COMMUNITY PROFILE ANALYSIS OF THE FREE STATE AND THE IDENTIFICATION OF THE INFORMATION INFRASTRUCTURE:
A HIGHER EDUCATION COMMUNITY ENGAGEMENT PROJECT

by

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DECLARATION

I, Doraliza Reinetta Ackerman, hereby declare that the dissertation "Community profile analysis of the Free State and the identification of the information infrastructure: a Higher Education community engagement project" submitted by me for the Magister Artium in Higher Education Studies at the University of the Free State is my own independent work and has not previously been submitted by me at another university or faculty. I furthermore cede copyright of the dissertation in favour of the University of the Free State.

2007-05-29

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DR Ackerman   **Date**

SUMMARY

The overarching purpose of the study is: *to compile a comprehensive database of the information infrastructures in the Free State province and investigate/determine how information from the database can be utilised by Library Information Services at Higher Education Institutions in response to what is regarded as their social responsibility towards the community, through possible community engagement projects.*

In realising the purpose of the study, the following objectives were pursued:

- To undertake a literature review in order to investigate the following aspects:
  - The HEIs' social responsibility in terms of the South African legislation and other policy documents, with special reference to the community engagement role of the LIS of the HEIs.
  - The principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development.
  - The various LIS sectors functioning in South Africa within the social systems of government, education, health, economic and the legal systems.
  - The changing role of information, within the post-1994 legislation, in community development, with special reference to the non-traditional information dissemination service points in South Africa.
- To gather comprehensive data from various resources, including databases, for example the Free State Department of Education's Education Management Information System (EMIS), annual reports and strategic plans of the relevant government departments of the Free State province, as well as other LIS related journals, for example the Free State Provincial Library Services, quarterly journal (*Free State Libraries*), making use of all possible means to identify the various information infrastructures functioning within the Free State province, including a questionnaire-survey to acquire supplementary information, that will be captured in a database.
- To utilise the database as part of a community profile analysis to be able to identify which communities lack which information infrastructure(s). The information infrastructures will be used in conjunction with the Census 2001 population statistics and the number of learners in the schools, according to the Free State Department of Education's EMIS system will be able to do the analysis. The results will then be used to identify possible community engagement project(s) for the LIS of the HEIs.

The major conclusions of the study revealed the following:

- That LIS of HEIs have a social responsibility towards society and therefore must engage in community projects.
- That LIS can contribute towards community development, thereby providing better access to information, which will lead to empowerment of communities in general, but especially empowered individuals.

The database compiled is presented on a CD-ROM with the 1729 identified information infrastructures in the Free State province, including Library and Information Services, as well as other non-traditional information dissemination service points.

The recommendations spell out possible ways in which the Library and Information Centre of the CUT can contribute to community responsibility through possible community engagement projects, for example to facilitate workshops to conscientise the various Library and Information Services to the amount of people with disabilities in their communities, as well as suggesting technologies that can the aid the above-mentioned group or train-the-trainer workshops for information literacy, thereby enhancing life-long learning.

Keywords

Higher Education Institutions; Central University of Technology, Free State; Free State province; people-centred community development; community profile analysis; Library and Information Services; Information Dissemination; South African legislation; Free State provincial legislation

OPSOMMING

Die volgende doelstelling is gestel vir die studie: *om 'n omvattende databasis op te stel met die inligtingsinfrastrukture in die Vrystaat Provinsie om so daardeur te bepaal hoe Biblioteek en Inligtingsdienste van Hoër Onderwys Instansies inligting kan gebruik om sodoende hulle sosiale verantwoordelikheid na te kom deur middel van moontlike gemeenskapsdiensprojekte.*

Die volgende doelwitte is daarna gevolg:

- Om 'n literatuurstudie te onderneem en die volgende aspekte te ondersoek:
  - Hoër Onderwys Instansies se sosiale verantwoordelikheid in terme van die Suid-Afrikaanse wetgewing en ander beleidsdokumente, met spesiale verwysing na die rol van Hoër Onderwys Instansies se Biblioteek en Inligtingsdienste ten opsigte van gemeenskapsbetrokkenheid.
  - Die beginsel van gemeenskapsontwikkeling, met spesiale verwysing na mens-gesentreerde ontwikkeling binne die Suid-Afrikaanse konteks, sowel as die rol van Biblioteek en Inligtingsdienste in gemeenskapsontwikkeling.
  - Die verskeie Biblioteek en Inligtingsdienste wat in Suid-Afrika funksioneer binne die sosiale sisteme van die regering, onderwys, gesondheid, ekonomie en wetgewing.
  - Die veranderende rol van inligting, binne die post-1994 wetgewing, in gemeenskapsontwikkeling, met spesiale verwysing na nie-tradisionele inligtingsverspreidingsdienspunte in Suid-Afrika.
- Om data te versamel vanaf verskeie bronne, insluitende databasisse, byvoorbeeld die Vrystaatse Departement van Onderwys se Onderwys Bestuursinligtingstelsel, jaarverslae en strategiese beplanning van die relevante regeringsdepartemente van die Vrystaat, asook ander relevante Biblioteek en Inligtingsdienste-joernale, byvoorbeeld die Vrystaatse Provinsiale Biblioteekdienste se kwartaallikse tydskrif (*Vrystaatse Biblioteke*), om sodoende alle moontlike maniere te gebruik om die verskillende inligtingsinfrastrukture wat binne die Vrystaat funksioneer, te vervat in die databasis. Hierdie proses is ondersteun deur 'n vraelys om bykomende inligting wat nog ontbreek, in die hande te kry.
- Om die databasis te gebruik as deel van die gemeenskapsprofielanalise om gemeenskappe te identifiseer waar inligtingsinfrastrukture ontbreek. Die inligtingsinfrastrukture is gebruik saam met die Sensus 2001 se bevolkingstatistieke en die aantal leerders in die skole volgens die Vrystaatse Departement van Onderwys se Onderwys Bestuursinligtingstelsel, om sodoende 'n analise op te stel wat moontlike gemeenskapsbetrokkenheidsprojekte vir Hoër Onderwys Instansies se Biblioteek en Inligtingsdienste kan identifiseer.

Die belangrikste gevolgtrekking wat deur die studie aan die lig gebring is, is die volgende:

- Dat Hoër Onderwys Instansies se Biblioteek en Inligtingsdienste wel 'n sosiale verantwoordelikheid het en om daardie rede betrokke moet raak by gemeenskapsbetrokkenheidsprojekte.
- Dat Biblioteek en Inligtingsdienste kan bydrae tot gemeenskapsontwikkeling, deur toegang te verskaf tot inligting, wat sal lei tot bemagtigde gemeenskappe in die algemeen, maar meer spesifiek bemagtigde individue.

Die databasis wat saamgestel is, word aangebied op 'n CD-ROM met die 1729 geïdentifiseerde inligtingsinfrastrukture in die Vrystaat, insluitend Biblioteek en Inligtingsdienste, sowel as ander nie-tradisionele inligtingsverspreidingsdienspunte.

Geïdentifiseerde aanbevelings is gedoen wat kan dien as moontlike maniere waarop die Biblioteek- en Inligtingsentrum van die SUT kan bydrae tot gemeenskapsverantwoordelikheid deur moontlike gemeenskapsbetrokkenheidsprojekte. Byvoorbeeld deur die fasilitering van werkswinkels om die verskillende Biblioteek en Inligtingsdienste te sensitiseer rondom die aantal mense met gestremdhede binne hul gemeenskappe, sowel as om tegnologieë voor te stel om die bogenoemde groep van hulp te kan wees. Voorts, word aanbeveel die fasilitering van opleidingswerkswinkels vir opleiers om inligitngsgeletterdheidsprogramme aan te bied, om sodoende lewenslange leer aan te moedig.

DEDICATION

This dissertation is dedicated to every LIS worker that serves the various communities in the Free State. You are the inspiration behind this study.

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LIST OF ACRONYMS

ALA	American Library Association
ARC-LIS	Agricultural Research Council-Library Information Services
CBOs	Community-based organisations
CHE	Council on Higher Education
CHESP	Community – Higher Education – Service Partnerships
CIA	Central Intelligence Agency
CTC	Community Technology Centers
CUT	Central University of Technology, Free State
DACST	Republic of South Africa. Department of Arts and Culture
DoC	Republic of South Africa. Department of Communications
DoE	Republic of South Africa. Department of Education
EMIS	Education Management Information System
FBOs	Faith-based organisations
FDC	Free State Development Corporation
FET	Further Education and Training
FRELICO	Free State Library and Information Consortium
FS DoA	Free State Province. Department of Agriculture
FS DoE	Free State Province. Department of Education
FS DoP	Free State Province. Department of the Premier
FS DoSAC	Free State Province. Department of Sport, Arts and Culture
FS DoSACST	Free State Province. Department of Sport, Arts and Culture
FSGDS	Free State Growth and Development Strategy
FSPA	Free State Provincial Administration
FSPLS	Free State Provincial Library Services
FSRDPP	Free State Rural Development Partnership Programme
GEAR	Growth, Employment and Redistribution
GET	General Education and Training
GCIS	Government Communication and Information System
HE	Higher Education
HEQC	Higher Education Quality Committee
HEIs' LIS	Higher Education Institutions' Library and Information Services

HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations and Institutions
IFLA SLSDP	International Federation of Library Associations and Institutions. Section of Libraries Serving Disadvantaged Persons
INDS	Integrated Disability Strategy
IT	Information Technology
IVAISLP	Interdepartmental Vocational Association for Information Scientists and Library Personnel
JET	Joint Education Trust
LDC	Less-developed countries
LDL	Legal Deposit Libraries
LIASA	Library and Information Association of South Africa
LICT	Library and Information Communication Technology
LIS	Library and Information Services
MEC	Member of the Executive Council
MLMLS	Mangaung Local Municipality Library Service
MPCC	Multi-Purpose Community Centres
MUCPP	Mangaung University Community Partnership Programme
NALN	Nasionale Afrikaans Letterkundige Museum en Navorsingsentrum
NEPAD	New Partnership for Africa's Development
NEPI Report	National Educational Policy Investigation Report
NCLIS	National Council for Library and Information Services
NGOs	Non-governmental organisations
NHS	National Health Service (UK)
NLM	National Library of Medicine (USA)
NLSA	National Library of South Africa
NPHE	National Plan for Higher Education
NQF	National Qualifications Framework
NSLM	National Sesotho Literary Museum
OBE	Outcomes-Based Education
OPACs	Online Public Access Catalogues
OPD	Official Publications Depository
OSALL	Organization of South African Law Libraries
PACLISA	Public and Community Libraries Inventory of South Africa
PIT	Public Internet Terminals

RDP	Reconstruction and Development Programme
RSA DAC	Republic of South Africa. Department of Arts and Culture
RSA DACST	Republic of South Africa. Department of Arts and Culture
RSA DoC	Republic of South Africa. Department of Communications
RSA NDA	Republic of South Africa. National Department of Agriculture
SACS	Government Communication and Information System
SADC	Southern African Development Community
SAQA	South African Qualifications Authority Act (no. 58 of 1995)
SANTA	South African National Tuberculosis Association
seda	Small Enterprise Development Agency
SLIS	Special Libraries and Information Services Group
SMME	Small, Micro and Medium Enterprises
UFS	University of the Free State
UNESCO	United Nations Educational, Scientific and Cultural Organization
WCED	World Commission on Environment and Development
WHO	World Health Organization
ZLS	Zambia Library Service

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CHAPTER 1
ORIENTATION TO THE STUDY

1.1   INTRODUCTION

As Systems Librarian of the Central University of Technology, Free State (CUT), the researcher is faced with the predicament of realising what her contribution could be towards community development, thereby complying with the social responsibility of a higher education institution (HEI), particularly in the Free State province.

Furthermore, all libraries, as providers of information and knowledge, have a social, cultural and political responsibility. The National Educational Policy Investigation (NEPI) Report (South Africa 1992 cited in Schoombee 2006:16), for example, proposes that community libraries become more pro-active in terms of their roles in social issues. The report suggests that service rendering should be approached with an aim to enrich communities culturally, spiritually and intellectually.

It is from this perspective that this study has been undertaken. This introductory chapter therefore commences with a brief orientation to the aspect of community librarianship and the challenge to make information available to all communities in South Africa linking to the HEIs' social responsibility, with special reference to the Free State province within the framework of the relevant legislation. This discussion leads to the research problem of this study, followed by the research questions, as well as the purpose and objectives of the study. The rest of the chapter gives a demarcation of this study, the research design and methodology used in this study, a description of the terminology used, the value of the study and finally, the outline of the chapters.

1.1.1   The concept of community librarianship

Community librarianship (Community librarianship 1997:82) can be described as "a local information service to a small geographical area, providing information on any topic, but particularly social, domestic, health or education facilities, details of local cultural activities, clubs and societies, and the range of local authority or governmental services. Such services can make little use of books, but pamphlets and informal documentation of all kinds are important. Personal contacts are vital, and increasingly networked information, including World Wide Web services, is [sic] being used in the industrialized countries. The service may be provided in a public branch library or via a special unit set up by a local authority, a voluntary agency or an advice group".

Martin (1989:1) states that "libraries are one of the truly public institutions of society, as much a part of the social landscape as schools, the railways or the telephone network. This level of standing in the community has not happened overnight, but rather has come with the passage of time and recognition, even among those who are not normally users of the service, that libraries are something which should be provided in all civilized societies".

Mostert & Vermeulen (1998) argue that the term "community library" "means different things to different people and its services will differ according to the needs of specific communities". Mostert & Vermeulen further state that "the social purpose of [community] libraries differs markedly from those of the public library. While the public library is passive about its sense of social purpose, community libraries are pro-active. In community libraries neutrality of service is seen as neither possible nor desirable".

Mokgaboki (2002:78) defined community libraries as "information centres" with the purpose "to provide the entire community with timely educational, informational, recreational and cultural information, documents or resources, in general or to specific users". Furthermore, these community libraries must provide "cutting-edge information, which must enable the community to participate meaningfully in their socio-economic development in a bid to provide a better life for all".

Mayer (2000) even states that "the community library is rapidly becoming the Centre where the uninformed as well as the informed can gather in their quest for self-improvement and information". For a more in-depth study into the changing role of Library and Information Services in community development and the issue of community librarianship, see section 3.3.1.4.

In recent years there has been a tendency to replace the name "public library" with "community library". In part this reflects the establishment of community libraries and resource centres by non-governmental organisations (NGOs) and community-based organisations (CBOs) during the anti-apartheid struggle. However, public libraries in the formal (provincial and local government) sector are now also often referred to as community libraries, reflecting a reconceptualisation of these libraries and their role in today's South Africa. Therefore, in a study like PACLISA, no distinction was made between public and community libraries (Van Helden & Lor 2002:2).

Public and community libraries are mostly dependent on the Government for sustainability funding. Furthermore, it is important to realise that lifelong learning is a pertinent result of education, as well as an important consequence of libraries offering information literacy programmes. Therefore the question is, whether public and community libraries would be able to sustain above-mentioned

lifelong learning (Davis 2004:6).

1.1.2 Challenges facing the provision of information in South Africa, but specifically focusing on the Free State province

According to the Education White Paper (RSA DoE 1997), HEIs have an obligation to participate in the social, cultural and economic development of the various South African societies. The challenge will be the transformation of the higher education system in order to develop a learning society. The provisioning of information to all communities in South Africa can be regarded as imperative for such a learning society. The challenge will be to make relevant information readily available. Therefore it is necessary to change the infrastructure of information and communications networks into infostructure. The infrastructure includes telecommunications networks, broadcasting, satellite and other wired and wireless options, which serve as conduits for all electronic communications. The infostructure refers to the delivery systems of the information infrastructure (RSA DACST. 1996. *The information society and development* cited in RSA DACST 1996:14). The draft report of the Interministerial Working Group on the Library and Information Services (RSA DACST 1996:14-15) further states that: "an effective information infrastructure will support delivery of services, promote efficiency of government and empower communities, and the learning nation, and thus support socio-economic development. The computerised information networks extend the role and function of the library. It is imperative that the information networks in South and Southern Africa should link with one another to make the most comprehensive range of information services available to the largest possible number of users, irrespective of time or location".

A variety of Library and Information Services (LIS) as well as other non-traditional information dissemination service points are available in the Free State province. The question, however, exists whether every community has equal access to this type of information, for example urban versus more rural areas. Comparing also the availability of resources within the five districts, for example the whole Xhariep district only has 65 school media centres, with various degrees of access to resources. In comparison the Maluti-a-Phofung local municipality, one of five local municipalities of the Thabo Mofutsanyane district, has 136 school media centres. Next to that would be the question whether the LIS, together with the other non-traditional information dissemination service points functioning within every community, can provide information from the perspective of the following social systems: the government system, the education system, the health system, the economic system and the legal system. It would therefore be necessary to conduct an empirical study to identify the information infrastructure of the various communities in the Free State province.

1.1.3 The HEIs' social responsibility

According to the Higher Education Quality Committee (HEQC 2004a:ii); the South African higher education, like in various countries, must face the stakeholders' demands for greater responsiveness to societal needs through, amongst others, research and innovation that address social and economic development. Stakeholders further require that HEIs must provide the public with comprehensive information on their sustained improvement in such a manner as to maintain the quality and standards of their core academic activities.

The Education White Paper (1997) (RSA DoE 1997) also states that "higher education plays a central role in the social, cultural and economic development of modern societies". It further states that "in South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities. It must lay the foundations for the development of a learning society which can stimulate, direct and mobilise the creative and intellectual energies of all the people towards meeting the challenge of reconstruction and development".

1.2 THE RESEARCH PROBLEM

The researcher would like to conduct a community profile analysis of the Free State province, with a specific combination of information, namely local municipality demarcation within five specific social systems - the government, education, health, economics and legal systems, with an indication of which LIS and other non-traditional information dissemination service points function within these regions and these systems. Due to the fact that limited data exist for this specific combination, the first challenge of this study consists in the gathering of data.

A further challenge is that it is difficult to find resources that describe the various libraries and information services and some of the material, for example Reuben Musiker's publication *Companion to South African libraries* has not yet been updated since it was first published in 1986, and thus none of the post-1994 changes has been incorporated. Therefore the study must rely on studies such as PACLISA (Public and Community Libraries Inventory of South Africa) which only concentrate on public and community libraries (Van Helden & Lor 2002:1-2).

An additional challenge is the changing provincial political arena. The demarcation process of the Free State province, like in the rest of South Africa, was completed before the 2000 local elections, but the development and the building of infrastructure, for example of the Xhariep district, are still

in process. It was necessary to restructure regional districts to coincide with the five newly demarcated district council boundaries (Municipal Demarcation Board [s.a.]). Due to the fact that the political arena is a dynamic body, the functions within provincial departments can shift from one department to another, for example the name of the Free State Department of Sport, Arts, Culture, Science and Technology has changed to the Free State Department of Sport, Arts and Culture. The function of Science and Technology has been removed (Zola [2006?]:1). Henceforth, this report will refer to this particular department as Department of Sport, Arts and Culture.

Against the above-mentioned background, and in particular the challenges stated above, the research problem statement can be divided into the following:

- The South African legislation clearly states that HEIs must adhere to their social responsibility. However, it is unclear in which possible ways the LIS of HEIs can contribute to the social responsibility through community engagement projects.

- Despite the fact that the legislation, through the relevant acts and white papers, set out clearly which LIS points should exist, it is not clear which of them actually exist, not just in South Africa, but also specifically in the Free State province.

- According to South Africa's Constitution (Act 108 of 1996) or the Bill of Rights, it is everyone's democratic right to have access to "any information held by the state" and to "any information that is held by another person and that is required for the exercise or protection of any rights" (GCIS 2003). Yet, it is difficult to determine to what extend the information needs of the people in the Free State province are being addressed through non-traditional information dissemination service points (other than traditional libraries). Proof would be when the Department of Sport, Arts and Culture came to realise, through their "EXCO meets the people campaign" that communities need improved access to government information (FS DoSACST 2006:21).

- Limited data exist regarding the above-mentioned identification of the information infrastructures and the dissemination of information points that is available in the Free State province within the post-1994 demarcated municipal framework. Thus, a need exists for the collecting and organising of data and to present it in an orderly fashion (such as a database), to aid in future planning and decision-making of community engagement projects, thereby empowering the various communities.

1.3   THE RESEARCH QUESTION

The research problem statement above leads to the following main research question for this study: *How can a comprehensive database of the information infrastructures in the Free State province (1) be compiled and (2) be utilised by Library Information Services (LIS) at Higher*

Education Institutions (HEIs) in response to what is regarded as their social responsibility towards the community?

In order to serve as directives in the study, the main question is divided into three subsidiary questions:

- What is regarded as the social responsibility towards the community of HEIs in general and LIS more specifically?
- What data on information infrastructures are available to be included for the compilation of an information infrastructure database?
- How can such a database be compiled and utilised for a community profile analysis and the identification of future community engagement projects (in particular by LIS at HEIs)?

1.4   PURPOSE AND OBJECTIVES OF THIS STUDY

The overarching purpose of the study flows from the research questions and can be stated as follows: *to compile a comprehensive database of the information infrastructures in the Free State province and investigate/determine how information from the database can be utilised by Library Information Services at Higher Education Institutions in response to what is regarded as their social responsibility towards the community, through possible community engagement projects.*

In realising the purpose of the study, the following objectives were pursued:

- To undertake a literature review in order to investigate the following aspects:
  - o The HEIs' social responsibility in terms of the South African legislation and other policy documents, with special reference to the community engagement role of the LIS of the HEIs.
  - o The principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development.
  - o The various LIS sectors functioning in South Africa within the social systems of government, education, health, economic and the legal systems.
  - o The changing role of information, within the post-1994 legislation, in community development, with special reference to the non-traditional information dissemination service points in South Africa.

  (The first two aspects form the theoretical point of departure for this study and are covered in Chapters 2 and 3 in this report. The last two aspects form the precursor to the compilation of the database and are covered in Chapters 4 and 5 in this report).

- To gather comprehensive data from various resources, including databases, for example the

Free State Department of Education's Education Management Information System (EMIS), annual reports and strategic plans of the relevant government departments of the Free State, as well as other LIS related journals, for example the Free State Provincial Library Services, quarterly journal (*Free State Libraries*), making use of all possible means to identify the various information infrastructures functioning within the Free State province, including a questionnaire-survey to acquire supplementary information, that will be captured in a database. (This aspect is described in Chapter 6 with the full database presented on the included CD-ROM).

- To utilise the database as part of a community profile analysis to be able to identify which communities lack which information infrastructure(s). The information infrastructures will be used in conjunction with the Census 2001 population statistics and the number of learners in the schools, according to the Free State Department of Education's EMIS system will be able to do the analysis. The results will then be used to identify possible community engagement project(s) for the LIS of the HEIs. (These aspects are described in the second part of Chapter 6 with recommendations in Chapter 7).

1.5 DEMARCATION OF THIS STUDY

This interdisciplinary study falls within the broad field of Higher Education Studies, with a focus on the LIS, with reference to Library Information Communication Technology (LICT), and Development Studies, with special reference to community development, within the Free State province.

Within this framework it is necessary to consider in which category of higher education research this study can be classified. Various opinions exist regarding the categorisation, therefore some leading experts' categorisation were identified:

- Teichler (1996 cited in Tight 2003:5-6) suggests: quantitative-structural aspects of higher education; knowledge and subject-related aspects of higher education; person-related, as well as teaching and research-related aspects of higher education; and aspects of organisation and governance of higher education.
- Frackmann (1997 cited in Tight 2003:6) suggests: role and function of higher education; nature of knowledge and learning; co-ordination mechanisms between society and higher education; learning and teaching; and higher education and European integration.
- Hayden and Parry (1997 cited in Tight 2003:6) suggest two approaches: a focus on higher education policy and an emphasis on academic practice.
- Tight (2003:7), on the other hand, suggests eight key themes or issues, namely: teaching and learning; course design; the student experience; quality; system policy; institutional

management; academic work; and knowledge.

Tight's research is the most recent of the four mentioned, however, according to the researcher, it lacks two aspects: the first would be the issue of Information Communication Technologies and the second would be the issue of HEIs' social responsibility. In some way the issue of service-learning can be incorporated as part of the student experience, though this is not the focus of this study. Therefore, Frackmann's third category of "co-ordination mechanisms between society and higher education" might be the closest to describe the nature of this study.

Furthermore, this study will focus on the Free State province. The Free State province is divided into five district municipalities, which are subdivided into a total of twenty local municipalities. The five district municipalities are the Fezile Dabi district in the north, the Thabo Mofutsanyane district in the east, the Motheo district in the south-east, the Xhariep district in the south and the Lejweleputswa district in the north-west (see Figure 1.1 for a map of the five Free State districts). According to Statistics South Africa's (2003:3, 7) Census 2001, the distribution of the population in the Free State province is, next to the Northern Cape, the province with the smallest population, even though the Free State province is; together with the Western Cape, the third largest province in square kilometres, with the Northern Cape the largest and the Eastern Cape the second largest area.

Figure 1.1: Map of the five Free State Districts (Dam 2006)

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Another aspect of this study will be classified into various social systems. Various sources indicate that the following categories or systems exist in communities:

- the Government system,
- the education system,
- the economic system,
- the health system,
- the legal system,
- family and kinship, and
- the religious system.

It is therefore necessary to investigate the various types of LIS serving the various communities. Therefore, looking at the community systems on the one hand and at libraries' social, cultural and political responsibility of information and knowledge provision, it was decided, for the purpose of this study, to focus only on the following community systems and recognising how LIS, through information and knowledge provision contribute to community development in these spheres. The systems that are investigated include the Government system, the education system, the economic system, the health system and the legal system. The aspects of these systems that were investigated, include:

- the South African and Free State provincial legislation influencing LIS (see section 4.3);
- the description of the South African LIS (see section 4.4); and
- the availability of these specific LIS in the Free State province (Database).

Finally, this study will fall within the broad field of Higher Education Studies, with special reference to the CUT. An integrative part of the community engagement mission of the CUT is to form partnerships with communities and various service sectors in order to develop service-learning as a core function. Community engagement at the CUT is divided into two categories, namely the curriculum (service-learning) and the extra-curricular categories (Technikon Free State 2004:1, 2-3). In the task team report of the Library and Information Centre of the CUT a total of 10 goals, objectives and action plans were identified and the last goal states: "To be actively involved in identified community projects" (Technikon Free State [2000]:153-157). By means of a communication engagement project the CUT attempts to attain this goal of active involvement.

Figure 1.2 gives a graphical explanation of the demarcation of this study, starting from the outside in to end with the focus point of this study:

- Firstly, the five grey circles on the outside reflect the five social spheres of this study, namely the Government system, the education system, the economic system, the health system and

the legal system.

- Secondly, the black inner circle reflects the South African and Free State provincial legislation framework, which forms the basis of this study, indicating which structures and responsibilities should be in place.

- Thirdly, the four inner circles reflect the focus of this study, namely a community profile analysis, the Free State province, the LIS sector and other information dissemination points and the CUT, reflecting the Higher Education Studies.

- Finally, the white arrow reflects where the above-mentioned four circles come together to form the focus point of this study - "a community profile analysis of the Free State and the identification of the information infrastructure: a higher education community engagement project" (the title of this study).
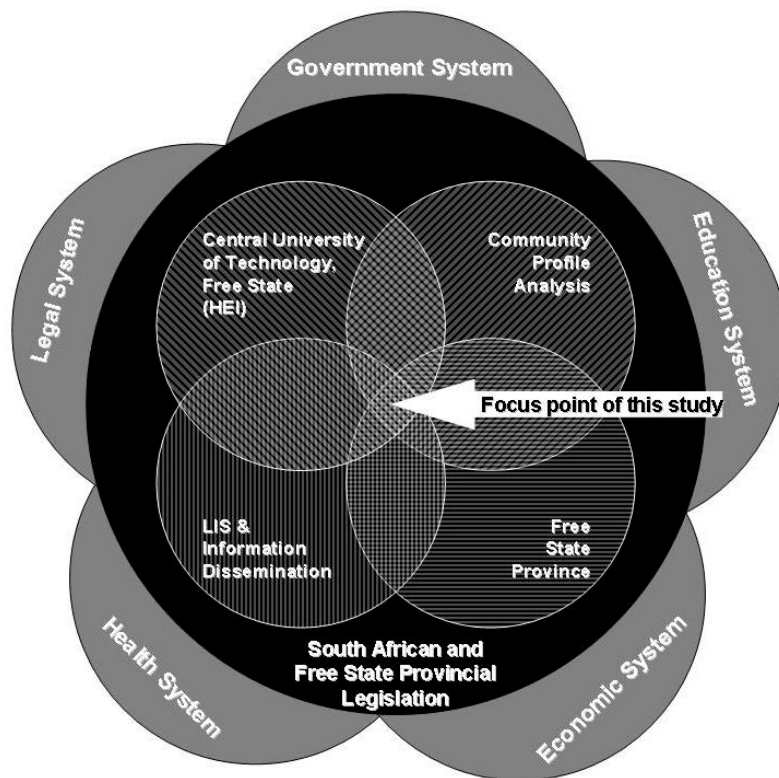
Figure 1.2: The demarcation and focus point of this study

1.6 RESEARCH DESIGN AND METHODOLOGY

This study is mainly based on the non-experimental quantitative mode of inquiry, though it will be enhanced by qualitative data, including analytical research using the non-interactive modes of inquiry.

Qualitative techniques were used for the literature review. In the case of the database, the non-interactive mode of inquiry, also called analytical research, was used to investigate and analyse documents to identify suitable information infrastructures that were used to populate the database. Two quantitative non-experimental modes of inquiry were used, namely descriptive research and survey research. The descriptive research becomes obvious in the presentation of data and compilation of the community profile, i.e. using numbers. The element of survey research was present in the distribution of a questionnaire in order to acquire supplementary information (see 6.2.4).

According to McMillan & Schumacher (2001:31), the quantitative modes of inquiry adopted "a positivist philosophy". Objectivity is maximised by numbers, statistics, structure and experimenter control. McMillan & Schumacher (2001:33) further states that "nonexperimental modes of inquiry describe something that has occurred or examine relationships between things without any direct manipulation of conditions that are experienced".

Research using a descriptive mode of inquiry "simply describes an existing phenomenon by using numbers to characterize individuals or a group". The purpose of most descriptive research is to characterise something as it is. Though, in survey research the investigator selects a sample of subjects and administers a questionnaire or conducts interviews to collect data. Surveys can describe attitudes, beliefs, opinions and other types of information and are being used for a wide variety of purposes (McMillan & Schumacher 2001:33, 34).

The qualitative non-interactive mode of inquiry called analytical research allows the researcher to identify, study and synthesise the data "to provide an understanding of the concept or a past event that may or may not have been directly observable". Authenticated documents are the major source of data (McMillan & Schumacher 2001:38-39).

Orlikowski and Baroudi (1991 cited in Myers 1997), based on Chua's (1986) categories, suggested three categories for qualitative research, based on the underlying research epistemology: positivist, interpretive and critical (see Figure 1.3). This study is predominantly positivistic with an objective handling of information and data.
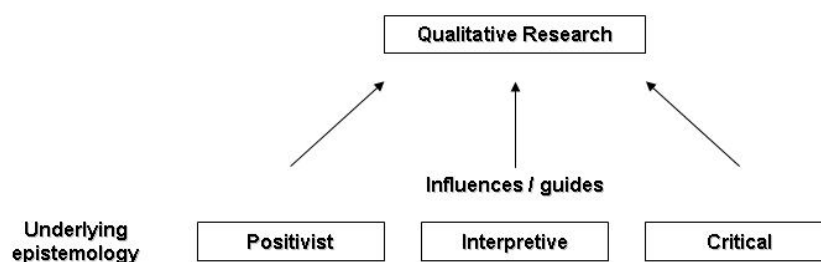
Figure 1.3: Philosophic assumptions related to the underlying epistemology (Myers 1997)

1.6.1 Literature review

As indicated in the objectives of the study, the focus of the literature review consists of two sections (see 1.4):

- The theoretical point of departure for this study (Chapters 2 and 3).
- The precursor to the compilation of the database (Chapters 4 and 5).

Resources used for this section include the following:

- The relevant legislation and policy documents of South Africa and the Free State Provincial Government.
- The annual reports and strategic plans, as well as the databases, for example the Free State Department of Education's EMIS system and the address list from the Free State Provincial Library Services system, of the relevant Free State provincial departments.
- LIS related journals, for example the Free State Provincial Library Services' quarterly journal (*Free State Libraries*).
- Resources describing the various libraries and information services, for example Reuben Musiker's publication *Companion to South African libraries* and the PACLISA report (Public and Community Libraries Inventory of South Africa) which concentrate on public and community libraries.

1.6.2 The design, construction and utilisation of the database

As mentioned before, the second part of the literature review forms the precursor to the compilation of the database (Chapters 4and 5) through the provision of the various structures that function within the LIS sectors, as well as the non-traditional resource centres that assist in the dissemination of information. However, the availability of these types of LIS and information dissemination points were not discussed, yet it was captured in the database, more specifically per district council, per local municipality and per city or town, enabling the researcher to compare the variety and extend of resource centres per community.

Before the database was designed, careful consideration was given to the appropriate fields that will provide the necessary information for current and future reference purposes.

The collection of quantitative data in the largely descriptive part of the study was derived from a large variety of sources, such as the 2001 South African Census Statistics and the annual and statistical reports and strategic plans of institutions/departments. Where possible the Internet was accessed to assist in identifying social substructures and libraries and information services (see Chapter 5 (section 5.2.2) for a more in-depth description on the structure of the database).

A supplementary questionnaire-survey was conducted (see Appendix B). It consisted of the various fields of the database and was sent to the different suitable role-players and stakeholders within the social structures, for example government, health, legal, education and economic systems of the various social substructures as well as LIS, to collate the necessary information that still lacked. Networking formed an important role in the gathering of information, as well as contributions from LIASA's (Library and Information Association of South Africa) Free State Branch, in the identification of a wide range of LIS, particularly the various interest groups.

The data of the community profile analysis was then captured in the database consisting of 1729 records and can be accessed either with Microsoft Access (in database format with search functionalities) or Microsoft Excel (as an extensive electronic spreadsheet). Both versions are available on the attached CD-ROM.

1.7 DESCRIPTION OF TERMINOLOGY

Due to the multidisciplinary scope of this study, a glossary of relevant terminology was compiled (see Appendix A).

1.8 VALUE OF THE STUDY

The value of the study is in the compilation of a database that will identify the current information infrastructure operating in the various Free State province communities, as well as the demographic information of those communities. It will also assist LIS of HEIs to identify future community engagement project(s) which will lead to community empowerment.

1.9 OUTLINE OF THE CHAPTERS

Chapter 2 will address the first part of the theoretical background to the study, namely the HEIs' social responsibility in terms of the South African legislation and other policy documents, with special reference to the community engagement role of the LIS of the HEIs.

Chapter 3 will address the second part of the theoretical background to the study, namely the principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development.

Chapter 4 will address the first part of the background study to the compilation of the database, namely The various LIS sectors functioning in South Africa within the social systems of government, education, health, economic and the legal systems.

Chapter 5 will address the second part of the background study to the compilation of the database, namely the changing role of information, within the post-1994 legislation, in community development, with special reference to the non-traditional information dissemination service points in South Africa.

Chapter 6 consists of a description of the design and construction and of the database, as well as the utilisation of the database as part of the community profile analysis and the identification of future community projects.

In Chapter 7, given the context of people-centred community development and the LIS of a higher education institution involvement in this process, some pertinent recommendations regarding future community engagement programmes are identified. Lastly, possible future studies and parallel projects are identified.

1.10 CONCLUSION

In this chapter the research process and also the research problems and research questions were discussed. Next, the purpose, objectives and demarcation of this study were discussed. Another important aspect that was discussed was the research design and methodology. The chapter concluded with the value of the study and the outline of the chapters that follow.

The report commences with the literature review (Chapters 2, 3, 4 and 5 (with Chapters 4 and 5 as precursor to the compilation of the database)), Chapter 6 describes the design, construction and

the utilisation of the database and then the report concludes with Chapter 7.

