

Rendering A Comprehensive School And Community Library Service To Remote Rural Communities In South Africa By Forging Partnerships

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Substantial backlogs in public and school library services in South Africa, especially in the previously disadvantaged, remote rural areas, compel library authorities to explore alternative, more cost-effective ways of library service delivery. This paper describes a South African study which investigated the variants of the school-community library model worldwide, with the aim of defining a South African prototype, which would satisfy the needs of a rural, tribal community. The paper also discusses how this prototype is currently being piloted in a rural, tribal area in the Mpumalanga province by forging partnerships with various stakeholders.

Introduction

There are substantial backlogs in public and school library services in South Africa, especially in the previously disadvantaged, remote rural areas. The only feasible solution to achieving improved provision of public and school library services appears to be through shared or joint-use services. This paper consists of two parts. It describes a study which investigated the variants of the school-community library model worldwide with the aim of defining a South African prototype, which would satisfy the needs of a rural, tribal community (Le Roux, 2001). The second part of the paper describes how the prototype proposed in this study is currently piloted in a remote rural area in Mpumalanga by forging partnerships with various stakeholders.

In the context of this paper a school-community library refers to an integrated school and public library service, operating from a single building, which operates according to an agreement between the school and another tax-supported agency or agencies, e.g. the provincial or local government authority. It aims to serve learners, educators and the community (general public) within the particular municipal boundary, by means of the facility (Le Roux, 2001, p. 19). Remote rural communities are tribal communities living in dense, planned settlements, with populations of over 5,000 people, which are common in the former homeland areas. These settlements are referred to as “*betterment*” settlements in local government planning in South Africa (South Africa. Ministry for Provincial Affairs and Constitutional Development, 1998, p. 13).

Scope Of The South African Study

Although several variants of the school-community library model which could be considered for South Africa do exist in other countries, there is a need for developing different prototypes of this model geared to the information needs of the diverse communities in South Africa. As the people living in the remote rural areas in South Africa are particularly disadvantaged as far as access to information to improve their lives is concerned (Le Roux, 2001, p. 254),

the study investigated a possible variant of the school-community model which would suit the communities living in these areas. The study therefore examined the variants of the school-community library in their particular geographical, social and educational contexts in the USA, Canada, the United Kingdom, Scandinavia and Australia (South Australia), to determine whether comparable conditions existed which would justify the implementation of this model in the rural, tribal areas of South Africa. The study examined the reasons for the historical development of the school-community library model in the selected countries, as well as the practical application of this model through a critical review of the literature, an analysis of published case studies, and a study of official documentation.

Prerequisites for the successful implementation and operation of the school-community library, as identified in the study of the selected countries, provided a framework for evaluating the possible application of the school-community library model to the rural, tribal communities in South Africa. The suitability of the different variants of the school-community library model for these communities was then considered. After examining all these factors the school-community library model, housed in a public library building, was proposed in the study. The characteristics and the perceived advantages of this variant of the model were indicated as well as the conditions needed for the successful implementation of this variant of the model. Finally, a set of guidelines was presented for the establishment and operation of this library model in a South African rural community in the tribal areas (Le Roux, 2001, p. 275-291, 343-366), which can be used for piloting this model by provincial and local authorities in South Africa and also by government authorities in other African countries with comparable conditions.

Relevance Of Overseas Experience To South African Rural Areas

The factors found crucial to the successful establishment of the combined school-community library in the selected countries were determined and examined in the South African context. These factors are set out below.

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

After a review of the relevant legislation governing the rendering of school and public libraries, it became clear that nothing in South African legislation prohibits government bodies from initiating plans and actions involving co-operation between school libraries or between school and community libraries. Chapter Three of the new South African Constitution requires all spheres of government, as well as government departments, to conduct their activities in a co-operative way (South Africa, 1996, p. 21). It appeared that South African legislation actually provides an enabling framework for co-operative ventures between various partners (Le Roux, 2001, p. 216).

