

# TO SET THE BALL ROLLING

LIBRARY PROJECT FOR YOUNG LEARNERS (LPYL)  
A SWEDISH-SOUTH AFRICAN SCHOOL LIBRARY PROJECT 1997–2002

# *The Opening of Eyes*

**The aim of this booklet** is to make a school library project visible. Despite five years of work, it cannot pride itself of having made a fundamental change to the situation of school libraries in the two countries, South Africa and Sweden.

It has no doubt made more than fifty professionals a lot more experienced. In both countries thousands of people, librarians, teachers, learners and others, have in different ways indirectly benefited from the project. To measure the influence of LPYL – Library Practice for Young Learners – a project devoted to human resource development rather than physical building of libraries and buying of books, is difficult. The word »eye-opener«, often found in comments and correspondence in the project, is probably a more relevant criterion.

The long-time involvement in the project by key persons in the school/library area from all nine provinces in South Africa – the main arena of the project – is its strength. The day will come when the new curriculum is fully implemented and the importance of providing schools with library resources is even more obvious. Like in Sweden, where Swedish principals and teachers are starting to realise and the Swe-

dish Minister of Education now openly stresses the importance of school libraries.

To share the planning and management of this project with a working/reference group in South Africa and South African project managers have been a unique and privileged experience to us. Personal and professional links have been created in an equally privileged way. And we Swedish librarians – far better off regarding resources – have been inspired and impressed by the South African determination of involving the community in order to cope with a, especially in a Swedish perspective, dire situation.

This booklet has a great variety of texts from academic writing to just fragment of stories. The material of the project, ranging from research and project plans to reporting and articles is overwhelming. To make an appropriate selection for this publication is a delicate task; a lot of participants will be disappointed. Important aspects of the project may have been neglected. The links and addresses in the booklet are supposed to compensate that by giving you the chance of acquiring more details, more contacts!

The ball is hopefully rolling!

*BiS Swedish Working Group in LPYL*

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# THE LPYL IN CONTEXT. CHANGING MINDS ABOUT SCHOOL LIBRARIES IN SOUTH AFRICA

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It is an honour to write a foreword for the Bibliotek I Samhälle's book on the Library Practice for Young Learners project (LPYL) – and also a challenge. The »honour« is due to the significance of the LPYL project, which is a project rooted in our past and present realities but which reaches out to future possibilities. I believe that it thus has a real chance of »making a difference« to South African education. The vision of the original partners, the Library & Information Workers Organisation (LIWO), BIS and the Education Policy Unit (Natal), deserves gratitude and respect. They realised the importance of school libraries as a force for educational transformation – an area of action often neglected by the mainstream library profession. They then recognised that the South African landscape called for innovative models

of school libraries. It is important perhaps to acknowledge upfront the links between the LPYL project and the national Department of Education's school library policy-writing process. Jenni Karlsson of the EPU (Natal) was largely responsible for the drafting of the National Policy Framework for School Library Standards (Department of Education, 1998) and she is a leading partner in the LPYL. From the beginning the intention of the LPYL project was to pilot certain of the models described in the policy document (a document which has apparently since been shelved by Government). Whatever the underlying intention, the result was an elegantly-designed project that provides us so far with at least three useful case studies for the future (Naiker & Mbokazi, 2002).

The »challenge« I referred to earlier comes from my limited perspective on the

LPYL. I had been made aware of the project since its beginnings by informal conversations with friends within the provincial education departments. But the first time that I was fully engaged in its aims and workings was at the closing conference in June 2002 in Johannesburg. It occurs to me as I write this that the visibility, or rather lack of visibility, of the project might be an issue someone else will pick up in the book.

My brief, in writing this foreword, is to

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try to place the project within the context of school library development in South Africa – with the understanding of the limitations of my having only the closing weekend conference as a window to the LPYL. That closing weekend – I guess typically of the project – was well designed. It was far more than a wrapping-up. It encouraged reflection by the role-players and allowed me to share this process. I had a wonderful opportunity to interact with the teachers, school library advisors and education department officials.

However, I must admit to a bittersweet feeling that touched me at times in the course of the meeting. It was indeed sweet to witness such positive energy (the weekend was vibrant with warm greetings, laughter, camaraderie). But a certain regret tinged my pleasure. It is sad that it took a partner from outside our borders to initiate the project. Within South Africa we have a »North« – a fine tradition of school librarianship. We have libraries in our advantaged sector of schooling on a par with the best in the world. But of course the vast majority of our schools can be labelled »South«, whe-

re the »library« is usually a few shelves of tatty books.

Surely the major benefit of LPYL is that it might show us how to build creative partnerships inside South Africa – that bridge the divides in our country.

#### **School libraries & teachers' beliefs**

There are two comments that give two angles on the project as I look back on a very intense two days. One was Jenni Karlsson's comment that the LPYL pro-

ject had set out »to mess with people's minds«. This resonates as it points to the strength of the project – its realisation that developing school libraries is all about beliefs and attitudes. There is a growing recognition in the international research literature that school libraries depend on educators' subjective perceptions (Asse- lin, 2001).

This approach distinguishes the LPYL project from others that see school libraries in terms of »things« – books, computers, and rooms. The LPYL seems to have persuaded its participants to explore their own beliefs about teaching and learning. This surely is the key to school library development. Once educators accept that they cannot succeed in the kind of learning they want in their classrooms without access to library resources then we will make progress.

In 2000, on taking over as Chairperson of the newly formed School Libraries & Youth Services Interest Group of the Library & Information Association of South Africa (LIASA), I soon realised that even people within our profession seem at times only half-convinced of the need for

school libraries. Much of our challenge involves persuading colleagues that the school library is not a luxury – rather it is a learning tool that might serve to transform the kind of school leavers our education system produces.

The second comment from the closing conference – that has provided me with much food for thought in the weeks since the closing conference – came from a teacher librarian sitting with a group of other teachers as they described the success (or otherwise) of the project in their schools. Predictably perhaps, all were extremely positive as they reported back on their progress. But then came a teacher librarian's complaint that the teachers at his school were unwilling to »give« him more time in the library. He still is expected to run the library programme in his »free« time. This comment came after we had all nodded happily at his response that »Yes - my library is definitely now playing an important part in the school programme«. The other teachers in the group then chorused in agreement that their teachers were just the same! They seemed unaware of any contradiction in his responses. My cynical viewpoint concluded that his teachers were happy for him to run the library as long as it did not require them to make any changes. I silently asked myself: How could he really be playing an active role in the school's teaching programmes when he was spending all day in his classroom teaching subject classes?

The two comments point both to the potential of the LPYL and to its limitations. In its understanding of educational transformation it is an admirable model to follow. It began with the teachers – where they are. I could detect no sign of the alie-

nation that a North / South intervention might have led to. A sincere consensus that both the South African participants and the Swedish had benefited was evident. The project's strategic decision to work with different levels of the education system hierarchy – teachers on the ground, principals, departmental advisors and provincial school library heads – shows awareness of the interdependence of components within the system. Principals' attitudes have for example been found to be a key factor in the success of a school library programme (Henri, Hay & Oberg, 2002). However it is in this bigger arena outside the library that the limitations of the LPYL project become clear. To nurture lasting change we need to provide a friendly environment. The LPYL cannot overcome by itself the restrictions imposed by the bigger system. How can we persuade

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teachers to allow their teacher librarian colleagues more room and time on the learning programme when there is no support coming from educators outside the immediate library system – curriculum developers for example – and when there is no support from policy?

To understand these dilemmas it might help to look at our past and at the bigger picture of our curriculum and its implementation in the past few years. This might highlight the same kind of contradictions inherent in the LPYL experience.

**The apartheid heritage for school libraries**

Of course to divide simplistically our schools into two North / South camps as I did above is misleading. There were always schools in the advantaged so-called white sector of our schooling with no libraries or with travesties of libraries. They

had no need of effective libraries in the educational climate that prevailed. School libraries thrive in systems that encourage independent thinking and learner centred approaches. A survey of the South African literature of school librarianship in the 1980s shows a thread of concern at the under-use of the existing school libraries. School libraries, where they existed, remained on the periphery of the school's learning programme (for example Beswick & Beswick, 1981; Overduin & De Wit, 1987; Diepraam & Bester, 1993).

Another factor in our history that blurs the simplistic distinction between »haves« and »have-nots« is the growing number of school libraries in the ex-House of Representatives and ex-House of Delegates schools (the historically Coloured and Indian schools) from the mid 1980s. In our new non-racial democracy it might seem distasteful to recall our racially divided education departments but any discussion of the present situation of school libraries has to acknowledge that we have several histories – rooted in our separate pasts. From the 1980s, so-called »black« education departments had begun to set up school library systems. Analysts like Stadler (1991), who trace the connections between education and the political economy, see this expansion of school libraries as evidence that the economy of South Africa needed more sophisticated school leavers which the historically white sector alone could no longer continue to provide. This growth came to an abrupt halt in about 1993 as

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budgets dried up when our racially divided education departments were dissolved (Stoptart, 1993).

Not enough attention, I believe, has been paid to this rather sensitive aspect of the history of school librarianship in South Africa. It is »sensitive« as it leads to the question whether we have not wasted some eight or nine years of development opportunity by ignoring (and indeed in some cases dismantling) existing school library structures and resources. As far as I can see, government, both at national

and provincial level, has made little concentrated effort to co-ordinate development across sectors or to build on what we have already. The excuse, perhaps, has been the new legislation, the South African Schools Act for example, that allows individual schools far more autonomy than in the authoritarian past. Provincial school library services have been able to sit back saying that it is up to individual schools to decide how to spend their budgets. I am not aware of any concerted proactive effort to persuade schools of the advantages of spending money on library materials rather

than on, for example, reams of photocopying paper for the ubiquitous worksheet.

The outcome is that ironically in 2002 the division between advantaged schools and disadvantaged with regard to school libraries is maybe more clear-cut than in the late 1980s. Indeed it could be said that the school library in South Africa today is almost a symptom or indicator of advantage. Almost all our functioning school

libraries exist on funding from schools' governing bodies – that is from pupil fees levied by schools. The implication of this funding mechanism is that only so-called middle class schools have effective school libraries. Schools in working class communities have not been able to maintain their libraries.

The Ministry of Education has only just released the audit of school libraries it commissioned in 1999 (Department of Education, 2000b). According to the survey, overall just less than 30% of South African schools have libraries - with provinces like the Western Cape and Gauteng having a higher provision than other provinces. The audit's findings were contested as soon as they were reported on at the LIASA conference back in 2000 (Paterson, 2000). Delegates to the conference commented that principals in completing the questionnaire had claimed to have a library in the hope that this might



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lead to an injection of library materials. Others pointed out that the questionnaire's definition of library was just too loose.

