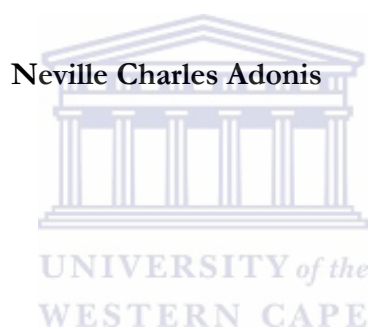


**A GATEWAY TO KNOWLEDGE: THE COMPLIANCE OF WESFLEUR  
PUBLIC LIBRARY (ATLANTIS) WITH THE UNESCO PUBLIC  
LIBRARY MANIFESTO OF 1994**

**By**



A mini dissertation submitted to the University of the Western Cape in partial fulfillment of the requirements for the degree of Magister Bibliothecologiae

**UNIVERSITY OF THE WESTERN CAPE**  
**Department of Library and Information Science**  
**Bellville**  
**2008**

**DECLARATION**

I declare that **A gateway to knowledge: the compliance of Wesfleur public library with the UNESCO Public Library Manifesto of 1994** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

**Signed:**.....



**Date:**.....

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- Wesfleur public library staff for the privilege to do the research in their library
- My supervisor and mentor, Dr. G. Davis
- The Director of PET (Post-graduate Enrollment Throughput) project: Dr. L. Holtman, with special reference to the consultants, Dr. Samson Muyanga and Choodziadziwa Kabudula. PET is an organization whose initiative is to assist Masters and Doctoral students of all disciplines with their theses. PET is housed within the library of the University of the Western Cape
- The Department of Cultural Affairs and Sports
- The Western Cape Provincial Library Services
- The Atlantis community for the privilege to do research in your community
- The City of Cape Town: Library Division

## ABSTRACT

The aim of this case study was to measure the compliance, or not, of the library services and resources of Wesfleur public library to the twenty-two principles of UNESCO Public Library Manifesto of 1994. The UNESCO Public Library Manifesto is a global guideline and framework for public libraries around the world to use and also to measure their library services and resources. The City of Cape Town has adopted this manifesto for all the public libraries in the Metropole. Wesfleur public library is one of these public libraries. Limited research has been done globally to measure library services and resources with the UNESCO Public Library Manifesto. No research has been done in South Africa, and or, the Western Cape to measure public library services with reference to the UNESCO principles. This study is a contribution towards filling this gap.

As many of the twenty-two principles of the UNESCO Public Library overlap, the twenty-two principles were merged into ten principles only.

This study reveals that Wesfleur public library is in compliance with nine of the ten principles of the UNESCO Public Library Manifesto of 1994. Recommendations were made for literacy classes as no literacy classes existed and a sustainable programme for library users to enhance their computer literacy skills. In terms of physical accessibility, this study identified the need for more computers with Internet access and more copy machines. This study also identified the need for further research.

## TABLE OF CONTENTS

Declaration	ii
Acknowledgements	iii
Abstract	iv
Table of contents	v
List of tables	ix

## CHAPTER 1

### PROBLEM STATEMENT

1.1	Introduction	1
1.2	Background to the problem	2
1.3	Statement of the problem	4
1.4	Aims and objectives of the study	4
1.4.1	Specific research objectives of the study	4
1.5	Research questions	4
1.6	Rationale	5
1.7	Literature reviewed on the UNESCO Public Library Manifesto of 1994	5
1.8	Limitations and delimitations of the study	6
1.9	Clarification of concepts	7
1.10	Demarcation of chapters	9



## CHAPTER 2

### LITERATURE REVIEW

2.1	Introduction	10
2.1.1	Section A: Related and similar studies	10
	<u>Kibandi, I. M. 1992. A study of the availability and relevance of Children’s recreational literature in selected libraries in Kenya</u>	10
	<u>Mikwa, P.M. 1994. An investigation of reading habits in public libraries within Nairobi</u>	11
	<u>Kurttila-Matero, E. 1997. The school library of the information society: will the dream come true?</u>	11
	<u>Brantford Public Library in the News. 2000 (Ontario, Toronto: Canada)</u>	12
	<u>Ngulube, P. 2000. The role of rural libraries in promoting the peoples right to information</u>	13
	<u>Hassner, K. 1999. The model library project: a way to implement the UNESCO Public Library Manifesto.</u>	14
2.1.2	Conclusion	15
2.2	Section B: United Nations Educational, Scientific and Cultural Organization (UNESCO) Public Library Manifesto of 1994	15
2.2.1	Introduction	15
2.2.2	Conclusion	23

## CHAPTER 3

### RESEARCH DESIGN

3.1	Introduction	24
3.2	Research methodology	24
3.2.1	Sample design	25
3.2.1.1	The sampling frame	25
3.2.1.2	The population	26
3.2.1.3	The sample	26
3.2.1.4	Random sampling	27
3.2.1.4.1	Stratified sampling	27
3.2.1.5	Instruments of data collection	28
3.2.1.5.1	Quantitative data collection	28
3.2.1.5.1.1	Interviews	28
3.2.1.6	Pilot study	29
3.2.1.7	Research location	29
3.2.1.8	Data analysis	30
3.2.1.9	Ethical considerations	31
3.2.1.10	Conclusion	31



## CHAPTER 4

### PRESENTATION AND INTERPRETATION OF DATA

4.1	Introduction	32
4.2	Principle 1: Library hours	40
4.3	Principle 2: Equal access	43
4.4	Principle 3: Community information	58
4.5	Principle 4: Physical accessibility	61
4.6	Principle 5: Library collections	69
4.7	Principle 6: Strengthening reading habits in children	75

4.8	Principle 7: Projects and programmes	78
4.9	Principle 8: Computer literacy skills and Literacy	81
4.10	Principle 9: Library staff	83
4.11	Principle 10: Equal access to the disabled	85
4.12	Conclusion	88

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

5.1	Section A: Conclusion	97
5.2	Section B: Recommendations	98
5.3	Conclusion	100

### REFERENCES

<b>Appendix A:</b>	Participant Consent Form	
<b>Appendix B:</b>	Interview schedule	
<b>Appendix C:</b>	Letter of permission to the Western Cape Provincial Library Services	
<b>Appendix D:</b>	Letter of permission to Wesfleur public library	
<b>Appendix E:</b>	Letter of permission to the City of Cape Town	
<b>Annexure 1:</b>	Floor plan of Wesfleur public library	
<b>Annexure 2:</b>	Map of Atlantis	
<b>Annexure 3:</b>	Selection policy since 1994	

### KEYWORDS

Libraries; services; communities; users; UNESCO; knowledge; information; Atlantis; Wesfleur; manifesto.



## LIST OF TABLES

Table 1:	Population groups	26
Table 2:	Statistics of Wesfleur public library	30
Table 3:	Sample of library users	32
Table 4:	Breakdown of the age categories of library users	33
Table 5:	Checklist of measurement	33
Table 6:	Library hours	41
Table 7:	Findings of equal access in terms of age	46
Table 8:	Findings in relation to race	48
Table 9:	Findings in terms of gender	49
Table 10:	Findings in terms of religion	51
Table 11:	Findings in terms of nationality	52
Table 12:	Book stock representation of language	53
Table 13:	Findings in terms of language	54
Table 14:	Income status	56
Table 15:	Qualifications status	57
Table 16:	Interview with Head librarian	59
Table 17:	Community information	60
Table 18:	Criteria in terms of physical access	61
Table 19:	Distance	62
Table 20:	Study area	64
Table 21:	Use of copy machines	64
Table 22:	Head librarian on technology	65
Table 23:	Internet access	66
Table 24:	Computers	67
Table 25:	Library resources	71
Table 26:	Library services	73
Table 27:	Children's services and resources	76
Table 28:	Projects and programmes for different age categories	78

Table 29:	Findings in terms of projects and programmes for different age categories	80
Table 30:	Findings in terms of facilitation and development of information and computer literacy skills	82
Table 31:	Staff training at Wesfleur public library	83
Table 32:	Findings in terms of accessibility for the disabled	86
Table 33:	Checklist of findings	90



## CHAPTER 1

### PROBLEM STATEMENT

#### 1.1 Introduction

Public libraries in South Africa were built along segregation lines where one would find the traditional coloured township libraries in the coloured areas and the white libraries in the centre of towns. This situation resulted in the provision of library services along racial lines. Ngubeni (2004:101-107) indicated that in the 1930s and 1940s the focus of public libraries was on improving the conditions of poor white people. During this time public libraries existed in serving mainly the white middle class and the literate elite. Public library services to coloured people were basic and not privileged to the standard services as experienced by white people. However, with the dawn of the country's democracy in 1994 all public libraries are striving to become democratic public institutions, which at least by law, had to serve all populations and communities.

Almost all over the world, particularly in the developing world, public libraries are facing the same problems, whereby governments consider public libraries a matter of minor relevance to the development of society and consequently withdraw funding and support from them. Furthermore, public libraries are experiencing a change in demands for services as more information on more subjects is available. In addition, libraries in all parts of the world seem to experience a growth in educational demands and the problems of literacy in developing countries. New technologies, new systems and new ways of communication are influencing or will somehow influence local public library services in most regions of the world (Niegaard, 1994: 1-8). To meet such new demands IFLAs (International Federation of Library Associations and Institutions) section for public libraries was to reexamine one of the most important global documents on public libraries, the UNESCO (United Nations

Educational, Scientific and Cultural Organization) Public Library Manifesto that was first issued in 1949. This manifesto serves as a guideline and, or policy for public libraries around the world.

In 1996 the City of Cape Town Library Services adopted the UNESCO Public Library Manifesto that guides its policies for the provision of public library services within a democratic era (Brown 2004:176). The manifesto is a globally accepted document that has been adopted by public libraries all over the world. Furthermore, the manifesto indicates that public libraries should be democratic institutions that should provide library services to all populations and communities in need of information services, regardless of age, language, gender, religion, social status and qualification.

This is a case study of Wesfleur public library which investigated the services at Wesfleur public library to ascertain whether the library was in compliance with the UNESCO Public Library Manifesto of 1994.

## 1.2 Background to the problem

Public libraries do not function in a vacuum, but depend mainly on library authorities, current legislation, policies and the budgets available to provide public library services to communities. Currently, public libraries in the Western Cape are managed by the City of Cape Town in partnership with the Western Cape Provincial Library Services. The Provincial Library Services remain functioning in accordance with Ordinance 16 of 1981 (Western Cape Provincial Library Services, 1997: Chapter 1). Brown (2004:176) states that this action marks the shift towards a truly democratic public library system for all citizens of South Africa.

In terms of Schedule 5A of the Constitution (Act 108 of 1996) libraries (excluding national libraries) are an exclusive provincial legislative competency (Constitution of the Republic of South Africa, 1996:1-187). The local management and administration of public libraries are un-funded mandates and Provincial Library Services need to take this responsibility. Similarly two Acts of local authorities, namely the Municipal Structures Act 117 of 1998 and the Municipal Systems Act 32 of 2000 do not provide for a public library function at

municipal level. These Acts have brought about a challenge for both local authorities and Provincial Library Services as they now have to deal with this legislation (Department of Cultural Affairs & Sport: Annual Performance Plan, 2005/2006).

Due to the lack of funds, Provincial Library Services are not in a position to take over public libraries from local authorities and is still functioning in accordance with former legislation, Ordinance 16 of 1981. A memorandum of agreement has been drawn up between the Provincial Library Services and local authorities to continue with the public library services as per the status quo (Department of Cultural Affairs & Sport: Annual Performance Plan, 2005/2006).

Some public libraries remain under the threat of closure and their library services to communities are deteriorating rapidly due to municipal financial constraints (Department of Cultural Affairs & Sport: Annual Performance Plan, 2005/2006). According to Jacobs (2002:3) public librarians are suffering due to this partnership because no new or vacant posts are filled. Brown (2004:176) stated that this results in shortages of library staff, reduced library hours and low staff morale. Davis (2004:6) agreed that due to uncertainty in terms of responsibility for the provision of public library services, there appears to be a breakdown in service delivery. Library hours are cut and in certain instances public libraries are being closed.

The question is how could public libraries deliver services in the midst of low budgets, staff shortages and declining circulation statistics? (Ngubeni, 2004:101-107). Annual statistics of the 2005/06 financial book year provided by the Provincial Library Services indicated that in South Africa only 8.8% of the population are members of public libraries. In Botswana 5% were members of the public library and in Tanzania only 2% (Zaaiman, Roux & Rykheer, 1988:5). Currently only 9.7% of the population of Atlantis are members of the Wesfleur public library, while 27% of the people of the Western Cape are members of public libraries (Western Cape Provincial Library Services, Annual Report, 2005/06:10). Hence, it is against this background that this case study was conducted at Wesfleur public library, an affiliated public library of the Western Cape Provincial Library Services and managed by the City of Cape Town.

### 1.3 Statement of the problem

This study viewed the public library manifesto in relation to the services at Wesfleur public library. Conducting a survey, this study compared the services and resources provided by Wesfleur public library to the UNESCO Public Library Manifesto of 1994 using quantitative data collection methods in the form of structured questionnaires.

### 1.4 Aims and objectives of the study

The aim was to establish the compliance of Wesfleur public library to the UNESCO Public Library Manifesto, conducting structured interviews with the Head librarian of Wesfleur public library, a Regional librarian of the Provincial Library Services and a survey amongst a sample of library users.

#### 1.4.1 Specific research objectives of the study

Specific objectives for the study are as follows:

- to investigate the 22 principles of the UNESCO Public Library Manifesto of 1994 and merge it into 10 principles;
- to investigate the library services and resources offered at Wesfleur public library;
- to design a checklist to determine the extent of compliance of the library services and resources of Wesfleur public library to the UNESCO Public Library Manifesto of 1994.

### 1.5 Research questions

The study sought to find answers for the following specific research questions:

- How convenient are the library hours of Wesfleur public library to library users?
- Does Wesfleur public library provide equal access for all regardless of age, gender, religion, nationality, language or social status?
- Does Wesfleur public library provide community information to library users?
- Are the library services physically accessible to all members of the community?
- Is the library collection of Wesfleur public library relevant to local needs?
- Does Wesfleur public library stimulate a reading culture in children at an early age?

- Does the library provide projects and programmes for library users?
- Does Wesfleur public library facilitate literacy and computer literacy?
- Is the librarian of wesfleur public library an active intermediary between users and resources?
- Is Wesfleur public library accessible for the disabled library user?

## 1.6 Rationale

What has been clearly established is that illiteracy goes hand in hand with poverty. Countries with low per capita incomes tend to have the highest illiteracy and birth rates in the world (Learning Lab, 2002). Countries with high literacy rates show improvement in attitudes and socioeconomic gains. One of the obvious gateways to knowledge for the common population is a library. It is the researcher's opinion that despite libraries being a necessity for literacy development, libraries in the developing world face a myriad of problems such as lack of furniture, reading materials and qualified staff. As the political, economic and technological conditions change, societies and people develop different information needs and requirements to adapt to their changing circumstances. This would therefore be a challenge for public libraries to occasionally re-visit the current library services to their communities in order to adapt and accommodate their services rendered. This research might also be a flagship for further research on needs analysis in different public libraries with different communities that have different information needs.

## 1.7 Literature reviewed on the UNESCO Public Library Manifesto of 1994

A search using Nexus, a leading database, revealed that no studies could be found in South Africa pertaining to the UNESCO Public Library Manifesto. For the purpose of this study, the following literature has been reviewed:

Kibandi, I. M. 1992. *A study of the availability and relevance of Children's recreational literature in selected libraries in Kenya*

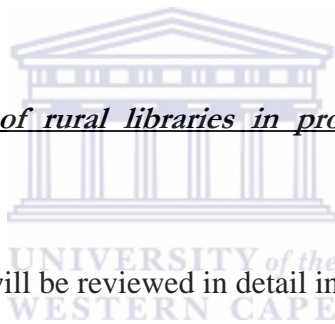
Mikwa, P.M. 1994. *An investigation of reading habits in public libraries within Nairobi*

Kurttila-Matero, E. 1997. *The school library of the information society: will the dream come true?*

Hassner, K. 1999. *The model library project: a way to implement the UNESCO Public Library Manifesto.*

*Brantford Public Library in the News. 2000 (Ontario, Toronto: Canada)*

Ngulube, P. 2000. *The role of rural libraries in promoting the peoples right to information*



The above-mentioned studies will be reviewed in detail in chapter two of this research.

## **1.8 Limitations and delimitations of the study**

Only one public library was surveyed, although it would have been ideal to include all public libraries in Cape Town. Wesfleur public library was chosen, because this research was only limited to one particular public library that serves its community as this research was a case study. In addition, Atlantis is a poor and disadvantaged community with a high rate of unemployment. Furthermore, Atlantis is a remote and rural area and does not have all the facilities and benefits of other public libraries in cities whereby communities have additional access to library collections of colleges and universities. No school libraries exist in Atlantis.

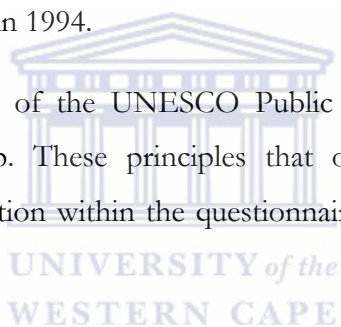


The results within this study cannot be generalized as a small sample of the population was drawn. The constraints of time and costs culminated in a small sample size were the two factors that militated against a large sample.

One of the limitations with regard to religion in Principle 2 of this study was the lack of statistical records from Wesfleur public library on their religious material. Besides, when the City of Cape Town did their latest census in 2001 in Atlantis, they did not gather statistics on religion (City of Cape Town Census, 2001:1-6). These statistics would have contributed and enhanced the primary data collected for this study.

There are two sets of principles, one for school libraries and one for public libraries. This study investigated the principles related to public libraries only. These principles are frequently revised as political and economic conditions of countries change. The last time the principles were revised, was in 1994.

Finally, some of the principles of the UNESCO Public Library Manifesto of 1994 are mutually exclusive and overlap. These principles that overlap are merged with other principles to validate representation within the questionnaires and interpretation within the results section of this study.



## 1.9 Clarification of concepts

### **Librarians**

Within the context of this study, librarians are trained information specialists in library science working in the library field and more specifically in a public library. A librarian is a keeper or custodian of a library and is concerned with books (The Oxford English Dictionary, 1989:888). 'Librarian' also means any person who accepts responsibility for the control and conduct of a library (Western Cape Provincial Library Services, 1990:12).

### **Library authorities**

A library authority is a synonym for a municipality or local authority that is responsible for the management of affiliated public libraries. A 'Library authority' is any person who accepts

responsibility for the control and conduct of a library (Western Cape Provincial Library Services, 1990:12).

### **Library managers**

Library managers resort under the City of Cape Town and are responsible for managing libraries in a district or municipal area. The Wikipedia: the free encyclopedia (2006) indicates that a Library manager manages all aspects of library and information work that includes managing people and library materials.

