

The State of Libraries in South Africa

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arts & culture

Department:
Arts and Culture
REPUBLIC OF SOUTH AFRICA



LIASA

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EDITORIAL

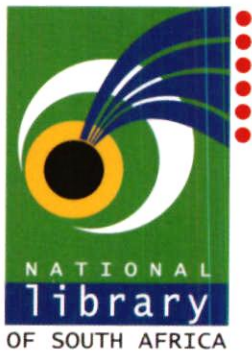


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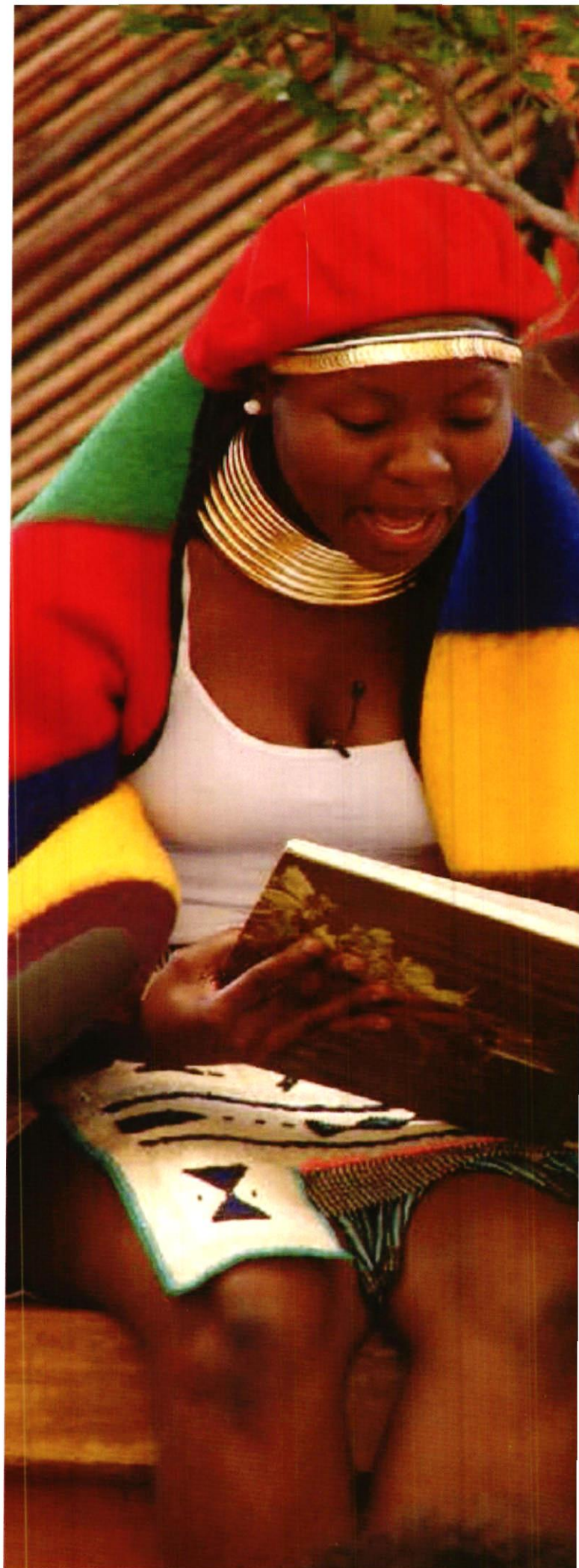


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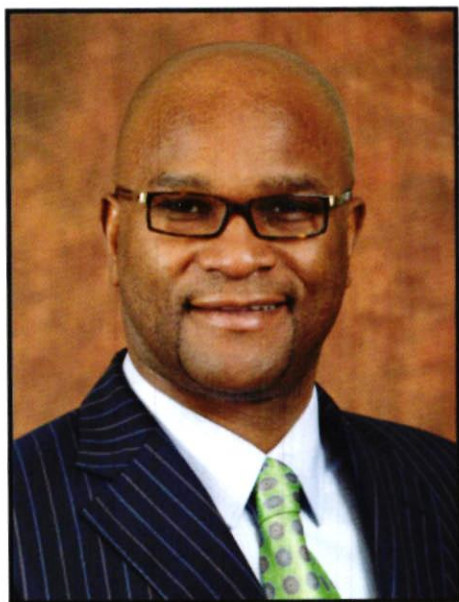
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1. FOREWORD BY THE MINISTER OF ARTS AND CULTURE



Mr E N Mthethwa

The last 21 years of democracy and freedom have seen a significant shift towards transformation in South African public libraries sector. We have taken significant steps to improve access to information by opening the doors of learning to create a culture of reading and writing for everyone. It is the availability of the conditional grant that has revived the library sector. This provision has facilitated the transformation of libraries into instruments of learning, the aim of which is to eliminate illiteracy, eradicate inequality and promote social cohesion.

Another important development has been to steer the DAC to forge closer relations with the provincial governments, through departments of Arts and Culture, with the purpose of investing funds towards building new library infrastructure. This not only entailed upgrading existing infrastructure, but above it has prioritized providing reading material and enhanced information and communication technologies across the country.

Furthermore, in addition to the improvement of 330 existing facilities since the inception of the conditional grant, the partnership between national, provincial and local spheres of government has facilitated the emergence of 78 new libraries.

At present plans are underway to build 20 new libraries and upgrade 50 existing libraries between 2015/16 as part of the programme. The provision of free internet access to communities has also been enhanced through a partnership with the Bill and Melinda Gates Foundation. We have expressed our appreciation of the partnership between Bill and Melinda Gates Foundation and the National

Library of South Africa. This has contributed to bridge the digital divide through access to the internet and enhance the provision of ICT in libraries. In fact, a two year ICT pilot project has been launched in 27 public libraries across the country, that is, in 3 public libraries per province. The main aim of the Mzansi Libraries On–Line is to provide free internet connectivity for all South Africans through public libraries, create an informed and information literate society. This development is in support of the goals of the National Development Plan.

The project aims to contribute to the improvement of the quality of life in South Africa by sustaining access to information through public libraries. This will enable the public to participate meaningfully in a democratic and knowledge–based society.

Since its inception, R32 million has been allocated towards this pilot project, which will run for two years. There is a strong possibility of expanding the project for another five years should the results of the pilot project prove to be successful.

We have embarked on vigorous literacy programmes to inculcate a culture of reading amongst South Africans. 77 titles of the South African Classics have been reprinted as part of the Reprint of Classics Project championed by the National Library of South Africa. The South African Classics are available in libraries countrywide.

As this project expands more titles will be available in different languages.

The DAC is involved in various initiatives in the country, especially in libraries, to promote literacy. People who read differently are also being catered for in our libraries. Reading facilities for visually impaired readers are being prioritised. This is being rolled out with the co–operation of the South African Library for the Blind in Grahamstown in the Eastern Cape.

In order to meet the needs of school learners we are, in collaboration with provincial departments of Basic Education, establishing dual purpose service points located near schools. In this way valuable educational material is being disseminated, which supports both teaching and learning.

As we look back at the giant strides we have made in the last 21 years, we are proud of the role that the library and information services sector is playing in elevating our society into the information super–highway while, at the same time, promoting nation building and social cohesion.

A handwritten signature in black ink, appearing to read 'E N Mthethwa', written over a horizontal line.

MR E N MTHETHWA
MINISTER OF ARTS AND CULTURE

2. AN OVERVIEW BY THE NATIONAL LIBRARIAN AND CEO



Prof. M.D. Rocky Ralebipi-Simela

The Bill of Rights, enshrined in the Constitution of the Republic of South Africa, is upheld as a cornerstone of South African democracy. It clearly articulates the fundamental rights of South Africans, including access to information, which forms the basis of the mandate for the South African library and information services sector.

Since 1994 great strides have been made to build new public, school and academic libraries as well as to upgrade historically less equipped library facilities throughout the country. The burgeoning of the library and information services (LIS) sector in South Africa has resulted in a wide network of libraries that currently serve 54 million South Africans. This network of libraries include:

- The National Library of South Africa (Pretoria and Cape Town)
- The South African Library for the Blind
- The Library of Parliament
- 5 Legal Deposit Libraries
- 9 Research Council Libraries
- 23 Higher Education Libraries
- 1993 public libraries (1612 provincial/381 metro)
- Approximately 2000 school libraries
- Special Libraries, which include corporate libraries, law libraries, government libraries; prison libraries; etc
- Independent and private libraries, including United Nations Information Centre (NIC), Goethe Instituut, US Embassy and Consulates Information Centres, Room to Read, Monash University, The Brenthurst Library, etc

This national web of libraries gives South Africans free access to information and knowledge from all types of libraries located around the country. The introduction and inclusion of information and communication technologies (ICTs) has further created the opportunity for a dynamic, networked and connected society.

There is a growing acknowledgement and acceptance of libraries as knowledge and cultural institutions because they provide the public with spaces for information and learning and are accessible to all groups in society, regardless of gender, age and ethnic affiliation. Hence in South Africa, the

public library has a critical role to play not only in the nurturing and growing of a democracy, but also as gateways to participation in society through lifelong learning and access to information for its citizens.

UNDERSTANDING THE SOUTH AFRICAN LIS CONTEXT

LEGISLATION AND GOVERNANCE

The South African library and information services (LIS) sector is fortunate to function within a comprehensive legislative framework. The following laws have a direct impact on the LIS sector:

- The Copyright Act (Act no. 98 of 1978)
- The Constitution of the Republic of South Africa (Act no. 108 of 1996)
- The Legal Deposit Act (Act no. 54 of 1997)
- The National Library of South Africa Act (2 of 1998).
- State Information Technology Agency Act (Act no. 88 of 1998)
- The South African Library for the Blind Act (Act no. 91 of 1998)
- The Public Finance Management Act (Act no. 1 of 1999 as amended by Act 29 of 1999)
- The National Council for Library and Information Services Act (Act no. 6 of 2001)
- The South African Public Library and Information Services Bill (2010), which aims to determine the national norms and standards for public libraries
- The Education Laws Amendment Act 31 of 2007 (amending the South African Schools Act of 1996). The Department of Basic Education gazetted for comment regulations relating to Minimum Uniform Norms and Standards for Public School Infrastructure wherein a school library/media centre is listed as a core education area together with the specifications for its minimum size
- The Protection of Personal Information Act (4 of 2013).

In addition to the above, there are other laws and policy documents that have implications for LIS such as:

- The National Archives and Records Services Act (43 of 1996)
- The White Paper for Post-School Education and Training (2013)
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol
- The Marrakesh Treaty to facilitate access to published works for persons who are blind, visually impaired or otherwise print disabled.

There is widescale cognizance that the best way to address and support the transformation of libraries into community hubs is to invest in staff development and training. The Library and Information Association of South Africa (LIASA) has adopted continuing professional development (CPD) as a strategy to ensure that library and information workers have access to current trends and developments. LIASA, through its CPD programme has identified computer literacy, social media, advocacy, library management, library leadership, communication, marketing, library systems management, developing strategic plans and financial management as critical training needs. It believes that better-trained staff will be able to articulate clearly and effectively the role of libraries in South Africa and will encourage South Africans to take full advantage of the libraries' resources.

Within this context, public libraries in South Africa are poised to participate in the development of an educated and engaged citizenry. The opportunity exists to demonstrate how public libraries may be located as community development partners and how they contribute to the national imperatives related to education, youth unemployment, community development, and upskilling and reskilling of library professionals at a local level.

A handwritten signature in black ink, appearing to read 'M.D. Ralebipi-Simela', written over a horizontal line.

Prof. M.D. Rocky Ralebipi-Simela
NATIONAL LIBRARIAN AND CEO

3. LIBRARY AND INFORMATION ASSOCIATION OF SOUTH AFRICA (LIASA)



Ms. Segametsi Molawa

LIASA has adopted a partnership mindset with all LIS stakeholders in support of its corporate projects, as follows:

- Annual South African Library Week
- The annual LIASA conference, that attracts approximately 700 delegates, with grants that enable public librarians and international experts to attend.
- The hosting of the 2007 IFLA WLIC in Durban
- The hosting of the 2015 IFLA WLIC in Cape Town, 15–21 August 2015 with the theme “Dynamic Libraries: Access, Development and Transformation”
- Publications such as the LIASA–in–Touch (http://www.liasa.org.za/publications/liasa_in_touch) and the open access South African Journal of Libraries and Information Science (<http://sajlis.journals.ac.za/pub>)
- Continuing professional development (CPD), a strategic imperative for workplace skills development.

With a current membership of 1600, LIASA shows steady growth and is present in all nine provinces and the broader LIS sub-sectors. LIASA has ten branches and ten interest groups representing various LIS disciplines. While LIASA has a permanent office in Pretoria, on the campus of the National Library of South Africa, its strategic governance resides within the LIASA Representative Council and the LIASA Executive Committee. The core leadership comprising of the President, President–Elect, Secretary, Treasurer and Public Relations Officer are elected through an open electoral process for a two year term. These professionals are drawn from the various LIS sectors & institutions and acknowledged for their leadership, management skills and expertise. LIASA leaders have contributed variously to national and international LIS leadership.

As the professional association, LIASA has achieved several of the strategies (membership, corporate brand & identity, CPD, leadership development, lobbying and advocacy as well as regional engagement) identified in its formative years (Tise, 2004) and now as the SAQA–approved professional body. As LIASA is positioned to take the LIS sector to new levels of professionalism and lead the sector as a driver of social change.

Since its inception in 1997, the Library and Information Association of South Africa (LIASA), a registered non–profit organisation, is the acknowledged professional association that represents the South African library and information services (LIS) sector nationally and internationally. Prior to this, the former professional associations, ALASA and SAILIS were race–based and functioned independently of each other.

In December 2014, the South African Qualifications Authority (SAQA) approved the recognition of LIASA as a professional body as well as the registration of the professional designation, Professional Librarian. This recognition was awarded as per the requirements of the National Qualifications Framework (NQF) Act, Act 67 of 2008. This recognition enables LIASA to:

- Set the standards of professional practice
- Provide accreditation of qualifications
- Award the designation based on proven competence
- Ensure the CPD of practitioners
- Supply the list of qualified librarians to the National Learners Records Database (NLRD), a database of all professional graduates in South Africa.

