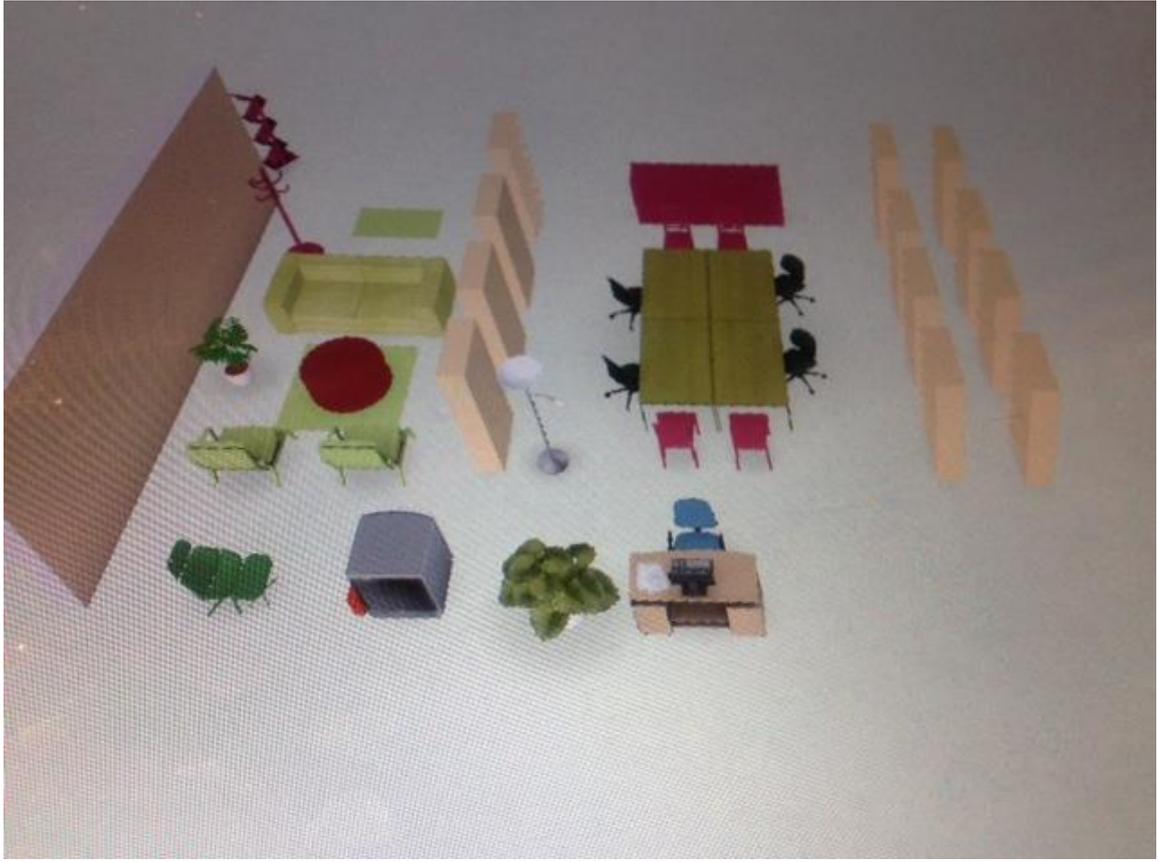
3D-picture (entrance view 1)



3D-picture (entrance view 2)



3D-picture (rear view 1)



3D-picture (rear view 2)

- **Research objectives:** The first objective defined in the beginning of the thesis research was to find the main cause behind the reducing / diminishing youth customers in Saarenkylä branch – I have not found a direct answer to this question but many inferences such as what was missing or what was desired in the department such as privacy, sofa, and vibrancy. Based on the desired scenario, I made the layout plan in consultation with Mr. Ylijurva and Ms. Luomala.

The second objective was to understand the needs and wants of the youth – With the help of answered questionnaires, this question is also answered bringing up the highlights as to what was desired in the department.

The third objective was to understand the current space utilization and design from the eyes of the youth – This question was not directly answered but via the answered questionnaires, it was quite evident that the space was almost not existent for majority of the youth due to the overwhelming presence of the three lengthy book shelves covering almost the entire area of the youth department.

The last objective was to evaluate a plan and reinvent the youth department – This was effectively achieved as a result of questionnaires and interviews. With the help of Roomle application, 2D and 3D models of the layout plan were made and consulted with the personnel concerned in the Saarenkylä branch. They were both impressed with the models and provided feedback on the plan. Necessary corrections were made and sent via email attachments to them. This plan is a suggestion to the Saarenkylä branch and I hope they get an approval to amend this plan into a reality so that the youth feel entertained in the new space and increase the frequency of visits to the department via new energetic experiences and a positive word-of-mouth publicity.

