Library Development in Moldova
The Impact of Tempus Tacis CP 99-20591

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English title
Library Development in Moldova: the Impact of Tempus Tacis CP 99-20591

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Biblioteksutveckling i Moldavien: resultatet av Tempus Tacisprojektet CP 99-20591

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Abstract
For two years I participated in a European Commission, Tempus Tacis Project, Library Management Development in Moldova. Sheffield University, University College of Borås and the International Independent University in Moldova / Universitatea Libera Internațională din Moldova were the partners in the project.

During the project I undertook research to investigate the change process at ULIM Library. The method I used was action research. This felt natural as the features of the project design coincided with the main characteristics in action research, intervention with the intent to achieve changes, strong involvement by the target partners and emphasis on learning.

The project achievements were very good and there is a good chance for sustainable changes. There are several reasons for this. The timing of the project proved to be optimal and the enthusiasm and engagement of the staff was very strong. The history of the country and the history of the ULIM also had a positive impact. The economic situation of the country and the economic system within the university are a serious threat to further changes and development.

The most striking result of the project was the emancipation of the librarians from their previous roles. New services such as computerised catalogues and databases, together with new premises with open access to shelves made the competencies of the librarians more visible. A new organisational structure and new assignments for the librarians increased the contact and interaction with both students and academic staff.

Keywords
information resources management, organisational change management, project management, action research, Moldova, Tempus Tacis, Commission of the European communities, librarians
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I want to thank Luciana Porumbeanu and Iraida Digodi for translating Romanian texts to English and vice versa. I know that they did not always have an easy access to a computer and sometimes had to write the texts twice. Their help was crucial to me.

As English is not my native language, I needed someone to check my English. Thanks to Simon Francis for offering that help, and for pointing at a few missing facts and misunderstandings. He also contacted the European Commission to ask the permission to use and to quote EU documents in my thesis, and I want to thank the European Commission for giving that permission.

Finally I want to thank all members of staff at ULIM LID for their co-operation and generosity in sharing their thoughts, experiences and expectations with me. Thanks also to all the librarians from other libraries in Moldova for welcoming me to their libraries and answering my questions.
## Content

1 INTRODUCTION ............................................................................................................................... 5

1.1 BACKGROUND .................................................................................................................................. 5

1.1.1 The Initiative .............................................................................................................................. 5

1.1.2 The Application ........................................................................................................................... 6

1.1.3 The Contract .............................................................................................................................. 8

1.1.4 The Roles of the Participants ....................................................................................................... 8

1.2 PURPOSE .......................................................................................................................................... 9

1.3 QUESTIONS ...................................................................................................................................... 10

1.4 LIMITATIONS .................................................................................................................................. 10

1.5 OUTLINE ....................................................................................................................................... 10

2 MOLDOVA ......................................................................................................................................... 12

2.1 INTRODUCTION ............................................................................................................................. 12

2.2 THE COUNTRY ................................................................................................................................ 12

2.2.1 Transnistria, the Separatist Republic .......................................................................................... 12

2.3 HISTORY ......................................................................................................................................... 13

2.4 THE LANGUAGE QUESTION ........................................................................................................... 13

2.5 THE ECONOMIC SITUATION ......................................................................................................... 14

2.6 THE EDUCATIONAL SYSTEM ......................................................................................................... 15

2.6.1 ULIM .......................................................................................................................................... 15

2.7 LIBRARIES IN MOLDOVA ............................................................................................................. 16

2.7.1 History ...................................................................................................................................... 16

2.7.2 Development after Independence .............................................................................................. 17

2.7.3 Interlibrary Loans ....................................................................................................................... 18

2.7.4 Automation and Electronic Resources ......................................................................................... 18

2.7.5 Training of Librarians ............................................................................................................... 19

2.7.6 Internet ..................................................................................................................................... 19

2.8 SUMMARY ..................................................................................................................................... 19

3 METHODS AND THEORIES OF CHANGE ...................................................................................... 20

3.1 INTRODUCTION ............................................................................................................................. 20

3.2 ACTION RESEARCH ....................................................................................................................... 20

3.2.1 Introduction ............................................................................................................................... 20

3.2.2 Educational Research ............................................................................................................... 20

3.2.3 Community-based Action Research .......................................................................................... 21

3.2.4 Action Research and Organisational Studies ........................................................................... 21

3.2.5 Action Research and Planned Change ....................................................................................... 22

3.2.6 Action Research in Library Development ................................................................................. 23

3.3 THEORIES OF CHANGE ............................................................................................................... 24

3.3.1 Introduction ............................................................................................................................... 24

3.3.2 Organisation Development ......................................................................................................... 24

3.3.3 Learning Organisations ............................................................................................................. 25

3.3.4 Models for Change in Information Services ............................................................................ 26

3.4 THE CHANGE PROJECT AT ULIM ............................................................................................... 27

3.5 ACTION RESEARCH IN THIS PROJECT ......................................................................................... 28

3.5.1 Role of the Researcher ............................................................................................................... 29

3.5.2 Mode of Procedure ..................................................................................................................... 30

3.5.3 Obstacles due to Language and Culture ................................................................................... 31

3.6 COLLECTION OF INFORMATION ................................................................................................. 33

3.6.1 Empirical Material .................................................................................................................... 33

3.6.2 European Commission Publications ......................................................................................... 34

3.6.3 Published Information Sources ................................................................................................ 34

3.7 SUMMARY ..................................................................................................................................... 34

4 PREVIOUS LITERATURE ................................................................................................................... 35

4.1 DEVELOPMENT PROJECT IN SIBERIA ........................................................................................... 35

4.2 DEVELOPMENT PROJECT IN SWEDEN ....................................................................................... 35
5 THE PROJECT

5.1 INTRODUCTION

5.2 ULIM LIBRARY IN FEBRUARY 2000

5.2.1 Introduction

5.2.2 Organisation and Staff

5.2.3 The Objectives of the Library

5.2.4 Location, Collections and Services

5.2.5 Equipment and Library Software

5.2.6 Administration and Routines

5.2.7 Attitudes to Change

5.2.8 Summary

5.3 ACTIVITIES AND INPUTS, ACTIONS AND CHANGES

5.3.1 Introduction

5.3.2 The First Visit

5.3.3 The Study Visit to Borås

5.3.4 The Second Visit

5.3.5 The Third Visit

5.3.6 The Fourth Visit

5.3.7 The Fifth Visit

5.3.8 The Study Visit to London

5.3.9 The Final Visit and Closing Conference

5.4 ACHIEVEMENTS AND CHANGES

5.4.1 Introduction

5.4.2 Changes registered at the Second Visit

5.4.3 Changes registered at the Third visit

5.4.4 Changes registered at the Fourth Visit

5.4.5 Changes registered at the Fifth Visit

5.4.6 Changes registered at the Final visit

5.5 EXPECTATIONS AND ACHIEVEMENTS EXPRESSED BY THE STAFF

5.5.1 Introduction

5.5.2 Expectations at the Beginning of the Project

5.5.3 Achievements during the First Year

5.5.3.1 Reactions on the Changes expressed by Students

5.5.4 Expectations for the Second Year

5.5.5 Achievements during the Project Period described by Staff

5.6 ULIM LIB IN NOVEMBER 2001

5.6.1 Organisation and Staff

5.6.2 The Objectives of the Library

5.6.3 Location, Collections and Services

5.6.4 Equipment and Library Software

5.6.5 Administration and Routines

5.6.6 Internet

5.6.7 Development Plans and Visions

5.7 DISSEMINATION ACTIVITIES

5.8 IMPACT ON DAILY LIFE

5.8.1 Introduction

5.8.2 New tasks and Assignments

5.8.2.1 Contact Librarians

5.8.2.2 Consultant Librarians

5.8.2.3 Computer Competence

5.8.3 Changed Work Processes

5.8.4 New Services

5.8.4.1 Photocopying Machines

5.8.4.2 Open Access

5.8.4.3 Databases and New Books

5.8.5 Changed Images for the Librarians

5.9 INVOLVEMENT IN THE PROJECT

5.10 VOICES FROM OTHER LIBRARIES IN MOLDOVA

5.11 THE MONITORING REPORT

5.12 PRACTICAL PROBLEMS AND BUREAUCRACY
1 Introduction

For two years I participated in Tempus Tacis Project CP 99-20591. Management Development for University Library, Moldova. Sheffield University, University College of Borås and the International Independent University in Moldova / Universitatea Libera Internationala din Moldova were the partners in the project.

In the first chapter I describe the background to the project. The sources I have used in this chapter are mostly European Commission documents such as the Project Application and the Contract. I have also my own Field Diary and E-mails. I have chosen to present the formal objectives and conditions for the project in this background together with a description of the roles of the participants in the project. I end the chapter with the purpose of the thesis and the research questions.

1.1 Background

Since the fall of the Iron Curtain in the late 1980's the European Commission has operated a number of programs to assist the East European States and later the New Independent States of the former Soviet Union. “It [European Union] rapidly altered its approach towards what had now become partner countries so as to help them to reach their full potential, particularly in mutually-identified key sectors” (European Communities 1995-2002). One of the main sectors has been the modernisation of higher education, focussing on university management and curriculum development. The Tempus JEP and CP programs are specially assigned for this purpose. Tempus Phare covers the Central European States together with the Baltic States. Tempus Tacis covers the New Independent States and Russia. Moldova has been partner in the Tacis programs since 1994.

The Tempus Programme is managed by the European Commission, Directorate General for Education and Culture in Brussels with technical assistance from the European Training Foundation in Turin, Italy.

A Tempus Tacis project must have at least three partners, two universities in two different European Union member countries and one university from the NIS. The grants given are usually assigned for both technical assistance and education. The exchange of ideas and experiences from other universities are essential ingredients in the programmes and study visits to institutions in the west have proved to have a great effect on sustainable results. That is why all programmes have money for mobility, not only from west to east but equally important is the possibility for partners from the east to visit institutions in the west.

1.1.1 The Initiative

The Secretary-General of the Library Council in Moldova took the initiative for this project when she was attending a course at the International Centre for Information Management Systems and Services in Poland. One of the lecturers at this course was Simon Francis from Sheffield University in England. He was then Co-ordinator for a Tempus-Tacis Project with Tomsk State University Library in Russia. The Secretary-
General became aware of the possibility of a Moldovan library taking part in a library development project financed by the European Commission.

Moldovan libraries were just starting the automation process through a donation from the Soros Foundation - Moldova. After preliminary contacts with Mr. Francis, she returned to Moldova to find a university library that appeared likely to become a successful partner in a development project. Back in Chisinau she mentioned the possibilities of taking part in an EU Tempus Tacis Project at a meeting held by the Soros Foundation (Moldova). Library Directors and Deputy Directors from most of the libraries in Moldova attended this meeting. Only the Deputy Director at the Library at ULIM showed any interest (Field Diary).

This started the project with Sheffield University in England as the contracting institution and Simon Francis as Co-ordinator. Simon Francis had long experience in consulting work and he had been engaged in several library development projects in Eastern Europe and elsewhere. After the contacts had been established between Sheffield and ULIM, Simon Francis started to look for a partner institution within another European Union member state. He contacted the Swedish School of Library and Information Science at the University College of Borås, in Sweden which agreed to take part and nominated Arja Mäntykangas, a professional librarian, lecturer and doctoral student from the Swedish School of Library and Information Science as representative. Because Simon Francis was not based in Sheffield University Library it was important for the project to have access to a university library. As a professional librarian working at the University College Library for many years, one of my main tasks in the project was to deliver a two-week study visit to the Library for ULIM Library staff. As Norway is not a member of the European Union it appeared necessary for me to be engaged as a so-called external expert, since I am still a Norwegian citizen.

1.1.2 The Application

The European Commission (1997, p 5) has described Tempus as “a "bottom-up” programme responsive to the specific needs of individual institutions and Partner countries”. The objective of the project together with the suggested workshops and study visits were therefore prepared in close co-operation between the Co-ordinator and the Library Director at the Moldovan partner institution, ULIM Library. Like all the other libraries in Moldova they had received an automated library system as a donation from the Soros Foundation (Moldova). The donation covered the software and training in how to use this software. Since ULIM was a private institution, they got no support from Soros for buying hardware, unlike state institutions, which also received support for purchasing hardware. The University had bought a small number of computers and a server. Each library department had one computer, and the systems librarian had a computer with Internet connection, a printer and a Xerox-machine.

The objective of the project was formulated in the application form as: “… to improve the training and experience of the staff of the Library … so as to enable them to take full advantage of their new computer system.”

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1 Formed by George Soros. Today The Open Society Institute he founded has three main activities. The national foundations with offices in all countries in Central and Eastern Europe and the former Soviet Union. The regional programs operated centrally and the Central European University in Budapest. All these run different activities with an overall aim of developing and maintaining open societies around the world.
advantage of the automated library system being implemented” (European Commission 1999).
The objective, the planned activities and the expected outcomes of the project are described in the application submitted. The five outcomes are:
1. Training of senior staff in modern management.
2. Courses in modern professional techniques to upgrade middle management staff.
3. Creation of a collection of professional library science books and journals to be made available throughout Moldova.
4. Purchase of a limited range of equipment such as PC's, photocopiers and OPAC-terminals for library staff and library customers.
5. Study visits to UK or Sweden for key members of the Library staff.

The outcomes are described in detail in terms of time and money and the number of people involved. The training activities proposed include “strategic planning, human resource management, change management, income generation” as well as co-operation and information services (European Commission 1999). The training activities were to be given as workshops and seminars, and also through study visits to the West. The possibility for people from East to visit and to study activities in Western Europe is central to Tempus projects and a substantial proportion of the overall budget must be used for this purpose. This is because the European Commission wants to favour activities that will increase qualifications and experience rather than merely to help with technical equipment.

The responsibilities that were assigned to Sheffield University, in the application form were the following.
• Management and financial control, and the provision of the Project Co-ordinator.
• Professional direction of the project.
• Preparation and delivery of workshops, training courses and consultancy activities, supply of course materials, equipment and a collection of books and photocopies.
• Organising and receiving a study visit of Moldovan librarians to the UK.

The activities that Borås would carry out were:
• Collaborate with project Co-ordinator in developing the six training courses
• Run training courses and consultancy at the International Independent University in Moldova.
• Deliver study programmes for IIU Library staff who will visit Sweden.
• Together with project Co-ordinator, identify and select library equipment for purchase and installation at IIU.
• Together with project Co-ordinator, select collection of library science literature resources.
(European commission 1999)

Previously it was possible to apply for dissemination projects, to spread the outcomes of previous projects to other institutions in the immediate surroundings. This has now been changed. Instead the European Commission expect dissemination activities within each project. In this application the dissemination activities were mainly described under the point Target groups in the detailed outcome tables. In practice all the workshops and seminars allow the possibility of “invited colleagues from other major libraries” or “invited participants from other major libraries” (European commission 1999).
The total grant applied for was 140,000 Euro, divided into 57,870 Euro for the first contractual year and 82,130 for the second contractual year.

The deadline for applications was in the middle of March and sometime in November the European Commission announced the list of projects that had been selected.

1.1.3 The Contract

On the 22 November 1999 the Co-ordinator sent partner institutions an E-mail informing us that the project was approved. The European Commission had decided to allow a total grant of 139,935 Euro with 57,870 Euro to be spent the first year and 82,065 Euro for the second year for the contractual period 15 December 1999 – 14 December 2001. The overall objective described in the contract was identical to the formulation in the application. This meant there was no need to revise the original plan.

Tempus projects are strictly controlled and the European Commission has minutely prescribed the rules that must be followed. The most important is the contract where Chapter II – Special Provisions of the present Contract sets the limits in detail. Four other European Commission documents are however important in providing guidance in the use of the grant, General and Special Provisions of the present Contract, Guidelines for the Use of the Grant, Approved Revised Budgets and Activity Plans, Guide for Applicants 1999/2000.

These rules have two purposes. The European Commission needs to control the use of taxpayers’ money and to secure that the grant is spent according to the intentions in the application and in the contract. The second purpose is to help the Co-ordinator to run the project. Especially when disagreements occur between the participating institutions, the contract should help to solve the problems.

Another minutely regulated activity is the financial accounts. The University of Sheffield has well qualified and experienced staff to take care of all financial transactions and to run the contacts with the authorities in Turin, Italy.

1.1.4 The Roles of the Participants

Simon Francis MA, FLA had the overall responsibility for the project. He had experience from several other Tacis projects and other consulting engagements in Eastern Europe and other countries in Asia. He prepared the application in discussion with the Library Director at ULIM Library Zinaida Sochinca and with Arja and I. He also arranged and prepared the study visit to libraries in London and Oxford.

Simon, Arja and I all acted as lecturers during the seminars and conferences carried out during the project. The subjects of our contributions show in the schedules for the visits and the programmes for the conferences, in the appendices. We all acted as consultants and took part in the discussions during the workshops at ULIM. We also discussed between us the different problems, options and possibilities in trying to choose the best path for further activities.
I was responsible for the study visit to libraries in Sweden while Arja arranged the programmes with professors and lecturers at the Swedish School of Library and Information Science during the same visit.

Simon had experience of working with interpreters, and Arja had experience of working as an interpreter. I received valuable advice from both of them, as this was a new experience to me. Together with Simon, I had previous experience of working in multicultural surroundings and with development aid.

Zinaida and her colleagues arranged the programmes for the workshops and seminars at ULIM Library. She was responsible for contacts with the University authorities and other organisations. Together with Simon, she arranged all the practicalities surrounding our visits such as visas, local transport, hotel and flight bookings.

At Sheffield University, Business Manager Lynzi Riley did a great job with the accounts and formal arrangements with ETF in Turin. She was well experienced in working with EU projects and specially with Tempus projects. Her knowledge of the formalities and regulations speeded up decisions concerning ongoing activities. She had valuable contacts with ETF and was able to obtain quick answers on changes proposed during the project.

Together we formed the management team of the project.

1.2 Purpose

My purpose in this thesis is to bring clarity to what really happened during the project. To me it has always been important to understand why things develop as they do, and also why things do not happen as expected. Knowledge about these things gives us tools to influence and to steer the courses of action. This is valid in our daily work in all sectors and in all countries. When we are taking part in development projects in foreign countries this is even more important for two reasons. To spend money in a fruitful way, especially as it in most cases is taxpayer’s money, is important both from a moral and from an objective point of view. But it is even more important that successful projects create a positive and optimistic attitude about making progress among those who are asking for help.

A Tempus Tacis project is steered by the objectives and the conditions described in the Application Form and in the Contract. The objectives and tasks are described loosely enough to make it possible to adjust the activities and inputs according to changing demands and possibilities. These cannot be foreseen in detail at the stages of preparing the project application. The conditions however, are defined both in terms of time, the amount of money available and the number of people to be involved. At the end of each contractual year the Co-ordinator prepares a report and a statement of expenditure on behalf of the project team. The report contains a short description of the objectives and the activities performed. There is little room for analysis or assessment of the decisions taken.

The idea of preparing this thesis was begun in March 2000 at a Meeting of Tempus Tacis Representatives in Brussels. I was sent to attend this meeting, only a month after
our first visit to Chisinau, the capital of Moldova. The discussions at this meeting and social talks outside the conference room, stirred my curiosity.

Many of the participants at the meeting talked about how important it was that their partners in the NIS changed their mentality. They considered this to be crucial in achieving sustainable changes. This was an argument against the short duration of time that is normal for Tempus Tacis Projects. One of the representatives told me about the difficulties she had to arrange meaningful activities as her partner institution was mainly interested in the technical equipment and not in management development. What circumstances and factors support profound change and what circumstances and factors impede it?

I have chosen to write the thesis in English. There are several reasons for this. Almost all the empirical material I have collected is translated from Romanian to English, from Russian to English or originally in English. I know that the Library staff members at ULIM are very interested in reading my thesis. I also have indications that representatives of ETF are interested in the outcome. Holme and Solvang (1997, p. 72-73) regard the distribution of research results as part of the role of the researcher.

1.3 Questions

In my thesis I try to create an understanding about what really happened and why it happened.
• How has this project influenced the situation for the Library staff at ULIM?
• How has this project changed library services for students and academic staff at ULIM?
• Has the project had any impact on other libraries in Moldova?
• What has influenced these changes in a positive or a negative way?

1.4 Limitations

My focus has been the members of staff at ULIM Library and their customers. The actions, reactions and the written (reports, pamphlets, brochures) and oral (interviews, talks, discussions) statements from them are my primary sources. In addition, I have made use of all the documentation from the project such as annual reports, minutes etc. Soon after the project started, Arja Mäntykangas created a web-site about the project. We have both contributed to the information on this site but Arja is the main contributor. I wrote the reports from the visits when Arja did not participate. This web-site has also been very helpful to me. I have however, not made formal interviews with Simon Francis and Arja Mäntykangas for my thesis. The reason for this is that I judge that I have enough material from my own Field Diary and from the mentioned sources.

1.5 Outline

• Chapter 1 contains the background to the project. I have also given a short description of the objectives and activities described in the application, the conditions given in the contract and a description of the roles of the participants. At the end of the chapter I have formulated the purpose of the thesis and the research questions. Finally I have given the limitations.
Chapter 2 contains information about Moldova. Over the years I have learned the importance of knowledge about the history in order to understand the present. I therefore present a short historical summary followed by a description of the situation today. The topics covered in the chapter are the political situation, language and culture, the economy, the educational system, and libraries.

In chapter 3, Methods and Theories of Change, I discuss the methodologies and the theories of change that I have found relevant for this work. This covers different perspectives of action research together with how action research has been used in a library development project in Sweden. The chapter also contains a description of different change theories that have been useful to me in this work. Here I also describe a model of the change project at ULIM Library. This model may be relevant even for other development projects for information services in multicultural contexts. Finally I describe my role in the project as a researcher together with the methods that I have used.

In chapter 4, Previous Literature, I have given a short description of two library development projects that I have found relevant to the ULIM project.

Chapter 5 contains all the information about the development project at ULIM. I give a short description of the Library at the beginning of the project. The actions and inputs of the project are given in a chronological order followed by the changes as I registered them. Then I present the expectations and achievements expressed by the staff. This is followed by a presentation of the impact of the project. This builds solely on the statements given in the final interviews. Finally I give a short description on the practical and bureaucratic procedures.

It felt natural to put the analysis and the discussion of my research outcomes in one chapter and to present the conclusion in a separate chapter.

In References I have listed my printed and electronic sources together with the unpublished documents. I have not listed the variety of promotional material, posters, the printed statements and the printouts of the interviews in the chapter. These sources as well as the unpublished documents are kept by the author and can be presented upon request.
2 Moldova

2.1 Introduction

In this chapter I give a short description of the country, its history and the political and economic situation today. The sources for this chapter are a variety of books and articles and Internet documents. I have tried hard to find several sources to verify the statements. Even if I have not been totally successful, most of the sections in this chapter have multiple sources. I have also given a short description of the libraries in Moldova. For several years the history of the libraries in Moldova was the history of libraries in the Soviet Union. Apart from that period my sources are mostly unpublished material translated to me from Russian by the interpreter.

2.2 The Country

Moldova is one of the youngest states in Europe, sandwiched between Ukraine and Romania with no coastline to the Black Sea. With an area of 33,843 sq. km it is one of the smallest countries in Europe with a population of nearly 4.5 million people (CIA 2001). People from different ethnic backgrounds have lived together in the area for hundreds of years. The Moldovans are the largest group with more than 60% followed by around 25% Russians and Ukrainians. There are also small groups of Gagauz\(^2\), Bulgarians and Jews. The official language is Romanian but Russian is very widely used. Moldova is an agricultural country. A rich soil together with a continental climate with warm summers and relatively mild winters makes it well suited for growing vegetables, fruit, grapes and tobacco. Agricultural products are the core trade crop. About half the population live in urban areas, the capital Chisinau has 800,000 inhabitants (CIA 2000; Encyclopedia Britannica 1994-2001).

Many Moldovans are proud to say that Moldova was the first of the New Independent States to be accepted as a member of the European Council. Now, when the neighbouring countries immediate west of Moldova start to prepare themselves for joining the European Union, many Moldovans apply for Romanian citizenship. I passed by the Romanian Embassy in Chisinau at several occasions and there was always a long queue outside. Moldovans were queuing to seek Romanian citizenship.

2.2.1 Transnistria, the Separatist Republic

Ever since independence there has been an ongoing conflict with a small Russian and Ukrainian majority in the eastern part of the country. A civil war lasted nearly two years. The separatist regime in this area gains support from Russia in the conflict. The 14th Russian army and a substantial amount of firearms and ammunition are kept in a very small strip of land (Crowther 1996, p. 41). Initially it seemed to be a war over ethnic nationalism. The Slavic majority in the region was fighting for their social and political positions and also for their language. Despite offers of broad autonomy for the region and intensive negotiations in the question of withdrawal of the Russian troops, the conflict goes on (Rönnä & Orlova 1999; The Europa World Year Book 1999, p. 2438).

\(^2\) A small group of Christian Turks who have lived in the area for more than 100 years.
The conflict affects the daily life of the people in the whole country. This part, on the east bank of the river Nistru, is the most industrialised part of Moldova. The area accounts for most of the production of electric power and heating. It is also quite clear that the area is a haven for smuggling, mostly firearms and narcotics. The conflict is hampering the development of the country as it is preventing the government from taking free actions and seeking new markets and new counterparts (Rönnäs & Orlova 1999; Crowther 1996).

2.3 History

Ever since the decline of the medieval principality of Moldavia in 1513, the area has been divided several times and it has been subject to both Ottoman and Russian sovereignty with short periods under Romanian rule. The medieval principality of Moldavia, which was situated between the Carpathian Mountains and the river Prut with Bessarabia to the south, today form two separate areas. The eastern province of Romania called Moldavia and the independent country Moldova situated between the river Prut and Nistru. When Tsar Alexander I occupied the eastern part of Moldavia east of the river Prut in 1812 he called the whole area Bessarabia. In 1918 upon the collapse of the Russian Empire, Bessarabia became independent, but voted only a few months later to become a part of Romania. The new Soviet authorities did not approve of this union and in 1922 they formed the Moldovan Autonomous Soviet Socialist Republic (MASSR) on the east bank of the river Nistru. When Bessarabia again became a part of the Soviet Union in 1944 it was united with this small republic and named the Soviet Republic of Moldova. At the same time the southern part of Bessarabia on the coast of the Black Sea was given to Ukraine. This landlocked the new republic. The MASSR had never been part of the original area of Moldavia and was populated mostly by Russians and Ukrainians. This is one of the reasons for the ongoing conflict in Transnistria, the former MASSR (Encyclopedia Britannica 1994-2001; Europa World Year Book 1999; Karlsson 2001).

