

Creating a library of the future: Universidade Nacional Timor Lorosa'e (UNTL) journey of rebuilding its University Library for the 21st century.

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Abstract:

The paper provides an overview of the geography, demographics, history and languages of Timor -. Against this background the paper discusses the themes of: development of the library at the Universidade Nacional Timór Lorosa'e Timor – Leste (UNTL); the role of Australian academic library consortium in supporting UNTL Library; issues facing UNTL Library in finding “its voice” in developing a strong framework for building resources and services and the role of “Libraries for Timor-Leste”, an Australian non profit organisation that works in partnership with Timorese and Australian groups and organisations to support a range of libraries in Timor-Leste.

Included in the paper is an overview of current library services and programs in Timor-Leste. The authors participated in a study tour of Timor-Leste in 2011 and visited community, tertiary and special libraries.

Keywords:

Timor-Leste; developing countries; academic library services; public library services; collection development.

“Education and awareness-raising are at the heart of East Timor’s huge development challenge.....As a powerful weapon in the struggle against ignorance, books and the establishment of small community based libraries across East Timor will, I believe, stimulate a love of reading and foster a culture of tolerance and understanding which are the foundations of peace”

Kirsty Sword Gusmão, Founding Director, Xanana Gusmão Reading Room (2004)

Introduction

Libraries in developing countries compete for scarce government funding to support the development of services to local communities, schools and universities. Compounding the lack of funding, limited and often unreliable infrastructure and paucity of trained library staff further impede the development of relevant library services in delivering information in a web enabled world.

Timor-Leste, a young nation, has emerged from war and internal conflict and finds itself in a position of redeveloping community, school and university libraries. The paper provides an overview of the Geography, demographics, history, languages of Timor -Leste and a literature review of libraries in developing countries. Against this background the paper discusses the following themes:

- The proposed development of the library at Universidade Nacional Timór Lorosa'e Timor – Leste (UNTL)
- University of Melbourne’s response to supporting UNTL
- Partnerships and collaborations with Australian universities and the role of Australian academic library consortium in the development of library management systems and relevant collections supporting UNTL’s teaching and learning programs.
- Issues facing UNTL Library in finding “its voice” in developing a strong framework for building resources and services that will support current and future learning, teaching and research interests of students and academics.
- The role of *Libraries for Timor-Leste*, an Australian non profit organisation that works in partnership with Timorese and Australian groups and organizations to support a range of libraries in Timor-Leste.

Timor-Leste – location/geography



Source: <http://www.librariesfortimorleste.org.au/aboutEastTimor.htm>

Timor-Leste is located about 640 kms north -west of Darwin, Australia, in the Timor sea. The land mass is approximately 14,000 sq kms and has a population of about 1.1 million. It comprises eastern half of the island of Timor, the nearby islands of Atauro, Jaco and Oecussi-Ambeno. There are thirteen district areas, and its capital city Dili is located in the north of the country. Timor-Leste considered to be one of the poorest countries in the world, ranking 134 out of 186 of the United Nations Human Development Index (United Nations, 2013) .

Other facts and figures (Central Intelligence Agency, 2012):

- Life expectancy is approximately 68 years
- Literacy rates are low with 42% of the population not able to read or write.
- Average size of a family is 5 (Central Intelligence Agency, 2012)

Languages

There are over thirty indigenous languages spoken in Timor-Leste. Portuguese and Tetum are official languages with Indonesian and English as working languages. (Caet & Taylor-Leech, 2012). Recently there has been a new policy approach towards the recommendation on the adoption of student's mother tongues as the language of instruction in the first few years of schooling. It is hoped that this initiative will assist children to transition to learning in the official languages of Portuguese and Tetum (Caet & Taylor-Leech, 2012).