LIASA engages widely with the national Departments of Arts & Culture, Basic Education, Higher Education and Training and Science and Technology which oversee public, schools, academic and research Institutes libraries respectively. LIASA is an ex officio member of the legislated National Council of Library and Information Services (NCLIS) and engages with various international library associations.

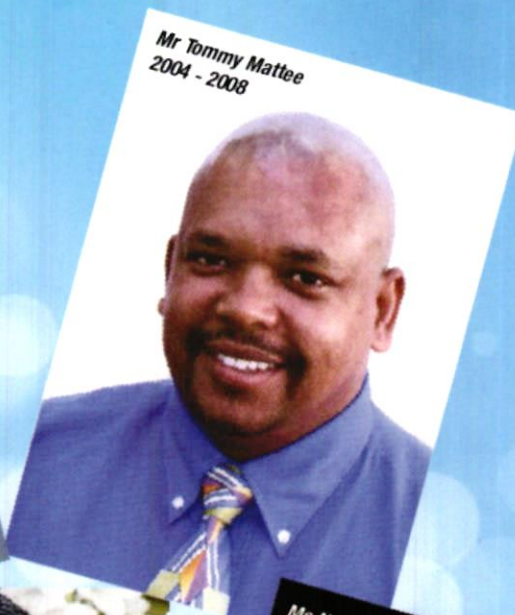
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MS. SEGAMETSI MOLAWA
LIASA PRESIDENT

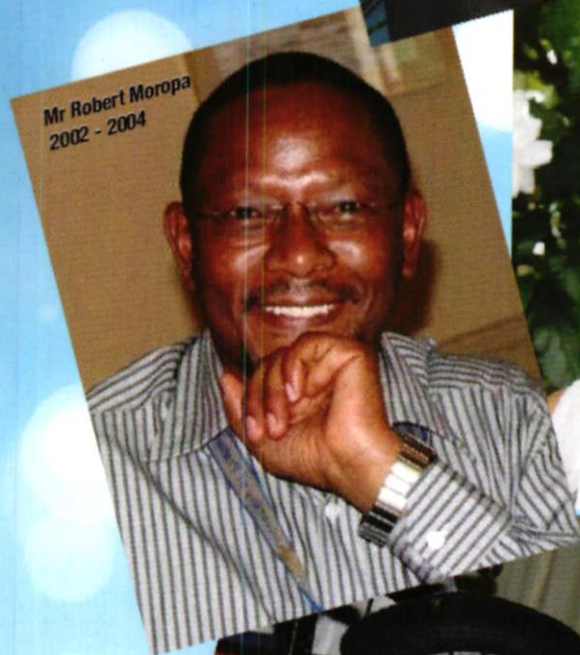
LIBRARY AND INFORMATION ASSOCIATION OF SOUTH AFRICA (LIASA) PRESIDENTS



Ms Ellen Tise
1998 - 2002



Mr Tommy Matte
2004 - 2008



Mr Robert Moropa
2002 - 2004



Ms Segametsi Molawa
2014 - Present



Ms Naomi Haasbroek
2010 - 2012



Ms Rachel More
2008 - 2010



Ms Ujala Satgoor
2012 - 2014



National Council for Library and Information Services (NCLIS) inaugurated by the Department of Arts & Culture - Deputy Director-General, Mr Vusi Ndima

4. NATIONAL COUNCIL FOR LIBRARY AND INFORMATION SERVICES (NCLIS)

The National Council for Library and Information Services (NCLIS) was established in terms of the National Council for Library and Information Services Act, 2001 (Act No 6 of 2001). NCLIS is an advisory council that advises the Minister of Arts and Culture, the Minister of Basic Education and the Minister of Higher Education and Training 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. The functions of the Council are to develop and co-ordinate library and information services in the country.

Members of the Council are appointed by the Minister of Arts and Culture through an open nomination process for a period of three years. The Council is broadly representative and councillors are appointed for their expertise and experience in the field of library and information services (LIS).

The most recent and dynamic project undertaken by the NCLIS was the commissioning of the Library and Information Services (LIS) Transformation Charter, which was signed off by the Minister of Arts and Culture in 2014. This charter provides a clear and coherent plan for LIS in alignment with the National Development Plan, so that the vision of an informed and reading nation becomes a reality.

The Minister of Arts and Culture appointed the National Council for Library and Information Services (NCLIS) for the period 1 January 2012 to 31 December 2014.

The members of the Council are:

Professor Archie L. Dick (Chairperson) (University of Pretoria)
 Ms L Webster (Vice-chairperson) (Durban Univ. of Technology)
 Ms B Dlamini (Gauteng Dept. of Education)
 Ms R Mhinga (Tshwane Univ. of Technology, Limpopo Campus)
 Ms S Molawa (HSRC)
 Mr T Matthee (Drakenstein Municipality)
 Prof M Nassimbeni (Univ. of Cape Town)
 Ms S Nzimande (KwaZulu-Natal Dept. of Arts and Culture)
 Mr P Sewdass (Ekurhuleni Metropolitan Municipality)
 Ms L Vahed (Univ. of Zululand)
 Mr F van der Walt (Cape Town Metropolitan Municipality)
 Ms M van Wyk (Emfuleni Municipality)

Ex officio members:

Ms P Bulling (Dept. of Higher Education and Training)
 Ms N Haasbroek / Ms U Satgoor (LIASA)
 Mr F Hendrikz (South African Library for the Blind)
 Dr J Joshua (Dept. of Basic Education)
 Mr P Kekana (Dept. of Arts and Culture)
 Prof R M D Ralebipi-Simela (National Library of South Africa)

NCLIS will focus on the following strategic areas during its term of office:

- Finalise draft 7 of the Library and Information Services (LIS) Transformation Charter
- LIS legislation
- advocacy and communication
- funding requirements for the LIS sector



National Council for Library and Information Services (NCLIS)

5. LIBRARY AND INFORMATION SERVICES TRANSFORMATION CHARTER

With its roots in the Freedom Charter and the Constitution of the Republic of South Africa, the Transformation Charter is spearheaded by the Department of Arts and Culture, the National Library of South Africa, and the NCLIS.

- The Charter is guided by fundamental principles enshrined in the South African Constitution, with the most crucial focus on redress and equity.
- To develop an integrated funding model for the Library and Information as prescribed by the South African Constitution, with the most crucial focus on redress and equity.
- To develop an integrated funding model for the Library and Information Services Sector.
- To ensure that all South Africans have access to information as prescribed by the South African Constitution.
- Promote employment equity and skills development, therefore effecting efficiency and effectiveness to clientele.
- Position libraries as places where people from all backgrounds can find each other.

An extensive consultative process was followed during the drafting process. The 7th draft of the LIS Transformation Charter was accepted by the Ministry of Arts and Culture in April 2014 and implementation of recommendations are underway.



Transformation Charter Technical Team from left to right: Professors Joe Teffo, Geneveve Hart, Yonah Seleti, Ms Anna Brown, Muxe Nkondo, Mary Nassimbeni and Archie Dick.

6. THE SOUTH AFRICAN PUBLIC LIBRARY AND INFORMATION SERVICES BILL

The Department of Arts and Culture has drafted the Public Library and Information Services Bill to ensure that all citizens have access to public library services of a high standard. The purpose of the Bill is to provide a framework of essential national norms and standards for the delivery of public library and information services in the country.



Library transformation charter consultative workshop.

7. LEGAL DEPOSIT IN SOUTH AFRICA

Mr. Mandla Ntombela – Msunduzi City Librarian

The present Legal Deposit Act (Act No 54 of 1997) was promulgated on 1 July 1998. The Act provides for:

- the deposit of books, magazines and other information bearing documents such as films, videos, music CD's and DVD's published or produced in South Africa, as well as those produced abroad specifically for distribution in South Africa.
- An official publication is a document published by an organ of national, provincial or local government, a parastatal organization or any other institution listed as a public entity.
- a broad legislative framework for the number of copies to be deposited, their format and quality, information required from publishers and producers, when copies must be deposited and action to be taken against defaulting publishers and producers.
- the time of the deposit – unless otherwise prescribed, the publication must be deposited within 14 days
- of the day on which the document is published.

There are five places of legal deposits in South Africa that is, National Library of SA (Pretoria and Cape Town), Bloemfontein Public Library,

the Bessie Head Library and the National Film, Video and Sound Archives Library of Parliament. The purpose of legal deposit is to collect, preserve and make available to present and future users the documents that contain the intellectual and cultural heritage of the country. Legal deposit is a legal obligation that South African publishers (or producers) of all types of documents, including audio–visual publications–, have, to deposit a certain number of copies of each of their published documents to designated places of legal deposit. This requirement is in line with international practice.

The functions of the Act is to ensure preservation and cataloguing of, and access to, published documents emanating from, or adapted–, for, South Africa. The main purposes are:

- to provide for access to Government information
- to provide for a Legal Deposit Committee; and
- to provide for matters connected therewith.

Countries countrywide are currently reviewing and amending their legal deposit laws in order to accommodate the growing importance of audio–visual and electronic media.

Legal Deposit Committee



8. AN HISTORICAL OVERVIEW OF LIBRARY AND INFORMATION SERVICES IN SOUTH AFRICA



Former South African Public Library

Ujala Satgoor (Rhodes University Library)

The foundation of libraries in South Africa, dating back to the turn of the 19th century, are steeped in British and Dutch colonial histories as well as the histories of “religious, voluntary, cultural and political organisations that shaped the growth of reading and readers, and promoted the establishment of libraries” resulting in a mixed, but rich library heritage and legacy (Dick, 2007).

In 1818, Lord Charles Somerset, Governor of the Cape Colony, issued a proclamation launching the first South African Public Library with the stipulation that a wine tax be levied “to place the means of knowledge within the reach of the youth of this remote corner of the Globe, and bring within their reach what the most eloquent of ancient writers has considered to be one of the first blessings of life, ‘Home Education’.” (nlsa.ac.za). In 1873 it became the legal deposit library for the Cape Colony. From 1916 until 1954 it received all printed items published throughout the country.

While the South African Public Library was playing a role in the Cape Colony, similar developments were unfolding in the Transvaal where the “Staats-Bibliotheek der Zuid-Afrikaansche Republiek” (the State Library of the South African Republic) was created with a donation of books from the Maatschappij der Nederlandsche Letterkunde. The Staats-Bibliotheek was formally constituted on 21 September 1887. The demand for a public library was met in 1878, however, the inability to continue this service resulted in the State Library adopting a dual role in 1893 as both public library and national library until 1964. Interestingly, the first exchange agreement was signed between the State Library and the Smithsonian Institution of Washington in 1898! From the early 1930’s, the State Library began to evolve as a central library for South Africa, with a national lending system and a centre for bibliographic information. (nlsa.ac.za).

Given the nature and stature of these libraries, South Africa then had two national libraries co-existing until 1 November 1999 when they were amalgamated into the new National Library of South Africa under the National Library of South Africa Act (2 of 1998). Libraries were also influenced by the spatial divide, which resulted in separate facilities ranging from well-constructed library buildings, to container libraries, to mobile libraries, to areas with no facilities available for the majority of people. The former four provinces (Transvaal, Natal, Orange Free State and Cape Province) of the historical dispensation had well-structured

public library services, which are still in existence today. In 1974 the doors of the Johannesburg Public Library and the Natal Society Library, Pietermaritzburg, historically white or European libraries, were opened to all. Other city libraries followed this trend.

The introduction of Bantu education under the Bantu Education Act of 1953 resulted in entrenching an inferior education for black South Africans. This was exacerbated by the closure or destruction of many functioning black school libraries or community libraries, the deliberate under-resourcing of schools and the provision of inferior education. The June 16 1976 school uprising in Soweto, which escalated to other parts of the country, impacted indelibly the socio-political landscape in South Africa. The historical legacy of race-based higher education institutions; separate LIS training facilities; and the quality of LIS education have had a far-reaching impact on current LIS practice, professional mindsets and development.

While mainstream library services were affected by the complexities of apartheid in South Africa, Dick (2007) provides a fascinating history of alternative libraries that shaped education, literacy and political thinking in historically disadvantaged areas during the course of the 19th and 20th centuries. The current nine provinces, which incorporated the former homelands, have all established provincial library and information services systems. However, the inequalities and disparities in LIS service delivery in certain provinces is reflective of the disparities of historically disadvantaged areas. The history of South Africa therefore makes it a national imperative to build an informed nation, remove inequalities, create self-reliance amongst individuals through access to information and technologies as well as to build and sustain vibrant communities. The twenty years since democracy has seen a concerted effort to redress these inequalities and reinvent libraries as lifelong learning support centres and community development partners.

CURRENT SOCIO-ECONOMIC CONTEXT: OPPORTUNITIES FOR LIBRARIES

Post-Apartheid South Africa has experienced a myriad of changes, initiated since 1994. Government, organizations and citizens have made and are committed to making, positive and constructive changes to promote a democratic civil society. While there is great national and international pride in our achievements; illiteracy, unemployment and primary basic education are fast becoming evident as major national challenges.

Today, many South Africans still do not have access to information—, that could make a difference to the quality of their lives or circumstances. This is exacerbated by the digital divide which impairs the functional and cognitive development of the majority of South Africans.

The South African National Development Plan (NDP) 2030, launched on 15 August 2012, is a plan for the country that aims to eliminate poverty and reduce inequality by 2030 through uniting South Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities, enhancing the capability of the state and leaders working together to solve complex problems. This is an opportunity for the LIS sector to identify their role within the context of the NDP.

8.1 Abridged chronological achievements and milestones of the LIS Sector

1916

The Copyright Act of 1916 extends legal deposit to the whole country. Five legal deposit libraries are declared, including both the State Library and the South African Public Library.

1928

A conference in Bloemfontein lays the foundations for a countrywide co-operative library structure with the assistance of the Carnegie Foundation of New York.

1946

Publication of the first issue of the Quarterly Bulletin of the South African Library

1955

Establishment of the Friends of the South African Public Library

1964

The State Library publishes the first South African National Bibliography.

1961

The State Library joins the International Federation of Library Associations and Institutions.

1967

The South African Public Library is declared a National Monument and is renamed the South African Library.