In the literature review, it was suggested that the youth for whom the services and facilities are being designed should be included in the planning, developing and application phase of the service design process. The youth were involved in this research. However, since this is just the planning part of the process, it needs to be observed as to how actively they are included in the other phases. The review also suggests the old traditions of youth centers where the youth gathered and '*hanged around*' is still the *dearest* amongst the youth. Via the survey results, this theory not just holds true but also amplifies the need and demand of 'collectivism': to achieve something collectively. This can be seen via the 3d views of the designed space where tables are designed and workspaces are arranged so that the youth can have their own needed privacy and space in the library as well for group or individual work.

### **Assessment of the reliability and methodology:**

The research dealt with questionnaires and formal interviews with the library personnel. The questionnaires were handed over to the teachers and I intentionally avoided my physical presence while the pupils were answering the questionnaires. This was done in order to avoid any pre-conceived set of thinking. The targeted age group was from 15 to 17 years and number of pupils in this age group was less than anticipated. Hence, it would have been fruitful if these pupils were questioned in further detail in order to assure the validity of the results.

The method implied in this research was qualitative. Further research is extremely advisable in the form of new qualitative research methods such as *Focus groups* (Guidelines for conducting a Focus group, 2005, p.1.) This research is very useful as it goes deeper beyond surveys and provides in-depth understanding of the opinions and the way one feels about a given topic. It would be advisable to include a small group of pupils from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades to engage them to have a monitored but yet anonymous discussion on how they feel and what they think about the new designed space for the youth. This focus group study could have been better implemented after the interviews in this research as the results would be more specific and profound.

It is extremely important and valuable to realize the importance of developing services and facilities that are attractive enough for the youth so that they visit the library. In order to achieve a constant inflow of the youth in the library, it becomes utmost important to listen to their needs and provide them with a conducive learning environment that can help in developing their learning abilities and working in small groups that becomes crucial in later life.

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Visit to Rovaniemi main city library and discussion with Ekman, Mari; Lapland department personnel on 17/02/2014 from 1715-1730 hrs, Lapland department of Rovaniemi city library

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## APPENDICES

### Appendix 1. Questionnaires.

#### Questionnaire (in *finnish*):

##### Kysely Saarenkylän kirjaston nuorten osaston parantamiseksi

Luokka: \_\_\_\_\_ Ikä: \_\_\_\_\_  
 Sukupuoli: M / N

Kuinka usein viikossa käyt Saarenkylän kirjastossa:  
 kerran/vko \_\_\_\_\_ ; kerran/kk \_\_\_\_\_ ; harvemmin \_\_\_\_\_

Entä nuorten osastolla:  
 kerran/vko \_\_\_\_\_ ; kerran/kk \_\_\_\_\_ ; harvemmin \_\_\_\_\_

Jos lainaat, lainaat: Kirjoja \_\_\_\_\_ Pelejä \_\_\_\_\_ Lehtiä \_\_\_\_\_  
 Musiikkia \_\_\_\_\_ Elokuvia \_\_\_\_\_ Sarjakuvia \_\_\_\_\_

Käyn kirjastossa, koska haluan: a. lainata kirjoja, lehtiä tms. \_\_\_\_\_  
 b. tehdä läksyjä \_\_\_\_\_  
 c. tavata kavereita \_\_\_\_\_  
 d. lukea \_\_\_\_\_  
 e. muuten viettää aikaa \_\_\_\_\_  
 f. pelata \_\_\_\_\_

Mitä seuraavista asioista haluaisit nuorten osastolle?

- Yksityisyyttä (oma rauhaa) Kyllä / Ei
- Jääkaappi Kyllä / Ei
- Mikroaaltouuni Kyllä / Ei
- Kahvinkeltin Kyllä / Ei
- Pirteltä värejä Kyllä / Ei
- Sohva Kyllä / Ei
- "Fatboy" tms. Kyllä / Ei
- Muuta? Mitä: \_\_\_\_\_  
 (voitte jatkaa sivun toiselle puolelle)

Jos nämä asiat olisivat nuorten osastolla, kävisitkö siellä useammin? Kyllä / Ei  
 Kiitos!

(go back to page 42)

**Questionnaire (in *english*):****Improvement suggestions for the youth section of Saarenkylä library**

Class: \_\_\_\_\_ Age: \_\_\_\_\_

Sex: \_\_\_\_\_ M / F

How often do you visit Saarenkylä library:

Once a week: \_\_\_\_\_ ; once a month \_\_\_\_\_ ; hardly \_\_\_\_\_

And the Youth section:

Once a week: \_\_\_\_\_ ; once a month \_\_\_\_\_ ; hardly \_\_\_\_\_

If you loan, you loan: Books \_\_\_\_\_ Games \_\_\_\_\_ Maga-  
zines/Newspapers \_\_\_\_\_  
Music \_\_\_\_\_ Movies \_\_\_\_\_ Comics \_\_\_\_\_

I visit library because:

- To loan books, newspapers, magazines, etc. \_\_\_\_\_
- To do homework \_\_\_\_\_
- To meet friends \_\_\_\_\_
- To read \_\_\_\_\_
- To simply spend time \_\_\_\_\_
- To play games \_\_\_\_\_

What amongst the following would you like to see in the youth section?