2.4 The Language Question

During the Soviet rule the authorities tried to rewrite the history of the country so as to wipe out the links to Romania and to Romanian history, culture and language. Teachers from Russia were sent to Moldovan schools to teach Russian. In addition, the Soviet authorities introduced the Cyrillic alphabet and named the language Moldovian. A great number of ethnic Moldovans were transferred to Siberia and 13,000 specialists from neighbouring Soviet republics came to Moldova to help in the process of implementing communism. But the main weapon seems to have been language. During the Soviet period several conferences were held in Chisinau on the language question. At these conferences papers were presented in favour of the theory that Moldovian was an independent language of the Moldovian nation. At the same time the importance of enriching Moldovian with Russian words was emphasised (Deletant 1989; King 1996).

When Glasnost came in the late 1980'ies, the language became the main issue in the struggle for independence. The Moldovan intellectuals demanded “... that the Moldovan language become an official language, that textbooks containing the true history of Moldova be written, and that the Latin alphabet be restored” (Deletant 1989). The impetus for focusing on the language question was probably the fact that Moldova had
been kept in total isolation from the outside world during the Soviet period (Rönnäs & Orlova 1999, p. 92). At the same time it had been subject to repeated attempts from the official authorities to deprive it of the ethnic and cultural connections with Romania. When the grip loosened, identity and cultural history became the important questions.

The demands that Moldovan should be the state language seem to have started ethnic conflicts with the Russians and with Gagauz. The differences between the ethnic groups proved to be fatal. When Moldova became an independent republic in 1991, the separatist group in Transnistria declared independence from Moldova. On the bridge crossing the river Nistru, armed forces from Transnistria control all traffic between the two regions.

Bulgarians, Ukrainians, Moldovans, and other smaller groups of people had lived together in the area for hundreds of years. The protests from the Moldovans during the final stages of the Soviet Period, were directed towards “the more recently arrived (and in their view unfairly advantaged) Russian community” (Crowther 1993, p.42) and the previous years of manipulation of their language and cultural history (Crowther 1993; Rönnäs & Orlova 1999). It is easy to discover the scars within many people’s minds due to the history of the country.

2.5 The Economic Situation

Moldova has found itself thrown into poverty after independence in 1991. There are a number of reasons and unfortunate situations that led to this. Of importance is the fact that the Moldovan economy was built upon unlimited and almost free energy supplies during the communist period. But Moldova itself produced only 1% of the energy it needed. Today those energy plants are situated in Transnistria, the separatist region east of the river Nistru. The shortage of energy is caused by the inability of the country to buy the power it needs. It suffers from inadequate heating and hot water supply and electric power is highly unreliable caused by the tense relations with Russia and Transnistria (Rönnår & Orlova 1999).

Soon after independence, Moldova introduced convertible currency. At the same time the country was granted loans from the World Bank and IMF. None of these proved to be of any help, rather the contrary.

Moldova has had to rely primarily on international organisations and programmes, primarily the IMF and the World Bank, for assistance. It is probably fair to say that Moldova received an undeservedly raw deal. As a small and rather unknown fish in the sea of transition economies, Moldova did clearly not attract the attention and interest of the most prominent experts … In many instances the Moldovans probably had a better understanding of the problems they faced than those who came to advice them” (Rönnäs & Orlova 1999, pp. 92-93).

Moldovan industry suffered a dramatic decline after independence, partly because of the energy crises, but also because of the close connections with Soviet industry as manufacturers of specialised components. The collapse of the Russian economy in 1998 had a fatal impact on Moldova. More than 60% of exports had previously gone to Russia and the country has failed to find new trading partners to substitute for this loss.
One of the reasons for this is the ongoing conflict with Transnistria. Even the wine industry has found few markets in Western Europe. To add to these problems the country has suffered from drought and cold springs in the last two years (Rönnäs & Orlova 1999).

The drop in the GDP between independence in 1991 and today, is dramatic. Nearly 75% of the population lived below the poverty line in 1999. The registered unemployment is very low, below 2%, but large numbers of the workforce are underemployed. (Rönnäs & Orlova 1999; CIA 2001). Often people in governmental services suffer from non-payment of wages for months. When it is possible, people are paid with products rather than money. It is therefore common to see people selling products on the street and along roads. This further undermines the tax-income for the state.

2.6 The Educational System

Immediate after independence the educational system was transformed. The most important change was the introduction of Romanian history and culture and teaching in the Romanian language. Today only a few schools are teaching in Russian. Officially education is compulsory between the ages of 6 and 15. The difficult economic situation has however, had effect on the educational system as well. Between 1992 and 1997 expenditure on education fell by 60% (Rönnäs & Orlova 1999, p. 86). At the time of independence, the percentage of literates was nearly 100% (CIA 2001). Today there is a risk that illiteracy will increase, as 15% of the poor children do not go to school. The situation is critical and there are fears that the situation will undermine efforts for development (World Bank 1997 in Rönnäs & Orlova 1999, p. 87).

For higher and professional education there are vocational schools, colleges and universities. The universities are financed from the Government except ULIM. As a private university ULIM, must be recognised by the state and, if so, enjoy a similar legal status as public institutions. There are 18 higher education institutions offering long-term programmes and 56 colleges administering short-term higher education (Tempus Information Point Moldova 1997). Tacis programmes and programmes run by the Soros Foundation have supported the vocational schools and universities in increasing and developing their standards.

Due to economic problems, economic support to students has decreased and a system with tuition-fees and other forms of payment has been introduced. This has caused protests and demonstrations from students.

2.6.1 ULIM

The University was founded in 1992 by a group of university professors and businessmen. It is a private university and nearly 20% of the students come from abroad. Students from 50 different countries study at ULIM, but the majority of these come from 20 countries in the Middle East, around the Mediterranean and from other New Independent States. Education is given in four different languages, Romanian, Russian, English and French. The university has six departments, Law, Foreign Languages, Economics, Medicine, History and Civilisation, and finally University Preparatory Courses. Half of the students pay a tuition-fee. Those groups that are exempted either completely or partly from the tuition-fee are students from unfortunate
social backgrounds like orphans, well-gifted students from poor families or students who have experienced natural calamities (ULIM 1999).

The university has many contacts with universities around the world. Apart from agreements with specific universities all over Europe and some in USA, they also cooperate with and take part in, Tempus Tacis projects in curriculum development, often together with other universities in Moldova. A large number of the professors and academic staff are also working part time in other universities, hospitals and in private businesses. The university is a member of the International Association of Universities (ULIM 1999).

2.7 Libraries in Moldova

The history section is mostly based on an anonymous typescript written in Russian. A member of the library staff at ULIM translated it to me. During the translation session she made comments and explanations about the text.

The description of Moldovan libraries after independence and their situation today are mainly based on information provided during our visits to different libraries in February 2000 and from talks to librarians at ULIM and other libraries during later visits. These are included in my Field Diary. Other written sources are given in the text.

2.7.1 History

As in many other European countries, the first libraries were found in monasteries. Unfortunately there are hardly any books left from these first collections which are described as "valuable collections of books and manuscripts" in a "history of 120 Romanian monasteries in 14 volumes". Some of these books were destroyed when a monastery library burnt down in 1862.

Succeeding the monasteries, churches started to create book collections during the 19\textsuperscript{th} century, but very few of these books were in the Romanian language. This is due to two circumstances. Partly that very few Romanian books were published in the country during the whole century and partly because the authorities made heavy and repeated attempts to Russianize the local population. As a part of this policy all the collections of Romanian books in monasteries and churches were burnt during a ten years period from 1871 to 1880.

On the eve of the century many school libraries were opened, mainly for the purpose of after-class reading. Churches ran most of these libraries. A number of private libraries emerged and some of these were important in the spreading of Russian culture, while other private collections were thoroughly supervised by the authorities. This was especially true of private collections belonging to Jewish owners. They were regarded as containing anti-tsarist and communist ideas.

After the Russian revolution, Bessarabia was unified with Romania and the central university library in Chisinau started to receive a legal deposit copy of Romanian book production. In the early 1940\textquotesingle s the Romanian State gave large collections of books to the public libraries in Bessarabia. 700 collections with 500 titles each were given to villages and 15 collections with 2,500 titles each to cities. Librarians, who were not paid
for their work, were educated in Romania to run the libraries according to the Romanian model.

In 1944, when Bessarabia became a soviet republic and renamed the Moldavian Soviet Socialist Republic, the library systems were switched to Russian and the Romanian books were transported to Siberia or burnt.

During the Soviet period the history of Moldovan libraries is similar to the history of all libraries within the Soviet Union. A decree of 30 June 30 1920 that was effective until August 1990, secured “close supervision of all published materials” (Zilper 1991). In addition to censorship, the government also controlled the printing and the distribution of all published material. Together with heavy subsidies, this made book production very cheap. “Therefore, if libraries did not order a title before publication, they most likely could not obtain it, because books went out of print immediately upon publication”(Zilper 1991).

Cataloguing and classification was also a subject of interest to the authorities. Since the main objective for all Soviet libraries was to distribute political education and communist thoughts it was important to create catalogues that made it possible for the librarian to disclose the “communistic valuation of books” (Ambartsumyan 1971, p. 150). Thus both cataloguing rules and a classification scheme were constructed to serve this purpose. The classification scheme was ready to be used in the late 1960’s.

The libraries were in practice run by the Communist Party and worked as ideological centres. “Dangerous” books were kept in special collections of censored books, “spetskhrany – hidden collections”. Librarians were under “stringent control” of representatives from the Communist Party who were working in the libraries to control library activities (Korsch 1990 in Spain 1996, p. 79). Rather than to provide readers with information that they needed and asked for, the libraries had become propaganda institutions for the authorities. The result was a severe decline in numbers of readers because libraries failed to meet the individuals needs. During the Gorbachov period the grip started to loosen and during the late 1980’s the library system and the conditions in libraries were discussed at conferences and in articles and in this way calls for radical changes started to be heard (Inkova & Osipova 1991, p. 122). When the anti-censorship law was passed in 1990, the Soviet Union enjoyed a truly free press (Zilper 1991).

A new Concept of Library Development in USSR was approved in 1990 in which independence to form its own policy and full access to information are among the features mentioned. New library associations and organisations were formed and they started to arrange conferences and meetings to improve the image of the library. “Unfortunately, due to ideological restrictions, library and bibliographic services have lacked an individual approach for a long time. The librarian’s prestige has been substantially eroded. A uniform method of working with readers, dictated on a national level, has been a contributory factor” (Inkova & Osipova 1991, p. 122).

2.7.2 Development after Independence

When Moldova became an independent republic in 1991, work started to westernise the library system. Very soon, all libraries replaced the Russian classification system with
UDC. In 1994 a library law was approved and the recommendations of IFLA used for elaborating new concepts for librarianship.

At the same time, the economic situation for the libraries deteriorated. This is the situation in all NIS countries and has two main reasons. The system of publishing books and journals made acquisitions very cheap under the Soviet system. Now market prices for paper and ink together with limited markets have made books expensive. At the same time the economic situation has become very difficult, and the economic resources to run libraries have decreased since the fall of the Iron Curtain (Zilper 1991).

In Moldova many official libraries have had no acquisitions for several years, the staff are not paid regularly and many library buildings are in desperate need of reconstruction and repair. In one of the libraries I visited, they had plastic sheets covering the shelves to prevent their books from water leakage through the roof. The heating system had not been working for three years. The library director complained that it was impossible for her to recruit young, newly trained librarians under present conditions with no pay, no acquisitions, no heating and a leaking roof (Field Diary).

On our first visit to the important university libraries we learned that one of the main activities in the libraries was cataloguing and classification. All the library directors emphasised that their library was using ISBD, AACR and UDC. The automation of the catalogue had started only months before, but there had been no discussions or co-operation between libraries on the creation of catalogues or the exchange of records at the start of the project. Now the National Book Chamber is working on a project to establish a union catalogue for Moldova (Field Diary).

All libraries held the collections in closed stacks, even at the public library. The possibilities of borrowing books for home-loan were limited except for textbooks which were often allowed out for a semester or a full school year. Many of the Library Directors mentioned the absence of a security system as a reason for not lending out books. One of the libraries had implemented the automated loan module for a small part of their collection. This library was also working on a web-version of the OPAC. The reading rooms in every library that we visited were full of students reading. No library had any facilities where students could work in-groups (Field Diary).

### 2.7.3 Interlibrary Loans

Interlibrary loans used to be a normal service between libraries in the Soviet Union. Today this service is non-existent in Moldova. This is due to high postage and a poorly functioning transport system. Instead, the customers go to the library that has the required book or journal (Field Diary).

### 2.7.4 Automation and Electronic Resources

The Soros Foundation has run several projects since they established an office in Moldova in 1996. Among the main targets are the libraries. Through the Library Programme they focus on collections, librarians, and user services. They have helped to automate 11 libraries through their Network Library Programme (Soros Foundations Network Last updated 2002). In 1999 TINLIB software was installed in all major libraries in Moldova. The donation also provided government-financed libraries with
the necessary hardware. How far the different libraries have reached in registering their stock in a TINLIB database varies considerably. ULIM has registered all its titles in TINLIB, so has the Library at the University of Agriculture. But, according to the Director of the National Book Chamber, several of the libraries have made little progress (Field Diary).

In 2000 a national consortium was formed for subscription to electronic journals. But although EBSCO and Soros Foundation contributed the bulk of the sum required, many libraries had great difficulties funding their share. The journals were delivered on CD-ROMs (Field Diary).

### 2.7.5 Training of Librarians

The library school is a department of the State University of Moldova. Approximately 20 students graduate each year. Some years ago the library school participated in a Tempus Tacis project. Following this the curriculum became more modern and courses on web-design and management of databases were included. As a result the number of students starting at the Library Science Department increased (Field Diary).

Last year a Continuing Education Centre for Moldovan Librarians opened with financial support from Soros Foundation.

### 2.7.6 Internet

The low standard of living makes it difficult for people to take advantage of modern information systems. The infrastructure is also poor. Thus the number of Internet users in Moldova is far behind compared with the Internet users in the Baltic States, only 15,000 in Moldova and ranging between 225,000 to 310,000 in the three Baltic States (CIA 2001). In 2001 the Soros Foundation started a one-year project which gave government-financed libraries free access to Internet. In the few libraries that I visited, access to these computers was via the librarian. Some institutions such as the World Bank and the Alliance Francaise offer Internet connections at fair prices for students (Field Diary).

### 2.8 Summary

Moldova is still very dependent on Russia and the neighbouring countries in NIS, ten years after independence. The standard of living has decreased substantially. The ongoing conflict in Transnistria is an open wound of great importance to economic development, but even other systems that have their origins in the soviet system have hampered development. Even though there are no direct signs of ethnic conflicts, relations with the Russian people in Moldova are complex. The historical background is important for the understanding of what happened during the project.
3 Methods and Theories of Change

3.1 Introduction

In this chapter I give the theoretical framework for my thesis. I start by giving a description of action research that I have found relevant to this thesis. Action research has experienced a renaissance during recent years and I have focused on the new applications and experiences. Then follows some theories of planned change with roots in the theories of action research. Change management in information services and a description of a library development project performed in Sweden follow next. Then I describe the methods and procedures that I have followed. I describe the obstacles that I have experienced, especially because of the absence of a common language and the multicultural environment. I also present a model for the development process in this project.

3.2 Action Research

3.2.1 Introduction

The literature about action research is voluminous. A great variety of different contexts and applications exist. I have chosen to describe three of these, which I think are relevant to this thesis.

As mentioned, the term action research is used in different concepts and in different contexts. There are a number of different definitions. Stringer (1999) summarises what he regards as common to all action research as being empirical and reflective, that it engages subjects as participants and the outcomes are related to the lives or work of the participants. It is used in social settings, mainly by teachers, health workers, and social workers and in organisational studies. According to Reason and Bradbury (2001, p. 1) it “seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities”. They have found five characteristics as common to all action research. These characteristics all interact during the process. These characteristics are: emergent development, practical issues, knowledge in action, participation and democracy, and human flourishing.

3.2.2 Educational Research

Jane McNiff (2002) has come to the conclusion that action research is a powerful method of learning. She describes her own theory as “… a spontaneous, self-recreating system of inquiry” (p. 56) and belonging to the living-theory approach of action research. The two other approaches that she describes are the imperative and the critical theoretical, where observation and description are the central activities of the researcher.

In the living-theory approach, the researcher is in the centre of the enquiries. She argues that each individual needs to create his or her own understanding. The fact that each individual researcher will always be connected to the actual situation and to the actual surroundings means that the knowledge created through the process is personal and
unique. She describes it as a method of learning and developing professional skills, but also for self-development. Therefore she suggests that educational action research is appropriate for research questions like, How can I… and, I would like to … (p. 93). She defines it as “… a practical way of generating one’s own theory of living (p. 36). She also suggests that action research is a very useful method in the new setting of education with flexible learning arrangements and the need for lifelong learning.

### 3.2.3 Community-based Action Research

This model of action research is related to models that were used to address and to solve social problems. Its purpose is to assist people in a group, a community or an organisation, to understand their situation and their problems and to make it possible for them to find solutions. In community-based action research the researcher’s role is more like a consultant or a facilitator or even a catalyst who helps the participants to analyse their situation and to find courses of action to solve the problems. It builds upon the look-think-act routine that has its origin in the works by Kurt Lewin (Stringer 1999).

In community-based action research the change process is usually directed at a larger group of participants or to a community. Stringer (1999) argues that the grassroots orientation opens the possibilities of getting a more complete picture of the setting as all parts are participating. In traditional research settings the researcher is representing the knowledge and the others are research objects. The participatory setting makes the representatives involved in the project and they also take an active part in decision making. The researcher has the responsibility of ensuring that valid information is collected. Community-based action research has four characteristics:

- It is *democratic*, enabling the participation of all people
- It is *equitable*, acknowledging people’s equality of worth
- It is *liberating*, providing freedom from oppressive, deliberating conditions
- It is life *enhancing*, enabling the expression of people’s full human potential (Stringer 1999, p. 10).

### 3.2.4 Action Research and Organisational Studies

Eden and Huxham (1996) argue that action research is superior to other research methods in many contexts as the method offers the possibility to register significant subtle data that it is otherwise difficult to see. Examples of such data are people’s reactions when they are expressed in actions or feelings.

To help action researchers to reach valid results, they have formulated 15 characteristics of action research for the study of organisations. These characteristics focus on the definition of action research, on the outcome of action research and finally on the action research process.

They define action research as a process which “… involves the researcher in working with members of an organization over a matter which is of genuine concern to them and in which there is an intent by the organization members to take action based on the intervention” (Eden & Huxham 1996, p. 527). The intervention and the intent are the important parts of action research. The result may not be as planned, as this is dependent on the actions decided by the members of the organisation during the project.
Action research has dual aims. One is to achieve permanent changes to solve the problems or needs in an organisation. The other is to create knowledge that will be of help to other organisations or groups in similar situations. Eden and Huxham (1996) stress that it is necessary that the outcome of the research has general validity and is not only of concern to the organisation involved. The development of theories is therefore important. However, the research process usually makes it impossible to test the validity of theories as the context constantly changes. They therefore stress the importance of allowing theories to emerge during the whole process. A complication in applying theories drawn from action research is that they are contextual. To ensure that others use the result in a proper way, they advise researchers to consider the way they present their theories.

The role of the researcher in action research involves both interaction and research. This makes it important to have a “high degree of self-awareness” (their emphasis) in combining the two roles (Eden & Huxham 1996, p. 533). The researcher also needs constantly to consider the role of the other participants in the project. They therefore advise the creation of a process that allows the researcher to have considerable time away from the research setting in order to have enough time for methodical reflection. This even includes time for reflections about the implications of the pre-understanding and the writing about the research outcome.

One of the most important arguments for using action research is the real life setting. This makes the reactions, the actions and the statements given by the participants true and reliable. The crucial factor is the trust the participants have in the researcher. It is wise to expect that some of the participants will try to hide their true reactions from the researcher. Even though they emphasise that “the method is likely to produce insights which cannot be gleaned in any other way” (Eden & Huxham 1996, p. 536) (their emphasis) they suggest that action research should not be used if the same data can be found using other research methods.

3.2.5 Action Research and Planned Change

The German-American psychologist Kurt Lewin is considered by many to be the father of the action research method (Stringer 1999; Eden & Huxham 1996; Kemmis 1993). Other researchers had used the method prior to Lewin but he was the first to construct a theory (Masters 1995). Lewin described a “circle of planning, executing and reconnaissance or fact-finding for the purpose of evaluating the result…” (Lewin 1946, p.38). Based on the outcome of these current evaluations the plans for the next move could be revised to serve the purpose and aims of the project better.

He discovered the power of this method when he was working on a project on minority problems in Connecticut, searching for a method that would give permanent and lasting results. He tried different settings and methods in working with workshops. During the evaluation sessions on these workshops “Group leaders gave their view of the same sessions and a number of trainees added their comments. … I have been deeply impressed with the tremendous pedagogical effects which these evaluation meetings, designed for the purpose of scientific recording, had on the training process (p. 42).

A few years later Lewin constructed a model on planned change (Cummings & Worley 2001). This is a three-step model in which unfreezing is a stage in which information is
added to reveal discrepancies in the organisation. The vital part in this stage is to disturb the balance between the forces that want change and the forces that do not want change. The next step is *moving* in which the changes are made. The final step, *freezing* stabilises the organisation.

### 3.2.6 Action Research in Library Development

In Sweden Maj Klasson (1984) used participatory action research in a library development project. Together with her job as Library Director at a small library unit that had just been merged with a big university library, she studied the development process for four years.

She used three main methods.
1. Through her studies of the literature she described the development of universities and how the role of the librarian had changed and was expected to change in the future.
2. In her case studies she described and interpreted the development process, acting as a change agent and a link agent as well as a researcher in close co-operation with colleagues and customers.
3. Finally, she performed an interview study to create a comparative understanding of university libraries with similar customer groups.

She described her role as a researcher as that of an actor rather than that of an observer. To be part of the process also implied the necessity of taking sides for the other participants. During the process the research results were continuously put back into the process and thus had an educational effect on all participant (p. 28-29). Her change process forms a spiral where inputs from the literature studies together with experiences from the activities, formed the grounds for decisions about the next step. She discovered a process consisting of three phases, the Diagnostic phase, the Change Phase, and the Stabilising Phase (p. 114-115).

The Diagnostic stage implies interpretation and formulation of aims based on diagnoses of the situation and the needs of the customers.
In the Change phase the participants test and evaluate different strategies.
The chosen actions and strategies are established either as normal routines or as more substantial tests in the final stage, the Stabilising phase. New experiences and new evaluations make new implementations or new change actions possible. As described in her model, the similarity to an incremental change process is very strong (p. 114-115).
3.3 Theories of Change

3.3.1 Introduction

Planned or strategic change in organisations can be divided into two different categories. First the change that is on going more or less permanently in adapting to the present situation. There are always changes in the environment to which any organisation needs to consider and adapt. How successful the organisations are in this incremental change differs considerably. However, in all organisations there will sooner or later also be a need for more radical change. How painful this will be and how successful it will be depends on different circumstances. Of importance is how early this process starts in relation to the actual need to change. This is more important in profit-based organisations because of their need to make profit and to preserve the customers’ confidence. Another important factor is the attitude among the staff to the planned changes. As changes of this kind will affect the power structure as well as interaction patterns and the work processes, those who cannot see the needs for the changes will resist (Tuchman, Newman & Romanelli 1986).

3.3.2 Organisation Development

OD, organisation development, has its roots in work by Lewin, both his theories of action research and his model on planned change. OD is one of the theories of change that exists to support the work of planned changes in organisations. OD was created for use in profit-based organisations but it has been used with good results in public organisations as well as in health organisations and in educational environments (Cummings & Worley 2001).

They have created a general model of planned change consisting of four activities.

**Figur 1 General Model of Planned Change**

![General Model of Planned Change](image)

(Cummings & Worley 2001, p. 28)

They define OD as “... a systemwide application of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness” (p. 1) (their emphasis). Though it is not obvious in their definition, OD relies heavily on the contribution of the members of the organisation and on an agreement within the organisation that changes are needed. The first step therefore, is designed to discover what kinds of changes are necessary, what are the chances of achieving change, and are these acceptable in relation to investments needed? It also involves a decision on whether OD is the
appropriate method to use. As the model was created for private organisations in USA and Western Europe, it is necessary to pay extra attention to this stage if it is applied to other social and political settings.

The diagnosing stage covers many aspects. In most cases, the macro world is equally important as the micro world since all organisations are dependant on political decisions, economic conditions, markets and resources. These factors must therefore be considered in the diagnosis. On the micro level Cummings and Worley (2001) suggest that the diagnosis cover all organisational levels within the organisation, the management level, the department or group level, and the individual level. The data collected in the diagnosing stage forms the basis for decisions about changes. It is therefore important that the results are presented in a way that energises the process in a positive way. It must be understandable and relevant, it must be descriptive, verifiable and comparative and it needs to motivate further analysis and problem solving (p. 130-132).

An OD “intervention is a sequence of activities, actions, and events intended to help an organisation improve its performance and effectiveness” (p. 142). There are a number of activities used as change methods and each of these addresses specific issues. Important issues in OD are the employees, the human resources, and the human processes. These cover qualifications, career planning and development as well as team-building, intergroup relations and performance management. OD relies on involvement by the employees. This is vital in managing change and fostering improvements.

Another important issue concerns strategic planning. As OD is designed for profit-based organisations, the focus is on products and the competitive environment and the necessity to manage change is strong. This dual concern about both the characteristics of the actual organisation and the changes in the environment addresses the problems that most workplaces face today, including the information services. This also makes OD a useful method in managing change in information services (Pugh 2000).

