

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF INFORMATION STUDIES FOR AFRICA

AN ETHIOPIAN STUDIES RESOURCE CENTRE:
A FEASIBILITY STUDY

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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INFORMATION SCIENCE

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ABSTRACT

"Ethiopian Studies" is an area study. "Area study" is a field of study that falls within the scope of a group of studies known as Entity studies which are trans- or multi-disciplinary in scope.

What makes information provision to researchers of area studies challenging is that an information system supporting area studies should be able to assist a researcher in a particular aspect of an area , e.g. languages of Ethiopia, find information, data and materials pertinent to such a study from those of specialists in other fields, e.g. studies in Ethiopian literature, studies in interregional migration, etc.

An information system, in an effort to meet the challenges, should develop tools, such as, specialized indexes, seepage studies, etc., which can show such interdisciplinary links, between the research done in different fields or from different points of view. Databases of different types of records of, for example, bibliographic, profiles of experts, of institutions, ongoing research, artifacts and museum objects are also necessary. Such an information system can enhance contacts among researchers, research institutes, etc. In

this way, the system can also assist in the organization of research on the entity/area.

This study attempts to make a feasibility study and propose a plan for implementing an Ethiopian Studies Resource Center equipped with the necessary resources and information and capable of providing efficient services to researchers/students of Ethiopian Studies as mentioned above.

Prototype databases consisting of bibliographic records, records of museum objects, nonbook materials, serials, profiles of experts/researchers, research projects, institutions, information systems and databases have been designed to demonstrate generation of information services and products.

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CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem and Justification

"Ethiopian Studies" is an area study. "Area study" is a field of study that falls within the scope of a group of studies known as Entity studies. Entity studies are trans- or multi-disciplinary in scope. In area studies, a geographical area forms the focus of a cluster (Gopinath and Seetharama 1979).

For a better understanding of the particular challenges of providing information services to area study researchers, it will be useful to examine the mode of formation of an entity study in general and area study in particular.

As mentioned earlier, entity studies are subjects of trans- or multi-disciplinary nature which emerge as a result of developments in the universe of subjects. Multi-disciplinary subjects arise out of inter-disciplinary borrowing and multidisciplinary research through clustering. One main reason for the formation of such subjects could be problem-solving which can be "accelerated by pooling together available resources and

focusing attention of specialists in the different disciplines on a specific problem" (Gopinath and Seetharama 1979,122).

Emergence of entity studies may be realized through the formation of associations, or specialized research centres such as the Institute of Ethiopian Studies, which was formed to conduct, promote, and coordinate research and publications on Ethiopia, with special emphasis on the humanities and cultural studies. Before the formation of such associations and emergence of entity studies, papers on the entity may be published in different periodicals, by specialists in different specializations. For example, papers on the cultural history of Ethiopia, on Ethiopian Languages, on the religions of Ethiopia, etc. The emergence of an entity study/area study may be signalled by the formation of an association and/or conferences or a research institute, or a periodical, of a department and/or course of studies in a higher learning institute with an objective of bringing together the diverse studies on the entity from different specialization point of view, to strengthen the faculty for the specialist on the entity to exchange ideas, cooperate in research, inter-disciplinary borrowing, and find explanations for one's observations in the work of others in a related or even unrelated field.

Before the foundation of the IES, for instance, i) at the University College of Addis Ababa (U.C.A.A), an extra-curricular student organization, the Ethnological Society, was established in 1951, ii) members of this society were encouraged to take an interest in their own culture and customs. They visited places of cultural significance and wrote papers which in 1953 began to appear in the society's organ, the Ethnological Society Bulletin iii) courses on Ethiopian subjects were also introduced in the later years of U.C.A.A. (Pankhurst 1990,12).

What makes information provision to researchers of area studies challenging is that an information system associated with institutions of area studies should be able to assist researchers in different specializations find information, data and materials of relevance and interest in the work of specialists from other fields. Tools, such as specialized indexes, seepage studies, etc., which can show such interdisciplinary link, between the research done in different fields or from different points of view are necessary. Databases of different types of records of, for example, bibliographic, profiles of experts, of institutions, ongoing research, artifacts and museum objects are also necessary. Such an information system can enhance contacts among

researchers, research institutes, etc. In this way, the system can assist in the organization of research on the entity/area.

Academic resource centres, providing appropriate information services to scholars, researchers and other users, and equipped with adequate information resources, facilities, finance, trained manpower, etc. are lacking in most developing countries including Ethiopia. Among a few libraries and information centres in Ethiopia specializing in the provision of information to researchers in the field of Ethiopian Studies, the notable ones are the Addis Ababa University, Institute of Ethiopian Studies (IES) library, the Ethiopian Collections Department of the Main University Library, the National Library of Ethiopia, the Institute of Development Research Documentation Centre, the Institute of Agricultural Research (IAR) Library, the International Livestock Centre for Africa (ILCA) Library, the United Nations Economic Commission for Africa (UNECA) Library and the National Science & Technology Documentation and Information Centre (NSTDIC). Among these, the IES Library and the Ethiopian Collections Department of the Addis Ababa University Library possess most of the materials related to Ethiopia and serve a larger proportion of the researchers and students of Ethiopian Studies.

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The Institute of Ethiopian Studies, one of the research institutes of the Addis Ababa University, coordinates researches pertaining to Ethiopia and has a library with a comprehensive collection of materials (published and unpublished, bibliographic and non-bibliographic) on Ethiopia. IES library provides an in-house reading service to its users.

As a library affiliated to a renowned research institute not only in the Addis Ababa University but also in the country and abroad, the IES Library had not been able to provide fully satisfactory high level information services to support researches and other studies on Ethiopia. Formerly, the Library used to publish the 'List of Current Periodical Publications in Ethiopia' every two years, which was the main source of information on current additions to the periodical publications during the preceding two years. But the last issue was published in July 1974, and the List ceased publication due to lack of finance. Some efforts have also been made later by the staff of the IES library to produce a catalogue of periodicals held by the library, but it has not been realized also due to lack of finance.

To some extent, the Ethiopian Collections Department of the Main University Library also collects materials on

Ethiopia. However, most of the materials the department collects are duplicate copies of those available in the IES library. Moreover, the materials are available to users for a two-week or a one-hour loan, and even then users are required to identify the materials by their authors or titles beforehand since the only access to the materials is through a 'traditional' public card catalogue. The same is true for materials held by the IES Library.

Except the ILCA Library, and NSTDIC, the rest of the above mentioned libraries/documentation/information centres have not yet begun rendering, at least on a regular basis, other services such as retrospective database search, current awareness, Selective Dissemination of Information (SDI), etc., which are important for better user access to information and promotion of information use.

Researchers and research coordinators in the field of Ethiopian Studies need and lack, for instance, a comprehensive database of bibliographic materials covering all aspects of Ethiopian studies to support their specific research projects. Such databases covering a wider geographical area, for instance Africa, are also not available. As Seely states "... searching of

databases to retrieve bibliographic information is increasingly becoming common research practice in a wide range of disciplines. However, for the scholar of African Studies there is as yet no single comprehensive database covering the literature from the continent on a multi-disciplinary basis..." (Seely 1986,7). Hence, to overcome the problems posed by the absence of such databases, developing inhouse databases at institutional/national level using available resources and planning for future developments of these databases is a worthwhile effort.

A renowned scholar and researcher of Ethiopian Studies, Dr. Richard Pankhurst, on the occasion of the Silver Jubilee Anniversary of the Institute of Ethiopian Studies, commented: "On the Library front it is imperative that steps be taken to publish a printed catalogue of its entire holdings ... as well as a general upgrading of the existing card catalogue" (Pankhurst 1990,25). Experiences show that development of inhouse databases facilitate the upgrading of card catalogues and production of printed catalogues.

Therefore, there is a strong need for a facility with wider scope (in terms of coverage of subject areas, services offered, types of information products, etc.) than the existing library system. In this context, the

present study will carry out a feasibility study and propose a plan for the establishment of an Ethiopian Studies Resource Centre (ESRC), capable of capturing, processing, storing and disseminating information relating to the whole spectrum of Ethiopian Studies. A variety of databases and computer-assisted services, listed below, are foreseen to support the rendering of these services.

1. Databases of profiles of institutions, ongoing researches, and experts in Ethiopian Studies with online search facility;
2. Retrospective search service;
3. Production and distribution of a current awareness bulletin;
4. Selective dissemination of information (SDI) service;
5. Production and distribution of catalogues and indexes for specialized areas of Ethiopian studies;
6. Production and distribution of a union catalogue of serials relevant to Ethiopian studies available in IES library and other libraries in Ethiopia;
7. Exchange of databases between cooperating libraries;

8. Provide referral and information clearing house functions;
9. The commissioning of periodical research reviews, trend analysis, comparative studies, and other information analysis and consolidation products; and
10. Support bibliometric studies in Ethiopian Studies.

1.2. Objectives of the Study

Objectives of the study are geared towards practical solutions to the problems stated in section 1.1. The general objective of the study is to make a feasibility study, propose a plan for the establishment of an Ethiopian Studies Resource Centre(ESRC) and steps to implement the plan, develop prototype databases, and produce prototype information products.

Specific objectives are:

1. To set up a prototype database consisting of:
 - a) bibliographic records;
 - b) records of museum objects, and
 - c) records of nonbook materials (such as microforms and manuscripts).

2. To set up another prototype database consisting of:
 - a) profiles of individuals and institutions (both foreign as well as local) specializing in Ethiopian studies;
 - b) profiles of databases and information systems;
 - c) profiles of ongoing projects in Ethiopian studies;
3. To set up a database of serials on Ethiopian studies held by the IES Library and other libraries and produce a sample union catalogue of serials.
4. To propose a network, for resource sharing purposes, of libraries and information centres which have document collection on subjects relating to Ethiopian Studies.

1.3. Significance of the Study

"Success in information transfer depends, to a large extent, upon the interactive relationships between resources, intermediaries and users" (Zito et al 1985,62). As far as the utilization of information resources in Ethiopian Studies is concerned, what is missing is information services that bridge available resources with potential users. Hence, as a study to plan a resource centre with the necessary resources to provide

appropriate information services/products, it will have importance to researchers and those engaged in the provision of information to users in the field of Ethiopian Studies.

The study will, above all, serve libraries and information centres specializing not only in Ethiopian Studies, but also in all fields of information work as a guide for improving their current methods of information handling and provision. The prototype databases and information products can serve as models for developing similar centres.

Information work, in general, aims at user satisfaction. Significance of the study may also be viewed in terms of user satisfaction. If the proposed resource centre becomes operational, potential users of the centre will benefit to a considerable extent. Selective dissemination of information (SDI) services will be introduced to meet the users' individual information needs. With such services, relevant information is provided based on the individual interests of the users. According to Atherton (1977), information is of maximum use when it matches a need which is highly specific. Hanson (1971) is also of the same opinion.

Retrospective search service, one of the services foreseen can be made more effectively and fast on computer based databases. Searching in databases saves the time of users as well as those in charge of searching (both are in line with Ranganathan's Five Laws of Library Science). It is also quicker, more comprehensive and more efficient as compared to the manual search made on public catalogues of libraries which allow search only by author, title and broad subject areas. Other services of the resource centre are also essential for better information provision and access to current and relevant information. Production of a current awareness bulletin will have a significant role to play in keeping users of the centre, and others as well, up to date by providing information about current research activities, newly acquired materials, events (past, present and future), etc. The catalogues and indexes to be produced will also serve reference purposes.

Periodical research reviews, comparative studies, and information analysis and consolidation products may help in minimizing duplication of efforts of researchers and save time.

Finally, the study will definitely help as a springboard for further studies in related topics thereby saving

effort and time of other researchers in the area.

1.4. Scope and Limitations of the Study

In this study, an attempt is made to state objectives, set down structures and functions, propose a development plan for an Ethiopian Studies Resource Centre(ESRC), and guidelines for the implementation of the proposed plan. As it is a project done in partial fulfilment of the requirements of an M.Sc programme, no specific initiative was taken to implement the plan, except designing of the prototype databases. The Institute of Ethiopian Studies (IES) of the Addis Ababa University is the major subject of concern in the study.

