

**The application of a participatory evaluation method
to the public library:
the case of Tholulwazi Library, Besters Camp,
Inanda, Durban.**

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Thesis abstract

A participatory evaluation method used to evaluate development projects is applied to the public library. The Tholulwazi Library, Besters Camp, Inanda - the first library established by the Durban Municipal Library service in an informal settlement - is the case used in the study.

The developmental context of public libraries in South Africa in the 1990s provided part of the justification for this approach. This context relates to community demands for libraries along with other development services, as well as claims of developmental and educational benefit used to motivate for public library funding. Diminishing public budgets and calls for efficiency and effectiveness in the public service, suggest the need to evaluate and demonstrate impact and community benefit.

In addition a survey of the literature on library evaluation since the 1970s indicates that useful, easily applicable methods of library evaluation are unavailable to the practitioner, hence the justification for considering models developed in other sectors.

This thesis surveys the library evaluation literature, and then looks to trends in the evaluation of social service and development projects and programmes. An approach which combines a systematic and objectives-oriented approach, effected by a participatory methodology is selected and applied to the Tholulwazi Library.

The evaluation takes place via a questionnaire survey of a group of library users (students), a use register and library counter-based survey; supplemented by existing population data on the Besters area. A work group consisting of library staff and user representatives, facilitated by the author, conducted the evaluation.

The evaluation results reflect on the validity of library planning, and quantify and qualify the extent and type of use of students users, and the benefit derived. These results are analysed in relation to library objectives, and the coincidence or deviation commented upon. Recommendations for action in the management of Tholulwazi Library are given, as well as recommendations applicable to the planning and establishment of new libraries in other informal settlements and townships.

Suggestions as to further use of this evaluation approach are given, in addition to comments on the relevance and applicability of the methodology. These focus on the strategic and managerial benefit of demonstrating a link between library resources and activities (funded by public moneys), to use and user benefit. The use of a participatory methodology is shown to be technically necessary in demonstrating this link, as well as politically strategic. Valid and

appropriate decision-making by management needs input from all levels, hence the value of utilising 'multiple realities' of all groupings involved with delivery at a particular service point, in such an evaluation.

The approach used suggests a more conscious approach to management of libraries generally. It points to specific, periodic reflection on and analysis of the role of the library as a social institution and the societal problems addressed. This includes analysis of the library environment, focusing on existing and potential target groups. The analysis applies in relation to conscious planning procedures, as well as ongoing monitoring and periodic evaluation of endeavours.

DECLARATION OF ORIGINALITY

The author hereby declares that the contents of this dissertation, unless specifically indicated to the contrary, are her own work and that the thesis has not been submitted simultaneously or at any other time for another degree.



Chantelle Wyley
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¹ The appendices and sources used in the evaluation report are derived directly from the main thesis appendices and bibliography and are therefore not repeated here. Production of the evaluation report (Chapter Five) as a separate document for the stakeholder institutions necessitated their inclusion at 5.7.

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Abbreviations

CCLS	Centre for Community and Labour Studies
CSDS	Centre for Social and Development Studies
CSF	Critical success factor
DFR	Durban Functional Region
DML	Durban Municipal Library
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit GmbH, or German Society for Technical Co-operation
ICDT	Inanda Community Development Trust
IDT	Independent Development Trust
ILUC	Interim Library Users' Committee (of Tholulwazi Library)
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
KZNPLS	KwaZulu-Natal Provincial Library Service
LIWO	Library and Information Workers' Organisation
NEPI	National Education Policy Investigation
NGO	Non-Government(al) Organisation
PPR	Project Progress Review
READ	Read Educate And Develop
SAILIS	South African Institute for Librarianship and Information Science
SANCO	South African National Civics Organisation
UF	Urban Foundation
ZOPP	Zielorientierte Projektplanung, or Objectives-oriented Project Planning

Chapter One

Introduction

The thesis employs a method used to evaluate development projects in the case of a public library evaluation.

In this chapter the thesis objectives are related to a problem context which links South African dynamics, public libraries and development management techniques. The thesis methodology is outlined.

1.1. Statement of the problem

The social institution of the public library appeared in the urban centres of South Africa during the nineteenth century (in 1818 in Cape Town and 1851 in Durban, for example), usually in the form of the subscription library¹. The purpose was to make books and periodical literature available to members, with the objectives of facilitating access to knowledge (Friis 1962: 70), and of furthering general individual and societal educational and socio-economic objectives (Stilwell 1991: 246).

As in other spheres of South African life, membership was restricted (by custom and then law) to whites. Later, library services in larger towns opened "Non-European" libraries; Durban offered an "Asiatic" library (in existence by 1937; Stilwell 1991: 249-251). Whites-only libraries in urban and rural centres persisted until the early 1990s, with fewer services of inferior quality being offered to Black urban residents (National Education Policy Investigation, Library and Information Services Research Group 1992:19-29).

¹ These were private institutions belonging to their subscribers, and funded by contributions (for example one penny per week, Popular Library, Cape Town, 1834) supplemented by individual donations and occasional small government subsidies (Friis 1962: 72). Later these were funded from local and provincial government funds, for example in terms of the Provincial Library Ordinance of 1955 (Friis 1962: 75).

The design and management of South African libraries was based on a traditional Western European / American model². This assumed a user population with access to schooling; and literacy and a reading culture as the norm.

Segregation in South Africa's library and information services in the context of apartheid control over information and knowledge dissemination, has been highlighted elsewhere (National Education Policy Investigation, Library and Information Services Research Group 1992: 7-45; Wyley 1990; Nassimbeni 1991). Suffice to emphasise here that orchestrated denial of access to and/or non-provision of non-formal education facilities (like libraries, literacy classes, adult education and training) for black South Africans sat firmly alongside apartheid injustices, like Bantu education, crowded and unsanitary housing facilities, and disproportionate electricity, communication, transport and health facilities.

In the author's experience³ this historical context has produced a situation which amongst others, features the following:

1. Planning and management of South African public libraries are based on vague and generalised assumptions as to their social value and benefit. South African public librarians - especially those trained in the 1960s and 1970s, with experience in traditional public libraries serving white

² See references and commentary on this in Stilwell (1991: 251-252).

³ The author worked in the University of Natal (Durban) Library, University of Cape Town Library and the Durban Municipal Library between 1981 and 1983 in a part-time non-professional capacity, and in the Durban Municipal Library (1984-1986) and in the University of Natal (Durban) Library (1986-1992) as a professional librarian. She held office in the Natal Branch of the South African Institute of Librarianship and Information Science (SAILIS) and the Library and Information Workers' Organisation (LIWO), and as such had contact with the Natal Provincial Library Service and librarians from other provinces. In 1992 she conducted research for the Library and Information Services Group of the National Education Policy Investigation (NEPI), surveying the missions of all major public, national and academic libraries in South Africa (Wyley, 1993). Since 1993 she has worked in the development sector as manager of an information resource and training agency (the Development Contact Network), manager of the community development department of a skills training and employment project (Khuphuka), and as a freelance project management trainer and consultant to organisations and development processes.

users⁴ - make decisions and manage according to general, often vague assumptions as to the library's mission, purpose, and objectives.⁵ In other words, it tends to be assumed that the public library is a social institution unquestioningly worthy of support (e.g. local government funding), and that by virtue of its existence as an institution performs a beneficial social role.

This approach suggests that public libraries operate differently to business enterprises (who conduct market research), or projects of government agencies and non-governmental organisations (NGOs), which analyse social problems and plan interventions accordingly. In the author's experience, until the early 1990s public librarianship in South Africa did not include strategic or operational planning, market/user research, monitoring, or evaluation considerations in professional practise or training.⁶

To compare briefly, in the United States the trend toward introducing modern management techniques to the public service came at a time when funding for public sector activities, like libraries, was threatened by increasing population and social pressure on a more-or-less static tax base. This sparked political calls for more efficient and effective management of social programmes, and the introduction of management techniques to achieve this; along with the advent of the external organisational consultant to effect and monitor change (Wholey 1986: chapter 1). In the social services sector in South Africa during the 1980s, diminishing resources and calls for

⁴ In the author's experience as a librarian and library user, this public library typically would offer children's and adult sections, consisting mainly of fiction books, smaller non-fiction sections, some popular periodicals and newspapers, and occasionally recorded music. The library would usually cater for a large contingent of elderly fiction readers; children seeking extra material for school projects (in the afternoons and on Saturdays); parents would usually come to the library with their children and borrow fiction or books on hobbies.

⁵ This is touched upon in the context of United States public libraries by Lancaster, who makes the point that some libraries, especially public libraries, formulate "social, spiritual and economic 'objectives'", which can be "somewhat nebulous and even platitudinous", and of "little meaning and utility" (1977:4).

⁶ The lack of awareness on this issue is indicated by the dearth of discussion about planning in the South African professional literature; one call for planning rigour comes from Van der Merwe (1992).

rationalisation, put pressure on some institutions to introduce programme evaluation to justify funding (Triegaardt 1993: 67).

In South Africa in the mid-1990s, pressure on the newly elected local government structures to service previously disadvantaged communities using resources generated by a limited tax base is increasing. Soon after the election of the Metropolitan councils in Durban this resulted in drastic budget cuts in politically less strategic areas like museums.⁷

2. Previously disadvantaged communities are involved in interactive processes with development service providers, and are articulating demands for delivery, including for library services. In the sphere of development, the political context - addressing historical imbalances, giving voice to the voiceless, democratic process - are counterbalancing top-down development planning and delivery mechanisms which prevailed in apartheid South Africa.⁸ Today, previously disadvantaged communities are involved in community needs analyses, participate in development planning and implementation, and in consultative and participatory interaction with development professionals and delivery agencies.⁹ Experience of the services on offer to advantaged communities, and opportunities to progress in the new South Africa, have led to the articulation of development demands

⁷ In mid 1996 the Durban Metropolitan Council, elected in June 1996, cut the budget of the Durban Museums from R17 million to R9 million (personal communication, Brian Xaba, Local History Museum, September 1996).

⁸ Apartheid government "development" policy formed part of the social engineering package which allocated land and resources according to race. For example, the "community development" strategy, ca. 1984, was linked to the Regional Development Strategy and Strategy for Orderly Urbanisation (Groenewald 1989: 270), all of which aimed to control access to resources and power, by keeping delivery of benefits in the hands of government and its allies. South African development discussions of the early 1990s reflect the swing away from this towards a more bottom-up, community driven dynamic (see for example "Participatory rural appraisal" 1994; Hindson and Swilling 1994; Friedman 1994; "Kagiso Trust's CBO support programme" 1994).

⁹ The establishment of development forums, often funded with public money, to prioritise and oversee development delivery in needy areas points to this, for example the Inanda Development Forum, Bergville Development Forum and Durban Functional Region Development Forum.

by community representatives, and negotiation processes between beneficiaries, funders and government agencies.

In some cases, provision of library services is ranked high on the development priorities list, alongside demands for schools and transportation.¹⁰ The community view of libraries as part of wider development delivery has meant that participation of beneficiary representatives in planning and decision-making has to be considered and operationalised by library managers and technical professionals (architects, engineers).¹¹ The processes which govern development projects are being brought to bear on libraries, formerly the preserve of bureaucrats and technical professionals from local and provincial government departments.

Connecting this to point 1. discussed above, is the justification for public spending on libraries in terms of development objectives. Community demands for libraries in the context of access to educational improvements and information, is a likely argument for continued funding from public coffers to the public library vote. Yet combined with the demands of the political and financial climate, traditional assumptions, and vague claims as to the benefits of libraries in service of education, may not be sufficient.

What then is the role of the public library in the new South Africa, in the context of development imperatives and limited funding for public services? What is the developmental impact and benefit of the public library?.

¹⁰ In Benoni, Transvaal, a community survey listed the top three development priorities as school sites, tarred roads and libraries (personal communication, Jenni Karlsson, Education Policy Unit, November 1996). A similar survey in Durban townships prioritised libraries higher than roads and sanitation (personal communication, Heather Moran, Director, Durban Municipal Library, 1995).

¹¹ For example, community representatives from the Inanda Community Development Trust together with the Durban Municipal Library made decisions around the planning and construction of Tholulwazi Library. Community representatives are involved in the stocking, operations and opening of the libraries in Umlazi and Ohlange, Inanda administration of which Durban Municipal Library (DML) assumed from the KwaZulu-Natal Provincial Library Services in 1996. The institutionalisation of public participation in Durban Municipal Library in the form of the Library Services Investigatory Committee is another case in point (see Chapter Two section 2.4 for more information about the Committee).

1.2 Objective of this study

This thesis brings some of the political considerations, strategies and techniques used in the management - and specifically the evaluation - of development projects, into the arena of the public library. This is done with the intention of approaching public library developmental impact in such a way that a possibility of measuring effectiveness (benefit and utilisation and service delivery) and efficiency (management of inputs for service delivery) with relevant stakeholders is demonstrated.

It is intended that the results of this exercise be used to assist the public library in dealing with budget cuts (and possibly annihilation), through the emergence of a model of more appropriate management - possibly one rooted in development project cycle management.

The participatory evaluation method used is drawn from international experience in the appraisal and assessment of development projects and programmes, in health, education, agriculture, enterprise and rural development. It is linked to design, planning, and monitoring techniques used in the identification and addressing of specific development / social problems through appropriate interventions.

Participatory evaluation involves gathering information about a particular project or service (for example its resources, operations, impact). Like traditional evaluation methods, it involves analysing this information, assessing options, and making recommendations for future action. Unlike traditional evaluation it involves the opinions, interests, assistance, effort, of all staff, beneficiaries (library users for example), associated organisations, as well as management, and is facilitated by an external specialist. Participatory evaluation is therefore also about the ongoing development of people during the unfolding of the evaluation process.

The role of facilitator is key: to co-ordinate the process whereby all stakeholders - with their different experiences, differing priorities, different viewpoints - are brought together to effect the useful completion of a task. This is a technical, political and professional process.

The objective of this study is methodological: to test the participatory evaluation method in a particular library - a branch library of the Durban Municipal Library (DML) service - and to draw conclusions as to the advantages and disadvantages in its application - from practicalities and logistics, to the more conceptual and political considerations.

Another practical expectation relates to the interest of Durban Municipal Library in the study: to evaluate Tholulwazi branch library and to make available data on its functioning and use to all branch library staff, their user committees and DML management for the purposes of system-wide decision-making. This evaluation outcome is partly beyond the scope of this study.

Use of the data and findings by DML for public relations purposes - with respect to the Durban public as well as politicians, policy makers and bureaucrats - and any subsequent positive outcome, is also outside of the scope of this study. The monitoring or assessment of any medium- or long-term benefit of the evaluation, whether explicit or implicit, is left to the Durban Municipal Library.

1.3 The thesis methodology

The research methodology constitutes:

- a survey of the academic and practitioner literature on library evaluation and on project evaluation - the latter with emphasis on the development sector and participatory methods - and;
- an evaluation of the Tholulwazi Library, Besters Camp, Inanda, a branch library of the Durban Municipal Library, using a participatory method.

1.3.1 The literature review

The review of the literature on library evaluation and evaluation of development and social service projects and programmes, presents an overview and discussion of the current trends in both areas (Chapter Two). This has the objective of providing a methodological context for the evaluation method employed in the case study.

References were sourced using Library Management course reading lists of the Department of Information Studies, University of Natal, subject searches in the catalogues of the University of Natal Libraries (Durban and Pietermaritzburg), and the joint catalogue of monographs in the South African Bibliographic and Information Network (SABINET). Periodical articles were sourced using *Index to South African periodicals*, *Library literature*, *Information science abstracts*, and *Library and information science abstracts*.

In addition, literature on development project management and evaluation was sourced in the author's own collection and that of associates in Durban and abroad.¹² A printout from the catalogue of the Development Resources Centre, Johannesburg was also of assistance.

Primary source material was sourced in the files of the Durban Municipal Library, Janina Masojada, architect, the Inanda Community Development Trust, and via interviews of key community and technical personnel.¹³

¹² Since 1993 the author has worked in the development sector as a project manager, trainer and consultant and has an extensive collection of published literature and training manuals. She works as an associate of the Gesellschaft für Communication, Organisation, Management, Interkultur, Training mbH (COMiT), Berlin, Germany, the literature resources of which were available to her for this research, specifically those of Jochen Lohmeier and Konrad Sandhofer. The resource centre of Olive (Organisation Development and Training), Durban, was also made available.

¹³ See note under *Bibliography of works cited and consulted*.

1.3.2. The evaluation

An evaluation of the Tholulwazi Library was facilitated by the author using a participatory method and focusing on the developmental objectives of the library. The evaluation was conducted by a work group with representatives of the Tholulwazi Library staff, DML management, the Tholulwazi Interim Library Users Committee, with the author as facilitator.

Background to the case study - the community in which the Library is situated, socio-economic development issues in the area, and the development of the Library - is provided in Chapter Three.

The process (the details are provided in Chapter Four) involved revisiting the objectives of the Library (the planned situation), establishing the actual situation (through data collection), the identification and measurement of coincidence or deviation between the planned and actual situation, analysis of the causes or reasons for deviation or coincidence and possible solutions, and the presentation of the evaluation findings and recommendations. The data collection involved surveying a sector of the library users (students) mainly by means of a questionnaire, a register and library counter-based survey.

Background and comparative information was sourced from a database of information on the community surrounding the Library, and interviews with community representatives and technical personnel working on development projects in the area. The findings are written up in the form of a report, tabled here in the format in which it was presented to DML and Library stakeholders (Chapter Five).

The application of a participatory evaluation method to the public library, on the basis of its use to evaluate the Tholulwazi Library, is commented on by the author - as participant observer and facilitator of this process, as a trainer and facilitator of development project management processes and as a trained librarian (Chapter Six).

Chapter Two

Evaluation methodology

This chapter establishes the methodological basis of this study. It looks, in a general sense, at the reasons for evaluation and at a definition. A review of trends in library evaluation follows, showing some frustration within the profession at current practice as reflected in professional literature.

This is followed by a review of recent trends in evaluation thinking derived from experience with development and social projects and programmes. In the last section the discussion focuses on the justification for applying this thinking to the evaluation of a public library.

2.1 What is evaluation? Why evaluate?

At its most simple level, evaluation is about assessing what is (the actual, current situation) in relation to what was intended (the plans, targets, objectives). Complexity enters the process with different levels of objectives and related achievements, with time and the subjective realities (past and present) of stakeholders. This complexity has necessitated the introduction of method, to organise and manage the assessment process, in such a way that it is understood, acceptable and useful to all concerned.

The latter is important as evaluation is in essence a practical management tool, a mechanism for surfacing information about a project, programme, enterprise or institution, that will assist in making decisions about its ongoing life, or otherwise. Lancaster refers to this as a “diagnostic and therapeutic” process (1988: 7).

The evaluation process is distinct from the ongoing monitoring of activities, resources and outputs of a project, programme, enterprise or institution.

Monitoring constitutes hands-on information gathering for day-to-day management. Evaluation offers in-depth reflection at a point considered significant in the life of the project, programme, enterprise or institution; this could be at the end of a work phase, whenever special circumstances suggest it (for example a crisis), or at the end of a project itself.

Evaluation developed after the Second World War and has kept pace with trends in societal thinking since. At first evaluation relied upon the input of 'experts', judging effort and achievement against set standards of excellence, seeking objectivity and the application of scientific reductionist thinking. Later as the differing circumstances of people's lives, opinions and habits came to be understood and discussed more contextually and relatively, the evaluation paradigm shifted, and continues to shift, to take account of multiple realities and the special circumstances of each evaluated endeavour.

This thesis takes account of these developments, and discusses them in more detail in the overview of library evaluation and the evaluation of development and social projects and programmes below.

Given then that the work is underpinned by a fluid and circumstantially determined understanding of evaluation, a flexible definition wide enough to accommodate the process is required.

It is useful first to recall definitions which have been influential:

Evaluation is the ongoing process of enabling an organisation to examine its own effectiveness and efficiency after a reasonable period of implementing its programmes. The purpose of an evaluation is to affirm or transform an organisation so that it can effectively meet the challenge it faces (Development Contact Network, Courses for Project Empowerment 1994: 1).

An evaluation is:

- a systematic examination of the relevance and efficiency of the planning, the efficiency of implementation as well as the nature, extent and coverage of the intended and unintended impact of a project or programme
- careful assessment of the extent to which a project/program has promoted the relevant aspects of ... policy...
- with the aim of ensuring the effectiveness of future project work through operational recommendations which are based on hands-on experiences (Lohmeier 1995a: 52).

Hence, organisations, institutions, enterprises seek evaluation of their projects and programmes in order to assess whether they are doing things right (in terms of their intentions or plans for example), and whether they are doing the right thing (in terms of their impact, and in terms of policy or current thinking for example). This is undertaken with a view toward changing activities and the allocation of resources, re-planning, shifting focus, expanding or downsizing operations, or even terminating them altogether.

2.2 Library evaluation: trends

2.2.1 Reasons for library evaluation

A scan of the literature on library evaluation since the early 1970s reveals trends which interplay and overlap over time. Emphasis shifts from measurement of quantifiable aspects of library service - namely operations, usage, delivery capability (as reflected in membership as percentage of population, loans, in-library usage, fill-rate for reference queries, document delivery times) - to emphasis on quality and effectiveness (impact, cost-effectiveness or cost-benefit analyses); from micro-evaluation of inputs or resources, to macro-evaluation of outcomes or outputs (Dowlin 1980: 38).

Library evaluation has concerned itself with effectiveness, efficiency, performance, standards, success, goodness,¹ value and benefit. It has focused on budgets and resources, quantity (collections) and quality (service) of delivery, on use, users and uses, and many and varying combinations of these factors. It has taken place *inter alia* by means of surveys, observation, questionnaires, interviews, manual and computer-based data collection (an overview of techniques is given in Blagden 1980: 37-45).

Political and financial pressure on publicly-funded services and social programmes (the United States experience given in Shoham 1982; Intner and Futas 1994) provides one of the contexts for library evaluation. Politically, accountability to tax payers and the need to justify the spending of public funds² brought rigour into library evaluation, in the form of cost benefit analyses for example (see Hamburg, Ramist and Bommer's 1972 work on document exposure per dollar as a performance measure). Libraries could no longer be uncritically accepted as a "public good", but needed to demonstrate the extent of this to the taxpaying public (Intner and Futas 1994: 410; Willemse 1989: 261-262). Linked to this has been pressure, from both within and without the library profession, to adopt business management techniques and tools, seen as successful in promoting efficiency and effectiveness in other fields (Orr 1973: 315; Woodhead 1994). One of the key business principles which influenced libraries in this regard, is management by objectives (Willemse 1989: 262).

Another reason to embark upon evaluation of a library service is changes in the environment of the service. To changes in the political environment and financial climate mentioned above, we can add changes in population (Shoham

¹ This term is picked up from the literature (for example from Orr 1973) by Childers and Van House in their *What's good? Describing your public library's effectiveness* (1993): library "goodness" is seen as contributing to effectiveness along with "achieving success" and "quality of performance" (Childers and Van House 1993: 5).

² Stratton (1976) argues that public funding of public libraries is only partly justified, as the benefits of one of the two major outputs, recreation, accrue directly to the consumer, therefore there is no logical justification for public support. Benefits of the second output, education, accrue to the individual consumer but also to society (a social or collective benefit) providing the partial justification for public support. Willemse points out that some authorities in the United States and Canada, require libraries to measure effectiveness (1989: 262).

1982). The latter encompasses changes in socio-economic status, cultural or ethnic origin, age structure, or the educational level of neighbourhoods and communities owing to local economic factors (property prices, employment opportunities) or socio-cultural aspects (migration and movement of religious or minority groupings).

At another level, the pursuit of excellence in service motivates in favour of evaluation in libraries, and the desire to establish a “benchmark” to indicate the level of performance at which the service is operating. This may extend to comparison of the performance of several libraries within a service, or several services (Lancaster 1988: 6-7). Simply put, library staff perform a number of activities, which they have the option of performing in different ways, so there is managerial reason for gathering information on the performance levels of these activities, analysing and assessing these and making decisions to continue, modify or halt certain operations (Ford 1988: 74-75). In addition, evaluation can serve to identify problem areas and aspects of a service that need attention (Willemse 1989: 262).

2.2.2 What is it that is evaluated?

2.2.2.1 Activities

A survey of the professional literature reveals that measurement and assessment of the internal processes and operations constitute a major focus of library evaluation. This is encapsulated in the term “**performance measurement**”, something of a catchword in the literature. Whilst it is often unclear whether this is more related to monitoring (as defined above) rather than evaluation, the results are commonly interpreted as evaluative (see Ford 1988 and Alston 1995 for examples). Measurement is brought to bear on inputs as they relate to outputs, usually focusing on the many activities performed by library staff and the resources used (possibly the most measurable elements).

This would generate statistics of

- materials issues (by material type, by subject, by borrower type),
- borrowers/members (active, inactive, registration as a percentage of population, borrowing habits, annual visits per capita),
- in-library materials use (by subject, by borrower type, per capita, turnover rate per item),
- collection additions and deletions (by subject),
- fines (paid, outstanding),
- materials access (query fill rates, document delivery speeds),
- reference transactions (per capita, completion rate),

(for an example of an exercise in performance measurement see Woodhead 1994; for standard measures issued to the profession see Van House *at al.* 1987; Lancaster 1988).

Since activities in (especially) public libraries follow much the same format and function (ordering, processing, arranging, issuing materials and enrolling and monitoring members for example) the evaluation process lent itself to the concept of **standards**. These were introduced and actively promoted by professional associations, which published manuals giving standard measures and data collection methods to guide the practitioner. De Prospro, Altman and Beasley produced *Performance measures for public libraries* (1973) published by the American Library Association; later accompanied by Altman, De Prospro, Clark and Clark's *A data gathering and instructional manual for performance measures in public libraries* (1976). The use of standards in library evaluation was dismissed by Hamburg, Ramist and Bommer: for among other reasons, standards were considered merely descriptive, and attributable to arbitrary value judgements (1972: 123-125).

However, these attempts to guide the practitioner persisted into the 1980s. The American Library Association promoted Van House *et al.*, *Output measures for public libraries: a manual of standardized procedures* (1987, a revised edition of an earlier attempt by Zweizig and Rodger 1982), whilst the United Nations

Educational, Scientific and Cultural Organisation issued Moore's *Measuring the performance of public libraries: a draft manual* (1989). The Office of Arts and Libraries, Great Britain, published *Keys to success: performance indicators for public libraries: a manual of performance measures and indicators* (1990).

2.2.2.2 Service outputs

The literature shows that measurements and statistics of library activities are often related to cost, to arrive at the **cost-effectiveness** of services. Hamburg, Ramist and Bommer (1972) developed a sophisticated measure derived from the accrual system of accounting, which calculates user exposure to documents (measured via exposure counts, item use days and exposure time) per dollar spent on provision. Newhouse (1972) shows how calculations of the purchase price of an item and the labour costs of its provision were related to use, in an economic analysis of the Beverley Hills Library, California.

Much of the literature on evaluation of service outputs relates to how these are best measured, dealt with in 2.2.3 *How to evaluate? What are the 'measure-sticks'?* below.

Stecher in a survey of a number of quantification studies in library evaluation (including Orr 1973 and Hamburg, Ramist and Bommer 1972), concluded that none of these schemes were of much practical use in evaluation. Some were too complex, some too specific to certain situations; they varied in depth and comprehensiveness. He concludes "we have many good answers, now we can properly formulate the questions" (1975: 17).

2.2.2.3 Utilisation and users

To re-cap, an historical overview of "trends in measuring public library effectiveness", given by Childers and Van House (1993) highlights some of these developments. Prior to the 1970s (North American) libraries were preoccupied with standards, with number of volumes per capita, dollars per capita. This gave way in the 1970s, under the influence of a "localization"

movement,³ to looking at community needs, setting objectives and measuring achievements accordingly. This influenced publications on, among other topics, use and users studies, cost-benefit and cost-effectiveness analysis, library statistics, evaluations of collections, all related to effectiveness (Childers and Van House 1993: 15-20).

The localization movement mentioned above, and the focus on communities (especially minorities), contributed to a shift in the focus of library evaluation, toward the **user**. Blagden's focus in his book on library evaluation is on "the interactions between the library and the customers that it is aiming to serve" (1980: 8); he argues for a move away from "the reliance on haphazard recording of single events that appear to justify the existence of a library" (1980: 14). In keeping with the marketing idea of "customer care" (Davies and Kirkpatrick 1994: 88), user studies were conducted, frequently via opinion surveys asking users about the quality of service or their levels of satisfaction. Davies and Kirkpatrick for example surveyed user opinion of an academic library, and came up with key service dimensions which they related to user perceptions of quality (1994). "Should not libraries, like other service providers, regularly assess the wishes and views of their customers - the book borrowing public - and adapt their services accordingly?" asked the Assistant Director of the Association for Consumer Research in the United Kingdom, commenting on the British consumer magazine *Which?*'s survey of attitudes toward public libraries (Land 1990: 106).

D'Elia and Walsh (1983) investigated the construct 'user satisfaction', concluding that it is a potentially useful measure of library performance, that is related to the demographics of a particular user group, but not related to degree of library use. For these authors, users' behaviour remained enigmatic, despite a later study which looked at users across five public libraries (1985).

³ Use of this term by Childers and Van House (1993: 15) suggests a trend toward focusing on local, or neighbourhood affairs - political issues and social services for example - rather than those at national level.

Blagden claims that “it is difficult to discover any evidence which demonstrates that a satisfactory correlation exists between generalised assessments of user satisfaction and the performance of a library” (1980: 53-54), but concludes that attitude surveys combined with statistics about use “can serve as helpful ammunition in defending a library’s position” (1980: 57).

D’Elia’s research also extended to typologies of library users (1981), looking at user behaviour in terms of demographic and behavioural characteristics. White (1980) comments that it is important to focus on what people do, as opposed to what libraries do, but that in-depth user needs assessment is required in addition. This argument is based on his contention that users usually accept and are grateful for the service they get, and that user surveys evoke a self-fulfilling prophesy.

Stevens (1991) describes a survey which looks at types of use: the reasons for use, the frequency, travel distances to the library, the use of other libraries. Open offers to respondents to comment on the service (in Berkshire in the United Kingdom) yielded commentary on the buildings, the staff and the stock.

2.2.2.4 Impact: the dilemma of defining ‘use’ and ‘benefit’

The user studies trend sparked interest in definitions of **use, users and uses**, and their measurement. Zweizig (1977) attempts measures of each. Use, to be measured via the quantity of activity (transactions), was, he concluded not so useful. Users were to be measured by a combination of measures yielding an indication of who is served and their intensity of use. A user satisfaction measurement, giving an indication of impact, measured multiple and varied uses, but needed more research and development. Blagden also touches briefly on the importance of clarifying the term ‘use’ in relation to the impact that the library use has on the user (1980: 27).

A seminal South African investigation of the full range of meaning of the word ‘use’ in the phrase ‘use of literature’, found that there was a “lack of clear,

circumscribing and binding definitions” and “inexact use of the ill-defined terminology” (Abbott 1989: i). All major parties in the use transaction were found to have different perceptions of the meaning (Abbott 1989: 75). Abbott defines fourteen types of use, as well as thought associations implicit in the term, like utility, value, resource, need, relevance and timeousness; she also looks at devious use (misuse, abuse and neglect) (summarised in the thesis conclusion 1989: 75-78). Abbott’s thesis is that investigation of use has been hampered by failure to come to terms with the complexity of the notion, resulting in “much confused thinking and inconclusive work”; she points to the extensive professional literature on the subject which evades the issue (1989: 71-72). Her challenge to the profession is to investigate the notion critically, focusing on what happens either side of the moment of use, the causes and effects of use, devious use, whether books are written for use, the development of an accurate terminology, and a classification of use (Abbott 1989: 79). This piece of work is described in some detail here to highlight the complexity of the issues with which library evaluation of necessity deals.

User studies, like performance measurement exercises, made a connection to costs, and the notions of **cost-benefit** and **impact** came into the discussion on library evaluation (outlined in Blagden 1980: 47-53). The literature reflects the elusiveness of library impact, arguing that there is no direct cause and effect relation between library funds and quality of life / learning (Great Britain 1990: 4; Dowlin 1980: 106; Lancaster 1988: 3). As Dowlin puts it, there is no firm link between the “transmission-oriented measures of libraries with the corresponding changes in the society they serve” (1980: thesis abstract). In addition, there are numerous non-library related factors which potentially could contribute to the desired impact (educational, cultural, recreational, informational) of libraries (Ford 1988: 75; Hamburg, Ramist and Bommer 1972: 109-110; Blagden 1980: 31) broadly defined as “cognitive enrichment” (Childers quoted in Blagden 1980: 87). Furthermore, that impact is intangible, related to knowledge, ability, creativity, motivation, confidence (Hamburg, Ramist and Bommer 1972: 110). An added complexity is that any one book may serve

more than one need (Ford: 1988: 75), and have a varied (in terms of depth and breadth) impact. Another factor is time: impact of use of library materials may extend into the future beyond the survey point.⁴ Linked to this is the lack of a control group (deprived library users) for such research (White 1980: 682).

Lancaster suggests abandoning the idea of using desired outcomes as direct criteria for the evaluation of libraries, as they are too long-term and intangible to measure meaningfully (1988: 3).

The Great Britain Office of Arts and Libraries claims that despite no direct relation between library funds and impact, one can relate funds to services (amount, quality), and then relate services to extent of use, and then relate extent of use to purpose of use and so conclude effectiveness and impact (1990: 4).

Willemse comments on the elusiveness of the “library **effectiveness** concept” and cites extensive literature reviews by Evans and Hannabuss which indicate that there is no agreement on the definition of the concept of effectiveness nor on techniques for measurement (Willemse 1989: 263). Childers and Van House, on behalf of the American Library Association, have responded to this situation by developing the AMPLE framework: A Model for Public Library Effectiveness (1993). They see effectiveness in terms of a range of assessment points, inputs through outputs and service outcomes to impact. AMPLE has eight broad ranked dimensions to measure effectiveness: traditional counts, internal processes, community fit, access to materials, physical facilities, boundary spanning, service offerings, service to groups. For these authors, effectiveness is defined as “goodness”, achieving success and quality of performance, and focusing on impact on the consumer (Childers and Van House 1993: 5).

⁴ I am grateful for an anecdote from Patsy Clarke (Computer Services Division, University of Natal, Durban) concerning the impact of the Egyptology display in the Durban Museum on herself, as an illustration of this point.

2.2.3 How to evaluate? What are the 'measure-sticks'?

Discussion on the priority focus of library evaluation was accompanied by a parallel concern with how to measure, focusing on **indicators** as measures of achievement or quality (see Alston 1995 for an example of their use).

Ford (1988), following a seminal work by Orr (1973), identifies direct indicators of quality or value, namely, availability, fill rate, document exposure time, question-answer success rate, timeliness and user satisfaction. The Great Britain Office of Arts and Libraries (1990) laid down 21 performance indicators in four groups, namely service input cost measures, service output cost measures, service effectiveness measures and service domain measures, focusing on operational performance, effectiveness, cost-effectiveness and impact. These measures are indicators of size, 'goodness', use, usefulness, value.

Alston, concluding an article about the development and use of performance indicators in Bromley libraries, points out that "indicators in themselves can tell us only whether we are making a good job of what we have chosen to do, not whether we should be doing something else altogether" (1995: 27-28).

For some writers (Childers and Van House 1993 for example) performance measurement using indicators, is about measuring effectiveness. Since it is difficult to find a direct correlation between performance and effectiveness, the 'inputs-through-outputs and service-outcomes-to-impact' link can only be made using indirect and interrelated measures from the performance level. Childers and Van House are clear on the limitations of indicators: They are 'metaphors' for what they intend to measure, approximating the things they represent, rarely perfect. They quote Koenig: "It is better to be roughly right than exactly wrong" (Childers and Van House 1993: 11).

Those concerned with library users have used indicators to measure user opinion, to reflect library effectiveness. Dowlin advocates drawing on applied

management science and communication theory, using the process control approach to look at community judgements (bases of which could be prestige and utility) of public library value, via indicators of user opinion (1980: 107-111). The work of Orr (1973) and Ford (1988) cited above suggests use of a combination of measures of value (document exposure and user satisfaction) to come up with beneficial effects derived from use. Blagden uses the critical incidence technique, asking users to rate the benefit of materials used thereby concluding the "penetration" effect of a library message on an audience (1980: 111-140).

Lofgren, working in Australia, approaches evaluation from a different angle: through the use of **critical success factor (CSF)** analysis (1992). Drawing on management theory, Lofgren refers to the literature on success factors, also termed strategic success factors, strategic factors, key success factors and key result areas (1992: 15); this also draws on priority and performance methodology (1992: 18). These critical success factors as they apply to Australian libraries were identified through an interactive process between analyst and practitioners, also making use of empirical research, plausibility considerations and theoretical and historical insights (1992: 16). Following this identification process, indicators for each CSF were defined. Application of the method involves measuring success in terms of a correspondence between level of performance and level of priority: success is achieved in areas where high performance is matched by high priority ratings (1992: 20). Lofgren concludes that this method is meaningful and useful, provided the evaluation design and implementation is professional (1992: 29).

2.2.4 Objectives

It was argued in the introduction to this chapter that evaluation is about assessing what is, in terms of what was intended. The issue of **objectives** forms part of the recent debate on library evaluation, influenced by the trends manifesting themselves in library evaluation since the 1970s (Childers and van House 1993: 15-20), and finding its context in an emphasis upon planning

strategies for public libraries. This looked at the mission, goals, vision, and objectives of the public library as criteria for judging achievement, influencing the publication of Palmour *et al.*, *A planning process for public libraries* (1980), later revised as *Planning and role setting for public libraries: a manual of options and procedures* by McClure *et al.* (1987)

The question of what a library is intending to achieve, and hence needing to measure to gauge success, effectiveness or impact, is one which has long bedevilled concerned practitioners. As has been argued above, the role, aims, objectives, or mission of many libraries is often assumed. Lancaster points out that some libraries, especially public libraries, have statements of objectives which “are somewhat nebulous and even platitudinous”; he goes on,

Social, spiritual and economic ‘objectives’ of this type (example given) sound impressive, but they have very little meaning and utility except perhaps, to persuade librarians of their value to society, or perhaps, to convince society of the value of libraries. Such objectives may be related to the ultimate benefits of library services. They certainly do not relate directly to the immediate function of the library, are not easily (if at all) measurable, and are too vague and impractical to be used as criteria by which one can readily evaluate a library or its services (Lancaster 1977: 4).

Hamburg, Ramist and Bommer call for objectives which are “sufficiently explicit to be of direct assistance to management in the planning and decision-making process” (1972: 109). Willemse, drawing on the theoretical literature on organisational effectiveness, argues for relevance of library goals (in this case of university libraries) which reflect the needs of the different user groups (1989: 261); he refers to McClure who “concludes that library goals are vague, imprecise, complex and manyfold” (Willemse 1989: 264). The question of who sets the goals is another aspect of this issue not touched upon in the literature.

Of special interest to this author, with a background in development, is not only the imprecision of library objectives, but the lack of awareness of the **social problem** addressed by libraries. The American Library Association manual on library planning (McClure *et al.* 1987) does not mention this aspect. It is the

impression of this author that other social services (welfare for example) base their work on more serious analysis of social problems (of child abuse and drug addiction for example). This is touched upon by Dowlin, quoting Wholey, a writer on evaluation of public and non-profit organisations: for Wholey the first of three requirements for an evaluation is "an adequate definition of the problem which the program is intended to address" (Dowlin 1980: 18).

2.2.5 Who conducts the evaluation?

Another aspect of the surveyed literature on library evaluation is that of the use of an external consultant evaluator versus in-house evaluation. Intner and Futas (1994) weigh up the options, concluding that a combination of the two, hiring a consultant to work with staff, can be ideal. Outside objectivity (brought to bear in unbiased data interpretation for example) and fresh eyes (no glossing over mismatches between communities and collections) can be combined with internal familiarity with the issues and with the community served. Getting staff involved will result in more effective use of the evaluation outcome (Intner and Futas 1994: 410-411). Stevens highlights the use of library staff in conducting a survey of library use in Berkshire; an advantage was respondents' openness to staff; a disadvantage, the resultant tendency to undermine confidentiality of the survey (1991: 129).

2.2.6 Conclusion

Despite all the research and discussion around the various factors that go into performance, effectiveness and impact of libraries, the literature shows some frustration and confusion as to what should be used to measure what. Blagden, in his book entitled *Do we really need libraries?*, talks of "the failure of the library profession to vigorously demonstrate the part that libraries and librarians play in enriching the lives of men and women" (1980: 7). However after an extensive review of the evaluation studies done up until that time, he concludes that there are more questions than answers (useful techniques) in the field of library evaluation and that this is the single most important area for professional research. Yet he concludes his book with the comment that "none of the work

that I have reported appears remotely to suggest that libraries are not very good for you" (1980: 146), which brings us more or less to where we started from: with an idea of library 'goodness' and no way to conclusively prove it.

2.3 Evaluation in the development and social services sectors: trends

This section opens with an overview of international trends in evaluation thinking, and goes on to discuss how these manifested themselves in the development sector and the (related) government and non-profit social service sectors. This is presented firstly with a view toward offering points of comparison with the trends in library evaluation as outlined above. Secondly this offers a background for suggesting use of aspects of these evaluation approaches in the case of a public library (this developed in 2.4 below).

2.3.1 Evaluation as a discipline, and its use in the public and non-profit sectors

Evaluation became a separate and distinct field of scientific literature in the 1960s, influencing sociology, psychology, scientific schools of management, and human behaviour studies. Its **origins** lie in productivity studies used in United States industries in the early twentieth century, and in the United States military during the Second World War. In addition, massive national and international aid programmes implemented after the war, led to a need to evaluate fund spending. During the 1950s, state welfare programmes started to take an interest in effectiveness and efficiency, accountability and the need to justify public expenditure. These developments gave impetus to the emergence of discussion and debate around evaluation administration and evaluation research: in the late 1970s academic and scientific journals in the field appeared (Dowlin 1980: 30-34; Mulusa 1990: 4-5).

Guba and Lincoln have characterised phases in the development of evaluation theory and practice (1987: 203-207; 1989: 21-38), as follows:

- from the early twentieth century until the First World War, evaluation was characterised by a technical approach, emphasising measurement in

- terms of norms derived from standards; the evaluator was considered a technician;
- during the 1930s, description of patterns, and strengths and weaknesses in terms of stated objectives was added to the technical aspect; the evaluator was considered a describer,
 - during the 1960s, the notion of judgement was included, in terms of standards, values, responsibilities, political vulnerability, objectives/goals; the evaluator was considered a judge of the evaluand or subject (1987: 203-207).

Guba and Lincoln have termed these phases “generations” of evaluation, and go on to advocate the most recent or “**fourth generation**” evaluation (1987; 1989). Here, they argue, the focus shifts to negotiation and the claims, concerns, issues of a variety of stakeholders. The evaluator has become a mediator, negotiator, collaborator, teacher/learner, reality shaper and change agent in his/her intervention, with a service-oriented, participative stance, rather than solely as a technician, or objective, uninvolved scientist (Guba and Lincoln 1987: 207-209, 220-223; see also Palumbo 1987: 38; Wholey, Abrahamson and Bellavita eds. 1986: 15). Guba and Lincoln outline the ideal characteristics of such an evaluator, these include appreciation of diversity, respecting the rights of individuals to hold differing values and to make different constructs, high tolerance for ambiguity, and a high frustration threshold, as well as technical skills (professional) and social, political and interpersonal skills (1987: 223-224).

Implicit in all evaluation is the notion of **values**. Fourth generation evaluation is underpinned by a belief in the value of pluralism (Guba and Lincoln 1987: 208), what the author and others (see Palumbo’s discussion in 1987: 29) would term the value of multiple realities.⁵ Bhola touches on this aspect, identifying a “clear underlying value direction” in evaluation models which emerged during the last twenty years: more use of naturalistic strategies - those that view reality as a

⁵ This term is derived from the Gestalt approach to organisation and systems development, in which the author has been trained by the Gestalt Institute of Cleveland, Ohio, see Nevis, Lancourt and Vassallo (1996: 51-64).

construct and human behaviour as naturally occurring within a context - and a move toward inclusion of programme beneficiaries in evaluation. The key descriptors of this approach are holistic and participative (1990: 35; 29).

Such ideas can be seen in the **context** of evaluation of government and non-profit organisations, mainly in the United States, under pressure to **justify** public and private **funding**. A standard text on developing excellence in public and non-profit organisations argues that these sectors face a challenge in that they “lack clear surrogates for profit-and-loss and return-on-equity criteria that are used to evaluate in business”; concluding that evaluators can play a major role in assisting managers to perform in the face of pressure from multiple constituencies (Wholey, Abrahamson and Bellavita *eds.* 1986: 1). The book goes on to give examples of how evaluators have helped programmes to argue for continued or expanded funding even under political and financial pressure. An example of the South African experience of such pressure on social services and non-governmental organisations, and an evaluation response is given in Triegaardt (1993).

Evaluation of social programmes sparked an attempt at the scientific rigour from which authors such as those cited above were moving away. Mohr argues in favour of **impact analysis** as a discipline concentrated on aspects rooted in logic, as opposed to art (1995: xv). His point is that impact analysis is “intimately bound up with the idea of causation” and is therefore difficult to treat qualitatively (1995: xxi). He takes the programme concept as a starting point and argues for giving this substantive content (the problem to be tackled, leading to objectives and sub-objectives, leading to activities). Impact analysis is then about testing this hypothesis by quantifying accomplishment (through statistical measurement using means and proportions, and regression coefficients, as well as effectiveness ratios, adequacy ratios, coverage levels), and explaining the outcome of the test (1995: 2-10).

In line with this, other authors place emphasis on **objectives**: carefully defined at input, process and outcome levels - in terms of a hierarchy of organisational objectives (Knipe 1995: 17) - and using measurable and plausible indicators (Bickel 1986: 18; see also Wholey, Abrahamson and Bellavita eds. 1986: 2). Mohr cautions about taking programme goals for granted, as this will risk ambiguous results (1995: xvi). In an article reflecting South African experience Knipe suggests that

...the goals of public service organisations are rarely clear or consensual. Goals and objectives are most likely to be multiple and complex, and outputs difficult to measure, with the consequence that evaluating performance is problematic (1995: 15).

Another trend in the arena of public service evaluation is that of **public participation** in decision-making. Thomas (1995) argues for increasing public involvement, in the United States context, quoting Barber saying that democracy is, in this respect, "too thin" (Thomas 1995: xiii). He traces theories of public management emphasising the 1960s concern with social issues, minorities and the poor, and principles of social equity, which influenced public management thinking beyond public involvement as advisory committee, to policy involvement and direct management (1995: 3-4). He argues that public involvement is inevitable, for the following reasons:

- increasing education levels and numbers among the public,
- a more informed public as a result of information technology,
- for programme outcomes to be meaningful, the public has to be on board (for example in crime prevention),
- public administrators are seeing themselves as working in service / on behalf of the public, therefore need to listen, consult and reportback to their public,
- practical reasons, like public managers needing clout in the budget process, protection from criticism, better channels of communication (Thomas 1995: 5-9).

For Thomas the big question is the 'how' of public participation, the form of involvement and who is to be involved, not the 'if' or 'when' questions (1995: xi, 10).

