

An examination of the role of the Public Library in Cape Town,
in support of Early Childhood Development, with special
reference to Harare Public Library, Khayelitsha.

18/6/2017

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FKXSIP001

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Abstract

The purpose of this study was to investigate the role of the Harare Public Library, Khayelitsha, in empowering Early Childhood Development Centres (crèches and nursery schools) in its community. The researcher focused on the relationships the library has with Early Childhood Development Centres in its community, and the non-profit organisation (NPO) providing educational services. It is argued that the provision of ECD will help reduce the cycle of poverty by strengthening the educational foundation of South Africa's children. The main finding of the study is that strong relationships between libraries and other community stakeholders are critical in offering a better future for the children of disadvantaged communities.

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List of acronyms

ANA Annual National Assessment

CAPS Cape Area Panel Study

CBO Community Based Organisation

CSG Child Support Grant

CWP Community Works Programme

DAC Department of Arts and Culture

DBE Department of Basic Education

DOE Department of Education

DSD Department of Social Development

ECD Early Childhood Development

EPWP Expanded Public Works Programme

FCM Family and Community Motivator

GIS Geographic Information System Department

IFLA International Federation of Library Associations

LETCEE Little Elephant Training Centre for Early Education

LISC Library and Information Sciences Centre

NCLIS National Council for Library and Information Services

NEPI National Education Policy Investigation

NGO Non-Government Organization

NPO Act Non-profit Organisations Act

SDI Strategic Development Information

SS Sikhula Sonke

UCT University of Cape Town

UNESCO United Nations Educational, Scientific and Cultural Organization

UNICEF United Nations Children's Fund

VPUU Violence Prevention through Urban Upgrading

1. Research Statement

An examination of the role of the Public Library in Cape Town, in support of Early Childhood Development, with special reference to Harare Public Library, Khayelitsha.

1.2 Introduction and Background to Study

Giving children a healthy start in life, no matter where they are born or the circumstances of their birth, is the moral obligation of every one of us. Nelson Mandela, April 2002

Children from poor South African communities are at a high risk of being trapped in a structural cycle of poverty and an inadequate education. The White Paper 5 on Early Childhood Education (2001) asserts that children from disadvantaged families are at a risk of experiencing, amongst other things, “stunted growth, poor adjustment to school, increased repetition and school dropout” (South Africa. Department of Education, 2001:12). In a generation where information is key to opening doors of professional opportunity, education has become a necessity for survival in a world where economic stability is a major determinant of an individual’s standard of living.

Various studies, including that by Van der Berg, indicate that “education enhances the earnings potential of the poor, both in competing for jobs and earnings and, as a source of growth and employment in itself” (Van der Berg, 2002:1). With the urgent need to curtail poverty and lessen inequalities in South Africa’s economy, education is an essential field for government and communities to focus on.

Spaull notes that “as far as educational outcomes, South Africa has the worst education system of all middle-income countries that participate in cross-national assessments of educational achievement” (Spaull, 2013:3). A large number of South Africa’s children are affected by socio-economic ills that include poor access to health services and a quality education (Atmore, 2013:152).

The South African Department of Basic Education (DBE) has provided, through the Annual National Assessment (ANA), results that show that there is a crisis in the South African education system (South African Democratic Teachers Union, 2011:1). Since the introduction of the ANA’s in 2011, the results have varied immensely among different regions, and it is evident that a model that will link all the stakeholders in education is important for the widely unequal South African school system. The conditions of teaching and learning differ greatly between the different classes and it therefore needs various solutions to suit each classes’ needs (South African Democratic Teachers Union, 2011:1).

The inequality of resource access and distribution between children who are haves and those who are have-nots, is of a major concern. Studies indicate that the “poorest 20 per cent of the world’s children are twice as likely as the richest 20 per cent to be stunted by poor nutrition and to die before their fifth birthday” (UNICEF, 2015:4). It is often the children from disadvantaged areas who get the least access to basic resources that can help them realise their full potential. This factor has an overall negative long-term impact on a society’s upcoming generation(s). Structural inequalities often lead to children from disadvantaged communities’ not

being afforded the tools that would one day equip them with skills to compete confidently in a country's academic or professional space. This, in turn, limits the affected community's growth within the larger society.

Various studies, including those of Atmore (2012), Biersteker (1984) and Ocholla (2006), suggest that interventions in the early years can reverse or drastically reduce the impact of poverty on a child's academic performance. This makes the period of early childhood one that has to be properly nurtured in order to contribute positively towards community development and poverty alleviation. Engelbrecht et al. indicate that "the most remarkable changes that occur in the process of human development happen between conception and the first years of formal learning" (Engelbrecht et al., 2001:61). The early childhood years refer to the years before formal schooling, which are children newly born to those aged six years old.

Once a child becomes an adult, the ability to read influences most aspects of his or her life. It will influence, amongst other things, how they navigate in the world of work. Whether they engage in a skilled or non-skilled work environment, there will come a time where they have to attend to paperwork like contracts, HR policies, identity document applications, CV's or traffic instructions. Kirsch, Jungeblut, Jenkins, and Kolstad note that much of decision-making in adulthood requires reading and comprehension skills (Kirsch, Jungeblut, Jenkins, & Kolstad, 1993). Having a sound educational background enables individuals to better participate in the labour force and negotiate their wages, which essentially would improve their quality of life.

Early Childhood Development (ECD) programmes are considered as platforms that can help reduce the effects of poverty on children. By helping young children reach or at least recognise their full potential, there are higher chances for them to flourish academically and professionally in future. This in turn has a positive effect on communities as a whole, because their futures are being prepared for. The rapid change of the world will afford children born today extensive opportunities that were not available 20 years ago.

It is important to note that "not all will have an equal chance to grow up healthy, educated and able to fulfil their potential and become fully participating citizens" (UNICEF, 2015:1). Factors like poverty and poor educational resources available will have an effect on how well some children progress as compared to those more financially privileged. The establishment of quality ECDs in poor communities is therefore needed to help decrease the gap of inequality for young children from less advantaged areas.

Conducive learning spaces are not prevalent in poor communities. The public library often serves as one of the few areas which offers or facilitates educational interventions designed for members of the community. To attract children and encourage parents and caretakers to take children to library spaces, librarians have to be innovative in their approach. Davis (2009) indicates that public librarians are expected to embrace children as important clients, in an effort to highlight the advantages of establishing life-long relationships between communities and libraries. As suggested in the UNICEF's *State of the world's children report* (UNICEF, 2015:14), when communities are involved in interventions, there are greater chances that that initiative will create a long lasting change.

The community-oriented Violence Prevention through Urban Upgrading (VPUU) strategy, a City of Cape Town project, is focused on “reducing violent crime and improving social conditions in Cape Town communities across the Cape Flats, of which the Khayelitsha community is the first” (City of Cape Town, 2014). Khayelitsha is a township which has high levels of crime, poverty and youth unemployment. These ills play a part in the low level of academic success of the youth from the area. Data collected by the Cape Area Panel Study (CAPS) suggests that less than 40 percent of young adults in Khayelitsha have completed matric (Seekings, 2013:18).

VPUU partnered with various stakeholders in designing and building the Harare Public Library. The library incorporated in it a space which would solely be used for initiatives beneficial to the development of children. With the knowledge that investing in quality ECD initiatives develops communities, the City of Cape Town made use of Sikhula Sonke to head the library’s programmes for children (Langeni, personal interview. Head librarian of Harare Public Library, 2014). Sikhula Sonke, which is located in Khayelitsha, is a community-based organisation (CBO) that is concerned with improving the level of ECD services in the community. Community based organisations are non-profit groups that work at a local level to improve life for residents. They concentrate on building equality for all members of society, in terms of, amongst other things, health care, education and access to technology (PBWorks, 2007).

In chapter 2, the researcher provides background information about the Harare Public Library and its relationship with its various stakeholders. He details his research statement in chapter 3 and in chapter 4 presents the literature review which aided him in recognising key concepts pertaining to Early Childhood Development in South Africa and elsewhere. Here he further examines, amongst other things, aspects of early childhood education and explore issues such as early childhood transition to school and school readiness for children, in especially underprivileged communities.

In chapter 5, the methodology section, the researcher describes the data collection and analytical methods used in the case study which sought to understand the scope and effects of the ECD activities in Harare public Library. He presents an analysis of findings emerging from the investigation in chapter 6 and provides his final conclusions and recommendations in chapter 7.

2. Background: Harare Public Library and stakeholders

The Harare Public library's entire 1326.2m² ground floor is dedicated to the development of young children from the area. This is in effort to produce results that can benefit the community for a longer term (Hardy, 2011). In alignment with Atmore's (2012) research findings on the positive effects of a superior level of ECD programmes for disadvantaged children, the City of Cape Town believes that their ECD initiative will too result in "increased primary school enrolment, enhanced school performance, lower repetition and drop-out rates, reductions in juvenile crime rates, reduced remedial education costs and improved economic and social productivity in adulthood" (Atmore, 2012:1).

2.1 Khayelitsha and Harare Public Library

Khayelitsha is one of South Africa's biggest townships and is in Cape Town, South Africa (Fox, 2003:70). It was fully established in 1985, after the forceful relocation of people from surrounding townships such as Gugulethu and Nyanga. Ndegwa, Horner and Esau (2004) note that it was established as a response to the severe shortage of housing for Africans in the Western Cape. The name 'Khayelitsha' is Xhosa and means 'new home'. It is one of the fastest growing townships in South Africa. By the year 2011, it had become home to 391 748 residents (Strategic Development Information and GIS Department (SDI & GIS) and City of Cape Town 2013:2). The township is divided into sub sections which are a mixture of new and old informal/formal settlements.

The 2011 Census shows that Khayelitsha consisted of 27 sub-places (SDI & GIS and City of Cape Town, 2013: 1.). Table 1 illustrates the various suburbs which make up Khayelitsha.

Bongani TR Section	Bongweni	Mandela Park	Village V4 North	Khayelitsha T3-V4
Ikwezi Park	Ekuphumlen,	Monwabisi	Washington Square.	Trevor Vilakazi
Khayelitsha SP	Graceland	RR Section	Village V3 North	Village V1 South
Khayelitsha T2-V2b	Griffiths Mxenge	Silver Town	Khayelitsha T3-V5,	
Khayelitsha T3-V2	Harare/Holomisa	Solomon Mahlangu	Victoria Mxenge,	
Khayelitsha T3-V3	Tembani, Town 3	Village V1 North	Village V2 North,	

Table 1: Suburbs in Khayelitsha

Seekings found that the majority of adult residents from Khayelitsha were born in the Eastern Cape and maintain close links to rural areas (Seekings, 2013:1). Their children however, are predominantly born in Cape Town. The 2011 census showed that over 25% of Khayelitsha's inhabitants were children aged 0 to 15 years (SDI & GIS and City of Cape Town, 2013:3). These children came from homes where only 30.7% of adults above the age of 20 completed grade 12 and were mainly employed as unskilled labourers (SDI & GIS and City of Cape Town, 2013:3).

The poverty in the area is widespread with many of the occupants still relying on communal, generally unsatisfactory, facilities. The latest household statistics (2011) illustrated that 62% of Khayelitsha occupants (aged 15- 64) were employed, with 55% living in informal dwellings and 28% of households with no

connection to flushing toilets (SDI & GIS and City of Cape Town, 2013:6). Residents have held a number of protest actions in order to persuade authorities to attend to the needs of the community. The 2013 “poo protest”, where locals threw faeces at provincial government officials, was as a result of their dissatisfaction with their ill maintained facilities, specifically portable toilets (Poo protest..., 2013). Many of the residents receive social grants, especially child support grants, and the unemployment rate is high (Seekings, 2013:1). With the labour market favouring skilled work, the majority of Khayelitsha’s residents who have not completed secondary school, have an ever decreasing opportunity at securing long term or sustainable employment (Seekings, 2013:17).

In 2011, the VPUU and its various partners built the Harare Public Library with the vision of availing a facility for the disadvantaged children and youth of the area to source and use information and educational resources. It was built on three levels and designed as a multi-purpose building that consists of offices, the library and a flat for the caretaker. It has a 1326.2m² ground floor, a 917.9m² first floor and a study conducive hall that can accommodate around 150 learners (Hardy, 2011:53). It boasts facilities and features that include a game room with educational computer games and Nintendo Wii consoles; an outdoor area to play chess; a large blackboard for children to express themselves on; information kiosks with touch screens that will allow users to access the library catalogue, the library web site and other community information; touch screens that enable children to play educational computer games; and netbooks (Hardy, 2011:53). It also has a healthy collection of inventory such as books, magazines, newspapers, DVD’s and computers.

