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# LIASA

# in touch

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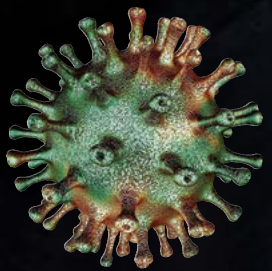
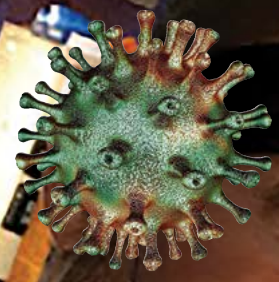
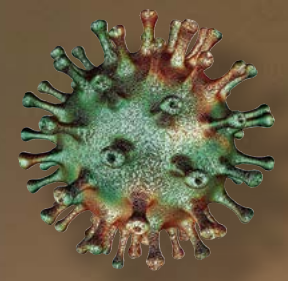
# COVID-19

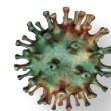
# "The New Normal"

# &

# The FUTURE of Libraries

Sean Kruger with a PRUSA visor  
Coordinator (Makerspace)  
Digital Scholarship Services





## Wonder what LIASA is doing during COVID-19?

OFFICIAL MAGAZINE OF LIASA, THE LIBRARY AND INFORMATION ASSOCIATION OF SOUTH AFRICA

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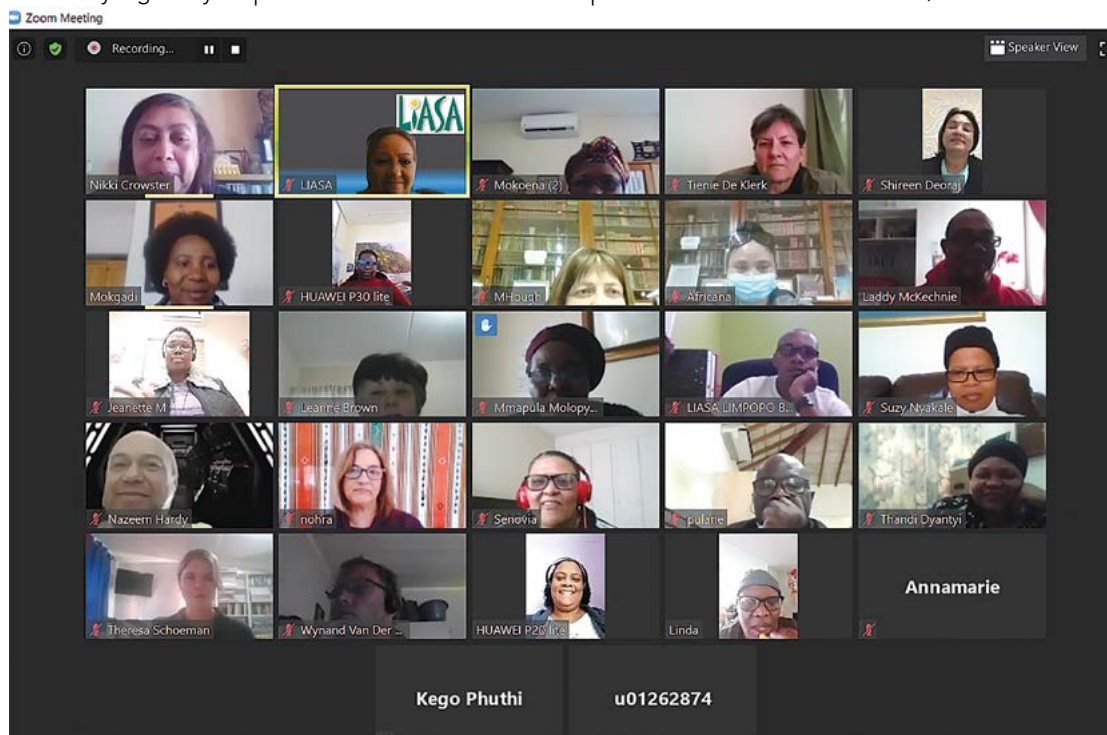
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Lots of exciting things are happening online. The Executive Committee and the Representative Council are making sure they meet online regularly to work out the way forward. All you need to do is to constantly login to your profile on

MyLIASA at [www.liasa.org.za](http://www.liasa.org.za) to get more. A series of four training sessions on the functionality of MyLIASA was offered to Branch and Interest Group Committee members.

You do not want to miss out on some of the competitions

that may qualify you to win some prizes; the training happening online for eligible members; the LIASA Academy that will soon be launched; updates on the way forward; the weekly newsletter shared with you from the President's desk, and much more!



### LIASA OFFICE NEWS

The LIASA National Office is still physically closed but open for business electronically. Regrettably, no visitors are allowed as yet and

all functions are continuing as per the pre-lockdown. The LNO hosted meetings and webinars on the virtual platform on behalf

MEMBERSHIP FEES FOR 2020	
INDIVIDUAL	
South African Individual	ZAR 650-00
SA Undergraduate Students	ZAR 310-00
SA Interns	ZAR 310-00
SA Pensioners	ZAR 310-00
SA Unemployed	ZAR 310-00
SA Volunteer	ZAR 310-00
African Individuals	ZAR 975-00
International Individuals	ZAR 975-00
INSTITUTIONAL	
South African Institution	ZAR 3 260-00
African Institution	ZAR 3 260-00
International Institution	ZAR 3 260-00

of Branches and Interest Groups.

All three staff members are still full time at work and are there to assist you in any way possible. They are contactable on the normal office telephone numbers or via email or through the LIASA website's Contact Us features.

**MEMBERSHIP**

Numbers have been heavily impacted by the pandemic and the lockdown. The current figure for membership is

1,318 as of 31 July 2020. A survey will be conducted to determine the access that members have to IT infrastructure.

LIASA hoped to reach a paid-up membership of 2020 this year. You are encouraged to renew your membership online and join the SAQA Professional Body to continue receiving your benefits. Continuous LIASA membership will allow you to remain eligible for your Professional Body designation.

Here are some of the benefits that membership entitles you to:

- 1) Professional Body that awards the SAQA designation PL(SA)
- 2) Four issues of the magazine, *LIASA-in-Touch* (currently only in electronic format)
- 3) Access to the South African Journal for Libraries and

- 4) Access to online tools
- 5) Discounted rates for training sessions, courses and workshops
- 6) Subscription to the LIASA online Career Centre.

**Membership Renewal:**

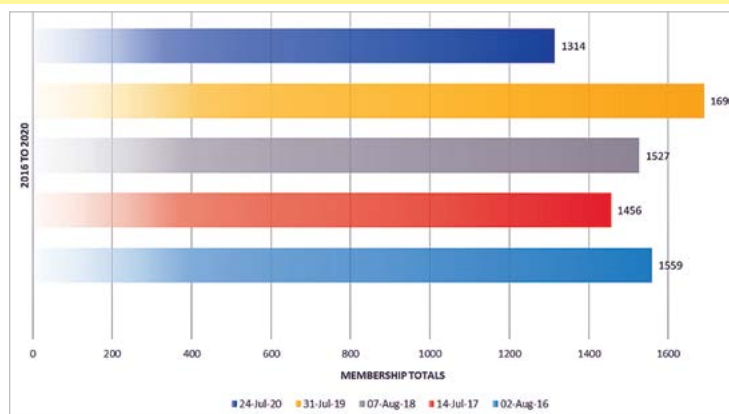
- Download a membership form from the LIASA website, complete and email it to the LIASA National Office at [membership@liasa.org.za](mailto:membership@liasa.org.za)
- Contact the National Office via email, telephone or through the Contact Us feature on the website to assist
- Remember membership can only be activated once the full payment has been received.

**#Masithethe – Moving forward!**  
**Mokgadi R Senyolo** PL(SA)  
LIASA SECRETARY

## Contents list

LIASA Representative Council .. 2  
LIASA President's message . . . . 3  
Opinion: Librarian 2020 . . . . . 3  
IIE LIS: Continued support . . . . . 4  
CoJLIS: Storytelling: digital space . 4  
Opinion: COVID Issues . . . . . 5  
CoJLIS: Senior citizen digital skills . 5  
Adapted Open Learning . . . . . 6  
Wikipedia: #1lib1ref . . . . . 6  
ReOpening Our Library . . . . . 7  
Copyright . . . . . 8  
IGBIS during COVID-19 . . . . . 9  
Education rock stars . . . . . 9

MakerSpace and COVID-19 . . . . . 10  
Art of Book Sharing . . . . . 11  
Whimsical Wednesday . . . . . 11  
Global Gleanings. . . . . 12  
LoY 2nd RU: Reflections. . . . . 13  
UP Library response to COVID . . 14  
Journey to Child Commissioner. . 15  
CCMA BRICs Unit. . . . . 15  
Madiba Anthology . . . . . 17  
Future African Libraries. . . . . 17  
MyLIASA training . . . . . 18  
SANBI: Biodiversity knowledge . . 19  
People Pages . . . . . 20 - 22





Theresa Schoeman

Ms Nikki Crowster

# From the President

Ramaphosa observed, an end of an era and a signal to us to reflect on what the next era will look like. Ntate Mlangeni's passing was hailed as the falling of a great tree and brings to mind the poem by Maya Angelou "When Great Trees Fall" in which the impact of such an occurrence reverberates through the world and ourselves.

*When great trees fall,  
rocks on distant hills shudder,  
lions hunker down  
in tall grasses,  
and even elephants  
lumber after safety...*

*When great souls die,  
the air around us becomes  
light, rare, sterile.  
We breathe, briefly...*

The loss of our breath at such an occasion – the enforced pause in our lives – stands alongside the loss of breath, driven by racism, that was beyond George Floyd's control. The Black Lives Matter movement calls on all of us to be anti-racist. LIASA opposes all forms of racism and seeks to actively engage with this occurrence in the LIS sector in the first instance and then more widely. We remain concerned about the continuing escalation in our country of Gender Based Violence against especially women and children.

As the year progresses, pictures are emerging of the state of our sector and the allied concerns resulting from the COVID-19 pandemic. The approaches vary according to sub-sector but the issues remain the same. LIASA calls on all parties to focus strongly on finding a balance between continuity of LIS services and providing access to information, and managing the health and safety of the practitioners.

The impact of COVID-19 and the national lockdown has influenced LIASA operations and mandates. Not all members

have been able to fill their commitments to the Professional Body and the plans for this year which were directed to completing 2019 AGM mandates, notably providing proofs-of-concepts of working collaboration models so that the restructure of LIASA might move forward, have been slowed down significantly by the restrictions of the lockdown. The Representative Council met in the last quarter and has decided on a way forward in respect of recouping the time lost in 2020 due to extraordinarily extreme circumstances which have reverberated across the globe. The announcement in this regard will be made in due course.

We are observing increased use of online communication platforms which is heartening for LIASA activities and strategies. We feel strongly that no LIASA member should be left behind and so while we are using the LIASA online solution to hold webinars etc., we are aware of the inequalities that might impact on this being the only solution. A survey on individual's ICT holdings was launched recently and the feedback will inform the delivery of future offerings. Online training sessions for Interest Groups are underway alongside topical conversations mainly on the impact of COVID-19 on the various LIS activities. The conceptualisation of the re-imagined LIASA Academy is progressing well and in the coming months we will be calling for participation in this conversation.

The inaugural meeting of the National Council for Library and Information Services (NCLIS) took place this week and I am heartened to report that the efforts of the previous Council in respect of seeing the LIS Policy implemented for the sector will be tabled at Parliament in due course. Likewise, the amendment

of the NCLIS Act to advance regulation of the sector (with LIASA as the operating arm) has been listed on the Agenda of the Council.

Both SA Librarians' Day and Mandela Day have occurred recently and LIASA launched campaigns tied to these auspicious occasions and the professionalisation of the sector. In the first instance, members were invited to submit a short video on the value and importance of being a LIS practitioner and, for the latter, advocating the use of 67 minutes to apply for the designation of "Professional Librarian". Sadly, the uptake has been minimal. Colleagues, we understand that the present day brings more challenges than we could have imagined, but we urge you to use your LIASA membership to advance your professional development and participate in such promotions. The African words of wisdom observes that "the same sun that melts the wax, hardens the clay". At a point in the future – we hope not too distant – this pandemic would have passed (Cf. the 1918-1920 Spanish flu). What would you wish you had done more of in relation to LIASA? Instead of then, contact us now – we need more hands-on-deck to assist with the shaping of our Professional Body or, sign up as a Professional Librarian and engage in self-directed learning as part of accumulating CPD points. Host a LIASA webinar or start an online reading circle. Share your ideas and back these with action. We look forward to hearing about these innovations.

To you and all your loved ones – we send greetings and prayers for health, well-being and safety. Wear a mask; stringently practice virus avoidance protocols; and be kind to yourself and others.

With my very best wishes,

**Nikki Crowster**

LIASA PRESIDENT

## Dear LIASA colleagues

**I** trust that this message finds you and your families well at this time.

The national lockdown has taken its toll on all of us in one way or another as we experience loss in various ways. Especially, we mourn for those who have passed and offer condolences to those who have suffered these losses. Our mental health is being buffeted by the state of the world and anxiety-provoking news. Know that you are not alone in experiencing this; that help is available in many ways; and that the LIASA community is there for you. The LIASA online platform <https://www.liasa.org.za> offers a starting point for access to credible sources of information that cover among others, managing our mental welfare: <https://sacoronavirus.co.za/category/mental-wellbeing/>.

Important numbers to have at hand are the COVID-19 Public Hotline: 0800 029 999 and the WhatsApp Support Line: 0600-123456.

Following the passing of Denis Goldberg, on 21 July we were saddened to receive the report of the death of anti-apartheid stalwart and the last of the Rivonia triallists: Andrew M. Mlangeni. His passing sees, as President

## Being a Librarian in 2020



communities, closed for what we at first thought would only be for two weeks, which then became four months and more.

I went back to working at the office in June. It will take time

to get use to the "new normal" way of working and behaving at work. The protocols in place at our library are: wearing a mask, sanitising, filling in a daily register and temperature scans.

