

**THE RESPONSIVENESS OF COLLECTION DEVELOPMENT TO COMMUNITY
NEEDS IN THE CITY OF CAPE TOWN LIBRARY AND INFORMATION SERVICE**

By

Mogamat Anwa Adriaanse



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Department of Library and Information Science, University of the Western Cape**

Supervisor: Emeritus Professor G. H. Fredericks

Co-supervisor: Dr G. Davis

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Bellville: University of the Western Cape

DECLARATION

“I hereby declare that the mini-thesis entitled: **THE RESPONSIVENESS OF COLLECTION DEVELOPMENT TO COMMUNITY NEEDS IN THE CITY OF CAPE TOWN LIBRARY AND INFORMATION SERVICE** is my own work, that it has not been submitted before for any degree or examination at another university and that all resources consulted and quoted from have been acknowledged and referenced”

Mogamat Anwa Adriaanse

Signature:

Date: 09 November 2015



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My thanks to the City of Cape Town Library and Information Service for their permission to conduct my research.



A special word of thanks to the respondents who completed my questionnaire. This was not a straightforward questionnaire to complete and you have my sincere appreciation for the effort you put into participating in my research.

DEDICATION

I dedicate this degree to my late parents LATIEFA Adriaanse [nee Alexander] and ABDUL MOAIN Adriaanse who encouraged all their children, through very trying circumstances, to pursue further education. They placed a high value on reading and education and these values and others have been instilled in us and now we are in the privileged position of being able to pass on these values to our children. Thank you Mom and 'Outjie'.

Having mentioned my children it is fitting to honour and acknowledge their mother, my wife Katrina Safiyyah Adriaanse [nee Shillinglaw]. Safiyyah, you have been the source of inspiration for all that I have accomplished. I appreciate you for all that you have meant in my life and our children's lives and we can only strive to be worthy of having you in our lives. I could never sufficiently express my gratitude to you.

I started this Master's degree when our eldest daughter Tasneem was in her third year of a library science degree, Nasreen in her 1st year of a BCom degree and Leilah in Grade 5. Tasneem has now completed her four year B.BIBL degree, Nas is in her final year of her undergraduate degree and Leilah in her last year, Grade 7, at primary school. I hope this Master's degree will serve as a source of inspiration to each of my daughters, to pursue graduate and postgraduate qualifications and to continue pursuing their goals and dreams. I wish them every success in life! Our children are our greatest source of joy and as parents we could not be prouder of them.

ABSTRACT

The debate about the role of libraries has been on-going for more than 100 years. Huynh (2004:20) states that, initially, the purpose of public libraries was to educate or teach the public. Over time there has been a gradual shift away from this perspective to that of providing information to all groups in a community. Increasingly a clearer focus has emerged through documents such as the 'Public Library Manifesto' and the 'Library and Information Services (LIS) Transformation Charter'. The Public Library Manifesto (IFLA and UNESCO 1994) addresses the need for a clear policy, "defining objectives, priorities and services in relation to the local community needs". The Library and Information Services Transformation Charter states that there must be processes in place to gauge and analyse the library services needs of specific communities so that the library can become an information and cultural hub, responsive to the needs of the local community (South African Department of Arts and Culture 2009:20).

This research examined the responsiveness of collection development initiatives and processes to the needs of communities served by the City of Cape Town Library and Information Services (COCTLIS), to assess if this constitutes a community driven approach to collection development. The following research questions were investigated:

- What does a community-driven approach to collection development entail?
- How does the collection development plan (CDP) of COCTLIS support a community-driven approach to collection development?
- How are community needs established and assessed?
- What other collection development tools and methods are librarians using?

A combination of quantitative and qualitative methods were used to gather the necessary data to achieve the research objectives of this study. In particular content and thematic analysis was performed on the collection development plan (CDP) of the COCTLIS. This analysis revealed the frequency and context in which key terms, in the CDP, identify and support COCTLIS' approach to collection development.

In addition a questionnaire survey of a sample of the 104 libraries in COCTLIS was undertaken. The questionnaire was designed to examine librarians' understanding of

the philosophy underpinning collection development in COCTLIS and the extent to which the activities they employ facilitate the achievement of these collection development goals and objectives. It is hoped that this research might lead to identifying a set of principles or guidelines for community responsiveness in collection development by looking at current best practices on the ground in relation to the “old ways”.

This research has found that the approach to collection development as practiced in COCTLIS conforms to the ‘textbook’ description of a community or patron-driven approach discussed in the literature. This approach requires a clear focus on establishing and meeting the needs of the communities served by libraries. The focus on community needs is evident as an underlying theme in statements in the CDP of COCTLIS, such as their vision statement. This conclusion is further supported by the understanding displayed by their staff in the practical application of the principles of this approach.



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LIST OF ACRONYMS

BA – Bachelor of Arts

B.TECH – Bachelor of Technology

B.BIBL – Baccalaureus Bibliothecologiae

CCD – Collaborative Collection Development

CDP – Collection Development Plan / policy

CDP's – Collection Development Policies

COCTLIS – City of Cape Town Library and Information Service

DM – District Manager

HON – Honours

IFLA – International Federation of library Associations and Institutions

ILL's – Inter-library loans

LGBT – Lesbian, Gay, Bisexual and Transgendered

LIASA – Library and Information Association of South Africa

LIC – Librarian-in-charge

LIC's – Librarians-in-charge

LIS – Library and Information Services

LMS – Library Management System

MLIS – Masters in Library and Information Studies

MPA – Master of Public Administration

NDP – National Diploma

PALS – Public Access Library System

PGDIPLIS – Postgraduate Diploma in Library and Information Studies

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UCT – University of Cape Town

UWC – University of the Western Cape

WCPLS – Western Cape Provincial Library Service



LIST OF KEYWORDS

Library and Information Services

Public libraries

Cape Town

Collection development

Collection Development Plan

Collection Development Policy

Community-driven collection development

Patron-driven collection development

City of Cape Town Library and Information Services



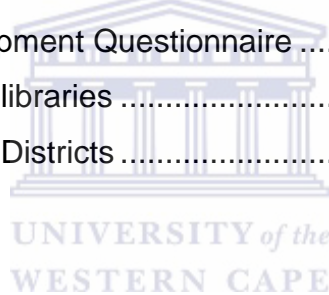
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CHAPTER ONE

1.1. Introduction

Collection development can be said to be one of the core activities of a library service. The efficiency and effectiveness with which this activity is carried out will impact on a library's ability to render a service, from the most basic to the most comprehensive of library services. This research study focuses on the City of Cape Town Library and Information Services' (COCTLIS) approach to collection development as well as the activities covered by this broad term. The specific interest is to investigate the extent to which this approach to collection development results in collections that are current, relevant and appropriate to the needs of communities served. COCTLIS' approach to collection development is predicated on being community-driven but the veracity of this assumption is assessed through this study.

1.2. COCTLIS background

1.2.1. Geographical background

COCTLIS is the public library service of the City of Cape Town, one of the five metropolitan areas in South Africa. Cape Town's library service is an extensive organisation with 104 libraries, also referred to as service points. Cape Town is a vast metropolitan city and its library service has to cater for the needs of a multitude of communities, all diverse in nature: from the affluent communities in the City bowl and southern suburbs to impoverished communities on the Cape Flats, to a mixture of rich and poor communities in the northern suburbs, to impoverished and isolated communities on the west coast. It is fair to say it serves communities from one extreme of the socio-economic spectrum to the other and lots more in between. Complicating matters further is the geographically widespread area of responsibility of the library service, in extent of 2500 square kilometres. The 104 libraries are however not equitably distributed in this vast geographic area, a direct result of the unequal and segregated context in which libraries developed in South Africa (Rodrigues, Jacobs & Cloete 2006:212). This situation resulted from Apartheid spatial planning which saw previously disadvantaged communities underserved with facilities such as libraries (South African Department of Arts and Culture 2009:17).

The historical context linked to how this vast metropole was formed has enough bearing on the current situation to warrant a mention. The City of Cape Town was formed through the amalgamation of six separate local authorities. Each of these municipalities had its own library service, with principles, policies and procedures regarding collection development of their own. In addition two separate library management systems (BookPlus and PALS – Public Access library System) were employed among these small library services. After amalgamation, a library service was created which was immediately one of the largest in South Africa, inheriting a confusing array of policies and processes, not least of which with regards to collection development. Following a collective migration to a new library management system (LMS), namely Brocade, some semblance of uniformity could begin to be established.

1.2.2. Organisational structure

The communities in the City are variously served by a three tier library structure consisting of two very large city-wide libraries, 22 medium-to-large sized regional libraries and 80 small-to-medium sized community libraries. The smaller community libraries, depending on the size of the physical facility can have a collection size in the region of 18000 items whereas the Central library has a vast collection of over 200,000 items, including some highly specialised collections as well as a growing number of e-resources. The categories of libraries include:

1.2.2.1. Table 1: City-wide libraries

1 Central library	2 Bellville library
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1.2.2.2. Table 2: Regional libraries

1 Athlone	2 Brackenfell	3 Claremont	4 Delft	5 Durbanville
6 Edgemoor	7 Fish Hoek	8 Goodwood	9 Grassy Park	10 Guguletu
11 Masakhane	12 Meadowridge	13 Meltonrose	14 Milnerton	15 Mitchell's Plain
16 Parow	17 Pinelands	18 Rondebosch	19 Somerset West	20 Table View
21 Wesfleur	22 Wynberg			

1.2.2.3. Table 3: Community libraries

1 Adriaanse	2 Avondale	3 Belhar	4 Bellville South	5 Bishop Lavis
6 Bloubergstrand	7 Bonteheuwel	8 Bothasig	9 Bridgetown	10 Brown's Farm
11 Brooklyn	12 Camps Bay	13 Crossroads	14 Delft South	15 Eerste River
16 Eikendal	17 Elsie's River	18 Fisantekraal	19 Gordon's Bay	20 Hangberg
21 Hanover Park	22 Harare	23 Hector Petersen/ Lwandle	24 Heideveld	25 Helderzicht
26 Hout Bay	27 Huguenot Square	28 Imizamo Yethu	29 Kensington	30 Khayelitsha
31 Kloof Street	32 Koeberg	33 Kommetjie	34 Kraaifontein	35 Kuils River
36 Kulani	37 Langa	38 Lansdowne	39 Lentegeur	40 Leonsdale
41 Lotus River	42 Macassar	43 Maitland	44 Mamre	45 Manenberg
46 Masiphumelele	47 Mfuleni	48 Mobiles	49 Moses Mabhida	50 Mowbray
51 Muizenberg	52 Nazeema Isaacs	53 Nyanga	54 Observatory	55 Ocean View
56 Ottery	57 P D Pause	58 Pelican Park	59 Philippi East	60 Plumstead
61 Ravensmead	62 Retreat	63 Rocklands	64 Rylands	65 Scottsdale
66 Sea Point	67 Simon's Town	68 Sir Lowry's Pass	69 Southfield	70 Strand
71 Strandfontein	72 Suider- Strand	73 Tafelsig	74 Tokai	75 Tygervalley
76 Valhalla Park	77 Vredehoek	78 Weltevreden	79 Westridge	80 Woodstock

1.2.3. Staffing structure

The staff managing these facilities are in turn designated according to their library category into chief, principal or senior librarians respectively. The 104 libraries are divided into six districts (see appendix 5), each with a District Manager (DM), to whom the librarians-in-charge (LIC's) report. The DM's along with functional specialists including finance, human resources, information technology, marketing, collection development and finally the Director of the library service constitute the senior management of the organisation.

COCTLIS functions on the principle that each library should be managed by a professionally qualified librarian. The librarian-in-charge (LIC) is responsible for collection development and its related processes. This is considered to be a core function of each LIC and his/her professional staff. These staff members are guided by a collection development plan and various other tools, whether to aid material selection or stock control.

1.2.4. Provision of LIS in South Africa

Library service provision in South Africa is a function that has been assigned, by provision in the South African constitution, to Provinces. In reality the larger municipalities, in particular the metropolises, actually provide library services. This has given rise to the unfunded mandate status of library service provision in these municipalities (Ntenga 2012:261). The scope of this research project is insufficient to address the unfunded mandate issue but it does point to the fact that, inevitably, the Western Cape Provincial Library Service (WCPLS) plays a significant role in collection development in COCTLIS.

Approximately two thirds of funding for materials selection in COCTLIS is supplied by the WCPLS. This process of materials selection follows a well-designed system of book selection meetings at the WCPLS. These meetings are divided into adult and children's selection meetings which librarians attend and where they are able to handle the physical books and assess it in conjunction with a book review prepared by one of the professional book reviewers of the WCPLS. Prior to each meeting the group of reviewers finalise a list of reviewed titles from a wide range of materials submitted to the WCPLS for consideration by their numerous suppliers, country

wide. From these titles librarians are able to make informed decisions, within a defined budget, about the titles most suitable for their collections.

1.3. Motivation for the research

The political landscape in South Africa experienced major upheaval since the advent of democracy. The legacies left by Apartheid permeate every sphere of life and the library sector is no exception. The contribution that libraries can make to change the very fabric of South African society has always been undervalued and underestimated. It is up to the library fraternity to bring about this shift in mind-set amongst politicians and decision makers but most importantly starting with library staff. A library functions within an environment of which the political environment is but one. A library is also impacted on by what happens in the broader library fraternity, both nationally and internationally; by developments in the city or municipality in which it is located; the community it serves; its operating environment including technological developments, suppliers and competitors; and all aspects of its internal environment including staffing, processes and equipment.

Part of the strategy to improve not just the image of library services but its contribution to national imperatives requires a realisation from libraries about what those priorities are. Being responsive to the needs of communities and specifically developing collections in response to those needs, identified in consultation with the community, means libraries can provide information and services to assist library users in becoming information literate and independent library users; to provide access to reliable and relevant information; to encourage a culture of reading and eradicating illiteracy; to help citizens be as informed as possible to enable them to debate issues and to make informed decisions (South African Department of Arts and Culture 2009:5); this will contribute to developing an information society which South Africa is striving towards; and which will contribute to reducing poverty (National Planning Commission 2011:261-262).

It is an economic reality that library services in a developing country such as South Africa have to compete with basic service delivery issues such as water, electricity and sanitation for an ever overstretched public purse. Libraries have to be specific and precise when discharging their responsibility for spending public funds. Preventing wasteful expenditure by providing appropriate information sources and

services should be a key objective of libraries. To do this there must be processes in place to gauge and analyse the library service needs of specific communities so that the library can become an information and cultural hub, responsive to the needs of the local community (South African Department of Arts and Culture 2009:20). This focus on community specific needs is not without foundation but is supported by statements in the Public Library Manifesto (International Federation of Library Associations and United Nations Educational, Scientific and Cultural Organisation 1994) which addresses the need for a clear policy "defining objectives, priorities and services in relation to the local community needs".

Libraries have to be responsive to the needs of communities for far more than just budgetary reasons. The environment in which libraries operate is continuously changing. Technological innovations have transformed social media and changed the information seeking habits of library patrons as well as people in general. An information user is increasingly more concerned with getting the content she/he requires and is less interested in the format the information is presented in. Various acquisitions models are being explored by institutions such as academic, public and special libraries (Holley 2013; Kelley 2013). A number of these models base selections on the user community directly identifying titles for purchasing.

1.4. Research questions

The investigation will be guided by the following main research question: To assess the responsiveness of collection development to community needs in the City of Cape Town Library and Information Service.

The following sub-questions are formulated in order to answer the main research question:

- What does a community-driven approach to collection development entail?
- How does the CDP of COCTLIS support a community-driven approach to collection development?
- How are community needs and preferences established, assessed and responded to?
- What other collection development methods and tools are librarians using?

1.5. Theoretical and conceptual framework

The literature review in chapter 2 shows a clear thread of theory in terms of describing the evolving principles that guide collection development. Deciding on a theoretical framework in support of research in collection development is however not as straightforward as this may suggest. Holley (2013) states that, “the role of theory in librarianship in general is a tricky issue as it is in the social sciences in general”. Holley (2013) appears to favour learning through practice as opposed to the general use of theory. He goes on to say that social science theory is often derived from practice. Using the stock market as an analogy, Holley (2013) explains the complexities of arriving at an accurate predictive theory, with consistently valid assumptions from which to draw valid conclusions. He postulates that random chance in selection of stocks can arrive at statistically similar results in predicting successful investments as sophisticated stock market analysis, due to the changing nature of assumptions on which theory of stock market analysis is based.

Similarly, in current collection development practice, the reality is that a number of the old assumptions on which theoretical models of collection development were based are simply no longer true. Collection development models were largely print-based and based on filling physical shelves in a physical building. The ‘industry’ in which libraries function has changed dramatically, with vast changes in the publishing industry affecting what is published, the format of publications as well as its availability and how and where it is accessed. The importance of digital information resources has changed the way in which library collections are judged. A library’s ability to deliver relevant information quickly to its user community, in whatever format, is more crucial than the number of print resources it has available on its shelves. This has influenced the types of materials libraries offer as well as the format in which it is offered. According to Holley (2013) all of these changes point to a collection development environment in a state of flux and which lacks the sustained period of relative stability from which accurate, general theories on collection development may emerge.

There are of course a number of existing theories on collection development. These, such as the conceptual models mentioned below, are mostly print-based and focus more on individual components or concepts within collection development. The

Conspectus model is one such theoretical model which is drawn on in this study. The Conspectus model may be applied to collection development as a whole but its apparent strength is in the development of collection development policies. Guidelines for a collection development policy contained in the Conspectus model are utilised in this study to outline the development of CDP's, including four broad areas of importance communicated by these policies namely selection, planning, public relations and the wider context, the latter referring to internal and external cooperative agreements (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1-2).

The Cantor set theory, as described by Perez-Lopez, de la Moneda-Corrochano and Moros-Rodríguez (2002), is an example of a collection evaluation and development model which is very much print-based. The Cantor set theory addresses collection development broadly but its apparent strength is in analysing and evaluating existing collections to inform selection decisions. Collection analysis is a vital component of collection development and the application of an aid, such as the Cantor set theory, when conducting analysis of current collections may result in more accurate and comprehensive collection analyses. As is illustrated later in this study such analyses contribute tremendously to achieving the collection development goals and objectives of a library.

Weeding is an integral part of collection development and may follow collection analysis in the sequence of processes in collection development. The CREW, an acronym for continuous review, evaluation and weeding, method is a collection development theory specifically addressing weeding and is used in this study to consider how de-selection forms part of the discussion on developing collections responsive to community needs. The CREW method is a systematic weeding plan consisting of 10 steps including “*developing a weeding policy, reviewing usage statistics, gathering weeding tools, examining individual items, conducting an inventory, consulting standard indexes, sorting and handling weeded materials, ordering necessary replacements, setting up displays for low-circulating materials, and weeding on an annual basis*” (Boon 2009:325).

Orr (2009:1100) refers to librarians developing different approaches, philosophies and methods to meet the needs of users. In a public library context a collection is

developed to fit the needs of that particular library's users and may be referred to as a client-centred approach to collection development. According to Holley (2013) libraries have adapted to changing environments by adopting different acquisitions models such as, patron-driven acquisitions, to accommodate the needs of its users instead of relying on collection development theories. As an example, the Chicago public library system recently introduced patron-driven acquisitions as a means of meeting the needs of their communities in both digital and print formats (Kelley 2013). There are variations on patron-driven acquisitions and in the model Chicago adopted, a request for a title automatically triggered the ordering of that title. This example of the patron-driven acquisitions model would probably not work in a less resource rich library system such as COCTLIS but the model can be adapted to incorporate more traditional methods of collection development, including the expertise of librarians (Kelley 2013).

This study draws on research conducted by authors such as Orr (2009) and Holley (2013) and applies conceptual models such as the Conspectus model, the Cantor set theory and the CREW method to specific aspects of collection development where the models add value in understanding or developing that component. Against this backdrop it is hoped that this research might lead to identifying a set of principles or benchmarks for community responsiveness in community-driven or patron-centred collection development by looking at current best practices on the ground in relation to the 'print age' methods, as Holley (2013) referred to it.

1.6. Ethics statement

It is the researcher's firm intention to comply with and adhere to the ethical guidelines of the Senate Research Committee of the University of the Western Cape. The pursuit of new knowledge through this research was conducted with an awareness and understanding of the ethical norms and standards applicable to research in general. This includes the truthful reporting of findings by not misrepresenting research data and the avoidance of errors. The researcher at all times endeavoured to remain objective while conducting this research and strived to avoid personal bias in both the research methodology and interpretation of research findings to minimise the degree to which the researcher affects the research (Struwig & Stead 2001:145).

In this study the 'researchers effect', as Struwig and Stead (2001:145) define the bias or influence a researcher may have on the collection, analysis and interpretation of data, was minimised through the professional and ethical conduct of the researcher. Ethical considerations regarding respondents, according to Oldendick (2012:26-29), should include securing willing and informed consent, to minimise the risk or potential harm, to provide as much information about the study as possible, to protect their confidentiality, and not to incentivise the responses of respondents. This research involved obtaining responses, including their opinions, from a number of librarians. The researcher therefore conducted this research in an environment of trust through the acknowledgement of mutual professional respect and by accepting accountability for the reporting on all research findings.