### **Library users**

Library users refer to people that use a public library, regardless if they are members or non-members of that library, for example, toddlers, children, teenagers, adults and the elderly. The user of library material may also be just a casual reader (Harrod's Librarians Glossary and Reference Book, 2000:447).

### **Appropriate media**

Appropriate media refer to the different formats of presenting information within a public library. The Wikipedia: the free encyclopedia (2006) indicates that appropriate media refer to library material, either in the form of books or audio-visual material, which refers to videos, CDs, DVDs and cassettes. 'Library material' means any book, periodical, document, print, newspaper, map, film, gramophone record, tape, art print, microfiche, microfilm, slide or similar publication, whether owned by or loaned to the library authority (Western Cape Provincial Library Services, 1990:12).

### **Coloured people**

**Coloured people** refer to various people of mixed Khoisan and European descent (with some Malay or Indian ancestry, especially in the Western Cape) (Wikipedia: the free encyclopedia, 2006). A coloured person is a person who is not a white or a black person (Dugard, 1992:9-10). The apartheid government described a group of people of mixed descent as 'coloured'. Most of those in this group of people live in the Cape Province of

South Africa and in Namibia and would regard themselves as part of the black community as opposed to part of the white community (Williams and Hackland, 1988:56).

### **Black people**

**Black people** are a colour-defined term used as a form of ethno-racial classification of people (Wikipedia: the free encyclopedia, 2006). According to Dugard (1992:9-10) a black person (African) is one who is generally accepted as a member of any race or tribe of Africa. The term 'black people' is used by the South African Government to refer to Africans. According to Williams and Hackland (1988:56) black people use 'black' as a term to refer to all those who regard themselves as black, excluding those who regard themselves as white. The term 'black' includes 'coloured' and 'Indian' people by the state.

### **White people**

The term '**white people**' is no longer in use and is referred to as Caucasian, which relate to the broad division of humankind covering people of European origin (Cambridge International Dictionary of English, 1995: 166). A white person was defined as one uncontaminated by black or coloured blood (Dictionary of Race, Ethnicity and culture, 2003). According to Dugard (1992:9-10) a white person is one who is in appearance white and who is not generally accepted as a coloured person.

## **1.10 Demarcation of chapters**

### **This study consists of the following five chapters:**

Chapter 1 deals with the introduction that provides a background to this study. This chapter also states the problem, rationale, limitations and delimitations of the study to be researched. Chapter 2 deals with the literature review, which is divided into two sections, namely Section A and Section B. Chapter 3 provides the research design and reports on the methodology, the sample, data collection methods and data analysis. Chapter 4 deals with the presentation and discussion of data collected from library users and the library staff in investigating the library services at Wesfleur public library in compliance with the UNESCO Public Library Manifesto of 1994. Chapter 5 deals with the conclusion and the recommendations of this study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

UNESCO, a global affiliation of IFLA, defines the public library as a local gateway to knowledge that is making all kinds of knowledge and information readily available to its users (Abid, 2000:1-3). The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups. The acknowledged purpose of the public library is therefore to meet the developmental needs of both individuals and the community in order to actively participate in the democratic process. The public library thus provides access to one of the most basic human rights, that of the right to information. The information services provided by public libraries to communities depend largely on the library's resources and services.

The purpose of this literature study is to consider related completed research projects done pertaining to the UNESCO Public Library Manifesto.

##### 2.1.1 Section A: Related and similar studies

***Kibandi, I. M. 1992. A study of the availability and relevance of Children's recreational literature in selected libraries in Kenya***

In her research pertaining to the relevance of children's recreational literature in selected public libraries in Kenya, Kibandi (1992) investigated the availability and relevance of children's literature of the children's sections in public libraries in the country. The

underlying assumptions of the study were that Kenyans are poor readers who read only for examinations and to ensure promotion at work; the reading habits of children can improve in Kenya if they are provided with relevant recreational literature and that these books should be relevant in as far as themes, characters, language and style, plot and physical conditions are concerned. The findings showed that recreational books for children are too few in their public libraries to fully satisfy the reading needs of the active users yet the majority is not using the libraries. Most of the books are imported and only a few are written specifically for the African child (Kibandí, 1992:3). One of the principles of the UNESCO Public Library Manifesto deals with the creation and strengthening of reading habits in children at an early age. Public libraries utilize story telling to bring the library material closer to the child and encourage reading amongst children.

**Mikwa, P.M. 1994. An investigation of reading habits in public libraries within Nairobi**

In his research of the reading habits in public libraries within Nairobi, Mikwa (1994) found that the readership in Kenya was quite discouraging. The research identified several obstacles which hindered reading. The research revealed that there were outdated books; lack of time of users; traveling expenses; lack of enough space in the libraries; lack of trained personnel to organize the information properly and assist the users among other things. The research recommended several solutions to the already identified problems with a view of making the library a suitable place to visit. These included changing the opening hours; training of more personnel; improving the library stock; conducting user education and surveys among other things (Mikwa, 1994:1).

**Kurttila-Matero, E. 1997. The school library of the information society: will the dream come true?**

In 1997, Kurttila-Matero did preliminary work for her Masters thesis at the University of Oulu on the conditions of school libraries in Oulu, Finland, using the UNESCO Public Library Manifesto as a guideline. The purpose of the project was to change the working culture at schools and change the book storage to modern learning environments. Kurttila-

Matero (1997:1-9) found that 80% of schools had space called 'library', but it was often used for normal teaching, sometimes it was a stockroom. Because the space of the library was insufficient, she used the UNESCO Public Library Manifesto as a guideline for her recommendations to the National Board of Education. The findings of the study suggest that the library collections were small and out-of-date and did not satisfy the needs of the schools. Only a few schools had separate funds for books and other resources. It was also difficult to use the collections, because of the lack of cataloguing. Fortunately 60% of their schools used the same classification system as their public library (Kurttila-Matero, 1997: 1-9). This study demonstrated the functionality of the UNESCO school Library Manifesto as a tool to bring about changes within public libraries. The same method was applied by the Brantford public library in Canada, using the UNESCO Public Library Manifesto as a tool and guideline to improve conditions at their public library (Brantford public library in the news, 2000:1-6).

**Brantford Public Library in the News. 2000 (Ontario, Toronto: Canada)**

No recent research was conducted in South Africa pertaining to either needs analyses in public libraries, or their relations to and impact of the UNESCO Public Library Manifesto of 1994, as demonstrated by a search on Nexus. However, a typical example of a survey that used the UNESCO Public Library Manifesto as a guideline was the Brantford public library in Ontario, Toronto, in Canada in 2000 in a survey. Their study used the principles of the UNESCO Public Library Manifesto and compared it to their public library services. The sample size of this written survey was 500 people from a population of 86 000 in Brantford (Brantford public library in the news, 2000:1-6). The research that was done at the Brantford public library was a motivational factor for this study to investigate a South African public library and its library services in compliance with the UNESCO Public Library Manifesto.

The findings from the survey at Brantford public library revealed the importance of the library services to children and to lifelong learning in the community. The public library is regarded as an important place within the community. Similarly, library staff and their role in assisting people to use computers in a Digital Age are also viewed as an important library service. Furthermore, the survey revealed that the current library hours were insufficient and

the library was often closed when the community wanted to use it. Distance from the library also appeared to be a barrier to use as non-users reported they would use the library more often if it was closer to their homes. The Brantford public library also needs to improve its publicity and promotion to familiarize the community with the full range of its services and provide more computers. The recommendations from the survey were that their library collections need more current material and more hours of library service were needed. It was due to the survey at Brantford public library that the City Council approved additional funding for their library collections and hours of service. The survey was a success as the City Council positively responded to the recommendations that were put forward (Brantford public library in the news, 2000:1-6). The Brantford public library study is of great use for the current study as it demonstrated the importance of the principles of the manifesto on library services, irrespective of the type of library.

**Ngulube, P. 2000. The role of rural libraries in promoting the peoples right to information**

In his paper, Ngulube (2000) referred to a case study that was done on the impact and access of the Mudzi Community Library on the rural community of Mudzi in Zimbabwe. The objectives of the case study were to analyze the relationship between public library services and the rural community; to ascertain the extent of community involvement in the process of public library service development and delivery, and to determine the extent to which the library reflected and was responsive to the needs of the community. The Mudzi library stock was composed of books, pamphlets, newspapers and audio-visual material. The research identified the major areas of information needs, such as health, family planning, education, scholarship opportunities, employment, donor funding and loan and credit facilities. To address some of the community's needs, the library had exhibitions in various rural areas and in the library as well. This was based on the need to provide rural dwellers with more access to the information, which was updated continuously. These rural dwellers can now count the number of people who completed their long-distance education through the information obtained from their library. The findings of the study suggest that rural communities have an information need that is yet to be fully satisfied by librarians. A robust innovative library is an essential factor to improving the quality of life of rural dwellers. The findings of the case



study suggest that it was evident that there was a need to repackage information (information that is put together in a more presentable format to make it easy for the user to utilize) (Ngulube, 2000:1-4). The findings of the case study above can be applied and is relevant to the South African situation and this research, where library services were researched.

**Hassner, K. 1999. *The model library project: a way to implement the UNESCO Public Library Manifesto.***

This study was done in 1995 at the Ljusdal public library in Sweden. The purpose of this study was to evaluate the operations of Ljusdal public library against the background of the principles of the UNESCO Public Library Manifesto. This included what effect the manifesto had on the library and what had happened. The results showed that the Ljusdal public library complied with most of the principles of the UNESCO Public Library Manifesto. However, there were a number of points where the library did not live up to the manifesto. This included that the budget of the library was insufficient; great risk that standards were falling; videos and CDs were more and more important to complement the book and should be available at the library for the library to reach new groups of borrowers; to create and reinforce good reading habits in children from an early age; guarantee citizens access to all sorts of information about their society and to facilitate the use of information technology and to improve knowledge of its use. The outcomes of this study led to new funds that were earmarked for video lending and a project in collaboration with the Swedish National Council for Cultural Affairs. The study revealed that library staff could use the UNESCO Public Library Manifesto as guideline for plans and goals and also to quote or refer to the manifesto when lobbying for budgets with politicians (Hassner, 1999: 143-147).

Reported similar studies conducted in other countries in 1997 also investigated the compliance of public libraries with the UNESCO Public Library Manifesto (Hassner, 1999:143-147). The libraries were Badalona public library in Barcelona, Catalonia (Spain) and the Mzilikazi memorial library in Bulawayo (Zimbabwe). The outcomes of the above study showed that the problems, questions and troubles were similar in spite of the fact that people come from different cultures and difficult material circumstances (economic status).



### **2.1.2 Conclusion**

UNESCO succeeded in the provision of a global set of principles that can be used as a guideline for all public libraries to use in the provision of a library service in a country. This resulted in public libraries, such as the Brantford public library in Ontario, Canada to successfully advocate and lobby for additional funding from their library authorities for the improvement of their current infrastructures in providing a better library service to the communities served. The literature review highlighted related studies on library services in public libraries, some used the UNESCO School Library Manifesto as a yardstick to investigate and measure the library services.

A major obstacle in public library services in South Africa and in other countries, such as America, is the dual function of sharing the responsibility of public libraries by local authorities and the provincial sphere of government regarding the legislation and the funding of public libraries which is a concern for the provision of a sound public library service, regardless having adopted the UNESCO Public Library Manifesto.

## **2.2 Section B: United Nations Educational, Scientific and Cultural Organization (UNESCO) Public Library Manifesto of 1994**

### **2.2.1 Introduction**

As an international body, UNESCO provides a uniformed set of principles incorporated within its Public Library Manifesto for public libraries globally to use as guidelines in providing public library services in their countries. Principles of the manifesto clearly set out a framework for public libraries to measure their library services to the communities they serve. Notwithstanding, there are two sets of principles, one for school libraries and the other for public libraries. The current study investigated the principles related to public libraries only. Principles of the manifesto were also frequently revised as political and economic conditions of countries changed.

The UNESCO Public Library Manifesto is a universal document that serves as a guideline to all public libraries and comprises of twenty-two broad principles that deal with various aspects of public libraries, such as opening hours, access, community information, library collections and functional library staff. A brief summary of the UNESCO Public Library Manifesto indicates that public libraries should be accessible to all people regardless of age, gender, race, religion or social status and that all citizens should have access to all sorts of community information. The public library must offer to children and adults the opportunity to utilize its resources and services to educate themselves continuously. Its content should be a living demonstration of knowledge, education and culture in the contribution of life-long learning. The total library collection should include material on all subjects to satisfy all tastes at educational and cultural standards. All the languages used by the community should be represented and there should be books available in the library in their original languages. The public library is a natural cultural centre where people socialize and meet. The furniture and interior should be compatible to create an atmosphere to enhance these gatherings. Branch and mobile libraries should be provided in rural and suburban areas. Trained and competent library staff in adequate numbers are vital to select, retrieve, advise and assist library users. Learners and students of all ages must be able to rely on the public library to supplement their school projects, assignments and research (UNESCO Public Library Manifesto, 1994:1).

The welfare of the elderly and handicapped people is an increasing concern. Problems of loneliness and physical and mental handicaps can be addressed in many ways by the public library, such as improved means of access, library material and services to old age homes, hospitals and prisons. Similarly, the public library collection should include all types of appropriate media and modern technologies as well as traditional materials that are adapted to the needs of the communities in rural and urban areas. The principles emphasized that public libraries should be physically accessible to all members of the community, which include a well-situated library building, good reading and study facilities and relevant technologies. The UNESCO Public Library Manifesto states that the ability to read is the key to knowledge and information (UNESCO Public Library Manifesto, 1994:1). It is therefore

important that children be encouraged to develop reading habits from early childhood and that the library provides special services to encourage the development of reading skills.

According to Abid (2000:1-3) the public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups. Public library collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. Library services have to be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. In addition, it equally implies the provision of outreach services for those unable to visit the library. The library services must be adapted to the different needs of communities in rural and urban areas.

According to Rachman (1996: 1-6) UNESCO declared the public library as a living force that provides education, information and recreation and is the nerve centre of a nation. Most of the developing nations are falling far behind in respect of public library services creating and furthering the gap between the information rich and information poor nations. UNESCO gives priority for the support to poor or undeveloped nations bridging the gaps. Springer (2003: 1-7) indicates that part of this process must entail the strengthening of the public library as the gateway to the information highway to guarantee access to information and to assist national development. According to Springer (2003:1-7) the UNESCO Public Library Manifesto accepts the principle that public library services are free with funding provided by governments at national, regional or local level, depending on the administrative context. Funding tends to be a major source of concern. The outcome may considerably impact on libraries in their quest to provide access to information for all. For Rachman (1996.1-9) literacy, computer literacy, young people and the gap between the information rich and information poor seem to be major challenges for public libraries. Rachman (1996) focused specifically on young people and the challenge for public libraries to pursue education as the quest for life-long learning. The public library has to supplement the collections of school, college and university libraries.

According to Niegaard (1994:1-8) growth in educational demands, new technologies and problems with literacy in developing countries are some issues that need to be re-visited in the UNESCO Public Library Manifesto. Niegaard (1994) identified three challenges facing public libraries all over the world, namely the tendency for government to consider public libraries a matter of minor relevance to development of society and consequently to withdraw from funding them. In addition, public libraries in all parts of the world seem to experience a distinct growth in educational demands. The problems of literacy are more actual than ever. Furthermore, new technologies, new media, new systems and new ways of communication are rapidly changing the tools of the public libraries. Similarly, new systems and new ways of communication are influencing local public library services in most regions in the world. In the developing world, in some regions, communication of knowledge, information and culture still take place in the form of oral transfer (the verbal transmission of information and knowledge).

Elanza (no date) also focused on the development of marginalized youth. Elanza (no date) is concerned about the exclusion of young people who have fallen out of the education, training and employment system. The public library, as a social institution, needs to take up the challenge and assist with the integration of young people within their library resources and services. Elanza (no date) recommends that the public library should provide services to young people, which include free Internet access, access to talking books, photocopying facilities, CDs and DVDs, daily newspapers and application forms for passports, driving licenses as well as material on how to pass their driving licenses.

Below is a breakdown of the original principles of the UNESCO Public Library Manifesto as designed by UNESCO:

1. There should be sufficient open hours that are convenient to library users.
2. Library services should be provided on the basis of equal access for all, regardless of age, race, gender, religion, nationality, language or social status.
3. All citizens should have access to all sorts of community information.
4. Library services should be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities as well as relevant technologies.

5. All age groups should find material relevant to their needs.
6. Library services should be adapted to the needs of the communities in rural and urban areas.
7. Library collections and services should include all types of appropriate media and modern technologies as well as traditional materials.
8. Library collections and services should not be subjected to any form of ideology, political or religious censorship, nor commercial pressure.
9. Library collections should be of high quality and relevance to local needs and conditions.
10. Information, literacy, education and culture should be at the core of public library services.
11. Public libraries should be supportive to the oral tradition.
12. Library material should reflect current trends and the evolution of society.
13. Specific library services and materials should be provided for those who cannot use the regular library services and materials i.e. linguistic minorities, people with disabilities or people in hospitals or prisons.
14. Public libraries should create and strengthen reading habits in children at an early age.
15. Outreach library services should be provided for those unable to visit the library.
16. Public libraries should provide opportunities for personal creative development.
17. Public libraries should foster inter-cultural dialogue and favour cultural diversity.
18. Public libraries should facilitate the development of information and computer literacy skills.
19. Public libraries should support and participate in literacy activities and programmes for all age groups and initiate such activities if necessary.
20. Public libraries should provide adequate information services to local enterprises, associations and interest groups.
21. The public librarian is an active intermediary between users and resources.
22. Professional and continuing education of the librarian is indispensable to ensure adequate public library services (UNESCO Public Library Manifesto, 1994:1).

The 22 principles that overlap are grouped into 10 principles which are as follows:

**Principle 1:**

**There should be sufficient opening hours that are convenient to library users.**

The public library should have opening hours that are convenient to library users to use the library. Library hours should also be on a board on the outside of the library to inform library users of the open and closed times.

**Principle 2:**

**A library service should be provided on the basis of equal access for all, regardless of age, race, gender, religion, nationality, language or social status.**

Equal access in the current study refers to the aspect that a public library should provide and not discriminate against who should use the library. Every member of the community has an equal opportunity to use the library. According to Rachman (1996:1-6) a public library is a place where the young and the elderly should have free access and equal rights. The library is open for all people in the community irrespective of creed, race, gender or economic status. The library should respect the languages of the community. Springer (2003:1-7) states that it is important for public libraries to welcome displaced persons (refugees, shack dwellers and new people in the community) with reading material in their local languages as an outreach service. Displaced people are often excluded from the library because of disabilities, illness or imprisonment, but have the same rights to knowledge and self-improvement as others who do not suffer from these constraints.

**Principle 3:** (includes Principle 20 as well)

**All citizens should have access to all sorts of community information. Public libraries should provide an adequate information service to local enterprises, associations and interest groups.**

Within this study community information refers to brochures and pamphlets from government departments such as Clinics, Police Services, Welfare Services and Labour services on entrepreneurship, small businesses, careers and employment information. The Library Business Corners play a key role in the provision of these services to public libraries. According to Rachman (1996:1-6) the public library should act as a centre for community information and cater for the local needs of the people.