Commitment of funding authorities

A commitment by all the co-operating partners to the funding of the combined school-community library has proved to be crucial. This presents a problem in the South African context, as the funding of school libraries and community libraries, under the new constitutional dispensation, currently presents serious problems for provincial as well as for local authorities. The restructuring of local government, after the local elections in 2000, poses serious financial implications for community libraries. The establishment of new library models, although cost-effective in the long term, will initially create additional expenses (Le Roux, 2001, p. 228).

Provision of adequate, suitable and compatible staff

In South Africa this prerequisite could also create problems. In many schools, teacher-librarians have been retrenched or re-allocated to other duties (Lor, 1998, p. 7). The government's commitment to reduce personnel spending could impact negatively on the staffing of the combined library model, on the range of services offered, and on the opening hours of the facility. In addition, the *South African School Library Survey 1999* (South Africa. Department of Education & Human Sciences Research Council, [2000], p. 26-27) has found that, with the exception of Gauteng, in all the other provinces fewer than 20% are in possession of the appropriate qualification (Le Roux, 2001, p. 231).

Request from local community and ongoing community support

Several factors militate against the potential use of public libraries in rural areas. The adult population in the rural, tribal areas is mainly illiterate or semi-literate, and there is the absence of a reading culture (Raseroka, 1997, p. 2), as well as the dominance of an oral tradition (Fairer-Wessels & Machet, 1993, p. 101). It is, therefore, important that, wherever, a combined library service is considered, the community must have indicated that there is a need for such a service, and that it will indeed be used (Bristow, 1992, p. 79).

Central support mechanisms

Central support, such as a cataloguing, classification and processing service; mechanisms for collection development and inter-library loans; a professional development component; and an advice service, was found to be of the utmost importance (Little 1996, p. 36). Following the recent restructuring of LIS in South Africa, the majority of the new provincial Library and Information Services as well as the provincial Education Library and Information Services (ELIS) do not, as yet, have the necessary resources and staff to provide central support to community libraries and school libraries (Le Roux, 2001, p. 232).

Involvement of all parties in planning for a library model

All the groups likely to be affected by, or involved in, the implementation of the library, have to be represented on the planning body. In the South African context, the leadership in the particular community has to be identified and care has to be taken that all community structures are represented in the planning body, so that the library will grow out of the needs of the community and not be imposed from outside (Fairer-Wessels & Machet, 1993, p. 107).

Careful planning of the combined library

A planning committee should be elected by the representatives of the community during the initial planning stages. Areas that need to be given special consideration by the planning committee are: the physical facility, its location, size and design, the staff, the decision-making authority, financing, collection development, administration, and marketing the proposed combined services (Le Roux, 2001, p. 235).

A service based on the needs of the community

When planning a combined library for a South African rural, tribal community, it will be necessary to take cognisance of development theories and development research. A “basic needs” approach is called for which will make the combined library relevant to the life and work of the people in the community and will contribute to improving the quality of their life (Stander, 1993, p. 6). Only then the community will accept it as their major source of information (Ngulube, 2000, p. 2).

Locally representative, enthusiastic, and skilled Library Board of Management

The appointment of a locally representative, enthusiastic and skilled Library Board of Management has been found to be of critical importance to the success of the combined library. This body should represent all parties involved, in accordance with the specifications of the joint-use agreement. In the rural, tribal communities, this would call for much initial and ongoing capacity-building of the library's governing body members by the relevant provincial education department (PED) and provincial LIS.

Clear and flexible guidelines and procedures

Clear guidelines for the establishment and operation of the combined library model were felt to be essential in clarifying the needs, roles and responsibilities of all parties and in outlining the outcomes of the co-operative venture. (Le Roux, 2001, p. 241).

