An investigation into the awareness and preparedness of the Inkandla and Mbazwana school clusters concerning sharing of information resources.

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DECLARATION

I hereby declare that this is my own work. Where other sources have been used, these are duly acknowledged in the text.

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ABSTRACT

The purpose of this study was to investigate the awareness and preparedness of the Inkandla and Mbazwana school clusters concerning the sharing of information resources. This investigation needs to be viewed bearing in mind the contexts of developing countries. These countries are poor but experience varying degrees of poverty, and there is always a shortage of funds to support quality assuring programmes, for example libraries.

Access to amenities like laboratories and libraries is generally viewed as a luxury, more so by people who went through their education deprived of these facilities but who managed nevertheless to obtain high qualifications. The argument tends to be "some of us made it without libraries, therefore they are not important". Unfortunately many policymakers think like this.

There have always been sectors pushing for the development of school libraries, coupled with resource based learning as this approach is regarded as likely to produce independent, lifelong learners. A resource based curriculum requires an abundance of resources, however the issue of lack of funding referred to above, may prevent any individual school from having all the resources required to support a resource based curriculum. Creative ways of ensuring the availability of resources to all schools have been conceived and clustering schools in order to encourage them to share resources and expertise is one of them. The KwaZulu-Natal Department of Education has used the clustering of schools for resource sharing.

The evolution of the clustering project however, took different forms and subsequent events showed that the form taken either allowed for further growth and development, or subjected the project to failure and decay.

The Inkandla and Mbazwana scenarios, presented two different models and different evolutionary histories that present interesting topics for research, and both scenarios had different stories to tell. Issues of acceptance, that is awareness and preparedness, accessibility, and community dynamics play a major role in ensuring the success or failure of a project; and this is very evident in Mbazwana and Inkandla.

This study attempted to measure the levels of awareness and preparedness concerning the sharing of information resources. Preparatory ground work among communities was necessary to ensure the people were willing to embrace the concept of resource sharing and its values.

Three methods were selected as appropriate to the study that is reviewing the relevant literature and data collection by questionnaire and interview schedule. Two nodal points were studied, one at Inkandla and another at Mbazwana. Stratified sampling with ten respondents from each cluster was used to make the sample representative.

Since the study needed to establish the levels of awareness and preparedness by these cluster members as well as nodal schools of the clustering concept, it emerged from the study that there are two types of awareness, that is, awareness of the vision, and awareness of the centres or nodal points and their resources. Responses concerning awareness of the vision yielded a variety of results because the levels of awareness differed from individual to individual, and it is the levels of awareness that eventually determine levels of preparedness to embrace the concepts, ultimately affecting the use and non-use of the centres.

The study revealed that even though the concept has numerous challenges, the population studied was not generally averse to the concept, however, a lot of preparatory work needs to be done prior to setting up such projects. Once set up careful monitoring and a timely response   to problems is important for the sustainability of these centres.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS AND ABREVIATIONS

ACE   - Advanced Certificate in Education

CBPWP   - Community Based Public Works Programme

DSDP   - District Support Development Programme

ELITS   - Education Libraries Information and Technology Services

FET   - Further Education and Training

GET   - General Education and Training

ICT   - Information Communication Technology

ISRDS   - Integrated Sustainable Rural Development Strategy

KZN-DEC   - KwaZulu-Natal – Department of Education and Culture

LSDI   - Lubombo Spatial Development Initiative

MBACHA   - Mbazwana Circuit Head Teachers Association

MiET   - Media in Education Trust

MEC   - Member of the Executive Council

NGO   - Non Governmental Organisation

NATU   - Natal Teacher's Union

NBI   - National Business Initiative

OBE   - Outcomes Based Education

PPN   - Post Provisioning Norms

RAIN   - Resources and Information Network

RNCS   - Revised New Curriculum Statement

RNE   - Royal Netherlands Embassy

SADTU   - South African Democratic Teachers' Union

SGB   - School Governing Body

TAAA   - Together with Africa and Asia Association

CHAPTER 1   INTRODUCTION.

It is a well-known fact that developing countries, with a few exceptions, are poor, and that the most chronic problem faced by libraries in developing countries is a constant shortage of funds (Bonazza 1986). South Africa is a young democracy that has put in place a constitution that propagates numerous rights. The most significant are those that support the right to basic education, and access to information. Information is however not readily available in most schools because school libraries are at different stages of development due amongst other factors to a lack of funding. School libraries in KwaZulu-Natal are suffering a similar fate, thus in order to offer schools continued support, a strategy was conceived to focus on education delivery at the level of school clusters. Schools were grouped together for mutual benefit, and this strategy would build on, and consolidate a number of existing synergistic initiatives.

1.1. Background on the clustering concept and the two cluster sites

This strategy was aimed at supporting schools in rural areas in order to develop capacity, and offer access to services and resources made available through the Provincial Department of Education, other service providers, and non-government organizations (NGOs). The schools in rural areas would become self reliant and effective learning institutions, and this support was in the context of the KwaZulu-Natal Department of Education and Culture's (KZNDEC) policies and strategies (KwaZulu-Natal 2000a; 2003a).

The reasons for clustering were:
- To develop the capacity of school cluster communities to effectively manage and support education delivery in member schools. Departmental structures lack capacity to provide effective and continuous support to the Province's far-flung and inaccessible rural schools.
- Some rural schools lack organizational capacity, thus making it difficult to access resources.
- The lack of resources makes it necessary to share a range of educational materials.

- The isolated and often inaccessible location of rural schools makes it necessary to maximize resources by clustering schools.
- To set up support networks in clusters of schools to enable educators to cope with the great pressure of the demands of curriculum 2005.
- More community involvement in schools could alleviate the security, in terms of vandalism and lack of safety for educators and learners (KwaZulu-Natal1999).

The rationale for clustering is in line with the KZNDEC's strategic goals which are:
- Providing learners with quality education.
- Transforming the department into a high performance organization that focuses on results and quality.
- Promoting opportunities for effective leadership and management development at district level.
- Providing and utilizing resources to achieve redress and equity.
- Promoting the advancement of women.
- Developing school governing bodies into effective support structures.
- Addressing and counteracting HIV/AIDS threats.
- Promoting further education and training.
- Promoting adult basic education and training (KwaZulu-Natal 2003a).

The cluster concept is also in line with the Government's Integrated Sustainable Rural Development Strategy (ISRDS) the vision of which is to attain socially cohesive and stable rural communities with viable institutions, sustainable economies and universal access to social amenities able to attract and retain skilled and knowledgeable people, who are equipped to contribute to growth and development (ISRDS 2000:3).

Another project that gave rise to the cluster concept was the 'Resources and Information Network' (RAIN), a grouping of schools in order to distribute to a network of cluster schools in different areas of KwaZulu-Natal. This was initiated through RAIN and was conceived as a distribution network to reach all schools in KwaZulu-Natal (RAIN 2004:11).

Other cluster initiatives were developed by the District Development Support Project (DDSP) described by Dubazana (1999) later known as the Mthonjeni Project (KwaZulu-

Natal 2000b), and the Education Libraries Information and Technology Services Directorate (ELITS) around resource centres involving mobile libraries (KwaZulu-Natal 2001). This means that the school cluster communities evolved through different interventions, assuming different paces of development, with different levels of needs, and differing guiding principles. In essence all cluster communities will not be the same. Awareness of school clustering as a concept and practice and a community's preparedness to embark on clustering is likely to differ from one area to the next.

This study will thus investigate the awareness and preparedness of Inkandla and Mbazwana school clusters to implement and support this concept. These two particular clusters have been selected because Mbazwana and Inkandla are modelled differently, and were conceived by different communities, which suggest that there is a lot to learn about the evolution of the two models, and about their respective strengths and weaknesses. Hence the research could inform the development of other clusters.

The Mthonjeni Project (Inkandla) was a deliberate intervention strategy by the National Department of Education, cascaded to provinces and supported with donor funding such as the US Aid, National Business Initiative (NBI) as well as departmental funds (KwaZulu-Natal 2000b). All 147 schools at Inkandla were beneficiaries of the project.

The Mbazwana cluster on the other hand was conceived through Mbazwana Circuit Head Teachers' Association (MBACHA). Of the 39 schools linked to MBACHA, some are inaccessible which means that they are isolated, and thus are seldom seen by the superintendents and managers of education. To overcome these difficulties the principals collaborated to collect payslips for the educators from the district office in Ubombo, as they seldom received them on time, and to register the grade 12 learners to enable them to obtain identity documents. This collaboration grew to include an application by MBACHA to establish a large school governing body (SGB) in order to attain a Section 21 status, which empowers them to address all their problems as a group (Tomlinson 2001:5-6).

1.2.   The physical sites and their development

Information about the geographical areas of Inkandla, and Mbazwana is significant for this study, it offers insights into the challenges that face both these communities.

1.2.1. Mbazwana

Mbazwana is located within the area known as Maputaland, which is commonly known as Ingwavuma and Ubombo districts in Northern KwaZulu-Natal. This land is sandwiched between the Indian Ocean in the east and the Ubombo mountains in the west, and between St. Lucia Marine Reserve in the South and the Mozambique border in the North. This area has a population of about 250 000 people. The region is isolated from the mainstream economic activity of KwaZulu-Natal, and is marked by poverty and neglect. The result has been a legacy of underdevelopment manifested in low adult literacy, low incomes and the concomitant high rates of community ill health (Markewicz 1999: 2).

Mbazwana has subsequently become a target for development by all sectors of the government including the Education Department of KwaZulu-Natal. A number of spatial development initiatives have been planned or are already underway to promote economic development, and this is a government intervention strategy conceived to offer simultaneous intervention by all government sectors in order to offer instant solutions to problems of poverty, isolation, and general lack of development.

The Lubombo Spatial Development Initiative (LSDI) was launched by the governments of Mozambique, South Africa and Swaziland in a joint development programme, the objectives being to:
- Generate economic growth, and maximize private sector involvement.
- Create jobs by ensuring that new industries are competitive and have a long term future.
- Broaden ownership patterns in the regional economy by focusing on small business development.
- And promote co-operation between all levels of the three governments whose countries border the Lubombo region (Markewicz 1999:15-16).

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As an implementation strategy Mbazwana cluster development project was conceived and funded through the Community Based Public Works Programme (CBPWP) and administered by the Regional Council. The National Education Department was included as one of the stakeholders. The cluster development at Mbazwana comprised classrooms and education resource centres (Markewicz 1999:17).

1.2.2. Inkandla

Inkandla on the other hand is in Zululand. It is a region bordered by two big KwaZulu-Natal rivers, the Umhlathuze and Tukela, separating it from Kranskop and Msinga (KwaZulu-Natal 2001). Due to poor socio-economic conditions and inaccessibility, schools in the area are among the most disadvantaged in the province. During the rainy seasons, learners attending schools situated alongside rivers often have to make their way to school through the dangerous flood waters.

Throughout Inkandla district, most school buildings are inadequate, many classes being taught in churches, private homes, and even under trees. Further, Inkandla is characterized by mountain ranges and forests and this physical environment is an obstacle to curriculum delivery. Stationery and furniture is often left at the nearest school, and has to be carried through the forest by parents. Unemployment is rife, and school attendance is poor but tends to improve when feeding schemes are operating in the school (KwaZulu-Natal 2001:1).

Like Mbazwana, Inkandla was identified as a target for development. The Department of Education commissioned a service provider to conduct a baseline study, informing further planning and leading to sustainable and empowering growth and development in the Inkandla district (KwaZulu-Natal 2000b).

The District Development Support Programme (DDSP) was conceived by the Provincial Department of Education, and became known as the Emthonjeni Project. In February 2000 the project was launched with the vision of "Quality education delivery in the Inkandla district as a sustainable model for development in KwaZulu-Natal" (KwaZulu-Natal 2000b:3).

1.3. The curriculum context.

Curriculum 2005 is resource based, which means that both educators and learners need to have access to educational resources. The Government Gazette of May 2002 (South Africa. 2002) explains Curriculum 2005 as an Outcomes Based Education initiative which takes into consideration both the process and content of learning. This requires a major shift from the traditional way of teaching and learning because it confirms that knowledge is evolutionary, it has to be constructed on a continuous basis by the role players (Brandt 1993).

This approach, by implication, requires that all educators and learners have access to education resources, and this is further illustrated by the critical outcomes of Outcomes Based Education as listed below:

- Identify and solve problems and make decisions by using creative critical thinking.
- Work effectively with others in a team, group, organization and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect analyse, organize and critically evaluate information.
- Communicate effectively using visual, symbolic, and/or language skills in various modes.
- Use science and technology effectively and critically showing responsibility towards the environment and health of others.
- Demonstrate an understanding of related systems by recognizing that problem solving contexts do not exist in isolation (Lubisi et al 1998:18-19).

Curriculum 2005 is Outcomes Based and therefore by its nature justifies the need for resources in schools. Shortage of funds cannot be used as an argument all the time to justify the lack of resources. This is possibly the view adopted by all sectors responsible for education delivery hence the need for a creative approach adopted through school clusters and resource sharing.

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1.4. Problem statement.

The problem of inadequate funding for library collections has always forced libraries to share resources, however Bonazza argues that librarians cannot share what they don't have, and many feel that if too little is shared between too many, everyone will end up with even less than they had to begin with (Bonazza 1986:377).

It can be anticipated that clustering for resource sharing will be difficult because humans are socialized around values of ownership, and ownership is viewed as a sign of achievement. Bonazza (1986:378) has the following to say about librarians' attitudes as a factor in the success or failure of co-operation; "Human foibles such as rivalries, jealousies and other ego factors can all have a detrimental effect on the operation of successful co-operation".

It would be interesting, though to find out whether the inception and modelling of a cluster has a direct bearing on its success or not.

The Inkandla model, for instance, was structured in such a way that a school with a better infrastructure, such as electricity supply, extra classrooms, telephone lines, toilet facilities, whether or not it's situated on a taxi route, was identified as a nodal (focal/hub) school, with a cluster of about eight to ten schools converging on it to access resources. Already there is resistance to, or lack of support for the core values of the project:

- Non-nodal schools are distancing themselves from the nodal schools because they believe they could have been better options as nodal schools.
- Some teachers believe that travelling to nodal schools is a waste of time and is unnecessary.
- Distances travelled on bad roads discourage the good will of some teachers.
- It is easy to observe that general attitudes of ownership and entitlement mentioned above inform people's views on ownership and sharing.

Informal investigations have established that some educators are ill-informed about the resources available for sharing, nor do they understand why resources need to be shared.

launched this programme with a vision to improve teaching and learning in their area. The initial step was to build an Education resource centre with the support by the Department of Education and Culture in KZN, and the private sector (Tomlinson 2001). This initiative coincided with the fact that Mbazwana had been chosen both as the President's Rural Regeneration Site, and the KwaZulu-Natal provincial pilot of the rural service system (Tomlinson 2001:2).

The entire community was sensitised to the project because the local council formally granted a
site to the KwaZulu-Natal Department of Education for the construction of the Mbazwana Education Centre, the aim of which was to serve the education needs of the population at large, and the school population in particular (Tomlinson 2001:2).

In addition, the forty schools of this circuit have been offered a mobile library by ELITS, and all individual schools received box libraries with a core collection of resources, thus minimizing the trips to be made by educators to the resources centre (Tomlinson 2001:3).

In summary, the problem to be investigated deals with the awareness and preparedness of these two school clusters which were conceived by different communities and modelled differently to determine whether the implementation of practice in support of the cluster concept is viable or not.

1.5. Purpose of the study
The purpose of this study is to investigate the awareness and preparedness of Inkandla and Mbazwana school clusters to share information resources.

1.6. The objectives
- To establish the vision behind the development of the clustering concept at each site.
- To identify the stakeholders in each case.
- To identify the extent to which an awareness of the concept of clustering and its benefits played in the development of the clusters.

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- To identify the extent to which an awareness of the concept of clustering and its benefits played in the development of the clusters.
- To identify the extent to which a preparedness to share information resources played in the development of each cluster.
- To assess particular challenges in the development of each cluster.
- To arrive at lessons learned for the development of future clusters.

1.7. Research questions.

- What was the vision behind the development of the clustering concept at each site?
- Who were the stakeholders in each case?
- What role did an awareness of this concept and its benefits in terms of:
  - Access to resources in the resource centres or nodal schools play in the development of the curriculum?
  - Perception of the need for resources to support the critical outcomes of the curriculum?
- What role did the preparedness to share information resources play in the development of each cluster and did this include a preparedness to travel the distance to nodal points?
- What were the challenges in the development of each cluster and do these include:
  - The putting in place of systems to manage block loans to sustain a vibrant and active communication system, storage space and other infrastructural needs?
  - The defining of roles and responsibilities at the nodal points and at school level?
  - What were the lessons learned at each site? Did personal factors like the egos and self gratification by the role players outweigh the need to transform and develop?

A motivation for the study is that the HIV/AIDS pandemic requires that everybody has access to relevant and up to date information. The need to share information is a matter of life and death. Is this sense of urgency felt by all, and is the response one of mutual concession and compromise?

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1.8.   Definition of key terms.

For this study the following key concepts were used:

School clusters. A number of schools, in relative proximity grouped together for support, network, and resource sharing (MiET 2004b:1).

Nodal point (node). A school identified as a hub for the activities of the cluster because it is better resourced (KwaZulu-Natal 2003b).

Education resource centres. An integrated service point to deliver education including offices for administration, storage, a library, a laboratory, a computer room, meeting / conference room, photocopying and fax facilities, kitchen and toilet facilities. It is also an access point for a mobile library and work space for block loans and library users (Mpati 1999: 2).

Information resources or education resources: All resources required to deliver the curriculum, for example, books, computers, computer software, journals, newspapers cuttings, government documents and so on (MiET 2004a: 6).

Mthonjeni: The DDSP centre became known as the Mthonjeni project (KwaZulu-Natal 2000b). This is a Zulu concept, which according to Nyembezi (1989:207), means the source of a river.

Section 21 company: By legislation all schools need to apply to become section 21 companies. This allows them with their SGBs complete self-determination. Schools however need to meet certain requirements in order to qualify, for example the ability to manage funds is one requirement (South Africa 1996:60).

Curriculum 2005: The revised curriculum is based on the idea of life long learning for all South Africans. It takes into cognisance knowledge, skills, values and attitudes. This curriculum is outcomes based, which means that learners must be able to demonstrate what they have learned (Brandt 1993:28).

Awareness: Having knowledge, informed (*Collins English dictionary*: 1999:426).

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Preparedness: In readiness for something (*Collins English dictionary*: 1999:426).

Deciles: A decile is a statistical ranking system used by the Department of Education as the basis for the allocation of resources. The rankings range between 1-10 with the poorest schools normally falling between deciles 1 and 5. Better resourced schools fall between 6 and 10 (KwaZulu-Natal 2003a:7).

1.9   Summary

Clustering for resource sharing by schools is a creative model that ensures that all participating schools have equal access to resources. It is however important to investigate whether the different strategies employed to mobilize resources are addressing the issues of resource shortages. This chapter has set out the background to the study, stated the problem, purpose, objectives and research questions and defined the key terms used in the study.

CHAPTER 2   CONTEXT OF THE STUDY

2.1.   Background to the study.

The introduction of an Outcomes Based Education (OBE) in South Africa meant that there should be a major shift in the delivery of education by educators. The traditional approach which emphasized the understanding of the subject content was being superseded by an Outcomes Based approach which takes into consideration both the process of acquiring knowledge and the content of learning (South Africa 2002).

As indicated in the previous chapter, this type of curriculum justifies the need for educational resources in the schools, which is further carried through by calls from politicians via the media for prompt delivery to schools of stationary and text books.

The subject of education resource provision also emphasises the fact that libraries and resource centres should be re-established as focal points in the delivery of the curricular. However numerous factors have been observed preventing the re-establishment and development of school libraries and these are:

- Lack of dedicated funding
- The posts of teacher librarians were disestablished after 1994 when there was a nationwide review of Post Provisioning Norms (PPN)
- There were other pressing priorities that required immediate attention such as the redressing the infrastructural backlogs in the form of new classrooms, running water, toilet facilities, security and major repairs to existing facilities.
- The continuing perception that textbooks can cater for all the curriculum needs.
- Lack of a legislated school library policy statement at National level.

The education resource needs of the educators and learners needed to be catered for regardless of whether there was funding or not. The Department of Education in KZN introduced a cluster model as an extension of the District Development Support Programme (DDSP) to be piloted initially at Inkandla.

2.2. The cluster projects of the KZN Department of Education

A cluster is "a number of school communities that have been grouped together for perceived benefit' (Tomlinson 2000:1). For this study two cluster projects are presented.

2.2.1. The District Development Support programme (DDSP)

Mpati (2000:1) cites the statement of purpose for the project as an effort to redress the historical imbalance of educational resource commitments. The DDSP project regarded resources as a vital means to facilitating and promoting quality teaching, learning and management of the district, and therefore the strategy involved:

- The facilitation of access for learners, educators and managers to specially identified resources and training, which could be directly linked to classroom based learner activities and learner assessments.

- The development of expertise through usable information banks.

- The involvement of the ELITS directorate to enable relevant resources identified, relevant training offered, and the incorporation of ideas into the project that would sustain it.

- The involvement of the local communities in order to raise awareness of the transformation initiative by the department.

- The identification of nodal schools within the district to serve as a hub for all educational activities.

- The identification of about ten schools in close proximity to the nodal school, to form a cluster to access resources and be part of a professional team to offer support to colleagues.

- The resourcing of the nodal school and the offer of box libraries with a core collection to individual schools belonging to a cluster (Mpati 2000:1-2).

The DDSP was later named the Mthonjeni project, and because this project was a deliberate intervention by the Department of Education funded by US Aid, it had a vision and mission statement and objectives.

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The vision was captured as:

Quality education delivery in the Nkandla District as a sustainable model for development in KZN

The mission was to be achieved through:

- The development of leadership, management and governance skills at community and school level.

- The empowerment of educators by improving teaching methodology, content knowledge and the use of resources.

- Effective partnerships between all education stakeholders, service providers, the community, funders and the business sector.

- The establishment of a network of schools to provide effective support for each other, for example, sharing resources.

- Relevant curriculum interventions to improve the skill levels of learners for the world of work.

- The establishment of self managing schools (Mpati 1999:3).

Underpinning this mission were the values of co-operation, participation, transparency and creativity (Mpati 1999:3). Unfortunately these values were never recorded for the schools and it was assumed that the schools' communities understood the values and the steps required to achieve them.