The benefactors had a special focus on creating a space for young children in the library. They decided to create a space that would be exclusive to the children and the organizations which would carry out children focused programmes (Hardy, 2011:52). The ground floor of the library would be used as the ECD resource area. The VPUU and its partners decided to make use of an NGO/NPO to provide the ECD services in the library.

The VPUU and its partners invited NGOs and NPO’s to submit proposals on how they would make use of the space and the services they would offer. After a careful review of what all the NGOs and NPO’s had to offer, Sikhula Sonke became the organization which got the approval to utilise the space and run the child development services (Langeni, personal interview. Head librarian of Harare Public Library. 2014).

2.2 The Violence Prevention through Urban Upgrading

The VPUU programme is a cooperative formed by the City of Cape Town, the German Development Bank and the community of Khayelitsha in September 2005. The South African National Treasury is also a partner, through its Neighbourhood Development Partnership Grant. The VPUU programme has been innovative in its approach and has used social engagement and town planning as tools to fight crime.

Aiming to prevent violence and improve the lives of residents in Khayelitsha, the VPUU has engaged in initiatives that include the “upgrading of neighbourhood facilities, economic development and community

development projects” (Violence through Urban Upgrading [VPUU], 2008:iv). The programme has a goal to improve the community’s economic standing and works towards an approach that is contextually based on the community of Khayelitsha. This essentially means that the community is involved in the planning, designing and implementation of initiatives that are present in their surroundings. VPUU also strives to make use of “residents’ labour, local community organisations, SMME’s or NGO’s” to get work done or services provided for their various initiatives (VPUU, 2008:8).

Some of the VPUU’s core principles and values can be found in the Good Practice Guide for Community Delivery of Services (VPUU, 2008). The underlying principles informing the operations of VPUU are: to make the community more self-reliant; to have the community involved in decision making; better planning and execution of municipal services and community transformation (VPUU, 2008:5).

To date, the programme has been yielding positive results for the community. The VPUU has, in a short space of time managed to achieve many milestones. The programme has thus far:

- Increased the number of people who felt safe in the community. Called up 236 volunteers to patrol in various areas of Khayelitsha – approximately 18000 patrols were done by end March 2009
- Enabled 1417 individuals to enrol in training courses and sustained 13 preschools and financially assisted 53 community initiatives.
- Established a legal aid centre and satellite office for violence against women.
- Finished various projects, including, building 2 community centres and an urban park.
- Created a VPUU manual in 2014. The manual sets out a model of how to use safety as a public good to develop human potential and improve the Quality of Life of communities towards Sustainable Neighbourhoods in low-income areas.
- Helped establish the Khayelitsha traders’ facility and live-work units. This helped revamp space for informal traders and increased safety for pedestrians at the Khayelitsha train station.
- Embarked on the enumeration of Monwabisi Park. This process intends on aiding the development of context -based strategies to upgrade the area.
- O&M in informal settlements. This initiative promotes the continuous monitoring and evaluation of access to safe water and sanitation in the settlements. (Impumelelo social innovations centre, 2010; Violence through urban upgrading, n.d.)

In order to achieve their objectives, they (VPUU) have built walkways, sports Centre’s, Active Boxes (recreation Centres that are always open, in order to better the safety in an area) and assisted crèches in Khayelitsha. The program monitors and evaluates its initiatives on a regular basis – “assessing both objective reductions in crime (reduction in number of crimes) and subjective perceptions of crime (whether people feel safer; and which areas they still feel unsafe in)” (Impumelelo Social Innovations Centre, 2010).

2.3 Sikhula Sonke

Sikhula Sonke was originally established in the year 2001 by the Claremont Methodist Church (Sikhula Sonke, n.d.). It was set up to enhance Early Childhood Development (ECD) in Khayelitsha. Their initiatives range from the “training of ECD teachers and their assistants; coaching and mentoring ECD teachers, facilitating pre-school upgrades; playgroup outreach to children not in pre-schools and; managing the ECD resource section in the ground floor of the Harare Public Library” (Sikhula Sonke, n.d.).

Sikhula Sonke’s Funda Udlale programme is the main initiative carried out at the Harare Public Library ECD resource section. Funda Udlale is an Early Childhood Development programme that incorporates toys, leisure and active learning for children from birth to age 6. It follows the same notions of Storyville, which is an ECD initiative spear headed by the Baltimore County Public Library in the USA (Hardy, 2011:53).

Storyville is an interactive early literacy and learning centre for children from birth to 6 years old, and their caregivers. It is based in Baltimore Library’s Rosedale and Woodlawn branches, with a child-sized village that has development appropriate books and activities. The two branches house seven interactive play stations where children can be curious, and have the opportunities to play, learn and find appropriate books for checkout. The interactive play areas consist of a baby garden, a toddlers woods or toddler bay, a grocery store & mailroom, a puppet stage & theatre, a home living area, a construction zone and a library (Baltimore County Public Library, 2015). Books and activities at each site promote cognitive, motor, language and social skills, depending on the age group. It was designed to assist caregivers and parents in equipping their children with skills that would prepare them for kindergarten and school (Baltimore County Public Library, 2015).

The Harare Public Library ECD section helps familiarise children with new technology and its functions by providing them with a gaming room that has Nintendo Wii consoles, touch screens, informational computer games and netbooks (Hardy, 2011:53). The ECD section is also equipped with a variety of educational toys and books, which it distributes to children independently and with the help of ECD practitioners. The Funda Udlale section is spaced into areas which enable children to both play and build up abilities through specially designed fun activities.

Sikhula Sonke’s other ECD initiatives aim to reach other parts of the community. They target and work to develop the most disadvantaged ECD centres, ECD practitioners, parents and children in their area. The CBO’s various initiatives address the underprivileged parties’ needs according to their different circumstances. Sikhula Sonke have designed the basic teacher training, coaching and support programme, Family and community motivator (FCM) programme and the Emthonjeni outreach playgroup programme for the community of Khayelitsha.

Basic teacher training, coaching and support programme

The initiative is intended to upskill the owners of ECD centres and their assistants. The basic training course

is 12 months long and entails four hour sessions every two weeks. The programme was developed to aid practitioners in meeting the requirements of the officially recognised NQF Level 4 ECD Training. In essence, this course equips ECD teachers with the mental capacity to be educated at a more academically advanced level and improving their knowledge of ECD.

The coaching and support element of the programme is designed to assist practitioners successfully exercise the things that they were taught in the programme. The coaching and support happens at the ECD centres and sometimes the Harare Public Library's ECD centre.

Family and community motivator (FCM) programme

The FCM programmes primary objective is to increase ECD services to disadvantaged children. They strive to achieve their objectives by exercising the following:

1. Providing training and support to families and caregivers, in their own homes. This aims to equip parents and caregivers with skills that enable them to incite their children with activities that enhance growth and development. The programme then aims to inspire parents and caregivers to actively engage with the schooling of children.
2. Providing workshops and training sessions that are geared at enhancing parents and caregiver's skills in various development and childcare areas such as cleanliness, nourishment and children's rights.
3. Providing sessions that are held two times a week at a venue located in the community. The venue is usually chosen to be closest to areas where ECD services are scarce. On the day, the children are made to play in groups and introduced to new ways of learning.

Emthonjeni outreach playgroup programme

The playgroup initiative is targeted at children who are not in ECD Centre's. The initiative allows disadvantaged children to get ECD services from qualified educators and exposure to educational toys and learning materials. Some of the exercises provide age-specific stimulation, while others are specifically designed to help children better their basic mathematics and reading skills (Hwenha & Tshikhulu Social Investments, 2014).

Sikhula Sonke currently provides "early learning development resources to nearly 6000 children in pre-primary and primary schools" (Sikhula Sonke, n.d.). Introducing the disadvantaged children to these resources and learning methods, they are prepared mentally for the challenges of formal education.

3. Research Problem

Khayelitsha is a township which has high levels of crime, poverty and youth unemployment. These ills play a part in the low level of academic success of the youth from the area. Data collected by the Cape Area Panel Study (CAPS) suggests that less than 40 percent of young adults in Khayelitsha have completed matric (Seekings, 2013:18).

Hall (2013) argues that there is a strong association between educational inequality and socio-economic inequality. This indicates that unless there is a positive change in the educational conditions of these youths, the cycle of poverty will continue with little development.

Atmore (2012) suggests that early intervention and quality Early Childhood Development (ECD) services can help reverse the structural inequalities faced by disadvantaged children. With their minimal funding, schools and ECD Centres in the township, are usually restricted to limited services in their various facilities (Atmore, 2012). The public library is almost always the only other alternative platform for disadvantaged youths to source educational materials.

The public library has a key aim to promote quality education and literacy to children. As mentioned by Ocholla (2006), “the role of libraries is to inform, entertain, enlighten, educate, empower and equip individuals and communities for lifelong learning in order that they can know their rights and responsibilities in the society and fulfill their social roles knowingly and responsibly” (Ocholla, 2006:4). The Harare Public Library has taken a step in addressing the low educational achievement history of the community by initiating an Early Childhood Development programme.

The Harare Public Library was built with the intention to curb some of the ills faced by the community of Khayelitsha. Dedicating its entire ground floor to children, it coincided with UNICEF’s (2009) view that “Early Childhood Development is very important in laying the foundation for a successful academic path especially for those children living in underprivileged circumstances” (Department of Education, 2011: i). The library’s intention to improve the academic performance of children in the area by providing quality ECD services, encouraged the researcher to examine the Harare Public Library’s contribution to ECD. The research problem is thus to investigate the ECD services of the Harare Public Library in an effort to understand its reach effects.

3.1 Research Aim and Objectives

The main aim of the study is to investigate and document the role of the Harare Public Library in the facilitation and delivery of ECD services to ECD centres in the Harare area. The specific objectives are to:

- Investigate the relationship between ECD centres and the library.
- Gather the perspective of librarians and ECD practitioners on the above-mentioned relationship.
- Investigate the processes followed by the library in delivering and facilitating ECD services to ECD centres.

3.2 Research Questions

The aim and objectives of the study are guided by the following research questions:

- How does the library recruit children (from ECD Centre's) to its ECD programmes?
- What procedures are followed by the library prior to the implementation of ECD programmes?
- How to determine whether the ECD programme is successful?

3.3 Motivation for the Study

The implementation of ECD services to children from vulnerable areas can have a short and long term positive effect on the community as a whole. Atmore (2012) argues that early intervention can enhance the performance of children in schools and later on in life. The children and youths of Khayelitsha presently suffer from high volumes of poverty, school drop-outs and unemployment.

The Harare Public Library has dedicated a large part of the library to quality ECD services. Global research indicates that quality ECD services not only prepare children for school but reduce the socio-economic levels between children of different classes. Short and Biersteker's (1984) study found that vulnerable lower-class children who participate in pre-school programmes, performed like their middle-class counterparts which in turn compensated for the social class differences.

Documenting the role played by the Harare Public Library in supporting ECD can be beneficial to other public libraries, and NPOs, in similar communities. This study may also assist the library in improving its ECD services and influencing other neighbouring agencies to partake in developing its community one child at a time.

3.4 Conclusion

This chapter serves as an introduction to the research topic. It is designed to give the reader a better perspective on what is to be entailed in the development of the research. The description of the research problem, research aims and objectives, research questions, and motivation of the study were intended to illustrate how the study would be undertaken in order to answer its purpose. The next chapter presents the literature review and deals with the theoretical framework of the study. It will focus on the various aspects of Early Childhood Development and South African public libraries.

4. Literature Review

This chapter consists of a review of the key relevant literature pertaining to Early Childhood Development in South Africa and elsewhere. It examines, amongst other things, aspects of early childhood education and explore issues such as early childhood transition to school and school readiness for children, in especially underprivileged communities. The chapter analyses the involvement of non-governmental organisations and government in Early Childhood Development. The chapter concludes by inspecting the public library's role in Early Childhood Development and assisting in getting children school-ready. The twin themes of Early Childhood Development and its relationship with the public library serve as the theoretical framing of the study.

