

# Budgeting for library resources in colleges of education: Some findings from Botswana

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## ABSTRACT

This paper is based on a study carried out in Botswana. The study examined the trend of allocations of materials budgets in Botswana colleges of education libraries from 2000 to 2004. Preliminary investigations had revealed that the information materials in the libraries appeared inadequate for the library clients. With the senior librarians in the six colleges forming the target group, a 21-item questionnaire was administered to the group. It was noted that the college libraries received annual budgetary allocations ranging between 8 and 11% of the total budgets of the colleges and, in all cases, the libraries spent over 60% of the materials budget on monographs and between 10 and 40% on printed journals. The college librarians were not encouraged to budget and they appeared ill-equipped to allocate materials funds. The study concludes that the college authorities and the Department of Teacher Training and Development need to provide support for the college librarians to enable them improve on their allocation activities. Library schools also have a major role to play in equipping librarians with skills of managing materials budgets.

### Keywords:

Library resources budgeting  
Library resources acquisition  
Colleges of education  
Botswana

## 1. Background to the study

A cursory look at budgeting for library materials in higher institutions generally shows a variety of concerns. Among these are inadequate funding and the inability of librarians to expend available funds in a logical manner. Another concern, especially in Africa, is the acquisition of mostly print material at the expense of other formats of information.

The context of the present study is Botswana which, going by available records, has accorded education a place in its national development plans. In its Vision 2016 document, which stipulates the state in which the country should be in year 2016, the first of the seven pillars of the vision is "an educated, informed nation" [1]. Perhaps in furtherance of this vision, an examination of the Botswana national budgets for 2000 to 2004 indicated that the Botswana Government has given top priority to education in the country. Thus in the 2000/01 financial year the budget of the Ministry of Education was P2.145 billion (about \$357.5 million) and this was 27% of the total ministerial recurrent budget; in the 2001/02 financial year, it was P2.47 billion (about \$411.7 million), representing 28%; in the 2002/03 financial year, it was P3.19 billion (\$531.7 million) or 28% of the total ministerial recurrent budget; and in the 2003/04 financial year, it was P3.79 billion (about \$631.7 million) and this was 30% of the total ministerial allocation. In the 2004/05 financial year as well, the Ministry of Education again received the largest share of P3.98 billion (about \$663.3 million) representing 29% of the ministerial budget [2-6].

There are six colleges of education in Botswana and all are affiliated to the University of Botswana. These are: Lobatse College of Education, Serowe College of Education, Francistown College of Education, Tlokwen College of Education, Molepolole College of Education and Tonota College of Education. The oldest, Lobatse College, was established in 1947 and the newest, Tonota, in 1990. The first four colleges offer a three-year Diploma in Primary Education program and nearly all of them have about 400 students

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each with about 50 teaching staff. The last two colleges (Molepolole and Tonota) offer a three-year Diploma in Secondary Education program and each has about 800 students and 100 teaching staff. There is a library in each college, established at inception, and all the libraries were computerized as at the time of this study. Each of the libraries has a Head Librarian who has a degree in library and information studies and the libraries also have a few para-professional staff who either have a certificate or diploma in library studies. Table 1 below shows information about the colleges, that is, the years the institutions were established, their number of students, their staff complement and the volumes of materials in their libraries.

The annual budget allocated to each of the libraries is expected to be spent on resource acquisitions. Other library expenditures, like those for hardware, furniture and services are catered for separately by the Department of Teacher Training and Development of the Ministry of Education, a department that administers the affairs of the colleges.

The Botswana colleges of education libraries, like other libraries, are expected to be committed to meeting the information needs of their communities. Not only should enough funds be made available for library materials, the library funds should also be judiciously used. Financial provision differs from one library to another, and several factors (such as fund availability and the importance attached to a library) determine the amount of money available for the provision of materials in each library. Budget preparation often goes hand in hand with financial provision and so budget preparation should be an important function in libraries in general even though its processes may vary from one library to another. Educational library budgets are expected to cater for diverse information resources and rapid changes in the information arena. The funds earmarked for library materials should be substantial and should be expended in a way that caters for the needs of the library community so as to ensure the promotion of their satisfaction. These issues formed the thrust of this study.

