The Provision of Library and Information Services to Offenders in South Africa with Reference to Leeuwkop and Johannesburg Correctional Services

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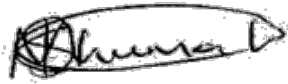
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DECLARATION

I Mbalenhle Sijabulile Khumalo declare that this study "The provision of Library and Information Services to offenders in South Africa with reference to Leeuwkop and Johannesburg correctional services" is my original work except where specifically indicated in the study and has not been presented for the award of any degree in any other University.

16/12/2020

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DEDICATION

This study is dedicated to my family, my mother Dudu Khumalo, my sister Nonsikelelo Zungu, my niece Kearabetswe Zungu, my beautiful daughter, Naledi Nobuhle Khumalo and my loving son Sintusethu Shobede for their constant understanding, love and support throughout the journey.

To Jackson Misowakhe Shangase "Ndaleka ngeswele imilomo eyizinkulungwane ukubonga".

ABSTRACT

A need to correct the behaviour and deeds of people who have been incarcerated has been in the plans of the South African Government for a number of years now. Shifting from being punishment to rehabilitation centres, the correctional places have the aim to rehabilitate and prepare inmates to be included in and accepted by the society beyond their incarceration period.

Qualitative and quantitative approaches were adopted. The case study design was employed to provide the researcher with the flexibility to gather data after an in-depth study of the LIS in Leeuwkop and Johannesburg correctional centres. The targeted population was the Department of Correctional Services (DCS) officials in charge of the LIS, Gauteng Department of Arts and Culture (DAC), City of Johannesburg (CoJ) municipality LIS Department and offenders from the Leeuwkop and Johannesburg correctional services. The purposive sampling technique was used to select the sample for the study. Interviews were held with six Leeuwkop and Johannesburg DCS officials, one official from the City of Johannesburg LIS Department responsible for project management, and two officials from the Department of Arts and Culture. Questionnaires were administered to Leeuwkop and Johannesburg offenders. Triangulation was used to provide different views and opinions during the data analysis. The qualitative data was analysed thematically while the quantitative data was analysed numerically with tables and graphs. Ethical considerations were taken into account by acknowledging authors and providing consent forms to the participants.

The study established that there was a provisional policy for correctional services libraries in Gauteng. However, most libraries did not utilise it as they rather used other policies. This is due to the fact that libraries are not autonomous but are under the formal authority of the Department of Education and Sport, Recreation, Arts and Culture (SRAC). Most inmates knew about the LIS facilities in their centres. However, the study found out that the materials stored in the libraries were out-dated and limited. Additionally, most centres did not have programmes to rehabilitate offenders while they are within the correctional facilities and to reintegrate them back into the society after their release. The study recommends that another study be done pertaining to the mandate and development of policies for the DCS libraries.

KEYWORDS

Rehabilitation; incarcerated people; libraries; correctional service libraries; library services; development; education; information; social inclusion; Gauteng; South Africa.

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LIST OF ACRONMYS AND ABBREVIATIONS

BEE – Black Economic Empowerment

CIPRO – Companies and Intellectual Property Registration Office

CoJ – City of Johannesburg

CS – Correctional service

DAC – Department of Arts and Culture

DCS – Department of Correctional Services

DoE – Department of Education

ICT – Information and communication technologies

IFLA – International Federation of Library Associations and Institutions

ILL – Interlibrary loans

JCS – Johannesburg Correctional Centre

LAN – Local Area Network

LCS – Leeuwkop Correctional Centre

LIASA – Library and Information Association of South Africa

LIS – Library and Information Services

LMA – Leeuwkop Medium A

LMB – Leeuwkop Medium B

LMC – Leeuwkop Medium C

NSW – New South Wales

ODAC – Open democracy advice centre

UNDHR – Universal declaration of human rights

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNISA – University of South Africa

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction and Background

Offenders have the same information needs and reading interests as people outside correctional centres, but they cannot access all materials. A key stakeholder in the provision of information access are libraries. They play a huge role in providing information access to society. Specifically, with regards to the provision of Library and Information Services to offenders, it is the public libraries through their extension mandate that provide information in their outreach programmes (correctional services, hospitals, and places of safety). IFLA (2017) asserts that libraries can be beneficial in providing information access to everyone and build an informed society which in turn will help sustain the economic growth of the country. Moreover, it also outlines the fact that the provision of information access is still a challenge, especially in developing countries; where there is poor internet access, controlled access to information, and inadequate skills to access and utilise information (IFLA, 2017).

Access to information is a universal right (Universal Declaration of Human Rights UNDHR, 2015Article 19; Open Democracy Advice Centre, ODAC 2011: section 5). South Africa is a signatory to this right and its own constitution demands that it provides access to information; "Every person has the right of access to all information held by the state or any of its organs in any sphere of government in so far as that information is required for the exercise or protection of any of their rights" (Section 23 Bill of Rights 16). *The Promotion of Access to Information Act No 2 of 2000* (2000) also emphasises the constitutional right to information by balancing the information access and giving access to records; held by the state, government institutions and private bodies to all South African citizens.

It has been observed that although obligated by various statutes, declarations and policies (UNDHR, ODAC and The Republic of South Africa constitution), the provision of Library and Information Services to inmates remains poor in South Africa. According to the Library and Information Services (LIS) Transformation Charter (2014: 5) the Library and Information Services neglect the obligation to develop information literacy. To be specific, the mandatory requirement for outreach programmes to be provided to correctional services by public libraries is ignored or given less attention, perhaps because offenders are seen to be

vulnerable members of the society who are still trying to prove themselves. Hence a critical section of the society that potentially needs the service more is less served. The Library and Information Services Transformation Charter (2014) reports that South African libraries do not have a standard policy. Sekhonyane (2005) explains that developing countries struggle to make standard policies due to inadequate budgets and poor resources (materials, infrastructure).

The International Federation of Library Associations and Institutions (2015: 12) notes that information access is still a challenge in South Africa, which shows a high level of illiteracy. Information helps countries to be literate and democratic and libraries play a significant role by providing free access to information (IFLA 2003: 8). The rehabilitation process has shifted from what it was once considered to be silence or punishment to education and psychologically based programmes. According to Clark and MacCreaigh (2006: 5) correctional service libraries were first developed when the correctional centres shifted from physical punishment and spiritual reflection to emotional and psychological rehabilitation. Sarkin (2008) reports that in Africa, correctional services did not exist until colonisation. Nevertheless, correctional services are now in existence and service a very large population of the society. This requires the Government to provide services to rehabilitate and reintegrate the population. The main tool for meeting these programmes are the libraries within the correctional facilities. Correctional services can play a huge role in providing services to the most disadvantaged people in the society that find themselves on the wrong side of the law. Ejike, Uzoamaka and Jacinta (2014) reveals that most inmates in Nigeria are school drop outs or have no basic education, which libraries can provide through access to information and literacy skills.

Omagbemi and Odunewu (2008) in their study, observe that often correctional service libraries are ignored by the public and policy makers because of their closed system. Nevertheless, Buckland (2003) states that correctional service libraries can be good investments for the country as they help the inmates to be self-motivated. Bowe (2011: 431) and Conrad (2012: 409) believe that providing literacy to offenders can build their self-esteem and help them gain skills to acquire and evaluate information. The correctional service library can provide these skills through their programmes that seek to unite inmates with their families or societies outside the facilities. The Story Dad is a programme in

Europe, which was developed to improve offenders literacy skills and connect them with their families (Bowe, 2011: 438 and Zybert, 2011: 423). According to IFLA (2015: 25) programmes and services run by correctional service libraries should ascertain that they benefit the inmates in their development, rehabilitation and learning needs.

Bowe (2011: 439) states that correctional service libraries play a crucial role in reader development by identifying their information needs about learning and address the issues they have emotionally and socially. The Chartered Institute for Information Professionals (CILIP) (2015: 3) notes that the significance of a correctional service library is shown through the material that gives inmates formal and information library collection, a professional librarian and conducive environment to forget about the highly regulated place they live in. News24 (2018) reports that the matric pass rate in South Africa for inmates has increased by 4.6% from 2016 now making it 76.7%.

Like any other organisation or department, libraries have their own shortcomings, especially correctional service libraries. As much as the effectiveness of a library is measured by its access and usage, this is not the case with correctional service libraries as they sometimes have lockdowns (Shirley, 2006). Even if offenders get access to the library, they are more likely to face space constraints, which imply that a librarian will need to give access to library materials directly to their cells (Zybert, 2011: 416). Another challenge for the libraries is funding. The Library and Information Service (LIS) Transformation Charter (2014) reports that libraries in South Africa are underfunded resulting in inadequate staff and materials. Funding challenges also affect correctional service libraries with few or no staff at all. Perhaps what discourages librarians to take jobs in correctional centres is that they have to shift from their professional background and adapt to a different environment with different regulations (Lehman, 2011: 495). Also, over the years, correctional institutions have been overcrowded, which can lead to shortage of staff and less funding (Shirley, 2006). Sarkin (2008: 31) and Singh (2005: 16) observe that overcrowding and underfunding are major challenges in Africa and these negatively impact on the rehabilitation processes of offenders. This is covered in more detail in chapter two.

1.2 Contextual Setting

Leeuwkop correctional centre is situated in the Johannesburg suburb of Bryanston. According to the Department of Correctional Services website (2017) the Leeuwkop became a

correctional centre on 1 January 1924. President Paul Kruger gave the Department of Correctional Services and Reformatories the land in 29 August 1890. On September 1, 1915, the Department started development on the allocated land. Before then, the land was known as Rietfontein farm number 15. Its first operational service as a correctional institution started on 14 March 1924, and maximum security began in 1961 and, medium C started in 1973 while medium B was in April 1, 1984. In 1959, Leeuwkop was declared a correctional centre farm on 850 ha. The Department of Correctional Services website (2017) also states that the total population of inmates is 3515. Leeuwkop correctional service is classified into four categories, the maximum security which has 763 inmates, Leeuwkop Medium A (LMA) has 1337, Leeuwkop medium C (LMC) has 692 inmates and Juvenile 723 (Department of Correctional Services, 2017).

The Johannesburg correctional service houses both male and female offenders. It is located in Naturena, south of Johannesburg. According to the Department of Correctional Services website (2017) the female facility has a population of 960 inmates. Of these, 651 are sentenced and 309 are waiting for trial. Further, it states that the facility is divided into maximum, medium and awaiting trial units.

There are 243 correctional service libraries in South Africa with 10856 registered users (IFLA 2015: 26). Inmates are encouraged to participate in the Funda Mzantsi programmes that are designed to improve literacy among inmates' (IFLA 2015: 26). Also, IFLA (2015: 25) reports that the aim of these correctional service libraries is to help inmates with their educational and recreational needs, which will help in meeting inmates' educational and recreational needs. Table 1.1 below shows the number of South African correctional services.

Table1.1 South African correctional service facilities

South African correctional service facilities	
Total number of correctional centres	243
Operational correctional services	236
Female centres	9
Youth facilities	14

Source: Daily Maverick. Fact sheet: The State of South African Prisons (28/11/2017).

The population in the Leeuwkop and Johannesburg correctional services is shown in table 1.2 below.

Table 1.2 Total population of offenders in Johannesburg and Leeuwkop correctional services.

Management area	Official capacity	Population
Johannesburg correctional centre (Sun city)		
Medium A	2630	5836
Medium B	1300	2065
Maximum	302	528
Female	605	751
Leeuwkop correctional centre		
Medium A	751	1337
Medium B	723	714
Medium C	692	1139
Maximum	763	1305

Source: Correctional Services in Gauteng Province (28/11/2017).

1.3 Problem Statement

Provision and utilisation of Library and Information Services is hindered by many factors in the correctional service setting. It is very worrying to acknowledge that not much can be done overnight to change this fact. Although there are acts on information provision for all, they may differ with correctional service libraries due to their censorship and high security based environments. According to Tapscott (2006: 10) South African correctional centres face the challenge of being overcrowded which pose a challenge to provision of services and staff. Library and Information Services has a challenge to function in a country that still struggles to offer basic services to all citizens. Another different challenge is stated by Bowe (2011: 436) that correctional service librarians have to keep up with their profession and also consider the highly regulated environment they work in so that they do not compromise

security. The high censorship in correctional service centres may result in a shortage of professional staff in their libraries. In turn, the collection provided will be affected.

The researcher has been involved with the Leeuwkop and Johannesburg correctional service libraries for a year giving books and collecting stats every month end. During that period, observations revealed that these correctional service libraries were not effectively utilised. Perhaps the conflict comes from the mandate from the provincial government, Department of Correctional Services (DCS) and the City of Johannesburg (CoJ) Metropolitan municipality. According to the minutes taken (2007) by the meeting held with CoJ municipality LIS and Gauteng DAC, the Gauteng Province stopped giving direct services to correctional service libraries and delegated the Library and Information Service Directorate to buying books, which led to challenges in terms of staffing and offenders access to the library, infrastructure, collection development and funding.

Correctional services are meant to help reform inmates for integration once they are released; this includes engaging in skills and educational activities. As much as there are no policies in place to run public libraries and their outreach programmes, correctional services must draft a uniform framework for all its centres to refer to. Undeniably there are handful challenges with provision and utilisation of services in correctional centres; however, the Department of Correctional Services must strive to provide appropriate materials and give access to libraries. This study seeks to find out if the Leeuwkop and Johannesburg prison libraries have policies for the provision of Library and Information services, and if these libraries are accessible to inmates.

1.4 Purpose of the Study

The study determined the provision of Library and Information Services to offenders in South Africa with specific reference to Leeuwkop and Johannesburg correctional services.

1.5 The following objectives guided the study

The following objectives were developed:

- To examine the policies guiding the provision of Library and Information Services to offenders in Leeuwkop and Johannesburg correctional services.

- To evaluate implementation of Library and Information Services policies in Leeuwkop and Johannesburg correctional service libraries.

- To identify the type of Library and Information Services offered at the Leeuwkop and Johannesburg correctional services.

- To determine the awareness of Library and Information Services by offenders at Leeuwkop and Johannesburg correctional services.

- To identify the challenges faced by offenders in using Library and Information Services at Leeuwkop and Johannesburg correctional services.

1.6 Research Questions

The study answered the following questions:

- What are the policies that guide the provision of Library and Information Services in Leeuwkop and Johannesburg prison correctional services libraries?

- Are there Library and Information Service policies implemented in Leeuwkop and Johannesburg correctional service libraries?

- What kind of Library and Information Services do the Leeuwkop and Johannesburg correctional centres provide to offenders?

- Are the offenders in Leeuwkop and Johannesburg correctional services aware of Library and Information Services?

- What are the challenges faced by offenders in Leeuwkop and Johannesburg when utilizing the correctional service libraries?

1.7 Significance of the Study

The study provides information to take into considerations by policy makers of DCS, DAC and CoJ LIS department. The findings of this study will indicate how the DCS should be providing access of library material to inmates. This will be of use to the City of Johannesburg and Department of Correctional Services who run the CS libraries on a day to day basis.

The study adds value to the existing knowledge of correctional service libraries and will enable Leeuwkop and Johannesburg correctional service libraries to respond positively to the results and recommendations.

The study contributes to the growth of information in the LIS for other researchers and students. Economically, the study has recommendations on how to acquire appropriate books and shows the gaps in the collection. Socially, the study presents why and how correctional service libraries are important for offenders and the whole of society.

1.8 Scope and Delimitations of the Study

The study specifically focused on the Leeuwkop and Johannesburg correctional service libraries because of the experience gathered by the researcher when doing an internship in the City of Johannesburg Satellite Department. It investigated the provision of Library and Information Services to Leeuwkop and Johannesburg correctional service libraries. The Leeuwkop and Johannesburg correctional centres are the only institutions under the City of Johannesburg thus the study was limited to the Leeuwkop and Johannesburg inmates, Department of Correctional Services people responsible for running these libraries, the CoJ LIS person responsible for the correctional services project management, and the Gauteng provincial LIS personnel responsible for funding and policy developments.

1.9 Literature Review

According to Du Plooy-Cillers, Davis and Bezuidenhout (2014: 101) a literature review is a process or procedure that involves searching, reading, evaluating and summarising relevant topics both direct and indirect. Also, Neuman (2011:124) confirms that a literature review is a process building on the ideas that knowledge accumulates and builds on what others have done. The review was necessary in order to identify gaps in literature. The researcher can use a literature review to identify the problem of the study or gaps (Ridley 2012: 3). The review focused on policies and framework used by government to run LIS, roles of correctional services libraries, challenges faced by officials when providing LIS and inmates when utilising the CS libraries. Data bases, internet, printed materials and grey literature were used to gain knowledge on the subject. A more detailed review is presented in chapter two.

1.10 Research Methodology

Research methodology is the method through which answer to research problems or questions are sought and found (Hussain 2013:2376). According to Kothari (2004: 8) methodology gives insight into how the researcher scientifically conducted his/her study and it systematically explains the steps taken to answer the research questions and the logic

behind them. McGregor and Murnane (2010) define methodology as the body of knowledge that informs the logic and values of a research.

Both qualitative and quantitative approaches were employed in this study. A case study was used to explore the provision of LIS in Leeuwkop and Johannesburg correctional centres. Sampling was done according to the different types of offenders housed in cells and to get an understanding of how they are given access to the Library and Information Services as some are in highly regulated cells. Questionnaires were distributed to Leeuwkop and Johannesburg offenders, and interviews were conducted with the officials responsible for running these two libraries. Data analysis adopted content analysis to present themes. Chapter three will provide a detailed methodology.

1.11 Dissemination of Results

The study will be submitted to the Department of Arts and Culture, the Department of Correctional services and the City of Johannesburg Library and Information Services to implement the recommendations made. The findings will be presented through conferences, stored in the UNISA institutional repository and submitted as a scholarly article online.

1.12 Ethical Considerations

Ethics change according to society needs and expectations (Kumar 2014: 282). Further, breaching confidentiality, plagiarism or improper use of information and causing harm to an individual is still seen as being unethical. Kruger, Ndebele and Horn (2014: 4) report that research ethics in African countries have been influenced by western countries in the past decade due to historical colonialism and shortage of funds. Recently some countries have developed systems to align with their sponsors or institutions (Kruger et al. 2014: 04). Neuman (2014: 146) states that researchers should maintain the trust levels with the participants by guiding and protecting them.

UNISA tutorial letter explains that students should acknowledge cite authors for their ideas and work. The study recognised the authors and acknowledged them by citations throughout the study. Anonymity was taken into consideration when administering questionnaires and conducting interviews. A consent letter was sent to the targeted population to ensure that their decision to participate in this study was made of their own free will. The proposal for this study was submitted to The College of Human Science, UNISA and Department of

Information Science Research Ethics Review Committee. The clearance certificate was sent to the researcher before the study began.

1.13 Definition of Terms

Information: Kaniki (2008: 20) defines information as the valuable data or ideas that one uses to think critically and make informed decisions. Information is differentiated into different phenomena but the significant part is that it is the data passed from the sender to the recipient to gain knowledge (Zinc 2007). Callaos and Callaos (2002) explain that one book/article can be interpreted differently by different people; therefore, information is an interpreted data. Information is the data that offenders need to make decisions about their life inside the prison (legal for their cases, life changing for rehabilitation) and after to reduce reoffending.

Information need: Prasad (2000: 8) describes information need as the gap that one has and it drives one to fill it. Sometimes a person might not know that they need information. It is the realisation of the gap on the information needed by individual, for instance in prison, inmates may have information need for legal advice, entertainment and social trends.

Library: It's a place where people feel comfortable to meet as a means to access free information and where information about every aspect of life is found (IFLA 2003: 2). According to Crawford (2015: 236) the culture of a library is dramatically changing but that does not mean it has to change its core role and function of preserving the lifecycle record. Library is the environment that brings comfortability and literacy for inmates.

Rehabilitation: According to Hanssen and Lingqvist (2003: 3) rehabilitation is not seen as a health programme but developing someone's self-determination. McNeil (2014) describes rehabilitation as the process that eliminates the negative factors that hinder an individual's progress in life. It may be physical or mental and it offers education and support to develop one's morals. Rehabilitation in prison is instilling the values and morals of the society to inmates so that they will not reoffend.

1.14 Structure of the Dissertation

Chapter One: Introduction and Background of the Study

This chapter introduced and provided background to the study, contextual setting, problem statement, aim and objectives of the study, research questions and significance of the study.

Chapter Two: Literature Review

This chapter reviews literature based on the provision of Library and Information Services in correctional institutions. Also, the challenges faced by both inmates and correctional centres in providing and utilisation of LIS are also looked at. The role and promotion of correctional service libraries is discussed.

Chapter Three: Research Methodology

This chapter covers the research methodology, research paradigm, approaches, research design, sampling and techniques, data collection procedures and tools, validity and reliability, and ethical considerations.

Chapter Four: Data Analysis

This chapter presents the data analysis using content analysis. Themes are generated from the data collected from questionnaires and interviews with the respondents. The analysis is divided into two, interviews for the officials and questionnaires for the offenders.

Chapter Five: Conclusions and Recommendations

Conclusions are drawn from the data analysed in chapter four. This chapter also make recommendations to be implemented by the correctional services and suggestions for further research are discussed.

1.15 Summary

This chapter introduced the provision of Library and Information Services to offenders and its background. The aim and significance of the study, methodological scope and originality of the study were outlined. Research objectives and questions were presented. The contextual setting discussed the geographical location of Leeuwkop and Johannesburg correctional centres. The next chapter presents a literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of correctional service libraries in terms of how they provide Library and Information Services, and how inmates utilise the services. The chapter further addresses the challenges that are faced by inmates when using correctional service libraries and how the libraries create awareness about their services to their potential users. Also, the literature was reviewed to emphasise the significance of correctional service libraries to offenders, correctional services and the outside community. The chapter highlights the need for ICTs and the attendant challenges in correctional service libraries. The Conceptual framework that underpins the study was discussed in this chapter.

The review was structured according to the following key themes, which are in line with the research objectives of the study.

- The executive council approved the Gauteng Public Library and Information Service Bill in 2013 which serves as the basic norm and standards for Gauteng Province (Gauteng Department of Sport, Art and Culture 2014: 57).

- To transform and modernise the governance of Library and Information Services, the LIS regulations and standard bi-laws were submitted to the state law advisors (Department of Sports, Arts and Culture 2016: 56).

- LIS Department has developed the LIS Transformation Charter to guide libraries but, still, it is unclear about services such as funding and staffing (Dick 2016: 104).

- The Library and Information Association of South Africa (LIASA) is expected to deal with potential crises of the LIS Department but, so far, this has not been the case (Dick 2016: 105).

The heading and subheadings of this chapter were guided by the research objectives.

2.2 Conceptual Framework

According to Ngulube and Mathipa (2015) the role of the theoretical framework is to develop knowledge from various theories used in the discipline so that researchers can base their studies correctly on relevant theories. Grant and Osanloo (2014: 12) assert that the theoretical framework relies on the theories relevant to the topic which guides the study. Sinclair (2007: 39) also confirms that the researcher should gather relevant theories from the start of the study.

In this study, the researcher employed the IFLA guideline and New Public Management theory to support the provision of Library and Information Services to the offenders with the aim of understanding if libraries rehabilitate, influence and shape the lives of inmates while behind bars and after their release. The theories provided a guideline for the study. IFLA guidelines were qualitatively analysed. Lehman and Locke (2005) recommend that correctional service libraries should provide programmes and services that are relevant to inmates and help integrate them. Access to correctional service libraries does not only help offenders to rehabilitate but also save the tax payers money in the long run (Lehman 2003).

Taking into consideration that correctional service libraries cannot run as normal public libraries, this study was based on the following principles:

- The human right to access of information (UNDHR).

- Provision of access to libraries and ensure the development of information, technology, education and scientific research (National Council of Library and Information Services Guidelines).

- Special libraries need to coordinate with Library and Information Association of South Africa (LIASA) and LIS sector to conduct cost effective workshops that could help to develop skills on the use of the library. Also, special librarians should create more access and ICT usage in their libraries. (The LIS Transformation Charter 2014).

- The best way to understand how correctional service libraries run is to understand their policies and guidelines (IFLA Guidelines for Library Services to Prisoners 2005).

2.2.1 The New Public Management (NPM)

New Public Management is the coordination of "new institutional economics" which provides transparency and free managing for the benefit of good performances for the organisation (Promberger and Rauskala 2003). Carstens and Thornhill (2000:188) note that the NPM is not an administrative reform but is rather the combination of reform policies and approaches which gives the flexibility for hands-on professional management for the benefit of effective service delivery. Like any other model, NPM has its own criticism. Christensen and Laegreid (2002: 19) reported that NPM is well known as decentralised giving authority, responsibility and decision making to one person but mixing some of the traditional administration elements which are based on centralisation.

African countries like Ghana, South Africa and Uganda have tried to privatise some Government entities to create competition and good service delivery to the public (McLaughlin, Osbourne and Ferlie 2002: 213). According to Carstens and Thornhill (2000: 183) in 1990 South Africa changed the limited democracy to inclusive democracy by adopting the constitution that was drafted in 1996. Further, South Africa gave managers budget to utilise and be accountable for, using their judgement, so as to give service delivery to the public (Carsten and Thornhill 2000:189). Chipkin and Lipietz (2012) report that during the apartheid era, South Africa adopted the public administration reform from Europe and America; however, it did not reflect the values or norms of African culture, but the post-apartheid Government adopted the new public management which took care of those challenges. Chipkin and Lipietz (2012) also highlighted that the formation of organisations that were developed after apartheid like Companies and Intellectual Property Registration Office (CIPRO) and Black Economic Empowerment (BEEs) was Government's way of normalising the gap between the racial divide, but this did not operate effectively even to this day.

The study used IFLA guidelines and New Public Management (NPM) theory framework. The framework provide insight on how the provision of library services to prison can be decentralised, for example DCS and DAC may be responsible for allocating funds, CoJ LIS providing materials and DCS do the day to day running of the libraries.

2.3 Policies for the Provision of Library and Information Services (LIS)

Policies and frameworks are developed to guide organisations. The uniformity makes it easier for people outside to understand how the organisation is being run. Public libraries policy or framework should include correctional services as their outreach programmes. However, in South Africa the Department of Arts and Culture (2015), and South African Public Library and Information Service Bill (2013) outline that South African libraries never had norms or standards which leads to municipalities drafting their own different guidelines. This derives from the fact that the Department of Arts and Culture has not yet developed any basic policies or framework on how libraries should operate nationally and that makes it harder for libraries to describe their services, (The Department of Arts and Culture, 2015 and South African Public Library & Information Service Bill, 2013). Furthermore, the Library and Information Services Charter (2014) also confirms that the South African Government has no preservation policies for the material stored in libraries nationally, provincially and locally. .