Each cluster had to have the following features:

- One school was to be identified to operate as a hub for a cluster of up to ten schools.

- The nodal school was to host OBE workshops, manage meetings, and to serve as a drop off point by the district office to disseminate circulars and notices to cluster schools.

The selection criteria for the nodal schools were:

- Their position in relation to the taxi route.

- The capability of the schools to secure one room for storing large quantities of resources.
- The availability of electricity.
- The availability of telephones and facsimile facilities.
- The willingness and support of the schools' management team, their staff and the school governing body (SGB).
- Acceptance by the education authorities (Mpati 1999:4).

2.2.2. The Mbazwana cluster at Ubombo

The cluster around the Mbazwana resource centre was locally conceived by the principals' association of Mbazwana known as MBHACHA.

The principals of MBACHA felt isolated due to poor access roads that were sandy and required a four wheel drive vehicle. For this reason superintendents and subject advisors seldom visited these schools. MBACHA was thus established in an effort to overcome some of these difficulties.

The dedication by MBACHA to uplift the community is further demonstrated by the fact that each school contributes R 50.00 per annum towards the organisations costs, and both the Natal Teacher's Union (NATU) and South African Democratic Teacher's Union (SADTU) are represented on the Executive Committee (Tomlinson 2001).

The cluster that was formed by MBACHA, was to support 40 local schools in order to:
- Share education resources
- Offer professional development and support to each other
- And work as a unit to obtain a Section 21 status (Tomlinson 2001:1).

The South African Schools Act (South Africa1996) gives the schools permission to apply to the Minister of Education to obtain a section 21 status. This status empowers the school together with the School Governing Body (SGB), to manage the school without external interference. Schools, however, have to demonstrate skills like good financial and personnel management. The status is not commuted automatically, the Department

of Education has to assess the school and eventually establish that it is ready to self manage (South Africa 1996).

In 1999 MBACHA explored the combining of the SGBs and attaining Section 21 status as a group which would allow for the management of the budget for the 40 schools in the circuit, a budget projected to stand at R 2 million by 2004. MBACHA further established that section 17 of the South African Schools Act gives the Member of the Executive Council (MEC) the power to establish cluster school governing bodies, which can ensure that the interests of the member schools are addressed. The Department of Education can then use this SGB to govern an education centre, and to utilize funds devolved to it in terms of Section 21 to run the centre and service the member schools.

The Mbazwana cluster has 40 schools consisting of 12 secondary, 27 primary and one pre-primary and by February 2001 the enrolment was standing at 13,453 learners. Thirty one schools have no telephone, although most principals are said to carry cellular telephones. Of the schools, 36 have no electricity. All these schools fall in the category of decile 1-5 ranking (Tomlinson 2001: 6), which means that they are among the poorest of the KwaZulu-Natal schools.

The decile ranking system established by the Departments of Education to allocate resources constitutes a redress strategy that allows the Department to allocate more funds to schools falling within the lower deciles that is 1–5 (KwaZulu-Natal 2003a:7).

It was perceived that the centre would be a base for educational activities. These would include offices for the circuit manager and the administrative staff, a strong room to store stationary and textbooks temporarily, training and meeting rooms, access to the telephone, photocopiers, fax machines, and computers. Accessibility by departmental officials, and use of the library and laboratory for training purposes were priorities.

The types of training to be offered involved:
- Aspects of tourism
- Skills to be identified by the community
- Computer training

- Study skills
- Information skills
- Counselling, especially in HIV/AIDS and training in home based care
- Office management / administration and entrepreneurial skills (Tomlinson 2001:8).

The centre would also serve as a satellite for a mobile library which would service all the 40 schools in the area (Tomlinson 2001:8).

Another pertinent reason for clustering around the centre was so that it would be used as a nodal point for the Resource and Information Network (RAIN) activities, a project conceived by the Department of Education and Culture to offer a reliable distribution system for the delivery of resources such as textbooks, stationary, policies, circulars, and education supplements and so on (RAIN 2004).

Funding for this initiative was obtained from donors like Zenex Foundation, Billiton, and the Zululand Chamber of Commerce. The Provincial Department of Education had to match the grant with another fifty percent of its value.

A post structure was provided for the centre to include a centre manager, a librarian, a library assistant, and a driver for the mobile library (Tomlinson 2001:4-5).

The ELITS directorate obtained a mobile library as a donation from Japan by an organisation known as Together with Africa and Asia Association (TAAA) in August 2002. This vehicle visits all the schools that are members of the Mbazwana cluster in order to share resources. In addition each of the 40 schools received a box library with a core collection of library resources.

This background traces the evolution process of these models clearly. The study seeks to establish whether the difference in the development of the cluster had any bearing on awareness and preparedness by the community of both these clusters to share resources.

2.3. The Mthonjeni and Mbazwana cluster projects as models for resource sharing in KwaZulu-Natal.

A perspective that offers a rationale for the development of clusters was obtained from a Namibian example. This perspective shows that a cluster is driven by needs from within schools and regional education offices and these needs spring from three factors:

- Isolation of the schools
- The small size of the great majority of schools
- And organisational problems (Dittmar, Mendelsohn and Ward 2002).

Both the Mthonjeni and Mbazwana cluster projects were modelled because needs were identified and eventually perceived benefits were projected, and in both instances the clusters were seen to eventually benefit from resource sharing. Resource sharing is viewed as a viable option for the provision of resources by some experts and scholars whilst others argue against this concept.

Rosenberg (1993) explores viable possibilities for resource sharing as an option in developing countries. Clustering for resource sharing is suggested as a creative option for resource provisioning that should be explored. Scholars like Shibana, Gundu, Umbima and William (cited by Umbima 1993:110) also support the concept of resource sharing as it pertains to agriculture in Africa as a means to alleviate poverty. The benefits of resource sharing can be seen in the ability to access material, the ability by co-operating institutions to stretch limited resources further to avoid unnecessary duplication, improve working relations, assist staff to keep abreast of developments, to know where help can be found and in allowing for greater staff specialisation (Musana 1993:4).

There are, however, other factors that can negatively affect resource sharing in the cluster model and these are a lack of information on some available resources, no clearly defined co-operation policy (as was cited with the Mthonjeni projects) inadequate resources for sharing, institutional policies that militate against resource sharing, and an unwillingness to co-operate by those who manage these institutions, a desire for local self sufficiency, a lack of experience in resource sharing, physical, geographical and psychological difficulties and the imposition of copy restrictions (Musana 1993:4-5).

With both the Mthonjeni and Mbazwana projects possible areas of conflict could be anticipated. This study has to establish the extent of the awareness and preparedness of these cluster schools to the sharing of information resources. Possible areas of conflict that might affect the projects are:

- The use of non-nodal schools at certain instances for workshops, as this might be viewed as undermining the officially designated nodal schools.

- Long distances to be travelled by some schools to the nodal schools; Inkandla is mountainous, and Mbazwana is very sandy.

- General attitudes on ownership and entitlement can undermine sharing.

- Extra costs incurred by the nodal school as host, for example, photocopying expenses, electricity and telephone bills.

Already there have been information related queries regarding the funding for these items.

When other sources were consulted for comparison purposes, the Namibian example stood out as a mature and well documented cluster project in sub-Sahara Africa, and the benefits of this project are listed as:

- Improving the quality of teaching and learning

- Enabling management applications

- Empowerment at cluster levels

- Improved efficiency

- Staff allocated efficiently

- Training programmes properly co-ordinated

- Community involvement

- Planning and access to schooling

- Framework for other programmes, such as roads, electricity, telephone services, delivery points, early childhood development, adult basic education, HIV/Aids (Dittmar, Mendelsohn and Ward 2002:11–18).

By conducting this study the findings must establish whether the cluster stakeholders believe they stand to benefit from this arrangement or not. If the indicators are positive

the greater population will be aware of what the project entails, and will be prepared to engage with positive as well as negative factors that might arise out of this co-operation.

The anticipated outcomes would be: access to resources, educators and learners benefiting from the projects, continued staff development and support, enabling staff to keep abreast of new trends and learning new information seeking skills, educators willing to travel long distances in order to benefit from the project, educators being familiar with curriculum requirements and the fact that OBE is resource based.

However for purposes of this investigation the assumptions are:

- Educators do not want to travel long distances.
- Resource sharing is difficult.
- Educators are still finding it difficult to implement the new curriculum.
- The textbook based approach to curriculum delivery is still an option for most educators.
- The principles of co-operation were never communicated properly to participating schools.

2.4   Summary

Resources are critical to the delivery of an Outcomes Based Education curriculum. Resource sharing is introduced as a strategy through a cluster model to offer support to schools until they have well developed and fully functional libraries.

CHAPTER 3   LITERATURE REVIEW

3.1   Introduction.

The strategy of clustering schools for resource sharing is prevalent in many parts of the world, however there is widespread, or fundamental policy consensus for self-sufficient and self-sustaining stand alone or central school libraries. When institutions adopt a cluster method it is usually circumstantial, due to lack of resources or inadequate funding. Clustering could result in shared catalogues (on-line cataloguing), block loans, and professionals networking through resource sharing for information.

3.2   Library models.

Countries like Sweden and Australia also introduced joint use libraries throughout their rural schools. The resources are shared by the learners and the community (Karlsson 1996:1-3). Certain African countries also tend to adopt a similar strategy, however the difference is that there is a wide spread limitation to financial resources, hence there is a general trend to seek alternatives to the traditional school library model (Karlsson 1996:1-3).

Third world countries, in particular in Africa, have recognized the need for education, but neglected emphasising the need for school libraries (Rosenberg 1998). The subject has nevertheless remained a source of concern for most people especially in the library and information services sector, hence a recurrent theme in school library literature in the 1980s and 1990s is the necessity to look for innovative solutions (Rosenberg 1998:2) or alternatives to the traditional model popularly known as the 'one school one library model' (KwaZulu-Natal 2003b). These alternative models have been tried in many parts of Africa, however, there is little research carried out into their operations and use (Rosenberg 1998:3).

A study commissioned by the Department for International Development, under the heading "Accessibility to educational materials by the school population in Africa: an analysis and evaluation of existing modalities and their cost effectiveness", produced a report based on these alternative models. These models are:
-    Ghana and Tanzania School library services,

-	Mali school libraries,

-	South African box libraries,

-	Kenyan teacher resource centres,

-	Botswana Community resource centres (Rosenberg 1998:3).

The cluster model, as another alternative, found in Namibia, Zimbabwe and South Africa was unfortunately left out of this study, even though Namibia has a successful cluster model as documented by Dittmar, Mendelsohn and Ward (2002). This study is therefore attempting to address this knowledge gap by exploring the cluster model as implemented in KwaZulu-Natal in the areas of Inkandla and Mbazwana.

Countries like Namibia and Zimbabwe are used in this study as examples, and for comparison. As indicated earlier third world countries have large backlogs in education provision, thus they tend to explore alternative methods to education provision and either implement these fully or as small projects.

A status quo document produced by Dittmar, Mendelsohn and Ward for the Namibian Ministry of Basic Education, Sport and Culture affirms that all schools in Namibia have been grouped into about 260 clusters, the clusters in turn are grouped into inspection circuits, usually within five, six or seven clusters to each circuit (Dittmar, Mendelsohn and Ward 2002:5). This means that every school in Namibia belongs to a cluster. The Namibia initiative is clearly a full-scale strategy devised by their education department to maximize service delivery and resource sharing.

The Zimbabwe intervention on the other hand is small and only focused on the promotion of reading, and programmes designed to support science and technology. In a report prepared for UNESCO, within the Ministry of Education, Sport and Culture by the Director of Audio-Visual Services, (Sells [19--]:1), the strategy of clustering is mentioned in the context of a mobile unit that is used to share materials by rural schools that are within a cluster. The unit contains a generator and is equipped with film and video playback facilities for large groups. Many schools can however not be reached due to poor road conditions and lack of running costs for the vehicles (Sells [19 --]:2). This

document further indicates that resource sharing is also extended to certain rural secondary schools.

After Zimbabwean independence in 1980, the rural secondary schools are said to have developed very rapidly with close to three thousand schools coming into existence. These schools shared the facilities and resources of existing primary schools, and became known as Uppertop. Generally these schools would have no textbooks or teaching and learning resources. UNESCO funded a programme that developed science kits accompanied by cassette tape recorders powered with rechargeable batteries. Other forms of media, like charts, were included in the package to be used via a mobile unit that serviced a cluster of schools. The British volunteer service through the mobile unit clusters, also introduced donkey libraries in Mashonaland (Sells [19--]:2).

In South Africa, with specific reference to KwaZulu-Natal, the cluster model, as in Zimbabwe, is not a full scale government intervention effort, it is viewed either as a pilot project, a redress strategy or a community driven initiative, hence it is prevalent in rural areas, and in specific communities pursuing self help projects.

3.3   The school cluster model in KwaZulu-Natal.

A number of documents exist, or have already been cited on Inkandla and Mbazwana that explore school clusters in KZN. Most of these sources are project based. They are proposals to funders, proposals within government in the form of business plans, baseline studies, status quo reports, minutes of meetings, progress reports and extracts from policy documents.

Tomlinson (2001) consolidates this information in a document that includes statistical data indicating the state of schools, number of learners, teacher qualifications, budget allocation and gender and race of both learners and educators.

The baseline study technical report, Teaching and Learning conditions (June 2001) and the Needs Analysis Report secondary schools, Mbazwana circuit, Ubombo district (KwaZulu-Natal 2000) both deal with the history, geography and topography of the area. These documents were exploring issues of development as concluded by different

projects. Included are issues that deal with transport, weather conditions, the terrain and the general environment.

Implementations strategies are presented and the beneficiaries for projects are identified, the rationale for targeting the said areas, sources of funding indicated and the time frames projected. All the above-mentioned documents draw from the KZN Department of Education's vision, objectives, and goals, captured in the Master Strategic Plan (KwaZulu-Natal 2003a). Information on stakeholder involvement, strategies for sustainability, notices, service provider involvement, and methods used to cascade or disseminate information are indicated.

Background information is equally significant for Inkandla. Ardington (1998) offers background information that is significant to the study of the area and the socio-economic conditions as they impact on education provision.

A baseline study document (KwaZulu-Natal and University of Natal 2001) produced by the KZNDEC together with the Education Policy Unit (EPU) of the then University of Natal also provided information on the conditions of the schools and the Inkandla environment as a whole. The isolation of the area, the terrain and the road conditions are factors that contribute to the lack of smooth delivery of education. Qualifications of educators are generally poor, and the schools lack proper security, whilst most have no electricity or proper running water. This survey outlined the educational need of the area, and thus created a sense of urgency towards the delivery of relevant resources. The role that could be played by the chiefs and SGBs in the education of the learners is further highlighted. The current map of Inkandla, produced by the Education Foundation through map sources, identifies the nodal schools together with their cluster schools.

The Mbazwana cluster on the other hand is identified around the Education Centre (Resource Centre) on a map produced by EduAction funded by the Flemish Information Systems and Training project in 2001. Added in this source are the depots for the Resource and Information Network. The RAIN project links Education Centres and other nodal schools that are RAIN delivery sites to form a network, which can disseminate

resources and Information to these centres and from them to schools and communities (RAIN 2004).

3.4   Rationale behind the emergence of the cluster model and Curriculum 2005.

What is fundamental to the cluster model are relevant Acts and policies that articulate the new value systems entrenched in South African education. The entire South African population is now afforded equal opportunities in all sectors including education. Through education people are provided with the opportunity and necessary resources that enable them, and make them believe and feel that they understand their world and have the power to change it. This philosophy is drawn from the South African constitution where the principle of equality is affirmed by the Bill of Rights. This invariably accords every individual an equal chance of entering the education system, and eliminates laws that bar entry of particular groups or individuals to parts of the education, and allows for the distribution and utilization of all resources which are regarded as essential for the educational process including physical facilities, finance, instructional environmental setting and personnel.

The White Paper on Education and Training (South Africa 1995) provides a framework for general education policies, which deal with direct issues like the provision of education, norms and standards of syllabi, examinations and certification, educator professionalism, conditions of employment, and finances. The relevant aspect of this white paper is the legal role of the principal as Head of the school administration, working closely with the school governing body in managing the school, thereby further involving the staff and learners. The responsibilities involve drawing up school based policies, staff development, educational control, financial management, and the implementation of the curriculum. There is a requirement that the principal and his SGB be knowledgeable about all the relevant legislation that empowers them to deliver the curriculum.

Limiting factors like lack of adequate finance, under qualification of staff, adverse environmental factors, lack or minimal support from NGOs, and the department should not hinder progress. Alternative methods of education provision could be based on

teamwork, clustering, resource sharing to achieve professional support for financial management and managing admissions.

Curriculum 2005 (South Africa 1997) is the most significant curriculum reform in South African education. It is intended to overturn the legacy of apartheid education and catapult South Africa into the 21st century (South Africa 2000). The basic philosophy of Curriculum 2005 is that it is outcomes based therefore designed to deliver the critical outcomes and focus on the different learning areas. This curriculum was planned as a process and a strategy for curriculum change, underpinned by elements of redress, access, equity and development. To achieve these the curriculum employs methodologies that are progressive, such as educators being facilitators of education, conceptualized knowledge and co-operative learning. Further, this outcomes based approach is result based; learner centred; is experiential; uses an integrated approach with new methods such as group work, and continuous assessment (South Africa 2000:34).

The implementation of an outcomes based education rests on adequately prepared, motivated teachers, supported by the availability of resources. The issue of resource provisioning, or the availability of good teaching materials, thus become central to the success of Curriculum 2005. The recommendations of the review committee for Curriculum 2005 emphasised, for the short term, support for teachers by strengthening the cascade model for training of educators. This model indirectly supports the formation of clusters and resource sharing. Lead teachers are identified, and they co-ordinate professional activities of a unit cluster. Once the members of a cluster qualify as lead teachers, they also form their unit clusters (South Africa 2000:35).

A factor observed that militates against the development of school libraries in KZN is the general interpretation of Learning and Teaching Support Material (LTSM) by politicians, some policy maker, managers, school principals and educators, to mean textbooks. The report of the review committee defines Learning and Teaching Support Material as textbooks for each learning programme including readers, atlases, dictionaries, other teaching equipment such as maps, charts, globes, skeletons ad other relevant resources. The entire budget for LTSM is however used for textbooks leaving little

available for the purchase of library resources. This makes it inevitable that other alternatives to resource provision be explored, including clustering.

3.5 ELITS Provincial School Library Policy and clustering.

The clustering of schools is further supported by the ELITS Provincial School Library Policy on the section dealing with Norms and Minimum Standards (KwaZulu-Natal 2003b:4-5). This policy also offers schools a choice of alternatives from a menu of applicable models according to the capacity of the local school community. The suggested models are:

- One traditional centralised school library collection that serves the teachers and learners in one school.
- A small collection of resources in a box in each classroom to serve the needs of one teacher and his/her learners (the box library concept).
- One large centralised collection that serves the teachers and learners of a school or schools as well as the local community.

The last model is usually used for clustering, however the areas under study have a combination of two models. One is where the resources are accessed from a large centralised collection, whereas with the other, each school owns a small classroom collection to be either shared between a grade, or used by the entire school.

This policy is designed to offer a quick solution to lack of resources and also redress the imbalances that exist within certain schools in the province. Linked to this policy is a document on National Norms and Standards for funding. This document suggests to provincial departments that schools be classified into deciles. In total there are 1-10 Deciles. Deciles 1-5 are the neediest 40% of the total school population; this means that provinces should prioritise the distribution of resources following the deciles formula. A minimum budget of R100 per learner is allocated to all schools to cover the costs of needed furniture stationery, books, photocopying, audio-visual equipment and repairs. Parents are expected to pay school fees in order to supplement this amount. Some learners from poor communities fail to make these payments, hence a continued shortage of funds exist causing schools to neglect purchasing school library resources.

The KZN Department of Education's Master strategic plan (2003a) consolidates the legal and policy mandates, translating them into action through work plans. The goals become strategic objectives informing the day-to-day implementation plans of the department. The goals that support clustering for resource sharing are goals 2 to 5:

- Goal 2: to provide learners with quality education which will equip them with knowledge, skills and attitudes to meet the challenges of the future.
- Goal 3: to transform schools into self reliant, and effective learning institutions which are centres of community life.
- Goal 4: to transform the department into a high performance organization that focuses on results and the quality of its service delivery
- Goal 5: to provide and utilize resources to achieve redress and equality.

The reskilling of educators and other capacity building strategies that focus on the importance of resources in teaching and learning are also essential for this research. The national South African Department of Education (2000), Martin and Sargent (1980), and Kinnell (1994) all highlight the importance of ongoing professional development.

The most recent and relevant study on clusters for the current study was conducted by the Media in Education Trust (2005), an NGO operating in KZN, the research question being: "Is school clustering the best strategy to use to enhance education delivery? If so, in what form?" For this study, six clusters were selected and these are:
- Adelford cluster, rural townships in the Eastern Cape
- Batlhalerwa, rural schools in Bojanelo West in the North West province
- Enyanyeni cluster, representing rural farm schools in Dundee, KwaZulu-Natal
- Dudumeni cluster, rural schools of Flagstaff in the Eastern Cape
- Lamontville Education Development Association, an urban township outside Durban
- And Piketberg/Porterville cluster, rural schools in the West Coast Winelands regions of the Western Cape (MiET 2005).

In the foreword of this study, Mr. P.N. Kunene, the superintendent of Education Management, Umlazi district wrote:

> To say that I am pleased about the formation of the cluster idea would be an understatement. I am ecstatic about it! I am humbled to see the levels of commitment in schools, and individuals participating in getting a cluster going. I am amazed to see people use their own phone and cars to carry out cluster business. I am impressed to see how far they are prepared to put their own personal time into building the cluster and carrying out its activities. And it has all been done in the spirit of working together. It is quite unique. I have not seen the like in neighbouring communities and townships (MiET 2005:5).

The sentiments expressed in the above-mentioned foreword, are very accurate and relevant to this study, because they probe issues of awareness and preparedness namely, the short term and long term levels of preparedness.

3.6 Summary

Ideally all schools should have access to resources through centralized library collections, however lack of adequate funding is a universal phenomenon, more so in developing countries. The literature used for this study indicates this universal quest for well resourced school libraries. The shortage of funds particularly in developing countries has forced the school library sector in these countries to look at alternative methods of resourcing, for example "clustering for resource sharing".

CHAPTER 4   Research design

4.1   Introduction.

This study was chosen in order to investigate the awareness and preparedness of Inkandla and Mbazwana schools' clusters regarding the sharing of Information resources.

