



# European Documentation Centres

Challenges for the EDCs' work in the 21<sup>st</sup> century



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# **European Documentation Centres:**

Challenges for the EDCs'  
work in the 21<sup>st</sup> century



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# Introduction

## *Aim of the catalogue*

This e-catalogue on **The challenges for the EDCs' work in the 21<sup>st</sup> century** has been produced to confront three important challenges which EDCs are facing in their daily work. The EDC Pan-European Working Group 2012-13 has discussed these challenges and would like to share its findings with the rest of the EDC network. The working group focused on these three main themes:

- How to make a good use of social media for promotion activities and/or information sharing among EDCs;
- How e-books will influence and impact on the daily work of EDCs;
- How to reinforce co-operation between EDCs at European level to increase content and/or information sharing of online repositories of information sources. How to access records from the EU Bookshop and collaborate with EC-LAS, the European Commission Libraries Catalogue.

Each chapter in this catalogue presents the main trends of these three themes and explains their importance for the EDC network.

## **Practical support**

The catalogue also aims to offer practical support to EDCs to help them benefit from the knowledge of fellow EDCs. Therefore, the e-catalogue includes:

- Good practices in social media

Thirteen good **practices in social media** illustrate how EDCs can effectively use social media. Information is provided on how to work with social media, tips and tricks for successful interaction and information on the resources necessary to best perform the tasks needed to ensure EDC network members pick up the stories.

- Recommended free e-book sources

In the section on e-books, the importance of this tool for EDCs is highlighted and a very interesting **list of free e-book sources and research papers** has been prepared by the working group members.

## *Rationale and work of the PEWG*

The Pan-European Working Group (PEWG) on 'The challenges for the EDCs' work in the 21st century' was active during the second semester of 2012 and the first semester of 2013.

A group of 17 experts from EDCs were selected based on the quality of their proposal, including their expertise in issues related to one of the working group themes.

The PEWG fulfilled a threefold mission:

- The **creation of a knowledge base** using a bottom-up approach to identify and evaluate the experiences and the multiple sources of expertise available within the Europe Direct network;
- The creation of knowledge in **tangible outputs** to enable all Europe Direct network members to benefit from this knowledge;
- The identification of '**pools of expertise**' within the Europe Direct network, who could act as 'contact points' for further assistance to fellow EDC network members.

The creation of the e-catalogue on 'The challenges for the EDCs' work in the 21st century' was based on these principles:

- The **bottom-up approach** was used for the collection of good practices for the e-catalogue. All EDC network members were given the opportunity to propose their own good practices during a survey which was conducted from November 2012 to March 2013.
- This particular e-catalogue represents a **tangible product** which will be distributed to all EDCs. In addition, its content will be promoted during European Documentation Centre' training events.

#### ***Identification of main trends in the network***

As a basis for this e-catalogue, a general survey relating to 'The challenges for the EDCs' work in the 21st century' took place between March 2013 and April 2013 so as to identify the main trends within the network on these issues. The survey was addressed to all EDCs in the (then) 27 EU Member States, to which 142 members responded, representing 36% of the entire EDC network.

The main highlights of the outcome of the survey are presented below, while the detailed results are available in a separate report.

## Chapter 1:

# The EDCs and social media

## 1.1 Main trends in the EDC network

In the survey, EDCs were asked to respond to several questions relating to their use of social media and to say if these activities were successful.

More than half of the EDCs who responded (84 EDCs) are not yet involved in social media. Of the 58 EDCs who are using social media, the following tools are most used:

- **Facebook** is the social media used by a large majority of respondents: 48 EDCs indicated that they have an account.
- Network members are also used to using **Twitter** accounts (14 EDCs).
- The other social media types are less-well represented.

### EDCs' engagement in social media

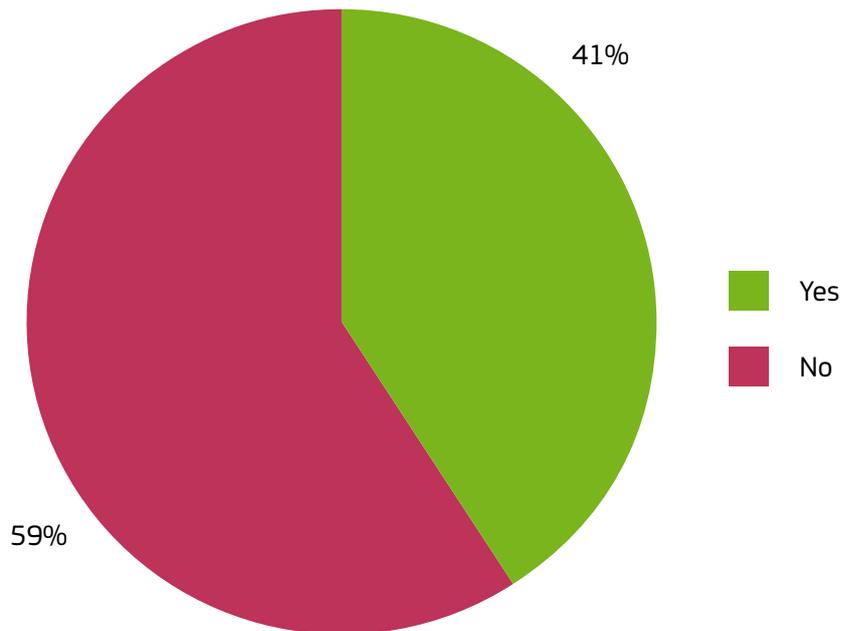


Chart 1: EDCs' engagement in social media (142 respondents)

## Type of social media

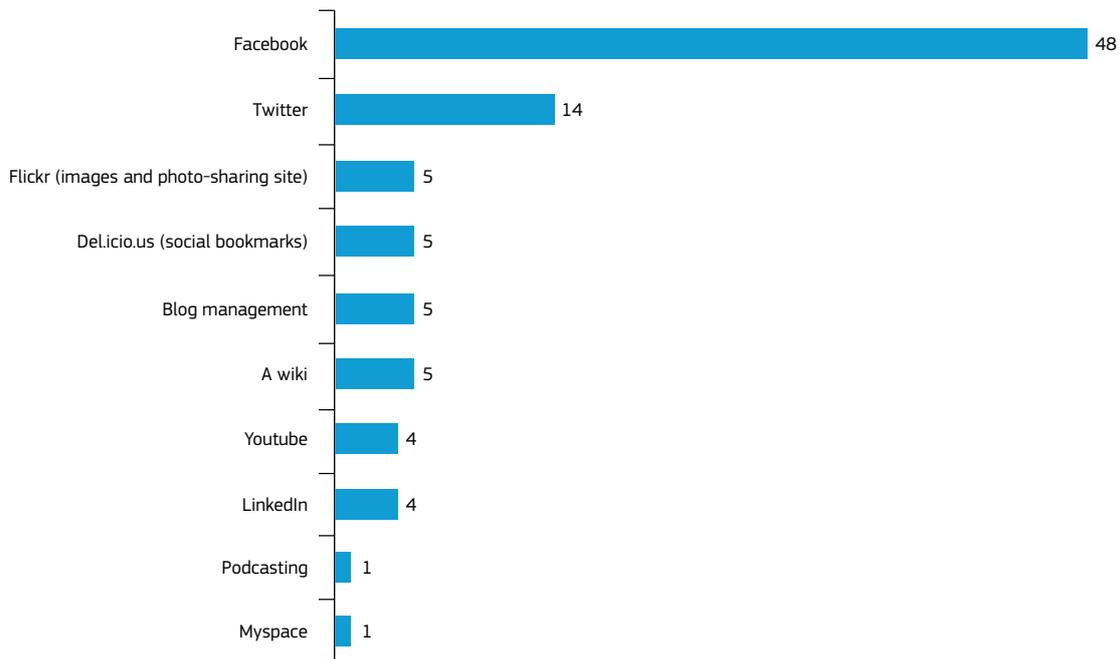


Chart 2: Typology of social media (63 responses but these are not mutually exclusive)

## 1.2 Purpose of presence on social media

There are two main reasons why EDCs are using social media, as shown below in chart 3:

- Awareness-raising and promotion of the EDC's activities
- Dissemination of information about EU activities.

### Main reasons for using social media

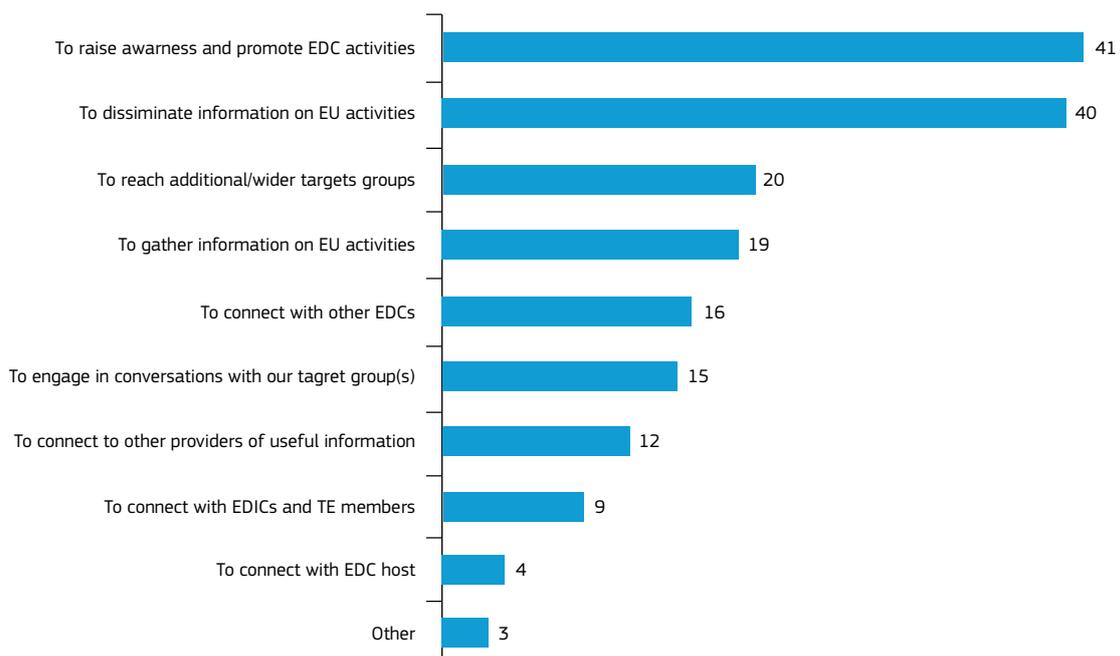


Chart 3: Main reasons for using social media (59 responses but these are not mutually exclusive)

Lack of human resources and time are the most common reasons for not using social media, as shown in the chart below.

### Reasons for not using social media

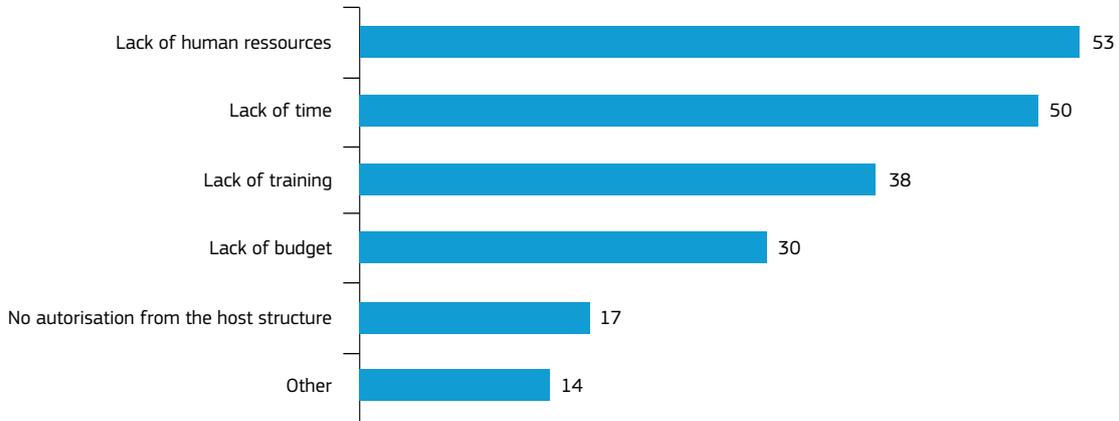


Chart 4: Reasons for not using social media (88 responses but these are not mutually exclusive)

### Are your social media activities successful?

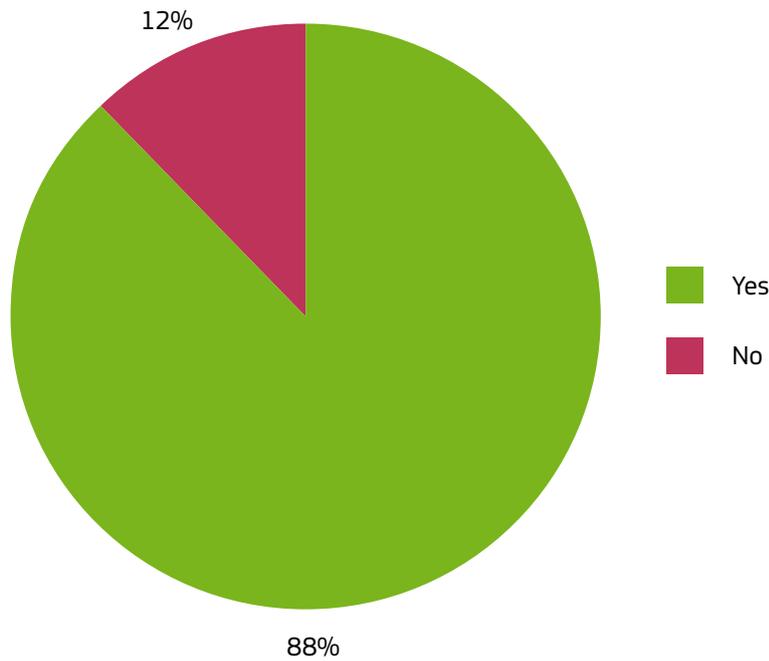


Chart 5: Are your social media activities successful? (59 responses)

The overall majority of EDCs (52 EDCs) are quite satisfied with their social media activities. They reach young people and indicate that they also reach a wider audience beyond the usual EDC clients, academia and students.

