

**THE GHANA INTERLIBRARY LENDING AND
DOCUMENT DELIVERY NETWORK
(GILLDDNET)**



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AND DOCUMENT DELIVERY
NETWORK
(GILLDDNET)**

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and

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The International Network for the Availability of Scientific
Publications (INASP)
and
The Standing Conference of African University Libraries,
Western Area (SCAULWA)

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TABLE OF CONTENTS

Foreword	vii
Abbreviations	x
Disclaimer	xi
1 Library cooperation in Ghana	1
2 Background information on participating libraries	9
3 The GILLDDNET project: planning and implementation	20
4 Evaluation and lessons learnt	31
5 After GILLDDNET, what next?	43
6 Conclusion	48
References	50
About the authors	55

FOREWORD

Africa has two regional professional associations that concern themselves with supporting and developing university library services: SCANUL-ECS, the Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa and SCAULWA, the Standing Conference of African University Libraries, Western Area. Both meet biennially, undertake research, exchange experiences and discuss issues like funding and resource sharing.

SCANUL-ECS has already produced a number of case studies, so that experiences of a particular library can be better shared with others in the group. These are listed earlier in this publication. The current study is the first of SCAULWA's case studies to be published in the joint INASP series.

In 1993, IFLA's section on Document Delivery and Interlending, recognizing that much of the Third World was not able to benefit from the advances in resource sharing that had arisen from technological developments in the West, decided to investigate the possibility of starting a trial project. GILLDDNET, an interlibrary lending and document delivery network serving six academic and research libraries in Ghana, was the result. It operated for eight years from 1996 until 2003, funded by Danida and coordinated by a Danish Team. Its overall aim was to investigate ways of enhancing the capacities of libraries in developing countries through organized ILL/DD procedures and thereby maximize limited resources. Electronic network links were to be established and staff trained. It was hoped that the resulting system could be emulated by other countries in Africa and the Third World in general.

Ghanaian libraries gained much of value from the project. Although cooperation and networking had been called for since the mid-1960s, GILLDDNET was the first formal and systematic system of cooperation to take place in the country. It was an important step forward. It made Ghanaian librarians aware of technological innovations and gave them the capacity to exploit them for the benefit of providing information for their users. It raised the status of librarians and gave them a higher profile within their universities.

However implementation was not smooth and many of the initial problems remained unsolved. Technology was slow to kick in and apart from the Balme Library, connectivity remained a contentious issue with many of the libraries relying on a radio link to the Balme Library. To begin with document delivery depended on receipt of photocopies from four Danish libraries. Many requests were unmet. It was not until online services were introduced that the situation improved. The dominance of Balme Library, which was the only one to build up a strong technical team, was resented by other universities, which decided to move forward alone in establishing Internet connectivity. Although the training given was successful, the overall lack of trained staff and expertise in Ghana needed to run such a project was not recognized. The financial commitments of donor and recipient were not made clear at the start and realistic plans for future sustainability were not built into the project.

Interestingly many of the recommendations made after the tour by Ghanaian librarians of South African library consortia in 1998 are very similar to the recommendations made by the authors of this book to those starting similar projects. They include:

- The need to sort out problems of infrastructure, e.g. connectivity and communication, before any network is set up.
- The need for written agreements on financial commitments and for rules and regulations to be agreed by those joining the cooperative scheme.
- The need to establish a coordinating office on neutral ground.

- The need to look at the training of staff holistically and link training given to the training structure of the country.
- The need to create in-country tools of cooperation like union catalogues.

It is hoped that the lessons learnt from GILLDDNET will not be forgotten or ignored. For Ghana, apart from its immediate benefits in technology adoption and increased access to information resources, GILLDDNET has provided the experience to enable it to move forward and set up a country consortium, without repeating the mistakes made during the planning and implementation of GILLDDNET. For those librarians in similar situations, this book will provide useful pointers as to what works well in a cooperative project and what should be avoided.

Funding for the publication of this book came from Danida, the Danish international aid agency, which over a number of years provided financial assistance, through a programme of the International Network for the Availability of Scientific Publications, to promote and support the activities of LIS regional professional associations in Africa.

Diana Rosenberg
INASP
September 2004

LIST OF ABBREVIATIONS

BLDSC	British Library Document Supply Centre
CARLIGH	Consortium of Academic and Research Libraries in Ghana
CRRL	Central Reference and Research Library
CSIR	Council for Scientific and Industrial Research
CULD	Committee of University Librarians and their Deputies
DANIDA	Danish International Development Agency
DIST	Department of Information Studies
FID	International Federation for Documentation
GHASTINET	Ghana National Scientific and Technological Information Network
GILLDDNET	Ghana Interlibrary Lending and Document Delivery Network
GLA	Ghana Library Association
ICT	Information and communication technology
IFLA	International Federation of Library Associations and Institutions
ILL/DD	Interlibrary Lending and Document Delivery
INASP	International Network for the Availability of Scientific Publications
INSTI	Institute for Scientific and Technological Information
ISO	International Organisation for Standardisation

NASTLIC	National Science and Technology Library and Information Centre
OCLC	Online Computer Library Centre
PERI	Programme for the Enhancement of Research Information
SCANUL-ECS	Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa
SCAULWA	Standing Conference of African University Librarians, Western Area
UCEW	University College of Education of Winneba
UDS	University for Development Studies
UEW	University of Education, Winneba

DISCLAIMER

The statements made and the views expressed are those of the authors and they do not necessarily reflect the views of the publishers or the funder. Every effort has been made to ensure accuracy of the data and the information included, but the publishers cannot accept responsibility for any accidental omissions or errors that might exist. The publishers would be pleased if any errors in this edition could be brought to their attention.

Chapter 1

LIBRARY COOPERATION IN GHANA

Various definitions have been given to the concept of library cooperation. While some writers define it narrowly by restricting themselves only to the shared acquisition of library materials, others define it broadly to include the sharing of all manner of library resources and procedures. The latter definition uses library resources to designate any and all the materials, functions and services which constitute a modern library system, and, of course, the expertise of the professional and non-professional staff.

The Encyclopedia of Library and Information Science (1975: 15: 248) defines library cooperation as the 'furthering of mutually advantageous projects and programmes, agreed to by librarians who work towards common goals'. Iyengar (1977: 63) sees the concept as a system of building, preserving and promoting the use of resources among participating libraries in a given area. A more embracing definition is the one given by Esterquest (1961: 72) which states it is 'any manifestation of a conscious endeavour among librarians to increase or improve library resources or services through joint action involving two or more libraries or institutions not parts of a single administrative organization'.

Library cooperation is, therefore, not a new concept in the history and practice of librarianship. It can be seen as a symbol of goodwill on the part of librarians and libraries to share resources, but at the same time, implies, at least, a degree of reciprocity on the part of participating libraries. The need for achieving self-sufficiency in library stock seems to have been the impetus for such a scheme but

later developments made the institutionalization of library cooperation inevitable.

Without some sort of cooperation between libraries, the availability of books and periodicals as sources of information would be severely restricted, since there is a limit to what an individual library can afford to acquire. Sharing library resources, therefore, ensures maximum coverage of the world's literature without unnecessary duplication and with minimum cost. Among the aims of library cooperation is the need to meet the demands of the library clientele in this era of information explosion. Library cooperation thus operates both at the international as well as regional and local levels. There is a growing awareness on the part of librarians or participating libraries of the need to maximize the use of library resources, because, invariably, the usefulness of a library book is measured by the number of readers who want it. In other words, most libraries are striving to satisfy, at all costs, the needs of library users irrespective of where they come from, thus, embracing the cooperation concept. Again, there seems to be more forging of closer relationships between libraries than hitherto, to maintain compatibility of systems and to avoid duplication of effort.

The application of computers to library operations has given library cooperation a big boost, as seen in the emergence of networks among participating libraries, with the aim of sharing information and resources. The basis for the establishment of local cooperative systems is centred on solving local problems.

