



## **BLDS collection policy**

### **January 2012**

The British Library for Development Studies (BLDS) exists in order to support research and teaching in development and to enable access to a diverse range of development research for users nationally and internationally. Our holdings today form the largest collection of materials on social and economic development in Europe, with over 200,000 print titles. This includes 190,000 books and individual working papers, 4000 current serial titles, 900 current journal titles and 8000 closed serial titles. Approximately 6000 new books, papers and journal titles are added each year. Electronic sources amount to approx 400 titles, including approximately 250 e-journals.

### **Scope of the collection**

Development studies is not a distinct discipline, but “a multi- and inter-disciplinary field of study ... that seeks to understand social, economic, political, technological and cultural aspects of societal change, particularly in developing countries” (EADI). The field is constantly evolving, with new concerns and foci becoming prominent, and given the problem- and context-centred nature of development research we do not work to a static list of ‘topics’ in developing the collection. However, readers may make reference to the thematic list of research areas included as *appendix i*. This list was primarily (but not exclusively) drawn up from details of topics UK development studies institutes were working on in 2005 and it indicates our broad collection level for each topic listed.

The BLDS collection is firmly based within the social sciences, although the field has been evolving in ways which mean increasing integration of hard sciences. This is evidenced by the establishment of the UK Collaborative on Development Sciences in December 2006 and by the priorities of DfID’s latest research strategy which include new agricultural technologies, climate science and vaccine development.

As such research areas grow stronger, our collection will inevitably follow suit to some extent, but materials we collect will retain a human-centred focus. Purely scientific, technical and clinical material is not considered within the scope of the collection (although on occasion individual titles will be obtained for specific users / purposes, and especially if not easily available elsewhere).

## Geographic focus

The EADI definition above continues “[development studies] aims to take into account the specificity of different societies in terms of history, ecology, culture, technology etc. and how these differences both can and often should translate into varied 'local' responses to regional or global processes, and varied strategies of development and methods”. Given this, along with the increasingly interdisciplinary and ever-broadening nature of development research, it makes pragmatic sense to form our collection policy around a regional framework, although we do recognise that this approach might appear to assign artificial boundaries to the field. Within this, we also recognise that an individual country might play different roles within ‘development’, perhaps acting as both recipient and donor of development aid or cooperation.

The policy therefore seeks to define collection levels for all regions in a way which allows us to be consistent in building up and maintaining a core collection across all nations which might be considered ‘developing countries’, including emerging economies, but also to maintain strengths in particular areas. Decisions made have been informed by definitions from the World Bank, UN, and UNCTAD and their data concerning income levels and human development indices, from current literature in the field (for example the premise of IDS Working Paper 349 by Andy Sumner that the majority of the world's poor live in middle income countries), as well as pre-existing collection levels.

## Regional collection framework

Region	Collection level
<b>Sub Saharan Anglophone Africa</b>	Collection of texts to support postgraduate and other original research. Systematic collection of core government statistics for each country <sup>a</sup> , plus government policy documents and an extensive collection of indigenous and non-indigenous journals, a wide range of monographs and other research output, both indigenous and non-indigenous, plus key reference works. <sup>b</sup>
<b>Sub Saharan Lusophone &amp; Francophone Africa</b>	As for Anglophone Africa, but sourcing and maintaining these collections is a challenge which in practice results in a slightly weaker collection.
<b>North Africa</b>	Systematic collection of core Government statistics for each country <sup>a</sup> . Monographs reflecting the current development agenda / research (eg interface between gender and Islam, Arab democracy movements).
<b>Asia, except HIC (see below)</b>	Collection of texts to support postgraduate and other original research. Systematic collection of core government statistics for each country <sup>a</sup> , plus government policy documents and an extensive collection of indigenous and non-indigenous journals, a wide range of monographs and other research output, both indigenous and non-indigenous, plus key reference works. <sup>b</sup> Particularly strong Indian collection.
<b>HIC – Asia: Taiwan, Hong Kong, Singapore, South Korea, Japan</b>	Basic Government sources for Tiger economies; e.g. Statistical Yearbook & Budget only. Small collection of secondary literature – primarily monographs - published about economic development in the region. Materials on policy affecting and relationships with developing countries.
<b>Middle East</b>	Systematic collection of regional statistics (e.g. from International organizations such as UNESCWA). Monographs reflecting the current development agenda / research (eg interface between gender and Islam, Arab democracy movements).
<b>Latin America</b>	Good collection of English language and US/UK published monographs, plus a good selection of journals and both indigenous and other research paper output. (Weakness in the level of primary Government sources currently collected, to be addressed).

