

**Interventions in Community Library Services for  
HIV/AIDS Awareness –  
A case study in the Bojanala Region**

by

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## DECLARATION

I, **René Schoombee** (student name), **37328468** (student number) declare that **Interventions in Community Library Services for HIV/AIDS Awareness – A case study in the Bojanala Region** (title) is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

\_\_\_\_\_

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## **Abstract**

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Title: Interventions in Community Library Services for HIV/AIDS Awareness – A case study in the Bojanala Region

This dissertation reports on a study undertaken to determine interventions that community libraries can engage in to improve HIV/AIDS awareness.

Chapter One describes the background for the study by providing information portraying the background, research problem, aim and objectives - as well as the research methodology to be followed to ensure its successful completion.

Chapter Two examines the social role and responsibility of the community library - with reference to HIV/AIDS awareness. International and national sources are used to establish what role the community libraries should play in providing resources for communal benefit.

Chapter Three deals with HIV/AIDS awareness interventions currently engaged in by community libraries as well as proposed interventions. A list and description of intervention types is included. This list forms the foundation for the interview guide.

Chapter Four describes the interview process.

Chapter Five reports on the results of the interviews.

Chapter Six provides an integrated summary of the findings from the literature review and those from the interviews in the Bojanala region.

Chapter Seven concludes with a summary of recommendations and suggestions for possible further research.

Essentially, the study consists of

- ✚ an examination of the social role and responsibility of the community library regarding HIV/AIDS awareness.
- ✚ an international and national literature review of the types of interventions that community libraries can embark upon to promote HIV/AIDS awareness amongst community members of all age groups.
- ✚ an investigation - by means of interviews with librarians/library workers in the Bojanala region – on what interventions are currently undertaken to promote HIV/AIDS awareness among the community of the Bojanala region.
- ✚ recommendations regarding the types of interventions that community libraries in South Africa may provide to assist in enhancing HIV/AIDS awareness.

The literature review identified the social role and responsibility of the community library; interventions currently engaged in by community libraries; and pointed the way for proposed HIV/AIDS awareness interventions that community libraries could embark on as part of their social responsibility role.

It was clear from the national and international literature review that the community library - with its years of experience in information acquisition, organisation, dissemination and use - is a natural ally in supporting HIV/AIDS awareness. The aim of this investigation was to determine

- ✚ the social role and responsibility of community libraries in the promotion of HIV/AIDS awareness.
- ✚ the interventions that community library services could embark on to promote HIV/AIDS awareness.

The researcher investigated the interventions that the Bojanala region could embark on to comply with the vision of the Department of Social Development (2002:9) “that both the government and civil society as a whole develop well

directed and purposeful programmes to tackle the HIV/AIDS pandemic.” This was done through face-to-face interviews with librarians/library workers responsible for managing community projects. Compared with the HIV/AIDS prevalence rate in other regions and provinces (Northern Cape and Limpopo) with similar populations, the Bojanala region was identified as a region with a high HIV prevalence rate.

The recommendations made by the researcher covered nine sections pertaining to HIV/AIDS interventions, namely:

-  Users
-  Policies
-  HIV/AIDS information resources
-  Collection Development
-  Partnerships
-  HIV/AIDS awareness programmes
-  Interventions
-  Promotion
-  Staff training

The recommendations that emerge from the research could be implemented in any community library in any given country with a high HIV/AIDS prevalence rate.

### **Key words**

Bojanala region; community library; HIV/AIDS; HIV/AIDS interventions; HIV/AIDS awareness; social role and responsibility;

# Opsomming

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Graad: Magister Technologiae (Biblioteek en Inligting Studies)  
Titel: Intervensie van Gemeenskapsbiblioteekdienste in HIV/VIGS-bewustmaking – ‘n Gevalle studie in die Bojanala omgewing

Hierdie verhandeling gee ‘n verslag oor ‘n studie wat onderneem is om die intervensie waarby gemeenskapsbiblioteke betrokke kan raak om die bewustmaking van HIV/VIGS te verbeter, te bepaal.

Hoofstuk Een beskryf die agtergrond van die studie deur inligting oor die agtergrond, navorsingsprobleem, oogmerk en doelwitte te verskaf – sowel as die navorsingsmetode wat gevolg sal word om suksesvolle afhandeling te verseker.

Hoofstuk Twee ondersoek die sosiale rol en verantwoordelikheid van die gemeenskapsbiblioteek met verwysing na HIV/VIGS-bewustmaking. Internasionale en nasionale bronne word gebruik om te bepaal watter rol die gemeenskapsbiblioteek in die verskaffing van hulp vir gemeenskaplike voordeel behoort te speel.

Hoofstuk Drie handel oor HIV/VIGS-bewustmaking intervensies waarby gemeenskapsbiblioteke tans betrokke is sowel as voorgestelde intervensies. ‘n Lys en beskrywings van verskillende soorte intervensies is ingesluit. Hierdie lys vorm die grondslag vir die onderhoudsgids.

Hoofstuk Vier beskryf die onderhoudsproses.

Hoofstuk Vyf doen verslag oor die uitslae van die onderhoude.

Hoofstuk Ses bevat 'n geïntegreerde opsomming van die bevindings uit die literatuuroorsig asook van die onderhoude in die Bojanala omgewing.

Hoofstuk Sewe sluit af met 'n opsomming van aanbevelings en voorstelle vir moontlike toekomstige navorsing.

Die studie bestaan hoofsaaklik uit die volgende:

- 🚫 'n ondersoek na die sosiale rol en verantwoordelikheid van die gemeenskapsbiblioteek ten opsigte van HIV/VIGS-bewustmaking.
- 🚫 'n ondersoek – deur middel van onderhoude met bibliotekaris /biblioteekwerkers in die Bojanala omgewing – oor watter intervensies tans onderneem word om HIV/Vigs-bewustmaking in die gemeenskap van die Bojanala omgewing te bevorder.
- 🚫 aanbevelings oor die soorte intervensies wat gemeenskapsbiblioteke in Suid-Afrika kan verskaf om HIV/VIGS-bewustmaking te bevorder.

Die literêre oorsig identifiseer die sosiale rol en verantwoordelikheid van die gemeenskapsbiblioteek; huidige intervensies waartoe gemeenskapsbiblioteke tans verbind is; en dui die rigting vir voorgestelde HIV/VIGS-bewustmaking intervensies aan wat gemeenskapsbiblioteke as deel van hul sosiale verantwoordelikhedsrol kan onderneem.

Dit was uit die nasionale en internasionale literêre oorsig duidelik dat die gemeenskapsbiblioteek – met jare se ondervinding in inligtingverkryging, organisering, beskikbaarstelling en gebruik – 'n natuurlike bondgenoot vir die ondersteuning van HIV/VIGS-bewustmaking is. Die doel van die ondersoek was om die volgende te bepaal:

- 🚫 die sosiale rol en verantwoordelikheid van gemeenskapsbiblioteke in die bevordering van HIV/VIGS-bewusmaking.
- 🚫 die intervensie wat gemenskapsbiblioteke kan onderneem om HIV/Vigs-bewusmaking te bevorder.

Die navorser het die intervensies ondersoek wat die Bojanala streek kan onderneem om gehoor te gee aan die visie van die Departement van Sosiale Ontwikkeling (2002:9) “dat beide die regering en siviele gemeenskap goed beplande en doelgerigte programme ontwikkel om die HIV/VIGS pandemie aan te spreek”. Dit was gedoen deur persoonlike onderhoude met bibliotekaris/biblioteekwerkers wat verantwoordelik vir die bestuur van gemeenskapsprojekte is. In vergelyking met die voorkomssyfers van HIV/VIGS in ander streke en provinsies met soortelyke bevolkings (Noord-Kaap en Limpopo), was die Bojanala streek as ‘n gebied met ‘n hoë HIV/VIGS voorkomssyfer geïdentifiseer.

Die aanbevelings deur die navorser dek nege afdelings met betrekking tot HIV/VIGS intervensies, naamlik:

-  Gebruikers
-  Beleid
-  HIV/VIGS inligtingsbronne
-  Versameling ontwikkeling
-  Vennootskappe
-  HIV/VIGS-bewustmakingsprogramme
-  Intervensie
-  Promosie
-  Personeelopleiding

Die aanbevelings uit die navorsing kan in enige gemeenskapsbiblioteek in enige land met ‘n hoë voorkomssyfer van HIV/VIGS toegepas word.

**Sleutelwoorde:**

Bojanala streek, gemeenskapsbiblioteek, HIV/VIGS, HIV/VIGS intervensies, HIV/VIGS-bewusmaking, sosiale rol en verantwoordelikheid.

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## Abbreviations used in research

AIDS	Acquired Immune Deficiency Syndrome
ALA	American Library Association
CAIN	Computerised AIDS Information Network
CBO	Community based organisations
HIV	Human Immuno-deficiency Virus
IFLA	International Federation for Library Associations
LIASA	Library and Information Association of South Africa
NCLIS	National Commission on Libraries and Information Science
NGO	Non government organisations
NYLA	New York Library Association
RTSRL	Round Table on Social Responsibilities of Librarians
SAILIS	South African Institute for Librarianship and Information Science
SDI	Selective Dissemination of Information
SRRT	Social Responsibilities Round Table
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNAIDS	Joint United Nations Programme on HIV/AIDS

# CHAPTER 1

## INTRODUCTION TO THE RESEARCH

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## 1. INTRODUCTION

The purpose of this dissertation is to report on the interventions that community libraries can embark upon to highlight Human Immuno-deficiency Virus (HIV)/ Acquired Immune Deficiency Syndrome (AIDS) awareness. HIV infection, which invariably leads to the dreaded AIDS disease, has been with man for at least 50 years. It is believed that its first appearance was in remote villages of sub-Saharan Africa. In 1959 antibodies to the virus were found in the blood of an individual from Zaire, and new evidence suggests that the first actual documented death from AIDS occurred in 1957 when a 25-year-old seaman from north-western England died of pneumonia (Concar, 1990:95). Since the early 1980s AIDS has been one of the leading causes of death in major metropolitan areas in the United States (Walker, 1991:156). The first cases of HIV/AIDS in South Africa were diagnosed between 1982 and 1985 (Whiteside & Sunter, 2000:3).

Today, the impact of HIV/AIDS in South Africa is more devastating than ever. The AIDS epidemic update of 2005 reveals that South Africa remains the epicentre of the global AIDS pandemic. Data collected shows that the HIV prevalence in South Africa has reached its highest level to date: 29,5% (UNAIDS & WHO, 2005:19-20).

During 2002 the Department of Social Development (2002:8) calculated that - on average - 1500 people were infected daily. It has been estimated that about 600 people in South Africa die of HIV-related illnesses each day. According to projections made by the Department of Social Development (2002:9), a total of about six million South Africans will have died from the HIV/AIDS pandemic by 2009.

The HIV/AIDS pandemic already affects South Africa negatively in various sectors, such as economic development, education, welfare spending, health and labour. While it is too late to turn - or reverse - the adverse effects of the pandemic, it is still possible to reduce its impact and duration. This can be achieved through carefully targeted prevention programmes. It is important that both government and civil society develop well-directed and purposeful preventative programmes to tackle the pandemic (Department of Social Development, 2002:11). Libraries - as part of civil society – should, therefore, also provide services that can contribute positively towards the provision of prevention programmes.

Several HIV/AIDS awareness programmes have been implemented by libraries, worldwide, to educate and empower people to make informed choices about their personal health. The purpose of these programmes is to prevent the statistics on HIV/AIDS infections from increasing every year. Examples of such awareness programmes and types of HIV/AIDS interventions are discussed in detail in Chapter Three.

The Constitution of the Library and Information Association of South Africa (LIASA) (1997) supports the view that libraries should play a role in the social development of communities by

... identifying potential problems and solutions to problems, and by setting priorities with regard to health, welfare, education, training, recreation and culture libraries can become an ideal vehicle to bring together people and information. In this way, libraries can improve the quality of people's minds and abilities, which will, in turn, help to improve their circumstances.

This dissertation reports on the interventions that community libraries - as part of local government and civil society - can engage in to improve HIV/AIDS awareness.

## 2. BACKGROUND

The international library community was quick to respond to the HIV/AIDS pandemic that was identified in the early 1980s, when HIV/AIDS was labelled as one of the leading causes of deaths worldwide. With the HIV/AIDS awareness theme in mind, activities - such as the screening of videos and hosting of seminars (Batambuze, 2003:3) - formed part of this response. The mounting of library displays; promoting sources on radio shows; the training of staff; visiting schools; and collecting and dissemination of information (Lukenbill, 1990:185) were also included in the above-mentioned response by the international library community.

International research on the role of Community Libraries on HIV/AIDS interventions by Santa Vicca (1987), Lukenbill (1990) and Lemann (1993) investigated topics such as

- 🚫 the role of libraries as information disseminators of HIV/AIDS information.
- 🚫 related professional models to the exigencies of the ongoing HIV/AIDS crisis.
- 🚫 a variety of non-traditional models for providing proactive information-based HIV/AIDS services.

The literature review reveals that little has been published in South Africa on the role of HIV/AIDS awareness services offered by Community Libraries. Therefore, much of the internationally related research mentioned above could be adopted, adapted and implemented by community librarians in South Africa as part of their contribution to creating greater HIV/AIDS awareness.

The results of a NEXUS search on 13 January 2006 indicated that 45 completed and current research projects on HIV/AIDS exist in South Africa. Of these 45 research titles, only two fall within the field of Library and Information Science.

The titles of the two research projects are: “*Public libraries’ intervention in the provision of HIV/AIDS education programmes in KwaZulu-Natal*” and “*The dissemination of HIV/AIDS information by public libraries in KwaZulu-Natal.*” Neither of these research projects addresses questions about how Community Libraries - as part of civil society - can assist in the provision of HIV/AIDS prevention programmes. On 17 January 2006, the University of Zululand confirmed that neither of these research projects has been completed.

The lack of research on the topic of library participation in social issues, such as HIV/AIDS, supports the statement made by the *South African Institute for Librarianship and Information Science (SAILIS)* in 1988 that even though community libraries should play a role in providing resources that focus on social issues, they have not been used for that purpose at all.

The participation of libraries in social issues after the democratic elections in 1994 was influenced mainly by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Public Library Manifesto (1994:1) which states that

... the public library is a living force for education, culture and information, and an essential agent for the fostering of peace and spiritual welfare through the minds of men and women ....

This viewpoint was adopted by LIASA (1997) which - in its constitution - states that “libraries in South Africa believe in the free flow of information which is essential for reconciliation, reconstruction and nation building.”

The LIASA constitution (1997) supports the vision of the Department of Social Development (2002:9)

... that both Government and civil society [of which community libraries form part – RS] has a social responsibility to develop well-directed and

purposeful programmes to tackle the HIV/AIDS pandemic.

### **3. PROBLEM TO BE INVESTIGATED**

Even though the international library community was quick to respond to the request to provide products and services as part of the preventative HIV/AIDS programmes, South African libraries were slow in taking up the initiative.

Issues concerning the role of community libraries in providing HIV/AIDS awareness or preventative programmes were discussed at a LIASA meeting in 2001. It was pointed out that South African libraries needed to become more actively involved in HIV/AIDS awareness programmes. As an information provider, it is the responsibility of libraries not only to raise the educational status of the communities, but also to empower individuals and to assist with uplifting the quality of life of communities (Hart, 2001:9-11).

This supports the view of Cowen and Wright Rix (1991:39) who maintain that as information providers, community libraries are equipped with the necessary resources to become the educational and cultural centres of communities.

Based on the above, the following question is investigated in this dissertation:

**With the availability of current resources, what interventions can community libraries engage in to improve HIV/AIDS awareness?**

### **4. PURPOSE OF THE RESEARCH**

In order to address the research problem, the following research aim and objectives were formulated.

#### 4.1 Aim of the research

The community library - with its years of experience in terms of information acquisition, organisation, dissemination and use - is a natural ally in providing HIV/AIDS awareness and/or prevention programmes.

The aim of this investigation is to determine

- 🦋 the social role and responsibility of community libraries in the promotion of HIV/AIDS awareness.
- 🦋 the interventions that community libraries can embark on to increase HIV/AIDS awareness.

Information on the above-mentioned topics was gathered through a thorough literature review of national and international sources. The literature review formed the basis of the research and served as a departure point for further investigation. The researcher decided to conduct the investigation in a specific region in South Africa to determine what interventions community libraries can embark on to increase HIV/AIDS awareness. The information collected from this investigation was compared with the information retrieved from the literature review pertaining to South Africa.

The researcher identified the Bojanala region in the North West Province and its community library services as a unique region with regard to the prevalence of HIV/AIDS. The interventions that the Bojanala region engaged in to enhance HIV/AIDS awareness were investigated. The motivation for why the researcher identified this specific region, is discussed in Section 4.3 of this chapter - as well as in Chapter Four, Section 3.

## 4.2 Research objectives

In order to realise the above-mentioned aim, the following objectives were identified:

- 🚫 To examine the social role and responsibility of the community library with regard to HIV/AIDS awareness.
- 🚫 To conduct an international and national literature review on the type of interventions that community libraries can embark upon to promote HIV/AIDS awareness amongst community members of all age groups.
- 🚫 To investigate - by means of interviews with librarians/library workers working within the Bojanala region - what interventions are currently undertaken to promote HIV/AIDS awareness among the community of the Bojanala region.
- 🚫 To make recommendations regarding the types of interventions that community libraries in South Africa can provide to assist in enhancing HIV/AIDS awareness.

## 4.3 Scope, limitations and exclusions

The Bojanala region - one of the four districts in the North West Province of South Africa - has a total population of 1 185 330. This is 38,9% of the total population in the North West Province (*Statistics South Africa, 2005*). The researcher identified the Bojanala region as a region with a high prevalence of HIV compared to the prevalence in regions in other provinces (Northern Cape and Limpopo) with a similar population as the Bojanala region. In 2000, 22,9% of the population in the Bojanala region were infected with HIV; in 2001, 25,2%; in 2002, 26,5%; in 2003, 29,9%; and in 2004, 26,7% (Department of Health, 2004). HIV/AIDS prevalence figures for 2005 have not yet been collated. The Joint United Nations Programme on HIV/AIDS (UNAIDS) has indicated that between

1500 and 2000 new infections take place in South Africa every day and more than 600 people are dying from HIV/AIDS related conditions every day. The number of deaths - as a result of HIV/AIDS - is expected to rise rapidly from 174 000 in 2000 to 433 000 in 2005 and up to 600 000 in 2010 (Gennrich, 2004:6).

The Bojanala region has a library service that consists of thirteen libraries. These thirteen libraries each consists of a main library with several branch or satellite libraries affiliated to the main library. Only nine libraries are currently actively serving the community. The other four libraries were not included in the research due to the fact that the libraries are closed due to staff shortages. The following five municipal areas are served by the nine libraries: Madibeng, Moretele, Kgetlengrivier, Odi and Rustenburg. Interviews were conducted with the librarians of the nine active community libraries to determine the scope and types of HIV/AIDS awareness programmes provided by each library.

#### **4.4 Significance of the research**

Although the regional investigation was limited to the libraries of the Bojanala Region, the results can be applied to libraries in other regions in South Africa with high rates of HIV/AIDS infection. The value of this type of research is that it can provide guidelines and assistance to other community libraries to create and/or improve the HIV/AIDS awareness programmes offered in their communities. In this way community libraries throughout South Africa can make a positive contribution towards limiting the impact of HIV/AIDS in all sectors of the South African community.

### **5. KEY THEORETICAL CONCEPTS**

In this section the key concepts relevant to this study are clarified.

## 5.1 Community Library

In recent years there has been a tendency to replace the name, “public library”, with “community library”. In part, this reflects the establishment of community libraries and resource centres by non-governmental organisations (NGOs) and community-based organisations (CBOs) during the anti-apartheid struggle. However, public libraries in the formal (provincial and local government) sector are now also referred to as community libraries - reflecting a reconceptualisation of these libraries and their roles in South Africa today (Lor & Van Helden, 2002:3). For the purpose of this study the term, “community library”, will be used.

The reason for this decision was that community libraries serve many purposes, but essentially they exist because people require books and related materials or they require the information that can be found in them. However, the role of a community library is not just to collect and store all sorts of books and related materials in an organised fashion, it is also to get the community to use that material. Community libraries offer a wider range of services that differ from those of any other kind of library. Of the four main areas of direct service – user education, dissemination of information, document supply and the answering of enquiries – the last two areas are the ones particularly associated with community libraries (Whittaker, 1993:1).

The community library is available to everyone in a given area. Community libraries are provided by the local authorities for all community members who reside or work - or are receiving full-time education - in a specific area (Corbett, 1963:11).

The definition of a community library - as described by the Arts and Culture Task Group (1995:6) - will suffice for the purpose of this study:

A community library is a community-based agency, supported wholly or partly from community funds that provide for the educational recreational and cultural needs of the community. Any member of the community is entitled to use it, and its basic services are normally rendered free of charge.

## **5.2 HIV/AIDS**

For the purpose of this study the term, “HIV/AIDS”, is used in all instances when referring to people who have HIV alone or who have the HIV virus and who have developed AIDS.

In 1981 the Centre for Disease Control in Atlanta, USA, formally recognised AIDS as new disease syndrome:

In order to be given a diagnosis of AIDS, it is necessary for the person to receive a positive test result for the HIV virus, as well as to have at least one of the almost 30 diseases, symptoms, signs and conditions that are indicators (tuberculosis, toxoplasmosis infection, night sweat, weight loss, etc.) for AIDS (Chaitow, 1999:1).

AIDS is the abbreviation for Acquired Immune Deficiency Syndrome. Immune deficiency means that the body’s immune system is incapable of functioning as a protective barrier against diseases. A syndrome is a group of symptoms or illnesses originating from one cause.

AIDS is caused by a virus called the Human Immuno-deficiency Virus (HIV). It is the virus that invades the immune system and destroys it so that the body is no longer protected against diseases. This allows opportunistic illnesses to take over and, eventually, to cause the death of the infected person (Visagie, 1999:3).

AIDS is, therefore, a collection of diseases resulting from the breakdown of the immune system after it has been invaded and weakened by the HIV.

### **5.3 Interventions**

The word, “interventions”, is derived from the verb, “to intervene” that is defined as “to involve oneself in a situation so as to alter or hinder an action or development” (*Dictionary of the English Language, 2004*).

For the purposes of the study the term, “interventions”, describes the action or processes that librarians undertake in providing products and services that will increase the awareness of community members of the HIV/AIDS pandemic.

### **5.4 Pandemic**

A pandemic is an epidemic - covering a wide geographic area - that affects a large proportion of the population (*Dictionary of the English Language, 2004*).

## **6. RESEARCH DESIGN AND METHODOLOGY**

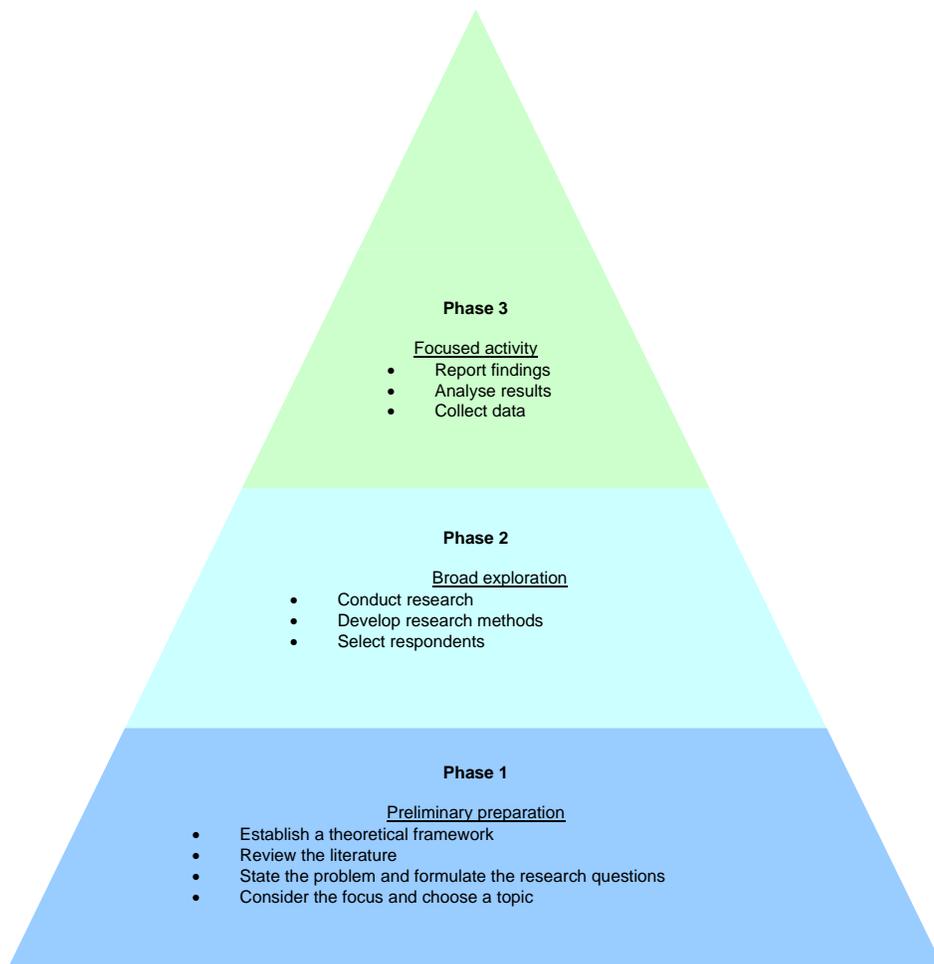
Quantitative research methods were used to gather information for the purpose of completing this study.