1.5. Methods of Data collection

1.5.1. Methods specific to Objective 1

As indicated in section 1.2, the first objective of the study is to set up a prototype integrated database consisting of bibliographic records, records of museum objects and nonbook materials. Bibliographies compiled on subjects relating to Ethiopian Studies and downloading of databases were the main sources of bibliographic data.

The IES Museum collects and holds different types of materials such as artifacts, crosses, paintings, etc. Creation of the database of the collection of the museum necessitates description of the materials. Sample cards on which museum objects have been described by the staff of the museum were selected and used for data entry purposes since fields for records of museum objects in the database were defined according to the format the museum has already established for recording information about the objects, except a few additional fields. Data for nonbook materials (such as microforms, manuscripts, etc.) was collected from the documentation unit of the Institute and media section of the Kennedy Library, as these sections hold manuscripts, microforms, audiovisuals, etc. which are of interest to researchers and students in the field of Ethiopian Studies.

1.5.2. Methods Specific to Objective 2

The second objective is design of a prototype database consisting of records of profiles of individuals/experts, institutions, databases and information systems and research projects relating to Ethiopian Studies. In similar studies (Abebe et al 1992; PADIS 1990), that involved the creation of integrated databases or compilation of lists of information systems and

Selective Dissemination of Information(SDI) is the regular provision of information to individual or corporate users.

Referral Service is the indication of sources (persons, institutions, publications, etc.) from which information may be obtained on a given subject.

1.7. Survey of Literature

1.7.1. Resource Centre

A resource centre is usually equipped with the necessary resources (materials, functions, manpower, etc.) and:

- it is usually associated with (affiliated to) a centre of excellence (e.g. a research institute, a college, etc.) and shares resources with the centre of excellence (its parent organization);
- provides not only bibliographic materials but also answers questions concerning individuals (e.g. researchers in a specific field of study), institutions, etc. which are possible sources of information. This could be achieved through the maintenance of profiles of such information sources and through development of tools like catalogues, directories of individual researchers/experts,

institutions, etc.;

- provides services like current awareness, retrospective search, SDI, etc.;
- provides not only mere citation of documents but also provides digests of the documents;
- provides information about museum objects, etc., and
- records in databases are usually maintained in the languages of documents.

As far as the terminology is concerned, Dale (1988) and Person (1985) equate, and use interchangeably, the terms resource centre and library. Dale (1988) notes that the terminology is in a state of flux and mentions other terms such as learning resources centre, learning resources, learning centre, educational resources library centre, library media centre and instructional resources, which are used in different places. Person (1985) considers resource centre as a relatively recent addition to the academic library population.

In an article that describes a nutrition information/resource centre within a university setting, Lewis et al (1985) refers to a resource centre as a centre that provides both information services and modified library services. It is in this context that the concept of a resource centre has been used in the current

study. A modified library service, according to Lewis et al (1985,7), "differs from an ordinary library service in that resources are first evaluated, and those found acceptable are made available for use or preview". In addition to the evaluation of resources, staff of a resource centre recommends resources or suggests the most appropriate resources.

Raddon (1989,xxiii), emphasizing the statement about a resource centre being associated with a centre of excellence and sharing resources, says "A resource centre supports the institution within which it is placed, and the institution in turn supports it, and the interaction, amoeba-like, never ceases". A resource centre's role as a supporting unit is also mentioned by Terwilliger (1985,531) who states "learning resources system, services and materials have been designed and structured as supports for achieving institutional instructional objectives".

According to Person (1985), the main reason for the evolutionary path from "library" to "learning resource centre" has taken place to accommodate the variety of resources which include informational and learning materials, regardless of their format. The path "has led many libraries to grow from traditional repositories of

books to centres where a wealth of materials are available through a wide variety of delivery systems" (Person 1985,442). Steinke (1985) is also of the opinion that the wide program scope of higher learning institutions, such as colleges, necessitated the comprehensiveness of academic or educational support units such as libraries and this need for comprehensiveness resulted in the origin of the learning resources centre. The origin of the learning resources centre is a "conceptualization that encouraged the gathering together of differently formatted materials (print and non-print) into one centre" (Steinke 1985,474). In conclusion, Steinke (1985,474) says: "The learning resource centre encompassed both the traditional library with its predominantly print materials and the audiovisual department with its nonprint software and hardware".

Factors that influenced the development and planning of the learning resource centre are: i) changing needs of learners (i.e. users), ii) the refinements of learning theory which have incorporated many sources and modes of learning and delivery, and iii) the advent and use of a variety of new information technologies (Person 1985). Dohrman and Weiss (1985) also note that library users have become more sophisticated in their requirements for

new and expanded services and these requirements necessitated the development of resource centres equipped with the necessary resources that can provide these new and expanded services.

Terwilliger (1985) divides the variables which will influence and determine the future of resource centres into two categories. The first category of variables is external which include the future of computer/telecommunications technology, the future of society, and the future of the economy and funding which also affect the future of the resource centres' parent institutions. The second one is internal and includes the structure and perceived value of the resource centre, the professional capabilities and continuing education of the staff, and the psychology of the institution being supported by the resource centre. Terwilliger (1985) also notes that while control over internal variables could be exerted, a

characteristic of most systems, the future of a resource centre within an institution is more related to the external variables.

without planning is to court disaster" (Seetharama 1990,18).

As far as the results of planning are concerned, both (Atherton 1977 and Seetharama 1990) say:

- 1) it gives direction to growth and complexity
- 2) it minimizes ad hoc decisions, and
- 3) it provides a basic framework for local service.

Regarding the advantages of planning, Seetharama (1990) notes that "specifically speaking, planning of libraries and information centres effect the following advantages."

- Planning helps to systematically move towards the achievement of the goals of the information centre
- Planning helps in identifying and differentiating the essential priority actions and not so essential actions in respect of achieving the specified goals of an information centre
- Planning helps concentrated and cohesive action by a group of people or a corporation towards achieving the ultimate goals of an information centre
- Planning helps rechecking, error-identifying and remodifying due to unforeseen circumstances at any stage in course of action
- Planning helps in clear demarcation and allocation of activities among a group of people and

effectively controlling the course of action of different people towards achieving the goals

- Planning helps to draft a financially elastic budget. A good plan is capable of readjusting itself to a slicing or enhancing of financial resources
- Planning provides an integrated and yet an analytical projection of a future course of an information centre.

Steps in planning may vary according to the environment of the system to be planned. However, steps in planning as suggested by Seetharama (1990) are divided into pre-planning phase and planning phase proper. Under the pre-planning phase, activities such as:-

- Pre-planning information collection
- Assessing needs, and
- Evaluating current services and resources

are accomplished. In the planning phase proper:-

- Role of the library or information system is determined
- Objectives, goals and priorities are set
- Evaluating strategies are developed
- Strategies are implemented, and
- Evaluating programs are monitored

1.7.3.1. The Role of User Opinion Surveys in Information Systems Planning

Any system, whether it has already been developed or it is being developed or it is to be developed, is geared towards the satisfaction of its users, because, "...the user is the very reason for the existence of the information system" (Anderson and Miller 1983,245). Seetharama (1990) says that the needs of users is quite diverse and any information centre worth its name should cater to these needs. The identification of user needs is "greatly facilitated by the studies on the potential clientele" (Seetharama 1990,67).

On the importance of user needs surveys in information systems planning or design, Atherton (1977,124) notes "The wise systems designer recognizes that the user of information must be an active participant in the system whose needs direct the design". That is why Anderson and Miller (1983) say that the first step in planning and designing systems in general and information systems in particular must be to consult the user.

In recognition of the importance of the user opinion survey, many studies (Anderson and Miller 1983; and Bare 1966) used the results of the surveys for planning

information systems and services.

As far as data gathering techniques for (user) information needs surveys are concerned, Landau (1969) recommends the use of questionnaires or interviews. Bare (1966) also suggests the use of either questionnaire, interview or the diary method where a daily record sheet on which individual information retrieval transactions are to be tallied and given to users.

1.8. Organization of the Thesis

This study is composed of four chapters.

Chapter 1 deals with the statement of the problem and justification, significance of the study, scope and limitations of the study, methods of data collection, definition of terms and survey of literature. Chapter 2 is a general background of the study and gives an account of the Institute of Ethiopian Studies and the history of development of library and information services in Ethiopia from the historical angle.

Chapter 3 deals about the user needs survey, the feasibility study, and the proposed Ethiopian Studies Resource Centre (ESRC). It discusses the objectives,

general structure and functions, services and products, implementation plan of the Centre, and networking of the Centre with other centres. It also describes potential users of ESRC. Chapter 4 presents recommendations.

Institute of Educational Research (established)
were established within the University following the
establishment of the Institute of Ethiopian Studies in
1963. The different institutes started producing their
own publications (Merid 1988,xxvi).

A major event which contributed to the development of
research in Ethiopian Studies was the transportation of
students and staff of the University to rural Ethiopia
for the implementation of the programmes of the
'Development through Cooperation Campaign' conducted in
the period 1974 - 1976, which enabled the majority of
them to gain a first hand and better knowledge of their
country and people.

First hand information does not ensure the conduct of
research and presentation of results unless it is aided
by some kind of training. The realization of this, the
need for well trained manpower in general and to find a
solution to the University's shortage of staff led to the
offering of postgraduate programmes in the academic year
1978/79 (Merid 1988,xxvi). As most of these programmes
required students to produce a thesis at the end of their
final year and as a number of the theses dealt with
issues relating to Ethiopia, the postgraduate programmes
had a significant role in the development of research in

Ethiopian Studies.

The International Conferences of Ethiopian Studies held at different places abroad and within the country where papers are presented by various researchers of Ethiopian Studies also played an important part in the effort towards the improvement and development of research in the field.

Other governmental and non-governmental organizations and institutions also contributed to the development of research in Ethiopian Studies. The major ones include the Institute of Agricultural Research (IAR), the Institute for the Study of Ethiopian Nationalities and the Ethiopian Science and Technology Commission (ESTC). Also, international bodies such as, the International Livestock Centre for Africa (ILCA), United Nations Economic Commission for Africa (UNECA), United Nations Educational, Scientific and Cultural Organization (UNESCO), etc., and libraries affiliated to these organizations and foreign embassies such as, the British Council Library, the United States Information Service (USIS), and other foreign embassies and consulate have information source materials on Ethiopian Studies.

2.1.2. Major Areas of Research in Ethiopian Studies

Ethiopian Studies belongs to the category of subjects called Area Studies and Area Studies itself belongs to the category of subjects called Entity Studies. The term "area" connotes people or groups with a cultural, social, political, legal and geographical identity. Ethiopian Studies are studies relating to Ethiopia, about its living and non-living things, the range of researches covering science and technology, geology and natural resources, the useful arts and fine arts, language and literature, religion, philosophy and ethics, education and human resources development, geography, history, archaeology, politics, economics, sociology, culture and artifacts, legal systems, etc. (Chepkwony et. al. 1992).

The above general definition broadens the range in terms of subjects covered by Ethiopian Studies. Quite a good number of them are also considered as major focal areas of study by the Institute of Ethiopian Studies (IES). In an opening statement made at the Silver Jubilee Anniversary of the Institute of Ethiopian Studies in 1988, Dr. Tadesse Beyene, Director of the Institute, pointed out that "The Institute conducts, and co-ordinates research on a wide range of subjects related to

Ethiopian history, culture, ethnology, anthropology, sociology, languages, literature, folklore, and related disciplines..." (Tadesse 1990,1).

John Chepkwony and others (Chepkwony et al. 1992) used citation analysis to identify major research areas in Ethiopian Studies during the 1980's by using the Journal of Ethiopian Studies and the Proceedings of the International Conferences on Ethiopian Studies published between 1980 and 1991 and some important books during the same period as the sources of citations. They identified that sociology, history, linguistics, political science, medical science, culture, archaeology, agriculture, geology, ethnology (ethnography), economics, education geography, anthropology, limnology, literature, climatology, religion, chemistry, biology, environment, population, commerce, ecology, palaeoecology, paleontology, industry, ethnohistory, and palaeoethnobotany as the major areas dealt with by the papers published in the cited sources.

Hence, almost everything relating to Ethiopia falls in/within the field of Ethiopian Studies.