I am faced with a lot of challenges in delivering services to libraries and communities within our district. Library programmes will not be running the same as they did before and we will have to come up with innovative ideas to promote reading and the use of libraries while adhering to the new rules and protocols that have been introduced. Our toy library services are suspended for the

time being as the use of toys with children is a big risk in the fight against the coronavirus. We librarians who are play activists will have to come up with ideas on how toys and play will be used in libraries in the future.

It feels like we are now in a situation where the whole world's library and information services is forced to start anew. My new motto for library programmes, especially toy library programmes, will be: "It's kind of fun to do the impossible" - Walt Disney.

**Ronelle van Vollenhoven**

PRINCIPAL LIBRARIAN

BOJANALA DISTRICT LIBRARY

**T**he year 2020 started like all the years before it with resolutions and big plans for the year that lay ahead.

As a principal librarian responsible for programmes in Bojanala District in the Northwest Province, I was full of plans for programmes and toy play sessions in the libraries in our district. While planning our programmes for SA Library Week, everything changed on 15 March 2020 when President Cyril Ramaphosa declared a national state of disaster and libraries were closed for lockdown. I sat there stunned; it felt like a bad dream – libraries, the heart of

# Continued support in times of crisis

## The Independent Institute of Education libraries



Social distancing markings

Fully equipped Librarian

Hand sanitising

Frequent cleaning

The outbreak of the COVID-19 pandemic posed unexpected challenges to higher education and academic library services.

The Independent Institute of Education (The IIE) immediately planned an emergency remote learning strategy that included our Library and Information Services. Librarians responded by offering virtual library services to all students and staff across the twenty-eight campuses. Librarians were provided with laptops, personal computers as well as data, to enable working from home.

Distance library service support is not a new concept to The IIE. Over and above contact classes, The IIE offers a connected mode of teaching and learning on selected campuses, where a limited number of contact classes are offered in conjunction with online engagement.

The IIE Libraries operate as digital learning commons, with an emphasis on online information services, supplemented with smaller physical collections. The digital learning commons model and the experience of the connected mode of delivery, enabled The IIE to swiftly adapt and move support services offered at physical campuses to fully-fledged virtual library



Social distancing as they utilise library computers

services. Embedded library services are offered with online resources, how-to-guides and access to the catalogue to name but a few. Access to prescribed and recommended materials are embedded within the learning modules on the Learning Management System (LMS).

Prior to the lockdown, all librarians received additional training. This enabled them to facilitate access to library resources as well as offering online information literacy sessions. Librarians use the online LMS tools to collaborate and offer interactive sessions to students. Sessions are recorded and can be accessed at the point of need. The recorded sessions were downloadable into MP4 to be "data light". Librarians are available virtually where online teaching and learning take place.

Librarians collaborated with tutors and lecturers and compiled annotated bibliographies for

students and researchers on identified research themes and topics. This enhanced access to credible information and this service was greatly appreciated by the research teams.

We continued offering webinars for librarians to equip them with the relevant pedagogic and technological skills required. Librarians received refresher training on research skills and shared best practices. We benefited from both internal institutional training courses, as well as external webinars organised by LIASA, AfLIA and our regular suppliers – Ebscohost, Sabinet and Emerald.

The IIE libraries have since opened using strict occupational health and safety protocols. Before the reopening of the libraries, the IIE LIS COVID-19 Protocols were prepared. These guidelines outlined how the library floor plans were going

to be rearranged to maintain the required social distance, provision of Personal Protective Equipment (PPE) to library staff and students and management of checkouts and check-ins of books. Information sessions consisting of workshops and regular meetings were arranged to familiarise librarians with COVID-19 guidelines. We are also managing the number of users accessing our library spaces at any given time, to comply with the social distancing regulations.

The COVID-19 pandemic has taught us that we need to continuously upskill ourselves to remain relevant even during the ever-changing and difficult times. There is a need to keep up to date with learning on how to use various communication tools, platforms and learning about various teaching and learning strategies. Usage statistics indicate that our efforts were on point and that we succeeded in supporting our users.

Librarians across the globe have demonstrated resilience, adaptability and resourcefulness as they took advantage of the available online resources to continue offering virtual services while the physical libraries were forced to close due to the COVID-19 pandemic.

**IIE LIS Staff**

## City of Johannesburg Public Libraries Storytelling and Creativity in the Digital Space

Storytelling has always been an important part of the City of Johannesburg Public Libraries.

When libraries were no longer able to physically host children for their programmes, it was decided to produce on-line, digital story times in the form of videos as part of the eLearning Lockdown Video Series.

Initially the storytelling series started out as English story readings on Thursdays, where a librarian reads a traditional hard copy book or reads an eBook from pdf, or online publishing websites such as African

Storybook, using a tablet or laptop. These proved to be very successful and it was felt that stories in indigenous languages should also be part of the series. Digital Storytelling was extended to include a special Tuesday session that also features children reading stories and this plays a role in fostering a love of reading among children when they see their peers reading on Facebook. A few librarians published their own stories using the African Storybook website and then read them as part of the indigenous language digital storytelling. These videos were also very

successful and popular with the community and allowed the staff to take pride in the publishing and reading of their own stories.

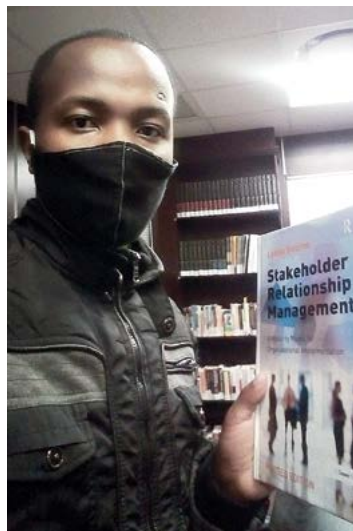
The digital storytelling series has even reached a global audience as it is shared in various reading and writing development pages. Digital storytelling has contributed to the Facebook Lockdown video series reaching more than 15 000 video views between April and June 2020.

The libraries were also unable to host holiday programmes during the July break. Often during holiday programmes in the libraries, the children make a

variety of crafts. It was decided to create videos showing how to make various crafts so that they could be creative at home. The first two videos showed the making of a penguin and a snowman, using simple equipment such as cotton wool and toilet rolls. These were, of course, geared to our younger community members. The libraries are intending to present more of these creative videos and possibly include craft activities that would appeal to adults too.

**Gwyneth Perry**  
SENIOR LIBRARIAN

## Issues affecting the Library and Information Science profession during this time



The coronavirus pandemic has made it very hard for us library and information science professionals to work effectively.

As librarians we deal with lots of people on a daily basis. Most of the time our work requires physical contact because we receive and issue out books. This means we must always make sure that we sanitise everyone who comes to the library and ensure that all the safety protocols are followed.

The majority of libraries in South Africa have been closed from 26 March until 30 June 2020. This has caused many librarians to be very worried about their future and it has made them wonder if they will go back to work this year. There are many library conferences, meetings and workshops that have been cancelled because of this pandemic. Our work is currently limited to issuing books and returning them; other tasks cannot be performed well because of the lockdown restrictions.

### Challenges

It has been impossible for most of us librarians to work from home because most of our work requires us to be there physically so that we can help users meet

their information needs. This has resulted in some of us not meeting the targets written in our performance agreements.

The procurement process was affected during the level 4 lockdown. It took a long time to get quotations from bookstores and getting the suppliers to deliver their orders has been a major challenge.

Very few library and information science jobs have been advertised since the pandemic started. This has made life very hard for job seekers in our profession.

The COVID-19 pandemic has worsened the digital divide; the gap between those who have access to ICT and those who do not has widened. These days most meetings are done using Zoom and Skype; this requires that one has a smartphone, laptop and reliable internet connection. Some librarians who are working in rural areas have therefore been left behind.

The following measures have been put in place at my workplace to ensure that all employees are safe during these difficult times:

- Screening is done before someone enters the building.
- No one is allowed to enter the building without wearing a mask.
- All employees were given

two cloth masks, two surgical masks, gloves and sanitisers.

- Fingerettes have been provided to employees.
- The biometric system was deactivated.
- There are measures put in place to make sure people keep 1.5m apart.
- There are posters all over the building that encourage people to avoid hugging, kissing and touching each other.

NB: The Nkangala District Municipality library is only for staff members.

### Conclusion

It is very important for us librarians to do our best to keep up with the 4th industrial revolution. The coronavirus pandemic has made most of us realise that we need to improve our technologies so that we can meet the information needs of our users regardless of where they are. Most books need to be available electronically in order for users to access them at any time. As Librarians it is up to us to make a difference out there.

**Siphesihle Oscar Nkosi**

LIBRARY AND RECORDS OFFICER  
NKANGALA DISTRICT MUNICIPALITY  
MIDDLEBURG

## Johannesburg Public Libraries “Teach-a-Senior-Citizen Digital Skills” Competition

As part of June Youth Month celebrations and as part of the COVID19 lockdown activities, the City of Johannesburg (CoJ) Public Libraries launched a digital literacy competition targeting youth.

Competition entrants had to make a short video demonstrating how they teach a senior relative to use tablets, smartphones and computers for various purposes such as reading, doing online transactions, socialising or surfing the internet. The competition was launched on 4 June 2020 and youth responded throughout the City of Johannesburg with keen interest.

The competition was aimed at addressing the following:

- **Digital inclusion:** Bridging the digital divide between generations to ensure that senior citizens are included in the use of technology for education and personal development.
- **Digital literacy:** For both youth and senior citizens. During the process of teaching another person how to use technology, one also learns new things, so the youth themselves also benefited and learnt new things.



Standing from right to left: Jeff Nyoka, Moeketsi Mohlabi, MMC Cllr Margaret Arnolds and guests. Front row kneeling: Winners of the competition

- **Social cohesion:** the competition also encourages young people to interact with the senior citizens around them so that they understand their needs and assist them with embracing 4IR. This creates harmonious family units particularly during and post lockdown.

While seven videos stood out as winners, an inclusive total of seventeen videos were selected to be showcased in the Joburg Libraries Facebook Video series to

encourage youth to teach senior citizens how to use technology.

In closing the competition, the City of Johannesburg Community Development Department: Library and Information Services Directorate hosted the seventeen finalists at the Joburg Theatre on 11 July 2020. COJ Libraries eLearning unit was fortunate to receive a small donation of tablets from MTN Foundation which were awarded as prizes and will now assist these participants with their learning at home.

The prize-giving event, hosted under strict COVID19 safety regulations, was attended by City of Johannesburg's Member of the Mayoral Committee, Cllr Margaret Arnolds; Community Development Acting Executive Director, Moeketsi Mohlabi; Director of Library and Information Services, Ms. Nobuntu Mpendulo, and MTN Foundation Programmes Manager, Ms. Judy Maluleka, as well as eLearning champion librarians who were instrumental in coordinating the competition.

### Donate a Tablet or Data Campaign

This competition also presented an opportunity to initiate a campaign to encourage our communities, private companies, NGO's, institutions and individuals to donate ICT tools such as tablets, laptops, smartphones and even data, in order to support youth during this transition towards online-based learning and education.

Email eLearning Manager [jeff.nyoka@yahoo.com](mailto:jeff.nyoka@yahoo.com) for enquiries about the campaign.

**Jeff Nyoka**  
MANAGER: ELEARNING

# Adapted Open Learning Centre services at False Bay TVET college

I was not concerned about returning to campus because of the efficient way the process was managed.

By 15 May, a Campus Readiness Plan had been formulated after regular consultation with the Departments of Higher Education and Training and Health; an excellent information drive and collaboration with staff before and during Lockdown.

Management and Support Staff (including Open Learning Centre staff) returned to campus on 8 June, leading the staggered return of staff and students.

Adequate precautions and protocols were put in place on campus, and staff and students were updated with the new developments/arrangements.

## Operation of the Open Learning Centre (OLC)

- To enforce social distancing, the OLC Assistant is stationed at the OLC desk and I in my office.
- Hard copy resources are not to circulate, except for Lecturer support. Access to shelves is discouraged with plastic sheeting in front of the units. New material is not acquired in hard copy and subscriptions for newspapers and periodicals in print format are suspended.
- A box with a slot for returned books is provided outside the OLC. The outside of returned books is wiped and the returned date noted for managing the waiting period,



Furniture arranged for social distancing and covered shelving

- Users are encouraged to use free online resources for information and leisure reading. Suitable sites are suggested for reading by themselves or to children in the household.
- A buzzer and remote-controlled lock at the passage door assist with managing the walk-ins. Face to face interaction is reduced by encouraging online communication. Handling paper is minimised and printing from digital format preferred. When memory devices (memory stick or phone) are used for transferring information, or when documents (e.g. for CVs) are photocopied, sanitising follows. Students are assisted with Blackboard

- access and searches.
- Study space is limited to 15 students at a time. The available electronic booking system is not being used yet.
- The second semester courses have been cancelled, so the issue and return of textbooks, and the buying process for additional copies, are suspended.
- Facemasks are compulsory for students and staff. An additional screen is placed at the desk. Furniture is arranged to enforce the 1.5m distance.
- Spray stations at the OLC door and desk enable sanitising of hands, while sanitising wipes are used to disinfect surfaces and equipment. Cling film protects the computer keyboards and enable easy cleaning. Wipes are disposed of in a pedal

bin. Cleaning staff regularly clean often-used surfaces.

- Open windows ensure good ventilation.

The OLC has been exceptionally quiet since the campus reopened. Staff used this opportunity to complete the annual stocktake and to catch up on backlogs of sorting and tidying up.

We have assisted lecturers with their required resources and scanned and transferred documents between devices. Students without internet access had documents downloaded from Blackboard. A few students use the study space, some while waiting for lifts or classes. Updated timetables for phased-in classes are posted on the notice boards.

## Challenges:

At a time when people have more time to read, books do not circulate.

A limited number of students are allowed on campus, so fewer students are assisted.

Many students do not have the required devices, data or internet connection to access digital content. These factors make it difficult to keep up with course requirements or work from home. As the computer area is now utilised as a lecturing venue, the Fish Hoek OLC is unable to assist.

