



**Skating on thin ice: the resilience of the Zimbabwean Libraries during the decade 2000 to 2010**

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**Meeting:**

**113 — *Developing collections in hard financial times: proactive collaboration, balancing e-resources vs. print, low-cost options and alternative resources, fee resources...* — Acquisition and Collection Development Section**

**Abstract:**

*Skating on thin ice is how best to describe the recently passed decade (2000-2010) that has seen all the Universities of Zimbabwe Libraries face extraordinarily hard times in the area of acquisitions. This was a time for desperation, where each university library was clutching onto any possible lifeline for survival that could keep the Library and indeed the University itself from total collapse. With strong signs of economic collapse in the country in the early 2000s, and the worsened state of affairs for Universities due to the runaway economic inflation, limited foreign currency reserves, high and prohibitive subscription rates for journals, costly prices of books, dwindling University budgets as well as the phenomenal growth in demand for higher education, all this culminated in the near collapse of the University Libraries. During this time, acquisitions of learning resource materials changed status from being critical and core for the success of the university programmes to luxury goods as other issues like having a meal on the table on a daily basis began to take centre stage. This was our reality and the nightmare seemed to end in 2009 after the introduction of the American dollar as a medium of exchange replacing our Zimbabwean dollar that had been devalued to an incomprehensible value, only then did the economic recovery begin.*

*Issues of sustainability for Library resources were addressed by the Open Society Institute of Southern Africa that encouraged and funded the establishment of the Zimbabwe University Libraries Consortium in 2001 for the purposes of cooperation and resource sharing, the International Network for the Availability of Scientific Publications (INASP) who introduced electronic*

*resources through their Programme for the Enhancement of Research Information (PERI) and sponsored many training programmes for the Librarians, the Institute of Commonwealth Universities (ICU) low cost e-journal programme, Book Aid International and other organizations that have annually provided current, relevant printed books to all our University Libraries without fail. Finally, the current practices in our various Libraries will be discussed and the bright future ahead that awaits our ZULC Libraries.*

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## **1. Introduction**

The beginning of the millennium (2000) ushered in a new era in the economic development of Zimbabwe which saw the country spiraling downwards in a never ending bottomless pit of problems. Skating on thin ice is how best to describe the recently passed decade (2000-2010) that has seen all the Universities of Zimbabwe Libraries face extraordinarily hard times in the area of acquisitions. This was a time for desperation, where each University Library was clutching onto any possible lifeline for survival that could keep the Library and indeed the University itself from total collapse. With strong signs of economic collapse in the country in the early 2000s, and the worsened state of affairs for Universities due to the runaway economic inflation, limited foreign currency reserves, high and prohibitive subscription rates for journals, costly prices of books, dwindling University budgets as well as the phenomenal growth in demand for higher education, all this culminated in the near collapse of the University Libraries. During this time, acquisitions of learning resource materials changed status from being critical and core for the success of the university programmes to luxury goods as other issues like having a meal on the table on a daily basis began to take centre stage. This was our reality and the nightmare seemed to end in 2009 after the introduction of the American dollar as a medium of exchange replacing our Zimbabwean dollar that had been devalued to an incomprehensible value, only then did the economic recovery begin.

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## **2. The golden decades 1980- 2000**

The mission of the University Libraries has and will always be to support the learning, teaching and research experience of their academic communities. From the time that Zimbabwe attained its political independence in 1980, the priority area and motto of our Government was 'Education for all.' Education was entrusted by our government to move the wheels of progress and decolonize the mind. Education and education only was to fulfill our national aspiration and develop our human resource base which would replace the colonial ideologies with the enlightened thoughts of democracy and freedom. The visibility and survival of the newly independent state was perceived as dependent on university educated human resources who were able to represent national aspiration at international fora as well as interpret international norms for local applications. (AJAYI, 1996) To ensure the success of the transition period of 1980- , the government generously funded the only institution of higher learning in the country, the University of Zimbabwe. This financial support spilled over to the UZ Library which developed its collections in a manner which was comparable to regional university libraries like those found in South Africa, Namibia and Botswana.

