

TECHNICAL CENTRE FOR AGRICULTURAL AND RURAL COOPERATION (CTA)

EVALUATION OF THE PUBLICATION DISTRIBUTION SERVICE (DORA)

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EXECUTIVE SUMMARY

Dissemination of Agricultural Reference Books (DORA) is a program set up to provide agricultural information for Africa, Caribbean and Pacific (ACP) countries. The main objective is to make sources of information (books) available to rural development practitioners, which will enable them to find their own solutions to the technical, socio-economic and human problems that they face on a daily basis. The goal is to help ACP countries have better access to agricultural information services by making available relevant information and documentation to serve as a resource base for agricultural and rural development. Several institutions in Nigeria receive books mainly in agriculture, through Intermediate Technology Publication (ITP), under the DORA program.

This program is of immense value in Nigeria particularly where there are numerous institutions of higher learning, and shortage of foreign exchange prohibits acquisition of literature. It is uncommon to find in some schools and institutions of higher learning up-to-date books on agriculture.

The purpose for which CTA commissioned this study is to determine DORA's impact on the performance of beneficiaries (teachers, students, and participating institutions) so as to facilitate necessary improvement in the efficiency and usefulness of the program.

The specific objective is to determine the benefits resulting from the DORA program.

DORA was launched in 1991, to cater in general for the needs in ACP countries for agricultural information. However, the evaluation meeting of 1993 in Swaziland, and the inventory of agricultural training institutions made by CTA in 1997 by BDPA for CTA, shifted the focus of DORA to agricultural training institutions within the ACP countries because of the dearth of information within agricultural training institutions.

This study is to evaluate the effectiveness and efficiency of the publications distributed to various agricultural institutions in Nigeria; in addition to assess the relevance of the content of the books procured under the DORA program. The information about the

usefulness, benefits and impact of the DORA program to stakeholders was gathered through questionnaires, interviews, site visits, focus group discussions and structured observations.

The approach employed was to visit the London office of ITP, and all the institutions participating in the DORA Program in Nigeria, conduct a series of interviews of stakeholders, particularly program contact persons (Librarian) and institution/Faculty Deans and Heads of Department. This was followed up with focus group discussions with students and lecturers to obtain information which ordinary interview or questionnaire cannot give.

A structured survey instrument was administered to both students and staff.

A combination of objective and subjective approaches were employed to gather information. These approaches are as follows:

- Designing questionnaires in English, which examines relevance, satisfaction and use of DORA books.
- Distributing questionnaires to participating institutions.
- Visit by the consultants to all the participating institutions.
- Conducting structured interviews and focus group discussions.
- Analysing the results in terms of the objectives with emphasis on use and benefits.
- Desk study which included review of literature concerning the DORA.
- Citation analysis of user's publications in which DORA books are used for reference.
- Review of previous impact assessment studies especially with respect to information dissemination.

The framework for impact assessment was designed to motivate all stakeholders within National Agriculture Research Service (NARS), and to assist CTA in making informed decisions with respect to the DORA program. This framework covers effectiveness,

access, adoption, use of agricultural technologies, priority setting, program formulation, efficiency, networking, and reduction of duplication.

Results are presented in 17 tables designated (a) and (b) together with 10 figures illustrating the benefit and impact of DORA as reflected by students and lecturers who are the main beneficiaries in all the institutions surveyed.

The National average is shown on the tables. Approximately 42% of students and 61% of lecturers are satisfied with library opening hours.

On important aspects of library use such as reading space and library distance, 38% of students and 30% of lecturers indicated that there is always enough space, and distance from the library does not impede library use.

Among those who are not using DORA books, three major reasons were given: Approximately 40% of students and lecturers claimed the books are not readily available. About 30% (students and lecturers) claimed that they couldn't locate the books in the library. The third reason given by 24% of students and 10% of staff was difficulty in borrowing the books. Both students (52%) and staff (48%) in the institutions surveyed have better success of finding DORA books in the library because the library staff offer valuable assistance, by providing information on the availability and location of DORA books in the library.

In institutions having very high enrollment of students, there is a higher demand for DORA books than available. About 60% of respondents indicated that DORA books can be found in the library by browsing, using catalogues or using the subject index. Corresponding percentage for students is 50 percent. Locating DORA books sometimes through a friend or colleague is 41% possible for students and 51% for lecturers.

As a source of information library books rank highest, with 47% of students and 65% of lecturers considering this source very useful. In all institutions surveyed the library staff performance is rated very high (52% by students, and 59% by lecturers).

There is need for improvement in the physical condition and arrangement in all the libraries visited with only 36% of students and 24% of lecturers rating them good.

Physical disabilities of students and staff do not hinder their accessibility to DORA books; neither does gender.

The main thrust of the results is that the DORA books are immensely valued by the various institutions, the books' content are relevant to the agricultural curriculum and practical training in virtually all the institutions. Users of the books are satisfied with the quality, and the coverage of the subject matter. The only set back is that the quantity of books sent is grossly insufficient for the users, and therefore strong attempts should be made to increase the quantity of the books. It is suggested that this could be done in discouraging individual in favour of institutional acquisitions. It is further suggested that where CTA has a program like DORA, a local consultant should be engaged to ensure efficiency, proper usage and documentation.

CHAPTER 1

BACKGROUND

Since 1996 about 17 libraries in Nigeria have been beneficiaries of book donations under the Dissemination of Agricultural Reference Books (DORA). DORA Program was set up to assist of agricultural information services in the Africa, Caribbean, Pacific (ACP) countries. The main objective was to make sources of information available to rural development practitioners; thereby enabling them find their own solutions to the technical, socio-economic and human problems, which they face on a daily basis. The goal is to help ACP countries have better access to agricultural information by making available, relevant information and documentation to serve as a resource base for agricultural and rural development. DORA operates through three main partners i.e. The Technical Center for Agricultural and Rural Cooperation (CTA); agencies acting for CTA in connection with DORA; and the ACP countries taking part in the program as beneficiaries.

The CTA was set up in 1983 under the Lome Convention between member states of the European Union and the ACP Group; with the responsibility of providing information service to ACP States; to enable them improve their access to information, research, training and innovations in the fields of agriculture, rural development and extension work. The CTA funds the DORA program, manages, coordinates and promotes its activities. CTA has since 1985 been working on the distribution of books and other information documents and materials for the benefit for the benefits of these countries.

During the first phase of its operation, in 1991/93, many ACP countries benefited from the DORA program. During the following phase, 1993/94, twenty-nine centers located in countries, which were not included in the first group, benefited from the DORA program. In 1993, CTA made an evaluation of the DORA program and one of the major recommendations was that DORA should focus on providing information support to agricultural training institutions.

Consequently, during 1995-1999 period DORA activities focused on agricultural training institutions. Following the information provided through a questionnaire sent by DORA sponsors, some higher institution libraries were selected to benefit from the DORA program.

At the start, 6000 ECU was made available in two phases, to each participating library. Catalogue of books from which selections are to be made were sent to each participating institution, in return, list of selected books were sent by each institution to DORA after consultation with and input from end users.

One of the important responsibilities of CTA is to provide ACP nationals with information on demand. The target groups are students and lecturers in institutions of higher learning, research, extension workers, planners, and farmer's organizations. The aim is to facilitate these groups involved in agricultural development with up-to-date information to enable them perform creditably in their responsibilities.

The major visit within CTA concerned with the book distribution is the Publication Distribution Service (PDS) which provides gratis, books on request to those in the target group comprising researchers, extension workers, planners, farmers' organizations, trainers, information officers and policy makers involved with agriculture and rural development. Books numbering about 700 titles are distributed to this target group. Approximately sixty per cent of the books are jointly produced by CTA and other organizations, close to thirty five per cent are CTA's own published proceedings, seminar reports, and occasional technical publications. The remaining five percent are specially purchased publications to meet the request of the target group.

The PDS already has some expertise in purchasing books for distribution. The CTA has direct control of book distribution, under the PDS whereas in the DORA program, beneficiaries mainly agricultural training institutions, select the books of their choice from many catalogues provided; and distribution is carried out by Intermediate

Technology Publications (ITP) and Bureau pour le developpement de la production agricole (BDPA), who implement the program on behalf of CTA.

In this study, twenty-one institutions in Nigeria are participating in the DORA program. They receive books mainly in agriculture, through ITP based in the United Kingdom.

TERMS OF REFERENCE

Statement of the Problem

Training institutions in most ACP countries are confronted with a teaching approach that is more theoretical than practical. They suffer from a crucial need for accessibility to technical documents (books, journals and periodicals), and low utilization of modern communication techniques in training program (computers E-mails and internet access). Poor networking in communication between institutions in the region has also been documented. In addition, lack of financial resources to enable libraries and information centers in institutions of higher learning (Universities, Colleges of Agriculture, Polytechnics) in the region update their books and literature is a major impediment to the acquisition of new knowledge. This situation is critical in developing countries, and in Nigeria particularly where there are numerous institutions of higher learning acute shortage of foreign exchange prohibits acquisition of up-to-date literature.

JUSTIFICATION FOR THE IMPACT ASSESSMENT

The easy access to relevant books and newly published literature to provide solid back-up to lectures, discussions, projects, assignments and individual student reading, is often a problem that requires amelioration. At the same time, in spite of steady rise in the provision of information services in developing countries, quite a lot of fundamental issues need to be resolved. Do the beneficiaries in recipient countries consider the services offered relevant and/or appropriate? To what extent does the information services offered contribute in the actual sense to the empowerment of people and higher productivity? Are the institutions receiving these facilities accountable? Are program on information dissemination sustainable? There is no doubt that information can bring

about development, however, the extent to which the linkage between information investment enhances development need to be ascertained. This can be done through a study like this, which can generate empirical evidence to show that acquisition of information is critically essential to development. This is an important way by which international agencies concerned with information dissemination to developing countries can justify their activities as priority in the disbursement of scarce and increasingly limited financial resources in the light of other competing forces.

THE OBJECTIVE OF THE STUDY

The overall objective of the study is to determine the impact of DORA on the performance of beneficiaries (teachers, students, and participating institutions) so as to facilitate necessary improvements in the efficiency and usefulness of the program.

The specific objective is to determine the benefits resulting from the DORA program to beneficiaries and their institutions.

TARGET AUDIENCE

Among the institutions participating in the DORA program, are eleven Universities, seven Colleges of Education, and one research institute.

In general, the target audience comprise of all staff and students in the Faculties of Agriculture and Veterinary studies. This includes the Departments of crop production, protection, soil science and climatologic studies. In the livestock sector the Departments of Animal Science, and Veterinary Medicine. Also included among the target audience are staff and students in the Departments of forestry, Environmental Studies, Rural Sociologists and Agricultural Economists.

REVIEW OF THE DORA PROGRAMME

Dissemination of Agriculture Reference Books (DORA) was launched in 1993, after the evaluation meeting of 1993 in Swaziland, and the inventory of agricultural training institutions made for CTA in 1997 by BDPA. This marks the beginning of the shift in

focus of DORA to agricultural training institutions within the ACP countries to improve information access.

Each library was allocated 6000 ECU for acquisition of books. The money was made available in two installments of 3000 ECU and after the first installment, a questionnaire was sent to participating institutions to find out how the books are being used, before the remaining fund was released.

Book catalogues and instructions on how to order books from the ITP were sent to beneficiaries to assist them in book selection.

The steps followed for the program evaluation included: identifying and analysing information needs of users, browsing through publishers catalogue, and collating statistics on usage of the book.

Information was sent back on the effect of donated books on library patronage after procurement of DORA publications, including the frequency with which the books were consulted and the reason for consulting the books.

The role and responsibilities of the partners involved in the DORA program were clearly specified. There are three main principal actors namely: CTA, implementing agencies for CTA, and African Caribbean and Pacific Countries (ACP).

The CTA

CTA funds, manages, co-ordinates and promote the activities of the DORA program. CTA also identifies the information requirement of the participating centers; and passes it on to implementing agencies. CTA complements program implementation by ensuring effective communication, giving up-to-date information and providing useful guidance.

Implementing CTA agencies (ITP, BDPA)

Here they foster CTA relationship with the beneficiary centers by providing necessary information (books), monitoring and evaluating the activities of participating institutions.

They support promotional activities and ensure the stamp of CTA - DORA is placed on each donated book.

They ensure that there is well-established co-operation and information exchange with participating centers. They note, specify and convey the needs of the centers to CTA, undertake to provide quality service and to deliver ordered books within reasonable time. They also send various book catalogues to the participating institutions to ensure that the book choices emanate from beneficiaries based on their needs. At the beginning of this study, the consultant visited the London office of Intermediate Technologies Publication UK, (ITP) the agency charged with the responsibility of distributing books to Nigerian institutions under the DORA program. While at this office, the consultant was given various useful materials and documents relating to the books disseminated to Nigeria, under the DORA program. This information was used to crosscheck the various institutions' records, to verify and ascertain the number and cost of books received.

