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 Olén

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 ..................................................................................................................... xliii
SUMMARY ....................................................................................................................................... xvi
OPSOMMING ................................................................................................................................. xviii

CHAPTER 1 ...................................................................................................................................... 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
CHAPTER 3

EXPERIENCE OF OVERSEAS COUNTRIES IN COMBINING SCHOOL AND PUBLIC LIBRARIES

3.1 INTRODUCTION ................................................................. 70

3.2 UNITED STATES OF AMERICA ............................................. 71

3.2.1 Planning ........................................................................ 71

3.2.2 Governance and organisational structures .......................... 73

3.2.3 Aims, objectives and policies .......................................... 74

3.2.4 Accommodation ............................................................ 75

3.2.5 Administration and organisation ...................................... 77

3.2.6 Operation and services .................................................. 78

3.2.7 Collection development .................................................. 82

3.2.8 Staffing and training ....................................................... 83

3.2.9 Funding ......................................................................... 85

3.2.10 Synopsis ..................................................................... 86

3.3 CANADA ............................................................................ 88

3.3.1 Planning ......................................................................... 88

3.3.2 Governance and organisational structures ........................ 90

3.3.3 Aims, objectives and policies .......................................... 91

3.3.4 Accommodation ............................................................ 93

3.3.5 Administration and organisation ...................................... 94

3.3.6 Operation and services .................................................. 96

3.3.7 Collection development .................................................. 100

3.3.8 Staffing and training ....................................................... 101

3.3.9 Funding ......................................................................... 103

3.3.10 Synopsis ..................................................................... 105

3.4 UNITED KINGDOM ............................................................. 106
CHAPTER 4

THE SCHOOL AND PUBLIC LIBRARY SCENE IN SOUTH AFRICA IN AN AFRICAN CONTEXT

4.1 INTRODUCTION

4.2 SCHOOL LIBRARY SERVICES PRIOR TO 1994

4.2.1 Governance of education from 1904-1994

4.2.2 School library services in the RSA from 1950-1994

4.2.3 School library services in the former TBVC States

4.2.4 School library services rendered by non-governmental organisations

4.2.5 Impediments to the effective delivery of school library services

4.3 PUBLIC LIBRARY SERVICES FROM 1900 TO 1994

4.3.1 Cape Provincial Library Service

4.3.2 Natal Provincial Library Service

4.3.3 Transvaal Provincial Library Service

4.3.4 Orange Free State Provincial Library Service

4.3.5 Public library services in the former TBVC States

4.3.6 Public library services in the former Self-governing Territories

4.3.7 Community resource centres

4.4 POLITICAL AND ORGANISATIONAL STRUCTURES SINCE 1994

4.4.1 School library services

4.4.2 Public library services

4.4.3 Socio-economic and developmental determinants

4.5 FACTORS AFFECTING THE ROLE OF PUBLIC AND SCHOOL LIBRARIES

4.5.1 Under-utilisation of public libraries

4.5.2 The impact of Information Communication Technology (ICT)

4.6 PUBLIC AND SCHOOL LIBRARY SERVICES IN DEVELOPING COUNTRIES IN AFRICA

4.7 SUMMARY

CHAPTER 5

THE SCHOOL-COMMUNITY LIBRARY MODEL AS A POSSIBLE MODEL FOR SOUTH AFRICA

5.1 INTRODUCTION

5.2 FACTORS CRUCIAL TO THE SUCCESS OF COMBINING SCHOOL AND PUBLIC LIBRARIES

5.2.1 Political commitment by the government to the idea of school and public library co-operation

5.2.2 Commitment of funding authorities

5.2.3 Provision of adequate, suitable and compatible staff
5.2.4 Request from local community and ongoing community support ........................................... 231
5.2.5 Central support mechanisms .............................................................................................. 232
5.2.6 Involvement of all parties in planning for a library model .................................................. 233
5.2.7 Careful planning of the combined library .......................................................................... 235
5.2.8 A service based on the needs of the community ................................................................. 238
5.2.9 Locally representative, enthusiastic, and skilled Library Board of Management ............... 240
5.2.10 Clear and flexible guidelines and procedures ..................................................................... 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 General background ............................................................................................................. 248
   6.2.2 Geographical factors .......................................................................................................... 248
   6.2.3 Community profile ............................................................................................................ 248
   6.2.4 Infrastructure and resources .............................................................................................. 250
   6.2.5 Public participation ............................................................................................................ 251
   6.2.6 Library development .......................................................................................................... 251
   6.2.7 Synopsis ............................................................................................................................. 253