Demand for higher education increased as the years went by. Around the early 1990s, the situation began to change. The government established 9 State Universities and the Churches introduced 3 Universities. Due to this demand we, have witnessed a steady growth of Universities. which now make a total of thirteen (13) Universities, plus their year of establishment, namely:-

- Africa University (1988)
- Bindura University of Science Education (2000)
- Catholic University (1999)
- Lupane State University (2005)
- Chinhoyi University of Technology (2001)
- Great Zimbabwe University (2003)
- Harare Institute of Technology (1988)
- Midlands State University (2000)
- National University of Science and Technology (1991)
- Solusi University (1994)
- Women's University (2002)
- University of Zimbabwe (1952)
- Zimbabwe Open University (1999)

By the time our younger Universities were established after the year 2000, the country was hard hit by economic depression. The hyper inflationary situation and the unavailability of foreign currency made it difficult to support academic programmes that were introduced by new institutions of higher learning. Due to financial constraints, Libraries found themselves experiencing budget cuts, which resulted in the inadequate provision of information to our clientele. Between the years 2005 to 2007 the situation in most of our University Libraries painted a grim picture. The issue of library staff and student ratios continue to challenge most

Libraries as students' growth continues to rise without a significant growth of the reading material.

### **3. Financial Constraints and high inflation**

The major challenges that our University Libraries faced in the early years of 2000 to 2005 is the fact that there was no written down budget policy allocation with specific minimum percentage requirement in relation to the University's total operating budget. According to the Association of College and Research Libraries in the USA in its Standards for College Libraries of 1995, specifies that 'The Library's authorized annual expenditure shall be at least six percent of the total institutional expenditure for educational and general purposes.' If we compare this six percent which is given to Libraries in America that are already developed, it becomes very clear how serious they are at supporting financially what is most important in academic institutions. In Zimbabwe on the other hand, the institutions have been characterized by Libraries being most affected by budget cuts (between the years 2000-2005), the reason being that Libraries were not perceived with any importance or significance. The Library's problem is tragic because it is one department that everyone generally considers important and yet top Administrators were not willing to invest in it. The dilemma faced by our University Librarians in our country is sadly not peculiar to us but common to most Libraries throughout the World. For example, in Britain, the Government drastically changed the governance and funding of Universities in 1981 as a result all Libraries had a difficult time financially. Statistics from the Standing Conference of National and University Libraries (of the UK) indicated that the Library's budget had fallen from an average of 4.15% in 1980 to 3.75% in 1985 to 3.3% in recent years. (BURROWS, 1989) Following a survey in Australia, Brockman concluded minimum viable support specifically in young Universities that it should be between 6 to 10%. (BROCKMAN, 1988). The hyper inflationary situation in Zimbabwe between the years 2003 – 2008 created a situation whereby books were artificially priced and consequently became unaffordable. This high cost of books made it difficult for our Libraries to built good collections. Our student and staff have been unable to buy personal copies of core texts and as a result both groups scramble for the limited reading resources available in the Library. The subscriptions to printed International journals have over the past few years increased astronomically. This, in the years 2000-2005 has made relevant core journals with most up to date information, unavailable and unaffordable to our Universities. Furthermore, the international printed journals required foreign currency during those years, which was not easily available in our country. Whereas in the mid 1980s, it was common for the University of Zimbabwe to have journals subscription of more than 1000 titles annually, this sadly has dwindled to a small fraction. For most Universities, the prohibitive cost of journals has virtually brought to a halt the acquisition of printed journals that are the cornerstone for research and learning at any institution of higher learning. Over the 10 years, we have watched helplessly the declining purchasing power of the Zimbabwean dollar which resulted in us buying fewer and fewer books as years went by. For our older institution of higher learning, the UZ Library, their book stock remains impressively high due to the collection which was done in the early eighties and nineties. For most if not all University Libraries, our collections are

based not on purchases but on donations which are sought most aggressively. Some of the books received are extremely valuable. The most relevant books are mainly placed on the Short Loan or Reserve Section to ensure maximum access to all.