4.1 Early childhood

The early years of life are a stage whereby individuals experience great transformation and are extremely vulnerable. As suggested by Ogill (2010), Heckman (2010), Biersteker and Kvalasvig (2007), this period is crucial in developing children's views about the world and how it works. The opportunity of quality early learning is crucial for children's mental growth, especially those of disadvantaged backgrounds.

In a society where there is a high prevalence of socio-economic inequalities, quality Early Childhood Development (ECD) programmes help close the gap between haves and have-nots. Literature suggests that ECD programmes provide a strong learning foundation that reduces the effects of disadvantage, exclusion and "offers a way out of poverty" (City of Cape Town, 2010). Studies indicate that it is best that children's environments are supportive of learning as it is likely to influence their later participation and inclusion in society.

Children who have strong educational backgrounds are considered more likely to matriculate and get jobs or study further (Martin, nd:8). Various research studies have found that "dropout rates and quality of education outcomes of individuals are influenced by the quality of ECD services provided to them" before they start formal school (Hwenha & Tshikhulu Social Investments, 2014:29). Early Childhood Development has thus "come to be regarded as critical for establishing the foundation for academic success in schools for children from disadvantaged backgrounds" (Department of Education, Department of Social Development, UNICEF, 2011: D).

Cognitive and character skills developed in the early years have a demonstrated impact on subsequent school success (Hwenha & Tshikhulu Social Investments, 2014:29). It is important for children to move positively from the family or crèche setting into a more academic institutional setting. School success generally results in individuals making a positive contribution towards society.

4.2 Transitions in Childhood

Transitions are periods which represent times of potential challenge and can have long lasting damaging effects on individuals if not experienced well or remedied. Dunlop and Fabian define transition as "being the passage from one place, stage, state, style or subject to another over time" (Dunlop & Fabian, 2002:148). This usually involves a physical shift from one context to another. The two kinds of transitions that are typically mentioned

in ECD research are vertical and horizontal transitions. Vertical transitions are transitions which children experience when negotiating their lives between the home and educational environment or to a different level of schooling. Horizontal transitions on the other hand, are the transitions children experience daily between, “for instance, the after school centre and primary school” (Vrinioti, Einarsdottir & Brostom, 2009:4). Ensuring that transitions are smooth and well received by children makes the process of getting them school ready easier.

The transition to school is an important phase in life. As a phase full of socio-emotional apprehension and academic challenges, it needs the support of schools, parents and the wider community to make the process easy to negotiate and navigate (Margetts & Phatudi, 2013:8). The transition to primary school is a big shift requiring children to make emotional and social adjustments. It usually means that they will experience a “reorganisation of both the inner life and external behaviours,” as they move away from their home environments, parents and care givers, “and finally become incorporated into the new school, accepting and adopting the culture of the new school” (Vrinioti, Einarsdottir & Brostom, 2009:4). The change usually means that children have to adapt to a new, more formal system. The physical environment tends to become larger, the children are exposed to older peers, the social environment becomes more complex, the children receive less individual attention and interaction with adults, and they are faced with new, unfamiliar challenges (Dockett & Perry, 2007:5).

The parties that children look up to and interact with most are the best candidates to influence children’s views regarding the shift from their comfort zones to the new ‘unknown’ ones. Children who view the transitions to preschool or school positively, are believed to experience it better than those who await it with anxiety (Hwenha & Tshikhulu Social Investments. 2014).

All children are unique and their different backgrounds and experiences means that they will each encounter transitions differently. As described by Margetts & Phatudi, the transition can be equated to a socialisation process, “whereby the child constructs their own knowledge and skills that will eventually enable him/her to make successful adaptation within a particular social-cultural context” (Margetts & Phatudi, 2013:3). The way that the child will adapt to the new school, may be affected by elements such as the attitude, beliefs and culture of the child. This is why it is important that the key stakeholders, such as the parents and relatives, government officials, teachers and members of the wider community, are involved in this process and are united in their goals for the children (Pianta, Cox, Taylor & Early, 1999).

In Europe, research regarding the transition of children from pre-school to primary school gained popularity in the 1800s, via the likes of German educator, Friederich Froebel who coined the term kindergarten (infant garden) in 1840 (Froebel Web, 2008). At the time it was directly connected to the appeal for attaining a more consolidated educational program involving pre-school, primary and high school, “as well as with the broader question of bottom-up reform of the educational system from kindergarten to lyceum” (Vrinioti, Einarsdottir & Brostom, 2009:4). These studies were linked to the then new results that accentuated the relation between environment and school success.

The South African Early Learning Resource Unit (ELRU), supports the notion that children experience the move to school more positively when parents and caregivers are active in their education. Their studies show that children from disadvantaged contexts generally miss out on this valuable contribution by parents as other factors limit them from being as active as desired (ELRU, 2004:6). This makes the transition to school a little more difficult for children who are not privileged to have their parents active in their education, especially if they aren't familiar with the advantages of ECD (Margetts & Phatudi, 2013:3). A positive transition encourages children with “pre-reading, pre-writing and pre-numeracy skills, the development of the joy of exploration, experimentation, a heightened sense of curiosity and a love for learning and motivation etc...” (UNESCO, 1996:10). This is one of the reasons that it is best to incorporate, from an early age, initiatives that help children feel more comfortable with a schooling environment.

The raising of awareness regarding ECD benefits is important especially in disadvantaged communities. Parents and caregivers need to see a relation between a good early childhood foundation and school success. When parents encourage their children to be positive about ECD centres and school, the children automatically anticipate the transition to formal schooling with positivity. It is believed that there is a link between a positive start at school, academic achievement and social competence (Vrinioti, Einarsdottir & Brostrom, 2009:5).

Early Childhood Development and school readiness are interlinked and it is difficult to debate about the one, without mentioning the other. ECDs are essentially designed to get children school ready. Being school ready is a process and ECDs are meant to act as platforms where the transition to becoming school ready is smoothed. There needs to be more investigation of education in ECD and primary school so that there can be more effective methods of making the transition smoother (UNICEF, 2012).

4.3 School Readiness

The term ‘school readiness’ has varying definitions in the ECD literature. In the past, it typically referred to the child’s preparedness for the school environment. This was often linked to the “characteristics and qualities that reside within the child; characteristics that are often closely linked with age or maturation” (Hirst, Jervis, Visage, Sojo & Cavanagh, 2011:12). Modern studies have shifted to a more constructive definition which removes the expectations from the child and places it more on the school and family. The modern definition takes into consideration that “many aspects of children’s lives influence their preparation for formal school learning, including cognitive, social, emotional, and motor development, and, most importantly, early home, parental, and preschool experiences” (Rafoth & Buchenauer, 2004:1). A school ready child, in light of all the factors that have to be considered, can be viewed as one who is prepared to participate in a school setting.

The UNICEF has taken into account all the different aspects involved in getting children school ready and has defined three intermixed ranges that affect children’s readiness for school. The ranges are: a) ready children; b) ready schools; and c) ready families. UNICEF recognises children as ready for school once they are capable and proficient in integrating the dimensions that enable smooth transitions.

- a. The ready children element is based on the educational and advancement capacity of children. It is interested in the abilities and knowledge children should acquire in order to be considered school ready. There are various factors that determine a child's success at school, for example, a child's abilities in literacy, numeracy, engagement with other children, and their capacity to follow directions and partaking in activities of learning. The "ready children" dimension is aimed at all children, especially those that are underprivileged, physically or financially.
- b. The ready school element concentrates on the school setting and elements like quality of lessons, adequacy of learning materials and the teaching competency of educators. This is inclusive of exercises which ease and encourage children's positive transition to school, employment. Apart from creating a consistent learning expectation of children from early learning to primary school level and above, 'ready schools' help bridge the divide of home and school for children. An example of this where schools incorporate activities that enable disabled scholars to partake safely in sports functions or playgrounds that are wheelchair friendly.
- c. The 'ready families' element is concerned with how parents and caregivers are involved and engage with children's ECD and overall move to school. The amount of support that children receive from parents regarding school has proven to play a big role in their overall school success. When children's homes are stimulating for learning and parents are committed to the children's schooling, the children are known to thrive.

(UNICEF. 2012:1)

Poverty is a major factor that can have a negative impact on children's readiness for school. The paucity of resources available to individuals in disadvantaged areas, hinder the ability they have to provide for children's formal education and health needs. However, it should be noted that poverty alone is not a determinant of academic failure or lack of health. There are many children and adults who come from wealthy backgrounds but are not academically successful or are suffering from ill health.

There is a need for greater correspondence and support from "government bodies in effectively communicating and implementing new policies to better support children's learning and to realise a smoother and more coherent transition to school" (Margetts & Phatudi, 2013:8). It is up to all the stakeholders (school, family, government) in children's lives to work in unison to make quality ECD policies more than just rhetoric. Action is needed to make effective and quality ECD centres, ECD practitioners and ECD programmes available to children from disadvantaged areas.

4.4 Early Childhood Development

Early Childhood Development (ECD) is concerned with the broad manner to handle approaches, procedures, programmes and services provided to children of a young age, with the aim to improve their holistic development and ensure that their "basic human rights and welfare are protected and promoted" (City of Cape Town, 2010). In ECD, the many skills that children have to learn, skills like walking, talking and running, are prioritised. These include skills that are mostly learnt at home, usually from parents, but isn't monitored

formally. ECD Centres are the main providers of formal ECD services to children in their early years.

ECD Centres are facilities which promote the development and welfare of children. The most common types of ECD Centres are crèches, nurseries and day cares. ECD Centres offer various activities constructed with the purpose of promoting or supporting “the development of young children and respond to their needs across interdependent development areas” (Berry, Dawes & Biersteker, 2013:27). ECD services are intended to promote healthy practices that uplift the wellbeing of children.

Getting children involved in ECD Centres has many benefits for the immediate family as well as the community at large. As stated by Albino, “...quality ECD interventions provide both immediate and long-term benefits for children and communities...” (Albino, 2013:78). Children with a quality ECD service foundation are more likely to perform better academically, complete school, acquire higher paying employment and maintain a healthy lifestyle as adults (Martin, nd:8). The understanding is that these children will later positively give back to the community and country.

It is important for government and agencies such as libraries to partner with ECD Centres in providing quality ECD services to especially children from low-income households. These interventions can help reduce the structural socio-economic inequalities of the past.

ECD Centres are eminently beneficial to children. Parents and caregivers are however encouraged to be active in ECD and to not solely rely on ECD services provided externally. As suggested in the *South African child gauge* report of 2013, “infants and young children develop best when caring adults respond with love, warmth and consistency, providing opportunities for interaction and learning” (Berry, Dawes & Biersteker, 2013:26). ECD programmes become more effective when they are also, even if partially, carried out by parents and caregivers within the safety of children’s homes.

4.5 Importance of Early Childhood Development

In South Africa, the preschool phase has for decades been a neglected area of education. The South African movement for establishing the Early Childhood Development (ECD) sector can be tracked to the early 1940s but until the dawn of the democratic era in 1994, the provision of early childhood services was based on racial lines. For example, from the 1950s until the early 1970s there was no preschool provision in the black sector of the country (Margetts & Phatudi, 2013:2).

The first indications which pointed towards the importance of preschool education being recognised at government level in South Africa started in the 1980s. The De Lange Commission, which was accountable for progressing the educational system, was instrumental in highlighting the importance of preschool education for disadvantaged communities in improving performance in formal schooling. They suggested the formulation of a bridging class in preschool to prepare children for school, but this recommendation was not implemented (Margetts & Phatudi, 2013:2).

At the dawn of the new democratic era, progressive movements started to regroup in order to influence the

course the policy the new government was to take. The National Education Policy Investigation (NEPI) 1992, investigated the Early Childhood Development (ECD) provision in the country and came to the conclusion that in order to promote school readiness and transition and to cut the costs of funding the early childhood sector the government should introduce a bridging class (Reception or Grade R) within preschools in which children would be prepared to enter the school sector ready to learn (NEPI, 1992). As a result, the government in South Africa, for the first time, took responsibility for early childhood education which was previously in the hands of non-government organisations (Margetts & Phatudi, 2013:2). The extensive amount of ECD research conducted has contributed greatly towards scientific evidence which shows the significance of learning during early childhood.