Thus those of us who live in the Western Cape for example know that far fewer than 30% of our schools have functioning libraries. Many principals in the old House of Representatives (HOR) and Delegates (HOD) schools (the historically Coloured and Indian schools that used to represent about 70% of Western Cape schools) might indeed claim to have a school library – because their standard school plans include a library. All the ex-HOR schools for example that were built

after a certain date have a standard »library«, which consists of a books storeroom leading off a classroom space. In many of these schools this storeroom has been locked up for years with the adjoining room being used as an ordinary classroom. Very few new library books have been bought in the last ten years and almost all the teacher-librarians in these schools have been retrenched or been asked to take on fulltime classroom teaching (Hart, 2000).

One casualty has been teacher-librarian education in our universities and teacher training colleges. The existing Diplomas

in School Librarianship, one-year courses offered to experienced educators, as well as the modules in school librarianship in teacher education, are under threat. Without secure teacher librarian posts there is no incentive for teachers to sign up for these courses. At this year's conference of the librarians of the Independent Schools' Association of South Africa – librarians representing the advantaged sector of our schools – I witnessed concern at the »greying« of their profession. In the present climate, it is indeed difficult to see who will take over from this group as their members retire.

#### Curriculum change & school libraries in South Africa

The late 1990s brought Curriculum 2005 (C2005) – our new outcomes based curriculum that aimed at transforming the outdated apartheid curriculum into one appropriate for our new democracy and for the global economy (Department of Education, 1997). C2005 promised a favourable climate for school libraries. It listed information literacy skills as a critical cross-curriculum as well as a desirable outcome in each of the eight Learning Areas. Throughout the world, librarians since the 1970s had been claiming information literacy education as their domain so it seemed that at last the time of the school library might have come.

In addition, C2005's documentation reflected an ethos of emancipation in which school libraries should thrive. The ethos is one of lifelong learning, of critical thinking, of problem-solving – echoing the values of our constitution. Its continuous assessment methods recommended projects and portfolio work rather than

examinations. There was consensus that the model of learning espoused in our new curriculum was »resource-based« – in which learners are encouraged to construct their own learning in engaging with learning and information resources. In this model, the teacher is a facilitator of learning rather than Paulo Freire's »banker« doling out knowledge at the front of the class. The role of the library in providing for both the »physical« and »intellectual« or cognitive access to resources in this kind of pedagogy is obvious – or so some of us thought in the optimistic late 1990s.

This optimism was unfounded since the reality was that, despite the assumptions made about the value of resource-based learning approaches, there was no mention of libraries anywhere in C2005. The portion of the curriculum devoted to Information Skills – which

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librarians scattered throughout South Africa had spent many hours writing – was tucked into the Learning Area for Languages. There was no explicit link made between this Information Skills Learning Programme and access to reading, information & learning resources (otherwise known as library resources). The result was that the role of school librarians was invisible – and increasingly hard to justify in a stringent economic environment. There was no visible recognition that school librarians were the right people to teach information skills – and the publishers of our language textbooks began to introduce sections on reference tools like atlases. These sections echo the old much-criticised book education of the 1970s and 1980s.

The phasing-in of C2005 encountered many problems – largely owing to the underestimation of the shifts required in teaching methods and to shortages of resources (Taylor & Vinjevd, 1999). Teachers had been asked to make fundamental changes to the way they teach but there had been no accompanying support in the way of resources. The report of the Review Committee on Curriculum 2005, appointed by Government after widespread alarm over the failure of the new curriculum (Department of Education, 2000a), holds many comments that resonate with school librarians. It attributes the problems to a neglect of reading and writing, to the under-preparation of teachers, to a lack of learning support materials and to the bad management of learning support materials. The Review Committee found evidence that C2005 had fared well in well-resourced schools. Although again there is no explicit mention of libraries, we can assume that these »well-resourced« schools are those with libraries. The success of C2005 in schools with libraries is of course no surprise to those who see the school library as an essential learning and teaching tool in the kind of environment C2005 encourages.

LIASA's School Libraries and Youth Services Interest Group made two representations to the Review Committee to advocate a more explicit recognition of the role of libraries in the revision of C2005. But it is frustrating to report that, despite assurances that the revision would »please« us, in fact there is still no mention of libraries in the two Revised National Curriculum Statements of 2001 and 2002 (Department of Education, 2002).

#### **Changing minds about libraries and learning: a role for the LPYL project?**

An explanation for the contradiction between the promises of our curriculum and the reality on the ground probably lies in educators' and policy-makers' deeply-

held beliefs about libraries. I suggest that they see libraries as collections of things not as places for learning. The heritage of our past also perhaps shapes their view of the library as an unaffordable luxury.

Our mistake has been to assume that educators see libraries as we see them. We have acted as if the links between resource-based approaches, tacit within C2005, and libraries were obvious – not realising that the average teacher or policy-maker has very hazy notions of what the educational purpose of a library is. An example is the ambiguity of the term that government constantly refers to, »learning support materials«. If we are to move towards the learner-centred approaches promised by C2005, its definition must be expanded to include far more than textbooks, worksheets and workbooks. The gaps in understanding are clearer if we accept Olën's point in 1996 that only about one quarter of today's teachers had any exposure to libraries in their childhoods.

The potential contribution of the LPYL project is its power to persuade educators to re-consider their beliefs – to change their minds about libraries and to allow school librarians a louder voice. The LPYL project has provided pilots and case studies of innovative ways of providing schools with access to resources and to information literacy education. Hopefully, it will provide support for other possible positive developments in the school library arena.

One of these developments is the KwaZulu/Natal decision to formulate its own provincial policy statement on school libraries. This signals impatience with the stalling of policy at national level and perhaps will be the catalyst for nation-wide action. Last month ELITS, the Education Library Information & Technology Services, the directorate responsible for the development of school library systems in KwaZulu/Natal, hosted a conference with

the provocative title of *Ghost Libraries & the Curriculum*. I sensed there a new will to make a less ambiguous claim for the need for school libraries. There was, for example, a resolution that posts for at least half day teacher-librarians are essential and that government must oblige schools to »ring-fence« a set portion of their budget allocations for library materials.

KwaZulu/Natal's ELITS is to host another conference next year – the International Association of School Librarianship's annual conference in 2003. Hopefully that occasion might provide another opportunity for analysis of the LPYL project and its potential contribution to our future. ❁

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# Culture in Development, a Swedish Standpoint

**The Swedish policy** for cooperation in the field of culture and media states as a main objective the aim *to create possibilities for cultural diversity, creative activities and a sustainable development based on human rights*. This objective, coupled with the overall objective of Swedish development cooperation to support the eradication of poverty, form the basis of Swedish cooperation in the field of culture and media. The financing of Sida, which is the assigned governmental body for development cooperation, originates from annual decisions by the Swedish Government and thus represents Swedish taxpayers money.

The policy for cultural cooperation has proven valid and also unique amongst donor-countries, Sweden being one of few countries that recognized the value and strong impact of culture in development. Culture is defined as *the whole complex of spiritual, material, intellectual and emotional qualities of a society or a group in society, including lifestyles, religion and ethics*. This is in line with the principles of the report from the world commission on culture, that was set up by the UN and resulted in the report »Our Creative Diversity« 1995. This view on culture in development has since also been followed up by different initiatives, for example the Stockholm Ministerial Conference on culture in 1998, organized by UNESCO.

The above definition on culture is of course not very clear nor operational to work with. In Sida we have therefore identified certain areas of importance for our work. Support to reading, including support to the build-up of libraries, is one such area. Reading in general, for business or pleasure, is a proven foundation in society to get good study results and improve education, to mentioned



only one important area. It is a foundation for democracy and understanding of modernization and development. It is also an important mean to a positive development, in the meaning that it offers visions and dreams, learning, skills and a creative impetus to the individual. And in order to guard the free word in society a reading environment is necessary.

Support to libraries for children and youth is a cornerstone to Sida's work in the area of literature and reading. It has been with great joy that we have been fortunate to support the work of professionals in the field, in Sweden as well as in developing countries. In South Africa, the West Bank Gaza and in Central America reading and support to libraries for communities, youth and children have shown interesting results. In Central America there is now a regional network between national libraries, which has proven important to the development of community libraries, this project is coordinated since long by the Royal Library of Sweden in partnership with their colleagues in Central America. The childrens libraries all over the West Bank have developed into a »sanctuary« for the traumatised children of Palestine, here they can find peace and information of an outside world in peace, a hope for the future. It has also been important in order to get new impressions, the development of a national children's literature has for example developed a lot in Palestine as a direct result of the Swedish support.

In South Africa the younger exchange project with Bibliotek i Samhälle has proven interesting results in the cooperation between the two countries. Visits to Sweden have given key-figures on the South African scene ideas as how to develop the reading culture and sustain a library with the minimum of costs and to the benefit of the communities. The Swedish contribution is valued but nothing would have happened had not the South African partners been able to sort amongst ideas and impressions and most important of all, been able to create an environment in their own society where to develop these ideas. And that is, or maybe should be, the core of the exchange in a global world, an exchange that leads to shared ideas and self governed implications in each country. ❁

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# Background of the Library Practice for Young Learners Project



The 1998 study tour to Sweden at Tollare folkhigh school.

**Not long after** South Africa's first general elections as a democracy, the Education Policy Unit (EPU) at the University of Natal, hosted an international conference titled 'School Learners and Libraries'. In terms of education policy formulation, by the time the conference was held at the end of November 1995, only the first *White Paper for Education and Training* (Department of Education 1995) had been issued by the new government. There was keen interest and debate about library policy and what would constitute such policy in a new South Africa. The need for redress in terms of school libraries was self-evident. In the early 1990s researchers of the National Education Policy Investigation

(National Education Policy Investigation 1992) conducted a critical situational analysis of library and information services in South Africa and found that school libraries were concentrated mostly in urban white, Indian and coloured schools. Following the publication of its pre-election *Policy Framework for Education and Training* (African National Congress 1994), the African National Congress (ANC) appointed researchers to develop plans for implementing the policy after the elections. They calculated that the cost of establishing the traditional Western model of a centralised library in every one of South Africa's schools was not tenable. There were other pressing educational

needs that were to be prioritised by the national Treasury. Thus, alternatives needed to be considered by policy developers.

