FUNDRAISING AS A SOURCE OF FUNDING FOR PUBLIC UNIVERSITY LIBRARIES IN KENYA

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ABSTRACT

The aim of this study was to examine fundraising as a viable supplementary source of funding for public university libraries in Kenya. Ideally, university libraries require sufficient funding in order to play their role effectively, which is to support teaching, learning and research activities in the university. However, inadequate allocation of funding to public university libraries in Kenya over the years has negatively affected the quality of their services. Therefore, there is an urgent need for these libraries to consider fundraising as a source of funding. The study used a sample of 102 respondents comprising Librarians, Finance Officers (FOs), Heads of Alumni Departments (ADs), Heads of Students Advisory Departments (SADs) and Heads of Fundraising and/or Development Departments (F/DDs) drawn from seven public university libraries in Kenya. The major findings of the study revealed that public university libraries in Kenya carry out fundraising activities as a source of supplementary funding albeit on a minor scale due to negative staff attitude and lack of a proactive approach to strategising and coordinating creative forms of fundraising. Although these libraries use some motivational strategies to attract and retain donors, they face a number of fundraising challenges. However, the study findings indicated that

fundraising can be a viable source of supplementary funding for public university libraries in Kenya if it is well planned and coordinated.

1.   BACKGROUND TO THE STUDY

Historically, universities have played an important role in the domain of knowledge (Pouris and Inglesi-Lotz 2014, 1). For long, their primary function has been to teach, do research, preserve and enhance knowledge, promote learning and stimulate intellectual discourse among learners in all spheres of knowledge. However, over time, the mission of universities has undergone a paradigm shift. They have since transformed from being gatekeepers of knowledge to becoming curators, creators, connectors, certifiers and codifiers of knowledge (Wolfe and Andrews 2014, 210). Today, universities contribute immensely to a nation's socio-economic and intellectual development through provision of skilled and educated people (Papadimitriou 2014, 261; Pastor, Perez and De Guevara 2013, 539; Sirat and Kaur 2007). They improve on citizens' lives by focussing strongly on civic responsibilities, social service delivery and impacting positively on local businesses and community projects (Powell 2012, 397; Sen 2010). Research-based universities anchor globalisation into national development by providing the capacity to access global networks of economic, scientific, technological, cultural and human resources (Postiglione 2013, 345). This sentiment is shared by Boadi (2006), Simui and Kanyengo (2004) and Thomas (2002). Generally, a number of studies identify a variety of roles played by modern universities, which include but are not limited to the following: education, research, public engagement, economic development and social inclusion and mobility (Altbach 2013, 316; Burnes, Wend and Todnem 2014, 906; Chirikou 2013, 456; Pouris and Inglesi-Lotz 2014, 1; Rooij 2014, 270).

According to MacDonald and VanDuinkerken (2015, 406), an academic library in a university setting is a place where scholars go to consult published research. Similarly, Rodriguez and Amaral (2002) observe that a university library provides a place where scholars can study different arts, cultural disciplines and analyse the trends of daily life in society. In this regard, Ullah (2015, 322) says that university libraries are vibrant agencies of knowledge dissemination which provide both traditional and innovative services geared towards fulfilling the needs of its users. Furthermore, they are the central gateway to knowledge and information which fulfils the information needs of students, researchers and faculty members through provision of relevant materials and services. McDonald et al. (2015, 374), Hurst (2013, 399), Raju and Schoombee (2013, 27) and Ndirangu and Udoto (2011) all agree that university libraries play a critical role in broadening opportunities for academic

research, teaching and content creation and realigning their activities with those of their parent organisations. From the development perspective, academic libraries help to inculcate leadership qualities; preserve national intellectual heritage in the form of indigenous knowledge resources; and provide for education and research (Anunobi 2013, 33; Gorman 2012, 124–125). Makori (2013, 209) observes that academic libraries provide a one-stop access to information resources and services that support teaching, learning, research and community services in universities. Boadi (2006) shares a similar view by referring to an academic library as the nerve centre of the university and the hub around which the university's academic and research activities revolve. In general, an academic library performs the primary function of selecting, acquiring, processing, organising and ensuring accessibility to quality information and knowledge resources. In addition, it hires highly skilled staff and acquires facilities, including information and communication technologies (ICTs), needed for offering optimum and quality information services. They also preserve knowledge; enhance free access to information using advanced information technologies; promote democracy; and provide lending and study services.

2. AN OVERVIEW OF UNIVERSITY EDUCATION IN KENYA

According to Odhiambo (2014, 183), the history of higher education in Kenya can be traced to the establishment of the Royal Technical College in Nairobi in 1956, which was then a constituent college of Makerere College in Kampala, Uganda. In 1961, the Royal Technical College was elevated to a university college status, under the name of the Royal College Nairobi. At that time, the college entered into a special arrangement with the University of London so as to prepare students for University of London degrees under the establishment of the University of East Africa. As a result of Kenya's independence in 1963, the Royal College Nairobi became the University College of Nairobi, then a constituent college of the University of East Africa. Nyaigotti-Chacha (2005) observes that the first fully-fledged university to be established in Kenya was the University of Nairobi in 1970. Since then, there has been a rapid expansion of universities in Kenya to meet the need for trained personnel (Court and Ghai 1974; Sifuna 1998); to cater for the increasing number of Kenyans seeking university education (Nyaigotti-Chacha 2005); and to address the rapid rise in student enrolment caused by the two double intakes of 1987/88 and 1990/91 academic years and the introduction of parallel (private or self-sponsored) degree programmes (Nyaigotti-Chacha 2005). However, despite the expansion of universities, the demand and enrolment for university education far supersedes their capacities leading to the need for further expansion (Mutula 2002).