In the next chapter the HEIs, but more specifically the LIS of these institutions, and their role in community development referring community engagement projects, will be investigated.

CHAPTER 2

HIGHER EDUCATION INSTITUTIONS: COMMUNITY RESPONSIBILITY

2.1 INTRODUCTION

This chapter will address the first part of the theoretical background, namely the HEIs' social responsibility in terms of legislation and other policy documents, with special reference to the community engagement role of the LIS of the HEIs. Therefore, as indicated in 1.4, the following aspects will be investigated:

- The HEIs' community responsibility, referring to the South African legislation and other relevant policy documents.

- The relevant Free State provincial policy documents, referring to the Free State HEIs' community responsibility and community partnerships.

- The aspect of community engagement at the Free State HEIs, with special reference to community engagement role of LIS of these HEIs.

In her reasoning in this chapter, the researcher will be directed by investigative questions that are directly related to the above-mentioned objectives, namely:

- What, if any, are the social responsibilities of HEIs according to South African legislation?

- Do HEIs have a role to play through community engagement projects in addressing Free State provincial departments' challenges of social and economic development needs?

- How can HEIs' Library and Information Services contribute to their institutions' social responsibilities?

2.2 BACKGROUND INFORMATION

Before an exposition of the South African legislation and policy documents is provided, it would be necessary to briefly describe the role of a higher education institution and why these institutions of higher education would be obligated to participate in community service.

Altbach (2001:2) states that teaching, research and service can be regarded as the three core functions of a higher education institution, even though it would be difficult to define the concept university, with the emergence of various new and diverse institutions. Altbach (2001:2) further states that, although universities have traditionally been identified as teaching institutions, their

embedded social responsibility always came to the fore through aspects such as the preservation of books in libraries, sponsoring art museums or service to local communities.

According to Butcher, Howard, McMeniman & Thom (2003:2) citizenship forms part of community service, due to the fact that it relates to the university's learning and research functions. The Australian Citizenship Council (1999 cited in Butcher *et al.* 2003:2) refers to citizenship as living in a community and actively participating in the society.

The concept of service-learning is very important for a higher education institution in order to comply with its social responsibility. However, the focus of this study will be on the other community service categories, namely:

- scholarly and other expert service to the community by staff members, and
- the extra-curricular community involvement and interaction.

Waghid (1999:113) states it clearly that "community service means that universities should not be disengaged from the real problems in society, but rather, should open up possibilities, through research and teaching, for greater social relevance".

Globally universities, as institutions of higher education, have the responsibility first of all to conscientise the students of their citizenship and contribution towards civil society through the concept of service-learning. However, it is also critical to realise that other units of the campus must also contribute, either individually or corporately, to citizenship and that would include the LIS. The LIS's contribution can either include staff members' scholarly or other expert service or extra-curricular community involvement.

2.3 SOUTH AFRICAN LEGISLATION AND POLICY DOCUMENTS REFERRING TO THE COMMUNITY RESPONSIBILITY OF HEI

The discussion in this section will be directed by the following investigative question: *What, if any, are the social responsibilities of HEIs according to South African legislation?*

As mentioned in the HEIs' social responsibility (see 1.1.3), South African higher education institutions, as in various other countries, must face the stakeholders' demands for greater responsiveness to societal needs through, amongst others, research and innovation that address social and economic development. Stakeholders further require that HEIs must provide the public with comprehensive information on their sustained improvement in the manner in which they maintain the quality and standards of their core academic activities (HEQC 2004a:ii).

According to Lazarus (2000:4) the issue of community service has been debated and many deliberations and policy documents in higher education in South Africa surfaced during the last few years. He further states that the *Education White Paper 3: a programme for the transformation of higher education* (1997) laid the foundation for the inclusion of community service as part of the higher education institution transformation in South Africa. Other documents that followed includes the Higher Education Act (1997) and the National Plan for Higher Education (2001).

2.3.1 Education White Paper 3 (1997)

As mentioned in 1.2, the Education White Paper (RSA DoE 1997) states that "higher education plays a central role in the social, cultural and economic development of modern societies". It further states that "in South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities. It must lay the foundations for the development of a learning society which can stimulate, direct and mobilise the creative and intellectual energies of all the people towards meeting the challenge of reconstruction and development".

Two of the four purposes of higher education, as mentioned in the Education White Paper (RSA DoE 1997) can be related to the community service obligation of HEIs. That is firstly "to address the development needs of society" and secondly "to contribute to the socialisation of enlightened, responsible and constructively critical citizens".

The Education White Paper (RSA DoE 1997) identifies specific needs and challenges that also relate to higher education institutions' community service obligation. This include that the higher education systems (as observed when the Paper was written) did not "meet the moral, political, social and economic demands of the new South Africa". It further states that "higher education has an unmatched obligation … to help lay the foundations of a critical civil society" and that "the sense of common citizenship and commitment to a common good" must be strengthened. The paper also states that one of the requirements for transformation of the higher education system includes the "responsiveness to societal interests and needs".

The Education White Paper also refers to the role of community service within the overarching task of transforming the higher education system in South Africa. Two goals refer specifically to social responsibility. The one is a goal at national level "to promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes". The other one is a goal at institutional level, namely "to

demonstrate social responsibility of institutions and their commitment to the common good by making available expertise and infrastructure for community service programmes" (RSA DoE 1997, Lazarus 2000:4, Lazarus 2001:1).

The Education White Paper (RSA DoE 1997) also shows an "interest in community service programmes for students, to harness the social commitment and energy of young people".

In Lazarus' (2000:13) interpretation of the White Paper, he suggests that the goals of community service in South African higher education institutions can be summarised as follows:

- That HEIs have a role to play in and can contribute to the reconstruction and development of civil society.
- That HEIs' teaching, research and scholarly activities must relate to society's needs.
- That HEIs must produce graduates who can apply their knowledge and skills to the benefit of civil society.

The Education White Paper's purposes of higher education, needs, challenges as well as goals clearly confirm that HEIs in South Africa have a contribution to make towards the social, cultural and economic development of South Africa through various community engagement projects.

2.3.2   Higher Education Act (1997) and related documents

In this section, the Higher Education Act (No. 101 of 1997), as well as documents that refer to the role of the CHE's HEQC, will be investigated for indications to referrals to HEIs' community responsibility.

The preamble of the Higher Education Act (No. 101 of 1997) (RSA 1997b:2) is the only indirect referral to community responsibility when it states that the Act desires to "restructure and transform programmes and institutions to respond better to the human resource, economic and development needs" of South Africa. It also wishes to "promote the values which underlie an open and democratic society based on human dignity, equality and freedom". Finally, it also would like to "respond to the needs of … [South Africa] and of the communities served" by the various HEIs.

However, one of the first objectives of the Act is to establish the CHE, who in turn must establish the HEQC who must "perform the quality promotion and quality assurance functions" of the CHE. The HEQC further emphasises their "commitment to a quality driven higher education system that contributes to the socio-economic development, social justice, and innovative scholarship in South Africa" (RSA 1997b:10, 12).

The HEQC specifically identifies academically based community service as an area for quality assurance along with teaching and research. The Founding Document of the HEQC of the CHE (CHE 2004:11) states: "The quality of knowledge-based community service programmes is assumed to be an integral part of the CHE and HEQC's overall responsibility for quality assurance in higher education. Many countries have seen an increase in the inclusion of community service programmes in higher education curricula and in their assessment and certification as part of formal learning processes".

According to the Higher Education Quality Committee (HEQC 2004b:17), community engagement can be described as "initiatives and processes through which the expertise of the institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (service learning programmes)".

One of the principles that guides the HEQC's institutional audit system is that "the HEQC's responsibility is to establish a value-adding external system of evaluation that can validate institutional information on the effectiveness of internal quality arrangements, especially as they pertain to the development, enhancement and monitoring of quality in teaching and learning, research and community engagement" (HEQC 2004b:6-7).

The scope of HEQC audits includes "institutional policies, systems, strategies and resources for managing the quality of the core areas of teaching and learning, research and community engagement" (HEQC 2004b:8).

Though the Higher Education Act does not directly refer to HEIs' community responsibility, it does address it indirectly through the establishment of the CHE's HEQC. Furthermore, it is pertinent to realise that HEIs will be audited by the HEQC on their community engagement.

2.3.3   The National Plan for Higher Education (NPHE) (2001)

In February 2001 the National Plan for Higher Education (NPHE) was announced by the then minister of education, Kadar Asmal (Cooper 2001:7). According to Lazarus (2001:2) the purpose of the National Plan for Higher Education is the restructuring of the higher education system to generate equitable and efficient student diversity and numbers. Lazarus further states that the plan "does not address the quality of these outputs in terms of values, attitudes and the ability to apply

knowledge to South Africa's social and economic problems, or the implications these qualities may have for the transformation of the higher education system".

Lazarus (2001:2) also comments on the fact that, although the document consists of almost hundred pages, only one referral is made to higher educations' civic engagement. Under the heading of "Regional Collaboration Mechanisms" (section 6.3.3): one of the functions indicated is that "the regional consortia might usefully fulfil" the "facilitating dialogue and building relationships between higher education institutions and other organs of civil society, including business and labour, thereby ensuring greater responsiveness to changing social and economic needs". The plan states it very clearly that whether the regional consortia perform this function or not must be determined by the members of each consortium (RSA DoE 2001).

The issue of regional collaboration will be discussed in further detail in section 2.5.3.1, when this concept will be made applicable to the library and information consortium that is functioning in the Free State province.

2.3.4 Summary of the South African legislation and policy documents referring to the community responsibility of HEI

In dealing with the investigative question: *What, if any, are the social responsibilities of HEIs according to South African legislation?* it became unequivocally clear that HEI do have a social responsibility to comply with. Furthermore, that the changes brought about by the above-mentioned documents had a huge impact on HEI. These institutions had to readjust according to demands and needs, thereby addressing social and economic development.

Firstly, as stated before, in the Education White Paper (RSA DoE 1997) two of the four purposes of higher education can be directly linked to their community service obligations, namely "to address the development needs of society" and "to contribute to the socialisation of enlightened, responsible and constructively critical citizens".

Secondly, through the Higher Education Act (No. 101 of 1997) that established the CHE's HEQC, HEI are also offered the opportunity to respond to new realities and to transform to serve a new social order. Furthermore, they are legally forced to comply and respond to their community engagement responsibility. Compliancy will be audited.

Finally, though the National Plan for Higher Education (NPHE) only had a single referral to higher educations' social responsibility through the aspect of regional consortia (RSA DoE 2001) it is still

very important to remember that this social responsibility can be shared amongst members of a regional consortium. Furthermore, that these consortia's members may decide whether or not they would like to facilitate dialogue and build relationships between themselves and members of civil society to address social and economic needs.

2.4 FREE STATE PROVINCIAL POLICY DOCUMENTS REFERRING TO HEIS' COMMUNITY RESPONSIBILITY OR POSSIBLE PARTNERSHIPS

The discussion in this section will be directed by the following investigative question: *Do HEIs have a role to play through community engagement projects in addressing Free State provincial departments' challenges of social and economic development needs?*

According to the Constitution of the Republic of South Africa (Act 108 of 1996: Schedule 4 Part A) (GCIS 2003) tertiary education is excluded from the provincial legislative competence. Higher Education is therefore the responsibility of the national Department of Education, not the responsibility of the Free State Department of Education.

Having said that, it is still important, due to the fact that this study focuses on the Free State province, to investigate Free State provincial policy documents that refer to HEIs' community responsibility or possible partnerships. Therefore, the interaction between the two HEIs of the Free State province, namely the CUT and the University of the Free State (UFS), as well as the Free State provincial departments who are responsible for LIS, namely the Department of Sport, Arts and Culture and the Department of Education, will be investigated. These institutions were also mentioned in the Free State Growth and Development Strategy and above-mentioned departments' strategic plans.

2.4.1 Free State Growth and Development Strategy (FSGDS)

The Free State Growth and Development Strategy (FSGDS) is a nine-year strategy (2005-2014) and form the fundamental policy framework for the Free State Provincial Government. This policy document describes the growth and development in the Free State province and addresses the key and most fundamental issues of development, including the social, economic and political environment. Development is based on national policies and strategies, provincial strategies, as well as local government plans (for example the Integrated Development Plans) and strategies (FS DoP 2005:1, 9-10).

After an extensive consultation process, as concluded by the Premier's Advisory Council reports,

seven recommendations concerning the development of a knowledge-based economy in the Free State province have been suggested. In three of the recommendations the higher education environment have been mentioned. Firstly, as part of the economic development and innovation focus, a Free State Growth and Development Agreement 2014 has been suggested. This will include the establishment of a formal multi-stakeholder structure between all the major economic players of the five districts of the Free State province, including industry partners, FETs and HEIs, science councils and provincial and local government players. Secondly, as part of the science, engineering, technology and innovation focus a collaborative network is suggested with one of the key objectives to: "promote research and development in the higher education environment in support of early innovation initiatives and in particular invest resources in postgraduate programmes at masters, doctoral and post-doctoral level to supply a new generation of young researchers and thus replenish the declining pool of [research and development] workers". Lastly, as part of the human capital focus, collaboration between provincial and other South African institutions is suggested. Due to the low levels of access to further and higher education for many people and communities in the province, special efforts should be made to strengthen the availability of these infrastructures in the province (FS DoP 2005:35-36, 37).

As part of the above-mentioned knowledge-based economy in the Free State province, examples from the higher education environment are being mentioned as South African economic sectors and institutions that can participate in the global knowledge economy. Examples mentioned are the Science Park and the Centre for Rapid Prototyping and Manufacturing of the CUT. Furthermore, the UFS and the CUT, together with the Free State Department of Sport, Arts and Culture, the HSRC and FARMOVS-PAREXEL, are being mentioned as institutions that function within the broader South African National System of Innovation (FS DoP 2005:34). Therefore, the Free State Provincial Government is considering the HEI in the Free State province as partners contributing to the growth and development of the Free State province. The next challenge, however, is for these institutions to consider other innovative ideas to contribute to the growth and development factors, thereby addressing the national objective of complying with social and economic development needs.

For the purpose of this study it is important to realise that the contributions of the HEIs are already being acknowledged. Therefore, if future community development projects would be suggested it can be done within the framework of this policy document. Especially if one takes into account that this same document states that only between 15% and 20% of the Free State province population make use of public and community library facilities. Yet, these libraries are being visited by approximately 3 million people per year, of which 59.1% are people from previously disadvantaged communities (FS DoP 2005:91).

2.4.2   Free State Department of Sport, Arts and Culture

The policy documents of the Department of Sport, Arts and Culture, as the Free State provincial department responsible for public and community library services, will be investigated in this part of the study. As stated before, it is important to note that, since these documents were published the department's name changed to the Free State Department of Sport, Arts and Culture. The function of Science and Technology has been removed (Zola [2006?]:1).

However, as part of this section of the study it is important to acknowledge and appreciate the partnerships that already exist between this department and the two main HEIs in the Free State province, namely the UFS and the CUT. Various programmes and projects already exist. Some examples include the partnership project between the Province of Antwerp, the Department of Sport, Arts and Culture and the UFS to develop a feasible and functional language policy and to facilitate the implementation of a multilingual dispensation in the Free State province. Other projects include the partnership between the Musicon, an academy for music in Bloemfontein (FS DoSACST 2006:9) and the UFS to sustain the Mangaung String Programme and the partnership with the CUT for the Litema Urban Renewal Project. Another example would be the Free State Sport Science Institute that was established as service provider for the Free State Academy of Sport with the Department of Education, the CUT and South African Defence Force as operational partners (FS DoSACST 2005:4, 26, 62, 55).

In an attempt to address the investigative question of how HEIs' Library and Information Services can contribute to their institutions' social responsibilities, the Department's Annual Report (2005/2006) (FS DoSACST 2006:18, 21) were investigated from this perspective. The department's LIS related challenges were therefore identified. This can assist in the identification of future community engagement projects of the HEI in the Free State province. The following problems were identified:

- That backlogs exist in the equitable provision of an up-to-date, needs-based collection of library materials to public libraries from the urban to rural areas.
- That, due to funding problems, the library service agreements between government and local municipalities have been hampered, because the issue of funding public library services at municipal level is still unresolved. According to the Constitution of the Republic of South Africa (Act 108 of 1996: Schedule 5 Part A) (GCIS 2003) the rendering of public library services has been designated an exclusive provincial competence. However, no funding has been put forward to remunerate municipalities for the administration of public library services at local level.

- That, due to a lack of funding, municipalities had to scale down staff and library hours were reduced. This is because the library service agreements between government and local municipalities have not been signed, therefore the issue of funding public library services at municipal level is still unresolved. According to the Constitution of the Republic of South Africa (Act 108 of 1996: Schedule 5 Part A) (GCIS 2003) the rendering of public library services has been designated an exclusive provincial competence. However, no funding has been put forward to remunerate municipalities for the administration of public library services at local level.

- That the Member of the Executive Council (MEC) of the Department indicated that libraries should become more involved in community projects aimed at poverty alleviation and job creation. Suggestions include community vegetable gardens at libraries and book restoration training and projects.

- That the lack of adequate ICT infrastructures to all public libraries hampers service delivery, due to the fact that the full potential of electronic information resources cannot be utilised.

A very positive move with regard to the above problems, was the announcement by both the Ministers of Finance and Arts and Culture that an amount of R1 billion will be allocated to public library services in the country, to be spent over a period of 3 years starting in 2007/08. This brought hope to the sector and some of the above-mentioned problems will be addressed. However, uncertainties regarding the exact purpose and for which the funding may be used, still exist. Aspects such as the governance of public libraries and a suitable fund distribution model must still be investigated. The Executive Committee of the Department came to realise that communities need improved access to government information. Therefore, the Economic, Employment and Investment Cluster resolved that all departments must submit their strategic plans and annual reports, together with the Provincial Tender Bulletin, for distribution to all public libraries in the Province. This resolution is being implemented.

Throughout this part of the investigation it became clear that HEIs have a role to play in addressing some of the problems through various community engagement projects.

2.4.3   Free State Department of Education

The policy documents of the Department of Education, as the Free State provincial department responsible for school library services and media centres, will be investigated during this part of this study. The Department of Education's Budget Vote Speech (2007-2008) (FS DoE 2007c:15) recognised HEIs as partners of the Free State Department of Education.

As part of the Department of Education's Strategic Plan for 2005/2006 -2009/2010 (FS DoE 2005:20), the following strategy: "to develop and foster partnerships and collaboration with provincial, national and international stakeholders and donors by developing a partnership management strategy" had been proposed as part of the Special Intervention Programme (Operation Jack-up).

Other strategic goals mentioned in the departmental strategic plan for 2005/2006-2009/2010 (FS DoE 2005:19-20) that can be followed up by HEIs, would be the following:

- To break the back of illiteracy among adults and youths by 2005.
- To make schools centres of community life.
- To develop the professional quality of our teaching force.
- To ensure the success of active learning through Outcomes-Based Education (OBE).
- To create a vibrant further education and training system to equip youth and adults to meet the social and economic needs of the 21st century.
- To deal urgently and purposefully with HIV/AIDS emergency in and through education and training systems and to ensure implementation and operational plans at strategic level are integrated with the six Tirisano themes which are: HIV/AIDS, School Effectiveness and Educator Professionalism, Literacy, Further Education and Training, Organisational Effectiveness of the national and provincial departments and Values in Education.

The biggest challenges faced by the Free State Department of Education are the fact that the Free State province is the second poorest province in the country and sixty percent of schools are farm schools. Therefore, education plays a very important role in the Province's socio-economic upliftment of communities (FS DoE 2005:14).

The Department's Annual Report (2005/2006) (FS DoE 2007b:49-50, 55, 59) was investigated and further specific problems were mentioned, which might assist in the identification of future community engagement projects of the HEIs in the Free State province:

- As part of the Public Ordinary School Education (programme 2) with the objective "to provide public ordinary education for Grades 1 to 12 in accordance with the South African School's Act" the following c problems were identified: That the budget allocation for the roll out of computers to schools is not sufficient, that the upgrading of existing security measures at the schools and computer centres has a significant impact on the roll-out of computers as it takes a long time, and that the training of educators in ICT skills can not take place, due to the fact that there are currently no educators, nor district based staff to provide support to educators on the use of computers.

- The problems of lacking sporting facilities, libraries and media centres at FET Colleges was mentioned as part of the Public Institutions (sub-programme 5.1) with the objective "to provide specific public FET colleges with resources".

The Free State MEC of the Department of Education, ms M.A. Tsopo (2005:3, 6), stated that the provision of a telecommunication infrastructure available for learning and teaching is on the increase and many schools are exploiting the benefits of ICTs to enhance the quality of teaching and learning. She added that the Free State's Department of Education realises that ICTs alone may not eradicate poverty, or reduce the mortality rate, but they are important catalysts for economic growth, delivery of service education and other government socio-economic services.

Throughout this part of the investigation it became clear that HEIs have a role to play and can assist in addressing some of the challenges through various community engagement projects, especially focusing on the ICT related challenges of this department.

2.4.4 Summary of the Free State provincial policy documents referring to HEIs' community responsibility or possible partnerships

In answering the investigative question: *Do HEIs have a role to play through community engagement projects in addressing Free State provincial departments' challenges of social and economic development needs?* it became clear that HEIs have a very important role to play in addressing the various challenges of the Departments.

Firstly, the Free State Growth and Development Strategy document acknowledges the contributions of the HEIs already taking place. Therefore, the framework of this policy document will lay the foundation for future community development projects.

Secondly, the Department of Sport, Arts and Culture acknowledges the partnerships that already exist between them and the two HEIs of the Free State province. The following are examples of projects that can be identified as possible library and information service community engagement projects thereby addressing the challenges of this department, as indicated in the Department's Annual Report (2005/2006) (FS DoSACST 2006:18, 21):
- Making available appropriate databases for the identification of new library resources, up-to-date library material can be identified that address the needs of the various urban and rural areas.
- Organising grant writing workshops where staff of public and community libraries can be empowered to apply for grants, thereby seeking funds to acquire the necessary ICT

infrastructures.

- Compiling a database consisting of electronic information resources that is available for free, for example the JSTOR that is currently available for free in South Africa. These resources can be utilised making use of above-mentioned ICT infrastructures.

- Organising possible workshops between the various stakeholders regarding the governance of public libraries.

- Organising workshops between the various stakeholders regarding suitable funding distribution models.

- Making available, through above-mentioned ICT infrastructures, the Free State departments' strategic plans and annual reports, as well as the Provincial Tender Bulletin, which can be made available electronically, saving on high printing costs.

- Identify, as part of planning workshops, possible community projects for public and community libraries, aimed at poverty alleviation and job creation.

Finally, the Department of Education also acknowledges their partnership with the HEIs, yet less detailed than the other department's documents. As mentioned in the Department's Annual Report (2005/2006) (FS DoE 2007b:49-50, 55, 59), the following projects can be identified as possible HEI community engagement projects, thereby addressing the challenges of this department:

- Through grant writing workshops, the educators at schools can be empowered to apply for grants, thereby seeking funds to acquire the necessary ICT infrastructures.

- Through train-the-trainer workshops, educators can be taught ICT skills, which they in turn, can teach the learners.

- Through train-the-trainer workshops, educators can also be taught information literacy skills, which they in turn, can teach the learners.

- Through facilitation workshops, suitable resources can be identified for the libraries and media centres at the FET Colleges.

As mentioned before, due to the scope of this study, only the Free State provincial departments responsible for Library and Information Services, namely the Department of Sport, Arts and Culture and the Department of Education, were investigated. However, the same principles can be applied to investigate the other Free State departments to identify even more possible community engagement projects.

2.5 COMMUNITY ENGAGEMENT AT HEIs IN THE FREE STATE PROVINCE

This section will be directed by the following investigative question: *How can HEIs' Library and Information Services contribute to their institutions' social responsibilities?*

Though this study is conducted from the perspective of the CUT, the UFS will be briefly discussed as an example of an institution that successfully incorporates community engagement in its structure.

2.5.1 Community engagement at the CUT

The vision of the CUT is to be an excellent university of technology. Furthermore, the mission of the CUT is to unlock the community's potential to benefit from teaching, research and consultancy services and also to add value to lifelong learning in the workplace for the benefit of the community at large (CUT 2005e).

The CUT only distinguishes between two categories of community service, namely the category which forms part of the curriculum, referred to as service-learning; and an extracurricular category, including community services such as health-care, literacy and education. These activities have been integrated into a Community Service Centre, situated within the Science Park of the CUT (CUT 2005c:2). The category that was not included was the category of scholarly and other expert service to the community by staff members.

The CUT's community engagement vision is "to serve communities through developmental programmes, thereby contributing to the realisation of a prosperous nation" and the community engagement mission is "to empower individuals to become and remain economically active members of their communities. An integrative part of its mission is to form partnerships with communities and various service sectors in order to develop service learning as a core function, thereby contributing to the standing of the institution as an innovative and equitable higher education institution" (CUT 2005c:b).

The CUT's core values of community engagement include the following: honesty, integrity and sensitivity to the rights of others; the ability to transcend self-interest for the sake of other (less-privileged) citizens; the creation of partnerships with government, business and industry; the application of knowledge and technology to the needs of the community; and collaboration with other HEIs in the region (CUT 2005c:b).

The various faculties, units and support services of the CUT are engaged in a variety of projects aimed towards the development and upliftment of the community by staff and students of the CUT (CUT [2005]a: [i], 17).

The flagship of the CUT is undoubtedly the Science Park, which was established to provide easy access to the wide variety of skills and technologies of the University. It can be described as "a fast response service that matches the client's requirements with the technological capabilities of the University, other participating organisations and external infrastructure consultants. Effectively, the Science Park acts as a catalyst in innovation by facilitating the forging of partnerships between business and the CUT - as well as amongst businesses". The Science Park interacts with commerce and industry in the following ways: through Expertise Centre Activities, Innovation Centre Activities, Incubation Centre Activities and the Science Park Small, Micro and Medium Enterprises (SMMEs) (CUT 2005d).

The development of partnerships between community leaders, service sector representatives and staff of the CUT is very important. Specific partners and communities include: the Mangaung/Heidedal community, local government departments, departments of the Free State Provincial Government, Free State HEIs, NGOs, CBOs (community-based organisations), FBOs, Mmbana Culture Centre (Thaba Nchu), Setsabela Music, Art and Drama School, Botshabelo, Turflaagte, Phuthaditjhaba, and Kutluonang (CUT 2005c:1-2).

2.5.2 Community engagement at the UFS

At the UFS, the Chief Directorate: Community Service facilitates the integration of academic learning, teaching and research with service to and in the communities of the Free State province within the context of partnerships. The Chief Director, Reverend Kiepie Jaftha (UFS [2005?]a) states: "In a fast changing world people tend to forget from where they originate. One important component of our existence is the fact that we come from communities, and directly and indirectly represent the needs of our society. Our challenge in South Africa's higher education sector today, is integrating the needs of communities with academic learning, teaching and research. This is what the UFS aims to achieve through its integrated community service programmes".

A very important guiding document is the Community Service Policy of the UFS. It is founded on the vision and mission of the university and "recognises the continuous challenge faced by the university in the field of pro-active transformation and the importance of responding vigorously to this challenge" (UFS 2002:2-4).

Unlike the CUT who only distinguishes between two categories, the UFS distinguishes between three community service categories, namely:

- Category A: Community service that is integrated into academic work, i.e. academic programmes of students and research conducted by staff. The following sub-categories are identified: community service learning (core, elective and foundational modules); compulsory practical work and mandatory community service as required by legislation; internships, clinical practice and work-based education in community settings, and other community-based forms of professional training; and participatory community-oriented research.

- Category B: Scholarly and other expert service to the community by staff members. The following sub-categories are identified: research projects (e.g. contractual policy research) with and in communities; workshops and short courses for community members; the initiation and management of community development projects by UFS staff and students; consultation services in a community context; and service to and within the UFS as a specific segment of the community.

- Category C: Extra-curricular community involvement and interaction, such as non-academic community outreach on a voluntary basis (UFS 2002:10-11).

Some of the flagship projects (that is key sites for multidisciplinary engagement) of the Chief Directorate: Community Service include the Mangaung University Community Partnership Programme (MUCPP), the Free State Rural Development Partnership Programme (FSRDPP), the Lengau Agri Centre, the QwaQwa Campus of the University and the Boyden Observatory (UFS 2002:16). Another important component of community service at the UFS, is KOVSCOM, which stands for Kovsie student (UFS student) community service and is the internationally recognised student community service organisation of the UFS (UFS [2005?]b).

2.5.3   The role of Free State province HEIs' LIS in community engagement projects

In this section of the study the three LIS related role-players will be investigated to establish how they can contribute towards community engagement projects, according to their policy documents. The role-players are the Free State Library and Information Consortium (FRELICO), the University of the Free State's Library and Information Services and the CUT's Library and Information Centre.

2.5.3.1   The Free State Library and Information Consortium (FRELICO)

FRELICO was formed in 1996 as part of a Andrew W. Mellon Foundation grant to plan for the utilization of electronic networks to expand access to library and study materials in South Africa's Free State province, with the vision "to use electronic means to expand access to research, study

and information materials in the Free State to meet the needs of the tertiary student, academic and research communities". FRELICO's mission is "to organize the relevant collections of the participating institutions into a single computerized system providing optimal access to information and information resources" (FRELICO [2002?]:1, 5).

As stated before, the National Plan for Higher Education indicated that a function of regional consortia could include "facilitating dialogue and building relationships between HEIs and other organs of civil society, including business and labour, thereby ensuring greater responsiveness to changing social and economic needs". The National Plan further states that member institutions of regional consortia must determine whether the regional consortia can perform this function or any other roles to play that can be identified (RSA DoE 2001).

FRELICO had identified the Free State Provincial Library Service (FSPLS) as an essential role player to place scholarly information at the disposal of all library users in the Province. Unfortunately the FSPLS withdrew, therefore hampering the flow of information through its network of public libraries, the only information node for students in the smaller towns (FRELICO [2005]:4).

The then Bloemfontein Public Library, a community service unit of the local City Council, was also identified as a member of FRELICO. The service area expanded when the area of governance of this local authority was extended. This was a result of the new national policy to create larger municipal units to include previously disadvantaged communities and to enhance service delivery. This library, renamed Mangaung Local Municipality Library Service (MLMLS) also serves as one of South Africa's legal deposit libraries and has to face a restrictive budget and a scarcity of professional library staff to undertake sophisticated computerization tasks. The development of Sabinet's SACat and the upgrade of the Places of Legal Deposit to a uniform IT platform made it unnecessary for FRELICO to create a shared electronic catalogue of material held by its partners (one of the initial goals of the Consortium). The integration of the database of the MLMLS into the Innovative Millennium Library System of the NLSA, solved the problematic issue of FRELICO's support to a non-academic library, utilising a different computer system adhering to the dissimilar SA Marc cataloguing standards which had hampered attempts to advance with the retrospective computerization of legal deposit holdings (FRELICO [2005]:4, 5).

Through the years, since FRELICO came into existence, it has been involved in various community engagement projects. Therefore, in his letter of thanks to the Andrew W. Mellon Foundation, professor CAJ van Rensburg stated that through the Foundation's generous financial contribution, the Library and Information Centre of the CUT has been enabled to support the core functions of a higher education institution, namely learning and teaching, research and community involvement

(FRELICO [2005]:[25-26]).

2.5.3.2   The Library and Information Centre of the CUT

In the task team report of the Library and Information Centre of the CUT a total of 10 goals, objectives and action plans were identified and the last goal states: "To be actively involved in identified community projects" (Technikon Free State [2000]:153-157). By means of a communication engagement project the CUT attempts to attain this goal of active involvement.

In the code of conduct for the Library and Information Centre for the staff members (CUT 2005b:6) it is being stated clearly what the staff members' relation toward the society and the community must be:

- Commitment to serving the community and the society.
- Library staff should provide effective education programmes and information services by encouraging the culture of learning to the society. They should participate in public and community affairs and represent the Library so that it can take its place among education, social and cultural agencies.

The code of conduct further states that library staff should be responsive to the needs of the society, they must maintain and promote a high standard of professional ethics that are efficient (CUT 2005b:6).

It is clear that through the goals of the task team report, together with the code of conduct, staff of the Library and Information Centre have an obligation to become involved in community engagement projects.

Some examples of the community engagement projects that the Library and Information Centre of the CUT embarked on during 2006:

- Books were donated to meritorious organizations. It was mainly duplicates (due to the closure of the CUT QwaQwa branch library) and representatives of the organizations selected appropriate titles. The following institutions received books: the Lereko High School; G4 Correctional Services; the Free State Business Resource Centre; the Senakangwedi Senior Secondary School and the Free State Department of Education.
- An amount of R30,000.00 was received from FRELICO for an Indigenous Knowledge Project: "The investigation of the viability of the development of a database of Indigenous Knowledge in the Free State". This investigation was conducted by Prof P.J. Nel, Director Africa Studies at the University of the Free State, and his team.

- The researcher, as Chair of the LIASA Free State Branch, planned and organised an Indigenous Writers Forum in partnership with other LIASA members, and delegates from the Free State Provincial Library Services, the Free State Archives, NALN (the Afrikaans Literature Museum) and the newly established Southern-Sotho Literature Museum. The various participants of the event brought various perspectives to the table: the sources of stories (e.g. oral history and tradition), the writers' experiences, the publishers' experiences and the readers' needs (e.g. ABET groups, school libraries of the Department of Education and public and community libraries). The event was so successful that it was decided to make this an annual event.

2.5.3.3 The Library and Information Services of the UFS

The LIS of the UFS does not have a separate community engagement plan, but staff members form part of the central Community Service Committee of the UFS.

2.5.4 Summary of the possible contribution of LIS to HEI social responsibility

As directed by the investigative question: *How can HEIs' Library and Information Services contribute to their institutions' social responsibilities?* at least two types of contributions can be identified.

Firstly, HEIs can contribute in the extra-curricular community involvement and interaction category, which is non-academic community outreach projects on a voluntary basis, which can include community services such as health-care, literacy and education (CUT 2005c:2; & UFS 2002:11).

Secondly, they can contribute in the category that includes scholarly and other expert service to the community by staff members. The sub-categories include aspects such as research projects with and in communities; workshops and short courses for community members; the initiation and management of community development projects by staff and students; consultation services in a community context; and service to and within the university as a specific segment of the community (UFS 2002:10-11).

Unfortunately, as mentioned before, this category does not form part of the categories supported by the CUT. Therefore, it would be the researcher's distinct recommendation that such a category be added, especially in the light of the possible contributions library and information staff of the HEI can make in this category. Especially in the running of workshops and short courses to members of the community, together with the consultative service they can render within the community.

2.6 CONCLUSION

In this chapter the HEIs, but more specifically the LIS of these institutions and their role in community development referring to community engagement projects, were investigated.

The investigative question: *What, if any, are the social responsibilities of HEIs according to South African legislation?* was addressed through the discussion of the South African legislation and policy documents referring to HEIs' community responsibility. As indicated and substantiated in 2.3.4, the conclusion was that HEIs do have a social responsibility to comply with.

The investigative question: *Do HEIs have a role to play through community engagement projects in addressing Free State provincial departments' challenges of social and economic development needs?* was dealt with through the discussion of the Free State provincial policy documents referring to HEIs' community responsibility or possible partnerships. As stated and substantiated in 2.4.4, the conclusion was that HEIs have a very important role to play in addressing the various challenges of the Departments.

The investigative question: *How can HEIs' Library and Information Services contribute to their institutions' social responsibilities?* was addressed through the discussion of community engagement at the Free State province's HEIs, with special reference to the role of Free State province HEIs' Library and Information Services in community engagement projects. As stated in 2.5.3.4, the conclusion was that they can contribute in the following ways:

- Through the extra-curricular community involvement and interaction category.
- Through the category that includes scholarly and other expert service to the community by staff members.

As staff member of CUT and as Systems librarian, the researcher has become convinced that her contribution by means of this study can be categorised under the latter of the two possibilities mentioned above. The next chapter will investigate the principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development.