The ACP (African, Caribbean, Pacific)

The ACP countries ensure that the centers can access the books; they monitor it and also evaluate program activities. The ACP countries select and distribute the materials they receive; they also promote the DORA program.

Participating Centers are selected on criteria based on:

- (1). Handling of materials (books)
- (2). Experience in documentation and documentation network
- (3). Library Materials.

The centers identify the needs of their users, publicize themselves, keep record on attendance and consultation received and also send summary of their management statistics to CTA for evaluation.

Commitment towards CTA by participating centers include:

- Quick communication procedures;
- Quick notice of additional titles as replacement for out of stock items.

The users who are the main beneficiaries are mainly concerned with:

- Selection of materials; Quick receipt of information; Proper documentation;
- Seeking support of local and national authority to develop their center.
- Dispatching quick notification of new book arrival to users

CHAPTER II

METHODOLOGY

This is an evaluation exercise designed to gauge the effectiveness, relevance, efficiency and the level of satisfaction derived from the use of CTA-DORA publications donated to selected agricultural institutions of higher learning in Nigeria.

The approach employed was to make an initial visit to the London office of ITP, for discussions on the DORA program, and to collect relevant information and data for use in the evaluation process.

Information about stakeholders' views in Nigeria was gathered through questionnaires, interviews, site visits, focus group discussion and structured observations.

All the institutions participating in the DORA Program in Nigeria were visited to conduct a series of interviews of stakeholders, particularly program contact persons Librarians, Faculty Deans and Heads of Departments.

INTERVIEWS

Structured interviews were conducted at two levels. At the first level, people managing DORA were interviewed to give their opinion about the program, to enumerate any impediments in the implementation of the program, linkages and networking within and outside own institution, and to suggest ways of improving the service delivery for better value.

The second level of interview was administered to librarians in charge of the institutions where DORA books and other information materials were kept. The major emphasis of this interview was to ascertain their ability to assess the needs of and communicate with users. Other interview points are ability to create demand for services, the ability to teach users, and the ability to provide specialised services.

FOCUS GROUP DISCUSSIONS

Focus Group Discussions were carried out with students and lecturers, to obtain information which ordinary interview or questionnaire cannot give.

Focus group sessions are a qualitative research technique widely used in industry, where it is considered essential to understand the psychological and behavioural underpinnings of consumer action, and identify ways and means to influence this behaviour positively Folch-Lyon and Trost, (1981).

A series of focus discussion sessions were used to gain insight into dynamic relationships of attitudes, opinions, motivations concerns and problems related to current and projected usage of DORA publications and other information materials including the electronics media. Two group sessions were held at each institution; one focused on teachers of agricultural subjects, and the other was conducted for students. The groups vary in number from 5-10.

The Focus Group Discussions complimented the survey method because it emphasised the creation of unstructured, informal and free environment in which a dynamic group action develops to favour disclosures that might not be consciously revealed in structured questionnaires or individual interview sessions.

SURVEY METHOD USING QUESTIONNAIRES

Survey research was employed in the measurement of the needs of users and potential users of information system and in the measurement of the success of these systems in response to these needs. This involved the collection of systematic data to measure identified variables across a sample of cases in order to determine the existence of patterns. The process of randomisation was used to collect all samples in this study. The instrument for the collection of data for this study was the structured questionnaires, which was pre-tested and was administered to both student and staff. A total of 1000 questionnaires were administered nation-wide in all the 5 zones. Approximately 60% of these questionnaires were administered on students and 40% on the lecturers. Seventy

eight per cent (78%) out of the total administered on the students and 68% for the lecturers were received respectively. Out of the total questionnaires administered in the South-west 65% (334) was received, followed by 30% (141) from the North-East, while 20 % response was received from Middle-Belt and the North-West respectively. The lowest respondents were received from the South-East accounting for 11%(54), due mainly to fewer DORA participating institutions.

The approaches taken for data collection are:

- Designing questionnaires in English which examines selected indicators
- Distribution of questionnaires to participating institutions
- Visit by the consultants to all the participating institution
- Conducting structured interviews and focus group discussions
- Analysis of results in terms of the objectives with emphasis on use and benefits
- Desk study which includes review of literature concerning DORA
- Review of previous impact assessment study especially with respect to information dissemination.

Together with the people managing DORA centers in all the participating institutions, the key indicators to be used in this study were defined.

It was considered necessary to work and collaborate with representatives of the beneficiary groups (both decision-makers and end-users) to agree on the indicators in the study framework, so as to enhance a participatory approach to the study, and to bring to the fore any hidden factor(s) that has possibly been overlooked. This procedure enriched the study.

The framework for impact assessment was designed to motivate all stakeholders within NARS and assist CTA in making informed judgment with respect to the DORA program. It covers a series of indicators with which impact of DORA on users can be determined. This includes personal information, study situation, frequency of information use, relevance, satisfaction, need assessment, appropriateness, effectiveness, access, adoption, and use of agricultural technologies, priority setting, programme formulation, efficiency, networking, and reduction of duplication.

The collection of data was very detailed in all the institutions surveyed and the exercise was very exhaustive. The statistical analysis of survey data involved basic descriptive univariate statistics (frequency count, percentages and means) that was successfully used to classify the respondent in line with major parameter being examined. The bivariate analysis (cross-tabulation and chi-square), were used to assess the extent of relationship between the dependent variables and a number of other independent variable with the view to determine the degree of association for all these major important parameters. This approach helped to determine the impact of CTA-DORA books amongst both the students and staff in the various institutions within each of the five zones.

CHAPTER III

RESULTS

ZONES

All participation institutions were classified into five zones in line with the geo-political demarcations in Nigeria. These five zones have distinct ecosystems, crop/livestock emphasis, culture and tradition. The institutions and the zones in which they are located are shown below.

ZONE	INSTITUTIONS	ACRONYMS
SOUTH-WEST		
	1. Institute of Agricultural Research, Ibadan	IAR&T
	2. Obafemi Awolowo University, Ile-Ife	OAU
	3. College of Agric, Delta State University, Asaba	DELTSU
	4. Faculty of Agriculture, University of Ibadan	UI
	5. University of Agriculture, Abeokuta	UNAAB
	6. Faculty of Vet. Medicine, University of Ibadan	UI
	7. Federal University of Technology, Akure	FUTA
SOUTH-EAST		
	8. Ibrahim Babangida College of Agric, Obubra, Cross River.	IBCAO
	9. University of Nigeria, Nsukka	UNN
MIDDLE-BELT		
	10. College of Agriculture, Yandev	CAY
	11. University of Agriculture, Makurdi	UAM
	12. University of Abuja, Abuja	UA
	13. College of Agriculture, Jalingo	CAJ

NORTH-WEST

- | | |
|---|------|
| 14. College of Agric. Ahmadu Bello University, Zaria | ABU |
| 15. Faculty of Vet. Med. Ahmadu Bello University, Zaria | ABU |
| 16. Federal Cooperative College, Kaduna | FCCK |
| 17. Hassan Usman Polytechnic, Kastina | HUPK |
| 18. Ado Bayero University, Kano | BUK |
| 19. Alhudahuda College, Zaria | ACZ |

NORTHEAST

- | | |
|--|---------|
| 20. Abubarkar Tafawa Balewa University, Bauchi | ATBU |
| 21. University of Maiduguri, Maiduguri | UNIMAID |

II. RESULTS OF FOCUS GROUP DISCUSSIONS

SOUTHWEST

INSTITUTE OF AGRICULTURAL RESEARCH AND TRAINING, MOORE PLANTATION, IBADAN

The CTA-DORA books have been received and the staff and students are making use of them though some other donor agencies give books to the same library. The major one is Book aid International, London, and the World Bank, since 1997. Three out of four of those participating in the focus group discussion subscribe personally to CTA publication. All the participants are familiar with the CTA-DORA books in the library. The program is good and affords users the opportunity of sharing most recent information with people outside the country. New areas of research are promoted in the books and new laboratory techniques are learnt. The books are of good quality, they are current therefore, and the program should be continued.

However, it is a bit lopsided with respect to the discipline represented. For example there are not many books on animal breeding and agricultural extension.

Creating more awareness on the books and computerization of the library operations to facilitate easy book search will improve access to CTA-DORA books in the library.

About 75% of participants' felt that the library has performed below expectation for the following reasons: lack of infrastructure facilities, poorly trained library attendants, lack of recent books and journal acquisition except those from the CTA-DORA.

FACULTY OF AGRICULTURE, OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE

There are departmental libraries apart from the faculty library and most of the DORA books here are distributed to the departmental librarians. For the Department of Plant Science, the library is okay while Agricultural Economics require more current books. In the case of the Department agricultural extension, there is a problem of space, thus the books are kept in the Head of Department's office. This creates the problem of accessibility especially for students. In the case of the Home Economics Unit, there are no new publications in the four areas covered by the unit; these are food and nutrition, clothing, resource management and child management.

Facilities in the library are merely average. This is because the books are old, not current, and outdated. There are also not enough books in the library. It is not easy to borrow books since there are not enough copies. There is need for more chairs in the library. On subscription to CTA publications from PDS, only 3 of the 7 participants (42.9%) personally subscribed to CTA publications. About 86% of the participants are familiar with the CTA-DORA books in the library. None of the students subscribe personally to any of the CTA publications. Only 2 out of 13 students (15.4%) are familiar with the CTA-DORA books in the library, this perception changes to full familiarity when they are shown the books.

The program is good and helpful for developing countries. It should be continued. The topics treated are tropical issues. The program should be extended to journals and other informative periodicals. More than one copy of each book should be given to the library to give opportunity to users who may need to borrow books. This is because the DORA books are kept in the reference section.

The books are highly precise, very good and highly informative. There should be better awareness of the books; for example a list of the books should be pasted on the notice board for staff and students to see. The libraries are not computerized hence computers are needed.

FACULTY OF AGRICULTURE, DELTA STATE UNIVERSITY, ASABA

The CTA-DORA books are processed for 1-2 days on arrival. Then they are displayed on new arrival shelves for 2-4 weeks. Sending memo to lecturers publicizes the books and some are pasted on notice boards for students. Though there is no specific shelf for the DORA books, they are placed on regular shelves according to subject classification after the period of display on new arrival shelf.

Students are allowed into the library based on presentation of identity cards. They can borrow books for 2 weeks while lecturers can borrow for 4 weeks and renew for the same period of time. Some of the books are placed on reserves (to be read in the library only) depending on demand.

Books are searched in the library by browsing through shelves because of the small volume of books available. The library is located very close to the students' lecture rooms (about 2 minutes walk). There is enough reading space to accommodate 25% of the student population at a time.

All the lecturers (100%) subscribe personally to CTA publications from PDS. All the lecturers (100%) are familiar with the CTA-DORA books in the library.

The following are comments on the DORA program: the books are good, adequate, relevant and up to date. There is however the need to have specialised and relevant books published by other publishers not listed by ITP.

To improve access to the books there is need to computerise the library. CD-ROM and Internet facilities should be provided.

The management of the library is fair, but the structure is sub-standard. There are no current journals; effort should be made to procure agricultural journals.

None of the students subscribe personally to CTA publications. All the students are familiar with the CTA-DORA books in the library. The DORA books are simplified and easy to comprehend.

There is the need for more books in the library; those available are inadequate and outdated. There are insufficient copies of relevant and current books.

The library should be computerized and Internet facilities made available.

The library is located too close to the lecture rooms; thus the environment is prone to noise. The library space is inadequate especially during examination periods when more students use the library.

FACULTIES OF AGRICULTURE & VETERINARY MEDICINE, UNIVERSITY OF IBADAN

Seven out of ten lecturers subscribe personally to CTA publications. Two third of them are also familiar with CTA-DORA books in the library. The books are regarded as excellent sources of information, appropriate and well simplified for the general public readership. However some subjects are not covered these includes: aquatic pollution and toxicology, fish processing and preservation, aquaculture, engineering, fish hatching management, fish breeding and genetics, wild life etc. More awareness on the existence of the books is required. Computerisation with CD-ROM facilities, and Internet connectivity are needed in the Faculty library. The books are old, few, with no current books and journals.

UNIVERSITY OF AGRICULTURE, ABEOKUTA

Three out of four of the participating staff subscribes personally to CTA books. All the staff is familiar with the CTA-DORA books in the library, they indicated that the program is good. New areas of research are promoted in the books and also new laboratory techniques are learnt.

The books are of good quality and recent, the program should be continued. Creating more awareness on the books and computerisation of the library operations to facilitate easy book search can do this.

FEDERAL UNIVERSITY OF TECHNOLOGY, AKURE

About 80 percent of the staff subscribed personally to CTA books, especially the Spore is a very popular document, which has immensely popularized the CTA. The CTA-DORA books are very useful to the student and staff of this institution.