## 2. The nature of the problem

Preliminary investigations by the researchers about the libraries of the colleges of education in Botswana indicated financial constraints and lack of adequate materials as some of the problems facing the libraries. Coupled with these problems is the view that a majority of librarians with budgeting responsibilities lack the needed financial skills and techniques and therefore find the allocation of materials budget a challenging task [7–8]. Baffour-Awuah, who did a study on the libraries, observed a lack of adequate funding and the inadequacy of materials in the libraries [9]. She reported that the Botswana colleges of education students went on strike in 1995, citing inadequate library materials as a reason for boycotting classes. Monageng, et al. also mentioned that all the libraries were full of multiple copies of materials. They indicated further that there were inadequacies in the collections of the libraries being studied, and thus recommended that the budgets for the libraries should be allocated to different sections of the stock of the libraries and that the libraries should weed out excess copies, amongst others [10].

These researchers therefore perceived that the colleges of education libraries in Botswana may not have been adequately catered for financially, despite the large sums of money being provided for education in the country. The funds made available to the libraries annually may also have not been effectively allocated, possibly due to the challenging nature of budgetary allocation. These were the assumptions upon which the study was based.

## 3. Objectives of the study

The main objectives of the study were to:

- Determine if adequate funds are allocated to the acquisition of library materials in the Botswana Colleges of Education.
- Examine the percentage of the materials budgets allocated to each material format in the libraries.
- Examine the techniques used in allocating materials budgets in the libraries.
- Determine if the budgetary allocation processes were hindering the acquisition of appropriate materials in the libraries.
- Make recommendations that would hopefully alleviate any problems militating against materials budgetary allocations in the libraries.

## 4. Research questions

Arising from the above, the research questions to which answers were sought were:

- Do the libraries of the Botswana colleges of education usually receive the amount budgeted for library materials annually?
- What percentage of the budgets of each of the Botswana colleges of education is allocated to library materials annually?

Table 1

College	Year founded	Students	Teaching staff	Library staff	Volumes of books	Journals
Francistown	1968	325	44	2	17,205	35
Lobatse	1947	398	56	4	11,000	40
Molepolole	1985	879	101	4	28,800	86
Serowe	1963	384	48	4	12,000	42
Tlokweng	1985	400	48	4	30,000	51
Tonota	1990	767	100	6	38,000	101

- What percentage of library materials budget is normally spent on each of the materials formats acquired?
- What technique(s) do the libraries use in the allocation of their materials budgets?
- Are the budgetary allocation techniques hindering the acquisition of appropriate materials in the libraries?
- What recommendations would alleviate the problems militating against the allocation of budgets for materials in the libraries?

## 5. Scope of the study

The study concentrated on materials budgetary allocations in the Botswana colleges of education libraries from year 2000 to 2004. The senior librarians in the colleges were focused on because they are the ones charged with the responsibility of expending the library budgets in the colleges.

## 6. A review of the literature

The Oxford Advanced Learner's Dictionary defines budget as "an estimate or plan of the money available to somebody and how it will be spent over a period of time" [11]. The Concise Oxford Dictionary defines budget as "an estimate of income and expenditure for a set period of time. The amount of money needed or available for a purpose" [12]. Budgeting is the act of apportioning funds to meet the goals and objectives of an organization. It is "a process with a forward momentum, its pattern of movement spiral rather than linear in dimension. It is cyclical, but not a circle retraced upon itself over and over again. It progresses from one fiscal year to the next, in more or less same pattern, building upon the information and processes already established" [13]. It is probably the financial management plan that is mostly used in organizations.

The process for budgeting for information materials, although perceived as an uneasy task, is a necessity in libraries. Webster observes that if academic libraries are to survive as active partners in instruction and research, their budgeting activities should take cognizance of the changing conditions both within their internal structure and in their external environment [14]. Also, no matter the amount of funds made available for libraries, some planning needs to be done if the funds are to be expended judiciously. Miller comments that "planning and controlling are the essence of sound management of acquisitions funding. The goals are obtaining the desired funding and using whatever is received in the most effective manner" [15]. Carpenter observes that for a library materials budget to be effectively managed, the librarian must develop competencies in such areas as economic conditions, the publishing industry, collection development policies and money management [16]. Understanding and using money management techniques help the librarian to anticipate and influence expenditures for new acquisitions [17].