6.3 RATIONALE FOR VARIANT OF MODEL .................................................................................. 255

6.4 PRESUMED CHARACTERISTICS OF VARIANT OF MODEL .................................................. 258
   6.4.1 Community traits and involvement .................................................................................... 258
   6.4.2 Location, size and design of facility ................................................................................... 259
   6.4.3 Staffing ............................................................................................................................... 261
   6.4.4 Library stock ...................................................................................................................... 262
   6.4.5 Services and outreach programmes .................................................................................... 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 Government funding and support ...................................................................................... 268
   6.6.2 Location and size of facility ............................................................................................... 268
   6.6.3 Pre-service and in-service training ..................................................................................... 269
   6.6.4 Access to and utilisation of ICT .......................................................................................... 271
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 WOLVEKRAAL (MAPHOTLA) SCHOOLS ........................................ 338
APPENDIX K: PLAN OF NEW LIBRARY FOR MAPHOTLA COMMUNITY .................................. 340
APPENDIX L: COMPARISON BETWEEN GUIDELINES FOR SCHOOL COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA 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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABET</td>
<td>Adult Basic Education and Training</td>
</tr>
<tr>
<td>ACTAG</td>
<td>Arts and Culture Task Group</td>
</tr>
<tr>
<td>CALICO</td>
<td>Cape Library Consortium</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-based organisation</td>
</tr>
<tr>
<td>CETDE</td>
<td>Centre for Educational Technology and Distance Education</td>
</tr>
<tr>
<td>CLD</td>
<td>Community Learning Centre</td>
</tr>
<tr>
<td>CPA</td>
<td>Cape Provincial Administration</td>
</tr>
<tr>
<td>CPLS</td>
<td>Cape Provincial Library Service</td>
</tr>
<tr>
<td>CRC</td>
<td>Community Resource Centre</td>
</tr>
<tr>
<td>DACST</td>
<td>Department of Arts, Culture, Science and Technology</td>
</tr>
<tr>
<td>DECS</td>
<td>Department for Education and Children’s Services</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>DFA</td>
<td>Development Facilitation Act</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>EDC</td>
<td>Educational Development Centre</td>
</tr>
<tr>
<td>ELIS</td>
<td>Educational Library and Information Services</td>
</tr>
<tr>
<td>FRELICO</td>
<td>Free State Library Consortium</td>
</tr>
<tr>
<td>GAELIC</td>
<td>Gauteng and Environs Library Consortium</td>
</tr>
<tr>
<td>GCIS</td>
<td>Government Communication and Information System</td>
</tr>
<tr>
<td>HOA</td>
<td>House of Assembly</td>
</tr>
<tr>
<td>HOD</td>
<td>House of Delegates</td>
</tr>
<tr>
<td>HOR</td>
<td>House of Representatives</td>
</tr>
<tr>
<td>HSRC</td>
<td>Human Sciences Research Council</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>IDP</td>
<td>Integrated Development Plan</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>JLC</td>
<td>Joint Library Committee</td>
</tr>
<tr>
<td>KCPL</td>
<td>Kansas City Public Library</td>
</tr>
<tr>
<td>LDO</td>
<td>Land Development Objective</td>
</tr>
<tr>
<td>LIASA</td>
<td>Library and Information Association of South Africa</td>
</tr>
<tr>
<td>LIS</td>
<td>Library and Information Services</td>
</tr>
<tr>
<td>LIWO</td>