Mason (1997:4) reports that qualitative research is “based on methods of data generation which are flexible and sensitive to the social context in which data is produced.”

Gorman & Clayton (1997:40-42) describe the qualitative research process as “recursive, moving forward and back throughout the life of a project, moving toward a finite end, building steps toward a conclusion at each stage.”

Thus, another way to visualise the process is a three stage pyramid (see Figure 1.1) that begins with preliminary preparation; then moves into broad exploration; and finally concentrates on a set of focused activities.

The researcher started with a broad, general field of interest - in this case, HIV/AIDS interventions. International literature was reviewed and progressively narrowed down to national literature until a tightly focused study - HIV/AIDS interventions in a specific region - was identified.



**Figure 1.1: The qualitative research pyramid adapted from Gorman & Clayton (1997:42)**

## **6.1 Research design**

Mouton (1996:107) defines the term, “research design”, as

... a set of guidelines and instructions that were followed in addressing the research problem ... to enable the researcher to anticipate what the appropriate research should be so as to maximize the volatility of the eventual results.

As has already been indicated, guidelines and instructions to be followed during this research are qualitative in nature. The research design for this research project is that of a descriptive study that makes use of a literature review. A critical analysis of the reviewed literature forms the foundation of the research.

Interviews were conducted to obtain information pertaining to interventions carried out by community libraries in a specific region to assist in creating a community awareness of the HIV/AIDS pandemic. Information gained from the literature review and interviews is used to compile guidelines and examples of HIV/AIDS awareness programmes that can be used by all community libraries in South Africa.

## **6.2 Research methodology**

The following two research methods were used in order to achieve the aim and objectives of the study.

### ***6.2.1 Literature review***

Welman and Kruger (1999:34) describe the literature review as reviewing literature dealing with a chosen topic.

Applied to this study, the purpose of the literature review is to

- 🚫 determine the social role and responsibility of community libraries in South Africa.
- 🚫 identify and describe different intervention types that community libraries can use to promote HIV/AIDS awareness in communities.

International and national sources were consulted and analysed to determine the current situation with regard to the role of community libraries in HIV/AIDS awareness programmes and interventions.

### **6.2.2 Conducting interviews**

Frey and Oishi (1995:1) define interviews as a “key data-collection tool that is used as a structured method of obtaining information from a target group.”

For the purpose of this study, semi-structured interviews were identified as the most appropriate type for gathering the required information. According to Huysamen (1993:149), a semi-structured interview takes place when the researcher uses an interview guide instead of a formal questionnaire. The interview guide contains a list of topics (not specific questions - as in a structured interview) related to the research questions.

A semi-structured interview is a versatile way of collecting data. It allows the interviewer to use probes with a view to clearing up vague responses, or to ask for an elaboration of incomplete answers (Welman & Kruger, 1999:167).

Face-to-face, semi-structured interviews were used for this study because they provide respondents with the opportunity to give information about the content, structure and framework of HIV/AIDS awareness interventions which have been embarked upon in their libraries.

The interviews were conducted by the researcher and moderated by a person with a research background and some authority in the area where the interviews were conducted. A structured set of questions were compiled to guide the researcher through the interview process (see Appendix A). The interviews were recorded and transcribed.

## **7. CHAPTER REVIEW**

Chapter One describes the background for the study by providing information portraying the background, research problem, aim and objectives - as well as the research methodology to be followed to ensure its successful completion.

Chapter Two examines the social role and responsibility of the community library - with reference to HIV/AIDS awareness. International and national sources are used to establish what role the community libraries should play in providing resources for communal benefit.

Chapter Three deals with HIV/AIDS awareness interventions currently engaged in by community libraries as well as proposed interventions. A list and description of intervention types is included. This list forms the foundation for the interview guide.

Chapter Four describes the interview process.

Chapter Five reports on the results of the interviews.

Chapter Six provides an integrated summary of the findings from the literature review and those from the interviews in the Bojanala region.

Chapter Seven concludes with a summary of recommendations and suggestions for possible further research.

## **8. SUMMARY**

Chapter one has dealt mainly with the motivation for this study and has provided an outline of the research project framework. The research problem, research objectives and design were discussed. It explains that the focus of the study is to determine what interventions community libraries can embark on to contribute to the fight against the HIV/AIDS pandemic.

In the next chapter, the social role and responsibility of community libraries is explored.

## **CHAPTER 2**

### **THE SOCIAL ROLE AND RESPONSIBILITY OF COMMUNITY LIBRARIES WITH REFERENCE TO HIV/AIDS AWARENESS**

#### **Contents**

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## 1. INTRODUCTION

In this chapter the social role and responsibility of the community library - with reference to HIV/AIDS awareness - is explored. This includes the following:

- 🚫 Defining the concept, “social role and responsibility”.
- 🚫 A discussion of international and national views on the social responsibility of community libraries.
- 🚫 An in-depth look at the social responsibility of community libraries in the promotion of HIV/AIDS awareness.

A socially responsible approach to librarianship culminated in the formation of the Round Table on Social Responsibilities of Librarians (RTSRL) in America in 1969. As it was affiliated to the American Library Association (ALA), social responsibility was established as a part of the profession. The RTSRL believes that libraries and librarians must recognise and help solve social problems and inequities in order to carry out their mandate to work for the common good and to bolster democracy (*ALA SRRT Newsletter*, 2004).

International and national sources were consulted to establish what role the community libraries should play in providing resources that would improve the social status of the community.

Historically, community libraries have come into being with very noble roles. Pinhey (2003) suggests that they were established to safeguard democracy and that they are symbols of important social change. Community libraries are a focal reference point for communities in facilitating the introduction of books, and reading and information usage in people’s daily lives (Suaiden, 2003:382). The community library plays an important role in developing and maintaining a democratic society by providing individuals with access to information and the

recreation of resources that promote knowledge, ideas and opinions (Gill *et.al.*, 2001:2).

Community libraries should, therefore, provide community information that empowers people to take control of their lives. The information provided should put individuals in a position to develop their resourcefulness for personal satisfaction and enjoyment - as well as for that of their community.

In order to achieve the above, community libraries should fulfil seven basic roles (Barker, 1994:227). These include:

-  The preservation (archiving) of knowledge obtained
-  The preservation and maintenance of culture
-  Knowledge dissemination
-  Knowledge sharing
-  Information retrieval
-  Education
-  Social interaction

Each of these roles offers the general public the opportunity to recognise and view libraries as an integral part of a democratic society where access to free information is expected - and demanded.

The implication of these basic roles is that it is the community librarian's responsibility to be aware of events in the community. Concerns - such as dealing more effectively with HIV/AIDS - should, therefore, also be reflected in the products and services offered by the community libraries. According to the Social Responsibility Discussion Group of IFLANET (1988), library practitioners - as well as community members - feel that there is a growing need for libraries to become more involved with products and services that can contribute to the fulfilment of community needs.

In support of the above, this chapter aims to clearly define the meaning of the concept, “social role and responsibility”, and to establish the current international and national views on the social role and responsibility of community libraries with specific reference to HIV/AIDS awareness products and services. These views are applied towards the end of Chapter Three to establish what interventions and programmes can be hosted effectively by community libraries in their attempts to enhance HIV/AIDS awareness among community members.

## **2. DEFINING THE CONCEPT, “SOCIAL ROLE AND RESPONSIBILITY”**

WordNet (2004) defines the concept, “social responsibility”, as “the social force, relating to human society and its members that binds obligations and the courses of action demanded by that force.”

For Richmond Events (2001:1), the term, “social responsibility”, is

... a concept whereby organisations integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis. It is actions which are above and beyond that required by law.

More specifically related to the field of Library and Information Science, Kagan (2002:5) feels that the concept, “social responsibility”, is

... the building of new libraries, provision of community services and library programmes, free and open access to collections, and providing access to alternative press.

Lukenbill (1994:7) describes the social responsibility of community libraries in the following manner:

... libraries can go well beyond the provision of basic preventive information. Libraries can and do offer research, background, and personal support information and resource guidance, which many other agencies may not have the expertise or experience to provide.

In the context of the above definitions, the social responsibility of community libraries can, therefore, be described as follows:

The concept whereby community libraries integrate social concerns in their service delivery plan and in their interaction with the community on a voluntary basis.

### **3. INTERNATIONAL VIEWS ON THE SOCIAL RESPONSIBILITY OF COMMUNITY LIBRARIES**

The social responsibility movement within library associations, such as the American Library Association (ALA) and the International Federation of Library Associations (IFLA), has a long history in librarianship, but its most forceful and concerted action coincided with the political and social upheaval of the 1960s. According to Bundy and Stielow (1987:3), the most significant feature of the activism in the 1960s was “that it challenged the profession’s *status quo* – in its associations, its libraries and its library schools.” The movement was a serious challenge to the prevailing idea that librarians were impartial collectors who provided equal access to all members of the community. Until the early 1970s, social responsibility was hotly debated in the library profession. These debates established that neutrality and intellectual freedom were not being practiced by librarians (Alcock, 1999:3). It was, therefore, determined that librarianship - based on intellectual freedom - needed to involve social responsibility if libraries

were thinking of moving towards a principle of the “balanced collection” (Samek, 1998:80). A socially responsible approach to librarianship culminated in the formation of two major task forces, namely the Social Responsibilities Round Table of ALA - established in 1969 - and the IFLA Social Responsibilities Discussion Group - established in 1998.

The above two task forces worked to propel the issues they address into public view and to offer librarians tools to correct the long-standing deficiency in libraries. According to Samek (1998:19), “the social responsibility movement was a tonic that invigorated a static library profession in a time of significant social change.”

To ask the question, “Does the community library have a social responsibility?”, is - according to the ALA (1996) - rhetorical. Since the establishment of the ALA in 1876, it has been one of the functions of community libraries to comply with satisfying the social needs of communities. Jones (1993:135) supports this view by stating that the very word – “community” – does, indeed, imply a “societal dimension and context.”

Articles by Heaney (1973), Segal (1991) and Alcock (1999) support the view that libraries have a social responsibility. According to these articles, libraries are responsible for ensuring intellectual freedom by engaging in an unbiased selection process – all in the name of promoting awareness of social issues.

One way of promoting awareness of social issues is for libraries to support government in promoting health policies. However, government often does not recognise the role libraries can play in promoting policies:

Although much of current United States government policy is based on a preventative information and education approach that says that individuals are best served by acquiring basic knowledge about the route of HIV infection and understanding how to avoid infection, seldom do we

see federal or state policy statements that recognize libraries as important elements in the total network of HIV/AIDS dissemination (Lukenbill, 1994:21).

Lukenbill (1994:18) maintains that the HIV/AIDS blight has reawakened librarians' sensitivity to the relationship between government policy and library objectives. The author recommends that librarians should understand government policies in order to determine library policies that will contribute to social awareness.

The following statement by Echelman (1984:56) supports the above:

Libraries have a dual role to play in that they should not only be agencies of social change, but should also provide products and services that will promote and stimulate intellectual freedom.

Articles published by leading intellectuals in the field of Library Science in the late 1980s and early 1990s support the all encompassing view of Echelman (1984). For example, in an article by Berman (1988:42) the author asked the question, "Why should Librarians give a damn?" Berman's answer to his own question is a proactive plea for librarians to actively support change by providing alternative sources of information:

If we truly give a damn and start to behave pro-actively, it just could make a difference. If we don't stop the trend towards stifling conformity and regimentation, things will only worsen.

Social responsibility issues have come a long way since the establishment of social responsibilities discussion groups within international library associations. It has proved to be a continual struggle to inject social responsibility into the library profession.

#### **4. NATIONAL VIEWS ON THE SOCIAL RESPONSIBILITY OF COMMUNITY LIBRARIES**

As providers of information and knowledge, all libraries are bound to social, cultural and political responsibility. The National Educational Policy Investigation Report (South Africa, 1992:203), for example, proposes that community libraries become more pro-active in terms of their roles in social issues. The report suggests that service rendering should be done with an aim to enrich communities culturally, spiritually and intellectually.

Research on the social responsibility of libraries in South Africa is still in its infancy. A draft report - compiled by Fortuin (2004) - is the first step to acknowledging the social responsibility of community libraries in South Africa. Fortuin (2004: 1) refers to the community libraries and their social responsibility roles as the centre of community life, where community librarians attempt to influence the negative occurrence of social pathologies. As these social problems are closely linked to provincial strategic objectives, it is essential for all libraries to establish how their activities contribute to the promotion of these social issues. Any interventions that attempt to change social behaviour patterns need to effect a change of perception in those concerned. Interventions should, therefore, not only be of a material nature, but they should have a psychological effect as well.

Fortuin (2004: 1) further reports

... that the promotion of reading and the provision of information are central functions and processes of library and information services (LIS). Through these, a community librarian can contribute to the eradication of these social problems. Reading and information is vital to effective learning, and it is this lack of learning that directly results in poverty, violence, abuse and disempowerment. The provision of information

resources provides an opportunity whereby people can have access to information relevant to their needs.

For example, the access to information can empower users by enabling them to cope with the challenges and demands of modern society. Services that contribute to this information empowerment should be available at the community library - the gateway to information and knowledge.

Examples of community libraries in South Africa that apply the above to their operations include:

-  **The Tygerberg Library Services in Cape Town:** The social responsibility of the Tygerberg Library Services determined the building of the entire operation of a new library service in the area. Their approach was not to enforce unilateral decisions upon the community, but to enhance trust and transparency. The development of Tygerberg libraries - since 1996 - has been grounded in redressing the needs of the historically disadvantaged communities:

The libraries are positioned to make a strong impact on the quality of life, but it is up to the city administration to wake up and fully actualise these possibilities (Jacobs, 2002:45).

Another example from the City of Tygerberg is where the library forged a partnership with the Community Arts Project to stage a dramatic performance dealing with HIV/AIDS. In addition, the organisers scheduled performance question and answer workshop sessions with the pupils to ensure that what was learnt during the performance was taken home by the participants (Jacobs, 2002:2).

 **The Free State Library Services:** These have participated in - and initiated - a number of social responsible activities in support of noteworthy events and issues. The events were supported in a variety of ways - for instance, through special book displays, pamphlets, posters, flyers, video shows and ongoing library services to particular groups of library users, such as the blind. Many of these libraries involve community members in special programmes concerning HIV/AIDS, such as the mounting of displays and the organising of children's parties for children suffering from HIV/AIDS (Le Roux, 2004:11).

 **The North West Provincial Library Service:** This service opened a number of new community libraries to facilitate the provision of information resources for social, cultural, economic and spiritual upliftment in the province. An example of their social responsible initiatives is the hosting of an office for a social worker in their Mabeskraal Community Library (Madumo, 2004) for the purpose of offering counselling to the community. These counselling sessions are conducted on topics, such as HIV/AIDS, marital problems, drug and alcohol abuse and single parenting.

In an effort to formalise the role and functions of community libraries - pertaining to the social responsibility - LIASA's Annual General Meeting in September 2003 adopted a proposal for the establishment of a Social Responsibilities Round Table within the organisation. The purpose of such a unit is set out - as follows - in a draft document:

In brief, a Social Responsibilities Round Table (SRRT) can help solve social problems and redress past imbalances in the provision of quality information services, and become a dynamic voice of change (Dick 2003:1).

There is a need for such a unit within LIASA that will give effect and form to some of its constitutional commitments. In its constitution, LIASA (1997) recognises the power of information to establish a society based on democratic values, social justice and fundamental human rights. In support of the constitution activities of LIASA, the SRRT will include lobbying, education, monitoring, research and publicity within the following broad themes:

-  Access to information
-  Censorship
-  Quality and equality in LIS (Dick 2003:1).

It is envisaged that open meetings and programmes will be held at LIASA Annual General Meetings where action groups report on - and new action groups are constituted to address - the above-mentioned broad themes.

Kagan (2001:18) supports the LIASA constitution by mentioning that

... every small action or resolution helps and it is rare to see transformation overnight. We have to struggle to lead by example. Our profession can influence social change and we have a social responsibility to do so.

In support of the above, Fortuin (2004:1) recommends that the LIS sector - in partnership with other relevant stakeholders – should develop a broad national policy; legislative performance indicator; governance; and norms and standards framework that will give practical direction to the implementation role of the LIS sector in social transformation and development.

## **5. THE SOCIAL RESPONSIBILITY OF COMMUNITY LIBRARIES IN THE PROMOTION OF HIV/AIDS AWARENESS**

The community library has distinctive resources and ways of disseminating information and knowledge that can contribute to educating its users in the prevention of social abuses and the development of an increased sensitivity and tolerance to social issues related to HIV/AIDS (Cowen & Wright Rix, 1991:39). The community library can use those resources to disseminate useful information in the fight against HIV/AIDS. This information can assist in changing negative and unsafe behaviour and attitudes to HIV/AIDS (Segal, 1991:224).

Lukenbill (1994:12) states that most libraries have an interest in seeing that information and education - pertaining to HIV/AIDS prevention - is made available to their users. In some respects, libraries can go well beyond the provision of basic preventative information by offering personal support and guidance – something that many other agencies may not have the expertise or experience to provide.

As part of a larger library community, community libraries share the common tradition of free access to information. For example, the ALA has directives, such as the Library Bill of Rights (1994), which state that the provision of information representing various points of view on a variety of topics is a fundamental social responsibility of libraries.

This viewpoint supports that of Santa Vicca (1987:73) who believes that librarians have an important social responsibility in helping to halt the ignorance about HIV/AIDS issues and increase the impetus in developing collections and networks of information.

The first attempt to describe community library responses to the HIV epidemic was published by Lemann (1993). Lemann's study looks at a number of articles on AIDS - as identified in the *Readers' Guide to Periodical Literature* and the number of books published which was tracked by using the

Cumulative Book Index. The author surveyed libraries to compare dates when libraries identified a need to collect resources on HIV/AIDS and compared those with the number of AIDS-related titles held by respondent libraries. Lemann's study reveals that libraries started collecting HIV/AIDS titles from as early as 1981. The study also reveals that most community libraries did not appear to have an AIDS collection that would adequately serve the population. The author's study is helpful in understanding the timeliness of libraries' responses - through collection development indicators - concerning the HIV/AIDS pandemic.

Proactive HIV/AIDS information services - their scope, rationale and infrastructures - are the themes of two important studies by Huber (1996) and Lukenbill (1994). Both helped identify the diverse options open to libraries willing to fulfil their social responsibility role to their respective constituencies in terms of the HIV/AIDS pandemic. Huber (1996) surveyed the highly complex contexts whereby HIV/AIDS information is created by biomedical experts as well as HIV affected individuals. The results of Huber's exploratory study provide additional insights into the types of information HIV positive people seek and the resources they consult in gathering information to improve their health and strengthen their well-being.

Lukenbill (1994) investigated the role of academic, public and special libraries as information disseminators. The research identified professional models for the exigencies of the ongoing AIDS crisis and outlined a variety of non-traditional models for providing proactive information-based services. Many of these information-based services could be adapted and adopted by public librarians. Examples include the following:

-  Contributing to media service campaigns
-  Sponsoring speakers' presentations

- 🚫 Building in-house collections
- 🚫 Developing information and referral networks
- 🚫 Marketing services through outreach and community based organisations and schools (Lukenbill, 1994: 128).

Recently, two papers were published by professors from universities in neighbouring African countries. Mchombu (2000) - from Namibia - and Batambuze (2003) - from Uganda - indicate that librarians have a role to play in HIV/AIDS information dissemination in African countries. Batambuze's (2003) paper - delivered at the 69<sup>th</sup> IFLA General Conference in Berlin in 2003 - highlights libraries in African countries that have made significant progress in prioritising the provision of HIV/AIDS information services and programmes. Mchombu (2000) suggests that libraries should seek to understand the Social Science dimension of HIV/AIDS so that they can make a meaningful contribution to combating HIV/AIDS. Further details about the projects in Namibia and Uganda are given in Chapter Three.

Published literature on librarians and HIV/AIDS - written by South Africans - is currently limited to only a few articles. These include articles in the *Cape Librarian* by Hart (2001) and Kabamba (2000) and an article in the *Free State Libraries* by Le Roux (2002). These articles stress that libraries must make a lasting impact on their societies regarding HIV/AIDS programmes by looking at collection development, outreach programmes and in-house displays.

Community libraries have a variety of resources and ways of disseminating knowledge that enable it to educate its users in aspects of HIV and AIDS; the prevention of social abuses; and the development of these resources and methods to disseminate useful information in the fight against HIV/AIDS.

## **6. SUMMARY**

Based on the discussion in this chapter, one can conclude that the community library has a social responsibility to ensure that the relevant information about HIV/AIDS is distributed to the library users in the community. When community libraries join in the education on HIV/AIDS, their efforts will extend beyond the walls of the library.

In Chapter Three the interventions that community libraries can embark on - and the proposed interventions to promote HIV/AIDS awareness - are explored in more detail.

## CHAPTER 3

### CURRENT HIV/AIDS AWARENESS INTERVENTIONS BY COMMUNITY LIBRARIES

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## **1. INTRODUCTION**

In the previous chapter the social role and responsibility of the community library, regarding HIV/AIDS awareness, was examined. The conclusion reached was that community libraries can use available resources to disseminate information that is useful in the fight against HIV/AIDS.

In support of the previous chapters, this chapter identifies interventions that community libraries currently engage in - as well as proposed interventions (from the literature) to improve HIV/AIDS awareness. Interventions are categorised on the basis of International, African and South African findings. Examples from the literature are included to illustrate the scope and context in which different interventions are used. This chapter concludes with a summary of intervention types that can be used by community libraries to increase HIV/AIDS awareness among users. The summary also forms the basis for the questions included in the interview guide.

## **2. INTERNATIONAL INTERVENTIONS**

The preceding chapter describes how the international library community responded to the HIV/AIDS pandemic. Since the 1980s, the international library community has attempted to provide resources and services that improve the understanding of users concerning HIV/AIDS and related illnesses - as well as the economic and social impact of the disease.

During 1988 the New York Library Association (NYLA), for example, acknowledged its social and cultural role in the HIV/AIDS crisis. A broad statement was issued concerning the position of libraries on the HIV/AIDS blight which stated that “libraries should provide complete access of information to people suffering from the HIV/AIDS virus” (National Aids Network, 1988:14).

The NYLA recognised that library users, who are infected with HIV/AIDS, have special information needs. These users were, therefore, seen as a special user group who require special resources and services to meet their specific need. However, the NYLA soon discovered that meeting the needs of this specific user group is a monumental task. They found that many information and education approaches exist for the dissemination of HIV/AIDS information.

An important publication by Huber (1996) aimed at compiling a list of the HIV/AIDS information services, interventions and infrastructure necessary to provide products and services to users with HIV/AIDS information needs. Research conducted by Huber and Cruz (2000:39) surveyed the highly complex context in which HIV/AIDS information is created. The authors recommended that libraries should obtain a better understanding of the information needs of individuals infected with HIV/AIDS. These should be gathered through user surveys.

The recommendations are supported by research done by Perry (2000:119) who indicates that community libraries - as trusted public institutions for the dissemination of information - can play an important role in promoting public health information about HIV/AIDS prevention and education. Through carefully identifying the issues; taking a non-judgemental service approach; and building collaborations with community based organisations, public libraries can become a common ground for providing proactive prevention-focused information services.

HIV/AIDS interventions - that are commonly used internationally - will now be discussed in more detail.

## 2.1 Consumer health information dissemination and services

Lukenbill (1994:8) describes consumer health information dissemination as “information intended for the layperson and specialised, technical information directed at the medical professional.”

Consumer health information has been part of library information - on an informal basis - for decades and, according to Rees (1991:16), includes the provision of the following:

- 🚫 Bibliographic services.
- 🚫 Resource development which entails network and contact directories that are vital to the HIV/AIDS information structure. For example, in 1988 the Resource and Development Programme of the National AIDS Network was established and published an AIDS Lifeline which listed community-based AIDS service organisations (United States Conference of Mayors 1988:2).
- 🚫 Interlibrary loan services.
- 🚫 Information and referral services.
- 🚫 Programming which could include the home delivery of information services to house-bound persons and the creation of HIV/AIDS information stations at churches, schools and other community centres (Lukenbill, 1994:10).
- 🚫 Publications, such as local newspapers and library journals, in which librarians can publicise articles.
- 🚫 Networking and resource sharing to make computerised information available to the general public and HIV/AIDS organisations *via* library websites.
- 🚫 Networking can also take places *via* e-mails and chat rooms.

