

**AN ASSESSMENT OF THE PROVISION OF SCHOOL TEXTBOOKS IN
ZIMBABWE**

BY

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DECLARATION

Declaration by the candidate

This thesis is my original work and has not been presented for a degree in any other university or college for academic purposes or any other purpose. No part of this thesis may be reproduced without prior written permission of the author and/or Moi University.

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DEDICATION

This thesis is dedicated to my family and friends, specifically to my dearly beloved late dad and mum, Mr. Ambrose Hazvineyi Chingono and Mrs. Jane Chingono (nee) Chatindo, if only you were still around to see how far your “little girl” has grown. May your souls Rest in Peace. I miss you and will always love you.

ABSTRACT

The provision of textbooks is important in the overall education system of a country hence a major component of national development. Textbooks are required for teaching and learning, consequently it is important to ensure that they are sustainably provided. Zimbabwean schools experienced a dire shortage of textbooks due to the dwindling funds for grants caused by hyper-inflation resulting in UNICEF purchasing and donating only core textbooks to schools. Shortages still exist in the other subject areas thus this study sought to explore the ways in which textbooks could be provided to schools in Zimbabwe on a sustainable basis. The aim of the study was to investigate the provision of textbooks to schools in Zimbabwe with a view of proposing sustainable strategies for the industry in order to improve the situation. The objectives of the study were to examine the current state of textbook provision in schools in Zimbabwe in line with the desired quantity in order to verify the gap in provision; establish the sources of funds for the purchase of textbooks in relation to the desired sources; examine the procurement procedures for schools textbooks versus the desired; examine policies or legislation that are in place to support textbook provision in Zimbabwe in relation to the ideal policy framework; determine the challenges faced by stakeholders in providing textbooks to schools on a sustainable basis and to propose strategies for providing textbooks to schools as a solution to sustainable textbook provision. The Needs Assessment Theory was adopted for this study which emphasised the gap between what is ideal and what is real in relation to textbook provision in Zimbabwe. The study adopted a mixed methods approach and an exploratory survey design was used. The study population of 7953 consisted of school heads in Zimbabwe, staff at the Zimbabwe Book Publishers Association, the Booksellers Association of Zimbabwe, the textbook publishing houses and the Ministry of Primary and Secondary Education. The study used judgemental, stratified and convenience sampling to come up with a sample size of 111. Data was collected using interviews and questionnaires and presented as well as analysed both qualitatively and quantitatively. The major findings of the study were that there are not enough textbooks in schools in Zimbabwe because funding of school textbooks provision was inadequate even though procurement procedures were adequate, efficient as well as effective and that policies in support of provision of schools textbooks were not existent and there were various challenges faced by stakeholders in providing textbooks. Recommendations included the government formulating and enacting a National Book Policy; parents buying textbooks for their children as well as government funds for the purchase of textbooks being raised and availed on time.

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LIST OF ACRONYMS

CDU -	Curriculum Development Unit
CIDA -	Canadian International Development Agency
CODE -	Canadian Organisation for Development through Education
DANIDA -	Danish International Development Agency
DFID -	Department for International Development
ETF -	Education Transition Fund
SIDA -	Swedish International Development Agency
UNESCO -	United Nations Education, Scientific and Cultural Organisation
UNICEF -	United Nations Children's Fund
BAZ -	Booksellers Association of Zimbabwe
ZBDC -	Zimbabwe Book Development Council
ZBPA -	Zimbabwe Book Publishers Association

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Textbook publishing forms the backbone of publishing activities in Africa and other developing countries (UNESCO, n.d). The Zimbabwean publishing industry is mainly characterised by textbook publishing just as in most developing countries. Bgoya (1999) argues that, “Zimbabwe has an open market system as the country has attained adequate capacity in the publishing development, with efficient infrastructure for publishing, where private sector printing, publishing and distribution operate efficiently and where quality books are available at reasonable prices.” Since Zimbabwe’s independence in 1980, the private sector has always been the main hub of the Zimbabwean publishing industry; state publishing has been at its minimum, concentrating mainly on the production of legislative materials and materials for curriculum development (Mphisa & Bamhare, 1996). The government’s main role has been to develop national curricula, approve books from different publishers in line with the curricula, and being the chief funder in book purchasing for schools. However, Zimbabwe was hard hit by an economic recession that spanned from 2002 to 2008, which negatively affected the manufacturing industries and the publishing industry was not spared. The government was incapacitated in its role as the chief funder of educational materials and the situation in book child ratio went as bad as 1:10 and in some rural schools there was only one textbook per class.

The Zimbabwean book industry is premised on a multi-choice system of book selection, where schools are free to choose any book from a list of government approved textbooks, a condition which has enabled the industry to grow. However in 2009, during

the Education Transition Fund (ETF) programme that was funded by the United Nations Children's Fund (UNICEF), Longman Zimbabwe was awarded the tender to be the sole provider of all primary school textbooks countrywide and schools were not given a chance to do selection (Manyukwe, 2010). The result of that programme was that other publishing companies did not benefit from the funds thereby endangering the once vibrant publishing industry and all pupils in primary schools are now exposed to the same textbook in every subject per grade level. Although this was rectified in the second phase of the ETF by involving schools in the selection of the textbooks for secondary schools, the damage was already done to the primary school market and the majority of the players in the publishing industry suffered.

Askerud (1997) states, 'that there is a need to develop the necessary infrastructure and environment to sustain and meet the need for learning materials and other printed materials.' The author goes on to say at the national level, there is an absence of national policies related to the provision of learning materials for basic education programmes in most developing countries. The author further states that the need for policy-making, planning and management has rarely been recognized. There is a need to understand book provision systems as well as the co-operation and co-ordination required, in order to ensure the success of any efforts made to establish sustainable systems for the provision of learning materials. Askerud (1997) goes on to say the state must create favourable conditions for a local book industry to develop. It is sad to state that although Zimbabwe has one of the best publishing industries in Africa; the country does not have a national book policy. Consequently it is of great importance to craft policies to reinforce long term sustainable provision of books in Zimbabwe, particularly

in the areas of funding and procurement of educational materials without crippling the industry.

1.1.1 Overview of Zimbabwe's book industry

Zimbabwe takes pride in its status as one of Africa's most literate nations though this record is under serious threat considering the educational system, collapsing publishing industry and poor reading culture therefore the future for the younger generation looks bleak (Mushakavanhu, 2013). Zimbabwe has still not formulated a National Book Policy by the year 2013. However, according to Nyamfukudza (2002), "The legislative and social climates in which the book and information sector operate in Zimbabwe have generally been conducive and enabling." (as cited in Stringer, 2002, p. 98). The book publishing industry in Zimbabwe is dominated by a few textbook publishers which are Longman Zimbabwe, ZPH Publishers, College Press, Lleemon, Priority Projects as well as Mambo Press. The government used to be the major consumer of publishers' products through the school system. The book publishing industry has the capacity to meet the book needs of primary and secondary school educational sectors particularly in the areas of literature and the humanities while most of the technical texts and books for tertiary education are imported (Nyamfukudza in Stringer, 2002). There are insufficient books for professional and tertiary courses. As a result there are a number of thriving copying businesses that violate copyright laws. This discourages publishers from venturing into this area because of low profitability sine photocopied textbooks are cheaper.

1.1.2 Economic and political environment in Zimbabwe

On 18 April 1980, the Republic of Zimbabwe was born from the former British colony of Rhodesia. The Rhodesian dollar was replaced by the Zimbabwean dollar at par value. At the time when Zimbabwe gained its independence, the Zimbabwean dollar was more valuable than the US dollar. In its early years, Zimbabwe experienced strong growth and development and economic indicators for the country were strong. Hyperinflation in Zimbabwe began shortly after destruction of productive capacity in Zimbabwe's civil war and confiscation of white owned farmland in the 1990s [CIA (Central Intelligence Agency) World Fact book, 2012]. It goes on to states that Zimbabwe's 1998-2002 involvement in the war in the Democratic Republic of the Congo drained hundreds of millions of dollars from the economy. The World fact book goes on to say that the result was that food output capacity fell by 45%, manufacturing output by 28% in 2007, and unemployment rose to 80%. During the height of inflation from 2008 to 2009, it was difficult to accurately account for and monitor Zimbabwe's hyperinflation because the government of Zimbabwe stopped filing official inflation statistics (CIA World Fact book, 2012). In 2009 Zimbabwe abandoned its currency to adopt multi currencies with the most dominant being the United States of America Dollar (US\$) and the South African Rand (ZAR). To date (as this research was being carried out) a new currency is yet to be introduced in Zimbabwe.

According to the World Bank (2011) report, Zimbabwe's economy has started to recover from a decade-long crisis that saw economic output decline every single year during the period 1999 to 2008. The report goes on to say that the recovery remains precarious as a number of issues stand in the way of sustainable economic growth and these relate to:

- (i) continued political uncertainty around the roadmap to elections resulting in low business confidence,
- (ii) lack of domestic liquidity and very high real interest rates on short-term credit;
- (iii) high wage costs and unrealistic wage demands driven by transportation, accommodation, utilities among others;
- (iv) ailing infrastructure (lack of resources to rehabilitate infrastructure);
- (v) unreliable power supply;
- (vi) Indigenisation policies and the uncertainty around their application, heightened by the recent controversial fast-track implementation guidelines for the mining and banking sectors. (World Bank, 2011)

These issues have played a negative role in the development of the book publishing industry. Currently Zimbabwe has a Gross Domestic Product (GDP) of US\$9.3 million and a GDP per capita of US\$500 whereas the population of Zimbabwe is pegged at approximately 12 619 600 (CIA World Fact book, 2012).

1.1.3 The Education Sector in Zimbabwe

The education system in Zimbabwe is the 7-4-2-4 which translates to 7 years in primary, 4 years in secondary school, 2 years in high school and at least 4 years in university. Also two years have been added for Early Childhood Development (ECD) at early primary level. The education sector is the major consumer of the products of the book industry. In the 1980s, at most two pupils shared a textbook and in 2010, at least 14 percent of the schools had virtually no textbooks (Manyukwe, 2010). In the first decade after independence in 1980, government committed between 20 and 22 percent of budget towards education and supporting infrastructure development (Manyukwe, 2010). Twenty years later, government contributed literally nothing towards schools per capita grant. This per capita grant is money that was contributed to each child in schools for the purpose of purchasing textbooks. In the first two decades after independence, the government was giving between US\$4-\$6 per capita grant per child for textbooks and other expenses but following economy and political instabilities the education grant became erratic and died a natural death (Mphasi and Bamhare, 1996). In 2011 per capita

grant was US\$0.70 and before that it was about US\$0.10 per child. The national budget allocated to education was US\$470 million in 2011, US\$707million in 2012 and in 2013 it was increased to US\$1 billion (Zimbabwe Independent, 2013). This money is set aside for teaching and learning materials, student support in tertiary institutions and the rehabilitation and upgrading of schools and tertiary institutions. There are 5 575 primary schools, 2 345 secondary schools and 12 universities in Zimbabwe (A. Mafirakurewa, personal communication, 27 February, 2013).

1.1.4 Book publishing industry in Zimbabwe

Publishing is a strategic industry that requires government support because it is vital to the rehabilitation of the education system which in turn is essential for national development. Publishing is of central importance to the cultural, intellectual and educational life of a nation and the development and dissemination of knowledge products is a matter of the utmost importance for any civilization (Darko-Ampem, 2000). However, in Zimbabwe the dearth of suitable teaching materials, especially books, is one of the overriding causes of declining literacy and falling educational standards (the other being the shortage of qualified teachers) (Mushakavanhu, 2013). Book publishing in Zimbabwe can be divided into textbook publishers, academic/research publishers and general/trade publishers.

Nyamfukudza (as cited in Stringer, 2002) states that the government of Zimbabwe is not directly involved in publishing, even, of school textbooks. However a department of the Ministry of Primary and Secondary Education, which is called the Curriculum Development Unit (CDU), produces the syllabi to which core school textbooks have to be written and it also approves the content. Publishing companies submit their manuscripts for evaluation and when they pass the evaluation they are approved for use

in schools (UNESCO, 2001). The result is that more than one textbook can be approved per subject per grade level. The writing, development and subsequent publication and distribution of the textbooks in Zimbabwe is entirely in the hands of the private sector which finances the whole publishing process using bank loans, investors or even the return on investments. (State University.com, 2012).

There are 26 printing companies in Zimbabwe that are capable of servicing the needs of Zimbabwean publishers with a full range of typesetting, origination and printing services. (P. Dhliwayo, personal communication, 29 September 2012). Foreign currency shortages and the depreciating Zimbabwean dollar in the late 1990s till 2008 resulted in the ever increasing costs of inks, film, paper and other consumables pushing the cost of books increasingly beyond the reach of even the captive school market. Operations have since stabilised after the introduction of the multi-currency system. However, printing costs are still high due to the fact that most raw materials are imported from South Africa and the result is that some publishers print their books in South Africa where the cost of printing is lower (Confederation of Zimbabwe Industries, 2012).

During the Education Transition Fund (ETF), a programme where the United Nations Children's Fund (UNICEF) and other donor organisations put out a tender to supply school textbooks to all the schools in Zimbabwe, most of the books were printed in South Africa and India. Bhonyongwa (2011) states the printing sector in Zimbabwe is facing challenges which include lack of working capital; stiff competition; lack of capacity utilisation; high operational costs; expensive raw materials which are imported and a lack of quality management systems. These challenges are being faced by other manufacturing industries in Zimbabwe as well and hope lies in enlisting of foreign investors and partnerships in the local industries. However, the strategic function of local publishing and related industries will be realized only if, first of all, there is a clear

analysis of the cultural context of books and reading as well as their contribution to the development of a nation. The creation of a reading culture is partly, and importantly, to do with the concrete provision of relevant books (Mushakavanhu, 2013).

1.1.5 Bookselling and distribution

Booksellers in Zimbabwe generally service the school system and a number of major booksellers operate countrywide chains with outlets situated in the main cities and towns (Nyamfukudza as cited in Stringer, 2002). Examples of booksellers are Kingstons, Zero Suppliers, Matopo Book Centre, Vigne, Baroda, and Innov8. Bookshops have a wide variety of books with mainly textbooks, magazines, general books, reference books and stationery. The smaller towns, rural areas and high density urban areas are almost totally devoid of bookshops and the tendency is for sales representatives from the major textbook publishers to visit schools directly to market textbooks and to collect orders. School heads generally have the discretion to purchase books and the government gives a per capita grant for each child. However, during the hyperinflationary era the per capita grant was so little it could not purchase even a single book.

An attempt to increase the discount that publishers give to booksellers, from 25% to 35%, has not succeeded and many small booksellers have added a 15% mark up (P. Masuku, personal communication, 30 March, 2012). This has resulted in schools bypassing booksellers and getting the benefit of the 25% discount directly from the publishers. Most schools, both primary and secondary, have shifted the duty of providing all textbooks to parents and the School Development Associations/Committees (Mphasi & Bamhare, 1996). Currently the bookselling sector

is facing a lot of challenges such as the fast rise of the photocopying business where schools only buy one textbook and make copies because that tends to be cheaper than buying. Illegal photocopying and selling of textbooks is on the rise in Zimbabwe and it negatively affects the publishing industry (Bogle, 2012). This is because the money made from the sales of these photocopied textbooks never reaches the publishers and the authors.

1.1.6 Educational Publishing in Zimbabwe

There is no national textbook publishing house in Zimbabwe. Apart from the publishing carried out at the Curriculum Development Unit, the public sector is not involved in textbook publishing. Educational publishing is directed at core syllabus material. Textbooks are all evaluated and approved by the Ministry of Education, Sport, Arts and Culture (State University.com, 2012). This Ministry has recently, with effect from September 2013, been divided into two ministries namely the Ministry of Primary and Secondary Education and the Ministry of Sport, Arts and Culture. General publishing does not have to be approved by the Ministry. There are 50 private publishers in Zimbabwe, 40 are categorised as small publishers and may publish only once every year or two (Mphasi & Bamhare, 1996). However, the number has since dropped to only a few functional publishers. About six educational books and two general books are published every year per major publisher (Mphasi & Bamhare, 1996). By 2013 there were 428 titles in print in Zimbabwe (S. Ndlovu, personal communication, 5 October 2013). There are no recent statistics on the number of textbooks published per year by every major publisher. The Zimbabwe Book Publishers Association (ZBPA) coordinates publishers' activities both nationally and internationally. Mphasi and Bamhare (1996) go on to say that there are viable minimum print runs of 3 000 copies for general books and publishers can publish exclusive and licensed textbooks for the

syllabus requirements from grade one to Ordinary-level yet they feel constrained by the system of approved lists from the Curriculum Development Unit (CDU) as schools are reluctant to order publications that are not on the approved lists.

1.1.7 Curriculum and Textbook Development

The Ministry of Education, Sport, Arts and Culture (MoESAC, n.d) states that curriculum development is a function of the Curriculum Development Unit (CDU) department which was established to improve the quality of education by developing learning and teaching materials, and to carry out research and analyse the syllabi. The syllabus, containing the main curricula contents and guidelines, constitutes the legal framework for teaching and learning activities and the formulation and revision of a syllabus is done by a National Subject Panel composed of representatives from teachers and those in education, academics from the universities and teachers colleges and government ministries (State University.com, 2012). The subject panel is responsible for nominating examiners, representatives to the book approvals committee, developing syllabuses and preparing examination questions, and ensuring the update of the curricula. The established system used by the CDU to develop curriculum includes having a CDU subject team trained in research writing and evaluation. Writer's workshops are used to complement the work of the teams.

1.1.7.1 Textbook Authorship

In Zimbabwe textbook authors are commissioned by publishers from among teachers in schools, teachers' colleges and university lecturers. These teachers ought to be experienced and experts in the area where they will author. Publishers usually prefer examiners, markers and item writers to author school textbooks. Authors are paid

royalties of between 10% and 12% of the selling price depending on the Terms and Conditions of that particular contract (A. Mafirakurewa, personal communication, 27 February, 2013). In some cases a lump sum may be paid to co-authors or authors revising existing editions. To avoid compromising quality, publishers, editors and authors are required to write to syllabus specifications (UNESCO, 2001). The CDU uses independent assessors to judge both the material and the education level they are designed for.

1.1.8 Funding for the Textbook Sector

The most common form of book aid to government has been in the form of financial assistance to produce or purchase textbooks. Major donors have been Sweden, the United States of America, United Kingdom, Germany, France and the Netherlands. Contributions have been in the form of grants and according to Mphasi and Bamhare (1996), “SIDA has been the primary donor. They donated a huge consignment of paper to the Ministry of Education.” Government has also received books from the British Council. CODE has delivered 300 000 books to 50 out of 55 districts in Zimbabwe and the Zimbabwe Book Development Council (ZBDC) helped in administering this book programme (Mphasi & Bamhare, 1996). The authors go on to say that the USA, through USAID, has donated several tons of free books through the Brother to Brother Book Foundation. In one of these donations 2, 2 million books valued at US\$ 22 million were donated. Donor organisations have also played a big role in the textbook provision programmes in Zimbabwe.

1.1.9 Provision of textbooks in Zimbabwe

During the colonial period, the major players in the development of African education were the missionaries, who operated the schools, and the locals themselves, who contributed through building the schools, providing school supplies, and purchasing textbooks. Other than state policy making, the government's role entailed extending financial aid just to cover teacher salaries (StateUniversity.com, 2012). After independence the Zimbabwean government was giving per capita grant to schools to buy textbooks and other learning materials. Schools would then select the books that they wanted and purchased through bookshops or, lately, direct from the publishers. However as the economic environment deteriorated the per capita grant was no longer adequate so there was a huge shortage of textbooks in most of the schools in Zimbabwe.

UNICEF and the Government of the Netherlands embarked on a partnership in 2006 to provide quality education for millions of children out of school as a result of conflict or natural disaster (UNICEF, 2010). This five-year initiative ensured that children were supported both at the onset of emergencies – by restoring schooling and providing a safe learning environment – and by rebuilding education systems. Known as ‘Back on Track’, this programme supported a wide range of innovative education initiatives including the Education Transition Fund (ETF) in Zimbabwe (UNICEF, 2010). Manyukwe (2010) states that the Education Transition Fund came about in 2009 to address the dire needs of the country’s education system, which has suffered teacher shortages, a pupil-to-textbook ratio of 10-to-1 or even higher and very high drop-out rates. The UNICEF report states that under the ETF programme, over 13 million primary school textbooks were printed to ensure all school children received stationery supplies and a textbook in all the four core subjects – Mathematics, English,

Environmental Science and a local language (UNICEF, 2010). This huge logistical exercise saw school supplies, including stationery and 13 million textbooks distributed to primary schools across the country to the remotest parts of Zimbabwe. Twenty percent of the textbooks were printed in Zimbabwe and the remaining 80% in the southern African region and the supplies were distributed to 22 hubs across the country and further transported by local transporters to reach each primary school in the country (UNICEF, 2010).

The other phase of the Education Transition Fund (ETF) focused on expanding support to the secondary schools (Manyukwe, 2010). The ETF has boosted confidence and has got textbook-pupil-ratios down to 1:1 in all the core subjects. Overall, some 22 million textbooks were printed, procured and distributed to both primary and secondary schools, along with other supplies including those for early childhood development centres. In addition to the textbooks, the Fund also invested in the training of School Development Committees to improve management of schools on a community level, and has provided technical assistance to strengthen the Ministry's ability to monitor educational services (UNICEF, 2010).

However the ETF brought about a negative impact of not building the local capacity. That has now caused the players in the publishing industry to face liquidity challenges. Mushakavanhu (2013) states that while book provision from external sources can play a useful role in the short-term; there is no substitute for authentic, relevant book development and production by local publishers who know the requirements of our educational and cultural environment. Local capacity building is of paramount importance and as such donor involvement should aid building of that local capacity instead of crippling it.