**Principle 4:**

**Library services should be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities as well as relevant technologies which can assist in the educational needs of library users.**

Physical accessibility refers to the ability of the library to accommodate disabled people, the distance to the library, the position of the library and the interior design of the library.

Niegaard (1994:1-8) indicates that one way of ensuring optimal efficiency is by establishing a well situated and well organized library building.

**Principle 5:** (includes Principles: 6, 7, 8, 9, 12 and 16)

**All age groups should find material relevant to their needs. Library services should be adapted to the needs of the communities in rural and urban areas. Library collections and services should include all types of appropriate media and modern technologies as well as traditional materials. Library collections and services should not be subjected to any form of ideology, political or religious censorship, nor commercial pressure. Library collections should be of high quality and relevance to local needs and conditions. Library material should reflect current trends and the evolution of society. Library collections and services should not be subjected to any form of ideology, political or religious censorship, nor commercial pressure. Public libraries should provide for personal and creative developmental opportunities.**

According to Niegaard (1994:1-8) library collections should be based on a basis of quality and standards related to local demands without any kinds of censorship. Libraries have to catch up with demands of library users asking for other media than books as more and more information and cultural products are found in the form of audio-visuals, on-line databases, CD-ROMs and multimedia. Rachman (1996:1-6) indicated that the public library should supplement the collections of the schools, colleges and university libraries.

**Principle 6:** (was Principle 14. Includes Principle 11 as well)

**Public libraries should create and strengthen reading habits in children at an early**



**age. Public libraries should be supportive to the oral tradition.**

The reading habits in children and the oral tradition refer to story telling. According to Niegaard (1994:18) it is important that children should be encouraged to develop the reading habit from their early childhood. The library should stimulate the creativity, intelligence and imagination of children. Elanza (no date) indicates that public libraries are increasingly playing an important role in strengthening the skills of the youth. Library-based youth programmes, especially in low-income communities, can teach its users specific job skills.

**Principle 7:** (includes Principle 17)

**Public libraries should support and participate in literacy activities and programmes for all age groups and initiate such activities. Public libraries foster inter-cultural dialogue and favour cultural diversity.**

According to the UNESCO Public Library Manifesto of 1994 public libraries are expected to provide programmes and projects that should involve the community. The purpose of these projects should be recreational, educational and cultural of nature. Literacy is one of the key principles of the manifesto and libraries need to take up this responsibility to have literacy programmes in place.

**Principle 8:** (includes Principle 10 and 19)

**Public libraries should facilitate the development of information, literacy and computer literacy skills.**

Rachman (1996:1-6) indicates that the library should work towards eradicating illiteracy.

For Elanza (no date) the public library is well placed to provide access to publications and a wide range of activities for those most marginalized across urban and rural areas.

Unemployment, illiteracy, drug use, homelessness are major issues which public libraries can deal with by providing computer training, Internet access and other services.

**Principle 9:** (includes Principles 21 and 22)

**The public librarian is an active intermediary between users and resources.**

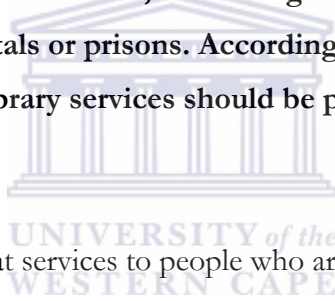


**Professional and continuing education of the librarian is indispensable to ensure adequate public library services.**

According to Lake (2007: 18) many valuable resources available on the Internet may be incorrect, misleading or offensive. Librarians should provide the information and resources for library users to learn to use the Internet and electronic information efficiently and effectively. In other words, librarians should act as intermediaries between library users and the library resources and services by providing training, professional guidance and advice to library users.

**Principle 10:** (includes Principle 13 and 15)

**Specific library services and materials should be provided for those who cannot use the regular library services and materials, that is linguistic minorities, people with disabilities or people in hospitals or prisons. According to the UNESCO Public Library Manifesto outreach library services should be provided for those unable to visit the library**



Niegaard (1994:1-8) indicates that services to people who are institutionalized should be assured. According to Rachman (1996:1-6) the public library should be accessible for all, including the handicapped people of all age categories. Book mobiles should be operated to serve the people in the remote areas of the community (UNESCO Public Library Manifesto, 1994:1).

### **2.2.2 Conclusion**

The UNESCO Public Library Manifesto serves as a universal document that can be used by public libraries all over the world as a guideline and framework whereby their library services and resources can be viewed, investigated and measured to improve their services to the communities they serve. This study also merged some of the principles that overlapped. The following chapter will deal with the research design and the methods for gathering the data for this study.

## CHAPTER 3

### RESEARCH DESIGN

#### 3.1 Introduction

This chapter describes the procedures that were used to gather and analyze the research data. This section is organized into the research methodology and the sample design that includes the sampling frame, population, sample, instruments of data collection, pilot study, research location, data analysis and ethical considerations.

#### 3.2 Research methodology

Research methodology refers to the plan and structure of the investigation used to obtain evidence to answer research objectives (McMillan and Schumacher, 1993:30). It therefore aims to provide answers to the research questions. The plan and structure of this research was in the form of a survey to investigate the extent to which Wesfleur public library complied with the principles of the UNESCO Public Library Manifesto of 1994. The nature of the survey included a set of 2 structured questionnaires with a quantitative basis, namely one structured questionnaire for the library users and the other for the Head librarian of Wesfleur public library and a Regional librarian of the Western Cape Provincial Library Services. The structured questionnaires were presented to the respondents in an interview format to ensure that the respondents understood the questions posed to them, especially the children.

According to Denzin (1989:139) the survey methodology can be defined as a methodological technique that requires the systematic collection of data using questionnaires, observations and interviews from a sample or a population. There are two types of survey designs, namely, longitudinal and cross sectional. Longitudinal studies collect data that span over a long period. On the other hand, Wiersma (1991:168) indicates that cross sectional survey

design collects data at one point in time from a random sample representing some given population at that time. A cross sectional survey design was chosen for this study. The sample of 23 library users were chosen purposefully to provide the data required for this study in order to answer the research questions. The sample of library users was chosen in terms of age categories or groups, namely toddlers, children, teenagers, adults and the elderly. Respondents in each age category were chosen randomly. The Head librarian of Wesfleur public library was selected to represent the library and City of Cape Town (local government) and a Regional librarian of the Western Cape Provincial Library Services was selected. This study can thus be appropriately investigated by using the cross sectional survey design to determine the compliance of the library services at Wesfleur public library with the UNESCO principles.

### **3.2.1 Sample design**

#### **3.2.1.1 The sampling frame**

Trochim (2002) defines sampling as the process of selecting units, for example, people and organizations from a population of interest. A sample is a cross-section of a population group (Ngeno, 2002:57). Sampling is an essential aspect of surveys as it is seldom possible to survey the whole population (Thomas, 1996). The approach to the design is divided into two categories, namely, the population and the sample. The sample drawn from Population 1 comprised a Regional librarian. The sample drawn from Population 2 comprised the Head librarian and the sample drawn from Population 3 comprised the 23 library users. The sample of 23 library users is a cross section in terms of age, which includes toddlers, children, teenagers, adults and the elderly. The reason for selecting the 23 respondents was mainly that the respondents were library users. Only 23 library users were selected, because it was necessary to randomly select individuals for each age category. Three or four people in each age category were sufficient. Furthermore, time and resources available hindered the researcher against a larger sample and finally to determine the extent of compliance for the purpose of this study, the researcher considered the sample to be sufficient.

### 3.2.1.2 The population

There is a distinction between a member of a library and a library user. A member of a library is a registered user of the library, while a library user may be a member or a non-member. The designations in terms of the population were Population 1 the Provincial Library Service, Population 2 Wesfleur public library and Population 3 the library users.

**Table 1: Population groups**

Population number	Population	Sample	Quantity
Population 1	Provincial Library Services: Regional Organization	Regional librarian	1
Population 2	Wesfleur library staff	Head librarian	1
Population 3	Library users: males Library users: females	9 14	23
<b>Total</b>			<b>25</b>

Table 1 represents a breakdown of the population groups of this study

### 3.2.1.3 The sample

Since it is impossible to measure every subject within a population a sample has to be obtained, bearing in mind that bias in the results may occur from sampling error, non-response error and response error. Responses of certain members of the population are deliberately excluded through the selection of the sample. Their responses were not obtained. This is called a sampling error. Some members of the sample do not respond to the survey questions, no matter how careful a sample is selected. This is called a non-response error. A response error is a result of data that have been requested, provided, received or recorded incorrectly. To circumvent a non-response error the researcher interviewed the library users in the library. The questionnaire was thus not mailed to the respondents. To circumvent the response error, a structured interview was conducted

whereby the questions in the structured questionnaires were explained to respondents to ensure that they understood fully the questions posed to them.

A difficult question to answer in any research is how large a sample should be. The size of a sample depends on the nature of the population and the purpose of the study (Bouma, 1993). For the purpose of this study a small sample was sufficient as long as it was representative of all the age categories in terms of the sample of 23 library users, which include both members and non-members of Wesfleur public library. The sample of library users in terms of their age was as follows: toddlers (3 to 5 years old), children (6 to 12 years old), teenagers (13 to 19 years old), adults (20 to 59 years old) and the elderly (60 years and older). In addition, there was a Regional librarian of the Provincial Library Service and the Head librarian of Wesfleur public library (see Table 1 for the breakdown of the population).

#### **3.2.1.4 Random sampling**

In random sampling all items have some chance of selection. A general problem with random sampling is that one could miss out a particular group in the sample. However, if one forms the population into groups and draw a sample from each group, one can make sure the sample is representative (Australian Bureau of Statistics, 2004:1-5). This study employed random sampling as the population was from three groups, namely Population 1, Population 2 and Population 3. From each population a sample was drawn (see Table 1).

##### **3.2.1.4.1 Stratified sampling**

In stratified sampling the population is divided into groups called strata. A sample is drawn from each stratum. Examples of strata commonly used are age, gender and religion. An important aspect of stratification is that it can be used to select more of one group than another. One may do this if one feels that responses are more likely to vary in one group than another. If one knows everyone in one group has much the same value, one only needs a small sample to get information for that group (Australian Bureau of Statistics, 2004:1-5). This study employed the stratified sampling type, as library users comprised different age groups, gender, qualifications and languages. The researcher therefore decided to set the sample size for this study to be the 23 library users who were using the library services at Wesfleur public library. The study was conducted within one week at Wesfleur public library.

### 3.2.1.5 Instruments of data collection

#### 3.2.1.5.1 Quantitative data collection

Quantitative data or numerical data refer to the accumulation and representation of data in numerical terms. Both primary and secondary sources were used to collect the data required for this research. For this study primary data referred to the data collected via interviews and questionnaires with the Head librarian at Wesfleur public library, the Regional librarian at the Western Cape Provincial Library Services and the library users. The secondary data collected were from the Selection Policy of 1994 and Manual for Regional librarians from the Western Cape Provincial Library Services. The quantitative data collected comprised two structured questionnaires: one for the library users and one for the Head librarian at Wesfleur public library and the Regional librarian at the Provincial Library Services. The structured questionnaire comprised binary responses (questions that allow for two possible answers), multiple choice questions (allow for more than one choice of pre-determined answers) and dichotomous questions (close-ended questions). The quantitative data collected were presented in table and spreadsheet formats using the Microsoft Excel and Microsoft Word software computer programmes. Quantitative research methods include predetermined questions, observational data, census data and statistical analysis (Cresswell, 2003: 1-17).

##### 3.2.1.5.1.1 Interviews

For the purpose of this study, a structured one-to-one questionnaire was used to interview all respondents in the sample of library users of Wesfleur public library in Atlantis. This method of data collection was chosen to ensure that the respondents reacted to the same set of questions and to establish how the library users experienced the current public library services provided by Wesfleur public library. This study had a 100% response rate. The researcher interviewed the respondents and therefore ensured that all the respondents chosen understood all the questions posed to them.

Witbooi (2001:18) also employed interviews as an information gathering technique within her study in a public library and indicated the advantages of the interview to the mailed - questionnaire. Witbooi indicated that using interviews the researcher can clarify any misunderstanding of questions, enable an exchange of opinion by asking open questions and

to allow the respondent a spectrum of possibilities to be considered in the answering of complex questions.

### **3.2.1.6 Pilot study**

Before administering the final questionnaire to the sample, a small pilot study was conducted. This was to test the validity of the questionnaire and the interviews. The pilot study was done with two library users of Wesfleur public library who were chosen purposefully to complete the questionnaire and to make comments on how it could be improved. The two library users were a teenager and an adult person. The pilot study was also conducted with a Regional librarian of the Provincial Library Services and the Head librarian of Wesfleur public library. The pilot study was very useful and beneficial for the following reasons:

- A more appropriate breakdown of the income groups of respondents was established;
- A breakdown of the educational qualifications could be established;
- The time spent with a respondent was determined more accurately;
- A correct user friendly approach to respondents was established; and
- Some questions that overlapped were merged to solicit for a more accurate response.

### **3.2.1.7 Research location**

This study was conducted in Atlantis, which is approximately 100 kilometers north of Cape Town, in the Western Cape Province. The public library under investigation was Wesfleur public library that resorts under the City of Cape Town. Wesfleur public library is serving the community of Atlantis. This is a case study which investigated only one particular library. Reasons for choosing Wesfleur public library were that this library serves a community where unemployment is high, crime and drug related conditions exist and where people are very poor. This presents a challenge for Wesfleur public library to serve this community and to provide suitable library material for the members of this community.

Apart from the four secondary schools, Wesfleur public library also serves and services twelve primary schools. Atlantis is divided into eleven regions. The area coverage of the library services highlights the lack of public libraries in the Atlantis area. One of the regions, Atlantis Industrial, comprises of three industrial technical colleges that is covered by the services provided by Wesfleur public library. Although there is another library, Avondale public library in Atlantis, it was not included in this study, because this is a case study of one public library only. Additional information on the profile of Wesfleur public library is highlighted in Table 2.

**Table 2: Statistics of Wesfleur public library**

Categories	Figures
Total book stock	32 063
Total book circulation for 2005/06	212 361
Adult membership	4 402
Children membership	4 709
Total membership	9 111

(Western Cape Provincial Library Services: Annual Report, 2005/06).

WESTERN CAPE

Table 2 indicates relevant library statistics which is of importance to the public to view the status of Wesfleur public library regarding the amount of books in the library, the membership totals and how many books that were circulated in the 2005/06 year. These statistics are also significant because of factors such as the number of staff complement, number of library material allocated by the Provincial Library Services and the size of the budget for the procurement of newspapers, periodicals and magazines (see also Table 25 in Principle 5 for a more detailed breakdown of the book stock and circulation figures of Wesfleur public library).

### 3.2.1.8 Data analysis

Responses that required quantitative analysis were analyzed using Microsoft Word whereby the tables were drawn. Quantitative data gathered in terms of responses were analyzed descriptively.

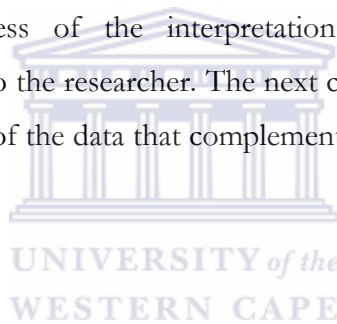


### **3.2.1.9 Ethical considerations**

The researcher has guaranteed the confidentiality of all respondents in the completion of the questionnaire. Before the interview respondents were made aware that all the personal information provided by them would be treated as private and confidential. Consent was obtained from the local authorities to do the research in Wesfleur public library (see attached Appendices A, B, C, D and E for letters of permission and a confidentiality clause of the questionnaire).

### **3.2.1.10 Conclusion**

This chapter focused on the research design and the methodology adopted for this study elaborating in particular on the sampling procedure and the tools used for data collection. Statistics facilitated the process of the interpretation of analyzed data. The final interpretation, however, is left to the researcher. The next chapter will be a discussion of the presentation and interpretation of the data that complement the methodological processes as highlighted within this chapter.



## CHAPTER 4

### PRESENTATION AND INTERPRETATION OF DATA

#### 4.1 Introduction

The aim of this study was to investigate the services and resources at Wesfleur public library and to measure whether these were compliant with the UNESCO Public Library Manifesto of 1994. The UNESCO Public Library Manifesto of 1994 outlines a set of universal principles for public libraries to use as a guideline for library services delivery. In doing this, a checklist with a set of criteria has been designed for the measurement. This chapter outlines the data collected from research done at Wesfleur public library and compared it with the 22 (merged into 10) principles of the UNESCO Public Library Manifesto.

**Table 3: Sample of library users**

Age	Gender	Race	Qualifications	Income	Language	Distance	Religion	Disability
Toddlers: 2	Males: 9	Black: 3	Grades 0: 2	Toddlers: 2	Afrikaans: 18	1 km: 17	Christians: 18	Male: 1
Children: 3	Females: 14	Coloured: 20	Grades 2: 2	Learners: 10	English: 1	2 km: 3	Moslems: 1	Females: 2
Teenagers: 7			Grades 3: 1	Unemployed: 6	Afri/Eng: 1	3 km: 3	Jehowa witness: 1	Non-disabled: 20
Adults: 9			Grades 5: 2	R0-R1000: 2	1		No religion: 3	
Elderly: 2			Grades 7: 1	R1001-R3000: 3	Xhosa: 3			
			Grades 8: 2					
			Grades 9: 3					
			Grades 10: 7					
			Grades 11: 0					
			Grades 12: 3					
23	23	23	23	23	23	23	23	23

Table 3 represents a breakdown of the sample size of 23 library users. This table demonstrates the composition of the sample in terms of age, gender, race, qualifications, income, language, distance from the library, religion and, or, disabilities.

**Table 4: Breakdown of the age categories of library users**

Age categories	% of representation
Toddlers	9
Children	13
Teenagers	30
Adults	39
Elderly	9
<b>Total</b>	<b>100</b>

This study employed the stratified purposeful sampling technique as library users comprised of different age groups. Table 4 provides a breakdown of the percentages of each age category.

The checklist below highlights the 10 principles and the criteria to measure the extent of compliance with the UNESCO Public Library Manifesto of 1994. Another checklist (Table 33) provides the findings of the 10 principles pertaining to the criteria identified.

**Table 5: Checklist of measurement**

1. There should be sufficient open hours that are convenient to library users.

Variables	Criteria to be used	Measuring the compliance to UNESCO Public Library Manifesto
<b>Library hours</b>	Board with library hours outside library	The researcher and Head librarian to check if there is a board with a breakdown of the library hours outside the library
	Sufficient library hours	The opinions of the Head librarian and the responses of the sample of 23 library users

2. Library services should be provided on the basis of equal access for all, regardless of age, race, gender, religion, nationality, language or social status. All age categories should find material relevant to their needs.