3.3.3 Learning Organisations

The theory of learning organisations focuses strongly on the individual member in an organisation. It can be described as a refined OD. The aim is not only to manage profound and lasting changes but also to make it possible to adapt more quickly to changes in the environment. Learning organisations should be better equipped for managing incremental changes efficiently.

“The learningorganization model is emerging to help firms plan and execute significant organizational change amid rapidly changing business conditions” (Rowden 2001). Similar to OD, the idea of learning organisation has its origin in the theories of action research. It was assigned to help organisations “… to change more quickly, broadly, and deeply than ever before (Rowden 2001). According to Rowden (2001) and Senge (1999) very few organisations have been successful.

According to Senge (1999) the reason for this is that focus is put on making changes rather than understanding why change happens, or rather what impedes change. One of the factors that impede change is the focus that is put on managers or leaders. Authority-driven changes will stop as soon as they are no longer pushed. Changes that are
learning-driven receive the impetus from individual employees and will continue by its own force. This can happen because everyone is engaged in identifying the problems and in suggesting and trying different solutions to solve problems (Rowden 2001).

3.3.4 Models for Change in Information Services

Lyndon Pugh (2000, p.53 - 63) has designed a model for change in information services. His model consists of five stages.

Figur 2 The Model and the Process

(Pugh 2000, p. 53)

In the first stage he emphasises the importance of analysing the motives for change. This is necessary to create a unanimous picture of the present situation and the benefits to be gained through the change process. At this stage he also suggests the forming of a project team with representatives from the different sectors.

During the assessment-stage the project team designs the change process including a detailed plan of the activities and outcomes. Then they conduct thorough research and investigation of the proposals. This includes creating a communication network to make as many as possible within the organisation part of the process.

His next stage is trialling which- consists of trying out the plan to see whether the theoretically based suggestions are working in a practical environment. There are two methods for this, either to test the proposed changes within the organisation or to use benchmarking.

The implementation stage is when the whole plan is set to work. This is followed by the review where the changes are evaluated against the outcomes during the implementation stage.
Pugh concludes that to operate a change process that is based on involvement, communication and learning may open up a continuous culture of innovation and thus make the organisation more successful in incremental change.

### 3.4 The Change Project at ULIM

There are great similarities between what happened at ULIM and several of the models and theories mentioned above. Klasson (1984, p. 115) and McNiff (2002, p. 57) describe the process as a spiral of spirals. Stringer (1999, p. 19) calls it the Action Research Interacting Spiral and states that “Although the “look, think, act” routine is presented in a linear format throughout the book, it should be read as a continually recycling set of activities”. Even Pugh (2000, p.53) describes the activities in his development model as comprising a circle.

The stages in the general model of planned change by Cummings and Worley (2001, p. 28) also have great resemblance to the development process at ULIM. However, as in the models mentioned above, it lacks the complexity of the multicultural context that was present in the ULIM project. As was pointed out by the authors, the model needs to be modified when used in other social and political settings. In the case of ULIM there were two new aspects to consider, the inputs based on experiences from the western European countries and the actual situation and traditions in Moldovan libraries and universities.

The model created by Pugh considers special conditions and needs when undertaking change projects in information services. The model is, however, based on a situation where the conditions and the organisational culture are known from the start. The construction of project activities and the expected outcomes is designed during the assessment stage. The result is a recommendation that is subject to testing in the next stage. During the process at ULIM there was no time for these stages.

My model of the change project at ULIM is a combination of the models by Pugh and Cummings and Worley, and can serve as a general model of change projects in multicultural environments.

![General Model of Change Project in Multicultural Surroundings](image)

(Bytoft-Nyaas 2002)
The first stage represents the initial work that resulted in the project application. During this stage the Co-ordinator and the Library Director were the main participants. Based upon the descriptions of the situation at ULIM together with the prospects of the project, the Co-ordinator prepared the project application. The inputs and outcomes of the project were based upon information given by the Library Director and considered in the light of his experience from other Tempus projects and of the conditions given by the European Commission.

The second stage represents the first year of the project. This was a period when many inputs were provided. For us, the western partners, the first visit gave the necessary information from which to choose appropriate further action. The first study visit to Western Europe, when senior and middle management librarians went to Sweden, resulted in many inputs to analyse. Soon after they returned, work with the strategic plan started. This initiated a period of analysing their own situation and environment and adopting new ideas. By the end of the year when the construction work on the new premises was finished, they were ready to launch the first planned changes.

During the following period they implemented and tested the new organisation and the new ways of working for their customers. The work with the strategic plan was still an important activity. Based on new inputs and experiences from workshops and the study visit to London, they revised the organisation by increasing the number of contact librarians and they revised the promotional programme.

By the end of the summer they entered the institutionalising stage. The changes initiated during the project were working and in their Strategic Plan they had formulated future goals and set a timetable.

In each of these four stages it was necessary to consider inputs from both the western and the eastern world. Two different cultures met. The possibilities and the solutions were also subject to practical considerations because of the project conditions and the economic situation at ULIM.

3.5 Action Research in this Project

I have had two different roles in this project. First I was one of the participants, engaged as a consultant to take part in the identification of needs and the delivery of training courses and study programmes. Through lectures and through discussions, I have taken part in the work of giving the librarians at ULIM a more thorough understanding of how library work can be performed in a modern country. The ideas and experiences they have received through this project have helped them to create a new concept. The changes that have been made during the project have been chosen and decided upon by the library staff after discussions and guidance from Simon, Arja and me. The ULIM librarians have always taken the final decisions. Not all the hopes have been achieved, but the reasons for that can be found in the lack of resources or formal conditions, not because we, Simon, Arja and I, have made the decisions. Sometimes there have been situations when we have tried hard to steer their choice. As a lecturer or consultant one also has great power. The way one presents something is seldom neutral. The overall

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3 Common expression within TEMPUS projects for the West-European universities participating in a project.
interest for all participants has however, been to find the best solution for the ULIM Library and their staff and customers. There is therefore, a great resemblance between the way that Senge described community-based action research and this project.

The strong participatory aspect is important. The beneficiaries of the project are not only the library staff at ULIM but also the students and the academic staff at ULIM. Finally the project has given stimulation to librarians throughout the country. An important part of the project was the educational aspect, directed not only at the librarians at ULIM but at all library workers in Moldova.

Parallel to the project I have conducted my research. I see this as an extension of the project. Through my thesis the staff at ULIM Library can receive a more profound understanding of the outcomes. The learning process that was started during the project receives another input through the publication of the results in my thesis.

I think that this can be seen partly as educational research. The self-development that I have experienced myself during the project as well as the learning process that the members of staff have gone through relates to Mc Niff and her description of educational research.

In my research I was however, acting on my own. The results of my work were never meant to be a part of the basis for new actions and choices of paths to follow. The conclusion to this is of course that I have not been doing action research according to the definitions cited. I still feel it is relevant to call this action research. It is obvious to me that I could never have achieved the understanding and knowledge of the effects and results of the project, had I not been participating in it. It is also clear to me that the trust and confidence shown to me by the staff is based to a great extend on my role as partner in the project.

What is not quite evident, but even though very possible, is the fact that my questions have had an effect on the internal discussions and perhaps even the interest in the project. The answers given to my questions were all very similar. This is especially the case with the first written interviews. This might imply that the staff have been discussing my questions and thus have prompted their own reflections and consciousness of the project.

Another interesting question is what the answers would have been if I had sent the questions prior to our first visit. Many of the staff members mention our first visit as a great event. The project became a reality. Words that were used to express the memories of this event were “… meeting with my future…” and “… our new start…”.

3.5.1 Role of the Researcher

The presence of the researcher can often cause problems in many qualitative research projects. This is certainly true when the researcher is trying to describe an existing structure or phenomena. To get a valid picture of the research object it is vital that the researcher is able to create an atmosphere of trust and sometimes try to be “invisible” in a larger group. The persons that are subjects of research must feel comfortable enough to act in a natural way. In many situations merely the presence of the researcher will
In action research the influence of the researcher is vital, as a matter of fact it is one of the characteristics for action research (Eden & Huxham 1996). The role of the researcher is to give inputs that are intended to result in change. In fact the title “researcher” is not appropriate in community-based action research according to Stringer (1999, p. 25). “He or she becomes a facilitator or consultant who acts as a catalyst to assist stakeholders in defining their problems clearly and to support them as they work toward effective solutions to the issues that concern them”. He also emphasizes that it is not enough to focus on achieving previously decided results, but equally important to focus on the impact on peoples lives. To achieve results that are sustainable, the client or participant must decide what actions are needed. The background and actual situation of the clients, some of these to subtle for the researcher to discover, will influence the nature of these choices (Stringer 1999). This approach helps to create confidence and trust between the partners in the project, but it does not happen automatically. It relies heavily on the attitude and the integrity of the researcher. He or she must never treat the individual members in a group differently or become too involved. This may cause envy and it can affect the judgement and objectivity.

The researcher has another role as well, according to Holme and Solvang (1997, p. 73), to inform and to spread the results of the research.

In this project I have been more a project partner than a researcher. My colleagues in this project and myself have established friendly and trustful relationships with all staff at ULIM. With some of them I have developed a good friendship and I feel that I could have developed good friendships with more if my knowledge of their languages had been better. To me, Simon and Arja have become good and respected friends during this project. This may cause some problems for me as a researcher. I have been very conscious about this neutral role and I have made strong efforts not to let my closer relations to some of the staff members affect my judgement. I have all the time tried to be truthful and objective in my descriptions and in my interpretations. It is also important to stress that what I describe is my interpretation of what happened during the project and of the impact.

### 3.5.2 Mode of Procedure

I made the first collection of information soon after our first visit. It was very important to collect this information before the different activities started, as the purpose of this was to register the situation at the Library at the start of the project. This was necessary to be able to measure any changes that might occur in the future. In this investigation I focused on the work procedures in the Library. The staff were asked to describe a normal day and how they co-operated with each other and their contacts with other departments and the academic staff and students at the University. I also asked them to express their attitudes towards the project and expectations on the outcome.

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4 Lecture held on qualitative research methods in Borås on the 2 November 2001.
After one year I made another collection of information using the same questions. The purpose was to compare with the results from the first interviews to see how the first year had influenced their work and their attitudes and expectations. Since these were written interviews, I had prepared three main questions and mentioned topics that I wanted them to cover in their answers.

During my visits I made notes. Together with the lists of project activities these document the different actions and inputs. On some occasions I have also written down what kind of reactions the staff showed, but this is not frequent enough, when I look at it in retrospect. I have no notes from the visits where I did not participate. During each visit I collected printed documentation produced by the Library.

During the last two visits I also made some observations, especially on the interaction between librarians and customers in the reading-rooms.

Parallel to the project I have undertaken literature studies, both in methodology, research theory and on Moldova.

Due to the delay in translation of the first written reports, nearly one year passed during which I had no idea about the answers given. In books and articles about qualitative research it is stressed how important it is to start writing as soon as possible in the project (Holme & Solvang 1997; Eden & Huxham 1996). For several reasons this was not possible for me. After I started writing, I several times discovered that I lacked important information. This happened mostly because I never realised that the missing information was important. I was however constantly corresponding with the Library Director and my interpreter by E-mail. This has made it possible for me to fill the gaps in information that I have discovered.

Almost all the communication between the respondents and I has been translated. This has had several implications. First the question of an interpreter. My first intention was to find someone in Sweden, but the costs made that impossible for me. My first interview questions were translated by our interpreter in Chisinau. All staff at ULIM knew her and she was also the promoter of the project. I wanted to make sure everyone felt free to speak their true mind so I told them not to put names on their answers. This means I can not compare how individual persons have answered and how they have changed from the first written interview to the second. Some of the staff members have left and new personnel started working at ULIM during the project. This means that I could not follow everybody. Holme and Solvang (1997) mention the problem with people leaving in long-term projects. There is however no solution to the problem other than being observant and conscious of the situation.

When I sent my written questions, I simply had to trust that my interpreter had managed to interpret the intentions of the questions. My intention was to make qualitative interviews. I asked them to describe a day at work and mentioned some topics that I wanted them to cover in their answers. From the answers it is reasonable to think that some regarded these as exact questions. This style of answering allows considerable variation and some have given detailed narrative descriptions of their work. Others have been sparser in their descriptions. Some answers contain no information at all such as,
“collaboration and co-operation with all the interested factors” (I suppose the appropriate word should be partners, my comment). Other answers are more similar to the formulations in policy documents, “... to prove a high professionalism and a correct behaviour, to have a pleasant aesthetic appearance, to create an agreeable atmosphere ...”. I suppose it is realistic to anticipate that these kinds of misunderstandings will occur in many situations. And even more so when the researcher and the respondent is prevented from communicating directly with each other. In the first round I got 13 answers and in the second I got 18 answers. My judgement is that the information in these answers is sufficient to get a fair impression of the work and the conditions at ULIM.

When I made my interviews at the very end of the project I always asked my respondent if she or he felt comfortable with my interpreter. She was then a member of ULIM Library staff. I also informed them about the research ethics that I was following, and that their statements would be used for research purposes only. To me, they all seemed surprised about this and perhaps also thought it was a bit ridiculous.

During our first visit we were taken to different libraries and library organisations in Chisinau for an introduction and study visit. I wanted to revisit some of these at the very end of the project, to see what had happened in these libraries during these two years. I also wanted to hear their opinions about the project and the impact on their libraries. My intention was to find English-speaking librarians to interview. On two occasions I managed without problems. At another library where they had an English-speaking librarian I was not welcome at all. I wanted to visit this library since this seemed among the most developed when we made a visit there in February 2000. They had a Xerox-copy service for students, they were working on a web-catalogue and their loan module was implemented and working. But in spite of many attempts to persuade the Library Director to welcome me to the Library, I was rejected. I learned later that even Library Directors at other libraries had tried to persuade her without success.

The need to have most of the material translated has delayed my access to it. I have had no financial resources to hire a professional translator. This situation applies to the two written interviews that I made and to the report on the study visit to Borås. The translations were ready in July 2001.

During the interviews, the interpreter sometimes started to discuss with my respondent in Romanian. According to her this was to clear some misunderstanding and she explained what had happened. At other occasions she said; "You see, I told you", when the respondent gave the same answer as others had given earlier. Sometimes she even contributed with reactions and statements from other persons.

Overall I think it is wise to assume that I have missed important information due to the language problem and the differences between our cultures. It is fair to believe that misunderstandings and misinterpretations have occurred. I have however, all the time been conscious of this and I have tried to be both curious and critical. I feel it is necessary to state that all times I have met a positive attitude and a unique and honest willingness to contribute by all members of the staff.
3.6 Collection of information

3.6.1 Empirical Material

Action research can include a variety of methods for collecting information. Most of these are qualitative methods. I have used two kinds of interviews. Twice I asked the staff to make written statements. This made it possible for me to collect information from them despite the distance. These written statements were made in April 2000 and in March 2001.

During the last visit at the end of the project I made qualitative interviews with most of the staff members. I excluded a few part-time library students who had been employed for only a few months and were actually doing their practical training at ULIM LID. The number of staff increased from 20 to 30 during the project. On three occasions during my interview, I chose to interview in a group. I put three newly graduated librarians who had been working for two or three months in one group. I also had two other groups of three and five subordinate librarians together. The librarians in those groups were working very closely together, doing the same kind of work and sharing a room. The intention with the interviews was to complete the picture and to get their descriptions of the changes achieved. I also had questions on their reactions and thoughts about the inputs and the overall result of the project.

At this occasion I also interviewed three members of the academic staff, and four students. The purpose was to get an impression of how these groups had been influenced by the changes in the Library and the reactions to the changes in these groups.

Finally I interviewed librarians from four other libraries in Moldova to assess the effect of the dissemination activities. In the contract it is clearly expressed that the project shall be disseminated to the libraries around Moldova within the framework of the project.

Important information came from my Field Diary and from the schedules of activities. At two occasions I made observations of what happened in the reading-rooms. These can be seen as complementing the descriptions given by the staff on the impact of the changes. I did not always understand the situation, but were explained what had happened when I asked.

I did not take part in all activities. I have chosen not to interview Simon Francis and Arja Mäntykangas about what happened when I was not present.

I have put emphasis on the different documents produced and actions taken by the library staff during the project. Among these are reports from the study visits, promotional material produced at the beginning of 2001 and again at the end of the project. Other important documents are the Strategic Plan (ULIM LID 2001c) and some of the presentations made at the closing conference (Sochirca, Corghenci, Ghetu & Digodi, Eds. 2002). Together with the interviews, these are my prime sources.
3.6.2 European Commission Publications

After a request from the Co-ordinator Mr. Simon Francis to the EU Commission I have also kindly been allowed to use and quote from documents produced by the project, such as the Application, the Contract, the Monitoring Report, the Annual Report and Statement of Expenditure and the Revised Budget and Activity Plan. I have also found information in electronic documents on the Tempus web-site.

3.6.3 Published Information Sources

To find relevant books and articles I have used all kinds of sources. I have made repeated searches in a variety of databases, catalogues, electronic journal collections and Internet. Scanning the bookshelves and consulting content tables and indexes in books has added some very useful titles.

The literature about action research is voluminous and to find the most cited authors representing the community-based action research and participatory action research I have used Social Science Citation Index. I have found valuable literature in reference lists and in discussions with my instructor and the project Co-ordinator. Finally I have stumbled upon relevant literature in my work at the reference desk guiding and advising other students in their search for relevant literature concerning their research topics.

3.7 Summary

Action research has its origin in social development work in the 1940’s by Kurt Lewin. The most important characteristics in action research are intervention, intent to change and involvement. The theories have also influenced change management theories such as OD and Learning Organisations. The structure of the project has had great similarities with the methodologies in action research. This has made my role as a partner in this project very similar to the role of a researcher in an action research project.

During the two years of this project I have collected information about activities performed during the project. I have also registered the changes performed at ULIM. I am aware that the lack of a common language and the different cultural backgrounds can be a source for misunderstanding and wrong interpretations.
4 Previous literature

In this chapter I have chosen to give a short description of two library development projects as I found these relevant to the ULIM project.

4.1 Development project in Siberia

The Co-ordinator at the ULIM project, Simon Francis, had also participated as Co-ordinator in a similar project in Tomsk, Russia. This project was also a Tempus Tacis Project with very much the same aims of implementing modern management practices (Francis 1998). The other West-European partners were from Utrecht in the Netherlands and Cork in Ireland. This project was much bigger than the ULIM project and included computer software for an integrated library system.

He describes the Tomsk State University Library as an old library with a long tradition and a history as one of the leading university libraries in the country. But after the collapse of the Soviet Union, the economic resources had declined and development had stagnated. The resistance towards changes was very strong at the start of the project among the approximately 150 staff members. This is hardly surprising regarding the history of the Library. This resistance however, softened substantially during the project. The Library Director noticed a great effect from the mobility programme in which librarians from Tomsk could visit West-European university libraries and study how they operated (Francis, 1998 p. 26).

Another method that was used in the project was to start a strategic planning process. In Tomsk the staff established a Strategic Planning Committee in which half the members were exchanged every year. The motive was to increase the number of staff participating in the changes. Some of the results that they came up with are described as revolutionary, specially the suggestion of cutting the number of employees in the Library, in the hope of increasing the salaries of others (Francis, 1998 p. 26).

4.2 Development project in Sweden

The development project in Sweden was totally different. As a result of a revised university policy in Sweden called H-77, a number of training colleges were merged with universities or formed new university colleges together with other training colleges during the late 1970's. In Borås, the Swedish Library School and the Pre-school Teacher Training College formed the University College of Borås in 1977.

Maj Klasson (1984) described in her doctoral thesis, the process when a small library at a pre-school teacher training college was merged with a big university library. She was appointed Library Director for this small unit and for four years she both led the organisation and studied what happened in the development and change process. The method she used was participatory action research

This organisational change process happened at a time when the computerisation process gathered pace among university libraries in Sweden. With the new version of LIBRIS software that was released during this period, Sweden created a computerised
union catalogue and started to exchange catalogue records. The library that Klasson worked in was a fairly young institution, and very early they started to use LIBRIS as an alphabetical catalogue since the complete collection was registered in the database (Klasson, 1984, p. 38-39). The university library was a pioneering institution in Sweden in this aspect.

Also in reference work the computerisation offered access to databases, but mostly through the librarians as intermediaries.

There are great differences in the context and in the background of this project and the project at ULIM. The Swedish project covers a period in which great organisational and structural changes were decided by the central authorities. The training colleges left an organisation with strong central influence and directives. In the university organisation they were left alone to define the concept and the content of the objectives of the library. The customers and their needs came into focus as did the relationship between the librarian and the customer and the role of the librarians. Maj Klasson formulated a vision for the role of the librarians (1984, p. 48).

Själv skulle jag vilja se bibliotekspersonalen och annan personal som kan vara aktuell i informationsförsörjningssammanhang röra sig tillsammans med användargrupperna i centrum, medan medier och tekniker snurrade runt som satelliter. Framför allt måste naturligtvis bibliotekspersonalen vara med vid kursuppläggningen i satelitbanorna i informations-samhällets Kopernikanska värld, om inte bibliotekarierna skall fara fram som fjärrstyrd”Laikahundar”!

Klasson pictured the librarians acting together with the students in the centre with the information sources and the technical resources circling around like satellites. Her vision even includes the participation of the librarians in the planning of the orbits.

She presented three models for the work for the librarian in a university library.

- The marketing model
  In this model the library offers the services requested by the customers. If the customer is not interested in a special product or a special service, it is not provided.

- The guardian model
  In this model the librarian acts as a guardian of good quality, good ethics and good reading habits.

- The participatory or interplay model
  This model is characterised by dialogue and corporation between the librarian and the customer. Both are contributing and both are taking responsibility for the quality actually needed and the aims set (Klasson 1984, p. 220-221).

Klasson described the librarian as a link between partial cultures. “Characteristics of this role is that the librarian is confronted by the demand to create good contacts and a climate which facilitates the passage of information within and between the respective organizations ” (p. 248). To move between different cultures also opens up the possibility of problems in communication as the different cultures may have different codes and values. It also implies giving service and at the same time considering and practicing good ethics and objectivity.
In Sweden Angela Zetterlund, a doctoral student at the Swedish School of Library and Information Science at the University College of Borås is also performing research on library development. She is focusing primarily on evaluation methods in public libraries. Her doctoral thesis is not yet published and has therefore not been available to me.
5 The Project

5.1 Introduction

In this chapter I start by giving a picture of the Library at the very start of the project. As my intention has been to describe the process, I have chosen to describe the main activities as well as the actions and changes performed in the Library in a chronological order. This is followed by the expectations expressed by the ULIM staff in their interviews. Then I present the reactions to the project expressed in interviews. At the end of the chapter I give short descriptions of the practical procedures and EU bureaucracy.

This chapter is based on a variety of sources. To draw up a picture of the situation at ULIM prior to the project I have used some brochures produced by the ULIM and the ULIM Library. The ULIM web-site has also been useful. Additional material comes from my Field Diary and from the first interviews that I performed in April 2000. For the description of the project and the changes that were introduced during the project I have used documents and brochures produced by the ULIM Library during the period. Some of the information that I have gathered in my interviews I have chosen to include in my Field Diary. This is information about routines and work procedures. I have chosen to regard these as additional material to the introductions given during our first visit. The Web-site that Arja started soon after the start of the project (Mäntykangas Last updated 2002-02-07) has been very useful as additional material to my Field Diary. I have also used information in E-mail and the Annual Reports on the first contractual year of the project, together with the Monitoring Report.

Figur 4 Stages and Activities in Tempus Tacis Compact Project 99-20591

<table>
<thead>
<tr>
<th>Planning and negotiations</th>
<th>Application</th>
<th>Contract</th>
<th>1st Contractual Year</th>
<th>2nd Contractual Year</th>
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5.2 ULIM Library in February 2000

5.2.1 Introduction

During our first visit to Moldova we were thoroughly introduced to the Library. We met all members of staff several times. The meeting with all staff in each department was most important. The head of each department had prepared an introduction about the work of the staff and the routines. These meetings also included some discussions and at some occasions we suggested changes. Then followed visits to the public library and the biggest university libraries in Chisinau as well as the National Book Chamber and the National Librarianship Board. Notes from these visits, talks with different members of staff and observations made form the basis of my Field Diary. In this chapter I have chosen to give the source only when I have used printed sources and E-mail. The rest comes from my Field Diary.

5.2.2 Organisation and Staff

The Library consisted of four departments, Recording and Completion of Collection, Cataloguing and Classification of Collection, Public Relations Services and Bibliographic Information and Documentation. For ease of understanding, I refer to them as: Acquisition Department, Cataloguing Department, Public Services Department, and finally Reference Department. Each of these units had head of services. The Systems Librarian belonged to the administration, together with the Library Director and the Deputy Director (ULIM n.d.). The Public Services Department consisted of two reading rooms and a loans department. The staff amounted to 22 persons; most of them were trained librarians and some were students doing their practical training. Most of the staff were working full time and the majority were working in the departments dealing with acquisition and registration of the collections. Some of the fully trained librarians were working as library assistants. Those working in acquisitions and cataloguing were hardly ever in contact with the students and the academic staff of the university.

5.2.3 The Objectives of the Library

The objectives of the Library were described in the brochure as:

- Providing for the teaching, research and educational processes with documents and information
- Establishment of a multimedia collection.
- Facilitating the student and teaching staff accesses to documents and information by application of modern information technologies and forming the appropriate information tools (using the specialized TINLIB software).
- Forming the informational culture of beneficiaries
- Widespread application of information technologies and techniques in library processes and operations
- Participation in different projects and activities, and in national and international programmes regarding the librarianship information and documentation
• Establishment of effective partnership relations with similar institutions from Moldova and outside the country (ULIM n.d.).

There is no date on the brochure, but it is reasonable to believe that it was published sometimes in 1999 since TINLIB is mentioned. The objectives would perhaps have been more appropriately described as visions or aims. It is however, a good example of the ambitions of the library administration to develop the Library.

5.2.4 Location, Collections and Services

Like in all the other libraries in Moldova, the books were kept in closed stacks. A large number of copies of each textbook made it possible for students to borrow textbooks for a semester or a whole year. The number of users amounted to 5,500 and the number of loans were 239,511 copies (ULIM n.d.). This number also included loans in the reading room as these books also were behind the desk and registered as loans.