History

Timor-Leste was colonised by the Portuguese in the 16th century and known as Portuguese Timor. The country declared itself independent from Portugal in November 1975. After a brief period of independence, (9 days) the country was invaded by Indonesian troops and continued to be under Indonesian rule until 1999. Timor-Leste gained full independence in 2002. Elections followed with subsequent elections in 2007 and in 2012, both occurring without major incident. Both the United Nations Peacekeeping Forces and the Australian Stabilisation Forces were employed to assist with the journey towards a peaceful democracy. In 2012, both forces moved out of Timor-Leste. The current

situation of the country is overall, calm, although there are incidents of localised violence that often get reported.

Today, the issues facing this small country now are in rebuilding, both in infrastructure and in its people. Education is now a major focus with the recent United Nation's initiative "Education First". The task of the initiative is to have every child attending primary school by 2015. (United Nations, 2012)

Literature Review

A literature review of libraries in developing countries reveals a number of themes. Libraries are often at a disadvantage due to the lack of library professionals and active professional organisations (Gross & Riyaz, 2004). In the case of Timor-Leste, a library association was established, the Timor-Leste Library & Information Association (ABITL) at the inaugural meeting in Dili on Saturday 17 July 2004 with representatives from UNTL, East Timor Development Agency, the Commission for Reception, Truth and Reconciliation in Timor-Leste (CAVR) Archive Team and the Dili Institute of Technology (DIT). The aim was to promote libraries and foster networks and encourage training. While the establishment of the association augured well for the development of the profession, there appears to be a lack of concerted effort in developing and sustaining a professional network. Currently there is only a handful of qualified library staff in Timor –Leste with the training either carried out in Indonesia or Australia.

The lack of suitable qualified library staff is also highlighted in Lehnhard (2012) in relation to libraries in Lesotho, specifically "a lack of education in librarianship". To address these concerns a skill set was developed for teacher-librarians with the aim of "teaching new library leaders the information they deemed important" (Lehnhard, 2012).

"Capacity building" is a concept that is often discussed in relation to developing countries (Ogunsola, 2011). Important areas of focus include staff training, links with similar and related professions and continuing professional education (Ogunsola, 2011). In terms of libraries and capacity building, Ogunsola (2011) states in relation to literacy rates in developing countries.

"..the extent to which young people and workers of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within their environment or organizations" (pp. 109-110)

Resource sharing is vital in the building of library services in developing countries. There are a number of consortiums operating in countries such as India. One of the best known consortium is the Electronic Information for Libraries Network (eIFL.net) with its main focus in "negotiating affordable subscriptions to electronic journals in libraries in the education and research sectors (Moghaddam & Talawar, 2009). While there are many benefits of belonging to a consortium, there are some major infrastructure issues. As observed by Moghaddam & Talawar, (2009) one of the main barriers to reliable access to electronic journals and databases is poor technological and communication infrastructure. These problems are also part of daily life in Timor – Leste. Access to the internet is often restricted to a few hours a day and even in the larger towns, the internet is very slow. While networks such as eIFL.net could play a major role in can providing affordable subscriptions to library sectors in Timor – Leste, without reliable and robust IT infrastructure, the network's capacity to deliver needed e-resources is very limited.

Digital libraries are also seen as a viable alternative to print collections as the resources may be accessed "at anytime from anywhere" (da Rosa & Lamas, 2012). However, once again such access also depends on the basic IT infrastructure to underpin rich web enabled resources. Web hosting services need to be carefully considered however as we have observed, the cost of such hosting services are very expensive.

Although the focus is on science and technology universities, Chiware's (2010) research into the higher education sector in Africa is relevant to understanding the importance that UNTL library could play in building the nation's knowledge capital. Chiware (2010) observes that the academic library in a developing nation plays a far more significant role in the nation building of its people than an established academic library in a First world nation.

The Universidade Nacional Timór Lorosa'e (UNTL)



Dili Campus, 2011

Universidade Nacional Timór Lorosa'e Timor-Leste (UNTL), which was previously known as UNTIM (Universitas Timor-Timur) is the only state university in Timor-Leste. The university, founded in 1986, is located in the centre of Dili with a smaller campus at Hera 6 kms from the capital city. The main library was built at Hera in 1989.