Below is a price guide of the books in our local bookshops from the year 2000 to 2007. The high rate of inflation indicates that University Libraries were fighting a losing battle. An annual Library budget of 50 million Zimbabwean dollars for 2007 basically translated to 625 volumes for the Art and Humanities and 500 volumes for the Science books. For both disciplines combined, we would buy about 562 volumes of books as compared to a 1000 books in the previous years of 1999 and before.

| Period | Book Price of Arts and Humanities | Book Price of Science | Inflation Rate Arts and Humanities | Inflation Rate Sciences |
|--------|-----------------------------------|-----------------------|------------------------------------|-------------------------|
| 2000   | 20 000                            | 50 000                | 55%                                | 55%                     |
| 2001   | 50 000                            | 80 000                | 150%                               | 60%                     |
| 2002   | 75 000                            | 100 000               | 275%                               | 100%                    |
| 2003   | 100 0000                          | 200 000               | 400%                               | 300%                    |
| 2004   | 400 000                           | 500 000               | 1 900%                             | 900%                    |
| 2005   | 600 000                           | 1 200 000             | 2 900%                             | 2 300%                  |

\*inflation rates have been calculated using year 2000 price as base year.

### Zimbabwe Inflation Rates

| Year | Rate     |
|------|----------|
| 2000 | 55.2%    |
| 2001 | 105%     |
| 2002 | 187%     |
| 2003 | 350%     |
| 2004 | 1400%    |
| 2005 | 2600%    |
| 2006 | 5780%    |
| 2007 | 11 000%  |
| 2008 | 24 411%  |
| 2009 | 1 913.6% |
| 2010 |          |

This was the normal inflation rate but booksellers in Zimbabwe could inflate the prices of books to a much higher inflation rate as you can see from the table above.

From: <http://www.therichterreport.com/content>

#### 4. FOUR ZULC LIBRARIES BOOK COLLECTION REPORTS

Despite the problems faced by the printed books and journals with regards to the cost, our ZULC budgets still have more than half of the Library budget allocated to printed materials. About a third of the Library budget is for the electronic resources and the reason being that our major electronic resources like PERii and Ebrary are subsidized since we subscribe to them as a consortium.

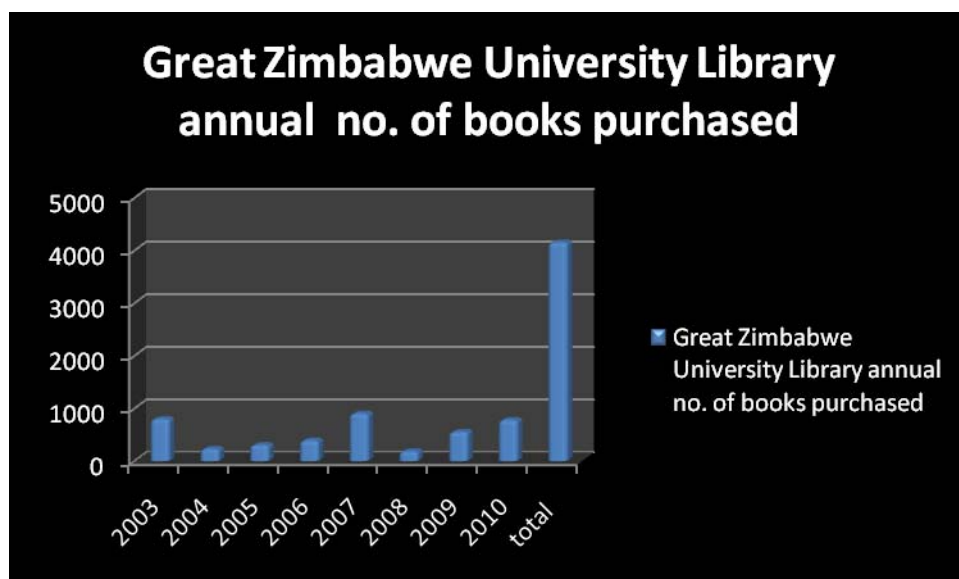
#### **BINDURA UNIVERSITY OF SCIENCE EDUCATION (BUSE) LIBRARY PURCHASE REPORT, 2000 - 2010**

