



# An analysis of interlending services: a case study of the North- West University

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It all starts here®



# Presentation Outline

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# Introduction

SA academic libraries face challenges such as; decrease in government subsidy, student protests, addition of the VAT on electronic resources, & the negative global financial outlook<sup>1</sup> which forced them to cancel certain resources<sup>2</sup>. These challenges do not absolve libraries from ensuring equity of access to information, and the promotion of all official languages of the country envisaged by the Constitution of the RSA<sup>3</sup> & the NDP<sup>4</sup>, hence they have to rely on ILS for some of their users' information needs. ILS in SA can be associated with Ubuntu.

<sup>1</sup> Committee of Higher Education Libraries in South Africa *et al*, 2014

<sup>2</sup> Dean & Myeza 2017. SANLiC 2017 Conference

<sup>3</sup> Constitution of the Republic of South Africa No 108

<sup>4</sup> National Development Plan: Vision 2030

# Interlending services

Lending and/or borrowing of library material by one library and/or branch library to the other mainly with no direct financial benefits accrued by the lending library<sup>5</sup>.

**Intercampus Resources Sharing (IRS)** = loans among campuses or branches of NWU.

**Interlibrary Loans (ILL)** = loans between libraries of different institutions and organisations.

**ILS** refers to IRS & ILL

<sup>5</sup> Feather and Sturges . 1997. Encyclopedia of LIS, p. 231

# Context

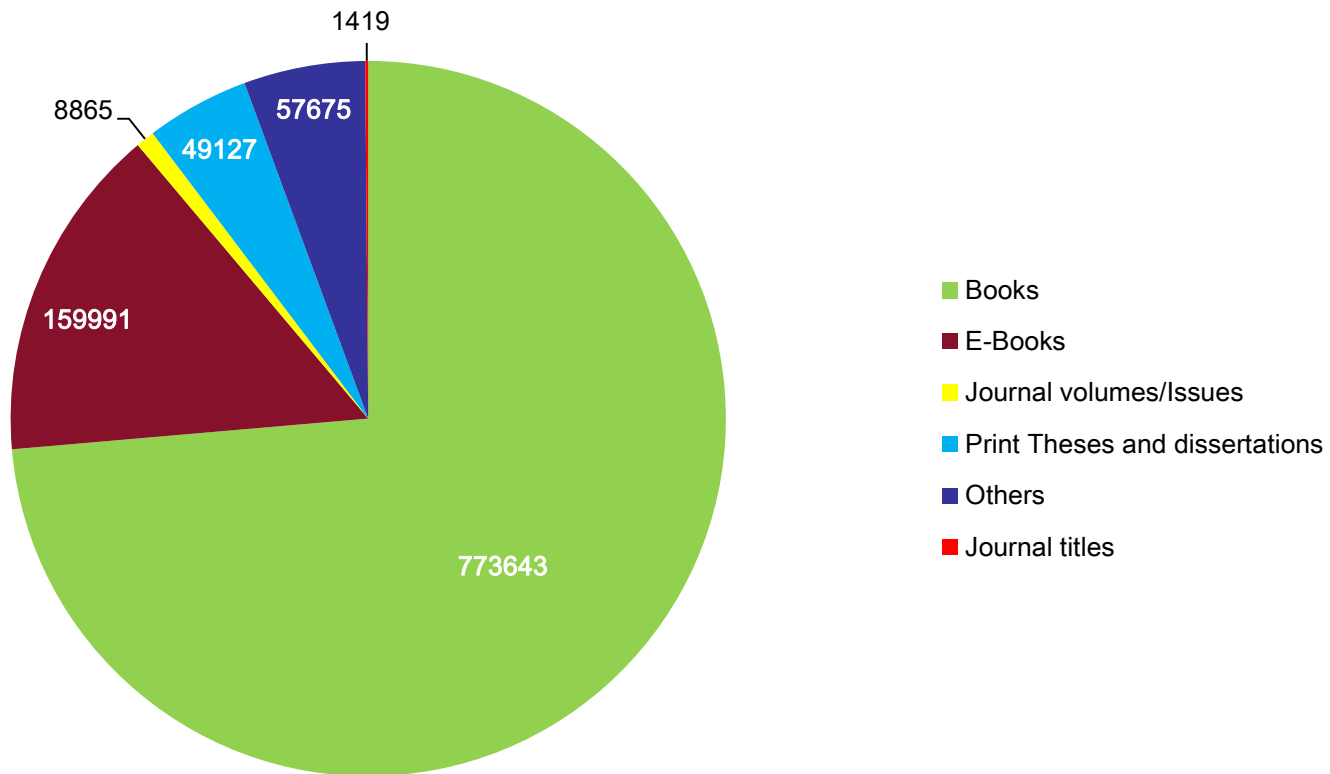
## South African public universities

	Traditional Universities	Comprehensive Universities	Universities of Technology
	University of Cape Town (UCT)	University of Johannesburg (UJ)	Cape Peninsula University of Technology (CPUT)
	University of Fort Hare (UFH)	Nelson Mandela Metropolitan University (NMMU)	Central University of Technology (CUT)
	University of the Free State (UFS)	University of South Africa (UNISA)	Durban University of Technology (DUT)
	University of Kwazulu-Natal (UKZN)	University of Venda (Univen)	Mangosuthu University of Technology (MUT)