The significance of high class ECD delivery and its link to socio-economic development has been recognised by various influential parties, such as Governments, NPOs and researchers. They discern that the early childhood years are when individuals obtain life perceptions, discover abilities and develop mental outlooks that set the infrastructure for a constant desire for gaining knowledge (Department of Social Development, 2006:12). The government, for one, has analysed the far-reaching outcomes of quality ECD and developed national plans and policies to advise the distribution of services to children (Hwenha & Tshikhulu Social Investments. 2014:29).

A study by Short and Biersteker (1984) indicates that children attending ECD programmes excel more academically than those who do not. The longitudinal investigation on vulnerable lower-class children who participated in pre-school programmes, found that they performed like their middle-class counterparts which in turn compensated for the social class differences (South African Study, 1994:15). Studies like the one by Short and Biersteker (1984), validate the perspective that ECD interventions are key elements in the rebuilding of prosperous communities.

The most common manner in which children learn and grasp concepts quickly is through play. Since play is fun and enjoyable, children incorporate “pre-academic and academic skills and content into their play activities”, in turn linking the fun to their academic subject area (Engelbrecht, 2001:65). This builds a positive attitude towards learning, which is why ECD services provided to children should be of a superior level.

The distribution of quality ECD services to children is likely to “increase educational efficiency, as the basic concepts, skills and attitudes required for successful learning and development” would have been realized. In essence, as acknowledged by Engelbrecht (2001:62), ECD interventions are needed for healthy communities and can help mitigate the negative consequences of disadvantage and maximize the development of innate potential of children from disadvantaged backgrounds.

4.6 Non-Governmental Organisations and Early Childhood Development

South African Non-Governmental Organisations (NGOs) have been the main ECD service providers to poor communities from even before the country became a democratic state. They have had to provide services with little to no assistance from government. The majority of NGOs rely on funding and complementary support

from corporate institutions to carry out their operations (Hwenha & Tshikhulu Social Investments, 2014:29).

NGOs have been working on the ground level with ECD centres and communities and have identified areas that need to be worked on. This has enabled developments and innovative approaches to be utilised in tackling issues faced by the community. Research findings have illustrated that home-based, community-based and outreach programmes are gradually showing that they have a potentially large reach to children and grant superior ECD services to the disadvantaged in their own settings (Hwenha & Tshikhulu Social Investments, 2014:30). Having NGOs go into the children's homes, they are able to identify and understand the child's living situation in which they are brought up in and can better develop programmes that ensure a complete suite of services.

Recognising the effect that a lack of infrastructure has on ECD provisioning, NGOs have continually become a bridge for ECD Centres in poor communities. They have provided or at least directed, ECD services to the right channels regarding available spaces. Despite the challenges faced by South African ECD Centres and NGOs, there have been many success stories. Khululeka and the Little Elephant FET College, previously called the Little Elephant Training Centre for Early Education (LETCEE) are only two examples of successful organisations that have made ground-breaking progress for their respective communities.

4.6.1 Khululeka Community Education Development Centre

The NGO, Khululeka Community Education Development Centre, was established in 1989, in Queenstown, Eastern Cape. It advocates for and promotes the formulation of high class care and initiatives that contribute to the development of children of a young age (Khululeka Community Education Development Centre. n.d.). The NGO is internationally known for its involvement in the successful Sombambisana Initiative which ran from 2008 to 2011.

The NGO is centred on creating and carrying out creative interventions that increase ECD operations for children and individuals in disadvantaged areas. The initiative has helped change the manner in which those taking care of children view learning and the importance of starting early (Khululeka Community Education Development Centre. n.d.). They also found that "the cognitive and language development of children improved over the course of the intervention" and that the manner in which children related to and spoke to the individuals who cared for them had become better (Hwenha & Tshikhulu Social Investments, 2014:30).

Since Khululeka's inception in 1989, it is reported to have "trained more than 4 000 ECD practitioners and indirectly impacted on the education and care of 80 000 children" (Khululeka Community Education Development Centre. n.d.). Khululeka's success is largely due to the monitoring and evaluation of its previous initiatives. Some of the key findings emerging from the monitoring and evaluation were:

- To provide efficient solutions, ECD initiatives should be implemented within the context of children's psychological, social and material needs. ECD practitioners can better establish the nature of support children require, once they understand the conditions in which the children come from.

- Enlightening the community and stakeholders of the importance of ECD takes time. Khululeka encourages the community and families to be involved in the development and education of their children. The process needs consistent effort and dialogue with the community.
- Coaching and mentorship should be provided for ECD practitioners after they have attended training. This is to aid them internalise the skills and not revert back to what they have done before. The support can also help boost the ECD practitioners' confidence and creativity when they interact with children.
- The efficiency and sustainability of programmes largely depends on the partnerships that are formed with other stakeholders in the ECD sector. This can be done by connecting ECD practitioners with “NGOs that provide educational toys, forums and communities of practice for professional learning and networking, local government structures such as clinics for child health, and the DSD to access public funding” (Hwenha & Tshikhulu Social Investments, 2014:30).

4.6.2 The Little Elephant FET College

The Little Elephant FET College (LETCEE), previously called the Little Elephant Training Centre for Early Education, was founded in 1993 in Greytown, Kwazulu-Natal. It mostly concentrates on providing comprehensive ECD aid and assistance through various official and unofficial platforms. LETCEE's main objectives are to: reach and provide ECD services to children deprived of ECD services; provide training as well as equip practitioners with a NQF level 4 qualification; provide children with educational toys and materials and getting ECD facilities registered.

LETCEE is an example of how partnerships between ECDs and NGOs can have an enormous positive effect on poor communities. The United Nation's Fund has recognised the work of LETCEE and in 2009 awarded their family-based strategy as a model of excellence (LETCEE, n.d.). LETCEE's family-based ECD model provides National Qualifications Framework (NQF) Level 1 ECD training to community volunteers. The NQF is the system that records levels of learning achievement to ensure that the skills and knowledge that have been learned are recognised throughout the country (Western Cape Government, 2013). The NQF's eight levels are divided into three bands, namely - general education and training; further education and training and; higher education and training.

The volunteers, for up to three hours a day, give home-based ECD provision to children up to age 6 (LETCEE, n.d. History). A dedicated library in the area provides the volunteers with educational toys to interact with the children with. The family-based ECD model has afforded LETCEE to be involved in many projects. The three projects that have stood out are the: Siyabathanda Abantwana Project (We Love our Children) which was formed in 2007 in Matimatolo, KwaZulu-Natal; the Sikhulakahle (We are Growing Well) project which was founded in June 2008 in Mbuba, KwaZulu-Natal; and the Eshane project which was established in December 2008 and part of the National Integrated Plan for Children and Families Affected and Infected by HIV and AIDS. (LETCEE, n.d. Current projects). Table 2 illustrates each projects reach in the communities they serve.

Project Name	Families reached	Children aged 0-6 years old	Children aged 7 – 14 years old.	Children with disabilities	Adults reached	Volunteers involved	Buddies/personal involved
Siyabathanda Abantwana project (We Love our Children)	99 families	219 children	183 are children	9 have disabilities	353 are adults	10 volunteers	30 buddies
The Sikhulakahle (We are Growing Well) project	128 families	381 children	248 children	9 have disabilities	467 adults	12 volunteers	
The Eshane project	32 families	101 children			N/A	8 volunteers	1 ECD Co-ordinator

Table 2: Projects Reach in Communities

The projects' performances are constantly monitored, tracked and reported. Findings from the various projects indicate that:

- family involvement in a child's learning and development process has a long-term positive impact;
- allowing older children to help younger children deprived of ECD services, proves beneficial to both parties;
- the home-based ECD model encourages participation from individuals at various ages to engage in the child's early learning; the utilisation of children's home languages and local materials with pictures and figures that are specific to the children's contexts prove helpful in the provision of ECD initiatives (LETCEE, n.d. Current projects).

Khululeka and LETCEE are good examples of how much positive can come when ECD Centres and NGOs form partnerships and work together to create change in communities. With limited to no funding from government, NGOs and ECD Centres are constantly pressured to come with creative strategies to remain operational. Many can replicate what has been done by these organisations and help create better communities by providing quality ECD services.

4.7 Government and Early Childhood Development

ECD is an area that affects all peoples of South Africa. The South African government has taken it as a high priority to implement policies and structures that support the delivery of quality ECD services. As noted by Atmore (2012), quality ECD services generally contribute positively in the development of communities in a country. ECD centres that have strong relationships with government departments and agencies thrive better than those that are not in contact with structures that are available to assist them.

The South African government has acknowledged that aggressively attending to the developmental needs of young children is crucial for their holistic development and long term educational achievements (Save the Children South Africa, 2013). The government has placed great emphasis on the importance of community based ECD services in meeting young children's needs. The approval of the National ECD plan at the end of

2012 is an indication of the Government's aim in making ECD a national priority (Save the Children South Africa, 2013).

The government has invested heavily into ECD with the aim of increasing registered ECD centres and higher enrolment of children into ECD Centre's. It has extended its support in two main forms. Firstly, the Department of Education (DOE) has funded and expanded Grade R. Secondly, the Department of Social Development (DSD) has provided subsidies to "private community-based ECD facilities serving mainly children too young for Grade R" (Department of Education, 2001:1).

Literature suggests that the government still has hurdles to overcome in regards to the providing of quality ECD provision in South Africa. Atmore (2012) concurs with these findings but acknowledges the developments made by government in this area. The following, adapted from Atmore (2012:9), illustrates some of the gradual progress made by government since 1994.

1. Signed the Convention on the Rights of the Child and made medical and health care provision free for pregnant women and young children up to the age 6.
2. Established, in the Department of Education, a Directorate for Early Childhood Development.
3. Established, in the Department of Social Development, a section for Children.
4. Developed the White Paper 5 that focused on ECD and a Welfare White paper which had a incorporated a ECD section.
5. Introduced Grade R for children aged 5, a grade meant to get children school ready.
6. Conducted nationwide ECD surveying of a myriad ECD sites.
7. Availled ECD subsidies to ECD sites across the country
8. Gave over 12 million children access to child support grant (CSG).

The extract indicates that the government has been active in addressing the challenges of ECD in South Africa. As noted by Ogill (2012) in her thesis on ECD, the main challenges government faces, are located around funding. Having inherited a "legacy of apartheid and a period of funding neglect in the first decade of democracy", the government is destined to make a moderate paced transition towards funding and providing quality ECD policies and structures (Department of Arts and Culture (DAC), and National Council of Library and Information Services (NCLIS), 2014:55).

Government has recently indicated that it plans on introducing a "minimum qualifications for people who care for and educate young children in a bid to give them a better start" (Makinana, 2016). The aim is to upskill and equip educators, who would not have been formally trained, with tools to provide a more enhanced ECD service to children in their respective institutions. Government has stressed that current educators would not be disadvantaged by this initiative, as they are also considered and would be trained from their respective levels (Makinana, 2016). By professionalising the practice, ECD centers and ECD practitioners would essentially be empowered, better resourced and better remunerated.

4.8 The City Of Cape Town and Early Childhood Development

The City of Cape Town has vowed to remain “focused on providing quality ECD, where clearly defined learning programmes are implemented, to as many children as possible” (Business planning and strategy chief directorate, 2014:49). It declares that helping children develop their full potential from an early age is the most valuable investment that governments can make in the aim of social inclusion and poverty reduction.

The City’s ECD strategic plan objective is to “provide comprehensive Early Childhood Development services” (Business Planning and strategy chief directorate, 2014:49). The City’s ECD strategic plan is guided by the Children Care Act and the provision of ECD opportunities are a departmental priority.

The City’s ECD strategic plan is targeted at all children, regardless of socio-economic backgrounds. It does however; place a slightly larger emphasis on supporting children in poor or marginalized circumstances by enhancing access to infrastructure and social services. The inclusion of the ECD centre provision in informal settlement upgrade projects into the City’s strategy is an indication of its seriousness when it comes to ECD (City of Cape Town, 2013:13).

The City has dedicated approximately R15 million to its Early Childhood Development (ECD) programme in its past financial year (City of Cape Town, 2016). A large portion of the money was allocated to building new ECD centers which could be leased by private operators, while R2 million, was used for funding operational functions like ECD resources, the training of staff members and workshops. Though, as indicated by Mayoral Committee member Suzette Little, the biggest challenge is lack of compliance with building regulations, the City of Cape Town has continued its efforts in curbing this via initiatives like awareness workshops (City of Cape Town, 2016).