Dick (2016: 105) states that the issue on policy development in the South African LIS Department highly affects correctional service librarians who have to follow unclear mandates from their profession and policies of a highly regulated environment. Further, the Secrecy Bill Act which allows Government entities to classify information does not only censor information from the community but contradicts librarians who have to provide all information to South African citizens (Dick, 2016: 105). Conrad (2012: 413) debates the policy of confidentiality of library records which says "librarians should not expose the circulation record of the user to anyone or any authority", which pose a challenge as CS need to monitor every move the offenders make. The implementation of library policies in developing countries is not the only challenge but some other factors also contribute to their slow development. Sekhonyane (2005) points out that African countries are battling to implement international standard policies in correctional centres due to low budgets, poor resources, short staffing and lack of adequate legislation. Perhaps the other challenge is that some African countries need to update or remove their correctional services acts that were designed during colonisation and need to reflect today's situation (Sekhonyane, 2005).

The Australian Library and Information Association Minimum Guidelines for Library Services to Prisoners (2015), for example, states that correctional service library policy should be specific on collection management, daily operation hours of the library, staffing, policy review, donations, funding and acquisition of materials. Similarly, Bowe (2005: 6) and

Conrad (2012: 414) support that collection management policies should be written down, explaining the criteria of selection, acquisition, weeding, library visits, circulation of materials, daily operations and managing materials in the correctional service library.

Lehman (2003) suggests that if there is no legislation mandate for special needs people (offenders), librarians should contact politicians and national legislation to develop such policy which will emphasise the following:

- The relationship between literacy and education, as well as the social and economic development of the country. Emphasis should be placed more on the educational role of libraries rather than the recreational role.

- Relevance of the resources and services currently provided by the public or academic library to the needs of incarcerated persons and the programmes already provided by the correctional centre or its system.

- Inclusion of all population groups by obtaining demographic data from the correctional service authorities on the institutions' population including sex, race, languages spoken, educational level, social and economic backgrounds and treatment needs.

- Establishment of special interest group on correctional service libraries within the national library association.

A similar study conducted by Conrad (2012) observes that in the US, 54% of correctional service libraries did not follow the circulation policy and 24% had policies but did not utilise them. Simunic, Tanackovic and Badurina (2016) revealed that in Croatian correctional centres 55% of libraries did not have any library management policy, 20% had annual reports, 15% had formal drafted library policy and 10% had plans to formulate collection development policy. Further, only one library had the IFLA Guidelines for Library Services to Prisoners and was using it, (Simunic et al., 2016). Garner (2017) reveals that correctional service libraries in Australia follow The United Nations Human Rights, *Standard Minimum Rules for the Treatment of Prisoners*, the *Australian Library and Information Association Minimum Standard Guidelines for Library Services to Prisoners* 1990 and *Standard Guidelines for Corrections in Australia* that was developed in 2012.

2.4 Implementation of Library and Information Services to Correctional Service Libraries

The fact that South Africa has places that are considered developed and developing challenges the implementation and provision of library services. To develop and implement effective and efficient Library and Information Services to the targeted population, the Department of Arts and Culture (2015) and the South African Public Library and Information Services Bill (2013) declare that provinces must have a systematic approach on how they implement library services to users, which may differ for each municipality as they serve different communities. Public libraries, through their outreach programmes, should provide library services to correctional centres (The Gauteng Province Department of Sports, Art and Culture, 2017). Also, the Department of Arts and Culture (2015: 25) asserts that if libraries in correctional centres are provided with appropriate materials to meet offenders' recreational and educational needs, that will reintegrate them into their communities. Similarly, Klick (2011: 11) believes that the succession of public library outreach programmes to the correctional centres can rehabilitate and reintegrate inmates.

The issue of overcrowding challenges the implementation of Library and Information Services in correctional centres (Poole, 2015). Sekhonyane (2005) explains that other African countries face overcrowding in correctional centres due to the usage of rogue and vagabond laws (incarceration of people because they are poor and cannot maintain themselves) which affect the provision of services. Furthermore, Mfum (2012) points out that the other challenge correctional service libraries face is the lack of budgets for LIS materials which makes them rely on donations that may be biased. Another challenge could be that implementation of LIS in a correctional centre can never resemble that of the public library due to their environment that challenges space, funding and staffing (Conrad, 2012: 410).

Poole (2015) opines that government can prevent inconsistencies in providing services in correctional centres by hiring dedicated staff and increase funding. In the same vein, Lehman and Locke (2005) suggest that implementation of policies and management of correctional service libraries are premised on the provision of qualified library staff, appropriate materials and conducive space. Simunic et al. (2016) observe that if the policy makers can recognise modern correctional service libraries and their benefits to everyone, the administration of institutions will have to get more funding, appropriate materials, hire professional staff and create suitable space for offenders. Also, John (2003) recommended that correctional service

libraries should develop and implement policies that will allow inmates to access libraries every day and qualified staff and must have a close relationship with education to facilitate efficient working.

2.4.1 A brief history on the development and implementation of correctional service libraries

Correctional services were established solely for punishment or hard labour during the early 1980s (Shirley: 2006). Reporting on the American correctional service libraries, Lehman (2011: 491) and Wilkins (1977: 119) state that in the nineteenth century correctional centres had material but it was based on religion with the hope to revive inmate's character and not to reform them. The introduction of penology in the mid-1990s encouraged the acquisition of other materials that were going to rehabilitate and reform offenders (Lehman 2011: 491). The American Correctional Association (ACA) issued the Manual for Prison Libraries in 1930 (Lehman, 2011: 492). In 1938, the American Prison Association Committee on Institutional Libraries was formed to encourage the development and publication of other library materials (Wilkins, 1977: 120). Policy makers and administrators have hope for juvenile inmates because they have a chance to change their lives for the better which is why the American Prison Association Committee further developed The Library Standards for Juvenile Correctional Institutions in 1972 specifically for them (Wilkins, 1977: 120). In the 20th century, American Library Association and Correctional Services developed collection of materials for inmates to assist with their legal processes and widen other subjects (Clark & MacCreaigh, 2006 and Lehman, 2011: 492).

Lehman (2003) reports that in 1997, the library association in United Kingdom presented the 2nd edition of Guidelines of Prison Libraries which reflected on the provision of library material, promotion or marketing of the library, funding and management. Explaining about the growth of correctional services in Australia, Ballyn (2011: 17) reports that correctional centres in Australia started in the 1780s when the British invaded the east coast to bring their offenders because their correctional centres were intolerably overcrowded and the economy was declining. Moreover, Ballyn (2011: 17) claim that Britain continued to transport their convicts to Australia even after the "The Slavery Abolition Act of 1833", which was to stop transportation of British offenders to Australia. Transportation of offenders stopped in the 1850s when Government and colonial authorities believed that the process would be disadvantageous for the new colonial society. Carroll and Garner (2013) note that

correctional service libraries in Australia started in 1830 with the aim to rehabilitate and reform inmates. As noted above on the transportation of convicts by Britain, they changed the law on punishing to rehabilitating by bringing books with the ship for offenders and a librarian (Carroll and Garner, 2013). The collection they brought was mainly about the word of God to reform the offenders. However, that changed over time with the provision of other materials (Carroll & Garner, 2013). On the new development for correctional services in Australia, Kennedy (2008) states that Australian correctional centres have 48 libraries in 35 correctional centres; this is specifically in New South Wales. Even though there are libraries in those correctional centres, they serve more like the repositories since they are lacking in staffing and the collection is second hand (Kennedy, 2008).

There is limited literature on correctional service libraries especially in developing countries. Perhaps this is derived from the fact that correctional centres did not exist in African countries until the 1880s due to colonisation (Sarkin, 2008: 24 and Kaguongo, 2003). Even then, the establishment of those institutions was not to rehabilitate or integrate but to control the local population who were rebellious against the new system (Sarkin, 2008: 24). The situation worsened in the 19th century when colonialism adopted racist acts against African people and introduced punishment and traded them into slavery (Sarkin, 2008: 24). Sekhonyane (2005) also confirms that the changing of correctional institutions in Africa took place in the mid-1990s from punishment to rehabilitation. To support the movement in 1996, the Pan-African seminar on correctional services conditions known as the "Kampala Declaration on Prison Conditions" was held in Kampala Uganda with the objectives of improving correctional services conditions, nominate a special Rapporteur on correctional services condition in Africa and set up a framework for co-operation with NGOs (Sekhonyane, 2005). To assess the progress of the Kampala Declaration a follow up meeting was held in Ouagadougou Burkina Faso (Sekhonyane, 2005). "Ouagadougou Declaration on Accelerating Prison and Penal Reform in Africa" was adopted in 2003 with more added objectives from Kampala emphasising reducing overcrowding, making African correctional centres more self-reliant, promoting reintegration for offenders after their release and encouraging best penal practices (Sekhonyane, 2005).

South Africa was no exception to the formation of prisons during colonisation. South African correctional services took place after the 1950s; however, they shifted from punishment to rehabilitation (Singh, 2005: 25 and Jacobson et al., 2017: 6). The insufficient budget hindered the rehabilitation programmes which continue to this day. Contrarily to Sarkin (2008),

Jacobson et al (2017) report that correctional services were not created to control political unrest among South African people but that changed from 1965 to 1980 when there were protests. To worsen the situation, Jacobson et al. (2017) and Dick (2016: 103) report that government amended the Act of 1985 that allowed politicians to be convicted without trial thus raising the number of offenders. However, the changes started showing in the late 1980s to 1990s towards the end of the apartheid era when detained politicians were gradually released, including the South African icon, Nelson Mandela, who was released in February 1990 (Jacobson et al, 2017). The Robben Island correctional centre had a library that was rearranged in 1965 by Stanley Mogoba, Canzibe Rosebury Ngxika and Dikgang Moseneke (Dick, 2015: 20). In 1970 The Pretoria Municipal Public Library initiated the working relations with the Pretoria Central Correctional Service Library to provide Library and Information Services (Dick, 2015: 21). The rest of the correctional services nationally follow suit and adopted working relations with their nearest public libraries in 1978 (Dick, 2015: 21).

On the efforts to implement the rehabilitation programmes in South Africa, The Department of Correctional Services held a symposium on the 1st and 2nd of August 2000 to recommend the rehabilitation and reintegration of inmates to their communities with the specific objective "To achieve national consensus on the human development and rehabilitation of all prisoners and their integration into the community as productive and law-abiding citizens" (Singh, 2005: 34). According to Dick (2016: 103), South African librarians were controlled by the government during the apartheid era, thus; all black publications such as the works of Steve Biko and *Jail Diary* written by Albie Sach were banned, leading to librarians facing personal, political and professional challenges. Failing to adhere to the rules and regulations of the government, librarians such as Annica Van Gylswyk were arrested (Dick, 2016: 103). The censorship didn't discourage some inmates as Dick (2016: 104) explains that Sedick Issacs acquired his librarianship through UNISA when incarcerated and later was given the general section to run. However, Robben Island offenders rejected the books with the aim of getting communist books (Dick, 2016: 104). Issacs did not give up in the library in Robben Island. He opened a primary school where he taught offenders how to read and the former President of South Africa (Jacob Zuma) was among his students (Dick, 2016: 104). The challenges for South Africa was to get rid of apartheid but to this day there is a struggle to deal with apartheid socio-economic legacies that still affect the correctional services and start the democratic country; however the charter has been drafted (Dick, 2016: 104).

2.4.2 Collection development as a tool to implement Library and Information Services

The process of collection development begins with user needs analysis to identify the needs of the community, and the selection and acquisition of materials; however, the process may be overlooked especially in the initial stage of doing user needs analysis. This is supported by The Department of Arts and Culture, South African Public Library & Information Services Bill (2013: 43) which states that most libraries get books from provinces which do not reflect the community needs and leave libraries irrelevant. This somehow comes from the challenge of the lack of LIS national policy or framework. Zybert (2011: 413) posits that correctional service library materials reflect on how the administrators of that institution value the role of books in education and rehabilitation of an inmate which may be biased. Another challenge for correctional service libraries is space and funding which often limit the materials (Agboola, 2016). According to White et al (2006) and Agboola (2016) correctional service libraries become more irrelevant to their users as they cannot hold enough stock and, even if they do, usually the materials do not reflect offenders' needs and are out-dated. A study conducted by Dilek-Kayaoglu and Demir (2014: 135) shows that most Turkey correctional service libraries get their collection from donations from the Ministry of Justice and other inmates. This opens a gap in the collection as it reflects a focus on fiction, a little on religion and a lack of non-fiction (Dilek-Kayaoglu and Demir, 2014: 135).

Offenders have the same information needs as the outside society but theirs is more urgent thus libraries should provide them with materials that reflect ethnic, religious and cultural backgrounds, (Lehman, 2011: 503 and Bowe, 2011: 436). Raju (2010: 9) postulates that government is responsible for library acquisitions and they should add indigenous languages. A library collection is productive when it is utilised by users, thus libraries need new public management to have someone taking responsibility for their relevancy to users. Hence, the IFLA/UNESCO Guidelines for Development (2001) clarify that larger collections do not automatically mean that the library is effective but collection development should be done according to local community user needs. The Minimum Standard Guidelines for Library Services to Prisoners in Australia (2015) states that offenders should have access to legal material, thus correctional service libraries should provide information on such. Furthermore, the collection should be developed according to the policy which includes the handling of donations, weeding of damaged and out-dated materials and acquiring information that will cover gender, culture and ethnicity material (The Minimum Standard Guidelines for Library Services to Prisoners in Australia, 2015). It is from this viewpoint that Conrad (2012: 410)

opines that correctional service libraries should resemble the public library by having materials in all forms like books, periodicals, audio, video and new technologies. Not only should the library in a correctional centre resemble a public library but it must also have a collection similar to that found in school and law libraries to serve inmates' needs of education and right to legal materials (Conrad, 2012: 410).

Correctional service libraries need to preserve the limited stock they have in different ways to keep the circulation of information to their users. Lehman (2011: 499) suggests that overused materials on demand such as information on law should be copied and made available when inmates request it. To reduce book losses in correctional centres, Bowe (2011: 436) points out that librarians should have records of the release dates for inmates. Further, Lehman and Locke (2005) state that correctional service librarians should manage materials according to professional standards and donations must be treated as purchased items. Emphasising on the significance of books, Dick (2016: 102) presents the case of Albie Sach who was then justice of South Africa's constitutional court and was convicted in 1963. Initially, he was allowed to read only the Bible until the 1964 court decision allowed him access to more materials and the police station commander gave him access with his family library card (Dick, 2016: 102). During his jail time, he wrote "*Stone walls do not make a prison…if you have company or books*" (Dick, 2016: 102). On the recent trend of the collection development, NSW Australia has made a plan to standardise the collection in correctional service libraries by centralising the management and resources acquisition budget for all the correctional service libraries. This has resulted in saving and providing adequate materials for all libraries (Kennedy, 2008).

2.4.3 Factors that hinder the implementation of Library and Information Services to correctional service libraries

Funding is the basic need for libraries to run properly for various reasons such as getting professional librarians to implement Library and Information Services. Greenway (2007: 49) explains that correctional services libraries need government and private bodies to donate funds and material. Public libraries can assist with interlibrary loans to assist in reducing funds; however, the process is not effective as sometimes inmates smuggle drugs from the outside during the process (Greenway 2007: 49). The economic decline challenges the funding for libraries. South African libraries have been underfunded but, most of all, they do

not have a clear framework or policies on how they run (The Library and Information Service Transformation Charter 2014: 14).

Overcrowding in correctional centres is another fundamental issue that challenges the administration and the provision of services. Sarkin (2008: 33) identifies that overcrowding in African correctional centres challenges the rehabilitation programmes and this is exacerbated by little funding and lack of qualified staff. The implementation of correctional service libraries policies also requires offenders to have access to the library. However, White, Halsey, Martin and Jones (2006: 6) observes that often library in correctional centres clash with the education and this requires a librarian to sort out the issues with the officials and make the library accessible to all inmates.

Also, implementation of ICTs is emerging in libraries and correctional centres are forced to follow the trend. According to Hurry, Brazier, Wilson, Emslie-Henry and Snapes (2010: 41) libraries are slowly accommodating digitisation of information which complements traditional material. Therefore, the implementation of ICTs is a must for correctional service libraries. The use of ICTs assists libraries in the provision of LIS. However, the norm of correctional service libraries providing only traditional printed material (for security reasons) when there are new digital material trends separate inmates from the outside world. This is more so among the juveniles who won't be able to integrate with their age-group in the outside world (Hurry et al. 2010: 41).

2.4.4.1 Funding

Geographical locations of correctional centres can be a key factor in funding. For instance, urban areas may receive bigger budgets than rural correctional institutions though they may have similar roles and population (John 2003: 5). The economic decline affects budgets and libraries suffer the most. John (2003: 5) posits that correctional service libraries and education get the same funding that existed in past establishments which cannot keep up with the new information trends or the issue of overcrowding. Shirley (2006) posits that budget cuts in correctional services is still a challenge because it leads to gaps in the material collections. When there are money constraints in correctional centres, the budgets for education and libraries are reduced (Shirley 2006). From another perspective, Buckland (2003: 6) states that the neutrality of correctional services that are funded by other bodies to promote certain values or purposes is undermined, leading to libraries with biased collections.

According to Mfum (2012) reduction of library budget in correctional centres restricts materials and staffing. Similarly, Crawford (2015: 243) explains that the standstill or budget cuts in correctional service libraries challenges the movement from traditional to digital information which demands more funding.

Simunic, Tanackovic and Budurina (2016) in their study on Croatian correctional service libraries reveal that 80% of library budgets fluctuate based on the agenda and administration of that particular institution. In the same view, Kennedy (2008) observes that in New South Wales (NSW) Australia correctional service libraries get little budget or none at all leaving them to house donated materials. This may be the result of the late 1880s to 2003 when the correctional service libraries budget was managed by the local correctional centre and was under education; thus, if there was a need for education programmes, libraries couldn't get funds (Kennedy 2008).

To overcome the challenge of the budget, Lehman (2003) is of the view that a correctional service librarian should submit a grant proposal to government bodies and private sectors to get funding for the library. Further, John (2003: 5) suggests that funding for correctional service libraries should be done annually with a separate budget for all library needs like IT, staff salaries and collection. According to The Minimum Standard Guidelines for Prisoners in Australia (2015), the budget for the correctional service libraries should be regular every year from correctional centre authorities and should cover the library purposes.

In South Africa, national government is not responsible for funding libraries; rather it is the provincial government that has the authority to facilitate budgets (The Department of Arts and Culture, 2015, and South African Public Library & Information Service Bill, 2013: 24). The Gauteng Province Department of Sports, Arts, Culture and Recreation (2017) declared that the Directorate Library Policy and Coordination – National Archives is responsible to provide funding and develop policies and frameworks for libraries while municipalities are mandated to operate them on a daily basis. For example, the Gauteng Department of Sport, Arts and Culture (2014: 57) reports that Gauteng Province libraries receive R66, 470m conditional grant from the Department of Arts and Culture out of which R19, 588m is transferred to municipalities to implement library projects. The conditional grant is awarded to enable communities to access knowledge and information to improve their socio-economic status (Gauteng Department of Sport Art and Culture, 2016: 56). The City of Johannesburg Council Meeting (2007) submitted that the Gauteng Department of Sport, Art and Culture

forwards fund to libraries with the sum of R322 000 for libraries to implement their reading programmes, R716 000 for periodicals and newspapers and R3 695 000 for training staff in the bibliographic service unit. However, the Department of Correctional Services Budget Annual Performance Plans (2017) report that the Departmental budget allocations have been reduced for 2017/2018 as compared to 2016 and the reduction puts pressure on the Department to review some services. This does not specify the amount for outreach programmes thus it relies instead on municipalities to assist correctional service libraries, which they may not do as they do not have the mandate to do so.

2.4.4.2 Staffing

An effective and efficient library requires a professional librarian to run it. According to the Chartered Institute of Library and Information Professionals (CILIP) (2015: 4), correctional service libraries are an exception to this considering the environment that they operate in, thus, they sometimes operate without professional staff. Lehman (2011: 439) gives an insight that librarianship in correctional centres is not only about professionalism but also requires dedication, flexibility and emotional stability. Staff training boosts the organisation for good performance, so correctional service librarians also need time to time to undertake training to keep up with recent trends in their profession. Bowe (2011: 439) suggests that correctional service librarians should get training for both the environment they work in (like institution awareness, mental health awareness and diversity of the population they serve) and the public library in order to provide similar information as the outside libraries and ICTs.

South African libraries lack a mandate on who run them, which reflects on their staff development (The Department of Arts and Culture, 2015; The South African Public Library & Information Service Bill, 2013; the Library and Information Services Transformation Charter, 2014). Bowe (2011: 436) and Lehman (2011: 495) report that most librarians start their careers in public libraries with LIS working ethics but in correctional centres they are forced to adapt to a highly based security environment where security issues have to be taken into consideration and require a change in their professionalism. In the same view, Conrad (2015: 415) explains that the correctional service librarians work differently from any other librarians as there is a conflict in professionalism when they are expected to protect the security of their environment and at the same time give access to all information. The increasing number of offenders in correctional institutions may affect staffing in libraries leading to one qualified librarian running the library alone, and if they are on leave, then the

library has to be closed (Shirley, 2006). This is also confirmed by Sarkin (2008) that overcrowding also adds to staff shortages. Clark and MacCreaigh (2006: 101) identify that correctional service libraries are short staffed due to financial constraints and have difficulties when it comes to values and ethics because of the environment they are based in.

Ejike et al. (2014) in their study, note that in Nigeria, correctional service libraries have limited qualified staff for librarianship, who also have fulltime jobs in the correctional facilities thus they pay less attention to libraries, and the rest of the staff working in libraries are unqualified. Also, a study conducted by Dilek-Kayaoglu and Demir (2014) revealed that Turkish correctional service libraries were not run by professional librarians but by educational correctional officers and inmates. Further, they opine that it posed a challenge as the educationist took the librarianship as the secondary task (Dilek-Kayaoglu and Demir, 2014). Rahmi (2015: 186) reports that the US and UK correctional services systems have taken initiatives to include the issue of staffing in their guidelines, which clearly state that a minimum of a bachelor's degree is required for the library staff. In a similar study by Mfum (2012) the Nsawam correctional service libraries use inmates as staff members who close the library during opening hours when they have other obligations. Simunic et al. (2016) observe that in Croatian correctional centres 35% of libraries are run by inmates and only 25% by both inmates and staff, while 30% had officers running the libraries but it was not their main job and 10% are ran by staff appointed solely for the library. Basically, the statistics reveal that most correctional service libraries in Croatia do not have staff. Similarly, Poland correctional service libraries have the same challenge of managing and running without trained library staff but education staff members instead (Zybert, 2011: 417). Kennedy (2008) reports that in NSW Australia facilities for inmates who are not yet sentenced have professional librarians and are provided with legal materials since some of them act as their own lawyers.

2.4.4.3 Space/Infrastructure

Space and infrastructure determine the usage of the library, for example larger spaces can accommodate more users and is more comfortable for them. IFLA/UNESCO Guidelines for Development (2001) support that the library should provide a comfortable and welcoming physical access for every user to access the libraries. The significant part of spacing in a library is that it allows implementation of all services (study areas, computers, conference and seminars that will meet its user needs (IFLA/UNESCO Guidelines for Development,

2001). Supporting the above statement Crawford (2015: 241) notes that space is valuable in a library for users to engage in debates and discussions. Poole (2015) suggests that correctional service libraries should be able to accommodate at least 5% of the institutions population and provide furniture that is comfortable and flexible so that the library can change when necessary. In Gauteng the Department of Sport, Art and Culture (2016: 56) reports that the responsibility for all new implementations of infrastructure in libraries has been moved to the Department of Infrastructure Development thus giving the LIS Department time to focus more on user satisfaction and better service delivery.

People with disabilities should feel comfortable accessing the library and it must be welcoming for them, for example libraries must have doors for wheel chairs. Lehman and Locke (2005: 7) state that correctional service library design should be central where all inmates can gain access and it must be comfortable for the disabled. Additionally, the Minimum Standard Guidelines for Library Services to Prisoners in Australia (2015) states that correctional service libraries should be located within offenders' cells to minimise escorting for visits, and they must have their own building next to the educational centre. Kennedy (2008) adds that a correctional service library should be in or near the education centre to give free access to inmates when it is open so that offenders will not wait for an officer for escorts. However, the plan may not be effective since there will be reduction of access and noise disturbing classes in progress (Kennedy, 2008).

Lehman (2011: 495) notes that this library code of ethics can be overlooked in correctional centres since they are highly regulated and space can be very limited. In Africa, infrastructure or buildings of correctional centres still reflect the colonialism which causes overcrowding, especially for juvenile inmates, who still use the same buildings that were designed for adults (Tapscott, 2006: 73). According to Poole (2015) correctional services architecture reflects the political technology or mechanism of power which in most cases means the designs are not planned properly, and they are built according to the difficulties a country faces at that particular time like the overcrowding challenge. Correctional centres were not initially built for educational purposes thus even if the institution creates a place for certain programmes this does not mean they have space (Poole, 2015). A similar view is provided by Sekhonyane (2005) that in African correctional centres walls are not maintained or they are given little maintenance that leads to the breaking down causing a shortage of space.

Ejike et al (2014) report that Nigerian correctional service libraries have unwelcoming limited space with no chairs and reading tables. The study conducted by Simunic et al (2016) reports that in Croatian correctional centres 65% had appropriate buildings set for libraries, 15% used staff offices as libraries and 20% showed they do not have space for libraries at all.

2.5 Services offered by Correctional Service Libraries

Providing services is mandatory for any library; Lehman and Locke (2005) in the Guidelines for Prisons indicate that correctional service libraries are expected to provide services to all inmates and do orientation regularly. Correctional service libraries should provide literacy, reading and cultural programmes (Lehman and Locke, 2005). Also Klick (2011: 6) suggests that correctional service libraries have the potential to offer services and programmes that reflect inmates needs and increasing utilisation. The following subheadings: educational support, rehabilitation and reform, ICTs, interlibrary loans, online services and programmes discuss the services offered by correctional service libraries.

2.5.1 Educational support

According to John (2003) inmates have a right to education just like everyone in the outside society. Hawley, Murphy and Suoto-Otero (2013: 41) outline that education in correctional centres is mandatory to the juvenile as they are believed to have their lives ahead of them. Also, women are likely to be given more chances to get education as it is believed that they are vulnerable and might have experienced sexual abuse, or been exposed to violence especially since some start from psychiatric wards before ending up in correctional institutions (Hawley et al., 2013: 41). Czerwinski, Konig and Zaichenko (2014: 12) identify that adults also benefit from education given in correctional centres as it provides the second chance to instil the knowledge and skills for personal growth and transformation of their social relations. In agreement, Behan (2014: 22), Francis (2010: 17) and The Gender, Health and Justice Research Unit (2012) observe that offenders enrol for education for different reasons, some grab the chance of getting education for the first time in their lives, while some appreciate the second chance of getting education and most enrol just to pass the time and to get away from issues they have in life. However, most correctional centres do not explicitly differentiate between education and training and so, end up giving only training to inmates who have the advantage of receiving both programmes (Czerwinski et al. 2014: 9).