1970

The ISBN Centre for South Africa is established at the State Library

1971

The State Library and the South African Library are designated National Libraries by an Act of Parliament.



Dawn of the new era

1996

The Minister of Arts, Culture, Science and Technology appointed a working group to advise him on the future of the two National Libraries, a review of the National Libraries Act, No 56 of 1985. The most important recommendation of the Working Group was that the two national libraries be amalgamated to form a dual-site national library (Pretoria and Cape Town Campuses), to be known as the National Library of South Africa.

1996

The creation of the new National Library looks ahead to revitalising and transformation that will align the new institution with the goals of the new democracy. The National Library of South Africa as the national depository of published material in the country has key collections of the South African documentary heritage and makes these accessible through its work as the national bibliographic agency according to national and international standards.

1996

The priceless San drawings in the Library's Bleek/Lloyd collection are listed on UNESCO's Memory of the World register. Wilhelm Bleek and Lucy Lloyd were the first persons to conduct a formal, in-depth study of any of the South African languages. Their work enables researchers to gain access to interpretations of San languages, mythology and folklore.

1997

The Working Group of National Libraries of South Africa recommended that a single National Library be created through the amalgamation of the South African Library and the State Library, and that this institution be governed by the National Library of South Africa Act.

1997

Launch of the Library and Information Association of South Africa (LIASA) on 10 July 1997. LIASA is a professional non-profit organisation, uniting and representing all library and information services (LIS) institutions and people working in said institutions in South Africa.

1998

Establishment of the Centre for the Book in Cape Town, as a project of the South African Library.

1999

The inauguration of the National Library of South Africa (NLSA) with the amalgamation of the former South African Library in Cape Town (established 1818) and the State Library in Pretoria (established 1887), to become the Pretoria and Cape Town campuses respectively.

2000

LIASA awarded an infrastructure grant by the CCNY, in support of the establishment of the professional association

2001

Publication of the Public and Community Libraries Inventory of South Africa. This was a joint venture of the National Library through its Foundation for LIS Development and the Print Industries Cluster Council's Libraries Working Group. It was made possible by a grant from the Carnegie Corporation of New York and offers a comprehensive record of the location and distribution of the country's public and community lending libraries.

2001

South African Library Week (SALW) was initiated by LIASA and recognised by government as a week which highlights the role of libraries in strengthening democracy, advancing literacy and making the basic human right of freedom of access to information a reality. SALW is celebrated during the week within which 20 March falls in recognition of the establishment of the South African Public Library, now known as the National Library of South Africa (Cape Town campus) by government proclamation on 20 March 1818. It is also linked to South African Human Rights Day, which is celebrated on 21 March

2001 - 2004

South African Library Leadership Project (SALLP), a partnership project between LIASA and the Mortenson Centre for International Library Programs, University of Illinois and funded by the Andrew Mellon Foundation to address the leadership development of senior and middle managers of public and academic library services.

2002

Millennium Integrated Library Management System installed at the National Library. This state-of-the-art system, funded by the Andrew W. Mellon Foundation, offers seamless access to the National Library's collections from both campuses. It greatly enhances information retrieval and research into the nation's printed and documentary heritage housed at the Library.

2002

Participation in the biggest international exhibition in library history: 'Treasures from the World's Great Libraries' held at the National



Making a difference for democracy and development

Library of Australia from December 2001 to February 2002. The National Library of South Africa loaned three precious items from the Bleek Collection of South African Drawings which is listed on UNESCO's Memory of the World Register.

2002

The San drawings from the Bleek Collection go on display in South Africa for the first time. The exhibition held at the South African National Gallery was a collaborative effort of the National Library, the University of Cape Town and Iziko Museums of Cape Town, all with collections of Wilhelm Bleek and Lucy Lloyd's pioneering work amongst the San. The drawings from the various sources have been documented and scanned into a comprehensive database by Professor Pippa Skotnes.

2002

The Department of Arts and Culture announces plans to erect a R128-million new building for the National Library of South Africa in Pretoria city centre. This ultra modern design would become the flagship of the National Library of South Africa.

2002

South Africa-Mali Timbuktu Manuscript Libraries project launched in Johannesburg on Africa Day, 25 May 2002. The National Library of South Africa participates in this intergovernmental initiative coordinated by the Presidency and the Department of Arts and Culture through the National Archives in Pretoria. It was the first official cultural project of New Partnership for Africa's Development (NEPAD). The National Library is regarded as a key partner by the South Africa government, users nationally and internationally. It is striving to become a formal centre of excellence, doing pioneering work in preserving and making accessible rare and fragile South African and African information resources, and in supporting a knowledge infrastructure in which South Africans and Southern African Development Countries (SADC) partners can be empowered to develop and flourish.

2002

The National Library assisted in the Timbuktu bi-national project with the government of Mali (South African Presidential Initiative). It has as an objective to assist with the conservation of the historic African scholarship manuscripts that have survived in Timbuktu, which may otherwise perish.

2002

The South Africa-Mali project is an initiative to utilize South African expertise to help preserve the priceless Timbuktu Manuscripts, ancient documents that hold the key to some of the secrets of the continent's history and cultural heritage. This served as a pilot Cultural Project for NEPAD (New Partnership of Africa's Development), accessible rare and fragile South African and African information resources, and in supporting a knowledge infrastructure in which South Africans and Southern African Development Countries (SADC) partners can be empowered to develop and flourish.

2002

Launch of the National Council for Library and Information Services. The National Library of South Africa is involved through the provision of training, technical support and the mutual development of conservation facilities.

2002

LIASA hosted the SCECSAL XV Conference: From Africa to the World - the globalisation of indigenous knowledge systems at Caesar's Gauteng Hotel Casino and Convention Resort, Kempton Park, Johannesburg, South Africa from 15-20 April 2002.

2004

The National Council for Library and Information Services (NCLIS) was launched on 12 May 2004. The National Librarian serves as ex officio member on the Council, which advise the Minister of Arts and Culture and of Education on matters relating to the development and coordination of library and information services and the promotion of literacy and a reading culture in South Africa.

2004

Sod-turning ceremony for the new National Library building in Pretoria. The Department of Arts and Culture has provided funding for the erection of a new building for the Pretoria Campus in the envisaged new Government Boulevard leading to the Union Buildings. The Library will gain approximately 14 700 usable square metres of space for its book collections, as well as approximately 1800 seats for library users.

2004

The Centre for Information Career Development (CICD) established within LIASA through a grant awarded by the Carnegie Corporation of

New York (CCNY) to address the continuing professional development needs of LIS workers. To date over 7000 LIS workers have benefited from the programmes offered by the CICD.

2005

A proposal was written and submitted to the Carnegie Corporation of New York for a grant of US\$2,000,000 for Information and

Communication Technology equipment for the new library building, a complete online catalogue and a South African literature and reference book collection. The Carnegie panel met in June and July 2005, and an appropriation of US\$2,000,000 was granted to the Foundation of Library and Information Services Development (FLISD) for the National Library project to run from July 2005 till end of June 2008.

The retrospective cataloguing process has been completed while lists for the South African book collection have been compiled. Wireless networks were added at the Cape Town and Pretoria campuses for the retrospective cataloguers.

2005

The National Library of South Africa organized an International conference, held in May 2005, which was entitled, From Papyrus to Print-out: the book in Africa - yesterday, today and tomorrow. This conference focused on an ambitious set of topics that ranged from the preservation of books and oral literature to the impact of information technology on book development and on literature. The papers presented set a high scholarly and academic standard, and are published in hard copy and electronically as "From Papyrus to Print-out, the Book in Africa - Bibliophilia Africana 8"

2005

World Book and Copyright Day on 23 April celebrated annually at the Centre of the Book, a specialist unit of the National Library established in 1998 for the purpose of encouraging a wide range of activities related to reading and writing.

2005

Workshop of National Librarians in the Southern African Development Community held in Johannesburg 16-18 March 2005. Hosted by the National Library of South Africa, the workshop focused on the theme of 'Information as a strategic resource for sustainable economic development in the SADC region'.

2007

Public lecture series launched by the Minister of Arts and Culture, Pallo Z Jordan at the Cape Town campus on 20 February 2007 with a lecture by Andrew Offenburger: 'Telling stories, changing histories: the Xhosa Cattle Killing in post-apartheid South Africa'.

2007

The World Library and Information Congress held in Durban in August 2007. The National Librarian served on the National Committee and as Vice Chairperson of IFLA.

2008

Launch of NF Saliwa Publishing and the Children's literature programme at the Centre for the Book on 12 June 2008. The Hon. Minister of Arts and Culture, Pallo Z. Jordan made his appearance during this vibrant event filled with singing, dancing, story-telling and children.

2008

Exhibition '190 years: celebrating Cape heritage' held at the Cape Town campus on 13 November 2008 to mark its establishment as the first public library in South Africa.

2008

The new National Library of South Africa building in Pretoria was officially opened by former President Thabo Mbeki on 1 August 2008. The building covers 33000 square metres of which 147000 square metres is for the storage of reading material, among it newspapers dating back to the late 18th century.

2008

The National Library of South Africa is the National Treasure house of the published heritage materials, a centre of excellence in providing access to the immensely valuable resources, facilitated and provide knowledge and information literacy. The National Library Act 92 of 1998 provides for the National Library to collect, record, preserve and make available the national documentary heritage materials.

2008

The National Library as the national depository of published material in the country has key collections of the South African documentary heritage and makes these accessible through its work as the national bibliographic agency according to national and international standards. The National Library's comprehensive collection enables it to position itself as a leading national library and information centre of excellence in Africa. NLSA is one of the best-known and best-used points of access to information by national and international researchers.

2008

The NLSA has been fitted with 500 new computers available for use by the public for free access of the Internet. Deploying computers to the public areas contribute a great deal in providing the public free access to the Internet and normal computer use activities. Information literacy training is offered to the general public to equip them with the necessary skills.



2008 - 2012

The Centre for African Library Leadership was established at the Merensky Library, University of Pretoria to address the library leadership development needs of academic and public librarians. 120 librarians were selected from almost all academic and provincial/metropolitan public library systems for participation in six 2-week residential leadership academies spread across 3 years

2009

Installation of a de-acidification facility at the Pretoria campus. This is the first of its kind in Africa and places the National Library at the forefront of conservation technology.

2009

The National Library of South Africa migrated its desktop environment from Windows to Open Source Software platform. This is in compliance with official policy and is necessitated by the high cost of proprietary software licenses and the demand for high capacity computers.

2011

The NLSA hosted another International event, the International Standard Book Number (ISBN) and the International Standard Music Number (ISMN) Annual General Meeting (AGM) on 13 = 16 September 2011, for the first time on the African Continent. The event was attended by more than FIFTY International delegates.

2011

The first ever African Regional Seminar was held on Wednesday 14 September, ahead of the ISMN AGM. In attendance were delegates from Algeria, Botswana, Ghana, Kenya, Lesotho, Malawi, Mauritius, Namibia, Nigeria, Seychelles, South Africa, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe.

2011

The National Librarian signed the agreement with Dr Hartmut Walravens and Stella Griffiths, Executive Director of the International ISBN Agency, to establish the ISMN Agency at the NLSA. The NLSA will now assign ISMN to music sheets.

2011

The NLSA hosted the publisher session during this event. We also launched the two directories, namely: African Publishers Association Directory and South African Independent Publishers Directory.

2011

The Next Generation Public Librarian Grant is awarded to LIASA by the Carnegie Corporation of New York (CCNY) to enable graduate public library workers to attain the professional LIS qualification at library schools located at the Universities of Cape Town, KwaZulu-Natal and the Western Cape. To date 75 graduates benefited from this grant.

2013

The Master degree in Information Technology (M.IT) programme is developed and offered by the Department of Informatics, University of Pretoria to address the ICT needs of academic librarians in South Africa and selected African countries.

2014

Adoption of the LIS Transformation Charter

2014

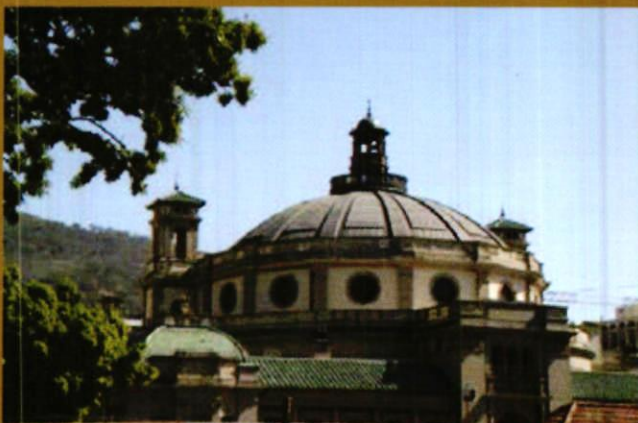
LIASA is recognised as a South African Qualifications Authority (SAQA) Professional Body for library and information service (LIS) in December 2014. This will enable the setting of practice standards, accreditation of training programmes and service providers, compulsory continuing professional development (CPD) of practitioners and ensure a comprehensive list of LIS graduates on the national learners records database (NLRD)

2015

LIASA and the South African Library and Information Services (LIS) sector hosts IFLA and WLIC in Cape Town, South Africa 15 – 21 August 2015.

2015

The National Library of South Africa hosts the Conference for Directors of National Libraries (CDNL). The National Minister for Arts and Culture, Mr Nathi Mthethwa welcomes the African Ministers responsible for libraries to a Ministerial session in Cape Town, 14 August 2015.



9. LIBRARY SECTORS

9.1 ACADEMIC AND RESEARCH LIBRARIES

Keitumetse Eister – Univeristy of the Free State Library

9.1.1 INTRODUCITON

South Africa prides itself in having 23 higher education libraries (academic libraries), delivering services to approximately 625 000 students and 60 000 academic staff. Two more universities are in the advanced stages of being established. The location of these higher education institutions and the population they serve is spread over the 9 provinces as indicated in Table 1 below. Higher Education institutions, though largely autonomous, fall under the auspices of the National Ministry of Higher Education. The Department of Higher Education and Training–, subsidises 23 universities and 50 technical and vocational education and training (TVET) institutions.