The original data used in this study may be made available for independent examination, on request. No attempts were made to influence respondents' answers by dictating how they should respond to questions. Potential research participants were provided with sufficient information on the research study in order to obtain their informed, written consent, where necessary. No incentives, monetary or otherwise, have been or will be offered to respondents to secure their participation in the research, except an offer to share the research report where an interest is indicated. Respondents were assured of their anonymity, unless voluntarily relinquished, and of their right not to answer questions they do not feel comfortable answering, the right to withdraw at any stage and to be assured of confidentiality. Permission to conduct the research had been requested and obtained from relevant staff (appendix 1) and management (appendix 2), of COCTLIS.

1.7. Outline of chapters

Chapter 1 provides an introduction of the research project and provides a statement of the problem as well as the background and purpose of the study.

Chapter 2 consists of a literature review, examining the concept of collection development with particular reference to a community-driven approach to this core function of libraries. This approach is examined in detail to determine what it entails, how it is being applied and its impact on library services.

Chapter 3 describes the research design and methodology employed to collect the data. Content analysis is defined and its application explained. The construction of the questionnaire is described.

In chapter 4 the data collected through the analysis of the CDP and the questionnaire is presented and discussed.

Chapter 5 consists of an analysis and interpretation of the research findings and recommendations. This chapter includes an attempt to present a set of principles or guidelines for community responsiveness through community-driven collection development.

1.8. Conclusion

Library services have a long and rich history internationally as well as in South Africa. Part of that legacy is that libraries have always been established for the greater good of society. Librarians in South Africa have to understand the contributions they can make to develop the information society being strived for, where everyone can achieve their full potential by creating, accessing, utilising and sharing information and knowledge. Constitutionally libraries in South Africa are a provincial mandate and while the resultant 'unfunded mandate' status of library services in metropolises such as the City of Cape Town is not a main topic of discussion in this study, the library service rendered by COCTLIS is. As one of the largest public library services in South Africa, COCTLIS renders an essential service to the population of Cape Town.

The focus in this study is on the collection development philosophy, goals and objectives COCTLIS pursues in execution of its core function, which is to render a public library service to the communities of Cape Town. The aim was to assess if the collection development practices in COCTLIS are responsive to the needs of the communities they serve. Four sub-questions were formulated to answer the main research question:

- What does a community-driven approach to collection development entail?
- How does the CDP of COCTLIS support a community-driven approach to collection development?
- How are community needs and preferences established, assessed and responded to?

- What other collection development methods and tools are librarians using?

This study draws on the research and writings of a number of authors describing the practice of collection development as a holistic concept. Authors such as Holley (2013) who indicates a preference to conduct research based on practical application of collection development processes, and Orr (2009) who examines every aspect of collection development from its historical evolution to the changing roles of collection development librarians and the different approaches adopted to collection development as a process.

In collection development, however, there are also a number of conceptual theories addressing specific aspects of collection development in more detail than the whole concept. Theoretical models such as the Conspectus model, the Cantor set theory and the CREW method are applied, in this study, to specific aspects of collection development where these models add value in understanding or developing that component. The Conspectus model is drawn on for the development of a collection development policy, the Cantor set theory as an example of a theory which can be applied to the analysis of existing collections, and the CREW method as a model for weeding.

Through this research it is hoped that by examining the practical application of collection development practices in COCTLIS, in combination with the research on the theoretical models mentioned, a set of principles or benchmarks for community-driven collection development may be identified.

CHAPTER TWO

2. Literature review

2.1. Introduction

In this chapter a review of relevant literature is conducted to explore the concept of collection development. The research on collection development, over possibly the past decade, seems to have followed no specific patterns and has covered a broad range of topics. The focus in this literature review is on examining the development of collections that are responsive to the needs of communities and while some of the research literature consulted addresses this issue directly and others more peripherally, all the topics covered could conceivably contribute to the understanding of what a community-driven approach to collection development entails. Various definitions of collection development are proffered, a framework for collection development is outlined and approaches to the process discussed.

2.2. Collection development in perspective

The nature and scope of collection development can be derived from a number of broad statements on the purpose of libraries. 'The library's primary task is to select, maintain, and provide access to relevant and representative information resources', (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1). The concept of collection development is as old as libraries have been in existence and this historical perspective seems to be a fairly common starting point for researchers studying various aspects of collection development. Three examples of such researchers are Huynh (2004), Johnson (2009) and Orr (2009). Their research reveals that collection development as a concept has historically evolved from being considered merely as book selection to being thought of as collection development and finally collection management (Huynh 2004:20; Johnson 2009:1). Conceptually, collection development has enjoyed a remarkable growth in scope and significance, to the extent that its importance may place it at the centre of what public libraries do (Orr 2009:1097).

In order to understand the various approaches or philosophies to collection development it is important to thoroughly examine the concept itself. Numerous studies, from a variety of perspectives, have been conducted on the subject of

collection development. This literature review touches on research conducted by various authors including: on the historical development in collection development thinking, as well as the change in perceptions of the value of collection development (Huynh 2004; Johnson 2009; Orr 2009); collaborative collection development (Nous & Roslund 2009; Orr 2009); services to diverse communities (Rodrigues, Jacobs & Cloete 2006; Hart & Mfazo 2010); "giving the public what it needs" versus "giving the public what it wants" (Orr 2009); the impact of technology on collection development (Kaczmarek 2006; Casey & Savastinuk 2007; Hsieh, Murray & Hartman 2007; Kwanya, Stillwell & Underwood 2009; Koehn & Hawamdeh 2010; and LaRue 2012); and the question of whether libraries can justify spending (Smith 2011). The broad range of perspectives on collection development covered in the research by these authors should contribute to unpacking what a community-driven approach to collection development entails.

2.3. Collection development defined

Fundamentally collection development can be defined as the planned purchase within a specified budget, of materials in various formats to meet the needs of a specific user community (University of Colorado Boulder 2013). IFLA and UNESCO (1994) expands the concept of 'planned purchase' by including exchange, gift, and legal deposit as means of acquiring the needed library material. Emphasis is therefore clearly placed on meeting the identified needs of a specific user community within a specified budget.

Collection development is however far more readily defined in terms of its processes. In fact it is also defined as a process: Fordham (2013) describes it as the process of building library collections to serve the various informational needs of library users; Wikipedia (2013) defines collection development as a process of meeting the information needs of a community served by the library, providing the information when needed and within a budget; and UCT libraries refer to it as the process of building and maintaining the materials collection of a library, in both book and non-book formats (University of Cape Town 2001). Consequently a framework for collection development is very apparent in the literature reviewed for this research project. Such a framework for collection development includes processes such as: conducting a needs assessment of the user community; the creation of a collection

development policy to guide material selection, which forms part of strategic planning for the library involving knowledge of the direction in which to develop the collection; selection of identified items; budgeting, which involves the cost-effective and equitable use of the various materials budgets of a library, including a book budget, e- resources budget, and periodicals budget; the acquisitions process for identifying and verifying titles, sourcing, ordering, payment, tracking, and cancellation of orders; collection management which includes cataloguing, stock usage, promotion and marketing, stock control measures, and resource sharing; collection evaluation, which forms part of collection management and involves making decisions about existing collections, including decisions about withdrawal, transfer, preservation; and de-selection, which includes replacement planning, weeding and disposal of library material (University of Cape Town 2001; Huynh 2004:20; University of Colorado Boulder 2013). The processes in this framework also describe the tasks, functions and responsibilities of a collection development librarian (Johnson 2009:1-2; Orr 2009:1101-1102).

2.4. Collection development framework

The sequence in which elements in a collection development framework are tackled often differs between authors although the majority tend to start the process with policy formulation. The interchangeability of steps in the collection development process reveals the iterative nature of the process, where for example, de-selection can be viewed as both the end of a cycle and the beginning of one.

2.4.1. Collection development policy

The ability of librarians to develop collections that are responsive to the needs of the communities they serve is impacted on, to a large extent, by the collection development policy by which they are guided within their organisational context. The importance of a collection development policy (CDP) to public libraries is reinforced in the IFLA/UNESCO Public Library Manifesto (1994) which states that a public library needs to have a clear policy *'defining objectives, priorities and services in relation to the local community needs'*. CDP's are documents which serve as guidelines by providing a framework and parameters within which staff work in order to achieve collection development objectives (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1). The necessity of a CDP as

a planning document leading to consistent and informed decision making, is further emphasised by Fordham (2013).

Using the Conspectus model as a conceptual guideline for developing a CDP shows that the value of a CDP may be illustrated under four main headings (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1-2):

- **Selection** – the primary function of a CDP is emphasised in the guidance it provides to staff when selecting and deselecting resources in all formats, for a collection. Additionally the CDP clarifies the purpose and scope of the collections being developed, ensures continuity and consistency in selection, and provides a means against which to evaluate selection decisions thus promoting the reduction of personal bias by providing a context for selection decisions.
- **Planning** – central to the purpose of a CDP is the foundation it provides for future planning. The CDP outlines collection development goals and objectives, enabling staff to reflect on these to ensure continuity and consistency in its application in the future. The CDP facilitates the analysis of existing collections against collection development goals and objectives thereby identifying the strengths and weaknesses of the collection. This in turn facilitates the identification of collection priorities and the allocation of budgets.
- **Public relations** – a CDP is essentially a tool for communicating with all role players in an organisation, from institutions providing funding to staff and patrons. The CDP communicates the goals, objectives and scope of collection development activities and shows how these support the parent organisation's objectives as well as informing patrons of the resources and services they may expect. Very importantly this formal document enables management and staff to defend collection development decisions, from how budgets are allocated and spent to declining to accept unwanted donations of material falling outside the scope of collections. The public relations aspect of the CDP starts with its drafting, which ideally should be a consultative process involving the role players mentioned.
- **The wider context** – a CDP often includes agreements for resource sharing within a library system and between organisations. External funding agreements, consortia agreements or alliances are also contained in the CDP.

Traditionally the CDP is drafted by the official responsible for collection development or the senior management of the library institution. In COCTLIS, senior management is responsible for their organisational collection development plan. This document outlines some of the key principles supporting COCTLIS' philosophy about the developing of library collections, including: librarians working in a community are responsible for the development of the collections that will serve that community; decisions around the selection of stock and therefore the prioritising and allocation of budgets for a library and the community it serves are best made by the librarians working in that library; the selection of library materials is a professional function and a core job requirement for the professional staff at each library; and collaboration with management and colleagues is essential in developing collections for the COCTLIS as a whole (City of Cape Town Library and Information Services 2010:2). All of these activities and processes are geared towards enabling the development of library collections aimed at meeting the needs of each individual community served.

It is therefore clear that the starting point of the process of developing collections that are responsive to the needs of communities is the CDP. This document enables the establishment of collection priorities, facilitates decision-making by staff, informs the library user community of its collection development intentions, goals and objectives, and improves the possibility of collaborative collection development initiatives with other libraries (City of Cape Town Library and Information Services 2010; University of Colorado Boulder 2013). The CDP provides a theoretical framework against which to measure whether clearly defined collection development objectives, with regards to priorities and services, are being met (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1).

2.4.2. Needs assessment

The collection development landscape is changing continuously and an awareness of both the external and internal environments of the institution is necessary to enable the collection development librarian to identify trends and changes that will impact on the demands and expectations of a user community. Orr (2009:1098) listed the following changes: the shift from a focus on collection management to content management; the impact of the internet and electronic resources on the needs of the community; changes in the book publishing industry; the different

methods used by collection managers to determine community needs; and the new skills required by these staff members.

Libraries employ a variety of methods to assess the needs of existing and potential library users in their communities. Using the goals and objectives of collection development as identified in the CDP the library service can conduct an in-depth community analysis to determine what materials and services are needed (Orr 2009:1101). This requires engaging a community in order to establish their needs and could assist in identifying marginalised components of communities. This is of particular relevance in South Africa and in Cape Town, where the culturally diverse nature of communities with regards to language, religion and other aspects of culture has a significant impact on user needs. This is highlighted through concerns reflected in the literature about whether libraries serve the information needs of all the users in their communities, for example, that of multicultural communities (Rodrigues, Jacobs & Cloete 2006:212-213) and LGBT (lesbian, gay, bisexual and transgendered) users (Hart & Mfazo 2010:98).

An analysis of the existing collection is an integral part of developing collections to meet the identified needs of patrons. The CDP provides broad guidelines for collection analysis through policies related to the scope of the collection, the selection and de-selection of library material, a language policy and the handling of donations. Collection analysis is a systematic process for assessing the quality of a collection. This process is greatly aided by the use of a collection analysis model, an example of which is the Cantor set theory. The Cantor set theory is a mathematical model which uses sets to describe collections of entities containing other entities. A library's collection may be thought of as a universe set, containing subsets such as its science collection as an example. This subset in turn contains subsets including the various areas of specialisation in the science field, down to the level of individual titles. At the title level, criteria such as the number of times items are borrowed or cited may be applied to produce data to aid decision making in collection development (Perez-Lopez, de la Moneda-Corrochano and Moros-Rodríguez 2002).

Libraries are tasked with providing an inclusive service to all their users but research shows that the absence of specific reference in the CDP of institutions, to the provision of materials and services aimed at marginalised groups often resulted in

these needs being ignored (Hart & Mfazo 2010:103). What is required is a multicultural approach where the library strives to provide collections and services that are representative and relevant to the needs of the diverse communities they serve (Rodrigues, Jacobs & Cloete 2006:213). Such community engagement, which may lead directly to improved services, could possibly also result in raising the profile of both the library and librarians in the eyes of communities since the responsibility for professional activities such as collection development is not always readily apparent to members of a community (Nilsen & McKechnie 2002:295). The importance of statements of intent in documents such as CDP's can therefore not be underestimated, with specific reference to COCTLIS' commitment, in their CDP, to identifying and meeting community needs.

A very relevant external factor impacting on these community needs is the rapid advancement in technology. Library users prefer electronic resources, especially reference material and these are, in some cases, cheaper to maintain in terms of updates once the initial conversion is made from paper to electronic. The collection manager must be aware of these trends and respond by offering more electronic resources as well as making remote access to information sources possible, via websites (Orr 2009:1098). This responsiveness to user-centred change is at the heart of what is described as library 2.0 (Casey & Savastinuk 2007). Library 2.0 describes a model for library services which encourages purposeful change built on constantly improving service to the user. Library 2.0 is often associated with the use of Web 2.0 technologies. These are interactive technologies such as blogs and wikis which transform the information user from being a passive recipient of information into one who can create and add content.

2.4.3. Budgeting

The economic realities within which libraries function also feature prominently in the research on collection development. Libraries function under increasing economic pressure and administrators and librarians alike are tasked with finding more cost effective measures when developing library collections (Smith 2011). Out of necessity and a need to become innovative and creative, librarians must be aware of and use different models of collection development such as, inter alia, client-centred and collaborative collection development, in order to deliver the types of material and

the different kinds of services expected by the public (Orr 2009:1100). Libraries now have to rethink the traditional methods of managing their materials budgets in order to serve the changing needs of their users (Koehn & Hawamdeh 2010:162).

The scope of collection development activities are often determined by available budgets. The process of preparing budgets, overseeing expenditures and budgetary planning for the next financial year are crucial elements in the collection development framework. This holds true in the current economic climate where public libraries in general face a perennial struggle with financial resources failing to keep pace with demands. This has forced library systems to identify and adopt specific roles which in turn have helped to determine the direction of their collection development activities (Orr 2009:1100).

These tough economic conditions certainly exist in South Africa and the public libraries in Cape Town can possibly benefit from examining how collaborative collection development (CCD) can contribute to community-driven collection development. According to Nous and Roslund (2009:7), the idea of two or more libraries consulting and collaborating when making decisions regarding their collections has the potential to address issues around budgetary constraints through increased efficiencies in spending and by reducing the duplication and wastage of resources that accompany the building of homogeneous collections by libraries who serve similar communities in close proximity of each other. The application of CCD for print resources has great scope for achieving such collection development objectives. Through trial and error CCD had become an established practice in academic and special libraries and CCD initiatives are becoming increasingly more attractive to public libraries. Public libraries have been using CCD but generally limited to the acquisition of non-print items, in part due to e-resources being easier to share as opposed to physical books which can only be in one library at a time (Nous & Roslund 2009:5). The different models of CCD such as the small scale collaboration between just two libraries to larger scale collaboration within a library system or between library systems certainly lends itself to application in a variety of scenarios.

2.4.4. Acquisitions

The selection guidelines established during development of the CDP and refined during needs assessment are implemented during this stage. Staff responsible for collection development are charged with selection, development and maintenance of the collection, and with facilitating access to resources. Increasingly a new range of decisions are involved in the acquisition of material, especially in relation to e-resources. This has resulted from the modern information user being more interested in the information content they need and less interested in the format in which the information is presented to them. The increasing number of born-digital material, which are information sources only published on the internet, reflects the preference of the information seeker for digital information (Koehn & Hawamdeh 2010:162).

The proliferation of information in all formats is continuing unabated and has necessitated the facilitation of access to information resources beyond physical ownership. This presents new challenges to the traditional practice of collection development, especially given the wide range of materials available (Hsieh, Murray & Hartman 2007:6). Librarians will have to understand the unique requirements for managing digital collections in order to successfully integrate these new formats into their collections. Parameters would have to be established as a guide to determining what formats would be acquired and the extent of the electronic resources component of collections (Kaczmarek 2006:217). These considerations are determined by policy decisions and necessitate reviewing and amending the CDP's of organisations, when required.

The acquisition of electronic resources are provided via varying models by suppliers and agreeing on the licensing conditions involves negotiating details such as 'single-user' or 'multiple-user' access, unlimited usage or a cap on usage, and ownership of the e-resource as opposed to leasing (Sharp & Thompson 2010:201-202). In addition LaRue (2012:28-29) mentions four negatives regarding the increased use of e-resources: a number of acquisitions models for e-resources results in the library never actually owning the item but only having it for a certain period of time or a predetermined number of issues to borrowers; buying e-titles via an aggregator service carries additional costs and therefore may increase the cost per item; a number of these products are hosted on the service providers own system, thus

requiring users to become familiar with another system; and the second-hand books that libraries traditionally recycle back into society is not possible with e-resources.

Technological trends such as the massive increase in e-books will not only have an impact on public librarianship but also on the publishing industry. Compounding this impact is the rise of self-publishing which has seen a massive increase in the numbers of titles produced (LaRue 2012:28). Collection development librarians will have to use their expanded repertoire of skills to manage the challenge of balancing formally published output, self-published material and the new licensing and business models attached to electronic resources, when embarking on collection development activities (Kwanya, Stilwell & Underwood 2009:71).

2.4.5. De-selection

Weeding or de-selection as it is increasingly being referred to, is an integral part of collection development (Boon 2009:325). Weeding refers to the process of removing, from a collection, library material that are in very poor physical condition, are outdated or contain inaccurate information, and do not fit into the scope of the collection. Weeding is a daunting prospect for most librarians and the on-going nature of the process may be easier to apply when following the theoretical precepts provided in a weeding model such as the CREW method of weeding a library's collection (Boon 2009:325-326). CREW is an acronym for continuous review, evaluation and weeding. There are of course a number of different weeding techniques and plans. An example is a very specific weeding technique referred to as the *Gift Horse Collection Development Plan* (Lonergan 2008:225).

According to Lonergan (2008:224) ever expanding collections result from, what he refers to as a packrat approach to collection development, a compulsive accumulation of all items of interest. The resulting large collections do not necessarily represent good collections. De-selection, which is the process to manage this part of collection development, requires the same clear and specific guidelines as when selecting. The fundamentals of this particular technique are simple and its details appear to be highly adaptable to different circumstances. In essence, when deselecting, a librarian will consider each book as if it was received as a gift. In other words if a reasonable librarian would not accept that book as a gift for reasons such as it is outdated, duplicated, in poor condition, or irrelevant to the

collection and the librarian would not spend money on acquiring it then it should no longer be kept as part of the collection and should therefore be deselected.

The CREW method on the other hand is a far more comprehensive weeding plan. It consists of 10 steps and as a precursor to actual weeding the model lists a number of factors to consider before the start of a major weeding project, to increase its level of success. The CREW method prescribes that weeding forms part of and is guided by policy. The importance of the weeding process as part of collection development is reinforced by the similarity of the criteria which apply to both weeding and selection. These include: familiarity with the scope of collections, from collection limits and selection criteria to format of materials; knowledge of the goals to be achieved through collection development; knowledge of the community served by the library especially their needs and wants; knowledge of the collection and its strengths and weaknesses; knowledge of cooperative agreements in place with other libraries, including inter-library loan agreements (Boon 2009:326-330).