Proposed Public Library-Based School-Community Library Model

In terms of the crucial factors mentioned above, it was found that the successful implementation of the school-community library model, as found in the selected overseas countries, will not easily be accomplished in South Africa. This will especially be the case in the remote rural, disadvantaged areas of South Africa.

For example, it was apparent from the literature that combining school and community library services in the selected countries was only considered and implemented in cases where there was either a lack of school library services or of community library services, as well as an absence of qualified library personnel. This was mostly the case in small, remote rural communities. In almost all the cases, the combined school-community library was housed in the school. A precondition for this arrangement, was, however, a functional and well-resourced, school library making it the obvious place to establish a joint-use facility.

According to the findings of the *School Register of Needs Survey*, conducted during 1996 (South Africa. Department of Education, 1997, p. 8, Fig. 16), primary school libraries in the rural provinces of South Africa are almost non-existent, with percentages as low as 2%. The percentage of secondary schools with school library facilities was also found to be very low in these provinces. This shortage of on-site school library facilities has been confirmed in the *South African School Library Survey 1999* (South Africa. Department of Education & Human Sciences Research Council, [2000], p. 11).

In addition, the *School Register of Needs Survey* showed that there was a national shortage of 57,499 classrooms in 1996 (South Africa. Department of Education, 1997, p. 9). The building of classrooms, rather than libraries is, therefore, a priority for the government. Moreover, specialised facilities, such as a library for a secondary school comprise almost 50% of the building cost of the school, while general teaching space usually represents less than 30% of the total cost. Maximum shared use should, therefore, be made of these expensive, specialised facilities and space by schools and the communities (Smit & Hennessy, 1995:45-46).

The use of existing school libraries for a combined school-community library therefore appeared not to be a viable proposition for the remote rural areas. The study instead proposes a variant of the school-community library model, one where the combined library is located in a public library facility and is surrounded by a cluster of schools. This is a group of schools in close proximity, grouped so that they may share some of the capital intensive facilities. It is obvious that the proposed model of the school-community library, where the library facilities are used by different schools and the community, could only be implemented in rural areas where there are already clusters of schools. The *Schools Register of Needs Survey*, has, however, indicated that clusters of schools in South Africa are located in either the metropolitan areas, or in the former homelands and self-governing states (South Africa. Department of Education, 1997, p. 9). As clusters of schools are thus found in these remote rural areas in South Africa, the establishment of a combined school-community library in an accessible, public library building, if available, would appear to be a more cost-effective and practical solution for serving the community and the cluster of schools in these areas.

Characteristics Of Proposed Library Model

Community traits and involvement

The target community for the public library-based school-community library is a community living in a rural area, which, in all likelihood, falls under the authority of a traditional leader. This community comprises a relatively small and homogeneous group of people sharing the same culture and language, who live and work together in close, interdependent proximity, and who share close personal relationships, common value systems, and a strong awareness of their distinct group identity.

The adult section of such a community is characterised by a high level of illiteracy, a dominant oral tradition, limited resources, and a need for information for mere survival. The community shows signs of direct involvement in school matters and social and cultural activities. Bristow (1992, p.79) refers to this type of community involvement and commitment as “a sense of communality”, considering it the greatest resource of rural disadvantaged areas. The acceptance of the idea of a combined library in the community implies a commitment by the community to maintain the operating services of the facility by means of funds and voluntary personnel.

Location, size and design of facility

The location of the combined facility has to be within a 750m radius of participating schools, i.e. the schools have to be within ten minutes' walking distance from the library. The facility can be either a new purpose-built library or an existing structure found to be suitable by the provincial LIS for housing a combined library facility (Hendrikz, 2000, p.8).

The nature of the accommodation and of the facilities will be determined by the aims, goals and objectives of the information service. It is imperative for the facility to have one or two separate activity rooms with outside doors for teaching information literacy to the learners of the participating schools during the day, and for adult community activities during the evenings.