- |   |   |          |
|---|---|----------|
| - | Privacy / Cubicles with table and chair | Yes / No |
| - | Refrigerator                            | Yes / No |
| - | Microwave                               | Yes / No |
| - | Coffee Machine                          | Yes / No |
| - | Vibrant Colors                          | Yes / No |
| - | Sofa                                    | Yes / No |
| - | 'Fatboy'                                | Yes / No |
| - | Something else?                         |          |

(What?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If these things are provided, will you visit the library often?

Yes / No

Thank you!

*(go back to page **42**)*

## Appendix 2. Interviews

### Interview with Ms. Liisa Tastula, 9 January 2015, 1100 – 1145 hrs.

Interview with Ms. Tastula, librarian in-charge of the youth department of Rovaniemi main city library:

Date and time: 9.1.2015; 1000 - 1115 hrs.

Questions in the form of bullet points:

- Who are you, your roles and duties?
- When did you start?
- In this department?
- What lead to changes?
- Change process?
- Outcome
- Satisfaction
- Recommendations for youth department of Saarenkylä branch.

*(D: Dinesh Narula and L: Ms. Liisa Tastula)*

*D: Hello, I have conducted a questionnaire survey in four schools around / in the vicinity of Saarenkylä library and have collected more than 200 answered questionnaires.*

*L: That's encouraging news.*

*D: Yes, almost all are inclined towards comfortable and privacy.*

*L: Yes. Saarenkylä area is full of families and the library customers are too families, kindergarten and school going children. But having said that,*

*there should be space and facilities for the youth as well as its absence results in less number of youth visiting there or being comfortable there or spend time there. Also, previous research is of the view that the youth do not want to be at the same place where small children are there.*

*D: It's quite understandable as they have just been thought that phase and hence want to move ahead....*

*L: Yes, they want their own space. Also, the youth want that they should be treated in the same way as children and not to be told / pinpoint on things and not place in some brackets i.e. they want to find their own place. This is the internet link which tells about the selection for the renovation of the youth department.*

[\*Link to Rovaniemi city library's youth department planning competition\*](#)

*This idea was initiated by the cultural section of Rovaniemi city and they were of the opinion that the main city library needed the youth department. Previously it was located downstairs and before that it was at one corner of the adult library section in the main hall. It was not such a good location as it was an open place and just shelves - quite mundane for the youth. This cultural section reserved a sum of 50,000 Euros for this project. They organized a planning competition for the new youth department in the main Rovaniemi city library for architecture students of Lapland University and Aalto University in Helsinki. The students had to design the plan based on certain criteria. In the above link, one can read about it. Previously here in this youth department was the house of janitor / caretaker as previously the caretakers used to stay next to the property. After that, here was a library Café, then an art gallery and finally this place was decided to be the youth department.*

*D: Caretaker used to stay here?*

*L: Yes, in the 60s, buildings were made and caretaker's house was always located besides it. Hence, there is a kitchen and WC here of its own.*

*Hence, we wanted to preserve that as youth too want the facility to enjoy their own meals so that they can use the kitchen equipments such as refrigerator and microwave.*

*D: When this project was started?*

*L: This was started in summer of 2012. We had indeed thought that there should be a youth department of the library. But when the cultural department came up with this plan backed up by the findings, it was very good as without the findings it would not have been possible. That time Salla Erho, the current Rovaniemi library director was the person in-charge of the project. She organized it and led it forward. This money was used to make this space ready to be functioned as the youth department.*

*D: Who won the competition?*

*L: Saara Kantele, architecture students from Aalto University in Helsinki. Her work was chosen and awarded and based on her plan, this space was designed.*

*D: And this was opened in July 2013?*

*L: Yes. Saara came here many times from Helsinki. She went to the storage room and tried to use all the originally and old material designed by Alvar Aalto example - chairs and lamps. The shelves are new. The kitchen is old and she wanted to use the old material and get old and new. Also, Salla interviewed the personnel and the youth to get insights and feedback on this. The department wanted to have its own service point, display shelves to showcase the latest arrivals, personal reading places, kitchen, internet browsing point, separate game play area, which was at first decided to be closed but later on it was decided that it was better a one corner. Exhibition wall is not there. But the youth helped in painting the walls. The space was divided by the see through glass where one side*

*was this subtle greyish blue and the other side more reddish: on the vibrant side.*

*D: Even the students want vibrant colors and energetic posters in Saarenkylä library.*