The influence of Guba and Lincoln's work in fourth generation evaluation (especially 1989) merits further attention here. These authors see fourth generation evaluation as having eight distinctive features: as a process that is (1) socio-political, (2) about learning/teaching, (3) continuous, recursive, and divergent, (4) as a process that "creates" reality, (5) as emergent, (6) as a process with unpredictable outcomes, (7) as collaborative, (8) as displaying a case study reporting format (giving the particulars of the case, various viewpoints, areas of agreement) or "slice of life approach" (1987: 216-219). Guba and Lincoln reject traditional, positivist approaches to evaluation - these assume that evaluation outcomes are a description of the "way things really are" or 'really work', or of some 'true' state of affairs" (1989: 8) - in favour of an understanding of reality that relates to the meaningful constructions that players conduct to make sense of the world in which they operate. This enables participants in the evaluation exercise to construct their own criteria and means for evaluation, to gather the necessary information and data, make assessments and judgements accordingly, and develop recommendations. This assumes a formative (as opposed to static) approach to evaluation, as an organisation or project or programme can be transformed and procedures amended as the exercise proceeds. In addition there is a strong possibility of follow-up action as stakeholders are part of defining the course to be followed and are therefore stimulated and motivated to act accordingly (see Guba and Lincoln 1989: 10).

An admiring but critical discussion of Guba and Lincoln's work points out that in practice the evaluator tends to retain control of the evaluation's analysis, investigating which of the stakeholder perspectives are closest to "reality". The influence of Guba and Lincoln's work in relation to the trend toward

participatory evaluation is however implied (Marsden, Oakley and Pratt 1994: 30-31).

2.3.2 Evaluation in the development sector

Many of these broad trends in evaluation practice and research can also be observed in the development sector.

2.3.2.1 Origins

For much the same reasons outlined above, evaluation became current in the development sector in the decade after the Second World War, as large amounts of funding went into development promotion in African, Latin American, and South East Asian countries. The need to assess impact of this funding, and more specifically to learn lessons from the experiences of pilot projects, resulted in the use of evaluation experts from donor European countries or the United States, and later, the development of evaluation expertise in developing countries themselves, trained by donor agencies (Mulusa 1990: 18-20). Today all donor agencies place emphasis on evaluation, of projects and full-scale programmes, to the extent that it has become part of the development, budgeting and implementation of any development intervention from the outset (Organisation for Economic Co-operation and Development 1988). In its *Field directors' handbook*, the British aid agency Oxfam argues that:

Evaluation should be an integral part of the development process. In its proper context it is vital; it should never be made to stand alone (Pratt and Boyden eds. 1985: 99).

2.3.2.2 Definition

Oxfam gives the objectives of evaluation as:

- demonstrating the success of the project in relation to its objectives and the extent to which the intended beneficiaries have really benefited,
- providing a check on the use of funds, especially in view of the responsibility of NGOs to their donors,

- enhancing the work, both of similar development programmes in the same area and of the funding agency as a whole, through the dissemination of information about project experience and outcome (Pratt and Boyden *eds.* 1985: 100).

Pfohl cites three other definitions used by voluntary agencies which contain the same elements. He then suggests that development practitioners show bias in the use of evaluation: as a management tool, or as a learning tool for those involved with projects, or as scientific research, depending on their values and ideology (1986: 9).

Development practitioners distinguish between internal and external evaluation. **Internal evaluation** is seen as the step following internal monitoring of project or programme processes (planning, implementation, and interaction with the external environment). It is the

internal assessment of information (which is collected through monitoring) regarding the extent to which actual progress in implementation conforms to (or deviates from) the objectives set in the project plan (Lohmeier 1995a: 28).

This is conducted by “programme managers, participants and support staff (employees)” (Mulusa 1990: 11). **External evaluation** is usually instigated at a crucial period in the life of a project or programme. For example, when there are difficulties, or if a fresh look from the outside is deemed necessary for a long running programme, or if the level of technicality becomes complex enough to necessitate outside evaluation expertise (Mulusa 1990: 13). In many cases the evaluation is instigated, arranged and funded by the donor agency (for the potential dangers of this see Bhola 1990: 15-16).

Development interventions funded by the various aid agencies of the German government adhere to standardised procedures regarding planning, the management of implementation, and evaluation. Definitions of internal and

external evaluation are as per the Lohmeier definition above.⁶ External evaluations are conducted on the following occasions:

- when the project reports that specific results or the project purpose cannot be attained or that important assumptions have not taken place,
- when general frame conditions change in a manner that will decisively influence project success,
- when preparations are being made for a further project promotion phase, an orientation phase draws to a conclusion, or the project is in a particularly critical phase,
- when the experiences made in a project are to be utilised to improve the implementation of similar projects or to plan new ones (cross-section analyses) (Lang and Drechsler, for GTZ 1989: 89).

Definitions surveyed for the purposes of this study emphasise evaluation in terms of project or programme **objectives**. In some cases objectives are differentiated in terms of levels of operation. This is the case in the popular logical frameworks approach, a management-by-objectives model used in development project planning and related monitoring and evaluation methods.⁷ The 'logframe' approach logically relates four levels of objectives: inputs / resources, which result in activities, which result in outputs / results / accomplishments, which result in goods and services used by the target group(s) (the project or programme purpose), eventually resulting in benefit for the target group(s) (the project or programme goal) (see Lohmeier 1995b; Bhola 1990: 54-59).

⁶ The Lohmeier publications cited (1995a and 1995b) are training manuals issued to participants on a comprehensive seven week Project Management Training course offered by the German Foundation for International Development (DSE) to staff of German-funded development projects. The author has worked as a trainer on two of these courses.

⁷ Variants of the logical frameworks approach are used by the German Agency for Technical Co-operation (GTZ), the European Union, the United States Agency for International Development (USAID), and Scandinavian funders. The GTZ variant is known as Zielorientierte Projekplanung (ZOPP). The method has military origins, and was used by Allied forces during the Second World War Normandy landings. Logical frameworks planning currently enjoys popularity world-wide with planners of development projects. The method is most comprehensively outlined by Lohmeier (1995b); it is briefly described by Pfohl (1986: 3-4).

2.3.2.3 Measurement

In the development sector as elsewhere, the issue of measurement of achievement in relation to objectives comes up. Marsden, Oakley and Pratt describe efforts of the United Nations Research Institute for Social Development, the United Nations Development Programme and the World Bank, in “the search for appropriate **indicators** to measure the development process” (1994: 13). Some agencies adopt standardised indicator formulae from the World Bank’s annual *Development report*, for example, to measure achievement in health, education, housing and social welfare provision (Marsden, Oakley and Pratt 1994: 13). Others, like Oxfam, have developed their own indicators, following research into their funded projects. These include assessment of activities/ events, action, changes in group behaviour, nature of intervention, interaction with other groups (Pratt and Boyden eds. 1985: 103-104). This is similar to the German approach which stipulates indicators of achievement at the planning stage, and upon evaluation compares deviations from these intended achievements. These indicators refer to beneficiary benefit, changes in beneficiary behaviour, goods and/or services delivered, and project/programme activities (see Lohmeier 1995a: 55; 1995b: 109-118).

2.3.2.4 Procedures

Numerous **models** of how to carry out evaluations are mentioned in discussions on development methodologies. Bhola mentions fourteen models: objectives oriented evaluation, societal experimentation, the context-input-process-product model, the countenance of evaluation, responsive evaluation, discrepancy evaluation, transactional evaluation, goal-free evaluation, investigative approaches, evaluation as illumination, evaluation as connoisseurship, the advocacy model, participatory evaluation, and the situation-specific strategy (1990: 36-49). Mulusa also discusses fourteen models, some of which are slightly different: the scientific model, the social survey, the research and development model, context-input-process-product model, the naturalistic approach, evaluation as illumination, the discrepancy model, the adversary model, the goal-free model, the medical model, the

connoisseurship model, the case study, participatory evaluation, the transactional model (1990: 25-38).

Both Mulusa and Bhola conclude that there is no one correct model to use in development evaluation, but that a suitable model for the case at hand and its context should be selected (Mulusa 1990: 37-38; Bhola 1990: 46-48). Bhola refers to the situation-specific strategy model and its provision for selection of one model or a mix of models for the work: "models are not usable as formulas. Models are to *think with*" (1990: 47).

Two other concepts in use in evaluation in the development sector are formative and summative evaluation, also used by Guba and Lincoln (1989: 189-190); the terminology is Scriven's (Bhola 1990: 16). **Formative evaluation** enables the transformation of an organisation and the amendment of procedures as the exercise proceeds. "The emphasis is on process" (Bhola 1990: 16). Mulusa adds the terms "recurrent evaluation" and "ongoing evaluation" (1990: 15). One is reminded of a concept currently popular in management thinking, that of the "learning organisation", constantly changing, growing, adapting, assimilating information from within and without (Pearn, Roderick and Mulrooney 1995).

Summative evaluation comes at the end of the life of a project, and looks back at achievements, drawing lessons for similar interventions, and/or for the full scale programme implementation of a pilot project. Procedures for formative and summative evaluation are similar, the differences lie in the timing of the evaluation relative to project or programme life, and the use of evaluation outcomes (see Mulusa 1990: 16).

2.3.2.5 The influence of participation on evaluation

Perhaps the most emphasised aspect of evaluation, as with other components of development project and programme management (planning for example), is that of **participation**. A recent text on evaluation, published by an agency set

up to provide management and research services to a range of European NGOs working in social development, opens with the following:

The 'participatory' agenda that has gained prominence in thinking about development projects over the past decade gradually emerged as a result of the general disquiet felt about the effectiveness of development projects generally. The 'top-down' interpretation of events and activities which characterised their appraisal, implementation and evaluation, left little space and little voice for the views of the recipients of aid flows. A focus on strategies for targeting and destroying poverty ignored the more generic structural inequities which perpetuated unequal relationships within and between communities. A search for the operationalisation of more participatory strategies which would centrally involve those who were perceived to be the objects of development efforts intensified. (Marsden, Oakley and Pratt 1994: 1).

These authors go on to describe the outcome of a 1989 international workshop involving a number of donor agencies, looking at evaluation. Conclusions reached focused on evaluation as a learning process for all concerned, aimed at the building and supporting of organic institutions, involving the negotiation of different understandings, and contextually appropriate methodologies. Evaluations should be developmental rather than judgmental (Marsden, Oakley and Pratt 1994: 3).

The currency of a "**people oriented**" development focus (Marsden, Oakley and Pratt 1994: 10) over the last decade is one which fits the international political climate, and counteracts the 'top-down', economic growth-oriented approaches to development which operated since the 1960s (see Burkey 1993: 35; Rahman 1993: 178-201; Korten 1990: 33-72). Other terms in use include people-centred development (Korten 1990: 67-72;1993), or human scale development (Max-Neef 1991). Out of this emancipatory approach have developed concepts like empowerment and capacity building (Marsden, Oakley and Pratt 1994: 10-11; Rahman 1993: 205-211).

Copley traces the origins of the influence of participatory approaches on development to British colonial community development policy (Copley 1993: 31). This was consistent with the modernisation and growth approach to

development which informed development policy and practice from the Second World War until at least the late 1960s. It was based on the assumption that if the economic models of the developed nations could be replicated successfully in the developing world, the benefits would trickle down to the poor. Problems with the growth-centred approach resulted in arguments for a welfarist approach more focused on poverty and basic needs (Follentine 1993: 1-2). In the urban development sphere, practitioners began to look at self-help and the participation of communities in their own development (Copley 1993: 31). In the last decade, the move toward people-centred development brought beneficiaries to centre stage, and the empowerment of people to take charge of their own processes became the central thrust of development interventions.

Copley surveys various definitions of participation (including those of evaluation authors Oakley and Marsden, mentioned above). This survey highlighted the following aspects of participation: voluntary contribution of people, people sensitised to respond to development opportunity, people's decision-making in programme implementation and evaluation, people's active involvement, the rights and duties of people, the active nature of the development process with people taking the initiative, people's control of processes (1993:34). In practice, some aspects relate to participation as a means to the delivery of some other developmental objective, some to participation as a developmental end in itself. According to Moser, who investigated participation for the World Bank, the point is to develop participation as a means, into participation as an end, on a particular project (1989: 84). Clearly one's definition of participation depends on one's definition of development (Copley 1993: 23).

The currency of participation is reflected in the popularity and widespread use of **participatory tools and techniques**. Needs analysis in rural (and now urban) communities all over the world is carried out according to Participatory Rural Appraisal (PRA) or variants thereof (see Chambers 1995; Mukherjee 1995; Marsden, Oakley and Pratt 1994: 26-27). Research in impoverished communities, for example as a precursor to a development intervention, is

conducted according to participatory principles (participatory action research), with ownership of the results no longer resting solely with the academic outsider (Rahman 1993). Wambura, working in agricultural extension in Tanzania, advocates participatory extension practices, focusing on joint decision-making with regard to problem analysis, solution planning, activities implementation and the evaluation of results (1995: 37). Planning has moved on from a technical process conducted by professionals in far away offices, to a participatory, interactive process using the workshop medium and appropriate planning methodologies (for example Zielorientierte Projekplanung or ZOPP, see Lohmeier 1995b: 1-7).

The **difficulties** of adopting a participatory approach to development are illustrated by Copley in his thesis, the case study of which focuses interestingly on the informal settlement upgrading project at Besters Camp, managed by the Urban Foundation (see Chapter Three). The political sensitivities around a participatory approach within a wider, more repressive political context, and the different avenues for effecting political change as opposed to securing daily survival, make the terrain a difficult one. In the late 1980s, such were the problems with participatory approaches in World Bank projects that the Bank was contemplating abandoning participation as policy (Lohmeier, personal communication, May 1996; see also Biggs 1995: 4). Moser's response was to suggest that participation be critically analysed in each case in terms of four key interrelated questions: Why participation? When participation? Whose participation? and How participation? (1989: 81-89). The last question is one emphasised in the training of German-funded project managers: different types of participation are advocated as appropriate in different circumstances, ranging from full beneficiary participation in project decision making, to project provision of information to inform beneficiary decisions and activities. The point here is to move from the rhetoric, to useful and appropriate strategies for each case (Lohmeier, personal communication, May 1996; also Copley 1993: 23-24). In a critique of participation "orthodoxy" Biggs suggests more emphasis on "difficult personal, agency and political issues of how methods and techniques

are used selectively to gain personal, cultural and political ends” (1995: 7) - a plea for attention to the human, individual and collective politics at play.

South Africa’s history of repression, and the restitution and redress imperatives in operation since liberation in 1990, lend themselves to these international trends in development policy and practice. Those historically excluded communities, now the focus of major development funding and activity at all levels of government and private intervention, are brought forward to centre stage in decision-making around the design, planning, implementation, funding, and evaluation of projects and programmes. Copley (1993: 65-66) and Follentine (1993: 2) mention the progressive community-controlled development approach, which emerged from within the civic movement, itself a product of the merging of socio-economic demands (for example township rents boycotts) with national political struggles (evident in township civic structures’ links with the African National Congress). Bembridge and Sebotja report enthusiastically on the advantages of participatory approaches in a review of three irrigation schemes in Lebowa; farmers in the one scheme which encouraged participation showed higher farming aspirations and greater motivation to farm (1992: 36-37).

When it comes specifically to **evaluation**, participatory approaches are also current, although according to Narayan, are not as widely used as participatory planning techniques (1993: ix). Here participation is related to the central “notion of increasing peoples’ abilities to more effectively manage their own resources” (Marsden, Oakley and Pratt 1994: 11), and the necessity to involve them more in management aspects of development interventions to which they are deemed to respond and from which they should benefit (also Pfohl 1986: 1). This echoes the conclusions of Thomas (1995) around public participation in public sector decision-making discussed in 2.3.1 above.

Narayan, in a technical paper on participatory evaluation published by the World Bank (perhaps signalling that the Bank has overcome its late-1980s

anxieties about participation), advocates the use of participation in monitoring and evaluation, with respect to:

- the purposes and use of the evaluation,
- the indicators to be included,
- the way in which the evaluation is organised and carried out,
- who conducts the evaluation (Narayan 1993: 2).

Narayan defines participatory evaluation as:

..a process of collaborative problem solving through the generation and use of knowledge. It is a process that leads to corrective action by involving all levels of users in shared decision-making (1993: 9).

Its distinguishing characteristics are collaboration, a problem-solving orientation, generation of knowledge, realising creativity, using multiple methods (see Mukherjee 1995: 246-278 for a variety of methods), and involving experts as facilitators. Its driving force is human growth and development at local level (emphasised by Pfohl 1986: 1), and its most important guiding principles are the utilisation of findings at different levels and in different ways (Narayan 1993: 10) and the experiential learning or growth of those involved (Pfohl 1986: 1). A facilitator guides all participants in the evaluation through defining the objectives, standards, methods and tools of the evaluation, through the data collection process, and the analysis and interpretation of data, the outcome of the evaluation is arrived at collectively (Mulusa 1990: 35; Bhola 1990: 44-45). Outside organisational and cultural values are not imposed on the local situation (Pratt and Boyden 1985: 106). All voices, interpretations and meanings are heard and together a collaborative account of experienced reality is documented and presented (Bhola 1990: 16). The term "democratic evaluation" has also been used in this regard (McNaught, Taylor and O'Donoghue 1990: 9). This often takes place in a changing context, meaning that evaluations themselves must take on constantly dynamic, flexible character (McNaught, Taylor and O'Donoghue 1990: 8); Feuerstein refers to "evaluating a moving programme" (1986: 21-22).

The role of the **facilitator** in participatory evaluation warrants attention. For Narayan, the role of the facilitator is threefold: to facilitate shared decision-making, to merge specialised expertise with local experience, and to bring technical and facilitation skills to the process, including humility, respect for others, ability to listen, a strong belief in human potential, a high tolerance for ambiguity (1993: 13). Mulusa emphasises that the evaluator of old becomes a facilitator, helping participants to decide what should be evaluated, how, and how the outcome is to be used. Traditional patterns of control are broken, with the “responsibility for determining the content, delivery systems and outcomes of the programme passing to the most important population - the target group” (Mulusa 1990: 17).

The important aspect of participatory evaluation for those involved is that of the **learning** taking place. Feuerstein puts it most concisely:

Participatory evaluation is not just to do with the development of things. It is to do particularly with the development of people (1986: xi).

It should be emphasised also that it is not only the beneficiary participants who learn and grow as a result, the evaluator/facilitator becomes a learner too. This is highlighted by Salmen in an approach developed as a specialist mode of participatory evaluation, that of participant-observer evaluation where the participant-observer evaluator becomes, to some degree, a member of the group s/he is studying (1987: 115). Salmen places emphasis on “cultural, contextual understanding” of people and conditions at grassroots level, in a situation where “primarily statistical, quantitative analyses of social and economic phenomena are particularly inappropriate” (1987: 8). Salmen recommends the approach “whenever people want to learn from others for their mutual interest” (1987: 123).

Participatory evaluation can be said to follow certain **procedural steps**, given most clearly in Feuerstein (1986: x-xi).⁸ In summary these are:

⁸ Suggested steps for participatory evaluation are also outlined in Pfohl (1986: 14-68).

- all those involved decide jointly to use a participatory approach,
- joint decision on the objectives of the evaluation,
- election of a small group to co-ordinate, plan and organise the evaluation,
- decision on the methods of data collection,
- formulation of a written evaluation plan,
- prepare and test data collection methods, may include training of participants,
- data collection according to methods decided upon,
- analysis of data by participants, mainly evaluation co-ordinators,
- preparation of results, using written report and/or presentation,
- joint decision as to use of results of evaluation.

Like other objectives-oriented evaluations, decisions on the evaluation objectives would also involve revisiting the objectives of the project or programme, and to establish (if not already done so at the planning stage) indicators for measuring these objectives (Feuerstein 1986: 22-29; Lohmeier 1995a: 53-58). Pfohl places emphasis on the training of project staff and community representatives involved (1986: 69-79).

2.4 The use of participatory evaluation in the case of the public library

As argued in Chapter One, the primary justification for applying evaluation methods from the development sector to the public library, relates to the educational-developmental context in which South African libraries find themselves. Additionally the demands on sources of public funding to extend services to previously disadvantaged communities, has pressurised existing service providers to demonstrate impact on and benefit to these communities. The development and social service context of the public library therefore lends itself to the use of management approaches outside those traditionally used in the library profession.

Additionally, within the Durban Municipal Library, an emergent trend toward community consultation within a fairly traditional bureaucratic organisation,

presented the author and facilitator with a context within which to locate this approach to evaluation. Over the past four years, community representatives served on a DML advisory committee and on the City Council sub-committee concerned with libraries.⁹ Decision-making around new libraries (for example, Umlazi, KwaMashu, Ohlange, and Tholulwazi Library itself) happens in consultation with community committees. Each branch library has provision for a Community Library Advisory Committee, a 'Friends of the Library' structure (see Durban Municipal Library 1995c). In 1994/5 DML established its Community Liaison and Development Department, with two education officers and a departmental head to direct community outreach.

The inclusion of a discussion of international management trends in the evaluation of government and non-profit social service initiatives above, provides another important incentive and context for the introduction of more stringent accountability and assessment of effectiveness, in the South African public library, and other public sector services. Given South Africa's political history, it is possible to envisage the North American trends toward accountability, public sector management and public participation in public affairs, manifesting themselves here.

Lastly, a literature search on evaluation in South African libraries yielded no professional literature or reports on library evaluation in South Africa (at least since 1985), apart from the cited article by Willemse pertaining to a university library (1989). This could suggest that the complexity of library evaluation methods, reflected upon above, has dissuaded South African librarians from

⁹ DML, in response to public pressure in 1992, agreed to the establishment of the Library Services Investigatory Committee, consisting of DML management, staff representatives, City Council representatives and community representatives, to assist in policy and planning issues around library services in the Durban region. The community members were elected annually at open consultative meetings. The Library Services Investigatory committee nominated one of these community representatives to sit on the City Council Culture and Recreation Committee Sub-Committee, a first for the City in public participation. The author served on this committee as a community representative for 3 years. Once the election of legitimate local government had taken place in June 1996, the committee fell away. See Durban Municipal Library, Library Services Investigatory Committee (1992-1996) and Durban Municipal Library (1993c).

evaluating their services, or that those who have done so, have not achieved levels of success worth documenting. This would suggest that a fresh look at library evaluation, and an attempt to present a method which can be usefully and easily applied, is justified.

From the array of literature on evaluation (as presented above) useful and applicable aspects were identified and selected, and a decision taken to use these in conducting an evaluation of a branch library of the Durban Municipal Library service: the Tholuwazi Library, Besters Camp, Inanda.

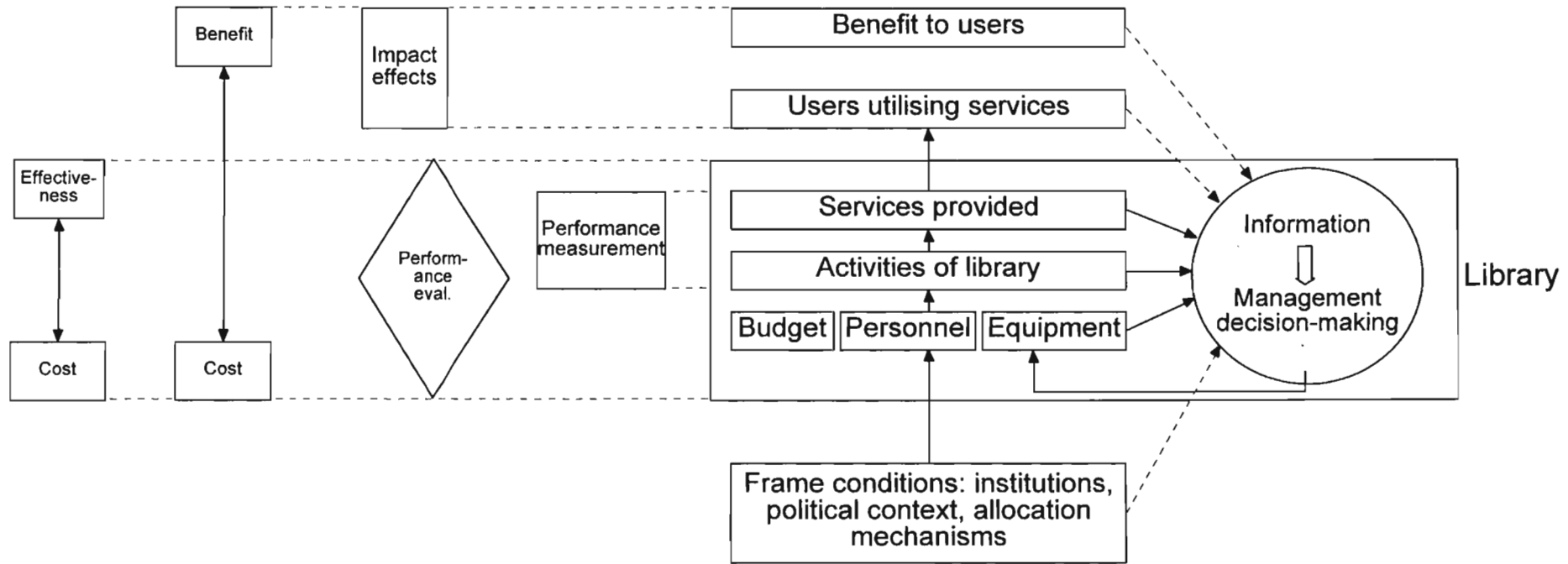
The evaluation was to be conducted in a participatory way, as defined and outlined above (particularly influential was the approach of Feuerstein 1986).

In addition, the concept of a hierarchy of developmental objectives - namely with respect to resources/inputs, activities, outputs, purpose/outcome, and developmental goal, drawn from systems thinking and the logical frameworks approach (Pfohl 1986: 3-4; Bhola 1990: 54-59; Triegaardt 1993: 70-71; Lohmeier 1995b: 76-88) was used to assist with defining the possible linkages between library goods and services delivered (and the resources and activities which go into delivery) and the utilisation of these by beneficiaries, and the benefit derived. This approach I summarised and compared with library evaluation in the following diagram.

The role and responsibilities of the facilitator as suggested above (especially by Guba and Lincoln 1987; 1989) was also adhered to in the process of the evaluation. Other aspects such as the formative approach were also influential.

Library evaluation concepts

Evaluating a public library in its context: a systems perspective



Chapter Three

The case: Tholulwazi Library, Besters Camp, Inanda, Durban

This chapter gives a brief description of the Besters Camp informal settlement in which the Tholulwazi Library is situated, and an overview of settlement in the Inanda area from historical and socio-economic perspectives. This overview touches on development in the area including the origins of the idea of a resource centre on the Besters development construction site. The development of this resource centre project under the auspices of community structures, and the later involvement of Durban Municipal Library as service provider is described.

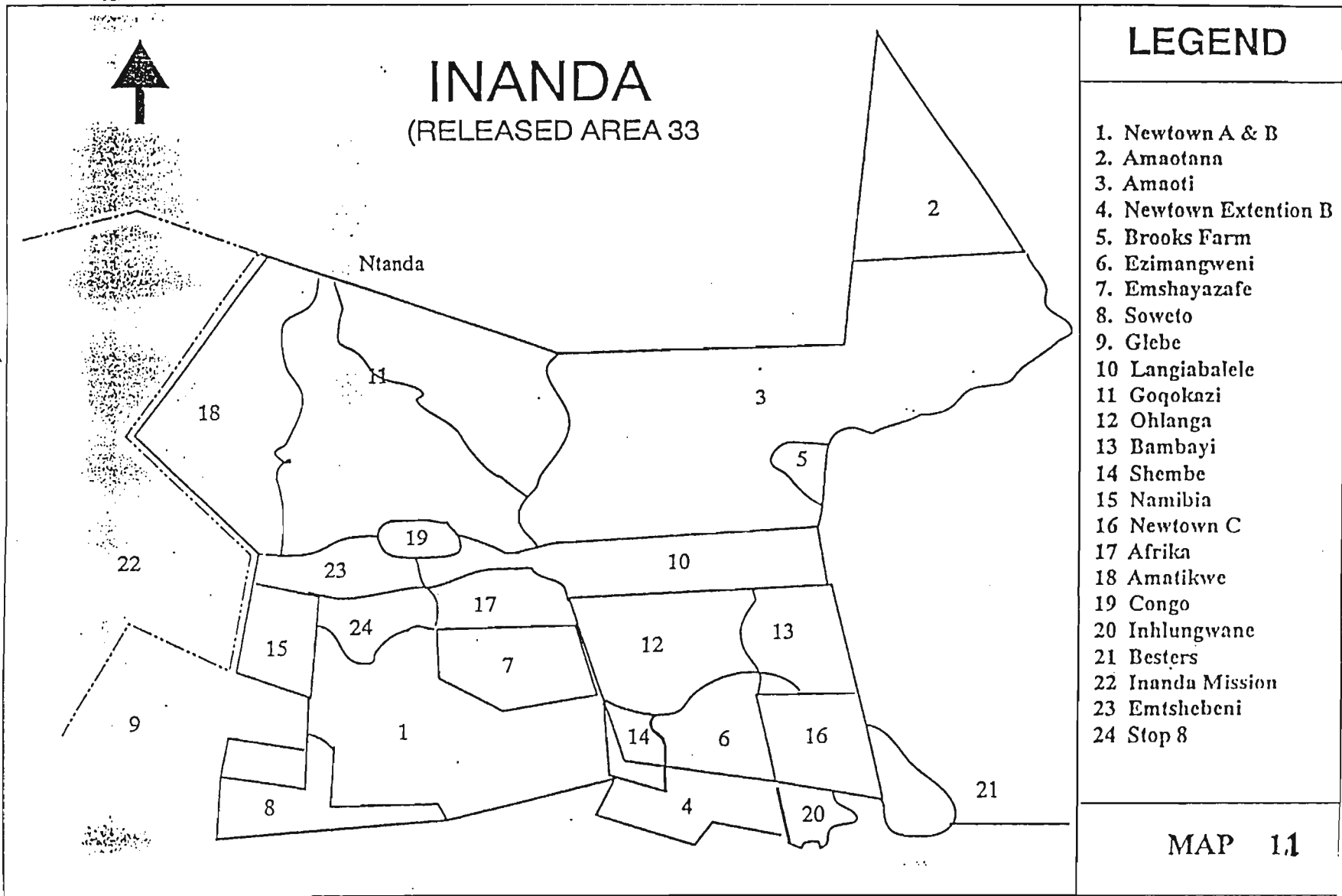
3.1 Besters Camp, Inanda

3.1.1 Geographic location

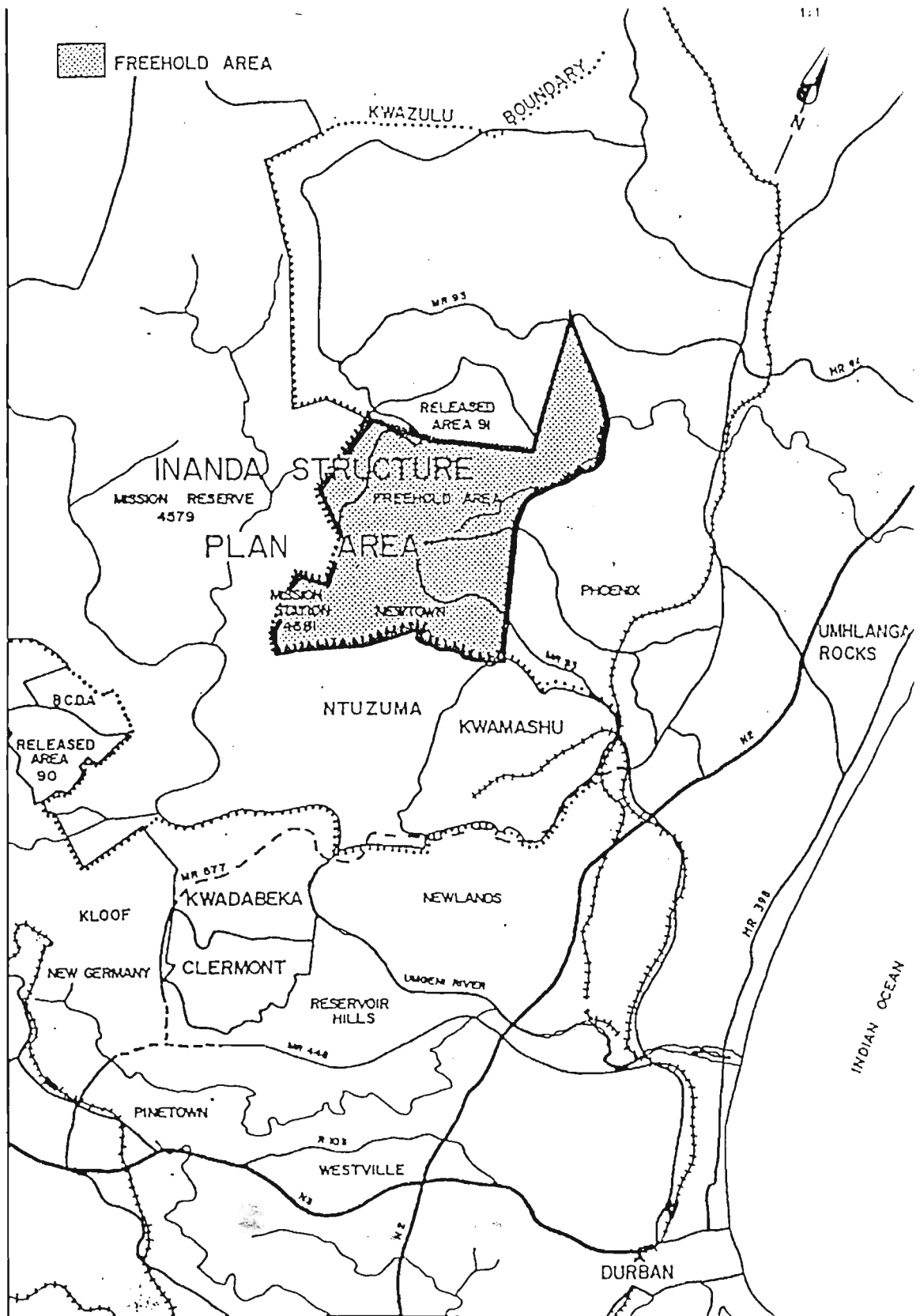
Inanda is an informal settlement 25 kilometres north west of the central business district of Durban. Settlement patterns in the Inanda valley vary from dense, dusty and overcrowded shack settlements on the eastern/KwaMashu edge, to formal areas like Inanda Newtown and Ntuzuma, and to semi-rural areas like Tea Estate at the head of the valley. Greater Inanda covers 3024 hectares (Thompson 1993a: 10).

Besters Camp is situated on the eastern edge of Inanda near the border with the formal township of KwaMashu, just off the Inanda Highway at the junction with the road to Ntuzuma. The area popularly referred to as Besters Camp, or simply Besters, consists of four settlements: Besters proper, Ezimangweni, Inhlungwane and Emzomusha, nestled in between the formal areas of Inanda Newtown C and Extension B. (see map)¹.

¹ Throughout this thesis the term "Besters" is used to refer to all four areas. This follows the parlance of the local development structure, the Inanda Community Development Trust (ICDT).



Source: Thompson 1993a.



MAP 12 LOCALITY PLAN

Source: Thompson 1993a.

3.1.2 History

Small-scale peri-urban settlement began in Inanda in the early twentieth century with Indian market gardeners, including the farm and settlement established by Mahatma Gandhi. Until the 1950s the area remained semi-rural, with some migration from drought and poverty in rural areas, as well as the forced removals in Cato Manor. Small shack settlements developed on Indian owned subdivided land, including Inhlungwane and Ezimangweni from the mid-1970s (Copley 1993: 69). In the early 1980s, politicisation and social turmoil, including organisational conflict between political parties, sparked conflict between homeless and shack owners and formal residents of Inanda in 1985 (some detail is provided in Copley 1993: 69-71). Violent interaction between Indian and African residents resulted in Indian land owners and farmers fleeing the area. These upheavals heralded the start of settlement on the hillsides of what is now known as Besters.

The area derived its name from a Voortrekker farmer who owned the land in the mid-nineteenth century (personal communication, Robert Papini, Local History Museum, Durban, November 1996).²

3.1.3 Population

According to the Settlement Areas and Population Estimate Project of the City of Durban, the 1995 total population of the Durban Metropolitan Area is 2 359 787, with 565 177 (26.3%) living in 124 284 dwellings in informal settlements. The North Central area, which includes Inanda, was inhabited by 736 836 people (34% of the total Durban population) of which 214 701 lived in 173 725 informal dwellings (35% of the dwellings in the Durban Metropolitan area) (City of Durban, Corporate Services, Urban Strategy Unit, 1995: 19, 22, 24). In 1993 the Inanda Development Forum estimated the population of Inanda at 350 000

² The name of the nearby Piesangs River informal settlement has similar origins.

(Thompson 1993a: 10), although the figure is probably lower than this.³

Large scale settlement of the Besters area by urban migrants began in 1985; by early 1991 estimates claimed that 20 000 people lived in 3100 households in the area (Van Heerden 1991: 1). The Inhlungwane population is said to have increased by 139% between 1986 and 1991: from 237 dwellings housing 1896 people to 865 dwellings housing 4524 people (Cross *et al.* 1992: 28).

Urban Foundation⁴ developers estimated the Besters population at 60 000 in 1993, living in 8100 households (Urban Foundation 1993b; Copley 1993: 68). A 1994 index of informal settlements in KwaZulu-Natal gives estimated population data for all four Besters areas; these total 77 200 (Evans *comp.* 1994: 216-221).

However, in mid-1994 the Besters upgrade project under the auspices of the Inanda Community Development Trust (ICDT) surveyed every household in the four Besters areas⁵: this count came up with 31442 people in 5723 households (Crompton and Associates 1996). In 1995 the City of Durban's Urban Strategy Unit embarked upon a more thorough examination of population, dwelling and density data; this yielded even lower figures:

³ Until the City of Durban's Urban Strategy Unit embarked upon the Settlement Areas and Population Estimate Project, estimated population figures for Inanda were said to be exaggerated by one third (personal communication, Aki Stavrou, Director, Data Research Africa).

⁴ The Urban Foundation (UF) was involved in an informal settlement upgrading project in Besters Camp from the late 1980s until the mid 1990s (see below for more details). The UF was a non-governmental organisation set up in the late 1970s by South African business interests to promote socio-economic stability and development. The Foundation, with headquarters in Johannesburg and regional offices in Durban, Port Elizabeth, Bloemfontein and Cape Town, set up research and delivery projects in the area of urban policy, housing and development. When the UF closed down in 1995; some of its activities were merged with those of the Consultative Business Movement to form the National Business Initiative. The author worked in a UF associated project from 1992 to 1994, attached to the Natal regional office.

⁵ For a copy of the survey format see facsimile of "Inanda Community Development Trust - Besters Camp Project: Social Questionnaire" in Inanda Community Development Trust (1994).

	Dwellings	Population
Besters	1532	6599
Emzomusha	1080	4643
Ezimangweni	1471	6357
Inhlungwane	893	3869
Total	4976	21 468⁶

3.1.4 Density

Density in Inanda informal settlements is high. A 1992 University of Natal study conducted by the Centre for Social and Development Studies (CSDS), reports that average density in Inhlungwane, one of the four areas of Besters, was 27 households per hectare, with 5,23 persons per dwelling (Cross *et al.* 1992: 9). The latest Urban Strategy Unit figures indicate an average persons per dwelling density of 4.3 (see 1995 figures above). Copley reports in 1993 that

Besters is an example of the densest settlement of its kind in South Africa with densities of between 35 and 70 households per hectare. Some of the highest density areas occur on slopes with gradients of 1:25 to 1:3 (1993:72).

3.1.5 Age structure

Surveys and studies done in the Inanda area over the past twenty years indicate that a large percentage of the population is youthful. Moller's study of nearby Dube Farm/School Farm in late 1976 revealed that half the members of the 72 households surveyed were under 19 years (1978: 8). A 1988-9 study of 22 920 families in Inanda Released Area 33 and Newtown reports that 43% of the total population was under 19 years; a young population "imposing increasing demands initially on education and health facilities and subsequently on employment" (City of Durban, City Engineer's Department, Transportation Planning Section, Traffic and Transportation Branch 1990: 5).

⁶ Detailed data on Besters sourced by telephone and fax directly from the Urban Strategy Unit Resource Centre, City of Durban. More general data published in City of Durban, Corporate Services. Urban Strategy Department (1995).

3.1.6 Education

There are no schools in Besters. An Urban Foundation report on schooling in the area indicates that Besters children attend the overcrowded schools in KwaMashu and Inanda Newtown (Van Heerden 1991: 1). The 1992 CSDS study reports literacy levels and school attendance in Inhlungwane as follows: 40% of residents between the ages of 16 and 40 are illiterate (literate defined as completion of 7 years of primary schooling), 6% of children (6-16 years) were not attending school (Cross *et al.* 1992: 17-18). The 1988-9 survey done by the Transportation Planning Section, Durban City Engineer's Department, reports that of those over 19 years interviewed, 44% had less than a Standard 5 education (City of Durban, City Engineer's Department, Transportation Planning Section... 1990: 8).

3.1.7 Unemployment

Surveys and studies show that a large percentage of the population of Inanda informal settlements are unemployed. Moller reports that the average number employed in the 72 Dube Farm/School Farm households surveyed in 1976, was 1,7 (1978:15). The 1992 CSDS study indicates that overall unemployment in the greater Inanda Region is approximately 47%, in Inhlungwane it was 55% (Cross *et al.* 1992: 19-20).

3.1.8 Development needs

Inanda is cited as a desirable settlement area as it provides relatively convenient access to the city and accommodation is cheap. On the other hand it is a crowded, violent area, with few authority structures, unclear and uneasy tenure, few amenities, unreliable transport, and sporadically planned development (Cross *et al.* 1992: 37-38). A 1994 workshop of the Inanda Community Development Trust (ICDT), the Besters community development

structure,⁷ highlighted the following problem areas:

- physical, sportive and environment: no trees, no schools, no community halls nor crèches, no space for community facilities, land shortage, inadequate refuse disposal, expensive and unreliable transport, no day-care/ facilities for small children, lack of safety and security, no sportsfields for youth;
- economic problems: unemployment, poverty, lack of self-esteem, boredom, depression, crime, no space for shops/economic activity, no training facilities, no small business facilities;
- capacity and social problems: drug abuse, crime, alcoholism, lack of childcare, no recreational activities, child abuse, insufficient social workers, pollution, pregnancy in young girls, no church space for the elderly;
- basic needs issues: not enough standpipes/water, lack of sanitation, insufficient health services, insufficient electricity facilities, no schools.⁸

3.1.9 Development

Since the mid-1950s, settlement in Inanda (except on South African Native Trust land and formal settlement in townships, namely Newtown and Ntuzuma) was illegal and considered temporary in terms of the Urban Prevention of Illegal Squatting Act, 1951 (personal communication, Iain Edwards, historian).

Consequently, not even basic services such as water and sanitation were provided. Until the post-apartheid changes in local government legislation, and the incorporation of informal areas and KwaZulu-governed townships into the Durban Metropolitan Area (1994-1996), sections of Besters fell variously under the jurisdiction of the Natal Provincial Administration, the homeland KwaZulu government and the national government Department of Development Aid, with

⁷ The Inanda Community Development Trust owes its origins to funders of development who required a community structure with which to negotiate (see below for details). Today the ICDDT employs an administrative staff and a manager and has offices on the development site next to the Tholuwazi Library. All four areas of Besters are represented on the Trust via street and area committees. The trust is also structurally linked to the wider Inanda Development Forum which covers all 32 Inanda development areas.

⁸ Trustee notes from ICDDT workshop 27/8/94, ICDDT File no. 1, 10/9/94 - 29/10/93, 13/1/4/2/8, Files of Durban Municipal Library.

some of the land being owned by the Borough of Durban and one large site by sugar conglomerate Tongaat-Hulett.

In the early 1980s conditions in Inanda prompted the national government Department of Co-operation and Development, and later the City of Durban and the Urban Foundation (UF) to embark upon basic site and service facility provision. These included tarred bus routes, gravel roads, water standpipes and pit latrines. The site and service initiative reached Besters in 1989.⁹

In 1990 the UF applied to the Independent Development Trust (IDT)¹⁰ for site and service funding for the four Besters areas; this was granted and the UF became project manager for the IDT capital subsidy scheme. IDT initiatives require a local community structure as equal partner; following long negotiations between the UF and civic (three Besters areas were aligned with the South African National Civic Organisation, SANCO) and development structures on the ground, the Inanda Community Development Trust was registered on 28 May 1992 (Thompson 1993a: 11-12). The history of UF involvement in the Besters site and service project is a complex and conflict-ridden one,¹¹ culminating in the ICDT evicting the UF from the project site. An aspect of this conflict is suggested by Thompson reporting on behalf of a non-government organisation associated with SANCO, the Centre for Community and Labour Studies (CCLS). Of the R54 million spent on the project by the end of 1993, R6.8 million (12.7%) had been spent on consultants with no local skills transfer, compared to R6.9 million on community wages for job creation aspects

⁹ An overview of the UF's approach to the Besters project is given in Copley (1993: 72-79).

¹⁰ The Independent Development Trust was established in 1990 with government funding and an independent board and staff. IDT site and service programmes involved facilitation of legal title to sites and the provision of services (roads, lanes, footpaths, storm water drainage, sanitation, electricity, water) with a subsidy of R7 500 per site. This was followed by a consolidation phase involving the upgrading of the physical environment and socio-economic aspects, for example the upgrading of shelters and services, the provision of community facilities and the establishment of economic enterprises (Thompson 1993a:14-15). The UF acted as project manager and facilitator of many IDT funded projects.

¹¹ Some of the complexities of the interaction between stakeholders of the upgrade project are given, from a UF point of view, in Copley (1993: 68-94).

of the development (Thompson 1993a: 19). The upgrading project was completed at the end of 1995, at a loss of R8 million.¹²

3.2 The Besters resource centre project, and the involvement of Durban Municipal Library, 1990-1995

The Urban Foundation approach to development delivery in housing and informal settlement upgrading projects, included “investment in human capital” (Urban Foundation n.d.: 1). The focal point for this became the UF “Resource Centre Programme”.

UF staff were involved in facilitating the development of resource centres in communities alongside housing and upgrade delivery. The Resource Centre Programme had the main aims of facilitating the transfer of knowledge, skills and other resources to communities, developing community organisations and local leadership, empowering communities to participate in the process of wider social change (Urban Foundation n.d.: 1-2).

UF documentation dating from the early 1990s indicates plans for the development of a resource centre, according to the UF model, on the vacant land used as a construction site for the Besters site and service work, at the Ntuzuma off-ramp of the Inanda highway (see Urban Foundation n.d.; Urban Foundation? 1991?). Anecdotal evidence from a UF, later ICDT, project manager indicates that the resource centre idea and specifically the library aspect, came from the UF Informal Settlements Division Manager (personal communication, Dave Crompton, August 1996). This is corroborated by an ex-SANCO representative in the area who indicated that the resource centre idea came from the UF and was not based on an identified community need; also that the concept of a resource centre as used here was a confused one,

¹² Dave Crompton report to ICDT, March 1996, ICDT File no. 2, 2/11/95-, 13/1/4/2/8, Files of Durban Municipal Library.

including everything on the site, from a clinic to a gardening project (personal communication, Yasmine Coovadia, August 1996). Later UF documentation claims that the idea of the resource centre arose in response to the identification of educational needs by the community (Urban Foundation 1992). A community representative involved in the project supports this, saying that the resource centre was a community idea in the beginning; the role of the UF had been to facilitate raising funds (personal communication, Mdu Langa, ICDT representative, August 1996).

