

THE IMPACT OF THE ECONOMIC STRUCTURAL

ADJUSTMENT PROGRAMME ON SMALL AND MEDIUM-SIZED

SPECIAL LIBRARIES IN ZIMBABWE

By

BERNADETTE CHANETSA

MINI THESIS

Submitted as the dissertation component
(which counts for 50% of the degree)
in partial fulfillment of the requirements for
the degree of Master of Information Studies
in the Department of Information Studies
Faculty of Social Sciences
University of Natal, 1995

Pietermaritzburg

1995

DECLARATION

I hereby declare that the whole thesis, unless specifically indicated to the contrary in the text, is my own original work, and has not been submitted for a degree at any other university.



B. CHANETSA

JANUARY 1996

ABSTRACT

In 1995 Zimbabwe completed the first phase of an Economic Structural Adjustment Programme (ESAP), instituted in 1990, which had an impact on many sectors of Zimbabwean life, including the library and information service sector. This study was conducted to determine the impact of ESAP on small and medium-sized special libraries in Zimbabwe.

A questionnaire, consisting of categorical or closed questions in Sections A and B and open-ended questions in Section C, was used to collect data for the study. Section A elicited biographical data e.g. date of establishment and size of library holdings. Section B elicited quantitative data e.g. size of library vote and number of library items bought. When analysed, the data from Section B helped to determine the extent of the impact of ESAP on certain areas of the special library. Section C consisted of open-ended questions which elicited information on e.g. the positive effects of ESAP and the measures taken by special librarians to counter the negative effects of ESAP.

Ninety-four copies of the questionnaire were sent out and 61 were returned, resulting in a response rate of 64.9%. The resultant 52 useful responses (55.3%) were analysed manually. Content analysis was used to analyse open-ended questions.

The study revealed that ESAP had both a positive and a negative impact on small and medium-sized special libraries. The study further revealed that special librarians maintained a positive attitude when faced with the challenges of ESAP. A total of 63.5% indicated that they felt challenged and creative or innovative, and 57.7% indicated that they undertook various measures to counter the negative effects of ESAP.

ACKNOWLEDGEMENTS

This study received the help and support of many people in Zimbabwe and in South Africa. Therefore,

I would like to convey my sincere gratitude to my supervisor/lecturer, Mrs. Jennifer Verbeek, for her continuous help, encouragement and advice - with my course in general and this study in particular.

Thank you to Professor Andrew Kaniki (Head of Department), Mrs. F. Bell and Mrs. C. Stillwell, for all their advice; to lecturers Mrs. T. Radebe and Mrs. D. Lamoral, and to all the staff of the Information Studies Department of the University of Natal.

I would also like to thank the Director of Zimbabwe's National Library and Documentation Service (NLDS), Mr. S. Dube, for editing the LIS section of this study and for his overall support and help.

Thank you to Ms. A. Powell, Principal Lecturer, Department of Library and Information Science, Harare Polytechnic, for editing this paper.

Thank you to Mrs. Letitia Manyande, Principal of the Computer Laboratory, for the time and effort she spent on all the computer aspects of this study.

Last but not least, a very big thank you to all the truly "special" librarians of Zimbabwe who kindly participated in this study.

DEDICATION

To my father, the late P.H.J. Chanetsa.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Zimbabwe became independent in April 1980 and the new Zimbabwe government, recognising the urgent need to redress the existing political, social and economic imbalances, launched a "Growth With Equity" Programme which was committed to expanding the social services as well as to fostering economic growth.

The programme had initial successes especially in the area of the social services. Health services expanded and became accessible to the entire population, more schools were built and student enrollments rose, the population growth rate fell and small sector farm production increased (Zimbabwe 1991a:1).

Encouraged by the developments taking place in other social services, the library community strengthened its calls to the government for the urgent development of library and information services.

In response to these calls, in 1981, the Zimbabwe government appointed a British Council sponsored librarian, Mr. W. Alison, to conduct a study on the state of libraries in Zimbabwe, and to make recommendations for the establishment of a national library service.

The Alison Report recommended the establishment of "an integrated national library service encompassing public, school and government libraries" (Made 1988:179). It also made recommendations for the professional education and training of librarians (Burke 1981:45), and for the provision of information to rural communities.

The government's response to the Alison report was positive and, in 1982, it requested assistance from the Swedish School of Library Science "in the further development and implementation of the Alison recommendations" (Stringer 1994:6).

The Swedish Library Mission supplied the blueprint for a library school and recommended the establishment of a national library and documentation centre (Made 1993:880).

In 1981, an interim National Library and Documentation Council was inaugurated (Made 1988:180). In 1985 the Zimbabwe Parliament passed the National Library and Documentation Service (NLDS) Act and, in the same year, a Library School was opened at the Harare Polytechnic. Library and information services appeared to have entered a dynamic new era, instead development slowed down.

A possible explanation for this situation is that, at this period, the government was experiencing financial constraints. In 1986 Zimbabwe's economic growth was recorded at 2%, in 1987 at 0.7%, and in 1989 at 4.9%. Further, by 1989, unemployment had risen and per capita income had declined (Chidzero 1990:1-2).

Various reasons have been cited for this economic situation, for example that in the 1980s the price of primary commodities on the world market fell, that there was widespread drought which badly affected domestic food production, and that interest rates on international loans rose (Sturges and Neill 1990:41).

The Zimbabwe government was thus faced with the need to take urgent action in order to remove the obstacles to economic growth, create jobs and raise the standard of living of the people.

In 1990, the government launched an Economic Structural Adjustment Programme (ESAP), whose main policy objectives were economic deregulation, trade liberalisation, fiscal and monetary reform (Chidzero 1991:3) and the establishment of a Social Dimensions of Adjustment (SDA) programme to "assist the poor and vulnerable members of society" (Chambati 1995:5).

ESAP required the government to, amongst other things, decontrol prices, relax labour and wage regulations, institute cost-recovery measures in social service areas like education, and to reduce the size of the civil service.

Almost immediately after it was launched, ESAP had an impact on the Zimbabwean population. With the removal of subsidies and price controls, the cost of basic necessities like food, clothing, housing, electricity, water and transport increased. According to Nyambuya (1992:13), prices rose by 43%. Further, the real wage declined and retrenchments occurred.

Faced with increased costs, many people came to regard books and other sources of information as luxuries. Instead, a number of them turned to libraries for the fulfillment of their information needs.

Although the increased readership was a positive development of ESAP, in that it established the importance of libraries, it also had an adverse side. Libraries, which were already operating on tight budgets, now had the added task of providing more library materials to more people with little money.

1.2 STATEMENT OF THE PROBLEM

The first phase of an Economic Structural Adjustment Programme (ESAP I), set in place in Zimbabwe in 1990, in order to promote economic growth and to improve the standard of living of the people, ended in 1995. ESAP had an impact on all areas and sectors of Zimbabwean life, including the library and information service sector.

The main focus of this study was the impact of ESAP, both positive and negative, on small and medium-sized special libraries in Zimbabwe.

Small and medium-sized libraries were chosen for this study because the researcher felt that they were more likely than larger special libraries e.g. the Parliament library, which caters to policy makers and planners, to be more affected by ESAP.

1.3 HYPOTHESIS

The hypothesis of this study was that the Economic Structural Adjustment Programme (ESAP) had an impact, both positive and negative, on small and medium-sized special libraries in Zimbabwe.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were to ascertain:-

1. The areas within small and medium-sized special libraries that felt the impact of ESAP, positive or negative.
2. The extent to which these areas were affected.
3. The impact of ESAP on special librarians.
4. The measures taken by special librarians to counter the adverse effects of ESAP.

1.5 IMPORTANCE OF THE STUDY

This study is important to the library and information profession because:-

1. It is a practical study on the impact of ESAP on a particular type of special library in Zimbabwe.
2. It describes the measures taken by special librarians to counter the adverse effects of ESAP and these measures will be of benefit to colleagues facing similar situations.

3. It is hoped that the study will promote more discussion on Structural Adjustment Programmes (SAPs) and their impact on libraries.
4. It is further hoped that the study will stimulate research into the impact of ESAP on large special and other types of library and information services in Zimbabwe.

1.6 DEFINITION OF CONCEPTS

Balance of Payments:

A balance of payments is the difference in value between payments into and out of a country. That is, it is the balance between earnings from exports, and the amount spent on imports and debt payments (Berridge 1993:12).

Deficit:

A deficit in the balance of payments measures net foreign payments and incurred liabilities (Reuters 1982:66).

Devaluation:

Devaluation can be defined as a fall in the fixed exchange rate, which reduces the value of a currency in terms of other currencies. Its aim is to improve the balance of payments current account by raising import prices and lowering export prices (Rutherford 1992:105).

External Debt:

External debt is the debt that a country owes to foreign banks and governments. This debt accumulates because of a continual situation of balance of payments deficits (Rutherford 1992:163).

Gross Domestic Product (GDP):

GDP is the total of all goods produced and services provided by a country within a year. The Gross National Product (GNP) is GDP minus the interest paid abroad on foreign investment in the country (McGarry 1993:14).

Inflation:

Inflation is a persistent upward movement in the general price level, plus a relative drop in the purchasing power of money (Reuters 1982:122).

International Monetary Fund (IMF):

The IMF is a special arm of the United Nations (UN), which provides its member countries with funds under certain conditions. Its policies are designed to reduce the balance of payments deficits and currency difficulties of member countries. It has however, been criticised for forcing, as one of its policies, adjustment on countries in trouble, rather than on those countries who cause the balance of

payments situation in the first place (Reuters 1982:120,235-6). It has also been criticised for advising developing countries that self-sustained economic growth and prosperity are only possible if its economic prescriptions are administered (Campbell in Chakaodza 1993:9).

Market Economy:

A market economy is one in which there is private ownership of capital, and the allocation of goods and services by the price mechanism without government intervention (Rutherford 1992:287).

Parastatal:

A parastatal is a company which is at least fifty percent owned by the state. The state is responsible for any deficits incurred by this company (Rutherford 1992:510).

Recession:

Recession is a decline in overall business activity (Reuters 1982:172).

Special library:

A special library is one that serves "industry, business, research, educational and technical institutions, government, special departments of public and university libraries, newspapers, museums and all organisations, public

or private" (Special Library Association in Ferguson and Mobley 1984:8). The scope of its collection and services is limited to the subject interests of the host or parent organisation (Young 1983:212). Its collection is often made up of both book and non-book materials.

For the purpose of this study, a "small" special library is one with between 500 and 8,000 books and documents in its collection. A "medium-sized" special library is one with between 8,001 and 15,500 books and documents in its collection.

Structural Adjustment:

Structural adjustment is put in place in a country, in an attempt to produce a major alteration to the economy, often after a shock. The aim of the policy is to return the economy to its pre-shock growth path, and to improve the balance of payments over the medium term, which is usually a period of about five years (Rutherford 1992:443). The main features of Structural Adjustment Programmes (SAPs), are trade liberalisation and the cutting of government expenditure (Chakaodza 1993:16).

World Bank:

The World Bank is the main international agency that channels funds "for capital and human resource projects" to developing countries from its own resources, or through fund raising by selling bonds on the world market (Reuters 1982:213). Currently, in order to receive funding, recipient countries are being asked to adopt price and market-related trading reforms (Rutherford 1992:495-6).

1.7 SUMMARY

Chapter 1 outlined the background, objectives and importance of the study. It further put forward the hypothesis of the study, stated the problem under investigation and defined the major concepts used in the work.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Although the main focus of this study was the impact of ESAP on small and medium-sized special libraries in Zimbabwe, the author felt that in order to fully appreciate this impact, and to view the whole topic in perspective, it was necessary to review the history of Zimbabwe's development from various points of view.

The review was therefore compiled from the points of view of:- the general economy and employment; the education services; and library and information services (LIS).

For the sake of clarity, the review was divided into historical periods:-

1. 1965-79: UDI (Unilateral Declaration of Independence) Period;
2. 1980-89: Growth With Equity Period;
3. 1990: Introduction of the First Phase of the Economic Structural Adjustment Programme;
4. 1991-1995: ESAP I period.

Sources of information about the Zimbabwe's economic development and ESAP were identified using the University of Natal's library catalogue, Zimbabwe Books in Print (ZBPA 1995), the SAPES (Southern African Political & Economic Series) bibliographic database, the Government Publications Office and Harare bookshops.

Useful sources of information about Zimbabwe's economy before and during ESAP included articles in the Southern Africa Political and Economic Monthly, individual publications in the Silveira House Social Series (published by Mambo Press in conjunction with Silveira House), Finhold's quarterly Economic reviews and various government publications e.g. the annual government Budget statements.

Library Literature and Library & Information Science Abstracts (LISA) were searched for background information on libraries in Zimbabwe. Information about the state of libraries in Zimbabwe came mainly from articles by four Zimbabwean librarians, i.e. Doust, Dube, Made and Stringer. There is little literature dealing with ESAP and libraries. However, useful sources included articles in various issues of the Zimbabwe Librarian, especially volume 23, number 2 of 1991. The study also cited articles in various issues of the journal Book power.

The University of Natal's library catalogue identified sources of information for the methodology section. These included publications by Busha and Harter (1980), Haricombe (1992) and Nachmias and Nachmias (1976).

2.2 1965-1979: UDI PERIOD

In an overview of Zimbabwe's history before independence, Brown (1994:1033) states that, after Britain granted independence to Zambia and Malawi in 1963, the whites in Southern Rhodesia toughened their stance against black advancement. They voted into power the Rhodesia Front (RF) party which was committed to a policy of white supremacy. The RF demanded full independence from Britain and the continuation of the racist constitution. When Britain refused, Ian Smith as Prime Minister of Rhodesia and leader of the RF, announced a Unilateral Declaration of Independence (UDI) in November 1965. UDI, which lasted for 14 years, was widely condemned, and attracted international economic sanctions.

2.2.1 GENERAL ECONOMY AND EMPLOYMENT:

After declaring UDI, the Smith government changed an economy which had been based on private capital and enterprise, into a "state regulated capitalist economy" and, in an attempt to

resist sanctions, it imposed many market controls, especially in the areas of prices, external trade and access to foreign exchange (Ballais 1993:8).

Ballais (1993:8) notes that the Rhodesian economy was a dual one, run on racial lines. One economy, with a well developed infrastructure and high incomes, was for whites in urban and commercial farming areas. The other economy, a subsistence one with low incomes, was for blacks in "Tribal Trust Lands" (and low salaries were paid to black workers on farms and in industry). Both sectors were linked, and the development of the white sector was dependent, in some respects, on underdevelopment in the black sectors.