<td>Library and Information Workers Organisation</td>
</tr>
<tr>
<td>MEC</td>
<td>Member of the Executive Council</td>
</tr>
<tr>
<td>MPCC</td>
<td>Multi-Purpose Community Centre</td>
</tr>
<tr>
<td>MPLIS</td>
<td>Mpumalanga Provincial Library and Information Service</td>
</tr>
<tr>
<td>MTEF</td>
<td>Medium Term Expenditure Framework</td>
</tr>
<tr>
<td>NECC</td>
<td>National Education Co-ordinating Committee</td>
</tr>
<tr>
<td>NED</td>
<td>Natal Education Department</td>
</tr>
<tr>
<td>NEPI</td>
<td>National Education Policy Investigation</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental organisation</td>
</tr>
<tr>
<td>NPA</td>
<td>Natal Provincial Administration</td>
</tr>
<tr>
<td>NPLS</td>
<td>Natal Provincial Library Service</td>
</tr>
<tr>
<td>OCLC</td>
<td>Online Computer Library Center</td>
</tr>
<tr>
<td>OFS</td>
<td>Orange Free State</td>
</tr>
<tr>
<td>PALS</td>
<td>Public Access Library Systems</td>
</tr>
<tr>
<td>PED</td>
<td>Provincial Education Department</td>
</tr>
<tr>
<td>PLAIN</td>
<td>Public Libraries Automated Information Network</td>
</tr>
<tr>
<td>PLS</td>
<td>Public Library System</td>
</tr>
<tr>
<td>PMR</td>
<td>Pietermaritzburg Metropolitan Region</td>
</tr>
<tr>
<td>PWV</td>
<td>Pretoria-Witwatersrand-Vereeniging</td>
</tr>
<tr>
<td>RDP</td>
<td>Reconstruction and Development Programme</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>READ</td>
<td>Read, Education and Develop</td>
</tr>
<tr>
<td>RSA</td>
<td>Republic of South Africa</td>
</tr>
<tr>
<td>SABINET</td>
<td>South African Bibliographic and Information Network</td>
</tr>
<tr>
<td>SAILIS</td>
<td>South African Institute for Librarianship and Information Science</td>
</tr>
<tr>
<td>SASA</td>
<td>South African Schools Act, 1996</td>
</tr>
<tr>
<td>SGB</td>
<td>School-governing Body</td>
</tr>
<tr>
<td>SMT</td>
<td>School Management Team</td>
</tr>
<tr>
<td>SRN</td>
<td>School Register of Needs</td>
</tr>
<tr>
<td>SSO</td>
<td>School Support Officer</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TBVC</td>
<td>Transkei, Bophuthatswana, Venda, Ciskei</td>
</tr>
<tr>
<td>TED</td>
<td>Transvaal Education Department</td>
</tr>
<tr>
<td>TPA</td>
<td>Transvaal Provincial Administration</td>
</tr>
<tr>
<td>TPLS</td>
<td>Transvaal Provincial Library Service</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>USA</td>
<td>Universal Service Agency</td>
</tr>
</tbody>
</table>
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 fuksonele 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 skoolgemeenskapbiblioteek wat binne in 'n gemeenskapscentrum geleë was. Hierdie variant is hoofsaaklik in stedelike of metropolitaanse gebiede aangetref.

Die hoofredes vir die daarstelling van die skool-gemeenskapsbiblioteekmodel het gewen om historiese agterstande in of skool of 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 overheid 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-Afrika het bevind dat daar geweldige agterstande teen opsigte van sowel skool- en openbare biblioteekdienste in die agtergebleewe gemeenskappe in die landelike en stedelike gebiede bestaan. Dit was hoofsaaklik die gevolg van voormalige apartheidsbeleid en -praktyke. Die
herstructurering 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 skoolbiblioteekfasilitate 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 dikkwels saamgerepel is, sou die daarstelling van ‘n skool-gemeenskapsbiblioteek in ‘n openbare biblioteekfasilitate – indien so’n fasilititeit beskikbaar sou wees en reeds effektief benut word - meer koste-effektiwe 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 overheid, en die betrokkenheid van die plaaslike gemeenskap wat ‘n bereidwilligheid om finansieel 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 dienslewing, en sal van hulp wees vir beleidmakers en praktisys om hierdie variant van die biblioteekmodel met sukses in werking te stel.

xix