It was in this context that the 1995 EPU conference – funded by Sida – aimed to bring together people from education and library service sectors to consider alternatives to the traditional Western model of a centralised school library. At the conference experts presented international and southern African experience in implementing alternative models. These were:

- The **joint-use library** that is operational in Sweden.
- The **mobile library** that has been implemented in Brazil.
- The **integrated curriculum** approach introduced in Namibia.
- The **regional library service** that supports remote schools in the outback of Australia.
- In South Africa the **classroom box library**.
- The **virtual library**, made possible by Internet connectivity, was found to be useful in many schools internationally, especially in developed countries.

In response to a conference resolution calling for a redressive school library policy, the Department of Education initiated a process that led to the drafting of the *National Policy Framework for School Library Standards*. The *Policy Framework* document was a significant departure from the past. It sought to be informed by and integrate other policies such as the outcomes-based education curriculum and governance of schools. By so doing, it included innovations that had not been tested.

Towards the end of the process of formulating the *Policy Framework*, the **Library Practice for Young Learners (LPYL)** project was initiated. This project was

developed during a period of financial constraints and cutbacks in the provincial education systems. It was increasingly recognised that provincial departments were unlikely to allocate more funds to develop existing school libraries and start new libraries. Thus, librarians and library managers had to become more resourceful in how they ran school libraries and provided a service to teachers and learners. Their own capacity to cope with cutbacks, and develop their ingenuity and resourcefulness to provide and sustain an excellent and innovative service despite limited resources was the key. This contextual understanding focused the LPYL project on human resource development rather than on the provision of material resources such as computers, books and shelving. Furthermore, the project was designed to explore some of the untested innovations in the *Policy Framework* among a sample of school librarians in all of South Africa's nine provinces. The project was also designed as a North-South collaboration to provide exchanges of knowledge and expertise between Swedish and South African library personnel. So far the project has comprised two phases involving South Africa's national and provincial education departments and two non-governmental organisations, and Sweden's Bibliotek i Samhälle (BIS). For Phase One the South African non-governmental organisation was the Library and Information Workers' Organisation (LIWO). But when this organisation ceased to operate, EPU became the South African partner for Phase Two.

### **Phase One: 1997–1999**

Ideas from the *School Learners and Libraries* conference and the *National Policy Framework for School Libraries* formed the important bases for the strategic direction of this phase. The main targets were school library policy developers and implementers as well as practitioners at

schools serving disadvantaged communities with few resources and inadequate infrastructure.

The aims embraced for Phase One were to:

- Build a common vision and understanding of the *National Policy Framework for School library Standards* among national and provincial senior managers with a school library responsibility
- Assist in operationalising the *Policy Framework* at a provincial level within an outcomes-based education context
- Develop the capacity of teacher-librarians and media advisors to be innovative in using limited resources
- Facilitate the democratic process of planning and developing school libraries.

**Phase Two: 2000–2001**

The *Business Plan* (LPYL, 2000) for Phase Two announced that the phase would exercise the principles of continuity (for Phase One participants), quality and depth

(of developmental interventions), extension rather than repetition (of Phase One activities), development and not dependency, reflexivity (on lessons learnt from Phase One), coherence (with national policy trajectories), and interdisciplinary co-operation (with public/community librarians). Based on these principles, the *Business Plan* developed strategic objectives and implementation plans, and stipulated the role of stakeholders in the project. Six strategic objectives were:

- Capacity building and development
- Materials development
- Advocacy
- Study tour exchange programme
- Information and communication technologies
- Case study research



*(Extracts from the Introduction in Developing Libraries for South African Learners and Teachers 2002)*

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**»» My experiences in Sweden are still very vivid in my mind and it feels as if there is no great distance between Sweden and South Africa. Every time I tell people about my experiences I remember something different and that keeps it all alive for me. I expect you experienced the same after your visit here and I know you saw quite a lot of South Africa. Now that I have a wider insight in the LPYL, I realize that all of us taking part in the project are in a way doing pioneering work which can only benefit both our countries and we have to keep up the good work. ««**

*Rose Damon, after study tour to Sweden 2001*



## The 1999 Evaluation of Phase 1: 15 best ideas...

**One of the objectives** of The Library Practice for Young Learners project was to publish a national popular document, which highlighted best practice ideas that emerged during the project. The aim of the document was to publicise and transfer these ideas to a wider audience beyond those schools directly involved in the project. To this end the booklet *Fifteen innovative ways with your learning resources* was published in July 1999. In the booklet the writers share what they considered to be the 15 best ideas that emerged during the project and suggested that the recipients of the booklet experiment with and try the ideas out in their schools.

A text version of the booklet is to be found at:

<http://education.pwv.gov.za/teli2/bis-liwo.html>

A questionnaire accompanied the booklet sent out to 9.000 schools, predominately in rural areas. 1079 responses were received. Two thirds of the respondents

who completed the questionnaire were principals of the school.

- The booklet received an overwhelmingly positive rating with 1021 (94.6%) of respondents rating it either *very good, excellent or good*.
- The vast majority of respondents (93.7%) indicated their intention to try out the ideas mentioned in the booklet over the next 6 months.
- Just under a third of the respondents stated that they had a library committee at their school
- 40.8% of respondents stating that they have only textbooks in their schools, only 23.9% of schools having a traditional library and a low 5.6% and 7.9% of schools having access to the Internet and a public library service respectively.

\*  
*Athol Leach*  
*Information Studies*  
*School of Human and Social Studies*  
*University of Natal*



Illustrations from Fifteen Innovative Ways.

**Fifteen innovative ways  
with your learning resources:**

1. Learners are the first resource!
2. Let's get learners reading!
3. Talking books?
4. Letters – to open up and use reference books
5. Discover local history and heroes!
6. A great idea to bring a book or poem or praise song alive!
7. Find information on the Internet – by using e-mail addresses
8. Find information on the Internet – by using a search engine
9. Use learning resources as you teach!
10. A collection within arm's reach and just when you need it!
11. Look beyond the books
12. School managers kick-start the collection
13. A library committee with drive!
14. An action plan makes the difference
15. Make the public library your school's partner!

## Conclusions from evaluation of Phase 1 of LPYL:

**This project** very successfully achieves its objective of concretising best practice ideas and developing school-based library plans, which will improve library services to primary and secondary learners in disadvantaged areas of South Africa. The central programme of the project strongly satisfies the impact analysis criteria of altering the outlook and practice of the participants. The evidence from the questionnaires and plans solidly confirms this.

*Archie L. Dick*

*Professor and the acting Head of the  
Department of Information Science at Unisa*

The complete evaluation to  
found on the Project website.



# Making a Project

As part of the Swedish librarians' study tour to South Africa everyone was trying to develop a project at their own library. The plans were developed through impressions in South Africa, presented to the last South African group visiting Sweden in the project and finally reported at a seminar in Stockholm 2001. Not all projects were completed. Most of the reports are available at the project website.

These are the projects:

## Networking for library development at a local level

Overall objective: Establish networking at a local level as a way to accomplish library development goals.

*Maria Bergstrand, Public librarian  
Barnängens världsbibliotek  
Stockholm  
maria.bergstrand@solidaritetshuset.nu*

## Working with the science profile of Knutbyskolan

Goal: The idea of the project is to collaborate with the teachers involved in the direction of the science room to show a way to work with the library in the teaching process.

*Anna Birgitta Eriksson, School librarian  
Knutbyskolan, Biblioteket  
Spånga  
annabirg\_nirvana@hotmail.com*

## Making a Media Plan

Goal: Formulate media plans for some subjects in order to make the media in the library better correspond to these subjects.

*Tina Haglund, School librarian  
Tranängsskolan, Skolbiblioteket  
Tranemo  
tina.haglund@tranemo.se*

## Searching for information in the school library

A project at Vikingaskolan, Lund, grades 5 and 6

Goals:

- To increase awareness of the information process and the resources of the school library
- To make the library a natural place to go to when the learners begin with a new subject and should need to search for information
- To make the different media resources of the school library more known to the learners, the teachers and the parents

*Maud Hell, School librarian  
Vikingaskolan  
Lund  
maud.hell.vikingaskolan@skola.lund.se  
maud.hell@yahoo.com  
www.lund.se/linero*

### The making of a school library

Goal: The project is to be considered as a first step in a development strategy in regard to working methods at the school. The main goal in this step is to establish a school library. The project is based on the continued support from the public library and aims at develop and find new ways of co-operation between the school and the public library.

*Eva Petri, Children's librarian  
Arboga Public Library  
eva.petri@bibl.arboga.se  
eva.petri@epsilon.telenordia.se*

### Ljusdals Gymnasieskola – working in project

Project in the Upper Secondary School

Goal: The aim is to develop and educate a resource team that can prepare and introduce a procedure for working in project in the Upper Secondary School, to the rest of the staff. An intermedial goal is to describe and observe how this training will comprise the librarian's role.

*Helene Swenne, School librarian  
Ljusdals Gymnasieskolas Library  
helene.swenne@ljusdal.se*

### Library Democracy

A study at the Östra Funkabo School in Kalmar.

Main Goal: To stimulate the learners to take more interest and participation in library development and library activities.

*Karin Westberg  
Kultur- och fritidsförvaltningen  
Mörbylånga  
karin.westberg@morbylanga.se*

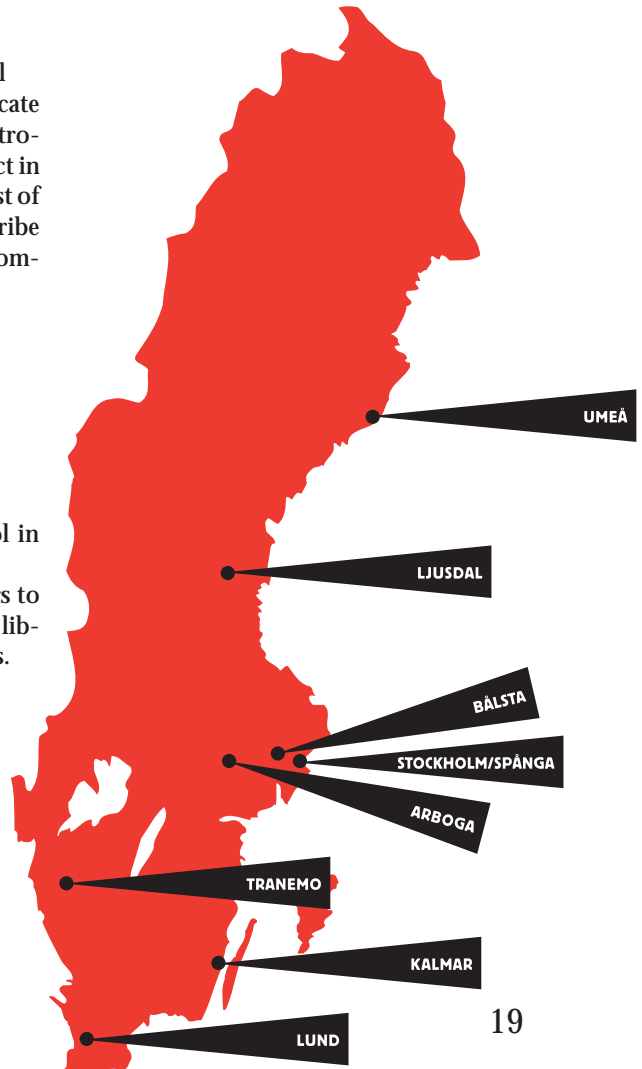
### Joy of reading depends on reading environment?