2.2. The Institute of Ethiopian Studies

2.2.1. The Institute

Several factors led to the establishment of the Institute of Ethiopian Studies (IES) at the Addis Ababa University in 1963, housed in what was Emperor Haile Selassie's Palace. These were: 1) the need to present some kind of Ethiopian exhibition to visiting Heads of States; 2) the question of international academic relations which were then becoming increasingly important for Ethiopia, and 3) the overriding need to promote and expand research, as well as the scholarly knowledge of Ethiopia within the University itself in all academic disciplines (Pankhurst 1990,13).

The Institute of Ethiopian Studies has been carrying out its duties and responsibilities with the general objectives of "conducting, promoting, and coordinating research and publications on Ethiopia, with special emphasis on the humanities and cultural studies; as well as in preserving the cultural heritage of Ethiopia by collecting and displaying in the museum, Ethiopian artifacts and items of historical value." (Tadesse 1990,1).

The Institute consists of a small administrative unit whose main task is to assist and facilitate the activities and programmes of the important and larger units, comprising the Research and Publications Department, the Library and the Museum. The administration of the Institute is carried out with the help of an advisory board whose members are drawn from inside and outside the University, and the Director of the Institute serves as ex-officio Secretary of the Board (Tadesse 1990).

The Institute has at present a total staff of 32 (excluding those working in the Library), among which 6 are researchers and 26 are administrative and secretarial staff, and a Director.

Facilities at the Institute include a photocopying machine, a facsimile machine, 4 (four) microcomputers with a total hard disc capacity of 400 Megabytes (Mb), and 6 typewriters.

Among other things, the Institute's tasks include hosting scholarly international conferences, symposia and exhibitions, developing close ties with foreign institutions and sponsoring researches of foreign Visiting Scholars by giving scholarly advice and allowing

1. to preserve cultural and historical objects for the present and future generations;
2. to defend the national culture against undesirable influences;
3. to provide for the immediate needs of University students, teachers, and the University at large;
4. to provide continuous assistance to research workers both from within the country and abroad.

Originally, the Museum consisted of ethnological objects, but in order to collect historical antiquities such as paintings and crosses, a Society of Friends of the Institute of Ethiopian Studies was established. The purpose of the Society is to raise financial support for the museum to enable it to purchase historical and other cultural artifacts (Tadesse 1990,3).

The Museum has a Material Culture Section devoted to the material cultures of the peoples of Ethiopia; a Religious and Medieval Art Section consisting of old and beautiful objects which cannot in the nature of things be replaced; an Ethno-Musicological Section housing musical instruments and recordings of traditional songs from many parts of the country; a Philatelic Section, named after

a Swedish benefactor Ivan Adler who presented a collection of Ethiopian postage stamps from their inception in 1894 to 1974 which was brought up to date by a donation from the Ministry of Posts and Telegraphs; and The Collection of Coins and Bank Notes which contains coins from ancient Aksum, and old coins from Harar, as well as modern coins and bank notes introduced by Emperor Menelik, and "primitive money", such as bars of salt and iron (Tadesse 1990,4).

The Museum, after being reorganized, houses also an Ethnographic Hall and an Art Gallery as well as sections for the storage of artifacts; Registration and Cataloguing; Restoration for woodwork and textiles and a Photographic Laboratory (Tadesse 1990,4).

The Museum has its own publications and produced a complete catalogue of its holdings (a total of 10,000 objects in 1990), a catalogue of pottery, a catalogue of processional crosses, a museum manual and a museum guide.

The present staff strength of the Museum is 13 including the Museum Curator. It has a microcomputer, a video camera, a video cassette player, two TV sets, three projectors (one overhead, one opaque and one slide), and three photo cameras.

2.2.3. The Library

The nucleus of the Institute of Ethiopian Studies Library was created by Professor Stanislaw Chojnacki when he began purchasing second-hand books on Ethiopia. The Library was officially established in 1963 and was part of the Institute's administration until May 1967. Later, it was merged with the University Library System and is still part of the system. But it is located on the premises of the Institute.

The Institute Library has a very rich collection of books, pamphlets, periodicals, and a growing archival collection on Ethiopia, both in Ethiopian and foreign languages. The Library's holdings include books and periodicals published since the inception of printing in the country, thus making it the only comprehensive collection on Ethiopian Studies in the world. The manuscript and documentation centre contains over eight hundred items in Ge'ez, Amharic, Arabic, Harari, Oromo and several foreign languages as well as a valuable collection of photographic and archival materials. The manuscript section also contains thousands of reels of microfilmed manuscripts (Tadesse 1990,2-3).

The IES Library has five Departments:¹

- 1) Manuscripts and Archives Department: Manuscripts, the earliest of which dates from the 14th century, in the collection of the department include chronography, biblical works, apocryphal and pseudo-epigraphical literature, service books, prayers and hymns, theology, lives of saints, homilies, commentaries, vocabularies and grammars, magical, divinatory, and medical writings, etc.

- 2) Ethiopian Printed Books Department: This Department consists of books and pamphlets in several Ethiopian languages, including Ge'ez, Amharic, Tigrigna, Tigre, Oromo, Kunamigna, Afar, etc., as well as leaflets, Government announcements, prospectuses and other materials.

- 3) Foreign Language Books Department: This Department comprises printed material on Ethiopia in all foreign languages, English, French, German, Italian, etc. The department constitutes the largest conveniently-assembled collection on Ethiopia and the Horn of Africa.

¹Degife G. Tsadik. "Institute of Ethiopian Studies Library". Silver Jubilee Anniversary of The Institute of Ethiopian Studies, Proceedings of the Symposium, Addis Ababa, November 24-26, 1988. [Edited by Richard Pankhurst and Tadesse Beyene]. Addis Ababa: IES, 1990. pp. 43-51.

information science professionals at present), library and information services were started in Ethiopia in the early 20th century. However, the beginnings of libraries like services can be traced to as early as the 4th century.

As a result of the introduction of Christianity into the country around A.D. 330, a mass of religious (mostly christian) texts found their way into the country, through Syrian monks, to be translated into Ge'ez, the then language of the country (Pankhurst 1972(b)). With these texts also came the art of hand book making at the end of fifth century which, using parchment as writing material, led to the production of religious and related manuscripts locally. Collection development as well as other related activities were concentrated in orthodox churches and monasteries where religious studies took place in different parts of the country (Pankhurst 1972(b)). These churches and monasteries, according to Alessandro Zorzi, were the early "universities" of the country.

In time these texts of foreign origin and home-produced manuscripts accumulated to some size to serve as the monastic and church libraries of Ethiopia, the forerunners of the country's library tradition. As in the

- Some Emperors, for instance Emperor Tewodros (1855-1868) had used their influence to organize and effect wider-scale collection of manuscripts, which was not done by the churches.
- Diversification of collections in content later observed (such as chronicles and records of rulers, treaties and laws) to have been influenced by the Emperors' interest in such collections.

Collection of Arabic manuscripts and texts are also to be found in mosques and Muslim shrines of the country, and with prominent individual muslim religious leaders.

Although there are reports on private library and a municipal-like library with a librarian in the northern part of the country in the 19th century, it was only towards the early 20th century that libraries as known today began to appear. These served as a nucleus of modern libraries. As pointed out earlier, the first of such libraries were the school library established at Teferi Mekonnen School in 1925 and the National/Public library established by Emperor Haile Selassie in 1930 which was inaugurated later in 1944 as the National

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Library, both in Addis Ababa (Pankhurst 1972(b)).

The following milestones of the development of the various types of libraries (at whatever stage or level) in Ethiopia are recorded.

SCHOOL LIBRARIES: The first functional school library with a room for the purpose was established in 1925 with the establishment of one of the first modern school of the country, Teferi Mekonnen School (TMS). There are few records available about its collections and the services rendered; however, there is a mention of the room being converted into a staff room two years later, the significance of this school library is more in relation to being the first of modern libraries in the country. Many of the modern schools opened after the TMS are reported to have maintained library units, especially after the end of the Ethio-Italian war in 1940.

Since their beginnings, various efforts have been made to improve the status of school libraries and to upgrade their services by the Ministry of Education, especially in terms of personnel and collection development. It has been more than 30 years since a separate department concerned with libraries in schools in the country has been established in the Ministry with a professional

librarian in charge of it. In cooperation with other institutions, mainly the Addis Ababa University, library education has been provided to introduce professional skills and practices. Intensive activities mainly by school directors and other committed personnel have helped to build as relevant and adequate collections as possible within the resource constraints. Expanding service and developing library use among school age youths have also been promoted in the past. At present library units are common in most of the schools. However, they are still far behind in fulfilling what is required of them.

PUBLIC LIBRARIES (COMMUNITY/MUNICIPAL): Among the earliest modern libraries of printed books in the country is the first public reading room established in 1930 in Addis Ababa. The collection was reported to have been composed of books in various European languages and Ethiopian manuscripts in Ge'ez and Amharic. The service of the library was disrupted due to the Italian occupation during the period 1935 - 1943. In the 1950s a limited number of community or public reading rooms emerged in the capital as well as in provincial cities of the country.

The country still lacks a well developed public library system, despite the felt need and efforts to develop it at various levels, especially by the Ministry of Culture and Sports Affairs. Progress so far made includes the establishment of (16) public libraries in almost all major provincial cities of the country. Also, reading rooms, expected to serve as nucleus of public libraries are numerous in the country established in response to the immediate need of the growing number of newly literate and would be library users. The plan was to establish public libraries in all major towns under either the Municipality or the Ministry of Culture and Sports Affairs.

NATIONAL LIBRARY: Inaugurated in 1944, the country has a national library, with a research division, public division and a museum. The composition of its collection is similar to that of the public library established earlier to the National Library, but with a larger number of volumes.

SPECIAL LIBRARIES: Libraries attached to specialized institutions came into being mainly as a result of an official national requirement for all government institutions to have research units which necessarily need libraries as support units. Such institutions

actually flourished since the mid-seventies that saw a growth of government and public institutions in the country. They almost always included library units. Currently, special libraries are making good progress and improvements in many aspects of library and information work in the country. Modern information handling techniques as well as application of information technology are being introduced in special libraries affiliated to research and development institutions, such as the Ethiopian Science and Technology Commission, the Institute of Agricultural Research, etc.

ACADEMIC LIBRARIES: The first academic library came to being with the establishment of the University College of Addis Ababa (UCAA), the first higher learning institution of the country, in 1950. Later in 1961 with the formation of the Haile Selassie I University (HSIU), composed of previously autonomous higher learning institutions established since 1950, a University Library System to centrally manage these libraries emerged. The development of library services tradition in the country is closely associated with the development of academic libraries; they are still relatively better organized and with large collections of materials and user population. The first national bibliography production, international, regional and national cooperation, professional staff development,

CHAPTER 3**ETHIOPIAN STUDIES RESOURCE CENTRE (ESRC)****3.1. User Needs****3.1.1. Staff Opinion**

In order to initiate a plan for the newly proposed system, it was considered necessary to know the existing resources of the IES library as it is the unit of the Institute that renders services on a large scale compared to the other departments like the IES museum. Accordingly, a questionnaire (Annex 4) to obtain the opinion of the staff of the IES Library was distributed to the heads of the different departments, including the Institute's librarian, before the opinion survey was implemented to assess information needs of the users of the library. The questionnaire has items dealing with the existing resources of the library. Respondents were requested to give responses to those items that are relevant to their specific department and some of the items directly dealt with issues like budget which could only be answered by the top management of the library.

Respondents indicated that modes of acquisition of materials to the library are purchase, gift and exchange. Publications of the library and the Institute that are provided in exchange are: Journal of Ethiopian Studies, Ethiopian Publications (a bibliography), conference proceedings and various catalogues issued by the Institute. Regarding sources used for selecting materials and bodies involved in the selection process, they indicated reviews, booklists, suggestions from users and visits to bookshops as their major sources and even though there is no committee to make selections, staff of the library and all those interested or have seen or heard about new titles suggest for possible acquisition. The library has a number of suppliers.

Major problems in acquiring materials, as indicated by the librarian, are transportation and unwillingness of organizations that issue publications in mimeographed format to send copies to the library.

Two questions dealt with users. The first one involved ranking the major user groups. Graduate students are the primary users and University staff, 4th year students, external readers and junior students (below 4th year) are ranked second, third, fourth and fifth respectively. The second question dealt with the way users made queries and

Table 1: Approximate distribution of materials held by the IES library by language.