Variables	Criteria to be used	Measuring the compliance to UNESCO Public Library Manifesto
<b>Age</b>	Inclusion of age categories:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Accommodation of all age categories
	Toddlers	

	Children	
	Teenagers	
	Adults	
	Elderly	
<b>Gender</b>	Inclusion of gender groups:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Accommodation of all gender groups
	Females	
	Males	
<b>Race</b>	Inclusion of race groups:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Accommodation of all race groups
	Black	
	Coloured	
	White	
	Indian	
<b>Language</b>	Inclusion of language groups:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Accommodation of all language groups
	Afrikaans	
	English	
	IsiXhosa	
<b>Nationality</b>	Inclusion of different nationalities:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Accommodation of the different nationalities
	South Africans	
	Foreigners	
<b>Social status</b>	Inclusion of social status:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Inclusion of social status
	Qualification (educational level of library users)	

	Income of library users	
<b>Religion</b>	Inclusion of different religions:	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users/ Accommodation of all race groups
	Christians	
	Jehowa witness	
	Muslims	
	Respondents with no religious affiliation	

3.All citizens should have access to all sorts of community information. Public libraries should provide adequate information services to local enterprises, associations and interest groups.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Provision of community information</b>		Access to community information by all age categories/ Responses and opinions from the Head librarian, the Regional librarian and the 23 library users
	Government information	
	Employment information	
	Entrepreneurial information	
	Brochures and pamphlets	
	Community display boards	
	Hall for community activities	
	Library Business Corners	

4.Library services should be physically accessible to all members of the community. This requires well-situated library buildings, good reading and study facilities as well as relevant technologies.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
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<b>Well-situated library building</b>	Position of library	The Head librarian, the Regional librarian
	Distance	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
<b>Physical layout and accessibility of library</b>	Floor plans	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	Size of library	
	Library hall	
	Adult section	
	Teenage section	
	Children's section	
	Public toilets	
	Disability access	
<b>Good reading and study facilities</b>	Study area	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
<b>Relevant technologies</b>	Internet	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	Computers	
	Copy machines	

5. Library collections should be of high quality and relevance to local needs and conditions. Library material should reflect current trends and the evolution of society. Library collections and services should include all types of appropriate media and modern technologies as well as traditional materials. Library collections and services should not be subjected to any form of ideology, political or religious censorship, nor commercial pressure. Public libraries should provide opportunities for personal creative development.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Resources</b>	<b>Library collection format</b>	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	<b>Resources</b>	
	Adult books	

	Afrikaans books Afrikaans large prints	
	English books English large prints	
	Non-fiction Reference books Study collection	
	Books for school projects	
	<b>Children's Books</b>	
	Afrikaans Juvenile fiction	
	English Juvenile fiction	
	Junior non-fiction Junior reference works	
	Magazines Newspapers	
	<b>Audio-visual material</b>	
	Cassettes	
	Audio books	
	DVDs	
	CDs	
<b>Services</b>		The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	Videos Video shows	
	Displays	
	Use of copy machine	
	Story hours	
	Library Business Corners	
	Use of study area	
	Literacy classes	
	Projects and programs	
	Special request services	

	Inter-library loans (ILL)	
	Internet access	
	Availability of a manual catalogue	
<b>Censorship</b>	Censorship	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users

6. Public libraries should create and strengthen reading habits in children at an early age. Public libraries should be supportive to the oral tradition.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Children services</b>	Programmes and projects for children	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	Resources for children	
	Services to children	
<b>Story hours</b>	Story telling and story hours for children	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	Services to parents	

7. Public libraries should support and participate in programmes for all age categories and initiate such activities if necessary. Public libraries should foster inter-cultural dialogue and favouring cultural diversity.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Outreach projects and programmes</b>	Toddlers	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
	Children	
	Teenagers	
	Adults	
	Elderly	

8. Public libraries should facilitate the development of information and computer literacy skills.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Computer literacy skills</b>	Training of library users	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
<b>Literacy</b>	Literacy classes	The opinions of the Head librarian, the Regional librarian



		and the responses from the 23 library users
<b>Computers</b>	Availability of computers for library users	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
<b>Internet</b>	Internet access	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users

9.The public librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate public library services.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Wesfleut library staff</b>	Staff composition	The opinions of the Head librarian and the Regional librarian
	Training of library staff	

10. Specific library services and materials should be provided for those who cannot use the regular library services and materials i.e. linguistic minorities, people with disabilities or people in hospitals or prisons. Outreach library services should be provided for those unable to visit the library.

<b>Variables</b>	<b>Criteria to be used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Disability</b>	Access of disabled library users to library	The opinions of the Head librarian, the Regional librarian and the responses from the 23 library users
<b>Hospitals</b>	Visits to hospitals	The opinions of the Head librarian and the Regional librarian
<b>Prisons</b>	Visits to prisons	The opinions of the Head librarian and the Regional librarian
<b>Old age homes</b>	Visits to old age homes	The opinions of the Head librarian and the Regional librarian

## 4.2

**Principle 1: Library hours**

**According to the UNESCO public library manifesto of 1994, there should be sufficient opening hours that are convenient to library users**

The first research question of this study needed to establish how convenient the library hours were to library users. This study intended to establish if the current library hours were sufficient and convenient to library users. The criteria measured were a board outside the library with a breakdown of the library hours to establish if library users were satisfied with the current library hours. Interviews were conducted with the Head librarian, a Regional librarian and the library users.

The Regional librarian indicated that the library hours of public libraries in the Western Cape are determined by the local authority in conjunction with the Provincial Library Services. The Provincial Library Services have set guidelines that recommend to local authorities the opening and closing library hours of each specific library. Library open hours refer to the hours that the library is open to the public and library closed hours refer to hours when the library is closed to the public during which staff do administrative duties and prepare the library for the next day.

According to library standards outlined by the Provincial Library Services, library hours are determined according to the number of registered members and the population size it serves (Western Cape Provincial Library Services, 2003: Chapter 4). Currently Wesfleur public library has a membership of 9 111 (see Table 2) and the Atlantis population size is approximately 100 000 people (Department of Housing, 2006). The statistics of membership and population size provided by Provincial Library services indicate that Wesfleur public library should be open from 08h00 to 18h00 during the week and 09h00 to 13h00 on Saturdays. The library standards also indicate that the library should have sufficient open hours to accommodate the public. Public librarians are expected to spend 20% of their hours

behind closed doors (closed library hours) to conduct administrative duties, mainly from 08h00 to 10h00 in the mornings. A notice by the local authority, setting forth the days and hours during which the library shall be open, is displayed in a prominent place at or near the entrance of the library (Western Cape Provincial Library Services, 2003: Chapter 4).

### **Head librarian – Wesfleur public library**

The current library open hours of Wesfleur public library are from Mondays to Fridays 08h00 to 18h00 and Saturdays from 09h00 to 13h00. A signage of the set hours was on a board on the outside of the library to inform library users of the set library hours. The library is open to the public from 10h00 to 18h00 with closed library hours for library staff to do administration duties from 8h00 to 10h00.

### **Findings in relation to library hours**

The Regional librarian indicated that the current library hours are according to the normal standard for public libraries. The Head librarian indicated that the current library hours are according to set standards and a board with the official library hours is outside the library. This is an indication that the current library hours of Wesfleur public library is according to set standards of both the municipalities and the Provincial Library Services. Table 6 indicates the library users' responses regarding the question pertaining to how convenient the library hours were for library users.

**Table 6: Library hours**

<b>Variables</b>	<b>Criteria used</b>	<b>% Yes</b>	<b>% No</b>
<b>Library hours</b>	Board with library hours outside library	Yes	
	Toddlers	9	
	Children	13	
	Teenagers	30	
	Adults	34	5
	Elderly	9	
<b>Total</b>		<b>95</b>	<b>5</b>

In a survey that was done by the Brantford public library in 2000 they found that the library hours were insufficient. The library was closed when some members of their sample wanted to visit it. The findings from the study conducted by Mikwa (1994) revealed that the changing library hours seemed to be a barrier for library users. However, in the current study, the sample interviewed, twenty-two (95%) indicated that they were satisfied with the library hours, while 1 (5%) of the adult respondents indicated that the library hours were not convenient as the respondent worked until 17h00 and only get home at 17h45, which leaves little time to visit the library.

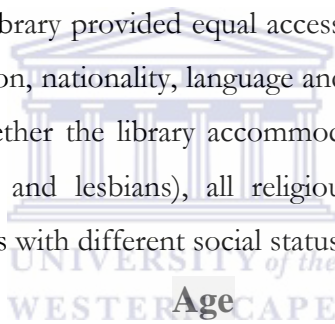


## 4.3

**Principle 2: Equal access**

**According to the UNESCO manifesto a library service should be provided on the basis of equal access for all, regardless of age, race, gender, religion, nationality, language or social status**

The second research question of the study needed to establish whether Wesfleur public library provided equal access to all its library users. Each variable needed to be investigated to establish if Wesfleur public library provided equal access to library users. These variables included age, race, gender, religion, nationality, language and social status. For this study, the term equal access refers to whether the library accommodates library users of all ages, all gender groups (including gays and lesbians), all religious groups, every nationality, all language groups and library users with different social status.



In this study it was important to establish how Wesfleur public library accommodated the age categories of library users. Library users included in the sample were toddlers, children, teenagers, adults and the elderly in order to determine compliance of the different age categories as criteria.

**The Head librarian – Wesfleur public library**

The library provides a service to library users regardless of age, race, gender, nationality, religion or social status including book education to toddlers and pre-school children, story-time for toddlers and children, library orientation in informal settlements in Atlantis, services to both primary and secondary schools and projects and displays for all library users (to name only a few major services for all age categories). The programmes and projects for the different age categories included internal orientation (book education) to toddlers and pre-school children; story- time for children, from toddlers to 13 year old, marketing of library

services at schools for learners, library orientation in informal settlements for all aged groups (Witsand). Teachers used block loans for toddlers, pre-school and primary school learners, programmes and projects for all age categories, resources for all age categories, Children's librarian has years of experience working in the children's section, annual Library Week, puzzles and games for children and teenagers. Library services and resources were available for teenagers, adults, the elderly and the disabled. Resources available for children and teenagers were children's books from the children's section which comprises 16 775 books. Both children and teenagers indicated that they found relevant material in their own language. With regard to adults and the elderly, an adult section existed which comprises 13 605 books.

### **The Regional librarian – Western Cape Provincial Library Services**

Public libraries should provide a quality service free of charge to every member of the community it serves. According to the Selection Policy (Western Cape Provincial Library Services, 1994:1-8), library materials are provided to public libraries to satisfy a wide diversity of reading tastes with the emphasis on education, cultural and personal enrichment. Special care is given to developing communities. Material that appeals to toddlers, children and teenagers is carefully selected. Contemporary themes with an element of guidance are important. Care is also taken to ensure that problem characters in children's books are handled with sensitivity combined with a suitable level of readability. Sex and bad language are approached discreetly.

### **Respondents interviewed**

#### **Two mothers with two toddlers (4 and 5 years old)**

Two mothers with toddlers were interviewed to find out if the library accommodated them. The two included Mother 1 with a female child of 4 years old and Mother 2 with a male child of 5 years old. Both parents indicated that the toddlers borrowed their own books. Each toddler received his/her own library card. However, the mothers were still responsible for the library books borrowed. Mother 1 indicated that her female child preferred children's DVDs and CDs. Mother 2 confirmed that the library provided programmes and services to toddlers and parents. Both parents were satisfied with the furniture in the children's section

and mentioned that the small chairs, tables and lower shelving were suitable for both toddlers and children.

### **Three children 8, 11 (2)**

The respondents interviewed in these age categories were 3 learners aged 8 and 2 aged 11 years old. The children indicated that they found relevant library material in their own languages such as games and stories. The children used the library to do home work and to study. The children also indicated that they read magazines, visited display boards in the foyer of the library and used the copy machines to make copies.

### **Seven teenagers 14, 15(3), 17(2), 18**

The respondents interviewed were between 14 and 18 years old. There were also IsiXhosa speaking males that came from the informal settlement, Witsand in Atlantis, and were not yet familiarized with the library as they had only joined as members recently. However, they indicated that they found relevant material in the library. Although their home language was Xhosa, they preferred to read books in English. The black library users made use of the copy machines and usually browsed through the library hoping to find something of interest to them. The 4 coloured female teenagers indicated that they mainly visited the library to do their school projects and mainly searched for information to complement their tasks and projects. Teenager also made use of the Smart Cape computers with its free Internet access and E- mail facilities. The respondents interviewed indicated that they used both the adult and the children's sections.

### **Nine adults 23, 25, 30, 33, 36, 42, 45, 49 and 56 and 2 elderly library users (61 and 69)**

The respondents interviewed indicated that they were involved in and used the following services: projects and programmes during Library Week, World book Day, HIV AIDS Day, displays, exhibitions and display boards in the foyer of the library. Resources to adult and the elderly library users included: the use of Smart Cape computers, free Internet access with

free E-mail facilities, large print books for the visually impaired, audio-visual material which included audio-cassettes for the visually impaired, periodicals and newspapers.

### Findings in relation to age

Table 7 indicates that all age categories had access to the resources and services provided by the library. The Head librarian indicated that the library accommodates all library users regardless of their age. The regional librarian indicated that library material is bought for all age categories to satisfy the diverse needs.

**Table 7: Findings of equal access in terms of age**

Age category	% representation of age	Responses from respondents
Toddlers	9	Had access to library resources and services in the Children's section and 100% found books in their own language and 100% found relevant books
Children	13	Had access to library resources and services in the Children's section and 100% found books in their own language and 100% found relevant books
Teenagers	30	Respondents in this age category interviewed had access to resources and services in the Children's section and 100% found books in their own language and 100% found relevant books
Adults	39	Had access to library resources and services in the Adult section and 100% found books in their own language and 100% found relevant books
Elderly	9	Had access to library resources and services in the Adult section and 100% found books in their own language and 100% found relevant books
<b>Total</b>	<b>100</b>	

Table 7 demonstrates the age categories with percentages of the sample. All the respondents indicated that they do find relevant material in their own language in the library. With regard to services, all the members of the sample indicated that they made use of one or other service that is provided in the library.



## **Race**

In terms of race, this study needed to establish if Wesfleur public library provided services and resources to library users of different races. For this study race refers to the racial groups, for example, Coloured, Indian, Black and White people. In order to measure race, the following criterion was taken into consideration: inclusion of the different racial groups (Black, Coloured, White and Indian).

### **The Head librarian – Wesfleur public library**

Atlantis is predominantly a coloured community and the library provides equal access to the different race groups. White farmers around Atlantis occasionally visit the library to borrow readable non-fiction and English books. Coloured people preferred Afrikaans books, gospel CDs and DVDs, newspapers and magazines and black people in the informal settlement, Witsand in Atlantis, read non-fiction books. The library has white members as well using the library mainly for bilingual dictionaries and language courses recorded on cassettes, videos and DVDs.



### **The Regional librarian – Western Cape Provincial Library Services**

The Selection Policy (July 1994) of the Provincial Library Service indicates that provision of library material is made only for the three major language categories of the Western Cape, namely English, Afrikaans and Xhosa. Books in other languages were not available in the library. Decisions have to be made with limited budgets and resources.

### **Respondents interviewed**

Only coloured and black library users were present during the interview. The black library users indicated that they were interested in English books, books for school projects, reference works, non-fiction, displays, usage of the copy machines, the study areas and projects and programmes. Coloured people interviewed indicated that they were provided with services and resources in the library such as Afrikaans and Afrikaans large print books. Resources for coloured people included mainly Afrikaans and Afrikaans large print books as Atlantis is predominantly an Afrikaans speaking community. Resources for blacks included

mainly Xhosa books. However, a male respondent whose home language was IsiXhosa indicated his preference to read English books as he was more fluent in English.

### Findings in relation to race

According to the sample interviewed Wesfleur public library provides access to black and coloured people. No White or Indian people were available during this survey. The Head librarian confirmed that the library has membership of white and Indian people as well, but Atlantis is mainly a coloured community. During this research only 13% of the respondents were black, while 87% were coloured. The Regional librarian indicated that according to Ordinance 16 of 1981 library services should be provided to every member of society regardless of race. Table 8 represents the percentage of race categories interviewed.

**Table 8: Findings in relation to race**

Race	% representation of race	Responses from respondents
Black	13	Xhosa books were available for black respondents. However, they indicated that they preferred to use the English books available at the library
Coloured	87	Coloured respondents indicated that they were also accommodated in terms of library resources and services provided by the library
White	0	White people were not present during the time of the survey
Indian	0	Indian people were not present during the time of the survey
<b>Total</b>	<b>100</b>	

Table 8 provides a breakdown of the racial groups of the sample. Only coloureds and black library users were in the library during this research.

### Gender

In terms of gender this study needed to establish if Wesfleur public library provided equal access to all library users regardless of their gender. In order to measure its compliance the following criteria were taken into consideration: inclusion of the different gender groups, including both males and females.

### The Head librarian – Wesfleur public library

The library provides services and resources to all library users, which include both males and females. Males prefer to read newspapers, magazines and using the free Internet. Females prefer to read Afrikaans and English large print books, magazines and non-fiction. However, there are also books in the library for gays and lesbians.

### **The Regional librarian – Provincial Library Services**

Library material purchased includes those for both males and females, as well as for people of different sexual orientation and is suited to a wide variety of reading tastes and needs, with emphasis on education, information, cultural and personal enrichment.

### **Findings in relation to gender**

The Head librarian indicated that the library provides resources and services for both males and females. The Regional librarian indicated that according to Ordinance 16 of 1981 library services are provided to every member of society regardless of gender. With regard to magazines the researcher observed there were magazines for both males and females. Magazines for females included the *Cosmopolitan*, *Crochet monthly*, *Femina*, *Rooi Rose*, *Sarie*, *Wedding and Home*, *Woman's value*, *Your family and Your baby*. Magazines for males included *Men's Health*, *Muscle and fitness*, *Popular Mechanics* and *SA Woodworker*. The significance of highlighting the magazines in terms of gender is to demonstrate that the library has resources that do accommodate gender. Table 9 represents the percentages of males and females interviewed.

**Table 9: Findings in terms of gender**

Gender	% representation of gender	Responses from respondents
Males	39	100% males indicated that they found relevant resources in their own language. Males also had access to services provided by the library

Females	61	100% females indicated that they found relevant resources in their own language. Females also had access to services provided by the library
<b>Total</b>	<b>100</b>	

Table 9 provides a breakdown of the gender groups of the sample.

Twenty-three respondents were interviewed, consisting of 61% females and 39% males. This includes the two females that spoke on behalf of their toddlers. All the respondents (both males and females) indicated that they found relevant books in their own languages. In terms of resources for example, 10 females indicated that they read love stories in Afrikaans large print books compared to 2 males. The females also indicated that they read female magazines and males indicated that they also read male magazines. With regard to library services, 13 females indicated they made use of the copy machines, for example, compared to 9 males. With regard to video shows an equal number of females (3) and males (3) were interested. The findings indicate that the respondents agreed that their library provided equal access to gender categories.