Staffing

The library has to be staffed by a qualified public librarian with, at least, paraprofessional qualifications. The librarian has to be active in interpreting the information needs of the users, who may not be functionally literate, and in providing relevant material. The librarian has to have credibility and standing within the community and has to be a fully committed member of the community.

In addition, the part-time services of teacher-librarians or teachers from the participating schools need to be time-tabled to teach information literacy to each of the schools' classes and to create and sustain a positive reading climate in the schools. They also need, in co-operation with the librarian, to plan for the purchase of curriculum-oriented information resources. Voluntary library workers need to assist with the performing of routine library tasks, and the delivery of the various services and outreach programmes to the community. The voluntary library workers should assist the librarian with marketing the library and its services to the community and thus will play a pro-active role in ensuring its use by the community. Retrenched or retired teachers could be used for conducting literacy and Adult Basic Education and Training (ABET) classes (Le Roux, 2001, p. 261-262).

Library stock

The information resources should include all available media to meet the needs of non- and newly-literate users and cover topics of relevance to the community. This information has to be in a simple and accessible written style, and has to be available in the indigenous language of the community. Special attention has to be given to the reading needs of the school learners in the community, in order to create the habit of using libraries for information, education, and for recreation.

Services and outreach programmes

The level of services of the combined library has to be determined by the community itself. It needs to be a people-oriented, information service, combining the oral tradition and the print medium, so that everybody in the community can be reached. An interactive community information service should be provided according to the needs of the community, forming an integral part of the community development process.

One of the pivotal services rendered by the combined library should take the form of block loans, circulated regularly to the classrooms of the participating schools, as a resource for both educators and learners. The presence of books in the classroom would ensure that books and book-related learning are integrated into the learners' classroom experience from an early age, promoting an awareness and appreciation of the importance of books and libraries.

The combined library should form part of the existing provincial LIS with all its advantages. The combined library would also forge links with other community-based and non-governmental organisations to enhance its services to its users. These would include literacy organisations, educational organisations and initiatives such as telecentres and Multi-purpose Community Centres (MPCCs) (Le Roux, 2001, p. 263-366).

Conditions Needed For The Successful Implementation Of The Model

Government funding and support

The public library-based school-community library model presupposes the involvement and financial commitment of the local community. However, the financial backing and other support of the provincial and local government are crucially important to the success of the model.

Location and size of facility

The facility should be located within a minimum walking distance of the school: about one kilometre from primary schools and two kilometres from secondary schools. A cluster can consist of five to twelve schools (Smit & Hennessy, 1995, p.2). The size of the facility may vary significantly from community to community, according to different community dynamics and circumstances.

