

**SCHOOL-COMMUNITY LIBRARIES:
SOME GUIDELINES FOR A POSSIBLE MODEL
FOR SOUTH AFRICA**

by

SOPHIA LE ROUX

**Submitted in fulfilment of the requirements
for the degree of
MASTER OF LIBRARY AND INFORMATION SCIENCE
in the Faculty Human Sciences
University of Pretoria
Pretoria**

FEBRUARY 2001

Dedication

I dedicate this study to the memory of my dear friend and colleague

Sandra Olën

And to

Penny Bristow

Whose unflagging efforts to bring literary resources to the disadvantaged has inspired me to undertake and persevere with this study.

Acknowledgements

Many people have contributed significantly to the conception and especially to the production of this dissertation. To name them all would not be possible but they know that I am deeply grateful and appreciative. But I have to single out:

The guidance and encouragement of my supervisor, Prof. Henk de Bruin,

The information and assistance from Vanessa Little, former Director of Public Library Services, State Library of South Australia,

The assistance of Francois Hendrikz, Head of the Mpumalanga Provincial Library & Information Service, and

The tolerance, patience and support of my husband, Johan, without which I would not have been able to undertake this research.

Table of contents

DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ACRONYMS.....	xiii
SUMMARY	xvi
OPSOMMING.....	xviii
CHAPTER 1	1
STATEMENT OF PROBLEM AND DEMARCATION OF FIELD OF STUDY.....	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE PROBLEM	2
1.3 STATEMENT OF THE PROBLEM	10
1.4 AIM OF THE STUDY	13
1.5 DELIMITATIONS OF THE STUDY.....	13
1.6 IMPORTANCE AND POTENTIAL VALUE OF THE STUDY	14
1.7 METHODOLOGY AND FRAMEWORK OF STUDY	15
1.7.1 Methodology.....	15
1.7.2 Organisation of the research.....	16
1.8 DEFINITION OF TERMS	18
1.8.1 Community library	18
1.8.2 School library.....	19
1.8.3 School-community library.....	19
1.8.4 Integrated library.....	19
1.8.5 School-housed public library	19
1.8.6 Classroom library.....	20
1.8.7 School cluster.....	20
1.8.8 Information literacy education.....	20
1.8.9 Teacher-librarian.....	20
1.8.10 Model.....	20
1.8.11 Rural, tribal communities.....	21
CHAPTER 2	22
HISTORICAL DEVELOPMENT OF OVERSEAS MODELS OF COMBINED SCHOOL/PUBLIC LIBRARIES.....	22

2.1	INTRODUCTION.....	22
2.2	OVERVIEW OF COMBINED MODELS IN SELECTED FOREIGN COUNTRIES	22
2.2.1	<i>United States of America</i>	25
2.2.2	<i>Canada</i>	33
2.2.3	<i>United Kingdom</i>	43
2.2.4	<i>Scandinavia</i>	47
2.2.5	<i>Australia</i>	57
2.3	SUMMARY	64
CHAPTER 3.....		70
EXPERIENCE OF OVERSEAS COUNTRIES IN COMBINING SCHOOL AND PUBLIC LIBRARIES.....		70
3.1	INTRODUCTION.....	70
3.2	UNITED STATES OF AMERICA	71
3.2.1	<i>Planning</i>	71
3.2.2	<i>Governance and organisational structures</i>	73
3.2.3	<i>Aims, objectives and policies</i>	74
3.2.4	<i>Accommodation</i>	75
3.2.5	<i>Administration and organisation</i>	77
3.2.6	<i>Operation and services</i>	78
3.2.7	<i>Collection development</i>	82
3.2.8	<i>Staffing and training</i>	83
3.2.9	<i>Funding</i>	85
3.2.10	<i>Synopsis</i>	86
3.3	CANADA	88
3.3.1	<i>Planning</i>	88
3.3.2	<i>Governance and organisational structures</i>	90
3.3.3	<i>Aims, objectives and policies</i>	91
3.3.4	<i>Accommodation</i>	93
3.3.5	<i>Administration and organisation</i>	94
3.3.6	<i>Operation and services</i>	96
3.3.7	<i>Collection development</i>	100
3.3.8	<i>Staffing and training</i>	101
3.3.9	<i>Funding</i>	103
3.3.10	<i>Synopsis</i>	105
3.4	UNITED KINGDOM	106