**Marianne Elliott**

OPEN LEARNING CENTRE COORDINATOR  
FALSE BAY COLLEGE: FISH HOEK CAMPUS

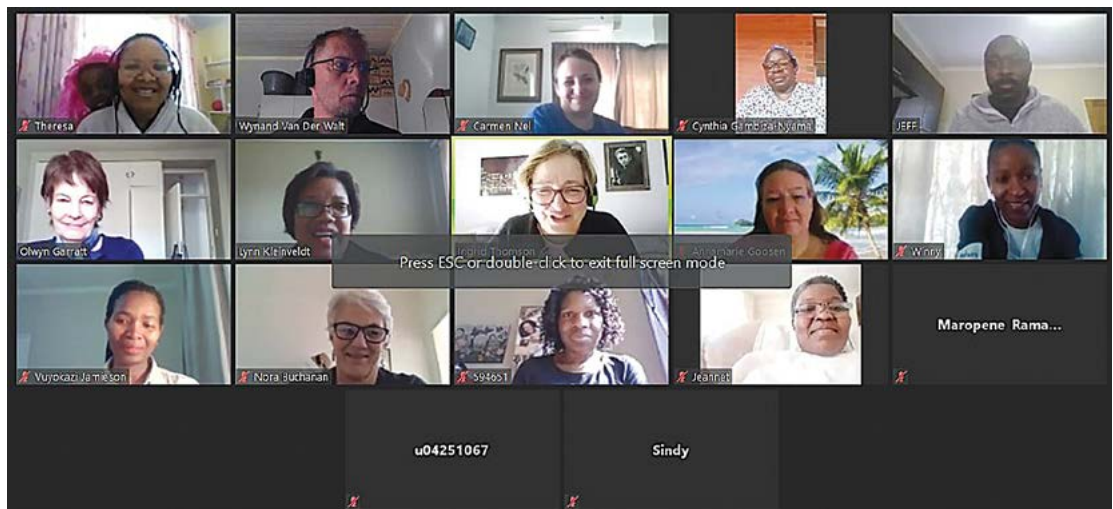
## Wikipedia #lib1ref

Have you heard about the Wikipedia #lib1ref campaign? .

Librarians across the world are challenged to add at least one citation to an accurate and reliable source in any Wikipedia article. The campaign runs twice a year from 15 January to 5 February, and 15 May to 5 June. The campaign has been run since January 2016.

LIASA has been involved in the campaign since January 2018 with a small group of librarians or wikibrarians participating, adding citations to Wikipedia.

This May saw LIASA supporting the AfLIA "African Librarians' Week" virtual celebration where librarians across the continent were encouraged to add missing references to articles about Africa. African Librarians' Week ran from 24 to 30 May. AfLIA ran a series of webinars about Wikipedia culminating in a



session led by Ingrid Thomson about the #lib1ref campaign and the official launch of African Librarians' Week by AfLIA President Mandla Ntombela (Past President of LIASA).

As part of the broader

Wikipedia #lib1ref campaign, Wikipedia appointed regional ambassadors across the world to promote the campaign and to provide support for participants. Ingrid Thomson was designated one of the regional ambassadors

for Africa, while Jeff Nyoka, Susanne Noll, Nthabiseng Kotsekoane and Wynand van der Walt were identified by AfLIA as local champions for African Librarians' Week. Volunteers were added to a local champion and

# COVID-19: Re-Opening Our Library

## Challenges faced by the Cawse Library, St Andrew's College

Initially the level of reading declined because the learners were afraid to touch the books, but they soon realised that other alternative reading platforms were available to them.



We are very fortunate in that we can give the boys access to the Overdrive digital library from which they can chose both audio and eBooks.

Unlike other schools, we have also been fortunate in that we have been able to open our doors to the boys that returned to school and provide our usual service in a slightly modified way. We are still grappling with the challenges of getting them to read, especially those who are at the entry level of high school. At the beginning of the year they were getting used to the idea of reading for pleasure and they were spoilt for choice, but now that choice is more limited due to the restrictions of the pandemic.

We have had to limit the library opening hours and the library is no longer available of an evening for our matric group to use for study purposes.

In order to use the computer stations, boys must adhere to social distancing, sanitising and maintaining 1.5 metres from others. This needs to be monitored continuously since "boys will be boys", and they often forget to keep their distance in their enthusiasm to share ideas with one another. Group study


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- Returned books will be kept in quarantine for three days before being returned to the shelves
- Maintain a physical distance of 1.5metres from fellow library users
- Keyboards need to be sanitized before and after use – alcohol swabs are provided for your use.



For more information on the Cawse library visit our [website](#)  
[Submitting book reviews](#)  
[Internet Archive](#)

daunting challenge of hybrid teaching using both Zoom lessons and face-to-face teaching. Our over-boarder learners have not returned to school due to the COVID-19 restrictions. Some boys have been faced with Wi-Fi and connectivity challenges which had to be resolved during the limited 40 minutes Zoom lesson. This has not been easy with groups of approximately 25 learners in each class using both platforms and needing your attention.

Some preventative measures that we implemented:

- Gloves are used to browse the book collection, check out books and to use the computers and printers.
- Wet wipes are provided as an additional measure to wipe down the computers and printers
- A Book Quarantine site has been set up for book returns. These boxes are specially labelled with the days of the week. Books are left to rest on site for three days before being returned to the shelves. This measure was implemented and is based on extensive research.
- Hand-sanitisers, disinfectants and paper towels are provided for wiping down chairs and desks and are stored in clearly marked strategic spaces around the library.

**Vuyokazi Jamieson**  
HEAD LIBRARIAN: CAWSE LIBRARY  
ST ANDREW'S COLLEGE

situations are facilitated with the use of Perspex screens to limit physical contact and restrict the

number of people in the group. As an Information Literacy Teacher, I have had to face the

## Wikipedia #1lib1ref



Matete Lesele

volunteer WhatsApp group which provided training, support and encouragement to each other. Virtual training was also provided. There were thirty volunteers from across South Africa who joined the #1lib1ref WhatsApp group.

Matete Lesele was awarded two certificates from AfLIA in recognition of his participation and for being the only one representing South Africa on the top 50 list of contributors. He commented: "My experience was phenomenal, I wasn't aware that the information on Wikipedia was all verified, has to go under review before being published for the world to use. I also realised that there's a lot of African content on Wikipedia that still needs to be edited, which prompted me to keep on editing articles even after the campaign has ended."

Gabriel Mashabela observed that the campaign is a clear indication that librarians are playing a crucial part in converting non-credible information into authoritative information for users to utilise. This also indicates that librarians are playing their part in addressing information overload. For a very long time,

information from Wikipedia has been referred to as non-credible in the academic arena and in general. Finally, through #AfLibWk #1lib1ref, African librarians are changing the status quo!!!

2nd Runner Up LOY 2019 Vuyo Jamieson writes: "I had a great experience editing the Wikipedia content during the 1Lib1Ref campaign which ran from 15th May through to 5th June 2020. This was especially exciting for me as it was my first time to participate in a project of this nature. I chose to focus on editing African content and this gave me a sense of pride as I felt that I was making a worthwhile contribution to increasing the availability of African sources to potential users. In September, I plan to invite my Information Literacy learners to also become editors of Wikipedia content so that they can get an insight and hands-on experience of this valuable resource tool.

"A special thank you to Ingrid Thomson who first introduced me to the concept of a coffee hour and who also guided us through the training. I gained much valuable editing experience as an editor of the Wikipedia team."

Theresa Mofana comments that it was such a fulfilling experience, learning something new and immediately putting it into practice. "Over and above making Wikipedia credible, I think we as librarians and wiki editors are contributing to knowledge sharing as we make otherwise invisible citations visible".

If you are interested in Wikipedia and other sister projects, consider joining the Community of Practice: Wikimedia Projects when updating your LIASA membership.

**Ingrid Thomson** PL(SA)

In his online newsletter, President Ramaphosa regularly speaks about unemployment, poverty and various socio-economic problems that are negatively affecting millions of people in our country.

He stresses the importance of education, social upliftment and the need to improve the lives of people with disabilities. He stresses the importance of a reading culture and an employed public. He talks about the various government initiatives and plans underway to address many of these issues. Yet, he fails to acknowledge that access to information and knowledge-sharing are key elements for socio-economic development and advancement, teaching and learning, as well as creativity and innovation in South Africa.

COVID-19 has not only harmed the economy, education, health and livelihoods of millions of South Africans, it has certainly highlighted the long-known inadequacies and restrictions in the current copyright law that negatively affect access to information, knowledge-sharing, and the provision of relevant teaching and research materials.

Since 27 March 2020, South Africa has been under strict lockdown conditions. On level 5, libraries and archives, museums, educational institutions and businesses were closed at very short notice. Access to hard-copy study material, multimedia and other works in library and related collections became totally inaccessible. Educational institutions at primary, secondary and tertiary level had no way of providing courses or teaching material unless they went online immediately. As a result, educators and librarians were forced to provide course and other study materials via

e-learning platforms, resulting in unforeseen expenditure on technology and equipment, data, training, software, and other related necessities, as well as unplanned copyright fees.

The current copyright law does not address the digital environment and creates many barriers and challenges for educators and librarians who are trying their best to provide study material in very difficult circumstances. Inadequate limitations and exceptions and restrictive licences, especially relating to e-books, prevent or limit what can and cannot be used, shared, converted, or uploaded to e-learning platforms. Even those institutions with blanket licences with collecting societies have had to find additional funding for transactional licences to use extra materials which are not available from libraries. In addition, public libraries that, as a matter of course, promote authors' works by reading books to school-children and in their reading circles, have been forced to apply for copyright permission to read books on online platforms, or to use alternative material for this important library function.

As EIFL states "In countries where copyright laws have a good range of digital exceptions for libraries, research and education, a flexible fair use-type exception, and a provision that protects library exceptions from being overridden by licence terms, libraries are best placed to support research and education".

Well, South Africa has a progressive Copyright Amendment Bill. It was approved by Parliament on 28 March 2019 and proposes to update our forty-two-year-old Copyright Act and quantum leap our copyright law into the 21st century. It has fair and appropriate limitations

and exceptions for education and research, libraries and archives, museums and galleries, and for persons with disabilities, many of which are modelled on progressive copyright laws in developed countries. The Bill also enables preservation in the digital space, format-shifting, deposits in open access institutional repositories, legal deposit of our documentary heritage, and inter-library loans. It gives authors and creators more control over their works and regulates collecting societies, so they get a fair share of royalties from now on. Most importantly, it facilitates better access to information and knowledge-sharing for all South Africans, whether users, custodians or producers of intellectual property.

Had the Bill been enacted last year, its limitations and exceptions would have been exceptionally helpful for educators, librarians, students, researchers, authors and creators, as well as people with disabilities, during the lockdown. Although lockdown is now on level 3, the situation for educational institutions and libraries continues, as most of them remain closed and online teaching is the only mode of teaching for the majority of students and school-children at the moment.

On 16 June 2020, the copyright reform process in South Africa was unfortunately stalled. As a result of BlindSA's ConCourt action to get the President to act in terms of Section 79(1) of the Constitution, President Ramaphosa decided to refer the Bill back to Parliament on the grounds of constitutionality concerns.

What is of grave concern is that the President ignored all the above issues and needs in the educational and library sectors and succumbed to pressure from the US Trade Representative, through public hearings, and more secretly, the European Commission, to stall copyright reform in South Africa or face negative consequences for trade. In both instances, interventions were orchestrated by lobbyists in major entertainment organisations, mainly in the US.

The referral of the Bill may be a perceived 'win' for multi-billion-dollar conglomerates but it's a sad day for access to information for education, research, libraries, archives, digitization, people with disabilities, as well as for authors and creators who all need these exceptions in a digital world. As this statement shows, the further

delay in updating the current copyright law is a sad day indeed for the youth of South Africa.

The International Federation of Library Associations and Institutions (IFLA)'s General-Secretary, Gerald Leitner states: "It is disappointing to see that learners, researchers and creators in South Africa will need to wait even longer for an already long-overdue reform, and particularly so given that the issues raised in the President's statement have already been extensively discussed. ... I hope that the South African Parliament will now stay true to its desire to support education, innovation, creation and development, and move rapidly to pass a law that will provide a model for the continent and the world."

Despite sending the Bill back to Parliament, the President has failed to provide concrete grounds for his concerns around constitutionality. His reservations are not supported by the law. His letter almost mirrors one particular submission to Parliament by a senior counsel on behalf of a group of rights holders. The President does not seem to have perused the many other submissions to Parliament, and in particular, a formal Opinion sent to his office and Parliament by Senior Counsel Susannah Cowen and two advocates from the Johannesburg Bar. He also surprisingly included quotations, news of the day, and interlibrary loans in his list of constitutionality concerns, yet these matters are not new, nor unconstitutional. They have been part and parcel of the current copyright law since 1978, except that they will now apply in the digital environment.



It is hoped that Parliament will address the constitutional concerns raised by the President astutely, transparently, and expeditiously, so that the Bill can be assented to in the not-too-distant future.

One has to ponder: Is the referral back to Parliament a genuine concern for constitutionality in the Bill, or has it become a game of politics for foreign governments and international conglomerates to stop South Africa from adopting similar copyright limitations and exceptions that they have enjoyed for decades?

**Access delayed is Access denied!**

**Denise R. Nicholson** PL(SA)  
SCHOLARLY COMMUNICATIONS LIBRARIAN  
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## IGBIS in the time of COVID-19

The COVID-19 pandemic allowed the National Executive Committee of the Interest Group for Bibliographic Standards (IGBIS) to rethink its original strategies and find ways to adapt to the 'new normal' while serving the IGBIS community to the best of its abilities.

During this time, the IGBIS Executive Committee conducted its business through online meetings via Zoom. This web-based video conferencing tool provided us with an opportunity to not only support each other and to find lighter moments during difficult days, but most importantly, to make committed decisions on issues related to the IGBIS community and in support of LIASA.