Cooperation activities in Ghana

The list of activities that go to make up library cooperation are many; what is important is for a library to perform certain activities taking into consideration its resources and capabilities and being judged on its level of efficiency. The following account outlines the different

forms of library cooperation that have been introduced or considered in Ghana: interlibrary lending, cooperative acquisition, professional associations, international cooperation, exchange, photocopying services, bibliographical services and cooperative cataloguing.

Interlibrary lending

One form of cooperation among libraries is interlibrary lending. This involves satisfying readers with requirements outside the stock of an individual library or library system. Lending in this context may be from local or national libraries, or, in some cases, from libraries in other countries. The kinds of materials requested are books, reports, theses, pamphlets, conference proceedings, periodical articles and similar items.

A survey conducted by Alemna and Antwi (1990) indicated that all the university libraries in Ghana are involved in interlibrary loan services. In fact, this is the most popular form of cooperation among libraries. Interlibrary loan provides a very valuable means of augmenting the limited resources of the libraries. It also provides a means whereby materials that are not heavily used by one library can be obtained for users in another library. This has been confirmed by similar studies by deBruijn and Robertson (1997) and Kisiedu (2002).

Interlibrary loans are extremely important in the Ghanaian situation since many materials for research are often out of print and libraries are unable to secure them because of tight budgets. In spite of the advantages of library cooperation, interlibrary lending is not formal or systematic even among the university libraries. This is because of the following reasons:

- Lack of adequate funding of university and research libraries;
- Lack of technological infrastructure;
- Lack of expertise;

- Lack of training facilities;
- Lack of tools and systems of cooperation.

Cooperative acquisition

Cooperative acquisition is intended to allow libraries to limit economically undesirable duplication of materials and to safeguard against omissions of acquisition. This method is more beneficial and useful in regard to the procurement of foreign documents and literature which otherwise present a lot of difficulties. It is important to mention that cooperative acquisition has inherent problems. What is needed to overcome these is the recognition and the establishment of some strong, central and monitoring control mechanism.

The survey conducted by Alemna and Antwi (1990) also showed that there is no cooperative acquisition scheme among university and research libraries in Ghana. All the libraries surveyed, however, expressed the desire to expand their areas of cooperation to include a cooperative acquisition scheme. By such a scheme, each university would be allocated subjects for which it was to make a comprehensive collection. For example, the University of Ghana library could concentrate on materials in medicine and the social sciences; the University of Science and Technology could take care of engineering, agriculture, science and technology; and the University of Cape Coast could concentrate on education and the arts. Each library then would send catalogue entries of all materials acquired through the scheme to the sister universities. In this way, the libraries would know the holdings of one another and this would definitely facilitate interlending among other benefits. This wish was also confirmed in the study by Kisiedu (2002).

Professional associations

Whether formally or informally, librarians are brought together by virtue of membership of professional associations thus making the associations instruments of cooperation. Constant and frequent

opportunities to exchange information and experience are essential to the growth of the profession, and this is what the annual meetings, workshops and seminars of the professional associations seek to do.

The Ghana Library Association (GLA) has done a lot to bring librarians together. There are still a few problems to be sorted out though, including the issues of apathy and the reluctance to pay annual dues. The coming into being of the Committee of University Librarians and their Deputies (CULD) in the 1980s and the rejuvenation of the Standing Conference of African University Libraries, Western Area (SCAULWA) in 1999 have also helped in providing a common voice for university librarians.

International cooperation

There is a large number of cooperative activities at the international level in which libraries can participate. Such activities include translation services, abstracting work, copying services, interlibrary lending services, compilation of union catalogues and preparation of bibliographies, gift and exchange of library materials and the holding of seminars and international conferences. Participation can be of two kinds: direct participation, in which one library can enter into a cooperative service with another library and indirect participation, in which the cooperation is executed through agencies like national libraries, library associations or other international organizations.

There are a number of international organizations helpful in the area of international cooperation, and among these are UNESCO, IFLA (International Federation of Library Associations and Institutions), FID (International Federation of Documentation) and ISO (International Organisation for Standardization). The publications brought out by these organizations prove to be useful in appraising the librarian of recent trends and developments in different areas of knowledge. University libraries in Ghana are known to have taken

advantage of some of these international cooperative ventures, and indeed have benefited very much from them.

Exchange

Exchange refers to a situation where individual libraries exchange library resources. It may not necessarily be book materials for similar book materials; it may be book materials for non-book materials or services.

Exchanges are very important sources of collection development in university and research libraries in Ghana. Fortunately, all the university libraries in Ghana have exchange arrangements among one another and outside the country. If the library has no relevant or valuable materials to exchange with other libraries, it can purchase the materials needed by its exchange partners to make the scheme a two-way affair.

Photocopying services

In a university library, the availability of photocopying services is very essential. It is, therefore, commendable that all the surveys conducted (Alemna and Antwi, 1990; deBruijn and Robertson, 1997; and Kisiedu, 2002) revealed that all the university libraries in the country provide these services. Through them a researcher is able to obtain the material he needs that is not available locally. In the case of journal articles, photocopies of the articles can be made by another library holding the journals within the limits of copyright, and sent to the researcher's library for his/her own use.

Bibliographical services

These consist of discovering and presenting information about documents or records in order to facilitate access by others to what might be useful to them in research. In the university libraries in Ghana, the conspicuous absence of a union catalogue or union list of serials clearly shows the lack of main bibliographical services. This

has led to unnecessary duplication of effort and limited coverage in any of the major bibliographic services. The public library system, through the George Padmore Research Library on African Affairs, does publish the Ghana National Bibliography, although this has not been very regular.

Cooperative cataloguing

There is no well-established cooperation among cataloguers in the university libraries in Ghana. This is least expected. Cataloguing and classification is an area that needs a lot of cooperation since the sections about Africa and African topics in the Library of Congress Classification often are incomplete or inaccurate. AACR also creates some variations and inconsistencies in the cataloguing of Ghanaian names in particular and African names in general. It is, however, commendable that at present university libraries have established a cataloguing committee; they meet once a year to discuss AACR and LC schedules. It is therefore hoped that in future consistency and efficiency in cataloguing practice will be achieved in the university and research libraries. This can be achieved by issuing a manual of practice.

Problems of library cooperation in Ghana

A common problem is that of communication. The poor road networks, telephone and postal systems in Ghana have adverse effects on any meaningful cooperative ventures that may be planned by the libraries. For instance, telephone and postal systems in Ghana are underdeveloped. Sometimes it is very difficult to contact the member partners by phone and the postal system is very slow.

Another major problem area is finance. Library cooperation is an expensive undertaking and needs some financial backing by the institutional authorities to make it work efficiently. This may be

difficult to obtain especially as the university system in Ghana is under funded because of the precarious economic situation in the country.

The paucity of collections in our university and research libraries also poses a problem to effective library cooperation in Ghana. The 1990 study (Alemna and Antwi) revealed that none of the university or research libraries has got a comprehensive collection adequate enough to share with other libraries. It can be said that the same situation exists today.

Yet another problem is inadequate staffing especially at the professional level. Library cooperation can be quite a demanding venture in terms of staff strength and capabilities. There is thus the need for an adequate number of librarians who are committed and ready to render service beyond their local confines.

Finally, there is the problem of frequent breakdown of photocopiers coupled with the lack of funds to purchase spare parts to repair them. This often results in several months of delay in their usage, thus hampering cooperative activities.

In spite of the advantages of library cooperation, before the start of GILLDDNET there was no formal or systematic system of cooperation among Ghanaian libraries, not even among university and research libraries. It was an area that needed to be seriously addressed. The initiation of the GILLDDNET project therefore came at the right time in the development of university libraries in Ghana.