    According to the Commission for University Education (CUE 2016), there are six categories of universities in Kenya, namely:

- Public Chartered Universities which are chartered by CUE and funded by the state.

- Public University Constituent Colleges which are established by legal orders and funded by the state.

- Private Chartered Universities which are accredited and chartered by CUE but funded by private entities.

- Private University Constituent Colleges which are affiliated to private chartered universities and funded by private entities.

- Institutions with Letters of Interim Authority which operate with letters of interim authority and receive guidance and directions towards accreditation from CUE.

- Registered Private Institutions which were offering university level education before the establishment of CUE and are operating with certificates of registration as they work towards accreditation and award of charter. They are funded by private entities.

By the end of 2015, there were 70 universities in Kenya comprising 23 Public Chartered Universities; 10 Public University Constituent Colleges; 17 Private Chartered Universities; five Private University Constituent Colleges; 14 Institutions with Letters of Interim Authority; and one Registered Private Institution (CUE 2016).

2.1. Financing university education in Kenya

Odhiambo (2014, 184) observes that the question of financing education in Kenya attracts divergent responses from different people. Some argue that higher education yields huge dividends and thus should be financed privately, while others perceive it as a public good that ought to be funded by the state. Prior to 1970, the Kenyan government paid fully for university education (Munene and Otieno 2008, 462). The idea was to create a highly trained workforce that could replace the departing colonial administrators and which was achieved by bonding the graduates to work in the public service for three years (Weidman 1995). However, Wangenge-Ouma (2012, 217) points out that the free model of financing university education in Kenya soon proved unsustainable amid rising demand and the economic difficulties of the early 1970s caused by soaring oil prices. This triggered a paradigm shift in which cost-sharing was introduced in the 1974/75 academic year in the form of loans given to students for meeting personal expenses while the government continued paying for tuition. In 1988, further cost-sharing was introduced on tuition fees following high pressure sustained on the government by supranational institutions namely the World Bank (WB) and International Monetary Fund (IMF). These views are supported by Munene and Otieno (2008, 476), Cutter (2001), Nyaigotti-Chacha

(2005) and Sifuna (1990). Since the introduction of a cost-sharing system in financing university education in Kenya, there has been a steady reduction in government funding (Odhiambo 2014, 184). Wangenge-Ouma (2008, 459–460) points out that the diminishing state capitation has subjected public universities to severe financial difficulties. Ndirangu and Udoto (2011) observe that inadequate and unreliable funding in public universities in Kenya has led to challenges of access, relevance and quality of higher education. Similarly, Nyaigotti-Chacha (2005) attributes low levels of research and publication, poor access to university education and poor visibility in the global arena to low funding. Mutula (2002), Rwomire (1993) and Sifuna (1990) all blame deteriorating conditions of facilities in the universities to the poor implementation of the Structural Adjustment and Privatization Programmes which were implemented to address financial difficulties on the side of the government.

3.   PROBLEM STATEMENT

According to MacDonald and VanDuinkerken (2015, 406), academic libraries are operating in a rapidly changing environment occasioned by technological, innovative, economic, financial and political factors all of which demand proactive leadership, creativity and experimentation. Similarly, Doan and Morris (2012, 190) observe that universities and by extension their libraries continue to receive less government funding than they have in the past due to prevailing economic challenges. This is in contrast with increased user expectations for innovative technologies and services brought about by the superb way in which scholars create and disseminate information. Mapulanga (2013, 59–60) cites Issak (2000) who points out that inadequate funding of academic libraries in Malawi had reached an extent to which government financial support only guaranteed payment for salaries and not any other activities within the library. In Kenya, funding of libraries in public universities is not a priority as these universities give preference to demanding needs like paying staff salaries and wages given the inadequate financial support they receive from the government. Inadequate funding of Kenya's public university libraries has adversely affected the quality of their services. Most of these libraries serve more students than they were originally designed to, thereby leading to overcrowding and overstretching of available limited information resources. Moreover, they are no longer able to hire adequate qualified staff and purchase information materials and equipment as they used to when funding was not a problem. The strategy in these libraries has been to sustain and share the limited human and information resources amidst rapid expansion of campuses in public universities. Consequently, there is an urgent need for these libraries to rethink their funding strategies and possibly consider fundraising as a source of supplementary funding (Ngetich 2014, 25). The aim of this study therefore was to examine fundraising as a viable supplementary source of funding for public university libraries in Kenya. The study sought to

achieve the following specific objectives: examine the possibility of fundraising as a source of supplementary funding for public university libraries in Kenya; determine fundraising challenges faced by public university libraries in Kenya and suggest measures needed to undertake successful fundraising activities in public university libraries in Kenya.