The whole collection consisted of 14,376 titles and a total of 86,193 volumes (ULIM n.d.). It was claimed that ULIM Library was the first university library in Moldova to limit the number of copies of each title. Instead of buying a great number of copies for students to take home for a long period, they had started to buy only 5 copies and shortened the loan periods. If they had less than 5 copies of a book it was not allowed for home loan at all. The reference collection consisted of the normal reference titles such as encyclopaedias, handbooks and dictionaries. In a brochure from 1999 the following titles are mentioned; Webster’s New International Dictionary, La Petit Larousse au Couleurs, Encyclopaedia Britannica Macropaedia and Micropeadia. The number of periodical subscriptions for the year 2000 was 100 titles (ULIM 1999).

45% of the collection was in Romanian, nearly 30% in the Russian language and the rest in English, French, German and Spanish (ULIM n.d.). The West-European languages are usually mentioned as modern languages.

The functional area was 1,000 square meters with a total of 310 seats. 280 of these were in the main reading-room. There was a small room for reading journals and newspapers and another small reading-room next to the Reference Department. According to the brochure Library Guide (ULIM n.d.), this room was assigned for lecturers and professors.

The collection of books and journals were split into four separated rooms. This was a very common structure in most of the libraries that we visited.

The services offered were:

• Providing for access to documents in the reading rooms
• Lending books for home reading
• Informational activities
• INTERNET
• Providing for access to electronic databases
• Cultural activities

(ULIM n.d.)
The closed stacks meant that the librarians in the reading rooms and in the loans services department were busy fetching books that the students asked for, but they also helped them to search the card catalogue. I do not know how often the students asked for books about a subject rather than asking for a title or an author.

In addition to reference and advisory services, the Library offered user education to new students and was often asked to prepare bibliographies for professors. This often meant preparing a list of these people’s publications. They also offered formulation of SDI profiles and access to electronic databases and Internet, but only the Systems Librarian had an external connection from her computer.

Brochures and informational material about the Library consisted of a chapter in a brochure on the whole university and a brochure about the Library, the departments, manning and collection. The Library regularly made exhibitions of newly received books and journals.

5.2.5 Equipment and Library Software

Unlike the university libraries financed by the government, ULIM Library, as a private university library, only received TINLIB software from the Soros Foundation. The University had bought the computers and the server. There was one computer in each of the four departments and the systems librarian had one. She also had a printer and a copying machine.

The TINLIB software was installed early in 1999. The training of staff that was part of the supply deal started in May, and in September they started to register books in the new automated system. By the beginning of February 2000 they had registered 3,800 records in the database. This represented 4.4 % of the total stock of books. The books registered were the most wanted books. Discussions had started about what kind of bar code to choose for the implementation of the lending system. They had also registered 1,700 journal articles from Moldovan, Romanian and Russian journals into the system. The TINLIB software allows registration of journal articles. We were very impressed and surprised that they knew exactly how many titles had been added to the TINLIB database. This was minutely registered in the accession register. In the Soviet system, statistics were a very important method of measuring the performance of libraries (Inkova & Osipova 1991).

Soon after independence, all libraries in Moldova replaced the Soviet cataloguing rules and the Soviet classification system BBK in favour of ISBD and UDC. During our visits to the different libraries all library directors explicitly expressed this fact.

5.2.6 Administration and Routines

There existed no budget or planning of activities in financial terms. Everything was decided on ad hoc-basis. The costs of staff were kept separate form the rest of the expenditure. Each time there was a need for money the Library Director had to argue with the Rector to persuade him to accept the request and to permit the money to be spent. The procedure was the same whether the amount of money was small or big or if it was a question of acquisition of new books or buying paper or toner for the photocopying machine. The Library had no money of its own and all payments were
administered from the central administration. Therefore to argue for money was a very important part of the daily work of the Library Director.

The procedures for the acquisition of books and journals was therefore very time consuming and strict. Librarians rarely actively searched for new titles; most suggestions came from the professors. They contacted the Head of the Acquisition Department. She discussed the suggestions with the Library Director who took the suggestions to the Rector to ask for money. The Library Director then returned to the Head of Department with the verdict. According to the Head of Department the Rector approved an average of 25% of the suggestions. In spite of that, the Rector was regarded as very generous to the library by all library staff. Finally the order was given to the Finance Service of the University to transfer the money to the supplier, whether this was a bookstore or a publishing house.

Upon arrival, the book was recorded in an accession register in which each copy got its own accession number, and the bibliographic information, the bookshop and the price were also recorded. Donations were also registered in the accession register and the value of each copy was registered.

Multiple copies of the catalogue cards were written manually. Three copies of the card catalogue were maintained. One was in the office that the Acquisition Department shared with the Cataloguing Department. One card catalogue was in the Loans Department and one was in the Reading-room.

The Reference Department was manned by two librarians and equipped with one computer, two desks and the collection of reference books on shelves around the walls.

The routines around returning books at the end of the school year included a stamped and signed receipt from the Library Director. This procedure was quite time consuming and caused some irritation among everyone involved. Those students who failed to return borrowed books were not given their credits or examination results.

An important task for all heads of departments was to write reports on the activity in the department and to prepare statistics.

The ULIM Library is taking active part in the work of the National Librarianship Board and in the Association of Librarians from the Republic of Moldova. The Deputy Director was a teacher at the Library School. The Head of Cataloguing Department, working half time at ULIM, is the Director of the National Book Chamber. The Library arranges an annual professional meeting each spring called Librarianship, Information, Documentation.

Together with the other libraries in Moldova, the Library was a member of the consortium started by the Soros Foundation for access to and management of TINLIB software.

Development Plans and Visions

The Library Director had spent four months in a library in Switzerland, and came back with visions about creating a modern library. For her an open space was of high priority,
but she met no support either from her staff in the library or from the Rector at that
time. There was however plans about a new area for the Library.

With a financing system described above, the Library was totally dependent on good
relations with the Rector. He was a man with very clear visions about ULIM. He wanted
to build a modern institution, comparable with universities in Western Europe and USA.
As a result, the University participated in projects with organisations in USA and
Europe. Among these projects are TACIS curriculum projects (ULIM 1999). One of his
visions was to create the first Multimedia Centre in Moldova. On our first visit he
guided us to the area where the construction work had already started.

5.2.7 Attitudes to Change

It is fair to say that the attitudes among the ULIM Library staff towards changes have
been very positive. In the first written interviews, one of the outcomes hoped for was
“The ULIM librarians will be less resistant to changes…” This suggests that prior to
the project some of the staff members sensed this resistance among colleagues. Among
the 13 out of 22 staff members that participated in my first interview, very little
resistance to the project is obvious. On the contrary, even from the very start of the
project, interest and enthusiasm among the staff members are obvious and expectations
about the result are far from modest. The positive attitude continued and, if possible,
increased during the project. What caused these positive attitudes from the very start?

ULIM was a young organisation. This means the staff were working in an expanding
atmosphere. The Rector had an enormous influence on all the activities in the
University. He was however, a man with the ambition to create something
extraordinary. I consider this as a positive factor for the building of attitudes among the
staff. There was always an intention of doing something extraordinary. The ambitions of
the Rector were admired among his staff. Examples of his ambitions that can illustrate
this are the creation of a Multimedia Centre and the decorative paintings in the Library
reading-room on the 4th floor and the new Senate. These rooms were adorned with
hand-painted roof and wall decorations. He was talking about a new classicism. One of
my respondents, the Library Director at a specialised library said, “… the ULIM
people, both Library Director and University directorate, they are very much out to
affirm themselves. The other universities, the…, they are continuing a tradition”.

Among the library staff there was also a strong wish to be modernised and to become
European (my emphasis). The criticisms of the past, the Russians and the Soviet
system, were never spoken of in bigger groups, but in private conversations it was often
mentioned. The bitterness towards the deprivation of their true history and origin was
strong. In all situations when we met people that spoke Russian they commented -
These people, they do not even try to learn Romanian and that is in fact the normal
language now -, this is not a quotation, but different members of staff uttered the
implications of these words on many different occasions. They wanted to belong to
Western Europe and to become modern. When mentioning West-European languages
the words they use are modern languages. I think this is also part of the reason for the
enormous interest and curiosity with which we were met on our first visit. They were
also very proud to be the institution that had been chosen to participate in the project.
5.2.8 Summary

ULIM Library was one of the youngest university libraries in Moldova. The organisational structure and the services were very much the same as in the other university libraries in Moldova. The majority of the staff were occupied with cataloguing and organisation of the collection. Those who were working in the service department were mostly fetching from the closed stacks books that students asked for and re-shelving returned books. Loans were allowed for up to an academic year for textbooks. Apart from that, loans were very limited. Almost all titles were bought in multiple copies.

ULIM had, together with the other university libraries in Moldova, started to use TINLIB software. The automation process had just started. The Library only had a very small number of computers, one copying machine and one printer. The Systems Librarian was the only one with an extended connection.

The Library Director and the Deputy Director were very active in the library association in Moldova. The Deputy Director was a teacher at the library school. The Library Director had just finished a short stay at a university library in Switzerland and had ideas for modernisation of her library. In addition, the attitudes towards change was positive among the library staff members.

5.3 Activities and Inputs, Actions and Changes

5.3.1 Introduction

The information in this section comes mainly from my Field Diary but also from E-mail, the web-site (Mäntykangas Last updated 2002-02-07) and the Annual Report (European Commission 2001a). I have chosen to give the source only when it is not my Field Diary.

During the project, a variety of methods were used for communication. The choice of activity depended on the interactivity and participation of the members of staff at ULIM Library and other library representatives from Moldova. We used seminars to reach a larger group of persons for introductions and lectures. To activate and to involve as many as possible of the staff members at ULIM, we used workshops and discussions. To create a greater understanding of libraries and library systems in the West key persons went on study visits to Sweden and England. At the final conference, everybody who had been on a study visit took an active part. Thus the conference became a presentation of the lessons learned and changes started during the project.

All the workshops and seminars were located in Chisinau at the ULIM Library. Simon, the Co-ordinator, made six visits to Chisinau while Arja and I made four visits each.

A total of nine different members of staff went on study visits, either to Sweden or to England. The Library Director and the Deputy Director went both to Sweden and to England. The General Director of the National Librarianship Board of Moldova frequently acted as interpreter during our visits to Chisinau and on both study-visits to Sweden and England. She became later a member of staff at ULIM LID.
All members of staff have been involved in the project. The extent of the participation by the different categories of staff naturally varied considerably, but it has been very important to involve as many staff as possible in the process. To make changes effective it is necessary that as many as possible of those involved agree with the changes. It is certainly naive to assume that everybody will agree, but it is necessary that as many staff as possible receive the same information and can understand the proposed changes.

This method of working was consistent with the overall policy of the European Commission that the Tempus programmes are “bottom-up”-projects (European Communities 1995-2002). This method was also consistent with the ideas in Action Research and in Organisation Development (Eden & Huxham 1996; Cummings & Worley 2001).

The visits to Chisinau and the study-visits to Borås and London are described below in chronological order, together with the actions performed and changes achieved.

5.3.2 The First Visit

This was first and foremost an introductory trip, to learn about the ULIM Library and also about the conditions and the standards of the libraries in the country. The programme contained several meetings with the management of the Library. These meetings were used to learn about the Library and to discuss its activities and objectives. We also met all staff members in the different departments of the Library. The department directors had prepared a presentation of the work and the procedures in each department.

We also had a meeting with the directorate of the University. At this meeting the Rector described to us his vision of a Multimedia Centre, a unique multipurpose area for the use of Internet, films, music-recordings etc. at ULIM.

The programme included visits to other central university libraries in Chisinau and also the Library School at the State University, the National Librarianship Board of Moldova and the National Book Chamber of Moldova. The Library Director and the Deputy Director accompanied us on these study visits.

The information gathered from these introductions is included in the previous description of the ULIM Library at the start of the project and comes from my Field Diary.

This first trip also included several cultural events at both theatres and opera. Different members of staff took part in these activities. In that way we also met quite a number of the staff outside the Library. Unfortunately only a very small number of the staff spoke English, and this made conversation difficult.

One of the most important objectives at this stage was to plan future activities. One of those was the first study visit to Western Europe. As a result of the discussions it was decided that five ULIM librarians together with an interpreter should visit Borås, Sweden in early May. The staff members to go were the Library Director, the Deputy Director, the Systems Librarian and the heads of the Public Services and Reference Departments. Early May was chosen on the grounds that this was a time with a large
number of students in the University College Library. This was important, as we wanted them to experience normal life in modern university libraries in Western Europe.

The final activity was a workshop with invited guests. 30 Library Directors and other senior members of staff from different libraries and library organisations in Chisinau took part. The subjects for the workshop were related to the main objectives of the project. Simon talked about the library as a service institution in the modern world. Arja told about the creation of SUNET and its impact on Swedish University libraries. I talked about the experiences of automation in university libraries in Sweden.

I left two days earlier than Simon and Arja and therefore I was not present during their talks on the second day of the workshop. But I noticed some reactions among the audience during Simon’s talk on the first day.

He started by describing the project and the design of the different inputs and activities. He also made clear his own conditions for taking in a project. He always chose partners which were willing to change, not just to have an opportunity to visit West European countries and to receive technical equipment. My reaction to his speech was that this statement put pressure on the ULIM staff that they needed to co-operate seriously and fully in the project.

Simon also described about his project in Siberia where the Library now had a small income of its own. This statement was met with disbelief and some amusement. The income source was a copying machine. Despite a small charge for each copy, this generated some money for books as well as money for toner, paper and reinvestment. The reactions of the ULIM Library staff signalled that nobody thought this would be possible in Moldova.

For my speech I had prepared some pages on a flip chart. This made a great impression on the Head of Reference Department. She told me she wanted to copy this method during her user-education sessions

5.3.3 The Study Visit to Borås

The programme for this study visit can be divided into three different parts. Meetings with staff at the Swedish School of Library and Information Studies where they met two of the professors who described the development of a new area for research in a young University College and could discuss the development of research programmes. They also received information about, and discussed, new educational methods practised at the school

Visits to other libraries were also important. We wanted to give a good picture of the diversities and variations in services and organisation systems. They visited the Economics Library at Gothenburg University and the Library at Chalmers Technical College. The public library in Borås was closed because of reconstruction work during the weeks they were in Borås. Instead, they visited the public library in Gothenburg.

Most of the time was spent in the University College Library in Borås. The time was divided between information on different subjects presented by the best-qualified staff members, and free time to use the Library, to observe what happened in the Library and
to search the different information sources. They had access to one of the Library’s computer rooms with full access to the different databases and electronic journals as well as the Internet. The subjects of the presentations covered the organisation and the management of the Library, information about the different services that were offered and finally the use of computerised support systems. It also included experience of co-operation with other libraries in different consortia and in other networks.

The Systems Librarian spent a considerable time together with the Systems Librarian in Borås to learn about his experience with TINLIB computer software. This software had been used at the library in Borås for some years and had recently been replaced.

Subjects such as virus control, computer networks and downloading were covered. The instructor was a Romanian working at the Computer Department at Borås. It was certainly a great advantage to them to be able to receive the technical information in their own language.

The Library has a large collection of books and journals in library science. The visitors had plenty of time to use these collections and to copy articles to take home. They also made a list of titles to purchase for the new collection in library science at ULIM Library.

Only the Library Director had previously visited a Library with open access to shelves. The open solution common in our libraries made a great impression on the librarians from ULIM. So did the way the students used the Library for working in groups and doing their own searches with support and guidance from the librarians. Even equipment such as overhead- and video-projectors were unknown to them.

To make it easier to present their impressions to their colleagues back in Chisinau, they made a video film during the stay using a borrowed camera.

An E-mail from the Library Director told us about their return from Sweden. “At the Library everything and everyone is O.K. Yesterday we've been visited by the reporters from the National Television of Moldova. We told them about our activity and, of course, about our splendid Study Visit to Boras.”

5  E-mail from Zinaida Sochirca on 24 May 2000

5.3.4 The Second Visit

The Co-ordinator and I made the next visit to Chisinau in June. It was important that this visit came within a short time after the study visit to Sweden. We wanted to discuss the impressions and the thoughts and ideas that this visit had given.

The main activities during this visit were meetings and discussions to start the work of preparing a strategic plan. All senior and middle management staff including the Library Director and Deputy Director made a SWOT analysis of the Library. About half of the members of the group had participated in the study visit to Sweden.

The list they came up with had several inconsistencies, which revealed big differences in their values and opinions about good library work. To a great extent this can be explained by the differences in previous experience:
Strengths
- Good teamwork
- Regular salary
- Staff is open to changes
- Good co-operation with academic staff
- Library premises are good
- Democratic and strong leadership

Weaknesses
- Poor teamwork / teamwork is not strong enough
- Bad salaries
- Library is not changing fast enough
- Weak support from academic staff and Rector
- Library premises are bad, cold and small
- Quality of services is not good enough
- Is all work and tasks necessary?
- Correlation between tasks and skills are not strong enough
- Too much control from leadership

Opportunities
- Willingness to change
- Qualified staff
- Good co-operation with academic staff
- New library premises
- IT

Threats
- Academic staff does not understand role of the library
- Not enough motivation for staff training and continuous education
- Political situation in the country
- Economic situation in the country
- IT

These analyses were discussed with all staff in the different departments and related to the work in the department. During the discussions we focused on two questions, usefulness for the customers, and what is qualified library work. In the published SWOT analysis in the Strategic Plan the list has been totally revised. The revised list is presented in Appendix 8 (ULIM LID 2001c).

During one of the discussions, one of the librarians said that all talk about customer service and computerised service was all very well, but what about the lack of respect that many librarians received from students? It turned out that this especially concerned students from the Middle East. This put the focus on intercultural relations. After discussions we decided to include some information about other cultures in a workshop.

During the study visit to Borås they had studied automated loan routines and were now planning to prepare for this at ULIM. During these discussions we discovered that the loan periods were one academic year. Instead of discussing barcodes and scanners we started to discuss the purpose of automated routines, the cost and effort of bar coding almost 60,000 volumes and then registering loans for one year. Reminders or reservations were not required. In addition, the time-consuming and irritating procedure with stamped and signed receipts was not affected by automation.
No programme was made for this visit and there were no dissemination activities but two social activities. Different members of staff accompanied us at these cultural activities. One of these was a weekend at the ULIM Summer Camp. The stay at the summer resort provided gave the idea of arranging a weekend for all library staff the following summer and to include team-building activities in the programme.

The knowledge of West-European languages among the library staff was very limited. Apart from Romanian and Russian, two spoke French and one spoke some Spanish. Some understood a few words in English. The books and the articles they had selected for the special collection on library science was however, mainly in English. Considering the fact that English-speaking countries are the leaders in modern librarianship with USA, Australia and UK in front, we decided it was important to train the staff in English. Therefore arrangements were made for beginners courses or continuing courses in English to be run by the Foreign Languages Department at ULIM.

We also had initial discussions about the technical equipment to be supplied from project funds. The possibility of the library generating some money of its own by means of photocopying was discussed again. In Borås they had seen the system with copy cards, and different aspects and solutions were discussed. A first list was prepared and the tendering process could begin. Buying technical equipment is subject to specific EU regulations. One was the tendering procedure, another was the necessity that the product should originate in the EU or a partner country.

5.3.5 The Third Visit

Since I was not taking part in this trip, my sources are the web-site (Mäntykangas Last updated 2002-02-07) and the Annual Report (European Commission 2001a).

When Arja and Simon arrived in Chisinau in November the ULIM librarians had finished their course in English. Arja was impressed by the result of these courses.

The activities planned for this visit were workshops solely for ULIM staff. Arja talked about organisational culture, staff and services and Simon talked about stack resources, space and structures and about customer care. They also had discussions about creativity in work and continuous professional training. Continuous professional training was an important subject since opportunities were lacking in Moldova. ULIM planned an Educational Centre for continuing education for librarians.

The work with the strategic plan had continued. Since June two important actions had been taken. A team of seven staff members had been formed, with responsibility for work with the SP and they had collected information from students and academic staff by means of a questionnaire.

The discussions and follow-up-meetings during the visit included both the work with the strategic plan and topics covered during the workshops. Discussions about technical equipment were also continued.
5.3.6 The Fourth Visit

Again it was my turn to accompany Simon on the visit to Chisinau and again the source is my Field Diary. There was no schedule prepared for this visit, but a seminar with guests from other libraries was arranged. At this seminar Simon talked about electronic media and I talked about user education and information literacy. At this visit the interpreter was abroad. The English courses had run during the autumn and winter, and most of the staff members were now able to speak some English. Some had made immense improvements. Among them was the Library Director who acted as interpreter during the seminar.

Three main topics were discussed thoroughly during this visit: the strategic plan, what technical equipment should be ordered and who were going on the study visit to England in July.

The work with the strategic plan had proceeded well. They had prepared a draft and this was thoroughly discussed. The Deputy Director led this work.

Discussions concerning the choice of equipment consumed a great deal of time. The amount of money assigned for this purpose in the contract was limited and this made it necessary to make tough choices. There was some unspent money from the first contractual year. We had applied to be allowed to transfer this money to the second year and to spend the money on technical equipment. A letter from Brussels told us “For the reasons mentioned in your fax, authorisation can hereby exceptionally be given for you to transfer the remaining amount to next year’s budget” 6. We needed however, to wait for the ETF to approve the Annual Report before we could use the money. This had the effect of allowing us to concentrate on the necessities and leave decisions about the more extravagant equipment for the time being. Simon had even managed to get some used computers as a donation and arranged for their transport to Chisinau.

In July the study visit to London was due. It had already been decided that the majority would be middle management staff, but who? The budget allowed a total of nine persons. Apart from the Library Director, the Deputy Director and the interpreter, two were selected from the Cataloguing Department, three from public services and two from Acquisition Department.

In February they had moved into new premises and the seminar was held in the new library hall. During the conference the Rector unexpectedly arrived. He was taking some guests from USA around the University and the new library hall was included in the tour. He was very proud of the achievements of the librarians at ULIM.

The work with the strategic plan had already led to a new concept accepted for the Library. After suggestions from the Library the Rector decided to change the name from ULIM Library to ULIM Library and Information Department.

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The suggestions for a new mission in the strategic plan included helping the learning process by delivering and facilitating the required information sources, printed or electronic, by development of the collections and co-operation with other libraries and through user education. The mission statement was printed in the promotional material prepared to announce the changes.

To achieve this the library staff had suggested some aims: Development of the collection, staff training to manage all technical equipment, development of co-operation between contact librarians and customers. They had also formulated an aim of optimising the creativity and initiating abilities of staff members (ULIM LID 2001a).

The new organisation was established. A system of contact librarians had been introduced, based on experiences during the visit to Sweden. The nine contact librarians who had been appointed had professional knowledge or interest in the topics concerned. In addition they had introduced a system of consultant librarians. These were the librarians that manned the reference desk in the new library hall. The equipment was not in place yet, but soon the work at this reference desk would involve helping students and academic staff to search electronic databases and OPAC.

As a result of the open access to shelves they even had librarians and library assistants who were watching the students, making sure that they did not damage or steal any books.

They had made some promotional material. Small pamphlets and brochures gave information about the new premises and the new organisation of the Library. Just outside the entrance to the new library hall there was now an exhibition case. The exhibition was changed every week. The topic coincided with the theme of the week. The theme was chosen to promote knowledge of the collections among academic staff and students and the exhibition also contained poster displays of the material. A student or a professor or the contact librarian made these posters.

### 5.3.7 The Fifth visit

Again it was Arja’s turn to accompany Simon to Chisinau. As I did not attend, my sources are the web-site (Mäntykangas Last updated 2002-02-07) and talks with Arja.

This visit included no seminar. The time was spent on discussions with library staff where several topics were covered. Again considerable time was spent on discussions concerning the strategic plan. Another topic that was covered was promotional material and marketing of library services.

During the weekend most of library staff gathered at the ULIM Summer Camp where time was spent on different team-building exercises. Two different strategies to solve problems were practised by the teams. One was to analyse the situation and to make a plan before they acted. The other strategy was the trial and error method. Afterwards they discussed at what situations the different methods were the best solution and also when the team leader should interrupt and act.
5.3.8 The Study Visit to London

My sources for this chapter are the schedule for the visit and my Field Diary.

Since the Co-ordinator did not have a “home” library in England, the programme included visits to many different libraries and library organisations during ten days in London. Together with the Library Director, the Deputy Director and the interpreter, who had also visited Borås, six librarians from middle management went on this study visit to England. Only one of the middle management librarians had visited western countries before.

The librarians were working with cataloguing and acquisitions as well as customer services. One of the librarians was working part-time at ULIM and part-time at the National Book Chamber. Therefore a meeting with the Head of the Moldova and Romania Collection at the British Library was included. The main topics during the study visit were customer care and promotional activities.

Most visits were to university and college libraries and to Learning Resource Centres but they also met people from the Library Association and visited the Croydon Public Library in London. This is one of the most modern public libraries in the world.

When it was time to return to Chisinau, two of the middle management librarians did not join the flight. Their defection came as a total shock to everybody and caused considerable distress to their colleagues. Our immediate concern was their security. Through their families we later received a message that they were safe but did not intend to return to Moldova until November when their visas expired. The Rector later sacked these librarians from their positions. We had been discussing the possibility to send another librarian on a study visit for one week to Borås. This event ended this discussion.

5.3.9 The Final Visit and Closing Conference

For this final visit Simon, Arja and I went to Chisinau. Apart from the Closing Conference, only administrative problems were to be discussed and solved. My sources are my Field Diary and Proceedings from the Closing Conference (Sochirca et al. Eds. 2002).

An unsolved problem was the question concerned photocopy cards for the students and what value they should have. This problem was solved. However, the Rector was not happy to allow the Library to have its own source of income. The Library Director’s negotiations with the Rector ended in a compromise. The University administration should be allowed to copy free of charge whenever they wanted.

Because we were still waiting for the ETF to approve the First Year Annual Report and Revised Budget, we could still not use the unspent money from the first contractual year. But we discussed the matter and produced a list of equipment in priority order. We focused on buying equipment that was relatively cheap in use. Therefore we decided against a colour printer or colour photocopier since coloured ink/toner is very expensive. We also decided to buy a video projector rather than an OH-projector. The
reason was that with a video projector they can make Power Point presentations and also have live demonstrations of databases and there is no need to print on OH-film.