- 🚫 Union catalogue project development, such as the AIDS Clearinghouse Electronic Union Catalogue project. Libraries may access this catalogue free of charge for up to 60 minutes per day. This project tries to answer questions that cannot be answered with locally available resources and serves library professionals who are out in the field - isolated from information sources (Rees, 1991:16).

Community libraries have traditionally avoided consumer health information services. The perception is that to provide such services requires a significant degree of expertise (Lukenbill, 1994:16).

Librarians have, increasingly, been forced to confront these perceptions. This is due to a nation-wide shift in the delivery of healthcare *via* managed care organisations which, in turn, increases the pressure on individuals to know more about their health. In 1999, the National Library of Medicine in New York, for example, announced a grant programme to promote public access to consumer health information sources. The grants programme placed an emphasis on partnerships with public libraries. These partnerships created opportunities for a variety of HIV/AIDS consumer health information initiatives (Perry, 2000:125).

HIV/AIDS has many elements that can be labelled consumer information. For example, nutrition, exercise, good mental health and well-being are aspects of consumer health information that are also vital to the good management of the HIV disease. Consumer health information programmes - run by libraries - offer the public a wide range of information which is found in its collection of

- 🚫 books
- 🚫 directories and reference tools
- 🚫 health newsletters
- 🚫 magazines
- 🚫 clipping files

- referral and computer databases (Lukenbill, 1994:126).

In addition to the above, Myers (1996:77) states that the following can be offered to increase consumer health information services:

- Mounting semi-permanent and widely appealing and innovative exhibitions on HIV/AIDS - not only in libraries but at conferences and meetings.
- Giving prominence to the role of discussion facilities, such as Lit serves, Interlending schemes and the Internet.
- Offering mobile library services to communities that cannot reach libraries.

Community library contributions to community-based development projects need not always be in the form of information. If libraries can provide a venue for HIV/AIDS counselling sessions and motivational literature, they make a significant investment in their community.

## **2.2 Information dissemination**

Whittaker (1993:51-52) describes the dissemination of information as

... an area of reader service that is also relevant to publicity and public relations work in libraries. It is an area of service changing in nature from answering queries received from library users. The reader is told about documents of information they may want, rather than the library staff responding to the reader's requests for information or an item of stock.

To ensure the effective dissemination of information, Lukenbill (1990:51) suggests that librarians can

- write reviews for local publications about HIV/AIDS material.

- 🚫 provide research support for HIV/AIDS workers.

Cowen and Wright Rix (1991:40) maintain that AIDS information services and programmes must be integrated into existing outreach programmes by developing an educational information programme in cooperation with AIDS authorities that can be taken into schools, churches and prisons. Lemann (1993:509) reports that to further enhance this service, libraries must also focus on a computerised information network, share HIV/AIDS resources and provide relevant HIV/AIDS information *via* telefax or online with other libraries.

Cowen and Wright Rix (1991:40) further suggest that it is important that there is coordination between HIV/AIDS activist groups and community libraries to ensure that the library has a continuous supply of pamphlets, newsletters and information on local resources that can be distributed to communities. The following information should be available in local newsletters, pamphlets, brochures and web sites:

- 🚫 AIDS telephone hotline numbers
- 🚫 Names and contact details of support groups
- 🚫 Lists of available information resources on HIV/AIDS
- 🚫 Products and services offered by local libraries pertaining to HIV/AIDS awareness campaigns
- 🚫 Information about conferences, clinics and AIDS resource centres that are hosted in community, medical and health centres (Huber & Cruz, 2000:45).

From the above, one can conclude that the dissemination of information services includes the display and distribution of information pertaining to library services, stock and other news about HIV/AIDS that users would appreciate. Most dissemination services are general in that the information is applicable to all library users. However, in the case of HIV/AIDS interventions, information

pertaining to the virus is only sent to the user interested in the specific topic. Cowen and Wright Rix (1991:39) explain that this is known as selective dissemination of information (SDI).

According to Cowen and Wright Rix (1991:40), the Los Angeles County Library has the best example of a library that uses a SDI service to disseminate information. The Los Angeles County Library opened an HIV/AIDS Information Centre at the West Hollywood Library in 1989. This was the first of its kind to be established and operated by a public library in the United States. The centre shares its resources *via* telefax and online *via* e-mail and a network with the other 89 community libraries of Los Angeles. The library staff members of the HIV/AIDS Information Centre were given full responsibility for selecting materials for the collection and they provide necessary extension services to meet the needs of users. Users of the HIV/AIDS Information Centre include mainly non-medical users, such as researchers, students, the general public, persons infected with the HIV/AIDS virus and their significant others.

To enforce an effective SDI service, the West Hollywood City Library purchased the Computerised AIDS Information Network, CAIN. CAIN is an interactive online network designed to communicate with individuals and leading AIDS organisations throughout the world. Both electronic mail and full-text database services are available on CAIN (Cowen & Wright Rix, 1991:41).

### **2.3 Collection development**

Salvadori (1992:6) suggests that in order to ensure the effective collection of HIV/AIDS resources, two questions need to be answered:

- (a) What kinds of information on HIV/AIDS do users want and need?
- (b) How do libraries develop their collections to ensure that users get the information they need?

Salvadori (1992:7) provides the answer to the first question, saying that library users who might seek HIV/AIDS information may include the following:

-  Students at all levels of education who are particularly interested in facts and figures.
-  People who are concerned about the historical and philosophical issues regarding HIV/AIDS.
-  People who are worried about acquiring the disease and are looking for information on its prevention.
-  People who are living with HIV/AIDS and who are looking for support.

The second question on how libraries should develop their collections is answered by Huber and Cruz (2000:31). They suggest that resources collected for an HIV/AIDS collection should comply with the following criteria:

-  Be authoritative
-  Be timely
-  Be written at a lay level
-  Lead patrons to other resources available in the collection.

Lemann (1993:509) indicates that library collections should include resources on specific topics related to HIV and AIDS. The author suggests that those topics should include the following:

-  Resources related to the handling of relationships, finances, child care, death, employment, housing and religion - in the context of HIV/AIDS.
-  Pamphlets, newsletters and information on local resources gathered from local activist groups.

Huber and Cruz (2000:45) expand on the list of resources mentioned by Lemann (1993) and propose that the following services should also be included in the HIV/AIDS collection of community libraries:

-  Overviews which offer answers to simple questions
-  Autobiographies of persons infected or affected by HIV/AIDS
-  Books about caregivers
-  Books on ethical and legal issues
-  Information regarding the wellness of partners
-  Books on dating and relationships
-  Books on finances, death and dying, alternative medicine, HIV/AIDS disclosure
-  Information on healthcare financing, employment, housing, social activities, family, mental health, religion and child care.

Cowen and Rix (1991:41) feel that taking an active role in providing HIV/AIDS information is an extremely rewarding activity and - due to the urgent nature of the Aids crisis - should be high on every library's agenda:

Because many people still find the aspects of the AIDS pandemic provocative or difficult to deal with, it is extremely easy for misinformation to spread. The library is an ideal focal point in the struggle to dispel such misconceptions.

## **2.4 Outreach programmes**

UNESCO (1994) defines outreach programmes as

.. programmes for all age groups that include all types of appropriate media and modern technology as well as traditional material. It further

means a planned and integrated programme of library services designed to identify, contact and serve persons within the community

Based on the above, it can be concluded that outreach programmes may include a variety of activities - from toddler and preschool story programmes to adult and family programmes. Outreach programmes provide a way to introduce books and the library services to the community; offer them new experiences with literature; and give them enriching educational and cultural experiences (Conner, 1990:57).

ALA (1979:275) stipulates that the needs and interests of special groups in the community must be taken into consideration when planning and organising outreach programmes. Due to limited available resources, Lukenbill (1990:13) suggests that libraries should enter into a cooperative partnership with community AIDS service agencies when planning and providing outreach events.

Examples of different outreach programmes - with HIV/AIDS as a theme - are discussed in more detail below.

#### ***2.4.1 Information and educational programmes***

Meeting the needs of users interested in - or suffering from - HIV/AIDS is a sensitive issue which should include careful planning. Systematic programme planning is a necessity and involves the setting of goals and objectives; the assessment of needs and resources; and the establishment of service and programme policies. Effective information resource development plans will ensure that people can find the help they need in the library. Many international information and education approaches exist for the dissemination of HIV/AIDS information. A good example of a working model is the HIV/AIDS information programme of the Los Angeles Public Library - through its HIV Information Centre. Its services include a special HIV/AIDS book collection, periodical

subscriptions, videocassettes, pamphlets and computerised HIV/AIDS information services that are accessible through a database called the Computerised Aids Information Network (CAIN). It also makes referrals and offers reader advisory services (Kniffel, 1992:348).

An initiative from the West Hollywood Library was to open an HIV Information Centre. The centre is staffed with three professional librarians and a network of community volunteers - all whom are trained to use, and assist users in using, the CAIN database. Housing a public health information centre, such as this one in a library, is an innovation that enables the public to obtain highly sensitive and vital information in a non-threatening environment. According to Cowen and Wright Rix (1991:39) this centre has become a model for libraries and public health organisations across the United States. An overwhelmingly positive result of the centre has been the development of a strong community coalition made up of library staff, community AIDS agencies, volunteers and concerned community activists. These groups make monthly recommendations in terms of collection development and they create programmes to enhance HIV/AIDS awareness in the communities.

#### ***2.4.2 Preventative HIV/AIDS education programmes***

Lukenbill (1990:507) defines preventative education programmes as “programmes that provide basic information about HIV/AIDS to all users.” The purpose of preventative HIV/AIDS education programmes is to promote - and prevent - the spread of the disease by providing information to foster and sustain behaviour that will reduce the risk of more people getting infected.

An example of such an HIV/AIDS education programme is found in Philadelphia. The AIDS Information Network of Philadelphia - managed by the Information Services of Philadelphia - makes extensive attempts to distribute HIV/AIDS information to a wide, well-defined audience. It does this by designing a

marketing strategy that targeted specific groups. It has also developed a basic HIV/AIDS information collection which has been placed in all branches and bookmobiles. Furthermore, it distributes pamphlets and brochures and television programmes about HIV/AIDS that are available to the public (Hofacket,1993:1).

Levine (2002:46) warns that libraries - that offer preventative HIV/AIDS education programmes - should ensure that the programmes comply with the following guidelines in order to be successful:

-  The message should be appropriate for the ages of the user group.
-  The information should be comprehensive.
-  The information should be medically accurate.
-  The information should reflect the community's values.
-  The information should be sensitive to issues of diversity.
-  The tone of the message should be friendly and visually appealing to young people.

### **2.4.3 Art as an information resource to enhance HIV/AIDS awareness**

Lukenbill (1994:51) maintains that art can be an effective tool to enhance HIV/AIDS awareness, especially if it focuses on people who are conscious of the disease or who have personal experience of it.

Authors, such as Atkins and Sokolowshi (1991:13), Tucker (1992:532) and Lukenbill (1994:52), give the following as examples of art as information resources to enhance HIV/AIDS awareness:

-  Identifying artists who have used the HIV/AIDS crisis to express themselves creatively and setting up a display about these artists and their works.

- 🚫 Organising travelling exhibitions to create awareness and hosting these exhibitions in the library.
- 🚫 Encouraging library patrons to make quilts for HIV/AIDS sufferers and compiling an exhibition of these quilts in the library.
- 🚫 Auctioning the quilts to big companies in the community and using the money to extend the HIV/AIDS collection.
- 🚫 Asking school children to construct a mural in the library for people suffering from HIV/AIDS

#### ***2.4.4 The promotion of HIV/AIDS library services and programmes***

Cuthbert (1989:36) suggests that the promotion of products and services offered by libraries - and specifically those related to HIV/AIDS - are imperative because libraries are often invisible in the minds and perceptions of those living with HIV/AIDS.

Lukenbill (1994:14) maintains that the following could be done to promote HIV/AIDS products and services offered by libraries:

- 🚫 Ask that librarians be included in radio and television announcements to discuss available resources of information related to HIV/AIDS.
- 🚫 Ask that library services and products related to HIV/AIDS be included in informative and educative pamphlets and brochures that support public health campaigns as important and convenient sources of information.
- 🚫 Distribute finding tools, such as bookmarks, media lists and bibliographies, that alert users to HIV/AIDS information available in library collections.

- 🚫 Offer space to government and community-based organisations for the display, distribution and viewing of their mass-media campaign materials in the library building.
- 🚫 Mount exhibits and displays in libraries that reflect the message of HIV/AIDS prevention and awareness.

## 2.5 Policies

Authors, such as Cowen and Wright Rix (1991:39), Levine (2003:46), Lemann (1992:506) and Lukenbill (1990:207), have contributed to the issues concerning HIV/AIDS service delivery and collection development policies. The researcher could not find any formal collection development or service delivery policy in the literature, but recommendations by these authors establish a background for recommendations made in Chapter Seven of this study.

According to Cowen (1991:39) - in terms of book ordering - mass market titles on HIV/AIDS should be available through main stream vendors and certain speciality titles may need to be purchased through independent booksellers. The authors further insist that a HIV/AIDS collection must reflect a wider range of subject areas that are both current and informative and that meet the needs of the community.

Levine (2002:46) feels that whether librarians personally choose materials for their HIV/AIDS collection, request materials, or familiarise themselves with new acquisitions, they have to make certain that the library provides the best and broadest range of information.

For Lemann (1993:506), a weeding and replacement policy should be in place as part of an HIV/AIDS collection development policy. The author recommends that HIV/AIDS material should be continuously weeded and replaced with current resources.

Lukenbill (1990:207) thinks that policies regarding HIV/AIDS products and service delivery should include the following:

-  Encouraging library staff training on AIDS
-  Promoting official library staff cooperation with AIDS service organisations
-  Requesting additional funds for AIDS resources and formulating a collection development statement about HIV/AIDS information resources and including policy considerations about the sexual nature of AIDS information.

The author further suggests that a service delivery policy should include library created programmes about HIV/AIDS, including forums and television productions; exhibits; distribution of free HIV/AIDS material; cooperative programme development with outside social agencies - including staff training workshops; preparation of bibliographies, guides and reviews; and the development and maintenance of special AIDS libraries, centres and collections.

The above information could assist decision-makers in compiling a formal HIV/AIDS collection development and service delivery policy for libraries.

The international interventions – mentioned above - play an important role in promoting public health information surrounding HIV/AIDS prevention and education. African HIV/AIDS interventions will now be discussed in more detail.

### **3. AFRICAN INTERVENTIONS**

Authors, such as Muswazi (2000), Isaak (2000), Batambuze (2003), Mchombu (2000) and Baffour-Awuah (2004), have discussed issues pertaining to HIV and AIDS in Africa.

In 2005 the United States National Commission on Libraries and Information Science (NCLIS) published a report on the role of libraries in HIV/AIDS information dissemination in Sub-Saharan Africa. The report reveals that libraries in Sub-Saharan Africa participate in HIV/AIDS information activities in a variety of ways. They hold community forums for the discussion of local issues, including HIV/AIDS, and they disseminate information by means of drama, poetry, singing and dancing. The report focuses mainly on a broad overview of libraries in Sub-Saharan Africa, with a full list of contact details of all the libraries that were involved in the research. As an annexure to the report, activities in individual countries are described. It is not known whether all of the reported projects employ trained library or information professionals, but the authors suggest that “if LIS professionals are not involved in these projects, there is opportunity for them to become involved.”

Batambuze (2003:3), for example, emphasises the fact that information and knowledge are central in the fight against HIV/AIDS. The author recommends that libraries create avenues for children and adults to access information and knowledge about HIV/AIDS.

Isaac (2002:38) discusses the translation and repackaging of international HIV/AIDS resources, such as books, brochures and videos in more manageable formats.

Muswazi (2000:38) stresses the importance of collaboration between library services and government organisations to enhance HIV/AIDS awareness. The author discusses the importance of offering inexpensive brochures and leaflets in the first language of the library user. These can be obtained from government organisations dealing, specifically, with HIV/AIDS issues.

Baffour-Awuah (2004:1) emphasises the important role that librarians and library workers play in improving HIV/AIDS awareness in Africa. According to the author, librarians - as distributors of information - must be at the forefront of teaching community members about the dangers of HIV and AIDS.

Specific HIV/AIDS interventions that are used in African countries to enhance HIV/AIDS awareness or recommendations for HIV/AIDS interventions - specifically for African countries - are discussed below.

### **3.1 Children and youth programmes**

The National Library of Uganda - through the Nakaseke Multipurpose Community Telecentre and Library - facilitates HIV/AIDS awareness programmes for children and young adults in the rural areas (Uganda National Commission for UNESCO, 2002). Through these programmes, children and young adults are taught about the dangers and effects of contracting HIV and AIDS. The programme also includes information about how the HI virus is spread and what precautions can be taken to prevent it.

An investigation at the University of Namibia - lead my Mchombu (2002) - examined the role of libraries in combating the HIV/Aids pandemic. A report of the investigation states that librarians should play a more active role in teaching children and young adults about the socio-economic impact of HIV/AIDS. A survey, which formed part of the investigation, reveals that young people in Namibia would like to attend programmes that include information about HIV protection. Mchombu (2003:3) proposes that libraries - in collaboration with government organisations - should provide such programmes.

### **3.2 Community information programmes**

Myers (1996:78) suggests that community libraries are a way to reach people if one takes into consideration that in remote places, like Malawi, the community library is seen as a gathering point for the community. This is confirmed by Kabamba (2000:13) who reports that other consumer health information services conducted by libraries in Malawi include the Malawian National Library Service initiative that distributes condoms from the reference desk. This initiative has proved to be very successful.

Across Botswana HIV/AIDS is being integrated into the school curriculum and most community and school libraries have created HIV/AIDS corners that provide information resources, such as pamphlets (Baffour-Awuah 2004:2).

### **3.3 Performing arts initiatives**

In his article, Batambuze (2003:4) mentions that libraries in Uganda use drama, poetry, dancing and singing performances as HIV/AIDS interventions. Unfortunately, he does not elaborate on these initiatives.

Both the international and African literature reviewed reveal that several successful HIV/AIDS interventions have been conducted by the library community. The South African HIV/AIDS interventions will now be discussed.

## **4. SOUTH AFRICAN INTERVENTIONS**

In South Africa – especially, in recent years - AIDS has claimed victims across the social spectrum: male and female, young and old. Though this international curse has been in existence for some time, relatively little has been published with HIV/AIDS and libraries as a theme. The results of a NEXUS search - undertaken on 15 January 2006 - indicate that 45 completed and current research projects on HIV/AIDS exist in South Africa. Of these 45 research titles, only two fall within the field of Library and Information Studies. The titles of the

two research projects are: “Public libraries’ intervention in the provision of HIV/AIDS education programmes in KwaZulu-Natal” and “The dissemination of HIV/AIDS information by public libraries in KwaZulu-Natal”. Neither of these research projects addresses the questions on how community libraries - as part of civil society - can assist in the provision of HIV/AIDS prevention programmes. On 19 January 2006, the University of Zululand confirmed that both these research projects are still incomplete.

South African authors, such as Hart (2001), Jacobs (2002), Le Roux (2002), Schimper (2002) and Wagner (2004) have, however, attempted to address the role of libraries in HIV/AIDS awareness campaigns. Based on their articles, the following HIV/AIDS interventions - that are currently used in South Africa or could be used in future - were identified.

#### **4.1 Performing arts initiatives**

The City of Tygerberg forged a partnership with the Community Arts Project to stage a dramatic performance concerning HIV/AIDS. The performance included a stage play with HIV/AIDS as its theme. The play addressed the fear people have to interact with another person who is diagnosed with HIV/AIDS. Misconceptions were addressed and rectified. The medium of drama proved to be a valuable medium for educating children and raising an awareness of HIV/AIDS issues. Nine libraries - within the disadvantaged communities - participated in this project (Jacobs 2002: 46).

#### **4.2 Collection development**

When it comes to the needs of special groups, like people living with HIV/AIDS, community libraries should consider the development of special collections as part of their strategic planning (Schimper, 2002:3). These collections should

include non-fiction and fiction material - shelved separately - so that they are more visible for the special user groups.

The topic of HIV/AIDS emerged, mostly, in non-fiction literature. Fiction titles with HIV/AIDS as a theme are relatively scarce, but several titles have been published in the past few years. Community libraries can use these titles to create a situation where parents/siblings could discuss the issues within the novels/short stories. Baffour-Awauh (2004:3) feels that “there is potential here for serious education, through HIV/AIDS fictional writing.” Titles of books written for young readers which are suggested by Le Roux (2002:10) and Baffour-Awauh (2004:3) include the following:

- 🚫 Brandt, Marianna. 1993. *The food of love*. Manzini: Macmillan Boleswa.
- 🚫 Courtenay, Bryce. 1993. *April Fool's day*. London: Heinemann.
- 🚫 Davis, Christopher. 1994. *Philadelphia*. London: Penguin.
- 🚫 Fox, Jane. 2002. *Nkosi's story*. South Africa: Spearhead.
- 🚫 Gratton, Valerie. 1993. *Bad news boy*. Manzini: Macmillan Boleswa.
- 🚫 Guibert, Herve. 1991. *To the friend who did not save my life*. London: Quartet.
- 🚫 Hoffman, Alice. 1988. *At risk*. London: Macmillan.
- 🚫 Hough, Barrie. 1992. *Vlerkdans*. Kaapstad: Tafelberg.
- 🚫 Kala, Viola. 1994. *Waste not your tears*. Harare: Baobab.
- 🚫 Leroux-Van der Boon, Marzanne. 1992. *Klaprose teen die wind*. Cape Town: Tafelberg.
- 🚫 Miklowitz, Gloria D. 1987. *Goodbye tomorrow*. London: Lions Teen Tracks.
- 🚫 Mogwe, Gaele. 1995. *Mare's aunt*. Harlow: Longman.
- 🚫 Monette, Paul. 1990. *Borrowed time*. London: Fontana.

- ✚ Nyaywa, Kekelwa. 1996. *The plague at my door*. Randburg: Ravan Press.

Baffour-Awauh (2004:8) further suggests that there is a need for a multi-pronged approach to the HIV/AIDS crisis. The author maintains that teaching young people about HIV/AIDS and its consequence by means of fiction is a pleasurable way of educating them to face HIV/AIDS. It is recommended that

- ✚ all school, public and community libraries deliberately acquire HIV/AIDS fiction titles.
- ✚ class readers be changed to titles which can make a dual impact.
- ✚ Book Fairs dedicate space to HIV/AIDS materials.
- ✚ international organisations dedicate space on their websites where member countries can post notices of new, creative HIV/AIDS materials - so that other librarians may be informed of the availability of these new titles.
- ✚ libraries dedicate space for displays of available HIV/AIDS materials.

### **4.3 Displays**

The Free State Provincial Library Services (Smuts, 2002:23) used library displays to celebrate events, such as National Aids Day. Book exhibitions in the foyers of libraries highlight the important role that the community library can play in providing information on key government programmes, like the prevention and treatment of HIV/AIDS.

The current national and worldwide drive - to address all aspects of HIV/AIDS - presents an ideal opportunity for librarians to have an informative display.

According to Wagner (2004:47), the following should be taken into consideration when planning an HIV/AIDS exhibition:

-  Select a prominent space in your library for setting up the display.
-  The display need not to be large, but it must be bold and visible.
-  Use the colours, red, white and black for dramatic contrast.
-  Select and photocopy articles on AIDS from newspapers and trace the wording on them in pencil as a guide to tearing letter shapes out of the newspaper.
-  Display leaflets and brochures that can be taken home by library users.
-  Check the daily newspapers for the latest articles. Photocopy and enlarge them and add them to the display.
-  Use photos of celebrities associated with the fight against AIDS to focus attention.
-  The display needs to be kept alive and must contain as much information and as many contact numbers as possible. Photocopy and duplicate these as a list which can be put on the display for any user to take.
-  Keep it eye-catching and accessible to library users.
-  Send out invitations to local high schools in the region and invite them to visit the exhibition.

#### **4.4 Outreach programmes**

There are few sources that describe HIV/AIDS outreach programmes conducted in South African libraries. The researcher could only find four articles describing these outreach programmes. The definition for outreach programmes - as set out in the international interventions - is also valid for the South African scenario. The three outreach programmes include:

- 🚫 Provision of programmes related to burning community issues, such as HIV/AIDS (Kabamba, 2000:13).
- 🚫 Forming partnerships with schools to set up HIV/AIDS research projects and discuss HIV/AIDS with the children (Hart, 2001:11).
- 🚫 Hosting programmes that convey the message that the library cares about HIV/AIDS (Francis, 2000).