3.1. Fundraising as a source of funding for public university libraries

Erwin (2013, 25) cites Moore (2000) who interprets fundraising as a charitable contribution in the form of time, money and materials received by an organisation to enhance its financial resources in an environment characterised with rising costs, shrinking funds and limited access to capital. Citi and Zuccoli (2013, 31) observe that fundraising is a relatively recent phenomenon in the library environment triggered by diminishing budgets coupled with increasing desire to find opportunities for growth and improved library services. Likewise, Doan and Morris (2012, 190), Reid (2010), Okojie (2010) and Huang (2006) all agree that fundraising for academic libraries has become a necessity due to declining state appropriations and the need for continued support of the core mission and operations of the library, new service models, creative learning spaces and new collection initiatives. In Malawi, Mapulanga (2013, 67) indicates that the University of Malawi libraries considered fundraising as a source of funding to support the strategic vision for the library, learning resources and projects for which internal funding was lacking. Schmidt and Peachey (2003) observe that Australian libraries initiated fundraising programmes because of decreasing government funding, increasing cost of items and reducing value of the Australian currency. Similarly, Neal (1997) indicates that academic libraries were increasingly required to raise funds from external sources to support and enhance their collections and services. Rader (2000) says that most academic libraries in the United States (US) initiated fundraising programmes to supplement their budgets. Maxymuk (2001) points out that fundraising is an essential yet a difficult activity for all levels and types of libraries hence they need to have their own fundraising and/ or development offices to help coordinate fundraising activities. However, Hannah (1997) regrets that academic libraries have not benefitted from fundraising because they lack planning skills. In this regard, they need to become more strategic in their approach to doing things in order to achieve their aims and justify their support (Mathews and Walton 2014, 238).

3.2. Factors influencing successful library fundraising

Blansett (2015, 40) indicates that passion, vision, leadership, engagement, impact, legacy and the desire for change are the real determinants for success in fundraising.

A successful fundraising programme is not a one-time event. It is intentional and should address both long-term and short-term focus areas. It calls for the need to partner with institutional foundations and track members of an organisation for future giving (Maxwell and De Sawal 2014, 50). Ray et al. (2013, 177–178) have identified a number of factors that influence successful fundraising. These include the need for library staff to be active participants; apply new technology especially the Internet which helps to broaden the donor base and easily raise awareness of library needs and services; acquire fundraising skills; and design creative projects. Garcia-Schmidt (2013, 82) observes that successful fundraising requires leaders to invest more time, (financial) resources and effort in it; organisations to develop a fundraising strategy and integrate it to their long-term strategic plans and annual work plans and leaders to be trained in fundraising. Doan and Morris (2012, 193–194) point out that success in fundraising depends on the energy, communication and inter-personal skills of staff involved in the fundraising activities; maintaining good relations with donors through stewardship with the aim of motivating them to donate again in the future; following up with donors regularly and accounting to them and recognising donors through naming a facility or initiative after them, donor receptions, plaques and signages, follow-up acknowledgement letters and on-going communication. According to Roberts and Hoover (2014, 173) successful library fundraising requires political goodwill, reaching out to major and designated gifts, carrying out prior needs assessment, seeking professional or expert advice, emphasising success stories, adequate time, commitment and resources. DiMattia (2008) points out that a successful fundraising programme needs a good relationship, trust building and a carefully crafted fundraising idea. Silverman (2008) has suggested the need to build technology-based relationships through utilisation of blogging tools, working with campus annual fund staff and partnering with or establishing co-sponsorships with local businesses. Weidner (2008) advises that the use of alumni constituency, sacrifice, transparency, accountability and submission of regular reports back to the donors are necessary ingredients for a successful library fundraising programme. Other factors for successful fundraising found in the literature are the need to involve librarians in the team of development professionals (Huang 2006); proper planning (Galyean 2006); hiring an experienced professional director to work with the Library Director (Rooks 2006); and the need for leadership (Schmidt and Peachey 2003).

3.3. Fundraising challenges and strategies

Conducting successful fundraising activities is challenging. Albaridi (2016, 24) cites Lugya (2010) who reported that academic libraries are faced with challenges of continuous increase in subscription costs and unprecedented budget cuts which deny them the opportunity to acquire sufficient resources to fulfil their users' information needs. In Malawi, Mapulanga (2013, 67) reports that the University of

Malawi libraries experienced challenges of negative staff attitude as they perceived fundraising as an additional activity, faculty resistance and misunderstandings over who should fund public libraries. Other challenges pointed out in the literature which hinder fundraising are lack of clear goals and priorities (Reid 2010); submitting library revenue to a central purse not accessed thereafter discourages librarians from doing fundraising (Okojie 2010); and some university alumni not willing to support the library (Bennett 2005; Ercolano 2007). In the face of these challenges, there is need to not only apply creative but also diverse fundraising strategies. Albaridi (2016, 24) has suggested the need for academic libraries to develop and join consortia networks in order to share the cost of information resources and provision. Similarly, Ray et al. (2013,176–177) have identified the use of tax waivers to encourage potential donors, grants and donations, gifts (one-off, regular, legacy and gifts in kind) and establishing the donor's gallery to exhibit the gifts given by donors and promote their activities by archivists in England and Wales. In the education sector, education trust funds are used to augment inadequate funding (Thompson and Pwadura 2014, 71). Sargent et al. (2012, 799) suggest the use of face-to-face sign-ups, doorstep solicitation, radio, telephone, lotteries, raffles, prize draws, social activities and outdoor events. In Nigeria, Opara (2012, 146–149) identified the use of contractual services, charging service and membership fees, donating material in memory of a loved one, using open access resources, engaging in entrepreneurial ventures to generate revenue, seeking community aid and applying for grants from foundations and corporate bodies. Pautz (2014, 560) supports the idea of using income generation activities. In Italy, two central libraries (The Agricultural Sciences Department and Rimini Campus) at the University of Bologna successfully asked for donations, approached and attracted sponsors and created a network of book exchanges (Citti and Zuccoli 2013, 34–37). Mapulanga (2013, 67) reports the use of similar fundraising approaches in Malawi by University of Malawi Libraries. Other fundraising approaches mentioned in the literature are use of collaborations, marketing and long-term commitments (Murray 2011), lobbying, info-preneurship, advocacy and partnering with library associations and book-trade industry (Okojie 2010), aggressive advocacy campaigns (Keresztury 2009), grant funding (Sullivan 2007), annual fund programme (Ercolano 2007), provision of consulting services, soliciting for donations and establishing endowment funds (Boadi 2006), cyberspace (Holt and Horn 2005), Friends of the Library, capital campaigns and commercial approaches (Maxymuk 2001) and sports (Neal 1997).