Chapter 2

BACKGROUND INFORMATION ON PARTICIPATING LIBRARIES

Balme Library, University of Ghana

Balme Library is the main library of the University of Ghana, Legon. It was founded at Achimota in 1948 as the library of the University College of the Gold Coast and was then known as the College Library. It started with a stock of 6,500 books and 126 periodicals. The library was moved from Achimota to its present permanent buildings in August 1959 and on 23 January 1960, the library of the University College of Ghana was formally opened by His Excellency the Governor General of the Gold Coast, the Earl of Listowel. Lord Listowel unveiled the bronze bust portrait of Mr. David Mowbray Balme, the first principal of the college after whom the library was named. (University of Ghana, 1960: 6).

Balme Library is believed to be the largest library in Ghana. It has a stock of about 350,000 volumes and 5,000 periodical titles. It was built to accommodate 250,000 volumes and 350 readers, but, at the moment, university expansion has meant that the library serves the needs of over 10,000 readers, made up of students (undergraduate and postgraduate), faculty, the administration and the general university community.

There are different departments within the library and each department has its specific role. They are: Administrative

Department, Orders and Acquisition Department, Cataloguing Department, Periodicals Department, Reader Services Department and the Technical Services Unit.

Role of Balme Library

The role of every university library is closely linked to the role of its parent institution. The role of Balme Library is, therefore, closely linked to that of the University of Ghana. As is widely acknowledged, no meaningful teaching, study or research can be undertaken in an institution of higher learning without an effective library. A university library like Balme Library provides fundamental services to support the university and also to ensure that its aims and objectives are realized. Balme Library, therefore, plays a very important role in making the university a centre for teaching and research. Many scholars consider that the university library is the fulcrum of any university (Alemna, 1994).

UNESCO defines the role of higher education and of the African university as:

to seek and discover truth which for centuries has defied the genius of man, to disseminate its findings to all, so that, mankind generally and the African in particular may shed the shackles of ignorance and want and the world may be a better place to live (UNESCO, 1974: 174–178).

It is, therefore, important for the university library to secure such materials as have been found to be of greatest importance in the past and to secure from the stream of current publications those materials that are likewise essential for the study of various fields of knowledge in the institution.

With the aim of revitalizing the best of knowledge that men have discovered and transmitting it through teaching and research to the oncoming generation, Balme Library makes the materials it has acquired available through library catalogues, indexes and other

library tools, through organizing its resources in appropriate reading rooms and through the assistance of an expert library staff. Balme Library, therefore, aims at conserving, interpreting and imparting knowledge, disseminating information and publishing research results. It also supports undergraduates, postgraduates and research activities. It ensures the acquisition of useful materials from the local as well as the international community for its readers, and engages in interlibrary loan activities. The library thus tries to promote the aims and objectives to which the University of Ghana is committed. It does this by supporting the curricula of the faculties, institutes, schools and departments, the research needs of scholars and the day to day information needs of lecturers, students and other staff of the university.

Materials like dictionaries, encyclopaedias, bibliographies, directories, almanacs, handbooks, biographies, theses, periodicals and newspapers are kept for reference in the library. There are also subject and discipline oriented collections. The materials in the main library (Balme Library) are supplemented by the book stocks of libraries in the faculties, schools, institutions and departments within the University of Ghana.

Kwame Nkrumah University of Science and Technology (KNUST) Library

Kwame Nkrumah University of Science and Technology Library started life in 1951 with the collection of books which had formed the library of the Teacher Training College at Achimota, Accra. The College was later moved from Achimota to Kumasi and this library formed the core of the present university library. In the beginning, the stock of the library was mainly teacher training materials concentrating on education, fine arts and religion. At that time, the

total collection was around 4,000 volumes. Later on, other departments such as engineering, pharmacy, agriculture, architecture and town planning were established. The stock was reorganized and expanded, and nine fulltime librarians were appointed.

After independence, the Government of Ghana converted the Kumasi College of Technology into a purely technological institution and those departments which did not fit with the new programmes were moved out and established elsewhere. Consequently, the Teacher Training Department, with a collection of 1,270 books on education and allied subjects, was moved to the Winneba Specialist Training College in 1957. In the following year, the Music and House Craft Departments were also moved with 1,080 books, to the same institution; then, in 1959, the Commerce Department was transferred to Achimota to form the nucleus of the present School of Administration of the University of Ghana. The latter move was accompanied by books on areas like banking, accounting and political science totaling about 3,600 volumes. Again, in 1962, the Department of Liberal Studies was transferred to Cape Coast to begin the University of Cape Coast, and with it went 650 books.

The collection development policy of the University of Science and Technology Library places emphasis on science and technology related materials. The library, therefore, attempts to collect all materials relevant to the special disciplines which are being taught in the university. It should be pointed out, however, that the humanities are also fairly well represented. The materials in the main university library are supplemented by the book stock of the libraries in the seven faculties, namely Agriculture, Environmental and Development Studies, Art, Engineering, Pharmacy, Science and Social Sciences, as well as School of Medical Sciences and other institutes.

The library was originally planned to accommodate 100,000 volumes and to seat about 250 readers. The original capacity has, however, been overtaken by an increased numbers of students and other users of the library. To accommodate this growth, expansion work has been carried out to create enough room for 350,000 volumes and over 1,000 users (Alemna, 1994). The library has the following departments: Acquisitions, Cataloguing, Periodicals, Reader Service, Reference and Research.

University of Cape Coast Library

Cape Coast University Library was established in 1962 and, as noted above, it was started with a collection of 650 books, which were transferred from the University of Science and Technology in Kumasi. These books were mainly on English literature, economics, history and geography. The library grew systematically and rapidly with about one thousand volumes being added every month. Since 1973, however, its growth has declined to a projected 5,000 volumes annually (University of Cape Coast, 1974: 20).

University of Cape Coast Library comprises various sections, including the Main Library and the Science Library. Materials on social sciences and humanities, including education, are housed in the Main Library. The two libraries are administratively under the university librarian. The library has sections for organizational purposes and these are the Acquisitions Section, the Cataloguing Section, the Periodicals Section and Reader Services. The library also has other collections, which are grouped according to similarity in special subject content and mission. Some of these are the United Nations and World Bank Publications, African History Collection, the Reference Collection, Micro-text Collection and the Reserve Collection (Alemna, 1994).

Institute for Scientific and Technological Information (INSTI)

The role of INSTI is to serve as a central library and to coordinate activities for the special libraries under the Council for Scientific and Industrial Research (CSIR). It started as the Central Reference and Research Library (CRRL) in 1964, and predates the establishment of the Council for Scientific and Industrial Research. The purpose of CRRL was to make known the world's scientific and technical literature of relevance to Ghana's needs and to make it readily available when required. Its primary functions were to:

- Acquire all current as well as retrospective scientific and technical literature of importance throughout the world.
- Make widely known to the whole country the resources of the library as well as other sources for such literature.
- Make available any such materials as may be required.
- Cooperate very closely with all libraries or organizations, both local and overseas, which may have useful materials or which undertake scientific activities.
- Assist by such cooperation other local science libraries so as to develop such cooperative activities.
- Undertake research projects in documentation so as to develop an efficient method for recording and retrieving information (CSIR, 1991).

There are various information processing sections some of which are:

Periodicals

This section is responsible for acquisition of periodicals and other non-book materials, making renewal orders, receiving, recording and displaying of periodicals, sending overdue notices, preparing periodicals for binding, maintaining exchange arrangements with other institutions of higher learning.

Cataloguing

The section is manned by a professional librarian. He/she is assisted by a library assistant and data entry clerk. They are responsible for cataloguing and classifying all books and documents. This section is also responsible for shelving, filing, processing and maintaining a union catalogue. Procedures have been computerized.

Abstracting and indexing

This section is responsible for abstracting and indexing indigenous scientific and technological literature generated in and outside the country.