Since whites virtually controlled education, the government and most of the private companies, they held the best paid jobs in the civil service and in commerce and industry, while over 500,000 black workers were paid under Z\$50 every month. In 1976, 31,900 whites owned 47% of the land while over 4 million black people occupied 53% of the land (McGarry 1993:4-6).

2.2.2 (EDUCATION SERVICES:

The social services also benefitted the minority more than the majority. In the field of education, 20 times more was spent on the education of one white child than was spent on the education of one black child (Berridge 1993:5).

Furthermore 25% of all black children never went to school, 60% did not finish primary school and only 4% completed four years of secondary schooling (Riddell in Kanyenze 1995:3). The Rhodesian government's policy was to allow only half the black population to be educated beyond the primary school level, with one third undertaking academic courses and the rest undertaking vocational courses (Berridge 1993:5). As regards the adult black population, Chiura (1979:57) states that 37-40% of this group was regarded as "functionally illiterate."

2.2.3 LIBRARY AND INFORMATION SERVICES:

Before independence, library development was slow, as it was given a very low priority. A dual system of grant-aided public subscription libraries and municipal libraries operated (Made 1993:880). Subscription public libraries (originally meant for whites) served the major centres. There was no rural library service and library services to

the black population were limited "except in Bulawayo which was blessed with enlightened city fathers and administrators" (Francis 1984:42).

National lending and inter-library loans were coordinated by the National Free Library (NFL) of Bulawayo, which not only maintained a union catalogue of monographs published between 1956 and 1972, but also organised the entry of the country's library holdings into Southern African Union catalogues (Made 1993:880). The main aim of the NFL was to "guarentee to all readers, of whatever race, living in town or remote country station, access to any serious books of which they had need," but this aim could only be realised by the development of all libraries in the country (Made 1985:61).

Working as a "pressure group" for this development, and for the provision of services to the whole population, was the Rhodesia Library Association. (Burke 1984:5). 4.

Library development however, remained a low priority. Several reports on library service were prepared over the years but, "invariably, the recommendations in these papers were not implemented and as a result, no long-term co-ordinated development plan has emerged" (Van Breda and Westcott 1973:1).

For example, in 1970 a Government Library Commission conducted a survey of the Rhodesian library service and, in the "Greenfield Report", recommended the establishment of a public library system, operating from the National Free Library (NFL) in Bulawayo, which would eventually provide a public library service to the whole country (Burke 1981:43). This recommendation was not implemented.

A positive outcome of the Greenfield report however, came through its support of an earlier proposal, by Mr. E.E. Burke of the National Archives, for the establishment of a Government Library Service (GLS). In 1972 therefore, the post of Senior Government Librarian was created within the National Archives, with the responsibility of coordinating and standardising government libraries, many of which were special libraries (Van Breda and Westcott 1973:1-3).

2.3 1980-1989: GROWTH WITH EQUITY PERIOD

Zimbabwe became independent on the 18th of April 1980, after a long war of liberation.

2.3.1 GENERAL ECONOMY AND EMPLOYMENT:

Soon after independence, the new Zimbabwean government formulated a development plan aimed at redressing the political, economic, social and other imbalances that existed between the different races in the country, and to promote "growth with equity".

Resources were directed to areas like education, health, population and small-holder agriculture, which recorded some major successes. This resulted in limited resources remaining for allocation to the productive sectors of the economy (Chidzero 1990:3), thus the social service successes were not matched by economic growth or an increase in per capita income (Zimbabwe 1991a:1).

Ballais (1993:7) however, contends that in comparison with the economic performance of Latin American and other African countries in the 1980s, life improved for the Zimbabwean people especially between 1980 and 1985.

However, Zimbabwe's average annual economic growth rate in the 1980s was a mere 3.2% (Chidzero 1990:1). By 1989 GDP was 2.7% per annum, export growth was 3.4% per annum, debt service payments had risen to 34% of export earnings, imports had fallen by 0.4% per annum, interest payments were 6.7% of GDP, inflation was approximately 15% per annum (Zimbabwe 1991a:1-2) and investment levels had dropped, in real terms, from 15.5% of GDP in 1980 to 10.7% of GDP in 1989 (Chidzero 1990:2).

Added to these problems was the increasing problem of unemployment, which was exacerbated by the fact that with education more widely accessible, more people needed jobs. Approximately 200,000 school leavers were entering the job market each year, while the formal sector was creating less than 10,000 jobs annually (Chidzero 1990:1-2).

Various reasons have been given for Zimbabwe's economic performance during the 1980's, including unstable world market commodity prices, unpredictable weather conditions and high interest rates on international loans (Sturges and Neill 1990:41; Chidzero 1990:2).

Chakaodza (1993:56) however, maintains that one of the major causes of Zimbabwe's economic problems was that the government did not follow a clear-cut economic policy.

Mhone et al (1995:i,1,26) contend that instead of following a comprehensive development strategy, the government practised crisis management, implementing measures that treated the symptoms but not the "underlying structural problems" in the economy. These problems included unequal access to means of production and underdevelopment and poverty in the informal sector in which a large proportion of the population is engaged.

2.3.2 EDUCATION SERVICES:

A major achievement, related to the high public expenditure of the 1980s, was rapid expansion in social sector areas (Chakaodza:1993:56) like education.

In the field of education, 1,300 new primary schools were built (Berridge 1993:6), free tuition was introduced and enrollments rose from 1.2 million in 1980 to 2.2 million in 1989 (Zimbabwe 1991a:1). Secondary schools increased from below 200 in 1980, to more than 1,500 in 1989 (Berridge 1993:7). Secondary school tuition was kept low and enrollments rose from 74,000 in 1980 to around 671,000 in 1989 (Zimbabwe 1991a:1). There was also a strong drive against illiteracy, so adult, tertiary and higher education were encouraged and promoted. The number of technical colleges increased from 2 to 8, and their annual enrollments rose from 3,469 in 1980 to 9,385 in 1989 (Kanyenze 1995:8).

This dramatic increase in the number of schools and other educational institutions resulted in an increase in the number of textbooks required, and in the number of publishers and book sellers supplying them (Brickhill 1994b:23).

2.3.3 LIBRARY AND INFORMATION SERVICES:

Achievements in other social sector areas like education encouraged LIS workers to strengthen their call to the government for the urgent development of the LIS field - which is fundamental to educational, political, social, economic and personal development. "Libraries can make major improvements if used as a tool of manpower development, by making government policies known, up-dating and developing leaders, providing knowledge and skills to a vast number of new and old employees" (Chiura 1979:59).

On the advice of the Zimbabwe Library Association, in February 1981, the Zimbabwe government appointed a British Council sponsored librarian, Mr. W. Alison, to conduct a survey of Zimbabwean libraries.

Besides making recommendations for the establishment of a national library service and for the professional education and training of librarians (Burke 1981:43-45), Alison also made recommendations for the effective provision of

information services to rural areas. He recommended "the establishment of a small static library in a building provided by the community in a township in close proximity to the provision store or in a school building with a library assistant employed by the rural council" (Stringer 1994:5). He further envisaged a total expenditure of over Z\$3 million for books and periodicals (Burke 1981:44).

The new government reacted positively to Alison's report. In June 1981, in a speech at the opening of Parliament, the then President of Zimbabwe, Dr. Canaan Banana, announced that, in order to assist in the cultural enrichment of the country, the government would establish a free national library service. The initial service would be provided using regional mobile library units, which would thus be responsible for making library materials more accessible to rural readers (Stringer 1994:3).

In 1981 an interim National Library and Documentation Council was set up (Made 1988:180).

In 1982, the government commissioned a Swedish Library Mission to conduct another study, with broader terms, "to consider the present state of library services, and their

prospective development and financing with regard to cultural, social, economic and technical developmental needs of Zimbabwe" (Dube 1992:12).

Although the Mission's recommendations were similar to those made by Alison (Dube 1992:12), their report also recommended the establishment of a national library and documentation centre and included a blueprint for a library school (Made 1993:880). Further, the report supplied guidelines for the establishment of a "culture house," consisting of a library, community hall, arts and crafts workshop and a museum, in each of 55 rural districts, to serve as a focal point for the social and cultural activities of the rural community (Dube 1992:12).

The government reacted positively to the two reports. In 1985 the National Library and Documentation Services (NLDS) Act was passed and library training at non-graduate level began at the Harare Polytechnic.

The NLDS Act called for a central administration, eight regional centres and a rural library service by bookmobile and through 55 district libraries (Made 1993:880).

Responsibility for the NLDS was given to the Ministry of Youth, Sport and Culture, and the NLDS Council was tasked with advising the Minister on all aspects of the library and information field. The NLDS headquarters was to have an acquisitions office for the purchase of materials, a processing centre to catalogue and classify materials and distribute these to NLDS and government libraries, a union catalogue and a bindery (Made 1988:181-2).

The long-term aims of the NLDS are to operate the NLDS; to guide local libraries; to provide trained staff to operate district libraries (and guide librarians within these areas); to provide a processed and catalogued book stock to the free public libraries that are able to house, staff and serve readers; to provide library materials to static library depots in rural areas; to run a mobile service to scattered areas which have no access to static depots; to operate a book box service to areas which mobiles cannot reach; and to operate an inter-library loan service through the National Free Library, in order to provide national access to a wider range of information (Made 1988:185).

Government libraries, many of them special libraries, became constituent libraries of the NLDS. Hadebe (1989:15) envisaged them holding a special place in the NLDS

structure, because of their specialised information resources, services and professional expertise. Another advantage that special government libraries held was the fact that, although the Government Library Service (GLS) under which they had previously operated was dissolved, its staff was transferred to the NLDS (Dube 1991:15), including the former head of the GLS, Mr. S. Dube, who became the first Director of the NLDS.

In 1986 a culture house was built at the Murewa Growth Point. The LIS appeared to have entered an era of major expansion. However development actually slowed down.

* In 1987, in an effort to get the NLDS Act implemented, the British Council sponsored the visit of another British librarian, Mr. N. Moore "to analyse the problems facing the

NLDS, to devise solutions to them and to compile a development programme which would ascertain the implementation of the NLDS Act" (Moore and Kempson 1987:1).

3 / Moore identified the three main obstacles to NLDS development as the shortage of trained staff, the shortage of books and the difficulty of constructing a unified LIS from the wide range of library and information units operating in the country (Moore and Kempson 1987:1).

Moore's report made many practical suggestions for the implementation of the NLDS Act, most of which required action before the end of December 1987 (Stringer 1994:7). These included recommendations for the phased growth of the LIS within available resources and for the development of library services in partnership between the NLDS and local authorities (Moore and Kempson 1987:20).

A possible explanation of why these recommendations were not implemented is that Moore's visit coincided with a period of government financial constraint. In 1987 Zimbabwe's economic growth was 0.7% (Chidzero 1990:1).

The last major development in the library and information service was the gazetting of the NLDS Act in 1988, which legalised the operations of the NLDS.

Zimbabwe's economy experienced a recovery in 1988, recording a real growth rate of 6.3% (Chidzero 1990:1). Treasury's allocation for the NLDS rose to Z\$530,000 in the 1988/89 financial year from Z\$320,000 in the previous financial year (Estimates 1986;1988). However this amount covered mainly recurrent expenses and, since 1988 submissions to the Treasury for the building of the NLDS centre have either been unsuccessful or have been "deferred for further consideration" (Dube 1991:15-16).

Added to the NLDS's financial problem, according to the Director of the NLDS, was the problem of the constant change of ministerial responsibility for it, which resulted in projects being constantly reappraised and thus delayed. The NLDS project was first put forward by the Ministry of Education and Culture. In 1986 the Department of Culture responsible for libraries was transferred to the Ministry of Youth Sport and Culture and in 1990 libraries were returned to the Ministry of Primary and Secondary Education (Dube 1991:16). In the latest government Estimates of Expenditures document, the NLDS is listed under the Ministry of Sport, Recreation and Culture (Estimates 1995).

Meanwhile, as was the case with the NLDS, the allocations made to e.g. some government special libraries for books and periodicals increased in the 1980s. However, these allocations could not keep up with the rising cost of imported library materials.

Special libraries required specialist material for their readers and were very dependent on imports for their requirements. However, with the shortage of foreign currency and delays in allocating foreign exchange for book purchases (Moore 1987:17), some libraries had to acquire their imported book stocks through local booksellers at high prices.

Francis (1983:43) noted that imported books in Zimbabwe were more than double their cost in e.g. the United Kingdom. In his 1987 consultancy report, Moore (1987:18) calculated that a book that cost 8.50 pounds or Z\$22.00 in Britain should reasonably sell in Zimbabwe for Z\$33.00, after allowances had been made for discounts, taxes, shipping costs and a bookseller's gross profit margin of 33%. However, he noted that sometimes such a book sold for as much as 300% more.

Doust (1991:9) wrote that in 1978 a hardback book costing 3 pounds in Britain could be bought in this country (when the local dollar was almost equivalent to one pound) for about 6 pounds, but that by 1991 (when the Zimbabwe dollar was equivalent to about 17 pence) the same book cost Z\$100.

In light of these prices, stated Doust (1991:9), "a 100% increase every year would be necessary even to maintain the input which existed a decade ago." Table 1 on page 30 however, illustrates that the budget allocations/increments to 4 special libraries in the 7 years between the 1980/81 and 1988/89 financial years, did not double annually.

TABLE 1: BUDGET ALLOCATIONS Z\$: 1980/81 AND 1988/89

LIBRARY	1980-1981	1988-1989
Library A	4,600	7,500
Library B	5,000	1,000
Library C	1,000	5,000
Library D	45,000	60,000

**2.4 1990: INTRODUCTION OF THE FIRST PHASE OF THE ECONOMIC
STRUCTURAL ADJUSTMENT PROGRAMME**

In 1990, having recognised the need for economic reform, the Zimbabwean government introduced a market-oriented Economic Structural Adjustment Programme (ESAP), aimed at creating a more productive and competitive economy, removing obstacles to growth, stimulating investment, promoting exports, creating jobs and improving the standard of living of the people (Zimbabwe 1991a:1-4).

Pledges of financial support for the programme came from various financial institutions. The World Bank promised US\$125 million, the African Development Bank promised US\$100 million and, at the Paris Donor's conference, a further US\$700 million was pledged by Western financial institutions (Meldrum 1991:12).

Nelson and Singh (1994:167) state that, in order for a country to receive support from the World Bank and the International Monetary Fund (IMF), a restructuring of its economy is almost a pre-condition.