CHAPTER 3

COMMUNITY DEVELOPMENT AND THE ROLE OF LIBRARY AND INFORMATION SERVICES AS PARTNER IN COMMUNITY DEVELOPMENT

3.1 INTRODUCTION

As mentioned before, this study was written from a community development perspective, specifically referring to the role of information, and LIS, as well as the possible contributions of Higher Education Institutions in this process. Therefore, the researcher is of the opinion that the scope of the study necessitates an investigation into the very nature of community development.

This chapter addresses the second part of the theoretical background, namely the principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development. Therefore, as indicated in 1.4, the following aspects are investigated:

- The principle of community development, with special reference to people-centred development in the South African context.
- The changing role of LIS as partner in community development.

In her reasoning in this chapter, the researcher is directed by investigative questions that are directly related to the above-mentioned objectives, namely:

- Given the complexity of development and the fact that development projects sometimes do not succeed due to the fact that they do not address the development needs of the community, which principles of development and community development would be more applicable in the South African environment?
- Which issues can LIS address and therewith contribute to community development?

3.2 COMMUNITY DEVELOPMENT WITH SPECIAL REFERENCE TO PEOPLE-CENTRED DEVELOPMENT IN THE SOUTH AFRICAN CONTEXT

In this section, the researcher attempted to answer the following investigative question, namely: *Given the complexity of development and the fact that development projects sometimes do not succeed due to the fact that they did not address the development needs of the community, which principles of development and community development would be more applicable in the South*

African environment? With a view to this end, the principles of both development and community development are investigated.

3.2.1 General development theories

The development theory, as it is known today, developed after the Second World War. This development can be divided into three periods (Davids 2005a:4-17) (See Figure 3.1 for a broad outline of the evolution of the development theory):

- The period from the 1950's until the early 1960's was dominated by the modernisation theory. This theory is based on the notion that the less-developed countries (LDCs) can be developed if they take the route of the developed countries of the previous 100 to 200 years, thereby disregarding the tradition of the LDCs. The followers of this theory perceived Western culture as being superior over other cultures. Criticism against the modernisation theory included that this theory reflects Western culture as arrogant, that the traditional life is regarded as primitive and that it assumes that Western norms, values and lifestyles would be accepted without questions. However, one of the biggest drawbacks was the fact that this theory saw development as a process that can be controlled, thereby disregarding the complex and integrated nature of development.

- The next period stretched between the late 1960's until the early 1970's and was dominated by the dependency theory. This theory originated in Latin America after the failure of the modernisation theory to address the underdevelopment of LDCs. Criticism against the dependency theory included that it focuses more on external variables and disregards the internal factors, that through the "de-linking strategy" of the LDCs from the capitalist world it would lead to self-destruction rather than self-reliance, and that the transition from a capitalist to a socialist society creates more social problems, instead of fixing the problems.

- The late 1980's saw the rise of the humanist paradigms that moved away from the above-mentioned macro-theories to focus on micro-theories that included the development of people and communities. The failure of the above-mentioned theories brought about the idea that development should be more human-centred. For that reason the idea of "people-centred development" was coined in the 1990's and the early 21st century.
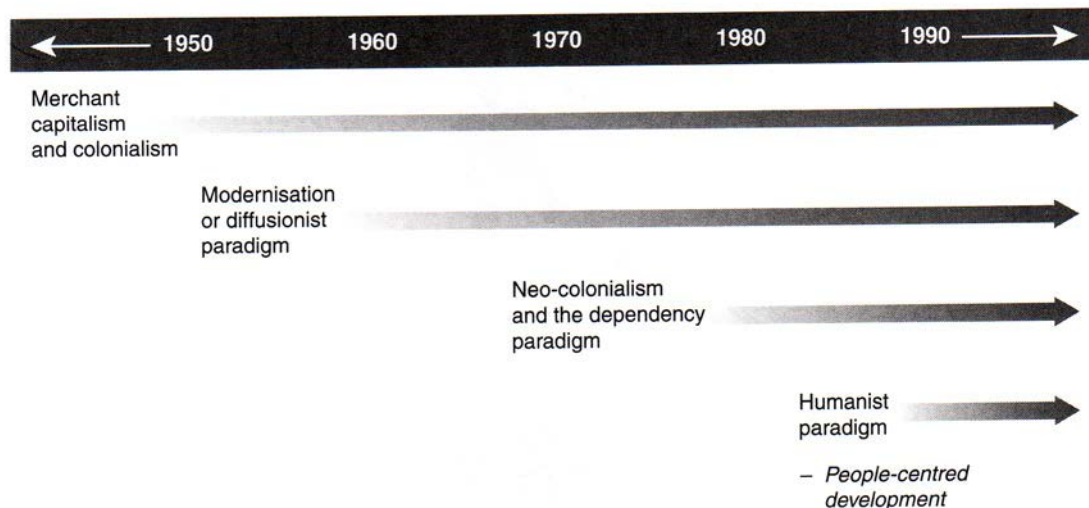
Figure 3.1: The evolution of development theory (Davids 2005a:5)

Behera and Erasmus (1999) further divide the development theories of pre-1980 into two lines of thought. Firstly, development is seen as a linear process of causes and effects. Secondly, it is explained by the 'logic of capital' in terms of the radical critique associated with neo-Marxism. Behera and Erasmus agree with Davids that since the 1980's a paradigm shift has taken place and that development was extended beyond economic growth.

Roodt (1996:317) is of the opinion that people-centred development came to the fore after the fall of socialism in Eastern Europe and the Soviet Union, which moved away from centralised state control to the development of a civil society. Also on the African continent the disillusionment with government institutions supported the idea of people-centred development.

The aspect of people-centred development will be discussed in greater depth in the following sections.

3.2.2   Paradigm shift towards people-centred development

Fourie (2003:33) is of the opinion that the positive change will only be long-term if people are involved. Therefore, to counteract the aspect mentioned by Behera and Erasmus (1999) that development objectives are sometimes unclear or not in line with the development needs, Fourie suggests that development must take place in the context of the needs of the local community. Behera and Erasmus (1999) furthermore state that it is important to realise the complex relationship between planned intervention and strategic outcomes, thus making it impossible to link achievements with outcomes.

Korten (1990 cited by Roodt 1996:318) has the following vision for people-centred development:

- That people's organisations are based in volunteer citizen action.
- That the growth-centred approach be opposed.
- That the interests of local communities are emphasised, instead of that of national and international businesses.

This vision is encapsulated by the following extract from the Manila Declaration on People's Participation and Sustainable Development: "To exercise their sovereignty and assume responsibility for the development of themselves and their communities, the people must control their own resources, have access to relevant information, and have the means to hold the officials of government accountable" (Korten 1990 cited by Roodt 1996:318).

According to Coetzee (1989 cited in Davids 2005a:23-24) the phrase "development is about people" has implications for the way in which development is defined, including:

- "Development is about people" implies that the development effort should be meaningful to them.
- It acknowledges that development is a universal issue.
- Development involves millions of people who live in poverty and who experience inequality as far as access to economic, political and symbolic power is concerned.
- "Development is about people" moves the emphasis from macro-level quantitative approaches to qualitative micro-level approaches.
- To argue that development is about people is to acknowledge that development is about relationships.
- To argue that development is about people is to acknowledge that development is cloaked in uncertainty - the uncertainty of changing circumstances, changing needs and, eventually, changing people.
- "Development is about people" implies that people confronted with the message of development have the right to decide on it for themselves.
- "Development is about people" is an acknowledgement of diversity and is supportive of the idea that there is room for all people at the rendezvous of development.

Davids (2005a:24) is therefore of opinion that a definition of development must include the following components: people's diverse needs, changing circumstances, customs, values and knowledge systems.

3.2.3 Historical background to people-centred development in South Africa

After years of colonialism and apartheid, South Africa's first democratically elected government accepted people-centred development through the Reconstruction and Development Programme (RDP) in 1994. With this approach it was hoped that the injustices of past development efforts would be addressed. The principles of people-centred development became the building blocks of development, that is public participation, social learning, empowerment and sustainability (Meyer & Theron 2000 cited in Davids 2005a:18 and Theron & Barnard 1997 cited in Davids 2005a:18) and also an integral part of policy-making in post-apartheid (Mhone & Edigheji 2003a; & Parnell et al. 2002 cited in Davids 2005a:18).

3.2.3.1 Pre-1994 development

Davids (2005a:18) is of the opinion that in the pre-1994 era of South Africa, development was not people centred. Instead, it was top-down and conflict-ridden. This author is of the opinion that the National Party government used development as an instrument to manipulate, abuse and even disempower people, resulting in the impoverishment of millions of people. According to this author, this was nothing less than social, political and economic engineering, under the guise of so-called 'development'.

Apart from this distortion of 'development', this government also had a distinct view of how to promote development in a plural society. This view eventually culminated in a policy of separate development or apartheid. This entailed dividing the population into four separate 'racial groups' or population groups, each with a different political and social position within the system (Davids (2005a:18). Kotze (1983 cited in Davids 2005a:18-19) suspects that the separate development, as upheld by laws and force, was not a development policy as such. Rather it was a policy that safeguarded the interests of the ruling whites. Kotze further contends that the price paid for this separate development was racial hatred, inadequate basic services and the separation of families between the various groups of colour, including the whites, the African, the coloured and the Indian South Africans. It was further enforced by discriminatory laws such as the Group Areas Act (1950 and 1966), the Native Land Act (1913), the Rural Coloured Areas Act (1963) and the Asiatic Land Tenure Act (1946). The lessons learned from the past were that "development", especially separate development, is not always to the good of the nation.

3.2.3.2 Post-1994 development

After 1994, the principle of separate development was replaced by the notion of holistic people-

centred development. This was echoed by the White Paper on Reconstruction and Development (RSA 1994:30, 7) that committed itself "to transparency and a people-centred society", thereby promoting a "democratic, non-racial and non-sexist society", thus forming an integration between decision makers from the public, private and voluntary sectors, as well as the people. The difference between separate development and people-centred development is that the latter acknowledges the development of all people irrespective of race, gender or age, or whether they live in rural or urban areas (Davids 2005a:19).

3.2.4   The principles of people-centred development

As stated before, the principles of people-centred development, i.e. public participation, social learning, empowerment and sustainability became the building blocks of development in the post-1994 South Africa (Kotze 1997a; De Beer & Swanepoel 1998, 2000; Liebenberg & Stewart 1997; Parnell et al. 2002; Mhone & Edigheji 2003 cited in Davids 2005a:19).

These four principles can be described as follows:

- **Participation:** In 1994 with the White Paper on Reconstruction and Development (RSA 1994:7, 9), it became clear that participation is central to development in South Africa, because successful transformation will take place when people voluntarily participate in the process to realise the goals they have defined. Participation can be described as both a basic need (Max-Neef 1991 cited in Davids 2005a:19) and a democratic right (Swanepoel 1997 cited in Davids 2005a:19). Davids (2005a:19) further states that development is only people-centred if the intended beneficiaries participate actively and voluntarily. Yadav (1980 cited in Davids 2005a:19-20) further contends that public participation should include participation in the following aspects: decision-making, implementation, monitoring and evaluation of development programmes and projects, and sharing the benefits of development.

- **Social learning:** The White Paper on Reconstruction and Development (RSA 1994:9) states: "[the RDP] will foster the concept of life-long learning" on the basis of knowledge, skill and creativity". Freire (1972 cited in Davids 2005a:20) refers to the process of social learning (that is learning how to use oneself and one's environment to better meet one's needs and those of others) as "conscientisation". These conscientised individuals and communities are actively changing their environment through their ability and potential. It also relates to empowerment and self-reliance. Development can not take place if the planning methodology is top-down, directive or encourages dependency, therefore outside professionals or consultants should be facilitators or enablers. These development professionals must promote people-centred development instead of disempowering the

community and the people (Davids 2005a:21).

- **Empowerment:** This is the third building block of people-centred development identified by the White Paper on Reconstruction and Development (RSA 1994:8) stating that development is about involvement and empowerment and that the RDP office has been mandated to focus on the empowerment of women. According to Rowlands (1996 cited in Davids 2005a:21) power is ultimately being motivated to achieve people's capabilities, therefore "power to" instead of "power over". Davids (2005a:21) reckons that empowerment does not only incorporate people in the decision-making process ("power to"), but also convinces them to be able to participate ("power from within"). According to McWhirther (1991 cited in Davids 2005a:21) empowerment is the process of growing from powerless, to becoming aware of the power dynamics, then developing the skills and capacity to gain reasonable control over their lives, without infringing upon the rights of others, thereby supporting the empowerment of other community members. Therefore, the difference between the definitions of Rowlands, Davids and McWhirther, is that the first two are about self-empowerment, but in the case of the latter self-empowerment becomes community empowerment.

- **Sustainability:** According to the White Paper on Reconstruction and Development (RSA 1994:8), integrated and sustainable programmes are required as the last building block. What is critical to remember is that people-centred development includes the protection of the natural environment, therefore the World Commission on Environment and Development (WCED) (1987 cited in Davids 2005a:22) states that sustainable development requires that the present needs be met without compromising the ability to meet future needs.

Therefore, the investigative question of: *Given the complexity of development and the fact that development projects sometimes do not succeed due to the fact that it did not address the development needs of the community, which principles of development and community development would be more applicable in the South African environment?* can be answered partially. The four principles of development, as applied in the South African environment are: participation, social learning, empowerment and sustainability.

The second part of the question will only be answered after the discussion of the principles of community development with possible application in the South African environment.

3.2.5 Contextual factors influencing development

Davids (2005a:24-25) states that context provides the framework within which life is experienced. It includes past experiences, perceptions, values, beliefs and processes of interaction. According to this author (Davids 2005a:25), development practitioners have an analytical approach to context and usually divide it into "dimensions", such as the economic, the political, the social, the cultural, the environmental and the psychological. According to Swanepoel (1997:61-68), nothing in a community is static and it does not exist in a vacuum. It forms part of an environment where nothing is free of influence, especially if one takes into account the natural, political, social, economic, cultural and psychological elements. Lundu (1995:4) adds education as another dimension.

Lundu (1995:20-21) further believes in an interdisciplinary approach to development. Therefore he suggests that the above-mentioned dimensions be integrated into a system, which can be useful to the community as a whole. Coetzee (1989 cited in Davids 2005a:25) and Davids (2005a:26) also state that the development practitioner must follow an integrated approach, especially if one takes into account the principle that development is about people.

3.2.6 Trends in micro-level development

As stated before, due to the people-centred approach, the emphasis moves from macro-level quantitative approaches (for example economic modelling, technological transfers and the provision of infrastructure) to qualitative micro-level approaches (for example community values and needs, local customs, public participation and indigenous knowledge). Davids (2005a:23-24) is of the opinion that this shift implies that development is not just about creating infrastructure for the poor, but that it is also about people, their needs, values, customs and understanding of their own circumstances.

Coetzee and Graaff (1996:1, 9) point out that because macro-structural theories focus on broad societal structures and neglect the contribution of individual capacity, creativity and insight, they are out of touch with the reality of individuals' lives. This leads to unsustainable and failed development projects by large institutions, like governments and the World Bank, because the needs of the people were not met. On the other hand, micro-level development, which is based on a people-centred approach, leads to the satisfaction of basic needs. According to the researcher this approach will contribute to better sustainability.

In fusing macro- and micro-perspectives, the theory of participatory development as it is reflected

in the paradigm of people-centred development would seem to address the failures and needs of macro-perspectives. People-centred development stresses the participation of the majority of the population, especially the previously excluded components such as women, youth, and the illiterate in the process of development. This is also related to Mabogunje's (1980 cited in Omotola 2000 cited in Fourie 2003:33-34) development as distributive justice that "does not permit exploitation of the weak but rather encourages and enhances the accessibility of essential public goods and services to the different social classes".

According to Theron (2005:104, 107), the assessment of the trends in micro-level development leads to a new set of philosophies and strategies with diverse policy implications. This includes the community development approach, people-centred development, participatory development, capacity-building development, integrated rural development, and the basic needs approach (De Beer 1997; & De Beer and Swanepoel 1998 cited in Theron 2005:107).

The following section will focus on the micro-level development approach of community development.

3.2.7   Community development

According to Theron (2005:107) the debate continues whether community development can be viewed as either a development method or as a development process. The difference would be the following:

- Mobilised participation (community development as method) is when the desired change is brought about in communities using change agents to stimulate the involvement of the community. These interventions are mostly planned by outsiders (governments and NGOs) and delivered in a top-down manner.
- Autonomous participation (community development as process), on the other hand, is when communities can take the initiative to formulate objectives involving changes in their living conditions.

For purposes of this study, the focus is on autonomous participation or community development as a process.

3.2.7.1   Defining community development

According to Denise and Harris (1989 cited in Bhattacharyya 2004:9), the concept of community development is "as varied in definition as those who profess to practice it". Denise and Harris also refer to the book of Christenson and Robinson (1989) "*Community development in perspective*" where 22 authors each gave a different definition and then concluded with their own definition of a community as being "a collectivity of people, who can be identified geographically, who have something in common which unites them in action.... Such a definition includes micro communities (special interest groups, neighbourhoods, subdivisions, villages, towns, etc.) as well as macro communities (cities, megalopolises, areas, regions, states, nations, international alliances, and global humanity)." Finally, Denise and Harris (1989 cited in Bhattacharyya 2004:9) conclude in saying: "We believe that community development should be so defined as to encompass the wide spectrum of beliefs of those who practice it… the 'field of community development' contains numerous approaches to community development with differing values, beliefs, goals, purposes and methods - all of which are concerned with improvement of the communities".

The researcher agrees with Hustedde & Ganowicz (2002:3) in their argument that a well-stated definition of community development is both distinctive and universal and can be applied to all types of societies from the pre-industrial to post -industrial.

Bhattacharyya's (1995 cited in Hustedde & Ganowicz 2002:3) definition meets these conditions by describing community development as a "process of creating or increasing solidarity and agency". He says that solidarity is about building a deeply shared identity and a code of conduct. Therefore, community developers have to build a sense of solidarity among ethnically and ideologically plural populations, on the one hand, and on the other hand, agency means to capacitate people to order their world.

According to Durkheim (1964 cited in Bhattacharyya 2004:12), solidarity is the shared identity (derived from place, ideology or interest) and a code of conduct or norms, both deep enough that rapture affects the members emotionally and other ways. Therefore solidarity - the shared identity and norms - can be used to distinguish a community from all other types of social relations (Bhattacharyya 2004:12).

According to De Certeau (1986 cited in Bhattacharyya 2004:12-13) and Giddens (1984 cited in Bhattacharyya 2004:12-13), human autonomy or agency must be the ultimate goal of development, that is when people have the power to define themselves as opposed to being defined by others. Only then will people have the capacity to create, reproduce, change and live

according to their own meaning systems.

3.2.7.2   The principles of community development

Three overlapping principles, namely self-help, felt needs, and participation are the appropriate methods for the practice of community development. According to Bhattacharyya (2004:21), self-help can be used to build and utilise agency and very importantly, avoid dependency. The principle of felt needs resists developmental imposition from above due to human variation. Both these principles facilitate effective participation, which leads to agency and solidarity.

- Self-help is the opposite of helpless dependency. Freire (1973 cited in Bhattacharyya 2004:22) distinguishes between problem solving and problematising. Problem solving is when the problem is solved and defined by outsiders (the state, the development organisation) and the people have virtually no role in defining it. Problematising, on the other hand, is when the people determine the problem and through this ownership process they find the solution themselves.

- According to Bhattacharyya (2004:22), the principle of felt needs is complemented by the principle of self-help. Development projects should respond to people's needs as perceived by them. This will ensure project relevance and it is agency-generating.

- Participation is the most recognised of the three principles of community development practice. Bhattacharyya (2004:23-24) states that participation implies inclusion in the processes of defining and solving the problems.

Bhattacharyya (2004:24) is further of the opinion that the above-mentioned principles provide the necessary guidance for the practice of community development due to the fact that "the people must have the opportunity to own the problem by feeling and defining it, and also to apply their knowledge/material resources for solving it. By acting as agents from the beginning, people can regain or reaffirm their solidarity and their agency".

Therefore, the second part of the investigative question of: *Given the complexity of development and the fact that development projects sometimes do not succeed due to the fact that it did not address the development needs of the community, which principles of development and community development would be more applicable in the South African environment?* can be answered. The three principles of community development as described by Bhattacharyya (2004:21) are: self-help, felt needs and participation.

In tandem with the already identified principles of development as applied in the South African environment, namely those of participation, social learning, empowerment and sustainability, the

principles of self-help and felt needs must be used as building blocks in the identification of any future community engagement projects.

3.2.8 Contextual reality as the framework for community development

As part of the planning process before engaging in a community engagement project, the following critical questions that must be asked are (Cloete [2007?]):

- Will a particular community development project address real need?
- Is the project the most appropriate one to address the need?
- What are the relevant contextual realities that affect the situation, as well as the possible interventions?

The following perspectives address aspects of the context significantly when dealing with community development (Cloete [2007?]):

- The Human Needs Perspectives addressed by Maslow's hierarchy of needs and Schutte's basic elements or building blocks of community life.
- The Satisfier Development Perspective is addressed through Max-Neef's Human Scale Development model.
- The asset vulnerability framework as discussed by Moser.
- The sociological perspective as presented by Bhattacharyya.

3.2.8.1 Maslow's hierarchy of needs

In 1943 Abraham Maslow (Maslow's hierarchy of needs 2007) wrote the paper "*A Theory of Human Motivation*", which subsequently became known as "*Maslow's Hierarchy of Needs*". It is often depicted as a pyramid consisting of five levels, with the more primitive needs at the bottom, with the lowest levels indicating deficiency needs and the top one indicating physiological needs. What is critical to realise is that people are motivated by unsatisfied needs and that the lower needs must be satisfied first before higher needs can be satisfied. The following needs were identified: biological and physiological needs, safety needs, belongingness and love needs, esteem needs, cognitive needs, aesthetic needs, self-actualisation and transcendence (see Figure 3.2).
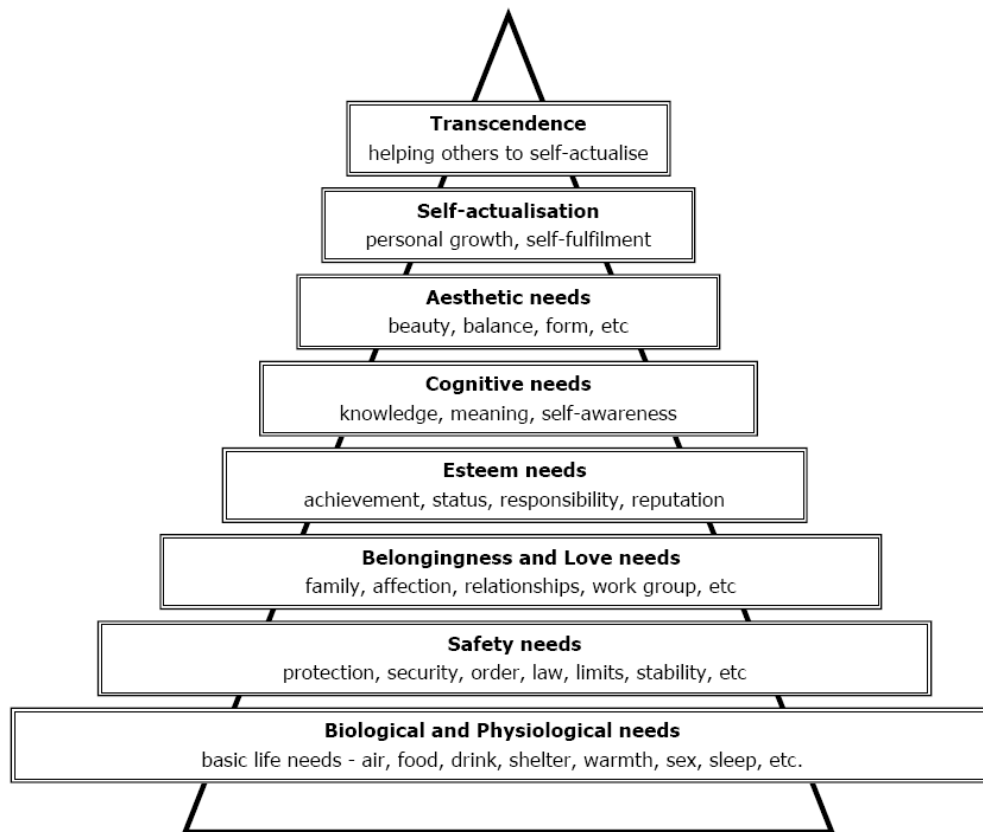
Figure 3.2: The adapted eight level hierarchy of needs based on Maslow's theory (Chapman 2002)

Maslow was of the belief that the cognitive needs addressed people's need to increase their intelligence and thereby chase knowledge. The researcher is of the opinion that this fifth need, according to the hierarchy, would address people's need for information. This forms part of the natural human need to learn, explore, discover, create, and perhaps even dissect in order to get a better understanding of the world around them (Maslow's hierarchy of needs 2007).

3.2.8.2   Schutte's basic elements or building blocks of community life

According to Schutte (2000:23) the potential for community development depends on the following aspects:

- Firstly, there must be mutual community bonding to ensure and to increase the involvement of the community members.
- Secondly, to what extent the individual's basic needs are satisfied.
- Thirdly, to what extent the individual's social needs are satisfied.

Schutte (2000:23) identifies 13 aspects that address either the individual's basic needs (also referring to Maslow's theoretical point of departure that every individual has basic needs that must

be satisfied) or the individual's social needs. To ensure physical survival, an individual requires: shelter, health care, sanitation, water, food and energy. However, unlike Maslow's Hierarchy of Needs, these needs are non-hierarchical, because people need them all to survive. To ensure successful interaction with other community members, the following basic social needs must be satisfied: safety, income, education, recreation, religion, welfare and transport. What is critical to realise is that once needs are satisfied, it will give rise to a new set of needs. Therefore, there must be a constant re-assessment of needs.

The researcher is of the opinion that the provision of information, together with Library and Information Services, will address the latter group of basic social needs, with special reference to educational needs and to a lesser degree will also address the recreational needs.

3.2.8.3   The asset vulnerability framework

In her paper on the asset vulnerability framework, Moser (1998:1, 5) seeks to identify what the poor have, rather than what they do not have, and in so doing focuses on their assets, which include the following:

- **Labour:** Identified as the most important asset of poor people.
- **Human capital:** It includes the health status, which determines people's capacity to work, and skills and education, which determine the return to their labour.
- **Productive assets:** For poor urban households the most important aspect is often housing.
- **Household relations:** This is a mechanism for pooling income and sharing consumption.
- **Social capital:** This indicates the reciprocity within communities and between households based on trust deriving from social ties.

From this perspective the issue of development is approached from a positive point of view. Instead of asking what the community does not have, Moser rather takes stock of what assets the community does have. The issue of the provision of information, together with Library and Information Services, would contribute to the human capital.

3.2.8.4   The Satisfier Development Perspective addressed through Max-Neef's Human Scale Development model

Manfred Max-Neef (Peet & Peet 2000:1-2) is of the opinion that "[D]evelopment is about people and not about objects" which leads to the following questions:

- Firstly, "How can we determine whether one development process is better than another?" Max-Neef suggests that the process that leads to the greatest improvement in people's

quality of life should be the best option.

- The second question is: "What determines people's quality of life?" The answer is, according to Max-Neef, that people's quality of life depends on the possibilities people have to satisfy their fundamental human needs.

- The third question is: "What are those fundamental human needs, and who decides what they are?" Max-Neef suggests that though the means of satisfying a need may vary, the need itself may be the same everywhere. Therefore he makes two more assertions, namely that "fundamental human needs are finite, few and classifiable" and that "fundamental human needs are the same in all cultures and in all historical periods. What changes, both over time and through cultures, is the way or the means by which the needs are satisfied".

Max-Neef (Peet & Peet 2000:2) then divides human needs into nine fundamental categories: subsistence, protection, affection, understanding, participation, idleness, creation, identity and freedom.

What is important for this study is the statement that human needs stay the same, but that it is the means to satisfy the needs that must be adjusted. The implications are therefore that although the same need for the provision of information, together with Library and Information Services must be addressed in future community engagement projects, the researcher, together with the implementation team, must realise that each community will be unique and that the means to address the needs will have to be adjusted accordingly.

3.2.8.5   The sociological perspective as viewed by Bhattacharyya

As mentioned before, Bhattacharyya (2004:12-13) is of the opinion that community development is the process of creating and enhancing solidarity and agency. Solidarity is the shared identity and norms, while human autonomy or agency must be the ultimate goal of development. This will capacitate people to create, reproduce, change and live according to their own meaning systems.

It must be important for the researcher to realise, in the planning of future community engagement projects, that such planning must be based on the principles of solidarity and agency to ensure sustainability, because if the community does not take ownership of the project, this would be a futile exercise.

3.2.8.6   Application of these perspectives on this study

The above-mentioned perspectives can be applied to this study in the following ways:

- Firstly, for future community engagement projects, it must be appreciated that cognitive needs are being placed fifth from the bottom on Maslow's Hierarchy of Needs, therefore information needs can only be addressed once the previous needs of biological and physiological needs, safety needs, belongingness and love needs, and esteem needs are satisfied. Therefore, it is not always possible to ensure that all community engagement projects succeed in their goal, especially if the above-mentioned needs were not taken into account.

- Secondly, according to Schutte's basic elements or building blocks of community life, possible future community engagement projects will address the basic social needs, with special reference to educational needs and, to a lesser degree, also the recreational needs.

- Thirdly, as part of the community profile analysis to identify which LIS and other non-traditional information dissemination service points function within which communities in the Free State province (either at town, city, local municipality or district council level) within the five social systems of government, education, health, economics and legal systems, it will answer Moser's Asset Vulnerability Framework.

- In addressing Max-Neef's Human Scale Development model, the researcher must adjust the means to address the information needs according to the uniqueness of each community.

- Bhattacharyya's process of creating and enhancing solidarity and agency can ensure sustainability of future projects.

3.3   THE CHANGING ROLE OF LIS IN COMMUNITY DEVELOPMENT

In this section, the researcher attempted to answer the following investigative question: *Which issues can LIS address and therewith contribute to community development?*

3.3.1   Possible models of librarianship that can address the changing role of LIS in community development

According to Davis (2004:7) there is a tendency in the post-1994 South Africa to express library needs as follow:

- To provide study facilities.
- To provide Information Communication Technology facilities.
- To provide classes in computer and information literacy skills.

- To provide Adult Basic Education and Training programmes.
- To provide community based activities, focusing on educational support, as well as arts and cultural development.

Therefore, above-mentioned library needs require a different or revised model of library services to different communities (Davis 2004:7).

The models that will be investigated as possible means of LIS participating in community development, include African librarianship, barefoot librarians, rural information services and community librarianship.

3.3.1.1 "African librarianship"

Various books, written since the 1970's, address this topic by recognising the continent's own social and cultural values and that librarianship should draw its inspiration from these values. These books further describe the impact of colonial influence on libraries (Amadi 1981; Benge 1979; Kotei 1972 cited in Rosenberg 2001:18). A critical point that was debated in the 1970's was whether library work was determined by social and economic considerations and whether poverty was the dominant characteristic of Africa (Mchombu 1982 cited in Rosenberg 2001:18).

The challenge is to find a new library and information model relevant to Africa, rather than building on the existing Western library models. Important to the African librarianship would be to ensure that the books are relevant, that the rural population, including new literates, be served and that local publishing in local languages be encouraged. However, history shows that it is very difficult to change institutions inherited from the past and to establish relevant structures that will be sustainable (Rosenberg 2001:18).

3.3.1.2 Barefoot librarian

This term originates in the concept of the Chinese barefoot doctors providing a service in rural areas (Cheng 1988 cited in Barefoot librarian 1997:27). A barefoot librarian is a library or information worker providing informal, community-based services, usually in rural areas. According to Vijasuriya (1975 cited in Barefoot librarian 1997:27), this term started in South East Asia to describe professionals with a rural rather than urban orientation. However, this term has been adopted to refer to non-professional or para-professional helpers recruited in the community to a staff reading room or basic libraries and information centres. An application of this model is found in Tanzania as part of the Tanzania Library Service, where residents with a minimum of primary-

level education are recruited to receive basic training and in return receive a monthly honorarium for their service to the community (Barefoot librarian 1997:27).

Banach (1988 cited in Davis 2004:8) confirms that the "barefoot librarian is seen as an alternative to the professionally qualified with appropriate skills in teaching, literacy, design and production of audio-visual instruction, with a training in oral literature, and techniques of acquiring and processing eyewitness information and applying new information to the development and improvement of life appropriate to a particular community." Therefore, the concern is whether these barefoot librarians have the capacity to serve communities, given the diversity and ever changing needs (Davis 2004:8).

3.3.1.3   Rural information services

According to Rosenberg (1997:404), the rural library services operate in an environment of geographical remoteness, characterised by small population units and consequent modest financial support. The first public library services were established in urban areas, where large populations are concentrated into relatively small areas, whereas rural communities live in areas of low population density. The nature of a rural library service differs between countries, thereby satisfying the different information needs.

3.3.1.4   Community librarianship and community libraries

As mentioned before, the concept of community librarianship (Community librarianship 1997:82) can be described as "a local information service to a small geographical area, providing information on any topic, but particularly social, domestic, health or educational facilities, details of local cultural activities, clubs and societies, and the range of local authority or governmental services. Such services can make little use of books, but pamphlets and informal documentation of all kinds are important. Personal contacts are vital, and increasingly networked information, including World Wide Web services, is [sic] being used in the industrialised countries. The service may be provided in a public branch library or via a special unit set up by a local authority, a voluntary agency or an advice group".

As stated before in the introduction to Chapter 1, in recent years there has been a tendency to replace the name "public library" with "community library". In part this reflects the establishment of community libraries and resource centres by non-governmental organisations (NGOs) and community-based organisations (CBOs) during the anti-apartheid struggle. However, public libraries in the formal (provincial and local government) sector are now also often referred to as

community libraries, reflecting a reconceptualisation of these libraries and their role in today's South Africa. Therefore, in a study like PACLISA, no distinction was made between public and community libraries (Van Helden & Lor 2002:2).

3.3.1.5 Summary

In light of the focus on community development and LIS's contribution to the community, as well as South Africa's perspective that public and community libraries are combined into one, the best model in this respect will be community librarianship in combination with the public libraries. However, not disregarding any of the other models, there might be instances where another model might be more appropriate, for instance rural information services in very remote and rural sections of our country.

3.3.2 The application of community librarianship

Atuti (2001:232) suggests that the aims of a community library should be:

- To encourage the community to identify its information needs and to involve its participation in the establishment of such new sources of information for their use and mutual benefit.
- To be an advocate for society's appreciation of the role and importance of LIS in modern socio-economic, cultural and political life.
- To develop partnerships and strengthen co-operation with the community, and to utilise available community resources (funds, buildings) through mobilization.
- To supplement government efforts in providing LIS in rural areas.

According to Bunch (1993 cited in Davis 2004:7) there are two types of community information:

- **Survival information:** It includes information related to health, housing, income, legal protection, economic opportunity and political rights.
- **Citizen action information:** It includes information needed for effective participation as individuals or as members of a group in the social, political, legal and economic process.

Davis (2004:7) is of the opinion that the purpose of community information is to empower people to take control of their livelihoods in order to interpret information correctly. He further states that people should be able to use the information to take action for solving their problems. This information should put them in a position to develop their creativity for their own personal satisfaction and enjoyment and for that of their community. In a sense a quest for undertaking a more broadly based community development role is important.

According to Davis (2004:8) the broad literature on community building does not recognise the contribution of librarians and libraries, due to the reason that libraries are seldom included in the national dialogue on the broad concept of community building. Therefore the librarian and library workers' role within the community and society must be revisited. Feinberg & Feldman (1996 cited in Davis 2004:8) states that the public and community librarian and library workers' key role is to provide information and referral community services to patrons. Traditional resources, like books, and electronic resources, like online databases, must be supplemented with personal knowledge of existing community resources. The librarian and library workers must also become more involved and part of the community.

Davis (2004:8) states that South Africa has diverse communities with different cultures and aspects such as affirmative action, poverty alleviation, eradication of homelessness, unemployment and dealing more effectively with HIV/AIDS. These are some of the main concerns of the South African government. These concerns are changing the landscape of community building, therefore the librarian's role is to be aware of the changes in the community and if needs be, attend community meetings, listen and participate in offering some solutions.