University of Education, Winneba (UEW) Library

The history of UEW Library can be traced through the development of the seven erstwhile diploma awarding institutions that came together to form the University College of Education of Winneba (UCEW). They were: Advanced Teacher Training College (ATTC), Specialist Training College (STC), College of Special Education (CSE), National Academy of Music (NAM), School of Ghana Languages (SGL), Kumasi Advanced Technical Teachers College (KATTC), and St. Andrew's Agricultural Training College (SAATC). The creation of the university college in 1993 meant an amalgamation of the libraries, a task that took a considerable time to accomplish in view of the different state of the individual libraries. All seven institutions started out as teacher training colleges offering two year specialist courses for teachers who had completed post-secondary teacher education. Then, through a Ministry of Education policy, these training colleges were upgraded into diploma awarding institutions in 1975/76. With the inception of the university, a two-year post-diploma BEd and subsequently four-year BEd programmes were introduced. These events had implications for the library and,

as the following events portray, posed an immense challenge for the development of the library to university status (Bannerman, 2002). The university was given full autonomous status in 2004 and is now known as the University of Education, Winneba (UEW).

The UEW Library comprises the South Campus Library, North Campus Library, Kumasi Campus Library (the former KATTC), and Mampong Campus Library (the former SAATC). The book stock totals 81,373 and the seating capacity of the libraries together is 485. The problem that presented the greatest challenge was the state of the stock. The libraries in three former diploma awarding institutions that is, ATTC, STC, NAM, had their collections classified according to the Dewey Decimal Classification Scheme (DDC). With the exception of NAM, the collection was catalogued as well. Unfortunately, the libraries in SGL and CSE were neither classified nor catalogued and, for sometime, organizing their collections was the priority of UEW Library. The decision was taken to change the classification system from Dewey Decimal Classification scheme to the Library of Congress Classification scheme which all public university libraries in Ghana were using. Reclassification became the priority of the library. New incoming books were immediately classified by LC and, in a special exercise undertaken during the long vacations and later on Saturdays as overtime, the DDC class marks on the old stock were changed to LC class marks. The exercise has been completed only on the South Campus Library.

With World Bank funding and assistance from Book Aid International, Sabre Foundation, Ghana Book Trust and other donors, new and current books were acquired to replenish the old stock and UEW Library attained a new outlook. Journals had not been acquired by the former institutions so with World Bank funding a four-year subscription for selected journals was made. Unfortunately the university could sustain it for only one year after the funding ended. The library thereafter acquired two CD-ROM databases, ERIC and

Wilson Education Abstracts and Full Text. This ensured that users had access to the latest articles published in their fields. The library thus had access to over 200 journals full text and 500 abstracts in 1998.

An issue of concern at the time of integration was the number of qualified staff. Out of 20 members of staff, one was professional and one a paraprofessional. The number has since increased to 67, nine of them professionals who are senior members and 11 paraprofessionals who are senior staff. This number of qualified staff is expected to rise further with the training of staff and recruitment of additional staff.

The UEW Library has come a long way since 1992. From collection building, the focus has shifted to providing access to information regardless of format and location. From having no telephone at the inception of the university, the library now has a direct line and full Internet connectivity. The library is nearer to the realization of its mission, which is to facilitate access to information for members of the university community and also to support teaching, research and other university activities (Bannerman, 2002).

University for Development Studies Library (UDS)

The University for Development Studies was established in Tamale in 1992 as a multi-campus institution to serve the four northern regions of Ghana: Brong-Ahafo, Northern, Upper East and Upper West. The library of UDS commenced the provision of library and information services to the pioneer students of the Faculty of Agriculture in 1993. During the 1994/95 academic year, the Faculty of Integrated Development Studies (FIDS) was set up and the library extended its services to this new faculty. The library expanded its

services further with the setting up of the School of Medicine and Health Sciences (SMHS) in 1996. Presently, the library provides services to the three campuses on which the faculties are sited.

A new library building has been designed for the Central Library of the university. This means that the present Central Library is in temporary accommodation. The total number of books as of 30 April 2000 was 12,750. These included books purchased and those received through exchange and donation. The library has been able to attract significant donations from both foreign and local sources.

The university is investing substantially in the library. This investment can be justified if the clientele use the resources. The library has therefore put in place a credit-earning course on information retrieval which prepares students to become better users of the university library in particular, and other information centers in general.

The library has a limited collection. Besides the Savannah Agricultural Research Institute (SARI) library, which stocks up to date journals in agriculture, there are no other good libraries in Tamale to supplement the resources of the UDS Library. The library was therefore actively involved in GILLDDNET. Collaboration with other libraries has enabled the UDS Library to receive valuable publications either as donations or on exchange to facilitate its take off. The library has some IFLA coupons, which it uses in purchase of photocopies made from academic institutions worldwide including the British Lending and Document Supply Centre. Until April 1998, the library was actively involved in an outreach programme with the British Council. Under this programme, British Council extended library and information services to interested patrons in Tamale for the first time. Staff of the UDS Library assisted in the provision of these services. This programme was tailored to meet the needs of the

academic community. It thus complemented the services provided by the university library. This collaborative programme ended in June 1998 when the British Council set up an Information Centre in Tamale (Thompson and Antwi, 2001).

Chapter 3

THE GILLDDNET PROJECT: PLANNING AND IMPLEMENTATION

After several years of discussion about the problems of interlending in developing countries and activities supporting this, IFLA's section on Document Delivery and Interlending decided at a meeting in Barcelona in 1993 to investigate the possibility of starting a trial project concerning document delivery in the Third World.

Consequently, a project group was established under the section with the Chairman at that time, Niels Mark, as the head. It was decided to make trial projects in two different areas of Africa. Two English speaking African university libraries were therefore selected for the trial project. They were Balme Library of the University of Ghana and the library of the University of Nairobi, Kenya.

With regard to funding, two institutions were contacted for financial assistance and these were the Danish International Development Agency (DANIDA) and the Norwegian Ministry of Aid to Developing Countries (NORAD). Both institutions showed interest in the project and the planning of two parallel projects started. The Ghana project, the first of the two, was to be funded by DANIDA and coordinated by a Danish Team. Named GILLDDNET (Ghana Interlibrary Loan and Document Delivery Network), it is the subject of this publication.

Aims and objectives

The aims of the project were to:

- Find methods for document delivery to developing countries.
- Improve general access to and flow of information.

The specific objectives of the project were to:

- Establish electronic network links with a regional and global approach to improve universal availability of publications and information.
- Improve the competence of staff in handling interlibrary loans and document delivery systems (regional, national and global).
- Support negotiations with main document centres/libraries to attain favourable bulk treaties for the participating libraries.
- Develop the project as a model for emulation by other African and Third World countries that do not have such a system already in place (IFLA/DANIDA Newsletter, 1998).

In summary, the main object of the project was to enhance the capacities of libraries in developing countries, particularly university and research libraries, through organized ILL/DD procedures, and to maximize their limited resources at the national, regional and international levels.

The libraries were assisted by the project to form a consortium with the aim of sharing resources both locally and internationally by electronic means. At the international level they would be assisted to access and acquire materials listed in some of the great catalogues, databases and document supply centers on the World Wide Web (WWW), such as OCLC (Online Computer Library Centre), the British Library Document Supply Centre, (BLDSC), and the rich resources of some of the major libraries of Denmark (Kisiedu, 1997).

Participating libraries

The participating libraries in the Ghana Project were:

- Balme Library, University of Ghana, Legon, Accra;
- Library of the University of Cape Coast, Cape Coast;
- Library of the University of Science and Technology, Kumasi;
- Library of the University for Development Studies, Tamale;
- Library of the University of Education of Winneba;
- Institute for Scientific and Technological Information (INSTI) of the Council for Scientific and Industrial Research, Accra.