Two potentially large scale activities form part of the CREW method of weeding. These activities are preferably done before actual weeding starts and include a shelf-reading project and a stock-taking project (Boon 2009:330-332). Shelf-reading is the process of ensuring that library items are in the correct place on the shelves, according to the classification system in use, such as the Dewey decimal classification system. This process facilitates the location of items on shelves and is a major component of collection management. Stock-taking involves a physical count of each item in the collection, by scanning the barcodes of each item in the library. By comparing lists of scanned items against holdings in the library's catalogue it is possible to identify items unaccounted for and therefore potentially lost. The information provided through stock-taking of a library's collection may be used in a number of ways: it is used to quantify stock losses; and to gauge the strength and weaknesses of specific areas of the collection. The scanned lists are arranged by Dewey range in order to identify subject areas adequately covered or areas in need of development as assessed against known needs and wants.

The next steps in the CREW method involve the actual weeding of items, starting with examining usage statistics to identify items with low turnover, referring to the number of times items are loaned/borrowed. Usage statistics are however not

always an accurate barometer of the value of an item, as in the case of classic works of fiction which may be seldom borrowed but still has a place in the collection (Boon 2009:332). Each item in the collection has to be physically handled when being scanned and is also assessed for condition and checked against usage statistics lists when in doubt. Weeding is a routine function in libraries and should be done on a continuous basis to avoid having to tackle a massive weeding project of a library collection which has not been weeded in years (Boon 2009:333).

2.5. Approaches to collection development

The thinking on collection development evolved from the belief that librarians knew best and therefore they selected what they felt were appropriate books or good books for a community, to selecting what is demanded by the public. Huynh (2004:20) further states that the purpose of public libraries initially was to educate or teach the public. Over time there has been a gradual shift away from this perspective to that of providing information to all groups in a community. The notion of "giving the public what it needs" versus "giving the public what it wants" has indeed been a fundamental philosophical conundrum with which librarianship has grappled for a long time (Huynh 2004:19).

Huynh (2004:19) identified some questions this gave rise to including:

- What purpose do libraries serve through their collections?
- Should the focus be on the quality of the books or on their potential circulation?
- Should libraries supply material they think communities need or supply what communities want?
- How have technological advancements in information impacted on collection development?

Broadly speaking, both points of view posed in this conundrum are valid since funding for public library services generally come from public coffers and therefore, arguably, the public have the right to have their demands satisfied. The opposing, equally valid viewpoint states that by catering to popular demand the resulting collections often consisted of weaker quality books and consequently weaker collections.

What emerges in reality is a pragmatic philosophy which embraces the striving for a balance between a community's rights and the popular culture on the one hand and the responsibility of working with tax payer's money as well as the survival of libraries on the other (Huynh 2004:21). The direction libraries take is often dictated by policy decisions around the core goals and objectives to be achieved through collection development. Several such underlying approaches or philosophies to collection development have evolved through practitioners striving to meet the needs of their users. These philosophies are often based on a combination of principles and pragmatic considerations and include, inter alia a marketing approach, the 'long-tail' approach, and a client-centred approach to collection development.

2.5.1. Community-driven approach to collection development

The focus in this research is on a community-driven approach to collection development. General agreement exists among public librarians that the collections of the public library should fit the needs of its particular user community in what Orr (2009:1100) refers to as a client-centred approach to collection development. This approach involves focussing on the needs of the library user and determining those needs through a variety of mechanisms, including demographic studies of user communities, community surveys, circulation analysis, and using reservations and interlibrary loan requests placed by patrons as purchase suggestions. This is an almost exact description of the approach followed by the COCTLIS, with client being referred to as community in their context. COCTLIS' vision is to provide collections focussed on the needs of each community they serve (City of Cape Town Library and Information Services 2010:2). The extent to which this organisation follows and succeeds in their stated collection development approach is examined through this research.

Support for a client-centred or community-driven approach to collection development can be found in numerous documents in LIS literature. Two examples of which are the Public Library Manifesto and the Library and Information Services Transformation Charter. The Public Library Manifesto (IFLA and UNESCO 1994) addresses the need for a clear policy, "defining objectives, priorities and services in relation to the local community needs". The Library and Information Services Transformation Charter states that there must be processes in place to gauge and

analyse the library service needs of specific communities so that the library can become an information and cultural hub, responsive to the needs of the local community (South African Department of Arts and Culture 2009:20). Both of these documents clearly place a high degree of emphasis on libraries actively determining the needs of their user communities and aligning the development of library collections to the identified needs of the local communities they serve.

To illustrate the importance and scope of these documents and thus the weight of support for a 'community-driven approach' to collection development it should be pointed out that the Public Library Manifesto (1994) is a seminal publication on the goals, objectives and purpose of the public library. This document is often quoted, well referenced in research papers and readily endorsed in organisational collection development policy statements, notably including COCTLIS' collection development plan (CDP). The Library and Information Services Transformation Charter is a national document, commissioned by the South African Department of Arts and Culture and the National Council for Library and Information Services (2009), providing a blueprint of how library services is envisioned in South Africa, the role it is meant to play and the impact it should have on South African society.

2.6. Conclusion

It is clear that a variety of factors have had an impact on collection development in libraries. A change in thinking on the purpose and function of libraries was followed by the equally gradual change in how collection development was viewed until it evolved into a discipline on its own. Collection development as a concept can therefore be considered to be evolutionary rather than revolutionary in nature.

The first journal on collection management appeared in 1976 followed by its own subject heading in 1988 (Orr 2009:1098). Through further evolvement collection development has now come to be viewed as one of the core functions of a library. As illustrated through the collection development framework, this process impacts on the very purpose and direction of a library. A collection development philosophy or approach is often described or proclaimed in CDP statements of libraries, addressing issues ranging from the intention to assess and fulfil the needs of their user communities to how library funding is allocated.

Developments in technology have also had a profound influence on the information seeking behaviour of the public in general and library users in particular. Technology has made access to collections easier by bringing the library and its collections into the homes of users, via the internet (Orr 2009:1098). The publishing industry has responded to this trend and drastically increased the publication of material in digital formats. This has fundamentally changed the acquisition of library resources from an almost total reliance on hard-copy print resources to near indifference regarding the format in favour of securing the required content, leading to a clear preference for the e-version of material as is the case, increasingly, with journals.

Hard financial realities have necessitated a clearer vision of the reason why libraries exist and a sharper focus on goals and objectives. This has confirmed the need to prioritise the services and resources needed by the community served by any particular library and thus reinforces the importance of community-driven collection development.



CHAPTER THREE

3. Research design and methods

3.1. Introduction

In this chapter the nature and scope of the research project is discussed. This in turn leads to a determination of the methods used to conduct the research. Equally valid considerations where research design and methods are concerned include the context of the study, the type of information to be collected and the availability of resources such as researchers, time and money to conduct the actual research. Two broad research methodologies to be considered are quantitative and qualitative research, although it has become common practice to combine these methods into a mixed-methods study also referred to as pluralistic research. This approach allows the researcher to validate findings by using one method to support or inform the findings of another method.

3.2. Quantitative vs. qualitative research

Quantitative research involves the objective, numerical and statistically valid measurement of data. The data collected must be representable in numbers (Struwig & Stead 2001:7). Qualitative research on the other hand involves observing what respondents say and do in a particular context as well as information gathered from photographs, drawings, and music (Struwig & Stead 2001:12-13). The data thus collected is analysed and interpreted. There are clear differences between quantitative and qualitative research but for some researchers the lines between the two methodologies have become somewhat blurred. Bauer, Gaskell and Allum (2000:7–10) point out that quantitative or 'hard' research deals with numbers and uses statistical models to explain this hard data whereas qualitative or 'soft' research pursues understanding of social constructs, such as ideas, beliefs and values. Struwig and Stead (2001:19) report that the interpretation of quantitative data is often of a qualitative nature. Babbie (2013:407) concurs and states that the reverse also holds true in that quantitative analysis can also strengthen qualitative research.

3.3. Research methods

In depth research has been conducted of relevant literature to examine the concept of collection development and to determine what a community-driven approach to collection development entails. This knowledge is applied to the COCTLIS in order to gain a better understanding of collection development in that context. The central research question of whether the collection development principles, practices and procedures of COCTLIS are responsive to the needs of the communities they serve, is explored. The starting point is an analysis of the core policy document of COCTLIS namely the CDP. A content and discourse analysis of this document is conducted to determine how it supports a community-driven approach to collection development. The research continues in the form of survey research. Specifically a questionnaire is used to collect data about COCTLIS librarians' understanding, opinion and application of a community-driven approach to collection development in the context of their organisation. The questionnaire contains quantitative and qualitative questions, resulting in a mixed method survey.

3.3.1. Content analysis

Content analysis is a quantitative method of analysing qualitative data and involves the identification of keywords and themes through the counting of the regularity of and order in which certain words, phrases or concepts are used in a document (Welman, Kruger & Mitchell 2005:221). Content analysis may however also be qualitative in nature (Babbie 2013:304). A combination or hybrid of both quantitative and qualitative elements are sometimes employed in the analysis of content (Struwig & Stead 2001:14; White & Marsh 2006:41). Discourse analysis focuses more on interpreting the meaning of words in contexts larger than single sentences, in what Mouton (2001:168-169) describes as "chunks" of discourse. The subject of discourse normally has a particular theme or themes which depicts a pattern of ideas in the data being analysed (Braun & Clarke 2006:82).

The steps in content analysis as discussed by White & Marsh (2006) are combined with discourse analysis to analyse the CDP of COCTLIS, with slight amendments as necessitated by the nature and scope of the document being analysed. This is a generally accepted research practice, including in the field of LIS, since the evolution of content analysis as a research method is characterised by how it was

adapted by researchers to suit the unique needs of their research questions and research strategies (White & Marsh 2006:23).

3.3.1.1. Quantitative or qualitative content analysis

The purpose of conducting a content analysis of the CDP of COCTLIS is to assess whether collection development in COCTLIS is driven by the needs of the communities they serve. As earlier established, the approach to collection development adopted by COCTLIS is premised on being based on community needs. The research questions developed earlier were designed to test this predication and may now be used in determining the data to be gathered. This use of questions, in the form of research questions, is characteristic of qualitative content analysis. As a method of analysis, qualitative content analysis was therefore preferred as opposed to quantitative content analysis which requires the formulation of a hypothesis. In qualitative content analysis the researcher reads through the text to identify concepts and patterns which answers the initial research questions. It is an inductive approach requiring an open mind from the researcher, free from any preconceived ideas of what will be found in the analysis (White & Marsh 2006:34-35).

3.3.1.2. Qualitative content analysis

There is significant overlap between quantitative and qualitative content analysis which accounts for the combined nature of some content analysis. This researcher has however concluded that the analysis of the CDP of COCTLIS lends itself more, based on the comparative descriptions of the two methods, to a qualitative approach in the analysis of its content. The starting point of qualitative content analysis is the research questions to be addressed, which in turn will identify the data to be collected. The selected research questions are:

- How does the collection development plan (CDP) of COCTLIS support a community-driven approach to collection development?
- How are community needs established and assessed?
- What other collection development tools and methods are librarians using?

The document analysed in order to answer these research questions is the collection development policy (CDP) of COCTLIS. Not only does this define the data set for analysis but also eliminates the need for the steps in the analysis process requiring

the establishing of a sample – the CDP as a whole is the sampling unit and the entire document is analysed. In qualitative analysis the uniqueness of the selected document and the potential variations in interpretation typically require numerous readings of the document and a close scrutiny of its content (White & Marsh 2006:36). This scrutiny identifies the data collection units in the form of key words and phrases which, along with the in-text relationship between the identified concepts is the means of analysing the content (Boettger & Palmer 2010:346). The next step in the analysis is to present the results and with reference to methods discussed by White & Marsh (2006:39), tables are used to present the results using numbers and percentages along with a narrative describing the connection between the data collection units and the research questions. This narrative is an important factor influencing the selection of the research method.

3.3.1.3. Validity and reliability of qualitative content analysis

Qualitative content analysis, as with other research methods has advantages and disadvantages. The inductive nature of qualitative content analysis has been viewed as a disadvantage since it requires the researcher to identify themes and meanings (Boettger & Palmer 2010:346). However, this potential negative can be viewed to have been turned into a positive in that the resultant analysis can provide conceptual depth through a clearer, more detailed understanding of the concepts involved and the relationships between the concepts and their context. Qualitative content analysis is further strengthened when combining the descriptive component of the analysis with numbers and percentages when representing the results. This descriptive component or thematic analysis identifies and analyses patterns or themes in the data (Braun & Clarke 2006:79). A theme represents a recurring pattern of ideas or a central topic in the data being analysed, which relates to the research questions (Braun & Clarke 2006:82).

White & Marsh (2006:38-39) also report on some criteria which may be used to test the validity and reliability of qualitative content analysis. The analysis can be said to be credible, or have internal validity, if a thorough understanding of the elements of the research questions is supported by an exhaustive analysis of the text to identify the words and phrases which addresses these elements. The results of the analysis

can be said to have dependability if it can be determined that the data, in the form of the key words and phrases, answers the research questions posed.

3.3.2. The questionnaire

The second research method employed was a questionnaire. This method, as with content analysis, can be either quantitative or qualitative or indeed both. The nature of the questionnaire is determined by the types of questions asked which can be either open-ended, allowing the respondent to freely express an opinion, resulting in a qualitative questionnaire. Alternatively, questions may be structured in design, requiring the respondent to select an answer from a list or scale to indicate their agreement or disagreement. There is of course the possibility of asking a mixture of these types of questions, making the questionnaire a mixed-method questionnaire. A common element, irrespective of the type of questionnaire selected, is the respondent. Arriving at the selected respondents involves identifying the research population and defining the research sample.

3.3.2.1. Designing the questionnaire

Saris & Gallhofer (2007:4-12) describe the various decisions a researcher has to make when planning and designing a survey. These can be summarised as: deciding on a topic and nature of the study; the variables to be measured; the data collection method; formulation of the questions; testing the quality of the questionnaire; finalising the questionnaire; identifying the research population and research sample; administering the questionnaire.

As a starting point, the topic for this survey can be found in the original research question and sub-questions of this study. Collectively the research questions all deal with the subject of collection development, thus identifying the main topic of the survey. The survey is explanatory in nature as it examines the respondents understanding of the main topic as well as the reasons for its application in their organisation. The variables to be measured are determined by elements of the research questions. It follows then that the survey explores respondents understanding of the following:

- collection development;
- their organisation's approach to collection development;
- a community-driven approach to collection development;

- how they establish and assess community needs;
- and the tools and methods used in this process.

To conduct the survey a questionnaire was designed and used. The questionnaire was web-based and distributed to respondents via email. Respondents were required to complete the questionnaire independently. The questionnaire has a brief introduction, while its body is divided into segments with questions covering demographic, career, and institutional/conceptual details. The questions were designed to initially build a profile of the respondents including their qualifications and years of experience as well as to examine their collection development practices. The opinions of respondents, which are inherently subjective in nature, were sought on matters of collection development, thus requiring open ended questions with qualitative answers. The survey utilised was therefore mixed-method in design.

As part of the design phase, the quality of the questionnaire being constructed was tested to determine if the questions were sufficiently well structured and to eliminate errors (Babbie 2013:242). A small sample of respondents can be used to test the draft questionnaire in a pilot study (Struwig & Stead 2001:89). In this study a small number of respondents, three in total, similar to but not part of the main study were surveyed to assess the clarity of the questions and their understanding of the questions posed. The pilot study revealed a number of inadequacies in the design of the questionnaire in providing valid data to address the concepts being researched. These shortcomings or errors were corrected before finalising the questionnaire.

3.3.3. The research sample

Properly defining and identifying the population targeted in the research is essential for its success. The total population of potential respondents for this questionnaire consists of the librarians responsible for collection development at each of the 104 libraries in COCTLIS. This is either the librarian-in-charge or a librarian to whom this task has been delegated. Since this is a large number of potential respondents a sample was selected. Sampling is a quantitative technique for selecting a number of respondents, smaller than the total number of potential respondents in the whole population of the study. The responses from the sample may be used to infer findings about the whole population (White & Marsh 2006:31). This subset, as Fox

and Bayat (2007:54) describes a sample, was selected using a probability sampling method. Probability sampling gives each individual in an identified population an equal chance of being selected as part of the sample (Qingbo, Xueliang, Shuhua & Guosheng 2012:207). According to Qingbo et al (2012:207) there are four probability sampling methods, namely random, stratified, systematic, and cluster sampling. The sampling method selected, due to the stratified nature of the population, was stratified sampling.

3.3.3.1. Stratified sampling

Stratified sampling allows the researcher to divide the whole population into different subgroups from which respondents are selected, on a random and proportional basis, to constitute the sample (Qingbo et al 2012:207). Given that COCTLIS' 104 libraries are already divided into three separate and distinct categories, attesting to the stratified nature referred to before, it lends itself ideally to this sampling method. The three subgroups of libraries in COCTLIS are two city-wide, 22 regional, and 80 community libraries.

To arrive at a random and proportional sample from these subgroups, as required by stratified sampling, the following proportions are used:

- City-wide libraries 100%
- Regional libraries 50%
- Community libraries 25%

The percentages are based purely on the proportional size of the subgroups of libraries. The city-wide category has 2 libraries and therefore both (100%) were selected. The regional library category has 22 libraries and 11 (50%) were selected. The community library category has 80 libraries and 20 (25%) were selected. The proportional selections from the subgroups resulted in a sample size of 33 which is just less than a third of the libraries in COCTLIS. To comply with randomness in the selection of the sample a cross section of libraries, representing the diverse communities and wide range of socio-economic circumstances, spread across the six districts in COCTLIS, were selected. This was achieved by examining a map (see appendix 4) indicating the geographical position of each library and then selecting libraries in relation to their location in a suburb or township.

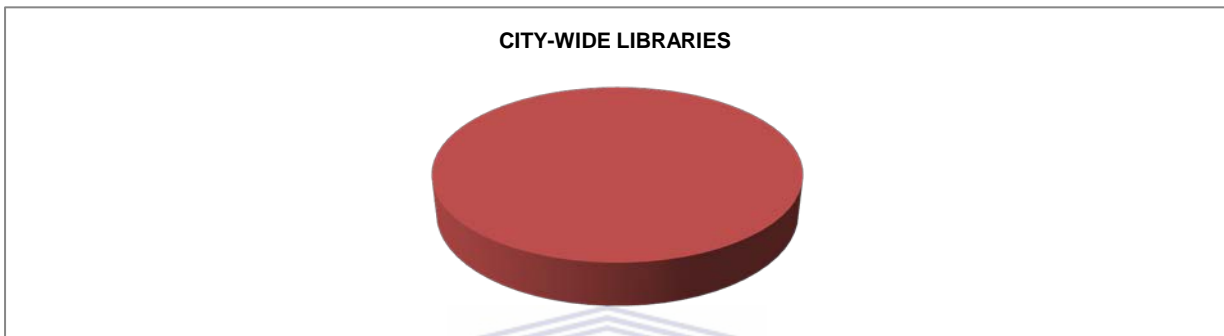
3.3.3.1.1. City-Wide libraries' sample

Since there are only two city-wide libraries both or 100% of this subgroup were selected as part of the sample. The two City-Wide libraries are:

Table 4: City-Wide libraries

1. Central	2. Bellville
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Chart 1: City-Wide Libraries



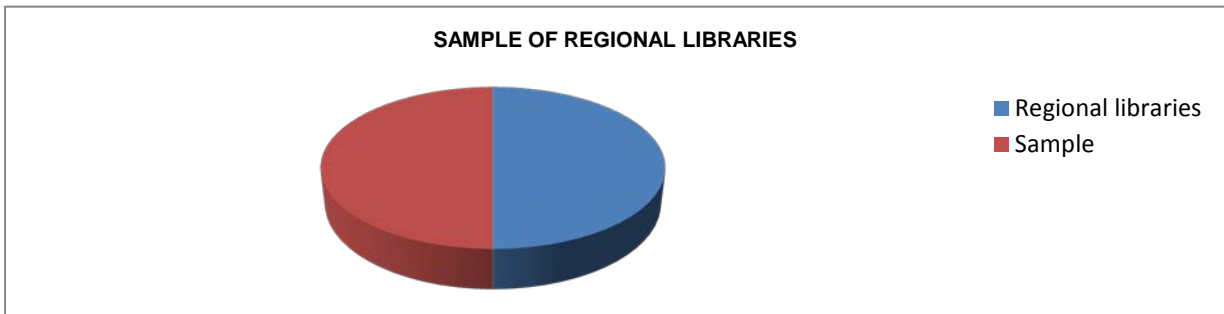
3.3.3.1.2. Regional libraries' sample

Of the 22 regional libraries, 11 were selected, equating to 50%. The 11 Regional libraries included in the sample are:

Table 5: Sample of Regional Libraries

1 Athlone	2 Brackenfell	3 Claremont	4 Delft	5 Grassy Park
6 Meadowridge	7 Milnerton	8 Mitchell's Plain	9 Parow	10 Somerset West
11 Wesfleur				