| Year | Print purchases | Budget for purchases | Students | E- Resources subscriptions |
|------|-----------------|----------------------|----------|----------------------------|
| 2000 | 783             | Not available        | 415      | E- Resources subscriptions |
| 2001 | 584             | US\$39 000           | 496      | Commenced in 2003          |
| 2002 | 652             | Z\$2 000 000         | 613      |                            |
| 2003 | 112             | Z\$10 000 000        | 629      | Z\$8 000 000               |
| 2004 | 927             | Z\$376 000 000       | 808      | Z\$80 000 000              |
| 2005 | 1380            | US\$47 907           | 1050     | US\$8 738                  |
| 2006 | 641             | Z\$2 000 000 000     | 1 581    | Not available              |
| 2007 | 146             | Z\$64 000 000 000    | 1 617    | Z\$64 000 000 000          |
| 2008 | 219             | Z\$100 000 000 000   | 1 838    | US\$5 600                  |
| 2009 | 612             | US\$10 872.00        | 2158     | US\$2 860                  |
| 2010 | 1016            | US\$16 985-90        | 2 384    | US\$4 442                  |

It is pleasing to note that BUSE has both a print and electronic budget which is dedicated to the annual purchase of Library resources.

#### **GREAT ZIMBABWE UNIVERSITY (GZU) LIBRARY PURCHASE REPORT, 2003 - 2010**

Great Zimbabwe University Library is also another example of a determined institution which has succeeded in purchasing books annually despite stringent financial resources. The GZU total collection of books is 10 086 and their student population is 3 000. The book to student ratio is 3.3 which is very good.



### LUPANE STATE UNIVERSITY (LSU) LIBRARY PURCHASE REPORT, 2005 - 2010

| Year  | Library Budget | No. of books purchased | No. of books donated |
|-------|----------------|------------------------|----------------------|
| 2005  | 0              | 0                      | 10                   |
| 2006  | 0              | 35                     | 31                   |
| 2007  | Z\$768 600 000 | 122                    | 100                  |
| 2008  | USD 6 000      | 100                    | 200                  |
| 2009  | 0              | 0                      | 1 500                |
| 2010  | 0              | 0                      | 3 703                |
| Total |                | 265                    | 5544                 |

From its inception, the Lupane State University Library lacked the starting finances to build a core collection of books. Between the years 2005 to 2010, only a total of 265 books were purchased and an amazing 5544 volumes of books were donated by the Book Aid International, the World Vision International, the RLRDP, the British Council and many others. The Lupane State University needs a lot of financial support to raise the Library acquisitions to a level that other ZULC Libraries are at. The total book collection at LSU Library is 5865 and the student population is at 500. The book to student ratio is about 1:11.

## MIDLANDS STATE UNIVERSITY LIBRARY PURCHASE REPORT, 2000-10

An example of the annual purchasing ability of the Midlands State University was over the years as follows:

| Year | Budget Purchases for | % of Budget to University Total Operating Budget | Library to Total | Print purchases | Students |
|------|----------------------|--|------------------|-----------------|----------|
| 2000 | Z\$2 000 000         | 1.2%   |                  | 1543            | 500      |
| 2001 | Z\$4 000 000         | 2.01%  |                  | 460             | 1500     |
| 2002 | Z\$6 400 000         | 0.8%   |                  | 283             | 3 000    |
| 2003 | Z\$10 500 000        | 0.4%   |                  | 1 511           | 5 000    |
| 2004 | Z\$282 560 000       | 1%   |                  | 1 113           | 6 012    |
| 2005 | Z\$4 468 120 073     | 0.9%   |                  | No Info.        | 8 508    |
| 2006 | Z\$28 666 177 374    | 3%   |                  | 4 846           | 9 852    |
| 2007 | No information       | No information                                   |                  | No info.        | 10 508   |
| 2008 | Z\$99 770 000 000    | 5%   |                  | 580             | 11 238   |
| 2009 | No information       | 6%   |                  | 146             | 12 500   |
| 2010 | US\$279 000          | 6%   |                  | 1 345           | 13 500   |

The Midlands State University is an example of an institution which has a steady growth of collections despite the hard times that befell all ZULC Libraries. Their Library acquisitions indicate an upward graph and a consistent supply of financial resources. Their total book collection is about 80 000 and their book to student ratio is 1:6.