SOUTHEAST

IBRAHIM BABANGIDA COLLEGE OF AGRICULTURE, OBUBRA

This institution is located in a very rural community of about 150,000 inhabitants. All the lecturers interviewed are very aware of the CTA and the DORA books, and they use the book actively in their lecture notes. They require more information and more books in the area of agriculture engineering, home economics and fisheries. The library is a temporary structure, which lacks infrastructure, and has limited reading space. There are no book catalogues, no indexing but the library keeps accessioning register. This institution receives books also from the World Bank. Books are placed on open shelves; there is no reference library. Students have access to borrow books but only for two weeks at a time. The lecturers refer students to CTA books for projects. The creation of a reference room in the library will improve book circulation, but may also reduce personal access of students to books.

UNIVERSITY OF NIGERIA, NSUKKA

The CTA-DORA books have been received and both staff and students have found them very useful. The library of this institution has 500 sitting capacity, though there are over 24,000 students with about 15,000 registered readers. Students are allowed to borrow 4 books at a time for 30 days and staff can borrow 6 books for the same period. Most of the books in this library are out-dated. Only the CTA-DORA books are new within the last 2 years. There has been no subscription to journals or text books in the last 2 years.

MIDDLEBELT**COLLEGE OF AGRICULTURE, YANDEV**

There are about 2,000 students in this institution. Students consider the DORA books interesting, the contents are relevant, but there is need for more copies. The books are usually used for assignment and research, compiling reports, writing projects and sometimes applied to fieldwork. The language is simple. Out of 15 students in the group discussion none is aware of the DORA program but when shown the CTA-DORA books all of them are aware of it, they have seen it and have used it.

UNIVERSITY OF AGRICULTURE – MAKURDI

CTA books focuses on rural development. Lecturers use the books for teaching and developing research models for Postgraduate students for Postgraduate students. The staff of this institution has little information on the selection and receipt of books.

The number of books donated to the institution by CTA need to be increased. The books are very current (all new books).

Many lecturers (30%) receive books regularly from CTA. They are reluctant to borrow others from their personal collections because of the fear of losing them. Users believe that the books are fantastic, very useful and the contents are modern, but then, there should be a system of notifying staff and students when new books arrive.

Because of the distance of the library from offices and residence of staff, most of them do not use the library. In addition the lecture load is heavy and does not permit much time

for literature search. Other than CTA acquisition, no other source of new books in the library, no fund to do research, therefore there is any incentive to search for information. The CTA publication 'spore' is very popular. It has village-type practical pest control strategies, which are appropriate for rural areas. It contains periodic articles on Pest Management, Environmental Protection, these information are useful for Crop Protection Classes.

UNIVERSITY OF ABUJA*

There have been three librarians in this institution in as many years. All the books are packed still in boxes in the librarian's office. There is no faculty of Agriculture in this institution.

COLLEGE OF AGRICULTURE, JALINGO*

This institution has not received the CTA-DORA books and therefore no study can be conducted there.

Although both the teachers and students express surprise when they were told that according to CTA and ITP records they should have received the books. They however remain anxious and very interested. They showed concern that they may not benefit from this laudable program.

NORTHWEST

DIVISION OF AGRIC COLLEGES, ABU, ZARIA

The division of Agricultural Colleges of Ahmadu Bello University has three colleges located at Kabba, (tree crops) Kaduna (livestock) and Samaru (food crops). The DORA books when received are shared amongst the institutions according to discipline. The book selection process needs to be improved, especially with respect to obtaining input by relevant subject matter lecturers.

Although the books are not enough, the existence of the books should be better publicised among the students and staff of the participating institutions. Arrangement of the books

should be improved upon so that better access can be assured. The lecturers are quite aware of CTA and of the DORA Program. All of them have also seen and used the books in the library.

Three separate classes of students were grouped into the Focus Group Discussions. The main findings are as follows:

Most of the books in the library are old and out-dated. New books especially those donated under the DORA Program are placed in the reference library where they are of limited use. While 50% of the students are aware of CTA, none of them is aware of the DORA program, yet all of them have seen the books donated under the DORA program. The DORA books are too few and therefore there is a lot of competition for the use of the books. There are some specific useful books of which the students would like multiple copies. For example “Tools for Agriculture 1992 by I.T.P. in Association with CTA. Students made general request for new edition books, in paper back to make them cheaper and the books should be separated in the library for better access. In general the books are very easy to understand, the language is direct, less abbreviation and contain pictorial illustrations and instructive examples of other countries are given. Future book donations should concentrate on new technology, biomass, solar, nuclear and genetic engineering books. The DORA program need to acquire better identity within the library system possibly through placing the books in separate shelves in separate rooms. The library is very comfortable; the staff is friendly to students although there is need for more study space. Problems highlighted include sometimes, unsuccessful catalogue search, noise, and inadequate opening hours.

FACULTY OF VETERINARY MEDICINE, ABU, ZARIA

All the lecturers interviewed are very aware of the CTA and also of the DORA. The CTA books are placed in the reference library, this is a measure of its importance and there are requests for more books. The staff of this faculty participated fully in the selection of the books given to the library. The books donated under the DORA program are the only new books in this library and they are major source of information for

veterinary students. Scientific publications by staff have been limited in the last few years because there are no funds for research, facilities are obsolete and general morale of faculty staff is low. The library needs to be computerised and there is need for procurement of recent journals and current books. The faculty library is to be strengthened through donation of more books. In order to meet this demand, books donated to individuals should be discouraged. Low edition books (paper backs), cost less especially for professional books (medicine), which are more expensive. In the light of this there should be more fund allocation to veterinary medicine.

Many of the students are neither aware of CTA nor DORA but when the books were shown to them they are all familiar with the books and they make use of them. The library needs computerization, more books, better reading conditions and the provision of more power source (electrification). Many students need assistance in locating books in the library, many do not know how to use catalogue, so there must be some kind of orientation training in library use. Like other libraries there are more outdated books, not enough personnel, inadequate opening hours of the library. There should be better opportunity for students to borrow books. There is need to expand the space of the library, increase books shelves and supply of more CTA books. In general CTA is considered to be an organisation, which supplies new books and supply source of information.

FEDERAL COOPERATIVE COLLEGE, KADUNA

This is a relatively small post-secondary institution; the student's population is only 400 with 14 members of staff. This institution offers in-service training in the area of agriculture extension and cooperative economics at the National Diploma level. The library facilities in this institution are under construction, so the CTA-DORA books are kept in a designated room accessible to both staff and students.

Cooperative movements nation-wide, banks, businesses employ the graduates of this institution either as trainees or on attachment programs.

HASSAN USMAN POLYTECHNIC, KASTINA

This institution has a newly built library, about 2,500 students and 231 academic staff. Some staff members have personal subscription to CTA books. The books are considered excellent and very useful in lecture preparation and students assignments. This library needs more books and journals.

In general, students are allowed to borrow not more than 2 books at a time for 30 days and staff can borrow 4 books for the same period. The books return rate is good. In the library anything new are CTA-DORA books.

ADO BAYERO UNIVERSITY, KANO*

This institution also has no faculty of agriculture. The books are still intact in the boxes in the faculty of science library. Neither students nor staff has used the books up to date.

ALHUDAHUDA COLLEGE, ZARIA*

This is a post-primary school for boys. It is not a higher institution of learning therefore it is not supposed to be a beneficiary of the DORA programme.

At the time of visit to this institution 220 books have been received. Some teachers in the school were consulted about the books and said they accepted the books because they are free, and if they reject them they may loose participation in the programme. The books are still in the boxes and kept in the principal's office. The books are not in the library because the library is under construction and therefore it is not safe. The students have not had the opportunity of reading the books because they are too advanced and they are not related to their syllabus.

NORTHEAST**ABUBARKAR TAFAWA BALEWA UNIVERSITY, BAUCHI**

Sixty per cent of those participating in the focus group discussion are familiar with CTA-DORA books. The benefits from the use of CTA-DORA books was aptly captured by the librarian of Abubarkar Tafawa Balewa University, and I quote "I cherish and

appreciate the efforts of CTA in the dissemination of reference books program and I thank them immensely for their benevolence; acquisition of information is so much an essential and important part of development”.

CTA-DORA books are the most current available books in print here. Researchers and Professors need up to date books for use in their various disciplines. Paperback books often get worn out from use, therefore hardcover books though expensive, are most preferred. There are about 45,000 books in the library and the library is 20 years old. There is no problem of accessibility to books. Where a book is on high demand it is kept in reserved section of the library. In other situation a lecturer can recommend that a valuable book should be kept in the reserved section of the library. When the library receives CTA-DORA books, publicity is accorded.

Global cooperation and inter-dependence in all areas of human endeavor is fast becoming a normal phenomenon where communities, organizations come to the aid of one another for the development of humanity. From this standpoint, DORA project, which is aimed at helping ACP countries to gain better and timely access to agricultural information through the provision of relevant agricultural literature, is a welcome development.

The selection of Abubakar Tafawa Balewa University as one of the beneficiaries of DORA project for two years running is a great honour to the institution. This kind gesture has gone a long way in revamping agricultural book acquisition with current literature having high scholarly value. The hall-mark of DORA project is the freedom granted the recipient libraries to freely compile the list of publications required in agriculture and rural development based on their local needs, rather than with strings attached.

UNIVERSITY OF MAIDUGURI, MAIDUGURI

The books in this institution are being well used. They are kept in the faculty of agriculture library. Fifty per cent of the staff subscribed to CTA books individually.

The books are very easy to understand and the language is direct. Pictorial representation is illustrative; examples of other countries are given. The DORA books are quite relevant

to the needs of the departments in the faculty. They reflect current development in agriculture, which are useful for teaching and research work. They are also relevant to the curriculum, since the books received are mainly based on individual request list made by each department. The DORA books also have the impact of enhancing students' understanding and the teaching quality of staff.

I11. SUMMARY OF GENERAL RESULTS FROM INDIVIDUAL INTERVIEWS

This aspect of the report applies in general terms to all the participating institutions of higher learning, universities and colleges of agriculture visited. In these institutions, the librarians, library staff, academic staff and students were interviewed. The key points from the interviews are summarised below:

1. On the relationship of University with immediate environment:

The university is the major activity around which economic, social activities hang in many institutions visited. They provide services particularly basic amenities. The relationship is cordial especially as the university provides business opportunities and in some cases water supply. Some members of the community participate in sporting activities and some use the library. The University is closely linked to the community there is a large market where goods and services are exchanged. Many students live off-campus. The University provides jobs, extension and ambulatory services to the community. The university provides recreation (sports and television), business and job opportunities to the community.

2. On perceived Priorities in participating communities

Respondents were asked to rank the priorities of the community according to the level of importance. The ranking were arranged as follows: Money, Food, Health, Water, Education, Religious Freedom, Provision of housing, Politics,

Survival, Peace, Social Amenities, Marriage, Food processing, Employment and better Transportation.

3. On specific problems related to Agriculture

The following issues were highlighted: Lack of modern agricultural technology including agricultural machines and farming implements, no storage facilities for farm produce, and poor drainage system. Others are: lack of land, instability in climatic conditions, primitive method of farming, lack of capital for investment, insecurity, lack of high expense of farm labour, scarcity and high expense of fertilizers, poor farm product preservation.

In addition, high level of illiteracy, low input technology, low investment, agricultural policy inconsistencies, high incidence of livestock diseases, poor breed potential, poor quality of livestock feeds, insufficient funds (credit), limited technical knowledge, poor transportation system for farm produce, improper soil fertility maintenance, all mitigate against improved agricultural production.

It was clearly stated that shortage and high expense of fertilizers results in high cost of production. Poor storage/processing facilities, inadequate transportation, poor disease control, unfavorable marketing conditions and pilferage, all combine to limit agricultural productivity.

There is need to improve all these, and to institute a sustainable means of information dissemination in local languages coupled with better extension services.

4. On how can this problem be solved?

Respondents provided valuable answers some of which are summarized as follows: Problems can be solved through provision of loans and credit, improved extension services, better control of input distribution, improved varieties of seeds and seedlings, intensive agricultural mechanisation, technical training, funding for

research, development and technology generation and subsidy for agricultural inputs.

It is essential to embark on public education to enhance religious harmony and peace. Provision of government subsidy and better remuneration for farm workers will go a long way in enhancing agricultural productivity and improving profit.

Establishment of agricultural processing industries near high producing areas will limit produce wastage. Government should support private sector with credit facilities and loans. There should also be price stabilization and elimination of middlemen in the marketing process.

5. On available information sources

It was clearly stated that the most effective means of information dissemination and public awareness creation are carried out through radio in Nigeria in general. Other methods include newspapers, extension information leaflets, posters, and handbills. This is supplemented by indigenous information Systems (town criers) and mouth-to-mouth.

Information can improve productivity, dispel superstition and empower. Information dissemination using local languages will be highly beneficial.