Kabamba (2000:13) emphasises the importance of outreach programmes by recommending that libraries should reach out because they are placed right at the centre of communities and must, therefore, provide programmes related to burning community issues - such as HIV/AIDS. The author stresses that community libraries would not go wrong to forge links with such noble causes. He adds that libraries need innovative ideas and the drive to serve - and make a lasting impact on - society.

Hart (2001:11) gives two examples of a more proactive role for HIV/AIDS programmes that libraries can follow to address the HIV/AIDS issue:

- 🚫 Establish “forums for talk” where young people can meet, regularly, and discuss HIV/AIDS.
- 🚫 Form partnerships with schools to set up HIV/AIDS research projects.

The Free State Library Services (Free State Libraries, 2002:23) joined hands with a non-governmental organisation, “Alliance against AIDS in Africa”, and hosted a programme that conveyed the message that the library cares about community members suffering from HIV/AIDS. The programme contained activities, like dramatisations, sporting activities and face-painting for the children.

Francis (2000) described the objective of the Gauteng Provincial Library Services Aids Awareness Programme as a programme

... to create an awareness of HIV/AIDS, prevent the spread of this disease and reduce new HIV infections especially among young people by providing information through community library and information services.

The AIDS awareness programme of the Gauteng Provincial Library Services entails the following interventions:

-  Workshops for librarians
-  Purchasing information resources
-  Distribution of condoms
-  Displays of AIDS material
-  Video shows on AIDS
-  Poster and essay competitions on AIDS
-  Dramas about AIDS from stories taken from library books
-  Information sessions on AIDS for the youth
-  Referral services in place at libraries
-  The development of a database of experts who are available to individuals or groups for support or training
-  Publicity materials on AIDS
-  Breakfast seminars
-  Recreational camps for the youth
-  AIDS day festivals.

#### **4.5 Promotional material**

The researcher conducted a face-to-face interview with the former Deputy Director: Library, Information and Archive Services of the Gauteng Provincial Government, Mr Branham Francis, during July 2003 to discuss the HIV/AIDS

awareness programme conducted by the Gauteng Provincial Government. Mr Francis indicated that the Gauteng Provincial Library Services designed, printed and distributed posters and bookmarks to show the Directorate's support for HIV/AIDS information dissemination.

#### **4.6 Staff training**

The Gauteng Provincial Library Services (Francis, 2000:1) organised HIV/AIDS education workshops for staff members to empower them to assist users who have HIV/AIDS queries. The workshop focused on the following areas:

-  Use of the core collection and resource packs
-  Networking with other organisations
-  Community information database.

The librarians, who attended, received resource packs which consisted of videos, books and posters.

#### **4.7 Policies**

The researcher could not find any information in the literature review regarding collection development and/or service delivery policies for South African libraries related to HIV/AIDS. The researcher contacted the Directors of the different Provincial Library Services as well as Library Managers from Metropolitan Municipalities. All of them indicated that their institutions have HIV/AIDS workplace policies, but these policies do not specifically cater for collection development and service delivery in libraries. The researcher also made use of the LIASA Litserv on 3 October 2005 to post the question to the broader library community. One teacher-librarian responded by e-mailing the schools policy on

HIV/AIDS. The teacher-librarian indicated that the following - taken from the policy - forms a basis for presenting HIV/AIDS awareness programmes and when purchasing HIV/AIDS resources (St Andrews College, 2005):

Learners with HIV/AIDS should lead as full a life as possible and should not be denied the opportunity to receive an education which will fulfil their potential. Likewise, educators with HIV/AIDS should lead as full a professional life as possible with the same rights and opportunities as other educators and with no unfair discrimination being practised against them.

An ongoing AIDS education programme should be implemented for all members of the school – learners, parents, teachers, administration and service staff to provide life skills education on an ongoing basis. It should be aimed at giving accurate and up-to-date information so that the correct preventative measures will be maintained and so that empathy with those with the disease will be encouraged. It should aim to allay excessive fears of the epidemic, to reduce the stigma attached to it and to instil non-discriminatory attitudes towards persons with HIV/AIDS as well as ensuring the acquisition of age-appropriate knowledge and skills for protection from HIV infection.

## **5. USER PROFILES**

The above interventions can only be successfully executed if librarians have an understanding of the types of users they are catering for. Little has been written about the types of users who seek information about HIV/AIDS. Salvadori (1992:7) reports that the following users might seek information about HIV/AIDS related issues: students at all educational levels; people concerned about historical and philosophical issues on HIV/AIDS; people worrying about acquiring the disease, who are looking for information on prevention; and people living with HIV/AIDS who are looking for support.

A survey - conducted by Lukenbill (1994:114) - of American college students reveals some interesting insights into the types of users who make use of the library for information on HIV/AIDS. Seventy-three percent of the users were found to be female and twenty-seven percent male. The respondents' age groups varied between the ages of eighteen and thirty-five. This information could, however, not be compared with the findings of the study conducted in the Bojanala region. The focus groups in Lukenbill's study were college students and the larger library community was not addressed in this study.

It can be concluded - from the discussion concerning HIV/AIDS interventions currently embarked on within South African libraries - that the focus groups, in South Africa, are mostly children (Hart, 2001:9) and young adults (Free State Libraries, 2002:23).

The Children's Literature Research Unit (CLRU) of the Department of Information Science at the University of South Africa (UNISA) carried out a pilot project in secondary schools to examine South African children's reading interests and information usage. One of the sections - discussed in the research - focuses on HIV/AIDS issues. The research reveals that 87.8% of the male respondents and 93% of the female respondents indicated that they had read about AIDS. All the information collected on AIDS reading interest and information - used in the CLRU's study - reveal that more female respondents made use of AIDS information (Machet, Olen and Chamberlain, 2001:105-107).

## **6. A COMPREHENSIVE SUMMARY OF HIV/AIDS INTERVENTION TYPES**

A summary of intervention types that can be used by community libraries to increase HIV/AIDS awareness among users is given in Table 3.1 below. These intervention types form the basis of the interview guide that was used to

determine interventions that libraries in the Bojanala region use to promote HIV/AIDS awareness.

<b>Intervention type</b>	<b>Description</b>
Arts initiatives	<p>Writing letters to people affected by HIV/AIDS</p> <p>Constructing murals</p> <p>Compiling art exhibitions</p> <p>Creating a quilt</p> <p>Hosting drama, poetry, singing and dancing events with the main theme of HIV/AIDS</p>
Book displays	<p>Mounting in-house displays and displays at community events</p>
Collection development	<p>Creating special resource collections that are shelved separately to ensure easy access</p> <p>Using e-mails and litservs for communication between activist groups and libraries</p> <p>Using donor funds to purchase materials on HIV/AIDS</p> <p>Making referrals to HIV/Aids groups</p> <p>Enhancing the circulation of the HIV/AIDS collection through block-loans to schools and other interested organisations</p> <p>Included fiction and non-fiction in a collection</p>
Community information programmes	<p>Presenting seminars and workshops on HIV/AIDS</p> <p>Distributing condoms and HIV/AIDS brochures and pamphlets in the library</p> <p>Providing recreational camps for the youth</p>
Information dissemination	<p>Making reviews available to users</p> <p>Making use of computerised networks</p> <p>Establishing cooperation between HIV/AIDS activist groups</p> <p>Promoting AIDS telephone hotlines</p> <p>Offering support to HIV/AIDS support groups</p> <p>Distributing pamphlets, brochures, and AIDS newsletters</p>

	Making information available about conferences, clinics and AIDS resource centres
Promotional initiatives	Participating in radio and TV announcements Designing and printing posters and bookmarks Offering spaces for meetings and displays Mounting displays in libraries
Outreach programmes	Presenting: Workshops Lectures Film programmes Children and youth programmes Information and educational programmes Preventive educational programmes Delivering books to homebound patients Having poster and essay competitions on HIV/AIDS Celebrating AIDS day
Consumer health information services	Providing a wide range of consumer information which is found in books, directories, health newsletters, magazines, clipping files and referral and computer databases

**Table 3.1: Intervention types and descriptions**

## **7. SUMMARY**

For the community library, the challenges of supporting and marketing an exceptional HIV/AIDS information service are rigorous. Such a proactive endeavour requires a commitment from library leadership; the development of thoroughly considered policies regarding rights of access to information; a healthy and ongoing dialogue with potentially opposing community constituencies; and staff members who are committed to a social responsibility

modelled library mission. If strategically managed, HIV/AIDS interventions can lead to improved library/community integration, ongoing focused community attention on the library, and - most importantly - delivery of a crucial and necessary service.

This chapter forms the basis from which the researcher compiled an interview guide for the interviews conducted in the Bojanala region. The aim of the interviews was to determine the intervention types and scope that community libraries in that region embark on to promote HIV/AIDS awareness. Chapter Four reports on the interview process.

# CHAPTER 4

## REPORT ON THE INTERVIEW PROCESS

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## **1. INTRODUCTION**

In Chapter One it was explained that the focus of the study is to determine what interventions community libraries can engage in to contribute to the fight against the HIV/AIDS. In Chapter Two the social role and responsibility of community libraries for HIV/AIDS awareness was investigated. From the critical analysis of the reported literature, it became evident that community libraries have such a responsibility.

The literature review described in Chapter Three reveals that a number of intervention types exist that can be used in community libraries to promote HIV/AIDS awareness. A summary of these interventions - based on international, African and South African literature - was compiled in Table 3.1.

The summary of intervention types - collected through the literature review - was used to design an interview guide to determine the views of community librarians on HIV/AIDS interventions.

This chapter describes the interview process used by the researcher to collect information related to current HIV/AIDS interventions employed by community libraries, specifically, in the Bojanala region.

## **2. THE USE OF THE INTERVIEW PROCESS AS AN EXAMPLE OF QUALITATIVE RESEARCH**

The research design - used in this study - is of a qualitative nature. Gorman and Clayton (1997:23-24) define the term, "qualitative research" as

... a process of enquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as a means of

determining the process in which events are embedded and the perspectives of those participating in the events, using induction to derive explanations based on observed phenomena.

Based on the above definition, the authors compiled a qualitative research pyramid that was adopted to suit the specific research scope of the study (see Figure 1.1 in Chapter 1). According to this pyramid, the first phase of qualitative research consists of the preliminary preparation to establish the theoretical framework of the study, review the literature and focus on the chosen topic. Chapters Two and Three examined these elements.

Phase Two of the pyramid deals with a broad explanation of qualitative research. Aspects to be investigated include the development of the research technique and the conducting of the research. These aspects are discussed in this chapter, Chapter Four.

The definition compiled by Gorman and Clayton (1997:23-24) highlights five distinctive features of qualitative research that will influence the interview process, namely:



### **Context**

Qualitative research draws information from the context or environment in which events occur. In a qualitative research environment, the researcher enters the context or situation to collect information through insights gained from being actively involved in the research process. This researcher conducted interviews with library workers/librarians at their workplace and in doing this had the opportunity to observe what has been done by the library workers in their own environment. An example is viewing displays that were mounted by the respondents.



### **Description**

Qualitative research attempts to describe occurrences. In this study, the researcher used a tape-recorder to capture the opinions and views of respondents with regards to HIV/AIDS interventions that are - and can be - used by community libraries to improve HIV/AIDS awareness. The interviews were transcribed and the occurrences pertaining to HIV/AIDS awareness were identified.



### **Process**

In qualitative research the process of gaining information related to a specific topic is more important than the end results. The aim of qualitative research is to try and understand the context in which events occur - or the process that is followed to achieve the end result. Instead of focusing on just one component of the process, the qualitative researcher aims to develop a fuller and richer understanding through immersion in the entire activity. Putting context and process together allows one to grasp the natural development of events. This researcher experienced it first-hand during the interviews. Respondents saw the interview process as a way to give their views and come up with suggestions related to HIV/AIDS awareness opportunities. As part of the process in question, the researcher made use of a moderator who ensured that the researcher remained objective and did not lead the respondents by the way the questions were asked.



### **Participation perspective**

The aim of qualitative research is to seek understanding about what people believe; how they feel; and how they interpret events. By recording the interviews, this researcher aimed to accurately capture the beliefs, feelings and interpretations of respondents. HIV/AIDS is a sensitive topic and the researcher had to remain

neutral - even if some of the respondents responded negatively to the role of community libraries in enhancing HIV/AIDS awareness.

### **Induction**

Integrating the different views and comments on the research topic from different respondents is no easy task. Research is not merely the reporting of events - the context, description, process and participant perspective must be included in the analysis process to ensure meaningful and coherent results. In qualitative research this is done, primarily, by the process of induction. The term, "induction", can be described as a method whereby a researcher would reason *from* observations, not *to* observations (Babbie, 1979:46). Ensuring the inclusion of this element in the qualitative research results of this study implies that the researcher had to give respondents the opportunity to freely express their views and opinions on the topic of HIV/AIDS interventions.

The key features and characteristics of qualitative research were implemented as follows:

-  The researcher collected information by using an interview guide that consists of a number of questions related to HIV/AIDS awareness programmes offered by community libraries. The questions were answered in an interview situation between the researcher and the respondents (library worker and librarians).
-  The information collected was verbal. It was recorded and transcribed to increase the accuracy of the research.
-  The researcher was involved in the process of the interviews and not only with the outcomes of the structured questions.
-  The researcher analysed the information. The outcomes of the qualitative research are the conclusions reached of the views and

opinions of respondents in terms of the discussed topic. These views and opinions - along with the literature review - were used to make final recommendations on the research topic.

### **3. SEMI-STRUCTURED INTERVIEWS AS AN INFORMATION COLLECTION METHOD**

For this study, semi-structured interviews were used. Huysamen (1993:149) describes a semi-structured interview as an interview that takes place when the researcher uses an interview guide instead of a formal questionnaire. The interview guide contains a list of questions related to HIV/AIDS topics.

The interview guide for this research consists of fifty-two questions divided into nine topics, namely:

-  Users that may be interested in services and products related to HIV/AIDS
-  Policies focusing, specifically, on providing HIV/AIDS services and resources in community libraries
-  The availability of HIV/AIDS information resources
-  Collection Development related to the collection of a variety of HIV/AIDS resources
-  Partnerships with NGOs and other Government organisations concerned with HIV/AIDS
-  The provision of HIV/AIDS awareness programmes
-  The provision of HIV/AIDS interventions by community libraries to enhance awareness
-  The promotion of HIV/AIDS awareness products and services
-  Training staff to be sensitive and to assist users requiring information about HIV/AIDS.

Most of the questions included in the interview guide are of an open-ended nature. Powell (1994:87) reports that open-ended questions are designed to permit free responses from participants, rather than ones limited to specific alternatives. Neuman (1999:260) mentions that open-ended questions are, especially, valuable in the exploratory stages of research and they permit adequate answers to complex issues.

Open-ended questions, such as the following were used:

-  In what way does your community make use of the library to obtain HIV/AIDS Information?
-  What do you think can be done/changed to ensure that all the library users benefit from the resources related to HIV/AIDS that are available in your library collection?
-  When you are unable to answer a query regarding HIV/AIDS, what is the usual path of referral?
-  Describe any problems/pitfalls that you have encountered while engaging in these interventions.

Other questions arose naturally during the interview process, such as: “You said a moment ago ... can you tell me more?”

Where more specific answers were required, a few answer options were listed. The option to provide examples not listed in the question is also given. An example of such a question in the interview guide is: “Please indicate what types of HIV/AIDS resources are available in your library.” Options, such as non-fiction books, pamphlet collection, videos, etc, are given - with the opportunity to include others. Questions also gave respondents the opportunity to elaborate. For example: “When you are unable to answer a query regarding HIV/AIDS, what is the usual path of referral?” These types of questions prohibited the respondents from simply answering “yes” or “no”.

The complete interview guide is attached as Annexure A.

According to Welman and Kruger (1999: 167), a semi-structured interview offers a versatile way of collecting information. It allows the interviewer to use probes with a view to clearing up vague responses and to ask for elaboration on incomplete answers. Semi-structured interviews are conducted with a fairly open framework which allow for focused, conversational, two-way communication. Semi-structured interviews can be used both to give and receive information and are valuable for this study as the topic is of a sensitive nature and respondents come from divergent backgrounds. This enabled the researcher to identify possible gaps and to probe respondents to elaborate on their given answers.

### **3.1 Face-to-face semi structured interviews**

Face-to-face interviews were conducted to obtain information about the interventions carried out by community libraries. The researcher made formal appointments with the librarians/library workers in charge of the selected libraries. An hour was set aside for each of the interviews. The moderator accompanied the researcher and gave a short introduction describing the purpose of the interview. The reason for the moderator giving the introduction was because she was known to all the respondents. Her introduction of the topic and the researcher created a sense of trust and respondents were more willing to participate in the interview process. The researcher, then, interviewed the respondent. The researcher tried to build a rapport with the respondent and the interview was conducted in the form of a conversation. The interviews were recorded and transcribed.

### **3.2 Semi-structured telephonic interviews**

A situation arose where the respondents could not answer certain questions pertaining to information on funding and budgets - with specific reference to the role they play in collection development. The respondents indicated that this information could only be obtained from officials at the Directorate: Library, Information and Archive Services of the North West Province. As this information forms an integral part of the research and alternative arrangements had to be made to collect the information, the researcher contacted the Deputy Director of this Directorate and set up an appointment to conduct a telephonic interview. Before the interview, the questions related to the budget for HIV/AIDS awareness services and sources were e-mailed to the respondent. Questions asked during the telephonic interview included the following:

-  The North West Provincial Library Services do not have a formal policy regarding HIV/AIDS information resources and programming for libraries, although they do purchase books with this theme and support programmes pertaining to the HIV/AIDS theme. How does your department handle collection development and the selection process regarding HIV/AIDS information sources?
-  What types of resources related to HIV/AIDS can be purchased and are there any exclusions?
-  What types of services are you allowed to deliver and what is excluded?

### **3.3 Advantages and disadvantages of semi-structured interviews**

Semi-structured interviews have both advantages and disadvantages.

### **3.3.1 Advantages of semi-structured interviews**

The decision to use semi-structured interviews to collect information for this study was based in the following advantages. Semi-structured interviews

- 🚫 allow the researcher to receive an immediate response to a question.
- 🚫 allow both the interviewer and the respondent the opportunity to explore the meaning of questions posed and answers offered - and resolve any vagueness.
- 🚫 enable a researcher to explore causation - that is, to enquire into why individuals or organisations behave in the way they do.
- 🚫 place a friendlier and more personal emphasis on the information collection process.
- 🚫 facilitate the collection of a large quantity of information in a relatively short space of time as most of the respondents can talk faster than they can write (Gorman & Clayton, 1997:124).

The advantages of semi-structured interviews were clearly illustrated during the researcher's interviews. The respondents were relaxed because they knew the moderator, and they responded positively to the questions of the researcher. In some cases the respondents experienced difficulty with terminology and some words had to be translated. The moderator assisted the researcher with this. The researcher managed to record ample information due to the fact that the respondents spoke freely about their views and experiences.

### **3.3.2 Disadvantages of semi-structured interviews**

The researcher had to take the following disadvantages of semi-structured interviews into consideration to eliminate any hindrances during the interview process:

- ⚠ Interviews could be costly and time consuming - in both conducting them and in recording them, if written transcripts are needed.
- ⚠ Lack of selectivity could mean that sorting out the important points from a large quantity of information can be difficult.
- ⚠ Face-to-face interviews lead to loss of anonymity. Respondents could be tempted to lie or omit to mention some relevant facts.
- ⚠ The ever-present danger of bias may be overwhelming. The approach, personality and even appearance of the interviewer always have a significant effect on the quality and direction of an interview (Gorman and Clayton 1997:124).

The researcher overcame the above disadvantages by adopting the following strategies:

- ⚠ Planning the interviews in such a way that the researcher was able to do two or three interviews per day. This allowed more time for transcribing and analysing the information.
- ⚠ An interview guide - with a set of questions - was developed to overcome the lack of selectivity. This enabled the researcher to minimise the gathering of unimportant information.
- ⚠ The face-to-face interviews did not prove to be a problem. The moderator was known to all the respondents and the chances of lying to the moderator were regarded as slim.
- ⚠ Both the researcher and the moderator have an easy way of dealing with people and were received very well at all the libraries. It is believed that there was no bias during these interviews.

In conclusion, the following aspects played a significant role in the success of the interviews:

- ❧ Opportunities were given to the respondents to answer spontaneously by asking open-ended and appropriate follow-up questions and by exploring unexpected - but relevant – contributions.
- ❧ Time was given in between questions. The interviewer did not continue, immediately, to the next question.
- ❧ Body language was used to manage time. The interview guide was picked up if the respondent dwelt on an answer for too long.

### **3.4 Guidelines followed during the interview process**

The guidelines given by Powell (1994:105) were followed during the interview process:

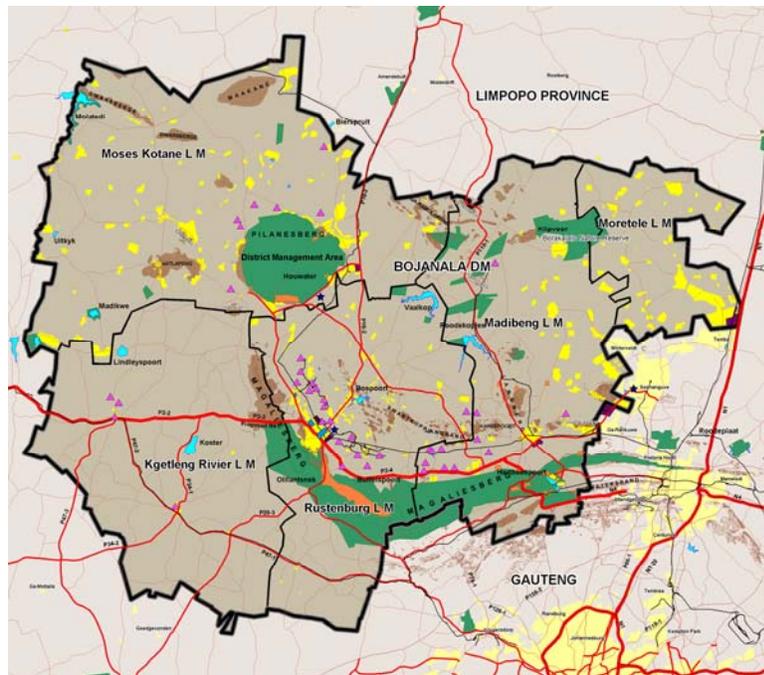
- ❧ The interviewer attempted to create a friendly, non-threatening atmosphere. This was done by giving a brief, casual introduction to the study. The importance of the respondents' participation was stressed.
- ❧ The interviewer answered all legitimate questions about the nature of the study.
- ❧ Interviews were scheduled in advance and the date and time were confirmed a day or two before the interview. The interviewer kept to the time agreed upon and arrived on time.
- ❧ The respondents' permission was obtained for the taping of the interview.
- ❧ The respondents' permission was obtained for using the information in the resulting research report. In the case of this study, permission was also obtained from the Director: Library Service, North West Provincial Government to use this area as the case study for the research.
- ❧ The interviewer avoided rephrasing the questions. In obtaining - or

encouraging responses - the interviewer repeated certain questions to ensure that the respondents understood them correctly.

- ❗ Probing for answers was done by asking questions, such as: “Anything else? Any other reason? Could you tell me more about that? Probes were also noted.
- ❗ The interviewer did not show surprise, etc. as a result of any of the interviewee’s responses.

#### 4. DEMARCATIION OF THE CONTEXT

The aim of this section is to provide background information about the socio-economic status of the region within which the study was conducted. This acts as a motivation for using the Bojanala Region as the case study of this research.



**Figure 4.1: Map of the Bojanala Region**

The Bojanala region - one of the four districts in the North West Province of South Africa - is situated close to Gauteng. It has a total population of 1 185 330. This is 38.9% of the total population of the North West Province (*Statistics South*

*Africa*, 2005). Most of the population lives in the rural areas (65,1%), but high unemployment and poverty rates are resulting in an increase in urbanisation. Thirty-seven point seven percent of the population in this area are unemployed (North West Provincial Government, 2004).

The economy of the North West Province is relatively small with only a 4.9% contribution to the National Gross Domestic Product (GDP). The main contribution to the economy has been from the mining (predominantly gold and platinum) and agricultural sectors. Tourism also contributes, economically, to the Province - the Bojanala region is covered in natural bushveld vegetation with the added attraction of the Magaliesberg mountain range. The region has much to offer in eco-tourism. It is also a natural game area with a number of fine game parks (North West Province, 2004).

Of particular concern to the region is the high incidence of HIV/AIDS cases. In

-  2000, 22.9% of the population in the Bojanala region were infected with HIV;
-  in 2001, 25.2%;
-  in 2002, 26.5%;
-  in 2003, 29.9%;
-  in 2004, 26.7%; and
-  in 2005, 27%. (Department of Health, 2004).