1.2 Statement of the problem

Textbooks are vital in achieving pedagogical outcomes at all levels of education and training. For that reason there is need to support the supply of affordable and relevant textbooks to primary and secondary schools on a sustainable basis to ensure national development. This can only be achieved by developing and implementing policies that cover all the aspects of the book publishing chain. Yet Zimbabwe does not have a National Book Policy and this contributes to the challenges faced in provision. The government of Zimbabwe has been the chief funder of the purchase of textbooks in schools through giving grants. However due to the economic hardships that have been experienced in the country, the government stopped funding the purchase of textbooks to schools and the result was very few or no textbooks at all in most schools. As a result of these dire deficits the UNICEF sponsored Education Transition Fund (ETF) programme stepped in to donate textbooks in the core subjects to all the primary and secondary schools in Zimbabwe on a non-continuous basis. However the books that were donated to primary schools by the ETF programme were purchased from only one out of the 5 textbook publishers. Furthermore booksellers were not involved in the distribution. This meant that the schools were not given the opportunity to select the textbooks of their choice and other publishers as well as all booksellers were shut out of the programme. Also books in other subjects, other than the core subjects, were not supplied to schools yet they are also important for education. This has now negatively affected the growth of the publishing industry in Zimbabwe and it will take time to recover since sales in core subjects will be greatly jeopardised. Therefore deficits still exist in schools and the publishing industry is facing challenges in textbook provision. This study therefore sought to explore ways in which all the required textbooks could be

provided to both primary and secondary schools in Zimbabwe on a sustainable and continuous basis for both the industry and the users.

1.3 Aim of the study

The aim of the study was to investigate the provision of textbooks to schools in Zimbabwe with a view of proposing sustainable strategies for the industry in order to improve the current situation.

1.4 Objectives

The objectives of this study were to:

- i) Examine the current state of textbook provision in schools in Zimbabwe in line with the desired amounts in order to verify the gap in provision.
- ii) Establish the sources of funds for the purchase of textbooks in relation to the desired sources.
- iii) Examine the procurement procedures for schools textbooks versus the desired.
- iv) Examine policies or legislation that is in place to support textbook provision in Zimbabwe in relation to the ideal policy framework.
- v) Determine the challenges faced by stakeholders in providing textbooks to schools on a sustainable basis.
- vi) Propose strategies for providing textbooks to schools as a solution to sustainable textbook provision.

1.5 Research Questions

- i) How adequate are the textbooks provided to schools in Zimbabwe?
- ii) Who is responsible for funding the purchase of textbooks in Zimbabwe?

- iii) How are textbooks procured for schools in Zimbabwe?
- iv) To what extent do policies and legislation, if any, support sustainable provision of textbooks in schools?
- v) What challenges are encountered by stakeholders in providing textbooks sustainably to schools?
- vi) How can textbook provision in schools in Zimbabwe be made sustainable?

1.6 Significance of the Study

It is hoped that the research will be significant practically; in policy formulation issues in the area of textbook provision as well as theoretically. Practically the study will help schools in identifying and addressing challenges associated with textbook provision system in Zimbabwe. This will assist the relevant authorities in formulating strategies to ensure sustainability in that sector. Established and upcoming publishers can also benefit from the research because the research will be able to expose areas that need improvement in provision and highlight some of the major challenges inherent in the industry concerning sustainability as well as establish ways of overcoming them. The policy related significance of this study is that it will help policy makers to have an enhanced understanding of the publishing industry, the importance of provision and sustainability in the textbook market and its benefits to the education sector in Zimbabwe as well as in national development. Theoretically it is hoped that the study will provide the knowledge which will, hopefully, serve as a future reference material in further research activities in the area of sustainability in provision in the textbook publishing industry. This knowledge will also guide the development of policies for sustainable provision of textbooks. Thus the findings will bring out the strategies that need to be adopted in order to ensure sustainability in providing textbooks in schools in Zimbabwe. Donor organisations can also benefit from the findings of this study since

the findings resulted in recommendations that showed sustainable ways of providing textbooks to schools.

1.7 Assumptions

- There was inadequate book provision to schools in Zimbabwe due to lack of a clear set of strategies to guide the provision of school textbooks.
- If there were proper policies and practises in place there would be sustainability in textbook provision in schools in Zimbabwe.

1.8 Scope of the Study

The study assessed the provision of textbooks in schools in Zimbabwe. Thus it covered schools (both primary and secondary) in Zimbabwe, publishing houses, the Zimbabwe Book Publishers Association (ZBPA) and the Booksellers Association of Zimbabwe (BAZ) and the Ministry of Primary and Secondary Education.

1.9 Limitations

The limitation of this study was that the researcher selected a small representative sample of schools in each of the 10 provinces in Zimbabwe. Nevertheless a sample from each province enabled the researcher to be able to find out if there were variations in textbook provision at provincial level. If all factors were constant the researcher would have studied a bigger sample size of schools in all of the ten provinces in Zimbabwe. However due to the wide geographical distribution of schools the researcher would have faced time and financial challenges to achieve that. Therefore the use of a small representative of schools, conveniently sampled in each province, could have lowered the validity and reliability of the study but this was the most suitable technique in the

circumstances because the findings were actually representative of the other schools in those provinces. In that regard there is need to study more schools in each province in Zimbabwe in order to get a wider representation of the provision of textbooks.

1.10 Definition of terms

Book Provision the supply of textbooks to schools.

Book development the process needed to establish sustainable systems for the provision of good quality learning materials for schools and also to reach the wider goal of education for all (Askerud, 1997).

Policies outcomes of deliberations, discussions and consultations among people in authority in a particular industry or sector that regulate the operations of a particular industry or sector.

Textbook book giving instructions in the principles of a study, for instance one used as the basis of a course of study. It is used for teaching and learning purposes in schools and any other learning institutions.

Publishing the process of production and dissemination of information; the activity of making information available to the general public or a targeted public.

1.11 Summary

This chapter, being the introduction to the study, presented the background to the study which brought out the history of textbook publishing and provision in Zimbabwe as well as the present situation. The chapter also brought out the statement of the problem;

aim of the study, research objectives; research questions; significance of the study; assumptions; scope of the study; limitations as well as the definition of terms. Thus the chapter formed the basis on which the study was conducted.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

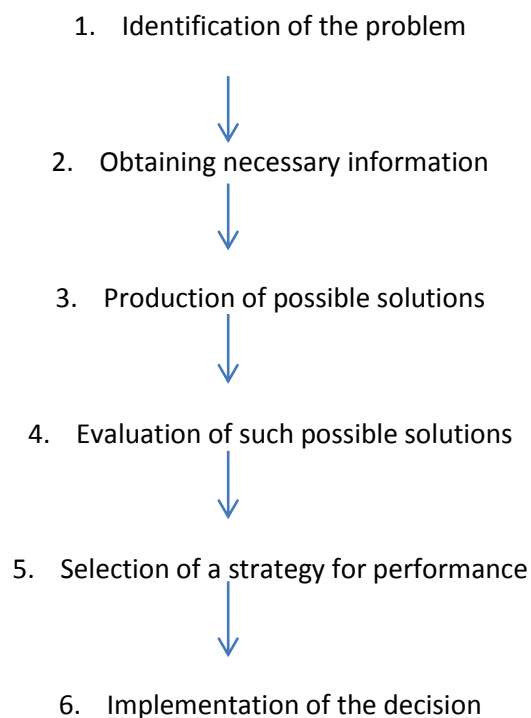
Publishing involves a wide segment of society as it is process of taking a manuscript from the author through its production and distribution to its readers. African book publishing is faced with the challenge of developing and providing textbooks that suit the education system which is quickly expanding due to expanding populations and the demand for personal development. In most African countries there is a dire shortage of textbooks in schools due to one reason or the other as was the case in Zimbabwe though the situation has improved due to the UNICEF sponsored Education Transition Fund (ETF) programme. Askerud (1997) contends to this by saying that textbooks are a rare commodity in most developing countries and that one book per student (in any subject) is the exception, not the rule and the rule in most classrooms is usually severe scarcity or the total absence of a textbook. In Zimbabwe the situation was as bad as one textbook per classroom in most schools in rural areas. According to Rotich (1997) the importance of educational publishing in developing countries is not only related to the provision of educational materials for intellectual purposes but also as a source of employment. This emphasizes that for education to be made possible textbooks should be provided adequately and sustainably to schools. This will therefore be good for teaching and learning in schools as well as job creation for players in the publishing industry.

2.2 Theoretical Framework

Decision theory

Brim (as cited in Hanson, 1994) developed a decision process theory. It is a theory about making decisions which are human activities. It focuses on how we use our

freedom and available resources to make decisions when a problem occurs. It states that in situations there are a number of options to choose from and we make choices in a non-random way as well as in a goal-oriented manner. In relation to deficits in textbook the theory could assist in deciding possible solutions to the problem and implementing them. The theory is concerned with goal directed behaviour in the presence of options and it divides the decision making process into the following six steps



However, the theory has been criticised due to the fact that decisions are not always made using that sequence when a problem occurs. A more realistic model should allow the various parts of the decision process to come in a different order depending on the type of decision being made. In relation to the study, the theory does not really cater for the variety of stakeholders that are involved in the provision of textbooks at a national level. It is more on an individual level than on an industry level.

Needs Assessment theory

This study is based on the Needs Assessment Theory that was first advanced by Taba in 1962. The theory was further developed by Suarez in 1991. According to Suarez (1991),

Needs assessment is an information gathering and analysis process, which results in identification of needs of individuals, groups, institutions, communities, societies.... It is the intent of the needs assessment to identify areas in which deficits exist or desired performance has not been attained. (Suarez, 1991, p. 433)

The American Academy of Ophthalmology (2013) defines needs assessment as the process of identifying and measuring areas for improvement in a target audience, and determining the methods to achieve improvement. Needs assessment is a crucial stage in the educational process that leads to changes in practice, and has become part of government policy for continuing professional development and it can be undertaken for many reasons, so its purpose should be defined and should determine the method used and the use made of findings (Grant, 2002). The author goes on to explain that Needs Assessment can be about:

- Gap or discrepancy analysis – which involves comparing performance with stated intended competencies and planning accordingly.
- Reflection on action – which involves thinking back to some performance and identifying what was done well and what could have been done better.

Therefore Needs Assessment entails a process of determining the target status, investigating the current status in comparison with the target one in order to discover gaps or discrepancies, to identify the needs and to recommend remedial measures

(Davidson, 2005). Needs Assessment (NA) can be used for two main purposes: intervention /program design (designing something that will address the true needs of the target population) and evaluation of an existing program/ intervention (identifying outcome criteria – the needs that are or should be met). Need refers to the discrepancy or gap between a present state “what is,” and a desired end state “what should be” (Witkin & Altschuld, 1995) or between the actual and the ideal (Kaufman, 1992). The need is neither the present nor the future state; it is the gap between them. In a sense, a need is the problem or issue of concern.

Organisational Elements Model (OEM)

In line with the needs assessment theory Kaufman developed a model called the Organisational Elements Model (OEM). Roger Kaufman and his associates advocate system thinking and the view of the entire society as a system. They argue that various elements in the system should work together to produce accomplishments that the society values. The OEM is a helpful tool for strategic planning and systematic needs assessment. Since there are three levels of results in the OEM, three different levels of needs are analysed when conducting needs assessments based on the OEM which are:

- The Mega - level need (gap) = [what should be] – [what is]
- The Macro- level need (gap) = [what should be] – [what is]
- The Micro - level need (gap) = [what should be] – [what is]

Chyung (2007) argues that the OEM can help in conducting strategic planning to facilitate the process of setting up clear goals and effectively meeting the needs of its surrounding community.

2.2.1 Application of the Needs Assessment Theory to the study

In this research the researcher focused on gap or discrepancy analysis which is part of the needs assessment theory and it involves comparing performance with stated intended competencies and planning accordingly with the purpose of addressing the true needs of the population. If the gaps in needs are identified then recommendations are made in order to deal with those gaps. In applying the Needs Assessment Theory the study sought to:

- Establish the gap between the desired variety in titles of textbooks that are in schools and the actual position of the textbooks that are in schools as a result of the Education Transition Fund Programme. This will assist the researcher to find out the effects of the ETF in line with provision of textbooks as well as identifying the deficits in provision.
- Establish the discrepancy between the desired funding and procurement practises for textbook provision and the actual practices that are being adopted.
- Establish the gap between the desired vibrant and self-sustainable book provision system in Zimbabwe based on a national book policy and the actual situation whereby there is no book policy and the provision systems are not clear. This will allow the researcher to find out the importance of policies and legislation with regards to ensuring sustainability in provision of textbooks.

This theory therefore guided the study in investigating what textbook provision in Zimbabwe is, against what it is supposed to be. The gaps were brought out during the study and possible strategies for improvement were suggested.

2.3 Textbook provision

A sustainable system of book provision and book development, and a flourishing book industry, are possible only with government support that recognises the strategic importance of publishing, and demonstrates this in official commitment through policies and budgets (Zell, 2008). In the view of Altbach (1996) private publishing operates in the context of governmental policy. This is true in any society, but it is even more important in developing nations where circumstances must be favourable and conducive for the success of any new enterprise because of the challenging economic environment. The government cannot be disregarded because it is usually the key to various industries (book industry included) in terms of influence and finance. Through its policies and legislations the government creates the environment that is conducive for industries to either flourish or to decline thus governments can either make or break industries. Unfortunately, sometimes, government's involvement means creating counter-productive monopolies in the publishing industry (Nsibande, 2008). In this regard, Wafawarowa (as cited in Nsibande, 2008), Limage (2005) and Montagnes (2000) concur in the view that the government must act more as a facilitator than as a player in the book industry. Limage (2005) goes on to give one of the government's key responsibilities which is to, '...develop a policy environment that places a high priority on the production and supply of books and encourages the writing, translation, reading and use of books' (p. 13). In support of this view, Chakava (1996) says that African governments must take the lead by formulating national publishing or book policies. Many African countries, such as Zimbabwe do not have these policies and this has made it difficult for their publishing industries to work in tandem with the government. This is because the environment will not be conducive and favourable to the book

industry as at times policies and decisions made oppose the growth and development of healthy publishing industries.

Rotich (1997) says that the state has an obligation to make sure that the publishing industry is well developed by supporting its development through playing a leading role in creating an atmosphere that is favourable for the different facets of the industry to complement each other. Zell (1991) argues that ‘governments must invest in books and they must ensure that books are made available in the educational system both as textbooks and in school libraries’ (p. 81). Thus these authors are supporting the fact that governments should play a major active role in, not only providing textbooks to schools but also in, creating conducive environments for nurturing publishing industries capacity.

Wafawarowa (2007) commented that, “compared to the developed world, the African and the developing world’s book publishing industry is too dependent on textbook publishing and procurement by the state, the World Bank and donor agencies.”(p. 17). He stressed that while textbook publishing has been prioritised because of the urgency of education in many African countries, one of the shortcomings of educational publishing is that it is too dependent on the state, the World Bank and donor funding which are by their nature seasonal, temporary and unsustainable (Wafawarowa, 2007). There is need therefore to put in place a system or a combination of sources of funds that are not seasonal and temporary but that is continuous.

It is important to ensure that there is a sustainable system that ensures sustainable and reliable provision of textbooks to ensure continuity in provision. Also textbook provision systems should not be too dependent on the state, World Bank and other donor funding. This is because when textbooks are provided to schools then the educational objectives are met. Thus the government should play its role in ensuring

policy formulation so that the other players in the publishing industry will be guided in their operations by the policies.

2.3.1 Sustainability in Provision of Textbooks

A sustainable book market system is one that meets the needs of the present without compromising the ability of future generations to meet their own needs (Sosale, 1997). Makotsi (2011) comments that, if partnerships at the local level are home grown, they are bound to be more lasting and sustainable. The major aspect in sustainability is ensuring that there is continuity in the provision of needs for the society. Also there is need to make sure that the systems of funding that is chosen is good and ideal for that particular country therefore promoting home grown solutions. It is of no good use to have systems of provision that are once off, then when the books reach their shelf life period a shortage is experienced again. This becomes very detrimental to the educational system of a nation.

According to Askerud (1997) the 1970s and 1980s saw a growing awareness of the importance of instructional material for educational purposes and this led to the various international aid agencies focusing on book provision as an area of investment as opposed to general book development. These aid agencies include United Nations Education, Scientific and Cultural Organisation (UNESCO), Canadian International Development Agency (CIDA), Canadian Organisation for Development through Education (CODE), United Nation Children's Fund (UNICEF), DANIDA, the Dutch Ministry of Home Affairs, the Finnish Ministry of Foreign Affairs, the Norwegian Agency for Development Cooperation (NORAD), the Swedish International

Development Agency (SIDA), UNICEF, the United Kingdom Department for International Development (DFID) and the World Bank.

Rotich (1997) explains that at first these aid agencies were pre-occupied with the supply and the distribution of donated textbooks but they later realized that this was not helping the development of the domestic industry therefore they decided to fund the development of indigenous publishing and to provide funding for the production of textbooks. An example is in Kenya where funds from the World Bank were lent to publishers such as the Jommo Kenyatta Foundation (JKF) and the Kenya Literature Bureau (KLB) when the education system was being changed and there was a need for new textbooks. The author goes on to say that though they have helped, the terms and conditions on which the assistance has been given have sometimes tended to create problems for the industry and economies of the developing countries. However a high percentage of these initiatives and projects by international aid agencies have failed to deal with the issue of book provision in terms of sustainability and recurrent costs. This is because the donations and aid are once off to cover a gap or need but not continuous. The result is that in most cases they cater for a need and at the same time manage to distort or harm that specific industry because they do not build the capacity of the industry.

In South Africa there have been various projects on providing e-textbooks. Dlodlo and Foko (2012) state that the Siyavula initiative project allows pupils from Grade 10 to 12 to download Maths and Science textbooks free and provides videos and presentations that they can source via the internet or on cell phones. The textbooks are written by volunteers and are provided free of charge to schools. It costs the government only R40 to print and distribute one of these textbooks, whereas previously the Department of

Education had to pay R150 a book. Schools can download the books and print them at their cost. The content is licenced and used free of charge. The only restriction is to keep the book, its cover and short codes unchanged. All exercises inside the book link to a service where the learner can get more practice, see the full solutions, or test their skills development. The authors say that the lessons learnt so far are that locally produced content is appropriate and low cost and that the local content can be licenced on an open access licence to the benefit of local schools and can be freely copied, printed and distributed to students and their schools. In that regard home grown solutions are best because they cater for the specific needs of that society thus making sure provision programmes cater for that particular society's need. Hence e-textbooks can complement print ones in provision systems.

Another initiative is the Yoza project which is available on Mxit in South Africa and Kenya. "Originally known as m4Lit (mobile phones for literacy), it explores the viability of using mobile phones to support reading and writing. It targets the youths with engaging stories that include stories from genres such as soccer issues and teen romance." (Dlodlo and Foko, 2012 p. 3). The lesson learnt from this initiative is that South Africa can take advantage of cell phone technologies in the provision of eTextbooks. In that regard, there are various ways that can be used for providing textbooks to schools and in different formats. It is therefore important for the stakeholders to see which ways best suit their resources and will ensure continuity in provision.

Most of book projects do not deal with the absence of a thriving publishing sector in a given country, but the lack of textbooks in schools. This means that the projects respond to an immediate demand and they seek to alleviate a symptom rather than deal with the

cause of the problem (Askerud, 1997). In that regard real change demands sustainability for the local, social and economic conditions that are able to provide the necessary resources for the continuation of the process started by the project. There is need for book development in order to ensure sustainability in provision. Book development is described as the process needed to establish sustainable systems for the provision of good quality learning materials for schools and also to reach the wider goal of education for all (Askerud, 1997). Crabbe (as cited in Indaba 98, 1998) states that, a more serious issue relating to financing textbook supply is sustainability. There should be sustainability in provision of textbooks in schools to ensure that at every given time students have textbooks to use.

2.3.2 Models in textbook publishing and provision

Bgoya (1997) discussed three systems or models used in text book publishing and provision. These systems are the monopoly structure (closed system); transitional structure (semi-open system) and the free market structure (open system).

a) Monopoly structure (Closed system)

Bgoya (1997) pointed out that the monopoly system is strictly a controlled situation where the society (government) represented both the demand and supply. Needs are defined by education authorities and schools are simply recipients of textbooks, having played no part in the provision process. Publishing is usually carried out in one of two ways: through a unit under the Ministry of Education or through a state owned company (Bgoya, 1997 p. 21). Sosale (1999) said the main rationale for the monopoly system in textbook publishing is usually maximization of the use of scarce resources, especially human resources. This was typical for Lesotho at primary level. Government control

does not necessarily mean a completely closed structure in terms of all the functions, but private sector services can be utilised for production and distribution.

Sosale (1997) mentioned that in Niger, the state was almost the only provider of textbooks to schools and that meant the whole book chain was state owned, with official institutes providing services for outside customers and controlling authors, illustrators, layout artists, as well as printers and distributors. He also said funding for products generally came from foreign agencies whereas the payroll was taken care of by the state. Kwasi (2002) pointed that the Ghanaian government introduced the Social Dimensions Development Project in 1991, whereby the government, through the Ministry of Education, provided textbooks to primary schools. He also stated that all aspects of textbook provision, such as the choice of regions to target and the selection, purchase and distribution of textbooks were controlled by the Ministry. The author stressed that this central control generated its own problems, such as:

- i. “Books did not always reach the schools due to lack of co-ordination;
- ii. Schools often received books inappropriate to their needs;
- iii. Some regional districts benefited more than others;
- iv. Key stakeholders were not involved in the procurement process;
- v. Textbooks were purchased only from government parastatal publishing firms;
- vi. There was no system for monitoring and evaluation; and;
- vii. There was no training for key stakeholders.”(Kwasi, 2002 p. 67)

This system is not ideal in fostering a thriving book industry because of some the reasons stated above. It may be good for providing books but then it becomes difficult to monitor and to be efficient and effective as well as being sustainable in the long run.

b) Transitional structure (Semi-open system)

Bgoya (1997) states that, “a semi-controlled system is a shared responsibility of both the private and public sector.” (p. 24). The UNESCO (n.d) noted that transitional systems started when funding was insufficient to meet the demand for learning materials, thus many governments tried to solve the problem by reducing the cost of book provision. It further stressed that this was done either through developing domestic facilities for the production of learning materials in an attempt to eliminate the profit element or by importing low-cost materials from abroad.

The name, ‘semi-open’ system means transitional and thus should not be long term. It is usually adopted by governments when they are having problems with the closed system. As they open the market they pass through the transition stage. In this system there is a combination of the government and the private sector in the publishing and provision of school textbooks. Therefore the government will be semi-controlling the market. In a country that practises a monopoly or closed system this semi-open system indicates growth, development and the beginning of liberalisation of the book market.

c) Free market structure (Open system)

Sosale (1999) indicates that the free market system gives more choice than monopoly systems for users of textbooks as well as for publishers. Dlodlo (n.d) noted that in a free market system the government formulates the curriculum then the whole publishing chain is left to the private sector. This is the ideal system for any country because it recognises the part played by the publishing industry in education and national development. Thus, various countries use these systems. Table 2.1 shows these various modes of textbook provision in sub-Saharan Africa.