3.4.1	<i>Planning</i>	106
3.4.2	<i>Governance and organisational structures</i>	107
3.4.3	<i>Aims, objectives and policies</i>	107
3.4.4	<i>Accommodation</i>	107
3.4.5	<i>Administration and organisation</i>	111
3.4.6	<i>Operation and services</i>	111
3.4.7	<i>Collection development</i>	112
3.4.8	<i>Staffing and training</i>	113
3.4.9	<i>Funding</i>	114
3.4.10	<i>Synopsis</i>	115
3.5	SCANDINAVIA.....	116
3.5.1	<i>Planning</i>	116
3.5.2	<i>Governance and organisational structures</i>	116
3.5.3	<i>Aims, objectives and policies</i>	117
3.5.4	<i>Accommodation</i>	117
3.5.5	<i>Administration and organisation</i>	118
3.5.6	<i>Operation and services</i>	118
3.5.7	<i>Collection development</i>	119
3.5.8	<i>Staffing and training</i>	120
3.5.9	<i>Funding</i>	120
3.5.10	<i>Synopsis</i>	121
3.6	AUSTRALIA.....	122
3.6.1	<i>Planning</i>	122
3.6.2	<i>Governance and organisational structures</i>	123
3.6.3	<i>Aims, objectives and policies</i>	125
3.6.4	<i>Accommodation</i>	125
3.6.5	<i>Administration and organisation</i>	128
3.6.6	<i>Operation and services</i>	129
3.6.7	<i>Collection development</i>	131
3.6.8	<i>Staffing and training</i>	132
3.6.9	<i>Funding</i>	133
3.6.10	<i>Synopsis</i>	134
3.7	GUIDELINES FOR THE OPERATION OF SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	137
3.8	SUMMARY	141

CHAPTER 4	146
THE SCHOOL AND PUBLIC LIBRARY SCENE IN SOUTH AFRICA IN AN AFRICAN CONTEXT	146
4.1 INTRODUCTION	146
4.2 SCHOOL LIBRARY SERVICES PRIOR TO 1994	147
4.2.1 <i>Governance of education from 1904-1994</i>	147
4.2.2 <i>School library services in the RSA from 1950-1994</i>	149
4.2.3 <i>School library services in the former TBVC States</i>	160
4.2.4 <i>School library services rendered by non-governmental organisations</i>	165
4.2.5 <i>Impediments to the effective delivery of school library services</i>	166
4.3 PUBLIC LIBRARY SERVICES FROM 1900 TO 1994	168
4.3.1 <i>Cape Provincial Library Service</i>	171
4.3.2 <i>Natal Provincial Library Service</i>	173
4.3.3 <i>Transvaal Provincial Library Service</i>	175
4.3.4 <i>Orange Free State Provincial Library Service</i>	178
4.3.5 <i>Public library services in the former TBVC States</i>	178
4.3.6 <i>Public library services in the former Self-governing Territories</i>	180
4.3.7 <i>Community resource centres</i>	181
4.4 POLITICAL AND ORGANISATIONAL STRUCTURES SINCE 1994	182
4.4.1 <i>School library services</i>	185
4.4.2 <i>Public library services</i>	188
4.4.3 <i>Socio-economic and developmental determinants</i>	192
4.5 FACTORS AFFECTING THE ROLE OF PUBLIC AND SCHOOL LIBRARIES	194
4.5.1 <i>Under-utilisation of public libraries</i>	194
4.5.2 <i>The impact of Information Communication Technology (ICT)</i>	196
4.6 PUBLIC AND SCHOOL LIBRARY SERVICES IN DEVELOPING COUNTRIES IN AFRICA	202
4.7 SUMMARY	206
CHAPTER 5	210
THE SCHOOL-COMMUNITY LIBRARY MODEL AS A POSSIBLE MODEL FOR SOUTH AFRICA	210
5.1 INTRODUCTION	210
5.2 FACTORS CRUCIAL TO THE SUCCESS OF COMBINING SCHOOL AND PUBLIC LIBRARIES	211
5.2.1 <i>Political commitment by the government to the idea of school and public library co-operation</i>	211
5.2.2 <i>Commitment of funding authorities</i>	218
5.2.3 <i>Provision of adequate, suitable and compatible staff</i>	229