In June 2005, the Department of Social Development indicated that there were an estimated 5000 HIV/AIDS orphans in the Bojanala region and 901 cases of HIV/AIDS foster care in Rustenburg alone (*News from Africa*, 2005).

The researcher, therefore, identified the Bojanala region as a region with a high HIV prevalence rate compared to the prevalence rate in regions in other provinces (Northern Cape, 17,6% and Limpopo, 19,3%) with a similar population as that of the Bojanala region.

The Bojanala region also has an active library service with nine operational libraries serving the following five municipal areas: Madibeng, Moretele, Kgetlengrivier, Odi and Rustenburg. These libraries are funded by the local municipalities as well as by the North West Provincial Library Services. The North West Provincial Government has transferred R8 million to municipalities in the North West Province in an effort to establish equitable library and information services in local municipalities. This has resulted in the upgrading and extension of community library services and improved service delivery (South African Government Information, 2005).

The definition of a community library - as described in Chapter One - by the Arts and Culture Task Group (1995:6) is:

A community library is a community-based agency, supported wholly or partly from community funds that provided for the educational recreational and cultural needs of the community. Any member of the community is entitled to use it, and its basic services are normally rendered free of charge.

If the above definition is taken into consideration, the nine operational libraries in the Bojanala region have the characteristics of a community library because

- 🚫 they offer their services free of charge.
- 🚫 they are open to everyone and they are situated within the community.
- 🚫 they are funded by the Municipality and Provincial Government – therefore, indirectly funded through community funds.
- 🚫 they offer a wide range of services, such as user education, dissemination of information, document supply and the answering of enquiries. Whittaker (1993:1) indicates that document supply and answering enquiries are two areas, particularly, associated with

community libraries.

The high HIV/AIDS prevalence rate in the Bojanala region; the intense focus on improving the library services; and the financial support for libraries in the North West Province during a time when there is a growing concern for the future of libraries in South Africa make the Bojanala region unique and the ideal region in which to conduct this research.

## 5. DETAILS OF THE RESPONDENTS

Interviews were conducted with all the library workers/librarians of the nine operational community libraries to determine the scope and types of HIV/AIDS programmes provided by each library. The nine libraries that participated were:

	Kosmos Library	Madibeng (Brits)
	Hartbeespoort Library	Schoemansville
	Koster Library	Koster
	Swartruggens Library	Swartruggens
	Rustenburg Library	Rustenburg
	Tlhabane Library	Tlhabane
	Ventersdorp Library	Ventersdorp
	Ga-Rankuwa Library	Rosslyn
	Mabeskraal Library	Pilansberg

Five of the community libraries that were targeted have several staff members and the researcher, therefore, targeted the library worker that is responsible for library outreach programmes. In all five cases it was the head of the library. The other four libraries have only one staff member and the researcher had to conduct interviews with them.

Six of the nine library workers that are credited as senior library assistants/library

assistants have no formal library qualifications. One of them was only acting in the post and had no library experience. The other three respondents have formal library qualifications and extensive work experience. The reason for mentioning this is that it had an impact on the way the library assistants understood the questions in comparison with the librarians who had a better understanding of the terminology used.

The details of each of the respondents are given in Table 4.1 below.

<b>Library</b>	<b>Job title</b>
Kosmos	Library Assistant
Hartbeespoort	Library Assistant
Koster	Librarian
Swartruggens	Library Assistant
Rustenburg	Librarian
Tlhabane	Library Assistant
Ventersdorp	Snr Library Assistant
Ga-Rankuwa	Library Assistant
Mabeskraal Library	Librarian

**Table 4.1: Details of the respondents interviewed**

## **6. RECORDING RESPONSES**

The interviewer made use of a tape-recorder to capture responses. Handwritten notes were also taken to record follow-up questions or to note anything of particular importance. The handwritten notes acted as a back-up in the case of the possible loss of a tape containing the recorded version of an interview. The following precautions were made to ensure that the recording process ran smoothly:

- 🧑‍🚫 All respondents were informed that their responses would be recorded.
- 🧑‍🚫 A new tape was used during each interview to limit the changing of tapes.
- 🧑‍🚫 A quiet office was used to restrict outside noises.

By using a tape-recorder to record the interviews, the researcher could ensure that all the information was captured for use during the analysis phase of the study.

Apart from tape-recording the interviews, a full database of all the interviews was kept. These records include information, such as the names of interviewees, their job titles, dates, venues and times of interviews and the tape number.

Mason (1996:76) recommends that a moderator be used to ensure that the interviews are not biased. The moderator also ensures that the information transcribed is a true reflection of the interview and not the researcher's subjective interpretation of the information. The moderator, a programme librarian at the Bojanala Region, has extensive knowledge about outreach programmes and also serves on the North West Provincial HIV/AIDS Board.

## **7. PROCESS FOLLOWED TO TRANSCRIBE THE INTERVIEWS**

The researcher made use of a tape-recorder while conducting the interviews. The answers to each question were written down by the researcher. Notes were made of responses and the actions of the respondents - as observed by the researcher. This was done to ensure that all information could be captured during the process of transcribing the interviews.

The following steps were applied to ensure that all the information that was tape-recorded and written down was correctly interpreted:

- 🚫 The written answers were compared with the tape-recordings to ensure that the researcher had captured everything.
- 🚫 The tape-recorded responses were typed out and the observed actions and responses of the respondents were incorporated into the document.
- 🚫 Individual documents for every respondent were prepared and filed as evidence.

## **8. CONCLUSION**

The aim of this chapter was to describe the interview process followed by the researcher. By describing the research process a clearer picture was formed of the region in which the research was conducted and of the respondents who participated in the research project.

Chapter Five deals with the research project results obtained from the information collected in the interviews.

# CHAPTER 5

## INTERPRETATION OF THE INTERVIEW RESULTS

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## **1. INTRODUCTION**

In Chapter One, the research process was described as a three stage pyramid (see Figure 1.1) that begins with preliminary preparation, then moves into broad exploration and finally concentrates on a set of focused activities. In this chapter - phase three of the pyramid - the analysis of the results and a report on the findings, regarding HIV/AIDS interventions in the Bojanala region, are discussed. The problems experienced during the interview process are also noted.

## **2. PROBLEMS THAT OCCURRED DURING THE INTERVIEWS**

The following problems were experienced during the interview process.

### **2.1 Language**

English was chosen as the interview language, due to the fact that it is a language understood by the researcher as well as the respondents. The use of English was a challenge in cases where the respondents' mother-tongue is Setswana and the interviewer had to translate certain words. The moderator has a knowledge of Setswana and assisted with the translations.

### **2.2 Misunderstanding terminology**

Not all the respondents have formal library qualifications. In some cases the library terminology had to be explained and then respondents were able to answer the questions.

### **2.3 Lack of information for answering certain questions**

As mentioned in Chapter Four, some of the respondents could not respond to certain questions. This posed an additional challenge for the researcher in

collecting the correct information. The problem was solved *via* a telephone interview with the Deputy Director: Library, Information and Archive Services of the North West Province.

## **2.4 Unavailability of statistics**

The researcher expected the respondents to provide certain statistics related to circulation, book stock and user queries. Some of the respondents were unable to give the statistics and the researcher contacted the Bojanala District Library that made these statistics available to the researcher *via* e-mail.

## **3. INTERPRETATION AND DISCUSSION OF RESPONSES**

The interview guide is divided in two sections. Section A - Researcher's notes - includes the name of the library and the job titles of the respondents.

Section A reveals that five of the nine respondents work in a library with more than one staff member. These respondents are responsible for conducting outreach programmes as well as managing the library. The other four respondents manage a one-man library and are responsible for all the functions in the library.

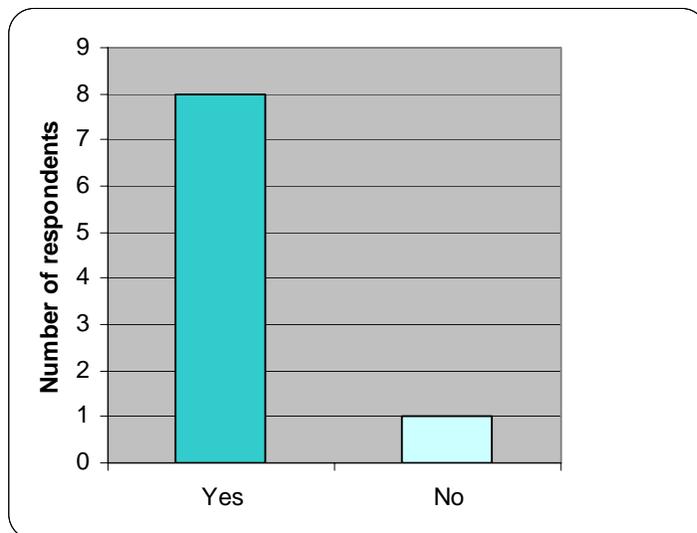
Section B contains fifty-one questions related to HIV/AIDS interventions and is divided into nine sub-sections. Each sub-section has a few questions concerning a certain topic. The responses are analysed in terms of the answers given in Section B. Graphs and graphics are used - where applicable - to illustrate results.

### **3.1 Users**

With this set of question, the researcher aimed to identify the types of users that may be interested in library services and products related to HIV/AIDS.

### **Question 1**

Does your library support the idea that community libraries have a role to play in the dissemination of HIV/AIDS information? If your answer is “yes”, what do you think this role should entail?



**Figure 5.1: Number of respondents indicating their support in the dissemination of HIV/AIDS information through libraries**

One respondent answered “no” – as is shown in Figure 5.1. The respondent did not give a reason for the answer. It became evident later on during the interview that the respondent feels that the Department of Health should fulfil this role. The other eight respondents indicated that

- 🚫 a role of the community library is to provide information on HIV/AIDS.
- 🚫 the community librarian has a role to play in the issue of HIV/AIDS by starting an HIV/AIDS awareness club

### **Question 2**

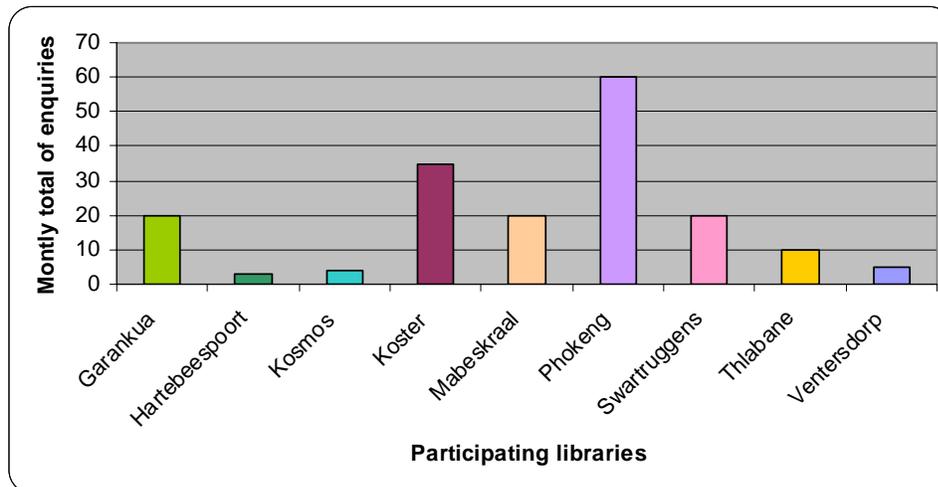
In what way does your community make use of the library to obtain HIV/AIDS Information? Please describe.

Respondents indicated that

- members of the community ask the librarian for general information on HIV/AIDS.
- the community makes use of the library for reading books on HIV/AIDS.
- children in the community make use of the library to obtain information on HIV/AIDS to complete their school assignments.
- the community obtains information on HIV/AIDS from the posters and pamphlets in the library.

### **Question 3**

What is the estimated monthly number of enquiries received regarding HIV/AIDS issues?



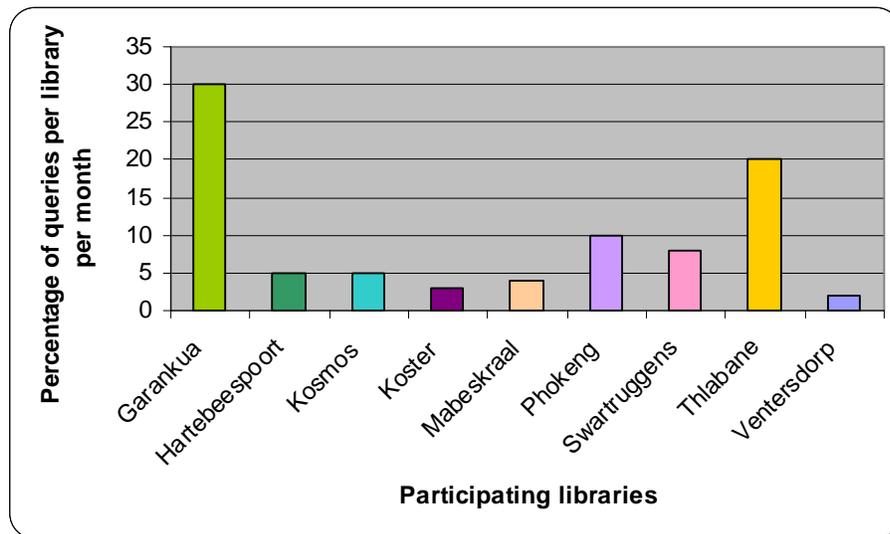
**Figure 5.2: Estimated monthly number of enquiries received regarding HIV/AIDS issues**

It is clear from Figure 5.2 that the Phokeng library receives the most queries related to HIV/AIDS per month, while the Hartebeespoort library receives the least. The community libraries that are situated within - or near - residential areas (Garankua, Koster, Mabeskraal, Phokeng and Swartuggens) receive more queries regarding HIV/AIDS than the Tlhabane and Ventersdorp

libraries that are situated in the Central Business District (CBD). Although both the Hartebeespoort and Kosmos libraries are situated within residential areas, they are exceptions as they do not receive as many queries about HIV/AIDS issues as the other libraries within - or near - residential areas.

**Question 4**

Percentage wise, how many of your library users have HIV/AIDS queries concerning HIV/AIDS?



**Figure 5.3: Percentage of library users having HIV/AIDS queries**

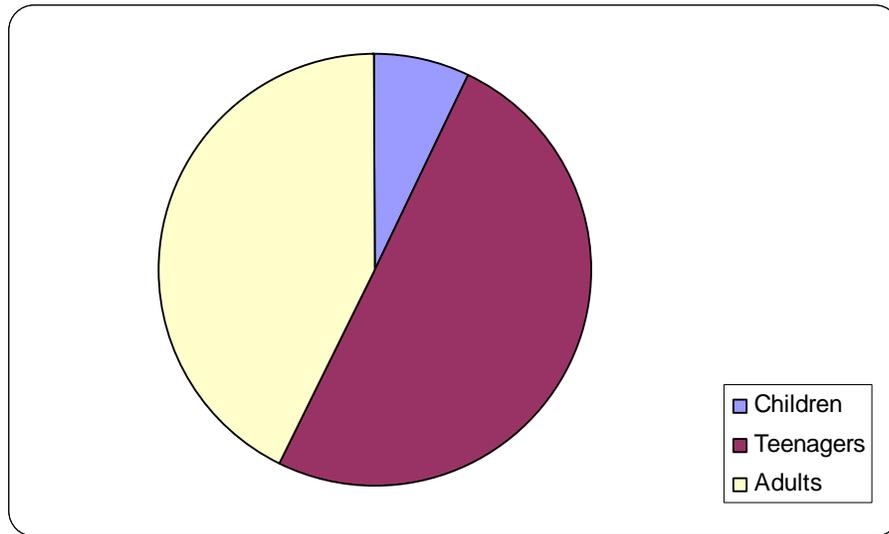
Figure 5.3 shows that the Garankua, Phokeng, Swartruggens and Tlhabane libraries receive the most queries for information on HIV/AIDS.

**Question 5**

Please indicate which user group makes most enquiries about HIV/AIDS issues?

In this question respondents were given the option to choose between three different user groups that enquire about HIV/AIDS. These user groups are children, teenagers and adults. Respondents were also asked to indicate the

average age, gender and literacy levels of the group that they think makes the most enquiries about HIV/AIDS.



**Figure 5.4: User group with the most HIV/AIDS enquiries**

Figure 5.4 shows that respondents suggested that the user group that enquires most about HIV/AIDS is teenagers. Adult users with HIV/AIDS enquiries are slightly fewer, while the children's user group have the least number of enquiries.

Teenagers - between the ages of fourteen to sixteen years - make the most enquiries about HIV/AIDS. This is followed by the ten to fourteen years age group. There is a significant decrease in enquiries amongst the sixteen to eighteen years age group. The twenty to twenty-five years age group has slightly more enquiries than the sixteen to eighteen years age group, but it is still fewer than the fourteen to sixteen years age group.

The respondents indicated that both male and female users enquire equally about HIV/AIDS issues.

Respondents further indicated that ninety percent of the users who enquire about HIV/AIDS issues are literate, with only ten percent semi-literate. None of the respondents indicated that they receive enquiries about HIV/AIDS from illiterate users.

It can, therefore, be seen that both male and female teenagers between the ages of fourteen to sixteen years make the most enquiries about HIV/AIDS issues. This user group is followed by male and female adult users between the ages of twenty to twenty-five.

### **Question 6**

Do you find it easy for users to ask for information, or are they shy/scared?

Five of the respondents indicated that users find it easy to ask them for information about HIV/AIDS, while four indicated that users are often too scared or shy to ask HIV/AIDS related questions.

### **Question 7**

How do you determine what the needs of the library users are regarding HIV/AIDS information?

Respondents were given some options, such as user surveys, interviews and statistics, to choose from. Respondents were also given the opportunity to add their own options to the list if they used any other method of determining the users' needs with regard to HIV/AIDS information.

Six of the respondents indicated that they use personal interviews to determine the needs of library users. However, these interviews only occur when the librarian/library worker is asked directly for information.

One respondent commented that user surveys have been used in the past to determine user information needs, while two respondents indicated that they use circulation statistics to guide them in determining the needs of users.

### **3.2 Policies**

With this set of questions the researcher aimed at determining whether HIV/AIDS collection development and HIV/AIDS service delivery policies exist within the Bojanala region.

#### **Question 8**

The North West Provincial Library Services does not have a formal policy with regard to HIV/AIDS information resources and programming for libraries, although it does purchase books with this theme and support programmes pertaining to HIV/AIDS. The question asked was: Does your library have a specific collection development policy regarding the purchasing of HIV/AIDS information resources?

All the respondents indicated that no such policy exists. This was confirmed by the Deputy Director: Library, Information and Archive Services of the North West Province. The Deputy Director mentioned that although such policies do not exist, the Directorate does purchase HIV/AIDS titles as part of collection development. The purchasing of these titles is subjected to the same collection development policy that is applicable to all titles purchased by the Directorate. The collection development policy states that resources are purchased that are of a

... current, popular nature and available in a variety of formats to satisfy a wide range of personal interests to support an educated, self reliant citizenry (*North West Provincial Library Services' Collection Development Policy*, 2005:1)

#### **Question 9**

If so, what is this policy? What type of resources - related to HIV/AIDS - can you purchase and what does the policy exclude?

Since none of the respondents replied positively to the previous question, information could not be collected about the contents of such a policy. Respondents indicated that they could purchase any resources related to HIV/AIDS. Due to the lack of a policy, there is no exclusion of resources. The purchasing of such resources is, however, subject to the availability of funds.

### **Question 10**

Does your library have a service delivery policy regarding HIV/AIDS information dissemination?

Again, all the respondents indicated that no such policy exists. Information with regard to HIV/AIDS is disseminated to users only if they ask for it.

### **Question 11**

If so, what is this policy? What type of service are you allowed to deliver and what is excluded?

Since none of the respondents replied positively to the previous question, no information could be collected about the implications of such a policy. Due to the lack of a policy, respondents have no idea what is allowed and what is not - they just follow their own instincts.

## **3.3 HIV/AIDS information sources**

With this set of questions, the researcher aimed to determine

-  the type of HIV/AIDS resources that are incorporated into collections.
-  the availability of HIV/AIDS resources.
-  the age group the HIV/AIDS resources cater for.
-  the number of HIV/AIDS resources used in libraries.
-  the number of resources - related to HIV/AIDS - issued.

It, furthermore, reports on the respondents' suggestions on how to improve the HIV/AIDS collection and the production of HIV/AIDS material by librarians.

### **Question 12**

The respondents were given a list of resources in Question 12. They had to indicate which of the resources are incorporated into their collection relating to HIV/AIDS. The list of resources included the following:

-  Books
-  Brochures
-  Posters
-  Bibliographies
-  Videos
-  DVDs
-  Internet
-  Other

Seven respondents indicated that books form part of their HIV/AIDS collection and two of the respondents also have brochures on the topic. Six respondents have posters on the topic of HIV/AIDS.

All respondents indicated that no educational videos, DVDs, Internet access or bibliographies related to HIV/AIDS awareness were available in their libraries

### **Question 13**

Question Thirteen asks respondents to comment on the availability and distribution of the different types of educational materials - listed in question 12 - on HIV/AIDS available in their libraries. They were also asked to rate these resources as **Inadequate**, **Fair** or **Excellent**.

Seven respondents indicated that books - that educate users on issues related to HIV/AIDS - were available. Six of the respondents indicated that educational posters on the topic of HIV/AIDS were available as part of the libraries collection. Two of the respondents indicated that they had brochures on HIV/AIDS to distribute to the public. These brochures were provided to libraries by NGOs or government organisations dealing with HIV/AIDS and related issues.

All respondents indicated that no educational videos, DVDs, Internet access or bibliographies concerning HIV/AIDS were available in their libraries.

Respondents rated HIV/AIDS educational material available in their libraries, such as educational books, brochures and posters, as **Fair**.

#### **Question 14**

Do you find that these resources only cater for a specific age group and exclude other users?

Eight respondents indicated that the available books cater for adult needs only. The books are too advanced for teenagers and there are no books for children. One respondent was unsure about the levels of books on HIV/AIDS which are available in the library.

In a follow-up question respondents were asked if they could identify some titles of HIV/AIDS related books which are available in their libraries.

The following is a summarised list of titles identified by the respondents:

-  Guest, E. 2001. *Children of AIDS*. London: Pluto.
-  Whelan, J. 2001. *AIDS*. London: Hodder Wayland.
-  *Killer diseases*. 2000. New Lanark: Geddes & Grosset.
-  Storad, C. 1998. *Inside AIDS: HIV attacks the immune system*. Minneapolis: Lerner Publications.

- 🚫 Murray, S. 1999. *Help! HIV/AIDS*. Gabarone: Heinemann.
- 🚫 Cefrey, H. 2001. *AIDS*. New York: Rosen.
- 🚫 Wyatt-Morley, C. 1997. *Aids memoir: journal of a HIV/AIDS positive mother*. Connecticut: Kumarian.

The researcher contacted the Bojanala Region Library to confirm the list of titles given by the respondents and discovered that the following titles are also available in the community libraries in the Bojanala Region:

- 🚫 Barnes, L. 2005. *Life with HIV and AIDS*. Gallo Manor: Awareness Pub.
- 🚫 Campbell, C. 2003. *Letting them die: why HIV/AIDS intervention programmes fail*. Oxford: International African Institute.
- 🚫 *HIV and AIDS education through beadwork*. 2003. Cape Town: Monkey Press.
- 🚫 Nguni, B. *Sugar mummy*. 2001. Nairobi: Longman.
- 🚫 Phiri, A. *The insect*. Nairobi: Longman.
- 🚫 *Positive people: managing HIV/AIDS in the workplace and community*. Arcadia: Project Literacy.
- 🚫 Selikow, T. 2005. *From awareness to action: preventing AIDS*. Gallo Manor: Awareness Pub.
- 🚫 Stanford, M. 2005. *Exploring the immune system and the HIV virus*. Gallo Manor: Awareness Pub.
- 🚫 Williams, A. 1992. *AIDS: an African perspective*. Boca Raton: CRC Press.

The above books are also suitable for teenagers.

A list of children's books available in libraries in the Bojanala region includes:

- 🚫 *Mark's story: a child living with HIV*. 2001. Joahannesburg: Solidarity.
- 🚫 Mweembe, M. 2002. *Moraa's fate*. Nairobi: Longman.

- 🚫 SOUL CITY. 2002. *George's story*. South Africa: Institute for Health and Development Communication.
- 🚫 SOUL City. 2003. *HIV and AIDS affect all children*. Johannesburg: Jacana.
- 🚫 Bruce-Brand, J. 2000. *What's AIDS, mom?* Durban.

### **Question 15**

What do you think can be done/changed to ensure that all the library users benefit from these resources - related to HIV/AIDS - which are available in your library collection?