3.3.3   The social responsibility of community libraries to community development

As providers of information and knowledge, all libraries have a social, cultural and political responsibility. The National Educational Policy Investigation (NEPI) Report (South Africa 1992 cited in Schoombee 2006:16), for example, proposes that community libraries become more pro-active in terms of their roles in social issues. The report suggests that service rendering should be approached with an aim to enrich communities culturally, spiritually and intellectually.

3.3.3.1   Addressing the issue of illiteracy and information literacy

Literacy is the ability to read and write in the mother tongue. "A person is literate who can with understanding both read and write a short simple statement on his everyday life. ... A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning in his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development" (UNESCO 1986 cited in Bhola 1997:277).

A measure of inadequacy is that over 25 percent of the world population is illiterate. These individuals might be able to function satisfactorily, but the quality of their lives must often be compromised by the inability to read or write their native language (Debons, Horne & Cronenweth

1988:149). It was realised in most African countries that if literacy programmes were not supplemented by appropriate literature, it had little effect. Therefore, many countries combined literacy programmes with the development of written materials in local languages for new literates (Cornwell 1997:97).

Another important aspect is that literacy levels have become indicators of the knowledge capital of communities and societies (Bhola 1997:279).

3.3.3.1.1   Information literacy

According to the Association of College and Research Libraries (2004:1), information literacy can be described as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information". Information literacy is increasingly important in the contemporary environment of rapid technological change and proliferating information resources.

The Association (Association of College and Research Libraries 2004:1) further states that information is available through libraries, community resources, special interest organizations, media and the Internet. Individuals access information in unfiltered formats, raising questions about its authenticity, validity and reliability. In addition, information is available through multiple media, including graphical, aural and textual, challenging the evaluation and understanding of information even further. A next challenge to society is the uncertain quality and expanding quantity of information. The sheer large quantity of information does not automatically create a more informed citizenry, unless the people are equipped to use information effectively.

An information literate individual must be capable of the following (Association of College and Research Libraries 2004:1):
- To determine the extent of information needed.
- To access the needed information effectively and efficiently.
- To evaluate information and its sources critically.
- To incorporate selected information into one's knowledge base.
- To use information effectively to accomplish a specific purpose.
- To understand the economic, legal, and social issues surrounding the use of information.
- To access and use information ethically and legally.

In South Africa literacy and development are interdependent (Mabomba 1992 cited in Gallagher

2001:106). Education must empower learners to become lifelong learners capable of critical thinking (Gultig 1991 cited in Gallagher 2001:106).

The majority of people requiring literacy development in South Africa are historically disadvantaged black people. International research indicated that material written in mother-tongue languages provides the best motivation for readers to develop their skills (Arnold 1982; Lyman 1976; Nassimbeni 1991; Onadiran & Onadiran 1984; & Richardson 1983 cited in Gallagher 2001:108-109), though these materials are scarce due to various obstacles, including publishing and language difficulties. Rosenberg (2001:16) reiterates the challenges of locally written and printed material in the indigenous languages and that most of the books and journals acquired by libraries in Africa are published in the First World that does not necessarily meet the needs and interests of African users.

3.3.3.1.2   Literacy and libraries

A strong relationship exists between literacy and library, therefore the existence of a public library in an illiterate community is unthinkable. However, without a properly stocked library, new literates will not be able to retain their newly acquired skills and not able to extend it to cultural and scientific literacies, thereby becoming lifelong learners. Despite drastic changes in the information society, the cultural mission of today's libraries stayed the same, which is to be "the public repository of imaginative and collective constructions of reality and as an agency to serve different publics in the intra-generational and inter-generational dissemination, utilization and validation of currently held knowledge". The incorporation of technology in the library requires higher levels of literacy and sophisticated knowledge of the conventions of print materials (Bhola 1997:279).

In both the developed and the developing world, educators are challenged with the "universalization of literacy" to ensure that current and potential users of libraries can involve themselves in the collective inheritance of knowledge stored in libraries and embedded in databases (Bhola 1997:279).

Bundy (2001:7) is of the opinion that information literacy is not a "library" issue, but an educational, societal and democratic issue. The researcher is of the opinion that, as facilitators of information, librarians must play a critical role in participating in literacy classes, ranging from Adult Basic Education and Training classes (basic literacy), to information literacy and technology literacy (or computer literacy), thereby addressing the issue of illiteracy and information literacy.

3.3.3.2   Addressing the issue of access to Information and Communication Technology

The Association of African Universities (2000 cited in Herselman & Britton 2002:270) defines Information and Communication Technology (ICT) as "the computers, software, networks, satellite links and related systems that allow people to access, analyse, create, exchange and use data, information, and knowledge in ways that, until recently, were almost unimaginable. It refers to the infrastructure that brings together people, in different places and time zones, with multimedia tools for data, information, and knowledge management in order to expand the range of human capabilities". This union of information and communication within technology forms this new field of ICT that influences the business, lives and learning of people all over the world. According to Herselman & Britton (2002:270) this union coined the following terms "the Information Age", "the New Economy", "the Information Society" and "the Technological Golden Age". Furthermore, it incorporates the previously separate immobile units of data and technologies (IT) with new communication methodologies and technologies.

Thabo Mbeki (1995 cited in Dick 2002:3-4), the current President of the Republic of South Africa, called for an expanded and modernised information and communication infrastructure. He sees South Africa fulfilling a bridging role between the developing and developed worlds, thereby acknowledging the national importance of information in South Africa's political and economic future.

Therefore, the critical aspects that must be addressed regarding Information and Communication Technology, would be the development of not only information literacy programmes, but also technology literacy (or computer literacy) programmes (Active learning in the information age 2004:1-2), as well as bridging the digital divide through sustainable community development models (Herselman & Britton 2002:273-274; Warschauer 2002:12).

Critical words from Herselman & Britton (2002:274) state that: "One must understand that the information revolution offers Africa a dramatic opportunity to leapfrog into the future. Africa must, however, quickly seize this opportunity by applying innovative and truly African solutions to our global digital divide problems. If African countries cannot take advantage of the information revolution and surf this great wave of technological change, they may be crushed by it".

The ideal situation will be that public and community libraries must offer the community access to the above-mentioned ICT infrastructure through structures such as telecentres, offering both information literacy and technology literacy (or computer literacy) programmes.

3.3.3.3   Addressing health related issues with special reference to HIV/AIDS

According to the World Health Organization (WHO) (1988b cited in Kellerman 1997:117), "primary health care empowers people by providing information, technical support and decision-making possibilities". According to Kellerman (1997:117, 119), the implications of the above-mentioned is that people will take control of their own situation and take responsibility for action to improve their own health. The district health systems will be strengthened and people at local level will be involved in national policies and resources. At community level the needs and resources are identified and effective communication must take place from communities through to national level.

The impact of Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) in South Africa is growing annually and the HIV prevalence in South Africa stands at 29,5% (UNAIDS & WHO 2005 cited in Schoombee 2006:16). This pandemic affects South Africa negatively in various sectors, including economic development, education, welfare spending, health and labour. Though the effects of the pandemic can not be reversed, the impact and duration can be reduced through carefully-targeted prevention programmes (Department of Social Development 2002 cited in Schoombee 2006:16).

According to Schoombee (2006:16), libraries, as part of civil society, must provide services that can contribute positively towards the provision of prevention programmes. Several HIV/AIDS awareness programmes have been implemented by libraries worldwide, to educate and empower people to make informed choices about their personal health. Community libraries play a critical role in the development of resources and methods to disseminate useful information in the fight against HIV/AIDS.

Schoombee (2006:16-17) identified the following HIV/AIDS interventions that are currently used in South Africa or could be used in future:
- The development of special collections.
- The provision of programmes related to serious community issues, such as HIV/AIDS.
- The forming of partnerships with schools to set up HIV/AIDS research projects and discuss HIV/AIDS with children.
- The hosting of programmes that convey the message that the library cares about HIV/AIDS.

Lukenbill (1994 cited in Schoombee 2006:18-19) is of the opinion that the library community must create an awareness and a need among the public for its HIV/AIDS information services in order to make a contribution in the fight against HIV and AIDS.

Schoombee (2006:19) concludes that "the community might be so caught up in the devastating impact of HIV/AIDS that they might not ask for information at community libraries. The library leadership in South Africa must take the responsibility to embark on strong initiatives and actions to show that the community library can - and will - play an important role in providing HIV/AIDS information through carefully-planned interventions".

3.3.3.4   Addressing poverty

Mchombu & Cadbury (2006:18) are of the opinion that "information and knowledge are critical and strategic resources in human development, which includes literacy acquisition and poverty reduction. The rural and urban poor in sub Saharan Africa require access to appropriate information to fight poverty, deprivation, and illiteracy. The establishment of libraries and information centres that are rooted in the communities they serve is one way of ensuring that poor and marginalised people have access to affordable information, and their children have access to good books to support their education".

According to the research conducted by Mchombu & Cadbury (2006:18), it is possible to design community libraries and information centres which reduce poverty and promote literacy, consisting of the following development information:

- Empowerment of communities through their full participation to articulate their information needs.
- Local information delivery that is accessible to communities.
- Close cooperation with other agencies delivering services to poor and marginalised communities, including government agencies.
- Incorporation of indigenous knowledge resources of the community in the community information exchange strategies.

Mchombu & Cadbury (2006:18, 21) draw the following conclusion from their research: "that a start has been made to provide development information to eradicate poverty and to acquire literacy. Much more, however, remains to be done to build the capacity of library services to enable them to adopt more innovative information delivery and development strategies. A reorientation of library development strategies is needed to embrace more community based approaches. Government involvement is essential to co-ordinate development information services offered by government extension agencies and NGOs, to extend the reach of public libraries into the poorest communities, and to enable capacity building and reorientation of services to take place. Only with sustained investment of this nature can the examples we have seen of community information successes be

scaled up to reach the poorest and most vulnerable in every community through a network of "one stop" development information centres in rural and urban poor communities. There is also a need for far greater support to train librarians to overcome shortages of trained staff that exist throughout sub-Saharan Africa, and also to equip the library sector to promote change and poverty reduction within the communities it serves".

3.3.4 Summary of the changing role of LIS in community development

Answering the following investigative question: *Which issues can LIS address and therewith contribute to community development?* it would be to address the following issues:

- Illiteracy and information literacy.
- Access to Information and Communication Technology.
- Health related issues with special reference to HIV/AIDS.
- Poverty.

3.4 CONCLUSION

In this chapter the principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development was investigated.

The investigative question: *Given the complexity of development and the fact that development projects sometimes do not succeed due to the fact that they did not address the development needs of the community, which principles of development and community development would be more applicable in the South African environment?* was addressed through the discussion of the four principles of development, as applied in the South African environment, as well as the three principles of community development as described by Bhattacharyya. As indicated and substantiated in 3.2.4 and 3.2.7.2, the conclusion was that participation, social learning, empowerment and sustainability, self-help and felt needs must be used as building blocks in the identification of any future community engagement projects.

The investigative question: *Which issues can LIS address and therewith contribute to community development?* was addressed through the discussion of the changing role of LIS in community development. As indicated and substantiated in 3.3.4, the conclusion was that LIS can contribute to community development by addressing issues such as illiteracy and information literacy, access to Information and Communication Technology, health related issues with special reference to HIV/AIDS, as well as poverty.

The researcher has become convinced that by applying above-mentioned building blocks in the process of identifying future community engagement projects and by assisting in the positive execution of these projects, the LIS can contribute towards community development.

The next chapter will investigate the legislation that regulates the various LIS sectors, followed by a description of the various LIS sectors.

CHAPTER 4

LIBRARY AND INFORMATION SERVICES IN SOUTH AFRICA:
LEGISLATION AND FUNCTIONING

4.1   INTRODUCTION

This chapter, together with Chapter 5, form the precursor to the compilation of the database, namely the LIS sectors in South Africa. Therefore, as indicated in 1.4, the following aspects will be investigated:

- The legislation that regulates the various LIS sectors.
- A description of the various LIS sectors functioning in South Africa.

This will be discussed with special reference to the five identified social systems, namely government, education, economic, health and legal systems.

The reason behind this structure is:

- Firstly, the legislation, investigated in the first section, determines which LIS should be present in South Africa.
- Secondly, in the second section the various sectors in South Africa would be described against global trends.
- Thirdly, the compiled database (discussed in Chapter 6) describes the availibility of above-mentioned LIS in the Free State province.

4.2   BACKGROUND INFORMATION

According to McGarry (1997:254) the term 'library' refers to a 'collection of materials organized for use'. The word derives from the Latin word 'liber' meaning book and the Latinised Greek word 'bibliotheca' is the origin of the word for 'library' in the Greek, Russian and Romance languages.

Various types of library material had prescribed throughout the ages the way in which it should be stored and retrieved by libraries. Compare, for instance, clay tablets, papyrus rolls, the handwritten books of the monastic libraries, the smaller-sized published books and the various audio-visual and electronic mediums that appeared. Each posed new challenges which in turn led to a new type of library, for example film, newspaper, television and audiovisual libraries (McGarry 1997:254).

Libraries are also shaped and directed by a diversity of social concepts and social structures, including education, health, religion, law, democracy, etc. These different social structures necessitate different types of libraries to address their specific information needs. For example education is represented by school, college and HEIs' libraries; health by hospital and medical libraries; religion by cathedral libraries and theological collections and law by law libraries. However, this is not a static situation. As society changes, so does its structure, therefore also the libraries (McGarry 1997:254-255).

Progress through the ages can be marked by the gradual growth in access to books and materials for all people. For example, only a selected few could access the ancient temple libraries and the medieval monastic libraries. So do private, family and subscription libraries that restrict access to their collections. The librarian's role was perceived to be a conservator and consequently the barrier to use the collection. British public libraries gave open access to their shelves in the latter part of the nineteenth century, approximately at the same time that public access to 'elementary' education was first provided by the state. This 'mediated' access, that gives access to the intellectual content of the library, entails trained staff and a suitable technology to match needs with materials and information. 'Transitive' access came into play in the mid-1980's to the mid-90's with mobile libraries, bookmobiles, services to the housebound and other outreach activities (McGarry 1997:255).

In the late 1990's and at the beginning of the twenty-first century the Information Communication Technology with electronic resources, but more specifically the Internet, became a direct challenge, if not a threat, to Library and Information Services. Librarians were the keepers or the mediators of library materials, but became the medium through which information could be facilitated. In an international study on information-seeking habits and preferences conducted on behalf of OCLC (2005:6-2, 6-3, 1-17, 1-18) it became clear that information consumers view libraries as places to borrow print books, but they are unaware of the rich electronic content they can access through libraries. Even though information consumers make limited use of these resources, they continue to trust libraries as reliable sources of information. The report further indicates that 84 percent of the respondents use search engines to begin an information search, but only one percent begin an information search on a library Web site. It also indicates that 62% of all respondents used Google as their preferred search engine and Yahoo! came in second with 18%.

Financial challenges, like the economic recession, the cost of information and the fluctuating currencies, had posed a further threat to LIS over the past decades (McGarry 1997:255).

Ledwaba (2002:1) and the GCIS (2004d:228-229) indicated that in 2003 South Africa's growing LIS sector included a total of 11,373 libraries divided into the following categories:

- One national library with two branches.

- The approximately 1,800 public and community libraries serve a total population of about 44 million with the ratio of 1 library service point for 25,000 people. Public and community libraries provide an increasing number of community and general information services.

- The 77 higher education libraries that still hold the bulk of South African scientific and scholarly information resources and share this with the rest of the country by means of interlibrary loan requests.

- Less than 10% of secondary schools have school libraries. There is a total of 9,416 school libraries in South Africa.

- A total of 79 government departmental libraries exist.

- Various special libraries that consist of subject-specialised collections, including private organisations' libraries and government departmental libraries.

According to Makhura (2004:2) the Library and Information Services of South Africa contributed greatly towards the eradication of illiteracy and thereby building a sustainable economy of the country.

4.3 SOUTH AFRICAN AND FREE STATE PROVINCIAL LEGISLATION REGULATING THE LIS

As mentioned before, the South African Department of Arts and Culture and the Department of Education are at national level responsible for the biggest portion of libraries in South Africa, namely the public and community libraries and the school libraries. As part of the Free State Provincial Government, the Department of Sport, Arts and Culture and the Department of Education are taking responsibility for the two mentioned library and information sectors.

Therefore, it is not surprising that legislation regulating the Library and Information Services sector would come from these two groups. This section will investigate which LIS are being regulated by South African and Free State Provincial Government legislation and related policies.

4.3.1 The government system

The following South African and Free State provincial legislation regulates the National Library of South Africa and the provincial, district, public and community library services.

4.3.1.1 National libraries sector of South Africa

The following Acts of the South African Department of Arts and Culture is regulating the sector:

- **The National Library of South Africa Act (No. 92 of 1998):** The purpose of the National Library of South Africa Act (No. 92 of 1998) (RSA 1998:2) is "to provide for the National Library of South Africa; for collecting, preserving, making available and promoting awareness of the national documentary heritage; and to provide for matters connected therewith". The Act further states that "the objects of the National Library are to contribute to socio-economic, cultural, educational, scientific and innovative development by collecting, recording, preserving and making available the national documentary heritage and promoting an awareness and appreciation thereof, by fostering information literacy, and by facilitating access to the world's information resources" (RSA 1998:4). Through the Act, the State Library (based in Pretoria) and the South African Library (based in Cape Town) amalgamated into the National Library of South Africa in 1998.

- **The Legal Deposit Act (No. 54 of 1997):** The first function of the National Library states that it must "build up a complete collection of published documents emanating from or relating to South Africa" (RSA 1998:6) and therefore links up with the Legal Deposit Act, No. 54 of 1997. According to the Act (RSA 1997a:2) it must: "provide for the preservation of the national documentary heritage through legal deposit of published documents; to ensure the preservation and cataloguing of, and access to, published documents emanating from, or adapted for, South Africa; to provide for access to government information; to provide for a Legal Deposit Committee; and to provide for matters connected therewith". The purpose of modern legal deposit is to collect, store and make available for the present and the future the intellectual and cultural heritage of a country. When it comes to access to information, one of the biggest benefits of legal deposit libraries is that at least one copy of every published document is preserved and available on loan to any scholar in South Africa. This Act replaced the Legal Deposit of Publications Act (No. 17 of 1982) and covers a wide variety of forms in which documents are published. It also provides for access to Government information by establishing Official Publications Depositories in all provinces (Cillié 1999:3-5).

- **The South African Library for the Blind Act (No. 91 of 1998):** This is South Africa's first legislation that separately regulates for blind and print-handicapped readers, keeping in mind their unique needs, the Act makes it possible for the blind to pursue their academic and research interest. The object of the Act is to provide a national library and information service to all blind and print-handicapped readers in South Africa and coincide with plans for the digitization of information and the accessibility thereof via the Internet (Cillié 1999:8).

- **National Council for Library and Information Services Act (No. 6 of 2001):** The purpose

of the Act is to establish the National Council for Library and Information Services (NCLIS); to provide for its objects, functions, composition, meetings, committees and annual report; and to provide for matters connected therewith. The object of this Council is to advise the Minister of Arts and Culture and the Minister of Education on matters relating to Library and Information Services in order to: support and stimulate the socio-economic, educational, cultural, recreational, scientific research, technological and information development of all communities in the country; and provide optimal access to relevant information to every person in an economic and cost-effective manner (RSA 2001:2). In so doing, the ministers are fully informed and can be in control of LIS developments in their respective ministries (Makhura 2004:13).

Though the two branches of the National Library of South Africa are based in Pretoria and Cape Town, it is relevant to this study for the following reasons:

- Firstly, the first two acts regulate the National Library of South Africa.
- Secondly, all above-mentioned structures assist with the dissemination of information to the public and the National Council for Library and Information Services advises the two ministers responsible for libraries.
- Finally, the Bloemfontein City Library (which forms part of the Mangaung Local Municipality Library Services) is one of the legal deposit libraries.

4.3.1.2   Provincial, District, Public and Community Library Services

The following South African legislation regulates this sector:

- **The Constitution of the Republic of South Africa (No. 108 of 1996):** According to Schedule 5 Part A, all "libraries other than national libraries are functional areas of exclusive provincial legislative competence" (GCIS 2003). Therefore, it is a provincial responsibility to develop the legislative framework wherein Library and Information Services can be provided. The Constitution further states that the administration of aspects, such as libraries can only be assigned to a municipality by agreement and when the municipality has the capacity to administer this responsibility (Cillié 1999:1-2; & Van Helden & Lor 2002:3).
- **Local Government Municipal Structures Act (No. 117 of 1998):** After the 1999 elections, municipalities had to comply with the Constitution, whereby library services were designated as a provincial legislative competency. The Local Government Municipal Structures Act complies with the Constitution (Section 156) and provinces had to look at their legislation to ensure that the legislative framework for the provision of Library and Information Services in their province would be in place before the local government elections in 2000. Unfortunately, some provinces still did not adhere to this. The implication of this is that local

governments are no longer empowered to provide library services unless the provincial government has provided the legislative framework within which responsibilities have been assigned (Cillié 1999:2; & Makhura 2004:13-14).

- **Local Government Municipal Systems Act (No. 32 of 2000):** The Act must "provide for the core principles, mechanisms and processes that are necessary to enable municipalities to move progressively towards the social and economic upliftment of local communities, and ensure universal access to essential services that are affordable to all". The act must furthermore "establish a framework for support, monitoring and standard setting by other spheres of government in order to progressively build local government into an efficient, frontline development agency capable of integrating the activities of all spheres of government for the overall social and economic upliftment of communities in harmony with their local natural environment" (RSA 2000a:2).

The following Free State Provincial Government legislation regulates this sector:

- **The Free State province's Library and Information Services Act (No. 5 of 1999):** The Act provides for the establishment, administration and control of Library and Information Services in the Province and for matters incidental thereto. In terms of the Act the MEC for the Department Sport, Arts and Culture shall aim to achieve the following objects regarding the establishment, rendering and development of Library and Information Services in the Province: to provide for easy access to reading and information sources in order to promote a culture of reading and lifelong learning; to effect the full and active participation of various interest groups in the development of Library and Information Services in the Province; to enhance the dignity, stature and status of library officials while developing a culture of commitment to service, learning and professional commitment; to reflect demographic realities in the establishment, rendering and development of Library and Information Services in the Province; to co-ordinate library and information service policy by means of uniform norms and minimum standards which will generally apply throughout the Province; to provide for the establishment of an advisory Provincial Library and Information Services Board; and to effect a system of library and information provision and support which serves the needs and the interests of all the people of the Province (FS 1999:1, 4).

In 2006 the Free State Department of Sport, Arts and Culture states in it's Annual Report (FS DoSACST 2006:21) that the library service agreements between government and local municipalities have been hampered, because the issue of funding public library services at municipal level is still unresolved. No funding has been put forward to remunerate municipalities for the administration of public library services at local level, therefore municipalities had to scale down staff and library hours were reduced.

This is a critical issue that must be resolved soon. It is hoped that the announcement by both the Ministers of Finance and Arts and Culture of an amount of R1 billion to be allocated to public library services in the country will address this problem (FS DoSACST 2006:21).

4.3.2   The education system

The following South African and Free State provincial legislation and policy documents regulate the Higher Education Institutions' Library Services, as well as the School Library Services.

4.3.2.1   Higher Education Institutions' Library Services

The South African legislation that has an influence on this sector would be the seven critical learning outcomes of the South African Qualifications Authority's National Qualifications Framework (Lazarus 2000:11-12):

- To identify and solve problems, and make decisions using critical and creative thinking.
- To work effectively with others as members of a team, group, organisation or community.
- To organize and manage themselves and their activities responsively and effectively.
- To collect, analyse, organise and critically evaluate information.
- To communicate effectively using visual, symbolic and/or language skills in various modes.
- To use science and technology effectively and critically and show responsibility towards the environment and the health of others.
- To demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

From the above it is clear that Library and Information Services of this sector must ensure that students using Higher Education Institutions' Library Services have access to the required information and that information literacy is stimulated. According to schedule 4 Part A of the Constitution of the Republic of South Africa Act (No. 108 of 1996) tertiary education is excluded from provincial legislative competence (GCIS 2003). Therefore, there is no Free State Provincial Government legislation that would have an influence on this sector.

4.3.2.2   School Library Services

The South African policy document that has an influence on this sector is the National School

Library Policy. The first draft of this policy document was released in 1997 in an attempt to position school libraries firmly within the curriculum. Some library and information professionals are of the opinion that the National Department of Education's Outcomes Based Education (OBE) and Curriculum 2005 plan can not succeed without well resourced school libraries. Therefore, through the introduction of OBE and Curriculum 2005, the government indirectly committed themselves in ensuring that schools are fully equipped with school libraries or media centres as well as qualified teacher librarians. Unfortunately, although the final draft has been finalized in 2005, it has not yet been formalized or approved (Ledwaba 2002:12; Makhura 2004:6; & GCIS 2004d:229).

In addition the Free State Department of Education's Draft School Library Policy has not been approved either and will only take place after the approval of the Draft National School Library Policy.

4.3.3   Summary of the South African and Free State provincial regulating legislation

The following South African and Free State Provincial Government legislation, as well as other policy documents, regulate the government systems and the education systems:

Firstly, the National Library of South Africa, which forms part of the government system, is being regulated by the following acts of the South African Department of Arts and Culture:
- The National Library of South Africa Act (No. 92 of 1998).
- The Legal Deposit Act (No. 54 of 1997).
- The Library for the Blind Act (No. 91 of 1998).
- National Council for Library and Information Services Act (No. 6 of 2001).

Secondly, provincial, district, public and community library services, which form part of the government system, are being regulated by the following acts:
- The Constitution of the Republic of South Africa (No. 108 of 1996).
- South Africa's Local Government Municipal Structures Act (No. 117 of 1998).
- South Africa's Local Government: Municipal Systems Act (No. 32 of 2000).
- The Free State Provincial Government's Library and Information Services Act (No. 5 of 1999).

Thirdly, the Higher Education Institutions' Library Services, which forms part of the education system, are being influenced by the following policy document:
- The South African Qualifications Authority's National Qualifications Framework's seven

critical learning outcomes that stipulate that LIS of this sector must ensure that students become information literate.

- As stated before, there is no Free State Provincial Government legislation that has an influence on this sector.

Finally, the School Library Services, which forms part of the education system, will be influenced by the following policy documents in future once they are approved:

- The draft National School Library Policy of the South African Department of Education.
- The draft School Library Policy of the Free State Department of Education.

4.4 DESCRIPTION OF THE SOUTH AFRICAN LIS

Following is a description of the various Library and Information Services functioning within the five identified social systems.

4.4.1 The government system

This section describes the various types of libraries that function in South Africa as part of the government system, that is the National Library of South Africa, the Provincial and District Library Services of the nine provinces, the Public and Community Library Services, with special reference to the other special library services that are functioning either within the public and community libraries or complementing services. They are joint-use libraries, depot libraries, mobile libraries, children's libraries, drama libraries, toy libraries, and documentation centres.

4.4.1.1 National Library of South Africa

Internationally, legal deposit libraries, which are basically archives of copyrighted works and the backbone of national libraries, have existed in some form or another since the sixteenth century. However, most well-established national libraries, such as those of Russia (1810-11), Brazil and Argentina (both 1810), Belgium (1837) and Germany (1870), date from the nineteenth century (Dearnley 1997:313). Two of the most famous national libraries in the world would be the British Library in the United Kingdom and the Library of Congress in Washington (United States of America) (Beenham & Harrison 1990:10).

Characteristics of a national library include the following (Library Trends, vol. 4, 1955; Humphreys 1964; Chandler 1972; Line 1980; & Green 1977 cited in Lundu 1995:84-85; & Dearnley 1997:313):

- To collect, maintain and preserve the nation's literature.

- To compile and maintain a national bibliography and other important catalogues.

- To operate bibliographic information centres.

- To be maintained by government grants and by commercial services offered by the library.

- To receive, through a legal deposit policy, one free copy of each book and periodical published in the country.

- To be a provider of information at national level, therefore it needs a variety of research activities.

- To link to all types of libraries in society, particularly with academic, special and many public libraries.

- To collect foreign literature.

The National Library of South Africa is an amalgamation of the former State Library in Pretoria and South African Library in Cape Town with the National Librarian, Mr. John Tsebe, as head (Makhura 2004:9). According to the National Library of South Africa Act (No. 92 of 1998) (RSA 1998:4) "the objects of the National Library are to contribute to socio-economic, cultural, educational, scientific and innovative development by collecting, recording, preserving and making available the national documentary heritage and promoting an awareness and appreciation thereof, by fostering information literacy, and by facilitating access to the world's information resources."

According to the National Library of South Africa Act (No. 92 of 1998) (RSA 1998:6) the functions of the National Library, include the following:

- To build, maintain, record and promote a complete South African collection of published documents.

- To act as the national bibliographic agency and to render a national bibliographic service.

- To promote optimal access to both national and international published documents.

- To provide both national and international reference and information services.

- To act as the national preservation library.

- To promote awareness and appreciation of the national published documents.

- To promote information awareness and information literacy.

Other library structures and services related to the National Library of South Africa include the legal deposit libraries and the Official Publications Depositories. As mentioned before, Bloemfontein hosts one of the legal deposit libraries. The Act further proposes each province should host at least one official public depository, which shall be entitled to receive a copy of every official publication, in order to make these publications more accessible to all communities throughout the country (RSA 1997a:4,6). The R.J.R Masiea Public Library (in the Phuthaditjhaba, Free State province)

was designated as only the second Official Publications Depository, next to the Constitutional Court Library, as of 1 February 2006 (RSA 2006:50). See Chapter 5 for a more detailed discussion.

4.4.1.2   Provincial and District Library Services

In South Africa, before 1994, each of the four provinces had a provincial library service. In 1990 they provided services to 670 affiliated public libraries and 1029 additional service points. The public library was a joint responsibility of the local authority and the provincial library service. The local authority is responsible for buildings, staff and running costs, and the provincial library service for the book stock and supportive services, including promotional programmes and materials, in-service training and document delivery services (RSA DACST 1996:19).

After 1994, South Africa had nine provincial library authorities, which provide, in partnership with local governments, extensive public library services. South Africa also has six metropolitan areas: Greater Johannesburg, Ekurhuleni, Tshwane, Cape Town, eThekwini and Nelson Mandela. Each metropolitan area has a large number of branch libraries and render a similar service as that of the provincial library services (Ledwaba 2002:10-11).

4.4.1.3   Public and Community Library Services

According to the UNESCO Public Library Manifesto the public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups. This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women. UNESCO therefore encourages national and local governments to support and actively engage in the development of public libraries (UNESCO [1994?]).

Internationally, libraries have been open to the public since the seventeenth and eighteenth centuries, but the first truly public libraries were established in America and Britain in the middle of the nineteenth century with the aim of introducing education, culture and, according to some, morality to working people. According to Beenham & Harrison (1990:2-3) the public libraries aim to contribute to "the quality of life, to promote the concept of a democratic society and to add to the sum total of people's happiness and awareness of themselves, others and their environment". The aims are complimented by the objectives of education, information, culture, leisure and recreation.

Characteristics of a public library include the following (National Library Advisory Council 1979; Unesco 1949; Murison 1971; & Luckham 1978 cited in Lundu 1995:82; & Usherwood 1997:380):

- To render a service to the public at large.

- To be a public property, being maintained by public funds.

- To be linked to local, regional, state or national governmental bodies.

- To provide information not being specialised.

- To be the first point of contact between the general public and the local, regional, state or national library network.

- To make use of materials in printed, audiovisual and electronic formats in order to collect, preserve, organize, retrieve, disseminate and communicate information, ideas and the creative product of the human imagination.

According to the UNESCO Public Library Manifesto (UNESCO [1994?]) information, literacy, education and culture should be at the core of public library services. Usherwood (1997:381) states that public library services should include the following:

- Lending and reference collection services.

- Services which can be delivered from dedicated buildings, buildings of other organizations such as prisons and social care homes, mobile libraries able to reach rural and other communities and various other kinds of outreach services.

- Services which should reflect the needs and aspirations of the communities that they serve.

- The provision of access by local libraries to national and international collections through participation of cooperative schemes and networking activities.

- Equal access to all members of the community, including those who are institutionalized or cannot visit a library for some other reason.

- The provision of access by all libraries, including mobile libraries, to people with disabilities, including those with wheelchairs.

As mentioned before, in South Africa there has been a tendency to replace the name "public library" with "community library" and in a study like PACLISA, no distinction was made between public and community libraries (Van Helden & Lor 2002:2).

The following table shows the number of libraries in each province and relates this to the total population of each province as determined in the 1996 Census as obtained from the Municipal Demarcation Board (Van Helden & Lor 2002:8).

Table 3.1: Number of South African libraries related to population and provinces
(Van Helden & Lor 2002:8).

Province	Population in province	% of Total Population	Number of Libraries in province	% of Total Number of SA Libraries
Eastern Cape	6,296,203	16.1	141	11.3
Free State	2,634,393	6.7	136	10.9
Gauteng	7,554,455	19.3	214	17.1
KwaZulu-Natal	8,404,311	21.5	206	16.5
Mpumalanga	2,580,605	6.6	90	7.2
North West	2,828,903	7.2	85	6.8
Northern Cape	788,534	2.0	101	8.1
Northern Province	4,027,354	10.3	33	2.6
Western Cape	3,957,822	10.1	243	19.5
Total	39,072,580	100	1,249	100

According to Roos (2001 cited in Ledwaba 2002:11) there are glaring disparities between urban community libraries and those in rural areas. Even within urban centres, community libraries range from well stocked, with internet access to those with meagre collections and no IT infrastructure. In addition, the number of service points is inadequate, especially in spread out rural areas, as funding remains a major challenge.

A lack of a reading culture and low literacy levels contribute to the poor use of community libraries. That is exacerbated by the shortage of suitable reading material in African languages. Where school library services are inadequate, added demands are placed on community libraries to provide study facilities (Ledwaba 2002:11).

Other special library services available to the public and the community, include the following:

- **Joint-use libraries (also referred to as School community libraries):** A single facility, usually an actual library building, which has been jointly created by two or more organizations to serve the combined library needs of their users. Joint school and public libraries are perhaps the most common occurrence of this type of arrangement (Joint use libraries 1997:239).

- **Depot libraries:** The definition of a depot varies from province to province. In some cases a depot is understood to be a small library (indicating a lower level of service), and in other cases a depot means a service offered to people who cannot attend a public library (old age homes, hospitals, prisons, etc.). In some provinces facilities run by NGOs are called depots - where private individuals or organisations provide a limited library service to farming communities or other diverse groups. Depots at military bases are classified as libraries by some provinces, although they are not really open to the public. The common denominator of these depots is that the number of books involved is relatively small and that they change a lot (Van Helden & Lor 2002:3).

- **Box libraries:** It consists of a mobile steel unit containing between 300 to 400 selected

books for library users who do not have easy access to a public library. Three kinds of Box Library Services were implemented by the Free State Provincial Library Service, namely Box libraries to farm workers, Box libraries connected to an existing public library and Box-library-in-a-shop (Box library service 2002:23-24).

- **Mobile libraries:** Vehicles are adapted to carry books which provide library services in areas where no public library is easily accessible (Webb 1997:299). In a rural population the use of mobile libraries is an important way of delivering the service to the user. Mobile libraries are designed to take the public lending library service into the communities. The Free State Provincial Library Service currently does not have a mobile library. Instead they make use of depot libraries and box libraries to reach more remote users.

- **Children's libraries:** Services to children and young people are provided by public library authorities in most countries. Ages of formal transfer to adult services vary between 11 and 18 years, with 14-16 the usual period of transition. Ease of access to targeted lending and reference materials in a variety of formats, study space, specialist staff and promotional programmes are common elements in well-founded services (Kinnell 1997:53).