The Besters construction site land was "sold" to the community by owners Tongaat-Hulett, with the purchase price (R1 million) to be channelled back into educational development for the community on the site (Urban Foundation 1993b). Facilitation of this development was allocated to the UF who used the site to house offices and to store construction materials during the informal settlement upgrading.

Early on, staff in the Informal Settlements department of the UF Natal office and the Resource Centre Programme approached organisations involved in education and training delivery (formal and non-formal/support functions), human rights and advice, health, cultural and community issues in the province, and offered them accommodation on the site at a rental of R15 per square metre (for a list see Urban Foundation? 1991?: 1; Urban Foundation 1993a). Meetings of these organisations in July 1991 came up with a preliminary design for the centre, comprising facilities for the following: a primary school, science practical/laboratory work, general study, craft training, meetings/public events, office/administration space and a kitchen. Explanatory notes indicated that the study facility should consist of "a central library for dual use by the primary school and resource centre and study space for 200 part time students." The reading promotion organisation READ (Read, Educate And Develop) had been approached for design advice on this (Urban Foundation? 1991?: 2).

Sometime during 1991 a community based steering committee for the resource centre project was established with representatives of the local civic organisations and links with other development and consolidation initiatives (documentation in ICDT Community Resource Centre File, April 1990 to December 1993; Urban Foundation 1993b). After the trust was formed, a Resource Centre Work Group was set up linked to the Development Steering Committee of the Trust (Dave Crompton, personal communication, August 1996; Thompson 1993b: 1). This was a strategy to counter project domination from the side of the UF (personal communication, Yasmine Coovadia, August 1996).

In April of 1992 the Manager of the Informal Settlements Division of the UF wrote to the City Treasurer's Department requesting money from public funds for the Resource Centre (R1.2 million), a Library (R400 000), offices (R200 000) and workshops (R40 000).¹³ Later documentation indicates that the Tongaat-Hulett R1 million was to be allocated to the resource centre.¹⁴ In June of 1992 the City of Durban granted R400 000 from the Durban Functional Region Development Account¹⁵ for the library project. Correspondence indicates that City officials dealing with the application approached the City Director of Libraries who "offered her department's assistance and involvement."¹⁶ This seems to be the first formal linkage between the Besters resource centre project and the local government library service provider, Durban Municipal Library.

¹³ Letter from R.G. Taylor to Mr Seedat/Turner, 7 April 1992, Files of Janina Masojada, architect.

¹⁴ Letter from Liz Hicks, UF, to Yasmine Coovadia, CCLS, 5 January 1994, File ICDT: SANCO/Besters, ICDT/IDT, ICDT Files.

¹⁵ In 1992 progressive forces in and around the City of Durban negotiated a structure to provide for developmental processes and funding in the Durban Functional Region - namely the wider socio-economic region around the existing Borough of Durban boundaries (encompassing white, Indian and Coloured housing areas and the central business and industrial areas). The DFR development money came from the central coffers of the Borough but was used to fund development initiatives in disadvantaged surrounding communities (for an overview of the dynamics of this process see Wyley and Talbot 1993).

¹⁶ Letter from R Turner, City of Durban, Office of the City Treasurer, to the UF, 1 July 1992, Files of Janina Masojada, architect.

By April 1993 UF documentation indicates that “the Durban Corporation has committed itself to constructing a library. A facility of approximately 270 square metres is proposed” (Urban Foundation 1993b: 5). Documentation dating from August 1993 refers to meetings between DML and the UF to discuss “the more detailed aspects of the planning design and implementation.”¹⁷ In November 1993 the DML Director reported on the “proposed library” at Besters Camp to the Durban City Council’s Management Committee and “intimated that the Council could not afford to lose the opportunity of working with an informal community which the project provided.”¹⁸

An ICDT initiative to gather data and assess community needs, conducted in late 1993, based on community surveys and interviews, confirmed that a library was considered necessary by Besters residents (personal communication, Dave Crompton, August 1996). Community representatives interviewed by the author in August 1996 indicated that large numbers of students from the area were using the central Durban libraries, especially the Reference Library (BP Centre, West Street) prior to the opening of Tholulwazi Library, but that the travel distance was too far and too expensive (personal communications, Mrs Ntanze, Mdu Langa, August 1996). One interviewee quantified this, claiming that 50% of school students above Standard 7 were travelling to town to use the libraries there, but that this was beyond the means of younger students (personal communication, Mdu Langa, August 1996).

At the same time, researchers working with the ICDT on the resource centre project drew on research from within the non-governmental organisation (NGO) resource centre sector seeking a model for discussion between the UF, the IDT and the Besters civics (Lindsay Lategan quoted in Thompson 1993a: 21). A resultant December 1993 document highlights concepts such as community

¹⁷ Letter from E. Hicks, Manager: Informal Settlements Unit, UF, to K. Goodsell, Executive Director, Physical Environment Service Unit, City of Durban, 26 August 1993, Files of Janina Masojada, architect.

¹⁸ Minutes of the City of Durban Management Committee, 9 November 1993, DML Besters Camp, Old File L52, Files of Durban Municipal Library.

legitimacy, ownership and management, contrasting these with the history of the project under UF management. Decision-making without community involvement, poor attendance by community representatives at UF-convened meetings, and damage to the trust between the UF and the communities are mentioned. It is argued that the process needed to start over from the beginning, at the planning stage (Thompson 1993a: 21-27). A subsequent report argues strongly for community participation and control of future processes (planning and ongoing management and use of facilities), and ensuring that other sectors (public sector authorities, NGOs) do not dominate (Inanda Community Development Trust, Resource Centre Work Group 1994).

Discussions during late 1993 and 1994 between ICDDT representatives, including SANCO advisors, and senior DML management focused on funding of the proposed library aspect of the resource centre project by DML, and DML management of the operations of the facility, thereby turning the library into a fully fledged branch of the municipal library service. Besters community representatives were taken to see other DML branch libraries, a public meeting was held, and the matter discussed with the DML Library Investigatory Committee.¹⁹

In October of 1994, an ICDDT strategic planning session to identify short term (in the next five years) and long term goals and needs, concluded that clinics, housing, libraries and schools were in need of urgent attention in the short term. Long term goals included improvements in living standards and fostering economic development (personal communication, Notty Ngcobo, ICDDT Manager, August 1996).

In November 1994, the City of Durban's Management Committee increased the allocation for the Besters Library project (known as Project 63) to R 1 150 000 for a 680 square metre facility following motivation from the Director of

¹⁹ See documentation in DML Besters Camp, Old File L52, Files of Durban Municipal Library.

Libraries.²⁰ At the same time, briefs were going out to an architect, appointed by the ICDDT, from the Director, for a facility incorporating a library (loan/browsing/reading area), a group activities room, and a study hall.²¹ The Besters Library was to serve 60000 - 80000 people, in comparison to an average in other DML areas of 25000 (Chatsworth serves 19000) (discussion during workshop with Tholulwazi Library staff, 30 August 1996).

Proposals for the development of the Besters construction yard site, by a technical team including the architect and commissioned by the ICDDT, contains the following concepts:

The Library must be the focal point of the community, and focal point of the Besters site, setting the educational and training trends of the development....

The 'old school' concept of the library as a formal educational institution is not promoted. Rather the concept of the library as a place to 'hang out', and enjoy the resources at hand both formally and informally is intended....

It is intended that the training centre have strong connections and participate in the use of the multi-purpose hall and library (Access 1994).

3.3 Tholulwazi Library

The opening of Tholulwazi Library on 28 January 1996, was preceded by a difficult construction period - planned for seven months but eventually taking over a year - plagued by inaccurate bills of quantities, tight budgets, missed deadlines, and contractor changes. On the positive side, a Besters Library Committee met regularly to discuss the opening ceremony, bookstock, staff, policy on videos, a system for user addresses, signage, furniture, telephones, loss control, outreach programmes, school project files, the study hall, journal and newspaper subscriptions. This committee consisted of DML staff (senior management, district management, community development department, reference and children's services), and ICDDT representatives (an average of

²⁰ Minutes of the City of Durban Management Committee, 24-25 November 1994, DML Besters Camp, Old File L52, Files of Durban Municipal Library.

²¹ Letter and enclosures from H. Moran, 18 November 1994, Files of Janina Masojada, architect; also, DML Besters Camp, Old File L52, Files of Durban Municipal Library.

four per meeting) who had been involved over time with the resource centre and library projects.²²

The ICDT representatives on the Committee chose the name of the Library, 'Tholulwazi', Zulu for 'acquisition of knowledge.' The opening celebration was organised by the Committee with local dignitaries and city officials invited; the opening was conducted by the Minister of Public Works, Jeff Radebe, a local African National Congress politician in the national cabinet.

The nature of the relationship between DML and the Inanda Community Development Trust at this time is suggested by the invitation to the DML Director to serve on the Trust. This she did from November 1995 to May 1996.²³

The Library opened with a staff of three, one full-time and two part-time. The recruitment process emphasised selection of staff familiar with the living circumstances of residents in the Besters area, and appropriate personality skills, as well as qualifications (matric, and in the case of the full-time staffmember, a Technikon library diploma).

The Library is open from 10h00 until 18h00 on weekdays and 8h30 until 13h00 on Saturdays. The Study Hall is open 24 hours per day. The Group Activities Room is used by groups of students studying together, women's groups, and meetings of the elderly, as well as for community meetings, and by the NGO READ for book education and story telling training sessions. Discussion rooms (one in the Library and one off the Group Activities Room) are used for small group student discussions and for viewing of videos of school literature networks. The Study Hall is also used for school concerts, beauty competitions and other social and cultural events.

²² For notes of these meetings see DML Community Services, Provision of Libraries, Besters Camp Library, File no. 4, 13/1/4/2/4, Files of Durban Municipal Library.

²³ For minutes and notes pertaining to this relationship see DML ICDT Files no. 1 & 2, 13/1/4/2/8, Files of Durban Municipal Library.

The Library offers non-loanable reference and study collections (the latter consisting of textbooks for school, university, technikon and college courses), and loanable fiction (English and Zulu) and non-fiction collections for adults; total adult bookstock, as at 30 June 1996, was 5389 volumes (Durban Municipal Library 1996). Fiction, non-fiction and educational puzzles and games make up the Junior collection; total junior bookstock, as at 30 June 1996, was 7444 volumes (Durban Municipal Library 1996). The Library has a collection of music CDs and tapes for loan, also available for listening in the Library, and educational videos (mainly school literature networks) available for screening in the Library's discussion room. Displays on subjects of current (for example of study aids at exam time) and community interest (for example on water supply by the City's Water and Waste Department) are presented regularly by the staff. Staff are also involved in storytelling and reading competitions for the younger children.

The Library houses a satellite science centre display provided by the Durban Natural Science Museum's KwaZuluzwazi Science Centre. This interactive display of models of the human body and skeleton, posters, demonstration X-rays and microscopes, as well as a multimedia computer facility, is accompanied by library books on related subjects. A local volunteer trained by the Museum is on hand to assist with and supervise patrons using the displays and computer (see Haven of learning among the shacks, *Daily news*, 29 August 1996). The objective of such displays is to encourage interest in the sciences and thereby boost the numbers of students choosing science careers (personal communication, Mario Di Maggio, Natural Science Museum, August 1996), in addition to assisting students with media for school study in cases where underequipped schools are unable to provide this.

The 1995-1996 *Annual report* of DML, covering the period mid-1995 to mid-1996, gives library membership statistics for Tholulwazi as follows: 1261 adults, 837 children, total 2098. Adult book issues as at mid-1996 were 3943 (2378

non-fiction and 1565 fiction) and junior issues 4731 (1402 non-fiction and 3329 fiction) (Durban Municipal Library 1996).

Aspects of usage of the Library, namely by students, are described in Chapters Four and Five. Photographs (enclosed) taken by the author on one of the survey days give an indication of the extent of usage: full seating space, and little available floor space in the Junior section. Saturday morning usage in comparison to another DML branch library (Umbilo Branch, Queensmead Mall, near King Edward Hospital and the University of Natal Medical School and Durban Campus) is illustrated by the following figures: on Saturday 21 September 1996 at 11h10 there were twelve adults (whites) and six children (four African, two Indian, all girls) in the Umbilo Library ; at 11h30 on the same day, there were 61 adults and 25 children in the Tholulwazi Library, plus 21 students in the Study Hall, a total of 107 (author's personal observation). The Library's atmosphere is summed up in the headline of a newspaper article: "Haven of learning among the shacks" (*Daily news*, 29 August 1996).

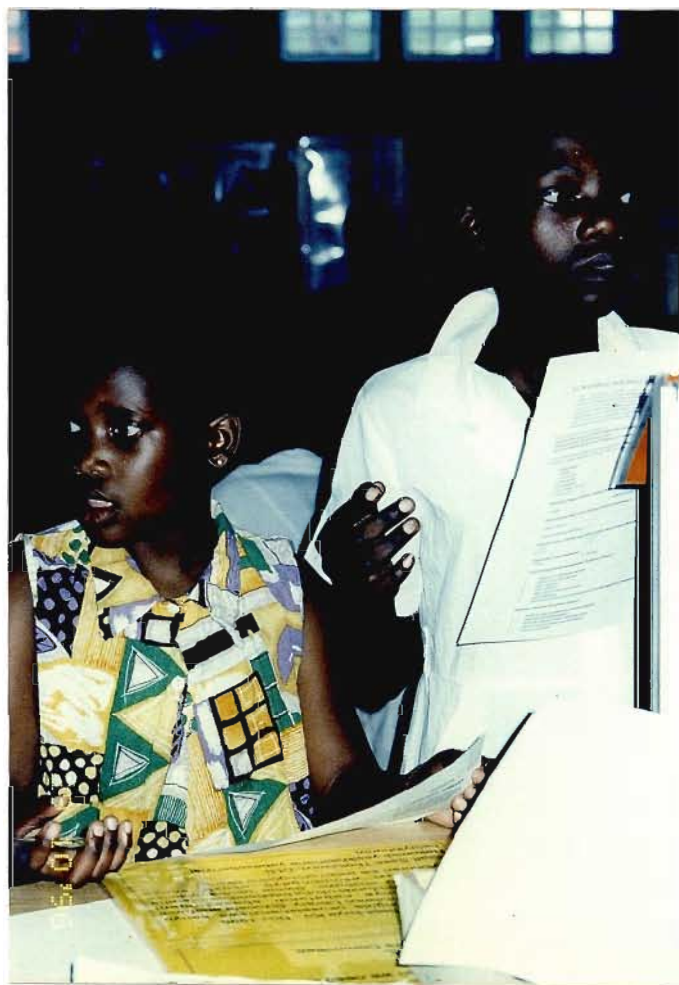
The site on which the library is located houses the ICDT offices in buildings previously used by the UF, a small classroom facility used by an NGO providing assistance to science and maths school students and by adult literacy classes convened by members of the community who have undergone literacy training. A section of the ground in front of the Library has been levelled for use as a soccer field, and the long talked about training centre is presently under construction on the opposite side of the soccer field to the Library (late 1996). The site is surrounded by a high fence with entry controlled by local security guards employed by the ICDT. The facilities on the site are owned by the ICDT.

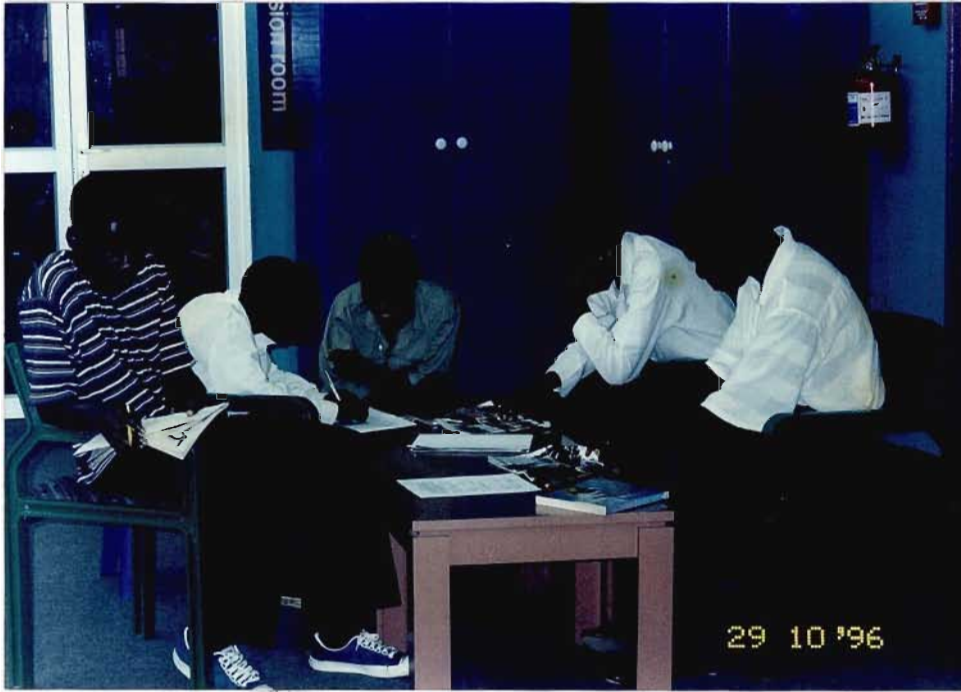
ICDT minutes of May 1996 report that the Library Committee (as well as other sub-committees of the trust) was not functioning and had not met since the Library opened.²⁴ By August 1996, when the author began working with the Library staff, a recent community process in which the Tholulwazi librarian was

²⁴ DML ICDT File no. 2, 2/11/95- , 13/1/4/2/8, Files of Durban Municipal Library.

instrumental, had appointed an Interim Library Users' Committee. This is made up of seven members of the community who are interested in and who actively use the Library. They have been mandated to work in support of the Library staff on behalf of the community and to organise a process to elect a fully representative committee after one year. A community development worker from the City Health Department responsible for Inanda, is working with this interim committee, facilitating formulation of a mission statement and assisting with plans for outreach programmes and library-based activities for pre-school children, the elderly and potential adult users, for example through linkages with adult basic education initiatives. Throughout the Tholulwazi Library evaluation process, members of the Interim Library Users' Committee were instrumental in the decision-making, data-collection and review processes.

**PHOTOGRAPHS OF THOLULWAZI LIBRARY USERS
TAKEN DURING THE STUDENT USER SURVEY**







Chapter Four

The evaluation process

The thesis employs a method used in the evaluation of development projects in the case of a public library. This chapter describes the Tholulwazi Library evaluation process.

Use of the participatory method and of tools applicable to development projects are described accompanied by a narrative of the steps and procedures followed, indicating who was involved, and problems and challenges encountered.

Results of the evaluation are found in the report in Chapter Five, and commentary on the method in Chapter Six.

4.1. Entry and contract

The idea of conducting an evaluation of an aspect of the Durban Municipal Library service was discussed with the DML Director in mid-1996. From the start her suggestion was that the newly-opened library in Besters Camp be the subject of the evaluation. An idea of the degree of success and impact of this library was important to DML since this was its first branch library opened in an African township.¹ In addition, during 1995/6 DML was engaged in discussions with the KwaZulu-Natal Provincial Library Service (KZNPLS) about taking over existing and planned libraries now within the new metropolitan boundaries of Durban. These included libraries already under construction or in late planning stages, in KwaMashu E section, Umlazi and Ohlange, Inanda. DML planning around bookstock, the use of space, opening hours for these libraries would be informed by information about the use of the service provided at Tholulwazi.

¹ Prior to the declaration of the metropolitan boundaries of Durban, the DML service had operated within the boundaries of the Borough of Durban, including white, Indian and 'Coloured' residential areas, and the central business and industrial areas.

After discussion with the District Librarian in charge of Tholulwazi and enthusiastic reception of the idea of an evaluation, the author offered an introductory workshop on participatory evaluation to all interested DML staff. This took place on 20 August 1996 and was attended by sixteen senior and district management and branch staff. Unfortunately, last minute logistical constraints prevented the Tholulwazi librarian from being present.

The author as facilitator put forward the following objectives for the workshop: to introduce herself, to introduce the method, to put forward the proposal for Tholulwazi, to lay the basis for an evaluation plan/research plan and procedures, to facilitate (preliminary) assessment of the method with respect to its potential use in DML, to share, to learn (see minutes in Appendix 1).

Participants shared their experience of evaluation² and their expectations of this evaluation exercise. Previous experience with sporadic attempts at evaluation (rather than an ongoing culture of monitoring), unfocussed collection of data, difficulties interacting with users in ways which yielded productive results, and time constraints, had produced frustration with such processes. The facilitator's impression is that there was no experience of useful and/or interesting evaluations within DML; that evaluation does not take place often, and when it does, does so within sections or branches, often in the form of surveys which are not always effectively followed up and integrated into management decision-making. A senior manager indicated that her experience of evaluation was "not bothering to evaluate - i.e. assuming that the service is inherently beneficial" (see minutes in Appendix 1).

² The workshop was conducted using aspects of the Metaplan technique to allow participants to share ideas and opinions confidentially and anonymously. This is done by issuing cards and khoki pens to the group and inviting responses to a question. These are then pinned up on boards covered in brown paper, arranged in themes with the group's assistance and discussion, and later glued to the paper as a permanent record of the discussion. This is effective in surfacing opinions of everyone in a group or organisation characterised by dominant individuals or leadership. The Metaplan method is outlined in Klebert, Schrader and Straub (1992) and in Pearn, Roderick and Mulrooney (1995: 109-112).

The author as facilitator outlined the emergence of participatory evaluation methods in the development sector, and sketched the main features and procedural steps of the method. The idea of focusing on Tholulwazi Library was discussed, and objectives for the evaluation decided upon, as follows:

- management and staff of Tholulwazi Library assess their work in relation to the community they serve (children, teachers, and other groupings), the wider DML services, and Metro Government context, and,
 - in the short term: adjust services accordingly
 - in the long term: plan, implement, monitor and re-evaluate accordingly;
- DML decision makers responsible for library planning use information from the Tholulwazi evaluation with respect to planning and decision-making for wider Metro Library development (as appropriate);
- DML public relations initiatives (with respect to Council(s); other library services) have access to information about Tholulwazi Library which may enrich outreach and boost budgets;
- DML staff involved in the evaluation gain experience in structured participation methods, are exposed to facilitation and visualisation methods, and are enabled to assess their application to library work;
- Chantelle (the researcher and author) gains access to data, and facilitates processes, to write up into a thesis;
- Chantelle gains experience in exercising evaluation methodology (minutes in Appendix 1).

It was emphasised that discussions with the staff of Tholulwazi Library needed to happen as soon as possible. This took place the next day, formally with all three staff members and the District Librarian responsible for the Library, and informally by means of discussion between the facilitator and individuals. A strong desire to reflect on the library-community interaction in the interests of improving the service was expressed. A specific frustration around the traditional use, within DML, of loan statistics to measure the use of a particular library / workload of its staff, led to a desire that the evaluation show the

comparatively low issues at Tholulwazi in relation to high in-library use. Staff argued that some residents of informal settlements are reluctant to take books out of the Library as, aware of their value, they are afraid of losing or spoiling them (crowded living conditions mean that own space and own possessions are difficult to monitor). This was confirmed later by six respondents to the evaluation questionnaire who, when asked by the author³ why they do not borrow Library materials and do not want to become members, gave exactly these reasons in response.

These discussions with Tholulwazi Library staff were followed by a workshop with the staff (30 August 1996). This had the objective of identifying what needs to be evaluated (specifically from their point of view) and of discussing co-ordination of the evaluation (specifically the roles of the staff), and identifying stakeholders to be brought in to the process. The workshop surfaced their expectations of the evaluation: these ranged from reasons for non-use of the Library by youth clubs, adults, parents of junior users, pupils in groups encouraged by teachers, or as a community information centre or recreation centre, to measuring in-library use, assessing fines policy and the appropriateness of opening hours. The issue of measuring impact on the community was introduced by the facilitator and discussed (see Appendix 2 for minutes).

Soon afterwards the facilitator met with staff of the Inanda Community Development Trust who had been involved with the library and resource centre projects, including the manager and members of the original library committee. These meetings had the objective of introducing the facilitator and the evaluation, and offering full participation therein to the ICDDT. ICDDT representatives were formally invited to all workshops and briefing sessions throughout the evaluation, and periodic written reports were circulated to them

³ The author was checking understanding and completion of the questionnaire as respondents handed them in at the Library check-out point, on 26 and 30 October 1996.

during the process. The Manager gave the facilitator access to all ICDT files and documentation.

Meetings between the facilitator and the Library architect, ex-Urban Foundation Besters project manager, and the Natural Science Museum science centre co-ordinator also took place during this time. These had the objective of seeking background information, both documented and verbal, and inquiring if these technical stakeholders had any interest in the focus of the evaluation. The architect expressed interest in some feedback regarding perceptions of the building. The Natural Science Museum expressed interest in the use of the science display.

On the basis of the early discussions, the facilitator formulated "Terms of Reference" for herself for the exercise. This followed the format of a typical contractual document between an evaluation facilitator and client in use in the development or non-profit sector (given in Olive 1996) (see Appendix 3 for a copy). This was agreed to by the DML Director.

4.2 The procedure and process

4.2.1 The planned situation: revisiting objectives

As indicated in Chapter 2, at its simplest level evaluation involves measuring what is, against what was intended or planned. One level of complexity is provided by varying realities (past and current) of those involved. Therefore, a starting point of an evaluation is to revisit and agree on what was initially planned, the objectives. This is an essentially practical question, to do with establishing common ground from which to work, rather than a question of establishing truth and/or right and wrong (personal communication, Jochen Lohmeier, September 1996). Accordingly, a workshop to revisit the Tholulwazi Library objectives was convened, to which the staff, DML management, DML Community Liaison and Development staff, ICDT representatives and the Interim Library Users' Committee were invited. The workshop notice urged

participants to prepare by thinking back to the Library's planning stages, and writing down:

- what goods and services the Library planned to deliver to users (via what resources and activities);
- the impact that delivery of these goods and services was designed to have on the users (via what changes in people's behaviour, and related wider educational and/or developmental impact);
- any problems experienced by the Besters community that were considered during the planning process;
- and lastly whether there were any changes during the planning, for what reasons (see Appendix 4).

The thinking behind this approach is derived from logical frameworks planning⁴ popular in development circles for its structured, logical linkages between

- resources, activities and resultant outputs (goods and/or services delivered to intended beneficiaries or target group), and
- the project or programme purpose (utilisation or changes / new qualities / capacities / conditions achieved when goods and services are adopted or utilised by the target group, a behavioural change), and
- the project or programme goal (what the beneficiaries gain, the overall benefit) (see Lohmeier 1995b).

Interestingly Ford, in an article on library performance measurement, makes a plea for the use of logic to identify the steps which link allocation of resources to benefits derived as a result of library activities (1988: 75). Childers and Van House touch on similar systems thinking in relating library effectiveness to organisational inputs (resources), processes (activities), outputs (products and

⁴ The variant of logframe used as a reference here is derived from that used by German government aid and development co-operation agencies, especially the German Agency for Technical Co-operation (GTZ, known as ZOPP or Zielorientierte Projektplanung (see Lohmeier 1995b). Use of this thinking in development planning and evaluation is also dealt with by Bhola (1990: 54-59) and Pfohl (1986: 3-4).

services), outcomes (impact on clients and communities), and interaction with the social, political and economic environment (1993: 5-6).

This attempt to introduce a critical element into the thinking about library objectives was a deliberate attempt to move beyond the general, often vague assumptions as to the vision, mission, purpose, objectives of the library (mentioned in Chapter One; see also Lancaster 1977: 4), and the belief that libraries are 'inherently beneficial' (see comment from DML senior manager cited above). The attempt sought to encourage scrutiny of the relationship between the activities of the Library staff and the actual benefit enjoyed by the community, whether a causal link was operating / could potentially operate, or whether the service was justified on the basis of an assumed link. It was hoped that Library staff would move beyond assuming some unspecified benefit (for example something vaguely educational) as a result of offering a range of worthwhile goods (books, reference books, textbooks, space to study, music tapes and CDs, videos) and services (storytelling, topical displays, a loan facility, a reference service, advice to readers).

After a poor turnout on the first scheduled day (3 September 1996), the workshop took place on 6 September 1996. It was attended by Tholulwazi Library staff, senior and departmental DML management, the District Librarian in charge of Tholulwazi, DML Community Liaison and Development staff, and four members of the Interim Library Users Committee; ICDT representatives sent apologies (see Appendix 4 for the notice, facilitator's agenda and minutes of the workshop).

The workshop began with a brainstorming exercise on the intended impact of the Library on the community. Despite the preparation questions, it remained difficult to move participants' focus from the service deliverables. The intended impact identified focused on positively influencing community members (especially the youth, children, and the elderly) in such a way that lifeskills were improved - generally, and specifically with regard to economic lifeskills and

social/cultural lifeskills. Mention was made of literacy and the development of a culture of reading, supporting formal education, recreation and community development.

This concurs with the ICDT view of the Library. The manager, in an interview with the author, emphasised that the Library was part of a bigger, interconnected picture, namely in relation to the ICDT's objective of upgrading and developing the community, and in the context of an information centre as a source of power (personal communication, Notty Ncgobo, ICDT, August 1996).

This discussion on intended impact was fine-tuned into a formulation of Library purpose (behavioural change through utilisation of services) and goal (subsequent benefit accrued) as follows:

Tholulwazi Library purpose:

- a. Library users in the Bester's community are better informed about economic development, current affairs, project management, health matters, economic/job opportunity, human rights, and are enabled to make decisions about communal and personal matters.
- b. Newly literate people, and people attending literacy classes in Besters have access to reading materials. Literacy teachers have access to space for classes and to supplementary materials.
- c. Children using Bester's Library use books and other Library materials to improve vocabulary, reading skills, language competency, general knowledge, and educational achievements.
- d. Youth especially students (high school and tertiary) and unemployed youth, in Besters use the Library facilities and materials to educate themselves, specifically with respect to career opportunities.
- e. People of Besters use the Library facilities and materials to develop social / community skills and enjoy recreational opportunities.

- f. Teachers in schools in the Besters area use the Library to supplement their teaching skills (additional teaching aids, project material) and improve quality of their teaching.

Tholulwazi Library goal:

The Bester's community - which has been reached by the Library -enjoys a better quality of life with respect to: being better informed, more economically active, socially adjusted and more integrated into the Metro, in all being more responsible and accountable citizens.

The focus of discussion shifted to what was realistically measurable during the evaluation, and the following decisions were made:

- to measure an aspect of use, rather than non-use, and in relation to impact. The point was made that there is a complex relationship between use and change in behaviour and ultimate benefit, as there are so many variables involved. It was decided that measurement of use could serve as an indirect/proxy indicator of impact.
- to limit measurement of use to one user group, given time and resource limitations. School students and tertiary students were selected as the most important in relation to intended impact, as the largest group.

The workshop closed with the establishment of a small working group to finalise the parameters of the evaluation, the aspects to be measured, and to come up with suggestions as to how to measure, and sources of data. This group was to consist of Tholulwazi Library staff, a DML Community Development and Liaison Department education officer, the District Librarian (as representative of DML Central), and the members of the Interim Library Users' Committee. The author was to facilitate and convene the Work Group.

The group met regularly over the next couple of weeks (see Appendix 5 for minutes of meetings). The first meeting (12 September 1996) looked at a simplification of the objectives defined previously, at the facilitator's suggestion,

for two reasons. The first was the necessity to attempt to specify what was specifically the Library's impact on the community, that as far as possible could not be attributed to other influences. Secondly, some of the detail could be specified in the indicators used to measure impact. Re-wording of the objectives was suggested and accepted as follows:

Behaviour change/ Purpose:

Library is used by the general public of Besters and adjacent communities - including students, school children, pre-school children, teachers, people attending literacy classes, unemployed youth - to inform and educate themselves and for recreation.

Overall benefit/Goal:

Library users in the Besters and adjacent communities - and their families/ colleagues/ those with whom they interact - are better informed and educated.

The next step was to establish indicators with which to measure these objectives. Over the course of the next two meetings (12 and 16 September 1996), the Work Group formulated the following indicators for Library Purpose (1-3) and Goal (4):

1. 65% of the school children in Besters and adjacent communities,
 - borrow and read an average of 4 books per week per person
 - use in the Library (read, photocopy) an average of 20 items (books, reference books, newspapers, magazines, science museum exhibits, etc.) per week per person
 - watch at least one educational video during the course of one year.

2. 45% of the tertiary students in Besters and adjacent communities
 - borrow and read an average of 1 book per week per person

- use in the Library (read, photocopy) an average of 3 items (books, reference books, newspapers, magazines) per week per person

3. The study hall is used by Std. 9 and 10 and tertiary students after Library hours (18h00 on)⁵ to 20 % of its capacity (20 out of 100 seats) on average over the course of the year.
4. Out of the 65% of school students and 45% of tertiary students using the Library, 55% show better results in their studies, showing as a 20% improvement in achievements in 1996 compared to 1995 (for example June exams).

These indicators were to form the basis of the evaluation.

4.2.2 The actual situation: data collection

Work Group discussions moved on to data collection, and the group decided to conduct a questionnaire survey of school and tertiary students using the Library. Study Hall data was to be collected via a register system. Background data about total numbers of students in the area to be sourced from a survey done under the auspices of the ICDT.

The facilitator reported on a workshop she had attended on the design of questionnaires, and emphasised that it should not be too long or contain too many open-ended questions. The group were careful to cover all areas required by the indicators, namely whether respondents were school or tertiary students (in addition the Community Development and Liaison Department education officer wanted to ask for names of schools to inform their work), how many items they borrowed and used in the Library, and a broad question asking perceptions of benefit and usefulness, together with an opportunity to

⁵ During the day, and especially during peak times, the study hall caters for people who cannot find a seat in the Library. The Library staff have instituted a system of one day loans for the study collection in order to enable people to take these items into the study hall. It was felt that monitoring after hours use would count out the Library overflow factor.

quantify this benefit by giving improvements in marks. The questionnaire would also need to include general demographic-type information about the respondents (for example age, sex, place of residence). In addition, the Library staff wanted to include questions about library use habits (frequency of library visits, reason for library use), as well as use of other libraries besides Tholulwazi. These specific questions served as back-up questions for the directly indicator-related ones and were included. The questionnaire also allowed space for comments and suggestions.⁶

Several draft questionnaires were debated and discussed. A decision was taken to test the questionnaire by conducting a pilot survey using thirty questionnaires.

Signs in English and Zulu notifying Library users about the survey were designed and commissioned from the DML Displays Department. The ICDT were asked to publicise the survey appropriately.

The pilot survey of 30 questionnaires was conducted on the afternoon of Friday 20 September 1996. Members of the work group handed questionnaires to a variety (in age, school standard) of students using the Library and offered help to those needing assistance. Owing to time constraints, the pilot questionnaire was available in English only. Following the survey, the work group met to discuss problems with the wording of some of the questions, to expand the options in some of the questions, and finally to decide on when to run the final survey.

Discussion revealed that respondents had experienced difficulty in calculating the number of items used in the Library during a month (many visited the Library four or five times per week); in-library materials use was therefore asked for per visit. Anticipation of a similar problem had already resulted in the questionnaire asking for numbers of items borrowed per month rather than per

⁶ The suggestions in Piper (1996) were followed in the design of the questionnaire.

week; the loan period was two weeks and the question therefore potentially confusing. This presented slight problems for comparison with the indicators later (with loans and in-library use being specified in weeks). It was noted also that video watchers tended to watch the same video more than once, so the question was amended to include number of times each was watched (see Appendix 7 for notes of the meeting).

The results of the pilot survey were of interest to all concerned. Equal numbers of respondents came from KwaMashu and Besters, the majority were over 18, and 19 out of 30 came to the Library every day. Use of the Library was overwhelmingly for textbooks, extra reading for studies, and place to study. Comments and suggestions focused on recommendations for more (text)books (some specific titles given), for loans of reference material/the study collection, longer opening hours, and a separation of the noisy smaller children from the more serious students (see Appendix 7).

A decision was taken to conduct the survey over four days during October. Each day was chosen to represent typical use for a school holiday (1 October 1996), a normal school day (8 October 1996), a Saturday (26 October 1996), and a day during school and tertiary institution examinations (30 October 1996). Each school and tertiary student visiting the Library on those days was to be given a questionnaire and offered assistance in completing it, the latter being especially important for younger children. The survey was to be conducted from 10h00 until 18h00 on the weekdays and 8h30 until 13h00 on Saturday, the full opening hours of the Library.

The evaluation facilitator was to be away during the first half of October, so detailed procedural guidelines were discussed and documented (see Appendix 8). These included translation of the questionnaire into Zulu by DML staff, to be checked by a Zulu-speaking member of the work group. This translation later proved problematic, from the point of view of questionnaire administration and the processing of data. The precision of the original questionnaire language

and the idiomatic expression of Zulu proved incompatible; in addition, the translators, with little or no experience of survey data capture, missed the significance of exact correlation between questions on the Zulu and English questionnaires.⁷

The questionnaire was prepared (copied, numbered) and the relevant stationery for the survey made available by DML, co-ordinated by the District Librarian at the central office.

One important aspect of the administration of the questionnaire was the distribution of coloured dot stickers to each person handed a questionnaire. This enabled survey workers to see who were new entrants into the Library through the day and to keep count of users; since many of the younger children enter and exit many times, this was a useful tactic (see Appendix 9 for District Librarian's comments on this point).

On Tuesday 1 October 1996, during the school holidays, the survey was conducted for the first time; 294 Zulu questionnaires were handed out and 10 English, a total of 304. Administration of the survey was not unproblematic. For much of the day only three members of the work group were present, two of whom were staff and were distracted by their normal duties. The third person was English-speaking and encountered problems in communicating with the smaller children, so merely handed out Zulu forms to everyone entering the Library. Assistance from Zulu-speakers (from another DML branch, a member of the User Committee and the Science museum volunteer) later in the afternoon relieved the situation somewhat, and less pressured interaction at the entry point resulted in requests from some users for English questionnaires. In addition, more children were assisted. The report of the District Librarian

⁷ For example, it transpired that question 12 ("Do you think the Library has been useful and beneficial to you?") in its Zulu wording implied a reference back to question 11 ("Do you use any other libraries apart from Tholulwazi?, If yes, which ones? And for what?"), so confusion as to which library was meant in question 12 may have affected some responses. This was changed in the second Zulu version of the questionnaire. Also, the "Yes" and "No" components were omitted from questions 11 and 12 in the Zulu versions.

indicates the Library was extremely busy (see Appendix 9). Later discussions indicated that about 30 users, mostly children, slipped by without receiving questionnaires.

The second day of the survey was a week later, on Tuesday 8 October 1996; the schools had reopened the previous day. This time 127 Zulu questionnaires were handed out and 62 English, a total of 189. Altogether the day went better than the first, with more Zulu-speakers available to assist respondents and hand out questionnaires, with time to explain the exercise to users; the Library was not so busy (see report of District Librarian in Appendix 9). About 25 users, again mostly children, escaped being handed a questionnaire.

On 17 October 1996 the work group met with the author to report on the first two days of the survey and discuss problems thus far. Problems with the Zulu questionnaire surfaced, resulting in a decision to redo the translation before the next survey day. The most serious problem was the translation of question 8 - "How many items do you borrow from Tholulwazi Library in one month?" - which read "week" instead of "month".

Other issues which arose included the problem encountered by first time library users willing to answer questions, but unsure how to answer on frequency of use and loan habits. Other users wanted to know if they could use the questionnaire to recommend book titles; survey helpers found themselves answering questions about Library services, for example opening hours. Once again the children needed help, especially with the question asking about improvements in their school marks. Interestingly, children attending English-medium schools in nearby Indian and 'Coloured' areas (Phoenix, Newlands East, Redhill) needed to be given English questionnaires as they could not read Zulu although this was their home language. During the last two days of the survey, those administering the questionnaire were sensitive to this, and far more English questionnaires were distributed.

The third survey day, Saturday 26 October 1996 was an extraordinarily busy day for the Library, being a Saturday during examinations. A total of 218 questionnaires were distributed, 171 Zulu (19 of the old version and 152 of the corrected version) and 47 English. As far as was possible given other distractions at the service point, the author recorded entrance statistics and did periodic headcounts during the day. A total of 228 persons entered the Library, giving only a 4.3% "overlap" of users with the other survey days. At 10h00 there were 61 persons in the Library, 21 watching a video (school literature setwork), and 25 in the study hall; at 11h30 there were 119 in the Library, 24 watching a video, and 54 in the study hall. The Library staff, the District Librarian and the facilitator were available all morning to hand out questionnaires and offer assistance, two members of the Library User Committee were available from 10h00 onwards.

On Wednesday 30 October 1996, 129 Zulu questionnaires were distributed and 174 English, a total of 303. The Library was being heavily used by students studying for examinations. At the end of the first hour there were 85 people in the Library. A total of 466 people visited the Library during the day, an average of 58 entering per hour; showing an 'overlap' of 34.9% with the previous survey days. The Library staff, the District Librarian and the author were available all day to hand out questionnaires and offer assistance, two members of the Library User Committee were available in the afternoon.

The facilitator spent a considerable amount of time during the last two days of the survey checking questionnaires being handed in, for completion of the critical questions and general understanding of the survey.

Out of the total 1014 questionnaires distributed, 817 were returned, 216 in English and 601 in Zulu.

Design of a database to capture questionnaire responses was contracted out by the work group, via the facilitator. A database was designed in Microsoft

Access to capture the statistical aspects as well as the English and Zulu textual responses; the database is in English and Zulu. Inputting of all English responses and the statistical data from Zulu questionnaires was completed by mid-November 1996; translation and Zulu inputting took place during December within the Community Development and Liaison, and Systems Departments of DML.

A preliminary demonstration of the database and the initial data was conducted for the Tholulwazi staff, the Community Development and Liaison Department staff, the District Librarian and the Systems Librarian on 3 December 1996 (see Appendix 10 for notes of the meeting).

At this point the facilitator raised a potentially problematic methodological question: that of assuming that books borrowed were books read. This refers to the indicators: school and tertiary students "borrow and read" a certain number of books, something not explicitly tested in the questionnaire. It was suggested that to overcome this, a survey of users returning books should be undertaken as soon as possible, a sample of 3-5% of the total respondents to be tested. The survey should ask if books had been read, and if not should ask for reasons. This was instituted at the Tholulwazi desk from 5 December 1996 (see Appendix 11 for the outcome).

Lastly in terms of data collection, the statistics from the study hall register needed to be assembled. This was done by the facilitator and Tholulwazi Librarian on 5 December 1996. Unfortunately the system of ruling a line at Library closing time each day (18h00) in order to indicate after hours entries was not always adhered to, so statistics were taken for days which clearly indicated after hours times (see Appendix 12 for the results).

4.2.3 Data presentation, discussion, and recommendations

On 19 December 1996, the facilitator presented a summary report of the survey results (see Appendix 13), combined with the study hall and reading statistics,

to a group of the DML staff, Tholulwazi staff, a representative of the Interim Library Users Committee and of the Natural Science Museum; the ICDT and Janina Masojada, the Library architect, sent apologies. The meeting was designed as a presentation and discussion of the data as well as an opportunity to look at the objectives formulated at the start of the process. The coincidence and deviation between objectives and reality were identified and the reasons discussed. The group were also encouraged to come up with recommendations for action: each person present was handed a recommendations sheet with prompt questions (recommendations for future planning, aspects of implementation, future evaluation and the like, see Appendix 14).

Much lively discussion followed; focusing on potential use of the survey data for DML public relations exercises with political authorities, and administration of the same or similar surveys in the newly opened Umlazi and soon to be opened KwaMashu and Ohlange libraries.

Discussion of recommendations centred around use of the survey data to initiate and intensify contact between the education officers in the DML Community Development and Liaison Department, and the schools in KwaMashu, Ntuzuma, Inanda Newtown (the areas surrounding Besters). Suggestions included mapping the surrounding schools, indicating which schools' pupils use the Tholulwazi Library to what degree, thereby enabling a more focused outreach programme. This discussion was initiated by an invitation to the group to suggest reasons for the divergence between the Library's estimated impact on the school children of Besters (65%) and what the statistics derived from the survey suggest, namely that a very small percentage (5.7%) of the total school children in the immediate area were using the Library, but that they were visiting twice a week or even more frequently (see analysis given in Appendix 14). This illustrated a depth rather than breadth of use. The question of depth came up again with respect to the use of books borrowed: most books borrowed from the Library are read by more than one

person in the household, sometimes by up to five (see results of reading survey, Appendix 11).

The responsibility carried by DML and the Durban taxpayer in providing study space and texts for students from nearby tertiary institutions - especially the University of Natal (Durban) and the University of Durban-Westville - was raised, and the possibility of using information from the survey to support arguments that these institutions provide more appropriate facilities for their own students.

The problem of surveying and understanding the library use and needs of smaller children, including pre-school children not surveyed at Tholulwazi, was a point of concern, and the necessity of tackling this noted.

The idea of closer co-operation between the Central Reference and Don Africana (a DML African research collection) Libraries (BP Centre, West Street) and branch libraries like Tholulwazi, was mooted. This could enable more in-depth information to be sent out to students in the outlying libraries, thereby relieving pressure on the central libraries and saving the user transport costs.

Decisions arising out of the meeting included delegation of tasks pertaining to a high profile presentation of the evaluation results early in 1997, a display of the survey results in Tholulwazi Library by way of reportback to the respondents, and installation and maintenance of the database within DML (see Appendix 14). In addition, members of the Work Group and those who had been closely involved were given a short questionnaire by the facilitator asking for their opinions as to the extent to which the process had been participatory (see Appendix 15). Those present were encouraged to return the recommendations forms to the facilitator in order that they be included in the report, to be issued to all parties early in the January.

4.3 The report

Recommendation suggestions and submissions were returned by participants soon after the 19 December meeting; these included notes written up during the recommendation discussion by the DML Systems Librarian (see Appendix 16).

The final report of the evaluation was compiled by the author as facilitator of the process. The next chapter contains the full text of the report as submitted to the Durban Municipal Library and the Tholulwazi Library staff, the Tholulwazi Interim Library Users' Committee and the Inanda Community Development Trust.

The report format follows that used by the German Society for Technical Co-operation (GTZ) in its Project Progress Reviews (PPR) (see Appendix 17). As such it comments on the intended situation (the planning, targets, objectives) and compares this with the actual situation (the implementation, in this case the impact); recommendations action as well as future planning are given.

As indicated previously, this evaluation exercise chose to focus on the Library's impact (the goal or benefit, and purpose or beneficiaries behaviour). This was considered a priority of the evaluation work group, and fitted the urgent requirements of DML management for information to assist decision-making in the new KwaMashu, Umlazi and Ohlange, Inanda libraries. A more extensive evaluation exercise would have exceeded the scope of this academic work. As such evaluation of Library deliverables (goods and services which contribute to beneficiary use and benefit), the contributing staff activities and the resources enabling those activities, were not focused upon. These areas are therefore not dealt with fully in this report as would strictly be the case in a progress review of a development project.

In addition the project progress review format has been amended in relation to the Library's political/institutional context. The PPR is commonly used to assess

development co-operation between a donor country, a host country, and a local counterpart agency managing a project. This context has been amended to take into account the situation of the Tholulwazi Library and the Durban Municipal Library, in relation to the local authority and funder, the City of Durban, as well as the local development structure (Inanda Community Development Trust).