The main mandate of higher education libraries is to facilitate access to information that meets the teaching, learning and research information needs of institutions' communities. In their endeavour to live up to this mandate, several considerations are made to ensure that the bigger picture is encapsulated in shaping relevant LIS. These include the South African National Development Plan, individual higher education institutions' niche areas–, as well as national and international Library and Information Services trends.

Table 1: Higher Education Libraries and Population



In 2001 the National Plan for Higher Education detailed the restructuring of the South African higher education landscape, which up until 1994 was fragmented and unco-ordinated. This resulted in the merging of “historically white/historically black” universities, technikons and colleges; dismantling the divide between universities and colleges; attempting to redress the educational imbalances at historically disadvantaged institutions; strengthening the link between teaching and research; aligning research with economic goals and creating environments for learners to have access to quality education, and graduate with

the relevant knowledge, competencies, skills and attributes are required for any occupation and profession.

The merging of the 36 higher education institutions (HEIs) resulted in 23 institutions – 11 traditional universities, 6 comprehensive universities and 6 universities of technology. Two new universities were launched in 2013/2014. These mergers also posed huge challenges for the merging of libraries in these respective institutions. The culture of learning and quality of education, as part of redressing the institutional imbalances also impacted on the future of the libraries, their roles, responsibilities, resources, staffing and funding models. Many libraries sought out best practices of successful mergers to inform the tasks and processes to follow.

Academic and research libraries are increasingly playing a pivotal role in the support of teaching, learning, and research. Technology, library space and design, dynamic user services and staff development have emerged as strong drivers for change in academic libraries. The national research imperatives and the demand for more quality graduates have also influenced how academic and research libraries respond and align themselves to these institutional strategic imperatives.

Academic libraries in South Africa have emerged as intensely technologically enabled and driven environments. An assessment of the sector indicates that the predominant focus is aimed at strategic alignment of services and the broader information services environment, with core elements being:

- The enhanced integration of access management services that allow for on-demand access to resources over a distributed networked environment;
- The employment of wireless technologies;
- Changing procurement strategies to focus on networked-based information resources.
- The integration of ILMS functionality with other non-library related systems (finances, registration, virtual research and learning systems, access systems, etc.)
- The incorporation of Web-based discovery-to-delivery and the supporting related peripheral applications.

Due to the socio-economic divide between students from historically advantaged and disadvantaged groups in South Africa; lack of library resources in school libraries; and language differences, information literacy (IL) has become a strategic imperative. Academic libraries offer IL programmes that include orientation programmes, basic library skills, introduction to the online catalogue, the use of electronic databases; and referencing and plagiarism. Some libraries have embedded IL programmes into their university curriculum.

Digital literacy has been introduced to support students with media literacy, ICT literacy, digital scholarship as well as communications and collaboration in an academic context. This will enable students to participate in digital networks for learning and research; use of digital devices; study and learn in e-environments; and participate in emerging academic and research practices in a digital environment.

Web tools such as Twitter, Facebook, paper.li, libguides and other social media tools and applications greatly impact on the academic library environment. These are considered as value-added services, or potentially value-adding applications for raising the visibility of institutional research output and communication with students as well as marketing.

South African academic and research libraries have recognized the importance of the global Open Access (OA) Movement for the dissemination of knowledge and cultural heritage, and increasing the visibility of its research output with the rest of the African continent and the world. Many academic libraries have taken the lead in facilitating Open Access initiatives including OA mandates, institutional repositories, observing OA Week and facilitating their institutions becoming signatories to the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities.

9.1.2. STAFF DEVELOPMENT

Higher Education Libraries have over the years been conducting environmental scanning exercises, which have informed paths towards equipping current and new academic staff with the required competencies to meet new LIS service needs. Cognizance has been taken of the need to transform from traditional academic librarians to academic librarians with competencies required to deliver services to clients of the 21st century. As a result a number of national and international staff development interventions were undertaken, in the form of webinars, workshops, conferences— and seminars. LIASA Higher Education Libraries Interest Group (HELIG) also played its role in affording staff training in current developments.

Discussions were held with LIASA Research, Education and Training Interest Group (RETIG) to address curriculum in Library Schools that speaks to the current academic librarians competencies. As a result, higher education librarians have been exposed to Open Access and institutional repositories, leadership, social media, ICT meant to enhance services, information literacy, embedded librarianship, e-Research, data curation and management as well as MOOCs, to name but a few. The following were noted as further determinants of change:

- The importance of embracing technology in all respects:
The Internet/Library Portals
- LIS to follow users
- The shift from collection centeredness to user centeredness
- Rethinking and developing conducive study spaces:
Gate count/in-house statistics now exceeds circulation statistics
- The shift from ownership to iAccess: Adequacy of collection has been replaced by adequacy of access (i-Access Paradigm)
- Issue of immediacy: waiting for ILL requests to be relooked
- The emergence of social interactions/networks (Facebook, ipads, kindles, Library 3.0, etc.) adds social dimension to LIS.
- Open Access providing universal access to information and knowledge (Institutional Repositories and Digitization).
- LIS to consider becoming publishers of information and break information isolation using technology

9.1.3. COLLABORATIONS

COMMITTEE OF HIGHER EDUCATION LIBRARIES OF SOUTH AFRICA (CHELSA) <http://www.chelsa.ac.za/>

Subsequent to the higher education restructuring process and mergers, the Committee of Higher Education Libraries of South Africa (CHELSA) was established in 2004. CHELSA replaced the Committee of University Librarians and the Committee of Technikon Librarians. Core to this formation was the importance of instilling shared quality library services within the redefined higher education library services.

CHELSA strives through visionary and visible transformational leadership to ensure that the higher education sector is provided with optimal access to information for the purpose of learning, teaching, research and community development. CHELSA supports knowledge management practices in academic and research libraries. It has also established a memorandum between South African university libraries, which relates to the mutual rendering of certain library and information services and the cost-efficient sharing of resources for purposes of maintaining and improving library and information services for higher education and research in South Africa.

A number of collaborative endeavours came into being under the auspices of CHELSA, including the following:

- Measures for quality assurance of Higher Education Libraries, including a, Guide to self-review of University Libraries. The self-review guidelines make it possible for libraries to draw attention to their significant achievements (strengths), provide opportunities for improvement by assessing processes, examining the evidence it has and highlighting areas where further improvement is necessary.
- The establishment of Institutional Repositories for easy discoverability and retrieval of institutions' Electronic and Theses Dissertations (ETD).
- The establishment of a shared database for statistics aimed at enabling individual libraries to manage their statistics and further forming a basis of a national benchmarking with other libraries.
- A memorandum of understanding, making it possible for the mutual rendering of certain library and information services with a view to cost-efficient use of resources for the purposes of maintaining and improving services for higher education and research in South Africa.

9.1.4. SOUTH AFRICAN NATIONAL LIBRARY AND INFORMATION CONSORTIUM (SANLIC)

<http://www.sanlic.org.za/>

The South African National Library and Information Consortium (SANLIC) is a nonprofit company that serves the interests of South African higher education and national research council libraries. SANLIC facilitates affordable access to scholarly electronic information in support of the teaching, learning and research

activities of its members through collective negotiations with publishers and aggregators. SANLiC actively promotes the use of high quality, Open Access electronic information resources. SANLiC also works closely with member institutions on the following:

- Electronic information resources site licensing
- Evaluation and management of electronic information resources
- Marketing and promotion of electronic information resources
- Training
- Communication, liaison and lobbying

The primary aim of SANLiC is to establish national site licensing of online information resources, the main purpose of which was to save money on subscriptions to these resources. For many years prior to the establishment of the South African Site License Initiative project, academic libraries had been waging a losing battle against the rising costs of library materials. In 1984 government subsidies to the universities were cut drastically. Sanctions, the declining value of the rand and the steadily increasing prices of academic publications contributed to the economic woes experienced by South African academic libraries. However, through aggregating the buying power of academic and research institutions, considerable savings to libraries have been achieved.

The most important benefit for members is the reduction of the cost of subscriptions to online information resources. This return on investment is the sum of cost avoidance benefits as well as the real savings that SANLiC members enjoy collectively as a result of SANLiC intervention. In addition to lower consortium pricing compared to what the individual institution would pay, these savings include lower negotiated annual increases, higher discounts for more participants and tier-based pricing to benefit smaller institutions. Currently the 32 members have a choice of well over 100 offers brokered by SANLiC and in 2013 the rand equivalent of savings for members on SANLiC-brokered deals was in excess of R135, 000,000. Concomitant with the return on investment is a further benefit, i.e. by saving on costs, institutions are often able to afford access to a broader range of information resources. In addition, effective negotiations with publishers resulted in more favourable licensing conditions, particularly for the multi-campus universities, several of which came into being as a result of the restructuring of the South African higher education sector during 2004 and 2005.

9.1.5. CHALLENGES

- Closure of Library Schools, resulting in fewer new librarians being employed
- Many experienced Librarians will be retiring soon
- Diminishing budgets, create challenges for enhancing access to e-Resources.
- South Africa is still plagued with a high rate of illiteracy, emanating from inequalities of the past. Making time for reading is always secondary to achieving basic physiological needs.

9.2 SCHOOL LIBRARIES IN SOUTH AFRICA

Anna Brown – Department of Education

Rebecca Senyolo – UNISA Library

9.2.1 BACKGROUND

Before 1994 schools were divided according to race. White schools were provided with libraries and teacher librarians. Black secondary schools that fell under the South African government had libraries but no library staff, while some Black primary schools had classroom collections. Schools in the so-called Homelands had no library provision whatsoever.

After 1994 all teacher librarian posts were abolished. Many existing school libraries were closed and some even dismantled. School libraries did not feature on the educational agenda for a variety of reasons: unrealistic expectations of the role of ICTs, lack of understanding of the role of libraries, and the many other urgent demands on Government funds. The only schools that maintained and even expanded well-functioning libraries are those ex-white schools where the parents could support the library and pay for a teacher-librarian.

In the 21 years since then, the library services of most provincial education departments and private initiatives have worked hard to ensure that as many schools as possible had some form of access to library resources, with the minimum of official support. There have been many inspiring examples of schools setting up and running libraries under very difficult circumstances. These libraries are mostly managed by teachers in addition to their ordinary teaching duties.



9.2.2 SCHOOL LIBRARY STATISTICS

School Library Statistics 2014*

Schools served by public libraries

	No. of schools	Centralised libraries with resources	Centralised libraries without resources**	Schools with classroom collections of library resources	Schools served by a mobile library service
Eastern Cape	5468	252	205	1318	10****
Free State	1303	298	131	580	362
Gauteng	2069	879	428	676	112
KwaZulu-Natal	5859	1002	407	2242	153
Limpopo	3829	116	141	1020	116****
Mpumalanga	1746	133	194	840	20***
Northern Cape	538	107	42	302	10****
North-West	1488	174	148	617	0
Western Cape	1440	431	359	723	85
TOTAL	23740	3392	2055	8318	868*****

* Based on NEIMS Standard Reports October 2014, data supplied by provincial LIS units, and report by SAPESI.\

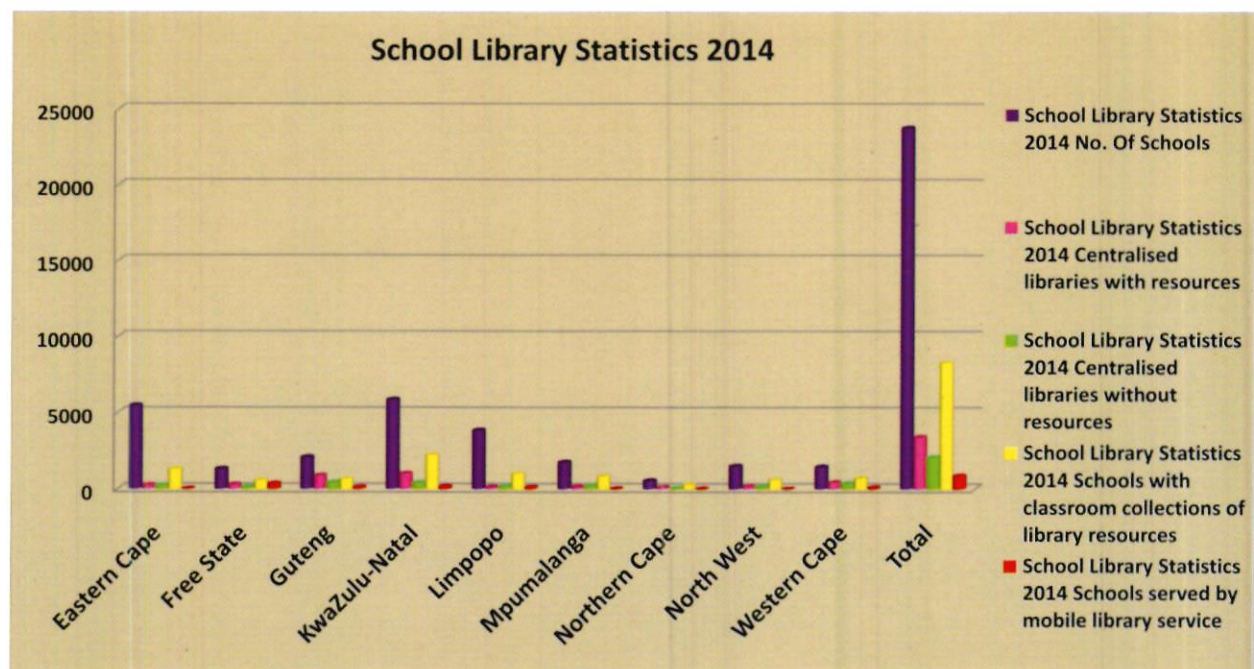
** Mostly new schools built with library space

*** Planned for implementation in 2015

**** Estimated number for implementation during 2015

*****Active and planned

Schools served by public libraries



9.2.3 SERVICES RENDERED BY SCHOOL LIBRARIES IN SOUTH AFRICA

	No. of schools	Public libraries*	Schools near public libraries**	School–Community libraries*
Eastern Cape	5468	127	505	0
Free State	1303	139	554	11
Gauteng	2069	230	920	6
KwaZulu–Natal	5859	175	700	0
Limpopo	3829	73	292	12
Mpumalanga	1746	71	284	4
Northern Cape	538	68	272	2
North–West	1488	70	280	0
Western Cape	1440	247	988	0
TOTAL	23740		4795	31

* Based on NEIMS Standard Reports October 2014, data supplied by provincial LIS units, and report by SAPESI.\

** Mostly new schools built with library space

*** Planned for implementation in 2015

**** Estimated number for implementation during 2015

*****Active and planned

9.2.3 SERVICES RENDERED BY SCHOOL LIBRARIES IN SOUTH AFRICA

School libraries, including classroom libraries, provide a smaller or larger collection of reading and information resources in the form of printed books. These are mostly in English, but depending on the school there can also be Afrikaans books and/or books in the local language/s.