Poissenot (2006: 303) explains that the attractiveness of libraries does not lie in the books or printed materials only as the internet effect, CD effect, subscription to periodicals and databases increase the number of registered users. Also, the number of users utilising the library rises when the library offers different services (Poissenot, 2006: 306). Additionally, Francis (2010: 32) opines that teaching literacy in correctional centres can be beneficial to adult inmates who are most likely to be unemployable after their release because of their age with no formal education. Raju (2010: 4) explains that libraries are the best option for communities as they are free to provide appropriate materials in the society that has very limited funds. Programmes and services run by correctional service libraries should ascertain that they benefit the inmates in their development, rehabilitation and learning needs (IFLA, 2015: 25).

In South Africa, The Department of Arts and Culture (2015: 26) reports that Library and Information Services are provided in 243 South African correctional services nationally and 10856 offenders participate. The Department lists the following services that correctional service libraries run:

- Provide information and knowledge to offenders.

- Promote the preservation of history, culture and heritage of our nation through reading.

- Promote the culture of reading, knowledge acquisition and lifelong learning to all offenders.

- Instil the value of cultural activities by raising awareness through provision of reading materials/information brochures.

- Help offenders to be exposed to various dimensions of personal well-being and development such as career interests, community involvement, health matters and recreational pursuits.

According to the Chartered Institute of Information Professionals (CILIP) (2015: 3) the significance of a correctional service library is shown by the materials that give inmates formal and information collection, a professional librarian and a conducive environment that enable them to forget about the highly regulated place where they live. Lehman and Locke (2005) asserts that correctional service libraries can provide normalcy to offenders in an

environment where movement is restricted and appropriate library services are provided to the diverse community in order to meet their educational and rehabilitation needs. Further, Bowe (2011: 442) explains that some offenders read only when they are in correctional centres, some visit the library for the first time in their lives and some visit just to get out of their cells. Whichever reason they might have, the library assists them with literacy, serves as reference to legal materials, and helps identify their information needs (Bowe, 2011: 442; Conrad, 2012: 409). One of the services that correctional service libraries offer is to give functional literacy to offenders so they will be able to read and write and apply the knowledge from printed sources to their daily lives (Bowe, 2011: 431). Moreover, correctional services have the potential to provide (i) emotional literacy to read for pleasure and understand other people while building their self-esteem and (ii) information literacy- for allocation, retrieval and evaluation of appropriate material (Bowe, 2011: 431). Correctional service libraries are a good investment for the country as they might have a positive impact on their users (Buckland, 2003: 3). Bowe (2011: 438) agrees that Library and Information Services and programmes help inmates to stay in contact with their families and to address the issues they have through poetry and free writing and other literacy skills. Quan-Baffour and Zawada (2012) are of the view that education in correctional centres shouldn't only be based on socio-economic skills for employability but rather on teaching inmates about their culture of Ubuntu (humanity), Botho or Tema. Correctional services education also should instil self-development skills in inmates so that they can be employable and be able to make informed decisions (Hawley et al., 2013: 40). Poole (2015) recognised that education does not only benefit inmates to engage in purposeful activity but even the correctional services staff receives low frustration on control, order and suicides attempts.

With the perception that education gives inmates the ability to make informed decisions, one may assume that it reduces re-offending. However, Francis (2010: 18) argues that education cannot be considered as the only factor when reviewing recidivism but it can increase knowledge and self-development to integrate inmates into the society on their release. In the case study of South African correctional centres, The Gender, Health and Justice Research Unit (2012) in Cape Town discovered that in Pollsmoor and Worcester correctional service authorities could not differentiate between work and education for inmates. The sewing programme, for example, was considered as all three different programmes (work, education and rehabilitation). According to Jules-Macquet (2014) South African correctional services provide formal education to incarcerated people. This includes the Adult Basic Education and

Training (ABET), Further Education and Training (FET), ordinary secondary education (youths in secure care centres) and skills development courses, (Jules-Macquet, 2014). Table 2.1 below shows the number of offenders who attended formal education from 2008 to 2013.

Table: 2.1: Number of offenders attending formal education.

Indicator	2008-2009	%	2009 – 2010	%	2010 – 2011	%	2011 – 2012	%	2012 - 2013	%
Offenders attended formal education	15,130	**14%**	21,552	**19%**	26,320	**23%**	25,224	**22%**	22,351	**21%**

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John (2003) highlights that due to budget cuts, some inmates cannot attend formal education but are interested in literacy and they derive enjoyment from the provision of the Library and Information Services. However, communities view the provision of services in correctional centres differently. Gumi (2014: 17) points out that some people in the society view correctional centres as the place for punishment do not allow ex-inmates to reintegrate after release. Contrarily, Conrad (2012: 411) explains that the library in correctional centres does not constitute a luxury but gives inmates comfortable space to develop their literacy skills, teach them how to reintegrate with the outside society and fulfil their educational needs. The challenge of the vulnerability of women and elderly people also affect correctional centres as they need to provide services that reflect their needs as different from male offenders. Zybert (2011) believes that the main aim for correctional service libraries is to provide services that assist offenders' rehabilitation and educational processes. This was clarified by Greenway (2007:47) who notes that correctional service libraries can meet the needs of incarcerated mothers by offering information on parenting and legal information and focus more on health information to the elderly. Even though there are different perspectives about correctional centres, Lehman (2011: 494) expresses that offenders are the most vulnerable population in a society with urgent needs thus libraries play a vital role in meeting those needs by providing Library and Information Services.

2.5.2 Rehabilitation and reform support

Campbell (2010: 831) defines rehabilitation as the process of helping someone to reintegrate with the society or to reinstate someone's position or rank. Over the years, correctional service rehabilitation was defined as silence, isolation and labour for punishment but recently it has turned to educational, psychological and vocational based programmes (Campbell, 2010: 831). However, women as the minorities are often ignored in rehabilitation programmes, while the same education is given to them as given to men, but vocational programmes on the other hand always reflect the role of the stereotype on women (Campbell, 2010: 834). There are concerns as to whether or not correctional centres reform inmates as expected or reproduce crime even more (Campbell, 2010: 833). This is supported by Onyango (2013) who expresses concerns on rehabilitation of inmates by staff who do not have an understanding that inmates are in correctional centres as a punishment, not for punishment. In some instances, correctional service officers allow drug smuggling and use of mobile phones by offenders in cells to commit fraud, thus hindering their rehabilitation processes (Onyango, 2013). Perhaps the challenge to implementing rehabilitation processes is the lack of resources and overcrowding (Sarkin, 2008). Rehabilitation of inmates can be shown by statistics of reoffending inmates. Sarkin (2008) stresses that the lack of research on recidivism in African countries suppresses the realisation that rehabilitation programmes assist offenders not to commit crime again after their release.

Sekhonyane (2005) reports that some African countries initiated public visits to libraries and judicial inspectorates (South Africa) to address human rights abuses and develop reform programmes. The study conducted by Obioha (2011) reveals that Nigerian correctional centres developed the programmes to reform and rehabilitate inmates but the flaws in the system such as overcrowding, infrastructure and treatment for inmates hindered the implementation. In the case of Kenya, Mutui (2017) reports that politicians support the punishment of offenders with the opinion that they choose to commit crime thus rehabilitation will not suffice as a helping tool as they will reoffend again after release. Though there are rehabilitation programmes constructed regardless of the politicians' views, Kenya still has challenges of implementation due to staff shortages and offenders' declining to utilise programmes as they are of the opinion that the correctional service system always fails them (Mutui, 2017). In South Africa, Benatar (2014: 613) observes that overcrowding leads to the Department of Correctional Services not implementing the rehabilitation and reintegration programmes that further result in recidivism. Moreover, it has been observed

that over the years rehabilitation and social re-integration has been underfunded in South Africa (Benatar, 2014: 613).

Quan-Baffour and Zawada (2012) report that implementing rehabilitation can be cost effective but it can reduce recidivism to offenders. Well-articulated information on budget for rehabilitation and reform is presented by Jules-Macquet (2014) in Table 2.3 below showing the budget summary from 2008 -2013. The table reflects on the underfunding of need-based programmes conducted for rehabilitation and services provided for inmates in preparation for release to reintegrate with the outside society.

Table 2.2: Budget summary on rehabilitation and reintegration programmes for offenders.

R million	2008/09	2009/10	2010/11	2011/12	2012/13	AVG	%
Admin	3,299	3,501	4,089	4,882	5,251	4,204	28%
Security	7,238	7,622	7,848	8,448	10,022	8,236	54%
Corrections/ Rehabilitation	**612**	**665**	**752**	**808**	**1,092**	**786**	**5%**
Care	1,171	1,349	1,416	1,483	1,582	1,400	9%
Social Reintegration	**501**	**549**	**591**	**655**	**801**	**619**	**4%**
TTL	12,821	13,686	14,696	16,276	18,748	15,245	100%

National Treasury, Republic of South Africa: 12/02/2018

Table 2.3: Budget summary on rehabilitation and reintegration for offenders 2017/2018

	2017/18			
R million	Total	Current payments	Transfers and subsidies	Payments for capital assets
Administration	4 150.9	4 050.1	21.5	79.3
Incarceration	13 986.9	13 081.8	105.9	799.2

Rehabilitation	1 822.4	1 773.2	0.1	49.1
Care	1 998.7	1 987.0	0.4	11.3
Social Reintegration	855.3	852.5	0.2	2.5
Total Expenditure Estimates	22 7447	21 744.7	128.0	941.48

National Treasury, Republic of South Africa: 02/03/2018

Whilst noting that rehabilitation programmes benefit both the offenders and the country on crime reduction, it can only be shown from studies on recidivism. Jules-Macquet (2014) reports that there are no official figures on reoffending in South Africa. Perhaps the mandate is not clear on which Department should be responsible for that task since reoffending does not cover only one correctional centre, but all inmates nationally (Jules-Macquet, 2014). The UK Government in 2004 designed The National Offender Management services to develop the end-to-end management of offenders on the efforts to reduce reoffending (National Offender UK, 2005).

2.5.3 ICT provision in correctional service libraries

The advent of the internet challenged libraries to move from their comfort zone to provide digital based services in order to meet the needs of their users. According to The Department of Arts and Culture (2015), The South African Public Library and Information Service Bill, (2013) and The LIS Transformation Charter, (2014) ICTs can provide access to information to users anytime and make the librarian's job easier even though the use of the internet is still developing in South Africa. The Gauteng Department of Sport, Arts and Culture (2014: 57) notes that in 2013 -2014 some libraries in Gauteng did not have ICTs and most have out-dated hardwares and systems which make connections very slow. Tsend-Ayush (2017: 279) states that the use of ICTs in correctional centres assists administrators to communicate via video calling and keeping track of escape threats, and keeping records on offenders' personal information, medical information and daily activities. ICTs do not only benefit the administrators but also the inmates. They get to access ICTs for education and E-learning which expose them to digital literacy skills (Tsend-Ayush, 2017: 284). Further, they help reduce costs and provide effective operations of the correctional centre (Tsend-Ayush, 2017: 279). Additionally, Champion and Edgar (2013) posit that ICTs can be very beneficial to

offenders in the case of employability, housing, managing finances and accessing public services. Having no access to ICTs can be considered as a deprivation in this twenty-first century, perhaps the reasoning lies in the fact that job advertisements are online now and education requires more ICTs (Champion and Edgar, 2013). Bowe (2011: 438) suggests that correctional service libraries should give access to computers for inmates for their benefit while living within the correctional facility and on their release, but correctional service librarian must be able to monitor their emails and the websites visited.

The provision of ICTs comes with challenges of funding and security for correctional services. Nevertheless, Lehman and Locke (2005) suggest that correctional service libraries should provide the latest technologies but without compromising the security. According to Bowe (2011: 442) correctional centres are the part of the society that most experiences the digital divide where there is little or no internet access due to controlled environments. The digital divide somehow isolates inmates from the outside world and makes them become irrelevant when they are released (Hawley et al., 2013: 41). Moreover, Hawley et al. (2013: 34) report that e-learning in correctional services is still a challenge and ICTs are regarded as luxuries to offenders.

According to Tsend-Ayush (2017: 287) digital material should be treated like traditional material where they should have controlled content and control the internet from misuse. In an environment where the use of ICTs seems impossible, Lehman (2011: 499) suggests that correctional service libraries can use the Local Area Network (LAN) infrastructure to provide access to computers for inmates and install automated library circulation systems. Correctional services must have an ICT committee that includes a librarian, security and educational staff to ensure that recent trends in technologies are met by the library (The Minimum Standards Guidelines for Library Services to Prisoners in Australia, 2015). Also, the librarian should have full access to the internet and email to answer questions regarding the library, communicate with peers and do interlibrary loans (The Minimum Standard Guidelines for Library Services to Prisoners, 2015). Moreover, correctional service libraries should use automated circulation systems like public libraries to bridge the divide (The Minimum Standard Guidelines for Library Services to Prisoners, 2015).

2.5.4 Interlibrary loans

Beaubien (2007) defines interlibrary loans as the process that libraries undertake to get materials from another library that is not available in their collection. Another definition is

provided by Devi (2015: 344) that the interlibrary loan system is a resource sharing activity between two libraries to supplement their existing collections. According to Lehman and Locke (2005) an interlibrary loan should not be included as an addition to the library material but as a complement to the existing materials. IFLA/UNESCO Guideline for Development (2001) states that libraries should make their collection accessible for other libraries, and interlibrary loans must be done at the regional, provincial and national levels. IFLA (2015) recommended the following guidelines for interlibrary loans:

- Staff should be skilled and get training on using new tools and resources

- Technology should be updated and users be encouraged to submit their requests electronically

- User surveys must be done regularly.

- Requesting library should consider speed of services and cost from the supplying library.

- Supplying library must use quick delivery methods and use skilled staff to collect requested material to avoid mistakes.

Research has shown that college courses in prisons can reduce recidivism, but inmates in correctional facilities who are taking college courses often have difficulty accessing research materials. Academic libraries can develop interlibrary loan programmes with prisons that will allow inmates access to research materials from their collections (Asher 2006).

2.5.5 Online services

CD-ROMs, online databases, e-books and e-journals are regarded as the online material in a library (Ibikunle and Oyewumi 2016). Correctional services need to provide software that will help inmates access more information. It is for that reason that Greenway (2007: 47) is of the view that LexisNexis can provide correctional service libraries with online law material without challenging the security and this can be cost effective. Also, the non-English speaker can use the Voice Response Translators (VRTs) that translates speech from one language to another (Greenway, 2007: 49). These online services can help provide access to essential information and services that support both educational, leisure and rehabilitation programmes for inmates.

2.5.6 Other programmes

Correctional service libraries have the potential to assist inmates with their rehabilitation processes and social inclusion by creating different programmes for inmates to choose from as they deem relevant. The following are a few programmes run by correctional service libraries to meet offender's needs.

According to Bowe (2011: 438) in Europe, "Story dads" connects inmates with their families while improving literacy. The inmates read and record books onto a CD and send it home to their children to listen (Bowe, 2011: 438 and Zybert, 2011: 423).

US has the "Read to a child" and "Breaking barriers with books" programme where inmates are given three children story books to read on a tape and send to their children (Greenway, 2007: 54 & Lehman, 2011: 505).

The programme "Start with a story" provides books to children in waiting rooms to read while waiting to see their families; this in turn promotes the library to children and their incarcerated families (Klick 2011: 10).

The Department of Correctional services (2019) correctional centres participate in the competition of Funda Mzantsi programme which is under the Department and National Library of South Africa (NLSA). The programme gives a chance to every inmate as it is done in all 11 languages (Department of Correctional Services 2019). Inmates give reviews of the books they have read, and also participate in a spelling competition (Department of Correctional Services 2019). Further, it states that more inmates have been participating and they enjoy the competition.

In South Africa (KZN) correctional centres have the programme called "Healing through arts" created by Richard Aitken, which assists inmates to tell their stories without being judged and also helps with their writing skills (McAree 2011: 24)

"Doors to the world" in South Africa (KZN), founded by Vivian Garside, allow inmates to engage in discussions in English while they learn the language (McAree 2011: 24).

McAree (2011: 25) reports that the "Conversations in families" programme in KZN allows inmates to speak about their worst fears about life after being in a correctional institution, and how they will reintegrate with their families and the society.

2.6 Awareness of Library and Information Services by Offenders

Orientation is the basic tool for libraries to show what they provide and the materials they hold. The IFLA/UNESCO Guidelines for Development (2001) state that libraries should have policies on marketing and promotion of the library including: websites, displays and exhibits, book fairs, reading literacy campaigns and special events. Patil and Pradhan (2013: 252) describe the promotion of the library as the mechanism whereby users are informed of the services available in the library. Another definition is provided by Alkindi and Al-Suqri (2013) stating that library marketing is planning and managing the organisation products with its target users; however, this differs from the library point of view, as they are non-profit organisations. Further, library marketing is the distribution and creation of awareness of the library and its resources for utilisation by its community (Alkindi and Al-Suqri 2013). Chandratre and Chandratre (2015: 166) define library marketing as the art of science the library use to get new and keep old users in the library. In a similar view, Edewor et al (2016) and Adekunmisi (2013: 242) describe library marketing, as the managerial process to study the targeted market, generates strategies and develops plans to reach out to some wider spectra of the community.

Librarians need to be creative, market the library and explore the needs of their users to market the library. Koontz (2016:108) supports that libraries like any other organisation need to keep up with their customer satisfaction by answering the questions who, what, where and how of the customer behaviour. The answers do not identify customers and their satisfaction only but know how the questions and customers change over time (Koontz, 2016: 108). Patil and Pradhan (2013: 250) list the essence of marketing the library as follows:

- To promote the use of available reading material in the library and create awareness among the users.

- To enhance the use of material within limited resources.

- To develop products such as databases.

- To improve the image of the library.

- To promote good working relations with the community.

According to Gupta and Savard (2010) special libraries took interest in promoting their libraries after public libraries in the 1990s. Public libraries started using public relations to

draw interest from authorities by holding more book displays and exhibitions, and they engaged in other activities for promotion (Gupta and Savard 2010). Schmidt (2005: 6) enlightens that library marketing is not only about promoting new services or collections, but also about planning strategies regarding where the library currently is and where it is going. Similarly, Chandratre and Chandratre (2015: 167) explain that the library should be marketed regardless of its size; it must show its worth to the community it serves and draw attention to its users. As noted above, marketing libraries is not for profit but it helps libraries communicate with their users' availability of materials that reflects their needs and this, in turn, increases utilisation. Shirley (2006) notes that correctional service librarians can market their libraries by attending state and special library conferences. A similar view is presented by Lehman (2003) and Lehman & Locke (2005) that a correctional service librarian can also market the guidelines and work with the administrators for the benefit and recognition of the library. In addition, Lehman and Locke (2005) suggest that librarians can subscribe to newsletters, attend conferences and join internet groups to market correctional service libraries.

Chandratre and Chandratre (2015: 171) identify that libraries face a challenge when advertising because most librarians lack the knowledge of how much and which material can attract users. Adekunmisi (2013) recommends that library staff should be given workshops on marketing techniques. However, as much as marketing can be a good investment for a library, it requires more funds where the budget does not increase (Patil and Pradhan 2013: 253).

2.6.1 Special events

The main aim of special events in a correctional service library is to encourage offenders to read books and attract those who do not visit the library. Lehman (2003) suggests that for special events the correctional service librarian should invite expertise on that particular programme to promote the library, for example, on prison open days, invite publishers and other service providers to show case potential resources.

2.6.2 Displays

Correctional service libraries can be promoted by colourful displays that will draw the attention of inmates (Lehman and Locke 2005). Schmidt (2005: 7) suggests that libraries should have the same badging so that users can easily find what they are looking for. For

example, correctional service libraries can have the same colour for references so that if the inmate is moved from one institution to another, he or she will be familiar with the library (Schmidt 2005: 7). Sharma and Bhardwaj (2009: 463) postulate that displays in a library can contain material in different languages like bilingual dictionaries, English thesaurus and dictionary of antonyms and synonyms to attract all users.

2.6.3 User needs analysis

The process of doing user analysis will create awareness to inmates that library has more services they need for their rehabilitation and educational processes. IFLA/UNESCO Guidelines for Development (2001) states that libraries should do guided tours for their users, which will get them familiar with the catalogues and technical equipment of the library. Additionally, Lilienthal (2013) suggests that correctional service libraries can do orientation online or use videos to attract inmates to use the library for their own benefit like access to health, employment and contact with their families. Schmidt (2005: 8) opines that libraries can include customer service techniques during the orientation programme to establish effective communication with their users. Orientation in a correctional centre environment should not only involve offenders but also target staff members like administrators, educationists, and security to attend relevant workshops (Lehman 2003). Targeting all the population in a correctional centre will attract the minority group that usually does not participate in education and other correctional service programmes because of various reasons like language barriers (Lehman and Locke 2005: 15).

Public libraries through their outreach programmes can assist in creating awareness for correctional service libraries. IFLA/UNESCO Guidelines for Development (2001) declares that public libraries should identify people in institutions and provide appropriate information for them. Another opinion of doing user need analysis is presented by Patil and Pradhan (2013: 252) stating that librarians should know the community they are serving so they must do user need analysis and get to identify the minorities so that they can provide for them; this process, in turn, impacts on the usage of the library by everyone.

2.6.4 Online promotion

Online marketing can be a challenge in a correctional centre since it sometimes does not have computers. Schmidt (2005: 9) explains that traditional libraries used to print papers for marketing but in this age of internet online marketing it is the best for users to find new

services provided by the library and be part of the collection development. Alkindi and Al-Suqri (2013) opine that online promotion is time and cost-effective for libraries. A webpage attracts large numbers of users, thus it is significant to create it and send emails containing information about new library resources to the potential users (Sharma and Bhardwaj 2009: 463). Minimum Standard Guidelines for Library Services to Prisoners in Australia (2015) reports that Australia has taken an initiative to include the promotion of Library and Information Services on the internet or intranet.

Amina and Nwanne (2015) highlight concerns about online marketing in that it can be the best approach for libraries but the challenges of network, connection problems and high cost of ICTs constitute its downfall in developing countries. Edewor, Okite-Amughoro, Usuchukwu and Egreajena (2016) are of the view that developed countries have an advantage on online promotion since they have advanced knowledge of technologies and the internet which does not apply to a large part of the developing countries.

2.7 Utilisation of Library and Information Services to Offenders

User education is always conducted so that libraries will stay relevant to and be efficiently utilised by their users. The Department of Arts and Culture (2015: 25) states that offenders should be able to retrieve information from sources in libraries and apply it to their daily lives, for critical thinking and creative expression, as well as when making decisions. A good library is the one that is being used; hence, correctional service libraries should also offer materials in other languages that increase the use by non-English speaking inmates (Greenway 2007: 49 and Shirley 2006). Tapscott (2006: 75) reports that South African correctional centres are supposed to function better since they do offer education, library and computer services to inmates but overcrowding and out-dated materials do hinder their usage. Also, location of the library is reported to encourage its utilisation. Lehman (2003) posits that a correctional service library should be located centrally and next to an education building so that all inmates can have easy access to it.

2.7.1 Access to correctional service Library and Information Services

Various declarations and acts, like the Universal Declaration of Human Rights (UNDHR), Open Democracy Advice Centre (ODAC) and even The South African Constitution clearly state that every person has a right to seek and retrieve information. The Promotion of Access to Information Act (PAIA) (2014) emphasises educating and creating awareness on the right

to information access by disadvantaged people which includes correctional institutions. Though obligated by these Acts South African communities, still have limited access to libraries because of language preferences, lack of material for the visually impaired (Large print) and the blind (The Library and Information Service Transformation Charter 2014). Conrad (2012: 412) also reports that the ALA Manual on Intellectual Freedom Act declared that "Prisoners have a right to read". Lehman and Locke (2005) state that the inmates have the right to Library and Information Services regardless of their controlled movement. Whether they are in protective custody, hospital or a punishment unit, they should be able to request materials which should be delivered to them.

Access to correctional service libraries differs from that of the public library as they sometimes have lockdowns (Shirley 2006). Also, According to Lewis (2013: 12), access to information in correctional institutions is rooted in the ever changing social and political powers. Zybert (2011: 416) notes that the limited spaces of correctional service libraries can challenge access and suggests that inmates can all be provided with services either directly by going straight to the library, or indirectly by asking for the library list (during lockdowns) and asking for books they want. The study conducted by The Gender, Health and Justice Research Unit (2012) revealed that the Pollsmoor and Worcester women correctional centre in Cape Town have functional libraries but inmates have little access to them as they are only allowed to visit twice a month or if there are any staff available. White et al. (2006) claim that inmates have challenges accessing libraries as they need to be escorted all the time.

The effectiveness of the library is determined by its utilisation. Bowe (2011: 439) opines that a library becomes ineffective if it does not have any visitors; however, shortage of staff in correctional centres challenges access but the librarian should draft library visits and hours and make sure they are adhered to on a daily basis. Moreover, Lehman and Locke (2005) give insight that library hours can be coordinated with education programmes to reduce conflict.

2.7.2 Challenges in the utilisation of correctional service libraries

The optimal utilisation of correctional service libraries lies in the collection the institution holds. However, the collection is determined by funding, which is low for libraries and they end up having a large collection of discards or donations that need to be weeded out (Greenway 2007: 51). Inmates may be reluctant to visit libraries with no exciting collections for them. The situation worsens when the institution authorities have to scrutinise materials

so that they do not affect the security of the centre, mostly materials that contain explosives, weapons, explicit sex and promoting hatred do not hit the shelves (Greenway, 2007: 54 and Simunic et al. 2016: 77). Furthermore, the conflict of collection development policies where management of correctional service libraries (authorities have right to get information of the inmate's book records) and the confidentiality of inmates' records (where a librarian is not supposed to give anyone the lending record of the user) challenge the security of the institution and freedom of information (Conrad 2012: 410). Simunic et al. (2016: 77) add that it is difficult for correctional centres to keep up with library values to free access to information and follow the institution's regulations. Another similar view is presented by Clark and MacCreaigh (2006: 106) that utilisation of Library and Information Services can be challenged by unqualified staff and access to the library that is determined by correctional centre officials. Omagbemi and Odunewu (2008) in their study observe that Nigeria correctional service libraries are usually ignored by the public and policy makers because of their closed system. Another research conducted by John (2003) reflects that correctional service libraries in the US allow 15 offenders per time which makes it difficult for the other large number of inmates to utilise the library, as they are allowed only a few hours in a week. Moreover, John recommends the use of a trolley that will go around the cells to give access to every inmate (John, 2003).

Bowe (2011: 437) suggests that librarians should not acquire sensitive materials. They should ask for the list of contested and banned material so that they avoid those subjects. In contrast, Conrad (2012: 410) opines that correctional service library materials should not be always acquired based on punishment or rehabilitation processes. Perhaps this derives from the misunderstanding between librarians and institution authorities that the library should provide information for every person and offenders have the right to all information access but correctional centres have to monitor all information given to inmates and ban what threatens security (Conrad 2012: 410).