When asked if they needed support to develop their social media expertise further, a large majority of EDCs mentioned that they would be interested in an exchange of best practices.

## What kind of support do you need to develop your social media expertise?

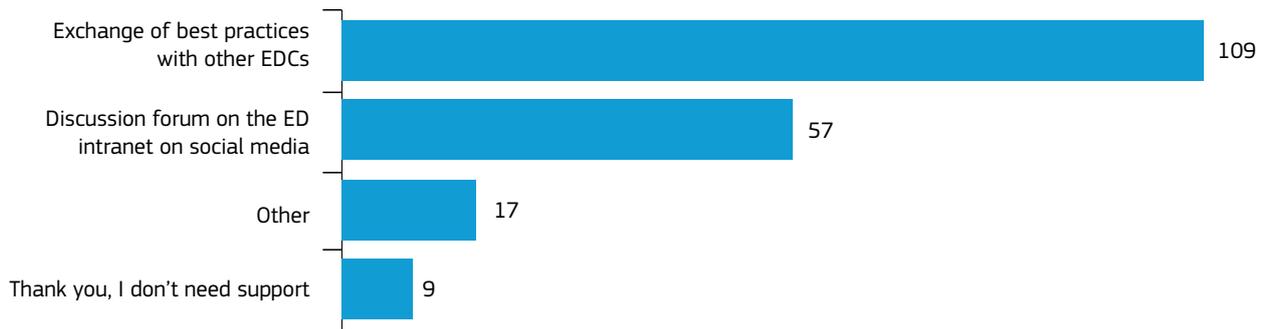


Chart 6: What kind of support do you need to develop your social media expertise? (136 responses but these are not mutually exclusive)

## 1.3 The importance of social media for EDCs

- WHY is it important for your EDC to embrace social media?
  - Today, social media has become a significant means of communication, especially among our primary target audience – young people
  - To raise awareness of the existence, objectives and activities of the Centre
  - To enhance engagement and an interactive approach
  - To raise interest in European issues, events, programmes and policy-making
  - To develop a closer connection between the EU and society
  - To raise awareness of new/important information sources and initiatives
- WHAT are the elements which contribute to the successful use of social media?
  - Visual: publish pictures to report on EDC events, tagging the people involved
  - People: identify the people taking part in EDC events by mentioning them in the posts
  - Collaboration: encourage collaboration between other EDCs in the region/country, creating common social media platforms
  - Frequency: establish a daily/weekly update of your social media network, making efficient use of the available human resources
  - Interactivity: develop a dynamic and interactive approach in order to attract more followers – encourage and facilitate responses
  - Creativity: be proactive and creative when producing posts: it is important to establish a differentiating identity
  - EDC identity either as part of wider parent library or institution or part of the wider EDC network
- HOW does the use of social media work for your EDC?
  - Think about and decide why your EDC is going to launch social media initiatives – clear objectives
  - Decide who will be responsible – message must reflect the central objectives of your EDC or parent institution
  - Decide on resources/staff to be devoted
  - Decide on evaluation methods

## 1.4 Overview of good practices from EDCs

The following good practices illustrate how EDCs are using the social media which have proved the most popular within the network – **Facebook and Twitter**:

- 1.4.1 The University of Cyprus was facing a challenge to find ways to inform people of its existence and about the EU information and documents available; a **Facebook account** was created.
- 1.4.2 The European University Viadrina Frankfurt (Oder), Germany, launched its own **Facebook page** focusing on local news about both the library and the EDC.
- 1.4.3 The EDC of CEU San Pablo University, Spain, created a **Facebook account** in order to provide a new channel of communication with its regular users.
- 1.4.4 In addition, the EDC of CEU San Pablo University also created a **Twitter account** to establish a new channel of communication with its regular users.
- 1.4.5 EDC Francisco de Vittoria University, Spain, created an EDC social networking tool called Smart Info. By using **Facebook, a Blog and Twitter** the Centre provides EU information to young people.
- 1.4.6 The EDC Fundacion Centro de Documentacion e Informacion Europea de Extremadura, Spain, has a **Facebook account** to provide information about job vacancies, student grants, EU documents, and news about mobility issues.
- 1.4.7 The EDC Wroclaw University of Economics, Poland, is using a **Facebook account** to both promote the EDC and provide information on EU-related topics, by adding posts, links and suggestions about other EU-related Facebook profiles.
- 1.4.8 The Cardiff EDC, UK, launched its **Facebook page** as an experiment to further raise the profile of the Centre and its activities among students at Cardiff University and the wider world.

The following good practices illustrate how EDCs are using some other social media tools:

- 1.4.9 The University of Nicosia EDC, Cyprus, sought ways of disseminating information and news of its existence to as many people – both academics and the general public – as possible. The fastest way to do this was to implement a combination of Web 2.0 tools: **Twitter, Facebook and Scoop.It**.
- 1.4.10 The EDC University de la Rioja, Spain, is making a specific selection of sources accessible to its customers. The information sources are carefully selected, subject tagged using **Delicious**, and the tagged resources are organised or displayed using **Netvibes**.
- 1.4.11 The EDC of the University of Piraeus library, Greece, uses the **Europa Portal RSS service** and receives announcements from the European Commission, the European Parliament and the EU Council every day.
- 1.4.12 The **wiki guide** of the network of Italian EDCs explains in simple terms EU themes and policies to young people, students and academic staff.
- 1.4.13 The EDC of the Universita Bocconi, Italy, has been successful with its **video** 'Exchange your mind', which was produced to celebrate Europe Day on 9 May 2012.

# 1.4.1. EDC University of Cyprus – Facebook

## *Brief description of the action, including outputs*

A challenge facing the EDC at the University of Cyprus was to find ways to inform people of its existence and about the EU information and documents available. A Facebook account was created as this is one of the most commonly used social media tools.

The EDC now has the ability to disseminate information about the University of Cyprus EDC, European policies, legislation, programmes, travel, study, work and retirement in EU Member States.

## *Typology of social media*

Facebook

<https://www.facebook.com/KentroEuropaikesTekmeriosesPanepistemiouKyprou>

## *Typology of information disseminated*

- General information on EU
- Information related to the activities of your EDC
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)

## *Use of language*

- English
- Greek

## *Inputs/Resources*

1. Access to a computer
2. Internet connection
3. One person to collect and post information on the Facebook page

## *Impact of the action*

By using Facebook, the University of Cyprus EDC now reaches a wider network of people. This means that more people are aware of its existence and of the information it provides. In addition, the public has a way of communicating with the EDC and the EDC is able to respond to queries quickly.

## *Methodology/process*

The EDC created a separate Facebook page, rather than one linked to the university's Facebook page, as the staff felt that would enable them to better focus information towards the relevant audience. Staff members update the EDC Facebook page on a daily basis with useful information from Your Europe, the EU, Council of the European Union, European Parliament, European Youth Parliament (EYP), Europarl TV and many other sites.

## *Tips and tricks for the success of the action*

1. Daily updates are required to keep the target audience interested.

## *Problems encountered*

The EDC has had a problem with increasing the number of "Likes" on the Facebook page.

## **EDC Contact details**

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### **Website:**

<http://library.ucy.ac.cy/edc/about.html>

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**UnivCyprus Lib**  
 Η Ευρωπαϊκή Επιτροπή αναλαμβάνει δράση για να εξασφα...

👍 1 · 20 Φεβρουαρίου στις 8:43 π.μ.

## 1.4.2. Facebook page of the University Library of the European University Viadrina Frankfurt Oder

### *Brief description of the action, including outputs*

Recently, the University Library launched its own Facebook page. Sharing the concerns about data protection and privacy policy, this was seen as a test of its acceptance and impact. The focus is on local news about both the library and the EDC. The main aim is to increase the efficiency of information delivery to the library's customers and to enhance the current interaction.

### *Typology of social media*

[Facebook](#)

### *Typology of information disseminated*

- Information related to the activities of your EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)

### *Use of language*

- English
- German

### *Inputs/Resources*

1. One person responsible for content and able to respond in understandable language, plus one person for the technical implementation (currently done by interns).
2. Short pieces of information plus pictures/graphics posted regularly.

### *Impact of the action*

It is too early for an accurate evaluation but first indications are that the audience is reached more effectively than via websites or flyers.

## *Methodology/process*

The experience of the limited number of Facebook 'friends' is quite good – in particular, announcements of workshops, etc. get a good response, directly by mail as intended.

## *Tips and tricks for the success of the action*

1. Short-term announcements
2. Use of diction/style to attract attention
3. Regular entries

## *Problems encountered*

The EDC has to increase PR activities to create more Facebook 'friends'.

## **EDC Contact details**

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[http://www.ub.europa-uni.de/de/ueber\\_uns/projekte/edz.html](http://www.ub.europa-uni.de/de/ueber_uns/projekte/edz.html)

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**50 Jahre weltweites Netzwerk EDZ** 1963 **2013** 1993  
**20 Jahre EDZ Frankfurt Oder**

Ihr fragt, was das ist – EDZ?

E mpire of the	E wig	E (bitte Vorschläge)
D ark	D eprimierte	D
Z ombies	Z uckerpuppen	Z

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## 1.4.3. Creating a new communication channel for users of the EDC of CEU San Pablo University

### *Brief description of the action, including outputs*

In June 2011, the EDC created a Facebook account in order to create a new channel of communication with its regular users.

### *Typology of social media*

Facebook

### *Typology of information disseminated*

- General information on EU
- Information related to European law
- Information related to European policies and institutions
- Information related to the activities of your EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)
- Information on EU actions of interest to fellow librarians, EDC staff
- Other: News

### *Use of language*

- English
- German
- French
- Spanish

### *Inputs/Resources*

1. Human resources: Approximately one hour a week during the library's opening time
2. Content needs: Keep permanently informed
3. Technical resources: A computer and an internet connection

### *Impact of the action*

- 253 followers
- New users
- Constant updating of knowledge and information sources for staff
- New professional contacts
- Likes
- Information diffusion
- Knowledge sharing

### *Methodology/process*

- Quick read: press news, newsletters and other social networks
- Selection of relevant information and searching for information to be shared via other profiles
- Publication of news, pictures and information related to the activities of this EDC
- Monitoring interesting profiles
- Impact analysis of published news

### *Tips and tricks for the success of the action*

1. Perseverance
2. Objectivity
3. Variety
4. It is simple, it is public, and it is free.

### *Problems encountered*

- Trying to manage too much information
- Increased workload for staff

## EDC Contact details

### EDC Contact Person:

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<http://www.uspceu.com/cde/>

The screenshot shows the Facebook profile of the 'Centro de Documentación Europea CEU'. The cover image is a photograph of a modern library with rows of bookshelves and study tables. The profile picture is the CEU logo. The page name is 'Centro de Documentación Europea CEU' and it has 4,253 likes. Below the name are tabs for 'Información', 'Fotos', 'Catálogo', 'Mapa', and 'Me gusta'. A post from 'Universidad San Pablo CEU' is visible at the bottom, dated 3 de diciembre de 2012.