Some also subscribe to newspapers and periodicals, and some also have other types of resources, often pictures, but also CDs and DVDs. The highly functional libraries provide access to internet resources.

Most of the libraries and many of the classroom collections allow learners to borrow books.

In most of the provinces, 10–14% of a school's budget for learning and teaching support material is allocated for library resources. In some provinces the resources are acquired centrally and in others by the schools themselves. Limpopo has no school library budget allocation and North West is only allowed to buy classroom readers for their school libraries. In most provinces the actual procedure for accessing and using these funds are challenging and problematic, as supply chain managements do not understand the specifics of ordering library resources. At present this is a particular stumbling block in the Eastern Cape.



The Mobile Library in Education started 10 years ago with the NGO South African Primary Education Support Initiative managing and supporting the project. Presently 47 Mobile Library buses are operating in nine provinces, visiting 885 schools

The first four provinces to operate the mobile library service are the following:

Province	Buses	Number of Schools
Free State	11	362
Gauteng	4	112
KwaZulu–Natal	14	153
Western Cape	1440	431
TOTAL	23740	3392

The following five new provinces have received the buses and are working on establishing the mobile library service:

Province	Buses	Number of Schools
Mpumalanga	11	362
Limpopo	4	112
North West	14	153
Northern Cape	1440	431
Eastern Cape	2	10

Note: This project is reaching learners without access to any type of library and contributing towards literacy development.

9.2.4 CHALLENGES IN THE SCHOOL LIS SECTOR

Some of the challenges, such as funding and the acquisition process have been mentioned above. The main challenge is the lack of staffing provision. Without dedicated staff, and more specifically a full-time teacher-librarian post, all efforts at providing functional library services are bound to be partial and often temporary, depending on committed individuals who do not remain in place forever.

The lack of knowledge of the important role of school libraries in teaching and learning remains a serious obstacle and contributes to the lack of school libraries, particularly in provinces such as Limpopo and the Eastern Cape.

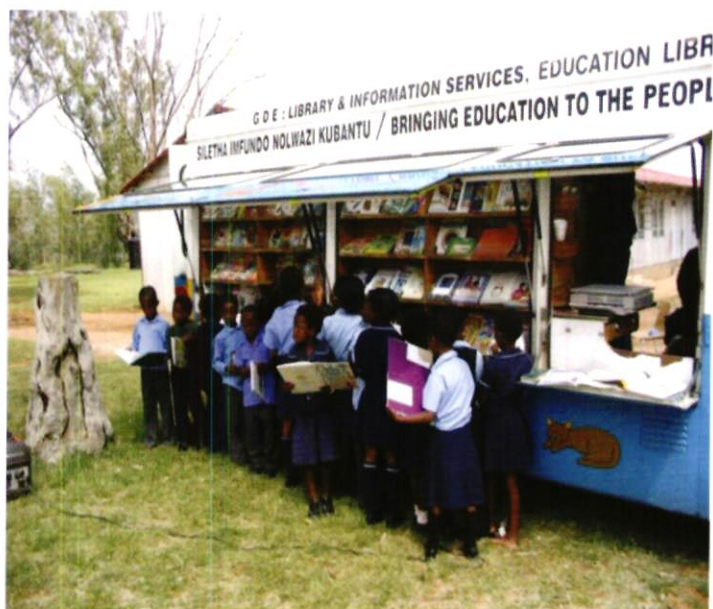
9.2.5 PROGRESS IN THE SCHOOL LIS SECTOR

School libraries have entered public discourse in South Africa. The poor reading levels shown by South African learners in various assessments have created an awareness of the importance of access to a wide range of quality reading resources by learners.

A strong grassroots lobby has emerged with the aim of school library provisioning. A number of NGOs and other organisations have recognised the need and stepped into the breach. There are also organisations that provide either converted shipping containers as libraries or convert school spaces into libraries. They also provide books for the libraries. There are organisations that donate books and provide reading training. Biblionef publishes books in all official languages and donates these books to schools. The Mandela Day Libraries is an initiative supported by the private sector, which has donated 54 container libraries in schools nationally. These container libraries come with fully fitted shelves, books and furniture.

The Minister of Basic Education has also become aware of the importance of libraries in the promotion of reading, and has made library provisioning a priority. Plans have been made nationally to promote school libraries. In the light of the emphasis by the minister, some provincial education departments are also starting to pay more attention to school libraries.

There is thus a measure of progress, however there is a long way to go.



9.3 SPECIAL LIBRARIES

South Africa has a large number of special libraries situated in government departments; national and provincial parliaments; private business or corporations; hospitals and museums; and non-governmental organisations. Like their international counterparts, these libraries advance the interests and goals of their parent organisations, and provide physical or virtual access to specialised information resources via traditional library services or knowledge management services. Special libraries are organised under various associations, which include LIASA's Special Libraries Interest Group (LiSLIG), the Special Libraries and Information Services (SLIS), the Organisation of South African Law Libraries (OSALL) and the Southern African Online User Group (SAOUG). (Transformation Charter, 2014)

9.3.1 SOUTH AFRICAN RESEARCH LIBRARIES

Martie van Deventer (CSIR); Segametsi Molawa (HSRC) and Daisy Selematsela (NRF)

9.3.1 INTRODUCTION

South African research libraries have in the past, to a large extent, associated themselves with the special library sector. These libraries do, however, also have distinct similarities that they share with the academic library sector and hence the fit in either of these sectors is not always totally comfortable. Given the background and opportunities offered by eResearch and all its associated streams of activity, we are of the opinion that the time has come to establish and grow the South African research library sector to one that is independent and strong in its own right. This would obviously not be new to the international community as there are several examples of similar bodies (ACRL, ARL, CARL, IRLA and LIBER are just a few of these) focussing on research and its unique challenges.

A context for the South African Research Library sector

The South African Government Gazette 27123 (986) – published in December 2013 (pp 55–56), clearly indicates which South African institutions could be regarded as Research Institutions. Included in the list are:

- All public higher education institutions (25 institutions);
- The National Research Foundation and all its associated National Facilities
- Eight Science Councils: ARC, HSRC, CGS, CSIR, MRC, Mintek, SANSA, and NECSA
- All research units within national and provincial government departments including the South African National Parks, the National Biodiversity Institute, the South African Weather Service, the Water Research Council and the National

Energy Development Unit.

- Other entities such as: The South African Sugarcane Research Institute, the International Centre for Genetic Engineering and Biotechnology, the African Institute for Mathematical Sciences, the Centre for Proteomic and Genomic Research, the Centre for AIDS and the Stellenbosch Institute for Advanced Study.

At the one end of the scale these are small institutions that would not necessarily maintain library and/ or information service units, but at the other end the higher education institutions are well organised and funded to support the academic libraries. Should it be possible to establish and grow a separate research library sector it would of course be necessary that academic libraries continue to develop teaching and learning functions as an initiative in its own right.

9.3.2 COLLABORATION

In acknowledging the growing importance of collaborative and co-ordinated inter-institutional efforts in times of universally diminishing library and information service (LIS) budgets, the Science Councils, currently excluding SANSA, and NECSA decided to, in 2003, formally establish the South African National Research Information Consortium (SANRIC). The consortium members acknowledged that:

- Proper research in all aspects of science, technology and society is critical in ensuring the participation of our nation in the global society – as confirmed in the new SA R&D strategy;
- Without relevant research of high quality; South Africa will not be able to play a meaningful role in NEPAD;
- Southern Africa will not be able to rise above the inequities of the past without providing its citizens with access to scientific information;
- Returning expatriate and visiting scientific staff should be able to gain access to the research tools, including information resources, that they are able to make use of internationally.

Facing the problems of:

- continued dramatic increases in the cost of information;
- fragmented scientific information systems; and
- poor access to information resources;

Consortium members are of the opinion that meaningful collaboration should be established to:

- develop a culture of sharing and partnership between the information services of national research organizations;
- develop fast and effective access to a wide variety of

Table 1: Current SANRIC member institutions

Member	Contact person	Contact e-mail
ARC	Lungi Katiya	KatiyaL@arc.agric.za
CGS	Lorraine van der Merwe	LvdMerwe@geoscience.org.za
CSIR	Martie van Deventer	Mvandeve@csir.co.za
HSRC	Segametsi Molawa	smolawa@hsrc.ac.za

Mintek	Maphefo Maletso	Maphefom@mintek.co.za
MRC	Nomfundo Luke	nomfundo.luke@mrc.ac.za
NRF	Daisy Selematsela	daisys@nrf.ac.za
SABS	Anelma Broere	Anelma.broere@sabs.co.za

information resources;

- support networking and the development of shared projects;
- develop appropriate skills;
- utilize appropriate technology to the advantage of our clients; and to
- use economies of scale to negotiate more acceptable prices for information resources.

The fundamental basis of the collaboration was that each party's institutional autonomy would be maintained, respected and upheld. Within this framework, members bound themselves to co-operate and support one another and to honour obligations and jointly negotiated projects arising from any collaborative initiative.

9.3.3 CRITICAL ISSUES AND CHALLENGES

These have been identified as developments in Scholarly Communication, the management of primary research data and emerging research infrastructures-, as well as digitisation, repositories, digital curation and re-designing library spaces into research commons as well as library leadership.

In South Africa skills development and attracting candidates with the right mix of attributes and competencies continues to be a challenge.

CONCLUSION

Notwithstanding the challenges, there is no time quite like the present to repackage and put our 'old wine' into a new 'bottle' and to face the wonderful new opportunities offered by the changes that are taking place in research.

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9.3.2 CORRECTIONAL SERVICES LIBRARIES

INTRODUCTION

Section 18 of the DCS Act 111 of 1998 states that: "Every prisoner must be allowed access to available reading material of his/her choice, unless such material constitutes a security risk or is not conducive to his or her rehabilitation". It further states that: "Such reading material may be drawn from outside the prison in a manner prescribed by regulation".

The right of offenders to have access to reading material can only be actualized in a regulated environment hence the formulation of Library Policy, which seeks to serve as a conceptual framework to guide the provisioning of library services to offenders as well as to promote best practices and efficiency among library practitioners in the management and administration of Correctional Centre Libraries.

According to National Legislation as well as International instruments on the provisioning of Library services, it is imperative that Library programmes and services are provisioned in such a manner that they add value to the lives of offenders (users). Furthermore the Library Policy strives to provide a platform for the development and promotion of Library Services as a vehicle for change and the inculcation of a culture of learning and reading among offenders.

It should be borne in mind that Library Services are provided to meet the recreational, educational and other information needs of offenders during their imprisonment and to provide information that will help them to subsequently re-establish themselves in their communities as law abiding citizens

The immense role played by a resource like a library as a haven of knowledge and information acquisition in any society must begin to take centre stage within DCS as we begin to benchmark our services against best practices, both nationally and internationally. Our services must be designed to meet the developmental, cultural and learning needs of offenders. Lastly, our services should enable our student offenders to organize and integrate information from a range of sources and formats in order to apply it to decision making, problem solving, critical thinking and creative expression.

POLICY MANDATE

The Policy derives its mandate from the following:

- The Constitution of South Africa (No 108 of 1996)
- The Correctional Services Act, 111 of 1998
- The Public Finance Management Act No 1 of 1999)
- The Standard Minimum Rules for the Treatment of Offenders
- The National Library of South Africa Act (Act No 92 of 1998)
- The White Paper on Arts, Culture and Heritage, 1996

OFFENDER LIBRARY PROGRAMME AND SERVICES IN DEPARTMENT OF CORRECTIONAL SERVICES (DCS)

DCS White Paper on Corrections, 2005
 Cultural Institution Act, 1998 (No 119 of 1998)
 National Arts Councils Act, 1997 (No 56 of 1997)
 The Films and Publications Amendment Act, 18 of 2004
 Manual for Public Libraries (Ordinance 16 of 1981)



Number of prison Libraries in DCS	Kind of services rendered	Special information about this sub-sector of LIS
<p>There are 243 Libraries Nationally.</p> <p>Registered offender Library participants: 10856 Nationally.</p>	<ul style="list-style-type: none"> • Provide information and knowledge to offenders. • Promote the preservation of history, culture and heritage of our nation through reading. • Promote a culture of reading, acquiring of knowledge and a culture of lifelong learning to all offenders. • Instill the value of cultural activities by raising awareness through provisioning of reading material / information brochures e.g. Africana. • Help offenders to be exposed to various dimensions of personal well-being and development such as career interests, community involvement, health matters and recreational pursuits 	<p>MOU signed with the DAC.</p> <ul style="list-style-type: none"> • The Department of Correctional Services in partnership with the Centre for the Book, which is the branch of the National Library of the Department of Arts and Culture are coordinating programmes and services, e.g. FUNDA MZANTSI, aimed at encouraging offenders to develop an appreciation of knowledge-, through by reading of books, reviewing these books and providing an analysis of books that have been read in order to engage in constructive educative debates on topical issues. • To increase the number of readers in Correctional Services Facilities. • To include offenders in the celebration of International and National Days of Library Services, e.g. National Library Week and World Book Day. • To promote the writing skills of offenders through poetry writing. • To encourage the writing of Books.



9.4 PUBLIC AND COMMUNITY LIBRARIES IN SOUTH AFRICA

Public library services are a provincial competency in South Africa as declared in Part A of Schedule 5 of the South African Constitution. Prior to these constitutional provisions, this function was shared between provinces and local authorities with local authorities providing and maintaining buildings and staff, and provinces providing the professional and technical services. In the current dispensation this arrangement largely continues, although the legislation does not specifically provide for this. This rather anomalous constitutional provision has resulted in the decline of services and infrastructure in certain areas over the last ten years, instead of keeping pace with the increasing demands of a modern developmental democracy. The location of public libraries have also been influenced by former apartheid spatial planning, whereas now every effort is being made to locate libraries in former townships, informal settlements and rural areas.