Chart 2: Sample of Regional Libraries



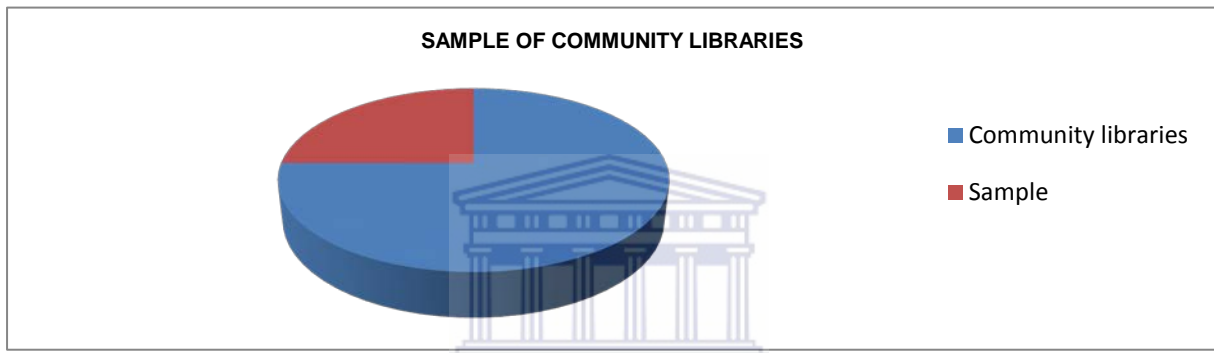
3.3.3.1.3. Community libraries' sample

In the last category, community libraries, 20 out of 80 libraries were selected, equating to 25%. The 20 Community libraries in the sample are:

Table 6: Sample of Community Libraries

1 Avondale	2 Belhar	3 Bridgetown	4 Brooklyn	5 Camps Bay
6 Harare	7 Hout Bay	8 Kuils River	9 Kulani	10 Macassar
11 Manenberg	22 Muizenberg	23 Nyanga	24 Observatory	15 Retreat
16 Rocklands	17 Sea Point	18 Strandfontein	19 Tokai	20 Valhalla Park

Chart 3: Sample of Community Libraries



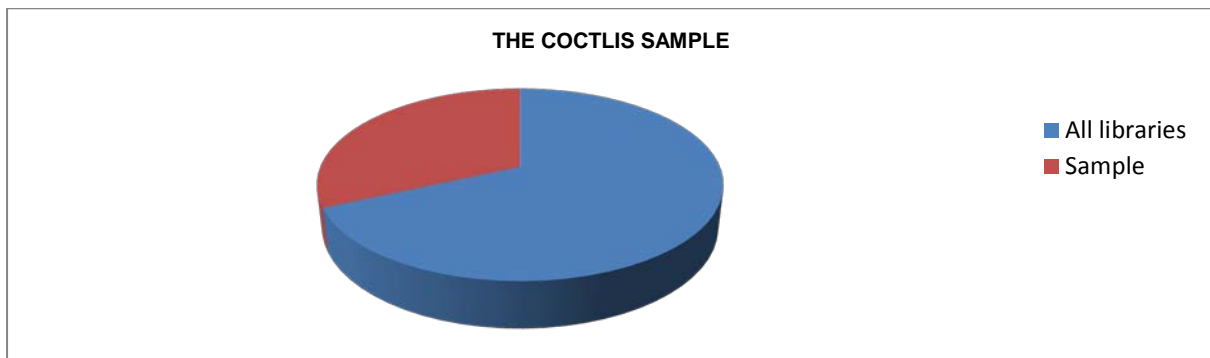
3.3.3.1.4. The COCTLIS sample

The proportional and random selection of libraries from the three subgroups in COCTLIS collectively constitutes the sample of libraries selected from the 104 libraries which make up COCTLIS. The 33 libraries in the COCTLIS sample are:

Table 7: Sample of COCTLIS Libraries

1 Athlone	2 Avondale	3 Belhar	4 Bellville	5 Brackenfell
6 Bridgetown	7 Brooklyn	8 Camps Bay	9 Central	10 Claremont
11 Delft	12 Grassy Park	13 Harare	14 Hout Bay	15 Kuils River
16 Kulani	17 Macassar	18 Manenberg	19 Meadowridge	20 Milnerton
21 Mitchell's Plain	22 Muizenberg	23 Nyanga	24 Observatory	25 Parow
26 Retreat	27 Rocklands	28 Sea Point	29 Somerset West	30 Strandfontein
31 Tokai	32 Valhalla Park	33 Wesfleur		

Chart 4: Sample of COCTLIS Libraries



3.3.4. Advantages and disadvantages of questionnaires

An initial pitfall with questionnaires is the seemingly easy option it may provide for collection of information from a large group of respondents. While this is an obvious advantage of questionnaires it may also lead to the researcher overlooking other, more appropriate research tools. Questionnaires are heavily overused as a research tool due to its popularity. What may be referred to as respondent fatigue can result in poor response rates when using questionnaires. A poorly designed questionnaire can also influence responses (Bradburn, Sudman & Wansink 2004:283-285). It should not be too lengthy, questions should be clear and concise and the options from which to select a response should be designed in such a way that it prevents respondents from repeating their selections in a pattern.

The advantages of questionnaires can be just as compelling: respondents can be guaranteed anonymity; poor response rates can be followed-up; a large sample of respondents can be surveyed; it can be piloted to ensure questions are appropriate and well laid out, easy to understand and not leading or confusing. A questionnaire should also not require more than half an hour to complete to avoid concerns regarding the willingness of respondents to participate.

3.3.4.1. Validity, reliability and ethical considerations of questionnaires

Permission to conduct this research was obtained from both the organisation (see annexure 2) and the individual staff members (see annexure 1) in COCTLIS. The anonymity of respondents, which may also contribute to the reliability of responses according to Fox, Murray and Warm (2002:177) was guaranteed through statements to this effect in communication with respondents as well as in the wording of the questionnaire itself. To ensure reliability and validity of responses, the composition

and combinations of questions, once finalised, were fixed and structured so that exactly the same questionnaire was administered in the same way to each respondent. Another ethical consideration in web-based surveys is data security, which is intrinsically linked to the promise of anonymity made to respondents. Fox, Murray and Warm (2002:178) assert the right of respondents to assume that no unauthorised persons would be able to access the information they provided, by responding to the questionnaire.

3.4. Conclusion

The selection of two distinctly different research methods in content analysis and a questionnaire was intended to allow for a comparison of the findings of the two methods. This comparative analysis would determine if there is correspondence between the findings. The validity and reliability of the findings will be strengthened if the analysis shows that the results of the content analysis supports the findings arrived at through the questionnaire.

Content analysis provides a quantitative picture of the message communicated in the document being analysed by tallying the key words and phrases used to communicate the message. The content analysis is combined with thematic analysis to provide a more comprehensive picture of the intended message. The thematic component of the analysis provides a descriptive narrative of the recurring themes and ideas being communicated in this document, the collection development plan of COCTLIS.

The questionnaire in turn, was decided on as a method of research due to the size of COCTLIS as an institution and the relatively large number of potential respondents in the population and the sample. Due to the nature of the population, a library service with three tiers of libraries, stratified sampling was used to select a sample. Two versions of the questionnaire were designed. The initial version was tested on three individuals and led to improvements made in the final version. The improvements were arrived at by the researcher in conjunction with the respondents and were largely possible due to the face-to-face application of the questionnaire in this pilot study. The pilot study was employed to test the relevance of the questions posed in the questionnaire, to the research questions as well as testing the understanding of

the questions among potential respondents. Both methods employed, the content analysis and the questionnaire, have elements of quantitative and qualitative research, resulting in the mixed methods nature of this study.



CHAPTER FOUR

4. Data analysis

In this chapter the data collected through the research methods discussed in chapter 3, namely the analysis of COCTLIS' CDP and the questionnaire, is collated, presented and discussed. The information gathered is analysed to determine if the main research question is addressed through the sub-questions. The sub-questions to be answered are:

- What does a community-driven approach to collection development entail?
- How does the collection development plan (CDP) of COCTLIS support a community-driven approach to collection development?
- How are community needs established and assessed?
- What other collection development tools and methods are librarians using?

4.1. Analysis of COCTLIS' CDP

From the literature review it was established that a community-driven approach to collection development, also referred to by Orr (2009:1100) as a 'client-centred approach', entails focussing on the needs of the library user. These needs are determined through a variety of mechanisms, including demographic studies of user communities, community surveys and circulation analysis. The information gathered through these mechanisms, along with interlibrary loan requests and reservations placed by patrons would inform purchasing decisions. This understanding of what a community-driven approach to collection development entails is key to determining if and how the CDP of COCTLIS supports such an approach.

COCTLIS' CDP was subjected to content analysis through repeated readings to identify key words, phrases, concepts and patterns, and to identify themes in the data. The objective of the analysis was to assess the extent to which the collection development approach as described in this document conforms to the definition of a community-driven approach to collection development as defined in the literature. The CDP was also analysed to determine if and how it supports this approach to collection development.

The CDP of COCTLIS comprehensively outlines their approach to collection development. The document starts with a detailed statement on its purpose and a

description of the principles underlying collection development in COCTLIS, followed by and concisely endorsed in a vision statement. Clear goals are communicated in this document, outlining what is hoped to be achieved as a public library institution and through its collection development initiatives in particular. The goals are translated into objectives describing how these will be achieved. The CDP describes the three levels of service delivery engaged in as well as the scope of collections and range of materials provided. Two special user-groups namely, newly literate adults and visually challenged users, are specified as being catered for. A significant section is spent on material selection including responsibility for selection and criteria used. The CDP concludes with a section on the withdrawal and disposing of stock from collections (City of Cape Town: Library and Information Services 2010).

4.1.1. The purpose of COCTLIS' CDP

The CDP was expressly developed to communicate COCTLIS' *'intentions for building and maintaining its collections'* (City of Cape Town: Library and Information Services 2010:1). These 'intentions' are made quite clear early on in the document in a 'statement of purpose' and a vision statement. Both of these statements establish the importance attached to meeting the needs of the communities served by COCTLIS. The focus on community needs is an identifiable theme throughout the document. The stated purpose of the CDP is: to communicate to both staff and the public, the principles underlying collection development in COCTLIS; to assist staff in making selective purchasing decisions based on anticipating and meeting the needs of the communities they serve, within defined budgets; to provide continuity in direction to new and existing staff; and to measure how successfully their strategy was implemented (City of Cape Town: Library and Information Services 2010:1). This approach is further cemented in the vision statement which speaks of providing collections aimed at meeting the needs of the communities they serve (City of Cape Town: Library and Information Services 2010:2).

The description of the purpose of COCTLIS' CDP also reaffirms its importance, as outlined in the Conspectus model for developing CDP's, in providing guidance in continuity and consistency in selection, in providing a foundation for future planning by outlining collection development goals and objectives, in communicating these as well as the scope of collection development activities to all relevant parties and

outlining cooperative agreements (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1-2).

COCTLIS' approach to collection development, as advocated in the CDP, clearly meets the elements of a community-driven or client-centred approach, as defined by Orr (2009:1100), in that it is focussed on the needs of the communities they serve. In addition, analysis of the CDP also shows a number of objectives designed to achieve goals as outlined in the CDP, with two objectives in particular outlining how the needs of users should be addressed. The first objective refers to the compiling of a library specific collection development plan using an analysis of each library's existing collections and the identified needs of their communities to arrive at spending priorities. The second objective makes reference to making available to staff the processes and resources needed to achieve their collection development goals, without explicitly stating what these processes and resources may be (City of Cape Town: Library and Information Services 2010:3). Against this background, the next step in the data analysis is to analyse the responses to the questionnaire administered to a selected sample of COCTLIS staff.

4.2. Analysis of the questionnaire

The questionnaire was initially designed as a Word document, converted to a web-based questionnaire using Google Drive and distributed to the sample of 33 potential respondents via email, of which 24 returned responses. The questionnaire was designed to collect data in three broad categories. Firstly, from the data collected it was possible to compile a demographic and professional profile of respondents. Secondly, the extent of respondents' familiarity with the collection development philosophy and approach employed in their organisation was collated and examined through their responses. Thirdly, the respondents' interpretation and application of the principles related to this approach as well as the methods and tools they employed in executing it was also elucidated through their responses. The summary of the main results is grouped using these three broad categories.

4.2.1. Section 1: Demographic profile

The first part of the questionnaire covered questions regarding the gender, age, experience and levels of education of respondents and provides a demographic profile of respondents. The profile is illustrated in charts 5 and 6 and tables 8, 9 and

10. Chart 5 shows the number of respondents by type, chart 6 the range in ages among respondents, and table 8 shows the combined years of experience of all the respondents as well as the average number of years of experience. Table 9 tabulates the various educational qualifications held by the respondents, while table 10 shows respondents' membership of the professional organisation, the Library and Information Association of South Africa (LIASA). In total 24 responses were received and from these charts and tables emerged a general profile of respondents as being mostly female (20 or 83%), with the majority in their forties (15 or 62%) and fifties (7 or 29%), with high levels of experience, on average 21.46 years and with strong professional qualifications. All respondents barring one have a minimum of a bachelor's degree with a number having postgraduate qualifications, while 15 or 62% belong to LIASA.

Chart 5: Number of respondents by gender

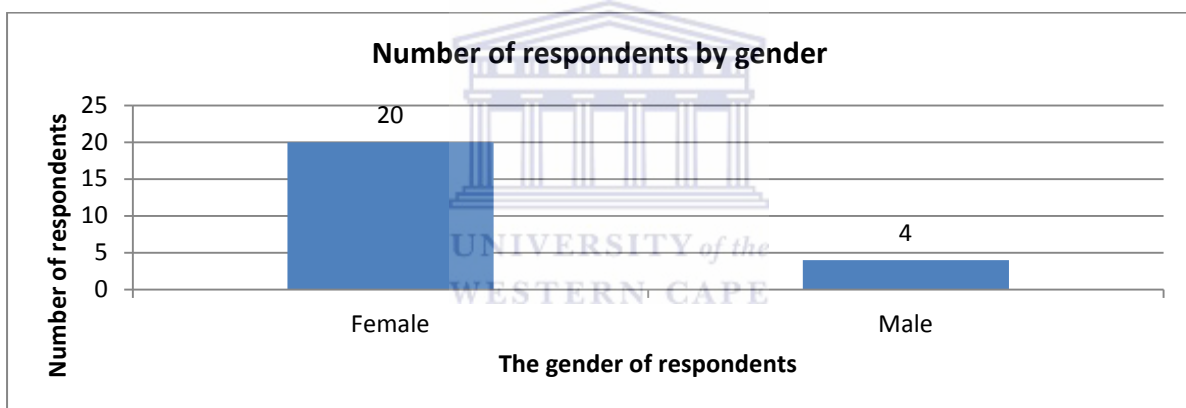


Chart 6: Age range of respondents

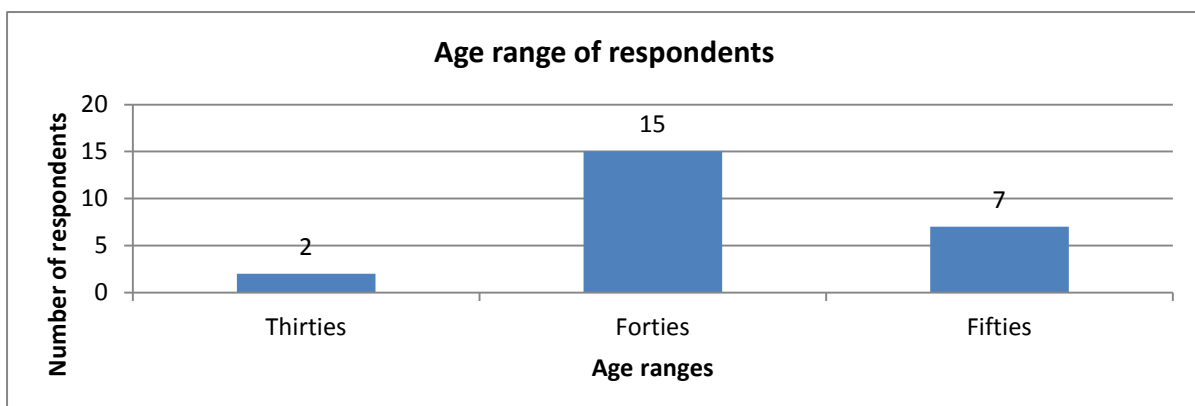


Table 8: Respondents' years of library experience

Total number of respondents	Collective years of experience	Average
24	515	21.46

Table 9: Educational qualifications of respondents

Level of Qualification	Qualification and Number of respondents		
Matric	1		
Bachelor's degree	1 – BA	1 – B.Tech	10 – B.BIBL
Post-graduate degree	5 – BA NDIP	2 – B.BIBL Hon	2 – MLIS
	1 – PGDIPLIS	1 – BBIBL MPA	

Table 10: LIASA membership

Designation	Number of respondents	LIASA membership			Membership %
		Yes [15]	No [8]	Did not indicate [1]	
Librarian	1	1	-	-	100%
Librarian-in-charge	1	-	1	-	0%
Senior librarian	13	8	5	-	61.54%
Principal librarian	6	5	1	-	83.33%
Chief librarian	1	1	-	-	100%
Did not specify	2	-	1	1	0%
TOTALS	24	15	8	1	62.5%

4.2.2. Section 2: Organisational profile

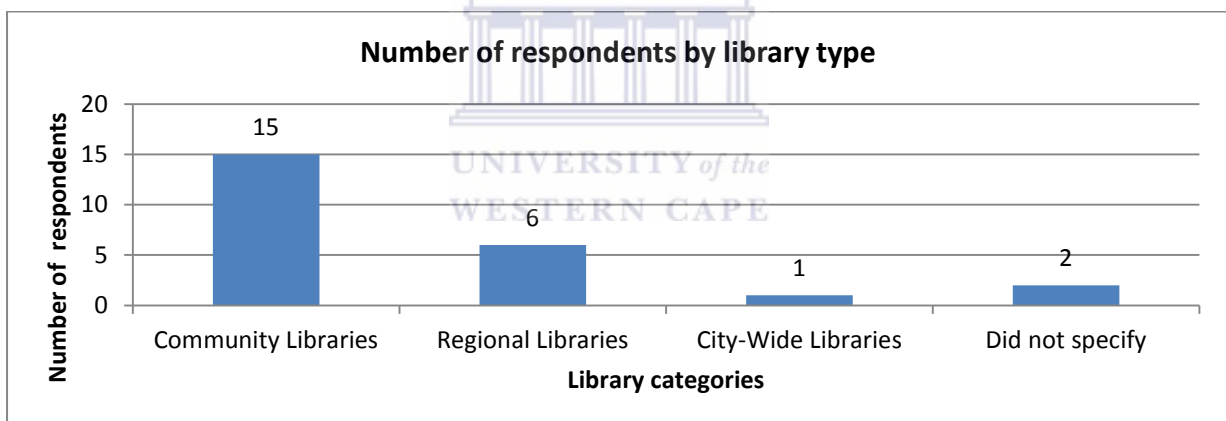
The questionnaire was electronically sent to 33 of the 104 libraries in the public library service of the City of Cape Town. These 33 public libraries constituted the sample of libraries arrived at through stratified sampling. The stratified sample comprised 3 categories of libraries namely community, regional and city-wide libraries. Collating the responses for the sample of 33 libraries shows that 24 responses were received representing a response rate of 72.73%. This section of

the summary of results examines the extent of respondents' knowledge related to the collection development philosophy and approach employed in their organisation by examining the responses to each of the survey questions.

4.2.2.1. Respondents by library type

Chart 7 shows the breakdown of respondents by library type. In the category community library 20 out of a possible 80 were selected as part of the sample. Of these, 15 responded to the questionnaire, representing a 75% rate of response. In the regional library category 11 of a possible 22 libraries were selected as part of the sample of which 6 responded, representing a 54.5% rate of response. The city-wide category consists of only two libraries. While both libraries were selected as part of the sample only one responded, representing a 50% rate of response. Two respondents did not specify the category into which their library is classified in terms of COCTLIS library categories.

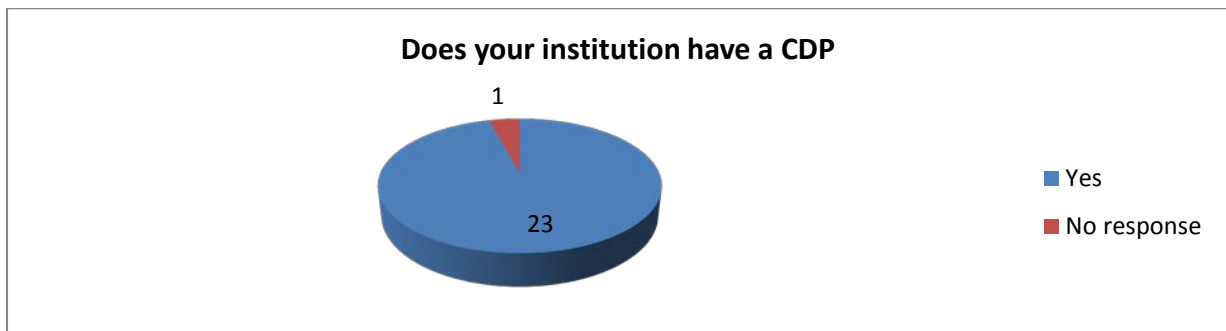
Chart 7: Number of respondents by library type



4.2.2.2. To your knowledge, does your institution have a CDP?

The overwhelming majority (23 or 96%) of respondents replied in the affirmative to the question of whether COCTLIS has a Collection Development Plan, with one respondent not providing a response, as graphically illustrated in chart 8.