## 1.4.4. Creating a new communication channel for users of the EDC of CEU San Pablo University

### *Brief description of the action, including outputs*

In June 2011, the EDC created a Twitter account in order to establish a new channel of communication with its regular users.

### *Typology of social media*

Twitter

### *Typology of information disseminated*

- General information on EU
- Information related to European law
- Information related to European policies and institutions
- Information related to the activities of your EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)
- Information on EU actions of interest to fellow librarians, EDC staff
- Other: News

### *Use of language*

- English
- German
- French
- Spanish

### *Inputs/Resources*

- Human resources: Approximately two hours a day during the library's opening time
- Content needs: Keep permanently informed
- Technical resources: A computer and an internet connection

### *Impact of the action*

- 566 followers
- New users
- Constant updating of knowledge and information sources for staff
- New professional contacts
- Twitter mentions, re-tweets and recommendations
- Information diffusion
- Knowledge sharing

### *Methodology/process:*

- Quick read: press news, newsletters and other social networks
- Selection of relevant information and choice of hashtags and links to these tweets
- Publication of tweets
- Monitoring interesting profiles
- Impact analysis of published tweets.

### *Tips and tricks for the success of the action*

1. Perseverance
2. Objectivity
3. Variety
4. It is simple, it is public, and it is free.

### *Problems encountered*

- Trying to manage too much information
- Increased workload for staff

## EDC Contact details

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# 1.4.5. Smart Info: active information in Europe from EDC Francisco de Vittoria University

## *Brief description of the action, including outputs*

Smart Info is the name of the EDC social networking tool. The aim of Smart Info is to provide EU information to young people through Web 2.0 channels, which have become the norm in this EDC's daily work. Use of these channels has increased the EDC's audience and resulted in an interesting exchange of views and knowledge.

For more information, please consult:

Facebook

<https://www.facebook.com/cdeuropeaufv>

Blog

<http://cdeufv.blogspot.com.es/>

Twitter

<https://twitter.com/cdeufv>

## *Typology of social media*

- Facebook
- Twitter
- Blog
- RSS technology and web feeds

## *Typology of information disseminated*

- General information on EU
- Information related to European policies and institutions
- Information related to the activities of your EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)
- Other: Young people's mobility and employability

## *Use of language*

- English - sometimes
- German

- French
- Spanish

## Inputs/Resources

1. EDC staff: 1 person
2. Budget from the Regional Government of Madrid (REIMAD) for this project.

## Impact of the action

The action aimed to improve the access to EU information resources for young people, local authorities and city councils' technicians. Students attending the university were another target audience. A further objective was to define user needs and expectations, and foster the participation of young people in mobility and employability programmes.

## Methodology/process

**First step, identify needs:** in-depth personal interviews and an online survey among town council youth leaders and those responsible for employment and/or social affairs (see survey in the blog). EDC staff are working with 20 town councils which have signed agreements with the Francisco de Vitoria University.

The goal: to inform the EDC about the target audience's requirements concerning information needs and sources relating to the EU.

**Second step, Web 2.0:** improving the Web 2.0 communication channels: Facebook, Twitter and blog.

The goal: the EDC will offer information based on the needs identified among the target audience. The EDC will kick off a new information service aimed at improving the employability of young people, their mobility and their participation in EU youth programmes.

**Third step, promotion:** to promote consultation and registration on specific websites that give direct access to job vacancies, mobility, voluntary work, etc.

The goal: the EDC organised a competition called 'Gymkana to employment'. Young people were asked to answer a set of questions which were handed out in a brochure at the 'XVI Employ Fair' at the university. The brochure was called "Do you know?" and comprised six questions (200 young people participated in December).

The success of this activity encouraged the EDC to design a competition (the EDC staff call it 'Gymkana') on Facebook, as you can see: [https://www.facebook.com/cdeuropeaufv/app\\_79458893817](https://www.facebook.com/cdeuropeaufv/app_79458893817)

The competition continued until May and the entries have been published on Facebook:

<https://www.facebook.com/cdeuropeaufv>

### The conclusions:

- Undertake information and dissemination actions according to the needs identified in an internal EDC survey.
- Use information and communication channels which are familiar to young people and adapted to their demands.
- Activate the available resources to help young people's mobility and employability; keep in touch with new opportunities and information resources.

## Tips and tricks for the success of the action

1. Identify the target audience – in this case young people.
2. Choose strategic communication themes.

3. Interlink Web 2.0 channels (blog, Facebook and Twitter) and look for consistent information between them.
4. Establish a way to distinguish one from another: via content, drafting style, pictures, etc.

### *Problems encountered*

Social networks are present everywhere. Since 2009 (annual meeting of the EDC network in Brujas), the European Commission has called on the EDCs to make an effort to include Web 2.0 channels to ensure better dissemination of information. This is a revolutionary change from the EDCs' previous role which was mainly as librarians. It is the opinion of the EDC staff that the Centre needs a comprehensive plan and above all, research into current needs. This would avoid creating Web 2.0 channels of communication which may not be of interest to the EDC's users (and mainly young people). However, financial aid from REIMAD has supported this pilot project – which means the EDC could kick off a new way of working.

## EDC Contact details

### **EDC Contact Person:**

Eva Ramón Reyero

### **Host Structure:**

Francisco de Vitoria University

### **Address:**

Ctra. Pozuelo Majadahonda km. 1.800

### **Country:**

Spain

### **Tel:**

00-34-917091400

### **Email:**

cde@ufv.es

### **Website:**

<http://www.ufv.es/cde>



**Ctro Doc Europea UFV**  
@CDEufv  
Pozuelo, Madrid

Centro de Documentación Europea de la Universidad Francisco de Vitoria  
[http://www.ufv.es/investigacion/c.d.e.\\_291](http://www.ufv.es/investigacion/c.d.e._291)

<p><b>852</b> TWEETS</p>	<p><b>56</b> SIGUIENDO</p>	<p><b>113</b> SEGUIDORES</p>
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**Tus favoritos**

**Mensajes directos**

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 **Ctro Doc Europea UFV** @CDEufv 5d  
Un poquito de tele para pasar el fin de semana... pero #eurotele ;) [youtube.com/user/eutube](http://youtube.com/user/eutube)  
Ver resumen    

---

 **Ctro Doc Europea UFV** @CDEufv 5d  
No olvides visitarnos en [facebook.com/cdeuropeaufv](http://facebook.com/cdeuropeaufv) para estar al día de oportunidades de #empleo en #europa  
Ver detalles    

---

 **Ctro Doc Europea UFV** @CDEufv 23 ene  
Iniciativa de oportunidades para jóvenes en la UE [fb.me/2mdxSp82t](http://fb.me/2mdxSp82t)  
Ver detalles    

---

 **Ctro Doc Europea UFV** @CDEufv 23 ene  
EURES ofrece la posibilidad de ampliar la búsqueda de un empleo a toda la UE [fb.me/2jxpCyuq8](http://fb.me/2jxpCyuq8)  
Ver detalles    

# 1.4.6. RSS – Social Network – Facebook at EDC Universidad de Extremadura – Badajoz (CDIEX)

## *Brief description of the action, including outputs*

CDIEX has had a social network, Facebook, since 2011. Since then, CDIEX has reached 4923 friends. It uses this tool to search for information about job vacancies, student grants, EU documents, and news about mobility or similar issues: <https://www.facebook.com/CDIEX>

The CDIEX website has RSS technology enabling users to subscribe to six themes: <http://www.cdiex.org/rss>

## *Typology of social media*

- Facebook
- RSS technology and web feeds

## *Typology of information disseminated*

- General information on EU
- Information related to European policies and institutions
- Information related to the activities of your EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)

## *Use of language*

- English
- French
- Portuguese, Italian

## *Inputs/Resources*

1. Currently, only one EDC staff member devotes time to RSS and social networking.
2. CDIEX has an ADSL internet connection.
3. News, grants and job vacancies posted on Facebook are only extracted from official European websites.

## *Impact of the action*

CDIEX posts on Facebook are quickly shared by our friends

CDIEX RSS have many followers

## *Methodology/process*

News can be posted in Facebook through the CDIEX website.

Specific communications are posted directly on Facebook.

Job vacancies are posted through links.

## *Tips and tricks for the success of the action*

1. Once the EDC had created an account on Facebook, requests were sent to friends to be included on the EDC email distribution list.

## *Problems encountered*

Lack of time and staff.

EDC staff feel they do not have enough time to devote to Facebook, and would like to dedicate more time to improve this social network

## **EDC Contact details**

### **EDC Contact Person:**

María Jesús Pascual González

### **Host Structure:**

Fundación Centro de Documentación e Información Europea de Extremadura

### **Address:**

Avd. Europa 4, 06004 Badajoz

### **Country:**

Spain

### **Tel:**

00-34-924241301

### **Email:**

cdiex@camaras.org

### **Website:**

www.cdiex.org

The image shows a screenshot of a Facebook profile page for 'Centro Documentación Europea Cdiex'. The browser's address bar shows 'www.facebook.com/CDIEX'. The profile picture is a composite image featuring a woman's face, the European Union flag, and a CD-ROM. The page header includes the Facebook logo and a search bar. Below the profile picture, the name 'Centro Documentación Europea Cdiex' is displayed, along with buttons for 'Actualizar información' and 'Registro de actividad'. The page lists several details: 'Ha trabajado en Centro de Documentación Europea - E...', 'Estudió en cdiex', 'Vive en Badajoz', and 'De Badajoz'. It also shows 'Amigos 4.057', 'Fotos 21', 'Mapa 1', and 'Seguidores 105'. The main content area includes a 'Estado' section with a text input field and a 'Publicar' button, and an 'Actividad' section showing recent posts. On the right side, there are advertisements for 'Manage your own City!' and 'Eficiencia Energética UPC'.

# 1.4.7. Facebook profile and an online form for quick and accurate information services from EDC Wrocław University of Economics

## *Brief description of the action, including outputs*

The EDC Wrocław University of Economics is using a Facebook account to both promote the EDC and provide information on EU-related topics, by adding posts, links and suggestions of other EU-related Facebook profiles. More important is the EDC's online form for people interested in both EU and general socio-economic topics (economy, finance, law, social issues – in the Union and Member States). Being a part of Wrocław University of Economics, the EDC not only serves as a local EDC but also as an EIC (Economic Information Centre), which means it also provides assistance in searching for economic information or subject-related literature. EDC staff have plenty of work, although not all the requests concern EU-related topics. However, there is always a possibility to promote EDC and EU resources, like Eurostat, even to people who have not actually asked about them. EDC staff always suggest looking for information in comprehensive and relevant sources, such as Eurostat or ESO.

## *Typology of social media*

- Facebook
- Other: online form within the host's website – for people looking for EU information

## *Typology of information disseminated*

- General information on EU
- Information related to European law
- Information related to European policies and institutions
- Information related to the activities of your EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)
- Other: information on EU economy, finance, funds, social issues

## *Use of language:*

- English
- Polish

## *Inputs/Resources*

1. Human resources – quality of answers depends on the librarian's ability to find relevant information, so education, interest and even personality (patience, diplomacy) are useful.
2. Professional knowledge of EU information sources – Eurostat, official websites, databases (if they are available), NGOs – in most cases it is easy to find information – if you know where to look.
3. Content – this is most important in social media like Facebook or blogs, when there are no requests for information, so it has to be provided. Using the online form, the EDC will wait for questions (although it seldom waits long!).
4. Technical resources – nowadays it is easy to acquire hardware and software enabling contact with people requesting information from the EDC; good, inexpensive IT solutions are quite common.

## *Impact of the action*

Obviously, the EDC's Facebook profile is open to everyone interested in the EDC and news and facts on the EU. The EDC's online form is available to everyone who would like to use it, but is mainly used by students and employees (especially young academic staff) at the Wrocław University of Economics. The information in our online form is provided by librarians during obligatory classes on Library Information Systems and Digital Sources of Scientific Information for first year students of Bachelor, Master and Doctoral studies. EDC staff also distribute flyers with information on our services (including the online form).

## *Methodology/process*

The Facebook fan page is a simple, less important tool – it is useful to be in touch with other EU-related Facebook public profiles so that the EDC can track new posts, likes and the posts of these and similar subjects. The EDC itself posts information on interesting EU-related topics, as well as useful news and likes for students, readers, EU researchers and the general public. The EDC is located in the University's Main Library, and its staff provide complex online information on EU-related topics. The Centre is using an online form located on the website of its host (Main Library). In fact, the EDC provides information on ALL topics – if its staff are unable to send the relevant information they indicate which institution should be approached for help, giving a link and contact information. Of course, EDC staff have never refused to help deliver external information when requested. The EDC also provides assistance with preparing a bibliography, suggesting books and journals both from the European Reading Room in the Main Library and from the library's general collection. It must be said that the EDC's online form performs the functions of both EDC and EIC very effectively, offering the users huge benefits.