There are currently 1612 public and community libraries, which are serviced by the 9 provincial library services and 381 public libraries are serviced by the 6 metropolitan library services systems to meet the needs of a population of 51 million. This works out to 1 library service point for 31 600 people. There are huge differences amongst the provincial services based on budgets, demographics and the spatial divide.

Resources and service provision are hampered by the geographic spread and location of libraries. Library related skills are also diverse and attempts are being made to standardize the policies and procedures so that the national objectives around libraries may be realized.

Province	Population Size	Land area by province	Total no of libraries
Eastern Cape	6 562 053	13.9%	144
Free State	2 745 590	10.6%	173
Gauteng	12 272 263	1.4%	234
KwaZulu-Natal	10 267 300	7.7%	174
Limpopo	5 404 868	10.3%	74
Mpumalanga	4 039 939	6.3%	111
Northern Cape	1 145 861	30.5%	253
North West	3 509 953	8.7%	102
Western Cape	5 822 734	10.6%	347
TOTAL	51 770 560	100%	1612

Table 1. Geographical spread of libraries, 2013 (NLSA)

The conditional grant is funding libraries to address the constitutional mandate to promote access to information. Schedule 5A of the constitution identifies public libraries as an inclusive Provincial legislative competence.

The provinces, together with the national government, are committed to establishing library infrastructures, services and appropriate skills to serve certain communities. This is made possible by the conditional grant.

Public and community libraries in South Africa enhanced their services through the following initiatives:

- ICT infrastructure and free Internet access
- Enhanced staff capacity and training
- Building new libraries and library upgrades on the existing infrastructure (buildings)
- Mobile library units
- Toy libraries
- Mini libraries for the people with visual disabilities
- Purchasing school text books and other library collections
- Gaming equipment installed in libraries
- Library automated systems
- Reading programmes and literacy campaigns

Eastern Cape



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY

The Eastern Cape Province is mostly a rural province and therefore there is a focus on making available container and modular libraries for the benefit of the rural communities. These containers and modular libraries are spread across the municipalities in the province and some are also installed at schools.

Conditional grant funding is used to upgrade the infrastructure and renovate the existing libraries. ICT and security infrastructure is the current focus. Cabling and data lines are being installed for internet and email connectivity. In terms of security tattle tape detections systems, CCTV cameras and burglar bars are being installed.

A number of libraries were previously closed due to a staff shortages and a complete lack of staff. The Eastern Cape Provincial Library Services is now concentrating on appointing qualified staff and at least half of the previously closed libraries are now open and fully functional.



Free State



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY

The Free State Provincial Library Service has a strong focus on improvement of ICT infrastructure in their libraries to benefit the communities they serve. All the libraries affiliated to the Free State Provincial Library Service have internet access and can connect to the world via email. They have recently also purchased e–book readers for the library users to access their e–book lending service.

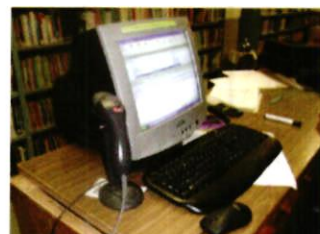
In the Free State the libraries are servicing developing communities who are eager to learn and the service had to adapt and make provision for these services. All new libraries now have a large study area with plenty of study cubicles, dedicated space for a study collection as well as space for a computer room.

In terms of developing their collections the focus has shifted to include books in indigenous languages, African literature, general reading material to promote a culture of reading, healthy living, literacy–, and study.

The Free State Provincial Library Service is proud of their toy library, which enhances early childhood development. Each toy library is individually themed and care is taken to ensure that everybody in the project is equipped with the necessary skills to administer this service. This service assists with developing literacy and numeracy skills of school going children and in developing the gross motor skills of pre-schoolers.



Assisting library users with computer training Tswelopele Public Library (Kroonstad).



Formal stock takings are done twice yearly by means of a scanner – deficit lists are printed and lost books are effectively traced.



Magnificent mosaic art by a local artist. The entrance to this beautiful library.



Study cubicles at the Sedibeng Public Library in Kroonstad.



Computer room at the Philippolis Public Library.



The former Jacobsdal Public Library



The brandnew Jacobsdal /Ratanang Library



Library interiors are funkier - the friendly reading area of the Edenville Public Library.



Library designs are spacious to accommodate larger communities. The Qalabotjha Public Library in Villiers is spacious and inviting to the user.

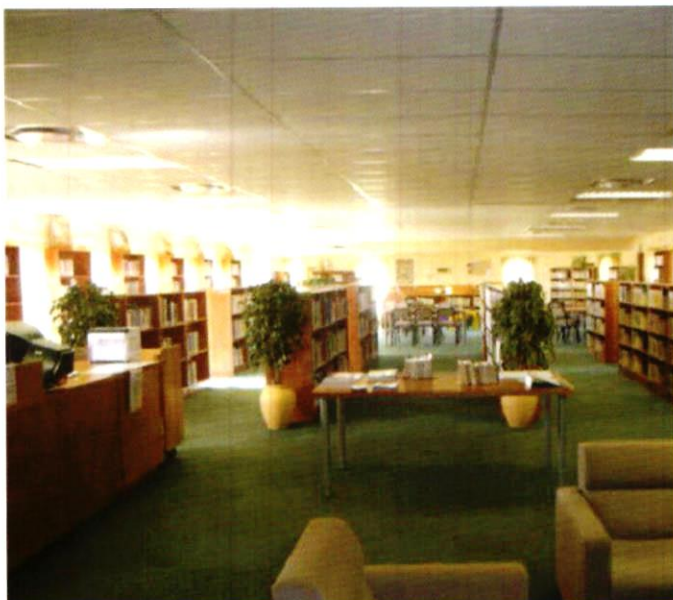
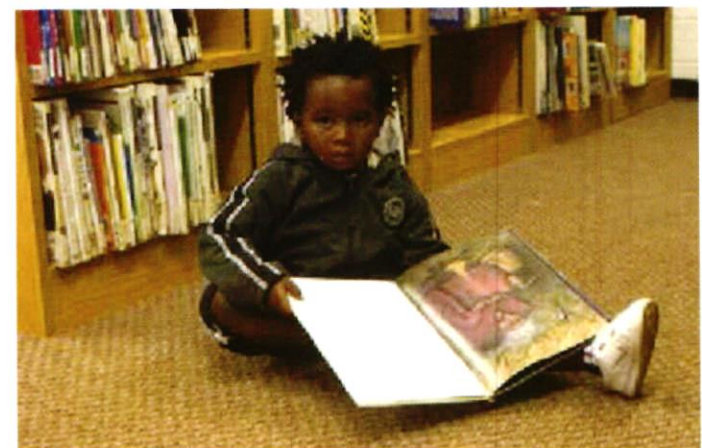
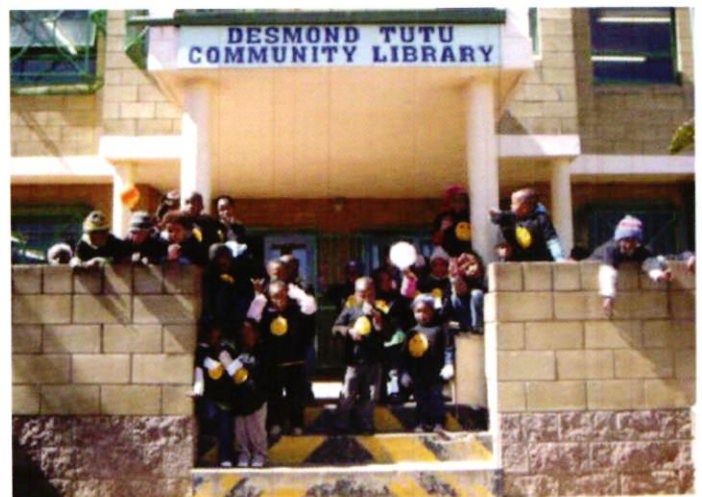
Gauteng



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY

One of the top priorities that has been achieved in the Gauteng Provincial Library Services is the expansion of library services resulting in greater inclusivity and in the rendering of a better quality of library service that contributes to greater social cohesion and more sustainable communities.

The reading and library programmes that are implemented are of an outstanding quality and reach thousands of learners, youth and school children. The programmes are aimed at an overall strategy to inculcate a culture of reading and critical thinking amongst the communities. Libraries in Gauteng provide up to date resources, access to computers and internet services and create environments that support life-long learning.



Kwa-Zulu Natal



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY

The KwaZulu-Natal Provincial Library Service identified free public internet access and ICT training as the province's imperative need. Over 60 unemployed youth have been appointed and trained as cyber-cadets in libraries across the province. The cyber-cadets provide training and assistance to members of the community accessing the library to use computers and the internet.

To increase access to services four mobile library trucks have been purchased and new libraries have been built, including a new regional library depot. Mobile library trolley services have been established in 20 rural sites.

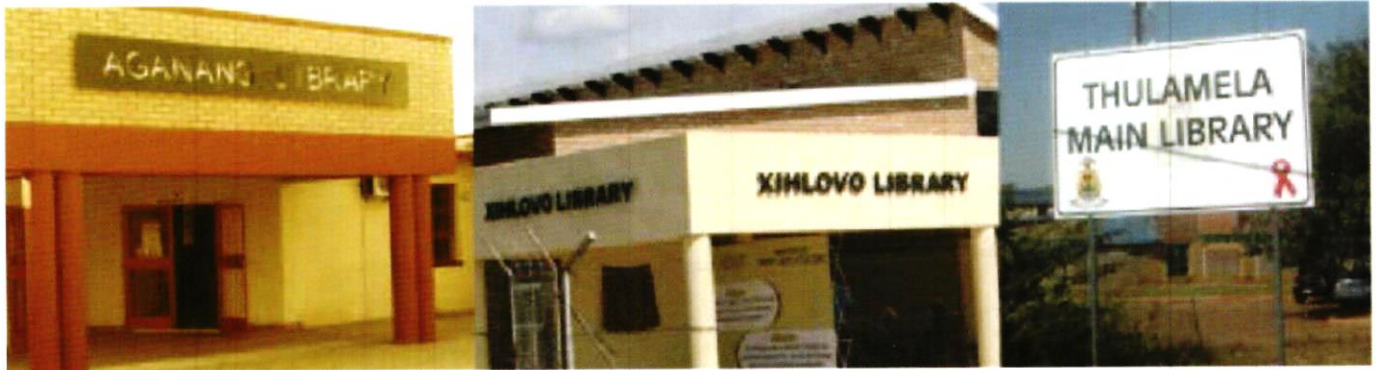
The KwaZulu-Natal Provincial Library Service is providing tertiary education textbooks to libraries in support of distance learners. At the other end of the age spectrum toys are provided to affiliated libraries for the benefit of toddlers in communities to develop a culture of reading at an early age. These toys are educational and address the lack of toys in Early Childhood Development Centres.



Limpopo

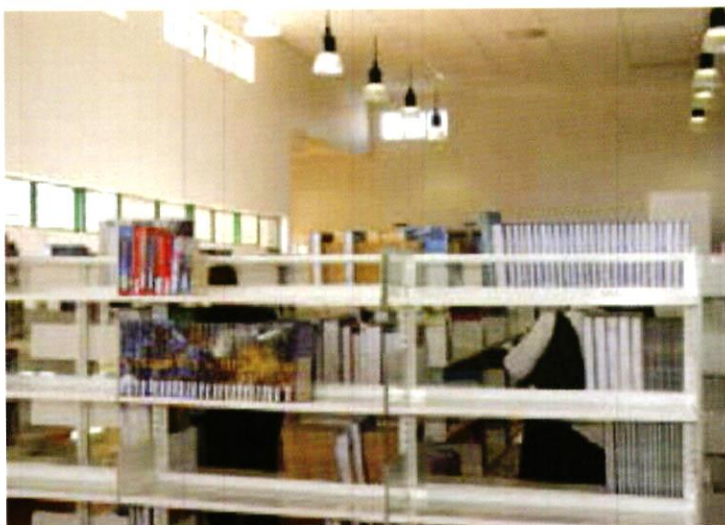
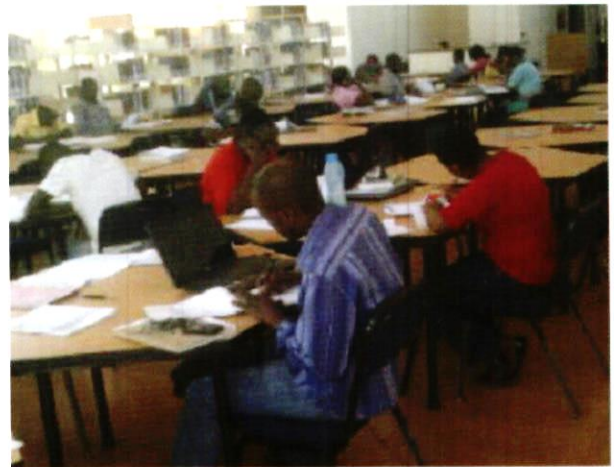


PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY



The Limpopo Provincial Library Service is focusing on addressing the library infrastructure backlog. New libraries are being built, and old libraries are being upgraded and maintained. Furthermore, ICT infrastructure is being developed and maintained. The staff complement has been expanded and qualified staff appointed in community libraries. Library workers are continuously being trained to ensure that they keep abreast of new development and trends.

Library awareness by communities and municipalities have been enhanced and improved. However, there is still a growing demand for library services from many communities, including those in remote and rural areas.