	University of Limpopo (UL)	Walter Sisulu University (WSU)	University of Mpumalanga* (UM)
	Sefako Makgatho Health Sciences University (SMU)*	University of Zululand (UniZulu)	Sol Plaatje University (SPU)*
	North-West University (NWU)		Tshwane University of Technology (TUT)
	University of Pretoria (UP)		Vaal University of Technology (VUT)
	Rhodes University (RU)		
	University of Stellenbosch (SU)		
	University of the Western Cape (UWC)		
	University of the Witwatersrand (Wits)		
<b>Total</b>	<b>12</b>	<b>6</b>	<b>8</b>

*\*Newly established university*

# Context

## The collection policy & size of collections at NWU LIS



# Languages in Higher Education (HE) in RSA

SA = 11 official languages

Recommendations of two ministerial committees on indigenous languages<sup>6</sup>, and Afrikaans<sup>7</sup>

Language/s	Public University
IsiNdebele	UP, UNISA
IsiZulu	UJ, KZN, NWU, UNISA, Wits, Zululand
IsiXhosa	UCT, UFH, UFS, NMMU, RU, SU, UNISA, UWC
Afrikaans	CHE, SU
SeSotho Sa Leboa (Sepedi)	UL, UJ, UP, UNISA, Univen.
SeSotho	UCT, UFS, SU, UNISA, Wits
SeTswana	NWU, UP, UNISA
SeSwati	UNISA, Zululand
Tshivenda	UL, UNISA, Univen.

NWU official languages = English, Afrikaans, & Setswana<sup>8</sup> . NWU = only African language LibGuide in SA - <http://libguides.nwu.ac.za/setswana-mafikeng>

<sup>6</sup> 2003 report on the development of indigenous African languages as mediums of instruction in higher education

<sup>7</sup> 2002 report on the position of Afrikaans in the university system.

<sup>8</sup> NWU 2012 Institutional language policy of the North-West University

# ILS as an Ubuntu act

Ubuntu is an African philosophical concept based on the principle that "umntu ngumntu ngabantu" (Nguni languages) or "motho ke motho ka batho" (Sotho languages). The concept is based on the values of sharing, caring, compassion, redress, empathy, helpfulness, togetherness, oneness, humanness, kindness, reconciliation, and other positive human attributes. In the context of South Africa, ILS can also be associated with redress and reconciliation. There is a moral obligation on the bigger libraries to share with their cousins for the benefit of the users and the country<sup>9</sup>.