The main activity was the closing conference. The aim of the conference was to disseminate the impact of the project. The main speakers on the conference were therefore the ULIM librarians who had been on study visits to England and Sweden. They described about what they had learned and experienced during the study visits and from the workshops and seminars at ULIM, and how this had been implemented at the ULIM Library and Information Department. The Strategic Plan and the new concept for the Library were presented, together with a variety of promotional materials about new services and products.

The Library Director opened the conference by describing the stages in the project. The first stage had been the initial discussions and the planning of the project. This work was mainly performed by co-operation between the Library Director and the Co-ordinator and comprised an analysis of the current situation and identification of needs for change. The second stage had comprised the studying and analysing of inputs and impressions gained through the project. This included analysing the needs and compatibility of the necessary changes at ULIM. The third stage comprised organisational changes and implementation of the new concept and new services. This stage included evaluation and correction of activities and changes (Sochirca et al. Eds. 2002).

Simon, Arja and I were also speakers at the conference. Simon talked about the project and made a short summary and analysis of the programme. Arja talked about education of librarians in Sweden and I talked about the strategic planning process and how working with strategic planning was practised at the University College Library in Borås.

The conference was attended by a great number of librarians from all the major libraries in the country. There were also representatives from the Ministry of Education, from the National Library School, from the National Office of TEMPUS TACIS Projects and from the Soros Foundation.

5.4 Achievements and Changes

5.4.1 Introduction

In this chapter I have described the changes and achievements in a chronological order. The chapter relies to a great extent on my Field Diary, but also on some documents produced by the ULIM Library and on Arja’s web-site (Mäntykangas Last updated 2002-02-07).

5.4.2 Changes registered at the Second Visit

During the seminar on the first visit, Simon had described different ways of promoting the library. Among the methods he mentioned was to have a chart of the staff members with their information of specialities and responsibilities. In June we noticed that they had made some nice charts of the different departments in the library. However, these presentations were in the respective departments and not put in the public areas.
5.4.3 Changes registered at the Third visit

The two first organisational changes took effect from November 1st 2000, when nine contact librarians were designated and started to work. The model was the contact librarian system in Sweden (ULIM LID 2001b).

From the same date the Library changed its name to ULIM Library and Information Department. This resulted from the new concept that had been decided upon (ULIM LID 2001a).

Also, the construction work on the new library hall was nearly finished. Arja sensed an atmosphere of expectance in the Library. She was also impressed with how many staff had approved their English.

5.4.4 Changes registered at the Fourth Visit

The moves into the new space were finished. The Library occupied two new reading rooms. The new library hall was inaugurated on the 2 of February. Prominent guests and representatives from the University, as well as from libraries and library organisations in Moldova, took part. The big hall with open access to the shelves was something unique in Moldova and received with great attention and interest by all visitors. An E-mail from the interpreter described the event:

I would like to write you just in few words about the opening ceremony at the ULIM Library. It happened on February 2nd and was a big event not only for the Library, but for the University as a whole. Mr. The Rector was very satisfied with the job librarians have done. Many important persons from Moldova and even from abroad (embassies) attended this event. The new reading room is new, probably for all Moldavian libraries. It is indeed impressive and looks somehow like the spaces we have seen in your Library. I am proud with this accomplishment of my colleagues from ULIM.7

On the 23 March a smaller hall was inaugurated. This smaller hall contained the books on Philology and was situated next to the Multimedia Centre, which was still not finished. Even this hall had open access to the shelves.

The library now consisted of three departments on different floors in two buildings.
• Reading Room nr. 1 on the 5th floor.
  This was the old reading room. Here books were still in closed stacks. In this reading room they had a small collection of textbooks in medicine and stomatology. All the other textbooks had been stored and on the shelves were only reference copies or a limited number of copies for short loan periods.
• Reading Room nr. 2 on the 6th floor.
  This was the new library hall with open access to books as well as journals and newspapers. Here were two rooms for working in-groups and the Information and Documentation Centre and the INFO ULIM, the new reference area. This area also had a meeting room that was also used by the academic staff and the Rector for meeting and

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7 E-mail from Iraida Digodi arrived on 7 February 2001
events. Close to the reading-room were offices and workrooms for the administration and the different departments of the Library.

- Reading Room nr. 3 on the 4th floor.

A new area next to the still not-finished Multimedia Centre. This reading room had books, tape recordings, and video recordings in different languages. Even this reading room had open access to the shelves and limited loan facilities.

When moving to the new location, the library staff decided to place a large number of textbooks in a storeroom. Thus around 55,000 volumes of multiple copies of 1,000 titles were put away. This was a result of our discussions in June about automated services. The Head of Public Services told me that the books were old and not much used any more. The rest of the collection was distributed into the three new reading-rooms, together with the reference collection from Reference Department. This ended the practice of lending out textbooks for a whole academic year, and only medical students are still allowed to borrow textbooks in this way.

The new hall had a notice board with information for visitors and the library rules. In addition some small brochures had been produced, describing the new concept and services.

5.4.5 Changes registered at the Fifth Visit

All the equipment had arrived and was installed, but not everything was working fully. Some additional needs had also been discovered. The different reading rooms were situated on different floors. This caused some problems. The computers that were bought for the reading room on the 5th floor had no connection with the server that was situated on the 6th floor. The University was responsible for the network, and this work was not yet done. It also turned out that some additional equipment was necessary to connect the two copy machines on the 5th and the 6th floor, if the students were going to pay for their copies with copy cards.

In April discussions had started about the possibility to use project money to subsidise the sum of money that ULIM had to pay to receive electronic versions of a wide range of EBSCO journals. The Open Society Foundation and EBSCO publishing had initiated the formation of a national consortium to obtain the journals at a discounted price. Some libraries even got technical equipment from the Soros Foundation. All the participating libraries had to pay some of the costs. Even though this sum was very small, many of the libraries had difficulty in getting the necessary money from their university. The journals database was delivered on CD-ROM, and we had agreed to use project funds to pay part of the ULIM costs, but we wanted to make sure all the other libraries managed to pay their share as well. This matter was finally resolved in June.

The Deputy Director, who had been a teacher at the library school, was now engaged together with the interpreter, in another project financed by Soros Foundation. They were starting Training Center, Librarianship School of Moldova. The purpose of this Training Center was described as:

- develop and implement the principles of continuing education for librarians and information specialists in Moldova, according to the changing environment of an information society
• attract librarians and information specialists to activities and events of
  continuing education and up-dating of their professional knowledge and skills
• adjust the professional mentality to the new social and economical conditions.
(Mäntykangas Last updated 2002-02-07). They were now making the preparations for
the inauguration.

This Centre was not a result of our project, but it serves as an illustration of the
initiation and engagement that characterised the partners in the project.

5.4.6 Changes registered at the Final visit

The computer network had not been installed and the computers in the Reading Room
nr. 1 on the 5th floor was still not connected to the server. In the new library hall on the
6th floor however, the OPAC as well as the databases, were working and frequently
used by students and academic staff. The consulting librarians were often assisting the
customers to use the computers.

A new programme for promotional material had been developed, and the new
promotional material was part of the conference documentation.

5.5 Expectations and Achievements expressed by the Staff

5.5.1 Introduction

In my interviews I have focused on the way the project has influenced and changed the
situation for the librarians and their customers at ULIM. I conducted two series of
written interviews. In this section I start by describing the expectations expressed in the
first written interview series. Some of the statements were almost identical. This
suggests that they had been discussing among themselves before they answered my
questions.

Immediately after the Expectations Section I present a summary of the changes
achieved through the first stage, as the respondents expressed them in the second series
of written interviews. I have also used notes in my Field Diary from observations and
talks with staff and students.

The expectations for the second year are much more modest, and the answers given are
more individual. This indicates that they were answering the questions on their own to a
greater extend the second time. This is followed with a summary of the changes as
library staff described them at the Closing Conference.

In this respect the first year covers the period from the first visit in February 2000 to my
visit in March 2001. The second year covers the period from March 2001 to November
2001 and the last visit. Since they were asked not to put their names on their answers I
do not know who said what.
5.5.2 Expectations at the Beginning of the Project

The expectations that were expressed were far from modest. As one of the staff formulated it: “The Tempus Project is the basis of our future … We expect from this project strong progress in further development…”.

It is possible to arrange the expectations into four categories.

Category one is concerned with the change in work routines and work quality as a result of new ideas, new knowledge and new contacts with professional librarians abroad.
- Increased professionalism among librarians through training
- Increased knowledge and practical skills for the automation
- Change in the concept of information policy
- Change in the concept of acquisition policy
- Change in the promotional activity
- New ideas through practical experience from visits abroad
- Increase effectiveness

The second category is concerned with the image and the reputation of the library and the librarians.
- Changed image for librarians
- Increased co-operation with academic staff
- Intensified interaction with other librarians in Moldova

The third category is about attitudes and self-confidence.
- Courage to try new things “… the project would be a starting point for further development and involvement in other international projects…”
- Less resistance to change among library staff, both generally but also towards the changes “imposed by the information society”

The last category is about equipment.
- New technical equipment
- More computers
- Professional collection in librarian science

5.5.3 Achievements during the First Year

Open access, the contact-librarian system and the ongoing automation meant new routines, new obligations and more diversified work for a majority of the staff. “Open access to the collections has changed many things: we are in permanent contact with academic staff and students, are communicating more with them and so we are more helpful”. But even those who did not see any changes in their daily work enjoyed a higher reputation than a year before. Almost everyone claimed that there has been a change in the attitude towards the librarians, both from academic staff and from the students. “They realised that librarians are very important as information suppliers” and “The students start to consider librarians as equal partners, together with teachers, in the academic processes”. Quite a number also mention that the Library as such enjoys a better reputation.
Other changes that are mentioned by several of the staff are increased self-confidence and increased levels of professionalism. Some relate this to the ongoing work with the strategic plan. One of the managers stated: “The Project has influenced the attitude towards my colleagues (from subordinates to team members), towards users (they are our customers and we have to satisfy their needs)”. She also states that the managers have shifted focus from supervising to leadership and she is hoping that “some of my activities contribute to the change of the mentality of my colleagues”.

One of the librarians said that it is important to see how libraries are run in the West to be able to implement the theoretical information that they have got through the project. Another said that due to lack of equipment their work has not changed yet, but the ideas that have come through the project “we have already begun to apply in practice”.

5.5.3.1 Reactions on the Changes expressed by Students

When Simon and I arrived at ULIM in March 2001, the premises were quite new. Very few students were using the new reading room. The contact librarian system was new. I tried to start a conversation with two of the librarians to hear about their work in the new surroundings, but we soon realised that we needed an interpreter. As our ordinary interpreter was abroad, they brought two students to help with the translation. But instead of translating my questions to the librarians the students started to answer on their own. They were very happy with the open stacks and explained the advantage of being able to see the books and to study the contents instead of just ordering a title and hoping it answered their expectations and needs.

Once, some students approached me when walking down the stairs. They had heard that I was helping the Library to develop. One of them told me it was really necessary, especially increasing the collections. His relatives who were studying in West-European countries had told him about the possibilities available to students there.

I made no attempts to interview students during this visit. These incidents however, show that there was some interest among the students in the library project.

5.5.4 Expectations for the Second Year

This time the expectations were much fewer, and more modest. They concern four main objectives; completing the strategic plan, the creation of a collection of titles in library and information science, the arrival of the equipment, and finally the establishment of a European library. A European library means a library with the same standards as the libraries in Western Europe.

The strategic plan is mentioned by a great number of the staff.

One of the students, doing her practical work at ULIM states: “I am only a student and I need more specialised literature”.

Quite a number mention that they would like “the possibility that ULIM attains the level of a European library”. This expectation is often connected with further collaboration and exchange of ideas, equipment and the study-visit to England.
One has the vision of ULIM Library as “centre of the university network in the Republic, having access to all databases not only from (sic) Moldavia, but from abroad also”.

5.5.5 Achievements during the Project Period described by Staff

During the conference, the librarians described the changes achieved. It is possible to categorise these.

- Organisational changes: The system of contact librarians had increased the communication between the library and academic staff. Consultant librarians meant more qualified help and assistance to students and academic staff. Teamwork had been introduced and the amount of routine work had decreased, especially through the establishment of open access to the shelves. The automation process had made cataloguing simpler as they had stopped writing supplementary cards for the two remaining card catalogues. The Acquisition department registered books on-order in the catalogue and this also made cataloguing simpler.

- New policy for acquisition: Contact librarians were working with academic staff to find the most appropriate books and journals for the Library. In addition, the number of copies for each title were usually limited to 5 copies. The number of copies of textbooks as well as the loan period had been cut substantially. Only students in medicine could borrow textbooks.

- New services: The library now could offer electronic services. The OPAC replaced the card catalogue in Reading Room nr. 2 on the 6th floor. In that reading room two databases were accessible on public computers. These databases were EBSCO E-Journals and Moldova Actuale. In the Information and Documentation Centre they offered access to Word and CD-ROM. On 6th floor there were also two rooms for group activities. Two photocopy-machines for customers had been purchased. Finally the Library offered open access to the books in two of the reading rooms.

- Customer care: A new attitude to customers existed. The Library had also started to arrange activities and courses for students to increase the knowledge and understanding between the different national groups at ULIM.

- Increased competence and professionalism. This was achieved through participation in the project but also through the computerisation. The librarians had increased their skills and knowledge and were performing qualified work as consultant librarians and contact librarians.

- User education: User education was increased and revised and even included consultation at the reference desk. All first year students received a 16-hour course on “Information Culture”. The Library also offered courses for special target groups.

- Promotional material: A programme had been established for promotional material. Brochures with information about library resources and the library services had been prepared and distributed in the University (Sochirca et al. Eds. 2002).

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8 Database on Moldovan Law and Case Law.
5.6 ULIM LID in November 2001

This chapter is a summary of the achievements during the project, seen in relation to the situation at the start of the project. Impressions from my observations are also included.

5.6.1 Organisation and Staff

During the project period there was a relatively large staff turnover. Around ten persons left during these two years. Some of these were library students doing their practical training at ULIM. At the same time the staff increased from 22 to 30.

The Library Director had increased her responsibilities since the new Multimedia Centre was incorporated into the library organisation. The Multimedia centre was not opened during the project period but she administered the work of furnishing it and installing technical equipment.

The rest of the staff was organised in the same departments as at the start of the project, the Acquisition Department, the Cataloguing Department, the Public Relations Department, and the Reference Department. But all staff had been given increased work assignments. Eleven contact librarians had been designated and literally all librarians worked regularly as consultant librarians in one of the reading rooms. This means that all staff were regularly serving customers.

5.6.2 The Objectives of the Library

Instead of playing a relatively passive role as provider of textbooks and a limited number of journals and other books in the reading rooms, the Library had moved forward. The name of the Library had been changed from ULIM Library to ULIM Library and Information Department. The Library had increased its importance as a participant in the educational process, through co-operation with academic staff in building collections and in consulting and teaching all customers to use modern information sources.

The new objectives are described in the Strategic Plan as.

- provide new, modern and accessible information services according to the challenges and the changes of the technological and information environment
- provide, develop and manage effective library and information services in order to support the teaching, research and educational university process
- facilitating and widening the access to information and documentation sources (internal and external) by implementing modern information technologies, and by providing user education (ULIM LID 2001c).

They also stress the importance of co-operation with the library community and other institutions outside ULIM.
5.6.3 Location, Collections and Services

The premises of the Library had changed considerably. Two new reading-rooms, both with open access to books had increased the number of seats from 310 to 700. They also offered new services such as two rooms for group work, and the Information and Documentation Centre with access to a computer for reading CD-ROM’s and using Word. This Centre also contained a collection of all publications produced by academic staff, students and the administration at ULIM. The Library now consisted of three reading-rooms on different floors in the building. Two of these offered open access to the shelves. In the main reading-room on the 6th floor were housed all journals, newspapers and reference books (only one copy of each title). In this reading-room were four public computers with access to the new electronic sources OPAC, EBSCO E-Journals, and Moldova Actuala.

Students and teachers sometimes used the computers on their own but more often they asked the consultant librarians to assist them. The number of students in Reading Room nr. 2 on the 6th floor had increased considerably since my last visit in April. During this visit I noticed that they often formed groups to work together on some assignment. Also, the rooms for group work were often used, as was the computer in the Information and Documentation Centre where they could use Word and CD-ROM’s. Medical students frequently used a CD-ROM on the human body bought from project funds.

The collection had increased by 10,000 volumes and 3 000 titles. Many of the titles were only bought in a few copies. The collection also included 138 CD’s and 15 DVD’s. The number of annual printed journals had increased slightly and through the EBSCO E-journals database access to electronic journals had increased immensely.

The prime users were defined in the Strategic Plan as students, academic staff and researchers at ULIM.

Students and teachers from other institutions were allowed access to services if approved by the Rector (ULIM LID 2001c).

The services provided to prime customers are,

- Access to the collections and information sources of the LID
- Access to the national and international databases
- Assistance in the evaluation of information sources
- Internet access
- Multimedia room services
- Photocopying
- Microsoft Word processing
- Individual and group consultancy
- Information retrieval and selected skills training (ULIM LID 2001c).

The Library had only limited Internet access for students. The service was only available through a librarian as intermediary.

The loan services had been merged with the public services. Only medical students could borrow textbooks. Through the open access in two of the reading-rooms and the electronic equipment in one of the reading-rooms, the customers had more direct access
to information. With assistance and instructions from librarians, they learned how to access the information they needed.

5.6.4 Equipment and Library Software

All departments were well equipped and acquisition routines as well as cataloguing routines were now computerised and working well. There were computers for reading CD's or DVD's or using Microsoft Word. In the small reading-room they had audio-visual equipment for music recording and video.

The whole collection was registered in the local catalogue and customers frequently use the OPAC. The local network had not been completed and the computers assigned for OPAC in Reading Room nr. 1 on the 5th floor were not working. The loan module was still not implemented but the equipment such as scanners and computers were provided.

The library had two photocopying machines but the photocopying machine on the 6th floor was out of paper and ink. The planned financing of the photocopying services by selling copies to the students and teachers had not worked properly. To print the promotional material, the Library had used the existing paper and ink and they lacked the resources to buy new supplies.

As the Rector was not willing to pay for more supplies, the photocopying machines were not in use. On the 5th floor the photocopying machine still had ink and when new paper could be bought with project money the copying activity was resumed. The plans to make the photocopying machines generate some income for the Library had not yet been successful. The Rector opposed the idea, and as a compromise the Library had agreed to let administrative staff at ULIM use the machines free of charge any time they wanted.

5.6.5 Administration and Routines

The economic procedures were the same and the goodwill of the Rector was crucial for the Library. Contact Librarians had intensified the connections between the Library and academic staff. However, when they had agreed upon a title to acquire, the former procedures with the Library Director and the Rector took place.

In acquisitions and cataloguing the routine work was computerised. The accession register was written in Word and the orders were registered in TINLIB. This meant that cataloguing had been simplified. In addition, they had stopped making extra copies of cards. The automated library system was not part of the project, but the computers provided from project funds made it possible for all staff in the department to work on the system.

In the reading-rooms with open access they had introduced a new routine. All visitors to these reading-rooms had to present their identity card at the entrance. In exchange they received a card with a number. The assistant at the desk arranged the identity card behind another card with the same number. This served both to control all visitors and for statistical purposes.
5.6.6 Internet

Access to Internet was possible only with the librarians as intermediaries. This was due to the policies of the Rector. He had not realised the potential in Internet access and was certainly afraid of the costs “As to Internet, scanning would take to much space. Mr. the Rector is threatening … that she will pay from her salary all the extra megabits of the information received by the Library. As I was told, it is because of the providers “.9

Some students mentioned the World Bank and Alliance Francaise as organisations offering Internet access to a fair price.

Though this was not a project matter, the Co-ordinator discussed the problem with one of the vice-rectors during our last visit, and this person promised to work for a solution.

5.6.7 Development Plans and Visions

The following is a summary of the intentions for the future described in the Strategic Plan (ULIM LID 2001c).

Seven strategic goals are listed.

- Development and updating of information and documentation resources as a support to the university curricula and to the academic processes by promoting information in various formats
- Enlarging the forms and methods of communication of information and documentation resources
- Promoting information technology and techniques in order to widen access to information and documentation
- Helping users to use efficiently information and documentation sources
- Developing and applying the creativity of the staff members
- Extending the co-operation and collaboration of the LID
- Participation in the cultural and research university processes

Vital actions to achieve these goals are increasing the communication and interaction between academic staff and contact librarians. Since financial resources are scarce in Moldova, fund-raising through projects, donations and consortia membership are mentioned as important. They have mentioned two priorities for building of the collection. One is to establish a reference collection and the other is to give priority to the acquisition of material in modern languages. Their definition of modern languages is West-European languages as English, French, German etc.

They mention the criticism from students about the fact that they no longer can borrow textbooks for a semester or a year, but no planned action is mentioned in the chapter of the Strategic Plan. One of the points discussed during the work with the strategic plan was whether this kind of activity belongs in the Library. Too much of the library’s budget will be needed to satisfy the need for textbooks in the traditional way (my comment).

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9 E-mail from Iraida Digodi 6 December 2001.
In some years they foresee the problem of insufficient space for the book collection. Among the solutions mentioned are mobile shelves and to limit the total number of copies of each title to five. This might be seen as a comment on the criticism from students about the new acquisitions and loan policies. To preserve the collection they plan to establish a preservation workshop. They also mention the necessity of acquiring a stock security system.

User education is seen as the most important action to increase and extend the use of library sources and to teach the students new ways of using information. Qualified assistance and consultation to visitors is seen as closely related to user education services. They stress the importance of well-qualified and updated librarians in public relation services.

At present the OPAC and the databases are available in only one of the reading-rooms of the Library. To make these sources available in all three reading-rooms is one of the priorities. In addition they want to extend the use of Internet and E-mail to promote the available resources and services. Collaboration with other libraries to re-establish the ILL-services is also a priority. They see this activity as an important service to distance-learning students.

One of the priorities mentioned is the Multimedia Centre. This, and the requirement of different kinds of technical equipment, will need substantial financial resources. They plan to achieve this partly through co-operation projects and partly from the University. Among equipment mentioned is colour printer and colour photocopier.

ULIM is a multicultural institution with students from many countries. Together with other ULIM departments the Library will arrange activities and courses which focus on multicultural knowledge and understanding.

The remaining goals are focused on the staff and the library community. To secure and to increase the professional competence among staff, a programme for continuing education is proposed. This involves both courses run by ULIM LID and attending courses at the Continuing Education Centre for Moldovan Librarians. New job descriptions will be prepared together with a system for performance measurement. Creativity, professional communication and teamwork are mentioned as important factors.

Finally they mention participation in different associations and consortia in Moldova as important means for making new achievements through co-operation.

5.7 Dissemination Activities

Dissemination activities were part of the project. Therefore librarians throughout Moldova were invited to the seminars arranged during the visits. In addition the ULIM librarians were very active and arranged seminars and wrote articles in the library press in the country about experiences from the project. They also wrote reports from the study-visits.

Soon after their return home from Sweden they arranged a seminar where they showed the video they had made and described about their experiences. A great number of
senior staff members and library directors from Chisinau had been present at this seminar.

In December 2000 they arranged a workshop on cataloguing according to ISBD and AACR “Bibliographical Description of Documents following International Standards” 35 librarians from all major libraries in Moldova participated and project funds enabled those from outside the capital to attend. At this workshop they also spoke to librarians from outside Chisinau about their experiences on the study-visit to Sweden.

5.8 Impact on Daily Life

5.8.1 Introduction

During my last visit I interviewed almost every member of staff, asking how their daily work had been influenced by the project. I also interviewed four students and three professors and asked if they had experienced any changes in library services. Finally I interviewed a few librarians from other libraries to hear their opinions about the outcomes and the influence of the project. The results of these interviews are presented below.

Most of this chapter therefore is based on the interviews. In addition I made some observations of what happened in the three different reading-rooms. I wanted to study the procedures and routines and the interactions. I also wanted to see how the students and professors used the resources and services.

In this chapter I have chosen to refer to my respondents by their title or position. I am aware that those who know the Library may easily identify some of the respondents.

5.8.2 New tasks and Assignments

5.8.2.1 Contact Librarians

The new system with contact librarians had given new assignments to several of the librarians. Their new tasks involved discussions with the academic staff about new acquisition. Both subscriptions to journals as well as acquisition of new books are discussed. Before the project, only the administration of the Library and the heads of the Acquisitions and the Loan departments had regular contact with academic staff. In addition, librarians in the Public Services Department met academic staff in the reading-rooms. The Library started out with nine contact librarians at the beginning of 2001. By November this number had increased by two more.

A Contact Librarian complained that too few of the suggestions that the professors submitted were actually bought. According to the Head of the Acquisitions Department, only 25% of the suggested titles were bought because of lack of money. This was however, a normal average. She and the majority of the librarians, stressed that this was a very high average and that the Rector was very generous towards the Library and the library’s needs. The Rector always made the final decisions in all financial matters.
Their new assignments also involved informing the academic staff about existing resources and new acquisitions as well as teaching them how to use electronic sources and to find information they needed. A teacher on 6th floor appreciated this service.

And we have special days, which are organised for different departments, by our Library. And during these meetings we are informed about new books or manuals, which have been received, for example during the previous two months. It’s very good because, you see that myself, I need to make time, special time, but well, we are invited with our Colleagues from our department, the librarian explains us what new books they have and where we can find them and so on. So, that’s why it’s very good.

“This professor has proposed some books and textbooks which we already have in the Library … I have informed him about these information sources. … I would like to meet the professors more often, unfortunately we have limited possibilities to acquire everything they suggest to us. When we have something new and interesting for them I always inform them about it” (Contact Librarian in Cataloguing Department).

“He asked me to help him with information retrieval in the legislative database. … A Professor who came today asked me to help him because he knew I am the Contact Librarian”. And she continued, “I attended meeting at their department and I told them I am your Contact Librarian … I organised a visit to the Library, I showed them our Library. Meetings concerning use of databases are most common, we can say both of them are quite common, quite ordinary. One year ago they would not be common” (Head of Acquisitions Department).

The contact librarians are also asked to give guidance to groups of students. This kind of guidance usually involves electronic resources.