The standard IMF recipe requires borrowing countries to, for example, devalue its currency, remove price controls, reduce its budget deficit, privatise public corporations like parastatals and promote exports (Ballais 1993:19).

Mlambo (1993:58) criticises the IMF for supplying this same recipe to every borrowing country regardless of its circumstances. He quotes Kenneth Kaunda, the former President of Zambia, as once having said "the IMF does not care whether you are suffering economic malaria, bilharzia or broken legs. They will always give you quinine."

The Zimbabwe government however, referred to ESAP as "home grown". Its aims and objectives were outlined in the Budget statement, 1990 (Chidzero 1990), and re-stated in the following years' budget statements and in various other government policy documents (Zimbabwe 1991a; SFYNDP 1991).

ESAP's main policy objectives included economic deregulation, trade liberalisation, fiscal and monetary reform (Chidzero 1991:3) and the "implementation of a social dimensions of adjustment programme to assist the poor and vulnerable members of society" (Chambati 1995:5).

Economic deregulation required the government to relax controls on prices, investment procedures and wage and labour regulations. Trade liberalisation required the government to relax import and export controls, to promote exports and to move away from a foreign exchange allocation based system to a market based one. Fiscal and monetary reform required the government to introduce policies supportive of reform, for example, the government could reduce the budget deficit by reducing Gsubsidies to parastatals, cutting the size of the civil service and introducing cost recovery measures in sectors like health and education (Ballais 1993:19-24).

Through ESAP, the government promised benefits like the creation of more jobs and companies, the payment of less tax, the removal of shortages and the lessening of foreign currency problems (Halimana et al. 1992:2).

The public was warned however, that before things got better they would become tough. Hardships would result from factors like a rise in unemployment - as firms adjusted to more competition, cost recovery in health and education, and inflation and higher prices resulting from the removal of subsidies and price controls (Zimbabwe 1991b:2).

2.5 1991-1995 ESAP I PERIOD

In 1995 Zimbabwe completed the first phase of an Economic Structural Adjustment Programm, instituted in 1990 and since then, the programme's successes and failures have been assessed by various organisations and individuals.

The late Minister of Finance (Chambati 1995:5) stated that substantial progress had been made especially "in the areas of economic and financial deregulation, removal of price and labour controls, and in liberalising the exchange and trade regime", but that fiscal policy management remained a major challenge.

The Zimbabwe economic review (Finhold 1995a:1), noted that more progress had been made in the external sector than in the internal sector, especially with regard to areas like the rationalisation of government departments and the privatisation of parastatals.

Mhone et al (1995:i,2,28) contend that, not only did ESAP miss its targeted objectives, but that these were always unachievable. The programme, they maintain, was not enough to resolve the structural constraints to economic development (see last paragraph under 2.2.1).

The IMF criticised the government for its "foreign-financed budget public spending" (Hawkins 1995:36), while the World Bank resident representative, Mr. David Cook, stated that "quite a lot has been achieved by Zimbabwe, but some of these significant gains are thrown away by the failures in fiscal management like dealing with the efficiency of parastatals" (Bafana 1995:1). Both bodies however, withheld balance-of-payments assistance to Zimbabwe until the government had taken additional measures to achieve "macro-economic balance" (Herald 1995:1).

2.5.1 GENERAL ECONOMY AND EMPLOYMENT:

As stated above, the government, through the Minister of Finance, stated that ESAP had achieved success in the areas of trade liberalisation, economic/financial deregulation and the removal of price/labour controls. The Minister however, acknowledged that "the economy has failed to generate the desired supply response critical for achieving sustained

economic growth, expansion of employment and reduction of poverty largely as a result of the continuing fiscal imbalances" (Chambati 1995:5).

In separate evaluations of ESAP, Finhold (1995a:1) and Mhone et al (1995:28), noted that major economic indicators like GDP growth, inflation, investment, the government deficit and employment had deteriorated or shown only marginal improvement.

Zimbabwe's economy, which was also affected by the low rainfall years of 1992 and 1994 (Mhone et al 1995:31), experienced an average growth rate of 1.2% between 1991-1994 (Finhold 1995a:1). Growth of the GDP in real terms was estimated at 4.2% in 1993 and 5.2% in 1994 (Chambati 1995:8) but was expected to fall to between 1-2% in 1995, due to the effects of the 1994/95 drought (Finhold 1995a:1).

Inflation averaged 28.8% between 1991-95. It peaked at 50% in 1992 (Finhold 1995a:1) due to the devastating drought of that year. It was expected to reach 25% by the end of 1995 due to the 5% sales tax on electricity, salary adjustments and the general review of prices (Chambati 1995:9; Finhold 1995a:9).

In the area of employment, the aim of ESAP was to reduce the government wage bill through a 25% cut in the number of civil servants within four years (Zimbabwe 1991a:5-6). It was initially estimated that the reform programme would cost approximately 2,000 parastatal and 20,000 private sector employees their jobs (Tafirenyika 1991:3). However, since 1991 about 30,000 workers have been retrenched, and by the end of 1994 the Social Development Fund (SDF) had only been able to help about 7,278 of them, and to support 93 projects (Mhone et al 1995:37).

The real wage declined during ESAP I and so did the purchasing power of wages in general. A 1993 IRDC (International Research and Development Centre) study of the high-density suburb of Kambuzuma in Harare, showed that between 1991 and 1992, wage levels lagged behind a 45% increase in the cost of living, resulting in a 35% decrease in real income (Mlambo 1993:67).

When, in an effort to cut its deficit, the government cut its subsidies to parastatals and on some consumer goods, parastatals increased their charges for goods and services and the cost of previously subsidised goods rose sharply (Bloch 1995:6).

As early as 1991, the cost of basic necessities like health care, food, clothing, electricity, water, education, books and transport rose sharply. Morgan Tsvangirai, President of the Zimbabwe Congress of Trade Unions (1992:5-6), stated that overall prices went up by 40%.

In the final year of ESAP I, 1995, prices continued to rise. Mushava (1995:7) reported in the Herald newspaper that, on average, the price of basic commodities and urban transport rose by between 30 and 40%, with mealie meal and bread prices increasing four times during the year.

2.5.2 EDUCATION SERVICES:

Zimbabwe's achievements in the field of education, in the decade after independence, were widely praised. However, this sector was also affected by ESAP as, in order to ease government's recurrent expenditure, the reform programme called for cut-backs and cost recovery measures to be implemented in social service areas.

Primary school tuition fees were therefore re-introduced and secondary school tuition and examination fees were increased. Added to this, the cost of school related items like school uniforms, food and transport increased.

In an effort to help the most affected families, the government disbursed Z\$35 million for school fees from the

Social Development Fund (Mhone et al 1995:38) and it also adopted a policy of allowing all children to attend school whether or not they could pay.

Despite this, total primary enrollments dropped from 117% in 1990 to 74% in 1994 (Mhone et al 1995:30). By 1992, while some Harare primary schools had lost over 10% of their pupils, the higher grades of some rural primary schools had gained more (McGarry 1993:23 and 1994:23), probably because they were less costly. This trend was unfortunate since many, especially poorer schools often lack storage, maintenance facilities and libraries, and their students, more often than not, have to share textbooks (Berridge 1993:30).

In secondary schools enrollments also declined. By 1993 some rural secondary school enrollments had dropped by approximately 17% (McGarry 1994:23). Further, 25% less pupils wrote 'O' levels in 1992 than in 1991 (McGarry 1993:23) as the cost of writing one subject had risen from about Z\$31 in 1990 to about Z\$56 in 1992 (Berridge 1993:14).

On completion of their education, school leavers were faced with the problem of finding employment in a job market that also had to absorb increasing numbers of college and university graduates. Kanyenze (1995:9) records that, in

1994, 10,979 students as opposed to 1,873 in 1980 enrolled in the University of Zimbabwe. Other students enrolled in the National University of Science and Technology, the Africa University and various technical and higher education institutions.

2.5.3 LIBRARY AND INFORMATION SERVICES:

With the cost-cutting measures called for by ESAP, the amount of money invested in the so called "non-productive" sectors like the LIS decreased to a large extent (Kunaka 1993:12). Yet for any economic reform programme to work, current and relevant information is a necessity. As Kanyenze (1995:24) aptly states it, "the prevalence of information failure ... may result in inefficient use of resources."

The importance of an efficient and effective library service was acknowledged by Mrs. Fay Chung (the then Minister of Education and Culture), in a 1991 keynote address at the Zimbabwe Library Association (ZLA) annual general meeting (Chung 1991:4). She stated that she envisaged the first phase of ESAP "as a time for the proliferation of knowledge and of the knowledge industries." She further envisaged more libraries being set up as more companies were established, resulting in an increased demand for professionally trained librarians.

2.5.3.1 LIBRARY FUNDING:

In the light of the economic climate during ESAP however, the NLDS Director stated that he envisaged either a drastic cut back or a "no-growth scenario in library development particularly in the public sector" (Dube 1991:16).

This statement was illustrated in the 1991/92 financial year when the amount given to the NLDS for public libraries was Z\$65,000, which had to be shared by 30 public libraries, including rural community libraries (Dube 1992:15).

Further, although funding to the NLDS was increased during ESAP, it was also affected by factors such as inflation. In the 1993/94 financial year the NLDS received Z\$1 million as its total budget allocation and this rose in 1994/95 to Z\$1,2 million (Stringer 1994:8; Estimates 1995).

However, by March 1994, the prices of all items had risen by 23.5% to 262.9% from 212.8% in March 1993 (CSO 1995:1). This meant that, in order just to maintain its 1993/94 input, the NLDS budget needed to have increased by 23.5%, to about Z\$1.235 million.

The funds allocated to the NLDS were not enough to enable it to fulfill some of the objectives formulated in its Five Year Development Plan for 1990-1995 e.g. the establishment of the

NLDS centre, the creation of 54 more cultural centres as recommended by the Swedish Library Mission (only 1 has been created to date) and the setting up of more public libraries (Dube 1993:1-5).

With regard to state established rural libraries, following the formulation of the NLDS 5 year national development plan in 1990, which prioritised their development, 20 rural libraries were established in buildings provided by rural district councils. But they also did not have adequate resources to sustain them (Dube 1992:15).

In the case of non-governmental rural libraries, by 1994 the Rural Libraries and Resources Development Programme (RLRDP) was associated with 42 rural/school community libraries in Zimbabwe. It assisted communities with e.g. reading materials, advice and training, while the community was supposed to build the library. However, a few libraries that had started constructing proper library buildings were not able to complete them because of the high cost of building materials. Store-rooms and unoccupied classrooms therefore, sometimes operated as libraries (Moyo 1991:19; 1994:2-7).

With reference to government special libraries, Table 2 illustrates the amounts given to four small and medium-sized state special libraries for books and periodicals between 2 financial periods following the onset of ESAP, i.e. the 1993/94 and 1994/95 financial years (Estimates 1995; Dube 1995b).

TABLE 2: BUDGET ALLOCATIONS Z\$: 1993/94 AND 1994/95

LIBRARY	1993-1994	1994-1995
Library A	47,000	60,000
Library B	50,000	71,000
Library C	12,000	15,000
Library D	200,000	200,000

These allocations for books and periodicals did increase in some cases. But since special libraries depended on imported book purchases, the adverse impact of ESAP on funding was felt in relation to the cost of these books.

At first, due to the inadequate amounts and delays in the foreign currency allocated to them, libraries had to source their imports through booksellers who charged high prices. But when the positive development of trade liberalisation occurred and they could import directly from overseas

publishers, they then had to contend with the effects of the depreciation of the local currency, which reduced the purchasing power of their funds.

Between 31 December 1990 and 30 September 1995, the value of the Zimbabwe dollar, against the United States dollar, fell by 70.2%, against the British pound sterling it fell by 63.7% and against the South African rand it fell by 59% (Bloch 1995:6).

Devaluation during ESAP was carried out in order to increase exports by making them cheaper on the world market (MacGarry 1993:21). However, this devaluation "of a currency increases the costs of imports and brings about imported inflation" (Ballais 1993:23). As noted by Doust (1994:16), by 1994 an imported paperback could cost anywhere up to Z\$900.

~~(K)~~ 2.5.3.2 LIBRARY COLLECTION:

Mrs Chung (1991:3), in her 1991 address to the ZLA annual general meeting, acknowledged that it was difficult for the LIS to acquire library materials and that the foreign currency allocated to libraries for the purchase of educational materials was not enough to meet their needs (Chung 1991:3).

Referring to the Highfield Public Library, where 95% of the clientele are school pupils, Poulsen (1994:20) noted that the librarian had set himself the goal of providing, on his shelves, 5 books per reader. However, due to lack of funds, he was faced with a reality of 10 users per book.

Poulsen (1994:18) noted that only about 100 titles were published annually in Zimbabwe, with about 80 of them being educational books. Locally published books therefore did not meet the demand by libraries and the public for reasonably priced non-educational books, and since fewer people were buying books during ESAP, the local titles were produced in small quantities, resulting in high selling prices.

Even with regard to textbooks, prices were high despite some of them being reprinted in Zimbabwe under licence from, and with photographic plates supplied by, foreign publishers (Doust 1991:9).

Hanson (1994:3) maintains that prices were high because local publishers tended to use expensive covers, binding, colour and paper which resulted in increased production costs. He suggested that publishers produce low cost editions, like the Penguin and Corgi editions that were

introduced in countries like Britain during the second world war, and during times of economic depression thereafter (Hanson 1994:3; Mudenge 1995:9)).

To date only a few publishing houses like the state's Literature Bureau and the Catholic Church's Mambo Press publish some low cost books. McCartney (1994:22) however, argues that these two publishing houses did not experience high sales related to these low costs. Since many people could not afford to buy necessities like food and clothing, he felt that they were unlikely to be tempted to buy a book just because of its low price.

Faced with the low number of locally published books, libraries had to depend on costly imported material, obtained mainly through booksellers. Before 1992 book importers had to pay 10% customs duty on all non-educational books, 20% surtax and 10% sales tax on each imported book, which meant that half the retail price of a book constituted tax (Herald 1992).

In May 1992, in a positive development, and after lobbying from the book industry, the government removed the 20% surtax on imported books, thus effectively bringing prices down (Herald 1992).

Unfortunately, the benefits of this removal were not felt for long. 1992 was the year that Zimbabwe experienced its worst drought ever, and the year that inflation peaked at 50% (Finhold 1995a:1), so book prices again rose sharply.