Goal: Finding out different ways how to make uneasy boys willing to read.

*Malin Ögland, School librarian  
Gransätterskolan, Håbo  
malin.ogland@home.se*

### Library Plan for the municipality of Umeå (with great emphasis on school libraries).

*Cecilia Flodström.  
Head of branch department.  
Umeå City Library  
cecilia.flodstrom@umea.se*





1998 visit.



2001 visit.

## Draft project ideas from the study tour to Sweden May 2001 inspired by the visit

*Sarie Baadjies, Public Librarian  
Borwa/Twee spruit Public Library,  
Free State (Phase one project school:  
BodiBaBeng)*

*Visited Eva Petri, Arboga; Malin Ögland,  
Bålsta; Anna Birgitta Eriksson, Rinkeby  
**Project idea:** Lobbying for free access of  
information.*

*Rose Damon, Western Cape Library  
Advisor*

*(Phase one project school: Percy M'Dala  
High School)  
Visited Eva Petri, Arboga; Malin Ögland,  
Bålsta; Anna Birgitta Eriksson, Rinkeby  
**Project idea:** Investigate whether it is pos-  
sible to find a way to get access to articles  
from papers and magazines*

*Zukie Jafta, Media advisor  
Eastern Cape Province  
(Phase one project school: Kwa Ntshunge  
Junior Secondary School)  
Visited Karin Westberg, Kalmar; Catharina  
Engström, Kalmar  
**Project idea:** i) Collaborate with other Media  
Advisors to spread the idea of the project ii)  
Lobbying together with public librarians*

*Meisie Komane, Deputy Chief Education  
Specialist*

*Department of Education North West  
(Phase one project school: E. P Lekhela  
Primary School)*

*Visited Helene Swenne, Ljusdal  
**Project ideas:** i) Collaborate with other  
Media Advisors to spread the idea of the  
project ii) Educate teachers in story telling  
to promote reading iii) Lobbying together  
with public librarians*

*Susan Masenge, School librarian  
Paballelo Senior Secondary School  
Northern Cape*

*Visited Tina Haglund, Tranemo  
**Project ideas:** i) Increase the library rela-  
ted resources ii) Lobbying for funding iii)  
Develop a library policy*

*Mathandi Mokumo, Teacher Librarian  
Mehlwana Secondary School, Mpumalanga  
Visited Maud Hell, Lund*

***Project ideas:** i) Production of a book  
written by learners ii) Lobbying for school  
libraries amongst local business. Maybe  
use the book in the lobbying.*

Whisky Monama, Public Librarian  
Orlando Public Library, Gauteng  
(Phase one project school: AB Xuma  
Primary School)

Visited Helene Swenne, Ljusdal.

**Project ideas:** i) *Lobby together with Mpumi about how they collaborate together as public library and school library*  
ii) *Find way to use human resource in a more effective way.*

RT Sikhosana/Rodgers, Media Advisor  
Kwa Zulu Natal Education Library Services  
(Phase one project school: Msinga High  
School)

Visited Tina Haglund, Tranemo

**Project ideas:** i) *Invite Teachers and public librarians to the Readathon in September 2001*  
ii) *Find some space in public lib-*

*raries budget to buy books to school libraries*  
iii) *Collaborate with libraries in the 3 neighbour municipalities*

Motlalepula Teffo, Provincial School  
Libraries Co-ordinator,  
Department of Education, Northern Pro-  
vincial

(Phase one project school; Makhuva  
Information Centre)

Visited Maud Hell, Lund

**Project ideas:** i) *Internet connection in the college library*  
ii) *Empower the learners to write books, especially about their own culture.* ❄️

Some of the participants elaborated project plans, but most of the work has not been followed up within the framework of LPYL.

## 1. SOME GOALS THAT WE SET DURING THIS PERIOD

- 1.1 To get more resources like books, including those of C2005, educational cassettes, etc.
- 1.2 To process our collection, - fit in book pockets, loaning cards, etc.
- 1.3 To classify books - Dewey classification system, making call numbers and arranging fiction alphabetically.
- 1.4 To make the accession register and the catalogue
- 1.5 To loan books to learners and the community
- 1.6 To have library rules in place
- 1.7 To make a library policy, a three-year development and action plan
- 1.8 To workshop educators on integration of information skills in daily teaching and learning
- 1.9 To workshop library monitors on how to deal with matters in the library.
- 1.10 To have Adult Education implemented at our school
- 1.11 To collect cultural artefacts
- 1.12 To workshop neighbouring educators on the importance of a library and how to start one
- 1.13 To see to it that the outer community uses the school library
- 1.14 To build a media centre and to furnish it.
- 1.15 To apply for donations
- 1.16 To call a meeting for participants of the last Advocacy Workshop (September 2001)
- 1.17
- 1.18 To see to it that the materials bought with the Swedish grant are used

From project plan at Bodibeng ba Thuto Intermediate School, Free State.

# Three case studies

As part of the project Santha Naiker and Sandile Mbokazi conducted a special study on three of the project schools. The aim of the study was to go deeper into the role of collegial exchanges at an international level in the project. From lack of funding only three project schools were selected. These schools were regarded as successful and demonstrated the viability of some of the library models recommended in the National Policy Framework for School Library Standards: the joint-use library, classroom box library and the centralised library.

## Two perspectives

The study is based on two theoretical perspectives: those of Modernisation and Liberation/Emancipatory. In the modernist perspective north-south exchange can be seen as a catalyst for social transformation. »Through exposure to a different context South African (and Swedish) library personnel might discard outdated, traditional ways of thinking about library services for teachers and learners, and adopt new, modern values and attitudes about libraries that will improve their library practice«

The project used the exchange tours to promote democratic structural change such as the establishment of library committees and networking across the library sector. Thus, during tours participants were exposed to processes for drafting library policies, developing budgets and framing action plans to enhance and develop their library practice. Using the emancipatory perspective, the study examined the developmental effect of these relations, structures and processes.

## Three questions

were at the heart of this study:

- What was the benefit of the north-south (Sweden-South Africa) exchange programme in terms of teaching and learning practices and processes in South Africa?
- What strategies have been learnt and implemented in South Africa as a result of the intervention of the north-south exchange programme?
- What factors hindered the development of the South African library service?

## Participatory methodology

To counter-act the power imbalance between the subject and the researcher a heterogeneous research team comprising three researchers and three library practitioners was formed using document analysis, interviews and observation methods to gather data. The findings followed four themes:

- Policy
- Development of the service
- Future plans
- Perceptions about the Sweden-South Africa exchange

## The project schools

**AB Xuma Primary School** situated in Orlando East, Soweto: *Whilst the Swedish tour seems to have provided important lessons with regards to the library service, other aspects of the LPYL project such as the project manager's visits have been crucial in implementing ideas learnt. The successful implementation of some of the strategies learnt has resulted in significant changes in the library service. (From Concluding remarks)*

**Makhuva Information Centre** is situated in Limpopo province, which is South

Africa's northernmost province: *Makhuva Information Centre is an innovative and unique community-based library that has tried to offer local community members a multiplicity of services that the State has neglected to offer citizens (From Concluding remarks)*

**EP Lekhela Primary School** is situated in Mmabatho, Mafikeng in the North West Province: *The success of the EP Lekhela Primary School library service was attributed to several factors, while the catalytic impulse had been the effect of the exchange tour of the participants and their local institutional conditions that gave them the professional opportunity to explore new ideas, make mistakes and give learners opportunities to access the curriculum in ways that had previously not been available. (From Concluding remarks).*

**Conclusion**














The study is concluding by enhancing the role of library committees, that practitioners observed operating successfully in Sweden:

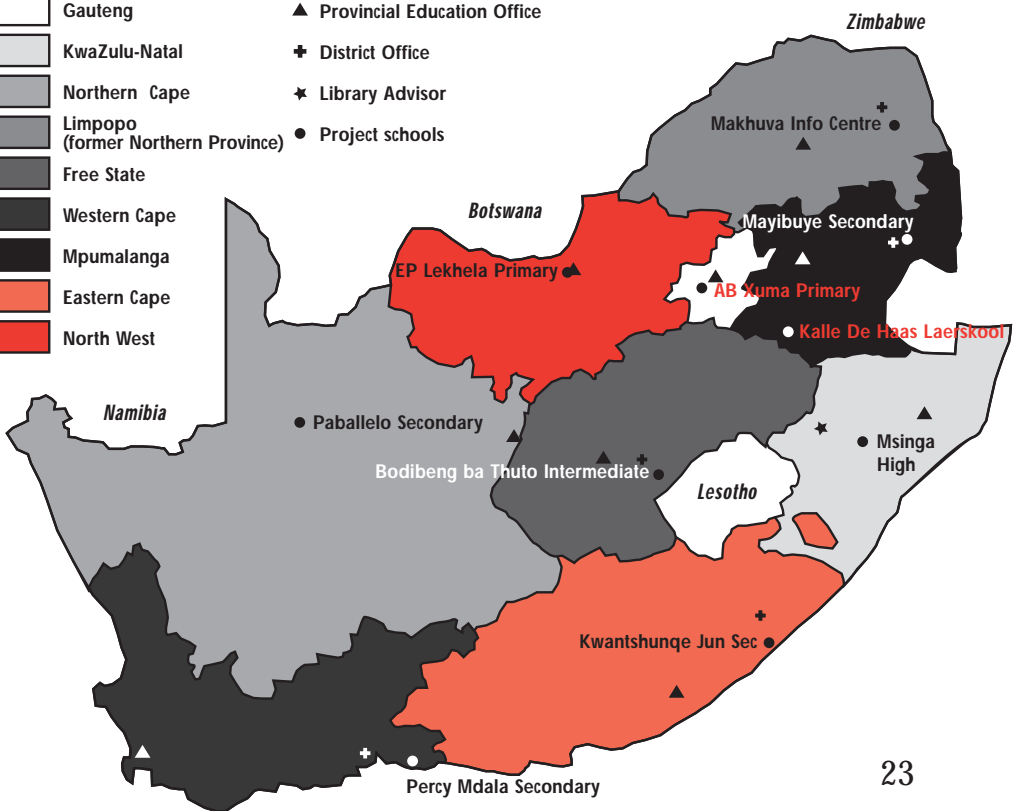
Evidence from the case study institutions show that the library committee is key to school library policy and development and even deploying meaningfully the educators within the school in order to enable teachers and learners to access the curriculum. As sub-committees of the governing body, the library committee can make a significant local intervention to enhance the provision of library-based resources without requiring substantial additional resources from education departments.