## *Tips and tricks for the success of the action*

1. Always respond to questions as quickly as possible.
2. Offer more general information on the economy and politics of the EU Member States – journalist and researchers are often looking for more interdisciplinary information.
3. Target students and academic staff – they are always looking for information.
4. Try to prioritise higher education schools.

## *Problems encountered*

The EDC's Facebook page is active – posts are added frequently, but rarely receive comments. The number of entries, likes and friends is still quite small. On the other hand, the EDCs online form is very popular among the students of Wrocław University of Economics and other readers registered with the Main Library. However, most of the completed forms include requests for information not directly related to EU institutions, such as information on EU finance, foreign relations and general socio-economic topics.

## EDC Contact details

### EDC Contact Person:

Barbara Żmigrodzka

### Host Structure:

Wrocław University of Economics (Main Library)

### Address:

Komandorska Street 118/120, 53-345 Wrocław

### Country:

Poland

### Tel:

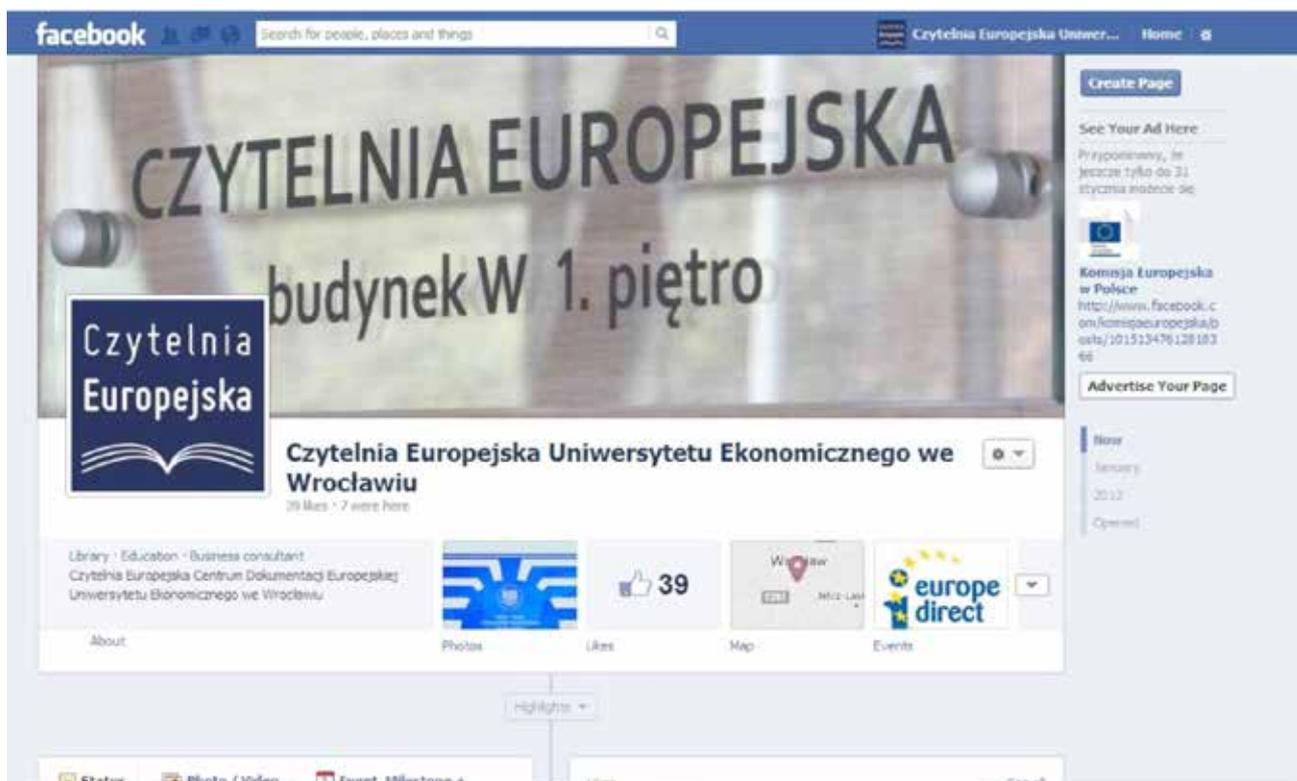
00-48-7136 80 951

### Email:

cde@bg.ue.wroc.pl

### Website:

<http://www.bg.ue.wroc.pl/index.php/en/economic-information-centre/european-reading-room>



## 1.4.8. Using Facebook to raise the profile of the Cardiff EDC among its target market

### *Brief description of the action including outputs*

The Cardiff EDC launched its Facebook page in the summer of 2012 as an experiment to further raise the profile of the Centre and its activities among students at Cardiff University and the wider world. The EDC already has an active Cardiff EDC website so it wanted to offer something different with Facebook – different content and a more interactive form of communication with the audience. In 10 months, the EDC built up 146 personal likes and 41 organisational likes, with an average of 365 people a week following the pages. In terms of objectives and content, the EDC is using Facebook to highlight the activities (of both Cardiff EDC and external events), staff (both permanent and interns), and information matters relating to new information sources and ways of searching for EU information, such as using European Sources Online. EDC staff are adding as many photographs as possible as the EDC has found that this is the way to get the maximum response from its users. Staff members feel that they still have much to learn but are pleased with the impact the Cardiff EDC Facebook pages have had.

### *Typology of social media*

Facebook

<http://www.facebook.com/CardiffEDC>

LinkedIn

RSS technology and web feeds (in ESO)

### *Typology of information disseminated*

- General information on EU
- Information related to the activities of the EDC (including events and internship programme)
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)
- Information on EU actions of interest to fellow librarians, EDC staff

### *Use of language*

- English

### *Inputs/Resources*

1. One person set up the Facebook page (a Cardiff EDC intern) and trained an EDC staff member to maintain it; editorial input from the EDC Director.

2. About 30 minutes per day is spent on Facebook-related tasks. The EDC tries to add content at least once a week.
3. Adding content is seen as very easy, flexible and instantaneous compared to adding content to Cardiff EDC's website.

### *Impact of the action*

In 10 months, the EDC has built up 146 personal 'likes' and 41 organisational 'likes' and an average of 365 people a week are following the pages. In a survey of some of the EDC users it became clear that their perception of the EDC has been enhanced and has become more positive. However, it is also important not to exaggerate the impact and to mention that the Cardiff EDC makes many other efforts to raise its profile via its social media activities (such as its website, monthly newsletter, annual report, email distribution lists and posters).

### *Methodology/process*

The EDC Director decides mainly on the content and features, with some assistance from EDC interns and the permanent assistant. The EDC assistant or interns add content, and there is an analysis of the weekly usage.

### *Tips and tricks for the success of the action*

1. Write the content in a popular style.
2. Use lots of photographs and images.
3. Add new features very often (at least once a week, ideally more frequently).
4. Encourage interactivity.

### *Problems encountered*

Time taken to find new appropriate material and features to add.

## **EDC Contact details**

#### **EDC Contact Person:**

Ian Thomson, Director, Cardiff EDC

#### **Host Structure:**

Cardiff European Documentation Centre , Cardiff University

#### **Address:**

Information Services, Cardiff University, PO Box 430, Cardiff CF24 0DE

#### **Country:**

United Kingdom

#### **Tel:**

00-44-(0)2920874717

#### **Email:**

edc@cardiff.ac.uk

#### **Website:**

<http://www.cardiff.ac.uk/insrv/edc/>

facebook 2 33 Search for people, places and things Q  Ian Thomson

You are posting, commenting and liking as Cardiff European Documentation Centre (Cardiff EDC) — Change to Ian Thomson

Cardiff European Documentat Timeline Now Admin Panel

### Christmas around Europe



Max Barth (Sweden)

Like · Comment · Share

Anu Nestor, Europe Direct Wrexham and Ali Palmer like this.

Write a comment...

Europe Direct Wrexham Organisation

Erasmus Student Network Workplace/Office

European Commission Government Organisation

Europe Direct Duisburg Public services · Organisation

Europe Direct Iasi Non-Profit Organisation

Cardiff European Documentation Centre (Cardiff EDC) Monday Chat

# 1.4.9. Combining social media tools for the promotion of our EDC at the University of Nicosia

## *Brief description of the action including outputs*

Being recently established, the University of Nicosia EDC sought ways of disseminating information and news of its existence to as many people – both academics and the general public – as possible. The fastest way to do this was to implement a combination of Web 2.0 tools: Twitter, Facebook and Scoop.It. Using these tools can yield significant benefits as not only do they disseminate information but they also facilitate networking and interaction with followers and other users.

By combining these tools, the EDC was able to increase the exposure of its posts on each of the accounts. In addition, through interaction with its followers/viewers and the use of statistics generated the EDC is now able to better focus the information it provides on the needs and requests of its followers/viewers.

## *Typology of social media*

- Facebook (<https://www.facebook.com/edc.unic.cy>)
- Twitter – @EDC\_UNic ([https://twitter.com/EDC\\_UNic](https://twitter.com/EDC_UNic))
- Other: Scoop.It online magazine (<http://www.scoop.it/t/european-documentation-centre-unic>)

## *Typology of information disseminated*

- General information on EU
- Information related to European law
- Information related to European policies and institutions
- Information related to the activities of our EDC
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers, researchers)
- Information on EU actions of interest to fellow librarians, EDC staff

## *Use of language:*

- English
- Greek

## *Inputs/Resources for the good management of this initiative*

1. Computer and internet access.
2. Access to EU and Bookshop information websites and their social media posts.
3. Person with time available to search and post information, news, events, etc., and to respond to comments and queries.
4. Creative computer program packages, including design software for creating and editing pictures and photographs, web development package, etc.

## *Impact of the action*

Use of social media tools enables the EDC to: offer 'real-time' information; increase awareness of the EDC; inform a wide audience of new publications available, the current activities of the EU, calls for funding, implementation of new EU policies and changes of current policies; and also to give information about living, working or studying in EU Member states.

The main impact of social media tools, for the staff of the EDC, was increasing awareness of the needs and demands of both academics and the general public. This has enabled the EDC's staff to become more focused and offer pertinent rather than general information.

## *Methodology/process*

The initial step for the implementation of social media tools was to create web pages describing the EDC's purpose and objectives, the EU resources available, and an EU news section, events, etc., which served as a place of reference for the Web 2.0 tools. Rather than starting from scratch, it was decided that the best way to inform people about the EDC was to advertise and include relevant information on the current Facebook pages of the University, the University Library and Student Affairs, as well as on student intranet websites. This gave the EDC instant access to an audience of over 5000 people and their friends/followers.

Having established an initial awareness of the EDC it was then decided that all EU information should be consolidated to make it easily accessible and user-friendly. This was done through the creation of the EDC University of Nicosia's own Facebook page, Twitter account and Scoop.It on-line magazine. To ensure the existing audience was made aware of the change, notices were placed on all of the University's social media pages/accounts.

Being newly established accounts, it was necessary to identify a way of maximising the exposure of posts made on each platform. This was done by linking the Facebook, Twitter and Scoop.It accounts so that a post placed on one account was automatically posted on the other two and thus simultaneously visible to friends/followers of all three platforms.

## *Tips and tricks for the success of the action*

1. To avoid missed opportunities, a link was made between Facebook, Scoop.It and Twitter to ensure that whatever was published on one tool was automatically published on the other two.
2. To create an audience for a new European Documentation Centre, news, information, etc. was incorporated into an existing social media account, e.g. the University's Facebook. This gave the EDC access to an existing audience and helped it to develop interest in the Centre
3. To help focus the information the EDC provides, it needed to target the interests of those who like, follow or read its social media pages while focusing on creating its own pages/accounts.
4. The EDC must continue to provide relevant information and search for new people/organisations interested in the information it provides. Whenever possible, EDC staff try to establish a dialogue with its followers/viewers.
5. 'Word of mouth' is a very important tool: EDC staff members tell their colleagues, friends, family, etc. about their social media sites and ask them to pass the information on to their colleagues, friends, family, etc.

## *Problems encountered*

When incorporating the EDC's information into another organisation's social media pages it was hidden under other information posted, e.g. general posts about the University concealed EDC posts. Also, Facebook insights were found to be inaccurate because the Facebook pages of businesses, organisations, etc. were not included in the total 'Likes'.