Soon however, another positive move was seen during ESAP. Import regulations were relaxed and thus the problem of limited foreign currency was lifted. Libraries could now import directly from overseas publishers without using booksellers as intermediaries.

As Doust (1994:16-17) aptly stated "... after more than a quarter century of restrictions, we can at last go out and buy exactly what we need to meet our readers' needs, provided, of course, that we have the financial resources to pay the bills".

Financial resources remained a barrier to information provision however, especially when looked at in terms of inflation and the continued depreciation of the Zimbabwe dollar. For example, in 1993 US\$1 was equivalent to Z\$6.9352 and 1 pound sterling was equivalent to Z\$10.3277, but by 1995 US\$1 was equivalent to Z\$9.2699 and 1 pound sterling was equivalent to Z\$14.2409 (Finhold 1995b).

2.5.3.3 LIBRARY COOPERATION:

Faced with the continuing problem of inadequate funds and reading materials, some librarians intensified their exchange programmes, in order to try and meet their readers' needs.

Library cooperation in Zimbabwe is coordinated by the National Free Library (NFL) which is the national lending library and the centre for inter-library loans (ILLs). ILLs remained generally free within Zimbabwe (Doust 1993:4) but, according to the Librarian at the National Free Library, in 1995 the cost of receiving a book from South Africa through the ILL system was as much as 17 Rand (over Z\$40). The NFL which bears the brunt of these costs is therefore considering introducing a fee for all ILLs.

2.5.3.4 LIBRARY TRAINING/EDUCATION:

In the area of library training, despite a shortage of lecturers and books, non-graduate library education continued at the Harare Polytechnic's Library School. The ND course was redesigned to be undertaken over two instead of three years, and the one year Higher National Diploma (HND) was introduced in order to allow staff to get higher qualifications (Powell 1994:23).

However, the Department of Library and Information Science in the Faculty of Communication and Information Science, that was earmarked for the new National University of Science and Technology (NUST) in Bulawayo, by the Commission for a Second University (Motsi 1990:3) has not yet materialised.

2.5.3.5 LIBRARY EMPLOYMENT:

In the area of librarians' employment, for established workers, retrenchment was a constant fear since ESAP required the government to reduce the number of civil servants. However, few retrenchments have occurred in the LIS field.

For new graduates, the possibility of not being able to find jobs was the constant concern. But, according to a lecturer at the Library School, at least 90% of the 1994 ND graduates were able to find jobs in 1995. Most existing posts however, are now filled, and insufficient new ones are being created.

According to the Director of the NLDS, by December 1995, out of 197 government library posts, only about 6 remained unfilled, and this was because of the lack of qualified

applicants, especially those with degrees. LIS development and expansion therefore, remains an area of concern for librarians.

2.5.3.6 PROMOTION INITIATIVES BY ORGANISATIONS:

Over the years of ESAP, various initiatives have been taken by different organisations to develop libraries and foster reading.

Kunaka (1993:10-13) reports that, in a practical move to expand library services, promote the profession, create more jobs for librarians and increase the productivity and efficiency of all organisations, towards the end of 1992 the ZLA initiated a library awareness campaign.

Fostered by the knowledge that all organisations require current and timely information in order to remain competitive, the campaign was aimed at private companies and non-governmental organisations and was meant to persuade them to establish libraries. By 1993 one company had established a library and the ZLA remained confident that more would do so in the future (Kunaka 1993:10-13).

Meanwhile, in the 1990s, several organisations were formed to represent the interests of the book industry.

Brickhill (1994a:4) states that the Zimbabwe Book Publisher's Association (ZBPA) was formed to promote local publishing. Further, it became a member of the African Publishers Network (APNET), which is dedicated to expanding regional integration and cooperation in book development. &

In 1991, the ZBPA carried out a feasibility study which resulted in the establishment of the Zimbabwe Book Development Council (ZBDC) whose main aims are to facilitate the creation, production and distribution of books; to improve their general accessibility; and to promote reading and the use of books (Bamhare 1994:21).

Further, the Zimbabwe International Book Fair grew larger each year.

2.5.3.7 LIBRARY PROMOTION/SURVIVAL STRATEGIES:

To promote library expansion, Nyariki (1995:10) urges the LIS community to work at convincing planners and policy makers that access to information or reading is a fundamental right for everybody, because of its potential to bring about development in all spheres of life.

To survive during ESAP, Pakkiri (1991:23-26) recommends that librarians support the local publishing industry and foster the exchange of ideas by involving themselves in information

networks and the importation of books. She also suggests the soliciting of donations by libraries.

However, libraries receiving donations have to be careful that they are receiving current and relevant material. In order to keep control of and build his stock, the librarian of the Bulawayo Public Library (Doust 1991:10) stated that, at a cost of about Z\$5000, he visited the Ranfurly Library service's warehouse annually, and personally selected about 4,000 titles worth over ten times what he spent on them.

Obiagwu (1989:92-94), a Nigerian writer whose country went through a Structural Adjustment Programme (SAP) of its own, suggests various measures that can be taken to counter the effects of SAPs. These include:- the purchase of books using Unesco coupons, which can be paid for in the local currency; the purchase of government publications, which are relatively cheap and which are extremely useful to researchers; the acquisition of or subscription to United Nations publications, which can be done at reduced rates and paid for in coupons; and involvement in grant-in-aid schemes with international organisations (e.g. the American Association for the Advancement of Science acquires journals from United States professional associations and then sells them to Nigerian institutions at a reduced cost and in the local currency).

2.6 SUMMARY

In chapter 2 of the study, in order to view the whole topic in perspective, literature on the history of Zimbabwe's development was reviewed from the points of view of the general economy and employment, the education services and the library and information services.

For further clarity, the literature review was divided into four distinct historical periods. Using these periods, developments in the economic and employment, education and LIS sectors of Zimbabwe were charted.

The literature review also explored the different viewpoints expressed about ESAP, its meaning, requirements, objectives and impact on the economy and employment, education and the LIS sectors of Zimbabwe. Much space was devoted to a review of literature on the impact of ESAP on the LIS and some suggestions by LIS writers on the measures that the sector can take in order to survive ESAP were outlined.

CHAPTER 3

METHODOLOGY AND DATA COLLECTION

3.1 INTRODUCTION

The main objectives of this study were to ascertain the impact and the extent of the impact of ESAP, positive or negative, on various areas of the small and medium-sized special library, and to ascertain the measures taken by special librarians to counter the adverse effects of this Economic Reform Programme.

This chapter discusses how these objectives were met, in terms of the methodology and data collection techniques used and the population included in the study. It also looks at the response to the survey and the method used to analyse the results.

3.2 METHODOLOGY

A survey was conducted of small and medium-sized special libraries, to ascertain the impact that ESAP had on them. A questionnaire combining quantitative (categorical questions) and qualitative (open-ended questions) techniques was used to collect data for the survey.

3.2.1 AUTHORITY

The questionnaire, which is the most used data collection tool in LIS work, is very flexible, allowing for the inclusion of both open-ended and categorical questions, and for the collection of information from small or big groups of people (Moore 1983:15).

3.2.2 DISADVANTAGES

The questionnaire, although it allows respondents anonymity, makes it difficult for the researcher to verify the truth of their answers. Further, most of its questions are not designed to uncover the causes or reasons for respondents' attitudes, beliefs and actions (Busha and Harter 1980:63).

Other problems that can be experienced by researchers using the questionnaire to collect data are the possibility of a low response rate, questions being misunderstood (WHO 1990:10A-7) and questions being answered by someone other than the addressee. Also, the answers given by respondents are final and cannot be probed or qualified (Nachmias and Nachmias 1976:108). Haricombe (1992:80) states that interpreting data collected through questionnaires can be criticised because respondents holding certain views are able to choose answers which favour that view.

3.2.3 JUSTIFICATION

Despite the above-mentioned problems, and the fact that postage problems e.g. delays are sometimes experienced in Zimbabwe, the researcher felt that the mail survey was still the best method for collecting data for this study.

The mail survey is cheaper to conduct than a personal interview, as no transport and accommodation costs are incurred. It has a wider range and distribution, and large amounts of data can be collected in less time than it would take to personally visit and interview all participants.

Further, a mail survey, using the questionnaire, is able to collect background information and hard-to-obtain data (Busha and Harter 1980:62) and the researcher does not have the opportunity to motivate or influence respondents' answers.

3.3 POPULATION

A population can be defined as a set of people or objects that have at least one characteristic in common (Busha and Harter 1980:57). The population of this study consisted of small (with a book and document collection of between 500 and 8,000 items) and medium-sized (with a book and document collection of between 8,001 and 15,500 items) special libraries within Zimbabwe.

3.3.1 SOURCE OF THE POPULATION

The names and addresses of small and medium-sized special libraries making up the population were taken from 2 lists, i.e. Powell (1995) and Dube (1995a). These lists were used as they were the most recent available. In addition names, addresses and telephone numbers were verified using the latest telephone directory.

3.3.2 SAMPLE

When studies involve small numbers of people, all of them can and should be included in the study (WHO 1990:11-2). Anderson (1987:148) and de Vaus (1986:52) refer to the collection of data from all elements of a population as a census. Anderson however, warns that a census is not necessarily error-free, as the researcher may still have to deal with problems like poor questionnaire design.

Since the number of small and medium-sized special libraries extracted from the two lists mentioned above (see 3.2.1) amounted to only 94, copies of the questionnaire were sent to all of them.

3.3.3 LIMITATIONS

Special libraries were chosen for the study because of their importance as providers of relevant and current information to business, industrial, educational, governmental and other

organisations involved in economic reform and general development. They were also chosen because of the researcher's familiarity with them.

The study was limited to small and medium-sized special libraries because the researcher, with the experience of having worked in these sizes of special libraries for many years, felt that they were more likely than the bigger special libraries e.g. the Parliament library to have experienced the impact of ESAP.

Some special libraries that are fully functional and which employ librarians were not included in the sample because they did not appear on the two lists from which the population was established. Foreign embassy and United Nations libraries were omitted from the study because the researcher felt that ESAP was unlikely, because of their parent bodies, to have had a major impact on them.

Due to postage problems, the August 1995 questionnaire did not reach the majority of addressees. The mailing was therefore repeated, with greater success, in the first week of September 1995.

3.4 THE QUESTIONNAIRE

Copies of the questionnaire (see Appendix) were sent to participating special libraries, accompanied by a stamped, self-addressed envelope and a covering letter. The letter explained the nature of the questionnaire and assured respondents that their answers would be treated confidentially. Codes were used in order to keep track of the questionnaires received.

The questionnaire consisted of both categorical and open-ended questions. Three mailings were carried out, in August, September and October 1995, but only non-respondents received a third copy of the questionnaire in October 1995.

3.4.1 CLOSED/CATEGORICAL QUESTIONS

Categorical or closed questions, required structured answers to questions and were contained in two sections of the questionnaire. Section A asked structured biographical or general questions about the library, for example its date of establishment, total library holdings and the number of its filled and unfilled library posts.

Section B contained questions directly related to the impact of ESAP on special libraries, e.g. total library vote, number of conferences attended and the number of library

items purchased. In some cases the questions were provided with alternative answers, from which respondents were asked to select a response.

3.4.2 OPEN-ENDED QUESTIONS

Open-ended questions allowed the respondents to answer questions in their own words. These questions were contained in Section C of the questionnaire and were asked mainly to ascertain the other areas of the small and medium-sized special library, not specified in Section B, that were affected by ESAP. They also provided information about the measures taken by special librarians to counter the adverse effects of ESAP.

3.4.3 QUESTIONNAIRE ADJUSTMENT

The following people were asked to peruse the final draft of the questionnaire and give their comments and advice:-

1. Professor Andrew Kaniki, the Head of the Department of Information Studies at the University of Natal.
2. Mrs. Fiona Bell, a lecturer in the Department of Information Studies of the University of Natal.
3. Mr. Sam Dube, the Director of Zimbabwe's National Library and Documentation Services (NLDS).

4. Mrs. Letitia Manyande, the Principal of the Electronics and Computer Technology Institute.

The questionnaire was adjusted to include the advice of these resource persons.

3.5 RESPONSE TO THE QUESTIONNAIRE

A total of 94 copies of the questionnaire were sent to small and medium-sized special libraries in Zimbabwe. Since 61 responses were received, the response rate was 65%. Thirty-three librarians (35.1%) did not respond to the questionnaire.

3.5.1 NON RESPONSE

Out of the total of 94 questionnaires sent, 33 libraries (35.1%) did not respond. When contacted, 15 promised to return the completed questionnaire as soon as possible and 2 stated that they had already returned it. Two organisations said that their library posts were vacant, 2 said that the librarian was ill and 3 said that the librarian was on leave.

Nine librarians (10%) did not respond to the questionnaire in any way and could not be reached by telephone. This could mean that their addresses and/or telephone numbers

were incorrect or had recently changed, or that some of these libraries had closed or that their library posts were vacant.

3.5.2 RESPONSES ANALYSED

Out of the 61 responses received, 9 were not analysed, as 4 of them were merely explanations about why the librarian could not respond to the questionnaire and 5 had to be omitted because of the size or type of library (see 3.2 discussion of size and type). The analysis was, therefore, based on a return of 55%, i.e. 52 questionnaires.

3.6 ANALYSIS OF THE RESPONSES

Manual analysis was used to analyse the quantitative and qualitative data, as recommended by Fox (in Seaman 1987:336). The data in each category was counted and then, in most cases, presented in the form of tables, with percentages used to express proportions. Tables were used to present most of the findings because they are a useful way of illustrating the relationships among data, and they enhance an understanding of the results. Those findings that did not require tables were just analysed and the results presented in the form of numbers, percentages and a commentary or explanation.

Content analysis, which can be described as a quantitative method of analysing qualitative data (Saunders and Pinhey 1983:185) was used to analyse the open-ended questions. Categories for the data were developed during an initial analysis.

3.7 SUMMARY

Chapter 3 looked at the methodology used in the study and discussed the selection of the population and its limitations. It also explained the organisation and adjustment of the questionnaire and discussed the response to the survey and the method of data analysis used in the study.

CHAPTER 4

RESULTS AND ANALYSIS

4.1 INTRODUCTION

The main objectives of this study were:-

- To determine the impact and extent of the impact, positive or negative, of ESAP on small and medium-sized special libraries in Zimbabwe.
- To ascertain the measures taken by special librarians to counter the adverse effects of ESAP.