### 5. Institutional Red Tape

In some ZULC institutions, Librarians were asked to list the books that they needed and since the amount of all books requested ran into trillions of dollars, the Bursary demanded that the purchase of books be taken to a Tender Board. The threshold was in 2007 about \$800 million Zimbabwean dollars. The Librarian would wait for more than 3 months or more for the Tender Board Committee to meet and only then could the approval of purchase of Library books be made. During all this time, the listed prices of the books could have changed a thousand times due to inflation whilst the Librarian is waiting for the Tender Board to meet. The book vote allocated to the Library eventually became depleted, instead of buying 1000 books, for example the Library could end up with half (500) or less than half of the amount of books expected. The book prices changed prices every other day as Booksellers were trying to keep up with the inflation. The prices of the foreign books which we needed due to their appropriateness were exorbitant. The local bookstores in most cases had insufficient books and many almost collapsed and closed shop. The Indian bookshops were the only ones who had a 'viable' book business as they ordered books from India which were cheaper than the European and American books. Some Libraries resorted to buying books in South Africa and this practice continues even today. The



other problem some ZULC Libraries face is the rigid requirement of some of the University Bursars who demand that the Library present 3 copies of quotations of Library books that need to be purchased. First and foremost, no 2 bookshops have exactly the same books and in particular with our Zimbabwean situation, if you find a title that you require and do not buy it, chances are that another Library will see it and buy it before you complete the 3 quotations stage.

It is a sheer waste of time to be expected to run a successful acquisitions department with the lack of understanding that we sometimes face from the financial directors of our institutions. What works better is to rather give the Librarians the money and allow them to buy and bring back the receipts for accounting purposes. By so doing, it becomes a win-win situation as no wasting of time is done and books are purchased with the minimum of fuss. All parties are well served and satisfied.

## **6. Problems faced by ZULC Libraries due to shortages of core books**

Most, if not all Libraries placed their core books in the Short Loan or the Reserve Section. In the years 2003 to 2008, the situation was even more acute as Library budgets were buying fewer books. Students were scrambling over the Reserve books in such a desperate manner and this gave birth to a number of problems:

- Mutilation of key chapters or pages which eventually rendered the whole book useless.
- Hiding of core texts in remote areas of the Library
- Not returning the reserve books on time despite the heavy fines and disciplinary action that was taken against the students
- Students formed small groups of friends who would borrow a book and circulate it amongst themselves, i.e. one student would borrow a book and when returning the book, their study mate would be waiting to borrow the same book and this continued amongst the group of friends hence blocking other students from accessing the book.
- Students would offer Library Assistants stationed at the Reserve Desk to buy a book mostly on high demand and suddenly, the book would disappear from the Reserve Collection without any trace or records showing that it had been borrowed. The assumption which was always hard to prove at Disciplinary Hearings was that the Library Assistants involved in the deal would destroy the records of the book and at the same time stamp the book with a date stamp to enable it to leave the Library without suspicion. Once the book is stamped and de-sensitized by the 3M security machine, it was virtually impossible to recover the book.
- In some instances, books that were on the open shelves found their way out of the Library through the co-operation of the Library Security Guards (that is before the installation of the 3M system). Due to the hard economic environment, students could pay as little as an amount enough to buy bread to the Security Guard who would in turn allow the student to go out of the Library with a book that had not been officially issued. That book would be lost forever.

- Unsavoury relations developed between students and some Librarians due to limited access of books on Reserve. Those students who were unable to access books as frequently as other students resorted to desperate measures of attacking Library Assistants after working hours. There were recorded cases in one of our ZULC Libraries where a Library Assistant was way laid and beaten on his way home at 2245 hours. The other incident involved a Library Assistant who was stabbed in the stomach in 2004 on his way home. He miraculously escaped death but had to spend a month at the hospital recovering.
- Some of the Library Assistants were resorting to stealing reserve books and selling them to students at beer halls in the local townships. These were apprehended and landed themselves in jail.
- During students' unrests, the Library remained a target as students expressed their anger and frustration at book shortages. In one of the University Libraries, the Library was bombed. Petrol bombs were thrown in the Library during midnight.