4.2   Rationale for the choice of method.

The current study was designed to investigate whether the redress strategy of clustering for resource sharing is closing the gap in the provision of education in rural areas or not. Two methods were selected as particularly appropriate to the study that is, a review of the relevant literature and a largely qualitative survey. In addition an existing departmental survey was used.

In the process of searching for relevant literature numerous government and non-governmental articles were found. Most of the literature was in the form of acts, policies, baseline studies, reports to donors, and reports to cabinet and parliament. It therefore became necessary to conduct an extensive review of available literature because the study was attempting to extend the boundaries of knowledge in the field of education as well as providing answers that could influence policy direction in the area of clustering, and the mobilisation of resources.

Literature reviews put research projects into context by showing how they fit in to a particular field, in this case education. They further assist in either negating or affirming a study, if a similar study has already been conducted. This is because a literature review discusses all the important research that has previously been done in that particular field. Every piece of research is used to build on research which has come before it (Bertram 2003:30).

Qualitative research is not concerned primarily with statistical measures but with detailed and in-depth analysis (Bertram 2003:66). Both Inkandla and Mbazwana are in outlying areas of rural Zululand and because the qualitative research method is better suited to studying, exploring and analysing relationships among large numbers of geographically

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dispersed cases, it seemed appropriate that the study should have a largely qualitative approach (Powell 1993:5). In addition very little was known about clusters as a research subject in the local situation, so the study was highly exploratory and drew on several sources of data. The largely qualitative approach was considered suitable for this aspect of the study (Bertram 2003:67).

4.3   Population and sampling.

For this study there were two nodal points, one at Inkandla and another in Mbazwana. It is at these points that qualitative research in the form of interviews was done. All 147 schools at Inkandla were beneficiaries of the DDSP project, and had experienced the same intervention, namely, the baseline study, the workshops, and development of strategic plans. The same applied to the 39 schools at Mbazwana which belonged to MBACHA. The selection of schools for the sample could therefore be random.

Representativeness in sampling was achieved by using stratified sampling with ten respondents from each cluster. Stratified sampling targets a sample drawn from particular sub-groups who may have different opinions or experiences of the world. In order to be representative, the bigger sample must include samples from all these sub-groups (Bertram 2003:68).

An example cited by Bertram (2003:68), is that of a researcher who may want to do a survey of teachers to find out their opinions of their working conditions. The teaching population included both men and women of different ages, who have been teaching for a different number of years, in primary schools or secondary schools, in rural areas and in urban areas. A researcher therefore cannot survey only primary school teachers, or only teachers in urban schools and then make claims that the data is representative of the whole teacher population.

For this study the method of stratified sampling when collecting data was viewed as appropriate to answer questions on preparedness and awareness of the cluster models existing to support the delivery of education. To validate the stratified sampling done by the researcher two more strategies were incorporated into the survey that is, peers were asked to assist in interviewing the same population. If more that one person examines

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the data and conducts interviews, information missed by one researcher may be picked up by the other. Secondly an audiotape was used to record the data (Bertram 2003:70). The two SGB members were reluctant to speak on an audiotape, thus their responses were written down.

4.3.1 The characteristics of the population as sampled.

4.3.1.1 The population sampled.

The sample was drawn from high schools and primary schools. For each cluster the following categories of person were selected by the researcher to comprise a group of ten respondents, each category presenting their particular perspectives on the issues:

- A school principal
- One school governing body member (SGB)
- The teacher librarian (plus the centre librarian from one cluster)
- Five educators of any subject
- One learner
- Two centre managers - with a principal representing the school based nodal point and for the Mbazwana education centre, the centre manager.

4.3.1.2 Levels of qualifications.

All the principals selected had a basic minimum qualification of M+3 (that is a three year post matriculation qualification), and three had university degrees. The centre manager has a title of Doctor.

The educator qualifications were as follows. Out of ten sampled educators:

- Two had a degree and a teaching qualification
- Six had a teaching diploma
- Two had no post matriculation qualifications.

The teacher–librarian qualifications

- All of them are qualified educators with no librarianship qualifications.
- Most of them get support from the Department, or NGOs through short in-service courses that assist in setting up libraries.

Learners were selected at random by educators, and the levels or grades were not established.

The school governing body members were drawn from the parent population. At Inkandla, unemployment is rife and the member surveyed was unemployed. The literacy levels were not established, however the questions had to be translated into Zulu. This was done by the researcher who is Zulu speaking with a University qualification in Zulu. At Mbazwana, the SGB member selected is a self employed carpenter who makes desks and shelves for local schools.

4.4   Instrumentation.

Two forms of instrumentation were used, an interview schedule and the Departmental questionnaire.

4.4.1 Questionnaire

To collect data needed for the study, the KwaZulu-Natal Department of Education's annual survey known as the 10th day statistics, was used (see Appendix M). The instrument is always very detailed and covers issues around infrastructure, and pupil teacher ratios. The departmental questionnaire has closed ended questions to give respondents a number of possible answers to choose from, and sections dealing with school libraries were incorporated (Bertram 2003:80). This data was needed in order to shed light on the status quo of schools.

4.4.2 Structured interviews.

The second instrument was a structured interview administered by the researcher and peers (see Appendix L) designed by the researcher to collect data. The questions were open-ended to enable the respondents to answer a question in which ever way he or she thinks is appropriate (Bertram 2003:80). Even though the questions were streamlined and documented on paper the respondents were required to answer verbally in order to capture as much detail as possible. The interview schedule is a set of questions ranged in a predetermined order (Bertram 2003:87). An interview is a good data collection tool for finding out:

- What a person knows (knowledge and information)

- What a person likes or dislikes (values and preferences)
- What a person thinks (attitudes and beliefs) (Bertram 2003:88).

The advantages cited by Bertram (2003:88) at giving an interview are:

- The researcher is present with the interviewee and so can make the questions clear.
- A researcher can ask other questions to find out more information if the respondents have not given sufficient detail.
- It is usually easier for respondents to talk to an interviewer than to write down very lengthy responses in a questionnaire.
- You can collect much more detailed data than through using a questionnaire.
- Interviewing is a good method for gaining in-depth data from a small number of people.

Bertram (2003:88) further cited the potential disadvantages by describing the interview as not simply being a data collection exercise, but a social, interpersonal encounter, thus power relations can influence the process of the interview. Interviews can degenerate into simply self reported data which needs verification. This was however anticipated by the researcher who, as indicated earlier involved peers to conduct similar interviews using the same schedule of questionnaires at different venues in the school, that is the principal's office, the staff room, the library, or a classroom. The interview space was allocated in this way to ensure privacy. This also allowed the respondents to elaborate freely without fear of being overheard.

4.4.3 Categories of information.

The interview schedule had five sections with predetermined questions (see appendix L). These sections were as follows:

- Section 1 sought to establish the identification of the respondents.
- Section 2 established whether or not the respondents were au fait with the school library models presented in the KZN school library policy in particular the cluster model.
- Section 3 determined if the respondents were aware of their cluster status.
- Section 4 probed the extent of usage of nodes or central service delivery points.
- Section 5 the state of preparedness to travel and share these resources.

- Section 6 and lastly the range of usage (that is, how often, and how many).

4.4.4 Forms of questions.

Because the study population was not very big, all questions were open-ended, so that individuals had the freedom to respond as they wished (Powell 1993:87). This method has drawbacks in that the researcher has to deal with responses that are ambiguous, wide ranging and difficult to categorise, as well as time consuming to code and analyse (Powell 1993:87). However as indicated earlier the study population involved only two clusters and two nodal points, and in each school only ten people were interviewed.

4.4.5 Evaluating the instrumentation.

The researcher was aware of the importance of pre-testing the interview schedule and the schedule was not pre-tested on the population for the following reasons:

- The researcher lives far from any similar community, and the postal service is not reliable.

- The cluster model was only implemented in rural Inkandla and Mbazwana as other cluster sites were not available. The cluster model is only now being replicated at other areas like Ixopo, Msinga, Bergville, Nongoma, Pholela, for example. See Appendix J with a map of education centres in KZN.

The questions were however evaluated by the researcher for relevance and usability using the checklist by (de Vaus 1986:71-74) who cites the following checks to make during this stage:

- Is the language simple to avoid jargon and technical terms?
- Can the questions be shortened?
- Is the question double-barrelled?
- Is the question leading, so as to ensure that respondents can give any answer without feeling that they are giving the wrong answer?
- Is the question negative?
- Is the respondent likely to have the necessary knowledge?
  (This was observed on questions that dealt with policies).
- Will the words have the same meaning for everyone?
- Is there a prestige bias in the question?

- Is the question ambiguous?
- Do you need a direct or indirect question?
- Is the frame of reference for the question sufficiently clear?
- Does the question artificially create opinions?
- Is personal or impersonal wording preferable?
- Is the question wording unnecessarily detailed or objectionable?

The peers used for the collection of data were asked to review the questions using the checklist by de Vaus above.

4.4.6 Changes resulting from the evaluation of questions.

The most significant change made to the interview schedule was the presentation of the question in both English and Zulu. Presenting the instrument in English only would have been a serious barrier in the interviewing of SGBs and the learners in the primary phase.

Other minor changes were effected, for example, spelling and grammar. Grammar and sentence construction was particularly difficult with Zulu, as there are few related technical concepts, for example:

English		**Zulu**
nodal point	-	inodi
centre	-	senta
cluster member	-	imemba yesigungu
vision	-	ivishini
resources	-	amarisosi
box	-	ibhokisi
textbook	-	textbook
policy	-	policy (inqubomgomo)

Other Zulu concepts used are not very accurate, for example.

Zulu		**English**
umtapo wezincwadi	-	library
isigungu	-	cluster

4.4.7 Administering the questionnaire.

A letter was sent out to the Zululand Regional Advisor asking her to identity schools that could participate in the survey. The advisor was kind enough to notify schools by fax. Those that did not have fax machines were notified by telephone and further by word of mouth via the district office. Notification by word of mouth caused problems for the researcher and peers:

- School A (a nodal school for cluster A at Inkandla) had to be visited twice because on the set day the school closed early after a matriculation farewell function, and thus was not aware of our visit.

- School B had to be visited twice because learners were writing exams, and on the set day learners were not at school. Seemingly on certain days when learners are not writing, they are allowed to stay at home and study. So even though the school was aware of our visit, they could not reschedule the exam timetable.

- When school A was revisited (the nodal school for cluster A), the principal was unco-operative as he was under pressure to submit completed and verified schedules of exams. Eventually the deputy-principal stood in for the principal.

The responses yielded a response rate of 100% for the departmental survey because of:

- Site visits
- Follow up visits where the respondents were not available during the first visit
- And because all respondents were willing participants, except for the principal of school A.

4.4.8 Data reduction and analysis.

Once data from the interview has been collected, the next stage involves analyzing it, often by some form of coding or scoring (Cohen, Manion and Morrison 2001:282). Qualitative data analysis is primarily an inductive process of organizing data into categories, and identifying patterns among categories. As patterns emerge from the data this is influenced by the ideas and concepts that the researcher is familiar with (Bertram 2003:142).

In this study the methods for data analysis were also determined by the nature of data collected. The topics in the interview schedule had been subsumed into categories, a

category being defined as an abstract name representing the meaning of similar topics (Bertram 2003:146). The researcher therefore determined that the subsumed categories would determine how data will be described and eventually summarised into easy to understand statistics.

The next chapter therefore deals with how statistics are used to describe and present data and to provide evidence for certain arguments (Bertram 2003:173). Bertram further asserts that quantitative data can be:

- Organised and managed, using descriptive statistical procedures
- Analysed using statistical procedures
- Presented using graphs and tables
- And interpreted.

In summary the qualitative data was presented in figures and graphs, that were in themselves descriptive.

4.4.9   Evaluation of the methods used.

Validity is an issue that is relevant at many stages of the research process (Bertram 2003:174), therefore at the level of instrument design, sampling, collection of data as well as interpreting the data, great care was taken in order to validate and present the data reliably. The 100% response rate for the Departmental survey and interviews was a positive factor in this regard
(see also Chapter 5).

4.5   Summary.

Two methods were selected and used for this study that is, a review of the relevant literature, and a largely qualitative interview approach. This data was supplemented with data from a Departmental survey. These methods are appropriate for the topic and population under study.

CHAPTER 5   Results of the survey.

5.1.   Introduction.

As explained in chapter 4, data was collected from two surveys, firstly the departmental survey which used a questionnaire, and secondly a survey of the relevant nodes and clusters.

The population surveyed comprised the principals, the centre manager, the educators, teacher librarians, school governing body members and learners. The rationale for each question in the second survey is established as the results are reported.

5.2.   Response rate.

The total number of questionnaires distributed by the department to all schools is unknown, however, of the total number of schools surveyed for this research, all those schools had returned their questionnaires. The researcher revisited the schools where the respondents were not available for the second data collection, in this way a 100 % response rate for both surveys was achieved.

5.3.   Results from the two surveys.

The results from the study survey, the second survey, by structured interview schedules are reported below. Where appropriate, data has been verified using the first survey, the Departmental survey and data from the latter has been added, used to achieve validity and reliability as addressed in chapter 4.

The results are reported under headings. Similar questions are reported together as one issue, whilst more substantive questions stand on their own.

There are six sections, and the questions are not evenly spread, certain sections carry more questions than the others. Section 1 identifies the respondents' posts and gender, as principal, centre head, educator, teacher-librarian, SGB member, or learner.

Sections 2 and 3 attempt to establish the level of awareness by the above mentioned group of the cluster model, as propagated in the School Library Policy, and awareness of

their involvement or perceived involvement in a cluster, and finally to establish their knowledge of their cluster status.

Sections 4 to 6 examine the range of awareness, and the level of preparedness. To measure tendencies in this section, tables of relative frequency distribution were used, showing the frequency relative to the total number of people surveyed in general or different set categories. Where percentages are used, they are rounded off (Bertram 2003:184).

5.3.1. SECTION 1: DEMOGRAPHIC DATA.

In this section demographic data categorises the respondents as principal, educator, centre manager, teacher-librarian, SGB member or learner.

5.3.1.1. Categories of respondents.

Table 1: Category of respondents in relation to portfolio and rank.

Category	Post level	TOTAL
Centre Manager (s)	5	1
Principal (s)	3	2
Educator (s)	1	10
Teacher librarian (s)	1	3
SGB member(s)	-	2
Learner(s)	-	2
TOTAL		**20**

This is a cross sectional listing of respondents in relation to portfolios and rank. The centre manager with the most senior post level that is 5. Principal post level 3, educator post level 1, teacher librarian-post level 1. SGB member and learner are not employees of the Department of Education.

5.3.1.2. Cross tabulation of categories of respondents in relation to portfolios, rank and location.

This is a cross tabulation that indicates respondents in relation to their portfolios, rank and location, as they relate to a particular education centre, nodal school or cluster member school.

Table 2: Cross tabulation of respondents in relation to their location.

	Education Centre	Nodal School	Cluster member school	TOTAL
Centre Manager (s)	1			1
Principal (s)		1	1	2
Educators		5	5	10
Teacher-librarian(s)	1	1	1	3
SGB(s)		1	1	2
Learner(s)		1	1	2
TOTAL	2	9	9	20

This was necessary, in order to establish where the respondents were located.

5.3.1.3. Categories of respondents by gender.

The findings concerning gender, cross tabulated against respondents' occupation are presented in the following gender and occupation cross tabulation table.

Table 3: Gender and occupation cross tabulation

	Centre Manager	Principals	Teacher Librarians	SGBs	Educators	Learner	TOTAl
MALE	1	1	1	1	2	1	7
FEMALE		1	2	1	8	1	13
TOTAL	1	2	3	2	10	2	20

The researcher needed to establish gender representation against the portfolios of respondents who were expected to patronise the nodal centres in terms of their:

a. Work load

b. Whether they owned their own means of transport

c. Or whether they were sufficiently physically fit to carry some of these resources.

41

How these factors have an effect on the respondents will be dealt with in the next chapter. As can be expected there are more females than males. This is a normal trend in primary schools. There were females in the high school surveyed, but they were not in the majority.

5.3.1.4.   Professional qualifications.

Even though there was no direct question in the survey related to levels of qualifications, respondents were asked this question as part of an ice-breaker by the researcher.

Table 4: Occupation and level of qualification

Respondents	Gr 1-7	Gr 8-12	REQV 13 (M+3)	Degree	Dual Qualification (Librarianship and Education	Post Graduate	TOTAL
1. Centre Manager(s)						1	1
2. Principal (s)				2			2
3. Educator(s)		2	6		2		10
4. Teacher-librarian(s)			3				3
5. SGB(s)	1	1					2
6. Learners	1	1					2
TOTAL	2	4	9	2	2	1	20

The most commonly held qualification can be seen as REQV 13 that is, a teaching diploma. The centre manager of the education centre holds a title of Doctor; it was however difficult to directly ask whether this was as a result of acquiring a PhD, or an honorary pledge. The latter have become a very widespread award made by certain communities or church groups. The researcher is raising this because a colleague alluded to this about the said respondent.

5.3.2.   SECTION 2: AWARENESS OF THE CLUSTER MODEL.

In the following section the presentation of data will be through graphs and histograms, which seemed appropriate methods for representing data of this nature.

5.3.2.1. Belonging to, and awareness of clusters and nodes.

This question (3) was asked so that the respondents could establish whether they belonged to a nodal point or cluster, or even whether they knew of the cluster arrangement.

Table 5:   Knowledge of the cluster status. N=20

Category	Belongs to a cluster school	Belongs to a nodal point	Does not know of this arrangement
Centre Manager		1	-
Principal	1	1	-
Educators	5	2	3
Teacher-Librarians	1	2	-
SGB	1	-	1
Learners	1	-	1
TOTAL	9	6	5

The following information was obtained from 20 respondents:

Nine knew that they belong to a cluster

Six knew that they belong to a nodal point

Five did not know of their status

It is interesting to note that there are three educators who do not know of the cluster arrangement.

5.3.2.2.   Awareness of the vision behind the clustering of schools.

Question 2 needed to establish whether the respondents knew the vision behind the clustering of schools. Of the 15 respondents who knew of the cluster arrangement two did not know why they needed to enter into this arrangement. As could have been expected as they were perhaps less likely to be informed about such matters the two were one learner and one SGB member.

5.3.2.3. Source of information about cluster status.

In question 3 the respondents were expected to indicate who had informed them of their cluster status.

Figure 1 Histogram showing how the respondents received cluster knowledge. N=20
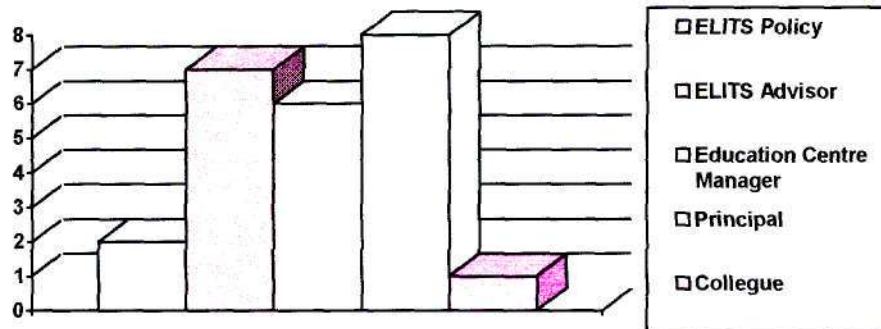
The respondents could choose more than one answer:

Eight spoke to the principal

Seven were informed by the ELITS advisor

Six at some point spoke to the centre manager

Two had access to the ELITS School Library Policy

One heard of their situation from a colleague.

5.3.3 SECTIONS 3 TO 6:

Awareness and preparedness by respondents to share information resources.

These sections deal with both awareness and preparedness of respondents to share information resources through a cluster model.

5.3.3.1 Patronage of the nodal points by respondents.

Question 4 needed the respondents to indicate whether they used the services offered at the nodal centre, if yes, usage was rated on a scale of 1 to 10. The results become interesting when the two clusters (Mbazwana and Nkandla) are presented separately. The split is necessary because the two clusters were modelled differently and this appears to have a bearing on their level of usage as this study will seek to show. Pictograms are used to statistically represent the level of popularity to the concept.

Table 6: Rating of usage of the Mbazwana Centre by cluster schools.

The respondents were asked to respond by rating their level of usage on a scale of 1-10

Respondents who were expected to patronise the education centre	Scale (out of 10)
Educator 1	☺ ☺ ☺ ☺ ☺ ☺
Educator 2	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺
Educator 3	☺ ☺ ☺ ☺ ☺ ☺
Educator 4	☺ ☺ ☺ ☺ ☺
Educator 5	☺ ☺ ☺ ☺ ☺
Principal	☺ ☺ ☺ ☺ ☺
Teacher-librarian	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺
Learner	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺
SGB	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺
Centre Manager	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

Table 7: Rating of usage of the Inkandla nodal point by cluster schools.

Respondents who were expected to patronise the nodal school	Scale (out of 10)
Educator 1	-
Educator 2	☺ ☺
Educator 3	☺ ☺ ☺ ☺
Educator 4	-
Educator 5	-
Principal 1	☺ ☺
Principal 2	☺ ☺ ☺ ☺
Teacher-librarian	☺ ☺ ☺
Learner	-
SGB	-

At a glance one is able to note that Table 6 has more positive ratings than Table 7. The respondents had been asked by the researcher to grade their responses out of 10, where there is no grading, the respondents did not visit the nodal points.

5.3.3.2   Availability of resources.

Question 6 required the respondents to indicate the resources that are available at their nodal points. The representation of resources was by citing them as more, less, or none. The representation is for each cluster, so as to note the differences.

Table 8:   Rating of the availability of resources of the Mbazwana centre by cluster schools. N=10

Each tick represents a respondent.

Resources	More	Less	None	TOTAL
• Ready reference	✓✓✓✓✓✓✓✓✓✓			10
• HIV/Aids		✓✓✓✓✓✓✓✓✓✓		10
• Readers	✓✓✓	✓✓✓✓✓✓✓		10
• Curriculum support	✓	✓✓✓✓✓✓✓✓✓		10
• Magazines/Journals		✓✓✓✓✓✓✓✓✓✓		10
• Newspapers		✓✓✓✓✓✓✓✓✓✓		10
• DVDs			✓✓✓✓✓✓✓✓✓✓	10
• Audiotapes	✓✓	✓✓✓✓✓✓✓✓		10
• Internet /E-mail		✓✓✓✓✓✓✓✓✓✓		10
• Other (not on the questionnaire photocopying facilities)		✓✓✓✓✓✓✓✓✓✓		10
TOTAL	16	74	10	100

None = 10%

Less = 74%

More = 16%
        100%

The respondents for this cluster indicated varying levels of availability of Ready Reference items, curriculum support, readers, and audiotapes. The rest are less adequate except for DVDs where the respondents indicated none. Even though the question on reprographic facilities was not directly asked, the respondents indicated access to this.