<sup>9</sup> Raju *et al.*, 2017



# Objectives

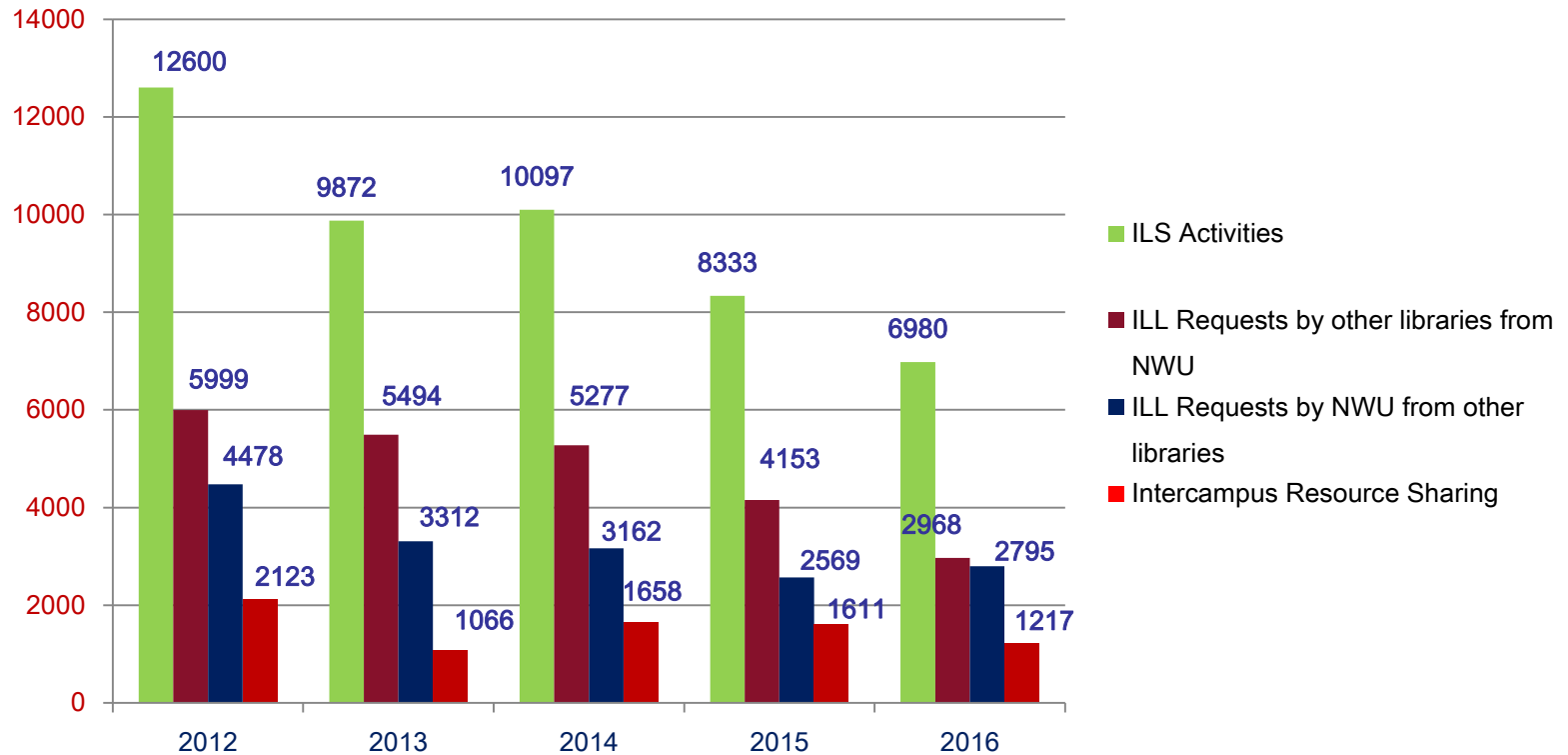
- Establish trends of usage of ILS
- Determine the type and fill rate of documents requested and supplied via ILL
- Establish the origin of supplying and requesting libraries
- Establish the language of documents requested through ILS
- Establish the use of ILS as a collection development tool

# Methodology

- Quantitative bibliometrics study – uses ILS data from the NWU.
- ILL data downloaded from the SABINET ILL system.
- IRS data obtained from the annual reports of NWU LIS.
- Titles of books from Mafikeng Campus ILS Data.
- Excel Spreadsheets used to collate and interpret data.