4.   RESEARCH DESIGN

The study adopted the survey research design because of the following reasons: as Denscombe (1998) recommends, it enabled the researcher to have a comprehensive

and detailed view about fundraising programmes in public university libraries in Kenya and to ask the research participants questions about their experiences, attitudes, knowledge and opinions on fundraising programmes. As Kothari (2004) suggests, the researcher applied the survey design to describe, record, analyse and interpret fundraising activities and conditions that were existing or existed before in public university libraries in Kenya and to establish fundraising processes that were going on or were in the pipeline in public university libraries in Kenya. As Orodho (2003), Fraenkel and Wallen (2000), Bowling (1997) and Frankfort-Nachmias and Nachmias (1996) advise, the survey design allowed the researcher to choose from among several methods of data collection. Finally, as Graziano and Raulin (2007) recommend, the survey design enabled the researcher to utilize basic data collection procedures namely face-to-face interviews and secondary data analysis to obtain data from research participants in their natural environment. The study employed a mixture of qualitative and quantitative approaches of survey research although the usage of qualitative techniques was more predominant. Silverman (2005) points out that combining these two approaches allows a researcher to maximise their individual strengths and minimise their individual limitations.

4.1. Target population

The target population for the study was 112 as shown in Table 1, comprising all University Librarians (UL), Deputy University Librarians (DUL), College Librarians (COL), Campus Librarians (CAL), Heads of Library Sections (HOS), Finance Officers (FO), Heads of Alumni Departments (AD), Heads of Students Advisory Departments (SAD) and Heads of Fundraising and/or Development Departments (F/DD) from all seven public university libraries in Kenya as was the case at the time of carrying out the study. The Library Managers were targeted because part of their duties involved managing and implementing their libraries' budgets while the FOs, Heads of ADs, Heads of SADs and Heads of F/DDs were targeted as informants because the researcher believed that fundraising was a component of their duties. Private chartered universities in Kenya were not included in the study because unlike public universities they do not rely on government funding and the level of funding for their libraries is much better compared to those of public university libraries. As Kavulya (2006) points out in his study comparing funding trends between two public and two private university libraries in Kenya, funding support for private university libraries had been consistently stable but the situation in public university libraries had deteriorated to the point that fulfilment of their intended goals and objectives had been hampered.

Table 1:   Target population

TARGET POPULATION	PUBLIC UNIVERSITIES							Total
	UON	MU	KU	EU	JKUAT	MASENO	MMUST	
UL	1	1	1	1	1	0	1	**6**
DUL	2	2	1	1	1	1	0	**8**
COL	4	0	0	0	0	0	0	**4**
CAL	7	5	3	3	3	0	0	**21**
HOS	8	8	8	8	8	3	2	**45**
FO	1	1	1	1	1	1	1	**7**
AD	1	1	1	1	1	1	1	**7**
SAD	1	1	1	1	1	1	1	**7**
F/DD	1	1	1	1	1	1	1	**7**
Total	**26**	**20**	**17**	**17**	**17**	**8**	**7**	**112**

Key:

UL:	University Librarian
DUL:	Deputy University Librarian
COL:	College Librarian
CAL:	Campus Librarian
HOS:	Head of Section
FO:	Finance Officer
AD:	Alumni Department
SAD:	Student Advisory Department
F/DD:	Fundraising/Development Department
UoN:	University of Nairobi
MU:	Moi University
KU:	Kenyatta University
EU:	Egerton University
JKUAT:	Jomo Kenyatta University of Agriculture and Technology
Maseno:	Maseno University
MMUST:	Masinde Muliro University of Science and Technology

4.2. Sampling procedures

The researcher utilised the purposive sampling technique to select the sample for the study. Silverman (2005) and Saunders, Lewis and Thornhill (2003) all agree that purposive sampling is suitable in situations where the researcher believes that the chosen sample possesses and is likely to produce the required data which will answer the research questions and help achieve the research objectives. In this study, the researcher purposively sampled the entire target population of 112 because it was possible and manageable to involve every element during the six-month period of data collection spanning from July 2009 to December 2009. In addition, the Library Managers, FOs, Heads of ADs, Heads of SADs and Heads of F/DDs were deemed

to be informative on the topic of funding and/or fundraising by virtue of their core responsibilities.