5.2.4	<i>Request from local community and ongoing community support</i>	231
5.2.5	<i>Central support mechanisms</i>	232
5.2.6	<i>Involvement of all parties in planning for a library model</i>	233
5.2.7	<i>Careful planning of the combined library</i>	235
5.2.8	<i>A service based on the needs of the community</i>	238
5.2.9	<i>Locally representative, enthusiastic, and skilled Library Board of Management</i>	240
5.2.10	<i>Clear and flexible guidelines and procedures</i>	241
5.3	RELEVANCE OF OVERSEAS VARIANTS OF THE SCHOOL-COMMUNITY LIBRARY MODEL TO SOUTH AFRICA.....	242
5.4	SUMMARY	243
CHAPTER 6		246
A PUBLIC LIBRARY-BASED VARIANT OF THE SCHOOL-COMMUNITY LIBRARY MODEL FOR RURAL, TRIBAL AREAS IN SOUTH AFRICA		246
6.1	INTRODUCTION	246
6.2	A COMMUNITY IN A RURAL, TRIBAL AREA IN MPUMALANGA.....	247
6.2.1	<i>General background</i>	248
6.2.2	<i>Geographical factors</i>	248
6.2.3	<i>Community profile</i>	248
6.2.4	<i>Infrastructure and resources</i>	250
6.2.5	<i>Public participation</i>	251
6.2.6	<i>Library development</i>	251
6.2.7	<i>Synopsis</i>	253
6.3	RATIONALE FOR VARIANT OF MODEL	255
6.4	PRESUMED CHARACTERISTICS OF VARIANT OF MODEL	258
6.4.1	<i>Community traits and involvement</i>	258
6.4.2	<i>Location, size and design of facility</i>	259
6.4.3	<i>Staffing</i>	261
6.4.4	<i>Library stock</i>	262
6.4.5	<i>Services and outreach programmes</i>	263
6.5	PERCEIVED ADVANTAGES OF THE PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARY MODEL	266
6.6	CONDITIONS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THE MODEL.....	268
6.6.1	<i>Government funding and support</i>	268
6.6.2	<i>Location and size of facility</i>	268
6.6.3	<i>Pre-service and in-service training</i>	269
6.6.4	<i>Access to and utilisation of ICT</i>	271

6.7	SUMMARY	272
CHAPTER 7		274
GUIDELINES FOR A PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARY FOR THE RURAL, TRIBAL AREAS IN SOUTH AFRICA		274
7.1	INTRODUCTION	274
7.2	GUIDELINES FOR THE ESTABLISHMENT AND OPERATION OF THE LIBRARY MODEL	275
7.2.1	<i>Community survey</i>	275
7.2.2	<i>Planning of combined library</i>	276
7.2.3	<i>Funding</i>	279
7.2.4	<i>Staffing</i>	281
7.2.5	<i>Joint-use agreements</i>	281
7.2.6	<i>Organisational structures and line functions</i>	282
7.2.7	<i>Administration and organisation</i>	285
7.2.8	<i>Collection development</i>	289
7.2.9	<i>Operation and services</i>	289
7.2.10	<i>Training</i>	291
7.3	SUMMARY	292
CHAPTER 8		294
CONCLUSIONS AND RECOMMENDATIONS		294
8.1	INTRODUCTION	294
8.2	FINDINGS WITH REGARD TO RESEARCH QUESTIONS	294
8.3	SUMMARY OF MAIN FINDINGS	301
8.4	RECOMMENDATIONS	302
8.5	SUGGESTIONS FOR FURTHER RESEARCH	303
8.5.1	<i>Public library based school-community library model</i>	303
8.5.2	<i>Urban community centre-based school-community library model</i>	303

APPENDICES

APPENDIX A: IFLA/UNESCO SCHOOL LIBRARY MANIFESTO	304
APPENDIX B: UNESCO PUBLIC LIBRARY MANIFESTO 1994	307
APPENDIX C: MAP OF BALAKLAVA TOWNSHIP	311
APPENDIX D: THE TOWN OF BURRA	313
APPENDIX E: BURRA COMMUNITY LIBRARY	315
APPENDIX F: THE PARKS COMMUNITY CENTRE	317
APPENDIX G: THE PARKS COMMUNITY CENTRE LIBRARY	319
APPENDIX H: GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS IN SOUTH AUSTRALIA	321
APPENDIX I: MAP OF KWANDEBELE	336
APPENDIX J: MAP OF WOLWEKRAAL (MAPHOTLA) SCHOOLS	338
APPENDIX K: PLAN OF NEW LIBRARY FOR MAPHOTLA COMMUNITY	340
APPENDIX L: COMPARISON BETWEEN <i>GUIDELINES FOR SCHOOL COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i> AND GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN THE RURAL, TRIBAL AREAS IN SOUTH AFRICA	342
BIBLIOGRAPHY	367