2.8 Summary

The reviewed literature clarified the role of Library and Information Services and how they are provided in correctional centres. The chapter reveals that developing countries face a challenge in running correctional service libraries compared to developed countries. This is shown by the dearth of existing literature on third world countries about their correctional service libraries. The implementation of standard guidelines, policies and frameworks may

play a significant role in correctional service libraries even though they may never resemble that of the public library. The management of correctional service libraries requires all necessary bodies involved to take part and monitor them regularly. It appears that there is a lack of motivation from administration, so libraries and information service in a correctional centre need to get proper funding and be marketed consistently. One of the benefits of libraries and information services in a correctional institution is that they have the potential to educate, rehabilitate and reform offenders. Correctional service libraries need to be well administered and utilised. The use of technology, though dependent on the government and the country's economy is a vital tool to disseminate information and reintegrate inmates. Correctional service libraries can be a good boost for a country's economy as they can reduce recidivism and increase the literacy of the wider spectrum of the community. The following chapter discusses the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Walliman (2011: 15) explains that research is about acquiring knowledge, developing understanding, collecting, analysing and interpreting data. In the same view, Creswell (2012) defines research as the logical process that a researcher undertakes to gather information, analyse information and answer the research questions. According to Hussain, Elyas and Nasseef (2013: 2376), research methodology is the procedure and principles that the researcher uses to demonstrate that the knowledge generated is valid. Another similar view is presented by Almaki (2016: 291) who describes research methodology as the process that allows the researcher to explain why the specific paradigms, approaches, design and techniques were chosen to carry out the study so that the result will be evaluated by the researcher and external examiners. Further, Bryman (2012: 4) indicates that social research is concerned with that paradigms used to go about research, formulating objective, choosing the appropriate methods, sampling relevant participants, gathering, analysing and disseminating data.

This chapter covers the research paradigm used in undertaking the study, research approach and the design adopted. The targeted population is included with the sample size for the relevant participants. Data collection instruments utilised in the study are presented. Additionally, data analysis and presentation are highlighted and the reliability and validity measures are included.

3.2 Research paradigm

Neuman (2014: 96) defines paradigm as a tool that answers important questions and analyses basic assumptions. Similarly, Bryman (2012: 630) explains that a paradigm is a combination of beliefs which dictate what should be studied and how results should be interpreted. Another similar definition is presented by Babbie (2011: 61) who describe paradigm as the basic tool that organises the views of a phenomenon. The three main research paradigms are discussed below.

3.2.1 Interpretivist paradigm

Qualitative research is aligned with the interpretivist paradigm, mainly because it seeks to understand the social behaviours of phenomena. The paradigm inductively develops a theory as its main aim is to give insight into the observed case (Hussain et al. 2013: 2375). Grix (2010: 83) explains that the interpretivist paradigm is subjective; it is concerned with how people behave in the social world and understanding their perspectives. Further, Walliman (2011: 21) postulates that interpretivism is about humanity, it maintains that the reality of the world is created by people. To further explain this, the paradigm does not exclude the idea of the reality of the world but believes that people experience personalities through the perspective of their beliefs and views thus interpretivism takes their opinions into consideration (Walliman 2011: 22). Unlike the positivism paradigm, with the interpretivist paradigm the researcher does not observe the phenomenon from the outside, rather the researcher becomes more involved and does not ignore what is subjective (Walliman 2011: 22).

3.2.2 Positivism paradigm

Hussain et al. (2013: 2376) posit that positivism is not interested in beliefs associated with a phenomena beliefs but focuses on logic and the researcher has influence on the interpretations in terms of concepts, theories and literature. The positivist researcher believes in explaining his/her predictions on the case, emphasising observations which point out facts and values (Grix, 2010: 81). Rahman (2016: 106) reports that quantitative researchers usually use the positivist paradigm meaning they sample large number of the population but do not account for people's views and actions. Babbie (2011: 35) postulates that positivism seeks to replace natural and theological theories by observing and drawing up the reality. To support Babbie, Walliman (2011: 21) explains that positivism is the scientific investigation that is based on reality around the world regardless of what people think. Further, Babbie (2011) explains that Comte, the French philosopher, discovered that society could also be logically and rationally studied like pure sciences.

3.2.3 Pragmatism paradigm

According to Ihuah and Eaton (2013: 937) pragmatism addresses social real-life issues and it usually adopts a mixed methodology approach. The pragmatic researcher gets the flexibility of being subjective on the interpretation of data and can be objective when analysing data (Shannon-Barker, 2016: 322). According to Creswell (2003: 12) knowledge in the

pragmatism paradigm can be derived in different forms like actions, situations or consequences, which give the researcher flexibility to choose any method that is appropriate for the research work. The pragmatism paradigm gives the study the flexibility to utilise the best approach to gather more information and gain knowledge (Kivunja and Kuyini, 2017: 35). Also, the pragmatism paradigm gives alternatives to the researcher if the study does not clarify if it's going to require a positivist or interpretive paradigm (Ihuah and Eaton, 2013: 937).

3.2.4 Choice and justification of interpretivist paradigm

The study adopted an interpretivist paradigm to explore and understand the Leeuwkop and Johannesburg correctional services population. The paradigm gave the researcher flexibility to communicate with correctional centre officials about the policies and provision of Library and Information Services. Further, the paradigm gave offenders the chance to express their views and understanding about their libraries. Bryman (2012: 28) reports that interpretivism shares a view of people or the views of institutions, including the views that differentiate from scientific logic because of their influences. The paradigm also provided a platform for the researcher to interpret the data collected.

3.3 Research Approaches

The qualitative, quantitative and mixed method research approaches are the three main approaches that guide data collection processes (Bryman 2012: 26). The deductive approach starts with theory and the outcome will be observation or findings, whereas in the inductive theory, observation or findings are done first and later, the theory (Bryman 2012: 26). The three approaches are discussed below.

3.3.1 Qualitative approach

Almaki (2016: 291) states that a qualitative research method is inductive; it is concerned with an individual's culture, and social and moral beliefs. The researcher uses the data collected and the observations made for analyses (Almaki 2016: 291). Similarly, Babbie (2011: 23) indicates that inductive reasoning shifts from specific observations to general and discovering a pattern that represents some degree of all given events. According to Walliman (2011: 17) inductive reasoning starts from specific observations or experiences and then develops a general conclusion. Bryman (2012: 380) explains that the qualitative method, as a research strategy, usually emphasises words rather than quantification in the collection and analysis of

data. Further, he explains that the strategy is broadly inductivist and interpretivist (Bryman, 2012: 380). The view was confirmed by Neuman (2014: 176) and Rahman (2016: 103) who believe that qualitative research involves multiple realities as it is not based on quantity, but rather on phenomena, views, beliefs, values and personal experiences. Researchers collect their information from different viewpoints and explain how phenomena build identities. In the same vein Leedy and Ormrod (2010: 135) confirm that qualitative researches is complex thus requiring the researcher to try to combine meaningful findings according to what is important to him/her. Further, Flick (2013: 6) adds that qualitative approaches can be categorised in three ways: the subjective experience of a phenomenon through interviews, the description of a social environment through observations, and the third combine the two approaches and analyses the phenomenon.

3.3.2 Quantitative approach

Bryman (2012: 160) states that quantitative research involves the collection of numerical data from multiple variables to describe the relationship. Almaki (2016: 290) reports that quantitative research is often associated with deductive approaches as they are based on reality and mathematical statistics; the researcher divides variables into smaller groups, tests the hypothesis and analyses the data. Nevertheless, some authors criticise the quantitative method like Bryman (2012: 178), who argues that quantitative research carries objectivist ontology and the reliance of instruments and procedures hinders the connection between the research and everyday life.

According to Bryman (2012: 24) on the deductive theory, the researcher deduces the hypothesis which must be scrutinised from what is known in a particular domain, and the theory in that domain. Social scientists need to deduce a hypothesis and translate it into operational terms as they need to explain how data can be collected with the concepts that make up the hypothesis (Bryman 2012: 24). To add to the subject, Bryman (2012: 24) explains that, basically, theory and the hypothesis deduced come first and drive the processes of gathering data. Deductive approaches begin with general statements and, using logical data analysis, come up with specific conclusions (Walliman 2011: 18). Unlike the inductive, deductive moves from a pattern that might be theoretically expected to observing whether or not it occurs as expected (Babbie, 2011: 23). In conclusion, Babbie (2011: 23) identifies that deductive approaches generalise from the general pattern to the specific.

3.3.3 Mixed methods research approach

Almaki (2016: 291) explains that the mixed methods approach gives flexibility to a researcher to analyse data numerically and express their observations in words as it combines the elements of qualitative and quantitative approaches. Bryman (2012: 628) argues that mixed method research is the approach that breaks down the divide between qualitative and quantitative research, though there may be practical challenges like the paradigms and epistemological approaches to adopt. One critics of the method, Almaki (2016: 293) posits that the approach may require more time from the researcher to carry out the study. However, the method provides the prospect of bringing both qualitative and quantitative elements together, (Bryman, 2012: 638). Moreover, Creswell (2009: 14) explains that the mixed method approach allows the researcher to combine different methods to avoid being biased. A triangulation of data sources was developed to combine qualitative and quantitative methods (Creswell, 2009: 14). An abductive approach is mostly used for explanatory studies; they begin with a surprising fact that cannot be explained by the past or existing theories (Reitchez 2010). However, Creswell (2009: 22) is of the view that mixed methods give the study a flexibility to use both qualitative and quantitative approaches so a researcher can collect data qualitatively with an open ended questionnaire and quantitatively with close ended questionnaires.

3.3.4 Choice and justification of qualitative and quantitative approaches

The study used both qualitative and quantitative methods as they complement each other. The qualitative approach gave the researcher a platform to get deeper information from the participants by gathering their views and beliefs in their environment to get their personal experiences about correctional centre libraries and information services. Also, the approach was employed to acquire more information about the management and provision of Library and Information Services of Leeuwkop and Johannesburg correctional centre libraries and information services by the entities running them.

Both approaches gave the researcher the opportunity to utilise the instruments that were appropriate to gather the information needed to answer the research questions. Additionally, participants had the chance to respond to open and closed ended questions giving them an opportunity to express their own views and personal experiences about prison libraries. Moreover, it provided an alternative for the researcher to present data qualitatively by explaining and interpreting data based on observations. Qualitatively, interviews were

adopted to gather primary data. The study also employed a questionnaire that had close ended questions which provided supplementary qualitative and quantitative data.

3.4 Research Design

Kumar (2014: 122) defines research design is the procedure that the researcher undertakes when doing his/her study to answer the research questions of the study and further stipulates that the design shows the significance of validity and the accuracy of the research. Kothari (2014: 31) defines research design as the systematic way to gather, measure, and analyse data. Another point of view is well articulated by Bryman (2012: 46) who explains that research design provides the framework for the collection and analysis of data. A choice of research design undertaken reflects on priorities given to a certain dimension like expressing casual connections between variables or understanding people's behaviours in their social context (Bryman 2012: 46). Kumar (2014: 132) posits that a quantitative research design can get recognition since validity and reliability tests can be done, whereas qualitative design can be reliable and validated at a lower level or have zero chance at all. A case study design is discussed below.

3.4.1 Case study

According to Bryman (2012: 66) case studies observe single cases more intensively as it is concerned with the complexity of that case. Yin (2002: 13) defines the case study as the process of studying the phenomenon in its real-life context. Also, Yin (2004) further states that case studies look at the specific phenomenon in depth by asking the questions "why", "what" and "how". Bryman (2012: 68) explains that case studies are often associated with qualitative research as they often favour qualitative methods because these methods assist in the generation of intense examination of a case. An argument is raised by Yin (2002: 11) on the notion of the case study exploring one case. The questions arises that is it still the case study if more than one case is used in the same study, and do case studies always rule out using quantitative evidence? The criticism of the case study is that findings cannot be generalised, but they are rather used for theoretical analysis, (Bryman, 2012: 71).

3.4.2 Justification of case study

As the authors cited above mentioned that the case study studies a single case intensively, the study focused on libraries and information services in Leeuwkop and Johannesburg correctional services. The study was underpinned by the IFLA Guidelines for Library

Services to Prisoners and the New Public Management; hence the researcher was able to find information about who was responsible for what in these libraries. It gave flexibility to explore the management and policies of the Leeuwkop and Johannesburg correctional service libraries. Another advantage of the case study was that it gave the researcher a platform to study the complexity of libraries in the Leeuwkop and Johannesburg correctional centres.

3.5 Target Population

Neuman (2011: 241) indicates that a target population is the specified large group of people or cases from which a researcher draws a sample and generalises the findings from it back to the large population. Further, population is defined as a group of people or cases from which the researcher draw a sample (Neuman 2014: 246). Creswell (2012: 142) also defines population as the group of individuals who have the same characteristics that the study can use to get information.

3.5.1 The Department of Correctional Services, the Department of Arts and Culture (Johannesburg office) and the City of Johannesburg LIS Department Officials

The Department of Correctional Services responsible for running the libraries in Leeuwkop and Johannesburg correctional services was targeted to get information on how they are provide services. The Department of Arts and Culture was also targeted to provide information on the policies they have for funding and staffing for the libraries in the Leeuwkop and Johannesburg correctional centres. The City of Johannesburg LIS Department was chosen to gather information on the policies use for selection, acquiring and weeding of books and other library material since they are responsible for providing these resources to Leeuwkop and Johannesburg correctional institutions.

3.5.2 Leeuwkop and Johannesburg offenders

Leeuwkop inmates were selected for the research to gather information on how they are provided Library and Information Services, and to understand if they are accessing and utilising the services they are provided. In the Johannesburg correctional centre, only female cells were targeted to get a better understanding on whether they are provided with services that reflect their needs as a vulnerable part of the environment of the institution, and if they are utilising the Library and Information Services.

3.6 Sampling Procedures and Methods

According to Kumar (2014: 229) sampling is the process of extracting a smaller number from a large group to use in your study and generalise the findings back to the larger group. Furthermore, Kumar (2014: 229) explains that sampling can save the researcher time and money but can also have errors as they generalise their results from the small sample to represent the larger or whole group.. Another view is presented by Babbie (2011: 204) who explains that sampling is the procedure of selecting units for observation. Further to the above, Babbie (2011: 204) gives insight that sampling in social research has developed similarities with political polling where social researchers have to discover the accuracy of their estimates.

3.6.1 Sampling methods

Sampling methods are the tools that are used to sample the population. There are basically two types of sampling methods: probability and non-probability methods.

3.6.1.1 Probability sampling

Probability sampling allows researchers to select the cases without being biased (Cooper and Greenaway 2015: 3). Similarly, Babbie (2011: 204) explains that with probability sampling researchers generalise their results from the sample to a larger population. However, probability sampling remains the primary method of selecting large samples though it can be impossible in many research situations (Babbie, 2011: 204). Furthermore, Creswell (2012: 142) states that probability sampling gives a chance to everybody in a population to be sampled as the researcher believes that the sample represents the population for generalisation of results.

3.6.1.1.1Probability sampling techniques

Random/probability sampling gives a chance to everyone in a population to be sampled (Kumar 2014: 234 and Kothari 2004: 60). Simple random sampling requires a researcher to have a list of all population members which can sometimes not happen; it gives a chance to every member of the population to be sampled (Somekh & Lewin 2008: 217 and Babbie, 2011: 215). Babbie (2011: 214) postulates that random sampling selects the set of units from a population in a way that their descriptions accurately resemble the total population.

According to Somekh and Lewin (2008: 217) systematic sampling allows a researcher to design a sample frame for the population rather than selecting them randomly. Babbie (2011: 205) explains that systematic sampling is more practical than random sampling as it involves the selection of every systematic unit from the sample frame. Systematic sampling is not as precise as random sampling and it does not require the population to be numbered (Creswell, 2012: 143).

Somekh and Lewin (2008: 217) explain that stratified sampling involves the separation of population into strata according to their characteristics like gender or ethnicity. Showkat and Parveen (2017) state that stratified sampling is an improvement of systematic sampling. It divides the population into strata to find some characteristics for sampling (Showkat & Parveen 2017 and Creswell 2012: 144).

Cluster sampling is the identification of naturally occurring variables (Somekh and Lewin 2008: 217). According to Showkat and Parveen (2017), cluster sampling divides the population into clusters and selects the sample randomly in those clusters. Creswell (2012: 144) describes cluster sampling as the technique that is used when there is a large number that constitutes the population or when it is not easy to identify the population. The researcher chooses a sample in two or more stages or gets the list of clusters in the population to sample (Creswell 2012: 145)

3.6.1.2 Non-probability sampling

Kothari (2004: 59) defines non-probability sampling as the sampling procedure that does not afford any basis for estimating the probability that each item in the population has of being included in the sample. Similarly, Kumar (2014: 242) explains that non-probability sampling does not give a chance to everyone in the population; they are mostly used when the number of the population is unknown and elements cannot be identified. Qualitative research usually employs non-probability design to saturate the data they have; however, this is based on an individual point of view (Kumar 2014: 248). Further, Creswell (2012: 145) supports that the non-probability sampling method samples the population according to the participants' availability and convenience, and if they have the characteristics that the researcher wants to study in-depth. Moreover, sampling is not interested in generalising the findings but in describing the small group (Creswell 2012: 145).

3.6.1.2.1 Non-probability sampling techniques

Purposive sampling is based on the judgement of the researcher; he/she samples people or objects who are appropriate for the study (Cooper and Greenaway 2015: 4). Babbie (2011: 207) posit that with purposive sampling researchers select their sample on the basis of the knowledge of a population. Similarly, Creswell (2012: 206) defines purposive sampling as the qualitative sampling that allows the researcher to intentionally select the participants who have the characteristics for the study. In addition to the above submissions, Bryman (2012: 416) explains that purposive sampling provides an indication of what units need to be sampled and the research questions give the guidelines on categories that need to be focused on for specific reasons.

According to Etikan and Alkassim (2015: 2) convenience sampling selects from the population that is available at that particular moment. Additionally, the factors that influence it may be geographical locations, availability and easy access to those respondents (Etikan and Alkassim 2015: 2). Showkat and Parveen (2017) describe convenience sampling as the sampling technique that is used by researchers per their own convenience. It involves sampling the variables that are available and readily accessible (Showkat and Parveen 2017). Creswell (2012: 145) posits that in convenience sampling, the researcher cannot be certain that individuals are representatives of the population as he/she selects participants according to their availability and willingness.

Snowball sampling is sometimes considered as accidental sampling, as it is a chain referral sampling method (Showkat and Parveen 2017). Also, Showkat and Parveen (2017) and Creswell (2012: 146) state that in snowball sampling the researcher finds potential respondents by asking for contact details from another respondent until the purpose of the researcher is achieved. Further, Creswell (2012: 209) supports that snowball sampling is more like purposeful sampling which proceeds with the recommendation of other participants from another. According to Creswell (2012: 209) snowballing usually takes place when the researchers do not know the best people to study because they are not familiar with the topic or the complexity of the events. Similarly, Showkat and Parveen (2017) support that usually the snowball sampling technique is employed when a special population is difficult to locate.

According to Showkat and Parveen (2017) quota sampling requires the pre-planning of a number of participants in specified categories. Quota sampling is similar to stratified sampling but the researcher in quota sampling selects the subjects that are available immediately (Showkat and Parveen 2017).

3.6.1.3 Choice and justification of non-probability sampling methods

The study adopted non-probability sampling techniques. Purposive sampling was used specifically to give the researcher the flexibility to make the best judgement of who to sample and who was appropriate for the study. Another advantage of the technique was that it allowed the researcher to narrow the participants to the people with hands-on experience with the Library and Information Services in the Leeuwkop and Johannesburg correctional services. The reason for sampling officials from the three Departments (DCS, DAC, and CoJ) was to get information on who has the mandate to run these centre libraries and information services, the policies in place and how they get funding. Also, the inmates were sampled to find out if they were provided the LIS in their centres.

3.6.2 Sample size

Sample size is the estimation of how many subjects the researcher needs to answer the research questions (Jones, Carley and Harrison 2005). Another view is presented by Dell, Holleran and Ramakrishnan (2002: 210) who note that a sample size in continuous variables can be measured using the formula while pilot and exploratory studies use the observations of the researcher concerning from which group they can get the information needed. Kothari (2004: 55) and Babbie (2011: 217) support that sample size is the number of individuals samples measured that the researcher uses to extract a sample from the targeted population. Further, Creswell (2012: 142) adds that a sample is the subgroup extracted from the population the researcher plans to study.

The total number of inmates that were sampled was 1326. The officials responsible for providing LIS to prisons were sampled. nine officials were sampled with six station commanders from Leeuwkop and Johannesburg correctional centres, two DAC officials (Johannesburg and Gauteng offices), and one City of Johannesburg municipality LIS official. The total number of the sampled population was 1335. Table 3.1 below provides the sample size of the study.

Table 3.1: Sample size for Leeuwkop and Johannesburg offenders

Leeuwkop Prison				
Cell and position	Population	Adult	YA	Total
Leeuwkop Juvenile	723		256	256
Leeuwkop medium A (LMA)	1337	302		302
Leeuwkop Maximum security (LMP)	763	260		260
Leeuwkop medium C (LMC)	692	248		248
Total	**3515**	**810**	**256**	**1066**
Johannesburg Prison				
Female centre	751	260		260
Total	**751**	**260**		**260**
Officials				
Department of Correctional Services station commanders (Leeuwkop and Johannesburg correctional centres)		6		6
City of Johannesburg - Library and Information Services project manager		1		1
Department of Arts and Culture - Johannesburg office (Library and Information Service personnel)		1		1
Department of Arts and Culture - Gauteng Province Library and Information		1		1

Service personnel			
Total		9	9
Total No. of participants			1331

3.7 Data Collection Procedures and Tools

Gathering information can be categorised into primary and secondary data because sometimes the information required is already available or the researcher needs to get information first hand from the participants (Kumar 2014: 171 and Kothari 2004: 95). According to Kumar (2014: 197), qualitative and mixed methods can effectively use a secondary data collection method, as they can extract descriptive and narrative information which can be found in publications or personal diaries.

3.7.1 Data collection tools

The study adopted interviews, questionnaires and document analysis as the data collection instruments to gather in-depth information from the sampled population.

3.7.1.1 Interviews

Babbie (2011: 291) defines interviews as the method of collecting data orally and recording respondents' answers. Kumar (2014: 176) believes that interviews are most commonly used as they involve face-to-face interaction and they can be categorised into structured and unstructured. Unstructured interviews allow the researcher to formulate questions as they like and they are free to ask any questions that may come to mind during the session (Kumar 2014: 177). The structured interviews are more formal and require pre-set questions (Kumar 2014:177). Bryman (2012: 214) opines that interviews can also be conducted telephonically rather than face-to-face. The advantage of telephone interviews is that they are easier to supervise and they are cheaper (Bryman 2012: 214). However, telephone interviews may have their shortcomings, Bryman (2012: 215) explains that the disadvantage of telephone interviews is that respondents may struggle to hear the questions and some may not be reachable on phone. Nevertheless, Walliman (2011: 100) states that telephone interviews can be effective but the researcher cannot use visual aids to explain questions and it requires prearrangement of times for busy people.

Semi-structured interviews were used in this study for the officials. As Bryman (2012: 471) explains semi-structured interviews provide the researcher with the flexibility of asking questions as they arise from the interviewee's responses. In this study, follow up questions were also asked to get more detailed information. The semi-structured interviews allowed the researcher to develop interview guides that were aligned to the objectives of the study. Interview guides assisted the researcher to direct questions that were relevant and had open and close ended questions. The semi-structured interviews provided flexibility for the researcher to gather general information about the participants, like their position and qualifications, but mostly the face to face conversations gave the researcher more information that was not verbal like facial expressions. Section B of the interviews got in-depth information about the provision of Library and Information Services to Leeuwkop and Johannesburg correctional services.

The City of Johannesburg (CoJ) municipality's LIS Department, Department of Arts and Culture (DAC) Johannesburg offices, Department of Correctional Services (DCS) personnel participated in the interviews and thus were given an opportunity to express their views on the provision of LIS to CS libraries. Appointments were made before interviews and conversations were recorded for accuracy where applicable. Interviews were audio taped for analysis. Interviews had sections A –E with 19 questions. Copies of interview guides are attached in appendix 2 and 3 section of this dissertation.

3.7.1.2 Questionnaires

Kumar (2014:178) indicates that questionnaires are the written questions generated by the researcher for the respondents but the researcher does not ask them; rather the respondents read and interpret the questions in their own way. Furthermore, close ended questionnaires are more factual than open ended ones, which seek for opinions (Kumar, 2014: 178). Questionnaires are cheaper despite the geographical location of the respondents and the responses are factual as they are in the respondents own words (Kothari, 2004: 100).

A questionnaire was given to Leeuwkop and Johannesburg offenders. Questions were closed and open ended. Open ended questions gave participants a chance to express their views. The questionnaire was divided into sections with 18 questions, giving inmates a chance to respond on their background information, the utilisation, access and user satisfaction about libraries and information services in correctional centres. The researcher gave the participants five

days to respond to the questionnaire before follow up efforts were made. Inmates who delayed filling the questionnaire were reminded to return their questionnaire. A copy of the questionnaire is attached as appendix 4 of the dissertation.

3.8 Data Analysis and Presentation

According to Flick (2013: 5) data analysis is the presentation of visual material collected in the study where the researcher explicitly gives insight into and descriptions of his/her findings. A good qualitative data analysis uses an inductive approach. It allows the researcher to interpret the meaning of his/her findings inductively from the data captured (Thorne 2000: 68). Gale, Heath, Cameron, Rashid and Redwod (2013: 3) point out that qualitative research should not be biased but rather be flexible and adaptable in all situations to interpret and present their analysis objectively. However, this differs from quantitative research which tests a hypothesis and confirms it with data (Thorne 2000: 68). According to Gale et al. (2013: 3), qualitative research has different approaches which involve analysis that pays attention to language and social interactions, phenomenology, experiences, language and grounded theory that seek to develop theory collected from data.

The study used content analysis. Bryman (2012: 289) defines content analysis as an approach to analyse documents and texts. Furthermore, it has flexibility in that it can be applied to different media, thus sometimes it is treated as a method because of its distinctive approach to the analysis (Bryman, 2012: 289). In the same view Babbie (2011: 356) explains that content analysis is the study of recorded human communication.

Data was presented qualitatively with themes and charts from the open-ended questions, where the participants had to provide their views, experiences and beliefs. Walliman (2011: 142) maintains that narrative analysis consists of the process of extracting themes, structures and interactions from stories with which people describe their past, present or their view of the events. Also, quantitative data was presented with graphs and statistics stating factual information. Creswell (2012: 196) states that quantitative data presentations include the use of tables to summarise the statistical information and figures that show variables and their relationships and explanations about the statistical results.

3.9 Establishing Trustworthiness for the Study

Kumar (2011) states that, unlike quantitative research, qualitative research is validated with trustworthiness. The four indicators to determine trustworthiness are credibility, dependability, transferability and confirmability (Kumar, 2011).