Table 2.1 Modes of textbook provision in sub-Saharan Africa

	Primary education		Secondary education	
	Single	Multiple	Single	Multiple
Benin	X	X		
Botswana	X		X	X
Cameroon		X		
Ethiopia	X		X	
Ghana	X			X
Kenya		X		X
Lesotho	X	X	X	X
Malawi	X			X
Mali	X			X
Mozambique	X		X	
Nigeria		X		X
Senegal	X	X		X
Tanzania	X		X	X
Togo	X			
Uganda	X			X
Zambia	X			X
Zimbabwe		X	X	X

Source: Bgoya, W (1997 p. 38)

Key: Single = monopoly system, Multiple = open system

Table 2.1 presents the findings of case studies that were carried out to find out which modes of textbook provision were used in sub-Saharan Africa. They noted that these

modes of textbook provision corresponded to a state owned/controlled publishing environment (single textbook system), or a competitive/commercial publishing environment (multiple textbook system). Sustainability is found more in a commercial publishing environment which is characterised by a multiple textbook system; selection at user level and the involvement of various players in the publishing sector.

2.4 Funding of Textbook Provision

Most developing countries have indicated inadequate funding as the main cause of inappropriate and inadequate textbooks for schools yet the issue of funding is not always the only cause. Askerud (1997) states that a careful analysis of the broader situation shows that the problems related to establishing a sustainable system for the provision of quality textbooks stem from the complexity of the issue and not solely from insufficient funding. There are other issues that cause inadequate and unreliable provision of textbooks. Others can be unavailability of the textbooks or even lack of supportive policies.

Though access to books and other learning materials is the most cost-effective means of raising the level of educational achievement in any society, adequate funding is rarely given priority in government budgets (Askerud, 1997). The issue is about who pays and how much should be paid. Models that may work for one country might be abhorrent to another, even though their financial circumstances may be similar (Pinter, n.d). According to the World Bank (2008) the government, parents, donors and the private sector constitute the four basic sources of book financing that can be combined into mixed financing systems. Any combination that is selected in any country ought to be suited to the needs of that particular market.

Funding of books takes place at two levels, at producer level (producer funding) which occurs when the government (or donor) funding is provided to textbook suppliers (publishers, printers, distributors) and at consumer level (consumer funding) which occurs when funding is provided to the users (schools, parents, libraries) (World Bank, 2008). The report further states that producer funding often (but not always) creates supply-side provision systems, reinforces centralized choice, is frequently associated with monopolistic supply, and may act against competition and decentralization. In contrast, consumer funding tends to support demand-side provision systems, decentralized choice of textbooks at the level of individual schools and competition. Therefore consumer funding is more suitable for ensuring sustainability. The best form of funding is consumer funding as it develops the industry. The pillars of funding which include government, parents, donors and private sector funding shall be looked at.

Government funding usually comes by means of bulk procurements and distribution to schools, or less commonly via subsidies (either producer or consumer subsidies) or via purchase budgets provided to schools (World Bank, 2008). According to Pinter (n.d) the government may choose to finance textbooks through the central budget or it may borrow funds from agencies such as the World Bank (and then devise a plan for repayment of the loan). The government involvement in funding however has been a subject of scrutiny by various scholars. The Ghanaian government's involvement in the funding has distorted book selection decisions in that country. The government chooses books from a single publisher for its bulk purchases per grade level and distribute them. This means that other publishers are shut out of lucrative business.

Whilst schools can use their discretion to buy textbooks to top up the official supplies using parental funding to buy the other approved titles, obviously schools will tend to purchase the same titles that have already been supplied free by the Ministry of

Education (World Bank, 2008). The Malawian government used to provide subsidies to reduce costs to parents from 1999 to 2002. If the subsidies are provided as supply-side subsidies aimed at parastatal publishers or printers, this system may distort competition. To confirm the above, Chakava (as cited in Nyamnjoh, 2009) observed that governments are more concerned about ensuring that children get books on their desks, regardless of their origin or content or language, than in ensuring development of local publishing industries.

Textbooks are financed by the government and not by parents in Botswana (World Bank, 2008). Brickhill (1996) feels that such a system nurtures and perpetuates a state provider mentality which is difficult to dislodge. He claims that the Free Textbook Scheme was responsible for killing every book buying habit that had ever existed in Ghana after independence. In support of the above, Montagnes (2000) argues that, 'free distribution discourages private booksellers who are the key to continuing literacy and engenders a belief that books should never be paid for' (p. 77). This also contributes towards poor reading habits because people will not be used to buying books for themselves but always expect freebies. The result of this is if it so happens that the government reaches a time when it can no longer afford to provide books the education sector will be totally destroyed because everyone will be used to just receiving textbooks for free. Muita (as cited in Sosale, 1999) concluded that even politicians begin to consider books as free commodities. In dismissing such opinions Montagnes (2000) asserts that, a sustainable and competitive system of providing textbooks and other learning materials requires a publishing industry that can originate, produce, and deliver the materials along commercial principles of cost recovery.

In Botswana where the government has managed to meet the nation's book needs to the levels of 1:1 per book ratio per grade, the government is now finding it difficult to

maintain the high level budgets required to supply expensive textbooks (World Bank, 2008). The report goes on to say that funding budgets are coming under pressure and annual capitation grants are not being met. The problems within the distribution system have, on occasion, resulted in an entire school order not being supplied or, more commonly, individual textbook titles not being supplied (World Bank, 2008). In Zimbabwe the government gives a per capita grant for the purchase of books though the money is not enough to meet the required textbook needs of the schools thus schools only manage to buy just a few textbooks from that money. Parents contribute through payment of book levies though the money is often not enough. Most often the money does not come on time. In such a scenario the pupil: book ratios remain high and effective learning and teaching is compromised.

Parents constitute another source of book funding, either through direct purchase or less commonly through rental fees or as a specified component of school fees (World Bank, 2008). Thus parents' purchase of textbooks and parental rental fees maintained in schools for purchasing replacement textbooks are examples of consumer financing. There is evidence to support that parents' funding triggered publishing growth in Kenya. The World Bank (2008) reports that, the collapse of the Kenya School Equipment Scheme (KSES) in Kenya in 1988 led directly to widespread parental purchasing of basic textbooks, which in turn provided a market opportunity through which the Kenyan private sector educational publishing was able to survive and prosper. This is very good because it ensures continuity and sustainability in provision because as they say parents will always be there for their children. In contrast, the Swaziland book funding system which is done by the government is suppressing the growth of the local industry (Nsibande, 2008). This is because publishing is not viable if the government will only buy from its own publishers. In Zimbabwe parental funding is

not as effective as it should be except in private schools due to the fact that the government had always been the sole provider of textbooks.

The Rental System concept is such that an initial pool of money is made available to provide enough textbooks to cover the needs of a defined number of pupils in any given number of subjects. These books are held by the schools and rented out to the parents of the children concerned. The books are returned at the end of the year and rented out again the next year. This process continues for an average of four years by which time the rental charges levied should be more than the original cost of the book and enough to purchase a replacement book (which may have different contents entirely due to changes in the syllabus). In this way a revolving fund is established. Therefore a Textbook Rental Scheme (TRS) is also known as a Textbook Revolving Fund (TRF). In theory no more funds need to be introduced from the outside and the project becomes self-sustaining (Pinter, n.d). However there is need to ensure that syllabus changes are not too frequent as this will result in the need to frequently replace the textbooks that will still be usable.

A highly successful textbook rental scheme and revolving fund has operated in Lesotho for primary school textbooks for many years from the early 1980s through to 2005 (World Bank, 2008). However, the World Bank (2008) has evidence to show that the system is now falling into decline by stating that ‘...frequent changes in curriculum requirements in Lesotho caused such significant textbook redundancies that secondary schools have widely abandoned purchasing textbooks for loan to students and have reverted to parent purchase because the schools could not afford the financial losses resulting from the curriculum changes and the changes in textbook lists’ (p. 17). This emphasizes that curriculum changes should be well coordinated with the resultant

textbook lists; should not be too frequent and must be done with wide consultation. Various other factors must be constant as well for a TRF to work.

Direct purchasing involves parents or teachers buying books through retail booksellers, where textbooks will be sold after being published by privately owned companies that work closely with authorities but receiving little or no governmental subsidy (Limage, 2005). Darko-Ampem (2002) postulates that such a system promotes a school based selection system which eliminates distortions on the market and promotes growth of the bookselling industry as well. This is the case in Zimbabwe where schools select the textbooks they want to use. Limage (2005) argues that the approach may inevitably lead to all sorts of inequity, ranging from greater availability of retailers in urban than rural areas to prohibitive costs for poor families. However the success of the Kenyan secondary school textbook suggests otherwise, it has never been funded by government but the market is sufficiently large and the national bookselling infrastructure has such comprehensive coverage that a thriving secondary school publishing industry survives on the basis of parental purchase alone (World Bank, 2008).

Donor funding is usually considered to be in support of, and therefore a variant of, government funding rather than a genuine alternative source of funding (World Bank, 2008). Read (as cited in Limage, 2005) discusses the types of aid and the conditions attached to each, which affect the way the international organisation/aid community intervenes in the developing world. The author argues that although written in 1995, these forms of intervention remain the major categories today. Hard loans are repaid at rates of interest set at a few points below normal commercial lending rates; soft loans are repaid at preferential rates of interest, normally fractions of a percent with grace

periods before repayment is due; grants are financial gifts to the recipient country; credits are in effect, interest-free loans to recipient countries within a specified range of commodities, and normally associated with bilateral assistance; commodity aid involve the provision of free goods (in book development terms usually paper, or, other raw materials, and printing plant); and technical assistance and training includes the provision of free services (usually by the experts of the donor country or agency).

Read (1995) pointed out that the original objective of multilateral aid to educational book development had little to do with explicitly developing local publishing capacity. He identifies two consistent features in the majority of donor investments in book systems:

- i) Create an instantaneous opportunistic market that is finite in time.
- ii) They are one-shot, short-term investments that last the time of a project, between three to five years.

In response to the new policy of competitive bidding by the World Bank, which is characterized by strict deadlines, Darko- Ampem (2000) asserts that local publishers cannot gear up in time to respond and the opportunity passes. Donors may then encourage international publishing to meet their own time frames. Brickhill (1996) noted that it is difficult to establish a level playing field when books are needed immediately and not in at least two or three years. The Ghanaian publisher, Ofeyi (1997) once commented that if local publishers always have to compete alongside the multinationals in international competitive bidding, the World Bank loans will enrich the same donors and leave Ghana the poorer. He continues to emphasise that the money the donor agencies provide should be used to strengthen local capacity. This is why indigenous publishers and printers are trying to lobby for a quota for all World Bank

funded programmes. Therefore, donor funding must be seen as a stopgap-measure and not a solution to the problems of publishing (Darko-Ampem, 2000).

Private sector funding happens when the private sector is involved in funding projects such as buying books and donating them to schools in their communities. This has been utilized in Kenya via the Harambee system but is comparatively rare elsewhere. There are some examples in every country of company sponsorship of students in individual schools, usually in towns or villages associated with company activity (World Bank, 2008).

2.4.1 Textbook Financing Principles

The World Bank (2008) report states that there are three principles of effective textbook financing. These are affordability, sustainability and predictability. The report goes on to explain that:

Affordability requires:

- Clear and consistent policies on funding (Who will pay?).
- A clear understanding (based on market research) of what government and/or parents can realistically and consistently be expected to contribute.
- A realistic curriculum and syllabus design, which has been costed so that year on year funding implications are clearly understood and accepted and are within the affordability parameters defined by market research.
- A minimum profile of learning and teaching materials needed to deliver the curriculum, which is also within agreed affordability limits.
- The application of cost reduction strategies if so required.

Sustainability implies:

- Reliable year on year funding always up to projected budget requirement.
- If parents are expected to contribute (for example, via annual rental fees) high rates of collection *must* be achieved.
- The consistent achievement of assumed book life targets (so that textbooks and materials do not wear out before replacements arrive, such as occurs in Somalia).

- The consistent achievement of low levels of loss and damage (thus good school storage, effective management systems, good school management, care and conservation, which in turn requires adequate training and effective management and supervision).

Predictability requires:

- Consistent policies which have been carefully researched, well designed and implemented without major changes over time so that MOE officials, teachers, students, and parents all understand how the system works.
- Full and regular consultation with all major players in the system, particularly if significant changes are planned or envisaged.
- Good lead times for any required inputs (for example, new textbooks for a new curriculum) or significant system changes.
- A distribution system that is accurate, reliable and (preferably) based on school level decision making and management. (World Bank, 2008)

These principles bring out the complexity of textbook funding. Funding of textbooks involves a lot of players in the textbook publishing industry for consultation and implementation of set policies. Affordability is about cost reduction, sustainability is about consistency in provision systems or programmes and predictability is about policy formulation and implementation. Therefore for these principles to be adopted there is need for consultation in setting up textbook funding policies and programmes.

2.5 Textbook Procurement Procedures

Matovu and Read (2001) pointed out that the ‘...procurement of primary school textbooks in Uganda was supported with donor funding, for example the World Bank provided funds for projects to purchase, consolidate and transport books from Hong Kong to Uganda’ (p. 112). They mentioned that since 1998, agencies such as the World Bank, the European Union, and the Department for International Development (DFID and Irish Government) combined via the Education Strategy Investment Plan (ESIP) to provide budgetary support for education, which also included financial support for materials provision. Ikoja (2008) also mentioned that other sources of funding in

Uganda are: the recurrent and development budgets used to finance the centralised procurements of mainly textbooks, capitation grants provided by the Ministry of Planning Finance and Economic Development direct to districts and from districts to individual schools, occasional once-off procurements from district development projects to support purchase of school textbooks and other instructional materials stocks and parental and private school funding.

Pontefract and Were (n.d) stated that, with the support of donor partners, Kenya moved towards a unified system of textbook provision with accountable systems which involved key stakeholders at all levels. The system allowed liberalisation of the Kenyan book market and funding was provided in all types of textbooks. Rotich (1997) postulates that the study carried and sponsored by UNESCO in 1993 and undertaken by Chirwa in Zambia found out that the purchase of textbooks is centralized and depends on funding from the government.

Rotich (2000) states that in Kenya the government has adopted two methods of procurement which are applicable to donor funding and these are:

- ***Direct cash purchasing by individual schools*** – in this method the government will provide grants to schools for the purpose of textbook purchases and schools are required to operate a separate bank account for textbook procurement projects. This applies to schools in areas where there is a well-established book distribution network.
- ***Procurement through consolidation and payment by the District Education Officers (DEOs)*** - in this method schools are required to make their selections and submit their orders to the DEOs who will procure the textbooks and eventually distribute them to the schools. Adequate financial provision will be made available to enable DEOs to distribute the books to schools efficiently. This method is used in areas where book distribution networks are not well developed. (Rotich, 2000, p. 66)

These two methods ensure that all schools in the country are catered for. The author goes on to say that both methods of procurement will apply in areas where the

government still assists in the procurement of textbooks and when there is funding by external donors. However, complaints have been raised by the booksellers that the centralised system of book procurement by the government has a negative effect of retarding the growth and development of the book industry. They suggest that the government should order books using the existing booksellers rather than ordering directly from the publishers. However schools, on the other hand, can benefit from buying directly from the publishers because then they get books at a lower discount than the ones that they get from booksellers. A similar debate has caused the death of the bookselling industry in Zimbabwe where most schools prefer buying books directly from publishers and therefore bypassing booksellers.

2.6 Policies and Legislations on Textbook Provision

There are various policies and legislation that can be used to govern textbook provision in a nation. These can be in the form of national book policies or publishing policies. Their purpose is to govern all the aspects of publishing and educational industries. In that regard, policies are important and a necessity if the book industries are to function viably as well as contribute to education and national development in any country.

2.6.1 National Book Policies

Askerud (1997) defined a national book policy as a ‘...coherent set of regulations and indicators set by the national authority to govern the development, printing and dissemination of books and other printed materials with the aim of promoting a culture of reading’ (p. 78). It can be said to be an educational policy framework. Mohapi

(1998) stated that an educational policy framework sets out the goals of the country's education system and the means to achieve them; who should receive education; the types and quantities of textbooks that are required; how they will be procured, funded and distributed. The author continued to say that the implementation of any educational policy must be backed by the political will to see it through and the allocation of adequate resources for the various aspects of the policy including textbook supply. The issue is not just on ensuring that policies are put in place but that they are enacted and/or enforced.

Adesanoye and Ojeniyi (2005) stressed that the basic pre-requisite for a national book policy is the political will which should be accompanied by the allocation of sufficient resources for the implementation of the measures. Newton (as cited in Sosale, 1999) brought out the rationale of the national book policy by saying that it is necessary to formulate and implement a national book policy because publishing is a complex economic and cultural process determined, to a large extent, by a vast number of players from a country's public and private as well as participants from the foreign private sector and the international donor community.

Rotich (1997) asserts that there is a view that most developed countries do not have any book development policy. Rotich (2000) goes on to state that in Kenya the government released a National Textbook Publishing Policy in 1998 which outlines the roles of the government and the publishing industry in the textbook publishing processes and the main aim of the policy was to transform a largely government run publishing system by liberalizing the textbook market through private sector participation and thereby giving the schools and parents the freedom to choose the books to be used in their schools. The

author further states that the policy requires primary schools to form Schools Textbook Selection Committees to deal with the selection and procurement of textbooks, while in secondary schools the selection is to be done by subject teachers from a list of books approved by the Curriculum Centre.

A national book policy is only a first step, but it is vital as a way to get on track and advance the development process of the main parts of the book chain. It provides the basis for the development of a self-sustaining indigenous book industry and sets the scene for awareness about a country's book industry (Darko-Ampem, 2000). Wafawarowa (2001) describes a national book policy's aim as follows, "... a national book policy is the only tool that can ensure desired book development in a country and the various parts of the sectors, no matter how divergent their interests may be, are able to pursue the common and most important goal of enhancing access to books" (p. 23). On the other hand, Nwankwo (1992) believes that, '... the main objective of a national book policy should be to ensure that book provision is sustainable and that books are both available and affordable' (Nwankwo as cited in Altbach, 1992, p.154). The importance of a national book policy cannot be overlooked in the provision of textbooks to schools. It covers access, provision, affordability and sustainability of textbooks. Mushakavanu (2013) agrees to this point by stating that, for publishing truly to become a strategic industry, a number of issues require urgent attention and among these are developing a national book policy, language planning policy and new initiatives to secure adequate finance for local publishing. He further states that the Zimbabwe government must prioritise formulating policies that enable publishing to develop within a mainstream national development strategy. He concludes by saying that a national book policy will deal in a comprehensive way with all elements of book production, dissemination and use. This requires a process of dialogue and close

collaboration between government, publishers and all other component constituencies of the book chain (Mushakavanhu, 2013).

2.6.2 Publishing policy

Opondo (1998) asserted that in Kenya, the Strengthening Primary Education Project (SPRED) wanted to build on the strengths of moving towards a unified textbook system through a pilot project. They stressed that policies were important in ensuring unity among, booksellers, publishers and the Ministry of Education as well as schools. The author further mentioned that the Kenyan national system of textbook procurement is underpinned by key principles of book trade liberalisation, school selection, accountability, equity and participation. He said this was made possible because of the publishing policies that were in place.

Ikoja (2008) stated that the Ugandan textbook policy liberalised the selection and supply of instructional materials to schools, and it introduced an open system of bidding and vetting of all books and other learning materials distributed to primary schools. He added that this policy removed the monopoly of the National Curriculum Development Centre (NCDC) from writing books for schools but left it with the continuous work of developing and reviewing curricula. It became the government's responsibility to buy and distribute the books and learning materials directly to primary schools. He further stressed that after a lot of pressure from local publishers, the government shifted its policy from centralized to semi decentralized and eventually decentralized procurement and to implement that decision, the Ministry of Education and Sports created Instructional Materials Unit (IMU).

UNESCO (2008) remarked that it was almost impossible to achieve an economy that makes it possible for the publishing industry to prosper without policies for book

development and book provision. To be effective, such policies must be based on accurate and extensive information concerning book provision in that particular economy. This also means that there may be variations on how the demands for learning materials are met in different parts of the country thus a need to cater for all variations. The Zimbabwean Ministry of Education, Sport and Culture (1998) pointed out a strategy for School Textbook Provision in which the Ministry affirmed that the aim of the strategy was to catalyse policy formulation and direction on equity, sustainable book provision, quality of education, decentralization, and cost sharing. The Ministry also indicated that the strategy recommended the need to develop a national book policy to address among others educational publishing, book provision, roles and responsibilities of stakeholders, as well as instruments for implementation and coordination. This was a step in the right direction but to date the policy has not yet been formulated. Without the establishment of a favourable policy, textbook projects will have only a limited impact and no real change will come about (Askerud, 1997).

2.7 Challenges in Ensuring Sustainability in provision of textbooks

Askerud (1997) states that, the lack of official government commitment, revealed in policies and budgets, remains one of the major obstacles to the development of sustainable national systems for book provision in many developing countries. The author goes on to say that the lack of a lasting sustainable impact of the many textbook projects is due to a widespread ignorance among decision makers and educational managers of the professional skills that are required in publishing. This has resulted in projects which were not able to build capacity in the publishing sector and therefore such projects were not sustainable. Initially the solution to the book hunger identified in

developing countries was seen to be to ensure that books from the developed countries could be imported and distributed freely in developing countries (Askerud, 1997). However that did not do much in assisting the development of the publishing sector.

The inadequate performance of many textbook projects was caused to a greater extent by a lack of recognition of the industrial, professional and economic aspects of book provision in project design and by a general absence of a national policy and management capacity (Askerud, 1997). The author goes on to state that many developing countries have indicated a lack of funding as the main cause of inappropriate basic learning materials in schools (Askerud, 1997). However other causes include lack of national book policies, corruption and mismanagement of funds among others.

2.8 Summary

This chapter reviewed literature, from various sources and scholars, pertaining the provision of textbooks to schools. The chapter also described the theoretical framework. Two theories were considered, the Decisions Theory and the Needs Assessment Theory, and the later theory was selected as it was more suited to the aim and the objectives of the study. This was because the theory emphasizes the gap that exists between the ideal and the actual situation. Thus it focuses on formulation of strategies that can be used to achieve the ideal or desired. Literature was reviewed on textbook provision; funding of textbook provision; textbook procurement procedures; policies and legislation on textbook provision as well as on the challenges faced in ensuring sustainability in textbook provision. This was in line with the research objectives and questions. Literature brought out that textbook provision is indeed a challenge in most developing countries; that there are various funding options and selection should be based on the

environment of the country and the education sector; procurement should be transparent and effective and policies are indeed necessary to create an enabling environment for providing textbooks. It also brought out that textbooks are an important part of education in a nation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research used a mixed methods approach in order to achieve the set objectives. As a methodology, mixed methods, involves the mixture of both qualitative and quantitative approaches in many phases in the research process. It focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies (Neil, 2007). Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell, 2006). The result of this is what Johnson and Turner (as cited in Tashakkori & Teddlie, 2003) called the fundamental principle of mixed research.