List of tables

TABLE 2—1	NUMBER AND DISTRIBUTION OF SCHOOL-HOUSED PUBLIC LIBRARIES IN CANADA (1979)..	34
TABLE 3—1	TYPES AND NUMBERS OF RESOURCES IN THE BALAKLAVA COMMUNITY LIBRARY	131
TABLE 4—1	BOOKS PER PUPIL IN SCHOOLS OF THE VARIOUS EDUCATION DEPARTMENTS IN THE RSA .	160
TABLE 4—2	PERCENTAGE OF SCHOOLS IN ALL CIRCUITS OF KWAZULU WITH LIBRARIES	164
TABLE 4—3	PERCENTAGE OF LEARNERS AT SCHOOLS IN KWAZULU WITH ACCESS TO A LIBRARY	164
TABLE 4—4	TYPE OF MEDIA CENTRE	165
TABLE 4—5	PERSONS IN CHARGE OF MEDIA CENTRE.....	165
TABLE 4—6	OPENING OF SOUTH AFRICAN PUBLIC LIBRARIES TO MORE THAN ONE RACE GROUP, IN CHRONOLOGICAL ORDER	170
TABLE 4—7	ANALYSIS BY PROVINCE OF PUBLIC LIBRARIES IN SOUTH AFRICA	171
TABLE 4—8	SERVICE POINTS IN THE TPLS (1991-92).....	175
TABLE 4—9	TOTAL NUMBER OF LIBRARIES FOR AFRICANS ESTABLISHED AND SERVED BY THE PWV REGION (1975-1991).....	176
TABLE 4—10	COMPARISON OF DISTRIBUTION OF LIBRARIES AND RESOURCES IN JOHANNESBURG AND SOWETO	177
TABLE 4—11	TOTAL NUMBER OF SCHOOLS PER PROVINCE.....	186
TABLE 4—12	PERCENTAGE OF PRIMARY AND SECONDARY SCHOOLS WITH MEDIA CENTRES.....	186
TABLE 4—13	COMPARATIVE LIBRARY STATISTICS: REPUBLIC OF SOUTH AFRICA	189
TABLE 4—14	POPULATION AGED 20 AND OLDER WHO ARE ILLITERATE	193
TABLE 6—1	DEMOGRAPHIC AND SOCIO-ECONOMIC FIGURES: WOLWEKRAAL	248
TABLE 6—2	DEVELOPMENT AREAS AND INFORMATION NEEDS FOR WHICH THE SCHOOL LIBRARY COLLECTION HAS TO MAKE PROVISION.....	264

List of figures

FIGURE 2.1 DISTRIBUTION OF RURAL SCHOOL COMMUNITY LIBRARIES IN SOUTH AUSTRALIA.....	62
FIGURE 4.1 SCHEMATIC REPRESENTATION OF THE EDUCATION SYSTEM IN SOUTH AFRICA IN 1991.....	150
FIGURE 4.2 RECOMMENDED CENTRALISED ORGANISATIONAL STRUCTURE FOR LIS IN THE HOMELANDS	179
FIGURE 4.3 PROPOSED PROVINCES FOR SOUTH AFRICA AS DEFINED IN THE CONSTITUTION OF THE RSA, 1993.....	183

List of Acronyms

ABET	Adult Basic Education and Training
ACTAG	Arts and Culture Task Group
CALICO	Cape Library Consortium
CBO	Community-based organisation
CETDE	Centre for Educational Technology and Distance Education
CLD	Community Learning Centre
CPA	Cape Provincial Administration
CPLS	Cape Provincial Library Service
CRC	Community Resource Centre
DACST	Department of Arts, Culture, Science and Technology
DECS	Department for Education and Children's Services
DET	Department of Education and Training
DFA	Development Facilitation Act
DoE	Department of Education
EDC	Educational Development Centre
ELIS	Educational Library and Information Services
FRELICO	Free State Library Consortium
GAELIC	Gauteng and Environs Library Consortium
GCIS	Government Communication and Information System
HOA	House of Assembly
HOD	House of Delegates
HOR	House of Representatives
HSRC	Human Sciences Research Council
ICT	Information Communication Technology
IDP	Integrated Development Plan