The respondents answered as follows:

- 🚫 A larger variety of material must be bought.
- 🚫 More HIV/AIDS related information in Setswana and Sesotho must be made available.
- 🚫 More posters and pamphlets must be collected and the librarian must make use of the Internet for information.
- 🚫 The library staff must make an input when selection committees decide on the purchasing of books.
- 🚫 Libraries should have in-house AIDS counsellors to provide guidance and counselling for users on HIV/AIDS and related issues.

### **Question 16**

Has your library produced any of the following educational materials on HIV/AIDS? Who was the target audience (children, teenagers, adults)? Please provide some examples, if possible.

Respondents were asked to indicate whether they have produced any of the following educational material on HIV/AIDS in their libraries:

-  Books
-  Brochures
-  Flyers
-  Bibliographies
-  Videos
-  DVDs
-  Newsletters or any other materials.

Two of the respondents indicated that they had created brochures on HIV/AIDS issues to distribute to the community. The other seven respondents indicated that their libraries had not created any type of educational materials on HIV/AIDS to distribute to the community. An example of a flyer created by the Thlabane Library is attached as Annexure B.

### **Question 17**

What is the estimated monthly number of resources used in the library regarding HIV/AIDS issues?

None of the respondents were able to respond to this question.

### **Question 18**

What is the estimated monthly number of resources issued in the library regarding HIV/AIDS issues?

The respondents from the Koster and Ventersdorp libraries indicated that no resources related to HIV/AIDS could be issued because these resources form part of the reference section and could not be borrowed.

Respondents from the Hartbeesport, Kosmos and Thlabane libraries indicated that approximately 5% of their monthly book issue is on HIV/AIDS related topics.

Respondents from the Garankua, Mabieskraal, Swartruggens and Phokeng libraries were unable to respond to this question.

### **3.4 Collection development**

This section of the interview guide deals with

-  the availability of HIV/AIDS resources.
-  how the HIV/AIDS resources are obtained.
-  the funding and purchasing procedures of the resources.

#### **Question 19**

How many of the following resources do you have in the library?

-  Non-fiction books
-  Fiction books
-  Pamphlet collection
-  Videos and DVDs
-  Other.

All the respondents indicated that they have

-  between 10 and 30 non-fiction books about HIV/AIDS on the shelves.
-  0–10 fiction books with HIV/AIDS as a theme.

Two libraries have a pamphlet collection that contains about 30 pamphlets about HIV/AIDS.

#### **Question 20**

How did you obtain these resources?

All the respondents indicated that the books were received from the North West Provincial Library Services.

One respondent, who stated that a pamphlet collection is available, indicated that the pamphlets were obtained from the local clinic.

### **Question 21**

Who is responsible for the funding of the HIV/AIDS resources that you purchase?

All the respondents indicated that the Provincial Library Services is responsible for the funding. None of the respondents receive funds from their municipalities to purchase resources. Phokeng Library does have a budget allocated for book purchases, but during 2005 no funds were released by their governing body - Royal Bafokeng Administration (RBA) - to purchase books.

### **Question 22**

Who decides what must be purchased with regard to HIV/AIDS resources?

All the respondents indicated that a selection committee - appointed by the Provincial Library Services - is responsible. The interview with the official of the Directorate: Library, Information and Archive Services confirmed this information:

Inputs are expected from librarians who attend selection meetings, the Selection Committee makes recommendations and the Programme Manager (Director) approves the final list. The Selection Committee is made up of librarians from different libraries in the North West Province.

The official made it clear that it is expected of the librarians/library workers to make recommendations on the resources they need to enhance their library's

collection. The recommendations are made to the Selection Committee that compiles a final purchasing list. Librarians/library workers can also attend the meeting of the Selection Committee to influence the types of resources selected for individual libraries.

### **Question 23**

Is provision made in the collection development budget for the purchasing of HIV/AIDS resources or do you use another budget for this purpose? Please explain.

All the respondents indicated that they are not sure, since they do not work with the allocation of the budget to specific sections and topics.

The interview with the official of the Directorate: Library, Information and Archive Services revealed that HIV/AIDS programmes are a priority of the government and, therefore, a part of the collection development budget is spent on HIV/AIDS and related subjects. The official was, however, unable to indicate the amount or percentage of the budget spent on HIV/AIDS resources.

## **3.5 Partnerships**

This section deals with information pertaining to HIV/AIDS partners and the support libraries receive from such partners.

### **Question 24**

When you are unable to answer a query regarding HIV/AIDS, what is the usual path of referral?

Seven of the respondents indicated that their usual path of referral is to send library users with HIV/AIDS queries to the municipal clinics. One of the respondents refers the users to the provincial hospitals in their area, while

another refers them to a local doctor. The Health Department and the Department of Social Services - as indicated by another respondent - are seen as alternative paths of referral to obtain information on HIV/AIDS issues.

### **Question 25**

Please name any another institution, agency or organisation in your immediate geographic area that provides and/or distributes information on HIV/AIDS?

Three of the respondents indicated that the municipal clinics provide and/or distribute information on HIV/AIDS. Two of the respondents indicated that the provincial hospitals in their area provide and/or distribute information. The other respondents cited local doctors, the Department of Social Services, the local AIDS Council, HIV/AIDS support groups and Hospice as institutions, agencies or organisations in their area that provide and/or distribute information on HIV/AIDS.

### **Question 26**

Does the library receive support regarding HIV/AIDS information and programmes from these institutions?

Five of the respondents answered "yes" to this question and four answered "no".

### **Question 27**

If "yes", to what extent (structured or unstructured)? Please describe the process.

Only three respondents were able to respond to this question. One respondent commented positively by stating that the support received entails the sharing of pamphlets and posters. This respondent stated that she visits

the local clinics and hospitals to obtain posters and pamphlets on HIV/AIDS. The other two respondents responded negatively and said that a lack of support from the mentioned institutions, agencies and organisations is due to budget constraints experienced by these organisations.

### **3.6 HIV/AIDS awareness programmes**

In this section, the researcher aimed at determining the type of HIV/AIDS programmes that exist in the Bojanala region.

#### **Question 28**

Does your library present/host seminars/in-counselling sessions on HIV/AIDS?

Only one respondent indicated that his library hosted a HIV/AIDS seminar. The other eight respondents indicated that they have not presented/hosted a seminar/in-counselling session on HIV/AIDS.

#### **Question 29**

If “yes”, what made you decide to present such programmes?

The respondent who answered “yes” to this question said he decided to present a seminar because HIV/AIDS has an impact on everyone and he wanted to make a contribution to the fight against HIV/AIDS.

#### **Question 30**

If “no”, is there no need for such a programme?

The eight respondents who said “no” to Question 28 gave the following reasons:

- It is the duty of the Department of Health to host such seminars.
- Lack of community support - the community does not show up for events presented by the library.
- The librarian would like to host seminars, but does not know who to contact regarding the HIV/AIDS seminars.
- Community members have not requested such seminars.
- The thought of hosting a seminar have not yet crossed their minds.

### **Question 31**

Does your library make use of professional HIV/AIDS counsellors when presenting seminars/in-counselling sessions?

Eight respondents were unable to answer this question because no seminars had been held in the past. The one respondent who conducted a seminar on HIV/AIDS indicated that no professional counsellor was asked to present it. The seminar was presented by the librarian to save costs.

### **Question 32**

If “no”, who presented the HIV/AIDS sessions?

The one respondent who indicated that he hosted a seminar explained that he was the presenter of the seminar. The respondent delivered a general talk on how people get infected with the HI virus and how to avoid contamination. He was assisted by an employee of the Employment Assistance Programme (EAP) of the North West Provincial Government, who delivered a talk on how to support a person living with HIV/AIDS.

### **3.7 Interventions**

This section deals with information concerning different HIV/AIDS interventions; problems encountered while engaging in these interventions; and suggestions on how to improve the interventions.

#### **Question 33**

Respondents were asked whether they offered any interventions to enhance HIV/AIDS awareness in their communities. Respondents were given a list of interventions to choose from (see Annexure A, p. 5).

The following interventions were highlighted:

-  Book displays, because they are an easy way to promote the collection of HIV/AIDS resources.
-  Collection development by means of the accession of new HIV/AIDS titles.

#### **Question 34**

Respondents were asked who the target audience of these interventions was. They were also asked to motivate the reason why they chose to target that specific audience.

Seven respondents indicated that teenagers are their target group. The other two said both teenagers and adults were targeted with the HIV/AIDS interventions they offered. The different motivations were ascribed to the fact that adults and teenagers understand what the topic is about and are most vulnerable to the disease.

### **Question 35**

Describe any problems/pitfalls that you have encountered while engaging in these interventions.

The following problems/pitfalls were mentioned:

- ❧ The target audience did not have a clear understanding of the issues that were discussed due to language constraints and the difficult terminology used to describe HIV/AIDS related diseases.
- ❧ Due to a lack of community participation, the planned interventions could not be conducted.
- ❧ Librarians/library workers who manage libraries on their own cannot close the library to visit schools to conduct HIV/AIDS outreach programmes. The libraries need to stay open during office hours, and this makes it impossible to plan any HIV/AIDS interventions.
- ❧ The lack of funding makes it difficult to plan any intervention. Librarians/library workers need funds for printing, speakers, catering, etc., before they can present an HIV/AIDS programme.
- ❧ Librarians/library workers are passive and do not show initiative when it comes to HIV/AIDS interventions. If they are not spoon-fed, they find it difficult to conduct programmes.

### **Question 36**

Do you have any suggestions as to what might still be done to enhance and improve HIV/AIDS interventions?

The following suggestions were made by the respondents:

- ❧ Libraries should focus on compiling pamphlet collections.
- ❧ Outreach programmes should be publicised.

- ✚ Networking between teachers and librarians is important.
- ✚ Engage in road shows to promote HIV/AIDS intervention programmes offered by libraries.
- ✚ Obtain more books, posters and videos on the topic of HIV/AIDS.
- ✚ Organise counselling sessions in the library.
- ✚ Separate the collection of HIV/AIDS resources in the libraries to ensure easy access and referral to these resources.

### **3.8 Promotion**

This section deals with information pertaining to the promotion of HIV/AIDS interventions.

#### **Question 37**

Respondents were given several options for promoting HIV/AIDS services and programmes and were asked to indicate which of these options they use. Options given included the distribution of flyers and posters, newspaper articles, radio announcements, word-of-mouth or any other promotional methods not included above.

Six of the respondents indicated that they distribute flyers when they want to inform the community about HIV/AIDS awareness promotional campaigns, such as displays. Three respondents indicated that they rely – only - on word-of-mouth, while one respondent indicated that he made use of an announcement over the local radio to inform community members of the HIV/AIDS seminar that he was conducting.

#### **Question 38**

Please describe the promotional process.

The respondents that make use of flyers distribute them to schools, and while doing so they promote the library service by means of word-of-mouth. The

local community radio station is Radio Mafisa and the staff at the station are very keen on promoting issues related to HIV/AIDS awareness.

### **Question 39**

Why do you think it is important to promote the HIV/AIDS interventions?

The respondents found it difficult to answer this question. Four could not answer it at all. The other five responded by stating that it is important because HIV/AIDS is a killer disease.

### **Question 40**

Does the promotion of HIV/AIDS resources and products make a difference in the use of the library resources and facilities?

All the respondents answered “no”. One motivated the answer by saying that the available resources are not enough to make a difference. No facilities for HIV/AIDS counselling are available.

### **Question 41**

How much money do you spend on the promotion of the HIV/AIDS interventions?

All the respondents indicated that they have no money to spend because no money is available for promoting HIV/AIDS interventions. The costs of printing the flyers are debited to the stationary budget. The librarians use their own computers to design and print the flyers, and copies are made on the photocopiers in the library.

### **Question 42**

Can the promotion of HIV/AIDS interventions by your library be extended and should it be? Explain your answer.

Four respondents responded positively to this question. Once again this was motivated by saying HIV/AIDS is a killer disease and that library users need to be informed about the dangers of the disease.

### **3.9 Staff training**

This section deals with information regarding HIV/AIDS related staff training.

### **Question 43**

Does your library have staff members who are specially trained to offer HIV/AIDS information?

All the respondents answered “no” to this question.

### **Question 44**

If the answer is “yes”, what form of training did they receive?

There were no “yes” answers to Question 43. Respondents all answered “no”.

### **Question 45**

How many staff members participated in this training?

The “no” answers to Question 43 resulted in no answers being given for Question 45.

#### **Question 46**

Will those who have not received training be trained in future?

All the respondents answered “no” to this question.

#### **Question 47**

If “no”, please give reasons.

All the respondents said that funding is the problem.

Because funding is seen as the reason for not undergoing training, the researcher contacted the training co-ordinator of the Rustenburg Local Municipality, Ms Jansen (2005), to determine what the cost of training could be. The researcher learned that **Lifeline** conducts HIV/AIDS peer educators training programmes. The training takes place over a five day period and the cost - to attend the course - is R500 per person. This amount could be considered high if no provision is made for HIV/AIDS training in the budget of the community libraries.

#### **Question 48**

What does the training involve? Please supply topics/issues that have been discussed during the training.

Due to the fact that no training has been done, this question could not be answered.

#### **Question 49**

Where did the training take place?

As no training had taken place, the question could not be answered.

### **Question 50**

Who conducted the training?

No training had been done, so the question could not be answered.

### **Question 51**

Were there any costs involved and who funded the training?

Due to the fact that no training had been done, the question could not be answered.

## **4. SUMMARY OF FINDINGS**

### **4.1 Users**

The majority of the respondents agreed that community libraries do have a role to play in the dissemination of HIV/AIDS information. The current situation in community libraries in the Bojanala region is that library users use the library for general HIV/AIDS information - mostly for school assignments or personal use. The percentage of HIV/AIDS enquiries received and the percentage of users requesting HIV/AIDS information is higher in libraries situated in - or nearby - residential areas than in libraries situated in the CBD.

According to the information collected, it is mainly teenagers and young adults who enquire about this information and no distinction can be drawn between male and female enquiries. It seems that the answer to the question about the approachability of librarians for HIV/AIDS information is a mixed one. Five respondents indicated that the users do approach them with questions related to HIV/AIDS and four indicated that users are too shy to do that.

The needs of the users are determined, mostly, through personal interviews which flow from the interaction between the library workers and the users when they ask for information.

#### 4.2 Policies

Currently, no policy - formal or informal - regarding HIV/AIDS information resources and programming or a policy about service delivery with regard to HIV/AIDS information dissemination exists at any of the libraries in the Bojanala Region. The Deputy Director: Library, Information and Archive Services of the North West Province confirmed the lack of such a policy during a telephonic interview.

The respondents indicated that if such policies existed, it would encourage them and serve as a guideline to present programmes that would enhance HIV/AIDS information dissemination.

#### 4.3 HIV/AIDS information sources

The following items were listed as the main information resources on HIV/AIDS that are incorporated into the library collection in the Bojanala region:

-  Books
-  Brochures
-  Posters.

The book stock was described as **Fair**, but the other resources were rated **Inadequate**.

The above resources focus more on the adult user, and there is definitely a need for more books dealing with HIV/AIDS for children. In an attempt to cater for children and teenagers, one of the library workers designed an information pamphlet (see example attached as Annexure B).

#### **4.4 Collection development**

The non-fiction and fiction books that are available on the subject are all purchased by the Provincial Library Services. The selection is done by a selection committee appointed by the Provincial Library Service. None of the respondents serve on this committee.

#### **4.5 Partnerships**

The interviews revealed that the respondents see health workers as their partners, but the support from these partners is limited to the provision of posters and pamphlets.

#### **4.6 HIV/AIDS awareness programmes**

It is evident from the information analysed that there is no initiative for presenting HIV/AIDS awareness programmes. The respondents clearly do not know where to start planning such events.

#### **4.7 Interventions**

The interventions mainly involve book displays in the library. Collection development is also mentioned as part of the interventions, but it is very clear that these interventions form part of the respondents' daily tasks and that no extra effort is put into HIV/AIDS interventions. The target group is mainly teenagers and adults as no extra effort is required by the library worker to assist these users in understanding what the topic is about. Several pitfalls for planning and presenting HIV/AIDS interventions are mentioned in Section 3.7 (Question 35), such as a lack of community participation, funding problems and staff capacity in the libraries.

#### **4.8 Promotion**

The poor attendance figures during HIV/AIDS interventions might be linked to the fact that respondents rely too much on a “word-of-mouth” strategy. It is clear that the respondents have a desperate need for training in the field of library promotion.

#### **4.9 Staff training**

None of the respondents have received training in HIV/AIDS information dissemination or counselling. This should be addressed as a key issue if community libraries in the Bojanala region decide to become actively involved in HIV/AIDS information dissemination.

### **5. CONCLUSION**

It is clear from the interpretation and discussion of the interviews that very little has been done to promote HIV/AIDS information in the Bojanala Municipal District.

In Chapter Six recommendations, on how to successfully disseminate HIV/AIDS information among the community, are made.

# CHAPTER 6

## REPORT ON THE RESEARCH FINDINGS

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## 1. INTRODUCTION

The last section of phase three of the qualitative research pyramid (see Chapter One, Section Six) indicates that after the results have been collected and analysed, they should be reported. In Chapter Five, the information obtained from the interviews was analysed and discussed. The findings were discussed and summarised under the sub-sections - used in the interview guide. In this chapter, the findings are compared to the information collected in the literature review and a final report is compiled on the research findings.

## 2. COMPARATIVE ANALYSIS OF FINDINGS

In the interview guide, the researcher identified nine topics for the purpose of collecting information regarding HIV/AIDS interventions in community libraries in the Bojanala region. The researcher used information from the literature review to identify the nine broad topics and to compile the interview guide. The nine topics - that were identified - are the following:

-  Users that may be interested in services and products related to HIV/AIDS.
-  Policies focusing, specifically, on providing HIV/AIDS services and resources in community libraries.
-  The availability of HIV/AIDS information resources.
-  Collection Development related to the collection of a variety of HIV/AIDS resources.
-  Partnerships with NGOs and other Government organisations involved in HIV/AIDS issues.
-  The provision of HIV/AIDS awareness programmes.
-  The provision of HIV/AIDS interventions by community libraries to enhance awareness.
-  The promotion of HIV/AIDS awareness products and services.
-  Training staff to be sensitive and to assist users requiring information about HIV and AIDS.

The results obtained from the information collected in the Bojanala region are compared with the information collected in the literature review. The information is discussed in terms of the above-mentioned topics.

## **2.1 Users**

Hart (2001:11) states that South African libraries need to add value to their collections and information bases so that information about HIV/AIDS makes a difference in the lives of members of the community. The community library workers in the Bojanala region support this view. They see the provision of information and the availability of reading material for library users as part of the role that community libraries should play in the dissemination of HIV/AIDS information. Library users, mostly, make use of the community libraries in the Bojanala region to obtain general information on HIV/AIDS and information for school assignments on HIV/AIDS. They also use the library to read books on HIV/AIDS.

The majority of library users collect information for school assignments. They make use of books, posters and pamphlets. The researcher's findings support those of Lukenbill (1994:113) - that "when the general public considers the library, they seem to turn to it for largely academic or school-based needs."

Authors, such as Lemann (1993:509) and Huber (2000:45), report that the majority of people in the international library community uses the community library to obtain HIV/AIDS related information about wellness, dating and relationships, finances, death and dying, alternative medicine, HIV/AIDS disclosure and health care financing.

Lukenbill (1994:114) indicates that the type of users who make use of the library for HIV/AIDS information include, mostly, female users. The author reports that seventy-three percent of users of HIV/AIDS information are female, and twenty-seven percent are male. This differs from the results found in this research where respondents indicated than an equal number of

male and female users ask for - and use - information about HIV/AIDS. Whether this is the case can only be determined by a complete user survey among all the library users in the Bojanala region.

In Lukenbill's study (1994:114) the focus group was college students between the ages of eighteen and thirty-five years. There is a similarity between Lukenbill's results and those of the research done in the Bojanala region. The adults that make use of the community library in the Bojanala region are between the ages of twenty and twenty-five years. The difference is that the age span of the users in the Bojanala region is shorter than the ones in Lukenbill's study. Again, these findings can only be substantiated if a complete user survey study is conducted among all the library users in the Bojanala region.

Hart (2001:11) and an article entitled, *HIV/AIDS: We care ... do you* (Free State Libraries, 2002:23), report that children and young adults are the two user groups that are, mostly, targeted with HIV/AIDS intervention types. In the pilot project carried in secondary schools by the CLRU of UNISA, it was revealed that a high percentage of male and female respondents indicated that they have read about AIDS (Machet, Olen and Chamberlain, 2001:105-107).

The information collected by the researcher during the interviews with library workers in the Bojanala region - Question Five of the interview guide - supports this by revealing that, mostly, teenagers in the age group fourteen to sixteen and young adults in the age group twenty to twenty-five enquire about HIV/AIDS.

The respondents in Bojanala indicated that, in general, users in the Bojanala region find it easy to ask for information regarding HIV/AIDS. Once again the researcher found it difficult to draw a comparison with the findings in the literature due to the lack of a general user survey in community libraries.

The Bojanala findings reveal that the librarians/library workers

- ❧ make use of personal interviews to determine the needs of the library users.
- ❧ determine the need when the library users ask them directly for information.
- ❧ make use of circulation and query statistics to determine the needs.

Only one respondent indicated that she makes use of user surveys.

In the literature review, Lukenbill (1994: 111) and Huber and Cruz (2000:39) indicate that librarians make use of user surveys in the form of questionnaires - posted on websites and distributed in printed form - to determine the needs of library users for HIV/AIDS information. These methods - mentioned by the international authors - differ from the methods used by the librarians/library workers in the Bojanala region - as indicated by the researcher. In the previous paragraphs it has been suggested that the true needs of the users can only be determined if a full library user survey is conducted in the Bojanala region. According to the literature review this survey should be done by distributing questionnaires to the library users.

## **2.2 Policies**

The literature review gives no indication that any policies exist in South Africa. The information collected in the Bojanala region confirms this because there are no policies for the provision of HIV/AIDS awareness services and products in place in the region. The lack of formal collection development and service delivery policies - related to HIV/AIDS - could be said to contribute to the paucity of HIV/AIDS information that is available in community libraries within the Bojanala region. Telephonic interviews conducted with role players at several larger municipalities, such as the Tshwane Metropolitan Council, Johannesburg Metropolitan Council, Mangaung City Council and Cape Town Metropolitan Council - as well as role players from Provincial Library Services, namely Gauteng, Limpopo, Western Cape and Eastern Cape reveal that no

policies concerned with the provision and dissemination of information on HIV/AIDS exist.

Lukenbill (1994:18) reports that the HIV/AIDS blight has reawakened the libraries' sensitivity to the relationship between government policy and library objectives. The author recommends that librarians should understand government policies and that librarians should have an obligation to study policies and make assessments and recommendations.

This researcher maintains that the lack of formal collection development and service delivery policies - related to HIV/AIDS - could contribute to the lack of information available regarding HIV/AIDS usage in community libraries within the Bojanala region. The first step for librarians/library workers to take to correct this situation would be to follow Lukenbill's advice and start making assessments of - and recommendations for - an HIV/AIDS collection development and service delivery policy.

Suggestions on what to include in a collection development and service delivery policy by authors, such as Lukenbill (1990:213), Cowen (1991:39) and Levine (2002:46), confirm that there is a need for formal policies to guide librarians. A recommendation is made in Chapter Seven on policy development.

### **2.3 Collection development and the availability of HIV/AIDS information resources**

To create a clearer understanding of the information collected from the interviews and the information in the literature review, the researcher reports – simultaneously - on HIV/AIDS information resources and collection development. The respondents indicated that they see the availability of information sources and collection development as one topic.

International authors, such as Huber and Cruz (2000:45) and Lemann (1993:508), suggest that library collections should include resources on

specific topics related to HIV and AIDS. The authors add that those topics should include resources on the handling of relationships, finances, child care, death, employment, housing and religion – using pamphlets, newsletters and information on resources gathered from local activist groups and autobiographies.

In South Africa Schimper (2002:3) feels that when it comes to the needs of special groups, like people living with HIV/AIDS, community libraries should consider developing special collections and include it in their strategic plan. Le Roux (2002:10) reports that - since 2002 - the Provincial Library Services in all nine South African provinces have focused on the purchasing of fiction titles with AIDS as theme, and Baffour-Awauh (2004:8) suggests that all school, public and community libraries, deliberately, acquire HIV/AIDS fiction titles.

The respondents indicated in their interviews that they receive all the information resources from the North West Provincial Library Services. Some receive pamphlets from the local clinics. The sources are, mostly, rated inadequate and only cater for adults. Two respondents indicated in Question Sixteen that they produced their own pamphlets to add to the existing information available on HIV/AIDS. An example of the pamphlet is attached as Annexure B.