Language	Approximate No. of volumes
Amharic	30,000
English	80,000
Spanish	10,000
French	11,000
Russian	1,000
Others	10,000
Total	142,000

As there is no separate budget for the library, the question that deals with the annual budget breakdown for books, journals, manuscripts and other materials was left unanswered.

All of the respondents think that there are enough working desks, tables, etc., for library staff. Table 2 shows equipments that the library owns and their status of accessibility to users.

The library has a total of 17 employees among whom 2 are professionals and 15 non-professional. No staff support

is given by other departments of the University.

Table 2: Equipment owned by the IES Library and their accessibility to users

Equipment	Quantity	Accessible	Not Accessible
Telephone	5	X	
Typewriter	7		X
Microfilm/fiche Reader	4	X	
Microfilm/fiche Printer	1	X	
Computer	1		X

The respondents indicated that the overall condition of the library is good and they think that computer databases of bibliographic materials, institutions, experts, etc. will be useful for enhancing the way they render services to users.

3.1.2. Users Views

The importance of consulting users and assessing their needs in planning information/resource centres is highly recommended to achieve success in the planning process (Anderson and Miller 1983; Bare 1966; Seetharama 1990; Odini 1990). In order to collect information from users

of the IES library, a questionnaire (Annex 5) was designed and pretested to make sure that respondents understood each question. Only one question needed rewriting.

The survey was conducted mainly to:

- a) obtain an overall perspective of users of the IES library towards the library's services and facilities.;
- b) examine the information requirements of the different categories of users of the IES library so that the proposed system will be tailored to suit their requirements;
- c) identify other information systems which users usually visit/use to find information related to Ethiopian Studies thereby identifying possible cooperating systems for resource sharing with the proposed system.

The population for this study were all potential users of the IES library. For the purpose of distributing the questionnaire, the population were further subdivided into graduate students, University staff, 4th year students, external readers and other users. Judgment or purposive sampling technique, employed in other studies (Landau 1969) and produced useful results with a small

Respondents were also asked to rank their activities in the library. A good number of them (37.5%) mostly refer to reserve books as opposed to what is indicated by the section heads of the library (they said journals are the heavily used materials). The results are summarized in Table 4.

Table 4: Ranking of activities of users in the IES library

<u>Activity</u>	Number of respondents who ranked as No.									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Refer to monographs	3	3	4	6	2	3	1	2	3	1
Refer to periodicals	6	5	3	1	2	4	2	1	-	-
Refer to documents	3	4	4	3	5	5	-	-	1	1
Refer to manuscripts	2	2	5	5	3	4	2	1	-	-
Refer to archives	1	1	3	5	2	4	2	2	1	3
Refer to reserve books	12	5	2	2	3	1	1	1	1	1
Refer to ref. materials	3	8	6	3	4	2	1	1	-	-
Refer to microfilm/fiche	1	3	2	4	1	3	1	2	-	-
Collect data	-	-	1	2	4	-	3	-	1	2
Read my own materials	1	-	-	5	4	6	3	8	-	-

Another question dealt with the purposes for which respondents were using materials held by the library. Graduate students, University staff and external readers indicated their most frequent use of the materials was

Problems encountered by respondents included difficulty in finding materials in Ethiopian languages, as there is no subject catalogue for them; inconvenient public catalogue with which users found it difficult to find information about a document; shortage of copies of materials; short library hours; noise.

Respondents mentioned different things that the IES library lacks in terms of materials and services. Some indicated to have heard about the existence of materials dealing with Ethiopia in foreign libraries but the library does not render a document delivery service. Lack of means for notifying users about new additions to the library was also mentioned. One respondent mentioned that they should have a computer for producing bibliographies and other in-house publications.

Two questions dealt with the shortcomings and strengths of the IES library. Poor (with respect to the arrangement of catalogue cards) public catalogue was stated as the major shortcoming. Other shortcomings such as poor physical condition of materials, limited reading room/space and insufficient collection were rated second to fourth according to their degree of severity. Cooperative staff and a more or less comprehensive collection, which coincide with the rating of

insufficiency of collection as a less severe shortcoming, were the strengths noted.

In spite of all the shortcomings stated, about 62.5% of the respondents rated the IES library as good.

Services other than the existing ones which respondents felt will mitigate the shortcomings of the IES library were loan service for selected users, photocopy service, document delivery service and translation service. Additional remarks were made by a few respondents. They emphasized the importance of a security system, so as to safeguard rare materials from being stolen, and installation of additional equipments such as photocopy machine and microfilm/fiche readers/printers.

Other tables of results of the survey are presented under Annex 6.

Results of the survey indicate the need for establishing an information system that will meet the expressed needs, overcome the shortcomings of the existing library system, and efficiently serve researchers and students in the field of Ethiopian Studies.

library, are proposed.

A RESOURCE CENTRE DEVELOPED THROUGH A PHASED IMPLEMENTATION PLAN: This alternative system relies on a step-by-step acquisition and enhancement of resources. It includes enhancement of the technology to a local area network of personal computers linking a number of PCs at different nodes to a larger PC. It also involves acquisition of appropriate application software and communication equipment such as modem.

Functions of this system will be:

1. to acquire and import information that is not available at the IES.
2. to provide services needed by users based on inhouse developed databases of information within and outside the Institute. Specifically, the system will provide access to external databases, to download relevant information, manipulate acquired information, manage the library's collections, provide communication links to relevant databases, and provide services such as clearinghouse, document delivery, current awareness, retrospective search, etc.

- i) The information technology and other resources needed might be phased in over time;
- ii) The end-users may have to be trained to use the system;
- iii) The capitalization costs of the system could be incremental.

The consideration of this system for implementation is to be decided by the concerned body, i.e. the Institute of Ethiopian Studies (IES). However, this study proposes the system as being the feasible solution, provided that there is a commitment from the Institute's and its library's administration.

3.4. Objectives

"An objective is a desirable future condition which requires a course of action to achieve. It is a description of what you intend to accomplish" (Atherton 1977). It is therefore useful to state the activities intended to be accomplished by an information system. Bearing this in mind, the general and specific objectives of the proposed Resource Centre have been formulated.

General objectives of Ethiopian Resource Centre (ESRC) will be:

access to the organization's resources thereby ensuring the effectiveness of the information system.

To make the management of information systems as effective and efficient as possible, it should be structured into functional sub-units. This structuring helps to distribute the work to be done but it should be coordinated in such a way that the reduction of the repetition of the same work or similar steps involved in the production of the different services to a minimum is possible (Seetharama 1990).

Concerning the methods used in organization of the administrative structure of information services and structuring of information systems into sub-units, either a single or several of the following methods can be employed (Atherton 1977).

- a) division by function (cataloguing, data analysis, micropublication, etc.)
- b) division by subject (biology library, physics data centre, etc.)
- c) division by material (books, reports, microforms, periodicals, patents, etc.)
- d) division by location (main library and branch library)

- e) division by objectives (industrial information centre, selective dissemination of information service, etc.)

Division by function is useful for description of the activities of each sub-unit as it would facilitate the description of files and processes for each division or sub-unit (Atherton 1977).

The organizational structure of ESRC (the proposed system) was formulated by employing a combination of the methods of division by function and division by materials. Division by function is the dominant method as it is convenient for the assignment of functions to each sub-unit. The existing organizational structure of the Institute of Ethiopian Studies (Figure 1) was studied and an attempt was made to make the proposed resource centre's structure as compatible with it as possible. That is, the structure of the proposed system is in such that the need for altering the existing structure of IES is minimal. This was done mainly to minimize the cost of restructuring and redesigning of the Institute.

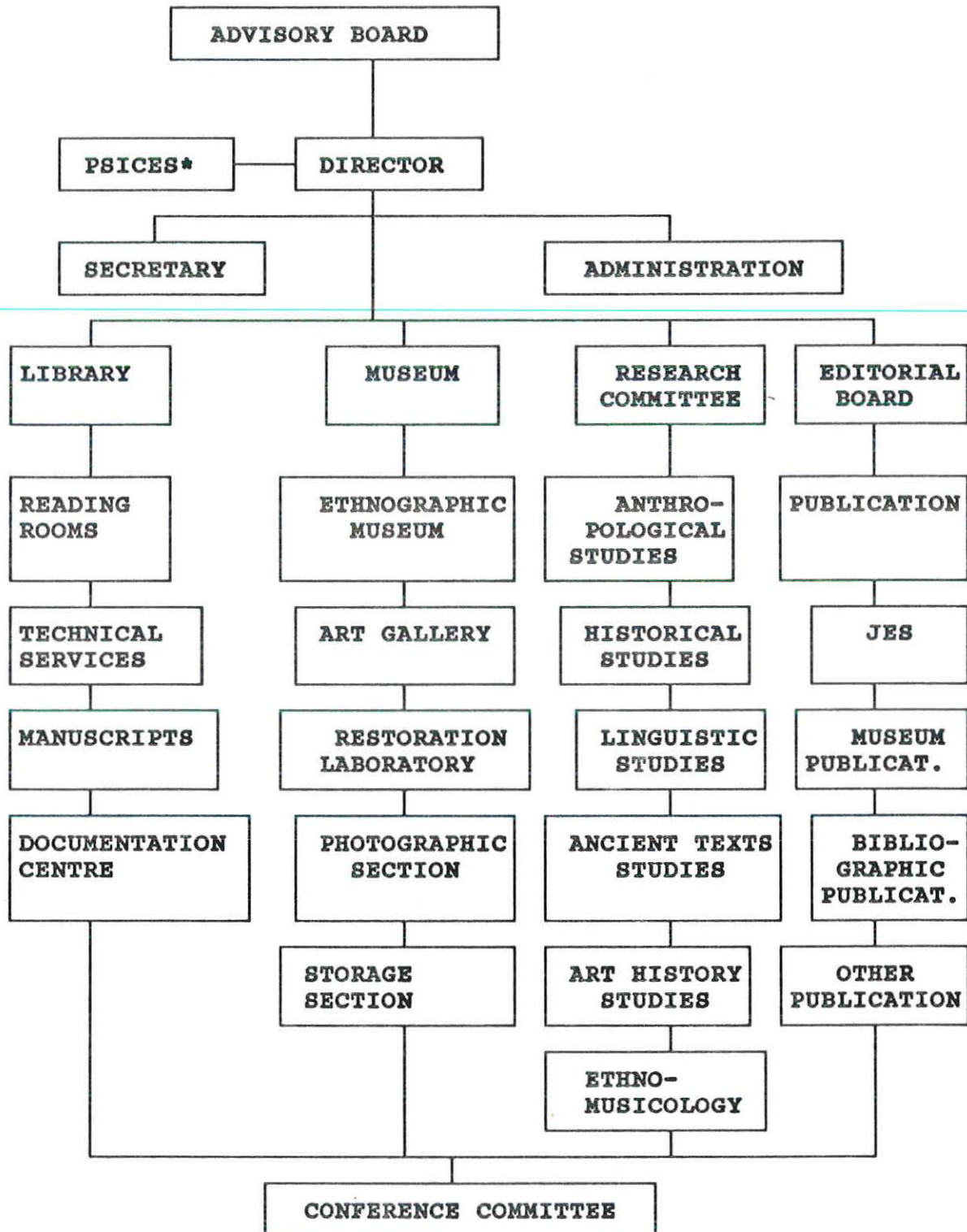
Functions of ESRC are deemed to be the totality of all functions of sub-units of the Centre plus a value-added. Thus, only major functions of each sub-unit (department)

are enumerated below.