### Religion

In terms of religion this study needed to establish if Wesfleur public library provided equal access to all library users regardless of their religious affiliation. In order to measure its compliance the following criteria were taken into consideration: inclusion of the different religious groups.

#### **The Head librarian – Wesfleur public library**

The different religious groups are accommodated in Wesfleur public library in terms of resources and services. The library has a special section that contains only religious material of different religions such as Hinduism, Judaism and Buddhism around the world.

#### **The Regional librarian – Western Cape Provincial Library Services**

In terms of the Selection Policy (July 1994) the Provincial Library Services provide free access to materials and information presenting as far as possible all points of view on current and historical issues, including controversial issues.

#### **Findings in relation to religion**

The findings indicate that Wesfleur public library provided access to Christians, Muslims, Jehowa witness and library users without any religious affiliation. The Head librarian indicated that the library makes provision for the different religious groups in terms of library resources and services. The Regional librarian indicated that in terms of the selection policy of the Provincial Library Services all religions are accommodated. The researcher observed that books on religions were present. One of the limitations with regard to religion was that no statistics from Wesfleur public library on their religious material were available. No statistics on religion were available when the City of Cape Town conducted their latest census in 2001 in Atlantis (City of Cape Town Census, 2001:1-6). Some of the books contained information about different religions within one single copy. Table 10 represents the percentages of the different religious groups interviewed.

**Table 10: Findings in terms of religion**

Religious groups	% of representation of religious groups	Resources provided by the library
Muslims	4	Found religious resources in Arabic
Jehowa witness	4	Found resources on religious material
Christians	79	Found resources on religious material
Other (No religious affiliation)	13	Were not interested in religious material, but found non religious material
<b>Total</b>	<b>100</b>	

Table 10 provides a breakdown of the religious groups of the sample.

Seventy-nine percent (79%) Christian and 4% Jehowa witness indicated that they found books on their religion. A Muslim library user indicated that religious resources in Arabic, which assisted him with his religion, were found in the library. The respondents with no religious affiliation were not interested in any religious books, but indicated they used other library material in the library. The findings indicated that the library provided access to Muslim, Jehowa witness, Christians and respondents without any religious affiliation.

### **Nationality**

In terms of nationality this study needed to establish if Wesfleur public library accommodated all library users regardless their nationality. For this study nationality refers to whether the library users were South Africans or foreigners. In order to measure its compliance the following criteria were taken into consideration re: equal access to South Africans and foreigners.

### **The Head librarian – Wesfleur public library**

The library accommodated not only library users of Atlantis, but all South Africans, including foreigners. However, only people from Atlantis and its surrounding areas could become members of the library. Foreigners and any people not staying in Atlantis, become visitors to the library. This meant they can use the library and its facilities, but cannot borrow any library material, unless they are members of affiliated libraries in Cape Town. The library services to foreigners include the use of Smart Cape computers with free Internet and E-mail facilities; bilingual dictionaries, for example, French-English and language courses on cassettes and DVDs.

### **The Regional librarian – Western Cape Provincial Library Services**

Only members of an affiliated public library are allowed to borrow library material. Non-members are regarded as visitors. They can use the library, but cannot borrow any material due to the risk of library material getting lost.

### **Findings in relation to nationality**

The Head librarian indicated that the library make provision for foreigners who are regarded as visitors. The Regional librarian indicated that according to Ordinance 16 of 1981 non-members are permitted to use the facilities of the library, but cannot take out any library material as there would be no guarantee how long a foreigner would stay in South Africa. Lost library material has an impact on library budgets. It was observed that the library had language courses on cassettes and DVDs and various bilingual dictionaries. Table 11 represents the percentages of South Africans and foreigners during the interview.

### **Table 11: Findings in terms of nationality**

Nationality	% representation of nationality
South Africans	100
Foreigners	0
<b>Total</b>	<b>100</b>

Table 11 provides a breakdown of the nationality of the sample.

The respondents interviewed were all South Africans who stayed in Atlantis and indicated that they found relevant books in their own languages. Although only South Africans were present during this study, the Head librarian indicated the library does accommodate library users of all nationalities.

### Language

In terms of language this study needed to establish if Wesfleur public library accommodated all language groups. In order to measure its compliance the following criteria were taken into consideration: inclusion of the different language groups.

#### The Head librarian – Wesfleur public library

Wesfleur public library does not accommodate all the language groups of South Africa. However, three of the official languages of South Africa, which are spoken in the Western Cape, are Afrikaans, English and IsiXhosa. Afrikaans is the dominant language of library users from Atlantis. IsiXhosa speaking people prefer to read English library books.

#### The Regional librarian – Western Cape Provincial Library Services

The Selection Policy (July 1994) of the Provincial Library Services indicates that library material is provided in the three major languages of the Western Cape: English, Afrikaans and Xhosa. Almost all titles in Afrikaans and IsiXhosa are bought in maximum quantities due to the scarcity of material available in these languages.

**Table 12: Book stock representation of language**

Language	Book stock (Jan 2007)	% of book stock representation per category	Circulation per month (Jan 2007)	% circulated

Afrikaans (Adults plus children & teenage) fiction	13726	44.88	7 536	74.20
English (Adults plus children & teenage) fiction	7 997	26.15	1 789	17.61
Non-fiction (Adults plus children & teenagers: English and Afrikaans language)	8 760	28.64	830	8.19
IsiXhosa (Adult)	19	0.06	0	0
IsiXhosa (Children & teenage)	80	0.27	0	0
<b>Total</b>	<b>30 582</b>	<b>100</b>	<b>10 155</b>	<b>100</b>

Source: Western Cape Provincial Library Services (2007)

Table 12 presents the resources of the library in terms of book stock for the different language groups. Resources available for Afrikaans-speaking library users were Afrikaans fiction. Afrikaans fiction (children, teenagers and adults) represented 44.88% of the total library stock. Resources available for English-speaking library users were English fiction, which represented 26.15% of the book stock. Non-fiction, which were available in both English and Afrikaans languages, represented 28.64% of the book stock. Resources for IsiXhosa speaking library users were Xhosa books for adults, teenagers and children. Children's & teenage Xhosa books represented 0.27%, while the adult Xhosa books represented 0.06% of the total book stock of Wesfleur public library. The figures captured within Table 12 demonstrated that Wesfleur public library accommodates children, teenagers and adults. When library users were interviewed all the members of the sample indicated that they did find relevant books in their own language in the library.

### Findings in relation to languages

This study established that only IsiXhosa, Afrikaans and the English languages were accommodated. The researcher observed that there was library material in both English and Afrikaans as well as bilingual language dictionaries in various foreign languages and language courses recorded in various languages for library users. The Selection Policy of the Western Cape Provincial Library Services only makes provision for the three major languages of the Western Cape: IsiXhosa, English and Afrikaans. Table 13 represents the different languages and the percentages of the languages that were accommodated at the library.



**Table 13: Findings in terms of language**

Different language groups	%	Library users
Afrikaans	79	Resources were available for the Afrikaans speaking respondents
English	4	Resources were available for the English speaking respondents
Afrikaans/ English	4	Resources were available for the bilingual speaking respondents
IsiXhosa	13	Resources were available for IsiXhosa speaking respondents
<b>Total</b>	<b>100</b>	

Table 13 indicates that in terms of language 79% of the sample were Afrikaans speaking, 4% English speaking, 4% Afrikaans/English speaking and 13% were IsiXhosa speaking. Atlantis is predominantly Afrikaans speaking community as already explained. Respondents agreed that their library provided equal access to library users in the three languages i.e. Afrikaans, English and IsiXhosa. According to the sample present during this research demonstrates that there were more Afrikaans speaking library users present. However, Atlantis is predominantly an Afrikaans speaking population according to the Head librarian.

### Social status

In terms of social status this study needed to establish if Wesfleur public library accommodated all library users regardless of their social status in terms of income or qualifications. In order to measure its compliance the following criteria were taken into consideration: the inclusion of social status i.e. income and qualifications.

### The Head librarian – Wesfleur public library

The library accommodates all library users, regardless of their social status. Free services and resources include community display boards, projects and programmes, brochures and pamphlets, entrepreneurial information, free newspapers and magazines, free Internet access with free E-mail facilities and free library material. The library accommodates library users of different social status in terms of income and qualifications. Community display boards with advertisements of vacancies and bursaries for further studies are available in the library. Resources for unemployed library users include free newspapers and magazines, free Internet access and use of computer and free E-mail facilities.

### Regional librarian – Western Cape Provincial Library Services

The Provincial Library Services strives towards the improvement of the quality of life of all residents of the Western Cape by enabling local authorities to provide a public library service to their communities. According to Ordinance 16 of 1981 library services should be provided free of charge irrespective of income or qualifications of members of the community.

### Findings in terms of social status

The Head librarian indicated that the library accommodates library users of different social status in terms of income and qualifications. For both the employed and the unemployed the library provides free computers with free e-mail facilities, free Internet access, free newspapers, free library material and display boards with free advertisements of vacancies and opportunities, free daily newspapers for job finders and free usage of the study area for learners and other library users to do their homework. The Regional librarian indicated that according to Ordinance 16 of 1981 library services are provided free of charge irrespective of income or qualifications of members of the community. Table 14 represents the percentages of the different income and qualifications of the respondents interviewed.

**Table 14: Income status**

Income	%	Resources and services provided by the library
Toddlers	9	Made use of the Children's section to find relevant material.
Learners	43	Used books for school project and use the facility of the study area and photocopying machine. Learners also used the free Internet access and free e-mail facility.
Unemployed	26	Made use of the free daily newspapers to find jobs as well as the free Internet access and e-mail facility for correspondence to companies to search for jobs.
Employed: R0 – R1000	9	Used the free Internet access, free newspapers and magazines as well as the library material in the library
R1000 - R3000	13	Used the free Internet access, free newspapers and magazines as well as the library material in the library

<b>Total</b>	<b>100</b>
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Table 14 indicates that twenty-three respondents were interviewed in terms of income and qualifications. In terms of **income** the 9% toddlers found relevant material in the Children's section and used the story telling provided by the Children's librarian. In terms of the income status of the sample, 69% of the respondents were unemployed (this included both the learners as well as the unemployed respondents). The 26% unemployed respondents indicated that they made use of all the free facilities of the library, such as the free Internet access, free e-mail facility and free daily newspapers to search for jobs. The 43% learners, who were also regarded as unemployed, indicated they used the study area, books for school projects and also used the copy machines and free Internet access and e-mails facilities in the library. The sample interviewed demonstrated that Wesfleur public library provides equal access with regard to resources and services for both the employed as well as the unemployed library user in terms of social status i.e. income

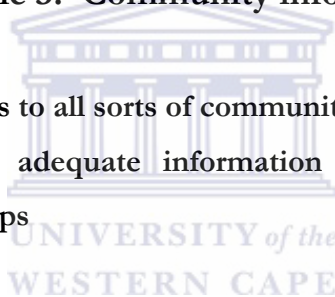
**Table 15: Qualifications status**

Qualifications of respondents	% representation of qualifications
Toddlers	9
Grade 2	9
Grade 3	4
Grade 5	9
Grade 7	4
Grade 8	9
Grade 9	13
Grade 10	30
Grade 11	0
Grade 12	13
<b>Total</b>	<b>100</b>

Table 15 provides a breakdown of the educational qualifications of the sample. It should be understood that members of the sample in Grade 2, for example, were not necessarily children, but also adults and elderly library users. The significance of these figures is to demonstrate that Wesfleur public library accommodates library users of different educational levels.

#### 4.4 **Principle 3: Community information**

**All citizens should have access to all sorts of community information. Public libraries should provide an adequate information service to local enterprises, associations and interest groups**



A third research question dealt with whether Wesfleur public library provided community information to library users. This study intended to establish if library users have access to all sorts of community information in the library. In the context of this study community information refers to community display boards, Library Business Corners, government information, brochures and pamphlets, employment information and the presence of a library hall for community information. In order to measure its compliance the following criteria were taken into consideration: access to community information for the different age categories, which included toddlers, children, teenagers, adults and the elderly. Interviews were conducted with the Head librarian, a Regional librarian and library users.

##### **The Head librarian – Wesfleur public library**

A Library Business Corner was available for library users, but became redundant due to lack of services from its funders. The Library Business Corner was utilized well by library users. The library now refers library users to Red Door in Atlantis that provides the same function

as the Library Business Corners. The library hall is used for community projects, programmes and activities. Smart Cape computers with Internet access provide additional and current community information, although limited access is available for all library users due to lack of training and computers in the library. The library receives brochures and pamphlets regularly from Clinics, South African Police Services, Department of Labour and Technical colleges for distribution free of charge to library users. Although the library does not reach out to local enterprises, associations and interest groups, information in various formats, such as brochures and pamphlets, books and audio-visual material as well as the Internet was available at the library. With regard to local enterprises, associations and interest groups library material was available on businesses and business related issues such as marketing and corporate organizations. Provision is made for current telephone directories with telephone numbers of all provinces as well as directories which include businesses in the Western Cape and other provinces.

**Table 16: Interview with Head librarian**

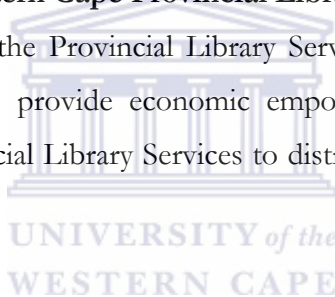
<b>Community information</b>	<b>Head librarian's response</b>
<b>Library Business Corners</b>	Library Business Corners are not functioning to its full capacity as less material is received on a monthly basis. The Library Business Corners were a great source of community information. If the library does not have specific information as requested by library users they are referred to Red Door which provides similar services as the Library Business Corners. The Library Business Corners are not well marketed.
<b>Government information</b>	Is provided via Smart Cape (Internet); library material and display boards
<b>Employment information</b>	Is provided via Smart Cape (Internet); library material and display boards
<b>Brochures and pamphlets</b>	Are regularly received from Clinics, South African Police Services; Department of Housing; Department of Labour and Technical Colleges in Atlantis.
<b>Display boards</b>	Have community display boards in library foyer containing various community information such as government information, employment information and entrepreneurial information

<b>Library hall for community projects</b>	Has a library hall for community activities
--------------------------------------------	---------------------------------------------

Table 16 demonstrates via the Head librarian that the library does provide community information to library users in different forms and formats. Ngulube (2000) also identified in his case study at the Mudzi Community Library in Zimbabwe that information needs, such as health, family planning, education, scholarship opportunities, employment, donor funding and credit facilities were important in the provision of community information.

### **The Regional librarian – Western Cape Provincial Library Services**

One of the core objectives of the Provincial Library Services is to provide informational material regarding life skills to provide economic empowerment. The Library Business Corners are utilizing the Provincial Library Services to distribute community information to public libraries.



### **Findings in relation to community information**

**Table 17: Community information**

<b>Community information</b>	<b>Brochures %</b>	<b>Government information %</b>	<b>Employment Information %</b>	<b>Entrepreneurial Information %</b>	<b>Library Business Corners %</b>	<b>Display Boards %</b>	<b>Display hall %</b>
Toddlers	0	0	0	0	0	0	0
Children	9	0	0	0	0	9	9
Teenagers	0	0	0	0	0	0	0
Adults and the elderly	91	100	100	100	0	91	91
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>

Table 17 indicates that respondents interviewed were adults and the elderly who made use of the community information in the library. The toddlers, children and teenagers were not

really interested in community information. From the adult and the elderly respondents, 54% were unemployed and 45% were employed. The significance of the employment status is of importance for this study as it demonstrated that the unemployed respondents were interested in employment and entrepreneurial information. From the above, findings indicated that all respondents agreed that Wesfleur library provides community information to library users of different age categories. However, mainly adults and the elderly made use of this type of information.

#### 4.5 Principle 4: Physical accessibility

**According to UNESCO manifesto library services should be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities as well as relevant technologies which can assist in the educational needs of library users**

A fourth research question dealt with whether the library services are physically accessible to all members of the community. This study intended to establish if Wesfleur public library was physically accessible to all members of the community. This included aspects of distance to Wesfleur public library, the position of Wesfleur public library in Atlantis, the physical layout of the library, standards for physical accessibility and whether the library had relevant technology for library users. Interviews were conducted with the Head librarian, the Regional librarian and library users.

**Table 18: Criteria in terms of physical access**

Criteria used	Sub-criteria
Library building and its position	Library building – Wesfleur public library Distance – Wesfleur public library

<b>Physical layout and accessibility of library</b>	<ul style="list-style-type: none"> <li>• Floor plans</li> <li>• Size of library</li> <li>• Library hall</li> <li>• Study area</li> <li>• Adult section</li> <li>• Children's/ Teenage section</li> <li>• Workroom</li> <li>• Toilets</li> <li>• Disability access</li> <li>• Access to the copy machines</li> </ul>
<b>Good reading and study area</b>	Study area
<b>Technology</b>	Internet access
	Use of copy machines
	Computers

Table 18 provides a breakdown of the criteria that were used to investigate physical access at Wesfleur public library.

### **Library building and its position**

This study intended to establish if Wesfleur public library was well-situated and centrally positioned. Distance was an important factor to establish.

#### **The Head librarian – Wesfleur public library**

The library is central and well-situated within walking distance to public transport, shops, Clinics, the South African Police Services and the municipality for convenience of library users.

#### **The Regional librarian – Western Cape Provincial Library Services**

A public library should be central where most people work and where there is a post office and shopping center.

#### **Findings in relation to library building and its position**



This study established that Wesfleur public library is centrally situated. Seventy-four percent (74%) of the respondents interviewed indicated that they stayed within a radius of 1 km from the library. Thirteen percent (13%) of the respondents stayed within a radius of 2 km while 13% stayed within a radius of 3 km from the library. These were respondents from the informal settlement, Witsand in Atlantis. This demonstrates that most of the sample is staying within walking distance of the library which confirms that Wesfleur public library is accessible.

**Table 19: Distance**

Distance from the library	% representation of distance
1 km	74
2 km	13
3 km	13
<b>Total</b>	<b>100</b>

Table 19 provides a breakdown of the distance from the library and demonstrates the percentages of the sample interviewed in terms of how far they stayed from the library. The significance of this table is to demonstrate how accessible Wesfleur public library is in terms of distance. Distance was also one of the criteria for the case study used in the Brantford public library study in 2000. This study found that distance was a barrier to use as non-users reported they would use the library more often if it was closer to their homes. For this study the sample indicated that 74% stayed within 1 km from the library. Thirteen percent (13%) stayed within 2 km from the library and 13% stayed within 3 km from the library. Distance is of importance as it is an indicator how accessible the library is for library users. According to the respondents Wesfleur public library is accessible.

### **Physical layout and accessibility of library**

In terms of physical layout and accessibility of the library this study intended to establish if standards were in place for shelving, furniture, toilets and the physical layout of the library.