4.3. Data collection procedures and methods

Data collection for the study was done over a period of six months from July 2009 to December 2009. However, before collecting data, permission was sought from The National Council for Science and Technology (NCST) which was granted on 21 May 2009 via Research Authorisation Letter Ref. No. NCST/5/002/R/354/5 and Research Permit No. NCST/5/002/R/354. Permission was also sought and obtained from the Vice Chancellors of all seven public universities at the time through letters of approval dated as follows: 16 June 2009 (UoN); 15July 2009 (Egerton University); 21 July 2009 (JKUAT); 28 July 2009 (Maseno University); 10 August 2009 (Moi University); 9 September 2009 (Kenyatta University); and 21 October 2009 (MMUST). As Sekaran (2006) recommends, the study used a face-to-face personal interview as the main method of data collection so as to capture effectively the participants' attitudes, opinions and beliefs about the topic of investigation and adapt the questions as necessary in order to clarify any doubts and ensure that responses were understood by repeating or rephrasing the questions. As Saunders et al. (2003) and Frankfort-Nachmias and Nachmias (1996) advise, the researcher utilised secondary data analysis method of data collection to supplement the face-to-face interview method through scrutiny of library records and reports on funding programmes where they were made available. The study used a semi-structured interview schedule to collect data from the respondents (both the library managers and informants) because as Kombo and Tromp (2006) and Mugenda and Mugenda (2003) say, this instrument is flexible, allows collection of in-depth data, enables the researcher to obtain a complete and detailed understanding of the issues under study, is not time consuming and is not very subjective. During the interviews, the researcher recorded the given responses in notebooks. As Fraenkel and Wallen (2000) and Saunders et al. (2003) recommend, the study undertook the following measures in order to ensure validity and reliability of data collected and that no harm befell the institutions and the participants involved: The researcher pre-tested the interview schedule using a small sample of 10 people from a similar population, compared descriptions of similar issues from different respondents, interviewed respondents more than once where necessary, guarding against any deception, seeking prior consent and assured the respondents about confidentiality of their responses. As Denscombe (1998) recommends, the researcher used content analysis method to analyse data and thereafter interpret the major findings by scrutinising carefully the notes taken during the face-to-face interviews and the library records and reports on funding and fundraising programmes that were availed during data collection.

5.   MAJOR FINDINGS OF THE STUDY

5.1. Response rates

Table 2 below presents data on the response rates of the study.

Table 2:   Response rates (N = 102)

| Public University | Response Rates (RR) in Percentage | | | | | |
| | Target Group 1: Librarians | | | Target Group 2: Informants | | |
	Target	Response	RR in %	Target	Response	RR in %
Egerton	13	13	100	4	2	50
JKUAT	13	13	100	4	2	50
Kenyatta	13	13	100	4	4	100
Maseno	4	4	100	4	2	50
Masinde Muliro	3	3	100	4	2	50
Moi	16	16	100	4	3	75
University of Nairobi	22	22	100	4	3	75
Total	**84**	**84**	**100**	**28**	**18**	**64.3**

Key:

Librarians: *University Librarians (ULs), Deputy University Librarians (DULs), College Librarians (COLs), Campus Librarians (CALs) and Heads of Library Sections (HOSs)*
Informants: *Finance Officers (FOs), Heads of Alumni Departments (Ads), Heads of Students Advisory Departments (SADs) and Heads of Fundraising and/or Development Department (F/DDs)*

As indicated in Table 2, the study managed to achieve a high response rate of 100 per cent from the Librarians and 64.3 per cent from the Informants because the researcher used the face-to-face interview method to collect data. This is in agreement with Walliman's (2011, 193) observation that face-to-face interviews have higher response rates than telephone interviews.

5.2. Fundraising activities as a source of funding

The seven public university libraries in Kenya carry out fundraising activities as a source of supplementary funding albeit on a minor scale due to lack of a proactive

approach in strategising and coordination. The libraries merely reacted to donor fundraising initiatives due to insufficient facilitation and lack of recognition of staff that had demonstrated exceptional effort and skills in fundraising. This finding supports those of Mathews and Walton (2014, 238), Citi and Zuccoli (2013, 31), Mapulanga (2013, 67), Doan and Morris (2012, 190), Schmidt and Peachey (2003) and Rader (2000) all of whom agree that academic libraries have resorted to fundraising due to diminishing budgets. It also corresponds to those of Reid (2010), Okojie (2010), Hung (2006) and Hannah (1997) that encourage academic libraries to be innovative in undertaking fundraising activities.

5.3. Fundraising strategies used by public university libraries in Kenya

The study findings revealed that the seven public university libraries in Kenya use a variety of fundraising strategies to attract donations and various forms of assistance. These strategies include the following:

5.3.1. Establishing linkages and partnerships with donors

All seven public university libraries had an established linkage with the Sir Michael Blundell Trust through which they receive an annual book donation from the Rattansi Foundation. This linkage was realised through the initiative of the Special Student Advisor (SSA) at the University of Nairobi. During the interviews, the SSA gave the following response on the role of Student Advisory Office in relation to the library fundraising programme:

> The Special Student Advisory Office, through the personal initiative of SSA has solicited for fundraising to develop public university libraries in Kenya. For instance during the academic year 2008/2009, the office coordinated for funding from Sir Michael Blundell Trust which donated funding for books through Rattansi Foundation as follows: Moi University Library received Kshs 4 Million, University of Nairobi (Main Campus) Library received Kshs 10 Million, University of Nairobi (Kenya Science Campus) Library received Kshs 1 Million, University of Nairobi (Kenya Polytechnic Campus) Library received Kshs 1 Million and University of Nairobi (Mombasa Polytechnic Campus) Library received Kshs 1 Million.