Creswell (2012: 259) posits that credibility or member checking is the process which allows the researcher to ask participants of the study to check the accuracy of the report. This may include asking whether the descriptions are complete, interpretations are fair and if the themes represent their views (Creswell, 2012: 259). Credibility is measured by the participants of the study (Kumar, 2011). As qualitative studies involve the views, feelings, beliefs and experiences of people, participants have to judge if the results reflect their opinions (Kumar, 2011).

According to Kumar (2011) dependability refers to testing if the study will provide the same results if it is undertaken twice. Dependability is the process of observing the same outcome under the same circumstances (Kivunja and Kuyini, 2017: 34).

Kivunja and Kuyini (2017, 34) describe transferability as the process that represents the researchers' efforts to ensure that they have provided enough contextual data about their study that people can relate the findings to their own context. Transferability is very difficult to measure as it requires a degree in which the qualitative study can be generalised to other contexts (Kumar, 2011).

Kumar (2011) defines confirmability in qualitative research as the extent to which the results can be confirmed by others. Creswell (2012: 260) explains that the external audit is the process whereby the researcher obtains an individual from outside to review the study and an auditor writes or communicates the evaluation of the study. Similarly, Kivunja and Kuyini (2017: 34) posit that confirmability refers to the extent to which findings of the research can be confirmed by others in the field.

Bryman (2012: 171) states that validity refers to the issue of whether an indicator measures the concept. Similarly, Heale and Twycross (2015:66) define validity as the accuracy in measuring the concept in a research. Another definition is presented by Golafshani (2003: 599) who states that validity is the measurement of how truthful the research is by using the instruments that will address the research objectives. Neuman (2014: 215) adds that the validity of an indicator lies in its purpose and definition. According to Kumar (2014: 14)

quantitative researchers base their validation on subjective logic, determine the contribution construct to the total different observed phenomena and measure instruments into a degree that it can forecast the outcome. However, it is different from qualitative research which is difficult to validate as it usually use people's feelings, perceptions and motivations (Kumar, 2014: 214).

Bryman (2012: 169) and Babbie (2011: 157) maintain that reliability is examining the consistency of the measure of a concept. Heale and Twycross (2015: 66) define reliability as the consistency of the concept measured. In the same vein, Golafshani, (2003: 598) and Kumar (2014: 2215) refers reliability as a measurement of an instrument which lies on the consistence of the study, and it is indicated that if the variable measured keeps changing numerical results but is consistent, that means the instrument is not valid. In addition, Bryman (2012: 46) explains that reliability is mostly used by quantitative studies as it focuses more on the repetition of the measurement.

Trustworthiness was established by credibility and confirmability. The researcher tested credibility by giving back the copy to the participants for them to confirm if their opinions about the provision of Library and Information Services in Leeuwkop and Johannesburg correctional centres were correctly interpreted. Also, the consent letter was sent to the study participants. The clearance certificate was given to the researcher by the humanities college. Further, the study made use of triangulation that involved the use of various data collection instruments. Creswell (2012: 259) defines triangulation as the use of multiple data sources to collect data for the study. Interviews, questionnaires, document analysis and observations were adopted to gather more information and understand the research purpose. The main aim for adopting various instruments was to get in-depth information that a single instrument was not going to provide. Information and records taken during data collection were preserved by the researcher to provide evidence for the conclusions and recommendations made for this study.

3.10 Ethical Considerations

Creswell (2012: 279) opines that research needs to be honestly reported without plagiarism, shared with participants, and must not be previously published. It must recognise all authors and must be done without personal influences (Creswell, 2012: 279). According to, Kumar (2014: 282) breaching confidentiality, plagiarism or improper use of information and causing harm to individuals is still seen as being unethical. Further, Neuman (2014: 146) postulates

that researchers should maintain the trust levels with the participants by guiding and protecting them.

UNISA tutorial letter explains that students should acknowledge authors for their ideas and work. The study recognised the authors and acknowledged them. This dissertation was checked through turnitin for plagiarism. Anonymity was taken into consideration in the questionnaires and interviews. The consent letter was sent to the targeted population to get their free will decision to participate in the study. The consent letter was sent to participants. The targeted officials were given the consent letter and their signed consent sheets in appendix 7. The proposal for this study was submitted to the College of Human Science UNISA and the Department of Information Science Research Ethics Review Committee. An approval letter was sent to the researcher before the study began. The ethical clearance certificate is attached in appendix 6.

3.11 Summary

The chapter presented methodology procedures that were adopted to carry out the study. Other aspects looked at in this chapter include paradigms, approaches, design, population, sampling and their techniques and sample size. Qualitative and quantitative approaches were employed in this study with, questionnaires and interviews as data collection instruments. The targeted population and sampled group were also included. Purposive sampling enabled the researcher to select individuals departments or sections that adequately served the purpose of the study. Target population and sampled group were discussed. The questionnaire and interviews served as the observation the researcher used to obtain information on how the Leeuwkop and Johannesburg correctional services are provided Library and Information Services.. These various instruments were employed in the study to develop trustworthiness and credibility.

The next chapter presents the analysis of the collected data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The previous chapter discussed data collection and procedures that were used in this study. This chapter presents the analysis and interpretation of the collected data. Further, the chapter addresses the research objectives as presented in chapter one. Interviews and questionnaires were both utilised for triangulation purposes. According to Neuman (2011) triangulation gives flexibility for the researcher to employ a combination of instruments to get in-depth information from different angles.

Quantitative data was analysed using Microsoft Excel and presented in graphs and tables. The purpose of the study was to determine the provision of Library and Information Services to offenders in South Africa with reference to Leeuwkop and Johannesburg correctional services. The research questions are all answered in this chapter. The research questions were as follows:

- What are the policies guiding provision of Library and Information Services in Leeuwkop and Johannesburg correctional services?

- Are there Library and Information Service policies implemented in Leeuwkop and Johannesburg correctional service libraries?

- What kind of Library and Information Services do the Leeuwkop and Johannesburg correctional centres provide to offenders?

- Are the offenders in Leeuwkop and Johannesburg correctional services aware of Library and Information Services?

- What are the challenges faced by offenders in Leeuwkop and Johannesburg when utilising the correctional service libraries?

Data was collected from one CoJ municipal official, six DCS officials, two DAC officials and the Leeuwkop and Johannesburg offenders. The responses are categorised into interviews with officials as section A and questionnaires for inmates as section B.

The interview guide had five sections (A–E) which addressed the objectives of the study. The questionnaire was divided into four sections (A- D) which were also based on the objectives of the study.

4.2 Findings from the officials – Section A

A structured interview guide with closed and open-ended questions was used to collect data from the officials. The researcher explained the aim of the interviews to the officials and the consent forms were signed. All interviews took place in the officials' offices. The study adopted face-to-face interviews but due to the environment and non-availability of some officials, some interviews were telephonic in Leeuwkop correctional centre.

Interviews were audio taped for analysis purposes. The names and contact details of the respondents were not recorded. The findings from the interviews answered the research questions. Two DAC officials, six DCS and one CoJ LIS official were interviewed.

4.2.1 Demographic data of the officials

Demographic data was collected to understand the background and occupations of the officials interviewed. It was hoped that it would shed some light on the years of experience and educational levels which would assist in providing services efficiently and effectively. The officials were purposely sampled, being those people responsible for running and managing the DCS LIS. Eight officials were interviewed.

They were asked to indicate their occupation. DAC officials indicated that one was an acting director and another was an assistant director. They both indicated that they had twenty and more years of experience. Further, the officials were asked to indicate their highest qualifications. The acting director had a Diploma in Library and Information Science while the assistant director had an Honours degree in Public Management.

The DCS officials stated that two were educationists, one was the manager in education and three were warders. Of the six officials, three had 20 and more years, one had 11-15 years and two had 1-5 years of experience. The qualifications ranged from school certificate to PhD. The officials were asked to indicate their highest qualifications. Two had school

certificates, one had Bachelors in Education, one had Honours in Education, one had Master of Education and one had a Diploma in Finance. The responses indicated that none of the officials had qualifications in librarianship.

The official was an assistant director and had more than twenty years' experience. Further, the official was asked to indicate on their highest qualification. The study established that the official had a post-graduate Diploma in Library and Information Science. From the responses of the official, the study established that the official's years of experience and relevant qualification for the profession contributed positively in providing LIS. However, the background information was based on public library experience rather than that of correctional services.

From the responses, the study established that the officials' experience may contribute greatly to the service provision of LIS in correctional centres. However, literature in 2.4.4.2 indicates that most officials running the CS libraries are not librarians by profession but rely mostly to experience of the prison environment which in turn may make CS libraries inefficient.

4.2.2 Policies of the provision of LIS to offenders

This section addresses the policies and frameworks that the officials utilise to provide services to the offenders. Analysis of the LIS Transformation Charter (2014) reveals that in South Africa there is no standard policy to run libraries; rather, provinces are left to draft their own framework. This is in contrast with 2.2 that CS should develop policy to ensure the effective running of libraries.

4.2.2.1 Provision of Library and Information Services policy

Like any other library, the DCS LIS is supposed to have policies or frameworks. This question addressed the policy and framework utilised by the officials to provide Library and Information Services in the Leeuwkop and Johannesburg correctional centres. The respondents were asked to indicate the policies they have in place for correctional services.

Both officials from the DAC said that "DAC does not have any policy to run correctional service libraries. However, the mandate was shifted to municipalities due to staff shortage at the DAC". Further, officials continued that "Municipalities were asked to extend their outreach programmes to correctional centres but not in writing. Some municipalities' assist some do not and we cannot force them since we have no agreement in writing and it is not their mandate to provide for correctional facilities". This study will enhance the call for

improvements in municipal budgets if they are responsible for additional services like correctional centre libraries. It was also evident from the responses that there is a gap on who is supposed to run the correctional services libraries, as the respondents clearly stated that "DAC's mandate is to provide for public libraries, public libraries through their extension of outreach programmes can provide for CS libraries but they can choose not to do it". Further, the responses indicate a gap in how the DAC forwards a mandate for correctional services to other municipalities, if it is not their mandate nor that of the municipalities. Regardless of the lack of mandate, the DAC took an initiative to decentralise the LIS in correctional services to municipalities, for example, the CoJ was given that mandate in a meeting that was held in 2007 and they are still running Leeuwkop and Johannesburg correctional centre LIS accordingly (CoJ Metropolitan, 2007). The process of decentralisation of services from the DAC to CoJ concur with section 2.2.1 (NPM) that it can provide effectiveness inside the organisation.

The officials from Johannesburg correctional services stated that there was a policy for Gauteng DCS libraries in place. One official stated that "Libraries do not have policy of their own because they are under education here. We use education policies for libraries in terms of staffing and funding". The Johannesburg correctional centre was utilising the policy for provision and operations of the library from the DCS Gauteng. The policy mandate was derived from the Constitution of South Africa (No 108 of 1996), the Correctional service Act (111 of 1998), Public Finance Management Act (No 1 of 1999), Standard Minimum Rules for the Treatment of Offenders, National Library of South Africa (Act No 92 of 1998), White Paper on Arts, Culture and Heritage (1996), DCS White Paper on Corrections (2005), Cultural Institution Act (No 119 of 1998), National Arts Councils Act (No 56 of 1997), the Films and Publications Amendment Act (18 of 2004) and the Manual for Public Libraries (Ordinance 16 of 1981). Both the officials indicated that the policy was utilised for the centre libraries.

Three of the Leeuwkop correctional officials indicated that "We use the DCS Gauteng policy manual for libraries". Another official from the Leeuwkop CS explained that "We are still using the old DAC policy for public libraries not correctional services". The responses indicated that there was no uniformity on which policy must be implemented for LIS. The responses concur with literature by Conrad (2012) and Simunic et al (2016) from section 2.3 in that some CS libraries have policies but they do not utilise them. The results however

contradict responses from DAC staff interviewed who indicated, that there were no policies governing LIS provision.

The respondent stated that "We do not have the policy in place specifically for correctional services. However, we use the policy that guides the provision of library material for public libraries". This concurs with responses for the DAC officials but contradicts those for DCS officials. The response concurs with DCS officials that some centres still utilise the public library policy. Further, the respondent explained that "Correctional services operate differently from the traditional libraries due to their highly regulated environment thus we look at the current situation of the cell rather than drafting the policy for all libraries in correctional services". Moreover, to explain the use of other policies, the respondent pointed out that "For the collection development and acquisition of materials for DCS libraries we use the public library procurement policy since our acquisition policy is still under review".

Information access is a human right to everyone including inmates as provided in literature 2.7.1, therefore offenders should be provided LIS. Contrary 2.3 pointed out that most correctional service libraries do not have provision policy.

4.2.2.2 Policy on funding and staffing

This question sought to establish the amount of funds the province provides for correctional services libraries. Also, if the DCS have policy in place to allocate funds for the LIS in their centres.

Both respondents from DAC indicated that the DAC does not provide any funds for correctional centres but budgets only for the municipalities who through their outreach may or may not include libraries in correctional centres. One official expressed that "Our mandate is public libraries. We give budget policy for municipalities of which they have their own policies on how to run outreach programmes. We have no say on how they provide for correctional service libraries as their programme".

Johannesburg correctional service officials indicated that "We do not have the policy for funding the library but we utilise the Department of Education policy since libraries in correctional centres are under formal education". Further, the officials were asked to indicate how they utilise the budget. They responded that "We prioritise textbooks and non-fiction materials. However, we do not allocate budget for furniture since we have the internal manufacturing company which is also under education and skills training". Responding to a

question on staffing policy, one official stated that "We do not have any policy for hiring library staff members. "We use DCS permanent staff that are not qualified for librarianship and they can only work part-time in the libraries. Sometimes those appointed librarians give priority to their first jobs as most of the time educationist become our librarians". Further, the officials stated that "We use offenders to run the libraries full time and they get gratuity which is paid on their cards. City of Johannesburg (CoJ) municipality assist us by training the appointed inmates to run the libraries".

All the officials from the Leeuwkop correctional services indicated that they do not get any funding for the library and thus have no policy for it. One explained that "We only depend on donations and CoJ for the provision of library materials". Another official mentioned that "There is no staffing policy but we use any functional full-time employee which we call ad-hoc. Also the inmates assist the official appointed to run the library".

The official from CoJ LIS explained that "As the CoJ municipality, we do not allocate any funds for correctional services since it is not in our mandate and, we do not have any policy on DCS fund. However, we get funds from both national and provincial governments. Those funding are not for DCS only but for outreach programmes like DCS, hospitals, old age homes, places of safety". Furthermore, the respondent explained that "The grant we receive from the province requires us to submit business plan on how we will spend the money and also depends on how we spent the previous year's funding. National government provides the conditional grant". Further, the official stated "For outreach programmes, we are granted funding for books only". The response suggested that the municipality does not get any funds for correctional centres as their own but for outreach programmes which may not be enough. Similar sentiments were also provided by the officials from DCS above. The respondent was further asked to indicate if the funding was enough to cover the population's needs. The official's response was that "It is not enough as we have a large scope to cover for the large population". This concurs with responses from DCS officials.

Section 2.3.3.1 above concurs that the DAC provides funding only for municipalities. The responses indicate that there is a contradiction since the Department of Arts and Culture (2015: 25) states that CS libraries are provided for and have appropriate materials. Literature in 2.7.2 indicated that there is still a challenge in funding correctional service libraries as they are sometimes combined with education.

4.2.2.3 Collection development policy

The officials were asked to indicate if they had a policy to develop the collection for the libraries inside correctional facilities. The aim of this question was to ascertain how properly, and without bias collection development was done.

According to all officials (Johannesburg and Leeuwkop), they did not have any collection development policy. The officials said that "CoJ assist as they are responsible for the collection in the library". Further, LMC and maximum security officials from Leeuwkop explained that "We do not have collection development policy but we have the DCS policy of logistics and procurement that allows us to accept and screen donations we can use for the library". Judging from the responses of the officials, one would think that the DCS would have the CDP as every sector is shifting the mandate to them. The responses indicated that the correctional services libraries lack the CDP which should be done by the DCS as they are the ones doing the user need analysis and submitting it to the CoJ municipality LIS Department. The interviews from the DAC Gauteng province and CoJ municipality suggest that DCS are responsible for developing library collections.

IFLA/UNESCO (2001) in 2.4.2 stated that collection development policy should be done according to local community needs. Conrad (2012) 2.7.2 indicated that collection development policies are affected with different management of correctional facilities.

4.2.2.4 Policies on acquiring, selecting and weeding of materials

The CoJ LIS official was asked to comment on the policies of selection of books, acquiring of books and weeding processes for Leeuwkop and Johannesburg correctional service libraries.

There was no policy in writing. The official said that "We select books according to the needs of the centre. We acquire books based on the advice of the DCS officials. DCS are the ones who provide the gaps in the collection and forward the list to us because we do not have access inside". As for the weeding processes, the official indicated that they use the policy for CoJ public libraries. This was shared by respondents DCS above. The responses on the policies suggest that the DCS LIS is overlooked; however, this may be from the highly security based environment. But for the fact that they are different from public libraries, one may think that they need the policies that reflect their environment. Section 2.2 above confirms that correctional services need policies as they have issues such as the secrecy bill

and clashing of times with other activities. Moreover, the advice from the DCS staff may be biased as they are not professionals in terms of LIS and may only request material they favour.

Lehman (2003) in 2.3 suggests that there must be policy of relevant correctional services materials meaning each and every service provided in a library should have policy. However, the results above shows otherwise.

4.2.2.5 Policy on donated material

The official was asked to explain how they treated donated materials. The question was asked to establish if the municipality had a policy for allocating donated materials for the CSLs.

The response was that the province donates materials directly to the correctional services libraries. The official also indicated that "We as the CoJ municipality do not have the policy on donated materials. However, the donations made to the municipality undergo cataloguing and classification before going to shelves in the libraries. Those donations need to be scanned and be aligned to the contents that are allowed in the correctional centre". The response indicated that the municipality treated donated materials as new materials and did not select sensitive materials as the DCS requires.

The response from the official indicate that the municipality treats donated material as new. According to Lehman (2003) in literature 2.3 explain that special libraries should contact authorities to develop policies. Further, Dilek-Kayaoglu and Demir (2014) in 2.3 indicated that CS libraries in Turkey get their collection mostly from donation which makes the collection biased.

4.2.2.6 Promotional policy

The officials were asked if they have any policies towards the promotion of the DCS libraries. IFLA/UNESCO Guidelines for Development (2001) state that libraries should have policies on marketing or promotion of the library. The question sought to find out if there were any policies in place for promoting the LIS to offenders, authorities and the private sector which may attract donations and more utilisation.

The officials indicated that they do not have any promotion policies. One official explained that "It is not easy promoting libraries inside the correctional centre due to censorship and high security". Further, they were asked if they knew about promotion of these LIS by any

other bodies. Officials said that "We don't know how these libraries are promoted but the book clubs they have and Funda Mzantsi competition serve as promotion of libraries and reading culture". Another official said that "It is hard to have competitions inside CS because they scrutinize prizes. Some prizes do not even get to inmates".

The Johannesburg officials indicated that they did not have a policy for promoting the LIS. However, they stated that "We plan annually for some programmes like Funda Mzantsi, public speaking and debates that help to create awareness about the library".

The officials from the Leeuwkop correctional centre indicated that they do not have their own promotion policy for libraries. One official stated that "We use the policy of the Sport, Recreation, Arts and Culture (SRAC) for marketing. We also have annual programmes that involve the libraries thus promoting them in the process".

Understandably, the DAC cannot promote DCS libraries as the responses show that they have forwarded mandate. In 2.4.2 IFLA/UNESCO guidelines for Development (2001) stated that libraries should have policy on marketing and promotion. Further, Patil and Pradhan (2013) in 2.6 list ways of promoting the library.

4.2.3 Promotion of LIS materials in correctional services

The official was asked to indicate if they promote the materials in the DCS LIS. The aim of the question was to find out if they follow up by promoting the materials they provide to these DCS libraries for the targeted population.

The respondent indicated that "We do not have any current promotion programme for the correctional services libraries. We used to have business workshop so that offenders would be aware of the library in their facilities but we have not done that recently". In conclusion, the official indicated that, as the CoJ municipality, they tried to provide for day care centre in the women cell like they provide for the ECD. However, there was no follow up since getting access to the Johannesburg correctional centre is a challenge.

Promoting CS library material may be a challenge but Lehman (2003) and Shirley (2006) in 2.6 provide the insight on how CS librarian can market their libraries.

4.2.4 Implementation and alignment of policies with IFLA guidelines

All libraries, including the correctional services, are required to follow the international standard guidelines for the libraries. This question was meant to ascertain if the respective

DCS libraries have implemented the policies they have and if they follow the international guidelines. Officials were asked to state if they have implemented the policies in their libraries.

The officials indicated that "As we have indicated earlier, we do not have any policy for DCS libraries thus there is no policy to implement". Responding to the IFLA guidelines being followed by correctional services libraries, the respondents indicated that "We as DAC are developing the National Policy for Library and Information Services in South Africa through the National Library that follows the guidelines. However, the guidelines followed are for public libraries. The main aim for the policy is to give access to LIS to everyone. CS libraries can be included as outreach programmes for public libraries".

The JCS officials indicated that "We have implemented the Gauteng manual for correctional services libraries". When asked about the IFLA guidelines, the Johannesburg DCS official's facial expression indicated that they had no idea what the IFLA guidelines were though the researcher tried to explain. One official indicated that "I have no idea if the policy followed those international guidelines but was certain that it follows all the necessary Acts of South Africa and White Papers".

Some centres in Leeuwkop correctional centre (LCS) have implemented the Gauteng manual for correctional service libraries while others were still utilising the old DAC policy for public libraries. Most of the officials in Leeuwkop were also puzzled about IFLA guidelines but one centre that was using the DAC policy had knowledge about IFLA and thus following the guidelines. The official said that "The DAC policy we use for our library is followed the standard guidelines even though it is for public libraries". Responses of the officials, as expected, indicated that librarianship is their second job and they have no knowledge of its bodies. The DCS Gauteng manual for the correctional libraries follows the minimum standards rules for the offenders but officials had no clue.

As noted above, the municipality did not have any policy for correctional services but the respondent from CoJ LIS indicated that "Our policies as public libraries are aligned to IFLA guidelines but we do not have any policy specifically for DCS libraries".

As pointed out in section 2.3 most correctional libraries run without policies, there is concurrence in that the absence of policies in DCS LIS seems to be common, and where they exist, they are not followed therefore following IFLA guideline may be farfetched.

4.2.5 Services offered at the correctional services libraries

To present information pertaining to this objective, the study focused on the services, inmates' satisfaction with services provided, programmes connecting offenders with their families and society, and computer/online services. It was significant to find out if the LIS provided for inmates which can be beneficial to their educational and rehabilitation processes.

4.2.5.1 Services

Libraries services do not mean books only, but there may be some other programmes to make the library exciting and inviting for the population. The officials were asked to explain the services they have for the LIS in correctional centres. This question was asked to find out about the services that libraries provide for the offenders.

The officials from the DAC indicated that "We do not have budget for correctional centres since it's not our mandate but we assist programmes like Funda Mzantsi, reading programmes and public speaking". One official explained that "We stopped giving services directly to CS in the year 2000 and shifted the mandate to municipalities". When asked if they have any specific services for juveniles and women, they said DCS only has the authority to target the population they want to participate in any services/programmes thus DAC has no special programmes for the two groups. However, one official said, "We used to have children's day, mothers' day and fun days for correctional centres which was not followed up due to lack of staff in the DAC office. When we visited again, we found that things like toys for children were missing". The responses confirm that the DCS LIS are neglected when it comes to services provision; perhaps this is due to their regulated environment.

Johannesburg DCS officials explained that "We provide offenders with books that are issued to them for seven days. Also, programmes such as book clubs, public speaking, creative writing, film script writing, monologues and debates are provided by the centre library". One official indicated that "The library participate in the national reading programmes like Funda Mzantsi however, we do not have any LIS for detainees as they are in and out frequently. There is a main library in maximum security as they are in correctional service for longer times. Also the sub-library for short sentence offenders and the mobile library (trolley system) for when there are lockdowns". Another official stated that "We have the UNISA hub where the registered inmates can access study materials and computers".

Three of the Leeuwkop correctional service officials indicated that "We only issue and return books in our libraries. We do not provide many services for the libraries". Leeuwkop medium C (LMC) official indicated that "We have book clubs, where offenders discuss different kinds of books, group studies where offenders assist each other with their assignments and newspapers but they have not been provided to us recently". Also, the official mentioned that "We have computers which offenders use for basic skills only as there is no internet connection. Also, there are puppet and film shows provided by the library to offenders".

The responses indicated that there is a contradiction in the DAC as in the literature in section 2.4 above the Department of Arts and Culture (2015: 26) states that correctional services are provided Library and Information Services. Also, the responses indicated that some libraries in correctional centres are providing services. It also appears that the officials in DAC were not fully aware of some of the activities in CSs and what the library was doing.

4.2.5.2 Services offered and ensuring the utilisation of LIS materials

The official was asked to indicate how they ensure that the material they provide in the correctional centres is utilised. The main aim of this question was to establish whether, despite the controlled movements for offenders, services were still provided.

The respondent indicated that they do not operate the correctional services libraries thus they depend on the statistics given to them by DCS. However, the official explained that "Utilisation of LIS in correctional services may be affected by many factors such as lockdowns, access or operating times". However, the respondent indicated that some cells have the trolley system. Such responses raise concerns of infringement of the right of offenders to information.

4.2.5.3 Inmates' satisfaction towards services provided

This aimed at finding out if the offenders were satisfied with the services provided to them. This will align with the statistics on user participation and visits to the library. The officials were asked to indicate if offenders were satisfied with the services of the LIS.

Officials indicated that "We receive statistics from the municipalities which shows that some offenders are satisfied with LIS provision in their centres. However, some municipalities do not run the services to the DCS and therefore, we have no idea if inmates are satisfied in those particular centres". Understandably, the DAC office is not in a position to know if they

are not provided with the reports from municipalities but it also opens a gap that some DCS libraries are operating on their own.

The Johannesburg DCS officials responded "Offenders are satisfied with the services. We consult with offenders before rendering services to them". One official explained that "For film script writing, the officials consult with interested offenders and get the service providers to come to the facility".

Two of the Leeuwkop officials indicated that the services meet the inmates' satisfaction to some extent. One official said that "Libraries provide educational and motivational books which are useful for their rehabilitation and educational processes". The other official stated that "Book clubs and public speaking for inmates assist them with social inclusion and rehabilitation". The other two officials indicated that "due to out-dated materials in libraries, offender's satisfaction is not met and we do not have budget for new materials".

4.2.6 User need analysis

The aim of this question was to find out if the CoJ municipality conducted user needs analysis in the correctional centres. The official was asked to indicate if the CoJ municipality did any user needs analysis for the correctional services.