Four Danish libraries:

- Danish Library of Science and Medicine;
- Danish Veterinary and Agricultural Library;
- Copenhagen Business School Library;
- State and University Library in Aarhus.

agreed to supply free photocopies as requested by any of the Ghanaian participating libraries.

Planning and implementation of the project

In pursuit of the objectives of the project, a preparatory seminar on interlibrary lending and document delivery was held in Accra, Ghana in April, 1996. The seminar, which was hosted by Balme Library, formally launched the project and set the stage for its take off. A Steering Committee (SC) was established to act as the local policy/implementing body of the project. However, the implementation of GILLDDNET has not been smooth. By its end in 2003, more than five hundred thousand dollars had been provided by DANIDA for the project (Mark, 2003). But some of the problems faced initially in implementing the project continued throughout.

Technical aspects

Establishing electronic network links was a GILLDDNET objective. It was a pilot project and the intention from the beginning was to examine different technological solutions and implement some of them to obtain experiences, which could be used in subsequent projects, both in Ghana and in other developing countries (IFLA/DANIDA Newsletter, 2000).

As can be seen from the following table, selecting Ghana and its libraries was a good choice for obtaining a varied set of experiences. Each of the libraries had different characteristics both regarding geographical distance to the Balme Library and the level of development of the telecommunication infrastructure. Due to distance and technology, different systems were used at different locations. For example HF radio was installed at UDS, Tamale instead of a telephone system due to bad telephone connections. UEW was also supplied with VHF radio because of medium distance. CSIR was provided with AVAYA wireless because of the short distance. The ultimate aim was VSAT for all but owing to financial constraints, only Legon (University of Ghana) was provided with one.

In the case of access to and use of computers, the university libraries have increased the number of PCs available for the ICT services and have plans to acquire more. Already, KNUST library, under a Hewlett Packard/KNUST Alumni project, has 50 more computers, an NT server, an HP4100N printer and an expanded computer laboratory. Balme Library has also received 100 PCs from the Ghana Education Trust Fund (GETFUND). Most of these PCs will be allocated to the computer laboratory and the cyber café. All the five public university libraries in Ghana now have free access to some full text online journals and CD-ROM databases. The CD-ROM databases provide a big relief to users whenever the Internet is down.

The fact however, still remains that with the present student population of over 15,000, the number of PCs will still be inadequate and queuing will persist even with these expansions. The consolation is that the situation is better than it used to be.

Library	Distance to Balme Library	Telecom development
Tamale	Approx. 600km, very long distance	Bad telephone connections. Almost unusable regarding the objective (implementing data connection)
Kumasi	Approx. 300km, long distance	Good telephone connections, but expensive in use because of the telephone rates for remote areas
Cape Coast	Approx. 120km, the distance is still considerable	Good telephone connections, but expensive in use because of the telephone rates for remote areas
Winneba	App. 60km, short distance	Good telephone connections, but expensive in use because of the telephone rates for remote areas
CSIR	Approx. 15km, short distance	Good telephone connections, and not so expensive in use because of the local telephone rates. But the capacity is incomparable with the alternative solutions

Table 1. Distance and telecommunication characteristics of participating libraries

Training programmes

Following the launching of the project, a six week training programme, from 17 May to 18 June 1997, was organized for six librarians from the participating libraries. The training took place in the United Kingdom and Denmark and the focus was on interlibrary lending and document delivery. Specifically, the aims and objectives of the training programme were to:

- Train trainers. Those who were trained would be expected to train other librarians after their return home.
- Introduce trainers to ILL/DD statistics, objectives, policies and procedures in selected libraries in the United Kingdom and Denmark, and to find out how ILL and DD requests were handled at the national and international levels in these countries.
- Give trainees a hands-on experience in ILL and DD operations in the selected libraries.
- Equip trainees with skills, which would enable them make effective and efficient use of the vast information resources on the Internet to satisfy the possible information needs of users.
- Encourage trainees to establish links between their libraries and the libraries where they did their practical training (Report, 1997).

The librarians were given basic training in interlibrary lending and document delivery procedures. After a theoretical introduction in the United Kingdom, practical training took place in Copenhagen, Denmark, in three academic libraries: the Danish National Library of Science and Medicine, the Copenhagen Business School Library and the Danish Veterinary and Agricultural Library. On their return, the trainees organized a training programme for 23 librarians drawn from the participating libraries, and from some selected special polytechnic libraries. The objective was not only to train other librarians in Ghana in ILL/DD but also to create general awareness of all that was going on electronically in the library world.

OCLC also offered to train one librarian free of charge in First Search and general OCLC awareness in Birmingham. A librarian from Balme Library, University of Ghana benefited from this programme. The training started on the 9 January and ended on the 23 January 1997.

As part of the training programme drawn up for the project, three senior librarians from Ghana visited South Africa in July 1997, to study the set up, operations and management of CALICO (Cape Library Cooperative) and GAELIC (Gauteng and its Environs Library and Information Consortium), two emerging library consortia in South Africa. These two consortia serve different regions and their objective is to promote the country's democratization process by making information and research materials available to as many people as possible with the aim of furthering national development.

Management of the project

A local Steering Committee (SC) made up of the head and other senior librarians, university lecturers and administrators from the participating libraries, and other members of Ghanaian society was set up as far back as 1996 to ensure the effective management of the project. Later on, an Implementing Committee (IC) made up of the six librarians who were trained in Europe was established. On the 27 May 1998, three new members were coopted onto the Steering Committee in order to strengthen links between the end user community and the library. The new members were: Hon. Kosi Kedem, Member of Parliament for Hohoe South, Volta Region; Alhaji Salifu Seidu, Deputy Secretary of the National Council on Tertiary Education; and Dr. F. L. Phillips, Senior Lecturer in

Chemistry, University of Ghana. Dr. F. L. Phillips represented end users in the University of Ghana.

The Steering Committee reset objectives and reformulated policies for implementation by the Implementing Committee. The latter also discussed common problems facing the project at the implementation levels, and any suggestions arrived at were communicated to the chairman of the Steering Committee. The chairman of the Implementing Committee was a member of the Steering Committee. There were also librarians heading the project offices in the participating libraries.

The Steering Committee (SC) met frequently to discuss issues relating to the project, and particularly issues like training and technical support. The expectation was that this committee would be in full control of the project. Initially this did not happen. Some of the participating libraries acted independently of the SC. The situation did, however, change over the last one and half years. The SC accepted the fact that the chairman had overall responsibility over the project. Communication between the SC and the Danish group was re-established, as was control over the project by the SC. With the cooperation of the SC, people were trained at different technical levels, and within the final two years, training programmes resulted in a better understanding of the system and the technology (Mark, 2003).

Interlibrary lending and document delivery service

The formal ILL/DD service began in Ghana in April 1998. The participating libraries searched online library catalogues and other databases on behalf of users. Photocopies of selected articles were then ordered from the four Danish libraries mentioned earlier. Balme Library, University of Ghana was assigned the responsibility of

making requests on behalf of the participating libraries from libraries outside the country when the materials were not available locally. Only photocopies of periodical articles could be obtained from this service.

The recipient libraries informed Balme Library when they received the requests. Balme Library kept records of all transactions. It should be noted that the project was at a pilot phase, and at the start Internet connection to most of the libraries was not yet in place. The Internet connection for Balme Library was completed first. For the other five libraries, the plan was divided into two phases, a temporary phase with dial-up Internet connection functions followed by a permanent connection, based on HF (High Frequency) radio links from each library to Balme Library. The capacity of the radio links technology was limited over long distances. It meant that searching on the Internet was slow, but that the basic Internet functions were available. It was possible to search using e-mail, listservs and news groups, and to download text files. Large files with graphics could only be downloaded by the full Internet connection at Balme Library. The advantage of using radio links was that the working expenses were low compared with connection by cable and satellite.