For this study the qualitative research approach allowed induction, discovery and exploration with the researcher as the primary instrument of data collection (interviewer), and qualitative analysis (Creswell, 2003). It also helped the researcher to examine gaps in sources of funding; procurement procedures; legislation and policies; challenges faced and proposed strategies for improvement of textbook in schools in Zimbabwe. This was in relation to the adopted Needs Assessment Theory. Quantitative research, on the other hand, allowed the researcher to focus on deduction, confirmation, theory testing, explanation, prediction, standardized data collection (closed ended questions), and statistical analysis on the area under study. Thus it brought out the gaps that exist in the current state of textbook provision as well as allowed analysis and interpretation of background information on respondents.

3.2 Research Design

An exploratory research survey was adopted for this study. Exploratory research is defined as ‘research that aims to explore and to discover issues about the problem at hand because very little is known about the situation by the people’ (Domegan & Flemming, 1999, p. 20). The exploratory research survey design was suitable for exploring and discovering issues concerning textbook provision in schools in Zimbabwe. The researcher used information from a sample of individuals to make some inference about the wider population (Kelley, 2003). In a survey research strategy data is collected in a standardised form using a questionnaire or interview. Survey research was especially well-suited for answering questions about what, how much and how many, and to a greater extent than is commonly understood, questions about how and why. The survey assisted in assessing the provision of textbooks in schools and the publishing industry in Zimbabwe.

3.3 Population of the study

The population under study was 7 953 respondents. These included the 5 575 primary school heads, 2 345 secondary school heads in Zimbabwe, four co-ordinators at the Zimbabwe Book Publishers Association and the Booksellers Association of Zimbabwe; the 19 managerial staff in the four textbook publishing houses in Zimbabwe (College Press, ZPH Publishers, Priority Projects and Lleemon Publishers) and the 10 Provincial Education Directors in the Ministry of Primary and Secondary Education.

3.3.1 Sample size

Sampling was done for all the sections of the target population. Sampling is important in research because it eliminates the difficulty of investigating the entire population due

to limitations such as time, distance and funding. For publishing houses judgemental sampling also known as purposive sampling was used in determining the sample. Bern (2007) defines judgemental sampling as, ‘...a sampling technique that stresses the use of the researcher’s judgement and the knowledge of the subjects being investigated to choose the sample’ (p. 35). This technique was suitable as the researcher has some knowledge about the publishing companies and the respondents that were relevant to the research. This therefore enabled the researcher to use her own judgement to select cases that best enabled her to answer the questions and objectives of the research. Therefore in the publishing houses the researcher targeted the managerial staff that had information concerning provision of textbooks and these were the publishing managers and/or the sales and marketing managers. Cannon (2000) asserts that judgemental sampling is ideal when working with very small samples. The justification of judgemental sampling was that it enabled the selection of well-informed people in correct organisations that were informative about the problem that was being researched, thereby strengthening the foundation of the research by providing more accurate and credible research findings. A total of four out of the five managers were interviewed in four textbook publishing houses in Zimbabwe. At Longman Zimbabwe the researcher found out that the publishing company had sold out and had been turned into CPS (Consultus Publishing Services). Thus because of that transition the researcher failed to get the required assistance and information.

Out of the 7 920 schools the researcher used stratified then convenience sampling. A sample size of 100 schools was used according to Yamane (1967). Yamane (1967:886) provides a simplified formula to calculate sample sizes. A 95% confidence level and level of precision of $\pm 10\%$ were assumed for the equation

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n is the sample size,

N is the population size and

e is the level of precision.

Therefore for the 7920 school heads the sample size will be as follows:

$$n = \frac{7920}{1 + 7920(0.1)^2}$$

$$n = 98.75312$$

$$\underline{\underline{n = 99 \text{ School heads}}}$$

Schools in all the 10 provinces in Zimbabwe were stratified into primary and secondary schools. In each stratum the schools were conveniently sampled into five primary and five secondary school heads per province. Convenience sampling was done according to the schools the researcher could easily reach in each province. An equal number of schools per province allowed the researcher to establish if there might have been differences or similarities in textbook provision among the provinces. Though the population was scattered and huge the researcher still ensured validity and reliability. This sample size resulted in information that was representative of the other schools in the provinces. There are 10 Provincial Education Directors in Zimbabwe, each per province. The researcher used convenient sampling for PEDs because they were very busy. Therefore convenience sampling allowed the researcher from the PEDs that were available during the research. For the co-ordinators in ZBPA and the BAZ the

researcher purposively selected one co-ordinator in each organisation. The co-ordinator that has the most involvement with matters of book provision was selected. Table 3.1 provides a summary of the respondents who participated in this research

Table 3.1 Total Sample Size

	Population	Sample Size
Schools	7 920	100 school heads
Publishers	19	4 managers
Ministry of Primary and Secondary Education	10	5 Provincial Education Directors
ZBPA	2	1 co-ordinator
BAZ	2	1 co-ordinator
Total	7 953	111 respondents

3.4 Data Collection Instruments and Procedures

The researcher used questionnaires and interviews as the data collection instruments. Herzog (1996) states that these instruments serve as measurement tools in research and are used for collecting data and information that is central in answering research questions and meeting the objectives of the research. These assisted the researcher in achieving the objectives of the study as well as answering the research questions.

3.4.1 Questionnaires

One hundred questionnaires were designed and distributed to school heads personally (see Appendix B). However 91 school heads responded. Another five questionnaires

were designed and distributed to Provincial Education Directors (PEDs) (see Appendix C). Both the sets questionnaires comprised both open-ended and closed-ended questions. Open ended questions allowed respondents to give independent opinions concerning a question thus do not prohibit or direct a response while closed questions give the respondents direction and a framework for answering a question (Cannon 2000:8). Thus the researcher used both closed and open questions in the questionnaires to ensure both precision and room for opinions in the responses concerning the provision of school textbooks. According to Barr (as cited in Singh, 2006) a questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired. The researcher made sure that the respondents were made aware that the research was strictly for educational purposes and as a result their responses were treated with strict confidentiality.

The researcher distributed these questionnaires by going to each province. This proved faster and more effective than mailing and following up on them from a central point. So the researcher would arrive into the capital of each province and report to the Provincial Education Offices with the clearance letter from the Ministry of Education, Sport, Arts and Culture: which later became the Ministry of Primary and Secondary Education (see Appendix G) during the course of the research: as well as the letter from Moi University (see Appendix F), department of Publishing and Media Studies. The researcher would then get a clearance letter at provincial level to then get into any 10 of the schools in that province. The researcher would also administer the questionnaire for PEDs at the same time. Questionnaires were used for PEDs because they were too busy and thus it was difficult to schedule interviews with them. So in schools the researcher would report with an introductory letter (Appendix H) as well as the Clearance letter from the Provincial Offices (see appendices I - R).

3.4.2 Interviews

Interview schedules were designed; one schedule for the managers in publishing houses (see Appendix D) and another for coordinators in the ZBPA and the BAZ (see Appendix E). The researcher used structured questions which helped the researcher plan in advance through a set of predetermined questions and these helped to guide the researcher to stay confined to relevant issues during the interviews. The four (4) managers of the publishing houses were interviewed as well as the two coordinators of the ZBPA and the BAZ. Small sample sizes for these respondents made the use of interviews more ideal to this sample population. Kumar (2005) defines an interview as ‘...any person-to-person interaction between two or more individuals with a specific purpose in mind’ (p.123). Five face to face and one telephone interviews were conducted and it depended on the preference and the flexibility of the respondents.

Interviews allowed the respondents to express themselves freely on a one-to-one meeting with the researcher and provided the researcher with the opportunity to give and receive immediate feedback and evaluation. The researcher scheduled to have one interview per day and constructed interview guides (see Appendices D and E) that controlled the flow and duration of the interviews and ensured that the interviews adhered to the interests of the research. A recorder was used for the interview and it was tested before each interview commenced in order to make sure that it worked properly. The battery was charged so that it would not be flat and an extra one was always on standby. The recordings were saved on a memory card and after each interview the researcher transcribed the data. All the interviewees were booked a month before the interview and the interview guide was provided to them a week before the interviews. On the day of the interview the researcher presented the Introductory Letter for the

Interviewee (see Appendix A). The researcher also ensured that she reminded the interviewees of the interviews a number of times before they occurred. These measures allowed the interviewees adequate time to prepare for the interviews; avail themselves for the interviews as well as to cater for ethical considerations.

3.5 Data Presentation, Analysis and Interpretation

For this study, data analysis, presentation and interpretation were done both qualitatively and quantitatively based on the mixed methods approach that was adopted as well as the research objectives that led to the study. Data was edited to detect errors or omissions and to correct where possible so as to ensure that data was accurate; consistent; complete and well arranged to facilitate coding and tabulation. Qualitative data was transcribed from the interview recordings. Qualitative data was analysed by data aggregation into categories as per research objectives. On quantitative data nominal data was analysed by statistically analysing scores and data tabulation (Creswell, 2006). All the data was coded and content analysed as per objectives and presented, analysed and interpreted using tables, percentages, charts and descriptions.

3.6 Reliability and Validity

In order to ensure reliability and to validate the questionnaire and interview questions, a research pilot study was done with 10 school heads in Bulawayo, one PED and one publishing manager. This was to establish clarity, validity, and reliability of the instruments employed. The pilot study helped to reveal the misconceptions of the respondents and the need to rephrase some of the questions for more clarity and relevance to the research. Therefore reliability was made possible through conducting a pilot study and ensuring that the research findings were consistent. Validity was ensured

by aligning the questions in the research instruments with the objectives of the study. The result of the pilot study was that some of the questions in the research instruments had to be rephrased to enhance clarity in meaning.

3.7 Ethical Considerations

The researcher observed the ethical requirements of research such as the confidentiality of the respondents and their free will to participate in the research. In that regard the researcher ensured that the consent of the respondents was sought before they took part in the research. The researcher guarded against falsification and fabrication by ensuring that data was generated from actual research and that no alterations were made to the findings. The researcher also did not plagiarise by ensuring that authors were acknowledged by indicating the source of information as well as having a list of references. Also the researcher made it clear to the respondents that the findings of the research would be used for academic purposes only and that strict confidentiality would be adhered to in handling the information that the respondents gave.

3.8 Summary

This chapter presented the research methodology that was used in this study. The study adopted a mixed method approach and the exploratory survey design was chosen. The population included school heads, Provincial Education Directors, managers in Publishing Houses and coordinators at the Zimbabwe Book Publishers Association as well as the Booksellers Association of Zimbabwe. The sample size was 112 respondents and the data collection instruments were questionnaires and interviews. Data presentation, analysis and interpretation were done both qualitatively and quantitatively. A pilot study was done to ensure reliability and validity was ensured by aligning

questions in the research instruments to the objectives of the study. Ethical considerations were also considered through handling responses confidentially and seeking consent from respondents before data collection was carried out.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter, presented, analysed and interpreted results of the study in line with the aim of investigating the provision of textbooks to schools in Zimbabwe. Both qualitative and quantitative analysis approaches, such as data coding; content analysis and data tabulation, were used in this chapter thus reflecting the mixed method methodology adopted for the study. Tables, graphs and pie charts were the main forms of presentation in line with the quantitative aspect of the study. Narrative presentation, interpretation and analysis were also used for this exercise in line with the qualitative aspect. Thus bringing out a mixed method approach adopted for this study. The analysis was grouped according to the various categories or areas of study covered in the research questions as well as objectives and subsequently in the questionnaires and interviews. After presentations, analysis and interpretation of the research results, the chapter concluded with a summary of the same. Data was collected using questionnaires administered to school heads and Provincial Education Directors and interviews conducted with the managers in publishing houses as well as the coordinators of the ZBPA and the BAZ.

The chapter is divided into the following subheadings which were in accordance with the research objectives and research questions. These included the following.

- Response Rate
- Current state of textbook provision in schools in Zimbabwe.
- Sources of funding for the purchase of school textbooks

- Procurement procedures for school textbooks
- Policies and legislation that support textbook provision
- Challenges faced in providing textbooks to schools.
- Proposed strategies to sustainable provision.

4.2 Presentation, Analysis and Interpretation of Data from Research Instruments

The following section presented analysed and interpreted the data that was collected by the researcher through interviews and questionnaires.

4.2.1 Response Rate

Out of the sample size of 111, the researcher managed to interview and administer questionnaires to a total of 101 respondents. This was considered a good response rate for this study. Of those 95 questionnaires were returned by school heads and PEDs and 6 interviews were conducted to publishing managers (4) and ZBPA (1) and BAZ (1) coordinators. Table 4.1 presents a summary of the response rate.

Table 4.1 Response Rate

Respondents	Sample Size	Population Realised	Percentages (%)
School Head	100	91	91
Provincial Education Directors (PEDs)	5	4	80
Publishing Managers	4	4	100
Coordinators at ZBPA and BAZ	2	2	100
TOTAL	111	101	91

As such the response rate was 91%. Concerning the questionnaires that were sent to school heads the researcher divided them into Primary and Secondary school heads. A total of 100 questionnaires were sent, 50 to each category and 44 Secondary School Heads as well as 47 Primary School Heads responded.

4.2.2 Demographic Analysis of the Respondents

The aim of this part of the research instruments was meant to determine the validity of the information availed by the respondents by analysing their demographics.

4.2.2.1 Age of Respondents

This question on the age of the respondents was directed to school heads. Figure 4.1 shows that eight (9%) school heads were in the 25 – 34 age range; 16 (18%) in the 35 –

44 age range; 55 (60%) in the 45 – 54 age range and 12 (13%) were 55 years and above.

Figure 4.1 presents the ages of the 91 school heads that responded.

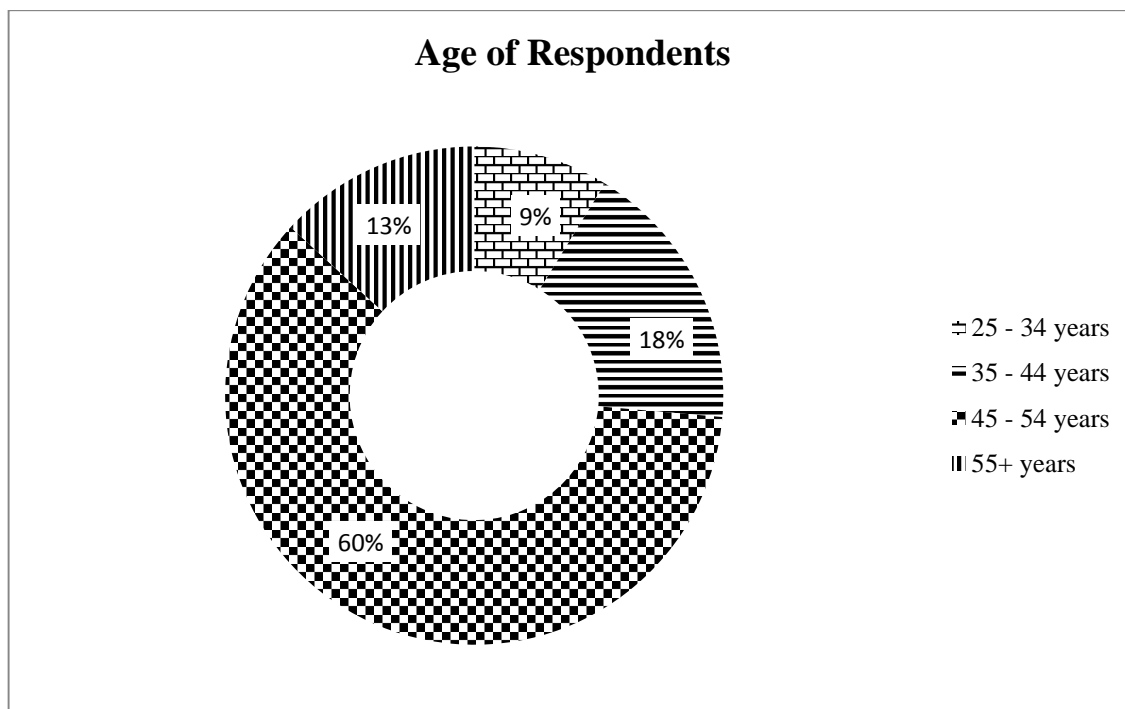


Fig. 4.1 Age of respondents

This to the researcher meant that the respondents were mature people and would be able to provide the researcher with the necessary information needed in the study.

4.2.2.2 Gender of Respondents

Figure 4.2 shows that the respondents were divided into 56 (62%) male and 35 (38%) female school heads; three (75%) male and one (25%) female PEDs; three (75%) male and one (25%) female managers as well as one (50%) male and one (50%) female coordinator. Therefore in total there were more male respondents than female ones. A total of 63 (62%) males and 38 (38%) females responded to the study.

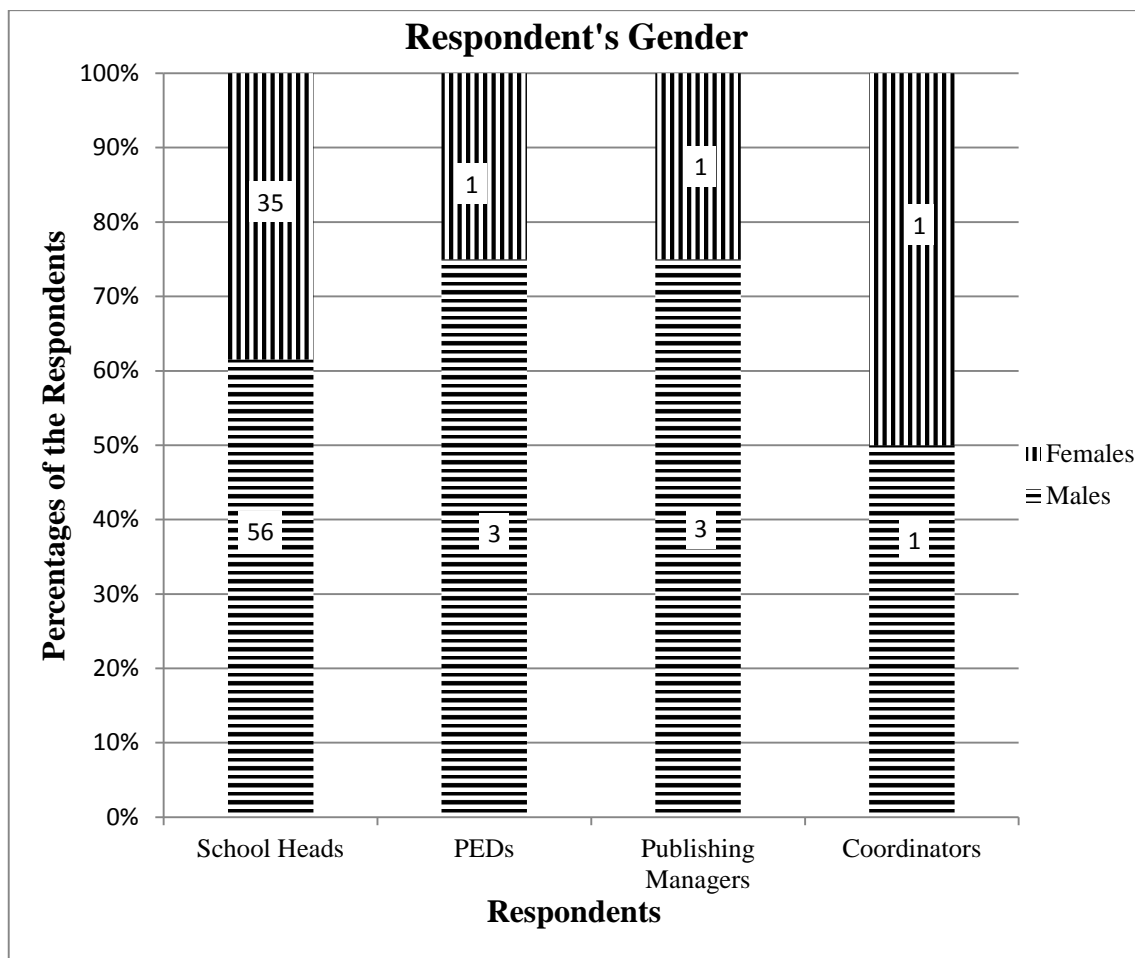


Fig. 4.2 Gender of the respondents

This representation contrasts with the fact that there are more women in Zimbabwe than men at a ratio of 100 women to 97 men. However, generally more men are employed in the formal sector than women in Zimbabwe.

4.2.2.3 Work Experience of Respondents

Figure 4.3 shows the work experience of all the respondents. From the figure one can see that the respondents had work experience which ranged from less than a year to more than 20 years. The publishing managers, three (75%) of them, mostly fell in the 0 – 4 year-ranges and 22 (24%) school heads were in the 5 – 9 which had the highest percentage and the rest were evenly distributed.