“He came and proposed to bring two groups of students tomorrow to demonstrate to them the CD-ROM for anatomy. … I show them in the Information and Documentation Centre. We want a projector in this room so we can bring students to this room and make presentations for them, modern presentations with PowerPoint and so on, because it is one thing to tell them but to show is much better. It was a successful meeting with a professor and a typical one” (Head of Reference Department).

5.8.2.2 Consultant Librarians

The new premises with open access have even meant new assignments for other librarians. The librarians on the 5th floor are also working on the 6th floor as consultant librarians. Info ULIM is the main information point in Reading Room nr. 2 on the 6th floor.

“I very much like to work at Info ULIM, this desk, because I am in contact with users and I can discuss with them and gather a lot of information from them. Now I am much more in contact with users. More than earlier” (Head of Reference Department).

“Then I worked at Info ULIM desk. I shelved books, gave consultancy to students…I am supervising users, trying to notice if someone is damaging books. Or if they need
my help I give it to them. I am working as consultant librarian then” (Librarian on 5th floor).

But even if the great majority of staff are very positive about open access, they have also experienced some problems with damaged books and disorder on the shelves. They see two different solutions to these problems.

“… during the project I have learned a lot of new interesting things, for example rooms for group training, for group activity and also open access to shelves. We really need a security system”(Librarian on 5th floor).

“They are mixing books. They are taking items from one department and putting them in another. … We need to concentrate on educating them in using an open access collection ”(Librarian in Acquisition Department).

Damaged books were however, never mentioned as a problem in the reading room with closed access. A question to the Head of Public Services Department revealed that the students damaged books even in this reading room.

5.8.2.3 Computer Competence

Technical equipment produced the result that more librarians had access to a computer. This made it possible to automate routines and to increase the computer competence of the staff.

“Now I can use a computer, I can access any computer, for example I can work with legislation (Moldova actuale, my comment) … I became more confident using computer”(Head of Reading Room no.1).

“There are requests to print information from databases and to download them. I do this for users” (Systems Librarian).

5.8.3 Changed Work Processes

The automation of the Library has increased the contact between the Acquisitions Department and the Cataloguing Department. The procedures concerning the ordering process, between the Library Director and the Rector have not changed. Also, the system of an accession register in which they put information about the supplier, number of copies and price still exists only it is now prepared on the computer. This has to do with the overall system for handling the money within the University.

“The people in the Accounting Department have to keep track of every item that comes to the University…” (Head of Acquisitions Department).

But when the decision about an order is taken, the new routines start. The librarian in the Acquisitions Department registers the titles ordered, in the TINLIB database. When the books arrive, the cataloguers only need to complete the records.
“Thanks to automation, the work now is completed faster and more efficiently, it is easier to avoid duplications in the work, and to save more time. The Cataloguing Department is more closely related to the Acquisitions Department and they are working in co-operation and saving time. The cataloguers are only supplying the UDC number and are editing and adding some specific information” Head of Cataloguing Department).

In two of the reading rooms they still have card catalogues because there is no network, but they have stopped making extra cards.

They also mention working in teams. The new routines, which rationalised the work of acquisitions and cataloguing, are most certainly a reason why these librarians often mentioned teamwork. Also, the new assignments as contact librarians increased teamwork. They needed to understand the new work and found support among their colleagues.

“First of all, we started to work in a team. It is a good way to share information with each other. Then we started this new work as contact librarians. First we started with a little bit of distrust, but then we became more confident…” (Contact Librarian in the Acquisitions Department).

Prior to the project, the librarians working with acquisitions and cataloguing never met the customers. This has now changed. Some of these librarians are now contact librarians, and they are all working with customers as consultant librarians or library assistants.

“There is great demand for the new library hall on the 6th floor and do not necessarily represent the majority. The teacher told me. “And we can see big changes in comparison with the state of our Library two years ago, so now our library is fashionable, modern and we are well equipped and our students they have possibilities, so to say, to use all these achievements of our sanctuary”.

I even went to the reading-room with closed stacks to interview two people that happened to be at the desk. These persons had also visited and used some services in the new library hall, but they were more balanced about the changes.
One of the vice-rectors stated that the greatest impact of the project was that the Library had become a central part of the University due to the new concept. Not only had the mentality of the librarians changed, but also the mentality of the users, the students, and the University administration had changed.

5.8.4.1 Photocopying Machines

The teacher on 6th floor was very happy with the photocopying facilities in the Library.

I have groups and students which have different levels of English, that’s why before the lesson I have the special list with the special historical terms for example, and before our lesson the Assistant makes Xeroxes with the special terms and they can use these terms during my lesson. It’s very good because it’s not so complicated and I can save a lot of time because otherwise I need to write these words on the blackboard and it’s very complicated. So that’s why it is very good we have this possibility of using these Xeroxes.

5.8.4.2 Open Access

The open access was very much appreciated by students as well as teachers. Two points were stressed, the democratic aspect and the availability.

The teacher on 5th floor described this to be “… the most democratic organisation of a library. Students are free to retrieve information and books for themselves. … I have discussed with my colleagues and I know my colleagues are satisfied that students can use not only recommended literature but literature they can find themselves”.

He also mentioned the system with open access as a means to increase the use of the resources.

Mostly the students appreciated the availability rather than the democratic aspect. The problems with closed stack as they described them, were that you never could guess the content of a book by the title.

“This Library does not waste any time, you can find the book you need very easily …right now we can come ourselves to the open stacks and we can look, we can open the book…”. He also mentioned that the OPAC gives good information that prevented the students from wasting their time. “… in the electronic catalogue I can find how many pages it has, the year also … so I can say that of course catalogue is very helpful to us” (First year student).

The teacher on 6th floor pointed out that she could not send the students to the old reading-room because it was too small and the librarians were too busy. She also appreciated the possibilities for students to book rooms for group work. “For example they have some topics, some practical lessons, and they are reading and then they have group discussions in order to receive excellent marks”.

The same teacher also considered the new environment as very suitable and appropriate for study. In their homes, she said, they were distracted by watching television and other activities. Sitting in the reading-room they could concentrate on their studies.
5.8.4.3 Databases and New Books

Everybody mentioned the book collection. They had noticed that during the last year many new and modern books had been bought in their subject. The need to go to another library varied from subject to subject. The teacher on the 6th floor stated that “But now in our Library we have the special hall of foreign literature and it is very good … and now I don’t need to go somewhere else – it’s my home…”.

The fifth year student at ULIM appreciated the changes. He mentioned both the open access and the modern stock. He mentioned some of the old libraries with big collections that he used to visit but “… they have these very old books, most of them in Russian, most of them covering subjects like communism … these Marxist Leninist ideas, we can not use them any more… I can find here books in French as well as English, in Romanian and in Russian, … I can find every book I want in different languages”.

He also mentioned access to international journals through EBSCO. “I am glad that in this Library I can find very good journals, especially those related to political science and international relations”. EBSCO journals were available in many libraries in Moldova. The ease of access differs, to a great extent depending on the resources of hardware.

The teacher on 6th floor also mentioned the electronic journals. “…it is very important because, for example the students from the Economics Department need to use the latest information and it’s very good that they can receive the help of our librarians and they can use this machinery or computers”.

The teacher on 5th floor however said: “ It would be good if professors are introduced to these databases and then students will know how to use them better”.

A CD-ROM on human anatomy became very popular among students and teachers. The professors told the students to study this CD-ROM. One of the medical students described his experience: “ I switched it on and I looked for the liver, the kidneys, and I was greatly amazed how helpful it was to me” (First year student).

None of the students expressed any problems in making use of the computers or finding their way about the Library. They described the librarians as being very helpful. The student on 5th floor said, “Sometimes I try to find material myself … librarians are always there to help you, they are always asking what you are looking for”.

The First year student mentioned access to computers as an important part of their training.

If you mean the electronical catalogue yes, first when it was just open and when we saw the computers we asked “oh oh what is it? Maybe this is the Internet because this is the dream of students. And then our librarians they told us they collected us and they began to give lessons to users on computers which is also very helpful because in Moldova just a very few people have computers, have the access. And so right now I can say that we ourselves have
possibilities no worse than in other countries. Because we can use the computer and of course this is a very modern skill.

5.8.5 Changed Images for the Librarians

These new skills among the library staff have also influenced the attitudes toward librarians by the professors and by the students. New resources such as databases and electronic journals have increased the interest among students and academic staff in the Library and the library services.

“One year ago our relationship was not so close. They are very excited about these new databases they can use. One year ago they would not be so interested in coming to the Library” (Head of Acquisitions Department).

“They show us they are impressed by the level of our knowledge about computers. We know how to use the OPAC and we know how to use the collection. Sometimes they ask – Are you really librarians?” (Head of Reference Department).

Computer skills have contributed to a change in the image of the librarians, but other factors have also influenced this development. The variety of services has increased and the attitude towards customers had changed. To emphasise the importance of customer services also implies the importance of skilled personal in customer services department.

“Customer care and these things are important, and it made us be more attentive to our users needs… Before the project some of my colleagues allowed themselves to be not so polite to users. Now they understand the importance of our users” (Head of Public Services Department).

“… did not expect that public relations librarians will become so important in our Library According to our view in Moldova, a librarian from public department is not a good one. The best librarians are not working in this department” (service department) (my comment) (Contact Librarian on 4th floor).

Almost everybody mentioned that they were constantly thinking of, and discussing, the necessity of changing their mentality towards the customers. This had also the effect that the customers had changed their attitude towards the librarians. A first year student said,

Yes, this is another point of discussion. You can say that maybe because they are not so busy with running to the stacks as they were before and then running back to the students who was also very impatient waiting for a long period of time … they became more pleasant and we can see lots of them and seriously speaking they have become very beautiful, yes. When I really need to find a necessary book I come to the librarian and she as a mother, she takes me and she leads and she shows me the department where it is and sometimes she even shows me the necessary book. And I am satisfied with all the librarians.
A new awareness of the importance of their own profession and competence had dawned in the librarians’ minds. But still they were unsure how important they were. The new promotional material consisted, among other things, of pamphlets about information sources for different student groups. The contact librarians had printed one pamphlet each for their students and professors. One of the contact librarians had made a diagram of the information sources. In her diagram she had put the librarian at the centre. This diagram obviously caused some discussion among the librarians at ULIM LID. They thought it was very courageous of her to put the Contact Librarian at the centre. I was asked to include the diagram in this thesis as a proof of the changes that had taken place at the Library. The diagram is below, with the original text. I am sure it is not necessary to provide a translation except the word raft which means shelves.

Figur 5 Inginerie si informatica

(Svetlana Zbarnea 2001)

In her speech at the Closing Conference, the interpreter expressed the change this way: “We overcame our inferiority complex.” In the interview she expressed this further.

Many of us, many Moldovan librarians, are affected by this complex. … economists are important, lawyers are important, accountants are important, maybe teachers, but not librarians. Now some of my colleges from ULIM Library are proud to be librarians. So, it’s I think, it’s a big change in our minds. Because you know, we saw this live example in you and Arja and Simon, and many many librarians we met during our visits have shown us how this profession, how important and how interesting it is and it caused the change in our minds.
5.9 Involvement in the Project

Among the subordinate staff of the Library there was some disagreement about how much they had been involved in the project. Some used the words “Those who participated in the project” while others stated that they had participated in the project. One of the reasons for this was the way they defined participating. To some, participating meant having been on a study-visit to Sweden or England. To others, participating meant to have taken part in discussions or given suggestions to the team working with the Strategic Plan. Others defined participating simply as having been in workshops and discussions.

“We put forward some of our ideas to the team which worked on the strategic plan. We had been contacted, asked. We somehow helped during the work on strategic plan. Of course we did not provide the main ideas and suggestions but in a way we supported this activity” (Three librarians in Public Services Department).

Another told me, “… a few members were involved in some activities…but only two, three or four worked really deeply on this project…” (Contact Librarian).

To my question about positive impacts of the outcome, many mentioned the attitudes among the staff and their willingness to achieve good results as an important factor. “Everybody is trying to change their mentality, to make progress and to achieve results” (Head of Reading-Room no.1). The Systems Librarian said, “The positive factor is the commitment of the staff to change, to change mentality and our activities. The process of activity”.

Even if they defined the word involvement differently, there seemed to exist a unanimous attitude that they had all contributed to the process and that together they had achieved the results.

5.10 Voices from other Libraries in Moldova

Since the project also involved dissemination to the library community in Moldova, I chose to interview a few librarians from different libraries in Chisinau and outside the capital.

The library community in Moldova is very small. To make it somehow more difficult to identify my respondents, I have chosen to describe them as: Library Director in the small library, Library Director in a university library, Library Director in specialised library, and Librarian.

Over the last years the library community in Moldova has enjoyed increased interest from international organisations and foundations to help to develop libraries in the country. Soros Foundation – Moldova has several projects running, both to increase the use of computers and computer programs in library services, and the development of collections. Many librarians are also very active in finding resources for study visits and scholarships abroad. All these activities have had a great impact on the library community and it is difficult to establish precisely the impact of the ULIM project. Impressions and information from other projects and study visits also coincide with those of the ULIM project. The ULIM project seems to be unique in providing
dissemination concerning the activities talking place. This was much appreciated among my respondents. The Library Director at the university library said, "... good to mention that our colleagues from ULIM have thought about other libraries and dissemination because otherwise it would be a big waste of money if only one library would benefit from this". From the interviews it is possible to identify the following aspects.

- Increased status of librarians
- Strategic planning
- Open access and freedom to information
- Education of users
- New acquisitions policy

A few years ago the library school in Moldova participated in a Tempus Tacis project with universities in Italy and Spain. According to the Library Director at the small library who was a library student then, one of the results of that project was increased interest among students in becoming librarians. "...all the courses at the university concentrated on traditional services in the library. ... But after that we began courses in web-design, managing of databases, something new. ... Because of that, even now a lot of students apply to enter the Library Science Department".

The Library Director at the university library stated, "...people were proud that among librarians there are professionals who managed to start a project and who after the project have created a strategic plan and achieved good results".

The Librarian told me, "... nobody previously spoke about us in the way that I heard yesterday, about the role of librarians"..."We discussed it in the hotel yesterday and we came to the conclusion that what was said yesterday was like a big cake of hope for us".

The concept of strategic planning seems to be new among Moldovan librarians. The Library Director at the small library told me that when she read the strategic plan that ULIM had made, it made her start to think about the future of her own library. "What can we do in the library with new services, what do we have to change in our library?"

Her library was established through financing from the Soros Foundation. The premises, as well as the equipment, furniture and collection, was paid by Soros. When the Library opened in May 2001 it was the second library in Moldova, next to ULIM Library to have open access. According to her, the open stock model was based upon ideas from the ULIM project.

Considering the history of Moldova, it is also possible that open access to books and journals implies more that just easy access to books and journals without asking someone to fetch the titles wanted. One of the professors at ULIM defined open stacks as a "democratic organisation of libraries". The Library Director at the university library described about her study visit to.... There she was surprised by the freedom of access to information and the open stacks. In 2001 the Soros Foundation financed access to the Internet for all government-financed university libraries in Moldova. This has uncovered the questions of filtering information and students rights to information. "I am convinced we have to respect the human right to information but I am aware this
problem can not be solved by a simple filtering of information. Thinking about our
situation, we need both filtering and education!"

The situation in different libraries in Moldova influenced reactions to the project. The
university libraries are totally dependent on the rectors for financial support. The
Library Director of the university library confirmed the facts that we had discovered at
ULIM, to be valid for all university libraries in Moldova. “A university library in
Moldova lacks legal autonomy … the success of the library depends of the relationship
between the rectorate and the administration of the library”. This makes it difficult for
library directors to start any change process.

As a result of the project, the ULIM Library has become a model library in Moldova.
The Library Director at the small library mentioned user education and the new
acquisitions policy as being unique for the ULIM Library.

The Library Director at the specialised library stressed the importance of a national
standard in cataloguing. She appreciated the course in ISBD and AACR that ULIM
arranged but more was needed. She hoped the Centre for Continuous Training for
Librarians would arrange some courses. “The promotion of the library, user education,
services, and everything is OK, but for us the most important thing is the library
collection and the catalogue, the description of it. Reflecting of the collection in the
catalogue is probably the most important activity in the library, and this needs
exchanges of experience and education, instruction”. At this library the economic
situation was very bad and her possibilities of implementing changes were limited.

The Library Director at the university library also mentioned communication and the
documentation. “This project brought library and information science material and
books ... and of course we had an opportunity to see these books. We can benefit from
the experience which was gained by our colleagues from ULIM during their study visits
and of course from all the material which will remain after the project”.

5.11 The Monitoring Report

The European Commission states in their Tempus Handbook (1997, p. 70) in the
definition of monitoring that “This is to ascertain whether or not projects are on course
and signal early warning of potential problems to allow adjustments to be made with
minimal disruption”. Independent specialists perform the monitoring process. The
monitoring of CP-99-20591 was carried out on the 19 September 2001, three months
ahead of the official termination date for the project. The following is a short summary
of the Monitoring Visit Report.

A project co-ordinator once said that monitoring reports were usually depressing
reading, but this one was not. The report concluded that the project had already
achieved the objectives described in the application and in the contract.

Several factors were regarded as important in the success of the project.
• Clear targets and detailed explanation of the planned activities
• Flexibility and a high level of commitment by all participants
• Efficient co-operation and mutual understanding of the project concept
• Existing plans for reorganisation and extending of services at ULIM Library prior to the project beginning.

A part of the monitoring activity was to consider the possible sustainability of the project. Based on the results achieved during the project and considering the enthusiasm of the librarians and with support from the university administration the monitoring team considered “the potential sustainability of the project to be fair” (Monitoring Programme … 2001).

5.12 Practical Problems and Bureaucracy

During the Meeting of Tempus Tacis Representatives in Brussels, March 2000 many complaints were put forward about the ETF. The complaints concerned delayed payments and delayed decisions. Another complaint was about lack of flexibility.

Each project year the Co-ordinator prepared an Annual Report and Statement of Expenditure and a Revised Budget and Activity Plan after discussion with team members. These documents must be posted not later than a fixed date. This date is normally around the middle of March each year. A part of the grant is withheld from the Contractor, Sheffield University, until the Annual Report and Statement Expenditure has been approved by the ETF. In this project the documents were prepared and posted in good time. However in spite of this, by November 2001, there was no approval and Sheffield University was still waiting for the money.

In the Revised Budget and Activity Plan we had applied to be allowed to move unspent money from the first contractual year to the second. We intended to buy more equipment for the ULIM Library. A representative at the EU Tempus Unit in Brussels had approved this but we needed to wait for the approval of the annual report before we could know the exact amount and use the money. As a concluding activity during the final visit we prepared a list of equipment to buy when the approval came. Because of the delays by the authorities in Turin, the date of the formal end of the project was extended several times.

There were repeated problems that needed to be discussed and resolved between the Library Director and the Co-ordinator concerning financial questions. The basis of these problems was often missing receipts. To account for every cent spent and never to spend more than the stipulated amount was a difficult lesson to be learned.

The Library had no money of its own. Everything that they needed to buy was subject to discussions between the Library Director and the Rector. Instead of asking the Rector for money, the Library Director sometimes asked the Co-ordinator for contract money for things that were not really related to the project. An example was money to buy tea and biscuits for the break during seminars or workshops with invited guests. According to the Library Director it was totally impossible not to serve anything and it was also totally impossible to charge a fee to the participants.

The Library Director mentioned the conflicts with financial questions. “It is not easy to avoid complications and problems. I had to solve with Simon financial aspects of the project and we beneficiaries we wanted to benefit a lot from the project. Of course there have been some tough discussions when we beneficiaries intended to have a little bit
more from the project than was allocated or intended. The European Commission is very conservative and bureaucratic”. The project administrator at Sheffield University was very experienced and skilled and she did a lot to make the project run smoothly.
6 Analysis and discussion

6.1 Technical Equipment

There is no doubt that the project has achieved some substantial changes for the library staff and for their customers, the academic staff and the students at ULIM. Without doubt the most visible are the new premises and the technical equipment. It could be tempting to describe the technical equipment as the easy part. However, remembering the difficulties and taking into account that technical equipment was discussed thoroughly at three meetings, the complexity of the question becomes clear.

Several questions must be considered. The wish for a status symbol versus basic needs. And what then are basic needs? What can be of real help and what is just nice to have? Is a device or equipment needed to make the other work properly? And finally there is the question of tendering procedures and the origin of the equipment. Purchase of technical equipment in Tempus projects is subject to several EU regulations.

The amount of money available to spend on technical equipment was limited and some tough priorities were necessary. Technical equipment to support the library’s work, like servers for the databases and computers for the librarians to create and use these databases, were the first priorities. Another important aspect were the operating costs and the possibility of income-generation.

Many members of staff commented that they had not expected all this equipment. “Before, we used to have one computer for two departments now we have four computers for one department. When we are subject librarians or consulting librarians we of course meet staff” a Contact Librarian in Cataloguing Department told me. In the Acquisitions Department and in the Cataloguing Department they now have enough computers to automate routine work. This has made it possible to take on new and additional assignments. Three out of four librarians working in Acquisitions Department also work as Contact Librarians. In the Cataloguing Department one out of three full time librarians works as a contact librarian and they are all working as consulting librarians. Before the project, these librarians never met professionally with students and academic staff.

Also those working in Public Services Department have reduced the time required for routine work, “I thought about equipment for the departments of the Library, maybe acquisitions, maybe cataloguing, but we received a lot of equipment and it exceeded my expectations. … Now it is easy. I need only two hours for bibliographical descriptions on the computer. The rest of the time I can save for users”. Time consuming routine work has decreased and this has made it possible to take on other tasks. But it has also made work more interesting and varied, and they have all increased their computer skills.

The Library is now among the most computerised departments in the University. Here both students and academic staff face and experience new sources of and ways to access information. They also face new services such as access to word processing and printing of documents. A PC with access to read-only CD-ROM's and to Microsoft Word, in
connection with a laser printer now allows the students to get good quality printouts at a fair price.

The public computers have made important new information sources available for customers. In the reading room on the 6th floor, the traditional card catalogue has been replaced with an OPAC. As soon as the cable network has been completed the card catalogue will be removed and replaced by the OPAC in the old reading room on the 5th floor as well. According to a first year student, the information about each book is better on the OPAC, including both year of publication and number of pages. I do not know if he is right, but it indicates that it is easier for students to discover this information on the OPAC.

The electronic catalogue and the databases have made the competencies of a librarian more visible to the students and the teachers. This has changed the image of the librarian among these groups. “They show us they are impressed by the level of our knowledge of how to use computers. We know how to use the OPAC and we know how to use the collection. Sometimes they ask – Are you really librarians?” The Head of Reference Department told me.

6.1.1 Income Generation

The two photocopying machines were supposed not only to increase the services for students and to diminish the demand to borrow books, but also to generate a small income for the Library. This had been achieved in Simon’s project in Siberia. A system with prepaid copy cards should lessen the handling of cash. When the two copying machines were installed in the two reading-rooms it became clear that they lacked a small device. The reason was that the two machines were situated quite a distance from each other, actually on two different floors. Because of the delay of the approval of the first year annual report, this missing device could not be ordered in time for us to see the system in operation.

Another problem has however occurred. The Rector did not want to allow the Library to have its own income. As a compromise, the University administration could at any time be allowed to use the copying machines in the Library for free. This agreement opens up the possibilities of problems and mistrust. Selling copy cards to students means in reality that the Library borrows money from the students to run the machines. If the Library does not handle the money properly to keep the machines running and always have a supply of ink and paper, the Library fails to deliver a product that is already paid for. The agreement with the administration deprives the Library of this control. I am not sure that any of the parties have realised this.

Perhaps this was the area where the different cultural and historical backgrounds became most visible. According to our standards, on several occasions the Library did not handle money properly, or rather did not handle the money they did not have, properly. Perhaps the absence of a budget and the practice of arguing for any amount of money that they needed, whether it was small or big, made them take risks. Like the one they took when they exhausted the supply of ink and paper for production of promotional material, calculating that they could get project money to cover the cost.
To us, it was also surprising to see how the Rector spent money on decorative roof paintings and wall paintings rather than on the Internet and a cable network. In the small reading room on 4th floor, the roof and walls had been decorated during the autumn 2001. It was however also clear that most of the staff were proud of these decorations. Perhaps the costs were totally incomparable, or they never ever dreamt of being critical to the Rector?

Most arguments and discussions about technical equipment had their roots in wants versus needs. Colour printers and colour copiers were the priorities of many of the staff. This was where we really had to impose a decision. Knowing the heavy costs for coloured ink compared with black, it was difficult to allow this kind of extravagance. Knowing their financial situation it was important to help them to keep running expenses to a minimum. This was also why we decided to buy a video projector rather than an OH-projector. Apart from the blackboard, at the start of the project they only knew about flip charts. During the visit to Borås they saw the usefulness of this equipment and this became a high priority for them. We found money for this purchase in unspent funds from the first year. Hopefully they will get this equipment and it will enable them to show both PowerPoint presentations as well as live demonstrations of databases with a minimum of working expenses, as there will be no need for OH films. This also abolished the risk of damaging printers and copying machines with OH-films that are not appropriate for use in these kinds of machine.

6.2 New Surroundings and New Resources

6.2.1 Open Access

Another of the most visible results of the project was the new reading-rooms with open access. Whether this was actually a result of the project can be discussed. According to the Library Director, she returned home from her study visit in Switzerland with the ambition to create open access in her library. This was discussed between her and the Rector. “I discussed with Mister Rector about building a new space for the library, and actually what we have now on the 6th floor is the result of our ideas in 1998”. But the proposal was never presented to the Vice-Rectors. There were plans for a new location for the library, but the question of open access came during the project. The vice-rector that I interviewed said, “The building yes, the space yes, initially we did not consider this question ... the idea of free access started to emerge during the project...”.