Pre-service and in-service training

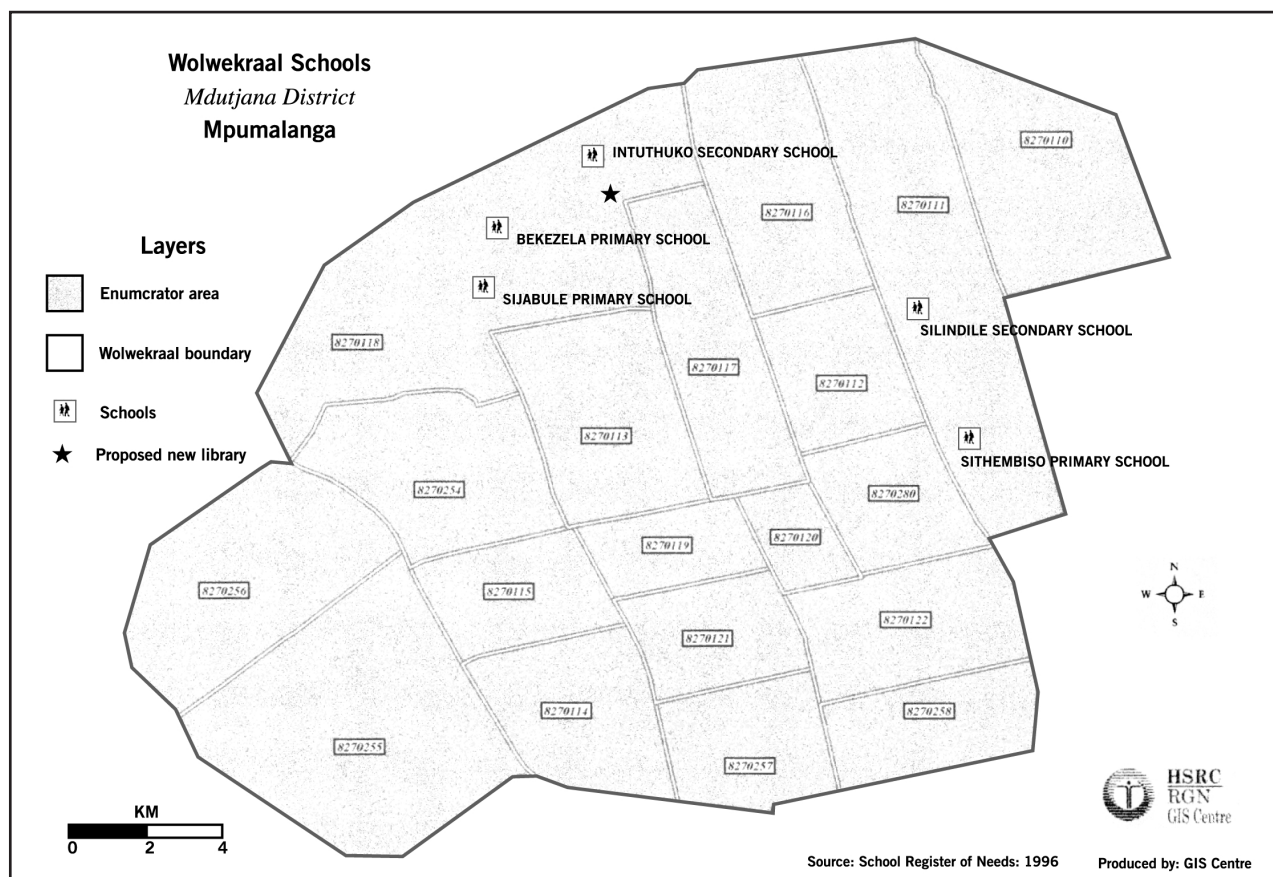
Librarians working in rural, tribal communities should be trained to fulfil “shifting” roles when serving both schools and information deprived communities (Tötemeyer as quoted in Radebe, 1996, p. 69). Workshops for principals and educators on the role of the school library, its value in the new outcomes-based education (OBE) curriculum, and its central position in learning are essential. The failure of principals to recognise the importance of these factors has been identified as being a major hindrance to the promotion of school libraries (Radebe, 1997, p. 225). The provincial education departments (PEDs) need to provide educator development programmes on the utilisation of educational technology and the Internet as a tool to enhance teaching and learning (Le Roux, 2001, p. 269-271).

Access to and utilisation of Information Communication Technology (ICT)

The various ICT initiatives in South Africa have great potential to enhance the public library-based school-community library model in the rural, tribal areas and add a new dimension to this library model. By utilising the ICT infrastructure available in South Africa, the combined library has the potential to enable members of remote rural communities “to exploit information to enhance their well-being” (Economic Commission for Africa, 1999, p.19).

My colleague, Francois Hendrikz, will now show a map of a rural, tribal area in Mpumalanga (in the former KwaNdebele) (Figure 1), where the provincial LIS has recently built a public library facility. The location of this community library and the characteristics of the community appear to be most suitable for developing this variant of the combined school-community library. He will also tell you more about the Mpumalanga Provincial Library Service, the Maphotla community and the planning process in piloting this particular school-community library model in this community in partnership with other stakeholders.