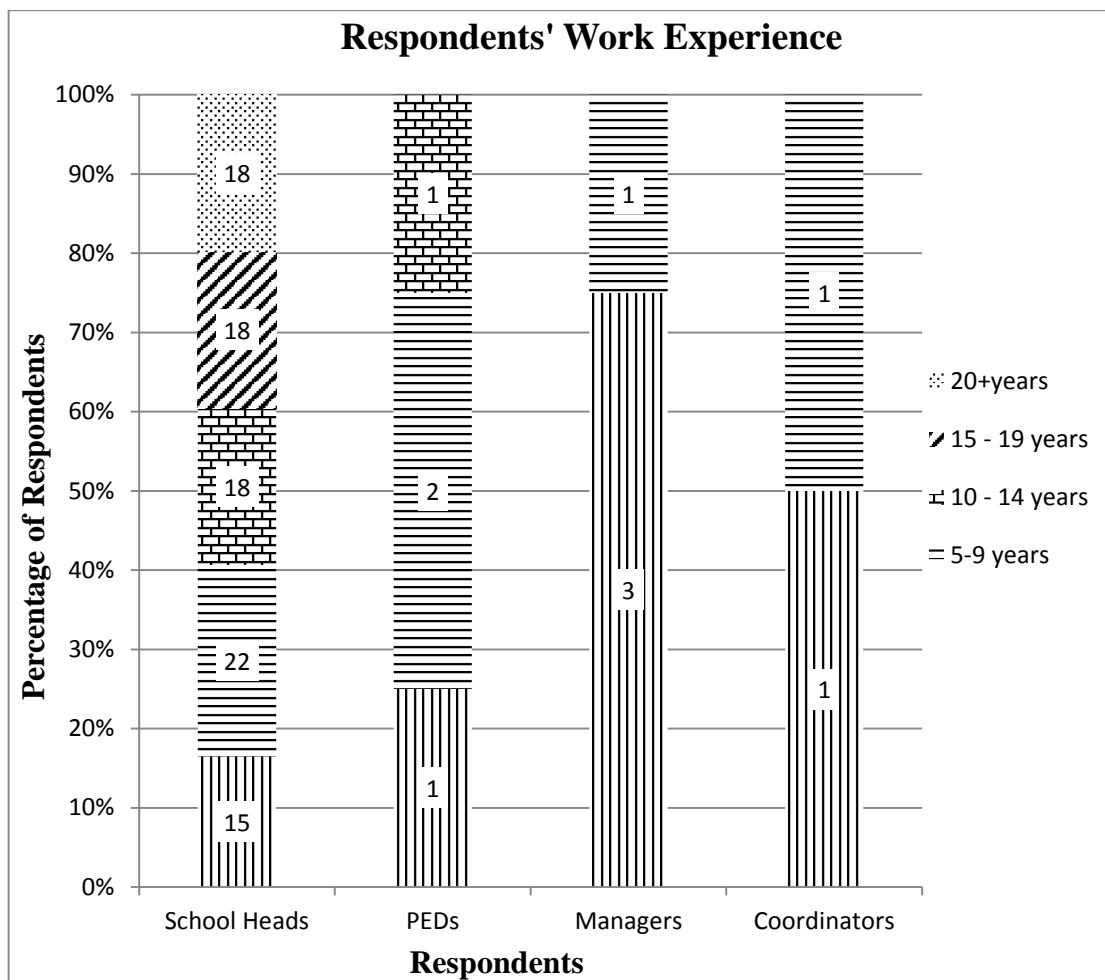


Fig 4.3 Work experience of the respondents

From this data the researcher deduced that most of the respondents had adequate experience to give information that was valid to and required by the study. This was necessary so that only people with a considerable amount of time in the industry were respondents. The researcher also interviewed four (80%) managers in four publishing houses and two (100%) coordinators one from the Zimbabwe Book Publishers Association (ZBPA) and the other from the Booksellers Association of Zimbabwe (BAZ).

Out of the four managers interviewed, one was a General Manager, two were Publishing Managers and one was a Sales and Marketing Manager in their respective organisations. Of the publishing companies one was a multinational and the other three were

indigenous publishing houses. As such the researcher got a holistic approach of the textbook publishers since responses came from various departments of a publishing house as well as various sectors of the book industry. The core function of the ZBPA was said to be a national trade association as well as to represent the interests of the publishers in Zimbabwe. The Booksellers Association of Zimbabwe (BAZ) was reported to represent the interests of all the booksellers in the country. The respondents were valid to the study of assessing the provision of textbooks in schools in Zimbabwe as they had the information required by the study.

4.2.3 Current State of Textbook Provision in Schools in Zimbabwe

On this objective the researcher wanted to find out the current state of textbooks in schools in Zimbabwe in line with the desired amounts and thereby bring out the gap, if any.

4.2.3.1 Availability of Sufficient Textbooks in Schools

School heads were asked if they had enough textbooks in all the subjects in their schools and their responses are as shown in the figure 4.4. From figure 4.4 the researcher gathered that eight (17%) of primary schools and seven (15%) of secondary schools had enough textbooks for their pupils. The researcher found out that these were private schools. On the other hand 39 (83%) primary schools and 37 (85%) secondary schools said textbooks were not sufficient in their schools. These were public schools. The researcher gathered that most schools, which happen to be public schools, still had a deficit of textbooks despite the Education Transition Fund Programme that donated textbooks in the core subjects in schools in Zimbabwe. Textbooks were still not enough in most schools in Zimbabwe except for the 15 (32%) private schools.

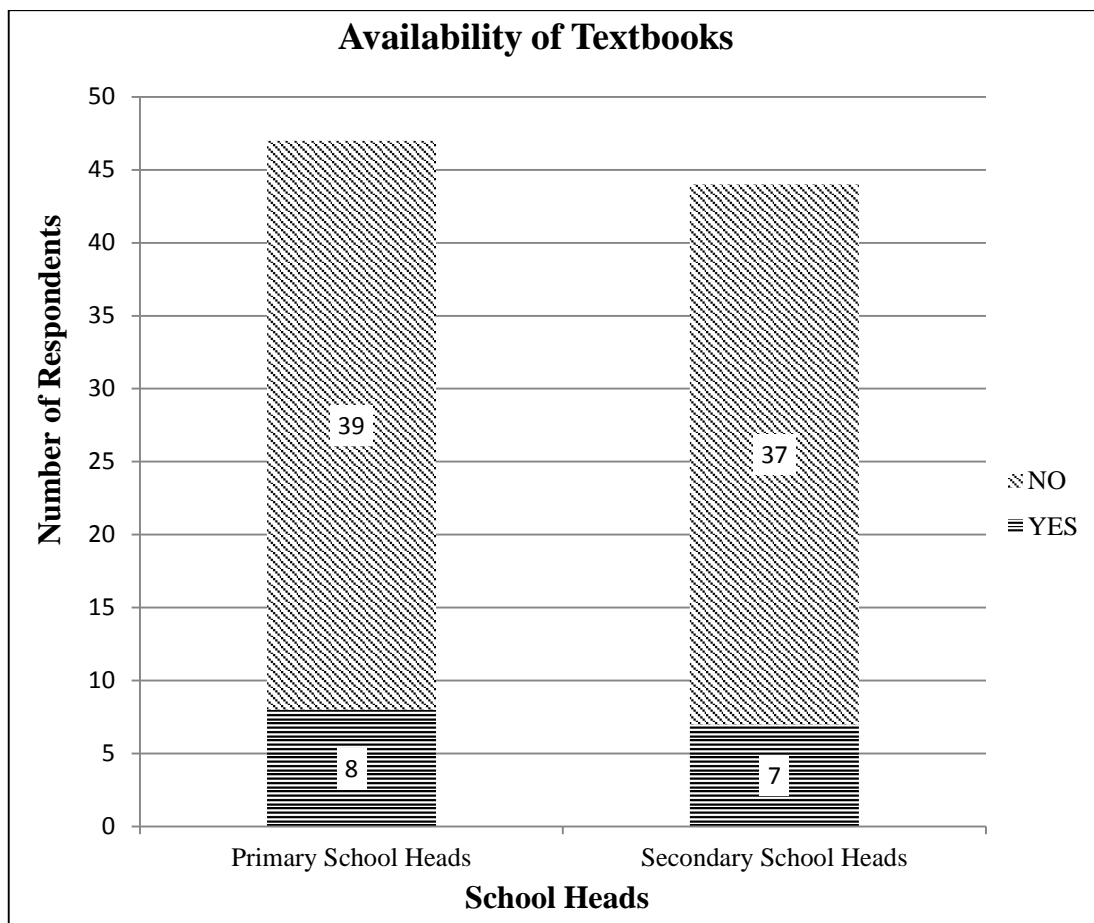


Fig. 4.4 Availability of sufficient textbooks in schools

There is a deficit of textbooks in Zimbabwe despite the fact that they are key in achieving pedagogical outcomes.

4.2.3.2 Areas of Shortages and Reasons for the Shortages

The 39 (83%) primary school heads who indicated a shortage were asked to specify the subjects that had the shortages and the reason why there were shortages. They said that shortages existed in subjects such as Home Economics, Religious and Moral Education, Social Studies; Environmental Science; Art, Music, Physical Education, Agriculture, HIV Education as well as Computer Education. The reasons for shortages in these subject areas were multiple and are presented in table 4.2. The frequencies are also shown.

Table 4.2 Reasons for Shortages in Primary Schools

N = 39

Responses	Number of responses	Percentages (%)
UNICEF did not donate textbooks in these subjects.	39	100
Levies were not enough to purchase the textbooks	35	90
Textbooks were expensive	30	77
Inadequate finances to purchase textbooks in those subjects	20	51
Frequent syllabus changes meant that textbooks were rendered inadequate or useless in a short period of time thus raising a need to buy new ones	10	26
Publishers did not publish textbooks in subjects such as Physical Education, Art, Music and Computer Education so the textbooks were not available	8	21
New schools had not managed to purchase enough books for their students as funds were required in a lot of other school activities as well	5	13

Therefore the major reasons for shortages, as shown in table 4.1, was the fact that in subjects with deficits the ETF had not donated as well as the fact that textbooks were said to be generally expensive. However blaming the ETF for not catering for all subjects is in itself not a sustainable point. This is because ideally donors are there to complement the efforts of other funders of textbook provision. They are not meant to be relied on as the sole or chief funder in textbook provision because they are not under any obligation to donate. Hence the issue of textbook being expensive and finances to

purchase them being inadequate seemed a more practical reason for shortages experienced.

At Secondary school level deficits were said to be in subjects such as Chemistry, Biology, Physics, Accounts, Commerce, Practicals such as Food and Nutrition, Fashion and Fabrics, Wood Work, Metal Work, Agriculture, Art, Religious Studies, Languages set books and all A level subjects. The 37 (85%) secondary school heads stated several reasons for the deficits. Their multiple responses are as shown in table 4.3.

Table 4.3 Reasons for Shortages in Secondary Schools

N = 37

Responses	Number of responses	Percentages (%)
UNICEF through its ETF programme did not donate textbooks in those deficit areas.	37	100
Locally produced textbooks were expensive	35	95
Books, especially in science subjects were expensive because they were not published locally but were imported.	35	95
Set books in Languages changed frequently thereby raising a need to be continually buying books in that area.	20	54
Students did not replace lost books.	15	41
The tuition fees were low and had to be used for other purposes in schools as well.	12	32
Textbooks were stolen	12	32

Although the reasons for deficits were somewhat similar at secondary level to those at primary level, this group of respondents also brought out the issue of unavailability of textbooks in science subjects as well as the fact that theft of textbooks was more rife at

secondary school level. Also it showed that there is a niche market that publishers seem not to be aware of or are not taking advantage of, that of Science textbooks as well as textbooks in practical subjects.

For the 15 (32%) private schools that said that textbooks were sufficient for their students they said that they had managed to achieve this by photocopying, getting credit facilities from textbook suppliers; parents buying textbooks for their children; using funds from tuition fees, book levies, equalization grant also known as the per capita grant and the Social Services Fund (SSF). Therefore, the private schools seemed to have enough funds to purchase textbooks for their students most probably because parents in those schools paid high amounts of fees. The private schools had finances to purchase books. In some subjects where they could not find the desired textbooks these schools resorted to photocopying which is actually illegal. These private schools were using all ways possible, though some are illegal, to ensure that students in their schools are provided with the required textbooks. Publishers seemed to be in a way causing some of their own problems because by not having books in stock or books being very expensive they made schools resort to photocopying. Photocopying might seem practical and good at school level yet it is illegal and contributes to the demise of the publishing industry since the right owners do not benefit from such sales.

4.2.3.3 Roles of other Players in Textbook Provision

Provincial Education Directors (PEDs) were asked to define their role concerning the provision of textbooks in schools. Their response was that they were the link between the Ministry of Primary and Secondary Education and the schools at provincial level. All communication from the Ministry to schools was made through the PEDs who then relayed the information to the District Education Officers who then communicated to schools. If there were any circulars such as those on the Per Capita Grant disbursements

the office of the PEDs facilitated the delivery of those to the respective schools. Thus they were a vital link in the education sector and can play a critical role in ensuring sustainable textbook provision.

In the interview sessions the coordinators of ZBPA and BAZ were asked what role their member organisations played in the provision of school textbooks. The BAZ coordinator said that,

The Booksellers Association of Zimbabwe as an association of booksellers supports the activities of this group. The booksellers are involved in the chain of providing books to schools. They buy books from the publishing companies or at times get the books on commission. Then they distribute the textbooks in their various branches located countrywide so that schools can have easy access to the textbooks that they need. They are the link between publishers and their customers.

On their role in provision of textbooks the ZBPA coordinator stated that the publishers were responsible for producing the textbooks and availing them to the booksellers and even directly to the customers. The ZBPA and the BAZ as well as their member organisations were critical in the provision of textbooks to schools in Zimbabwe.

On that research objective it came out clearly that the majority of schools in Zimbabwe had a shortage of school books. Ideally, the pupil: book ratio should be 1: 1 in all subjects that are taught. However, the situation on the ground was such that schools had adequate textbooks in core subjects only but in the other subjects, which though not core are important as well, the book ratio was still as high as 1: 10 and even worse in rural

schools. The desired ideal in textbook provision had not been reached in most schools in Zimbabwe.

4.2.4 Sources of Funding for Purchase of School Textbooks

Under this objective the researcher wanted to establish the sources of funds for the purchase of textbooks in schools in relation to the ideal or desired sources of funding.

4.2.4.1 Sources of Funds for Purchasing Textbooks

In that regard respondents were asked who funded the purchase of textbooks in their schools/provinces both at primary and secondary level. Their responses were as shown in figure 4.5. This question brought back multiple responses from the respondents. From the findings 42 (46%) of the respondents got funding from the government and/or a combination of the government and other sources; 80 (88%) from parents and a combination of other sources and 38 (42%) got funding from donors and a combination of other sources of funding. Other 10 (11%) sources of funding included churches in the case of the four (4%) mission schools that responded and a few commercial companies that supported purchase of textbooks.

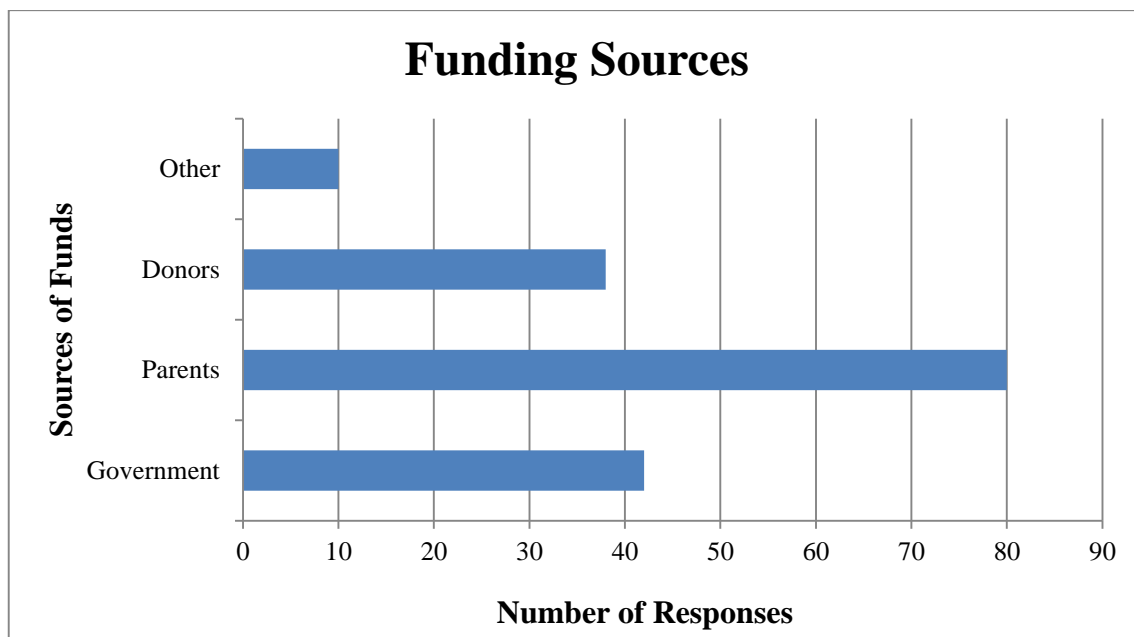


Fig 4.5 Funding sources for the purchase of textbooks in schools

In Zimbabwe most of the funding for the purchase of school textbooks is done by the parents followed by the government then donors as well as churches and the private sector. This was in line with what the World Bank (2008) says that, “The government, parents, donors and the private sector constitute the four basic sources of book financing that can be combined into mixed financing systems.” Parents bought textbooks through the textbook levies and the tuition fees that they paid to the schools though the money was usually not enough. So schools bought books using the money they got from parents. The fact that parents are major source of funding for textbooks means that there is consumer funding in Zimbabwe as opposed to producer funding. This is necessary for sustainability in provision as well as capacity building in the industry. PEDs acknowledged that funding for the purchase of textbooks came from various combinations of the government, parents, donors and in a few cases the cooperate world. They also brought out that at times textbook publishers donated textbooks to schools during function such as Prize Giving Days. The private sector was somewhat involved in funding textbook provision. Thus funding options for the provision of

school textbooks are indeed present in Zimbabwe and they seemed to be playing their part, regardless of the deficits that were still being experienced. The government funded textbook provision through issuing per capita grants which was also not enough.

4.2.4.2 Adequacy of Funding

Respondents were then asked if this funding was adequate for purchasing textbooks. Figure 4.6 presents the findings to that question. As presented in figure 4.6, 82 (90%) of the respondents stated that funding for the purchase of school textbooks was not enough.

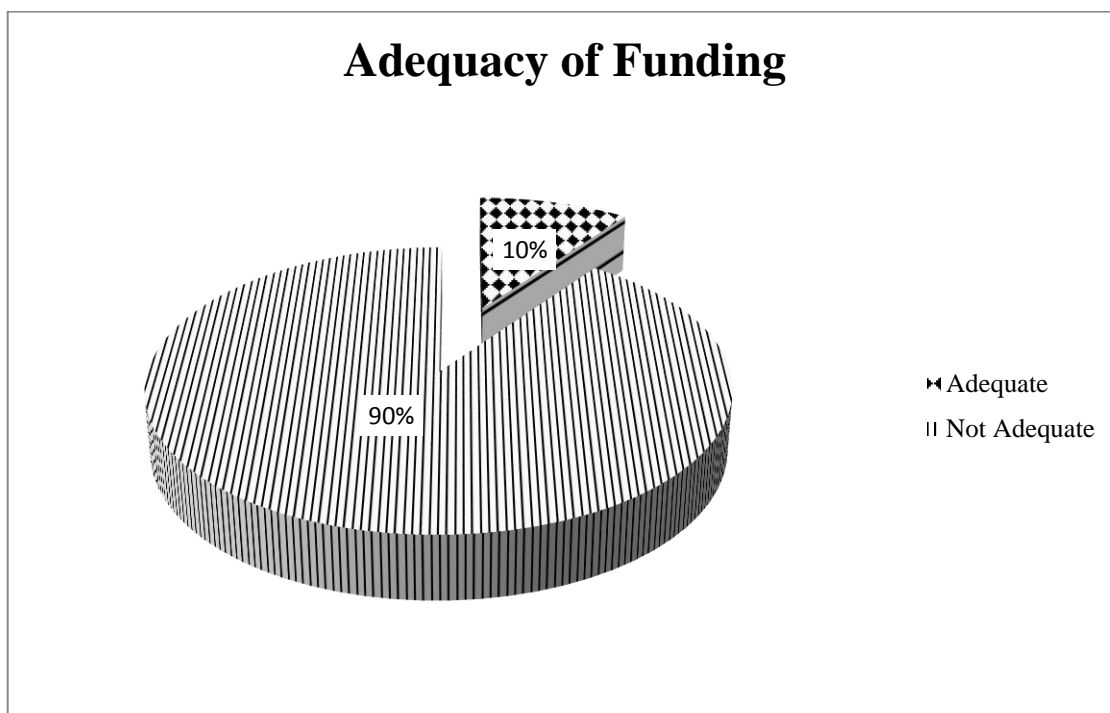


Fig 4.6 Adequacy of funding

This meant that the three principles of effective textbook financing which are affordability, sustainability as well as predictability (World Bank, 2006) had not yet been attained in Zimbabwe. The nine (10%) respondents that said that funding was adequate were seen to be private schools. Therefore in public schools in Zimbabwe the funding of the purchase of school textbooks was not adequate. As long as the funding continued to be inadequate it meant that deficits in textbooks in most schools would continue to be experienced. This then meant that measures had to be found to deal with the issue of making funding adequate for the purchase of textbooks and therefore achieving affordability, sustainability as well as predictability.

4.2.4.3 Improving Funding for Textbook Provision

Respondents were then asked how funding could be improved and they made a number of suggestions which were similar for both primary and secondary levels. The 91 (100%) school heads gave multiple responses on suggestions of improving the provision for textbooks to schools. Even schools without deficits gave suggestion of improving textbook provision. This showed the researcher that they were well aware of the challenges being faced in the education sector. These responses are as given in table 4.4.

Table 4.4 Strategies for Improving Funding in Textbook Provision**N = 91**

Responses	Number of responses	Percentages (%)
The government should increase the amount offered in its Per Capita Grant which is also known as the Equalisation Grant.	91	100
Parents should be encouraged to pay fees and levies on time to enable schools to buy books before schools open.	90	99
Book levies should not be used for other purposes which are not to purchase books.	88	97
The government should give grants to supplement levies to all schools and make sure that the grants are consistent and actually existent.	85	93
Parents should be encouraged to support the education of their children by buying textbooks for them particularly in specialized areas.	84	92
The Ministry of Primary and Secondary Education should put in place measures to enforce the payment of fees and levies.	81	89
Schools should be allowed to do fundraising activities together with parents in order to buy textbooks for students.	75	82
The Ministry should approve book levies for each school and these should be used specifically for purchasing of textbooks and this should be monitored.	55	60
Schools should solicit for donors even if they have to be approved by the Ministry first.	46	51

Public schools should solicit for donations of textbooks from private schools.	32	35
The government should also support private schools as well as any new schools by approving levies for purchasing textbooks.	15	16

One respondent said that,

Our school is not a public school therefore does not receive any form of financial support from the government. As a result all costs tend to be shifted to parents and occasional donors and this tends to make the fees and other levies very high. Therefore government should offer financial support to private schools as well.

From the various ways suggested of improving funding the foremost view was the fact that all sources of funding ought to play their parts seriously in funding of textbook provision. Parents, government, schools as well as the private sector were urged to respond accordingly when required to play a part in ensuring that schools have adequate textbooks. These suggestions were in line with the principles of affordability, sustainability as well as predictability in textbook provision.