*The report Developing libraries for South African learners and teachers was published in May 2002 by Education Policy Unit (Natal) ISBN 0-620-29177-X and is available at the project website*

**Project Schools and their proximity to District Offices, Library Advisors and Provincial Offices**

**LEGEND**

- |   |                                    |   |                             |
|---|------------------------------------|---|-----------------------------|
|    | Gauteng                            |    | Provincial Education Office |
|   | KwaZulu-Natal                      |  | District Office             |
|  | Northern Cape                      |  | Library Advisor             |
|  | Limpopo (former Northern Province) |  | Project schools             |
|  | Free State                         |   |                             |
|  | Western Cape                       |   |                             |
|  | Mpumalanga                         |   |                             |
|  | Eastern Cape                       |   |                             |
|  | North West                         |   |                             |



# Advocacy of LPYL in Sweden

The Swedish opinion against apartheid was very strong and the emergence of the new democratic South Africa did increase the interest even more. To *bis* the LPYL has been an attempt to make a contribution within our professional area to the developing post-Apartheid society. It has also been important to inform a Swedish audience about libraries in South Africa. Information has been spread in our own journal *bis* through articles and special issues and by articles and speeches in other journals, at seminars and conferences.

## IASL

Was held in Malmö in August 2000. LPYL was presented at two seminars by four speakers involved in the project: June Baatjes, Viceroy Jujuju, Lyne Metcalfe and Lennart Wettmark.

## Librariless schools

»...In rural Eastern Cape, libraries are things regarded as luxuries, or not known at all because our former education system did not bother itself by pla-





Presentation at the Book & Library Fair in Gothenburg 1999.

cing value on them, in the whole Black South African schools. We learned in libraryless schools where there had been few shared textbooks. The source of information was teachers only. Nothing else. One can easily deduce how difficult could be introducing library into such environment: communities, teachers noticed libraries only at tertiary level and did not regard it possible in the near future for being established in the lower level state schools. We attributed libraries to White schools and the business minded private schools because the former education taught us like that.

Our school did not have a library prior the study tour to Sweden in 1998. We decided to turn one of our classrooms into a library immediately when I landed from Sweden. We did not have a model in our vicinity since the school had to bulldoze the way for other schools. We never had any funding from anywhere; we got shelves

donated by a teacher training in Umtata...«  
*(Extract from Viceroy Jujuru's presentation at an IASL seminar in Malmö, August 2000)*

Viceroy's efforts have also been presented in *The Teacher* October 28, 1999.

»A library against the odd« Available at: <http://www.teacher.co.za/edutech9910/library.html>

### The Exhibition

An exhibition based on photos and texts is since the beginning of 2002 touring Sweden in three different copies to some thirty libraries. Three library projects in Southern Africa are presented – LPYL is one of them. The exhibition has been produced by Bodil Hildeman (member of the BiS Working Group) and is often used as a base for local activity in libraries. The LPYL part of it was done in an English version and displayed at the final conference in Johannesburg. ❁

# CONNECTED TO THE INTERNATIONAL WORLD

## Malin Ogland made a private follow-up visit to Soweto and explored effects of LPYL

In May 2001, the study group of LPYL phase 2 visited Sweden. When I waved goodbye to them, I decided it was not the last time I met those nice people. I decided to go to South Africa and visit the LIASA conference in September 2001. I applied for different scholarships and was lucky to receive one from my union and then a grant from my employer at that time, the County library of Stockholm. After a visit to Cape Town and the LIASA conference (which both were very interesting and gave me life-long experiences) I visited Whisky Monama, librarian of Orlando

East Public Library in Soweto. Whisky was one of ten people in the study group visiting Sweden. When I visited her in Soweto she told me that she got up at 3.00 a.m. one morning at Tollare in Sweden to write down everything she needed to remember about her visit to Sweden. When she came back home, she had a heap of papers containing everything she wanted to change. With that heap in one hand and the Unesco manifesto in the other, she went to her bosses and said:

– This is what I want to do with our library. Orlando Public library shall become

a Swedish library – a model library to South Africa!

**Orlando East was** now closed for renovation. The first thing Whisky wanted to do was to buy new furniture to the children’s section. Earlier the most common way was to buy as cheap as possible to be able to buy more books. Now she realised how important the setting is to appeal to children. In addition, she realised that it is important that children feel that they are welcome to the library because they are tomorrow’s visitors. Away with the ugly plastic chairs! Whisky found a carpenter in Johannesburg who understood her intentions and has made wonderful small chairs in different colours decorated with African animals. They have also made tables, sofas, a small theatre and a little hut for storytelling. The walls are painted in different light colours.

– We can not afford that many books now, but I thought it was so important to buy this furniture. If we don’t change the settings now we will never afford it.

In the children’s section, there will be a computer and a place where you can listen to talking books.

– I have not thought about the rights of the blinds before, but of course they need access to the literature too, Whisky says when she shows me the area for computers and talking books. There are seven computers and two places for listening to talking books. One of them is only for the blinds.

**The library is open** 48 hours a week. There are six people in the staff; two librarians, two assistants, one guard and one cleaner. When I was there the library was

Learners at A.B. Xuma Primary School.

closed but they opened the doors as usual at 8.30 am to persons who needed a place for studying – and people came flocking. In the study room there are beautiful (and new of course) cabinets with A. B Xuma’s collection of books. The widow of Dr Xuma donated it to the big library in Johannesburg, but they thought the collection’s right place was in Soweto where he had lived. He was the first doctor who had his practice in the township. He is an ANC hero and his name was given to our project school. When Whisky and I are leaving the public library to walk to A. B. Xuma school I make a remark about the bars in the windows. They are made as nice leaves and from the outside you can see them shimmer because they are painted in gold.

– Yes, they are nice, said Whisky. They thought I was crazy when I told them they had to be golden!

Then we start to walk. We get a lot of attention because I have given Whisky a diadem with antennas and silverballs on



# »We sure have violence, Whisky says, but it is getting better. Much better.«

and told her that every Swedish librarian always wear those antennas (pictures on my colleagues prove that I am right!) to be able to collect all the information from everywhere! And alongside Whisky with the antennas is me, a white lady. People do not know what to think!

– Hey Whisky, what's on your head? An old woman is shouting.

– I am connected! Connected to the international world, Whisky shouts back.

The learners at the school are off a little bit earlier this day and next week they are on holiday. The parents have come to discuss their children's improvements with the teachers. The teacher librarian, Mpumi is a little bit concerned about it, but I am happy to see the kids in their leisure clothes playing with gameboys, cards, and football after finishing cleaning their classrooms. In one classroom, they are selling some sweets for a good purpose. I bought some, which is a good thing, because just a moment later a little girl fell and got quite hurt. I was happy to have some sweets in my pocket.

**Whisky and I walked** along and visited other schools and daycare centers. Whisky walks around like this twice a week

with a backpack full of books. It is heavy and that restricts her visits.

After our walk, we are back at the public library where the rest of the staff has prepared lunch. It is far too much and I wonder how I will manage the afternoon tour through Soweto by car with Papa Joe as a driver. And sure, I am tired, but the libraries I see make me alert again! I see big nice cultural centres with computers, art exhibitions and toy libraries and small, small branches with children who are sitting and reading, chatting and playing cards while the librarian puts the books into the shelves. The cosiness strikes me and I wonder where the violence of Soweto is.

– We have sure have violence, Whisky says, but it is getting better. Much better.

And I who always try to persuade people to move to Bålsta, The pearl of Mälaren, have met my match because Whisky asks me all the time to look for a suitable house for me and my family. To move to Soweto, The Heart of South Africa? I don't think I am ready for it, but I certainly hope I have the opportunity to come back to see the development of the Model Library of South Africa! ❁

*Malin Ögland  
malin.ogland@home.se*

# *Stakeholders in the project*

- 👑 **LIWO – Library and Information Workers’ Organization** formed in Durban 1990 was working during the 1990s as »an independent activist organization involved in social transformation. LIWO aims to provide the space for critical and constructive debate and projects and to bring together LIS practitioners of all kinds in an organization working towards an equitable, non-discriminatory information system accessible to all people in South Africa« (*from Statement of Intent*) LIWO members were 1991 actively involved in the National Education Policy Investigation (NEPI) of the library situation in South Africa.  
LIWO was the South African partner in the project during phase 1 (1997–2000)
- 👑 **EPU – Education Policy Unit (Natal)** was established jointly by the University of Natal and the National Education Coordinating Committee (NECC) in 1987 to provide research for organisations working towards bringing about a democratic and non-racial system of education in South Africa. Through its activities EPU (Natal) works to empower national and provincial governments, non-governmental organisations and community-based organisations to develop education policies that promote democracy, equity and educational quality. EPU have been involved in Department of Education’s Policy Framework for School Library Standards and was in 1999 commissioned to draft the Implementation Plan for School Library Policy Framework. <http://innerweb.nu.ac.za/depts/educ/epu>  
(*From presentation brochure from EPU*) EPU was the South African partner in the project during phase 2 (2000–2002)
- 👑 **Centre for Educational Technology and Distance Education (CETDE)** at the Department of Education in Pretoria has taken an active part of the LPYL project by having two representatives in the South African Reference Group and has facilitated and taken part of the meetings of SCHELIS. Department of Education formally endorsed phase 1 of the project.
- 👑 **SCHELIS** – a forum for the heads of school libraries in South Africa’s nine provinces. SCHELIS was formed 1997 as a result of LPYL and has been actively involved in the project on a consultative basis.
- 👑 **Bibliotek i Samhälle (BiS)** (»Libraries in Society«) was formed 1969 in Sweden as a »politically independent organisation working on a socialist basis to promote progressive librarianship« (*from the program of BiS*) BiS has been actively involved in projects in South Africa for about ten years, during the early 1990s by supporting a resource centre in Lingelihle, the township of Cradock in Eastern Cape. In its periodical bis (quarterly), other issues relating to social commitments are also published. Website: <http://www.foreningenbis.org>
- 👑 **Sida** – Swedish Agency for International Development Cooperation. Sida has moved from aid to cooperation. Since the mid-1980s Sida has included culture in its activities. Sida’s Culture and Media Division has funded the LPYL as part of the Swedish government’s program for South Africa. Website: <http://www.sida.se>

# Many processes and projects within LPYL

General impressions from the evaluator

**S**chool library development in a broad sense has been the strategic objective for the project. Nine school libraries were chosen, one in each of South Africa's nine provinces. The school libraries were supposed to act as hubs, starting points, mirrors, for different activities, all aiming to capacity building and human development. The schools have all been situated in disadvantaged areas, some of them even without electricity and telephone. Very little material resources have been put into the project, on the contrary, the focus has been on human resource development, on developing competence and knowledge and on sharing ideas and experiences.