The official indicated that "We do not conduct any user need analysis in the correctional services as we cannot get access to offenders. We only depend on getting information from correctional service warders who communicate with inmates and know their needs". Also, the respondent indicated that "DCS authorities submitted written document on sensitive materials that are not allowed in correctional institutions. So when we buy books for DCS libraries we consider that list we were given". This response suggested that user needs analysis can be efficient as warders know their population needs. DCS officials indicated that staff uses various strategies to conduct user needs analysis. However, since warders are not professional librarians, they may not know how to conduct needs analysis of their users.

Patil and Pradhan (2013) in 2.6.3 stated that libraries must know their community, which may be hard for correctional services as some of the inmates leave or get exchanged.

4.2.6.1 Strategies to conduct user needs analysis

This question was asked to the CoJ LIS personnel only. The official was asked if they have any strategies on conducting user needs analysis since correctional services is a highly

regulated environment. The question was asked to know if they reach the minority of the diverse population in correctional centres.

The response was that they depend on visit by the offender and their request for books outside the existing collection. According to the respondent offenders must visit the library to be recognised. The emphasis was that: "If you don't come to the library, I will never know that you exist". This was in contradiction to responses above on the user analysis as the official indicated that they do not conduct user needs analysis, rather the DCS does that. This implies that at some point the DCS LIS are treated like normal public libraries which is a problem. The ever changing population of the correctional centre cannot be treated like community libraries which are marketed daily and have users who have free movements.

4.2.7 Statistics on utilisation of correctional services LIS

The question was asked to the CoJ LIS official only since the municipality is the one collecting stats. The respondent stated that statistics show that there is an increase in the usage of libraries. The researcher asked to have access to the policies of public library used by the municipality and the three year annual statistics for the correctional services. The official did not allow access after several attempts to get it. Three emails were sent to the respondent, two weeks apart. Also, another manager in CoJ municipality was contacted to assist with annual reports for correctional services. There was no response for three months spite of promises. Telephone calls were made several times to both the officials at the CoJ municipality LIS department to get access to annual reports for correctional services but with no avail.

4.2.7.1 Programmes connecting offenders with families and society

This question was asked to find out if the LIS rehabilitate and reintegrate offenders with their families and communities. Literature above suggests that some programmes assist inmates to reintegrate after their release and help them to write about their fears. Officials were asked to indicate if the programmes they provide in the library connect offenders with their families and integrate them back to their communities after release.

Officials said that "As explained before we do not run CS libraries thus we do not have any programmes connecting offenders with their families and society. We however, promote reading programmes inside". Such responses suggest that there might be a challenge for

inmates to go back to their communities after release. Also, there may be a high chance of recidivism as they struggle to blend with society.

According to the Johannesburg DCS officials, their libraries do not have those kinds of programmes. However, the officials said that "Inmates are allowed to write letters to their families. Also, the female centre library had the early childhood development (ECD) programme where mothers were allowed to read to their children (under 2 years) inside the institution".

All the officials in Leeuwkop indicated that currently there are no programmes connecting offenders with their families and communities. One official said that "Inmates are given a chance to write to their families which is an individual process".

This is in contrast with section 2.4.2 which advocates that programmes should be provided for the rehabilitation and reformation processes for offenders. According to IFLA (2015: 25) programmes and services run by correctional service libraries should ascertain that they benefit the inmates in their development, rehabilitation and learning needs. 2.5.6 in chapter two highlight on how effective programmes could be to inmates.

4.2.7.2 Computer online services

The world is slowly shifting from traditional to online services. This question was asked to find out if offenders are provided with such services to reintegrate them with the outside world. Officials were asked to indicate if they provide any computers or online services.

One official indicated that "DCS is very sensitive when it comes to gadget thus we do not provide any ICTs to the correctional centres". Another official explained that "We once had tablets as prizes for the competition we had years back which was not welcomed due to security issues. However, some cells have computers for inmates".

The Johannesburg DCS officials indicated that they had computers for all inmates. The officials further explained that "The service provider (IBM) trains inmates, mostly about basic computer skills. There is also a UNISA hub that is used only by registered inmates for their studies". The incorporation also benefits the educational processes. Section 1.1 above indicated that the statistics on the matric pass rate have gone up. Also, the officials stated that "Some offenders have laptops but only use modems under supervision for study purposes".

Two officials from the Leeuwkop centre indicated that "There is a computer room for offenders in the centre". Further, one official explained that "We may have the computer room but there is no internet access thus offenders utilise the computers for basic skills and some also have laptops". Another official explained that "We have a computer for the staff member in charge of the library for administration purposes". Two other officials indicated that their libraries did not have computers.

This is in contrast with section 2.7.1 where it states that offenders should get access to ICTs to reintegrate them with the outside world (Bowe 2011: 438; Lehman & Locke, 2005).

4.2.8 Awareness of LIS by inmates

This section sought to find out if offenders were aware of LIS in their centres. To gather information towards this objective, the study had to ask the strategies the officials have to promote the LIS in correctional services so that the whole population is aware of libraries.

4.2.8.1 Strategies for promoting the correctional services libraries

As the provincial government, it is crucial for the DAC to oversee that libraries in the province are marketed and well run. This includes the correctional services libraries. Officials were asked if they do promotion for correctional centre LIS. The question was asked to find out the promotion strategies for the DCS LIS.

Both officials indicated that "We do not promote LIS in correctional centre due to the mandate that have been passed down to the municipalities. However, years ago when we were still running them we used to have business workshops for inmates". Responses raise the question if provincial governments provide any help to the libraries in correctional services.

One official from the DCS Johannesburg centre said that "We usually go to the kitchen when it is lunch or supper time to address inmates about the Library and Information Services". The response indicated that the library is not well promoted due to the fact that some inmates may miss their meals on purpose or might be concentrating on eating rather than the discussion in the library. Moreover, the diverse population of the prison requires extensive user need analysis as minorities may not understand English or other South African language that they are addressed in. Another official stated that "We have displays which are done inside the library. The displays encourage offenders to do painting on the walls and also guide other inmates to the libraries".

One official from Leeuwkop correctional centre said that "We promote our Library and Information Services by speaking at events about the benefits of the library, celebrate national calendar days of libraries like national book week, do orientation regularly and participate in programmes like Funda Mzansi which exposes the library". Another official indicated that "Library is promoted by the centre management during orientation session they hold whenever inmate comes in". The other two officials indicated that they use posters and orientation to promote their libraries.

The official from CoJ LIS indicated that "Offenders are aware of the LIS as the statistics shows that they do visit the library. Also, inmates' participation in the book clubs shows that they are aware of LIS in their centres". This concurs with the DCS officials that offenders are aware of libraries in their centres. The response is highly based on the regular users of the library; this may indicate that some portion (especially new inmates/minority) of the population may not be aware of the LIS. Considering that the library staff have no professional LIS training, the library orientation and user need analysis may not be done efficiently for the minority, thus leaving them unaware of the library. The result is in contrast with DAC and DCS officials above where it is stated that most inmates know about the LIS services in their centres.

The results indicate that LIS promotion appears to be positive and the use of different strategies is commended.

4.2.8.2 Recognition of the LIS by offenders

This question was asked to find out if the offenders were aware that there is LIS in their centres. The officials were asked if the offenders know about LIS in their correctional centres.

Officials from the Johannesburg DCS stated that most inmates know about the libraries. One official said that "Statistics for the utilisation is growing over the years so we are convinced that offenders are aware of the LIS".

Leeuwkop correctional centre officials indicated that "Our strategies to promote the LIS gets to the minority of the population and most offenders know about the LIS in their centres". Another official further state that "The statistics of library usage has gone up over the years and we are convinced that every offender has knowledge about the libraries".

Section 2.6 explains on how the library should be promoted to attract users. Responses from the officials indicate that they have no knowledge of promoting the libraries in their centres.

4.2.6 Challenges in the provision and utilisation of LIS in correctional centres

This section sought to find out about the challenges that the officials face when providing for the LIS in CS and if inmates face any challenges utilising it.

4.2.6.1 Challenges in the provision of LIS

The officials were asked to indicate if they have any challenges providing the LIS to the DCS libraries.

The officials from the DAC indicated that "Some municipalities do not render services to DCS and as the province we cannot force them as it is also not their mandate. Also, there is no budget for correctional services thus municipalities who are willing to assist DCS LIS have to use their own budgets". One official stated that "There is a lack of mandate for DCS LIS which leads to DCS running these libraries with unprofessional staff". Such responses open a gap as to who should run these libraries. Observing other professions in the DCS they are included in their provincial bodies, for example education in correctional centres is recognised by the provincial and national DoE. This suggests that DCS LIS can be recognised by DAC/LIASA and get a clear mandate and policies. Also, this affects staffing; these libraries are run by unprofessional staff thus prioritisation of services is a challenge for them. Another official from the DAC outlined that "The censorship of the centres prevents ICT donations for security reasons. There are centres that have computers even though they have no online service which is a challenge as most information is now online in this information age". Further, the officials also indicated that "There was a children's library in a female centre which was not followed up. The library lost materials and toys and no one knew where it went. It was then closed and children inside the Sun City female facility do not have books now".

The Johannesburg DCS officials indicated that "Time management is a problem for both the officials and the offenders". Both officials explained that library staff have other things to do so when some inmates want to make use of the library, they find it closed. One official expressed that "The library does not have enough stock and the one we house is out-dated". Further, they highlighted the funding and management of the libraries since they have no

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qualified staff to run them. Officials also indicated that ICTs, though threats to the security of the centre, are necessary for the offenders.

All the officials from Leeuwkop correctional centre indicated that they encounter challenges in providing LIS in their centres. They listed funding, unqualified staff, space/infrastructure, ICTs, and not enough materials as their basic challenges. One official explained that "Materials in the library do not reflect the needs of the offenders because user need analysis is not conducted before acquisitions". The official further explained that "The library does not get any funds and depends on donations". Another official explained that "The library staff does not get any training or workshops which lead to improper shelving and offenders' inability to easily locate books".

The question was asked to the CoJ LIS official to understand the challenges faced by the municipality in providing materials for DCS libraries. The response was that budget is a challenge as it can only cover part of the collection and not all that the inmates need. The respondent stated that "From the little budget we have, we try to prioritise educational and non-fiction materials first". The official further highlighted that the provision of ICTs in correctional services is a challenge. This is because operations and infrastructure of the libraries are mandates of the DCS. The concern was that the DCS focus more on security threats than the fact that ICTs can make everybody's job easier. For instance, a computer in the library will allow the staff to compile and send statistics via email and control the issuing and returning of books. Moreover, the official explained that inter-library loan (IIL) with public libraries can be beneficial to the offenders but they do not receive any requests from the inmates. The loss of books was also mentioned as a major challenge for the correctional centre. The respondent indicated that "Despite books being out-dated and torn, we have a problem with staff members who take books for themselves and never bring them back to the library". Further, the official stated that sometimes some offenders are moved from one centre to another and they leave with library books. Another challenge listed was access to these libraries. The official indicated that some cells are so highly regulated that they do not have easy access to the libraries. For instance the respondent stated that the municipality has good working relations with the Leeuwkop correctional services, hence their libraries are functioning efficiently, whereas in Johannesburg correctional services there is no easy access and their libraries reflect this. The responses suggested that the security in the correctional centre challenges the provision of materials, thereby hindering reintegration and social inclusion for the offenders.

There are some contradictions from the respondents. DAC responses indicated that inmates were satisfied with the services provided to them and are consulted on their information needs. However, it appears that all challenges are based on funding. The results concur with the literature in section 2.4.4.1 above that CS libraries face a lot of challenges with funding as the most common.

4.2.6. 2 Challenges faced by inmates when utilising the LIS

The officials were asked to indicate any challenges that offenders face when utilising the Library and Information Services. This question was asked to establish if the officials have any information about challenges inmates face and if they are following up on the running of the LIS in the correctional centres. Redressing is one of the Batho Pele principles that every government structure has to follow; officials were asked if they redress the offender issues.

One official from the DAC indicated that "Generally lockdowns can be a challenge for inmates as they cannot move around during that time". Further, they stated that there is no professional staff to run the libraries, but educationists are required to run the libraries but they may have no knowledge of the professional practices and may place more priorities on their first jobs. The response relates to the working hours of the library, offender escorts to the library and the collection development. Another DAC official stated that "There is a lack of communication between DCS staff working in libraries and DCS administration. This affects the working hours of the libraries and causes loss of materials when inmates are released or moved to other centres. Sometimes inmates take books and get released the next week; those books never get back to the library shelves".

Johannesburg DCS officials stated that "Out-dated and minimal stock available may hinder the utilisation". One official indicated that "The clashing times with other recreational activities is the challenge for inmates". Further, the officials explained that space is a challenge as libraries can only allow few inmates to utilise it at a time.

The officials from the Leeuwkop correctional centre indicated that "Most inmates used to visit the library to read newspapers. However, the centres do not get periodicals (newspapers) like they used to, which has led to offenders losing interest in visiting the library". Further, all the officials explained that offenders face a challenge in accessing the library. Two officials stated that "Sometimes inmates do not get escorts to the library or their times to visit the library are clashing with other recreational activities". The officials also highlighted on the

space being too small to accommodate a large number of the population. One official emphasised that "The library was not conducive as it is too cold in winter and is used for many other activities in the centre". Also, the officials pointed out the issue of lockdowns where all operations are shut down in the centres, leading the libraries to close without trolley systems in some centres.

The official from CoJ LIS stated that "As the LIS department we have not received any complaints from the inmates about any challenges they face in the process of utilising the materials. However, there may be lack of materials on some subjects due to inadequate budgets. This is a challenge even though the municipality tries to prioritise educational/text books". Moreover, the respondent indicated that the opening hours of the library may be a challenge for offenders. Also, the official highlighted that the "Materials stored in the DCS libraries are out-dated and can discourage some inmates from using the library materials".

Responses indicate the lack of following the guidelines for library services to prisoners. For example section 2.6.1 explains that access to a library is a right to inmates and a librarian should draft visiting hours and coordinate with education programmes to reduce conflicts. Further, 2.7.2 discussed other challenges that inmates face when utilising the library.

4.5 Results from the Offenders – Section B

This section presents the responses of Leeuwkop and Johannesburg correctional institutions. The administered questionnaire was designed to gather information and opinions of the inmates about the provision and utilisation of Library and Information Services. The questionnaire gathered responses from offenders in five sections, one from JCS (female centre) and four from LCS (Leeuwkop medium A, Leeuwkop medium C, Juvenile, Maximum security).

The questionnaire was divided into sections, A-D, which addressed the objectives of the study. In the JCS (female centre), 260 questionnaires were distributed, with 237 returned giving a response rate of 91%. Efforts to retrieve the questionnaires were made but due to the nature of the environment some couldn't come back. A total of 237 questionnaires from Johannesburg correctional centre were analysed.

At Leeuwkop correctional centre a total number of 1066 questionnaires were distributed, with 883 returned giving a response rate of 83%. Also, efforts to get back the other questionnaires were made but challenges of the environment hindered the process. In spite of these caverns,

the response rate was adequate to warrant the continuation of the study in view of the many questionnaire that were returned. A total number of 883 questionnaires from Leeuwkop correctional centre were observed and analysed for the study. The response is shown in Table 4.1 below.

Table 4.1: Return rate of the questionnaires distributed in each cell

	Sample drawn	Return rate	
LMA	302	230	76%
LMC	248	212	85%
LMB	256	188	73%
Maximum	260	253	97%
Female centre	260	237	91%
Total	1326	1120	84%

4.5.1 Demographic data of the offenders

This section required the respondents to indicate their personal information which included gender, age, highest qualification, nationality and disability (if any). All the respondents were from both Leeuwkop and Johannesburg correctional services.

4.5.1.1 Gender

The respondents were asked to indicate their gender. The chart below shows the gender of the respondents. The responses indicated that 883 (79%) were males and 237 (21%) were female. Figure 4.1 below show the results.
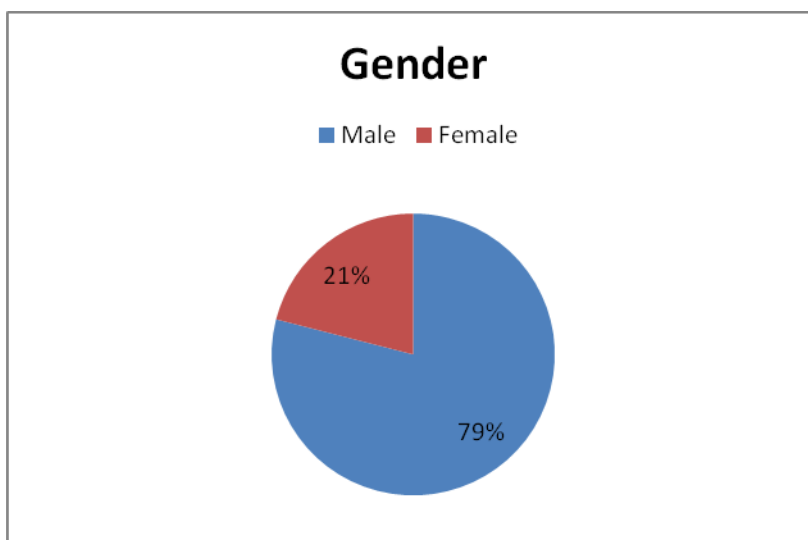
Gender
■ Male ■ Female

21%

79%

Figure 4.1: Gender of respondents

There were more male inmates than female in the two institutions under the study. In a similar study by Sambo, Usman and Rabiu (2017) and Folorunso (2019) the male gender in the correctional centre was high than the female one. This shows that more males are in correctional centres.

4.5.1.2 Cell

Respondents were asked to indicate type of cell they are residing in. Leeuwkop had 883 (79%) respondents in total with Leeuwkop maximum security with 253 (22%), Leeuwkop Medium A, 230 (21%), Leeuwkop Medium B, 188 (17%), and Leeuwkop Medium C 212 (19%). Johannesburg Female centre had 237 (21%) respondents. The responses are shown below in Figure 4.2.
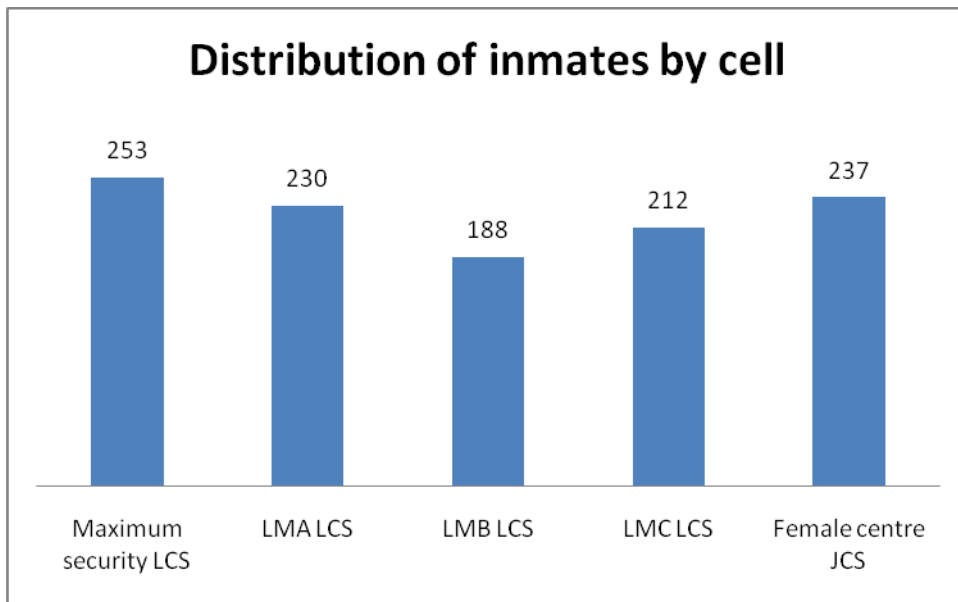
Figure 4.2: Distribution of inmates by cell

4.5.1.3 Age

Respondents were asked to indicate their age. This question sought to find out the various age groups of the offenders. The age groups were categorised into 15-21 years, 22-30 years, 31-40 years, 41-59 years, and 60 or above years. The responses indicated that there were only 10 (0.9%) respondents from the female centre who were 15-21 years, 200 (18%), 22-30 years, 484 (43%), 31-40 years, 417 (37%), 41-59 years and 9 (0.8%), 60 and above years. The age distribution is shown in Table 4.2 below.

Table 4.2: Age distribution of the respondents

	15-21 years	22-30 years	31-40 years	41-59 years	60 and above years
Maximum Security (LCS)	0	12 (1%)	103 (9%)	132 (12%)	06 (0, 5%)
Medium A (LCS)	0	44 (4%)	119 (11%)	64 (6%)	3 (0, 2%)
Medium B (LCS)	0	52 (5%)	87 (8%)	49 (4%)	0
Medium C (LCS)	0	34 (3%)	82 (7%)	96 (8%)	0
Female centre (JCS)	10 (0, 9%)	58 (5%)	93 (8%)	76 (7%)	0
Total	10 (0, 9%)	200 (18%)	484 (43%)	417 (37%)	9 (0, 8%)

.

The results indicate that the majority of inmates were in the 31-40 year age group which could be successful for rehabilitation purposes. Folorunso (2019) revealed that the age of inmates in correctional centres indicates a potential to gain in rehabilitation processes.

4.5.1.4 Highest qualification

The respondents were asked to indicate their highest qualifications. Honours degree and Post-Graduate Diploma were not included in the questionnaire but respondents with those qualifications indicated that they were qualified with them. The response rate for this question was nine hundred and ninety-five (89%). One hundred and twenty-five (11%) did not respond to this question. The detailed list of respondents' qualifications is presented in Table 4.3 below.

Table 4.3: Highest qualification of the respondents.

	No. of respondents	None	Gr. 9-11	Sen. Cert	FET cert	Dip	Bachelors	Honours degree	Post graduate diploma	Master's degree	PHD
Maximum Security LCS	204	19	36	50	45	22	21	8		3	
LMA LCS	193	20	43	63	37	19	8	3			
LMB LCS	182	34	17	41	52	23	9	6			
LMC LCS	179	2	24	56	41	29	14	13			
Female centre JCS	237	11	10	68	54	43	26	15	1	7	2
Total	995 (89%)	86 (9%)	130 (13%)	278 (28%)	229 (23%)	136 (14%)	78 (8%)	45 (5%)	1 (0, 1%)	10 (1%)	2 (0, 2%)

Most inmates do not undertake studies. The educational level in correctional centres is very low. A similar study conducted by Sambo et al. (2017) revealed that most inmates did not have higher education. The Gender, Health and Justice Research Unit (2012) explained that in Pollsmoor and Worcester correctional services informal education was not differentiated from formal. Authorities in the correctional centre should provide higher education. Further, literature in 2.5.1 indicated that the coordination of CS libraries and school can be very beneficial and eradicate illiteracy.

4.5.1.5 Nationality

The respondents were asked to indicate their nationality. The return rate was 99. 9% (1119). One participant didn't respond about their nationality. One thousand and fifty-two (94%) were South African with maximum security LCS having two hundred and forty-three (22%), LMA LCS two hundred and twenty-seven (20%), LMB LCS one hundred and seventy three (15%), LMC LCS one hundred and ninety-eight (18%) and female centre JCS two hundred and eleven (19%). Sixty-seven (6%) were foreigners with the maximum security LCS with nine (0, 8%), LMA LCS three (0, 3%), LMB LCS fifteen (1%). LMC LCS fourteen (1%) and female centre JCS twenty-six (2%). Figure 4.3 gives a depiction of the respondents' nationalities.
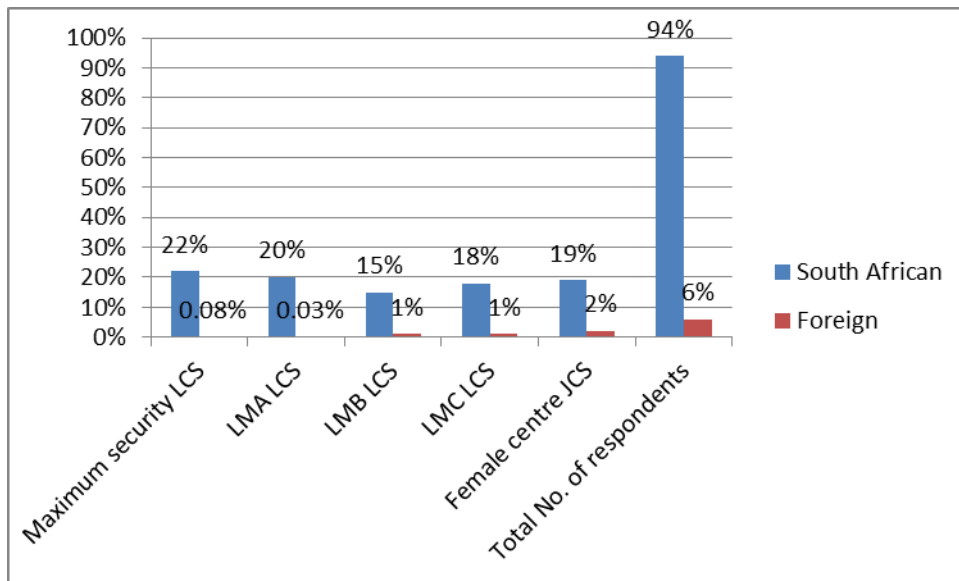
Figure 4.3: Nationality of the respondents

The responses indicate that the majority of respondents were South Africans. The DCS should find out about the information needs for the minority. Koontz (2016: 108) explains that libraries should identify their users to provide balanced collections.

4.5.1.6 Disability

Respondents were asked to indicate if they had any disabilities. The response rate for this question was 92% (1035). Eighty-five (8%) didn't answer. Of the one thousand and thirty-five respondents nine hundred and ninety-five (96%) responded that they did not have any disabilities, thirty-five (3%) were visually impaired, two (0, 2%) had hearing challenges, two (0, 2%) were physically challenged and one (0, 1%) was asthmatic. The results are shown in Table 4.4 below.

Table 4.4: Respondents with disabilities.

	Total No. of respondents	None	Visual impaired	Hearing impaired	Physically challenged	Asthmatic
Maximum security (LCS)	240	233	6		1	
Medium A (LCS)	221	208	13			
Medium B (LCS)	181	179	2			
Medium C (LCS)	180	171	8			1
Female (JCS)	213	204	6	2	1	
Total	1035	995 (96%)	35 (3%)	2 (0, 2%)	2 (0, 2%)	1 (0, 1%)

The results indicate that most inmates are physically fit to visit the library. 2.4.4.3 suggested the ideal geographical location of the CS libraries, which in reality may not happen. However, the library needs to be accessible to everyone.

4.5.2 Awareness and frequency of use of correctional service libraries

This question sought to investigate if offenders were aware of LIS and if they utilised those services. Responses from officials above indicated that most inmates were aware of LIS services in their centres.