- **Drama libraries:** The National Drama Library is administered by the MLMLS, and lends single copies of plays for quick reading and sets of plays for play readings and productions to societies throughout South Africa and to other neighbouring territories. The loan and reference facilities are free for some where others pay an annual subscription. Societies outside South Africa pay a deposit and an annual subscription. The library issues a National Drama Library basic catalogue with supplements (Musiker 1986:117).

- **Toy libraries:** Research proved that education toys can stimulate child development from a very young age, thereby exercising those physical abilities the child need for reading, including focusing, the ability to determine the midline of an object, eye span and hand-eye coordination. For this reason toy libraries developed to allow very young children (0 - 7 years) organised access to a collection of educational toys, thereby stimulating the development of various abilities at the appropriate stage (Smuts 2001:4-5).

- **Prison libraries:** The IFLA Section of Libraries Serving Disadvantaged Persons published a report on: "Guidelines for library services to prisoners" that can be accessed for more details at the following website: http://www.ifla.org/VII/s9/nd1/iflapr-92.pdf (IFLA SLSDP 2005). In South Africa, prison libraries are mainly the responsibility of the Provincial Library Services.

- **Documentation Centres:** The term 'documentation centre' has for many years been a widely accepted description among librarians to indicate a place where publications are received, processed, summarized, abstracted and indexed; where bulletins relating to such material are prepared for distribution to interested parties; where research is undertaken, bibliographies prepared and copies or translations made - all in all, a high-powered centre for information retrieval. Two of the most important document centres in the Free State province

is the Institute for Contemporary History of the UFS (INCH) (now called ARCA) and the Nasionale Afrikaans Letterkundige Museum en Navorsingsentrum (NALN). A Sesotho Literary Museum has also been established.

4.4.2   The education system

This section describes the various types of libraries that function in South Africa as part of the education system, that is the Higher Education Institution's Library Services, the FET Library Services and the School Library Services, with special reference to the transitional models to achieving a central school library, suggested by the draft National School Library Policy (RSA DoE 2005:27-28, 39-42), and include classroom collections, school community libraries, cluster libraries, mobile libraries, provincial, regional and district libraries.

4.4.2.1   Higher Education Institutions' Library Services

Libraries of Higher Education Institutions are attached to academic institutions and serve the teaching and research needs of students and staff (Hoare 1997:2). Characteristics of higher education institution libraries include the following (Burchard 1967; Deale 1975; Musiker 1976; & McInnis 1978 cited in Lundu 1995:83-84; Beenham & Harrison 1990:5-6; & Hoare 1997:3):

- To link with higher institutions of learning in society.
- To provide information related to the teaching, learning and research needs of the academic community.
- To maintain funds allocated to the academic institution concerned.
- To have the authority to link to the local, regional, state or national government institutions.
- To provide specialised information resources to support specialised research requirements of the institution as well as those of the nation at large.
- To link with the national, special and some public libraries in national information provision.
- To provide user education to access the information sources.

In South Africa in 1990 there were 88 fully functional university, college and technikon libraries at 36 academic institutions. After the mergers and incorporations of academic institutions, initiated by the Minister of Education, the number of higher education institutions reduced from 36 to 21, with academic institutions in 7 provinces and one distance education institution (merger between University of South Africa, Vista University and Technikon Southern Africa). It is proposed that the remaining two provinces (Mpumalanga and Northern Cape) each have a National Institute for Higher Education to ensure the provision of higher education programmes in those provinces (RSA

DACST 1996:22 & Ledwaba 2002:14-15).

4.4.2.2 Further Education and Training (FET) College Library Services

From a study conducted by Stella Bosch (2001 cited in Ledwaba 2002:13), technical colleges can be seen as institutions that provide a bridge between school and tertiary institutions, as often the gap between school and university or universities of technology is sometimes too wide for students. However, after completing a course at a technical college, those students are equipped to further their studies successfully.

Basically, technical colleges offer practical programmes in five broad areas, namely: Engineering, Business, Utility industries (hairdressing, hospitality services, interior decorating, etc.), Social services (Educare, care of the handicapped, visual and performing arts), and Matriculation courses (Ledwaba 2002:13). Recently, technical colleges were declared as Further Education and Training Institutions and the Minister is merging 152 current colleges down to 50. Most of the 152 campuses will remain but will be grouped under new management and councils and fall under new legislation (Ledwaba 2002:13).

Problems faced by this sector are similar to the ones faced by the school libraries, i.e. employment of unqualified library staff, non existent stock, shortage of space and budget cuts (Ledwaba 2002:14).

4.4.2.3 School Library Services

School libraries can be defined as service agencies designed to support curriculum delivery and operating through provision of materials, facilities and services. They may also be known by such terms as 'school library resource centre' or 'library media centre' (Heeks 1997:410).

According to the UNESCO/IFLA's ([s.a.]) school library manifesto: "the school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto".

Characteristics of school libraries would include the following (Library Association of Australia 1966; Library Association 1977; American Association of School Librarians 1960; Canadian School Library Association 1967; & Davies 1974 cited in Lundu 1995:83):

- To link with the school in which it is situated, e.g. primary or secondary.
- To link with the local, regional, state or national government institutions.
- To serve the school as an institution of learning, self development and the fulfilment of society's educational goals and objectives for the individual as a person and as a worker and member of the community.
- To provide relevant information resources related to the school curricula.
- To maintain school funds as authorised or specified in the legislation that establishes such a school.

According to Beenham & Harrison (1990:6), it has been the case, even internationally, that too many schools do not appoint professional librarians, thereby reducing the effectiveness of the service. In many instances the public librarian will assist with advice and visits. Fortunately, there is a move to appoint professional librarians in at least the secondary schools, which will assist the library to become a focus for learning. A well-equipped school library is invaluable for project work and group study.

In the absence of adequate school libraries in most schools, public libraries have been supporting schools on an informal basis. Ways and means of establishing a firm partnership need to be developed (RSA DACST 1996:22).

The draft National School Library Policy of South Africa (RSA DoE 2005:26) advocates the central school library model, which will provide access to a variety of learning and teaching resources in various formats, including print, three dimensional models and the use of Information Communication Technologies.

The draft National School Library Policy (RSA DoE 2005:27-28, 39-42) further recommends that Provincial Departments of Education follow an incremental approach as a transitional means to achieving a central school library. These are some examples of how the above can be achieved:
- **Classroom collections:** It comprises of a box, a shelf or a cupboard (with or without wheels) of books appropriate to the level of the learners and to the curriculum. The greatest strength of this model is the constant close proximity of learners to suitable resources.
- **School community libraries:** An agreement in writing between the education authorities responsible for the school's needs, the local government authorities responsible for the general community, and the school's management must be negotiated. This model works well provided that learners' needs are prioritised over general community needs when it comes to funding, collection development and access to the library based resources during

the school day.

- **Cluster libraries:** Two or more schools within close proximity can share learning resources with a full-time or part-time teacher-librarian in charge of the library. As with the school community library, an agreement in writing between the participating schools and the education authority must be negotiated. Through the school clustering approach, a number of schools located within close proximity can share library facilities. The library, as a model, retains the features of the centralised school library, but it is distinguished by the expanded use by learners and teachers from a number of schools.

- **Mobile libraries:** A library bus visits schools according to a regular schedule with library-based resources to be borrowed by learners, where this is feasible, or by teachers on behalf of learners. This model depends on the availability of a centralised library/depot of resources such as a provincial education library, a regional, district or cluster library, for the schools that will be served.

- **Provincial, regional and district libraries:** As the provider of provincial, regional, district library services to schools, the Provincial Department of Education is responsible for developing, organising, coordinating, monitoring and evaluating this model. Through this service, provincial, regional or district libraries provide various library related services to schools within the province, one of which is supplementing the shortage of library based resources at schools. The pool of resources in these collections can be circulated among schools through a block loan or book box service. This is a cost-effective way of optimising the limited resources of a province and to avoid unnecessary duplication of resources.

4.4.3   The economic system

Simon & Abell (1991:50) suggest a structure that reflects the main areas of information provision:
- In-house services provided by industrial or commercial Library and Information Services.
- Business information services provided by the public sector (publicly-funded organizations).
- Business information services provided by the private sector (profit-making organizations).
- Following is a brief discussion of each.

4.4.3.1   In-house services provided by industrial or commercial LIS

The term 'company information' refers primarily to company profiles (for example, address, financial data, personnel, activities), although it may be taken to include other information such as news items or stockbroker reports (Webber 1997:44). The main aim of an industrial or commercial library can be expressed as 'to save the parent organization both time and money'. The general

objectives can be summarized as follows: the production and distribution of bulletins containing information relevant to the product, etc. of the company; the circulation of original materials to key staff according to their subject interest; the provision of a collection designed to enable the fist two objectives to be accomplished and to provide a base for research; and to provide staff to conduct literature searches on behalf of the research teams and/or management. One well-known commercial company says: 'The cost of finding information is high, but the cost of not finding it is higher still' (Beenham & Harrison 1990:6-7).

Due to the sensitive nature of industrial or commercial information, the Library and Information Services of these sectors are not permitted to share information outside the company. Information professionals working within a company may sometimes be employed in a business information or business intelligence unit (as opposed to research staff) (Webber 1997:44). Furthermore, according to Davids (2005b:77, 78), when addressing the issue of corporate social responsibility, the emerging trend has been for companies to focus their social spending on fields related to their core business. Davids also identified possible sectors where corporate social spending initiatives can be channelled through: education, training, environment, job creation, housing, arts and culture, health and sport. Due to the fact that libraries and/or information services are not listed as possible sector and information specialists', possible connection with the business intelligence unit is a clear indication that industrial or commercial information is a very sensitive matter.

Therefore, due to the demarcation of this study and the means that Library and Information Services can contribute to community development through the sharing of information, this specific library and information sector is excluded from this study.

4.4.3.2   Business information services provided by the public sector (publicly-funded organizations)

The term 'Public sector' is used in several different contexts, and can cover services aiming to provide information about businesses, and others providing information for businesses (though there is a broad overlap between the scope of these two types of service) (Webber 1997:44). Business information may be defined either as any information which a business needs in order to operate or as information relating specifically to companies, markets, products and management topics (Webber 1997:44).

In the public sector, business information services are supplied by the library and information sector, and by those with a mission to support business (in particular, to advise Small, Micro and Medium Enterprises (SMMEs)). The business information services providers can be divided into

two categories:

- **The national, public and academic libraries:** Most of the services are fee-based, although the level of cost recovery varies depending on the mission of the library concerned. Whilst many of the services were set up primarily to answer research enquiries, it has been found that this type of labour-intensive work is difficult to provide at a price which both attracts the consumer and covers the cost of the supplier. South African examples would include the Library Business Corners (LBCs) of the Western Cape (developed between 1995 and 2002) in support of small, medium and micro enterprises at regional and provincial level. The Free State province public libraries also render the Business Information Support Service to address the need for information as one of the tools and/or strategies for SMME promotion as set out in the Free State Growth and Development Strategy. This service includes books, newspapers, periodicals, directories, legal publications, videos, files with repackaged information and pamphlets (Dixon 2006).

- **Other public sector agencies:** The traditional library sector is proving to be only one of many players addressing the SMME sector. Regional development agencies in the developed and developing countries are increasingly looking at ways of stimulating the use of information as an ingredient of success. Many of the organizations are semi-public, receiving substantial subsidies but are also required to raise a proportion of their own finance. This leads to information being assessed as either a marketable commodity or a support to more cost-effective services (Simon & Abell 1991:54, 57). A South African example would be the Small Enterprise Development Agency (seda) of the Department of Trade and Industry that supports small businesses in South Africa with branches in all nine the provinces (seda 2007).

4.4.3.3 Business information services provided by the private sector (profit-making organizations)

A wide range of organizations provide business information services. In the private sector there are companies which focus on compiling business databases, sometimes providing other services which complement this function. According to Simon & Abell (1991:57-58) the private sector (profit-making organizations) providing business information services can be divided into the following categories:

- **Information broking:** Within the library/information profession a dynamic development has been the growth of private-sector information broking - fee-based information services (Crawford 1988 cited in Simon & Abell 1991:57). SABINET Online would be an example of such a service in South Africa.

- **Chambers of Commerce:** In South Africa, the Bloemfontein Chamber of Commerce and Industry, one of many in South Africa, provides business advice and information to members on a wide range of subjects (Bloemfontein Chamber of Commerce and Industry 2006).
- **Other private initiatives:** Information has become a customer support service within many of the professional services, such as banking and consultancy, presenting companies in the developed countries with a wealth of information sources. Some particular initiatives, such as science parks, have been helpful in allowing public information services to identify a defined target market. The Science Park of the Central University of Technology, Free State would be a South African example.

4.4.4   The health system

These are libraries which support the information needs of education, research, management and practice of health care. The library's users include students, teachers, research scientists, health service managers, planners and epidemiologists, doctors, nurses and paramedical staff and the consumers of health care and patients. Libraries with a health care interest will therefore be found in government departments, hospital services, higher education institutions, research institutes, pharmaceutical companies, public libraries and the voluntary sector. The literature which is now required by this variety of user extends beyond medical and health sciences to economics, ethics, engineering, statistics, law, management theory and the behavioural sciences (Van Loo 1997:161).

This section describes the various types of libraries that function in South Africa as part of the health system, that is the Medical Research Councils, the Medical school libraries, the Nursing college libraries, the Hospital libraries and the Health Information Services and kiosks.

4.4.4.1   Medical Research Councils

In the USA, the National Library of Medicine (NLM) played a critical part in the development of medical library services. Founded in 1836 from the library of the Surgeon-General's Office, it owes much of its success to its Librarian, John Shaw Billings (1836-1913), who created the Index-Catalogue of the Surgeon-General's Office (vol. 1 published in 1880), as well as originating the monthly Index Medicus in 1879, the precursor of so many index and abstract publications (Van Loo 1997:162).

South Africa's Medical Research Council (MRC) was established in 1969 by an Act of Parliament with the task is to improve the health and quality of life of the population of South Africa through excellent scientific research (MRC [s.a.]:1). The MRC also provide knowledge-based information

services and products in support of health and medical research (MRC 2007).

4.4.4.2 Medical school libraries

Medical libraries began to be seen as libraries in their own right with the establishment of medical schools in the ancient universities. For example, Florence (1287), Paris (1395) and Aberdeen (1495) are known to have had special medical collections (Van Loo 1997:161-162). The first half of the twentieth century was characterized by consolidation in the higher education sector, with universities in the UK and the USA concentrating on collection development and cooperative schemes. The 1980's and early 1990's were characterized by major external changes in higher education and health care provision. These have required a change of direction in library services, more flexible and assertive attitudes, stronger cooperative and multidisciplinary networks, the exploitation of technological developments and the adoption of management skills to demonstrate accountability and quality.

Health care reform has been a major cause of change with a succession of reorganizations and official directives, many of which have stressed 'the need for extensive, comprehensive, accurate and up-to-date information (of all types) to support the work of NHS staff at all levels, and in addition to provide information for healthcare consumers' (Brittain 1993 cited in Van Loo 1997:162). Such an information-rich environment has obviously provided opportunities for information professionals, and growth areas have included management information, purchasing intelligence, consumer health information, clinical audit and evidence-based medicine (Van Loo 1997:162).

4.4.4.3 Nursing college libraries

The transfer of nurse education to the higher education sector and the emphasis on continuing professional development in nursing have had major implications for the provision of information services to nursing. Basic nurse training has moved from a hospital-based apprenticeship to an academic, research-oriented education. The number of nursing schools has been dramatically reduced as they merge and are integrated into university faculties (Van Loo 1997:162).

4.4.4.4 Hospital libraries

The IFLA Section of Libraries Serving Disadvantaged Persons published a report on: "Guidelines

for libraries serving hospital patients and the elderly and disabled in long-term care facilities" that can be accessed for more details at the following website: http://www.ifla.org/VII/s9/nd1/iflapr-61e.pdf (IFLA SLSDP 2000). In South Africa, hospital libraries are mainly the responsibility of the Provincial Library Services and usually consist of depot libraries rendering a service to people who cannot attend a public library (Van Helden & Lor 2002:3). Services include the following (Loader 1996:46-49):

- Information service to patients, nursing and administrative staff of the hospital.
- Access to a collection of books and magazines.
- Book trolleys are used to go around to the wards to distribute books amongst the patients.

4.4.4.5   Health information services provided at clinics

One of the core standards for South African health clinics is the references, prints and educational materials of these clinics (RSA DoH 2000). It should include the following:

- Standard treatment guidelines and the essential drug list manual.
- A library of useful health, medical and nursing reference books kept up to date.
- All relevant national and provincial health related circulars, policy documents, acts and protocols that impact on service delivery.
- Copies of the Patients Charter and Batho Pele documents available.
- Supplies of appropriate health learning materials in local languages.

Another core standard for health clinics is patient education and this should include the following (RSA DoH 2000):

- Culturally and linguistically appropriate patients' educational pamphlets should be available on different health issues for free distribution.
- Appropriate educational posters must be posted on the wall for information and education of patients.
- Educational videos should show, in those clinics with audio-visual equipment, while patients are waiting for services.

Another critical aspect that should be addressed as part of health information services must include the traditional healers, because they are already a trusted source of health information and treatment whom can play a bigger role in combating Africa's major diseases (Madamombe 2006:10). However, for the purpose of this study, traditional healers have been excluded.

4.4.5   The legal system

There are seven categories of law libraries and legal collections in South Africa: libraries of private practitioners, both attorneys' and advocates' libraries; Bar and Law Society libraries; court libraries; university libraries; libraries of national and local authorities; national and public libraries; and commercial, industrial, technical and other special libraries. All these libraries contain primary and secondary legal material. Many of them engage in typical law library activities such as amending loose-leave services annotating law reports, offering current awareness services and indexing opinions and precedents (Musiker 1986:113).

4.4.5.1   Attorneys' libraries

These usually have a basic collection of primary material, a representative collection of English law reports and the major South African standard textbooks and journals. These firms acquire material relevant to their practice, with an emphasis on company law, tax, town planning and insurance. The larger libraries annotate and amend statutes, law reports and textbooks or subscribe to commercial updating services where available. The principal users of private firm libraries are the partners, professional assistants and clerks, and in some cases clients are allowed access (Musiker 1986:113).

4.4.5.2   Advocates' libraries

The libraries of advocates are broad in scope as they cover the entire range of legal materials. They include primary material with a good many old authorities, secondary material, reference material and highly specialised material (Musiker 1986:113).

4.4.5.3   Bar and Law Society libraries

They contain good collections of source material including both local and overseas law reports as well as collections of old authorities (originals and translations) (Musiker 1986:113).

4.4.5.4   Court libraries

The major court libraries are the Appellate Division in Bloemfontein and the libraries of the provincial and local divisions of the Supreme Court. The court libraries are administered by the Department of Justice with a professionally qualified librarian in charge. The functions of the court libraries are primarily custodial. In South Africa it is applicable to the following: Constitutional Court, Supreme Court of Appeals, High Courts, and Magistrate Courts ((Musiker 1986:113; & CIA

2003:6).

4.4.5.5   HEIs' law libraries

The law libraries of the HEIs' are housed either in a library within the faculty of law or as part of the main university library collection. The majority of these libraries cover the whole field of law, national and international, retrospective and current. The Law Library of the UNISA and the University of the Witwatersrand are the largest law libraries in South Africa. Substantial law libraries are also found in other South African HEIs (Musiker 1986:113-114).

4.4.5.6   Libraries of national and local authorities

Typical of these authorities are the legal libraries in departments of city secretariats in the major cities. These libraries are strong in basic sources such as legislative material and South African law reports, as well as secondary resources, represented by a comprehensive selection of South African and other textbooks, periodicals and reference books. There is a wide range of comparable material drawn from other parts of the world (Musiker 1986:114).

4.4.5.7   Commercial, industrial, technical and other special libraries

Many other libraries include extensive holdings of legislative materials, as well as secondary materials that have direct bearing on their activities. Fine examples are the Chamber of Mines Law Library and the Library of the Anglo American Corporation Limited. These libraries often contain primary material and a large collection of secondary materials such as basic textbooks and South African law journals. They hold considerable legal material relevant to the specialized interest of their parent organizations (Musiker 1986:114).

The Organization of South African Law Libraries (OSALL) was formally constituted as a subject branch of the South African Institute for Librarianship and Information Science in 1979. OSALL serves the interests of South African law librarians as a professional group. It arranges meetings and lectures and publishes a quarterly newsletter for South African law libraries (Musiker 1986:114).

4.5   CONCLUSION

In this chapter the South African and Free State Provincial Government legislation that regulates the various LIS sectors were investigated, and the various LIS sectors functioning in South Africa

were identified.

As part of the investigation to find which South African and Free State Provincial Government legislation and other policy documents regulates the various LIS sectors, it was determined that the government and the education systems are regulated. Firstly, as indicated and substantiated in 4.3.3, the conclusion was that the National Library of South Africa, as well as the provincial, district, public and community library services are being regulated by various South African Acts, as well as one Free State Provincial Government Act. The Higher Education Institution's Library Services, as well as the School Library Services, which form part of the education system, are influenced by various policy documents.

As part of the identification of the various types of LIS functioning in South Africa, it was determined that each of the five social systems, namely government, education, economic, health and legal systems, had LIS functioning in South Africa. As indicated and substantiated in 4.4, the structure was used as a basis for the database. The availability of each of these types of LIS sectors in the Free State province is indicated in the database.

In the next chapter the changing attitude towards information in the post-1994 legislation will be investigated, as well as the identification of non-traditional information dissemination service points.

CHAPTER 5

THE DISSEMINATION OF INFORMATION IN SOUTH AFRICA

5.1   INTRODUCTION

This chapter, together with Chapter 4, form the precursor to the compilation of the database, and will investigate the dissemination of information in South Africa. Therefore, as indicated in 1.4, the following aspects will be investigated:

- The changing role of information, taking into account the post-1994 legislation, within the framework of community development.

- Structures and models, both LIS and non-traditional information dissemination points, which are used to disseminate and access government information.

5.2   THE CHANGING ROLE OF INFORMATION, TAKING INTO ACCOUNT THE POST-1994 LEGISLATION, WITHIN THE FRAMEWORK OF COMMUNITY DEVELOPMENT

According to Ellis (1998 cited in Rosenberg 2001:11) access to relevant and up to date information is crucial to economic and social development: "Information is a vital national resource. As a healthy and prosperous community cannot survive without an adequate supply of clean water, so, too, no modern economy and no modern society can function without a reliable flow of quality information".

Debons, Horne & Cronenweth (1988:144) localise information systems at different levels within the social structure, and their role will vary according to the level. They describe the process as follows: "the power of information systems is exerted through the filtering of data throughout the group, influencing the status of many components of the group. When information flows from the top level, the management function exercises control through its ability to change or manipulate the states of individuals at lower levels, by controlling the degree to which they are aware and informed".

Debons, Horne & Cronenweth (1988:150) further state that "for many individuals who live under conditions of poverty, awareness of the world is limited to the local area in which they live. Only free materials are available to them, and these are often generated by agencies that may be politically motivated. Thus the information they receive may be slanted to achieve specific

ideological and economic objectives".

5.2.1   The role of libraries in democracy

According to the International Federation of Library Associations and Institutions' (IFLA) Statement on Libraries and Intellectual Freedom they strive to "make available the widest variety of materials, reflecting the plurality and diversity of society" and to "ensure that the selection and availability of library materials and services is governed by professional considerations and not by political, moral and religious views" (Byrne 1999:4-5).

According to Byrne (1999:1, 3, 4) part of the characteristics of a democratic sound nation is that libraries can be accessed by the whole community and it provides access to open and unbiased information. Libraries gather, organise and deliver traditional and highly technical information and resources. Libraries also give access to national and international laws and legal materials which are complemented by access to current and past opinion and critical analysis.

Information has become very important in the developing world today. Brandin and Harrison (1987 cited in Asamoah-Hassan 2004:1) say "information wealth is now a new type of capital described as knowledge capital". It is the catalyst, which will shoot Africa towards prosperity. It is currently believed to be the fourth factor of production after land, labour and capital. Library and information workers in Africa therefore have a key role in making this happen.

From the currently available literature it is clear that the model of public library service imported from the West hardly took into consideration local needs and the socio-political situation of African peoples (Issak 2002 cited in Davis 2004:3). Therefore, the traditional public library in Africa has failed to make any substantial impact and is inadequate in meeting the information needs of African peoples. The public library is equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment (Gill et al 2001 cited in Davis 2004:3).

In noting that "Libraries provide essential support for lifelong learning, independent decision-making and cultural development for both individuals and groups", the IFLA Statement is pointing to the heart of democracy (Byrne 1999:5).

According to Lundu (1995:181-182) the information profession should concern itself with six factors and in this way make a positive contribution to the advancement of democratic ideals as a consequence of the availability of and access to information. The six factors are:

- The obligation to make information available.
- The right to information.
- The right of access to information.
- The right to withhold information.
- The motivation to inform.
- Freedom of choice of access to information.

5.2.2 Legislation regarding the dissemination and access of information

A very important part of the infostructure is having access to information and that government must disseminate information that is accurate, timely, and relevant to society as a whole.

5.2.2.1 International legislation

According to the then American Vice-President Al Gore (1996 cited in Singh 2004:2), the Global Information Society is a global network that would give every citizen access to the world's most advanced library. Furthermore, he states that the Global Information Society would create a deeper sense of shared stewardship of planet earth. It is clear from these sentiments, that everyone should have access to a global repository of information.

Since time immemorial, there have been haves and have-nots in the world. It will never change and, therefore, the information have-nots should not be treated any differently, as there are other priorities such as Aids, poverty and hunger that need to be addressed first. However, information, and more importantly knowledge, has the ability to empower people. Therefore, it is necessary to bridge the digital divide. To bridge the digital divide and get the people closer in the Global Information Society, by using the Internet, will need great investment, and may take decades to reach fruition (Singh 2004:6).

The key right of intellectual freedom is enshrined in the Universal Declaration of Human Rights as Article 19: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek and impart information and ideas through any media and regardless of frontiers" (Byrne 1999:2).

It has been confirmed by the United Nations International Covenant on Civil and Political Rights (Article 19), the African Charter on Human and People's Rights (Article 9), the European Convention for the Protection of Human Rights and Fundamental Freedoms (Article 10), the International Covenant on Economic, Social and Cultural Rights, the Commonwealth Human

Rights Initiative and other similar conventions. By ratifying the Universal Declaration and other instruments, the United Nations states to bind themselves to its provisions which must then be reflected in the law and practice of the nation. Statements advocating freedom of speech, conscience, belief or the like, often expressed in terms similar to the Universal Declaration of Human Rights, are also included in most national and regional instruments such as bilateral and multilateral treaties, and statements by governmental and non-governmental bodies (Byrne 1999:2).

5.2.2.2 South African legislation

After the first democratic elections in 1994 many things changed. That includes the better flow of information between government and society in general. The following are examples of post-1994 legislation liberating information.

5.2.2.2.1 The Constitution or Bill of Rights

According to Chapter 2, Section 32 of the Constitution of the Republic of South Africa (Act 108 of 1996) or the South African Bill of Rights: "(1)Everyone has the right of access to a) any information held by the state; and b) any information that is held by another person and that is required for the exercise or protection of any rights. (2) National legislation must be enacted to give effect to this right, and may provide for reasonable measures to alleviate the administrative and financial burden on the state" (GCIS 2003).

5.2.2.2.2 Promotion of Access to Information (Act 2 of 2000)

The purpose of this Act is to give effect to the constitutional right of access to any information held by the State and any information that is held by another person and that is required for the exercise or protection of any rights; and to provide for matters connected therewith" (RSA 2000b:2).

The vision of South Africa's new constitution is for an open and democratic society based on freedom and equality. In Section 32 (1) (b), this constitution already gives every citizen the right of access to all official information required for the exercise or protection of his or her rights and to allow citizens to participate in this democracy and to hold government responsible to its people. This Act would: give citizens access to information held by government bodies; give citizens access to the proceedings of important government bodies; protect privacy; protect officials who disclose lawbreaking, serious maladministration or corruption; and empower the citizenry to participate in government decision making that affects them. The Act encompasses the work of

several other information-related acts which are normally covered by separate acts in other countries, such as Freedom of Information Acts, Privacy Acts, Open Meetings Acts and Whistle-blower Protection Acts (Dick 2002:64).

5.2.2.3   Free State provincial policy documentation

The Free State Provincial Administration compiled a manual in compliance with section 14 of the Promotion of Access to Information (No. 2 of 2000). The Free State provincial department has eleven departments ranging from the Department of Agriculture, the Department of Education up to the Department of Tourism, Environmental and Economic Affairs. The manual consists of different parts for each different department. Within the sections of each department, aspects such as the vision and mission of each department is described, as well as contact details, access to records held by the departments and services available. The complete manual may be viewed at the following web address: http://www.fs.gov.za/publications/PAIA_manual/english/main.htm (FSPA [2003?]:1).

5.2.3   The link between the libraries, information and national development

The process of development touches everyone in any society because it involves such things as material, spiritual, aesthetic, social and religious satisfaction of the individual and the community at large. In this context, the process of development has been taken as a national issue in which all institutions and persons must be involved. Among the institutions that society has created to satisfy a variety of human needs is the library (Lundu 1995:77).

A library is an institution established for the purpose of facilitating access to recorded information and knowledge associated with a particular society at a given time. Optimization of accessibility to recorded information assumes the availability of such information in some convenient and usable form. It is obvious that in the process of creating such appropriate conditions, society is wittingly creating new problems whose likely solutions could partially or entirely be dependent on further access to information. In such a complex process of change, there is some evidence to suggest that development is both a cause of and a consequence of information since it touches all aspects of society (Lundu 1995:77).

5.3   STRUCTURES AND MODELS USED TO DISSEMINATE AND ACCESS GOVERNMENT INFORMATION

Next follows a discussion on the various structures and models, both LIS and non-traditional

information dissemination points, which are used to disseminate and access government information.

5.3.1   National Library of South Africa

As stated before, the National Library of South Africa Act (No. 92 of 1998), which amalgamated the State Library and the South African Library, came into existence in 1998. The National Library of South Africa can be described as a millennium gift to the nation and a suitable slogan is "Information sets you free" and it must also ensure improved access to information by all South African communities (Cillié 1999:6).

5.3.2   Legal deposit libraries

Except for the National Library of South Africa, other legal deposit libraries also exist. According to Cillié (1999:3-4) one of the most important purposes of these libraries is that "the preservation of the documentary heritage facilitates access by scholars to all published material generated within their country. Thus legal deposit is one of the pillars of freedom of information".

5.3.3   Official Publications Depositories (OPDs)

The Legal Deposit Act (No. 54 of 1997) provides for wider access to government information by empowering the Minister of Arts and Culture to establish Official Publications Depositories (OPDs) in all provinces to supplement existing Legal Deposit Libraries (LDLs). LDLs normally hold a wide spectrum of publications while OPDs will hold official Government information (Human Rights Committee of South Africa 2000:81).

An important role of the OPDs would be to build an awareness of the value of Government information in our communities and how people could utilise this information in their everyday lives (Cillié 1999:5-6).

5.3.4   Government Communications and Information System (GCIS)

The South African Communications Service (SACS) was dissolved and replaced with the GCIS in May 1998. The GCIS idea was to give access to all non-secret information to the general public in electronic format via a GCIS network, public libraries, community information services and all places of public information. The idea was to avoid the commercial provision of this information, but unfortunately the recently established Government Online Service is not accessible to the

country's illiterate and "unconnected" citizens (Dick 2002:137).

It has also focused on development information, using a wide range of media to sustain links between the government and the public. It answers thousands of queries from the public, conducts research on information needs, undertakes skills audits, completes projects and publications, and is responsible for the South Africa Yearbook. The GCIS has, however, also drawn much criticism, especially about being a government propaganda machine, and about its role and responsibilities in elections and its attitude towards other political parties. It is nevertheless clear that the GCIS will play a significant role in the formulation of a national information policy for South Africa in the years to come (Dick 2002:137).

5.3.5   Multipurpose community centres (MPCCs)

One of the South African information society pilot projects identified by Thabo Mbeki at the 1996 Information Society and Development conference was the development of multipurpose community centres (MPCCs). An MPCC is an organisation that offers a range of developmental services (including information services) to a specific community, and with a large degree of community involvement. MPCCs enable communities to manage their own development by providing access to appropriate information, facilities, resources, training and services. They may also be called community service centres, community information centres or community resource centres. MPCCs are viewed as a key component of RDP-related development and are also characterised as "one-stop development shopping centres" (Karaki & Benjamin 1998 cited in Dick 2002:131). Central to the idea of an MPCC is community involvement, control and ownership - the needs of all stakeholders such as individual residents, local authorities, businesses and organisations should be represented. An MPCC can be housed in a building or cluster of buildings and should be accessible by public transport. An important feature is that MPCCs should offer their communities the resources for choices and decisions on their own future development. Ideally, an MPCC should have links with at least six government departments, and should have an information technology facility, such as a telecentre, attached to it (Dick 2002:131-132).

The services offered include counselling, training, small business support such as teaching computing, bookkeeping and office skills, resource centres, community or government information centres, and library services (some MPCCs are housed in libraries). Most MPCCs, however, feel isolated and unsupported, and need a network that can share information and advice, especially on available information and financial resources, legal advice and examples from other MPCCs (Dick 2002:133).

Multi-purpose community centres have mushroomed in every province. By the end of 2003 there were 54 MPC centres, including seven satellite sites, established. The government aims to establish 60 centres across the country, with at least one per district/metropolitan municipality (Mphidi 2004:8).

In South Africa, Multipurpose Community Centres (MPCCs) have been identified as the primary vehicle for the implementation of development, communication and information programmes as they can serve as a base from which a wide range of services and products can reach communities. Such services add value to those services that are offered by the NGO and business sectors (GCIS 2001).

5.3.6   Public Internet Terminals (PITs)

Another joint venture between the Department of Communications and South African Post Office (SAPO) is the establishment of PITs. These are located at selected post offices and some multi-purpose community centres (MPCC's) around the country, and are intended to bring electronic communications services, Internet facilities and government information and services to the public. Through PITs, the public has access to government forms and information, e-mail facilities, the Internet and education services. Public Internet Terminals (PIT's) are customised computer touch screen Internet kiosks providing cost effective access to e-mails and Internet services. The Department of Communications' role in this strategic project is to provide communications infrastructure in the form of computer terminals connected to the Internet, telephony as well as PITs. In the 2001-2002 financial year, 100 PITs were established countrywide (GCIS 2004b:134; & RSA DoC 2006:7).

5.3.7   Telecentres

The Library of the University of Queensland in Australia, also called the Cybrary, gives the community physical and electronic access to resources, thereby bridging the digital divide. The University of Queensland's Cybrary also offer the following training opportunities to the community. The first training opportunity is the UQL Pathways, an Internet training service that offer quality training courses to the public on a fee for service basis. The second training opportunity is called LATCH-ON, a series of workshops that were developed on using the Internet and e-mail for groups of young adults with Down syndrome. The third opportunity is called the UQL Cyberschool program (http://www.cybrary.uq.edu.au/schools) that provide negotiated discounted purchase prices for school access to quality information electronic resources; a website which provides links to valuable Internet sites in specific subject areas, a Virtual Reference Collection, authoritative e-

resources for each of the key learning areas of the curriculum, and the University Cybrary's online catalogue, as well as training and regular updates for teachers (Horn 2003:4-5, 7-8).

Since the late 1990's, many telecentres or community multimedia centres have been set up across the developing world. By providing tools and skills to enhance communication and access to information, telecentres are seen as an important development tool. However, many telecentres have proved to be unsustainable, lacking the necessary infrastructure, staff and even the users to make them a success. In 2003 the Zambia Library Service (ZLS) had multi-purpose ICT equipment installed in its six provincial libraries. The main purpose is to improve the provision of information by ZLS in remote and disadvantaged communities in order to reduce the existing vast information gap between rural and urban areas. It is hoped that these telecentres will increase access to and use of Internet and e-mail services and enhance the achievement of computer literacy (Zulu 2004:7).

In South Africa, telecentres are ICT facilities providing access to a broad range of information and communication services for disadvantaged communities. These contain 10 computers networked to a server with Internet connectivity, telephones, a printer, fax machine and a photocopier. These are an initiative of the Department of Communications and the Universal Service Agency to provide communication to disadvantaged areas with ICT infrastructure and services (RSA DoC 2006:25).