Figure 1:



Background Of Mpumalanga

Mpumalanga is one of the nine provinces of South Africa. Prior to the first democratic elections of 1994, South Africa consisted of four provinces. Following the election, five new provinces were established, of which Mpumalanga was one. It is mainly a rural province. Mpumalanga inherited a public library infrastructure that was fairly well developed in and around the towns of the province but the same cannot be said of the rural areas. Two former homelands were also incorporated into the province. Library services and infrastructure in these areas were non-existent.

Public libraries and school libraries in Mpumalanga are currently the responsibility of two separate government departments, i.e. the Department of Sport, Recreation, Arts and Culture and the Department of Education. The lack of public library infrastructure and services in Mpumalanga is one of the biggest challenges facing library authorities. The same scenario is true for school libraries. The lack of various resources has made it difficult for library authorities to establish any appropriate library infrastructure and services. Most schools are without any school libraries and teacher-librarians have been laid off or re-deployed. The public library authorities have just recently determined that there is a need for 98 public libraries in the rural areas. It is almost certain that such a backlog will never be addressed solely by building new libraries. This assumption is based on the fact that it took almost four years to secure funding to build two new public libraries during the 2002/2003 financial year. The lack of an appropriate budget is the single most important factor influencing the establishment of proper library facilities and services. This is also true for school libraries where the focus is on the building of classrooms. Catering for the needs of learners is the priority of the education authorities. It is therefore clear that it is in the interest of both library authorities to share resources in order to bring library services to the whole community.

The school-community library model provides an ideal opportunity for both library authorities to explore the possibilities of such an endeavour. If the need for both public library services and school library services can be addressed through the innovative use of one facility, both parties could save valuable resources. These savings may in turn be utilised to improve the quality of the library services.

The Maphotla Community

There are various reasons for the decision of the Provincial Library Service to select the Maphotla community area to build a new library building. Firstly, there has been much community enthusiasm for, and involvement in, establishing a library in their community. Secondly, there are well established community-based organisations, and committed and active community leaders all supporting the library. I will shortly come back to this point when discussing some implementation strategies.

It is important to understand the demographic profile of the community, as this will give an indication of why it was decided to build a library in that community. The only official figures available for the Maphotla community are those of the 1996 census. The figures of the most recent census conducted during 2001 are not available yet. The total population of Maphotla is 8558 of which 3967 are male and 4591 female. The Maphotla population is very young. Almost half, i.e. 49% of the total population is made up of young people up to the age of 19. This already gives one an indication of the vast potential for libraries in terms of reading and educational needs. In the light of the youth of the population and the fact that 53% of the total population are women, it has been assumed that a large percentage are mothers. This therefore represents another huge potential market for the library in terms of childcare programmes, mother and child reading programmes, and book awareness programmes. People who are unemployed and those with no income in the community make up a substantial 49%. This implies that these people may be hoping to use the library to improve their knowledge, skills and qualifications in order to obtain a job or to become entrepreneurs contributing to the economy of Maphotla.

The most challenging figure to be considered when planning library services is the 73% of people who have little or no education. This figure indicates that illiteracy is rife, implying an almost non-existent reading culture. Coupled with the fact that this community has only recently obtained access to a library, it is safe to assume that there is only a limited library culture. The new library is something the community will have to become used to and strategies are needed to attract and explain the use, role and function of the library to all community members.

The use of library resources by the community will also have to be addressed carefully. The main language spoken by the majority of community members is isiNdebele.

These figures provide just a brief overview of the Maphotla community. These and other factors were taken into consideration during the planning phase of the school-community library service. It is also important to keep the dynamics of this community in mind when planning library services. Conditions are constantly changing and should be continuously evaluated in order to ensure that the library maintains a relevant role in the community in terms of the information and education needs of community members.