Acquisition Department

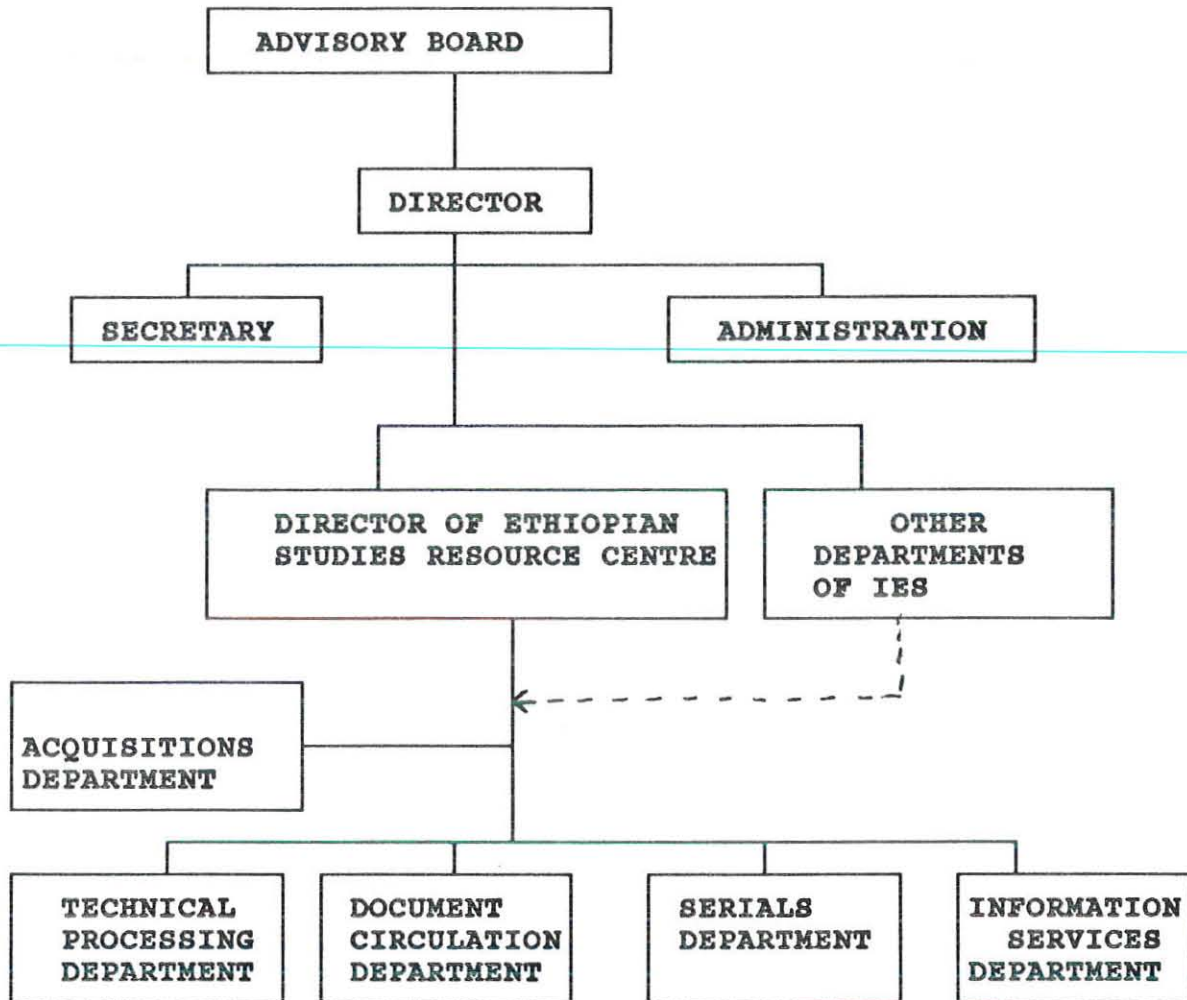
- 1) Search and identify all existing information sources and documents that are relevant to Ethiopian Studies;
- 2) ~~Accept requests from users, staff or others proposing document acquisition;~~
- 3) Know closely the specific information needs of users and select documents that meet those needs;
- 4) Check for duplication or availability of the documents selected in other information systems. A union catalogue, consultation of experts and a file/catalogue of holdings are helpful for this purpose;
- 5) Complete bibliographical details and other information needed in a decision on acquisition and for acquiring items through other channels;
- 6) Process purchase orders based on the allocated and available fund;
- 7) Ask for gifts/exchanges of documents or other information from other systems;

Figure 1. Organizational Structure of the Institute of Ethiopian Studies



* Permanent Secretariat for the International Conference of Ethiopian Studies.

Figure 2: Organizational structure of Ethiopian Studies Resource Centre



- 8) Check incoming information and documents against the requested ones;
- 9) Request for cooperative acquisition with other willing information centres interested in the acquisition of similar documents or information;
- 10) Maintain a database of acquisition data;
- 11) Maintain budget files.

Technical Processing Department

- 1) Classification and cataloguing of documents;
- 2) Maintain databases of bibliographic materials, museum objects and other nonbook materials (such as microforms, filmstrips, audiorecords, etc.);
- 3) Maintain a catalogue of holdings and a union catalogue for all holdings in other cooperating centres having collections relevant to Ethiopian Studies;
- 4) Indexing and abstracting of information contained in documents collected/acquired.
- 5) Make a stock check (inventory) of documents or periodical materials held by the Centre (e.g. once every 2-3 years);

Document Circulation Department

- 1) Circulate documents to users for in-house reading and provide loan services;
- 2) Maintain circulation records;
- 3) Keep restricted and secret documents separately under custody and issue them to named persons only;
- 4) Keep circulation statistics.

Serials Department

- 1) Identify serial publications (periodicals, newspapers, etc.) relevant to Ethiopian Studies by consulting periodicals directories and other possible sources such as researchers and experts;
- 2) Accept suggestions/recommendations for subscription to serial publications;
- 3) Process orders for subscription in collaboration with acquisitions department;
- 4) Maintain order files and make claims for missing issues of serials subscribed by the centre;
- 5) Make a regular stock check (inventory) of serial holdings at periodical intervals;
- 6) Maintain a database of serial holdings which helps in monitoring journal subscriptions and allows to keep track of prices and subscription renewal dates;
- 7) Make regular use studies, including citation analysis, to identify highly demanded/used and least demanded/used serials. Subscribe according to the results of the use studies;
- 8) Maintain a catalogue/file of serial holdings and a union catalogue of serials with other cooperating centres and make/receive interlibrary loan requests to/from these cooperating centres;

Information Services Department

- 1) Render services such as retrospective search, reference, referral, current awareness, indexing and abstracting, clearinghouse, translation, document delivery, newsletter clipping and reprography;
- 2) Maintain a database of profiles of information sources such as experts/researchers, institutions, information systems, databases and research projects of subjects related to Ethiopian Studies;
- 3) Preparation and distribution of directories of experts/researchers, institutions, information systems, databases and research projects related to Ethiopian Studies;
- 4) Give user instruction (orientation, etc.) so that users would be aware of the available resources and services and hence make effective use of them;
- 5) Conduct user needs & opinion surveys on a regular basis;
- 6) Conduct bibliometric studies on a regular basis;
- 7) Maintain a database of forthcoming events like seminars, conferences, exhibitions, meetings, workshops and symposia whose themes are of relevance to Ethiopian studies;

- 8) Commission information analysis and consolidation products.

3.6. Services

The different services envisaged to be rendered by the proposed Ethiopian Studies Resource Centre are: (1) Retrospective search service, (2) Reference service, (3) Referral service, (4) Current awareness service, (5) Indexing and abstracting service, (6) Clearinghouse service and document delivery service, (7) Translation service, (8) Information analysis and consolidation service, and (9) Reprography service.

(1) Retrospective search service: Retrospective searching refers to "the process of obtaining a 'closed' list of references to a particular subject, covering the information resources available on a subject for a specified period of time, in specified language, etc." (Atherton 1977,152). ESRC will render this service based on searches to be made on the databases maintained by the different departments of the centre by providing, upon request, bibliographic citations and abstracts to users. The advantage of maintaining in-house computer databases is to make quicker and efficient searching of the databases possible and hence facilitate this service.

2) Reference Service: This service involves (Seetharama 1990):-

- a) Providing information using reference books in response to specific queries of the users;
- b) giving instructions in the use of, and guidance in the choice of documents.

The proposed system needs to fill first the existing gap in reference materials in the existing library collection as indicated by respondents to the questionnaire. Identification of reference materials on African Studies in general will help the centre in filling the gap and rendering this service.

3) Referral Service: The centre will give referral services for enquiries for which it cannot provide complete answers. This could be achieved by collecting, on a world-wide scale, and maintaining a database of information sources such as experts/researchers, institutions, information systems, databases and research projects related to the interests of Ethiopian studies researchers and students.

4) Current Awareness service: Providing current awareness is among the very important functions of a special library or information service in a research and development environment (Green & Whiting 1984). The

purpose is to make timely announcements of newly acquired information or documents and providing a "tailor-made" service for individual users which saves and cuts fruitless time spent by users for scanning. Seetharama says, " The main objective of this service is to keep the research, development and management personnel" and other users "... abreast of the current developments in their respective fields of interest as quickly as possible" (Seetharama 1990,86). Current titles, research-in-progress bulletin, selective dissemination of Information (SDI), newspaper clipping service and notification of forthcoming events (such as conferences, seminars, exhibitions, etc.) are the different forms and means of this service. Notification of forthcoming events "will be useful to" all interested users and "who would like to attend or contribute papers to meetings" (Seetharama 1990,86).

5) Indexing and Abstracting Service: This service extends the basic purpose of the library by providing users with information or documents making them aware of the available literature (Atherton 1977). Indexing involves identification of data or information contained in documents through assignment of descriptors and abstracting involves condensed presentation of information which help users to know the data/information

contained in the documents indexed and abstracted. The proposed resource centre must build upon the existing efforts of the IES library in providing abstracting and indexing services. There are already indexes to some issues of the Journal of Ethiopian Studies prepared by the staff of the library.

6) Clearinghouse and Document Delivery service: In the survey of user opinion, it was found that respondents indicated lack of sufficient collection as one of the gaps in information of the existing library system. This could be overcome by the provision of a document delivery service which aims at acquiring documents from other centres or duplicating documents or photocopying in small number of copies to serve users.

The IES library is believed to have the finest and most comprehensive collection of documents on topics relating to Ethiopia. With continuous additions to its collection of documents, it will distribute them upon request from individual users or institutions thereby serving as a clearinghouse for documents of special interest to researchers in the field of Ethiopian Studies.

7) Translation Service: Language is one of the barriers of information communication or transfer. This barrier

could be overcome either by teaching the persons involved in the communication of information to read others' language or providing translation services. The first solution seems impractical as there are no language schools in the country teaching the different languages in which documents dealing with Ethiopian Studies are written except French, Italian and German for which there exist schools with limited capacity of student intake.

In libraries like the IES library where documents written in various languages which most users cannot read exist, provision of a translation service is crucial. To begin with, ESRC should give priority to those requests for the translation of documents in major foreign languages other than English such as French, German and Italian in which training of translators within the country is possible. Translation from Ethiopian Language dialects to English and other foreign languages is also necessary.

8) Information analysis and consolidation service: These may be commissioned to be done by experts/specialists. The products could be state-of-the-art reviews, reviews of research in progress in special topics, etc.

9) Reprography Service: Dissemination and communication of information necessitates the use of reprographic

methods. Atherton (1977) is of the opinion that reprography is a technique for information service which is of the utmost importance for the developing countries. Seetharama (1990) lists a number of advantages of reprography service. The major ones are: (a) procuring copies of out-of-print material or unpublished work, and (b) securing the contents of valuable documents. This service should be given in such a way that copyright laws are not violated. As the IES library does not own a photocopy machine, there is a need to purchase one for ESRC or find ways to use the machine at the Institute's administrative office. Since a reprography service involves additional expenses even after a photocopy machine is installed, users may be charged reasonable price, e.g. cost of materials and supplies, for the service.

3.7. The Databases

In order to demonstrate some of the services and products that can be produced with the help of an in-house computer database by ESRC, three databases for: (1) bibliographic materials, museum objects and nonbook materials such as microforms, motion pictures, audiorecords, etc. (2) profiles of institutions, experts/researchers, information systems, databases and

research projects, and (3) serials are prepared. The prototypes were designed using Micro CDS/ISIS version 3.0 software. ABNCD⁺, a prototype for an integrated information storage and retrieval system developed by a group of students of the School of Information Studies for Africa, Addis Ababa University (Abebe et al 1992), served as a model for the design of the databases. The model has been adopted by participating libraries/information centres in regional networks. Sample inputs to the databases were also made.