Moskowitz and Schmidt indicate that budgeting for materials in college libraries should take cognizance of non-print materials, access fees, online searches, CD-ROM and microcomputer software [18]. McGinnis and Fraust note that in budgeting for library materials, the factors of inflationary costs of books and periodicals, and the percentage of funds to be allocated for acquisition of serials versus monographs are vital [19]. The ability of librarians to analyze and plan is also a powerful skill [20]. Financial accountability through expert financial planning is crucial to the viability of libraries. Every librarian in charge of a library is responsible for executing some, if not all, of the library's financial affairs, thus making them financial managers [21]. On ownership and access, Martin and Wolf observe that there is no way the two modes of information provision can be separated [22]. Additional staff with adequate skills are also required if information access is to be provided in any library [23]. Budd observes that some research on library resource allocation conducted in the past has revealed allocation activities in various libraries [24]. He specifically notes the surveys conducted by Reeves and Russell, Hans Muller and Greaves in the U.S.A. which indicate that the libraries examined based the allocation of their materials budgets on factors such as use of materials, student enrollment in each department, and publications available in each discipline.

Genaway indicates that allocation methods can be categorized as procedures and formulas [25], even though these researchers have noted that other writers have talked only about formulas. A procedure is where different factors are combined with mathematical applications to arrive at a quantitative figure [26]. A formula assumes an equation, and the sum of the parts will equal the whole [27]. The Subcommittee on Budget Allocation of the American Library Association (ALA) [28] also talks about formulas. Other modeling techniques are also available due to the widespread availability of microcomputers and the implementation of integrated library systems, including management information systems [29]. Most of the work done in the area of budget allocation are so far based on formula approaches [30].

Old materials budget formulas in academic libraries dealt only with printed formats, that is, monographs and serials because efforts made in the past to develop volume equivalents for items like microforms or phonograph records have not been successful [31]. Martin and Wolf refer to the old formulaic ratio as 60:40 ratio, meaning 60% for serials and 40% for books and "as prices for serials continued to rise faster than for books, this approach became untenable, and libraries tended to move toward 70:30 even in some cases 75:25" [32]. Also, since there is no substantial increase in the libraries' materials budgets, libraries might tend toward accessing information, with budgets being allocated at the ratio of 30:30:40 (access:serials:books) [33]. This is with a view to strive to meet the information needs of people despite financial constraints. Also, with the changes in the information cycle whereby diverse formats of information resources are being published, librarians need to change their budgeting strategies to include the acquisition of these formats.

Niles comments that many acquisitions librarians learn budgeting skills through trial and error since there is little formal training provided in the library schools pertaining to the allocation of materials budget [34]. McGinnis and Fraust also note that most library schools do provide courses in collection development with little time spent on covering day-to-day acquisition processes [35]. They lament that establishing, monitoring and spending the acquisitions budget, though important, are often neglected aspects of library education. This is true of the Department of Library and Information Studies of the University of

Botswana as the students undergoing library education there do not really have training in materials budgetary allocation, as this is not currently taught at the Department. This shows why many collection developers face problems during the process of allocating their materials budgets.

Although the above problems are the ones enumerated by various authors, lack of enough selection tools may also prevent college libraries from allocating materials funds effectively. Thus, certain subject areas may be neglected during allocation. Apart from the problem of selection tools, many collection developers may not perceive the need to involve their library personnel in the allocation process. There may also not be a laid out plan for expending materials budgets. From this discussion, it has become evident that materials budgetary allocation has some challenges which libraries need to overcome.

## 7. Method of investigation

For this study, the survey method was used and the triangulation method (comprising questionnaires, interviews and document analysis) was employed in collecting data. A questionnaire, designed for the Botswana colleges of education senior librarians, was the major instrument used. This consisted of 21 items relating to the key research questions. Specifically, the questions related to materials budgetary preparation and allocation, the percentage of the college budgets usually allocated to library materials, adequacy and expenditure of budgets, and techniques used by the libraries to allocate their materials budgets. Telephone interviews were also used for further clarifications. In addition, some documents were analyzed with the researchers obtaining some documents from the Department of Teacher Training and Development (TT&D) of the Ministry of Education. The researchers also made use of the Association of College and Research Libraries documents. The study focused mainly on the senior librarians in all the six colleges of education in Botswana because they are the officers in charge of budgetary allocations in the libraries. There is only one officer of such in each of the colleges, and so the study population was six.