6. On how to improve access to Information

Interviewers were unanimous in their assessment of CTA as a caring organization; they should provide more new books, containing new information. Assistance should be extended to computerisation of the library and participating institutions should conduct orientation programs to educate students about the use of the library. Management of the institutions should provide better reading conditions and improve power (electricity) supplies.

There should be better opportunity to borrow books. The library space and shelves should be expanded. More CTA books should be supplied, particularly those with specific focus on single commodities.

Providing clear chart of book location in the library, training of students in the use of catalogue, continuous replacement of books on the shelves after use, so books are placed in their proper locations.

Books that are in high demand in the library should not be borrowed. There should be a special display shelf for new books. There should be proper markings of shelves to ease book search. The number of books should be increased to reduce shortage of very popular books.

The DORA program is important, and helpful, however recommended textbooks and books authored by local experts should be included in donations.

Staff participated in selection of CTA books in almost all the institutions visited. CTA books are kept in reference section of the library in some institutions with well-developed library system; this is a measure of the importance of the books. So more should be supplied. In other less developed libraries especially in Colleges of Agriculture, books are kept in open shelves.

7. On assessment of the Libraries

The library condition is considered fairly conducive in most institutions. Length of time the library is opened should be increased. There should be provision of more textbooks to be supplied in multiple copies. Journal acquisition is poor this should be improved. In many institutions the library is considered not current with respect to new acquisitions. Access to books should be improved. Shelves should be rearranged to separate old and outdated books. Provision of more constant electricity and better reading space will improve reading customs.

In order to ensure the usefulness of DORA books, regular monitoring and evaluation are built into the management of the Program, to ensure that the

donated books are meeting the needs of the students and staff of the participating institutions, and that this results in the maximum utilisation of the books. Although many institutions do not bother to return evaluation forms and even those that are returned are badly completed with no clear understanding of what is expected of them.

The information obtained through periodic evaluation process, however, permits CTA to determine problem and difficulties arising from participating institutions in the course of implementation of the DORA Program. This facilitates improvement, which enhances and maximises the usage of the program.

IV RESULT OF SURVEY

The data obtained were subjected to statistical analysis using the Statistical Package for Social Science (SPSS Inc, 1999) and Statistical Analysis Systems (SAS Inc, 2000). The results of the impact assessment studies are presented in the following Tables and graphs. Tables and graphs are presented in respect of students and staff in all institutions in the zones considered. Under each set of table is an explanation of the results; the graphs are explained especially with implications for the zone highlighted. The cross-tabulation tables within the report reveals different significant level of associations with marks of (***) as significant association at 1% which a highest probability of associations. The (**) mark indicates significance at 5%, and (*) indicates significance at 10%, while (ns) indicates non-significant association existing between variables.

Table: 1a

LIBRARY OPENNING HOURS

Student							
	Always		Sometimes		Never		Prob
Is hour library open sufficient for your need?	N	%	N	%	N	%	
South-West							
Yes	86	46.8	34	18.5	9	4.9	**
No	23	12.5	24	13.0	8	4.4	
South-East							
Yes	11	40.7	2	7.4	3	11.1	ns
No	9	33.3	2	7.4	-	-	
Middle-Belt							
Yes	26	53.1	3	6.1	3	6.1	ns
No	15	30.6	2	4.1	-	-	
North-East							
Yes	14	23.3	17	28.3	7	11.7	ns
No	5	8.3	10	16.7	7	11.7	
North-West							
Yes	32	45.7	3	4.3	-	-	ns
No	31	44.2	3	4.3	1	1.4	
National average							
Yes	33.8	41.92	11.8	13.04	4.4	6.76	
No	16.6	25.78	8.2	9.1	3.2	3.5	

Table: 1b

Table. 10

Lecturer							
	Always		Sometimes		Never		Prob
Is hour library open sufficient for your need?	N	%	N	%	N	%	
South-West							
Yes	46	64.3	17	19.5	-	-	***
No	23	17.5	6.0	24	13.0	8	
South-East							
Yes	9	45	4	20	1	5	Ns
No	5	25	1	5	-	-	
Middle-Belt							
Yes	14	77.8	-	-	1	5.6	ns
No	1	5.6	1	5.6	1	5.6	
North-East							
Yes	19	51.3	9	24.3	-	-	**
No	1	2.7	7	18.9	1	2.7	
North-West							
Yes	15	68.2	1	4.6	-	-	**
No	3	13.6	2	9.1	1	4.6	
National average							
Yes	20.6	61.32	6.2	13.68	0.4	2.12	
No	6.6	12.88	3.4	12.52	3.2	4.18	

Table 1a (students) indicates the hours library are opened in all the institutions in each zone. This would show whether the library is open for sufficient period of time to allow users have full access to library books including those donated by the CTA under the DORA program. It is clear in the tables above that 52 per cent of students felt that the library opening hours is always sufficient, while 13 per cent felt that the opening hours is only sufficient sometimes. In table 1b (Lecturers) the corresponding percentages are 61 and 15 per cent respectively.

Table : 2
THE EFFECT OF READING SPACE AND LIBRARY DISTANCE ON USERS
Table: 2a

Students	Distance from living to library						
	Less than 1 km		1-2 km		3-5		Prob
Available room and sufficient space in the library	N	%	N	%	N	%	
South-West							
Always	55	29.9	34	18.4	20	10.8	***
Sometimes	13	7.1	32	17.4	13	7.1	
Never	3	1.6	9	4.9	5	2.7	
South-East							
Always	7	25.9	10	37	3	11.1	ns
Sometimes	-	-	3	11.1	1	3.7	
Never	2	7.4	1	3.7	-	-	
Middle-Belt							
Always	20	40.8	10	20.4	11	22.4	ns
Sometimes	3	6.1	1	2.0	1	2.0	
Never	1	2.0	-	-	2	4.1	
North-East							
Always	19	31.7	-	-	-	-	***
Sometimes	-	-	11	18.3	16	26.7	
Never	-	-	-	-	14	23.3	
North-West							
Always	44	62.9	15	21.4	4	5.8	Ns
Sometimes	4	5.7	1	1.4	1	1.4	
Never	1	1.4	-	-	-	-	
National average							
Always	29	38.24	13.8	19.44	7.6	10.02	
Sometimes	4	3.78	9.6	10.04	6.4	8.18	
Never	1.4	2.48	2	1.72	4.2	6.02	

Table: 2b

Lecturers	Distance from living to library						
	Less than 1 km		1-2 km		3-5		Prob
Available room and sufficient space in the library	N	%	N	%	N	%	
South-West							
Always	21	24.1	18	20.7	22	27.6	ns
Sometimes	7	8.1	9	10.3	5	5.8	
Never	1	1.2	-	-	2	2.3	
South-East							
Always	6	30	3	15	5	25	ns
Sometimes	1	5	2	10	2	10	
Never	-	-	1	5	-	-	
Middle-Belt							
Always	7	38.9	5	27.8	3	16.7	ns
Sometimes	1	5.6	-	-	-	-	
Never	2	11.1	-	-	-	-	
North-East							
Always	9	24.3	5	13.5	6	16.2	ns
Sometimes	5	16.2	2	5.4	8	21.6	
Never	1	2.7	-	-	-	-	
North-West							
Always	8	36.4	6	27.2	4	18.2	ns
Sometimes	1	4.6	9.1	-	-	7.1	
Never	-	-	1	4.6	-	-	
National average							
Always	10.2	30.74	7.4	20.84	8	20.74	
Sometimes	3	7.9	4.42	5.14	3	8.9	
Never	0.8	3	0.4	1.92	0.4	0.46	

Table 2a (Students) shows that for most library users in the Northwest (62 percent) the distance to the library is less than one kilometre, whereas for 37 per cent of users in southeast the library is 1-2 km., and for 26 per cent of the Northeast users the library is 3-5 Km. Away from living quarters, and reading space is only sometimes available, and for 23 percent respondents reading space is never available. Table 2b (Lecturers) in the Northeast zone 21 per cent consider the library far and reading space is only sometime available. In the Southwest and Northeast zones 25 percent of the respondents indicated that the library is less than 1 Km., and that space is always available, compared with 38 and 36 percent respectively for the Middle belt and Northwest.

Table 3

RELATIONSHIP BETWEEN READING SPACE AND DISTANCE TO LIBRARY

Table 3a

Students	Distance from living to library						
	Less than 1 km		1-2 km		3-5		
South-West	N	%	N	%	N	%	
Is hour library open sufficient for your need?							
Yes	52	28.3	52	28.3	25	13.6	Ns
No	19	10.3	23	12.5	13	7.1	
South-East							
Yes	5	18.5	7	25.9	4	14.8	ns
No	4	14.8	7	25.9	-	-	
Middle-Belt							
Yes	13	26.5	8	16.3	11	22.5	ns
No	11	22.5	3	6.1	3	6.1	
North-East							
Yes	14	23.3	6	10	18	30	ns
No	5	8.3	5	8.3	12	20	
North-West							
Yes	29	41.4	4	5.7	2	2.7	*
No	20	28.6	12	17.4	3	4.3	
National average							
Yes	22.6	27.6	15.4	17.24	12	16.72	
No	11.8	16.9	10	14.04	6.2	7.5	

Table 3b

Lecturers	Distance from living to library						
	Less than 1 km		1-2 km		3-5		
Is hour library open sufficient for your need?	N	%	N	%	N	%	
South-West							
Yes	23	26.4	23	26.4	27	31.0	ns
No	6	6.9	4	4.6	4	4.6	
South-East							
Yes	2	10	6	30	6	30	**
No	5	25	-	-	1	5	
Middle-Belt							
Yes	8	44.4	4	22.2	3	16.7	Ns
No	2	11.1	1	5.6	-	-	
North-East							
Yes	13	35.1	5	13.5	10	27.0	Ns
No	3	8.1	2	5.4	4	10.8	
North-West							
Yes	7	31.8	5	22.7	4	18.2	Ns
No	2	9.1	4	18.2	-	-	
National average							
Yes	10.6	29.54	8.6	22.96	10	24.58	
No	3.6	12.04	2.2	6.76	1.8	4.08	

Table 3a (Students) still shows that the library in institutions in the Northeast zone is farthest from living areas 30 per cent, while those of the northeast zone are the nearest 41 per cent. Amongst institutions in the Southwest, Middle belt and Southeast the effect of distance and library space is widely varied.

Table 4
HINDERANCES TO THE USE OF THE CTA-DORA BOOKS

Table 4a

Students	What hinders your use of the books?										
Have you used any of the CTA-DORA books?	Not available		Can't locate it in library		Borrowing not allowed		Always on loan		Not informed		Pro b
South-West	N	%	N	%	N	%	N	%	N	%	
No	27	25.2	62	57.9	17	15.9	1	.9	-	-	***
South-East											
No	6	54.6	1	9.1	1	9.1	2	18.2	2	18.2	***
Middle-Belt											
No	3	27.3	3	27.3	5	45.5	-	-	-	-	***
North-East											
No	29	63.0	5	10.8	7	15.2	5	10.9	-	-	***
North-West											
No	7	33.3	6	38.6	6	38.6	1	4.8	1	4.8	***
National average											
No	14.4	40.68	15.4	28.74	7.2	24.86	14.4	14.4	14.4	14.4	

Table: 4b

Lecturers	What hinders your use of the books?										
Have you used any of the CTA-DORA books?	Not available		Can't locate it in library		Borrowing not allowed		Always on loan		Not informed		Prob
South-West	N	%	N	%	N	%	N	%	N	%	ns
Yes	-	-	4	16	1	4	-	-	-	-	
No	24	22.4	58	54.2	12	11.2	1	.9	-	-	
South-East											
Yes	-	-	1	33.3	-	-	-	-	-	-	ns
No	2	66.7	-	-	-	-	-	-	-	-	
Middle-Belt											
Yes	-	-	-	-	-	-	-	-	-	-	
No	5	71.4	1	14.3	-	-	-	-	1	14.3	
North-East											
Yes	-	-	-	-	-	-	-	-	-	-	
No	4	21.1	12	63.2	2	10.5	-	-	1	5.3	
North-West											
Yes	1	10	-	-	-	-	-	-	-	-	ns
No	3	30	2	20	3	30	-	-	1	10	
National average											
Yes	0.2	2	1	9.86	0.2	0.8	0.0	0.0	0.0	0.0	
No	7.6	42.32	14.6	30.34	3.4	10.34	0.2	0.18	0.6	5.92	

In Table 4a (Students) the major impediments to the use of CTA-DORA Books in the institutions were considered among those who claimed not to have used the books. Results show that in the Southwest, majority of students 58 per cent claimed that they couldn't locate the books in the library. In the Southeast 54 per cent and in the Northwest 63 per cent claimed that the books are not available probably because of lack of publicity. Amongst Middle-Belt institutions 45 per cent claimed that borrowing of the books is not allowed. In the North-West the responses were shared evenly with 3 per cent claiming that the books are not available, 38 percent claiming they cannot locate the books in the library and another 38 per cent claiming that borrowing is not allowed.