Table 9: **Rating of the availability of resources of the Inkandla centre by cluster schools. N=10**

Each tick represents a respondent.

Resources	More	Less	None	TOTAL
• Ready reference	✓✓✓✓✓✓✓	✓✓		10
• HIV/Aids	✓✓✓✓✓	✓✓✓✓✓		10
• Readers	✓✓✓✓✓	✓✓✓✓✓		10
• Curriculum support	✓✓✓✓✓	✓✓✓✓✓		10
• Magazines/Journals			✓✓✓✓✓✓✓✓✓✓	10
• Newspapers			✓✓✓✓✓✓✓✓✓✓	10
• DVDs			✓✓✓✓✓✓✓✓✓✓	10
• Audiotapes		✓✓✓✓✓✓✓✓✓✓		10
• Internet /E-mail		✓✓✓✓✓✓✓✓✓✓		10
• Other (not on the questionnaire photocopying facilities)		✓✓✓✓	✓✓✓✓✓✓	10
TOTAL	**23**	**41**	**36**	100

None = 36%

Less = 41%

More = 23%
          100%

Respondents for this cluster indicated varying levels of availability of Ready Reference items, HIV/Aids sources, readers and curriculum support. Availability in terms of rest of the other resources was less adequate or not available, for example, magazines/journals, newspapers and DVDs are not available. The respondents indicated access to reprographic facilities, and other educators indicated that they patronised the node only to photocopy certain educational materials.

5.3.3.3 Frequency of the visits to these centres.

Question 7 was how often do you visit the centres. The researcher needed to establish how often these centres are patronised.

Figure 2: **Frequency of the visits to the centre at Mbazwana. N=10**
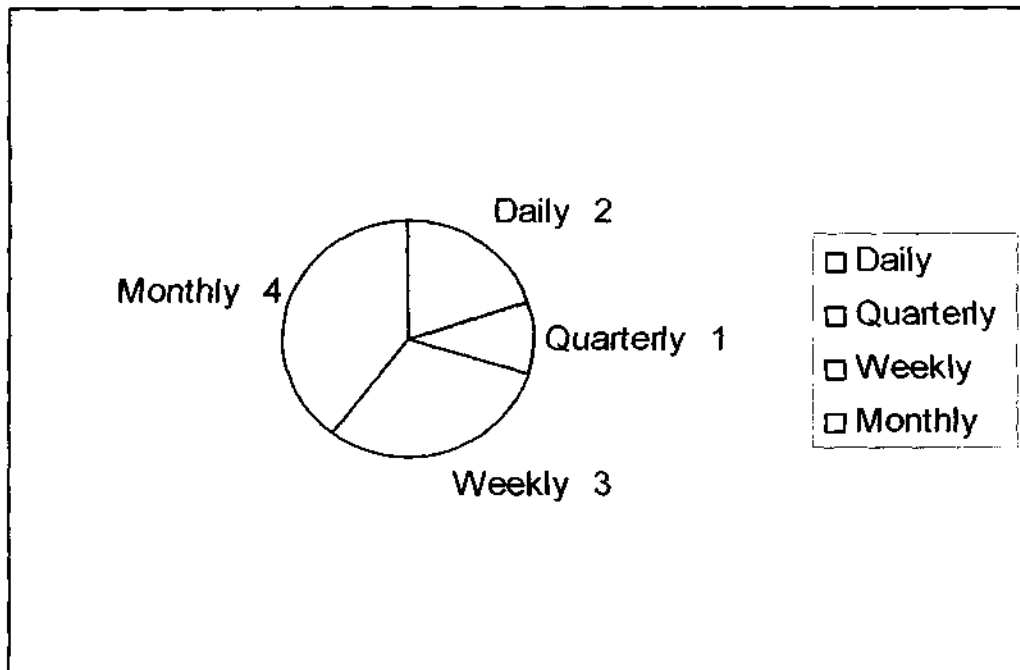
Of the ten respondents:

Four respondents visit the library at least once every month.

Three respondents visit the library weekly

One did so quarterly

Two did so daily.

Regarding the frequency of visits to the nodal point at Inkandla the findings were as follows.

Only four (40%) of the respondents visit the nodal school at Inkandla.

They visit the nodal school only once a quarter.

One educator said that she visited only "When it is absolutely necessary".

This meant that when she needed to photocopy urgent things like work sheets, or print examination schedules and reports for her learners she went to the centre. This photocopying is not library use as such but is viewed as an extension of access to administration facilities.

The six respondents who had never visited the nodal school had numerous reasons for not visiting (see chapter 6, Interpretation of results).

Question 8 needed to establish in relation to the visits to the centres whether the sources available support the critical outcomes of the curriculum, and if not why? The findings are reflected in Figure 3.

Figure 3:   Whether resources support the critical outcomes of the curriculum

N=20
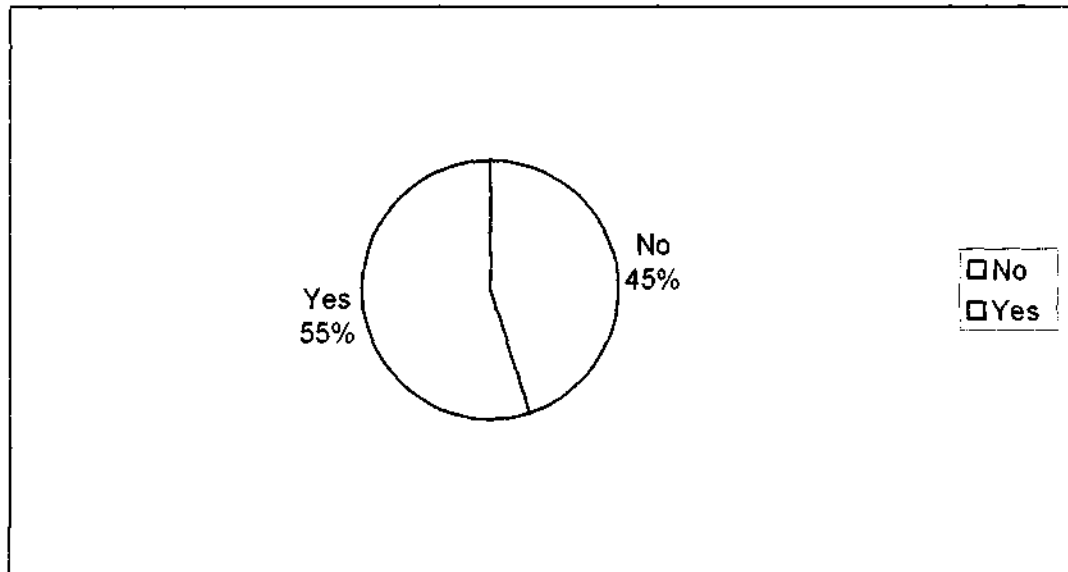
Of the respondents 9(45%) said no and most of the reasons were not directly linked to the question for example some of the reasons were that:

- There is no teacher support materials
- There are few copies to spread around
- HIV/Aids related resources are few
- Stringent rules on accessing the internet
- There are no DVDs, in fact there was general concern on the availability of the multi-media resources.

The 11(55%) that said yes are never disappointed when they inquire about certain themes or topics.

In most cases respondents were able to photocopy. The researcher wondered about issues of copyright since there was no notice mounted on the wall to alert users to photocopying regulations.

5.3.3.4   Whether or not the library resources are necessary to teaching and learning. To this question both Mbazwana and Nkandla respondents were expected to offer an opinion as to whether the library resources are necessary for teaching and learning or whether it is sufficient to use prescribed text books only. See Figure 4.

Figure 4:   Whether library resources are necessary for teaching and learning N=20
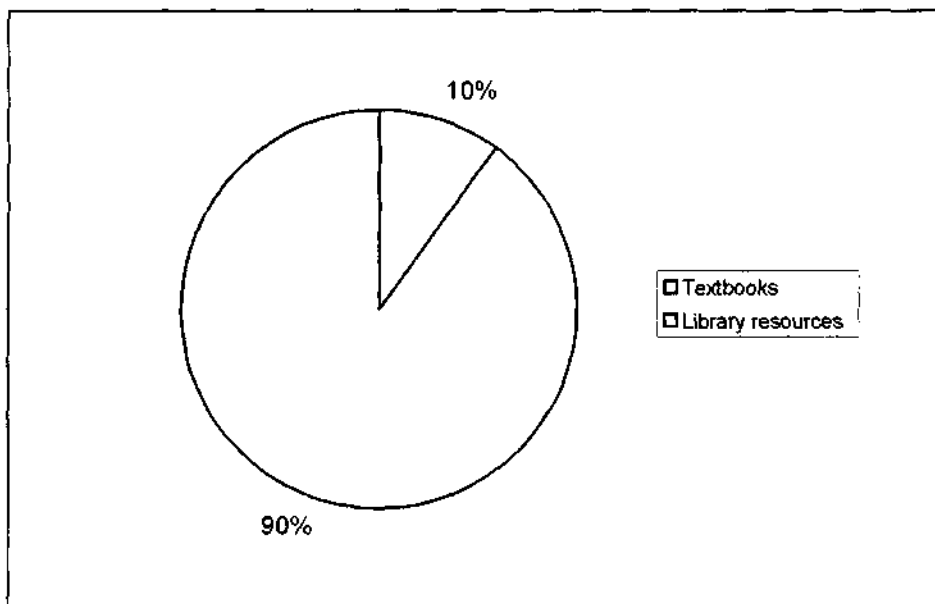
Eighteen (90%) of the respondents indicated a great need for school library resources. There is a general understanding that libraries support curriculum delivery, especially the Revised New Curriculum Statement (RNCS) because it is resource based. The two respondents (10%) who thought that learners and educators could engage adequately with using the textbook only, had no negative argument about libraries as such, but were concerned about learner safety when patronising these centres, since "learners are expected to walk long distances just to collect books", as one respondent put it. Another stated "They also lose these books, and it's the parents that get into trouble not them" (the learners). Therefore these respondents thought it was sufficient to use the textbooks only.

5.3.3.5 The importance of establishing a central library at school.

Question 10 was simple because the researcher wanted to establish whether respondents thought it was important to establish a library at each and every school. All of the respondents said yes. The arguments for this are presented in chapter 6.

For Question 11 which asked "How do you obtain the resources you require?" 100% of those who patronised the centres replied that they travelled there. This is obviously very encouraging, as it can be interpreted as a sign of dedication.

5.3.3.6 Distances to be travelled.

Question 12, a graph will used to represent the responses pertaining to distances travelled to these nodal points. Figure 5 reveals the findings.

Figure 5: Distances travelled by respondents to nodal points. N=20
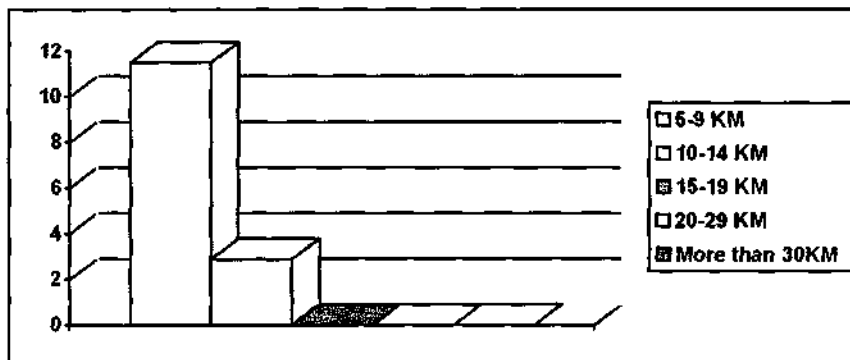
The respondents do not move from the same central points always. The movement is normally from home, to the centre, then to school, or from home, to school, then to the centre. Of the respondents 11 travel less than nine kilometres, whilst only three travel between 10 and 15 kilometres. Fortunately none of the respondents needed to travel more than 15 kilometres to the centre.

5.3.3.7 Transporting resources.

Question 13 sought to establish how the respondents, who do patronise the nodes, returned the resources. They could use more than one method. See Figure 6.

Figure 6: Mobilization of resources. N=20
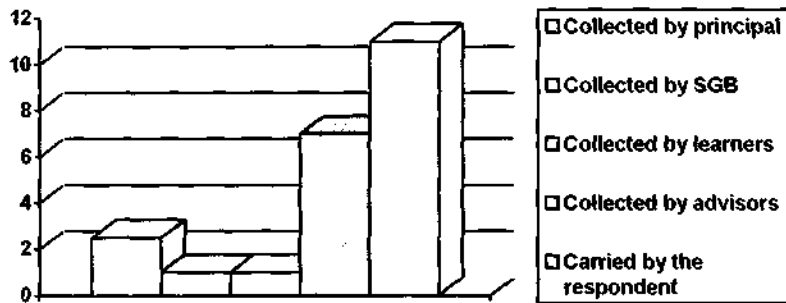
Eleven respondents carry the resources if the packs are manageable, otherwise they have them collected or delivered.

Six respondents arrange with their subject advisors when they do school visits.

Two respondents get their resources collected by the principal.

One uses an SGB member who owns a van and does deliveries for the RAIN project.

One asks learners to collect items on their way to school.

5.3.3.8 Payment for transport.

Question 14 needed to establish the issue of payment for transport when respondents visit the nodes. All those who patronised the nodes reported that they paid themselves. One respondent said "In fact the matter was never raised". In trying to establish whether they were happy to have to do this (in question 15) the responses received were that none of the respondents were happy about the status quo.

5.3.3.9   Communication with the nodal points.

Question 16 asked what the system of communication with the nodal points or centre was. The respondents could choose more than one answer. A graph is used to represent the responses.

Figure 7: Means of communication. N=20
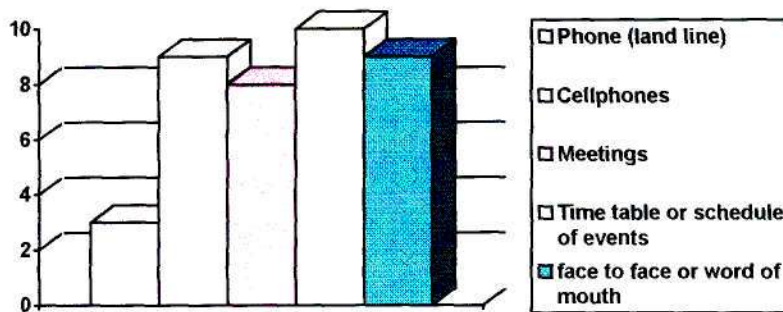
Of the respondents:

Ten   work through their subject advisors who supply a schedule of activities at nodal points.

Nine   through interaction with colleagues (face to face or by word of mouth).

Nine   by means of cellular phone.

Eight   at meetings.

Three   communicate by telephone (landline).

It is interesting to note that cellular phones have become more popular than landline phones. The researcher did not explore the reasons for this, however the obvious assumptions are that:

•   They can be carried around

•   They offer personalised contact

•   The voicemail and text message services keep the connection live.

The departmental questionnaire also carried a column for the principal's cellular phone, and responses to this item revealed that most schools that do not have landline phones can be contacted via the principal's cellular phone

5.3.3.10 Storage of resources once they reach the school.

Question 17 asked how are the resources stored once they are at your school? A pie graph in Figure 8 shows the finding (raw scores are rounded off in two instances):

Figure 8: Storage of resources once they reach the school. N=20
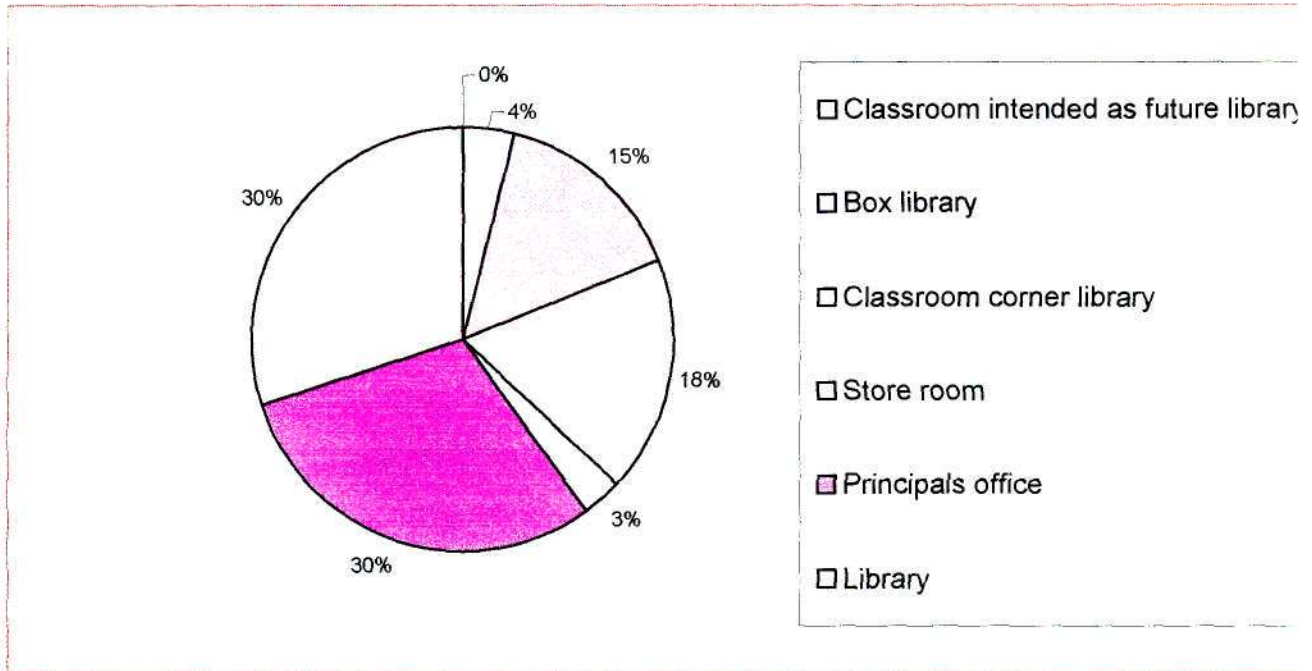
Six (30%)   Keep the resources in the library

Six (30%)   In the principal's office

Four (18%)   In a classroom/corner library

Three (15%) In a box library

One (4%)   In an empty classroom designated as a future library

One (3%)   In a storeroom

The respondents that keep resources in the principal's office cite security as the main reason. Not all of them have a school library, thus the principal's office is the most secure room in the school.

5.3.3.11   Plans for a school based central library.

Question 18, asked do you have plans to develop your own library and move away from the cluster eventually? If yes, indicate when? The first part of the question was responded to as a wish by the following categories of respondents:

Table 10: Plans to develop own library. N=20

Respondents	YES	NO	GRAND TOTAL
Centre manager 1	-*	✓	
Principal 1		✓	
Principal 1	✓		
Educators 5		✓✓✓✓	
Educators 5	✓✓✓✓		
Learner 1		✓	
Learner 1	✓		
SGB 1		✓	
SGB 1	✓		
Teacher-librarians 1	✓		
Teacher-librarians 1		✓	
Teacher-librarian 1		✓	
TOTAL	9	11	20

*indicates not applicable

While one principal said yes, the centre manager and principal of a nodal school (2) already have a library hence the question was 'not applicable'.

The educators (5) belonging to the cluster wish to move away from the cluster and have their own library. The second set of educators (5) already has a fully functional school library, which they view as their property (this perception will be elaborated upon in the next chapter).

Learner 2 in Table 10 also comes from a nodal school with a well resourced library, whilst learner 1 (2) below wishes to have a well resourced school library.

The scenario is the same with the teacher-librarian, where the first one wants a library whilst the other two have fully functional libraries. The last teacher librarian is in charge of the library at the centre.

The first SGB member represents a nodal school and obviously the second SGB member who wants a library represents a cluster school (see Chapter 6).

5.3.3.12   Continued patronage of the nodal points.

Question 19 asked if you had a fully functional library in your school would you still patronise the node or centre? See figure 9.

Figure 9:   Continued patronage of the nodal points. N=20
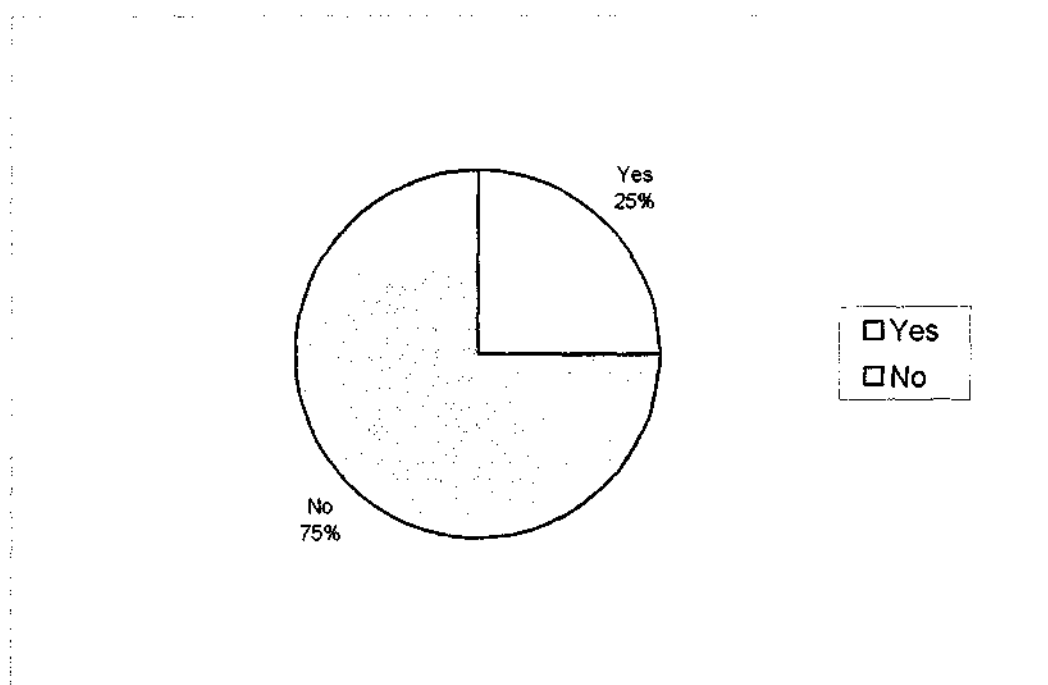
Five (25%) said yes and cited the following reasons:

Two respondents said the nodal points will always carry more stock, with a bigger variety, further the education centres offers a menu of activities, for example:

o   Meetings

o   Serve as a network point

o   Workshops

o   Have photocopying facilities

o   Exhibitions by various sectors, for example, HIV/Aids materials, new stock and so on.

o   Departmental notices and circulars can be found there.

o   Numerous community programmes

One respondent said the nodes have computer centres with internet and e-mail access as well as computer courses being offered.