In 1999 the Indonesian Government closed UNTL in response to mass demonstrations. A period of conflict followed, resulting in the destruction of most of the educational facilities including the library. After independence and lobbying the government, a small group of academics and students joined forces to re-open the University and in November 2000 the first classes were held. At the time of opening, most of the buildings were still being rebuilt and there was a lack of furniture and resources for both staff and students (UNTL Library Project, 2002).

Since re-opening in 2000, UNTL now has a student cohort of 15,000 who are enrolled in thirty programs, including fifteen masters courses offered by faculties of Agriculture, Economics, Education, Engineering, Medicine, Law and Social Sciences (see appendix for further details). While the growth of student enrolments is impressive, only 2% of students in Timor-Leste completing high school will enrol for higher education (Universidade Nacional Timor Lorosa'e, 2011).

While the University's goal is to have predominantly Timorese trained academics, the current staff profile is largely international. Over 40 % of academics are mainly from Portugal, Cuba, and Indonesia.

Still a young university, UNTL is not adequately equipped with classrooms, teaching resources and books (Universidade Nacional Timor Lorosa'e, 2011). While there is evidence of network

infrastructure, internet access in several classrooms, there are concerns about reliability and robustness of network support.

In late 2011, UNTL released their strategic plan which identified a number of areas for future development including a specific strategy for the development of the library (*see table below*) (Universidade Nacional Timor Lorosa'e, 2011).

Table 1: UNTL's Strategy and activities for the library

Strategies	Activities	Time Frame
Strengthened Library Services	Formulate policy in library area	2011-2012
	Analyze, coordinate and library development plan	2011-2012
	Guarantee data for the necessity of library development	2011-2012
	Provide technical information for all faculties library in library intervention area	2013-2015
	Develop and ensure easy access to library and with modern informatics system	2016-2020
	Guarantee and ensure secure and healthy facility for library users	2016-2020
	Buy, offer, and maintenance of library	2011-2012
	Create cooperation between UNTL and other universities or institution library in Timor-Leste or abroad	2013-2015
	Create digital library for access anywhere in the world	2016-2020

Universidade Nacional Timor Lorosa'e, 2011 p.70

University of Melbourne response: Memorandum of Understanding

The University of Melbourne's (UoM) relationships with the people and institutions of Timor-Leste are numerous and varied whilst seeking ways to strengthen links with the country. Through its academic researchers and wider networks, the UoM has a rich history of numerous and varied interactions with the people and institutions of Timor-Leste.

One of the priorities identified at the signing of the Memorandum of Understanding (MoU) with UNTL in September 2011, was a Library Renewal Program. The aim of the program was for the UoM and UNTL to work together to identify and prioritise areas for the renewal of the resources available to the UNTL library. By formalising the relationship, library staff at the University were able to devote time and energy to the development of a library service at UNTL.

The UoM Library has sought ways to assist UNTL to rebuild a library that delivers services that support its teaching and research needs and contributes to its endeavours of producing 'in country' graduates. As part of the renewal program senior library staff undertook several visits to UNTL which led to developing strong partnerships and collaborating with other Australian universities in a range of activities.

Partnerships and collaborative ventures

From 2010 to 2012 the University of Melbourne Library funded senior library staff to undertake environmental scan of UNTL's library service. The visits proved invaluable as the librarians gained an insight into the challenges of developing relevant library collections that supported the curricula.

Information gathered from the visits was instrumental in forming a collaborative partnership with Victoria University (VU) and Charles Darwin University librarians. The collaboration provided a

forum for discussing funding opportunities for the UNTL Library; the development, delivery and funding of a nine-week staff development program for the newly-appointed University Librarian at UNTL; and the co-sponsorship of the UNTL University Librarian's attendance at an important national library conference in 2012.