PEDs confirmed that the funding of school textbooks was not enough. They attributed the fact that the textbook situation in schools had been made better by the ETF programme. In subjects that got textbook donations the pupil: book ratio had since reduced in some cases to as low as 1:1. However in those subjects that did not receive donation the situation was still bad in some cases with a 20:1 pupil: book ratio, especially in rural schools and there was a need for intervention by the Ministry and other stakeholders in offering financial support so that schools reach the ideal 1:1 pupil:

book ratio in all subjects. PEDs also reported that the funding of school textbook was not sustainable except in a few private schools. Thus they suggested that there be a revolving fund for purchase of textbooks in addition to the other efforts done by the government and parents. This will mean that as textbooks are bought the money is replaced so that more textbooks can be bought later on. The revolving fund was viewed to be a continuous and sustainable as well as affordable way of ensuring provision of textbooks to schools. This meant that the way textbooks were being provided was not sustainable so there was need to look for and adopt more sustainable ways of provision.

Under the funding objective, publishing managers were asked on the funding that was available to the publishing sector, the most sustainable form of funding for textbook provision as well as the impact of donor funding on textbook provision to the publishing companies. On funding options the managers stated that they did not receive any form of funding or financial support, loans or even subsidies but that they operated like any other businesses in the country. They said that they used return on investments or applied for business loans from the banks for their businesses and this proved challenging and expensive because the interests were high, specifically for publishing which is a business that usually realises a slow and seasonal return on investment. In Zimbabwe publishers were facing cash flow challenges as well as an economic environment which was not conducive for their type of business.

The publishing managers also stated that the most sustainable form of funding for textbook provision is parental involvement as well as establishment of a revolving fund system for the purchase of school textbooks. On the issue of the impact of donor funds on the provision of textbooks to publishing companies the managers brought out that the impact can either be negative or positive depending on how the process has been carried out. They all stated that for provision of school textbooks, donors ought to fund the

purchase of books but at the same time involve the recipients by allowing them to select the books that they would like to use as well as involve the booksellers in distributing donations. In that way they said that everyone in the book value chain gets to benefit from the donations. This brought out issues that need to be specified by a policy concerning donor funding. These issues are the necessity of donor funding, the role of all players of the book sector in facilitating the donations as well as placing emphasis on user selection.

The coordinators at the BAZ and ZBPA were asked if their member organisations received any form of funding for providing textbooks to schools. Both responded that their member organisations did not receive any form of financial support from anyone but operated as any other businesses. One of the respondents said that,

Our member organisations do not receive any form of funding from anyone. They operate as any other business entity in the country. They either source business loans from banks or use their return on investments to finance their business activities.

On this objective, it is clear that funding was not adequate owing to a number of reasons. This concurs with Askerud (1997) who says that a careful analysis of the broader situation in funding in most developing countries shows that the problem related to establishing a sustainable system for the provision of quality textbooks stems from the complexity of the issue. He goes on to say that though access to books and other learning material is the most cost-effective means of raising the level of educational achievement, adequate funding is rarely given priority in government budgets. The inadequacy of funding in textbook provision results in the shortages that are being experienced in most schools in Zimbabwe. The ideal would be for more involvement of

all the four pillars of funding with each pillar playing its part. Parents should be able to buy textbooks for their children and the government, donors and the private sector should chip in where parents are struggling. Where donations are involved recipient selection should be a priority. In Zimbabwe all the four pillars of funding are present yet deficits are still being experienced because the funding is inadequate.

4.2.5 Procurement Procedures for School Textbooks

This part of the research instruments aimed at examining the procurement procedures for school textbooks in Zimbabwe.

4.2.5.1 Procurement Procedures Used by Schools

Respondents were asked how their schools purchased or procured textbooks. All school heads said the money they used to purchase school books came from either the tuition fees, book levies, Equalisation/ Per Capita Grant, General Purpose Fund, School Services Fund or School Development Committee funds. At Primary level all 47 (100%) school heads said they use the Government Accounting System whereby a class teacher compiled their requisitions and submitted them to the Procurement Committees, three quotations were sought from booksellers or directly from publishers and the supplier who met the specification at the lowest price was selected and the Finance Committee (if available) in consultation with the school Heads made the purchase. This was done once a term. If the money was not enough priority is given to the subjects with the most deficits or needs. At Secondary level all the 44 (100%) school heads stated that the procedure was similar save for the fact that requisitions are made by

teachers through their Head of Departments who were subject specialist. This part of textbook provision in Zimbabwe seemed to be orderly, organised and straight forward.

4.2.5.2 Role of the Government in Procurement of Textbooks

The 91 (100%) school heads said that the government plays various roles in the procurement of textbooks as shown in table 4.5.

Table 4.5 Government's Role in Procurement

N = 91

Responses	Number of responses	Percentages (%)
Through the Government Accounting System of requesting three quotations before a purchase is made.	91	100
Through the Per Capita Grant/Equalisation Grant, though it is too little and is given irregularly.	76	84
Through approving tuition fees (part of which is used to purchase textbooks) and special levies for the purchase of textbooks.	75	82
Through facilitating donor assistance such as UNICEF.	70	77
Through approving titles, through the Curriculum Development Unit, for use in all schools.	15	16

Thus the government through its Ministry of Primary and Secondary Education did play a part in procurement of school textbooks as presented in table 4.5. That goes to say that

the government is playing a part though not the ideal required by the other stakeholders involved in provision of textbooks.

PEDs confirmed that in public schools textbooks are purchased through the Government Accounting System of requesting three quotations from textbook suppliers before a choice of a supplier is made and the purchase is done. In private schools, 15 (32%) heads brought out that purchasing is done similar to the Government Accounting System and still transparency is a must in all school purchase. In that regard all the 91 (100%) school heads they said that the textbook purchasing practises were indeed effective and efficient. This was good because it ensured transparency and accountability in handling finances for textbook purchases.

On the role of the Ministry in provision of textbooks, PEDs said that they work together with donors as well as being the link between schools and the government. Publishing managers were asked who they sold their textbooks to and their response was that their customers include schools, parents, individuals, and donors with approval of the government, bookshops, booksellers and book agents.

On this objective Pontefract and Were (n.d) stated that with the support of donor partners, Kenya moved towards a unified system of textbook provision with accountable systems which involved key stakeholders at all levels and this system allowed liberalisation of the Kenyan book market and funding is provided in all types of textbooks. Rotich (1997) goes on to say that the study done by Chirwa brought out that in Zambia the purchase of textbooks is centralised and depends on the funding from the government. Kenya becomes a good market to get lessons from. Ideally various

stakeholders should come together and ensure that procurement is done effectively, transparently and with some form of accountability. In Zimbabwe, the procurement procedures are indeed there, yet the challenge seems to be on the funding needed to carry out the procedures as seen in the findings of this research. Thus concerning the role of the government, Zell (2008) argues that, “A sustainable system of book provision and book development and a flourishing book industry are possible only with government support that recognises the strategic importance of publishing and demonstrates this in official commitment and budgets.”

4.2.6 Policies and Legislation that Support Textbook Provision

The researcher intended to examine the policies and legislation, if any, that are in support of textbook provision in Zimbabwe in relation to the ideal framework of policies.

4.2.6.1 Availability of Policies or Legislation in Support of Textbook Provision

In this section the respondents were asked what, if any, were the policies that supported the provision of school textbooks in Zimbabwe. All the 101 (100%) respondents brought out that there was no clear cut policy on how textbooks could be provided to schools sufficiently and sustainably. They also stated that there was neither a Textbook Policy nor a National Book Policy. However, the 91 (100%) school heads said that there were circulars and policies at school level that in a way supported provision. These are presented in table 4.6 and their frequencies are shown as well.

Table 4.6 Policies in Support of Textbook Provision**N = 91**

Responses	Number of responses	Percentages (%)
The tuition fee, School Services Fund and book levies which are approved by the government and that part of the tuition fees should go towards purchasing textbooks.	80	88
The Per Capita Grant which is given to schools for use in purchasing textbooks.	76	84
Schools are able to source donations though they need to seek approval from the Ministry of Primary and Secondary Education before receiving the donations	52	57
At school level there are Resource Management Systems whereby textbooks, being part of resources, are handled, maintained and stored properly and there are inventories to that effect. Lost textbooks are replaced, new books are covered with an extra hard cover and torn books are repaired and bound	30	33

These policies or regulations do play a part in provision of school textbooks; however they are not adequate since deficits are still being experienced in public schools in Zimbabwe. Despite the presence of these policies or regulations at school level there is still an urgent need for a wider policy in the form of a Textbook Policy, or better still a National Book Policy in Zimbabwe.

UNESCO (2008) remarks that it is almost impossible to achieve an economy that makes it possible for the publishing industry to prosper without policies for book development and book provision. Askerud (1997) agrees to this statement by saying that, “Without the establishment of a favourable policy, textbook projects will have only a limited impact and no real change will come about. Therefore, a policy framework is indeed important in the provision of books.

4.2.6.2 Impact of the ETF on Textbook Provision

Still under that objective the researcher wanted to find out what had been the impact of the UNICEF funded Education Transition Fund (ETF) programme. This is a programme in which UNICEF donated textbooks in the core subjects to primary and secondary schools in the country. During the data collection the researcher found out that not all the schools in the country got assistance. Colleges, new schools and most private schools did not benefit from the programme. For those 76 (84%) schools that benefited from the ETF they said that the programme had the following impacts, as shown in table 4.7.

Table 4.7 Impact of ETF on Textbook Provision**N = 76**

Responses	Number of responses	Percentages (%)
Lessened the pressure on parents in paying levies.	74	97
It has allowed more funds to be channelled to other subjects which were not catered for by the ETF.	73	96
Reduced pupil: book ratios, in some cases to as low as 1:1, in subjects such as English, Mathematics, Science and Ndebele/Shona at Primary level and in Mathematics, English, History, Geography, Ndebele/Shona and Science at Secondary level.	70	92
Caused an increase in the pass rate and an improvement in the literacy rate.	65	86
Improved research culture because content coverage is quicker therefore pupil performance had improved.	54	71
Made learning, teaching and managing homework easier and more effective.	42	55

In that regard the ETF had a mainly positive impact in schools by improving the pupil: book ratio that had become a nightmare. However it also had its negative impact in primary schools as well as in the industry. A negative impact of the ETF was seen at primary school level whereby 44(%) heads stated that they would have preferred the donation to come from various publishers instead of one and that this would have been enabled through user selection.

On the last point, one respondent from a primary school had the following to say,

Although the ETF played a huge and positive role in providing textbooks in core subjects there was one challenge. The textbooks came from one publisher yet other publishers that were left out had better books in some subjects that we would have preferred.

On the impact of the Education Transition Fund (ETF) all the 4 (100%) publishing managers said that their organisations did not benefit from the donation made for primary schools because the purchases were made from only one publisher. The researcher found out that the publisher that benefited at primary level, Longman Zimbabwe (a multinational publisher), had since changed to Consultus Publishing Services (CPS) with effect from 1 June 2013 and they now provide publishing consultancy services. At secondary level, schools were given a choice to select the textbooks that they wanted donated to them. As a result, all publishers benefited, even though at times it was small, because schools chose the books that they were already using from various publishers. Publishers said that the general impact was a bit negative since schools would not be buying books in the core subjects which happened to be the cash cows for publishers. Schools were only buying a few supplementary textbooks and for the few subjects that were not donated. This meant a disruption in cash flow and business for the publishers.

The ZBPA coordinator echoed what was said by the publishers that at primary level, which has the bulk of students, only one publisher benefited though at secondary level other publishers benefited as well. The coordinator of BAZ stated that the bookselling sector did not benefit. He went on to say that,

In fact the ETF managed to further push booksellers out of the book value chain. This is because they never involved the booksellers. They bought textbooks directly from publishers and distributed them directly to schools. So booksellers were never part of the donation process. Even before that bookselling was and still is facing challenges in remaining afloat because customers such as schools prefer to go and buy books directly from publishers. The ETF has done absolutely nothing to make the situation better.

PEDs said there were no specific policies that support the provision of textbooks in schools in Zimbabwe yet they are important in supporting the education sector. The same sentiments were echoed by the two coordinators that were interviewed that there was need for a policy or part of a policy that states how textbooks were supposed to be provided, purchased and distributed sustainably to schools. Though the ETF had a largely positive impact in schools the same could not be said for the publishers and booksellers who felt that the donation did not in any way build the capacity of the local industry. Local publishers were left out at primary schools and the booksellers were left out in the whole countrywide distribution of the textbook donations.

Ideally there should be a policy, either a National Book Policy or an Education Policy in Zimbabwe that supports the whole of the book value chain. Mohapi (1998) supports this view by saying that an educational policy framework sets out the goals of the country's education system and the means to achieve them; who should receive education; the types and quantities of textbooks that are required and how they will be procured, funded and distributed. However, Zimbabwe does not have a National Book Policy; the education policy is currently enshrined in the Education Act which states free primary

education for all. Provision of textbooks is not mentioned at all and that is contributing to the textbook deficits being experienced in most schools in Zimbabwe.

4.2.7 Challenges Faced in Providing Textbooks to Schools Sustainably

On this objective the researcher wanted to find out the challenges faced by the various stakeholders in providing textbooks to schools on a sustainable basis.

4.2.7.1 Challenges faced by Schools

Respondents were asked to state the challenges that they faced in providing textbooks to children in schools. The challenges experienced by the 91 (100%) school heads were as presented in table 4.8. The table also presents the frequencies.

Table 4.8 Challenges Faced in Provision of Textbooks

N = 91

Responses	Number of responses	Percentages (%)
Ignorance on the importance of textbooks by parents which resulted in a lack of their support in buying textbooks for their children.	75	82
There were no proper and secure storage facilities in most schools and as a result textbooks were being stolen.	69	76
The prices of textbooks were too high thereby making it difficult to purchase enough or required	65	71

textbooks at any given time.		
At times money for buying textbooks from book levies was used for other “more pressing issues” in the school.	57	63
In subjects where textbooks were not enough pupils had to share and books got torn easily.	53	58
Parents could not afford to pay higher book levies or fees.	51	56
Book levies and other textbook funds were too low thereby money was not enough to purchase the desired amounts of textbooks.	47	52
Enrolments were increasing thus raising a challenge in attaining and/or maintaining the 1: 1 pupil: book ratio.	42	46
Lack of school libraries which are essential in assisting provision of textbooks and other reading material	40	44
None or slow payment of levies and fees by parents.	36	40
Frequent curriculum changes.	24	26
Textbooks were becoming less durable, easily torn and had to be replaced more frequently than used to be the case.	21	23
Some set books especially in Arts subjects were not easily availed by publishers and booksellers since they were said to be out of stock.	15	16

These challenges were faced in both public and private schools despite the fact that some textbooks were donated through the ETF programme. These challenges also bring out that textbooks provision is a duty of a lot of people and not the government alone. Students should take care of these textbooks properly; parents should pay fees on time; publishers should ensure that textbooks are more durable and of higher production quality as well as available in all subjects; Ministry should not change the syllabus too frequently and schools should ensure good storage facilities for textbooks. Consequently it is the duty of a variety of players to ensure sustainable textbook provision.

4.2.7.2 Challenges Faced by Publishers and Booksellers

Publishing managers stated that the challenges that they faced in providing textbooks to schools included the fact that schools were given payment plans for paying for the textbooks that they would have taken but they delayed in paying up and deprived publishers of cash flow. The other challenge was that at times printers delayed with books or publishers could not manage to pay the printers on time and this resulted in stock outs. Therefore when schools open the textbooks would not yet be in stock. Also that since textbook sales were seasonal at times publishers overstocked and could not manage to sell all the printed copies and this resulted in finances being tied in stock. Another challenge was the competition that they faced from illegal sales of textbooks in streets. These street vendors happened to sell the books cheaply and the publishers and their authors did not benefit from these sales. Publishers also brought out that raw material for printing books were expensive and those that were imported were levied high taxes thus making printing costs high for the publishers who then transferred those costs to their customers. The ZBPA coordinator agreed to these challenges. The BAZ coordinator said that currently their member organisations were not fully functional in

providing or availing textbooks to customers due the fact that schools are bypassing them and buying textbook directly from publishers as well as the reduced book sales previously mentioned on the impact of the ETF to their member organisations. The coordinator went on to state that these challenges have caused the drop of bookshops from 113 in 2003 to 53 in 2012.

The coordinators brought out that the major challenge that they or their member organisations faced in textbook provision was inadequate finances to conduct business. Askerud (1997) agrees by stating that many developing countries have indicated a lack of funding as the main cause of inappropriate basic learning materials in schools. Schools, publishers and booksellers face a number of challenges in providing textbooks. There is need to find solutions to the challenges in order to ensure sustainability in providing textbooks to schools.

4.2.7.3 Possible Solutions to the Challenges

Respondent were then asked to suggest possible solutions to the challenges that they mentioned. The suggested solutions were as presented in table 4.9.

Table 4.9 Possible Solutions to the Challenges Faced in Textbook Provision

N = 91

Responses	Number of responses	Percentages (%)
Publishers should lower textbooks prices so that they become more affordable.	89	97
Textbooks in Sciences and practical subjects should be published locally as this will make them more accessible and affordable.	82	90

The government should raise the Per Capita Grant given to schools to enable schools to have more money for purchasing textbooks.	76	84
Schools should be allowed to carry out fundraising activities aimed at raising money for textbook purchase.	75	82
Schools are to ensure that School Resource Management Systems are functional.	69	76
Parents should support their children's education by purchasing textbooks for their children to use in school.	65	71
Schools should guarantee good administration to ensure that all lost and damaged textbooks are replaced promptly	56	62
The curriculum should not be revised too frequently as this puts pressure on schools having to buy a new set of textbooks within short periods of time.	41	45
The government, parents and school administrators should ensure that every school has a functional school library	40	44
The private sector should be urged to adopt schools and offer them support in buying of textbooks or other educational materials	39	43
The relevant authorities should ensure that secure storage facilities for textbooks are put in place in schools, such as steel lockers.	23	25
More financial support needs to be offered to rural schools by the government.	22	24
Illegal selling of textbooks on streets should be banned and stiffer penalties given to offenders as it encourages theft of textbooks.	18	20

The school heads brought out a number of ways to deal with the challenges faced in providing textbooks to schools as shown in table 4.9. These solutions are actions and measures that should be taken by the government, law enforcement agents, schools, private sector, publishers and the parents in order to ensure sustainability in the provision of textbooks in schools.

Managers in publishing houses stated that the possible solutions to the challenges that they were facing were: parents should pay fees on time as well as the government distributing Per Capita Grants on time to ensure that as schools open the books are bought on time and with full payment not on credit; printers should be given support so that they manage to meet deadlines in the least possible time; customers should pay for books preferably in full instead of on credit basis as this ensures that publishers have money to pay the printers and publishers should really look more into the Print on Demand technology as a way of eradicating overstocking. Mushakavanhu (2013) agrees to this by saying that perhaps, it's also time Zimbabwe joined the electronic revolution by investing in digital printing, whereby a book can be sent electronically through a computer and printed at the place it is needed. He goes on to say that essentially, print on demand will cut costs of overprinting, unsold stock and transportation

One (25%) manager said that the government should realise the importance of textbooks in education and national development and as such remove or reduce the taxes that are levied on raw materials used in book production. One manager said the following,

The selling of textbooks illegally on the streets should be banned and perpetrators should be punished severely as their illegal activities

cripple the publishing industry because authors and publishers do not get any profits from textbooks that are sold in streets.

The BAZ coordinator said, concerning their member organisations, their solution lies in policy formulation that recognises the role of booksellers in the book chain. They said that the policy should state that publishers should not sell directly to schools but through booksellers. Thus the respondents did have suggestions on how the current situation in textbook provision could be improved for the purposes of sustainability. These suggested solutions can indeed help in mapping the way forward concerning textbook provision to schools in Zimbabwe.

4.2.8 Proposed Strategies to Sustainable Provision

This part of the research aimed at getting proposed strategies from the respondents on how textbooks can be provided sustainably to schools in Zimbabwe. The respondents were asked to suggest strategies that can be adopted to ensure that textbooks are provided sustainably to schools in Zimbabwe as well as to shed light on anything they felt was concerned with the provision of school textbooks. These suggestions from the respondents were considered important because they would help broaden the researcher's understanding of the various prevention and invention approaches needed to address the provision of school textbooks. These are the major issues that were brought out:

At primary school level 42 (90%) of the respondents said donors should involve recipients in the selection process of the donation. Quoting one respondent,

The saying 'Beggars are not choosers' does not apply in textbook donations because an irrelevant book is as good as no book at all. Therefore when donors donate textbooks or any other form of reading material they should consult the recipients because some donations tend to be irrelevant, shallow and therefore useless to the recipient. Thus it just becomes a waste of valuable resources.

The 91 (100%) school heads gave the following suggestions on strategies that can be adopted for sustainable provision of textbooks. Table 4.10 presents these proposed strategies.

Table 4.10 Proposed Strategies for Sustainable Provision

N = 91

Responses	Number of responses	Percentages (%)
The government should formulate a National Book Policy on how textbooks are to be provided to schools.	90	99
Government and publishing industry players must ensure that textbooks are cheaper, either by subsidising during production, purchase or at printing stage and by adapting cost reduction strategies in production.	89	98
Make pupils, parents and teachers to be aware of the fact that textbooks are a resource and as such need to be handled properly.	85	93
Each school should have Subject Committees that will be tasked with ensuring that textbooks are monitored, repaired, handled and stored properly.	83	91

There should be a consistent supply of the Per Capita/ Equalisation Grants to all schools in the country so that all students benefit.	79	87
Parents must purchase personal copies for their children which they can sell after use since this improves how children handle books.	76	84
There should be a self-sustaining and revolving fund specifically for the purchase of textbooks instead of relying on donors since provision must be an on-going process not reactionary or once off.	74	81
The street vendors who sell stolen or pirated copies of textbooks should be prosecuted and punished.	57	63
The internet should be connected in schools in order to offer an alternative to information sources and it can be used to facilitate e-learning and encourage research.	46	51
The national budget for the education sector should be increased.	37	41
Stakeholders should lobby the government for policy formulation that support the provision of textbooks.	32	35
Salaries should be pegged at above the Poverty Datum Line so that parents and guardian have the money to purchase textbooks as a basic need for their children	21	23
The government should recognize private schools and colleges since they play a big part in education, literacy rates and lessening the pressure in formal schools.	18	20
The government should levy workers for education just as they have an AIDS levy.	7	8

From the data presented most (99%) of the respondents brought out the importance of formulating a National Book Policy, cost reduction and proper management of textbooks. These strategies emphasised the fact that sustainability needs a combined effort from all players in the industry such as parents, students, schools, Ministry of Primary and Secondary Education, Publishers, booksellers and the law enforcement agents.