This finding corresponds to those of Thompson and Pwadura (2014) and Murray (2011) which emphasise the importance of establishing linkages in fundraising for attracting trust and/or foundation funds. The study also revealed that these libraries have received assistance from international and corporate organisations, namely: Book AID International which donated books to the University of Nairobi (UoN), Jomo Kenyatta University of Agriculture and Technology (JKUAT), Moi University, Masinde Muliro University of Science and Technology (MMUST), Maseno University and Egerton University libraries; the Food and Agriculture Organization

(FAO) which donated books to Egerton University; and Zain (now Airtel) through its television programme 'Zain Africa Challenge Competition' had donated funds, books and computer equipment to the UoN, JKUAT, Kenyatta University and Egerton University part of which benefited their libraries. This finding corresponds to that of Murray (2011) which emphasises the role of partnership in fundraising.

5.3.2. Consortium initiatives and proposal and grant writing

The study showed that the seven public university libraries participate in a consortium initiative under the umbrella of the Kenya Libraries and Information Services Consortium (KLISC) which works in partnership with the International Network for the Availability of Scientific Publications (INASP). Through this initiative, the seven libraries receive a cost subsidy towards subscription to electronic information resources namely e-journals, e-books and e-databases. Through proposal and grant writing to INASP and the Rockefeller Foundation, the UoN and JKUAT libraries received funding amounting to US$ 15,000 and Kshs 500,000/= respectively for training on use of electronic information resources. These findings correspond to those of Albaridi (2016, 24) which recommends the use of consortia in fundraising and Ray et al. (2013, 176–177), Citi and Zuccoli (2013, 34–37), Murray (2011), Sullivan (2007) and Maxymuk (2001) all of which mention the use of proposal and grant writing techniques to solicit for funding from donors.

5.3.3. Friends of the University Library

The study revealed that a number of the seven public university libraries in Kenya have benefitted from either an individual or a group of individuals identifying themselves as the Friends of the University Library. At the UoN, a lecturer donated 100 volumes of rare books to the university library. At Moi University, Indiana University in the US was reported by the library respondents to have donated books, four computer servers and 30 computers to the university library. The Flemish Interuniversity Council (Vlaamse Interuniversitaire Raad/VLIR) was mentioned by the library respondents to have provided ICT support to Moi University Library. In addition, a Friend of Moi University Library was mentioned by one of the library respondents to have influenced the support of the late former British Prime Minister Margaret Thatcher to support the erection of an ultra-modern library named after her through a donation of 10 million British Pounds Sterling. At Egerton University, a Friend of the Library and a former professor at the university was mentioned by some of the library respondents to have written a will to have the entire collection of his books on Psychology and Philosophy donated to the library. At the time of collecting data for the study, the books were being kept at the Faculty of Arts and Social Sciences of Egerton University labelled as the Late Prof. Olela Collection. At MMUST, the library respondents indicated that the library had received donations of books and

computer equipment from retiring professors and visiting scholars who were teaching at the university either on sabbatical leave or exchange programmes. Some MMUST library respondents mentioned that the library had received assistance from Friends of the Library through a British Library called Runsfurby and from Canada through the Commonwealth of Learning. At Maseno University Library, some respondents indicated that the library had received funding support from Friends of the Library through the E-link Library Trunks initiative and Support Africa Programme. This finding corresponds to those of Okojie (2010), Keresztury (2009) and Maxymuk (2001) which encourage the need for libraries to establish Friends' Groups that will lobby and advocate for funding from donors.

5.3.4. Alumni support

The study revealed that the UoN, Egerton University and Kenyatta University library respondents said that their libraries had received support from part of their alumni constituency. Kenyatta University, which had a more established alumni office, had received significant support compared to the UoN and Egerton University. Through the personal initiative and influence of the then Vice Chancellor at Kenyatta University during the time of conducting this study, the library received books valued at Kshs 50 million from Kenyatta University alumni resident in the US in 2009. It was also mentioned by some Kenyatta University library respondents that some alumni who were engaged in publishing books had donated some to the library. A UoN informant indicated that the alumni association had as part of its future plan to support the university in establishing a graduate library. At Egerton University, some library respondents talked of an alumnus who experienced a problem of lack of core textbooks in his academic department and was motivated to buy and donate 33 textbooks to the library after he was employed. Some library respondents at Egerton University also mentioned that the library received a donation of 70 books from an alumnus through the Director of School of Medicine.

5.4. Income generation and volunteering

All seven public university libraries in Kenya engaged in income generation activities as a means of supplementing their reduced budgets. Respondents from UoN said that their library offered a diploma academic programme in Library and Information Studies (LIS) that generated income in the form of tuition fees, of which 35 per cent was retained for use by the library. Similarly, respondents from Egerton University revealed that their library received 20 per cent of the income generated from the LIS certificate and degree programmes that it was offering. Respondents from Moi University, JKUAT, Egerton, MMUST and Maseno University libraries all indicated that their libraries generated funding from photocopying, bindery and printing services. Respondents from Moi University mentioned that their

library received income from rental of its conference facilities and charged fees to all students attached to the library. Respondents from Maseno University library revealed that postgraduate students were charged fees for using Internet services. Respondents from the UoN library said that the library used volunteer students on attachment to bridge the gap left due to understaffing. This finding supports those of Pautz (2014, 560), Opara (2012, 146-149), Schmidt and Peachey (2003) all of which emphasise the need for academic libraries to use income generating activities to obtain supplementary funding.