The project has had an impressive structure and covered national, regional as well as local level. One of the ambitions has been to show, linking to the new Curriculum 2005, the important role school libraries can play in a new way of teaching. Like in Sweden, the development in South Africa has changed from a teacher-centred

to a learner-centred way of working. One ambition has been to find ways of realising the suggestions and ideas in the National Policy Framework for School Library Standards, which was put forward to the Department of Education in 1998.

The groundwork of means used in the project has been repetitive advice visits to every project school by the project manager. Another important activity has been the exchange tours. Both things have had a crucial significance for the outcome of the project; the exchange tours as sources of inspiration and creativity, the visits by the project manager to push forward and firmly establish things. In addition, building up competence and capacity has taken place through seminars, conferences and workshops.

The evaluation report I am working on will highlight and comment all the different activities that have taken place in order to achieve the over all objectives of the project. What follows is an unstructured small selection of some of those things I want to highlight in the project.

**School libraries as greenhouses and defenders of democracy**

The insight of the very important role of school libraries in a democracy worthy of its name, the common goals, the dreams, the visions and the fact that you share them with people from another part of the world, however essentially different your lives are, have clearly strengthened the professional identity and pride amongst the participants from the two countries.

**A concrete working material**

The booklet *»Fifteen innovative ways with your learning resources«* – a result from phase 1 of the project – as well as the draft handbooks *»Developing effective school library policy and planning; Using library-related resources to improve the quality of teaching and learning; Using library related resources to develop the information skills of educators and learners«*, which were produced during phase 2, have been very much appreciated by those who have had the chance to use them and have been a very concrete support in the work

**To transfer your visions into word and plans**

A persistent work has been put into different kind of planning and reporting;

describing of objectives, planning of activities, budgetary work, business plans etc. An obvious development of competence has been seen, directly reflected in the various documents, such as the quarterly reports. The Swedish participants have been really impressed by the reflected and structured approach they have met in South Africa in this specific area.

**To gain a foothold**

How to get support and make the school library visible in school has been the object of much work and discussions. The above-mentioned planning has often taken place in the library committees that have been established. Much work has been done during the project period to create active committees with a good representation from school managing team as well as teachers and parents. The representation of an interested principal has clearly had a favourable impact on the school library.

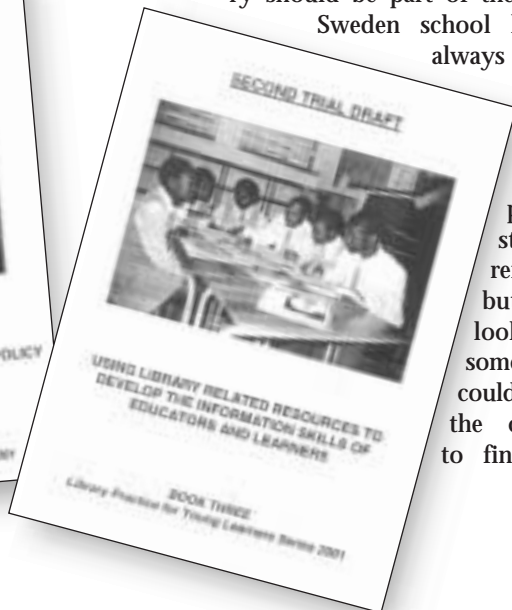
**Outcomes Based Education (OBE)/ Investigative way of working – advantage South Africa!**

In South Africa, at the provincial level, mostly the Departments of Education are in charge of the school libraries. Thus it is clearly spoken out that the school library should be part of the education. In

Sweden school libraries don't always have the same

obvious place in school.

They are acknowledged as a place that could stimulate children's wish to read, but are not always looked upon as something which could be useful when the children want to find information



from other sources than the textbooks.

When attempts have been made in the project in South Africa to enhance library-related resources as a tool in education this has been positively received. The decision making process linked to the small amounts of purchase of library-related resources, that the school libraries in the project were awarded, engaged many teachers and made them aware of the potential role of the library in education.

### **Reading from the very start – advantage Sweden!**

The well established work between public and school libraries in Sweden in order to create love of reading has been mentioned by many of the visitors from South Africa as something that they would like to establish in South Africa as well.

### **Then all the things you cannot see today...**

No doubt, you can say that this is a project, which is difficult to get an overview of. Firstly because it is not one, but nine, since every school has its own unique pro-

cess. In addition, the participation in the project has left unforgettable traces in the hearts and minds of the people who have been part of the exchange tours. Moreover, many more have met and been affected by the different activities that the project has led to. Seeds have been sowed that most certainly will turn into flowers of ideas and actions that might not be possible to derive from the project, but might very well have its origin in the project.

Finally I would like to tell you what I have heard from practically every Swedish librarian who has been in South Africa, words spoken with humbleness and admiration and to a certain extent with a sense of guilt: If they had had our resources they would have been far ahead of us! ❁

*Birgitta Alm*

*Evaluator of Phase 2 of LPYL and for two years working at a library in Maputo.*

The final evaluation report will also be published at the project's website.

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## **LPYL – the basic facts**

LPYL has been conducted in two phases: 1997 – 2000 and 2000 – 2002.

The project has been funded by Swedish Sida with a total amount of 3 million SEK.

The project has been run by two working groups; In South Africa by a Reference Group supervising the work of the project managers. In Sweden a Working Group has had the function of running the Swedish part of the project.

### **The South African Project Group**

#### **Phase 1:**

LIWO Working Group members: Johnny Jacobs, Jenni Karlsson, Thuli Radebe, Lyne Metcalfe.

National department representatives: June Matlala, Busi Ndawo.

IMC representatives (Part time project managers): Maureen Mosselson, Cathy Stadler.

**Phase 2:**

School library – national level (2): June Matlala, Busi Ndawo

School library – provincial level: Lyne Metcalf

School/public library – district level: Pat Magwaza

School/public library – practitioner level: Nomvuko Nomnga

Former LIWO Working Group: Johnny Jacobs

EPU executive director (representing the SA partner)

Project manager: Jan Beeton (2000 – 2002); Michele Berger and Shannon Moffat (2002)

**Swedish Working Group:**

Helen Amborn (School librarian) (Phase 1), Barbro Bolonassos (Public librarian), Catharina Engström (School/public librarian) (Phase 2), Bodil Hildeman (Public librarian) (Phase 2), Lena Lundgren (County library consultant), Kerstin Rydsjö (Lecturer Swedish Library School), Lennart Wettmark (High school librarian), Malin Ögland (School librarian) (Phase 2).

**Major activities of Phase 1:**

- 27 September–5 October 1997 Study tour to Stockholm with the provincial heads of school libraries and one of the project managers
- 20–28 February 1998 The Swedish Working Group conducts a study tour to SA and meets the SA participants going to Sweden
- 27–28 March 1998 Meeting in Uppsala to prepare the Swedish hosts
- 4–14 May 1998 Study tours for 18 school librarians/media advisors to Stockholm followed by visits two and two to either Malmö/Lund, Kristianstad, Kalmar, Borås, Skara, Örebro, Uppsala, or Sundsvall. The visits were followed up in SA with 20 workshops in the provinces.
- 1999. 9.000 copies of Fifteen Innovative Ways... distributed to 9.000 principals
- 6–10 August 2000 LPYL was reported in two seminars at the International Association of School Librarians (IASL) conference in Malmö.

**Major activities of Phase 2:**

- Planning of phase two in Durban during two days in April 2000
- 27 October–4 November 2000. Nine Swedish librarians on study tour to SA. Divided into three study groups.
- 13–20 May 2001 Ten South African librarians visiting Sweden hosted by the Swedish group of SA travellers in 2000.
- One day report in Stockholm of Swedish projects to BiS and National Board of Education representatives
- Research leading to the Case study report from three project schools in SA
- Three visits to each project school followed by extensive reports by the project manager
- Production of three (draft) library handbooks
- Production of exhibition in Sweden
- Final conference in Johannesburg 1 June 2002
- Production of a booklet on the project.

# THE DIFFERENCE LPYL MADE

**1** During the re-organisation of education departments after 1994, school libraries were very low on the agenda, reduced budgets did not allow for funding and rationalization of teaching posts resulted in the demise of the majority of teacher-librarians in state posts. Morale was low and there was a great need for role players in provincial school and public library services to network and begin to plan a way forward. Under the auspices of the Library and Information Workers' Organization (LIWO), supported by BiS and funded by SIDA, a milestone conference was held in Durban in November 1995. This brought, for the first time, role players from across the historical divide to strategize and advocate for structures to be established at national level to facilitate the process of developing school library policy.

**2** As a follow up to this conference, the drafting of *A National Policy Framework for School Library Standards* was commenced in 1996, and the conceptualization of the Library Practice for Young Learners Project (LPYL) was initiated. The coming together of these two initiatives was achieved during a study tour for the senior managers for school libraries to Sweden in 1997 under the auspices of the LPYL, which included a one-day workshop on the Policy Framework document. For the first time

all the heads of school library services in South Africa were able to sit around one table, debate issues and begin the process of getting to know one another as a pre-cursor to forming a strong team on their return to South Africa to begin the advocacy process needed for the development of school libraries. Without the LPYL this historic event would probably have been delayed for some considerable time.

**3** As a further stage of the LPYL project a study tour by eighteen provincial teachers and library advisors, together with a senior manager from national education, facilitated the coming together of school library practitioners at grassroots levels, thus promoting further networking across provincial and international boundaries. The preparatory weekend at Mount Amanzi near Johannesburg had begun the process, with some of the BiS Reference Group in attendance, and it was here, as part of LPYL, that all heads of provincial school libraries were to meet for the first time to set up the national Standing Committee for Education Library and Information Services (SCHELIS), which would also provided reciprocal support for LPYL. Those involved had a sense that BiS and SIDA cared about the negative situation in school libraries in South Africa, and this did much to boost morale.