## **7. Intervention of International Organisations**

### **7.1 Strategies employed by International Partners**

In 2002, Kempton Park, Johannesburg, the Standing Conference of the African, National, University Librarians of the Eastern, Central and Southern African Region made a resolution to have University Libraries have a standard budget of between 6 – 10% of the University's total operating budget. For the ZULC Libraries, this remained a "pie in the sky" between the years 2000 to 2005. However, the situation changed dramatically when INASP organized a Conference in Cape Town for the Vice Chancellors in the Southern African Region in 2005. The Vice Chancellors experienced a rebirth of understanding about the importance of financial support that they should give to the Library, about creating ICT Labs to enable access to computers which would automatically lead to access of academic electronic resources that ZULC was subscribing to. From 2006 until now, even though the University resources are not in abundance, most institutions strive to give the Library the support that they deserve.

In 2003 – 2005, ZULC Libraries were offered low cost journals (printed) by the Institute of Commonwealth Universities (ICU). These were mainly paid for using UNESCO coupons and built a reasonable printed collection of journals for our institutions. The Institute of Commonwealth Universities also organized a one day workshop in Accra, Ghana in 2003 which was about Journal Access Programmes and Building the African Libraries. Some of the recommendations the delegates made were for the Librarians to carry out advocacy and awareness raising activities including:

- Inform Vice Chancellors of journal access programme (JAP) opportunities and how they could meet the needs of the University community.
- Become involved in institutional Management/Finance/Planning/Budget Committees.

- Make the university management aware of the journal needs of each academic/research programme within the institution.
- Get the backing of University community by raising awareness of the opportunities available to them.
- Build good personal relationships with university management personnel.
- Use the Information Literacy programmes to raise the profile and status of the library within the institutions.
- Liaise closely with faculties to share information.
- Ensure that Vice Chancellors and Bursars are fully involved from the onset of the programme and, if possible, get them to commit to a project in writing.
- Include funding to support any necessary JAPs within the institution's budgets. Making a commitment to support programmes and improve IT infrastructure.

As an example of progress, the Zimbabwe University Libraries Consortium forged ahead with a plan of action which included the following:

- Establishment of a ZULC foreign currency account.
- ZULC members contributing 10% of the subscription rates to ensure sustainability of the programme.
- Formation of the Zimbabwe Electronic Site Licence Initiative (ZESLI)-a national initiative which negotiates and implements electronic information delivery services to academic and research libraries.

## **7.2 Book Donations**

During this decade (2000 – 2010) well wishers were concerned about the apparent collapse of our University Libraries and some made concerted efforts to address the issue of sustainability of Library resources. Book Aid International stood out as the constant supplier of newly published material that was suitable for Universities. Book Aid International in 2000 donated the first ever reference collection for Solusi University which comprised of 400 volumes. The American Embassy through its contacts supported to a great extent our ZULC Libraries including the donation of Library of Congress Classification Schemes and Subject Headings to one of the Libraries. The Rotary Club played an important role in supporting regional ZULC Libraries, especially at the Midlands State University. Various Nordic Embassies as well as the British Council played their part in ensuring that students' needs were catered for.

## **7.3 ZULC and INASP**

In February 2000, the various University Libraries came together to discuss ways of cooperating as one group. Following the discussions, a funding proposal was written to the Open Society Institute of Southern Africa (OSISA) for the formation of the Zimbabwe University Libraries Consortium. OSISA approved our proposal and on July 2002 we saw the launching of the Zimbabwe University Libraries Consortium. One of the goals of ZULC was co-operative collection developments which were joint purchase agreements with suppliers to achieve maximum discounts on the purchase of books, journals and electronic resources. Once we were a consortium, it opened a number of doors as the International Network for the Availability of Scientific

Publications (INASP) began working more closely with the consortium. Due to the high cost of books that most of our Libraries could not afford, INASP introduced the PERii resources of which ZULC Libraries could pay a certain percentage to INASP. Initially, we paid 10% and PERii carried 90% of the cost in 2002. As the years passed, the percentage ZULC had to pay for the PERii resources increased until recently when we are paying the full amount of PERii at subsidized rates. The current PERii resources include about 48 000 e-journal titles and through the electronic information for libraries (eifl) we now subscribe to Ebrary, which has 50 000 electronic book titles. Ebrary was introduced in 2010. Eifl has a number of access to electronic information programmes like eifl-foss and others.