3.7.1. The Software

Micro CDS/ISIS is an information storage and retrieval software developed and distributed by Unesco under its CIC/PGI program (Ravi et al 1992). The mainframe version of CDS/ISIS was developed by Unesco in the early 1970s by combining the features of their Computerized Documentation System (CDS) and the Integrated Set of Information Systems (ISIS) of the International Labour Organization (Perera, 1992). The increasing need for small libraries and documentation centres in developing countries to have access to modern information technology and the extension of the Unesco Integrated Documentation Network to the regional offices forced Unesco to undertake the development of a mini and microcomputer

version of CDS/ISIS (Perera, 1992).

Version 2.3 of Micro CDS/ISIS was released in 1989 and the latest version, version 3.0, was released in late 1992. The new version has additional features (features other than those provided by version 2.3). They are:

- 1) Local Area Network (LAN) support;
- 2) New parameters in SYSPAR.PAR, a file which contains system setup parameters;
- 3) Record locking;
- 4) Expanded memory support and system restrictions;
- 5) New indexing techniques in Field Select Table;
- 6) New option to convert Hit file to Master file;
- 7) New messages;
- 8) Additional features in CDS/ISIS pascal;
- 9) Facilities such as exit to DOS and others in the print formatting language;

The software is flexible in its operations. This feature and free availability of Micro CDS/ISIS made it a useful software in developed as well as developing countries all over the world. The software can be obtained from national/regional distributing centres or directly from Unesco. The National Scientific and Technological Documentation and Information Centre of the Ethiopian Science and Technology Commission serves as the national

distributing centre for Ethiopia and it also gives training courses on the use of Micro CDS/ISIS. The School of Information Studies for Africa (SISA) also provides training in the use of the software.

Micro CDS/ISIS provides, through its Field Definition Table (FDT), important features such as variable length fields, sub-fielded fields, repeating fields, etc. The Field Select Table (FST) which enables the generation of indexes by data element in any field, the search language which allows use boolean search and other searches; the formatting and displaying/printing of records of a database in formats desired, make the software attractive for use in the ESRC. The advanced programming facility, which enables writing CDS/ISIS pascal interface programs, increases the flexibility of Micro CDS/ISIS. Results of an appraisal (Perera 1992) of the software confirm the statements made above about its flexibility.

Uses of Micro CDS/ISIS software range from creation of databases to the production of information services and products. Abebe et al (1992) reported to have used the software to demonstrate methods of integration in information storage and retrieval system and ways of generating information products and services from the integrated database. Ravi et al (1992) share their

distributing centre for Ethiopia and it also gives training courses on the use of Micro CDS/ISIS. The School of Information Studies for Africa (SISA) also provides training in the use of the software.

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experiences of using Micro CDS/ISIS for the production of a union catalogue.

3.7.2. The Prototype Databases

Two separate databases, IES1 and IES2, were created using, as a model (except that fields pertaining to only museum objects and nonbook materials were added), ABNCD⁺, a prototype for an integrated information storage and retrieval system. A manual for data entry into ABNCD⁺ has been prepared by A. Neelameghan (Neelameghan 1992; Di Lauro 1990).

IES1 contains records of monographs and collections (such as books, reports, thesis, conference proceedings, etc.), nonbook materials (such as audiorecords, video cassettes, microforms, etc.), parts of monograph, collection and serial, and records of museum objects. Contents of IES2 are records of profiles of experts/researchers, institutions, information systems, databases and research projects. Sample inputs to the databases have been prepared for demonstration.

A third database, IESSL, for serials was also created to demonstrate the production of a union catalogue of serials of cooperating libraries and a catalogue of

serials held by the IES Library. Serial titles held by 5 branch libraries under the Addis Ababa University Library system were used as sample inputs to IESSL database.

Sample records from the databases and information products and services that could be generated from the two databases are presented in Annex 7.

Each database consists of a number of files which fall under the categories worksheet descriptions (files for screen forms which facilitate data entry and editing of records), display formats (files that enable displaying or printing of records in the database) and field select tables (files for maintaining inverted files by defining the criteria for extracting fields/parts of fields from a master file record). Lists of these files for the databases IES1, IES2 and IESSL are given in Table 5,6 and 7 respectively.

Among the three databases created, IES1 and IES2 consist of records describing more than one entity. For instance IES1 consists of records of bibliographic materials, museum objects and nonbook materials and hence there is a need for identifying each record by a code. A field (Field 999) called Record Type(ID) was defined for this purpose. Entries of field 999 are B, M, N, E, I, S and P

for bibliographic materials, museum objects, nonbook materials, experts, institutions, information systems and research projects respectively.

Table 5: Files defined for database IES1

Worksheet Descriptions

1.IES1M 2.IES1S 3.IES1Q 4.IES1 5.IES1O

6.IES1k

Display Formats

7.IES1

Field Select Tables

8.IES1

Table 6: Files defined for database IES2

Worksheet Descriptions

1.IESEX 2.IESRP 3.IESIN 4.IESIS 5.IES2

Display Formats

6.IES2

Field Select Tables

7.IES2

Table 7: Files defined for database IESSL

Worksheet Descriptions

1.IESSL

Display Formats

2.IESSL

Field Select Tables3.IESSL

3.7.3. Formats to be used

The need for standardization or the setting up of a pattern as a common minimum, of presentation of information/data arise when the information/data is to be communicated/exchanged. To make effective use of exchanged information/data, information systems must use compatible formats. Abebe et al (1992) confirm the usefulness of cooperating information systems and other centres adopting a common data structure/format.

Formats, such as, ISO 2709 and the Common Communication Format (CCF) are accepted as bases for exchange of databases/records. The CCF, for instance, is adopted by participating information systems in the International Development Information Network (IDIN), the United

expansion, making the total space required by ESRC about 1000 square meters over a period of 5 years.

A variety of equipment and furniture is required by ESRC which will enable the Centre to accomplish its activities and some of which will be made accessible to users. The basic ones are given below.

Furniture

- Shelves
- Typists' chairs
- Tables and chairs for computer operators
- Work tables
- Book trucks (trolleys)
- Vertical files
- Study tables and chairs
- Locking cupboard
- Microform storage cabinet
- Filing cabinets
- Exhibit Tables & furniture
- Catalogue cabinets
- Reprints filing boxes

Machines & other equipment

- Typewriters
- Photocopy machine
- Microfilming units (camera, processor, reader, printer)
- Telephones
- Microcomputers
- Projectors (slide & overhead)
- Audio/video cassette players
- Modem
- Printers, CD-ROM drive and software

3.8.2. Materials

Material collection development for an information system is dictated by, apart from financial and other constraints, both the specific information requirements of its current users as well as objectives and activities of the parent organization. The main objective of IES is to conduct research in all fields that fall within Ethiopian Studies. Users of the existing library system are also specializing in Ethiopian studies and need information and documents relating to this field. Hence, materials dealing with Ethiopian Studies must dominate the collection of ESRC.

As far as forms of materials are concerned, the centre's collection will include books, pamphlets, periodicals, reports, reference materials, maps, audio/video cassettes, slides, microforms, cuttings, theses, manuscripts, archives, conference proceedings, indexes, abstracts, bibliographies, union catalogues, registers, etc. The materials will be in all Ethiopian languages, and in all other languages in which there are writings on Ethiopia.

In the process of collection development, ESRC may adopt the guidelines for formulating objectives, policies and

procedures of collection development suggested by Bhattacharyya (1982) (in Seetharama 1990) that are derived from the Five Laws of Library Science of Ranganathan. The suggested guidelines take into consideration the barrier of inadequate finance in developing countries. They are:

1. Procure as exhaustively as possible only selective/representative documents in the area of umbral region of interest of information centre;
2. Enter into an agreement of coordination/cooperation in acquisition with institutions sharing the similar interests;
3. Depend as much as possible on inter-library cooperation to meet the information need in the penumbral region of interest of information centre;
4. Depend entirely on inter-library cooperation to meet the information need in the alien region of interest of information centre;
5. For the purpose of procurement, whenever feasible, adopt the mode in the following order of preference--Gratis, Exchange and Purchase;
6. Whenever a part of the document serves the purpose, prefer it to the whole document;
7. Prefer microform to a macroform if it serves the purpose;

8. Follow the principle "the best for the largest at the least cost" whenever warranted;

Seetharama (1990) recommends: (i) addition of 2 to 3 books per year for each user, (ii) an annual acquisition of between 6% to 10% of the existing collection, and (iii) 1.5 to 2 periodical subscriptions per borrower.

3.8.3.Data

Documents are not the only and sufficient sources of information. As there are also non-documentary sources of information which are equally important as the documentary sources, an efficient and effective information system should also make use of these sources in providing services to users. Non-documentary sources of information include persons (researchers, advisors, consultants, information gatekeepers), institutions and databases. Data pertaining to profiles of these non-documentary sources that are relevant to Ethiopian Studies will be required if ESRC is to render services like referral service and to compile directories of these sources.

Other data required by the Centre is in relation to events. Since information may be transferred or exchanged

to determine the estimated manpower requirements of ESRC. The set of programs, which is a PC based system, is called 'ASSISTANT'. It was developed by taking into consideration factors like number of working days in a year, opening hours, leave allowed in a year, total stock, number of documents added in a year, number of documents circulated in a day, number of ready reference queries handled per day, types and quantum of services offered, number of readers requiring guidance in a day, etc. ASSISTANT provides a number of default values and ratios that can be changed to meet needs of a particular planner (user). While using ASSISTANT, several assumptions are made in the planning process according to Ranganathan's model with some modifications. Results of the program for ESRC are presented in Table 8.

Each category of staff should preferably have the following qualifications and work experience.

1. Chief of Ethiopian Studies Resource Centre (ESRC)
M.A./M.Sc + M.L.I.Sc + 10 years experience
(Ph.D in one of the Ethiopian Study area is desirable)
2. Senior professional
M.A./M.Sc + M.L.I.Sc + 7 years experience

B.A./B.Sc + B.L.I.Sc/Dip.L.I.Sc (5 years
experience desirable)

4. Para/Semi-Professional

Secondary school or pre-university + one year
experience in a library or Certificate in
L.I.Sc

5. Skilled staff

Secondary school + Typing/Stenography/Accounts

6. Unskilled staff

(ability to read and write)

3.8.5. Finance

"The development of information services means long-term cost-intensive investments which yield the result - 'information'" (Atherton 1977,31). Investments on a project like the implementation of the plan for establishing ESRC need financial resource on a continuing basis in order to run the Centre and realize the intended results.

There are a number of categories of costs of operations of an information system. The major ones relate to: (1) staff salaries, (2) materials, (3) equipment purchase/rental, (4) preparation of physical space, (5) maintenance, (6) computer time, (7) programme/system

development, (8) consultancy services, (9) staff training, (10) information services/products, (11) supplies, etc. (Seetharama 1990; Lancaster 1977). Therefore, ESRC requires financial resources for these, among other things, and for future developments.

Sources of finance for establishing and managing ESRC may be:

1. Budget allocated by the University;
2. Donor agencies like Unesco, IDRC, and other international organizations;
3. Foundations and private organizations in Ethiopia;
4. Societies of people principally formed to support the activities of IES (e.g. Society of Friends of The Institute of Ethiopian Studies);
5. Charging of fees for services rendered (e.g. charges for translations, reproduction/photocopy of documents, etc.);
6. Revenue from sale of publications.

3.9. Networking Ethiopian Studies Resource Centre with Other Centres

According to Neelameghan (1991), as cited in Gashaw (1992), an information network is "any arrangement for facilitating access to and exchange or sharing

information and data for providing mutual assistance". Atherton(1977) states employing the network concept to support information services is an old idea, of which two examples, interlibrary loans and centralized cataloguing, are found throughout the world.

The main aim of networking is to increase the availability of information resources and services to users irrespective of the constraints and problems that are prevailing in the information systems participating in the network (Gashaw 1992). To achieve this aim and derive benefits, the establishment of networks of information systems (particularly special libraries and other information and data services) is strongly recommended in the UNISIST proposals (Atherton 1977).