**4** The study tours to Sweden also opened the eyes of those who had not before been exposed to international best practice. Many ideas were taken back to South Africa and contextualised in the setting up of the various models (Policy Framework) in disadvantaged school libraries. Some of the success stories of Phase One were reported on at the International Association for School Librarianship (IASL) Conference at Malmo in Sweden in 2000 by both South African and Swedish participants. This opportunity allowed for further cultural exchange and strengthening of north-south friendships, and the opportunity for networking in an even wider international arena.

**5** Phase Two, facilitated by EPU, allowed for further consolidation of support for the project schools in that another nine role players involved with these schools were able to observe the progress of best practice school libraries in Sweden, and to further develop north-south links. The preparatory weekend in Johannesburg before the tour also allowed for the opportunity for presentations by LPYL teachers/librarians and for the Swedish tour group to meet with the South African role players before embarking on their study tour to some of the project schools, with valuable reciprocal experiences.

**6** The project schools also benefited from the LPYL in respect of the intensive training and support pro-

vided to the teacher/librarians by the Project Manager in aspects of school library management, as a result of workshops organized around the draft LPYL booklets, and through the receipt of R5000 to provide for needs in their library such as additional stock, photocopier, etc. These schools libraries were very aware of the difference that the LPYL had made.

**7** The concluding LPYL Conference at the Birchwood Hotel once again provided the opportunity for further synergy regarding the north-south and inter-provincial relationships by bringing together all the role players involved in Phase Two. Newcomers such as Masifunde Sonke and LIASA provided a bridge for the LPYL into additional linked structures in the South African library arena and the national Department of Education. The excitement and positive responses of many of those present were tangible evidence of the extent to which the LPYL had affected both the professional and personal lives of the participants. Even though the LPYL was in its concluding moments, there was a sense that the momentum created by the LPYL would continue to be built upon by those who had been so inspired by their experiences and the positive outcomes. ❁

*Lyne Metcalfe  
(SCHELIS Representative: South  
African Reference Group)*

»» In 1991 BiS arranged a summer camp, in which I took part, at Läsö, a small island situated in the sea between Jutland and the Swedish West Coast. For me, this is when the school library project started. Two South Africans, Wilson Soci and Thando Danster, joined us there. They were representatives from Lingelihle in Eastern Cape, where BiS had decided to support the reconstruction of a library. Talking with them about the situation in the township, especially for the children, and the unequally shared resources in South Africa made me furious: How was this possible? What could I do? That's how commitment often starts, in anger to injustices and a naive but honest desire to contribute to change.

In LPYL, the school library project conducted by BiS and EPU, there is the same sort of commitment but also something more. To me it visualizes the concept of twinning, to be one of two equivalent partners, whom develop together, a sort of mutuality. Of course, when it comes to material resources, there are large differences between South Africa and Sweden, but when it comes to human resources I really feel deep respect for the commitment, creativity and professional knowledge of all the participants. And human resources is what the school library project is particularly about. To me, the real power of the project is that the participants have been given opportunity to meet in their respective countries and contexts, and that new networks have grown, both within and between the countries. We have been able to learn from each other and to reflect on each other's professional knowledge and experience in the everyday practices. Thinking back on the different phases of the project is like meeting again with a long chain of friends. ««


*Kerstin Rydsjö, Swedish Working Group*

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»» In South Africa, we were welcomed by a different attitude. Here we met dedication to development work, despite the minimal economic resources at the project schools. We were shown how visions and involvement could bring about changes and create a learning environment that a whole school took pride in. This greatly boosted my conviction that a school library resource not only is a necessary tool in the learning process for educators and learners, but that it also can help to create a positive working climate at a school. ««

*Eva Petri, After Study tour to South Africa, 2000*

# HOW SCHOOL LIBRARIES ARE ORGANISED IN SOUTH AFRICA

- 1** The national Department of Education (DoE) is responsible for developing national school library policy and an implementation plan. In 1997 a draft policy, *A National Policy Framework for School Library Standards* was developed by a Research Working Group, and a *Four Year Implementation Plan* was drafted in 2000. The drafting of school library policy per se was commenced later that year but, because of re-structuring within the DoE, the policy text was not finalised. The responsibility for school library policy development at national level now falls within the Chief Directorate for Further Education and Training, and this process has been revived during 2002.
- 2** The setting up and development of school libraries in South Africa are the responsibility of the nine provincial education departments, which are each required to develop a provincial school library policy, to provide a school library service and advisors to train teachers and support the organization and use of school libraries, and to fund school libraries from provincial budgets. The heads of the provincial school library services serve on a national committee, the Standing Committee of Heads of Education Library and Information Services (SCHELIS), which met quarterly from 1977 to 2001 to plan jointly in respect of school library matters. Problems regarding the recognition of the official status of this committee are now receiving attention.
- 3** In terms of the South African Schools Act, schools each receive a budget from which they must provide for the running of their teaching and learning programmes, including their school libraries. Because of historical disparities, many schools still do not have school libraries, some only have classroom libraries, and others have very old collections of library materials, which are organized by untrained teachers. Some schools, however, have been able to develop well-stocked libraries with Internet access and a full time teacher-librarian, employed by the school governing body.
- 4** The new Outcomes Based Education (OBE) curriculum, which has been introduced in South Africa with a view to developing independent and lifelong learners, has led to the need for schools to accelerate the development of learning resources in their school libraries by means of prioritizing a library budget, appointing a library sub-committee of their governing body to develop a vision and mission statement for their library, and a transitional development and action plan for achieving the vision, based on their assessment of the school community's curricular needs and OBE requirements. The introduction of a compulsory daily reading period in some provinces has also led to the need for the acquisition of a good collection of reading material in the school library.
- 5** Partnership agreements are encouraged. Co-operation with public libraries is negotiated in order to augment limited resources in schools. The Library Practice for Young Learners Project (LPYL) has done much to promote the development of school libraries in South Africa through piloting best practice school library standards at a school in each province. LIASA (Library Association of South Africa) has an Interest Group for School Libraries and Youth Services, which promotes and supports school library organization, and which is currently facilitating the writing of national policy guidelines for Information Literacy. 

*Lyne Metcalfe (Head: EDULIS, Western Cape Education Department)*

# *Are north-south exchanges cost-effective?*

## Two private e-mail letters made public

**Lennart,**

The north-south dimension of the project was infused initially into the project design, I think, largely because of the cultural funding underpinning the project. The north-south exchange yielded mutual benefits to South Africans as well as Swedes – although the benefits appeared to be divergent for each country. North-south exchange is a euphemism that refers overtly to the geographical divide but it implies the imbalance of power and resources that characterise relations between developed and under-developed countries of the world. Such an exchange can be deadly for the weaker party because it iterates their powerlessness and deficit and can drive them into a dependency relationship. So too it can be deadly for the powerful party that is trapped in self-aggrandisement in the knowledge of their own strength and wisdom. But the exchange within the project managed to be different to the norm in that the BIS partners of the north were always pointing out how much they were learning from us South Africans! This was not courteous diplomacy on their part. They cited actual ways in which they had learnt from us, and as South Africans we had to remind ourselves of this fact whenever there was the danger of falling into the trap of seeing ourselves as the only beneficiaries.

Personally I do not support north-south exchanges in development projects because the number of participants in the exchange is so limited that it does not make a significant impact on the total. The investment locates and tends to stay with the individual only. It is exceptional individuals that methodically share what they have learnt with their colleagues at other schools on their return. To substantiate my point, not more than 20 teacher-libra-

rians from about 30,000 schools were able to participate in the four study tours of this project. Through them the impact of the project on the school system as a whole is ridiculously minuscule. How many study tours must be organised until 1000 or only 100 schools are affected? That is not a cost-effective way of doing development. Also I am sceptical about the motives underpinning north-south exchanges because the exchange can be seductive, doubtless glamorous, hiding a desire for the (north or south) exotic, the Other, under the cloak of legitimate development work. A lot has been written in recent decades exposing such tendencies and analysing work that makes scientific and development claims. Indeed, this Friday during National Women's Day, 9 August, South Africa will at last lay to rest the returned remains of Sarah Baartman who was taken in the 19th century to be paraded and used in Europe in what one might argue was a 19th century version of a north-south exchange! With these critical comments I am not denying that the LPYL participants developed qualitatively as individuals through the exchanges, nor am I suggesting that the intentions of those involved in the LPYL project (myself included) are dubious. What I am arguing is that north-south exchanges have limited value and should only be incorporated into a project when there are sound developmental reasons. The small scale of the development and the low percentage of participants in relation to the total number of potential candidates are rarely sufficient to justify the proportion of the resources spent on north-south exchanges.

Respectfully  
*Jenni*

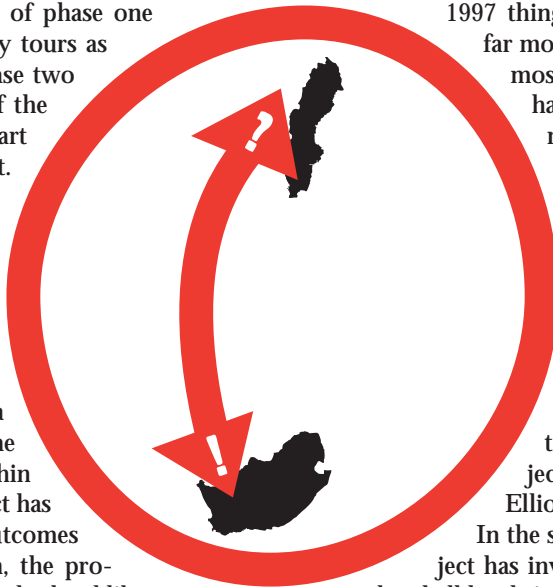
**Jenni,**

In a way you are right, it's not very cost-effective to bring people on a huge overseas in-service training in order to implement a national school library plan. However, the intention of the project has not been that, but to find an optimal use of more limited development aid resources to add to an ongoing process in South Africa, while at the same time give a lot of Swedes (librarians, teachers, learners etc) a deeper understanding of South Africa in general and specifically schools/libraries. The budget of phase one emphasised study tours as a tool, while phase two only put 20% of the budget on that part of the project. Most resources were on capacity building in South Africa.