With the announcement of the initial lockdown of twenty-one days, library professionals in the cataloguing community quickly had to find innovative alternatives for handling cataloguing workloads. The extended working-from-home period created several unique challenges for professionals in all Library and Information Services (LIS) sectors and institutions. Some of these included problems with computer access, Wi-Fi connectivity, the inaccessibility of email and cataloguing tools, as well as the unavailability of sufficient material to catalogue at home. As a



The IGBIS Executive Committee: Front: Allwill Westcott (Additional member), Zenkozi Majola (Secretary), Tina Coetzer (Treasurer) Back: Tienie de Klerk (Chair), Martha de Waal (PRO), Soretha du Plessis (Additional member), Tholakele Xulu (Chair-Elect)

result, and following the gradual opening of library facilities, cataloguing departments initiated different solutions to cope with various challenges. These included subsequent changes to cataloguers' responsibilities and functions, which brought unexpected benefits and learning opportunities, as cataloguers have been challenged and encouraged to take up new roles.

Following feedback from a Representative Council meeting in June, the IGBIS committee realised the need for improved communication with our members. The committee decided to continue with its

current project to populate the IGBIS webpage on the LIASA website. This has been an ongoing initiative since the beginning of the year and includes the archiving of IGBIS documents and reports from previous terms and annual events. In addition, the committee plans to stay in touch with members through an increased focus on social media and the LIASA IGBIS Facebook page, the *IGBIS-in-Touch* newsletter, as well as available mailing lists.

On July 10, the IGBIS community and librarians all over the country, celebrated South African Librarians' Day (SALD). A

celebratory message on the IGBIS Facebook page, with a quote from Salman Haider, lead to the international acknowledgement of the South African cataloguing community, LIASA and SALD, on the well-known Librarianship Studies and Information Technology blog <https://www.librarianshipstudies.com/2020/07/library-and-information-association-of-south-africa-liasa.html>

In recognition of LIASA as the professional organisation which represents the South African LIS community, Mr Haider, a cataloguing and metadata librarian and founder of the blog, subsequently shared the IGBIS post to the Librarianship Studies and Information Technology Facebook page. The result was a confirmation of the influence and power of social media and our contribution in connecting IGBIS and the LIASA brand to the global cataloguing community. The original post on the LIASA IGBIS Facebook page reached 1,964 people, had 205 engagements, and was shared 15 times.

During these uncertain times, the IGBIS Executive Committee encourages all South African cataloguing professionals to stay motivated while working effectively and safely from home.

**Martha de Waal** PL(SA)  
PUBLIC RELATIONS OFFICER, IGBIS  
EXECUTIVE COMMITTEE

## School Librarians?... we prefer Education Rock Stars!

During lockdown we observed that several school librarians made the effort to stay connected with their learners through social media initiatives.

Online storytelling sessions, competitions and reading challenges kept the bookworms active at home. School librarians, who are known to be very good in multi-tasking and have several skills, also provided support to the teachers when it came to setting up Zoom sessions, virtual classrooms and assisting with communication in general.

It is now "BACK TO SCHOOL" for our learners in South Africa, and like all the educators at school right now, school librarians are rising to the challenge of providing a service that adapts to the new restrictions – from remote learning and live-streaming book readings to providing a safe environment while schools reopen for the different grades. This is vital not just to maintain school life as normal as possible but for librarians to maintain a sense of the purpose and importance of their role within school life.

Librarians are known for their



Charlise du Toit and Rene Schoombee: Spreading the love



Marnoux vd Schyff and Mia Munch  
Brain map and Flat René

excellent advocacy skills and these can be utilised when the different grades phase in. At Laerskool Rustenburg, where I am the school librarian, I organised a "welcome back reception" for all the grades. This ranged from a more formal guard of honour for the Grade 7 learners

to a festive party for the smaller learners. I made Tik-Tok videos to promote safe greetings amongst the learners and produced information videos with the safety protocol tips. By assisting with this, I did not only save the school money by offering my services, but it was also an excellent public relations exercise for the school library. I got the opportunity to connect with the learners before anyone else did. It was special to be the one that could greet them at the school gates, side by side with our school principal.

As part of our lockdown activities we encouraged the learners to make mind maps of the books they read, and also had a "Flat Librarian" project. I made a "flat René" paper doll and the children took photos with "me". Flat René visited many houses during lockdown!

Now that school is open the learners are handing in their mind maps and for their efforts, they receive a "top reader" award such as badges, bookmarks etc. It is heart-warming to see that they honoured the school library enough to participate in the lockdown projects.

The school library is now also a space where learners can safely catch up with work that they lost over the lockdown period. At Laerskool Rustenburg, the learners who are at risk of being exposed to big crowds get the opportunity to do their assessments on a weekly basis in the safety of a well-sanitised environment. The library patrons also benefit from a classroom book delivery system which minimises the movement of the children around the school grounds, but through which they still have access to their favourite books (properly sanitised before drop off).

It is often said that the school library is the heartbeat of a school, but now we can also agree that the school librarians managing them are EDUCATIONAL ROCK STARS. We wish every school librarian the best of luck in adapting to the new normal, and may we continue to come up with innovative ways to promote reading and literacy in our schools.

**René Schoombee** PL(SA)  
INFORMATION FACILITATOR  
LAERSKOOl RUSTENBURG

# The role of a library MakerSpace during the start of the COVID pandemic

Libraries are considered “knowledge custodians”.

In times of crisis, it becomes apparent that their ability to innovate and channel knowledge to support users quickly is a necessity. This was evident when the COVID pandemic first hit.

With a lack of Personal Protective Equipment (PPE) and face shields for medical workers on the front lines at the time, there was a need to reduce their exposure and minimise their risk, as they were testing and treating members of the public for COVID-19. The Department of Library Services’ MakerSpace at the University of Pretoria stepped in to produce 3D-printed visor frames for face shields for use by healthcare workers in Gauteng. The printing was done for the Netcare and Mediclinic groups, as well as for the UP’s Faculty of Health Sciences, that partnered with Pretoria’s Steve Biko Academic Hospital.

The MakerSpace made use of four 3D printers that could manufacture visor frames. Several open-source model files were being circulated around the world at the time. The MakerSpace made use of two versions. The first was Netcare’s version that



Rapid prototyping 3D Visors to address PPE shortages

was quick to print and easy to assemble. The model was standard and not complicated, allowing for faster printing (approximately one hour for a completed model), even on older printers. The second model used was also open source. However, this was the Prusa model which was publicly available, and provided a larger surface of protection and a robust design. It did, however, take longer to create than the first model.

Both versions made use of the materials known as Polylactic Acid (PLA) and Super PLA plastic for printing. This is a non-toxic plastic that is very versatile, cheap and environmentally friendly. The use of these materials enabled the centre’s staff to optimise printer

settings for each printer to ensure optimal results. At the time, the MakerSpace’s capacity allowed for the production of around twenty units per day. As additional resources and optimisation took place, this increased accordingly. It is worth noting that the call for printing went out to anyone in the Gauteng region with a 3D printer.

A library MakerSpace acts as a centralised space for innovation and can be used to focus on creativity and innovation in a social context, pooling resources towards positive outcomes. It provides students and staff with the opportunity to experiment and use different technologies for teaching, learning, research and to address community problems. On an academic level,

the MakerSpace has assisted with printing 3D ticks for the Faculty of Veterinary Science, prototype mosquito feeders, and replicas of the Homo Naledi skull for teaching and learning purposes. It has also assisted with sets of lion’s teeth and skulls with fracture wounds to optimise approaches to surgical procedures. Overall, if well-developed with skilled staff, a MakerSpace can assist in the upliftment of a community.

This project highlights the fantastic contribution that 3D printing can make to the healthcare industry. In this instance, the MakerSpace was the custodian to address this need for the library. One of the excellent benefits of this is the prompt reaction time in meeting the problem, combined with the power of social media. Since then, other solutions to visors have been found. However, the MakerSpace’s services have been expanded to include providing our library facility with social distancing flags (created in vibrant colours) to mark distancing protocols, hooks that are able to reduce contact, assembling visors and designing potential models for further PPE needs in the future.

Sean Kruger

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# The art of Book-Sharing: online training, the new norm

**T**his new pandemic has certainly turned many lives around the world upside down.

The way we interact with each other; the way we do day to day activities such as visiting family or friends; going to the beach or even the simple act of breathing has drastically changed, and it is difficult to get use to this new norm. In the beginning it was a time to reflect and to take a break from the busy pace of the daily routine. However, two months into the lockdown, the craving for just a small piece of normality started to creep in. For self-development and to keep the brain active, I decided to take part in an online Book Sharing Training course offered by Mikhulu Trust.

Mikhulu Trust is a Reading NGO which prides itself in promoting evidence-based early childhood development in South Africa. Their main focus is advancing an innovative programme called 'dialogic book-sharing'. Several City of Cape Town Library staff took part in the 6-week course which focused on training children's librarians in becoming future book-sharing trainers, so that they in turn can facilitate groups of parents in their communities to do book-sharing

with their children.

In dealing with the new normal, Mikhulu Trust decided to present the course online using Zoom as their platform to engage with librarians. Being a first for both parties, we experienced the ups and downs of online training together. While connectivity and sound were sometimes a problem, the facilitators were knowledgeable and accommodating. Although we could not interact face-to-face, the Mikhulu Trust team tried their best to make the course as interactive and engaging as possible. We were all given the opportunity to share and be part of unpacking the various weekly lessons. Despite the intermittent challenges with connectivity we managed to rally on and the course was indeed informative and engaging.

## So how is book-sharing different from storytelling you may wonder?

While children's librarians use picture books and children passively listen to a story being read to them, book-sharing focuses more on the story being led by what the child sees and follows the natural curiosity of the child.

Book-sharing is ideal for

parents who may struggle to read themselves. Wordless books are often used and parents are therefore able to share a wordless story in any language. It is an ideal way to empower parents to actively engage with their children while teaching key concepts such as linking, comparisons, feelings, intentions and perspectives to name but a few. This is a brilliant opportunity for parent and child bonding while planting the seeds of literacy and reading and in so doing, build the child's future reading skills.

## And what were important lessons that staff took away from the online training?

Well, Nadia Philander from Grassy Park Library felt that one of the key aspects to the training was the fact that it is important to always be positive, even when a child says something wrong. Instead of correcting them or saying no, repeat it in the correct way. She also felt that the training opens one's mind to new methods and different ways of sharing stories with children and the course enabled her to discover tools to empower not only herself but also the community.

Kim Beukes also from Grassy Park Library thought that the

training focused on equipping, empowering and supporting staff in training the parent, which we rarely do as we generally and directly deal with children. She felt that it would help with changing the mindsets of parents around the importance of early literacy and how easy and stress-free it can be.

## So, does book sharing have a place in public library programmes?

This art of sharing stories most certainly has a space in our future programmes. As City librarians we are passionate about empowering our future leaders and planting the seeds of a love for books and stories. We hope to inculcate a love for reading from foundation phase, and through empowering the parents to do book-sharing with their children, we hope to lay a firm literacy foundation.

Our programmes already include Pram Jams, Storytelling, Puppet Shows and soon book-sharing will be added. These important programmes all play an important role in the various developmental stages of the child and are indeed the building blocks to developing sound reading, language and literacy skills.

**Tracey Muir-Rix**

## Stimulating little minds with Whimsical Wednesday Story Time

**I**n April our country went into hard lockdown and life as we know it came to a sudden halt..

For many it meant a break from the fast-paced daily routine. While some used this time to reflect, others used the time to learn new skills. Parents across the country suddenly became homeschool teachers and the struggle became real as many had to assist their children with schoolwork while also juggling working from home.

As the Children's Services Coordinator of the City of Cape Town Public Libraries, I wrestled with thoughts of how to keep children's services relevant and active during this uncertain period. With libraries being closed, I grappled with the idea of doing online storytelling but kept making excuses. I watched with a tinge of jealousy at how easy the overseas librarians made it look. Toying with the idea for a number of weeks, I finally plucked up the courage. On 23 April 2020, as part of World Book Day celebrations, I told my first story online, and so, **Whimsical Wednesday Story Time** was born. The ice was finally broken and there was no turning back.

Each week was a new learning experience. As the audience grew, people started sending me



advice like, "Watch your lighting and angle" or "Why don't you use books in the background?" I would take the suggestions and try to improve the quality of the video clips.

It became evident while preparing the sessions that we would need to come to terms with the fact that online platforms would be our new normal going forward. By the end of May, the idea of including more librarians to appear as guest storytellers started to evolve. The hope was to encourage more people to become confident in doing online storytelling sessions as we adapt to this "new normal".

While going through countless YouTube clips, I observed that many of the videos showed the

pictures in the book while a voice narrated the story. I wanted "Whimsical Wednesday Story Time" to be slightly different. I wanted the child watching and listening to the story to feel a connection with a friendly storyteller. While I agree that seeing the pictures are important, it is equally important for the storyteller to draw the child into the story. Children respond to the storyteller's tone of voice, their energy and facial expressions and hence making that connection was important. So many children's worlds have been turned upside down and the idea of "Whimsical Wednesday" was to create a platform where children could sit in their homes while the storyteller brings the story alive

in the comfort of their room. The computer or phone screen should not be a barrier. The idea of creating an interactive and fun space was vital. And then LiBee, the Library Mascot, made its first appearance and joined the children for Story Time.

When doing story time online, you often tend to judge yourself by the number of likes that you get each week. However, as parents started to leave comments or send words of encouragement, it made me realise that we were indeed doing something positive and that children were starting to look forward to the next story time. And so Whimsical Wednesday became an instrument where children's staff could continue their passion and inspire children across the social media platforms through the magic of storytelling. I hope that this will be shared widely to bring stories into the homes of more children.

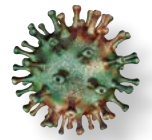
View the videos at [https://opac.capetown.gov.za/client/en\\_US/k/](https://opac.capetown.gov.za/client/en_US/k/)

**Tracey Muir-Rix**

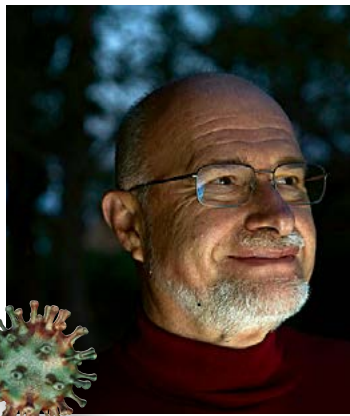
SENIOR PROFESSIONAL OFFICER  
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LIS, CITY OF CAPE

# Global Gleanings

**A column of news, views and snippets from the international literature of books, libraries, and information, compiled by Peter Lor**



While working on his recently published book on international and comparative librarianship (Lor2019), Peter Lor subscribed to various current awareness services to pick up items of interest. In retirement, he continues to keep an eye on the international literature. In this column, he intends to cherry-pick items of professional and scholarly interest as well as quaint snippets from the international literature of LIS and related fields.