5.3.8 Community Technology Centers (CTCs)

In 1983, Antonia Stone opened "Playing to Win" in New York City's Harlem, creating the first centre providing public access to personal computers in a low-income neighbourhood. Stone, a math and science teacher, foresaw that computers would usher in new opportunities for learning and that those without access risked being left behind. The centre served more than 500 people each week, including children whose local schools lacked enough computers, adults seeking new technology skills for the labour market, and people of all ages learning to use word processors, spreadsheets, and new ways to communicate (Sargent 2002:1).

Today, several technology generations later, the movement that Stone helped to create, is a central force in countering the continuing Digital Divide. "Playing to Win" developed into a small network of community access centres initially called "The Playing to Win Network," which later became the Community Technology Centers' Network. In 1995, after receiving a five-year grant from the National Science Foundation, the Community Technology Centers' Network expanded first into a regional network of 55 affiliates and then into a national network of more than 600 affiliates with more than 4,000 locations, including settlement houses, after-school programmes,

church programmes, adult literacy programmes, and alternative schools. The membership includes not only stand-alone technology access centres but large community organizations, including National Urban League affiliates, Boys and Girls Clubs, YMCAs, public libraries, and local cable access stations (Sargent 2002:1).

CTCs operated by these groups are helping to close the Digital Divide. In the year 2000 a report from the Children's Partnership concluded: "It is as important to create useful content on the Internet - material and applications that serve the needs and interest of millions of low-income users and underserved Internet users - as it is to provide computers and Internet connections" (Sargent 2002:1).

Gaseleka, in South Africa's Northern Province, which in Setswana means "the place of the chief," is a remote rural area about 80 kilometres from the nearest town, Ellisras, and about 40 kilometres from the border of Botswana. The area is very arid, nearly desert. To get to the telecentre you must go along a 15-kilometre stretch of very bad dirt road and, because it is in an area called Phalala, it is actually known locally as the Phalala Telecentre. The local police station, health clinic and offices of the Departments of Justice and Water and Forestry are nearby (Benjamin 2001b:75).

Gaseleka was the very first telecentre to be established by the South African Universal Service Agency in 1998. The Universal Service Agency was an official body set up by the Telecommunications Act of 1996 "to promote the goal of universal service; encourage, facilitate and offer guidance in respect of any scheme to provide universal access or universal service" (RSA 1996:49). In practice, its main activity in 1997 - 2000 has been to set up telecentres (Benjamin 2001b:75; & Benjamin 2001a:1). The initial set-up costs of the Gaseleka telecentre amounts to about R250,000. All of the running costs have had to be met out of turnover and so far, unlike many other Universal Service Agency-sponsored telecentres which have made little money and been unable to pay their managers' salaries, Gaseleka has proved to be financially viable. This is entirely due to the telecentre having strong management, establishing good local connections and trust - and being a local monopoly (Benjamin 2001b:79).

By the end of the year 2000, in total 65 Universal Service Agency telecentres had been established, 11 "mini-telecentres" and 54 full telecentres. They were in all of the nine provinces of South Africa in disadvantaged areas, the great majority in rural areas (Benjamin 2001a:1).

The 65 telecentres were reviewed in 2001. Of the 65 telecentres (Benjamin 2001a:1-2):
- 21 (32%) were not operating.
- 12 (18%) were operating without a phone.

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- 2 (3%) were operating without any computers.
- 30 (47%) had both phones and computers working.

The reasons for the almost third not working included burglary and theft; technical problems; managerial weakness; community conflict; a fire; and one was repossessed (Benjamin 2001a:2).

Centres to support learning, information access and delivery services are desperately needed in rural areas of South Africa and, indeed, throughout Africa. Providing access to technology is necessary if the "digital divide" is not to increase, condemning the majority to increased marginalisation in the Information Age (Benjamin 2001b:83).

5.3.9 Infoshops

MPCCs and telecentres have clear benefits for rural communities if they are set up to empower ordinary people as well as the more affluent sectors. There is still room for other models for the distribution of information outside of the more formal systems. So-called "infoshops" may complement these initiatives without necessarily being incorporated into official information policy rollouts. An infoshop can simply be a table and a photocopier, providing cheap do-it-yourself designs and reprographic services with a view to alternative publications and activities (Atton 1999 cited in Dick 2002:135-136). In South Africa, with its tradition of alternative libraries dating from the 1980's, there is clearly room for an alternative public sphere to accommodate a wider diversity of voices and opinions. No research has yet been carried out on this, but South Africa's information society should encourage the space for these kinds of networks and build links between the more traditional information centres and these kinds of alternative information centres (Dick 2002:136).

As mentioned before, the availability of these structures and models, both LIS and non-library structures, which are used to disseminate and access government information in the Free State province is described in the database.

5.3.10 Summary of the structures and models used to disseminate and access government information

In summary, the following structures and models, both LIS and non-library structures, are used to disseminate and access government information, thereby empowering the people at community level with information:

- National Library of South Africa
- Legal deposit libraries
- Official Publications Depositories (OPDs)
- Government Communications and Information System (GCIS)
- Multipurpose community centres (MPCCs)
- Public Internet Terminals (PITs)
- Telecentres
- Community Technology Centers (CTCs)
- Infoshops

5.4 CONCLUSION

In this chapter the changing role of information, taking into account the post-1994 legislation, within the framework of community development, as well as the structures and models, both LIS and non-traditional information dissemination points, which are used to disseminate and access government information, were investigated.

As part of the investigation into the changing role of information, taking into account the post-1994 legislation, within the framework of community development, it was determined that the role of information, and the accessibility thereof, changed dramatically after 1994. As indicated and substantiated in 5.2, the most influential acts that play a role in the dissemination and access of information is the Constitution of the Republic of South Africa (Act 108 of 1996) or the South African Bill of Rights and the Promotion of Access to Information (Act 2 of 2000).

As part of the investigation into the structures and models, both LIS and non-traditional information dissemination points, which are used to disseminate and access government information, it was determined that many new structures and models were created after 1994 to further the dissemination and access of government information. As indicated and substantiated in 5.3, these structures and models were incorporated in the structure of the database. The availability of each of these types of LIS and non-traditional information dissemination points in the Free State

province is indicated in the database.

The researcher has become convinced that the new legislation, together with the LIS and non-traditional information dissemination points that were introduced after 1994, can play a significant role in community development, because better access to information leads to better community development which ultimately leads to better people empowerment.

In the next chapter a description of the construction and design of the database, as well as the utilisation of the database as part of the community profile analysis and the identification of future community projects will be discussed.

CHAPTER 6

THE DESIGN, CONSTRUCTION AND UTILISATION OF THE DATABASE

6.1 INTRODUCTION

This chapter will discuss the design, construction and the utilisation of the database. As indicated in section 1.4, the following aspects will be investigated:

- The research methodology used to design and construct the database.
- The database, the table relationships in the database, the structural layout of the main table of the database, as well as the menus of the graphical user interface of the database.
- The analysis of the data captured in the database as part of the community profile analysis.

All of this leads to the identification of areas for possible future community engagement projects.

6.2 THE RESEARCH METHODOLOGY USED TO CONSTRUCT AND DESIGN THE DATABASE

As stated in section 1.6, this study is mainly based on the non-experimental quantitative mode of inquiry, though it will be enhanced by qualitative data, including analytical research using the non-interactive modes of inquiry.

In the case of the database, the non-interactive mode of inquiry, also called analytical research, was used to investigate and analyse documents to identify suitable information infrastructures that were used to populate the database. Two quantitative non-experimental modes of inquiry were used, namely descriptive research and survey research. The descriptive research becomes obvious in the presentation of data and compilation of the community profile, i.e. using numbers. The element of survey research was present in the distribution of a questionnaire in order to acquire supplementary information (see 6.2.4). As also indicated in 1.6, the underlying epistemology is positivist with an objective handling of information and data.

6.2.1 Research question directly related to the compilation and analysis of the database

As mentioned before in section 1.3, the main research question for this study is: *How can a comprehensive database of the information infrastructures in the Free State province (1) be compiled and (2) be utilised by Library Information Services (LIS) at Higher Education Institutions (HEIs) in response to what is regarded as their social responsibility towards the community?*

Therefore, three subsidiary questions were derived from the main question:
- What is regarded as the social responsibility towards the community of HEIs in general and LIS more specifically?
- What data on information infrastructures are available to be included for the compilation of an information infrastructure database?
- How can such a database be compiled and utilised for a community profile analysis and the identification of future community engagement projects (in particular by LIS at HEIs)?

This chapter focuses on the answering of the last of these subsidiary questions.

6.2.2 Purpose and objectives of this study related to the compilation and analysis of the database

As mentioned in section 1.4, the overarching purpose of the study can be stated as follows: *to compile a comprehensive database of the information infrastructures in the Free State province and investigate/determine how information from the database can be utilised by Library Information Services at Higher Education Institutions in response to what is regarded as their social responsibility towards the community, through possible community engagement projects.*

The last two objectives are related to the compilation and analysis of the database:
- To gather comprehensive data from various resources, including the databases, for example the Free State Department of Education's Education Management Information System (EMIS), annual reports and strategic plans of the relevant government departments of the Free State province, as well as other LIS related journals, for example the Free State Provincial Library Services, quarterly journal (*Free State Libraries*), making use of all possible means to identify the various information infrastructures functioning within the Free State province, including a questionnaire-survey to acquire supplementary information, that will be captured in a database. (This aspect is described in the first part of Chapter 6 with the

full database presented on the CD-ROM included).

- To utilise the database as part of a community profile analysis to be able to identify which communities lack which information infrastructure(s). The information infrastructures will be used in conjunction with the Census 2001 population statistics and the number of learners in the schools according to the Free State Department of Education's EMIS system to be able to do the analysis. The results will then be used to identify possible community engagement project(s) for the LIS of the HEIs. (These aspects are described in the second part of Chapter 6 with recommendations in Chapter 7).

6.2.3   Identification of data sources

McCulloch (2004:4) is of the opinion that social scientists have largely neglected and ignored the use of documents of the last two decades in favour of methods in which they are actively involved in producing data for their own purposes. According to him, interviews, questionnaires and direct observation have become the basic tools of social research, while documents are seen as far less important.

As stated, one of the research objectives for this study is to gather comprehensive data from various information resources. It is however necessary to differentiate between primary and secondary sources. McCulloch (2004:30) relies on Marwick's (1970) influential work (*The nature of history*) to indicate the difference. According to him, primary source is "the raw material", where the secondary source, in contrast, is "the coherent work of history, article, dissertation or book". In the following section the various types of resources used to collect data for the database will be discussed.

6.2.3.1   Books

The book is the most traditional source of all material types, when doing research. However, the biggest challenge of books is that, once it is published, it is dated, unlike a web page that can easily be updated when necessary. Reuben Musiker's publication *Companion to South African libraries* is an important resource that describes the various libraries and information services in South Africa. Unfortunately, the last edition of this publication was published in 1986.

6.2.3.2   Newspapers and periodicals

Two LIS journals related to this study is LIASA's *South African Journal of Library and Information Science* and the Free State Provincial Library Services' quarterly journal, *Free State Libraries*.

Another source is the local newspaper, for example *Volksblad* announced the opening of two new libraries, Fateng Tse Ntsho Public Library in Paul Roux in September 2006 (Nuwe Biblioteek maak deure oop vir inwoners 2006:2) and the Qalabotjha Public Library in Villiers in March 2007 (Nuwe Biblioteek 2007:20).

6.2.3.3   Reports

McCulloch (2004:79) states that reports provide key information for research and can be produced by governments, organisations and pressure groups "to examine a defined problem and to propose solutions". One such a report is the PACLISA report which concentrates on public and community libraries, but unfortunately also dated, because it was published in 2002. Also refer to the section on official documents for a discussion on the governmental reports accessed for this study.

6.2.3.4   Online documents

According to McCulloch (2004:2, 34), until recently, documents were mostly printed on paper, but in the past decade the electronic media has changed this dramatically. The online documents include electronic mail and data stored and communicated via the Internet. This leads to the transformation of documentary studies and extending its potential. Furthermore, it gives access to documents that was in the past only accessible by a few, and it is in most cases instantly available.

One of the most pertinent sources in this study is the web site of the Free State Department of Education's Education Management Information System (EMIS). This provided the researcher with the information of the 792 schools of the approximately 1,370 schools with media centres (school libraries) (FS DoE 2007e) and the address list of the FET Colleges (FS DoE 2007a).

Another important electronic resource is the address list from the Free State Provincial Library Services system that provided the researcher with the necessary contact details of the various public and community libraries (FSPLS 2004). This resource complemented the information provided in the Annual Statistical Report 2004/2005 of the Library and Archive Services Directorate of the Free State Department of Sport, Arts and Culture.

6.2.3.5   Official documents

McCulloch (2004:56) states that official documents are housed in archives and can only be accessed in secure conditions. However, as mentioned above, the access of these official publications via the Internet, ensured that the researcher could access a wide variety of official

documents in this manner. Therefore, the annual reports, budget speeches and strategic plans of the relevant Free State provincial departments were accessed. (Also see section 6.2.7 for a discussion on the legal framework of this study.)

6.2.4   Questionnaire-survey

For the purpose of this study a questionnaire-survey (see Appendix B) was used to acquire supplementary information. Therefore, as mentioned in section 1.6.2, it consisted of the various fields of the database and was sent to the different suitable role-players and stakeholders within the social structures, for example government, health, legal, education and economic systems of the various social substructures as well as LIS, to collate the necessary information that still lacked.

6.2.5   Data coverage (population of this study)

The researcher identified the various information infrastructures, both LIS and non-traditional information dissemination points, within the five social systems, that is: Government, education, economic, health and the legal system (see section 1.5 (*Demarcation of this study*), section 4.3 (*South African and Free State provincial legislation regulating the LIS*), section 4.4 (*Description of the South African LIS*) and section 6.4.2 (*The social systems subdivision of the database*)). The most important requirement for the identification of these information infrastructures were the fact that it must be accessible to the general public for them to be able to access information. This can then contribute to community empowerment. Therefore, for example, corporate Library and Information Services are excluded from this study.

6.2.6   Validity, reliability and limitations

The bulk of the database's LIS, namely the public and community libraries, as well as the school media centres, were identified through the various resources of the Department of Sport, Arts and Culture and the Department of Education. All of the existing public and community libraries and school media centres were captured. The researcher thus assumes the "correctness" and thus validity of these sources.

The biggest challenge, however, was the identification of the various other types of libraries, as well as to confirm their existence. As indicated earlier in the chapter, various types of documents were used to identify LIS and non-traditional information dissemination points. In some cases, through collegial networking it was possible to identify such an information infrastructure, which

was then followed up by either e-mailing or faxing the questionnaire to collect the appropriate data.

To verify the LIS identified the following checklists were used to establish if any LIS were not identified as part of the previous process. The first was the LIASA membership lists, dating back to 2003, and second, the National Library of South Africa's list of all the Free State province libraries participating in the interlibrary loans service. However, some of the LIS on these lists no longer exist, for example the special library of Clover SA that used to be situated in Heilbron in the Free State province.

The researcher also contacted the Organization of South African Law Libraries (OSALL) for membership information, but unfortunately they were not permitted to give out any membership details, and alternatively suggested that the different law firms in the region must be contacted (Vranas 2007). The KwaZulu-Natal Law Society Library Help Desk, the Interdepartmental Vocational Association for Information Scientists and Library Personnel (IVAISLP) and Special Libraries and Information Services Group (SLIS) were contacted, but none responded, probably due to the same reason as stated above.

It is therefore possible that there might be LIS and non-traditional information dissemination points not included in this database. Therefore, it must be appreciated that the database will always be a work in progress. For example, the newest library in the database is the Qalabotjha Public Library in Villiers that opened its doors on 20 March 2007. What is critical to realise is that if the database is no longer updated and maintained, the information will become dated.

According to Leedy & Ormrod (2005:97), internal validity of a research study can be described as "the extent to which its design and the data it yields allow the researcher to draw accurate conclusions about cause-and-effect and other relationships within the data". The researcher acknowledges that this research study meets the requirements.

Leedy & Ormrod (2005:99) also states that external validity of a research study "it the extent to which its results apply to situations beyond the study itself - in other words, to extent to which the conclusions drawn can be generalized to other contexts." The researcher is of the opinion that the localised information should not imply the generalisation of the research findings outside the Free State province, though there should be aspects of value to the LIS in similar contexts that could be applied, especially in South Africa. For instance, a provision has been made to extend this study to the other South African provinces as well (see Figure 6.3).

Finally, Leedy & Ormrod (2005:29) states that reliability is "the consistency with which a measuring

instrument yields a certain result when the entity being measured hasn't changed". The researcher is convinced that the objective nature of the information ensures a high reliability. Therefore the repetition of this study by other researchers at the same point in time would yield similar finding, thus the database would consists of basically the same information. Though, it must be appreciated then since the researcher started to collate information in 2004, some of the information changed, therefore it was necessary to update the information again in May 2007.

6.2.7 Legal framework and ethical aspects: permission to use the data

This study was conducted within the legal framework of the South African and Free State Provincial Government legislation. As mentioned in section 4.1, both Chapters 4 and 5, which form the precursor to the compilation of the database, were conducted with the following in mind:

- Firstly, the legislation that determines which LIS and non-traditional information dissemination points should be present in South Africa.
- Secondly, a description of the various sectors in South Africa.
- Thirdly, the compiled database describes the availibility of above-mentioned LIS and non-traditional information dissemination points in the Free State province.

Furthermore, McCulloch (2004:48) states that, when conducting documentary research, that the researcher must be aware of and abide by the rights, responsibilities and restrictions conferred in the prevailing legal provisions. The legal framework with the most significant implications are copyright, freedom of information and data protection. For example, the Free State Department of Education is not permitted to give the fax numbers of the various schools functioning within their system, therefore all the records capturing schools with media centres in the researcher's database is without the fax numbers. In fact, before any information was given by the Free State Department of Education to the researcher, the researcher had to apply for the registration of the research project with the department (see Appendix C: Registration of research project: Free State Department of Education).

6.3 THE DATABASE

The database consists of 1729 records. As mentioned before, the complete database is available on the accompaning CD-ROM. The database was created in Microsoft Access 2003, but to make it accessible to readers without access to Microsoft Access, the complete database will also be presented in a Microsoft Excel spreadsheet. Unfortunately, many of the functionalities, including the lookup function, will no longer be available.

In some cases more than one record was created for the same institution, for example the University of the Free State Library and Information Service which consists of the main library, the Frik Scott medical library, the music library, as well as the Qwaqwa campus library and the old Bloemfontein Vista campus library. The latter two came about after the incorporation of these institutions as part of the University of the Free State. Furthermore, these various libraries also provide different services, e.g. the traditional HEIs' LIS services, the legal collection that forms part of the main library, as well as the Frik Scott library that forms part of the Medical School, and finally external users, for example entrepreneurs, who may become paying customers and receive business information services. For each of these different libraries and types of services, a record was created on the database.

6.4   THE RELATIONSHIPS IN THE DATABASE

Figure 6.1 gives a graphical display of the relationships between the various tables used in the database. The institutional classification table (on the left hand side) is the main table and all subsequent tables are either directly or indirectly linked to that table. Through the use of referential integrity it will not be possible to add a new record in the database if the town or city is not yet linked to a local municipality in the town/city table, or if the local municipality is not yet linked to a district council in the local municipality table, or if the district council is not yet linked to a province in the district council table. In the same manner it would not be possible to add a new record in the database if the sub-social system is not yet linked to a social system in the sub-social system table. All relationships are 1-to-many reading it from right to left. For example, for every 1 province there can be many district councils, etc.
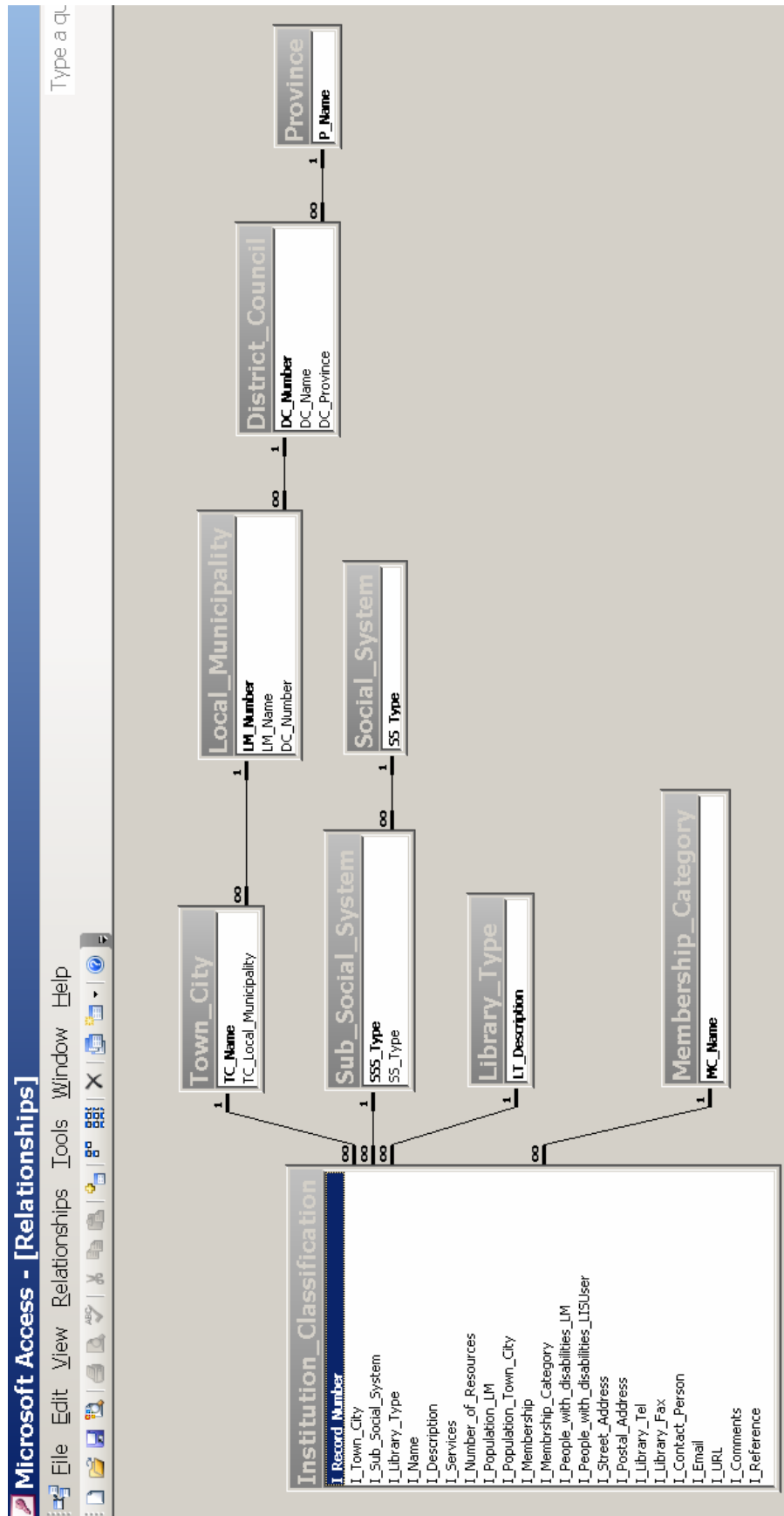
Figure 6.1: The relationships between the various tables used in the database

6.4.1   Geographical subdivision of the database

As mentioned before, the information infrastructures can be accessed through the geographical subdivision, searching per district council, or per local municipality or per city or town. Following is a discussion of each of the database tables.

6.4.1.1   The province table

Behind this search facility the following relationships were created between the various tables:

- The province table is linked with the district council table.
- The district council table is linked with the local municipality table.
- The local municipality table is linked with the town/city table.

See Figure 6.2 as an example of how the hierarchical structure of the various geographic related tables can be displayed. Firstly, from the province table the district councils of a specific province can be displayed, in this case the Free State. Secondly, the district municipality can be expanded to display the related local municipalities, in this case the Xhariep District municipality. Thirdly, the local municipality can be expanded to indicate the towns and cities that form part of that municipality. In this example the Letsemeng Local Municipality is expanded to indicate the following towns of this municipality. They include Jacobsdal, Koffiefontein, Luckhoff, Oppermans Grounds and Petrusburg.
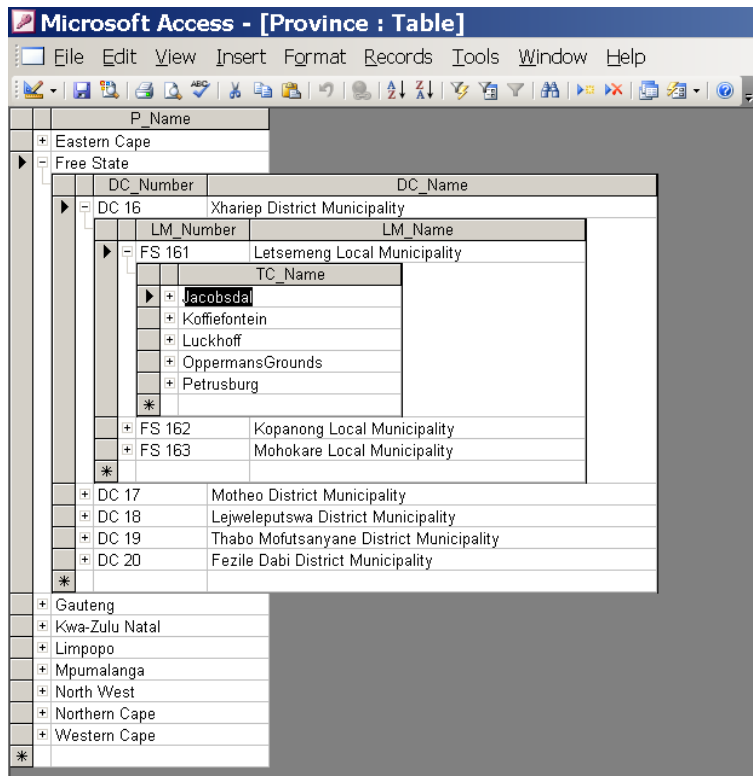
Figure 6.2: The hierarchical structure of the various geographic related tables

To be able to broaden the scope of the database in future, a data field, indicating the nine provinces of South Africa, was also included (see Figure 6.3).
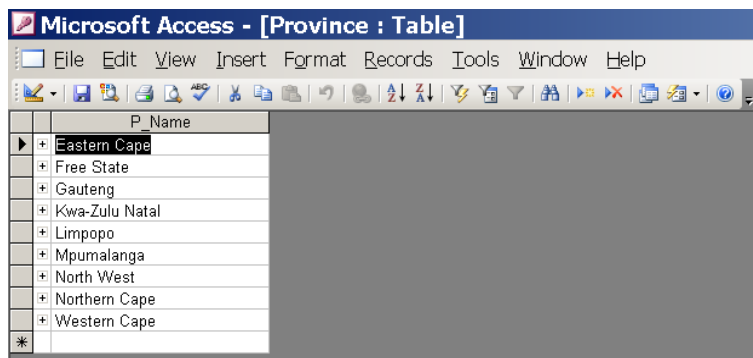
Figure 6.3: The table making provision for the nine South African provinces

6.4.1.2   The district council, local municipalities and the towns or cities tables

After the 1994 elections in South Africa, a dramatic change in the demarcation of municipalities took place. The demarcation process started when the Constitution of South Africa (Chapter 7, section 155(1)) declared the establishment of municipalities in three categories, which then lead to the Local Government: Municipal Structures Act (1998) that contained criteria for determining when an area must be a Category A municipality (metropolitan municipalities) and when municipalities

fall into categories B (local municipalities) or C (district areas or municipalities). Non-metropolitan areas consist of district councils and local councils (GCIS 2004e:349).

The actual demarcation process started with the publication of a policy statement by the Municipal Demarcation Board (in accordance to the Local Government: Municipal Demarcation Act (1998)) in June 1999, demarcating metropolitan (Category A) and district (Category C) municipality boundaries. A total of 284 municipalities had been demarcated for the 2000 local elections.: six metropolitan municipalities, 47 district municipalities and 231 local municipalities (Municipal Demarcation Board [s.a.]).

The Free State province is divided into five district municipalities, which is subdivided into a total of twenty local municipalities (see Figure 1.1 for a map of the five Free State province districts). The five district municipalities are:

- Fezile Dabi district in the north.
- Thabo Mofutsanyane district in the east.
- Motheo district in the south-east.
- Xhariep district in the south.
- Lejweleputswa district in the north-west.

Table 6.1 below is a complete list of all the Free State province cities and towns per district municipality and local municipality.

Table 6.1: List of Free State province cities and towns per district municipality and local municipality (FS DoSACST Library and Archive Services Directorate [2006?])

District Municipality Code	District Municipality Name	Local Municipality Code	Local Municipality Name	Name of Town or City
DC 16	Xhariep District Municipality	FS 161	Letsemeng Local Municipality	Jacobsdal
DC 16	Xhariep District Municipality	FS 161	Letsemeng Local Municipality	Koffiefontein
DC 16	Xhariep District Municipality	FS 161	Letsemeng Local Municipality	Luckhoff
DC 16	Xhariep District Municipality	FS 161	Letsemeng Local Municipality	Oppermans Grounds
DC 16	Xhariep District Municipality	FS 161	Letsemeng Local Municipality	Petrusburg
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Bethulie
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Edenburg
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Fauresmith
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Gariepdam
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Jagersfontein
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Philippolis/ Waterkloof
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Reddersburg
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Springfontein
DC 16	Xhariep District Municipality	FS 162	Kopanong Local Municipality	Trompsburg (capital of Xhariep District)
DC 16	Xhariep District Municipality	FS 163	Mohokare Local Municipality	Rouxville
DC 16	Xhariep District Municipality	FS 163	Mohokare Local Municipality	Smithfield
DC 16	Xhariep District Municipality	FS 163	Mohokare Local Municipality	Zastron

District Municipality Code	District Municipality Name	Local Municipality Code	Local Municipality Name	Name of Town or City
DC 17	Motheo District Municipality	FS 171	Naledi Local Municipality	Dewetsdorp
DC 17	Motheo District Municipality	FS 171	Naledi Local Municipality	Van Stadensrus
DC 17	Motheo District Municipality	FS 171	Naledi Local Municipality	Wepener
DC 17	Motheo District Municipality	FS 172	Mangaung Local Municipality	Bloemfontein (capital of Motheo District)
DC 17	Motheo District Municipality	FS 172	Mangaung Local Municipality	Botshabelo
DC 17	Motheo District Municipality	FS 172	Mangaung Local Municipality	ThabaNchu
DC 17	Motheo District Municipality	FS 173	Mantsopa Local Municipality	Excelsior
DC 17	Motheo District Municipality	FS 173	Mantsopa Local Municipality	Hobhouse
DC 17	Motheo District Municipality	FS 173	Mantsopa Local Municipality	Ladybrand
DC 17	Motheo District Municipality	FS 173	Mantsopa Local Municipality	Thaba Patchoa
DC 17	Motheo District Municipality	FS 173	Mantsopa Local Municipality	Tweespruit/ Kopano
DC 18	Lejweleputswa District Municipality	FS 181	Masilonyana Local Municipality	Brandfort
DC 18	Lejweleputswa District Municipality	FS 181	Masilonyana Local Municipality	Soutpan
DC 18	Lejweleputswa District Municipality	FS 181	Masilonyana Local Municipality	Theunissen
DC 18	Lejweleputswa District Municipality	FS 181	Masilonyana Local Municipality	Verkeerdevlei
DC 18	Lejweleputswa District Municipality	FS 181	Masilonyana Local Municipality	Winburg
DC 18	Lejweleputswa District Municipality	FS 182	Tokologo Local Municipality	Boshof
DC 18	Lejweleputswa District Municipality	FS 182	Tokologo Local Municipality	Dealesville
DC 18	Lejweleputswa District Municipality	FS 182	Tokologo Local Municipality	Hertzogville
DC 18	Lejweleputswa District Municipality	FS 183	Tswelopele Local Municipality	Bultfontein
DC 18	Lejweleputswa District Municipality	FS 183	Tswelopele Local Municipality	Hoopstad
DC 18	Lejweleputswa District Municipality	FS 184	Matjhabeng Local Municipality	Allanridge
DC 18	Lejweleputswa District Municipality	FS 184	Matjhabeng Local Municipality	Hennenman
DC 18	Lejweleputswa District Municipality	FS 184	Matjhabeng Local Municipality	Odendaalsrus
DC 18	Lejweleputswa District Municipality	FS 184	Matjhabeng Local Municipality	Ventersburg
DC 18	Lejweleputswa District Municipality	FS 184	Matjhabeng Local Municipality	Virginia
DC 18	Lejweleputswa District Municipality	FS 184	Matjhabeng Local Municipality	Welkom (capital of Lejweleputswa District)
DC 18	Lejweleputswa District Municipality	FS 185	Nala Local Municipality	Bothaville
DC 18	Lejweleputswa District Municipality	FS 185	Nala Local Municipality	Wesselsbron
DC 19	Thabo Mofutsanyane District Municipality	FS 191	Setsoto Local Municipality	Clocolan
DC 19	Thabo Mofutsanyane District Municipality	FS 191	Setsoto Local Municipality	Ficksburg
DC 19	Thabo Mofutsanyane District Municipality	FS 191	Setsoto Local Municipality	Marquard
DC 19	Thabo Mofutsanyane District Municipality	FS 191	Setsoto Local Municipality	Senekal
DC 19	Thabo Mofutsanyane District Municipality	FS 192	Dihlabeng Local Municipality	Bethlehem
DC 19	Thabo Mofutsanyane District Municipality	FS 192	Dihlabeng Local Municipality	Clarens
DC 19	Thabo Mofutsanyane District Municipality	FS 192	Dihlabeng Local Municipality	Fouriesburg/ Mashae-Fourie
DC 19	Thabo Mofutsanyane District Municipality	FS 192	Dihlabeng Local Municipality	Paul Roux
DC 19	Thabo Mofutsanyane District Municipality	FS 192	Dihlabeng Local Municipality	Rosendal/ Mautsendal
DC 19	Thabo Mofutsanyane District Municipality	FS 193	Nketoana Local Municipality	Arlington
DC 19	Thabo Mofutsanyane District Municipality	FS 193	Nketoana Local Municipality	Daniëlsrus
DC 19	Thabo Mofutsanyane District Municipality	FS 193	Nketoana Local Municipality	Lindley
DC 19	Thabo Mofutsanyane District Municipality	FS 193	Nketoana Local Municipality	Petrus Steyn
DC 19	Thabo Mofutsanyane District Municipality	FS 193	Nketoana Local Municipality	Reitz
DC 19	Thabo Mofutsanyane District Municipality	FS 194	Maluti A Phofung Local Municipality	Harrismith
DC 19	Thabo Mofutsanyane District Municipality	FS 194	Maluti A Phofung Local Municipality	Kestell
DC 19	Thabo Mofutsanyane District	FS 194	Maluti A Phofung Local	Phuthaditjhaba

District Municipality Code	District Municipality Name	Local Municipality Code	Local Municipality Name	Name of Town or City
	Municipality		Municipality	(capital of Thabo Mofutsanyane District)
DC 19	Thabo Mofutsanyane District Municipality	FS 195	Phumelela Local Municipality	Memel
DC 19	Thabo Mofutsanyane District Municipality	FS 195	Phumelela Local Municipality	Vrede
DC 19	Thabo Mofutsanyane District Municipality	FS 195	Phumelela Local Municipality	Warden
DC 20	Fezile Dabi District Municipality	FS 201	Moqhaka Local Municipality	Kroonstad
DC 20	Fezile Dabi District Municipality	FS 201	Moqhaka Local Municipality	Steynsrus
DC 20	Fezile Dabi District Municipality	FS 201	Moqhaka Local Municipality	Vierfontein
DC 20	Fezile Dabi District Municipality	FS 201	Moqhaka Local Municipality	Viljoenskroon
DC 20	Fezile Dabi District Municipality	FS 203	Ngwathe Local Municipality	Edenville
DC 20	Fezile Dabi District Municipality	FS 203	Ngwathe Local Municipality	Heilbron
DC 20	Fezile Dabi District Municipality	FS 203	Ngwathe Local Municipality	Koppies
DC 20	Fezile Dabi District Municipality	FS 203	Ngwathe Local Municipality	Parys
DC 20	Fezile Dabi District Municipality	FS 203	Ngwathe Local Municipality	Vredefort
DC 20	Fezile Dabi District Municipality	FS 204	Metsimaholo Local Municipality	Deneysville
DC 20	Fezile Dabi District Municipality	FS 204	Metsimaholo Local Municipality	Oranjeville
DC 20	Fezile Dabi District Municipality	FS 204	Metsimaholo Local Municipality	Sasolburg
DC 20	Fezile Dabi District Municipality	FS 205	Mafube Local Municipality	Cornelia
DC 20	Fezile Dabi District Municipality	FS 205	Mafube Local Municipality	Frankfort
DC 20	Fezile Dabi District Municipality	FS 205	Mafube Local Municipality	Tweeling
DC 20	Fezile Dabi District Municipality	FS 205	Mafube Local Municipality	Villiers

Table 6.1, which can be used as a reference table with a breakdown of the Free State province's five district municipalities and the twenty local municipalities per town or city, is divided into three separate tables in the database. Figure 6.4 indicates the district councils of the District Council table. Figure 6.5 indicates the various local municipalities of the Local Municipality table. Figure 6.6 indicates all the towns and cities of the Town/City table.