These objectives were met by responses to questions contained in Sections B and C of the questionnaire. In order to facilitate the analysis of these responses, biographical or background data was collected on the respondents and their libraries. Biographical questions were contained in Section A of the questionnaire. Responses to Section A also provided some insights into the impact of ESAP on some areas of the small and medium-sized special library.

In this chapter the findings of the study are presented and analysed. The findings and their implications are discussed in Chapter 5.

4.2 SECTION A: BIOGRAPHICAL FINDINGS

Question 1: Date of Establishment of the Library

Responses to Question 1 provided insights into the creation of libraries before and during ESAP.

TABLE 3 : DATE OF ESTABLISHMENT OF THE LIBRARY

DATE ESTABLISHED	NUMBER	%
Prior to 1965	13	25.0
1965-1979 UDI Period	4	15.4
1980-1989 Growth With Equity Period	15	28.8
1990-1995 ESAP I Period	10	19.2
Non Response to Question	6	11.5
TOTAL	52	99.9

A total of 36 librarians (69.2%) indicated that their libraries were established before ESAP.

Approximately 3 libraries (5.8%) were created between 1974 and 1979, the final years of UDI. About 5 were created between 1980 and 1984 and 10 (19.2%) were established between 1984 and 1989. Between 1990 and 1995, the ESAP period, about 10 libraries (19.2%) were created (6 respondents did not indicate when their libraries were set up).

Question 2: Parent Body of the Library

Responses to Question 2 provided data on the category of parent body under which small and medium-sized special libraries fell.

TABLE 4 : PARENT BODY OF THE LIBRARY

CATEGORY OF PARENT BODY	NUMBER	%
Government	30	57.7
Parastatal	11	21.2
Municipal	2	3.8
Private or Non-Governmental (NGO)	9	17.3
TOTAL	52	100.0

The findings indicated that the state and state related bodies are the largest employers of special librarians.

Question 3: Subject Area(s) of the Library?

Responses to Question 3 confirmed that all the libraries in the study fell within the category of special library, in terms of catering to a major discipline and its related fields.

TABLE 5 : SUBJECT AREA(S) OF THE LIBRARY

FIELD OF SPECIALISATION	NUMBER	%
Information Technology	4	7.7
Social Sciences	18	34.6
Earth and Pure Sciences	10	19.2
Applied Sciences	15	28.8
Arts	2	3.8
Library for Special Group	3	5.8
TOTAL	52	99.9

The libraries were grouped into broad subject categories, with the majority of libraries (82.6%) catering to users in various scientific fields.

The findings showed that 17 libraries (32.7%) in various subject categories (14 in the sciences) catered to technical or special subject educational institutions or departments, or were involved in some form of training (9 state, 7 parastatal and 1 private).

The 4 libraries (7.7%) that specifically catered to users in the field of information technology were private libraries. This field sees constant and rapid developments and it requires constant expenditure for updating equipment and the material relating to it.

Question 4: Clientele of the Library?

This question was asked in order to determine the main user groups(s) of special libraries. As with Question 3, it also provided insights into the relationship between user groups and the number of posts held by libraries (see Question 6).

TABLE 6 : CLIENTELE OF THE LIBRARY?

USERS	NUMBER	%
Staff only	3	5.8
Researchers in the subject	30	57.7
Lecturers and teachers	11	21.2
Students	22	42.3
Members and customers	2	3.8
Ministries or related bodies	5	9.6
Special User Group	2	3.8

Some libraries catered to more than one group, therefore the totals in the table did not add up to 52 libraries.

Overall, besides their staff, special libraries catered to various user groups, but mainly to researchers (57.7%). The findings indicated that other libraries besides those involved in training also catered to students and teachers.

It was encouraging to note that only 3 libraries (5.8%) indicated that their libraries were open to staff only. Two of these were small private libraries and 1 was a small parastatal library with a large staff complement.

Question 5: Total Holdings of the Library?

This question was asked in order to confirm that each responding library fell within the definition/limitation of a small or medium-sized special library. The responses to this question also provided data on the library holdings of non-book or document materials.

Books and Documents:

Thirty-nine libraries (75%) fell into the category of small special library, i.e. they held between 500 and 8,000 books and documents in their collections.

Ten libraries (19.2%) were medium-sized, i.e. their collections contained 8,001-15,500 books and documents (7 of

them were involved in training). Two small and one medium-sized library (5.8%) did not supply data on the number of books and documents in their collections.

Audio-Visual Material

A total of 16 libraries (30.8%) indicated that their library holdings included audio-visual materials. Six libraries (4 private) had 50 or more of such items. Only 1 of these was a medium-sized library.

It was not surprising to find that 69.2% of the respondents did not have audio-visual materials in their collections as these can be very costly, especially the initial amount that has to be expended in order to purchase the equipment needed to utilise this type of material.

Journals/Periodicals

A total of 40 librarians (76.9%) indicated that they had journals/periodicals in their collections. Twenty four libraries indicated that they had 50 or more (13 state, 7 parastatal, 1 municipal, 3 private). Five of these were medium-sized libraries.

Special libraries often have sizeable collections of journal titles, some of them donated, as these contain the most current information in specialised fields. However,

although 8 respondents indicated that they had 500-2,000 journals in their collections, since the question did not specify journal "titles", some libraries could have been indicating the number of journal "issues" held by the library instead. One librarian, contacted to clarify the issue, confirmed this.

Other Types of Library Material:

Twenty-two libraries (42.3%) had other types of library materials in their collections. These included pamphlets, reprints, research papers, theses, photographs, annual reports, acts, music pieces, government publications, reports and maps.

Nine libraries (17.3%) had over 1,000 of these (7 state, 1 parastatal and 1 private).

Some libraries had materials in all the different categories, but 5 small libraries (9.6%) had only books and documents in their collections.

Question 6: Number of Established Library Posts?

Question 6 provided insights into library employment during ESAP. It also provided data on the number of posts held by libraries and how these are determined.

Full-Time Posts:

TABLE 7 : ESTABLISHED FULL-TIME LIBRARY POSTS

FULL-TIME POSTS	NUMBER	%
No posts	1	1.9
One	23	44.2
Two	18	34.6
Three	2	3.8
Four	5	9.6
Five or more	3	5.8
TOTAL	52	99.9

The library with no established position for a librarian was a small state special library and the duties were carried out by a clerk.

Twenty-eight libraries (53.8%) had 2 or more full-time posts (three had 5, 7 and 10 posts respectively). Eight of these were medium-sized special libraries and 14 were small libraries with 50 or more journal or audio-visual materials in their collections.

Parastatal libraries tended to have 2 or more posts (8 out of a total of 11), while private libraries tended to have one post (only 3 out of 9 had 2 posts).

The NLDS Director explained how, especially in the case of state libraries, the number of library posts/grading of the library is determined. When a library is created or wants to be upgraded, the organisation has to make a formal application to the Public Services Commission (PSC) for a specified number of posts and for the library to be headed by e.g. a degree holder. The PSC then sends officers trained in job analysis, from its Work Study section, to evaluate the library.

The criteria that the Work Study officers use for evaluation include the physical plan of the library i.e. its size; the opening hours; the size of the clientele; the size of the stock and the amount of use made of it by the clientele, including the number of items borrowed; and the volume of work carried out by the library i.e. the services provided e.g. current awareness, reference, inter-library loans, translation services and other bibliographic services.

The findings of Question 6 therefore indicated that medium-sized libraries tended to have 2 or more posts. The fact

that 14 small libraries with holdings of 50 or more audio-visual or journal materials also had 2 or more posts suggests that these materials were well utilised.

Table 6 (Question 4) indicated that 42.3% of the responding libraries catered to students, which tended to increase the size of their clientele, thus fulfilling one of the requirements for the allocation of more posts.

Twelve of the 17 libraries indicated under Table 3 (Question 3) as being involved in training, which ensures the utilisation of a collection as students often cannot afford to buy individual copies of training materials, also had 2 or more posts.

Part-Time Posts:

Five libraries had established part-time posts. One of these libraries had 2 such posts and the others had one.

QUESTION 7: Reasons for Unfilled Posts:

Question 7 was asked in order to determine whether library posts were unfilled because of ESAP or because of other unrelated factors.

Seven full-time library posts in 3 libraries (5.8%) were unfilled. All the part-time posts were filled. The 2 libraries which had 1 unfilled post were a small government and a medium-sized parastatal library respectively. They both indicated that these posts were in the process of being filled.

The library which had 5 unfilled posts was a medium-sized parastatal library serving a technical education institution. The librarian explained that the reasons for unfilled posts were firstly, that there was no "proper or purpose built" library in the organisation and secondly, as staff members resigned or were transferred, their posts were frozen by the organisation, so they could not be replaced.

The fact that only 7 state and state related posts were unfilled had implications for the future employment of librarians (see discussion).

Questions 8 and 9 : Biographical Data on Library Staff:

Biographical data on library staff was asked in order to help analyse data on the impact of ESAP on the special librarian e.g. the trend of employment/appointments during ESAP. The data was also required in order to determine whether or not ESAP affected salaries or if these were determined by other factors.

Date of Appointment of the Head of the Library:

Two respondents did not indicate when they were appointed.

The findings indicated that of all the responding Heads of libraries, 2 (3.8%) were appointed before 1980, 15 (28.8%) between 1980 and 1989 and 33 (63.5%) during ESAP.

Titles:

Head of the Library:

The most frequently used titles for the Head of the library were Librarian (23 or 44.2%), Assistant Librarian (11 or 21.2%), Senior Librarian (4 or 7.7%) and Principal Librarian (2 or 3.8%). Other titles used, mainly in non-state libraries included Chief Librarian, Documentation Officer, Librarian/Documentalist, Information Administrator, Library Assistant and titles that were organisational in nature e.g Officer-in-Charge and Officer-Librarian.

Additional Library Staff:

Twenty-eight libraries had 56 additional posts between them, 7 of them unfilled (see Question 7 for reasons). The titles most frequently given to the 49 Additional Library Staff, were "Assistant Librarian" (40.1%) and "Library Assistant" (38.8%). Two Additional Staff were referred to as Librarian and 2 were referred to as Contract Librarian and Library Clerk respectively. Seven posts were held by individuals performing clerical, security and other manual non-LIS work within the library.

Qualifications and Salaries:

Head of the Library:

TABLE 8.1 : SALARY RANGE BY QUALIFICATION OF HEAD

QUAL.	A	B	C	D	E	F	NR	TOT.
Masters	1	0	0	0	0	0	0	1
Degree	4	0	3	0	1	0	3	11
Diploma	3	2	6	5	2	0	2	20
NID	0	0	0	0	1	0	0	1
NC	0	0	0	5	6	1	2	14
NR	0	0	0	1	0	2	2	5
TOTAL	8	2	9	11	10	3	9	52

The key to the above salary ranges is as follows:-

A: Above Z\$55,000; B: Z\$45-55,000; C: Z\$35-45,000;

D: Z\$25-35,000; E: Z\$15-25,000; F: Below Z\$15,000.

The categories "NR" in Table 8.1 stand for Non Response.

The findings indicated that 33 Heads of libraries (63.5%) held a National Diploma in LIS or a higher library qualification. Of these 33 librarians, 8 (15.4%) also held other non-library qualifications. Altogether, 47 Heads of libraries (90.4%) indicated that they had LIS qualifications.

TABLE 8.2 : SALARY RANGE BY PARENT BODY OF HEAD OF LIBRARY

BODY	A	B	C	D	E	F	NR	TOT.
Government	0	0	7	8	7	3	5	30
Parastatal	5	2	0	1	0	0	2	10
Municipal	0	0	0	0	2	0	1	3
Private	3	0	2	2	1	0	1	9
TOTAL	8	2	9	11	10	3	9	52

The findings in Table 9.4 indicated that private and parastatal bodies tended to pay higher salaries for library posts than the government or municipal bodies.

Additional Library Staff:

TABLE 8.3 : SALARY BY QUALIFICATION OF ADDITIONAL STAFF

QUAL.	B	C	D	E	F	NR	TOT.
ND	1	0	0	1	1	3	6
NC	1	1	4	11	2	3	22
A Level	0	0	0	0	1	0	1
O Level	0	0	0	2	10	0	12
Typing Cert.	0	0	0	0	1	0	1
Junior Cert.	0	0	0	0	1	0	1
NR	0	0	0	0	2	4	6
TOTAL	2	1	4	14	18	10	49

The category "NR" refers to Non Response.

It is encouraging to note that 28 of the 49 Additional Staff (57.1%) also held LIS qualifications. Two LIS workers had "other" qualifications which related to their particular duties in the library (e.g. typing qualifications).

With regard to qualifications and training, since no institution in Zimbabwe conducts degree or post-graduate degree courses in librarianship, the librarians with these qualifications received them externally.

The National Certificate (NC) in LIS is awarded by the Harare Polytechnic after 1 year of full-time or 2 years of part-time study in the Department of Library and Information Science (the Library School). To gain admission, the student has to have at least 5 good 'O' levels including English Language. Part-time applicants must be working in a library.

The National Diploma (ND) in LIS is awarded by the Harare Polytechnic after 2 years (previously 3 years) of full-time or 4 years of part-time study. To gain admission to this course, the student requires 2 'A' levels and 'O' level English, or a good pass at NC level (Powell 1994:22-25).

In 1994, the Harare Polytechnic's Library School introduced the part-time (evening) National Diploma Course, which allows librarians to continue working while studying. Before this option for study was introduced, some librarians obtained their under-graduate diplomas in LIS by correspondence with institutions like the University of South Africa (UNISA). One respondent therefore indicated that he obtained his diploma through UNISA.

The National Intermediate Diploma (NID) has now been phased out. It was previously awarded to Harare Polytechnic students who had passed the first year of the ND course (see also 2.4.2).

Overall, the biographical findings on the staff of small and medium-sized special libraries indicated that job titles, qualifications and salaries were all related.

In the case of state libraries, the Government Library Service has a clearly defined structure for librarians, which is the basis for appointments and advancements. Titles and salary ranges correspond to qualifications and years of experience (PSC 1994), but not necessarily to date of appointment.

Question 10: Date of Financial Records of the Library?

Question 10 was asked in preparation for Section B of the questionnaire, i.e. in order to determine how many of the respondents would be able to supply complete financial data for use in determining the extent of the impact of ESAP on library funding.