5.5. Use of depository agreements and legal deposits

Four out of the seven public university libraries sampled in the study had depository and legal agreements with donors and publishers respectively. Respondents from UoN said that their library received copies of all information materials published in Kenya, about Kenya and by Kenyans through a legal deposit agreement between the publishers and the Government of Kenya. Respondents from Kenyatta, Moi and Egerton universities mentioned that their libraries received donations of World Bank's information materials through a depository agreement with the Bank. Respondents from Kenyatta and Moi universities revealed that their libraries had depository agreements for information materials with the East African Community (EAC) and United Nations respectively.

5.6. Endowment funds and commercialisation of university services

Respondents from one out of the seven public university libraries sampled mentioned the use of an endowment fund and commercialisation of university services as a strategy of fundraising. Responses from Egerton University revealed that there was an established endowment fund at the administrative level which was to be contributed to jointly by the university and willing donors. As at the time of carrying out this research, the university had found a donor that had committed to match (donate an equivalent amount of money) Kshs 7 million towards the fund. The university planned to invest the funds in the market in the form of high yielding fixed deposit accounts. The respondents said that the interest earned was to be used to support university projects including the library services. The respondents also indicated that Egerton University planned to commercialise some of the university services as an approach to fundraising. It was revealed that the university had plans to establish modern commercial schools of Law, Business and Medicine in Nakuru Town where it would charge market rated fees. This finding corresponds to those of Ercolano (2007), Boadi (2006), Maxymuk (2001) and Rader (2000) all of whom found out that endowment and commercialisation of university and library services are useful fundraising strategies.

5.7. Fundraising systems

The study revealed that six out of the seven public university libraries did not have a well-structured system for undertaking fundraising activities both at the administrative and library levels. The research findings showed that the UoN, Moi University, Kenyatta University, JKUAT, MMUST and Maseno University did not have an established fundraising and/or development office. Asked whether there was one known fundraising and/or development office, some respondents in these universities answered no, while those who answered yes named several distinct university offices that were undertaking fundraising activities. At the end of the study, it was not clear as to which office was mandated to plan and coordinate fundraising programmes. Respondents from Egerton University indicated that the university was going on with the process of establishing a fundraising office which was named Resource Mobilization Office at the time of carrying out this research. Further probing revealed that it had just employed a Resource Mobilization Director and Officer and their offices were being set up. This finding correlates with those of Maxymuk (2001) and Rader (2000) who underscore the importance of a fundraising and/or development office in carrying out successful fundraising activities in libraries.

5.8. Motivational strategies used to attract and retain donors

The study findings indicated that all seven public university libraries used various but almost similar motivational strategies to attract and retain donors. Respondents from these university libraries identified the use of the following strategies to retain the support of the existing donors: sending acknowledgement letters to donors; sending accounting reports to donors; stamping the donor's name on donated materials; sending souvenirs to donors; sending progress reports detailing achievements, impact and challenges of donor projects; inviting donors to attend major functions and ceremonies at the cost of the university; fulfilling the terms and conditions of donors; inscribing the names of donors on plaques; holding interactive meetings of donors with the Vice Chancellor; observing good management practices meant to sustain donor projects; listing the donors' names in a web directory; taking visiting donors on site-seeing tours and allowing donors to access and use library services freely. This finding corresponds to that of Doan and Morris (2012, 193–194) which emphasises the use of good relations, follow-ups, transparent accounting, naming rights, donor receptions, plaques and signages and acknowledgement letters to enhance success in fundraising. On the other hand, the respondents identified the use of the following strategies to attract potential donors: establishing linkages with international organisations interested in library development; sending funding proposals to potential donors; organising for breakfast meetings during which potential donors are wooed to partner with the library; reaching out to willing

partners and carrying out an aggressive marketing through the use of the Internet. This finding corresponds to those of Maxwell and De Sawal (2014, 50), Roberts and Hoover (2014, 173) and Ray et al. (2013, 177–178) which emphasise the need to establish partnerships, reach out to donors and use modern technology especially the Internet in order to successfully carryout fundraising activities.

5.9. Fundraising as a viable source of funding

Save for only two respondents from all seven public university libraries sampled in the study, the rest agreed that fundraising, if well planned and coordinated, is a viable source of funding in the face of diminishing government financial support. While justifying why they thought so, some respondents were quick to point out why public university libraries in Kenya are yet to benefit from this potential. One respondent said:

> With the use of more innovative strategies like the web for marketing the library programmes and projects, appealing for funds and approaching corporate organizations, it is now possible for public university libraries to attract major funding unlike ever before. The only undoing is that librarians have not been aggressive enough to take advantage of this opportunity.

Another commented, 'Fundraising is the thing to do in these times of economic hardships. However, libraries need to market themselves aggressively.' Another respondent cited a success story and said:

> When I was working for my previous employer, I, in conjunction with another member of staff, initiated an outreach project for the surrounding community whose purpose was to enhance readership through supply of reading materials especially textbooks. The project raised Kshs 54 Million in total from external donors. It is in this context that I think fundraising is viable.