The City empowered and utilised NGO’s to run some of their initiatives and awareness workshops. The NGO - Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN), is one of the organisations to benefit from the City’s grants-in-aid in the 2015/16 financial year (City of Cape Town, 2016). RAPCAN hosted 30 workshops, with around 350 participants, in the ECD space (City of Cape Town, 2016). They concentrated on raising awareness on children’s rights, the signs and symptoms of abuse, and the ability of recognising the risks faced by children who are in ECD facilities, e.g. crèches. Principals and educators were given training on how to support abused children by connecting the young victims with the child protection system. The NGO also gave members who attended, material packs which contained educational posters on the forms of abuse, for parents, and a book titled, *A trolley full of rights*, which was co-developed with children, for children. The core aim of the workshops was to raise the significance of establishing a “code of conduct for ECDs that protects children, their parents, and ECD staff” (City of Cape Town, 2016).

4.9 South African Public Libraries

The 1994 IFLA/UNESCO public library manifesto is one of the most influential documents in library development (Nassimbeni & May, 2006:13). It has clarified the role of public libraries to society and unveiled their importance. As documented in the manifesto (1994), the “public library is the local gateway to

knowledge” and gives “a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups” (UNESCO public library manifesto, 1994). This illustrates that libraries can play a crucial part in the development of a country.

South African public libraries have been operating since the nineteenth century. They were initially created for and used by a privileged minority. This resulted in the majority of materials in South African public libraries to be available in either English or Afrikaans (History of library services to South African townships, 2014). The library has over the years, due to interventions by librarians, liberals and intellectuals, become more inclusive and diverse in the materials they store in libraries. Understanding the history of South African public libraries can help in assessing the current situation they are in and the public’s perception regarding the library.

4.9.1 South African Libraries: Pre-Democracy

The South African library, later termed the National Library, was established in 1818 by the governor of the Cape Colony, Lord Charles Somerset. The governor imposed a wine tax levy in order fund the Public Library. He believed that this taxing would "place the means of knowledge within the reach of the youth of this remote corner of the Globe, and bring within their reach what the most eloquent of ancient writers has considered to be one of the first blessings of life, 'Home Education'" (NLSA: 12).

The library’s first major acquisition came about through a kind donation of around 4000 volumes of books by Joachim von Dessin, who gave his books to the Dutch Reformed Church (Stilwell, 2012:293). The German promoted the spirit of making information free to all and bequeathed the books on condition that they are made freely available to all. Von Dessin’s arrangement would only be applied years later.

In 1873 the South African Public Library became a legal deposit library for the Cape Colony, and from 1916 until 1954 received all printed items published throughout the country.

The Carnegie Corporation is praised for the development of South African public libraries. The 1930s saw the corporation foster the establishment of new libraries (Kalley, 2000:15). These libraries made efforts to provide library and reading services to the townships of South Africa. In the 1950’s however, the efforts made by the Carnegie Corporation came to a halt as Apartheid policies prevented libraries from distributing services fairly. The Apartheid system was designed to racially and unfairly separate services for the different peoples of South Africa.

Efforts were continuously made to counter the inequalities imposed by the apartheid government. Dick (2007) notes that resource agencies and centres in the 1970s and 1980s arose as a result of boycotting at schools and inadequate library services in townships. These centres became spaces of “real” information and knowledge as compared to the poor quality libraries of the Apartheid system.

The early 1990’s saw resource agencies and centres grow in size and become widely recognised as “learning spaces for the political and academic education of activists” (Dick, 2007:20). Progressive librarians were

responsible for the monitoring and management of these centres. By the end of the 46 year long (1948-1994) Apartheid system, many members of society had an adverse view of public libraries. In 1994, the new South African democracy inherited the task of restructuring libraries so that they were inclusive and met the needs of all its citizens.

4.9.2 South African Libraries: Post-Apartheid

In the year 1994 South Africa was declared a democratic state. The new government was left with the task of reversing, or at least attempt to reverse, the effects of the unjust Apartheid structures. The government inherited certain library structures which were poorly disposed and managed. Public libraries in disadvantaged areas were almost non-existent and people's perception of them were negative. Community members of these regions did not trust the materials available in public libraries as they believed that they were provided for by the Apartheid state, and had no benefit for them (History of library services to South African townships, 2014). The government had the challenge of converting the old negative views towards the public library and create new ones where all citizens would take pride and help build new knowledge facilities.

Literature indicates that the release of the 1994 UNESCO/IFLA public library manifesto coincided with South Africa's shift to democracy. The manifesto suggested that "the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information" (UNESCO, 1994). This incited the government and other agencies to apply practices and principles that were aligned to the manifesto in the development of transformation-based strategies and policies for public libraries. Research additionally demonstrates how the manifesto was utilized as a guide by government and agencies such as the public library, in the implementation of transformational policies.

4.9.3 South African Public Libraries: Current Situation

South Africa has 1612 public and community libraries. The majority of the libraries are served by the 9 provincial library services while 381 public libraries rely on 6 metropolitan library services systems. There are vast contrasts amongst the provincial services based on budgets, demographics and the spatial divide (NLSA: 12). The LIS Transformation Charter regards the public library as an "essential component of a modern democracy, an enduring agency uniquely tasked with providing opportunities for education, culture, literacy and information provision to reach all citizens free of charge" (Department of Arts and Culture (DAC), and National Council of Library and Information Services (NCLIS), 2014:53). The Charter notes that challenges around the funding of libraries is a hindrance towards its goal of reversing the inequalities of resourcing in already well setup libraries in affluent areas and those in disadvantaged areas. In contrast, the charter also illustrated that as much as there were challenges, there was also progression in the development of South African public libraries.

The LIS Transformation Charter found that disadvantaged and vulnerable public libraries have been "boosted significantly through generous material support, and policy and legislative refinements" (Department of Arts and Culture (DAC), and National Council of Library and Information Services (NCLIS), 2014:56). The

Charter indicates that these gestures by government and other agencies have enabled the public libraries to offer a more efficient service that is of a superior quality and has an extensive reach to the communities they serve (Department of Arts and Culture (DAC), and National Council of Library and Information Services (NCLIS) 2014:56). The recently (2007) introduced library conditional grant is an example that there is progress and transformation in South African public libraries though it may not be at an ideal pace.

The community library conditional grant is an initiative by the National Department of Arts and Culture (DAC) to develop library infrastructures and services, and library facilities in the country, in order to enable all citizens' access to knowledge and information. The grant is intended to focus on specific disparities in the delivery of public library services to all communities in South Africa (National Library of South Africa, 2014:5). In collaboration with provincial departments of arts and culture, the DAC has in the 2012/13 to 2014/15 cycle, to mention a few accomplishments - upgraded 229 libraries, built 53 libraries, hired roughly 1 500 staff members in public libraries, made internet available to public libraries in all provinces and started literacy programmes in order to create a national reading culture (National Library of South Africa, 2014:5).

The DAC and the provincial departments were driven by predetermined targets such as the goal to enhance the designation and collaborations between national, provincial and local government on library services; upgrade the infrastructure of libraries; increase staff capacity in rural and urban libraries; and to reconstruct library and information services provided to all rural and urban communities (National Library of South Africa, 2014:5).

4.9.4 South African Public Libraries and Early Childhood Development

Public libraries have a mandate to provide knowledge and information to all citizens of South Africa. Davis (2009) notes that public libraries need to be easily accessible and available, and should serve individuals from all backgrounds. He further suggests that librarians should embrace children as important users and therefore create relationships with “parents, early care and education providers, and other community-based agencies” (Davis, 2009:134).

Ocholla's (2006) article supports Davis's sentiments but puts emphasis on the marked disparities between South African public libraries. The differences are greatly influenced by South Africa's political history which saw the unfair distribution of library services among races. In many disadvantaged areas, public libraries lack the infrastructure, resources and materials needed to provide quality library services.

In the transformation of public libraries, government departments involved in the change process, have underlined the importance of ECD services (National Library of South Africa, 2014). Various public libraries have taken initiative to make their staff members more prepared for assisting young members of the community. Research shows that when public librarians, teachers and caretakers know how to promote ECD, activities and programmes run smoother. This being largely to the fact that they would have clear goals and objectives in place.

The LIS Transformation Charter (2014) has marked with appreciation of the setting up of procedures by the Department of Basic Education and the Department of Arts & Culture, on the working together of schools and public libraries. The guidelines are envisioned to provide structures and processes which will allow the cooperative working relationship between schools and libraries. ECD, being a branch of the school system is expected to benefit from this initiative (Department of Arts and Culture (DAC), and National Council of Library and Information Services (NCLIS), 2014).

4.10 Conclusion

The chapter began with a description of how the early years of life play a significant part in an individual's overall development. It then explained how Early Childhood Development (ECD) programmes can help bridge various gaps that continue to keep disadvantaged communities underprivileged. Recognising that partnerships with government departments are important for the sustainability and progression of community development initiatives, the chapter assessed government's engagement with ECDs. The section then concluded with an overview of South African public libraries and the interaction between public libraries and ECD. The following chapter will present the approach and procedures that the researcher followed in conducting the study. It will mainly focus on the research instruments used to gather data, the sample size of the population studied, the data collection procedure, analysis and presentation, and the ethical issues to be considered in conducting the research.

5. Research Methodology

This chapter will introduce the methodological considerations relevant to this study. The researcher will present in a logical manner, the research design, the research instruments, the sample used, the data collection procedures, the data analysis process, and the ethical considerations of relevance to the study. The cover letter, consent form, interview questions and interview schedules are attached in the appendices.

5.1 Research Design

A research design, as explained by Niewenhuis, is a “plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done” (Niewenhuis, 2007:70). Durrheim further refers to it as a “strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research” (Durrheim, 2006:34). Basically, it is a detailed and justified description of the procedures followed by a researcher in gathering data for a study.

This research study followed an interpretive paradigm. Bhattacharjee describes the interpretive paradigm as one which derives a theory from data which has been collected and analysed by a researcher (Bhattacharjee, 2012:35). This design was chosen on the basis that it could elicit an in-depth perspective from its selected sample. The study, aiming to examine the Harare Public library’s role in supporting ECD centres in its community, needed an approach that could capture what Babbie & Mouton (2001:270) refer to as an “insider perspective”.

The research is non-experimental (descriptive) in nature, and designed to produce qualitative data. Qualitative data is rich, detailed and descriptive, and requires research methods that are non-experimental in order to achieve its goal of capturing explanatory results. Yin (2003) suggests that descriptive research study methods are best utilised to explain situations or occurrences and the conditions or circumstances in which they happened. Methods are “the vehicles and processes used to gather data” (Wisker, 2008:67). The study conducted interviews to capture in-depth data about the role played by the Harare Public Library in supporting Early Childhood Development in its community.

5.2 Research Instruments

Research instruments are the tools used to measure or test a given phenomenon. They vary in range and can be used for different types of studies (Wisker, 2008:67). The type of study a researcher intends to conduct will influence the instruments they utilize to reach their research goals. Being qualitative in nature and aiming to elicit in-depth ‘insider’s perspective’, the research study employed interviews as the main instrument to collect data.

5.2.1 Interviews

Interviews are conversations which go back and forth, “in which the interviewer asks the participant questions to collect data” and use it for analysis at a later stage (Niewenhuys, 2007:87). The purpose of interviews which are qualitative is to gather as much detailed data as possible, regarding a certain topic.

The interview method was used to gather data from purposefully identified informants, namely the Head Librarian at the Harare Public Library, the ECD programme leader, and the ECD practitioners of the ECD centres participating in the library's ECD programmes. The ECD programme leader is the individual responsible for planning the running of the activities in the Funda Udlale programme. The researcher required in-depth expert views of the relationship between the library and the ECD centres and apprehended that the selected informants were the most suitable candidates. The researcher also believed that interviews would best assist in acquiring data on the processes followed by the library in implementing and promoting the ECD programmes to ECD Centre's.

The type of interviews that best suited the researcher's aims was the face-to-face structured interview. This type of interview is detailed and developed well in advance of the interview. The researcher did not overly structure the interview questions, in order to allow topics of relevance to emerge freely in the interview. The aim was to get the most honest and unbiased data from the respondents.