*L: The youth can also use the space to put info's via magnets at one corner and also construct poems via magnets. Here too, this glass partition wall separates the quite from the vibrancy. Saara has executed this beautifully and she has incorporated the spirit of Aalto in her design and execution. Since this space was originally the residence of the janitor, hence flexibility was there in the use of colors.*

*D: Did Saara consult in any last minute changes in discussion with library staff?*

*L: Yes, we were in touch with that aspect. Of course, we did little bit of our own modifications in aspect with shelves. We were in touch with her via telephone and email.*

*D: Any criticism or feedback after inauguration of this department when routine set in?*

*L: This is indeed very practically planned and executed. But there are certain things like the lighting of this info section: it remains dim in this area. Hence it should have more light. Also shelves were provided with lights in order for the material to be easily located but it is not been done with all the shelves. Also we cannot incorporate all the books in relation to youth here due to limited space. So we place here important works and the ones that are old or not loaned since long are stored downstairs in the storage room. Hence, the lighting system should be upgraded.*

*D: Is there a system here in place where group of young customers can enjoy screening of certain film?*

*L: Yes, we have there, in the vibrant area, near the window, we pull down the curtain, which serves as the screen for the screening and via projector, one can enjoy the screening.*

*D: Last question, what according to you, should Saarenkylä do in relation to their youth department? Is there any scope of achieving fundings for that purpose?*

*L: Well, cannot say about that. The library director can answer that question. But the budget is tight.*

*D: Any suggestions on the Saarenkylä youth department?*

*L: You must have yourself realized that the youth would want their own place where they could go and just be, don't need to do anything, but just be: with the friends or by themselves, sit down and be at peace without the fear of being watched and having their own space. Of course, the books and the material is also important and so is their space and this is what is missed there by the youth. That's what i think is important. The seating does not need to be top notch. Even the basic will do.*

*D: Great. I thank you for your time and appreciate your assistance.*

*(go back to page **43**)*

**Interview with Mr. Seppo Ylijurva and Ms. Minttu Luomala, 9 February 2015, 1515 - 1600 hrs.**

Interview with Mr. Ylijurva, Head of the Saarenkylä library branch of Rovaniemi library and Ms. Luomala, librarian in-charge of the youth department of Saarenkylä branch of Rovaniemi library:

Date and time: 9.2.2015; 1515 - 1600 hrs.

Questions in the form of bullet points:

- Who are you, your roles and duties?
- Why this change after a long time? What led to this thinking?
  
- What lead to changes?
- Change process?
- Outcome
- Satisfaction
- Recommendations for youth department of Saarenkylä branch.

*(D: Dinesh Narula, S: Mr. Seppo Ylijurva and M: Ms. Minttu Luomala)*

*D: Hello, for the records, you are Seppo Ylijurva and you head the Saarenkylä branch?*

*S: Yes*

*D: And Minttu, you are in-charge of the youth department here?*

*M: Yes*

*D: As we know the case of main city library: how the youth department has completely transformed and is being getting rave reviews...in case of Saarenky-*

*lä, why the delay? Or rather what lead the personnel to think that it needs to get a 'facelift'?*

*S: Well, the children's section here is running well: we have received positive reviews. No issues on that, but the youth department needs a 'facelift': space utilization is to be thought of, although we did minor changes like bringing in sofa and an exclusive computer work station for the youth! However there are many shelves and that makes the place so congested!*

*M: Don't know why this was not done before as have been here like around 6 months here. Before not many libraries had paid much attention to this department but of late this change has been noticed: they want to make it better as done in Tornio library in Lapland. Previously it used to be just books and shelves but this concept is undergoing rapid development.*

*S: Before the economic depression in Finland, constantly funds were spent in developing the library but because of this depression, its simply going on a 'saving spree'*

*D: I have received around 270 answered questionnaires and it is quite evident that privacy and sofa rank at the peak on the 'desired' list. I have carefully examined the space many times and found the overwhelming presence of these three lengthy bookshelves that form the bulk of the youth department. Hence, I would like to know if you are ready to compromise in this regard. I checked with one of the personnel here and he confirmed that these shelves could be dismantled / broken down in to smaller shelves. This would indeed create space where a round table could fit it that is divided into four sub- portions and small partitions in between that could provide privacy to the customers...*

*(Here we had kind of a debate where I was of the opinion that privacy would mean separate partially hidden work stations as observed in universities but then came to realize that it does not need to be on the lines of a university but more on the youth perspective. Then we came to a mutual conclusion that a medium-sized round table would be the best solution that could be further divided into three smaller sub-tables if the need be to work in groups. It would also be great if these tables had small wheels so that they could be portable enough and offer practical perspective when work is done in small groups. We mutually agreed that there will be two separate areas: activity and relaxing area and energetic, vibrant colors would be used.)*

*(go back to page **43**)*