The rest of the respondents that is 15 (75%), said they would stop patronage of the nodal points, citing problems such as:

- Distance

- Heavy loads

- Lack of proper planning and organisation

- Electricity problems

5.3.3.13   Assistance found at the nodal points.

Question 20 was presented in order to establish whether the respondents gained anything extra from the nodal points besides the resources.

Table 11: Rating of other forms of support obtained at the nodal points/ education centre. N=15

Avenues for support	More	Less	None
1. Professional development		✓	
2. Communication with the department		✓	
3. Teacher support material		✓	
4. Curriculum planning and support		✓	
5. Meetings		✓	

Fifteen of the respondents who did patronise the nodes indicated that there was an effort made by the Department to intervene in all the tabulated areas, but much more still needed to be done. Workshops organised by both the department and various NGOs did take place. Some circulars, notices and departmental gazettes (or advertisements for posts) did get circulated or displayed at the nodes. There was obviously limited teacher support material, and less dialogue on curricular issues. Meetings did take place at the centres, how they were organised will be dealt with later.

5.3.3.14 Negative experiences by respondents at nodes.

Negative experiences by respondents are listed below as responses to question 21. These are experiences shared by the 15 respondents who did patronise the nodes. They could give more than one example.

Table 12: List of negative experiences N=15

Negative experience	Yes	No	How many
1. Arrive at the centre to find that there is no electricity	✓		1
2. Arrive at the centre to find the photocopier is out of order	✓✓		2
3. Computers: Malfunction	✓✓		2
4. Arrive at a centre/node, to find a meeting/workshop cancelled.	✓✓		2
5. Carry heavy packs from nodes to school	✓		1
6. Travel by public transport in negative weather conditions	✓✓✓✓		4
7. Little or no support of the project by:			
• Principal	✓✓✓		3
• Subject advisor(s)	-		-
• SGB	✓✓✓		3
• Centre manager	✓✓		2
8. Long distance to walk (to the taxi rank)	✓✓		2
9. Arrive at a node and not receive attention.	✓✓		2
10. Pay for services (photocopy)	✓✓✓✓✓✓ ✓✓✓✓		11

The list of negative experiences was generated from the responses. The last column entitled 'How many' merely lists the number of respondents who raised the matter as a negative experience.

5.3.3.15   Further comments on the cluster project.

Listed below are responses to question 22 which asked for further comments on the cluster project.

Table 13: List of comments on the project.   N=20

Comments	How many
Intervention appreciated	12
.Avenue to network with colleagues from schools	10
More resources needed.	10
Each school to have its library facility	8
Timetable of annual activities to be generated and circulated early	6

The comments were spontaneous, as the respondents were asked to make general comments about the project. They could give more than one response.

5.4.   SUMMARY

The study intended to establish the levels of awareness and preparedness by Mbazwana and Inkandla school communities to work within a cluster. This form of collaboration was seen as conducive to educational support and access to educational resources. A broad overview of survey results indicate an acceptable level of awareness to resources and their needs, however, the level of preparedness to make further effort is limited due to a number of physical, ethical and psychological factors that militate against preparedness to patronise the centres on the part of some respondents.

CHAPTER 6   Interpretation of the results.

6.1.   Introduction.

In this chapter the results of the study are explored against the research problem and the literature reviewed. The purpose of the study was an investigation into the awareness and preparedness of Inkandla and Mbazwana school clusters concerning the sharing of information resources.

6.2.   Review of background to the study.

The objectives of the study were: to establish the vision behind the development of the clustering concept at each site, to identify the stakeholders and the beneficiaries in each case; to identify the role awareness of the clustering concepts and its benefits played in the development of each cluster; to identify the role, and the preparedness to share information resources played in the development of each cluster; to assess particular challenges in the development of each cluster, and to arrive at lessons learned for the development of other clusters.

Two types of awareness are reported on: awareness of the vision behind the development of the cluster, and awareness of the centres and their resources, once established. Both types of awareness are looked at in relation to use, which in turn could be expected to further enhance the second type of awareness in particular, which is awareness of the resources.

The objectives of the study will serve as sub-headings for this chapter, and will be linked to the results for each and every question presented in both the questionnaire and the survey.

The findings that are interpreted in this chapter relate to those of the respondents that participated in the study.

In view of the cross sectional representation of the respondents, as well as their alignment to the two different cluster models, it is possible to make cautious

generalisations about the whole community of schools that belong to these two types of cluster models.

6.3. The vision behind the development of clusters.

This section deals with the vision behind the development of a cluster concept, used as a means to deliver a service. The study presented two models, those of Mbazwana and Inkandla, and it is therefore necessary to explore the vision behind each model.

Cluster 1 Mbazwana: accessing resources at an Education centre node, which is a neutral venue, not being within any school premises and designed specifically to offer support to educators and learners.

Cluster 2 Inkandla: the cluster members access resources from a nodal school, an education environment designed to offer access to resources to cluster member schools, whilst its principle functions are teaching and learning. The fact that no cluster coordinator had been appointed was found to pose a problem.

6.3.1 Awareness of the vision behind the clustering of schools at Mbazwana.

The 10 respondents who constitute 100% of the Mbazwana cluster sample knew why they needed to enter into a cluster arrangement. Each of the following respondents represented a category of people who were part of the school community;

- The centre manager and the principal who participated in the formulation of the vision.

- The educators and teacher-librarians, whose roles were that of facilitation in the activities of teaching and learning, and thus had to be in the forefront of education resource mobilisation.

- The SGB member, who represented the parent community and in turn the local community. This group played a monitoring role in ensuring that teaching and learning did take place at schools.

- And the learner, who represents the youth of this community, who in turn is expected to obtain quality education, and eventually become appropriately qualified, and to have certain values that allow him/ her to become a responsible citizen.

6.3.2 Awareness of the vision behind the clustering of schools at Inkandla.

Six respondents who make 60% in this second cluster knew of their cluster status. Similarly to the Mbazwana group, this 60% was representative of each category of the people that belong to the school community.

Three respondents, who constitute 30% of this community did not know of this cluster arrangement, and yet the educators are very important beneficiaries in this arrangement. Their lack of knowledge suggests that the project failed at its conception stage, when vigorous advocacy for the project should have taken.

The assumptions for this lack of knowledge are that:

• The project may not have been properly advocated

• Communication is a problem, and the difficulties in communication, compounded by distances can slow down the dissemination of information.

The low levels of education, as can be seen in Table 4, mean that because the clustering concept is alien in South African education, people may lack the philosophical understanding of the concept.

The Inkandla cluster knew less about the vision behind clustering. Clustering equates to co-operation and this worldwide trend can be promoted in different situations whether rural or urban, third world or first world depending on the information needs of that community.

Karelse (2001:154) makes a similar observation in the Western Cape when the Ford Foundation Team proposed that the vision for developing a co-operative library project would be "to promote information literacy and economic development for the area by providing information to users in a form they want, when and where they need it". Inherent in this vision is the right of all citizens to be able to access, evaluate and effectively use information that can contribute to improving their quality of life and economic well being. The Western Cape project was premised on a digitised, networked information platform, in an urban setting.

6.4 Identification of the stakeholders and the beneficiaries of the project.

As can be anticipated all respondents are both stakeholders and beneficiaries of the project, and this could be interpreted to mean that the entire communities of both Mbazwana, and Inkandla were stakeholders and beneficiaries of the project.

A cross sectional listing of respondents in relation to their portfolios, rank, and in turn standing in society is presented in Tables 1, 2 and 4, whilst Table 3 indicates gender, that is:

- Centre manager (s)   one   (1 Male)
- Principal(s)   three   (2 Males)
- Educators (s)   ten   (2 Males and 8 Females)
- Teacher librarian(s)   three   (1 Male and 2 Females)
- SGB member(s)   two   (1 Male and 1 Female)
- Learner(s)   two   (1 Male and 1 Female)

All respondents are in turn community members. The issues of gender in relation to people's portfolios will be dealt with later.

6.5 The role awareness of the clustering concept, and its benefits in terms of access to resources played in the development of each cluster.

Of the 20 respondents 15 or 75% were aware of the cluster concept, and their cluster status., and 25% unaware. The levels of awareness by community members are seemingly determined by the degree of advocacy for the project. Of 75% who were aware of the concept, the majority came form Mbazwana. Earlier on the study indicated that the Mbazwana project was conceived of by the community members themselves, hence the high levels of awareness.

Creating awareness in most rural areas is still reliant on word of mouth. A study conducted by Leach (2001:168) in rural areas of KwaZulu-Natal, confirmed the preference for the oral nature of communication in these communities when he observes that, '"The best thing is communicating verbally". The preferred means of information provision by NGO's was oral communication.

The Mbazwana project evolved over a long period of time with meetings being held with different stakeholders.

MBACHA was conceived out of a problem identification process which was the isolation of schools. The formation of this Head Teachers' association created an awareness of the problem. The initiative went further through negotiations for land to building the centre, and to fund raise. The unfolding of these events required meetings and agreements. The entire process created its own enhanced level of awareness.

The 25% of respondents who were less aware or lacked awareness came from Inkandla. The project was a 'quick fix' intervention by the Department. The vision and mission statements and goals of the project were put together by Departmental officials on behalf of the community. It stands to reason therefore that other important stakeholders from the community were left out. This may have not been deliberate, but the means of communication may have marginalized illiterate or semi-literate members, namely, Chiefs (Amakhosi), parents, learners as well as other under qualified educators.

6.5.1 Sources of information about the cluster status.

The survey established what informed the respondents of their cluster status. The respondents were allowed to choose more than one answer, to allow for the possibility that information could have come from more than one source.

- Eight spoke to the principal
- Seven were informed by the ELITS advisor
- Six spoke to the centre manager
- Two respondents had access to the ELITS School Library policy.
- One spoke to a colleague.

Only two respondents had access to the ELITS School Library policies, the rest of the respondents were communicated with verbally at a meeting or informally. This indicates that when dealing with rural communities, even if the project is educational, information dissemination should not only be print based but both print based and oral.

6.5.2 How awareness of the cluster status benefits the development of clusters.

The two clusters were presented separately in order to establish the differences or similarities. The fact that the two clusters were modelled differently appears to have a bearing on the level of awareness, and in turn on its patronage and eventually the level of development.

The level of popularity for the concept was statistically measured for each respondent out of 10. The score of 10 represents a 100% level of awareness.

6.5.2.1 The level of awareness, and how awareness influenced usage and development.

This section explores how awareness influenced preparedness to patronise the nodes.

6.5.2.2 Usage and degree of satisfaction with the Mbazwana centre.

Table 6 revealed that:

* Three respondents, the principal and two educators were 50% satisfied.
* Two respondents, two educators, were 60% satisfied.
* Three respondents, an educator, the teacher-librarian and the SGB member were 80% satisfied.
* The learner was 100% satisfied.

What the principal expects is clearly different from the expectation of the educators, the teacher-librarian, the SGB member and the learner. The assessment of the availability of resources is measured against people's expectations, and therefore it is proper to suggest that preference would be reinforced by the degree to which the user was knowledgeable about the centre and its contents (Poole 1985:145), that is, to confirm user awareness. Therefore, it is reasonable to conclude that the level of satisfaction was stimulated by the availability of resources, as required (expected) by the individuals.

6.5.2.3 Usage and degree of satisfaction with the Inkandla node.

* Three respondents were not aware of their cluster status and therefore did not patronise the nodal point.

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- Two respondents, an educator and a principal, were aware and did patronise the node. Their level of satisfaction was rated at 20%.
- One respondent, a teacher-librarian was 30% satisfied.
- Two respondents, an educator and a principal were 40% satisfied.

The second cluster is clearly not patronised as well as it should be, and this again takes one back to strategies required to increase the level of awareness. Numerous questions arise out of this situation.

- Was a baseline study conducted before the implementation of the project? If so, was the instrument used sufficiently comprehensive to cover areas of readiness, and preparedness?
- Was the community sensitised to the issues of ownership, by the nodal schools, as against lack of resource ownership by cluster member schools?
- Were long term plans discussed with cluster member schools, in order to indicate a growth that eventually sees them moving away from the cluster, to attain the same level of ownership?
- Were all identifiable problem areas explored and anticipated before implementation in order to prepare and change everybody's mindset?
- Were the different modes of information dissemination, which were familiar to the stakeholders, adequately communicated to them?

These are all questions that should inform future studies and future practice.

6.6 The role played by the preparedness to share information resources in the development of each cluster.

The state of preparedness in this study refers to a change of mindset, a state of readiness to embark on a new venture in support for education delivery. Before exploring how preparedness to share information resources can affect development, it is important to establish the indicators of preparedness, besides advocacy, which are linked to awareness.

6.6.1 Availability of resources at the Mbazwana centre.

The respondents showed their level of preparedness to use the centre, by their ability to assess the availability of different categories of stock. They indicated their level of satisfaction regarding the availability of:

- Ready reference as more (satisfied with availability)
- HIV/AIDS resources, readers, magazines/ journals, newspapers, audiotapes, Internet, e-mail and reprographic facilities as less.
- DVDs as none.

This is a clear indicator that the respondents were keen users of the centre. There was no question on reprographic facilities, however all respondents mentioned their availability, and the fact that they are very useful tools.

6.6.2 Availability of resources at the Inkandla nodal point.

The level of preparedness to visit the nodal school in Inkandla was lower than that of Mbazwana. This point is supported by the fact that only four out of ten respondents for this cluster visited the node. Those who patronised the centre were ready to assess the availability of resources. Their levels of satisfaction regarding the available resources were as follows:

- Ready Reference: more (satisfied with availability)
- HIV/Aids, readers (texts), curriculum support, audio-tapes, internet/e-mail and reprographic facilities as less
- And magazines/ journals, newspapers and DVDs as none.

6.6.3 Frequency of the visits to the centres.

Another indicator that establishes the level of preparedness to use the centre is the frequency of the visits to the centre or node.

6.6.3.1 Frequency of the visits to the Mbazwana centre.

- Four of the respondents visited the education centres at least once a month.
- Two of the respondents did so weekly.
- Two of the respondents made irregular visits, at least once a quarter.
- Two of the respondents went daily, as it is their place of work.

The frequency of visits is encouraging, because it shows that the respondents do patronise the centre regularly which suggests that they recognise the value of information in education.

6.6.3.2 Frequency of the visits to the node at Inkandla.

The frequency of visits to the nodal school can be measured at approximately 10% or once a quarter. This low level of patronage is linked to the reasons discussed earlier in this study, namely that awareness encourages preparedness to patronise the centre.

6.7 Relevance of the stock in support of the critical outcomes of the curriculum.

The respondents who patronised the centre or node did so in order to support teaching and learning. The relevance of the resources is crucial in determining or influencing the level of preparedness to patronise and use the stock. In seeking to establish the relevance of resources in supporting the critical outcomes of the curriculum, the two clusters were treated as one. All respondents who patronised the centre or the node responded in the following manner:

- 55% were satisfied with the level at which the resources supported the critical outcomes of the curriculum. Resources on all or most of the topics, or themes required were available at the centre or nodal point.

- 45% were not satisfied although none of the reasons offered were directly linked to the question. Lack of teacher support materials, few HIV/Aids related resources, stringent rules concerning Internet access and lack of multi-media resources were the reasons given when the respondents were asked whether the resources available to them supported the critical outcomes of the curriculum. The learning area that deals with Life Orientation, requires that learners be taught amongst other things how to deal with HIV/Aids, the fact that there are few sources dealing with this subject is disappointing to the educators.

6.7.1 Library resources are more essential for teaching and learning than textbooks.

Of the respondents 90 % indicated a great need for school library resources. The Revised New Curriculum Statement for further Education and Training, (RNCS for FET), and the New Curriculum Statement, for General Education and Training (NCS for GET)

have sensitised the respondents into understanding that this curricular is resource based, thus libraries should play a central role in the delivery of the curriculum. Of the respondents 10% who thought educators and learners can engage adequately by using the textbooks only, had no negative arguments about libraries, but were concerned about the distances to be travelled to the nodal points, the mishandling of these resources by learners, and the eventual need to respond to queries about mishandled resources.

The respondents are pleasingly familiar with the new curriculum, and therefore can be said to understand the need for these resources. This level of understanding could therefore be indirectly responsible for the level of preparedness to patronise these centres or nodes.

6.8   Distances travelled to the nodal points.

The distance travelled is another indicator that establishes the levels of preparedness by the respondents to patronise the node:

- Eleven respondents travel less than nine kilometres.
- Three respondents travel less than 15 kilometres and none of the respondents travel more than 15 kilometres.

Although the distances to the centre look acceptable, as none of the respondents have to walk, using public transport does mean having to make a deliberate detour.

- From home to the centre (the respondents have to walk to the taxi rank/bus stop)
- From the centre to school (the respondents have to walk back to the taxi rank/ bus stop)
- After school, from school (the respondents have to walk to the bus/taxi rank and back home).

These distances are unreasonably great even though the respondents travel less than 15 kilometres. The problem gets compounded when the respondents are expected to, or need to bring back resources with them. The fact that they actually do sacrifice time and energy to confront the hardships involved in these trips indicates a deep level of commitment.

6.9 Delivery back at the centre.

Once the resources were selected, they had to be forwarded to schools and no strategy was ever considered to address this matter. The respondents had to improvise in order to get the resources delivered to the schools.

- Eleven carry the resources if the weight of the pack is reasonably low.
- Six respondents arrange with their subject advisors to have resources delivered
- Two respondents get the resources delivered by the principal
- One respondent gets the resources delivered by the SGB (who owns a van, and is aligned to the RAIN project).
- One educator sends learners to fetch resources

The situation is the same at Mbazwana. Although they have a mobile library when this survey was conducted it had not yet started operating.

6.10 Payment for transport.

Of the respondents 100 % pay for their own transport to get to the centre or node. As indicated by one respondent, "the matter was never discussed" which means that the project coordinators failed to deal with the matter and therefore school communities were not in a position to make informed choices. None of the respondents were happy to pay for their transport. The project monitors need to raise this matter for further discussion and offer acceptable solutions.

6.11 Communication with the centre or nodal points.

The respondents were asked to indicate their means of communication with centres. More than one answer could be offered:

- Ten work with subject advisors who supply a schedule of activities at the centre or nodal points.
- Nine get information from colleagues
- Nine use cellular telephones
- Eight get information at meetings
- Three communicate by landline telephones .

Communication with schools that are far flung or in rural areas is known to be generally difficult, however it appears that with the expansion of cellular networks the problem may

eventually be resolved. There are also clear indications of continuous interaction by officials at meetings, contact with subject advisors as well as a healthy network of colleagues.

6.12 Storage of resources once they reach the schools.

Most respondents keep resources in the library (30%), or a classroom/corner (18%) or a box library (15%), but 30% keep them in the principal's office.

As security is always a matter of concern, where the resources are stored is determined by these concerns. This is another indicator of preparedness because the respondents can refrain from fetching these resources citing security as an issue of concern.

6.13 Challenges in the development of each cluster.

In order to explore the challenges adequately, it is necessary to first explore what ought to be and ideally what should exist at school level in order to ensure the availability of relevant resources. Ideally each and every school should have a centralised school library, with resources specific to its needs and a teacher-librarian to manage the collection (KwaZulu-Natal 2003b).

6.13.1 Plans for a school based central library.

All respondents acknowledge the fact that ideally all schools must have a central library.

- All five educators belonging to the cluster wish to move away from the cluster and have their own library.
- The learner, SGB member, and teacher-librarian feel the same way.
  However there is general consensus that clusters can address broader issues that pertain to professional development. This was established with a question that dealt with continued patronage of the centre or nodal point.

6.13.2 Continued patronage of education centres.

Even though only 25% of the respondents said they would continue their patronage of the education centres, even if they had their own central libraries, their reasons are viewed as valid and could serve to support the growth and development of these clusters. The 25% cited the following reasons:

- The nodal points will always carry more resources, because of their earlier development.
- The education centres offer a menu of activities that have broader parameters than do the school environments, these are:
  - a venue for meetings organised at a higher level, namely advisors, community members, NGOs, funders, the Department of Education and so on.
  - ability to serve as network points
  - available for workshops, with a menu of activities
  - the use of equipment such as reprographic facilities
  - a venue for exhibitions that are thematic and relevant to needs
  - distribution and communication of Departmental notices and circulars
  - other community activities.
- The nodes have bigger computer banks, with internet access, e-mail and other numerous on-line activities.
- Accredited courses are offered there.

  This positive outlook was further supported by the question dealing with direct assistance obtained at the centres.

6.13.3 Assistance found at the nodal points.

Fifteen respondents who do patronise the centre or node indicated that the Department does intervene in the following areas:

- professional development
- communication
- by offering teacher support material
- curriculum planning and support
- materials' development in support of the curriculum

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- meetings.

Areas cited by the respondents as needing intervention were classified as less in all areas, thus this was an indication that more could still be done. The categories were more, less, and none. The discussion mostly cited meetings as being always badly organised. The respondents cited the following reasons for disorganised meetings:

- overlapping meetings
- too many meetings
- long meetings
- ill prepared organisers of meetings
- irrelevant agenda items
- short notice of meetings
- long distances to travel to an irrelevant meeting
- too many people inviting them to meetings.

6.13.4 Challenges in the development of each cluster.

Eight respondents shared what was regarded as negative experiences. The challenges to the cluster that could stifle development were cited as:

	Number of responses
• Arriving at the centre to find that there is no electricity.	1
• Carrying heavy packs to school and back to the centre.	1
• Arriving at the centre to find that the photocopier was out of order.	2
• Arriving at the centre to find the computer is not functioning.	2
• Arriving at the centre/ node to find a meeting /workshop cancelled.	2
• Travelling long distances (others referred to it as unmanageable distances)	2
• Arriving at the node and not receiving attention.	2
• Coping with negative weather conditions.	4

- Paying for services (photocopying). 6

- Receiving limited support for the project by the principal, subject advisor(s), SGB, or centre manager. 8

One female respondent, in frustration complained that once she had to leave her class unattended, travel all the way to find that there is no one ready to assist her because her counterparts at a nodal point were all engaged with their own class work.