Throughout 2012, the UoM Library worked in conjunction with VU and Charles Darwin University libraries to seek funding from AusAID and a philanthropic division of a large international publishing house. The joint project was conceived to support the implementation of an automated library system that would bring UNTL's geographically dispersed collections together and foster a richer resource environment for the UNTL community. While these submissions were unsuccessful, there was a strong commitment from the participating universities to provide ongoing support to UNTL library.

In August 2012, librarians from University of Melbourne led a small team of experts drawn from the fields of library services and systems, as well as a systems vendor, for a five-day visit to UNTL. The team performed an environmental scan for the implementation of an Integrated Library Management System (ILMS), which was the first crucial stage of rebuilding the UNTL library capacity.

The environmental scan took into account current information technology infrastructure and any developments likely to take place over the next one to two years. The visit also provided an opportunity for the team to reconnect with library staff from previous visits and identify training and resource needs required to support the successful implementation of an ILMS. The project team submitted a report on the current infrastructure capabilities of UNTL. It is hoped that the report will inform UNTL Executive's decision to implement an integrated library management system.

UNTL library: issues

The Rector of UNTL has a great vision for the library to be "the heart of the University". However, the authors have identified the following issues that need to be addressed for the library to contribute significantly to the educational and cultural development of Timor-Leste.

Collections

The library's print collections vary in quality and relevance to the university's curriculum. The selection of books was influenced in some instances by preferred language spoken by Faculty members. Most of the books were in English and Portuguese, and some in Indonesian. The Medical School's collection however, was predominantly in Spanish as many of the teaching faculty are from Cuba. While the quality and relevance of the collection to the curricula needed attention, there was an even greater need to find ways in which to support and develop library staff capacity to implement changes to collection policies, library management systems and services.

There are a number of organizations who donate books to the library, for example: The Asia Institute and Japan Institute. It appears that the University library has "no voice" in the selection of books. If the University library is to develop collections that support the curricula, the University Library needs to request needed titles. Articulating needed titles will allow better use of funding.

Library System

The Athena system, ideal for small library operations, was installed at UNTL. However not all modules were being used. The staff had limited understanding of Athena and its capabilities to support their work, let alone help students in finding needed resources via the catalogue.

Internet access

While there are computer labs, and students have access to the internet, UNTL does not have a web presence. This means that currently there is no capacity to develop and build a digital library.

Services to academics and students

The libraries are repositories for books and some newspapers. There was no evidence of library staff working with academics in developing collections or training students in use of library facilities and resources.

Staff training

Although the Timor-Leste Library & Information Association (ABITL) has provided elementary library technicians training course, few staff at UNTL Library completed the program. While staff were keen to learn new skills the infrequency and disrupted training opportunities has hampered their professional library skills development and, as identified, staff lack the knowledge and skills necessary to acquire relevant resources, implement and deliver services to support the University's teaching and research agenda.

Libraries for Timor –Leste Inc. role in supporting and developing libraries



Library Books for East Timor now known as *Libraries for Timor – Leste* began in 2004 out of a desire to assist the development of Timor's libraries. People involved have a strong belief in the power of public libraries to contribute significantly to the social, cultural, educational and economic development and that libraries facilitate free flow and exchange of ideas and information that is fundamental to democracy.

Libraries for Timor-Leste works in partnership with Timorese and Australian groups and organizations to support a range of library development needs including collection development, building and services programs and training and development in Timor-Leste.

The Group's primary activity is fund raising and awareness raising. Since the establishment of *Libraries for Timor – Leste*, over \$130,000 has been raised and used to: develop the Xanana Gusmao Reading Room in Dili; supported many of the community based libraries; university and technical colleges to develop library and literacy collections relevant to local communities and in the languages of Tetum, Portuguese, English and Bahasa Indonesian. In 2012 funding to the Atauro Island community Library in providing mobile library service trips to outer islands (mode of transport used was boat and horse).

In addition to supporting collection development and library services, funds have been allocated to train and develop library staff. Fifty students have completed a certificate II course in Library Studies. Developing a supportive Network with ABITL has further assisted in staff training programs in the fields of Library and Technology

Over the next three years, Libraries for Timor-Leste will provide \$5,000 annually to support programs at Biblioteca Ermera (discussion below).