<b>Caribbean (Except Antigua, Bahamas, Bermuda)</b>	Systematic collection of core Government statistics for each country. Small selection of indigenous and other journals on the region. Monographs reflecting current development agenda / research.
<b>Central Asia / former Soviet</b>	Limited collection. Systematic collection of regional statistics. 2 or 3 journals on the region. Small selection of monographs reflecting current development issues in the region, plus responding to individual user requests.
<b>Oceania</b>	Limited collection, primarily focussing on International organisation produced by UNESCAP, Commonwealth Secretariat etc. Small selection of monographs reflecting current development issues in the region, plus responding to individual user requests.
<b>OECD /EU Countries</b>	Materials on policy affecting, and relationship with developing and emerging economies. Occasional individual monographs on economic development in these nations. Responding to individual user requests.
<b>Global materials</b>	Collection of material with a global focus as appropriate to supporting postgraduate and original research, but also at a level which provides a more general overview. Including a significant number of journal and series titles, and material sourced from all types of International Organisation.

a

Systematic collection of core Government statistics for each country involves holding the following:

- Development plan
- Poverty Reduction Strategy Papers
- National budget
- National accounts (or equivalent)
- Statistical yearbook
- Population census results (national)

b

At the highest level of collection (e.g. for Sub Saharan Africa and most of Asia) we selectively collect statistical Government outputs by sector (for example, agriculture, trade etc) and departmental reports. We plan to reduce the acquisition of annual reports, performance budgets etc where content has limited research value, but will give more prominence to policy documents in significant areas e.g. HIV/AIDS, climate change etc.

At this level, we will also aim to collect, or enable access to a significant proportion of core statistical output from relevant non-governmental institutions. For example, the quarterly or annual outputs (e.g. statistical bulletins) of central banks and development banks, or the output of independent research and non-governmental organizations, often sectorally focussed.

## Sources

The library regularly collects information on 185 countries, and is seeking to increase this breadth. Approximately 60% of the collection – monographs, journal issues and series titles - originates from the South, and this focus has always been a defining feature of the collection. Journal titles and monographs are drawn from a range of disciplines related to development, including economics, political science and sociology. Many otherwise hard to obtain materials are sourced via our publications exchange programme<sup>1</sup>.

Holdings in the collection include:

- material produced by Southern governments and government bodies
- material produced by international, regional and national organisations
- material produced by donor governments, agencies and UN System bodies
- research output of research institutes and relevant university centres/departments in North and South
- commercial publications (monographs, journals and electronic sources)

## Languages

Collection is predominantly in English, and where a publication is available in English plus another language, higher priority is given to holding the English copy. However, materials deemed as particularly important, or containing English summaries, will often be obtained regardless of the original language. Roughly 5% of titles are in Spanish, and other languages we regularly collect in are Portuguese and French. Most European languages and many non-European languages including Swahili, Chinese and Arabic are also represented, but are not sought out.

## Currency

The aim is to collect the most current material, but it is noted that materials published in Southern countries often take considerable time after official publication date to become available. Thus, as a general principle, materials selected as part of the regular selection process should be no more than 5 years from publication date, but in the case of Northern publications 3 years is a more appropriate time frame. This is a general principle, however, and is informed by the content of any particular title, as well as by individual requests for specific titles.

## Electronic resources

*Electronic journals:* as many journals as possible are purchased in electronic format, taking into account cost considerations and availability through other sources. We maintain the print copy of all electronic journals we subscribe to (a legal necessity in undertaking our Document Delivery Service).

Complementing this, we provide through our website easy access to a significant number of freely available electronic journals, and also to electronic journals available through other local sources for those eligible to use them.

*Electronic books:* any book required for IDS course provision which is available in electronic format through our e-book supplier will be purchased (in permanence). New titles not on course reading lists which we anticipate being in heavy demand will also be purchased where available, along with titles already in the collection where high demand is demonstrated by loans or numbers of reservations. As simultaneous usage of these resources may be limited, further electronic copies will be purchased where demand necessitates.

*Electronic databases:* In purchasing statistical and full text databases, we will take into account the cost combined with the relevance of the content to our audience, as well as any other local availability. It should be noted that a considerable number of electronic research tools and other databases are available to IDS members via the University of Sussex.

*Freely available resources:* Freely available electronic resources are not catalogued, but a significant number are linked to, either from the catalogue (where we hold a print version) or from the website E-library pages.