#### **The Head librarian – Wesfleur public library**

The library comprises of 1000 square meters, including a hall, and has 80 seats in the study area. Shelving in the adult section has higher shelving than the children's section, because it is used by adult users only who are taller than children and complies with the required library standards. Furniture in the periodical section is designed in the form of a lounge with table and chairs. The children's section has small tables and chairs to accommodate toddlers and pre-school children as well. Toilets are accessible for the disabled library user as it had lower door handles for easy opening and armrests. There is also a section within the library that has 5 Smart Cape computers for library users, which is close to the loan desk for control purposes. With regard to floor plans, it was approved by both the municipality and the Provincial Library Services before the library were built. The library comprises of a library hall that met the required standards as noted in the *Manual for Regional Librarians* and *Handbook for Public Librarians*. The study area comprised of 80 seats and complies with library standards. The workroom complies with the required library standards. The library is

accessible from the streets and is easily accessible for the disabled library user. Library has 2 copy machines that are used by library users.

### **The Regional librarian – Western Cape Provincial Library Services**

Before any public library can be built, floor plans needed to be approved by the Provincial Library Services to verify if it met the required standards as noted in the Manual for Regional Librarians and Handbook for Public Libraries. As with library buildings, library furniture should also meet with required standards. Furniture drawings have to be drawn in consultation with the Provincial Library Services.

**Table 20: Study area**

Usage of study area	% Yes	% No	% Total
Respondents	74	26	100

Table 20 provides a breakdown of the usage of the respondents with regard to the study area in the library. Mikwa (1994) in his study on the reading habits in public libraries in Nairobi in Kenya, also found that the lack of enough space in the library was a barrier. Kurttila-Matereo (1997) in her study of the conditions of school libraries in Oulu, Finland, using the UNESCO School Library Manifesto as a guideline found that 80% of the schools had a space that they called 'library'. This was a barrier. However, this study established that Wesfleur public library has a study area of 80 seats. Seventy-four percent (74%) indicated that they used the study area mainly for studying and to do their homework. The respondents were mainly learners. The respondents were all children and teenagers that indicated that they do their homework and for study purposes. Toddlers indicated that they used the study area to do reading. Respondents complained that the study area was noisy and overcrowded in the afternoons and it was difficult for them to study.

**Table 21: Use of copy machines**

Usage of copy machines	% Yes	% No	% Total
Respondents	95	5	100

Table 21 demonstrates that ninety-five percent (95%) of the respondents indicated that they used the facility of the copy machines in the library. Five-percent (5%) indicated that they don't. One hundred percent (100%) of children and teenagers made use of this facility and indicated that they use it for their school work and studies. Members of the sample indicated that they have to wait in long queues and that the 2 copy machines in the library were inadequate for library users.

### **Findings in relation to physical layout and accessibility of the library**

This study reveals that Wesfleur public library complies with the required library standards of the municipality and the Provincial Library Services with regard to the following: An approved floor plan of the library by both the municipality and the Provincial Library Services is attached as an appendix. In terms of size the library comprises 1000 square meters. The library comprises of a library hall that met the required standards. The study area comprised of 80 seats and complies with library standards. Respondents complained that the study area was very noisy and overcrowded. The adult section complies with library standards with its higher shelving. The children's/ teenage sections comply with the required library standards. The workroom complies with the required library standards. Toilets comply with the required library standards and were accessible for the disabled library user. In terms of disability access, the library is accessible from the streets and is easily accessible for the disabled library user. The library has 2 copy machines that are used by library users. Respondents complained that the queues at the copy machines were always very long and that they needed more copy machines.

### **Technology**

In terms of technology this study intended to establish if Wesfleur public library had relevant technology to accommodate library users.

**Table 22: Head librarian on technology**

<b>Questions to Head librarian</b>	<b>Responses by Head librarian of Wesfleur public library</b>
<b>What types of technological equipment does your library have?</b>	Five computers with free Internet access and free E-mail facilities for library users

	<p>Ten computers for staff (to do searches for library users as well)</p> <p>Internet access for the free use by library users to have access to global knowledge</p> <p>Two copy machines for the use by library users to make copies</p> <p>One music centre for the use by library users to listen to audio material</p> <p>One CD player for the use by library users to listen to CDs and DVDs</p> <p>One fax machine</p> <p>Telephone lines</p> <p>E-mail facilities for the free usage by library users</p> <p>Audio-visual material</p> <p>One television set for the use of story hours</p> <p>One film projector for the use of films on crucial issues such as drug abuse for teenagers</p> <p>Online library catalogue: PALS Library System</p> <p>No library manual or online catalogue for library users</p>
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Table 22 provides a breakdown of the technological equipment of Wesfleur public library provided during the interview by the Head librarian of Wesfleur public library. The equipment demonstrates the relevant technology to accommodate library users.

### **The Regional Librarian – Western Cape Provincial Library Services**

The Provincial Library Services provides equipment to public libraries. In Wesfleur public library the following equipment was provided: 1 film projector, 1 television set; 1 CD player and 1 music centre. Regarding the PALS online catalogue, this technological facility is only for library staff that can assist users in finding library material in the library.

**Table 23: Internet access**

Usage of Internet	% of usage of the Internet
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Respondents	43
Did not respond	57
<b>Total</b>	<b>100</b>

Table 23 demonstrates the usage of the Internet in the library. Nine percent (9%) of the sample were unemployed. Members of the sample that were unemployed indicated that they used the free Internet access and free E-mail facility for the purpose of searching for jobs. The respondents that did not respond to the questions were 57%. The 57% included toddlers, children and the elderly that did not have an interest in the Internet as they do not know how the Internet worked. The 43% of the respondents that used the Internet were teenagers and adults.

**Table 24: Computers**

Usage of computers	% of usage of computers
Respondents	30
Did not respond	70
<b>Total</b>	<b>100</b>

Table 24 demonstrates that 30% of the sample indicated that they used computers. The respondents that did not respond to the questions were 70%. They included toddlers, children and the elderly that did not have an interest in computers as they had limited knowledge of computers. The 30% of the respondents that used the computers were teenagers and adults. Computers were also used as an important service by the Brantford public library in a similar study done in 2000. In their study they revealed that it was a need to improve its publicity and promotion to familiarize the community with the full range of its services and to provide more computers. The outcomes of their study compares with the sample of this study that indicated that they needed more computers.

### **Findings in relation to technology**

This study reveals that Wesfleur public library has technology that includes free Internet access, free e-mail facilities, computers to do typing and letters, copy machines to do copies

for school tasks, access to Online PALS catalogue to retrieve bibliographic data, CD player where library users have access to listen to music to be borrowed, access to a fax machine, telephone lines for staff to do telephone calls, television set for story hours for children and toddlers, film projector for the use of films on important issues such as drugs to teenagers, audio-visual material such as DVDs and CDs and a music centre where library users could listen to CDs before they borrow the material from the library. This study also reveals that no manual catalogue existed. Library users had to ask library staff to have access to bibliographic data of the library collection. However, this study indicates that more computers with Internet access are needed for library users.



#### 4.6

#### **Principle 5: Library collections**

**All aged categories should find material relevant to satisfy the information needs of urban and rural communities. Library services should be adapted to the needs of the communities in rural and urban areas. Library collections and services should include all types of appropriate media and modern technologies. Library collections should be of high quality and relevance to local needs and conditions. Library material should reflect current trends and the evolution of society. Library collections**

**and services should not be subjected to any form of ideology, political or religious censorship, nor commercial pressure. Public libraries should provide for personal and creative developmental opportunities**

A fifth research question of this study dealt with the library collection from Wesfleur public library and the relevance to local needs. This study intended to establish if the library collection at Wesfleur public library was accessible and if all age categories found relevant library material to satisfy their information needs. Interviews were conducted with the Head librarian, the Regional librarian and library users.

### **The Head librarian – Wesfleur public library**

Monthly inputs in the form of reports on the gaps and needs in their library collection were provided to the Provincial Library Services. Inputs in the weekly book selection meetings on library material selected and purchased for their library were provided. Afrikaans library material is predominantly the books that were read the most by library users. Usage of the Afrikaans books in the circulation statistics reflects that Wesfleur public library has the highest circulation in this category. This is therefore why the Blaauwberg regional library allocates more Afrikaans books to Wesfleur public library than any other library within the region due to the high usage of Afrikaans books. Wesfleur public library is receiving 7 copies of each Afrikaans title purchased by the Provincial Library Services. This allocation in the Afrikaans category is the highest in the region where other libraries receive 3 to 4 copies per new Afrikaans title purchased due to the percentages of their circulation figures.

Due to the absence of video shops in Atlantis, DVDs, videos and CDs are very popular amongst library users. This need is conveyed to the Regional librarian where their allocation for audio-visual library material is also increased to suit the needs of their library users.

The library provides library material to all age categories from toddlers to the elderly. The library collection also includes different types of appropriate media and modern technology, such as books and audio-visual library material such as DVDs, CDs, videos and audio books for library users. Furthermore, provision is made for free access to the Internet, free usage of the Smart Cape computers, television, video recorders, music centres and film projectors to



make accessibility of the audio-visual material possible for the library users. The library collection reflects current trends due to constant analyses of the needs of library users. If the Provincial Library Services were not able to address some of the needs, library material is purchased with the allocated budget received annually from the City of Cape Town. The library collection is not subjected to any form of censorship. However, books on sexually explicit material are kept behind the loan desk to avoid theft or damages and prevent children to access the books. A notice is put up at the loan desk to inform library users about the books of a sexually explicit nature. Through the library collections library users are provided with opportunities for personal growth and development and support the oral tradition. Story telling is provided as a medium to convey stories of various countries, not forgetting the South African folklore. Free Internet access provided at the library reflects the current trends of the resources and services provided by Wesfleur public library. The diverse programmes and projects provided by the library for library users and the community of Atlantis create an opportunity for the community to develop. However, no literacy classes are provided. The provision of free resources and services at the library adds further value.

### **The Regional librarian – Western Cape Provincial Library Services**

The selection process at the Provincial Library Services is guided by a selection policy which aims at providing books and audio-visual materials to affiliated libraries in the Western Cape, building up the most comprehensive and representative collection given the financial constraints. Furthermore the aim of the policy is to provide free access to materials and information representing as far as possible all points of view on current and controversial issues. The selection policy also aims to provide library material suited to a diverse reading taste and needs with special care to the needs of developing communities in the building of literacy and study collections, as well as collection of material in languages in the official vernacular. The official vernacular languages include only the three major languages of the Western Cape: Afrikaans, English and IsiXhosa. Library material are selected by professional librarians and purchased at accredited publishers.

Weekly book selection meetings for children's books and alternatively for adult books with the relevant inputs from all affiliated public libraries in the Western Cape are available. The Regional librarian at the Provincial Library Services in Cape Town, which is responsible for

the Blaauwberg region, indicated it received reports on a monthly basis from Wesfleur public library regarding their monthly library circulation, statistics of their own book stock and needs and gaps it experienced in their library. The region which is responsible for the distribution of new library material to Wesfleur public library visits the library every quarter to analyze and to provide professional guidance in terms of stock building and stock development. The Selection Policy (July 1994), states that the Library Services provide free access to materials and information presenting as far as possible all points of view on current and historical issues, including controversial issues. Below is a breakdown of the library resources provided by Wesfleur public library.

**Table 25: Library resources**

Library resources	Book stock	Circulation per annum	% Yes	% No	% Not responded	% Total
<b>Adult books</b>						
Afrikaans books	6 513	116 464	66	0	34	100
Afrikaans large prints			55	0	45	100
English books	2 914	19 042	44	0	56	100
English large prints			55		46	100
Non-fiction	4 178	14 323	27	0	73	100
Reference books			61	0	39	100
Study collection			50	0	50	100
Xhosa	19	0	0	0	0	100
Books for school projects			78	0	22	100
<b>Children's Books</b>						
Afrikaans Juvenile fiction	7 213	32 564	47	0	53	100
English Juvenile fiction	5 083	18 842	47	0	53	100
Junior non-fiction	4 582	3 155	30	0	70	100
Junior reference works			30	0	70	100
Magazines	56	2 187	60	0	40	100
Newspapers			50	0	50	100
<b>Audio-visual material</b>						
Cassettes	5	See under 'sound recordings'	0	0	0	100
Audio books			4	0	96	100
DVDs	41	285	39	0	61	100
CDs	151	See under 'sound	21	0	79	100

		recordings <sup>7</sup>				
<b>Total circulation of sound recordings</b>	1 123	3 565				
<b>Total</b>	<b>32 063</b>	<b>212 361</b>				

Source: Western Cape Provincial Library Services (2007)

Table 25 presents the book stock of the library per category with the circulation per annum and the percentage of usage by the sample. The library collection also includes all types of media, which includes DVDs, CDs and audio books. In addition, the following was observed from Table 25: no interest was indicated by respondents regarding Xhosa books; cassettes were not used and the percentages of the audio books were very low. However, 100% of the respondents indicated that they found relevant books in their own languages. Respondents indicated that they showed more interest in the Afrikaans and Afrikaans large print books than the other categories of the library collection. Below is a breakdown of the library services provided by Wesfleur public library.

**Table 26: Library services**

Library services	%	%	%	%
	Yes	No	Not responded	Total
Videos	17	0	83	100
Video shows	26	0	74	100
Displays	56	0	44	100
Use of copy machine	87	0	13	100
Story hours	39	0	61	100
Library Business Corners	0	0	0	100
Sample found books in their own languages	100	0	0	100
Use of study area	65	0	35	100
Literacy classes	0	0	0	100
Projects and programs	26	0	74	100
Special request services	0	0	0	100
Inter-library loans (ILL)	0	0	0	100
Internet access	43	0	57	100
Availability of a catalogue	0	0	0	100

Source: Western Cape Provincial Library Services (2007)

Table 26 highlights the services offered at Wesfleur public library. The following was observed from this table: the Library Business Corners were not used; no literacy classes existed, no interest was shown in special requests and Inter-library loans. The significance of Tables 25 and 26 are to demonstrate the relevant resources and services available at the library and also to answer the research question which states: Is the library collection from Wesfleur public library relevant to local needs? In answering this question this study needed to provide percentages of usage to demonstrate its relevance. The percentages indicated within Table 26 demonstrate the usage of services and the significance in terms of accessibility. The members of the sample that did not respond indicated that they were not interested in these services provided by Wesfleur public library, for example, the story hours with a non-response of 61% were from teenagers and adult members of the sample who did not have an interest in story hours as they were too old for the toddlers program.

### **Findings in relation to library collections**

This study reveals that the library collections were available for all age categories which include toddlers, teenagers, adults and the elderly, include all types of appropriate media, which include CDs, DVDs, cassettes, videos, audio books, books, magazines and newspapers, have high quality and relevance to local needs, reflect current trends and are not subjected to censorship. Afrikaans library material is predominantly the books that were read the most by the respondents interviewed. Respondents indicated (100%) that they were satisfied with the library collections and found relevant library material satisfactory. Very few Xhosa books were available. None of the respondents interviewed showed interest in this category of library material. Respondents indicated that they were not interested in cassettes, special requests and Inter-library loans. Respondents indicated that no Library Business Corners existed. Respondents indicated that no literacy classes were available in the library.

This study notes that the Selection Policy of the Provincial Library Services played a key role in the type of collections available at Wesfleur public library. Although the Head librarian and staff of the library have inputs in the type of library material purchased, it remains a challenge to maintain a balanced library collection that accommodates all the members of the

community. The researcher observed that there was a notice at the loan desk to inform library users about sexually explicit books kept behind the loans desk.



#### 4.7 Principle 6: Strengthening reading habits in children

**According to the UNESCO manifesto public libraries should create and strengthen reading habits in children at an early age. Public libraries should be supportive to the oral tradition**

A sixth research question of the study dealt with whether Wesfleur public library stimulates a reading culture in children at an early age. This study intended to establish the nature of

library services to children. In order to measure its compliance the following criteria were taken into consideration: story telling and story hours for children, programmes for children, resources for children, services for children and services to parents. Interviews were conducted with the Head librarian, a Regional librarian and the library users.

### **The Head librarian – Wesfleur public library**

Services to children include: weekly story-telling for toddlers, pre-school children and primary school children, holiday programmes, annual Library Week, programmes and games for children. Some of the services for children and teenagers include games (puzzles, chess), a ‘back to basics’ library set that was used for children that found it difficult to read, puppets and toys for children. Resources for children include a children’s section with children’s books and audio-visual material, which include stories on cassettes, CDs, DVDs and audio books, pop -up books, carton books, flip-flap-books and big format books.

The library staff also make and provide pictures for children. Library staff either goes to schools or the classes of the school come to the library in groups. Internal orientation or book education to toddlers and pre-school children are provided. In addition, marketing of the library at schools was frequently done for all learners. Teachers are using block loan facilities for toddlers, pre-school and primary school learners. The Children’s librarian has years of experience working in the children’s section.

### **The Regional Librarian –Western Cape Provincial Library Services**

Material that appeals to this age category, with special attention to contemporary themes, is carefully selected and purchased. Care is also being taken to ensure that emotional problems are handled with sensitivity combined with a suitable level of readability.

**Table 27: Children’s services and resources**

Criteria used	Resources and services to children	%	%	%	%
		Yes	No	Did	Total

				not respond	
<b>Resources for children</b>	Resources for children include audio-visual material for children (stories on cassettes, CDs, DVDs and audio books); pop-up-books; carton books; flip-flap-books and big format books	65		35	<b>100</b>
<b>Services for children</b>	Services for children include games (puzzles, chess); 'Back to basics little library' a set that was used for children that find it difficult to read and puppets and toys for children. Library staff made pictures for children	70		30	<b>100</b>
<b>Story telling for children</b>	Weekly story telling for toddlers, pre-school children and primary school children. Library staff either goes to schools or the classes come to the library in groups	70		30	<b>100</b>
<b>Services to parents</b>	Library services whereby parents can borrow books for their children	65		35	<b>100</b>

Table 27 demonstrates that sixty-five percent (65%) of the respondents interviewed said that they made use of the resources for children. Seventy percent (70%) indicated that they made use of the services for children. Seventy percent (70%) indicated that they were involved in the story hours and story telling for children. Sixty-five percent (65%) of the parents took out books for their children. In her study of the relevance of children's recreational literature in selected public libraries in Kenya, Kibandi (1992) found that Kenyans were poor readers who read only during examination times. Kibandi also indicated that the reading habits of children could improve in Kenya if there were relevant recreational literature in terms of themes, language and physical conditions of the books.

### **Findings in relation to strengthening of the reading habits in children**

This study reveals that Wesfleur public library provides services and resources for children. The library has a children's section for the use by children and has a Children's librarian that is an intermediary between the resources and services and the children. Furthermore, the library provides a service to parents to borrow books for their children. The library supports

the oral tradition through the medium of story hours and story telling and provides opportunities for personal and creative development.