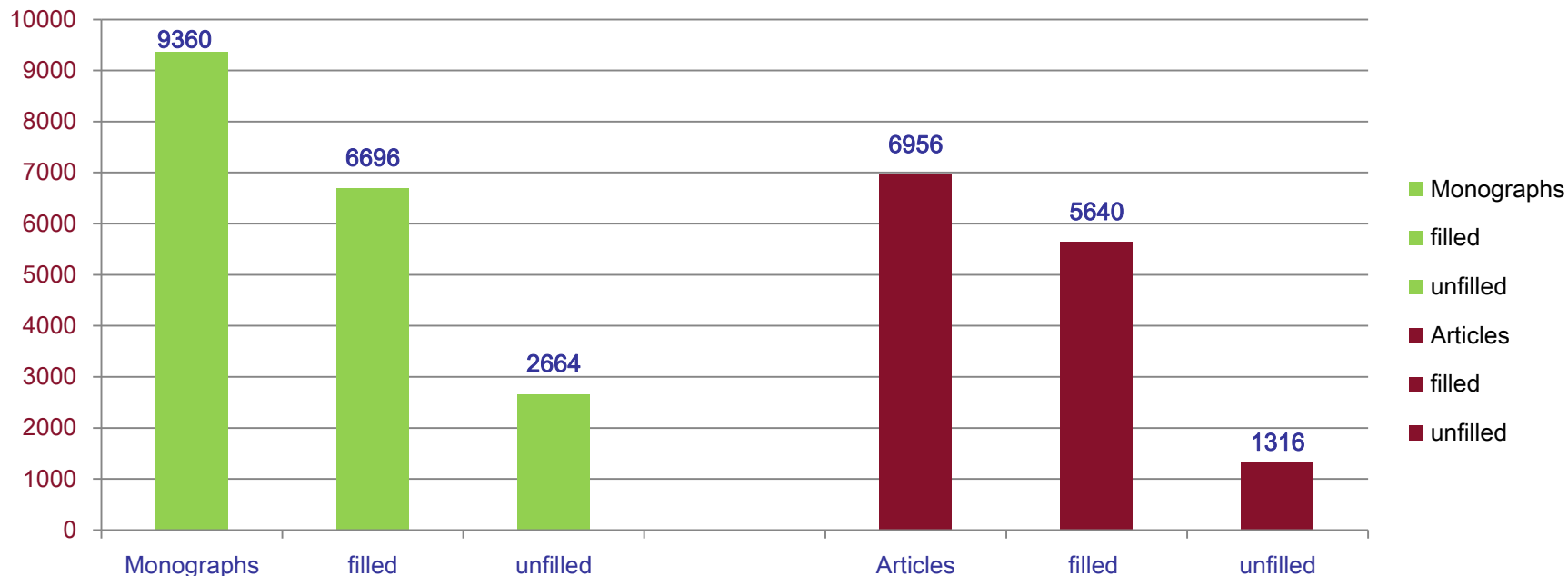
# Findings (NWU ILS 2012-2016)