The researcher concluded that there was reason to address the above challenges as they were serious.

The problems arose from the following:

- No coordinator was appointed at either of node or centre of the cluster schools to coordinate the activities of the cluster.

- No proper communication channels were established between the node/centre, and the cluster schools.

- Challenges beyond anybody's control affected the respondents adversely, namely
  - malfunction of photocopiers and computers
  - bad weather conditions
  - long distances to walk and travel
  - payment for transport and services.

- Lack of management support and lack of proper planning for activities, for example the timetabling of activities.

SUMMARY.

The discussion in this chapter highlights the need for the proper coordination and constant communication that are essential to any project. Problems such as those revealed by the respondents need to be anticipated. Once they arise they need to be recognised early and addressed quickly. In the case of the clusters and nodal centres there are many problems that required prompt attention. Attention to these issues could enhance the effectiveness of the clusters and centres.

CHAPTER 7   Conclusions and recommendations

7.1   Introduction.

The purpose of this study was to conduct an investigation into the awareness and preparedness of Inkandla and Mbazwana school clusters concerning the sharing of information resources. In this chapter, conclusions are presented as lessons learned for the development of other clusters, and these will be dealt with under the headings that were listed as the objectives of the study. The recommendations will be presented and linked to each heading.

7.2   Revisiting the objectives of the study.

The objectives of the study were; to establish the vision behind the development of the clustering concept at each site, to identify the stakeholders and the beneficiaries in each case; to identify the role of awareness of the clustering concepts and its benefits in the development of each cluster; to identify the role that a preparedness to share information resources played in the development of each cluster; to assess particular challenges in the development of each cluster, and to arrive at lessons learned for the development of future clusters.

7.3   Conclusions

The study was conducted at two cluster sites, that is, Mbazwana and Inkandla, and 20 respondents were selected from a cross sectional representation of all members of the school community. This study was able to establish the levels of awareness and preparedness of both Mbazwana and Inkandla school clusters concerning the sharing of information resources. These findings are persuasive, and can be viewed as lessons learned for the development of other clusters. The clustering of schools for resource sharing is an ongoing project for the KwaZulu-Natal schools for the next five years until March 2009-2010. The project is funded by the Royal Netherlands Embassy (RNE) to be sustained by the KwaZulu-Natal Department of Education. These lessons could be used to influence the evolution of the entire project.

7.4 Lessons learned for the development of other clusters.

The lessons learned will be presented by briefly revisiting the objectives of the study.

7.4.1 The vision behind the development of clusters.

School communities that are earmarked for clustering are always informed about their status. The concept of clustering for resource sharing is a relatively new approach to education provision. In KwaZulu-Natal it has never been used before as a government strategy. Where it does take place it remains ad hoc, less formalised, is stimulated by NGO intervention or remains as a localised initiative for professional support.

The study however reveals that school communities that are identified for clustering should be informed of the intention to cluster long before implementation. This gives communities an opportunity to participate in the formulation of the vision. This exercise is undertaken as a process because the debates that ensue ensure common understanding. The study revealed that through discussions the following can happen:

- Issues of ownership versus lack of ownership of resources could be tackled openly so that the perceived outcomes are anticipated, and dealt with.
- By exposing the conditions of being a cluster member or a member of a nodal school, a lot of misconceptions can be clarified.

    The concept needs to be widely understood, therefore the vision needs to be communicated through a meaningful baseline study. In communicating the vision a deliberate advocacy strategy has to be followed and this should incorporate verbal communication to all stakeholders.

The study further revealed that all the respondents of the Mbazwana community were more aware of the cluster vision because, the concept emanated from the community itself. Kaniki (2001:189) explores the value of librarianship pursued for the benefit of the community, as an alternative for those who were not served by the mainstream or traditional public library services. Kaniki (2001:189) quotes Dolan's definition of community librarianship:

- Community of territory: a membership of people or a group defined by location or geographical and /or administrative boundaries.
- Community of attachment: a group which is nurtured by a sense of belonging in terms of religion, politics and other beliefs.

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- Community of interest: people who share common social practices and concerns arising, out of ethnicity class, age, gender educational achievement and lifestyle.
- Community of action: autonomous group pursuing change on particular issues.
- Community of needs: people sharing common needs, which are often unexpected and thus require professional investigation to reveal them.

The Mbazwana community was therefore better positioned to understand the vision and pursue it because as a group they were themselves pursuing the change of their educational environment. At Inkandla the intervention was deliberate by the education department; hence there was limited knowledge of the vision. Lack of awareness of the vision at Inkandla was caused by:

- Limited advocacy, this is an assumption because some respondents were unaware of their status.
- Limited contact, due to distances travelled.
- Low levels of education by both the beneficiaries of the project as well as the stakeholders, making it difficult for them to understand the operations of the project.

7.4.2 The role awareness of the clustering concept, and its benefits in terms of access to resources played in the development of each cluster.

The study revealed that the level of awareness could influence the level of preparedness. The respondents who had access to relevant policies, who obtained information from Departmental officials as well as colleagues, were inclined to be more accepting and prepared for the project than those who were unaware. The levels of awareness by the relevant school communities were established by measuring the levels of popularity for the concept through:

- usage of the centre or node
- knowledge of the stock available at the centre or node

It is obvious that where awareness was widespread, that is at Mbazwana, there was more patronage of the centre. The low levels of awareness on the other hand affected patronage adversely, which was the case at Inkandla.

Patronage also a influenced knowledge of what is available at the centre or node. This knowledge indirectly influenced the expectations of the respondents. These expectations can go a long way in determining or influencing the resource selection policy of the centre, because there will always be queries, and requests for particular topics or themes.

These influences therefore are necessary because they have an effect on the growth and development of the centre or node. However, where the levels of patronage are low, the expectations in turn are also low, thus it can be anticipated that development will be slow.

7.4.3 The role played by the preparedness to share information resources in the development of each cluster.

The state of preparedness means a paradigm shift, and this shift is responsible for the community's level of readiness to accept the project, or not. Obviously the Mbazwana community was more aware, and thus in turn more prepared. More people used the centres, who in turn were able to evaluate the collection. At Inkandla few people were prepared to use the centre, even though they could assess the collection at the node, the researcher concludes that they were in no position to influence the resource selection policy of the nodal point.

The preparedness to patronise the centre further means the ability to integrate library resources with teaching and learning. The use of books and other information sources, ranging from fiction to documentary, from print to electronic, both on-site and remote, with the materials used to complement and enrich textbooks, teaching materials and methodologies (IFLA 2000), can definitely support the critical outcomes of the curriculum.

The researcher therefore concludes that the cluster members who are aware and prepared to patronise the centre, can adequately support the critical outcomes of the curriculum, whilst those who have little or no access to resources will fail to meet curricular needs.

The ardent users of the centres or nodes became sensitised and therefore they were more inclined to influence their learners to use libraries, whilst those who themselves had little or no regard for libraries would most likely fail to influence their learners. The latter group would obviously rely more on textbooks for teaching and learning.

7.4.4 Distances travelled and payment for transport.

The preparedness to travel does not mean a willingness to do so. In order for the centres/ nodes to develop, the level of acceptance can grow if resources are mobilized, or transported to the cluster members, instead of expecting users to be frequently on the move to acquire these resources. The inclusion of mobility in whatever form would undoubtedly improve the level of preparedness. Users will only patronise the centre/nodes for meetings, to request block loans, and hold workshops, and so on and these visits will be infrequent, without the burden of bringing back resources. The issue of payment for transport must be reviewed so that acceptable solutions can be arrived at.

7.4.5 Communication with the centre or nodal points.

The study revealed that the terrain in both these areas is mountainous and forested making travel from district or circuit office to schools and between schools long and difficult. Other alternative means of communication therefore is important, for example, telephones, cellular phones, fax and e-mails (see relevant pictures in Appendix G). These technologies are however not as widespread as required.

The terrain at Mbazwana also adversely affects travelling. The area is very sandy, especially when trips are made to schools off the main roads. Therefore the researcher concludes that the relevant information communication technologies should be viewed as an answer to communication, for instance e-mail, cellular phones and so on.

7.4.6 Advantages of clustering around education centres or nodal points.

Being in a cluster poses many logistical problems for both the centre/node, and the cluster school. However, the study was able to establish that clusters can address most needs that are linked to the professional development for educators.

All the respondents who patronised the nodes agreed that all schools should have their own central libraries, however, 25% of the respondents said they would continue patronising the centres or nodes for support and professional development. This finding is significant because it indicates that the nodal points may not decay, if given the necessary attention that allows for growth and support for education delivery.

7.5 Challenges in the development of each cluster.

Overall, the clusters are seen as an alternative to resource provision. Their life span could however be shortened by neglect of the numerous challenges that they present. In order to address the challenges, a set of recommendations must be put forward, and these will be determined by lessons learned. The challenges must however be noted and incorporated into strategies that will determine the way forward. The researcher perceived them in the following light.

The desire for local self- sufficiency must not be ignored. Cluster member schools should be assisted in starting small collections on a long term basis, as this will make individual schools realize that they are not condemned to perpetual dependency. The lack of adequate information on available resources at the centres or nodes could be addressed in many ways. For example, through the resource selection policy of the centre or node this could involve all role players including cluster members. In addition, resource review pamphlets and other information disseminating modes can be developed and made available to everybody. Cluster members should be updated on new acquisitions and regular cluster meetings held.

Although creating a new post has financial implications, a cluster co-ordinator would bring together the various activities. Having a coordinator in each school will minimize problems related to the timetabling of activities, communication, mobilization of resources, and indirectly eliminate problems involving the distances to be travelled and payment for transport. There will be greater levels of accountability for resources borrowed. As well, equipment that malfunctions will be attended to promptly.

In addition a forum to discuss problems would need to be established, at both the school and cluster levels clarifying the principles of co-operation even before a cluster is created.

Copying restrictions versus number of copies bought and kept at the centre or node would also need to be discussed and a clearly understood policy be formulated and circulated.

Community libraries rely on close links with other agencies depending on them for information gathering to a certain extent and referring users to these agencies (Karelse 2001). Thus this education centre combined with a community library would be part of a network of information for the clusters and enable them to remain independent. This networking would involve forging important partnerships and in the longer term would amount to more than having self-reliant schools.

7.6 Recommendations.

In order to ensure continued development and support of education centres and nodes by cluster member schools, the recommendations influenced by both challenges and lessons learned are presented here.

7.6.1 Training.

In this section the different types of training and advocacy are explored.

7.6.1.1 Departmental intervention.

The Department of Education has a standing obligation to provide in-service training to its staff in order to keep up with new mandates and global trends.

- This intervention needs to be ongoing and relevant. This means that the education of the relevant Departmental officials should be accredited through short courses or modules. The course content should be relevant to the education dynamics of the era, for example, 'Resource mobilization within clusters' could be a module in the ACE courses.

Before any project is implemented, research into international and national trends must be conducted so as to ensure relevant coverage by training modules or workshops.

- Project implementation should be preceded by research. The research findings need to be circulated for reference.

7.6.1.2   Advocacy.

All library related projects are expensive so allowing for any form of under utilization would be wrong. Therefore, relevant advocacy strategies must be adopted and vigorously pursued, namely:

- A relevant baseline study covering all aspects of the project should be conducted, this by its nature will create a level of awareness.
- By discussing the project with all relevant stakeholders and beneficiaries the project will achieve a certain level of visibility.
- Reports, brochures and flyers are important documents in advocacy.
- Word of mouth is still one of the most important means of communicating data, therefore colleagues need to be encouraged to network on an interpersonal basis, and to use the centres and nodes as nerve centres for receiving and offering professional support.

7.6.1.3   Well structured clusters.

All beneficiaries of the project must understand what the project is meant to achieve. In understanding the vision, the respondents will know what solutions to offer when there are problems with:

- communication strategies
- technical support
- planning activities
- the mobilization of resources
- negative weather conditions
- long distances to travel
- payment for service
- no support for the project by managers or supervisors.

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It is evident that as cluster communities are not identical, there can be no general solutions to problems. Solutions could be suggested, at a local level because not all solutions may be appropriate to other cluster communities.

The following are however suggested:

- Each cluster has to have a cluster coordinator. This incumbent will be responsible for coordinating all centre activities, however each school needs to identify its own school based coordinator.

- Each cluster must mobilize the resources through a mobile library, a trailer, or RAIN project.

- All activities must be timetabled and this schedule of events to be circulated to all.

- Group or cluster activities to be promoted, namely:
    - materials development
    - developing work plans
    - professional support
    - curriculum support
    - workshops and meetings.
    - visits by learners
    - block loans
    - formal training, for example ACE
    - other community activities

7.7 Suggestions for further studies.

Further studies on the subject of clustering for resource sharing are necessary. The questions offered at section 6.5.2.3 provide some starting points.

7.7.1 Exploring the benefits.

It is necessary to explore the benefits of the concept, and to quantify them in order to justify its continued existence. This has a bearing on finances, that is, is clustering really cost-effective when considering other important issues like the mobilisation of resources, the life span of a book or other media, time spent at meetings, on the road, and finally costs incurred by the telephone, e-mail, or even verbally because one on one meetings require transport, meetings as well as catering for tea or even lunch.

7.7.2 Provision of space at the centres or nodes.

Pertinent concerns over space are

- Do they have adequate space for all the cluster members?
- Is the space designed to incorporate the socio-economic difficulties of the cluster members in rural communities. For instance a learner who comes from a single roomed rondavel, sharing a candle that has to last maybe a week and not having basic amenities such as a desk or chair, will need to stay longer at the node or centre, not only to research but to **sit down** and actually write the research, and finally do homework.

7.7.3 Do the cluster interventions and all related activities transform the targeted communities?

In this regard the questions to be addressed are:

- Do teachers become better educators as a result of such interventions?
- Does learner performance improve?
- Do the literacy programmes improve the literacy levels?
- Do principals and school managers become better managers in this way?

7.7.4 Do the centres have a direct or indirect influence in improving the quality of life in the areas concerned?

Here questions to be answered are:

- Are HIV/AIDS related problems declining?
- Are other socio-economic issues being addressed?

7.7.5 ICT intervention.

Questions to be answered are:

- How many people are computer literate?
- How may people use ICT to access information and communicate?
- How do people view ICT generally and why?

7.8. CONCLUSION.

It is encouraging to see steps taken to address provision in rural communities, however, more still needs to be done. Achieving high standards of resource provision has taken many decades of effort in other parts of the world but unfortunately local communities do not have the luxury of time, change is happening everywhere, and it is happening quickly for everybody. These changes bring their own imperatives, like the need for equal opportunity.

The cluster concept is important in redress because it allows for geographically isolated schools to benefit from working together in clusters. At a recent public event held at one of the case-study schools, the national Minister of Education, Naledi Pandor, endorsed this approach when she said that "'clusters of schools are an obvious choice for the co-location of services where it can be achieved" (MiET 2005:60).

This statement clearly indicates a level of acceptance at a very high and influential level that clusters can offer immediate solutions to some of the long term problems plaguing the delivery of education in South Africa. To be sustained as this study demonstrates the concept and practice require proper nurturing.

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Appendix A

An illustration of the connection between a nodal point and the schools

AN ILLUSTRATION OF THE CONNECTION BETWEEN A NODAL POINT AND A SCHOOL (CENTRE AND A SCHOOL)
THE CONCEPT: Clustering for resource sharing

1. ## NKANDLA MODEL
   Nodal School
   HEAD: Principal
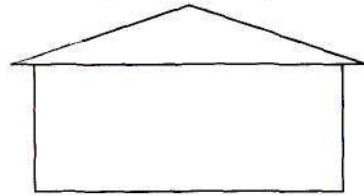
   Cluster Member Schools
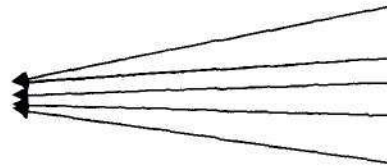
   ☐ School A
   ☐ School B
   ☐ School C
   ☐ School D
   ☐ School E

   - Well resourced
   - Easily accessible by public transport

2. ## MBAZWANA MODEL
   EDUCAION CENTRE   : Aligned to the District office

   Head : Centre Manager
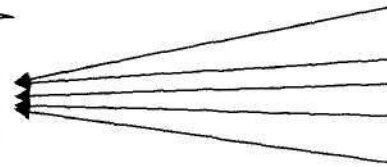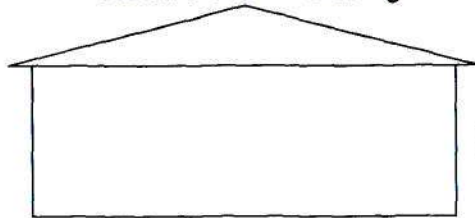
   Cluster Member Schools

   ☐ School A
   ☐ School B
   ☐ School C
   ☐ School D
   ☐ School E

   - Used as a central point for education activities
   - Well resourced
   - In town
   - Mobile library

Appendix B

Library collection at the Mbazwana Education Centre

LIBRARY COLLECTION AT THE MBAZWANA EDUCATION CENTRE
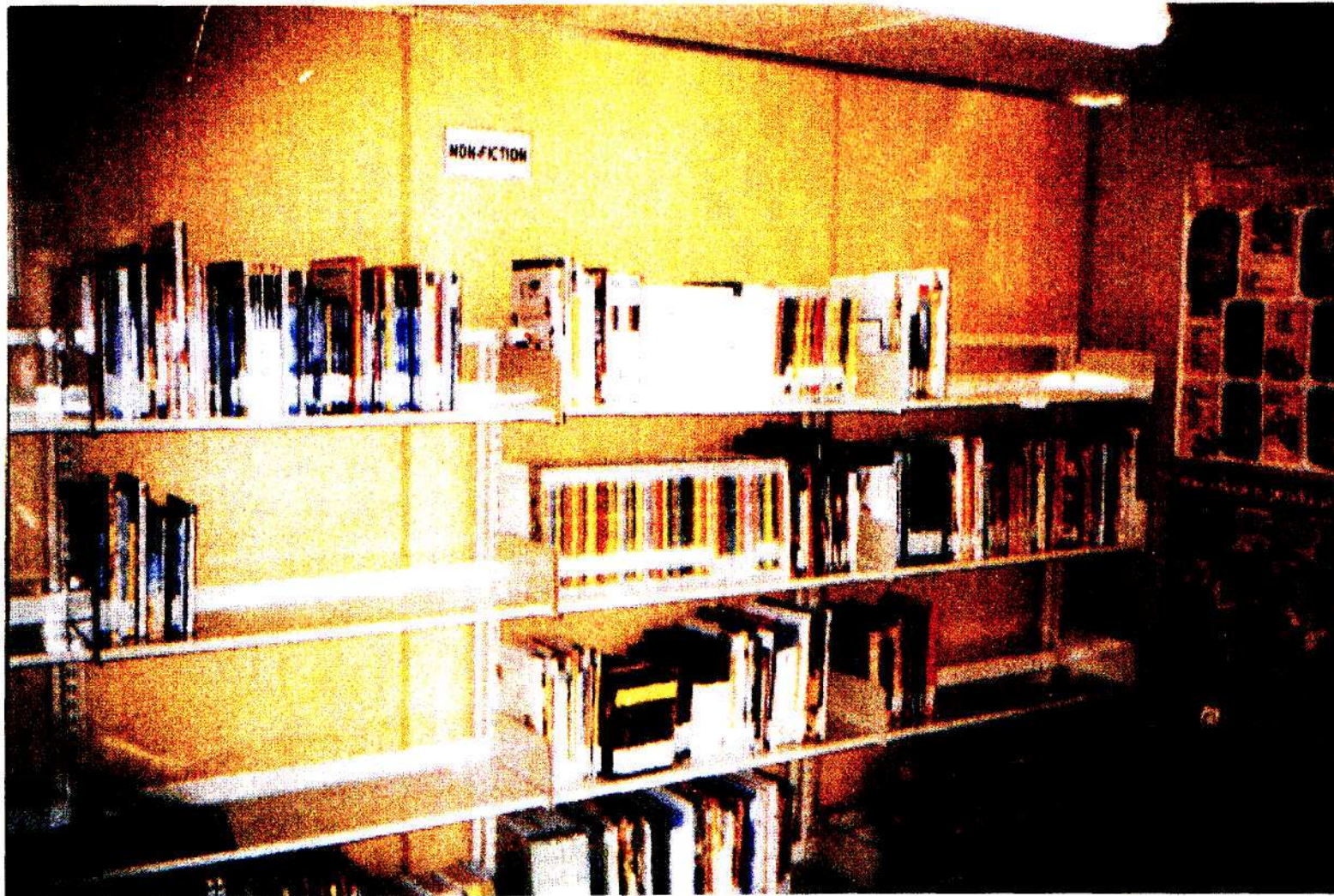
Appendix C

Mobile library at the Mbazwana Education Centre

learning is fun

THE MOBILE BRAIN BOX

The mobile library bus at Mbazwana

Appendix D

Mobile library: packing, in readiness for school visits.