The interview respondents brought out strategies that were similar to those of the questionnaire respondents. One respondent stated that,

There is need for all the stakeholders in textbook publishing, provision and usage to lobby the government for a change in the political will of recognizing the value of availing resources that facilitate teaching and learning in the education sector.

The popular view was that textbook provision should be supported by a policy which also facilitates for a revolving fund which ensures availability of finances as well as continuity in supply and provision. Also respondents strongly felt that textbook prices should be reduced. This would in turn impact positively on the education and publishing sector as a whole and eventually this will be good for education and national development.

4.3 Summary

This chapter presented, analysed and interpreted the findings from the data collection in accordance with the research objectives and question. Data was collected using interviews and questionnaires. The major findings of the research were that there are still deficits in textbook provision since most schools had not reached the desired 1: 1

pupil: book ratio in all subjects; the four main funding pillars were there in Zimbabwe but their funding was not enough; there were clear procurement procedures in purchasing of textbook; Zimbabwe did not have a National Book Policy to support textbook provision; there were a number of challenges that were faced by the various stakeholders in providing textbooks and various suggested strategies of dealing with the challenges were proposed. The next chapter dealt with the summary, conclusion and recommendations of the study of this research.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of findings in line with the objectives of this research. The conclusions and the recommendations were presented as well as suggestions for further research. The aim of the study was to investigate the provision of textbooks to schools in Zimbabwe with the view of proposing sustainable strategies for the industry in order to improve the situation. The recommendations address the key issues raised in the research findings.

5.2 Summary of the findings

The major findings of this research were summarized in line with the research questions and objectives of the study.

5.2.1 Current state of the textbook provision in schools in Zimbabwe

Research findings revealed that there are not enough textbooks in schools in Zimbabwe despite the fact that schools benefit from the UNICEF funded ETF. The ideal 1: 1 pupil: book ratio in all the subjects have not been attained though in core subjects most schools (both primary and secondary) have attained the ideal through the ETF programme. The major reasons for these deficits were said to be insufficient funds to purchase textbooks; textbooks were expensive; publishers were not publishing in some of these subjects; some schools were still new and therefore had not attained the ideal in textbook provision and set-books and syllabi were frequently changing thus raising the need for frequent replacement. Some schools were resorting to illegal photocopying.

Additionally booksellers were hardly, if at all, involved in provision of textbooks since customers were now buying textbooks directly from publishers because it was cheaper to do so.

5.2.2 Sources of funds for purchase of textbooks

The government, parents, donors as well as the private sector were the four major sources of funds for textbook provision in schools in Zimbabwe. In schools one or a combination of any of these sources was responsible for funding the provision of textbooks. However the funding was discovered to be inadequate hence supporting the findings from the first objective that textbooks are still inadequate in schools. Suggestions were that funding could be increased through soliciting for support from donors and the private sector at school level; the government should approve a book levy for all schools as well as to ensure that grants given to schools were raised and given on time; schools to be allowed to fundraise for the purchase of textbooks; government to offer financial support to private schools as well; parents to purchase books for their children as well as paying fees on time and a revolving fund for the purchase of textbooks should be established. It was also stated that it is important that these funding alternatives should be administered properly so that the industry is not distorted.

5.2.3 Procurement procedures for textbooks

The Government Accounting System laid the basis for the purchase of textbooks in schools as it did in the entire government sector. At Primary Level the teachers sent their requests to the Procurement Committees who then made three quotations from suppliers (either booksellers or publishers), the supplier who met the specifications at the lowest price was selected and a purchase was made. The money used for purchasing

these textbooks came from tuition fees, the Per Capita/ Equalisation Grant, School Services Fund, General Purpose Fund, School Development Committee Funds and the book levies. If the money was not enough for all textbooks requisitions, as is usually the case, priority was given to the subjects with the most needs or deficit. At Secondary level the process was similar save for the fact that requisitions were done by teachers through the Heads of Departments who are subject specialists. The role of the government was said to be the approval of titles, tuition fees and book levies; releasing of the Per Capita/Equalisation Grant Funds and facilitation of donor assistance. Part of the findings was that the government still needed to do more in ensuring procurement of textbooks.

5.2.4 Policies and legislation that support textbook provision in Zimbabwe

There were no specific policies on the provision of textbooks to schools in Zimbabwe. The country did not have a National Book Policy or even a Textbook Policy to assist in guiding and regulating provision. However there were various circulars that in a way regulated provision and these were that: part of the tuition fees should be used for purchasing textbooks as well as the School Services Fund, Per Capita Grant. Also that, schools should have Resource Management Systems.

Still on that objective the findings brought out that most probably due to the lack of specific policies the ETF ended up being a sweet poison by having both a positive and a negative impact in the industry. This was so because it managed to reduce the pupil: book ratio in core subjects in most schools; made teaching and learning more effective; increased pass rate; improved the literacy rate as well as the research culture while lessening pressure on parents payment of school fees. On the other hand, during the

primary level donation the local publishing industry did not benefit because books were bought from only Longman Zimbabwe and 80% of those books were printed in South Africa. Other local publishers, printers and booksellers were not involved and therefore did not benefit. Most publishers were facing equity challenges and most booksellers are out of business. This has had the effect of killing the local capacity of the book sector resulting in some of the players in the sector shutting down. Thus the ETF has had more harm than good to the publishing industry in Zimbabwe.

5.2.5 Challenges faced in providing textbooks to schools in Zimbabwe

The challenges reported to be faced in providing textbooks to schools included shortages resulting in sharing of textbooks thereby books getting torn easily; textbooks were too expensive and less durable; funds for purchasing textbooks were inadequate and slow to come; frequent curriculum changes; fluctuating enrolment figures; selling of textbooks by street vendors and the fact that at times textbooks were out of stock due to delays by the printers. These challenges tended to make it difficult for schools to provide textbooks as they would wish to. Various players faced a number of challenges in providing textbooks to schools. However, inadequate funds were a challenge that seemed to be experienced by all the respondents. So funding seemed to be the major reason why textbook provision was not sustainable in most schools in Zimbabwe.

5.2.6 Proposed strategies for sustainable textbook provision

The suggested strategies included: that donors should allow the recipients of donations to select the books that they need donated to them; formulation of a National Book Policy as well as a Textbook Policy; parents to offer support by purchasing textbooks

for their children; teachers, parents and pupils to be taught how to handle textbooks properly and the importance of doing so; the need of a revolving fund for the purchase of textbooks; consistent and continuous supply of sufficient grants by the government; textbooks to be made cheaper; internet connections to be done in schools in order to have the internet as an alternative source of information as well as the eradication of textbook vendors on the streets. This is in agreement with what Zell (2008) states that a sustainable system of book provision and development and a flourishing book industry, are possible only with government support that recognizes the strategic importance of publishing and demonstrates this official commitment in policies and budgets. The role of a book policy as well as adequate funds in textbook provision could not be overemphasized.

5.3 Conclusion

In view of the findings the study concluded that textbook provision is not sustainable in Zimbabwe. This is mainly due to the fact that funding for the purchase of textbook is inadequate as well as inconsistent in coming. The result is that most schools in Zimbabwe do not have adequate textbooks in some subjects despite the ETF project that took place in 2010 which donated textbooks in core subjects. Publishers are involved in textbook provision though they face a number of challenges in that task, the chief one being that they are not supported by any policies in providing the textbooks. Booksellers, who ought to be the major link between publishers and schools, are barely surviving in Zimbabwe. Therefore the study concluded that the ideal in terms of a ratio of 1: 1 pupil: book ratio in every subject is yet to be attained in most schools in

Zimbabwe. This situation is not ideal for pedagogical reasons as well as for personal and national development in Zimbabwe.

The four pillars of funding are present in Zimbabwe such that in schools, either one or a combination of any of these pillars is responsible for the provision of textbooks. The study also concluded that the combined efforts of the pillars of funding are not enough since the funding is inadequate and deficits still exist, consequently the role of textbooks in learning and teaching is not receiving the adequate financial muscle that it needs. Another conclusion is that the procurement and purchasing procedures are existent and efficient and hence that aspect of textbook provision is well catered for and should be maintained.

Another conclusion is that the lack of a National Book Policy to cater for textbook provision and funding is detrimental, not only to provision of school textbooks but to the growth and capacity of the Zimbabwean publishing industry. Consequently without the National Book Policy the debate on issues that affect the publishing industry in Zimbabwe will never come to an end. The study also concluded that the various challenges faced by different stakeholders in textbook provision can be overcome if the suggested recommendations in this study are implemented. Therefore the overall conclusion was that textbook provision in schools in Zimbabwe was not sustainable and strategies have to be put in place in order to attain the desired levels of sustainability.

5.4 Recommendations

In line with the aim of the study being to investigate the provision of textbooks to schools in Zimbabwe with a view of proposing sustainable strategies for the industry in order to improve the situation as well as according to the findings of the research, the researcher came up with the following recommendations as per research objectives:

5.4.1 Textbook Provision

- Stakeholders led by the Ministry of Primary and Secondary Education should consider establishing a Textbook Revolving Fund (TRF) , like the one that was in Lesotho in primary schools, that can be made to suit the Zimbabwean textbook industry in order to ensure sustainability in provision of textbooks. The government in partnership with donors can contribute the initial money for the Fund and afterwards parents can contribute a certain amount to the Fund. Concerning the issue of growth and continuity some of the money can be used to start income generating projects whose profits will be ploughed back into the Revolving Fund. This will ensure continuity of the Fund. This Revolving Fund, if well implemented will assist by supplementing parental efforts in providing textbooks. The Fund can cater for the provision of core textbooks while parents buy supplementary textbooks. If the Fund can be able to generate extra cash parents might not even need to purchase textbooks as the Fund will cater for all textbook needs. This can be more sustainable than relying on donor projects which are once off.
- The Ministry of Primary and Secondary Education should connect schools with computers to the internet so as to utilize the computers for research and other learning and teaching purposes. The internet can be a source of knowledge in schools thereby supplementing, though not entirely replacing textbooks. The

President of Zimbabwe Cde. Robert G. Mugabe donated computers to most schools in Zimbabwe. However most of these gadgets are lying idle in these schools due to a lack of expertise, power shortages and non-connectivity to the internet. Therefore such schools should be connected to the internet and the computers can be utilized for e-learning to supplement traditional learning and thus come up with blended learning. On that recommendation publishers should take advantage of Information Communication Technologies (ICTs) in producing e-textbooks that can be used to complement their printed textbooks. These tend to cut on printing costs and will greatly reduce the price of textbooks.

- Publishers, through the ZBPA, need to lobby the Ministry of Finance for the reduction of loans given to the publishers by the banks. These should be friendly to the publishing business since it is a business with unique products which have a slow return on investment. This will allow publishers to be able to have money to pay printers on time thereby ensuring that deliveries are made before schools are open hence in time for purchases. It will also enable them to publish books in the subjects where schools are relying on imports.

5.4.2 Textbook Funding

- Where the government is giving funds for the purchase of textbooks, such as the Per Capita/ Equalisation Grant, there is need to make sure that these funds reach the schools on time; are properly accounted for and that they are sufficient to purchase textbooks for the students. This can be done through raising the education budget in the overall national budget.
- The government should consider offering financial support to private schools as well since they make a huge contribution to the education sector. This is because

public schools are not enough to cater for all the educational needs of the nation so these private schools come in handy to cater for the deficit. In that regard they also deserve support for purchase of textbooks in their schools as at the end of the day all children need textbooks regardless of the school that they attend. Consequently these schools are indeed contributing towards educating the nation.

- The private sector should be made aware of the value of education, specifically the role played by textbooks in education. This can be done by publishers and schools inviting commercial companies and any other organisations to forums that discuss education and textbook provision. Accordingly these companies can be persuaded to adopt a school or schools which they will then support financially for the purposes of textbook provisions. They can even purchase textbooks for the particular schools as part of their social responsibility programmes.

5.4.3 Textbook Procurement

- Before making donations, donors should do research on the real needs of their recipients as well as work closely and directly with them so as to meet the need sustainably. In donating textbooks donors should not only consult the Ministry of Primary and Secondary Education only but should also consider the views of the publishers, printers, booksellers and the users of the textbooks. This will allow capacity building in the local industries while a need is being catered for.
- Parents should be more involved in textbook provision. This should start in homes where parents should promote a reading culture in their children at a young age by purchasing general books for their children to read. Thus the purchase of books should not be considered a luxury but a necessity. In that

regard awareness to that effect should be raised during Parents Day and Consultation Day in schools. As the children grow older and start going to schools parents should continue the book buying habit by purchasing textbooks for their children to use both at school and at home. This encourages consumer funding which has been proven to be more sustainable for the publishing industry as well as for textbook provision.

- Schools are to ensure that their Resource Management Systems are not only fully functional but are well managed. This will assist in curbing theft, improper handling and replacement of lost or stolen books and will also assist in ensuring that textbooks are properly handled and stored. Thus proper inventories should be made and updated in line with managing textbook provision.

5.4.4 Textbook Policies

- The government with the help of the major players in the book industry (Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education, authors, artists; illustrators; publishers, printers, booksellers, education officials; parents schools and other book users) should formulate and enact a National Book Policy. Within that policy there should be a section that deals specifically with textbooks. This section should bring out: how textbooks are to be produced and by who, priced, distributed and provided to schools; how, when and by who shall funds for providing textbooks be raised as well as distributed to recipients; what role will donors, the government, parents and the cooperate world play in the provision of textbooks and other learning materials as well as clearly stating the desired ideals in textbook provision; how and by who these will be achieved, measured and evaluated and when this evaluation

will take place. This will ensure that all the concerns of the book sector players are catered for resulting in the overall good of the book industry and education in Zimbabwe.

1. The National Book Policy should state that publishers should not be allowed to sell books directly to customers except through booksellers. This will allow booksellers to regain their role in textbook provision.
 2. The National Book Policy should define the extent of parental involvement in the purchase of books. It should state the amounts that parents should contribute to the provision of textbooks to their children.
 3. The National Book Policy should ensure that textbooks prices do not become too high. This is done through putting in place price control measures to ensure that prices are affordable to parents and guardians.
- The government should ensure, through general polices in all industries, that the donor assistance and/or their terms and conditions do not cripple industries. When donations are made in the education sector or any other sector they must enhance and support the local industry capacity. Every stakeholder in that particular industry should benefit. In the book industry this boils down to the fact that despite the users of the books, the producers and the distributors should benefit as well.
 - The government, through the Ministry of Primary and Secondary Education, should approve that schools may carry out fundraising activities for the purchase of schools textbooks as this is indeed a worthy cause. Therefore the government can then only monitor that the funds that are raised from such activities are only used for purchasing textbooks.

- The government should exempt some taxes that affect raw materials that are used in the publishing sector such as paper, ink and the equipment and machines that are used by printers. This will allow printers to be more effective as well as printing services to be more affordable for publishers thereby ensuring that customer deadlines are met without any delays. This will result in reduction in printing costs thus a reduction in the final printed textbooks for users.
- The government must formulate a policy on the development of basic library facilities in schools. This should be supported by sensitization of school authorities on the importance of the school libraries in textbook provision as well as provision of training for financing and running the school libraries. Thus the government should channel money towards building school libraries as they do bulk purchases of publisher's products and are part of the provision.
- The Ministry of Primary and Secondary Education together with other stakeholders should ensure that the curriculum changes are not too frequent. The issue of the frequent curriculum changes requires dialogue among all the relevant stakeholders. An agreement should be reached on when a curriculum should be changed or revised. For even if it is a good and noble idea to change curriculum in order to adapt to the dynamic environment, these changes if they become too frequent they impact negatively on textbook provision. An example will be that as a school manages to reach the desired 1:1 pupil: book ratio in a subject, if that curriculum changes suddenly it means that the school has to start purchasing the new books in that subject area once again.
- Law enforcement agents are to be stricter in the issue of textbook vending on the streets which is an offense. This is due to the fact that these textbooks vendors at times sell books which have been pirated or stolen and even have the school

stamps of the schools that they would have been stolen from and they sell at prices which are lower than the publisher's or the bookseller's price. The publishers and their authors do not benefit from such sales. Consequently this trade actually encourages the theft of school textbooks and should be banned and offenders should be severely punished so as to deter future offenders. However on that point what might be encouraged is the sale of second hand textbooks. These provide low cost solutions in line with encouraging parents to purchase textbooks for their children.

5.5 Suggestions for further research

The study sought to investigate the provision of textbooks to schools on Zimbabwe with the view of proposing sustainable strategies for the industry in order to improve the situation. It brought out that there is no sustainability in provision of textbooks because there were shortages and that donor funding was actually contributing to crippling the local industry capacity. It also came out that there is no policy that supports the provision of textbook in Zimbabwe. Therefore in view of that the researcher came up with the following areas for further research:

1. A study on a Textbook Revolving Fund as the answer to the problem of textbook funding and provision in Zimbabwe.
 - This will bring out how a Textbook Revolving Fund can ensure sustainability as well as longevity in textbook purchasing projects.
2. A study on the impact of donor funding in textbook provision and the publishing industry.
 - This will show the effects of the terms and conditions of donor assistance on building the capacity of a local publishing industry.

3. A study on the role of a National Book Policy in textbook provision.
 - It will bring out the importance as well as the necessity of having a national book policy in the education system of a country.

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APPENDIX A

Introductory Letter to Interviewee

Dear Respondent

I am a Master of Science in Publishing Studies student at Moi University, School of Information Sciences. I am currently carrying out a study on “**An Assessment of the Provision of School Textbooks in Zimbabwe**”. The purpose of this study is to investigate the provision of textbooks to schools in Zimbabwe with a view of proposing sustainable strategies for the industry in order to improve the situation. I have selected you as a key person who can help me in gathering the information that is relevant in the stated area. Your input is crucial in this study. The outcome of this research will bring out the loopholes, if any, in the textbook provision systems and hopefully assist in formulating strategies that ensure sustainability. I would like to assure you that the findings of this research will be treated with the utmost confidentiality and will be used for academic purposes only.

Your cooperation will be greatly appreciated.

Kind Regards

Effort Chido Chingono

APPENDIX B

Questionnaire for School Heads

This questionnaire is part of the research being undertaken by Effort Chido Chingono, a student studying towards a Master of Science Degree in Publishing Studies at Moi University in Kenya. The research is in partial fulfilment of the requirements of the Degree. The topic of the research is: **An Assessment of the Provision of School Textbooks in Zimbabwe.** The data that will be collected will be treated with strict confidentiality and anonymity of the respondent will be maintained. I hope you find completing this questionnaire enjoyable.

Instructions

- Please tick in the appropriate box or fill in the spaces provided.
- Please respond to all the questions.

SECTION A

Background of the respondents

1. Age

18-24

25-34

35-44

45-54

55+

2. Gender

Male

Female

3. For how long have you been a School Head?

Less than 1-4years

5-9 years

10-14years

15-19 years

20+years

4. Under which category does your school fall?

Primary

Secondary/High

SECTION B

5. Do you have enough textbooks for your students in all subjects?

Yes

No

6. If not, in which subjects do you have shortages and why?

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7. If so, how have you managed to ensure that you provide students with adequate textbooks?

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8. Who funds the purchase of textbooks in your school?

Government

Donors

Parents

Other combination Specify.....

9. Is the funding adequate?

Yes

No

10. If not, please state how funding can be improved.

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11. How does your school procure/purchase textbooks? State the process.

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12. What role, if any, does the government play in the procurement of textbooks for your school?

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13. What policies, if any, support the provision of textbooks in schools?

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14. What has been the impact of the UNICEF funded Education Transition Fund (ETF) programme in your school?

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15. What challenges do you face in providing textbooks to children in your school?

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16. May you suggest any possible solutions to the challenges you have mentioned?

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17. May you suggest any strategies that can be adopted to ensure that textbooks are provided sustainably to schools in Zimbabwe?

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18. Do you have anything else you would like to shed light on concerning the provision of textbooks to schools?

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Should you have any queries or would like further information about this research, please contact me on the following,

Effort Chido Chingono
Moi University
P.O. 3900
Eldoret
Kenya

Email: effortchingono@yahoo.com
Or effortchingono@gmail.com
Tel: +263 772 361 746
+263 734 024 527
+254 701 790 630

APPENDIX C

Questionnaire for Provincial Education Directors (PEDs)

This questionnaire is part of the research being undertaken by Effort Chido Chingono, a student studying towards a Master of Science Degree in Publishing at Moi University in Kenya. The research is in partial fulfilment of the requirements of the Degree. The topic of the research is: **An Assessment of the Provision of School Textbooks in Zimbabwe.** The data that will be collected will be treated with strict confidentiality and anonymity of the respondent will be maintained. I hope you find completing this questionnaire enjoyable.

Instructions

- Please tick in the appropriate box or fill in the spaces/ boxes provided.
- Please respond to all the questions.

SECTION A

Background of the respondents

1. Gender

Male Female

2. For how long have you been a Provincial Education Director (PED)?

Less than 1-4years 5-9 years 10-14 years
 15-19years 20+years

3. Which province are you assigned to?

.....

4. What role do you play in the provision of books?

.....

SECTION B

5. Who funds textbook provision in schools in your province?

Government

Donors

Parents

Others

6. Is the funding adequate?

Yes

No

7. If not, how can it be made adequate?

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8. Is the funding of school textbooks sustainable?

Yes

No

9. If not, what can be done to sustain funding?

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10. How are textbooks purchased in schools in your province?

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11. Is textbook purchasing done effectively in your province?

Yes

No

12. If they are not, what do you suggest should be done to improve the effectiveness of the purchasing textbooks?

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13. Specify the role, if any, played by the Ministry of Primary and Secondary Education in the provision of textbooks to schools?

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14. Are there policies or legislation that supports provision of textbooks to schools?

Yes

No

15. If they exist, state them please?

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16. Are the stated policies effective?

Yes

No

17. If not, please state how the policies can be improved?

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18. What has been the impact of the UNICEF funded Education Transition Fund (ETF) programme in your province?

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19. What challenges are faced by the Ministry of Primary and Secondary Education in your province in providing textbooks to schools?

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20. May you suggest any possible solutions for the mentioned challenges?

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21. May you please suggest any strategies that could be adopted in order to ensure the sustainable provision of school textbooks in Zimbabwe?

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22. Is there anything else you would like to shed light on concerning the provision of textbooks to schools in Zimbabwe?