Role of public Libraries in Timor-Leste in fostering literacy and life long learning

Many public libraries across Timor-Leste are located in buildings that require major maintenance and most lack equipment and facilities that in developed countries regard as standard for contemporary library services.

As most of the libraries do not have access to regular government funding or generate very little or no income to purchase new books or learning materials, funding from external organisations is sought. Furthermore there is no coordinated approach to the management and delivery of public library services across Timor-Leste.

The following descriptions are of public, tertiary and special libraries visited by the authors. The examples highlight the issues of providing resources and services for their communities.

Biblioteka Ermera



Biblioteka Ermera staff member showing latest acquisitions.

“Building a branch library is not just about bricks and mortar. Libraries are community centres. We need to build community interest and staff skills as well as set up an attractive space for people to use books and find information “. (Biblioteka Ermera)

Biblioteka Ermera is located in Gleno, a city of over 8,000 people, 30 kilometres to the southwest of Dili. The two storey purpose built library was officially launched by Jose Ramos Horta, the then President of Timor-Leste, in July 2011. The Library was established by two very energetic and far sighted individuals, Dan and Beth Gilfillan who are VIDA (Volunteering for International Development from Australia) volunteers. Increasing the literacy rates of the Timorese was the motivating force for these two Australian volunteers for developing a purpose built library. While neither have library qualifications they have: built a library; developed collections; established outreach services for mothers and baby group; have developed close ties with the neighbouring school and established library staff training programs. Future plans include establishing six branch libraries in the district over the next five years.

Maliana Community Library



Children at Maliana Community Library reading picture books translated into Tetum by Professor John Hajek, University of Melbourne

Maliana Community Library is located in Maliana the Capital of the District of Bobonaro in the west of Timor-Leste. The town is approximately 65km west of Dili and approximately 8km from the border of West Timor.

The Friends of Maliana group, partnership project between the communities of Leichhardt Local Government Area and the people of Maliana west of Dili in East Timor, was established in 2001. Since then, the group has raised money for vital rebuilding projects in the town one of which is the Maliana Community Library established in 2002.

The Library is supported by AVIs (Australian Volunteer International) and is heavily used by children and local schools. The priorities for future development include acquiring relevant collection, staff training and securing ongoing funding.

Biblioteka Haburas Moris, Atauro Island



The community library building

Atauro island, 25km north of Dili, has a similar organisational structure as Biblioteka Ermera. The Library is governed by a Board, is run by a Non –Government recruit, Roman Luan with support from

community staff, Australian Youth Ambassador for Development (AYAD). The Community Library promotes education, ecotourism and environment. The Library, with the help for the children on the island, has produced books in Tetum and Atauro languages. As with Ermera and Maliana priorities for the library include funding, collection development, outreach services including resuming mobile library services to remote areas of the island.

Venilale Public Library



Venilale public library: in need of restoration

Venilale is Venilale is perched in the mountains of Timor Leste's eastern regions. The nearest major town to Venilale is Baucau, the second-biggest city in Timor-Leste. The Venilale Public library is Located within the Escola do Reino de Venilale. Originally built 1933 as a church it was refurbished in 2002 with funding from Swatch International and National Television of Portugal. The vision was for a joint school and public library, however, due to a lack of ongoing funding, the library no longer operates as an ongoing service to the community.

Xanana Gusmao Reading Room: first public library in Timor –Leste



View of the Xanana Gusmao Reading Room

Located in the centre of Dili, the Xanana Gusmão Reading Room (The Reading Room) is housed in an historic building constructed during the nineteenth century by a Portuguese plantation company. The Reading Room was the first public library to operate in Timor-Leste after the end of the Indonesian occupation. Founded by First Lady, Kirsty Sword Gusmão, in June 2000, the Reading Room was established to provide library services to the Dili community including young people whose studies were interrupted by political upheaval.