Figure 6.4: The District Councils as represented in the database

Figure 6.5: The Local Municipalities as represented in the database

Microsoft Access - [Town_City : Table]

TC_Name	TC_Local_Municipality
Aliwal North	FS 163
Allanridge	FS 184
Arlington	FS 193
Bethlehem	FS 192
Bethulie	FS 162
Bloemfontein	FS 172
Boshof	FS 182
Bothaville	FS 185
Botshabelo	FS 172
Brandfort	FS 181
Bultfontein	FS 183
Clarens	FS 192
Clocolan	FS 191
Cornelia	FS 205
Daniëlsrus	FS 193
Dealesville	FS 182
Deneysville	FS 204
Dewetsdorp	FS 171
Edenburg	FS 162
Edenville	FS 203
Excelsior	FS 173
Fauresmith	FS 162
Ficksburg	FS 191
Fouriesburg/Mashae-Fourie	FS 192
Frankfort	FS 205
Gariepdam	FS 162
Harrismith	FS 194
Heilbron	FS 203
Hennenman	FS 184
Hertzogville	FS 182
Hobhouse	FS 173
Hoopstad	FS 183
Jacobsdal	FS 161
Jagersfontein	FS 162
Kestell	FS 194
Koffiefontein	FS 161
Koppies	FS 203
Kroonstad	FS 201
Ladybrand	FS 173
Lindley	FS 193
Luckhoff	FS 161
Marquard	FS 191
Memel	FS 195
Odendaalsrus	FS 184
OppermansGrounds	FS 161
Oranjeville	FS 204
Parys	FS 203
PaulRoux	FS 192
Petrusburg	FS 161
PetrusSteyn	FS 193
Philippolis/Waterkloof	FS 162
Phuthaditjhaba	FS 194
Reddersburg	FS 162
Reitz	FS 193
Rosendal/Mautsendal	FS 192
Rouxville	FS 163
Sasolburg	FS 204
Senekal	FS 191
Smithfield	FS 163
Soutpan	FS 181
Springfontein	FS 162
Steynsrus	FS 201
ThabaNchu	FS 172
ThabaPatchoa	FS 173
Theunissen	FS 181
Trompsburg	FS 162
Tweeling	FS 205
Tweespruit/Kopano	FS 173
VanStadensrus	FS 171
Ventersburg	FS 184
Vereeniging	FS 204
Verkeerdevlei	FS 181
Vierfontein	FS 201
Viljoenskroon	FS 201
Villiers	FS 205
Virginia	FS 184
Vrede	FS 195
Vredefort	FS 203
Warden	FS 195
Welkom	FS 184
Wepener	FS 171
Wesselsbron	FS 185
Winburg	FS 181
Zastron	FS 163

Figure 6.6: The Towns/Cities as represented in the database

6.4.2 The social systems subdivision of the database

As mentioned before, the information infrastructures can also be searched through the social systems subdivision, searching per social system (one of the five identified systems) or per sub-social system. This study includes the following systems: the Government system, the education system, the economic system, the health system and the legal system.

Behind this search facility, the following relationships are created between the various tables: The social system table is linked with the sub-social system table as seen in Figure 6.7.

As in the case with tables related to the geographic hierarchical structure, Figure 6.7 indicates the hierarchical structure of the tables related to the social system. From the social systems table, sub-social systems can be expanded.

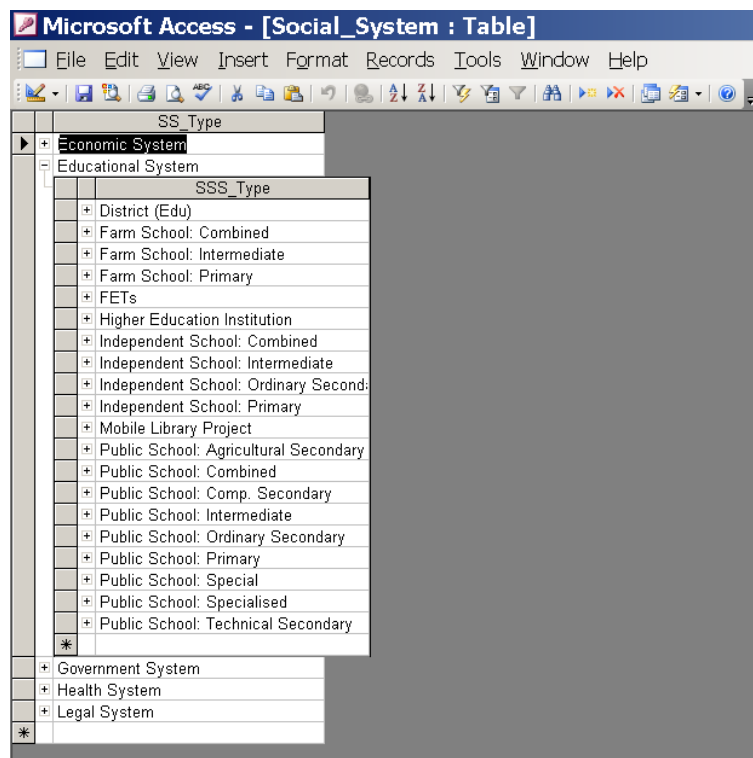*Figure 6.7: The hierarchical structure of the tables related to the social system*

6.4.2.1 The Government system

The South African Government is divided into national, provincial and local spheres, which are interdependent and interrelated. The powers of the law makers (legislative authorities), governments (executive authorities) and courts (judicial authorities) are separated (GCIS 2004e:341).

In accordance with the Constitution, each province has its own legislature. The Executive Council of a province consists of a Premier and a number of members. The Premier is elected by the Provincial Legislature (GCIS 2004e:345). As part of the government sub-systems, two types of information systems can be identified, that is LIS and non-traditional information dissemination service points.

The purpose of identifying the various LIS and non-traditional information dissemination service points in the Government system is to recognise the various types of LIS that are supported by the Government sector (Table 6.2 and Table 6.3).

Table 6.2: List of the LIS functioning within the various Government sub-systems

Government sub-systems	LIS
At Provincial level	Documentation Centre
	Provincial Department Library
	Provincial Library Services
	Research Council Library
	Toy Library
At District level	District Library Services
At Local Municipality level	Box Library
	Depot Library (Provincial Library Services)
	Drama Library
	Hospital Library
	Legal Deposit Library
	Prison Library
	Public and Community Library
	Regional Library Services
	School and Community Library
Museum Services	Documentation Centre
	Museum Library

Table 6.3: List of the non-traditional information dissemination service points functioning within the various Government sub-systems

Government sub-systems	Non-traditional information dissemination service points
Telecentre	Telecentre
OPDs	Official Publications Depository
PITs	Public Internet Terminals
MPCCs	Multi-Purpose Community Centres
Provincial	Government Information Service Library

6.4.2.2   The Educational system

According to the Bill of Rights contained in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must make progressively available and accessible (GCIS 2004d:209).

Formal education in South Africa is categorised according to three levels (GCIS 2004d:209, 218, 219):

- The General Education and Training (GET) band consists of the Reception Year (Grade R) and learners up to Grade 9, as well as an equivalent Adult Basic Education and Training (ABET) qualification. GET is divided into three phases, namely the Foundation Phase, Intermediate Phase and Senior Phase, and constitutes the compulsory component of the education system. Grade 9 signals the end of compulsory schooling and ends with a GET certificate, which is Level 1 on the NQF.
- The Further Education and Training (FET) band consists of all education and training from the National Qualifications Framework (NQF) Levels 2 to 4 (equivalent to Grades 10 - 12 in schools) and the National Technical Certificate 1 to 3 in FET colleges. Learners enter FET after the completion of the compulsory phase of education in Grade 9 or via the ABET route.
- The Higher Education (HE) band consists of a range of degrees, diplomas and certificates up to and including postdoctoral degrees. These levels are integrated within the NQF provided by the South African Qualifications Authority Act (SAQA) (Act 58 of 1995).

According to the Constitution, provinces have legislative and executive powers concurrently with the national sphere, over all levels of education, except universities and universities of technology (old Technikons). Therefore, only the national Department of Education has powers of these two categories of HEIs (GCIS 2004e:347).

The purpose of identifying the various LIS points in the education system is to recognise the various types of LIS that are supported by the education sector (Table 6.4).

Table 6.4: List of the LIS functioning within the various Education sub-systems

Education sub-systems	LIS
At District level	Education Resource Centres
Farm School: Combined	School Libraries
Farm School: Intermediate	
Farm School: Primary	
Independent School: Combined	
Independent School: Intermediate	
Independent School: Ordinary Secondary	
Independent School: Primary	
Public School: Agricultural Secondary	
Public School: Combined	
Public School: Comp. Secondary	
Public School: Intermediate	
Public School: Ordinary Secondary	
Public School: Primary	
Public School: Special	
Public School: Specialised	
Public School: Technical Secondary	
FETs	FET College Libraries
Higher Education Institution	Documentation Centres
Higher Education Institution	Higher Education Libraries

6.4.2.3 The Economic system

South Africa is a middle-income, emerging market with an abundant supply of natural resources; well-developed financial, legal, communications, energy, and transport sectors; a stock exchange that ranks among the 10 largest in the world; and a modern infrastructure supporting an efficient distribution of goods to major urban centres throughout the region. However, growth has not been strong enough to lower South Africa's high unemployment rate, and daunting economic problems remain from the apartheid era, especially poverty and lack of economic empowerment among the disadvantaged groups. High crime and HIV/AIDS infection rates also deter investment. South African economic policy is fiscally conservative, but pragmatic, focusing on targeting inflation and liberalising trade as a means to increase job growth and household income (CIA 2003:7).

The key objectives of the South African national Department of Trade and Industry are to: grow investments and exports, grow markets for South African products abroad, grow small, micro and medium enterprises (SMMEs), grow women-owned enterprises, redress inequities in the economy by bringing the previously disadvantaged into the mainstream, grow the Southern African Development Community (SADC) region and assist with the New Partnership for Africa's Development (NEPAD), reduce geographic/spatial development inequalities by spreading investment over the provinces, and create a fair and efficient marketplace for business and consumers alike (GCIS 2004c:168).

Enterprise development remains an important area of co-operation across all three spheres of government. In order for South Africa's economy to grow in a manner that will create decent work for entrants into the labour market, it is necessary that new enterprises be created and that existing enterprises become more competitive. Furthermore, small business development is critical to the development of South Africa's economy, the levels of equity and as a mechanism for the creation of jobs in the country (GCIS 2004c:178, 183).

The purpose of identifying the various LIS points in the economic system is to recognise the various types of LIS that support economic development by providing the necessary appropriate information to newly established or aspiring entrepreneurs in the economic sector (see Table 6.5).

Table 6.5: List of the LIS functioning within the various Economic sub-systems

Economic sub-systems	LIS
At Local Municipality level	Business Information Corners
At Higher Education Institution level	Higher Education Libraries

6.4.2.4   The Health system

The Department of Health is committed to providing quality healthcare to all South Africans, to achieve a unified National Health System and to implement policies that reflect its mission, goals and objectives. Departmental activities are guided by the White Paper on the Transformation of the Health System, adopted in 1997, and the Health-Sector Strategic Framework 1999 to 2004. These outline key objectives such as reducing morbidity and mortality, improving the quality of care, ensuring equity and access, revitalising public hospitals, improving primary healthcare and the district health system, reforming legislation, and strengthening human resource development (GCIS 2004f:373).

Various role-players in the health system include:
- The provincial Health Departments are responsible for: providing and/or rendering health services; formulating and implementing provincial health policy, standards and legislation; planning and managing a provincial health-information system; researching health services rendered in the province to ensure efficiency and quality; controlling the quality of all health services and facilities; screening applications for licensing and inspecting private health facilities; co-ordinating the funding and financial management of district health authorities; effective consulting on health matters at community level; and ensuring that delegated functions are performed (GCIS 2004f:373-374).
- Primary healthcare: Government is committed to providing basic healthcare as a

fundamental right. To improve the quality of services and consistency of their availability, a comprehensive package of primary health care services has been developed, and is being progressively implemented in all health districts, now realigned with the new municipal boundaries. The services provided by PHC workers include immunisation, communicable and endemic disease prevention, maternity care, screening of children, Integrated Management of Childhood Illnesses and child healthcare, health promotion, youth health services, counselling services, chronic diseases, diseases of older persons, rehabilitation, accident and emergency services, family planning, and oral health services (GCIS 2004f:374).

• Local government has been recognised as a separate sphere of government, thereby endorsing its constitutional status. Some of the services rendered at this level include the following: preventive and promotive healthcare, with some municipalities rendering curative care, environmental health services, including the supply of safe and adequate drinking water, sewage disposal and refuse removal, and regulation of air pollution, municipal airports, fire-fighting services, licensing and abattoirs (GCIS 2004f:379).

• The non-profit health sector plays an increasingly important role in health at various levels, many of them co-operating with government to implement priority programmes. They make an essential contribution in relation to HIV, AIDS and TB and also participate significantly in the fields of mental health, cancer, disability, and the development of primary health care systems (GCIS 2004f:380).

• Community health: The most common communicable diseases in South Africa are tuberculosis, malaria, measles and sexually transmitted infections. The appropriate and timeous immunisation of children against infectious diseases is one of the most cost-effective and beneficial preventive measures known. The mission of the South African Expanded Programme on Immunisation is to reduce death and disability from vaccine-preventable diseases by making immunisation accessible to all children. In 2002, 72% of children were fully immunised at one year of age, representing a significant increase compared with 63% in 1998 (GCIS 2004f:382).

The purpose of identifying the various LIS points in the health system, is to recognise the various types of LIS that are supported by the health sector (see Table 6.6).

Table 6.6: List of the LIS functioning within the various Health sub-systems

Economic sub-systems	LIS
Guidance Centre	Toy Libraries
Health Information Kiosk	Health Information Kiosks
Hospitals	Hospital Libraries
Medical School	Medical School Libraries
Nursing Colleges	Nursing College Libraries

6.4.2.5   The Legal system

The legal system is based on the Roman-Dutch law and English common law. The Constitution of the Republic of South Africa (Act 108 of 1996), is the supreme law of the country and binds all legislative, executive and judicial organs of the State at all levels of government. In terms of Section 165 of the Constitution, the judicial authority in South Africa is vested in the courts, which are independent and subject only to the Constitution and the law. No person or organ of State may interfere with the functioning of the courts, and an order or decision of a court binds all organs of State and persons to whom it applies (CIA 2003:5; & GCIS 2004g:417).

The following courts exist in South Africa: Constitutional Court, Supreme Court of Appeals, High Courts, Magistrate Courts, Community Courts, Family Courts, Municipal Courts, Circuit local divisions and Regional Courts (CIA 2003:6; & GCIS 2004g:421, 422, 429, 430, 431).

The legal profession is divided into two branches - advocates and attorneys – and is subject to a strict ethical code. Advocates are organised into Bar associations or societies, one each at the seat of the various divisions of the High Court. The General Council of the Bar of South Africa is the co-ordinating body of the various Bar associations. There is a law society for attorneys in each of the provinces. A practising attorney is *ipsō iūre* a member of at least one of these societies, which seek to promote the interests of the profession. The Law Society of South Africa is the coordinating body of the various independent law societies (GCIS 2004g:432).

The Department of Correctional Services is responsible for the 241 prisons countrywide, which include: 8 prisons for female offenders only, 13 youth correctional facilities, 134 prisons for male offenders only, 72 prisons for both male and female offenders, and 14 prisons temporarily inactive (closed down for renovations). There are also 13 youth correctional facilities in the country, including two in the Free State province at Groenpunt and Kroonstad. The first privately operated prison is the Mangaung Maximum Security Prison near Bloemfontein (GCIS 2004g:441, 443, 444, 450).

The purpose of identifying the various LIS points in the legal system is to recognise the various

types of LIS that are supported by the legal sector (see Table 6.7).

Table 6.7: List of the LIS functioning within the various legal sub-systems

Economic sub-systems	LIS
Attorney Offices	Attorney Library
Bar and Law Society	Bar and Law Society Library
Courts	High Court Library
Courts	Supreme Court Library
Legislature	Provincial Department Library
Universities	Higher Education Library

6.4.2.6   Summary of the social system

In summary, Figure 6.8 indicates the five social systems as represented in the database's Social System table and Figure 6.9 indicates the various sub-social systems as represented in the database's Sub-Social System table.
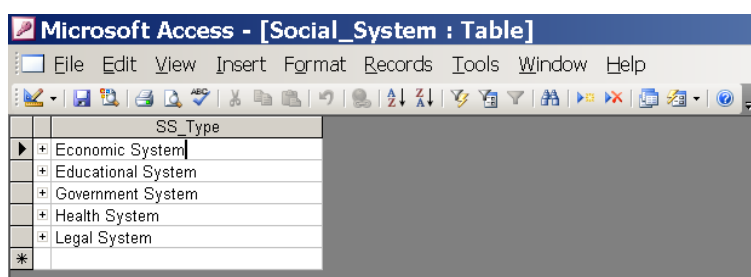
Figure 6.8: The Social Systems as represented in the database

Figure 6.9: The Sub-Social Systems as represented in the database

6.4.3 The library type subdivision: the library type table

As mentioned before, the information infrastructures can be searched per library type. Figure 6.10 indicates the various library types as represented in the database's Library Type table.

Please note that this table also refers to non-traditional information dissemination service points, for example, health information service points including primary health care clinics, community health centres and HIV/Aids support centres.

Figure 6.10: The Library Types as represented in the database

6.4.4 The membership category table
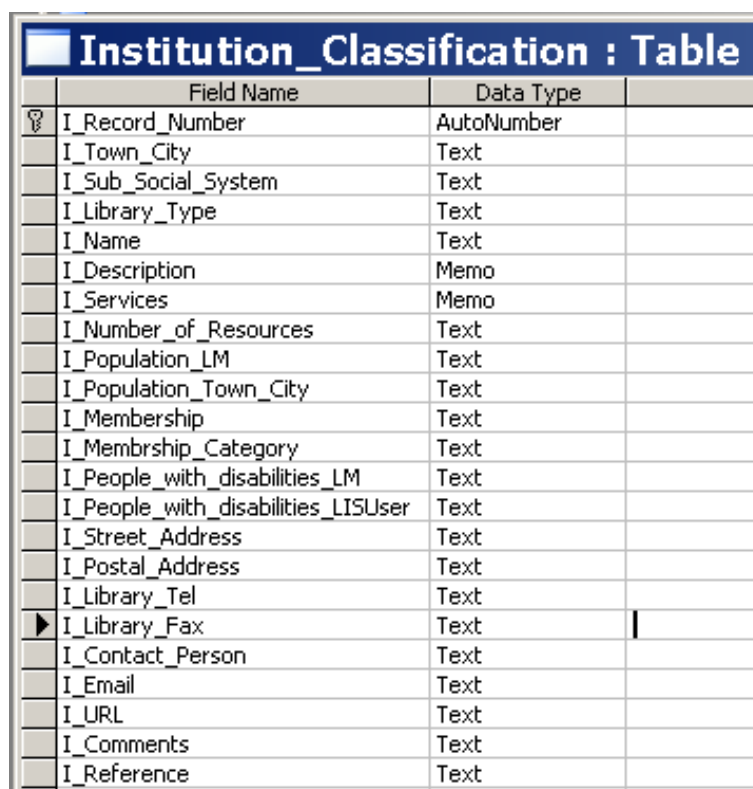
It became necessary to add a membership category table as well, to indicate whether people have to pay to access information. Figure 6.11 indicates the membership categories as represented in the database's Membership Category table.

Figure 6.11: The Membership Categories as represented in the database

6.5 THE STRUCTURAL LAYOUT OF THE MAIN TABLE OF THE DATABASE: THE INSTITUTIONAL CLASSIFICATION TABLE

In the following section the various fields of the Institutional Classification table will be discussed (see Figure 6.12 for the design view of the table structure for the Institutional Classification table).

Figure 6.12: The table structure for Institutional Classification

6.5.1 Towns or cities

The institutional classification table is linked to the town/city table. Each town or city is linked per relationship (as mentioned in the previous section) to the appropriate local municipality, which is linked to the district council, which is then linked to the province (see Figure 6.1).

6.5.2 Sub-social systems

The institutional classification table is linked to the sub-social system. Each sub-social system is linked per relationship (as mentioned in the previous section) to the appropriate social system (see Figure 6.1).

6.5.3 Library types

As mentioned in the previous section, the various library types can be searched to identify information infrastructures.

6.5.4 Name, Description and Services

These consist of the name, a brief description and the services delivered by the various libraries.

6.5.5 Number of resources

The Annual statistical report 2004/2005 of the Free State Department of Sport, Arts and Culture's Library and Archive Services Directorate was used to identify the number of resources of the public and community libraries.

A dataset received from the Free State Department of Education's Schools with Media Centres indicated the number of resources used in the school libraries.

6.5.6 Population of the Local Municipality and the population of the town or city

The second democratic Census was held in October 2001. The results were released in July 2003 with 44,819,778 people then residing in South Africa. Of these, 79% classified themselves as African, 9.6% as white, 8.9% as coloured and 2.5% as Indian or Asian. At that stage a total of 21,685,415 people in South Africa were male and 23,662,839 female (GCIS 2004a:1).

From these statistical results, together with the Annual statistical report 2004/2005 of the Free State Department of Sport, Arts and Culture's Library and Archive Services Directorate, the population statistics of the local municipalities and individual towns or cities were then identified and added to the database.

6.5.7 Membership of the specific LIS and the membership category

The actual membership numbers of all the public and community libraries were identified through the Annual statistical report 2004/2005 of the Free State Department of Sport, Arts and Culture's Library and Archive Services Directorate and captured on the database. However, with the school libraries, the actual numbers of learners from each school were used. All other types of libraries' membership statistics were traced as far as possible.

6.5.8   People with disabilities based in the Local Municipality and people with disabilities making use of the specific LIS

Census 2001 provided demographic and socio-economic data required to inform policy decision-making as well as ascertain the achievements made in the provision of basic services to the people. Data on disability were collected as part of this important endeavour. The data collected in Census 2001 indicates that there were 2,255,982 people with various forms of disability. This number constituted 5% of the total population enumerated in this census. Of this number, 1,854,376 were African, 168,678 coloured, 41,235 Indian/Asian and 191,693 white. The number of females affected was 1,173,939, compared to 1,082,043 males. The provincial prevalence levels show that the most affected province was the Free State province with a prevalence of 6,8% and the least affected Gauteng (3,8%). These statistics, together with the actual number of users with disabilities, were captured in the database. Please note that, once again in the case of school libraries, the numbers of disabled users are potential users, as the number capture on the database indicate the number of learners with disabilities.

6.5.9   Street address, postal address, telephone number, fax number, contact person, e-mail address and web address

The street address, postal address, telephone number, fax number, contact person, e-mail address and web address of each individual LIS were identified and captured as far as possible from a variety of resources.

6.5.10   Comments

This data field was used by the researcher to indicate specific comments if and when necessary, for example indicating that a library has been closed or temporary closed, or re-opened after being closed for several years, like in the case of the Pelonomi Hospital Depot Library.

6.5.11   Reference

All resources used to identify the various LIS were cited according to the Harvard Reference Technique and all the references were placed in a separate bibliography, called *Bibliography (Database).*

6.5.12   Other fields to be added in future

To compliment future studies, the possibility exists to expand the database fields, thereby enabling the researcher to capture the data that would form part of a Library and Information Communication Technology audit.

6.6   THE MENUS OF THE DATABASE

From the main menu of the database the following functions may be accessed via the graphical user interface (see Figure 6.13):

- The institutional classification Add/Edit function that gives the user access to the individual LIS or non-traditional information dissemination points (see Figure 6.14).
- The function that will allow the update of the generic lists (see Figure 6.15 and Figure 6.16). Figure 6.17 shows how a new town or city can be added with the appropriate relationship with the local municipality.
- The next option is the report function (see discussion below Figure 6.17 for a full description).
- The last option will allow the user to exit the graphical user interface.
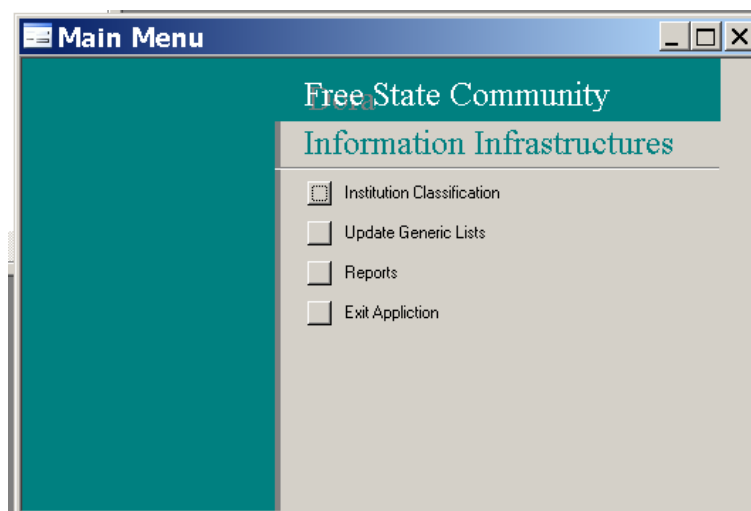
Figure 6.13: The main menu of the database

Figure 6.14: Institutional classification report

Figure 6.15: The upgrade of the generic lists menu

Figure 6.16: The upgrade of the geographic related generic lists menu
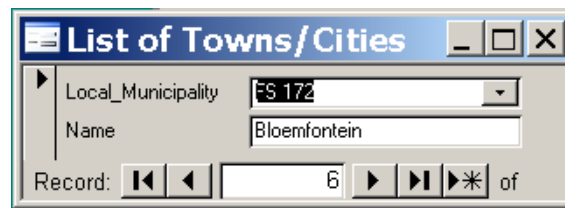
Figure 6.17: The update and adding of towns or cities menu

Information infrastructures in the Free State province can be searched in one of four ways (See Figure 6.18):

- Firstly, through the geographic subdivision searching per district council, or per local municipality or per city or town, using the reports function.
- Secondly, through the social system subdivision searching per social system (one of the five identified systems) or per sub-social system, using the reports function.
- Thirdly, per library type, using the reports function.
- Finally, individual LIS or non-traditional information dissemination points, using the institutional classification function (see Figure 6.14).
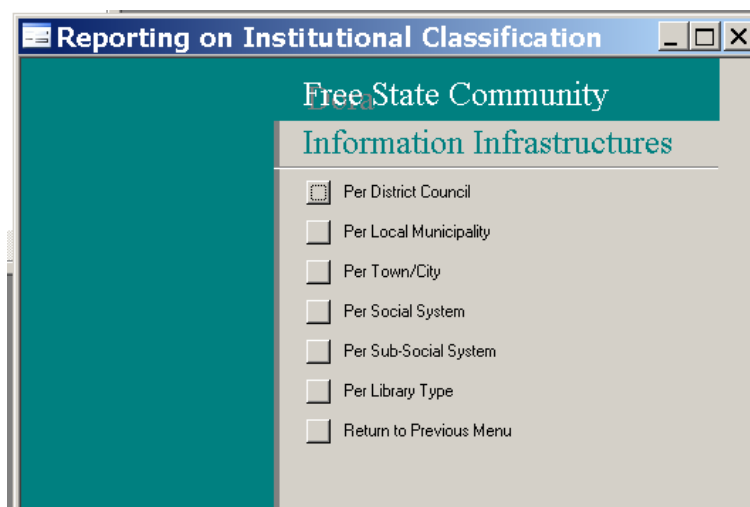
Figure 6.18: Reporting on the institutional classification of the database

Next, the user is requested to choose an option related to their above-mentioned search option. In Figure 6.19 the user, after choosing the report "Per Town/City", are requested to choose the preferred town or city. In an automatic process the report will then be produced (see Figure 6.20).

Figure 6.20: Example of the reports per town/city

6.7   DATA ANALYSIS: COMMUNITY PROFILE ANALYSIS

In the following section the researcher will use data captured in the database to establish ratios that can identify possible gaps in the information infrastructure, which can lead to possible future HEI community engagement projects.

The biggest challenge in establishing better or worse ratio is the lack of statistics that can be used to benchmark the Free State province with the rest of South Africa's provinces. If this study may be extended in future to include the other provinces' information infrastructures as well, as pre-anticipated in the creation of the database, it would be possible to use those statistics to benchmark the various ratios. The only possible benchmarking statistics would be the PACLISA report, but unfortunately that report is already 5 years old and dated and only covers public and community libraries.

The researcher further decided to include and compare the five district capitals of the Free State province as well. Bloemfontein, Welkom and Sasolburg can be classified as urban areas and

Trompsburg and Phuthaditjhaba as rural areas. Through the presentation of the various statistics it will become clear that Bloemfontein, when comparing the urban areas, is in a better situation than the other two urban capitals and when comparing Trompsburg and Phuthaditjhaba, latter also compares better than the first capital.

6.7.1   The ratio of number of public and community libraries to population of the Free State province

The general ratio of public and community libraries to the number of persons of the Free State province (1:18,770) is good in comparison with the ratio of the Motheo District (1:36,413), but the ratio of the Xhariep District is far better (1:5,615) due to the relative equal population of public and community libraries (24) and the far lower number of people in the district (134,766) (see Table 6.8).

Table 6.8: Ratio of number of public and community libraries to population of the Free State province

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:18,770
Comparing the five districts:		
Xhariep District	DC 16	1:5,615
Motheo District	DC 17	1:36,413
Lejweleputswa District	DC 18	1:19,504
Thabo Mofutsanyane District	DC 19	1:20,143
Fezile Dabi District	DC 20	1:15,075

Comparing the district capitals also revealed the same pattern, except for Phuthaditjhaba's ratio (1:157,019) which is even worse than Bloemfontein's ratio (1:75,978), due to the fact that Phuthaditjhaba has fewer public and community libraries, though Bloemfontein's population (379,891) is not that much higher than Phuthaditjhaba (314,037) (see Table 6.9). If, however, one takes into account the six school and community libraries that also function within Phuthaditjhaba, the ratio changes dramatically (1:39,255).

Table 6.9: Ratio of number of public and community libraries to population of the Free State province per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (DC 16)	Kopanong (FS 162)	1:6,277
Bloemfontein	Motheo (DC 17)	Mangaung (FS 172)	1:63,315
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:50,490
Phuthaditjhaba	Thabo Mofutsanyane (DC 19)	Maluti A Phofung (FS 194)	1:157,019
Sasolburg	Fezile Dabi (DC 20)	Metsimaholo (FS 204)	1:46,905

It is clear from the statistics that a need has been identified.

6.7.2 The ratio of number of school libraries to number of learners

The general ratio of number of school libraries to number of learners is presented in Table 6.10. The statistics in the table reveal that the general Free State province ratio (1:615) is in a much better situation than in comparison with the ratio of the Fezile Dabi District (1:970), but the ratio of the Xhariep District is far better (1:376) (see Table 6.10).

Table 6.10: Ratio of number of school libraries to number of learners

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:615
Comparing the five districts:		
Xhariep District	DC 16	1:376
Motheo District	DC 17	1:646
Lejweleputswa District	DC 18	1:621
Thabo Mofutsanyane District	DC 19	1:491
Fezile Dabi District	DC 20	1:970

Comparing the district capitals also reveal a similar pattern (see Table 6.11).

Table 6.11: Ratio of number of school libraries to number of learners per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (DC 16)	Kopanong (FS 162)	1:394
Bloemfontein	Motheo (DC 17)	Mangaung (FS 172)	1:767
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:737
Phuthaditjhaba	Thabo Mofutsanyane (Dear colleagues 19)	Maluti A Phofung (FS 194)	1:583
Sasolburg	Fezile Dabi (DC 20)	Metsimaholo (FS 204)	1:942

It is clear from the statistics that a need has been identified.

6.7.3 The ratio of number of business information services (related to the economic system) to population of the Free State province

The general ratio of the number of business information services (related to the economic system) to population of the Free State province is presented in Table 6.12. The statistics in the table reveals that the general Free State province ratio (1:68,822) is in a much better situation than in comparison with the ratio of the Thabo Mofutsanyane District (1:120,860), but the ratio of the Xhariep District is far better (1:68,822).

Table 6.12: Ratio of number of business information services to population of the Free State province

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:68,822
Comparing the five districts:		
Xhariep District	DC 16	1:22,461
Motheo District	DC 17	1:45,517
Lejweleputswa District	DC 18	1:107,271
Thabo Mofutsanyane District	DC 19	1:120,860
Fezile Dabi District	DC 20	1:90,448

Comparing the district capitals also reveal a similar pattern (see Table 6.13).

Table 6.13: Ratio of number of business information services to population of the Free State province per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (DC 16)	Kopanong (FS 162)	1:2,092
Bloemfontein	Motheo (DC 17)	Mangaung (FS 172)	1:29,222
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:50,490
Phuthaditjhaba	Thabo Mofutsanyane (DC 19)	Maluti A Phofung (FS 194)	1:104,679
Sasolburg	Fezile Dabi (DC 20)	Metsimaholo (FS 204)	1:31,270

It is clear from the statistics that a need has been identified.

6.7.4 The ratio of number of health information services (related to the health system) to population of the Free State province

The general ratio of the number of health information services (related to the health system) to population of the Free State province is presented in Table 6.14. The statistics in the table reveals that the general Free State province ratio (1:6,499) is more or less in the same situation than the individual districts, though the Xhariep District's ratio is the best (1:4,991).

Table 6.14: Ratio of number of health information services to population of the Free State province

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:6,499
Comparing the five districts:		
Xhariep District	DC 16	1:4,991
Motheo District	DC 17	1:6,388
Lejweleputswa District	DC 18	1:7,946
Thabo Mofutsanyane District	DC 19	1:6,094
Fezile Dabi District	DC 20	1:6,281

Comparing the district capitals reveal that the ratio of Bloemfontein (1:5,756) is in a much better situation than in comparison with the ratio of Sasolburg (1:11,726) (see Table 6.15).

Table 6.15: Ratio of number of health information services to population of the Free State province per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (Dear colleagues 16)	Kopanong (FS 162)	1:6,277
Bloemfontein	Motheo (Dear colleagues 17)	Mangaung (FS 172)	1:5,756
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:9,180
Phuthaditjhaba	Thabo Mofutsanyane (DC 19)	Maluti A Phofung (FS 194)	1:8,972
Sasolburg	Fezile Dabi (DC 20)	Metsimaholo (FS 204)	1:11,726

It is clear from the statistics that a need has been identified, though far less than the business information services.