MOBILE LIBRARY

Appendix E

Classroom collection / box library

CLASSROOM COLLECTION/BOX LIBRARY

SIDE VIEW

350 mm

1 190 mm

150 mm
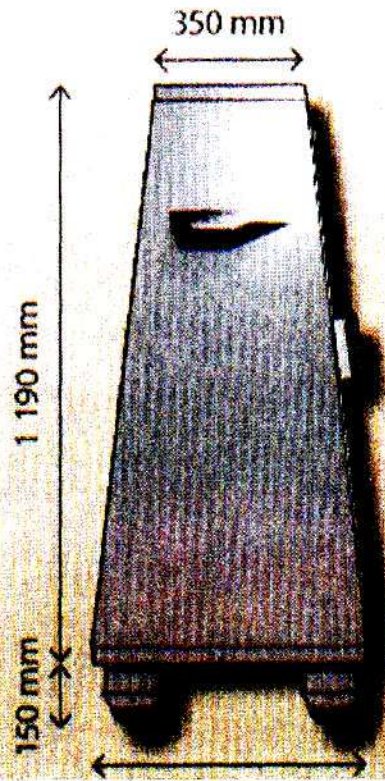
FRONT VIEW
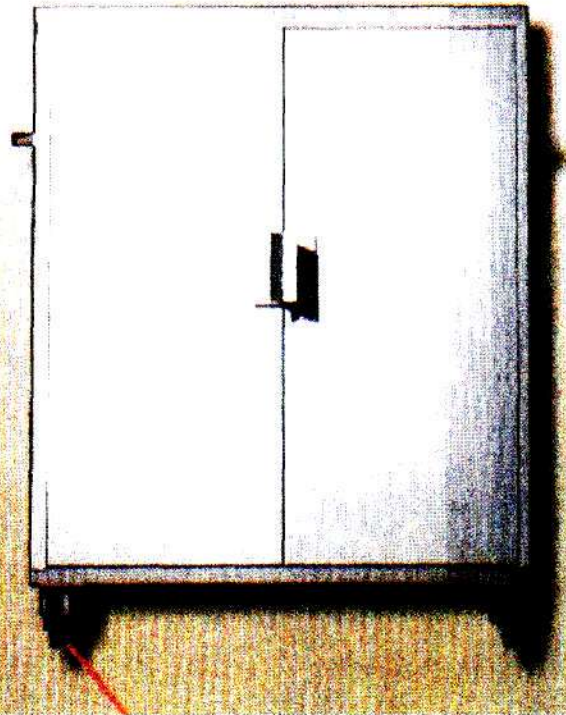
Appendix F

Library damaged by storm at a nodal point in Nkandla

Picture 1

Picture 2

Picture 3

LIBRARY DAMAGED BY STORM, AT A NODAL POINT IN NKANDLA

LIBRARY DAMAGED BY STORM, AT A NODAL SCHOOL IN NKANDLA

AFTERMATH OF STORM DAMAGE: INKANDLA

Appendix G

Cluster member school at Inkandla

Picture 1

See: Isolation of school from community

See also: Distances to be travelled

Picture 2

Inkandla cluster member school: no homes in the neighbourhood

Picture 3

Inkandla: isolated school within trees

Picture 4

Inkandla: isolated school cluster member

CLUSTER MEMBER SCHOOL AT INKANDLA: See: Isolation of school from community houses,

See also: Distances to be travelled

INKANDLA CLUSTER MEMBER SCHOOL: NO HOMES IN THE NEIGHBOURHOOD

INKANDLA: ISOLATED SCHOOL WITHIN TREES

INKANDLA: ISOLATED SCHOOL
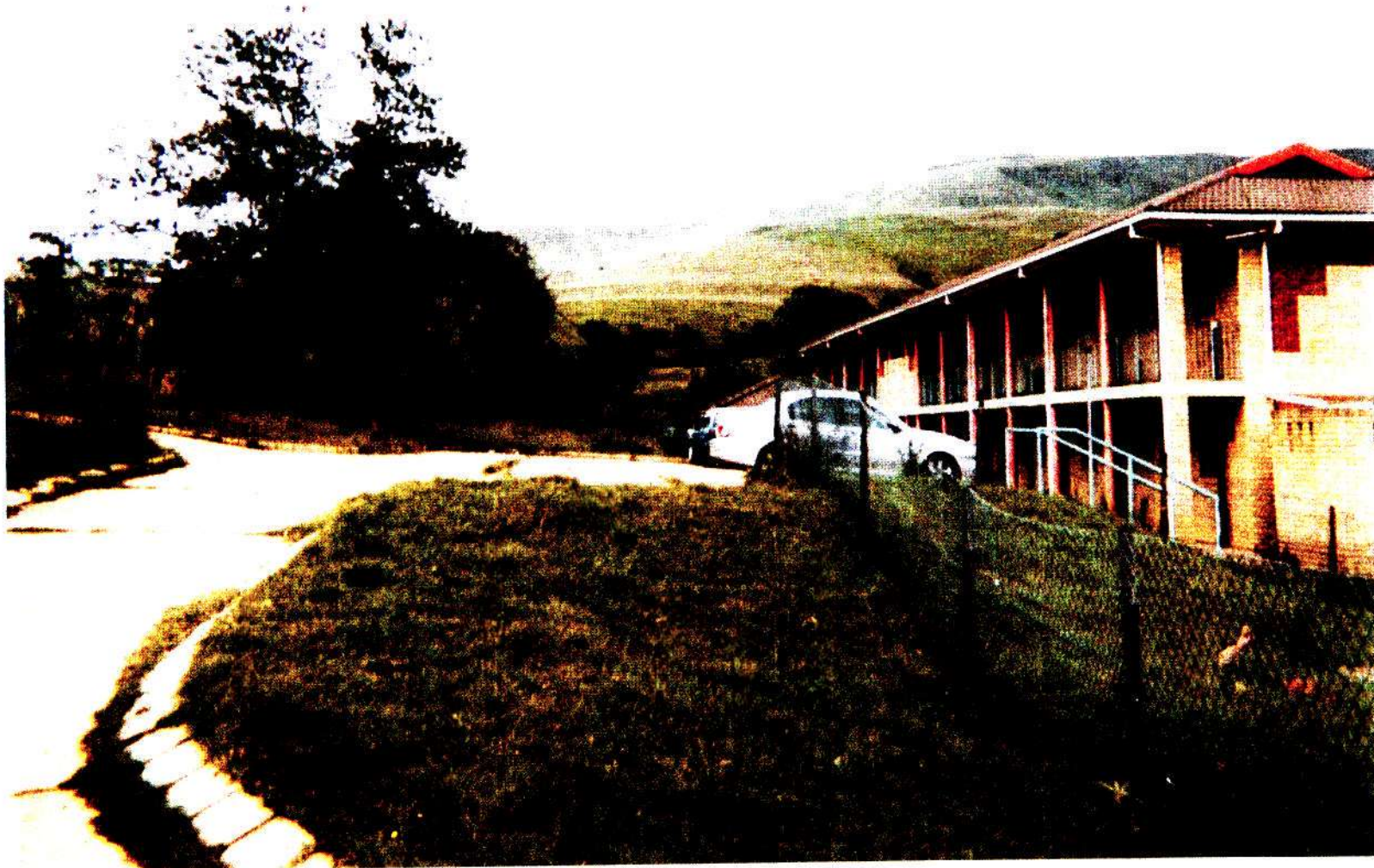
Appendix H

Summary of core services offered at the education centres
(copied from the cited MiET documents).

Figure 2: Core services that could be offered by main and satellite education centres

Teacher professional development

- Centres nodes for KZNDOE roll-out
- Focus on language, maths, science, technology
- Access to resources & training in their use
- Accredited & skills development training

Job creation & poverty alleviation

- Link to provincial poverty alleviation, job creation & socio-economic development strategies
- Support income-generation
- Help schools achieve Section 21 Status
- Employ local drivers through RAIN

Distribution of LSMs & other materials

- RAIN distribution system
- Delivery of educational materials to all schools
- Improved 2-way communication between department and schools.

This component is described in more detail in Appendix C.

Users of the centre:

- Teachers, learners, SMTs & SGBs from cluster schools
- Parents, youths & communities around schools

Main or satellite education centre

Potential facilities:

- Workshop & meeting areas
- Computers
- Laboratories & science kits
- Library (print media)
- Reprographic equipment
- Distribution storeroom
- Shared sports facilities
- Permaculture gardens

Programmes for youth

- Youth desks
- Learnerships to train youth as centre assistants
- Training & employing youth to support OVCs
- Careers' counselling
- Sport programmes

ABET

- Nodes for KZNDOE ABET delivery
- Human resource development linked to community needs
- Providing satellite campuses for community colleges?

ECD

Support for ECD sites around schools Capacity-building of practitioners & parents, toy libraries, OVC support etc

HIV/AIDS education plus support for OVCs and families affected by AIDS

- HIV/AIDS education across the curriculum, plus capacity-building of teachers in counselling skills etc
- Using schools as nodes of support for OVCs and families affected and infected by HIV/AIDS

This component is described in more detail in Appendix B

Computer literacy and E-education

Gender equity, democracy and human rights

- Capacity-building/income generation for rural women around the centres
- Gender-sensitivity and focus in all programmes
- "Peace begins with me" programmes to counter discrimination on base of gender, race or being affected by HIV/AIDS (orphans or HIV-positive individuals)

- IT literacy for teachers, learners, school managers and administrators, as well as for youth and adults around centres
- Access to E-mail, internet and E-learning programmes for members of school community
- Using connectivity to improve communication between the Department and its schools (could be linked to RAIN for local distribution to schools)

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Appendix I

Diagram 1

A district network of Education Centres

Diagram 1: A district network of education centres

District level

District Education Centre

SEC

SEC

SEC

SEC

Circuit and ward levels

SEC

SEC

Satellite Education Centre (SEC)

School cluster level

School

School

School

School

School

School

School

School

School

School

School

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Appendix J

KZN – DoE Map of the location of Education Centres

Education Resource Centres in KwaZulu-Natal

## An Analysis of Potential Locations for future Centres and Review of Existing Education Centre Locations

Appendix K

Map of schools in the Inkandla Magisterial District

Schools in the Nkandla Magisterial District

This map illustrates schools, by type, in the Nkandla Magisterial
District and within a 3km buffer around the district.

Legend

Schools
- Primary schools (96)
- Secondary schools (20)
- Combined & intermediate schools (5)
- Major rivers
- Minor Roads
- Main towns
- Forestry
- Nkandla Magisterial District
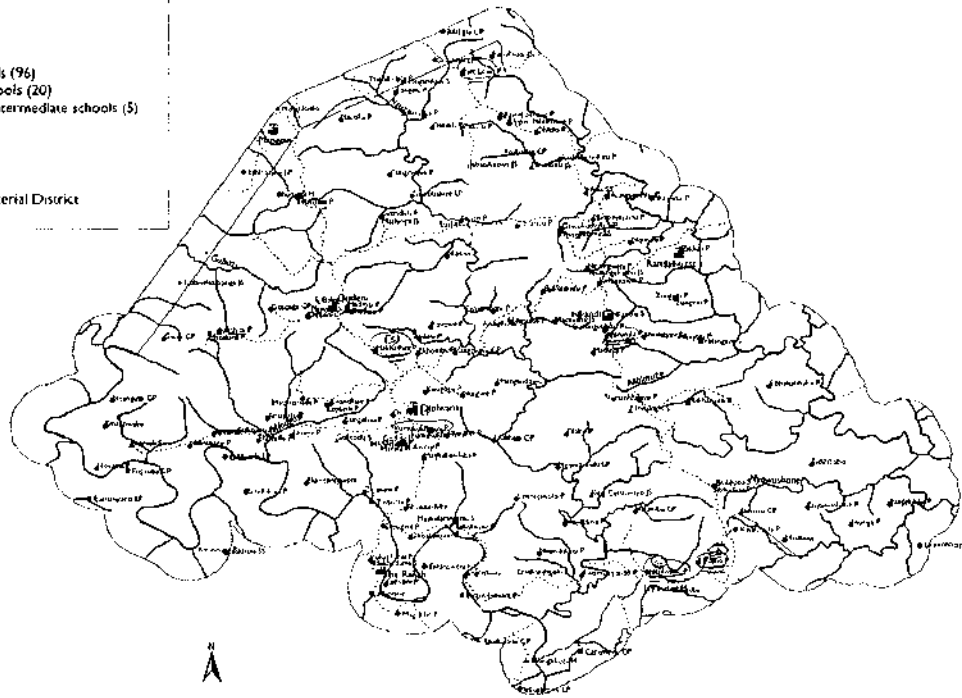
5 0 5 10 Kilometers

Appendix L

Interview Schedule

Interview Schedule

NAME OF SCHOOL : _____

ADDRESS : _____

_____

_____

PHONE : _____

CELL(Principal) : _____

FAX : _____

DATE : _____

1. **Title of Study**

   An investigation into the awareness and preparedness of Inkandla and Mbazwana school clusters concerning the sharing of Information resources

2. **Rational for the study**

   The problem of inadequate funding for library collections has always forced libraries to share resources, however it is difficult to share when there is too little to share between too many. This study is attempting to determine whether the implementation of practice in support of the cluster concept is viable or not.

3. **Contact person**
4.   E.S. Nzimande (Mrs.)

   P.O. Box 341

   Ballito

   Dolphin Coast (4420)

   Tel: 033-341 6509

   Fax: 033-342 6582

   Cell: 083 289 5616

5. **Note of Confidentiality**
6.   All data collected for this survey will be treated confidentiality.

   At no time will this information be used to prejudice or undermine the participants of this survey; or their schools.

7. **Instructions to the peers**
7.1. Please write on the spaces provided:
7.2. Read the full title of the study to the participants.
7.3. Explain the Rationale' for the study
7.4. Do not indicate the portfolio of the researcher within the education department, as this may prejudice the responses.
7.5. Please confirm the confidentiality of the exercise, as indicated in point 4.
7.6. Suggestions on how to break ice with the participants:

- Be polite and courteous
- Allow the respondents to shake your hand
- Indicate that the respondents can speak freely as this interview will not be used to prejudice them in any way.
- When introducing themselves the respondents can briefly indicate who they are, where they come from, their education history and their family life.
- The respondents must be allowed to talk about their area or community, as this information may prove to be valuable for this research.
- All questions are presented in both English and IsiZulu.

NB Translations were done by the researcher who is Zulu speaking, and has relevant qualifications in IsiZulu in both the junior degree as well as in the teaching method.

1. Is the interview candidate a:
    Obuzwayo ngabe ngu

    - Centre manager
      (umphathi weSenta)

Yes	No

    - Principal
      (Uthishanhloko)

Yes	No

    - Educator
      (Umfundisi)

Yes	No

    - Teacher-librarian
      (Uthisha womtapo wezincwadi)

Yes	No

    - School Governing body member
      (Umzali)

Yes	No

    - Learner
      (Umfundi)

Yes	No

2. Are you aware of your cluster status ? (Explain)
    Uyazi yini ukuthi isikole sakho sisebenza njengememba yesigungu sezikole?
    (Chaza)

3. Who informed you of your cluster status ? (More than one response can be offered)
    (Wazingani ukuthi isikole sakho siyimemba yesigungu sezikoleke endaweni yakini?)
    Wazikanjani

    - ELITS Policy
    - ELITS Advisor
    - Centres manager
    - Your principal
    - Colleague

4. What was the vision behind your cluster concept?
    Nagqugquzelwa yini ukuthi nisebenze njengesigungu?

5. Do you make use of the services offered at the Nodal centre. Specify, by rating on
    a scale out of 10
    Uyayisebenzisa na iSenta?
    Ungayinika amamaki amangaki impendulo yakho engaphansi kuka 10?

6. What resources are available at your Node or Centre ?
(Yini etholakala kwiNodi kumbe eSenta yenu?)

HIV/AIDS information		
Ready reference works		
Readers		
Curriculum support material		
Magazines / Journal		
Newspapers		
DVD's		
Audio Tapes		
Internet/E-mail		
Reprographic facilities		

- HIV/AIDS information
- Ready reference works
- Readers
- Curriculum support material
- Magazines / Journal
- Newspapers
- DVD's
- Audio Tapes
- Internet/E-mail
- Reprographic facilities

7. How many times do you have access to these resources ?
uzithola kangaki lezizinto?

Quarterly		Monthly		Weekly		Daily		Other	

8. Do these resources support the critical outcomes of the curriculum ?
If yes how ?
Amarisosi atholakala kwiNodi kumbe eSenta ayakusiza yini ekufundiseni kumbe ekufundeni?

9. In your opinion are these resources necessary, or is the use of textbooks as the only resource adequate?
Ngokubona kwakho amarisosi abalulekile, noma kwanele ukusebenzisa itextbook?

10. Do you think it is important to establish a library at your school?
ucabanga ukuthi ukuba neLiyibrari kubalulekile kumbe kulungile nje ukusebenza nomgungu wezikole?

11. How do you obtain the resources you require?
Uma udinga amarisosi, uwathola kanjani?
- Travelling to the centre
- Choose from a school based catalogue for the principal to fetch
- Visit by a mobile library
- Help from ELITS
- Help from other advisors

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- Other
  (Explain further)

12. If you travel to the centre how long is the distance? Tick relevant box.
    Kukude kangakanani? thikha ibokisi elifanele

(Specify)

13. If yes, when you travel to the centre how do you bring back the resources?
    Amarisosi afika kanjani esikoleni?

- To be collected
- To be delivered
- To be carried by

    Yourself (Educator/principal

    SGB

    Learner

    Advisor

14. If you travel to the centre? Who pays the transport costs?
    Ngubani okhokhayo ?

- The School
- The SGB
- The learners
- Yourself
- Other (Specify)

    (It could be donors/lifts etc.)

15. If you travel, are you happy to have to do this?
    Uyathokoza ngokuzihambela?

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16. What is your system of communication with the node or the centre
Nixhumana kanjani neNodi /Centre?

- Phone (landline)
- Cellphone
- Meetings
- Timetable or schedule of events
- Face to face or work of mouth

17. How are the resources stored once they are at your school
Kungabe niwabeka kuphi lama resosi nxa esefika esikoleni?

- Classroom intended as future library
- Box library
- Classroom corner library
- Store room
- Principals office
- Other (Specify)

18. Do you have plans to develop your own library and move away from the cluster
eventually ? If yes indicate by when? If no, go to Question 19
Niyafuna ukuzenzela eyenu iLibrary, kungaba umuphi unyaka?

2004

2005

2006

2007

2008

2009

2010

Other

19. If you had a fully functional library in your school would you still patronised the
node/centre.
Uma ikhona ilibrary esikoleni sakho, ungaqhubeka noksebezisa iNodi/ Senta?

20. How do the nodal points or centres help? Explain using the topics offered below.
AmaNodi, kumbe amaSenta asiza ngani? Chaza usebenzisa izihloko ezilandelayo.

- Professional development and support (e.g. Computer studies, Ace)
- Communication with the department
- Information sharing
- Avenue for communication with the department
- Access to shared resources
- Curriculum planning, support implementation and queries
- HIV/AIDS information
- Videos
- Meetings
- Other

21. Are there any negative or positive experiences about the cluster that you can share?
Zikhona izinto ezinhle kumbe ezimbi oke wahlangabezana nazo njengoba nesebenza

njengsigungu.

22. Do you have any further comments about the project?
Kungabe kukhona okunye ofuna ukukunezezela ngale project?

Please note that all the responses will be treated confidentially, and nothing will be used against you.
kuxoxiwe lapha ngeke kuphindwe ndawo, futhi ngeke kusetshenziswe ukukulimaza.

Thank you for your input.

Appendix M

Departmental questionnaire

ELITS DATA BASE : SCHOOL LIBRARY AUDIT

REGION _____ DISTRICT _____

CIRCUIT _____ DATE _____

1   SCHOOL: GENERAL DETAILS

1.1 Name of school	
1.2 EMIS number	
1.3 Postal address	
1.4 Physical address or geographical /tribal area	

1.5 Telephone		1.6 Fax	
1.7 Email address			
1.8 Principal's name		1.9 Cell phone nr	
1.10 Person responsible for library		1.11 Cell phone or telephone nr	

2   SCHOOL DATA

2.1   Type of school (tick correct box)

Scondary (Gr 8-12)		Primary (Gr 1-7)	
Junior Secondary (Gr 8-10)		Junior Primary (Gr 1-4)	
Senior Secondary (Gr 10-12)		Senior Primary (Gr 5-7)	
Intermediate/Middle (Gr 7-9)		Technical	
Combined (Gr 1-12)		Special	

2.2 Number of learners	
2.3 Number of educators (excluding principal)	
2.4 Number of classrooms	

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2.4 Learner information by grade:

Grade	R	1	2	3	4	5	6	7	8	9	10	11	12
Classes													
Learners													

2.5 Facilities
Does the school have
- adequate security for the safekeeping of library resources?   Yes ☐   No ☐
- a hall or double classroom for use for training/functions?   Yes ☐   No ☐
- electricity in classrooms?   Yes ☐   No ☐

3   LIBRARY INFORMATION

3.1   Library facilities in school
Central library   ☐
Classroom/Box libraries   ☐   If Yes, how many? _____
Books in storeroom/cupboard   ☐
None   ☐

3.2   Source of library resources
If the school does have some resources, from where have they come?
ELITS   ☐
Purchased by school   ☐
Non-Governmental Organisations (e.g. READ)   ☐
Department of Education, prior to 1994   ☐
Donations   ☐

3.3   Assessment of library resources
Does the library have an accession/stock register?   Yes ☐   No ☐
If *yes*, is it up-to-date?   Yes ☐   No ☐

Are books being issued / taken out of the library?   Yes ☐   No ☐
If *yes*, estimate how many per day   _____

Is the library computerised?   Yes ☐   No ☐

If *yes*, what programme is used?   _____

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Estimate the size of the whole collection:

	Number	Condition Good	Satisfactory	Poor
	- 500			
	- 1000			
	+ 1000			
	- 5000			
	+ 5000			
	- 10 000			
	+ 10 000			

3.4 Other equipment/resources

Does the school have any of the following <u>functional</u> equipment?

TV ☐
Video player ☐
Televideo ☐
Tape cassette recorder ☐
Computers for learners ☐
Computers for learners in the library ☐
Internet access ☐

3.5 Library training

3.5.1 Does the school have a person responsible for the library?　　　Yes ☐　　No ☐

3.5.2 If *yes*, what type of training has he/she received?

Degree ☐
Diploma ☐
In-service ☐
NGO course/s ☐
ELITS course/s ☐
None ☐

3.5.3 Is the librarian full-time?　　Yes ☐　　No ☐

4 LIBRARY MANAGEMENT

4.1 Timetable

Are there library periods for all classes on the school timetable?　Yes ☐　　No ☐
Are there reading periods for every class on the timetable?　　Yes ☐　　No ☐

4.2 Library Committee?

Is there an established Library Committee at the school?　　Yes ☐　　No ☐
If *yes*, how often does the Committee meet?　_____

4.3 Budget

Does the school allocate money to the library?   Yes ☐   No ☐

If *yes*, from which budget does this money come?

- Norms and Standards budget   ☐
- School funds   ☐
- Fundraising   ☐

If *yes*, how much money was spent on the library last year?   _____

4.4 External support

Has the school received any support from a library-related NGO recently?

Yes ☐   No ☐

If *yes*, please state which NGO: _____

4.5 Other libraries

Does the school have access to a local public/community/mobile library?

Yes ☐   No ☐

If *yes*, does this library allow the school to take block loans?