#### 4.8 **Principle 7: Projects and programmes**

**Public libraries should support and participate in literacy activities and programmes for all age categories and initiate such activities. Public libraries foster inter-cultural dialogue and favour cultural diversity**

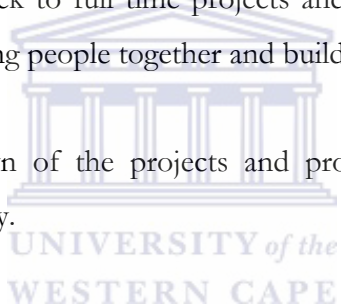


A seventh research question dealt with whether the library provides projects and programmes for library users. This study intended to establish if Wesfleur public library provided programmes and projects for all age categories and whether these programmes and projects fostered inter-cultural dialogue and cultural diversity. In order to measure its compliance the following criteria were taken into consideration: outreach programmes for the different age categories, which included toddlers, children, teenagers, adults and the elderly. An interview was conducted with the Head librarian, a Regional librarian and the library users.

### The Head librarian – Wesfleur public library

Wesfleur public library has various projects and programmes in Atlantis for the community that involve the different age categories. During Library Week, library staff usually put in more effort to dedicate this week to full time projects and programmes. The projects and programmes are designed to bring people together and build strong relationships.

Table 28 provides a breakdown of the projects and programmes for the different age categories provided by the library.



**Table 28: Projects and programmes for different age categories**

Toddlers and Children	Teenagers	Adults/ The elderly
<p>Weekly story telling for toddlers, pre-school children and primary school children Library staff either go to schools or the classes come to the library in groups</p> <p>Internal orientation (book education) to toddlers and pre-school children</p> <p>Story- time for children aged toddlers to 13 year old</p> <p>Marketing of library at schools for all learners</p> <p>Do library orientation in informal settlement (Witsand) for all aged categories</p> <p>Teachers took out block loans for toddlers and pre-school and primary school learners</p>	<p>Programmes for teenagers</p> <p>Smart Cape was a pilot project</p> <p>Marketing of library at schools</p> <p>Chess games for children and teenagers</p> <p>Professional people were invited to conduct workshops for teenagers on issues such as teenage pregnancies, HIV Aids and drugs</p> <p>Displays and exhibitions for teenagers on issues such as: drugs, teenage pregnancies and HIV Aids</p>	<p>Programmes for adults and the elderly</p> <p>Annual Library Week programme</p> <p>Library orientation in informal settlement (Witsand)</p> <p>Weekly visits to Orion old age home</p> <p>Readathon Day</p> <p>World Book Day</p> <p>HIV Aids Day programmes</p>

Children's librarians have years of experiences working in the children's section		Women's Day: training provided for women on Smart Cape computers
Holiday programmes		
Annual Library week		National days displays and exhibitions, for example, Fathers Day and Mother's Day
Programmes for all aged categories		
Games for children and teenagers		
Library services and resources are available for teenagers, adults and the elderly		
The library provided a service to parents whereby they can take out books for their children		

Table 28 provides a breakdown of the projects and programmes in terms of age provided by the Head librarian of Wesfleur public library during an interview.

### **The Regional librarian – Western Cape Provincial Library Services**

Monthly reports received from Wesfleur public library reflect the diverse projects and outreach programmes they have in and outside the library. Monthly projects and programmes received from Wesfleur public library include: visits to the physically challenged, visits to old age homes, visits to schools and crèches, reading circles, block loans, senior clubs, film and video shows and art and craft classes.

**Table 29: Findings in terms of projects and programmes for different age categories**

<b>Age categories</b>	<b>% Yes</b>	<b>% Did not respond</b>	<b>% Total</b>
Toddlers and children	22	78	100
Teenagers	9	91	100
Adults and the elderly	47	53	100

Table 29 indicates that 22% of the toddlers and children made use of projects and programmes offered at the library. Nine percent (9%) teenagers and 47% adults and the elderly were involved with programmes. From the table the percentages indicate that it is the adults and the elderly that were actively involved with the programmes and projects. Teenagers seem to be the least interested in the programmes and projects. The members of the sample that did not respond indicated that they were not interested in the projects and programmes of the library.

### **Findings in relation to projects and programmes**

This study reveals that Wesfleur public library provides projects and programmes to all age categories, which include toddlers, children, teenagers, adults and the elderly.



## **4.9 Principle 8: Computer literacy skills and Literacy**

**Public libraries should facilitate the development of information, literacy and computer literacy skills**

An eighth research question dealt with whether Wesfleur public library facilitates literacy and computer literacy. This study intended to establish if Wesfleur library facilitates the development of information, provision of literacy and the provision of computer literacy training. In order to measure its compliance, the following criteria were taken into consideration: computer literacy training; provision of literacy classes and computer usage. Interviews were conducted with the Head librarian, a Regional librarian and library users.

### **The Head librarian – Wesfleur public library**

Library staff provided training on the usage of the computers and Internet. Smart Cape personnel provide no training to library users on how to use computers and software programs as well as how to use the Internet and e-mails. Library orientation is provided to the communities in the informal settlement, Witsand. During the annual Library Week various training programs for library users are provided, including computer training. Wesfleur public library is equipped with 5 computers with free Internet access, which were made possible by Smart Cape, an initiative by the City of Cape Town. Library users have 45 minutes free online time per user per day to accommodate as many library users as possible with this limited resource. The computers are all equipped with the full software packages for typing, word processing and to surf the Internet. Training is provided by library staff, volunteers and peer groups. During Readathon Day, Library Week and World Book Day, library staff provide computer literacy training to library users to improve their information literacy skills. No literacy classes are currently available. Literacy classes were available, but have been terminated as the person that has conducted the literacy classes was no more available. However, the library is searching for a suitable person to start the literacy classes in due time.

### **The Regional Librarian – Western Cape Provincial Library Services**

Public libraries are subsidized in terms of the provision of literacy classes to library users. Computer literacy training to library users had to be facilitated by library staff.

**Table 30: Findings in terms of facilitation and development of information and computer literacy skills**

Variables	Criteria used	% Yes	% No	% Did not respond	% Total
Computer literacy skills	Training of library users	30		70	100
Literacy	Literacy classes	0	17	83	100
Computers	Availability of computers for library users	30		70	100
Internet	Internet access	43		57	100

Table 30 indicates that 30% of the respondents said that they received training with regard to computer literacy skills. With regard to the availability of computers, 30% of the respondents indicated that there were computers in the library and 43% indicated that they made use of the Internet access. Seventeen percent (17%) of the respondents interviewed indicated that no literacy classes were conducted. The Head librarian also indicated that no literacy classes were currently conducted. Eighty -three percent (83%) of the respondents had no knowledge of any literacy classes. The respondents that did not respond to the questions were either, toddlers, children, teenagers or elderly users that have no direct interest in computers, literacy, and or, the Internet.

#### **Findings in relation to computer literacy skills and literacy**

This study reveals that Wesfleur public library facilitates computer literacy training, does provide training for library users and has computers available for library users to be used. However, Smart Cape staff did not provide training for library users. No literacy classes were provided.

#### **4.10**

#### **Principle 9: Library staff**

**According to UNESCO public library manifesto the public librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate public library services**

A ninth research question dealt with whether the librarian was an active intermediary between users and resources. This study needed to establish if the staff composition and their training opportunities enhanced their profession. Interviews were conducted with the Head librarian and library users.

### **The Head librarian – Wesfleur public library**

The library staff at Wesfleur public library comprise the Head librarian and 5 Library Assistants who are responsible for the children's section, reference section and Loan desk. Each staff member has allocated duties and responsibilities. Library staff are allocated to each section within Wesfleur public library. There is a reference librarian in the adult section who is responsible for all the reference needs of library users. In the children's section there is a Children's librarian responsible for this section and its resources. Each staff member manages his/her allocated section and is actively involved in the liaison with library users of those sections. Conferences and workshops for library staff included: Internet/GroupWise training, training on displays and exhibitions, repairs of library books, Microsoft Windows 2000 training, story telling training, customer care, diversity management, audio-visual workshops, supervision, conflict management, reference training and stock development workshops.

**Table 31: Staff training at Wesfleur public library**

<b>Library staff and training opportunities</b>	<b>Library staff and training provided</b>
<b>Library staff</b>	Head librarian Senior librarian (Children and Teenage Section) Assistant librarians (Children and Teenage section) Assistant librarian (Adult section) Contract workers x 2 (Counter)
<b>Conferences and workshops attended by library staff</b>	Internet/ GroupWise training/ Training on displays and exhibitions/ Repairs of library books/ Windows 2000/ Story telling training/ Customer care/ Diversity management/ Audio-visual workshops/ Supervision/ Conflict

	management/ Reference training workshops/ Stock development workshops
--	-----------------------------------------------------------------------

Table 31 provides a breakdown of the library staff at Wesfleur public library and the sections for which they are responsible. This table also provides a breakdown of the training that was provided to the library staff.

### **Respondents interviewed**

When respondents were interviewed in terms of services and resources, respondents indicated under the 'other' category that they received client services from library staff. Three adult respondents indicated library staff were friendly and assisted them well when approached. In terms of the reference librarian, 7 respondents indicated they received services in this regard. With regard to the Children's librarian, 11 respondents indicated they received good services. From the 11 respondents 3 respondents were disabled and 4 teenage respondents indicated the library staff was not friendly. One 30-year-old employed female indicated that all the library staff was skilled and competent to assist in the children's section.

### **Findings in terms of library staff**

This study reveals that a librarian is responsible to manage each section of the library, which includes both the children's and adult sections. Library staff has received training relevant to their profession. Library staff that manage the different sections within the library are actively involved in the liaison with library users.

## **4.11 Principle 10: Equal access to the disabled**

**Specific library services and materials should be provided for those who cannot use the regular library services and materials i.e. linguistic minorities, people with disabilities or people in hospitals or prisons. According to the UNESCO Public Library Manifesto outreach library services should be provided for those unable to visit the library**

A tenth research question dealt with whether Wesfleur public library was accessible for the disabled library user. This study intended to establish if Wesfleur public library provided equal access to people with disabilities and people in hospitals or prisons. For the purpose of this study, disabilities included visual, hearing and physical disabilities. In order to measure its compliance, the following criteria were taken into consideration: access of the disabled library users to the library and visits to hospitals and prisons. Interviews were conducted with the Head librarian, a Regional librarian and library users.

### **The Head librarian – Wesfleur public library**

Library users with various disabilities are accommodated in the library. The resources available for the disabled library user included: Afrikaans and English large print library books, non-fiction books, audio-cassettes & books, CDs and DVDs. The disabled library users use services in the library that included video shows, the copy machines, display boards, magazines and listened to CDs and watched DVDs. Public toilets are equipped and accessible for the disabled, door locks of toilet doors are low for easy usage by the disabled library user; arm rests are available in the toilets and were spacious to accommodate wheel chairs. No ramps are therefore needed. There are no hospitals or prisons in Atlantis, only clinics. The library also provides a weekly service to the Orion old age home in Atlantis where library staff exchange library books. Library services are also provided to the senior clubs, reading circles and schools. Services are also provided to the informal settlement, Witsand, to do library orientation to the community, teaching them on how to use a library and provide them with library material. The reason for this is to recruit them for possible membership.

### **The Regional librarian – Western Cape Provincial Library Services**

According to the Selection Policy approximately 40% of all items bought are in large print format, not only for those who are visually impaired, but also for general use by the less literate individuals in society.

### **Respondents interviewed**



Of the 23 respondents interviewed, only 3 indicated disabilities. The three respondents indicated that they either were disabled or their husbands were disabled. A 56 year old female indicated that her husband was physically disabled. Her husband preferred that she borrowed library books for him. Her disabled husband preferred to read books on pigeons. She indicated that the library was accessible for the disabled library user and provided resources and services for the disabled. Two respondents, a 69 and 61 year old female were mildly visually impaired and had to wear glasses, indicated preference to Afrikaans large print books only and was satisfied with that resource in the library.

**Table 32: Findings in terms of accessibility for the disabled**

Variables	Criteria used	Responses from respondents
<b>Disability</b>	Access of disabled library users to library	The 56 year old female indicated that her disabled husband used non-fiction material from the library. Two females indicated that they were partially visually disabled. The females used Afrikaans and English large print books, audio-cassettes and CDs. No ramps were needed as the library was accessible from the streets. Public toilets have low door handles and armrests
<b>Hospitals</b>	Visits to hospitals	No hospitals are in Atlantis
<b>Prisons</b>	Visits to prisons	No prisons are in Atlantis
<b>Old age homes</b>	Visits to old age homes	Library staff do weekly visits to the Orion old age home, senior clubs and schools. Visits are also conducted to the informal settlement, Witsand, to introduce them to the library with the purpose of potential membership

Table 32 indicates the disabled and the resources and services that were of interest to them in the library. This table also shows that no hospitals or prisons are in Atlantis. However, library staff do visit the old age homes and schools in Atlantis as part of their outreach services to the community.

### **Findings in terms of equal access to the disabled**

This study reveals that Wesfleur public library accommodates the disabled library users in terms of their public toilets and easy access from the street to the library. The library has no stairs that makes it easier for a disabled person to move around. In addition, the library has

resources and services that accommodate the disabled library user. Furthermore, the library conducts weekly visits to the Orion old age home, senior clubs, schools and the informal settlement, Witsand. No prisons and hospitals exist in Atlantis. The researcher observed that Wesfleur library was disabled friendly in terms of the toilets that had low handles and armrests specifically designed for the disabled. The children's section has lower shelves for toddlers and children to reach. A hall was available and study areas were observed. The researcher observed that the library was accessible for the disabled library user in terms of access and that the toilets were disabled friendly. No stairs were in the library. No ramp was needed, as library was accessible from the streets by the able and disabled library user.



#### **4.12 CONCLUSION**

Ten principles were investigated within chapter 4. With regard to Principle 1, 95% of the sample of library users indicated that the library hours were sufficient and convenient to them. The Head librarian indicated that the library hours were correct and according to library standards as noted within *The Manual for Regional Librarians* and *Handbook for Public*

*Librarians.* A Regional librarian indicated that the library hours of Wesfleur public library were according to library standards of both the municipality as well as the Provincial Library services.

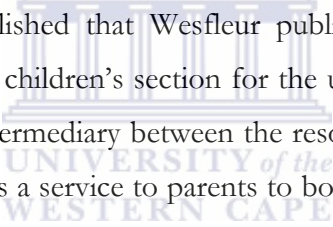
Principle 2 revealed that the sample indicated that in terms of age all categories were accommodated. In terms of race only coloured and black library users were accommodated. In terms of gender both males and females were accommodated. In terms of religion Muslims, Christians, Jehowa witness and people without any religious affiliation were accommodated. In terms of nationality only South Africans were accommodated. In terms of languages only Afrikaans, IsiXhosa and the English language were accommodated. Library users were accommodated in terms of social status i.e. income and qualifications.

Principle 3 revealed that no Library Business Corners existed and that Wesfleur public library provides community information.

In Principle 4 this study revealed that Wesfleur public library is centrally situated. Wesfleur public library complies with the required library standards of the municipality and the Provincial Library Services with regard to floor plans, size of the library, library hall, study area, adult section, children/ teenage sections, workroom, toilets, disability access and access to copy machines. Findings in terms of technology revealed that Wesfleur public library has free Internet access, free E-mail facilities, computers, copy machines, access to Online PALS catalogue, a CD player, a fax machine, telephone lines, a television set, a film projector, audio-visual material and a music centre. This study also established that no manual catalogue exists. Library users had to ask library staff to have access to bibliographic data of the library collection.

In Principle 5 this study established that the library collections are available for all age categories which include toddlers, teenagers, adults and the elderly. The library collections include all types of appropriate media, which include CDs, DVDs, cassettes, videos, audio books, books, magazines and newspapers. The library collections have high quality and relevance to local needs. The library collections reflect current trends. The Library collections are not subjected to censorship. Afrikaans library material is predominantly the

books that were read the most by the respondents interviewed. Respondents indicated (100%) that they were satisfied with the library collections and found relevant library material satisfactory. Very few Xhosa books were available. None of the respondents interviewed showed interest in this category of library material. Respondents indicated that they were not interested in cassettes, special requests and Inter-library loans. Respondents indicated that no Library Business Corners existed. Respondents indicated that no literacy classes were available in the library. This study notes that the Selection Policy of the Provincial Library Services played a key role in the type of collections available in Wesfleur public library. Although the Head librarian and staff of the library have inputs in the type of library material purchased, it remains a challenge to maintain a balanced library collection that accommodates all the members of the community. The researcher observed that there was a notice at the loan desk to inform library users about sexually explicit books kept behind the loans desk.



In Principle 6 this study established that Wesfleur public library provides services and resources for children and has a children's section for the use of children. The library has a Children's librarian that is an intermediary between the resources, services and the children. Furthermore, the library provides a service to parents to borrow books for their children. In addition, the library supports the oral tradition through the medium of story hours and story telling and provides opportunities for personal and creative development.

In Principle 7 this study established that Wesfleur public library provides projects and programmes to all age categories. Furthermore the library designed and structured their programmes and projects to bring people and cultures together.

In Principle 8 this study reveals that Wesfleur public library does facilitate computer literacy training and provides training for library users. The library has computers available for library users to be used. However, Smart Cape staff did not provide training for library users. No literacy classes were provided.

In Principle 9 this study established that a librarian is responsible to manage each section of the library, which include both the children's and adult sections. Library staff has received

training relevant to their profession. Library staff that manage the different sections within the library are actively involved in the liaison with library users.

In Principle 10 this study established that Wesfleur public library accommodates the disabled library users in terms of their public toilets and easy access from the street to the library. They conduct weekly visits to the Orion old age home, senior clubs, schools and the informal settlement, Witsand. No prisons and hospitals exist in Atlantis.

The checklist below provides the findings of Chapter 4 and can be viewed with the checklist in Table 5. The 10 principles of UNESCO Public Library Manifesto were measured to establish its compliance to the services and resources provided by Wesfleur public library.

**Table 33: Checklist of findings**

1. There should be sufficient open hours that are convenient to library users.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
Library hours	Board with library hours outside library	✓
	Sufficient library hours	✓

2. Library services should be provided on the basis of equal access for all, regardless of age, race, gender, religion, nationality, language or social status. All age categories should find material relevant to their needs.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
Age	Inclusion of age categories:	
	Toddlers	✓
	Children	✓
	Teenagers	✓
	Adults	✓
	Elderly	✓
Gender	Inclusion of gender groups:	

	Females	✓
	Males	✓
<b>Race</b>	Inclusion of race groups:	
	Black	✓
	Coloured	✓
	White	X
	Indian	X
<b>Language</b>	Inclusion of language groups:	
	Afrikaans	✓
	English	✓
	IsiXhosa	✓
<b>Nationality</b>	Inclusion of different nationalities:	
	South Africans	✓
	Foreigners	X
<b>Social status</b>	Inclusion of social status:	
	Qualification (educational level of library users)	✓
	Income of library users	✓
<b>Religion</b>	Inclusion of different religions:	
	Christians	✓
	Jehowa witness	✓
	Muslims	✓
	Respondents with no religious affiliation	✓

3. All citizens should have access to all sorts of community information. Public libraries should provide adequate information services to local enterprises, associations and interest groups.