The document delivery service of the project was not fully tested due to numerous technical hitches (e.g. licensing problems) in some of the Danish libraries. The number of documents supplied for the year 2000 is indicated in Table 2 (Martey, 2002a).

The participating libraries' inability to significantly meet user demand for document delivery can be attributed to factors among which are:

- The fact that the libraries depended mostly on the four Danish libraries. If these libraries were not able to meet a request, then it was not satisfied.

- Lack of institutional financial commitment to the ILL/DD service constituted a serious setback to the effective running of the ILL/DD service.
- Lack of formal and well-organized Inter-Library Loan (ILL) procedures. This should have been established among the participating libraries to ensure a more reliable service.

Library	No. of requests	No. received
Danish Veterinary and Agricultural Library	52	37
Copenhagen Business School	8	3
Danish National Library of Science and Medicine	163	90
State and University Library in Aarhus	500	240
Total	723	370

Table 2. Documents supplied (2000)

From September 2001, the participating libraries of GILLDDNET had direct access to online journals and bibliographical databases covering subjects like science, technology, medicine, social sciences and the humanities negotiated through INASP's PERI programme (Martey, 2002b and 2003). These included packages from Academic Press, Blackwells, Cochrane Library, EBSCO, Mary Ann Liebert, Munksgaard, Silver Platter and document delivery agreements with the British Library and Subito.

Once a change was made towards more reliance on online journals and full text CD-ROM databases, the situation as regards document supply started to improve. The statistics of usage following in Table 3 further emphasizes this point.

Library	No. of requests	No. received
University of Ghana	72	54
INSTI	157	95
UDS	15	14
Univ. of Cape Coast	4	4
UST	6	4
Total	254	171

Table 3. Documents supplied (2002–2003)

Chapter 4

EVALUATION AND LESSONS LEARNT

Evaluation is the most important means of finding out whether an activity has made an impact or not. It is an assessment of the total value of an activity, in relation to the cost benefits and general outcomes. Methods of evaluation differ by type of activity that is assessed. However, there is no evaluation tool that is totally perfect. Hence the need to continuously improve and sharpen various tools to meet changing demands.

The GILLDDNET project has gone through a number of evaluations. Two of the reports were commissioned by the Danish Coordinating Team. These were conducted by Alemna (1999) and Amanquah (2000). Four of the reports may be referred to as 'in-house' as they were written by librarians from the participating universities, (Antwi, 2000; Asamoah-Hassan, 2002; Bannerman, 2002; and Martey, 2002a). The other two were 'independent' or 'academic' studies by Cobblah (2002a) and Armah (2003). The issues raised in these eight reports, made over a period of four years, are summarized in the discussion that follows.

Impact on libraries

All the reports indicated that despite the technical and other problems, the project was of immense benefit to Ghanaians. It made many Ghanaian librarians ICT literate (Martey, 2002a). In the words of one university librarian, 'it has brought life back into the

university libraries'. Below are some comments from the librarians involved.

UEW Library has benefited tremendously from the IFLA/DANIDA Project on Interlibrary Lending and Document Delivery (ILL/DD). With the supply of equipment, training of librarians and the availability of current articles through the Internet and document delivery, all made possible by the project, the status of the library has been raised and the relevance of the library has become obvious to the members of the university community. The most recent outcome of this is that the library sailed through the accreditation exercise. This would have been impossible with the very few current print journals available, the latest of which was in 1998, one year after World Bank Project had ended. As it happened the articles, which were available on CD-ROM, demonstrated the ability of the library to provide current information to its users. The university is now poised to attain autonomy and become a full-fledged university this year (Bannerman, 2002).

The IFLA/DANIDA sponsored ILL/DD project has enabled Balme Library at the University of Ghana to provide better and efficient services. It has helped faculty and postgraduate students to obtain materials for their research work and for writing scientific reports (Amanquah, 2000).

INSTI is involved in the IFLA/DANIDA sponsored ILL/DD project together with five university libraries in Ghana. The role of INSTI in the project is to serve as a central library and coordinate activities for the special libraries under CSIR and other research institutions. In this way INSTI orders journal articles on behalf of any of the research libraries. Photocopies of these articles are sent via the post within a period range of 1-2 weeks and requesters are contacted by phone or e-mail to come for their ordered materials (Cobblah, 2002b).

Four of the participating libraries now have LAN in their respective libraries. This organizational initiative will enhance the use of the Internet facility when minor and major technical problems are solved. Library staff and users can be trained in the use of the Internet (Martey, 2002a).

The UDS has benefited immensely from the project. It has received various equipment including PCs which have enhanced the information provision potential of the library. Human resource development has been a key element of the project. Some librarians have been trained to acquire the expertise to meaningfully carry out searches on the Internet (Antwi, 2000).

KNUST Library is part of the IFLA/DANIDA project. It has been able to satisfy its users who need more information, through the ILL/DD facility with our partner libraries. In addition there is now a fairly regular Internet connectivity brought about in April, 2001 when the VSAT was set up at the University of Ghana, Accra. The project has been able to train one technician who is now able to solve minor technical problems, hitherto referred to the Technical Support Unit of Balme Library in Accra (Asamoah-Hassan, 2002).

Studies conducted by Alemna (1999) and Cobblah (2002a) also confirm that users have been big beneficiaries of the project. In addition the project was able to bring together all the participating libraries, albeit in an informal way. What is more, through GILLDDNET, the vice-chancellors, registrars and finance officers of the participating libraries attained a clearer view of the need to commit more resources to information provision in their universities.

Technology and electronic network links

As a result of the project, all the participating libraries have been successfully connected to the Internet and there are more computers in the libraries now than before the project began. More users than before have access to the Internet.

But the technological infrastructure in place was inadequate for the realization of the objectives of the project. The challenges were underdeveloped levels of communication in the country, inadequate expertise in computer use, low levels of networking and Internet technology.

Apart from Balme Library, almost all the others had problems connecting to the Internet. There were also problems with the functioning of equipment. Over the last few years, the Danish Technical Team visited Ghana and brought equipment to install, which resulted in some improvement, although the connectivity problem remained a major impediment. Most of the participating libraries lacked basic technical expertise. A strong local technical team was built up in Balme Library, University of Ghana, but this team could not support the other installations adequately.

As a result of these technical problems a lot of misunderstanding and mistrust was created among members of GILLDDNET. At present, KNUST, UDS, and UCC have acquired their own satellite communications systems in an attempt to circumvent the problem of connectivity. Unfortunately, however, this does not seem to have completely solved their problems.

Training

The objective of improving the competence of staff in handling interlibrary loans and document delivery systems can be said to have been achieved. As indicated in the previous chapter, a number of training programmes were organized for library staff locally and abroad to introduce them to ILL/DD services, statistics, objectives, policies and procedures. The reports indicate that this training was successful. One shortcoming was in the area of training for users. Finding out whether the training that was provided some time ago has made any impact on service delivery and the way the Internet is used in these libraries has yet to be carried out. Another shortcoming lay in the transfer of negotiating skills. An important objective of GILLDDNET was to support negotiations with the main document centres/libraries to obtain favourable bulk treaties and, later, with online journal publishers and aggregators to obtain favourable licence terms. This objective was not achieved, as no training in the area was conducted. Members of the Ghana SC did not acquire the skills to enable them to negotiate effectively with database providers. In fact the Danish Team itself relied heavily on the services of INASP to negotiate access to online journal packages and bibliographical databases. As a result of this, INASP has continued to be the link between the participating libraries and suppliers. The failure to meet this objective is affecting the performance of libraries as they attempt to form a consortium. Members need to be equipped with these skills so that they can make their own negotiations for resources. INASP can always assist when complex negotiations are needed.

