Middlesex University has led a TEMPUS project to develop a new masters in Librarianship in Armenia, Georgia and Uzbekistan. It also worked with Belgrade University to develop digital repositories in the Balkans. A new 3-year project will promote information literacy following IFLA Guidelines in Albania, Kosovo, Bosnia and Montenegro. This is a well funded project which demands the commitment of rectors and deans in the 12 participating universities to require it to be incorporated into curricula across all subjects. Funding is provided for equipment to mount servers and currently the participants are engaged in using the expertise of the EU partners to select and modify an existing package.

1. Introduction

Last year at this Conference, I delivered a report on our TEMPUS project New Masters Programmes in Library and Information Science

As a reminder and for those who did not hear my paper last year, Tempus is about modernising Higher Education in the EU neighbouring countries. It is managed under European Commission Directorate for Education and Training but funded ultimately by EuropeAid. It supports modernisation of higher education and creates an area of co-operation in countries around the EU. Established in 1990, the TEMPUS scheme now covers 27 countries in the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East. It is a sister programme to the better known Erasmus Mundus programme which is about student exchanges with the rest of the world.

I have participated in TEMPUS activities since 2002; the first one was led by Humboldt University in Berlin and it was about improving library management systems in four institutions in Serbia. Since then after promoting the TEMPUS programme through a poster session at the IFLA Conference in Berlin outlining the work we did in Belgrade, we organised and successfully bid for a programme to modernise the library in Yerevan State University in Armenia. Our next project was a follow up as we realised that to improve libraries librarians need training, either through refresher courses or through new university accredited courses like professional masters so we developed in Armenia and included Georgia and
Uzbekistan as they also knew about the programme and felt they could benefit, we developed a new masters course in library and information science. This was a 3 year project but has been extended to 4 years as the pilot could not be completed within the initial 3 years in Georgia because of their academic year and length of masters courses.

Simultaneously I am working with Serbia for a follow-up of the first project which is developing and implementing with the help of the University of Vienna a new institutional repository software package based on Fedora.

A few years ago we had a visitor under an EU TEMPUS Individual Mobility Grant from Kosovo. He was now back in his institution and in 2010 prepared for a project somewhat like the first ones in Serbia and Armenia, but EU priorities were no longer in this area for Kosovo, so their National TEMPUS office advised him to join with a project implementing information literacy in the Western Balkans which was eventually successful and which I was asked to join. I will inform you about these two projects during the course of this presentation.

2. New Masters Programme in Library and Information Science

The International Scientific Education Centre, the Fundamental Scientific Library of the National Academy of Sciences (Armenia), Ilia State University in Tbilisi, the Georgian Library Association (Georgia), Tashkent University of Information Technology, Tashkent Institute of Culture (Uzbekistan) are participating in a joint endeavour to lead the way in the creation, development and provision of higher education degrees in the subjects of Librarianship, Information Science and Archival Studies through the adoption of appropriate European educational models. To assist these organizations in this ambitious attempt, a multi-national consortium including the six above mentioned institutions from Armenia, Georgia and Uzbekistan and five European Union universities (Middlesex University, London, the Robert Gordon University, Aberdeen, the University of Parma, Italy, the University of Barcelona, Spain and the Rezekne Higher Education Institution, Latvia) was established. The consortium was awarded a three year grant from Tempus. The curricula developed are based on accepted best practice in partner European Universities Library and Information Science (LIS) faculties, and it is anticipated that the curricula will meet the requirements of the Bologna and related agreements, and will also be in line with the requirements of the local ministries of education.

The main features of the project have been lecturers' participation in a masters course at Robert Gordon University which included special sessions for curriculum development. At the same time equipment was provided for servers at the partner institutions. In the second year the developed courses were piloted in both institutions in Uzbekistan and in Ilia State University in Tbilisi and in the International Scientific Education Centre which is the professional training centre of the National Academy of Sciences in Yerevan. Lecturers have since visited Parma (with participation of a lecturer from Barcelona) and Middlesex to find out about quality control of curriculum and teaching of courses.

Summer schools have been held in Tbilisi on digital libraries and archives and in Yerevan on the pedagogy of VLEs (course management systems or virtual learning environments).

Six students have been to Latvian and UK universities to undertake placements. Placements in library and information science are the norm in British education but are not found in other countries even the United States. It has been interesting to find how valuable they have been considered by the participants.

The project has received good evaluation reports from its internal evaluators as well as the European Union teams who have visited them on site.

3. RINGIDEA

RINGIDEA is the name for the Tempus project 517117: Developing information literacy for lifelong learning and knowledge economy in Western Balkan countries.

The project is about establishing a network for excellence in Information Literacy, targeting nine institutions of higher education in Western Balkan countries: Bosnia & Herzegovina, Montenegro, Albania and Kosovo and supported by universities in Ireland, Romania, Greece and the United Kingdom. This is seen as important by the EU because libraries and information literacy are a precondition of lifelong learning, knowledge economy and labour markets which are areas where the EU is interested in assisting the societies in the Balkans.
Specific objectives of the project are:

- Development of Information Literacy programmes for Lifelong learning to be used in curricula across all subjects as appropriate.
- Development of innovative online Information Literacy modules for lifelong learning.
- Harmonization of the Information Literacy programmes with those currently in place in Balkan countries.
- Strengthen the capacities of higher education institutions for the strategic planning and implementation of Information Literacy programmes to deliver transferable skills for a competitive, dynamic, knowledge-based economy.
- To develop Information Literacy policy, guidelines and incorporating them into the goals and missions of the Higher education institutions.
- To disseminate the approaches to Information Literacy development so that they go beyond the initial participating institutions not only to other institutions of Higher Education but also to colleges and schools and lifelong learning institutes.
- To ensure their sustainability after the lifetime of the project.