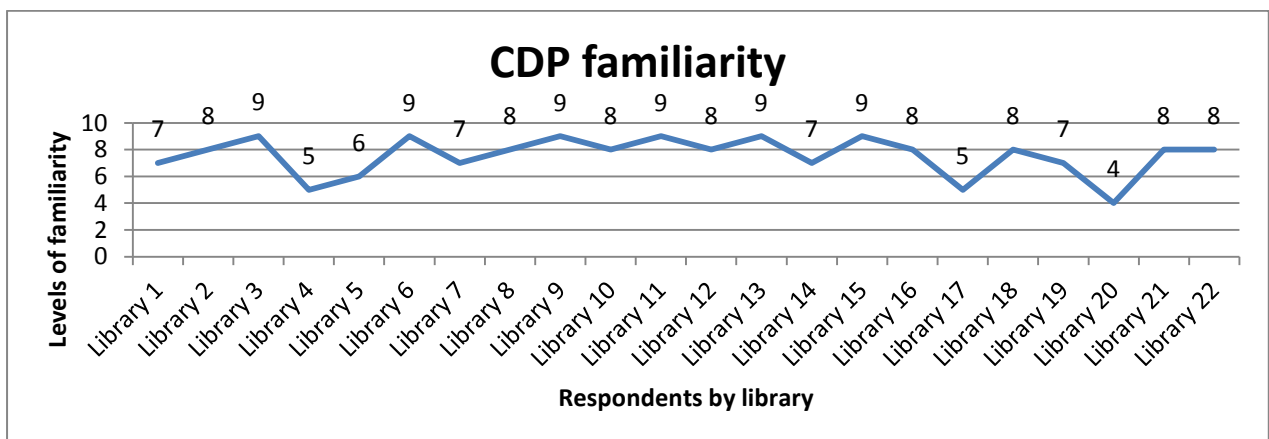
Chart 8: Does your institution have a CDP?



4.2.2.3. If yes, how familiar are you with this policy?

Twenty two (91%) of respondents indicated their level of familiarity with the CDP. Their responses are captured in line chart 9. Arranging their responses in order of magnitude [4 5 5 6 7 7 7 7 8 8 8 8 8 8 8 8 9 9 9 9 9] reveals that the lowest score is 4 and highest is 9. The range for these scores is 5, representing the difference between the highest value of 9 and the lowest value of 4. In addition, statistical analysis reveals that the total dataset adds up to 166 at a mean or average of 7.55 and a median or middle value in this numerically ordered list, of 8. The most repeated value or the mode is also 8. Three scores fall on or below the range of 5, with 18 falling on or above the average revealing a generally high level of confidence by respondents in their knowledge of the COCTLIS CDP.

Chart 9: Familiarity with the CDP

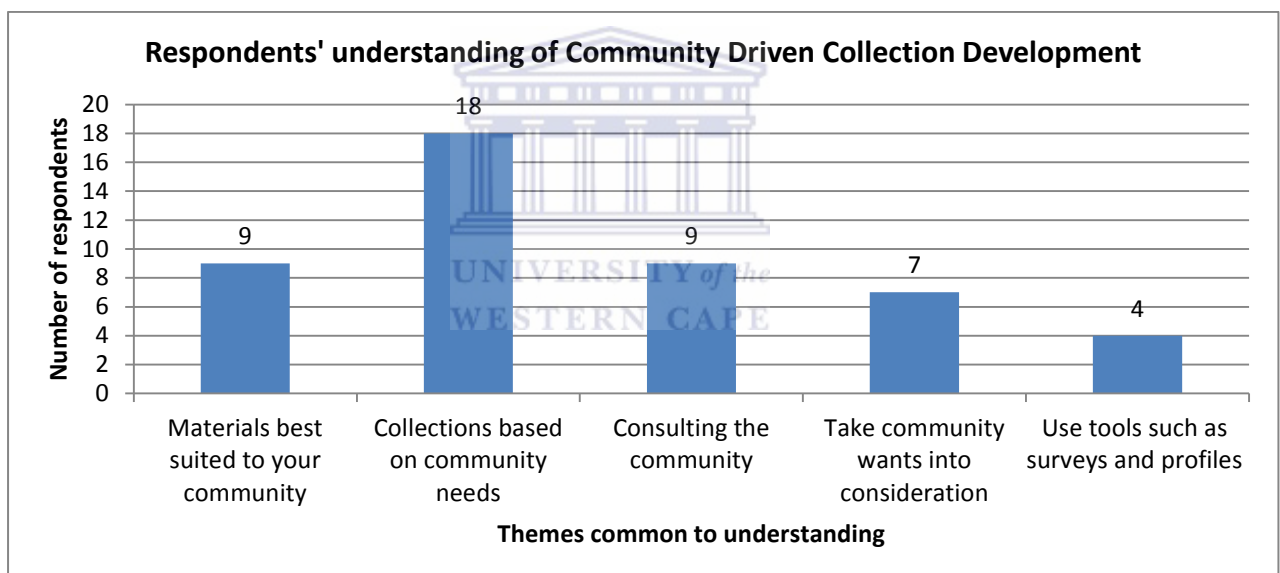


o 7 8 9 5 6 9 7 8 9 8 9 8 9 7 9 8 5 8 7 4 8 8

4.2.2.4. What do you understand by the phrase ‘a community driven approach’ to collection development?

Content analysis of the varied responses received to this question identified five broadly common themes. The number of times these themes are incorporated in respondents’ explanations of their understanding of this phrase were tallied and are visually presented in chart 10. From this it is possible to assess the collective understanding of respondents as being high, in relation to a definition of a community-driven approach to collection development proffered in chapter 2, where Orr (2009: 1100) describes a client-centred approach as being focussed on the needs of the library user and the determination of those needs through a variety of mechanisms.

Chart 10: Respondents’ understanding of community driven collection development



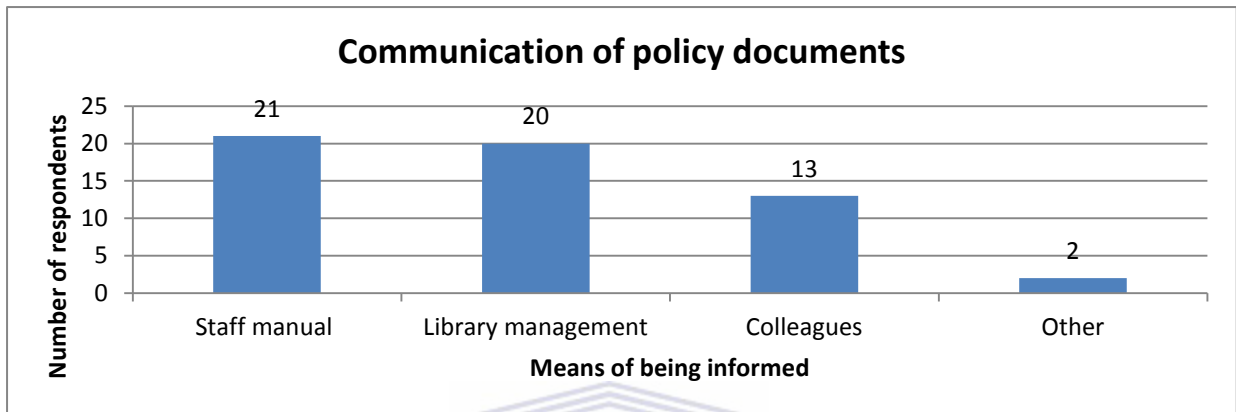
Three respondents did not attempt to elaborate on their understanding of a community-driven approach to collection development. Of the 21 responses received, a high percentage (85%) identified community needs as a basis for decision-making, as being an integral part of what a community-driven approach to collection development entails.

4.2.2.5. How are you informed of policy documents such as the CDP?

The 24 respondents indicated a variety of ways through which they were informed of policy documents such as the CDP. The staff manual as a method received 21 (87%) votes, followed by library management at 20 (83%), colleagues at 13 (54%)

and other at 2 (8%). Of the 2 additional comments under 'other' one referred to updates to the staff manual, thereby reinforcing the importance of the staff manual as a means of being informed of policies, and the second comment indicated that the respondent kept abreast of best practices in this regard, both nationally and internationally.

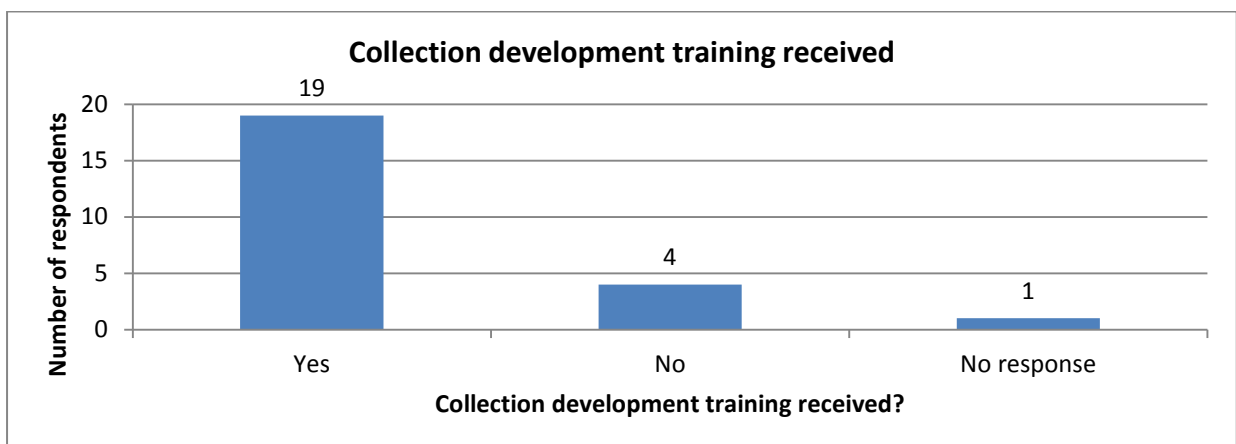
Chart 11: Communication of policy documents



4.2.2.6. Have you received training on collection development?

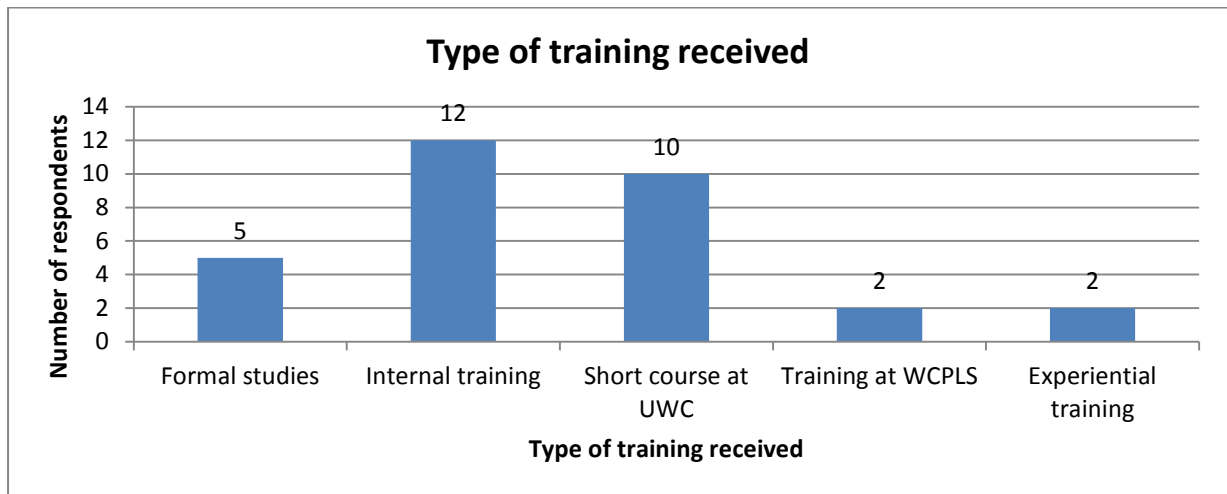
In answer to the question of whether they received training on collection development 19 respondents replied yes, 4 replied no and 1 did not offer a response.

Chart 12: Collection development training received



4.2.2.7. If you answered 'yes' to the previous question, please specify

Chart 13: The type of training received



Most respondents (12/19 or 63%) indicated having received some form of training internal to COCTLIS. This includes training interventions arranged by the 'Collection Development Department' or the DM's in the form of workshops or other 'formal training'. A number of respondents (10/19 or 52%) received training at the University of the Western Cape (UWC) in the form of a short course on collection development. Other forms of training the respondents indicated receiving include training at the Western Cape Provincial Library Service (WCPLS) (2/19 or 10%), part of their formal degree programmes (5/19 or 26%), and 2/19 or 10% referred to on-the-job training and learning through experience. The two experiential learners had interesting comments with one respondent saying ***"Most of the "training" is done by experience, attending book selection meetings and informal conversations and meetings with peers and colleagues"*** and the other saying ***"I received training initially from a district manager. But at each library I worked at I received additional training. All the training was on the job training"***. Four respondents indicated they had not received any form of training on collection development and one did not respond to the question.

4.2.2.8. If you answered 'no', why not?

One respondent who answered 'no' to having received collection development training did not offer further explanation. Table 11 provides a summary of the responses of the other three respondents who answered no.

Table 11: Reasons for not receiving training on collection development

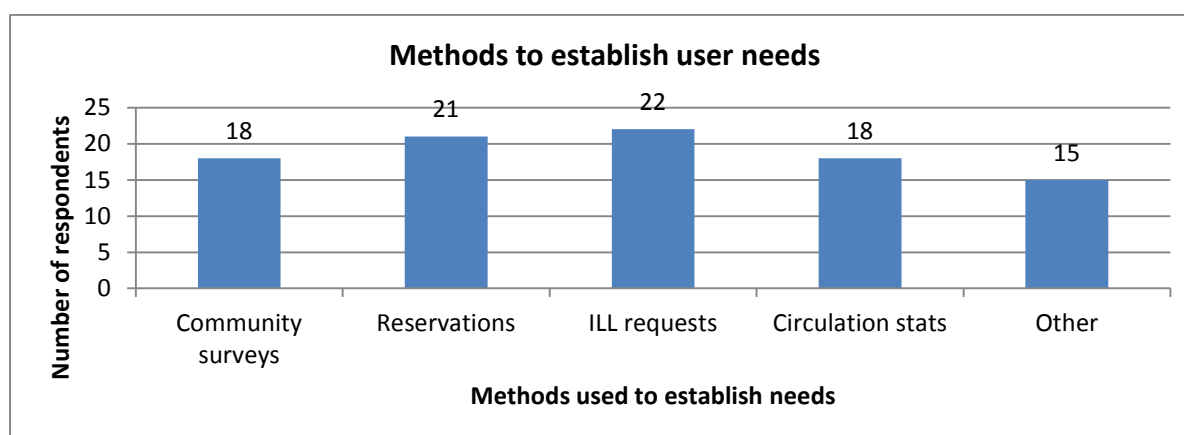
<i>Reasons proffered for not receiving training on collection development</i>	
No	<i>“Wasn't able to receive as other training interventions have had priority”</i>
No	<i>“A few pilot projects were conducted and thereafter it was rolled out to the rest of the libraries. No formal training was provided. I can't say why training was not provided”.</i>
No	<i>“When I started in libraries and became involved in book selection CD training was not offered”</i>

4.2.3. Section 3: Application of principles related to community-driven collection development

The third section of the questionnaire included questions which examined respondents’ interpretation and application of the principles related to community-driven collection development and the methods and tools they employed in practical application. Content analysis is again utilised to identify terms or phrases common to respondents’ answers to the mostly open-ended questions posed in this section of the questionnaire. These are summarised using tables or charts with an accompanying descriptive analysis.

4.2.3.1. What methods do you use to establish needs of library users?

Chart 14: Methods to establish user needs



From the responses it is evident that a high percentage of respondents are using similar methods to establish the needs of their library users, as follows: community surveys 18 or 75%; reservations 21 or 87%; ILL (inter-library loan) requests 22 or 91% and; circulation stats 18 or 75%, as illustrated in chart 14.

4.2.3.2. If other please specify

Chart 15: 'Other' methods used to establish user needs

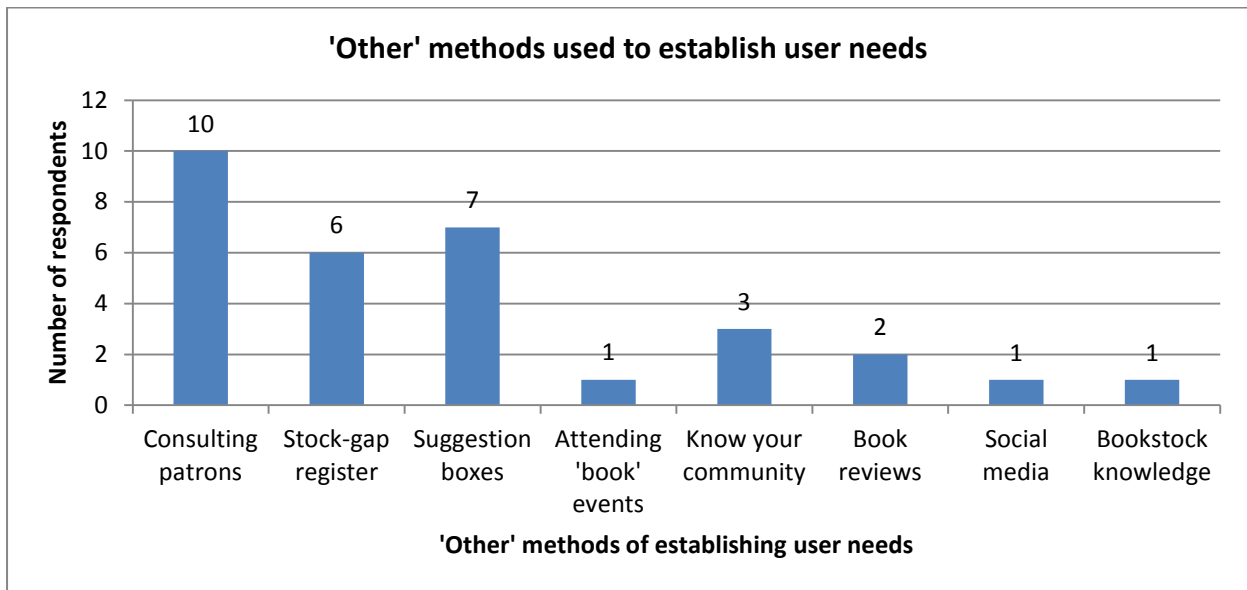
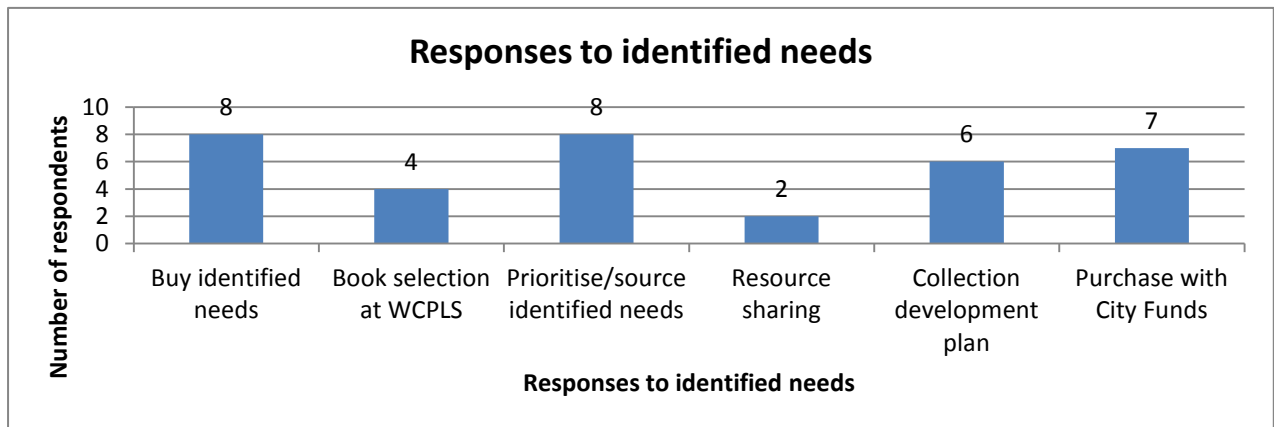


Chart 15 represents a summary of the other methods used to establish the needs of library users, in addition to the methods previously identified. A fairly wide range of methods are indicated, most of which also have library users or the community as a central theme. Most respondents realise the value of consulting patrons whether in direct conversation (10 or 41%), through suggestion boxes (7 or 29%) or unmet requests (6 or 25%) as captured in stock-gap registers. Knowing the community served (3 or 12%), reaching out to community members through social media (1 or 4%) and knowledge of your book-stock (1 or 4%) whether through book reviews (2 or 8%) or attending book events (1 or 4%) also gets a mention.