In addition within the Ghanaian libraries there are inadequate numbers of personnel as well as skills to man the emerging information systems and this proved a serious barrier to the adoption of information technology in general and document delivery in particular. The member libraries did not possess the full complement

of staff on their establishments and only a few professionals had the skills required to handle the specialized technology of electronic networks and the automated procedures and processes that characterize document delivery today. This also meant that only a few professionals or none at all were put in charge of ILL/DD. In some participating libraries, ILL/DD functions were combined with others in the library, in particular reference services.

Lack of appropriate training facilities within Ghana largely account for these manpower problems. For libraries and information workers, the only training institution, the Department of Information Studies (DIST) at University of Ghana, is still not well equipped to handle this problem. Thus, a number of trained professional and paraprofessional librarians lack adequate skills in information technology so as to handle ILL/DD.

Resource sharing

The environment in which the project was being executed presented problems and challenges. Resource sharing has never been a strong culture within the library profession in Ghana, although the need for it had been expressed in various professional fora in the country since the mid-1960s.

All the participating libraries in Ghana are government funded and suffer the results of government insolvency. Even though the ILL/DD project was sponsored by DANIDA, the critical financial situation under which the participating libraries were operating affected the growth of their library resources. This state of affairs made ILL/DD activity in Ghana difficult. Document delivery and exchange cannot take place effectively even at the local level when stock levels are low or negligible.

At both the local and international levels, interlending and document delivery work best when there are already in place tools and systems of cooperation, as well as easy access to literature sources in Ghana, such as union catalogues and similar lists. The unavailability of these makes access to documents in the respective local or overseas libraries difficult because there is no way of identifying and locating document requests made by patrons or other libraries.

Three of the reports (Alemna, 1999; Cobblah, 2002a; and Armah, 2003) commented on the unavailability of a union catalogue and union list of serials among the participating libraries. The absence of a unified national or even a subject union catalogue was recognized as a serious constraint to the smooth operation of the ILL/DD project. Although the project resulted in more cooperation and networking among participating libraries, necessary tools such as these would have enhanced services. The resulting lack of cooperation was seen as a serious constraint to the ILL/DD services. To take care of this problem, it was suggested that the various libraries step up their automation processes. It is only when catalogues become automated and are online that local online catalogues can be made available for others to access.

Management

Coordination of the project received favourable comments in most of the reports. Regular meetings of the Danish Coordinating Team, the Steering Committee and the Implementation Committee to discuss problems and find common solutions were encouraged and adequately funded. Initial problems of implementation as reported by Alemna (1999) and Cobblah (2002a) were gradually sorted out before the end of the project. The Danish Team on more than three occasions traveled to Ghana to meet with the two local committees.

This enabled the sponsors of the project to obtain firsthand information on issues relating to its management (Martey, 2002a).

Publicity

Although efforts were made by the participating libraries to advertise the system to users, it appears that this was not done adequately. Three of the reports (Alemna, 1999; Cobblah, 2002a; Armah, 2003) all indicated this failure.

Lessons learnt

GILLDDNET was an eye-opener for the participating libraries. A lot of lessons were learnt which can be applied in future similar situations in Ghana and Africa.

The first among the lessons was the assumptions that were made and the number of issues that were taken for granted at the planning stages. These included communication and interconnectivity. Although it was clear that only Balme Library at the University of Ghana had Internet connectivity at that time, it was assumed that the remaining libraries would follow immediately. This was not so. At best, the infrastructure for this should have been clearly sorted out before the project began.

Another mistake made was over the level of expertise held by staff members at the beginning of the project. It was expected that staff would have had a basic competence in interlibrary lending and ICT. This was not the case. Therefore many more resources were used in training and education than expected.

There also seems to have been a disagreement as to what type of communication system was best suited for the project. While the foreign partners were more interested in radio links, their Ghanaian counterparts preferred the satellite communication system. This sometimes created technical problems as there were often disagreements as to what was the best way to solve certain problems.

Another problem area was that of the coordinator of the project, or chairman of the Steering Committee. At the planning stage, it was thought that this position should be part-time, and based permanently at the University of Ghana. As time progressed, the dominance of one library over the others was not appreciated. Perhaps a rotating chairperson or a fulltime coordinator, not based in any of the libraries, would have been a better alternative.

Linked to the point raised above was the decision to locate the secretariat of the project and also the main server at the University of Ghana Library. This created problems of its own as some of the other university libraries felt that the project had virtually become a 'University of Ghana project'. Upon hindsight, a 'neutral ground' would have been the best location of the secretariat as well as for the main server.

Yet another major lesson learnt was the danger of over-reliance on the university administration. On a number of occasions the Danish Coordinating Team and some members of the Steering Committee met with the vice-chancellors of the five public university libraries in Ghana and discussed the project and its sustainability. The vice-chancellors promised to do all that they could to ensure the success of the project and sustain it. Now that Danish funding has ended, the universities are finding it difficult to sustain the project. A written agreement between the funders and the university administrations, specifying each partner's responsibilities, may have produced better results. It might have also been beneficial if charges were imposed

on users of the services from the start. A recent survey conducted in the Blame Library suggests that students are prepared to pay for ILL/DD services.

The project did not put in place adequate reporting procedures. There were no reliable technical reports which local technical experts could use to provide basic support for the system. Although this issue was often discussed at Steering Committee meetings, there was little commitment and enthusiasm on the part of some of the participating libraries.

It also appears that major details concerning the project such as financial commitments, individual university commitments and expectations from libraries were not made clear at the beginning of the project. For example, no one in the local libraries knew the entire budget for the project. All that we noticed was the acquisition of various pieces of equipment and visits by our colleagues from Denmark. At one point in time we were informed that the project had ended, only to receive another visit from our Danish partners. The SC therefore found it difficult to plan ahead. In hindsight, it would also have been beneficial if participating libraries had been bound by rules and regulations, made to sign an agreement to join the cooperative scheme and to accept responsibility for the future financing of the network.

University librarians in Ghana have noted these and other lessons which arose from the GILLDDNET project. As we move into the next stage of establishing a consortium, we are very mindful of these mistakes and shall make a better analysis of issues before we take major decisions.

Lessons from South Africa

In 1997, three librarians from the University of Ghana, University of Cape Coast and the Kwame Nkrumah University of Science and Technology made a study tour of South Africa. The mission was undertaken to study the management structures, operations and projects of emerging library consortia in an African environment. It was felt that the GILLDDNET project would greatly benefit from the South African experience (Martey, 2002a).

At the end of the study visit, the following recommendations were made for examination and possible implementation by the Steering Committee of GILLDDNET (Kisiedu et. al., 1998: 14):

- Contacts established by this mission should be sustained by this project.
- Clear statements of vision and mission should be made free and available to all concerned.
- Member libraries should make their acquisition policies available to each other.
- A union list of all journals in all member libraries should be compiled.
- A union catalogue should also be seriously considered as a priority.
- ALEPH software should be acquired as the project's common system for automation. A proposal should be presented to DANIDA for funding.
- A policy/funding body should be set up.
- Chairmanship of the Steering Committee should rotate on an annual basis.
- A vigorous training programme, especially in Information Technology (IT) skills, should be put in place.

- The project members should engage in a dialogue with the library school in Ghana regarding the types of skill they require and, therefore, the courses that should be offered at the school.
- The project should adopt a name for itself.

It is five years now since these recommendations were made, but only a couple of them have been implemented. Suffice to say that these recommendations are as relevant today as at the time they were made. They must be considered in any future attempts at consortia building.

Chapter 5

AFTER GILLDDNET, WHAT NEXT?

A library consortium may take the form of a cooperative arrangement between several libraries, e.g. for loaning books, or an electronic network interconnecting different libraries, or a number of these together. Forming a consortium has become necessary these days mainly because of the increase in volume of information being produced in print and electronic formats. Increasingly, consortium building is placing emphasis on computerized multi-library networks involving shared databases, telecommunication links and common applications. However, they need not be computer-based and slight modifications can be made to suit any particular situation. Among the reasons for the new worldwide focus on consortia are:

- The quality of services is enhanced.
- The cost of service is reduced.
- Duplication of stock is minimized (Alemna and Antwi, 2002).