## **EDC Contact details**

### **EDC Contact Person:**

Georgia Christodoulou

### **Host Structure:**

University of Nicosia

### **Address:**

46 Makedonitissas Avenue, P.O. Box 24005, 1700 Nicosia

### **Country:**

Cyprus

### **Tel:**

00357-22842100

### **Email:**

EDC.UNic@unic.ac.cy

### **Website:**

<http://www.library.unic.ac.cy/unicedc.html>



# 1.4.10. European information resources on the internet – EDC University La Rioja

## *Brief description of the action including outputs*

The EDC makes a specific selection of sources accessible to its customers. The information sources are carefully selected, subject tagged using Delicious, and the tagged resources are organised or displayed using Netvibes.

Delicious: [http://en.wikipedia.org/wiki/Delicious\\_%28website%29](http://en.wikipedia.org/wiki/Delicious_%28website%29), and <https://delicious.com/>

Netvibes: <http://en.wikipedia.org/wiki/Netvibes>, and <http://www.netvibes.com/en>

Resources include: information about the EU, media, programmes, calls and tenders, work and study in the EU; documentation about the EU institutions, agencies and observatories, international organisations, policies, and Community law references; databases, statistics and opinion surveys; archives, libraries and film library; and points of information about the EU.

The information entered and managed via Delicious is subsequently uploaded to the EDC's website using Netvibes, while maintaining the institutional style of the University Library's website. The selection includes 88 links.

## *Typology of social media*

- Facebook
- Twitter
- MySpace
- LinkedIn
- Blog
- Flickr
- RSS technology and web feeds
- Delicious
- Wiki
- YouTube
- Podcasting
- Other: Netvibes

## *Typology of information disseminated*

- General information on EU
- Information related to European law
- Information related to European policies and institutions
- Information related to (electronic) resources of EU information

### *Use of language:*

- English
- German
- French
- Spanish

### *Inputs/Resources*

1. One member of the EDC plus the support of another person for information management
2. Two computers

### *Impact of the action*

The statistics do not give the EDC specific results and the results attained do not give sufficient detail.

### *Methodology/process*

We analysed social media genres and then sorted the resources by social media type, blog, wiki, etc. The sorted results were filtered in Delicious and presented on the EDC website via Netvibes.

### *Tips and tricks for the success of the action*

1. Selectivity and accuracy
2. Include permanent web links.

### *Problems encountered*

Selection of good qualitative sources is not always easy.

Another problem concerns unstable web links

## EDC Contact details

### EDC Contact Person:

Soledad Martínez Abanzabalegui

### Host Structure:

Universidad de La Rioja

### Address:

c/ San José de Calasanz s/n, Logroño, La Rioja

### Country:

Spain

### Tel:

00-34-941299200

### Email:

marisol.martinez@unirioja.es

### Website:

<http://biblioteca.unirioja.es/cde/index.shtml>



The screenshot shows the website interface for the University of La Rioja's 'BIBLIOTECA UNIVERSITARIA'. The main content area is titled 'CENTRO DE DOCUMENTACIÓN EUROPEA' and features a navigation menu on the left and a list of 'RECURSOS EN INTERNET' on the right. The navigation menu includes sections like 'INFORMACIÓN SOBRE', 'SERVICIOS', 'APOYO AL APRENDIZAJE', and 'APOYO A LA INVESTIGACIÓN'. The 'RECURSOS EN INTERNET' section lists various resources such as 'Archivos, bibliotecas y filmoteca', 'Bases de datos, estadísticas y encuestas', and 'Derecho Comunitario'. A 'Inicio CDE' button is visible in the top right corner of the content area.

# 1.4.11. Current awareness at EDC of the University of Piraeus

## *Brief description of the action including outputs*

The EDC of the University of Piraeus library uses the Europa Portal RSS service (<http://www.europarl.europa.eu/rss/el/rss.html>, <https://www.consilium.europa.eu/press/subscribe-to-our-e-mail-distribution-list.aspx?lang=en>) and receives announcements from the Directorates-General of the European Commission, the European Parliament and the EU Council every day.

The library then forwards them by email to library users (researchers and students) according to their scientific interests.

The EDC also uses the RSS service to collect relevant EU information from other resources and disseminates it in the same way.

The library has described in detail its EDC's services and collections on its [Wikipedia entry](#) (in Greek, up to date).

## *Typology of social media*

- RSS technology and web feeds
- Wiki

## *Typology of information disseminated*

- Information related to European law
- Information related to European policies and institutions
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to citizens
- Information on EU actions of interest to students
- Information on EU actions of interest to academic staff (professors, lecturers)

## *Use of language:*

- English
- German
- French

## *Inputs/Resources*

1. The service helps to increase the number of library users and visits to the library.
2. However, the human resources are inadequate for such a project and for the extra services.
3. Although the awareness-raising is done by email, the library does not offer adequate computers for local services.
4. The acquisitions budget is low and both printed and electronic collections are not updated enough.
5. On the other hand, the EDC's staff members are trying to cover some of the resources by downloading documents to KETlib (<http://digilib.lib.unipi.gr/ket/>), the European repository of Greek EDCs.

## *Impact of the action*

Although the number of people using the library is increasing, staff numbers are not. The service is for professors, post- and pre-graduate students. They are interested in the information they receive in emails and are starting to use the library – and the Europa portal – more. This is obvious when pre- and post-graduate students contact the reference service.

## *Methodology/process*

The EDC collects the information about the EU in emails. Once or twice every week, depending on the number of deliveries, it forwards the information to the emails of the people interested in it via a mass mailing. That means that an email could be sent to 50 people and could contain 100 references.

## *Tips and tricks for the success of the action*

1. The information is provided without having to search (Information awareness).
2. This saves time for the researcher.
3. It includes the weekly news and activities (current and topical).
4. It contains information about the EU, from the EU and related organisations.
5. Although it is not a complete research service, it is quite extensive, thorough and timely.

## *Problems encountered*

The problem with the service itself is the lack of standard classification. The general terms used by EU bodies and organisations do not describe the content precisely enough. As a result, the problems of retrieval increase while the accuracy decreases, which proves very time-consuming for the researchers. However, there is neither a knowledge management system nor documentation staff available to improve the service.

## **EDC Contact details**

### **EDC Contact Person:**

Anthi Katsirikou

### **Host Structure:**

University of Piraeus Library

### **Address:**

80 Karaoli and Dimitriou str, 18534 Piraeus

### **Country:**

Greece

### **Tel:**

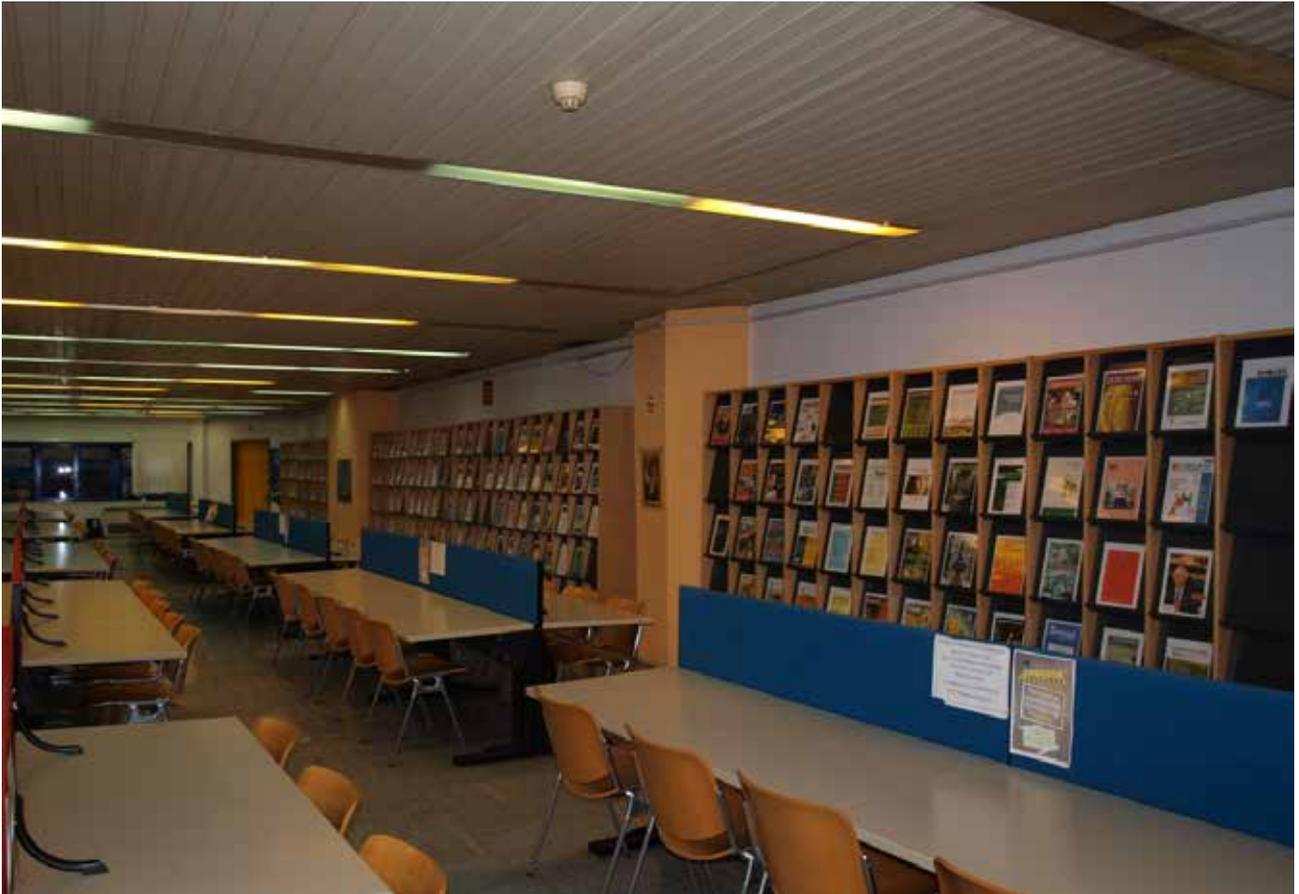
00-30-210 4142022

### **Email:**

anthi@unipi.gr

### **Website:**

<http://www.lib.unipi.gr/>



## 1.4.12. abCDEuropa – Wiki guide to the Italian EDCs

### *Brief description of the action including outputs*

This Wiki guide sets out to explain in easy and user-friendly words EU themes and policies, primarily to young people and students but also to academic staff, and to give brief information to Italian citizens in an informal style about EU information and news.

It takes the form of a Wiki and is the EDC Italian network's project. It aims to make the public/target audience of the European Documentation Centres aware of specific information on the policies and opportunities the European Union offers through its networks. Through the use of an open online platform and a collaborative approach, the project aims to add value to the specific skills of librarians at Italian European Documentation Centres and to provide a simple and immediate tool for finding out about the resources offered by the EDCs.

The items in the Wiki have been produced by a drafting group comprising librarians from European Documentation Centres. The Wikipedia format, accessed through the Mediawiki CMS, has many advantages, including the ability to offer users a familiar and intuitive browsing environment which is continuously updated by the documentalists. In addition, the format allows the Wiki project editors a professional exchange and a collective drafting of texts, thereby facilitating teamwork.

It was created by:

- Isolde Quadranti, Nadia Ghittorelli - CDE Università degli studi di Verona
- Magda Sanna - CDE Università degli studi di Sassari
- Barbara Bonino - CDE Istituto Universitario di Studi Europei di Torino
- Tiziana Dassi - CDE Università Bocconi di Milano
- Silvia De Luca - CDE Università degli studi di Catania
- Francesco Garza - CDE Università degli Studi di Milano
- Marina Marcorin - CDE Provincia autonoma di Trento
- Giancarla Marzoli - CDE dell'Università di Urbino "Carlo Bo"
- Luisa Murino - CDE Università degli studi di Cagliari
- Maria Adelaide Ranchino - CDE Biblioteca Centrale "G. Marconi" - CNR
- Lorenza Riccio - CDE Università degli Studi di Trieste
- Laura Testoni - CDE Università degli studi di Genova

### *Typology of social media*

Wiki

### *Typology of information disseminated*

- General information on EU
- Information related to European policies and institutions
- Information related to (electronic) resources of EU information
- Information on EU actions of interest to students

- Information on EU actions of interest to academic staff (professors, lecturers)
- Information on EU actions of interest to fellow librarians, EDC staff

### *Use of language:*

- English
- German
- French
- Italian

### *Inputs/Resources*

1. 12 EDCs, one project plan.
2. A guide for writing in a consistent style: information, data, guidelines on EU policies, opportunities and events by efficiently exploring official EU websites and databases.
3. Technical competence, thanks to the co-operation of one expert EDC colleague and one IT person.
4. Strong co-operation among all the EDCs enabled easy understanding between us.
5. EU topics from EU institutions and information on what EDCs can offer.