<b>Variables</b>	<b>Criteria used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Provision of community information</b>		
	Government	✓

	information	
	Employment information	✓
	Entrepreneurial information	✓
	Brochures and pamphlets	✓
	Community display boards	✓
	Hall for community activities	✓
	Library Business Corners	X

4. Library services should be physically accessible to all members of the community. This requires well-situated library buildings, good reading and study facilities as well as relevant technologies.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
<b>Well-situated library building</b>	Position of library	✓
	Distance	✓
<b>Physical layout and accessibility of library</b>	Floor plans	✓
	Size of library	✓
	Library hall	✓
	Adult section	✓
	Teenage section	✓
	Children's section	✓
	Public toilets	✓
	Disability access	✓
<b>Good reading and study</b>	Study area	✓

<b>facilities</b>		
<b>Relevant technologies</b>	Internet	✓
	Computers	✓
	Copy machines	✓
	Faxes	✓
	Telephones	✓
	E-mail facilities	✓

5. Library collections should be of high quality and relevance to local needs and conditions. Library material should reflect current trends and the evolution of society. Library collections and services should include all types of appropriate media and modern technologies as well as traditional materials. Library collections and services should not be subjected to any form of ideology, political or religious censorship, nor commercial pressure. Public libraries should provide opportunities for personal creative development.

<b>Variables</b>	<b>Criteria used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Resources</b>	<b>Library collection format</b>	
	<b>Resources</b>	
	Adult books	✓
	Afrikaans books Afrikaans large prints	✓
	English books English large prints	✓
	Non-fiction Reference books Study collection	✓
	Books for school projects	✓
	<b>Children's Books</b>	
	Afrikaans Juvenile fiction	✓
	English Juvenile fiction	✓
	Junior non-fiction Junior reference works	✓
	Magazines Newspapers	✓



	<b>Audio-visual material</b>	
	Cassettes	✓
	Audio books	✓
	DVDs	✓
	CDs	✓
<b>Services</b>		
	Videos Video shows	✓
	Displays	✓
	Use of copy machine	✓
	Story hours	✓
	Library Business Corners	X
	Use of study area	✓
	Literacy classes	X
	Projects and programs	✓
	Special request services	X
	Inter-library loans (ILL)	X
	Internet access	✓
	Availability of a manual catalogue	X
<b>Censorship</b>	Censorship	✓

6. Public libraries should create and strengthen reading habits in children at an early age. Public libraries should be supportive to the oral tradition.

<b>Variables</b>	<b>Criteria used</b>	<b>Measuring the compliance to UNESCO Public Library Manifesto</b>
<b>Children services</b>	Programmes and projects for children	✓
	Resources for children	✓
	Services to children	✓
<b>Story hours</b>	Story telling and story hours for children	✓
	Services to parents	✓

7. Public libraries should support and participate in programmes for all age categories and initiate such activities if necessary. Public libraries should foster inter-cultural dialogue and favouring cultural diversity.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
Outreach projects and programmes	Toddlers	
	Children	✓
	Teenagers	✓
	Adults	✓
	Elderly	✓

8. Public libraries should facilitate the development of information and computer literacy skills.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
Computer literacy skills	Training of library users	✓
Literacy	Literacy classes	X
Computers	Availability of computers for library users	✓
Internet	Internet access	✓

9. The public librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate public library services.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
Wesfleur library staff	Staff composition	✓
	Training of library staff	✓

10. Specific library services and materials should be provided for those who cannot use the regular library services and materials i.e. linguistic minorities, people with disabilities or people in hospitals or prisons. Outreach library services should be provided for those unable to visit the library.

Variables	Criteria used	Measuring the compliance to UNESCO Public Library Manifesto
Disability	Access of disabled library users	✓

	to library	
<b>Hospitals</b>	Visits to hospitals	X
<b>Prisons</b>	Visits to prisons	X
<b>Old age homes</b>	Visits to old age homes	✓



## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

This chapter concludes this study and makes recommendations in terms of the findings.

## 5.1 SECTION A: CONCLUSION

The aim of this study was to investigate the library services provided by Wesfleur public library to its library users and whether these services were in compliance with the principles of the UNESCO Public Library Manifesto of 1994. The study explored the library services and resources of Wesfleur public library by conducting structured interviews with the sample chosen. The 22 principles of the UNESCO Public Library Manifesto were reduced to 10 principles as most of the principles overlap (when the Brantford public library conducted a survey in 2000, the library also reduced the principles due to the overlapping of principles). The principles could therefore be addressed effectively.

A checklist with criteria was designed and the principles could be investigated thoroughly. The same checklist was used for the findings of this study whereby the compliance of the library services and resources of Wesfleur public library to the principles of the UNESCO Public Library Manifesto were established. Each principle was carefully investigated with pre-established criteria. It was established that Wesfleur public library complied with 9 out of the 10 principles of the UNESCO Public Library Manifesto. Findings of the study reveal that Wesfleur public library did not comply with Principle 8 in terms of the provision of literacy classes. Literacy is one of the key principles of the UNESCO Public Library Manifesto. This study noted that the location of Wesfleur public library is in an area where literacy is needed and the library is in a position to make a difference in addressing this need. Within the principles there was also non-compliance by Wesfleur public library, such as the accommodation of only three of the eleven languages in South Africa. Although this study reveals that Wesfleur public library is physically accessible to all members of the community, the sample interviewed highlighted their frustrations with the long queues when they need to make photocopies and the need for more computers with more internet access.

Limitations were experienced with regard to statistics on religion for the purpose of Principle 2 which could have enhanced the primary data collected by this study. In addition, limitations were also experienced with regard to the library users. It was only possible to

interview the respondents that were available during this survey. The results were that this study could not establish whether Wesfleur public library provided services and resources to Indian and White people as well as foreigners, although the Head librarian indicated that membership existed for Indians, White and foreigners.

## 5.2 SECTION B: RECOMMENDATIONS

In terms of the 10 merged principles of the UNESCO Public Library Manifesto this study reveals that Wesfleur public library was compliant with 9 out of the 10 principles. Wesfleur public library was not compliant with Principle 8 with regard to literacy and computer literacy training. Although Wesfleur public library was compliant with Principle 4 in terms of physical access, this study identified the need for more computers and copy machines. In the light of the findings, the following are recommended:

- The need for literacy classes
- The need for sustainable training programmes for library users to enhance their computer literacy skills
- The need for more Internet access
- The need for more copy machines
- The need for further research

### 1. A need exists for literacy classes

According to the principles of the UNESCO Public Library Manifesto of 1994 it is recommended that public libraries should provide literacy as one of their core functions. Principle 8 identified the need for literacy classes in Wesfleur public library. This study reveals that no literacy classes were provided at Wesfleur public library as the person responsible for the classes has indicated that she was no more available. Due to the poor levels of education and high unemployment figures, combined with poor socio-economic conditions that people and communities in Atlantis experienced literacy could play a key role in addressing these issues. Wesfleur public library has a library hall that is ideal in accommodating large numbers of people to conduct literacy classes.

## **2. A need exists for sustainable training programmes for library users to enhance their computer literacy skills**

In Principle 8 the sample identified the need for more training for library users to acquire technological skills to access computers and needed more access to the Internet. Currently Smart Cape, an initiative from the City of Cape Town, is providing this valuable service within public libraries. Due to its popularity amongst the sample interviewed a need exists for more training. Although Wesfleur public library is facilitating the process of computer literacy, it is recommended that the library should address the training needs with Smart Cape by liaison with the City of Cape Town.

In terms of Principle 4 in terms of physical access this study identified the need for more relevant technology to complement the existing ones that are inadequate for the number of library users using these library services. This includes the need for more computers with Internet access and more copy machines, bearing in mind the cost implications.

## **3. A need exists for more Internet access**

Due to the popularity of free access to the Internet and free E-mail facility, the sample interviewed indicated that they have to queue for the only 5 computers available. A need exists for more computers with Internet access to sustain this popular and needed service within Wesfleur library.

## **4. A need exists for more copy machines**

The sample interviewed and the researcher observed that there were constantly long queues in the afternoon at the 2 copy machines. This is due to school learners who have to make copies for their school projects and tasks. Additional copy machines are required to address this needed service in the library.

## **5. A need exists for further research**

This research is a case study, which interviewed a small sample. Although its findings cannot be generalized, the findings indicate a need for a larger survey which will involve a much bigger sample size that is not limited to Atlantis only. Certainly, a need exists for more and

frequent research by public libraries in their communities in order to establish whether the current library services are still in line with the changing needs of the communities they serve. It is also important to note that some library resources, such as audio-visual materials (films, cassettes and videos), may become redundant over time and need to be replaced with more relevant community-based information services that can add value to people and communities. Many articles were written on library service, but very little practical field research has been done on needs analyses and the nature of the changing needs of library users according to an online database, Nexus. This study has therefore identified the need for further research on the provision of library services to the community they serve.

### 5.3 Conclusion

Public libraries are gateways to knowledge, because they comprise abundance of diverse information, resources and services to library users. One good way to ensure and secure sustainability is by constantly measuring the performances of public libraries using either the UNESCO Public Library Manifesto or the UNESCO School Library Manifesto as an instrument, tool or guideline. However in terms of further research a comparative study is recommended where more than one library be investigated with a level or a degree of generalization as this study was only limited to one library.

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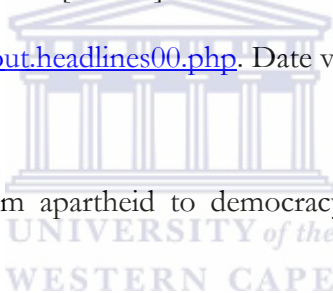
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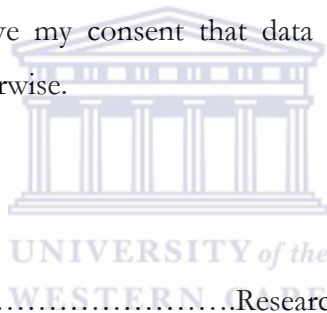
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# Appendix A

## Participant Consent Form

I.....hereby give my consent to be interviewed for the purpose of a mini thesis by Mr. Neville Charles Adonis conducted under the supervision of Dr. Gavin R. Davis. I understand that the research will focus on the UNESCO Public Library Manifesto with specific reference to the role of Wesfleur public library in Atlantis. The aim of the research has been fully explained to me and I am participating purely on a voluntary basis. I also understand that I am at liberty to withdraw from the research at any time without consequences to my disadvantage. I have been informed that all information will be treated with confidentiality and that I will remain anonymous. I also give my consent that data collected may be published in accredited publications or otherwise.



Signed:.....Participant:.....Researcher.....

Date:.....

Area:.....

## APPENDIX B: INTERVIEW SCHEDULE

### QUESTIONNAIRE ON THE LIBRARY SERVICES PROVIDED BY WESFLEUR PUBLIC LIBRARY

The purpose of this study is to investigate whether the library services provided by Wesfleur public library are in compliance with the UNESCO Public Library Manifesto of 1994. To complete the study it is important to gather information from library users. It would be highly appreciated if you can share your experiences with library services at Wesfleur public library. I need only ten (10) minutes of your time to complete this questionnaire with you in the form of an interview. All the information provided by you will be treated confidentially. Your assistance will help me to evaluate the library services and to identify gaps and needs for improvements. You may withdraw from the study at any stage.

Thank you for your support and your time.

### INTERVIEW SCHEDULE FOR LIBRARY USERS

1. What is your age?

.....

2. Gender:  Male

Female

Other

3. What is your race? [For the purpose of the study]

.....

4. What is the highest grade (standard) you passed?

.....

5. In which income group (gross) do you fall?

Do not work

Learner/ student

R0 - R1000

R1001 – R3000 per month

R3001 – R5000 per month

R5001 – R7000 per month

R7001 – R9000 per month

R 9001 and more

6. What is your home language?

.....

7. In terms of distance, how far is your area from Wesfleur public library?

.....

8. What is your religion?

.....

9. Are you disabled? If yes: Is Wesfleur public library accessible to you?

.....

10. If you are visually or hearing impaired, do you find relevant books/ material in the library?

.....

11. If disabled, does Wesfleur public library provide services and resources to you?

.....

12. Are the library hours sufficient and convenient to you?

.....

13. Does the library provide literacy programmes?

.....

14. Does Wesfleur public library provide you with:

Computer literacy training and skills	No	Yes
Internet access	No	Yes
Other		

15. Do you find relevant books when you visit Wesfleur public library?

.....

16. Do you find books in your own language in the library?

.....

17. What library resources and services do you use when visiting the library?

Kindly tick the appropriate column.

	Tick here	What is your opinion about the resources and services
<b>Adult books</b>		
Afrikaans large prints		
Afrikaans fiction		
English large prints		

English fiction		
Non-fiction		
Books for school projects		
Reference works		
Study collections		
<b>Children's books</b>		
Afrikaans fiction		
English fiction		
Non-fiction		
Reference works		
<b>Audio – visual material</b>		
Cassettes		
Videos		
CDs		
DVDs		
Audio books		
<b>Library services</b>		
Displays		
Video shows		
Use copy machine		
Newspapers		
Magazines		
Library Business Corner		
Use study area		
Literacy classes		
Programmes and projects		
Special request services		
Inter-library loans services		
Internet		
Computers		
Other		



18. How do you find the study area in the library?

.....

19. Do you use the library catalogue?

.....

20. Does the library provide you with community information?

Tick the appropriate column.

Category	Yes	No
Brochures and pamphlets		



Government information		
Employment information		
Entrepreneurial information		
Library Business Corners		
Display boards		
Hall for community projects		

21. For what purpose are you using the library? Tick the appropriate column.

To take out books	
Studying	
Do home work	
Reading	
To meet friends	
To find books for school projects	

22. What library services does Wesfleur public library provide to children (Toddlers and pre-school) in terms of:

Categories	Yes	No	If, Yes: could you expand more on each category?
Programmes and services			
Resources			
Services			
Story telling			
Services to parents			
Qualified Children's librarian			

**INTERVIEW SCHEDULE: HEAD LIBRARIAN OF WESFLEUR PUBLIC LIBRARY AND REGIONAL LIBRARIAN OF THE WESTERN CAPE PROVINCIAL LIBRARY SERVICES**

1. What are the library hours of Wesfleur public library?

.....

2. Does Wesfleur public library provide a library service to library users in terms of:

Categories	Agree	Disagree	If, Agree: what library services do you provide?
Age			
Race			
Gender			
Religion			
Nationality			
Language			
Social status			
Disability			
Clinics/hospitals			
For people that is not able to come to the library			
Other			

3. Does your library provide the following community information to library users?

Categories	Agree	Disagree	If Agree: could you expand more on each category?
Brochures and pamphlets			
Government information			
Employment information			
Entrepreneurial information			
Community display boards			
Library hall usage for community projects and programmes			
Other			

4. What type of library services does Wesfleur public provide to local enterprises, Associations and Interest groups?

.....

5. In terms of physical accessibility of the library to members of the community, what is your opinion of the following?

- Library building – Wesfleur public library
- Distance – Wesfleur public library
- Floor plans

- Size of library
- Library hall
- Study area
- Adult section
- Children's/ Teenage section
- Workroom
- Toilets
- Disability access
- Access to the copy machines
- Study area
- Internet access
- Use of copy machines
- Computers

6. What type of services and resources does Wesfleur public library provide to library users?



7. Does the library collection and services:

Categories	Yes	No	If, Yes, could you expand more on each category?
Reflect current trends of the society			
Foster inter-cultural dialogue and cultural diversity			
Reflect any form of ideology, political, commercial or religious censorship			
Support the oral tradition			
Provide opportunities for personal development of library users			
Other			

8. What library services does Wesfleur public library provide to children (toddlers and pre-school) in terms of:

Categories	Yes	No	If, Yes: could you expand more on each category?
Programmes and services			
Resources			
Services			
Story telling			
Services to parents			
Qualified Children's librarian			

9. What type of computer literacy skills does Wesfleur public library provide to library users?

.....

10. Does Wesfleur public library provide literacy classes to the community of Atlantis?

.....

11. What kind of outreach projects and programmes does Wesfleur public library provide to:

Children	Teenagers	Adults	Elderly

12. Could you kindly provide a breakdown of the staff at Wesfleur public library in terms of:

Staff	Qualifications	Opportunities for continuing

**Appendix C**

**P. O. Box 3284  
Cape Town  
8000  
12 September 2006**

**The Deputy Director  
Western Cape Provincial Library Services  
C/o Hospital- and Chiappinni Street  
Cape Town  
8000**

**Dear Ms. N. Dingayo**

**LETTER OF PERMISSION FOR RESEARCH AT WESFLEUR PUBLIC LIBRARY**

Herewith a request to conduct research at Wesfleur public library.

As a Masters student in Library- and Information Science at the University of the Western Cape, part of my research requires an investigation at a public library.

The title of my thesis is:

*A gateway to knowledge: the compliance of Wesfleur public library (Atlantis) with the UNESCO public library manifesto of 1994.*

This study is conducted under the supervision of Dr. G. Davis of the Department Library and Information Science at the University of the Western Cape, Bellville.

A pilot study also needs to be done at this library prior to the actual research. Dates are not available right now.

I would like this investigation to take place at Wesfleur public library and therefore request permission to do the research at this public library.

Yours sincerely

**Neville Adonis**

**Appendix D**

**P. O. Box 3284**

**Cape Town**

**8000**

**12 September 2006**

**The Head Librarian  
Wesfleur public library  
Atlantis**

**Dear Ms. F. Hearn**

**LETTER OF PERMISSION FOR RESEARCH AT WESFLEUR PUBLIC LIBRARY**

Herewith a request to conduct research at Wesfleur public library.

As a Masters student in Library- and Information Science at the University of the Western Cape, part of my research requires an investigation at a public library.

The title of my thesis is:

*A gateway to knowledge: the compliance of Wesfleur public library (Atlantis) with the UNESCO public library manifesto of 1994.*

This study is conducted under the supervision of Dr. G. Davis of the Department Library and Information Science at the University of the Western Cape, Bellville.

A pilot study also needs to be done at this library prior to the actual research. Dates are not available right now.

I would like this investigation to take place at Wesfleur public library and therefore request permission to do the research at this public library.

Yours sincerely

**Neville Adonis**

**Appendix E**

**P. O. Box 3284  
Cape Town  
8000**

**12 September 2006**

**The Library Manager  
City of Cape Town  
8000**

**Dear Ms. N. Steyn**

**LETTER OF PERMISSION FOR RESEARCH AT WESFLEUR PUBLIC LIBRARY**

Herewith a request to conduct research at Wesfleur public library.

As a Masters student in Library- and Information Science at the University of the Western Cape, part of my research requires an investigation at a public library.

The title of my thesis is:

*A gateway to knowledge: the compliance of Wesfleur public library (Atlantis) with the UNESCO public library manifesto of 1994.*

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A pilot study also needs to be done at this library prior to the actual research. Dates are not available right now.

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Yours sincerely

**Neville Adonis**