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.....

Should you have any queries or would like further information about this research, please contact me on the following,

Effort Chido Chingono
Moi University
P.O. 3900
Eldoret
Kenya

Email: effortchingono@yahoo.com

Or effortchingono@gmail.com

Tel: +263 772 361 746
+263 734 024 527
+254 701 790 630

APPENDIX D

Interview Guide for Managers in Publishing Houses

Questions

1. Please state your position in this organisation?
2. In which category does your organisation fall? Is it an indigenous or a multinational publisher?
3. How many years have you worked in the textbook publishing industry?
4. What are the funding options that are available to the textbook publishing sector?
5. Which is the most sustainable form of funding for textbook provision?
6. What impact do donor funds have on the provision of textbooks to the publishing industry, specifically publishing companies?
7. What effect did the recent UNICEF sponsored Education Transition Fund (ETF) programme have on your organisation?
8. Who do you sell your textbooks to?
9. Are you aware of any government policies that support publishers in providing books to schools?
10. If so, please state the policies and in your opinion are they effective?
 - a) Give suggestions if they are not effective.
11. If not, what policies do you think should be put in place?
12. What challenges, if any, do you encounter in providing textbooks to schools?
13. Can you suggest any solutions to the challenges faced?
14. Can you suggest any strategies that can be applied/adopted in order to ensure that textbooks are sustainably provided to schools in Zimbabwe?

APPENDIX E

Interview Guide for ZBPA and the BAZ Coordinators

Questions

1. Please state your organisation?
2. How long have you worked for this organisation.
3. What is your core function?
4. What role do your member organisations play in textbook provision in Zimbabwe?
5. Do they (member organisations) get any support or funding for providing books to schools?
6. If so,
 - a) From where?
 - b) And what kind of support?
7. If not, how do they manage?
8. Are there policies that support textbook publishing and provision in Zimbabwe?
9. If so, what do they state and are they effective?
10. If not, do you have suggestions for any policies?
11. What impact did the Education Transition Fund (ETF) have on the operations of your member organisations?
12. What challenges, if any, are faced by your member organisations in the provision of books to the end users?
13. In your opinion what might be the solutions to the challenges mentioned?
14. May you suggest any strategies that can be applied/ adopted by stakeholders in order to ensure that textbooks are sustainably provided to schools in Zimbabwe?
15. Is there anything you might want to shed light on concerning the provision of textbooks in Zimbabwe?

APPENDIX F

Introductory letter from Moi University



MOI UNIVERSITY

Tel No.: +254 053 43720, 43597, 43620
Fax: +254 053 43047, 43360
Email -hodpublishing@mu.ac.ke

P.O. BOX 3900
ELDORET
KENYA

DIRECT. 053- 43041
REF. SIS/PMS/MC/58

**SCHOOL OF INFORMATION SCIENCES
DEPARTMENT OF PUBLISHING AND MEDIA STUDIES**

31st May 2013

TO WHOM IT MAY CONCERN

Dear Sir,

**RE: DATA COLLECTION THESIS RESEARCH BY
EFFORT CHIDO CHINGONO - IS/MSC/07/12**

The above named is an MSC student in the Department of Publishing and Media Studies, School of Information Sciences Moi University.

Ms. Chingono would wish to carry out research entitled "**An Assessment of the Provision of School Textbooks in Zimbabwe**"

We are kindly requesting that you allow her collect data in your organization.

Yours sincerely


DR. Emily J. KOGOS
HEAD:
PUBLISHING AND MEDIA STUDIES
/mkm

PUBLISHING & MEDIA STUDIES DEPARTMENT

APPENDIX G

Clearance letter from the Ministry of Education, Sport, Arts and Culture

all communications should be addressed to
 "The Secretary for Education Sport and Culture"
 Telephone: 734051/59 and 734071
 Telegraphic address : "EDUCATION"
 Fax: 794505 /705289 /734075



ZIMBABWE

Ref: C/426/3
 Ministry of Education, Sport, Arts
 and Culture
 P.O Box CY 121
 Causeway
 Zimbabwe

Effort Chido Chingano
 MAI UNIVERSITY
 P.O. BOX 3900
 ELDORET
 KENYA

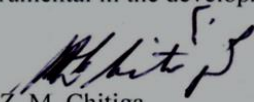
RE: PERMISSION TO CARRY OUT RESEARCH

Reference is made to your application to carry out research in the Ministry of Education, Sport and Culture institutions on the title:

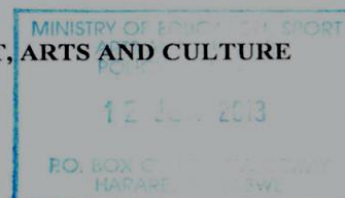
AN ASSESSMENT OF THE PROVISION OF SCHOOL
 TEXTBOOKS IN ZIMBABWE
 IN ANY 5 PRIMARY AND ANY 5 SECONDARY
 SCHOOLS IN EACH PROVINCE IN ZIMBABWE

Permission is hereby granted. However, you are required to approach the Provincial Education Director responsible for the schools you want to involve in your research for assistance and permission to enter schools.

You are also required to provide a copy of your final report to the Ministry since it is instrumental in the development of education in Zimbabwe.


 Z. M. Chitiga

FOR: SECRETARY FOR EDUCATION, SPORT, ARTS AND CULTURE



APPENDIX H

Introductory letter to School Heads

Miss Effort Chido Chingono
 8125 Nkulumane
 P.O. Box Nkulumane
 Bulawayo
 Zimbabwe

The School Head

.....

.....

Zimbabwe

..... 2013

Dear Sir/Madam

REF: REQUEST FOR PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am hereby requesting for permission to collect data using a questionnaire, to you or any authority in your school. I am a lady undertaking a Master of Science in Publishing Studies degree at Moi University, School of Information Sciences in Kenya. I am currently carrying out a study on "**An Assessment of the Provision of School Textbooks in Zimbabwe**". The purpose of this study is to investigate the provision of textbooks to schools in Zimbabwe with a view of proposing strategies that ensure sustainability for the industry. The outcome of this research will bring out the loopholes in the textbook provision systems and hopefully assist in formulating strategies that ensure sustainability. The findings will be treated with the utmost confidentiality and will be used for academic purposes only.

Your cooperation will be greatly appreciated.

I have attached a copy of the permission from the office of the Provincial Education Director in your province.

Yours Sincerely

Effort Chido Chingono



APPENDIX I

Clearance letter from Harare Metropolitan Province

Miss Effort Chido Chingono
8125 Nkulumane
P.O. Box Nkulumane
Bulawayo

The Provincial Education Director
Harare Province
Ministry of Education, Sport, Arts and Culture
Harare
Zimbabwe

25 September 2013

Dear Sir/Madam

REF: REQUEST FOR PERMISSION TO COLLECT DATA IN SCHOOLS IN HARARE

I am hereby requesting for permission to collect data using questionnaires from both primary and secondary schools in the Harare province from the 25th to the 27th of September 2013. I am a lady undertaking a Master of Science in Publishing Studies degree at Moi University, School of Information Sciences in Kenya. I am currently carrying out a study on "An Assessment of the Provision of School Textbooks in Zimbabwe". The purpose of this study is to investigate the provision of textbooks to schools in Zimbabwe with a view of proposing strategies that ensure sustainability for the industry. The outcome of this research will bring out the loopholes in the textbook provision systems and hopefully assist in formulating strategies that ensure sustainability. The findings of this study will be treated with the utmost confidentiality and will be used for academic purposes only.

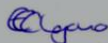
I require permission to conveniently select at least any 5 primary and 5 secondary schools in the Harare Province.

Your cooperation will be greatly appreciated and I hope to get a favourable response soon.

I have attached a copy of the permission from the Secretary for Education, Sport, Arts and Culture as well as a letter from Moi University.

Yours Sincerely

Effort Chido Chingono



The following Heads assist


1 Glenview I.P.	- G V 1
2 " " 2 P.	- G V 2
3 " " 3 P.	- G V 3
4 Budlino I.P.	- Budlino 1
5 Budlino 2 P.	- Budlino 2



APPENDIX J

Clearance letter from Bulawayo Metropolitan Province

All communications should be addressed to
 The Provincial Education Director
 Telephone: 09-69511/69942
 Telegraphic: "SCHOLASTIC"
 Telex: 50531 MPSEM ZW
 Fax: 09-77027



ZIMBABWE

Ministry of Education, Sport, Arts and Culture
 Bulawayo Metropolitan Province
 P O Box 555
 Bulawayo
 Zimbabwe


02 July 2013

Miss Chido Effort Chingono
 MOI UNIVERSITY
KENYA

**RE: PERMISSION TO CARRY OUT RESEARCH: AN ASSESSMENT OF THE
 PROVISION OF SCHOOL TEXTBOOKS IN ZIMBABWE IN FIVE PRIMARY
 AND FIVE SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN
 PROVINCE**

With reference to your application to carry out a research on the above
 mentioned topic in the Education Institutions under the jurisdiction of the
 Bulawayo Province permission is hereby granted. However, you should liaise
 with the Head of the Institution/School for clearance before carrying out your
 research.

It will also be appreciated if you could supply the Bulawayo Province with a
 final copy of your research which may contain information useful to the
 development of education in the province.


 For: **PROVINCIAL EDUCATION DIRECTOR**
BULAWAYO METROPOLITAN PROVINCE

MINISTRY OF EDUCATION
 AND CULTURE
 CULTURE DIVISION
 02 JUL 2013
 MAT. NORTH REGION
 P.O. Box 555, BULAWAYO

APPENDIX K

Clearance letter from Midlands Province

All communications should be addressed to
 "The Provincial Education Director,
 Ministry of Education, Sport and Culture"
 Telephone: 222911/4
 Fax: 226482



ZIMBABWE

Ministry of Education
 Sport, Arts and Culture
 P.O Box 737
 GWERU

Mr/Mrs/Miss: EFFRAT CHIDO CHINGONO
8125 NKULUMANE
BULAWAYO



Dear Sir/Madam

APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH IN SELECTED SCHOOLS IN MIDLANDS PROVINCE

Permission to carry out a Research on:-

AN ASSESSMENT OF THE PROVISION
OF SCHOOL TEXTBOOKS IN ZIMBABWE

1. Midlands Province has been granted on these conditions.
2. That in carrying out this you do not disturb the learning and teaching programmes in schools.
3. That you avail the Ministry of Education, Sport and Culture with a copy of your research findings.
4. That this permission can be withdrawn at anytime by the Provincial Education Director or by any higher officer.

The Education Director wishes you success in your research work and in your University College studies.

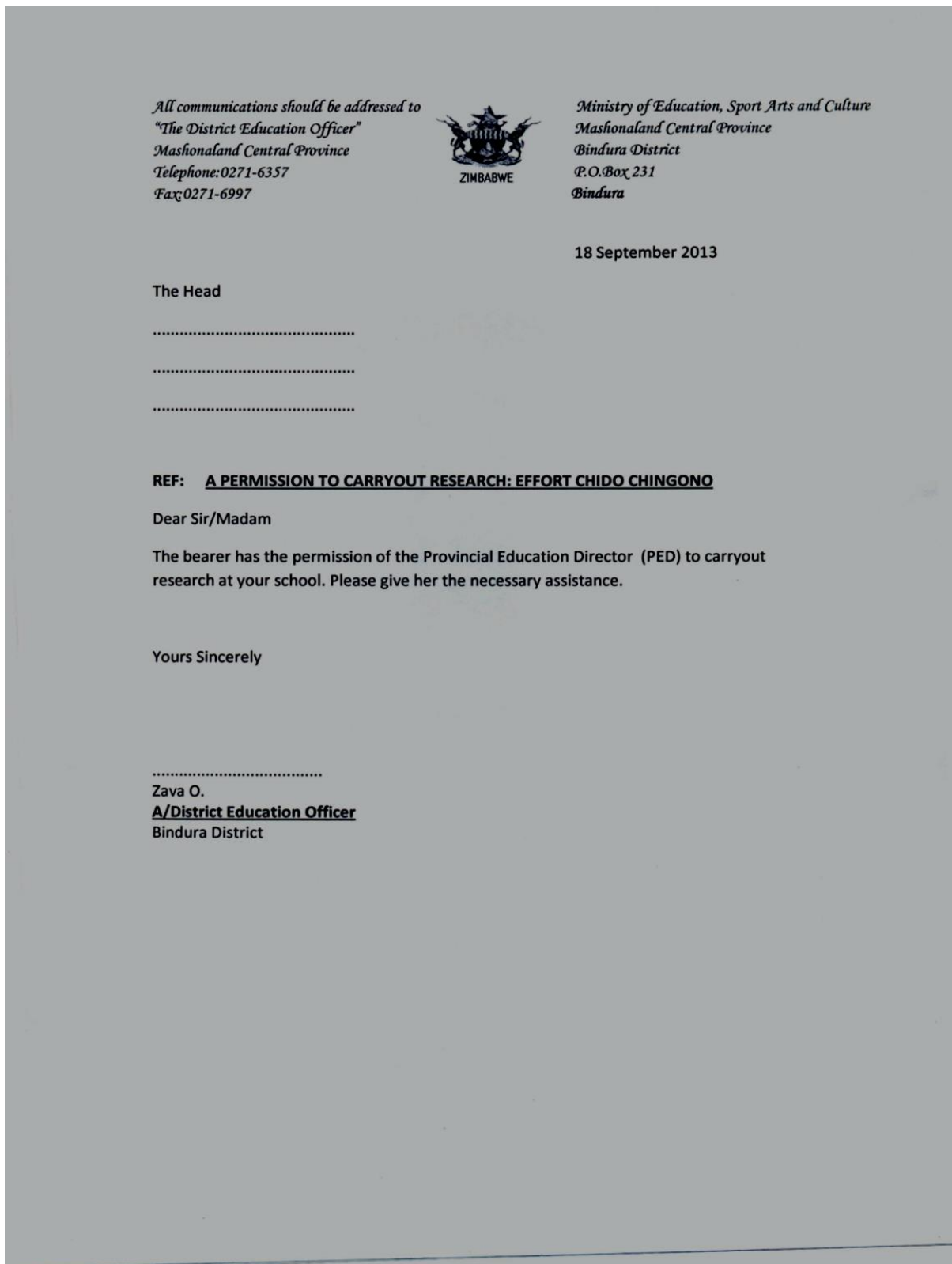
A. Chemhuru

Education Officer (Professional Administration And Legal Services)
FOR PROVINCIAL EDUCATION DIRECTOR: MIDLANDS



APPENDIX L

Clearance letter from Mashonaland Central Province



All communications should be addressed to
"The District Education Officer"
Mashonaland Central Province
Telephone: 0271-6357
Fax: 0271-6997



Ministry of Education, Sport Arts and Culture
Mashonaland Central Province
Bindura District
P.O. Box 231
Bindura

18 September 2013

The Head

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

REF: **A PERMISSION TO CARRYOUT RESEARCH: EFFORT CHIDO CHINGONO**

Dear Sir/Madam

The bearer has the permission of the Provincial Education Director (PED) to carryout research at your school. Please give her the necessary assistance.


Yours Sincerely

.....
Zava O.
A/District Education Officer
Bindura District

NB. The ten clearance letters that went to schools in Mashonaland Central were addressed, stamped and signed. This was just a blank copy similar to the ones that were presented to school heads.

APPENDIX M

Clearance letter from Mashonaland West Province


 ZIMBABWE

All communications should be addressed
 to
 "The Provincial Education Director"
 Telephone: 067-23083/4/5
 Fax: 067-23320

Ref :C/246/1/MW
 Ministry of Education Sport, Arts and C
 Mashonaland West Provincial Office
 P.O Box 328
 CHINHOYI

2013
 MINISTRY OF EDUCATION SPORT,
 ARTS & CULTURE
 HUMAN RESOURCES —DISCIPLINE
 23 SEP 2013
 MASHONALAND WEST PROVINCE
 PO BOX 328, CHINHOYI

Mr/Mrs/Ms/ EFFORT CHIDO CHINDAND
 8125 NKULUMANE
 P.O. BOX NKULUMANE
 BULAWAYO

Dear Sir/Madam

**APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH:
SCHOOLS IN MASHONALAND WEST PROVINCE**

Reference is made to your letter dated 23.09.13 seeking authority to carry out a research/survey in schools in the following Districts in Mashonaland West Province:-

CHINHOYI


Permission has been granted by the Provincial Education Director on the following conditions:-

- that the learning and teaching programmes at the targeted schools are not interrupted in any way.
- that you strictly adhere to the activities and topics specified in your letter of request.
- that the permission or authority may be withdrawn at any time by this office or a higher office if need be.

Please appraise this office on your research findings for the benefit of the Province.

By this letter, all District Education Officers and Heads of schools you wish to visit are kindly requested to give you assistance in your work.

We wish you success in your research and studies.


 For : **PROVINCIAL EDUCATION DIRECTOR**
MASHONALAND WEST PROVINCE

APPENDIX N

Clearance letter from Matabeleland North Province

All communications should be addressed to
"The Provincial Education Director"

Telephone: 67574

Tele-Fax: 67574

Email: matnorth12@gmail.com



Ministry of Education, Sport and Culture
MatabelelandNorthProvince
P O Box 555
Bulawayo
Zimbabwe

28 August 2013

Ms Chido E. Chingono
8125 Nkulumane
Bulawayo

**REQUEST TO CARRY OUT RESEARCH: LUPANE DISTRICT: MATABELELAND
NORTH PROVINCE.**

Permission is hereby granted for you to carry out research in ten Lupane schools.

Please approach the DEO for Lupane and get permission to enter the identified schools. At the end of the data collection and analysis it is expected you will supply the Province with your findings and recommendations.

You will also be required to provide a copy of your final report to the Ministry.

A handwritten signature in blue ink, appearing to read 'Mnguni B. (Mrs)'. The signature is stylized and cursive.

Mnguni B. (Mrs)
Provincial Education Director- Matabeleland North.

APPENDIX O

Clearance letter from Mashonaland East Province

Reference: C/440/1 ME

E. C. No.:

All communications should be addressed to "The Provincial Education Director Mashonaland East Province" Telephone: 0279-24811/4 and 24792 Telex : Fax: 079-24791



Ministry of Education, Sport & Culture Mashonaland East Province P.O. Box 752 Marondera Zimbabwe

19/9/13

Mr./Mrs./Miss EFFORT CHIDO CHINGONO
8125 NKULUMANE
P.O. BOX NKULUMANE
BULAWAYO

PERMISSION TO CARRY OUT RESEARCH IN SCHOOL FOR EDUCATIONAL PURPOSES: MR/MRS/MISS EFFORT.C.CHINGONO E. C. NO. STUDENT I. D. 151mscl07112 HEAD/TEACHER ATSCHOOL

Reference is made to your minute dated 19 SEPTEMBER 2013. Please be advised that permission has been granted that you carry out research work in our schools. You are accordingly being asked to furnish the Ministry with information about your findings so that we share the knowledge for the benefit of the system as well as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

H.R. OFFICER (DISCIPLINE)
MIN OF EDU SPORT & CULTURE
MASH EAST PROVINCE
2013 -09- 19
P.O. BOX 752, MARONDERA
ZIMBABWE TEL. 0279-24811/4

K. Senayayo
HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE
/mm

APPENDIX P

Clearance letter from Masvingo Province

ALL communications should be addressed to
 "The Provincial Education Director for Education
 Sport and Culture"
 Telephone: 263585/264331
 Fax: 039-263261



ZIMBABWE

Reference:

Ministry of Education Sport and Culture
 P. O. Box 89
 MASVINGO

9 September 2013

To Whom It May Concern:

**RE: PERMISSION TO CARRYOUT RESEARCH : EFFORT CHIDO: MASTER
 OF SCIENCE IN PUBLISHING DEGREE : RESEARCH STUDY: MOI
 UNIVERSITY: MASVINGO PROVINCE**

The above matter refers.

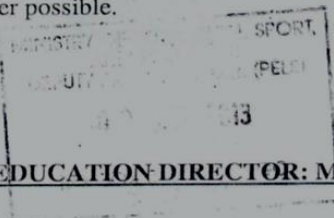
The bearer, Miss E. C. Chingono has been granted permission to carry out her research at Dikwindi, Vurombo, Victoria Junior, Runyararo and Francis Aphiri Primary Schools and Victoria High, Masvingo Christian High, Muccheke High, Ndarama High and Gokomere High, Schools in Masvingo District.

The title :An Assessment Of the Provision of School Textbooks in Zimbabwe

Please do assist her, wherever possible.

F. R. Jirivengwa

ACTING PROVINCIAL EDUCATION DIRECTOR: MASVINGO



APPENDIX Q

Clearance letter from Manicaland Province

All communications should be addressed to
"The Provincial Education Director
Manicaland"
Telephone: 64216, 64279, 64280
Telegraphic address: "EDUCATION"
Fax: 60356
<http://www.moesc.gov.zw>



ZIMBABWE

Ministry of Education Sport, Arts and
Culture
Manicaland Provincial Office
Cabs Building, Cnr H. Chitepo &
R. Mugabe Road
P.O Box 146
Mutare
Zimbabwe


11 September, 2013

The Head
.....

**PERMISSION TO CARRYOUT RESEARCH: EFFORT CHIDO CHINGONO
STUDENT AT MOI UNIVERSITY – KENYA**

The above named officer/student has been given permission to carry out research in
Manicaland Province – Mutare District Urban schools.

May you please assist her. Get more details on attached documents.


Kanoerera C
D/Provincial Education Director
MANICALAND PROVINCE

APPENDIX R

Clearance letter from Matabeleland South Province

U

all communications should be addressed to
 "The Provincial Education Director Ministry of
 Education Sport Arts and Culture"
 Matabeleland South Province
 Telephone: 0284/23009/11
 Fax: 0284/23383



ZIMBABWE

Ministry of Education Sport, Arts
 and Culture
 P. Bag 5824
 Gwanda
 Zimbabwe

16 July 2013

EFFORT CHIDO CHINGONO
MOI UNIVERSITY

**RE: PERMISSION TO CARRY OUT RESEARCH ON PROVISION OF SCHOOL
 TEXTBOOKS IN MAT. SOUTH:GWANDA DISTRICT**

The above matter refers:

You have been granted authority to carry out a research on the provision of school textbooks in schools in Gwanda district (5 Primary and 5 Secondary schools).

On completion of your research you are requested to submit a copy of your research to the Ministry (Gwanda District Office) so that it could be useful and of benefit to the schools.



MRS T. THABELA
PROVINCIAL EDUCATION DIRECTOR-MATABELELAND SOUTH