The founding of the Reading Room was made possible with the help of young people from the cultural group Le Ziaval, who volunteered their time to reconstruct the premises, the assistance of an Australian Volunteers International (AVI) volunteer employed to establish the organisation and the donation of funds and in-kind support from local and international organisations.

Kirsty Sword Gusmão, a driving force behind the development of The Reading Room, acknowledges the importance a public library service and the invaluable valuable role that libraries play in communities around the world in promoting life-long learning. The Reading Room exemplifies the importance of a public library by providing a space for the Timorese to access information and expand their knowledge about Timor-Leste's history and culture.

Educational libraries: secondary & Tertiary Dili Institute of Technology Library (DIT)



Main entrance to DIT

Established in 2002 Dili Institute of Technology (DIT) is a private non-profit accredited tertiary education institute. DIT's mission is to provide education, vocational training and research to equip the Timorese to contribute to the nation building of Timor-Leste.

Over 1,200 students are currently studying in DIT across three campuses. DIT runs a number of tertiary and vocational education programs including: Engineering and Science, Business and Management, Tourism and Hospitality, and Petroleum studies courses. In addition, the vocational education programs including automotive, building and construction and water and sanitation. (Engineers Without Borders Australia, 2013)

The library plays a key role in providing resources to support the students' learning and skills acquisition. The Library is headed by a trained librarian, Evy (one of the five trained librarians in Timor-Leste). There are many plans for the future development of the library services and resources including the development of a digital library. Currently the library's holdings include print acquisitions and donations from overseas organisations. Evy, through ABTL, has played a developmental role in skilling Timorese staff working in libraries.

Teachers Research and Resource Centre - Catholic Teachers College Baucau



The Resource Centre is on the Ground Floor

Baucau located in the eastern part of Timor-Leste, is the second-largest city in Timor-Leste and lies 122 km east of Dili and has a population of around 16,000 people.

In 2000, Bishop Basilio do Nascimento invited the Marist Brothers (Melbourne, Australia) to establish an Institute for the training of primary school teachers.

In its early years the College addressed the pressing needs of training in Physics, Languages and School Leadership for the current teachers in the schools in Timor-Leste (primary and secondary school teachers).

The first cohort of 50 students graduated in October 2006 with a Bachelor of Teaching from the Australian Catholic University (ACU). The College, an affiliate of ACU, relies totally on overseas funding for its annual operation and is the only dedicated internationally organised provider of primary teacher education in Timor-Leste. Its programs are accredited by Australian Catholic University.

The vibrant library, while small, is an outstanding example of well organised service that supports the information and curricula needs of the College. The Timorese library staff are trained in all aspects of library service provision from acquiring needed teaching resources from Indonesian and Portuguese publishers through to making full use of the integrated library management system, Athena.

Special Libraries

ALOLA Foundation Library



Women's Resource Centre

Alola is a not for profit non-government organisation operating in Timor-Leste to improve the lives of women and children. Founded in 2001 by Kirsty Sword Gusmao, the organisation seeks to nurture women leaders and advocate for the rights of women. Their mission statement is “Feto Forte Nasaun Forte” - Strong Women, Strong Nation. The activities of the Centre include: advocacy, economic development, maternal and child health, education and literacy including a women's resource centre.

In 2010, the Education and Literacy Program established a Resource Centre to model best practice in teaching and learning, and to function as a centre to promote education for children. The foundation has 136 paid Timorese staff and an AVI volunteer from Australia. The Centre is funded from external bodies Activities. In 2012 Centre received additional funding from an Australian organisation to fund a mobile library “to help empower children in need through improved access to educational resources”.