4.2.3.3. How do you respond to the user needs previously identified?

A content analysis of the responses to this question revealed the common themes as illustrated in chart 16. In general, responses indicate a direct correlation between identified user needs and decisions to acquire new items, with 8 (33%) respondents using identified needs as a means of prioritising purchases, 8 (33%) directly mentioning the buying of identified needs and 11 (45%) respondents translating identified needs into selection decisions using either city funds (7 or 29%) or book selection (4 or 16%) at WCPLS.

Chart 16: Responses to identified needs



A number of respondents (6 or 25%) use identified needs to inform a collection development plan specific to their branch library. In this regard one respondent noted ***“Information gathered is used to plan collection development policy of the library for short term and long term. Areas that need to be built up or expended are highlighted and inform buying with city and provincial funds”.***

The following quotes reflect how decisions to purchase, using available funding streams, are executed by various respondents: as an example of using city funding, i.e. internal funding provided by COCTLIS one respondent said ***“If there is great demand coming in for certain items either via the suggestion box or reservations, the library will make use of the City funds provided to purchase the items. In this way the need would be satisfied”*** and another commented ***“The needs of the library users are addressed when I make book selection choices as well as when I purchase material with City Funds”***; using the book selection process at WCPLS a respondent said ***“Try and purchase items that meet these needs. Also mark for them at Book selection”*** in reference to marking or ticking selection cards; and a quote from a respondent using funding provided by Friends-of-the-Library associations reads ***“Keep a record and go out and purchase it, if available with either City or Friends of the Library funds”***. However, with only one (4%) mention of the latter it may be construed that this means of funding is not generally considered as a reliable means of meeting needs. Some consider the possible availability of items from other libraries, through resource sharing, as a factor influencing decisions about whether to purchase identified needs, for example,

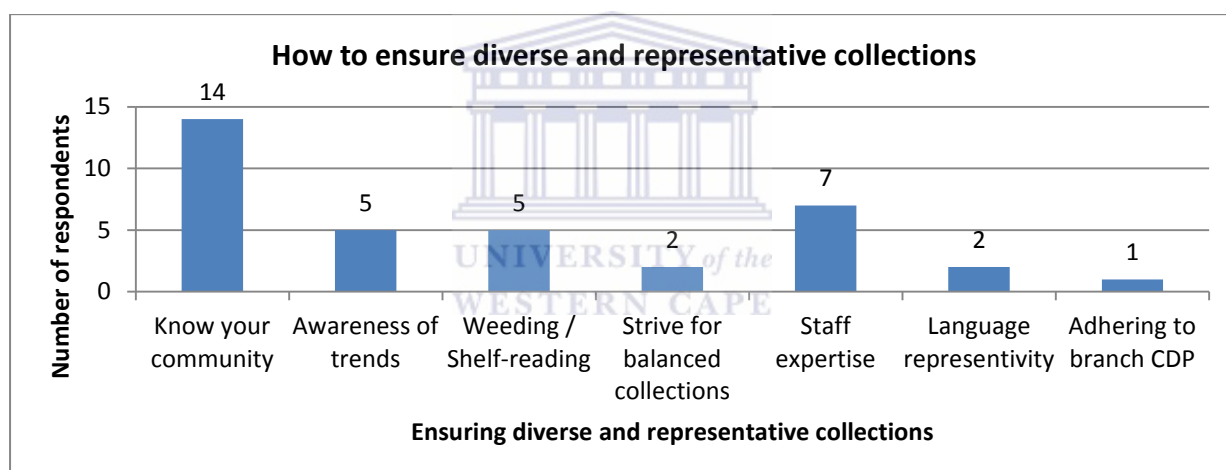
“Compile a list of wants and needs; Make sure that these titles become part of my book buy; Ascertain if other libraries can provide us with certain titles”.

As is evident from the quotes, there is a great deal of overlap between using the different streams of funding and meeting the needs of library users. It is clear that within the scope of the branch CDP mentioned by some respondents and in general, respondents speak about prioritising identified needs and using the various streams of funding available to them to address the needs of their library users.

4.2.3.4. How do you ensure that your collections are diverse and representative of the community served by your library?

A content analysis of the responses to this question revealed the common themes as illustrated in chart 17.

Chart 17: How to ensure diverse and representative collections



A very strong sense of the importance of knowing the community served by your library comes through in respondents’ replies to the question of how they ensure collections that are diverse and representative of the needs of the community they serve. A large number of respondents (14 or 58%) included community knowledge gained through developing community profiles by using surveys to identify the institutions in the community. As one respondent, in answer to this question, stated **“... compiling a community profile from information collated by Stats South Africa and other sources. I drew up my own document on the total of crèches, primary schools, High schools, civic organisations, community organisations, groups, etc”.**

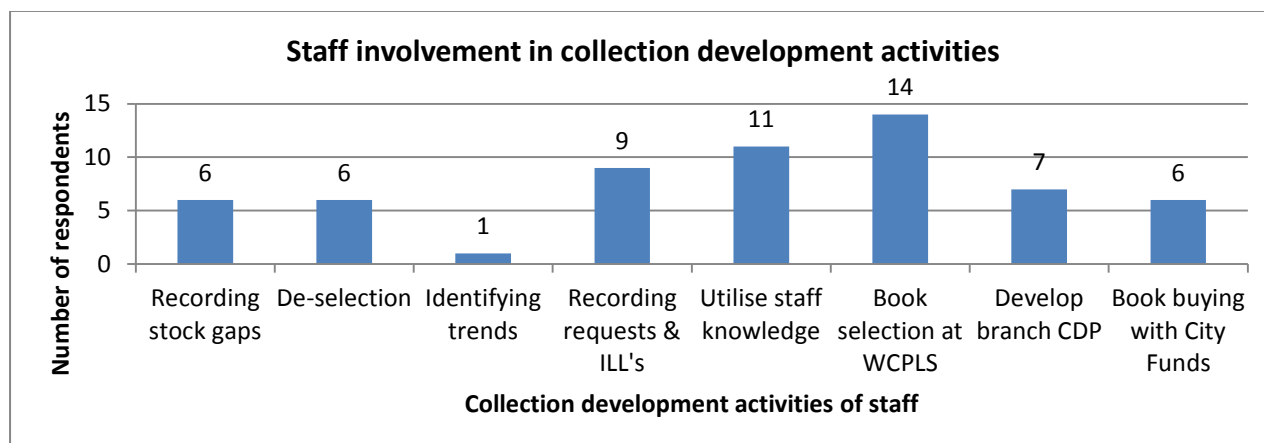
Staff expertise (7 or 29%), awareness of trends (5 or 20%) in the market and in the community as well as collection development activities such as weeding (5 or 20%) and collection maintenance activities such as shelf-reading feature strongly as means of ensuring collections relevant to communities served. The ability of staff to use their knowledge of the community, coupled with book knowledge and the ability to make unbiased selection decisions are reflected in the following quotes: ***“The library will always take into consideration the input provided by the community. The experience of the long standing staff at the library will also contribute to the development of the collection. At book discussions staff will also discuss the needs of the collection...”*** and ***“All people of the community gets a chance to give input. All sections are regularly checked and weeded to see what is still in use, old fashioned, outdated or not read. It also helps if the librarian choose without pre-conceived ideas or personal interests/beliefs...”*** This quote is also representative of some respondents’ understanding of the need to refresh their book stock through weeding, based on their knowledge of and inputs from the community.

Two respondents commented on the need for language representivity in their collections, with one respondent stating ***“A lot of the surrounding community of (x) Library are people from upper Africa who speak French. The library cannot however fulfil all the requests from this group, This is a limitation on the collection as it is not fully representative of the surrounding community.”*** These comments can be contextualised by COCTLIS’ policy on languages as contained in their CDP, which states that foreign language material are not provided through official funding streams, only through donations or block loans from the WCPLS (City of Cape Town: Library and Information Services 2010:5).

4.2.3.5. Briefly describe how your library staff are involved in collection development activities?

Content analysis of the responses to this question revealed the common themes as illustrated in chart 18.

Chart 18: Staff involvement in collection development activities



The collection development activities library staff are reportedly involved in covers a broad range and compares well with the activities as described in the collection development framework in chapter 2, and as described by Huynh (2004: 20). The general trend of the responses reflecting staff involvement in collection development activities are neatly summarised by one of the respondents, “... ***Each librarian give input in what he/she is planning for their section including new books, weeding books, gaps and special or re-buys to build their collection. The senior management will meet and work out a strategy around the collective development of the library's stock for the year and allocate the budget accordingly. Each section gets an approved plan for their collection and their allocation and they work out a spending plan according to quarterly timelines to achieve this goal. They are responsible for following the plan and making sure that the spending is achieved within a certain timeframe...***”.

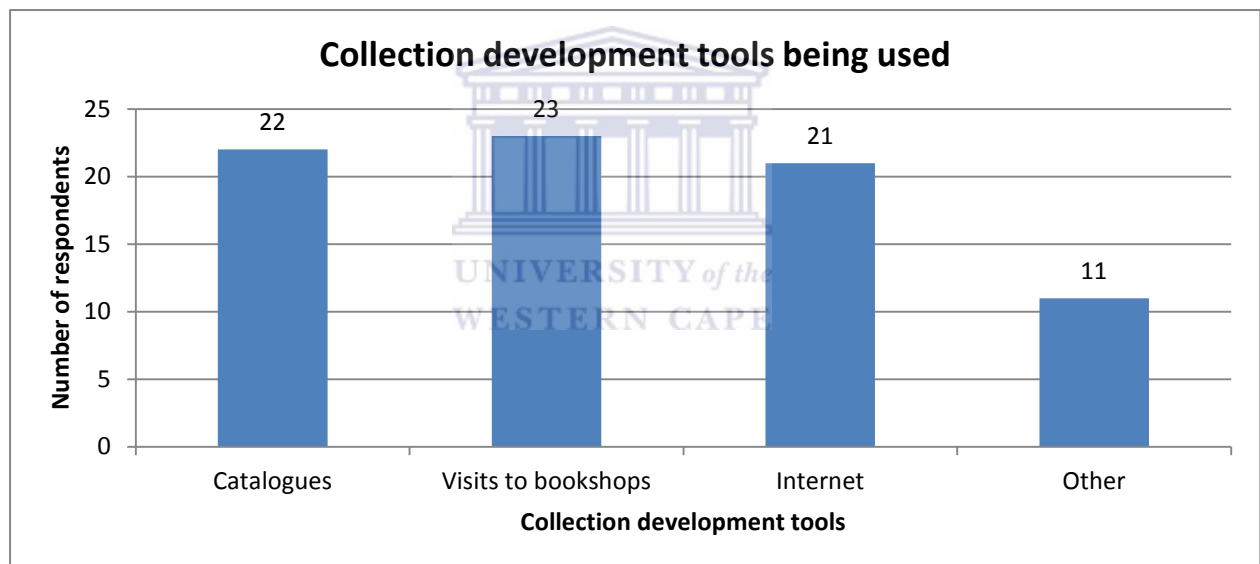
Most respondents said their staff were involved in the preparation for book selection either at WCPLS (14 or 58%) or with City Funds (6 or 25%). There is however a general understanding of the scope of collection development activities as being far wider than just selection, as reflected in the range of activities staff are involved in such as the recording of stock gaps (6 or 25%), shelf-reading and de-selection of material (6 or 25%), recording requests, reservations and ILL's (9 or 37%), including

generating suggestions of their own, and developing a branch collection development plan (7 or 29%). A large number of respondents acknowledge the personal input of staff members through their knowledge of their communities, gained through direct contact while serving patrons and active participation in conducting community profile surveys, and their book knowledge, developed through reading widely including participating in book discussions and consulting reviews.

4.2.3.6. What collection development tools do you use?

Respondents were given a selection of three possible tools out of the wide range of possibilities, with 'other' as a fourth option. The respondents strongly associated with selection tools as illustrated in chart 19 with most of them using catalogues (22 or 91%), visits to bookshops (23 or 95%), and the internet (21 or 87%).

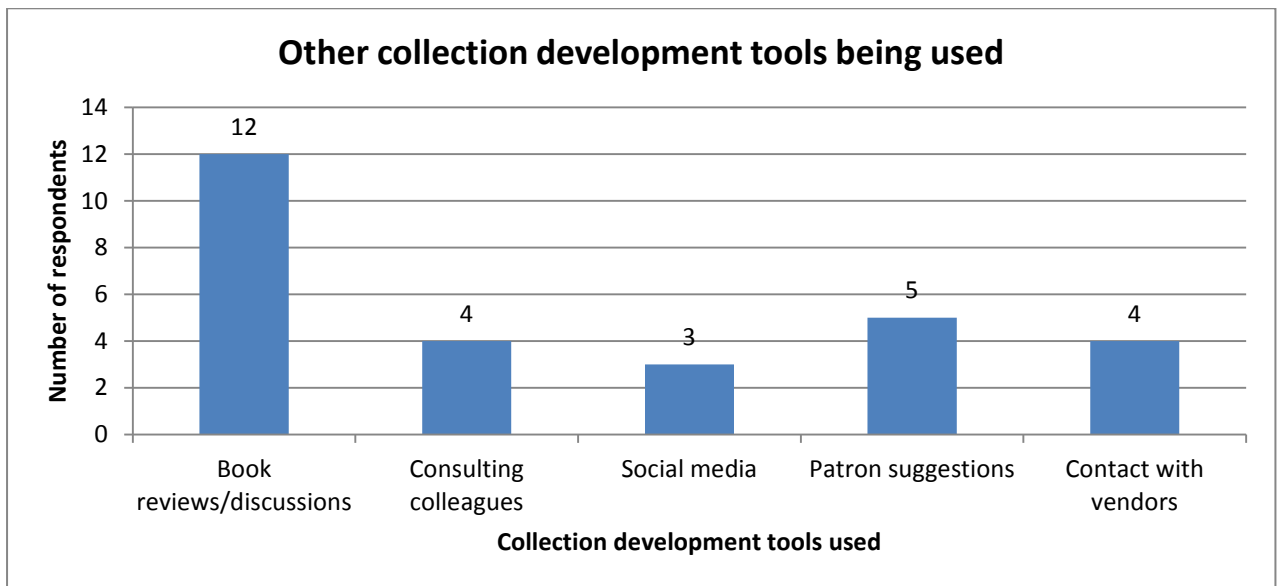
Chart 19: Collection development tools being used



4.2.3.7. If 'Other' please specify

In total 11 (45%) of respondents indicated they also use 'other' collection development tools in addition to catalogues, visits to bookshops and the internet. The range of options to the original question, which collection development tools respondents are using, was deliberately limited to these options. Respondents were then given the opportunity to elaborate on the tools they were using in this follow-up question. A notably high number of respondents indicated the media, either printed or social, as being among the 'other' tools used, as illustrated in chart 20.

Chart 20: Other collection development tools used

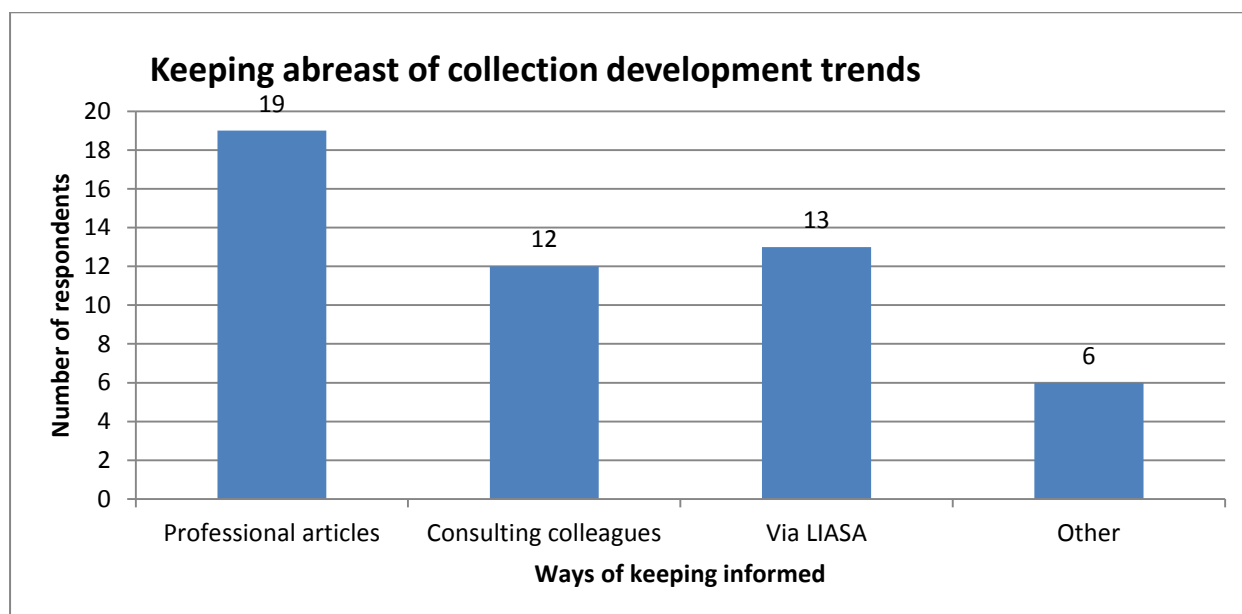


Most respondents consulted book reviews in print media such as newspapers (8/11 or 72%) and magazines (8/11 or 72%). One mention was made of using book blogs and another mentioned book discussions. Input from staff and colleagues (4/11 or 36%), including at book discussions, and suggestions made by patrons (5/11 or 45%) also featured strongly. Some respondents were in contact with vendors or publishers either through email or pamphlets and newsletters. Social media is also used in the form of blogs or Facebook (3/11 or 27%).

4.2.3.8. How do you keep informed of professional developments in the field of collection development?

Respondents were presented with four options to select from to indicate how they kept themselves informed of professional developments in collection development. Of the 24 respondents most indicated using professional articles (19 or 79%), receiving updates via LIASA (13 or 54%), some networked with colleagues (12 or 50%), and 6 (25%) indicated 'other' as a means of keeping informed, as illustrated in chart 21.

Chart 21: Keeping abreast of collection development trends



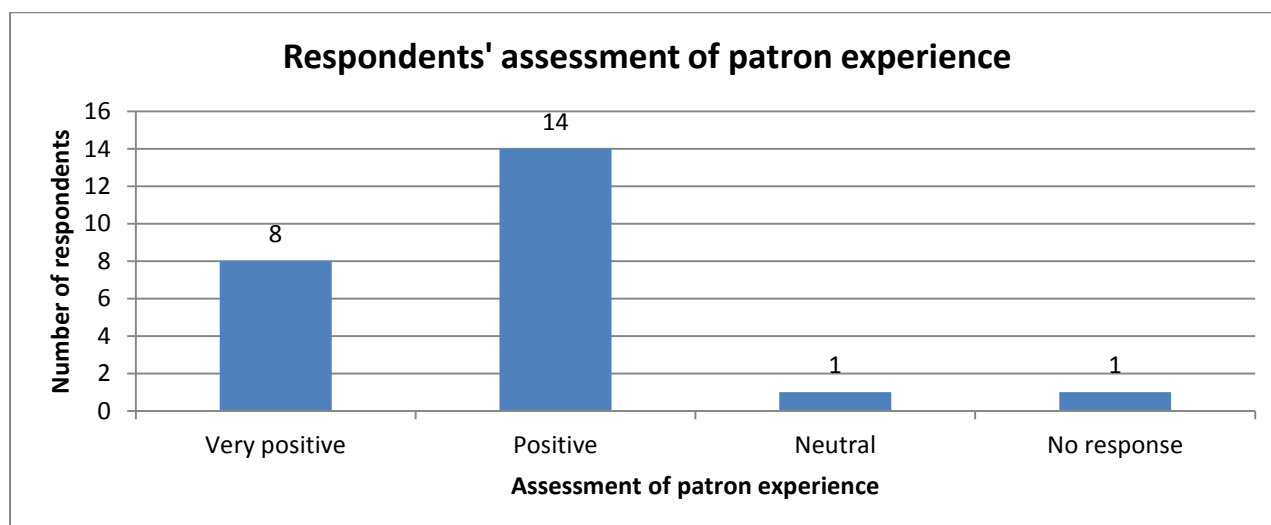
4.2.3.9. If 'Other', please specify

Of the six respondents who indicated other means of keeping informed of professional developments in collection development, two (33%) respondents had the following to say: ***“Social media interactions, blogs and attending book related events, e.g. conferences, meetings, conversations. Keeping your ear on the ground and being part of the LIASA structure is where I get the most and best information”***; and ***“By studying, training and development and attending seminars and conferences”***. Three respondents (50%) used the internet, with one ***“Looking at websites from other libraries abroad”*** while another ***“Browse websites such as Books Live. Thereadingroom. Goodbooks”*** and the third respondent did not elaborate and just stated ***“via the internet”***.

4.2.3.10. Based on your interaction with and feedback from library users please indicate your assessment of their experiences of using your library collection

The overwhelming majority of respondents reflected a favourable assessment of library patrons' experience of using their library, as reflected in chart 22.