The irony of the situation for Africa is that, although information is more available worldwide today than in any other era of human history, much of it is inaccessible in the African countries.

There are several areas for consortia building which could be of benefit to university libraries in Africa. These include:

- Interlibrary loan and document delivery;
- Shared databases;
- Sharing/exchange of staff;
- Cooperative cataloguing;
- Cooperative acquisition;
- Cooperation in the exchange of duplicate materials;

- Sharing expertise in answering reference questions;
- Cooperative storage.

Every country will determine the areas in which it is best placed to function. A firm articulated policy and plan can then be put in place. In 2002 the Standing Conference of African University Librarians, Western Area (SCAULWA) commissioned feasibility studies on the establishment of consortia in two countries, Nigeria and Senegal. These were presented to and discussed at the conference of SCAULWA that took place in Accra, Ghana in November 2003, together with a paper on the development of consortia in the SCANUL-ECS region (Bozimo, 2003; Gomis Baaya and Ndiaye, 2003; Sekabembe, 2003).

Barriers to consortia building

It would appear from the available literature, that the three main hindrances to library consortia building in Africa are:

- Financial;
- Management;
- Accessibility to materials.

Attempts at ensuring success in consortia building will therefore have to tackle these obstacles.

Almost a decade ago, Diana Rosenberg proposed various ways in which resource sharing among African university libraries could be improved. This remains a valuable guide today in the area of consortia building. Some of the measures she suggested were:

- Requesting a percentage allocation of the university budget, e.g. 5% or 6%. If estimates were slashed, then at least the library would continue to get a share rather than nothing. If budgets increased, then the library allocation would also automatically increase.

- Insisting that money from income generating activities is paid into a separate library account rather than into the general university account.
- Campaigning for the decentralization of university budgets, so that control over expenditure lies with the library. Planning would then become a meaningful exercise.
- Suggesting that universities within a country specialize at the research level, so that each university library would be able to rationalize its acquisition of expensive books and journals.
- Insisting that a percentage of all outside aid to faculties and departments automatically comes to the library, so that it would be able to adequately satisfy the information needs of the project being funded (Rosenberg, 1993).

While the suggestions above would seem to provide some solutions to the financial problems, there are still the managerial problems to contend with in consortia building among university libraries in Africa. Any cooperative activity requires a high level of managerial skill and commitment if it is to succeed. In the view of Gorman and Cullen (2000), successful cooperative ventures are characterized by six features:

- Committed leadership;
- A formal governing structure;
- Staff participation;
- Staff training;
- Adequate funds;
- Agreed collection description guidelines.

Taking these wise words, it is suggested that all participating libraries in the consortia should be bound by rules and regulations and made to sign an agreement to join the consortia. The senior management, the governing body and the parent organisation's executive must all be fully committed to the consortia. There should also be a central coordination point for the project. In this regard, one of the better resourced university libraries would be the coordinating

centre. The governing structure must have the responsibility and authority to make and review policy, to review activities and to issue directives for management of the consortia.

Another issue to be taken seriously when considering consortia building is the tools for consortia building. These include the creation of local databases for efficient cooperation and union catalogues of serials and other available materials. Unfortunately, this is an area where African libraries have to do a lot of 'homework'. This is because these essential bibliographic tools are not available in most libraries (Alemna, 1991).

A library consortium for Ghana

The GILLDDNET Project came to an end in 2003. Building on the commitment and enthusiasm demonstrated by most of the players (and the commitment made by the central administrations of the various institutions in Ghana) and also on the imminent solution to the connectivity problem, an appropriate legal framework may soon be provided for the smooth operation of an efficient and formal library consortium in Ghana.

The activities of such a consortium may not be limited to interlibrary lending and document delivery. It may be possible, in the very near future, for the consortium to provide database services for all the participants from a server owned by the consortium (Martey, 2002a). Joint licensing and networking of targeted databases would be a viable means to lower costs that each institution would have to bear (Armah, 2003).

The Committee of University Librarians and their Deputies (CULD) has taken this idea on board. This committee held a one day workshop in July, 2003 during which a 'Memorandum of

Understanding' was extensively discussed. A Consortium of Academic and Research Libraries in Ghana (CARLIGH) was proposed. The discussions dwelt on the objectives, membership, rights and responsibilities, obligations and privileges of the consortium. A further two-day workshop on consortium building followed in March 2004. 18 libraries have registered to join the consortium and the draft constitution and agreement has been sent for comment to members and a legal expert. There is a need for better marketing of the consortium concept as many libraries do not expect to have to pay for services. The fledgling consortium also has a lack of funds for take off. A proposal for funding from parent institutions, Ghana Education Trust Fund and international donors has been written. It is hoped that the consortium will have been established by mid-2005. Among its proposed activities are training in negotiating skills for licences and the setting up of union catalogues.

That there is an infrastructure, established by GILLDDNET, already in place will be an advantage. Balme Library was tasked by GILLDDNET with the responsibility of coordinating the ILL/DD activities of all the participating libraries. A well-equipped ILL/DD office was set up to handle all interlibrary loan requests and other related issues. There is at the moment, a professional staff member and library assistant in charge of the office. This office could act as the coordinating centre of the proposed consortium. Although funding for GILLDDNET has ended, the PERI project still has a few more years to go in Ghana. The proposed consortium can use the access to online journals and databases provided through PERI, together with its training programmes, as a launching pad.

Chapter 6

CONCLUSION

As stated earlier, the ILL/DD project vision was commendable. Its aims were to help investigate the possibility and problems of using the new information technology to make information and documents available to students and researchers, in Africa and other third world countries in areas where library collections are poor and inadequate; and to encourage and promote the culture of networking among member libraries for the purpose. The project was, therefore, of great importance. According to a former vice-chancellor of the University of Ghana, the ILL/DD project was one of the best things that ever happened to the participating institutions in recent times (Addae-Mensah, 1999). This importance was heightened by the project's status as a possible model for other third world countries.

The constraints and hindrances are real enough and intractable in some cases, but they should not prevent libraries from striving to search for solutions since our society, more than most, requires information to promote development and literacy. In this era of access by the push of a button, libraries find themselves still unable to access the colossal stock of global knowledge available. Lack of funds and resources have often been cited as foremost on the list of constraints (Kisiedu, 1997).

However, without a firm, articulated policy and plan, information professionals cannot utilize funds effectively, even if they were provided suddenly with large funding. The problem of capacity utilization is thus another dimension of the problem, even though

capacity building is a more difficult one. This is a problem from which only determination and purposeful action can free the librarians. Librarians should, therefore, start by interacting with one another, by being more user conscious, making the most of existing resources and thereby enlisting user support in this struggle. Once this is done, they would get support from government and the private sector. If librarians are able to do this successfully those other important environmental constraints will fall in line.

Since the early 1990s, the call for cooperation and networking among Ghanaian libraries has gained intensity but this remains largely a theoretical issue, without actual linkages on a formal basis. It is therefore, appropriate and most opportune that the ILL/DD project, the latest activity related to networking and resource sharing in the country, should have taken place at the time it did. It is also worthy to note that university and research libraries have slowly but consistently become aware of the importance of ILL/DD service in facilitating access to information in a way they had never previously experienced. The university and research libraries in Ghana have been at the forefront of these modest technological innovations. In managing these systems and the project, considerable experience has been gained by the staff of these institutions.

It is therefore hoped that, the participating libraries would share their experiences with the other tertiary institutions about how a practical interlibrary lending system is organized, that is, what happens from the time a user comes to present a request until the time the user receives the document. This way, there would be ample proof that the project was a success. This would provide the justification for commencing similar projects in other developing countries.

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