In Table 4b (Lecturers) the trend is slightly different with 54 and 63 per cent in the South West and Northeast respectively claiming that they cannot locate the book in the library. Then in the Southeast and Middle Belt 66 and 71 per cent respectively claimed that the books are not available. Responses in the Northwest amongst the three major hindrances were evenly divided.

Table: 5

THE RELATIONSHIP BETWEEN SEEKING LIBRARY ASSISTANCE AND THE RATE OF SUCCESS OF FINDING CTA-DORA BOOKS IN THE LIBRARY

Table 5a

Students	Ask library staff help				
	Yes		No		prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	72	37.3	7	3.7	*
Fair	58	30.1	3	1.6	
Poor	50	25.9	3	1.6	
South-East					
Good	17	60.7	2	7.1	ns
Fair	6	21.4	-	-	
Poor	3	10.7	-	-	
Middle-Belt					
Good	31	51.7	9	15.0	ns
Fair	11	18.3	3	5	
Poor	6	10	-	-	
North-East					
Good	37	56.1	-	-	***
Fair	24	36.4	-	-	
Poor	-	-	5	7.6	
North-West					
Good	39	59.1	1	1.5	Ns
Fair	18	27.3	-	-	
Poor	8	12.2	-	-	
National average					
Good	39.2	52.98	3.8	5.46	
Fair	23.4	26.7	1.2	1.32	
Poor	13.4	11.76	1.6	1.84	

Table: 5b

Lecturers	Ask library staff help				
	Yes		No		Prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	54	58.7	3	3.3	ns
Fair	19	20.7	1	1.1	
Poor	14	15.2	1	1.1	
South-East					
Good	14	60.9	3	13.0	ns
Fair	2	8.7	-	-	
Poor	4	17.4	-	-	
Middle-Belt					
Good	13	43.3	-	-	ns
Fair	9	30	-	-	
Poor	10	26.7	-	-	
North-East					
Good	20	32.3	-	-	***
Fair	17	27.4	4	6.5	
Poor	21	33.9	-	-	
North-West					
Good	11	45.8	-	-	ns
Fair	7	29.2	-	-	
Poor	5	20.8	1	4.2	
National average					
Good	22.4	48.2	1.2	3.26	
Fair	10.8	23.2	1	1.52	
Poor	10.8	22.8	0.4	1.06	

Table 5a (Students) showed that in all institutions within each zone those who seek library assistance are more successful in finding CTA-DORA books in the library when needed. The rate of success is rated good in the Southeast 60 per cent, Middle-Belt 51 per cent, North-East 56 per cent and North-West 59 per cent. In the Southwest corresponding ratings are Good 37 per cent, Fair 30 per cent and Poor 25 per cent. In Table 5b (Lecturers), similar responses were obtained with the highest success rate at finding CTA-DORA books in the library recorded by institutions in the Southwest – Good 58 per cent, and in the Southeast – Good 60 per cent. Amongst Lecturers in the institutions in the Middle-Belt, Northeast and northwest the ratings are mixed, but the highest – Good ratings of 43, 32 and 45 per cent respectively. This is a sure reason why institutions should consider conducting orientation training and make their students and lecturers familiar with the library.

Table: 6

THE EFFECT OF LIBRARY ORIENTATION PROGRAMME ON THE RATE OF SUCCESS OF FINDING CTA-DORA BOOKS IN THE LIBRARY

Table 6a

Students	Orientation programme for the use of library				
	Yes		No		prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	50	26	28	14.6	***
Fair	43	22.4	18	9.4	
Poor	20	10.5	33	17.2	
South-East					
Good	13	46.4	6	21.5	ns
Fair	4	14.3	2	7.1	
Poor	-	-	3	10.7	
Middle-Belt					
Good	19	33.3	19	33.4	ns
Fair	6	10.5	7	12.3	
Poor	1	1.8	5	8.8	
North-East					
Good	-	-	37	56.1	***
Fair	5	7.6	19	28.8	
Poor	5	7.6	-	-	
North-West					
Good	26	38.5	14	21.6	ns
Fair	11	16.9	7	10.8	
Poor	3	4.6	5	7.7	
National average					
Good	21.6	28.84	20.8	29.44	
Fair	13.8	14.34	10.6	13.68	
Poor	5.8	4.9	9.2	8.88	

Table6b

Lecturers	Orientation programme for the use of library				
	Yes		No		prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	35	38.9	20	22.3	ns
Fair	18	20	3	3.3	
Poor	12	13.3	2	2.2	
South-East					
Good	10	43.5	7	30.5	ns
Fair	2	8.7	-	-	
Poor	4	17.4	-	-	
Middle-Belt					
Good	8	27.6	5	17.2	ns
Fair	3	10.3	6	20.7	
Poor	3	10.4	4	13.8	
North-East					
Good	13	23.2	4	7.1	ns
Fair	15	26.8	6	10.7	
Poor	8	14.3	10	17.9	
North-West					
Good	8	34.8	3	13.0	ns
Fair	6	26.1	1	4.4	
Poor	4	17.4	1	4.4	
National average					
Good	14.8	33.6	7.8	18.02	
Fair	8.8	18.38	3.2	7.82	
Poor	6.2	14.56	3.4	7.66	

Almost in all cases, as can be seen in Table 6a (Students), those who have had orientation programme amongst students have a better chance of locating CTA-DORA books in the library, except among institutions in the North-East where the success rate of finding CTA-DORA books is rated Good 56 per cent despite lack of orientation programme.

Also in Table 6b (Lecturers) the success rate of finding CTA-DORA books is higher when staff has undergone orientation training in library use.

Table: 7

THE EFFECT OF DIFFICULTY AND SUCCESS RATE OF LOCATING CTA-DORA BOOKS IN THE LIBRARY

Table 7a

Students	Difficulty in locating CTA-DORA publications				
	Yes		No		prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	32	18.3	38	21.7	*
Fair	30	17.1	28	16	
Poor	32	18.3	15	8.5	
South-East					
Good	6	22.2	11	44.4	ns
Fair	2	7.4	4	14.8	
Poor	-	-	2	7.4	
Middle-Belt					
Good	15	25.8	24	41.3	Ns
Fair	4	6.9	9	15.5	
Poor	5	8.6	1	1.7	
North-East					
Good	37	56.1	-	-	Ns
Fair	24	36.4	-	-	
Poor	5	7.6	-	-	
North-West					
Good	17	29.9	18	31.6	Ns
Fair	6	10.5	10	17.5	
Poor	5	8.7	1	1.7	
National average					
Good	21.4	30.46	18.2	27.8	
Fair	13.2	15.66	10.2	12.76	
Poor	9.4	8.64	3.8	3.86	

Table 7b

Lecturers	Difficulty in locating CTA-DORA publications				
	Yes		No		Prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	8	9.2	44	50.6	***
Fair	7	8.1	13	14.9	
Poor	8	9.2	7	8.1	
South-East					
Good	2	9.5	13	61.8	*
Fair	-	-	2	9.5	
Poor	3	14.2	1	4.7	
Middle-Belt					
Good	-	-	11	42.3	***
Fair	3	11.5	5	19.2	
Poor	5	19.2	2	7.7	
North-East					
Good	3	5.8	10	19.2	ns
Fair	6	11.5	15	28.9	
Poor	6	11.6	12	23.1	
North-West					
Good	3	14.3	7	33.3	Ns
Fair	1	4.8	6	28.6	
Poor	3	14.3	1	4.8	
National average					
Good	3.2	7.76	17	41.44	
Fair	3.4	7.18	8.2	20.22	
Poor	5	13.7	4.6	9.68	

Table 6a (Students) shows that in almost all cases those who have difficulty in locating CTA-DORA books also have reduced success in finding the books in the library. In the Southeast and Middle-Belt where there is less difficulty in locating CTA-DORA books, rate of success are 44 and 45 per cent respectively. In the Northeast those who have the most difficulty in locating CTA-DORA books were still able to record a 56 per cent – Good success rate in finding the books.

In Table 6b (Lecturers) Among Lecturers those who have no difficulty in locating CTA-DORA publications also have good success rate at finding them, especially among institutions in the South-West 50 per cent, South-East 61 per cent, and Middle-Belt 42 per cent.

Table: 8**FAMILIARITY WITH CTA-DORA BOOKS AND THE SUCCESS RATE OF FINDING THEM IN THE LIBRARY****Table 8a**

Students	Familiarity with CTA-DORA books donated to your library				
	Yes		No		prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	47	24.3	8.5	4.4	***
Fair	38	19.7	24	12.4	
Poor	7	4.6	46	23.9	
South-East					
Good	12	46.2	5	19.2	ns
Fair	4	15.4	2	7.7	
Poor	-	-	3	11.8	
Middle-Belt					
Good	30	50	9	15	**
Fair	9	15	6	10	
Poor	1	1.7	5	8.3	
North-East					
Good	4	6.1	33	50	***
Fair	19	28.8	5	7.6	
Poor	5	7.6	-	-	
North-West					
Good	30	44.8	10	15	*
Fair	12	17.9	6	9	
Poor	3	4.5	6	9	
National average					
Good	24.6	34.28	13.1	20.72	
Fair	16.4	19.36	8.6	9.34	
Poor	3.2	3.68	12	10.6	

Table8b

Lecturers	Familiarity with CTA-DORA books donated to your library				
	Yes		No		Prob
Rate of success in finding CTA-DORA books when needed	N	%	N	%	
South-West					
Good	55	60.5	2	2.2	***
Fair	18	19.8	2	2.2	
Poor	2	2.2	12	13.2	
South-East					
Good	17	74	-	-	***
Fair	2	8.7	-	-	
Poor	2	8.7	2	8.8	
Middle-Belt					
Good	11	36.7	2	6.7	Ns
Fair	7	23.3	2	6.7	
Poor	4	13.3	43	13.3	
North-East					
Good	19	30.7	1	1.6	***
Fair	20	32.3	1	1.6	
Poor	8	135	13	20.9	
North-West					
Good	11	45.8	-	-	Ns
Fair	5	20.8	2	8.3	
Poor	4	16.7	2	8.3	
National average					
Good	22.6	49.54	1	2.1	
Fair	10.4	20.98	1.4	3.76	
Poor	4	35.18	14.4	12.9	

In Table 8a (Students) familiarity with CTA-DORA books improved the success rate of finding the books in the library amongst institutions in the Middle-Belt 50 per cent, South-East 46 per cent and Northwest 45 per cent. Only among Northeast institutions did we find up to 50 per cent respondents not being familiar with the books and therefore have only fair success rate at finding the books. In Table 8b (Lecturers) familiarity with CTA-DORA books greatly enhanced the success rate of finding the books in the library amongst institutions in the South-West 60 per cent, South-East 74 per cent and North-West 45 per cent.

Table: 9

LEVEL OF CONFIDENCE IN FINDING CTA-DORA BOOKS IN THE LIBRARY BY BROWSING

Table 9a

Students	Find CTA-DORA in the library by browsing						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	12	11.9	13	12.9	1	1	ns
Confident	17	16.8	48	47.5	7	7	
South-East							
Not at all confident	-	-	1	12.5	-	-	ns
Confident	1	12.5	6	75	-	-	
Middle-Belt							
Not at all confident	-	-	6	15	-	-	ns
Confident	7	17.5	27	67.5	-	-	
North-East							
Not at all confident	-	-	4	8.3	-	-	ns
Confident	17	35.4	20	41.6	7	14.6	
North-West							
Not at all confident	2	6.9	4	13.8	-	-	s
Confident	3	10.4	18	62	2	6.9	
National average							
Not at all confident	2.8	3.76	5.6	12.5	0.2	0.2	
Confident	9	18.52	23.8	58.72	3.2	5.7	

Table 9b

Lecturers	Find CTA-DORA in the library by browsing						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	2	6.3	1	3.1	1	3.1	ns
Confident	7	21.9	17	53.2	4	12.5	
South-East							
Not at all confident	-	-	1	11.1	-	-	ns
Confident	1	11.1	7	77.8	-	-	
Middle-Belt							
Not at all confident	1	5.6	3	16.7	-	-	ns
Confident	1	5.6	12	66.6	1	5.6	
North-East							
Not at all confident	10	26.3	8	21.1	-	-	***
Confident	-	-	19	67.5	3	10.9	
North-West							
Not at all confident	3	16.7	2	11.1	-	-	*
Confident	1	5.6	11	61.1	1	5.6	
National average							
Not at all confident	3.2	10.98	3	12.62	0.2	0.62	
Confident	2	8.84	13.2	65.24	1.8	6.92	

Table 9a (Students) Asked about their confidence in finding CTA-DORA books in the library by browsing, up to 75 per cent of students in the South-East, while 67, 62, 47 and 41 per cent in Middle-Belt, North-West, South-West and North-East respectively expressed similar level of confidence.