## 8. Data analysis and discussion of findings

In order to answer the research questions listed earlier effectively, and also to provide adequate information on each section, the researchers created a number of sub-headings as seen below:

### 8.1. Budget preparation and allocation

The college librarians were asked whether they prepared materials budgets and if amounts budgeted for were allocated to their libraries. Out of the six in the study, four indicated that they had not been preparing materials budgets. They commented that the Department of Teacher Training and Development (TT&D) normally allocated funds to their libraries annually as deemed fit, hence, there was no need for preparing budgets. The remaining two had been preparing budgets. In one college, the amount allocated was lower than the amount budgeted for, while in the other college, the amount was higher than the amount budgeted for. This buttresses the point made by the earlier four respondents regarding the fact that the TT&D Department allocated funds as deemed fit and hence there was no need to prepare budgets. This however contradicts what the literature says as librarians are expected to budget for the materials needed in libraries [36].

### 8.2. Colleges' annual budgets versus library resources budgets

Out of the six colleges, only one was able to provide some kind of information on the college's budgets, and that was for the 2003/4 and 2004/5 financial periods only. The remaining five could not provide their colleges' budgets for the financial years under study. The researchers therefore got budget documents from the TT&D Department which showed that between 8% and 9% of the colleges' budgets were spent on most of the libraries annually for materials, with the highest budget being 11% [37]. The Association of College and Research Libraries (1994) stipulates 6% as minimum and 9% as excellent for a college library [38]. One could therefore conclude that the budgets allocated to library materials in the colleges were appropriate and substantial enough to cater for materials acquisitions. Table 2 below shows the percentages of each college budgets allocated to materials acquisitions for the period under study.

**Table 2**  
% of college budgets allocated to library materials for the 2000/01 to 2004/05 financial periods

College	% of college budget allocated to library materials				
	2000/01	2001/02	2002/03	2003/04	2004/05
Francistown	8.6	8.8	8.2	7.3	9.2
Lobatse	8.7	8.8	8.5	7.6	9.9
Molepolole	9	8.6	8.6	7.8	10.2
Serowe	8.7	8.8	8.6	7.7	10.1
Tlokweng	9	9	8.1	7.3	9.2
Tonota	9	11	8.6	8.8	11

### 8.3. The percentage of materials budgets spent on different library material formats for the 2000/01 to 2003/04 financial periods

The findings with regard to the percentage of materials budgets spent on different library materials formats are reflected in Table 3 (expenditures for the 2004/05 were on-going at the time of the study and so they were not asked to indicate them). Some of the respondents could not indicate their libraries' expenditures for the 2000/01 to 2002/03 financial years because they could not trace their records. All the libraries spent a greater portion of their budgets on books. The libraries did not budget for CDs and accessing electronic material even though their libraries were computerized. Some of them only spent meager amounts of the materials budget on audio and video tapes. This shows that the libraries are not in a good position to allocate funds to diverse information formats. Acquiring diverse formats seems problematic to the college librarians. Table 3 below relays information on what each college library allocated to different formats of information.

### 8.4. Materials acquisition

The respondents were asked the number of journals they subscribed to in their libraries, as well as the approximate number of titles of each material format in their libraries, both without multiple copies and with multiple copies. Their responses are shown in Tables 4–6.

In Table 5 as well as the next one (Table 6), for "other materials", two respondents indicated that they subscribed to a number of newspapers and magazines; one indicated maps and charts, while the other indicated Botswana collection.

Looking at Tables 5 and 6 above, one can deduce that the CDs available in the libraries were donations, as well as a majority of the audio and video tapes. This is because Table 3 had earlier revealed that nothing or little was budgeted for those formats.

As earlier indicated, in Table 6 above, for "other materials", two respondents indicated that they subscribed to newspapers and magazines, one also acquired maps and charts, while the other acquired Botswana collection. Looking at the last two Tables (Tables 5 and 6), one can assume that the libraries had weeded out their multiple copies, as only one of them had doubled its collection through multiple copies. The implication is that for almost all the libraries, there will be more space for new materials that will find their way into the libraries.