IT	Information Technology
JLC	Joint Library Committee
KCPL	Kansas City Public Library
LDO	Land Development Objective
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services
LIWO	Library and Information Workers Organisation
MEC	Member of the Executive Council
MPCC	Multi-Purpose Community Centre
MPLIS	Mpumalanga Provincial Library and Information Service
MTEF	Medium Term Expenditure Framework
NECC	National Education Co-ordinating Committee
NED	Natal Education Department
NEPI	National Education Policy Investigation
NGO	Non-governmental organisation
NPA	Natal Provincial Administration
NPLS	Natal Provincial Library Service
OCLC	Online Computer Library Center
OFS	Orange Free State
PALS	Public Access Library Systems
PED	Provincial Education Department
PLAIN	Public Libraries Automated Information Network
PLS	Public Library System
PMR	Pietermaritzburg Metropolitan Region
PWV	Pretoria-Witwatersrand-Vereeniging
RDP	Reconstruction and Development Programme

READ	Read, Education and Develop
RSA	Republic of South Africa
SABINET	South African Bibliographic and Information Network
SAILIS	South African Institute for Librarianship and Information Science
SASA	South African Schools Act, 1996
SGB	School-governing Body
SMT	School Management Team
SRN	School Register of Needs
SSO	School Support Officer
TAFE	Technical and Further Education
TBVC	Transkei, Bophuthatswana, Venda, Ciskei
TED	Transvaal Education Department
TPA	Transvaal Provincial Administration
TPLS	Transvaal Provincial Library Service
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USA	Universal Service Agency

Summary

School-community libraries: some guidelines for a possible model for South Africa

MBibl dissertation

by

Sophia le Roux

Supervisor: Prof. H. de Bruin

Department of Library and Information Science

University of Pretoria

February 2001

The aim of this study was to investigate the variants of the school-community library model, as implemented in overseas countries, to define a South African variant of the model, satisfying the needs of a rural, tribal community, and to formulate a set of guidelines for the implementation and operation of such a model.

The research was based on a literature review, an analysis of published case studies, and a study of official documentation. The dominant variants of the model found, were the school-housed school-community library, prevalent in remote, rural areas with a functional school library, and with communities too small to support separate school and public library services, and the school-community library located in a multi-purpose community centre complex, mainly found in urban and metropolitan areas.

The main reasons found for the establishment of the school-community library model centred in historical backlogs in either school or public library services; a need for such services; communities incapable of sustaining separate school and public library services; declining funds and resources; pressure from politicians and authorities to avoid duplication of services; incentives and enabling legislation to encourage the

sharing of educational facilities and the forging of partnerships for more cost-effective service delivery; an emphasis on life-long learning; and new teaching methods, resulting in a growing need for learning resources.

An analysis of the historical development and current situation regarding library and information services (LIS) in South Africa, found tremendous backlogs in both school and public LIS in the disadvantaged communities in rural areas and urban townships, as a result of former apartheid policies and practices. The restructuring of provincial LIS aggravated this situation, causing a further deterioration in these services.

In the rural, tribal areas of South Africa, school libraries were found to be almost non-existent, or of an inferior standard. The use of existing school libraries for a combined school-community library appeared not to be a viable proposition. The erection of expensive, purpose-built, school-community library facilities in schools would place an additional burden on PEDs, which in current circumstances consider the building of classrooms their first priority. As clusters of schools were commonly found in these areas, the establishment of a combined school-community library in an accessible, public library building, if available, would appear to be a more cost-effective and practical solution for serving the community and the cluster schools.

The public library-based school-community library model for a rural, tribal community - comprising a small, homogeneous group of people, sharing the same culture and language, taking an active part in educational and cultural activities, and showing particular initiative and commitment - would need a different service approach. The library would have to be developmental- and needs-driven, and would have to cater for the needs of non- and newly-literate users. The financial backing and support of the provincial and local authorities, the involvement and financial commitment of the local community, and adequate and suitable staffing, were found to be crucial for success. Consequently, the guidelines presented reflect this difference in service approach and will assist decision-makers and practitioners to implement this variant of the library model successfully.

Opsomming

Die doel van hierdie studie was om die verskillende variante van die gekombineerde skool-gemeenskapsbiblioteekmodel in oorsese lande te ondersoek, en om 'n Suid-Afrikaanse variant van die model te definieer wat aan die behoeftes van 'n landelike, tradisionele gemeenskap sou kon voldoen. Daarbenewens is beoog om 'n stel riglyne vir die daarstelling en bedryf van sodanige model te formuleer.