Chapter Five

The evaluation report

This chapter contains the evaluation report as submitted to the Tholulwazi Library staff, Durban Municipal Library management, the Tholulwazi Interim Library Users' Committee and the Inanda Community Development Trust. The report format follows in a broad sense, that of the Project Progress Review of the German Society for Technical Co-operation (GTZ) (see Appendix 17). As such it comments on the intended situation (the planning, targets, objectives) and compares this with the actual situation (the implementation, in this case the impact); giving recommendations for action in relation to both planning and implementation. In addition, comment is offered on the evaluation methodology used and its possible future use in the library context.

The report is addressed to the management of DML, as the primary client of the evaluation. It is intended for their use in ongoing management of Tholulwazi Library, as well as in relation to planning and policy for other libraries in the Durban Metropolitan Area.

In line with the participatory approach used in the evaluation, the report will also be made available to the Tholulwazi Library staff, the Interim Library Users' Committee, and the Inanda Community Development Trust. This with the intention that these parties be encouraged to use the evaluation outcomes and to act upon the recommendations in their decision-making processes.

5.1 Preface

The evaluation of **Tholulwazi Library**, Besters Camp,¹ Inanda, was conducted between August and December 1996, using a participatory method and focusing on the Library's impact on students from Besters and adjacent

¹ Throughout this report the term "Besters" or "Besters Camp" refers to all four areas under the Inanda Community Development Trust, namely Besters proper, Ezimangweni, Inhlungwane and Emzomusha. This follows local parlance.

communities. The approach was suggested by the facilitator, interested in testing an evaluation method used in development projects in the case of a public library, in view of the developmental context of libraries in South Africa in the 1990s. The Durban Municipal Library (DML) suggested the Tholulwazi Library branch library as the object of the evaluation, since this is the first library established by DML in an African township, following the extension of its service areas as a result of the proclamation of the metropolitan boundaries of Durban.

The evaluation was conducted in a **participatory manner**, by a work group consisting of members of the Tholulwazi Library staff, the Interim Library Users' Committee (ILUC), the District Librarian in charge of the Library, and an education officer from DML's Community Development and Liaison Department, with technical guidance and co-ordination from the author as facilitator. This group was mandated to work on the evaluation by a larger workshop meeting consisting of other DML management staff involved with the Library, including the Director of Library Services for the City. The Inanda Community Development Trust (ICDT), as the local development structure involved in negotiating the establishment of the Library with the City, were invited to all evaluation sessions and kept informed of the process via minutes and reports.

Evaluation meetings and sessions were held in the Group Activities Room of the Tholulwazi Library to facilitate attendance by community representatives, with the exception of sessions requiring technical back-up (access to computers loaded with database software) which were held at the central DML Umgeni Road offices. On these occasions arrangements were made to transport ILUC and Tholulwazi staff members to the venue.

The evaluation represented a new approach to assessment of and reflection on DML services, and aroused interest among managers and staff throughout the service, including those interested in embarking on similar research for their

own degree purposes. For this reason, a file of proceedings was kept in the administrative offices of DML, accessible to all interested staff.

The evaluation **process** involved revisiting the objectives of the Library, and defining the Library purpose (defined as intended changes in users' behaviour as a result of utilisation of the Library's services) and goal (defined as benefit enjoyed by the users as a result of this use); hence a decision was taken to focus on impact rather than allocation of resources and activities of staff. The reason for this lay in the perceived need to justify public expenditure on libraries, in a city with a history of blocking public library development in favour of spending on other developmental areas and of drastically reducing funding of museums.² In addition, heavy use of the Library by "high school pupils" and a focus on "children's services" was anticipated by those involved in planning the Library (Durban Municipal Library 1993b: 2).

This was quantified (how much use, how much benefit) and qualified (use by whom, what type of use) by means of indicators of use and benefit. A decision was taken to concentrate on student users of the Library (school and tertiary students) as this was the largest user group, and the population of the area is a youthful one.³

The Library objectives and their indicators are outlined and discussed in section 5.3 *Library planning* below.

This step clarified for those concerned the intended impact of the Library. It was followed by a data collection process to measure actual use and benefit; the sources of information were a questionnaire survey (in English and Zulu), a

² In the late 1980s a well developed and motivated proposal for a new central library building was turned down by the Durban City Council in the face of arguments that many communities had no access to basic services such as roads, water and housing. In July of 1996 the new Metropolitan Council reduced the budget of Durban's museums from R17 million to R9 million (personal communication, Brian Xaba, Local History Museum education officer).

³ The 1994 ICDT survey shows that 57,6% of the Besters population are under 21 (Crompton and Associates 1996).

register (of Study Hall use) and a Library counter-based survey, administered during October, November and early December 1996.⁴ Questionnaire survey data was entered into a database, with the format and data available in English and Zulu. Additional comparative data was sourced from the 1994 ICDD Besters survey database (Crompton and Associates 1996). The assembled data reflecting the actual situation was compared to the indicators specifying intended use and benefit, and the divergence and coincidence between the two analysed. This is outlined and discussed in section 5.4 *Library implementation: impact* below.

This report also includes (in section 5.5 *Evaluation methodology* below) commentary on the evaluation method used, focusing on the systematic objectives-oriented and participatory approach.

5.2 Summary: evaluation focus and findings

5.2.1 The evaluation focus

Although the evaluation of the Tholulwazi Library was conducted relatively soon after the opening of the Library (eight months), DML management were keen to have access to information regarding the Library's reception and impact. It was felt that management decision-making around the establishment and imminent opening of DML libraries in KwaMashu, Umlazi and Ohlange, Inanda, would be informed and guided by information about the service at Tholulwazi.

The Tholulwazi Library is situated in an informal settlement consisting of between approximately 21 500 and 31 500 people in 5000 to 5700 dwellings.⁵

⁴ The questionnaire survey took place over four days in October, a total of 1014 questionnaires were distributed, 817 were returned with 216 in English and 601 in Zulu. The Zulu questionnaires consist of two sets as some aspects of the translation were clarified in those handed out on the third and fourth days. The Study Hall survey took place from mid-October to early December, and the counter-based reading survey in December.

⁵ The population of the Inanda area has been the subject of debate in recent years. Data used for planning activity up until 1994 estimated population at 60 000 in 8100 dwellings (Urban Foundation 1993b; Copley 1993: 68). In mid-1994 the ICDD surveyed the area and came up with 31 442 people in 5 723 households (Crompton and Associates 1996). In 1995 the City of Durban's Urban Strategy Unit embarked upon a more thorough examination of the City's

The Library was established with community support and in the context of community demands for infrastructure and services in the area, articulated via the ICDT. It has its origins in a plan for a resource centre on the construction site used by the developers of a site and service scheme in Besters in the early 1990s. This resource centre plan, to include a library (in addition to study space, training facilities, offices), was stimulated by the developers, the Urban Foundation, and supported by the community.⁶ There are no schools or training facilities in Besters and community demands prioritise educational facilities (personal communication, Notty Ncgobo, manager, ICDT, August 1996).

Requests to the City of Durban to finance construction of the resource centre resulted in a referral to the City's Director of Library Services, and the prospect of developing a fully fledged branch library of DML on the site. This idea was developed and furthered in negotiations between DML and the ICDT during 1995, resulting in the opening of the Library in early 1996. The construction of the Library facility was financed by City funds.

The Library was financed, built, equipped and staffed on the basis of a request from the community that such a facility was a priority in the area. To this author's knowledge, no explicit identification or analysis of the social or educational problems to which the library was considered a solution took place. A 1994 workshop of the ICDT discussed problems experienced by the Besters community, of which a number could be related to the proposed library facility (no community halls, no facilities for small children, unemployment, lack of self-esteem, boredom, depression, no training facilities, no recreational activities, no church space for the elderly⁷), but it seems that no explicit analytical link was made. Likewise, other possible solutions to these problems (for example development of schools in the area, a community learning centre, youth

population, and concluded that 21 468 people lived in Besters, in 4976 dwellings (data by fax from the Urban Strategy Unit, December 1996).

⁶ Details of the history of the resource centre project and DML involvement are given in Chapter Three of the thesis of which this report forms a part.

⁷ Taken from trustee notes from ICDT workshop 27/8/94, in ICDT File no. 1, 10/9/94 - 29/10/93, 13/1/4/2/8, in the Files of Durban Municipal Library.

recreational and training facilities, a community hall) were not compared, analysed and the most feasible and appropriate solutions prioritised. Furthermore the groupings affected by the social and educational problems were not specifically identified or analysed (youth, elderly, pre-school children), and the potential impact of the library solution on each considered, with a view toward pursuing the most cost-effective solution with the widest social impact.

5.2.2 The evaluation findings: summary

In summary, the evaluation's findings were as follows (details given in 5.3 and 5.4 below):

In relation to planning:

Planning of the Tholulwazi Library was based on assumptions gleaned from experience in other areas of the DML service. The specific social problems and needs experienced by the Besters and adjacent communities were not explored, identified and analysed (via situation analysis and target group analysis for example), nor was available statistical data about the community used.

However, a major aspect of the Tholulwazi Library planning has proved valid. Expected high usage by school students, of textbooks and support material for studies and projects, was borne out by the evaluation.

Other aspects related to the planning are problematic:

- expected high usage of the Study Hall (seating 100 students, open overnight) has not materialised;
- the open plan design of the Library interior is a source of inconvenience to student users, given the proximity of the noisy children's section;
- opening times of the facility are not entirely suitable for the student user group surveyed.

In terms of coverage:

- Use of the Library by school student users is 'deeper' than it is 'broad': far fewer school students (as a percentage of the total in the area) use the Library than was envisaged, but those who do use it intensively. Library use by tertiary students was as envisaged.

For those using the Library, the findings as to use were as follows:

- Although survey results as to the number of books borrowed were difficult to interpret (owing to problems with the phrasing of the questions), again depth of use is indicated, with the majority of books borrowed being read by one other person (sometimes by up to three others).
- In-house use of Library materials, in the case of both school and tertiary students, was higher than expected.
- The average extent of video viewing by school children was as expected.
- The use of the Study Hall for the relatively short time period surveyed (mid-October to early December) was fairly low, as envisaged.

In terms of use, the evaluation reflect a high degree of utilisation (with respect to the Library itself, less when it comes to the Study Hall), and a fair compliance with 'planning'.

For those using the Library, the benefit was as follows:

- The majority indicated positive benefit; this was quantified with respect to improvement in exam/test results, and the percentage improvement of respondents was as expected.

5.2.3 The evaluation recommendations: summary

5.2.3.1 Planning recommendations

The evaluation recommendations with respect to ongoing management of Tholulwazi Library, and planning of new library facilities in townships and informal settlements are:

- That future library re-planning and planning be undertaken in a structured deliberate manner, taking into account the linkage between internal library processes, and the use of the service and the benefit thereby derived (impact).
- That such planning be based on community-specific situation analysis, especially of target groups (user groups, beneficiaries), in the case of each facility.

And specifically for Tholulwazi Library:

- That the planning and provision of the study collection consider more copies of texts in demand, and multiple copies for loan.
- That the comfort, security and opening times of the Study Hall be made more appropriate for use, and that provision of a study collection in the Hall be immediately investigated.
- That the adult/study area of the Library and noisy Junior section be separated.
- That Library hours be extended appropriately.

5.2.3.2 Implementation recommendations

The evaluation recommends action to be taken in the following areas:

- That library outreach programmes to schools serving the Besters and adjacent communities be focused and intensified.

- That further investigation of the impact of Tholulwazi Library be undertaken in conjunction with teachers in schools whose pupils use the library.
- That the role of DML libraries, including Tholulwazi, in support of tertiary students be further investigated
- That other aspects of Tholulwazi Library use (use by other age groups, use of specific collections) be investigated via a target-group specific, phased and focused process.
- That a target-group specific library promotion programme be instituted accordingly.
- That management decision-making take into account Library promotion, increased usage and the capacity to respond, as well as the effect of the opening of other libraries in the area on Tholulwazi use.

5.3 Library planning

5.3.1 Comments on context of planning and problem analysis

No specific planning process or documentation informed the establishment of Tholulwazi Library. DML motivation for public expenditure on the Library, submitted to the City Council Culture and Recreation, and background information enclosed with the architect's brief (Durban Municipal Library 1993a; 1993 b) are not explicit as to the problems addressed by this Library, and refer only in broad and unspecified terms to any related objectives.

For example, motivation as to the size and use of the proposed library are related to "the goal of the Durban Municipal Library", namely

- a. support for formal education;
- b. the childrens (*sic.*) gateway to learning

and

In addition, the library needs to respond to the expressed information needs of the adult community (Durban Municipal Library 1993a: 1).

And,

It is expected that the library will focus mainly on educational support for the high school pupils and on children's services but, at the same time, respond to expressed adult needs as these become more clearly defined (Durban Municipal Library 1993b: 2).

Planning for Tholulwazi Library was based on these general assumptions and DML goals, and was confined to budgetary planning (bookstock, staff, maintenance), and technicalities as to the size, features and furnishings of the building (Durban Municipal Library 1993a). As far as the author can establish, this planning was based on the considerable experience of the Director and senior managers (principal librarians in charge of the Reference and Junior services, for example) in the establishment and management of the central and DML branch libraries. The Library specifications were discussed with ICDT representatives during 1995.⁸

It is noted however that other DML branch libraries are situated in areas designated white, Indian, or 'Coloured' by apartheid legislation. They serve communities with average education and literacy levels, socio-economic status, and population age, very different to informal settlements like Besters, or to the formal African townships.⁹

This approach to library planning suggests a prevailing assumption that "the service is inherently beneficial" (comment from senior DML staff member at evaluation workshop of 20 August 1996, see Appendix 1). It follows that specification of benefit in the instance of a particular library - and of the services, activities and resources related to that benefit - is not considered. This contrasts with recommended approaches to the planning of development

⁸ For minutes of these meetings see DML Community Services, Provision of Libraries, Besters Camp Library, File no.4, 13/1/4/2/4, Files of Durban Municipal Library.

⁹ More recently formerly white, Indian and 'Coloured' areas have become more racially heterogeneous; although factors such as socio-economic status tend to remain constant.

projects: problem-based **situation analysis**¹⁰ forms the basis of planning (see for example Lohmeier 1995b). In many cases a fairly detailed project appraisal is commissioned to look at feasibility, unanswered questions and information gaps prior to planning (Lang and Drechsler 1989: 21). This is to guard against premature 'solution'-oriented projects which are determined by local power groups or external technocrats. A library would have to be the priority and not a primary school, a dispensary or other facility, in order to cope with a priority unsatisfied need (problem) of people. The analysis of a specific local situation would encompass the analysis of the specific intended beneficiaries or target group(s) (personal communication, Jochen Lohmeier, December 1996).

Although for example, all informal settlement communities may look similar in terms of educational levels and requirements, the needs of specific sub-groupings (youth with primary schooling, illiterate adults) in a community often differ from that of others. Responses to an outside intervention - for example literacy classes, training in bricklaying, or for that matter a library - could differ considerably as a result of groups' differing economic activities, interests, or cultural-religious contexts. The success of the developmental facility on offer would depend on analysis of the likelihood of its use by potential target groups, and the resultant benefit. This **target group analysis** could involve the use of existing research, or the commissioning of new research, usually a combination of both.

It is recognised however that premature and overdetermining conclusions as to the target group of a particular library are problematic, given that user behaviour can be unpredictable (D'Elia and Walsh 1985). Usage of the Tholulwazi Library by residents of other areas is something the extent of which could not be anticipated by Library planners - for example the evaluation survey

¹⁰ This would investigate and analyse the unsatisfied needs (problems) of people in the community, then (logically), the prevailing constraints relating to the availability of respective goods (for example textbooks), then the constraints relating to the activities of existing services, then any resource constraints, and finally constraints at the level of frame-conditions. This would yield information as to possible interventions, at which level, which would then need to be further examined and prioritised.

shows that use by KwaMashu students is higher than usage by Besters residents (see Appendix 13, section 13.2.1). What is advocated rather is an awareness of the system of users in the form of a target group analysis, as a preliminary investigation at the planning stage (based on existing research), followed by a more thorough analysis once the service is operating.

On the point of **use of existing research**, it is noted that DML planning for Tholulwazi Library was based on inaccurate population figures (60 000 people in Besters) (Durban Municipal Library 1993b: 2). By late 1994/5 the inaccuracy of these figures was acknowledged (personal communication, Aki Stavrou, population data researcher, December 1996), and more accurate figures were available. A 1994 local survey indicated a population of 31442 for Besters (Crompton and Associates 1996); and 1995 City-wide estimates give a Besters population figure of 21468 (City of Durban, Corporate Services, Urban Strategy Department 1995). These seem not to have been used in Tholulwazi's planning. In addition, other existing studies provide information on education levels and unemployment statistics which could have been useful in planning (namely Cross *et al.* 1992; City of Durban, City Engineer's Department, Transportation Planning Section, Traffic and Transportation Branch 1990).

On the point of **commissioning research**, the DML Community Development and Liaison Department have already demonstrated the capacity to conduct community surveys. It is suggested however that these be focused along the lines of analysis of target groups. In addition, university- based researchers and students (of information studies or of development-related disciplines) could be encouraged to take on such investigations. The possibility of attracting students resident in the targeted areas is one worth investigating. This would prove cost-effective for DML and rewarding for the student in that their research would have practical significance and application. DML staff considering post-graduate degree registration could be encouraged to focus on such areas. It would be advisable however to co-ordinate these pieces of research in order

that methodological coherence and geographic co-ordination is usefully ensured.

5.3.2 Library planning revisited for the purpose of the evaluation

Lack of clear objectives for the Tholulwazi Library necessitated a process of revisiting planning, and establishing objectives and indicators thereof as a yardstick for evaluation measurement. This process, workshopped with a group consisting of Tholulwazi Library staff, representatives of the Interim Library Users' Committee, DML senior and district management, and refined by the Evaluation Work Group, defined Library purpose and goal with indicators as follows:

Purpose of Library describing utilisation of service by beneficiaries

Library is used by the general public of Besters and adjacent communities - including students, school children, pre-school children, teachers, people attending literacy classes, unemployed youth - to inform and educate themselves and for recreation.

Indicators for Library purpose:

1. 65% of the school children in Besters and adjacent communities,
 - borrow and read an average of 4 books per week per person
 - use in the Library (read, photocopy) an average of 20 items (books, reference books, newspapers, magazines, science museum exhibits, etc.) per week per person
 - watch at least one educational video during the course of one year.
2. 45% of the tertiary students in Besters and adjacent communities
 - borrow and read an average of 1 book per week per person
 - use in the Library (read, photocopy) an average of 3 items (books, reference books, newspapers, magazines) per week per person
3. The study hall is used by Std. 9 and 10 and tertiary students after Library hours (18h00 on) to 20 % of its capacity (20 out of 100 seats) on average over the course of the year.

Goal of Library describing benefit as a result of utilisation of services:

Library users in the Besters and adjacent communities - and their families/ colleagues/ those with whom they interact - are better informed and educated.

Indicator for Library goal:

Out of the 65% of school students and 45% of tertiary students using the Library, 55% show better results in their studies, showing as a 20% improvement in achievements in 1996 compared to 1995 (for example in June exams).

For the first time in the DML system, this evaluation exercise clearly stipulated the purpose and goal of a particular Library, influenced by systematic thinking which seeks to logically link resources and activities and outputs (goods and services delivered), with their use, and the benefit derived. This approach to planning means that budgeting and building design (resources), staff allocations and job descriptions (activities), collections and services offered (deliverables) can all be defined by and linked to (and justified in terms of) community-specific and target group-specific use and benefit (for an example see Lohmeier 1995b). Operational and work plans can hence be brought in line with set objectives. The **focus and tighter formulation of objectives** provided by this approach seemed useful for those involved; and given its (necessarily) participatory orientation¹¹ seemed acceptable and meaningful, in comparison to undefined and assumed benefit/objectives previously in operation. It is recognised that the scope of this evaluation was reduced to focus on the **impact** of the Tholulwazi Library service on one user group, school and tertiary students, and therefore concerned objectives at purpose and goal level only (and excluded outputs and activities).

The primary recommendation of this evaluation in relation to planning is that **situation specific planning, based on local problem analysis and research,**

¹¹ The locally-specific nature of this approach demands a participatory orientation in order that information from all levels and experiences be included in analysis and planning to ensure appropriateness and completeness. Participation therefore becomes a technical necessity, as well as a political strategy.

be conducted in the case of future library establishment and of ongoing planning of existing facilities like Tholulwazi. In addition careful consideration of the **relationship between intended impact, and day-to-day activities and allocation of resources** should assist in ensuring service relevance and non-wastage of resources. If the Library is considered an intervention into the lives and activities of a community, the purpose of that intervention should be specifically defined.

5.3.3 Evaluation results which reflect on aspects of the Tholulwazi Library planning

This section discusses sections of the evaluation data which reflect directly on the planning of Tholulwazi Library, enabling comment on and qualification of that planning.

From the start, it was anticipated that the Tholulwazi Library would “focus mainly on educational support for the high school pupils and on children’s services” (Durban Municipal Library 1993b: 2), and planning for bookstock, materials and equipment was based on this (see Durban Municipal Library 1993a: 2).

Thus, Tholulwazi Library, in its shelving arrangement and bookstock has as a central focus a collection of non-loanable **textbooks for school and tertiary study**. These are arranged separately from the conventional adult reference (dictionaries, encyclopaedias, handbooks) and loanable non-fiction sections: some on open shelves in the adult section of the Library, with the more costly and high demand items (such as university law, management and accounting texts) kept behind the Library counter. The Library also houses **study guides** for school texts, filed in a filing cabinet near the counter. These arrangements are indicative of anticipated use of the Library by students, and are not found in the Umbilo or Musgrave branch libraries for example.

Survey results indicate that out of twelve possible uses of the Library, majority library use is for the purposes of “Extra reading for studies” (364 out of 752 respondents), “Information for projects” (316), “Place to study” (176) and “Textbooks” (171) (see Appendix 13, section 13.3.2). An impression of the extent of use of this collection is gained if this information is combined with the entrance statistics taken by the author on the third and fourth days of the survey, during examination time. On Saturday 26 October and Wednesday 30 October 1996, 228 people and 466 people respectively entered the Library, the majority of whom were school and tertiary students.¹² In addition, questionnaire respondents suggested that more copies of study collection books be provided, and that some be made available for loan.¹³

Use of the Library to gain access to textbooks (required or recommended reading by teachers or lecturers) can be understood in view of the cost of purchasing such texts oneself, something beyond the means of most students from such communities. The need for extra reading for studies, to supplement school or lecture notes, and information for projects, can be seen in terms of the paucity of libraries in township schools (National Education Policy Investigation, Library and Information Services Research Group. 1992: 9-15) and the heavy use and subsequent unavailability of relevant texts in tertiary libraries.¹⁴ The travel distance between central tertiary institutions and areas like Inanda, and security considerations involved in returning at night, are also a

¹² Upon entering the Library people were asked if they were students and if so, whether they had already filled out a survey form. On 26 October ten people declined a questionnaire; on 30 October 163 people declined a questionnaire. The author was on duty at this service point most of the time during these two days; on 30 October she kept count of non-students declining a questionnaire, 9 out of 163 (the rest being those who had already filled it out).

¹³ Information in the comment and suggestion fields of the survey have been entered into the database in English and Zulu, but at the time of writing had not been categorised and sorted. Statistics as to the number of respondents who made this suggestion are therefore not available at this stage. A printout of the comments (in English) is included at the end of Appendix 13.

¹⁴ In the author’s experience as a subject librarian in a university library, large classes (in subjects like Sociology, Economics, Psychology, Accounting) place pressure on copies of useful relevant texts in the university libraries. These are either placed in restricted collections (non-loanable except over weekends) or are loaned by the first few students to reach the library and become inaccessible for at least two weeks.

possible reason for student use of the local public library as a source for study texts.

This use of the Library warrants attention to support for students in formal education demanded of and offered by the Library. A written recommendation from a participant in the final evaluation reportback workshop advocates increasing the textbook collection by acquiring multiple copies for loan, and investigating converting the Study Hall into an adult reference collection with textbooks; acknowledging that this would involve additional resources in terms of staff, furnishings and fittings.

The idea of including a **Study Hall** in the Tholulwazi Library (a large room with 100 seats at tables seating approximately six per table) had its origins in the original Besters resource centre idea, and was probably influenced by the heavy demand for study space in the central Reference and Don Africana Libraries (Schmidt 1996; statistics in Yoganathan 1996).

However from the outset of this evaluation, the DML Director indicated that use of the Tholulwazi Study Hall was not as high as expected (personal communication, Heather Moran, July 1996). An attempt to remedy this situation involved installation of carpets and painting the walls to make the room warmer and more comfortable. The indicator of use of the Study Hall formulated by the Evaluation Work Group (20% of its capacity after hours) seemed to recognise low usage. Usage as per the evaluation data (collected via a register system in the Study Hall) indicates an average of 18 persons per day for the time period 18 October to 5 December (18% occupancy), although on some days overnight usage increased to 81, 84 and 85 persons (see Appendix 12). It is noted that this was during examination time and that usage during other times in the year would probably be lower than 18%.

In discussions with Library staff and ILUC members, it emerged that although the area in which the Library is located is secure at night, students are not safe

travelling from their homes to the site after dark. In addition access to toilets is denied after the Library closes (18h00), owing to past incidences of vandalism and problems with plumbing blockages if overused. There is no access to refreshments, or water, for those wishing to study through the night.

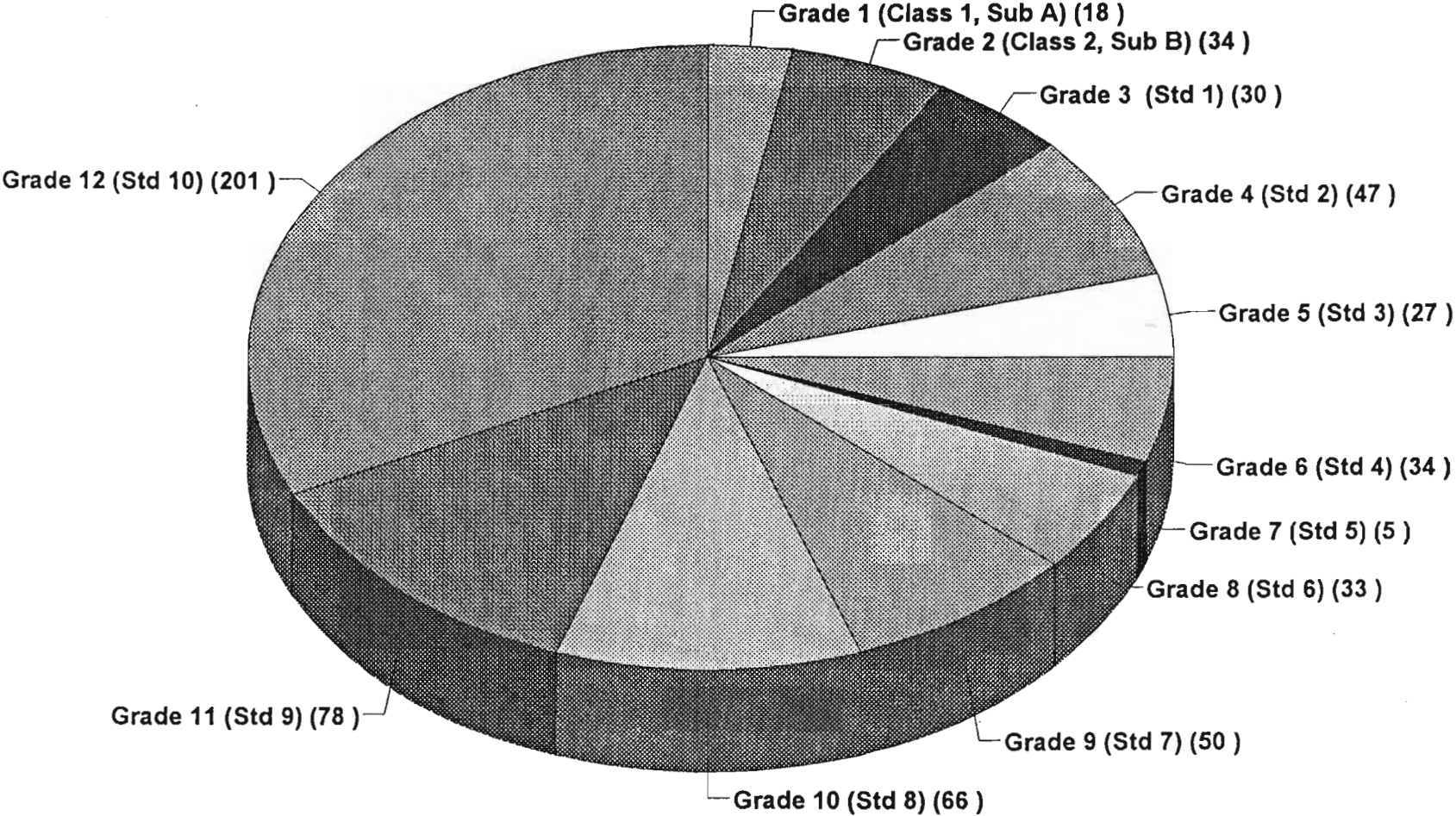
This information suggests attention to the Study Hall is warranted, in view of the size of the under-utilised hall and the high use of the Library space next door. An evaluation workshop participant suggested a more comfortable atmosphere in the hall, with more comfortable chairs and tables; in addition the provision of a study collection as per the recommendation above. Note that the survey indicates that extra reading materials for study is more important for student users than mere space to study (see Appendix 13, section 13.3.2). Another recommendation was that the Study Hall should open earlier, at 8h00 daily, offering more daylight usage.¹⁵

The original architectural planning for the Library made provision for a mezzanine floor to house the study area and some of the adult book collection. Lack of funding resulted in this idea being shelved and the open plan area on the ground floor housing both adult and junior sections. Survey data indicates high usage of the Library by senior school students (50% of school student respondents were in Grades 10-12/Standards 8-10, see Appendix 13, section 13.2.4 and Figure 3.1). Comments and suggestions from these users of the Library strongly advocated **division of the Library into Junior and Adult sections**, as the noise made by the smaller children disturbs those trying to study.¹⁶ Evaluation workshop participant recommendations included suggestions that the Library be extended to cater for this, and/or that the original mezzanine floor idea be revived. In the latter case soundproofing would have to be considered. The above recommendation regarding the Study Hall

¹⁵ A scan of the responses in the comments fields of database shows 24 clear requests for the entire facility to open earlier in the morning, of these three specified earlier opening of the Study Hall.

¹⁶ A scan of the responses in the comments fields of database shows 15 complaints about the noise made by younger children, and 32 recommendations that the two areas of the library be separated.

3.1 Library users by school grade



could cater for part of this concern. The impression of this author, based on scrutiny of the survey results, observation of use of the Library, and discussions with Library staff, is that more space is needed in the Library (for example more floor space in the Junior area for playing with puzzles and games), and that this space should be carefully divided (for example soundproofed) and arranged according to function.

Opening times of the Tholulwazi Library follow those of other branch libraries in the DML system, namely 10h00 to 18h00 on weekdays and 8h30 to 13h00 on Saturdays. Given the differences in socio-economic circumstances and in terms of access to other educational resources, between Tholulwazi users and those of other branch libraries - for example high unemployment in Besters, crowded living conditions with no space to study at home, no school libraries in nearby schools - opening times more conducive to the needs of users should be considered. On the one hand, use of more daylight hours (between 8h00 and 10h00) could be considered to suit those for whom travel after dark is dangerous (for example users of the Study Hall as mentioned above). On the other hand opening during times when part-time employed students could make more use of the Library needs to be considered (for example over weekends). Survey respondents' suggestions included opening the Library at 8h00 daily and closing later on a Saturday afternoon.¹⁷ A recommendation from an Evaluation Work Group participant echoes this point.

A recommendation from another Work Group participant, that **street signs** be provided for the Library, is important in the light of its location inside the fenced ICDDT development site. This suggests more attention at the planning stage to the placement of the Library in its environment, and links to suggestions for more vigorous promotion of the Library in the community (see 5.4.2 below).

¹⁷ A scan of the responses in the comments fields of database shows 4 requests for the Library to open later on weekdays, 24 requests for the Library and Study Hall to open earlier on weekdays, 18 requests for the Library to be open later on Saturdays, 8 requests for the Library and Study Hall to be open on Sunday, and 11 general requests for extended opening hours; a total of 65 requests for extended hours.

5.3.4 Summary recommendations with respect to planning

Planning recommendations arising from the Tholulwazi Library evaluation, detailed above, give suggestions as to aspects of replanning and refocusing of the service offered in this particular library. However, the evaluation has been conducted mindful of the DML management need to inform planning processes in other township and informal settlement libraries. These recommendations therefore are made in the light of this additional application, ever mindful of the importance of situation specific services for each community.

The primary recommendations of this evaluation in relation to planning are:

1. That future library planning clearly and logically consider the **linkages between library staff effort** (activities) **and public investment** (resources), **and utilisation of the service by beneficiaries** (Library purpose) **and the benefit** (Library goal) thereby derived. It is argued that this approach would be more meaningful to library staff, management and City officials than assumed and undefined objectives and benefits.
2. That planning of a particular library take the features of its local community into account, chiefly by means of an **analysis of potential target groups**. This could be effected by commissioning research (surveys for example) and by making use of existing research (university publications for example).

Other specific recommendations related to planning are:

3. Investigate usage of **study collection of non-loanable textbooks**, on open shelves and behind counter (use of individual texts, most popular subject areas for example), to establish requirements for extra copies and feasibility of offering additional copies for loan (for example cost considerations).

4. Look into user opinion and requirements of the **Study Hall** - levels of comfort, provision of study materials, security, opening times. Take action on this, in relation to points 3. and 5.; immediately more information is to hand to inform such action.
5. **Separate Junior and Adult/study areas** of the Library,¹⁸ and investigate extension or more productive use of space in the entire facility (including General Activities Room and Study Hall).
6. **Extend Library opening hours** by opening earlier daily and closing later on Saturdays.

5.4 Library implementation: impact

5.4.1 Impact measurement

As already emphasised, the Tholulwazi Library evaluation focused on impact (use and benefit) of the Library on one user group (school and tertiary students). The use and non-use of the Library by other groups (adults, youth clubs, parents of pre-school children) are also of concern to the Library staff and beg investigation at a later stage (see Appendix 2, and recommendations below). However, Library staff concerns with the use of the Library by the largest user group (students) and their need to know more about this use, relates directly to other expressed concerns about poor linkages with teachers, low loans counts compared with high in-Library use, and opening hours (see Appendix 2). Given the perceived high usage by students, and the high percentage of the population under 21 (57.6%) in the Besters community (Crompton and Associates 1996) this user group seemed a priority focus area for this evaluation (decision of workshop, 6 September 1996, see Appendix 4). Additionally, heavy use of the Library by "high school pupils" and a focus on

¹⁸ An important point made by a participant in the final evaluation reportback workshop, is that any division along these lines should in no way disadvantage pre-school users, as these are the library users of tomorrow.

“children’s services” was anticipated by the Library planners (Durban Municipal Library 1993b: 2).

Impact on students users was to be assessed via their utilisation of Library services (Library purpose) and any benefit derived (Library goal). Indicators were formulated to quantify that impact.¹⁹ Library purpose and goal and the respective indicators were expressed as objectives to serve as the yardstick for the evaluation; to give the intended situation against which the actual prevailing situation could be compared.

5.4.2 Results of comparison of actual situation with intended situation and analysis of reasons

5.4.2.1 Library use²⁰

5.4.2.1.1 Library use: coverage

Statistics are available which enabled a calculation as to how many school and tertiary students live in Besters: approximately 10 500 school students, and 440 tertiary students. The figures for student Library usage over the four survey days (1242), were used to calculate an approximate usage over a month (3571). Assuming the same ratio of school to tertiary students in this total, and the same ratio of Besters students to students from other areas as in the survey sample, we can conclude that 948 Besters school students and 90 Tertiary students use the Library in a month (October).

¹⁹ Childers and Van House, authors on library evaluation, emphasise the use of indicators in measuring library effectiveness. Since the exact link between performance (efficient delivery of goods and services) and effectiveness (or use and subsequent impact) is a difficult one to correlate, indicators provide a way of usefully linking the two. Hence indicators are metaphors for what they are required to measure, measurements approximating the things they represent (1993: 10-11).

²⁰ A detailed explanation of the calculations and conclusions outlined below are given in Appendix 14, as presented to the final evaluation reportback workshop, and later revised.

This gives a percentage of 6.3% of the total Besters school students using the Library over the month and 55% of the total Besters tertiary students, to be compared to the intended usage figures of 65% of school children and 45% of tertiary students. It is recognised that the above calculations pertain only to Besters, and not the “adjacent communities” stipulated in the indicators; statistics for the other communities are unavailable however, the 1994 Besters household survey (Crompton and Associates 1996) providing a unique dataset for this type of community.

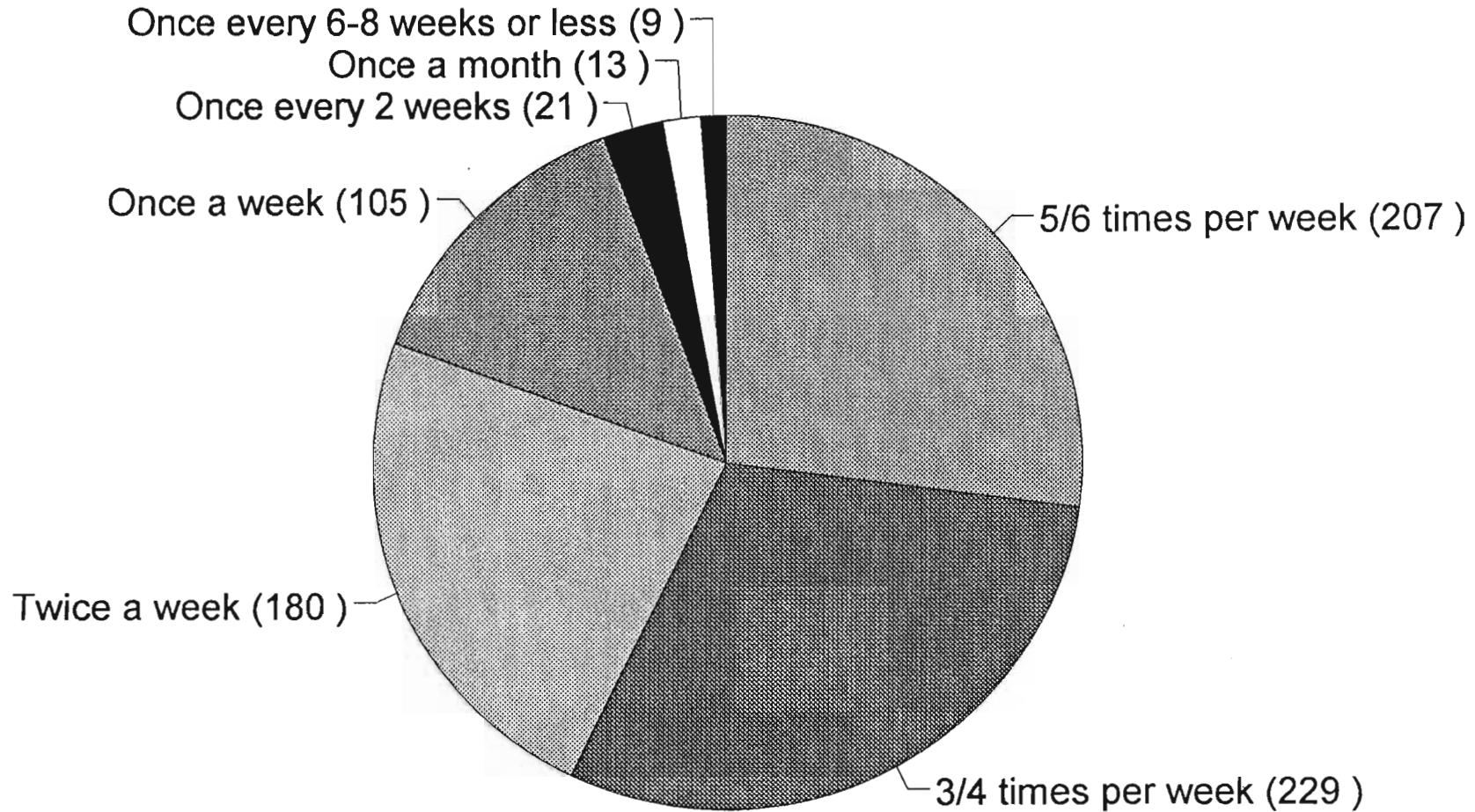
In the author’s opinion, these statistics of use should be seen in relation to depth of use. The survey results show that 81% of the school student respondents and 78% of tertiary student respondents visit the Library twice a week or more (see Appendix 13, section 13.3.1 and Figure 3.2).

Reasons for low school student usage could be attributed to a combination of the following factors:

- school students and teachers in township schools not having had the opportunity of using libraries, and owing to this lack of exposure, not being aware of what is on offer and of the potential of library usage;
- poor linkages between the Library and local school teachers, also related to poor teacher consciousness as to library potential, resulting in teachers omitting to encourage pupils to use the Library;
- a lack of awareness about the Library (who can use it, what is on offer) among school students.

The low percentage of school student use of the Library sparked discussion at the final evaluation workshop, and enthusiastic contributions from staff of the Community Development and Liaison Department who have the responsibility of visiting schools and offering library outreach programmes. It was suggested that the schools around Tholulwazi be mapped, indicating those whose pupils use the Library (data available from the survey, see Appendix 13, section 13.2.5) and those whose pupils display low or no usage (see Appendix 16). This

3.2 Frequency of visit



would give focus and structure to school outreach programmes. It was strongly suggested in the workshop that the survey results would be powerful in informing such outreach activities, and serving as introductory information in meeting with school principals. However outreach should where possible extend directly to teachers, avoiding overextended or unenthusiastic principals. The survey database gives information about which grades in each school use the Library, and this would further inform approaches to teachers of each grade. On the basis of these approaches, specific library outreach and orientation programmes could be designed for each school, grade, and/or subject area taught.

The pattern of tertiary student usage of the Tholulwazi Library can be related to the heavy use of the central reference libraries (see Schmidt 1996; statistics in Yoganathan 1996) by students from universities and technikons, all of which have their own library facilities. Reasons for heavy use of public library facilities by this category of student are mentioned in 5.3.3 in connection with provision of study texts in the Library.

The issue of the responsibility carried by DML (and Durban ratepayers), in providing study space and texts for students from tertiary institutions, was raised in the final evaluation reportback. It was recommended that information from this survey and others²¹ be used to support arguments that these institutions provide more appropriate and attractive facilities for their own students. It should be noted however, that the long travelling distance between the Besters, Inanda and KwaMashu areas and most of the tertiary institutions in question (see Appendix 13, section 13.2.5), and security considerations involved in students returning home from these institutions late at night, may provide an argument for offering local support for such students. One of the

²¹ Following the administration of the Tholulwazi survey, the facilitator was involved in discussions with DML staff about a survey of students using the study space in the BP Centre - which houses the Reference and Don Africana Library on the 10th Floor, and more recently a large study centre on the Ground Floor, equipped only with seating space, to carry the library overflow.

workshop recommendations considers this, in suggesting that the provision of particular texts recommended by tertiary students, be costed and the relevant tertiary institutions be asked to contribute to their purchase (see Appendix 16). Note that the survey indicates that extra reading materials for study is more important than mere space to study (see Appendix 13, section 13.3.2).

The nature of student use of the Library was the next aspect to be investigated in the evaluation. It is noted that indicators of use analysed below (books borrowed, items used in the Library, videos watched) of necessity reflect use by the students surveyed, and not by the percentages of the total student population stipulated in the indicators.

5.4.2.1.2 Library use: loans and reading, and in-Library use

The survey questionnaire asked how many items (books, CDs) are borrowed on average by each respondent. However the translation from English to Zulu of the question was inaccurate, requiring a change in the Zulu questionnaires used in days three and four of the survey.²² This situation resulted in two sets of data on book loans: 436 respondents indicated number of books borrowed each per month as (on average) 5 per month for the school children and 4 per month for the tertiary students; 381 respondents indicated number of books borrowed each per week as (on average) 3 per week for school students and 4 per week for tertiary students (see Appendix 13, section 13.3.3).

One set of data (the second) compares fairly favourably with the indicators of 4 books per week for school students and 1 book per week for tertiary students, and the other less favourably for school students and accurate for tertiary students. The two sets are difficult to compare with respect to school students.

²² The first Zulu questionnaire used asked for items borrowed *per week* instead of *per month*; this was changed in the second. The confusion arose as asking for loans per week (as stipulated in the indicator) was problematic since the loan period is two weeks; it was therefore resolved to ask for loans per month.

Since the survey question did not ask whether these books were *read*, it was decided to institute a Library counter-based survey of between 3% and 5% of the survey population, testing whether books borrowed were read. This once again yielded an impression of depth of Library use, in that the majority of books borrowed were read by at least one other person (sometimes by up to three others, including siblings and parents) (see Appendix 11).

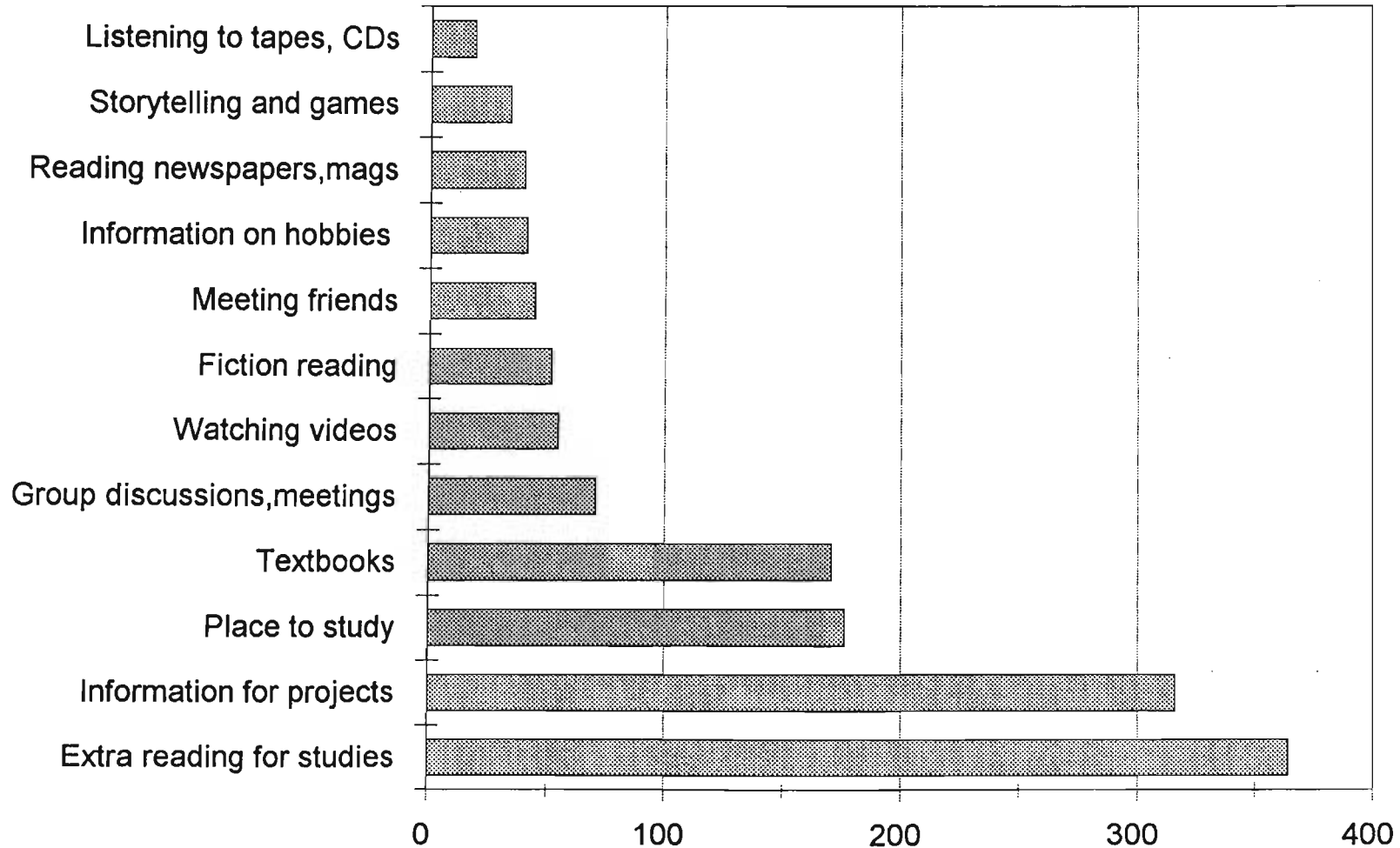
From the start of the evaluation, Tholulwazi staff showed awareness that loan statistics in their library are low compared to other branch libraries (see Appendix 2). Reasons given for this include difficult reading conditions in shacks (noise, overcrowding), fear that books may get damaged and borrowers could not afford replacement, and that the most popular (study) books were non-loanable. This was verified by the author: on days three and four of the survey she questioned respondents handing in survey forms, as to why they do not borrow books, nor want to join the Library to gain borrower privileges, the response confirmed the above.