The library staff are also quite clear, open access was only due to the experiences gained during the project. Actually, the first study visit to Borås stimulated the idea. During this visit the Library Director asked if it was possible for her to borrow a video camera to film the location, the equipment and how the students were using the resources. The film they produced and showed on their return to Chisinau could have had a crucial effect on this question. It made it easier for the group of librarians who had been to Borås to describe what they had seen. Another important factor is probably that they were five librarians who had the same experiences. Kurt Lewin had experienced how hard it was for one person to describe the impact of new ideas and new ways of doing things and this was why he started his research to find a method that would give a higher impact.
Even a good and successful workshop, however, seems seldom to have the chance to lead to long-range improvements in the field of intergroup relations. The individual who comes home from the workshop full of enthusiasm and new insights will again have to face the community, one against perhaps 100,000. Obviously the chances are high that his success will not be up to his new level of aspiration, and that soon disappointments will set him back again. We are facing here a question which is of prime importance for any social change, namely the problem of its permanence. (Lewin 1946, p. 40)

None of the librarians believed that the open space had become a reality without the project. Many of them were very sceptical, especially regarding the security of the books. Now, even if some of them emphasise the necessity for a security system, everybody agreed that open access had improved the services for students. They have also realised how this has changed the working conditions and possibilities for them as librarians.

It is difficult to imagine that the project would have had such a great impact on the image of the librarians, without open access. This has made their work and their competencies visible to both students and academic staff. At the same time open access has given the students a new feeling of increased services and greater freedom. To be allowed to look into any book without waiting in a queue is highly appreciated. A first year student said, “This Library does not waste any time, you can find the necessary book very easily … right now we can come ourselves to the open stacks and we can look, we can open the book…”

Before the project, the librarian was only a servant fetching books from the closed stacks. The students and teachers waiting at the desk had no idea about the distance they had to walk to fetch the books. The librarian simply disappeared through a door and was away for what felt like a long time. In the old Loans Department, for example, the closed stacks consisted of two big rooms filled with bookshelves. However, if you are waiting in a big room where you can watch the person coming to you or fetching something, the time you have to wait does not feel so long. This is because you have a better view of what happens around you and you can follow the progress of the action.

To find their own way in the new setting and to use the new information sources, students and teachers needed help from the librarians. The librarian’s knowledge and professional skills became visible. “…When I really need to find a necessary book I come to the librarian and she is as a mother, she takes me and she leads and she shows me the department where it is and sometimes she even shows me the required book. And I am satisfied with all the librarians” (First year student). This interaction has also increased job satisfaction among librarians. They have greater variety in their job, and they feel much more appreciated among their customers. “Our image has changed. We are appreciated both by professors and students more than earlier. In the way they are acting towards us, everything shows us that they respect us” (Head of Reference Department).

The librarians have taken on two new roles. They act as guardians, mostly concerned with how the customers behave in the new surroundings and especially in how they treat the books. The model Klasson (1984) described, also involved good quality, good ethics
and good reading habits. The new possibilities with the Internet have also raised
questions about quality and good sources in Moldova. The guardian role is relatively
new for librarians in Moldova. Under the old system the authorities decided what the
people should be allowed to read. Totally free access to all books and journals in the
library was described as democratic by one of the teachers. Now, the librarians need to
teach the users to use these democratic resources. The ULIM librarians are planning for
this. In the Strategic Plan they state, “Along with professional knowledge and skills,
ULIM students need to achieve skills in information retrieval, selection, research and
use”. Among the services that will be provided to students is, “assistance in the quality
assessment of information sources” and “information retrieval selection skills” (ULIM
LID 2001c).

The second role is to take part in the teaching-learning process. The Library provided
user education for students. In the new environment with open access and modern
information sources, the motivation among students to acquire searching skills has
increased. They also have greater possibilities of training themselves in information
searching, with the librarian as teacher and adviser. The Head of Reference Department,
“When I gave user education I was probably much too theoretical. Now I am more
explicit, more concrete. I show them what previously I discussed”. They have started to
act according to what Klasson (1984) called the” Participatory or interplay model”. The
information searching process implies both co-operation and communication between
the parties. “Both are contributing and both are taking responsibility” (Klasson 1984).
For the students at ULIM this is new. Previously, they have relied on titles suggested by
the teachers.

The Strategic Plan states, “Gaining skills in using various sources of information is a
part of the new academic process at ULIM. ULIM librarians have to act as information
teachers, helping users to learn new ways of using information”. And they continue, “
The strategy of LID is to help users convert information into knowledge”. Co-operation
and collaboration with academic staff is hardly mentioned in this context (ULIM LID
2001c).

Although they told us during our first visit that there is a regulation within the ULIM
that allows teachers to experiment with teaching methods, I do not know if any such
activity exists. It seems that the students usually have texts to read and to learn. All the
teachers that I interviewed suggested specific titles to their students. Two of the teachers
told me they also occasionally asked their students to find information about a subject.

“...often recommend them the specific books, that is to make their work easier...but of
course sometimes I ask them to go to the library to find something about a subject …
Usually we also recommend the books that we know exist” (Teacher on 5th floor).

“... I came into the library to consult literature for my seminars with my students. I
wanted to specify some titles because students do not always manage to find the
literature I would like them to use”(Vice-Rector).

Since the information resources are so limited, it is understandable that the teachers
recommend titles that they know exist.
6.2.2 New Policies

Traditionally in Moldova, the university libraries bought a great number of multiple copies of textbooks. This made it possible for the students to borrow a textbook for a semester or a year. At the start of the project, the ULIM Library had 86,193 books and 14,376 titles. At the end of the project, the numbers were 96,000 books and 17,300 titles. Journals are not included in these figures. When the Library moved into the new premises, 55,000 volumes of 1,000 titles were housed in a storeroom. This ended the service of loans of textbooks for long periods. Instead of spending their sparse resources on textbooks, the Library decided to change the acquisitions policy and buy more titles in fewer copies. The number of copies of each title was cut to a maximum of five. This meant more titles but deprived the students the possibility of borrowing textbooks for long periods. Only the students of medicine still enjoyed this right to borrow textbooks, but the loan period has been reduced. Instead, the students were offered copying services and the opportunity to sit in the Library to read.

None of my respondents mentioned that the new policy concerning textbooks was not popular among the students. Instead they emphasised that many new titles had been bought. It is also possible that some of the titles that students and even teachers regarded as new now became visible as a result of open access. In the Strategic Plan (ULIM LID 2001c) however, they state that many students complain about the decreased loan possibilities. However, no solution to the problem is suggested, only a repeated ambition to limit the maximum number of volumes of each title to five.

The librarians all seemed happy about the decision and no one ever mentioned any complaints or problems as a result of this decision.

6.3 New Roles and New Skills

For many years the librarians worked behind closed doors or behind barriers. The new environment with open access and self-service for customers has brought out the competencies and skills of a librarian. Instead of being mainly organisers, they have become guides in the strange new environment of classification codes and an ever-growing variety of information sources. Certainly it helps a lot that they are also the ones that understand the new technical equipment and the new electronic sources. They have also involved the academic staff in the building of the collection. As a result of this, the academic staff have started to include the Library and the library services more actively in the education process, bringing in the librarians as teachers to give instruction in how to use the new electronic sources. The librarians have started to work according to the participatory or interplay model described by Klasson (1984, p. 220-221). It is difficult to see how this rapid development could have evolved in a setting with closed stacks.

This new role for the Library also involves a new acquisitions policy. Instead of mainly offering textbooks, the Library has increased its importance and value for the educational process by offering a wider collection for the users’ individual choices. Two of my respondents approved of this and described it as democratic. This also means that the librarians have taken on another of Klassons (1984, p. 220-221) models for work, the guardian model. They have taken on the task selecting good quality information resources to meet the customers’ needs, even though they are heavily restricted in this
work by the limited economic resources available. The Internet is still not easily accessible at ULIM, due to the policies of the Rector, but guiding the students in the vast information resources on the net will become an important task for the librarians.

In the Library Rules this guardian role is also noticeable. The rules cover dress code, mobile phones, as well as how to treat the books. “ULIM Library users have the following obligations:
- to maintain order and silence in the functional areas of the ULIM Library
  There are forbidden to take any actions that could disturb the readers
- it is forbidden to enter the Library dressed indecently and slovenly …
(From the ULIM Library Rules 2001)

To educate the students in how to behave in the Library and how to treat the books has also become important in the new open environment. There is an attitude that the students in Moldova have low ethics especially in connection with public and common resources such as the books and journals in the Library.

6.4 Organisational Changes

The new organisation has meant increased co-operation and collaboration between the librarians and the academic staff. Through the system of contact librarians the Library opened new direct channels to the professors and teachers. Moldovan society is a hierarchic society. The director of any organisation and business is always the natural point of contact. This was visible on several occasions. When I planned my interviews with librarians in other university libraries in Chisinau I asked the Library Director at ULIM if it was possible for me to make contact directly with an English-speaking librarian whom I had met earlier. The answer was no.

The new contact librarian system at ULIM is therefore a totally new way of working. In the regulation about the contact-librarian system the Library Director states, “… changing the organisational structure from hierarchical to flat maximalizes (sic) radically the working of the University Library” ULIM LID 2001b).

I recognised this hierarchical style from my stay in Tanzania. Working in a university library there, I always had to bring visiting teachers to the Library Director. In doing so I also knew that in five minutes, the Library Director would present the professor to me asking me to deal with the problem or information need.

Earlier, the Library Director had been the natural contact for most questions that were not dealt with in the reading rooms. She had then presented the problems to one of her subordinates. Now this line was removed and direct lines were established. It was mainly the contact-librarians who took the initiative. They went to the different departments to discuss new titles and subscriptions. They also arranged meetings in which they described new information resources or titles. This was much appreciated by some of the members of academic staff that I interviewed while others had not been subject to this direct contact as yet.

Even though the librarians took most of the initiatives, some teachers had also started to address the contact librarians directly. They came both to suggest new titles, but also to ask for assistance in finding literature and to ask them to instruct the students. The new
premises and the new electronic sources had created this need. One of the contact-librarians told me, “I attended meeting at their department and I told them I am contact librarian … I organised a visit to library, I showed them our Library. Meetings concerning use of databases are also most common, we can say both of them are quite common, quite ordinary. One year ago they would not be common” (Head of Acquisition Department).

Only one quarter of the titles that the professors suggested for purchase was actually ordered. This was due to the financial system. The librarians stressed that this was a good figure and that the Rector was very generous to the Library. However, the librarians never know how much money they can use for books and journals during a year. Since the Rector always takes the final decisions, there is no guarantee that the most needed titles are bought. There is a lack of systematic and planned collection building, even if some plans are described in the Strategic Plan. “Efforts will be made to establish a collection of reference materials aimed at supporting the academic process. Collections will be continuously assessed, in order to remove irrelevant material” (ULIM LID 2001c). During the project, the Library Director frequently asked for project money to buy titles that the Rector had refused to order but were considered very important by the academic staff.

One of the threats mentioned in the SWOT analysis in the Strategic Plan is “- fast development of information needs and requirements in comparison with limited possibilities satisfying them ” (ULIM LID 2001c). This situation can result in decreasing willingness by professors and teachers to co-operate with the librarians in this activity. Another possibility is that they unite in an effort to get a fixed amount of money to spend on books. This would then certainly be a unique procedure in Moldova. One of the Library Directors that I was talking to told me she had a budget. When I started to ask question about the budget and how it worked she did not understand my questions.

The system of contact librarians has also had importance for the new respect and appreciation that the librarians have started to experience. One of the reasons for this is that the knowledge and competence that the librarians possess is exposed through the direct contacts. Another reason can also be the fact that they have been promoted to contact persons, the role of the directors.

6.5 “The little Things”

One of the reactions that several of the staff expressed during my interviews was about “the little things” that they had found surprising, especially during the first visits. When I tried to make them be more specific about these “little things” they usually became more vague. But after our discussions I have identified these little things to be promotional material, service-mindedness, and respectful attitudes towards the customers and professional competencies and behaviour.

“ I will tell you something, before the project we of course had meetings, professional discussions on different levels and all our ideas were that we needed to discuss something big, something very important to justify ourselves or to justify our meetings. During the project we understood that even small things, at first sight not so important things, needed to be discussed, needed to come to our attention”. When I asked the
interpreter to mention one of these big things she instead mentioned one of the “little things”. “...this question of promotional materials. Before the project many of my colleagues I am sure, would not believe that this is important…”

6.5.1 Promotional Material

At the start of the project the promotional material at ULIM consisted of a pamphlet about the Library, and a chapter in a brochure about ULIM. The pamphlet contained information about the organisation of the Library, the objectives and the services offered. Some statistics about the staff, stock and the premises were also included. The main goals and activities were listed for each department, together with the name and the telephone number.

During the first visit we told them about different ways of promoting the library. One of the things that were mentioned was to have pictures of the staff with names and assignments/areas of responsibility. When we returned in June they had made a chart of the staff members in each department. This information was put in the different departments but not in a public area. They had not yet understood the purpose of this activity.

When they moved into the new premises in February 2001, they had prepared some pamphlets and small brochures. Each of these covered a special subject such as general information, rooms for group-work, the three new reading rooms, and the collections and services offered in these. This material clearly resembled the promotional material in many Swedish libraries.

In June they had a workshop that covered the question of promotional material, and during the study visit to London they had opportunities to gather more examples of materials. The result was a new programme for promotional material with target groups and clearly described motives and reasons for the decisions made. Although by this time they had examples that were analysed and evaluated. The result was a programme for promotional materials, adapted to the conditions at ULIM.

6.5.2 New Mentality

Another librarian mentioned “the little things” in connection with the mentality and attitude towards the customers. To treat the customers with respect and to meet their information needs in an attentive and professional way was new to them. Under the former conditions the needs of individual persons were not important. There was also no need to try to attract customers since there was no competition. We also identified a lack of knowledge about other cultures. The result was misunderstandings and mistrust.

In the “Order...” of the ULIM Contact Librarian we read,
1. Be the librarian that you would like to meet if you were reader in a library: obliging, attentive, eager to offer help (ULIM LID 2001b).

It also seems to me that they had a similar attitude towards each other. As a result of the project they started to co-operate and to support each other. When they started to discuss and to support each other they found they could move more comfortably in the new terrain. A Contact Librarian said, “First of all we started to work in a team. It is a
good way to share information with each other. Then we started this new work as contact librarians. First we started with a little bit of distrust, but then we became more confident…” Another Contact Librarian said, “We frequently discuss contact librarian work, how to organise this aspect of the job, what to do, sharing experience with our colleagues. How do they organise this kind of work”. Also the leadership was influenced. One of the respondents said that the managers had shifted focus from supervising to leadership.

Another of these “little things” was the attitude towards their own profession, their “inferiority complex” that the interpreter mentioned in her speech at the Closing Conference. This also covered the attitude towards themselves and their own role at the Library. In reply to my question, “Did you have any expectations for yourself as a person or as an employee at the ULIM Library?” , almost everyone stressed that they had only had expectations for the Library. One middle management librarian said: “I wanted to be involved in the project. There have been people that have worked for longer than I in this Library. It was my idea these people are allowed to be involved more”. A few mentioned that they had expected to develop their own skills during the project, but these librarians were all heads of department and this perhaps made it more legitimate.

6.6 The Change Process

There can be no doubt about the fact that we achieved good results during this project. Most of my respondents testify that the results exceeded their expectations. The monitoring team (Monitoring Programme … 2001) concluded in their report that the activities and achievements were excellent with good potential to sustainable results. Then what made this project a successful one with a good potential for sustainability? The reasons are several. One of the crucial points is, in my opinion, the timing, but equally important is the involvement by most of the staff members and the continuing process through the work with a Strategic Plan. Finally I consider their historical background to be important.

6.6.1 Right Timing

The Library Director had just returned from a study visit to Switzerland with ideas and plans for changes in her Library. At approximately the same time the Rector visited France and returned with visions about a unique multimedia centre. Organisationally the multimedia centre was planned as belonging to the Library. For the Rector, the opportunity to participate in a library development project was therefore very welcome.

These plans also needed new surroundings and new premises and the process of building these had started. At the start of the project, construction work on the multimedia centre had begun. How far the plans for the new Library had progressed is not quite clear. Only the Library Director maintains that the new Library premises were planned before the project. The Library staff and the vice-rector that I interviewed agreed about the new premises but thought that the open access solution was solely a result of the project.

I see open access as one of the main reasons for the emancipation of the librarians. Through this they have got new assignments. This has increased their job satisfaction
and their competence. They now meet with customers in a professional setting and can demonstrate their professional competence. As part of the right timing is the fact that the Library had just started the process of automation. Together with the other libraries in Moldova, they had just started to register their collection.

6.6.2 The Action Notion

A change process driven by the leader will often suffer from lack of interest and resistance from the members of staff (Tuchman, Newman & Romanelli 1986). According to Senge (1999) an authority-driven change process will stop as soon as it is no longer pushed. It is therefore necessary that the staff members feel involved in the process and understand both the necessities for change and the possible outcomes.

Some of the change theories, such as Organisation Development and Learning Organisations have roots going back to Kurt Lewin and his action research theory of look-think-act (Cummings & Worley 2001). Looking at the structure of the project, there is a clear resemblance with the process of action research. Important ingredients as intervention, intended change, involvement and learning are present. Some of the characteristics that Reason & Bradbury (2001, p. 1) had found as typical for action research were also present in this project, like “… emergent development, practical issues, knowledge in action, participation and democracy and human flourishing”.

One of the characteristics of the change process at the ULIM Library was the strong involvement of staff. Half of the staff members working at the ULIM Library at the start of the project had an opportunity to visit libraries in Western Europe. Among these librarians two had left the ULIM and one had moved to another department in the University by the end of the project. The experiences from visits to western institutions have proved very fruitful and mobility programme is therefore an important part of Tempus projects. In his project in Tomsk, Russia, Simon experienced the same effect (Francis 1998).

The study visits were important inputs to the project. Workshops and discussions to increase the understanding of the experiences gained, followed the study visits. This forced the Library staff to relate their experiences to their home situation, to analyse the information and to reflect on the possibilities. During the workshops and the discussions, as many as possible of the staff members took part. The size of the Library also made it easier to involve the majority of the staff.

Soon after their first study visit Simon initiated work with a strategic plan. This work continued throughout the whole project and was the subject of discussions during all the visits by the western partners to Chisinau. The involvement by other staff members in the work on the strategic plan varied. According to the answers given in my interviews, this was most certainly dependent on the initiative and the interest showed by the individual colleagues. I interviewed most of the staff members during the last visit. The way they described the results of the project indicated that they felt they had participated in the project and contributed to the results. Three librarians in the Acquisitions Department said, “We need to say that our managers really worked, and so did we, that is why we achieved results … our willingness to accomplish the objectives…".
The action research also implies education and gaining of new knowledge. This has been a strong feature during the project. Seminars and study visits followed by workshops and discussions have increased knowledge and understanding among the staff members. The model below serves as a general model for several of the changes introduced during the project. Among these are the promotional material, the contact librarian system, and the customer care.

**Figur 6 Model of the Change Process at ULIM**

![Diagram of the change process at ULIM](image)

(Bytoft-Nyaas 2002)

The new ideas were gathered from many sources, especially from the study visits and from the seminars. Very few if any were discarded without discussion. Very often they became subjects in workshops and seminars.

**6.7 Sustainability**

In the Monitoring Report they (Monitoring Programme … 2001) conclude that the chances of sustainability are good. To me, sustainability means the present system will prevail. To consider this a successful project it is necessary for the Library to continue to develop. The project should be the starting point for further development.

The Strategic Plan tells us the development process will continue. The aims for the future are very ambitious. The problems they foresee are, first and foremost, related to the economic situation. They plan to finance some of the aims through participation in projects and consortia. This is certainly important, especially in gaining access to electronic journals and databases (ULIM LID 2001c).

Many of the respondents have expressed the need for a continuation of the project. They fear the development will stagnate. It is reasonable to believe that the impetus for change has diminished now when the project is finished. The time limits, to have something ready to present during the next visit are gone. They have reached a stabilisation phase. Such a change process is very energy consuming and the staff of ULIM LID needs to settle down in their new situation. They have reached what Lewin called “Freezing stage” and have at the same time entered a period of incremental changes. How well they will manage in this phase very much depends on the financial situation in the country, but equally importantly, the financial system at ULIM.
Development does not solely depend on money, but it can help a lot and sometimes it is crucial. The financial situation is the weak link in the chain. Most of all, they need money to develop the collection of books and journals. Some of the things mentioned in the Strategic Plan can be characterised as luxury. The colour copier and printer are among these. They also have an unrealistic belief in the usefulness of a security system. There is a risk that these expressed needs will supersede the need for collection development.

In my interviews, I asked what the Library would have been like without the project. Two answers given can perhaps give some ideas about the future at ULIM LID. Two of the librarians mostly working on 5th floor told me, “I am sure that in this Library there would always be changes” and “This is not an old fashioned Library, it is a modern and dynamic one”. During the project we have also seen the energy in the enthusiasm and the engagement among the staff members.

ULIM Library and members of the staff are active participators in the Moldovan library community. They have realised that to work together gives strength. This was why the dissemination part of the project was so ambitiously performed. As a result of the project, they now have a collection of new books on library science and all the documentation from the experiences gained through study visits and workshops.

The responses to the changes from the academic staff and the students have been very good. The attitudes towards the Library have changed radically. The new open library halls are something that all my respondents are proud of. The Rector shows the Library to visitors as one of the attractions at ULIM.

One of the suggested outcomes expressed at the very beginning of the project was that “…the project would be a starting point for further development and involvement in other international projects…”. It is reasonable to expect the change process at ULIM LID to slow down now when the project is finished. They enter a period of stabilisation and incremental changes. In the Strategic Plan they have set the goals.

6.8 Additional Achievements

During her visits to Chisinau Arja Mäntykangas made repeated visits to the Library Science Department at the State University in Chisinau. These contacts established between the library schools in Chisinau and Borås resulted in a new project. For two years Arja will be the leader of a teacher/student exchange project financed through the Linnaeus-Palme Programme.

6.9 What did we not achieve?

In the application proposal and the contract, the inputs and activities are rather vaguely formulated. The amounts of money available for different activities are precisely fixed. So is the total number of people and the weeks allowed for the mobility programmes. According to these, we had performed all proposed actions except using the unspent money from the first year, by the end of 2001.
However, there are things that did not quite work out as expected. Some of these are outside the project and therefore outside our power or jurisdiction. The cable-network was not installed and the new electronic equipment was working and accessible only in one of the reading-rooms. The result of this was that they needed to continue to maintain two card catalogues. It also meant that the loan module was not implemented.

On the other side, if the new library had only been one big unit, these problems would not have occurred. Neither would we need the extra device to make the copy-card-readers communicate. I do not know if there ever existed any possibilities for a one-unit-solution since we were never involved in those discussions. The ULIM LID is not only in different rooms, it is also on different floors and this makes it expensive to run, especially if the same services such as OPAC, databases and automated loan services are required in all reading-rooms since no local network exists. The new Multimedia Centre that was built next door to the small reading-room on the 4th floor had stand-alone computers and allowed no direct connection with the reading-room.

Since our first visit, security systems have been mentioned several times. Everybody seems to think that a security system will solve many problems and make lending safe, even if the books are kept in closed stacks. I now feel that we should have had a workshop on automated lending systems and security systems, to give some examples of solutions and options. But it took me too long to understand what they did not understand within the project.

During the project, we discussed different topics for our workshops and seminars. In retrospect I regret we did not have a workshop on how to make a presentation for an audience. We had ideas about such a workshop and of hiring a local actor to talk about body language and how to make one’s voice heard. It should also include the construction of presentations for OH and PowerPoint.

During the project we had repeated problems caused by their lack of practice in handling money. This was due to the fact that they never have any money to account for. The Rector handles all financial matters. The prepaid system for photocopying services might therefore be expensive for the students and disastrous for the reputation of the Library. Pre-paid photocopying-services means that the Library in reality borrow money from the students. When the Rector and the Library Director agreed upon the compromise that the University administration could use the photocopying machines free of charge if they wanted, both signalled that they had not understood the system. I feel that we have failed in making this clear to the parties.

At the conference in Brussels they claimed that two-year projects were too short to achieve sustainable changes. But two years was also too short for me to achieve a profound understanding of their world. I have learned a lot through writing these thesis. McNiff stressed in her book the educational power of action research. I have performed my research solely for my own interest and in my free time. I have also experienced some practical problems caused by the need for translation. This has delayed the work and I could see the result of my research only long after the project had finished. I intend to send my report to my partners to share my results with them. What I have realised however, is how useful it would have been to discuss some of the topics with the ULIM librarians and my partners at the time.
7 Conclusion

Moldova as one of the smallest countries in Europe, is also one of the youngest. Since independence in 1991, the country has suffered from a severe deterioration in economic and social conditions. An ongoing conflict with a small separatist group in the eastern province hampers the actions of the government. The economic strain has had a severe effect on the development of the country and the GDP has dropped dramatically. Libraries, like all public services organisations have seen their sources drained.

When Tempus Tacis project CP 99-20591 Library Management Development at ULIM Library in Chisinau was approved, this was the first Tempus library management development project in Moldova. Dissemination activities were part of the project and this made the project an opportunity for librarians throughout Moldova to increase their knowledge of modern library management and services.

This project in which I was one of the partners, also became a subject of study for me. During the two years the project was running, I collected information about the development and changes achieved. The purpose was to investigate what can be achieved during a two year period with a grant of only 140,000 EURO? It turned out to be quite a lot, the project has had a great impact on daily life for both the library staff and the users of the Library.

The project had three different ingredients,

- Education and training in modern library management. The methods used were study visits to Western institutions, seminars, workshops and discussions. The involvement of all staff in most of these activities has had an immense effect
- Mobility programme where a great number of the librarians at ULIM Library got the opportunity to visit Western European libraries. In addition partners from West made repeated journeys to Chisinau.
- Technical equipment including different computer hardware, photocopy machines and information sources such as books, CD, electronic journals. This included the creation of a special collection in library science to be available for all librarians and other interested parties in Moldova.

These three ingredients are common in Tempus Tacis projects. Then what made this a project with good results?