TABLE 9 : DATE OF LIBRARY FINANCIAL RECORDS

DATE	NUMBER	%
Before 1965	3	5.8
1965-79: UDI period	6	11.5
1980-89: Growth With Equity Period	16	30.8
1990-95: ESAP I Period	11	21.2
No Records	2	3.8
Non Response to Question	14	26.9
TOTAL	52	100.0

Twenty-five libraries (48.1%) had records started before 1990 (17 of them before 1987) and 27 libraries (51.9%) had financial records dating only as far as the 1990s, no records or did not respond to the question. On the whole, this affected their ability to answer the quantitative questions 11-14.

4.3 SECTION B: QUANTITATIVE DATA ON THE IMPACT OF ESAP

The questions in Section B were asked in order to determine the impact and extent of the impact, positive or negative, of ESAP on specific areas of the small and medium-sized special library.

The questions were related to four periods: 1987-89, 1989-91, 1991-93 and 1993-95. Respondents were asked to omit or use the abbreviation N/A in sections which they could not answer.

The responses to this section were limited. A possible explanation is that since 63.5% of the Heads of libraries were appointed during ESAP, some of them only started records from the date of their appointment. Or with reference to financial records (see Question 10), it could be that although in some cases records existed (in the administration section of the organisation or at their head office) librarians had no access to them.

Therefore the analysis of Section B was mainly confined to the 1991/93 and 1993/95 periods.

Question 11 : Library Funding?

Question 11 was asked in order to determine the impact of ESAP on library budgets.

Thirty-six libraries provided figures on the amounts received for the 1993/95 period. Twenty-six libraries received amounts of up to Z\$100,000, 4 received no funds and 6 received above Z\$150,000.

Only state (4) and parastatal libraries (2) received over Z\$150,000. However, 4 of the 5 libraries that did not have separate library votes and had to request funds from their departments whenever these were required were also state or state related libraries.

However, looking at the library budgets from the point of view of percentage increments and in comparison with the percentage increase of prices by 1995, the figures look much lower.

The Consumer Price Index (CSO 1995:1), indicates that the prices of all items including books rose by 170.8% from 118.1% in March 1991 to 319.8% in March 1995. Therefore in order to maintain their output from the previous period, libraries required the same percentage increments. Table 10 illustrates the actual increments received in 1993/95.

TABLE 10 : PERCENTAGE INCREASE/DECREASE OF VOTES 1989-95

PERCENTAGE INCREASE OR DECREASE		1987/89 TO 1989/91	1989/91 TO 1991/93	1991/93 TO 1993/95
DECREASE				
By	10 - 50	0	0	3
INCREASE				
By	0	3	3	2
By	10 - 50	3	4	8
By	51 - 100	4	2	6
By	101 - 150	0	4	2
By	151 - 200	0	1	0
By	201 - 250	1	2	0
By	Over 250	2	0	1
TOTAL		13	16	22

Column 3 illustrates the percentage increments received by small and medium-sized special libraries in the 1993/95 period.

The findings of Column 3 indicate that only one library received a satisfactory increment in 1993/95, while 3 small library budgets (2 state and 1 private) were actually cut and 2 medium-sized library (1 private and 1 parastatal) budgets remained the same.

Further analysis also indicates that the library which fared the best in terms of increments (it received nearly 400% more), was actually the library which fared worst in terms of staffing. On page 74 (Question 7) this medium-sized state library is shown to have had 5 of its library posts frozen. The 2 libraries that received 101-150% increments were state libraries with 2 posts, run by holders of NC and ND LIS qualifications.

Question 12: Library Vote for Conferences?

This question was asked in order to determine whether or not funding for conferences had been positively or negatively affected by ESAP. However, no libraries received separate votes for conferences. The source of funds for conference attendances is shown in responses to Question 20.

Question 13: Donor Funding?

Question 13 was asked in order to determine how many library budgets were supplemented by donor funding and to ascertain whether or not the number of libraries receiving funds increased during ESAP.

The number of libraries receiving donor funds increased slightly from 7 (13.5%) in the 1987/89, 1989/91 and 1991/93 periods to 9 (17.3%) in the 1993/95 period, with 7 recipient libraries being ones involved in training.

Two state libraries received donations in each period from a state body. Two libraries represented in each period (1 parastatal and 1 non-governmental) were run on donations only. Only private libraries did not receive donations.

In the case of the 4 libraries who indicated the amounts received between 1991/93 and 1993/95, these increased by Z\$1,000 and 2,000 in 2 libraries. One medium-sized state library involved in training had its donation doubled and one medium-sized parastatal library had its donation cut by half.

The amounts donated varied between Z\$1,000 and Z\$200,000, with a medium-sized parastatal library serving a technical training institution receiving nearly Z\$200,000 in the 1993/95 period.

Question 14: Materials Purchased?

This question was asked in order to determine, whether or not the library budgets received during ESAP were adequate in terms of being able to provide enough of the material required by readers.

Increase/Decrease in Books Bought 1991/93 to 1993/95

Fifteen libraries (28.8%) provided information on books purchased in both the 1991/93 and 1993/95 periods. All but one were state or state related libraries.

Three libraries (20%) indicated that their book purchases decreased by 20, 58 and 440 items respectively.

One library indicated that it bought the same number of books.

Eleven libraries (73.3%) indicated that they increased their purchases. However, only 4 bought 100-500 more books, the rest bought less.

Number of Books Bought 1993/95

Eleven (52.4%) out of 21 libraries bought less than 100 books (9 bought less than 50 books) in the 1993/95 period.

Ten (47.6%) out of 21 libraries bought more than 100 books in the 1993/95 period, with 6 libraries buying 100-400 books and with 4 libraries involved in training buying 401-1,000 books.

Besides the libraries indicated above, 7 other libraries provided information on the purchase of books in monetary terms. Five of these (4 state and 1 parastatal) spent between Z\$2-15,000.

One medium-sized parastatal library serving a technical institution spent Z\$70,000 and 1 small private library spent over Z\$167,000.

Non-Book Material Purchases:

The same trend operating in the purchase of books was seen in the purchase of journals. Only 2 (state) libraries indicated that they purchased audio visual material in 1993/95, and in both cases the number was less than 50.

Question 15: Number of Library Items Borrowed by Users?

Question 15 was asked in order to ascertain whether or not special libraries increased their lending to readers during ESAP, since the indication in the literature was that library use increased positively as a result of ESAP.

Books Borrowed:

Nine libraries provided figures on books borrowed from the library.

Seven out of 9 libraries (77.8%) increased their lending to readers. Borrowing by readers increased by over 1,000 books in 5 out of the 7 libraries. Four of them were medium-sized libraries involved in training.

Two of the 9 libraries (22.2%) decreased the number of books they lent to readers (1 parastatal and 1 municipal) by 500 and 1,534 respectively.

Non-Book Materials Borrowed:

Five libraries indicated that the number of journals borrowed by readers increased by 90-400 items. Two libraries indicated that the number of audio-visual materials borrowed increased by 78 and 294 respectively. However, the trend in Zimbabwean special libraries is for audio visual and journal materials to be used in the library only.

Question 16: Number of Library Items Lost or Stolen?

Question 15 was asked in order to determine whether or not thefts or "losses" of books increased as readers could not afford to purchase private copies of information sources.

Fifteen libraries provided data on the number of books lost in the 1991/93 and 1993/95 periods.

Thirteen of the 15 libraries (86.7%) lost up to 50 items, 2 lost 51-150 items in the 1991/93 period. The number of losses/thefts remained consistent in the 2 periods.

Twelve of the 15 libraries (80%) lost up to 50 items, 2 lost 101-150 items and 1 did not experience any losses in the 1993/95 period.

Sixteen libraries besides those indicated above reported losses of books in the 1993/95 period, 14 lost between 2 and 50 books and 2 lost 107 and 179 items respectively.

Overall, 31 libraries (59.6%) experienced book losses in the 1993/95 period.

The same trend operated where journal losses occurred in the 3 libraries that provided data on journal losses.

Question 17: Number of Inter-Library Loan Exchanges?

Question 17 was asked in order to determine whether information exchange between libraries increased positively as a result of ESAP.

Fifteen libraries indicated that they made or received ILLs between 1991/93 and 1993/95.

Eight of the 15 libraries (53.3%) increased their ILL exchanges between the two periods by up to 200 items (4 were medium-sized libraries serving technical training institutions).

Seven of the 15 libraries (46.7%) indicated that they decreased their ILLs.

Seven other libraries (13.5%), not referred to above indicated that they lent/borrowed up to 300 items under the ILL system in the 1993/95 period.

The question neglected to distinguish between items lent and items borrowed by libraries so some respondents omitted answers to this question.

However, according to the Librarian of the National Free Library (NFL), which is Zimbabwe's ILL and national lending centre, about 23 libraries participate in the ILL system.

Question 18: Number of Registered Library Users?

This question was asked in order to ascertain, as indicated in the literature review, whether libraries experienced an increase in their readership as a result of ESAP.

Sixteen libraries provided data on the number of registered users they served.

Eleven out of 16 libraries (68.8%) indicated that the number of their registered users increased (6 of the 11 were medium-sized libraries serving technical training institutions).

With the exception of one library which registered 3 more users, all the libraries indicated that they registered between 100 and 500 more users.

Three out of the 16 libraries (18.8%) indicated that their numbers remained the same. Two of these were medium-sized libraries whose institutions were involved in training.

Two libraries (12.5%), 1 involved in training, indicated that the number of their registered users decreased.

Thirty-six librarians did not supply data on users. Special libraries in Zimbabwe generally do not have registered or unregistered users. Instead all their staff, related organisations and in some cases, depending on the library's policy, researchers, students and teachers are automatically permitted to use the library.

Question 19: Number of Conferences Attended?

Question 19 was asked in order to determine whether or not librarians were able to attend conferences during ESAP, and if so, whether or not these attendances increased.

Six librarians (11.5%) indicated that they attended international conferences between 1989 and 1995 (2 state and 4 parastatal). Four of these travelled during ESAP and 3 before, with one travelling in both periods. All these respondents held ND or higher LIS qualifications.

Six librarians (11.5%) indicated that they attended regional conferences between 1989 and 1995 (4 state, 1 parastatal and 1 private). Six of these travelled during ESAP, 3 before, with 2 travelling in both periods. Four of the 6 respondent held ND or higher LIS qualifications.

Twenty-five respondents (48.1%) attended local conferences between 1989 and 1995. Eighteen attended these in the 1989/91 period, 16 in the 1991/93 period and 18 in the 1993/95 period.

Twenty (38.5%) did not attend any conferences and some librarians attended conferences in more than one category.

Question 20: Financing of Conference Attendances?

Question 20 was asked in order to ascertain where the funding for conference attendances came from.

Eight librarians (15.4%) indicated that they paid for their conference attendances with funds taken from the library budget and 19 (36.5%) used organisational funds (e.g. those set aside for the whole organisation for training and subsistence).

Five librarians (9.6%) indicated that they received donations and 3 that they used library funds as well as donations to pay for their conference attendances. Donations were provided mainly for international or regional conferences.

Question 21: Equipment Bought?

Question 21 was asked in order to determine whether and to what extent librarians were able to purchase equipment during ESAP.

A total of 27 librarians indicated that they had purchased equipment since 1987 (17 since 1990). Twenty librarians (38.5%) did not buy any equipment and 5 (9.6%) did not respond to the question.

The type of equipment bought varied.

TABLE 11 : EQUIPMENT BOUGHT FOR THE LIBRARY

EQUIPMENT BOUGHT	NUMBER	%
Library furniture/shelving material	15	55.6
Computer and printer	14	51.9
Photocopier	7	25.9
Audio-visual equipment	4	14.8
Binding equipment	2	7.4
Projector	1	3.7

Twenty-seven librarians bought equipment since 1987 (14 bought computers, 13 of them holders of ND or higher LIS qualifications).

However, only 17 respondents (32.7%) indicated that they bought equipment after 1990 (8 bought computers, 5 of whom were involved in training).

Three librarians indicated that their equipment was donated (2 being computer donations), while 8 indicated that they spent under Z\$100,000 and 4 that they spent over Z\$100,000. The rest of the respondents did not indicate how much they spent.

4.4 SECTION C: QUALITATIVE DATA ON THE IMPACT OF ESAP

Section C asked open-ended questions about other areas, not already covered, that were affected by ESAP and the measures that were taken by special librarians to counter the adverse effects of ESAP.

Question 22: Other Areas Adversely affected by ESAP?

Question 22 was asked in order to ascertain whether any other areas, not already covered had been adversely affected by ESAP. Thirty librarians (57.7%) indicated that there were such areas, 14 (26.9%) that there were not and 8 (15.4%) did not respond to the question.

TABLE 12 : OTHER AREAS AFFECTED BY ESAP

AREAS AFFECTED	NO.	%
Donor funds expired/difficult get more	2	6.7
No expansion of library facilities/space	2	6.7
Library computerisation did not occur	2	6.7
Need more posts but unable to get them	2	6.7

Besides the areas mentioned in Table 12, 27 out of 30 librarians (90%) repeated their concern about having had to

cut down on their purchases of library materials and equipment. Twenty-one (70%) mentioned the inadequate, cut or non-existent funds in relation to purchases.

In addition to the answers given in Table 12, 1 librarian stated that he/she did not have a separate library vote but had to depend on the administration's interest in the library to get what was required.

One librarian, the only one in the study, mentioned that staff members had been retrenched and another librarian mentioned that books were no longer loaned to readers.

Question 23: Positive Effects of ESAP?

This question was asked in order to determine if, in the respondent's opinion, there were any areas of his library that had been positively affected by ESAP.

Fifteen librarians (28.8%) indicated that there were such areas, with 4 of them citing more than 1 area. Twenty-nine librarians however, did not feel that ESAP had any positive effects on their libraries (55.8%) and 8 (15.4%) did not respond to the question.

Three main areas were perceived by respondents to have benefitted from ESAP.

Six out of 15 respondents (40%) cited the relaxation of import regulations and 6 (40%) cited general trade liberalisation as a wider choice of titles was now available in the shops.

Six of the 15 respondents (40%) also saw increased readership as a positive development of ESAP.

Attending an information management course was regarded as a positive result of ESAP by 1 librarian, as he stated that he was taught how to make the most of his available resources and materials.

Question 24: Impact of ESAP on the Special Librarian?

Question 24 was asked in order to ascertain whether the respondents felt that they had been positively or negatively affected by ESAP.

Twenty-eight librarians (53.8%) indicated that they had been affected, 11 (21.2%) that they had not and 13 (25%) did not respond to the question.

Areas Affected:

Part one of the question asked librarians who indicated that they had been affected professionally or personally by ESAP, to list and explain the areas affected.