As a result, the evaluation survey sought to look carefully at in-library use of materials.

Firstly a question as to the reasons for visits to the Library indicated that use of the Library for extra reading for studies, information for projects, place to study, and access to textbooks (in that order) is more important than access to a venue for group discussions and meetings, reading newspapers and magazines, watching videos, listening to tapes and CDs, access to fiction, storytelling and games, information on hobbies and meeting friends (see Appendix 13, section 13.3.2 and Figure 3.3).

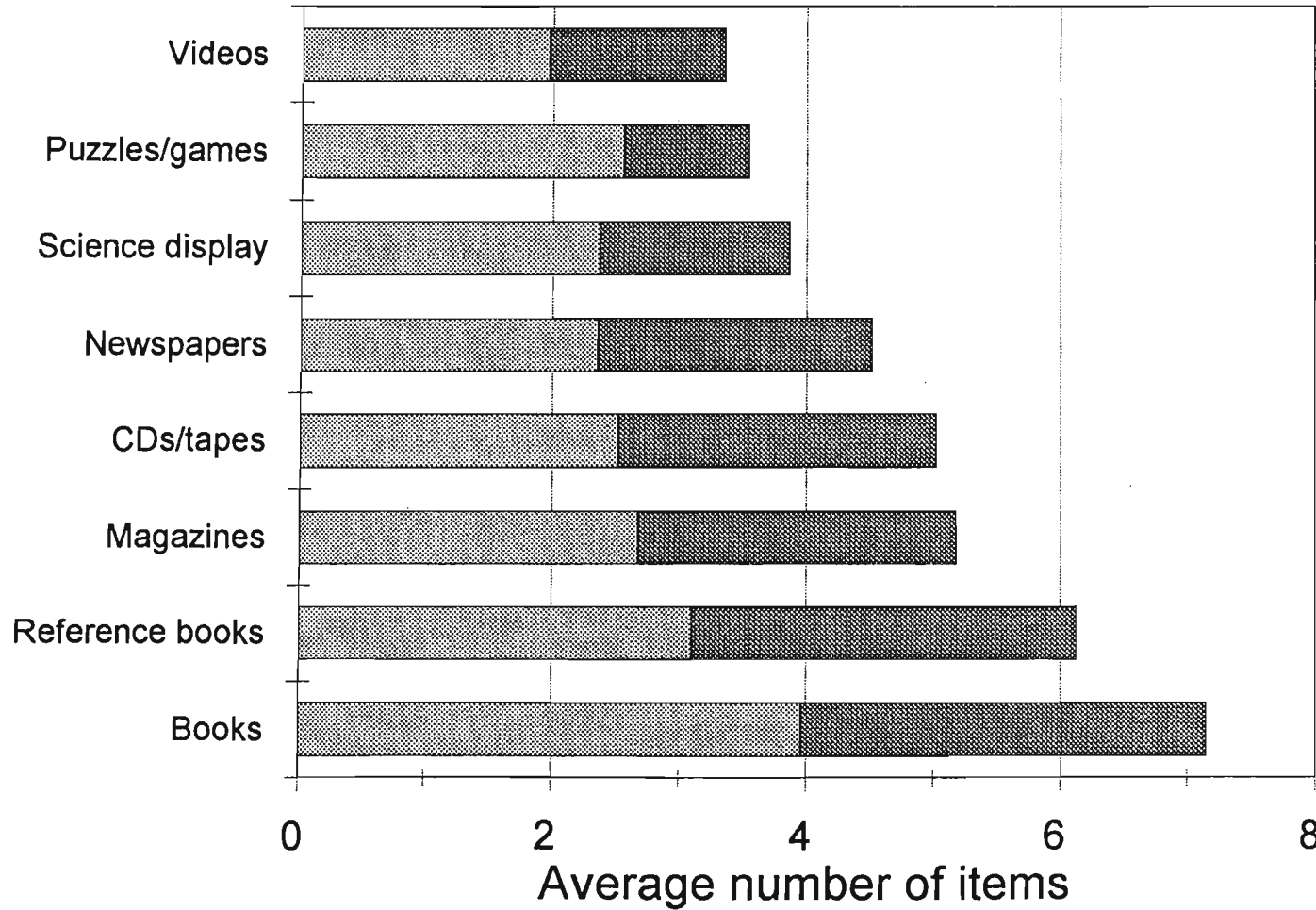
Secondly, analysis of categories of materials used during a visit to the Library, shows that the majority of students use books and reference books, as opposed to newspapers, CDs/tapes, puzzles/games, magazines, videos, and the science display (see Appendix 13, section 13.3.4 and Figure 3.4).

3.3 Reasons for Library visits



3.4 Materials used in the Library

per person, per visit



To compare with the indicators of school student in-library use of an average of 20 items per week per person, and tertiary student in-library use of an average of 3 items per week per person, the survey indicated the following:

School students use an average of 6.5 items each per Library visit, and 81% visit the Library twice a week or more frequently
Tertiary students use an average of 5.7 items each per Library visit, and 78% visit the Library twice a week or more frequently (see Appendix 13, sections 13.3.4 and 13.3.1).

The use indicator for school students also stipulated that this category of users watch at least one educational video during the course of a year. The survey yielded the information that since the Library opened (a period of 8/9 months depending on the survey day) 298 of the 686 school student respondents watched 828 videos, an average of 3 videos each. Averaged out over all school student users, this produces a figure of 1.2 videos each over this period of time. It is noted that the majority of Tholuwazi videos are educational (popular are dramatisation of school literature networks, such as *Romeo and Juliet*), but that the collection does include animated titles like *The lion king*.

In summary then, use of the Tholulwazi Library in the form of book loans, in-library use of various types of materials, and the watching of videos, was more or less as expected. Taken into account here are the slight mismatches in quantification between indicators and survey data (weeks and months, per visit and per week) which make comparison difficult. The overall impression is one of the depth of use; something that could be further investigated in terms of use/exposure time per item per user, and length of Library visit.

However, in terms of utilisation of Tholulwazi Library facilities and services (the Library purpose) the evaluation has established that fewer school student users than expected use the Library, but that this group use the Library often, exhibiting a high in-library use of materials (mainly books), and that when they borrow books these are read, often by more than one person.

Recommendations regarding the provision of more focused and appropriate support for student Library users, and related outreach programmes are given above. As with the pilot survey,²³ Library staff have indicated a willingness to examine survey respondents' recommendations for specific texts, and where possible (according to price and availability) to immediately order these for the Library collection.

The possibility of more intense and structured co-operation between Tholulwazi, as a branch library, and the resources of the central Reference and Don Africana libraries, was also raised. It was suggested that pressure on the central libraries could be alleviated, and user transport costs saved, by providing more specific and in-depth resource material for students in the branch libraries. This could be in response to individual requests, or by arrangement with classes needing project materials. Staff of the central libraries welcomed this suggestion.

During the evaluation, recommendations were made which relate to the Library collection and its use which are not directly related to the focus of the evaluation. These are recorded here as they reflect the breadth of discussion stimulated by the evaluation process. Recommendations put forward by a participant in the final evaluation workshop were:

- investigate the loan of videos to schools, and the promotion of videos among teachers
- promotion of aspects of the collection among teachers as teaching aids, for example the science display²⁴

²³ All items recommended by respondents to the pilot survey (see Appendix 7) not already in the Library collection, were immediately ordered.

²⁴ It is noted that the KwaZuluwazi Science Centre in the City Hall, of which the Tholulwazi science centre is a smaller version, is to be evaluated in 1997. The representative of the City's Natural Science Museum who attended the final evaluation workshop suggested that the author request that the Tholulwazi centre be included in this specific evaluation. In addition, the Tholulwazi science centre is staffed by volunteers trained by the Museum, who are 'paid' R5.00 per hour; the question as to whether DML could consider contributing toward this was raised. This the author would support strongly as the presence of the volunteer enhanced use of the centre, especially the CD-ROM facility (personal observation); and at peak times, the Museum volunteer assisted the Library staff with their duties, he also assisted survey respondents with filling out the questionnaires.

- games and toys to be made available in the Library, and not only loaned to teachers
- music tapes to be done away with, and a display rack for the CD collection to be purchased
- promotion of certain (under-utilised?) sections of the collection, namely Junior non-fiction, and development of other collections, such as Zulu fiction, adult non-fiction (by adding titles suggested in the survey), the literacy collection.

An area not addressed by the evaluation was Library use by pre-school children. However, this generated discussion at the final evaluation workshop, and needs to be reflected as a recommendation for future exploration and evaluation. The difficulties involved in surveying pre-school children and their library use habits was acknowledged, as well as the danger of planning pre-school library facilities and programmes on the basis of assumptions about their library use and preferences. The presence of large numbers of pre-school children running in and out of the Library and busying themselves with books and jigsaw puzzles on the floor during the survey days at Tholulwazi, certainly left a lasting impression on the author. Specific recommendations regarding this user group made at the workshop include: offering colouring in books and similar developmental activities to those who visit the Library, instituting outreach programmes through the pre-schools, crèches and clinics, and investigating and surveying this user group in future.

The areas of Library use evaluated stimulated discussion around other areas begging similar investigation. These included evaluation of the use of specific collections (for example the literacy collection, pre-school toy collection, science centre and its CD-ROM facility), and of the usage by groups from crèches and pre-schools, and from school teachers' point of view, as well as non-use by adults, newly literates.

As a general recommendation, the author would suggest focused and target group-specific promotion of the collections, services and facilities of the Library. Options to be considered comprise visits to teachers and pupils in surrounding schools (as discussed above), offering programmes of storytelling and subject specific project foci (for example using the science display and its CD-ROM facility) for school groups, visiting clinics to reach mothers and their children, offering publicised popular video showings accompanied by book displays at times when adults can attend hence drawing them into the Library, promoting the use of the General Activities Room for community activities.

5.4.2.1.3 Library use: the Study Hall

Use of the Tholulwazi Library Study Hall is dealt with in 5.3.3 above, as an aspect relating directly to the Library planning. To this discussion must be added comment on the stipulation in the indicator that use of the Study Hall as specified be by Standard 9 and 10 (Grade 11 and 12) and tertiary students. The register system set up by the Library staff did not ask users to indicate educational level. Discussion with the Tholulwazi librarian during analysis of the register revealed however that information on the application forms filled out earlier in the year by those wishing to use the Study Hall showed that the majority of users were in these senior student categories (personal communication, Andile Kweyama, Tholulwazi librarian, 5 December 1996). The point about use of the Study Hall is that this is below 20% of capacity (100 seats) and if measured strictly in terms of this category of students, would be even lower.

In terms of recommendations in relation to the Study Hall, suffice it to reiterate that survey information indicates clearly that provision of study materials, whether prescribed textbooks, or additional supportive materials (study guides for example), is a priority, and that access to a room with tables and chairs only

is inadequate. Use of the Study Hall space in comparison to the Library space²⁵ indicates that a spreading of the 'user load', via a more productive use of the Study Hall is recommended.

5.4.2.2 User benefit

5.4.2.2.1 User benefit: perceptions

The question posed to test perception of Library benefit was: "Do you think the Library has been useful and beneficial to you?" with a "Yes" or "No" option, followed by "If yes, please explain how: ____". Once again translation and analysis of Zulu questionnaire responses was inaccurate, and the "Yes" and "No" option was omitted. The Work Group resorted to deriving a "Yes" or "No" from the last part of the question.²⁶ The majority of these responses were positive: of a total of 584 (out of 817) responses, 578 replied or implied "Yes" and 6 replied "No" (see Appendix 13, section 13.3.7).

Another problem with the Zulu translation of this question was an implied reference to the previous question (which asked "Do you use any other libraries apart from Tholulwazi?, If yes, which ones? And for what?"). Confusion as to which library was meant may have affected some of these answers, although the wording was clarified in the second version of the Zulu questionnaire used on the third and fourth survey days.

In addition, of the 578 positive answers, 261 (45%) use the Tholulwazi Library only. This information was gleaned from a question as to whether respondents

²⁵ For example, on the third survey day, Saturday 26 October 1996, at 10h00 there were 61 persons in the Library, 21 watching a video in a room off the Library, and 25 in the Study Hall; at 11h30 there were 119 in the Library, 24 watching a video and 54 in the Study Hall (personal observation of the author).

²⁶ The answers to the question as to how the Library has been beneficial included positive comment on place to study, access to textbooks and dictionaries, access to books unavailable in the schools or unaffordable, place to hold discussions with friends, the opportunity to watch educational videos, a library facility close(r) to home. Comments also included specific indications of improvements in English vocabulary, mathematics, physics, science, and in passing tests and the June exams (see comments included at the end of Appendix 13).

use other libraries: out of 474 responses, 297 (63%) use only the Tholulwazi Library, 177 (37%) use other libraries as well (see Appendix 13, section 13.3.6).

5.4.2.2.2 User benefit: quantification

Following the question as to perception of benefit, respondents were invited to indicate whether there had been an improvement, or otherwise, in their marks or test/exam results, and then to quantify this by giving percentage increases in three subjects.

Again the first part of the question, the “Yes” and “No” aspect was omitted in the Zulu translation, and answers had to be inferred from the marks given. Of those surveyed (817) 644 responded, with 601 indicating an improvement (73,5% of the total surveyed) and 43 stating there had been no improvement (5% of the total surveyed).

The answers to the second part of the question were validated according to the relation of marks given to the “Yes” and “No” above and according to the plausibility of marks given (see Appendix 13, section 13.3.8 for a full explanation). This contributed to the following conclusion: of the 601 responses indicating an improvement in marks, 365 (45% of the total responses) completed the marks quantification part of the question and had valid responses, and the average percentage improvement in their marks was 18.16% (see Appendix 13, section 13.3.8).

Interestingly, of these 365, 146 (40%) use only the Tholulwazi Library.

It can be concluded therefore that of the group surveyed (a small percentage of the total student population of the area, who use the Library intensively), and given the invalidity of some responses and difficulties with phrasing of the questions, 45% clearly and plausibly indicated an average improvement in their marks or exam/test results of 18.16%. This compares with the 55% of users showing 20% improvement stipulated in the benefit indicator above.

Discussion on this issue in the final evaluation workshop suggested that this information be verified by following up with teachers of the relevant grades in schools showing high use of the Tholulwazi Library. It was felt that this was powerful information for initiating discussion with teachers, and to promote a Library outreach programme in schools. This potential use of such information in DML public relations (for example with regard to City politicians, officials and other funders of the service) was enthusiastically discussed.

5.4.3 Summary recommendations with respect to implementation, specifically regarding Library use and user benefit

Specific action recommendations with respect to use of the Tholulwazi Library are:

- 1. Mapping of the schools in the area around Tholuwazi library,** indicating the extent of Library use by their pupils by grade; this to inform a structured and focused **outreach programme** to these schools.
- 2. Investigate the role of the Tholulwazi Library with respect to provision of space and texts for tertiary students,** in conjunction with the librarians of tertiary institution libraries using survey data as the basis for discussion.
- 3. Plan a phased and focused, target group-specific programme to monitor other areas** (for example use by other age groups, and use of specific aspects of the collection) **of Tholulwazi Library use,** according to an open and negotiated process involving relevant parties, addressing priority areas in a co-ordinated way, culminating in a set of comparative and complementary data, using this evaluation of students use and benefit as a starting point and learning from its lessons.

4. A **Library promotion programme** directed at the various target groups identified and researched according to point 3. above, be instituted.

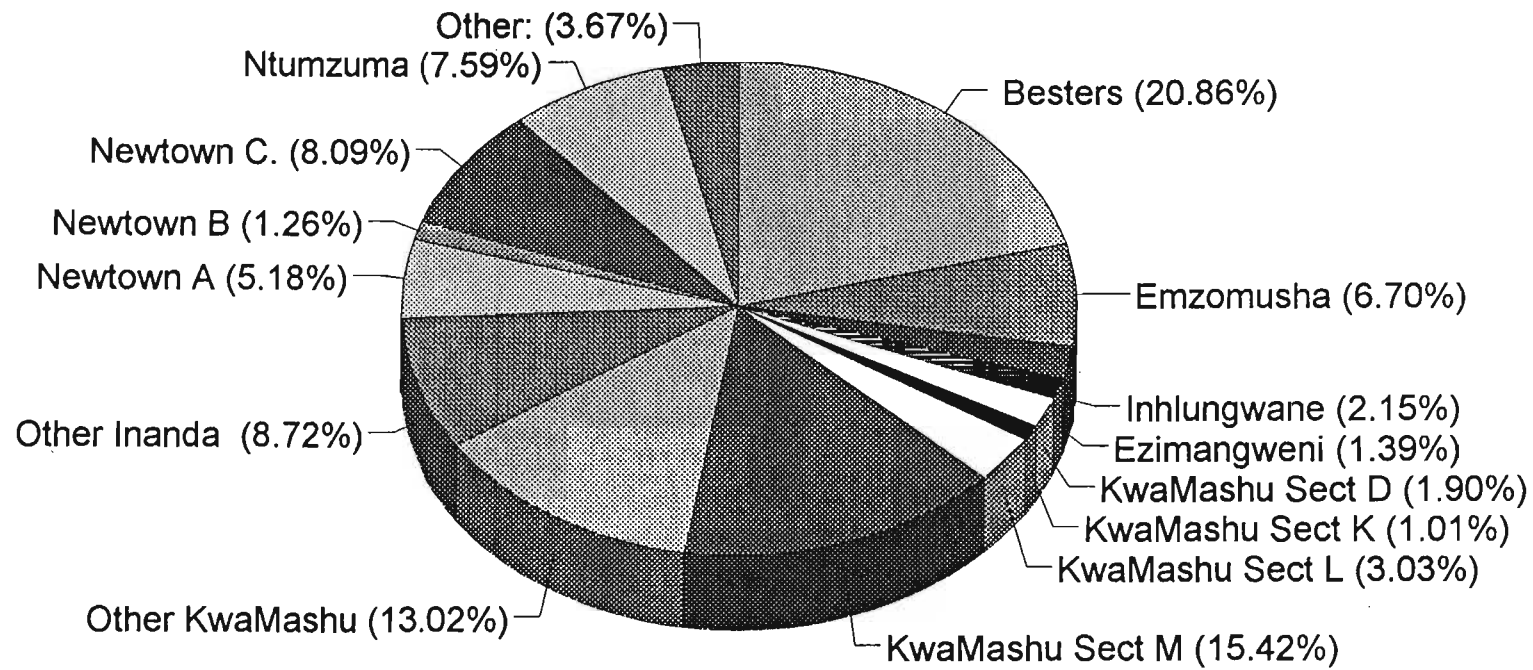
A recommendation relating to the survey information about benefit to students is:

5. **Use the information** that 45% of Tholulwazi student users show a ^{18.16} ~~19.9%~~ increase in their marks **to initiate discussions with teachers**, to verify this information, and to initiate a library outreach programme in schools, designed to extend the breadth and depth of this impact.

A general recommendation that links planning recommendations with these relating to implementation, is that the vigorous pursuit of outreach programmes needs to happen in proportion to the capacity of the Library facilities, collections and staff to respond to increased use. Suggestions as to the more productive use of space, and the possible extension of the building would need to be implemented prior to stimulating increased use to prevent overcrowding and other negative consequences.

In addition, the effect of the opening of the new library in E section of KwaMashu and one in Ohlange, Inanda, during 1997, on the use of Tholulwazi needs to be considered. Usage of Tholulwazi by KwaMashu residents is high (272 out of 817 or 33%, compared to 246 or 30% from Besters itself, see Appendix 13, section 13.2.1 and Figure 3.5); however many of these users (122 out of 272) come from M section directly adjacent to Besters. Usage of Tholulwazi Library once KwaMashu Library opens needs monitoring, especially if extensions to the building are envisaged. However, it is strongly recommended in the light of the survey results, that more productive allocation of existing space in the Tholulwazi facility should be addressed immediately and not be delayed until the opening of KwaMashu Library.

3.5 Respondents place of residence



5.5 The evaluation methodology and its possible future use in the public library context

Since the use of a systematic objectives-oriented and participatory methodology in the evaluation of the Tholulwazi Library marks a new approach to evaluation in DML, and to this author's knowledge, in public library evaluations in South Africa, it was deemed appropriate to include commentary on learnings from the process here. This with a view toward suggesting what aspects of this method DML, and other interested public libraries, could use on an ongoing basis.

5.5.1 The value of the approach

Firstly, the application of a **systematic objectives-oriented approach** has the advantage of placing public library planning in a position to specify benefit and to link budgets and staff allocations to this benefit. This represents an improvement on the previous situation, where benefit was assumed, unspecified, or library worthiness unquestioned.

The usefulness of this approach applies in two instances:

- Motivations for continued or increased library funding presented to City officials, ratepaying and taxpaying citizens and political decision-makers, which can argue convincingly (logically and with respect to quantity and quality) in terms of benefit (effectiveness) have a greater chance of success in these politically-charged times. This is especially the case when benefit accrues to previously disadvantaged communities and is in line with national developmental and educational priorities.
- Library budget and staff allocation requests which clearly link resources and staff activities to impact, thereby demonstrating efficiency and minimal wastage of funds and effort, would impress decision-makers in these times when efficient management is required in the public service.

Given the political climate and elements of the funding context in which public service delivery is currently located, an appropriate management model - by

means of which accountability and developmental commitment can be demonstrated - should be expected.

In addition, the **participatory approach** used is technically necessary, as well as politically strategic. In post-apartheid South Africa, the term 'participation' ranks near the top of the liberation rhetoric list, along with democracy, transparency, accountability, ownership, redress, reconstruction and development. However, the critical point here is not to institute cosmetic or comprehensive consultative processes (the latter often seemingly endless and long-winded) in the name of the new-South Africa, but it is rather to operationalise the general principle into specific technical and professional procedures.

To make it work, participation needs to be a process of minimised effort, of getting users, with varied knowledge of their circumstances and priorities, together with political service providers to enable achievement of a task. By definition the outcome of such a process has to accommodate existing multiple realities (often named a 'compromise') and may require an instigator or facilitator to co-ordinate and secure the outcome, by ensuring open access to information from all sides, and by providing a transparent procedure for decision-making. A process such as the Tholulwazi Library evaluation hence must open up and demonstrate the possibilities of co-operation and co-ordinated activity between different groupings involved with delivery at a particular service point.²⁷

²⁷ In the Tholulwazi evaluation, the Library staff, the Users' Committee, DML senior and district management, and the DML Community Development and Liaison and Systems Departments, came together to focus on one task (all with differing interests in the outcome), in a way which, in this author's opinion, transcended some inter-departmental/group communication barriers which had hindered co-operation in the past. Also, a participant in the final evaluation workshop recommended that communication between DML management and the Users' Committee should continued after the evaluation, and that the Users' Committee should be involved in addressing some of the areas which the evaluation highlighted for action or further investigation.

5.5.2 Problem areas and subsequent learnings

Adhering to a participatory methodology leaves decision-making and ownership of the evaluation in the hands of the stakeholders. Control of the evaluation is out of the facilitator's hands. The facilitator has no stake in the outcome and is not in a position to make decisions, s/he can only provide focus and criteria for decision-making. This may result in professional **accuracy** being compromised - for example in data collection procedures; something which was experienced in two areas of the Tholulwazi evaluation.

Firstly mistakes in the translation of the Zulu questionnaire, allocated to members of the Work Group proved problematic. Analysis of the data in comparison to the correct questionnaire responses was difficult, and in the case of book loan statistics, impossible. Omissions of aspects of questions meant that answers were not clear cut. Fortunately these answers were reinforced by responses to other questions. In future evaluations it is suggested that time and space be allocated for work group revision and checking of tasks assigned to individuals or sub-groups.

Secondly, administration of the questionnaires was not conducted as exactly as planned. The facilitator was unable to be present on the first two days; the Work Group discussed the tasks and decided to go ahead. Instructions were left as to procedures (see Appendix 8) necessary for accurate data collection. However, these were not always adhered to (for example head counts of all entering the Library). Having said this, the high usage levels in the Library on those days is recognised. Communication and transport difficulties meant that some of the group who had undertaken to assist with the evaluation could not be present, exacerbating the problem. In future it is suggested that careful discussion as to the factors which could compromise survey accuracy and validity be included in the process of designing questionnaires and survey procedures. This should include fostering group understanding of responsibility for validity and accuracy and of what individual commitment is required.

In retrospect technical aspects of the process should be tackled under less time pressure (to enable group review of work), and in such a way that adequate explanations are given to all involved and their awareness ensured.

In the author's opinion these problem areas do not detract from the value of the approach, nor from the impact of and conclusions derived from this evaluation data. In future exercises however, these areas should be considered.²⁸

5.5.3 Suggestions for future application

Future use of a systematic objectives-oriented participatory approach in library evaluation can learn much from the methodological discussion and conclusions in the thesis of which this report forms a part (Chapters Two, Four and Six), as well as procedural steps and guidelines given in influential texts such as Feuerstein (1986). This section draws on these, summarising the methodological issues requiring attention.

The question of **when** and **how often** to evaluate should be guided by the information requirements of management decision-making, given the internal dynamics of the particular library or service, and the demands of the external environment.

Times of crisis (budget cuts for example) signal a need for evaluation information (especially regarding service impact). However given the nature of such crises information is best to hand in the moment, and time to commission an evaluation is not always available. In a political and funding climate demanding constant motivation for continued or increased budgets, strategic managers would have critical, select, up-to-date evaluative data constantly

²⁸ It has been suggested that the same questionnaire be administered in other areas, Umlazi and KwaMashu for example. It is strongly recommended that the problem areas of the questionnaire be reviewed and dealt with before this goes ahead. In addition, the use of a questionnaire designed for one community and facility, in another area needs consideration. Integration of information from new surveys into the existing database would have to be carefully approached; this may necessitate changes to the database design, and expert advice should be taken on this before the administration of the survey.

available. All this requires a co-ordinated ongoing and integrated evaluation initiative built in to the management system.

This initiative could consist of small focused investigations conducted annually at strategic service points, yielding accurate data as to library impact, with comparisons between service points and from one year to the next. Such information would be strategically useful in library public relations exercises (annual reports, press releases) and budget motivations.

Other opportunities for evaluation include:

- a change in the user population served (for example in socio-economic status, ethnic or cultural identity, education level, age structure), in terms of the service as a whole, or a particular library;
- the need for data to inform a decision about closing an existing service point, or terminating an aspect of the service, or withdrawing certain collections;
- the need for data about 'pilot' initiatives to inform decisions as to expansion of the service along the same lines (as in the Tholulwazi case).

It is also important that individual managers should have the opportunity to commission periodic evaluations of the effectiveness of their departments or branch libraries, in accordance with the management cycle of planning, implementation, monitoring and evaluation. These could take place every three to five years.

The question of **who is to be involved** is central to the design of such an evaluation. An external facilitator with technical methodological skills as well as communication skills (for example humility, respect for others, ability to listen, a strong belief in human potential, high tolerance for ambiguity, Narayan 1993: 13) is required - with no stake in the outcome, and the ability to cut across line functions.

The evaluation work team should consist of representatives of all stakeholders, with effective input from library user representatives, and library staff of all levels. Other stakeholders would need to be kept informed of, but not actively involved in the process.

Evaluation of aspects of a large public library service such as DML in an *ad hoc* and uncoordinated fashion is to be avoided. If maximum use is to be made of the results of an evaluation, and investigations throughout the service brought together to facilitate area-covering conclusions, a co-ordination function is necessary, linked to the management information system and available to all levels of decision-makers.

The **procedural steps** for such an evaluation are as follows:

1. *Terms of reference*:

The development of a possible evaluation concept, its objectives, expected results, and methodological guidelines as 'terms of reference' by the co-ordination function suggested above, or by an individual manager. The presentation of this proposal to a wider group (of library staff, or an existing evaluation reference group which could include outside experts).

The formulation of terms of reference for a facilitator, facilitator interviews and appointment by work group.

2. *Team establishment*:

Wider group discussion and decision-making on the evaluation focus and approach, joint commitment of all stakeholders, decision of budgetary frameworks; and appointment of a team or work group or committee to conduct the evaluation, with terms of reference and timeframes.

3. *Plan the evaluation:*

The formulation of an evaluation work plan, including methods and possible need for external expertise, and a final budget and timeframe, by facilitator and work group.

4. *Team building:*

Training of work group members in technical evaluation aspects, if required, by facilitator.

5. *The 'measure-sticks':*

Workshop of wider stakeholder group to revisit objectives of library or service aspect to be evaluated (intended situation), including formulation of indicators.

6. *Data on status of achievement:*

Data collection/generation and research (*inter alia* via surveys, questionnaires, interviews) to reflect existing situation with respect to objectives and indicators decided upon, carried out by facilitator and work group, possibly with external expert advice (on questionnaire design for example).

7. *Data processing:*

Organising and processing of data (using computerised database for example), by facilitator and work group, with possible external expert assistance (with database design for example).

8. *Analysis of planned vs. actual situation:*

Analysis of data, comparing intended with existing situation, by facilitator and work group.

9. *Presentation:*

Presentation of findings at preliminary workshop, discussion, and formulation of recommendations for short term and long term action, by facilitator, work group, and wider stakeholder group.

Presentation of findings, at a workshop or formal presentation, and in the form of a written report, to management and other stakeholders.

10. *Implementation:*

Decision as to a process for the integration of evaluation findings and recommendations by management system at appropriate levels.

Full access to information and the stage and sequence of the process is to be available at all times.²⁹ Regular exchange of information about the process via reportback sessions and information bulletins could be useful, depending on extent and length of the process. This is to ensure that ownership and control of the evaluation does not rest in the hands of one party (facilitator or management for example). At all stages of the process, the opinions and viewpoints of all parties are to be actively sought, given space to be aired and discussed, in order to achieve and maintain the fullest possible reflection of the differing perceptions of the evaluation object. Decisions at all stages of the evaluation are to be referred to the work group, and if necessary the wider stakeholder group. Work assigned to individuals or outsiders is best accepted and checked by the work group, except in the case of a clear specified mandate given to a task sub-group or individual. The need for training of work group members is to be assessed, prioritised and effected at the appropriate times.

In terms of future use of this method for the purposes of evaluation within the Durban Municipal Library, it is recommended:

²⁹ As indicated previously, a 'process' file of the minutes of all meetings of the Tholulwazi Evaluation Work Group was lodged in the administration office of DML for consultation by interested parties not directly involved.

1. That DML explore its role in the development of communities through the use of developmental management approaches, which are problem- and solutions-oriented, systematic and participatory. This could start with following up on the recommendations of the evaluation of Tholulwazi Library; within the context of a group including those involved thus far, with senior management input and allocation of necessary resources.
2. That a central DML staff person take responsibility for co-ordinating the evaluation follow up process. This should be documented and assessed to provide lessons for other DML libraries wishing to embark on a similar process.
3. That, after an appropriate period of time, the application of this method in other instances be discussed, and a co-ordinated approach to its use in planning and other evaluations, covering more aspects of the DML system, explored. Training and support in the method is available locally and internationally, as is facilitation for future processes.

5.6 Report appendices and sources

This section includes, for the purposes of separate presentation of the report, appendices 1 to 17, comprising minutes of evaluation workshops and meetings, copies of the questionnaires, counter and Study Hall surveys, reports, facilitator terms of reference. In addition, a list of sources used in the report only are appended to the separate report.

Chapter Six

Conclusions

In the light of the experience and conclusions of the Tholulwazi Library evaluation, this chapter offers commentary on the application of this participatory evaluation methodology in the case of a public library.

The chapter recognises that recommendations drawn from the learnings of the Tholulwazi process are given in the evaluation report (Chapter Five), as well as preliminary commentary on the value of the methodology. This section will summarise central points already made, and where necessary, build on them.

6.1 Restatement of thesis objectives and summary of the study

The central objective of this study (as outlined in Chapter One) is a methodological one: to test a participatory evaluation method in a particular library, and to draw conclusions as to advantages and disadvantages in its application - from practicalities and logistics, to the more conceptual and political considerations.

The origins of the method chosen are traced in the social service and development sectors, and presented alongside a survey of library evaluation literature (Chapter Two). The use of the systematic objectives-oriented and participatory approach is justified in terms of the developmental context of South African public libraries in the 1990s, and political and financial pressures on the public sector to demonstrate efficiency and impact. This is reinforced by an impression of practitioner frustration with library evaluation methods.

The case chosen is that of the first branch library (described in Chapter Three) established by the Durban Municipal Library in an African township or informal settlement. The significance of an evaluation of this Library is highlighted in terms of its 'pilot' status ahead of imminent further expansion of DML services.

The evaluation revisited Library objectives, focusing on the purpose (defined as utilisation of Library services) and goal (user benefit), as they pertain to the largest user group, school and tertiary students. Student use and benefit were explored by means of data collection from a population: student users over four days representative of degrees of library usage. The results were compared and contrasted with the intended situation, and conclusions drawn. The evaluation process is documented (Chapter Four), complemented by appendices recording activities of the evaluation work group and facilitator. The conclusions formed the basis for analysis and recommendations pertaining to Library planning and implementation. These are given together with the results in the evaluation report (Chapter Five), compiled as a stand-alone document for presentation to the Library management and other stakeholders.

It remains for the author to comment on the method used.

6.2 Commentary on the application of this participatory objectives-oriented evaluation method to the public library on the basis of the Tholulwazi case

6.2.1 Advantages

Two practical and political advantages of this method demonstrated by the Tholulwazi evaluation, have been outlined already in the report in Chapter Five, namely,

- The ability to link library community benefit to public investment - provided by the systematic objectives-oriented approach - and thence to qualify, quantify and test this benefit, is deemed appropriate with respect to demands for efficient public management and local government development priorities.
- The participatory methodology is politically powerful and managerially sound - given the need to source information and opinions from all

stakeholder groups, and the advantages of effectively co-ordinating the activities of such groups at a particular service point.

Discussion at a more methodological level is warranted however, firstly in relation to the conclusions of commentators on library evaluation.

The literature on library evaluation reflects the difficulty of measuring library impact. It is argued that there is no direct cause and effect relationship between spending on libraries and effect upon the quality of life / learning of users (Great Britain 1990: 4; Dowlin 1980: 106; Lancaster 1988: 3). It is argued that the link is difficult to establish, and that many other non-library related factors can contribute to the desired impact (Ford 1988: 75; Hamburg, Ramist and Bommer 1972: 109-110; Blagden 1980: 31) (This discussion in full in *2.2.2.4 Impact: the dilemma of defining use and benefit*).

It is suggested in the method and case presented in this thesis that the systematic objectives-oriented approach overcomes the hurdle of the elusiveness of library impact evaluation. For the practitioner needing impact evaluation information, the stepwise approach offered by the 'logframe' hierarchy of objectives, offers a model to "think with" (the expression is Bhola's 1990: 47). For Mohr, a writer on impact analysis, this hierarchical approach to objectives is the key to logic and scientific rigour in evaluating programmes (1995: 2-10).

Indicators attached to these levels of objectives provide 'measure-sticks' for achievement at each level, recognising that in some cases it may be impossible to provide an exact measure of what needs to be represented and that a 'proxy' indicator is useful (Childers and Van House 1993: 11). In any event, what matters is to settle on a meaningful (for all concerned in planning and implementation) and plausible measure of each objective. At all stages in this process (and here the participatory aspect comes in as a technical necessity) what counts is a meaningful understanding of what is intended and how to

measure it, shared by all concerned. Guba and Lincoln's central tenet of fourth generation evaluation relates here: that there is no "true' state of affairs", no one reality, but multiple realities held by different parties, that need to be shared productively in co-operative ventures (Guba and Lincoln 1989: 8).

On a methodological level then, this aspect of the approach used offers library practitioners a way out of the trap of arguing for library 'goodness' with no way to conclusively prove it (see conclusions in 2.2.6).

The method used is participatory in order to ensure the quality and validity of information gathered from all levels to inform management decision-making. It involves a careful selection of the minimum people necessary (in the interests of efficiency and resources of all involved), and ensuring the validity and legitimacy of decisions made. The point here is that the design of an appropriate and functional way of ensuring input from all involved for the purposes of the particular initiative is critical.¹ This constitutes a technical and strategic means to counteract management based on assumptions as to beneficiary status and behaviour, potentially problematic in the arena of public service delivery. The political advantages of such an approach in the current political climate, especially in South Africa, need no emphasis.

Two other beneficial consequences of adopting a participatory evaluation method are:

- The approach actively demands and fosters decision-making at a lower (in terms of access to power, especially in resource allocation) level, hence encourages responsibility among staff members who may not have had the space to express opinions and make decisions in the past.²

¹ Thomas, in a work which surveys United States experience with participation in public decision-making, outlines problems which can arise in participatory processes (1995: 25-29); these point to the crucial need for attention to the design of the type of participatory interaction.

² In the Tholulwazi case, it became clear to the facilitator that Library staff considered decision-making the domain of top management, and the evaluation outcomes a way to reinforce their (unheard?) opinions about Library use, user behaviour, and material and service delivery

This has the potential to impact positively on staff motivation, and reflects Feuerstein's point that participatory evaluation "is to do...with the development of people" (1986: xi).

- The participatory approach allows for a formative approach to evaluation, enabling introduction of changes or amendment of procedures as the exercise proceeds, owing to staff understanding, acceptance, involvement and ownership.³ This reflects the approach of Guba and Lincoln writing on fourth generation evaluation (1989: 10) and Narayan specifically addressing the evaluation of development projects (1993: 10-12).

In ensuring a participatory process the role of external facilitator is crucial, requiring professional methodological expertise and communication skills, including political experience. As an outsider s/he is able to cut across existing line functions and political alliances, and give all voices space to be heard. This is considered especially beneficial in a bureaucratic and hierarchic public service department.⁴

These positive aspects would support the suggestion that South African public library management may draw productively on management models, methods and techniques sourced from outside the profession.

Some conclusions of a recent survey of staff perceptions of South African public libraries in the context of societal change (Stilwell 1995), give weight to

(personal observation). A short anonymous survey of work group participants inviting feedback on the extent to which the evaluation was participatory, evoked comment that participants felt their opinions were listened to and they were treated with respect.

³ The immediate ordering of books suggested by survey participants is an example of this. A related incidence is the donation of computers to the Library by an archives and library collection upgrading their equipment; as a result of the facilitator mentioning to the collection's director that the Tholulwazi survey was reflecting the need for computers.

⁴ An anonymous survey of work group participants inviting comment on the extent to which the evaluation was conducted in a participatory way, revealed that participants felt heard and that their opinions were taken into account. They did not know of anyone who should have been involved but was not invited to do so. One respondent rated the exercise 70% participatory, two 90% and two 100%, another suggested between 70 and 100%.

this argument. Stilwell's findings indicate an expressed need for a participative management approach among public library staff members. A commitment to the approach is found emerging in policy documents, but the majority of library staff surveyed still work in top-down management environments (Stilwell 1995: 244-245). This would suggest that the technical advantages of participatory approaches, and critical thinking as to the how of participation, much of which has been explored in the development sector, promises to be of use to public library practitioners. Linked to this, the Stilwell survey looks at public library staff experience of the involvement of community representatives in needs assessment. The findings reflect low input of community opinion into management decision-making in this area⁵ (Stilwell 1995: 250-251). Stilwell's thesis conclusions indicate that management of South African public libraries has not kept pace with broader societal change, that the change that has occurred has not been sufficient or complete in terms of environmental demands, and that a radical strategy is called for (1995: 272).

Another methodological point relates to link between the establishment of clear objectives and a participatory evaluation in terms of these. The literature on library evaluation bemoans the lack of explicit, meaningful and useful (for management purposes) objectives in library managerial practice (Lancaster 1977: 4; Hamburg, Ramist and Bommer 1972: 109; Willemsse 1989: 264; this discussed in 2.2.4 *Objectives*).

Here, it is suggested that when an institution or service with no clear and agreed upon objectives comes into being and operates, involving input and efforts of many parties (financiers, staff, management, beneficiaries), ongoing

⁵ The precise findings were: 16.95% of respondents did not give / could not give positive information regarding the involvement of community representatives; 23.73% saw involvement as minimal, not formalised, though improving; and 47.46% of responses reflected some community representation (in books selection, and new library establishment) (Stilwell 1995: 250-1).

functioning without reflection creates 'unfinished business'.⁶ Bringing the various players together to reflect on what has been achieved in relation to what was intended, with the opportunity to consider change and ways of doing things differently in future, offers a powerful and more open process for decision-making. Facilitating airing of views from all parties and closure on unfinished business, creates a common clean slate and the opportunity for mutual agreement as to the way forward. The importance of seeing project and organisational work in terms of cycles, with distinct phases, and the need for closure at the end of each cycle, is one recognised in the development sector (see for example project cycle management in Deutsche Gesellschaft für Technische Zusammenarbeit 1991) and elsewhere in organisational development circles (see for example the cycle of experience in Nevis 1987: 22-47).

6.2.2 Disadvantages

In the discussion on learnings from the Tholulwazi Library evaluation in the evaluation report (Chapter Five, 5.5.2 *Problem areas and subsequent learnings*) the risk of compromising professional accuracy in participatory evaluation is noted.

On a methodological level, the use of this participatory approach in the public library case presents a potential hurdle for interested public library managers. The approach requires a professionally (technically, politically, and in terms of communication) skilled external facilitator. The advantages of an outsider have been previously argued, but to specify here: if a suitable person was in the employ of a public library, his/her senior position may stifle open communication from lower levels of staff, and a more junior position may prevent freedom of movement between departments and across reporting lines.

⁶ The term is used by practitioners of the Gestalt approach to organisation and systems development to refer to outstanding problems and issues which hinder productive activity in organisations and systems (see Nevis 1987: 91); hence the importance to facilitate 'closure' on these before progress can happen (See Nevis 1987: 29, 41).

Such facilitation skills may be difficult to find, and/or expensive. Public library management wishing to take this approach seriously would be advised to budget ahead for resources for process facilitation, to accompany every public investment. The argument here is that the participatory process, for which such facilitation is crucial, effectively ensures the utilisation and benefit of a output (of an evaluation for example), which essentially matters more than the output itself. The broader point here is that the facilitation of conscious management - in the form of planning, monitoring and evaluation - requires resources, and planning and budgeting in advance. A commitment to quality assurance in management in these terms merits effort and expenditure.

6.3 Conclusion

This conclusion will not attempt to summarise the conclusions of the Tholulwazi evaluation (given in Chapter Five) or the points made thus far in Chapter Six. Instead a final comment on the future of the public library is offered.

The public library developed as a social institution in South Africa in response to a particular set of historical circumstances (see Friis 1962: 70; Stilwell 1991: 246). These historical circumstances have changed, since the mid-nineteenth century, and most dramatically over the last five to ten years. The most significant change has been in the library user population: the majority of South Africans are different culturally, educationally, and in terms of socio-economic status and age, to the traditional user group of the public library. Consequently their use, and their needs and demands of a library are different.

This line of argument suggests that the public library as we know it, may not be an appropriate solution to (even some of) the unsatisfied educational needs of the majority of South Africans. This conclusion leaves one free to explore other solutions: community learning centres for example (see Wyley 1995).

This thesis has suggested that the public library be evaluated in relation to impact on the community served, via use and benefit. The need to justify public

expenditure on libraries in terms of impact has been presented. It follows that impact can only be meaningful if addressing a social problem for which an intervention or service is appropriate. This brings us to the unsatisfied needs for which the library is the assumed solution.

At a fundamental level therefore, this thesis argues for an in-depth investigation of the role of the public library, in terms of the social problem or unsatisfied need it claims to address. It argues for critical and free thinking, a breaking away from the safety, conventions and assumptions of traditional models. It presents in a practical way, with methodological justification, an approach to public library evaluation which provides a starting point for this process.

Bibliography of works cited and consulted

Notes on citation method

References in the text and in this listing follow the author-date method favoured by social scientists, in deference to the faculty in which this thesis is registered. The method follows a brief author-date documentation in the text with a corresponding full reference in this listing, giving title, publication, pagination and (where applicable) series details, including International Standard Book Number (ISBN) or International Standard Serial Number (ISSN) (following University of Natal, Pietermaritzburg, Department of Information Studies, n.d.; *Chicago manual of style* 1993). In some cases the ISSN pertaining to journal articles acquired by Inter-Library Loan was not supplied and is therefore not given.

References to primary source material in Chapter Three presented a referencing challenge to the author. These documents do not form part of ordered manuscript collections, but are held in the files of the Durban Municipal Library and the Inanda Community Development Trust; other primary sources are held in the files of Janina Masojada, architect of the Tholulwazi Library. As such the individual documents are not numbered and often not systematically arranged. Accurate referencing for the purpose of retracing the documents necessitates full and detailed description of the item in question. This renders the brief author-date referencing system unsuitable, a point recognised by the *Chicago manual of style* (1993: 693). In the interests of avoiding lengthy references in brackets in the text (and risking criticism of inconsistency), these references are cited in full in footnotes to the text, according to the method favoured by humanities scholars (for example historians¹). These in turn refer to collections of papers listed below according to the institution collection (for example "Durban Municipal Library Files" and "Inanda Community Development Trust Files"). In cases where a primary source document lends itself to author-date referencing this is used and the reference in this listing followed by the source in italics (for example: "Source: *Files of Janina Masojada, architect*").

Citations of interviews are given in more detail than conventionally required; each reference is supplemented with an indication as to the position and function of the interviewee.

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¹ Acknowledgements to Iain Edwards, historian, for advice on this point.