An important factor is the structure of the project. It contains strong features from action research methodologies. Action research has been found very successful in change processes. The change methods used have their roots in action research. Important features are intervention with the purpose of starting a change process, together with a strong involvement of the parties concerned. As the staff at ULIM Library is fairly small, all staff members have been more or less involved. Nearly one half of the staff at ULIM Library at the beginning of the project visited libraries in Western Europe. This has been combined with seminars, workshops and discussions to increase the understanding of new management methods and new services. The work with the Strategic Plan that proceeded during almost the whole project period was important in the learning process.
It turned out that the timing for this project was optimal. The Library had just implemented library software in common with all the other libraries in Moldova. The process of registering the collection in the new database had just started. Both the Library Director and the Rector of the University had plans for development of the Library. Both of these were based on visits to Western Europe. One of these changes included new premises for the Library. As a result of the project, the new premises offered an open access solution in two of the three reading-rooms. At the same time the practice of focusing on textbooks was stopped. This increased the purchase of new titles in the Library. Instead of a large number of copies of the same title, the open shelves now offered a variety of titles.

At the same time the automation process gained pace. When the new reading-room opened they could offer a variety of new services. The card catalogue was replaced with OPAC since the whole collection was registered in the database. The libraries in Moldova had formed a consort to get access to databases (Moldova Actuala) and electronic journals (EBSCO). A number of public computers offered direct access to these electronic sources for students and teachers. They also had a computer with CD-ROM reading facilities and word processing for their customers.

As a result of the project, a reorganisation of the Library made the librarians step forward and start to work according to a model that is characterised by dialogue and co-operation with customers. The new system of contact librarians that co-operate directly with academic staff in building the Library collection was important. They have also increased their importance as teachers and consultants in information retrieval. This, together with the new premises and the new services strengthened the reputation of the librarians and the role of the Library in the University. It also resulted in a greater variety in the work of the librarians.

The focus on the customer and the customers' needs have started the process of changing the mentality of the library staff. This has even had an effect on relations within the Library. The staff have started to work in teams and have discovered strength in co-operation and finding solutions through this.

The question of sustainability of the project is closely related to the economic situation in the country. The economic conditions in Moldova make resources sparse. The economic system within the University makes the Library totally dependent on the Rector for all purchases. Also of importance is the engagement in the library community in Moldova by the ULIM Library staff and the interest in development from other librarians in the country. The dissemination activities have increased the awareness of the needs for the libraries. They have also put forward possible solutions and important targets. Perhaps the main force for further development lies in the enthusiasm of the staff and their will to leave behind the past and to develop to Western-European standards.

I have learned a lot during this project. My work on this report has given me a more profound understanding of the project and the development process at ULIM. I have also gained knowledge and some experience in practical administration of such a project and I have learned a lot about Moldova.
The impact of this project on the daily life of librarians and students and teaching staff at ULIM is very important. I do, however, value more the increased self-respect and their strengthened belief in their future. Countries such as Moldova need help, especially to create a positive attitude to their own future. I am ready to take part in another project and feel I will be a much more competent partner in a further project. The problem might be finding an institution willing to take on the responsibilities of a contractor.
8 Summary

For two years I participated in a Tempus Tacis CP Project with ULIM Library in Moldova. In this library management development project I have been working as a consultant together with Simon Francis and Arja Mäntykangas. At the very beginning of the project I decided to do some research to measure the impact of the project.

My purpose has been to create a more profound understanding of the changes and of the actions that have influenced the changes and the development process.

My research questions have been:

- How has this project influenced the situation of the library staff at ULIM?
- How has this project changed the library services for students and academic staff at ULIM?
- Has the project had any impact on other libraries in Moldova?
- What has influenced these changes in a positive or a negative way?

To collect information, I have performed three series of interviews with the staff at different periods during the project. I have also constantly made notes and collected printed material produced by ULIM Library throughout the project. Among the problems in collection of information have been the differences in cultural background and the lack of a common language.

I have called this action research even if the project was a development project and not a research project. Also, I did not intend to use my search results during the project, as the results would not be ready until the end of the project. I still feel it was relevant to call this action research as the change management method used during the project has important features in common with action research methodologies. These important features are, intervention with the intent to start a change process, involvement by all parties and learning process. As a partner in the project I have also been part in the process and have enjoyed a close relationship with the ULIM librarians and the partner consultants and as such have been able to collect information that would otherwise be difficult to find.

The achievements have exceeded the expectations, according to the staff of the ULIM Library. The reasons for this are several. It turned out that the timing for the project was very good. The changes that were already planned were improved by the activities of the project. This applies to the new premises and the automation process. The librarians in the Library were very enthusiastic and eager to achieve changes. Looking at the history of the country, I believe that one of the reasons for their engagement in the project can be found there. The structure of the project also had strong element of participation and involvement by all parties. The changes that were achieved were a result of commitment and cooperation by the entire staff. This has increased the prospects for sustainable results.

These kinds of project are important in countries such as Moldova to help the people to achieve some progress and start to believe in their future.
9 Abbreviations and Notes

AACR Anglo American Cataloguing Rules
CP Compact Project [a category of Tempus projects]
EC European Commission
ETF European Training Foundation
GDP Gross Domestic Product
IFLA International Federation of Library Associations
IIU International Independent University (English for ULIM)
IMF International Monetary Fund
ISBD International Standard for Bibliographic Description
JEP Joint European Project [a category of Tempus project]
LID Library Information Department (ULIM)
NIS New Independent States
PHARE Phare - Community programme for assistance for economic restructuring in the countries of Central and Eastern Europe [originally: Poland & Hungary: assistance in restructuring the economy].
TACIS Technical Assistance to the Commonwealth of Independent States
TEMPUS Trans European Mobility Program for University Staff
UDC Universal Decimal Classification
ULIM Universitatii Libere Internationale din Moldova
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11 Appendices

Appendix 1  Visiting Programme 13 -25 February, 2000
Appendix 2  Study visit Programme to University College Borås 7 May to 21 May 2000
Appendix 3  Visiting program 5-16 November, 2000
Appendix 4  Study visit Programme for Moldova visitors to London Tuesday 17 July to Saturday 28 2001
Appendix 5  Programme of Closing Conference 22-23 October 2001
Appendix 6  Questions to be answered in a written statement.
Appendix 7  Interview Manuals
Appendix 8  SWOT Analysis in Strategic Plan
Appendix 9  The Procedure of Buying Books
Appendix 1. Visiting Programme 13-25 February, 2000 of participants in TACIS Project
Francis Simon (UK), Arja Mantykangas, Eli Bytoft-Nyaas (Sweden) at Chisinau

Sunday 13.02.2000 Arrival. Guests accommodation at the Hotel "Turist ".
14.02.2000
  10. 00 13. 00 Meeting with the administration of the Library of International Free University of Moldova. Library tour.
  14.30-15.30 Meeting with the Head of the International Free University, acad. Andrei Galhen
  16. 00-18. 00 Discussions, concerning the Project, with the library administration
  18. 00-19. 00 Supper
15.02.2000
  9 00-13. 00 Visits of library departments and professional discussion with library staff: Automation Department (V. Ghetu), Acquisition Department (O. Vacarcinc), Cataloging Department (V. Chitboroaga)
  14.00-18.00 Continuation of visit:.
    Informational Department (Al. Beleavski)
    Public Relations Department (I. Burlea, A. Ulitchin)
16.02.2000
  9.30-12.30 Visit to Library of Economic Studies Academy of Moldova
  14. 30-18. 00 Professional conversations at the Library of ULIM (IFUM).
17.02.2000
  9.30-11.30 Meeting with official representatives of the Minister Culture of Moldova.
  11.30-13.00 Excursions within International Free University of Moldova: Dentistry Clinic, Anatomic Museum, etc.
  14.30-17.00 Meeting with the members of the National Librarianship Board of Moldova. National library Tour.
  18.00 Visit to National Theatre M.Eminescu. The play "Tata" ("The father") by D. Matcovschi.
18.02.2000
  9.30-11.00 Visit to Library of State University of Moldova
  11.00-12.30 Professional conversations with the representatives of the Chair of Library Science and informational Assistance (State University of Moldova)
  14.30-15.30 Visit to Municipal Public Library "B.P. Hasdeu"
  16.00-18.00 Visit to National Book Chamber of Moldova
19.02.2000
  9.30-13.00 Professional discussions with the staff of the Library of International Free University of Moldova.
    14.30-16.00 The tour of the Chisinau ‘s Center.
    16.00-17.30 Free time.
    18.00 Visit to National Theatre "M.Eminescu ". The play "Un lucru caraghios... ", by B. Sevelope.
20.02.2000
  10.00-16.00 Free time.
  16.00 Visit to Opera. "Nabucco ", by G. Verdi.
21.02. 2000
  9.30-13.00 Workshop 14 00-17.00 Workshop
22.02.2000
  9.30-13.00 Workshop 14.00-17.00 Workshop
23.02.2000
  9.30-13.00 Workshop 14.00-17.00 Workshop
24.02.2000
  9.30-12.30 Professional discussions at the ULIM Library. Workshop ‘s totalizing. Meeting with the ULIM’s vice-rectors - A. Malai, Gh.Postica.
    14.00-16.00 Strategies and priorities in achievement of TACIS Project
    16.30- Farewell reception.
25.00.2000 Guests departure. Guest accompaniment at the Chisinau ‘s Airport.

101
Appendix 2. Study visit Programme to University College Borås 7th May to 21st May 2000

Sunday 7th May
Arrival Zinaida Sochirca and Iraida Digodi

Monday 8th May
08.30 Meeting Arja and Eli at the University College. Coffee.
09.30 - Economic meeting, Lynzi Riley, Lennart Boo, Michael Riley, Annika Edvardsson. Room B304
10.30 - Interim Project Revision Meeting, Simon Francis, Zinaida Sochirca, Staffan Lööf, Eva Lilja, Arja Mäntykangas, Eli Bytoft-Nyaas, Room 15.10 Arrival at the airport to meet Ludmila Corghenci, Natalia Beleavschi, Larisa Burela and Veronica Ghetu

Tuesday 9th May
09.00 - New Educational Methods. Anette Eliasson
10.00 - Introduction to the University College of Borås and SSLIS (The Swedish School of Library and Information Studies). Arja Mäntykangas.
11.00 - How to Develop a Smaller University College in Sweden today. Discussions with Professor Maj Klasson.
14.30 - Introduction to the Library. Eli Bytoft-Nyaas

Wednesday 10th May
09.00 - The University College Library in Borås. The organisation, co-operation with other libraries etc. Eva Lilja. Room B304
17.00 Professional discussions

Thursday 11th May
09.00 Automated Library System, administrative aspects. Urban Andersson. Room A330

Friday 12th May
14.00 OPAC. Self Service. etc Eli Bytoft-Nyaas Room A330

Saturday 13th May
Free time

Sunday 14th May
Visit to Eli in Bollebygd.

Monday 15th May
07.27 Train to Gothenburg
09.00 - Visit to Göteborg University Library, Economics Library. Agneta Olsson
12.48 Train to Borås
15.30 - 16.30 Meeting with Rector Anders Fransson and Professor Lars Höglund.
17.30 - Visit to Biblioteksmuseet. Magnus Torstensson

Tuesday 16th May
09.00 - Computer networks, Virus Control and Downloading. Adrian Moldoveanu. Room A330
14.00 - Free Internet Resources. Klaz Arvidsson and Mia Winther. Room A330

Wednesday 17th May
09.00 - Acquisitions Module. Eva Huntington. Room A330
Afternoon free

Thursday 18th May
09.00 A Public Library in Sweden, Visit to Gothenburg Public Library. Anita Sindler
18.00 Gunnebo slott.

Friday 19th May
09.00 Summary and questions. Assessment of Study Visit. Arja and Eli.
13.00 Lunch with Staffan and Eva.
Afternoon free.

Saturday 20th May
Free time

Sunday 21st May
Departure to Chisinau, Moldova.
Appendice 3. Visiting program 5-16 November, 2000

5.11.2000, Sunday
Arrival of Simon Francis and Arja Mantykangas Accommodation at the hotel.

6.11.2000, Monday
9.00-12.00 Professional discussions with ms. Sochirca, Library director
14.00-16.00 Professional discussions concerning the results of the last visit at ULIM Library in June, 2000
16.00-17.00 Invitation from the Library staff

7.11.2000, Tuesday
9.00-11.00 Strategic planning of ULIM library activities. Presentation of the concept
11.30-12.30 SP meeting
14.00-16.00 Continuation of SP meeting

8.11.2000, Wednesday
9.00-11.00 SP meeting
11.30-12.30 Finishing SP meeting
14.00-16.00 Professional discussions with functional managers

9.11.2000, Thursday
Workshop: Educational Center for ULIM Librarians (Day 1 of 2)
10-10.45 Learning and teaching (Simon Francis, Arja Mantykangas)
11-11.45 Organisational culture of Library (Arja)
12.15-13 Stack resources (Simon)
13.15-14 Space and structures (Simon)

10.11.2000, Friday
10-10.45 Services (Arja)
11-11.45 Staff (Arja)
12.15-13 Customer care (Simon)
13.15-14 Customer care (Simon)

11.11.2000, Saturday
10.00-12.00 Professional discussions.
Cultural evening.

12.11.2000, Sunday
Free time

13.11.2000, Monday
9.00-11.00 Professional discussions. Materials, equipment and activities of ULIM Educational Center
11.30-12.30 Professional discussion (cont.)
14.00-16.00 Professional discussions (cont.)

14.11.2000, Tuesday
9.00-16.00 Simon Francis. Providing equipment for ULIM Library. Professional discussions
9.00-16.00 Arja Mantykangas. Visit to the Department of Library and Information Sciences, State University of Moldova

15.11.2000, Wednesday
9.00-11.00 Professional discussions
11.30-12.30 Professional discussions
14.00-16.00 Meeting on Librarianship Laboratory. Librarians’ creativity: theoretical and practical visions.- how to prepare a project- university librarian and the study process, creativity in library work, etc.

16.11.2000, Thursday
Departure
Appendix 4. Study visit Programme for Moldova visitors to London. Tuesday 17th July to Saturday 28th 2001

Arrival Heathrow Airport. Met by Simon and taken to Hotel.
Wednesday 18th
   Visit to British Library, Euston Road.
   Depart Hotel 09.15. Short walk to Library
   10.00 met by Visitor Services Department. General tour and overview.
   11.15 Talk by Peter Dale, National Bibliographic Service.
   11.45 Talk by Bridget Guzner, Head of Moldova and Romania Collections.
   12.00 Visit ends Afternoon free

Thursday 19th
   All day visits with Simon in minibus
   Depart Hotel 08.45
   10.00 Royal Holloway College, University of London; Egham
   David Ward, Academic Services Manager, University Library
   14.30 Brunel University Library, Uxbridge.
   Carole Pickaver, Deputy Head of Library Service
   16.30 return to London

Friday 20th
   Morning:
   Visit to Birkbeck College Library, University of London with Simon.
   Depart Hotel at 09.45. Short walk to Library in Malet Street.
   10.00 met by the College Librarian: Philippa Dolphin,
   12.30 End visit.
   Afternoon visit to University of North London Learning Resources Service

Saturday 21st and Sunday 22nd
   Free week-end.

Monday 23rd
   Morning and afternoon visits with Simon.
   Depart Hotel at 09.00. Minibus to Slough
   10.30 Visit to Thames Valley University
   Simon Whitby, Learning Resources Centre Manager.
   Afternoon: Visit to Buckinghamshire Chilterns University College Learning Resources Centre.
   14.30 Met by Irine Sims, Campus Librarian
   16.30 End visit. Return to London

Tuesday 24th
   Minibus visit to Oxford with Simon
   Depart hotel 08.30
   Oxford Brookes University Library
   10.00-12.30 Jan Haines, Deputy Librarian, Academic Services
   Afternoon sightseeing in Oxford
   Return to London

Wednesday 25th
   Visit to Croydon Public Library with Simon
   Depart hotel 08.40
   10.00 Trisha Holmes
   Afternoon free

Thursday 26th
   Meeting at Library Association, Store Street with Simon.
   Depart Hotel 09.40. Short walk.
   10.00-10.40 Library Association meeting room.
   Talk by Jill Martin, International Officer about Library Association and international links.
   11.00 - 12.00 Final Study Visit discussions with Simon
   Afternoon free
   18.00 informal early evening visit to local pub with Simon, Eli, Arja and maybe Lynzi.
Friday 27th
   All except Zinaida and Iraida depart.
   Morning Project Management Meeting
Saturday 28th
   Zinaida and Iriaida depart.

Thursday, 22 November
9.00-10.00  Registration of participants
10.00-11.00  Official Opening
Z. Sochirca, Director of IDD
A. Galben, Rector ULIM
Representative from TEMPUS TACIS Office
S. Francis, Project Co-ordinator

11.00 – 11.45. COMMUNICATIONS
- The Management of the TEMPUS TACIS Project in Moldova, specific and general
  Simon Francis, Project Co-ordinator, Great Britain
- IDD ULIM in the Project, stages and the process
  Zinaida Sochirca, General Director, IDD ULIM

11.45 – 12.00  Coffee Break

12.00 – 13.30. THEORETICAL AND PHILOSOPHICAL ASPECTS OF LIBRARY AND INFORMATION ACTIVITY
- Change: the Concept and the Impact of ULIM
  Iraida Digodi IDD ULIM
- Organisational and Functional Changes: Stages and Accomplishments
  Ludmila Corghenci, Zinaida Sochirca. IDD ULIM
- Strategic Direction of the IDD ULIM: Presentation of Strategic Plan
  Ludmila Corghenci, Valentina Cosmescu IDD ULIM
- The University Library: Strategies and Priorities
  Eli Bytoft-Nyaas, College University Library, Boras, Sweden
- The Library Image in the University Community: Influences and Applications

13.30 – 14.30  Lunch

14.30 – 15.30. HUMAN RESOURCES IN THE CONTEXT OF TEMPUS TACIS PROJECT.
- Using Efficiently the Creativity of Staff
  Olga Vacariuc, IDD ULIM
- Continuing Professional Training of the IDD ULIM Staff
  Ludmila Corghenci (Presents Veronica Ghetu) IDD ULIM
- Education and Librarians: Experiences and approaches.
  Arja Mäntykangas, University College, Boras, Sweden

15.30 – 15.40  Break

Friday, 23 November
9.00 – 10.00  LIBRARY USERS, NEW SERVICES
- Customer Care and New Users
  Larisa Burlea, IDD ULIM
- Widening Access to Information in IDD ULIM
  Veronica Ghetu, IDD ULIM
- Information and Documentation Resources of IDD ULIM as a Support for Academic Activities.
  Felicia Luca, IDD ULIM

10.00 – 10.15  Break
- Information Education of Users: New Concept and visions
  Natalia Belevschi, IDD ULIM
- Promotional Material as Part of Promotional Policy of IDD ULIM
  Ludmila Corghenci , (Presents O Coblean) , IDD ULIM
- Intercultural Users Education
  Nathalia Ghimpu, IDD ULIM

11.15 – 11.30  Break

11.30 – 12.00  Totals, Synthesis, Discussions and Perspectives.
12.00 – 13.00 ROUND TABLE – User’s Library: Impressions and Information Gathered during the Study Visit to Great Britain. Chairman: Iraida Digodi

- British Library: Accomplishments, Approaches, Perspectives for Collaboration Valentina Chitoroga
- Customer Care: Spaces, Services, Subject Librarians Olga Vacariuc
- Tradition and Modernism in English Libraries. Promotional Policy Valantina Cosmescu
- Information and Documentation Services for Users Felicia Luca
- IOD and Library Associations Iraida Digodi
- New Services for Users Veronica Ghetu
Appendix 6 **Questions to be answered in a written statement.**

I have decided to try to register the impact of this project on the ULIM Library, and also to create an understanding for what happens.

The main obstacle for this research is the language, but I have decided to try a method that I hope will work. It means a minimum of translations, which I think, is essential. To make it work it is however important that you all follow my instructions.

I would like each member of the ULIM Library staff to write a short paper in which the following questions are answered. You will write in Romanian and on a typewriter or computer, to secure readability. You shall not sign your paper or state your position.

I am sorry to give you such short notice, but it is essential that Zinaïda or Ludmila bring these reports in May. Therefore, try to make it short.

Here are the "questions" I would like you to answer.

**Describe your work today.**
Describe your work by telling about a normal day at work, your different task and how you perform them. How does your work affect the colleges around you, both in your department and otherwise. How are you and your work dependent of and affected by the work performed by your colleges. Describe also how much you get in contact with the academic staff or the students at ULIM during a normal day.

**Describe your feelings towards the Tempus Tacis Project.**
Please try to describe your feelings towards this Project and what expectations you have.

**Describe how you expect the Tempus Tacis Project will change your work**
How do you expect the Project and the computerisation to effect your work related to: the daily work and working tasks that you have and your co-operation and interaction with your colleges, the way you co-operate with and assist the academic staff of ULIM and the services offered to students.
Appendix 7 Interview Manuals

ULIM Librarians

When you first heard/learned about this project. Do you remember what you were thinking? What did you imagine it would be like? Did you talk about it with your colleagues?

What were the expectations for the Library? What were the expectations for yourself as a person and as an employee at ULIM Library?

What do you remember most from our first visit in February 2000? What do you remember most from these two years? Is there anything that has happened in connection with this project during these two years that you talk about more often? What was most surprising during the visits to Borås/London?

Looking at the result of the project, how does it answer to your expectations? Anything disappointing? Anything unexpected? What became as you imagined it?

Tell me about your last meeting with a professor. Do you regard this as a successful meeting? Do you regard this as a typical meeting? When did this meeting take place?

Describe yesterday at work, what did you do? Was this a typical day? What made it typical/not typical?

If this project had not been approved, what do you think this library would be like today? According to your opinion, what has been the most important factor that has affected the result and the achievement of the project in a positive way or in a negative way?

What do you do now that you did not do one year or two years ago? What did you do one year or two years ago that you do not do any more?

Librarians outside ULIM LID

When you heard about this project, what were your opinion about the project and the possible outcome? According to you, what are the most important needs for your library or for the libraries in Moldova? Do you consider that your library gained anything from this project? Do you have experience from similar projects and how would you describe this project compared to other projects. How will you describe your library and the ULIM LID?

Academic Staff and Students.

How would you describe the ULIM Library? How often do you normally visit the Library? Have you noticed any changes in the Library over the last two years? What do you know about the Tempus Tacis Project? What do you think is the most important impact of the Project? Do you visit other libraries in Chisinau? How do you compare this Library with other libraries in Chisinau?
Appendix 8  SWOT Analysis in Strategic Plan

Institution Analysis

Strengths:
- relevant, useful information and documentation resources in collections
- presence of a permanent, relatively stable market to what services are directed
- continuing professional development of staff members
- relatively sufficient financial resources
- competency of skill in the field of
  - management
  - organizational-functional structure
  - human resources
  - technology
  - information and documentation research
- clear vision of the University administration concerning library and information activity
- a positive image of ULIM LID within the university and the professional community
- possibility to apply the principle of market economy (leasing, fundraising etc.)
- professional autonomy
- immediate reaction to the external environment challenges
- appropriate facilities
- other strengths

Weaknesses:
- lack of managerial skills and competences (specially on the middle level)
- passivity in career advancing
- lack of some necessary skills (concerning new technology, communication skills etc.)
- bad understanding of priorities (current problems instead of strategic ones)
- lack of strategic vision
- insufficient relationship with publishers, of an organized document exchange, etc.)
- absence of permanent feed-back, of performance measurement etc.
- other weaknesses

Environmental Impact

Opportunities:
- continuing development of the university curricula (new subjects, new specialities etc.)
- permanent requirements for new acquisition of documents and information resources
- permanent concern for the diversification of the library and information services
- yearly integration of new categories of students
- possibilities to participate in the academic process of teaching-learning (by implementing new acquisition policies etc.)
- active participation in the curricula with disciplines connected to users education
- possibilities to participate in national and international consortia, programn and projects
- weaknesses of some libraries
- other opportunities

Threats
- adopting of some documents and regulations with a negative effect
- fast development of information needs and requirements in comparison with limited possibilities of their satisfying
- lack of legislation and regulations for some aspects of library activity (interlibrary loans)
- fast growing of the prices for acquisition, maintenance, equipment
- user's interest for the printed information, tendency to borrow and keep books for a long time.
- insecurity of the collections (because of the user's mentality, lack of equipment and legislation to protect it
- growing competition
- a big fluctuation of staff members
- unstable social and polotical climate
- other possible threats
Appendix 9 The Procedure of Buying Books

This extract from E-mails concerning the purchase of books and article copies serves as an example of how members of the team have worked together. They also illustrate some problems that occurred in a rather simple matter.

E-mail from London on the 28th April 2000.
I will be interested in your opinions.
In the ETF contract we must buy 50 volumes for ULIM this year and another 50 next year.
I propose to go to Blackwells Bookshop in Oxford in the next few days and choose some volumes in Librarianship and Management. Through the University of Sheffield we can get a 10% discount which makes the money go further.

E-mail from Borås on the 28th April 2000
About books. We have access to Blackwells stock on our computers. Would it not be better to let them search themselves to find the books they want. They can also browse books on our shelves and copy interesting articles from our big collection of journals in library science.

E-mail from London on the 28th April 2000
Yes, the Blackwell's stock question is complicated. It is always good to see the books and looking at what is on your shelves in English will be helpful. We also have to buy another 50 books next year so there will be a second opportunity. In addition we have 220 Euro next year to pay for making 1,000 pages of photocopy of periodical articles.
It will be very helpful if arrangements could be made for them to copy periodical articles. You have a good collection of library science periodicals and reports. When the Study Visit comes to England next year the only good open collection is far away from London in Wales and they will not be able to visit it.

E-mail from Borås to London on 7th June 2000
Here is a list of books that they would want for their library. They are all searchable in the Blackwells database. Hopefully some of the titles can be delivered early enough for us to take them on the 18th.
Arja and I had hoped to get time to write some short minutes from our last session in Borås. They had a number of suggestions for workshops, not all of them within this project? If we do not get the time I will bring the handwritten copy, I think we should discuss their suggestions when we meet.

E-mail from London on the 2nd November 2000
I am afraid that Blackwell's have been quite inefficient about supplying the books that ULIM colleagues requested. Although I gave the order personally to Blackwell's in July, they do not have all the titles yet. Most of the missing titles can wait until we can carry them next year but the IFLA ISBD titles are more urgent and they are all missing.

E-mail from London on the 23rd February 2001
Blackwell's have NOT been efficient about the book order. Today I collected the last but one of the normal books from Oxford. After chasing several times I only have one of the ISBD titles and that is six months after placing the order! I have asked them to be sure to get the others in time for me to take them.