TABLE 13 : IMPACT OF ESAP ON SPECIAL LIBRARIANS

PROFESSIONAL AND PERSONAL IMPACT	NO.	%
Salaries low, inadequate or not increased	13	46.4
Unable to advance qualifications/training	9	32.1
Unable to attend conferences/workshops	4	16.7
Less jobs available if require a change	2	7.1
Manpower shortage	2	7.1
Post not upgraded/no advancement	2	7.1
Used in areas other than library	2	7.1

Table 13 indicates the areas in which special librarians felt that they had been affected by ESAP. Some librarians provided answers in more than one category.

Low salaries (46.4%) and the inability to acquire further training or education (32.1%) were the areas of most concern to respondents.

One respondent felt that he was not graded correctly and that his title, that of Assistant, was assigned to him in order to keep his salary low.

One librarian felt that his efficiency had been reduced because he was not able to provide required material to users, and another librarian was afraid to raise important issues relating to the library in case he lost his job.

Reasons Not Affected:

Part two of Question 24 asked the librarians who indicated that they had not been affected by ESAP, to explain why they felt that they had not been affected.

Eleven librarians (21.2%) felt that they had not been professionally or personally affected by ESAP, with 2 of them giving answers that fell into two categories. Five librarians (45.5%) did not explain why they felt that they had not been affected by ESAP.

Three respondents (27.3%) felt that their services were perceived by the organisation to be essential, so they did not experience any extreme cuts and 2 (18.2%) stated that their funding was donated, so they were not affected by ESAP.

Three librarians (27.3%) stated that they could not really blame ESAP for the situation they were in, as it was bad before 1990. To illustrate this point, one librarian explained that he had to fight to get a room for the library as well as recognition of the importance of the library, which he felt had nothing to do with ESAP.

Question 25: Measures to Counter the Effects of ESAP?

Question 25 was asked in order to determine whether or not librarians had taken any special measures to counter the adverse effects of ESAP.

Thirty librarians (57.7%) indicated that they had taken counter-measures to ESAP, 15 (28.8%) that they had not and 7 (13.5%) did not respond to the question.

Measures Taken:

Part one of Question 25 asked respondents who had taken measures to counter the effects of ESAP to please list and explain these. It was hoped that these measures would help other librarians facing similar situations.

TABLE 14.1 : MEASURES TO COUNTER THE EFFECTS OF ESAP

MEASURES	NO.
Solicited donations	8
Reduced journals/books bought to priorities	7
Increased resource sharing	6
Supplemented library material with photocopies	3
Improved the maintenance of books and equipment	3
Introduced paying membership	2
Restricted loans including inter-library loans	2
Instituted cost saving/cash generating measures	2
Made proposal for salary increment	1
Made proposal for library automation	1
Reduced budget expenditure	1
Instituted better book education	1
Chaired/sat on committees dealing with change	1
Made library visible to customers and sections	1
Subscribed directly to journal publishers	1

Some of the 30 respondents (57.7%) who indicated that they had implemented measures to counter the effects of ESAP gave answers that fell in to more than one category.

The most widely cited measures were soliciting donations (26.7%), reducing materials purchased to priorities (23.3%) and increasing resource sharing with other libraries (20%).

One respondent felt that subscribing directly through journal publishers instead of through an agency or book shop was less costly.

Rating of Measures Taken:

Part two of Question 25 asked respondents to rate their measures as very successful, successful or not successful.

Three librarians (10%) indicated that their measures had been very successful, 25 (83.3%) that they had been successful and 2 (6.7%) that they had not been successful.

Of the 3 that rated their measures as very successful, one solicited donations from embassies and "Friends of the Library", which produced "overwhelming" results. Another instituted an "aggressive" exchange programme, which yielded 60% of the material provided by the library. The last one got involved in committees dealing with change by either participating/sitting in them or chairing them. The same librarian also implemented measures to make the library more visible to clients and to the organisation as a whole.

Two librarians (6.7%) who implemented measures to counter the effects of ESAP, rated their measures 'not successful'.

One unsuccessful measure involved the compilation of a salary increment proposal, and the other was an attempt to increase information exchanges with other libraries.

Reasons for Not Implementing Counter Measures

Part three of Question 25 asked those respondents who did not implement any measures to please briefly explain why they did not do so.

Fifteen librarians (28.8%) indicated that they did not implement any measures to counter the effects of ESAP. Four did not explain why they did not do so.

TABLE 14.2 : REASONS FOR NOT IMPLEMENTING MEASURES

REASONS FOR NOT IMPLEMENTING MEASURES	NO.
Found it difficult to think of measures to take	3
Library is donor funded so was not affected	3
Only the organisation can implement measures	2
The situation was always bad, so ESAP not to blame	2
No funds to implement measures	2
Salary main area of concern and beyond control	1

Three librarians repeated that their libraries were donor funded so they had not been affected by ESAP.

Two of the 15 (13.3%) stated that their situation was bad even before ESAP, and 3 (20%) stated that they could not think of any effective measures to take.

Question 26: Role of Management in the Allocation of Funds?

Question 26 asked respondents if the management of the department or organisation played any role in the amount of money allocated to the library, or if this was done by the parent body.

Thirty-two librarians (61.5%) indicated that management was responsible for allocating library funds, 19.2% that it was not, and 1 stated that he did not know. However, 17.3% of the respondents did not indicate an answer.

Three librarians further noted that when decisions were made on funding, the librarian was not consulted.

Question 27: Feelings/Attitude Towards ESAP?

Question 27 was asked mainly to ascertain how librarians felt about the impact of ESAP, i.e. how they responded to it.

TABLE 15 : ATTITUDE OF SPECIAL LIBRARIANS TO ESAP

ATTITUDE	NO.	%
Creative/Innovative	21	40.4
Challenged	12	23.1
Frustrated	11	21.2
Indifferent	4	7.7
Angry	1	1.9
Other	5	9.6

Two respondents gave answers in 2 categories.

A total of 21.2% of the respondents indicated that they felt frustrated by ESAP's effect on them and on their libraries. One of them explained that he felt this way because, although users knew that the library was short of funds, they still blamed him for the lack of reading material.

Five (9.6%) respondents indicated the option "Other" and the reasons given for selecting this option included: that there was nothing to be done to change the situation; that

ESAP could not be entirely blamed for the situation as there appeared to be money in the country for non-essentials, so the government needed to change its priorities; and that the future was hopeful, as ESAP is meant to create a better economy for the country.

It was encouraging to note that 63.5% of the respondents maintained a positive attitude when faced with the challenges of ESAP.

4.5 SUMMARY

Chapter 4 contained the analysis and presentation of the findings of the study. These findings are discussed in Chapter 5. The results presented related to answers given to 27 categorical and open-ended questions contained in a questionnaire, which were meant to determine the impact, positive or negative of ESAP on the special library and the librarian. The findings also presented a list of measures taken by special librarians to counter the adverse effects of ESAP, which can be of benefit to librarians facing the same situation.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The main objectives of this study were:-

- . To determine the impact and extent of the impact of ESAP, both positive and adverse, on the small and medium-sized special library and on the librarian;
- . To ascertain the measures taken by special librarians to counter the adverse effects of ESAP.

The objectives of the study were met by the collection of data through the use of a survey questionnaire. The questionnaire was divided into 3 sections.

Section A contained categorical Questions 1-10, which elicited biographical data on responding libraries and their staff. They also elicited insights into the impact of ESAP on certain areas related to the special library and its staff.

Section B of the questionnaire contained categorical questions 11-21 on the impact and extent of the impact of ESAP, positive or negative, on specific areas of the library.

Section C contained open-ended questions on the impact of ESAP on other areas of the library, not mentioned in Section B, and on the measures taken by special librarians to counter the adverse effects of ESAP.

Ninety-four copies of the questionnaire were sent out, 61 (64.9%) were returned and 52 (55.3%) were analysed.

Although in some cases, respondents did not answer some questions (e.g. in Section B), the responses that were given provided useful insights into the impact of ESAP on small and medium-sized special libraries.

5.2 DISCUSSION AND IMPLICATIONS OF THE FINDINGS

It was evident from the findings of this study that ESAP had both a positive and a negative impact on areas of small and medium-sized special libraries and on special librarians. In some cases, as with library funding, the impact was felt in relation to factors operating during ESAP e.g. inflation.

Library Funding:

At the onset of ESAP, librarians expressed the fear that, in the competition for scarce resources, libraries - which are often regarded as belonging to the "non-productive" sector - would not fare well.

This study found that in general, libraries actually received increments to their budgets over the years of ESAP. It can therefore be argued that this was a good thing, in as much as any increment was welcome. However, as already stated, the adverse impact of ESAP on library funding was felt more in terms of the effect of inflation on these funds, with the implication being that budgets did not increase in real terms.

For example, between March 1991 and March 1995, the prices of all items including books rose by 170.8% (CSO 1995:1). Therefore library budgets needed to increase by at least the same percentage in 1993/95, in order to maintain the output of the 1991/93 period.

However, with the exception of one library which received a nearly 400% increment, most libraries received increments of 10-150% and some even had their budgets cut.

Further, librarians in the study generally felt that their funding had been affected during ESAP. When asked about other areas affected by ESAP, although this area had already been covered, 70% of the respondents mentioned low funding in relation to their inability to purchase adequate materials and/or equipment for the libraries (see page 98).

It has to be mentioned however, that with 61.5% of the respondents to Question 26 indicating that their management was responsible for allocating funds to the library, if this management held a less than positive attitude towards the library, this could also have affected the amount of money they allocated to it. In times of economic hardship, especially in terms of the libraries that received budget cuts, some managers may have seen libraries as "easy targets" when they had to cut costs.

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As a result of inadequate funding, some libraries resorted to looking for additional or supplementary funding outside their organisations.

The study found that the number of libraries receiving outside funding increased slightly during ESAP, and that the libraries that fared best appeared to be those whose institutions were involved in some form of training.

Further, 26.7% respondents to Question 25 indicated that they successfully solicited for donations.

Some librarians however, met with less success than others. In response to Question 22 on other areas affected by ESAP, 6.7% of the respondents indicated that their donor funding had expired and that it was difficult to get more. This

could also have been because libraries had to compete with other services for donor aid.

However, from the results of this study, it can be said that overall, the quest for donations met with some success during ESAP, especially considering that donors were probably faced with an increased number of requests for aid.

The implication of the findings is that, since some libraries received the requested aid, a number of donors recognised the importance of the availability of information resources.

Library Use:

As acknowledged by 40% of the respondents to Question 23, increased readership was a positive and welcome effect of ESAP, so was increased borrowing.

With the general cost of goods and services rising due to inflation (Bloch 1995:6), many readers could probably not afford to purchase their own reading materials, so they turned to libraries for the fulfillment of their information requirements.

The results of the study indicate that readership increased in 68.8% of the 16 libraries that responded to Question 18.

Responses to Question 4 showed that special libraries catered to various user groups, including staff, students, researchers and teachers - mainly in various scientific fields. Further, borrowing increased in 77% of the 9 libraries that responded to Question 15.

These developments imply that the importance of libraries, as providers of a valuable service, was finally being acknowledged by more people.

Library Purchases:

Unfortunately increased readership and borrowing also had their adverse side, as they placed pressure on the already strained resources of libraries.

In his 1987 consultancy report, Moore (1987:15) recommended that college libraries add one new book per student to their collections each year. However, with enrollments in some technical colleges having risen to over 9,000 by 1989 (Kanyenze 1995:8), and with the results of this study showing that the highest number of books bought in the two year period of 1993/95 - by a library serving a technical training institution - was approximately 1,000 (page 88), this recommendation appears unlikely to be met in the near future.

Further, although 52.4% of the respondents to Question 14 indicated that their purchases of library materials increased between 1991/93 and 1993/95, most of them also indicated that they increased their purchases by less than 100 items. In addition, of those who bought books in the 1993/95 period, 52.4% bought less than 100 items.

On page 97, 90% of the respondents expressed their concern about their inability to purchase an adequate amount of material and/or equipment (32.7% of the respondents bought equipment after 1990) for the fulfillment of their users' needs.

The implication of the study's findings therefore, is that librarians found it extremely difficult to fulfill their role as information providers as the purchasing power of their budgets was affected by factors related to ESAP.

Unfortunately (as stated by one librarian) even knowing of the existing financial constraints, some readers tended to blame the librarian when they could not obtain the information they required. In the final analysis, non-fulfillment of these information needs could have resulted in readers giving low evaluations to libraries.

It must be mentioned here however, that 40% of the respondents to Question 23 indicated that trade liberalisation was a positive effect of ESAP, as it put more titles and materials on the shelves.

A further 40% of respondents indicated that the relaxation of import regulations during ESAP was a positive development for them, as they were able to import specialist material directly from overseas publishers, which was cheaper than importing these through booksellers.

However 90% of the respondents to Question 22 who indicated that library purchases had been adversely affected by ESAP also mentioned that the exchange rate operating in the country during ESAP was prohibitive, as it lessened the amount of material that they could import.

A surprising finding of the study was that, with the high cost of library materials in the 1990s, more libraries did not experience losses of these items. The writer feels that this finding cannot be taken at face value however, as the study failed to enquire when responding libraries last engaged in stock-taking.

Resource Sharing Between Libraries:

In an effort to increase their available resources, some libraries engaged in resource sharing with other libraries.

In response to Question 25, 20% of the respondents indicated that they increased their resource sharing activities in order to counter the effects of ESAP. Responses to Question 17 further indicated that about 53% of the respondents increased their ILLs between 1991/93 and 1993/95.

According to the Librarian at the National Free Library (NFL), this institution increased its national lending appreciably in the last few years, as individuals and libraries could not afford to buy their own copies of library materials.

The implication of the findings of the study is that ESAP had a positive effect on information exchange between libraries. It further implies that librarians, recognising the need to make the most of their available financial resources, avoided the duplication of material already held in other libraries, and instead acquired it for their clientele through exchange programmes.

Library Employment:

In terms of the impact of ESAP on librarians, one of the fears held by librarians since 1990 was that library employment would be adversely affected by the Economic Reform Programme, especially in the case of state libraries, as one of the requirements of ESAP was the cutting down of the civil service.

However, with the exception of one respondent who stated that staff members had been retrenched (page 98), responses to questions in the study did not confirm this fear.

Instead the study found that 63.5% of the respondents were appointed during ESAP and that all but 7 posts in 3 libraries were filled. With the exception of one library, these vacant posts were in the process of being filled.

It seems safe to assume therefore, that ESAP did not have a significantly adverse effect on the employment of personnel in existing library posts.