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APPENDIX 1

**Report on introductory workshop held with DML staff
Tuesday 20 August 1996
Training Room, DML Umgeni Road
8.30-10.30**

Schedule

1.	Introductions	8.30-8.40
2.	Expectations/our experience of evaluation	8.40-9.00
3.1	What is participatory evaluation?	9.00-9.30
3.2	The process of participatory evaluation	9.45-10.00
4.1	Objectives of Bester's Evaluation	10.00-10.10
4.2.	Suggested procedure of Bester's evaluation	10.10-10.25
5.	Wrap up	10.25-10.30

Content

1. Introductions and expectations

Present: 16 DML staff and facilitator (see attached list)

DML staff expectations:

Assistance and input on:

- Formulating questions and surveys
- Different ways of measurement apart from usage statistics
- Look at methods other than the traditional ones
- How to look at usage patterns of music recordings and related material
- How are library services related to real needs
- How we can serve communities
- Link with developmental issues
- Link with development and training
- Surveying of advantaged and disadvantaged users
- How to evaluate branch library service
- The impact of Bester's
- How we can include participation
- Use of evaluation results to argue for funding in times of budget squeezes
- How to go about a piece of work for a thesis, methods, approach, proposal.

Facilitator's suggested objectives for this session:

- to introduce myself
- to introduce the method (participatory evaluation)
- to put forward my proposal for Tholuwazi
- to lay the basis for an evaluation plan/research plan and procedures

- to facilitate (preliminary) assessment of the method with respect to its potential use in DML
- to share, to learn

Proposed topic of research for discussion and approval:

“The application of a participatory evaluation method to a public library service: the case of Tholulwazi Library (Bester’s Camp, Inanda, Durban)”.

2. Our experience of evaluation

A participants’ experience survey was conducted, and visualised input on cards was invited in response to the question: What is your experience of evaluation?

Responses:

User/interviewee interface issues:

Very difficult where patron expectation is low

People interviewed want to know what they will benefit

People I interviewed were interested and participated voluntarily

Their expectations were: a library in the community, a report on the outcome of the interviews, an improved library service

Preliminary evaluation in new community fails to cover/reflect people's expectations

Not being able to interview public is a drawback when using questionnaires

How are we doing survey? Public response not always truthful

Too often only the committed partake - we need to hear from others

Feedback from teachers promised but seldom comes

Evaluating from the perspective of the service provider and not from that of the patrons

Evaluation should respond to what the reality of the situation is like

Questionnaires designed - not aimed at different types of users

Data collection issues:

Number of surveys done not able to be sure re. validity

Questionnaires? Too much useless information for the time taken

Special libraries: too much reliance on usage stats, no measure of quality - but usage small, stats not always reliable

Issue and membership statistics. Doesn't give the whole picture

Stats, interview methods fail to reflect the reality of the situation e.g. stats of internal usage and outside usage

Success of job rotation - not all staff respond

How are we doing survey? Not enough info to judge

Bookstock - suggestion books. usually only reflect dissatisfaction

Survey - no clear direction given

Use of “new book” lists - not enough feedback

Closed access library helped to evaluate the provision of information to patrons - also helped to develop book stock

(Evaluation topics:)

Evaluation of info provision to all sectors of the SA population

Display books - evaluation - subject usage before and after

Talks at schools then compare number of members before / after

Holiday programs, find out attitude of user afterwards then compare with before

Book promotion talks measure - usage of that book

User study book preference; compare with available stock

Adequate control to the info explosion

Evaluation of change over from card catalogue to the use of opac and printouts

Process/procedure of evaluation:

Evaluating once and basing all action on that one evaluation i.e. no continuous evaluation

Not bothering to evaluate- i.e. assuming that the service is inherently beneficial

Co-operation of all involved in providing a service is vital - this is both at early stage and for feedback

Most important evaluations need too much time i.e. several years

Is there time to do evaluation? Long process

The element of subjectivity that creeps into it

Evaluating staff who provide a service after training programmes have (*sic*) been done to determine improvement - not enough of this is being done

Evaluation of training: is the task being carried out in the proper way after training?

3.1 What is participatory evaluation

Summary of input follows (from visualisation)

(1) Traditional methods

For funded social welfare programmes : descriptions of activities and fund spending

Later: analysis and information gathering (questionnaires, computers)

Conducted by external evaluators - for purposes of commissioning agency e.g. funder, or, Exclusively internal for top management decisions and planning

Features: technical approach, quantitative view, performance oriented, spirit of controlling, judgmental nature, static and positivist approach

(2) Participatory methods - "Fourth generation evaluation"

Take traditional methods (data collection...) and make more appropriate and effective to the situation of people and their work context.

Conducted by project / program workers (all levels) with external facilitator(s) - "experts" and "insperts".

Results for use by project/program workers in ongoing planning...

So, inclusive and participatory, and driven by negotiation dynamic.

Features. holistic and integrated approach (social, political and value oriented), qualitative / impact observation, problem-/process-oriented, support for project management and staff, result = recommendations with options, related to context, formative and constructivist approach

Therefore definition of evaluation could be: "Evaluation is the ongoing process of enabling an organisation to examine its own effectiveness and efficiency after a reasonable period of time implementing its programmes. The purpose is to affirm or transform an organisations so that it can effectively meet the challenge it faces" (Development Contact Network 1994, 1)

So what is participatory about it? (What's in it for me?)

Staff, management, partners, beneficiaries, community members involved, funders, NGOs, government...

Builds on what people know and do

Uses and develops people's abilities and skills to evaluate their own progress

Helps people to see whether their activities are having an impact on service/project/program objectives

Enables people to see their work in a wider context

Enables people to analyse their individual situations and to take action to improve them

Increases the sense of collective responsibility for the service/project/program activities

Therefore,

Participatory evaluation is not just to do with the development of things (e.g. a library service), it is to do with the development of people

Everyone brings ingredients necessary to make the soup - not everyone needs to look into / stir the pot - and soup is available for all to eat!!

3.2 The process of participatory evaluation

(see next page)

Evaluation process

Step 1: workshop with Bester's staff (co-ordination, expectations, stakeholder identification)

Step 3. Design evaluation (workshop) (what to be evaluated, how, by whom, timeframes, resources, equipment, training, etc.)

Situation Planned	Situation Actual	Coincidence or deviation/ divergence	Analysis	Assessment	Recommendations
<p>Objectives</p> <p>Source: - planning documents</p> <p><i>Step 2: revisit objectives (workshop)</i></p>	<p>Achievements</p> <p>Source: - documentation, reports, stats - fact-finding dialogues (staff, users, potential users, non-users)</p> <p><i>Step 4: data collection = by designated people - survey, research, interviews</i></p>	<p>With or from plans - quantitative or qualitative</p> <p><i>Step 5: identify and measure deviation from plan = CW, presented to co-ordinating group</i></p>	<p>Causes / Reasons for deviation / coincidence e.g. in planning, implementation, steering from external</p> <p>+ possible solutions</p> <p><i>Step 6: Analysis = CW, presented to co-ordinating group</i></p>	<p>In terms of library policy criteria (e.g. free and equal access for all) of - planning - implementation - reasons for planned vs. actual achievements - suggested solutions</p> <p>(Note. development policy criteria = sustainability, relevance, cost-effectiveness, transparency, accountability, for assessing quality of project/program)</p> <p><i>Step 7: Assessment = CW with discussion</i></p>	<p>Conclusions</p> <p>+ Comments + Reasoning</p> <p><i>Step 8: preliminary presentation = CW to all stakeholders</i></p> <p><i>Step 9: Final report write-up</i></p>

Participation aspects: work plan collectively done on site (roles, tasks, logistics, timeframes methods, process), common set of objectives (re. planned situation.); dialogue re. information provision (re. actual situation), ongoing working discussions (re. analysis, assessment); feedback to all stakeholders (re. recommendations).

4.1 Objectives of Bester's Evaluation

These were suggested and accepted as:

- management and staff of Tholuwazi Library assess their work in relation to the community they serve (children, teachers, etc.), the wider DML services, and Metro Government context, and,
 - in the short term: adjust services accordingly
 - in the long term: plan, implement, monitor and re-evaluate accordingly
- DML decision makers responsible for library planning use information from the Tholuwazi evaluation with respect to planning and decision-making for wider Metro Library development (as appropriate)
- DML public relations initiatives (with respect to Council(s); other library services) have access to information about Tholuwazi Library which may enrich outreach and boost budgets
- DML staff involved in the evaluation gain experience in structured participation methods, are exposed to facilitation and visualisation methods, and are enabled to assess their application to library work
- Chantelle gains access to data, and facilitates processes, to write up into a thesis
- Chantelle gains experience in exercising evaluation methodology.

4.2. Suggested procedure of Bester's evaluation

(see italicised "Steps" indicated on Diagram on previous page)

5. Wrap up

Meeting with Bester's staff set for the afternoon of 21 August 1996 (*Step 1*) (Sherill to organise)

Chantelle to contact Nathi Ncgobo and Janina Masojada

Chantelle to coordinate setting up workshops/meetings to revisit objectives (*Step 2*), design the evaluation plan (*Step 3*), and to get back to Mrs Moran re her diary

Chantelle Wyley

20 August 1996

Attendance list
20 August 1996

Heather Moran, Director
Sherill Wilkins, District Librarian
Estelle Gericke, District Manager
Basil Francis, Librarian: Bayview
Jony Pholosi, Principal Librarian: Community Development and Liaison,
Sandy Olver, Librarian: Cataloguing (Music)
Mariam Natalwalla, Librarian: Reference Library
Anthea Calf, Librarian: Departmental Libraries
Christine Tiedemann, Librarian: Departmental Libraries
Debbie Skelton, Librarian: Departmental Libraries
Sandra Govender, Library Assistant: Durban North
Adele Schorn, Senior Branch Librarian: Durban North
Mohan Supersad, District Librarian
Evelyn Pillay, Librarian: Cataloguing
Nisha Sewdass, Librarian: Cataloguing
Reigneth Nyongwana, Principal Librarian: Reference Library

APPENDIX 2

Report on workshop with Besters Library staff Friday 30 August 1996 14.00 to 16.00

Present: Andile Kweyama, Protas Buthelezi, Lungile Xakaza, Sherill Wilkins

Facilitator: Chantelle Wyley

Proposed Agenda (accepted):

1. Welcome, objectives and update
2. Expectations of the evaluation - what is to be evaluated?
3. The evaluation process (preliminary discussion): co-ordination - what are our roles?
4. Identification of stakeholders
5. General

1. Welcome, objectives and update

Chantelle presented the objectives of the session as agreed to at an introductory meeting with the Besters staff on 21 August:

- * identify what needs to be evaluated - from point of view of Besters staff
- * discuss co-ordination of the evaluation - roles of Besters staff
- * identify stakeholders

On the basis of this the agenda was proposed and accepted.

Chantelle gave an update of who she had interviewed since the last meeting (Mrs Ntanze and Mdu Langa from the ICDT, Dave Crompton who was with the Urban Foundation on site at Besters, the Community Development and Liaison Department at DML, Mario di Maggio from the Science Centre, Natural Science Museum). She briefed the staff on the Objectives Workshop scheduled for Tuesday 3 Sept. and handed out copies of the invitation. This session to be seen as preparation for Tuesday.

2. Expectations of the evaluation - what is to be evaluated?

These were raised under ten areas to be investigated, as follows:

- (i). Why no library usage by
 - * Youth clubs (independent): they use study hall for gospel, beauty contests, but not Library - how can Library link with them (e.g. tours outside of Besters with educational guidance).
 - * Adults, including
 - people involved in cookery, gardening, sewing projects
 - people involved in community development
 - the elderly e.g. TAFTA groups who use GA Room only
 - parents (see point below)

QUESTIONS: *Why are they not using the Library? and How do we get them into the Library?*

(ii). Library as a community information centre - involved with educational and development networking

QUESTIONS: *Why is the Library not used as such? and What is the Library's role? and What information does the community need? (especially organisations: youth, business, cultural)*

(iii). There is a problem getting parents to the Library

- no supervision of children - behaviour or educational
- need to get parents involved in cleanliness, hygiene aspects

QUESTION: *Why do parents not come into the Library with / bring their children to the Library?*

(iv). Education Support via teacher contact

Unsuccessful contact with teachers so far: teacher orientation done, Library offers to do project files (do the teachers know what projects are coming up themselves?), invitation sent to Science Centre opening (communication problem with principals not passing on invitations?)- but no come back, why? (teachers do have transport). Also, after Education Officers have done school visits, children come but no orientation from teachers.

Also, children from "Indian" schools use Library - have contact with teacher-librarians unlike "Black" schools.

Also, teachers aids hardly used - except by student teachers from Ntuzuma College of Education.

Also, teachers use the Library for their own studies, but not worried about the children they teach using the Library.

QUESTIONS: *Why are teachers not promoting Library and using it for support for their teaching? How can Library get to the school children via/with teacher support?*

(v). Library use seems to be related to use in support of formal education, not to recreation and community information needs (people also use photocopier).

QUESTION: *Why is there reluctance to use the Library for other uses?*

(vi). Lack of awareness of what Library has to offer - its potential

QUESTION: *Is the message about the Library getting out to people, and if so, why is it not having an impact on use patterns?*

(vii). Library as recreational place - to "hang out"!

- play chess outside (facility planned)
- entertainment, sport link (soccer field etc.)
- cultural performance link (e.g. READ drama groups)

QUESTION: *How can Library link up to sport and recreation activities?*

(viii). Measurement of use (NOT by issues) by:

Library proper:

- books on tables: count, by subject
- head counts
- count queries to staff, categorise them
- count numbers attending outreach programmes
- count number using Science Centre

GA Room / Study Hall:

- count users.

Low issues because: Bad reading conditions in shacks (noise, overcrowding), fear that books may get damaged and no money to pay for replacement, also most relevant books are reference

Fines not rigidly enforced therefore not thought to be a deterrent.

QUESTION: *What is the most appropriate method to measure use in the Library?*

(ix). Fines policy:

QUESTIONS: *Do people have money? or Do they just refuse to pay? Are fines a deterrent to using the Library? Should fines be enforced (no more issues unless paid)? and What to do with defaulters?*

(x). Opening hours

QUESTIONS: *Are they appropriate? Should we open later in the evening / Saturday?*

Asked what the MISSION of the Besters Library is, the staff responded:

(specific target groups in brackets)

Promotion of:

- literacy (adults)
- self development, self esteem, self sufficiency to counter ignorance (youth)
- a reading culture (children)
- empowerment (youth/community)
- community spirit - respect, good social relations (youth/community)
- motivation: social and economic (youth)
- multicultural, intercultural (children/community)

Chantelle then presented the *systems model of an organisation* as a way of looking at the Library, and the Library's connection with problems experienced by the community and related needs/demands/objectives. The following was presented and discussed:

- the connection between resources (to some degree based on external inputs), activities, goods and services delivered (which are then used by consumers/clients/users/beneficiaries/target groups)
- the objectives of a institution/service/intervention with developmental intentions should be in line with community objectives
- there are many variables in a library service (at resource, activity and output levels) which can be evaluated as measures of performance (so-called performance evaluation)
- one can also measure use (in itself difficult to define), which leads (indirectly!) to the effect of one's intervention/service (so-called impact evaluation)
- this impact should (in our political and socio-economic environment) relate to developmental objectives (needs, demands) and problems (societal deficiencies) of the community served.

3. Co-ordination of the evaluation - what are our roles?

Owing to lack of time this area was not dealt with.

4. Identification of stakeholders

Staff were asked to make a list of who to be involved from the community.

Andile undertook to invite members of the Users Committee to Objectives workshop.

5. General.

No points raised.

ACTION:

Invite User Committee members to Objectives workshop - **ANDILE**

List all stakeholders in the Library, anyone who should be interviewed in the course of the evaluation - **ANDILE; PROTAS; LUNGILE**

Do minutes of this workshop and distribute - **CHANTELLE**

Make any arrangements necessary for Tuesday' workshop (tea) - **SHERILL**

Chantelle Wyley
30 August 1996

APPENDIX 3

DURBAN MUNICIPAL LIBRARY EVALUATION OF THOLULWAZI LIBRARY; BESTERS CAMP; INANDA

Terms of reference: Evaluation facilitation

1. The parties involved

1.1 Tholulwazi Library, Besters Camp, Inanda (*the Library*), is a branch library of the **Durban Municipal Library Service (DML)**. The Library is the first outside the old municipal boundaries of Durban to be established and administered by DML; it opened in March 1996. The Library has three staff, one full-time and two part-time. It falls under the management of a District Librarian, responsible to the Director: Library Services of the City.

In all matters pertaining to the evaluation "contract", the DML shall be represented by the Director, Mrs. H. Moran. Day-to-day liaison with DML and the staff of the Library shall be through the District Librarian, Ms S. Wilkins.

1.2 **Chantelle Wyley** (*the facilitator*) is a professional librarian, working as a facilitator, trainer, and consultant to development organisations and processes. She is a student of the Department of Information Studies, University of Natal, Pietermaritzburg, enrolled for the Masters in Information Studies. Her thesis topic proposes to test the application of a participatory evaluation method used in development projects, in the case of a public library. The facilitator shall represent herself in all matters pertaining to the evaluation.

2. Tasks and responsibilities

2. 1 The facilitator agrees to facilitate a participatory evaluation of the services of the Library, with the following specific objectives:

- management and staff of Tholuwazi Library assess their work in relation to the community they serve (children, teachers, etc.), the wider DML services, and Metro Government context, and,
 - in the short term: adjust services accordingly
 - in the long term: plan, implement, monitor and re-evaluate accordingly
- DML decision makers responsible for library planning use information from the Tholulwazi evaluation with respect to planning and decision-making for wider Metro Library development (as appropriate)
- DML public relations initiatives (with respect to Council(s); other library services) have access to information about Tholulwazi Library which may enrich outreach and boost budgets
- DML staff involved in the evaluation gain experience in structured participation methods, are exposed to facilitation and visualisation methods, and are enabled to assess their application to library work

In addition:

- Chantelle gains access to data, and facilitates processes, to write up into a thesis
- Chantelle gains experience in exercising evaluation methodology.

2.2 The facilitator accordingly undertakes to organise and co-ordinate the following:

2.2.1 A presentation on the participatory evaluation method for all staff involved and interested in the evaluation.

2.2.2 Meetings with appropriate sectors of the DML staff, technicians involved with the Library project, and community stakeholders, to introduce the process and procedures of the evaluation.

2.2.3 A workshop with Library stakeholders to revisit the objectives of the Besters Library service, and decide how these could be measured and monitored.

2.2.4 The participatory and negotiated process of deciding which of these objectives and related achievements are to be evaluated.

2.2.5 The design and co-ordination of the data collection process according to the decision of 2.2.4.

2.2.6 The analysis and assessment of the data, the latter according to agreed upon criteria.

2.2.7 The verbal presentation of a draft report to all stakeholders, containing conclusions, reasoning and recommendations.

2.2.8 The writing of a final evaluation report for presentation to the Library staff, DML, and other agreed upon stakeholders. This report would also form part of the thesis presented to the University of Natal.

2.2.9 The facilitator shall be available at all times to DML staff involved in the evaluation to answer queries and provide support (with the exception of the time period mentioned under 3.1.4 below).

2.3 The DML agrees to the following:

2.3.1 To make available to the facilitator all necessary documentation and data.

2.3.2 To make arrangements, as appropriate, for the participation of DML staff in workshops and other processes to design, conduct, and finalise the recommendations of the evaluation.

2.3.3 To make referrals and arrangements for access to related persons and organisations as appropriate.

2.4 Wherever and as far as is possible, DML shall work to create an appropriate and conducive environment for the evaluation to take place. This may include taking the evaluation process into account in day-to-day management meetings and discussions, and other monitoring processes. Any procedures normally used to communicate between departments and among staff (e.g. the regular professional staff meetings) could include updates on the evaluation.

3. Time-frames

3.1 The evaluation is to be conducted during August, September and October 1996, with approximate deadlines as follows:

3.1.1 Tasks 2.2.1 - 2.2.4 (as above) to be completed by 6 September 1996.

3.1.2 Tasks 2.2.5 - 2.2.6 (as above) to be completed by 31 October 1996.

3.1.3 Tasks 2.2.7 - 2.2.8 (as above) to be completed by 30 November 1996.

3.1.4 It is noted that the facilitator will be out of South Africa during the period 25 September to 14 October, this has been catered for in the above time-frame plan.

4. Resources

4.1 The facilitator gives her time, travel expenses, workshop stationery and supplies, telephone/fax costs, without charge and/or compensation.

4.2 The DML provides facilities, refreshments at workshops, in addition to resources mentioned in 2.3 above.

5. Outcome of the evaluation

5.1 The facilitator has the right to use the findings of the evaluation for the purposes of her thesis, and for any publications that may arise as a result, in all cases with acknowledgement to the persons and organisations involved.

5.2 The DML has the right to use the findings of the evaluation in whichever ways it deems appropriate, with acknowledgement to the persons and organisations involved.

6. Recourse

6.1 If any of the above points are not adhered to by either of the parties involved, then the other party has the right to call a meeting with the offending party to discuss resolution in the interests of all involved.

6.2 Any delays in the process and timeframes as outlined above for whatever reason should be discussed by both parties and alternatives decided upon.

Chantelle Wyley
30 August 1996

APPENDIX 4

WORKSHOP TO REVISIT THE OBJECTIVES OF THE BESTERS LIBRARY NOTICE

Tuesday 3 September 1996

10.00 to 12.00

Tholuwazi Library, Besters

One of the first steps in conducting an evaluation of a service/project is to revisit the original plans and establish what was intended by all parties involved. Revisiting the objectives therefore gives us common ground or a joint measuring stick to use in relation to what is happening at present.

This workshop will bring together the DML staff involved in the planning of Besters Library. Other parties such as the ICDT, various technical people (architect, project manager, project facilitator), and service providers (READ, Natural History Museum) will be contacted and invited. If unable to attend where possible they will be interviewed prior to the workshop and their opinions presented.

In preparation for the workshop, please think about, write down, and visualise for presentation (on flipchart paper or coloured cards) your perception of the following:

* In the planning stages, what were the **goods and services** the Besters Library planned to deliver to users?

In addition, think about (in broad terms):

a. the *resources*, and,

b. the *activities* that would go into delivering these goods and services

* The **impact** that the delivery of these goods and services was designed to have on the users.

Think about

a. any *change in people's behaviour* this was designed to bring about;

b. any *wider developmental and/or educational impact* this change in behaviour would in turn bring about.

* The **problems** experienced by the Besters community that were considered during the planning stages. Think about what was particular about this community's situation, compared to others for which DML libraries have been designed.

* Lastly, were there any **changes in the planning** as the process developed? If so, what were they and what were the reasons for the changes?

It would be useful if you formulated your responses to these questions in clear statements that can be presented to others in visualised form.

It is often the case that project/service objectives were unclearly or vaguely formulated, or assumed and not discussed and documented, in the early stages. Revisiting them in this way is not designed to point fingers, but to find some practical working basis for the evaluation. In addition every person involved has a picture of what was intended, and we need to discuss and value these "multiple realities", and come to agreement on what we will work with for the purposes of this evaluation exercise.

Chantelle Wyley
Evaluation facilitator

23 August 1996

APPENDIX 4 (continued)

Workshop to revisit objectives of Besters Library Tuesday 3 September 1996 10.00 - 12.00 Besters Library

Proposed agenda:

1. **Welcome**, introductions and brief evaluation progress report
2. **Aim** of today's workshop
 - revisit objectives: why necessary?
 - where are we in relation to the whole evaluation process?
3. Refer to invitation preparations (check what has been done)
4. **Impact /Goal and purpose**
 - 4.1 Brainstorm: What was the intended impact / positive effects of the library service at Besters? Note: specify target group/beneficiaries.
Structure according to cause and effect, viz.:
 - * the target group's change in behaviour (question: what does the target group do differently with what the library delivers/provides?)
leading to...
 - * the benefit (question: what does the target group gain?)

Note: "Bester's Camp establishment of Library" document - goal given
 - 4.2 Brainstorm: Any unintended impact / side effects (positive and negative) that we need to consider?
Hint: refer to preparation sheet - community's problems and any changes in planning
5. **Performance/ goods and services, activities, resources**
Having looked at objectives in terms of impact, let us look internally at the library service offered. Briefly refer to system's model diagram.
 - 5.1 Brainstorm: What were the planned deliverables (=goods and services) of the Bester's Library? (question: what did we plan to provide?)

Note: "Bester's Camp establishment of Library" document p. 1-2
 - 5.2 Brainstorm: What were the planned activities to effect delivery of the service? (question: what did we plan to do?)

Note: "Bester's Camp establishment of Library" document p. 1-2

5.3 Brainstorm: What were the resources allocated/budgeted to enable the activities to effect delivery? (question: what did we need?)

Note: "Bester's Camp establishment of Library" document p. 2

6. Brief wrap-up:

6.1 System's diagram: put in internal (vs. external), management, impact and performance and resource levels

6.2 Strategy objectives: describe overall future situation which is desirable and realistically achievable

7. Look again at **impact** - intended and unintended

Ask: What is realistic to measure?

What is useful to measure (refer to management decision-making)

Decide!

8. Indicators for impact

How do we measure this?

Do indicators (direct or indirect/proxy)

- identify parameters/important aspects/rationale of each item

- for each parameter identify:

- a) *what* exactly should be measured?

- b) *who* is the target group?

- c) which *area* is meant?

- d) which quantitative *changes* are envisaged?

- e) by *when* should *how much* of the quantitative targets be achieved?

(see p 113 ZOPP update)

Check if realistic.

9. Check **sources of information**:

- existing

- collection of new data - means (surveys etc.) and who responsible

Suggest team be given mandate to work on this and report back for ratification.

APPENDIX 4 (continued)

EVALUATION OF THOLULWAZI LIBRARY
Workshop to revisit objectives
Friday 6 September 1996
13.30 - 16.00
Tholulwazi Library Group Activities Room

Present:

Estelle Gericke, DML
 Reigneth Nyongwana, DML
 Heather Barker, DML
 Heather Moran, DML
 Sbongiseni Mbongwe, DML
 Sherill Wilkins, DML
 Protas Buthelezi, Tholulwazi Library, DML
 Andile Kweyama, Tholulwazi Library, DML
 Nonhlanhla Mzila, Interim Library Users Group
 Cecilia Mhlongo, Interim Library Users Group
 Nkosinathi Thabede, Interim Library Users Group
 Chantelle Wyley, Evaluation facilitator

Apologies: Jony Pholosi, DML; Noah Manze, Mrs Ntanzi, Notty Ncgobo, all ICDDT

1. Welcome, introductions and brief evaluation progress report

Chantelle welcomed all present. Following an introductory round, Chantelle gave a brief background to the evaluation project, and an indication of what had taken place so far. Reference was made to the chart of the evaluation steps developed in the workshop of 20 August (copies enclosed for those who were not present). An agenda was proposed and accepted.

2. Aim of today's workshop

These were given and accepted as:

- revisit objectives of Bester's Library to develop workable, joint measure stick for the evaluation
- work towards a decision on what aspect(s) of the Library we want to evaluate
- (secondary aim) raise some issues to be considered in (re) planning processes (this Library, other libraries, other community projects).

3. Refer to invitation preparations

Chantelle referred to the "preparation questions" on the workshop invitation and how these would fit into the proceedings.

4. Impact /Goal and purpose

A brainstorming exercise was conducted using cards, inviting responses to the following question:

What was the intended impact / positive effects of the library service at Besters?

Note: specify target group/beneficiaries.

Note: think of changes in behaviour of the target group, and any benefits they would enjoy

Responses were as follows:

Overall benefit and impact

Benefits: educated community, better jobs/salaries, better living, improved lifestyles

Intended impact: children, scholars, adults

Lifeskills - general:

Assisting people to be well informed on current affairs

Provide a means of uplifting the community

Provide the means for the community to help themselves

To assist in empowering people through access to information

Lifeskills - economic

Enable people to attain better job propositions

Contribute towards elimination of unemployment

Improve standard of living through information and training

To fulfil needs for information on a wide range of skills

Whole community assist towards their development (self help)

Lifeskills - social/cultural

To expose children through books to their own culture

To enable people to access ideas/cultures outside their community

Promote individuality

Encourage independent thinking and informed decision-making

Enable people to make better decisions and solve problems

Provide people with material to assist in everyday problems

To empower the community by providing information that will help in day-to-day projects

Provide personal self development and life skills

Provide space and facilitate training in life skills

To develop the spirit of sharing for the benefit of the community

Help provide family and community cohesion

Lifeskills- youth especially

Fight ignorance to youth

Lifeskills - children especially

To expose children to new ideas and stimulate curiosity

Provide stimulation for children: books and puzzles

To assist children to improve their language skills

Pre-school children - development, stimulation

Lifeskills - old age especially

Old age people to have access to education

Literacy

Provide literacy material and space for classes

Adult - literacy ABE, information for living

Improve levels of literacy

To fight illiteracy

Formal education

Bring back a culture of learning

Uplifting the standard of learning at Besters Camp

Improve the level of formal education

To assist the children with their schoolwork

Older children - educational support, books, video (resources)

Hope to improve children's reading language skills

To assist high / tertiary students with education

Provide career guidance: information and training

Students - educational support, self development

Give access to distance education

Teachers - assist with aids, advice

Promote recreational activities and culture of learning

Recreation

Provide an alternative recreational facility

Social interaction in and around Library

Community development facilities

Access to space, photocopiers, information

Culture of reading

Raise reading levels of the community

Develop lifelong readers (all community)

Enable the community to develop a reading and learning culture

To encourage children to read for pleasure

To upgrade / develop a culture of reading

Also: Create library awareness

The group was then asked to brainstorm:

Were there any unintended effects / side effects, unintended impact (positive or negative)?

No further items forthcoming

The following cards were put aside as they expressed deliverables /goods and services rather than benefits to be enjoyed:

To provide space and resources for study and recreation

Fundraising to help students. How to keep library needs.

To provide a wide range of material - video, music etc. - to enrich people's lives

Provide reading and study material

To give people access to news, current affairs, newspapers, journals

Provide enough books for people

Provide space to read and study

(Facilitator's note: many of the cards used expressed impact in terms of service or facility provided rather than strictly in terms of impact of that provision. Perhaps this indicates a tendency to assume benefit of library deliverables without critically asking examining that benefit - does it change according to time and place for example?)

In summary, the planned **changes in behaviour in the target group(s)** as a result of the library service at Besters, were finalised as:

- a. Library users in the Bester's community are better informed about economic development, current affairs, project management, health matters, economic/job opportunity, human rights, and are enabled to make decisions about communal and personal matters.
- b. Newly literate people, and people attending literacy classes in Besters have access to reading materials. Literacy teachers have access to space for classes and to supplementary materials.
- c. Children using Bester's Library use books and other Library materials to improve vocabulary, reading skills, language competency, general knowledge, and educational achievements.
- d. Youth especially students (high school and tertiary) and unemployed youth, in Besters use the Library facilities and materials to educate themselves, specifically with respect to career opportunities.
- e. People of Besters use the Library facilities and materials to develop social / community skills and enjoy recreational opportunities.
- f. Teachers in schools in the Besters area use the Library to supplement their teaching skills (additional teaching aids, project material) and improve quality of their teaching.

The **overall benefit** to be enjoyed by the target group(s) was defined as:

The Bester's community - which has been reached by the Library -enjoys a better quality of life with respect to: being better informed, more economically active, socially adjusted and more integrated into the Metro, in all being more responsible and accountable citizens.

5. Performance/ goods and services, activities, resources

Referring briefly to the system's model diagram, Chantelle indicated that the impact of a developmental service/intervention (made use of by target groups in such a way that brought about changes in behaviour with ultimate beneficial effect) depended on the delivery of goods and services, and in turn on utilising resources to perform certain activities. Owing to time the planned brainstorming exercise on this was dropped from the agenda. The questions which could be used for this are listed below. It was explained that this thinking forms the basis of logical frameworks planning used in the development sector.

5.1 Brainstorm: What were the planned deliverables (=goods and services) of the Bester's Library? (question: what did we plan to provide?)

5.2 Brainstorm: What were the planned activities to effect delivery of the service? (question: what did we plan to do?)

5.3 Brainstorm: What were the resources allocated/budgeted to enable the activities to effect delivery? (question: what did we need?)

6. Brief wrap-up

After a short break, the impact objectives as defined were checked w.r.t. whether they describe an overall future situation which is desirable and realistically achievable. The point was made that this would depend on resources. It was indicated that arguments for such resources could be politically presented in terms of defined developmental impact; this the evaluation could assist in defining.

7. Measurement of impact

In response to the question: What is realistic to measure? and What is useful to measure (for local and central management decision-making)?, the following suggestions:

- Do people in the community know about the Library? Do they use the Library? If so, what for? If not, why not? And what can we do to encourage them in?
- Is the stock, and formats of material, relevant? (use one section to evaluate)
- What do users expect to find? Do they find it? What do they use it for?

Discussion about measuring use and non-use resulted in a decision to measure use in relation to impact as defined above.

The point was made that there is a complex relationship between use and change in behaviour and ultimate benefit, as there are so many variables involved. It was decided that measurement of use could serve as an indirect/proxy indicator of impact.

Given limitations of time and resources, it was decided to limit measurement of use to one user group. Discussion regarding the most important user groups in relation to intended impact produced the following:

- school students and tertiary students (indirectly also teachers)
- the unemployed
- students of literacy

All were felt to be important, criteria for choice related to: the most needy, the most manageable sample, the group on which we have the least information, majority use of the Library, and implications for other library design.

Decision was to measure use and draw conclusions about impact with respect to school and tertiary students given that they form the largest user group and have the most important implications for future library design.

Items to be covered should include:

- numbers using library (over a certain period of time)
- frequency of use
- what are they using the Library for? (categorise; multiple use)
- Ask them: did you find what you were looking for?
- Ask them: did you ask the staff for help?

Items 8 and 9 on the agenda were held over owing to lack of time, and were delegated to the smaller working group.

8. Way forward

A smaller working group was established to finalise the parameters of the evaluation, the aspects to be measured, and to come up with suggestions as to how to measure, sources of data, etc.. This group to consist of:

Andile, Protas and Lungile (Tholuwazi Library)
Sbongiseni (DML Community Development and Liaison)
Nkosinathi, Nonhlanhla, Cecilia (ILUC)
Sherill (DML Central)

The first meeting of the group to take place at Besters on Thursday 12 September 1996 at 14h00.

The workshop closed at 16h15.

Facilitator's note: In all cases the term Besters is used to refer to the four areas under the ICDDT.

Chantelle Wyley
8 September 1996

APPENDIX 5

**Minutes of Tholulwazi Evaluation Work Group meeting
12 September 1996
14h00-16h30
Tholulwazi Library**

Present:

Andile Kweyama, Protas Buthelezi (Tholulwazi Library)
S'bongiseni Mbongwe (DML Community Development and Liaison)
Nkosinathi Thabede, Nonhlanhla Mzila, Cecilia Mhlongo (Interim Library Users Committee)
Sherill Wilkins (DML Central)
Chantelle Wyley, Evaluation facilitator

1. Welcome

Members of the Work Group were welcomed to the first meeting. Chantelle presented the agenda which was agreed to. Minutes of the workshop to revisit the Library objectives were distributed. Nkosinathi's name was corrected. Chantelle undertook to print out a corrected copy; Sherill agreed to pass the corrected minutes on to DML staff present at that workshop, and to place in the file.

2. Library objectives: check, revise, focus

Chantelle suggested that the objectives previously defined be simplified and clarified, for the following reasons:

- we need to look at which benefits and changes can solely be attributed to the Library, and not to other influences/services/ initiatives or to the efforts of local people; we need to specify what is specifically the Library' impact
- the detail information can be included in the indicators which we need to measure impact.

Re-wording of the objectives was suggested and accepted as follows:

Overall benefit/Goal

Library users in the Besters and adjacent communities - and their families/ colleagues/ those with whom they interact - are better informed and educated.

Behaviour change/ Purpose

Library is used by the general public of Besters and adjacent communities - including students, school children, pre-school children, teachers, people attending literacy classes, unemployed youth - to inform and educate themselves and for recreation.

3. Indicators

The evaluation is tasked with evaluating the usage of the Library by, and impact upon, **school students and tertiary students**. Chantelle explained that to measure usage and impact, we need measure sticks for our objectives, or indicators.

Indicators point to:

- who is using? how many of them?
- what do they use?
- how do they use it? what do they use it for?
- when do they use it? during which time period?

Indicators should measure the quantity (how much) and quality (what type etc.) of usage.

The group developed the following indicators for the Library purpose:

1. 65% of the **school children** in Besters and adjacent communities,
 - borrow and read an average of 4 books per week per person
 - use in the Library (read, photocopy) an average of 20 items (books, reference books, newspapers, magazines, science museum exhibits, etc.) per week per person
 - watch at least one educational video during the course of one year.
2. 45% of the **tertiary students** in Besters and adjacent communities
 - borrow and read an average of 1 book per week per person
 - use in the Library (read, photocopy) an average of 3 items (books, reference books, newspapers, magazines) per week per person
3. The **study hall** is used by Std. 9 and 10 and tertiary students after Library hours (18h00 on) to 20 % of its capacity (20 out of 100 seats) on average over the course of the year.

Owing to time constraints, indicators for Goal/impact were held over until the next meeting.

4. Data collection

The group decided

- to conduct a questionnaire survey of school and tertiary students (draft questionnaire attached).
- the questionnaire shall be in English and Zulu (back to back)
- it should be administered over a 2-3 week period, end October to mid-November, with a pilot survey (30 questionnaires) before Chantelle leaves on 25 September
- the questionnaire shall be handed out by Library staff, who will keep count of the numbers of school and tertiary students (separate counts) entering the Library altogether; this count could register frequency of visits; questionnaires will not be handed out twice to the same persons.

Chantelle to formulate a draft questionnaire on the basis of questions decided upon by the group (attached).

In addition:

- Andile to approach ICDDT to find existing statistics on the number of school and tertiary students in Besters
- Andile and Protas to come up with a way of measuring use of the study hall.

5. Way forward

The next meeting of the group will be on Monday 16 September 1996 at 14.00 at Besters; Sherill to change an existing arrangement with Estelle Gericke.

This meeting to deal with:

1. Formulating an indicator for Goal/impact
2. Discussion of the draft questionnaire formulated by Chantelle
3. Report from Andile and Protas on how to measure the study hall use
4. Report from Andile on statistics form ICDDT
5. Work plan and time frames for doing the survey.

APPENDIX 5 (continued)

Questionnaire no.: _____

DRAFT THOLULWAZI LIBRARY SURVEY

If you are a school student or tertiary (university, technikon, technical college, training college) student, please fill out this questionnaire.

The survey is being conducted to find out how many school and tertiary students use the Library, and what they are using it for. We want to know whether the Library is serving your needs, and if it is making a difference to your education.

The Durban Municipal Library and the staff of Tholulwazi Library want to provide a better library service for you. The information you give us will also help in the planning for new libraries to be opened in KwaMashu and Umlazi.

Thank you for helping us to serve you better!

1. Where do you live? (please give the area and/or section e.g. Besters, KwaMashu M section, Newtown A, etc.)

2. What standard are you in at school, or what degree/diploma are you studying for:
Standard: _____ Degree/Diploma: _____

3. At which school or tertiary institution are you studying?
Name of school: _____
Name of university/technikon/training college/technical college: _____

4. What is your age group?

6-10	10-15
15-18	18 +

5. Are you female or male?

Male	Female
------	--------

6. How often do you come to Tholulwazi Library?

everyday	once a week
once every two weeks	once a month
once every 6-8 weeks	once every 2 months or less

7. How many items do you borrow from Tholulwazi Library in one month?
books _____ music CD's & tapes _____

8. How many items do you use (read, photocopy, watch, look at in some detail) in the Tholulwazi Library in one month?

books	reference books
newspapers	magazines
CD's & tapes	videos
puzzles & games	science display

9. How many videos have you watched in Tholulwazi Library this year?
number:

10. Do you use any other libraries apart from Tholulwazi?

Yes:

No:

If yes, which one(s):

11. Is there anything you would like Tholulwazi Library to provide that is not offered now?

12. Any other comments:

APPENDIX 5 (continued)

**Minutes of Tholulwazi Evaluation Work Group meeting
16 September 1996
14h00-16h30
Tholulwazi Library**

Present:

Andile Kweyama (Tholulwazi Library)

S'bongiseni Mbongwe (DML Community Development and Liaison)

Nkosinathi Thabede, Cecilia Mhlongo (Interim Library Users Committee)

Sherill Wilkins (DML Central)

Chantelle Wyley, Evaluation facilitator

1. Welcome, minutes, notes, etc.

Chantelle welcomed the group and handed out minutes of the last meeting, as well as outlines of the evaluation process for the ILUC members. She indicated that copies of the objectives workshop and Work Group minutes had been handed to Notty at ICDDT. Copies were given to Sherill for circulation and filing in DML.

2. Formulate an indicator for development goal/impact/benefit of Library

The Library's development goal (as refined in the last meeting) is:

Library users in the Besters and adjacent communities - and their families/ colleagues / those with whom they interact - are better informed and educated.

How to measure this for school and tertiary students? How to answer the question: are we making a difference to people's lives?

Framework questions for formulating the indicator:

- how will school and tertiary students benefit from using the Library' services?
- what precisely will be the benefit? and how much?
- who precisely will benefit? how many people?
- when will the benefits happen?

Indicator for Library's development goal:

Out of the 65% of school students and 45% of tertiary students using the Library, 55% show better results in their studies, showing as a 20% improvement in achievements in 1996 compared to 1995 (e.g. June exams).

Measurement method 1:

Ask the teachers if there is an improvement in education levels.

Following survey, go to the schools, and standards, with the most respondents (and PRISM). Using a sample of students names, ask if there has been any improvement.

Measurement method 2:

Look at Library Readers' club results (covers Stds. 3-6), and check improvements.

Measurement method 3:

On questionnaire, ask respondents if there has been any improvement in their education , and to say by how much and how. (The group was aware of the highly probable tendency or respondents to show improvement here, but it was thought important to put this into the questionnaire especially to survey tertiary students).

3. Draft questionnaire

The questionnaire was reviewed and changes made (see attached latest draft).

4. Report from Andile and Protas on how to measure study hall use

Andile reported that he and Sherill has discussed this and had designed a register to be signed by each study hall user after 6 pm. The register to be left with security guard. The survey to run from October to end of exams.

5. Report from Andile on statistics from ICDT

ICDT did not have any statistics. Surveys of the Besters community had been done by Natal University. Chantelle to send Notty the next minutes with a note to find out who at the University to talk to.

6. Work plan and time frames

Chantelle to do changes to questionnaire, check it with the statistics people at the University. The pilot of 30 respondents to be run on this Friday afternoon (14h00 on) and Saturday morning (9h00 on). All the Work Group showed interest in being there. The Group will meet on Saturday after the completing the pilot to look at the results and finalise the questionnaire. The decision as to when to run the survey will be taken then.

Notices are to be put up in the Library as soon as possible in English and Zulu saying:

“During September to November 1996 we will be evaluating the use and service of the Tholulwazi Library. We will be asking school students and tertiary students to fill in a questionnaire. please help us with the information we need to improve our service to you.

Tholulwazi Library staff
Durban Municipal Library
Interim Library Users Committee.”

Questionnaire for the pilot survey attached: Please note that following the Work Group meeting the questionnaire was discussed with a statistician at the University of Natal, and some amendments made.

APPENDIX 5 (continued)

Questionnaire no.: _____

THOLULWAZI LIBRARY SURVEY

If you are a school student or tertiary (university, technikon, technical college, training college) student, please fill out this questionnaire.

The survey is being conducted to find out how many school and tertiary students use the Library, and what they are using it for. We want to know whether the Library is serving your needs, and if it is making a difference to your education.

The Durban Municipal Library and the staff of Tholulwazi Library, and the Interim Library Users' Committee want to provide a better library service for you. The information you give us will also help in the planning for new libraries to be opened in KwaMashu and Umlazi.

Thank you for helping us to serve you better!

Please answer the questions

- by circling the answer which applies to you (e.g. in the first question, 2. Emzomusha), or

- filling in the answer (e.g. in the third question, Name of school: _____).

The Library staff will help if you do not understand the questions.

Your answers will be confidential: only the Library Evaluation Work Group will see your answers.

1. Where do you live?

- | | |
|----------------------------|----------------------------|
| 1. Besters | 7. Newtown A |
| 2. Emzomusha | 8. Newtown B |
| 3. Inhlungwane | 9. Newtown C |
| 4. Ezimangweni | 10. Ntuzuma: Section _____ |
| 5. kwaMashu: Section _____ | 11. Other: _____ |
| 6. Inanda: Area _____ | |

2. What standard are you in at school, or what degree/diploma are you studying for:

- | | |
|--------------------|--------------------------|
| 1. Standard: _____ | 2. Degree/Diploma: _____ |
|--------------------|--------------------------|

3. At which school or tertiary institution are you studying?

- | |
|--|
| 1. Name of school: _____ |
| 2. Name of university/technikon/training college/technical college:
_____ |

4. What is your age group?

- | | |
|----------|----------|
| 1. 6-10 | 3. 15-18 |
| 2. 10-15 | 4. 18 + |

5. Are you male or female?

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

6. How often do you come to Tholulwazi Library?

- | | |
|-------------------------|--------------------------------|
| 1. everyday | 4. once a month |
| 2. once a week | 5. once every 6-8 weeks |
| 3. once every two weeks | 6. once every 2 months or less |

7. What do you use Tholulwazi Library for?

- | | |
|--------------------------------|----------------------------------|
| 1. Information for projects | 5. Place to study |
| 2. Textbooks | 6. Reading newspapers, magazines |
| 3. Extra reading for studies | 7. Watching videos |
| 4. Group discussions, meetings | 8. Listening to tapes, CDs |

(cont.)

9. Fiction reading
10. Storytelling and games
11. Information on hobbies

12. Meeting friends
13. Other: (pse. specify) _____

8. How many items do you *borrow* from Tholulwazi Library in one month?

1. books: _____ 2. music CD's & tapes: _____

9. How many items do you *use in the Library* (read, photocopy, watch, look at in some detail) in one month? (If you use the same item twice, please count it as 2)

1. books: _____ 5. reference books: _____
2. newspapers: _____ 6. magazines: _____
3. CD's & tapes: _____ 7. videos: _____
4. puzzles & games: _____ 8. science display: _____

10. How many videos have you watched in Tholulwazi Library this year?

1. number: _____

11. Do you use any other libraries apart from Tholulwazi?

1. Yes 2. No

If yes, which one(s): _____

And for what: _____

12. Do you think the Library has been useful and beneficial to you?

1. Yes 2. No

If yes, please explain how: _____

13. Since you have been using the Tholulwazi Library, has there been any improvement in your marks or test/exam results?

1. Yes 2. No

If yes, please give examples and say by how much:

(e.g. Maths by 5%, English by 10%, Psychology by 6%, etc.)

Subject: _____% improvement

Subject: _____% improvement

Subject: _____% improvement

14. Is there anything you would like Tholulwazi Library to provide that is not offered now?

15. Any other comments:

Thank you for filling out this questionnaire. The results will be handed to the Library management to assist in their decisions and to argue for funding for the Library service. The results will be displayed on a board in the Library soon.

Issued by the Tholulwazi Library Evaluation Work Group
consisting of: Tholulwazi Library staff,
Durban Municipal Library,
Interim Library Users Group
September 1996

APPENDIX 6

Progress report: Evaluation of Tholulwazi Library, Besters Camp, Inanda

18 September 1996

Tholulwazi Library opened on 4 March 1996. As the first branch of the Durban Municipal Library (DML) system to be established in an African township¹, its design, services and the response of its users are considered important for the libraries soon to be opened in Umlazi, KwaMashu and Cato Manor. This is the context in which the DML - assisted by an external evaluation facilitator, and a team consisting of Tholulwazi Library staff and members of the community Interim Library Users Committee - is embarking upon an evaluation of how the Library is being used and the effect it is having².