The idea of networking "appeals because of its potential for greatly improving services and reducing costs" (Atherton 1977,110). This potential is better utilized through the recognition of the implications of networking. As enumerated by Seetharama (1990), these implications are:

- Coordination of document and information acquisition policies and programmes to the extent practicable among the participating units in the network;

- Sharing of information sources and facilities;
- Coordination in the provision and production of information services and products;
- Development of adequate telecommunication and other links among the facilities;
- Coordination in the use of international information services, such as magnetic tape services (and CD-ROM services);
- Collaborative programmes in information manpower development;
- Cooperation in the development of information handling tools, directories, etc;
- Provision of referral service, and
- Integrated development of local, sectoral and national information systems and programs and interaction with international information programmes.

A major reason for suggesting linkages (networking) with information systems is for resource sharing and the various factors/imperatives which have increased the current pace of linkage activities are (Seetharama 1990):

- powerful inflationary trends;
- spiralling book and journal prices;
- budgets have decreased in buying power and in size;

- increase in cost in providing services;
 - exponential growth of publications;
 - relative scarcity of information materials;
 - rapid fragmentation or "balkanization of knowledge";
 - rapid obsolescence of publications;
 - increase in variety and degree of user demands;
-
- libraries/information centres being less prescriptive in setting standards on what ought to be read, and more responsive to user's information needs;
 - people's willingness to share resources;
 - increasingly effective technological capabilities, etc.

These factors influence activities of all types of libraries and information centres in the country. Being a system to be developed in such an environment, ESRC must be networked with cooperating centres both within and outside Ethiopia mainly for the purpose of resource sharing.

Resource sharing is usually initiated by two or more information systems and it is a cooperation activity in which each party has something useful to contribute to

others and not only willing but also able to make available when needed. It involves sharing of materials, functions, services and human resources.

Ethiopian Studies Resource Centre may enter into agreements with other centres for the establishment of a resource sharing network provided that certain prerequisites such as, (1) possession of sharable resources by the centres, and (2) willingness to make a commitment to sharing, are met by the centres. Possible areas of cooperation are interlibrary loans, exchange of databases, production of union catalogues in specified subjects, etc.

To begin with, ESRC may enter into agreements with the National Library of Ethiopia and the various special libraries and information centres affiliated to research and development organizations like the Institute of Agricultural Research, Ethiopian Science and Technology Commission, different research institutes of Addis Ababa University. Concurrently, information systems of African Studies Centres abroad may be contacted to initiate resource sharing activities as there are documents and information relating to Ethiopian Studies scattered worldwide in these centres. Connection to remote relevant databases via telecommunications through use of modem

should be in the long range plan of ESRC.

3.10. Users of Ethiopian Studies Resource Centre

The main purpose of planning and establishing information systems is to provide information services/products that are targeted toward definite groups of users. Thus, the question 'who would be

the user groups to whom the information services/products should be targeted to?' needs response. Seetharama (1990) broadly classifies users of an information centre into researchers and scientists, policy makers/planners and communicators/intermediaries.

Information requirements vary from one group of users to another. Scientists may need experimental information while policy makers/planners need information for decision making and planning activities.

ESRC is specifically meant for those engaged in research/teaching/learning activities in subjects relating to Ethiopian Studies. Services/products of ESRC (as described in section 3.6) together with target groups of users are presented in Table 9 below.

3.11. Guidelines for Implementation

To implement the proposed plan for ESRC, a step-by-step phased implementation plan is suggested where the implementation of the most basic activities (activities that would yield services/products which are urgently needed by users) are accomplished in the first phase. The existence of constraints relating to manpower, finance and other resources, will hinder implementation of the system in one phase (i.e. simultaneously). Priorities are also given to those activities that would yield services/products indicated by the respondents of the survey as

would be useful to them in overcoming shortcomings of the existing library system. The time span for completing each phase is not specified as this would be decided later based on the resources to be made available at each phase.

The activities to be accomplished in the four phases are enumerated below. The implementation of the phases could be done in two ways. The first one is that each activity in phase I is completed first and then other activities in the remaining phases (phases II, III and IV) are accomplished serially (i.e. one after the other). This way, the full development of the ESRC may take many

- (d). Agreements regarding interlibrary loans would be entered into with other libraries and information centres.

PHASE II

- (a). A microcomputer, a printer, the necessary consumable (such as printer ribbons, diskettes, printing papers, etc.) and software (such as Micro CDS/ISIS, Wordperfect, etc.) would be acquired.
- (b). Two or three staff members would be trained to use the microcomputer and software (or someone with the necessary qualifications and knowledge would be recruited).
- (c). A current titles list would be produced regularly (once every three months) with the help of the microcomputer and software and made available for limited circulation.
- (d). A database of serials would be designed and maintained and lists of relevant serials holdings lists of other libraries and information centres would be collected to be included in the serials database. A union catalogue of serials (on diskettes or printed form) would be produced and made available to cooperating institutions.

- (e). A database of research projects would be designed and maintained. Production and distribution, on a regular basis (annually), of a research-in-progress report would be started.
- (f). Newspaper clipping service would be given.

PHASE III

- (a). Two additional microcomputers, a printer, consumable, an amharic database management software (Micro CDS/ISIS was translated to Amharic by Birru Dori (1992)), and an amharic wordprocessor would be acquired.
- (b). A database of documents in Ethiopian languages would be designed. Bibliographic record conversion (from the card catalogue to the database) would be done for all documents in Ethiopian languages held by the IES library.
- (c). A database of documents in foreign languages would be designed. Bibliographic record conversion (from the card catalogue to the database) would be done depending on the storage available on the microcomputer or other secondary storage devices (such as magnetic tape, etc.).
- (d). The production and distribution of union catalogue of serials, current titles list and research-in-

retrospective search service would be started.

- (e). Subscription to bibliographic or other databases on CD-ROM that are relevant to the field of Ethiopian Studies would be started and a literature search service would be provided with the help of these databases.
- (f). SDI, notification of forthcoming events, indexing & abstracting, translation and other services that have not been introduced in any one of the three phases would be initiated.
- (g). Exchange of databases with cooperating libraries and information centres would be initiated.
- (h). Content pages of journals selected according to the interests of users will be photocopied and sent to respective users.
- (i). Searching of relevant and remote databases via modem and telecommunication linkages would be made.
- (j). Other activities that are not included in all the four phases but found to be necessary at the time of implementation would be accomplished.

The purchase of the necessary equipment/furniture and preparation of physical space required at each phase would be decided at the time of implementation. Furthermore, collection development is a continuous activity which should be carried out in all phases of

implementation of the proposed Resource Centre and continued. As the existing library system lacks reference materials, emphasis and priority must be given to the acquisition of such materials.

The activities enumerated under each phase could be altered, cancelled or interchanged, if found necessary, so that ease and smoothness of the implementation process is ensured.

CHAPTER 4

RECOMMENDATIONS

4.1. General

The major recommendations of this study are as follows.

1. What is presented in this study is indicative of the possible objectives, functions, services/products, structures, etc. of the proposed Ethiopian Studies Resource Centre and an implementation plan giving an idea about the categories of activities to be performed in a series of phases. This can be modified when a detailed plan is prepared. Implementation of the proposed ESRC needs further and detailed analysis of alternatives and decisions must be made as to which alternative is an optimum one in relation to costs and benefits. The initiative to implement the proposed system as it is or with some alterations has to be taken by the Institute and its library.
2. "No information centre can be expected to function isolating itself from the environment. They ... have been compulsorily drawn into an interaction

with other departments within the parent institution or neighbouring institutions" (Seetharama 1990,49). The different departments of the proposed Centre must interact with each other (since output of a department may be input to or otherwise used by, another one and through such an interaction a continuous flow of information about their activities would be ensured), departments of the IES and other relevant institutions (e.g. for data collection purposes) and users (to identify their needs and render services accordingly).

3. Although resources could be distributed among the different departments of the Resource Centre, a centralized administration and monitoring of the resources will be necessary, to ensure coordination of activities, resource allocation, effective flow of information and activities, etc.
4. Formation of a committee to study the implementation of the proposed Resource Centre is recommended. The librarian of the IES library, Director of the Institute, Librarian of the University Library, at least one representative from the different categories of potential users of the Centre, and other concerned individuals may be

members of the Committee. The Committee will search for funds, study user needs, identify activities and services that need priority and implement the plan according to the results of user needs study.

5. Regarding functions of the Resource Centre, it is suggested that it confines itself to rendering services to defined and limited group of users at least until it is fully developed. Since increase in the number of users will result in the increase of heterogeneity of groups of users thereby resulting in increased need for information related to fields outside Ethiopian Studies, subject coverage of documents and information in the collection of the Centre may go beyond the field of Ethiopian Studies. To cope with such increased need, acquisition of documents and information covering multidisciplinary subjects would become necessary.

6. To derive advantages from resource sharing activities, ESRC should take the initiative in coordinating a network of cooperating libraries and information centres within the country. To begin with libraries and information centres specializing in Ethiopian Studies may be approached and then the

network may be extended to other centres. The network may also be further extended to include information systems outside the country. The Resource Centre may also serve as the focal point of the network as it will be affiliated to the IES, a major research institute in the country whose emphasis is on promoting research in the field of Ethiopian studies.

4.2. A Site for Ethiopian Studies Resource Centre

Any site selection for an information system must take into consideration: (1) whether the selected site is central and convenient to the user population or not, (2) or whether the site is near or convenient to other services and resources required by the system or not, and (3) whether the site has the necessary conveniences for the staff and users or not, etc.

The major user population groups of the IES library (who are also potential users of ESRC) are graduate students and researchers of the Institute who usually attend their classes and, in the case of the researchers, have their offices at Sidist Kilo campus where the IES and its library are situated. Other departments, like the IES

museum and the Institute's administration, from which ESRC will need resources are situated in the same building where the IES library is located at present. The IES library also has space, even though it may not be sufficient, for staff and users of the library. The study room appears convenient except that there is some noise since there is a door leading to other departments of the Institute.

The site of the existing IES library has attributes for it to be considered as the preferred site for the proposed ESRC. Perhaps some modification and expansion will be needed to make purely suitable for the proposed functions and services of the Centre.

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ANNEX 1

ADDIS ABABA UNIVERSITY
 SCHOOL OF GRADUATE STUDIES
 SCHOOL OF INFORMATION STUDIES FOR AFRICA

QUESTIONNAIRE FOR EXPERTS

PLEASE TYPE OR PRINT AND SEND THE COMPLETED QUESTIONNAIRE TO:

ADDIS ABABA UNIVERSITY
 KENNEDY LIBRARY
 P.O.BOX 1176
 ADDIS ABABA

Given Name _____ Other Name(s) _____

Initials _____ Year of birth _____

Sex _____ Marital status _____ Nationality _____

PERMANENT MAILING ADDRESS Telephone: Home _____

_____ Office _____

_____ Telex _____

_____ Fax _____

ACADEMIC QUALIFICATIONS

Degree	Field(s) of Study	Name of Institution	Year

MAIN FIELD(S) OF SPECIALIZATION.