## Trends in usage of ILS at NWU



# Findings (NWU ILS 2012-2016)

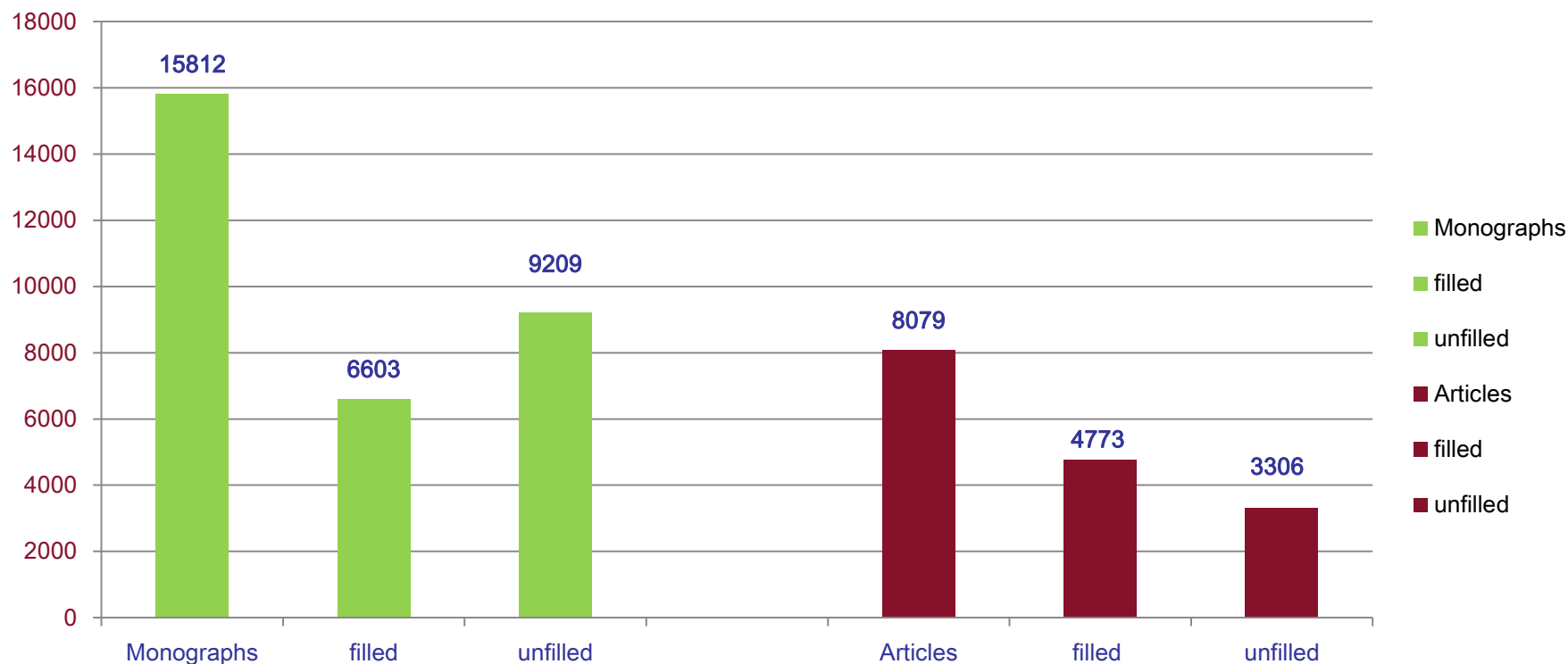
## Requested by NWU from others



75.61% of requests by NWU were satisfied. The more frequently requested documents by NWU are monographs but articles have a better fill rate at 81.1%.

# Findings (NWU ILS 2012-2016)

## Requested from NWU by others



NWU was able to satisfy 47.62% of requests. NWU sent 11 376 items to other libraries while they sent 12 336. “Reciprocity score” = -960.

# Findings (NWU ILS 2012-2016)

## Origin of supplying and requesting libraries by province

South African Province	% of material supplied	% of material requested
GP	56.3	59
WC	26.9	20.7
KZN	5	7.4
FS	4.3	7
EC	4	4.6
NW	2	0.1
LP	0.3	1
MP	0.1	0.1
<b>Other countries</b>		
Botswana, Namibia, & Swaziland	1.1	0.1