The evaluation process began with a presentation to DML staff by the facilitator (20 August 1996) on the methodology. This focuses on the types of questions asked of development projects (goal? purpose? outputs/results? activities?) and uses participatory methods. The presentation and discussion served to consult the staff about the evaluation approach and the proposed focus of the project, i.e. Tholulwazi. Following this, a specific meeting was held with the Tholulwazi Library staff to consult with them and discuss their interests in the evaluation.

The local community structure, the Inanda Community Development Trust (ICDT), was approached and the project discussed. Soon after this, more focused interviews were held with community members and ICDT representatives who had been involved with the project in the planning stages. In addition, technical and professional people involved were interviewed: development project managers and facilitators who worked on this and other projects in the area, the architect (this took place in late August - early September).

On 6 September 1996 a workshop to revisit, affirm and clarify the objectives of the Library was held. This workshop defined the purpose of the Library - in terms of intended changes in behaviour of the beneficiaries as a result of the service - and the goal of the Library - the overall benefit to be enjoyed by the beneficiaries.

These were subsequently refined by a meeting of the Evaluation Work Group (appointed at the workshop) as:

¹ Until the formation of the Durban Metro, the DML was confined in its activities to the boundaries of the Durban Municipality which excluded the township areas. The townships fell under the jurisdiction of the KwaZulu administration, and therefore should have been serviced by the KwaZulu Library Services, or in some cases were serviced by the Natal Provincial Library Services, e.g. Lamontville.

² The evaluation came about as a result of a proposal from a student in the Masters in Information Studies programme (University of Natal) that she evaluate as aspect of DML services for thesis purposes. DML Director, Heather Moran, immediately suggested an evaluation of Tholulwazi. The facilitator, Chantelle Wyley, is a qualified librarian working as a trainer and facilitator in development projects. Her proposal involves testing a method used in development project evaluation for usefulness and applicability in public libraries.

Overall benefit/Goal: *Library users in the Besters and adjacent communities - and their families/ colleagues/ those with whom they interact - are better informed and educated.*

Behaviour change/ Purpose: *Library is used by the general public of Besters and adjacent communities - including students, school children, pre-school children, teachers, people attending literacy classes, unemployed youth - to inform and educate themselves and for recreation.*

The Evaluation Work Group consists of members of the Tholulwazi Library staff, the Interim Library Users Committee, one representative of DML management, and the facilitator. The Group has had two meetings (12 and 16 September). These have formulated indicators for the goal and purpose which show how achievements in these areas can be measured; methods of measuring have also been decided upon (a questionnaire). In addition, a decision was taken to limit the evaluation to school and tertiary student users at this stage.

The next step is for a pilot survey using a questionnaire designed by the Work Group to be conducted (20 and 21 September). The Group will then discuss the results, decide on any changes to the questionnaire, and when to run the survey proper. This will happen over 2-3 weeks and will be handed to all school and tertiary students using the Library. These users will be counted; use of the study hall will also be measured at this time. A second data collection stage will consist of interviews, namely of teachers.

Once the data from the survey and interviews is analysed and assessed, conclusions will be drawn by the Group as to the extent to which the Library has made an impact on student users. Results of the survey will be posted in the Library for all participants to see, and a presentation of the results will be held for all community members, participants and other interested people.

It is hoped that the results of the survey can be used by the community, and Library staff and DML management, to argue for further support for the Library. In a situation where local government funding for educational and cultural facilities is being cut (e.g. museums and art galleries) it is hoped that this investigation will assist those wanting to establish libraries in disadvantaged communities to argue for funding.

Anyone interested in more information about the evaluation is invited to approach members of the Work Group. Copies of minutes of meetings and workshops are available.

Chantelle Wyley
Tel & Fax: 258097

Weekday times were 10h00 to 18h00, Saturday is 8h30 to 13h00.

The Work Group are to meet on Friday 18 October at 14h00, to discuss the first two sessions.

3. Tasks and follow up

Chantelle to correct questionnaire, and to deliver questionnaire, counting forms and other instructions to Sherill on Wednesday morning (25 Sept.).

Sherill and S'bongiseni offered to organise for translation into Zulu.

All members of the Work Group (except Chantelle who will be away 25/9 to 15/10) offered to be present on 1 and 8 October. Andile offered to get the panel people in too. Chantelle mentioned that a student from Ntuzuma, Themba Goba, had also offered to help.

It was noted that the survey signs were up and looked good.

Chantelle Wyley

21 September 1996

APPENDIX 7 (continued)

Sherill Wilkins, District Librarian

Tholulwazi library survey Analysis of Pilot study

A pilot study of 30 (some spoilt) on 20 /9/96

I have analysed (very quickly) the sheets from Chantelle as follows:

Live at:

KwaMashu M section- (7)
KwaMashu C
KwaMashu F (3)
KwaMashu G
KwaMashu L
Besters (7)
Inanda (Amaoti)
Newtown C (2)
Ntuzuma H
Ntuzuma F
Ndwedwe

Standards/diploma

Std 1
Std 2
Std 3
Std 4 (2)
Std 5 (2)
Std 6 (2)
Std 7
Std 9 (2)
Std 10 (5)
Post Matric
Finishing school
Nursing (2)
Social Science degree
B. Comm
NTC N3
RSA Diploma
Sales and Marketing
Teaching

Schools/Institutions

University of Natal (3) Nursing (2) Sociology (1)
Isibanisezwe Finishing School (3)
Kwesethu Technical College (2)
Greenwood Park
Ferndale Secondary
Emmanuel Cathedral Finishing school
Achorite College

Phembisizwe High
 Technikon RSA
 Highstone Primary
 Parkhill
 Nhlanhlayetha
 Inanda Comprehensive Primary
 Unisa
 Ntuzuma Technical College
 Nquaba Kazulu High
 Sivavanda Technical College
 Northview
 Ikusasalenthsha Primary
 Springfield College

Ages

10-15 (8)

15-18 (3)

18+ (8)

The following specified 19 (1) 20 (1) 22 (2) 24 (4) 29 (1)

Come to library?

Every day (19)

Once a week (4)

Fortnight (1)

Once a month (1)

Once every 2 months (1)

Use library for?

Textbooks (17)

Extra reading for studies (17)

Place to study (12)

Information for projects (9)

Read newspapers, magazines (9)

Fiction reading (9)

Watching videos (8)

Group discussions, meetings (7)

Meeting friends (6)

Listen to tapes , Cds (4)

Information on hobbies (3)

Storytelling and games (3)

Comments

Want more English Literature - taxi books

Education textbooks

Maths

Accounting

Afrikaans

Want to be able to take out Reference books

Need separate Junior and adult section - too noisy (5)

Young children need to be more limited

Notice to be made for primary scholars about noise

Library not quiet

Need more study guides

Only 1 book on certain subjects

Not enough electrical books
Mostly only Reference books
Need more tertiary institution books
Want to borrow technical textbooks during the weekdays
The library needs to be enlarged
Want to open at 8 am.
Want to close late
Want to be open late on Saturdays
need airconditioning
Highly motivated security guards
Convenient as don't have fares to town and I exercise
Librarians are kind when ask questions and answer gently
Toilets often out of order, toilet paper and water

Books wanted;

need to kill a man's pride, crocodile burning
Maskew Miller Maths std 5
Ukushona Kwelanga Std10
Sizenze Std 10
Langa-lase langeni
Accounting for Finanacial Management 1, 2, 3
Human resource management Cronje Hugo
Accounting and Economics textbooks for Std 9

APPENDIX 8

MEMO TO: Sherill Wilkins
FROM: Chantelle Wyley

cc: Library Evaluation Work Group please

Date: 25 September 1996

THOLUWAZI LIBRARY SURVEY: 1 & 8 OCTOBER

Hi Sherill

I enclose: (1) Questionnaire in English
 (2) Counting sheets
 (3) Instructions (as I see them!)

Please could you organise translation into Zulu, copies and also to have the copies numbered sequentially 1 to 500 or whatever. Also could you organise some boxes of coloured stick on dots if you and the group agree with my counting method (see instructions!).

I have not analysed the sample, but went through it carefully to see if there were any problems with the questions. Since there was obviously some confusion with the question on improvement of marks, I have changed it. Please talk to the Group about it. I hope it is okay.

For interest, here are some of the suggestions made in the sample (all made by more than two of the respondents - out of a total of thirty). I would suggest some could be acted upon immediately.

- opening times: open earlier (e.g. 8h00) and close later on Saturdays.
- separate smaller children from adults, noise levels too high
- important textbooks for studies are not loanable - this is a problem
- not enough copies of textbooks/reference books
- computers wanted
- particular books and study guides (with titles often) are recommended (some urgently for coming exams)
- toilets need attention

Comments made by single people included: need for air-conditioning, "highly motivated security guards", a bigger Library, space for art exhibitions.

One respondent remarked on the kind librarians, always ready to assist.

Thanks,
 Chantelle

THOLULWAZI LIBRARY SURVEY

If you are a school student or tertiary (university, technikon, technical college, training college) student, please fill out this questionnaire.

The survey is being conducted to find out how many school and tertiary students use the Library, and what they are using it for. We want to know whether the Library is serving your needs, and if it is making a difference to your education.

The Durban Municipal Library and the staff of Tholulwazi Library, and the Interim Library Users' Committee want to provide a better library service for you. The information you give us will also help in the planning for new libraries to be opened in KwaMashu and Umlazi.

Thank you for helping us to serve you better!

Please answer the questions

- by circling the answer which applies to you (e.g. in the first question, 2. Emzomusha), or
- filling in the answer (e.g. in the third question, Name of school: _____).

The Library staff will help if you do not understand the questions.

Your answers will be confidential: only the Library Evaluation Work Group will see your answers.

1. Where do you live?

- | | |
|---------------------------|---------------------------|
| 1. Besters | 7. Newtown A |
| 2. Emzomusha | 8. Newtown B |
| 3. Inhlungwane | 9. Newtown C |
| 4. Ezimangweni | 10. Ntuzuma: Section ____ |
| 5. kwaMashu: Section ____ | 11. Other: _____ |
| 6. Inanda: Area _____ | |

2. What standard are you in at school, or what degree/diploma are you studying for:

- | | |
|--------------------|--------------------------|
| 1. Standard: _____ | 2. Degree/Diploma: _____ |
|--------------------|--------------------------|

3. At which school or tertiary institution are you studying?

1. Name of school: _____
 2. Name of university/technikon/training college/technical college: _____
-

4. What is your age group?

- | | |
|----------|----------|
| 1. 6-9 | 3. 14-17 |
| 2. 10-13 | 4. 18 + |

5. Are you male or female?

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

6. How often do you come to Tholulwazi Library?

- | | |
|-------------------------------|----------------------------------|
| 1. five to six times a week | 5. once every two weeks |
| 2. three to four times a week | 6. once a month |
| 3. twice a week | 7. once every six to eight weeks |
| 4. once a week | or less |

7. What do you use Tholulwazi Library for?

- | | |
|--------------------------------|----------------------------------|
| 1. Information for projects | 5. Place to study |
| 2. Textbooks | 6. Reading newspapers, magazines |
| 3. Extra reading for studies | 7. Watching videos |
| 4. Group discussions, meetings | 8. Listening to tapes, CDs |

(cont.)

- 9. Fiction reading
- 10. Storytelling and games
- 11. Information on hobbies

- 12. Meeting friends
- 13. Other: (pse. specify) _____

8. How many items do you **borrow** from Tholulwazi Library in one month?

- 1. books: _____
- 2. music CD's & tapes: _____

9. How many items do you **use in the Library** (read, photocopy, or watch) each time you visit the Library?

- 1. books: _____
- 2. newspapers: _____
- 3. CD's & tapes: _____
- 4. puzzles & games: _____
- 5. reference books: _____
- 6. magazines: _____
- 7. videos: _____
- 8. science display: _____

10. How many different videos have you watched in Tholulwazi Library this year?

- 1. number: _____
- 2. Number of times I usually watch each video: _____

11. Do you use any other libraries apart from Tholulwazi?

- 1. Yes
- 2. No

If yes, which one(s): _____

And for what: _____

12. Do you think the Library has been useful and beneficial to you?

- 1. Yes
- 2. No

If yes, please explain how: _____

13. Since you have been using the Tholulwazi Library, has there been any improvement in your marks or test/exam results?

- 1. Yes
- 2. No

If yes, please give 3 examples

	1995 mark	1996 mark
Subject: _____	____%	____%
Subject: _____	____%	____%
Subject: _____	____%	____%

14. Is there anything you would like Tholulwazi Library to provide that is not offered now?

15. Any other comments:

Thank you for filling out this questionnaire. The results will be handed to the Library management to assist in their decisions and to argue for funding for the Library service. The results will be displayed on a board in the Library soon.

APPENDIX 8 (continued)**THOLULWAZI LIBRARY EVALUATION
COUNTING SHEET**

DATE: _____

Please use this sheet to count every school and tertiary student entering the Library on the survey days.

Also please use it to enter the questionnaire numbers (marked on each questionnaire) handed out to which type of student at which time.

Times	SCHOOL STUDENTS		TERTIARY STUDENTS	
	Number of school students	School students: questionnaire numbers	Number of tertiary students	Tertiary students: questionnaire numbers
10 am to 12 noon				
12 noon to 2 pm				

Times	SCHOOL STUDENTS		TERTIARY STUDENTS	
	Number of school students	School students: questionnaire numbers	Number of tertiary students	Tertiary students: questionnaire numbers
2 pm to 4 pm				
4 pm to 6 pm				
TOTAL				

APPENDIX 8 (continued)

THOLULWAZI LIBRARY EVALUATION SURVEY INSTRUCTIONS/GUIDELINES

The survey involves 3 aspects:

1. Counting every school and tertiary student entering the Library on the survey days
2. Handing each school and tertiary students a questionnaire, and if necessary assisting in filling it out
3. Counting study hall usage after 6 pm. (Note: this continues throughout exam time and not only on survey days).

Counting:

Person A of survey team

Equipment needed: Counting sheet and pencil

Person A stands/sits at the door of the Library and asks each person entering if they are a school or tertiary student, a mark is then made in the block on the counting sheet according to the time period and according to whether they are school or tertiary (see sample attached).

Person A then sticks a coloured dot on the person's shirt and asks them to wear it all of that day in the Library so we know he/she has been counted.

Questionnaire:

Person B of survey team

Equipment needed: A bunch of numbered questionnaires, a counting sheet, a pencil.

Person B stands near Person A and after each Library user has been counted, hands them a questionnaire and asks them to fill it out. It may be necessary to explain verbally why the survey is being done. Please also offer help if they need it and point out the other members of the survey team who are assisting in the Library.

Person B marks off the questionnaire number in the column on the counting sheet opposite the relevant time period and according to school or tertiary (see sample attached).

Assistance is offered by the *rest of the survey team* in the Library.

Suggestions:

All members of the survey team wear a bright button or sticker identifying them so users know who to ask for help.

Spare pencils are available for those who may not have one.

A box for completed questionnaires is placed in a prominent place on the counter (near the tapes and CDs?).

Staff at Issue Desk check that departing users have handed in their questionnaires, and also check that everyone they serve has a dot if a school or tertiary student.

Survey team people take turns doing Person A and B tasks (take turns with two-hour shifts perhaps).

Remember that every school and tertiary student on 1 October will answer a questionnaire, but if some of the same students are in the Library on 8 October they must not do it again. On 8 October everyone is counted again though according to the above procedure (use different coloured dots perhaps).

Study hall counting to be supervised by Andile.

Chantelle 25/9/96

UCWANINGO NGETHOLULWAZI COMMUNITY LIBRARY

Uma ungumfundi wanoma yiliphi ibanga sicela usiphendulele lemibuzo ekuleliphepha. Lolucwaningo/lenhlobo siyenzela ukuthola ukuthi bangaki abafundi banoma yimaphi amabanga abasebenzisa lelayibrari nokuthi bayisebenzisela ukwanelisa ziphi izidingo zabo. Sifisa ukwazi ukuthi ngabe lelayibrari iyazanelisa yini izidingo zakho nokuthi ukhona yini umehluko emfundweni yakho ongabe wenziwa ukusebenzisa kwakho lelayibrari. I Durban Municipal Library kanye nabasenzi base Tholulwazi Community Library bekanye ne Interim Library Users' Committee bafisa ukuninika usizo oluncomekayo. Ulwazi ozosinika lona luzosisiza futhi ekuhleleni amalayibrari amasha azovulwa eMlazi naKwaMashu. Siyabonga ukuselekelela ukuthi sanelise izidingo zakho.

Sicela uphendule lemibuzo elandelayo

- ngokukokelezela leyonombolo enempendulo, (isibonelo, embuzweni wokuqala uma impendulo kungunombolo ② Emzomusha) noma,
- ugcwalise isikhala ngempendulo edingekayo (Isibonelo embuzweni wesithathu, igama lesikole : Udomc)

Uma kukhona umbuzo odinga usizo ekuwuphenduleni, abasebenza elayibrari bayokujabulela ukukusiza. Izimpendulo zakho ziyofundwa yi Library Evaluation Work Group kuphela.

1. **Uhlala kuphi?**

- | | |
|-----------------------------|----------------------------|
| 1. Besters | 7. Newtown A |
| 2. Emzomusha | 8. Newtown B |
| 3. Enhlungwane | 9. Newtown C |
| 4. Ezimangweni | 10. Ntuzuma: Section |
| 5. Kwa Mashu: Section | 11. Kwenye indawo..... |
| 6. Inanda: Area | |

2. **Wenza liphi ibanga esikoleni, okukanye wenza yiphi idiploma noma iziqu zasenyuvesi?**

- | | |
|-----------------|-------------------------|
| 1. Ibanga:..... | 2. Degree/Diploma:..... |
|-----------------|-------------------------|

3. **Ufunda kusiphi isikole noma isikhungo semfundo ephakeme?**

- | |
|--|
| 1. Igama lesikole : |
| 2. Igama lesikhungo esiphakeme : |

4. **Iminyaka yakho yobudala ungayifaka kusiphi isigaba kulezi ezilandelayo?**

- | | |
|----------|----------|
| 1. 6-9 | 3. 14-17 |
| 2. 10-13 | 4. 18+ |

5. **Ungowesilisa noma owesifazane?**

- | | |
|------------|--------------|
| 1. Isilisa | 2. Isifazane |
|------------|--------------|

6. **Ujwayele kangakanani ukusebenzisa iTholulwazi Library?**

1. kahlanu kuya kasithupha ngesonto
2. kathathu kuya kane ngesonto
3. kabili ngesonto
4. kanye ngesonto
5. kanye emuva kwamasonto amabili
6. kanye ngenyanga
7. kanye emuva kwamasonto ayisithupha kuya kwayisishiyagalombili nangaphansi

7. **Kungani usebenzisa iTholulwazi Library?**

1. ukuthola ulwazi ngomsebenzi owunikwe esikoleni
2. izincwadi zokutadisha/zesikole
3. ukufunda uthasisele ulwazi ezifundweni zakho
4. ukufunda ngokuxoxisana noma imihlangano

5. indawo yokufundela
6. ukufunda amaphephandaba noma amaphephabhuku
7. ukubuka amavidiyo
8. ukulalela umculo
9. ukufunda izincwadi zezindaba
10. ukuzolalela izindaba nokudlala imidlalo
11. ukuthola ulwazi ngezinto engizithandayo
12. ukuzobonana nabangani
13. okunye sicela uchaze

8. **Zingaki izinto ozeboleka kulelayibrari ngesonto?**

1. Izincwadi
2. Amakhasethi noma amaCD omculo

9. **Zingaki izinto ozisebenzisa zikhathi zonke uma uvakashele ilayibrari?**

- | | |
|-------------------------|--------------------------------|
| 1. Books :..... | 5. Izincwadi zeReference |
| 2. Amaphephandaba:..... | 6. Amaphephabhuku |
| 3. CD's & Tapes:..... | 7. Amavidiyo..... |
| 4. Puzzle & games:..... | 8. Imiboniso yezeSayensi |

10. **Mangaki amavidiyo osuke wawabuka kulelayibrari kulonyaka?**

1. Inombolo :.....
2. Ujwayele ukuyibuka kangaki ividiyo iyodwa

11. **Ikhona enye ilayibrari oyisebenzisayo ngaphadle kwalena?**

Uma ikhona iyiphi

Uyisebenziselani

12. **Lukhona usizo oluthola kulelayibrari?**

Sicela uchaze ukuthi ikusize kanjani

.....

.....

13. **Seloku waqala ukusebenzisa lelayibrari ngabe lukhona yini ushintsho emiphumeleni yokuhlolwa esikoleni?**

1. Yebo
2. Cha

Uma lukhona sicela usinike izifanekiso

	1995 mark	1996 mark
Isifundo:.....%%
Isifundo:.....%%
Isifundo:.....%%

14. **Yiziphi izinto ongafisa zibekhona noma zenzeke kulelayibrari kodwa ezingakabbikho?**

.....

.....

15. **Kukhona okunye ongafisa ukusazisa khona**

.....

.....

Sibonga kakhulu ngokusiphendulela lemibuzo. Imiphumela iyonikezwa abaphathi ukuze ibasize ekuthatheni izinqumo ezifanele futhi ibasize ekutholeni izimali zokuqhuba umsebenzi wamalayibrari. Imiphumela izoboniswa ebhodini yezaziso ngokushesha.

UCWANINGO NGETHOLULWAZI COMMUNITY LIBRARY

Uma ungumfundi wanoma yiliphi ibanga sicela usiphendulele lemibuzo ekuleliphepha. Lolucwaningo/lenhlolovo siyenzela ukuthola ukuthi bangaki abafundi banoma yimaphi amabanga abasebenzisa lelayibrari nokuthi bayisebenzisela ukwanelisa ziphi izidingo zabo. Sifisa ukwazi ukuthi ngabe lelayibrari iyazanelisa yini izidingo zakho nokuthi ukhona yini umehluko emfundweni yakho ongabe wenziwa ukusebenzisa kwakho lelayibrari. IDurban Municipal Library kanye nabasebenzi baseTholulwazi Community Library bekanye ne Interim Library Users' Committee bafisa ukuninika usizo oluncomekayo. Ulwazi ozosinika lona luzosisiza futhi ekuhleleni amalayibrari amasha azovulwa eMlazi naKwaMashu. Siyabonga ukuselekelela ukuthi sanelise izidingo zakho.

Sicela uphendule lemibuzo elandelayo

- ngokukokelezela leyonombolo enempendulo, (isibonelo, embuzweni wokuqala uma impendulo kungunombolo 2 Emzomusha) noma,

- ugqwalise isikhala ngempendulo edingekayo (Isibonelo embuzweni wesithathu, igama lesikole : Udumo)

Uma kukhona umbuzo odinga usizo ekuwuphenduleni, abasebenza elayibrari bayokujabulela ukukusiza. Izimpendulo zakho ziyofundwa yiLibrary Evaluation Work Group kuphela.

1. **Uhlala kuphi?**

- | | |
|-----------------------------|----------------------------|
| 1. Besters | 7. Newtown A |
| 2. Emzomusha | 8. Newtown B |
| 3. Enhlungwane | 9. Newtown C |
| 4. Ezimangweni | 10. Ntuzuma: Section |
| 5. Kwa Mashu: Section | 11. Kwenye indawo..... |
| 6. Inanda: Area | |

2. **Wenza liphi ibanga esikoleni, okukanye wenza yiphi idiploma noma iziqu zasenyuvesi?**

- | | |
|-----------------|-------------------------|
| 1. Ibanga:..... | 2. Degree/Diploma:..... |
|-----------------|-------------------------|

3. **Ufunda kusiphi isikole noma isikhungo semfundo ephakeme?**

- | |
|--|
| 1. Igama lesikole : |
| 2. Igama lesikhungo esiphakeme : |

4. **Iminyaka yakho yobudala ungayifaka kusiphi isigaba kulezi ezilandelayo?**

- | | |
|----------|----------|
| 1. 6-9 | 3. 14-17 |
| 2. 10-13 | 4. 18+ |

5. **Ungowesilisa noma owesifazane?**

- | | |
|------------|--------------|
| 1. Isilisa | 2. Isifazane |
|------------|--------------|

6. **Ujwayele kangakanani ukusebenzisa iTholulwazi Library?**

1. kahlanu kuya kasithupha ngesonto
2. kathathu kuya kane ngesonto
3. kabili ngesonto
4. kanye ngesonto
5. kanye emuva kwamasonto amabili
6. kanye ngenyanga
7. kanye emuva kwamasonto ayisithupha kuya kwayisishiyagalombili nangaphansi

7. **Kungani usebenzisa iTholulwazi Library?**

1. ukuthola ulwazi ngomsebenzi owunikwe esikoleni
2. izincwadi zokutadisha/zesikole
3. ukufunda uthasisela ulwazi ezifundweni zakho
4. ukufunda ngokuxoxisana noma imihlangano

6. ukufunda amaphephandaba noma amaphephabhuku
7. ukubuka amavidiyo
8. ukulalela umculo
9. ukufunda izincwadi zezindaba
10. ukuzolalela izindaba nokudlala imidlalo
11. ukuthola ulwazi ngezinto engizithandayo
12. ukuzobonana nabangani
13. okunye sicela uchaze

8. **Zingaki izinto OZEBOLEKA kulelayibrari ngenyanga?**

1. Izincwadi
2. Amakhasethi noma amaCD omculo

9. **Zingaki izinto OZISEBENZISA zikhathi zonke uma uvakashele ILAYIBRARI?**

- | | |
|-------------------------|--------------------------------|
| 1. Books : | 5. Izincwadi zeReference |
| 2. Amaphephandaba:..... | 6. Amaphephabhuku |
| 3. CD's & Tapes:..... | 7. Amavidiyo..... |
| 4. Puzzle & games:..... | 8. Imiboniso yezeSayensi |

10. **Mangaki amavidiyo osuke wawabuka kulelayibrari kulonyaka?**

1. Inombolo :
2. Ujwayele ukuyibuka kangaki ividiyo iyodwa

11. **Ikhona enye ilayibrari oyisebenzisayo ngaphadle kwalena?**

Uma ikhona iyiphi

Uyisebenziselani

12. **Lukhona usizo oluthola kulelayibrari iTholuwazi?**

Sicela uchaze ukuthi ikusize kanjani

.....

.....

13. **Seloku waqala ukusebenzisa lelayibrari ngabe lukhona yini ushintsho emiphumeleni yokuhlolwa esikoleni, ungasebenzisa amamaki ezivivinyo (tests); awama - assignments ka 1996 noma awokuhlolwa (examinations) kuka Nov/Dec 1995 kanye noJune 1996?**

1. Yebo
2. Cha

Uma lukhona sicela usinike izifanekiso

	1995 mark	1996 mark
Isiboniso: Isifundo: Maths.....40....%55..%
Isifundo:.....%%
Isifundo:.....%%
Isifundo:.....%%

14. **Yiziphi izinto ongafisa zibekhona noma zenzeke kulelayibrari kodwa ezingakabibikho?**

.....

.....

15. **Kukhona okunye ongafisa ukusazisa khona**

.....

.....

Sibonga kakhulu ngokusiphendulela lemibuzo. Imiphumela iyonikezwa abaphathi ukuze ibasize ekuthatheni izinqumo ezifanele futhi ibasize ekutholeni izimali zokuqhuba umsebenzi wamalayibrari. Imiphumela izoboniswa ebhodini yezaziso ngokushesha.

APPENDIX 9

Notes, observations and recommendations following the first two days of the Tholulwazi Library survey (1 & 8 October 1996)

Compiled by: Chantelle

Date: 21 October 1996

Addressed to : Members of the Tholulwazi Library Evaluation Work Group

Note: This information has been compiled from notes taken by Sherill following the two days of the survey, discussions of the Work Group at the meeting of 17 October, and observations of Chantelle after scanning the returned questionnaires (on 21 October).

Questionnaire administration problems

- numbers of school and tertiary students were high and on the days of the survey there were not enough of the Work Group present to assist them with difficult questions
- there was not enough assistance in Zulu available (1 Oct - most of the day only English speaker available)
- students from schools in Phoenix, Newlands East, Redhill cannot read/write Zulu - these need to be offered the English questionnaire
- small children needed explanations and help with all questions, this not being available (only about half of the small children got help), some escaped filling out the questionnaire (about 30 on 1/10 and 25 on 8/10, total approx. 55), others did not fill it out in such a way that responses could be used
- no counting of total numbers of students was done, only of those who were handed a questionnaire; this means that repeat visits were not counted (estimated at about 10 persons only on 8/10 - i.e. who had already filled out the questionnaire on 1/10).
- questionnaire does not provide for those visiting the Library for the first time
- mistake in Zulu questionnaire in question 8 (states week instead of month) poses a challenge for processing...multiply to get per month (by 4 or by number of visits?)

Problems in completed questionnaires

(Note: numbers in brackets denotes the approximate number of responses with that problem - counted by Chantelle as she briefly went through responses to gauge validity)

General

- first page only filled in (13)

Question 13

- left blank (36)
- did not fill in the marks section (35)
- only filled in one column of marks (i.e. 1995 or 1996) (38)

(Note: this means that 109 of 304 questionnaires are invalid for answer to Question 13)

- yes or no answer contradicts marks given in the second section of the question (i.e. Yes there has been an improvement in marks since using the Library, but marks given indicate a decrease in % - or vice versa) (11)
- 100% often given as latest mark (?)
- improvements such as 25% in 1995 to 100% in 1996 are given (?)
- marks such as 800% and 900% are given (?)
- same % given in each column (2)
- similar answers pencilled in by helpers (same handwriting in a number of consecutive questionnaires!)

Question 8 (Zulu questionnaire)

- not filled in (all except approximately 10) owing to space for answer not being given, did not seem to help that this was manually written in by those handing out questionnaires.

Question 9

- often not filled in
- sometimes next to books respondents have written "read" (3)

Question 14

- "More books" as a suggestion in a number of questionnaires...no examples.

Recommendations

Questionnaires:

Amendments:

Zulu: Question 8: lines, and change week to month, underline how many and borrow

Zulu: Question 9: underline how many and use in the Library

Zulu: Question 12: insert Tholuwazi (to avoid confusion with question 11)

Helpers instructions:

1. Helpers check both sides of questionnaires
2. Helpers check especially Questions 8, 9, 13 - even if only asked for assistance with one question.
3. Helpers not to prompt/suggest answers for % improvements in marks in Question 13, really listen to the student's examples
4. Helpers to get more information for suggestions than "More books". Let users know that they can recommend books (but that these may take some time to get into the Library!)
5. Small kids clearly need help with all questions....
6. Helpers to initial every questionnaire they assist with.
7. First time visitors to indicate this next to the question about how often they visit the Library (by just writing "First visit" next to the question).

Remember that the critical information we need to measure the library purpose is in question 8 (how many books are borrowed per week) and question 9 (how many items are used in the Library); the information we need to measure the goal is in question 12 and 13 (has the Library benefited you, and in your studies what is the % improvement in marks). If we do not get this information we cannot measure the Library's impact!!

Chantelle to redo counting form - more room

Study Hall

System is not working too well - users not signing against their name in the register (or signing the whole line?). Sherill and Andile to introduce another system - signing in a book marked for each day and ruled off at 18h00 so we can count numbers after hours. It was noted that safety (outside of the ICDT area) and transport were factors relating to use of the Hall after hours.

Chantelle
21 October 1996

APPENDIX 9 (continued)

Memo from Sherill Wilkins, District Librarian

BESTERS SURVEY TUES 1 OCTOBER 96 SUMMARY OF EVENTS

This did not go off as well as expected.

On **Friday, 21 September**, we made 4 dates with Chantelle as to when we would be doing the survey. Sibongisene was present as well as the Users Committee. (On the Tues, I typed out the dates and sent them with the Minutes to the Users Group and other staff)

On **Wednesday**, Chantelle brought in the final Questionnaire and asked if it could be translated into Zulu. On Wednesday pm I sent it to Sibongi to translate into Zulu as well as a memo was sent to Johnny requesting Sibongi's help with the translation and survey and he came to see me to say it was fine-she had spoken to him.

Apparently Sibongi was supposed to go on pm off on Friday but she stayed until about 2 pm to finish the translation, and said Nonhlanga was going through it for the last time to correct the dialect.

She was surprised that the survey was on Tuesday and said she was taking Mon-Wed off as leave but she would try to come and help.

On **Monday**, I went to see Nonhlanga who said she had put the translation in the CLD Dept. After asking Johnny, I got George to open her office but I could not see it. I asked Nonhlanga to correct it again. Ignatio did the corrections and I spent some time with her trying to get it to fit on one page. In the afternoon Peta got the Printers to print 500 copies. Robin then enumerated the 500 English and 500 Zulu copies and labelled etc boxes for the Q. The stationery was obtained, and I made some stickers re "Help" and Peta laminated them.

Unfortunately Andile was ill on the Friday pm, Saturday and Monday), (Fri morning at Umgeni Rd for Metro meeting), as he perhaps could have reminded the Users committee. (I did remind Lungile to tell them to come by 9.45am so I could give them Chantelle's instructions.)

On the day of the survey (**Tuesday morning**) I was given the message by Penny that Sibongi said she could not help with the survey.

On arrival at Besters at 8.30 am, I got everything ready at the entrance- the box of zulu survey forms, box of English forms, pencils, boxes of dots, "stickers- Survey- Ask me for help (Eng+ Zulu), Counting sheets, tally counter, instruction forms and the Study hall after hours forms (which were shown to Andile to put out when he went home at 6pm.)

I waited for the User committee to arrive. At 9am Protas had come to work (only started at 10 and Andile arrived at work at 10 (very ill with flu and tonsillitis).

None of the User committee arrived that morning.

At 10 am the doors were opened and being the holidays the children (mostly 6-10 year olds) poured in, I stopped them and asked each person whether they were students-school or tertiary, gave them each a coloured dot and a questionnaire, a pencil if needed, and wrote down the questionnaire number under the relevant time. I also added in 2 lines on the survey sheet that were omitted as time allowed. It was extremely exhausting as I normally had to repeat my sentences a number of times until I was understood. Zulu forms were mostly given out to the people and only a few forms English forms were given out by Andile- when I was helping someone during a lull.

A number of children may have been missed as they came in their hordes and at times not speaking Zulu it was difficult to catch them.

A few adults walked in without even paying attention to what I was saying and so they were missed. It was extremely exhausting being on the go from 10-2pm without a break. None of us had time to stop for a cup of tea.

At 2pm Nonhlanga arrived with a driver from Umgeni Road after I appealed to Heather for help.

She relieved me at the counter giving out forms while I went for a break. Later Andile and Mark took shortened lunch breaks. In the afternoon it seemed less of a rush. Nkosinathi from the Users committee arrived at about 3.30pm and sat at the tables helping the children. The Museum volunteer also arrived about 2.30pm and sat with children filling out the forms. With the additional help, I took this opportunity to video some various scenes in the library at various times..

I had taken Mark, the mender from Umgeni Road with the intention of counting each person as they entered with a tally counter so that we could work out the percentage of students to general users.

Because of the lack of staff, he spent time on the floor helping the children with his elementary Zulu and an English copy of the Questionnaire for translation.

Protas was on the floor for his shift from 10 00 to 2.00 helping the children to answer the Questionnaires and coming to the counter in desperation at various times. Protas went home at 2.00 as Lungile arrived. She started putting away books which she did for the rest of the afternoon. (mounds of them on the tables, trolleys etc). Andile was at the counter continually.

At 4.05 I left Besters as I had to get Nonhlanga back to Umgeni road for her lift at 4.30 pm to Pietermaritzburg. Mark stayed on until 6 pm. He said it was very quiet.

My observation was that most of the people coming in were school students - in proportion the tertiary students were minimal and the general users - were even less. There were about 2 teachers and about 10-15 non students who came in to photocopy identity documents etc. (At one point I left my point to show someone how to photocopy) I also helped at the issue/return desk at time/to find cassettes etc.

The counting sheet was too complicated for one person to use and ask questions and I ended up just writing down the numbers of the Questionnaire under the relevant times.

The **use of dots** was a good one, as it helped a lot especially as the many people go in and out a number of times during the day, to the toilet etc.

The children moved around all the time, they were noisy and unruly went in and out all day long

The children liked the dot and sometimes came back a couple of times to get another one.

The children played with the dots and some had 3/4 on their shirts

Some of the children did not understand me at all and looked blankly at the sheet. I am not sure how accurate the information will be.

I think perhaps the helper should initial the sheet if he interpreted the questions for the children and this should give us some idea if the answers were understood and are more accurate than those that did it without help. For accuracy of information it is important that the children are helped. The next survey will be done on the 8 October.

APPENDIX 9 (continued)

Memo from: S.Wilkins; District Librarian

Feedback re Survey at Tholulwazi 8 October 96

This went off better than the first one.

On opening the library there was Sherill, Sibongisene, Nonhlanga (DML) Mark , Cecile and Lungile and Andile were on duty.

The morning was quite quiet with not the rush that was experienced last week.

Sibongisene and Nonhlanga were at the counter giving out forms and explaining the survey to the people. Cecile shelved and tidied books as it was quiet.

I sat opposite the counter and assisted when necessary.

I took over when they went to tea/lunch.

Mark was to count the number of people entering the library.

Cecile went home at 12 and returned about 2.30 (I think)

Sibongisene had another meeting and left at 12.45 pm.

Nonhlanga and Cecile managed in the afternoon.

Protas was on the floor most of the afternoon.

Nonhlanga had to get back to the library for her lift so she, Mark and myself left at about 3.55pm.

Lungile went home at 2pm; Protas and Andile managed alone from 4 pm to 6pm.

Problems

Questionnaire

1. Zulu version left out lines for Question 8 so not filled in
2. Zulu version said weekly for Question 8 while English version said monthly.
3. Users think that Question 12 refers to question 11 and is a repeat.
4. Most of the Returned questionnaires were not monitored ie. users put them into the relevant boxes
5. I think Zulu speakers must ask the students whether they are school/tertiary and explain the survey. I think they were more responsive than when I did it.
6. Counting form needs to be redesigned. Not enough space to write in numbers under relevant times.. Hope the numbers have been written down accurately although rather untidy and complicated.
7. As most of the students were school students- Zulu forms were given out.

APPENDIX 10

Tholulwazi Library Evaluation Notes taken following demonstration of initial datacapture DML Umgeni Road 3 December 1996

Present:

Andile Kweyama
 Protas Buthelezi
 S'bongiseni Mbongwe
 Thokozani Mchunu
 Jony Pholosi
 Sherill Wilkins
 Carol Barraclough
 Chantelle Wyley
 Karin Solomon (database designer and capturer)

Points raised:

The database is in a fairly raw form still, no editing has been done, and inputting of the text questions from Zulu questionnaires still to be done. Nonetheless certain interesting data can be derived:

No of questionnaires handed out: 1014

No. of responses: 820

Response rate: 81%

Zulu questionnaires: 602

English questionnaires: 218

Most respondents were school students, the majority of which were in Std 10. More respondents came from KwaMashu (272) than the Besters areas (245).

Age: 387 were 18+

Male: 413, Female: 322

205 visited the library 5/6 times per week

341 (out of 352 valid answers) indicated the library had contributed to an improvement in marks.

Calculations and reports from the database still to be done.

In the comments area (only English questionnaires entered) it was noted that many requested separate areas for small children, and computers; some asked for lab equipment. Many complimented the library staff and authorities for the facility and service.

Chantelle raised the methodological question of assuming that books borrowed were books read, and suggested that to overcome this, a small survey of users returning books should be undertaken as soon as possible.

Decisions taken:

1. Editing of what is already on the database has to take place, checking for inconsistencies etc., prior to delivery to DML.

Action on this: Chantelle to spend time during Thursday and Friday working with the database. Karin to deliver the reviewed database to DML on Monday (see below).

2. All school standards to be altered to conform with the new school system, i.e. instead of Grade 1/Class 1/SubA to Standard 10 the database should reflect Grades 1 to 12. This in the interests of future use of the data in relation to the new system. It was clarified that the respondents would have answered according to their standard and not grade if specifically asked; some had put the grade (e.g. Grade 4) and this should remain as is.

Action on this: Karin and Chantelle in their editing

3. Names of schools need to be standardised.

Action on this: Carol to print the schools field out from the database copy on the DML machine, give to S'bongiseni and Thokozani to work through and alter/standardise the names of the schools. This to be faxed to Karin in hard copy for alteration on the database, asap.

4. Capturing from Zulu questionnaires needs to be completed, namely the text questions 11, 12, 14, 15.

Action on this: Karin to spend Monday morning (9 Dec, 8-12) with S'bongiseni, Thokozani, Jony and a Zulu-speaking typist (Ignatia or Betty) to train in use of the input form. The work would then proceed as far and as fast as possible from there.

For information: Karin Solomon's fax no: 4652955

Chantelle
4 December 1996

APPENDIX 11

Check on borrowers returning books to see if they have been read
Tholulwazi Library
November 1996

Person no.	No. of books returned	How many did you read?	If you did not read all of them, why?	Did anyone else read the books besides you? If so, how many people?	Comments	Date & time
1	5	5		1	Across the bridge (the best I ever read)	6/12 10.30
2	3	3		Brother (one)	I enjoy all of them	6/12 11.03
3	1	1		Brother	useful book, how to respond to life situations	6/12 11.15
4	2	1	Cousin read one	Cousin	She enjoyed the book	6/12 11.20
5	1	1		-	He enjoyed the book	6/12 11.30
6	2	2		One read by friend	She enjoyed the book	6/12 11.46
7	3	3		Mother (1)	Helpful	6/12 12.55
8	1	1		No	Enjoyable	6/12 12.57
9	2	2			He enjoy it	12.55

10	3	3		Cousin (one)	English books helps to improve English adult literacy	13.50
11	3	3		His two brothers read	Interesting	13.55
12	1	1			She enjoy it	13.53
13	1	1			Interesting	14.25
14	2	2			She enjoys it	10.55
15	1	1		Elder sister	Enjoys	10.53
16	3	3			Helpful	10.57
17	3	3		Brother (one)		11.00
18	3	3		Yes 5 friends	Intersting	11.40
19	3	3			He enjoy it	11.58
20	2	2	Renewal Yes but not finished		Enjoyable	10/12 11.20
21	3	3		Yes 3	Interesting	16.05
22	1	1			Interesting	11/12 17.01
23	3	3		2 friends	We enjoy them	17/12 10.02
24	1	1		2 family members	Interesting	17/12 10.04
25	3	3		Yes 4	Interesting	17/12 15.03
26	3	3		Yes 2	Enjoyable	18/12 16.00
27	1	1		Yes 3	Excellent	18/12 16.00

28	3	3			Enjoyable	18/12 16.55
29	2	2		Yes, brother		18/12 17.00
30	3	2	Brother read it	Yes 1		18/12 17.03
31	3	3		Yes, Mother		
32	2	3	Not finish with one	No		18/12 17.15
33	3	3			Helpful	18/12 17.15
34	3	3			Interesting and helpful	
35	3	2			Excellent	

APPENDIX 12

Use of the Tholulwazi Library Study Hall October - December 1996

These figures are taken from Study Hall register which indicates use after 18h00 each weekday evening until 10h00 the next morning, and from 13h00 on Saturday until opening at 10h00 on Monday morning. Entry of names in the register, placed at the entrance, is voluntary.

October	18	
	19 & 20	11
	21	13
	22	73
	23	72
	24	65
	25	-
	26 & 27	13
	28	56
	29	84
	30	22
	31	87
	Total	514 (average of 37 per day)
November	1	14
	2&3	53
	4	-
	5	-
	6	-
	7	-
	8	-
	9&10	25
	11	81
	12	39
	13	23
	14	12
	15	4
	16&17	18
	18	25
	19	15
	20	9
	21	9
	22	-
	23&24	2
	25	8
	26	10
	27	-
	28	9
	30	-
	Total	356 (average of 12 per day)
December	1-5	8 (average of 2 per day)

Overall average of 18 per day for 18 October to 5 December. Total seats in Study Hall: 100. Occupancy rate is therefore 18% on average for this time period.

Majority use is by Std. 9 and 10 and tertiary students, as indicated in registration forms for Study Hall use on record in the Library.

Andile Kweyama and Chantelle Wyley

6 December 1996

PHOTOCOPY OF PAGE FROM STUDY HALL REGISTER

	SURNAME	Initials	Signature	School / Institution
1/96	MKILA	A.B.	Mkila	Buhle
	Khabele	E.E.	Khabele	Buhle AC
1/96	DLAMINI	N.	Ndumini	YM HIGH SCHL
	MR CELE	R.M.	Cele	ADULT COLLEGE
1/96	MOKHOYE	P.B.	Mokho	RAPID RESULTS College
1/96	SAEZI	C.M.M.	Saezi	JIMPIES School
11/96	Khumalo	P.	Khumalo	NYANAMA TECHNICAL
1/96	KHUKUSE	G.	Khukuse	PRISM
1/96	GUMBI	G.	Gumbi	PRISM
11/96	JAMINI	Z.	Jamini	M2
11/96	NETHWABG	F.	Netwabg	Bhekwe
1/96	MNYANDU	MJ	Mnyandu	SIVANANDA Tech high
1/96	MCAIMANA	R	Mcaimana	Sto to Manor TECH
1/96	SHANDU	V.P	Shandu	UNIV OF DURBAN-WESTVIL
1/96	ZONDO	T.P	Zondo	Isiboniceane FIUS
1/96	Mkandoo	n n	Mkandoo	Cato Manor Tech
1/96	MQADI	A Mgadi	Mqadi	Foresthaven
1/96	MKHIZE	S.A.X.	Mkhize	Siyathuthuka
11/96	DANONI	N.B.	Danoni	L.P. TECHNICAL
1/96	MNGOZI	B.T.	Mngozi	CATO MANOR TECHNICAL
11/96	Mchunu	S.H	Mchunu	CATO MANOR Tech. Col
11/96	MADIBE	C.N	Mhadibe	USION College
1/96	Masondo	K.A	Masondo	Foresthaven
1/96	Zulu	M.H	Zulu	TECHNICON 3L SU
1/96	NANALO	S.T	Nanalo	U.D.W.
11/96	NISHOBANE	N.M.	Nishobane	U.S.W.
11/96	Luthuli	T.A	Luthuli	Parkhill Secondary
11/96	Mkhize	S	Mkhize	Parkhill Secondary
21/11/96	Madiba	T.C	TMadiba	Parkhill Secondary

APPENDIX 13

Results of Tholulwazi Library evaluation survey

A 13.1 Total responses

Questionnaires distributed: 1014
 Number of responses received: 817
 Response rate: 80.6%

Number of English responses: 216
 Number of Zulu responses: 601 (divided into two sequences X - 381 responses - and Z - 220 responses)

A 13.2 Respondents' biographical and social information

A 13.2.1 Place of residence

1. Besters	165
2. Emzomusha	53
3. Inhlungwane	17
4. Ezimangweni	11
Total Besters development area	246
5. kwaMashu: Total	272
including:	
Section D	15
Section K	8
Section L	24
Section M	122
(Other sections not specified, or had fewer than 8 respondents resident)	
6. Inanda (other areas of)	69
7. Newtown A	41
8. Newtown B	10
9. Newtown C.	64
10 Ntumuzuma	60
11. Other:	29

Responses: 791
 No response: 26

A 13.2.2 Numbers of school and tertiary students

School students: 686 (84% of the total respondents)
 Tertiary students: 121(15% of the total respondents)

Responses: 807
 No response: 10*

* It is evident from responses to other questions that these respondents fall into the survey population, that is of students; it would be presumptuous however to allocate them to either category, on the basis of age for example.