## COVID-19 again

When my previous column was written the news was dominated by COVID-19.<sup>1</sup> It was still mostly called an epidemic; the word 'pandemic' was only just coming into use. In South Africa a lockdown loomed. I reported on some of the ways in which libraries were being affected and how they were responding, but it seemed to me hardly worthwhile to continue collecting more literature on library responses to COVID-19, since it would be over by the time the next column appeared. How wrong I was! How wrong we all were. That includes health professionals, scientists, advisory panels, and politicians.<sup>2</sup> We simply did not know. In this column I revisit the impact of COVID-19 on libraries overseas and how they are responding.

The literature on COVID-19 and LIS has grown enormously. The topics addressed include what librarians are doing to serve their users during the pandemic, how libraries can plan to reopen safely, how our environment might change in the longer term as a result of the pandemic, and how to deal with the 'infodemic' of fake news and conspiracy theories that has erupted along with the pandemic itself.

The literature continues to reflect practical, imaginative and compassionate responses to client needs during lockdown situations. This is shown in a report on a webinar arranged by the (American) Public Library Association (PLA). It was noted

that about twenty million Americans lack home broadband access – a grave disadvantage in this time. A survey showed that by way of helping these people, 93% of responding libraries were leaving their Wi-Fi on when their buildings were closed, 44% located Wi-Fi access points outside the library buildings (e.g. in car parks, or in roving bookmobiles), and 23% lend mobile hotspots to their clients.<sup>3</sup> Other libraries have been expanding their participation in providing hunger relief to their communities in partnership with local food banks, inter alia by providing curb-side or drive-through pickup facilities for distributing free meals.<sup>4</sup> In Ipswich, England, library staff recorded an audiobook for a 102-year-old woman who wished to hear again an out-of-print book her father had read for her in the 1920s.<sup>5</sup>

In a more traditional vein, many libraries launched projects to collect and preserve materials documenting the pandemic. The US Library of Congress archived visual materials, including fascinating dynamic maps, about the coronavirus,<sup>6</sup> while the national libraries of Singapore<sup>7</sup> and Ireland<sup>8</sup> were collecting materials reflecting their countries' national experiences of the pandemic.

Many publishers have contributed by allowing libraries to make their online books and articles available free of charge to their users, albeit for a

limited period. For one of many examples, see the website of the Connelly Library of LaSalle University in Philadelphia.<sup>9</sup> Many major journal publishers set up portals, or 'COVID-19 response pages' through which articles, reporting research on COVID-19, which would normally be behind paywalls, were made available on open access.<sup>10</sup> However, there are limits to altruism. When the non-profit Internet Archive<sup>11</sup> made 1.4 million books available online free of charge as a 'National Emergency Library', authors and publishers soon put a stop to this initiative, which they saw as infringing copyright.<sup>12</sup>

Research on COVID-19 is being conducted on an unprecedented scale and results are being disseminated through various channels, much more rapidly than in normal circumstances, for example, using preprints, online repositories, blogs and webinars. This raises issues of preservation. Journal policies on peer review have been relaxed to allow faster access to results, which raises issues of quality control.<sup>13</sup> It also raises the question: will scientific communication ever return to 'normal', or will publishing practices be influenced permanently after the pandemic is over? This question, addressed by Pippa Smart<sup>14</sup> will doubtless feature in later columns. Changes in scholarly publishing are likely to affect academic and research libraries. In an opinion piece in *Inside Higher Ed*, Christopher Cox

predicted that academic libraries will change 'utterly'.<sup>15</sup>

Not long after the word 'pandemic' impinged on our collective consciousness, another new word appeared: 'infodemic'. In March 2020, the WHO reported that it had been forced to divert significant resources to counter huge volumes of misinformation circulating on social media and websites, a phenomenon it dubbed an 'infodemic'. In it, conspiracy theories loom large.<sup>16</sup> This is related in part to the rapid online dissemination of preliminary research results along with scientific speculation intended for fellow-researchers, referred to above. These communications are read, misinterpreted and spread by naive or malicious social media users. For a scholarly reflection on the infodemic and the future of scientific communication, see a guest post by Joseph DeBruin in *The Scholarly Kitchen*.<sup>17</sup> Expect to see more about this in the literature on information literacy.

## Patience and Fortitude

In an earlier column I mentioned the two marble lions, Patience and Fortitude, which guard the entrance to the New York Public Library. I'm happy to report that these stoic lions have been fitted with appropriately-sized facemasks to set an example to New Yorkers.<sup>18</sup>

For clickable links see Peter Lor's blog at <http://peterlor.com/2020/07/17/global-gleanings-5/>

1. For the correct names of the virus (severe acute respiratory syndrome coronavirus 2, abbreviated as SARS-CoV-2) and the disease it causes (coronavirus disease, abbreviated as COVID-19) see the WHO website: [https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-\(covid-2019\)-and-the-virus-that-causes-it](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-(covid-2019)-and-the-virus-that-causes-it)
2. For a timeline of the international response to COVID-19, see the World Health Organization (WHO) website at <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>
3. "Advancing digital equity", <https://americanlibrariesmagazine.org/2020/07/01/pla-advancing-digital-equity-covid-19/>
4. "Hunger is on the rise during COVID-19...", <http://www.ilovelibraries.org/article/hunger-rise-during-covid-19%E2%80%944here%E2%80%99s-what-libraries-are-doing-help>
5. "Ipswich library staff record audiobook for 102-year-old", <https://www.bbc.com/news/uk-england-suffolk-53110057#:~:text=Librarians%20are%20recording%20an%20audiobook.by%20her%20%22wonderful%22%20father>
6. "Collecting the Maps of the Coronavirus Pandemic", <https://www.bloomberg.com/news/articles/2020-05-04/collecting-the-maps-of-the-coronavirus-pandemic>
7. "Documenting COVID-19 in Singapore", <https://www.nlb.gov.sg/GetInvolved/Contribute/Create/DocumentingCOVID-19.aspx>
8. "Web archiving the Irish experience of COVID-19", <https://www.nli.ie/en/list/latest-news.aspx?article=b45de186-4b40-4024-b3e0-520e93cfcfd>

9. "Free academic resources during the pandemic", <https://library.lasalle.edu/covidfree>
10. Association of American Publishers. "What publishers are doing to help during the Coronavirus pandemic", <https://publishers.org/aap-news/covid-19-response/>
11. "Internet Archive", <https://archive.org/>
12. "'Emergency' Online Library Draws Ire of Some Authors", <https://www.nytimes.com/2020/03/30/books/internet-archive-emergency-library.html>
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14. Smart, Pippa (2020) Publishing during pandemic: innovation, collaboration and change. *Learned publishing* 33(3):194-197 (DOI 10.1002/leap.1314)
15. Cox, Christopher (2020) Changed, changed utterly. *Inside higher ed*, <https://www.insidehighered.com/views/2020/06/05/academic-libraries-will-change-significant-ways-result-pandemic-opinion>
16. Oxford Analytica (2020) "Misinformation will undermine coronavirus responses", <https://www.emerald.com/insight/content/doi/10.1108/OXAN-DB250989/full/html>
17. DeBruin, Joseph (2020) The Covid infodemic and the future of communication in science. *The scholarly kitchen*, <https://scholarlykitchen.sspnet.org/2020/07/08/guest-post-the-covid-infodemic-and-the-future-of-the-communication-of-science/>
18. Andrew, Scottie (2020) "The iconic lion statues outside the New York Public Library are wearing face masks to encourage humans to do the same", *CNN Travel*, <https://edition.cnn.com/2020/06/30/us/new-york-public-library-lion-masks-trnd/index.html>

# Reflections

## Librarian of the Year 2019 (2nd Runner up)

Being the Eastern Cape Librarian of the Year 2019 has been a bittersweet title to hold during a pandemic.

This comes at a time when the landscape of work is changing drastically. We knew this, we discussed it at length, as if it were a planned child during the honeymoon phase of a marriage. We didn't realise we were already pregnant; some of us suspected we were very advanced, but we were so busy preparing for the arrival of the child, that we forgot to pay attention to the child itself. The child could take many forms; it could arrive as a demanding little boy or a sweet little girl. Nonetheless, the current situation has shown us quite clearly that we cannot choose which bundle of joy we will get.

As we embrace the reality of our brand-new world, I focused on our Association President's challenging social media message. She asked South African librarians not to be silent at this time. Whilst millions of our people have been forced to face their new reality behind closed doors, they are not being silenced. They can still use their creativity and their voices to educate and condemn the acts of gender-



Vuyokazi Jamieson presenting to Fort Hare University final year Information Science students at Hogsback

based violence. South Africans can certainly use other platforms to show solidarity for each other and support the government's efforts to cushion the most vulnerable in our society. As I turned to my own safety zone, I read with pride as librarians spoke out against fake news, many taking the lead in suggesting solutions to combat its impact – I saw Information Literacy in action.

As I write this article, I have had to cancel my trip to Houston 2020 to attend a Conference, themed "Thinking Clearly". There is no guessing why the conference had to be cancelled.

As soon as the award was made in 2019, I was invited to

give a talk to University of Fort Hare students in a secluded venue at Hogsback. My presentation titled "School librarian -started from the bottom now we're here" was well-received by the curious and receptive audience of twenty final year Information Science students and it created an interesting dialogue. These students were being prepared for the world of work. Zuki Maya is to be commended for running a successful workshop and training such a professional group of students. At the beginning the students were asked to write down at least three things they hoped to achieve with their degree. At the end of the session

they had to take these notes and keep them as a reminder of their goals as they enter the field.

Throughout the presentation the students were challenged to be trail-blazers and sustainable leaders in the profession.

In 2019, at our School Librarians' Conference, we were privileged to have as our keynote speaker, the internationally acclaimed Ron Starker. Ron is the author of the book *Transforming Libraries: A Toolkit for Innovators, Makers, and Seekers* which is an invaluable resource. I have been able to distribute copies of this book to many libraries and librarians throughout our province, to help with the development of libraries. Colleagues and students who attended the Fort Hare workshop were also given this book.

I look forward to writing a more comprehensive report later this year, reflecting on the new reality of librarianship in these times we are living in. I am grateful for the mentors who have supported me along the way. Project21 has been my goal and driving force as LoY, and I will continue with this vision well beyond the completion of my term.

**Vuyokazi Jamieson**



Fort Hare University final year Information Science Workshop attendees



Vuyokazi Jamieson with Zuki Maya and colleagues at the Fort Hare University Workshop



Members of LIASA at the Eastern Cape AGM with a copy of Ron Starker's book

# UP Library's response to the COVID-19 pandemic

In light of the COVID-19 pandemic, the University of Pretoria's Department of Library Services started making plans to potentially shut down the library.

A COVID-19 Task Group was formed to strategise measures the library could take, according to the University's and the Government's guidelines.

On 19 March 2020, the UP Library announced that all its libraries, study centres and Research Commons would be closed on 20 March 2020 until further notice. With campuses being shut down and all library staff working from home, the only services the Library could make available to users were online. This included access to all online collections and databases, online training and tutorials, extending the hours of our Ask/Chat with a librarian service and ensuring that our information specialists were available to handle all queries via email. Access to physical spaces in the library was prohibited, as was the lending of printed material. Subsequently all fines for overdue books were waived and renewals allowed, and the library worked tirelessly to ensure that e-books – fiction and reference – and other online collections were easily accessible. A limited digitisation service was also made available on request.

One of the Library's primary goals during this time has been to keep the channels of communication open with students and staff and to keep them informed of all the changes. A COVID-19 LibGuide was compiled in which users can access free teaching and learning resources, find the latest scientific information and view updates from the University and the Government. The Library webpage has been updated regularly, with the most pertinent information displayed in four colourful 'help boxes' on the webpage. The Merensky 2



Virtual assistance post featuring information specialist Isobel Rycroft and Peanut working from home



One of the Frequently Asked Questions

Research Commons has also started a blog, *The Commons Informer*, to stay connected to their postgraduate community.

Another important way in which the Library has stayed in touch with users is via social media. All announcements and updated services are posted on all social media platforms daily and the Library has initiated various social media series which have become very popular. These include the Virtual Assistance posts of information specialists working from home, the hashtag #DiscoverOurResources which highlights databases the library is subscribed to and the Frequently Asked Questions series. The Book of the Week posts by the Special Collections unit focus on digitised books in the collections that are available on the institutional repository. New features have also been introduced, such as online puzzles and Insta-Novels. The Insta-Novels in particular have become increasingly popular.

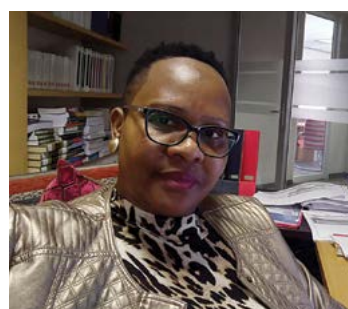
A phased re-opening of the Library commenced on 19 June, with the physical library opening on Tuesdays and Fridays from 09:00-15:00 and limited on-site services available (including a book collection and return service) to students and staff with permits to access UP campuses. The Library's digitisation services have increased and have remained an important feature. The UP Library will continue to increase the availability of its services according to the level of national lockdown, and will continue to respond as promptly as possible to the needs of students and staff. It has been a challenging time for the UP Library, but our staff remain motivated and willing to assist as much as possible.

**Nikki Haw**

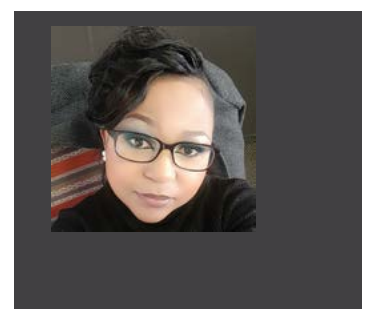
CO-ORDINATOR SPECIAL COLLECTIONS  
DEPARTMENT OF LIBRARY SERVICES  
UNIVERSITY OF PRETORIA



Annah Mokgadinyane Executive  
Governance and Strategy  
CCMA BRICs Unit



Thandi Chauke  
National Librarian  
CCMA BRICs Unit



Boitumelo Rakau  
CCMA BRICs Unit



**T**he journey of the first ever South African Children's Commissioner started in the children's section of a public library on the Cape Flats as a library assistant.