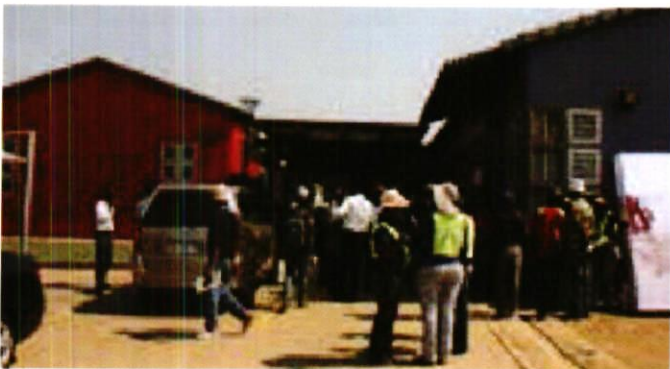
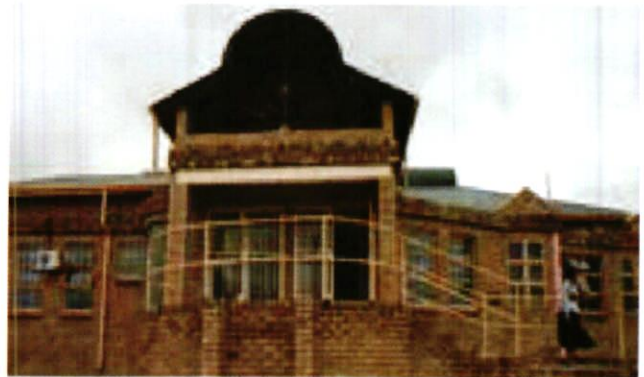
Mpumalanga



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY

In the Mpumalanga Provincial Library Service the communities' access to public library services have been improved since they built, upgraded and automated libraries in the province.

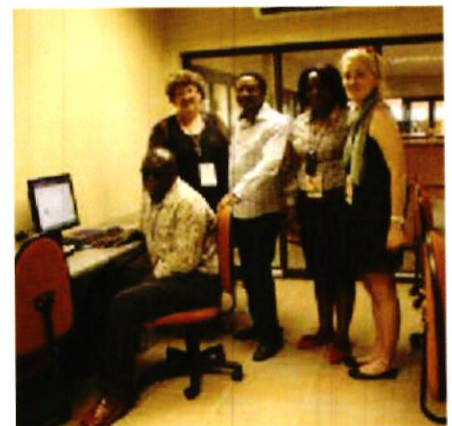
The development and sustaining of a culture of reading has been made possible by acquiring and processing appropriate material in all formats. The Mpumalanga Provincial Library Service has also procured three mobile buses, while four container libraries have also been established.



North–West



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY



The North West Provincial Library Service has made great strides in ensuring that all communities in the province, particularly those in remote areas, have access to information services by investing in mobile libraries; which will be able to reach more remote communities. The mobile library bus is also used to promote and raise awareness of library services.



To ensure that early childhood development is addressed in libraries, the North West Provincial Library Service has initiated toy libraries in the province. The service consists of a designated area with educational toys for the children. This has proven to be a very popular service.

Furthermore, upgrading of existing libraries and the construction of new libraries aided the provinces fight against high levels of illiteracy.

Northern Cape



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY

The Northern Cape Provincial Library Service is focusing on the development of human resources, transformation of library services and using the existing library service points to provide more innovative library and information services. Library assistants and administrative staff have been appointed and trained to deliver quality library services and to facilitate outreach programmes.

Educational toy libraries have been placed in 65 community libraries and toys can be borrowed by pre-schools and used on-site by children visiting the libraries.

A container library service is in operation at 53 sites and a mobile book box service at 19 sites throughout the province. This has increased the footprint of library service across the province to some of the remotest areas.



Western Cape



PROVINCIAL LIBRARY SERVICES MAKING A DIFFERENCE IN 20 YEARS OF DEMOCRACY



The Western Cape Provincial Library Services invested in appointing staff in public libraries. This is where the greatest impact has been made throughout the Western Cape. It was also decided to provide multiple workstations to public libraries under the rural ICT project.

The Western Cape Provincial Library Service is the biggest of the nine provincial services with 355 libraries and nearly 1.5 million registered library patrons.

The Service has over 40 Wheelie Wagon projects, which has proven very successful in providing library services in remote rural areas.



CONCLUSION:

Public and Community Libraries in South Africa have a long way to go, but with the aid and support of the Department of Arts and Culture every step is a step in the right direction.

10. THE SOUTH AFRICAN LIBRARY FOR THE BLIND (SALB) (<http://www.salb.org.za/>)

The South African Library for the Blind was conceived and founded in 1918 by Josephine Wood in Grahamstown with a collection of 100 braille books, the South African Library for the Blind is now a national legal entity constituted under the South African Library for the Blind Act 91 of 1998. It provides “a national and international library and information service to the print–handicapped, free of charge as far as is reasonable possible, by producing reading material in alternative formats.” (salb.org.za)

The SALB is mandated to:

- Provide a free library and information service that is responsible for the needs of the blind and the print–handicapped user
- Build up a balance and appropriate collection of South African and other documents and on to make them accessible for the use of blind and print–handicapped readers

- Produce documents in special mediums such as Braille and audio formats for use by its readers
- Develop standards for the production of such documents
- Research production methods and technology in the appropriate in the appropriate fields
- Acquire and disseminate the technology required by blind and print–handicapped people to read

Today the SALB is a government–funded institution with over 4000 members nationwide, 10 000 braille books and 13 000 audio books. SALB has an arrangement with the South African Post Office for the provision of free delivery and return of books; and holds the unique position of being the only library of its kind on the African continent!



The South African Library For The Blind

INVESTIGATION INTO BRAILLE PRODUCTION IN SOUTH AFRICA

The Department of Arts and Culture completed an investigation into national Braille production needs and related policy matters in South Africa in 2012. The objective of the investigation was to establish the status quo of Braille production in South Africa and to formulate a generally accepted strategy that would improve the production of Braille and other forms of material to improve access to information for visually–impaired readers.

This research will inform the drafting of a Braille production strategy by the Department, the aim of which will be to enhance the services to visually–impaired readers.



11. THE NATIONAL LIBRARY OF SOUTH AFRICA

<http://www.nlsa.ac.za>

Until 01 November 1999 South Africa had two national libraries, the South African Library, founded in 1818, located in Cape Town, and the State Library, founded in 1887 and located in Pretoria. These two libraries were subsequently amalgamated to establish a new dual-site (Cape Town and Pretoria) national library governed by the National Library of South Africa Act, No. 2 of 1998.

The primary aim of the National Library of South Africa (NLSA) is to collect, record, preserve, and give access to the national documentary heritage from its locations in Pretoria and Cape Town. It has wide-ranging collections, which include rare books; medieval and Renaissance manuscripts as well as books published in South Africa, periodicals, government publications, official foreign publications, maps, technical reports, Africana and newspapers. Many of these are available on CD or microfilm, in digital format or are accessible online.

In terms of Section 6 of the National Library of South Africa Act, the National Library of South Africa Board members are appointed by the Minister of Arts and Culture. The Board members are selected from a short list drawn up by an advisory panel after a public call for nominations. The Chief Executive Officer of the National Library, known as the National Librarian, serves as an ex officio member.

The National Library of South Africa's core functions are described in Section 4 sub-section 1 of the National Library Act, No. 92 of 1998, and cover the following broad areas:

- to build a complete collection of published documents emanating from, or relating to, South Africa
- to maintain and extend any other collections of published and unpublished documents with the emphasis on documents emanating from, or relating to, Southern Africa
- to promote the optimal management of collections of published documents held in South African libraries as a national resource
- to render a national bibliographic service and to act as the national ISBN agency
- to promote optimal access to published documents, nationally and internationally
- to provide reference and information services, nationally and internationally
- to act as the national preservation library and to provide conservation services on a national basis. As part of this service, the National Library holds the only mass de-acidification facility on the African continent
- to promote awareness and appreciation of the national published documentary heritage; and
- to promote information awareness and information literacy.

The Cape Town-based Centre for the Book is the outreach unit of the NLSA for the promotion of a culture of reading, writing and publishing in the local indigenous languages through a variety of book-related activities nationally. It is also host to the Children's Reading Centre,

an early childhood development facility. The aim hereof is to provide opportunities for children to read for pleasure, write their own stories and engage with storytellers.

Implementation of RDA in South Africa

Since the publication of the full draft of the RDA (Resource Description and Access) in 2008, the Bibliographic Services Programme at the NLSA was tasked to form a professional committee to inform the South African cataloguing community about RDA, as a replacement for the Anglo-American Cataloguing Rules as the internationally accepted standard for descriptive cataloguing (De Waal, 2013). The RDA-SA Steering Committee has hosted several national training programmes and decided in 2012 that a phased and voluntary approach would be adopted for the implementation of RDA in South Africa.

The National Library of South Africa is a key partner institution of the Department of Arts and Culture. Memory institutions, such as libraries, archives and museums, span the bridge between the past and future. Libraries are information centres of excellence, learning and education. They are increasingly being seen as sources of memory and cultural expression that help nurture identity amongst South Africans today.

The National Library of South Africa is the primary source of South Africa's published heritage. It is engaged in preserving national documentary heritage material and provides access to invaluable information and knowledge resources. The National Library's goal is to be the foremost repository of information in South Africa and a leader in the library and information sector in Africa and the world.

The National Library has become a symbol of community upliftment and empowerment to South African people. With updated modern facilities in place, the National Library can pursue its goal of being a centre of excellence on the African continent. It is therefore with pride that we look back at the impressive, but joint achievements of libraries in the first two decades of democracy.

The Bulletin of the National Library of South Africa

The bulletin of the National Library of South Africa is a biannual journal with mainly academic articles of historical, cultural, literary or political matters relating to Southern Africa. The main focus is to promote the collections of the NLSA and other repositories. The journal is edited by Prof Chris Saunders, Emeritus Professor of Historical Studies at the University of Cape Town. In recent years the Friends of the NLSA have been producing the Quarterly Bulletin, in existence since 1946. From 2014 the NLSA has taken over production of the journal, which is available twice a year, in June and December.

Universities, libraries and individuals are invited to subscribe to the Bulletin for the latest issues or to buy past issues.

NATIONAL LIBRARY OF SOUTH AFRICA LEADERSHIP



Prof Seth Manaka
Former Chair of the Board 1999 - 2003



Prof. Muxe Nkondo
Former Chair of the Board 2006 - 2012



Ms Ellen Tise
Current Chair of the NLSA Board



Prof Pieter Lor
Former National Librarian 1999 - 2004



Mr John Tsebe
Former National Librarian 2004 - 2014



Prof MD Rocky Ralebipi-Simela
Former Chair of the Board 2003-2006
Current National Librarian and CEO



12. MZANSI LIBRARIES ON-LINE STRENGTHENING AND ENHANCING PUBLIC LIBRARIES IN SOUTH AFRICA

Mzansi Libraries On-Line seeks to improve the lives of the people by investing in information centres and community hubs: the public libraries in South Africa.

People come to libraries to search for employment, government information, writing assignments, research, study space, and to seek many other information resources. Libraries are the community hubs and the information centres that will provide all the information resources, including the Information and Communication Technology.

Mzansi Libraries-Online has invested in Public libraries to ensure access to information. This project, funded by the Bill and Melinda Gates Foundation, has been implemented in 27 pilot libraries. These libraries are provided with computers, educational gaming, equipment for the visually-impaired, e-readers, and other related equipment. This pilot project will be rolled out countrywide if successful.

The fund has been awarded in partnership with governments and public and private funders to ensure that all people, especially those in disadvantaged communities, have access to information through technology in Public Libraries.

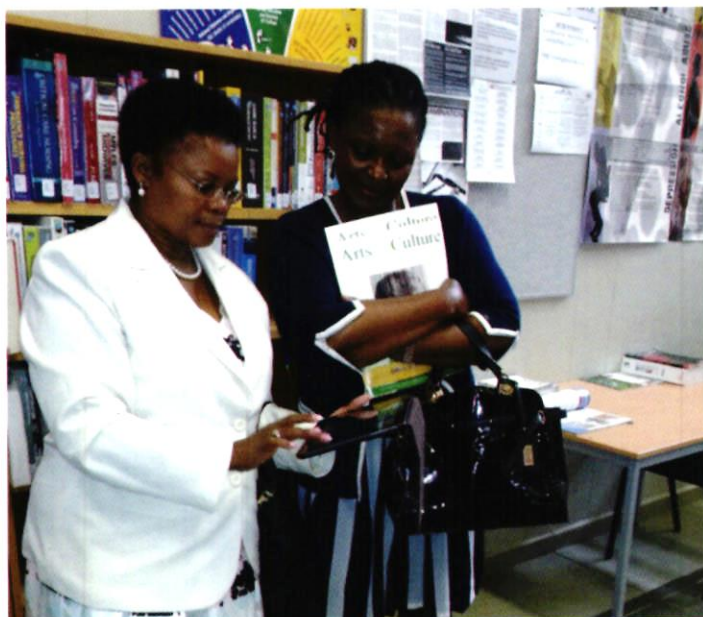
The Grant is aligned with the Government Priorities (National Development Plan), the aims of which are:

- Increasing the quality of education
- Early childhood development programmes
- Promoting a culture of reading
- Making high-speed broadband internet available- Internet connectivity
- Broadening social cohesion.
- Advancing libraries as community hubs.
- Strengthening youth programmes by including life skills,

entrepreneurship and focusing on youth services, thereby creating empowering spaces for youth in libraries

- Early childhood development programmes
- Broadening social cohesion and unity while redressing the inequalities of the past
- Advancing public libraries as community hubs
- Facilitating access to local and community information, e-governance, primary and general health information, educational opportunities, cultural awareness and understanding,
- Focusing on enhanced services for the youth that create environments for learning and development, while at the same time providing positive support mechanisms for whole communities.

The Mzansi Libraries Online Projects were launched in the various provinces during the Library Month, by the Deputy Minister of Arts and Culture, Ms Rejoice Mabudafhasi.



13. THE IMPACT OF THE PUBLIC AND COMMUNITY LIBRARIES CONDITIONAL GRANT



Puleng Kekana: Director Library Policy and Co-ordination (DAC)

In 2007/2008 the National Government, through the Department of Arts and Culture (DAC) made available the Community Library Services Conditional Grant, to redress inequalities in the LIS sector, improve existing services, develop infrastructures and stock of books in public libraries and enable local communities to have access to information and knowledge to improve their socio-economic conditions. The intention was to transform both urban and rural library infrastructure and services by targeting previously disadvantaged communities.