Table 9b (Lecturers) The same high percentage of responding Lecturers 77 in the South-East, 67 per cent in the North-East 66 per cent in the Middle-Belt, 61 per cent in the North-West and 53 per cent in the South-West expressed confidence in finding CTA-DORA books by browsing sometime.

Table: 10
LEVEL OF CONFIDENCE IN FINDING CTA-DORA BOOKS IN THE LIBRARY BY USING CATALOGUE

Table 10a

Students	Find CTA-DORA in the library by using catalogue						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	9	10.9	9	10.9	-	-	ns
Confident	19	23.1	46	52.5	2	2.4	
South-East							
Not at all confident	1	14.3	-	-	-	-	ns
Confident	1	14.3	5	71.5	-	-	
Middle-Belt							
Not at all confident	2	5.9	4	11.8	-	-	ns
Confident	7	20.2	23	65.4	1	2.9	
North-East							
Not at all confident	-	-	4	9.8	-	-	Ns
Confident	-	-	30	73.2	7	17.1	
North-West							
Not at all confident	1	4.4	3	13.0	-	-	Ns
Confident	6	26.1	11	47.8	2	8.7	
National average							
Not at all confident	2.6	7.1	4	9.1	0.0	0.0	
Confident	6.6	16.74	23	62.08	2.4	6.22	

Table 10b

Lecturers	Find CTA-DORA in the library by using catalogue						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	2	7.7	1	3.4	-	-	ns
Confident	6	22.1	14	53.8	3	11.6	
South-East							
Not at all confident	-	-	1	10	-	-	ns
Confident	2	20	7	70	-	-	
Middle-Belt							
Not at all confident	-	-	-	-	-	-	ns
Confident	3	27.3	8	72.8	-	-	
North-East							
Not at all confident	5	14.7	7	20.6	1	2.9	***
Reasonably confident	-	-	21	61.9	-	-	
North-West							
Not at all confident	3	17.7	2	11.8	-	-	Ns
Confident	1	5.9	10	58.9	1	5.9	
National average							
Not at all confident	2	8.02	2.2	9.16	0.2	0.58	
Confident	2.4	15.06	12	63.48	0.8	3.5	

Table 10a (Students) Among responding students, over 70 per cent in the South-East and North-East expressed confidence in finding CTA-DORA books in the library by using library catalogue, while 65 per cent in the Middle-Belt, 52 per cent in the South-West and 47 per cent in the North North-West expressed similar level of confidence.

Table 10b (Lecturers) Among Lecturers, Middle-Belt and South-East expressed over 70 per cent confidence in finding CTA-DORA books by using catalogue, while North-East 61 per cent, North-West 58 per cent and 53 per cent level of confidence in finding CTA-DORA books by using catalogue sometime in the library.

Table: 11
LEVEL OF CONFIDENCE IN FINDING CTA-DORA BOOKS IN THE LIBRARY BY USING SUBJECT INDEX

Table 11a

Students	Find CTA-DORA in the library by using the subject index						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	11	14.7	9	12	-	-	*
Confident	14	18.7	36	48	5	6.7	
South-East							
Not at all confident	1	20	-	-	-	-	ns
Confident	2	40	2	40	-	-	
Middle-Belt							
Not at all confident	1	3.1	5	15.6	-	-	ns
Confident	8	25	17	53.2	1	3.1	
North-East							
Not at all confident	-	-	4	8.5	-	-	Ns
Confident	-	-	25	53.2	18	38.3	
North-West							
Not at all confident	1	4.6	2	9.1	-	-	Ns
Confident	3	13.6	14	53.7	2	9.1	
National average							
Not at all confident	2.8	8.48	4	9.04	0.0	0.0	
Confident	5.4	19.46	18.8	49.62	5.2	11.44	

Table 11b

Lecturers	Find CTA-DORA in the library by using the subject index						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	4	16.7	-	-	-	-	***
Confident	3	12.5	16	65.7	-	-	
South-East							
Not at all confident	-	-	1	12.5	-	-	ns
Confident	-	-	7	87.5	-	-	
Middle-Belt							
Not at all confident	-	-	-	-	-	-	ns
Confident	2	16.7	10	83.3	-	-	
North-East							
Not at all confident	4	12.5	11	34.4	-	-	ns
Confident	1	3.1	16	50	-	-	
North-West							
Not at all confident	3	21.4	2	14.3	-	-	***
Confident	2	14.3	6	42.9	1	7.1	
National average							
Not at all confident	2.2	10.12	2.8	12.24	0.0	0.0	
Confident	1.6	9.32	11	65.88	0.2	1.42	

Table 11a (Students) Students in all institutions in all zones expressed close to 50 per cent level of confidence in finding CTA-DORA books by using the subject index while 40 per expressed confidence of finding the books by subject index always from the South-East, up to 38 per cent indicated that they are confident of never finding the books in the North-East.

Table 11b (Lecturers) Lecturers responses followed a similar trend as the students with the level of confidence of finding CTA-DORA books by using subject index varying from 87 and 83 per cent in the South-East and Middle-Belt respectively and 65, 50 and 42 present in South-West, North-North-East and North-West respectively.

Table: 12

LEVEL OF CONFIDENCE IN FINDING CTA-DORA BOOKS THROUGH A FRIEND OR COLLEAGUE

Table 12a

Students	Find CTA-DORA in the library through a friend or colleague						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	11	12.4	13	14.6	-	-	ns
Confident	18	20.2	43	49.5	3	3.4	
South-East							
Not at all confident	1	12.5	2	25	-	-	ns
Confident	4	50	1	12.5	-	-	
Middle-Belt							
Not at all confident	3	8.3	5	13.9	-	-	ns
Confident	8	22.2	20	55.6	-	-	
North-East							
Not at all confident	-	-	9	17	-	-	ns
Confident	5	9.4	32	60.4	7	13.2	
North-West							
Not at all confident	2	10	3	15	-	-	ns
Confident	6	30	6	30	3	15	
National average							
Not at all confident	3.4	8.64	6.4	17.1	0.0	0.0	
Confident	8.2	26.36	20.4	41.6	2.6	6.32	

Table 12b

Lecturers	Find CTA-DORA in the library through a friend or colleague						
	Always		Sometime		Never		Prob
Confidence about finding CTA-DORA books	N	%	N	%	N	%	
South-West							
Not at all confident	2	8	2	8	1	4	ns
Confident	9	36	11	44	-	-	
South-East							
Not at all confident	1	12.5	-	-	-	-	Ns
Confident	1	12.5	6	75	-	-	
Middle-Belt							
Not at all confident	-	-	1	6.7	-	-	Ns
Confident	6	40	7	46.7	1	6.7	
North-East							
Not at all confident	3	12	9	36	-	-	ns
Confident	-	-	12	56	1	4	
North-West							
Not at all confident	3	21.4	2	14.3	-	-	ns
Confident	4	28.6	5	35.7	-	-	
National average							
Not at all confident	1.8	10.78	2.8	13	0.2	0.8	
Confident	4	23.42	8.2	51.48	0.4	2.14	

Table 12a (Students) this table shows the level of confidence in finding CTA-DORA books in the library through a friend or colleague, while up to 50 per cent will always locate the books through a friend or colleague in the Southwest. The corresponding percentages in the South-West, Middle-Belt are 49, 55 and 60 per cent respectively will sometime locate the books through a friend or colleague

Table 12b (Lecturers) more students than lecturers will always locate the books through a friend or colleague. However in the Southeast up to 75 per cent of Lecturers are confident of sometime locating the books through a friend or colleague.

Table: 13
ASSESSMENT OF CTA-DORA BOOKS AS A SOURCE OF INFORMATION IN THE LIBRARY

Table 13a

Student	Location of information								
	Purchase		Library use		Lectures		Field trips		Prob
Assessment of CTA-DORA books in the library	N	%	N	%	N	%	N	%	
South-West									
Not useful	7	5.5	4	3.1	1	.8	-	-	***
Fairly useful	3	2.3	17	13.3	11	8.6	1	.8	
Very useful	5	3.9	62	48.4	16	12.5	1	.8	
South-East									
Not useful	-	-	-	-	1	4.2	-	-	ns
Fairly useful	-	-	2	8.3	1	4.2	-	-	
Very useful	1	4.2	17	70.8	1	4.2	1	4.2	
Middle-Belt									
Not useful	-	-	2	4.6	-	-	-	-	ns
Fairly useful	-	-	5	11.4	-	-	2	4.6	
Very useful	4	9.1	25	56.8	5	10.4	1	2.3	
North-East									
Not useful	-	-	-	-	-	-	-	-	***
Fairly useful	-	-	-	-	11	17.2	-	-	
Very useful	48	74	-	-	5	7.8	-	-	
North-West									
Not useful	-	-	-	-	-	-	-	-	Ns
Fairly useful	-	-	4	7.0	1	1.8	3	5.3	
Very useful	-	-	28	62.2	9	20	2	4.4	
National average									
Not useful	1.4	1.1	1.2	1.54	0.4	1	0.0	0.0	
Fairly useful	0.6	0.46	5.6	8	4.8	6.36	1.2	2.14	
Very useful	11.6	18.24	26.4	47.64	7.2	10.98	1	2.34	

Table 13b

Lecturers	Location of information								
	Purchase		Library use		Lecturers		Field trips		Prob
Assessment of CTA-DORA books in the library	N	%	N	%	N	%	N	%	
South-West									
Not useful	-	-	1	1.8	-	-	-	-	Ns
Fairly useful	-	-	4	7.0	1	1.8	3	5.3	
Very useful	1	1.8	46	80.7	1	1.8	-	-	
South-East									
Not useful	-	-	-	-	-	-	-	-	Na
Fairly useful	-	-	2	13.3	-	-	-	-	
Very useful	3	20	10	66.7	-	-	-	-	
Middle-Belt									
Not useful	-	-	-	-	-	-	-	-	Ns
Fairly useful	1	4.6	7	31.8	-	-	2	9.1	
Very useful	2	9.1	8	36.4	2	9.1	-	-	
North-East									
Not useful	2	4.4	-	-	-	-	-	-	***
Fairly useful	1	2.2	6	13.0	-	-	2	4.4	
Very useful	4	8.7	31	66.4	-	-	-	-	
North-West									
Not useful	-	-	-	-	-	-	-	-	ns
Fairly useful	-	-	1	5.9	-	-	-	-	
Very useful	3	16.6	13	76.6	-	-	-	-	
National average									
Not useful	0.4	0.88	0.2	0.36	0.0	0.0	0.0	0.0	
Fairly useful	0.4	1.36	4	14.2	0.2	0.36	1.4	3.76	
Very useful	2.6	11.24	21.6	65.36	0.6	2.18	0.0	0.0	

Table 13a (Students) asked to assess CTA-DORA books with respect to how information is obtained, results vary among institutions in all the zones, 74 per cent in the North-East assessing CTA books as useful but obtaining information through purchase to 70, 56 and 48 per cent in South-East, Middle-Belt and South-West respectively assessing the books as very useful and the library as the best source of information

Table 13b (Lecturers) very favourable assessment of CTA-DORA books as very useful and the library as the best source of obtaining information in South-West, South-East, North-West and North-East – having 80, 66, 66 and 76 per cent respectively. Only in the Middle-Belt with 36 per cent is where the highest assessment of CTA-DORA books and the library as a source of information considered low.

Table: 14
LEVEL OF SATISFACTION WITH THE SERVICES OF LIBRARY STAFF

Table 14a

Students	Assessment of library staff in attending to students						
	Always cooperative		Rarely cooperative		Never cooperative		Prob
Satisfied with the services in the library	N	%	N	%	N	%	
South-West							
Yes	98	53.6	7	3.8	1	.6	***
No	59	32.2	8	4.4	10	5.5	
South-East							
Yes	19	70.4	-	-	-	-	ns
No	7	25.9	3	11.1	1	3.7	
Middle-Belt							
Yes	26	45.6	4	7.0	2	3.5	ns
No	11	22.5	3	6.1	3	6.1	
North-East							
Yes	24	37.5	6	9.4	-	-	Ns
No	24	37.5	10	15.6	-	-	
North-West							
Yes	42	54.5	-	-	-	-	Ns
No	33	42.9	2	2.6	-	-	
National average							
Yes	41.8	52.32	3.4	4.04	0.6	0.82	
No	26.8	32.2	5.2	7.96	2.8	3.06	

Table 14b

Lecturers	Assessment of library staff in attending to students						
	Always cooperative		Rarely cooperative		Never cooperative		Prob
Satisfied with services in the library	N	%	N	%	N	%	
South-West							
Yes	64	61.5	-	-	-	-	***
No	36	34.6	4	3.9	-	-	
South-East							
Yes	13	61.9	-	-	-	-	***
No	8	38.1	-	-	-	-	
Middle-Belt							
Yes	17	56.7	-	-	-	-	ns
No	13	43.3	-	-	-	-	
North-East							
Yes	50	80.7	-	-	-	-	***
No	9	14.5	3	4.8	-	-	
North-West							
Yes	8	38.1	-	-	-	-	ns
No	13	61.9	-	-	-	-	
National average							
Yes	30.4	59.78	0.0	0.0	0.0	0.0	
No	15.8	38.48	1.4	1.74	0.0	0.0	

Table 14a (Students) In all zones respondents were satisfied with the library services and the assessed library staff attending to them always cooperative with a high of 70 per cent in the Southeast and a low of 37 per cent in the Northeast.