I was in a taxi in Belhar (where I grew up) when I bumped into Mrs. Dorothy Bothman, intrepid Belhar librarian. She had seen me visit the library while I was sourcing books, which I could not afford to purchase, for my UNISA studies. She must have liked what she saw because she recommended that I apply for a vacancy at the new Huguenot Square Public Library in Belhar 'extension 13'. I got the job! I started as a library assistant in the children's section under the formidable leadership of Gavin Davis who went on to complete his PhD and become Head of Department of the School of Librarianship at the University of Western Cape. He mentored my colleagues and me into a dream team who strove to provide excellence in service to the community above everything else. The late Mr Louw brought decades of experience to the team and guided Mrs. Francis (now retired),

Mrs. Haider, Mr. Kannemeyer and me in the development of a new library. We started one of the first toy-lending libraries, hosted youth programmes and became involved in just about every community structure in existence in order to familiarise ourselves with community needs. Mrs. Haider is currently the Acting Director of Communications, Fisheries Management Branch, Department of Environment, Forestry and Fisheries. Mr. Kannemeyer is the Senior Human Resources Manager for the Stellenbosch Municipality after dedicating 25 years to local government. This first professional family and my calling to work with children, put me on the path to being a child rights activist.

It was not a straight road from libraries to fighting for children's liberties. During the 30-year journey, I completed BA (Child Psychology) and Library and Information Science degrees, both from UNISA. I completed a Masters' degree and I am currently reading for a PhD in child rights with the University of Cape Town. My career opportunities contributed skills and experience to fulfil my current designation as Children's Commissioner. At the Institute for Democracy in South Africa (IDASA) with the Children's Budget Unit, I learnt the fundamentals of child rights theory and developed methods to involve children in

governance. This is my special passion! It is described in a training manual and academic works. I shared this model on different platforms in India, Jamaica and Italy. I also worked for eight years as the Executive Director of RAPCAN (Resources Aimed at the Prevention of Child Abuse and Neglect), a child protection organisation focused on building models of prevention of violence against children. This led to a nomination from the child rights' sector to the National Planning Commission (NPC). The President appointed me as child rights specialist Commissioner on the NPC and I was able to lead a pioneering Children's NDP initiative. Simultaneously, I supported the librarian at Belhar High School to implement a library mentorship programme. Mentoring at Belhar High School Library was an important opportunity for me to reconnect with children in my hometown.

My appointment as the Commissioner for Children on 1 June 2020, coincided with International Children's Day. As the Commissioner for Children, I am mandated with oversight of the Western Cape government departments of Education, Health, Social Development as well as Cultural Affairs and Sport; powers and duties include monitoring, investigations, research, educating, lobbying, advising and recommendations. The Office focuses on laws, policy

and practice which negatively affect the realisation of child rights. Child participation is a special duty of the Commissioner for Children because it is most neglected in practice, policy and law-making. So far, children have participated in the development of the logo and a group of high schoolers are being trained to support the government monitoring role. It will be a special focus of my term of office.

It seems I am back at the start of my professional journey, because the libraries in the Western Cape form part of my oversight mandate. In my view, libraries should be the hub of the community; a safe place for children to read and relax; an exciting place to learn about new things; a window to the big wide world out there, which all starts with simply reading a book!

I want to call on librarians, particularly those in the Western Cape, to spread the message about the mandate of my Office. They should feel free to invite me to talk with everyone about child rights, especially the children in the communities they serve.

The Office of the Commissioner for Children is contactable by email on [childrens.commissioner@wccc.gov.za](mailto:childrens.commissioner@wccc.gov.za)

**Christina Nomdo**

WESTERN CAPE COMMISSIONER  
FOR CHILDREN

## The gateway to modern digital knowledge management CCMA Knowledge Management's Merger into the Business, Research, Intelligence & Communications (BRICs) Unit

**A**s part of the Commission for Conciliation, Mediation and Arbitration (CCMA)'s new organisational strategy, *Imvuselelo - The Revival (2020/21 - 2024/25)*, which came into effect on 1 April 2020, certain structural configurations were made to ensure optimal performance in its implementation.

A realignment resulted in the merger of the Business Research, Knowledge Management, Information Services and Communications units into the newly formed Business Research, Intelligence and Communications Unit, known as the BRICs Unit.

This merger ensures the centralisation of one hub specialising in the acquisition and dissemination of information, and the upkeep of the CCMA brand within the organisation, making it more accessible for both internal and external stakeholders. The

BRICs Unit aims at championing an integrated organisational public relations management approach through the utilisation of cutting-edge research aimed at realising organisational objectives. It resulted in the expansion of the former Knowledge Management unit's functions, including the need for the sub-unit to facilitate virtual regional roadshows aimed at creating an awareness of CCMA's mobile applications, CCMAConnect and its subsidiary, the CCMA Info Hub. It has also brought to the fore the need to reprioritise the purchase of literature across multiple disciplines in various formats, making electronic and audio books equally accessible.

All sub-units merged into the BRICs function interdependently with Knowledge Management playing a significant role in the provision of credible information and the management of the

organisation's information repository which often calls for frequent updates. The Information Services sub-unit's mandate is to speedily address user queries and complaints as counselled by the latest judgements, case law reports and statutes received from the Knowledge Management sub-unit. The same need is paralleled for the Business Research sub-unit which, for most of its literature review processes, relies very heavily on the credibility of the sources searched and referenced as determined by each research study's problem statement. The Communications sub-unit is then the vehicle that transmits all the knowledge acquired and generated both internally and externally to the CCMA users. Therefore, it is of vital importance that the information communicated is valid, accurate and credible and this is satisfied by the reliance on the Knowledge

Management sub-unit.

In response to the new organisational strategy, the emphasis is on modern digitized means of service delivery across all CCMA departments, but more especially for the BRICs unit as supported by the Knowledge Management sub-unit. Its plans for this financial year include enlisting benchmark visits in order to ensure that the function's processes and systems remain aligned to best practice and new emerging technologies in information management science.

For more information, feel free to contact the CCMA Knowledge Management sub-unit via [library@ccma.org.za](mailto:library@ccma.org.za).

You are also welcome to download the CCMA Connect and the CCMA InfoHub mobile application from Android Playstores and Apple iStores.

**Thandi Chauke**

HO-NATIONAL LIBRARIAN: BRICs UNIT

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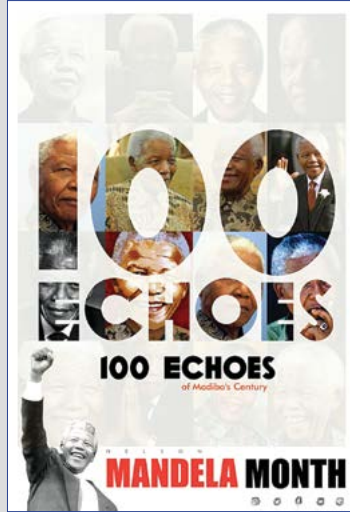
## 100 Echoes of Madiba's Century An Anthology of his Legacy

**P**ace, reconciliation, humility, ethical leadership, love and forgiveness - these have become synonymous with the iconic public figure, Nelson Rolihlahla Mandela.

To mark his centenary as one of the most influential figures of our time, the National Library of South Africa (NLSA) published a multilingual poetry anthology titled *100 Echoes of Madiba's Century*.

Informed by Mandela's love for language and reading, it was befitting to pay tribute to him through an anthology of poetry. Interestingly, Mandela had a special love for poetry to which he attributed his ability to keep serene and grounded while he was incarcerated. It should therefore not come as a surprise that his favourite poem was "Invictus" by William Ernest Henley.

To borrow from Mandela's exemplary principles of diversity and inclusion, the NLSA highlighted the richness and diversity of South African writing by producing *100 Echoes of Madiba's Century* consisting of 100 poems of 100 words in 12



languages. We have learnt, as Nelson Mandela did, that pan-African integration and unity are paramount for nation-building hence the inclusion of the Xhosa language in addition to the 11 official South African languages.

One of the poems dedicated to Nelson Mandela is *Dadatse* a poem by Denver Breda in the Xhosa language.

**Musa Baloyi-Sekese**

CONTENT DEVELOPMENT MANAGER

### DADATSE

Ti aboxan di kaitse  
Dadatse khoen !aroma ge !kxohetse  
Khoese khoeda di kai xam  
Sida !aromats ge !kham  
Hoaraga xuna ge ditse ores !oa  
Duru tsxus !nâ !usase omsa xu #oa  
Xu-i xa !|khaehe !|oasase khoen xa #âi  
Sa !|aes ni #anhes !guis a !gai  
Ae. Aotse,taras tsi !gôana xu  
Toroba ra !kxodana, is dansa !gu  
Kai #gamatse, khoese khoetse  
!|Kha!|kha-aotse #gom!gâsen hâtse  
Ais aisi mâ tsi !gôasiba ge !kxogara  
Mâsen tsin !nî khoena ge #hara  
Nesi !gom ūib tsi ra tsû kai  
!Aob sa khoen dib ge !garob ai  
O ge mîhe Dadab Mandelab xa, !|nâu !axa khoe  
Ko#ga, mûnanai tsi tsamtsi !nâ khoe  
Ti ôa mâ!oabasen  
Ti ôa khâimabasen  
Sada ga !âubasen o !nâ  
Tsîda ga !gapi #âixa !nâ  
Os sa !umisa nî !ni khoeb di  
Khaima khoe !gôa #gose ma î  
Ta #oab !na #nau ais !|ga  
Sa gowaba ôa î !|gawa  
Sa gowab !nâ !nae î naba

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## FUTURE AFRICAN LIBRARIES

Public Libraries in Africa in the Digital Age



Based on research carried out by McNulty Consulting with over 200 African librarians. Full findings at: [www.mcnulty.co.za/public-libraries-in-africa-in-the-digital-age](http://www.mcnulty.co.za/public-libraries-in-africa-in-the-digital-age)



## Public Libraries in Africa in the Digital Age

**P**ublic libraries in Africa are navigating an increasingly digital world.

More and more people are accessing digital sources of information such as social media, like Facebook and Twitter, or online encyclopaedia, like Wikipedia. While libraries retain their core roles in providing access to information, promoting literacy and offering spaces for community engagement, they recognise a changing landscape. In an increasingly digital and connected world, public libraries in Africa show a clear desire to attract non-traditional users, provide digital services and demonstrate their societal impact.

As community information hubs with links to educational and other institutions, public libraries in Africa are well positioned to capitalise on opportunities that the digital age presents. But there are challenges: cost, the limits of what individual libraries can achieve, and how to demonstrate the impacts and social change that libraries can drive. iAfrika is a potential solution for public libraries to navigate this changing landscape.

iAfrika is a digital library service that provides access to relevant information in African languages. It is optimised for African cell phone users with basic devices and limited amounts of data. It offers digital skills training in African languages to empower Africans to record and share their cultures and histories in their own languages, online. This includes knowledge of customs, proverbs, the traditional use of plants, clan histories and dreams and their symbolism. These are important aspects of African culture, history and identity that are not readily available online.

iAfrika has the potential to attract new library users, to promote digital skills and community outreach, and to support literacy in various forms (reading, digital, information). It promotes individual libraries whilst harnessing the collective power of libraries in achieving their goals and increasing their social and developmental impact.

**Dr Grant McNulty**

# MyLIASA training for members of Branch and Interest Group Committees

During June and July, the LIASA National Office provided online training for Branch and Interest Group (IG) committee members as well as Communities of Practice (COP) convenors on the functionality of the MyLIASA platform and group

administration options.

Although a few Branch and IG committee members had already attended some training sessions, they were more than welcome to join again if they felt they needed a refresher course. Sessions were scheduled for every Tuesday and Thursday afternoon during June

and July via the Zoom platform.

Groups were kept small with a maximum of 5 - 7 people per session to allow for personal interaction.

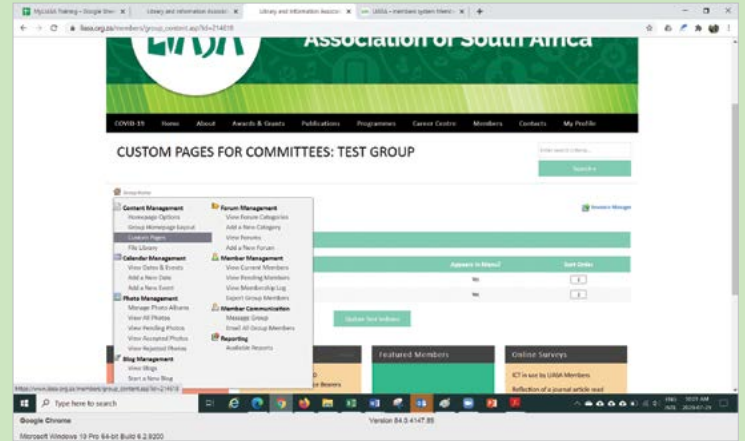
At the time this article was written, the following members had completed all four modules – Nizam Bray (PACLIG), Leanne

Brown (RETIG), Bronwen Erasmus (Western Cape BEC), Jeanette Matsapola (North West BEC), Hesma van Tonder (Free State BEC) and Mathilda Smith (Free State BEC). Congratulations to all of them!