### *Impact of the action*

The EDCs use the Wiki guide during meetings with students or others in order to provide some information or details about EU themes and EDC services.

The librarians have also created a free e-book guide to the use of the Wiki so as to reach a larger audience and give it more visibility, to help students and young people looking for European sources of information.

<http://www.cdeita.it/node/53>

### *Methodology/process*

Ideas plus the technical competence of one colleague in particular were discussed in the only meeting held, after which everything was decided and agreed by e-mail.

Every EDC participant agreed to common working rules on the same platform (Wiki) via login and password access. Each one had a section to work on, adding content and inserting links to official EU documents and websites. This has been a collaborative approach to long-distance work.

### *Tips and tricks for the success of the action*

1. YOUNG look and feel
2. EASY to read
3. FRIENDLY to understand
4. EUROPEAN subjects to suggest
5. EDC network to inform

## Problems encountered

Sometimes it was not easy working only by e-mail or telephone, especially when something needed to be corrected – there was only one meeting to discuss and decide on the most important strategies. Having just one colleague as the technical reference proved difficult for some people who are not familiar with these things in their daily work. Updating and respecting deadlines were also difficult at times.

## EDC Contact details

### EDC Contact Person:

Magda Sanna-Deputy Coordinator of Italian EDCs

### Host Structure:

EDC University of Sassari

### Address:

Viale Mancini 1, 07100 Sassari

### Country:

Italy

### Tel:

00-39079228763/ 39079229993

### Email:

cde@uniss.it

### Website:

www.cdeita.it



abCDEuropa

La Wiki Guida dei CDE italiani

Questa guida online, strutturata in forma di wiki, è un progetto della Rete dei CDE italiani finalizzato a far conoscere al pubblico specifico dei Centri di documentazione europea le informazioni relative alle opportunità che l'Unione europea offre attraverso le sue reti di informazione.

- L'Indice della Guida
- Cosa è un wiki
- Perché questo wiki
- Destinazioni della Guida
- Il Gruppo di lavoro
- Obiettivi della Guida

Obiettivo del progetto è, attraverso l'utilizzo di una **piattaforma aperta e collaborativa**, mettere a valore le competenze dei documentalisti dei centri di documentazione europea italiani per offrire un **servizio semplice** e di utilizzo immediato per una prima scoperta delle risorse offerte dai CDE. Il formato Wikipedia, ottenuto attraverso il CMS MediaWiki, presenta numerosi vantaggi, tra i quali la possibilità di offrire ai nostri utenti un'area di navigazione **familiare, intuitiva e continuamente aggiornata** dai documentalisti. Inoltre, il formato-wiki permette ai **curatori del progetto** un interscambio ed una redazione collettiva dei testi, facilitando il lavoro di gruppo e di scambio.

Questa immagine rappresenta il nostro lavoro "di squadra".

La Rete dei CDE italiani ha aperto una pagina su Facebook. Obiettivo della fan-page su Facebook è essere presenti negli stessi luoghi dove si ritrovano i nostri utenti, e segnalare le novità della Rete dei CDE e dei CDE wiki.

# 1.4.13. Video ‘Exchange Your Mind’ from EDC of Bocconi University

## *Brief description of the action including outputs*

To celebrate Europe Day, on 9 May 2012, the EDC of Bocconi University presented the video ‘Exchange Your Mind: Speciale mobilità europea’, made by the students of SBocconiTV with the participation of Paola Mariani, Professor of European Union Law. The initiative was part of the project ‘La mobilità in Europa. Diritti, informazione, opportunità: il futuro nelle tue mani’, carried out by the Italian EDCs’ network in co-operation with other European networks and with the support of the European Commission Representation in Italy. Experts from Europe Direct Lombardia, Eurodesk and the EURES networks provided information about the European Voluntary Service (EVS) and European mobility opportunities for study, internships, jobs and research. The video is available on the EDC Bocconi’s website at: [http://lib.unibocconi.it/screens/boc\\_EuropeanDocumentationCentre.html](http://lib.unibocconi.it/screens/boc_EuropeanDocumentationCentre.html)

and directly on YouTube at: [http://www.youtube.com/watch?v=sdQtix5pvFQ&feature=youtube\\_gdata\\_player](http://www.youtube.com/watch?v=sdQtix5pvFQ&feature=youtube_gdata_player)

The video was presented to high-school students during the European Job Day, which was organised by Europe Direct Lombardia in Milan on 11 October 2012.

## *Typology of social media*

YouTube

## *Typology of information disseminated*

- General information on EU
- Information related to European law
- Information related to European policies and institutions
- Information on EU actions of interest to students

## *Use of language:*

- Italian

## *Inputs/Resources*

1. Partnerships and collaboration among the Bocconi University services (corporate image, publications and web, library, EDC), students (BstudentsTV), and faculty (Prof. Paola Mariani).
2. Active role of the students in the project.
3. Technical know-how and resources from BocconiTV and BstudentsTV.
4. Student interest in the content.
5. Collaboration with other official EU networks.

## *Impact of the action*

The video has proved very successful among the students at our University. It has also been presented to high-school students to celebrate Europe Day and to promote the advantages of a study period abroad. In addition, the EDC has been promoted in the University and at regional level.

## *Methodology/process*

The idea for the video arose from the Italian EDCs' annual national project contest which, in 2012, was about mobility for study, work and voluntary service.

## *Tips and tricks for the success of the action*

1. Support from the Director of the EDC's host service (the Library).
2. Enthusiasm of the students to co-operate in a project about exchange.
3. Technical support from the host institution.
4. Collaboration with the faculty to satisfy the content needs.
5. Significant promotion surrounding the initiative.

## *Problems encountered*

No problems were encountered once the EDC had asked for the collaboration of the right partners for the specific action the EDC wanted to carry out.

## **EDC Contact details**

**EDC Contact Person:**

tiziana.dassi@unibocconi.it

**Host Structure:**

Università Bocconi

**Address:**

Via Gobbi 5, Milano

**Country:**

Italy

**Tel:**

00-39-258365147

**Email:**

cde@unibocconi.it

**Website:**

[http://lib.unibocconi.it/screens/boc\\_EuropeanDocumentationCentre.html](http://lib.unibocconi.it/screens/boc_EuropeanDocumentationCentre.html)

**Bocconi**



# **Exchange Your Mind**

Speciale mobilità europea

## Chapter 2:

# The EDCs and e-books

## 2.1. Main trends in the EDC network

The majority of EDCs provide access to e-books. However, 23% have still not integrated this service for their readers.

Does your EDC provide access to e-books?

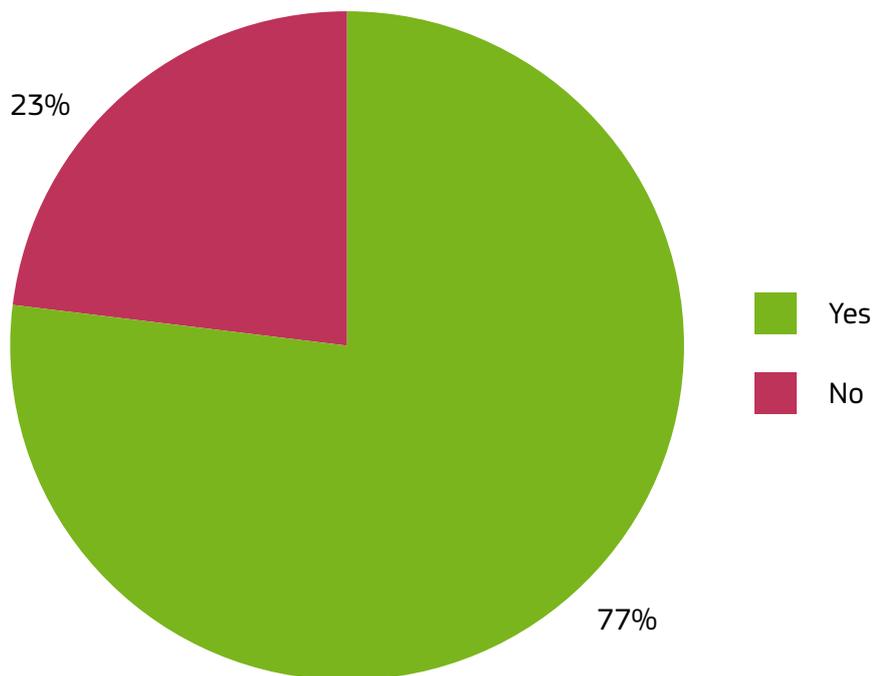


Chart 7: Can clients access e-books from your EDC? (136 responses)

## 2.2. EDCs and the EU Bookshop

More than 50 % of the EDCs who responded (78 EDCs) provide access to e-books from the EU Bookshop. However, quite a large number (58 EDCs) are not providing this service. For some of the younger EDCs, best practices in this area would be useful.

### Does your EDC provide access to e-books from the EU Bookshop?

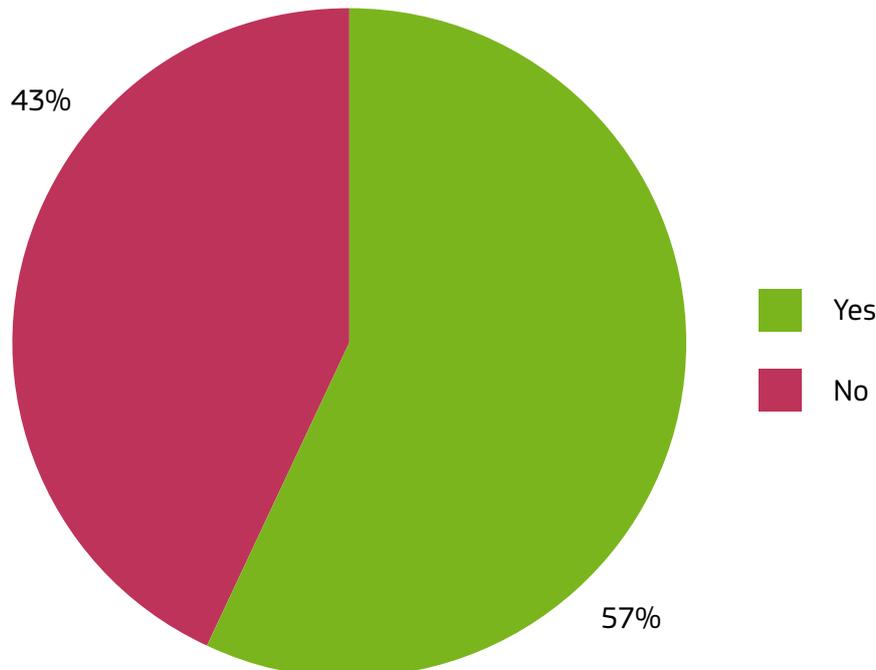


Chart 8: Does your EDC provide clients with access to e-books from the EU Bookshop? (136 responses)

From the survey we learned that EDCs use several methods to provide access to the EU Bookshop files, including:

1. Linking e-books to the entries in the EDC catalogue: this can either be the full text of an e-book or simply a list of available titles. Twelve EDCs mentioned using MARC 21 to import files.
2. Only providing access from the EDC library by downloading the PDF files available from the EU Bookshop (<https://bookshop.europa.eu/en/home/>).
3. Linking the URL of the electronic version to the bibliographical description of the hard-copy version.

### 2.2.1 Exploring The British Library

Information from The British Library on providing access to the **European Commission Official Publications**:

Readers and researchers working on the subject of European integration will be interested to hear that European Commission digital official publications are now available via the catalogue: Explore the British Library (<http://explore.bl.uk/>). There are over 52 000 publications dating back to the mid-1950s which can now be freely consulted through the British Library catalogue. They can all be found in the usual way by the search field, using the title or author – for example, the European Commission. To access the digital item from the catalogue, select the “I want this” tab and then click the “European Commission document” option; this will take you directly to the EU Bookshop (<https://bookshop.europa.eu/en/home/>) page for the publication in question.

## 2.3. Do EDCs need support to use e-books?

The survey showed an interest from the EDCs in further developing the use of e-books within their Centre – 128 EDCs were interested in support in this area. Both the exchange of best practices, as well as guidelines on how to borrow or lend e-books, would be very much appreciated by these EDCs.