## **General stock selection and management**

Staff undertaking selection are responsible for adhering to a number of general principles and to use their professional judgement in being guided on issues of price, quality, and reputation of the author and /or publisher (except in the case of initial copies of essential readings required for teaching, where the academic concerned will have made any necessary judgements on quality etc). These general principles are listed in *appendix ii*. The same criteria and processes are used with regard to weeding and discard of stock identified as being outdated, or peripheral to the needs of our users, which takes place on both a systematic and an ad hoc basis in order to ensure that that the collection remains dynamic and useful. See *appendix iii* for stock withdrawal policy.

*Appendix iv* gives details of the policy for purchasing material specifically for IDS taught courses.

## **Archives**

Our staff papers archive (known as Staff Papers Collection) is a collection of published and unpublished materials by IDS staff over the years, the main purpose of which is to represent the IDS contribution to development literature. This is added to on a regular basis, and we have recently made efforts to fill in some of the gaps. We aim to collect all material produced by any research staff member at IDS (and doctoral students are also invited to submit their publications if they wish to). Going forward, this collection may be replaced by an Institutional Repository, which would be our wish, and which of course makes sense given the increasing numbers of publications available electronically. We also hold the Dudley Seers and Hans Singer archives which contain both published and unpublished materials both by, and from the private collections of Seers and Singer. Very occasionally we receive something to add to one of these collections, but we do not actively collect additional materials.

1

The programme consists of the regular exchange of IDS publications for the research output of over 100 development research institutions globally. Priority is given in the programme to identifying and maintaining exchange partnerships with research institutions in the global South.

## Appendix i: BLDS Collection policy: themes and levels

### Level 4: Research level

Includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, scientific experimental results and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialised monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

Summary: *A collection at this level supports doctoral and other original research.*

Includes:

- *Materials useful to researchers – research reporting, new findings etc*
- *Important reference works*
- *Wide selection of specialised monographs*
- *Extensive collection of journals*
- *Older materials retained for historical research*

### Level 3: Study or instructional support level

A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of more important writers, selections from the works of secondary writers, a selection of representative journals [or all key journals on primary topics, selected journals on secondary topics], access to appropriate electronic files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.

Summary: *A collection at this level is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction.*

Includes:

- *Wide range of basic works about a subject*
- *Significant number of classic retrospective materials*
- *Key journals on primary topics/Selection of representative journals*
- *Selection of specialised monographs*
- *Selection of reference and bibliographic materials pertaining to the subject*

### Level 2: Basic information level

A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopaedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major periodicals.

Summary: *A collection at this level serves to introduce and define a subject.*

Includes:

- *Selected important works*
- *A few major periodicals*
- *Reference and bibliographic materials adequate to support basic information needs*

## Levels of individual themes

The levels listed here refer to our current policy, so in some cases where a theme has been upgraded, or is new, will refer to current and ongoing acquisitions, rather than to the collection already available in the library. We undertake some retrospective collection, in an attempt to build up to the defined level, but even so, the collection on any such theme is unlikely to match that of themes where we have been collecting for decades.

Note: where different aspects of a theme are represented at different levels they are split into **A & B**.

Level 4	Level 3	Level 2
Agriculture, agricultural policy *A* [policy etc]	Agriculture, agricultural policy *B* [specific practises]	Agriculture, agricultural policy *C* [ Plant production, crops]
Civil society, nongovernmental organisations		
Climate change		
Conflicts, peace, security *A* [less on terrorism]		Conflicts, peace, security *B* [terrorism]
Development aid, aid flows and policies		
Development policy, development planning		
Economic conditions, economic growth		
Economic policy		
Education, educational policy *A* [systems; policy; economics; statistics etc]		<b>Education, educational policy *B*</b> other dimensions of education [curricula, school management etc] level 2
Entrepreneurs, small enterprises, informal sector		
Environment, natural resources, sustainable development		
Fertility, family planning *A*		Fertility, family planning *B* [abortion, contraception]
Financial market *A* [at macroeconomic level]	Financial market *B* [banking, currencies etc]	