Project Plan

The success of any project depends on the amount of planning that goes into it. This undertaking is no different and a broad project plan was developed for it. The project plan is important to clarify what one wants to achieve and to focus one's efforts. It is equally important to use the project plan as a discussion document to attract the interest of various other role-players. One of those role-players was the provincial Education Library and Information Services (ELIS), who immediately supported the plan. Time does not permit a full discussion of the project plan and I will therefore only cover the main points of the plan.

The aim of the project is to establish a functional school-community library model as a benchmark to be replicated by other communities lacking sufficient and appropriate library facilities and services. Five objectives were identified:

- building a complete new library facility and furnishing it by April 2003
- making the community aware of the library and involve them where applicable
- signing agreements with relevant authorities for the management and maintenance of the library facility and its contents
- preparing the library to render a fully functional library service to the community at large
- developing and rendering comprehensive school and community library services and facilities in support of personal and/or community development initiatives.

Various broad strategies to achieve these objectives were also formulated and I would like to refer to a few that may be of interest to the audience.

Community Awareness Of Library Project

Making the community aware of the project to secure their support, acceptance and involvement is very important in giving the library a relevant role in the community. The Maphotla library is not new to that community and the community is therefore well aware of the library. What is different is the fact that a new library building, with new services based on the school-community library model is being planned. The community therefore had to be informed. This was done most effectively during a community information meeting held during January 2003. At this meeting the project proposal was introduced to the community. The important role and function of the library as well as reading was also re-emphasised by the various speakers on the program. Over 200 people of the Maphotla community attended the meeting, including various community leaders, the Mayor and councillors of the local municipality as well as the provincial Minister of the Department of Sport, Recreation, Arts and Culture. One of the success factors for such projects depends on the political support available. In this case the project is fortunately well supported by the provincial and local political leaders.

One of the more pertinent strategies in the approach to awareness deals with surveying the community. A community survey will be conducted to obtain the latest data about the community, its expectations and needs. This will serve as a guide in the development of appropriate and relevant library services. Another very important strategy will be the establishment of a representative library committee consisting of various stakeholders e.g. representatives from the local council, the Provincial Library and Information Service (PLIS), the Education Library and Information Services (ELIS), the Department of Education, schools, the school-governing bodies, local business and community members.

PLIS and ELIS should provide professional guidance to this committee. The purpose of this committee is not to manage the library but to guide and advise library management in matters such as:

- financing (amount of resources required annually, sharing of costs)
- collection development (identifying information sources needed; balancing print, visual and audio formats; language)
- administration (hours of opening; circulation procedures, policies)
- promote and market the library and its services
- utilisation of facilities by community groups
- consultation with government authorities and any other groups on issues relating to the library.

Service Level Agreements

The third objective of the project plan refers to the signing of agreements between relevant authorities for the management and maintenance of the library facility and its contents. There are various structures involved in making the project successful. Each role-player has a specific role and function, which needs to be clarified in an agreement and signed by all involved. Agreements have been signed between the municipality and the Provincial Library & Information Service of the Department of Sport Recreation, Arts and Culture (DSRAC PLIS). The agreement covers the basic management and maintenance of the library including:

- management
- funding
- staffing
- training
- marketing
- library resource ownership and accountability

Another agreement has been signed between DSRAC (PLIS) and ELIS who are the two main service providers to the library. The agreement covers aspects such as:

- collection management (selections; acquisitions; processing of material, cataloguing, ownership or resources)
- budget planning
- accommodation of shared resources
- minimum norms of shared services
- information technology management
- distribution of material to library and schools
- human resources (sharing and skills transfer)
- training programmes (user education; information accessing skills; literacy skills, reading programmes)
- marketing planning and events.

A third type of agreement is in place to be signed by the municipality on behalf of Maphotla Public Library, with any stakeholders interested in rendering/providing co-operative services through the library, i.e. community-based organisations, non-governmental organisations. Areas covered are:

- type of service to be rendered
- responsibility
- budget
- use of facilities (access, hours)
- minimum requirements of services.