The topics in the four-module course included:

## Module 1: The Basics:

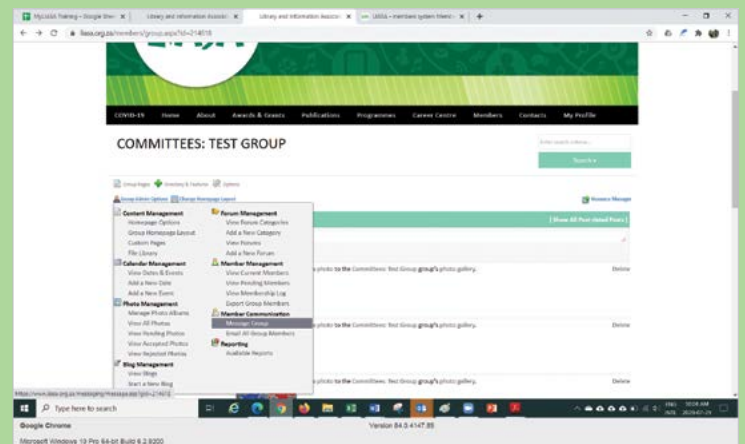
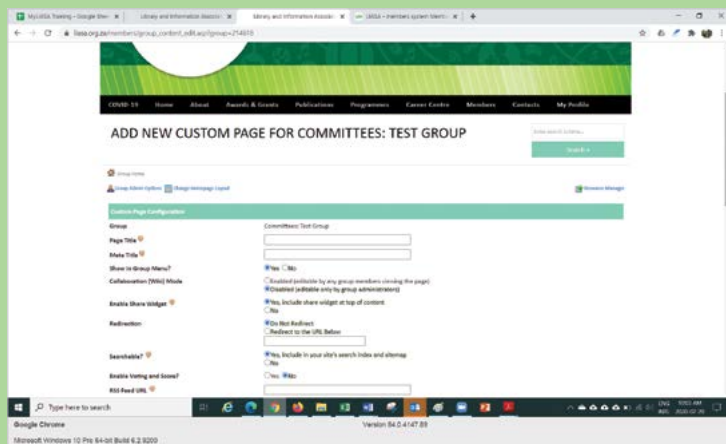
- Signing in, signing out
- Navigating the LIASA website
- Accessing your profile
- Navigating your own profile



## Module 2: Creating custom pages

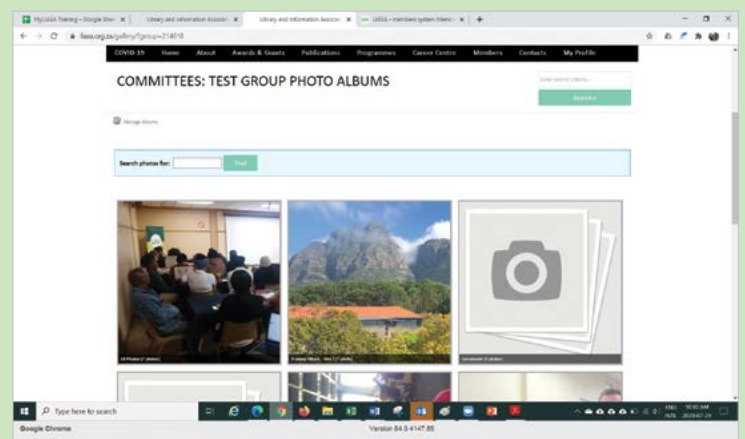
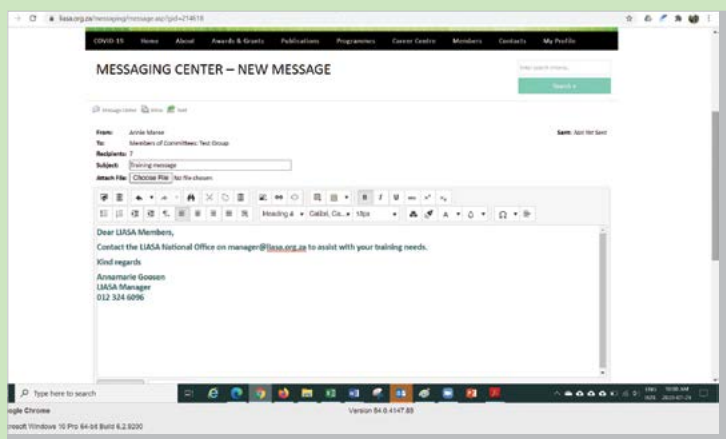
For your group's micro-website on the main LIASA website

- Creating Custom Pages for your Branch, IG or COP
- Working with the content editor function
- Populating the Custom Pages
- Editing the Custom Pages
- Uploading documents to the File Library



## Module 3: Member Communication and Member Management

- Via Messaging
- Via Email
- Downloading a list of members
- Convert a CSV file to and Excel file



# Inspiring Discovery through Free Access to Biodiversity Knowledge

**D**igital access to essential literature is especially important right now, as the COVID-19 pandemic makes physical access to collections and institutional libraries impossible for many.

As our understanding of the natural world deepens and grows, trusted, openly available resources become ever more important.

The Biodiversity Heritage Library (BHL) is the world's largest open access digital library for biodiversity literature and archives. BHL is revolutionising global research by providing free, worldwide access to knowledge about life on Earth. To document Earth's species and understand the complexities of swiftly-changing ecosystems in the midst of a major extinction crisis and widespread climate change, researchers need something that no single library can provide – access to the world's collective knowledge about biodiversity. Much of this material is available in only a handful of libraries globally and scientists have long considered this lack of access to biodiversity literature as a major impediment to the efficiency of scientific research

The BHL consortium works with the international taxonomic community, publishers, bioinformaticians, and information technology professionals to develop tools and services to facilitate greater access, interoperability, and reuse of content and data. BHL provides a range of services, data exports, and APIs to allow users to download content, harvest source data files, and reuse materials for research purposes. Through the Global Names Recognition



and Discovery (GNRD) service, BHL indexes the taxonomic names throughout the collection, allowing researchers to locate publications about specific taxa. In partnership with the Internet Archive and local digitisation efforts, the global BHL has digitised 58,432,348 pages of taxonomic literature, representing 157,049 titles and over 257,550 volumes (2020/07/20).

The BHL portal provides free access to hundreds of thousands of volumes, comprising over 56 million pages, from the 15th-21st centuries. In addition to public domain content, BHL works with rights holders to obtain permission to make in-copyright materials openly available under Creative Commons licenses.

BHL actively engages with

worldwide audiences using a range of social media tools and online initiatives. Through Flickr, BHL provides access to over 170,000 free nature images from its collection. BHL also supports a variety of citizen science projects that encourage volunteers to help enhance collection data. Since its launch in 2006, BHL has served over 7 million people in over 240 countries and territories around the world. Since 2009, BHL has expanded with a worldwide cooperative network of autonomous members.

On 15 April, 2013 BHL Africa was officially launched. BHL Africa was also the first formed directly under aegis of librarians. BHL Africa aims to partner with organisations and agencies in Africa and beyond with similar

goals aimed at improving access to African biodiversity literature. Currently BHL Africa is organised as follows: Eastern Africa region (Kenya, Tanzania, Uganda); Southern Africa region (South Africa) and BHL Egypt. Some membership benefits are:

- Access to specialised repository software and technical support as well as storage to digital collections in a relatively safe repository
- Connecting to an international network of biodiversity librarians
- Connecting librarians to the international research community
- Opportunities to develop professional skills
- Adds prestige to your library because it is an honoured and recognised international collaborative
- All BHL Africa member institutes receive global exposure as their literature is downloaded on the BHL portal

Through ongoing collaboration, innovation, and an unwavering commitment to open access, the Biodiversity Heritage Library will continue to transform research on a global scale and ensure that everyone, everywhere, has the information and tools they need to study, explore and conserve life on Earth.

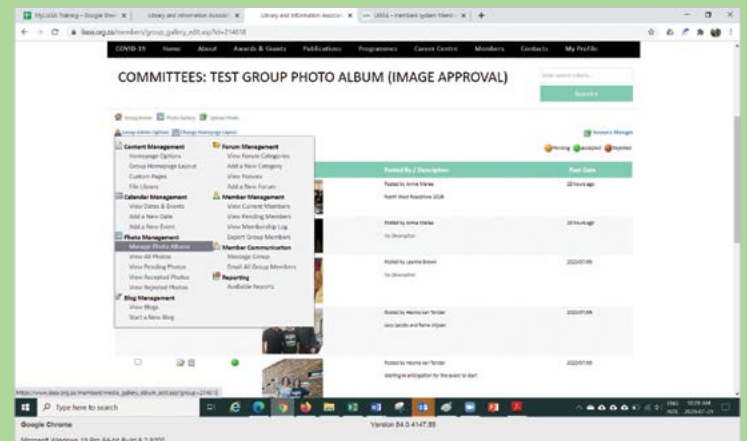
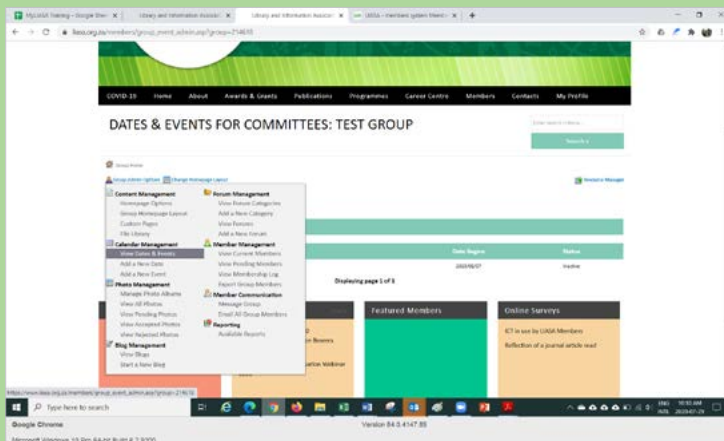
If you require any more information on how you can contribute to BHL Africa, please contact Ms Anne-Lise Fourie [a.fourie@sanbi.org.za](mailto:a.fourie@sanbi.org.za)

Introduction to BHL available at this link: <https://youtu.be/ZkSGD6HIYWY>

**Anne-Lise Fourie**  
ASSISTANT DIRECTOR:  
SANBI LIBRARIES

## Module 4: Calendar and Photo Management

- Managing your events



**Annamarie Goosen (PL) SA**  
LIASA MANAGER

### New appointments at UWC Library:



**KATLEGO CHIYA** has been appointed as the Faculty of Arts Librarian. He obtained a BA in Media Studies; Higher Diploma in Information Studies at the University of Limpopo, and is currently studying for his Masters. His experience spans being a Librarian at SANBI; Assistant Librarian and Faculty Librarian at the University of the North West.

**MLUNGISI THUSI** Is appointed as Librarian. He holds a BA Communication Science degree. He worked at the University of Johannesburg as the Information Librarian for the Faculty of Engineering. In 2016 was part of the Carnegie Leadership group of librarians.

**SIBUSISIWE MGQUBA** joined from Monash University, where she was heavily involved with teaching research and information skills and work towards the infusion of digital literacies. She and Joseph were also previously colleagues at Monash, and will be working closely together in the Sciences faculty, for which Sibu is faculty librarian.

### Department of Library Services at the University of Pretoria welcomes:



**TSHIWELA BRIDGETTE DASEREE SIWADA** has been appointed as a Management Assistant at Merensky 2 Library, University of Pretoria. Prior to her appointment

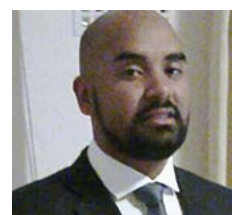
she worked as an Executive Secretary within the South African Post Office. She has also worked as a Personal Assistant in the Department of Higher Education and Training, and as an Executive Secretary at the University of Venda. Ms Siwada holds a National Diploma in Office Management and Technology from the Tshwane University of Technology as well as a Postgraduate Diploma in Project Management from MANCOSA. She is currently an MBA candidate at MANCOSA.

**NONHLE SENZI MTSHALI** has been appointed as an Information Specialist at Oliver Tambo Library (Law Library), University of Pretoria. Her prior work experience includes working as a Librarian at the Northern Cape High Court within the Office of the Chief Justice. She was also a Library Officer at Sol Plaatjie University, a Senior Library Assistant at the National Institute for Higher Education Kimberley, and a Graduate Assistant at the University of Zululand. Ms Mtshali holds a BA: Information Science degree, as well as an Honours degree in Library and Information Science from the University of Zululand.



**SARAH SCHAFFER** has been appointed at UWC Library to drive e-research. She is a digital curator with a special interest in the Digital Humanities, metadata management and open publishing. She has worked with various organisations and institutions within digital cultural heritage and data management, and is excited about joining the team at UWC as a Research Data Management specialist.

**JOSEPH MANGADI** has been appointed as a Senior Librarian. He holds B.Bibl, BA Hons (Info. Science) and PGCE qualifications, as well certificates in Train-the-Trainer and Customer Service Management. His experience spans Library Circulation, Faculty Support, Information Literacy and Branch Librarian roles in academic, public and special libraries. He has presented at the Library and Information Association of South Africa (LIASA) 13th Annual Conference, LIASA Marketing Interest Group Pre-Conference, International Conference on Information Literacy and the CPUT Research and Information Literacy Skills in the Workplace Seminar. He has served in LIASA Gauteng South Branch and the Western Cape Higher Education Libraries Interest Groups.



**WALEED AKHERWARAY** is the Coordinator: finance and operations at the University of the Western Cape. He graduated from the Cape Peninsula

University of Technology with a National Diploma: Financial Information Systems in 2008 and has since been employed within the finance divisions of several companies ranging from small partnerships to large multinational conglomerates. Waleed was employed as a financial control analyst at the Pearson Institute of Higher Education (2015-2020).

**NANDIPHA CONSTANCE MQOTSI** has been appointed as an Assistant Librarian: Cataloguer. She holds a Bachelor of Library and Information Science (B.Bibl) degree from the University of Fort Hare and a Post-graduate Diploma in Archives and Records Management. She worked at the Dept of Sport, Recreation, Arts and Culture in Mthatha and DSRAC Library Service in King William's Town as a Senior Librarian responsible for cataloguing and library marketing.

**KHOLEKA MBEBE** joined as one of the new cataloguers. She was previously employed as a Librarian by the Department of Sport, Arts and Culture at Sasolburg.



**SIVIWE BANGANI** joined Stellenbosch University Library and Information Service as its Director: Research Service from 01 April 2020. He previously

worked at the North-West University LIS as a Manager: Information Services (Mafikeng Campus). Siviwe was the 2018 LIASA Librarian of the Year. At the time of joining Stellenbosch University LIS, he was the chair-elect of the LIASA North-West Branch.