### 8.5. Techniques used for allocating materials budgets

Only one of the six respondents indicated that he used a formula to allocate materials funds even though it was confirmed later through telephone conversation that he did not have a specific formula but had some guidelines. The remaining five did not use formulas. In one library, materials budgets were allocated according to the requests made and the materials recommended. In another, priority was given to journals subscription (even though Table 3 does not reflect this) and also more funds were allocated

**Table 3**  
Percentages of materials budgets spent by the college libraries on each material format for the 2000/01 to 2003/04 financial periods

Financial year	Material type	Colleges					
		Francistown	Lobatse	Molepolole	Serowe	Tlokwen	Tonota
2000/01	Books		86			57	75
	Journals	9	14			37	20
	CDs	0	0			0	0
	A/V		0			0	5
	E-materials	0	0	0	0	0	0
	Others	0	0			3	0
2001/02	Books		71	60		57	70
	Journals		29	32		37	24
	CDs		0	0		0	0
	A/V		0	0		0	0
	E-materials		0	0		0	0
	Others		0	0		3	2
2002/03	Books		70	100		57	70
	Journals	16	30	0		37	25
	CDs	0	0	0		0	0
	A/V	1	0	0		3	3
	E-materials	0	0	0		0	0
	Others	2	0	0		3	2
2003/04	Books	70	53	69	67	57	65
	Journals	11	46.5	0	20.5	37	30
	CDs	0	0	0	0	0	1
	A/V	0	0.5	0	2.5	3	4
	E-materials	0	0	0	0	0	0
	Others	4	0	0	10	3	0

The blank spaces in the Table indicate that no response was received for those areas. The "0" in the Table means no amount was budgeted for those materials indicated.



**Table 4**  
Number of journals subscribed to in each college library

College	No. of journals subscribed to
Francistown	35
Lobatse	40
Molepolole	86
Serowe	42
Tlokweng	51
Tonota	101

to the weak areas of the collection, although the strategies used to determine the weak areas were not explained. In another library, an evaluation of the stock was done, and more money was given to the weakest sections as well. Again, the evaluation strategies used were not revealed. The last two respondents allocated funds based on information requested by students and staff. This indicates that the libraries do not have clear guidelines for allocating materials budgets. The implication of this is that not all the sections of the library stock will be taken care of as some areas will be neglected during acquisitions.

#### 8.6 Adequacy of budgets and budget expenditure

The respondents were asked to indicate whether the amounts allocated to their libraries for the acquisition of their materials for the 2000/01 to 2004/05 financial periods were enough or not. Four of the respondents said the amounts were not enough, while one said they were. The sixth respondent did not respond.

They were also asked to indicate additional percentages of the budgets they would need for each financial year. Not all those who said their budgets were not enough indicated the additional percentages of the budgets needed. This shows that the librarians did not have real facts about their expenditure. Two of the respondents said their materials budgets were not sufficient for all the years. One indicated that their library needed an additional 55% of the materials budget for the 2000/01 to 2003/04 financial periods to be able to acquire the needed materials. The other one said their library needed an additional 10% for 2000/01, 15% each for 2001/02 and 2003/04 and 20% for 2002/03. Only one respondent said their library would need an additional 30% of the 2004/05 materials budget. However, nothing was indicated for the previous years. The fourth respondent who said the budgets were not enough did not indicate the percentages needed.

On budget expenditure, only one exhausted the materials budgets for all the years under study. Three could not indicate whether the budgets for 2000/01 to 2002/03 financial periods were exhausted or not. They could not trace the needed records, but two of the three did not exhaust their budgets for the 2003/04 financial period. The remaining two respondents did not exhaust their budgets for the years under study. The unexpended materials funds were forfeited. No doubt, the libraries were having problems on how to expend their materials budgets, possibly because of the librarians' lack of budget management skills. It has been indicated in the literature that librarians should be able to analyze and plan well for materials budgets [39]. Looking at the ways the materials budgets were handled, one can easily deduce that the allocation processes hindered the acquisition of appropriate materials in the libraries.

#### 8.7 Problems faced during materials budgets allocation

The respondents were asked the problems faced in the allocation of their materials budgets. One of the respondents indicated that it was always difficult how best to allocate the budget into subject areas. One did not provide any answer, while another indicated that they often allocated much money to books and so the remaining amount would be spent on journals, thus leaving other materials unattended to. This again shows that the budgetary allocation processes in the libraries hindered the acquisition of diverse formats of materials. Another respondent indicated that the materials funds were usually not enough for acquisitions. One respondent had no problem with the allocation. However, another responded that most departments underutilized their allocations. This shows that the librarians sometimes left the expenditure of budgets mainly with the departments and this should not be the case.