As noted by Neuman (2006), interviews have an advantage of producing a high response rate. The researcher scheduled and reminded the interview respondents well in advance of the interview, in order to get a high response rate. The interviews were recorded using a tape recorder and highlights noted by the researcher during the interview. The recorded interviews were then transcribed so that the data could be analysed.

5.2.2 Interview participants

The researcher started his series of interviews by first setting up an appointment with the Harare Public Librarian, Ms Langeni. As the head of the library, the researcher held the perspective that she was in a position to enrich his knowledge on the ECD section in the library and its operations. Ms Langeni advised the researcher on who was best to consult regarding the ECD programmes offered at the ECD section of the library.

As noted earlier in this report, the Harare Public Library's Funda Udlale (Toy library) programme is run by an organisation called Sikhula Sonke. The organisation provides staff who are trained to provide meaningful programmes for the children of the various ECD centres that participate in the activities. The programme leader is responsible for the daily activities taking place in the Funda Udlale programme. Along with staff in the programme, he ensures that the programme runs smoothly. The programme provides its services to at least two ECD centres per day (Mthwazi, personal communication, Head of Sikhula Sonke. 2014).

The researcher was advised by the ECD coordinators to come on the day when ECD practitioners would come with the children for the ECD programme. The researcher arrived on the suggested day and interviewed two ECD practitioners that were present on the day of his visit. The researcher selected the ECD practitioners based on their duration with the Sikhula Sonke brand. The researcher chose this criterion based on the assumption that these individuals would provide the most informed perspectives regarding their ECD Centre's. The researcher's assumption was led by the notion that the more experienced the ECD practitioner, the more knowledge they have regarding the relationship between the library and their respective ECD. The researcher

also assumed that the selected ECD practitioners would have more knowledge regarding the impact that the Funda Udlale programme had on the children from their Centre's.

The researcher then interviewed the Harare Public Library's senior librarian and the Sikhula Sonke, Funda Udlale programme leader. These respondents were selected for their expert views on the relationship between the library and the ECD centres that they provide services to.

5.3 Sample

Sampling is described as “the process used to select a portion of the population for study” (Niewenhuys, 2007:79). Sampling enables a researcher to study a smaller group of a population and make accurate generalizations about it (Neuman, 2006:219). The participants chosen to represent a population or organization are carefully selected by the researcher. As stated by Flick (1998), in qualitative research the relevance of respondents to the research topic is most important. Hence, the researcher paid attention to the relevance of the selected subjects to the objectives of the study.

The study made use of purposive sampling in selecting its population for interviews. This type of sampling made use of participants who were chosen based on “some defining characteristic(s) that makes them the holders of the data needed for the study” (Niewenhuys, 2007:79). As stated by Patton (1990), the selected information-rich cases are meant to illuminate the questions under study. There are approximately 16 strategies for purposefully selecting information-rich participants.

The sampling strategy that the study applied was the criterion strategy. Patton describes this strategy as a “review and study of cases that meet some predetermined criterion of importance” (1990: 238). In other words, this strategy allows the researcher to select the individuals that will be participating in the study according to a certain criteria. The criterion for this study was based on profession, experience and/or rank – the aim was to get individuals that were experienced and could provide the most valuable information or data for the study.

5.4 Data collection procedure

The researcher gathered data by doing face-to-face interviews. The researcher informed the participants of the nature of questions to be asked prior to the interview. The interview questions were structured to meet the research objectives of the study, allowing opportunities for the respondents to raise topics not covered in the interview schedule.

The scheduled face-to-face interviewees were notified prior to the day of the interviews. They were informed about the intention and purpose of the interviews well in advance. Reminders of the interview were sent to the expected interviewees via email and telephone. The researcher recorded and noted important statements made, during the interview. The recorded interviews were then transcribed and analysed.

5.5 Data analysis procedures

Data analysis refers to the methods used to make sense of data and interpreting its meaning. Neuman (2006) describes it as a process where the “researcher carefully examines empirical information to reach a conclusion

based on reasoning and simplifying the complexity in the data” (Neuman, 2006:458). The researcher’s aim was to accurately describe and interpret the data collected in the study.

Analysing data in a study based on an interpretivist approach is complex and different from that used in a positivist approach. In a positivist based study, data is commonly represented and analysed according to statistics. In contrast, the interpretivist approach “looks for patterns or relationships” in the collected data (Neuman, 2006:459).

The patterns and relationships identified in the collected data would be coded accordingly. Gibbs describes coding as “how you define what the data you are analysing are about” (Gibbs, 2007:38). Essentially this means the descriptions or label(s) that one attaches to the themes, relationships or categories acquired in the collected data.

Data (e.g. text) that linked or exemplified the same thing were grouped together. This enabled the researcher to later retrieve text coded with the same label for analysis in a structured manner (Flick, 2007). The researcher analysed the transcribed version of the interviews instead of the audio recording as “coding is easiest using a transcript” (Gibbs, 2007:40). Furthermore, the researcher believed that transcription simplified the task of establishing relationships and themes between the data collected via face-to-face interviews.

5.6 Research ethics

Research ethics refer to the code of conduct that a study will follow. The term is derived “from the philosophical study of moral principles” (Denicolo & Becker, 2012:70). Research ethics is concerned with being morally considerate towards all those that are involved in the research or its outcomes. This means that the researcher should adopt principles that display academic integrity, honesty and respect for others.

Professional institutions tend to have their own version of code of ethics and it is up to the researcher to make sure that they do not transgress against these. They (researchers) have to know and comply with their institutions requirements regarding ethical issues (Punch, 2006:56).

The researcher ensured that the rights of the respondents in the study were not violated. This was achieved by following the University of Cape Town’s *Guide to research ethics: research with human participants* (University of Cape Town, 2013). These guidelines were especially useful for the study as it depended on human participants to gather its data.

The University of Cape Town’s *Guide to research ethics* handbook asserts that research involving human participants “must be subjected to some kind of ethics review according to faculty guidelines, and in accordance with both with UCT’s Code for Research involving Human Participants and its Statement of Values, as well as with the University’s various statutes and policies” (University of Cape Town, 2013:4). The researcher designed the research instruments (interviews) in line with the research ethics guidelines and submitted the research proposal for an ethics review with the Library and Information Sciences Centre (LISC) at the University of Cape Town.

5.6.1 Protecting privacy and confidentiality

The researcher ensured that the participants fully understood that they have a right not to engage in the study. They were made aware of the intentions of the study and how their participation would be of value to the examination.

The researcher attempted to secure the privacy and confidentiality of the willing participants by informing them that they have a right not to disclose information that they deem as too intrusive. As indicated by Flick, “participants’ privacy should be respected and confidentiality should be guaranteed and maintained” (Flick, 2007:69).

Finally, the researcher informed the participants that the information that they provided would not affect them negatively in any way and it would be confidential. He offered them the opportunity to participate as anonymous figures if they feared that they were uncomfortable in their own capacities.

5.6.2 Informed consent

Kvale (2007:24) suggests that it is good practice to obtain a subject’s approval to engage in a research study. In order to avoid any harm to the subjects involved in the research, all the participants who were interviewed were required to sign a consent form. The consent form detailed the aim of the study and what it planned on doing with the participants’ contribution.

The researcher made use of the University of Cape Town’s required ethics forms. The forms are the ethical clearance for research involving human participants form and a sample consent form. The University of Cape Town’s guide to research ethics handbook (University of Cape Town, 2013) indicates that these forms are required from all researchers unless there reasons for using other forms.

6. Data Analysis

This chapter presents the findings drawn from the data collected from the interviews the researcher conducted at the Harare Public Library.

6.1 Introduction

The researcher examined the Harare Public library's role in supporting ECD's in its community. This needed an approach that would elicit in-depth perspectives from the sample that was chosen to contribute to the research data. The researcher conducted semi-structured interviews centred on ECD programme experiences from two ECD practitioners, two Sikhula Sonke ECD programme coordinators, the head of the CBO Sikhula Sonke and the Harare Public Library senior librarian. The decision to utilise semi-structured interviews was driven by notion that it could help the researcher gather rich descriptive data.

6.2 Interview Data

This part of the study provides the analysis of the data which was collected at the Harare Public library. The researcher interviewed Ms L Langeni - Harare Public Library head librarian and has been in her position since end of 2011; Mr Mdebuka Mthwazi – head of CBO, Sikhula Sonke has been with Sikhula Sonke since 2001; Abonga Qongqo and Simbongile Vuba – Sikhula Sonke ECD programme coordinators both active in Sikhula Sonke since 2012; ECD practitioners who have been active the ECD centres participating in the library's ECD programmes for over 2 years. The researcher used the pseudonyms Mthobeli and Nathi for the two ECD practitioners as they opted to remain anonymous.

The respondents were carefully selected through purposive sampling. This type of sampling made use of participants who were chosen based on “some defining characteristic(s) that makes them the holders of the data needed for the study” (Niewenhuys, 2007:79). As stated by Patton (1990:182), the selected information-rich cases are meant to illuminate the questions under study. The interview participants were selected according to the expertise and experience that they possessed. The researcher interviewed the subjects in their respective working places in order to “enhance contextual richness and minimize fragmentation” (Foster, 2004:230). Following a naturalistic approach, the researcher aimed to interpret the interview responses accurately and in a manner that would not jeopardise the meaning that the interviewees were trying to convey. The researcher felt that a qualitative content analysis would have the power to make such faithful inferences. A qualitative content analysis is “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002:453).

The researcher captured the data from the interviews by recording the interviewees using an audio recorder and noting important points. The recorded interviews were then transcribed in a summative manner. This decision was due to the fact that a detailed transcription would not add extra value to the data or outcomes of the research.

The researcher grouped the responses according to the framework, presented in Table 3, he had used for the interviews he had conducted himself. The researcher used the transcripts of the interviews as the prime point

of supply for data in his content analysis. He grouped the responses in units before coding them. The researcher applied this to better make sense of the themes arising within the interview transcripts.

The analysis process was inductive and took what Hsieh and Shannon (2005) describe as a conventional qualitative content analysis approach. In this type of examination, groups are drawn and formed directly from the primary data analysed. The researcher studied the interview transcripts and extracted themes from within them. The researcher extracted themes by looking for similar patterns and symbols in the responses of the interviewees. The overall theme categorisation process produced three main themes, namely: value creation, skills development and public awareness/education. The framework used for the discussion of findings is presented in Table 3.

6.3 Framework for discussing interview findings

Theme	Category	Sub-category
1. Value Creation	1. Collaboration 2. Partnerships 3. Donations & Funding 4. Volunteers	<ul style="list-style-type: none"> - Library & Sikhula Sonke (SS) - VPUU & SS - SS & Stakeholders - SS & ECD's - Funders and Donators - Volunteers
2. Skills development	1. Training 2. FCM Workshops	<ul style="list-style-type: none"> - Meeting ECD requirements - Training of SS coordinators - Training of ECD principals - Training of ECD practitioners - Training of FCM fieldworkers - FCM workshops
3. Public awareness/ Education	1. Marketing SS ECD & outreach programmes. 2. Community education on various ECD topics and community related issues.	<ul style="list-style-type: none"> - SS public marketing strategy - The selected ECD topics addressed at community workshops - The selected community issues addressed at community workshops - Relaying the benefits of active community engagement

Table 3: Framework for discussion

6.4 Discussion of findings

The interview findings are presented using the analytical themes of value creation, skills development and public awareness/education. The categories and sub categories of each theme are detailed under it.

6.4.1 Value Creation

The interview responses from Mr Mdebuka and Ms Langeni regarding the approximate three year working relationship between the Harare Public Library and Sikhula Sonke, suggested that its coherence was due to value creation. The elements of value creation largely manifested from a wide range of activities, interactions and relationships. These are interactions that take place in the regulatory, societal and environmental context within which the organisations operate and on which they depend. The interactions that occur between the Harare Public Library, Sikhula Sonke and their consumers, employees, stakeholders, regulators, suppliers and others operating in the context of Harare, Khayelitsha have helped it create value for the community as a whole.

The findings indicate that value creation by means of collaboration, partnerships, funding, donations, volunteering and parent and caregiver involvement have been incremental in the success of the Harare Public Library and Sikhula Sonke's ECD operations and initiatives. The researcher details the various value adding elements, starting with collaboration.