A 13.2.3 School and tertiary students from the Besters development area

	School students	Tertiary students	Total
Besters	154	9	165*
Emzomusha	42	11	53
Inhlungwane	16	1	17
Ezimangweni	10	1	11
Total	222	22	246*

So 32% of school student respondents are from the Besters area, and 18% of tertiary student respondents.

* includes 2 respondents who did not specify educational level

A 13.2.4 School grades and tertiary degrees/diplomas

Grades:	1: (Class 1, Sub A)	18
	2: (Class 2, Sub B)	34
	3: (Std 1)	30
	4: (Std 2)	47
	5: (Std 3)	27
	6: (Std 4)	34
	7: (Std 5)	5
	8: (Std 6)	33
	9: (Std 7)	50
	10: (Std 8)	66
	11: (Std 9)	78
	12: (Std 10)	201

Of school student respondents, 29 % were in Grade 12/Std 10/matric.

Of school student respondents, 50% were in Grades 10 to 12/Stds 8 to 10.

Degrees and Diplomas: These were of such a variety and method of citation so varied that analysis was not useful.

A 13.2.5 Schools and tertiary institutions whose students use the Tholulwazi Library most

Schools (168 in total) whose students use the Library most, with numbers of respondents indicated:

1. Zakhe High	35
2. Buhlebethu PP	29
3. Nhlanhlayethu Secondary	26
4. Imbaliyamazulu CP	25
5. Ferndale Secondary	24
6. Bhekilanga LP	23
7. Kwesethu High	19

8. Inanda Comprehensive	18
9. Mzuvele High	18
10. Phembisizwe High	13
11. Earlington Secondary	12
12. Igugulabasha High	11
13. Amandlethu High	11

Tertiary institutions (33 in total) whose students use the Library most, with numbers of respondents indicated:

1. Natal Technikon	17
2. Ntuzuma College of Education	16
3. Technikon SA	11
4. UNISA	10
5. Mangosuthu Technikon	9
6. UDW	8
7. M L Sultan Technikon	6

A 13.2.6. Ages of respondents

6-9 years:	75
10-13 years:	144
14-17 years:	159
18 + years:	392

Responses: 770
No responses: 47

A 13.2.7 Gender

Males:	418
Females:	336

Responses: 754
No responses: 63

A 13.3 Use of the Tholuwazi Library

A 13.3.1 Frequency of library visits

	School students	Tertiary students	Total
1. 5/6 times per week	187	20	207
2. 3/4 times per week	183	44	229
3. Twice a week	152	28	180
4. Once a week	88	17	105
5. Once every 2 weeks	17	4	21
6. Once a month	10	2	13
7. Once every 6-8 weeks or less	6	3	9

School students: 81% of respondents visit the Library twice a week or more frequently.
Tertiary students: 78% of respondents visit the Library twice a week or more frequently
Overall: 80.6% of respondents visit the Library twice a week or more frequently

Responses: 764
No responses: 53

Note: The 10 respondents who did not respond to the question as to whether they were school or tertiary students (see 15.2.2 above) result in non exact totals above.

A 13.3.2 Reason for library visits

	School students	Tertiary students	Total
1. Information for projects	282	31	316*
2. Textbooks	144	27	171
3. Extra reading for studies	291	72	364*
4. Group discussions, meetings	51	20	71
5. Place to study	128	47	176*
6. Reading newspapers, magazines	30	10	40
7. Watching videos	51	4	55
8. Listening to tapes, CDs	15	4	19
9. Fiction reading	45	7	52
10. Storytelling and games	32	2	34
11. Information on hobbies	35	5	41
12. Meeting friends	44	1	45
13. Other**	118	21	141*

* Note: The 10 respondents who did not respond to the question as to whether they were school or tertiary students (see 15.2.2 above) result in non exact totals above.

** Note: Many of the 141 responses recorded under "Other" are comments of appreciation toward the Library (for example "Library gives me so much more than my expectation. I gain a lot"), or suggestions (for example "Open library at 9am"), or comments as to why respondents use this Library (for example "Near our homes, no travelling expenses", "The library is nearby"). Others indicated library use related to the categories given, sometimes in more detail (for example "To play children's games", "Watching videos on school material", "Christian literature", "revise school work").

Majority library use is for:

3. Extra reading for studies	364
1. Information for projects	316
5. Place to study	176
6. Textbooks	171

Responses: 752 (631 school students and 121 tertiary students)
No response: 55 (all school students)

A 13.3.3 Number of items borrowed from the Library

Note: These statistics are divided into two categories to allow for differences in the phrasing of the question on the questionnaire (see explanation in Chapter 4 section 4.2.2 and 4.2.3).

For English questionnaires and Z series of Zulu questionnaires (436 respondents):

	School students	Tertiary students
Total number of books borrowed per month	994	137
Number of borrowers	196	36
Average number of book loans each per month	5	4
Total number of CDs/tapes borrowed per month	93	32
Number of borrowers	36	11
Average number of CD/tape loans each per month	3	3

Respondents: 241*

No response or null borrowed: 195*

*Note: The total group includes 5 respondents who did not indicate educational level

For X series of Zulu questionnaires (381 respondents):

	School students	Tertiary students
Total number of books borrowed per week	200	61
Number of borrowers	61	16
Average number of book loans each per week	3	4
Total number of CDs/tapes borrowed per week	15	10
Number of borrowers	9	4
Average number of CD/tape loans each per week	2	3

Respondents: 77*

No response or null borrowed: 304*

*Note: The total group includes 5 respondents who did not indicate educational level

A 13.3.4 Materials used in the Library

	School students (Note: numbers of responses in brackets)	Tertiary students
1. Books	1218 (308)	163 (51)
2. Newspapers	137 (58)	28 (13)
3. CDs/tapes	63 (25)	25 (10)
4. Puzzles/games	243 (95)	1 (1)
5. Reference books	189 (61)	76 (25)
6. Magazines	166 (62)	30 (12)
7. Videos	124 (63)	7 (5)
8. Science display	109 (46)	3 (2)
Total items used	2249	333
Numbers of users	347	58
Average items use per borrower per library visit	6.5	5.7

Average use overall: 6.3

Respondents: 409

No response: 408

A 13.3.5 Videos watched

Videos watched so far this year by school students: 828

Number of school student viewers: 298

Therefore each watched an average of 3 videos

Average watched by all school student respondents: 1.2

Videos watched so far this year by tertiary students: 61

Number of tertiary student viewers: 18

Therefore each watched an average of 3 videos

Average watched by all tertiary student respondents: 0.5

Responses: 316

No response: 501

A 13.3.6 Use of other libraries

Respondents who use other libraries apart from Tholulwazi: 177

Respondents who only use Tholulwazi Library: 297

Of those who use other libraries majority indicated use of:

1. Libraries in "BP Centre"	55*
2. "Central" Libraries (Lending/Reference)	20*
3. "Durban Municipal Library"/"Durban Municipality" etc.	47*

*Note: There is an overlap here as different terms can refer to the same library, also, some respondents gave more than one answer.

Responses: 474

No response: 343

A 13.3.7 Use and benefit derived from Tholulwazi Library

The question posed was "Do you think the Library has been useful and beneficial to you?"

	Schools students	Tertiary students	No education level given	Total
Yes	476	97	5	578
No	5	1	0	6

Of those 578 respondents who answered Yes, 261 use the Tholulwazi Library only.

Responses: 584
 No response: 233

A 13.3.8 Improvement in marks since using Tholulwazi Library

The question posed was "Since you have been using the Tholulwazi Library, has there been any improvement in your marks or test/exam results?"

Yes	601 (see note below)	(73.5% of those surveyed)
No	43	(5% of those surveyed)

Responses: 644
 No response: 173

A quantification of this response was asked for in the form of percentage increases in marks in three subjects. The responses to this were validated according to the relation of marks given to the Yes or No above (for example, if the answer was Yes, but the marks given showed a decline, the response was invalidated, and vice versa) and according to the plausibility of the marks (any response giving 100% as a mark was invalidated). Whether the question was completed or not was also indicated (some respondents gave incomplete information about their marks, only 1996 marks if they had just enrolled for a course, for example). In addition, from the responses of those who gave a clear percentage increase in marks but who had not answered Yes above, a positive answer was extrapolated for the above question.

Therefore the following calculation is possible:

Of the 601 whose responses indicated an improvement in marks, 365 (45 % of the total respondents) had completed the marks quantification part of the question and had valid responses, and the average percentage improvement in their marks is 18.16% (a total of 6331 divided by 365).

Also, of these 146 use only the Tholuwazi Library.

Chantelle Wyley and Karin Solomon
 19 December 1996

17 January 1997

Has the library been beneficial to you - Why?

For study and reference books

I get almost everything I want.

I got books without money because I got no money and extended my knowledge

It is a place where I can study quiet there is more information

It helps me with my studies - even for revision I come here

It has helped me improve my English vocabulary and speak it better

I've been able to get help with my studies because my school doesn't have other books

By reading and then acquiring information

Helped me to do homeworks

The Tholulwazi library help me to get information lost. The maths was a problem subject but now I know this subject

It has better books than those at school

Because we no longer have to go to another library

This my first time in this library - may be its going to help me.

It has helped me in my school projects & assignments.

I'm able to sit and discuss with other students my school work & from this I learn more.

Because in our school we did find the books that we find here

Because the library is the most important

It helps me with books which make studying easy.

My standard has improved and my results are very good now

Because we get chance to be collected and do not loiter the streets and books are available

Because we have good place to study and it provide us with all learning tools

Because I am unemployed it helps me spend my time fruitfully

Videos help a lot because we see things as they are you don't have to imagine.

Books are also easy to read and understand

I do get help because I can see a lot of improvements in my studies

Access to the right books is easy

Because before use to be lazy to study because I had to travel to go to the library. It was far.

I pass well at school, found some books which school is not provide

It helped me pass my June exams well

Because it is useful we don't get a help to studies and to borrow a textbooks

I got some extra information and knowledge

My performance in my studies has improved because of the information I get in the library.

It helps me during the course of the year by acquiring more information from school

and understanding

I get a lot of information from the library books which are better than those supplied by the Department of Education

I can borrow books. They have study guides and other books.

Group discussions and study without disturbance

I get information on inventors. I do my assignments here I also get additional information.

Because I haven't a place to study at my home so I use at studying place so that why say that

I get more knowledge than the one that I get from school

Because I get the information I want, and I study a lot and get good results

Because it is many different successful that was get

Library use to know some many things of my hole life

It has helped me to get the books that I wanted and there is no noise

If there are problems from schools I always get extended knowledge

Because it is close to our areas

Is a very good nearest place for me to study them far to Durban

It helps me when I want to study

It helps me with dictionaries

I do my homework in the library

Helps me in my studies and other aspects

It has helped me to acquire information for my studies and I've also been able to watch videos on my school subjects

Because if I don't know something I can go to library and I learn hard

Because it is near to our homes anytime I want to visit the library it is easy I don't travel

Like in borrowing books, meeting with school friends to discuss our studies, school subjects

I think it will be useful to me to get another experiences of other places.

Beneficial about types of textbooks and question will include in exam

It helps me when I study and with additional information for my school subjects

I am able to get books which we do not have at school

Because libraries is good place if you want to study

This is a cool place conducive to studying

But sometimes if you need some sort of book and information on the particular book you don't find it

Extra reading for studies

It encourage me to read even though I don't have a book for a particular task/work.

Yes we get all information

It helps me whenever there's anything I don't understand in my notes.

Because there is not full information at school so library can help u like teachers

By lending me books, providing me with studying space which doesn't have noise I read/study peacefully because there is no noise

Yes there's help because now I pass tests because my knowledge has increased.

For more information about my studies
it helps me with books and I get information

I think I benefit because I improve my best
It becomes this library is very important in my life like education.
When I study at home I get tired, sleepy and sometimes I completely fall asleep
without any studying at all. I also get additional information.
Because library is place where help us
I have managed to pull up my socks at school due to the help of the library
Helps with homework
Cause I get so many kinds of books and cassette
I come to study at anytime
In school project, assignments and also to improve my reading and English
I work without any disturbance because people are dedicated to their work.
I get complete satisfaction after reading become a proper student

It helps me to do my school work

I read/ study without any disturbances and I get those book I don't have.
We need more books
By providing me with more data
Because at school mostly this that are discussed are abstract and you may end up
not understanding.
This library helps me to get more information in subjects I do at school which I was
not aware of.
It helps me for my extra studies after school

It has helped me with books I want, to do my school work

Because it helps me for further studies and text books
Because I find different knowledge from different books

It helps me a lot in science material which is my field
I get what I need
I have managed a pass through homeworks and assignments.
I gather a lot of information from it.
With a dictionary and text books
It helps me in the study and discussion and my class
It helps me a lot because if there is a part in my book which I don't understand, I
easily get clear information by using Tholulwazi's References although there are not
enough.
Because it helps me very much for reading and I get more information
Because it gives me more information rather than at school
When I'm preparing for tests I get in-depth knowledge and pass.
I get different books which give me in-depth and important information I also get a
place to study.

Yes because since I started coming here I am improving gradually.
 It has helped me to study better and I get those books which I don't have.
 I can study peacefully and get all the study material I need.
 It is useful because I get more knowledge from books which improve my English

Because the information is provided for students
 I get a lot of knowledge / information by using the library
 It helps me when I need information. I also get videos: newspapers and also learn
 about communications skills.

I get more space and more books I need
 When I need information I get it from various books.
 Additional information for my studies
 I get additional information for my studies
 Yes, it gives me a lot of information

I have improved in my English marks
 I can see and read about things from advanced books
 We watch educational videos we get books
 From the start I used this libr. I found a more information about my study

Because it helps me to study
 I get books that are setworks. I also watch educational videos
 I always get help whenever I've work to do in this library.
 Because each time I come in the library I get more information

Makes information reach easy, reliable
 I get enough time to do what I want
 No travel expenses because library is near. I gain knowledge from books
 Because this library give me more information about my plan to be success

It helps me in acquiring additional information to that received at school then I
 compare with that received from books
 It helps me with my examinations, I get useful information and then I pass my
 exams.
 Since this is the only library I use, it helps me with Maths, Physics and English
 whenever I have a problem the library helps me to solve it quickly
 It helps me with my homework. I find books that are important to my studies
 In history you need different books so the library helps me to acquire additional
 information to that gained from the teacher
 To more information gain at this present
 I get a lot of information about a lot of things I did not know.
 Enables one to find right info. By himself or herself on top of what one gets from
 school

I study what I learned at school

It has helped me with my studies. I find a lot of information from your good books

You can watch videos and see science objects/materials

If there is something I don't understand at school, I find explanation thereof in the library.

In helping me in my study and it saves money

It helps me to do my school work and I get information in many books that I read

Because I get more knowledge to other students

More videos are recommended for purposes of reinforcement

I am now able to borrow books, study space is available and much more

It helps me to find more knowledge about my subjects

It is because I get more information here at library

It is very helpful to us as we don't have suitable study places/rooms at home

Because there are many books which contain more knowledge

For examination

It has been advantageous for me in terms of transport expenses

It gives me all the knowledge I want and it clarifies my mind

Yes because I give me more information rather than at school

We get study guides at the library

To add on my knowledge/information in my education. It's also close by

I've got more knowledge than before

It is within a walking distance from home and I get almost all the information I need

It helps me to do my school work. I also discover new things that I have never been exposed to

Yes I have video cassettes.

17 January 1997

What is not offered at Tholulwazi?

AT the moment nothing

Video Jame

Video Game

Wold you please buy additional material for tertiary level eg Psychology, sociology and crimiology books

To make sure thre is no noise and children's noise to be controlled

Yes. I would like Tholulwazi library to bring more CDs and cassettes also stolen books

Nothing

nothing

Tholulwazi library should have also the Engineering - drawing desk or table about (six)

More rooms for discussion. In each room we need airconditioner

Yes. Try to provide more books for tertiary education

More tertiary level books. Individual study cubicles

Adult section to be separated from the children's

Children should have their own library. Discussion room to be separated from a TV room

More tertiary level education books

We wish that adults and young ones can be separated from adults since they maken oise and disturb adults. We wish something could really be done

Nothing

Opening time to be extended and more books

You could add more books so that whenever we need them we are not told that that book is in a library in Durban

I have not been using the library for long but right now I get all I need

To have books for tertiary education for all careers

Computers

In adult reference I request you to put more books for analytical chemistry

More books for technicians and universities

Books that explaina bout the economy in depth

Computers

More books

You should have books on all levels of education and a computer

The library must provide air conditioners because if it is hot you sometimes feel drousy or sleepy

In fet it is not easy to said because we like from this moment

Video cassettes must be offered to us

Nothing

It's that you should have additional areas for watching vieos cassettes

I think at present ourneedshave been satisfied however in future we will tell you whenever there are shortages

Tertiary level books like those in office administration, tourism and computers

I get additional books also have other means to access information

Reference book for higher education

Is to get at list three days allowance in the ref books

Computer catalogue - improved shelves for music - to divide the space for kids and adult

Books for education especially theory in Didactics, School management books

Please add book

Books on the building industry

TV room and computer room

More discussion rooms

it must be opened on Sundays

Internal part should be corrected, students to be taught how to behave and more book are essential

More tertiary institution level books - To open on Saturday from 8-16H00

We recommend more tertiary isntitution level books

I prefer the eparation of junior library and an adult library because the youngsters make noise

Newspapers should be made available on their proper release days.

Books are not at all enough

Control of noise from the library

More music books of various types

Decrease the books of lower level books and increase higher education level books.

Psychology, economics, media and law books are quite few and not satisfactory but in town they are many

Music, computers

music books, Marketing and computer books

I would suggest that it is extended because once a lot of people are aware about it, it will be over full

It is OK as it is

I would like Tholulwazi Library to provide more books more especially accounting, maths

Please organise more books and put books of the same subject together.

To open at 8:00 or 8:30

More discussion room

Higher education books in all facilities

Children must have a separate children's library - extend library

I would need more computer books.

Air conditioner and more rooms for discussion

Yes. There is a lot of books that we didn't get here so we can be happy if we have other books.

Yes. Most of the times if you wish to take out some of the books, they said it's not for taking away

Some famous writers of Christian literature are not available eg Myles Monroe

N/A

Week-end newspapers like Sunday Times to be available at the latest by Monday morning

Children's toys

More adult books please and I would like you to explain to the people how to use library

I cannot comment much since I'm a new member from College.

Some of the book like Human Resource, Industrial Relation and other business management books

More books on Industrial or human resources

Open on Saturdays. Issue more books

Things for recreation after reading like a place to buy food & soft drinks or vending machines.

I would like the library to have technical drawing tables/ desks

Add other types of books eg. Fundamental accounting, internal control and code of ethics, cost and management accounting etc.

That the children using this library be clean before they start using the library books - and children section should be separate from the adult section.

Books used by Tertiary level students - different courses

Separate juniors from seniors

At least more books and critics for especially English literatures

I would like to see more books offered by Technikon SA. eg computer essential by Irwin

No

Add more maths and English books.

No

Junior part to be separated by a partition from the main library

University books of all faculties

Hours of opening, quietness, library spirit and extend the reading area.

It should have reference books which are prescribed for higher education

Other books eg. Biology, education

Tholulwazi library must extend the hours of opening and

Seminar room, Micro-fish

Computers

Get more computer books

Books on electronics eg. N3, N4, N6 and Digital

More books on tertiary education

More stock in sociology books (social studies) for borrowing

Engineering books from N3 to N6

Other comments

We need more of the books that we use

I like thohutwazi library because it is giving us a power to learn

I wuld like to say what you doing for us is absolutely brilliant. Keep up the good work
None

It is keeping good and clean environment

The library is a beat noisy if we can some people the small children quiet

I would like to comment about the library card. I was applying my card last 3 months ans now it did come.

The library is small

Extend the library and add more chairs.

For books

In library to provide computers

People stealing books

The children are distubance me for speaking and playing in the library.

Yes. Small children they disturb us, can you look at that.

Non

I would like the library to trust us and gives us a permission to borrow on useful books to uses our cards (mot of useful books we are not allow to take them and I would like the library to divide into junior and senior)

In Indian Schools we use old books

You can do anything here at Besters to develop the community

That you should add more hours for opening onSaturday

This library is closing very early on Saturdays.

More academic cassettes and that children respect the amterials

We need guidance we choose career

No

Sometimes you don't find the books you're looking for so please add books

Right now - nothing

Extend the reading space

And i will be glad if they can even provide us some sort of a theaty

They open late and on Saturday they close early - please do something about this

The opening time would better be 8h30 - add business economics books for levels 6, 7, 8, 9 and 10

None

Please add books

Tholulwazi library help me to improve my test/exams and give me experience.

If a student doesn't have all the necessary documents he/she should still be allowed to join the library

I would be very glad if you can also employ a security to supervise noisemakers.

None

During Saturday this library close early.

Yes, to encourage other student to get involved in libraries also in reading to improve their knowledge

Books

You did well by providing this facility however you need to gaurd against things

I find Tholulwazi library helpful to us. Thank you

I think the library should have at least 3 TV so that we watch different thing at a time

This library is good to this community

New books for new sylabus

Yes. You must put the suylabus book for listen in accounting put the logical approg.

I think that the people you could get to help different subjects will increase love for the library , if they will arrange time and days.

If we studying in the library we are disturbing by children who are making noise. Please try by all means to prevent this habit.

N/A

I would be happy the noise made bny children could be monitored by staff

N/A

Is that if we want to borrow the study aids we find that they are not enough so it is not taken away

No

No, I get everything

Please try to have more of the very used books and CD's that are popular

Thank you for building this library for us.

No I haven't got any comments, everything is going right.

We apprecitae all that you have provided for us - information, guides.

I would like to pass my matric through & using this library

Children are noisy. Make a plan aobut children

The theater must be enlarger because more student come and watch film (literature)

The tme the library opens is too late at least must open at 8.30

"Allow us to watch videos that the library does not have - ""own videos"""

No

Children make noise in the library

Please give us more time on weekend and divide library for 2 us and children

Is to thanks to the one who think to built Tholulwazi and to the sponsort who have us books thanks.

There's a shortage of books

No

I would like to see more libraries being built

I want a separate class for standard 10 only

You don't have enough reading space

This library must divided into two children and adult becuse there are too much noise

Only kinds most Indian Students, noise become uncontrollable when they're in the house

The librarians must be patient to everybody and honest

Thanks to peopl who come together and decide to establish this library to our community

N/A

Extra hours, eg. during the weekdays open at 8 and close late

There is a shortage of books. We need additional facilities so that we get everything from this library

Everything is alright

I've got a problem with borrowing books because I don't have an ID

I would be happy if thelibrary can open in the morning

I would be happy if you could open at 8h00 now that we are starting with exams.

Thanks for bringing the library into the township

You must open early.

I don't see anything wrong

We would appreciate if the library should open little beat earlier than that

None

please provide us with a study hall which is going to be open from 9h00 -15h00 by local person

A separate area for sTD 10 students which will be way from the children

No

Extend the library so that we can all have enough space to study. it is too crowded.

I would like to thank the people who established this library including its management for the help they've offered & will still offer us in future.

I don't have any comment about what is happening

The children disturb us with noise - a separate section from them would be a good thing
 Tholulwazi has indeed helped in our disadvantaged community and its aiming for higher heights. VIVA
 THOLULWAZI
 It's the good treatment we get in this library

We would like to be apart from children of their noise
 The shortage of books as well as literature videos and the books are mixed
 I would be happy if you could have enough books - there are those you still don't have

No comment we love you, we love you.. Please as it for others areas God bless him for all.
 Separation of the children's section from the adult would assist in the noise problem
 It is important to use this library because I gained information
 The assistant are good, friendly

No
 No
 Nothing
 Too much noise from the children
 Treatment from staff is sometimes bad
 No comments. Thank you.
 I think it should be opened a little earlier than 10.00
 You could add on books

I have to do other subject

Service Tholulwazi Library in combination with extra

I've got a problem with books that cannot be issued to patrons. It would be better if we were given at least 2 days and
 whosoever if defaults be reprimanded
 This library needs to have a very tight security regarding textbooks in order to prevent them from being stolen.
 The library opens late - at 10h00. It would be better to open at 8h00.
 I would like to appreciate the cooperation between the librarians and students
 They have to separate the junior and senior

Children to be separated from adults. They are very disturbing especially when you are doing subjects that need a
 lot of reasoning power.

Shortage of study aids. 10:00 is too late for opening library. At least 8:00 is better.

You should open at the same time like other libraries - at 8h00
 As a student it is very essential to have the library that you can reach it easy
 Extend opening hours, having evening classes.

No

I wish the Tholulwazi to be opened even on Saturday until late and on Sunday
 As we are students, we need to be apart from children by means of their noise in the library
 Study time extended by one hour

Yes. I don't like jazz and gospel music

The main problem is that books aren't enough and we need more literature books.
 Good behaviour especially from the ladies

I feel that there must another library at KwaMashu, as I see that the library is usually getting full at all the times
Please we are worried about time the library open

To thank for bringing library

The closing of the toilet: amd oppening the library at late times

No other comments. Thank you so much

A place that will relax your mind inbetween studies

Carelessness of the librarian - you return the books and they don't take it into account - you must take responsibility of it.

I'm very grateful about this library. Thank you to all the staff and people who had build it now I have something that I can call my own in Kwamashu. Thank you very much.

Please open the LRE at 8:00 am every so that we can have enough time.

There are a lot of students using this library so please add more studying/reading space in the library.

Opening time

Books which one would when he/she prepares a speech either in English or Afrikaans

Extend the reading area

Extend Saturday opening hours

Juniors and senior must separate

No

Separate children library from adult

Buy more science books

This library is excellent

Study place separated from juniors

The library closes early while we are still attending classes

Extend opening hours on Saturdays. Open from 10 am to 2 pm.

Wold you please build a separate area for the children because they often make noise. Thank you.

I would like to make you aware that we are grateful that you've built a library nearby.

No

All books should be available for loan whenever there's a need and the toilet should be open at all times.

Library staff sometimes not very friendly towards us

No. I only started in the midyear to use library.

If the library could please open until late on Saturday since we don't have much time

No

Locking your toilets disturb others, please keep your toilets open at all times.

APPENDIX 14

THOLUWAZI LIBRARY EVALUATION

INVITATION TO THE PRESENTATION OF RESULTS OF THE SURVEY

19 DECEMBER 1996

9h30-11h00

at

DML CENTRAL, 99 UMGENI ROAD

During October 1996 a work group consisting of Tholuwazi Library staff, the Interim Library Users Committee, the DML District Librarian, and an external facilitator conducted a survey of 817 students using the Tholuwazi Library.

The survey forms part of an evaluation of the Library which is looking at the impact of the Library on the studies of the students who use it. The objective of the survey was to find out how many books the students (school and tertiary) are borrowing and reading, how many items (books, newspapers, magazines, videos) they are using in the Library, and whether this is of benefit to them in their studies, including whether their marks are improving. The survey also includes information about which areas library users come from, their ages, etc.

The results of the survey will be presented for discussion on **Thursday 19 December 1996 at 9h30 to 11h00**, at the **99 Umgeni Road** premises of Durban Municipal Library. You are invited to the presentation and to participate in the discussion.

Please phone the facilitator, Chantelle Wyley, on 258097, if you have any questions.

APPENDIX 14 (continued)

Tholulwazi Library Evaluation Presentation of data collections results and discussion 19 December 1996 DML Umgeni Road

Agenda, brief notes and decisions of the meeting

NOTE: Recommendations to be compiled and recorded separately

Present:

DML management/principal librarians: Heather Barker, Reigneth Nyongwana, Brian Spencer, Estelle Gericke, Carol Barraclough, Jony Pholosi, Mr Mohanlall, Sherill Wilkins, Frances Callaghan

Tholulwazi Library staff: Andile Kweyama, Charmaine Hlatswayo

Tholulwazi Interim Library Users Committee: Cecilia Mhlongo

DML Community Development and Liaison: S'bongiseni Mbongwe

Natural Science Museum: Mario Di Maggio

Other DML staff: Evelyn Pillay, Nisha Sewdass (Cataloguing), Mzo Mthembu and Pearl Mpungose (Don Africana Library).

Agenda

1. Welcome and objectives of meeting
2. Presentation of data
3. Library objectives
4. Reasons for divergence/coincidence between objectives and outcome of data
5. Recommendations for action
6. Final report, final presentation, reportback to respondents
7. Participation questionnaire for Work Group and other workshop participants
8. Close

Notes

Survey data was presented as per typed report compiled by Chantelle and Karin Solomon.

Each participant in the discussion was given a sheet to record recommendations, and invited to hand this in afterwards or fax to the facilitator later for inclusion in the report. In addition Carol took notes.

Follow up action from this meeting:

1. All participants: note down recommendations and fax to Chantelle asap
2. Carol: Type up recommendations noted during the discussion and fax to Chantelle asap.
3. Chantelle: Assemble all recommendations and compile into final report, to form part of her thesis, and to be delivered to Tholulwazi Library staff, the DML Director, the Interim Library Users Committee, ICDDT.
4. Cecilia, Nkosinathi, Nonhlanhla, Protas, Andile, Sherill, S'bongiseni, Carol: Fill out participation questionnaire and hand to /fax to Chantelle by 24/12.

5. Estelle: Convene group to discuss final presentation at end of January, soon after Mrs Moran returns from leave (i.e. about 10/1/97). This group to consist of Carol, Chantelle, Sherill and anyone else interested. Suggestions about who to invite would come from the Evaluation Work Group, and the Community Development and Liaison Dept. among others. Address list suggestions included teachers from the areas, circuit inspectors, the committees from Umlazi, KwaMashu and Ohlange, ICDDT representatives, local Besters councillors as well as other councillors involved with the DML, library associations, Dept of Info Studies (UNP).

6. Chantelle and Carol: Work on barcharts, piecharts and other presentation devices for the presentation

7. Frances: Liaise with Carol, Chantelle, Sherill and Andile, and with Peta-May in the Displays Dept, about a display for Tholuwazi to reportback to the respondents on the results/outcome of the survey.

8. Carol: Co-ordinate the rest of the data inputting that has to be done (by Ignatia?), namely translation of English questionnaires into Zulu (with Community Development and Liaison), inputting of the Zulu comments from X163 to X440, and the categorisation of the comments responses into areas for attention.

Note: Chantelle to meet with Carol on 23/12 at 14h00 to discuss the presentation. At that time Chantelle will collect all recommendations forms, and participation forms to be delivered by Andile to Carol in the morning. Chantelle is away 25/12 until 9/1, and will be in touch with Carol and Estelle immediately she returns.

CW 19/12/96

APPENDIX 14 (continued)

Tholulwazi Library Evaluation Analysis of data collected in the survey, in relation to Library Purpose and Goal indicators presented 19 December 1996

Purpose Indicator measurements

What % of school children in Besters and adjacent communities is using the Library?

Survey information says:

No. of Besters school children using Library = 222 (32% of total)

Total school children using Library = 686

What % of tertiary students in Besters and adjacent communities is using the Library?

Survey information says:

No. of Besters tertiary students using Library = 22 (18% of total)

Total tertiary students using Library = 121

What % is this of the total students in the Besters community?*

Population data for Besters:

Total population: 31442 (1994 ICDT survey) 21468 (1995 Urban Strat.)

Households: 5723 (1994 ICDT survey) 4976 (1995 Urban Strat.)

School children stats can be derived from 1993 ICDT survey:

Population under 21 = 18121 (57.6% of total population)

No. who have reached Stds 5, 8, or 10 and who are under 21 = 12348

Tertiary student stats can be derived from 1993 ICDT survey:

No. who have reached Technical College, Technikon, University, etc. and who are both under and over 21 = 163 (0.5% of total population).

So, what % of these students use the Besters Library?

All students, school and tertiary:*

Over 4 survey days in October 1014 questionnaires were handed out to students (average of 253 per day); on the last day there was a 25% overlap of people who had already been given a questionnaire on one of the 3 preceding survey days.

And: 80% of questionnaire respondents come to the Library twice a week or more

Therefore if 1014 came in on 4 days and we assume a 50% overlap on the other days in the month (127 per day x 23 days = 2921) we get 3935 students visiting the Library in this one month

Of these we can assume 30% are from Besters = 1180

What % is this of all students in Besters? (1180/16 000) = 7.4%

% of school students:*

686 out of 817 respondents suggest an average of 172 per day x 4 days

Assuming 50% overlap for other days = $86 \times 23 = 1978$

Therefore total for month = $1978 + 686 = 2664$

Besters school students = 32% of respondents = 222 out of 686

Therefore assuming same ratio: 852 out of 2664 are from Besters

Of total school students in Besters, this is 5.7% (852/15000)

% of tertiary students:*

121 out of 817 respondents suggest an average of 30 per day x 4 days

Assuming 50% overlap for other days = $15 \times 23 = 345$

Therefore total for month = $121 + 345 = 466$

Besters tertiary students = 18% of respondents = 22 out of 121

Therefore assuming same ratio: 84 out of 466 are from Besters

Of total tertiary students in Besters, this is 51% (84/163)

***NOTE: these calculations were revised in January 1997 to take into account the total students visitors to the Library on survey days, and not just questionnaire respondents (see calculations below); more careful calculations as to the total number of students in Besters are also given below, taking onto account school non-attendance figures). These revised figures were used in the evaluation report.**

Books borrowed:

For 436 respondents (English and Z series of Zulu questionnaires) of which 232 answered the question:

School students borrow an average of 5 books per month

Tertiary students borrow an average of 4 books per month

For 381 respondents (X series of Zulu questionnaires) of which 77 answered the question:

School students borrow an average of 3 books per week

Tertiary students borrow an average of 4 books per week

Items used in the Library

School students use an average of 6.5 items each per Library visit

Tertiary students use an average of 5.7 items each per Library visit

Videos watched:

298 school students have watched an average of 3 videos each so far this year, therefore the average of total school students respondents (686) is 1.2 videos

Goal indicator measurements

Of those surveyed (817)

-601 said there was an improvement in their marks since using the Library
(73.5% of the total)

- 43 said there was not an improvement in their marks (5% of the total)

Of the 601 who said there was an improvement, 365 (45% of the total) quantified this in a valid way. From this we calculated their average % improvement to be 19.9%

APPENDIX 14 (continued)

Tholulwazi Library Evaluation REVISED analysis of data collected in the survey, in relation to Library Purpose and Goal indicators January 1997

Besters population aged 6 -21: 13 541 (Crompton and Associates 1996)

Of these assume 6% not attending school (between the ages of 6 and 16, Cross *et al.* 1992: 17-18) so subtract 812; in addition subtract the number under 21 who have attained Standard 10 and who have achieved tertiary degrees = 887 (Crompton and Associates 1996)

This gives the figure 11842, but includes those over 16 and under 21 who are not undergoing education, so can reduce this to 10 500.

Checking this calculation from another angle: there are 8471 children between 6 and 14 years in Besters (Crompton and Associates 1996), minus 6% not attending school (Cross *et al.* 1992: 17-18, as above), gives 7963. There are 5070 between the ages of 15 and 21: taking into account those not attending school (6% of those between 15 and 16) and those who have successfully left school or dropped out (17-21 year olds), could reduce this figure by half, hence 2535. Therefore total school goers could be estimated at 10 498, or 10 500.

We know the ratio of successful tertiary students (163) to school achievers of various grades (12 348) (Crompton and Associates 1996): 1%. Given that not all tertiary students are successful, we can assume more enrolments that graduates, therefore can inflate this figure to 4% and relate it to our figure of 10 500 enrolled school students (as 96%) of total enrolled students. We can therefore work with the figure of 438 enrolled tertiary students. This would seem feasible given that 835 of those under 21 in Besters had attained Standard 10 in the 1994 survey (Crompton and Associates 1996).

This gives us approximate but workable figures for the number of school and tertiary students in Besters. We recognise that no similar figures are available for the "adjacent communities", and that the Besters data from the 1994 survey is fairly unique in terms of townships and informal settlements. These conclusions therefore relate to the primary community which the Tholuwazi Library is intended to serve, namely Besters.

So, what is the percentage of Besters school and tertiary students who use the Library?

Figures for Library use can be calculated as follows:

Over the four survey days, 1242 students used the Library (Day 1: 304 questionnaires handed out plus 30 who evaded the handout point; Day 2: 189 questionnaires handed out plus 25 who evaded the handout point; Day 3: total of 228 visited the Library; Day 4: total of 466 visited the Library; see Appendix 9 for origins of these figures).

Therefore an average of 311 per day over these four days.

If one expands this to usage over a month to give a broader picture, one needs to assume an overlap of use, as 80% of students surveyed indicate they visit the Library twice a week or more. On the third survey day, the overlap with the previous two

survey days was 4.3%; on the fourth day it was 34.9%. If one assumes a 50% overlap on average over the other 23 days of the month, we can conclude that approximately 3571 students visited the Library during October.

The ratio of school to tertiary students using the Library, as per the survey results, is 83% school students to 14% tertiary students (of 817 respondents, 686 were school and 121 tertiary students, 10 persons did not specify educational level, see Appendix 13, section 13.2.2). Therefore assuming the same ratio would operate over the month, we can conclude that 2964 school students visited the Library over the month, and 500 tertiary students.

We know from the survey that of the school student users of Library, 32% are from Besters, and 18% of tertiary students are from Besters. In order to calculate Besters students of the above total figures, we can assume the same ratio is in operation: therefore 948 Besters school students using the Library over the month, and 90 tertiary students.

Therefore the percentage of Besters students (as an example of one community for which we have some figures) using the Tholuwazi Library is as follows:

- 6.3% of school students
- 55% of tertiary students.

The approximate nature of these calculations is recognised; however the finding that less than 10% of Besters school children use the Library is an enlightening one.

APPENDIX 14 (continued)**THOLULWAZI LIBRARY EVALUATION****FINAL RECOMMENDATIONS**

Please record your recommendations, indicating in brackets to whom they are addressed, for example Library staff, Library Users Committee, DML management, City Council authorities.

1. The planning of Tholulwazi Library

1.1 Original planning of Library: recommendations for future planning:

1.2 Library objectives: recommendations for replanning:

1.3 Aspects of the Library environment (in Besters, to do with general development or education issues) that need to be taken into account in future planning:

2. Library management/implementation

2.1 Areas needing attention:

<u>Area needing attention</u>	<u>How this should be investigated, by whom</u>
Opening times	
Building and facilities	
Outreach programmes	
CDs and tapes	
Videos	

Bookstock: children's	
Bookstock: study colln	
Bookstock: adult fiction	
Bookstock: adult non-fiction	

2.2 General implementation/management recommendations:

3. Specific recommendations on the impact of the Library, for example on how to organise to increase impact:

4. Recommendations on future networking and inter-organisational activities (for example with ICDT, City Council Departments, other libraries, schools):

5. Recommendations for ongoing/future evaluation:

6. Implications of all of the above points for the planning and management of other libraries:

APPENDIX 15

Tholulwazi Library Evaluation

Questionnaire to participants in Evaluation Work Group and evaluation workshops

In facilitating the Tholulwazi Library evaluation Chantelle used a participatory method. This short questionnaire is to assess how useful this was.

Please answer honestly, even if your answers are critical of the process. Your feedback is important. Your answers are anonymous.

1. Are you (*please tick*)

a member of the Evaluation Work Group?

or

a participant in workshops during the process?

2. During the evaluation process, did you feel that your opinion was listened to and noted in minutes and decisions?

Yes

No

Comments/Examples:

3. At any point in the evaluation process, did you feel that your opinion was ignored?

Yes

No

If yes, please give examples:

4. At any point in the evaluation process, did you want to say something but felt it would be ignored?

Yes

No

If yes, please give examples:

5. During the evaluation process, were any decisions made without your input, that surprised you or that you disagreed with?

Yes

No

If yes, please give examples:

6. Do you know of anyone who should have been involved in the evaluation, but who was not invited to participate?

Yes

No

If yes, which person(s):

7. How participatory do you think this evaluation process has been? (*please tick*)

- 10% participatory
- 30% participatory
- 50% participatory
- 70% participatory
- 90% participatory
- 100% participatory

8. Any other comments:

Please return this to Chantelle, after today's workshop if possible.
Or fax to: 258097

Many thanks

Chantelle
19 December 1996

APPENDIX 16

Recommendations resulting from reportback on Tholulwazi survey

(as recorded by carol Barraclough - not complete)

The following recommendations were mentioned at various stages of the reportback:

- That the improvements in marks reported by the students be verified, by questioning teachers at the relevant schools whether the users of Tholulwazi Library within their classes, have had an improvement in marks.
- That where students from particular tertiary institutions have made recommendations or requests, the items they have recommended or requested, are costed, and their own institutions are asked to contribute funds.
- That the staff of Tholulwazi Library work closely with DML staff in the support services such as Don Africana and reference, in order to supply to their users. additional material which Tholulwazi may not have on site.
- That colouring-in and similar developmental activities be made possible for the small users who come in from the local crèches.
- That research be done into use/non-use of the library by pre-school children, and those not reached by this questionnaire.
- That outreach activities be intensified to the young children who are not accessible through the crèches, pre-schools or schools (what about working through the clinics? - CB).
- That the Community Liaison Department try to work through interested teachers on the staff of schools, together with the Principals. The responsibility of delegating appointments etc. must NOT be left with the Principals, as the admin sections of schools are sometimes so chaotic that no information is passed on.
- The schools around Tholulwazi, and the library itself, should be mapped so that we can get an indication of which schools use the library heavily and which do not, by comparing survey answers with what the map reveals. The same should be done with the crèches. this would provide CLD with valuable information to allow them to target schools which are not using the Library. There may have been other recommendations which were not recorded fully.

APPENDIX 17

Project Progress Review

Table of contents of the evaluation report

Standard structure:

Abstract	Summary of the most important subjects and issues covered by the project progress review and the most important conclusions / recommendations, in German, up to 20 lines with 50 characters each, for the GTZ information and documentation system
Table of Contents	Content-related headings of the consecutively numbered sections and subsections, with page numbers; pagination is to start with Section 1.
List of Abbreviations	In alphabetical order, written out in full, with translation and/or explanation of meaning where necessary.
List of Exchange Rates	
Section 1	Preface
	Detailing the PPR commission (terms of reference), reason for the PPR, participants, venue and duration of the PPR, date of condensed report, previous investigations, special occurrences, methods used in the PPR (areas of emphasis, procedure etc.).
Section 2	Summary
	Brief description of the project (core problem, project purpose, total support period, total costs, partner country's contribution, German contribution, project history, project phases with dates, duration, and funds disbursed), followed by a summary of the PPR's major findings and recommendations; where appropriate, closely based on the condensed report ; used as information for the German Federal Ministry for Economic Co-operation.
Section 3	Analysis and assessment of project planning
3.1	Context and Problem Analysis
	What was the nature of the problem which gave rise to the project at the time the commission was awarded, at the time the project was planned, or at the beginning of the project phase to be examined in the project progress review?
	What is the situation today ? (core problem)

Is the project purpose sufficiently problem-oriented ?

Is achievement of the project purpose likely to make a substantial contribution to solving the problem ?

Assessment and relevant conclusions

3.2

Analysis of general conditions and assumptions

- Have important general conditions been neglected?
- Have the assumptions materialized ?
- Which assumptions must be modified and in what respect ? What additional assumptions must be made ?

3.3

Consideration of the basic principles of Technical Co-operation and the partner country's development policy objectives in project planning

Results of analyses of

- target-group orientation (including relevance to women's interests, self-help approaches, conflict of objectives, etc.)
- economic aspects
- choice of technology
- ecological issues
- counterpart organization
- sustainability etc.

With reference to the project's system of objectives; each analysis is to be accompanied by practical and constructive conclusions; interaction between the individual areas are to be considered.

Did project planning take into account the partner country's development policy priorities (e.g. development plan) ?

Is the planning in keeping with existing sectoral and regional policy concepts ?

3.4

Objectives analysis and feasibility of project planning

- Examination of consistency of planning documentation (target analysis):
 - Vertical logic of the project planning matrix
 - Consistency of agreements, contracts and planning documents
 - Are the plan of operations and work plans in line with the set objectives (in the event of deviations: reasons and conclusions)
 - Is the project concept feasible in its planned form (where appropriate, to be set out

according to the individual phases and their objectives) ? What risks could emerge etc. ?

- o Assessment and relevant conclusions

3.5 Summarizing assessment of project planning

Summary of and linkages between the findings of the various steps of the objectives analysis.

Section 4 Analysis and assessment of project implementation

4.1 Co-operation with the counterpart organization

- How is co-operation with the counterpart organization structured and designed ? (organization of the project)
- What is the situation of the counterpart organization with regard to organizational structure, management, financial circumstances, political and socio-cultural position, etc. ?
- What strengths of the counterpart organization are to be promoted ?
- What weaknesses of the counterpart organization are to be overcome ?

4.2 Results of comparison of actual situation with targets and analysis of reasons

Summary of findings and results of comparison of actual situation with targets

- Results / outputs planned / achieved
- Activities planned / executed; assumptions
- Deviations and reasons for the conclusions

4.3 Analysis and assessment of project steering

- Is the project being effectively steered by the GTZ ? Are all the responsible parties making the necessary contributions ?
- Is the project being effectively steered by the partner country ?

In what areas are improvements necessary ?

4.4 Provision of inputs by the partner country

- Is the partner country providing the necessary inputs (funds, personnel, materials and equipment etc.) as specified in the planning and arrangements?
- Are the inputs agreed and/or provided sufficient to ensure successful project implementation?

4.5 Summarizing assessment of project implementation

- Summary and linkages between of the findings of the various steps in the analysis

- Assessment of
- the results of the "targets / actual situation" analysis, with regard to problem orientation of the project, quality of planning, basic technical co-operation principles, general conditions
- the project's experiences (comparison of actual situation with targets) with regard to employment of funds, efficiency, effectiveness and significance
- Technical / organizational efficiency of the project, weaknesses - reasons - conclusions
- Extent to which project approaches objectives / effectiveness: do the results achieved so far contribute to bringing the project closer to its objectives ?
- Significance of the project approach: Summarizing assessment of project experiences, with special emphasis on sustainability of impacts and assessment of positive / negative, planned / unplanned impacts (on target groups, the economy, technology, ecology, counterpart organization)
- Conclusions as pointers for modifications of the project design

Section 5

Recommendations

5.1

Recommendations regarding the project concept, planning and implementation

- Promotion of the project's strengths
- Overcoming of pinpointed weaknesses/bottlenecks
- Remediating of undesirable developments in project implementation
- Modification of the project approach (planning)
- German contribution/partner country's contribution

5.2

Recommendations on action up to the end of the ongoing phase

- Measures, concepts, where appropriate: specification of inputs and costs

5.3

Recommendations for action in a new project phase

- Measures, concepts, where appropriate: specification of inputs and cost

Annexes

1. Offer and project implementation commission from the German Federal Ministry for Economic Co-operation
2. Terms of Reference for the project progress review
3. Project planning (in the form of the project

Chantelle Wyley

The application of a participatory evaluation method to the public library: the case of Tholulwazi Library, Besters Camp, Inanda, Durban. MIS 1997.

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