**Table 5**  
Approximate number of titles of each material format in the libraries without multiple copies

College	Number of each material without multiple copies				
	Books	Journals subscribed to	CDs	Audio/ video Tapes	Other materials
Francistown	17,000	35	27	120	35
Lobatse	11,000	40	56	120	0
Molepolole	14,000	86	40	385	0
Serowe	10,145	42	54	277	37
Tlokweng	27,000	51	46	321	58
Tonota	27,000	101	10	794	200

**Table 6**  
Approximate number of titles of each material format in the libraries with multiple copies

College	Number of each material with multiple copies				
	Books	Journals subscribed to	CDs	Audi o/ vide o tapes	Other materials
Francistown	17,205	35	27	120	35
Lobatse	11,000	40	56	120	0
Molepolole	28,800	86	40	385	0
Serowe	12,000	42	54	277	37
Tlokweng	30,000	51	46	321	58
Tonota	38,000	101	10	794	200

### 8.8. Additional findings

The researchers also tried to find out other information which the respondents might wish to provide in respect of their materials budgets. They indicated that they should be allowed to be involved in the budgeting for their library materials. They stressed that the fact that the college librarians often had no say in the budgeting for their library materials has had a negative impact on the ultimate allocation given to the library. It was indicated further that the librarian was never consulted to find out whether the budget allocated was adequate or not, and that had led to inadequacy of resources in some libraries. The implication is that the funds allocated to some libraries may be inadequate, while in other libraries, the funds may be in excess. This will lead to financial constraints in some libraries and fund wastage in others.

### 9. Summary of findings and conclusion

From the results of this study, the first assumption of these researchers that the libraries being studied may not have been adequately catered for financially is not correct. This is because 8% to 11% of a college's budget is quite substantial to be spent on library materials, especially based on the suggestion of the Association of College and Research Libraries (1994). The fact that a majority of the college librarians did not fully expend their materials budgets annually also attests to this point. However, the librarians may not have critically considered the points raised by the Association of College and Research Libraries (2000) on library budgets for college libraries [40]. Part of these is that officers in charge of libraries should prepare and justify a library budget that is appropriate for a library's objectives. Also, the resource budgets should be efficiently and effectively used. The second assumption that the funds made available may not have been allocated effectively in the libraries is correct, based on Table 3. In this era of information and communication technology, educational librarians should provide diverse formats of information to their clients. With library clients having diverse needs which cannot be met by only one format, it is necessary for library professionals to budget effectively for diverse formats of information resources, and also utilize their materials budgets effectively.

In conclusion, the research has revealed that a majority of the Botswana colleges of education librarians did not prepare budgets because the TT&D Department allocated funds to the libraries as deemed fit. This implies that the funds allocated to each library may be less or more than what was needed. During the years under study, about 8–11% of each college budget was allocated annually to library materials in most of the Botswana colleges of education. Materials budgets for the libraries appeared adequate but budgets were not fully expended annually. The librarians did not have clear guidelines for allocating materials budgets and there was lack of proper reports regarding allocation of the budgets. In addition, over 60% of the budget was spent on books and about 10–40% spent on printed journals by most libraries. Other formats of information were not given priority. This shows that the college librarians were not in a good position to allocate funds to various information resources. The college librarians therefore appeared ill-equipped to allocate funds, and budgetary allocation techniques seemed to rely mostly on patrons' requests and selection done by departments. The implication of this is that some sections of the library stock would be neglected during acquisitions as selection was mostly left in the hands of departments and this may not be effectively carried out.

### 10. Recommendations

Based on the findings of the researchers, the following recommendations are made:

- The college librarians should be encouraged by the TT&D Department to budget. The Department should make use of the librarians' propositions to allocate funds. This is to ensure that the libraries are allocated funds based on their requests.
- The colleges and the TT&D Department should equip their librarians with budgetary skills. This is to facilitate the librarians' ability to apportion funds effectively and acquire diverse formats of information resources.
- The librarians should take note of the guidelines for developing college stock. This will guide them in the collection development process.
- The libraries should produce guidelines for budget expenditure. This is to ensure that allocation of budget to different sections of the collection is effectively carried out.
- The libraries should always validate their services so as to enhance customer satisfaction.
- The libraries should keep proper records on allocation. This will assist them in reviewing their allocation processes.
- The Department of Library Studies, University of Botswana, should incorporate management of library budgets into its library education programs. This will ensure that its products are given the needed budgetary allocation skills.



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