Chart 22: Respondents' assessment of patron experience



Of the 24 respondents who assessed patrons' experience of using their library, 14 (58%) indicated a positive experience; 8 (33%) very positive; 1 (4%) adopted a neutral stance; and 1 (4%) had no response. Four respondents made an additional comment to their assessment of positive or very positive:

Positive	<i>“Positive in general, although there is a demand for more Afrikaans Fiction (Large Print - not Mills & Boon) and there is not a lot available”.</i>
Very positive	<i>“Very positive, but it is very difficult to satisfy everybody all the time with the limited budgets you have. therefore you can get a range of experiences in one day, ranging from very positive to very negative”</i>
Very positive	<i>“Very positive - we were praise before for having a very representative collection and a very thorough researched collection”</i>
Positive	<i>“Positive but would like to see more new material more frequently”</i>

4.3. Conclusion

Statements of intent are significant in policy documents such as a CDP. As Hart & Mfazo (2010:103) noted in reference to librarians catering to the needs of a specific component of communities, namely LGBT (Lesbian, Gay, Bisexual and Transgendered). They found that where reference is not made of an intention to address known, identified needs in a community the likelihood is strong that it will not be addressed. It is therefore significant that specific mention is made, in the CDP of

COCTLIS, to the development of collections based on the identified needs of the communities served by libraries within COCTLIS. The analysis of the CDP confirms that the approach to collection development followed by COCTLIS does conform to community or patron-driven collection development as described in the literature.

Subsequent analysis of responses to the questionnaire survey showed that at implementation level staff are putting into practice their organisation's approach to collection development. From this analysis emerged a generally clear understanding, among staff as represented by the sample, of the philosophy underpinning collection development in COCTLIS, as communicated in their CDP. This is further substantiated, based on questionnaire responses, by the actions taken by staff to implement the letter and the spirit of this community-driven approach to collection development. This starts through a good understanding of what is meant by a community-driven approach to collection development and an understanding of the actions required to implement it. A lack of confidence in their knowledge of the CDP is however evident in a minority of respondents based on their low self-assessment. Some staff also report not having received any collection development training.

What comes through strongly is a clear sense of the importance of knowing your community and determining and meeting their information needs. While the means to achieve this is not specifically spelled out in the CDP, apart from a generalised statement about establishing an enabling environment to facilitate its achievement, it is apparent from responses that these processes are in place. Knowledge of the community is for example gained through surveys and developing community profiles.

In the final analysis, the mostly positive assessment of library patrons' experience of using their library, as reported by respondents, is supported by the high levels of service provision evident in the scope and range of methods used to determine the needs of patrons and the steps taken to satisfy those information needs.

CHAPTER FIVE

5. Research conclusions and recommendations

In chapter 4 the data collected through the analysis of the CDP and the self-administered questionnaire was collated, presented and discussed. In this chapter the findings will be discussed. The research findings from the literature review, the analysis of the CDP and the questionnaire will be interpreted and applied to the main research question and the sub-questions to determine if these were answered through the research.

This research study aimed at examining the responsiveness of collection development to community needs in the city of Cape Town Library and Information Service by answering the following sub-questions:

- What does a community-driven approach to collection development entail?
- How does the collection development plan (CDP) of COCTLIS support a community-driven approach to collection development?
- How are community needs established and assessed?
- What other collection development tools and methods are librarians using?

Conclusions and recommendations, including a framework of guidelines for community responsiveness in collection development based on findings from the literature and the practices employed in COCTLIS are presented. Areas for further research are also discussed in this final chapter.

5.1. Summary of findings

This section is structured using each of the sub-questions of the main research theme as headings, in order to focus the discussion of the findings as it relates to addressing the research questions.

5.1.1. What does a community-driven approach to collection development entail?

Fundamental to this research study are the concepts of collection development and a specific approach to collection development as identified in this first research sub-question. In order to understand what a community-driven approach to collection development entails it was necessary to research the concept of collection development. The research sub-question was therefore answered through a review

of relevant literature on the subject of collection development and related aspects. From the literature review it is evident that collection development is a library concept that has been in existence for as long as libraries have been and that it has evolved over time in line with the changing thinking about libraries and their roles in society at large.

A number of definitions for collection development were examined and while variations are common the concept, in general, is described as the process of acquiring library material to satisfy the information needs of a user community (IFLA 1994; Johnson 2009:1; Fordham 2013). Collection development as a process, with a framework of activities, is widely discussed in the literature. Such a framework shows the broad scope of activities forming part of collection development including creating a collection development policy, conducting a needs assessment, selection, budgeting, acquisitions, cataloguing, stock usage, promotion and marketing, stock control and resource sharing measures, de-selection, replacement planning, and disposal of library material (Huynh 2004:20; Johnson 2009:1-2). This research also identified a number of approaches to collection development. One such approach is the client-centred approach to collection development (Orr 2009:1100). 'Client-centred', as used in Orr's (2009) description of a client-centred approach to collection development, is synonymous with the term 'community-driven' as used in this study in that the community is the client and the focus of the approach is driven by the needs of the client.

As identified in the literature review, the shift to focussing on the needs of user communities as opposed to developing collections for all possible future users resulted from libraries adapting to environmental factors (Holley 2013). Factors such as the changing information needs of communities and budgetary constraints required libraries to focus on the needs of the communities they serve (South African Department of Arts and Culture 2009:20). Orr (2009:1100) states that '*the public library collection should fit the needs of its particular users*' and describes the client-centred or as used in this study, the community-driven approach to collection development, as having the needs of the library user as its focus and having to establish those needs using a variety of mechanisms. A fairly extensive range of these mechanisms are listed by Orr (2009:1100) and include demographic studies of

user communities, community surveys, circulation analysis, and using requests placed by patrons, including reservations and interlibrary loans, as purchase suggestions.

In addition, findings from the questionnaire reflect a strong understanding, among COCTLIS staff, of what a community-driven approach to collection development entails. The five broadly common themes that were identified from their responses reflect their understanding as follows:

- *Collections based on community needs* – findings from the questionnaire reveal that 85% of respondents understand the fundamental tenet of community-driven collection development which is to build collections based on community needs and wants. The remaining themes support this objective.
- *Use tools such as surveys and profiles* – to identify community needs and wants it is necessary to know and understand the community served by your library. Respondents pursued this goal by developing community profiles and by using community inputs as a basis for decision making regarding library material.
- *Consulting the community* – respondents realise that a community-driven approach to collection development entails community involvement in material selection. They consult the community directly by speaking with and listening to suggestions from community members, finding out what projects schools in the surrounding areas are assigning, and noting requests for reading and study materials.
- *Materials best suited to your community* – respondents indicated that they develop branch collection development plans based on the communities they serve, on the needs identified through community surveys as well as anticipated needs based on knowledge of the community. There is also an acknowledgement that collections should be revised on a continuous basis in accordance with the changing needs of communities.
- *Take community wants into consideration* – respondents indicated taking both needs and wants of the community into consideration when making collection development decisions for their particular libraries.

There is considerable overlap in the themes common to respondents' understanding of what a community-driven approach to collection development entails, which is

indicative of a common focus in collection development activities, namely the community. This study therefore succeeded in identifying what is meant by a community-driven approach to collection development, established the extent of COCTLIS staff members' understanding of this approach and identified the processes needed to implement it.

5.1.2. How does the collection development plan (CDP) of COCTLIS support a community-driven approach to collection development?

Findings from the literature review, the analysis of the CDP and the questionnaire all contributed to answering this sub-question. While the findings from the analysis of COCTLIS' CDP in chapter 4 was the obvious starting point to address this research question, the literature review provided ample evidence of the importance of a collection development policy in providing direction to an organisation's collection development initiatives. The universal reference to such documents as collection development policies, as opposed to the term collection development plan used in COCTLIS, is very notable and warrants discussion. While these two terms are used interchangeably at times, this researcher is of the opinion that the difference between the terms is significant enough in the context of a document relating to an approach to collection development, that an argument could be made and will be made here that such a document is a policy document and should be referred to as a collection development policy as opposed to collection development plan. The latter is a more operational document drafted using the policy document as a guideline.

The distinction between a policy document and a plan can be illustrated using COCTLIS' own CDP and comparing it to the individual collection development plans drawn up by each library in COCTLIS. Notably both sets of documents are referred to as plans. The CDP of COCTLIS is however, very evidently, a high level document communicating the organisation's vision and principles regarding collection development. It communicates the scope of their services across all (104) service points, including the three tiers of service delivery. The CDP communicates COCTLIS policy regarding languages, the handling of gifts and donations and the disposal of library material. The CDP interprets COCTLIS' vision and collection development principles and translates these into goals and objectives to be pursued across the entire organisation.

While the organisational CDP provides guidelines on the overall approach to, or the philosophy underlying the developing of collections, the individual libraries are tasked with drafting quantifiable plans, specific to their communities. These collection development plans at library level translate the higher level decisions from the organisational CDP into processes and procedures to operationalise the organisation's vision. These plans are operational plans in design and scope, and assigns resources such as staff and budgets to perform specified activities such as prioritising, selecting and purchasing of library materials in order to achieve the goals and objectives identified in the CDP. In this researchers opinion a collection development plan is the offspring of the parent document, the collection development policy. Phrased differently, a collection development plan is a branch library's written and quantifiable plan of how to implement the prescripts in the policy document, taking into account the needs and demands of the particular community being served. The plan puts the policy into practice.

From the literature review it was established that the importance of a CDP resides in the direction it provides regarding the development of collections. From the guidelines contained in the Conspectus model, a CDP provides selection guidelines, continuity and consistency in future planning, a vehicle for communicating collection development goals, objectives and scope and contains and explains agreements related to resource sharing, alliances and consortia (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1-2). It provides a philosophy underlying collection development and also states how the organisation intends achieving these goals and objectives. The importance of such statements of intent were emphasised by Hart and Mfazo (2010:103), with specific reference, in the context of their research, to the provision of materials and services to marginalised groups. This researcher concurs with the importance of statements of intents in a CDP and by extension would apply it more broadly.

The CDP of an institution is a policy document which communicates to both internal and external role players, the broad intentions of that institution. COCTLIS, through statements on the purpose of their CDP, their vision statement as well as a statement on the principles underlying collection development, very clearly communicates their intentions regarding collection development. These statements

are all contained in the CDP of COCTLIS and unequivocally declare their intention to develop collections focussed on the needs of communities served by their branch libraries. In addition the CDP provides broad guidelines on how this should be achieved including the requirement that each library analyses their collections in relation to the needs of the community it serves, the need for each library to compile a collection development plan addressing the needs analysis and by creating an organisational environment including processes and resources which will enable the achievement of the organisation's collection development goals and objectives. The CDP is the tool used by COCTLIS to establish an organisational culture and environment, supporting and facilitating the development of collections based on community needs. COCTLIS' approach to collection development can therefore be described as a community-driven approach to collection development, as defined in the literature.

The CDP is however only as effective as the extent to which its message is conveyed, received and understood by the intended recipients. Broadly speaking the intended recipients include potential patrons and staff. While the scope of this study does not include an assessment of how well this message is received and understood by patrons, it does uncover how well it is received by COCTLIS staff. Based on findings from the questionnaire, the message of the CDP is definitely received by COCTLIS staff with most respondents (96%) stating they are aware of the CDP. The majority of respondents (>80%) also indicated that this communication is mostly received via management or the staff manual. Based on responses it is also evident that they generally have a high degree of familiarity of the CDP. The message of the CDP is apparently received and understood by staff. This claim is tested through questions designed to elucidate the approach followed by respondents when developing their collections, as explained in 5.1.3.

5.1.3. How are community needs established and assessed?

The CDP of COCTLIS states the intention to analyse community needs, without specifying the processes required to achieve related goals and objectives. This raises some questions in itself. It may be argued that such processes may change over time in response to various environmental factors and omitting reference to specific processes may therefore be pragmatic. On the other hand it may be argued

that a collection development policy is a vibrant and dynamic document requiring regular revision and updating to reflect those very same environmental factors which may dictate a change in processes. Both views are credible and in the opinion of this researcher, support the argument for the CDP as a policy document as opposed to an operational plan. A CDP has to be responsive enough to reflect changes in focus and approach without necessarily specifying details required at an operational level.

The answer to this sub-question is therefore not to be found in COCTLIS' CDP but rather in the processes mentioned by Orr (2009:1100) in the description of a client-centred approach to collection development. These processes were used to frame relevant questions in the questionnaire and based on the responses provided by COCTLIS staff a picture emerged of how community needs are established and assessed in COCTLIS. It is evident from respondents' answers that a wide variety of processes are employed, while the nature of these processes reflects a strong understanding of what a community-driven approach to collection development entails.

The findings from the questionnaire show a very high degree of overlap between the mechanisms listed by Orr (2009) and those used by COCTLIS staff to analyse the needs of the communities they serve. The strong correlation between the user needs identified in this manner and purchasing decisions effected by COCTLIS staff is what defines their approach as community-driven collection development. The findings from the questionnaire indicate that most respondents (75%) use community surveys to facilitate the compiling of a community profile. This enables the development of a demographic profile of community members, providing staff a picture of the makeup of the community relating to factors such as age, gender and ethnicity. Some respondents view demographics as a community dynamic subject to frequent change and familiarity with community profiles enables librarians to identify what resources to provide. The movement into communities of native foreign language speakers is cited as an example.

Such a profile also aids in establishing the number and types of organisations in the community. Knowledge of the number and types of schools in the area, of surrounding businesses and other institutions informs information needs and influences how libraries spend their materials budget. The analysis of circulation

statistics is also employed by 75% of respondents, as a means of identifying the various categories of library material community members are borrowing. Reservations and inter library loan (ILL) data are also widely used means of establishing user needs with, respectively, 87% and 91% of respondents using these methods. Reservations placed by patrons are good indicators of what is in demand but not readily available at the branch library and may lead directly to purchasing specific titles or additional copies of titles. ILL requests identify patron requests which the library was unable to satisfy internally. All of these methods are geared towards a better understanding of the community being served and identifying and meeting the expressed and anticipated needs of users by informing budget allocations and buying decisions.

5.1.4. What other collection development tools and methods are librarians using?

The CDP of COCTLIS is the source of one of the first 'other' tools mentioned by respondents to the questionnaire. The branch collection development plan, as alluded to in their organisational CDP, is one of the facilitating processes for enabling collection development as envisaged by COCTLIS management. It is one of only two expressly stated means of achieving the collection development goals, outlined in their CDP. By implication this highlights the importance attached to the compilation of a plan which is the manifest result of the analysis of both the existing collection of the library and the needs of the community they serve. This importance is however not supported by the numbers [25%] of staff actually implementing the drafting of a branch collection development plan. Added to this, while a significant percentage (58%) of respondents identified knowledge of the community as essential in achieving collections that are diverse and representative of the needs and wants of the communities they serve, paradoxically only 4% referred to adhering to the branch collection development plans to achieve these goals. The branch collection development plans are compiled from knowledge gleaned of the community through community analysis.

The community analysis previously discussed and the branch collection development plan provides the means for staff to identify shortcomings in their collections in relation to the identified needs and interests of their patrons. This will

however only be achieved if branch collection development plans are actually drafted and once drafted, used as the significant collection development tools they are. There appears to be a significant disconnect between the importance attached to this tool by COCTLIS management and the staff responsible for collection development.

The important role played by staff in achieving collection development goals and objectives is a constant thread identified throughout this research. The CDP speaks about providing guidance to staff, assisting them to identify and meet the needs of communities and acknowledging that librarians serving communities directly are ideally positioned to make informed selection decisions for their library users. Findings from the questionnaire provide further evidence of the vital roles played by staff in collection development activities with respondents acknowledging staff involvement in: getting to know the community served by the library through personal interaction with patrons, such as conversations at the desk regarding reading preferences and through reference interviews to determine the subject of projects; gaining useful insights into needs through suggestion boxes; by recording unmet requests for specific subjects, authors, titles or genres in a stock-gap register; by preparing and reading book reviews in newspapers, magazines, professional journals and on radio; by communicating with vendors and publishers, and studying their catalogues; by being active on social media as a professional means of connecting with user communities, as well as keeping track of developments within the profession through a variety of industry and collegial blogs, Facebook pages of authors, websites dedicated to books and reading, or websites of other libraries, including internationally, as a means of keeping informed of best practices; and by attending events such as book launches, book discussion groups, seminars and conferences.

Any number of these activities contributes to staff members' ever expanding knowledge of library material in general and their library's book stock in particular, which they in turn utilise to identify and meet the needs of their communities. Development of this knowledge is however not entirely left to chance as evidenced by the training received by COCTLIS staff, based on findings from the questionnaire. Staff have variously attended training courses on book knowledge, book selection

processes and collection development. Of the respondents who indicated receiving some form of collection development training, 63% said they received training internal to COCTLIS. Findings indicate that 89% of respondents received related training external to COCTLIS including as part of their formal studies, short courses at UWC and training interventions at WCPLS. However, some staff (16%) admitted to having received no training at all.

The make-up of the sample of COCTLIS staff surveyed, namely librarians responsible for collection development at their libraries, brings into sharp focus the percentage of respondents who indicated that they had not received collection development training internal to COCTLIS, or at all. This amounted to more than half of the staff (53%) surveyed. Collection development is considered a core function of libraries (Orr 2009:1097) and the approach to this fundamentally important function significantly influences resultant collections, as emphasised through the importance attached to statements of intent in a CDP. Findings from the literature review have also established the importance attached to the guidance provided by an organisational CDP, with particular reference to the approach to collection development as well as an outline of the goals and objectives of collection development in that organisation. This information is essential to staff members responsible for collection development at their branch library and most effectively transferred through internal training. The absence of such training leaves the achievement of collection development goals to chance.

Findings from the questionnaire indicates that 20% of COCTLIS staff use weeding as a means of establishing needs by checking for stock gaps during the weeding process. Weeding identifies material not in use, for de-selection, and consequently eliminates areas of the collection less in need of development. Findings further suggest that membership of LIASA is considered an important tool, providing access to training opportunities, a network of professionals and where the '**most and best information**' is available, as quoted from one respondent. More than half (62.5%) of respondents are LIASA members which may reflect an awareness of the role the professional body plays in the profession as a whole. In general, the more senior the designation the higher the percentage of membership to the library fraternity's professional organisation, LIASA.

Collectively these tools and methods, in addition to those discussed in the previous section, constitute ways of establishing the needs of users by COCTLIS staff and contribute to the compilation of branch collection development plans. Once specific material needs are identified these items are acquired or special buys are conducted to fill stock gaps in alignment with the branch collection development plan. This is done within a defined budget which dictates the quantity of material that can be acquired and necessitates the prioritisation of identified needs. The reality is that tough choices have to be made on a regular basis and decisions informed by needs analysis support the thoughtful and committed activity required to develop collections, as suggested in the CDP of COCTLIS (City of Cape Town: Library and Information Services 2010:3).

5.2. Recommendations

5.2.1. Knowledge of the CDP

Cape Town is often referred to as a melting pot, with particular reference to the multitude of cultures and languages spoken in the city. The impact on the collections of COCTLIS libraries, of this national and international phenomenon of migration with its resultant changes in the makeup of communities, was alluded to by a number of respondents. The dynamic nature of the broader society and the changing nature of individual communities require a degree of flexibility in the CDP of organisations, including the CDP of COCTLIS. The ability to accommodate big shifts in community profiles speaks to the responsiveness of the organisation and ultimately determines whether collection development goals and objectives have been attained by individual libraries. This requires the CDP of any organisation to be reviewed and revised on a periodic basis in order for it to remain a dynamic tool in collection development.

A review can be conducted using a framework such as the Conspectus model (Standing Committee of the IFLA Acquisition and Collection Development Section 2001). The guidelines for a collection development policy contained in the Conspectus model should be combined with broad consultation with staff and patrons. This consultation will serve as a means of familiarising staff and others with the collection development policies, goals and objectives of the organisation. Workshops such as these consultations on the CDP will ensure that continuity in

selection is achieved, that staff understand the scope of collections, provides guidelines on the allocation of budgets, informs staff of collection management issues such as de-selection, handling of unwanted gifts, and familiarises staff with cooperative agreements in place between the organisation and outside agencies (Standing Committee of the IFLA Acquisition and Collection Development Section 2001:1-2).

Despite the fundamental importance of the CDP to collection development, none of the COCTLIS staff surveyed referred to the CDP as a tool they use for developing collections to serve the needs of their communities, whereas it should be the first port of call for staff. To illustrate this point one can use the efficiency and effectiveness with which the needs of foreign language speakers are accommodated. From the survey it is evident respondents feel they should have the freedom to allocate some portion of their material budgets to meet these needs but are hampered by the CDP which advocates against all but the two city-wide libraries buying material in languages other than the three official languages in the Western Cape Province. While this may point to a required review of the CDP to test its flexibility, it may not be advisable in the current economic climate of budgetary constraints to allow libraries to spread their finite budgets too far. It does however also point to the need for greater understanding and exploitation of the resource sharing agreements already in place with internal and external partners. Greater knowledge of the CDP and its prescripts would assist in meeting the needs of, inter alia, foreign language speakers without the need for additional funding, by using the guidance available in the CDP.