Although the literature review indicates that there was a focus on purchasing HIV/AIDS fiction books in the Free State Province (Le Roux, 2002), the information collected from the interviews in the Bojanala region reveal the opposite. HIV/AIDS collections in community libraries in the Bojanala region are inadequate. It seems that the library workers have little knowledge about the book selection procedure of the North West Provincial Library Services. During a telephonic interview, the Deputy Director: Library, Information and Archive Services of the North West Province indicated that there is no specific budget allocation for HIV/AIDS resources within the book budget of the North West Province. Once again, a proper collection development policy would contribute to enhancing the quality of the HIV/AIDS collections in community

libraries. Recommendations made by authors, such as Lukenbill (1990:213), Cowen (1991:39) and Levine (2002:46), in the literature review should be taken into consideration when developing such a policy.

Recommendations from the literature about what such a policy should entail are made in Chapter Three, Section Two, point Five and the contents of such policies are explored in Chapter Seven.

## **2.4 Partnerships**

The value of partnerships was clearly stated in the international literature review. Chapter Three cited several interventions where community libraries made use of partnerships to disseminate HIV/AIDS information. Lukenbill (1990:13) suggests that libraries should enter into a cooperative partnership with community AIDS service agencies when planning and providing outreach events. The grant programme of the National Library of Medicine in New York placed an emphasis on partnerships with public libraries. These partnerships create opportunities to present HIV/AIDS consumer health information initiatives (Perry, 2000:125).

Although partnerships have not been, specifically, addressed in the South African literature review, reference was made to the City of Tygerberg that forged a partnership with a community arts group (Jacobs 2002) and the Free State Library Services joined hands with a non-governmental organisation (Free State Libraries, 2002:23). These partnerships resulted in activities, such as dramatisations, sporting activities and face-painting for children.

The respondents in the Bojanala region all indicated that the medical clinics are seen as partners. These partnerships are limited to the sharing of pamphlets and posters between the clinics and the community libraries.

Partnerships create opportunities for HIV/AIDS initiatives, and one of these initiatives is the presentation of HIV/AIDS awareness programmes - as discussed in the next section.

## 2.5 HIV/AIDS awareness programmes

Several types of outreach programmes are discussed in the literature review. The literature review on HIV/AIDS awareness programmes is divided into three sections, namely international, African and South African interventions. The programmes that are discussed in the international section include:

-  Information and educational programmes
-  HIV/AIDS preventative education programmes
-  The use of art to create HIV/AIDS awareness.

The African section focused on children and youth programmes, community information programmes and performing art initiatives. Information about South African outreach programmes was limited to only a few articles which focus – mainly - on community information programmes, such as seminars and performing arts initiatives as outreach programmes.

The list of programmes presented by the Gauteng Provincial Library Services included the above, as well as a number of other outreach programmes, such as workshops for librarians, video shows and competitions - all with an HIV/AIDS theme (Francis, 2000:1)

Most of the respondents indicated that they have not presented/hosted a seminar as an example of a HIV/AIDS outreach programme. Reasons include that the librarians/library workers think there is no need because the community does not ask for it or the community does not support library outreach programmes. Some of the respondents indicated that they feel it is the role of the Department of Health to host such seminars. The researcher observed that the library workers only realised during the interview that they could present different programmes to promote HIV/AIDS awareness.

## **2.6 Interventions**

A comprehensive summary of HIV/AIDS intervention types - that can be used to enhance HIV/AIDS awareness - is given in Chapter Three, Table 3.1.

Kabamba (2002:13) emphasises the importance of HIV/AIDS interventions to enhance awareness by stating that libraries must reach out because they are placed right in the centre of communities and must, therefore, provide programmes related to burning community issues, such as HIV/AIDS.

The respondents claimed that they engage in book displays to enhance HIV/AIDS awareness. Their target audiences are mostly teenagers and - to a certain extent - adults between the ages of twenty and twenty-five years. The teenagers are the group that makes the most enquiries about HIV/AIDS, followed by adults and, therefore, the focus is on these two groups when HIV/AIDS interventions are planned.

Only one respondent indicated that his library presented an HIV/AIDS seminar. The other respondents alleged that several factors, such as lack of community support; no need for such activities; and/or not having the right contacts played a role in not hosting/presenting programmes. The role of partnerships should, therefore, be emphasised here as they would result in expanding contacts. The recommendations made in Chapter Seven offer guidelines for presenting interventions, such as book displays, collection development, community information programmes, information dissemination, promotional initiatives, outreach programmes and consumer health information services.

## **2.7 Promotion**

Cuthbert (1989:36) maintains that libraries are often invisible in the minds and perceptions of those living with HIV/AIDS. It is, therefore, important that libraries show the public what they will miss or are missing by not exploiting

the library services. Promotion of products and services offered by libraries and, specifically, those related to HIV/AIDS are imperative.

The literature suggests that the following can be done to promote HIV/AIDS awareness interventions:

- ❧ Ask that librarians be included in radio and television announcements to discuss available sources of information.
- ❧ ask that library services and products related to HIV/AIDS are included in informative and educative pamphlets and brochures that support public health campaigns as important and convenient sources of information.
- ❧ Distribute finding tools, such as bookmarks, media lists and bibliographies, that alert users to HIV/AIDS information available in library collections.
- ❧ Offer space to government and community-based organisations for the display, distribution and viewing of their mass-media campaign materials in the library building.
- ❧ Mount exhibits and displays in libraries that reflect the message of HIV/AIDS prevention and awareness (Lukenbill, 1994:14).

The libraries in the Bojanala region make use of some promotional tools. To illustrate some of the South African promotional efforts, photos of HIV/AIDS exhibits are attached to this report as Annexure C and an example of a poster and bookmark designed by the Gauteng Provincial Library Services is attached as Annexure D and E.

Although the majority of the respondents replied to Question Thirty by indicating that they do not present/host HIV/AIDS awareness programmes, they had some understanding on how to promote HIV/AIDS services and products. They make use of

- ❧ the distribution of posters and flyers when marketing a programme, in general.

- the radio.
- word-of-mouth.

The researcher observed that the respondents found it difficult to discuss this subject, as there is no definite HIV/AIDS service delivery plan. The respondents cannot promote an activity if they are not sure what is expected of them.

## 2.8 Staff training

The international literature review points out that staff training forms part of an effective HIV/AIDS service delivery plan (Lukenbill, 1990:213), but no details are given on how the training should be conducted.

The Gauteng Provincial Library Services (Francis, 2000:1) organised HIV/AIDS education workshops for staff members to empower them to assist users who have HIV/AIDS queries. The workshop focused on the following areas:

- The proper use of library collections
- Networking with other organizations
- The establishment of a community information database.

None of the respondents in Bojanala or their colleagues received training related to HIV/AIDS. The researcher could not track down any form of staff training linking libraries and HIV/AIDS. (Gauteng no longer presents these workshops.) However, it is evident from all the information collected that there is a definite need for staff training on HIV/AIDS issues. **Lifeline** presents HIV/AIDS peer educator workshops as well as HIV/AIDS information sessions, countrywide, and might become involved in library staff training. In the recommendations in Chapter Seven, the researcher makes suggestions for themes for workshops.

A summary of the comparison between suggestions in the literature and the findings from the research is set out, below, in Table 6.1.

LITERATURE SUGGESTS	FINDINGS FROM RESEARCH
<b>USERS</b>	
<b>Role of community library pertaining to HIV/AIDS</b>	
<p>South African libraries need to add value to their collections and information bases so that information about HIV makes a difference in the lives of members of the community (Hart 2001:11).</p>	<p>Librarians/library workers see the provision of information and availability of reading material to library users as part of the role that community libraries should play in the dissemination of HIV/AIDS information.</p>
<b>Reason for making use of HIV/AIDS sources</b>	
<p>The majority of library users collect information for school assignments. They make use of books, posters and pamphlets. The researcher's findings support Lukenbill's (1994:113) finding that "when the general public considers the library, they seem to turn to it for largely academic or school-based needs."</p> <p>Authors, such as Lemann (1993:509) and Huber (2000:45), report that the majority in the international library community uses the community library to obtain HIV/AIDS related information about wellness, dating and relationships, finances, death and dying, alternative medicine, HIV/AIDS disclosure and health-care financing.</p>	<p>Mostly, library users make use of the community libraries in the Bojanala region to obtain general information on HIV/AIDS and information for school assignments on HIV/AIDS. They also use the library to read books on HIV/AIDS.</p>

<b>User profile (age and gender)</b>	
<p>Lukenbill (1994:114) maintains that the type of users who make use of the library for HIV/AIDS information, mostly, include female users. According to that author, seventy-three percent of the users who used HIV/AIDS information are female and twenty-seven percent are male.</p> <p>In Lukenbill's study (1994:114), the focus group consisted of college students between the ages of eighteen and thirty-five years.</p> <p>Hart (2001:11) and an article in the Free State Libraries (2002:23) show that children and young adults are the two user groups that are mostly targeted with HIV/AIDS intervention types. The pilot project – carried out in secondary schools by the CLRU of UNISA - indicated that a high percentage of male and female respondents have read about AIDS. (Machet, Olen and Chamberlain, 2001:105-107).</p>	<p>The respondents indicated than an equal number of male and female users ask for and use information about HIV/AIDS.</p> <p>The adults that make use of the community library in the Bojanala region are between the ages of twenty and twenty-five years.</p> <p>The information collected by the researcher during the interviews with library workers in the Bojanala region revealed that, mostly, teenagers in the age group fourteen to sixteen and young adults in the age group twenty to twenty-five enquire about HIV/AIDS.</p>
<b>User behaviour</b>	
<p>The researcher found it difficult to draw a comparison with findings in the literature due to the lack of a general user survey in community libraries.</p>	<p>The respondents in Bojanala indicated that, in general, users in the Bojanala region find it easy to ask for information on HIV/AIDS.</p>

<b>Determining user needs</b>	
<p>In the literature review, Lukenbill (1994: 111) and Huber and Cruz (2000:39) found that librarians make use of user surveys in the form of questionnaires - posted on websites and distributed in printed form - to determine the needs of library users for HIV/AIDS information. These methods - mentioned by the international authors - differ from the methods used by the librarians/library workers in the Bojanala region - as indicated by the researcher.</p>	<p>The Bojanala findings show that the librarians/library workers</p> <ul style="list-style-type: none"> <li>✘ make use of personal interviews to determine the needs of the library users.</li> <li>✘ determine the need when the library users ask them directly for information.</li> <li>✘ make use of circulation and query statistics to determine needs.</li> </ul> <p>Only one respondent indicated that she makes use of user surveys.</p>
<b>POLICIES</b>	
<p>According to Lukenbill (1994:18), the HIV/AIDS blight has reawakened the libraries sensitivity to the relationship between government policy and library objectives. The author recommends that librarians should understand the government policies and that librarians should have an obligation to style policies and make assessments and recommendations.</p>	<p>The literature review gives no indication that any policies exist in South Africa. The information collected in the Bojanala region underline this finding because no policies on the provision of HIV/AIDS awareness services and products are in place in the region. The lack of formal collection development and service delivery policies on HIV/AIDS could contribute to the lack of information available regarding HIV/AIDS usage in community libraries within the Bojanala region.</p>
<b>COLLECTION DEVELOPMENT AND THE AVAILABILITY OF HIV/AIDS INFORMATION RESOURCES</b>	
<p>Lukenbill (1994:18) feels that the HIV/AIDS blight has reawakened the libraries' sensitivity to the relationship</p>	<p>The respondents indicated in their interviews that they receive all the information resources from the North</p>

<p>between government policy and library objectives. The author recommends that librarians should understand the government policies and that librarians should have an obligation to style policies and make assessments and recommendations.</p> <p>In South Africa Schimper (2002:3) suggests that when it comes to the needs of special groups, like people living with HIV/AIDS, community libraries should consider developing special collections and include them in their strategic plans. Le Roux (2002:10) reported that - since 2002 - the Provincial Library Services in all nine South African provinces focused on the purchasing of fiction titles with AIDS as theme, and Baffour-Awauh(2004:8) recommended that all school, public and community libraries, deliberately, acquire HIV/AIDS fiction titles.</p>	<p>West Provincial Library Services. Some receive pamphlets from the local clinics. The sources are, mostly, rated inadequate and only cater for adults. Two respondents indicated in Question Sixteen that they produced their own pamphlets to add to the existing information available on HIV/AIDS. An example of the pamphlet is attached as Annexure B.</p>
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**PARTNERSHIPS**

<p>The value of partnerships was clearly stated in the international literature review. Chapter Three cites several interventions where community</p>	<p>The respondents in the Bojanala region all believed that the medical clinics can be seen partners. These partnerships are limited to the sharing</p>
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<p>libraries made use of partnerships to disseminate HIV/AIDS information. Lukenbill (1990:13) suggests that libraries should enter into a cooperative partnership with community AIDS service agencies when planning - and providing - outreach events. The grant programme of the National Library of Medicine in New York placed an emphasis on partnerships with public libraries. These partnerships create opportunities to present HIV/AIDS consumer health information initiatives (Perry, 2000:125).</p> <p>Although partnerships have not been, specifically, addressed in the South African literature review, reference was made to the City of Tygerberg that forged a partnership with a community arts group (Jacobs 2002). The Free State Library Service joined hands with a non-governmental organisation (Free State Libraries, 2002:23). These partnerships resulted in activities, such as dramatisations, sporting activities and face-painting for children.</p>	<p>of pamphlets and posters between the clinics and the community libraries.</p>
<p><b>HIV/AIDS AWARENESS PROGRAMMES</b></p>	
<p>Several types of outreach programmes are discussed in the literature review. The literature review on HIV/AIDS awareness programmes is divided into</p>	<p>Most of the respondents have not presented/hosted a seminar as an example of a HIV/AIDS outreach programme. Reasons given include that</p>

<p>three sections, namely international, African and South African interventions.</p> <p>The programmes that were discussed in the international section included:</p> <ul style="list-style-type: none"> <li>🚫 Information and educational programmes</li> <li>🚫 HIV/AIDS preventative education programmes</li> <li>🚫 The use of art to create HIV/AIDS awareness.</li> </ul> <p>The African section focused on children and youth programmes, community information programmes and performing art initiatives. Information about South African outreach programmes were limited to only a few articles which focus, mostly, on community information programmes, such as seminars and performing arts initiatives as outreach programmes.</p> <p>The list of programmes presented by the Gauteng Provincial Library Services included the above as well as a number of other outreach programmes, such as workshops for librarians, video shows and competitions - all with an HIV/AIDS theme (Francis, 2000:1)</p>	<p>the librarians/library workers think there is no need because the community does not asking for it or the community does not support library outreach programmes. Some of the respondents indicated that it is the role of the Department of Health to host such seminars. The researcher observed that only during the interview the library workers realised that they could present different programmes to promote HIV/AIDS awareness.</p>
<b>INTERVENTIONS</b>	
<p>Kabamba (2002:13) emphasises the importance of HIV/AIDS interventions to enhance awareness by stating that libraries must reach out because they</p>	<p>According to the respondents, they engage in book displays to enhance HIV/AIDS awareness. Their target audiences are mostly teenagers and -</p>

<p>are placed right in the centre of communities and must, therefore, provide programmes related to burning community issues, such as HIV/AIDS.</p>	<p>to a certain extent - adults between the ages of twenty and twenty-five years. The teenagers are the group that enquires the most about HIV/AIDS, followed by adults, Therefore, the focus is on these two groups when HIV/AIDS interventions are planned.</p> <p>Only one respondent indicated that his library presented a HIV/AIDS seminar. The other respondents said that several factors, such as a lack of community support; no need for such activities; and/or not having the right contacts played a role in not hosting/presenting programmes</p>
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**PROMOTION**

<p>Cuthbert (1989:36) reports that libraries are often invisible in the minds and perceptions of those living with HIV/AIDS. It is, therefore, important that libraries show the public what they will miss - or are missing - by not using the library service. The promotion of products and services offered by libraries and, specifically, those related to HIV/AIDS is imperative.</p> <p>The literature reveals that the following can be done to promote HIV/AIDS awareness interventions:</p> <p> Ask that librarians be included in radio and television announcements to discuss</p>	<p>The libraries in the Bojanala region make use of some promotional tools. To illustrate some of the South African promotional efforts, photos of HIV/AIDS exhibits are attached as Annexure C to this report and an example of a poster and bookmark designed by the Gauteng Provincial Library Service is attached as Annexure D and E.</p> <p>Although the majority of the respondents indicated at Question Thirty that they do not present/host HIV/AIDS awareness programmes, they had some understanding on how to promote HIV/AIDS services and products. The make use of</p>
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<p>available sources of information.</p> <ul style="list-style-type: none"> <li>🚫 Ask that library services and products related to HIV/AIDS are included in informative and educative pamphlets and brochures that support public health campaigns as important and convenient sources of information.</li> <li>🚫 Distribute finding tools, such as bookmarks, media lists and bibliographies that alert users to HIV/AIDS information available in library collections.</li> <li>🚫 Offer space to government and community-based organisations for the displaying, distribution and viewing of their mass-media campaign materials in the library building.</li> <li>🚫 Mount exhibits and displays in libraries that reflect the message of HIV/AIDS prevention and awareness (Lukenbill, 1994:14).</li> </ul>	<ul style="list-style-type: none"> <li>🚫 the distribution of posters and flyers when marketing a programme, in general.</li> <li>🚫 the radio.</li> <li>🚫 word-of-mouth.</li> </ul>
<b>STAFF TRAINING</b>	
<p>The international literature review shows that staff training forms part of an effective HIV/AIDS service delivery plan (Lukenbill, 1990:213), but no details are given on how the training</p>	<p>None of the respondents in Bojanala or their colleagues have received training on HIV/AIDS issues.</p>

<p>should be conducted.</p> <p>The Gauteng Provincial Library Services (Francis, 2000:1) organised HIV/AIDS education workshops for staff members to empower them to assist users who have HIV/AIDS queries.</p> <p>The workshop focused on the following areas:</p> <ul style="list-style-type: none"> <li>🚫 The proper use of library collections</li> <li>🚫 Networking with other organisations</li> <li>🚫 Establishing a community information database.</li> </ul>	
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**Table 6.1: Summary of comparison between suggestions in the literature and the findings from research**

### 3. CONCLUSION

The literature review reports on much that has been done by the international library community to combat HIV/AIDS and to make the community aware of HIV/AIDS. The international literature review reflects several successful interventions and the researcher has come to the conclusion that it is of paramount importance that librarians become involve in HIV/AIDS awareness The community library has a social responsibility to ensure that the relevant information about HIV/AIDS is distributed to the library users in the community.

The national literature review includes numerous articles about the role librarians should play in the dissemination of information on HIV/AIDS, but little proof could be found of HIV/AIDS interventions currently being implemented in South Africa. From the above, It can be said that the

international and national findings encourage librarians to become involved in HIV/AIDS awareness programmes, but the research conducted in the Bojanala region has proved that little is being done by librarians/library workers to promote HIV/AIDS awareness.

Chapter Seven, therefore, offers guidelines and recommendations on how to implement HIV/AIDS interventions in community libraries.

# CHAPTER 7

## SUMMARY OF DISSERTATION AND RECOMMENDATIONS

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## 1. INTRODUCTION

In Chapter Six, the findings of the research were compared with the information collected in the literature review. In this chapter, the dissertation is summarised; recommendations are made; and further research possibilities are identified.

## 2. SUMMARY OF DISSERTATION

This dissertation reports on the interventions that community libraries - as part of local government and civil society - can engage in to improve HIV/AIDS awareness.

The researcher set the parameters of the study with information concerning the background, research problem, aim and objectives - as well as the research methodology to be followed - to ensure the successful completion of this study.

The literature review identified the social role and responsibility of the community library; interventions currently engaged in by community libraries; and pointed the way for proposed HIV/AIDS awareness interventions that community libraries could embark on as part of their social responsibility role. A list and description of intervention types was then compiled.

It was clear from the national and international literature review that the community library - with its years of experience in information acquisition, organisation, dissemination and use - is a natural ally in supporting HIV/AIDS awareness. The aim of this investigation was to determine

-  the social role and responsibility of community libraries in the promotion of HIV/AIDS awareness.
-  the interventions that community library services could embark on to promote HIV/AIDS awareness.

The literature review formed the basis of the research and served as the departure point for further investigation. Based on the findings of the literature review, it can be concluded that the community library has a social responsibility to ensure that relevant information about HIV/AIDS is distributed to library users in the community. If strategically managed, HIV/AIDS interventions can lead to improved library/community integration; ongoing focused community attention on the library; and, most importantly, delivery of a crucial, in-demand service.

The researcher investigated the interventions that the Bojanala region could embark on to comply with the vision of the Department of Social Development (2002:9) “that both the government and civil society as a whole develop well directed and purposeful programmes to tackle the HIV/AIDS pandemic.” This was done through face-to-face interviews with librarians/library workers responsible for managing community projects. An interview guide was developed as a guide to ensure that all related topics were covered during the interview. A moderator was used during the interview process to ensure the validity of the interviews. All interviews were tape-recorded and transcribed.

Compared with the HIV/AIDS prevalence rate in other regions and provinces (Northern Cape and Limpopo) with similar populations, the Bojanala region was identified as a region with a high HIV prevalence rate. The recommendations that emerge from the research could be implemented in any community library in any given country with a high HIV/AIDS prevalence rate.

Results were reported in Chapter Five and an integrated summary of the findings from the literature review - as well as those from the interviews in the Bojanala region - were compared in Chapter Six. The findings proved that although the literature review shows that libraries have a role to play in the dissemination of information on HIV/AIDS, little is being done in the Bojanala region to promote HIV/AIDS awareness.

Recommendations - which emerge from the study – are, now, made and

discussed in the following section.

### **3. RECOMMENDATIONS**

The recommendations that emerge from the research are divided into the nine sub-sections - as found in the interview guide. Recommendations for each sub-section are discussed separately.

#### **3.1 Users**

The research reveals that library users do use the library for HIV/AIDS information. Respondents - who are all library workers - acknowledged the fact that community libraries have a role to play in the dissemination of HIV/AIDS information. The library workers recognised their role in this process - to provide information and make reading material available, but there was so much more that could be done.

Although the number of queries per month is not particular high in the Bojanala region, Salvadori (1992:9) maintains that library workers should make an effort to ensure that the needs of the users are met. This can be done by reviewing the existing situation and trying to improve it, where possible.

Levine(2002:46) encourages library workers to look around their libraries and answer the following questions:

-  Would you feel comfortable looking for information in the current setting if you were a library user?
-  Do you have HIV/AIDS resources and are they easily accessible?
-  Do you have posters, a referral guide to other resources, etc. and are they easily accessible?
-  Do the users know that you can help them find HIV/AIDS information?

The above questions should guide the library worker in making the HIV/AIDS resources more accessible to the library users. This can be done by creating a supportive environment by means of the following (Levine, 2002:47):

- ✚ Send a message to the library users that the librarian/library worker is approachable. Librarians/library workers can do this by displaying posters in the library or in shopping malls and by providing pamphlets and information at community events about HIV/AIDS. By doing this a large group of potential library users can be reached.
- ✚ Consider keeping HIV/AIDS and related information at the desk so that the library users know they can approach the librarian/library worker directly with questions.
- ✚ If library users have personal questions that they need answered, the librarian/library worker can help them find information; encourage them to use a referral guide; and/or give them specific contact information where they can get answers to their questions.
- ✚ Make provision for those users that prefer to go directly to the HIV/AIDS resources by keeping a separate collection in a private spot in the library.

It would be worthwhile to conduct a formal user survey to determine what the needs of the users are regarding HIV/AIDS information. The methods used by the respondents, mostly, seem to only address the needs of those users who communicate directly with the library workers. Making use of interviews only when people request books, limits the information received to a small percentage of users. It is recommended that the Provincial Library Services assists the community libraries to conduct a thorough user survey. The Provincial Library Services could compile a questionnaire and distribute it through the District Libraries to the Municipal Libraries. Provincial librarians could further assist the community librarians/library workers in distributing it to the community. This could be done by making the questionnaires available in the library or by distributing them to the general public by handing them out at

their workplaces, in shopping centres or at their homes. Central collection points could be established at government offices and in libraries. The information collected from this survey would enable the decision-makers to compile policies on HIV/AIDS information dissemination. It is important that this initiative should be driven by the Provincial Library Services as they have the infrastructure to compile, print, distribute and process the user surveys.

The information gathered from the interviews suggests that teenagers and adults use information on HIV/AIDS - available in the library - most. It seems that both male and female users make use of the information. To ensure that the message is received by all the users in the library, it is recommended that the librarians/ library workers should make a special effort to include children when conducting their HIV/AIDS awareness programme planning. To merely provide children with information for their school assignments is not enough. If the information on how to prevent HIV/AIDS - and related illnesses - reaches children at a younger age, it will – surely - have a more positive impact on limiting the HIV/AIDS pandemic (Batambuze, 2003: 2).

The interviews further reveal that the HIV/AIDS information - currently available – caters, mostly, for the literate users. It is recommended that librarians/library workers also collect material that focuses on the semi and newly literate users. Materials could be collected from the Department of Health and, by doing so, a valuable partnership could be established.