Table 14b (Lecturers) In Table 14b the following proportion of Lecturers interviewed in the North-East 80, South-East 61, South-West 61 and Middle-Belt 56 per cent, are satisfied with the services in the library and they assessed the library staff as always cooperative. The only exception is in the Northwest where Lecturers gave a negative rating of 61 per cent to the library and staff

Table: 15

LEVEL OF SATISFACTION WITH THE PHYSICAL CONDITION AND ARRANGEMENT OF THE LIBRARY

Table 15a

Students	Physical condition and arrangement of the library						
	Good		Fair		Poor		Prob
Satisfied with services in the library	N	%	N	%	N	%	
South-West							
Yes	51	29.8	43	25.2	5	2.9	***
No	20	11.7	30	17.5	22	12.9	
South-East							
Yes	10	37.0	8	29.6	1	3.7	ns
No	2	7.4	3	11.1	3	11.1	
Middle-Belt							
Yes	24	40.7	7	11.9	3	5.0	***
No	4	6.8	13	22.0	8	13.6	
North-East							
Yes	26	40.6	4	6.3	-	-	***
No	12	18.8	15	23.4	7	10.9	
North-West							
Yes	27	35.1	13	16.9	2	2.6	*
No	13	16.9	16	20.8	6	7.8	
National average							
Yes	27.6	36.64	15	17.98	2.2	2.84	
No	10.2	12.32	15.4	18.96	9.2	11.26	

Table 15b

Lecturers	Physical condition and arrangement of the library						
	Good		Fair		Poor		Prob
Satisfied with the services in the library	N	%	N	%	N	%	
South-West							
Yes	23	21.3	36	33.3	8	7.4	*
No	5	4.6	27	25	9	8.3	
South-East							
Yes	3	13.0	6	26.1	5	21.7	ns
No	-	-	5	21.7	4	17.4	
Middle-Belt							
Yes	12	41.4	4	13.8	-	-	*
No	2	6.9	8	27.6	2	6.9	
North-East							
Yes	19	30.2	28	44.4	3	4.8	ns
No	4	6.4	7	11.1	2	3.2	
North-West							
Yes	4	18.2	4	18.2	-	-	ns
No	3	13.6	5	22.7	6	27.3	
National average							
Yes	12.2	24.82	15.6	27.16	3.2	6.78	
No	2.8	6.3	10.4	21.62	4.6	12.62	

Table 15a (Students) when students were asked whether they are satisfied with the services in the library and its physical condition and arrangement, 29 per cent in Southwest assessed the library good and 25 per cent assessed it fair. Similar figures for Southeast are 37 and 29 per cent good and fair respectively. Middle-Belt 40 and 12 per cent respectively for Northeast and North-West 40 and 35 per cent respectively rated the library good.

Table 15b (Lecturers) With respect to Lecturers, the highest rating for the library was in the Middle-Belt 41 per cent, all other zones rated the library fair and up to 21 per cent in the South-East gave the library a negative poor rating in relation to the physical condition and arrangement.

Table: 16

INFLUENCE OF PHYSICAL HANDICAP ON ACCESSIBILITY TO CTA-DORA BOOKS

Table 16a

Students	Accessibility to CTA-DORA influenced by physical handicap				
	Yes		No		prob
Assessment of CTA-DORA books in the library	N	%	N	%	
South-West					
Not useful	3	1.9	4	2.5	ns
Fairly useful	6	3.8	38	23.8	
Very useful	16	10.1	93	58.1	
South-East					
Not useful	1	3.6	-	-	ns
Fairly useful	-	-	5	17.9	
Very useful	10	35.7	12	42.9	
Middle-Belt					
Not useful	-	-	2	3.8	Ns
Fairly useful	2	3.8	7	13.2	
Very useful	11	20.8	31	58.5	
North-East					
Not useful	-	-	-	-	Ns
Fairly useful	-	-	11	16.7	
Very useful	10	15.2	45	68.2	
North-West					
Not useful	1	2	-	-	*
Fairly useful	-	-	10	20	
Very useful	12	24	27	54	
National average					
Not useful	1	1.5	1.2	1.26	
Fairly useful	1.6	1.52	14.2	18.32	
Very useful	11.8	21.16	41.6	56.34	

Table 16b

Lecturers	Accessibility to CTA-DORA influenced by physical handicap				
	Yes		No		Prob
Assessment of CTA-DORA books in the library	N	%	N	%	
South-West					
Not useful	-	-	2	2.8	ns
Fairly useful	1	1.4	8	11.1	
Very useful	2	2.8	59	81.9	
South-East					
Not useful	-	-	-	-	ns
Fairly useful	-	-	3	16.7	
Very useful	-	-	15	83.3	
Middle-Belt					
Not useful	-	-	-	-	Ns
Fairly useful	-	-	11	42.3	
Very useful	2	7.7	13	50	
North-East					
Not useful	2	4.6	3	6.8	*
Fairly useful	-	-	7	15.9	
Very useful	2	4.6	30	68.2	
North-West					
Not useful	-	-	-	-	Ns
Fairly useful	1	4.4	1	4.4	
Very useful	3	13.1	18	78.3	
National average					
Not useful	0.4	0.92	1	1.92	
Fairly useful	0.4	1.16	6	18.08	
Very useful	1.8	5.64	27	72.34	

Table 16a (Students) On the assessment of CTA-DORA books and accessibility, majority of respondents in all zones assessed the books, as very useful and physical handicap did not influence accessibility. Table 16b. Lecturers gave similar responses.

Table: 17**INFLUENCE OF ACCESSIBILITY BY GENDER TO CTA-DORA BOOKS IN THE LIBRARY**

Table 17a

Students	Accessibility to CTA-DORA influenced by gender				
	Yes		No		Prob
Assessment of CTA-DORA books in the library	N	%	N	%	
South-West					
Not useful	3	1.9	4	2.6	***
Fairly useful	6	3.8	36	23.2	
Very useful	7	4.5	101	63.9	
South-East					
Not useful	-	-	1	3.7	ns
Fairly useful	-	-	5	18.5	
Very useful	2	7.4	19	70.4	
Middle-Belt					
Not useful	-	-	2	3.9	ns
Fairly useful	2	3.9	7	13.5	
Very useful	10	19.2	31	49.6	
North-East					
Not useful	-	-	-	-	***
Fairly useful	11	16.7	-	-	
Very useful	7	10.6	48	72.7	
North-West					
Not useful	-	-	1	2.3	Ns
Fairly useful	-	-	10	22.7	
Very useful	10	3.8	23	52.3	
National average					
Not useful	0.6	0.38	1.6	2.5	
Fairly useful	3.8	4.88	11.6	15.58	
Very useful	7.2	9.1	44.4	61.78	

Table 17b

Lecturers	Accessibility to CTA-DORA influenced by gender				
	Yes		No		Prob
Assessment of CTA-DORA books in the library	N	%	N	%	
South-West					
Not useful	-	-	2	2.7	ns
Fairly useful	1	1.4	9	12.2	
Very useful	2	2.7	60	81.1	
South-East					
Not useful	-	-	-	-	ns
Fairly useful	-	-	3	16.7	
Very useful	-	-	15	83.3	
Middle-Belt					
Not useful	-	-	-	-	ns
Fairly useful	1	4	11	44	
Very useful	-	-	13	52	
North-East					
Not useful	-	-	3	6.9	Ns
Fairly useful	-	-	7	16.3	
Very useful	4	9.3	29	67.4	
North-West					
Not useful	-	-	-	-	Ns
Fairly useful	-	-	1	5	
Very useful	2	10	17	85	
National average					
Not useful	0.0	0.0	1	1.92	
Fairly useful	0.4	1.08	6.2	18.84	
Very useful	1.6	4.4	26.8	73.76	

Table 17a (Students) With respect to discrimination on gender bass affecting accessibility, the result is negative, as male and female students consider the books very useful and easily accessible.

Table 17b (Lecturers) Similar results were obtained with respect to lecturers. Higher proportion of lecturers even assessed the CTA-DORA books, as having no gender influence on accessibility.

Figures are described according to zones indicating the implications of the findings on relevance of selected CTA-DORA books.

In the Northeast and Northwest zones, students consider the books most relevant with the highest level of satisfaction (fig.1a). This is an important finding considering that in general the North of Nigeria is not as educated as the South, but agriculture especially crop and livestock production is much more developed in the North than in the South.

More lecturers in the Southeast in addition to the Northwest and Northeast consider the books relevant and satisfactory.

When all the CTA-DORA books are considered in general all the zones over 70% of students and over 80% of lecturers consider the books relevant and satisfactory.

This is a good measure of the impact of CTA-DORA books. When the subject matter covered by CTA-DORA books are considered (fig. 1b) more students and lecturers in the Southeast gave the highest ratings. Closely followed by students in the Northwest and lecturers in the Southwest.

On the quality of CTA-DORA books (fig. 1c) over 60% student respondents in all zones except the Middle belt consider the books to be of good quality. However the highest rating over 80% for the books among lecturers was in the Middle belt. This shows clearly that the books are more useful to lecturers than students in the Middle belt. In (fig. 1d) it is clearly shown that in all zones particularly in the Southwest the books are not sufficient for students and lecturers.

The relevance of selected CTA-DORA books on time saved by students and lecturers in terms of obtaining correct information in limited time is shown in fig.2.

On selected CTA-DORA books (fig. 2a) students and lecturers in the Northeast (over 80%) consider the books relevant and time saving. Closely followed among students by the Northeast and Southwest, but among lecturers the Southeast indicated higher ratings for relevancy and time saved.

Fig. 2b clearly shows that in all the zones when all CTA-DORA books are considered they are relevant and they saved time of students and lecturers.

Opinion was divided among respondents as to whether the subject matter was well covered and contributed to saving time of student and staff; with equal number of respondents indicating that although the subject matter was well covered, it did not save time.

The CTA-DORA books are of good quality and saved time (fig. 2d) of staff and students but they are insufficient in quality, but did not save time of students and lecturers.

Figure 3a shows that selected CTA-DORA books improved the productivity of students and lecturers most in the Northeast zone. But in all zones considered CTA-DORA books productivity of students and lecturers improved (fig. 3b) tremendously according to 90% of respondents.

The subject matter covered improved productivity of students and staff best in the Southeast. Over 80% of staff and students in Northeast and Northwest indicated that the quality of CTA-DORA books improved their productivity. However in the Middle belt more lecturers (80%) than students (50%) signified that the quality of the books improved their productivity, indicating that lecturers value the books more than students in their zone. Similar pattern but to lesser degree was noticed in the Southwest.

Fig. 3c shows that because the books are insufficient in quantity, productivity was adversely affected.

In figure 4a it is clearly shown that selected CTA-DORA books improved the quality of work of students and lecturers highly in the North east and North west zones and least in the Middle belt zone probably because of lack of access.

There was improvement in the quality of work of both students and staff in all zones (fig. 4b) because of the relevance of the books. In the South east up to 70% respondent asserted that quality of work of students and staff were improved. The Northeast, Northwest and Southwest students consistently appreciated the quality of the CTA-DORA books. Lecturers in major agricultural universities in all zones rated the books to be of high quality (fig 4d) with the best rating coming from the Northeast, Northwest and Middle belt. In these zones lecturers appear to value the CTA-DORA books more than

students this may be due to better access to the books, more experience in their use and better understanding of the subject matter.

There is consistent indication throughout the study that because the books are few, it negatively impacted on their use (fig. 4e).

In figure 5a, it is clear that the highest impact of the books on students was recorded in the Northeast and very high impact in the Northeast with respect to reference search. The impact of the books on availability of information was high in general but highest in the Southeast, Middle belt and Northeast. So also on value of information obtained, this indicates that the Southeast zone students appreciate the books for the information contained in them more than any other zone, except for reference search where little impact was recorded (fig. 5a).

The highest impact of the books when students/lecturer relationship was considered was in the Middle belt and Southeast, which indicates better level of closeness between lecturers and students in these zones in the use of CTA-DORA books.

The CTA-DORA books had the highest impact as a reference, source for valuable information and as a source of discussion points between lecturers and students in Southeast and Middle belt zones.