### What kind of support do you need to use e-books?

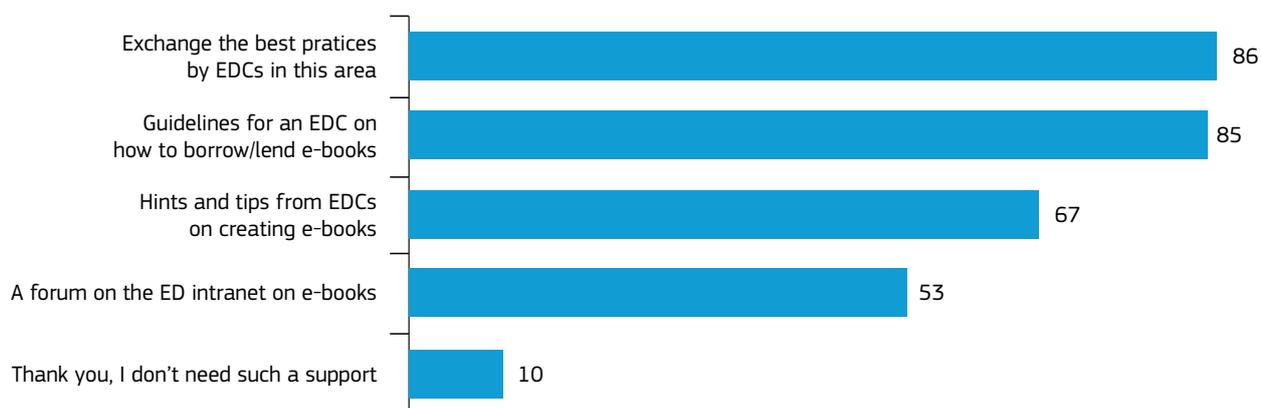


Chart 9: What kind of support does your EDC need to follow developments in the use of e-books? (128 responses but these are not mutually exclusive)

## 2.4. EDC PEWG's recommended free e-book sources

Members of the EDC Pan-European Working Group (PEWG) have made a selection of interesting free sources to access e-books and research papers. The members based their selection on sources which were provided by the survey respondents. The sources have been divided into the following categories and are available in annex I:

- Universal sources of e-books and research papers
- Sources of e-books and research papers about the European Union
- Official EU sources of e-books and working papers.

## 2.5 The importance of e-books for EDCs

### WHY is it important that the EDCs embrace e-books?

1. The paradigm shift from print to electronic has brought dramatic changes to the work of the EDCs. Libraries are no longer only concerned with print collections, but are running web portals and accessing a vast array of different information sources.

However, this rapid change has also had some slightly confusing effects, which are reflected in the EDC PEWG survey. Answers from the survey revealed that people do not usually differentiate between e-books and different formats of electronic documents. This is why EDCs need at least one common definition, like that from Wikipedia:

*"An electronic book (variously: e-book, eBook, ebook, digital book, or even e-edition) is a book-length publication in digital form, consisting of text, images, or both, and produced on, published through, and readable on computers or other electronic devices. Sometimes the equivalent of a conventional printed book, e-books can also be born digital."*

2. EDCs are familiar with the use of e-books because they are usually part of the university and very often part of a library. Trained librarians often take care of running the EDC and, as a rule, they are able to respond to information requests. Other obvious advantages of e-books include:

- saving space
- saving money
- multiple copies
- 24/7 availability
- portability (different computers, tablets, mobile phones, etc.)
- no stock costs (production is tailor-made).

### ***WHAT elements should be taken into account when using e-books?***

1. Borrowing/lending e-books depends on the library system;
2. Using different programs for reading and saving e-books also depends on the library system;
3. The EU Bookshop should be a virtual distribution hub (when referring to e-books in the European domain).

### ***WHAT elements should be taken into account when producing e-books?***

Publishing an e-book is very similar to publishing a print version, and pre-production costs are almost the same because of the need for:

- design, layout, typesetting, cover page, etc.
- proof-reading
- editorial review
- quoting and citing correctly
- acquiring an ISBN
- converting to different formats
- marketing
- dealing with e-book stores.

### ***HOW can EDCs be best prepared?***

- It is essential to have a good idea for the e-book;
- Using educational material (with different European information sources) is a very effective niche product for EDCs (power of multimedia);
- By picking up small projects (EDCs are usually understaffed);
- Co-operation among national EDCs, active EDCs, etc. Working with others will bring production costs down and it will be easier if more people work on the same project;
- Choose an appropriate format;
- Choose a suitable e-book store;
- Use appropriate marketing channels;
- Target the younger generation (heavy users of new gadgets and formats).

## Chapter 3:

# EDCs and repositories of EU information sources

## 3.1. Main trends in the EDC network

The survey showed that the majority of respondents (128 EDCs) do not have their own repository. However, 43 EDCs do have one; details on accessing these repositories are provided in annex II.

EDCs can see network members contact details at:

[http://europa.eu/europedirect/meet\\_us/index\\_en.htm](http://europa.eu/europedirect/meet_us/index_en.htm). The EDC PEWG would like to remind EDCs that they should keep their own details up to date via the network intranet (<http://ednetwork.ec.europa.eu/?i=ed-intranet.en.home>) as this feeds the information directly to the external map.

### Maintenance of an EU repository of information sources

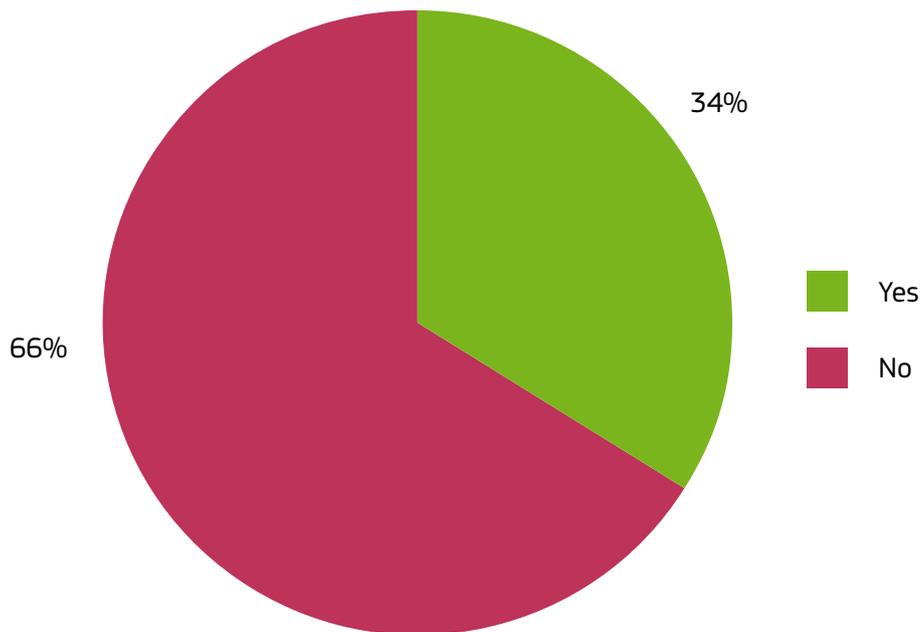


Chart 10: Maintenance of an EU repository of information sources (171 responses but these are not mutually exclusive)

## 3.2. The importance of collaboration between ECLAS and EDCs

The EDC PEWG is investigating the possibility of collaborating with the European Commission's Central Library, in particular to provide access to EDC collections via ECLAS. This could be in the form of a sub-catalogue within ECLAS with references to EDC collections. The survey asked if EDCs would be interested in such collaboration and nearly half said they would: 62 EDCs (49 %) would be keen to share their database, academic research papers or repository with ECLAS, as shown in the chart below. A considerable number of respondents found it difficult to answer this question.

### Do you like collaborating with ECLAS?

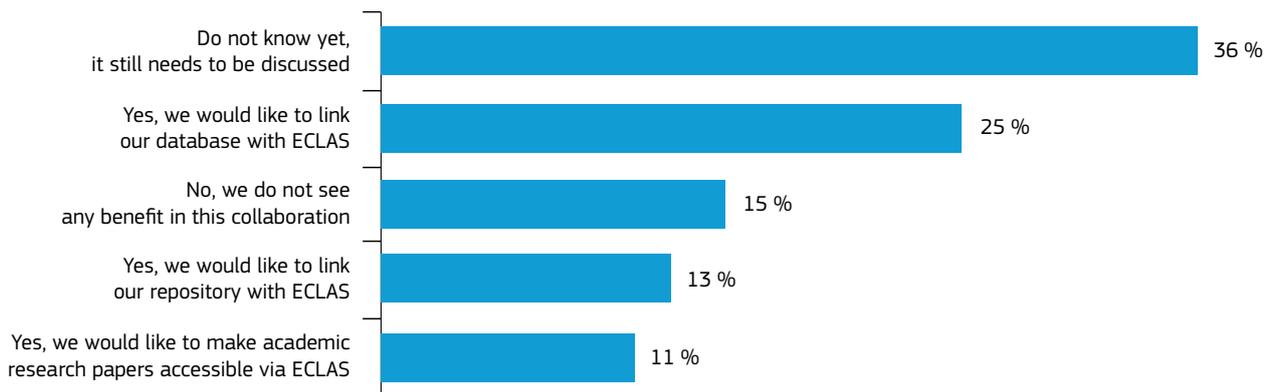


Chart 11: Please indicate if your EDC would like to share its collection via ECLAS (126 respondents)

### WHY is it important that the EDCs work together with ECLAS?

1. To look for new user profiles (21st century profiles). EDCs should offer new services, through new tools, new communication channels and new information formats, and should look for new partnerships and synergies. In this way, they will also increase their visibility and importance.
2. ECLAS is in a similar situation. The European Commission Libraries Catalogue is faced with two main challenges: first, making targeted, high-quality, relevant information products and services available to its readers and, secondly, using information technology to produce better, more effectively and at lower cost" (Central Library Activity Report 2011).
3. When working with ECLAS, EDCs also have the opportunity to provide access to their own databases: ESO, Archidok, O Europeu, Spanish Repositorium, etc. According to the survey, EDCs are interested in this possibility because it will enhance their visibility.
4. Quite a significant number of survey respondents would be interested in collaborating with the European Commission Central Library; and 62 EDCs (49 %) would like to make their database, academic research papers or repository accessible from ECLAS.

### WHAT should be taken into account when it comes to achieving this collaboration?

1. EDCs and ECLAS must work together with, for example, a unique and common entry point for searching documents from several free collections: ECLAS Catalogue, Driver, ESO, Archidok, the Spain-European Union Digital Archive, the EU Bookshop etc., and from some commercial electronic resources (LexisNexis, Westlaw, Hein Online, etc.) to which ECLAS subscribes, and which, for example, could be incorporated in a 'Discovery Service'.
2. EDCs should share their own academic collections; ECLAS should share its own catalogue and paid subscriptions; and from a single entry point, EDC and ECLAS users could search, discover and call up thousands of institutional, official, scientific and academic publications.

**HOW does the service/action work in practice?**

1. The information sources for which the Central Library has paid subscriptions are accessible from any computer on the Commission's IT network in Brussels or Luxembourg. The EDC PEWG proposes that the European Commission renegotiates these subscriptions, thereby extending access to all EDCs (or host universities where EDCs are located), via an IP address.
2. This form of electronic access is becoming increasingly popular. In 2009, ECLAS had 82 684 downloaded articles, in 2010, 94 954, and in 2011 it had 99 958 downloaded articles (Central Library Activity Report 2011).
3. By joining forces, EDCs and ECLAS can do more, better and therefore as a consequence the EDC network will reinforce its role, promoting awareness and keeping European citizens informed.
4. EDCs and ECLAS can set up a working group to discuss this important project and its technical details.

# Conclusions

The EDC PEWG survey on 'The challenges for the EDCs' work in the 21st century' examined the EDCs' activities and involvement in three areas: social media, use of e-books, and repositories of information sources. A good representation of 36 % of EDC network members – 142 EDCs – participated in the survey.

## ***EDCs and social media***

The EDC network is not yet fully involved in social media. Among those who are (41 % of the respondents), Facebook seems to be the most used social media type, followed by Twitter. Social media is positively rated by the EDCs and specifically used to reach young people and students. It also has the advantage of reaching a wider audience among people who have no connections with the university. Lack of human resources and time are the most common reasons for not using social media. EDC respondents consider the exchange of best practices to be the best way of helping them develop their social media activities.

## ***EDCs and e-books***

A large majority of EDCs provide access to e-books (77 %). The EU Bookshop appears to be a good source for those giving access, while many other useful e-book sources are mentioned. The EDC PEWG has drawn up a list of recommended sources (see annex I). EDCs would like to receive more support in this field: 128 EDC managers expressed interest in exchanging best practices as well as receiving guidelines on how best to borrow or lend e-books.