Die ondersoek was gebaseer op 'n literatuurstudie, 'n ontleding van gepubliseerde gevallestudies, en 'n studie van amptelike dokumentasie. Die oorheersende variante van die skool-gemeenskapsbiblioteekmodel wat aangetref is, was die gekombineerde biblioteek wat binne in die skool of op die skoolterrein geleë was. Hierdie model is veral geïmplementeer in verafgeleë, landelike gebiede, wat reeds oor 'n funksionele skoolbiblioteek beskik het, en waar die gemeenskap nie 'n afsonderlike skool- en openbare biblioteke kon bekostig nie. Die ander variant van die model was 'n skool-gemeenskapsbiblioteek wat binne in 'n gemeenskapsentrum geleë was. Hierdie variant is hoofsaaklik in stedelike of metropolitaanse gebiede aangetref.

Die hoofredes vir die daarstelling van die skool-gemeenskapsbiblioteekmodel het gewentel om historiese agterstande in òf skool òf openbare biblioteekdienste; 'n behoefte aan hierdie dienste deur die gemeenskap; 'n onvermoë deur gemeenskappe om aparte dienste in stand te hou; 'n afname in befondsing vir biblioteekdienste en – bronne; druk deur politici en die owerheid om die duplisering van dienste te vermy; aansporingsmaatreëls en wetgewing om die gesamentlike benutting van onderwysfasiliteite aan te moedig, en nuwe onderwysmetodes wat klem plaas op lewenslange leergeleenthede.

'n Ontleding van die geskiedkundige ontwikkeling en huidige situasie met betrekking tot biblioteek- en inligtingsdienste in Suid-Africa het bevind dat daar geweldige agterstande ten opsigte van sowel skool- en openbare biblioteekdienste in die agtergeblewe gemeenskappe in die landelike en stedelike gebiede bestaan. Dit was hoofsaaklik die gevolg van voormalige apartheidsbeleid en -praktyke. Die

herstrukturering van die onderwys en provinsiale biblioteekdienste het hierdie situasie vererger en 'n verdere agteruitgang van hierdie dienste tot gevolg gehad.

Daar is bevind dat bykans geen skoolbiblioteke in die landelike, tradisionele gebiede aangetref word nie, en dat dié wat wel bestaan, gewoonlik van 'n minderwaardige gehalte is. Die gebruik van bestaande skoolbiblioteekfasiliteite vir 'n gekombineerde biblioteek het derhalwe geblyk nie lewensvatbaar te wees nie. Die daarstelling van duur, doelmatige skool-gemeenskapsbiblioteke in skole sou ook 'n bykomende geldelike verpligting op provinsiale onderwysdepartemente plaas, wat tans onder swaar druk is om voldoende klaskamers op te rig.

Aangesien daar bevind is dat skole in die landelike, tradisionele gebiede dikwels saamgegroepeer is, sou die daarstelling van 'n skool-gemeenskapsbiblioteek in 'n openbare biblioteekfasiliteit – indien so'n fasiliteit beskikbaar sou wees en reeds effektief benut word - meer koste-effektiewe wees, veral indien so'n biblioteek sentraal ten opsigte van 'n groep skole geleë sou wees.

Dit wil voorkom of hierdie model geskik sou wees vir 'n gemeenskap met 'n homogene bevolking, wat inisiatief aan die dag lê en aktief by opvoedkundige en kulturele bedrywighede betrokke sou wees. Die dienste van sodanige biblioteek sou veral voorsiening moes maak vir die behoeftes van ongeletterde en nuutgeletterde gebruikers. Die finansiële en professionele ondersteuning van die betrokke provinsiale onderwysowerheid en provinsiale biblioteekdiens blyk van deurslaggewende belang te wees. Ander voorvereistes vir die sukses van hierdie model is voldoende en gepaste personeel, die samewerking en finansiële ondersteuning van die plaaslike owerheid, en die betrokkenheid van die plaaslike gemeenskap wat 'n bereidwilligheid om finansiël tot die bedryf van die inriging by te dra, sou insluit. Die riglyne vir die daarstelling en bedryf van hierdie model, wat aangebied word, weerspieël hierdie benadering tot dienslewering, en sal van hulp wees vir beleidsmakers en praktisyns om hierdie variant van die biblioteekmodel met sukses in werking te stel.