The national Department of Arts and Culture (DAC), in collaboration with provincial departments of Arts and Culture, are coordinating the implementation of the public and community libraries grant, with the goal to enable all communities' access to information and knowledge resources.

The libraries conditional grants have thus far been used, inter alia, to:

- Ensure improved co-ordination and collaboration between national, provincial and local government on libraries;
- to provide transformed and equitable library and information services to all rural and urban communities;
- build more libraries and to upgrade library buildings;
- buy and equip mobile libraries and container libraries and to deliver these to communities;
- improve staff capacity at urban and rural libraries and to respond appropriately to community knowledge and information needs and in addition making libraries more accessible by extending library hours;
- facilitate an improved culture of reading;
- expand and improve ICT connectivity;
- upgrade security and improve library assets;
- purchase more library material.

The Conditional Grant, while it supports the redress of providing public libraries in historically disadvantaged areas, has not totally succeeded in realising this aim. It continues to seek partnerships such as Mzansi Libraries Online, to ensure complete access to information resources. The current status is as follows:

There is a general consensus that the provision of ICTs and relevant services in public libraries will increasingly become essential for bridging the digital divide in the country. For many urban and rural communities, public libraries are their only free access to computers and the Internet. While there is an increased demand by users for ICT services, this may be inadequately met due to the limited ICT skills of staff and library ICT resources. Limited bandwidth capacity, slow speed, inadequate and outdated hardware and software, limited capacity for IT services and systems management challenge the sustainability of the current infrastructure. Conversely, there is a huge need to create awareness about ICT's, as well as to provide the necessary skills for its use, so that communities may easily utilise this source of access to information. The NLSA is currently involved in supplying out internet connectivity to the nine provinces; facilitating the installation of a standardized library management system as well and through these and other endeavours is creating awareness of the Conditional Grant.

Some of the other outputs that have been achieved include:

- The Provinces have upgraded existing libraries and built new libraries where these were required. As a result new staff appointments have also been made;
- Internet access is now available in public libraries;
- Reading facilities for visually impaired readers are now accessible at 24 community libraries;
- Literacy programmes are ongoing in all provinces with the purpose of inculcating a culture of reading amongst South Africans.
- The conditional grant continues to support the promotion of library and information services profession as a career of choice, and to provide training through the conditional grant.
- Marketing and promotion of access to libraries has been an integral part of the conditional grant projects.

PROVINCE	Number Of Libraries With Internet Access (Staff)	Number Of Libraries With Public Internet Access	Number Of Libraries Without Internet Access	Total Number Of Libraries
EASTERN CAPE	80	27	64	144
FREE STATE	171	158	2	173
GAUTENG	150	88	84	234
KWAZULU NATAL	101	68	73	174
LIMPOPO	58	38	16	74
MPUMALANGA	102	102	9	111
NORTHERN CAPE	121	77	132	253
NORTH WEST	97	97	5	102

Table 2. Connectivity in public libraries, 2013 (NLSA)

14. LIS EDUCATION IN SOUTH AFRICA: AN OVERVIEW OF THE CURRENT POSITION

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14.1 INTRODUCTION

In a highly networked 21st century digital information landscape, Library and/or Information Science (LIS) education carries the responsibility of producing graduates who are able to effectively mediate this dynamic environment. Rapidly evolving information and communication technologies (ICTs) have dramatically transformed library and information services. LIS has become “an increasingly technology-driven profession” (Riley–Huff & Rhodes, 2011: 129). Hence the re-defining of LIS jobs and the emergence of new job titles such as ‘Digital Strategies Librarian’, ‘Digital Technologies Librarian’, Digital Curation Officer, ‘Teaching and Learning Librarian’, ‘Scholarly Communications Officer’, etc. Furthermore technology, having democratized access to information, has shifted the focus from the intermediary activities of the information professional to empowering the end-user, to effectively and efficiently navigate the complex digital information terrain.

These developments in turn have impacted on the knowledge and skills requirements of professionals practising in the information environment. Hence LIS curriculum content and delivery need to respond appropriately to the knowledge and skills demands of this changing information landscape. Accordingly, LIS education curriculum content in South Africa, like that of the rest of the world, has shown evidence of an increasing infusion of ICTs there has in addition been a broadening of curricula in response to wider information environments impacted upon by the Internet and other digital technologies.

14.2 LIS SCHOOLS

South Africa currently has nine active LIS schools. Table 1 lists these together with the name of the school and the wider academic unit within which it is located in its institution of higher education.

Ocholla and Bothma (2007: 151) reported in 2007 that South Africa witnessed a “drastic reduction in number [of its LIS schools] during the last 10 years”, largely as a result of restructuring of the higher education landscape of the country. By 2010 South Africa had ten LIS schools remaining (South Africa, Department of Arts and Culture, 2010: 110).

Table 1 reflects nine ‘active’ LIS schools as Raju (2013: 251) reports that an enquiry about one of the ten schools (after much difficulty in making contact with the school) revealed that restructuring at the Walter Sisulu University (located in one of South Africa’s nine provinces) had resulted in the reduction of the LIS Programme; to an aspect of teaching in school librarianship within the Education Faculty; with no LIS specialist academics present any more.

Table 1: LIS schools in South Africa

HIGHER EDUCATION INSTITUTION	NAME OF LIS SCHOOL	WIDER ACADEMIC UNIT
Durban University of Technology	Library and Information Studies Programme	Department of Information and Corporate Management Faculty of Accounting and Informatics Faculty of Social Sciences and Humanities
Fort Hare	Department of Library and Information Science	Humanities Faculty/UCT Libraries
University of Cape Town	Library and Information Studies Centre	Development Cluster: Gender Studies, Economic History; Information Studies
University of Kwa-Zulu Natal	Information Studies Programme	School of Social Sciences
University of Limpopo	Programme of Information Studies	Department of Communication, Media and Information Studies Faculty of Humanities
University of Pretoria	Department of Information Science	School of Information Technology Faculty of Engineering, the Built Environment and Information Technology
University of South Africa	Department of Information Science	Schools of Arts College of Human Sciences
University of the Western Cape	Department of Library and Information Science	Faculty of Arts
University of Zululand	Department of Information Studies	Faculty of Arts

Evident in Table 1 are international trends of name changes to address diversification of programmes embracing the rapidly evolving trends in the generation, use and transfer of information in an age dominated by digital technologies; as well as clustering into larger academic groupings to overcome the vulnerability of 'smallness' within a university. Some of the, mostly, larger LIS schools have been able to remain as stand-alone academic units, but not without challenges. Internal institutional dynamics play a major role in these academic re-configurations. A number of the LIS schools in South Africa have retained the 'library' identity (see Table 1) while embracing diversification through the introduction of the 'I' word; others have preferred, for various reasons, to drop the 'L' word completely.

LIS schools in South Africa are staffed by academics who are adequately qualified: almost 40% hold masters' degrees in LIS; 10% hold masters' degrees from outside of the LIS discipline (a healthy injection for diversification purposes); and just over 30% hold PhDs in LIS (Rajkoomar 2015: 126). However, almost 50% of these academics hold Lecturer positions; just over 20% Senior Lecturer positions; and, only a mere 13% professorial positions (Rajkoomar 2015: 124) – indicating that seniority is currently a scarcity in the LIS academe in South Africa, highlighting and the need to grow the next generation of LIS scholars in this country.

14.3 LIS QUALIFICATIONS, CURRICULUM CONTENT AND DELIVERY MODES

As with the rest of the world, in South Africa too, the trend has been to move away from the narrow focus on 'librarianship' towards more broadly-based offerings around information studies. This is often done often in collaboration with cognate disciplines such as Information Systems, Computer Science, Communication Studies, and Education. Media Studies, Education, etc. Qualification offerings are abundant in variety, including undergraduate and postgraduate routes to attaining professional LIS qualifications. These range from certificate and diploma qualifications for para-professional LIS positions to bachelor degrees and postgraduate diplomas for general professional LIS positions. Honours, Masters and PhD/Doctorates offer opportunities for specializations and scholarly pursuits. Some LIS schools offer short courses in specific areas as a contribution to continuing professional development. For details of the qualifications and programmes on offer, please refer to the links of individual LIS schools mentioned in Table 1.

LIS schools in South Africa have increasingly infused ICT related subjects into their curricula, in response to the impact of evolving technology on the LIS professional domain. However, according to Raju's (2014: 7) survey of LIS schools not all nine schools have introduced new curriculum themes and relevant technology skills at the same pace, in response to the changing information landscape. While some schools have been "lagging behind international changes to the information landscape", other LIS schools seem to have pushed ahead since 2010 with new introductions in areas such as Research Librarianship, Digital Curation, Research Data Management, Content Management Systems and Repositories, covering topics such as the Open Scholarship Movement (open access, open content e.g. OERs, open data, etc.), HTML and XML, RDA and Dublin Core, Online AACR2 and Online Dewey, and Virtual Reference (Raju, 2014: 7).

In terms of curriculum delivery all nine LIS Schools, according to Raju's (2014: 8) survey, have in one way or another exploited available technology to embark on new curriculum delivery methods to reach a wider audience of students. These include—, Blackboard, Moodle, Videoconferencing, Vula (institution specific and Sakai supported) coupled with 'block release' student registrations, blogs, online discussion forums, social media (Facebook and Twitter), blended delivery (combination of face-to-face and online), etc.

14.4 RESEARCH AND PUBLICATIONS

Research and publication in LIS in South Africa, led largely by academics and researchers from LIS schools, leads on the African continent (Onyanacha, 2007: 105) and continues to do so today thanks to research support in the country (for example, research funding via the National Research Foundation); and central government support of research publication via subsidy awards for publications in accredited scholarly titles. This is assisted by the presence in South Africa of at least six local journal titles covering LIS and related disciplines (and about 260 in all disciplines) that are recognized for government subsidy earnings; providing South African authors with an adequate local outlet for their research. South African LIS academics and researchers have also been increasingly successful in publishing in internationally indexed (e.g. Web of Science, Scopus) journals, also recognized for government subsidy earnings for authors via their institutions. Ocholla and Ocholla (2007: 114, 117) report an "impressive diversification" of subjects receiving research and publication attention, including, inter alia, various aspects of management (e.g. information, knowledge, library, and records and archives management); information retrieval; various information services; application of ICTs; and, LIS education. A more recent bibliometric analysis is yet to be undertaken to ascertain the addition of new subject areas to this list of focus areas. A notable trend in LIS research and publication in South Africa is that of established academics publishing with their postgraduate students, whose studies they have supported and supervised.

14.5 RELATIONSHIP WITH THE PROFESSIONAL BODY

LIS schools in South Africa have historically maintained a working relationship with the LIS professional body, LIASA's predecessor (SAILIS) having played a key role, in the pre-1997 era, in the accreditation of LIS programmes. The promulgation of the South African Qualifications Authority Act (58 of 1995) and the subsequent establishment of the South African Qualifications Authority (SAQA) saw this accreditation role pass to SAQA and individual higher education institutions offering LIS programmes. More recently, LIASA has felt the need to revive the professional body's role in the accreditation of education and training for LIS professionals and hence in 2014 engaged in the process of registering itself with SAQA as a professional body. This professional body status with SAQA, it is envisaged, "will empower LIASA to promote the discipline more effectively, determine standards for professional education and training, protect the interests of the public and regulate entrance into the

profession" (South Africa, Department of Arts and Culture, 2014: 103). This LIASA initiative and other LIS education issues have formed the basis of new dialogues involving the professional body, practitioners and educators. This began in 2013 in the form of LIS Stakeholders' meetings, first initiated by RETIG (Research, Education and Training Interest Group), an affiliate of LIASA.

While RETIG is viewed as a useful platform involving both educators and practitioners, the LIS schools in South Africa felt the need for an independent forum to deliberate on education and research matters of common interest among LIS schools in the country. Hence 2014 saw the formation of the LIS Heads of Schools Forum. At its inaugural meeting on 20 March 2015, at the University of Cape Town, its Terms of Reference was formally adopted and Dr Sandy Zinn of the University of the Western Cape was elected Chair of the Forum for the 2015/16 period.

In its efforts to grow the next generation of public librarians, who have a critical role to play in South Africa's national development agenda, LIASA secured funding from the Carnegie Corporation of New York and since 2012 has partnered with LIS schools offering the Postgraduate Diploma in LIS; in the Next Generation Public Librarian Scholarship Programme. This Programme has seen a healthy injection of professionally qualified librarians into the public library sector of South Africa and it serves as an exemplar of the broader value to be gained from LIS schools, partnering with employers and the professional body, to address some of South Africa's development imperatives.

14.6 CHALLENGES

The following are some of the significant current challenges variously affecting LIS schools:

- LIS schools in South Africa feel under tremendous pressure by the professional practice sector to develop sustainable and dynamic curricula that are responsive to the demands of an increasingly broad and diverse employment landscape, constantly requiring new knowledge and skills sets;
- Difficulty has been encountered in attracting quality students (especially for full-time postgraduate studies) as well as quality academic staff, to the discipline. This situation is exacerbated by public service salaries that are not very competitive and by competition from other information-related disciplines that seem more attractive to an e-savvy younger generation;
- Some schools are challenged by Internet connectivity difficulties encountered during teaching, learning and research;
- Schools are also challenged in meeting the learning needs of a diverse cohort of students and, related to this, by the variations in students' digital and other literacies;
- Inertia on the part of especially older academics to embrace new knowledge and new technologies relevant to the LIS discipline; and,
- The lack of standardization of curriculum offerings leading to difficulties relating to the professional status of three-year bachelor degree qualifications and articulation challenges for holders of especially the three-year National Diploma in LIS.

While some of these challenges are universally applicable,

others are institutionally or nationally specific and would thus require creative medium-term solutions at departmental, institutional or national level.

14.7 CONCLUSION

Historically LIS education in South Africa, as well as internationally, has struggled for survival. This is well documented in the literature. Notwithstanding this challenge, LIS schools in this country, as in other parts of the world, need to dig deeply into their epistemological resources and inter-disciplinary nature in order to respond creatively and robustly to internal institutional challenges to their viability as academic projects; as well as to challenges to their teaching, learning and research from a LIS profession profoundly affected by a rapidly evolving technology-driven information environment.

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