6.7.5   The ratio of number of legal information services (related to the legal system) to population of the Free State province

The general ratio of the number of legal information services (related to the legal system) to population of the Free State province is presented in Table 6.16. The statistics in the table reveals that the general Free State province ratio (1:34,411) is in a much better situation than in comparison with the ratio of the Motheo District (1:72,826), but the ratio of the Xhariep District is far better (1:14,974).

Table 6.16: Ratio of number of legal information services to population of the Free State province

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:34,411
Comparing the five districts:		
Xhariep District	DC 16	1:14,974
Motheo District	DC 17	1:72,826
Lejweleputswa District	DC 18	1:37,860
Thabo Mofutsanyane District	DC 19	1:29,006
Fezile Dabi District	DC 20	1:26,602

Comparing the district capitals reveal that the ratio of Trompsburg (0:627,700) is in a far worst situation than in comparison with the ratio of Sasolburg (1:31,270) (see Table 6.17). The reason for this is that Trompsburg do not have a legal information services point.

Table 6.17: Ratio of number of legal information services to population of the Free State province per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (Dear colleagues 16)	Kopanong (FS 162)	0:627,700
Bloemfontein	Motheo (Dear colleagues 17)	Mangaung (FS 172)	1:47,486
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:67,319

Name	District	Local Municipality	Statistical value
Phuthaditjhaba	Thabo Mofutsanyane (DC 19)	Maluti A Phofung (FS 194)	1:157,019
Sasolburg	Fezile Dabi (DC 20)	Metsimaholo (FS 204)	1:31,270

It is clear from the statistics that a need has been identified.

6.7.6 The ratio of number of information resources in public and community libraries to population of the Free State province

The general ratio of number of information resources in public and community libraries to population in the Free State province (1:5), as well as most of the districts is very low, on average this indicates that for each user, there are five (5) resources available (see Table 6.18).

Table 6.18: Ratio of number of information resources in public and community libraries to population of the Free State province

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:5
Comparing the five districts:		
Xhariep District	DC 16	1:6.9
Motheo District	DC 17	1:4.1
Lejweleputswa District	DC 18	1:4
Thabo Mofutsanyane District	DC 19	1:6.9
Fezile Dabi District	DC 20	1:5.8

When analysing the district capital ratios, the same tendency was observed. However, Welkom's ratio is much worse (1:2) (see Table 6.19).

Table 6.19: Ratio of number of information resources in public and community libraries to population of the Free State province per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (DC 16)	Kopanong (FS 162)	1:4.7
Bloemfontein	Motheo (DC 17)	Mangaung (FS 172)	1:3.7
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:2.2
Phuthaditjhaba	Thabo Mofutsanyane (DC 19)	Maluti A Phofung (FS 194)	1:7.8
Sasolburg	Fezile Dabi (Dear colleagues 20)	Metsimaholo (FS 204)	1:7.9

It is clear from the statistics that a need has been identified and that the public and community libraries in the Free State province require additional information resources.

6.7.7 The ratio of number of information resources in school libraries to number of learners

The statistics supplied by the Free State Department of Education reveal that the number of information resources was indicated as ranges or actual numbers (see Table 6.20). Taking into

account a positive best case scenario, the researcher related the figures to the actual numbers.

Table 6.20: Number of information resources indicated by Free State Department of Education for school libraries

Number of information resources indicated by Free State Department of Education	Actual number
No titles	0
Very few titles	49
50 titles	50
From 51 to 100 titles	100
3,000 titles	3,000
Between 10,000 and 20,000 titles	20,000

The general ratio of number of information resources in school libraries to number of learners in the Free State province (1:3), as well as most of the districts is very low, as this indicates that for each learner, there are three (3) information resources available (see Table 6.21). The only exception is the Xhariep District with a ratio of 1:6 due to the fact the number of resources is far higher than the number of learners.

Table 6.21: Ratio of number of information resources in school libraries to number of learners

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	1:3.1
Comparing the five districts:		
Xhariep District	DC 16	1:5.7
Motheo District	DC 17	1:3
Lejweleputswa District	DC 18	1:3.3
Thabo Mofutsanyane District	DC 19	1:3.1
Fezile Dabi District	DC 20	1:2.6

When analysing the district capital ratios, the same tendency was observed (see Table 6.22). However, it might be possible that due to the researcher's best case scenario approach (as mentioned above), the ratio might be far lower than indicated, because one of the three school libraries fell in the category of having between 10,000 and 20,000 titles and the ratio was calculated at using 20,000 titles.

Table 6.22: Ratio of number of information resources in school libraries to number of learners per district capital

Name	District	Local Municipality	Statistical value
Comparing the five district capitals:			
Trompsburg	Xhariep (DC 16)	Kopanong (FS 162)	1:17
Bloemfontein	Motheo (DC 17)	Mangaung (FS 172)	1:2.6
Welkom	Lejweleputswa (DC 18)	Matjhabeng (FS 184)	1:1.8
Phuthaditjhaba	Thabo Mofutsanyane (DC 19)	Maluti A Phofung (FS 194)	1:4.5
Sasolburg	Fezile Dabi (DC 20)	Metsimaholo (FS 204)	1:4.1

It is clear from the statistics that a need has been identified and that future partnership projects between the CUT and the Department of Education can be used to address some of these problems.

6.7.8 Percentage of people with disabilities registered as users of public and community libraries

The average percentage of people with disabilities registered as users of public and community libraries is a very low 0.73% (see Table 6.23). Even though the Fezile Dabi District has a 2.03% registration rate, it is still very low.

Table 6.23: Percentage of people with disabilities registered as users of public and community libraries

Name	District	Statistical value
Ratio of the Free State province:		
Free State province	N.A.	0.73%
Comparing the five districts:		
Xhariep District	DC 16	0.82%
Motheo District	DC 17	0.19%
Lejweleputswa District	DC 18	1.45%
Thabo Mofutsanyane District	DC 19	0.08%
Fezile Dabi District	DC 20	2.03%

It is clear from the statistics that a need has been identified to conscientise LIS workers in the needs of people with disabilities.

6.8 CONCLUSION

In this chapter the design, construction and the population of the database were discussed, as well as examples of the possible utilisation of the database as part of the community profile analysis.

The researcher has become convinced that the database, through the community profile analysis, can play a critical role in the identification of needs and shortcomings and can also serve as a guide for the identification of future community engagement projects.

In the next chapter, the accomplishments of the purpose of the study, the recommendations and conclusions will be discussed.

CHAPTER 7
RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

In this final chapter an indication will be given to what extend the research questions, purpose and objectives were met. This will be followed by recommendations regarding possible future community engagement projects for HEIs. In addition, possible future studies will be identified and the chapter ends with a final conclusion.

7.2 ADDRESSING AND ANSWERING THE RESEARCH QUESTIONS OF THIS STUDY

The three subsidiary research questions were answered through the various investigative questions as posed and answered in the previous chapters. The research question: *What is regarded as the social responsibility towards the community of HEIs in general and LIS more specifically?* was answered in Chapters 2 and 3 respectively. The next research question: *What data on information infrastructures are available to be included for the compilation of an information infrastructure database?* was answered in Chapters 4 and 5 respectively. The final research question: *How can such a database be compiled and utilised for a community profile analysis and the identification of future community engagement projects (in particular by LIS at HEIs)?* was answered in Chapter 6.

In answering the three above-mentioned subsidiary questions, the researcher was able to address and answer the main research question of this study, namely: *How can a comprehensive database of the information infrastructures in the Free State province (1) be compiled and (2) be utilised by Library Information Services (LIS) at Higher Education Institutions (HEIs) in response to what is regarded as their social responsibility towards the community?*

7.3 ACCOMPLISHING THE PURPOSE AND OBJECTIVES OF THIS STUDY

It is necessary to reflect on the purpose and objectives of this study to determine whether it was accomplished. The overarching purpose of this study is *to compile a comprehensive database of the information infrastructures in the Free State province and investigate/determine how information from this database can be utilised by Library Information Services at Higher Education Institutions in response to what is regarded as their social responsibility towards the community,*

through possible community engagement projects.

The purpose of this study can be divided into two parts. The first part of the purpose is to compile a comprehensive database of the information infrastructures in the Free State province. This was met through the compilation and the population of the database (see Chapter 6 for a full description of the database and consult the CD-ROM at the back of this dissertation for the complete database). The second part of the purpose is to identify how Library Information Services at Higher Education Institutions can respond to their social responsibility towards the community through possible community engagement projects. This will be addressed in the following section and through the various recommendations made by the researcher.

The first research objective was to undertake a literature review. This was done and the following aspects were investigated:

- The aspect of the HEIs' social responsibility in terms of the South African legislation and other policy documents, with special reference to the community engagement role of the LIS of the HEIs were addressed in Chapter 2 of this report.
- The aspect of the principle of community development, with special reference to people-centred development in the South African context, as well as the role of LIS in community development were addressed in Chapter 3 of this report.
- The aspect of the various LIS sectors functioning in South Africa within the social systems of government, education, health, economic and the legal systems were addressed in Chapter 4 of this report.
- The aspect of the changing role of information, within the post-1994 legislation, in community development, with special reference to the non-traditional information dissemination service points in South Africa, was addressed in Chapter 5 of this report.

The first two aspects formed the theoretical point of departure of this study and the last two aspects formed the precursor to the compilation of the database.

The second research objective was to gather comprehensive data from various resources, to identify the various information infrastructures functioning within the Free State province, and to capture it in a database. This was accomplished and the complete database can be accessed from the CD-ROM at the back of this dissertation. Chapter 6 provides a complete description on the design, construction and utilisation of the database, thereby meeting the second objective of this study.

The third research objective of this study is to utilise the database as part of a community profile analysis to be able to identify which communities lack which information infrastructure(s), thereby recommending possible community engagement project(s) for the LIS of the HEIs. The community profile analysis was described in the second part of Chapter 6, and the recommendations will be discussed in the following section.

In conclusion, the researcher can in all honesty say that all the research questions were addressed and the research purpose and all the research objectives of this study were met.

7.4   RECOMMENDATIONS

Recommendations for the Library and Information Centre of the CUT in terms of community responsibility and contribution to community development include:

- That the CUT should consider the addition of a third category of community service, that of scholarly and other expert service to the community by staff members, due to the possible contributions library and information staff of the CUT can make in this category (especially in the running of workshops and short courses to members of the community, together with the consultative service they can render within the community). This recommendation will address a problem identified as part of community engagement at the CUT (see section 2.5.1).
- To consider the facilitation of the following types of workshops:
  - Grant writing workshops to LIS workers, thereby empowering them to apply for grants to seek financial assistance in purchasing the necessary ICT infrastructures. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2) and one of the problems of the Free State Department of Education (see section 2.4.3).
  - Train-the-trainer workshops for computers/ICT literacy programmes. This recommendation will address one of the problems of the Free State Department of Education (see section 2.4.3). This recommendation will furthermore assist public and community libraries to contribute to community development (see section 3.3.3.2).
  - Train-the-trainer workshops for information literacy, thereby enhancing life-long learning. This recommendation will address one of the problems of the Free State Department of Education (see section 2.4.3). This recommendation will furthermore assist public and community libraries to contribute to community development (see section 3.3.3.1).
  - Workshops to conscientise the various LIS of the amount of people with disabilities in their communities, as well as suggesting technologies that can aid the above-

mentioned group. This recommendation will address the very low average percentage of people with disabilities registered as users of public and community libraries (see section 6.7.8).

o Workshops between the various stakeholders regarding the governance of public libraries. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2). This recommendation will also address the poor ratio between the number of public and community libraries to the population of the Free State in some district councils (see section 6.7.1).

o Workshops between the various stakeholders regarding suitable funding distribution models. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2). This recommendation will also address the poor ratio between the number of public and community libraries to population of the Free State in some districts councils (see section 6.7.1).

o Workshops to identify possible community projects for public and community libraries aimed at poverty alleviation and job creation. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2). This recommendation will furthermore assist public and community libraries to contribute to community development (see section 3.3.3.4).

o Workshops between the various stakeholders regarding the dissemination of business related information to the communities. This recommendation will address the poor ratio between the number of business information services to the population of the Free State province in some district councils (see section 6.7.3).

o Workshops between the various stakeholders regarding the dissemination of health related information to the communities. This recommendation will furthermore assist public and community libraries to contribute to community development (see section 3.3.3.3). This recommendation will also address the poor ratio between the number of health information services to the population of the Free State province in some district councils (see section 6.7.4).

o Workshops between the various stakeholders regarding the dissemination of legal related information to the communities. This recommendation will address the poor ratio between the number of legal information services to the population of the Free State province in some district councils (see section 6.7.5).

• To assist, through partnerships with the Department of Education, with the establishment of school libraries and FET's media centres in cases where it lacks. This recommendation will address one of the problems of the Free State Department of Education (see section 2.4.3). This recommendation will also address the poor ratio between the number of school libraries to the number of learners in some district councils (see section 6.7.2).

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- To identify possible library material (for example those that were written off as part of the normal weeding process of books at the CUT, as well as after the closure of both the QwaQwa and Kroonstad Branch of the CUT), which can be donated to the applicable school libraries, as well as public and community libraries. This would assist with the alleviation of the shortage of library material in schools and public and community libraries. This recommendation will address the poor ratio between the number of resources in public and community libraries to the population in the Free State province (see section 6.7.6), as well as the poor ratio between the number of resources in school libraries to the number of learners in the Free State province (see section 6.7.7).

- To assist with the identification of new up-to-date library material to address the needs of the various urban and rural public and community libraries. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2).

- To utilize the necessary ICT infrastructures, once it has been acquired, for the following purposes:
  - To access electronic information resources that are available for free. Therefore, a database can be compiled that contains the various free electronic resources, for example the JSTOR database that is currently available for free in South Africa. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2).
  - To access the various Free State departments' strategic plans and annual reports, as well as the Provincial Tender Bulletin. This recommendation will address one of the problems of the Free State Department of Sport, Arts and Culture (see section 2.4.2).

The above-mentioned recommendations form general guidelines for the Library and Information Centre of the CUT to contribute to community development. The researcher foresees the following implementation plan for these recommendations:

- That the researcher sends a copy of this research report to the CUT's Community Service Centre.

- That the researcher convinces the Management Team of the Library and Information Centre of the CUT to take into account the recommendation for future strategic plans. This will include prioritising and implementing the appropriate recommendations.

However, before embarking on any community engagement projects, attention must be given to various perspectives when dealing with community development, including The Human Needs Perspectives addressed by Maslow's hierarchy of needs, Schutte's basic elements or building blocks of community life, the Satisfier Development Perspective as addressed through Max-Neef's

Human Scale Development model, Moser's asset vulnerability framework, as well as the sociological perspective as presented by Bhattacharyya (see section 3.2.8 for a more in-depth discussion, as well as section 3.2.8.6 for the application of these perspectives on this study).

7.5   FUTURE STUDIES

The following future studies may include:

- The compilation and conducting of a library and information communication technology (LICT) audit. The result of this study would be twofold. Firstly, to put forward a LICT audit that can be used for similar audits in the other provinces in South Africa. Secondly, to conduct the LICT audit on the LIS and other information resource centres captured in the database of this study.

- To develop a model or blueprint for starting ICT assisted Learning Resource Centres through Community Partnerships. The result of this study would be to create a model that can be used in future to establish similar centres. This model would include identifying possible partners within the community, how to establish a community partnership, aspects such as sustainability of the project, and a skills development programme for computer and information literacy must be addressed. This project would then be launched as part of a pilot project in three or four various communities to see the development through the entire lifecycle.

7.6   CONCLUSION

The opening remarks of this research report states that the researcher, as Systems Librarian of the CUT, is faced with the predicament of realising what her contribution could be towards community development, thereby complying with the social responsibility of a higher education institution (HEI), particularly in the Free State province.

After conducting this research, the researcher came to the following conclusions:

- That LIS of HEIs have a social responsibility towards society and therefore must engage in community projects.

- That LIS can contribute towards community development, thereby providing better access to information, which will lead to the empowerment of communities in general, but especially empowered individuals.

In conclusion, to undertake a study like this, humbled the researcher, to realise how privileged the HEIs are and despite all the financial challenges, how they are still better off than some communities in the Free State province who are faced with problems to get the basic services started. All of this is done to the greater good of the people and the individuals residing in the communities. Therefore, the researcher has become convinced that she has the moral obligation to contribute to community engagement projects. Furthermore, by taking the recommendation into account (and convincing decision-makers at the CUT to consider the implementation of at least some of the recommendations), it might be possible to start acting upon it as soon as possible. This may ensure that the researcher's personal ideal that ultimately, each community in the Free State province would have access to a well organised library and information service point, together with an electronic resource access centre to utilise the vast variety of electronic information resources available. As a result of that, the individual members of the community would become information literate, because only then can the "information divide" that has become so obvious in this study, be addressed and the individuals become empowered life-long learners.

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Appendix A: Glossary of terminology

A-to-Z	Terminology	Acronym	Description of terminology
A			
	Academic Libraries	*see*	*Higher Education Institution's Library and Information Services*
	Agricultural Research Council-Library Information Services	ARC-LIS	This library service consists of twelve libraries that collaborate very closely with each other and house some of the most valuable agricultural collections in the country (RSA NDA 2005:3).
	ALA	*see*	*American Library Association*
	American Library Association	ALA	It is the oldest and largest of all the library associations in the world and was founded in 1876. It workds to promote and improve librarianship and library service (American Library Association 1997:10).
	ARC-LIS	*see*	*Agricultural Research Council-Library Information Services*
B			
	Box library service		It consists of a mobile steel unit containing between 300 to 400 selected books for library users who do not have easy access to a public library. Three kinds of Box Library Services were implemented by the Free State Provincial Library Service, namely Box libraries to farm workers, Box libraries connected to an existing public library and Box-library-in-a-shop (Box library service 2002:23-24).
C			
	Central University of Technology, Free State	CUT	Previously known as Technikon Free State
	CHE	*see*	*Council on Higher Education*
	Classroom collections		It comprises of a box, a shelf or a cupboard (with or without wheels) of books appropriate to the level of the learners and to the curriculum. The box, shelf or cupboard is placed in a position where it is easily accessible to the learners so that they can browse the books during classroom activities. Books, which are borrowed for the classroom from a central library or regional or district library/depot for a specified period, need to be returned or exchanged regularly (RSA DoE 2005:39).
	Cluster libraries		Two or more schools within close proximity can share learning resources with a full-time or part-time teacher-librarian in charge of the library. As with the school community library, an agreement in writing between the participating schools and the education authority must be negotiated. Through the school clustering approach, a number of schools located within close proximity can share library facilities (RSA DoE 2005:40-41).
	Community		*A cluster of people located in a particular geographic area whose lives are organised around daily patterns of interaction (Cunningham, Boult & Popenoe 1997:472).*
	Community Technology Centers	CTC	CTCs support learning, give information access and deliver services in rural areas of South Africa and provide access to technology (Benjamin 2001b:83).
	Council on Higher Education	CHE	The Council on Higher Education was established through the Higher Education Act (no. 101 of 1997) (RSA 1997b:10).
	CTC	*see*	*Community Technology Centers*
	CUT	*see*	*Central University of Technology, Free State*
D			
	DACST	*see*	*Republic of South Africa. Department of Arts and Culture*
	Department of Sport, Arts, Culture, Science and Technology	*see*	*Republic of South Africa. Department of Arts and Culture*
	Department of Communications	*see*	*Republic of South Africa. Department of Communications*
	Department of Education	*see*	*Republic of South Africa. Department of Education*

A-to-Z	Terminology	Acronym	Description of terminology
	Disability		According to Statistics South Africa (2003:vi) disability can be described as aphysical or mental handicap which has lasted for six months or more, or is expected to last at least six months, which prevents the person from carrying out daily activities independently, or from participating fully in educational, economic or social activities.
	DoC	*see*	*Republic of South Africa. Department of Communications*
	DoE	*see*	*Republic of South Africa. Department of Education*
E			
	Education Management Information System	EMIS	This management information system is being regulated by the National Education Information Policy of the national Department of Education (2005).
	EMIS	*see*	*Education Management Information System*
F			
	FET	*see*	*Further Education and Training*
	Free State Growth and Development Strategy	FSGDS	The Free State Growth and Development Strategy (FSGDS) is a nine-year strategy (2005-2014) and form the fundamental policy framework for the Free State Provincial Government (FS DoP 2005:1).
	Free State Library and Information Consortium	FRELICO	FRELICO was formed in 1996 as part of a Andrew W. Mellon Foundation grant to plan for the utilization of electronic networks to expand access to library and study materials in South Africa's Free State province (FRELICO [2002?]:1).
	Free State Province. Department of Sport, Arts and Culture	FS DoSAC	The Free State Department of Sport, Arts, Culture, Science and Technology has changed to the Free State Department of Sport, Arts and Culture. The function of Science and Technology has been removed Zola ([20006?]:1).
	Free State Province. Department of Sport, Arts, Culture, Science and Technology	*see*	*Free State Province. Department of Sport, Arts and Culture*
	Free State Provincial Library Services	FSPLS	This is the service that will ensure easy access to reading and information sources and resource-based learning material to every citizen in the Province (FS 1999:2).
	Free State Rural Development Partnership Programme	FSRDPP	One of the flagship projects of the Chief Directorate: Community Service of the University of the Free State (UFS 2002:16).
	FRELICO	*see*	*Free State Library and Information Consortium*
	FS DoSAC	*see*	*Free State Province. Department of Sport, Arts and Culture*
	FS DoSACST	*see*	*Free State Province. Department of Sport, Arts and Culture*
	FSGDS	*see*	*Free State Growth and Development Strategy*
	FSPLS	*see*	*Free State Provincial Library Services*
	FSRDPP	*see*	*Free State Rural Development Partnership Programme*
	Further Education and Training	FET	It consists of all education and training from the National Qualifications Framework (NQF) Levels 2 to 4 (equivalent to Grades 10 – 12 in schools) and the National Technical Certificate 1 to 3 at FET colleges (GCIS 2004d:209).
G			
	General Education and Training	GET	It consists of the Reception Year (Grade R) and learners up to Grade 9, as well as an equivalent Adult Basic Education and Training (ABET) qualification (GCIS 2004d:209).
	GET	*see*	*General Education and Training*
	GCIS	*see*	*Government Communication and Information System*
	Government Communication and Information System	GCIS	The South African Communications Service (SACS) was dissolved and replaced with the GCIS in May 1998 (Dick 2002:137).
H			
	HE	*see*	*Higher Education*
	HEQC	*see*	*Higher Education Quality Committee*
	HEIs' LIS	*see*	*Higher Education Institution's Library and Information Services*
	Higher Education	HE	It consists of a range of degrees, diplomas and certificates up to and including postdoctoral degrees. These levels are integrated within the NQF provided by the South African Qualifications Authority Act (SAQA) (Act 58 of 1995) (GCIS 2004d:209).

A-to-Z	Terminology	Acronym	Description of terminology
	Higher Education Institution's Library and Information Services	HEIs' LIS	Libraries attached to academic institutions above the secondary school level, serving the teaching and research needs of students and staff (Hoare 1997:2).
	Higher Education Quality Committee	HEQC	The Higher Education Quality Committee was established by the Council on Higher Education (RSA 1997b:8).
	HIV/AIDS	*see*	*Human Immune Virus/Acquired Immune Deficiency Syndrome*
	Human Immune Virus/Acquired Immune Deficiency Syndrome	HIV/AIDS	The impact of Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) in South Africa is growing annually and the HIV prevalence in South Africa stands at 29,5% (UNAIDS & WHO 2005 cited in Schoombee 2006:16).
I			
	ICT	*see*	*Information and Communication Technology*
	IFLA	*see*	*International Federation of Library Associations and Institutions*
	IFLA SLSDP	*see*	*International Federation of Library Associations and Institutions. Section of Libraries Serving Disadvantaged Persons*
	Information and Communication Technology	ICT	The Association of African Universities (2000 cited in Herselman & Britton 2002:270) defines it as "the computers, software, networks, satellite links and related systems that allow people to access, analyse, create, exchange and use data, information, and knowledge in ways that, until recently, were almost unimaginable. It refers to the infrastructure that brings together people, in different places and time zones, with multimedia tools for data, information, and knowledge management in order to expand the range of human capabilities".
	International Federation of Library Associations and Institutions	IFLA	An independent international non-governmental association which promotes global cooperation, discussion and research in all fields of library activity (Geh 1997:236).
	International Federation of Library Associations and Institutions. Section of Libraries Serving Disadvantaged Persons	IFLA SLSDP	One of the sections of IFLA dealing with disadvantaged persons, including people with disabilities, as well as bringing library and information services to people in hospitals and prisons.
K			
	KOVSCOM		It stands for Kovsie student (University of the Free State student) community service and is the internationally recognised student community service organisation of the University of the Free State (UFS [2005?]b).
L			
	LDC	*see*	*Less-developed countries*
	LDL	see	Legal Deposit Libraries
	Legal Deposit Libraries	LDL	One of the most important purposes of these libraries is "the preservation of the documentary heritage facilitates access by scholars to all published material generated within their country. Thus legal deposit is one of the pillars of freedom of information" (Cillié 1999:3-4).
	Less-developed countries	LDC	This term is gaining ground in the development lexicon. Previous terms include "emergent nations", "underdeveloped societies" and "developing societies". Another alternative expression is the "Third World" (Davids 2005a:9).
	LIASA	*see*	*Library and Information Association of South Africa*
	LICT	*see*	*Library and Information Communication Technology*
	Library and Information Association of South Africa	LIASA	The Library and Information Association of South Africa (LIASA) is a national, non-profit, professional association that represents the interest of and promotes the development and image of library and information workers.
	Library and Information Services	LIS	Library and information services means a service that will ensure easy access to reading and information sources and resource-based learning material to every citizen (FS 1999:2).
	Library media centre	*see*	*School libraries*
	Library room	*see*	*School libraries*
	LIS	*see*	*Library and Information Services*
M			
	Mangaung Local Municipality Library Service	MLMLS	Previously known as the Bloemfontein Public Library.

A-to-Z	Terminology	Acronym	Description of terminology
	Mangaung University Community Partnership Programme	MUCPP	One of the flagship projects of the Chief Directorate: Community Service of the University of the Free State (UFS 2002:16).
	MEC	*see*	*Member of the Executive Council*
	Media centre	*see*	*School libraries*
	Medical Research Council	MRC	South Africa's Medical Research Council was established in 1969 by an Act of Parliament with the task is to improve the health and quality of life of the population of South Africa through excellent scientific research (MRC [s.a.]:1).
	Member of the Executive Council	MEC	Head of a Provincial Department, e.g. the MEC of the Department of Education
	MINMEC		MINMEC is a Council of Ministers, consisting of the Minister of a specific national department (e.g. Department Arts and Culture), plus Members of the Executive Councils (MECs) of the nine provinces concerned with specific portfolios, e.g. culture, education, etc. (RSA DACST 1996:13).
	MLMLS	*see*	*Mangaung Local Municipality Library Service*
	Mobile libraries		Vehicles adapted to carry books and which provides library services in areas where no public library is easily accessible (Webb 1997:299).
	Mobile libraries (Department of Education)		A library bus visits schools according to a regular schedule with library-based resources to be borrowed by learners, where this is feasible, or by teachers on behalf of learners. This model depends on the availability of a centralised library/depot of resources such as a provincial education library, a regional, district or cluster library, for the schools that will be served. Schools that are visited by the mobile library should be encouraged and supported to develop their own libraries (RSA DoE 2005:41).
	MPCC	*see*	*Multi-Purpose Community Centres*
	MRC	*see*	*Medical Research Council*
	MUCPP	*see*	*Mangaung University Community Partnership Programme*
	Multi-Purpose Community Centres	MPCC	MPCCs are defined as those centres that have at least six government departments offering services to people who live close by. MPCCs should also have access to technology in the form of an Information Technology Centre (ITC) such as a Telecentre or other forms (GCIS 2001).
	Musicon		Musicon, an academy for music in Bloemfontein, was established in terms of the Education Act and transferred from the Free State Department of Education to the Department of Sport, Arts, Culture, Science and Technology from 1998-12-01 (FS DoSACST 2006:9).
N			
	NALN	*see*	*Nasionale Afrikaans Letterkundige Museum en Navorsingsentrum*
	Nasionale Afrikaans Letterkundige Museum en Navorsingsentrum	*see*	*Nasionale Afrikaans Letterkundige Museum en Navorsingsentrum*
	National Afrikaans Literary Museum	NALN	A documentation centre founded in 1972 with the scope of Afrikaans language and literature in general, as well as material by and about Afrikaans authors (Musiker 1986:88-89).
	National Council for Library and Information Services	NCLIS	The object of this council is to advise the Minister of Arts and Culture and the Minister of Education on matters relating to library and information services (RSA 2001:2).
	National Library of South Africa	NLSA	It is the amalgamation of the former State library in Pretoria and South African library in Cape Town under the head of the National Librarian (Makhura 2004:9).
	National Plan for Higher Education	NPHE	The purpose of the National Plan for Higher Education is the restructuring of the higher education system to generate equitable and efficient student diversity and numbers (Lazarus 2001:2).
	National Sesotho Literary Museum	NSLM	A newly established documentation centre the scope of seSotho language and literature in general.
	NCLIS	*see*	*National Council for Library and Information Services*
	NLSA	*see*	*National Library of South Africa*
	NPHE	*see*	*National Plan for Higher Education*
	NSLM	*see*	*National Sesotho Literary Museum*
O			

A-to-Z	Terminology	Acronym	Description of terminology
	Official Publications Depository	OPD	The Minister of Arts and Culture, Dr Z P Jordan, has declared the Constitutional Court Library an official publications depository (OPD) under the Legal Deposit Act, 1997 (Act No. 54 of 1997), effective as of 17 March 2004. This will be the first OPD to be established in South Africa under the Act (Roos 2004). An OPD serves as a centre for promoting awareness of, and access to, official publications and information held by the government and the institutions listed as public entities in chapter 5 and 6 of the Public Finance Management Act, 1999 (Act No. 1 of 1999). It will provide access to databases and other information sources to which the public may gain access under any law. Each OPD is entitled to receive a copy of every official publication that is published in South Africa (Roos 2004).
	Online Public Access Catalogues	OPACs	A database of bibliographic records describing the holdings usually of one particular library. It allows searching by name, title and subject and offers online access through public terminals (O'Brien 1997:330).
	OPACs	*see*	*Online Public Access Catalogues*
	OPD	*see*	*Official Publications Depository*
	Organization of South African Law Libraries	OSALL	OSALL serves the interests of South African law librarians as a professional group (Musiker 1986:114).
	OSALL	*see*	*Organization of South African Law Libraries*
P			
	PACLISA	*see*	*Public and Community Libraries Inventory of South Africa*
	PIT	*see*	*Public Internet Terminals*
	Public and Community Libraries Inventory of South Africa	PACLISA	A 2002 inventory of the public and community libraries in South Africa.
	Public Internet Terminals	PIT	PITs are a joint venture between the Department of Communications and South African Post Office, located at selected post offices, are intended to bring electronic communications services, Internet facilities and government information and services to the public (GCIS 2004b:134; & RSA DoC 2006:7).
	Public Libraries		Libraries that are provided through public funding for public use and the public good. Public libraries make use of materials in printed, audiovisual and electronic formats in order to collect, preserve, organize, retrieve, disseminate and communicate information, ideas and the creative product of the human imagination (Usherwood 1997:380).
R			
	Republic of South Africa. Department of Arts and Culture	RSA DAC	The National Department used to be the Department of Arts, Culture, Science and Technology but it was split into the Department of Arts and Culture (DAC) and the Department of Science and Technology (DST). The minister of this department is Dr Pallo Jordan.
	Republic of South Africa. Department of Arts, Culture, Science and Technology	*see*	*Republic of South Africa. Department of Arts and Culture*
	Republic of South Africa. Department of Communications	*see*	*Republic of South Africa. Department of Communications*
	Republic of South Africa. Department of Education	RSA DoE	National Department of Education with Minister Pandor and each of the 9 provinces has a the namesake department with a MEC
	RSA DAC	*see*	*Republic of South Africa. Department of Arts and Culture*
	RSA DACST	*see*	*Republic of South Africa. Department of Arts and Culture*
	RSA DoC	*see*	*Republic of South Africa. Department of Communications*
	Rural libraries		Rural library services operate in an environment of geographical remoteness, characterized by small population units and consequent modest financial support. The first public library services were established in urban areas, where large populations are concentrated into relatively small areas. Rural communities live in areas of low population density. The definitions of 'rural' vary from country to country (Rosenberg 1997:404).
S			
	SACS	*see*	*Government Communication and Information System*

A-to-Z	Terminology	Acronym	Description of terminology
	SAQA	*see*	*South African Qualifications Authority Act (no. 58 of 1995)*
	School community libraries		An agreement in writing between the education authorities responsible for the school's needs, the local government authorities responsible for the general community, and the school management must to be negotiated. This model works well provided that learners' needs are prioritised over general community needs when it comes to funding, collection development and access to the library based resources during the school day (RSA DoE 2005:40).
	School libraries		Service agencies designed to support curriculum delivery and operating through provision of materials, facilities and services (Heeks 1997:410). A place where activities are related to the acquisition, classification, cataloguing, processing, storage and circulation of learning and teaching resources for use by learners, teachers and school management (RSA DoE 2005:12).
	School library resource centre	*see*	*School libraries*
	seda	*see*	*Small Enterprise Development Agency*
	Small Enterprise Development Agency	seda	Small Enterprise Development Agency (seda) is an initiative of the Department of Trade and Industry that supports small businesses in South Africa with branches in all nine the provinces (seda 2007).
	South African Communications Service	*see*	*Government Communication and Information System*
	South African Qualifications Authority	SAQA	South African Qualifications Authority established by section 3 of the South African Qualifications Authority Act 1995 (no. 58 of 1995) (RSA 1997b:8).
T			
	Technikon Free State	*see*	*Central University of Technology, Free State*
U			
	UFS	*see*	*University of the Free State*
	UNESCO	*see*	*United Nations Educational, Scientific and Cultural Organization*
	United Nations Educational, Scientific and Cultural Organization	UNESCO	It is an international body which exists to further work in these fields among the member states of the United Nations, and particularly in less-developed countries. It supports many of the activities of IFLA (UNESCO 1997:451).
	University libraries	*see*	*Higher Education Institution's Library and Information Services*
	University of the Free State	UFS	Previously known as the University of the Orange Free State.

Appendix B: Questionnaire used to collate information for the database

Survey of the various libraries in the Free State

District Municipality: _____

Local Municipality: _____

City/Town: _____

Type of Library, e.g. Public, School, etc.: _____

Name of the Library: _____

Description of the Library: _____

_____

_____

_____

Services: _____

_____

_____

Membership: _____

Number of clients with disabilities: _____

Street Address: _____

_____

_____

Postal Address: _____

_____

_____

Telephone number: _____

Fax number: _____

Contact person: _____

E-mail address: _____

Web address: _____

Please contact Dora Ackerman: Fax number: 088-051-446-3518 or E-mail address: dora@cut.ac.za

Appendix C: Registration of research project: Free State Department of Education

FREE STATE PROVINCE

Enquiries : Ms. Gaborone MMA
Reference no. : 16/4/1/43-2006

Tel :(051) 404 8658
Fax :(051) 447 7318

2006-12-12

Ms. D.R. Ackerman
P.O. Box 25306
LANGENHOVENPARK
9330

Dear Ms.Ackerman

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.

2. Research topic: **Community profile analysis of the Free State and the identification of the information infrastructure: A higher education community engagement project.**

3 Your research project has been registered with the Free State Education Department.

4. Approval is granted under the following conditions:-

4.1 This letter is shown to all participating persons.
4.2 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
4.3 Findings and recommendations are presented to relevant officials in the Department.

5. The costs relating to all the conditions mentioned above are your own responsibility.

6. **You are requested to confirm acceptance of the above conditions in writing to:**

   The Head: Education, for attention:
   DIRECTOR : QUALITY ASSURANCE
   Room 401, Syfrets Building
   Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

Yours sincerely

FR SELLO
DIRECTOR : QUALITY ASSURANCE

Department of Education ∇ Departement van Onderwys ∇ Lefapha la Thuto

Private Bag X20565, Bloemfontein, 9300 •Republic of South Africa •Riphabolike ya Afrika Borwa