6.4.1.1 Collaboration

Data collected from the respondents strongly suggest that collaboration between the Harare Public Library and Sikhula Sonke has enabled the Harare Public Library's ECD section to thrive with success. Collaboration has permitted the operations of the Harare Public Library's ECD section and Sikhule Sonke to gain a wider geographical reach while making better use of existing resources and in turn making financial savings.

Ms Langeni, the head librarian of the Harare Public Library, explained how she and Mr Mthwazi, head of Sikhula Sonke, had to put collaborative effort in order to make the relationship between the Library and the CBO work. She describes how they went back and forth in discussion before Sikhula Sonke could implement its first programme(s) in the library's ECD section. She expressed how she "felt some of the things were outside of the jurisdiction of the City of Cape Town and the library, and we had to find common ground" (Langeni, personal interview, Head librarian of Harare Public Library. 2014). She noted that it was an equal amount of effort from both parties that brought them to agree on how they would proceed. Mr Mthwazi and his team are the ones who mostly initiate ECD programmes and Ms Langeni ensures that those ECD initiatives are within the Harare Public Library parameters. The entities now work in harmony to make services available to the community and keep on providing educational programmes that develop children of from the area.

Sikhula Sonke's Abonga and Simbongile asserted that the success of the Funda Udlale programme was highly dependent on the positive relationship between the Harare Public Library and Sikhula Sonke. They suggested that they needed "each other in order to provide a service that would be beneficial and efficient to the development of the children involved" (Vuba, personal interview. Sikhula Sonke ECD Programme

Coordinator. 2014). The Library and Sikhula Sonke share information ensuring that their programmes for children complement each other, in terms of dates and times.

Sikhula Sonke have unlimited access to the Harare Public Library ECD section and are not dependant on the Library's operating hours. Having unlimited access to the Harare Public Library's ECD section has enabled Sikhula Sonke to use the facility for more than one service. They have been able to turn it into a hub where uninterrupted development and learning takes place for children, ECD practitioners, caregivers and parents. The Harare Public Library ECD section has become a hub for ECD centres in the area. The lack of building structures in the area has meant that the section has also become a place for meetings and discussion. This has been a positive as there is interaction between ECD Centre's, "more ideas are exchanged and the possibilities of partnerships are increased" (Langeni, personal interview. Head librarian of Harare Public Library. 2014).

The ECD practitioners mentioned that "working with Sikhula Sonke has been beneficial to all parties involved" (ECD practitioners, personal interview. 2014). Nathi (pseudonym) mentioned that her ECD centre had been attending Sikhula Sonke programmes for over a year and it has been smooth and empowering (personal interview. ECD practitioner. 2014).

6.4.1.2 Partnerships

The partnerships that the Harare Public Library and Sikhula Sonke have formed with various parties such as the VPUU, has afforded it the opportunity to expand on the quality and reach of their various ECD initiatives. All the partnerships that the Harare Public Library and Sikhula Sonke have formed with stakeholders, ECD's and other entities are important for their operation and prosperity.

The partnerships have enabled the Harare Public Library and Sikhula Sonke the opportunity to access new resources, donations and funding, as well as information, expertise and skills available. Whether the partnerships have been formal or informal, they have been beneficial as the visibility and the capacity of the Library and Sikhula Sonke has increased. This can be seen in the manner in which donations and funding have been acquired since the start of the Harare Public Library's ECD programmes.

6.4.1.2.1 Sikhula Sonke & VPUU

The VPUU has been vital in making resources available to Sikhula Sonke. The VPUU is one of the partners that helped build the Harare Public Library and source donations, including a bus, to Sikhula Sonke. The bus is used to reach and provide services to children living in Monwabisi Park and surrounding areas (Vuba, personal interview. Sikhula Sonke ECD Programme Coordinator. 2014). Sikhula Sonke ECD programme coordinators make mention of the appreciation they have for the facilities and resources provided to them. They value the space and find pleasure in being able to provide services for children, care givers, ECD practitioners and parents, in the ECD section.

6.4.1.2.2 Sikhula Sonke & Stakeholders

The Harare Public Library has made it its mission to keep its main stakeholders, children up to the age of 15 and the larger community, engaged in all dialogue involving the library. The Library and Sikhula Sonke utilise Sikhula Sonke's FCM programme to engage and recruit members of the community.

Sikhula Sonke has been fortunate to be in partnerships where educational resources like story books and training guides, amongst other things, have been provided. Sikhula Sonke stays in active dialogue with its stakeholder so that it can anticipate issues faced by the community and work around it quicker. Being a part of the conversation allows it to be a part the solution.

6.4.1.2.3 Sikhula Sonke & ECD Centre's

The ECD practitioners especially highlighted that many organisations start initiatives similar to Sikhula Sonke's Funda Udlale, but end up discontinuing these after a while. Mthobeli (not real name), suggested that "the lack of funds is one of the main reasons organisations disappear after a while" (Personal interview. ECD practitioner utilising Sikhula Sonke Funda Udlale programme. 2014). They appreciated the consistency of Sikhula Sonke, and the fact that it was not too far away from their workplaces. The ECD practitioners indicated that they found out about the Sikhula Sonke ECD programmes through the ECD principals at their respective ECDs.

The partnerships Sikhula Sonke has with ECDs in the area has also allowed it to keep track of children that need to be put into schools or need important documents that prevent them from registering. The fact that, as mentioned by the ECD practitioners, a register sheet was taken before leaving the ECD premises helped them keep record of the children's attendance rate and progress. The Sikhula Sonke ECD coordinators could track the progress of children enrolled into their programmes and follow up where necessary. Sikhula Sonke's ECD Programme coordinators could tell upon registration whether a child's documents, like birth certificate, were present or not and help steer the ECD Practitioner in the right direction. Sikhula Sonke also used their FCM marketing programmes to reach children and parents who were suffering because of vital documents not being present.

6.4.1.3 Donations & Funding

Donations and funding have enabled the Harare Public Library & Sikhula Sonke to operate successfully and produce top quality programmes. Simbongile of Sikhula Sonke makes mention of how happy the children become when they graduate at the end of the year (Vuba, personal interview. Sikhula Sonke ECD Programme Coordinator. 2014). He describes that some coordinators would donate some clothing for the some of the neediest children to wear at those functions. The "smiles on their faces make it all worth it", he says (Vuba, personal interview. Sikhula Sonke ECD Programme Coordinator. 2014).

Sikhula Sonke also receives donations for the year end, which they distribute to needy families for Christmas.

The Sikhula Sonke ECD programme coordinators illustrate that they receive donations ranging from educational resources to sponsored clothing for sports days. Biblionef is one of the organisations that has donated books and toys to Sikhula Sonke (Biblionef South Africa. n.d.). The book bags donated to Sikhula Sonke were to be used for the CBO's FCM programme where facilitators would make use of the books and toys to develop very young children's all-round development.

6.4.1.4 Volunteers

Volunteers have been an integral part of Sikhula Sonke's FCM and marketing programmes. The FCM is aimed at educating the community on various issues affecting them. The Sikhula Sonke ECD programme coordinators mention how volunteers assist when the organisation performs demonstration programmes for parents and children in public spaces like the Khayelitsha Mall. The coordinators suggest that the volunteers create indisputable value and allow Sikhula Sonke and the Harare Public Library to increase its capacity and achieve more than they would otherwise.

Volunteers who are trained in the Sikhula Sonke FCM programmes usually go out and secure employment in the ECD sector after a while (Vuba, personal interview. Sikhula Sonke ECD Programme Coordinator. 2014). The programme allows volunteers to gain experience and skills which they wouldn't have freely acquired elsewhere. This experience makes them better equipped and get employed when vacancies are available in ECDs in the community or surrounding areas.

6.4.2 Skills Development

The respondents mentioned the benefits that training provided. ECD practitioners and Sikhula Sonke ECD programme coordinators emphasised how they appreciated and valued the training they received. They felt empowered and more competent to perform their various tasks with their new skills. They illustrated that whether it was provided to them or other parties, training was beneficial and necessary. The researcher will present the findings linked to the training provided to Sikhula Sonke, ECD programme coordinators, Harare Public Library staff, Principals of ECDs, ECD practitioners and FCM programme fieldworkers.

6.4.2.1 Training: Sikhula Sonke

The Community Based Organisation (CBO), Sikhula Sonke, is an accredited training centre and has been in operation since 2001. In 2012 they were selected as the NPO to run the Harare Public Library's ECD section. Sikhula Sonke is responsible for the training of ECD practitioners and FCM programme fieldworkers in the Harare region in Khayelitsha, Cape Town.

Simbongile remarked that Sikhula Sonke was different and accessible to all as it offered Early Childhood Development education, coaching and support to parents, caregivers and ECD practitioners at no cost (Vuba, personal interview. Sikhula Sonke ECD Programme Coordinator. 2014). The ECD section became a learning and development hub because it would regularly be the venue where this free training was conducted.

6.4.2.2 Training: Sikhula Sonke ECD Programme Coordinators

The Sikhula Sonke ECD programme coordinators indicate that the ECD training they received from Sikhula Sonke has provided them with skills to “be better in their jobs” (Qongqo, personal interview. Sikhula Sonke ECD Programme Coordinator. 2014). The training would not have been easily attainable had it not been for Sikhula Sonke. The coordinators would have had to source external funding to receive the quality training that Sikhula Sonke provided freely. The coordinators suggested that the training has equipped them with new skills and has enabled them to feel more competent in their positions. With a heightened sense of competence and confidence, the coordinators are able to engage better with children, parents, caregivers, pre-school teachers and other stakeholders.

6.4.2.3 Training: Harare Public Library staff

The Harare Public Library staff did not receive accredited or formal training. Ms Langeni understood, and mentioned in her interview, that since the ECD area dealt with young children and ECD practitioners, the approach needed to assist them would have to be different to the rest of the library (Langeni, personal interview. Head librarian of Harare Public Library. 2014). Ms Langeni, the head librarian, then initiated that her staff members receive informal training in order to make them more competent and efficient should they be needed to provide assistance in the library’s ECD section (Langeni, personal interview. Head librarian of Harare Public Library. 2014). Sikhula Sonke’s ECD programme coordinators provided the basic training to the library staff.

The Harare Public Library head librarian reiterated the importance of training by describing how she allowed library staff to assist in Sikhula Sonke only once they had received the adequate amount of ECD delivery training. Ms Langeni understood that the training would equip her staff with the necessary skills to provide efficient and informed assistance to the children.

6.4.2.4 Training: Principals of ECD’s

Sikhula Sonke provides training and workshops for principals who already run ECD’s in the community of Khayelitsha. The training is aimed at empowering the principals with the knowledge and qualifications to produce quality ECD programmes. The principals have an option, depending on their current qualifications, of completing a NQF level 2 or a NQF level 4 certificate. Principals were also responsible for selecting ECD practitioners from their ECD’s to receive training from Sikhula Sonke.

6.4.2.5 Training: ECD Practitioners

ECD practitioners are afforded the opportunity to up skill themselves via training provided by Sikhula Sonke. They have an option, depending on their current qualifications, of completing a NQF level 2 or NQF level 4 certificate.

A respondent mentioned that he sometimes had up to forty children in a class. The high number of children made it very difficult for him to teach and for children to learn. Mthobeli (not real name) said that the training

he had received enabled him to better recognise and deal with situations that occur in his class more appropriately (Personal interview. ECD practitioner utilising Sikhula Sonke Funda Udlale programme. 2014). For example, he described how he now understands that not all children will grasp new activities quickly and they need to be attended to and encouraged more. He also expressed how it was only after his training at Sikhula Sonke that he realised that there were a number of ways he could use the assistance of caregivers and parents to help children learn.

The ECD practitioners illustrated that their visits to the Sikhula Sonke ECD programmes were not fixed and that they would go at least once every two weeks. It was here that they could implement the training that they had received, which they said to have been evident in their overall teaching methods (Personal interview. ECD practitioner utilising Sikhula Sonke Funda Udlale programme. 2014). The ECD practitioners also mentioned how they appreciated the fact that they were now more confident when assisting with the carrying out of ECD programmes at the Harare Public Library. Although they were not responsible for creating the programmes, but with the help of Sikhula Sonke ECD coordinators, they were able to better help present the day's programme to a small group of children, if needed (Personal interview. ECD practitioner utilising Sikhula Sonke Funda Udlale programme. 2014).