Food security, food supply		
Gender		
Globalisation		
Habitat, housing <i>[policy – not technical]</i>		
ICTs and development		
Industry, industrial production, industrial planning <b>*A*</b> <i>[less concerned with specific industries]</i>	Industry, industrial production, industrial planning <b>*B*</b> <i>[for most specific industries]</i>	
International relations, international cooperation		
Labour market, employment, labour relations <b>*A*</b> <i>[human resources, agricultural workers, women workers]</i>	Labour market, employment, labour relations <b>*B*</b> <i>[child labour, labour standards, workers by sector]</i>	Labour market, employment, labour relations <b>*C*</b> <i>[labour relations, wages]</i>
Microfinance		
Nutrition <b>*A*</b> <i>[malnutrition, nutrition policy]</i>		Nutrition <b>*B*</b> <i>[diet]</i>
International relations, international cooperation		
Medicine, diseases <b>*A*</b> <i>[disease control – non-technical]</i>	Medicine, diseases <b>*B*</b> <i>[specific diseases, excluding AIDS]</i>	
Politics, political systems		
Poverty, income distribution		
Public administration, governance		
Public finance, fiscal policy <b>*A*</b> <i>[budgets, policy etc]</i>	Public finance, fiscal policy <b>*B*</b> <i>[taxes]</i>	
Reproductive health, HIV/AIDS <i>[non-technical]</i>		
Rural areas, rural development		
Science and technology, R&D		
Social participation		
Social policy, social welfare, social security		



Trade, international trade, trade policy		
Urban areas, urbanisation, urban planning		
	Ageing	
	Animal production, pastoralism	
	Biotechnology	
	Children and youth	
	Culture, cultural identity	
	Demography, population	
	Economic theory	
	Energy	
	Ethnic groups, ethnicity <i>[as relating to human rights, conflicts etc – not anthropological or sociological]</i>	
	Fishery <i>[policy etc; not fishing practice]</i>	
	Forestry <i>[policy, utilization/ deforestation etc; not forestry practice]</i>	
	Health: <i>Public health, health systems, health services</i>	
	Health - social aspects	
	Human rights	
	International monetary relations, external debt	
	Maternal health	
	Migration, refugees. Labour migration	
	Natural disasters	
	Statistics, methodology <i>[statistical analysis, research methods, data collection]</i>	
	Tourism	
	Training <i>[vocational]</i>	
	Transnational corporations, international business	
	Transport <b>*A*</b> <i>[infrastructure]</i>	Transport <b>*B*</b> <i>[economics]</i>
	UN system, intergovernmental organisations, IFIs	
	Water <i>[non-technical]</i>	

		Law, judicial system [ <i>courts, police</i> ]
		Religion
		Transition economies [ <i>economic systems</i> ]

## **Appendix ii: BLDS general acquisition principles**

### **1. Intellectual level**

(Refer also to levels explained in appendix i). As a research library, materials are either primary documents, or secondary documents at a postgraduate / research level. A small amount of reference material at general level is collected.

With reference to manual / toolkit type publications, our policy until now has been to collect such practical publications to a very limited degree, primarily to serve as an illustration of how policy is being filtered down into practical publications, rather than in an effort to hold a collection of materials that would be of use to practitioners. Evidence we have is that such material we do hold is not well used, and that some of it is readily available from online sources.

### **2. Availability locally**

Availability of materials in other campus libraries is not generally a factor in routine monograph selection. However, it would be assessed in the case of withdrawing existing, or purchasing new periodical titles, and user requests. As we would not wish our own collection of core development materials to be compromised, the existence of holdings elsewhere on campus does not automatically mean that we will not obtain a particular title.

### **3. Number of copies**

With the exception of materials bought specifically for taught courses only one copy of each title is generally purchased, with a few exceptions where we anticipate high demand before purchase. However, a duplicate copy, or copies, will be obtained where demand becomes an issue. If we receive items by gift or donation which we already have in stock, we will decide on an individual basis whether existing or anticipated use warrants the holding of any further copies.

### **4. Donations**

Donated items must fit into the policy defined here, and will generally only be accepted if less than 5 years old and in good physical condition. Collection development staff will balance the value (in research / knowledge terms) of the donation against the costs of cataloguing, processing, storing and conserving the material. A full donations policy is available on request.

### **5. User requests**

We will always try to respond positively to requests from users which fit into our selection frameworks as defined here. However, we need to weigh up a number of variables, which might include cost, currency, quantity of material available on the topic (here or elsewhere), online availability and potential usage, in making such decisions. The issues of cost and potential usage will be of particular pertinence with regard to suggestions for new journal titles, as the decision to purchase a new title could mean the cancellation of existing title/s. Individual items which we do not purchase upon request can be obtained through Interlibrary Loan (see below) for IDS members.