In the Southeast 45% of students surveyed valued the information obtained compared with a low of 12% in the Northeast.

In general with respect to students, the highest impact was made in the Middle belt. This is not surprising as the belt is considered the breadbasket of Nigeria where tubers, legumes (soybean) and maize, cereals thrive most in Nigeria.

The highest impact of the books was on academic performance (fig.6). This is the major value of the books. The CTA-DORA books made high impact in all the zones in academic performance except in the Northeast.

In the Middle belt while the books had little impact on practical training (fig. 6b) it made high impact as a source of acquisition of knowledge (fig. 6c). The CTA-DORA books are more accessible in the Northeast. This is mainly due to less stringent borrowing condition and fewer students enrollment in agriculture.

Northwest and Middle belt had highest impact. The least impact was in Northeast. Highest impact on academic was Middle belt, on practical training was Northwest, on knowledge was Middle belt, on access was Northwest. A major determinant of impact

was access at time of need, which was highest in Northwest and Middle belt and lowest in Northeast.

Using the high impact graphs for comparative evaluation, CTA-DORA books made high impact among lecturers on course enrollment, preferences of students in the Southwest, Southeast and the Middle belt (fig. 7a).

On relevance of information in the books to local condition, again the highest impact was in the Southwest and Southeast (fig. 7b). When the applicability of information to local condition was considered, Southwest, Southeast and Northeast had the highest impact. On the influence of CTA-DORA books on number of relevant publications of lectures, Southwest, Southeast and Northeast had high impact.

Among lecturers impact was highest in Southwest, and Southeast while among students impact was highest in Middle belt and Northwest.

In all parameters among lecturers the highest impact is in Southeast and Southwest, while the lowest is in Northwest.

The CTA-DORA book as a source for teaching and research (fig. 8a), practical training (fig. 8b) has the highest impact among lecturers in the Southeast and Southwest. This implies that the books are more appreciated as a teaching resource in the South of Nigeria where many higher institutions are located and where education is taken more seriously. High impact was also recorded in the Middle belt and Northeast but the least impact among lecturers was in the Northwest.

While the CTA-DORA books made high impact on the success rate of students in the Middle belt and Northeast (fig. 8d) but made only little impact on success rate of students in the Southwest and Southeast.

On the assessment and final evaluation of students (fig. 9a) high impact was recorded for Southwest, Southeast and Northeast. Similar high impact was recorded for students by lecturers on reference to CTA-DORA books in Southwest, Southeast and Northeast; with the Middle belt and Northwest recording little impact (fig. 9a&b).

On the overall importance of the CTA-DORA books lecturers in the Southwest and Southeast valued the books more than any other region in the study (fig. 9d).

Figure 10 shows the relationship between adequacy of information and various sources of information for assignments and works by students and lecturers.

Lecture notes compiled from CTA-DORA books is more adequate in the Southwest and Northwest among lecturers, and only sometime adequate in the Middlebelt and Northwest among students (fig. 10 a&b).

Dissertation is only sometimes adequate as a source of information in the Southeast and Northwest among lecturers, and in the Southwest, Middle belt, Northwest and Northeast among students (fig. 10 c&d).

Journals are only sometimes adequate in the Southwest, Middle belt, Northeast and Northwest among students and staff (fig. 10 g&h).

Reference materials as a source of information is very adequate and popular in all regions among students, but among lecturers it is most adequate in the Southwest and Southeast (fig. 10 i&j).

Abstract as information source is adequate sometime for students in the Southwest and Northeast and a lot in the Southeast. Among lecturers, abstract as a source of information is adequate a lot in the Southwest and Middle belt and only sometime adequate in the Southeast (fig. 10 k&l).

On the assessment of CTA-DORA books as a source of information, results vary from region to region (fig. 11 a&b). Results are summarised below:

The DORA books comply with syllabus and very useful- **MB>NW>NE>SW>SE**

The DORA books comply with course outline and very useful- **NE>NW>SE>MB>SW**

The DORA books comply with stated objectives and very useful-**SW>SE>NW>NE>MB**

The DORA books meets practical needs and are very useful- **SW>SE=MB>NE>NW**

CHAPTER IV

CONCLUSIONS

Findings of the Study

- ❖ Many libraries do not understand the evaluation forms. It is therefore recommended that CTA should continue the service, but one consultant should be appointed who would monitor and ensure that the books are received on time, acknowledged and properly positioned to benefit the users. He would also serve as a bridge between the donors and the recipients and enhance program communication and effectiveness.
- ❖ The consultants carried out personal verification exercise to practically see the publications. The publications sent to the institutions visited were actually sent by the donor and received by beneficiaries. Books should be sent to institutions rather than to individuals.
- ❖ The records of book dispatch obtained from ITP were used to crosscheck the actual number of books received, in all the institution visited. The records show that the respective institutions duly received all the books sent.
- ❖ The staff uses the books mostly for preparing lecture notes; the students use the books mostly in the planning of their projects and research.
- ❖ Some of the original contact persons for the DORA Program have died, relocated, retired or relieved of their posts for one reason or the other.
- ❖ Librarians (contact persons) received catalogues and consulted with relevant Heads of Departments of Agriculture during the process of compiling book requests, but in a few cases this very important consultation was not made.
- ❖ In two institutions the books have not been used either because they are too advanced for the institutions or there is no faculty of agriculture presently in

the institution. CTA books are found to be new, up-to-date, and very useful for students and lecturers.

- ❖ Mostly lecturers/teachers in institution of higher learning receive CTA publications privately. Many publications sent to individuals are ending up in the wrong hands.
- ❖ In the program in Nigeria, 20 institutions of higher learning were visited and evaluated. Majority of them, 80 percent received the CTA books and are making very good use of them, there are a few who have not used the books effectively for one reason or the other. For example at Alhudahuda College in Zaria the books are still kept intact in the original carton, because this institution is a Post Primary Secondary School and the books are too advanced for their use. Similarly at the University of Abuja, the books have not been displayed in the Library because no Faculty of Agriculture exists in this University at the moment, although plans are afoot to start offering agricultural courses in future. A similar situation was discovered at the Bayero University, Kano where there is no faculty of Agriculture but the books were received by the Faculty of Science and kept in boxes unused up to the time of visit. The situation at the College of Agriculture Jalingo was quite different; the books were never received, according to the Principal and the librarian who have been in the service of the library for the past five years. In these four cases no evaluation was possible. Services to these institutions should be discontinued.
- ❖ In many institution, staff, postgraduate students and in some cases even students receive CTA publications individually, a situation which gave the impression that book donations by CTA is spread too thin thereby considerably reducing the impact it might have had if distribution have been concentrated in institutions.
- ❖ A general point made by librarians, lecturers and students is that the books sent are too few, compared with the number of users and titles which are

popular and in high demand are not supplied in multiple copies as would have been most appropriate.

- ❖ The infrastructure in Nigeria institutions of higher learning (especially those visited) is so poorly developed. The situation is better in Universities but infrastructure at the Colleges of Agriculture visited presents a picture of neglect and inadequacy, not only in books but also services and facilities. In many cases CTA is considered the only saviour otherwise the library would be completely bare and unused.
- ❖ There is little or no communication between library, modern communication systems, telephones, E-mails are lacking, no computerization in any of the library visited. Because of this shortcoming, lecturers seldom use the library and even students use the library to fill the gap in between lectures and to do literature search for important assignments and projects.
- ❖ Almost all the lecturers in the institution visited are aware of CTA, although many do not know DORA as a programme, but they are aware that books are donated to libraries and individuals by CTA. In contrast only very few students are aware of CTA, and even fewer are aware of DORA as a programme, but when CTA donated books were shown to them then (as it was done always during Focus Group Discussion) the response is positive, they have all seen and used the books. This means that more publicity is desirable for DORA, so as to call attention to the existence of this information service.
- ❖ With respect to the DORA Programme, departments should participate more in the selection of books. Departmental and Faculty libraries should be strengthened; individual acquisition of CTA books should be discontinued or otherwise is ready to pay for the books.
- ❖ The total number of books given to each institution, and the number of copies of each book is grossly inadequate. More copies of books in high demand should be made available.

- ❖ Low edition books (paper backs) are cheaper, professional books (medicine) are more expensive so more money should be allocated to medical schools participating in the DORA Programme

Uses and benefits of DORA.

All students surveyed or interviewed expressed acute shortage of books in general and appreciated CTA's DORA Program for coming to their rescue.

All without exception found the information contained in CTA books relevant.

CTA books should be kept in faculty and departmental libraries instead of main libraries of institutions, because the books are too few and can easily get submerged amongst numerous titles in the main library. Conversely the books would be more visible in Faculty/Departmental libraries and would be closer to end-users.

The case of sending books to individuals should be discontinued if the impact of DORA is to be enhanced. First in many cases books get to the wrong people who are just interested in building libraries for show and they are not in the profession. The use of books sent to individuals is restricted, as individuals do not lend these books to others.

In many institutions, because the books are few, they were difficult to locate when they are placed on open shelves and not in the reference collection. The number of books being sent through the DORA program should increase, if individual subscriptions were discontinued. Many respondents wished that the number of books sent were increased tremendously.

Many more people still request to be put in individual subscription list and at this rate if the entire request were granted, there would be less books available to DORA to distribute. It is most desirable that there should be concentration of efforts at enhancing the available books to Faculty/Departmental Libraries of Institutions, which would be available to all users all the time.

It is very difficult in situation of dwindling resources to satisfy all individual requests for a book, when a larger number of users can benefit from this same book.

Institutional Libraries in Nigeria are seldom used by members of the public, who are neither students or lecturers, attempts should be made to reach these people through book donation to a few public libraries instead of to individuals.

IMPLICATIONS FOR CTA – FUTURE OF THE DORA PROGRAM.

It is clear that student and lecturers greatly value the DORA Program. However on the whole the books have made more impact on the lecturers than students.

The value of the CTA-DORA books is in the extremely good quality of information contained in them.

Seminar for all librarians in DORA participating institutions can be organized, to discuss procedures, the results and highlight strength and weaknesses of the program.

CHAPTER V

RECOMMENDATIONS AND ACTION POINTS

Five key action points, which will enhance the impact of the DORA program if they are considered as part of the implementation strategy of the DORA program are itemised below:

1. DORA-PDS:

- DORA is limited to agricultural training in institutions, and beneficiaries are free to choose from book catalogues provided and from their own source; whereas PDS operates a subscription based self-selection service with publications mostly from CTA directly.
- The Publication Distribution Service (PDS) has a much larger audience. It is more limited in what it offers (Only about 700 titles). This service should be self-sustaining to individuals but free to agricultural training institutions.
- DORA and PDS are operating from the same funds. A lot of books from PDS go to the same institution where DORA is being implemented.
- Both DORA and PDS are offering support services in information transfer to ACP countries.

In the light of these, the PDS and DORA should coordinate and concentrate efforts. The DORA is viewed as a specialized service of the PDS, since it is just a program with limited life span; the PDS on the other hand is a permanent department of CTA. PDS can actually do the job presently being done by ITP, this way more money may be available for book procurement, and CTA will have a better control of the DORA program. The PDS already has experience in book purchasing and distribution.

2. Guidelines for promotion of DORA & Other CTA Works:

- Book distribution activities of CTA should be coordinated. All participating institutions should use their available information channels to bring the existence of CTA books and publications to the notice of their staff and students.
- Create visible presence for CTA within the library system of all participating institutions, for example a clearly marked corner/room for CTA books in the libraries should be established.
- Institution librarians should improve the process of creating awareness by providing information to users on the existence of CTA books.
- There should be some advocacy to sensitise all stakeholders through:
 - National Seminar/Workshop.
 - Training program for library staff.
 - Sub-regional Policy dialogue in West Africa to articulate emergency issues in agriculture as a result of increasing democratisation, poverty alleviation and improved farming system.
 - Appointment of representatives to do co-ordination and follow-ups on public relations.

3. Expansion of DORA:

- Establish local distribution channels.
- Intensify purchase of local books and compile local book catalogues.
- Assist authors of agricultural manuscripts to publish good materials from ACP countries, which can be widely distributed.
- Encourage renown experts worldwide to write on specific specialized topics of interest to ACP countries and publish same for distribution
- Reprinting and publishing out of stock books for wider audience.

4. Book Selection Process:

- Agriculture and rural development books emanating from ACP countries, which are published or co-published by CTA, can be included among the books to be selected under the DORA program.
- CTA's home page on the worldwide Web is also a good source of information about books where a large array of books can be viewed for selection.
- In addition to listing of titles in book catalogues, they should contain a one- paragraph synopsis on each book. This would further enlighten beneficiaries on the books and thereby aid selection process.

5. Involvement of Local Service Providers:

- Improvement in the delivery of books to institutions would be strengthened if it were done in cooperation with a designated local representative.

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