

**NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**FACULTY OF COMMUNICATION AND INFORMATION SCIENCE**  
**BACHELOR OF SCIENCE HONOURS DEGREE IN PUBLISHING**  
**PART IV SECOND SEMESTER MAY 2011 EXAMINATIONS**  
**IPU 4203 BOOK FUNDING: AFRICA'S CONTEMPORARY ISSUES**  
**TIME: 3 HOURS**

**INSTRUCTIONS TO CANDIDATES**

1. ANSWER QUESTION 1 AND ANY OTHER THREE (3) QUESTIONS.
2. QUESTION ONE CARRIES 40 MARKS WHILE THE OTHER QUESTIONS CARRY 20 MARKS EACH.
3. IMPORTANCE IS ATTACHED TO ACCURACY, CLARITY OF EXPRESSION AND LEGIBLE HANDWRITING.

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1. The book sectors in SADC countries are all funded differently. From your course research on these systems write a factual and evaluative analysis that you will circulate at the next Ministers of Education Indaba in Gaborone in September 2011.
    - a) Suggest and justify a model funding system for adoption by the entire SADC member states. **(20 Marks)**
    - b) What changes will be necessary in either Malawi or Swaziland? Advise the Minister in your selected country. **(20 Marks)**
  2. The Botswana education book sector is fully funded by the government. Discuss the advantages and potential changes of the schools book funding system in Botswana.
  3. Critique the school book funding system of Malawi, touching on source and application of funds from manuscript development, manufacture and distribution.
  4. Discuss the school textbook funding system of the Kingdom of Lesotho, highlighting the roles played by government, publishers and parents in the system.
  5. What are the pros and cons of donor funding of the purchase and distribution of learning materials – with particular reference to either Mozambique or Malawi.

6. Members of the textbook development industry in Africa consider the Kenya book funding system as sustainable and ideal. Justify this common view of the system.

**END OF PAPER**