I believe that some of your scepticism about the exchange idea is because of the framework within which this project has been settled; Outcomes Based Education, the process of the national school library framework and the link to Department of Education have had problems. Some of our planning of the project relied on an interaction that has not always been realised.

To the individuals directly taking part of the project – about sixty people – the professional and the personal experiences have been overwhelming – of course.

The basic idea about the project was to send key persons with a capacity to share their experiences. We wanted to link to and create best practices to inspire people through workshops etc. The way the project was structured we wanted to make



sure that lessons learned both in Sweden and South Africa should not be uncritically overtaken, but should be refined into best and inspiring practices through work in your own library, supported by the project manager, media advisors and public librarians. Because every province was involved, the spreading of ideas should be possible, supported by workshops, visits by the project manager and the draft handbooks. Maybe this logical design was too ambitious to be fully realised. How-

ever, when planning the LPYL in 1997 things simply seemed far more promising. Still most of this planning has to a probably reasonable extent been fulfilled in the project.

The LPYL has had a mixture of participants representing all levels from the Department of Education in Pretoria to rural project schools such as Elliotdale (Transkei).

In the same way the project has involved and stimulated all levels in Sweden. I love to have been part of it and think that these kind of north-south exchanges occur only to seldom. I realise that we all have different layers of motives when we engage in something. The layout of this project has urged people to do a job, whatever their other desires may be.

In defence  
Lennart  
sve.we@xpress.se

*Jenni Karlsson, karlsson@nu.ac.za and Lennart Wettmark, sve.we@xpress.se have had co-ordinating functions in the project.*



# The South African Ministry of Education's Masifunde Sonke project

Presented by Mandla Maseko, Project Manager Masifunde Sonke

**R**eadings in South Africa, and may be in many other parts of the world, is synonymous with studying, and is perceived as an academic obligation. The pleasure of reading has assumed the status of academic obligation, an ingredient of academic success, and a painful habit for those who are allergic to formal education. The painted scenario may be generic, but suffice to state that the reading culture in our country is fading; worse more the book buying culture is slowly out of our habit systems.

According to statistics, 6–8 million South Africans cannot read (this includes those who have the skill of reading but are not practicing it and those that cannot read at all). The escalating numbers of alliterate young and old people are a growing concern for the South African reading civil society and the government.

In attempt to combat the non-reading culture, the South African Ministry of Education in collaboration with the reading civil society launched a reading promotion project called Masifunde Sonke (Let's all read together). The Masifunde Sonke project was launched in December 2000. Its principal mandate is to promote and encourage the values and importance of reading in schools, homes, libraries, pri-

sons and workplaces and also foster relevance of reading skills in modern society. The aim of the project is to make people reading and to build a nation of readers.

The Masifunde Sonke project's broader mandate is to support and profile organisations and institutions that are promoting reading. In 2001, the project embarked on a road show to promote the use of the project's logo as a unifying brand for all reading initiatives in South Africa. Many organisations have adopted our symbol and have used the logo in support of the project. The media support received from the South African Broadcasting Corporation and other media have given us a national publicity to reach children, youth, educators, parents and learners. Our strong partnership with organisations that command huge membership earned us practical opportunities to encourage all in the reading chain to initiate the reading initiative and projects.

It is within this broader mandate that the Masifunde Sonke project supports projects such as the Library Practice for Young Learners (LPYL), which was a project of Bibliotek I Samhalle and Education Policy Unit (Natal). This pilot project is a perfect example of reading promotion encouraged by the Masifunde Sonke project in South Africa to develop the

underdeveloped schools and communities, and also to inculcate the culture of reading.

Masifunde Sonke project aims to continue the struggle against illiteracy and alliteracy through lobbying for the business and donors to invest in the development of reading in South Africa. We will continue to identify all organisations, projects and programmes promoting reading and compile a database of this information to guide investment, evaluation and monitoring of programmes and to pioneer the formation of reading promotion policies such as the Book Policy, Print Media policy and School library policy.

For more information about the project visit our website:  
[www.masifundesonke.org.za](http://www.masifundesonke.org.za) or

[www.readingsa.org.za](http://www.readingsa.org.za)  
or contact our offices at:  
123 Schoeman Street Sol Plaatje House,  
room 618 and 620  
Tel: 012 312 5408  
Fax: 012 325 2531  
E-mail: [maseko.m@doe.gov.za](mailto:maseko.m@doe.gov.za) or  
[mbambo.s@doe.gov.za](mailto:mbambo.s@doe.gov.za)

**Found on the Masifunde Sonke website:**  
Joy of reading depends on reading environment.

A friend and colleague recommended that I read Malin Ogland's report titled *the Joy of Reading depends on reading environment*. Malin is a librarian at Gransaterskolan, Habo, Sweden. The report is an eye opener and also suitable for school librarians.

[www.pastasoft.com/malin/report.htm](http://www.pastasoft.com/malin/report.htm)

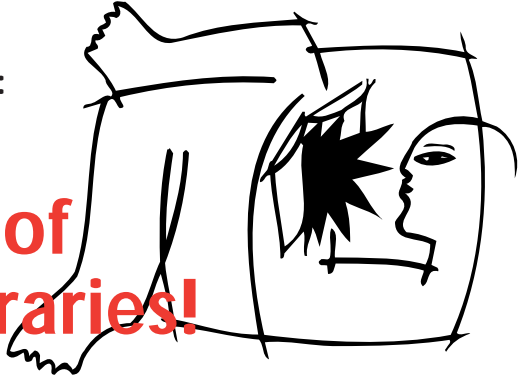
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**»» The exchange school library project between South Africa and Sweden has been a revolutionary experience for me. In my profession as librarian the most interesting thing was to discover that even if we work under quite different conditions in the two countries, we discuss the same questions and have much the same problems: It is a hard work to develop a good co-operation with the teachers, you are depending on good relations with the headmaster and you have always higher ambitions than resources. Yet all of us are devoted to the task to inspire the children to read and to search information because it is so important for them both as individuals and as members of the society. ««**

***Lena Lundgren, Swedish Working Group***

Swedish Government Policy:

# Enhance the teaching role of the school libraries!



**Every teacher** and every pupil knows that it is hard to learn anything without interest and joy. To feel oneself a writing and reading person is revolutionary and pleasurable: the word widens, the treasures of literature and the joy of reading render new dimensions to life, and the capacity to express oneself becomes important in the growth of the individual. A library with a large number of books and other media, as well as a classroom where people talk and tell stories to each other, read and write, listen to each other and share experiences with one another in different ways is a creative milieu, in the deepest sense of the word. To develop one's language is to acquire tools to comprehend the surrounding world. The school librarian is, together with the teacher, a key figure in creating this creative, developing setting in school.

The teaching setting, from pre-school to last grade, is of vital importance to the pupils' reading and writing skills, which was emphasised by the Government in the latest goal document (Regeringens skrivelse 1998/99:121). The Government states that language development is one of the most important tasks of the school.

This is the point of departure of two of the Government's instructions to the National Agency of Education: to strive to support efforts by schools and pre-schools to improve their reading and writing settings and to enhance the teaching role of the school libraries. Since 2001, the task is also to initiate and discuss in-servi-

ce training that focuses the teaching role of school libraries. The agency has decided that these tasks are to be carried out in one single project, Language Room (cp. <http://www2.skolverket.se/BASIS/skolbok/webext/trycksak/DDD/659.pdf>), which implies that language development is considered an integrated part of all school settings. The multiplicity of media of the school library and its pedagogic work are prerequisites of being able to improve the conditions of the individual pupil.

The driving force of learning and the possibilities of the school library raise the following questions: Which is the best way to meet pupils' wish to comprehend themselves and the world? How to develop knowledge when the information flood can knock any searcher over, no matter who he or she is? What is the role of school libraries in critical thinking?

Text analysis and problem solving have arisen as important issues due to the opening towards the world and the demands on new work processes in the schools, together with local and national bids on IT, and so have criticism of the sources and information handling. To sort and value information gets more and more important for learning. In this connection, the teaching role of school libraries is a prerequisite of pupils' versatile language and knowledge development. ❄

*Margareta Rosenquist Soliman  
National Agency for Education  
Sweden*

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*Using library related resources to develop the information skills of educators and learners* (2001). Durban: LPYL (Book Three. Library Practice for Young Learners Series) *Draft edition*

*Guide to facilitation of workshops for Book One, Two and Three in the Library Practice for Young Learners Series*. Durban: LPYL, 2001. *Draft edition*

Nalker, S & Mbokazi, S (2002) *Developing libraries for South African learners and teachers*. Durban: Education Policy Unit.

Swedish websites from some Swedish participants:

<http://www.pastasoft.com/malin/LPYL/> Lots of pictures from the project. Produced by Malin Ögland

<http://www.vikingaskolan.lund.se/> <go to Skolbiblioteket> Produced by Maud Hell

A lot of digitalised material about the project is to be found on BiS website <http://www.bok-form.se/bis>. This website is about to be transferred to a new address: [www.foreningenbis.org/lpyl](http://www.foreningenbis.org/lpyl)

South African material is archived at the University of Western Cape.

**June Matlala, Esdre Keller, Bertha Kitching, Vatiswa  
Magwentshu, Lyne Metcalfe, Nomawethu Jonas, Meshack  
Mulaudzi, Sam Ndawo, Nomvuko Nomnga, Sibongile  
Nzimande, Johnny Jacobs, Cathy Stadler, Maureen Mosselson,  
Kerstin Rydsjö, Malin Ögland, Lena Lundgren, Barbro  
Bolonassos, Lennart Wettmark, Birgitta Alm, Bodil Hildeman,  
Catharina Engström, Helen Amborn, Hlabje Jujuju, Nozuko  
Jafta, Rose Kabi, Zandile Gxwathi, Busi Dlamini, Geraldine  
Monama, Mphumi Kamango, Richards Thokoza Sikhosana,  
Susan Masenge, Motlalepula Teffo, Rebone Komane, Thuli  
Radebe, Michelle Berger, Sarie Baadjies, Busi Ndawo, Jenni  
Karlsson, Jan Beeton, Shannon Moffett, Melrose Makongwana,  
Maria Richter, Audrey Maslalela, Mathandi Mokumo, Allen  
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Gloria Pitso, June Baatjes, Joyce Basson, Eliza Mosiane, M P  
Mabuza, Jenny Hatton, Pat Magwaza, Jabu Dlamini, Regina  
Bamuza, Makhasa Mathebula, Zodwa Masia, Suzelle Malherbe,  
Wilma Wardale, Anna Birgitta Eriksson, Cecilia Flodström,  
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Helene Swenne, Karin Westberg.**

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