### **6. Interlibrary loans**

The interlibrary loan service can be used to obtain materials we do not hold from other libraries. In general if an Interlibrary Loan request is made for a monograph which fits into our selection criteria, we will purchase it rather than borrow it, subject to the variables outlined in User Requests, above), so this is primarily seen as a way of users obtaining materials which fall outside of our core foci. We bear the cost (UK loans £8.05 and an article costs £5.28 inclusive of VAT) - of each loan for IDS members (who are entitled to 6 at any one time). Interlibrary Loan requests are periodically analysed to assess whether there are certain thematic or regional areas subject to routine research and which we should therefore revisit in our selection criteria.

### Appendix iii: BLDS Stock Withdrawal Policy

The print materials currently take up 85-90% of the c.6.5km (4 miles) of library shelving, and we are thus unable to increase the physical collection by any significant amount. When the library was founded, a directive was laid down and adhered to that no publications should be discarded for 25 years, which has made any subsequent weeding (undertaken on an ad hoc basis since the 1990s) more onerous and time consuming than it would have been if undertaken regularly in the first years of the library's existence. We continue to withdraw materials identified as being outdated, or peripheral to the needs of our users. Such work is vital to ensure that the collection remains dynamic and useful.

All areas of the collection will be subjected to an ongoing process by which we hope to remove from the shelves those materials identified as of little or no use (although of course we acknowledge it can be difficult to anticipate the value items in the collection may have to future researchers).

Items and serial runs to be weeded will be judged on an individual basis, taking account of a number of factors based upon the selection policy detailed here and relating to the item's or series' relationship to other materials on the shelves plus perceived usefulness to the BLDS audience. Some questions which will inform our decision-making are:

- Is the material likely to be of use in current or future research?
- Is the material necessary for IDS teaching?
- Is the item a key or classic work?
- Is the material unique to our collection?
- Do we hold enough other materials on this topic to not require retention of this?
- Is the content out of date?
- Is the material available in print locally or elsewhere in the UK?
- Is the material available online – and if so, freely or via subscription?
- Is the item in adequate physical condition to be kept?
- Has this edition been superseded?
- Is the item part of a set or series of which we do not hold a complete run?
- Has the item been borrowed frequently or recently?
- Is the series an ongoing or closed subscription?
- In the case of multiple copies, is demand sufficient to justify all copies?

## **Appendix iv: Provision of resources for IDS taught courses**

The Institute currently has over 130 taught Masters level students and runs 8 taught courses (MA Development Studies; MA Governance and Development; MA Globalisation and Development; MA Gender and Development; MA Participation, Power and Social Change; MA Science, Society and Development; and MA Poverty and Development, with a joint University of Sussex MSc Climate Change and Development) which require the students to refer to a selection of designated readings for each session.

We undertake to provide all essential readings and have limited the number of these to two per session. (Students will generally have two or three separate sessions per week for which readings are required). Essential readings are usually book chapters or journal articles. In the case of book chapters, we will purchase the most recent edition (or edition required) of any source book (if we do not already have it) as a print copy, and where available as an e-book.

As a principle, where there is no e book availability, we aim to hold core readings (source books containing essential reading chapters or sections designated as essential reading) for each session of a course at a book:student ratio of 1:8. This ratio cannot be supported for courses taken by all MA students, because of the costs and also the space requirements. In such cases, if an e-book is not available, the loan periods given to books will be set so that there are a greater proportion of reference only or overnight copies, aiming to ensure that as many students as possible will be able to access the books. In all cases at least one of the print copies of any essential/required book will be reference only. The single required chapter will also always be available on Study Direct. We liaise closely with teaching staff over anticipated demand and can be flexible over ratios where necessary. Where an e-book is available, the ratio of print book: students is usually less than 1: 8.

The majority of essential journal articles will already be available from our own print or electronic collection, or from that of the University of Sussex. Where a copy of a source journal is not locally available, the specific article will be requested on interlibrary loan and the appropriate copyright permissions applied for to enable multiple use or scanning. The majority of individual readings (articles and chapters) are made available to the students online via the virtual learning environment.

Sourcing of supplementary readings (which can often run to a page or more of references) is not undertaken by library staff as a part of provision for teaching, and we do not commit to stocking these readings. However we hope that teaching staff would themselves check availability in our collection, and to let us know if there are materials not held which they would like us to purchase. These would be held in our general collection, rather than the Teaching Collection. Any user requests made specifically because materials are likely to be in demand by students (or made by students reading around a taught topic) will be high priority for purchase.