It is recommended that the library workers establish contact with the Department of Health to ensure that the latest materials on HIV/AIDS reach the library. The library workers should collect the materials on a monthly basis to ensure that the information stays current. A selection of materials should be collected to ensure that the needs of all the users are addressed.

Librarians/library workers have a heavy burden of responsibility if they consider getting involved in HIV/AIDS information dissemination. It involves more than just putting books on the shelves. In Chapter Two, it is concluded that the librarians/library workers working in community libraries have a social

responsibility to ensure that the relevant information about HIV/AIDS is distributed to the library users in the community. If user satisfaction is not met, the librarian/library workers will not be able to fulfil their roles as social responsible librarians/library workers. The lack of policies - regarding the dissemination of information on HIV/AIDS - also contributes to not fulfilling the social responsibility role. Recommendations regarding policies follow.

### **3.2 Policies**

No policy on HIV/AIDS information collection and dissemination exists in the Bojanala region. From the telephone interviews conducted with employees from different provincial library services, it was learned that – nationwide - no policies on HIV/AIDS information collection and dissemination exist within the field of library and information services. It is recommended that the Provincial Library Services, as the controlling body of libraries in the North West Province, should start to compile and implement policies that will support those developed by the national government. The HIV/AIDS policies of the national government strive to

... promote public awareness and the life skills and the HIV/AIDS education programmes linked to this are the core of the efforts to prevent transmission of HIV (South African Government, 2005).

One of the policies that the North West Provincial Government could introduce might be the development and implementation of a service delivery and collection development policy that will enhance HIV/AIDS awareness.

The following should be taken into consideration when compiling a collection development policy (Lukenbill, 1991:14):

- ❧ Pay special attention to local HIV/AIDS information - related, specifically, to the country in which the policies are developed.
- ❧ Define the library's community of users and how the HIV/AIDS collection will serve them.
- ❧ Describe the nature of HIV/AIDS information - in terms of sexual and drug explicitness - and make provision for review and

community input concerning the collection of materials and the presentation of programmes.

- ❧ Community libraries need to expand and diversify their HIV/AIDS resources in scope, content and format.
- ❧ Community libraries must not only include trade books, but also pamphlets, magazines, report material and audio-visual material.
- ❧ Attention needs to be paid to the fact that individuals react differently to information resources. Some library users are not visual - in terms of their information processing, while others rely on print. Still others may be orally orientated.
- ❧ In developing resource collections, librarians/library workers are encouraged to turn to AIDS service staff for consultation - in other words, the policy must support the availability of HIV/AIDS information through interagency cooperation.

The needs and interests of the community - regarding HIV/AIDS - must be taken into consideration when a service delivery policy is put in motion. A service delivery policy should

- ❧ provide information on instructional programmes for library users.
- ❧ promote library staff HIV/AIDS training programmes that would address basic HIV/AIDS needs in the workplace, as well as training programmes that would help library staff develop better HIV/AIDS information dissemination programmes.
- ❧ promote attention on “at-risk” populations - for example, the policy should encourage HIV/AIDS information dissemination programmes to teenagers and young adults.
- ❧ encourage library management to seek additional budgeted funds for HIV/AIDS information as well as outside grants for HIV/AIDS library programming.
- ❧ encourage library workers to acquire - and provide - unrestricted access to materials dealing with HIV/AIDS.

- ❧ make the community library more responsive to HIV/AIDS information delivery. For example, policies should encourage cooperation between community libraries and AIDS service agencies.
- ❧ recognise the necessity of AIDS information to be explicit about sex and drug use (Lukenbill, 1991:56).

### 3.3 HIV/AIDS information resources

The paucity of a variety of information resources contributes to the lack of interest in the subject. The respondents indicated that the HIV/AIDS book collection is **Fair**, but the posters, pamphlets, bibliographies, videos, Internet access and magazines are inadequate to meet the needs of the users.

It is recommended that the librarians/library workers should embark on the following procedures to ensure a balanced collection of HIV/AIDS information resources:

- ❧ Collect books, pamphlets and leaflets. The books should cater for all the age groups and include books for literate and semi-literate users of all ages. Pamphlets and leaflets could be obtained from the Department of Health and/or an NGO, such as **LoveLife**.
- ❧ Devote special attention to building up a video and/or DVD collection for children, teenagers and adult users interested in HIV/AIDS issues. The Department of Education - in conjunction with SAFRITEL - has released a series of videos that address HIV/AIDS issues (Safritel, 2005). These videos reflect issues, such as living with HIV/AIDS; how a HIV test is done; etc. They should be obtained and made available to all interested users.
- ❧ Make sure that a wide assortment of general periodicals, likely to deal with HIV/AIDS issues, is available. This will include magazines, such as *Drum*, *You*, *Cosmopolitan*, etc. Although these magazines cover a variety of topics in each issue, it is

likely that the users will find something with HIV/AIDS as a theme.

- ❧ Make sure that the HIV/AIDS materials are not unduly restricted and that they are made available to library users for circulation.
- ❧ Provide for the distribution of free HIV/AIDS materials. These materials may be obtained from the Department of Health and NGOs dealing with HIV/AIDS awareness.

According to the respondents, local municipalities do not budget for library resources and the Provincial Library Services is, solely, responsible for collection development. This includes the purchasing of books, multimedia and periodicals. If possible, librarians/library workers should encourage the local municipality to assist with resources for HIV/AIDS collection development. This can include motivating for funds for HIV/AIDS resources and/or encouraging the Clinic Services to share their pamphlet collection with the community library. If adequate resources are not available, the librarians/library worker will not be able to deliver a sufficient HIV/AIDS information service to the community.

Frias (1995) outlines the following options that librarians/library workers may take to make a significant contribution in the information campaign against HIV/AIDS:

- ❧ They should collaborate with government, donors and non-governmental organisations to influence - through their expertise – the production of alternative, timely and readable materials for use and distribution through libraries.
- ❧ To ease reading and understanding, preference should be given to a wide variety of inexpensive posters, pamphlets and leaflets in the languages used by the communities.
- ❧ Low literacy levels and a general shortage of funding should be taken into account. Low literacy levels can be overcome by supporting initiatives of Adult Literacy Groups and by making the library accessible to these groups. The shortage of funding

can be overcome by seeking donations or convincing authorities of the need for acquiring - and distributing - HIV/AIDS awareness products and services.

- ✚ The reallocation of targeted resources should include the mounting of semi-permanent, widely appealing and innovative exhibitions on HIV/AIDS - not only at libraries, but also at shopping malls, general meetings of library associations, such as LIASA, and at library conferences and seminars.
- ✚ Discussion forums should be held where professionals and HIV/AIDS specialists are given the opportunity to discuss HIV/AIDS issues with community members in the library. These discussion forums serve as a platform where new initiatives can be discussed and existing initiatives can be evaluated. The exchanging of ideas acts as a catalyst for creative thinking.

### **3.4 Collection development**

Levine (2002:46) comments that whether the librarians/library workers choose material for the library collection, personally; request materials; or familiarise themselves with the new acquisitions in their collections, they must make certain that their library provides the best and broadest range of information. The author provides a checklist for improving the selection process with regard to HIV/AIDS resources. The checklist contains the following questions:

- ✚ Are the messages in the resource age appropriate?
- ✚ Are the messages positive, rather than fear and shame based?
- ✚ Is the information comprehensive?
- ✚ Is the information medically accurate?
- ✚ Does the information reflect the community's values?
- ✚ Is the information sensitive to issues of diversity?
- ✚ Is the tone friendly and visually appealing when it comes to resources for young people?

The respondents all indicated that the Provincial Library Services is responsible for the purchasing of resources. According to the respondents, no provision is made in the budget solely for HIV/AIDS resources. It seems that the resources purchased are selected by committee members serving on a selection committee.

It is recommended that the Provincial Library Services tasks the selection committee members to collect information about all available HIV/AIDS resources and that provision be made in the budget for the purchasing of these resources. The selection committee relies, solely, on the books presented by different book suppliers. It is time that committee members request the suppliers for specific titles. Committee members could compile a list of books that library users request and submit it to the book suppliers. If the titles are available, the suppliers could make them available to the Provincial Library Services for reviewing and, possibly, for purchasing.

A proper collection development policy pertaining to HIV/AIDS resources could contribute to the effective collection development of HIV/AIDS resources in community libraries.

### **3.5 Partnerships**

It is clear from the information collected that the library workers need assistance/support from different partners. The respondents listed several pitfalls related to not receiving adequate support from partners. It is recommended that the librarians/library workers go out and seek possible partners. Partners need not only make HIV/AIDS resources available to the library, they could assist with training; provide user guidance; and/or donate funds for collection development. Partners could make use of the library facilities. For example, social workers could offer guidance on a weekly basis from one of the offices in the library.

Lukenbill (1991:13) suggests that libraries should enter into a cooperative partnership with community AIDS service agencies when planning - and

providing - outreach events. The grant programme of the National Library of Medicine in New York placed an emphasis on partnerships with public libraries. These partnerships created opportunities for a variety of HIV/AIDS consumer health information initiatives (Perry 2000:125).

Levine (2002:47) provides the following check list that may be used when selecting partners:

- 🚫 Does the organisation provide positive messages and services related to HIV/AIDS, rather than instilling fear and shame?
- 🚫 Does the organisation provide information and services that are age appropriate?
- 🚫 Does the organisation offer comprehensive information and/or services?

Levine further recommends that the librarian/library worker should carefully screen each organisation to ensure that their information is credible.

A further recommendation that can be made concerns the partnership between community clinics and community libraries. Librarians/library workers could assist clinic workers in disseminating information. The librarian/library worker should offer their services to their partners. Offers should be made to mount displays at community events; make a facility available for HIV/AIDS counselling; and request the clinic workers to address staff members on how to handle difficult queries.

It could be argued that librarians/library workers are not health workers, but - with the right partners - they could be empowered to disseminate the correct information to enhance HIV/AIDS awareness amongst community members. Situations might arise in the library setting where a question becomes too sensitive or difficult and - with the right, established partnerships - the library workers could refer the user to these partners with confidence. These partnerships may include trained HIV/AIDS counsellors from **LifeLine**, health workers at Provincial Health Services or even a doctor who supports the

library. Library workers can make contact with the following NGOs to obtain information and offer support.

	HIV/AIDS toll-free helpline	0800-012-322
	LoveLife Information and counselling	0800-121-900
	Aids Law Project	011-717-8600
	Treatment Action Campaign	021-788-3507

It is also recommended that the librarians/library workers should start a Friends-of-the-Library group. Possible “friends” could include persons involved with HIV/AIDS awareness. This group could assist the librarians/library workers in presenting programmes and could even raise funds for the purchasing of resources. Fund raising could be done through cake sales, second hand book sales, raffles, etc.

Partners are also needed when it comes to hosting and presenting HIV/AIDS awareness programmes - as discussed in the next point.

### **3.6 HIV/AIDS awareness programmes**

Lukenbill (1991:13) suggests that librarians/library workers - in cooperation with HIV/AIDS service agencies – should develop and present workshops, lectures and film programmes on HIV/AIDS to the general public. Furthermore, the author suggests that the library workers should integrate HIV/AIDS information into existing outreach programmes. The following ideas support the suggestion:

-  Start a mobile library service for those users who are homebound or in a hospice. Consider their information, reading and recreational needs when selecting resources for them.
-  Develop an educational information programme - in cooperation with AIDS authorities - that can be taken into schools, churches, jails and other institutions within the community.

- 🚫 Start a book club where a work of fiction - with a HIV/AIDS theme - is discussed.
- 🚫 Start discussion groups on the topic.
- 🚫 Invite a guest speaker - possibly a celebrity living with HIV/AIDS.
- 🚫 Hold poster competitions - with HIV/AIDS as a theme.
- 🚫 Screen videos that contain a message about HIV/AIDS or that give information.
- 🚫 Host workshops where users learn how to deal with HIV/AIDS in their families. This includes looking after relatives with HIV/AIDS, emotional stress, financial management, etc.

The above recommendations could be adapted for child, teenager and adult programming. Programmes for all age groups could also include exhibits on issues related to HIV/AIDS and the offering of the libraries facilities, such as the activity room, to AIDS agencies in the community.

When the possibility of hosting or presenting HIV/AIDS programmes is considered, the librarian/library workers need to cooperate with their partners. As the results reveal, most community libraries in the Bojanala region have only one staff member that is responsible for all the tasks in the library. It is impossible to present an HIV/AIDS seminar if one has to run a library at the same time. The question could also be asked whether the librarian/library worker has all the necessary skills and knowledge to do this successfully.

It is recommended that librarians/library workers host seminars as part of their HIV/AIDS awareness campaigns. The hosting of such events would entail the following:

- 🚫 Through a user survey, determine the items that should be addressed during the programme.
- 🚫 Ensure the availability of the library/activity room for HIV/AIDS seminars.
- 🚫 Arrange for presenters *via* partners.

- 🚫 Market events.
- 🚫 Market the library and its functions during an event.
- 🚫 Ensure proper reporting to stakeholders to indicate sustainability.

The results reveal that most of the respondents did not think that they could host HIV/AIDS information sessions. The current interventions they embark on regarding HIV/AIDS are limited to basic library functions. In Chapter One, the term, “intervention”, is defined as the action or processes that librarians undertake in providing products and services that will increase the awareness of community members of the HIV/AIDS pandemic. Awareness programmes are the “action[s] or process[es]” that librarians/library workers undertake to increase HIV/AIDS awareness. HIV/AIDS awareness interventions are discussed below.

### **3.7 Interventions**

A number of interventions exists that librarians/library workers can embark on with limited resources. HIV/AIDS interventions - in libraries - should provide basic information about HIV/AIDS to all users. A special effort must be made to reach children and teenagers - without excluding the adult user.

Successful interventions rely on far more than just putting a small display on the counter as part of the daily tasks or assisting school children with their school projects. It is recommended that librarians/library workers investigate all the different types of interventions discussed in Chapter Three and embark on, at least, one per month. By doing this, the librarian/library workers may determine what appeals to their user groups.

A proper service delivery policy could assist the librarians/library workers in initiating intervention programmes. The library workers could start by responding to Hart’s (2001:11) suggestion on how to address HIV/AIDS issues. The author recommends that libraries should

- ❧ establish “forums for talk” where young people can meet regularly and discuss HIV/AIDS. One respondent indicated that a “club” for teenagers could be established which links up with the author’s suggestion.
- ❧ form partnerships with schools to set up HIV/AIDS research projects.

The findings of this study reveal that respondents are negative about engaging in HIV/AIDS interventions because of a lack of community support. This could, however, be rectified with a proper promotional strategy to make members aware of the role that the library can play in providing information about HIV and AIDS related issues.

### **3.8 Promotion**

The respondents found it difficult to comment on actions to be taken to promote HIV/AIDS awareness programmes because most of them had not presented such programmes in the past. They indicated that when they do have to promote an event, they rely on “word-of-mouth”, the distributing of pamphlets and the use of the local radio station.

All the respondents indicated that the lack of funds is a huge problem. A promotional strategy that is relatively inexpensive to execute is, therefore, recommended.

Sherman (1992:70-142) suggests the use of the following inexpensive promotional techniques:

- ❧ Use “word-of-mouth” - but do not rely too heavily on it.
- ❧ Design attractive flyers and posters; make photocopies; and distribute them amongst the community. Make sure that the information is correct and provide contact information.
- ❧ Write an article for the local newspaper and ask the newspaper to publish it prior to the event. Make sure that you invite the

media to attend your programme. Take photos and write a follow up article. Request the newspaper to publish it after the event (See copy of newspaper article attached as Annexure F).

- ✚ Contact the local radio station and ask them to promote the event. Arrange for a live interview or storytelling session. Have a “phone in” competition and present a prize during the event.
- ✚ Visit schools and community events. Get “on stage” and tell them about the event. As an added bonus, spoil the audience with a story - the chances are good that they will go to the library for more.
- ✚ It is important to make sure that the “product” you are promoting complies with certain standards. When promoting an HIV/AIDS collection or exhibit, make sure it is worthwhile visiting. Few people will return to something that they did not find exciting or educational.
- ✚ Keep the “product” fresh. For example, add new information and books to collections. One respondent mentioned that there was nothing to promote in the library because there were so few books.

These promotional strategies can only be successfully implemented if the librarians/library workers have the necessary skills. The interviews revealed that some of the respondents lack these skills. Workshops that focus on promotional skills - developed with specific reference to HIV/AIDS programmes - should also be incorporated into the staff training programme.

### **3.9 Staff training**

The respondents indicated that budget constraints were the main cause for not receiving training. To ensure that the librarians/library workers in the Bojanala region have the skills to successfully implement HIV/AIDS interventions, staff training needs to take place.

The researcher could only find one library service that has ventured into staff

training on HIV/AIDS. The Gauteng Provincial Library Services (Francis, 2000:1) organised HIV/AIDS education workshops for staff members to empower them to assist users who have HIV/AIDS queries. The workshop focused on the following areas:

- ❧ The use of the core collection and resource packs supplied by the Provincial Library Services
- ❧ How to network with other organisations
- ❧ The establishment of a community information database.

The librarians/library workers who attended the workshops received resource packs which consisted of videos, books and posters.

It is recommended that the Provincial Library Services be approached with a request to facilitate training, with HIV/AIDS as its main theme. Possible suggestions for training workshops are:

- ❧ How to deal with HIV/AIDS queries in an informed way
- ❧ Designing HIV/AIDS promotional materials
- ❧ Setting up proper book displays
- ❧ Promotional strategies
- ❧ HIV/AIDS peer educator workshops

It is envisaged that as soon as a few librarians/library workers are trained, they can share their knowledge with others. Hopefully, these training workshops will stimulate the librarians/library workers to be creative in their thinking and to come up with even more interventions to ensure that HIV/AIDS information reaches the library user in a proper way.

The researcher has compiled a list of intervention types - identified in the literature review – and has made recommendations on how to implement the interventions with minimal available resources. See Table 7.1, below.

<b>Intervention types</b>	<b>Description</b>	<b>How to implement with minimal resources</b>
<b>Arts initiatives</b>	<p>Write letters to people affected by HIV/AIDS</p> <p>Construct murals</p> <p>Compile art exhibitions</p> <p>Make a quilt</p> <p>Host drama, poetry, singing and dancing events - with HIV/AIDS as the main theme</p>	<p>Arrange with schools for a letter writing session. Children could write letters of encouragement to AIDS patients. This session could take place during the creative writing period – the library worker could make copies of the letters and distribute them amongst AIDS patients at a hospice.</p> <p>Arrange with the art students at the local high school to construct a mural at the library. Arrange with the “friends-of-the library” group to get a donation for paint.</p> <p>Arrange with schools/colleges to encourage students to design art works with HIV/AIDS as a theme. Host an art exhibition in the library and invite partners.</p> <p>Contact a “woman’s club” or old age home and request them to make a quilt. Each block to represent an HIV/AIDS patient. This quilt could be auctioned and the money collected could be used to purchase books</p>
<b>Book displays</b>	Mount in-house displays and displays at community events	Make use of the library’s resources and create posters for the exhibition from the free HIV/AIDS material that the library receives. Recycle old posters and create an interesting collage.
<b>Collection development</b>	Create special resource collections that are shelved separately to ensure	To ensure effective collection development, resources are essential. By establishing

	<p>easy access</p> <p>Encourage communication between activist groups and libraries through e-mails and litservs</p> <p>Use donor funds to purchase materials on HIV/AIDS</p> <p>Make referrals to HIV/Aids groups</p> <p>Enhance the circulation of the HIV/AIDS collection through block-loans to schools and other interested organisations</p> <p>Include fiction and non-fiction in the collection</p>	<p>partnerships the financial burden can be shared amongst the library, the Municipality, the Provincial Library Services and the partners.</p>
<p><b>Community information programmes</b></p>	<p>Present seminars and workshops on HIV/AIDS</p> <p>Distribute of condoms and HIV/AIDS brochures and pamphlets in the library</p> <p>Arrange recreational camps for the youth</p>	<p>Make use of partners and request them to assist in presenting these programmes.</p> <p>Obtain these from the Municipal Clinic or the Department of Health.</p> <p>Request assistance from church groups and schools and arrange a camp for teenagers where issues related to HIV/AIDS can be discussed. The youth can participate in recreational activities while discussing issues of concern.</p>
<p><b>Information dissemination</b></p>	<p>Make reviews available to users</p> <p>Make use of computerised networks</p>	<p>Collect copies of reviews that appeared in newspapers and magazines. Pin them up on the notice board.</p> <p>Subscribe to a litserv and receive daily updates. Visit <a href="http://www.aidsmap.com">www.aidsmap.com</a> for information on a free litserv service.</p>

	<p>Establish cooperation between HIV/AIDS activist groups</p> <p>Promote AIDS telephone hotlines</p> <p>Offer support to HIV/AIDS support groups</p> <p>Distribute pamphlets, brochures, and AIDS newsletters</p> <p>Make information available about conferences, clinics and AIDS resource centres</p>	<p>Arrange meetings in the library.</p> <p>Distribute flyers with hotline numbers and design a poster for the library that includes the telephone numbers.</p> <p>Make the library hall/auditorium/meeting room available to the support groups. Offer the counsellor a room for counselling.</p> <p>Make use of the computer and photocopier in the library or ask a printing and design company to sponsor the design and printing of a newsletter. Involve partners in the writing of the articles for the newsletter.</p>
<b>Promotional initiatives</b>	<p>Participate in radio and TV announcements</p> <p>Design and print posters and bookmarks</p> <p>Offer space for meetings and displays</p> <p>Mount displays in libraries</p>	<p>Promote activities on the radio and invite the TV news team to special events.</p> <p>Arrange a poster competition and make use of the entries to promote HIV/AIDS awareness. Ask a printing company to make prints of the winning design and distribute it to other libraries</p> <p>Support partners. Volunteer to decorate the venue for their meetings and make use of the opportunity to promote the libraries services.</p> <p>Keep the displays fresh by choosing a new topic every month.</p>
<b>Outreach programmes</b>	<p>Present</p> <ul style="list-style-type: none"> <li> workshops</li> <li> lectures</li> <li> film programmes</li> </ul>	<p>Outreach programmes can become a costly exercise. Library workers need to budget for printing, promotion, catering, travelling costs, prizes, etc. Make use of sponsorships to cover some of the costs.</p>

	<ul style="list-style-type: none"> <li>🧑 children and youth programmes</li> <li>🧑 information and educational programmes</li> <li>🧑 preventative educational programmes</li> <li>🧑 a service to deliver books to homebound patients</li> <li>🧑 poster and essay competitions on HIV/AIDS</li> <li>🧑 AIDS day celebrations</li> </ul>	<p>The library workers could charge a small entry/entrance fee to events or competitions. This could cover the costs of the refreshments served during an outreach programme.</p>
<b>Consumer health information services</b>	<p>Provide a wide range of consumer information which is found in books, directories, health newsletters, magazines, clipping files and referral and computer databases</p>	<p>Library workers can make copies from the resources listed on the left and start a clipping service. Keep it current.</p> <p>Ask for assistance from the Information Technology (IT) Department of the library to compile a computer database. A</p>

**Table 7.1: Intervention types and recommendations on how to implement them with minimal available resources**

#### **4. FUTURE RESEARCH**

The following research could be considered in future:

1. The development and implementation of a HIV/AIDS service delivery and collection development policy. Not only will this act as a catalyst to get interventions off the ground, but it will give structure to such interventions.
2. Research into all available South African resources with HIV/AIDS as a theme. It would be useful for library workers to have a list of resources - describing the age group each is

meant for and a short description of the contents. This list could be used by collection development committees to make informed decisions.

3. Research into the roles of partners in the dissemination of HIV/AIDS information. The research could assist in identifying partners not previously considered.
4. Research in the development of an HIV/AIDS training programme - specifically with librarians as the target group.
5. User HIV/AIDS information needs surveys to determine the true needs that library users have for relevant and recent HIV/AIDS information resources - which should be available in their community libraries.

## **5. FINAL CONCLUSION**

Mchombu (2004:97) reports that an increasing community knowledge on HIV/AIDS is only a means to an end - not the goal, itself. The goal is to successfully fight the pandemic at community level and to have effective HIV prevention programmes. Lukenbill (1994:236) suggests that one of the central strategies for promoting a new product is to create an awareness of - and a need for - the new service and product. The author adds that as the HIV/AIDS pandemic continues to expand, the library community - as a social responsible institution - "may not have the luxury of sitting by and waiting to be asked to dance." The library community needs to create an awareness and a need among the public for its HIV/AIDS information services in order to make a contribution in the fight against HIV and AIDS.

The community might be so caught up in the devastating impact of HIV/AIDS that they might not ask for information at community libraries. The library leadership in South Africa must take the responsibility to embark on strong initiatives and actions to show that the community library can - and will - play

an important role in providing HIV/AIDS information through carefully planned interventions.

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