Yes ☐   No ☐

5   LIBRARY USE

5.1 Information Literacy Programme

(i.e. a cross-curricular programme involving all educators in both reading and teaching and using Information Skills)

Does the school have an Information Literacy programme?   Yes ☐   No ☐

If *yes*, please comment below:

_____

_____

_____

5.2 Motivational programmes

Is the school involved with library or reading motivational programmes? *(E.g. Readathon, Public Speaking, Drama festivals, Debating, etc.)*

Yes ☐   No ☐

If *yes*, please comment below:

_____

_____

_____

Appendix N

RAIN Distribution Centres

RAIN* Distribution Centres

Ulundi

Vryheid

Ladysmith

Empangeni

Pietermaritzburg

North Durban

Durban South

Port Shepstone
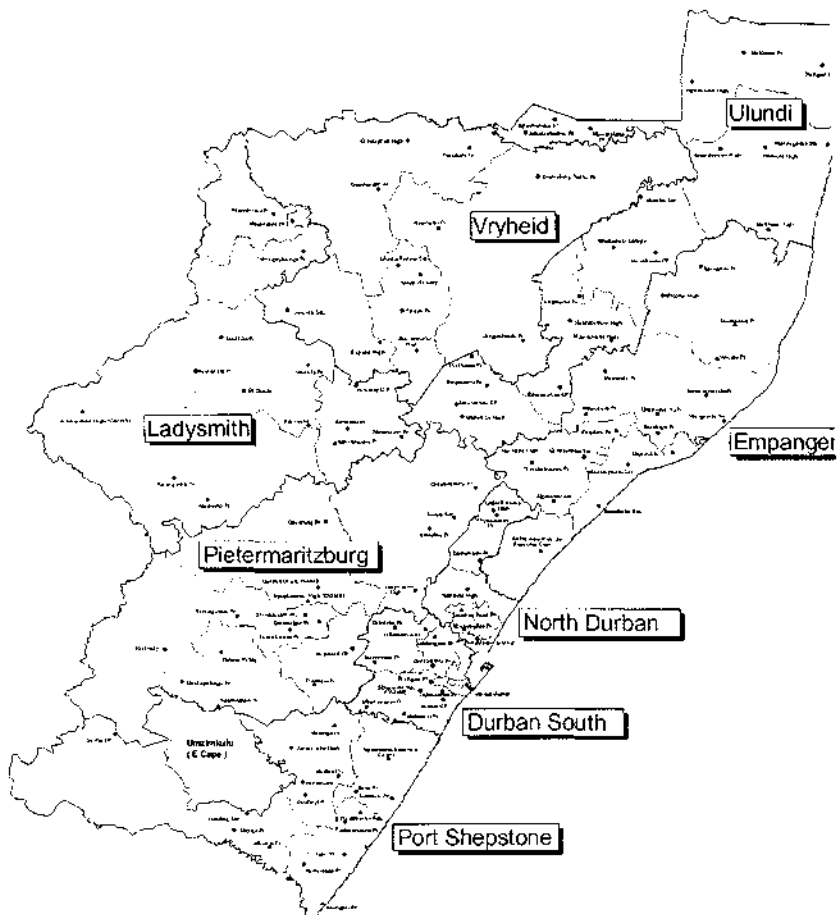
- **Resources and Information Network: A distribution, information sharing and training support network to reach all schools in KwaZulu Natal.**
  For more information, contact MIET on (031) 303 4206

Central warehouse and management office in Durban

Primary distribution using large trucks

Each distribution point services a cluster of schools and distributes to individual schools within that cluster

Distribution point

Distribution point

Distribution point

120 distribution points across the province

Secondary distribution by local contractors

School

School

School

+/- 6000 schools

Appendix O

Information on the organisation of school clusters at Inkandla

ANNEXURE A

PROCESSES ACCOMPLISHED

1. IMPLEMENTATION AT DISTRICT LEVEL

The Inkandla Superintendent with all the stakeholder have
achieved the following

- Organising schools into clusters with one modal school

- clustering done according to Geographical location of
the schools

2. RESOUCING THE SCHOOLS IN THE INKANDLA DISTRICT.

- ELITS directorate has produced this draft Business plan
in an attempt to address the recourse aspect of the
project.

- Annexure B has relevant statistical data, this
information was compiled from:

    i.   Report to the Chief Director's meeting entitled
    "An Update on the District Development Support
    programme" dated 7 October 1998 - prepared by Mrs
    C Mpati.

    ii. The Education foundation handout on statistical
    data signed by Wendy Heard dated 4 November 1997.

STATISTICAL SUMMARY

Number of Circuits	=	05
Nodal Schools	=	12
TOTAL NUMBER OF PUPILS	=	42,328
TOTAL NUMBER OF LIBRARY BOXES	=	1 173
GRADES INVOLVED	=	1 - 7 99.9%
	=	1 - 1 .1%

ANNEXURE B

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO. OF PUPILS	GRADES	MEDIA CENTRES	LIBRARY BOXES PER SCHOOL
1.CHWEZI	A. FORT LOUIS EDUCATORS - 18 PUPILS - 632 MEDIA CENTRE - 0 GRADES - 1-7 BOXES - 16 CORE COLLECTION TITLES = 4 500 (9 X 500) REFERENCES =4 500 (9 X 500) TOTAL 9 000	1. AMANTSHENSIKAZI 2. GEBANGENKOSI 3. GEZAHLALE 4. LUZINDELA 5. NQAMBOSHANE 6. NSUZE 7. SONGENI 8. UPPER MHLATHUZE	14 11 07 11 09 15 26 07	480 477 345 649 547 623 985 317 4 423	1 - 7 1 - 7 1 - 4 1 - 3 1 - 4 1 - 7 1 - 7 1 - 4	0 0 0 0 0 0 0 0	12 12 09 16 14 16 25 08 112 (+15) - NODAL SCHOOL
CHWEZI	B. SIDUMUKA EDUCATORS - 07 PUPILS - 350 MEDIA CENTRE - 0 GRADES - 1 - 4 CORE COLLECTION TITLES = 5 500 (11 X 500) REFERENCES= 5 500 (11 X 500) TOTAL 11 000	1. CHWEZI 2. CUNGCWANA 3. GAWULASHIYE 4. INDATSHE 5. MASOKA 6. MPHOTHOLO 7. NDIKWE 8. NTATHSANA 9. OHLAHLA 10. SIYABATHWA	18 12 06 10 11 15 10 05 12 13	585 458 222 402 535 626 280 231 408 472 4 214	1 - 7 1 - 7 1 - 4 1 - 7 1 - 7 1 - 4	0 0 0 0 0 0 0 0 0 0	15 11 6 10 13 16 07 06 10 12 106 (+ 09)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOL	EDUCATORS	NO. OF PUPILS	MEDIA CENTRES	LIBRARY BOXES	GRADES
2. EKHOMBE	A. MAKHATHINI	1. EKHOMBE	18	653	0	16	1 - 7
	EDUCATORS - 08	2. FUNIZWE	10	571	0	14	1 - 7
	PUPILS - 321	3. ISANGOYANA	11	326	0	08	1 - 7
	MEDIA CENT.- 0	4. MADLOZI	07	192	0	05	1 - 7
	GRADES -1 - 7	5. MNDUNDUZELI	03	122	0	03	
		6. NJIKINI	11	628	0	16	1 - 6
		7. NKWELO	03	149	0	04	1 - 4
		8. QHUDENI	19	211	0	05	1 - 7
		9. QHUDENI PUB.	10	306	0	08	1 - 12
		10.LUZINDELA	13	649	0	16	1 - 7
				3 807		95 (+8)	
EKHOMBE	B GUBAZI	1. ENTSHIZA	08	202	0	05	1 - 8
	EDUCATORS - 11	2. GONZAGA	09	371	0	09	1 - 7
	PUPILS - 460	3. GWIJA	11	357	0	09	0 - 0
	MEDIA CENT - 0	4. MANGOMUNTU	06	168	0	04	
	GRADES -1 - 7	5. MATSHANA	05	188	0	05	1 - 7
		6. NNONA	07	233	0	06	
		7. NSINCAGANTU	12	628	0	16	
		8. NTABASIBAHLE	15	808	0	20	
		9. NTANYENI	15	690	0	17	1 - 4
		10. SIBAHLENGENVELO	03	136	0	03	
				3 781		94 (+12)	

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ANNEXURE B (cont)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
GOGIDE	C. MFONGOSI EDUCATORS - 19 PUPILS - 760 MEDIA CENTRE - 0 GRADES - 1-7 CORE COLLECTION TITLES 5 500 (11 X 500) REFS 5 500 (11 X 500) TOTAL = 11 000	1. AMAYESE 2. BHEDLANA 3. DINUMTULI 4. D;P;WAME 5. EMAKHWABE 6. ESIKOSHENI 7. EZIJIBENI 8. LUNGELANI 9. LWANDLASE 10. NOVANZI	03 04 10 09 07 03 04 06 07 04	139 206 439 327 302 142 253 325 294 90 2 517	1 - 7 1 - 7 1 - 7 1 - 4 5 - 7 1 - 5 1 - 4	0 0 0 0 0 0 0 0 0	03 05 11 08 08 04 06 08 07 02 62 (+19)
4. SIBHUDENI	A. NTOLWAHE EDUCATORS - 21 PUPILS - 530 MEDIA CENT. - 0 GRADES - 1-7 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS = 5 500 (11 X 500) TOTAL = 11 000	1. HALAMBU 2. HAMBAYEDWA 3. BHOBHE 4. EKUZWANENI 5. KUXHOBA 6. KWAMANQONDO 7. NDUKUYAKHE 8. NGONANKULU 9. NOYIBEWA 10. NSUNDUKAZI	15 14 03 12 06 16 06 05 05 13	701 593 196 394 226 763 231 215 294 514 4 127	1 - 7 1 - 7 1 - 4 1 - 7 1 - 7	0 0 0 0 0 0 0 0 0 0	17 15 05 10 06 19 06 05 07 13 103 (+15

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CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
SIBHUDENI	B. KHOMO EDUCATORS — 12 PUPILS — 580 MEDIA CENT. — 0 GRADES —1 -7 CORE COLLECTION TITLES = 4 500 (9 X 500) REFS = 4 500 (9 X 500) TOTAL = 9 000	1. ENBLABABO 2. ENYAWOSHANE 3. FANGELAKHE 4. IWANGFU 5. IZINYOSI 6. KWABIYELA 7. MAQHASHIYA 8. SIBHUDENI	15 09 07 10 08 07 02 17	620 361 220 620 372 226 150 772 3 341	0 - 0 1 - 7 1 - 5 1 - 7	0 0 0 0 0 0 0 0	16 09 06 16 09 07 04 19 86 (+15)
5. SIGANANDA	A. PHALANE EDUCATORS — 10 PUPILS — 462 MEDIA CENT. — 0 GRADES — 0-0 CORE COLLECTION TITLES = 4 500 (9 X 500) REFS. = 4 500 ((9 X 500) TOTAL = 9 000	1. BUKELAKITHI 2. MDLELANGA 3. KWAMTSHWILI 4. NGWEGWENI 5. NQUNDU 6. SIHAMBAKAHLE 7. ZIKHALI 8. ZUNGENI	05 12 11 18 15 04 09 11	203 706 521 600 459 117 347 378 3 331	1 - 4 1 - 7 1 - 7 1 - 7 1 - 7 1 - 6	0 0 0 0 0 0 0 0	05 18 13 15 11 03 09 09 83 (+12)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	NO. OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
3. GODIDE	A. EJOKWENI EDUCATORS — 14 PUPILS — 48 (EDUCATION FOUNDATION 1997 – 554) MEDIA CENTRE — 0 GRADES — 1-7 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS. = 5 500 (11 X 500) TOTAL = 11 000	1. EKHOTHONGWENI 2. GUBHELA 3. HLEHLELELI 4. KHONZINDABA 5. KWAGUGU 6. MACELA 7. NANZAKAYO 8. NTINGWE 9. PHIMCANDAWO 10. SIBAHLENGENWELLO	172 123 120 219 447 576 244 803 336 136 3 276	0 – 0 1 – 7 1 – 4 1 – 7 1 – 7 1 – 7 1 – 7 1 – 3	0 0 0 0 0 0 0 0	04 03 03 08 11 14 06 20 08 03 80 (÷14)
GODIDE	B. VUMUKUHANYA EDUCATORS — 06 PUPILS — 141 MEDIA CENT. — 0 GRADES — 1-4 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS. = 5 500 (11 X 500) TOTAL = 11 000	1. BHEKENI 2. EZILOZINI 3. EMPHALWINI 4. TRULWANE 5. MACALA 6. NANYANE 7. MAQRUGANDABA 8. QHOSHANGANI 9. SIBANJALO 10. ZNANYIE	120 237 203 745 63 444 320 254 293 372 3 051	1 – 7 1 – 7 1 – 7 1 – 3 1 – 4 1 – 7 1 – 6 1 – 7	0 0 0 0 0 0 0 0	03 06 05 12 02 11 08 06 07 09 26 (÷14)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO. OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
SIGANANDA	B. SIGANANDA EDUCATORS - 22 PUPILS - 654 MEDIA CENT. - 0 GRADES - 1-7 CORE COLLECTION TITLES = 5 000 (10 X 500) REFS. = 5 000 (10 X 500) TOTAL = 10 000	1. EZIMAMBENI 2. IZINGWELEVU 3. MAKHANYEZI 4. MANYALA 5. MOME 6. MVAYIZA 7. NKONISA 8. SIBHAKA BHAKA 9. VUMANHLANVU	09 03 08 08 07 15 14 07 20	328 142 307 274 240 436 403 244 633 3 007	1 - 6 1 - 7 1 - 6 1 - 7 1 - 7 1 - 7	0 0 0 0 0 0 0 0 0	08 04 08 07 06 11 10 06 16 146 (+16)
SIGANANDA	C. EMTHALANENI EDUCATORS - 18 PUPILS - 668 MEDIA CENT. - 0 GRADES - 0-0	1. GCINOKUTHULA 2. MANZAMKYAMB 3. MASISIZANE 4. MATHIYA 5. NDINDINDI 6. NKUNGUMATHE 7. NTUMBENI 8. SIBOMVU	17 03 03 07 13 11 14 19	500 244 47 206 578 555 601 722 3 453	5 - 7 1 - 4 1 - 4 1 - 4 1 - 7 1 - 7	0 0 0 0 0 0 0 0	13 06 01 05 14 14 15 18 86 (+17)

ANNEXURE D (Cont)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
GOGIDE	C. MFONGOSI EDUCATORS = 19 PUPILS = 760 MEDIA CENTRE = 0 GRADES = 1-7 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS = 5 500 (11 X 500) TOTAL = 11 000	1. AMAYESE 2. BHEDLANA 3. DININKULU 4. D.P. NAME 5. EMAKHWARE 6. ESIKHOSHENI 7. EZIJIBENI 8. LUNGELANI 9. ZWANDLASE 10. NOVANZI	03 04 06 05 05 03 04 06 07 04	139 206 439 327 302 142 253 325 294 90 2 517	1 – 7 1 – 7 1 – 7 1 – 4 5 – 7 1 – 5 1 – 4	0 0 0 0 0 0 0 0 0	03 05 11 08 03 04 06 08 07 02 62 (÷19)
4. SIBHUDENI	A. NTOLWANE EDUCATORS = 21 PUPILS = 500 MEDIA CENT. = 0 GRADES = 1-7 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS = 5 500 (11 X 500) TOTAL = 11 000	1. HALAMBU 2. HAMBAYEDWA 3. BHOBHE 4. EKUSWANENI 5. KUKHOBA 6. KWAMANOSMDO 7. NDUKUYAKHE 8. NGOMANKULU 9. MOYIBEWA 10. NSUNDUKAZI	15 14 03 12 06 16 06 05 05 13	701 593 196 394 226 763 231 215 294 514 4 127	1 – 7 1 – 7 1 – 6 1 – 7 1 – 7	0 0 0 0 0 0 0 0 0 0	17 15 05 10 06 19 06 05 07 13 103 (÷15)

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ANNEXURE B (Cont.)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	NO. OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
3. GODIDE	A. BJOMBENI EDUCATORS : 14 PUPILS : 78 (EDUCATION FOUNDATION 1997 - 554) MEDIA CENTRE : 0 GRADES : 1-7 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS. = 5 500 (11 X 500) TOTAL = 11 000	1. BKHOTHONGWENI 2. GOBHELA 3. HLENHLELEZI 4. KHOVEZINDABA 5. KWAGUGU 6. MACHLA 7. MANZKWAYO 8. MTINGWE 9. PHANCAMDAWO 10. SEBAHLENGENVELO	172 123 120 319 447 576 240 803 336 136 3 276	0 - 0 1 - 7 1 - 7 1 - 7 1 - 7 1 - 7 1 - 7 1 - 7	0 0 0 0 0 0 0 0 0 0	06 03 03 06 11 14 06 20 08 03 80 (+14)
GODIDE	B. VUKUKUKANYA EDUCATORS : 06 PUPILS : 171 MEDIA CENT. : 0 GRADES : 1-4 CORE COLLECTION TITLES = 5 500 (11 X 500) REFS. = 5 500 (11 X 500) TOTAL = 10 000	1. BHEKENI 2. EZILOZINI 3. EMPHNLWINI 4. THULKWANE 5. MACHLA 6. MANZANE 7. MAPHUGAMDABA 8. QHOSHANGANI 9. SIMANGALO 10. ZWANANI	129 257 203 745 63 444 330 254 293 372 3 051	1 - 7 1 - 7 1 - 7 1 - 4 1 - 7 1 - 7 1 - 7 1 - 7	0 0 0 0 0 0 0 0 0	03 06 05 19 02 11 08 06 07 09 76 (+4)

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO. OF PUPILS	GRADES	MEDIA CENTRE	LIBRARY BOXES PER SCHOOL
SIGANANDA	B. SIGANANDA EDUCATORS = 22 PUPILS = 635 MEDIA CENT. = 0 GRADES = 1-7 CORE COLLECTION TITLES = 5 000 (10 X 500) REFS. = 5 000 (10 X 500) TOTAL = 10 000	1. EZIMAMBENI 2. EZINGWELEVU 3. MAKHANYEZI 4. MANYALA 5. MOME 6. MVAYIZA 7. NKOHSA 8. SIBHAKA BHAKA 9. VUMANHLANVU	09 03 06 06 07 15 14 07 20	328 122 307 274 240 436 403 244 633 3 007		0 0 0 0 0 0 0 0 0	08 04 08 07 06 11 10 06 16 146 (÷16)
SIGANANDA	C. EMTHALANENI EDUCATORS = 28 PUPILS = 553 MEDIA CENT. = 0 GRADES = 0-9	1. GCINUKUTHULA 2. KWAZAMNYAMA 3. MASISIZANE 4. NAIRIYA 5. NDINDINDI 6. NKUNGUMATHE 7. NQUMBENI 8. SIBOMVU	17 03 03 07 13 11 14 19	500 248 47 206 578 555 601 722 3 453		0 0 0 0 0 0 0 0	13 06 01 05 14 14 15 15 36 (÷12)

ANNEXURE B

CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOLS	EDUCATORS	NO. OF PUPILS	GRADES	MEDIA CENTRES	LIBRARY BOXES PER SCHOOL
1.CHWEZI	A. FORT LOUIS EDUCATORS – 18 PUPILS – 532 MEDIA CENTRE – 0 GRADES – 1-7 BOXES – 16 CORE COLLECTION TITLES = 4 500 (9 X 500) REFERENCES =4 500 (9 X 500) TOTAL 9 000	1. AMANTSHENSIKAZI 2. GEBANGENKOSI 3. GEZAHLALE 4. LUZINDELA 5. NQAMBOSHANE 6. NSUZE 7. SONGENI 8. UPPER MHLATHUZE	14 11 07 13 09 15 26 07	480 477 345 649 547 623 985 317 6 423	1 – 7 1 – 7 1 – 4 1 – 3 1 – 4 1 – 7 1 – 7 1 – 4	0 0 0 0 0 0 0 0	12 12 09 16 14 16 25 08 112 (÷15) – NODAL SCHOOL
CHWEZI	B. SIDUMUKA EDUCATORS – 07 PUPILS – 250 MEDIA CENTRE – 0 GRADES – 1 – 4 CORE COLLECTION TITLES = 5 500 (11 X 500) REFERENCES= 5 500 (11 X 500) TOTAL 11 000	1. CHWEZI 2. CUNGCWANA 3. GAMULASHIYE 4. INDATSKE 5. MASOKA 6. MPHOTBOLO 7. NDIKWE 8. NTATHSANA 9. OHLAHLA 10. SIYABALWNA	18 12 06 10 11 15 10 05 12 15	580 458 222 402 535 626 280 231 408 472 4 214	1 – 7 1 – 7 1 – 4 1 – 7 1 – 7 1 – 4	0 0 0 0 0 0 0 0 0 0	15 11 6 10 13 16 07 06 10 12 106 (÷ 09)

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CIRCUIT	NODAL SCHOOL	CLUSTER OF SCHOOL	EDUCATORS	NO. OF PUPILS	MEDIA CENTRES	LIBRARY BOXES	GRADES
2. EKHOMBE	A. MAKHATSINI	1. EKHOMBE	18	653	0	16	1 - 7
	EDUCATORS - 05	2. FUNIZWE	10	571	0	14	1 - 7
	·PUPILS - 321	3. ISANGOYANA	11	326	0	08	1 - 7
	MEDIA CENT.- 0	4. MADLOZI	07	192	0	05	1 - 7
	GRADES -1 - 7	5. MNDUNDUZELI	03	122	0	03	
		6. NJIXINI	11	628	0	16	1 - 6
		7. NKWELO	03	149	0	04	1 - 4
		8. QHUDENI	19	211	0	05	1 - 7
		9. QHUDENI PUB.	10	306	0	08	1 - 12
		10.LUZINDELA	13	649	0	16	1 - 7
				3 807		95 (+8)	
EKHOMBE	B GUBAZI	1. ERTSHIZA	06	202	0	05	1 - 6
	EDUCATORS - 11	2. GONZAGA	09	371	0	09	1 - 7
	PUPILS - 460	3. SWIJA	11	357	0	09	0 - 0
	MEDIA CENT - 0	4. MANCOMUNTU	06	168	0	04	
	GRADES -1 - 7	5. MATSHANA	05	186	0	05	1 - 7
		6. HNONA	07	233	0	06	
		7. NSINGAGANTU	12	628	0	16	
		8. NTABASIBAHLE	15	808	0	20	
		9. NTANYENI	15	690	0	17	1 - 4
		10. SIBAHLENGEMVELO	03	136	0	03	
				3 781		94 (+12)	