The Commission for Reception, Truth and Reconciliation in Timor-Leste (CAVR) Library



CAVR Librarian Anita

CAVR is an East Timorese Institution headed by seven East Timorese National Commissioners based at the former Comarca Balide Prison now CAVR National Office in Dili. It is an independent, statutory authority established by law following a CNRT (National Congress for Reconstruction of East Timor) commitment to reconciliation. In the course of its work, CAVR assembled a unique

collection of documentation covering the period 1974-1999. This material is an important part of East Timor's history. The collection is multi-media and includes written documents, books, photos, video and audio records. The library includes books on Indonesia and peace studies. Currently access is governed by the CAVR access policy and granted on a case-by-case basis. However, plans are being made to allow wider public access. The library has an online catalogue (Koha)

Living Memory Project



Photos on display are from the archive.

Founded by Jill Jolliffe, Australian born freelance journalist and author, The Living Memory Project was conceived in 2001 after conversations between members of ASEPPOL, Timor-Leste's ex-political prisoners' association and journalist Jill Jolliffe regarding the need to create a permanent record of the experience of Timor-Leste's political prisoners during the 1975-1999 Indonesian occupation.

The project began work in 2005 working on a shoestring budget and employing a team of respected ex-political prisoners, the project filmed 52 interviews throughout Timor-Leste in the Portuguese, Tetum, English and Fataluku languages. Documents and photos of historic interest form part of the archive.

Conclusion

The University of Melbourne seeks ways to strengthen its links with the people and institutions of Timor-Leste. The signing of the Memorandum of Understanding (MoU) with UNTL provided a rare opportunity for the University Library to support an academic library in a young developing nation. The experience of visiting Timor-Leste, working with timorese colleagues and establishing collaborative partnerships with other Australian academic libraries has been and continues to be a rewarding and enriching experience.

UNTL Library faces many challenges. The library has very limited print and electronic resources, yet has great demands and expectations from the academic community to support the disciplines of agriculture, arts, economics, education, law, medicine, science, social science and technology. In order for the library to meet the expectations and to support the education and research of the university, a number of infrastructure and systemic issues need to be addressed including: upgrading the IT infrastructure to support a networked library system; improve internet connectivity within Timor-Leste and to the outside world; build staff capacities in the fields of IT and library skills to support the University's objective of delivering a first class university to support the country's national agenda of nation building.

The University of Melbourne Library will continue to have an ongoing interest in the development of UNTL Library services and collections. However, the nature and extent of such support will be determined by the directions set by the UNTL senior executive and the roles which it sees the Australian library partners playing in the future.

Continued partnerships can have benefits for staff and students - regional experience, strong relationships and global citizenship.

The authors will continue their involvement with the *Libraries for Timor-Leste* Committee and are committed to the ongoing development of libraries within Timor-Leste.

Appendix

UNTL Background

Demographics:

Student population: 15,000.

Retention rates low - some students have transferred to overseas universities - Indonesia, America & Australia

Academic staff - : Portuguese, Timorese, Indonesian ,Cuban

University Handbook to be published into Portuguese and English

30 programs

15 masters courses

Current state of libraries

Collections are in many languages: English, Portuguese, Spanish, Indonesian

The longer term goal is to bring libraries together : 5 - 10 year plan this fits in with move of University moving to the Hera campus.

Currently the libraries are decentralized. There are 5 libraries for the following faculties

-Education

-Engineering (Hera campus)

-Medicine, Health & Social Sciences - October 2011

-Economics library

-Central library: law & agriculture

Assessment of collections

Books in the English Department

Most are very old, out dated (30 – 40 years old) and have been mostly donated.

Out-dated computer equipment

Books in the Central Library

Library look in reasonable condition and are recent editions.

Education Faculty Library

The library is quite attractive and a great deal of time and energy has been spent by an academic in organizing the library. 6,000 books were classified according to education faculty professor's idea : a mix of Dewey and another system

The collection, however, has not had any new books added since 2006. This means that the collection is aging and will become less relevant to the curriculum.

HERA campus: Engineering

The library is well laid out and much of the collection appears to be in good condition. However, the staff need to assess the collection for currency and relevance to subjects being taught at the campus. Many books could be discarded.

The boxes of books sent from Central campus need to be assessed.

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