5.2.2. Training interventions

To a large extent the training interventions recommended here relate to the understanding of the full scope of activities involved in collection development. Some staff members surveyed admitted to not having received any collection development training at all, while internal training received less attention than external training. It is through internal training that knowledge specific to the organisation regarding, in this instance, collection development is transferred to staff members involved in this vital aspect of a library service. The respondents' lack of referral to the CDP as a tool used in collection development supports the apparent need to increase levels of

internal training on collection development as a whole. Some respondents (12.5%) did not elaborate on their understanding of what a community-driven approach to collection development entails. This may be indicative of a lack of understanding of the approach to collection development followed by their institution and again points to a need for additional training. This is further supported by a number of respondents lagging behind their peers regarding their knowledge levels of COCTLIS' CDP, as reflected by their survey responses.

A great deal of emphasis is placed on training related to selection methods. While not detracting from the importance of such training interventions more attention should be afforded to other aspects of collection development. This will provide staff with a more complete picture of what they are aiming to accomplish through collection development. This training should cover the organisation's CDP, their fundamental approach to collection development and the related goals and objectives to be achieved. Based on the low percentage (20%) of staff who included weeding as an integral part of collection development, this aspect also requires additional attention, including training. Weeding is most effective when tackled on a continuous basis, all year round. The on-going nature of the de-selection process may be easier to apply when following the theoretical prescripts provided in a weeding model such as the CREW method of weeding.

The CREW method is a comprehensive weeding model which outlines a number of factors to consider before, during and after the weeding project (Boon 2009:330-333).

- Before the weeding project starts: weeding should be included as part of the CDP as a means of informing all relevant parties, from staff to patrons, of the collection development objectives to be achieved through de-selection; the entire collection should be shelf-read to facilitate finding items in correct places on shelves; and a stock-taking project should be conducted to quantify stock losses and to determine strengths and weaknesses in the collection.
- During weeding: lists of circulation and ILL statistics are useful to have when weeding specific sections of the collection. It is however important to use data such as circulation statistics, in combination with other criteria for weeding. Circulation statistics may not be sufficient basis on which to base de-selection

decisions regarding, for example, fiction items such as classics; Practical items such as book trollies and disposal slips should be on hand to manage weeded items as these are withdrawn from the shelves; each item in the collection is physically handled during this stage to assess the merits of retaining the item or weeding it.

- After weeding: Withdrawn items should not be allowed to accumulate but dealt with according to decisions made as items were checked. These decisions will route items to the binding section for repairs, to donations piles or to be pulped. Decisions are made regarding which items to be replaced as well as identifying areas of the collection to be strengthened; staff should be encouraged to incorporate weeding as a library routine to be done on a continuing basis for it to be effective in refreshing the collection.

5.2.3. Drafting collection development plans

A fundamental prescript in COCTLIS' CDP is the development of collection development plans by each library. With only 25% of respondents actually mentioning such a plan as a means of identifying and responding to the information needs of their patron communities this can either be interpreted as a lack of understanding of its importance or an omission to implement a procedure fundamental to the accomplishment of collection development goals and objectives in COCTLIS. Branch collection development plans are an innovation that this researcher considers to be an essential component of community-driven collection development which each branch should be compiling. If more libraries than those indicated are indeed compiling collection development plans then greater significance needs to be attached to this document which enables staff to address identified weaknesses in their collections.

5.2.4. Conducting community analysis

Branch collection development plans are based on an analysis of the community served by a library as well as an analysis of the existing collection of that library. Based on findings, 75% of respondents use community analysis to aid in identifying the information needs of the communities they serve. By implication 25% are not. With 104 branches in COCTLIS this translates into 26 service points not conducting an analysis of the community they serve. Community analysis has been established

to be essential to collection development and is a fundamental component of community-driven collection development. This omission, by such a large number of libraries bolsters the argument for including specific mechanisms, in the CDP, for establishing the needs of a community. In fairness, needs analysis is one of two such mechanisms mentioned in COCTLIS' CDP, but apparently not implemented by all respondents.

For libraries to remain dynamic and relevant institutions in their communities is, to a large extent, dependant on the resources and services it provides. Ensuring that library collections are diverse and representative of the information needs and wants of communities goes a long way to achieving this. This is essentially impossible to achieve without conducting a comprehensive community analysis and points to the need for such an analysis to be conducted by each individual library.

The information gathered through community analyses is used to analyse the existing collection of the library in order to determine the strengths and weaknesses of the library's collection against identified needs and wants. To facilitate this process it is advisable to use a theoretical model for collection analysis, such as the Cantor set model. The Cantor set theory uses sets to describe collections of entities containing other entities and examines the relationship between items and the item itself to analyse the collection. Essentially a collection analysis is conducted to provide information on the quality of the collection.

5.2.5. Membership of LIASA

As reported by some respondents, membership of LIASA is beneficial in many respects including keeping updated on professional developments in the LIS sector through professional articles, networking and training opportunities. Just over half (54%) of respondents keep abreast of developments in the field of collection development through LIASA. While most respondents (62%) are members of LIASA it is apparent from responses that the level of involvement in the professional association varies greatly among staff. Greater involvement in all structures of LIASA is strongly advocated. The statutory recognition of LIASA in 2015 and the confirmation of the professional status of librarians with the title 'professional librarian', affords role-players in the sector the potential to exercise greater influence in the development of libraries and library services, nationally and internationally.

5.3. A model for community-driven collection development

In this section an attempt will be made to present a set of principles or guidelines for responsiveness to community information needs and wants through community-driven collection development. The model will be based on research conducted during this study and will combine the description of community-driven collection development in the literature and the practical application of the approach in COCTLIS, as an example of best practice, to arrive at a set of principles or guidelines for community-driven collection development. In broad strokes this reflects Holley's (2013) assertion that in the social sciences, theory is often derived from practice. The literature provided a broad definition of community-driven collection development and its practical application in COCTLIS identified the processes and procedures required to execute the tenets of this approach.

As with collection development in general the first step in community-driven collection development is to develop a collection development policy. In design, scope and content this document provides broad policy guidelines on the philosophy and approach to collection development followed by an organisation. It should therefore be referred to as a collection development policy to distinguish it from the collection development plans compiled by staff at operational level in the organisation. This policy document should clearly and concisely spell out the goals and objectives to be achieved through collection development. It should state the major processes to be followed to achieve these goals and objectives. These processes may differ over time with more added and some discarded, given the constantly changing environments within which libraries operate. These potential changes speak to the dynamic nature of such a policy document and the need for it to be reviewed and revised on a regular basis. This could be done on an ad hoc basis as the need arises or regular revisions could be planned and conducted on a biennial basis. The revision, as with the initial drafting of the CDP, should be a broadly consultative process to get buy-in from staff as well as a healthy cross pollination of thoughts and ideas from across the organisation and external partners.

The next steps in community-driven collection development involve a community analysis, which may be described as a needs-analysis of the community served. A comprehensive needs analysis will identify the makeup of the community through

community surveys and will identify the needs and wants of the user community in terms of information resources and services. The surveys should be augmented by personal and direct contact with community members through a variety of forums. These can include friends of the library groups, volunteers, community leaders, schools, other community organisations and individuals. Community consultation also takes the form of suggestion boxes, capturing unmet requests in stock-gap registers and increasingly via social media such as library Facebook pages, twitter feeds, and library blogs. Circulation analysis forms an important component of needs analysis by establishing what patrons are currently borrowing from the library.

The existing collection of the library is then assessed against these identified needs and wants to determine the strengths and weaknesses of the library's collection. The identified strengths and weaknesses are used to develop branch collection development plans. These plans are an innovation employed in COCTLIS and constitute an essential component of best practice in community-driven collection development. Branch collection development plans should be developed by each individual library in a collective library system. In essence, it provides staff with a plan of which areas of the collection to be developed in order to satisfy the needs of the community. In addition it provides a spending plan by enabling staff to quantify the portions of the library material budget to allocate to specific areas of the collection identified for development. This is followed by the identification of specific titles to address stock gaps including the sourcing and acquisition of these items.

The above steps constitute the main components of community-driven collection development. The remaining steps in the model are similar to other collection development systems, such as the steps outlined in chapter 2 of this study. These guidelines to community-driven collection development remain just that, guidelines and in application would be shaped and influenced by the individual organisation's goals and objectives regarding collection development.

5.4. Areas for further research

This study focussed on the Cape Town metropole and in particular the City of Cape Town Library and Information Service. The study aimed to assess the responsiveness of collection development in COCTLIS to community needs. An obvious element not covered in this study is an examination of how these collections

are received, experienced and perceived by the patrons in the communities they are developed for. The inclusion of user experience, which in itself is a major area of research in the library sector, may have increased the scope of this study beyond that of a mini-thesis. By adopting a wider view, in this case nationally, it is clear that a comparison between the collection development practices in place in all the metropolises in South Africa may have provided the background against which to measure the success of the systems in place in Cape Town. This would however require a much larger study than the scope of a master's thesis may allow. A definite opportunity therefore exists for further study regarding the examination and comparison of national collection development practices among public library systems, including an exploration of user experiences of the collections resulting from these practices.

The impact of the unfunded mandate status of libraries, which was touched on but not examined to any degree in this study, could also be examined in a broader project. The unfunded mandate has a material impact on the funding and provision of public library services across all levels of South African society. The impact on metropolises such as the City of Cape Town is particularly evident in the dual streams of funding used in collection development, cascading down to the level of processes and procedures within library services. As a further limitation it should be noted that while the impact of emerging technologies on the responsiveness of collection development was mentioned in this study, no attempt was made to establish what the emerging technology needs of communities are. In the framework of research on collection development the impact of technology on the information seeking, and increasingly disseminating, behaviour of library users and the public in general is well worth exploring.

5.5. Conclusion

Collection development has been shown to be far more than mere selection. It includes a range of activities which starts with the drafting of a collection development policy and ends with the de-selection of library material. The iterative nature of the collection development function means that de-selection can serve as the start of the continuous collection development process. Traditionally these activities were collectively referred to as library technical services although the latter

is increasingly being renamed as the collection management section of libraries (Orr 2009:1097).

The start of the collection development process is often the CDP, a document designed to guide the whole process and to communicate to staff and patrons alike the intentions of the organisation regarding the developing of collections. The CDP of COCTLIS contains very clear statements of their intention to develop collections based on the needs of the individual communities they serve. The CDP further provides some guidelines on how the organisation envisages the attainment of the collection development goals and objectives outlined in the CDP.

It is self-evident that staff should be aware of the fundamental philosophies underpinning their organisations approach to such a vital aspect of their operations as collection development but such knowledge should not be assumed to be present. This understanding should be fostered through training, both internal and external. The absence of this understanding leaves the achievement of collection development goals and objectives somewhat to chance.

While there are noted exceptions to the generally high understanding of the approach to collection development among COCTLIS staff, the application of the principles of community-driven collection development is reasonably well executed across the organisation. The qualified affirmation of performance is linked to the glaring absences of key components in community-driven collection development including the low percentage of respondents who mentioned drafting branch collection development plans, the lack of a universal application of community analysis and the seemingly narrow view of collection development as evidenced by the low number of respondents who mention weeding as an essential component.

The investigation was guided by the following main research question: To assess the responsiveness of collection development to community needs in the City of Cape Town library and Information Service. The sub-questions which were formulated in order to answer the main research question are:

- What does a community-driven approach to collection development entail?
- How does the CDP of COCTLIS support a community-driven approach to collection development?

- How are community needs and preferences established, assessed and responded to?
- What other collection development methods and tools are librarians using?

In conclusion, this study has successfully answered the main research question by answering the formulated sub-questions. Despite the qualifier in the previous paragraph, which points to the continuous improvements necessary in pursuit of service excellence, this researcher believes that collection development in COCTLIS is to a large degree responsive to community needs. In scope, intent and application the approach to collection development adopted in COCTLIS can therefore be referred to as community-driven collection development.



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Appendix 1: Consent Form (Questionnaire)

University of the Western Cape

Dear Respondent

My name is Mogamat Anwa Adriaanse, a master's student in the Department of Library and Information Science at the University of the Western Cape, Cape Town, South Africa.

I am conducting a study on the responsiveness of collection development to community needs in the City of Cape Town Library and Information Service. The aim of this research project is to critically examine the concept of a community driven approach to collection development in order to gain an understanding of what it entails and how it should be applied.

The collection development processes and procedures within the City of Cape Town Library and Information service (COCTLIS) will be examined to establish its responsiveness to the needs and demands of the communities they serve in order to determine if it can be described as a community driven approach to collection development. It is hoped that this research might lead to identifying a set of principles or guidelines for community responsiveness in collection development by looking at current best practice.

If you have any questions or concerns or wish to know more about this study, please contact Prof George Fredericks, my research supervisor at the University of the Western Cape.

If you agree to voluntarily take part in the above research by completing the attached questionnaire, please initial the boxes below:

Please initial box

1. I confirm that I have read and understood the aims and objectives of this research project and I have had the opportunity to ask clarifying questions about the project, where needed.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. In addition, I am free to decline to answer any particular question or questions should I not wish to.
3. I understand my responses and personal data will be kept strictly confidential.
4. I agree to the data collected from me being used in future research.
5. I agree to take part in the above research project.

Name of Participant

Date

Signature

Lead Researcher
(To be signed and dated in presence of the participant)

Date

Signature

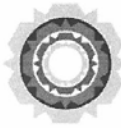
Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

Researcher:
Mogamat Anwa Adriaanse

Supervisor:
Prof George Fredericks

HOD:
Dr Sandy Zinn

Appendix 2: Permission to conduct research



CITY OF CAPE TOWN
ISIXEKO SASEKAPA
STAD KAAPSTAD

COMMUNITY SERVICES
LIBRARY & INFORMATION SERVICES

Nazeem Hardy
Marketing & Research Officer

T: +27 21 400 3933 F: +27 21 400 4076
E: noziem.hardy@capetown.gov.za

2014-09-04

RE: PERMISSION TO CONDUCT RESEARCH AT CITY OF CAPE TOWN LIBRARY & INFORMATION SERVICES

Dear Anwa

This letter serves as confirmation of our acceptance of your research proposal and the intention to use the City of Cape Town's Library & Information Services as part of your research. Please note that the following conditions do apply:

- All requests to conduct the necessary research in the affected library has to be done via the Librarian-in-Charge of that particular library
- All research conducted will not interfere with the daily operations of the library
- The thesis/paper resulting from this research be made available to the Library & Information Services Department of the City of Cape Town
- A copy of the thesis/paper be delivered to the Library & Information Services Department of the City of Cape Town
- Your reply to this consenting email will serve as an acceptance to abide by these conditions

Please do not hesitate to contact me should you require any further assistance or clarity.

Regards
Nazeem Hardy
Marketing & Research Officer

Phone (021) 400-3933
Fax (021) 400-4076
E-mail Nazeem.hardy@capetown.gov.za

Permission granted: Yes

Date: 4 September 2014

ABBATOIR BUILDING IZIKO LEENKONZO ZOLUNTU ABBATOIR GEBOU
53 BERKLEY ROAD MAILLAND 7405 P O BOX 298 CAPE TOWN 8000
www.capetown.gov.za

Making progress possible. Together.

Appendix 3: Collection Development Questionnaire

This QUESTIONNAIRE is aimed at librarians responsible for collection development and book selection at branch libraries of the City of Cape Town Library and Information Services. Your reply to this questionnaire is highly appreciated and will assist in evaluating the understanding and application of collection development policies, principles and procedures in COCTLIS. Your response to the questionnaire will remain anonymous.

Please indicate your gender

- Female
- Male

Please indicate your age

How many years' experience do you have of working in a public library?

Please indicate your level of formal qualifications.

- Post-graduate degree
- Bachelor's degree
- Diploma
- Matric
- Other



Please specify your professional qualifications

e.g. B.BIBL, BA, N.Dip

What is your current designation?

Are you a member of LIASA?

Library and Information Association of South Africa

- Yes
- No

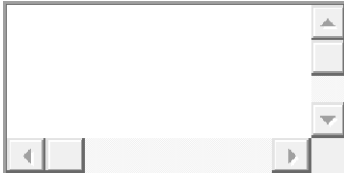
Please indicate your library category

- City-Wide library
- Regional library
- Community library

To your knowledge, does your institution [COCTLIS] have a Collection Development Plan?

- Yes
- No

If no, why not?



If yes, how familiar are you with this policy?

Please indicate on a scale of 1 to 10 with 1 being completely unfamiliar and 10 being an expert

1 2 3 4 5 6 7 8 9 10

completely unfamiliar expert

What do you understand by the phrase 'a community driven approach to collection development'?



How are you informed of policy documents such as the CDP?

Indicate more than one choice if appropriate

- Staff manual
- Library management
- Colleagues
- Other

From the previous question, if 'Other' is selected, please specify

Have you received training on collection development?

- Yes
- No

If you answered 'yes' to the previous question, please specify



If you answered 'no', why not?

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What methods do you use to establish the needs of your library users?

Indicate more than one choice if appropriate

- Community surveys
- Reservations
- Inter-library loan requests
- Circulation statistics
- Other

If 'Other' please specify



How do you respond to the user needs previously identified?

What actions result from establishing these needs. Please specify



How do you ensure that your collections are diverse and representative of the community served by your library?



Briefly describe how your library staff are involved in collection development activities.



What collection development tools do you use?

- Catalogues
- Visits to bookshops
- Internet
- Other

If 'Other' please specify

How do you keep informed of professional developments in the field of collection development?

Select more than one option, if relevant

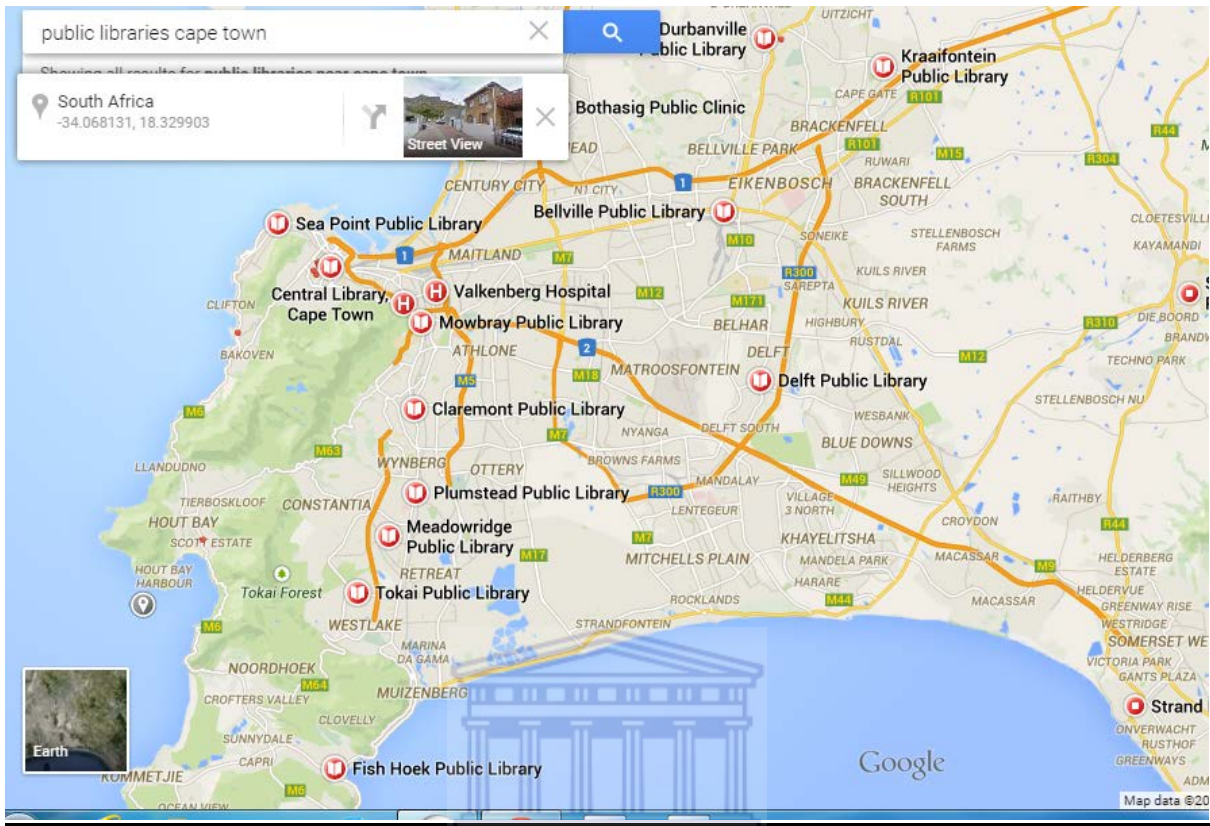
- Professional articles
- Ask a colleague
- Via LIASA
- Other



If 'Other' please specify

Based on your interaction with and feedback from library users please indicate your assessment of their experiences of using your library collection

Appendix 4: Map of COCTLIS libraries



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