6.4.2.6 FCM Programme

The family and community motivator (FCM) programme is Sikhula Sonke's educational initiative which reaches out to parents and caregivers. The programme is mostly led by volunteers, whom are given training by Sikhula Sonke. The training equips the volunteers with skills to communicate effectively with parents and caregivers of children. Many of the volunteers are unemployed and the training and experience affords them the opportunity to be better equipped to source employment.

The interviewees indicated that parents in the Khayelitsha area were also becoming empowered via workshops. They were being taught how to use the toys with the children and also taught the benefits to the child's development once they are able to use the toys. Abonga Qongo mentioned how there has been a change in the interest of parents and how they were more eager to receive/borrow the toys for the children (Qongqo, A. Personal interview. Sikhula Sonke ECD Programme Coordinator. 2014).

6.4.3 Public Awareness/Education

The Harare Public Library and Sikhula Sonke respondents suggested that public awareness and education were key in the implementation of their programmes. In order to be a true success the community had to be active and attend the various programmes and workshops offered by the Harare Public Library and Sikhula Sonke. This is why the community is seen as a stakeholder rather than an outside entity.

In the section below, the researcher explains how the Harare Public Library and Sikhula Sonke market ECD and outreach programmes to the community and educate the community on various ECD topics and community related issues.

6.4.3.1: Marketing ECD and outreach programmes to the community

Getting the community active in the programmes offered by the Harare Public Library and Sikhula Sonke is not easy. They have to come up with various strategies that reach the community and gain their interest.

The Sikhula Sonke ECD programme coordinators commented how their outreach programmes used open spaces as multipurpose centres where mothers got to do their washing while teachers play water and sand games with the children and go to the library for numeracy and literacy games (Qongqo, A. Personal interview. Sikhula Sonke ECD Programme Coordinator. 2014). In this way the initiative was able to reach a larger portion of unemployed parents on a more regular basis. This also allowed for the growth of relationships and some informal monitoring and evaluation to occur.

6.4.3.2 Educating the community on various ECD topics and community issues

The Harare Public Library and Sikhula Sonke deemed it important to make the community aware of the various community and ECD issues that are being faced in the community. They pointed out the challenges and also offer solutions on those issues. They also conduct workshops in order to gain input from community members. Sikhula Sonke uses these opportunities to assist struggling parents of children with access to information and resources that range from health care to the enrolment of children.

7. Conclusion

The Harare Public Library has been contributing to ECD centres in its area by working hand in hand with the CBO Sikhula Sonke. Through collaborations, partnerships, donations and funding, and volunteers, the Harare Public Library and Sikhula Sonke have been able to carry out various initiatives targeted at uplifting the community, especially young children. Understanding their community's shortfalls, they have context-based initiatives that have a strong focus on skills development and, public awareness and education. This has enabled them to reach and help a wide range of disadvantaged children in the community and surrounding areas.

The Harare Public Library plays a vital role in helping children from the Khayelitsha area gain tools that will ease their transition from pre-school to primary school. Sikhula Sonke, which is responsible for the library's ECD section, depends mainly on the relationships they have with ECD practitioners and principals in the area to bring as much children as possible to the library. The FCM programme is an additional initiative that they utilise to recruit children and members of the community to the library. They then use the ECD section in the library to provide contextually-based initiatives especially aimed at Early Childhood Development to children. The Library and Sikhula Sonke have recognised that by starting at grass root level, they would be able to positively contribute towards the lives of poverty stricken children and community members in the area.

In helping smoothen the transition to primary school, more children become school ready, ultimately equating to less repetitions and an increased desire for learning. The long term effects of initiatives such as those offered by Sikhula Sonke and the Harare Public Library, as supported by literature and local evidence available, result in poverty alleviation and overall community development.

The data collected indicated that partnerships, parent involvement, ECD practitioner training, and the promotion of ECD benefits to the community of Khayelitsha, were tools that proved to be beneficial to the intended outcomes of Sikhula Sonke and the Harare Public Library. Adequate funding and support enables ECD centres and practitioners, the Harare Public Library and Sikhula Sonke to have a wide reach and to be more beneficial to the community as a whole. The partnership that the Harare Public library and Sikhula Sonke have, has enabled both parties to reach objectives they wouldn't necessarily reach in their own individual capacities.

In partnering with Sikhula Sonke, the Harare Public library has been able to facilitate and be part of a more enhanced learning programme targeted at young children in the area. The gestures, whether donation, skill and/or time, have allowed them to enhance the quality of some of their initiatives without having to utilise any additional monetary capital. This helps illustrate that there is significant value added to services when public library partners with NGO's and/or NPO's.

It is important to note that the success of community based initiatives depend heavily on the involvement of the people it is targeting. The community should be empowered with access and control over resources. This way they can be actively involved in their own development without having to solely depend on government institutions. With a community that is engaged and involved, it could contribute to the reduction of children that are not in ECD centres. The community would also be in a better position to identify and assist children who are currently not having their ECD needs met adequately. Government funding is usually aimed at ECD centre based initiatives, community involvement could help institutions steer that capital towards children who are not in ECD centres as well.

More ECD awareness programmes are needed in the community. These programmes should educate and inform the public about the benefits and opportunities in ECD. Keeping in mind the general background of the residents in regards to formal ECD, the aim should be to illustrate the remedial effects a healthy ECD strategy can have on the community's future. The goal is to show many parents that taking their young children to ECD centres is just as important as sending children to school, and is should not come as an afterthought. Shifting the views of the general community could also help in pressurising more ECD centres to be registered, train ECD practitioners and providing more superior ECD programmes.

The efforts by the Harare Public Library, Sikhula Sonke and their various stakeholders have contributed positively towards the development of young children and the Harare community as whole. To continue helping ease the ill effects of poverty, more research targeted at Early Childhood Development in urban low-income environments should be conducted. With more context-based data and strategies available, communities, government, NGO's and NPO's can emulate approaches that can assist best in alleviating their situations.

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Appendix A – Cover letter

Dear Participant

My name is Siphon Fako. I am a student at the University of Cape Town in the Library & Information Sciences Centre. You are invited to participate in my research project entitled: *An examination of the role of the Public Library in Cape Town, in support of Early Childhood Development, with special reference to Harare Public Library, Khayelitsha*. The core purpose of this study is to investigate and document the activities undertaken by the Harare Public Library in delivering and facilitating ECD programmes to ECD centres (crèches, day-cares, nursery's etc.) in the Khayelitsha community.

The interview was developed to ask you a few questions regarding the Harare Public Library's ECD programme(s). There are no identified risks from participating in this research.

The interview is strictly confidential. Participation in this research is completely voluntary and you may refuse to participate without consequence. There is no compensation for participating in this research study. Responses to the interview will only be reported in aggregated form to protect the personal identity of respondents. Neither the researcher nor the University has a conflict of interest with the results. The data collected from this study will be kept in a safe place.

To insure safe and proper research procedures, auditors of the University of Cape Town Ethics Committee will be granted direct access to the research data without violating the confidentiality of the participants. Further information regarding the research can be obtained from the principal researcher (**Siphon Fako – fkxsip001@myuct.ac.za**) or my supervisor (**Mary Nassimbeni, Mary.Nassimbeni@uct.ac.za, 021-650-3092**)

If you would like to know the results of this research, contact (**Siphon Fako – fkxsip001@myuct.ac.za - 0840320941**). Thank you for your consideration. Your help is greatly appreciated.

Your signature below indicates that you have read the above information, are at least 18 years of age and agree to participate in this research study.

Signature: _____

Printed Name: _____

Appendix B – Consent form



University of Cape Town Faculty of Humanities

Consent Form

Title of research project:

An examination of the role of the Public Library in Cape Town, in support of Early Childhood Development, with special reference to Harare Public Library, Khayelitsha.

Names of principal researcher(s):

Sipho Fako

Department/research group address:

Library & Information Sciences Centre

Cellphone:

084 0320 941

Email:

fkxsip001@myuct.ac.za

Name of participant/organisation:**Participant's involvement:**

What's involved: Answering questions about the Harare Public Library's ECD programme.

Risks: None

Benefits: Contributing to research

Costs: Free

Payment: None

I agree to participate in this research project.

- I have read this consent form and the information it contains and had the opportunity to ask questions about them.
- I agree to my responses being used for education and research on condition my privacy is respected, subject to the following:
 - I understand that my personal details will be used in aggregate form only, so that I will not be personally identifiable
 - I understand that I am under no obligation to take part in this project.
 - I understand I have the right to withdraw from this project at any stage.

Signature of Participant: _____

Name of Participant / Organisation: _____

Signatures of principal researchers: _____

Date: _____

Appendix C - ECD Practitioners Interview Questions

1. How long have you been in your current position?
2. Which area in Khayelitsha is your ECD centre (crèche, day-care, nursery) located?
3. How did you find out about the ECD programme(s) offered by the Harare Public Library?
4. How long has your ECD centre been attending the ECD programme at the Harare Public Library?
5. How often does your ECD centre attend the ECD programmes at the Harare Public Library?
6. Since attending the Harare Public Library ECD programmes, what changes have you seen in the children? If you have seen changes in the children, please describe them.
7. Has the Harare Public Library's programme made a difference in your work? If yes, please describe the difference.
8. Is there anything required from you (ECD provider) before attending the ECD programme at the library? Particularly in terms of the administrative procedure.
9. Are you or any of your staff involved in the planning or presentation of ECD programmes at the library?
10. Are you satisfied with the above-mentioned relationship?
11. Are you satisfied with the standard of the Harare Public Library's ECD programme(s)? Please explain.
12. Any suggestions, complaints or compliments for the ECD programme at the Harare Public Library?

Appendix D – Harare Public Library’s Head Interview Questions

1. How long have you been in your current position?
2. Can you tell me a little about the children’s section at the Harare Public Library?
3. Can you describe who visits the children’s section of the library?
4. Is there a particular age range of child you observe visiting most often? If yes, which age range would you say?
5. How long has the ECD programme been running?
6. Do ECD centres (crèches, day-cares, nurseries) visit often enough that you get to know them personally?
7. How do you advertise the ECD services offered by the library?
8. Who organises the ECD programmes at the library?
9. Please describe the procedure followed before an ECD programme takes place.
10. Please describe the relationship between ECD providers and the organiser(s) of the ECD programmes.
11. Are you satisfied with the above mentioned relationship?
12. How do you determine whether an ECD programme is successful or not?
13. Have you observed any changes in the children since the programme started?
14. Any additional comments?

Appendix E – Sikhula Sonke ECD Programme Coordinator’s Interview Questions

1. How long have you been in your current position?
2. Can you tell me a little about the children’s section at the Harare Public Library?
3. Can you describe who visits the children’s section of the library?
4. Is there a particular age range of child you observe visiting most often? If yes, which age range would you say?
5. How long has the ECD programme been running?
6. Do ECD centres (crèches, day-cares, nurseries) visit often enough that you get to know them personally?
7. How do you advertise the ECD services offered by the library?
8. Who organises the ECD programmes at the library?
9. Please describe the procedure followed before an ECD programme takes place.
10. Please describe the relationship between ECD providers and the organiser(s) of the ECD programmes.
11. Are you satisfied with the above mentioned relationship?
12. How do you determine whether an ECD programme is successful or not?
13. Have you observed any changes in the children since the programme started?
14. Any additional comments?

Appendix F – Head of Sikhula Sonke Interview Questions

1. How long have you been in your current position?
2. Can you tell me a little about the children’s section at the Harare Public Library?
3. Can you describe who visits the children’s section of the library?
4. Is there a particular age range of child you observe visiting most often? If yes, which age range would you say?
5. How long has the ECD programme been running?
6. Do ECD Centres (crèches, day-cares, nurseries) visit often enough that you get to know them personally?
7. How do you advertise the ECD services offered by the library?
8. Who organises the ECD programmes at the library?
9. Please describe the procedure followed before an ECD programme takes place.
10. Please describe the relationship between ECD providers and the organiser(s) of the ECD programmes.
11. Are you satisfied with the above mentioned relationship?
12. How do you determine whether an ECD programme is successful or not?
13. Have you observed any changes in the children since the programme started?
14. Any additional comments?