(Please indicate what you consider to be the subject areas in which you are particularly competent and be specific)

HONOURS AND AWARDS RECEIVED

1. _____
2. _____
3. _____

MEMBERSHIP IN SOCIETIES

Type of membership	Society

MAIN PUBLICATIONS

(Please attach photocopies or reprints if available)

Book and Reports:

Co-author (if any)	Title	Publisher	Year

Papers in Journals and Monographs:

Co-author (if any)	Title of paper	Title of Journal/Mon ograph	Volume and Number	Year	Pages

LANGUAGE(S) COMPETENCE

(Please use "G" for Good and "A" for Average)

Language	Read	Write	Speak
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EMPLOYMENT RECORD

(Please give current employer first)

Employer	Designation	Period

MAIN CONSULTANCY OR EXPERT ASSIGNMENTS UNDERTAKEN IN THE LAST THREE YEARS

Description of assignment	Duration

SERVICES OFFERED

Consultancy _____

Training/Teaching _____

Others (please specify) _____

COMMENTS OR OTHER RELEVANT INFORMATION

ANNEX 2

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF INFORMATION STUDIES FOR AFRICA

QUESTIONNAIRE FOR INFORMATION SYSTEMS

PLEASE TYPE OR PRINT AND SEND THE COMPLETED QUESTIONNAIRE TO:

ADDIS ABABA UNIVERSITY
KENNEDY LIBRARY
P.O.BOX 1176
ADDIS ABABA

1. Name of Information System(Library, Doc. Centre, etc.)

2. Principal Person _____

3. System Status (Please mark 'X')

a. Being Developed _____

b. Already Developed _____

4. Language(s) of System _____

5. Types of Information Services Provided(Please mark 'X')

Online _____

Current Awareness Service (CAS) _____

Selective Dissemination of Information (SDI) _____

Reference _____

Others(Please specify) _____

6. Subject Coverage _____

13. Thesaurus Used, if any _____

14. Notes on Data collection

Sources of Data _____

Methods Used _____

15. Facilities

Computer(s) (Type/brand and Model) _____

Software(s) _____

16. Other Facilities (Please Specify)

17. Any Remarks

ANNEX 3

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF INFORMATION STUDIES FOR AFRICA

QUESTIONNAIRE FOR INSTITUTIONS

PLEASE TYPE OR PRINT AND SEND THE COMPLETED QUESTIONNAIRE TO:
ADDIS ABABA UNIVERSITY
KENNEDY LIBRARY
P.O. BOX 1176
ADDIS ABABA

1. a. Name of Institution _____

b. Parent Body (if applicable) _____

2. Date of Establishment _____

3. Address of Institution _____

Telephone _____

Telex _____

Fax _____

4. Country of Location _____

5. a. Principal Person/Director/Head _____

b. Contact Person (if others than 5.a.) _____

6. Number of Staff

Total _____

Professional _____

Administrative _____

Others _____

7. Objectives of the Institution

8. a. Activities of the Institution(e.g. research, training,etc.)

b. Services (if any) _____

c. Products _____

9. Associated Entities/Branches/Units/Agencies

(Please mention their name and location)

10. Type of Institution (Please mark 'X')

International Intergovernmental _____

International Non-governmental _____

Private _____

Commercial _____

Parastatal _____

Government _____

Trust/Endorsement _____

Charitable Institution _____

Others (Please Specify) _____

11. Courses Offered (if educational/training institution)

20. Specialized Equipment(s)

21. Publications

22. Any Other Remarks

ANNEX 4

ADDIS ABABA UNIVERSITY
 SCHOOL OF GRADUATE STUDIES
 SCHOOL OF INFORMATION STUDIES FOR AFRICA
 QUESTIONNAIRE TO OBTAIN OPINION OF STAFF OF THE IES LIBRARY

Your Assistance in Providing the Correct Information is
 Highly Appreciated.

Mark "X" against your choice when appropriate and answer only those items that are relevant to you.

1. What is your rank/position? _____
2. Is your employment: Permanent _____ Or Temporary _____
3. What are the modes of acquisition of materials to the Library?
 Purchase _____ Gift _____ Exchange _____ Other _____
4. If you acquire materials in exchange mode, what are your publications that are exchanged?(if many, attach list).

5. Who selects new materials for acquisition? The Librarian _____
 A Committee _____ Other staff _____ Others _____
6. What sources do you use as a basis for selection?
 Reviews _____ Booklists _____
 Suggestions from users _____ Visits to bookshops _____
7. You have: One book supplier _____ A number of suppliers _____
8. What problems do you face in acquiring materials?

9. Who are the major users of the IES library?(Please Rank)
 Graduate Students _____ 4th year students _____

18. What are the highly demanded materials? (Please Rank)

Books____ Journals____ Manuscripts____
 Microfilm/fiche____ Audio-visual Materials____ Maps____
 Special Collections____ Others_____

19. Do you have any in-house publications? Yes____ No____

If yes, what are they?_____

20. Has there been any stock check (inventory)? Yes____ No____

If yes, it is made: Regularly____ Irregularly____

21. The scheme of classification you are using:_____

22. Do you use it for all materials? Yes____ No____

If no, what are the other schemes that you are using?

23. What is the physical form of your catalogue? Card____

Book____ Printed____ Loose-leaf____ Microfiche____

24. Your catalogue is: A dictionary catalogue____

A classified catalogue____

25. Do you have any manual of classification and cataloguing procedures? Yes____ No____

26. What cataloguing codes/rules are you following?

27. Is there a separate budget for the library? Yes____ No____

28. What is the approximate annual budget (in birr) for:

Books____ Journals____ Manuscripts____
 Microfilm/fiche____ Audio-visual Materials____
 Maps____ Staff____ Others_____

29. Do you have any enquiry (query) forms? Yes____ No____

If yes, for what purposes?_____

30. Are there enough working desks, tables, etc. for library staff? Yes____ No____

31. What equipment is there in the library?

<u>Equipment</u>	<u>Quantity</u>	<u>Accessibility to users</u>	
		<u>Accessible</u>	<u>Not Accessible</u>
Telephone	_____	_____	_____
Typewriter	_____	_____	_____
Microfilm/fiche Reader	_____	_____	_____
Microfilm/fiche printer	_____	_____	_____
Computer	_____	_____	_____

32. Total staff of the library: _____

33. Number of staff that is: Professional _____ Non Professional _____

34. Is there any support regarding staff from other departments?

Yes _____ No _____

35. What is the overall condition of the library?

Excellent _____ Good _____ Fair _____ Poor _____ Very poor _____

36. If computer databases of, for example, bibliographic materials, institutions, researchers, etc. are created, do you think they will be: Helpful _____ Not Helpful _____

37. Any additional remarks.

ANNEX 5

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF INFORMATION STUDIES FOR AFRICA

QUESTIONNAIRE TO ASSESS INFORMATION NEEDS OF THE IES² LIBRARY USERS

Your Assistance in Providing the Correct Information is Highly Appreciated.

Mark "X" against your choice when appropriate.

1. To which category of users do you belong?

Graduate Student _____ 4th year student _____
AAU staff _____ External reader _____
Other(Please Specify) _____

2. What is(are) your field(s) of specialization?

3. How often do you come to the IES Library?

Frequently(at least once a day) _____
Sometimes(at least once a week) _____
Rarely(at least once a month) _____
Occasionally(once in a while) _____

4. What do you usually do in the IES Library?(Please Rank)

Refer to monographs _____ Refer to periodicals _____
Refer to Documents _____ Refer to manuscripts _____
Refer to archives _____ Refer to reserve books _____
Refer to reference materials _____ Collect data _____
Read my own materials _____ Refer to microfilm/fiche _____
Others(Please Specify) _____

²Institute of Ethiopian Studies

13. What do you think are strengths of the IES Library?

14. What do you think is the gap in information provision and materials held by the IES Library? i.e. What does the library lack in terms of materials and services?

15. Considering all aspects of the IES Library, how do you judge it? Excellent ___ Good ___ Fair ___ Poor ___ Very Poor ___

16. What type of additional services do you think will enable improve the shortcomings of the IES Library?

17. Any additional remarks.

ANNEX 7

Sample Records from the Prototype Databases

*** IES MUSEUM ***

NAME OF OBJECT	Drum.
LOCAL NAME	Atamo.
FUNCTION	Ceremonial Functions.
SOURCE-DONOR	Mr. S. Chojnacki.
PROVENANCE	Gurage (Shoa).
MATERIAL	Earthenware body and skin.
DIMENSIONS-FRONT	H: 15 cm. D: 22 cm.
DESCRIPTION	A single skin is stretched over the hollow mouth of this small drum, and gathered in folds over most of the earthenware body.
KEYWORDS	Musical Instrument; Percussion Instruments; Drum; Ceremonial Functions; Gurage; Shoa.
NEGATIVE NO.	2487(3).
ACCESSION NO.	948.
DATE OF ENTRY	1961.

NON-BOOK MATERIAL

AUTHOR(S)	United States Information Service (USIS).
TITLE	Ethiopia at the UN.
PLACE	New York.
PRODUCER	USIS.
DISTRIBUTER	USIS.
RELEASE DATE	1945.
COLOUR	Black & White.
SOUND	Sound.
DURATION	10 minutes.

better, Ethiopia's international obligation regarding meteorological activities

ACTIVITIES Research, training and installation of meteorological stations
Provision of meteorological information for users (transport sector, agriculture sector, etc.)

NOTES The institution offers meteorological courses for assistant meteorologists and observers; Data is the major product of the agency

DESCRIPTORS Meteorology; Weather Forecast; Weather Condition; Air Pollution

INFORMATION SYSTEM

INSTITUTION National Scientific and Technological Information and Documentation Center (NSTIDC)

ADDRESS P.O.Box 2279. Addis Ababa. Ethiopia.

WORK. LANG. Eng; Amh

HEAD Teferi Kebede

GEOG. COVERAGE Ethiopia

INST. TYPE Governmental, Commission

ACTIVITIES Information acquisition, organization, processing, storing and dissemination to users
Provision of online, current awareness, SDI, reference, contents page, press clippings, reprography, CD-ROM database search, consultancy and advisory services

DATABASES-INH NASTIDC; EXPERT; REFER1-4; UNIREF2; STATESTC

DATABASES-EXT	Agricola; Medline; ASTI; APS; EE; ESPACE; ESPACE/WORLD
CLASSIFIC.	UDC
THESAURUS	Spines Thesaurus
FINANCE	The Ethiopian Government Non-governmental organizations
EQUIPMENT	HP-3000 XE Minicomputer with 7 terminals, line printer, disc and tape drives; Fortran and Pascal compilers; MINISIS; CDS/ISIS; Lotus 1-2-3; DBASE IV; PROCOM PLUS; Front Door; Reflection; PC Tools; Wilson Disc; HITACHI CD_ROM Drive CDR- 15035; Microfilm/fiche readers/printers; Photocopy machine
DESCRIPTION	Information acquisition, organization, processing, storing and dissemination to users
NOTES	The types of indexing the center is using are author, title, geographical and descriptors; Methods used for data collection are questionnaire survey and inputsheet filling. Sources of data are UNIDO, IDRC, PADIS, UNESCO, and collection of the center
DESCRIPTORS	Information System; Documentation Center; Information Center; Library; Science; Technology

PROFILE OF EXPERT

NAME	ALULA PANKHURST, DR
BIRTH	1962
NATIONALITY	BR

ADDRESS P.O.Box 1896, Addis Ababa, Ethiopia. Phone:
71 2901

QUALIFIC. Oriental Studies (Arabic & Ge'ez). B.A.
University of Oxford. 1984.
Social Anthropology. M.A. Manchester
University. 1985.
Social Anthropology. Ph.D. Manchester
University. 1989.

SPECIALIZ. Social Anthropology. Development
(Resettlement Issues).

LANG. COMPETENCE English. Speak(G), Read(G), Write(G).
French. Speak(G), Read(G), Write(G).
Amharic. Speak(G), Read(G), Write(G).
German. Speak(A), Read(A), Write(A).
Oromigna. Speak(A).

Employment Record

CURR. EMPLOY. Teaching, Addis Ababa University.
LAST EMPLOY. Social Anthropology, University (Teaching),
Addis Ababa University, 1990-, Assistant
Professor.
ASSIGNMENTS Ethiopia, UNICEF, Consultancy.
HONOURS Distinction for M.A. Dissertation,
Manchester University, 1985.

RESEARCH PROJECT

PROJ. TITLE Expanding Program of Applied Research and
Training Towards Control and Prevention of
Schistosomiasis in Ethiopia
INSTITUTION Addis Ababa University, Institute of
Pathobiology

ADDRESS P.O.Box 1176. Addis Ababa. Ethiopia.
 STATUS Completed
 STARTED 1978
 DURATION One Year
 WORK. LANG. Eng
 HEAD Legesse W. Yohannes
 GEOG. COVERAGE Ethiopia
 INST. TYPE Governmental, Research Center
 FINANCE World Health Organization
 United Nations Development Programme
 DESCRIPTORS Schistosomiasis; Research Project; Training;
 Control; Prevention; Disease

SERIALS

Master File Number : 0001. Date of Entry: 19911230.
 Start Date : 1967
 Title : ETHIOPIAN JOURNAL OF EDUCATION.
 Country of Publ. : Eth
 Frequency : Semi-annual.
 Type of Publ. : Journal. Language : Eng
 Place of Publ. : Addis Ababa
 Publisher : Addis Ababa University, Institute of
 Educational Research
 Keywords : Education; IER; Educational Research;
 Journal
 Holdings : IES: 1, 1967 - 9, 1981 [1(2);2(2);3(2);9(2)]
 KEN: 1, 1967 - 7, 1974 [4-5]