**ROMEO MATUMBA** The DUT Library congratulates and welcomes Romeo Matumba to a new portfolio of Librarian: Marketing and Communication from 1 July 2020.

Romeo joined DUT in 2016 as a Subject Librarian based at the Riverside campus in the Midlands. Before joining DUT, Romeo also managed portfolios of Library Administrative

Officer (Inter-Library Loans) at UKZN, Campus Librarian and National Librarian at Varsity College and the Faculty/Evening Librarian portfolio at MUT. Mr "R", as he is known by his colleagues, has an exciting career of over ten years working in academic and special libraries. We are certainly excited to see Romeo in this new portfolio and with his high energy and dedication, we can predict that marketing in the library will be entering a new phase under his leadership. The Library is pleased to have a staff member of his calibre as part of the team. *(Lucille Webster)*



**ELLEN TISE** Bravo Ellen – the Wikipedia librarian!

The Senior Director of Stellenbosch University Library can now add a Wikipedia page to her long impressive resume. She was the first president of LIASA, a position she held for two terms from 1998 until 2002.

LIASA itself was formed through the amalgamation of the two erstwhile associations, the South African Institute for Librarianship and Information Science and the African Library Association of South

Africa. In 2009, Ellen became the second IFLA president from Africa (Kay Raseroka from Botswana was the first president), a position she held until 2011.

Throughout her career, Ellen has received numerous awards and accolades from colleagues around the globe. She is a receiver of honorary membership awards from both IFLA and LIASA and she continues to serve both organisations whenever her expertise is required. Ellen is the first career librarian from South Africa to have a Wikipedia page. She has published a number of articles in accredited journals and presented papers in national and international conferences.

Ellen's Wikipedia page can be found here: [http://en.wikipedia.org/wiki/Ellen\\_Tise](http://en.wikipedia.org/wiki/Ellen_Tise)



**M**r Francois Hendrikz, the former Director of the South African Library for the Blind, announced his early retirement at the end of 2019 due to medical reasons after being active in the profession for more than thirty years.

He started his career as a book-shelver at the Witpoortjie Branch Library on the West Rand in Gauteng. He performed this function as a part-time job while he was studying for his B.Bibl (Ed) qualification.

After completing his studies in 1986, he started his professional career as an Information Officer in the Department of Defence. This opportunity gave him exposure to electronic databases and

computerised information systems early on in his career. He moved to Namibia during 1989 and took up the position as a Reference Librarian at the then Estorff Reference Library. This library became the National Library of Namibia after independence. Mr Hendrikz joined the then State Library in Pretoria during 1990 as a researcher assisting library management with the development of a strategic planning framework. He obtained his Honnours Degree in Librarianship in the same year. As part of his marketing research responsibilities at the State Library, he developed a comprehensive marketing plan for the library. One of the marketing strategies involved a roadshow. Library staff visited various libraries introducing the services rendered by the State Library at that stage. His interest in library marketing was also the topic of his Master's Degree, which he obtained in 1994 at the University of Pretoria.

He accepted the position as Head of the Mpumalanga Provincial Library and Information Service (MPLIS) in 1998. Hendrikz, with a team of four senior managers, was responsible for establishing the new Provincial

Library Service. Under his tenure the book purchasing was resuscitated, new library buildings planned and built and existing public library services strengthened. He also successfully applied for a grant from the Carnegie Corporation of New York. This funding enabled MPLIS to start the first-ever computerisation initiative of the more than sixty public libraries under its jurisdiction at the time. This initiative involved the procurement of hard- and software, setting up network connections, training of staff and preparing the Provincial Catalogue to be accessible to all libraries. He also launched the Fundza for Fun initiative during his tenure to promote the love of reading on a provincial level.

Mr Hendrikz became the Director of the South African Library for the Blind (SALB) during 2006. To position the SALB, a unique National entity with its legal mandate and function, the library embarked on a continuous realignment process focussing on organisational structure, policies and practices. Through a "decentralisation" strategy, the SALB established more than 180 mini-libraries for the blind across South Africa in partnership

with Provincial Library Services and Metro Library Authorities. The library celebrated its centenary during 2019. One of the centenary initiatives was the production of a book chronicling significant milestones achieved by the library over 100 years.

During his career as a librarian, Mr Hendrikz actively participated in various National and International structures and initiatives of the National Council for Library and Information Services (NCLIS), Legal Deposit Committee, Ministerial Working Groups, LIASA, South African National Council for the Blind, South African Book Development Council, the International Federation of Library Associations and Institutions (IFLA), the International Network for the Availability of Scientific Publications and the World Intellectual Property Organisation (WIPO).

Hendrikz learnt many lessons during his career of which the following are the most important: learn and qualify oneself; approach work with a passion; empower colleagues to strengthen teamwork and be responsive to the needs of the people we are servicing, the library user.



## MARIANNE ELLIOTT

(Open Learning Centre Coordinator at False Bay College: Fish Hoek Campus) retires after

almost thirty years of library work.

She writes: "I first completed the BA Creative Arts Ed at Stellenbosch University in 1978 and taught art (four years) and Afrikaans as subject (three years) at high schools. My library career started in 1978 at Provincial Library Service, Midlands Region, Grahamstown, as Library Assistant. In 1994 I was

transferred to the Stellenbosch Region, based in Cape Town. During this period I completed a B.Bibl through UNISA, which enabled me to function as Regional Librarian of the Southern Region, from 1999. With a staff of five people I served twenty libraries and library depots in the South Peninsula of Cape Town. I enjoyed interacting with librarians and assisting them to build their library stock.

In 2008 I was appointed as Coordinator of the Open Learning Centre at False Bay College, Muizenberg campus. I was transferred to Fish Hoek Campus in 2009, where I enjoyed building up the new library and tending

to information needs of staff and students.

Experience gained at Provincial Library Service regarding book selection, building library collections, stock-taking, processing new books, mending older ones, subscription to periodicals, report writing and planning, proved extremely useful.

While at False Bay College, I became involved with SLYSIG and served on the Western Cape committee as Secretary and Chair. Attending SLYSIG/HELIG workshops and LIASA/SLYSIG conferences assisted to further empower and inspire me as a librarian. Especially while working

on my own in a new library and without a librarian as a line manager, these experiences proved invaluable. Through networking opportunities, a thriving reading campaign was established on campus. Conferences also exposed me to a range of library suppliers. My desire is to still see legislation for libraries in TVET colleges, so that more colleges will embrace this service. Presently I am on an extended contract at Fish Hoek campus. Once fully retired, I would like to focus on art again and continue working in Ceramics".



## PHUMLA LUHABE

DUT says good-bye to Phumla Luhabe after almost thirty-one years in the profession. Ms. Luhabe had become a familiar face to students and staff at the ML Sultan campus and her departure

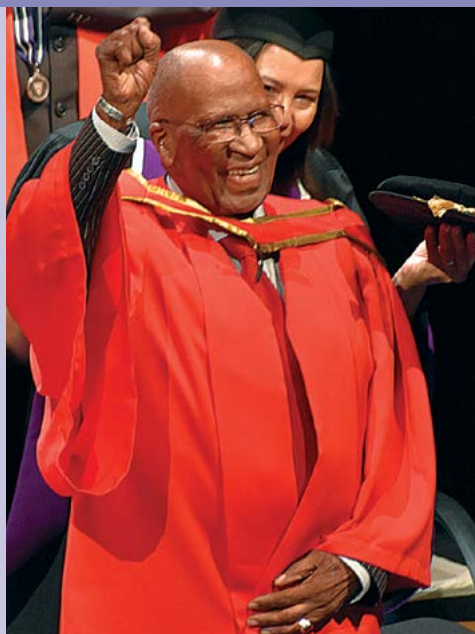
will leave a void that is hard to fill.

She coordinated the afterhours services at the BM Patel Library for the past eight years. This involved working until late at night as well as Saturdays and Sundays when necessary. In her career, Ms. Luhabe has worked at several of

the large academic libraries in the region, in particular, University of Zululand and University of KwaZulu-Natal and towards the end of her career at the Durban University of Technology.

(Bongi Mpungose)

*in memoriam*



**DR ANDREW MOKETE MLANGENI  
(1926 – 2020)**

Rhodes University is deeply saddened by the death of one of the bravest and most committed freedom fighters against apartheid, Dr Andrew Mokete Mlangeni.

Dr Mlangeni, aged 95, died at 1 Military Hospital in Thaba Tshwane in Pretoria on Tuesday night, 21 July 2020, where he was admitted after experiencing abdominal pains.

Rhodes University conferred one of its highest honours on Dr Mlangeni, that of a Doctor of Laws (LLD) (honoris causa), at its annual graduation ceremony in April 2018. During his graduation speech, he said, "In line with the motto of the University: Strength, Courage, Truth, I am pretty confident that this University, which I join today as an honorary member, will continue to play its role to help transform our country into a nation that will counted the best amongst the nations of the world."

Born on 6 June 1926, Dr Mlangeni started working at a young age. "I was born under

the farm labour tenancy system. Which means from the day I was conceived, I was destined to be a future farm worker because of the labour tenancy system. A condemnation which many farm tenants' children are still subjected to in this day and age in our modern society. Indeed, it is not yet UHURU for the majority in our country," he said. After his father tragically passed away, the family had to move off the farm. "Miraculously I escaped, not because of my own making, but because of the tragic event in my early life, the death of my father, the head of the house."

Popularly known as prisoner number 46764 in political circles, Dr Mlangeni spent years of unswerving and sustained commitment to the fight against apartheid. He embodied the values of selfless dedication to the cause of freedom, justice and human dignity. Dr Mlangeni was among the first people to be deployed for the ANC military training wing Umkhonto WeSizwe outside the country. On his return in 1963, he was arrested after state witnesses told the court that he was one of the people responsible for recruiting and training an armed force. He was found guilty and sentenced to life imprisonment on Robben Island. He said: "One of the biggest prisons we were afraid of being locked up in though, was the jail of ignorance. We had to demand to have access to education, a fight that was fought over a period of three years until it was granted 1967. Guess who was the first among the inmates to register to study? Some fellow called Andrew Mlangeni." The freedom fighter spent twenty-six long years locked up on Robben Island as Nelson Mandela's next-door inmate neighbour. He was released in 1989, during the negotiations between the government and the African National Congress (ANC).

While on Robben Island, he obtained a degree in Political Science and Public Administration. He also graduated with a BA Honours in Political Science. Upon his release in 1989, he continued to study a law degree, which he unfortunately did not complete because of his work for the ANC preparing for the first democratic elections.

"My generation, and especially the comrades with whom I was locked up, among the first things we fought for the very first day we landed on Robben Island, knowing that we had all the time because we had to do time, was to fight for our right to study, the right to education," said Dr Mlangeni. He referred to the now famous quote by his fellow prisoner and comrade, Nelson Mandela, who said, "Education is the most powerful weapon with which you can change the world."

"When Madiba uttered those words, he had a dream of a people who can really turn things around using education as the agency for change," Dr Mlangeni said. He reminded the 2018 graduates to emulate the values of stalwarts such as Madiba and Albertina Sisulu. "The right to human dignity enjoins us to treat people with reverence and dignity. Their selflessness should be embodied by the whole world not only on their months of birth, but every day."

During his lifetime, Dr Mlangeni was the recipient of several awards including the ANC Isithwalandwe, the highest honour awarded by the ANC to those who have made an outstanding contribution and sacrifice to the liberation struggle, as well as The Order for Meritorious Service Class 1 (Gold) in 1999 (then the country's highest honour, awarded to South Africans who had rendered exceptional public service).

"Dr Mlangeni was an embodiment of humility and gentleness. He was integrity and kindness personified. He was an epitome of noble commitment and dedication to social justice, freedom, human rights and human dignity. He was a quintessential gentleman. Our nation and humankind owe Bab' uMlangeni an unpayable debt of gratitude," said Rhodes University Vice-Chancellor, Dr Sizwe Mabizela.

Rhodes University would like to offer heartfelt condolences to the Mlangeni family and friends. He was a self-sacrificing struggle veteran who dedicated his life to fighting for the freedom of the people of South Africa.

COMMUNICATIONS AND ADVANCEMENT DIVISION  
ON BEHALF OF RHODES UNIVERSITY



**ROSE DAMON (1951-2020)**

It is with great sadness that the School Library and Information Services (SLYSISIG) sector mourns the passing away of Rose Damon, the previous Acting Head of the Western Cape Education Department Library and Information Service (EDULIS).

Rose, a former college librarian and school library advisor, was extremely passionate about school libraries. Her passion inspired others and promoted the establishment

of functional libraries at schools in the Western Cape. She was project manager for the implementation of the first EDULIS urban Mobile Library Service to schools in Khayelitsha as well as its extension to schools in the rural areas of the province, positively impacting on literacy development at these schools.

Rose was also responsible for the roll-out of the over R100 million QIDS-UP (the Quality, Improvement, Development, Support and Upliftment Programme) Library Project, that assisted over 600 of the poorest schools in the Western Cape with establishing start-up school libraries. Under Rose's leadership, QIDS-UP provided these schools with library resources, furniture, computers and library administration software, and training teachers in library administration. She is also remembered for two valuable publications that assist school libraries: *Beginner's Guide to School Library Organisation* as well as *Simplified list of Subject Headings for School*

*Libraries*. Another area of particular interest was the architecture and physical space of libraries and she was influential in the planning of school libraries as well the current EDULIS library of the WCED.

Rose was an active member of LIASA, particularly SLYSIG. By awarding her the accolade of Librarian of the Year in 2007, the LIASA Western Cape Branch acknowledged Rose as a role model for all librarians in the Western Cape and someone whose contributions have made and continue to make a lasting impact on the sector.

Rose was always a lover of books and reading. Her family remembers her fondly for not being able to put down a book without having to finish it; everything else had to wait. They understood this passion and supported her. Rose is survived by her husband Les, three children and three grand children.

**Theresa de Young**  
LIASA WESTERN CAPE BEC



Today's clichés such as the **'new normal'** are real and life will never be quite the same again. We cannot rely on what worked yesterday and need to equip ourselves to ensure we are ready for tomorrow. This means shaping a future around what we know to be true and equipping ourselves to build a legacy.

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