It is managed by the following Working Groups: Didactic Working Group (DWG), Scientific Working Group (SWG), Information Literacy Training Working Group (ILTWG), Evaluation Working Group (EWG), Information Literacy Module Working Group (ILMWG)

- The Project Management Committee (PMC) is the decision-making body of the Consortium. The Coordinator (Limerick Institute of Technology) chairs all meetings of the PMC, unless the Coordinator delegates this responsibility to another partner.
- The Working Groups will ensure that the various components of the project - management, development, quality control etc. are followed through effectively.

The Didactic Working Group (DWG) is composed of librarians and teaching staff with specific skills in didactic organisation who will deliver guidelines for planning Information Literacy programs.

The Scientific Working Group (SWG) is composed of senior librarians and teaching staff from each consortium member - responsible for teaching content harmonisation, production and exchange of harmonised didactic Information Literacy materials.

The Information Literacy Training Working Group (ILTWG) is composed of librarians and teaching staff from each Consortium member - will set up a shared version of Information Literacy Guidelines for the permanent training of librarians and teaching staff.

The Information Literacy Module Working Group (ILMWG) is composed of librarians/teachers from each Consortium member who will develop innovative online Information Literacy modules.

Evaluation Working Group (EWG): - made up of 5 experts in quality control and monitoring who do not partipate in any Working Group or project activity.

There are 6 work packages: the first deals with project management. WP 2: Development deals with the substance of the work of the project- measures taken to develop Information Literacy initiatives for use in curricula within Academic Departments in the partner countries. WP 3: Quality control consists of Quality control within the project which has the objective to establish an internal operational framework, which will allow maximum flexibility while maintaining a clear distinction of roles and responsibilities of all partners involved. WP 4: Dissemination- The dissemination strategy will specify preferred channels used by all audience and stakeholders and we are aware of the fact that the channels of communication have to be right in order to make the maximum impact. A detailed plan of the dissemination activities will be drafted which will outline the dissemination activities. The dissemination strategy will comprise of dissemination of the project process, the project results and promotion of Information Literacy programs and will be promoted before, during and at the end of the project WP 5: Exploitation deals with the exploitation of project results. New methods (Information Literacy programmes) and products (online modules, teaching materials, policy). Transfer can take place at all levels and the results can be used in new contexts or in other Western Balkan countries who can customise the results to suit their conditions. Continued visibility of products through Project Website.
So far there have been a number of meetings. The first was held to secure the commitment of the high level authorities in the universities to approve the inclusion of information literacy in the curricula at different levels, bachelor's, master's, and doctoral. Formal commitment to participate in this TEMPUS project implied commitment to introduce Information Literacy throughout the curricula in the universities. However, curriculum changes need different kinds of authorisation in the different universities. Indeed, some universities are regulated at the faculty level and the university has little authority. In some countries, the central government in practice may have to approve curriculum changes, depending on the extent to which they require change.

Other meetings have taken place to determine the content of the information literacy syllabus. There are a number of initiatives and associated software packages for training in information literacy. So far, we have decided to implement a package from Cranfield University in the UK and this will be translated into Serbo-Croat and Albanian and then released to the partners. Translation will be more than translation since it will give an opportunity to neutralise the package which was initially developed for the UK Defence College staff and students, a very specific audience involving not only ordinary age and typical background students in engineering as required by Royal Engineers but also mature students in the armed forces who take qualifications in later life. Additionally, the College takes acting servicemen with suitable academic backgrounds for short teaching assignments who often need to be made aware of current trends in information literacy in order to teach in the modern way.

It was at a meeting of the Didactic Working Group that the core contents were determined which coincided with the Cranfield package.

We will have funding also to add as well as enhance these modules in the Cranfield package (see figure 1).

![The Cranfield Information Literacy suite](image)

Fig. 1 The Cranfield Information Literacy suite

Incidentally in this conference which has the blessing of IFLA it is interesting to note to what extent we feel the IFLA Guidelines document coincides with our objectives. The International Guidelines on Information Literacy have been compiled by the Information Literacy Section (InfoLit) of IFLA with the aim of providing a pragmatic framework for those professionals who need or are interested in starting an information literacy program. The guidelines will aid information professionals engaged in educational programs, i.e., basic and higher education, in their efforts to meet their current information needs. However, most of the concepts, principles, and procedures can be applied with minimal adaptation to any library setting. Information professionals working in all types of libraries should have as one of their main institutional goals the facilitation of users' efforts to acquire information competencies. Information skills are vital to the success of lifelong learning, employment, and daily interpersonal communication of any
citizen, such as when a person needs information about health services for someone in his/her care, or a student requires specific information to complete an assessment».

4. Conclusion

I have described the main two TEMPUS library projects being undertaken with Middlesex University participation. We have in fact tried for other projects in the past and not been successful but we hope to be successful in the future and help to make an impact beyond the walls of our own library.

References
1. Lau, Jesus. *Guidelines on information literacy for lifelong learning: Final draft* / by Jesús Lau Chair, Information Literacy Section, IFLA. Universidad Veracruzana : Boca del Río, Veracruz, México, 2006