In recent years, that is, 2008 to present, the World Vision has come in as a strong partner of ZULC by providing new, current books to our institutions which they source from international publishers. For newer Universities such as Lupane State University, the book collection in almost its entirety is made up of donations from the Book Aid International, the World Vision and the British Council.

## **8. Possible Solutions**

In 2005, ZULC tried like to increase the reading material of the core texts to its communities by use of the following strategy:

- Embarking on a sub- publishing initiative with International Publishers who own copyrights of the relevant books.
- Producing a list of ZULC core texts.
- Producing a list of the International Publishers.
- Writing to the Publishers for permission to reproduce their published works through a local printing press in Zimbabwe.
- Sourcing funding from a donor to pay for the reproduction rights to the Publishers concerned.
- Supplying ZULC with the reproduced, affordable core texts that can support a book to student ratio of 1:3
- This project died a natural death and nothing was achieved. The idea was to copy the Indian Publishing model of reproducing core University level texts from top international publishers like McGraw-Hill, Wiley, etc. at cheaper costs (using cheaper paper) and thus making books available to the ZULC institutions en mass.

## **9. Current income generating projects, 2006-2010 By Universities**

Currently, Universities in Zimbabwe have been increasing their income in their institutions during this trying period, by engaging in various creative activities that generated more income for the cash strapped institutions and here are some of their initiatives:

- Some Universities purchased commercial farms where they planted indigenous crops such as maize, tobacco, soya, cotton, paprika and sorghum. Some engaged in rangeland farming and kept a different range of animals. Other institutions

concentrated in horticulture and grew mushrooms and flowers. These farms turned out to be a major boost for the various institutions and the income harvested from the sale of the produce filteres down to the Library budget.

- Another way of increasing income which was used by the University Bursars' was to invest University grants received from the Ministry of Higher Education for short- term periods like 3 months. The return from the high interest rates of the invested amount was significant and assisted the Universities to meet their operation costs.
- In 2005 onwards, Universities started some educational programmes for students who were mainly employed, such as
  - Bridging programmes: this is meant for students who want to upgrade their A' Level passes in order to enroll for undergraduate programmes:
  - Parallel Degree Programmes: this is meant for self supporting students and those who are already working
  - Visiting School: this is for lifelong learners who are already in employment but would wish to improve their qualifications.
  - Masters Programmes: These Masters' programmes are run on a block release basis of two weeks in length. Students visit University twice a semester on these blocks before they sit on their end of semester examination.

University education was and will always be on demand in Zimbabwe and these programmes proved very popular. The students for all the above mentioned programmes pay up front to be admitted into University system and all institutions who participate in this development reap a substantial amount of money. The more students that are admitted into these programmes, the better the financial situation becomes for that University.

- The fees Revision Committees, made a ruling that a certain percentage of the collected fees be allocated to the Library to support the students academic centres. At the Lupane State University, 15% was pegged as the percentage for Library support from the Parallel Programmes. Lupane State University Library collected USD11 000 in 2010 which was used to pay for the PERii and Ebrary resources.
- One of the Universities has a Hotel School which has a Conference Centre which accommodates up to 350 delegates. The Hotel raises funds through renting out their rooms at a modest fee which is less than the amount charged by other commercial hotels, so bookings are always on a high level. The hotel also charges for the use of their Conference Rooms as well as offering tourist packages to visit the surrounding areas of interest.
- Some Universities run a University Guest House
- The Midlands State University Library runs a Turk shop where they collect an average of USD20 000 per month
- Some Institutions offer consultancy services to business organisations who want to include a Library in their premises.

Common Library income generated projects include:

- Photocopying
- Bindery
- Printing Services
- Overdue fines

## 10. Conclusion

It is now evident that the 'intensive care' conditions that prevailed during the first half of this decade, years 2000- 2005, have been redeemed by various creative fund raising projects that are occurring in the Institutions. It is also pleasing that the dependency syndrome from international donors is now subsiding and a more determined approach of finding ways to be self sufficient is being pursued. The dollarization of the economy has also helped in a big way to ensure that Library budgets buy Library resources at competitive prices without having to go through the foreign exchange rates that disadvantaged our Library budgets. All the Vice Chancellors are very active in the development of the Library as they now truly believe that 'Good Universities need good Libraries!' (Willemse 2002).

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