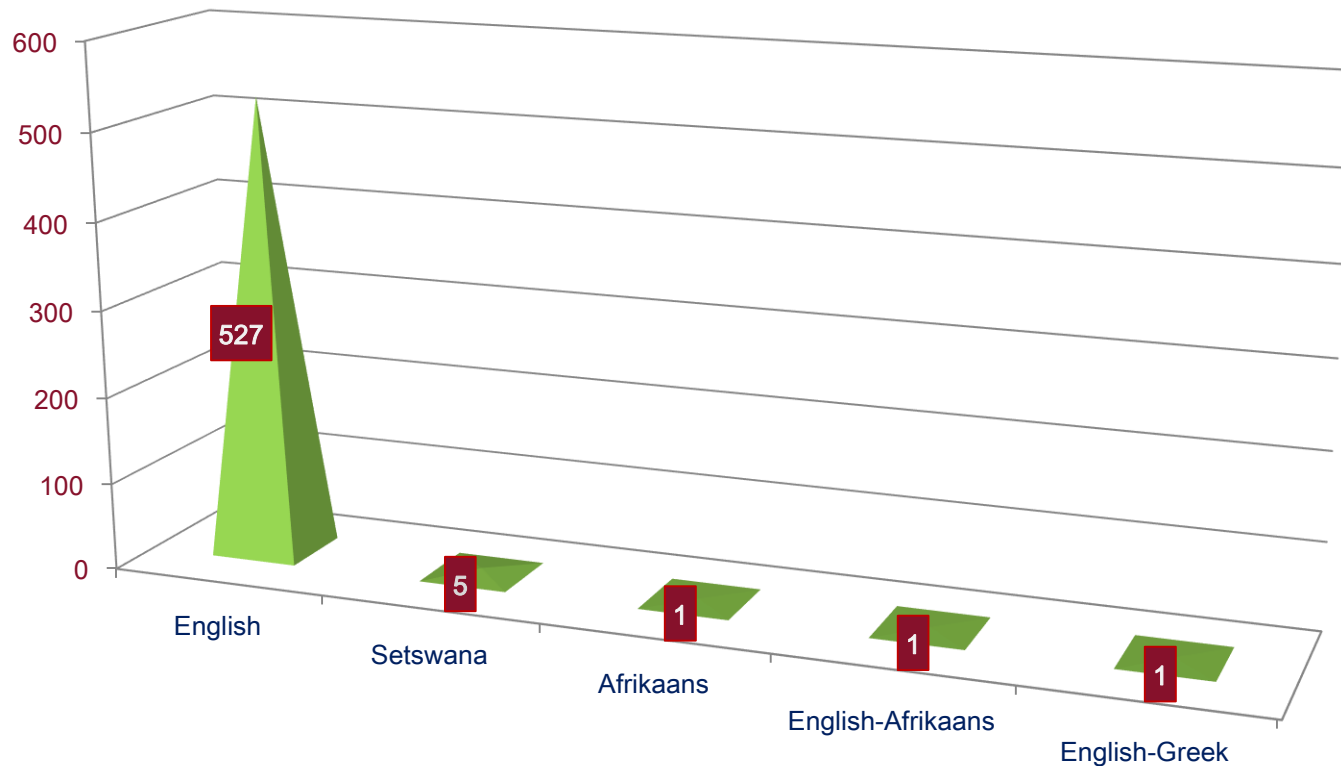
# Findings (MC only 2015-2016)

## Language representation of ILS requests by NWU

Language	Official Status at NWU
English	Yes
Setswana	Yes
Afrikaans	Yes
English-Afrikaans	Yes
English-Greek	Yes-No