It is important that these agreements be drafted and signed to administer and manage relationships and to ensure that each role-player understands its roles and responsibilities. This minimises misunderstanding and ensures that services are rendered as agreed.

The library will extensively pursue partnerships and relationships with external organisations. One example of such co-operation that was in place long before the new library became a reality is with a non-governmental organisation (NGO) called Biblionef. This is an international NGO with an office in South Africa. The main purpose of Biblionef is the distribution of new children's books to disadvantaged communities. These books are also provided in the language of

that particular community. Biblionef donated various non-fiction and reference books and has already indicated that it would be extending its services to include the provision of educational toys and a reference collection for educators, as well as support in reading programmes. This type of support is vital for the continued success of the library, which is very isolated and far removed from well-established service providers. Other external support will be sought, depending on the needs of the community and the library.

Preparing The School-Community Library Service

Starting a brand new library requires a great deal of preparation. Adding to the mix, the establishment of a school-community library model which has never been done before gave the planners even more responsibility. Some of the strategies implemented to prepare the library service include the following tasks:

- It was necessary to select and provide library material to the library in accordance with the diverse needs of the community at large.
- Since this library is serving two distinctive markets, i.e. the public at large and the school community, special attention has been given to the selection of material for learners and educators in support of the education function. The experts of the Department of Education performed this task as the material has to be in line with the national curriculum.
- Teacher-librarians of the participating schools need to be trained to utilise the learning support material and in teaching information literacy. This also includes the scheduling of classes to visit the library during school hours and the placement of book trolleys in classrooms to act as classroom libraries.
- Computer equipment had to be installed and training had to be provided. The Provincial Library Service was fortunate to secure a grant from the Carnegie Corporation of New York to computerise all public libraries in the province and to provide access to the Internet and the electronic catalogue of the province. This three-year project also includes the training of library workers to utilise the equipment including interlibrary loans. The Maphotla Library is also receiving the benefit of this project called Building Electronic Bridges.

Service Mix

Developing and rendering comprehensive school and community library services and facilities in support of personal and/or community development initiatives is what the library model is all about. Various “service mixes” are planned and provided for. Services in place for the typical public/community library part of the model cover the traditional services such as:

- lending of library material
- interlibrary loans
- study and reading facilities
- photocopying, faxing and the use of audio-visual equipment
- exhibitions
- reference service.

Services in place for the educational arm of the model cover

- visits by school classes to the public library
- rotation of book loans from the library to the classroom libraries
- visits by public library workers to class libraries in participating schools
- the co-ordination of planning of project work between the librarian and the educators of the schools
- the development of course material for workshops for principals, school governing bodies and educators of participating schools and the presentation of the workshops.

A third service mix is also planned and provided for, which includes various other initiatives that will benefit the community through the use of the library and its facilities. These services are usually rendered by outside organisations and include:

- ABET classes
- literacy classes
- information literacy classes
- workshops and video presentations on relevant and applicable topics e.g. personal hygiene by the Department of Health
- the provision of life-skill assistance e.g. writing letters, filling in forms, utilising of telecommunication facilities
- other community-specific services, e.g. local art or craft exhibitions and classes, career guidance
- book talks, story-telling sessions and reading programmes.

With regards to the last, the library is involved with the Centre of the Book, which is part of the National Library of South Africa, in a project called "First Words in Print". Book packs consisting of four books per pack have been distributed to 2500 children between the ages of one to five years. The books are written and illustrated by South Africans and are provided in the language spoken in the Maphotla community.

Conclusion

It should be clear from all these factors that the Maphotla library is not a quiet place and is surely destined to be a model library in every sense of the way. It is a happy story, and hopefully a story without an end. One could almost say it is a "rags to riches" story if one considers where the library comes from. I would therefore like to conclude this paper by showing some slides which will illustrate what is meant by "rags to riches".

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