The finding of 7 unfilled posts has implications for future library employment however, as it indicates that job opportunities in the special library field are becoming scarce.

To add to this scarcity, as was evident from the findings of Question 9 or Table 8.3 of the study, some of the additional staff being employed in library posts do not have LIS qualifications. Since most of them are being paid under Z\$15,000 per annum, the implication is that their employment could be a cost cutting measure. Every year the Harare Polytechnic's Library School produces NC graduates who are specifically trained as Library Assistants so, to the writer's knowledge, there is no shortage of trained personnel for library assistant posts.

Library and/or Job Creation:

With further reference to the area of library employment, according to the Director of the NLDS, most library posts in government (which is the largest employer of librarians) are now filled and few new ones are being created.

In confirmation of this, 2 respondents to Question 22 of the study's questionnaire indicated that they required more posts for their libraries, but that they were unlikely to get them.

This suggests that even if libraries can fill all the criteria required for obtaining new posts (page 72), their allocation of posts also depends on the availability of organisational funds.

At the start of ESAP, the then Minister of Education and Culture, in an address to the Zimbabwe Library Association (ZLA), stated that she envisaged the "proliferation of knowledge industries", i.e. more libraries being created as new companies were set up. This would then lead to a greater demand for LIS professionals (Chung 1991:4).

However, as revealed by responses to Question 1 on the date of establishment of responding libraries, this hope was not fulfilled. Instead the findings tended to confirm the trend outlined in the literature review, whereby library development gained impetus after independence and then stagnated.

The study indicated that 3 libraries were created in the last years of UDI i.e. 1974-79 and that this number increased to 7 in the first half of the Growth With Equity period i.e. 1980-84. The number of libraries established remained constant in the next 2 periods, with 10 libraries being created in the second half of the Growth With Equity period i.e. 1985-89 and another 10 being created in the ESAP I period i.e. 1990-95.

Even in the non-governmental sector (see 2.4.3.6) where a library awareness campaign was initiated towards the end of 1992 by the ZLA (Kunaka 1993:13), the number of libraries

created remained low. Responses to Question 1 showed that about 3 private libraries were established during ESAP and only one of these after 1992.

The findings of the study indicate therefore, that library creation during ESAP was low. This could either mean that organisations did not have the funds to set up libraries or, that some do not as yet fully appreciate the need for - and importance - of an organised, readily accessible and current information collection.

The implication of this low library or job creation, especially for new LIS graduates, is that it will become increasingly difficult to find jobs in the LIS field. The LIS profession could therefore lose potentially dynamic "new blood" to other fields of employment. Further, for those already in employment (as stated by 2 respondents to Question 24), few jobs are now available if one requires a change.

The Librarian:

The findings of the qualitative section of the questionnaire indicated that librarians felt that they had been adversely affected in a number of ways by ESAP. However, the most widely cited areas were those of salaries and training.

Salaries:

A total of 46.4% of the respondents to Question 24 felt that their salaries remained low during ESAP. However, as indicated in the literature review, under ESAP the purchasing power of wages in general declined (see page 36).

In terms of this study, the findings indicated that although parastatal and non-governmental institutions tended to pay higher salaries than the state, on the whole librarians' salaries were related to their qualifications (see page 80).

With regard to government library salaries, the Director of the NLDS explained to this writer that, in the last five years there has been a rationalisation of salaries in the public service. In his opinion therefore, library salaries are now on par with, and sometimes higher than those of other professions.

Since this study was completed, government salaries were raised by approximately 20% and above (NLDS 1995:1-2). The reaction of librarians to this general increment was therefore not ascertained.

Education/Training:

Nine or 32.1% of the respondents to Question 24 indicated that they had been unable to advance their qualifications and/or education/training during ESAP.

Since the Harare Polytechnic's Library School offers part-time (evening) courses at ND level, the implication is that the respondents - seven of whom were NC holders - could not afford to pay for these studies independently and that their organisations could not provide the funds.

Two of the respondents however, needed to obtain their qualifications outside the country, as the level of qualification (graduate) that they required is not offered in the country. In the past some LIS workers have obtained their advanced qualifications through correspondence with institutions like the University of South Africa (UNISA), but with the current value of the Zimbabwe dollar against the South African Rand, the cost of such correspondence courses is probably prohibitive.

Also related to the area of training is the area of conference attendances. Four respondents to Question 24 felt that their conference/workshop attendances had been adversely affected by ESAP.

However, with regard to international/regional conferences, the findings of this study indicate that only 3 librarians attended these before 1990 and that this number increased after 1990. It is therefore questionable whether ESAP was responsible for low international or regional conference attendances. It is probably safer to state that it was always more difficult to acquire funds for overseas conferences (those with higher qualifications fared best).

With regard to local conference attendances, this study found that, using organisational and library funds, 48.1% of the respondents were able to attend these, probably because they are cheaper and often do not involve transport and accommodation costs. Further, the study showed that the number of librarians attending local conferences increased slightly in the final period of ESAP i.e. the 1993/95 period.

ESAP therefore does not appear to have had a noticeably adverse effect on conference attendances.

Measures Taken to Counter the Effects of ESAP:

Overall the findings of the study indicate that the majority of librarians in small and medium-sized special libraries (63.5%) retained a positive attitude when faced by the constraints and challenges of ESAP. This was further

evidenced by the fact that 57.7% of the respondents implemented, mainly successful, measures (93.3%) in order to counter the effects of ESAP.

The measures implemented varied, with the most widely implemented ones being the soliciting of donations, the prioritising of purchases in order to make the most of available resources, and the increasing of resource sharing.

5.3 CONCLUSION

The main objectives of this study were to determine the impact, positive or negative (and extent of the impact) of ESAP on small and medium-sized special libraries and to ascertain the measures taken by special librarians in order to counter the adverse effects of ESAP.

These objectives were met through the collection of data using a questionnaire.

The results of the study revealed that ESAP had both a positive and a negative impact on special libraries.

The most positive effects of ESAP included the relaxation of import regulations, which made access to imported books easier; the liberalisation of trade which resulted in more titles becoming available on the local market; increased

readership/borrowing and general use of the library, which indicated an acknowledgement of the value of libraries; increased resource sharing and the continued employment of special librarians in existing library posts.

From the results of this study, the area which appears to have been most adversely affected by ESAP is that of funding, especially in relation to inflation and the depreciation of the Zimbabwe dollar. Inadequate funds affected other areas such as book and equipment purchases, further education/training and job creation.

As already stated, the majority of librarians in the study retained a positive attitude during ESAP, with over half of them implementing successful measures to counter the effects of ESAP. The writer hopes that these measures, outlined in the recommendations, will be helpful to librarians facing similar problems - especially to those in the study that indicated that they could not think of any measures to take in order to improve their situation.

5.4 RECOMMENDATIONS

In order to survive the adverse effects of ESAP (using insights gained from this study), the writer suggests that librarians:-

a) Solicit for donations in order to augment their library funds and/or information resources.

This however, should be implemented as a short-term measure, so as to avoid contracting the dependency syndrome.

Long-term or continuous funding should also be avoided, as it serves to keep parent bodies out of touch with the price of library and information items. When required to take over library funding, they could subsequently be disbelieving of the amounts needed to maintain library standards, resulting in libraries receiving insufficient allocations. ✓

b) Make the most of available resources by prioritising purchases. ✓

c) Become involved in resource sharing e.g. inter-library loan and national lending schemes, so as to have and to provide better access to more information within the country to their readers. ✓

They should also join regional general or specialist networks, so as to facilitate their readers' access to a variety of information sources. Like national cooperation, regional cooperation saves institutions money, as libraries do not need to purchase materials that are easily available through the network.

d) Improve the maintenance of their equipment and the shelf life of their materials, by instituting user education programmes to teach users better book and equipment management. ✓

e) Start cash generating projects. For example those libraries with book binding and photocopying equipment could offer binding and copying services to users for a fee. ✓

f) Buy imported material directly from overseas publishers in order to keep costs down.

g) Become involved in committees dealing with organisational change. This will ascertain that the library is always considered when important decisions on change are made. ✓

h) Lobby policy makers and planners within the organisation about the library, and educate them and other staff on the importance and value of the library and of information.

i) Lobby management for bigger budgets. This will enable the library to acquire the latest books. It will also enable them to keep on subscribing to professional journals which, though costly, are the best sources of current information in any field. Special librarians can strengthen their argument for my funds by emphasising the dynamic nature of information and the need for professionals to keep up with developments in their specialised fields (Nyariki 1995:10).

j) Keep current records of e.g. library budgets, purchases, loans and users. This measure will help librarians to formulate proposals and/or arguments for e.g. more funds, space or library materials.

k) Lobby institutions like the Harare Polytechnic's Library School and organisations like the Zimbabwe Library Association, to hold more seminars and workshops on ESAP and how to survive it, so that students and librarians can listen and learn from each other. ✓

5.5 SUGGESTIONS FOR FURTHER STUDY

The writer wishes to suggest a more extensive study on the impact of ESAP on all special libraries in the country, or a full-scale study on the impact of ESAP on the entire library and information service be carried out. The writer hopes that such a study (or studies) will open up debate on the importance and requirements of library and information services, even and especially during times of economic constraint, and that it will also add fuel to the fight for library development in Zimbabwe.

5.6 SUMMARY

Chapter 5 discussed the findings of the study, which determined that ESAP had both a positive and a negative impact on small and medium-sized special libraries in Zimbabwe. It also made recommendations, using the findings of the study, on the measures that can be taken by librarians in order to counter the effects of ESAP.

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APPENDIX : QUESTIONNAIRE

CODE:

FOR EASIER ANALYSIS, PLEASE ANSWER QUESTIONS AS FULLY AS POSSIBLE

SECTION A:

1. When was your library established ?
2. What is the Parent Body/Organisation of your library? (Tick)
Government Parastatal
Municipality Private
Other (Please explain)
3. What is (are) the main subject area(s) of your library?
.....
.....
4. Who and what type of clientele/user does your library serve?
.....
.....
5. Please indicate the total holdings of your library:
Books/Reports/Documents
Audio Visual
Periodicals/journals
Other (Please explain)
.....
6. Please state number of established posts the library has:
Full-time Filled Not filled
Part-time Filled Not filled
7. If you have unfilled post(s), can you briefly explain why this is so?
.....
.....
.....
.....
8. With reference to the Head of the library please indicate:-
Official title :
Qualifications:
.....
.....

Date of appointment to library

Salary range (Please circle the appropriate letter)

A: above \$55,000 B: \$45-55,000 C: \$35-45,000
D: \$25-35,000 E: \$15-25,000 F: below \$15,000

9. With reference to the other library staff, please indicate the following:-

Official titles = TI,
Qualifications = QUAL,
Salary Range = SR (Use ranges cited in Q.8 above)
Official Status = OS (Full-time = F/T,
Part-time = P/T)

<u>TI</u>	<u>QUAL</u>	<u>SR</u>	<u>OS</u>
.....
.....
.....
.....
.....

10. How far back do the financial records of your library go?

.....

SECTION B:

Please fill in the relevant numbers for the indicated 2 year periods. In sections where you cannot answer, please indicate by using the abbreviation (N/A), or simply omit.

	Apr'87 to Mar'89	Apr'89 to Mar'91	Apr'91 to Mar'93	Apr'93 to Mar'95
11. Total library vote (Z\$)
12. Library vote for conferences (Z\$)
13. Donor funding (Z\$)
14. Materials bought:				
Books/Documents.....
Audio Visuals
Journals
Other

15. No. of library items borrowed by users:
- | | | | | |
|----------------|-------|-------|-------|-------|
| Books/Document | ..... | ..... | ..... | ..... |
| Audio Visuals | ..... | ..... | ..... | ..... |
| Journals | ..... | ..... | ..... | ..... |
| Other ..... | ..... | ..... | ..... | ..... |
16. No. of library items lost or stolen:
- | | | | | |
|----------------------|-------|-------|-------|-------|
| Books/Documents..... | ..... | ..... | ..... | ..... |
| Audio Visuals | ..... | ..... | ..... | ..... |
| Journals | ..... | ..... | ..... | ..... |
| Other ..... | ..... | ..... | ..... | ..... |
17. No. of Inter-library loans (ILLs)
- | | | | |
|-------|-------|-------|-------|
| | | | |
|-------|-------|-------|-------|
18. No. of users:
- | | | | | |
|------------|-------|-------|-------|-------|
| Registered | ..... | ..... | ..... | ..... |
| Reference | ..... | ..... | ..... | ..... |
19. No of conferences attended:
- | | | | | |
|---------------|-------|-------|-------|-------|
| International | ..... | ..... | ..... | ..... |
| Regional | ..... | ..... | ..... | ..... |
| Local | ..... | ..... | ..... | ..... |
20. How were your conference attendance(s) financed?
- | | |
|------------------------------|-------------------------------|
| Library vote | Library conference vote |
| Donor | |
| Other (please explain) | |
| | |
21. Have you bought any equipment for the library since April 1987?

Yes No

If yes, please fill in the following:

Equipment Bought	Date bought	Price
.....
.....
.....
.....
.....

SECTION C:

22. Are there any areas of your library (not mentioned in Section B), that have been negatively affected by ESAP?

Yes No

If yes, please list and explain.

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.....
.....
.....

23. Did ESAP have any positive effects on your library?

Yes No

If yes, please explain.

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.....

24. Were you, as a special librarian, personally or professionally affected by ESAP?

Yes No

a) If Yes, please explain in what way you were affected.

.....
.....
.....
.....
.....

b) If No, why do you think you were not affected by ESAP?

.....
.....
.....
.....
.....

25. Did you implement any measures to counter the effects of ESAP?

Yes No

a) If yes, please list and explain these measures

.....
.....
.....
.....
.....
.....
.....
.....

b) How do you rate the measures you took? (Please tick)

Very successful
Successful
Not successful

c) If you did not take any measures to counter the effects of ESAP, please briefly explain why you did not do so.

.....
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.....
.....
.....

26. Has management of your department/organisation had any effect on the amount of money allocated to the library?

Yes No

27. In terms of its effects on you, and on your library, how does ESAP make you feel? (Please tick).

Angry
Challenged
Creative/innovative
Frustrated
Indifferent
Other (Please explain)

.....
.....
.....
.....
.....

THANK YOU VERY MUCH FOR SPENDING YOUR TIME ANSWERING THESE
QUESTIONS.

PLEASE RETURN TO: P.O. BOX 5485
HARARE