4.5.2.1 Awareness of LIS inside the institutions

The aim of this question was to find out if the offenders knew about LIS in their facilities. The response rate for this question was one thousand and seventeen (99.7%). Three (0, 3%) didn't respond to the question. One thousand and ninety (98%) said yes while maximum security had two hundred and forty-nine (22%), LMA two hundred and four (18%), LMB one hundred and eighty-eight (16%), LMC two hundred and twelve (19%) and the female facility had two hundred and thirty-seven (21%). The remaining twenty-seven responded that they were not aware of the libraries. LMA had twenty-six (2%) respondents and one (0, 1%) was from maximum security. The results as shown in Figure 4.4 below indicate that inmates were aware of the LIS in their centres.
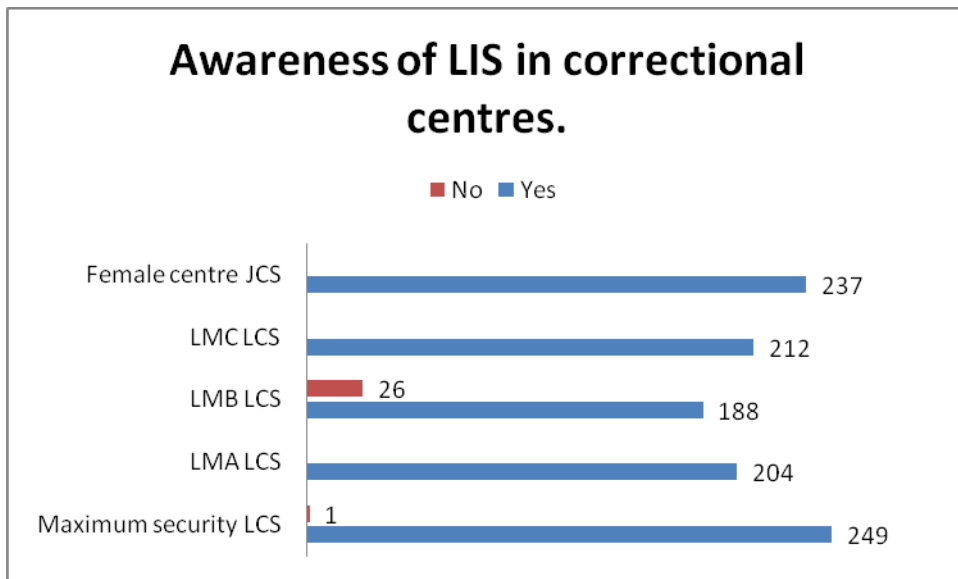
Figure 4.4: Awareness of LIS in correctional centres.

The responses indicated that the strategies that were given by DCS officials to promote LIS in CS are effective. The majority of inmates were aware of the existence of LIS services in their centres although this did not correspond with their usage. Literature in 2.5.1, 2.5.2 and 2.5.3 explains that awareness in correctional services can be created by doing special events, display and doing user analysis to get material that reflects inmates.

4.5.2.2 Realisation of the library

Respondents were asked to indicate how they came to know about the library in their centres. Three (0, 3%) respondents did not answer this question. The total number of one thousand and seventeen (99, 7%) responded. Table 4.5 below illustrate the responses.

Table 4.5: Realisation of the library by inmates.

	No. of respondents	Reference	Legal Material	Encyclopae dias/dictiona ries	Fiction books	Non-fiction books	Computer s	Online services/ internet	Newspa pers	Text books
Maximu m security (LCS)	227	40 (4%)	53 (5%)	76 (8%)	179 (18%)	182 (19%)	42 (4%)		1 (0, 1%)	116 (12%)
Medium A (LCS)	149	67 (7%)	66 (7%)	84 (9%)	95 (10%)	101 (10%)	2 (0, 2%)	2 (0, 2%)	8 (0, 8%)	89 (9%)
Medium B (LCS)	154	76 (8%)	89 (9%)	92 (10%)	152 (16%)	137 (14%)			14 (1%)	103 (11%)
Medium C (LCS)	210	93 (10%)	52 (5%)	104 (10%)	201 (21%)	210 (22%)	86 (9%)	1 (0, 1%)	35 (4%)	178 (18%)
Female (JCS)	227	72 (7%)	61 (6%)	138 (14%)	198 (20%)	223 (23%)	15 (1, 5%)	1 (0, 1%)	17 (2%)	104 (11%)
Total	967 (86%)	348 (36%)	321 (33%)	494 (85%)	825 (85%)	853 (88%)	145 (15%)	4 (0, 4%)	75 (8%)	590 (61%)

The usage of different material in libraries indicates that offenders are aware of libraries inside correctional centres. This concurs with section 4.5.2.1 that inmates are aware of LIS in their centres and do visit libraries. In a similar study, Folorunso (2019) revealed that inmates knew about the library.

4.5.2.3 Reasons for not having information about the LIS

Only two participants responded to this question. One respondent indicated that as much as they know about the library, they did not know what information services there were. Further, the respondent explained that they do not visit the library because the material does not meet their needs. Another respondent indicated that they knew about the library but they lost interest as the gates to the library were always closed

4.5.2.4 Library visitations

The response rate for this question was one thousand and seventy-six (96%). The aim of the question was to find out if offenders visit the library. Forty-four respondents (12%) did not answer this question. Nine hundred and forty three (88%) responded that they do visit the library, maximum security LCS with two hundred and thirty-nine (22%), LMA LCS one hundred and seventy two (16%), LMB LCS one hundred and twenty-five (12%), LMC LCS two hundred and twelve (20%) and female centre JCS one hundred and ninety-five (18%). The remaining one hundred and thirty three (12%) said they do not go to the library, maximum security LCS with fourteen (1%), LMA LCS fifty six (5%), LMB LCS twenty-one (2%) and female centre JCS forty-two (4%). Section 4.5.2.1 above shows that most inmates

knew about the library but this section shows that they choose not to visit the library. Figure 4.5 below gives a depiction of library visitation by inmates.
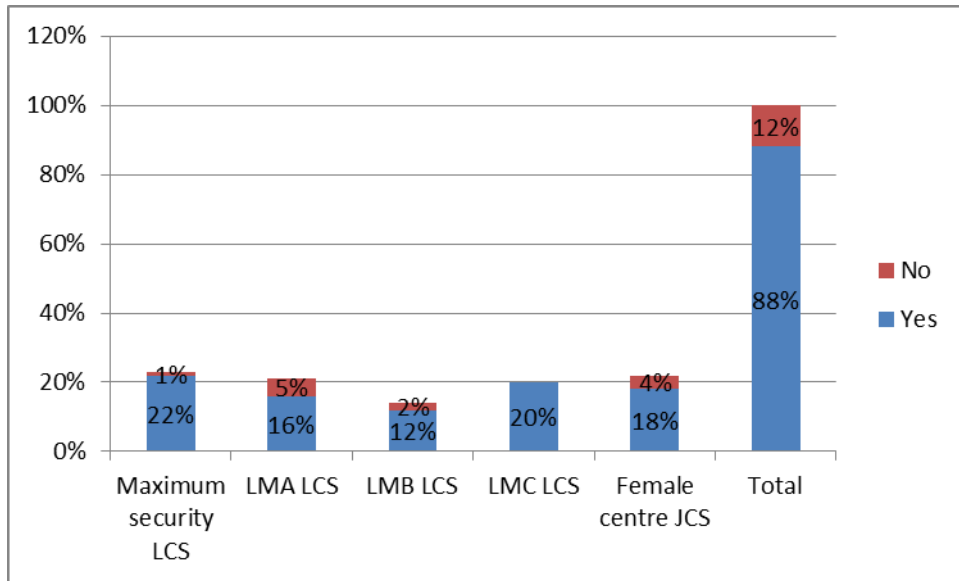

Figure 4.5: Library visitations.

Results indicate that inmates visit libraries. This agrees with the Folorunso (2019) that inmates visit libraries for different reasons. Additionally, Bowe (2011: 439) in 2.6.1 explains that correctional centre libraries also need visits or they become ineffective. 2.7.1 explain that information access is the universal right, therefore inmates should be allowed to visit libraries every day.

4.5.2.5 Frequency of library visitations

The aim of this question was to determine the frequency of visitations to the library by offenders. The response rate for this question was one thousand and ninety-three (98%). Twenty seven (2%) participants did not respond. Of the 1093, five (10%) respondents from LMA LCS indicated that according to their knowledge the library has removed from their facility. Eleven (23%) respondents from maximum security LCS indicated that they only visit the library when it is necessary. Seven (15%) respondents from female centre JCS stated that they are currently busy with other things thus cannot go to the library. Another twenty three (49%) respondents from the female centre JCS indicated that they visit the library only when they need information. One (2%) respondent from the female centre JCS stated that they visit the library after five months because there is no new material acquired regularly for them.

The table below show indicate how the rest of the inmates visited the correctional service libraries. The 174 (16%) indicated that the visit the library daily, 480 (44%) said the go to the library weekly, a 117 (11%) indicated that they visit the library monthly, and the remaining 157 (14.3%) said they go to the library once in two months.

Frequency of library visitations				
Centre	**Daily**	**Weekly**	**Monthly**	**Once in two months**
Leeuwkop maximum security	54	132	51	3
LMA	0	10	4	102
LMC	95	99	11	7
Juvenile	4	146	12	9
JCS	21	93	39	36
	174 (16%)	480 (44%)	117 (11%)	157 (14.3%)

Table 4.6 : Frequency of library visitations

The result indicates that more inmates get time to visit libraries weekly. Authorities can make a weekly timetable for all inmates that will not clash with educational classes. Bowe (2011) in 2.6.1 is of the view that the prison environment should not determine the access for offenders, rather the staff can coordinate library hours with education. According to Folorunso's (2019) study, inmates are uncomfortable with the whole setup of correctional centres.

4.5.3 Utilisation of LIS in correctional services

4.5.3.1 LIS often used

The aim of this question was to find out which Library and Information Services offenders often utilise. Respondents were asked to indicate which Library and Information Services they use. The response rate for this question was nine hundred and sixty-seven (86%). One

hundred and fifty-three (14%) did not respond. The respondents were asked to indicate the Library and Information Services they use inside their facilities. Table 4.6 below illustrates the findings of this question.

Table 4.7: Library and Information Services used by inmates.

	No. of respondents	Reference	Legal Material	Encyclopaedias/dictionaries	Fiction books	Non-fiction books	Computers	Online services/internet	Newspapers	Text books
Maximum security (LCS)	227	40 (4%)	53 (5%)	76 (8%)	179 (18%)	182 (19%)	42 (4%)		1 (0, 1%)	116 (12%)
Medium A (LCS)	149	67 (7%)	66 (7%)	84 (9%)	95 (10%)	101 (10%)	2 (0, 2%)	2 (0, 2%)	8 (0, 8%)	89 (9%)
Medium B (LCS)	154	76 (8%)	89 (9%)	92 (10%)	152 (16%)	137 (14%)			14 (1%)	103 (11%)
Medium C (LCS)	210	93 (10%)	52 (5%)	104 (10%)	201 (21%)	210 (22%)	86 (9%)	1 (0, 1%)	35 (4%)	178 (18%)
Female (JCS)	227	72 (7%)	61 (6%)	138 (14%)	198 (20%)	223 (23%)	15 (1, 5%)	1 (0, 1%)	17 (2%)	104 (11%)
Total	967 (86%)	348 (36%)	321 (33%)	494 (85%)	825 (85%)	853 (88%)	145 (15%)	4 (0, 4%)	75 (8%)	590 (61%)

The responses show that online/internet services were the least used in the CS, possibly due to the security nature of the correctional centres. Also, responses from officials indicated that the provision of ICTs is a challenge since it is seen as threat to the security of the centre. However, section 4.3.4.4 above shows that there is a UNISA hub in the female centre for registered offenders, so maybe UNISA could cooperate and provide more computer labs with correctional centres for all its registered inmates. Printed materials (books) show a high usage, probably because they are the only ones provided as LIS and are used by some inmates who are studying. The lack of online services indicates a challenge thus authorities should look at it. Results show that 15% of the population have computers in their centres, meaning authorities can provide for all the other centres to bridge the digital divide. Lehman and Locke (2005: 12) state that correctional services should do interlibrary loans to supplement the items they do not have inside. There is a very low usage of online service within these correctional centres. Literature above 2.4.3, 2.4.5 and 2.5.4 explains the benefits of online services in correctional centre and how they can be promoted.

4.5.3.2 Reasons for utilising the LIS

The respondents were asked to indicate why they access the LIS in their centres. The aim of this question was to get views of why offenders visit the LIS. The responses were as follows:

- To enhance reading skills and grammar usage.

- To be informed and motivated.

- To keep their minds busy rather than stressing about their real life that they can't change.

- To gain knowledge and for research purposes.

- LIS assists them with their rehabilitation processes and periodicals keep them updated with the outside world.

- To read for enjoyment and pass time.

- To study when preparing for examinations because the library environment is quiet and enables them to grasp more information.

- LIS offers computer skills that will help them remain current and prepare them for their release.

- Female centre respondents indicated that the UNISA hub in their cell assists them with their assignments and study purposes.

- The respondents stated that they access LIS to learn more from other people's experiences and that the library also assists in public speaking and debates.

The above observation concurs with the responses that CS libraries play a significant role for inmates (section 2.4). Folorunso's (2019) study reveals that most inmates use libraries for skills acquisition. Another reason to access the library to inmates was to get information for when they are released and for legal information (Folorunso, 2019). The result is important for the correctional service authorities and librarians who will have to acquire appropriate material. Literature above indicates that inmates can use correctional services libraries for various reasons such as 2.4.1 educational support, 2.4.3 ICT's and 2.4.6 programmes that can assist with rehabilitation.

4.5.3.3 Participation in the LIS programmes

The aim of this question was to find out if offenders participate in programmes developed for them by the LIS. The programmes were separated from the normal book issuing and returning but includes book clubs, study groups, etc. Respondents were asked to indicate if they do participate in library programmes. Most inmates stated that they do not participate in the LIS programmes. The return rate was one thousand and eleven (98%). Twenty (2%) did not respond. Three hundred and thirty-nine (31%) said yes they do participate in library programmes while the remaining seven hundred and sixty-one (69%) responded that they do not. LMC LCS was leading on participating in library programmes with the number of two hundred and three (18%), followed by female centre JCS with eighty-nine (9%), LMA LCS with nineteen (2%), maximum security LCS with sixteen (1%) and LMB LCS with twelve (1%). Most offenders in maximum security LCS do not participate in library programmes which is why their results were leading with the number of two hundred and thirty-seven (22%), LMA LCS following with two hundred and nine (19%), LMB LCS with one hundred and sixty-two (15%), female centre with one hundred and forty-four (13%) and LMC LCS with the least nine (0, 8%). Twenty-two inmates from female centre indicated that they do not participate in library programmes because they are in maximum security and their movements are restricted. The results are shown in Figure 4.6 below.
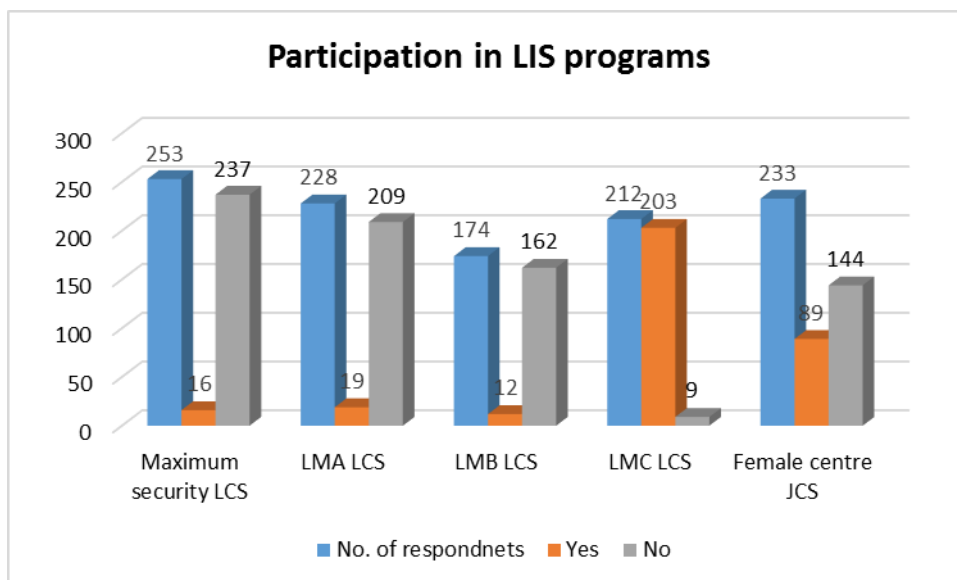

Figure 4.6: Participation in LIS programmes

The results indicate that, apart from normal library use, majority of respondents did not participate in other library programmes except for those in LMC LCS and the female centre

JCS. This shows the lack of uniformity as they are all in the same centre. Correctional authorities and librarians can draft a standard framework for their centres. However, literature in 2.4.6 indicate that correctional services have taken an initiative to organize programmes for inmates and some do participate.

4.5.3.4 LIS programmes participated in

Evidently from the above question, most respondents do not participate in library programmes. The aim of this question was to find out which LIS programmes are popular with the offenders. The respondents who answered yes from the above question were asked to indicate which of the LIS programmes they participate in. Only four hundred and forty-four (40%) responded to this question. The remaining six hundred and seventy-six (60%) did not respond. Table 4.8 below illustrates the findings from this question.

Table 4.8: LIS programmes participated in

	No. of respondents	Book club	Story time	Homework/group study	Mother & child programme	Computer class
Maximum security (LCS)	101			88 (13%)		13 (2%)
Medium A (LCS)	26	14 (2%)		12 (2%)		
Medium B (LCS)	116	49 (7%)		67 (10%)		
Medium C (LCS)	196	96 (14%)		89 (13%)		11 (2%)
Female (JCS)	237	78 (11%)	24 (4%)	50 (7%)	14 (2%)	48 (7%)
Total	444 (40%)	339 (31%)	24 (4%)	306 (45%)	14 (2%)	72 (11%)

More inmates were participating in homework groups, followed by book club. This proves that correctional services could be successful for literacy if the programmes are administered well. Significantly, libraries can be recommended in classrooms for inmates to utilise them more. 2.5.6 indicated that some CS libraries are doing programmes and they are effective for the rehabilitation inside and reintegration with the society after the inmate's release.

4.5.4 Accessibility of LIS in correctional centres

The results above for awareness indicated that inmates were aware of the libraries inside the correctional centres thus they can access them. Also, literature in 2.6.1 state that access to information is a right to offenders

4.5.4.1 Reasons for not accessing the LIS

The aim of this question was to establish the reason offenders do not visit the library. Respondents were asked to indicate the challenge that prevents them from utilising the library. No respondent indicated that their disability prevented them from visiting the library. Thirty-five (3%) did not respond to this question. One thousand and eighty-five (97%) responded. Table 4.9 below provides analyses of the findings from this question.

Table 4.9: Reasons for not accessing LIS.

	No. of respondents	I didn't know about it	I am always busy when its open	LIS centre is located far from my cell	Material is outdated	There no appropriate material for me	I do not know how to find material I need	Material cannot be easily identified	I cannot borrow material	I do not know how to use computers	There's no internet or online services
Maximum security LCS	241	2 (0, 2%)	63 (6%)	52 (5%)	236 (22%)	198 (18%)		179 (16%)	1 (0, 1%)	1 (0, 1%)	241 (22%)
LMA LCS	221	107 (10%)	36 (3%)	114 (11%)	192 (18%)	153 (14%)		146 (13%)	33 (3%)		220 (20%)
LMB LCS	184	6 (0, 5%)	67 (6%)	28 (2%)	198 (18%)	134 (12%)		152 (14%)	2 (0, 2%)		184 (17%)
LMC LCS	210		12 (1%)		210 (19%)	140 (13%)		8 (0, 7%)			210 (19%)
Female centre JCS	229	3 (0, 3%)	59 (5%)	215 (20%)	229 (21%)	187 (17%)	1 (0, 1%)	104 (10%)	4 (0, 4%)	1 (0, 1%)	229 (21%)
Total	1085 (97%)	118 (11%)	237 (22%)	409 (38%)	1065 (98%)	812 (75%)	1 (0, 1%)	589 (54%)	40 (4%)	2 (0, 2%)	1084 (100%)

Section 4.5.2.1 indicated that most inmates know about the library. However, section 4.5.2.3 concurs with the responses in this question. In 2.6.2 above Greenaway (2007) explains that correctional service libraries do not have exciting collection thus inmates are reluctant to visit the libraries. Folorunso's (2019) study reflects on the physical restriction of inmates to access the library. The responses show that authorities and librarians in correctional service libraries should market the library and acquire appropriate material.

4.5.5 Challenges encountered when utilising the LIS

The respondents were asked to indicate challenges they face when utilising the LIS inside the correctional centres. One hundred and forty-five (13%) did not respond to this question. Nine hundred and seventy-five (87%) responded. Respondents listed their challenges as follows:

- Material is out-dated in libraries.

- There is no internet service in cells that have access to computers.

- No computer services.

- Not being able to take out enough books.

- Opening times always clashes with other activities.

- Books are not in order (shelving) thus it is not easy to find the material the respondents need.

- Sometimes there are no staff to escort offenders to the library.

- The space is very limited, so cannot accommodate most inmates.

- There is no furniture like chairs and study desks.

- Library opening times not consistent, thus some offenders do not know when it is opening.

- Library is situated far from offenders' cells.

- The loss of books. A respondent indicated that sometimes officials take good books from the library and never return them.

- No periodicals, there was newspaper delivery, which stopped a long time ago.

- Library closure due to other commitments for the staff working there.

- Lack of vernacular languages, four respondents emphasised that saying: "I cannot read English and the library has English books, so I ended up not going there".

- Lack of legal material to understand the procedure of offenders' cases.

- Being allowed to visit the library once a week is not enough.

- Restriction placed on some important materials.

Respondents from maximum security indicated that their challenge is early lock ups and restricted movements thus they do not get enough time in the library. Another different challenge was from the respondents from LMA who explained that according to their knowledge the library has moved so they do not go there. This was evident from their responses above. LMC LCS indicated that their challenge is that sometimes meetings for Sport, Recreation, Art and Culture (SRAC) are being held in the library, thus there is no utilisation at those times. They also added that the library is very cold in winter thus it is unbearable to visit during that season. The female centre had a different challenge of utilising one library that is situated in maximum security. The respondent emphasised that the library is too far and they sometimes do not get escorts from the warders.

Out-dated material seems to be the main challenge in CS libraries. This was also supported by the officials above. Also section 4.5.4.1 indicated that 98% of inmates face the challenge of out-dated materials. Also, literature in 2.6.2 indicates that inmates face a number of challenges when utilizing the library like outdated materials and lockdown of their facilities. Further, Clark and MacCreaigh (2006) emphasises that the main challenges of the correctional service libraries is unqualified staff and limited access. Folorunso's (2019) study indicated inadequate collection in a correctional service library (96% responses). Lack of ICTs and censorship was also a challenge (Folorunso, 2019). The results of this study may be significant to policy makers to increase budgets, provide appropriate material and give access to inmates.

4.5.5.1 Suggestions on the improvements to be made for effective LIS in correctional centres

The respondents were asked to give suggestions on how the services can be improved in their libraries. One hundred and sixty-two (14%) did not respond. Nine hundred and fifty-two (86%) responded and gave suggestions as follows:

- Get more computers for the cells that already have computers, and get computer services for the cells that do not have computers.

- More relevant and updated materials.

- Larger space for a library with subdivisions for example computer space, study area etc.

- Access to internet service for research and study purposes.

- More reading campaigns or programmes like free writing and poetry.

- Have relations with the nearest public libraries to do interlibrary loans.

- Opening times to be extended and be pasted on the library door.

- Shelving and shelf reading should be done regularly with directions on where to find certain materials.

- Warders to give more attention to the library and give more escorts.

- Training for offenders who work at the libraries and orientation on the library for all offenders.

- Get periodicals, mostly newspapers, to get updates about the outside world.

- Library should be central.

- More advertising of the library.

- Acquiring of materials in vernacular and foreign languages.

- Every section should have its own library and UNISA hub.

- Officials should not use the centre libraries.

- Provide more furniture like study desks and chairs.

The recommendations made by inmates should be taken into consideration by correctional services authorities and policy makers. Also, Lehman and Locke (2005) in 2.5 encourage the promotion of correctional libraries by marketing their guidelines. Further, on the accessibility of correctional libraries, Lehman and Locke (2005) in 2.6.1 indicate that correctional services libraries hours can be coordinated with educational programmes. This may ensure the

efficiency of correctional libraries to their users. Inmates also recommended library to be central, Kennedy (2008) in 2.3.3.3 also explain that the geographical location of the correctional service library determine its effectiveness to its users.

4.6 Chapter summary

This chapter presented the findings, interpretations and discussions drawn from the results of the interviews from the officials and questionnaires distributed to the offenders. Interpretation and analysis of the responses were guided by the research questions. The findings from the respondents contributed into the understanding of the provision of LIS and its utilisation by the inmates. The next chapter summarises the findings, draws conclusions and presents the recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations of the study. It is based on the literature reviewed and findings in chapter four which answered the research questions:

- What are the policies guiding provision of Library and Information Services in Leeuwkop and Johannesburg correctional services?

- Are there Library and Information Service policies implemented in Leeuwkop and Johannesburg correctional service libraries?

- What kind of Library and Information Services do the Leeuwkop and Johannesburg correctional centres provide to offenders?

- Are the offenders in Leeuwkop and Johannesburg correctional services aware of Library and Information Services?

- What are the challenges faced by offenders in Leeuwkop and Johannesburg when utilising the correctional service libraries?

5.2 Summary of findings

5.2.1 Summary on the policies of the provision of LIS to offenders in LCS and JCS

The study revealed that there was a policy to provide LIS services in Leeuwkop and Johannesburg correctional centres. In the four centres (LMA, Maximum Leeuwkop, Juvenille and Female center Johannesburg) 80% were utilising the Gauteng DCS policy for libraries. However, it also showed that there was no uniformity inside the DCS on the policy to be utilised as one (20%) of the centres indicated that they were still using the old DAC policy for public libraries. It was also established that CoJ municipality LIS Department, responsible for providing materials did not have any policy. Instead they were using the normal public library policy to provide materials for Leeuwkop and Johannesburg correctional centres. The

results also revealed that the DAC did not have any policy to manage correctional service libraries as they gave the mandate to local municipalities.

5.2.2 Summary on implementation of LIS policies in Leeuwkop and Johannesburg correctional services

The result on the implementation of library policies in DCS showed that it was not satisfactory. The DCS officials indicated that they were utilising the formal education and skills training for funding and staffing policy. Further they explained that to market the library they were using the Sports, Recreation, Arts and Culture (SRAC) policy. The result raises the question, when does the DCS use the policy they have to run the library?

There is a lack of clarity on who takes the responsibility for the collection development policy. CoJ municipality LIS Department indicated that they get the list of materials that they acquire from the DCS, whilst DCS officials indicated that they do not develop the collection but assign that mandate to the CoJ as they are providing materials for them. It is unclear on who should be responsible and use the CDP.

