



## New Communication Strategies

-push as well as pull strategies

Bente Buchhave  
Århus May 2006

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## Essentials




*(Inspiration:  
Saint-Exupéry: "Le Petit Prince")*

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## The Children's library of the future - is formed today

What is essential for the child?

What do the child expect from the library and the librarian?

The conversation about the contents of the library

Relevant for the child



of today – and of tomorrow

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# Motivation

## Activity



## Active

personal involvement



*(Inspiration  
The concepts: Arne Naess: "Livsfilosofi"  
Illustrations: Saint-Exupéry: "Le Petit Prince")*

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# Motivation - in the library

## A wide range of activities



## play

philosophize  
invent & create



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# Between heaven and earth

## Identity

Dreams and existence  
Powers

## Interaction

Questions and answers  
Curiosity



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## From product and building...

The book	IKT
A building where books exist and can be borrowed	Hybrid A building, www, an idea, temporary territories

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## ...to value and added value

<b>Expectations:</b> <b>A strategy of welfare</b> <ul style="list-style-type: none"> <li>• for every one</li> <li>• ideas and competences</li> </ul> <b>Development</b> <ul style="list-style-type: none"> <li>• technology and media</li> <li>• welfare and children</li> <li>• education, culture, democracy</li> <li>• public and school library</li> <li>- theories and research</li> </ul>	<b>Answers:</b> <b>The children' s library</b> <ul style="list-style-type: none"> <li>• sorting and qualifying</li> <li>• platform, vision and strategy</li> <li>• profiling and marketing</li> <li>• differentiated service</li> <li>• communication</li> </ul>
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## legitimation of the library - a transmitter

<b>Between people</b> <ul style="list-style-type: none"> <li>• Generations</li> <li>• Cultures</li> <li>• Groups</li> <li>• Opinions</li> <li>• Interests</li> </ul>	<b>Between positions</b> <ul style="list-style-type: none"> <li>• Culture &amp; education</li> <li>• Everyday environment</li> <li>• Old an new order               <ul style="list-style-type: none"> <li>- Media</li> <li>- Methods</li> </ul> </li> </ul>
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(Inspiration: Kerstin Bergendal: "Temporary Territories")

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## The Children's library of the future

A local platform which appeals to children

"The good story"



Icons

- A personal academy
- The 1000 talents
- A meeting place

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## A laboratory of the future - interference

Visions

Conversations in order to collect different ideas

- Estimate, communicate, structuralize
- Synthesis and create

Changes in the children's library of today

- Flexibility, prototypes
- Test and evaluate (cf. Kerstin Bergendal; "Temporary Territories", p. 109)

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## Important places - identity and character

Dares to be exclusive

Local and comprehensible in our age

Exist through children' s active participation/dedication/action

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## The pro-active member of the staff

### Push strategies

*Information is disseminated with the library*

Used as management tool  
(Cf: Roy Langer i "Det integrated library", p. 13-)

### Pull strategies

*The needs for existing networks in the sections of the population one wants to reach*

Involvement and voluntary cooperation

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## Push as well as pull strategies



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## Access to the library

The experience of the value (child & family)

- At an early age and continuously
- In many places (centre and suburbs)
  - on the scenes of children' s everyday life
- Differentiated

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## Communication - opinions and consequences

<h3>Upbringing</h3> <ul style="list-style-type: none"> <li>• Investment in culture and education</li> <li>• The book is the starting point</li> <li>• To push literary knowledge</li> </ul>	<h3>Exchange and relations</h3> <ul style="list-style-type: none"> <li>• Interaction based on fascination</li> <li>• The child and the course is the starting point</li> <li>• To increase motivation (to pull) <i>(Inspiration: Helene Illeris: "Med fascination som drivkraft")</i></li> </ul>
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## Reshuffling - change of positions

Involvement in order to increase value

- The population – individual and in groups
- Artists, architects and designers
- Scientists, researchers and businessmen
- Partners from social, culture and education sectors
- Management and staff

*(Inspiration: Kerstin Bergendal: "Temporary Territories")*

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## Reshuffling - different characters

<h3>The "pilot"</h3> <ul style="list-style-type: none"> <li>• Guide</li> <li>• Instructor</li> <li>• Organizer</li> <li>• Fund raiser</li> <li>• Service mechanic</li> <li>• Strategist</li> </ul>	<h3>Personal relations</h3> <ul style="list-style-type: none"> <li>• Consultant</li> <li>• "Philosopher"</li> </ul>
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## The powers of the librarian

To manage a personal relation  
"to walk on three legs":

- Professional
- Mediating
- Human and personal *(Cf. Per Schultz Jørgensen about the powers of the teacher)*

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## Reliability

Olivia – a future-children's librarian

- An engaged citizen
- Ready to help, tolerant, sympathetic
- Sense of quality, un-snobbish, engaged in culture, an engaged mediator
- Interested in other people and their opinions
- A competent net surfer *(Inspiration WWW ask Olivia)*

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## To combine - development and values

The challenge in the  
new order  
*responsibility*



The beauty in the old  
order *faith*



*(Inspiration: Saint-Exupéry: "Le Petit Prince")*

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Thanks for  
listening



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