## ***EDCs and on-line repositories of information sources***

The majority of EDCs who responded to the survey (128 EDCs) do not have their own repository. However, an interesting list of repositories could be established from the 43 EDCs who do maintain an EU repository, as can be seen from the list in annex II. Possible collaboration with the European Commission Central Library, in particular as regards providing access to EDC collections via ECLAS, was further examined by the EDC PEWG. A fairly significant number of respondents would be interested in collaborating with the European Commission Central Library. This could be investigated further by the EDC network.

# Additional information

This catalogue has been produced in co-operation with selected members of the PEWG on 'The challenges for the EDCs' work in the 21st century':

<b>Veronika Stoiloiva</b>	EDC at the Faculty of law and history, South-West University "Neofit Rilski"
<b>Sabine Hertel</b>	Free University of Berlin
<b>Ruth Tammeorg</b>	University of Tartu
<b>Elvira Aleixandre</b>	University Jaume I
<b>Jeanne-Marie Jandeaux</b>	University of Nice
<b>Anthi Katsirikou</b>	University of Piraeus Library
<b>Eirini Thymiatzi</b>	University of Crete
<b>Vicky Rigakou</b>	Athens University of Economics and Business Library
<b>Vera Perjési</b>	Library of the HU Parliament, EU Depository Library
<b>Pattie Punch</b>	University of Limerick EDC
<b>Magda Sanna</b>	Università degli Studi di Sassari
<b>Nuno Henriques</b>	Catholic University of Portugal
<b>Ivona Olariu</b>	Central University Library Lasi
<b>Sorina Blejan</b>	Chamber of Commerce and Industry Brasov
<b>Milos Petrovic</b>	University of Maribor Library
<b>Jeremy Jenkins</b>	The British Library
<b>Ian Thomson</b>	Cardiff University

We would like to thank all working group members. They have played a significant role in sharing their experience and knowledge of the issues covered in this catalogue, including the selection of good practices.

For further information on the content of the catalogue, please contact the [webmaster](#) on the Europe Direct intranet.

## Annex I

# Free sources of e-books and research papers

## I. Universal sources of e-books and research papers

### Directory of Open Access Books

<http://www.doabooks.org/>

The Directory of Open Access Books (DOAB) is a service for Open Access monographs.

The directory provides academic peer-reviewed books in Open Access at academic standards.

### Open Access Publishing in European Networks

<http://www.oapen.org/>

OAPEN is an initiative in Open Access publishing for humanities and social sciences monographs. Use of the OAPEN library continues to rise, numbering over 109 000 downloads of books.

### BookOS

<http://bookos.org/>

The world's largest store of scientific articles, providing access to around 20 million free articles.

### The DART-Europe E-theses Portal

<http://www.dart-europe.eu/basic-search.php>

DART-Europe is a partnership of research libraries and library consortia which are working together to improve global access to European research theses. DART-Europe is endorsed by LIBER (Ligue des Bibliothèques Européennes de Recherche), and is the European Working Group of the Networked Digital Library of Theses and Dissertations (NDLTD).

### DRIVER - Digital Repository Infrastructure Vision for European Research

<http://www.driver-repository.eu/>

Considered the largest initiative of its kind in helping to enhance repository development worldwide, DRIVER is a multi-phase effort whose vision and primary objective is to create a cohesive, robust and flexible, pan-European infrastructure for digital repositories, offering sophisticated services and functionalities for researchers, administrators and the general public. DRIVER has established a network of relevant experts and Open Access repositories.

## **Scirus**

<http://www.scirus.com/>

Scirus is the most comprehensive scientific research tool on the web. With over 575 million scientific items indexed at the last count, it allows researchers to search not only for journal content but also for scientists' homepages, courseware, pre-print server material, patents and institutional repository and website information.

## **OAISTER**

<http://oaister.worldcat.org/>

A collection of Open Access repositories.

## **RePEc - Research Papers in Economics**

<http://econpapers.repec.org/>

EconPapers provides access to RePEc, the world's largest collection of on-line working papers, journal articles and software on economics.

## **Social Science Research Network (SSRN)**

<http://www.ssrn.com/>

Social Science Research Network (SSRN) is devoted to the rapid worldwide dissemination of social science research and is composed of a number of specialised research networks in each of the social sciences. Each of SSRN's networks encourages the early distribution of research results by publishing submitted abstracts and by soliciting abstracts of top-quality research papers around the world.

## **Directory of Open Access Journals**

<http://www.doaj.org/>

The Directory of Open Access Journals is a service that provides access to quality-controlled Open Access journals. It aims to be comprehensive and cover all Open Access scientific and academic journals that use an appropriate quality-control system, and it is not limited to particular languages or subject areas. The aim of the Directory is to increase the visibility and ease of use of Open Access scientific and scholarly journals, thereby promoting their increased use and impact.

## **Google Scholar**

<http://scholar.google.com/>

A search engine to find scientific information from academic publishers, online repositories, and university homepages.

## **Google Books**

<http://books.google.com/books>

## **HathiTrust**

<http://www.hathitrust.org/>

HathiTrust is a [partnership](#) of academic and research institutions, offering a collection of millions of titles digitised from libraries around the world.

**Internet Archive Ebooks and Texts**

<http://archive.org/details/texts>

2 million+ items, page images and some transcriptions.

**The Online Books Page**

<http://onlinebooks.library.upenn.edu/>

The Online Books Page is a website that facilitates access to books that are freely readable over the internet. There are over 1 million free books listed.

**Europeana**

<http://www.europeana.eu/>

Europeana is an innovative web portal that opens the door to the digital resources of Europe's museums, libraries, archives and audio-visual collections. Visitors can discover, share, reuse and be inspired by the rich diversity of Europe's cultural and scientific heritage. Europeana is funded by the European Commission and Ministries of Culture in 21 Member States.

The European Library is the library aggregator for Europeana, and part of the Europeana family of services. Designed to meet the needs of the research community, the European Library opens up exciting new opportunities for researchers worldwide: it offers convenient access to the collections of national and research libraries in 46 countries. Researchers can cross-search over 200 million records, including over 24 million pages of full-text content and 10 million digital objects.

## II. Sources of e-books and research papers about the European Union

**European Integration Online**

<http://eiop.or.at/eiop/index.php/eiop>

EIoP is a peer-reviewed, interdisciplinary e-journal in the field of European integration research.

**European Research Papers Archive (ERPA)**

<http://eiop.or.at/erpa/>

ERPA is a common access point for the following online series in the field of European integration research.

**EDZ ArchiDok**

<http://www.archidok.eu/>

ArchiDok began in 2003 as a long-term European Documentation Centres (EDC) project with the following aims: archiving electronic full texts (studies, working papers, etc.) of relevant European Union bodies and institutions covering all policy areas; recording, indexing and classifying the collected data; maintaining a full text database and a search interface.

### **Archive of European Integration**

<http://aei.pitt.edu/>

The Archive of European Integration (AEI) is an electronic repository and archive for research materials on the topic of European integration and unification. The AEI collects two types of materials: certain independently produced research materials, and official European Union documents.

### **Italian network of European Documentation Centres (EDC) – Guides of Italian European Documentation Centre network**

<http://www.cdeita.it/node/53>

European documentation and periodicals in various fields; a collection of e-books was created in 2011 by the Italian European Documentation Centres.

### **Spain-European Union Digital Archive**

<http://repositori.uji.es/xmlui/handle/10234/25884?locale-attribute=en>

The [Spain-European Union Digital Archive](http://repositori.uji.es/xmlui/handle/10234/25884?locale-attribute=en) includes important documents in all formats – text, image, audio, video – about Spain and the European Union. These are currently dispersed across the bibliographical and documentary collections in institutions that have worked and continue to work in the sphere of the European Union. It also includes scientific and academic production generated by universities – mainly from Spain – relating to the EU.

## **III. Official EU sources for e-books and working papers**

### **EU Bookshop**

<https://bookshop.europa.eu/en/home/>

This online bookshop and archive of publications from the European institutions is managed by the Publications Office of the European Union in Luxembourg.

### **Eurostat publications**

[http://epp.eurostat.ec.europa.eu/portal/page/portal/publications/recently\\_published](http://epp.eurostat.ec.europa.eu/portal/page/portal/publications/recently_published)

Eurostat is the European Union's statistical office in Luxembourg. Its task is to provide the EU with statistics at European level that enable comparisons to be made between countries and regions.

### **European Union publications**

[http://europa.eu/publications/index\\_en.htm](http://europa.eu/publications/index_en.htm)

A gateway on the EU portal giving an overview of EU publications, reports, statistics and EU libraries:

- Official documents
- Reports, studies and booklets
- Statistics and opinion polls
- Libraries and archives.

## Annex II:

# Repositories of EU information sources

Country	Repository
DE	ArchiDok: <a href="http://www.archidok.eu">www.archidok.eu</a>
	EUR-OP - Europa-Spezialkatalog: <a href="http://www.ub.uni-koeln.de/edz/content/edzkat/europ/index_ger.html">http://www.ub.uni-koeln.de/edz/content/edzkat/europ/index_ger.html</a>
EE	A database of questions and answers on the EU, developed daily, available at: <a href="http://elik.nlib.ee/en/">http://elik.nlib.ee/en/</a> – and is freely accessible
EL	E-Locus, the Institutional Repository of the University of Crete Library : <a href="http://elocus.lib.uoc.gr/?lang=en">http://elocus.lib.uoc.gr/?lang=en</a>
ES	CEU Institutional Repository: <a href="http://dspace.ceu.es/">http://dspace.ceu.es/</a>
	Spain-European Union Digital Archive: <a href="http://repositori.uji.es/xmlui/handle/10234/25884">http://repositori.uji.es/xmlui/handle/10234/25884</a>

FR	<p>Guide with information sources of the EDC available from the Cujas library:  <a href="http://bcujas-digitool.univ-paris1.fr/R/4GTXD17DTDEFB2B765BXRKAD4RU54RL68M MIJXULXETLNLRXHY-04076">http://bcujas-digitool.univ-paris1.fr/R/4GTXD17DTDEFB2B765BXRKAD4RU54RL68M MIJXULXETLNLRXHY-04076</a></p>
HU	<p>University of Pécs library :  <a href="http://www.lib.pte.hu/edk/szakirodalmi-utmutatok">http://www.lib.pte.hu/edk/szakirodalmi-utmutatok</a></p>
IE	<p>University of Limerick Institutional Repository:  <a href="http://ulir.ul.ie/">http://ulir.ul.ie/</a></p>
IT	<p>Database dei periodici elettronici della Rete italiana dei Centri di Documentazione Europea (in collaboration with other Italian EDCs):  <a href="http://www.cdeita.it/periodici/index.php">http://www.cdeita.it/periodici/index.php</a></p>
	<p>CNR SOLAR (Scientific Open-access Literature Archive and Repository):  <a href="http://eprints.bice.rm.cnr.it/">http://eprints.bice.rm.cnr.it/</a></p>
	<p>Università della Calabria - Sistema Bibliotecario di Ateneo:  <a href="http://www.biblioteche.unical.it">www.biblioteche.unical.it</a></p>
NL	<p>UvA-DARE          Digital Academic Repository of the University of Amsterdam  <a href="http://www.uva.nl/en/disciplines/anthropology/research/publications/uva-dare/dare.html">http://www.uva.nl/en/disciplines/anthropology/research/publications/uva-dare/dare.html</a></p>

PT	Instituto Politécnico de Leiria: <a href="http://www.sdoc.ipleiria.pt/">http://www.sdoc.ipleiria.pt/</a>
	Universidade de Evora : <a href="http://servir.uevora.pt/%28S%28zatqc3btc2z53aegtkswy55%29%29/SearchBasic.aspx">http://servir.uevora.pt/%28S%28zatqc3btc2z53aegtkswy55%29%29/SearchBasic.aspx</a>
RO	EDC University of Craiova: <a href="http://biblio.central.ucv.ro/bib_web/ro/Centrul%20de%20Documentare%20Europeana.php">http://biblio.central.ucv.ro/bib_web/ro/Centrul%20de%20Documentare%20Europeana.php</a>
UK	European Sources Online: <a href="http://www.europeansources.info/">http://www.europeansources.info/</a>
	British Library Management & Business studies portal: <a href="http://www.mbsportal.bl.uk/">http://www.mbsportal.bl.uk/</a>
	British Library Social Welfare: <a href="http://socialwelfare.bl.uk/">http://socialwelfare.bl.uk/</a>





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