5.2.3 Summary on services offered at the Leeuwkop and Johannesburg correctional service libraries

The study established that two centres, the Johannesburg female centre and one centre from Leeuwkop, had more services (programmes, UNISA hub, and screenplays) other than issuing and returning of books. The female centre in Johannesburg was providing services like computer skills training, creative writing, film script writing, book clubs, monologues and debates. Additionally, the other centre in Leeuwkop stated that they provided services like book clubs, computer skills training and study groups. The other three centres in Leeuwkop indicated that they only offer books.

Furthermore, the study found out that the DAC offers the literacy programme called Funda Mzansi to all correctional services. The CoJ municipality LIS department offers training to staff and inmates working in libraries.

5.2.4 Summary on the awareness of LIS by offenders in Leeuwkop and Johannesburg correctional services

The study established that most inmates were aware of the LIS in their centres even though some of them did not visit or participate in library programmes. Additionally, the results from

the questionnaire distributed to offenders indicated that there were some challenges on the opening times of the libraries. That led to offenders not being aware of when the libraries were open.

5.2.5 Summary on the challenges faced by offenders when utilising the LIS in Leeuwkop and Johannesburg correctional services

The results of the study revealed that the main challenge for correctional service libraries is the unclear mandate. It was established that they are run based on other structures and policies like the public library policy, the SRAC policy and formal education and skills training policy. The use of several policies affects the budget, staffing and collection development.

Another challenge was the confusion of collection development. The results from the questionnaires distributed to inmates showed that the material stored in their libraries did not reflect their needs. The results also revealed that some relevant collections received by these libraries are mostly taken by the warders which they do not bring back.

The study further established that offenders face a challenge of not having warders to escort them to the libraries. Also, the library staff may not always be in the library as they give priority to their primary jobs and inmates working in libraries also have to attend some activities. The issue of out-dated materials was also listed as a major challenge. In addition, the study revealed that these centres have stopped issuing periodicals like newspapers and magazines which can inform inmates about the outside world.

5.3 Conclusions

5.3.1 Conclusions on the policies of the provision of LIS to offenders in Leeuwkop and Johannesburg correctional services

The study concludes that the Leeuwkop and Johannesburg correctional centres utilise four different policies (DCS Gauteng Manual for Libraries, DAC Policy for Public Libraries, DCS Department of Education (DoE) Policy for Formal Education and Training Skills, and CoJ Municipality LIS Department Procurement Policy). The findings further conclude that even where there was policy in place it was not standard for every centre.

5.3.2 Conclusions on the implementation of LIS policies in Leeuwkop and Johannesburg correctional centres

The study concludes that the library policy was not implemented in DCS libraries and that Leeuwkop and Johannesburg correctional service libraries do not follow international standard guidelines of IFLA. Also, the study concludes that every centre implements the policy that is suitable for them, as a result of which there is no uniformity in the managing of the libraries. Furthermore, the use of the policies of other departments points to the fact that libraries in correctional centres are not independent, but are guided by the policies of other structures.

5.3.3 Conclusions on services offered at Leeuwkop and Johannesburg correctional services

The study concludes that there are limited, out-dated and insufficient services provided in the Leeuwkop and Johannesburg correctional centres. Further, the study concludes that offenders do not participate in programmes and services provided for them due to the lack of marketing of these libraries. Also, the challenge could be that the services and programmes designed do not reflect their needs or interests. In addition, these services require capital which the correctional service libraries cannot accommodate because there is no budget for them.

5.3.4 Conclusions on the awareness of LIS by offenders at the Leeuwkop and Johannesburg correctional services

With regards to the awareness of LIS by offenders, it is concluded that most inmates are aware of the LIS in their centres; however, section 4.5.4.1 shows that they are also not satisfied with the services provided. It is also concluded that despite the fact that the majority are aware of the existence of LIS facilities in their centres, inmates are not aware of the benefits of the library to them because there is no specific orientation about the library.

5.3.5 Conclusions on the challenges faced by offenders in the utilisation of LIS at Leeuwkop and Johannesburg correctional centres

The study concludes that the main challenge for DCS libraries is the lack of mandate. This affects the development and implementation of the provision policy. DCS libraries therefore utilise different policies from other departments like formal education and training, SRAC and public library policies. It is also concluded that the challenges of funding, staffing and collection development are derived from this lack of mandate.

Additionally, the study concludes that offenders face challenges of escorts to the library, clashing times with other activities, out-dated materials, limited materials that do not reflect their needs, lockdowns, challenge in information seeking patterns, library space being too small to accommodate large numbers and no computer/use of internet.

5.4 Recommendations

DCS libraries may appear to be an additional structure to formal education, but with good management they can be beneficial in terms of rehabilitation and social inclusion processes. They can bring normalcy to a highly regulated environment so that inmates can garner more information and be literate. This will, in turn, create a more literate society that will benefit the country economically. The following recommendations can assist in policy formulation and clearing the mandate. These recommendations are based on the findings and conclusions drawn from the study.

5.4.1 Policies of the provision of LIS to offenders in Leeuwkop and Johannesburg correctional centres

The study reveals that there were several policies utilised to run and manage the DCS libraries. This was done regardless of the policy drafted specifically for the libraries in correctional centres. The study recommends the following in this regard:

- DCS authorities should draft policies that will include budget and staffing specifically for libraries. Authorities will need to understand that libraries inside correctional centres are a structure on their own that will assist in the rehabilitation processes of the offenders and would, as a result, need its own funding without being under other structures.

- DCS policy makers should take note of the international standard guidelines for correctional services and be guided by them in making the national policy for DCS libraries.

- CDP should be given to library professionals. In the case of Johannesburg, CoJ municipality LIS department should be given access to do user need analysis and develop collections which they will then submit to correctional authorities for approval.

5.4.2 Implementation of LIS policies in Leeuwkop and Johannesburg correctional services

Due to multiple policies utilised in Leeuwkop and Johannesburg correctional service libraries, implementation of one policy is a challenge. As noted above on the development of national policy for the DCS libraries, the following is recommended for the implementation:

- DCS implement one policy that will be national for the uniformity of running its libraries. This will ensure the implementation of the policy by qualified staff who will manage the libraries effectively. The implementation of budget specifically for DCS libraries will ensure the effective running of these libraries. The CDP implementation will ensure the housing of relevant collections that reflect offenders' needs. The South African economy may not allow some of the aspects but with the national policy implemented, there will be adequate service provision for all DCS libraries with professional librarians.

- DCS policy makers should include the IFLA guidelines and implement them to ensure that South African offenders get the international service delivery in their libraries.

5.4.3 Services offered at the Leeuwkop and Johannesburg correctional services

Some centres in Leeuwkop and Johannesburg correctional centres offer services other than issuing of books. This is due to the fact that correctional services' staff assigned to manage these libraries have their primary jobs which are given priority over the library work. On the other hand one may think that it is because they are not qualified that they do not know which services can be offered by a library. Also, the lack of services to be offered and their promotion of the policy may be a challenge for library staff. In this regard, the study makes the following recommendations:

- DCS should have an annual plan of services to be offered in libraries. For example, each centre should have the dates when they are meeting for book clubs. Also, libraries should have sufficient books for these services to accommodate the entire population of the centres.

- Study groups should be formed and they should ensure that times for the library visits do not clash with those of education or other activities.

- The library should be opened every day to allow access by all offenders. Also, warders should have a list of groups to attend the library to avoid large crowds. Preferable, every inmate should be allowed to visit the library once a week. To achieve this, the study recommends the appointment of fulltime library personnel.

- ILL with the nearest public libraries should be done. The list for loans can go via the correctional authorities first, before getting to the public libraries. This is to prevent the loaning of sensitive materials.

- Library programmes that connect offenders with their families and societies should be implemented. For example, the Story Dads, where offenders will get to read children books to their children during family visits. This will require, however, the library to have a special collection for children. In the case of Johannesburg, CoJ municipality LIS department have the programme called the ECD that can assist in providing children books for family days.

- The library should implement programmes that will assist inmates with literacy. There is a Funda Mzansi programme currently in place but more programmes like it can be done provincially or inside the centres to allow more inmates to participate.

- There should be a trolley service for when there are lockdowns. Also, the trolley service can be used for the inmates who are not allowed free movement. The service can also help offenders who have missed their days to visit the library.

- Computer services should be installed for the benefit of offenders. The world is fast becoming digital and the divide is seen more in correctional centres. This will assist offenders with basic computer skills and help them after their release to integrate with the outside society, especially juveniles. Most of their peers use smart phones, tablets and computers in this age, so the DCS can provide them with the skills so they won't reoffend. The use of computers will, however, need to be monitored in sensitive areas particularly where there is internet access.

- DCS libraries should also offer internet/intranet that will be controlled where offenders will be able to look for more information. This may be a threat to security but if it is well managed it can assist offenders. In the case of Johannesburg correctional centre, the female centre has the UNISA hub where all registered

offenders can search for information for their studies. DCS can work with UNISA to install more UNISA hubs in all centres.

- DCS should hire qualified staff or send their staff for development trainings. For example, there is a programme called 'Teacher librarian' in the University of Zululand. DCS can also enrol their staff in that programme to get basic knowledge about libraries.

5.4.4 Awareness of LIS by offenders at the Leeuwkop and Johannesburg correctional services

It was evident that most inmates knew about the libraries in their centres in general. The following recommendations were made to create more awareness of the library

- Orientation of the new inmates should be done specifically for the library by library staff.

- Benefits of using and being a member of a library should be highlighted in the orientation session.

- All offenders should be made aware of all the services offered by the LIS.

5.4.5 Challenges faced by offenders in the utilisation of LIS at Leeuwkop and Johannesburg correctional services

The main challenges that affect the running of the DCS libraries is lack of a mandate, funding and qualified staff. The rest of the challenges can fall into place if the above mentioned issues are taken care of. The study recommends that:

- Government should give a clear mandate on who should run these libraries. Currently, DCS appears to be the one with the mandate but they do not offer materials. DAC forwarded the mandate of correctional service libraries to local municipalities without any written document. The municipalities also do not have the mandate to run the DCS libraries, and this makes some municipalities choose not to participate as they are expected to utilise their budgets to operate the libraries.

- DCS should give funding specifically for libraries. When the mandate is clearly stated, the structure that is responsible should give proper funding to libraries. For

example, if the province is supposed to fund DCS libraries they should give municipalities the funds to acquire materials.

- There should be at least one qualified librarian in every centre responsible for libraries. The user need analysis, collection development, promotion and operations of the library will fall into place with a professional in place.

- Libraries should be provided with updated and relevant materials. Opening times should be decided after due consultations on the schedule of education and other recreational activities to avoid clashing of times.

- Warders should be on roaster and be willing to escort inmates to the library.

- Correctional service staff should not use the library or take materials out.

5.5 Recommendations for further Research

This was a case study of DCS libraries in Johannesburg. It is recommended that more studies can use multiple case studies of different provinces to gather more information on how they provide LIS. This can be a comparison between provinces that are perceived as poor and those considered to be successful. This will bring to light areas of similar services, and where services vary. Future research can also compare different countries in Africa since there is very limited literature on this topic.

In addition, the study recommends that another study be done pertaining to the mandate and development of policies for the DCS libraries.

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Appendices

Appendix 1: Interview schedule with the sampled officials

Greetings. My name is Mbalenhle S. Khumalo and I am doing research with G. V. Jiyane, a Professor in the Department of Library and Information Science towards a Master of Arts in Library and Information Science at the University of South Africa. We are inviting you to participate in a study entitled: The provision of library and information services to offenders in South Africa with reference to Leeuwkop and Johannesburg correctional services

I am conducting this research to investigate the provision of library and information services to offenders in South Africa with specific reference to Leeuwkop and Johannesburg correctional services.

You are chosen to participate in this study because of your contribution as a department official to Leeuwkop and Johannesburg correctional services library. Approximately 4 other officials will be interviewed for this study.

The study involves semi-structured interviews. The questions asked will be closed and open ended. Interview will take approximately 30 minutes.

Participating in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. Once you have chosen to take part and do the interview, you may not be able to withdraw.

The aim of the study is to investigate if the provision of library and information services are effective in the Leeuwkop and Johannesburg correctional services. The recommendation that will be made may come up with solutions to challenges the Government might have in providing information services. Also this study may help show gaps and need for further investigations or change in policies.

Only the researcher and supervisors will have access to interviews. You will not get any harm or discomfort from participating in this study.

You have the right to insist that your name will not be recorder anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.
This study may be submitted to publication but you will not be identified in this report.

While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in the office for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data

will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded.

Participants will not get any payment for their help in this study

This study has received written approval from the Research Ethics Review Committee of the College of Human Sciences Researcher Acknowledgement, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

Our questions are separated into five sections (A-E). Any questions before we start?

Appendix 2: Interview guide for DAC Johannesburg office and DCS officials

Section A: Demographic data

1. What is your designation?

Librarian ☐

Warder ☐

Station commander ☐

DAC ☐

Assistant director ☐

Director ☐

Other,
specify…………………………………………………………………………………..

2. Institution based in

Leeuwkop correctional service ☐

Johannesburg correctional service ☐

3. Years of experience

Less than 1 year ☐

1-5 ☐

6-10 ☐

11-15 ☐

16-20 ☐

20 and more ☐

4. Highest qualification

School certificate ☐

Diploma ☐

Bachelor ☐

Master's degree ☐

PHD ☐

Other, specify…………………………………………………………………………..

Section B: Policies or framework in the provision of Library and Information Services in the Leeuwkop and Johannesburg correctional service libraries.

5. Do you have policy or framework for the running of the Leeuwkop and Johannesburg correctional service libraries?

Yes ☐

No ☐

6. If yes, are they aligned to those of IFLA guidelines?

………

………

………

7. If no, why not?

………

………

………

8. What are your policies towards allocating funding and staffing for the Leeuwkop and Johannesburg correctional service libraries?

………

………

………

9. What are your collection development policies?

………

………

………

10. What are your policies towards promoting the Leeuwkop and Johannesburg correctional service libraries?

………

………

………

Section C: Services offered at the Leeuwkop and Johannesburg correctional services libraries.

11. What are the Library and Information Services you provide to the Leeuwkop and Johannesburg correctional service libraries?

………

………

………

12. Are the services meeting inmates' needs towards their rehabilitation and educational processes?

………

………

………

13. Do you have any programmes that connect offenders with their families and society outside?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

14. Do the Leeuwkop and Johannesburg correctional service libraries have computer/online services?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Section D: Awareness of Library and Information Services by inmates at Leeuwkop and Johannesburg correctional services

15. How do you promote the Leeuwkop and Johannesburg correctional service libraries?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

16. Do the promoting strategies get to the minority of the institution population to create awareness of the library?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

17. Do you think most inmates know about the Leeuwkop and Johannesburg correctional service libraries?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Section E: Challenges faced by offenders in the utilisation of Library and Information Services at Leeuwkop and Johannesburg correctional services.

18. What are the challenges you face when providing the Library and Information Services?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

19. In your opinion what are the challenges offenders face in utilising the Leeuwkop and Johannesburg correctional service libraries?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for your participation

Appendix 3: Interview guide for CoJ municipality LIS Department official

Section A: Demographic Data

1. What is your designation?

Librarian ☐

Project manager ☐

Satellite manager ☐

Assistant director ☐

Director ☐

Other, please specify……………………………………………………………………..

2. Years of experience

1-5 ☐

6-10 □

11-15 □

16-20 □

20 or more □

3. Highest qualification

School certificate □

Diploma □

Bachelor □

Master's degree □

PHD □

Other, please specify………………………………………………………

Section B: Policies or frameworks on providing books in Leeuwkop and Johannesburg correctional services libraries.

4. Do you have policy or a framework on providing books for the Leeuwkop and Johannesburg correctional services libraries?

Yes □

No □

If no, why not?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

5. If yes, are they aligned to those of IFLA Guidelines?

………
………
………

6. What are your policies for acquiring, selection and weeding books at the Leeuwkop and Johannesburg correctional services libraries?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Section C: Funding to provide reading material in Leeuwkop and Johannesburg correctional services.

7. Where do you get the funding for books for Leeuwkop and Johannesburg correctional services libraries?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

8. Is it sufficient to cover the needs of the whole population?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

9. How about the source of any donations (books, magazines, etc.)

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Section D: Implementation of Library and Information Services in Leeuwkop and Johannesburg correctional services libraries.

10. Do you conduct user studies?

Yes ☐

No ☐

11. If the answer in question 8 above is yes, please indicate how often

Weekly	
Monthly	

Every year	
1-2 years	

12. Please indicate some of the activities covered in user studies

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………………..

13. Do you cater for minority groups/populations?

………………………………………………………………………………………………

…………………………………………………………..

14. Do you manage to provide for the diverse community in Leeuwkop and Johannesburg correctional services libraries?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

15. Have the statistics of utilising the books you provide gone up or down in the past five years?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

16. How do you ensure that the books you provide are being utilised?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Section E: Awareness of Library and Information Services by inmates at Leeuwkop and Johannesburg correctional centres.

17. How do you promote the Leeuwkop and Johannesburg correctional services libraries?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

18. Do you think most inmates know about the Leeuwkop and Johannesburg correctional services libraries?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

19. What are the challenges you face when providing the books for the Leeuwkop and Johannesburg correctional services libraries?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

20. In your opinion what are the challenges offenders face in utilising the material you provide in Leeuwkop and Johannesburg correctional services libraries?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Thank you for your participation

Appendix 4: Questionnaire for Leeuwkop and Johannesburg offenders

Leeuwkop and Johannesburg correctional services questionnaire for offenders

The provision of Library and Information Services to offenders in South Africa with reference to Leeuwkop and Johannesburg correctional services.

Mbalenhle Khumalo

Department of Information Science

University of South Africa

Peller Street, Muckleneuk Ridge

Pretoria

0002

Dear Prospective Participant

My name is Mbalenhle S. Khumalo and I am doing research with Professor G. V. Jiyane of the Department of Information Science, UNISA. I am researching towards a Master of Arts degree in Library and Information Science at the University of South Africa. We are inviting you to participate in a study entitled: "The provision of Library and Information Services to offenders in South Africa with reference to Leeuwkop and Johannesburg correctional services".

You are chosen to participate in this study because you are an inmate in Leeuwkop or Johannesburg correctional services, and you may know about or have utilised the library in your facility. The questionnaire will be anonymous thus no harm will be done top you and nor will you experience any discomfort from participating in this study. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give.

I kindly ask for your time to complete the questions below and submit them. Thank you for your valuable time in completing this questionnaire and participating in this study.
Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mbalenhle Khumalo.
Thank you.
Mbalenhle S. Khumalo

Section A: Demographic Data

1. Gender

Male ☐

Female ☐

2. Cell

Medium A ☐

Medium B ☐

Medium C ☐

Maximum security ☐

Female cells ☐

3. Age

15-21 ☐

22-30 ☐

31-40 ☐

41-59 ☐

60 and above ☐

4. Highest qualification:

None ☐

Grade 9-11 ☐

Senior Certificate ☐

FET Certificate ☐

Diploma ☐

Bachelor ☐

Master's Degree ☐

PHD ☐

Other, specify…………………………………………………………………………….

5. Nationality:

South African ☐

Foreign ☐

6. Disability:

None ☐

Visual impaired ☐

Hearing impaired ☐

Physically challenged ☐

Other, specify…………………………………………………………………………...

Section B: Awareness and frequency of use of correctional services Library and Information Service centres

7. Are you aware that there are Library and Information Services in your institution?

Yes ☐

No ☐

8. How did you get to know about it? (Please tick in the appropriate box)

I got it from a friend	

I got it from school inside the facility	
The warder informed me about it	
I noticed it when I was wondering about	
My lawyer/psychologist referred me to it	

9. If the answer in question 8 above is no, explain why?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

10. Do you visit the library?

Yes ☐

No ☐

11. If yes, how often?

Daily ☐

Weekly ☐

Once in two weeks ☐

Monthly ☐

Other, please specify………………………………………………………………………

Section C: Provision of Library and Information Services in the Leeuwkop and Johannesburg correctional service libraries.

12. Which Library and Information Services do you often use? (Please tick in the appropriate box. You may select more than one)

Reference	

Legal material	
Encyclopaedias and dictionaries	
Fiction books	
Non-fiction books	
CDs/DVDs	
Computers	
Online services/internet	
Newspapers	
Text books	

Other, please specify………………………………………………………………………….

13. Why do you access those services from the correctional services library?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

14. Do you participate in any programmes provided by Library and Information Services in Leeuwkop or Johannesburg correctional services?

Yes ☐

No ☐

15. If yes, which Library and Information Services programmes do you participate in? (Please tick in the appropriate box)

Book club	
Story time	
Homework/study group	
Mother and child programme	

Computer class	

Other, specify……………………………………………………………………………

Section D: Accessibility of the correctional services Library and Information Services to offenders.

16. Which of the following prevents you from accessing Library and Information Services in your institution? (Please tick in the appropriate box. You may select more than one option)

I didn't know about it	
I am always busy when it is open	
Library and Information Service centre is located far from my cell	
Material is out-dated	
There is no appropriate material for me	
I do not know how to find material I need	
Material cannot be easily identified	
I cannot borrow material	
I am disabled thus getting to the Library and Information Service centre is a challenge	
I do not know how to use computers	
There is no internet or online services	

Other, specify……………………………………………………………………………

17. What challenges do you encounter when utilising the Library and Information Service centre?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

18. What improvements/suggestions (if any) would you want done to improve Library and Information Services at your facility?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you very much for your participation

Appendix 5: Approval letter

correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O WF Nkomo and Sophie De Bruyn Street, PRETORIA
Tel (012) 307 2770

Ms MS Khumalo
PO Box 172
Denny Dalton
3837

Dear Ms MS Khumalo

RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: "THE PROVISION OF LIBRARY AND INFORMATION SERVICES TO OFFENDERS IN SOUTH AFRICA WITH REFERENCE TO LEEUWKOP AND JOHANNESBURG CORRECTIONAL CENTRES"

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **Mr R Monareng, Acting Director Formal Education, Head Office.**
- You are requested to contact him at telephone number (012) 305 8778 before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document/passport and this approval letter should be in your possession when visiting the correctional centres.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. "Offenders" not "Prisoners" and "Correctional Centres" not "Prisons".
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the DCS REC Administration for assistance at telephone number (012) 307 2770.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND SIHLEZANA
DC: POLICY COORDINATION & RESEARCH
DATE: 06|08|2018

Appendix 6: Ethical clearance

DEPARTMENT OF INFORMATION SCIENCE RESEARCH ETHICS REVIEW COMMITTEE

Date: 23 November 2017

Dear MS Khumalo,

Decision: Ethics Approval

Ref #:
2017_MSKhumalo_60892315_001

Name of applicant: MS Khumalo

Student #:X

Staff #:

Name: Title and name of principle applicant, address, e-mail address, and phone number

MS Khumalo, Unisa Information Science, 60892315@mylife.unisa.ac.za; and 071 977 2200

Proposal: The provision of library and information services to prisoners in South Africa with reference to Leeuwkop and Johannesburg prisons.

Qualification: Masters in Information Science

Thank you for the application for research ethics clearance by the Department of Information Science Research Ethics Review Committee for the above mentioned research. Final approval is granted for 4 *year.*

For full approval: *The application was reviewed in compliance with the Unisa Policy on Research Ethi cs by the Department of Information Science Research Ethics Review Committee on 23 November 2017.*

The proposed research may now commence with the proviso that:
1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of information Science Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*
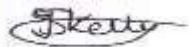
> 3) The researcher will ensure that the research project adheres to   any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.
>
> *Note:*
>
> *The reference number* 2017_MSKhumalo_60892315_001 *should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the Department of Information Science RERC.*

Kind regards,

Signature

Dr Isabel Schellnack-Kelly

Department of Information Science

Research Ethics Review Committee

012 429 6936

Appendix 7: Consent sheets

CONSENT TO PARTICIPATE IN THIS STUDY

I, _Kwena Nendy Sibeko_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname _Nendy Sibeko_ (please print)

Participant Signature _[signature]_ Date _13/06/2018_

Researcher's Name & Surname _NBALENHLE KHUMALO_ (please print)

Researcher's signature _[signature]_ Date _28 MAY 2018_

CONSENT TO PARTICIPATE IN THIS STUDY

I, *Lungile Msiya* (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname... *Lungile Msiye* ..... (please print)

Participant Signature...................................Date. *13/06/2018*

Researcher's Name & Surname.. *MBALENHLE   KHUMALO* (please print)

Researcher's signature.....................................Date. *28 MAY 2018*

CONSENT TO PARTICIPATE IN THIS STUDY

I, _Abno Duarte_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname... _Abno Duarte_ .... (please print)

Participant Signature..... _NDuarte_ ....Date. _15|6|2018_ ...

Researcher's Name & Surname... _MBALENHLE_ .... _KHUMALO_ (please print)

Researcher's signature.... _[signature]_ ....Date. _28 MAY 2018_

CONSENT TO PARTICIPATE IN THIS STUDY

I, JS Steenberg confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.
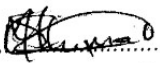
I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname...JS....Steenberg........... (please print)

Participant Signature.....Steenberg.........................Date...2018.08.23

Researcher's Name & Surname..MBALENHLE....KHUMALO(please print)

Researcher's signature...........................Date.28 MAY 2018

CONSENT TO PARTICIPATE IN THIS STUDY

I, _Rooi DA_ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname...._DIPUO   Rooi_.................... (please print)

Participant Signature......................................Date.._18·09·04_

Researcher's Name & Surname._MBALENHLE KHUMALO_...(please print)

Researcher's signature..............................Date_23 MAy 2018_

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CONSENT TO PARTICIPATE IN THIS STUDY

I, _llpemou_ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname...Monwabisi...Mpemuc\.... (please print)

Participant Signature.......................................Date. 2018-09-06.

Researcher's Name & Surname. MBALENHLE....HHUMALD (please print)

Researcher's signature..Date. 25 MAY 2018

CONSENT TO PARTICIPATE IN THIS STUDY

I, _Respondent_ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.
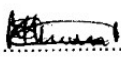
I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname......_Respondent_..... (please print)

Participant Signature..Date.....2018/09/12

Researcher's Name & Surname.._MBALENHLE_ _KHUMALO_.(please print)

Researcher's signature...Date.._38 MAY 2018_

CONSENT TO PARTICIPATE IN THIS STUDY

I, _MASHIMBYE H.N_ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname. _MASHIMBYE H.N_ .... (please print)

Participant Signature.............................Date. _2018/09/12_ .

Researcher's Name & Surname. _MBALENHLE KHUMALO_ (please print)

Researcher's signature.............................Date. _28 MAY 2018_

CONSENT TO PARTICIPATE IN THIS STUDY

I, __MAUZA B.S.__ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname __BS MAUZA__ (please print)

Participant Signature __[signature]__ Date __2018/9/10__

Researcher's Name & Surname __NBALENHLE KHUMALO__ (please print)

Researcher's signature __[signature]__ Date __22 MAY 2018__