# Findings (MC only 2015-2016)

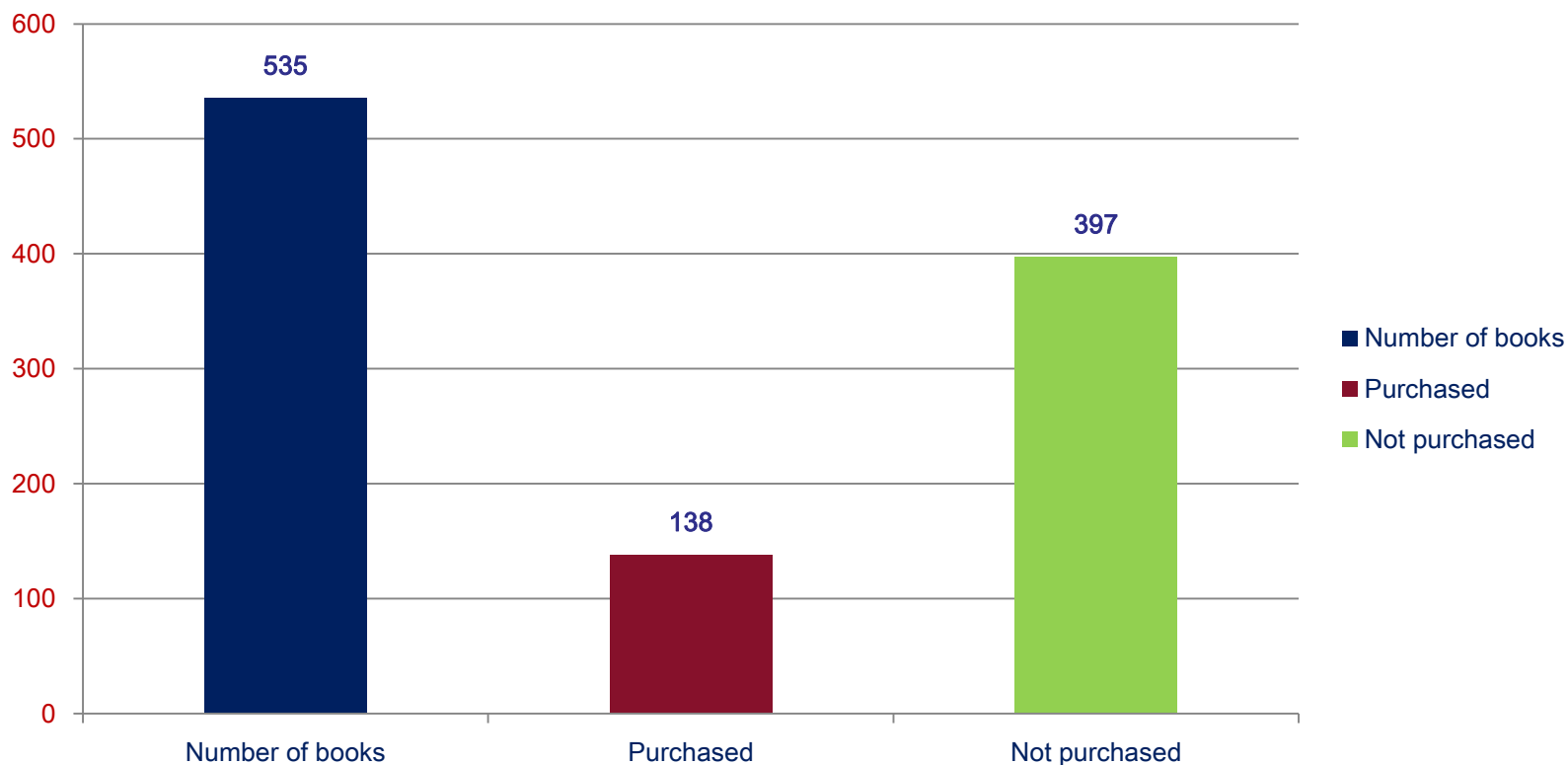
No. of documents representing languages on ILS requests by NWU





# Findings (MC only 2015-2016)

- ILS as a collection development tool (MC only) (2015-2016)



# Conclusion

ILS usage statistics decreased sharply over the past years despite the challenges experienced by university libraries. Monographs had higher rates of requests than articles, although the latter had better fill rates than the former. Setswana continue to be marginalised while Afrikaans is losing influence at the MC. ILS requests can be very helpful in collection development and management particularly the identification of gaps in one's collection. Provinces with research intensive universities requested more material than those with low intensity research universities.

# Implications for academic libraries

These results reveal that ILS data is not a reliable measure of the impact of resource cancellations as researchers simply adapt to the available resources in their local library. Using ILS data only to determine the impact of such cancellations may not give a correct picture. The second implication is that libraries need to do more to promote African languages as shown by the representation of indigenous languages on the ILS requests in line with the constitution and the aspirations of the National Development Plan. The results of this study also reveal that libraries can use ILS as an effective tool to fill the collection gaps.

# Recommendations

A countrywide study may help reveal a country status of ILS patterns, with a view to initiate discussions of this kind at the national level.

Another recommendation would be the beginning of a discussion by libraries at national level on the strategies that must be adopted to collect, preserve, promote, disseminate, develop, and publish resources in marginalized languages that are a critical part of the national heritage of the country. Government and public universities should consider providing incentives for researchers who publish in African languages.

Thank you