This finding supports those of Reid (2010), Okojie (2010), Hung (2006) and Hannah (1997) all of whom believe that fundraising is a viable supplementary source of funding for libraries.

5.10. Fundraising challenges

Respondents from all seven public university libraries indicated that their libraries faced a number of challenges while carrying out fundraising activities namely:

5.10.1. Negative staff attitude

Respondents from all seven public university libraries indicated that the library staff lacked the willingness, ability and confidence to approach and convince potential donors to support library projects. Asked why this was the case, the respondents said

that the librarians perceive fundraising as an additional role which is too demanding to plan, coordinate and implement yet attracting no additional remuneration. They also mentioned that the librarians lacked requisite fundraising skills essential for justifying the need for funding, proactive attitude and facilitation in form of seed money from the university management. Consequently, the librarians have failed to initiate major fundraising ideas, influence strategic fundraising advocacy groups, persuade the university community to support library fundraising ideas and attract donor community to support and develop major library projects. This finding corresponds to those of Mapulanga (2013, 67), Weidner (2008), Ercolano (2007), Rooks (2006) and Bennett (2005) all of whom agree that librarians ought to participate actively and possess a positive attitude towards fundraising.

5.10.2. Poor giving culture and lack of fundraising systems

The study revealed that the culture of giving for the sake of posterity is not a common phenomenon among Kenyans. It also emerged from the study findings that six out of the seven public universities sampled lacked fundraising systems like fundraising strategic plans, fundraising policies and fundraising offices which denied their libraries the opportunity to tap financial resources from philanthropic individuals and organizations. This finding corresponds to that of Reid (2000) who recommends the need to establish clear fundraising goals and priorities tied to strategic planning.

5.10.3. Poor marketing, donor conditions and institutional challenges

The study findings from librarians revealed that public university libraries in Kenya lacked the ability to market themselves well hence failing to attract donor support. Poor marketing was worsened by the habit of most donor agencies not focussing on funding library projects. This research finding correlated with that of Okojie (2010). The respondents also identified the challenge of some donors attaching difficult conditions to their support. A respondent from JKUAT claimed that the library had previously failed to meet a fundraising commitment in which it was required to match (raise an equivalent amount) a major donation. This research finding echoes that of Ercolano (2007) who observed that many times, gifts from donors come with strings attached. It also emerged from the respondents that there were institutional challenges which include inability of the libraries to sustain donor projects once the donor contracts expire due to poor facilitation; lack of operational autonomy of the library since universities generally failed to remit funds to the library that were collected in its name; scarcity of donors; lack of identification mechanism for potential donors; political interference in running of the universities; failure of the Kenya Library Association to provide needed leadership in library management; lack of cooperation among librarians on fundraising issues and inability to apply research findings by librarians. These research findings correspond to those of Okojie (2010)

and Bennett (2005) who observed that library revenue is not remitted to the library and failure of the library to tap the support of the alumni constituency respectively.

5.11. Measures for successful fundraising

The respondents across all seven public university libraries sampled suggested the following measures as necessary for undertaking successful fundraising activities:

5.11.1. Establishing fundraising systems

The respondents proposed the need to establish fundraising systems which include: creating a centralised fundraising department charged with the role of planning and coordinating fundraising activities; hiring qualified fundraising staff; implementing effective organisational strategies; formulating fundraising policies which would provide guidelines on how to undertake library fundraising activities; and constituting a standing fundraising committee in which the university library is a designate member. This would ensure automatic participation of the library in planning, organising, coordinating and executing fundraising activities at the university's administrative level.

5.11.2. Facilitation, marketing and training

The respondents said that there was need for their parent institutions to provide support and an enabling environment for them to undertake fundraising activities. They also pointed out the need for their libraries to aggressively market their fundraising programmes and services to the university community and other potential donors. In addition they proposed the need to integrate fundraising topics in LIS training programmes. This would enable librarians to acquire fundraising skills during their formal and informal training.

5.11.3. Corporatising libraries, forging linkages and tapping into new technologies

Respondents from across the seven public university libraries recommended the need to run library operations like those in corporate organisations by setting work targets and preparing work plans that should be achieved within a specified time frame. Fundraising would then be identified as an annual activity that must be realised. The respondents also proposed the need for public university libraries to establish a close working relationship with members of the academic and research departments in the university. Furthermore, they proposed that public university libraries need to take advantage of the new ICTs and especially web-based technologies in carrying out fundraising activities. The other suggestions given by the respondents were the

need to commercialise their services and products and provide consultancy services, the need for the Kenya Library Association to provide leadership and support in library fundraising and the need for public university libraries to introduce income generating activities.

6.   CONCLUSION

The study has shown that public university libraries in Kenya have carried out fundraising activities as a source of supplementary funding. However, most of the fundraising activities undertaken were minor in scale. This was attributed to lack of a proactive approach in strategising and coordinating for creative forms of fundraising. These libraries used a number of motivational strategies to attract and retain donors as enumerated in the major findings. Fundraising can be a viable source of funding for public university libraries in Kenya if it is well planned and coordinated. If modern ICTs were used, fundraising would be even more feasible than ever before. With the help of the Internet, it would be easier to identify donors willing to fund specific library projects, prepare funding proposals according to donors' requirements and above all to communicate with donors. However, public university libraries in Kenya face a number of fundraising challenges as explained in the major findings. In order for these libraries to undertake successful fundraising activities, they need to implement a number of the measures highlighted in the study findings.

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